



LLOYDMINSTER PUBLIC SCHOOL DIVISION

Tiered Intervention

Supplement to the
Student Services Handbook

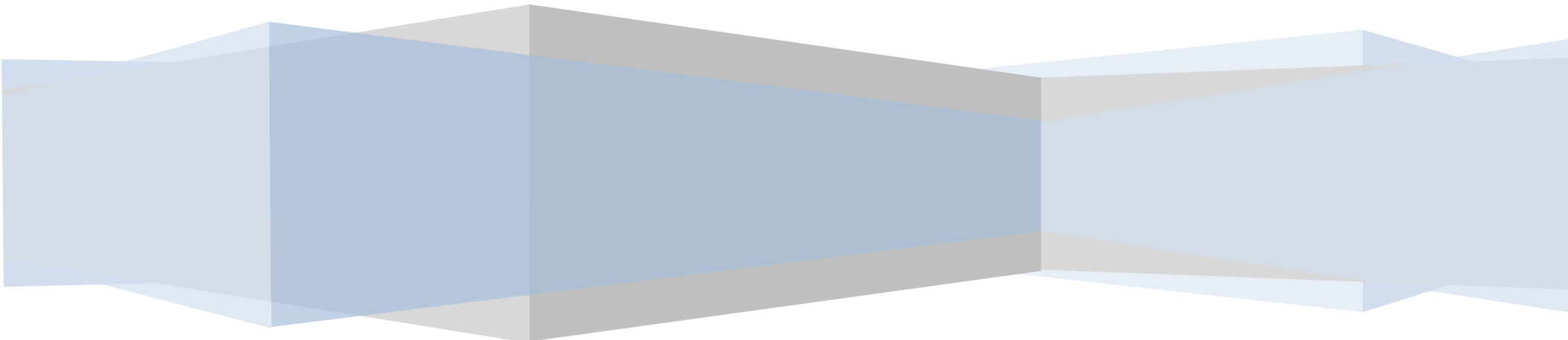


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Definition and Purpose

The Lloydminster Public School Division Service Delivery Model is based on a Tiered Intervention (TI) model (Student Services Handbook Section 3). Tiered Intervention is an assessment and intervention process for systematically monitoring student progress and making decisions about the need for instructional or behavioural modifications or increasingly intensified services using progress monitoring data.

Tiered Intervention is an integrated approach to service delivery that identifies universal, targeted and intensive supports in order to provide a continuum of services to students.

Background

The Lloydminster Public School Division supports and encourages the belief that:

- active learning requires appropriate curriculum, diversity of instructional methods, adaptation or modification of instructional materials, and adaptation of assessment practices;
- the classroom teacher has a central role in the development and implementation of each child's program; and
- parents are partners in their children's education.

Lloydminster Public School Division strives to provide a full service school division as outlined by the Saskatchewan Ministry of Education *Enhancing Opportunities through Full-Service School Divisions: Implications for the Staffing of professional Student Support Services* November 24, 2009 Living Document. In order to bring consistency to our service delivery we implemented the use of tiered intervention across the student services area.

Tiered Intervention in LPSD is based on the philosophy of Response to Intervention (RtI). In *Pyramid Response to Intervention* (2009) Buffom, Mattos, and Weber state;

“Response to Intervention is a school wide, systematic, collaborative process in which all school resources are seamlessly integrated and singularly focused on the same outcome – to ensure that every student learns at high levels.”

In *Whatever It Takes* (2004) Dufour, Dufour, Eaker, and Karhanek pose the question, “*What happens in our school when, despite our best efforts in the classroom, a student does not learn?*” They challenge that in the past the answer has been left to individual classroom teachers who may respond in different ways. Their premise is that this should not be left to the individual teacher but rather a “*school wide system of interventions that provides all students with additional time and support when they experience initial difficulty in learning*” should be developed.

