2.3.2: Intervention Strategies

Consistent with the Board philosophy of a continuum of service and early intervention, there is a process for observation, discussion, diagnosis and action related to students who are at risk for learning difficulties. It is hoped that early intervention will enhance the learning skills of students and increase school success. The following chart provides a visual summary of the process, with subsequent pages outlining the implementation of steps prior to, and potentially leading up to, a referral to an Identification Placement and Review Committee.

Similar steps are followed for students who demonstrate need for additional challenge or enrichment.

STEPS TO SUCCESS

More Intensive Interventions as Student Continues to Have Difficulties

Step 1
Classroom Teacher

- Classroom Teacher collects background info (e.g., OSR: Report Cards and Documentation file, talk to past teachers, etc.)
- Classroom teacher must communicate concerns and collect parental input (i.e., vision/hearing screening, medical history, family/social concerns, etc.)
- Classroom teacher makes, records and monitors evidence-based accommodations
- Classroom teacher ensures universal supports are in place
- Resource Teacher records in eLite (Student Profile)

Step 2
**Classroom Teacher
Resource Teacher**

- Classroom teacher continues with items in Step 1
- Classroom Teacher ensures ongoing communication with parent
- Classroom Teacher consults with Resource Teacher to implement and record additional evidence-based classroom accommodations
- Possible referral for outside agency/medical intervention, in consultation with parents and Resource Teacher
- Resource Teacher records in eLite (Student Profile)

Step 3
**Classroom Teacher
Resource Teacher
Administrator**

- Classroom teacher ensures ongoing communication with parent
- Classroom teacher requests a SBTM with Resource Teacher and Administrator
- Classroom Teacher implements and records additional evidence-based classroom accommodations based on the SBTM
- Resource Teacher records in eLite (Student Profile)

Step 4
**Classroom Teacher
Resource Teacher
Administrator**

- Classroom teacher ensures ongoing communication with parent
- Resource Teacher implements informal academic testing (Brigance, CAT4)
- Hold a SBTM
- Classroom Teacher implements and records additional evidence-based classroom accommodations
- Classroom teacher monitors and consults with Resource Teacher
- Consider school-based Multi-Disciplinary Team consultation
- Develop an IEP if appropriate
- Resource Teacher records in eLite (Student Profile)

Step 5
**Classroom Teacher
Resource Teacher
Administrator
Special Education Coordinator**

- Classroom teacher ensures ongoing communication with parent
- Hold an additional SBTM
- Consultation with Special Education Coordinator
- Consultation with school Psychoeducational Clinician
- Resource Teacher to record in eLite (Student Profile)

Potential Outcomes to Consider

- Regular resource support
- Referral through Coordinator to: MDT or HN Team
- Referral to Psychology Department
- Referral to Social Worker (secondary only)
- IPRC referral, if appropriate
- Referral to Modifications Committee
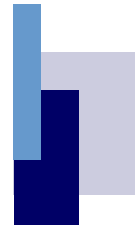- Potential change in placement (ALLP, MF, ECPP, SAL, IS)

Ongoing Parent Consultation Throughout the Process

Lambton Kent
District School Board

School Based Teams

What is the
Purpose of a
School Based
Team (SBT)?

The School Based Team works collaboratively to uncover the underlying reasons that students might be experiencing academic, social, or emotional difficulties. They assemble practical, classroom-friendly interventions to support the teacher in addressing the students' needs, developing the students' strengths, and accessing additional resources as necessary.

School teams work collaboratively to support students, parents, and each other, through: observing; strategizing; planning; implementing supports and strategies; documenting; and monitoring progress toward goals at regular intervals.

The School Based Team should be accessed for:

- Co-ordination of school based supports

- Consultation on classroom strategies (i.e., Universal Supports, Differentiated Instruction, etc.)

- Coordination of services for students

- Consultation with/referral to additional board services/supports (i.e., OT, SLP, PT, SSMDT teams)

- Problem-solving, student review, referral and liaison with staff and other agencies

Who to Include in a SBTM:

The core membership of a School Based Team (SBT) is:

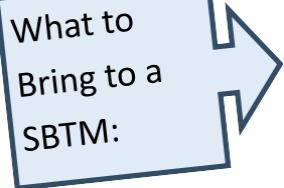⇒ Administration

⇒ Resource Teacher(s)

⇒ Classroom Teacher(s)

In addition to the core membership, the SBT may wish to include:

* ECE

* Educational Assistant

* Student

* Parents

* Community agency(s) currently involved with child/family

* Indigenous Representative

* Special Education Coordinator

* Special Education Team representative (i.e., Psychoeducational Clinician, Social Worker, Itinerant Team Teacher, etc.)

* Member(s) of the school's Multi-Disciplinary Team

Preparing for a SBTM:

- Review *"Steps To Success"* to confirm actions taken to date
- Identify and review the student's strength(s)
- Identify, review and prioritize the area(s) of concern
- Collect documentation to present at the SBTM (i.e., work samples, DRA scores, etc.)

What to Bring to a SBTM:

Evidence related to area(s) of concern:

✓ Student work samples ✓ Assessment data ✓ Observation notes

✓ Review of existing OSR documents (i.e., report cards, past assessment reports)

Frequency of School Based Team meetings:

- Minimum of three times a year for update School Based Team Meetings
- Monthly or every 6 weeks for ongoing meetings to support students with significant needs
- When a child/situation presents itself where collective problem solving could benefit the child/learning environment

Guiding Principles for a SBTM:

Establish ground rules/norms:

- ✓ Start on time/end on time

- ✓ Establish a Chair and Secretary

- ✓ Be a problem-solver – invest in a solution/plan

- ✓ Be present – use technology responsibly

Overview:

- ✓ Share the reason for the meeting and the intended goal of the meeting

- ✓ Have everyone share their connection to the child

- ✓ Discuss student strengths/interests

- ✓ Highlight student needs/define areas of concern

Plan:

- ✓ Determine current level of achievement
- ✓ Discuss interventions to date
- ✓ Share documentation
- ✓ Brainstorm solutions
- ✓ Discuss options
- ✓ Collaboratively develop/update the plan of action including: responsibilities, action and timelines

Conclusion:

- ✓ Establish next meeting date

- ✓ Update eLite