Supporting Inclusive Schools

A Handbook for Resource Teachers in Manitoba Schools

Manitoba

SUPPORTING INCLUSIVE SCHOOLS

A Handbook for Resource Teachers in Manitoba Schools

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ACKNOWLEDGEMENTS

Purpose and Audience

Manitoba Education and Advanced Learning developed the document *Supporting Inclusive Schools: A Handbook for Resource Teachers in Manitoba Schools* to assist resource teachers in supporting appropriate educational programming in Manitoba schools. This support document is intended for resource teachers and other educators working in an inclusive school environment to address the diverse needs of all students from Kindergarten to Grade 12. It is not a policy document.

Rather than focusing on all the roles and responsibilities resource teachers may be required to fulfill, this practical resource is intended to identify the universal roles and responsibilities common to resource teachers in Manitoba schools. School principals and school division administrators may find this document a valuable tool when determining the universal roles of resource teachers assigned to their schools.

Background

In this handbook, the term *resource teachers* refers to educators who support students with exceptional learning needs. These educators may include, but are not exclusive to, the following:

■ resource teachers (full or part time)

■ student services teachers

■ learning support teachers

■ special education teachers

It is important to recognize, of course, that educators work as collaborative team members. Educational planning for all students begins with a core team (see page 10 of Manitoba Education, *Student-Specific Planning: A Handbook for Developing and Implementing Individual Education Plans [IEPs]*). This core team includes the student, the student's parent(s), and the student's classroom teacher(s). In this document, the term *parents* refers to parents, legal guardians, or others who have responsibility for caring for students. All members of the student's core team and in-school team (see page 11 of *Student-Specific Planning*) share information and participate in identifying appropriate educational outcomes and ways of attaining these outcomes. This document provides all team members with useful information.

Using This Document

Document Content and Organization

This handbook contains the following sections:

- The **Preface** explains the purpose, audience, content, and organization of this document.

- **Part 1: The Manitoba Educational Context** addresses the provincial context in which resource teachers work to support appropriate educational programming in an inclusive school environment. It introduces four service delivery models that support Manitoba's philosophy of inclusion: the consultative-collaborative model, co-teaching model, response to intervention model, and universal design model. Schools/school divisions may employ one model or a combination of models.

- **Part 2: Universal Roles and Responsibilities of Resource Teachers** focuses on the universal responsibilities common to resource teachers within their school-based roles in any school/school division. The primary role of resource teachers in an inclusive school environment is to support classroom teachers and students for the benefit of students. Other secondary roles of resource teachers may include leadership, management, and other duties that enhance their support of classroom teachers and students.

- The **Appendices** provide additional information (referred to in Part 2 of this document) that may be beneficial to resource teachers.

- The **Toolbox** contains samples, forms, and templates that are referred to in Part 2 of this document.

- The **Glossary** defines terms that are used throughout this document.

- The **Bibliography** consists of resources consulted and cited in the development of this document.

Hyperlinks

In the online version of this document, certain terms are hyperlinked, allowing readers to click on them to access online resources for more information. Many of these resources consist of documents produced by Manitoba Education and Advanced Learning.

Guide Graphics

The following guide graphics are used throughout this document to draw the reader's attention to specific topics and resources.
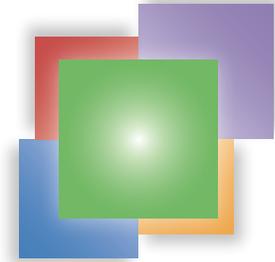
Universal Roles and Responsibilities

This diagram is a visual representation of the universal roles and responsibilities of resource teachers: teacher support, student support, leadership, management, and other duties. Part 2 of this document discusses these roles and responsibilities.

Suggested Resources and References

This document cites
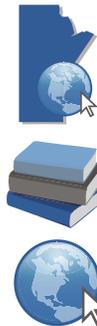
- provincial acts and regulations
- provincial education resources produced by Manitoba Education and Advanced Learning and by other departments
- print resources
- links to online resources

All the resources are cited in the Bibliography.

Examples

Examples are provided to clarify concepts.

Reflection Questions

Resource teachers are encouraged to reflect on their own practice.

Appendices

The Appendices contain additional information related to Part 2 of this document.

Toolbox

The Toolbox provides specific tools, such as samples, forms, and templates, related to Part 2 of this document.
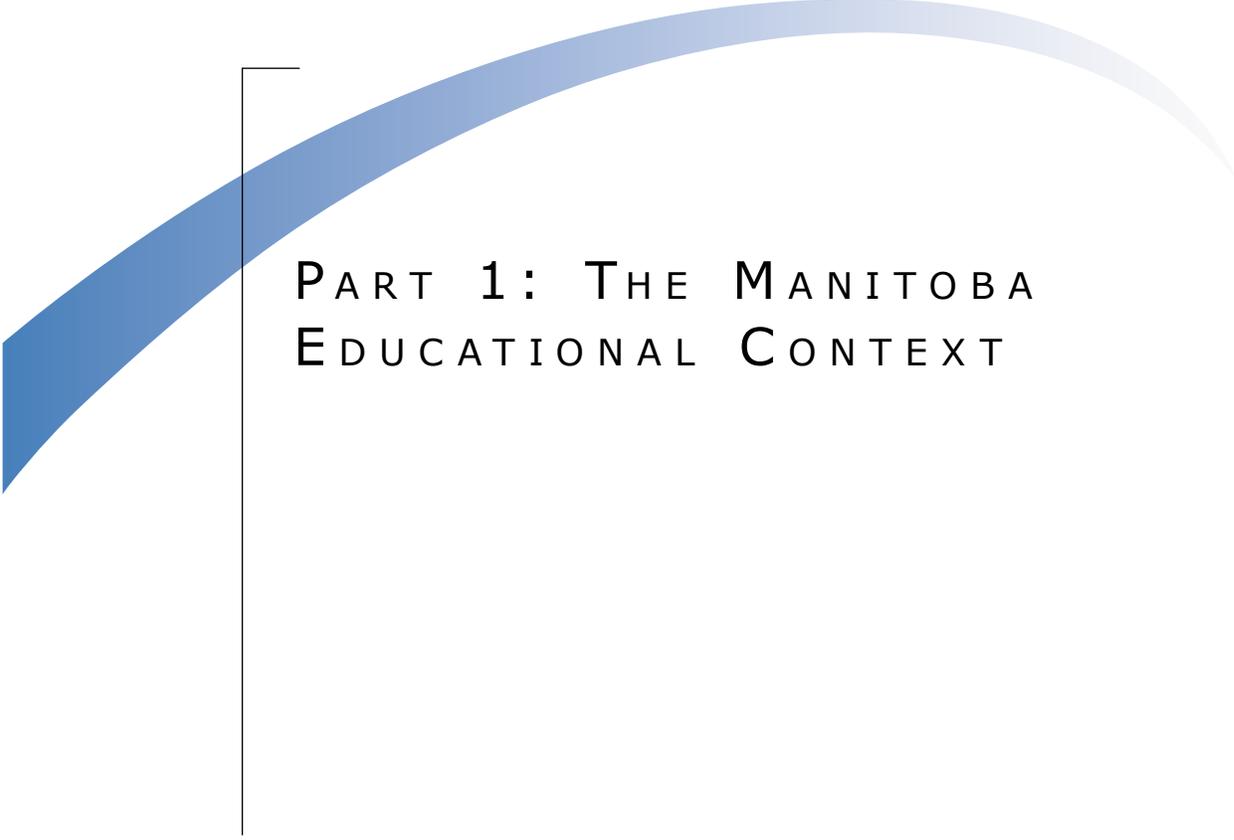
PART 1: THE MANITOBA EDUCATIONAL CONTEXT

PART 1: THE MANITOBA EDUCATIONAL CONTEXT

Manitoba Education and Advanced Learning is committed to fostering inclusion for all people. Manitoba's philosophy of inclusion reflects a commitment to providing all students with appropriate educational programming that supports their participation in both the academic and social life of schools (see page 1 of Manitoba Education, Citizenship and Youth, *Appropriate Educational Programming in Manitoba: Standards for Student Services*).

In a safe and inclusive learning environment, the concept of diversity encompasses acceptance of and respect for each other. All students are valued members of the learning community. This means understanding that each individual is unique, and recognizing individual differences. The dimensions of diversity in classrooms include, but are not limited to, physical and intellectual abilities, culture, religion, socio-economic status, sexual orientation, race, and language.

Manitoba supports providing all students with appropriate educational programming through a universal design lens:

> When applied to the field of education, the concept of universal design means that school communities, including teachers, develop plans for the full diversity of their student population. In education, universally designed schools, classrooms, curricula, and materials provide all students with access to the resources they require, regardless of their diverse learning needs. (*Appropriate Educational Programming in Manitoba: Standards for Student Services* 4)

In Manitoba, school divisions have adopted a strong consultative and collaborative team approach when working to provide appropriate educational programming:

> Appropriate educational programming . . . [is defined] as a collaborative school-family-community process where school communities create learning environments and provide resources and services that are responsive to the lifelong learning, social, and emotional needs of all students. (*Appropriate Educational Programming in Manitoba: Standards for Student Services* 1)

Many roles and responsibilities of resource teachers overlap with those of other team members within a collaborative school-family-community process. Some aspects of the resource teachers' roles vary from one school division and/or school to another. This document identifies the universal roles and responsibilities common to resource teachers and acknowledges that local school divisions determine how resource teachers will function within their schools.

Some decisions made under the authority of local school divisions are outside the scope of this document. These include decisions regarding

- hiring practices
- orientation and training opportunities
- financial allocations to support professional learning for resource teachers
- time allocation of resource teachers
- supervision and evaluation of resource teachers

School divisions will determine the type of service delivery model within which resource teachers will work. Resource teachers should always be knowledgeable about the policies, guidelines, procedures, and practices of the school division in which they are employed.

