WRAP AROUND THE LEARNER:
A GUIDE FOR STUDENT LEARNING TEAMS

As partners in Catholic education and open to God's presence, we pursue fullness of life for all.

Contents

Wrap Around the Learner: Guide for Student Learning Teams

The diocesan response to supporting Inclusion is a multipronged approach, promoting high expectations of all, recognising that, with the right care, all students can succeed.

As partners in Catholic education
and open to God's presence,
we pursue fullness of life for all.

Wrap Around the Learner (WATL) provides the Student Learning Team (SLT) with processes and protocols that align with the culture of collaboration of PLCs, where there is collective responsibility for all students. Wrap Around the Learner provides a structured strategy within a Multi-Tiered System of Support (MTSS) for a whole school approach to support <u>all</u> learners, aligning with the CECV Intervention Framework.

Key school personnel/leaders work together as a Student Learning Team, to coordinate a plan to meet the needs of the learner and support them to continue to flourish. The Student Learning Team has a vital role in a systemic approach that assures high levels of learning for all.

The WATL strategy also supports the partnering principles of collectively and collaboratively working within and across teams. This approach has embedded within it a secondary consultation opportunity whereby CEB and external agencies can contribute to decision making regarding intervention pathways. CEB staff have a commitment to building school capacity through the implementation of a gradual release of responsibility: the intent is for CEB staff not to be core members but to support schools in embedding WATL practices.

This strategy (WATL) provides a structure for educators to work in teams to best understand and meet the complex profiles of students. The primary responsibility of the Student Learning Team is to lead the school's focussed view on students requiring intensive adjustments (Tier 3). Students in need of intensive adjustment most often display:

- Significant challenges in acquiring the foundational skills of literacy and numeracy
- Chronic and excessive absenteeism e.g. due to health
- Behaviour or engagement challenges or
- A combination of these factors

The WATL strategy also seeks to support schools to meet compliance requirements under the Disability Discrimination Act 1992, the associated Disability Standards for Education 2005 and NCCD. The Disability Standards clarify and describe more explicitly the rights of students and the obligations of schools under the Act. The WATL strategy has been designed to complement the CECV Intervention Framework Inclusive School Practices.

Wrap Around the Learner

"Effective schools have a school-wide, professional team of highly able teachers, who take an active leadership role in monitoring student learning – a Student Learning Team (SLT). An SLT takes personal and collective responsibility for improving student learning and wellbeing, working together and learning from each other's practices. Team meetings place an emphasis on the joint analysis of student data and on matching teaching strategies for improving student learning. Teachers collaboratively plan, deliver and review the effectiveness of adjustments and interventions. A high priority is placed on the ongoing professional learning of all staff and on the development of a school-wide, self-reflective culture focused on improving universal and targeted teaching." *Intervention Framework 2021*

Wrap Around the Learner (WATL) provides guidance for a Student Learning Team to support learners requiring adjustments to enhance academic, behavioural and/ or social emotional growth.

Key personnel work together as a team, coordinate a plan to meet the needs of the learner and support them to continue to access and participate in education and learning.

WATL provides a structured framework within a Multi-Tiered System of Support (MTSS: Response to Intervention and Positive Behaviour Support) for a whole school approach to support all learners, aligning with the CECV Intervention Framework.

