
Types and Levels of School Support

What is Available and How to Get Them

Your and Our “Job”

1. Determine the possible type of Support your child might need based on Assessment or on Information in this Presentation
2. Request the Support from your child’s school (*WTD’s Tier Request Form*)
3. Determine if support the school recommends might works for your child or sounds like a good solution
4. Send email to school thanking them for support/identifying what support was decided on (*WTD’s School Meeting Follow Up Form*)
5. Try the supports the school recommends
6. Help/Support your child at home with struggles school is supporting your child with or Ask the school how to support your child at home with those struggles
7. See if your child is making progress in that area of struggle after a month or so (*Use WTD’s Checking on Progress Form*)
8. Work with school to keep the recommendations in place and provide help at home or let school know the support isn’t working and make a new plan with the school

WTD is here with Guidance and Forms to Help You with the Above!

Types of Support

Interventions – *short term, specific support* meant to help a child in an area of struggle provided often provided by the teacher or trained staff

- “Here is a chair. You can have it for the next week to sit at”

Accommodations – allows the student go around the school rules to do something or have something different than other students and based on struggles/disability to help overcome it or lessen its effects

- “You can bring a chair yourself and sit and we will allow it”

Modifications – Tweaks/changes to school rules for child of content of the teaching, student work, and/or classroom/school environment for the student so the student can access information like their peers

- “While everyone else is standing, here is a chair you can sit on and we will let you do it”

Services – individualized teaching and support provided to the student directly usually by trained professionals to help with an area of struggle/disability related barrier

- “Here is a chair that will help with fatigue. We will set it up for you. We will work with you on how to overcome tiredness at work. We can provide OT or massage for your legs so you can do your job”



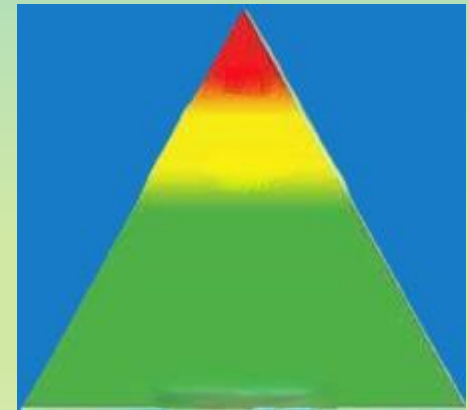
Levels of Support

Beginning Level/Tier 1 School Support

Intermediate Level/Tier 2 School Support

High Level/Tier 3 Support

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Types of Support and Entitlement at Levels

LEVELS OF SUPPORT	Beginning/Tier 1 Support	Intermediate/Tier 2 Support	High/Tier 3 Support
TYPES OF SUPPORT			
Interventions (Short Term)	Not or Informally Provided; No Entitlement	Provided; Generally no Entitlement but a few exceptions	May Be Required Before Services are Provided; Not Provided as Longer-Term Services Provided Instead
Accommodations/ Modifications (Tweaks)	Not or Informally Provided; No Entitlement	Not or Informally Provided; No Entitlement	Formally Provided via all Plans; Legal Entitlement
Services (Long Term, Intensive)	Not Provided; No Entitlement	Not Provided – Short Term Intervention Instead; No Entitlement	Formally Provided via IEP Plan; Legal Entitlement

Beginning/Tier 1 Support

- *After School/In Classroom Support*

*Provided in Classrooms and on School Campuses
Created and Taught by Teachers/Staff*

*Supports All Students/Students Who Need a Little Bit of
Extra Help*

- **Ask for student to receive or plug into existing
programs*

Beginning/Tier 1 Support: Types of Support

Use of individualized curriculum instruction in the classroom provided to teachers by school/school district

School Tutoring/After School Help Programs

Student Aides/Helpers (Electives/Before School/After School)

Clubs/Organizations and Electives in Interest/Strength Areas

Unique School-Wide Programs

To find out about/request School/Classroom Supports:

- Ask your child's teacher/principals/assistant principal (elementary) or counselor (middle/high) what is available on the school campus
- Find supports on the school website
- Find supports in School Catalogue (middle/high)
- **Use WTD's *Beginning/Tier 1 – Request Form***

Beginning/Tier 1 Support: Follow Up and Next Steps

- **Fill out/Use WTD's *Beginning/Tier 1 Supports – Request Form* and send to school**
 - *You can also check your school's website, catalogue, communications, or informally with the school counselor*
- Ensure school staff contacts you to discuss or to set up a meeting after several days of submitting *School/Classroom Support – Request Form* or after you request for School/Classroom Supports
- After meeting, send *School Contact Follow Up Request Form* to contact school staff member with agreed upon support
- In 3-6 weeks, send *Checking in on Child's Progress Request Form* to contact school staff member on how your child is doing with the current supports
- Monitor support and ensure these supports continues to occur if they are helping your child
- *If the supports are not working, consider requesting **Intermediate/Tier 2 Supports** and use the *Intermediate/Tier 2 – Request Form* to request it*