Manitoba school divisions have a long history of being proactive in delivering services to students with diverse needs. The model of service delivery should reflect the school division's demographic, geographic, and resource base.

> **Suggested Resource**
>
> Manitoba Education, Citizenship and Youth. *Appropriate Educational Programming in Manitoba: Standards for Student Services.* Winnipeg, MB: Manitoba Education, Citizenship and Youth, 2006.
> Available online at <www.edu.gov.mb.ca/k12/specedu/aep/>.

Service Delivery Models

This document introduces the following four service delivery models, which support Manitoba's philosophy of inclusion through the universal design lens, and which school divisions in the province are currently using or exploring:

- consultative-collaborative model
- co-teaching model
- response to intervention model
- universal design model

School divisions determine which service delivery model or combination of models they will use. A discussion of the four models follows.

Consultative-Collaborative Model

The development of the consultative-collaborative model coincided with the move to include students with exceptional needs in their home schools and with the resulting need for school-based, school division, and other support personnel to build knowledge about students with exceptional needs. With the consultative-collaborative model, group members attempt to solve problems by using their knowledge base, practising effective communication and problem-solving skills, and sharing relevant intrapersonal attitudes. Models of team-based support can be powerful in helping classroom teachers support students prior to specialized assessment or diagnostic procedures.
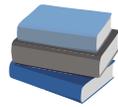
> **Suggested Resources**
>
> Dettmer, Peggy, Ann Knackendoffel, and Linda P. Thurston. *Collaboration, Consultation, and Teamwork for Students with Special Needs.* 7th ed. Boston, MA: Pearson Education, Inc., 2013.
>
> Iowa Department of Education. *Iowa's Co-Teaching and Collaborative Consultation Models.* Fall 2009. <https://www.educateiowa.gov/documents/pk-12/2013/04/iowas-co-teaching-and-collaborative-consultation-models>.

Co-teaching Model

Co-teaching is an inclusive service delivery model that involves two or more educators or other professional staff working with a single group of students with diverse needs in a single classroom or workspace to teach specific content across the curriculum. Co-teaching involves all three of the following: co-planning, co-instructing, and co-assessing. Research has identified many benefits of co-teaching for both students and teachers (Anderson; Friend; Murawski and Dieker). For co-teaching to be successful, it is essential that school principals are supportive of this service delivery model so that shared planning and teaching time can be organized for the co-teaching partners. It is important that teachers and principals plan for the co-teaching role of the resource teacher and ensure that classroom time is scheduled and part of the resource teacher's duties.

> **Suggested Resources**
>
> Anderson, Karen R. *Co-Teaching: A Literature Review.* Prepared for the Saskatchewan Ministry of Education. 18 Mar. 2008. Available on the Regina Public Schools, *Instruction and School Services*, website at <http://iss.rbe.sk.ca/sites/iss/files/Co-Teaching%20Literature%20Review%202008.pdf>.
>
> Friend, Marilyn. *Co-Teach! A Handbook for Creating and Sustaining Effective Partnerships in Inclusive Schools.* Greensboro, NC: Marilyn Friend, Inc., 2008.
>
> Murawski, Wendy, and Lisa Dieker. *Leading the Co-Teaching Dance: Leadership Strategies to Enhance Team Outcomes.* Arlington, VA: Council for Exceptional Children, 2013.

Response to Intervention (RTI) Model

The RTI model uses a three-tier service delivery model that represents a continuum of increasingly intense interventions that correspond to the responsiveness of students in both academics and social and emotional learning. Instructional decisions are made based on student performance data collected over time for all students who struggle. Students are assessed on their skills and levels of performance, allowing teachers to match instruction directly to student needs.

Suggested Resources

National Association of State Directors of Special Education (NASDSE), Inc. *Response to Intervention: Policy Considerations and Implementation.* 2005. <www.nasdse.org/Projects/ResponsetoInterventionRtIProject/tabid/411/Default.aspx>.

⸻. *RTI-Response to Instruction.* 2005. It's Academic Tutoring Center. <http://itsacademictutoring.com/index.php/more-info/sdsu/22-sped-651/794-rti-response-to-instruction>.
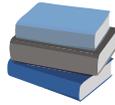
Shores, Cara, and Kim Chester. *Using RTI for School Improvement: Raising Every Student's Achievement Scores.* Thousand Oaks, CA: Corwin Press, a Sage Company, and Council of Exceptional Children, 2009.

Universal Design (UD) Model

In education, universally designed schools, classrooms, curricula, and materials provide all students with access to the resources they require, regardless of their diverse learning needs. Universal design encompasses the following seven principles: equitable use, flexibility in use, simple and intuitive use, perceptible information, tolerance for error, low physical effort, and size and space for approach and use (The Center for Universal Design).

Suggested Resource

The Center for Universal Design. *The Principles of Universal Design, Version 2.0.* Raleigh, NC: The Center for Universal Design, North Carolina State University, 1997. Available online at <www.ncsu.edu/ncsu/design/cud/about_ud/udprinciples.htm>.

The Center for Applied Special Technology (CAST) defines universal design for learning (UDL) as "a set of principles for curriculum development that give all individuals equal opportunities to learn." UDL principles guide teachers in developing flexible, inclusive instructional goals, methods, materials, and assessments that meet the diverse needs of all students. The three principles of UDL are: multiple means of representation, multiple means of action and expression, and multiple means of engagement.

Jennifer Katz has developed The Three-Block Model of Universal Design for Learning as an effective approach to classroom management, planning, instruction, and assessment that creates a compassionate learning community from Kindergarten to Grade 12.

For supporting information, see Appendix 5: The Three-Block Model of Universal Design for Learning.

Suggested Resources

Center for Applied Special Technology (CAST). "What Is Universal Design for Learning?" *About UDL.* <www.cast.org/udl/index.html>.
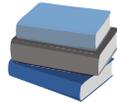
Katz, Jennifer. *Teaching to Diversity: The Three-Block Model of Universal Design for Learning.* Winnipeg, MB: Portage & Main Press, 2012.

Deciding on a Service Delivery Model

The four models of service delivery introduced in this document are not the only models that schools/school divisions may employ. As schools/school divisions examine the service delivery model or combination of models they currently employ, they need to ensure that the responsibilities of resource teachers correspond to the model(s) used.

At one time, there was an expectation that each class/teacher would receive equal time from the resource teacher. Today, however, schools recognize that the supports and services required may vary based on the diverse needs of students in any given class. In some schools, the supports and services are decided on by reviewing class profiles. These class profiles identify school/class demographics and other factors that assist the in-school team in determining where the supports and services would be best used.

Suggested Resource

Brownlie, Faye, and Judith King. *Learning in Safe Schools: Creating Classrooms Where All Students Belong.* Markham, ON: Pembroke Publishers Limited, 2000.

Summary

Decisions about which service delivery model or combination of models will be used are typically made at the school division level. The school division or school may already have a service delivery model in place or may be considering changing or expanding the existing model. As the service delivery model is the basis for resource support in a school, it is important that all staff understand the model being used.

Reflection Question

Where might I find information to understand the provincial, divisional, and school contexts related to my role as a resource teacher?

MANITOBA EDUCATION AND ADVANCED LEARNING

Check provincial legislation and regulations, as well as departmental standards, policies, and protocols, including the following:

The Public Schools Act

Appropriate Educational Programming Regulation 155/2005

Appropriate Educational Programming in Manitoba: Standards for Student Services

↕

SCHOOL DIVISION

Check the school division website and manuals for policies, procedures, and practices related to the role of resource teachers.

↕

SCHOOL

Check at the school level to determine which service delivery model or combination of models is being used.

Suggested Resources

Manitoba. *Appropriate Educational Programming Regulation, 155/2005.*
Winnipeg, MB: Queen's Printer, 2005. Available online at
<http://web2.gov.mb.ca/laws/regs/current/_pdf-regs.php?reg=155/2005>.

———. *The Education Administration Act.* C.C.S.M. c. E10. Winnipeg, MB:
Queen's Printer—Statutory Publications, 1987. Available online at
<http://web2.gov.mb.ca/laws/statutes/ccsm/e010e.php>.

———. *The Public Schools Act.* C.C.S.M. c. P250. Winnipeg, MB: Queen's
Printer—Statutory Publications, 1987. Available online at
<http://web2.gov.mb.ca/laws/statutes/ccsm/p250e.php>.

Manitoba Education and Advanced Learning. *Policy and Planning.*
<www.edu.gov.mb.ca/k12/policy/index.html>.

———. *Student Services/Special Education.* <www.edu.gov.mb.ca/k12/
specedu/index.html>.

Manitoba Education, Citizenship and Youth. *Appropriate Educational
Programming in Manitoba: Standards for Student Services.* Winnipeg, MB:
Manitoba Education, Citizenship and Youth, 2006. Available online at
<www.edu.gov.mb.ca/k12/specedu/aep/>.

PART 2: UNIVERSAL ROLES AND RESPONSIBILITIES OF RESOURCE TEACHERS

Resource teachers, like all school staff, have a set of professional and personal responsibilities that define the scope of activities within their school-based roles. In this document, the responsibilities that are common to all resource teachers, regardless of the setting in which they work, are referred to as *universal roles.*

One of the primary universal roles of resource teachers is to provide service and support to teachers and students within the context of fostering positive relationships in an inclusive learning environment (see page 7 of Manitoba Education, *Towards Inclusion: Supporting Positive Behaviour in Manitoba Classrooms*).

