

# Early Identification Procedures and Intervention Strategies

## Purpose of the Standard

*To provide details of the Board's early identification procedures and intervention strategies to the Ministry and to the public*

These procedures are a part of a continuous assessment and program planning process, which should be initiated when a child is first enrolled in school or no later than the beginning of a program of studies immediately following kindergarten, and should continue throughout the child's school life. Districts are therefore expected to provide a range of programs to assist students in meeting the curriculum expectations. These programs should include early identification of learning needs, appropriate teaching strategies, ongoing assessment, and communication with parent(s)/guardian(s) and students. ([Policy & Program Memorandum No.11.](#))

The OCDSB makes every effort to review the needs of all students as early as possible. Early and ongoing tiered intervention is recognized as contributing to the well-being of all children and their ability to reach their potential. Parent(s)/guardian(s) are an integral part of the process. It is the belief of the OCDSB that continuous assessment and planning should exist for students throughout the education process. Learning abilities and needs are identified as early as possible. Programming is designed to support the student's needs and to help the student achieve to their fullest potential.

**Parent(s)/guardian(s)** are encouraged to be involved in the education of their children from the beginning of the education process. They have a wealth of knowledge and valuable information that can assist in the education of their child. At kindergarten intake, parent(s)/guardian(s) have the opportunity to share with the teacher information regarding their child's areas of strengths, areas of needs and any relevant medical or other information.

**The Educator Team (teacher, early childhood educator, educational assistant)** is key in the education process. The teacher communicates regularly with the parent(s)/guardian(s) about students' progress and development in the early years. The teacher employs screening procedures, formal reporting and frequent contacts with parent(s)/guardian(s).

## Procedures and Practices

- liaise with preschools, nursery schools and other agencies to facilitate transition to school
- kindergarten intake procedures
- completion of the Kindergarten Intake Form
- learn about student's strengths and needs during the intake interview with parent(s)/guardian(s)

