Collaborative Models of Support

District Support & Resource Models
How are we already (as a district) collaborating to support all learners?
RESPONSE TO INTERVENTION (RTI)

STUDENTS
Response to Intervention (RTI)

- Some core assumptions
  - The educational system can effectively teach ALL children
Response to Intervention (RTI)

- Some core assumptions
  - Early Intervention is critical (catching kids BEFORE they fall)

  We don't diagnose student needs to find out "what's wrong" with the student.
  We diagnose student needs to determine the supports that we will immediately provide.
Response to Intervention (RTI)

- Some core assumptions
  - Research based interventions implemented

The most dangerous phrase in the language is "we've always done it this way."
Response to Intervention (RTI)

Changing our support models
<table>
<thead>
<tr>
<th><strong>Input</strong></th>
<th><strong>Output</strong></th>
<th><strong>Time</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Adapting the way instruction is delivered to the learner</td>
<td>Adapt how the learner responds to instruction</td>
<td>Adapt the time allowed for learning or task completion</td>
</tr>
<tr>
<td>Example: Use different visual aids, concrete examples, hands on activities, cooperative groupings</td>
<td>Example: allow verbal vs. written response, allow students to choose method of expression</td>
<td>Example: extend time if needed</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Difficulty</strong></th>
<th><strong>Level of Support</strong></th>
<th><strong>Size</strong></th>
</tr>
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<tbody>
<tr>
<td>Adapt the skill level, problem type or rules of how the learner may approach the work</td>
<td>Increase the amount of help the learner receives</td>
<td>Adapt the number of items that the learner is expected to learn or complete</td>
</tr>
<tr>
<td>Example: Allow a calculator, simply directions</td>
<td>Example: Assign peer buddies, peer tutors, or educational assistants</td>
<td>Example: reduce the number of math questions around a concept</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Degree of participation</strong></th>
<th><strong>Alternate goals</strong></th>
<th><strong>Parallel curriculum</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Adapt the extent to which a learner is actively involved in the task</td>
<td>Adapt the goal or outcomes while using the same materials</td>
<td>Provide the different instruction and materials to meet individual goals</td>
</tr>
<tr>
<td>Example: In PE, student is in charge of scoring, while others play game</td>
<td>Example: In social studies, expect a student to find provinces on a map while other find provinces and capitals</td>
<td>e.g. a task that is similar to class – meet the same goals, but is individualized</td>
</tr>
</tbody>
</table>

Continuum of Learning Services
Richmond School District

- Tier 1: Universal Support
  - Tier 2: Specialized Support
    - Tier 3: Targeted Support
      - Individual Support
      - Small Group Support
      - Whole Class Support
Designing Supports??????

Co-planning for All

Shelley Moore 2013
Adaptations and Modifications vs. Inclusive Supports

- Supports are *designed for specific students*

- ALL students *can access* supports regardless of ability in the teaching and learning phase
Designing Supports?????

EVEN MORE Supports

MORE Supports

Supports for ALL (UDL)

Co-planning for All

Shelley Moore 2013
Continuum of Learning Services
Richmond School District

Tier 1
- Universal Support

Tier 2
- Specialized Support
- Targeted Support

Tier 3
- Individually Designed Support

Whole Class Designed Support

Small Group Designed Support

1 + 2 + 3

1 + 2

1

Continuum of Support: Universal, Specialized, Targeted, Individually Designed Support.
Continuum of Learning Services
Richmond School District

People

Hearing Resource Teachers
Vision Teachers
Physiotherapists (PT)
Occupational Therapists (OT)
LSD Educational Assistants (LSDEAs)
Mental Health Support Team

AAC Consultant
Educational Psychologists
District Support Team (DST)
Speech and Language Pathologists
Settlement workers in schools (SWSS)
ECSWs

Classroom Teachers
Resource teachers
Educational Assistants
English Language Learner Teacher (ELL)
Aboriginal Support Workers (ASWs)
Curriculum Coordinators (CnC)
Counselors
Administrators
DRC staff

Universal Support
Tier 1

Specialized Support
Tier 2

Targeted Support
Tier 3

1 + 2 + 3

2 + 3

3
People are not supports!

- In order for people to be useful, we need to know what supports are

- “No plan, No Point!” – Faye Brownlie
Continuum of Learning Services
Richmond School District

Tier 1
- Universal Support
  - Differentiated Instruction
  - Technology integration
  - Class Profiles
  - Culturally Responsive Teaching
  - Self Regulated Learning
  - Literature circles
  - Multiple Intelligences
  - Reciprocal Teaching
  - Strategic groupings
  - Multiple Modalities
  - Collaborative Planning
  - Performance Based Assessments
  - Choice
  - DRC

