To: **Principals, Education Officials, and Teachers**

Topic: **Approach to Educational and Behavioural Support for Learners**

Message Objective(s):
To assist educationists on approaches to educational and behavioural support for learners in schools.

Message:
The Psychosocial Support (PSS) Strategy approaches that schools can use to support learners are many and schools can choose any to support their learners.

The PSS Strategy uses the Response to Intervention (RTI) approach, alongside ecological systems theory, and resilience theory. RTI is a multi-tier approach that uses a systematic way of identifying struggling learners, giving them extra help, and monitoring their progress, so that they do not fall too far behind their classmates.

The RTI process begins with high-quality instruction and universal screening of all children in the general education classroom. Struggling learners are provided with interventions at increasing levels of intensity to accelerate rate of learning. These services may be provided by a variety of personnel, including general education teachers, special educators, and specialists. Progress is closely monitored to assess learning rates and levels of performance. The intensity and duration of interventions are guided by the individual learner's responses. Applying the RTI framework starts with the development of an enabling environment, as follows bellow:

   i)   **Tier 1** is a whole school intervention provided by all educators and available to all learners in the system.
   ii)   **Tier 2** provides individualized support services (to individuals or groups) and may require more specialized approaches delivered by specialists in addition to classroom support.
   iii)   **Tier 3** involves intensive interventions that may take place outside of the regular classroom.

Refer to the DBE's Care and Support Teaching and Learning (CSTL) policy framework for more information.

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References: (Psychosocial Support: A Model for South African Schools (2021)

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