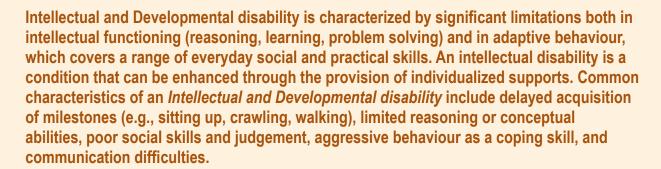
Medical/Disability Information for Classroom Teachers

Intellectual and Developmental Disability





Intellectual and Developmental disability has many causes which, as an end result, affect the functioning of the central nervous system. Causes can be genetic (e.g., Fragile X syndrome), or metabolic (e.g., PKU), prenatal (e.g., rubella or birth trauma), perinatal (e.g., prematurity or the result of a childhood injury or infection). Sometimes the cause for the condition is undetermined.

Implications for Planning and Awareness

- ☐ Meet with the student and parents early in the school year to discuss how the school can support the student's unique needs. This could include finding out about specific health concerns or sensory difficulties that might affect the student at school, along with successful strategies used at home and in the community.
- ☐ If needed, collaborate with the parents and health care professionals to develop a written medical management plan that aligns with school and jurisdictional policies and protocols. This plan should include specific information, such as:
 - medical concerns that may affect the student at school
 - the role of school staff in managing medical concerns
 - steps for management of associated medical concerns
 - physical activities that are safe and appropriate for this student
 - when emergency measures should be taken.
- ☐ If required, work with the parents to carry out a risk assessment prior to field trips to plan for the student's safe and successful participation.
- ☐ Collaborate with the parents and student to consider if, and how, they would like to share information on the student's specific condition with peers. If they wish to do so, consultation with health providers, such as community health nurses, may be helpful.
- ☐ Learn as much as you can about what a intellectual and developmental disability is, and how this condition may affect learning and social and emotional well-being. Reading, asking questions and talking to qualified professionals will help you to make informed decisions about how to best support the student's success in the classroom.

Your awareness needs to begin with conversations with the student's parents.





	Collaborate with the school and/or jurisdictional team to identify and coordinate any needed consultation and supports. If required, work with specialists to arrange for any specialized equipment or modifications to the physical environment.	
	Develop a system for sharing information with relevant staff members about the student's strengths, specific needs and strategies that support this student's success.	
lm	plications for Instruction	
	Work with school or jurisdictional teams and/or specialists to identify the learning implications of the student's delays, including cognitive, language, attention, fine (cutting, colouring, printing) and gross (running, jumping) motor delays, and develop solutions or strategies to support the student.	
	Understand that skills may develop at a slower rate, so the gap between the student and peers may widen with age.	
	Develop a set of photos, illustrations and/or symbols that can be used to create visual tools, such as a picture schedule, to build and support student understanding.	
	Provide additional supports, such as small group instruction, extra practice time manipulatives and visuals (e.g., picture symbols) to aid understanding.	
	Ensure the student has support with gross and fine motor tasks, as needed. The student may have difficulty with buttons, zippers and snaps and may be late in toilet training.	
	Provide students with a work buddy to help with simple instructional and non-instructional tasks.	
		Parents know their
lm	plications for Social and Emotional Well-being	children well and
	Teach the student basic conversational skills, such as: - greeting people and starting a conversation - taking turns - asking and answering questions.	can offer insights on how to support their social and emotional well-being There is strength
	Explicitly teach social communication skills, such as how to read body language and expressions.	in collaborating on strategies that could
	Use modelling, storytelling and role-plays, along with direct instruction to reinforce what is acceptable social behaviour in the classroom.	be used at home, at school and in the community.
	Pair with positive peers to ensure the student does not feel left out during recess or other school activities. If the student has physical limitations, find alternative ways to promote involvement.	- Community.



 $\hfill \square$ Engage the student and parents in planning for transitions between grade levels

and different schools.

	llowing questions:	apout	tne		
1.	Do I need further conversations with the parents to better understand this student's strengths and needs?	☐ Ye	s 🗆 No		
2.	Do I need targeted professional learning? If yes, what specific topics and strategies would I explore?	☐ Ye	s 🗆 No		
3.	Is consultation with jurisdictional staff required? If yes, what issues and questions would we explore?	☐ Ye	s 🗆 No		
4.	Is consultation with external service providers required (e.g., Regional Educational Consulting Services, Student Health Partnership, Alberta Children's Hospital, Glenrose Hospital)? If yes, what issues and questions would we explore?	☐ Ye	s 🗆 No		
5.	Are further assessments required to assist with planning for this student? If yes, what questions do I need answered?	☐ Ye	s 🗆 No		
6.	Is service to the student from an external provider required? If yes, what outcomes would be anticipated?	☐ Ye	s 🗆 No		



