



HAIDA GWAII SCHOOL DISTRICT 50 CONTINUUM OF SUPPORTS

WHAT SHOULD WE SEE IN EVERY CLASSROOM FOR EVERY CHILD?

Tier 1 Universal Supports

- Access to sensory space or room
- Access to technology
- Acknowledgement System
- Assemblies
- Changes are front-loaded as much as possible
- Clear expectations/routines
- Connections to a caring adult in the school
- Controlled Choices
- Daily schedule and/or personalized daily schedule
- Executive Functioning support
- Flexible Grouping

- Just Right Work
- Mindfulness Instruction
- Own desk or table space
- Personalized Instruction
- Planned movement breaks for the class
- Praise for process, not product
- Proactive Instructional Design
- Recognition of good and improved attendance
- Regular parent communication
- School wide behaviour expectations

- Self-regulation (explicit teaching)
- Social skills Instruction (social stories, Second Step, SNAP etc)
- Strategic seating arrangement
- Structured Breaks
- Teacher and staff supports (strong relationships)
- Transitions
- Universal Design for Learning (multiple ways for students to engage with content, access information, demonstrate learning)
- Visual schedules
- Welcoming environment free of clutter

WHAT SHOULD WE SEE FOR SOME OF THE STUDENTS SOME OF THE TIME?

Tier 2 Targeted Supports

- Access to assistive technology 1:1
- Access to child sized fitness equipment
- Alternate work space
- Alternate daily schedule
- Attendance strategies
- Behaviour Monitoring
- Breakfast Program
- Chair 'Hush-Ups'
- Check In/Check Out
- Chunking tasks into smaller pieces
- Cuing (verbal and non verbal)
- Declarative Language
- Dim or adjusted lighting

- Differentiated instruction
- Extended time
- Flexible Groupings
- Individual incentives & rewards
- Individual Social Skills Instruction
- Noise-cancelling headphones
- Partner student with a strong academic peer
- Preferential/flexible seating
- Private Signals
- Reduced work load
- Reader
- School-wide jobs
- Scheduled breaks

- Scribe
- Scripting
- Self-calming area/quiet spot
- Sensory equipment (see back page)
- Small group support
- Social skills support
- Social stories
- Standing Desks
- Targeted EA Support
- Use of Timers
- Wiggle cushions/rocking chairs/specialized seating
- Work 1:1 with an adult some of the time

WHAT SUPPORTS CAN BE COORDINATED AND/OR SUPPORTED BY SOMEONE IN THE SCHOOL?

Tier 3a Individualized School Supports

- ASSIST Trained Staff
- Cultural Supports
- ELL Strategists
- Indigenous Resource Worker supports

- IEP
- SLP/OT/PT supports
- Student Learning Team meeting (with principal involvement)
- Student Support/Behaviour Plan

- ERASE Report It Tool (see back page)
- Provincial School Outreach
- Public Health/Northern Health
- Safer Schools

WHAT SUPPORTS CAN BE ACCESSED BY REFERRAL OR IN THE COMMUNITY?

Tier 3b Individualized External Supports

- Compass Mental Health
- Community Living British Columbia
- POPFASD
- Provincial Outreach Program for Autism and Autism Related Disorders
- Provincial School Outreach
- SET BC

- Food security supports
- Haida Child and Family Services (North and South)
- Haida Gwaii Society for Community Peace (Masset)
- Housing stability supports
- Islands Wellness Society (Daajing Giids)
- Ministry of Children and Family Development (All Haida Gwaii)
- Niislaa Naay Healing House (Gaw Tlagée)
- Northern Health
- XaaydaGa Dlaang Society-Skidegate Health Centre (Skidegate)

- School Based Mental Health Counsellor
- Psychological assessment
- Vision/Audiology

ERASE

Expect Respect & A Safe Education (ERASE)
Report It Tool
<https://www2.gov.bc.ca/gov/content/erase>

Executive Functioning Support

- Break down tasks into smaller chunks
- Checklists
- Direct Instruction
- Games focused on self-control, flexibility, and perseverance
- Graphic organizers
- Hands on learning
- Mini deadlines
- Model the skills
- Real life connections
- Repeated opportunities for practice
- Routines and structures
- Visual aids

Self-Regulation Explicit Instruction

- Brain breaks
- Checklists
- Direct teaching
- Emotional literacy instruction
- Established routines
- Goal setting and planning
- Mindfulness
- Opportunities for practicing skills while at baseline
- Positive self-talk
- Practice through role-playing
- Self-reflection and goal monitoring
- Staff modelling through verbalized thought processes

Sensory Materials

Visual & Auditory

- Audio Books
- Bubble Tubes
- Calming Music or Nature Sounds
- Instruments
- Lava lamps
- Light filters/covers
- Noise-cancelling Headphones
- Sensory Bottles
- Star/Light Projector
- String Lights
- TAC-PAC
- Tinted Sunglasses
- White Noise Machines

Movement & Vestibular Tools

- Balance Beam or Stepping Stones
- Desk pedals
- Scooter boards
- Sit and Spin tools
- Swings
- Resistive bands
- Trampolines
- Tunnels
- Yoga
- Yoga Balls

Tactile

- Bristle Blocks
- Fidget Toys (stress balls, stretchy snakes, pop its)
- Putty/Dough/Slime/Clay/Play-Doh
- Sensory Bins (kinetic sand, water beads, shaving cream)
- Sensory Brushes
- Tactile Tiles

Proprioceptive

- Blanket wrapping
- Deep pressure
- Weighted materials (blankets, lap pads, vests, animals)