When the primary role of the resource teacher in an inclusive school environment focuses on supporting and working with classroom teachers, all students benefit. Resource teacher roles may also include leadership, management, and other resource duties to support teachers and students.

The universal roles and responsibilities of resource teachers represented in the following graphic are discussed in a broad sense in this part of the document. There may be aspects of a resources teacher's current position that are not reflected here.

Universal Roles and Responsibilities of Resource Teachers

Suggested Resource

Manitoba Education. *Towards Inclusion: Supporting Positive Behaviour in Manitoba Classrooms.* Winnipeg, MB: Manitoba Education, 2011. Available online at <www.edu.gov.mb.ca/k12/specedu/behaviour/index.html>.

Resource teachers work with classroom teachers to address the diverse learning needs of students in the school by gathering and sharing information, modelling strategies, co-teaching, and supporting the planning for and implementation of appropriate educational programming.
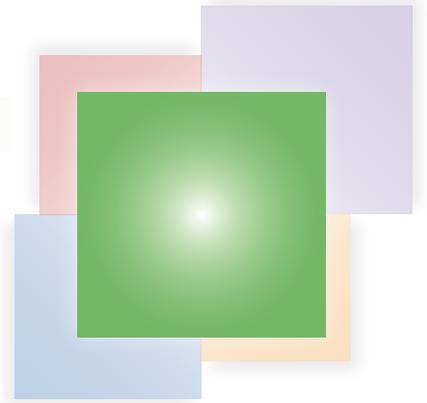
Addressing Diversity

The diversity of student populations demands that teachers use a variety of instructional approaches, rather than a "one-size-fits-all" approach. Teachers need to plan actively for appropriate educational programming that enhances the full participation of students with exceptional learning needs in the classroom.

Providing support to classroom/content area teachers will enable these teachers to address the diverse needs of all their students. The classroom teachers work together with the resource teacher to identify the strengths and needs of the students within the classroom. One way to determine these needs, and to ensure equity of support and services, is to develop a class profile.

> One of the clearest and most important revelations stemming from brain research is that there are no "regular" students. The notion of broad categories of learners—smart, not smart, disabled, not disabled, regular, not regular—is a gross oversimplification that does not reflect reality. By characterizing students in this way, we miss many subtle and important qualities and focus instead on a single characteristic. (Rose, et al. 38)

Class Profile

Developing a class profile is a process by which in-school teams meet to determine the classroom context through descriptive information collected about the students within the class. This information, which is usually written on a class profile template or recording form, assists the in-school teams in determining how they might work in meaningful ways with the classroom teacher.

The class profile provides for a more efficient and effective service delivery by determining where supports are needed the most. The strengths and needs of the class as a whole, along with the goals for the year, are written down, as described by the classroom teacher. The needs of individual students are also shared; however, the strengths and needs are seen in the context of the classroom rather than in isolation. In this way, the classroom teacher is able to

plan universally for the entire class, ensuring all students have access to the curriculum. The resource teacher can then plan with the classroom teacher to identify supports, which may include scheduling adult support within the classroom according to the priority of needs in the school.

Programming Support

Through a universal design lens, an inclusive school will provide all students with the supports and opportunities they need to become participating students and members of their school communities. Effective educators use a range of instructional supports to address student diversity.

A discussion of the various instructional supports, including differentiated instruction, adaptations, modification, and individualized programming, follows. See the Glossary at the end of this document for definitions of the terms *differentiated instruction, adaptation, modification,* and *individualized programming.*

Differentiated Instruction

For supporting information, see Appendix 6: Multiple Intelligences and Appendix 7: Social and Emotional Learning (SEL).

Universal design encompasses differentiated instruction, which includes recognizing the student's learning style, multiple intelligences, and social and emotional learning. It also takes into account when adaptations, modification, and individualized programming related to the student's specific needs identified within a class profile may be appropriate. A growing number of Kindergarten to Grade 12 classroom teachers use differentiated instruction, multiple intelligences, and social and emotional learning in their day-to-day teaching practice to meet the diverse needs of all students. The role of the classroom teacher is crucial to the planning for inclusion of all students to access the curriculum.

The first premise of inclusion is that teachers believe in and actively plan for student differences in their classroom/content area by providing differentiated instruction so that all students have an opportunity to succeed in the provincial curriculum. To teach most effectively, teachers take into account whom and what they are teaching. Differentiated instruction, which is responsive instruction, will be sufficient for most students to access the curriculum.

The in-school team may determine that some students may require additional support because of their exceptional learning, social/emotional, behavioural, sensory, physical, cognitive/intellectual, communication, academic, or special health-care needs.

> **Suggested Resource**
>
> Manitoba Education and Training. *Success for All Learners: A Handbook on Differentiating Instruction: A Resource for Kindergarten to Senior 4 Schools.* Winnipeg, MB: Manitoba Education and Training, 1996.

Adaptations

All students will benefit from universal strategies and interventions that teachers use to ensure learning within the curriculum. Some students who are in the targeted or intensive population due to learning and/or behaviour challenges may need adaptations to ensure they have equal opportunity to access the curriculum and demonstrate their learning (see Figure 1 on page 4 of *Towards Inclusion: Supporting Positive Behaviour in Manitoba Classrooms*). These adaptations may include specific instructional strategies, interventions, and/or access to assistive technology.

> ### Examples of High- and Low-Tech Assistive Technology
>
> - high-interest/low-vocabulary materials related to the topic/subject being studied in the classroom
> - assistive technology
>   - word-prediction software, speech-to-text and text-to-speech software, electronic Spell-Checker, iPad applications
>   - iPads, Braillers, frequency modulation (FM) systems
>   - standing frames, patient lift systems, tennis balls on bottom of chairs, special lined paper, calculators, manipulatives
> - augmentative communication devices

Adaptations are used when teaching and assessing in schools to allow students to show the teacher what they understand. Adaptations make it possible to assess the progress of many students using the same criteria as those used with other students. Students should not be penalized for requiring adaptations that allow them to access curricular outcomes. Student-specific adaptations need to be documented to ensure successful strategies are communicated to other educators and to parents.

> **Adaptations to Provincial Tests**
>
> **3.3.1 Procedures for Requesting Adaptations**
> Requests for adaptations are made at the time of registration when entering student data using the web application (*Provincial Test Student Registration*). Adaptations must be requested separately for each student for each test. (Manitoba Education, *Policies and Procedures for Provincial Tests* 5)

When students move to the post-secondary level, it is common for adaptations to be provided. The transition planning process needs to support students in mastering assistive technology and in advocating for themselves to ensure they continue to receive the required adaptations in their post-secondary education.

Suggested Resources

Manitoba Education. *Policies and Procedures for Provincial Tests.* Winnipeg, MB: Manitoba Education, 2013. Available online at <www.edu.gov.mb.ca/k12/assess/docs/pol_proc/>.

———. *Towards Inclusion: Supporting Positive Behaviour in Manitoba Classrooms.* Winnipeg, MB: Manitoba Education, 2011. Available online at <www.edu.gov.mb.ca/k12/specedu/behaviour/index.html>.

Manitoba Education and Advanced Learning. *Provincial Test Student Registration (PTSR).* <https://web16.gov.mb.ca/ptsr/login.jsp>.

Modification and Individualized Programming

Some students with an intellectual disability will require additional supports. These supports may include modification or individualized programming dependent on the individual student's needs.

Students who have been diagnosed by a qualified professional as having a significant cognitive disability must have an individual education plan (IEP) that details the significant curriculum modification and implementation plans for their learning experience. Whenever a classroom teacher is addressing the variety of needs in the classroom, a resource teacher may be asked to provide resources and/or materials that supplement the instruction.

A very small number of students will require individualized programming because of their severe or profound cognitive disability and would not benefit from participating in the regular curriculum (although they may certainly benefit from being part of a classroom or school community with their peers). These are students whose IEPs focus on functional skills grouped into domains (see page 39 of *Student-Specific Planning*). Various resources are available to support teachers in developing individualized programming related to functional adaptive domains (e.g., see Downing; Ford, et al.; Oak Hill; Storey and Miner).
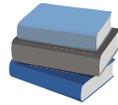
Suggested Resources

Downing, June E. *Academic Instruction for Students with Moderate and Severe Intellectual Disabilities in Inclusive Classrooms.* Thousand Oaks, CA: Corwin, 2010.

Ford, Alison, Roberta Schnorr, Luanna H. Meyer, Linda A. Davern, Jim Black, and Patrick Dempsey. *The Syracuse Community-Referenced Curriculum Guide for Students with Moderate and Severe Disabilities.* Baltimore, MD: Paul H. Brookes Publishing Co., 1989.

The Oak Hill Center for Relationship and Sexuality Education. *Positive Choices: A Program on Healthy Relationships, Sexuality, and Safe Boundaries for Secondary Students with Intellectual and Developmental Disabilities.* Hartford, CT: Oak Hill, 2009.

Storey, Keith, and Craig Miner. *Systematic Instruction of Functional Skills for Students and Adults with Disabilities.* Springfield, IL: Charles C. Thomas Publishers, Ltd., 2011.

Many school divisions have student support teams (see page 12 of *Student-Specific Planning*) to ensure that appropriate educational programming is developed for each student's unique strengths and challenges. Student support teams have changing memberships, depending on individual student needs and staff expertise. As a result, roles and responsibilities within individual education planning and appropriate educational programming are flexible. The resource teacher is a valuable member of the student support team, but in some situations, another team member may be responsible for the delivery of programming.

For supporting information, see Appendix 8: Student Support Team and Roles.

