

PROMPTS FOR PHYSICAL IMPAIRMENT 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: Information provided by the school on the activity limitations and participation restrictions of the diagnosed condition in at least two of the domains of gross mobility, fine mobility, self-care and communication. Information on gross mobility or fine mobility must be at least one of the domains.

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

GROSS MOBILITY	PROMPTS FOR SCHOOL TEAMS <i>Consider the prompts and include information relevant to the verification request.</i>
<p>Maintain positions</p> <ul style="list-style-type: none"> • sit/stand <p>Change positions</p> <ul style="list-style-type: none"> • transfers <p>Mobility</p> <ul style="list-style-type: none"> • indoor • outdoor 	<p>Describe the student's functioning related to the physical impairment:</p> <p>What is the student's current functioning in relation to gross mobility?</p> <ul style="list-style-type: none"> • Describe the student's physical ability to: <ul style="list-style-type: none"> ○ maintain his/her position (e.g. standing, sitting on floor/at desk/in chair/wheelchair) ○ maintain a stable posture ○ change positions (e.g. floor to stand, chair to stand, chair to wheelchair, in and out of equipment) ○ mobilise in the classroom, from class to class, to and from specialist classes ○ mobilise in the playground and outdoors ○ negotiate obstacles and environments (e.g. steps, stairs, slopes, uneven surfaces, playground, long distances, obstacle course) ○ run, skip, hop, jump, climb. • How does the student's gross mobility functioning affect his/her ability to access the required curriculum? • How does the student's gross mobility functioning compare with peers? • Describe any environmental factors that impact on the student's ability to access the required curriculum (e.g. layout, landscape, stairs). <p>Describe the associated significant education adjustments:</p> <ul style="list-style-type: none"> • What targeted interventions/adjustments are occurring to enable the student to access and participate in the required curriculum? Consider pedagogy, resources (including materials, furniture, equipment and people), assessment and reporting. • What individual/specialised programs are in place (e.g. gross motor program, physiotherapy program)? • What are the results/outcomes from any interventions/adjustments/targeted programs that have been used? • What specialised or alternative equipment or adjustments are in place to ensure access/participation in the curriculum, including Physical Education/sport, mobility or positioning? • What considerations within the gross mobility domain are required for excursions/camps? • What support/information has been accessed/provided by: <ul style="list-style-type: none"> ○ the school ○ the region ○ outside agencies ○ medical practitioners?

FINE MOBILITY	PROMPTS FOR SCHOOL TEAMS <i>Consider the prompts and include information relevant to the verification request.</i>
<p>Access and transport materials</p> <p>Manipulate furniture/fittings</p> <p>Manipulate materials/tools</p> <p>Written output</p> <p>Access computer & ICTs</p>	<p>Describe the student's functioning related to the physical impairment:</p> <p>What is the student's current functioning in relation to fine mobility?</p> <ul style="list-style-type: none"> • Describe the student's physical ability to: <ul style="list-style-type: none"> ○ access and transport materials (e.g. locker, pencil case, schoolbag) ○ manipulate furniture (e.g. push chair/table/tidy tray in and out) ○ manipulate materials/tools (e.g. pencils, scissors, glue sticks, paintbrushes) ○ manipulate materials for practical subjects (e.g. science, art, manual arts, home economics, photography etc) ○ produce written work (i.e. write/draw/colour) ○ operate the keyboard/equipment (e.g. mouse, switches, touch screen, joystick) ○ operate ICTs (e.g. digital media, iPad, PDA). • How does the student's fine mobility functioning impact on his/her ability to access the required curriculum? • How does the student's fine mobility functioning compare to peers? • Describe any environmental factors that impact on the student's ability to access the required curriculum. <p>Describe the associated significant education adjustments:</p> <ul style="list-style-type: none"> • What targeted interventions/adjustments are occurring to enable the student to access and participate in the required curriculum (e.g. reduced workload, alternative output, scribe etc.)? Consider pedagogy, resources (including materials, equipment and people), assessment and reporting. • What individual/specialised programs are in place (e.g. fine motor program, keyboarding program, occupational therapy program)? • What are the results/outcomes from any interventions/adjustments/targeted programs that have been used? • What alternative or modified equipment is being used to access/participate in fine motor activities (e.g. alternative scissors, specialised home economics/manual arts equipment etc.)? • What assistive technology is being used to enable the student to access the required curriculum (e.g. switches, alternative keyboards/mouse, note taking device)? • What considerations within the fine mobility domain are required for excursions/camps? • What support/information has been accessed/provided by: <ul style="list-style-type: none"> ○ the school ○ the region ○ outside agencies ○ medical practitioners?