Philosophy

Tiered Intervention is based on universal, targeted and intensive supports. It is a series of timely, systematic, increasingly focused, and intensive research-based interventions based on essential learning outcomes/indicators and on-going formative assessment.

Tiered Intervention spans all areas of development for the student – academic, behavioural, and social-emotional.

Four critical questions must be answered:

1. What is it that we want students to know, understand, and be able to do?
2. What evidence will we collect to show students are learning?
3. What will we do when they are not learning or have not mastered the learning?
4. What do we, as educators, need to learn to ensure this happens?

When every staff member can answer the 4 questions with similar answers we truly have a “school wide system”.

The following essential components must be implemented with fidelity and rigour:

1. High-quality, scientifically based classroom instruction

All students receive high-quality, research based instruction in the regular classroom.

2. Common assessments to measure each student’s progress towards mastery of the essential learning outcomes or skills.

Classroom teachers play a vital role in designing and providing high quality instruction and assessment. Their role is to assess students’ performance and progress against grade level essential learning outcomes or skills.

3. On-going frequent student assessment

It is important for classroom teachers to frequently monitor student progress in relation to essential learning outcomes.

4. Universal/common assessment and/or benchmarking

School staffs conduct universal screening in all core academic areas. Screening data on all students can provide an indication of an individual student's performance and progress compared to the peer group's performance and progress (Assessment Practices Guiding Document).

5. Team problem solving at all grade or subject levels

The classroom teacher's role is core instruction, ongoing formative assessment, adapting and differentiating, and first level of intervention for students who have not achieved the essential outcomes. Schools may choose to have teachers work in grade or subject teams to provide a second level of intervention across the grade or subject prior to referral to a school based team. The school based team may include members such as: EST, school administrator, instructional coach, counsellor, EAL representative, speech and language pathologist, occupational therapist, behaviour designate or paraprofessional.

The school based team will use a problem solving approach based on data-driven decision making to identify needed interventions for students at universal, targeted and intensive levels.

6. Consistent routines and procedures

Common behavioural language and expectations and opportunity for students to practice the skills is essential to a good learning environment. A teacher should ask "If behaviours are getting in the way is it because I need to tighten up on my routines and procedures?"

7. Specialized instruction based on individual and small group needs

An essential component of universal support is differentiated support in the classroom. Classroom teachers must schedule time to meet with small groups of students within normal classroom time. The groups should be flexibly formed based on need. Tiered Intervention systems may differ in terms of who is responsible for targeted and intensive interventions but at each level the frequency and duration of the intervention should increase.

Chapter 2: Tiers

Tiered Intervention incorporates a multi-tiered system of service delivery in which each tier represents an increasingly intense level of services. Students move fluidly from tier to tier.

Universal

- All students
- Preventative – Proactive
- On-going progress monitoring
- Includes first level interventions

Targeted

- Strategic interventions with greater *frequency, intensity and duration*.
- On-going progress monitoring
- Additional school or division level personnel may be included
- Instruction may take place inside or outside the classroom in ratios of 1:4 or 1:5
- 20-30 minutes per day for short duration of time (4-6 weeks)

Intensive

- Instruction is more explicit, targeted, and tailored to individual needs
- Increased frequency and duration of individual instruction
- On-going frequent progress monitoring
- Intensive refers to amount of time per day, the number of days per week, the number of weeks of instruction, and the number of students receiving the intervention at a given time. The difference between Targeted and Intensive is not necessarily the interventions themselves but the frequency, duration, and progress monitoring required.

Process

- Implement a core program (Universal)
- Universal screening
- Assess student's performance against pre-determined grade level essential indicators
- Assess instructional environment ~ instructional methods, instructional materials, pace of instruction, physical environment, class composition, assessment strategies/methods and routines and procedures
- Adapt or change instructional environment as needed
- Group and timetable for instruction and additional interventions
- Monitor students' progress
- Grade or subject level teachers meet to determine which students have not succeeded in acquiring the essential learning outcomes and require further intervention

**Interventions must be designed to meet the needs of both *struggling learners* and *intentional non-learners*. Their needs are markedly different therefore we must group by *cause* not *symptom*.

