

Stavely School Collaborative Response Model: Continuum of Supports

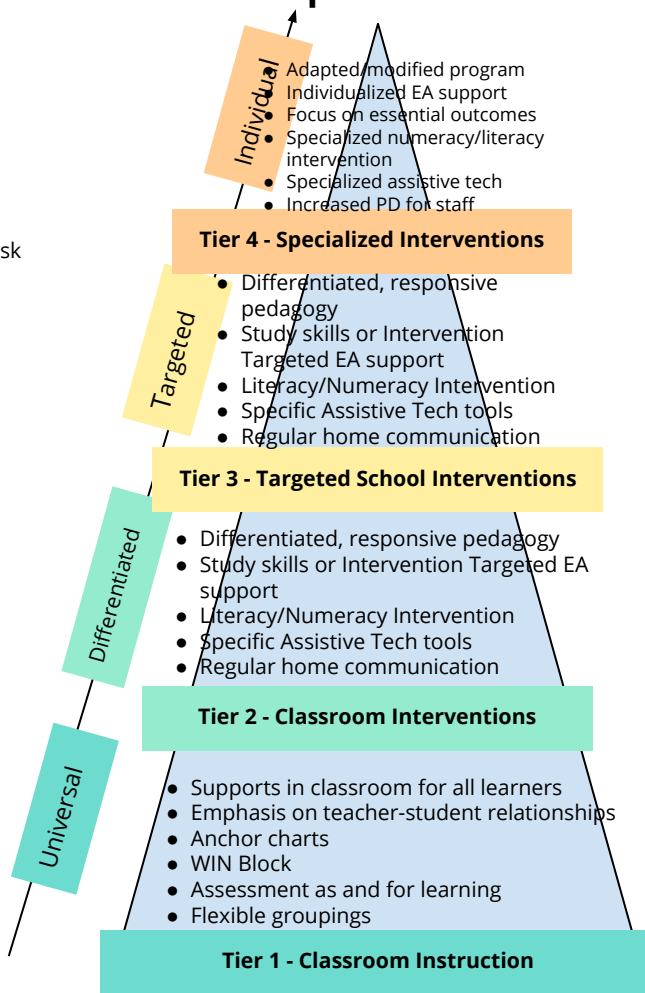
Academic

- 1:1 support
- Modified program and/or Blended program
- Regular home-school comm.
- Develop self-advocacy skills
- Direct instruction in use of strategies
- Monitoring of daily work
- Significant modification re: time, complexity of task or curricular objectives

- Accommodations
- Adapted assessments (reader, scribe)
- Assistive tech
- Targeted EA support
- Instruction focuses on key concepts
- More enrichment blocks
- Specific plan to maximize student-interest successes
- Level B Assessment

- Leveled reading material
- Guided reading and math
- Adapt length/type of assessment
- Focus on essential outcomes
- 'Table time'
- Enriched Program
- IPP (with regularly review and update)
- ESL Benchmarking

- Assistive tech
- Pre-assessment; Post-assessment
- Consistent structure
- Flexible groupings
- Additional time
- Scaffolding for task mastery & completion
- Student Choice
- Leadership Binders



Social, Emotional, Behavioural & Physical

- Behaviour Support Plan
- 1:1 (or more staff as necessary) PT
- Significant modification to the task
- Alternate PE activities
- Access appropriate community resources
- FSL Support
- Increased supervision during less-structured times

- Behaviour Team Consultation and Plan
- Individual Counselling; Group Counselling
- Boys and Girls Clubs
- Referral to outside agencies
- Additional recess supervision
- Family meetings
- FSL Support

- Zones of Regulation
- Re-regulation areas (in and out of school)
- Social skill development (boys and girls groups)
- Sensory supports
- Sports teams
- FSL Support
- Fidget tools

- Classroom meetings
- Positive behaviour supports
- Co-created classroom expectations
- Celebration of each student/week
- Spirit activities
- Leaderizing events; leadership groups
- Daily Physical Activity
- SLP, OT, PT as appropriate for full class