PROMPTS FOR INTELLECTUAL DISABILITY CRITERION 2 INFORMATION

Criterion 2 information is to be completed by the student's teacher with support from the school team. Where more than one teacher provides the student's program, this should be a teacher with an overview of the specific significant education adjustments that are currently in place in all subject areas.

Criterion 2: The student's identified level of functioning results in activity limitations and participation restrictions at school requiring *significant* education adjustments.

For the purposes of verification, *significant* education adjustments:

- are **personalised**

- may benefit all/other students, but are **essential** for the identified student to access and participate in the curriculum

- need to be **specific and targeted** to the identified impairment and the individual student

- include the **range and breadth**, **frequency and intensity** of adjustments that are required.

Please Note:

- These prompts are intended as a **guide** to assist schools with recording the **evidence** required for verification.

- It is **not essential** to answer every prompt or to present information in the exact order of the prompts.

- It is only necessary to record information **once** in the most appropriate section.

- The relevant information provided by school teams should be a **summary** demonstrating the **educational impact** of the student's disability at school and the associated *significant* **education adjustments** that are **currently occurring** for the student.

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CURRICULUM *Consider the prompts and include information relevant to the verification request.*	Consider
Describe the student's functioning: *Curriculum - knowledge, functioning and understanding of the world – levels of achievement – strengths or weaknesses* English - provide relevant assessment data e.g. PM level or NAPLAN if applicable on: • decoding and encoding print • comprehending text • ability to use literacy skills. Mathematics - provide relevant assessment data if applicable e.g. PAT Maths or NAPLAN on: • number skills including addition, subtraction, multiplication, division and money • measurement including length, mass, area, volume and time • ability to use numeracy skills. Other aspects of the curriculum: • Science, SOSE, HPE, The Arts, Technology, Languages. How much does the student know and how do they use that knowledge? How does performance compare with same age peers?	How does this match with the identified level of impairment (Criterion 1)?
Describe the associated significant education adjustments: *Planning - teaching strategies - resources - Assistive Technology – pedagogy - assessment and reporting* What planning has occurred/is occurring? What targeted interventions/adjustments have occurred/are occurring? What targeted/specialised programs are in place? How is pedagogy/teaching adjusted? What resources are used? What adjustments are made to assessment and reporting? At what level is the student accessing the curriculum? What reports, assessments, observations or other information are available? Is there a team negotiated individualised plan that is monitored and reviewed?	Are the adjustments described different from classroom differentiations that are routinely made by teachers?

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COMMUNICATION *Consider the prompts and include information relevant to the verification request.*	Consider
Describe the student's functioning: *Communicating (both giving and receiving the message) for a range of purposes across a range of contexts - receptive - expressive - pragmatics (language use) – speech* Describe the student's current communication skills/understanding and use of verbal and non-verbal language, using examples. Does the student have identified speech-language difficulties/support? Consider: • expressive language skills/intelligibility of speech/communication methods • receptive language skills • processing and following instructions • interpreting nonverbal body cues and language • appropriate gestures and body language • conversation skills. How does performance compare with same age peers: • in the classroom • in other environments • to meet personal needs • to convey information/thoughts appropriately? Have any referrals have been made? Are any other agencies/personnel involved? What reports, assessments, observations or other information are available? What augmentative and alterative communication strategies are used with the student to facilitate effective communication?	How does this match with the identified level of impairment (Criterion 1)?
Describe the associated significant education adjustments: *Planning - teaching strategies - resources - Assistive Technology –pedagogy - assessment and reporting - Complex Communication* What planning has occurred/is occurring? What targeted interventions/adjustments have occurred/are occurring? What targeted/specialised programs are in place? How is pedagogy/teaching adjusted? What resources are used? What augmentative and alternative communication strategies are used with the student to facilitate effective communication? What adjustments are made to assessment and reporting? What reports, assessments, observations or other information are available? How are adjustments in this area recorded and monitored (e.g. individualised plans)?	Are the adjustments described different from classroom differentiations that are routinely made by teachers?