WATL Aims
WATL aims to:
- Determine the specific learning requirements of each student in need of intensive adjustment
- Determine the cause(s) for the requirement of the individual program adjustments in Tier 1 and Tier 2
- Determine the most appropriate intervention/strategy to address the student's accessibility requirements
- Frequently monitor the student's progress to determine if strategies/interventions are achieving the desired outcomes.
- Review implementation of strategies/intervention to ensure they are being implemented with fidelity.
- Revise the strategies/interventions when the desired outcomes are not being achieved
- Enable an effective and consistent model of practice within the broader School-wide Positive Behaviour Support Framework
- Provide professional support to teachers and Professional Learning Teams
- Review trends in referral data to inform Tier 1 practice
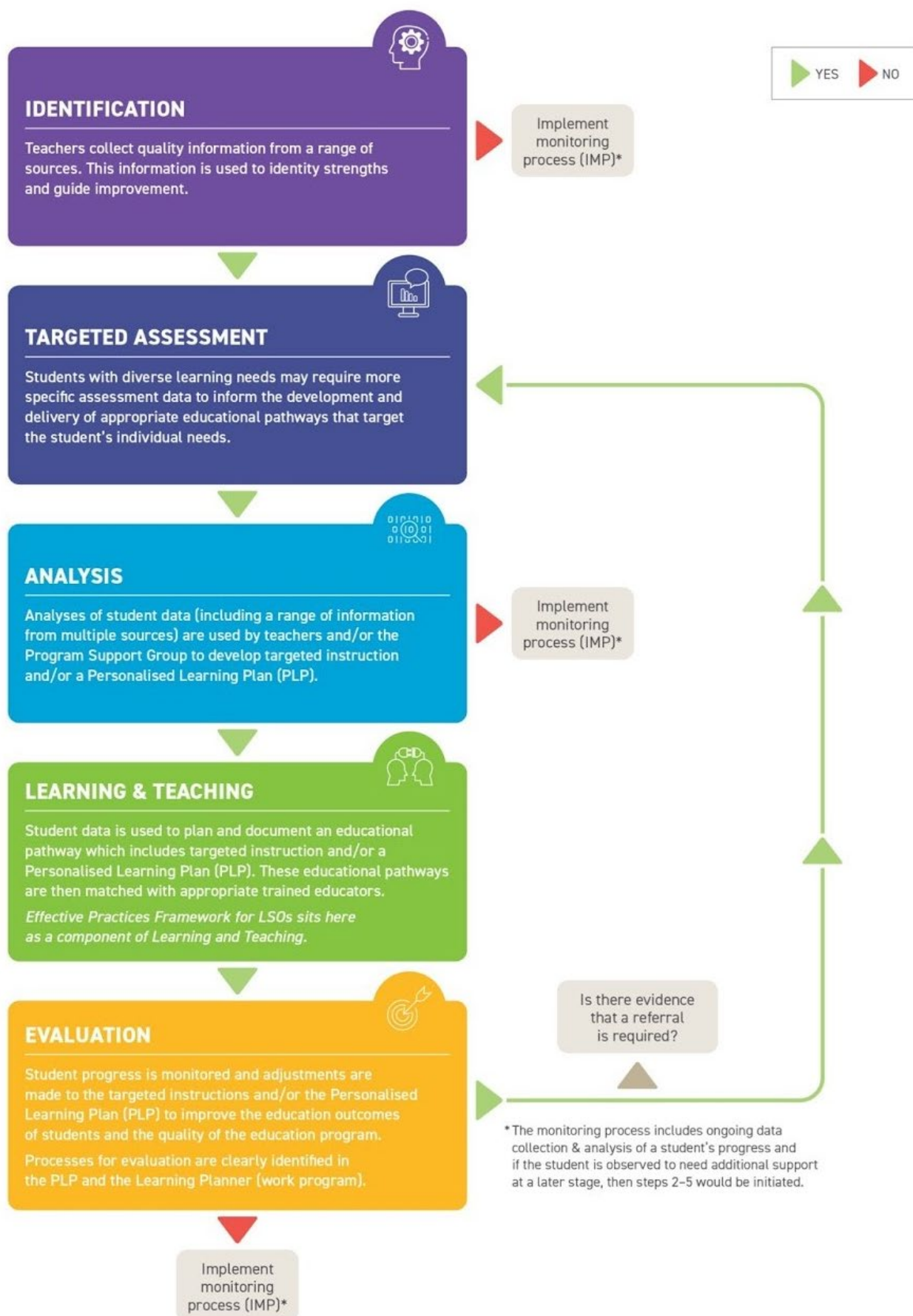- Determine if a referral to CEB or other agency is required.

Underpinning Principles
- We can effectively teach all children.
- Intervene early.
- Use a multi tier model of service delivery.
- Use a problem-solving method to make decisions within a multi tier model.
- Use research-based, scientifically validated instruction and interventions to the extent available.
- Monitor student progress to inform instruction.
- Use data to make decisions.
- Use assessment for three different purposes:
  1. *screening* to determine if a student is making the expected progress, both academically and behaviourally
  2. *diagnostics* to determine what the student can and cannot do
  3. *progress monitoring* to determine whether the intervention is producing the desired effects

(Ref: Understanding Response to Intervention: A Practical Guide to Systemic Implementation Howell et al.)

WATL Intervention Framework Decision Making Process

The WATL decision making process outlines the phases that need to be in place so that each learner's rights can be realised.

YES ▶ **NO** ▶

IDENTIFICATION

Teachers collect quality information from a range of sources. This information is used to identify strengths and guide improvement.

▶ Implement monitoring process (IMP)*

TARGETED ASSESSMENT

Students with diverse learning needs may require more specific assessment data to inform the development and delivery of appropriate educational pathways that target the student's individual needs.

ANALYSIS

Analyses of student data (including a range of information from multiple sources) are used by teachers and/or the Program Support Group to develop targeted instruction and/or a Personalised Learning Plan (PLP).

▶ Implement monitoring process (IMP)*

LEARNING & TEACHING

Student data is used to plan and document an educational pathway which includes targeted instruction and/or a Personalised Learning Plan (PLP). These educational pathways are then matched with appropriate trained educators.

Effective Practices Framework for LSOs sits here as a component of Learning and Teaching.

EVALUATION

Student progress is monitored and adjustments are made to the targeted instructions and/or the Personalised Learning Plan (PLP) to improve the education outcomes of students and the quality of the education program.

Processes for evaluation are clearly identified in the PLP and the Learning Planner (work program).

Is there evidence that a referral is required?

* The monitoring process includes ongoing data collection & analysis of a student's progress and if the student is observed to need additional support at a later stage, then steps 2–5 would be initiated.

