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## **Three Streams of Student Support**

### ***Parent-Teacher Handbook***

*The healthy social life is found when in the mirror of each human soul the whole community finds its reflection, and when in the community the virtue of each individual can live.*

- Rudolf Steiner -- The Social Motto

*All of our humanity is dependent upon recognizing the humanity in others.*

- Desmond Tutu

## What is “Three Care Streams of Student Support?”

Most of the time our children are doing well at school. They are “in the flow.” Sometimes, though, they experience challenges. For one reason or another they feel out of kilter with their teacher and classmates. Their challenges may have to do with the social realm (“They’re being mean to me.”); learning challenges (“Everyone knows how to read except me.”); or, occasionally, acting out, misbehavior, or non-compliant behavior (“I don’t have to if I don’t want to; you can’t make me.”)

Social and emotional well-being is a prerequisite for academic success. Wasatch Charter School is committed to providing a foundation for healthy learning by supporting those students who are experiencing challenges. This commitment is the foundation of the curriculum and the heart of our work at Wasatch Charter. We have adopted our Three Care Streams of Student Support process in order to provide as much support as possible for students who are experiencing social, disciplinary, or learning challenges. It is based on the work of Kim John Payne, who is respected worldwide for helping children, parents, and teachers navigate challenge as well as conflict.

Under the guidance of the **Student Support Executive Group (SSEG)** our school has three branches of students support. Each branch is guided by two faculty members.

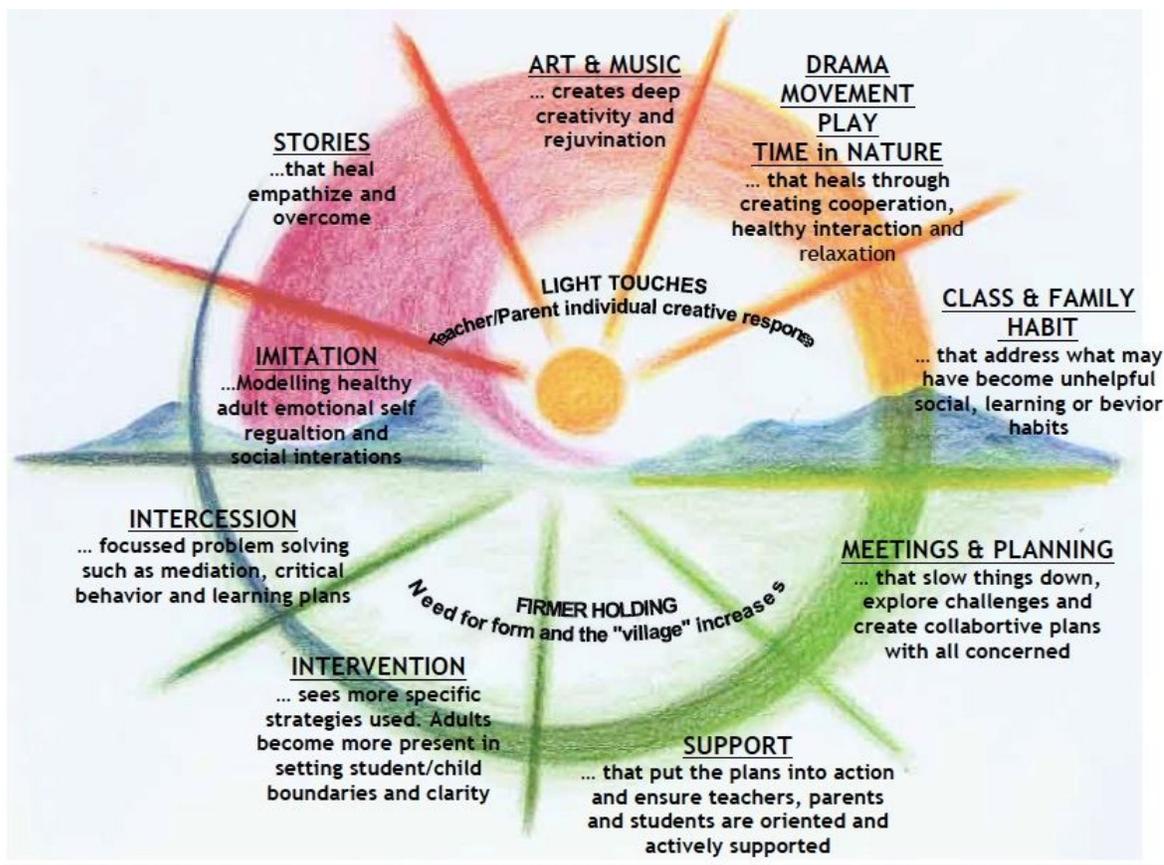
- **Social Inclusion**
- **Discipline and Guidance**
- **Learning & Remedial Support**