Tier 2
- Specialized Support
  - Co-teaching
  - Flexible scheduling
  - Goal based groupings
  - Behavior support plans
  - Adaptations
  - Multiple and diverse texts
  - English Language Support
  - Adjudication

Tier 3
- Targeted Support
  - Curricular modifications
  - Individual case management
  - Instruction
  - Outside consultants
  - Services
  - Augmentative communication
  - Mental health
  - Alternate scheduling
  - Assistive technology

Examples of Support

People

Hearing Resource Teachers
Vision Teachers
Physiotherapists (PT)
Occupational Therapists (OT)
LSD Educational Assistants (LSDEAs)
Mental Health Support Team
AAC Consultant
Educational Psychologists

District Support Team (DST)
Speech and Language Pathologists
Settlement workers in schools (SWSS)
ECSWs

Classroom Teachers
Resource teachers
Educational Assistants
English Language Learner Teacher (ELL)
Aboriginal Support Workers (ASWs)
Curriculum Coordinators (CnC)
Counselors
Administrators
DRC staff
Tier 1 Support – All students

- Chris Loat – District Consultant - Technology
- Rosalind Poon – District Consultant - Literacy
- Diane Tijman – District Consultant - English Language Learners
- Sarah Loat – District Administrator
Continuum of Learning Services
Richmond School District

Support Roles

- District Support Team (DST)
- Speech and Language Pathologists
- Settlement workers in schools (SWSS)
- ECSWs
- Classroom Teachers
- Resource teachers
- Educational Assistants
- English Language Learner Teacher (ELL)
- Aboriginal Support Workers (ASWs)
- Curriculum Coordinators (CnC)
- Counselors
- Administrators
- DRC staff
Tier 2 Support – More support

- Shelley Moore – District Support Team (Secondary)
- Jacquie Bezo – District Support Team (Elementary)
- Erin Alderson – District Support Team (Errington)
- Rebecca Pawlowski – Speech & Language Pathologist
Continuum of Learning Services
Richmond School District

Support Roles

- Hearing Resource Teachers
- Vision Teachers
- Physiotherapists (PT)
- Occupational Therapists (OT)
- LSD Educational Assistants (LSDEAs)
- Mental Health Support Team
- AAC Consultant
- Educational Psychologists

- District Support Team (DST)
- Speech and Language Pathologists
- Settlement workers in schools (SWSS)
- ECSWs

- Classroom Teachers
- Resource teachers
- Educational Assistants
- English Language Learner Teacher (ELL)
- Aboriginal Support Workers (ASWs)
- Curriculum Coordinators (CnC)
- Counselors
- Administrators
- DRC staff
Support Models at a School Level
### Student Population

- **Low Incidence**
  - A, B, C
  - K, G, D
  - D, G, K, Q
  - R, H
  - N

- **Evergreen**
  - Dog wood

- **Gr. 7-9/10 Supports**
  - 3

- **Gr. 10/11-12+ Supports**
  - 2

- **People**
  - Need support
  - Everyone Else
  - Gifted

- **No Designation**
  - P
### Student Population

<table>
<thead>
<tr>
<th>Low Incidence</th>
<th>LA/High Incidence</th>
<th>No Designation Need support</th>
<th>Everyone Else</th>
<th>Gifted</th>
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</thead>
<tbody>
<tr>
<td>A, B, C</td>
<td>D, G, K, Q</td>
<td></td>
<td></td>
<td>P</td>
</tr>
<tr>
<td>6</td>
<td>5</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Evergreen</td>
<td>Dogwood</td>
<td></td>
<td></td>
<td></td>
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### Gr. 7-9/10
- 1 block resource support
- 1 academic class/term

### Gr. 10/11-12+
- 1 block resource support
- 1 academic class/term

### People
- L.I. Case Manager - 2 enrolling blocks - 1 Collab block - 1 W/E block - 2:1 EA support in classes
- Collaborative grade based case managers (3 teachers) Gr. 7,8,9
- Enrolling Resource (2 teachers) Gr. 10-12
- Drop in Behaviour Case Manager (1 teacher + EA + FNSW) Gr. 7-12
- Floating blocks each term to support collaborative release
- Admin/testing block
- EA support when students in T6/7 are enrolled

### After School Tutoring
- Possible future flex block
- After school tutoring
- Possible future flex block
Tier 3 Support – Even more support

- Sue Betts – District Hearing Resource Teacher
- Kevin Moore – District Support Team – Educational Assistant
- Betsy Neily – AAC District Consultant
- Kim Yoshihara – AAC Support team – Educational Assistant
Keep in mind…

“It is not about finding the answer…It is about finding out what is useful.”

Bruce Beairsto
What is useful to you?
Questions