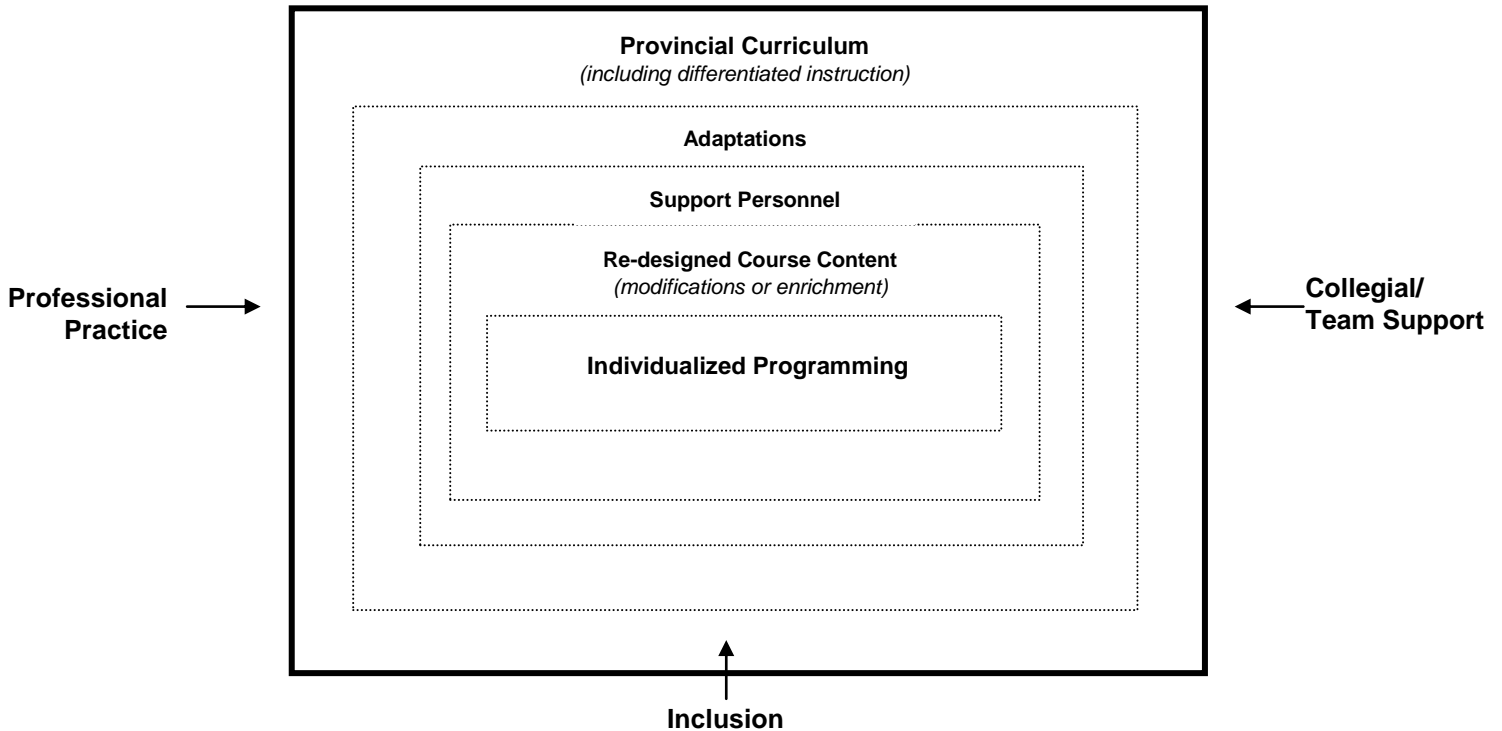


ADDRESSING DIVERSITY THROUGH A CONTINUUM OF STUDENT SUPPORTS

Today's classrooms reflect our diverse communities and include a mix of student interests, abilities, needs, learning styles and cultural backgrounds. Turtle Mountain School Division has described instructional supports addressing this diversity. They can be visualized as a nested continuum consistent with the concepts of inclusion, effective professional practice and collegial support.

Continuum of Instructional Supports for Addressing Student Diversity



The principles of inclusion encourage classroom environments where all students can be taught effectively together. Educators are not alone in this effort. Effective educators use practices such as differentiated instruction and continue to support each other. The result is an environment where most students succeed in the provincial curriculum while some require additional help.

The first support levels are those that help the student to succeed in provincial curricular content by personalizing instruction methods. Common supports of this type are the use of adaptations and formal involvement of support personnel¹. When these methods do not foster student success, instruction content can be redesigned by modifying or enriching learning outcomes or by individualizing programming.

¹ Support personnel includes resource teachers, school counsellors, educational assistants, clinicians, and other individuals who support the classroom teacher and instruction.