## Underlying Premises of the Three Streams Work

- **Accountability rather than blame.** When things are going wrong we must set them right. Each person involved can take some responsibility.
- **Empathy is key to success in life.** Our interventions seek to build empathy in the children so that they can learn to stand in one another’s shoes.
- **A child who misbehaves is a disoriented child.** If we realize that a child who is pushing the behavioral boundaries is disoriented, we approach the child differently - less punitively - than we do when we see their behaviors as intentionally naughty or disruptive.
- **Conflict is a necessary part of being human.** If we expect that we can remove all conflict from our children’s lives, we set ourselves up for frustration. Conflict is a given, and most of us have learned our greatest lessons from the conflicts we’ve experienced. Our task is to let children know that we are there, guiding them through their conflicts so that they may learn constructive lessons from them.
- **Our task is to remove hindrances to learning.** Children who experience learning challenges present us with a riddle: What is the key that unlocks their capacities? As educators and parents, our work is to seek these keys and support the child to find areas of success.
- **We begin with implicit approaches before moving to explicit approaches.** Implicit means “not directly expressed.” In other words, it’s a process that is there, but the children are not necessarily aware of it. The Waldorf curriculum is rich in implicit approaches to social and emotional challenges. In fact, much of the Three Care Streams work is not apparent to the parent body or the students because it is implicit - embedded in the stories, pictures, artwork,

speech, music, theatre, and rhythms of the lessons. When the teacher tells the class a story about a character who could never forgive, and describes the hardships this caused him in his working life, this is an example of using a story to address the difficulties that one or more of her students is experiencing.

On the other hand, an explicit approach directly addresses a situation in the class or with an individual child. Explicit approaches range from “light touch” (“Children, is this a raising our hands and taking turns time, or is it a speaking out time?”) to “heavy touch” (possible a behavior change plan for an individual child). When we support a child, we begin with the lightest touch possible. If that doesn’t work, we move on to more explicit, heavier-touch approaches.



## Wasatch School Culture: A Multi-tiered System of Supports

### TIER 1- In the Flow or Light Touch

Our curriculum begins with meeting children at their developmental stage. Classrooms are designed to keep social and sensory complexity low, with high form and predictability. These implicit strategies are intended to diminish the need for explicit disciplinary actions.

