**definition of terms and acronyms**

# **Collaborative response to instruction and intervention**

A list of definitions has been developed and adapted from various resources to establish a common understanding of terms frequently used in supporting students.

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| **Term** | **Definition** | **Example(s)** |
| Instructional Support Plan (ISP) | Functional document that records the strategies, accommodations, adaptations and modifications to instruction, assessment, and the learning environment in order to support individual student needs. |  |
| Individualized Early Learning Plan (ELP) | Functional document that records the strategies, accommodations, adaptations and modifications to instruction, assessment, and the learning environment in order to support a child in an Early Learning Program |  |
| Dossier | An education management system linked to PowerSchool used to develop ISP, ELP and ELL benchmarking documents to track and promote improved student learning |  |
| Universal | Strategies and supports incorporated into the environment for all learners, such as flexible learning resources and technologies, differentiated instruction and positive behaviour supports | * Use of fidgets * Noise cancelling headphones, * Assignment and or project choice * Using read write google |
| Targeted | Strategies, supports or interventions for learners who need more specialized learning opportunities or access to more specialized expertise | * Peer tutoring * Preferential seating * Adapted assignments * Chunking assignments |
| Specialized | Specialized/Individualized strategies, supports and interventions that directly relate to individual learning needs. | * Use of sign language interpreters * Alternate and augmentative communication systems (ACC) * Behavior support plan |
| Pyramid of Interventions (POI) | -Tiered Intervention framework that 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.  -created to strategically plan how we will respond when our students experience initial difficulty so we can improve upon current levels of learning | * [Pyramid of Intervention.docx](Pyramid%20of%20Intervention.docx) |
| Intervention | Strategies used to teach new skills, build fluency in a skill, or encourage a child to apply an existing skill to new situations or settings (Wright, 2012). | * Small group instruction on a specific phonetic concept * Small group instruction on a specific math concept * Writing support based upon writing ability in LA outcome strands * Levelled literacy intervention * Positive behavior support plan * Social skills programming |
| Accommodation | -A change or alteration in the regular ways a student is expected to learn, complete assignments or participate in classroom activities  -Ensure each student has the opportunities and support he or she needs to learn | * Alternative seating * Adaptive devices * Providing copies of notes * Alternative reading materials * Extra time * Oral tests * Read Write Google |
| Adaptation | -Programming that retains the learning outcomes of the Programs of Study  -Adjustments to the instructional process are provided to address the education needs of the student | * Completing the first example with the student * Presenting new material in short periods of time through varied activities * Using materials at a variety of difficulty levels * Adjusting the pace of instruction * Demonstrating, modeling, or acting out instructions * Presenting concepts in as concrete a way as possible * Breaking information into steps * Adjust the level of questioning * Using advance organizers and graphic organizers * Simplify instructions * Pair oral with written instructions |
| Modifications | -Programming in which the learning outcomes are significantly different from the provincial curriculum  -Specifically selected to meet the students’ special education needs  -Personalized programming (may include life skills program) | * Modifying learning outcomes by simplifying key concepts, major understandings and skills in content areas * Omitting assignments that require timed situations * Parallel assignments focused on the same subject or topic material * Limiting assignments to a certain type * Simplifying texts to address students’ level of ability and understanding |
| Relationship Based Support | Building stronger and more understanding relationships between teachers and students. The general idea is that students will be better served and more effectively taught if teachers know students well and understand their distinct learning needs, interests, and aspirations | * Teaming * Advisory groups * Mentorship * CTF courses * Counselling * homerooms |
| Skill Based Support | Provides all students with more concentrated instruction, practice, and guidance in reading, writing, and communicating. The support may be provided during regular classes, during the school day, or after regular school hours. | * DEAR time * Book clubs * Writing groups * Skill focused school projects * Balanced Literacy programming |
| Needs Based Support | Many or most forms of academic support are based on identified learning needs, and schools will provide supplemental or intensive instruction, practice, and guidance to students who are struggling academically or who have specialized needs—these can include students with learning disabilities, physical disabilities, or developmental disabilities; students who are learning English or cannot speak English; students who recently immigrated to Canada or students who are performing academically or developing intellectually well below or above the expectations for their age or grade level. | * Technology and software programs * Literacy and numeracy intervention * ISP planning and support * ELL benchmarks * Adaptive furniture |
| Provincial Achievement Tests (PAT) | The purpose of the Provincial Achievement Testing Program is to:  -Determine if students are learning what they are expected to learn  -Report to Albertans how well students have achieved provincial standards at given points in their schooling  -Assist schools, authorities, and the province in monitoring and improving student learning |  |
| Diploma Exams (DIP) | The Grade 12 Diploma Examinations Program was established in 1984. It has three main purposes:   1. To certify the level of individual student achievement in selected Grade 12 courses 2. To ensure that province-wide standards of achievement are maintained 3. To report individual and group results |  |
| Collaborative Response Model (CRM) | -Organizational framework that values collaborative, action focused responses, data-informed discussions, and timely intervention to ensure ALL students can experience success  -Three elements of this model are collaborative team meetings, assessments, and pyramid of interventions | CRM Overview  <http://jigsawlearning.ca/collaborative-response-model/> |
| Collaborative Team Meeting | -designated time within the school timetable for teams of admin, teachers, educational assistants, learning support teachers, behaviour consultant, family school liaison counsellors and family connections workers  -focused on a group of students to monitor their progress through a structured process | Essential Elements  <http://jigsawlearning.ca/wp-content/uploads/2016/02/Essential-Elements-Rubric-CTM-with-Notes.pdf> |
| Learning Team Meeting | -Designated time for teams of admin, teachers, learning support teacher, educational assistant, counselling team, behaviour consultant, parents, and any outside agency involvement in the student instructional support plan (ISP) |  |
| School Based Team | -School team members that can meet at any point in the day to discuss tier 2, 3 or 4 interventions |  |
| Assistive Technology (AT) | -In a broad sense, assistive technology (AT) is any device, piece of equipment or system that helps a person work around his/her challenges so he/she can learn, communicate or simply function better.  -There are many kinds of AT that help kids with learning and attention issues. These tools can help them work around their challenges while playing to their strengths. This helps them become more successful, productive students. At the same time, their confidence and independence can grow. | * Speech to text software * FM/DM hearing systems * PODD communication books * Smart Pen * Timed timer * Audiobooks |