

Tier 1 – UNIVERSAL – Supports for All

School-based plan that includes:

- creating a welcoming, caring, respectful and safe learning environment
- assessment strategies
- supports (e.g., universal, targeted and individualized)
- processes for collaboration
- processes for development, communication and monitoring of individual support plans
- Assess the performance of all students to identify which students are meeting grade level expectations and which students are not.

Classroom plan that includes:

- initiating in-depth, systematic classroom observation and evaluation
- introducing variations in instructional approaches and evaluating the success of these teaching techniques and instructional materials through formal and informal data collection
- collaborating with the parent/legal guardian and, when appropriate, the student regarding concerns and progress
- requests for recent screening of vision (within a year), hearing, or other health concerns that may contribute to challenges with learning

Tier 2 – TARGETED – Supports for Some

Tier 2 is an assessment and intervention process which is usually coordinated by the resource teacher working alongside the classroom teacher and other members of the school-based team. Interventions at this stage will be additional to those provided through classroom and whole school support.

Tier 2 describes a more targeted set of supports and interventions for a smaller number of students. These supports include:

- flexible grouping
- supplemental instruction
- additional practice opportunities
- coaching social skills (e.g., conflict resolution) in small groups

Supports are focused on establishing shared understanding amongst school-based team members and guidelines for implementing evidence-based interventions at each school.

1. Use a school-based team process to determine root causes for academic, behavioural, social and emotional concerns.
2. Choose evidence based supports or interventions to address specific academic, behaviour, social, and emotional concerns.
3. Use the selected supports or interventions and monitor them for results.
4. Make changes to supports and interventions in response to student progress.

The **Continuum of Support** reinforces the inclusive education belief that all students:

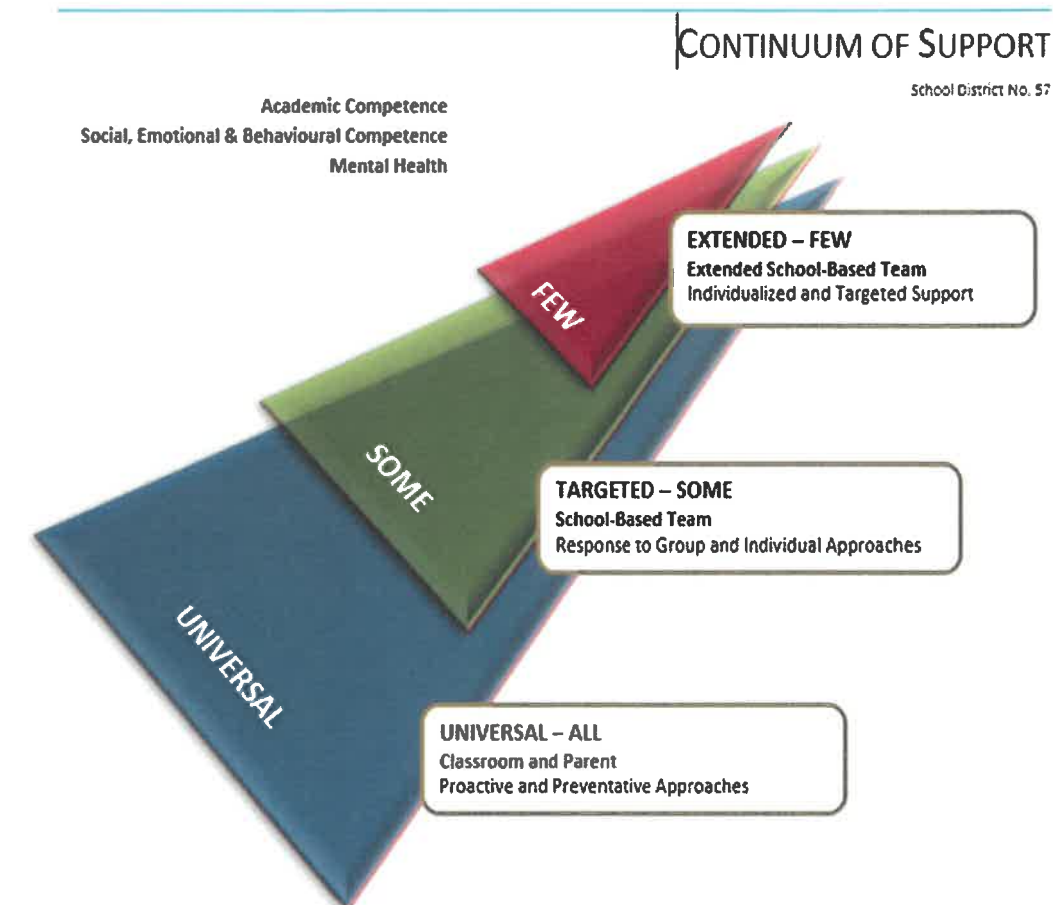
- can learn at optimal levels
- are encouraged to reach their full potential
- learn in different ways, at different rates and in different places
- are engaged in enriching and challenging programs
- have the right to appropriate educational programming and required supports
- are provided equitable access to all areas of the curriculum
- come from diverse backgrounds and want their differences to be respected
- want to be recognized and acknowledged for personal achievements