Examples of interventions for struggling learners:

- *Targeted, differentiated instruction – daily intervention*
- *Additional time*
- *Prerequisite skill review*
- *Direct instruction of a strategy for learning*

Examples of interventions for non-learners (supplemental interventions that require intentional non-learners to make the effort necessary to ensure success):

- *Mandatory study hall*
- *Mandatory homework help*
- *Frequent progress reports*
- *Study-skill classes*
- *Targeted rewards*

** For further information please refer to LPSD Student Services Handbook: Section 3

Chapter 3: Roles

Teacher	EST	Counsellor	SLP	OT	EAL Lead Teachers	Behaviour Designate or Supervisor
UNIVERSAL						
<p>Core instruction</p> <p>Gathering of information</p> <p>Assessing the instructional environment</p> <p>Informal assessments</p> <p>First level of intervention</p> <p>Differentiating instruction</p>	<p>Professional support – not direct service with students</p> <p>Consultative</p> <p>Providing strategies and resources</p> <p>Sharing past information, walking the teacher through documentation and what it means</p> <p>Providing professional support to help adapt or differentiate</p>	<p>Whole class or whole school presentations</p> <p>Awareness days/weeks</p> <p>Classroom support</p> <p>Information to staff</p>	<p>Overview of speech and language development</p> <p>Modeling of language during student interactions</p> <p>Best practices in teaching oral language</p> <p>Best practices in vocabulary instruction</p> <p>Kindergarten screening</p>	<p>Class presentations (ie: Alert Program, Handwriting Without Tears)</p> <p>Staff presentations</p> <p>Teacher consultation</p> <p>Kindergarten screening</p>	<p>Full staff /First Year Teacher presentations</p> <p>Information for schools on multicultural considerations</p> <p>Teacher consultation</p> <p>Provision of resources</p> <p>Oversee benchmarking of students</p>	<p>Assist with implementation of common school wide social skills</p> <p>Class presentations</p> <p>Provision of resources/ materials</p>

Teacher	EST	Counsellor	SLP	OT	EAL Lead Teachers	Behaviour Designate or Supervisor	
TARGETED							
Core instruction	Informal and formal assessment	Intervention aimed at individual child or small group	Small group instruction	Classroom observation	Classroom observation	Intervention with targeted groups	
Progress monitoring	Observation		Classroom observation	Assessment	Classroom strategies and supports		Functional Behaviour Assessment
Collaboration	Collaborate		Assessment and/or screening	Providing classroom strategies and supports for individual students	Oversee Rosetta Stone		
Team meetings	Direct instruction				Small group instruction or tutorials at home schools		
Consult with support services	Transfer of skills						
Implement interventions	Progress monitoring				Instruction of EAL 10 and/or TOEFL Prep (High School)		
Facilitate transfer of skills							

Teacher	EST	Counsellor	SLP	OT	EAL Lead Teachers	Behaviour Designate or Supervisor
INTENSIVE						
Core instruction IEPs	Direct instruction IEPs Referrals to outside agencies or for further assessment	Referral to outside agency Provide emergent support as needed	1:1 instruction Assessment Consultative support for Intensive Needs	1:1 intervention Assessment Consultative support for Intensive Needs	1:1 intensive vocabulary development and/or reading support for students' at Level 1 or 2 Benchmark	Referrals to Structured Success Individual behaviour plans Frequent progress monitoring

Chapter 4: Student Services Tiered Intervention

1. Education Support Teacher

The Education Support Teachers are school based personnel that support students and teachers. They can assist teachers at the universal level by providing information, resources, and strategies. They may demonstrate techniques for working with exceptional learners through differentiation or adaptation methods or whole group strategies that assist all learners. At the targeted or intensive level they may provide additional assessment, intervention or referrals to school division based or outside agency supports.