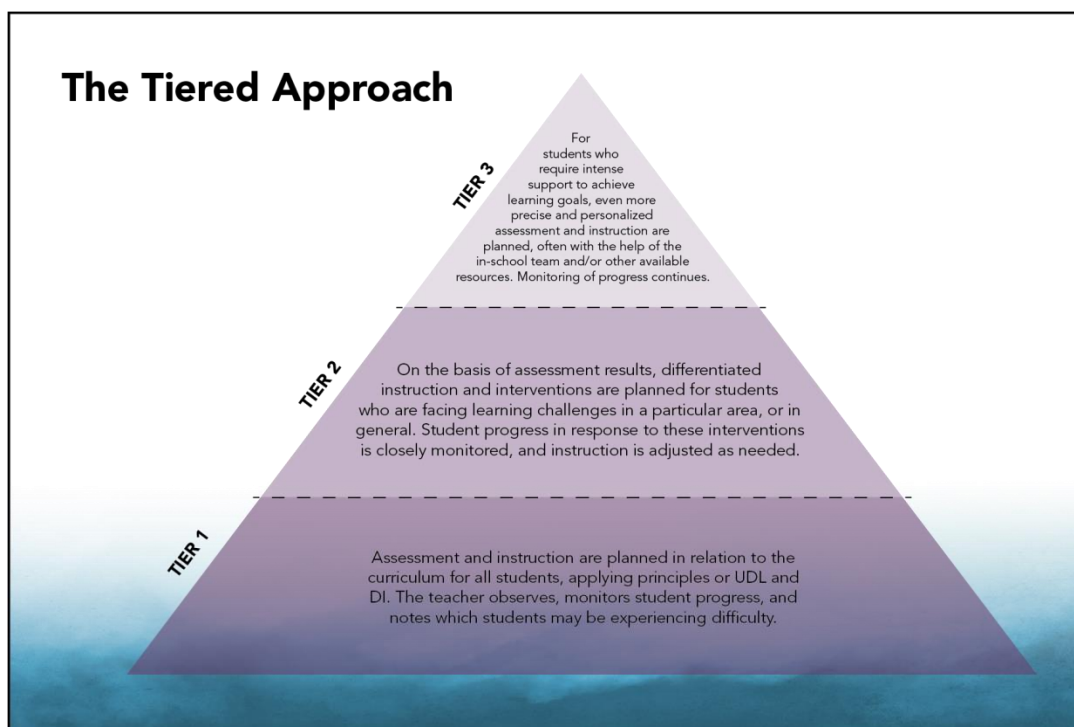


- ongoing assessments (observation checklists, inventories, portfolios, conferences, in-depth anecdotal records, formal/informal assessments)
- OSR – Communication of Learning, report card, previous testing, Kindergarten Intake Form

## A Tiered Approach for Early Identification and Intervention

### Assessment/Consultation/Intervention

The tiered approach is an extremely effective approach to assessment and intervention which sequentially increases the intensity of instructional interventions (Learning for All, A Guide to Effective Assessment and Instruction for All Students, Kindergarten to Grade 12, 2013). It is a model that promotes and facilitates the early identification of students' learning abilities and needs.



### Supports within Tier 1 – The Foundation

- instructional program is taught by the classroom teacher / classroom team
- classroom teacher collects student data from a variety of sources and creates a class profile to aid in providing differentiated programming to meet the needs of all learners
- classroom teacher revises and reviews accordingly the effectiveness of instructional strategies, based on the acquisition of skills and knowledge by students
- struggling learners are flagged
- learners whose skills are significantly below or above, expectation are accommodated and monitored



## **Supports within Tier 2 – Supplemental Instruction: responding to a child who has not progressed satisfactorily in Tier 1**

- classroom teacher collects detailed student information for struggling learner, creating a student profile to determine the student's strengths and needs
- programming is provided based on individual strengths and needs of the student
- consultation with in-school team to develop more precise instructional strategies
- implementation of in-school team recommendations
- ongoing contact with Learning Support Teacher (LST) or Learning Resource Teacher (LRT), parents and principal
- consultation with multi-disciplinary team (psychologist, speech-language pathologist, social worker, learning support consultant), as needed
- student's progress is monitored closely

## **Supports within Tier 3 – For students who have not responded to instructional efforts in Tiers 1 and 2**

- referral by the classroom teacher for more extensive assessment and/or individualized intervention
- case conference including the in-school team and members of the multi-disciplinary team
- recommendations provided to teachers and parents
- ongoing monitoring and evaluation

## **Final Notes**

Needs exhibited by students vary greatly. The above model is only an outline of a sequence and possible options that are available in supporting students. There may be situations where the higher levels of intervention are needed sooner. The development of an IEP may be considered within each of the tiers. Similarly, as students respond to intervention and needs change, supports within other tiers should be reconsidered to provide the appropriate level of support required.

## **Early Learning Team**

The Early Learning Team is composed of Learning Support Services staff that provides support to the Kindergarten program. The team is multidisciplinary and includes speech language pathologists, psychology staff, social workers, educators and educational assistants. Support and services can be provided for an entire classroom or for a specific student. The Early Learning Team is available to consult regarding a range of needs / concerns for Kindergarten students in Year 1 and Year 2, including language, self regulation, behaviour, development, social skills and well-being. All these supports are now accessed through a common referral process.



## **Developmental Indicators for the Assessment of Learning – 4th Ed. (DIAL-4)**

The DIAL-4 is a developmental screener designed for children aged 2 years, 6 months through 5 years, 11 months. It can be used to identify a student's strengths and challenges in the area of motor, concepts, language, self-help, and social / emotional development, which are key components to a student's early learning and academic success.

A DIAL-4 kit is now available in every OCDSB school that offers Kindergarten. The Early Learning Team and Learning Support Consultants offers ongoing assistance to schools, teachers, and the children they support, to assist with administration, interpretation, and programming suggestions related to DIAL-4.