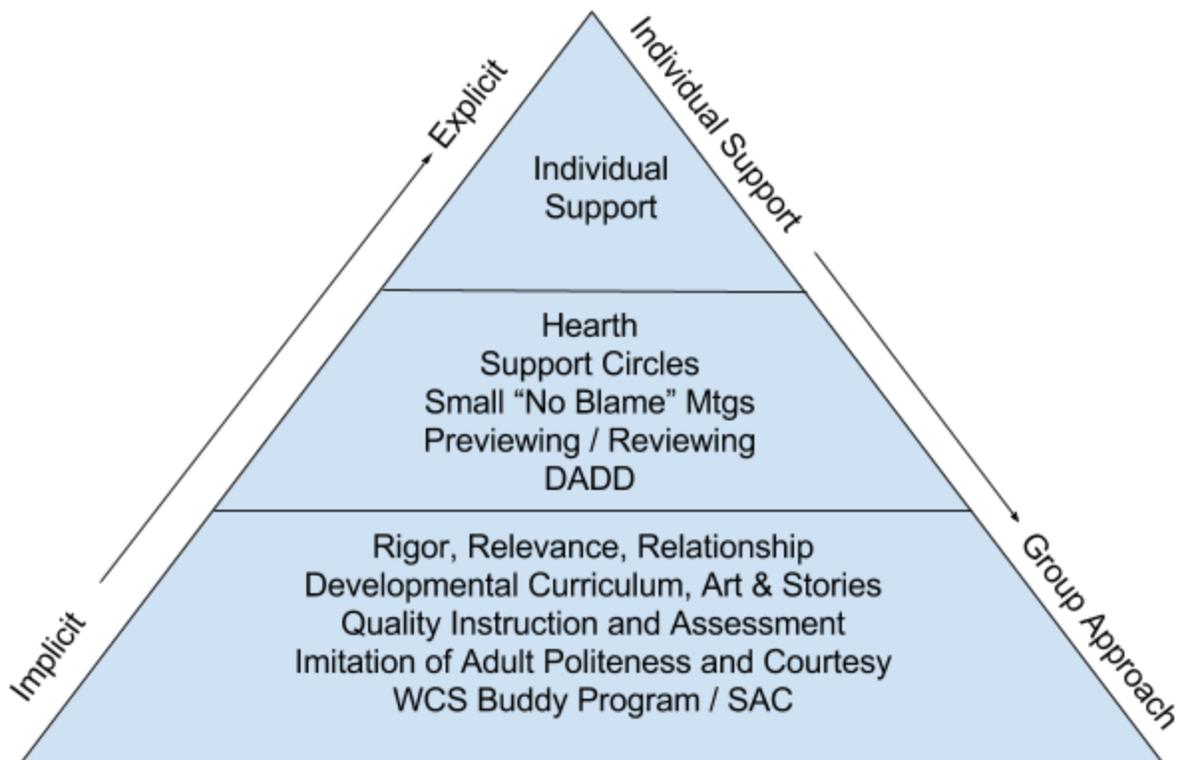
Students in Tier 1 are generally In the Flow of the regular classroom rhythm. They are being held in the core through rigorous instruction, relevant developmental content, and positive relationships to the teachers as authorities and to their peers. These students are mostly addressed through the implicit practices which are part of the WCS culture and norms.

### TIER 2 - Medium Touch

Students may at times be disoriented for a variety of reasons and lengths of time. During these times when life or learning may be a little more rocky, some additional support may help. This can include use of the Hearth, an individualized plan, or a classroom-based intervention. At this stage, a Support Circle or No Blame Meeting might also be held.

### TIER 3 - Firm Holding

If classroom strategies are not orienting a student to productive learning and relationships, the teacher will make a referral and work with the the Student Support Executive Group, and the family, to implement individual support plans. At this stage, more explicit and individualized strategies may be put in place to help the teacher and staff to hold the child more firmly and provide the needed support to reorient the child within the school environment.



## Three Streams Organization

The student support work is organized into three “streams” or committees, which address the three categories of challenges students experience. In addition there is an executive committee that provides oversight. A parent volunteer group and an eighth-grade student support group assist with all three streams.

### The Student Support Executive Committee

**Student Support Director: Heather Campbell**

**3 Streams Coordinator: Spencer Dirats**

This group consists of the Student Support Director, the 3 Streams Coordinator, the Executive Director, the Pedagogical Director and the Coordinators of the three groups described below. The SSEG oversees the Student Support work, coordinates student plans and support circles, and keeps communication flowing among the three streams, the faculty, and the administration.

### Learning & Remedial Support

**Coordinator: Amber Carter**

The Learning & Remedial Stream observes, gains understanding of, and provides support for students experiencing challenges to learning and academic success. This group offers suggestions for therapeutic support for students. This can include special education considerations.

### Discipline and Guidance

**Coordinator: Terry Garland**

A student is directed to the Discipline and Guidance Stream when faculty members and administrators observe that he or she is pushing the school’s behavioral boundaries. A student who misbehaves is a disoriented student. The DGS helps teachers and administrators provide clear and firm guidance so that students can reorient themselves and find their footing at school.

### Social Inclusion

**Coordinator: Liz Macdonald**

Students are brought to the Social Inclusion Stream when they are having difficulties in the social realm. These difficulties may be noticed by teachers or family members at recess or in the classroom and may include (but are not limited to) non-inclusion, excluding/being excluded, bullying/being bullied, and teasing/being teased.