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SOCIAL PARTICIPATION/EMOTIONAL WELLBEING *Consider the prompts and include information relevant to the verification request.*	**Consider**
Describe the student's functioning: *social/interaction skills - self-management skills* Describe the student's current social/emotional functioning and self-management skills using examples. Consider: - initiating, sustaining and maintaining appropriate social interactions with peers and adults - participating as a member of a group/sharing and taking turns - friendship skills, participation in leisure/recreation activities - maintaining socially appropriate behaviour in a range of settings - attention and concentration - emotional regulation - conflict resolution and problem solving - understanding the consequences of actions - consideration other people's thoughts and feelings - coping with stress and anxiety. How does this compare with their same age peers? Have any referrals have been made? Are any other agencies involved? What reports, assessments, observations and other information are available?	How does this match with the identified level of impairment (Criterion 1)?
Describe the associated significant education adjustments: *Planning - teaching strategies - resources - Assistive Technology – pedagogy - assessment and reporting - student management and support - intensive behaviour interventions* What planning has occurred/is occurring? What targeted interventions/adjustments have occurred/are occurring? What targeted/specialised programs are in place? What support has been accessed? How is pedagogy/teaching adjusted? What resources are used? What adjustments are made to assessment and reporting? What reports, assessments, observations or other information are available? How are adjustments in this area recorded and monitored (e.g. individualised plans)?	Are the adjustments described different from classroom differentiations that are routinely made by teachers?

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LEARNING ENVIRONMENT/ACCESS *Consider the prompts and include information relevant to the verification request.*	**Consider**
Describe the student's functioning: *classroom and non-classroom environment - organisational skills* Describe the student's ability to access the learning environment using examples and provide specific examples of personalised adjustments. Consider how this compares with same age peers in: • ability to function independently • to self-organise and manage their belongings • access to and participation in the community, including leisure and recreational activities • fine and gross motor skills • assistive technology (e.g. sound field amplification/hearing aids, laptop, tablets) • specific strategies/programs (e.g. playground, visual supports, transition within the school, specialist lessons) • an Alternative Augmentative Communication (AAC) system (speech generating device, symbol communication book and/or support with signing) • mobility issues. How effectively does the student use the specific strategy/system/device/technology in place? Have any referrals have been made? Are any other agencies involved?	How does this match with the identified level of impairment (Criterion 1)?
Describe the associated significant education adjustments: *Planning - teaching strategies - resources - Assistive Technology – pedagogy - assessment and reporting* What planning has occurred/is occurring? What targeted interventions/adjustments have occurred/are occurring? What targeted/specialised programs are in place? What support has been accessed? How is pedagogy/teaching adjusted? What resources are used? What adjustments are made to assessment and reporting? What reports, assessments, observations or other information are available? How are adjustments in this area recorded and monitored (e.g. individuals plans)?	Are the adjustments described different from classroom differentiations that are routinely made by teachers?

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HEALTH AND PERSONAL CARE, SAFETY *Consider the prompts and include information relevant to the verification request.*	Consider
Describe the student's functioning related to the impairment: *Adaptive skills - health management - risk management - personal care skills - mobility* Describe the student's current health and safety needs using examples. Consider how this compares with same age peers in: • health management • risk management • personal care skills • behaviours that put the student's (or other students) health and safety at risk • self-care skills • specialised health/medication support/procedures • individualised eating, drinking and dietary requirements • individualised essential hygiene routines • sensory issues • vulnerability to exploitation and bullying and coping strategies • individualised behaviour management plans. Have any referrals have been made? Are any other agencies involved? What reports, assessments, observations and other information are available?	How does this match with the identified level of impairment (Criterion 1)?
Describe the associated significant education adjustments: *Monitoring - specific health care procedures - planning - teaching strategies - resources - Assistive Technology – pedagogy - assessment and reporting - specific safety procedures* What planning has occurred/is occurring? What targeted interventions/adjustments have occurred/are occurring? What targeted/specialised programs are in place? How is pedagogy/teaching adjusted? What resources are used? What adjustments are made to assessment and reporting? What reports, assessments, observations or other information are available? How are adjustments in this area recorded and monitored (e.g. individualised plans)?	Are the adjustments described different from classroom differentiations that are routinely made by teachers?

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