



# 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
- Cueing (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 (G̓aw Tlagée)
- Northern Health
- XaaydaGa Dlaang Society-Skidegate Health Centre (Skidegate)
- School Based Mental Health Counsellor
- Psychological assessment
- Vision/Audiology



<div>ERASE</div>	<div>Expect Respect &amp; A Safe Education (ERASE) Report It Tool <a href="https://www2.gov.bc.ca/gov/content/erase">https://www2.gov.bc.ca/gov/content/erase</a></div>		
<div>Executive Functioning Support</div>	<ul style="list-style-type: none"><li>• Break down tasks into smaller chunks</li><li>• Checklists</li><li>• Direct Instruction</li><li>• Games focused on self-control, flexibility, and perseverance</li></ul>	<ul style="list-style-type: none"><li>• Graphic organizers</li><li>• Hands on learning</li><li>• Mini deadlines</li><li>• Model the skills</li></ul>	<ul style="list-style-type: none"><li>• Real life connections</li><li>• Repeated opportunities for practice</li><li>• Routines and structures</li><li>• Visual aids</li></ul>
<div>Self-Regulation Explicit Instruction</div>	<ul style="list-style-type: none"><li>• Brain breaks</li><li>• Checklists</li><li>• Direct teaching</li><li>• Emotional literacy instruction</li></ul>	<ul style="list-style-type: none"><li>• Established routines</li><li>• Goal setting and planning</li><li>• Mindfulness</li><li>• Opportunities for practicing skills while at baseline</li></ul>	<ul style="list-style-type: none"><li>• Positive self-talk</li><li>• Practice through role-playing</li><li>• Self-reflection and goal monitoring</li><li>• Staff modelling through verbalized thought processes</li></ul>
<div>Sensory Materials</div>	<div>Visual &amp; Auditory</div> <ul style="list-style-type: none"><li>• Audio Books</li><li>• Bubble Tubes</li><li>• Calming Music or Nature Sounds</li><li>• Instruments</li><li>• Lava lamps</li><li>• Light filters/covers</li><li>• Noise-cancelling Headphones</li><li>• Sensory Bottles</li><li>• Star/Light Projector</li><li>• String Lights</li><li>• TAC-PAC</li><li>• Tinted Sunglasses</li><li>• White Noise Machines</li></ul>	<div>Movement &amp; Vestibular Tools</div> <ul style="list-style-type: none"><li>• Balance Beam or Stepping Stones</li><li>• Desk pedals</li><li>• Scooter boards</li><li>• Sit and Spin tools</li><li>• Swings</li><li>• Resistive bands</li><li>• Trampolines</li><li>• Tunnels</li><li>• Yoga</li><li>• Yoga Balls</li></ul>	<div>Tactile</div> <ul style="list-style-type: none"><li>• Bristle Blocks</li><li>• Fidget Toys (stress balls, stretchy snakes, pop its)</li><li>• Putty/Dough/Slime/Clay/Play-Doh</li><li>• Sensory Bins (kinetic sand, water beads, shaving cream)</li><li>• Sensory Brushes</li><li>• Tactile Tiles</li></ul> <div>Proprioceptive</div> <ul style="list-style-type: none"><li>• Blanket wrapping</li><li>• Deep pressure</li><li>• Weighted materials (blankets, lap pads, vests, animals)</li></ul>