### The Eighth-Grade Student Action Committee

Student participation is an important element of the Three Streams Approach. The eighth-grade students meet weekly to train as student mentors and helpers in the Three Care Streams of Student Support. They learn conflict resolution skills and reflect upon their own experiences to bring understanding and empathy to their work with the younger students. The eighth graders take an active role in supporting and guiding the younger students at recess under guidance of the Social Inclusion Coordinator. They are asked to lead by example and to take an active role in contributing to the healthy social life of the school and community. In addition to weekly meetings, they lead student trainings in

the classroom, conduct assemblies, lead role-playing skits in younger classes, mentor younger classes, and participate in Circles of Friendship or No Blame Meetings. Each year they work with the school's Code of Conduct.

**Parent Support Group** *(coming in 2018)*

A group of trained parent volunteers provides ongoing support to the Three Care Streams process. Our **In-reach volunteers** serve as parent helpers in support circles. They are available through the support circle process or to take notes for the meetings. Our **Out-reach volunteers** help make the Three Streams approach more accessible to parents. They host "Parent Toolbox" discussion groups on parenting issues and convey information on the Three Streams process.

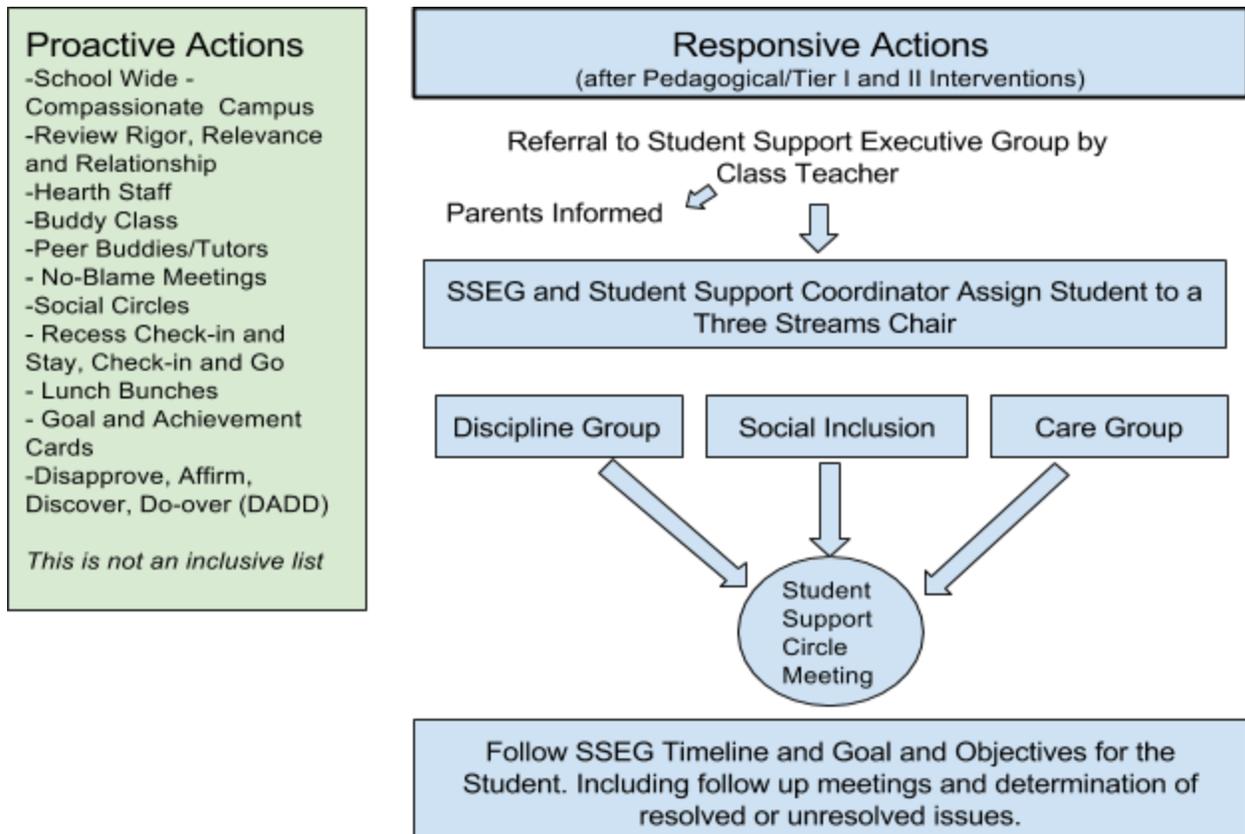
## The Three Streams Process

### *The Zulu Greeting*

*“Sawubona” means “I see you” and the response  
“Ngikhona” means “I am here.”*

The student support process aims to move the student’s experience from challenge to resolution. It is a transparent process. Though we cannot resolve all difficulties to the satisfaction of all parties, we strive to address them promptly as they arise and to keep parents informed of our progress through the process.

### Wasatch Charter School Student Support Program Flow Chart



When a student is observed as having difficulties in the classroom or in social settings (educational, developmental, behavioral) that are not easily resolved or are ongoing, the student may be referred to the SSEG. The following process is used to bring resolution to the difficulty (as shown in the previous chart). This process is meant to clearly describe the processes in place for questions and conflict resolution at Wasatch Charter School. *Not all disagreements will be solved to the mutual satisfaction of all parties, but we strive to be clear and transparent in our process and to address concerns and questions promptly as they arise.*