▶ Implement monitoring process (IMP)*

Who is Involved

Core members are key personnel from the school who should be knowledgeable in curriculum design, instructional strategies, interpreting data and determining evidence based interventions. Additional members are those who initiated the referral and are connected to the learner through natural, community and formal support relationships or consultants to the process with specific expertise pertaining to the student's profile. Core members should be Allocated Tasks in accordance with the Steps in Implementing a Wrap Around the Learner: Student Learning Team. Members can be inclusive of:

- Principal/administrator as team leader or chair
- Learning Diversity Leader
- Instructional Leaders in Literacy and Numeracy
- Referring teachers
- Learning Support Officers
- School Chaplains/Counsellors
- Psychologists/Speech Pathologists/Social Workers and others as deemed relevant (Paeds/CAMHS)
- CEB Education Officers: Wellbeing, Curriculum, Student Services
- Parents of students as required (the Student Learning Team generally meets prior to taking insights to a PSG to ratify/ refine or write the PLP)

 # Role of parents: It is recommended that parents/guardians/carers of students are included in the WATL process when it is appropriate to do so. Consultation and collaboration with parents is essential as they are key to building a complete profile of the student. Often the WATL process is used as a preliminary investigatory process for professionals to clarify their understandings and gaps in their knowledge prior to taking these insights to the student's family at a PSG meeting.

When to use the WATL Process

Student Learning Teams meet regularly to respond to internal referrals. The approach can be adopted as early as concerns are identified. WATL supports the Student Learning Team within the school wide multi tiered system of clearly defined PLC/RTI Schoolwide Roles and Responsibilities including Leadership Teams, Year Level or Faculty PLTs, Curriculum Leaders, the Intervention Team, the Learning Diversity Leader, class teacher and LSOs. The frequency of these meetings would be determined by the size of the school and/or the numbers of referrals.

Support Materials – Templates and Resources

High levels of transparency and documentation are important to support collaborative practice. These tools and templates are available to support student learning teams as they implement the WATL guidelines.

Template or Resource Title	Page No./CECV	Download
Template 1: In School Student Internal Referral Form with FNA	7	W
Template 2: Student Learning Team Agenda/Minute and Profile template	12	W
Template 3: Intervention Report	15	W
Template 4: Tracking Interventions	17	W
Template 5: Student Interview	18	W
Template 6: Functional Needs Analysis	CECV	PDF
Template 7: Student Adjustment and Evaluation Plan	CECV	W
Template 8: Personalised Learning Plan – PLP	CECV	W
Template 9: Sample Consent Form – Targeted Assessment	21	W
Template 10: WATL Intervention Audit	22	W
Resource 1: Assessments	24	X
Resource 2: Program Support Group (PSG) Quick Guide	CECV	PDF
Resource 3: Program Support Group (PSG) Guidelines	CECV	PDF
Resource 4: CECV Positive Behaviour Guidelines	CECV	PDF
Resource 5: Additional Resources	29	

Sample School Student Internal Referral Form

Date Received:	
Date Discussed:	
Signature:	

STUDENT DETAILS			
Student name		DOB	
School		Date	
Class teacher		Grade Level	
NCCD Funded	Category	Level of Adjustment	
Parents / Caregiver Names		Phone

Email | |

PRESENTING CONCERN				
Area(s) of Concern	Reading Comprehension/Decoding	Spelling	Mathematics	Writing
	General Functioning	Motor Development	Behaviour	Social Skills
	Oral Language	Speech Fluency	Articulation	Emotional Regulation

Vision Checked	Yes No
	Report Attached

Hearing Checked	Yes No
	Report Attached

| Have your concerns regarding this student been discussed with his/her parents/carers? | ☐ Yes   ☐ No
Approximate Date: |
|---|---|
| Comments: | |

Please complete – Functional Needs Analysis Tool – Online (download and attach)
https://cevn.cecv.catholic.edu.au/Melb/Document-File/Students-Support/Referral-Process-Melbourne/Functional-Needs-Assessment-Poster

What are the student's strengths and interests?	
What are the behaviours you are observing?	

ASSESSMENT AND DATA COLLECTION – LITERACY		
ASSESSMENT NAME	BASELINE DATA	SCORE/ PERCENTILE
Letter ID (0-54)		
Writing Vocab (0-39)		
Burt Word Test (1-110)		
Alpha Assess (0-28) or Fountas & Pinnell Level		
ROL (0-42)		
SEAPART		
SWST		
PAT-R		
PAT-S		
Other		

ASSESSMENT AND DATA COLLECTION- NUMERACY		
ASSESSMENT NAME	BASELINE DATA	PERCENTILE
PAT-M		
Other		

ASSESSMENT AND DATA COLLECTION- NUMERACY MAI		
AREA	CHILD'S SCORE	BENCHMARK
Counting		
Place Value		
Addition & Subtraction		
Multiplication & Division		
Time		
Length		
Mass		
Space (Visualisation)		
Space (Properties)		

NAPLAN – Literacy	BAND	NATIONAL AVERAGE	1. Above Level 2. At Appropriate Level 3. Below Level
Reading			
Writing			
Spelling			
Grammar			
Numeracy			

How long has this been a concern?	