2. Speech Language Pathology

Tiered Intervention is a school wide prevention approach with the goal of using collective resources to intervene early, and prevent learning and behavioural problems from becoming larger issues. Speech and language difficulties can greatly impact learning and behaviour. Speech-Language Pathologists (SLPs) can play a number of important roles in using Tiered Intervention to identify children with communication difficulties and provide needed instruction to students in both classroom and segregated settings.

Tiered Intervention is designed for students who demonstrate mild to moderate difficulties. If a student is severely below communication expectations (unintelligible or has unusual communication patterns), refer immediately to the SLP for a comprehensive speech/language evaluation.

3. Occupational Therapy

Occupational therapy services strive to assist the student to be able to fully access the curriculum while in the classroom. Some students have difficulty with fine or gross motor or sensory issues that may affect their learning or behaviour. The OT can support the classroom teacher at the universal level by providing whole class instruction for programs such as ALERT, providing suggestions for fine motor activities such as handwriting or scissor grip that will assist all students. The OT can do classroom observations, sit in on team meetings, and provide resources. Some students may be referred for individual assessment and targeted interventions to be used in the classroom. A small percentage of students may require short term 1:1 to assist with teaching or modeling a strategy or technique to assist them. The goal of the service is not to provide on-going one on one therapy but rather to support the student in the classroom by teaching strategies or through the use of supportive or sensory items.

4. English as an Additional Language

LPSD employs EAL Lead Teachers who consult with schools assigned to them, work directly with students who are at Level 1 or 2 Benchmark when requested, and chair an EAL committee comprised of a member from each school. The purpose of the committee is to be a conduit for EAL information from the Lead Teachers to their respective staff members. Each school will determine who will provide Targeted and Intensive intervention services to EAL students. It is the expectation of LPSD that classroom teachers will provide supports to EAL students with assistance and direction from EAL Lead Teachers and EAL Designates.

Tiered Intervention approaches can be incorporated for English language learners. Students will be benchmarked by the classroom teacher, EST, EAL Lead Teacher or another identified staff member. Students who achieve at level 4 or 5 will receive universal support in the classroom. Students benchmarked at levels 2 or 3 may require targeted interventions to focus on English language skills. Students who do not speak any English or who are having difficulty advancing levels may require more intensive intervention.

5. Counselling

Counselling services strive to impact students proactively with **awareness, prevention, support, and information** in the areas of social, or emotional difficulties that are impeding school success. Universal school wide classroom based initiatives can target awareness and prevention. A targeted intervention is aimed at an individual child or small group. The intervention is designed to have a specific goal, monitored progress and desired outcome. An intensive intervention is identification of the need for the child to be referred to an outside agency for therapeutic support. Supports may vary from school to school but some examples are given below:

Universal

Elementary (K-6):

- Body safety presentations with the gr. 2 classes as per the curriculum and in association with the SAC
- Class presentations, as needed, for specific concerns (ex. Anger Management, Stress Management, Bullying/Respect Awareness, Friendships/Peer Relations, Behavior Expectations, Death/Crisis Support, Grade 6 transitioning info, Body Image/ Nutrition etc.)
- After school anti-bullying program targeting gr. 5/6 girls and focusing on Relational Aggression (specific to JK)
- Friendship/Social Skills Building/ Conflict Resolutions Skills sessions offered at recess or in classrooms with all ages as needed and upon request from teachers
- Small group sessions with kids dealing with family changes – separation/divorce/step-parents or siblings

- Respect Week activities

Middle School (7-9)