## **Reaching In... Reaching Out (RIRO)**

Resilience enables people to handle stress, overcome childhood disadvantages, bounce back from trauma, and reach out to others and opportunities. It is associated with better health and greater success in academics, jobs and relationships. Reaching In... Reaching Out (RIRO) provides evidence-based programming to help adults model skills and create a resilience-rich environment for children up to age 7. This helps young learners to develop competence in self-regulation and social-emotional skills, which are foundation skills critical to school success.

The Early Learning Team provides training and follow-up support for school teams interested in adopting the RIRO program with their students. Some schools in the OCDSB are already using the program in their kindergarten classrooms.

## **ASD/DD Intake**

The Ottawa-Carleton District School Board (OCDSB) offers an intake session for children with a diagnosis on the Autism Spectrum (ASD) and/or of Developmental Disability who are registering in the OCDSB for the first time. The purpose of this intake session is to capture the child's skill level in several developmental areas considered important to school success and to support their transition to the OCDSB.



## Partnerships

### Connections

Connections is a partnership between CHEO and the OCDSB to support the transition of children from an Intensive Behaviour Intervention (IBI) program to full time school. Support from CHEO begins approximately 6 months prior to a child's discharge from IBI program and ends approximately 6 months after the discharge date. During this time the child may be attending the OCDSB on a part time basis increasing to full time attendance upon discharge from CHEO. As per the agreement, the school staff works collaboratively with the OCDSB Autism Spectrum Team, a CHEO support consultant, as well as the parents to ensure a successful transition for the child from a therapeutic setting to the educational setting.

### Ontario Special Needs Strategy

The Ministries of Children and Youth Services, Community and Social Services, Education and Health and Long-Term Care are moving forward with a strategy to improve services for children and youth with special needs in Ontario guided by the vision: "An Ontario where children and youth with special needs get the timely and effective services they need to participate fully at home, at school, in the community, and as they prepare to achieve their goals for adulthood."

The Special Needs Strategy seeks to:

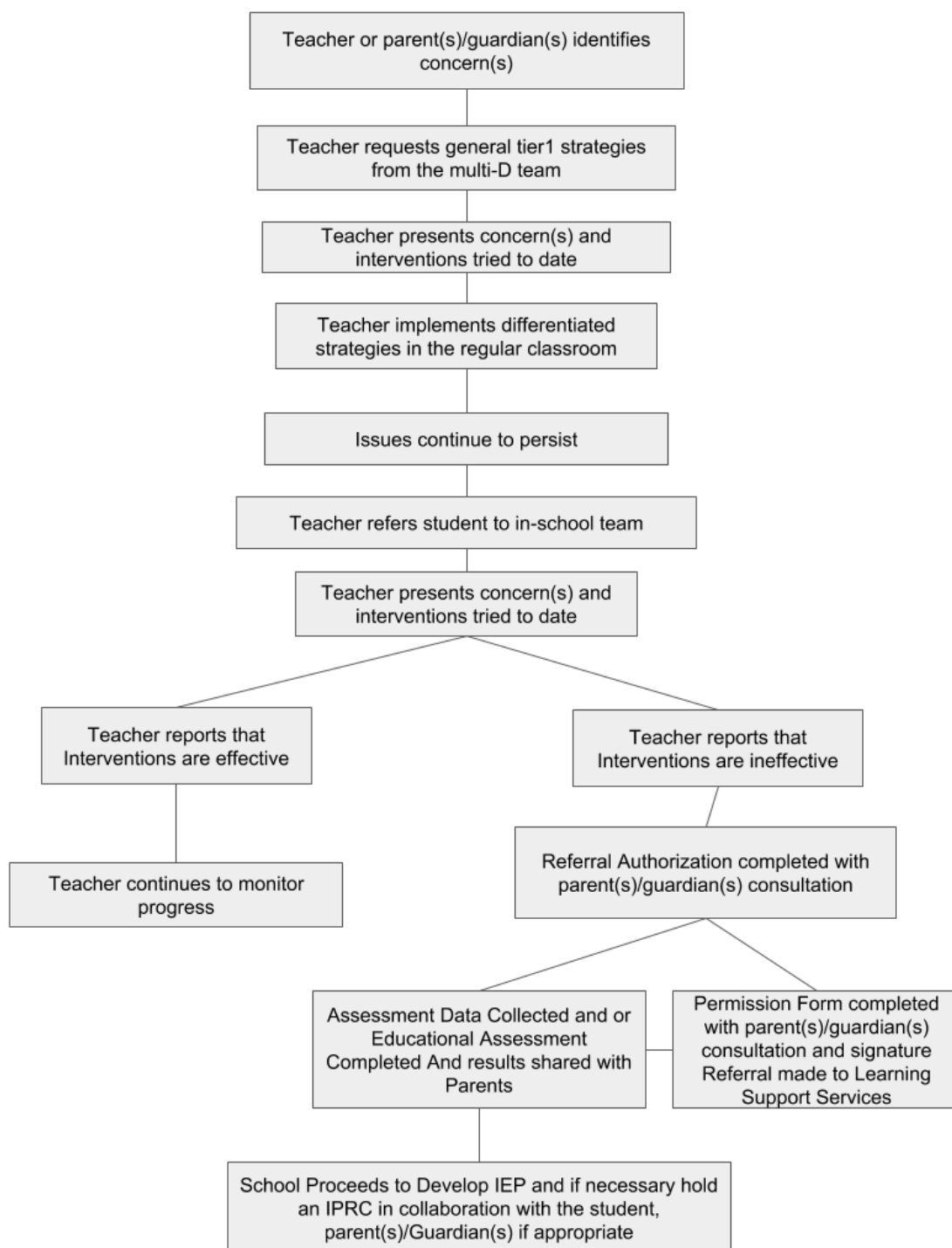
- put in place coordinated child- and family-centered service planning for children and youth with multiple and/or complex needs through Coordinated Service Planning (CSP); and
- develop local implementation plans for an integrated approach to the delivery of child and youth rehabilitation services (speech-language therapy, occupational therapy and physiotherapy) through Integrated Delivery of Rehabilitation Services (IR).

The Children's Hospital of Eastern Ontario (CHEO)/Ottawa Children's Treatment Centre (OCTC) is the lead agency for CSP in Ottawa. CSP, which has been in its pilot phase since Spring of 2018, will launch in the Fall of 2018. We expect to receive additional information on what the CSP model will look like for our students and families. Following the joint efforts of developing the IR model locally, IR moved to a central process in Fall of 2018.

Further information on the Ontario Special Needs Strategy can be found on the provincial website: <http://specialneedsstrategy.children.gov.on.ca/>



## Tiered Intervention Overview





## Release/Exchange of Information Authorization

School Year  
20172018

Name: \_\_\_\_\_ ID: \_\_\_\_\_ DOB: \_\_\_\_\_  
Grade: \_\_\_\_\_ Gender: \_\_\_\_\_ Homeroom: \_\_\_\_\_ Student OEN: \_\_\_\_\_  
School: \_\_\_\_\_ Principal: \_\_\_\_\_  
Home Address: \_\_\_\_\_  
City: \_\_\_\_\_ Postal Code: \_\_\_\_\_ Telephone: \_\_\_\_\_  
Parent/Guardian: \_\_\_\_\_ Business Phone: \_\_\_\_\_  
Parent/Guardian: \_\_\_\_\_ Business Phone: \_\_\_\_\_

I, the undersigned, hereby authorize the release and/or exchange of psychological, speech/language, medical or other information specified below\*. Unless otherwise noted or requested by you as the parent/guardian/adult student, any written information received will be placed in the student's Ontario Student Record folder. This authorization is valid for the remainder of the current school year but may be rescinded or amended at any time before the end of the current school year.