Here's how it works:

- 1. A student comes to our attention.** The Three Care Streams process begins when someone (teacher, parent, or student) notices that a child is "out of the flow" socially, behaviorally, or academically. Parents, teachers, and students each hold a valuable window into the child's experience. Parents or guardians know better than anyone how the child is at home. Teachers have the most direct experience of the child at school. Often, a student sees things that the adults do not.

Here are examples of how the process moves from a parent, teacher, or child's observation:

- a. A teacher brings the child to the attention of the faculty, the 3 Streams Coordinator, or to the SSEG after noticing that the child is experiencing persistent challenges that are not addressed by the various implicit strategies.
- b. A parent notices his or her child is experiencing social, learning, or behavioral challenges. The parent describes what he or she is seeing to the teacher or the Student Support Director. The teacher observes the child more closely with the parent's perspective in mind, and, after working with a range of implicit strategies, brings the child to the SSEG if the challenges persist.
- c. A child reports something that is happening for a fellow student to a teacher, a parent, or the 3 Streams Coordinator. The teacher observes more closely and brings the student to the appropriate Three Streams group if the problem persists.

The Three Streams is a resource for the entire community. The staff are available to parents and also support the faculty and staff as we work together to create social health. Once you contact a teacher, Three Streams Chair, Coordinator or a Director you can expect:

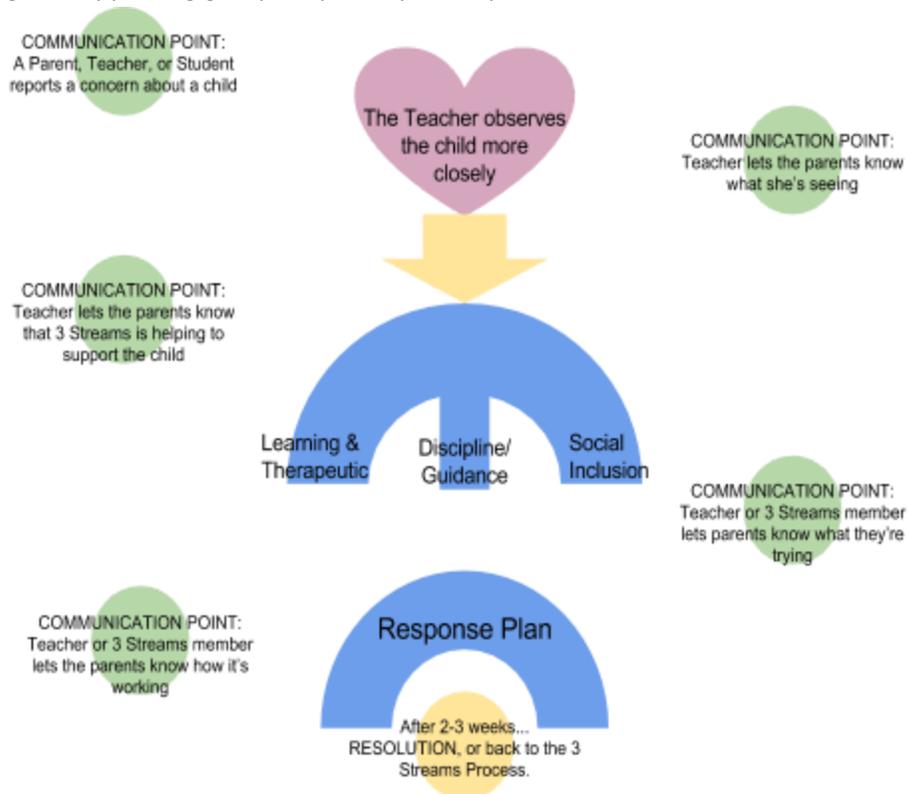
- A timely response within 24-48 hours.
- Coordination of the individuals in the community who need to be engaged and continual monitoring of a situation until resolved and beyond as warranted.
- Each situation will be tracked and documented, actions coordinated, and agreements kept.
- Parents of call children involved will kept informed by the teacher and or Coordinator/Chair as appropriate.

