

Tiered System of Supports: Collaboration Phase Guiding Questions

PURPOSE

The purpose of this tool is to provide educators with some guiding questions that will facilitate equitable, deep holistic conversation about referred students and reflection of teacher practice during a Tier 2 or Tier 3 meeting. The questions support consideration of goals and strategies in the development of a whole-child aligned *Student Support Plan*.

DIRECTIONS:

Tier 2 and Tier 3 team members will leverage this tool during meetings when they are discussing referred students, reflecting on teacher practice, and/or creating the *Student Support Plan*. These questions should be present at each meeting.

There are additional reflection questions Tier 2 and Tier 3 teams can use to understand more deeply how best to support the student.

- *Identification Phase Guiding Questions*
- *Referral Phase Guiding Questions*

Collaboration Phase Guiding Questions

Student Discussion

- In what ways do your beliefs about how students learn show up in your lessons and interactions with students?
- How long has this been a concern? How often are you noticing this concern?
- When is this concern most apparent? Not apparent?
- What does this student respond to the most? The least?
- How is your relationship with the student? What type of interactions do you have with the student? (conversational, academic, directive, transactional)
- Are there any assumptions you might be making about the student or caregiver? (race, culture, gender, socioeconomic status, caregiver engagement and capacity, etc.) Are there assumptions the student might be making about you?
- What accommodations have been made to engage the caregiver? (alternate forms of communication, translation services, schedule adjustments, etc.)
- How do you think the student perceives your learning environment? (safe, unpredictable, etc.)
- In what ways does your learning environment provide equitable opportunities to incorporate student voice and choice?
- In what ways does the learning environment affirm and reflect student identities? (lessons, content, visual aids, assignments, field trips)
- Are there practices or systems you are working on to improve in your classroom?
- Are there broader schoolwide contexts that might be contributing to the way in which the student is presenting in class?
- Are there mental health or medical considerations regarding the student? (*Be mindful about the sensitivity and confidentiality of this data*)

Goal-Setting

- What, specifically, are we wanting to see improved?
- How will we know the student achieved it?
- What factors may pose a barrier?
- Does this goal make sense, given all that we know about the student?
- How soon are we anticipating meeting this goal?

Intervention Support Planning

- What has already been tried?
- Given the student's strengths, challenges and available resources, what supports/interventions can be provided in the following areas?
 - ✓ Strengthening or leveraging relationships (e.g., between students and peers and adults, between caregiver and the school, etc.)
 - ✓ Adjusting the student's school environment (e.g., classroom space, student schedule, norms and routines, teacher practice, schoolwide systems, etc.)
 - ✓ Supporting the development of a student skill or mindset (e.g., self-regulation, relationships skills, or a content-specific skill like addition or reading comprehension, etc.)
- What other needs does the student/their family have?
- What language/cultural considerations might be impacting this student?
- What student, family and community assets can be leveraged?
- Is there support needed to implement interventions? If so, with whom would it be best to collaborate?