Examples of the Roles of Student Support Team Members

- A school counsellor, psychologist, or social worker may be best suited to provide cognitive-behavioural strategies or develop and monitor a behaviour intervention plan.
- Other specialists/clinicians (e.g., a physiotherapist, speech-language pathologist, reading clinician) may also be involved in developing and/or delivering programming based on student need and the expertise of the person providing the support. The resource teacher may take on the role of monitoring the programming and managing some of the supports. For example, a student may have a student-specific outcome in the IEP developed by the occupational therapist (OT) related to developing fine motor skills (grasp and release). The resource teacher may observe, or the classroom teacher may indicate, that the student is struggling with these skills. It may be necessary for the resource teacher to call the OT to ask for more support related to the task/exercise/activity that was used for the development of the skills. The OT may revise the task/exercise/activity to allow the student more success.

At times, the student support team may need to prioritize the number of outcomes on which a student will be focusing for a given period, in order to address the needs within the school environment. The team will need to come to a consensus about these priorities (see Building Consensus on Priority Learning Needs in Appendix F of Manitoba Education, Citizenship and Youth, *Supporting Inclusive Schools: A Handbook for Developing and Implementing Programming for Students with Autism Spectrum Disorder*). The resource teacher should meet with the classroom/content area teacher to determine which outcomes can be addressed within the classroom instructional setting and which require a different setting. A teacher's schedule/daily planner is often used to ensure the student's needs are addressed on a regularly scheduled basis.

See Tool 3: Daily Plan (Sample).

Suggested Resources

Manitoba Education. *Student-Specific Planning: A Handbook for Developing and Implementing Individual Education Plans (IEPs).* Winnipeg, MB: Manitoba Education, 2010. Available online at <www.edu.gov.mb.ca/k12/specedu/iep/>.

Manitoba Education and Training. *Towards Inclusion: A Handbook for Individualized Programming Designation, Senior Years: A Resource for Senior Years Schools.* Winnipeg, MB: Manitoba Education and Training, 1995. Available online at <www.edu.gov.mb.ca/k12/specedu/individu/index.html>.

———. *Towards Inclusion: A Handbook for Modified Course Designation, Senior 1–4: A Resource for Senior Years Schools.* Winnipeg, MB: Manitoba Education and Training, 1995. Available online at <www.edu.gov.mb.ca/k12/specedu/modified/index.html>.

Manitoba Education, Citizenship and Youth. *Supporting Inclusive Schools: A Handbook for Developing and Implementing Programming for Students with Autism Spectrum Disorder.* Winnipeg, MB: Manitoba Education, Citizenship and Youth, 2005. Available online at <www.edu.gov.mb.ca/k12/specedu/aut/>.

Data-Informed Decision Making

Using school-based data to inform comprehensive services increases efficiency and effectiveness. Thoughtful planning is needed to ensure that the services provide information and support that are relevant to defined purposes. There are many ways to gather data about the needs of a specific school community.

In recent years, the education community has witnessed increased interest in data-driven decision making (DDDM)—making it a mantra of educators from the central office, to the school, to the classroom. DDDM in education refers to teachers, principals, and administrators systematically collecting and analyzing various types of data, including input, process, outcome and satisfaction data, to guide a range of decisions to help improve the success of students and schools. (Marsh, Pane, and Hamilton 1)

Examples of Ways to Gather Data

- informal conversations with students, parents, and staff
- structured interviews
- needs assessments, surveys, or questionnaires (e.g., Grades 3, 7, 8, and 12 provincial assessment results, *Early Development Instrument, Tell Them From Me School Surveys,* "Youth Health Surveillance: Youth Health Survey 2012")
- review of student records

Suggested Resources

Healthy Child Manitoba. *Early Development Instrument (EDI).* <www.gov.mb.ca/healthychild/edi/index.html>.

———. *"Healthy Schools Grant." Healthy Schools.* <www.gov.mb.ca/healthyschools/hsgrant/index.html>.

The Learning Bar. *Tell Them From Me School Surveys.* <www.thelearningbar.com/>.

Partners in Planning for Healthy Living. "Youth Health Surveillance: Youth Health Survey 2012." *Tools.* <http://partners.healthincommon.ca/tools-and-resources/youth-health-survey/>.

Resource teachers, like all classroom teachers, plan their learning activities and make strategic professional choices based on their training and their knowledge of human development in general and the needs of individual students in particular. They use all available data to make structural and student-based programming decisions.

Resource teachers are part of a broader delivery system designed to enhance the success of all learners. In supporting classroom/content area teachers, the resource teacher may be expected to coach, mentor, collaborate with, consult with, or co-teach with the classroom/content area teachers to facilitate instructional strategies that will enable students to be successful.

School-based data and feedback can serve to

- determine students' needs for programming and services
- determine the kinds of supports teachers need (e.g., consultation about individual students, skills for effective communication with parents, interpretation of assessment data, class profiles to determine support and service priorities)
- support the needs of parents (e.g., workshops on parenting, student-focused conferences on learning and behavioural issues)

- assist administrative decision makers in recognizing the need for change in policy, practice, or programming, including selecting a service delivery model or a combination of models and making possible adjustments to the responsibilities or time allotments related to the role of resource teachers

- assist all educational partners in understanding the benefits of current services and supports in combination with other services and supports provided by the school and community

- provide data that supports school and school division priorities

When resource teachers are supporting classroom teachers, it is important for them to work within the parameters of the identified service delivery model(s) of the school division/school. Students benefit when resource teachers support classroom teachers through leadership, management, or other resource functions.

Reflection Question

How can I help a teacher include a student with special learning needs in all classroom learning activities?

A resource teacher may be asked to coach, mentor, collaborate with, consult with, or co-teach with the classroom/content area teacher to facilitate instructional strategies that will enable the student to be successful.

A resource teacher could

- support collaborative and consultative approaches to decision making, team planning, scheduling, and programming

- assist the classroom teacher in developing a class profile to ensure that all the diverse needs of the students are taken into account as the teacher plans lessons

See Tool 1: Class Profile Template and Tool 2: Class Profile (Sample).

- assist the classroom teacher in incorporating a universal approach when working with the students in the classroom

- work with the classroom teacher in a co-teaching partnership to address the needs of students and to provide students with a variety of approaches to teaching the lesson

- provide material and resources that have a broad level of readability and access to support the topic being discussed in the classroom

Supporting students begins with supporting the teacher(s). Ideally, the resource teacher and classroom teacher work together to identify and meet student needs.
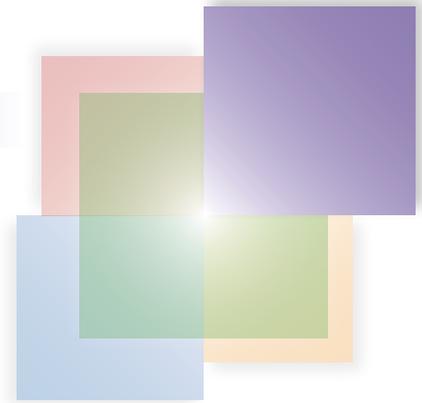
The Student Profile

See Tool 4: Student Profile (Sample Form).

A student profile provides a comprehensive and concise written description of the student's current level(s) of performance, and serves as a reference for the student support team in determining the student's strengths and priority learning needs. If a student has not had a student profile developed, the team will need to collect data about the student's past and current level(s) of performance. If a student has an existing profile, the in-school team may need to revise it, and may include other team members to expand the understanding of the student's needs. The resulting individual education planning process is based on a solid understanding of the student and is grounded in the student's profile.

> Assessment is the process of gathering and discussing information from multiple and diverse sources in order to develop a deep understanding of what students know, understand, and can do with their knowledge as a result of their educational experiences; the process culminates when assessment results are used to improve subsequent learning. (Huba and Freed 8)

Suggested Resource

Earl, Lorna, Steven Katz, and Western and Northern Canadian Protocol for Collaboration in Education (WNCP). *Rethinking Classroom Assessment with Purpose in Mind: Assessment for Learning, Assessment as Learning, Assessment of Learning.* Winnipeg, MB: Manitoba Education, Citizenship and Youth, 2006. Available online at <www.edu.gov.mb.ca/k12/assess/wncp/index.html>.

Collecting Data and Conducting Assessments

In developing or revising the student profile, the student support team will begin by collecting and reviewing all available data. A review of the cumulative file and the pupil support file is a good starting point before initiating further assessment.

As reflected in the following illustration, the assessment process starts with the information gathered through classroom-based assessment by the core team.

Assessment Continuum

Core Team
Student
Parent
Classroom teacher

In-School Team
Student
Parent
Classroom teacher
Resource teacher
School counsellor
Administration

Student Support Team
Student
Parent
Classroom teacher
Resource teacher
School counsellor
Administration
Clinician
Medical professional
Other professionals

SPECIALIZED ASSESSMENT

STUDENT-SPECIFIC ASSESSMENT

CLASSROOM-BASED ASSESSMENT

Classroom-Based Assessment

The classroom teacher is responsible for collecting evidence of the student's strengths and needs through a variety of informal and formal assessments. All teachers use multiple types of informal and formal formative and summative assessment information to assist with a variety of educational decisions. They use the results of these assessments to help identify students' learning strengths and needs and to develop and implement instructional strategies.

School divisions shall:
■ use assessment results to guide programming decisions (MR 155/05)
(Manitoba Education, Citizenship and Youth, *Appropriate Educational Programming in Manitoba: Standards for Student Services* 13)

It is important that classroom teachers have tried a variety of instructional strategies, such as differentiated instruction and adaptations, prior to requesting assistance from the resource teacher. Many school divisions/schools have a process or checklists in place to ensure teachers have tried different ways to teach the student.

If differentiated instruction and adaptations have been implemented and appear to be insufficient to assist a student in meeting expected learning outcomes, the teacher may ask the in-school team to provide additional support or may consult with the resource teacher to determine whether the student requires student-specific assessment.