Current strategies in place	

Please tick all interventions the student has received or is currently receiving. Please attach all relevant documentation.	Individual/group withdrawal		Behaviour/Safety Management Plan	
	EAL program participation		Motor Skills Program	
	Maths Mastery		I CAN Network	
	Reading Recovery		Regular meetings with parents	
	ERIK		1:1 Learning Support Officer	
	Toe by Toe		Muli-Lit Spell It	
	Multi-Lit Reading Tutor		Other:	
	Multi-Lit MacqLit			
	Multi-Lit MiniLit			
	Multi-Lit Pre Lit			
	Gillon			
	Gimate			
	Spelling Mastery			
	EMU			

Other professionals consulted (Please add contact details)	Psychologist	Speech Pathologist	Social Worker	Counsellor
	Paediatrician	General practitioner	Audiologist	Optometrist
	Psychiatrist	Occupational therapist	Physiotherapist	Dietician
	Other:			

Previous assessments (Please attach all reports)	Date	Test Administered	Results

Comments:

OTHER PROFESSIONALS/AGENCIES INVOLVED		
Professional/Agency	Contact Person	Telephone

EDUCATIONAL HISTORY			
Has the student participated in a remedial program?	No/Yes, reading/maths/other:		
	Year(s):		
Has the student missed a lot of school?	No/Yes: weeks/months/years		
	Reason:		
Does the student have a current Personalised Learning Plan (PLP)? If yes, please attach.		Yes	NO
Comments:			

PLEASE ATTACH

- ☐ **Most recent semester report**
- ☐ **PSG minutes**
- ☐ **Personalised Learning Plan**
- ☐ **Reports from any specialists**

Teacher Signature:	Date:

LEARNING DIVERSITY LEADER SCREENING		
CELF – 5 SCREENER Score At or BELOW Criterion	Completed by:	Date:
CELF-5 WORKING MEMORY INDEX CELF-5 RAPID AUTOMATIC NAMING CELF-5 PRAGMATIC SCREENING Result-	Completed by:	Date:
SPAT-R (PHONOLOGICAL AWARENESS TEST) Raw Score- Percentile- NON- WORD SPELLING Raw Score- Percentile	Completed by:	Date:
RAVENS Raw Score- Percentile-	Completed by:	Date:
YORK ASSESSMENT of READING for COMPREHENSION (YARC) READING PASSAGE Accuracy Percentile- Reading Rate Percentile- Comprehension Percentile-	Completed by:	Date:
YARC EARLY READING Letter Sound Knowledge Percentile- Early Word Recognition Percentile- Sound Isolation Percentile- Sound Deletion Percentile-		

Student Learning Team (SLT) Agenda/ Minutes and Profile

Meeting Title:	Wrap Around the Learner (WATL)
Meeting Type:	Team/ Planning/ Review/ Transition Planning
School/ENo:	
Date:	
Chair:	
Minute Taker:	
SLT Team Members:	Team Leader: Recorder Keeper: Timekeeper: Data Manager: Case Manager: Additional Members:
Apologies:	
Frequency:	Weekly/ Fortnightly/ Monthly/ Termly
Duration:	
Meeting Objective:	

Wrap Around The Learner Key Principles:

Wrap Around the Learner (WATL) provides a framework for the Student Learning Team to support learners requiring adjustments to enhance academic, behavioural and/ or social emotional growth. Key personnel work together as a team, coordinate a plan to meet the needs of the learner and support them to continue to access and participate in education and learning. WATL provides a structured framework within a Multi-Tiered System of Support (MTSS: Response to Intervention and Positive Behaviour Support) for a whole school approach to support all learners, aligning with the CECV Intervention Framework.

Wrap Around The Learner aims to:

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- Revise the program interventions when the desired outcomes are not achieved
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- Review trends in referral data to inform Tier 1 practice
- Determine if a referral to CEB or other agency is required.

Agenda Item	Responsibility	Background (and associated documents)	Minutes	Actions
1. Welcome	Chair/ Lead Professional			
2. Review Actions from Last meeting (if applicable)	Chair			
3. Possible questions…	Chair and Team	Why have you identified this student as requiring substantial or extensive adjustments? When was the student first identified and what action was taken? Observations- What we see. What are the barriers impacting on their learning? What does the learner require?		
4. Analysing the data	Chair and Team	Analysing the information you now have, do you still perceive the student as requiring a substantial or extensive adjustment? Why?		
5. Management	Chair and Team	What will help?		
6.				

Next Meeting	
Date/ Time and Venue:	

Intervention Report

Purpose: This form is intended to provide a summary of the intervention.

Who should complete this form? Interventions may be provided by a number of educators working in schools who have been trained in the delivery of the intervention.

First name:		Surname:	
Date:		Year level:	
Most recent NCCD Level of Adjustment: *(if applicable)*	• QDTP • Supplementary • Substantial • Extensive • N/A	**Most recent NCCD Category of Disability:** *(if applicable)*	• Physical • Cognitive • Sensory • Social/emotional • N/A

Reason for Intervention:	• Mobility / physical / health difficulties
	• Learning difficulties / cognitive difficulties / academic progress
	  • Literacy
	  • Numeracy
	  • Other _____
	• Social / emotional / behavioural difficulties
	• Vision or hearing difficulties
		Details of Intervention implemented:	

Provider of Intervention:		**Role:**	

Review	
Frequency:	
Intensity:	
Pre-data:	
Post-data:	
Outcomes:	
Provider of Intervention feedback: *(comment on student engagement)*	
Student feedback: *(optional)*	
Action:	• Continue intervention • Exit intervention • Alternative intervention • Other: _____