To be inclusive, at all levels of the **Continuum of Support** consideration is given to recognizing:

- Universal Design for Learning and Differentiated Instruction
- the strengths of individual students
- supports that build upon the individual students' strengths
- the classroom as the primary site of educational programs
- a sense of safety and belonging within the school community
- clear tangible supports for the classroom teacher
- recognition and celebration of the teaching-learning process
- decision making through collaboration
- the importance of effective communication
- parent/legal guardian involvement is essential
- home, school and community partnerships



Student Support Services
School District No. 57



Speech and Language

Continuum of Support:

- ▲ maximizes the success and independence for all learners
- ▲ empowers educators to align essential learning outcomes
- ▲ uses reflective inquiry to identify the most effective instruction practices
- ▲ develops a culture of collaboration
- ▲ is a collaborative process of planning and generating probable solutions to mutually defined problems with the goal of providing comprehensive and effective interventions
- ▲ provides proactive interventions to prevent students from falling behind academically, behaviourally, socially, and emotionally

Continuum of Support – Speech and Language

Tier 1: UNIVERSAL – Supports for All

Tier 1 is the key component of the Continuum of Support. All students receive instruction and supports that are equitable, proactive practices, norms and expectations. Tier 1 is for all school settings that are taught and positively reinforced by all school staff and provided to all students. Before proceeding to Tier 2 targeted supports, it is important to review the implementation of tier 1 supports.

Speech: • Articulation screen • Model the correct use of speech sounds • Teach self-monitoring • Give positive feedback • Support the pronunciation of new vocabulary words • Phonics: How are you explicitly teaching the speech sound – letter correspondence? Which Program are you using? (e.g., Jolly Phonics, Joyful Literacy, Moe the Mouse, Animated Literacy) • Phonological Awareness Skills: What are you teaching to build knowledge about the structure of words and sounds? • Focus on speech sounds • Highlight target sounds • Read books that play with sounds	Reading: • PM Benchmarks • Basic Reading Inventory (Jerry Johns) • Phonological Awareness Screen/ Assessment (e.g., DIBELS from University of Oregon, Cowichan) • Heighten knowledge about structure of the word (phonological awareness). What is the initial sound of a word, How many syllables in a word, Can you think of another word that starts with the same sound. Can you think of a word that rhymes with it? • Classroom strategies (See Phonemic Awareness: Reading Rockets) • Blending and Segmenting Games: Reading Rockets
	Social Communication: • Social Skills Checklist (University of Washington) • Some skills may need to be taught explicitly (i.e.: waiting for a gap, or a clear indication from the speaker before joining in). • Encourage the child to look for and read non-verbal cues (facial expressions, body language, tone of voice, eye gaze). • Identify unexpected behavior and provide details. • Discuss how the actions and words of the student impact the feeling and behavior of others.
Language: • Classroom performance summary • Language sample summary • Model the correct use of language (repeat, emphasis, expand) • Develop self-monitoring (Ask directly then Fade to a visual reminder) • Give positive feedback for effort. • Teach useful/functional phrases • Ask open ended questions • Play Ask and Answer games • Teach vocabulary in context • Explicit instruction in morphology, word families, synonyms, antonyms and connecting to context • Encourage students to describe it, where you might find it, what does it do.	Writing: • Work samples • Provide sentence frames, paragraph frames or story map. • Encourage the use of longer sentences (Stretchy Sentences-who, did what, when, where, why) See Orchestrating Academic Success by Dawn Reithaug.
Stuttering: • Gather previous reports if student has received speech-language services in the past. • Note any concomitant diagnosis such as ADHD, ASD, Tourette's or Intellectual Disability • Observation of when and how often the behavior is occurring. What situations make it worse/better? • Model and use a slower rate of speaking when speaking individually with the student. • Refrain from advice such as "slow down", or "take a deep breath". The student may hear the message of "stuttering is not approved of" and this can add to feelings of anxiety when talking to you. • Avoid asking questions that require lengthy or complex oral responses but do not excuse the student from oral participation. • If oral reading is planned, call on the student first to remove the opportunity for anxiety to build. • Reduce the pressure to respond to questions immediately. Pose the question, and tell the student you will come back to them.	