To/From:

To/From:

Attention:

**\*Special information to be released or  
exchanged**

**for the purpose of**

\_\_\_\_\_  
Witness Signature

\_\_\_\_\_  
Parent/Guardian/Student (if 18 or older) Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Relationship

Personal information on this form is collected under the authority of the Education Act and will only be used for the purpose of authorizing the release/exchange of the student's information as stated above. The information on this form is confidential and access will be limited to those employees who have an administrative or programming need, the student, and parent(s) of a student who is under eighteen years of age. If you wish to review the information on this form, please contact the school principal.

OCDSB371 Special Education/Learning Support Services: 20112012

Distribution: Original - Information Source  
Copies - OSR  
- Parent/Guardian/Adult Student







### Consent for Student Intervention

Name: \_\_\_\_\_ ID: \_\_\_\_\_ DOB: \_\_\_\_\_  
Grade: \_\_\_\_\_ Gender: \_\_\_\_\_ Homeroom: \_\_\_\_\_ Student OEN: \_\_\_\_\_  
School: \_\_\_\_\_ Principal: \_\_\_\_\_  
Home Address: \_\_\_\_\_  
City: \_\_\_\_\_ Postal Code: \_\_\_\_\_ Telephone: \_\_\_\_\_  
Parent/Guardian: \_\_\_\_\_ Business Phone: \_\_\_\_\_  
Parent/Guardian: \_\_\_\_\_ Business Phone: \_\_\_\_\_

We would like to refer you/your child to the following staff member(s) of the Ottawa-Carleton District School Board.

For the following reasons (insert specific nature of intervention/assessment):

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The Learning Support Services Department of the Ottawa-Carleton District School Board (the "District") may include professional staff within the following disciplines: social work, psychology, speech/language, educational assistants, hearing and vision. One or more of these professionals may conduct an individual assessment, consultation and/or intervention of the student for the purpose of assisting District staff in planning the student program. The Assessment may include such services as a review of the student's Ontario Student Record (OSR), interview with the student, classroom observation, interview with parent(s)/guardian(s) and school personnel, counselling, and measures assessing academic, intellectual, speech-language, and social-emotional functioning. An opportunity to discuss these results and recommendations with Learning Support Services staff will be offered following the assessment(s). The results of the assessment(s) will only be reported to employees of the Ottawa-Carleton District School Board who have a specific need to know.

Written report(s) will be placed in the student's Ontario Student Record folder. In accordance with the Education Act and the OSR Ministry Guidelines, the student and the parent(s)/guardian(s) of a student who is under 18 years of age will be entitled to access these reports. Assessment measures, notes and other information will be kept in confidential files in the Learning Support Services Department at the District office. This information will be protected, pursuant to the Municipal Freedom of Information and Protection of Privacy legislation and/or Personal Health Information Act, and will not be released to any outside person or agency without prior written authorization.

This consent form will be placed in the above-named student's OSR and, unless revoked in writing earlier, shall expire at the end of the current academic year.

\_\_\_\_\_  
Date Principal

\_\_\_\_\_  
Date Special Education/Learning Support Services Department Consultant

I, the undersigned and the parent(s)/guardian(s) have read the above and consent to the Involvement of OCDSB staff as outlined in this form.

\_\_\_\_\_  
Date Parent/Guardian/Student (if 18 or older)

\_\_\_\_\_  
Date Parent/Guardian/Student (if 18 or older)

Personal Information on this form is collected under the authority of the Education Act, and will only be used to plan an appropriate program for the student. The information on this form is confidential and access will be limited to those employees who have an administrative or programming need, the student, and parent(s)/guardian(s) of a student who is under eighteen years of age. If you wish to review the information on this form, please contact the school principal.

OCDSB371 Special Education/Learning Support Services: 20112012

Distribution: Original - OSR  
Copies - Learning Support Services  
- Parent/Guardian/Adult Student

