

**Toronto District School Board
Student Independence Rubric**

Student Name:	School:	Grade:
Exceptionality(ies):	Placement:	SIP: <input type="checkbox"/> No <input type="checkbox"/> Yes TDSB
Completed By:		<input type="checkbox"/> Yes Ministry

HEALTH/MEDICAL					
	Level 1	Level 2	Level 3	Level 4	N/A
Lifting/Transferring/ Positioning	Limited Independence/ Significant Assistance; Two adults required to lift and transfer	Some Independence/Some Assistance; One adult required to lift and transfer	Considerable Independence; Independent but requires 1 adult to support to ensure stability and safety	High Degree of Independence; Requires physical supports to ensure stability and safety	
Catheterization	Limited Independence/ Significant Assistance; adult performs catheterization (Clean Intermittent)	Some Independence/ Some Assistance; Self- catheterizes with periodic adult supervision	Considerable Independence; Self- catheterizes, adult monitoring required	High Degree of Independence; Self- catheterizes, no monitoring required	
Nursing Care	Daily LHIN Nursing Care	Weekly LHIN Nursing Care	Monthly LHIN Nursing Care	No Nursing Care	
Seizures	1 or more times daily	5 or more times per week	4 times or less per month	Rarely to Never	
Health Medical: Overall Level*	Limited Independence/ Significant Assistance; Almost always requires support for medical needs	Some Independence/ Some Assistance; Regularly requires support for medical needs as indicated	Considerable Independence; Sometimes requires support for medical needs	High Degree of Independence; Rarely/ Never requires support for medical needs	

**Review each of the criteria in the Health/Medical Section and determine most consistent level; Only reference the areas wherein the student was assigned a level to calculate the most consistent level.*

SAFETY					
Safety Plan: <input type="checkbox"/> Yes <input type="checkbox"/> No					
	Level 1	Level 2	Level 3	Level 4	N/A
Self- Injurious <i>Exhibits behaviours such as, but not limited to, running or wandering outside of supervised areas, unaware of danger, picking, scratching skin, hitting self, pulling hair, banging</i>	Behaviour almost always impacts on safety of self; occurs 1 or more times daily; full physical assistance	Behaviour usually impacts on safety of self; occurs up to 4 times per week; partial physical assistance	Behaviour seldom impacts on safety of self; up to 4 times per month; verbal and/or gestural assistance	Behaviour rarely impacts on the safety of self; 1 time per month; independently accesses visual support systems/cues or strategies to ensure safety	

<i>head, hitting fist into objects, throwing self onto floor or onto objects.</i>					
Behaviour Injurious To Others <i>Exhibits behaviours such as, but not limited to, biting, hitting, punching, kicking, scratching, throwing items, making personal threats, as a clear response to antecedent.</i>	Behaviour almost always impacts on safety of others; occurs 1 or more times daily; full physical assistance	Behaviour usually impacts on safety of others; occurs up to 4 times per week; partial physical assistance	Behaviour seldom impacts on safety of others; up to 4 times per month; verbal and/or gestural assistance/prompts	Behaviour rarely impacts on the safety of others; 1 time per month; independently accesses visual support systems/cues or other strategies to ensure safety	
Support to Self-Regulate <i>With prompts (verbal, gestural, or visual) from an adult, student is able to de-escalate, establish composure, and re-establish rapport</i>	Almost always requires full physical prompts; 1 or more times daily to de-escalate, to establish composure, to re-establish rapport and/or re-engage in task	Usually requires partial physical prompts up to 4 times weekly to de-escalate, to establish composure, to re-establish rapport and/or to re-engage in task	Sometimes requires verbal and/or gestural prompts up to 4 times per month to de-escalate, to establish composure, to re-establish rapport and/or to re-engage in task	Rarely requires prompts to de-escalate, independently accesses visual prompts and/or uses learned strategies to establish composure, to re-establish rapport and/or to re-engage in task	
Use of Alternative Learning Environment <i>Alternative work space (an instructional/work location outside of the regular classroom), may or may not be a component of reverse integration</i>	Exclusively in Alternative Learning Environment	One or more times per day in Alternative Learning Environment	Up to 4 (0-4) times per week	Up to 4 (0-4) times per month	
Safety: Overall Level*	Limited Independence/ Significant Assistance; Behaviour almost always impacts safety of self and/or others; Full physical assistance	Some Independence/ Some Assistance; Behaviour often impacts the safety of self and/or others; Partial physical assistance	Considerable Independence; Behaviour seldom impacts the safety of self and/or others; Verbal and/or visual and/or gestural prompt assistance	High Degree of Independence; Behaviour rarely impacts the safety of self and/or others; Independently accesses visual support systems or other strategies to ensure safety	

**Review each of the criteria in safety and determine the most consistent level.*

ADAPTIVE FUNCTIONING					
	Level 1	Level 2	Level 3	Level 4	N/A
Toileting	Limited Independence/ Significant Assistance; Two adults required to lift, toilet, clean and change; Full physical assistance	Some Independence/Some Assistance; One adult required to toilet, clean and change; Partial physical assistance	Considerable Independence; Requires adult prompting and occasional assistance toilet, clean and change (if required); Verbal and/or gestural assistance	High Degree of Independence; Toilets independently; Independently accesses visual support systems or other strategies	