In the case of a severe problem, the student moves immediately to the more explicit steps in the process.

- 2. Communication point.** The teacher reports to the parent (or back to the parent if the parent brought the matter to the teacher initially) to let him or her know what she is seeing at the school and how she is addressing the student's needs. When the teacher calls upon the support of the Three Care Streams process, s/he notifies the parent.

3. **The child's teacher(s) meet with the members of one of the 3 Streams and fills out a SSEG Referral Form.** When a student's challenges are not alleviated by implicit approaches, the teacher meets with the appropriate stream to develop a response plan. The student support work found here is used to find solutions for those who need support to be successful in the classroom or in a social setting.
4. **A support circle may be held for the child** at this point. During a Support Circle, parents, teachers and members of the 3 Streams work together to develop a response plan and set a timeframe for checking back in on the student's response.
5. **Communication point.** The teacher or a member of the 3 Streams notifies the parents of the plan: "Here's what we're trying."
6. **After several weeks, the teacher reports back to the Care/Learning, Discipline/Guidance, or Social Inclusion Group.** If the situation has been resolved, the process is complete. If it has not, the teacher may meet again with the 3 Streams and / or parents to discuss ways of extending or modifying the plan.
7. **Communication.** The teacher, or a member of the 3 Streams, notifies the parent as to whether the child's issue is resolved or not. If not, and there is a new response plan, parents hear what new responses will be tried by the teacher.

These steps are repeated until resolution has been reached. If resolution is slow in coming, the original supporting group may call upon help from the other two "streams."



## The Response Plan - an Implicit to Explicit Approach

The Response Plan is key to moving a student toward resolution. Each stream of the Student Support work has a compendium of tools to draw upon throughout the Student Support process.

### Implicit (not directly expressed, pro-active) Approaches:

There are many pro-active supports built into the curriculum. They are implicit - the student is not consciously aware of them. These are our “lightest touch” approaches. They are embedded in our stories, music, art, speech, drama, therapeutic movement, developmental aspects of the curriculum and daily rhythms.

Our curriculum begins by meeting children at their developmental stage. Classrooms are designed to keep social and sensory complexity low, with a high level of form and predictability. The various arts provide opportunities for learning through modalities other than the head. Each of the arts encourages a quality of listening to the other. Pedagogical stories tell of characters that experience struggles, and picture what works for them and what does not. Each day is rich in beneficial movement and a rhythm that moves in and out of focused work. The implicit strategies serve to diminish the need for explicit interventions.

