

Criteria for Developmental Disability (DD) Program

The Developmental Disability (DD) Program is for a student who has been identified as having moderate to severe deficits in intellectual ability and adaptive functioning. The program emphasizes the development of functional academic skills, communication and adaptive/life skills.

Evidence is required that interventions at Tier 1, 2 and 3 have been applied over time based on the learning needs of the student. Based on evidence from these interventions, it is expected that the student will benefit from a specialized program at this time.

Within the Developmental Disability Program, there are two placements:

	Semi-Integrated Program	Specialized Site Program
Designation	Primary to Secondary	Kindergarten to Secondary
Class Size	Up to 10 students per classroom	Up to 8 students per classroom
Resources	Elementary: One teacher with special education qualifications, and two educational assistants. Secondary: One teacher with special education qualifications, 1.5 educational assistants	Elementary/Secondary: One teacher with special education qualifications, 2.5 educational assistants per classroom

Referral Criteria

	Semi-Integrated Program	Specialized Site Program
Cognitive Profile	Diagnosis of an Intellectual Disability-Moderate to Severe (i.e., at or below the 0.1% level) as specified by DSM-5 incorporating assessments of both cognitive and adaptive functioning. Provisional diagnoses are acceptable, especially with children under 10 years of age	
Academic Profile	Typically works on a combination of modified and alternative curriculum expectations	Typically works solely on alternative learning expectations
Social/ Behavioural Profile	Has delays with social skills but demonstrates understanding and use of basic social interaction. Has some safety awareness in school and community environments	Typically has very limited joint attention and social awareness/interaction skills with others. May have difficulties with self-regulation and significantly limited safety awareness

Communication /Language	Presents with limited expressive and receptive communication skills; however, typically has an established functional communication system (e.g., gestures, sign language, communication device, communication book). Student is able to express needs, thoughts and ideas, either verbally or non-verbally	Presents with severely limited receptive, expressive and functional communication skills. Student typically requires the use of augmentative alternative communication (AAC) supports (e.g., gestures, sign language, communication device, communication book)
Adaptive/Daily Living Skills	Typically demonstrates independent toileting, feeding, and dressing skills with some support	Typically requires an extensive level of support with toileting, feeding, and dressing skills

Required Documentation

- psychological assessment report (verification from a school psychologist or psychological associate that the psychological assessment continues to be valid).
- adaptive functioning assessment completed within the past 12 months;
- informal educational assessment and behavioural observations: indicate skill areas observed in the classroom, including: communication, gross/fine motor, self-regulation, daily living skills and social skills; and
- Learning Support Services referral form detailing interventions at the Tier 1, 2 and 3 levels, to address the challenges and rationale as to why student needs may be better met in a specialized program setting

Additional Documentation (if available or appropriate)

- current report card or Communication of Learning;
- current IEP;
- a classroom observation may be requested by the multi-disciplinary team, when potential DD placement is uncertain;
- additional assessment reports (e.g., most recent medical, speech-language/communication, Intensive Behaviour Intervention (IBI), occupational/physiotherapy, social work; Developmental Profile III); and
- safety plan and behaviour management plan

The student's progress will be monitored regularly and reviewed through the annual IPRC process to ensure appropriate placement to support student learning needs.