- Presentations/discussions during Advisory on such topics as anti-bullying, hygiene, conflict resolution etc.
- Grade 7 Orientation/Fun Day- counsellors plan a day of team-building activities for the new grade seven students each year.
- ACAP (Aboriginal Cultural Awareness program)- All students, but especially those of Aboriginal descent are invited to meet once a week to ; pride in Aboriginal culture.
- Girl Power – noon hour support group for high risk girls.
- Sexual Assault Center Presentations
- Presentations: Anger Management, Peer Pressure, Girl Friendships/ Relational Aggression, Conflict Resolution, Grief/Crisis Support, Bullying and Bystanders, Body Image, Nutrition, Respect, Family Violence, Stress Management, Study Skills, Suicide, Gossip/Rumors, Etc.
- Awareness s: Respect Week, Pink Day, National Addictions Awareness Weeks, National Non-Smoking Week
- Career Guidance
- Nutrition awareness

High School (10-12):

- Addictions awareness by Darryl Arneson, Thorpe Centre Youth Counsellor
- Wellness 10 classes presentations: Street drug awareness, Healthy/unhealthy relationships/Date rape presentations by the Interval home or Sexual Assault Centre, HIV/AIDS information
- Anti-Bullying: Pink Days, Challenge Days etc.
- Career Guidance/ Career Support/ Preparation

Targeted

A targeted intervention is aimed at an individual child or small group. The intervention is designed to have a specific goal, monitored progress and desired outcome.

Universal and targeted interventions at school level may cover, but not be limited to, the following areas:

- Peer Relations
- Substance Abuse

- Prenatal information
- Anger Management
- Social skills/Conflict resolution
- Anxiety
- Self esteem
- Classroom behavior
- Grief/loss
- Family issues that affect the child
- Support for personal needs (Yellow Tier)

Intensive

An intensive intervention is identification of the need for the child to be referred to an outside agency for therapeutic support. The counsellor will maintain student on caseload until contact with outside agency has been made. Once student is on caseload of outside agency contact at school will be on an informal basis.

Referral out (Intensive):

- Suicidal
- Self harm
- Depression
- Abuse
- Sexual abuse / intrusion
- DSM-IV diagnosis
- Threat
- Family issues

5. Behaviour

There are a variety of reasons why students misbehave. Some students will mis-behave because they “won’t do it,” or because they try and “can’t do it.” Regardless, the fact remains that behaviour and academic success are closely linked and need to be addressed simultaneously. In a Tiered Intervention approach to behaviour, behavioural data (e.g., observations, office referral patterns, ratings, etc.) provides a basis for making decisions on behaviour supports. A student who displays challenging behaviour should be assessed through observation, functional behaviour assessment or checklists and based on the results, best practices to support the student in

reducing challenging behaviours and developing positive attitudes toward academic and social life will be implemented

School-Wide Positive Behaviour Support

School-wide positive behavioural support consists of a set of clear expectations for behavior, consistent reward and incentive programs, data based decision making, and staff support. Classroom interventions are compatible with Universal and Targeted interventions, making use of school wide strategies with classroom lesson plans. Interventions for targeted groups are associated with Targeted and Intensive and include small groups of students from many classrooms aiming toward the same behavioural goal. Intensive includes individual interventions which are considered critical. Individual student behaviour plans would be developed and closely monitored.

School-wide positive behaviour support targets the entire school population by mapping out procedures and processes through a set of behavioural expectations for an entire school. These expectations are taught to staff and students and highlighted through all school activities. The expectations are made into a variety of visual reminders throughout the school. Staff members regularly teach and refer to the expectations when dealing with all students. A variety of data is collected with the goal of identifying students who need support at various levels. Office discipline referral data can be analyzed to identify types of discipline problems, settings, and chronic offenders. Teacher rating scales, checklists, and school-wide data, such as reasons for referrals for behaviour issues, can be studied to identify the levels of Universal support needed. Once data is compiled, an analysis can yield information on which types of interventions are needed. Positive behaviour strategies range from providing rewards and incentives for students who follow school-wide expectations to implementing effective social skills lessons with students needing higher levels of support. A school-based team can work together to collect data and design interventions. Progress monitoring for behavioural interventions is similar to progress monitoring for academic interventions. Data must regularly be collected and analyzed to determine if interventions are successful. Movement between the tiers is dependent on success or lack of success which indicates the need for more intensive interventions.

