

# Learner need and intervention model

## Learner need

## Intervention

### TIER 3: Individualised support

Little or no:

- Functional communication
- Language
- Intelligibility
- Participation in their environment
- Meaningful relationships with significant adults and peers
- Ability to understand and express themselves

Global difficulty accessing the curriculum

The Speech Language Therapist will work with the teaching team and whānau to deliver tailored support to match the specific communication, language and/or speech needs of the learner. Support could include:

- Direct sessions with learner to focus on specific targets
- Specialist training to support the adults in the learner's life to continue the focus on targets
- Creation of resources that meet the individual needs of the learner and support to use the resources
- Regular sessions with significant adults to coach, monitor and support the continued use of strategies and supports
- Professional staff development for the learner

### TIER 2: Targeted support

Specific difficulty with:

- Functional communication
- Language development
- Intelligibility
- Participation in their environment
- Meaningful relationships with significant adults and peers
- Ability to understand and express themselves
- Accessing the curriculum

The Speech Language Therapist will work with the teaching team and whānau to identify and implement strategies, programs and targets that are aimed at developing the learner's communication, language and/or speech skills. Support could include:

- Support for the teacher/s to monitor language, communication and speech development of the learner
- Teacher/s support to identify and overcome learning barriers
- Sharing resources that are specific to the learner's needs
- Sessions with the learner and adults in their environment, to model and teach strategies
- Professional development and support for adults in the learner's environment to embed strategies and support into everyday environment

### TIER 1: Universal support

- Actively participating in their environment
- Functional use of language
- Is intelligible
- Has meaningful relationships with significant adults and peers
- Can understand and express themselves successfully
- Educational needs being met by being in a provision with a Teacher of the Deaf

The Speech Language Therapist will work with the teaching team and whānau to identify and implement strategies and targets that are aimed at developing the learners' communication, language and/or speech skills. Support could include:

- Termly check-ins
- Professional development for Ko Taku Reo staff
- Sharing resources relating to the learner's needs
- Professional development for mainstream staff to support learner's needs
- Availability for discussion or problem solving about learner's needs

**Subject to clinical decision making.**