Intermediate/Tier 2 Support

- **Small Group/Informal Plan/Intervention Support**
- **Available Outside of the Classroom and on School Campuses/Created & Taught by Specialized School Staff**
- **Supports Students Who Need More Help than the Classroom Teacher can Provide**

Intermediate/Tier 2 Support: Types of Support

Academic and Behavior Interventions/Response to Intervention (RTI) Programs

Smaller Pull-Out, Skill Based Groups

Specialized School Staff Referrals (Counselor, Social Worker)

“Informal” Intervention Plans/Behavior Intervention Plans

- A step-by-step plan created based on data about the behaviors that includes behavioral interventions, supports, and strategies, designed to assist children whose behaviors impede their happiness, home lives, school lives, and self-esteem

Access to a Trusted Adult as identified by student and school staff to go to when overwhelmed and need to discuss struggles

To find out about/request Pull-Out/Small Group/Intervention Supports:

- Ask your child’s teacher (elementary) or counselor/social worker (middle/high)
- **Use WTD’s *Intermediate/Tier 2 – Request Form* and/or *Behavior Intervention Plan- Request Form***

Intermediate/Tier 2 Support: Follow Up and Next Steps

- Use WTD's *Small Group/Intervention Programs – Request Form* and/or *Behavior Intervention Plan- Request Form* and send to school
- Ensure school staff contacts you to discuss or to set up a meeting after several days of submitting *Small Group/Intervention Program Support – Request Form* or after your request Pull-Out/Small Group/Intervention Programs
- After meeting, send *School Contact Follow Up Request Form* to school staff member with confirmation of agreed upon support
- In 3-6 weeks, *Checking in on Child's Progress Request Form* to school staff member on how your child is doing with the current supports
- *If the supports are not working, consider requesting a/an 504, IEP and/or BIP using WTD's Request Forms*

High/Tier 3 Support

- **Individualized, Specialized, and Formal Support Via Formal Plans – Either Behavior, 504 Accommodations, and/or Individualized Education Plans**
- **Provided in the Regular or Special Education Classroom and School Campus as Needed**
- **Created and Taught by Specialized Staff and/or Special Education Staff**
- **Supports students with suspected or diagnosed disabilities who need individualized support**

High/Tier 3 Support: Types of Plan

504 Accommodations/Modifications Plan (504 Plan)

- For a child with a documented disability/impairment from a medical professional and who needs accommodations/modifications to remove disability related barriers in the general ed classroom/school environment
- Less removal, instruction, and comprehensive plan than an IEP
- May be set up while child is being evaluated for special education services in an IEP

Individual Education Plan (IEP)

- For a child with documented or suspected disability and possibly needs special education services to include Goals, Services, Supports, and Accommodations/Modifications Plan to meet the unique needs of the child
- Evaluation may take up to 60 days but 504 or Interventions may be set up while child is being evaluated

Behavior Intervention Plan (BIP)

- A step-by-step plan created based on data about the behaviors that includes behavioral interventions, supports, and strategies, designed to assist children whose behaviors impede their happiness, home lives, school lives, and self-esteem
- Systematic approach to changing negative behaviors and teaching children more positive behaviors to achieve the same results
- Shows how school is going to help the child to turn around negative behaviors, to learn positive behaviors, and to deal with crises
- It may be requested at the same time as the IEP/504 Request or before/after it

To request 504s, IEPs, and Specialized Supports:

- **Use WTD's *IEP/Special Education Evaluation – Request Form; 504 Plan – Request Form; and/or Behavior Intervention Plan – Request Form***

High/Tier 3 Support: Follow Up and Next Steps

- **Use WTD's *IEP/Special Education Evaluation – Request Form; 504 Plan – Request Form; and/or Behavior Intervention Plan – Request Form* and send to school**
 - School staff must agree to evaluation or *504 Plan* after receiving Request Form or may refuse the 504 Plan/Special Evaluation Request in writing within 30 days of receiving the request
 - School may set up meeting to discuss the special education evaluation (IEP) or a 504 Plan
- **If school agrees to 504/Special Education Evaluation:**
 - An evaluation results is set up with parent and parent agrees to services
 - A Meeting is set up to determine supports and is written into Plan. Parent is entitled to meaningful participation in determining supports.
 - Parent gets a copy of Plan after meeting
 - In 3-6 weeks after you request supports or after the 504/IEP goes into effect, send *Checking in on Child's Progress Request Form* to your child's school staff member, Special Education Teacher, or 504 Liaison to see how your child is doing with the supports you requested
 - If your child has an IEP, you will be provided with regular, periodical progress reports at times identified in your child's IEP on how your child is doing on the goals listed in the IEP
 - For any other Plan, parent may have to request meeting for revision or check in
- **If school refuses to put into place 504 Plan or evaluate child,**
 - Parents will be provided with rights to file a complain or request an alternative evaluation to resolve disagreement

To Learn More

Visit WTD's Topics:

- *Disability Explained: Why Identifying as Having One can Entitle a Child to School Supports & Protections*
- *Education Plans - 504, IEP, BIP, or Interventions: Which are Best for My Child?*
- Intervention, IEP, 504, or BIP Sections on WTD website