Universal

Elementary (K-6):

- Class presentations, as needed, for specific concerns (ex. Anger Management, Stress Management, Bullying/Respect Awareness, Friendships/Peer Relations, Behavior Expectations, etc.)
- After school anti-bullying program targeting gr. 5/6 girls and focusing on Relational Aggression (specific to JK)
- Friendship/Social Skills Building/ Conflict Resolutions Skills sessions offered at recess or in classrooms with all ages as needed and upon request from teachers

- Respect Week activities
- JK “Pillars” – respect for self, others and property; school-wide expectations are set by teachers with students participating
- Positive classroom reinforcers and reward systems
- ALERT Program (sensory information from OT)

Middle School (7-9)

- Presentations/discussions during Advisory on such topics as anti-bullying, friendship skills, conflict resolution etc.
- ACAP (Aboriginal Cultural Awareness program)- All students, but especially those of Aboriginal descent are invited to meet once a week to ; pride in Aboriginal culture.
- Girl Power – noon hour support group for high risk girls.
- Sexual Assault Center Presentations
- Presentations: Anger Management, Peer Pressure, Girl Friendships/ Relational Aggression, Conflict Resolution, Bullying and Bystanders, Respect, Family Violence, Stress Management, Suicide, Gossip/Rumors, Etc.
- Awareness s: Respect Week, Pink Day

High School (10-12):

- Street drug awareness, Healthy/unhealthy relationships/Date rape presentations by the Interval home or Sexual Assault Centre
- HIV/AIDS information
- Challenge Days
- Pink Day
- Volunteerism

Targeted

A targeted intervention is aimed at an individual child or small group. The intervention is designed to have a specific goal, monitored progress and desired outcome. The Behaviour Designate or other assigned staff member may work with the student or groups of students requiring this level of support.

Universal or Targeted may cover, but not be limited to, the following areas:

- Peer Relations
- Social skills
- Anxiety
- Self esteem
- Classroom behavior plans for individual students
- True Colors Team-Building Workshop (LCHS)

Intensive

An intensive intervention is identification of the need for the child for a specialized, individualized educational program. The child's behaviour is so intensive that his/her needs are best met in an alternative environment. Children in this level require a high level of support and may need to be referred to an outside agency for therapeutic intervention. A support team is established with school personnel, medical professionals, community agency members and the child's family to discuss and formulate a comprehensive plan.

Structured Success Program

Within our school division, we have a highly structured program designed to help children learn and use appropriate student-like behaviours. Students are referred when their behaviour affects their learning or the learning of others. All other universal and targeted interventions have been attempted with limited success. Students who demonstrate physically or verbally aggressive behaviour, passive aggressive behaviour, depressed or withdrawn behaviours and/or non-working behaviours may be referred to Structured Success. The program exists within a self-contained classroom with 8-10 students, one teacher and one educational assistant. Learning new behavioural skills is the focus.

Education Support Teacher Tiered Intervention

Intensive

Who

- Students who have not been successful with acquiring the essential learning outcomes after Targeted interventions

What

- Direct instruction 1:1 or small group for short periods of time
- IEPs
- Referrals to outside agencies for further assessment

Targeted

Who

- Students who have not succeeded in acquiring the essential learning outcomes after universal interventions

What

- Informal and formal assessment
- Observation
- Collaboration
- Direct instruction with small groups for short periods of time
- Assistance with transfer of skills to class
- Progress monitoring

Universal

Who

- All students
- May include students with Intensive needs that are supported fully in the regular classroom

What

- Professional support – not direct service with students
- Consultative
- Provide strategies and resources
- Share past information and walking teacher through documentation
- Provide professional support to adapt or differentiate
- Full staff presentations regarding types of student needs

Speech Language Pathology Tiered Intervention

Intensive

Who

- Students who may require 1:1 therapy or alternate communication system
- Students with intensive needs that may require on-going support.

