

Intensive Supports Categories

The Ministry of Education works in collaboration with other ministries to collect prevalence rates of students with specific diagnoses. This information is used to develop programs, approaches and supports to meet the needs of students currently enrolled in a provincial school and to support their smooth transition as they leave school and enter the community.

As outlined in the document, *Actualizing a Needs-based Model* (Ministry of Education, 2015), the identified needs of students are more important in determining programming and essential supports than are the categorical labels of disorders and disabilities. However, when needs and diagnostic information are combined, schools and communities can be empowered to ensure supports are in place to meet the needs of all citizens.

The ministry asks school divisions to provide intensive supports category information for students identified as requiring intensive supports. Category selection requires evidence of assessment and documentation by qualified practitioners.

<input type="checkbox"/>	Blind or Visual Impairment: Measured loss of central visual acuity that is 20/70 or less in the better eye with proper correction; or field of vision is not greater than 20 degrees at the widest diameter.
<input type="checkbox"/>	Deaf or Hard of Hearing: Hearing loss greater than 34 decibels in the better ear; or a unilateral hearing loss which is 50 decibels or more; and, a significant delay in speech and language.
<input type="checkbox"/>	Intellectual Disability*: A disorder that includes both intellectual and adaptive functioning deficits in conceptual, social, and practical domains. Also referred to as Intellectual Developmental Disorder.
<input type="checkbox"/>	Bipolar, Depressive, Anxiety or Related Disorders*: Includes Selective Mutism, Obsessive-Compulsive Disorder, Psychotic Disorders etc.
<input type="checkbox"/>	Orthopaedic Disability: Mobility is significantly impacted; limitations are documented in self-care (e.g., feeding, dressing, toileting), and specialized transportation is required.
<input type="checkbox"/>	Autism Spectrum Disorder*: Includes the previously diagnosed Asperger’s Syndrome and Pervasive Developmental Disorder. Also includes Autism Spectrum Disorder associated with a known medical or genetic condition (e.g., Rett’s Disorder, Childhood Disintegrative Disorder) or environmental factor (lead paint exposure, acquired brain injury).
<input type="checkbox"/>	Physical Health Impairment: School attendance is limited for at least three months secondary to physical health issues, or supervision is required to ensure health and safety with personal care (e.g. managing medications, provision of medical procedures).
<input type="checkbox"/>	Neurodevelopmental Disorder associated with prenatal substance exposure*: Includes Fetal Alcohol Spectrum Disorder (FASD), related disorders or documentation of prenatal exposure to substances.
<input type="checkbox"/>	Substance-related and Addictive Disorders*: Substance use or a substance induced disorder.
<input type="checkbox"/>	Other: Diagnosed condition.
<input type="checkbox"/>	Other: Undiagnosed condition.

*Aligned with: American Psychiatric Association. (2013). *Diagnostic and statistical manual of mental disorders, 5th edition: DSM-5*. American Psychiatric Publishing.