Rainbow District School Board  
Needs Statements for the IPRC SE4

The need statements listed below, are used in the Rainbow District School Board to highlight the specific needs for each identified student on the IPRC form.

*These statements are based on the Ministry of Education’s definition of each exceptionality.*

Communication — **Autism**  
Behaviour  
Communication — **Deaf and Hard-of-hearing**  
Communication — **Language Impairment**  
Communication — **Speech Impairment**  
Communication — **Learning Disability**  
Intellectual — **Giftedness**  
Intellectual — **Mild Intellectual Disability**  
Intellectual — **Developmental Disability**  
Physical — **Physical Disability**  
Physical — **Blind and Low Vision**  
Multiple — **Multiple Exceptionalities**

**Communication — Autism**  
Communication needs related to:  
- rate of educational development  
- ability relate to environment  
- mobility  
- perception  
- speech  
- language  
- (representation symbolic behavior that precedes language)

**Behaviour**  
Needs related to:  
- social interaction  
- fears/anxiety  
- compulsive reaction  
- (student as a learner — resp, study skills, attendance, organizational)
**Communication — Deaf and Hard-of-hearing**
Communication needs related to:
- hearing loss
- language
- speech development

**Communication — Language Impairment**
Communication needs related to:
- comprehension of language
- verbal communication
- written or symbol communication

**Communication — Speech Impairment**
Communication needs related to:
- formulation of oral language

**Communication — Learning Disability**
Communication needs related to:
- receptive language (listening, reading)
- language processing (thinking, conceptualizing, integrating)
- expressive language (talking, spelling, writing)
- math computations

**Intellectual — Giftedness**
Intellectual needs related to:
- educational potential

**Intellectual — Mild Intellectual Disability**
Intellectual needs related to:
- adaptive functioning
- economic self-support
- academic learning potential
- cognitive development

**Intellectual — Developmental Disability**
Intellectual needs related to:
- adaptive functioning
- academic learning potential
- cognitive development
Physical — Physical Disability
Physical needs related to:

- educational achievement
- mobility
- motor development
- adaptive functioning

Physical — Blind and Low Vision
Physical needs related to:

- vision loss
- educational achievement
- mobility

Multiple — Multiple Exceptionalities
RDSB’s definition of multiple describes a student who has physical needs as well as meeting the criteria for a developmental disability.

Physical needs related to:

- educational achievement
- mobility
- motor development
- adaptive functioning

Intellectual needs related to:

- adaptive functioning
- academic learning potential
- cognitive development