In some schools, a formal referral process to the resource teacher may be required; in other schools, the referral process may be less formal. Educators need to be aware of the processes and procedures to access support in their school or school division.

Student-Specific Assessment

The resource teacher analyzes the data received from the classroom teacher to determine what additional information about the student is needed. The first step is to gather this additional information. The resource teacher observes the identified student to collect additional data that will inform

Assessment

4(1) A principal must ensure that a pupil is assessed as soon as reasonably practicable if he or she is having difficulty meeting the expected learning outcomes.

(Manitoba, *Appropriate Educational Programming Regulation 155/2005*)

the decision about the need for interventions and programming, such as further differentiated instruction strategies and/or adaptations.

For supporting information, see Appendix 9: Ecological Inventory and Appendix 10: Functional Behavioural Assessment (FBA).

The resource teacher should arrange for a convenient time with the classroom teacher(s) to collect the data through observation of the student. The resource teacher may also select other methods for acquiring this information. This process may include using informal tests, error analysis as the student does a specific task, interviews, surveys, or other data-gathering techniques such as checklists, an informal reading inventory, an ecological inventory, a functional behavioural assessment, and so on.

The resource teacher and classroom teacher(s) meet after their observations of the student to discuss the data collected and to begin planning the next steps, which may involve

- further testing by the resource teacher
- pre-referral consultation with a clinician to provide additional strategies, to do an observation of the student, or to determine whether a formal assessment referral needs to be started
- developing strategies/interventions to be tried in the classroom
- planning co-teaching with the classroom teacher

- recommending adaptations (e.g., assistive technology, specialized material) to support the student

- providing direct support to the student in the classroom or in a small-group pullout or a one-on-one pullout for a short period of time for a specific purpose (e.g., speech therapy, social skills group, Reading Recovery, life skills programming)

- developing and implementing an IEP (see *Student-Specific Planning*)

If further assessment is required, the resource teacher could administer those assessments that he or she is qualified to administer, score the selected tests according to standardized procedures indicated in the instruction booklet for test administration, and provide an accurate interpretation of the information to the student support team. This may include knowing when to question the usual interpretation of a procedure because of intervening or mitigating circumstances.

> It is the responsibility of the test administrator to determine whether he or she is qualified to administer a specific test.

Resource teachers conduct formal and informal assessments of behaviour, learning, achievement, and environments within the classroom or other setting to

- design learning experiences that support the growth and development of individuals with exceptional learning needs

- identify supports and adaptations required for individuals with exceptional learning needs to access the curriculum and to participate in school-based and provincial assessments

- monitor the progress of individuals with identified learning needs who are working on regular curriculum outcomes and those who are working on student-specific outcomes identified in their IEPs

- identify and use appropriate technologies

- assist the classroom teacher(s) to adjust instruction in response to the ongoing learning process

Students may have diverse needs that require specific expertise. As professionals, resource teachers should recognize their boundaries of competence and deliver only those services and use only those techniques for which they are qualified by training or experience.

Resource teachers should understand

- the policies and ethical principles of measurement and assessment related to referral and instruction of individuals with exceptional learning needs, including those from culturally and linguistically diverse backgrounds

- measurement theory and practices for addressing issues of validity, reliability, norms, bias, and interpretation of assessment results

- that there are three levels of tests typically designated by psychological test distributors (Levels A, B, and C). These levels correspond with the test user qualifications required to purchase a particular test or product. Resource teachers need to be aware of what they are qualified to administer.

Specialized Assessment

Once the in-school team has implemented a variety of strategies and adaptations based on classroom and student-specific assessment data, and the student continues to have difficulty meeting expected learning outcomes, referral for specialized assessment may be considered. The purpose of a specialized assessment is to explore further the reasons why the student continues to struggle to meet expected learning outcomes and to assist the student support team to develop appropriate programming.

Once it is determined that the student requires additional specialized support or assessment by a divisional support person, such as a clinician (e.g., psychologist, speech-language pathologist), or by a behaviour support person, then the process used in the school division/school is followed. It is important that parents have agreed in written form to the referral.

Whenever specialized assessments are undertaken, the test administrator shares the results with the student's parents and school team using jargon-free language, ensuring that they understand the information. Schools may use an interpreter for parents for whom English is not the first language, to ensure they understand the information and have opportunities to ask for clarification.

Assessment

4(2) A principal must ensure a pupil is referred for a specialized assessment if the pupil's teacher and resource teacher, guidance counsellor or other applicable in-school personnel are

  (a) unable to assess why the pupil is having difficulty meeting those outcomes; or

  (b) of the opinion that differentiated instruction and adaptations are insufficient to assist the pupil in meeting those outcomes.

4(3) A principal must ensure that the pupil's parent is informed before the pupil is referred for a specialized assessment, and no interviewing or testing as part of the assessment may occur without the parent's consent.

(Manitoba, *Appropriate Educational Programming Regulation 155/2005*)

The recommendations written in the assessment report need to be shared with the appropriate member(s) of the student support team. This information is then incorporated into the student's IEP, as appropriate. If it is determined that outside divisional referral is required (e.g., to a medical practitioner, hearing or vision specialist, mental health professional), the referral would come from the parents. It is the role of the school or the resource teacher to inform the parents about these services and to assist parents in accessing them.

Many students with exceptional learning needs have been assessed prior to coming to school, and the assessments from the intake meeting provide initial information to develop the student's profile when developing an IEP.

Suggested Resources

Manitoba. *Appropriate Educational Programming Regulation 155/2005*. Winnipeg, MB: Queen's Printer, 2005. Available online at <http://web2.gov.mb.ca/laws/regs/current/_pdf-regs.php?reg=155/2005>.

Manitoba Education. *Student-Specific Planning: A Handbook for Developing and Implementing Individual Education Plans (IEPs)*. Winnipeg, MB: Manitoba Education, 2010. Available online at <www.edu.gov.mb.ca/k12/specedu/iep/>.

Communicating with Parents

Parents play a primary role in the lives of students. Collaboration with parents is in the best interest of students; therefore, it is a key component of the resource teacher's role when supporting students.

Communicating Student Progress

Classroom teachers provide parents with information about student progress in many ways, both formally and informally, such as by telephone calls, emails, school-home communication books, or other communication processes set up by the school.

Another way teachers communicate student progress to parents is through Manitoba's provincial report card. The primary purpose of this report card is to communicate formally to parents at certain points

> Students will feel safe when they see the adults from the two parts of their lives—school and home— come together to focus on their interests. When teachers and parents communicate regularly and work collaboratively, they are more likely to develop a degree of trust. Then, if a concern arises, they are more inclined to respect and support each other. (Manitoba Education, *Towards Inclusion: Supporting Positive Behaviour in Manitoba Classrooms* 13)

of time in their children's growth and achievement as learners. The provincial report card forms one part of a communication system. It formally documents and communicates the student's summative achievement to parents.

Classroom teachers use a variety of effective instructional practices to ensure students meet curricular expectations. They record student progress through a variety of grading and reporting processes.

Suggested Resources

Manitoba Education. *Manitoba Provincial Report Card Policy and Guidelines: Partners for Learning, Grades 1 to 12.* Winnipeg, MB: Manitoba Education, 2013. Available online at <www.edu.gov.mb.ca/k12/assess/docs/report_card/index.html>.

———. *Towards Inclusion: Supporting Positive Behaviour in Manitoba Classrooms.* Winnipeg, MB: Manitoba Education, 2011. Available online at <www.edu.gov.mb.ca/k12/specedu/behaviour/index.html>.

Manitoba Education and Advanced Learning. "Provincial Parent-Friendly Report Card Initiative." *Assessment and Evaluation.* <www.edu.gov.mb.ca/k12/assess/report_cards/index.html>.

Developing Strong Working Relationships

Educators seek to develop relationships with parents based on respect for their respective roles. Positive working relationships usually develop when the educator strives to

- develop effective communication with parents, avoiding jargon
- seek and use parents' knowledge and expertise in planning
- maintain communication between parents and professionals
- recognize and respect individual and community diversity

Different opinions are a natural part of working relationships. From time to time, these differences can lead to disagreements or even disputes. This in itself is neither positive nor negative. It is the way individuals choose to handle differences that can lead to positive or negative outcomes. When people try to solve problems in a fair and cooperative way, they are able to resolve differences positively. This, in turn, helps build a positive environment in schools. Everyone benefits from a positive school environment, and students benefit the most.

Working together to create the kind of environment where disagreements do not become disputes is a worthwhile goal. It is important to keep in mind, however, that dispute resolution is not about avoiding dispute at all costs. When individuals look for positive approaches to resolving disputes, they are creating opportunities to build strong working relationships.

If there is a need for a formal process to review issues, the school principal or school division administration should be involved. If child protection issues are involved, other processes are necessary (see Manitoba Family Services and Housing, *Child Protection and Child Abuse Manual*).

Suggested Resources

Manitoba Education, Citizenship and Youth. *Appropriate Educational Programming in Manitoba: A Formal Dispute Resolution Process.* Winnipeg, MB: Manitoba Education, Citizenship and Youth, 2006. Available online at <www.edu.gov.mb.ca/k12/specedu/aep/>.

———. *Working Together: A Guide to Positive Problem Solving for Schools, Families, and Communities.* Winnipeg, MB: Manitoba Education, Citizenship and Youth, 2004. Available online at <www.edu.gov.mb.ca/k12/specedu/problem_solving/index.html>.

———. *Working Together: A Handbook for Parents of Children with Special Needs in School.* Winnipeg, MB: Manitoba Education, Citizenship and Youth, 2004. Available online at <www.edu.gov.mb.ca/k12/specedu/parent/handbook.html>.

