

Criteria for Dual Support Program (DSP)

The Dual Support Program (DSP) is for student who has significant learning and social behavioural challenges. The program is designed to address the needs of students who meet criteria for General Learning Program (GLP) placement but also require a more structured learning environment due to co-existing, severe behavioural challenges.

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.

Designation:	Junior, Intermediate, Secondary
Class Size:	Up to 10 students
Resources:	One teacher with special education qualifications, and two educational assistants

Referral Criteria:

Cognitive Profile

- demonstrates impairment in both cognitive and adaptive functioning; and
- may have a diagnosis of an Intellectual Disability (Mild) as specified by DSM-5 incorporating assessments of both adaptive and cognitive functioning. Provisional diagnoses are acceptable especially with children under 10 years of age

Academic Profile

- working primarily on IEP goals/expectations which include alternative programming expectations;
- requires program emphasis on developing daily living/adaptive skills and school functioning;
- Junior: working below grade expectation for age in language arts and mathematics – more than two years below grade level in reading, writing and mathematics;
- Intermediate: working below grade expectation for age in language arts and mathematics – more than three years below grade level in reading, writing and mathematics; and
- Secondary: working four years or more below grade level in reading, writing and mathematics, and the student's learning profile suggests a certificate pathway (i.e., mainly a non-credit program), rather than a diploma pathway

Social/Behavioural Profile

- demonstrates behavioural difficulties including opposition/defiance and/or physical/verbal aggression;

- demonstrates risk behaviours and significant deficits in executive functioning, emotional/self- regulation, cognitive flexibility and social skills;
- behaviour that compromises the safety of self and/or others; requires constant supervision to maintain a safe learning environment; and
- marked difficulty with impulse control and self-regulation; may also have a diagnosis of ADHD or one or more of the disruptive, impulse-control, behaviour disorders

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
- educational assessment within the last 12 months (English WIAT-III preferred);
 - clinician report;
 - record form; and
 - student response booklet;
- writing samples (e.g., classroom-based writing samples);
- social work assessment (current year or updated from previous year);
- current safety plan and behaviour management plan (if available); 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;
- current IEP;
- safe plan;
- additional assessment reports (e.g., most recent medical, speech-language/communication, Intensive Behaviour Intervention (IBI), occupational/physiotherapy); and
- list of community agencies involved with student (e.g., Crossroads Children's Mental Health Centre, CHEO)

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