Tier 2: TARGETED – Supports for Some

Interventions in Tier 2 are targeted short-term interventions for students requiring additional support. Students who receive these interventions may or may not have identified special needs. The classroom teacher, resource teacher, or school-based team determine support on need identified by assessment and information that is collected. Tier 2 interventions are consistent with and build upon current school-wide expectations. The interventions are achievable by staff in terms of time, training and effort. They are flexible and individualized, based on evidence-based practices and guided by assessment. Before proceeding to Tier 3: Extended supports, it is important to review the implementation of tier 1 and tier 2 supports and interventions.

Speech: • Articulation screen • LIPs (Lindamood Phoneme Sequencing Program for reading, Spelling and Speech by Nanci Bell)	Reading: • Phonological Awareness Kit by Linguistics • Sounds Abound by Linguistics • Launch into Reading Success Through Phonological Awareness Training by Lorna Bennett and Pamela Oflley • Firm Foundations: Early Literacy Training and Learning SD#44 North Vancouver • (LIPS) Lindamood Phoneme Sequencing Program for Reading, Spelling, and Speech. • Seeing Stars: Symbol Imagery for Phonemic Awareness, Sight Words, and Spelling by Nanci Bell
Stuttering: • Medical History • Gather medical reports	
Language: • Boehm Basic Concepts (EET) Expanding Expression Tool Kit • Talkies Kit by Nanci Bell & Christy Bonnett • Talking Tables: A Kindergarten Oral Language Development Program • Our Turn To Talk: An Early Primary Oral Language Development Resource SD#44 North Vancouver • Visualize and Verbalize for Language Comprehension and Thinking by Nanci Bell • Braidy the StoryBraid by Mindwing	Social Communication: • Pragmatic Profile (CELF-5) • We Thinkers! Series by Ryan Hendrix, Kari Zweber Palmer, Michelle Garcia Winner, & Nancy Tarshis • Superflex: A Superhero Social Thinking Curriculum by Stephanie Madrigal & Michelle Garcia Winner • You Are a Social Detective! Explaining Social Thinking to Kids by Michelle Garcia Winner & Pamela Cook • Zones of Regulation by Leah Kuypers • Talkabout Program by Alex Kelly for developing self-esteem, social and friendship skills • MINDUP Curriculum: The Goldie Hawn Foundation • Kelso's Choice: The Conflict Management Curriculum • Social Boundaries: The Circles Curriculum by James Stanfield Company

Tier 3: EXTENDED – Supports for Few

Intervention in Tier 3 is intensive - the most intense level of intervention on the Continuum of Support. Tier 3 is a collaborative process that is initiated on behalf of a student when universal (Tier 1) and targeted (Tier 2) supports, resources, and interventions have been exhausted at the classroom and school level. School-based Team (SBT) and Extended School-based Team (ESBT) members build a shared understanding of a student's academic, behavioural, social and emotional needs. In Tier 3, the intensity or type of intervention required to improve student performance exceeds the resources or are not available at the school level and this is demonstrated via data collection. In Tier 3, the following questions will be addressed:

1. What is your essential question? What do you want the student to be doing that they are not already doing?
2. Have you run the classroom-based intervention for 6-8 weeks? Bring the data.
3. Have you run a school based intervention for 6-8 weeks? Bring the data.
4. Describe a recent situation that has occurred in the classroom or in the school and provide examples. Please include any strategies you have tried (how they worked, why they didn't work, who they worked with, where they worked best ...)
5. Describe other services the student is receiving at school.
6. Describe any community or outside agency services the student is receiving.