What

- 1:1 Intervention
- Assessment
- Consultative support for Intensive Needs

Targeted

Who

- Students who may have communication difficulties that are affecting their learning or behaviour.

What

- Classroom observation
- Assessment and/or screening
- Classroom strategies and supports for individual students
- Small group instruction

Universal

Who

- All students

What

- Staff presentations or individual teacher consultations on:
 - Overview of speech and language development
 - Best practices in teaching oral language
 - Best practices in vocabulary instruction
- Modeling of language during student interactions
- Kindergarten screening

Occupational Therapy Tiered Intervention

Intensive

Who

- Students who may require short term 1:1 to assist with teaching or modeling a strategy or technique to assist them.
- Students with intensive needs that may require on-going support.

What

- 1:1 Intervention
- Assessment
- Consultative support for Intensive Needs

Targeted

Who

- Students who may have fine motor, gross motor or sensory issues that affect their learning or behaviour. They may require adaptations to the learning environment to be successful.

What

- Classroom observation
- Assessment
- Classroom strategies and supports for individual students

Universal

Who

- All students

What

- Class presentations (ie: Alert Program, Handwriting Without Tears)
- Staff presentations
- Teacher consultation
- Kindergarten screening

English as an Additional Language Tiered Intervention

Intensive

Who

- Benchmarked Level 1 or 2
- Student who is “stuck” at benchmark 3 may be flagged for more intervention
- New student until level determined

What

- Intensive vocabulary development
- Intensive reading support
- 1:1 support in specific areas

Targeted

Who

- Benchmarked Level 2 or 3 (grade 2+)
- English language learners with specific area of learning difficulty

What

- EAL lead teacher consultation
- Rosetta Stone (grade 2+)
- Tutorial (High School)
- EAL 10 and/or TOEFL Prep Courses (High School)
- Small group instruction (middle school/elementary)

Universal

Who

- Classroom based intervention for all students

What

- Full staff presentations regarding EAL
- Individual teacher consultation with EAL Lead Teacher
- Whole school information regarding culture and acceptance (integrated with counsellors and health education)
- Provision of resources
- Strategies and adaptations implemented by classroom teacher as needed
- Benchmarking of students

Tiered Intervention for Counselling Services

Intensive

Who

- Need for the child to be referred to an outside agency therapeutic support

What

- Counsellor maintains on caseload until contact with outside agency is made
- Once student is receiving support from outside agency school contact is on an informal basis
- Provide emergent support as needed

Targeted

Who

- Aimed at individual child or small group
- Designed to have a specific goal, monitored progress and desired outcome

What

- Direct intervention with individual child or targeted groups
- Communication with parents at discretion of counsellor

Universal

Who

- All students
- Impact students proactively with awareness, prevention, support and information
- Classroom based or large group

What

- Class presentations/support
- Programs/activities
- Awareness days/weeks
- Provision of resources/ materials

Tiered Intervention for Behaviour

Intensive

Who

- Students requiring specialized individual intervention and skill development
- Students whose needs may need to be met in an alternate environment
- Students who require referrals out for therapeutic intervention

What

- Individual behaviour plans
- Frequent progress monitoring
- Referral to outside agencies
- Support team of school, medical personnel and community agency members
- Includes the Structured Success Program

Targeted

Who

- Aimed at individual child or small group
- Designed to have a specific goal, monitored progress and desired outcome

What

- Classroom observation
- Intervention with targeted groups
- Referral for Functional Behaviour Assessment

Universal

Who

- All Students
- School wide positive behaviour supports
- Classroom based or large group

What

- Assist with implementation of common school wide social skills
- Impact students proactively with awareness, prevention, support and information
- Class presentations
- Awareness days/weeks
- Provision of resources/ materials