Name:		**Signature:**		**Date:**	

Name:		**Signature:**		**Date:**	

Name:		**Signature:**		**Date:**	

Tracking Interventions						
Student Name:						
Prep	**Year 1**	**Year 2**	**Year 3**	**Year 4**	**Year 5**	**Year 6**
Assessment	Assessment	Assessment	Assessment	Assessment	Assessment	Assessment
Intervention	Intervention	Intervention	Intervention	Intervention	Intervention	Intervention
Progress	Progress	Progress	Progress	Progress	Progress	Progress
Recommendations	Recommendations	Recommendations	Recommendations	Recommendations	Recommendations	Recommendations
Next Action	Next Action	Next Action	Next Action	Next Action	Next Action	Next Action

Student Interview			
Student Name:		**Year:**	
Age:		**Date of Birth:**	
Interviewer's Name:		**Position:**	
Date:			

Instructions: The interviewer should modify the language in this form to consider the age of the student. *This does not need to be read word-for-word.*

1.	**What are your greatest strengths? In what areas do you do best? What are you most proud of doing?**
2.	**In what area(s) could you use the most improvement? What things are most difficult for you to do at school?**
3.	**What class gave you the most difficulty last year? What is the one thing you can identify that made it difficult?**
4.	**If we only picked one thing to focus on, what would you like for us to work on that would help you to improve at school?**
5.	**Are you involved in any sports or clubs at school or outside of school? Any organisations?**

6.	**When you think about the areas you need help improving, think about what helps you learn best.**
	Curriculum: Are there certain materials, papers, or assignments that make learning more or less difficult (for example, "True/false tests are confusing")? What is your favourite kind of assignment? What is your least favourite kind of assignment?
	Instruction: What things does your teacher do that makes things more or less difficult (for example, "Directions are sometimes confusing; if I have an advanced organiser for notes, I can follow her lecture better")? What does your favourite teacher do that makes learning easier? What does your least favourite teacher do that makes it hard?
	Environment: Are there things about the classroom, or where you study at home, that make learning more or less difficult (for example, "Kids near me want to talk, so I join in")?
	Learning: What things do you know about yourself that may offer clues to help us help you be more successful (for example, "If I have to write down assignments, I seem to remember homework better")?
7.	**If the plan we develop works, how will things be different for you at school?**
8.	**Would you like to be at the meeting to represent yourself and participate in developing a plan, or would you like to have someone represent you and meet with you after the meeting?**

TEMPLATE 6: FUNCTIONAL NEEDS ANALYSIS

Template 6: [Functional Needs Analysis](#) can be downloaded from CECV.

TEMPLATE 7: STUDENT ADJUSTMENT AND EVALUATION PLAN

Template 7: [Student Adjustment and Evaluation Plan](#) can be downloaded from CECV.

TEMPLATE 8: PERSONALISED LEARNING PLAN – PLP

Template 8: [Personalised Learning Plan – PLP](#) can be downloaded from CECV.

INSERT SCHOOL LOGO

Date

Dear

As we continue to support [child's name] in his/her learning we would like to complement our existing range of assessment information with some additional targeted assessment data gained from the following assessment tools: (*please delete what you don't require or add any other tools*)

- CELF 5 Screener
- Peabody Picture Vocabulary Test
- RAVENS Progressive Matrices
- Keymaths
- Other

We would like to work with [child's name] during the coming two weeks and we will then arrange a Program Support Group Meeting with you to discuss:

1. The results of these further targeted assessments
2. The revised goals of [child's name]'s learning plan as these additional assessments add further information to [child's name]'s learning profile.

In signing this letter, you consent to the school conducting the additional assessments indicated above and note that the information will be used to inform the next steps to support [child's name]'s learning. The school will arrange to meet with you to discuss the outcomes and next actions.

We look forward to continuing to support [child's name] with their learning.

Yours sincerely

Name
Position

Parent/Guardian Name: _____

Parent/Guardian Signature: _____ **Date:** _____

TEMPLATE 10: WATL INTERVENTION AUDIT

Resource Audit					
What are we using?		**How are we using it?**		**How do we know it works?**	
Curricular Resource or Support Program	**Topics**	**Grades**	**Universal/ Small Group/ Individual**	**Evidence**	**Curricular Resource or Support Program**

How to use this Worksheet (Example)

Resource Audit					
What are we using?		**How are we using it?**		**How do we know it works?**	
Curricular Resource or Support Program	**Topics**	**Grades**	**Use Case**	**Evidence Level**	**Our Evaluation Plan**
Example: Mini-Lit	*Example:* Literacy	*Example:* 1-3	*Example:* Tier 2 Support	*Example:* Moderate	*Example:* As determined by the program and YARC Early Reading and Reading Passage pre and post data

Evidence Levels

1) Strong indicates that the program or practice itself has demonstrated positive and statistically significant outcomes in one or more well-designed and well-implemented randomized controlled experimental studies. The studies also included a large (>350 students) and diverse population.

2) Moderate indicates that the program or practice itself has demonstrated positive and statistically significant outcomes in one or more well-designed and well-implemented quasi-experimental studies. This means that a control group was used but the treatment and control groups were not selected at random. Programs or practices that have demonstrated positive outcomes in small randomized controlled trials would also be categorised as Moderate.

3) Promising indicates that the program or practice has demonstrated positive and significant outcomes in one or more well-designed and well-implemented correlational studies (with statistical controls for selection bias). This means that the research study did not include a control group but accounted for additional student, teacher, and school demographics and characteristics in the analyses.