Feeding	Limited Independence/ Significant Assistance; Fully dependent on adult for all feeding and drinking; May require bolus hydration; LHIN Nursing support for Tube Feeding; Full physical assistance	Some Independence/Some Assistance; Requires hand over hand assistance and/or adult prompting when feeding; Partial physical assistance	Considerable Independence; Feeds independently with some occasional adult prompting; Verbal and/or gestural assistance/prompts	High Degree of Independence; Independently feeds/eats; Independently accesses visual support systems or other strategies	
Mobility	Limited Independence/ Significant Assistance; Fully dependent for all mobility	Some Independence/Some Assistance; Requires support to ensure safe access/pathways; developing some independence with mobility with some supervision	Considerable Independence; Mobility independent with some monitoring;	High Degree of Independence; Independently mobile; able to maneuver wheelchair/walker; able to navigate independently in familiar and unfamiliar environments	
Dressing	Limited Independence/ Significant Assistance; Fully dependent on adult for dressing; Full physical assistance.	Some Independence/ Some Assistance; Requires hand over hand assistance and adult assistance for dressing; Partial physical assistance	Considerable Independence; Requires adult prompting with some hand over hand assistance to dress; Verbal and/or gestural assistance	High Degree of Independence; Independently dresses; May require adult prompting to select clothing; Independently accesses visual support systems or other strategies	
Personal Hygiene	Fully dependent on others for maintaining personal hygiene; Full physical assistance	Requires hand over hand assistance, partial physical assistance, to maintain personal hygiene	Requires prompting, verbal and/or gestural assistance to maintain personal hygiene	Independently maintains personal hygiene; Independently accesses visual support systems or other strategies to promote personal hygiene	
Adaptive Functioning: Overall Level*	Limited Independence/ Significant Assistance; Fully dependent on adult support; Full physical assistance	Some Independence/ Some Assistance; Requires hand over hand assistance and prompting; Partial physical assistance	Considerable Independence; Requires some adult prompting; Verbal and/or gestural assistance	High Degree of Independence; Independently accesses visual support systems or other strategies.	

*Review each of the applicable criteria in Adaptive Functioning and determine the most consistent level.

COMMUNICATION					
	Level 1	Level 2	Level 3	Level 4	N/A
Communication: Overall Level <i>Communication could include: sign language, braille, other augmentative or alternative</i>	Non-verbal/minimally verbal; Full physical prompts in the introduction of a communication system	Communication skills are developing; Learning to use communication system to label and request with single words	Learning to use communication system to express personal needs and wants; with prompting, can engage in some reciprocal conversation, though not	Learning to use communication system to comment and engage in conversation; engages in spontaneous, reciprocal, relevant conversations; independently	

<i>communication systems; Visuals; Verbal</i>			necessarily spontaneous, engages in scripted conversations, often converses about topics of interest	initiates conversations	
SOCIAL/EMOTIONAL					
	Level 1	Level 2	Level 3	Level 4	N/A
Social/Emotional: Overall Level <i>Could include: Play and Leisure Skills, Socially Appropriate Behaviour</i>	Modelling and full prompting; Rarely interacts appropriately in the learning community; Little or no initiation of social interaction	Modeling and partial prompting; Seldom interacts appropriately with others in the learning community; Will sometimes engage in reciprocal interaction	Some guidance to access opportunities and demonstrate skills; Often interacts appropriately with others in the learning community	Demonstrates skills across a variety of environments and people; Almost always interacts appropriately with others in the learning environment	
ACADEMICS					
	Level 1	Level 2	Level 3	Level 4	N/A
Academics: Overall Level	IEP includes only alternative curriculum expectations; In Kindergarten, IEP pending, performing significantly below developmental expectations; global developmental delay;	IEP includes mainly alternative curriculum expectations and some modified curriculum expectations; Primary – a modified IEP or approaching Ministry Level 1 on grade level expectations	IEP includes mostly modified curriculum expectations and some alternative curriculum expectations	IEP includes modified curriculum expectations exclusively OR IEP includes modified and accommodated OR accommodated only with alternative curriculum (e.g., transitions, learning skills)	
<i>Academic Program – Accommodated Only; Accommodated with Alternative Curriculum in the Learning Skills; Modified Curriculum, Modified & Alternative Curriculum Expectations; Exclusively Alternative Curriculum Expectations; Learning Skills (Ministry Report Card) are primarily the responsibility of the classroom teacher.</i>					
COMMUNITY/LEISURE/WORK					
	Level 1	Level 2	Level 3	Level 4	N/A
Community/Leisure/Work: Overall Level	Fully dependent on adult to access the community (school community/community at large)	Requires support for access to local community; Requires adult monitoring and some prompting to participate in leisure/co-op activities (school community/community at large)	Requires support for access to local community; Independently participates in leisure/co-op activities (school community/community at large)	Independently accesses local community; Independently participates in leisure and/or co-op activities (school community/community at large)	

<i>School Community: Within the School; Sensory Room; Library; Places and/or participate in "Jobs" in the school building. Community At Large: Outside the school in the greater community; Leisure Centre; Transit; Job/Co-op Placement.</i>					
POST SECONDARY DESTINATION					
	Level 1	Level 2	Level 3	Level 4	Other
Post- Secondary Destination	Residential/ Home Care (24 hour Support)	Supported Independent Care (1:5 to 1:8 Support)	Day Program Care (1:8 to 1:16 Support)	– Employment Support/Sheltered Employment (1:8 – 1:16 Support; 4 – 12 hours per week support to maintain employment)	OSSD OSSC Certificate of Accomplishment Workplace
<i>Based on the student's current level of independence, predict the student's pathway at this point in time.</i>					