SELF-CARE	PROMPTS FOR SCHOOL TEAMS <i>Consider the prompts and include information relevant to the verification request.</i>
<p>Meal time</p> <p>Toileting</p> <p>Hygiene</p> <p>Clothing management</p>	<p>Describe the student's functioning related to the physical impairment:</p> <p>What is the student's current functioning in relation to self-care?</p> <ul style="list-style-type: none"> • Describe the student's physical ability to: <ul style="list-style-type: none"> ○ eat ○ drink ○ manage packaging and utensils ○ access drinking fountain, water bottles, commercial drink containers etc. ○ access toilet block and cubicle ○ maintain stability on toilet ○ manage bladder/bowel ○ manage materials e.g. toilet paper, wipes, continence aids, menstruation etc. ○ manage personal hygiene e.g. wash hands, manage nose care etc. ○ manage personal grooming e.g. wash face, groom hair ○ manage clothing, footwear, fasteners, orthotics/splints. • How does the student's self-care functioning impact on his/her ability to access the required curriculum? • How does the student's self-care functioning compare to peers? • Describe any environment factors that impact on the student's ability to access the required curriculum <p>Describe the associated significant education adjustments:</p> <ul style="list-style-type: none"> • What targeted interventions/adjustments are occurring to enable the student to access and participate in the required curriculum? Consider pedagogy, resources (including materials, equipment and people), assessment and reporting. • What individual/specialised programs and/or procedures are in place (e.g. manual handling, toileting, colostomy, ileostomy, catheterisation, feeding/oro-motor, gastrostomy tube feeding, nasogastric tube feeding)? • What are the results/outcomes from any interventions/adjustments/targeted programs that have been used? • What alternative or modified equipment is being used to access/participate in self-care activities? • What considerations within the self-care domain are required for excursions/camps? • What support/information has been accessed/provided by: <ul style="list-style-type: none"> ○ the school ○ the region ○ outside agencies ○ medical practitioners?

COMMUNICATION	PROMPTS FOR SCHOOL TEAMS <i>Consider the prompts and include information relevant to the verification request</i>
<p>Produce sounds/ verbalisations/speech</p> <p>Gesture/sign</p> <p>Alternative Augmentative Communication (AAC)</p> <ul style="list-style-type: none"> • low tech • high tech 	<p>Describe the student's functioning related to the physical impairment:</p> <p>What is the student's current functioning in relation to communication?</p> <ul style="list-style-type: none"> • Describe the student's physical ability to: <ul style="list-style-type: none"> ○ coordinate oro-motor function and/or breath to produce sounds/verbalisations/speech ○ coordinate movement for gesture and other nonverbal communication (e.g. eye movement with communicative intent, facial movement, head and/or upper torso control) ○ coordinate movement to sign ○ access low tech communication systems (e.g. PODD, PECS and Aided Language Displays) ○ access high tech communication systems (e.g. Speech Generating Device, switch activated devices). • How does the student's physical ability to communicate affect his/her ability to access the required curriculum? • How does the student's physical ability to communicate compare to peers? • Describe any environment factors that impact on the student's ability to access the required curriculum. <p>Describe the associated significant education adjustments:</p> <ul style="list-style-type: none"> • What targeted interventions/adjustments are occurring to enable the student to access and participate in the required curriculum? Consider pedagogy, resources (including materials, equipment and people), assessment and reporting. • What individual/specialised programs are in place (e.g. communication program, speech-language therapy program)? • What are the results/outcomes from any intervention/adjustments/targeted programs that have been used? • What specialised equipment or adjustments are in place to ensure access/participation in the curriculum? • What considerations within the communication domain are required for excursions/camps? • What support/information has been accessed/provided by: <ul style="list-style-type: none"> ○ the school ○ the region ○ outside agencies ○ medical practitioners?