### Lightest Touch Explicit (directly expressed) Approaches:

These approaches work with the whole class. Students are aware of them, but barely. They blend into the fabric of the day. Examples are (see the glossary for explanations of these terms):

- Buddy systems
- Politeness and courtesy
- Work with the Code of Conduct
- Connected Classroom
- A calling out scale
- A timing orientation
- Preview and Review (whole class)
- Hearth

### Explicit Approaches, from Light to Heavy Touch

If classroom strategies are not orienting a student to productive learning and relationships, the teacher begins to work directly with the individual student. When we work with the individual, we are truly in the explicit realm. These approaches still include a range from light to heavy touch. Examples are:

- Selective seating
- Support circle
- DADD (Disapprove, Affirm, Discover, Do-over)
- A visit to the Hearth for a “re-set”
- A visit to another classroom for a “re-set”
- Behavior Change Plan
- No Blame meeting
- Circle of Friendship
- Support from the Eighth-Grade Three Streams Team
- Escorted Transitions
- Goals and Achievements plan

## The Support Circle - a Moderate Touch Intervention

A support circle is often included in a student's response plan. It is a meeting of the adults in the child's life. It is facilitated and is one hour and fifteen minutes long. It is attended by the child's parents or guardian, the child's teacher or teachers, a member of the supporting "stream," and trained parent helpers. The aim of the meeting is to find ways to build upon the child's successes. A support circle may be requested by a teacher or a parent, and it is coordinated by the student support coordinator. There is follow-up after the meeting to see what progress has been made.

## Glossary of Approaches:

*(Not all are being presently implemented)*

- **Buddy System:** the use of another class or eighth grade students to be friends to a class or a student
- **Calling Out Scale:** assigning a number (1, 2, or 3) to call-out and using a hand signal to alert a child to his or her call-out. One is "the right thing at the right time," two is "the right thing at the wrong time," and three is "the wrong thing at the wrong time."
- **Change plan:** a meeting with a child, an adult, and an eighth grade student to explore what isn't working and how we might make it better.
- **Check-in and go:** a student who is having difficulty during a transition to another class, the bathroom, or recess is asked to check in with the teacher before proceeding to the destination. During this brief check-in the student reviews the agreed-upon goals for the transition.
- **Circle of Friendship:** a small group of people who are on the lookout for a child in need. It may include an empathetic classmate, teachers, and eighth grade students.
- **Connected Classroom:** an approach to the lesson by the teacher that begins with warm connection, moves to direction, and ends with review and closing.
- **DADD:** an approach to behavior that is out of line. It begins with disapproval (D) of the behavior and affirmation (A) of the person, followed by discovery (D - "What's going on today?") and do-over (D - "Let's try that again.")
- **Eighth-Grade Intervention:** eighth-graders support children at recess by developing warm relationships with the younger students and by being present with small groups that are experiencing social difficulty. They are also assigned as buddies and as members of Circles of Friendship.
- **Escorted Transitions:** a teacher escorts a student during transitions that are problematic for him or her.
- **Explicit strategies:** strategies that are directly expressed and apparent to students.
- **Goals and Achievements Plan:** an agreement between a student and teacher to work on a particular behavior. It assigns a numeric value to how well a student has done. Both teacher and student set a goal and both track progress.
- **Hearth:** a shared space just outside of the classrooms where a child may receive additional support, a quiet place to work, or a space to calm.
- **Implicit strategies:** strategies that are not directly expressed or apparent to the student.
- **No Blame meeting:** a facilitated meeting among all parties involved in a social conflict or discipline issue. Each student has an assigned eighth grade helper.
- **Politeness and courtesy:** a school-wide approach to creating form an predictability in the school community.
- **Preview and Review:** a description of what is coming (preview) or a look at what just happened (review). A preview reduces anxiety, and review helps a child to understand the effects of his or

her actions. Previews and reviews can consider long or short periods of time (the coming school day, what just happened) depending upon the age of the child.

- **Quiet room / 3 Streams Room:** a place to send a disoriented child for “re-set.”
- **Response Plan:** a teacher’s plan for meeting a child’s needs
- **Selective seating:** this can refer to the child’s position in the room in relation to the teacher, to the teacher’s choice of desk partners for the child, or to a seating location with fewer possibilities for distraction.
- **Support Circle:** a facilitated meeting of adults to focus on the needs of a child.
- **Timing Orientation:** a visual scale in the classroom that demonstrates for students what type of classroom activity is occurring how long it will be, and what the appropriate noise level is.
- **Work with the Code of Conduct:** explicit instruction in the meaning of the Code of Conduct. May be done by the teacher or the eighth grade students.