Manitoba Family Services and Housing. *Child Protection and Child Abuse Manual: Protocols for School Division Staff.* Winnipeg, MB: Manitoba Family Services and Housing, 2003. Available on the Provincial Advisory Committee on Child Abuse (PACCA) website at <www.pacca.mb.ca/pdf/school_division_protocol.pdf>.

Advocating for Students

Along with parents, educators take on the important role of advocating for students. The resource teacher works with students, school principals, teachers, clinicians, parents, and the community to advocate for positive solutions to emerging concerns and difficult situations or academic needs. These concerns and situations may range from relatively minor issues to serious decision making about programming, setting/placement, coursework, transitions, and life choices.

Some students require additional support to help them advocate for themselves until they have developed sufficient skills to adovocate for themselves independently. Part of the resource teacher's role is to work with parents, students, and other educators to support students in developing increasing responsibility, decision-making skills, and independence, including understanding of personal needs and strengths to succeed in life.

> **Suggested Resources**
>
> Employment and Social Development Canada. *Literacy and Essential Skills*.
> <www.hrsdc.gc.ca/eng/jobs/les/index.shtml>.
>
> National LifeWork Center. *Blueprint for LifeWork Design*.
> <www.lifework.ca/lifework/blueprint.html>.
>
> Stewart, Debra, Matt Freeman, Cheryl Missiuna, Jan Burke Gaffney, Lorie
> Shimmell, Salina Jaffer, and Peter Rosenbaum. *The KIT: Keeping it Together
> for Youth (the Youth KIT)*. Hamilton, ON: *CanChild* Centre for Childhood
> Disability Research, McMaster University, 2010. Available online at
> <http://canchild.ca/en/canchildresources/youth_kit.asp>.
>
> This resource helps youth to provide, obtain, and organize their own
> information as they transition to adulthood.

Advocating for Student Voice and Choice

Both student voice and choice help involve learners actively in their education
and in the life of their school.

- *Student voice* refers to the opportunities students have to express their
  opinions and have their opinions heard and considered.

- *Student choice* refers to the opportunities students have to make decisions
  affecting their life and learning in school.

Educators have a role in ensuring students are provided with opportunities
to have both voice and choice as part of their school experience (see pages 6,
25, and 26 of Manitoba Education, *Engaging Middle Years Students in Learning:
Transforming Middle Years Education in Manitoba*).

> **Suggested Resource**
>
> Manitoba Education. *Engaging Middle Years Students in Learning:
> Transforming Middle Years Education in Manitoba.* Winnipeg, MB: Manitoba
> Education, 2010. <www.edu.gov.mb.ca/k12/docs/support/my_foundation/>.

Planning for Various Transitions

Resource teachers are often members of student support teams when
planning for the various transitions throughout the schooling of students
with exceptional learning needs. When acting as case managers for particular
students, they play a lead role in the transition process.

All students experience many transitional periods throughout their schooling, such as

- transition from community to school
- transitions between grades in the same school
- transitions between schools
- transition from school to community

A discussion of these transitions follows.

Transition from Community to School

All school divisions will have a process for a student's school entry; however, the specifics of the process may vary from one school to another. Some typical components of the school-entry process are

- welcoming parents
- visiting the school
- meeting the teacher
- providing information on services
- assessing student readiness

As their child's first teachers, parents have an understanding and a knowledge of their child's abilities/performance, preferences/interests, strengths, and needs. They are a vital resource and should be included in the initial intake meetings.

Sometimes students with exceptional learning needs have been involved in day cares, in early childhood centres, with outside agencies, and so on. These organizations will have information about the student that is valuable to share with the receiving school. Provincial guidelines are available to assist student support teams in gathering the information prior to the student's school entry.

Suggested Resources

Healthy Child Manitoba. *Education and Child and Family Services Protocol for Children and Youth in Care.* Winnipeg, MB: Healthy Child Manitoba, May 2013. Available online at <www.gov.mb.ca/healthychild/publications/>.

———. *Guidelines for Early Childhood Transition to School for Children with Special Needs.* Winnipeg, MB: Healthy Child Manitoba, Sept. 2002. Available online at <www.gov.mb.ca/healthychild/publications/>.

Manitoba Education and Advanced Learning. "Student Services Information for Parents." *Student Services/Special Education.* <www.edu.gov.mb.ca/k12/specedu/parent/index.html>.

Transitions between Grades in the Same School

School divisions/schools may use a variety of processes for sharing information among teachers when students transition between grades in the same school. Some Manitoba schools use the class profile as a starting point for discussion. Others have informal or formal meetings to share information. Resource teachers need to be knowledgeable about the processes used in their school division/school.

Transitions between Schools

In many school divisions, students are required to make a transition from one school to another as they progress through the grades. Some students will remain in the same school throughout Kindergarten to Grade 12.

For students with exceptional learning needs, and for their families, the transition from a familiar setting to a new school setting can be anxiety provoking and stressful. The resource teacher may need to arrange visits to the new setting throughout the year preceding the transition to relieve the anxiety of the student and the parents. These visits should be planned during IEP, intake, and/or transition meetings, as appropriate. In addition, the resource teacher may arrange a transition meeting so that the sending school and the receiving school can share information about the student's ability/performance, preferences/interests, and strengths/needs prior to the transition. Some schools develop social stories for the student and parents to read over the summer to ease the transition. These social stories may include topics such as lockers, lunch area, recess, classroom structure, and so on (see Chapter 5, page 8, of *Supporting Inclusive Schools: A Handbook for Developing and Implementing Programming for Students with Autism Spectrum Disorder*).

> **Suggested Resource**
>
> Manitoba Education, Citizenship and Youth. *Supporting Inclusive Schools: A Handbook for Developing and Implementing Programming for Students with Autism Spectrum Disorder.* Winnipeg, MB: Manitoba Education, Citizenship and Youth, 2005. Available online at <www.edu.gov.mb.ca/k12/specedu/aut/>.

Transition from School to Community

The process of planning the transition from school to community needs to be initiated as soon as students with exceptional learning needs enter high school or are between 14 and 16 years of age. Students are the central members of the student support team in the transition planning process. Plans for the student's transition should be documented in the student's IEP. Case managers should follow the same process in transition planning as in planning the IEP.

Transition planning also includes

- scheduling and facilitating transition planning meetings
- determining graduation dates together with the student and parents
- determining members of the student support team, in consultation with the student and parents
- helping the student and parents find services and resources available in the community
- supporting parents to ensure that appropriate referrals are made to the necessary adult support programs

At times, transition planning may involve long-term creative planning with community members/businesses/organizations. This planning may make it possible for the student with exceptional learning needs to remain within the community in which he or she is living and function as an active member of this community.

Graduation Requirements

Successful completion of one of the following school Programs is required to earn a Manitoba high school diploma:

- Senior Years English Program
- Senior Years Technology Education Program
- Senior Years Français Program
- Senior Years French Immersion Program

If students have significant cognitive disabilities that do not allow them to meet the Manitoba curricular outcomes, even with supports, the school team determines that these students' courses will be modified and they will receive a **modified (M)** course designation. The M course designation is to be applied on an individual course basis to those courses developed or approved by Manitoba Education and Advanced Learning. Modification means that the number or content of the Manitoba curricular outcomes are changed to meet a student's cognitive learning needs. Modifications need to be outlined in an IEP and identified on the student's report card. Students receive marks according to their achievement of the modified curricular outcomes and receive a Manitoba high school diploma upon meeting graduation requirements.

Some students' cognitive disabilities are so severe that they require learning outcomes that are individualized and different than the Manitoba curricular outcomes. The student's specific outcomes or goals should be outlined in an IEP. The **individualized (I)** programming designation is not course-specific but identifies a full year of individualized programming. Students do not receive marks; their progress is documented through the IEP process, and they receive an Individualized Senior Years Program: Certificate of Completion.

Students receiving an I programming designation in high school will receive a certificate of completion upon leaving school at the time indicated in their individual transition plans. For more information, see *Graduation Requirements* (Manitoba Education and Advanced Learning).

Copies of the Individualized Senior Years Program: Certificate of Completion (stock number 72501) can be ordered from the Manitoba Text Book Bureau.

Suggested Resources

Healthy Child Manitoba. *Bridging to Adulthood: A Protocol for Transitioning Students with Exceptional Needs from School to Community.* Winnipeg, MB: Healthy Child Manitoba, Mar. 2008. Available on the Healthy Child Manitoba website at <www.gov.mb.ca/healthychild/publications/> and on the Manitoba Education and Advanced Learning website at <www.edu.gov.mb.ca/k12/docs/policy/transition/>.

———. "Interactive Roles and Time Lines in Transition Planning—Chart." *Transition Protocol.* Available on the Manitoba Education and Advanced Learning website at <www.edu.gov.mb.ca/k12/docs/policy/transition/web/chart.pdf>.

———. *Working Together: A Parent's Guide to Transition from School to Community.* Winnipeg, MB: Healthy Child Manitoba, Apr. 2010. Available on the Healthy Child Manitoba website at <www.gov.mb.ca/healthychild/publications/> and on the Manitoba Education and Advanced Learning website at <www.edu.gov.mb.ca/k12/docs/parents/transition/index.html>.

Manitoba Education and Advanced Learning. *Graduation Requirements.* <www.edu.gov.mb.ca/k12/policy/grad_require.html>.

Manitoba Education, Citizenship and Youth. *Focus on the Future: A Parent and Student Guide to Senior Years Graduation Requirements.* Winnipeg, MB: Manitoba Education, Citizenship and Youth, 2008. Available online at <www.edu.gov.mb.ca/k12/docs/parents/grad/>.