4) Research-Based indicates that the development of the program or practice was informed by research, or uses research-based approaches, but the program or practice itself has not yet been studied in an experimental, quasi-experimental, or correlational study.

Test	Subtest (explode option)	Type	Primary (F-2)	Primary (3-6)	Secondary	Subject area
Progressive Assessment Test (PAT)	Reading	Universal	1	1	1	Literacy
Progressive Assessment Test (PAT)	Vocabulary	Universal	1	1	1	Literacy
Progressive Assessment Test (PAT)	Spelling	Universal	1	1	1	
Progressive Assessment Test (PAT)	Spelling, Grammar and Punctuation	Universal	1	1	1	Literacy
Progressive Assessment Test (PAT)	Maths	Universal	1	1	1	Numeracy
Progressive Assessment Test (PAT) Early Years	Literacy	Universal	1			Literacy
Progressive Assessment Test (PAT) Early Years	Numeracy	Universal	1			Numeracy
NAPLAN	Reading	Universal		1	1	Literacy
NAPLAN	Writing	Universal		1	1	Literacy
NAPLAN	Numeracy	Universal		1	1	Numeracy
NAPLAN	Spelling, Grammar and Punctuation	Universal		1	1	Literacy
English Online		Universal	1			Literacy
Maths Online		Universal	1			Numeracy
Academic Assessment Services	Mathematics	Universal			1	Numeracy
Academic Assessment Services	Reading	Universal			1	Literacy
Academic Assessment Services	Spelling	Universal			1	Literacy
Academic Assessment Services	General Reasoning	Universal			1	Literacy
Academic Assessment Services	Written Expression	Universal			1	Literacy
Academic Assessment Services	Verbal Reasoning	Universal			1	Oral language
Academic Assessment Services	Non - verbal reasoning	Universal			1	
Alpha Assess Text Level	PM	Universal	1	*targeted		Literacy

Test	Subtest (explode option)	Type	Primary (F-2)	Primary (3-6)	Secondary	Subject area
Benchmark Assessment System (BAS) Text Level	Text Level	Universal	1	1		Literacy
Clay Observation Survey	Letter Identification	Universal	1	*targeted		Literacy
Clay Observation Survey	Concepts about Print	Universal	1	*targeted		Literacy
Clay Observation Survey	Word Reading	Universal	1	*targeted		Literacy
Clay Observation Survey	Hearing and Recording Sounds in Words	Universal	1	*targeted		Oral language
Clay Observation Survey	Writing Vocabulary	Universal	1	*targeted		
Clay Observation Survey	Text Level	Universal	1	*targeted		
Record of Oral Language (ROL)		Universal	1	*targeted		Oral language
Writing Sample		Universal	1	1	1	Literacy
New Group Reading Test		Universal	1	1		
New Group Writing Test		Universal	1	1		
South Australian Spelling Test		Universal	1	1	1	Literacy
Westwood: One Minute Basic Number Facts	Addition	Universal	1	1		Mathematics
Westwood: One Minute Basic Number Facts	Subtraction	Universal	1	1		
Westwood: One Minute Basic Number Facts	Multiplication	Universal	1	1		
Westwood: One Minute Basic Number Facts	Division	Universal	1	1		
Peter's Spelling in Context		Universal	1	1		Literacy
School Entry Alphabetic and Phonological Awareness Readiness Test (SEAPART)		BOTH	1			Literacy
Essential Assessments	Reading and Viewing	Universal	1	1		Literacy
Essential Assessments	Writing Vocabulary	Universal	1	1		Literacy
Essential Assessments	Numeracy	Universal	1	1		Numeracy
CareerWise Literacy		Universal			1	Literacy
CareerWise Numeracy					1	Numeracy

TARGETED ASSESSMENT						
Test	Subtest (explode option)	Type	Primary (F-2)	Primary (3-6)	Secondary	Subject area
Articulation Survey (Fisher-Atkin)		Targeted	1	1	1	Oral language
Renfrew Action Picture Test (RAPT)		Targeted	1	1		Oral language
Renfrew Expressive Vocabulary Test		Targeted	1	1		Oral language
Renfrew Bus Story		Targeted	1	1		Oral language
Sutherland Phonological Awareness Test (SPAT)		Targeted	1	1		Oral language
School Entry Alphabetic and Phonological Awareness Readiness Test (SEAPART)	Awareness Readiness Test (SEAPART)	BOTH	1			Literacy
Dyscalculia Screener (ACER)			1	1	1	Numeracy
Dyslexia Screener (ACER)		Targeted	1	1	1	Literacy
KEYMATH		Targeted	1	1	1	Maths
Foundations of Early Literacy (FELA)		Targeted	1			Literacy
CELF-5 Screener		Targeted	1	1	1	Oral language
York Assessment of Reading for Comprehension (YARC) - Early Reading	Letter sound knowledge	Targeted	1	1		
York Assessment of Reading for Comprehension (YARC) - Early Reading	Early Word Recognition	Targeted	1	1		
York Assessment of Reading for Comprehension (YARC) - Early Reading	Phoneme awareness (Sound Isolation and Sound Deletion)	Targeted	1	1		
York Assessment of Reading for Comprehension (YARC) - Passage Reading (Primary)			1	1		
York Assessment of Reading for Comprehension (YARC) - Passage Reading (Secondary)		Targeted			1	Literacy
Test of Reading Comprehension (TORCH)		Targeted		1	1	Literacy

