






































# Disability Inclusion Profile – Domain Table

 <b>Learning and Applying Knowledge</b>	 <b>General Tasks and Demands</b>	 <b>Communication</b>	 <b>Self-care</b>	 <b>Interpersonal Interactions</b>	 <b>Mobility</b>
<p><b>How the student learns:</b></p> <ul style="list-style-type: none"> <li> Watching</li> <li> Listening</li> <li> Reading</li> <li> Writing</li> <li> Mathematics (Calculating)</li> <li> Focusing and directing attention</li> <li> Solving problems</li> </ul>	<p><b>How the student goes about their day:</b></p> <ul style="list-style-type: none"> <li> Carrying out daily routines</li> <li> Undertaking tasks independently</li> <li> Handling stress and other psychological demands</li> <li> Managing one's own behaviour</li> </ul>	<p><b>How the student shares information:</b></p> <ul style="list-style-type: none"> <li> Producing non-verbal messages</li> <li> Interpreting Spoken Messages</li> <li> Interpreting non-verbal messages</li> <li> Using expressive language (Speaking)</li> <li> Conversation</li> </ul>	<p><b>How the student looks after themselves:</b></p> <ul style="list-style-type: none"> <li> Drinking</li> <li> Eating</li> <li> Dressing</li> <li> Toileting</li> <li> Washing oneself</li> <li> Looking after one's health</li> <li> Looking after one's safety</li> </ul>	<p><b>How the student gets along with others:</b></p> <ul style="list-style-type: none"> <li> Responding to the feelings of others</li> <li> Forming relationships</li> <li> Regulating behaviours within interactions</li> <li> Interacting according to social rules</li> </ul>	<p><b>How the student moves:</b></p> <ul style="list-style-type: none"> <li> Lifting and carrying objects</li> <li> Fine motor skills</li> <li> Moving from place to place</li> <li> Positioning one's body</li> </ul>

View the [Supporting Information Guidance for Schools](#) for further support to identify and prepare key information to complete the Disability Inclusion Profile.