Manitoba Education, Training and Youth. *Towards Inclusion: A Handbook for Individualized Programming Designation, Senior Years: A Resource for Senior Years Schools.* Winnipeg, MB: Manitoba Education, Training and Youth, 1995. Available online at <www.edu.gov.mb.ca/k12/specedu/individu/index.html>.

———. *Towards Inclusion: A Handbook for Modified Course Designation, Senior 1–4: A Resource for Senior Years Schools.* Winnipeg, MB: Manitoba Education, Training and Youth, 1995. Available online at <www.edu.gov.mb.ca/k12/specedu/modified/index.html>.

Manitoba Text Book Bureau. Home Page. <www.mtbb.mb.ca/>.

Reflection Questions

What are some strategies to assist a student who is non-verbal to have a voice and choice in his or her educational programming?

Just because students are unable to speak does not mean they have nothing to say. Communication is a basic human need; therefore, students with limited or no speech still have the same communication needs as the others in the class. Resource teachers and members of the student support team need to work to find an effective communication strategy.

Communicating allows students to connect with others, make decisions that affect their lives, express their feelings, and feel part of the community in which they live. Therefore, a student who is non-verbal or minimally verbal should be given many opportunities throughout the day to have voice and choice in educational programming.

A first step may be asking parents how they give their child a voice and allow choice making in the home setting. The resource teacher may want to involve the speech-language pathologist to help determine which type of assistive technology and/or augmentative communication device or approach would be appropriate for a student's needs. A teacher could record the voices of peers onto the student's augmentative communication device rather than recording an adult's voice. It would be important to ensure the parents of the peers involved with the recording are aware of the purpose of the recording. The resource teacher should check school and school division policy related to recording of student voices.

A speech-language pathologist may also be of assistance to the student support team in determining how the student who is non-verbal or minimally verbal can make choices throughout the day. Many teachers use augmentative communication devices to allow students to make preferred choices.

When should a student be involved in the student-specific planning process?

Students should be involved in the student-specific planning process as early as possible. Student participation in the planning process is largely dependent on the creativity of the student support team in finding ways to engage the student.

In general, allowing students to have a voice in the planning process results in the students learning a skill that will benefit them long term. Students who are involved with the planning process learn to advocate for what works for them to be successful in both school and post-school environments.

Leadership

Resource teachers have a leadership role in the implementation of the student service delivery model(s) within the school setting. They provide leadership by staying current in the field of student services to assist and support the school community in understanding and promoting inclusive educational practices.
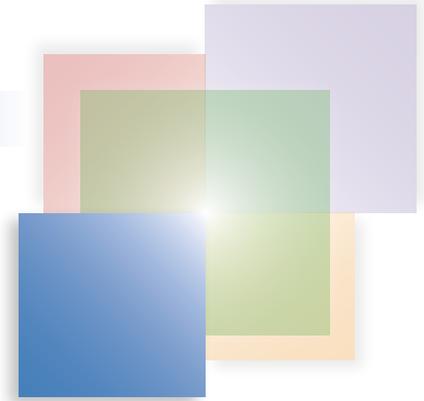
Engaging in and Providing Professional Learning

Resource teachers are often involved both in providing others with professional learning (through sharing information related to current issues in personal/social, educational, and transitional planning) and in engaging in professional learning opportunities for themselves.

Personal Professional Growth

To stay current with teaching practices and with issues affecting children, youth, and families, it is important for resource teachers to engage regularly in professional learning.

One strategy for pursuing professional growth is to become a member of teaching associations that provide resources and professional learning opportunities.

- Organizations such as The Manitoba Teachers' Society (MTS), Manitoba Association of Resource Teachers (MART), Manitoba Council for Exceptional Children (MCEC), and Student Services Administrators' Association of Manitoba (SSAAM) offer workshops, resources, and materials that are helpful to resource teachers.

- Manitoba Education and Advanced Learning provides extensive resources, consultation, and professional learning opportunities.

- Many resource teachers have pursued further education and training to complete a professional certificate.

> **Suggested Resource**
>
> For more information regarding professional certification, see:
>
> Manitoba Education. *A Handbook for Certified Professional School Personnel in Manitoba.* Winnipeg, MB: Manitoba Education, Nov. 2009. Available online at <www.edu.gov.mb.ca/k12/profcert/handbook.html>.

Professional Learning for Building Capacity

Often school divisions/schools invest time and resources to ensure that resource teachers have up-to-date professional learning opportunities, with the expectation that they will share this training with other staff members within their school division/school. At times, resource teachers will be expected to take a

> The resource teacher must be an experienced and knowledgeable teacher who can provide leadership to help build teacher capacity for utilizing differentiated pedagogical strategies in the classroom. (AuCoin and Porter)

leadership role in the school community. These resource teachers establish and maintain an ongoing professional relationship with school staff, clinicians, and other service providers who work with students in the school. Educational planning and ancillary services are coordinated in the best interest of the students. Colleagues can offer encouragement and advice related to students' identified needs.

Professional Learning Communities (PLCs)

Resource teachers are important members of the school team, and in this capacity may lead the team toward effective overall management of inclusive initiatives. In this role, resource teachers may be requested to organize PLCs. These PLCs may involve book studies, opportunities to learn through a presentation on live streaming or in webinars, and/or information-sharing sessions related to a topic of professional study. Many schools divisions use part of their monthly staff meetings to focus on a topic for a PLC. Sometimes these sessions are voluntary and could be held over the lunch hour with a bag-lunch theme or after school with a dine-and-discuss focus.

> **Suggested Resource**
>
> Ciurysek, Sandra, Sheri Handsaeme, Lisa Palko, Sherri Sterling, and Warren Toth. *Professional Learning Communities: A Literature Synopsis.* Coordinated/ed. by David Townsend and Pam Adams, University of Lethbridge. Available on the Alberta Education website at <https://education.alberta.ca/apps/aisi/literature/pdfs/FINAL_Professional_Learning_Communities.pdf>.

School-Based or School Division-Based Committees

The resource teacher could be asked to be part of a school-based and/or a school division-based committee. As a school-based committee member, the resource teacher may be in that position as a staff member, and may or may not be there because of his or her resource role. On a school division-based committee, the participants will be chosen based on the need for a particular area of expertise within that committee's function. When a resource teacher is approached to be part of a committee outside the school, the principal should be informed.

Information about Access to Services

Communities offer a wide range of resources that are valuable to schools and the families they serve. These resources include people who volunteer their time in the school, organizations that offer enrichment opportunities, businesses that offer career-related information and workplace experiences, and agencies that provide various social services for students and families.

Individual school divisions will have access to different services within their community; therefore, resource teachers may need to investigate and develop a list of services available in the community. It may also be beneficial to clarify the classroom teacher's role in providing the student support team with information that may lead to referring students to external or internal services.

Suggested Resource

CONTACT Community Information. *Manitoba's Community Resource Data Warehouse.* <www.contactmb.org/>.

As a program of Volunteer Manitoba, CONTACT's data warehouse is a source of information to the broad spectrum of community services available throughout Manitoba.

Reflection Question

How does the resource teacher's leadership role support teachers?

The primary role of the resource teacher should focus on supporting classroom teachers. When the classroom teacher is supported, the students are supported and will be receiving appropriate educational programming. In the leadership role, the resource teacher provides information and resources to ensure the classroom teacher builds capacity in the area of a student's identified needs.

The in-school team may determine that some students may require additional support because of exceptional learning, social/emotional, behavioural, sensory, physical, cognitive/intellectual, communication, academic, or special health-care needs. The resource teacher may provide the classroom teacher with the necessary information about these students in order to plan appropriate educational programming. The resource teacher should be aware of which information the classroom teacher already has and build on this understanding. If the resource teacher has an opportunity to co-teach with the classroom teacher, the resource teacher can model various co-teaching approaches.

One of the goals for resource teachers is to ensure that each strategy suggested to classroom teachers has been researched, is evidence based, and supports appropriate educational programming within the classroom/school. It is important to take the current practice of the classroom teacher into account and build on this practice.

Management

Management is another important role of resource teachers that supports classroom teachers and students. The management responsibilities of resource teachers may include

- acting as case managers
- planning meetings
- collecting and using data to inform school-based and/or student-based decisions
- writing reports and funding applications
- maintaining records and pupil files
- managing resources
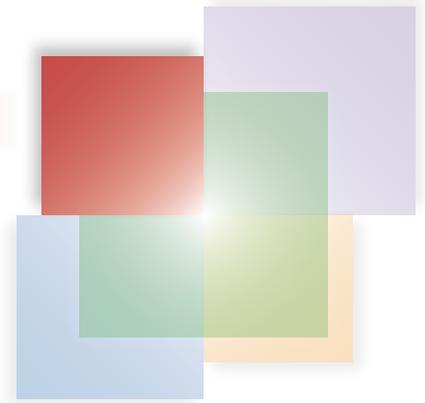
Case Management

At times, the resource teacher may be expected to undertake the role of case manager (see page 35 of *Student-Specific Planning*).

An effective case manager displays the following characteristics:

- strong organizational and records-management skills
- strong interpersonal and communication skills
- critical thinking skills
- knowledge of and ability to develop positive relationships with community resources
- ability to empower students, parents, and/or caregivers
- strong educational values
- strong self-awareness

A case manager is assigned to facilitate the student-specific planning process.

Any member of the student support team can play the role of case manager. It may be the person who knows the student the best or who has a positive relationship with the student and his or her family.

Student-Specific Planning (Individual Education Plans)

Student-specific planning is the process through which members of student support teams, including educators, parents, and students (as appropriate), collaborate to meet the unique needs of individual students (see Chapter 3 of *Student-Specific Planning*). The purpose of student-specific planning is to help students attain the skills and knowledge that are the next logical step beyond their current levels of performance.