Test	Subtest (explode option)	Type	Primary (F-2)	Primary (3-6)	Secondary	Subject area
ABLES (Working Towards Foundation)		Targeted	1	1	1	Multi
Diagnostic Assessment Tools in English (DATE)		Targeted	1	1		Literacy
ERIK assessments		Targeted	1			Literacy
Letter identification test		Targeted	1	1	1	Literacy
Test of Word Reading Efficiency (TOWRE)		Targeted	1	1	1	Literacy
Higher Ability Selection Test (HAST)		Targeted			1	Gifted
Cognitive Abilities Test (CoGAT)		Targeted			1	Cognitive abilities
ABC Chart		Targeted	1	1	1	Behaviour
PROBE		Targeted		1	1	Literacy
Comprehensive Test of Phonological Processing (CTOPP)		Targeted	1	1		Literacy
Peabody Picture Vocabulary Test (PPVT)		Targeted	1	1	1	Oral language
Wechsler Individual Achievement Test (WIAT)		Targeted	1	1		Multi
Woodcock Johnson Achievement Test		Targeted	1	1		Literacy
Woodcock Johnson Test of Cognitive Abilities		Targeted	1	1		Cognitive abilities
Woodcock Johnson Test of Oral Language		Targeted	1	1		Oral language
Raven's Progressive Matrices		Targeted	1	1	1	Cognitive abilities
Kaufman Brief Intelligence test (K-BIT)		Targeted	1	1	1	Cognitive abilities
Test of Integrated Language and Literacy (TILLS)		Targeted	1	1	1	Literacy
Test of Mathematical Abilities (TOMA)		Targeted		1	1	Maths
Test of Early Mathematics Ability (TEMA)		Targeted	1			Maths

RESOURCE 2: PROGRAM SUPPORT GROUP (PSG) GUIDELINES

📄 Resource 2: Program Support Group (PSG) Quick Guide can be downloaded from CECV.

RESOURCE 3: PROGRAM SUPPORT GROUP (PSG) QUICK GUIDE

📄 Resource 3: Program Support Group (PSG) Guidelines can be downloaded from CECV.

RESOURCE 4: CECV POSITIVE BEHAVIOUR GUIDELINES

📄 Resource 4: CECV Positive Behaviour Guidelines can be downloaded from CECV.

Resources

- A Guide to Selecting an Intervention (CECV, 2016)
- Assessing and Intervening with Impact
- CECV Positive Behaviour Guidelines
- CECV PSG Additional Resources
- EAL Curriculum F-10
- Effective Practices for Learning Support Officers
- Evidence-based and evidence-informed intervention programs in, Assessing and Intervening with Impact (CECV, 2020) pages 17-18
- Gifted and Talented Handbook
- Intervention framework
- Intervention Report Template (CECV)
- Learning Disabilities Online
  (provides great information on learning disabilities and resources for support)
- Management by Profile example
- Positive Behaviour Interventions and Support
- PBISWorld.com
- Selecting an Appropriate Intervention, Webinar (CECV, 2020)
- Taking Action: A Handbook for RTI at Work by Austin Buffum, Janet Malone and Mike Mattos
- The Teaching and Learning Toolkit
- Tier 2 Literacy Interventions in Australian Schools (CEM, 2000)
- Victorian Curriculum F-10
- Victorian Curriculum Towards Foundation A-D

Pre-Referral Intervention Manuals
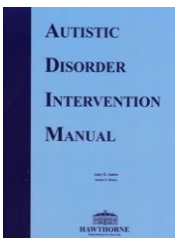
[Frequently Asked Questions](#)
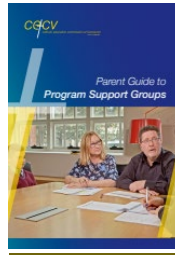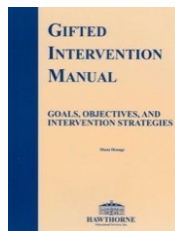
[Parent Guide to Program Support Groups](#)
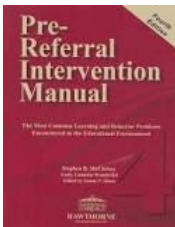
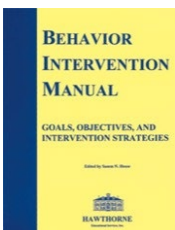Pre-Referral Intervention Manual by Stephen B. McCarney
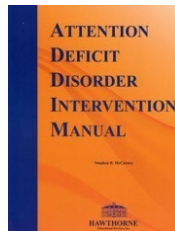
Attention Deficit Disorder Intervention Manual by Stephen B. McCarney
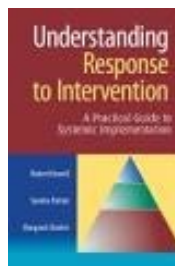
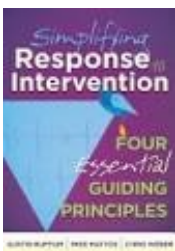Autistic Disorder Intervention Manual by Amy E. Antes

Gifted Intervention Manual by Stephen B. McCarney and Tamara J. Arthaud

Behaviour Intervention Manual: Goals, Objectives and Intervention Strategies by Samm N. House

Understanding Response to Intervention: A Practical Guide to Systemic Implementation by Robert J. Howell and Sandra Patton.

Simplifying Response to Intervention: Four Essential Guiding Principles by Austin Buffum, Chris Weber and Mike Mattos
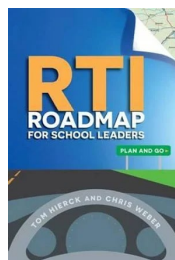
RTI Roadmap for School Leaders: Plan and Go by Tom Hierck and Chris Weber

[All Kinds of Minds](#)

Appendix

Team Tasks

Team Leader leads the group in identification of learning requirements. Coordinates the process for selection of an intervention, keeps discussion focussed on the purpose of the meetings, brings consensus to the next steps and delegates responsibilities to the team members.

Recordkeeper is responsible for scribing the discussion and decisions of the team and completing documentation.

Timekeeper is responsible for keeping the group on task and ensuring that the session is completed within the allotted time.

Data Manager reviews all pertinent information and data; organises the most appropriate way to present the information and data at the intervention team meetings; and plots the goal line for a student.

Case manager is responsible for interviewing teachers, parents and the student where appropriate; collecting all pertinent information and data on the referred student; entering intervention performance data to monitor student(s) progress (trend line) and comparing goal trend lines with grade level Universal data.

Reference: Understanding Response to Intervention: A Practical Guide to Systemic Implementation by Robert J. Howell and Sandra Patton, pg.48.

Steps in Organising a Wrap Around the Learner (WATL)

1. Teacher obtains and completes an internal student referral form this may include a Functional Needs Analysis (FNA)

2. Core members meet and review referrals, make team task assignments and set Intervention Team meeting date for specific students

3. If parents are to attend, notify of concern and confirm date and time of WATL 4. Gather relevant assessment data, student work samples and cumulative data. 5. Learning Diversity Leader completes screeners, conducts a student interview and where relevant a FNA with the parent

4. Meet as an Intervention Team and apply WATL process and write a Student Adjustment and Evaluation Plan (SAEP)

5. Schedule a follow-up review date no less than 2 weeks and no more than 10 weeks after the SAEP

6. If parent is not at the Intervention Team meeting, conduct a PSG transferring what is in the SAEP into a PLP

7. File the SAEP and/or the PLP in the student(s) cumulative file, potentially on ROSAE 10. Review student success in follow-up meetings and make changes based on data.

Schoolwide Roles and Responsibilities

Leadership Team
- Guide the culture of intervention
- Communicate & coordinate intervention efforts
- Monitor & sustain the structures of intervention eg. Universal Ax. At all year levels (min. 7-10)
- Allocate human, fiscal, & temporal resources
- Take the lead on defining a supporting Tier 1, 2, & 3 Behavioural and Academic Intervention

Year Level or Faculty PLTs
- Take the lead on Tiers 1 & 2
- Identify, define, unpack, & "unwrap" prioritised learning targets
- Differentiate, scaffold, & deliver instruction
- Administer & analyse common formative assessments
- Collectively respond to student needs for Tier 2 remediation & enrichment

Student Learning Team
- Determine students' specific requirements
- Determine and implement targeted Tier 3 supports that address specific requirements Provide expertise & unique points of view to other teams
- Problem solve, revise, & extend supports
- Analyse progress; adjust accordingly

Role of the Learning Diversity Leader
- To coordinate the Intervention team
- To undertake any diagnostic assessments to support greater understanding of the student's area of difficulty
- To facilitate the initial problem-solving process with the intervention team having collated all relevant data
- To facilitate all Program Support Groups
- To collate case histories of all students requiring Tier 3 Interventions
- To assist in the development of a PLP for all students requiring a Tier 3 intervention
- To oversee the Tier 3 strategy ensuring fidelity
- To progress monitor and report back to Intervention Team & PSG
- To facilitate the referral process to CEOB
- To complete SWD applications
- To liaise with external agencies

Role of Class Teacher
- Analyse and triangulate data from a number of sources to determine whether the difficulties are pervasive (significantly below benchmarks.).
- Check with leadership as to whether there is any known history.
- If not, discuss with parents/caregivers re hearing and vison checks and any other possible developmental reasons for their child to be having difficulties. Discuss within your PLT re learning strategies trialled and successful for other students in similar year levels
- Trial strategies/intervention at a tier 1 and/or 2 level

Learning Support Officers
- To provide direct, explicit instruction to meet PLP goals

Glossary

Adjustments   A measure or action taken to ensure students all have the same learning access and opportunities.

Care   Calls for caring are everywhere. WAL defines care as a relational act where agency is distributed on a requirement basis across and beyond the team. Care is further defined as a genuine desire from all, for all to flourish.

Intervention   A specific practice, method, strategy or program *in addition* to core instruction is used on the child's behalf.

MTSS   A Multi-Tiered System of Supports is a systematic, continuous improvement framework that focuses on the positive educational experiences and outcomes of all students (School Inclusion Network) academic, behavioural and social.

Requirements   Something necessary, indispensable; something essential to the existence or occurrence of something else.