During the student-specific planning process and the development of a student's IEP, the case manager oversees the work of the student support team. Responsibilities of case managers generally include

School division should:

4. Require principals to designate a case manager and ensure that IEPs are developed with the assistance of the teacher and other in-school personnel (MR 155/05).

(Manitoba Education, Citizenship and Youth, *Appropriate Educational Programming in Manitoba: Standards for Student Services* 16)

- coordinating the development and ongoing revision of the IEP
- facilitating group decision making
- maintaining communication among team members, including parents
- ensuring that a process to monitor student progress and achievement is established
- organizing and chairing student-specific planning meetings
- distributing a written and timed agenda prior to meetings
- ensuring that meeting minutes are kept and distributed
- documenting and distributing revisions of the IEP
- initiating and maintaining contact with external agencies as required

For supporting information, see Appendix 11: Conducting a Variety of Meetings and Appendix 12: Conducting a Student-Specific Planning Meeting.

An effective team strives for consensus throughout the student-specific planning process. Meaningful agreement means that team members see themselves as respected participants in the planning process and are committed to the part they will play in implementing the student's IEP.

The student support team may meet formally to review a student's educational programming on dates identified in the IEP. These dates often correspond with school reporting periods. The frequency and timing of meetings, as well as the number of team members required at a given meeting, vary according to the needs of each student.

Planning for Behaviour

At times, the resource teacher may be assigned the role of case manager or team member for a student with emotional/behavioural challenges. As members of the school community, resource teachers share a responsibility to work with others to provide safe schools where all students feel respected and can reach their full potential.

Resilience research provides powerful evidence that "caring relationships, positive expectation messages and beliefs, and opportunities for participation and contribution" foster resilience and support students' healthy development and success in learning (Benard).

When schools develop caring relationships not only between educators and students, but also among students, among educators, between educators and parents, and between principals and staff, a safe and inclusive classroom climate is created (see Figure 2 on page 8 of *Towards Inclusion: Supporting Positive Behaviour in Manitoba Classrooms*).

As a case manager or team member for a student experiencing behavioural challenges, a resource teacher may be in a position to support other members of the student support team as they work to develop positive, caring relationships with the student and his or her family. The resource teacher may also be in a position of needing to advocate on behalf of or alongside the student and/or his or her family to find opportunities for the student to participate in and contribute to the safe and caring school community.

To discuss classroom-based student behaviour or individual student behaviour, see Tool 5: The 30-Minute Behaviour Intervention Meeting (Sample).

At times, short, frequent problem-solving meetings are of benefit to the student support team working to implement an IEP related to behaviour (also known as a *behaviour intervention plan*). The 30-minute behaviour-intervention meeting often assists the student support team members in staying positive and proactive as they work toward implementing specific strategies and arriving at solutions by the end of the meeting.

> **Suggested Resource**
>
> Benard, Bonnie. "A Perspective on Resilience." *Tribes Learning Community*. <http://tribes.com/about/perspective-on-resilience/>.

Manitoba Education and Advanced Learning provides a continuum of supports and services through a variety of resources for schools, families, and communities related to creating and sustaining safe and caring schools.

Suggested Resources

Manitoba Education. *Student-Specific Planning: A Handbook for Developing and Implementing Individual Education Plans (IEPs).* Winnipeg, MB: Manitoba Education, 2010. Available online at <www.edu.gov.mb.ca/k12/specedu/iep/>.

————. *Towards Inclusion: Supporting Positive Behaviour in Manitoba Classrooms.* Winnipeg, MB: Manitoba Education, 2011. Available online at <www.edu.gov.mb.ca/k12/specedu/behaviour/index.html>.

Manitoba Education and Advanced Learning. *Safe and Caring Schools.* <www.edu.gov.mb.ca/k12/safe_schools/index.html>.

Manitoba Education, Citizenship and Youth. *Appropriate Educational Programming in Manitoba: Standards for Student Services.* Winnipeg, MB: Manitoba Education, Citizenship and Youth, 2006. Available online at <www.edu.gov.mb.ca/k12/specedu/aep/>.

Manitoba Education, Training and Youth. *Towards Inclusion: From Challenges to Possibilities: Planning for Behaviour.* Winnipeg, MB: Manitoba Education, Training and Youth, 2001. Available online at <www.edu.gov.mb.ca/k12/specedu/beh/index.html>.

————. *Towards Inclusion: Tapping Hidden Strengths: Planning for Students Who Are Alcohol-Affected.* Winnipeg, MB: Manitoba Education, Training and Youth, 2001. Available online at <www.edu.gov.mb.ca/k12/specedu/fas/index.html>.

The Wraparound Process

Wraparound is a process for meeting the complex needs of children and youth and their caregivers that involves the integration of multiple systems and the development of student-specific plans of care. It provides unconditional care through student-specific, needs-driven, and flexible programming within a community-based setting.

The *Wraparound Protocol for Children and Youth with Severe to Profound Emotional and Behavioural Disorders*

> is intended for service providers as well as caregivers and natural community supports who may be involved in building a collaborative care plan for children and youth who experience severe to profound emotional and behavioural disorders. (Healthy Child Manitoba 6)

The wraparound team consists of the student (as appropriate), the caregiver(s), and informal, formal, and/or community supports. The resource teacher may be invited to be part of the team or may be designated by the school principal to be the case manager.

> **Suggested Resources**
>
> Healthy Child Manitoba. *Wraparound Protocol for Children and Youth with Severe to Profound Emotional and Behavioural Disorders.* Winnipeg, MB: Healthy Child Manitoba, 2013. Available online at <www.gov.mb.ca/healthychild/publications/>.
>
> Manitoba Education and Advanced Learning. "Wraparound Planning." *Student Services/Special Education.* <www.edu.gov.mb.ca/k12/specedu/plan_part.html>.

Management of the Low Incidence Funding Process

Every school division is unique in how it provides a continuum of supports for students with exceptional needs. Some categorical grants, such as the Student Services Grant, are available to school divisions specifically to support students with exceptional needs. The Student Services Grant is designed to assist students with mild to moderate academic or learning needs due to social, emotional, behavioural, or physical factors that affect their ability to succeed in school, or who require behaviour intervention in the Early Years. School divisions use the Student Services Grant to provide a continuum of supports for the students with exceptional learning needs in their divisions.

In addition to receiving categorical grants, school divisions may apply to Manitoba Education and Advanced Learning for student-specific grants known as Level 2 and Level 3 grants. These are provided to school divisions when students with severe to profound needs meet established funding criteria. Appropriate supports are determined by school divisions and school teams, in consultation with parents.

The process for determining the eligibility of students for Levels 2 and 3 funding requires Manitoba's Student Services Unit Funding Review Team to consider student-specific applications on an individual basis. School teams, together with the student services administrator, identify those students requiring exceptional supports who may meet the criteria for Level 2 or 3 funding support (see Manitoba Education and Advanced Learning, "Special Needs Categorical Funding Criteria Levels 2 and 3"). As a case manager, the resource teacher may be asked by the principal to complete a funding application for low-incidence Level 2 or Level 3 funding support (see "Funding for Student Services/Special Education").

> **Suggested Resources**
>
> Manitoba Education and Advanced Learning. "Funding for Student Services/Special Education." *Student Services.* <www.edu.gov.mb.ca/k12/specedu/funding/index.html>.
>
> ———. "Special Needs Categorical Funding Criteria Levels 2 and 3." *Student Services.* <www.edu.gov.mb.ca/k12/specedu/funding/level2-3.html>.

Record Keeping

Resource teachers should be knowledgeable about the *Manitoba Pupil File Guidelines* (Manitoba Education) and school division/school-based policies on information sharing, consent, and referral. Student services records exist for some students in the pupil support file component of the pupil file, and resource teachers may be asked to manage this component (see page 12 of *Manitoba Pupil File Guidelines*).

It could be the responsibility of resource teachers to inform students, and their parents, as appropriate, that pupil records are kept, and to explain the purpose of such records. Information collected for such records is maintained and controlled in a responsible and efficient manner that is governed by the *Manitoba Pupil File Guidelines*.

Pupil File

The pupil file is an ongoing official record of a student's educational progress through the Kindergarten to Grade 12 public school system in Manitoba. It is a timeline record and a synopsis of a student's educational career and the supports . . . [provided] to maximize educational success. A pupil file includes the entire collection or repository of information and documentation compiled or obtained by the staff of a school or school division . . . relating to the education of the student, which is stored in written, photographic, electronic, or any other form, and which is held in a school, school board office, or any other location under the jurisdiction of the school board. Practically speaking, a pupil file can potentially consist of one or more of three components comprising cumulative student information, pupil support information, and youth criminal justice information. (Manitoba Education, *Manitoba Pupil File Guidelines* 1)

Here are some tips for maintaining records for a pupil file:

- Record student information in an objective, factual manner, avoiding third-party information.
- Describe behaviour, avoiding the use of undefined and/or unnecessary adjectives and refraining from giving opinions and making assumptions. Clearly identify the personal impressions, observations, and hypotheses as opinions (e.g., an impression of student "uneasiness" or student "avoidance") when personal impressions are required to clarify objective professional detail.
- Make and initial entries, and record information in a timely manner.
- Note and initial any subsequent alterations or additions, leaving the original entry legible and intact, and never erase, delete, or apply whiteout to recorded information.
- Ensure information is brief but sufficient to support continuity of the appropriate educational programming.

Suggested Resources

For more information on record keeping related to pupil files, see:

Manitoba Education. *Manitoba Pupil File Guidelines*. Winnipeg, MB: Manitoba Education, rev. Jan. 2012. Available online at <www.edu.gov.mb.ca/k12/docs/policy/mbpupil/>.

For more information on pupil file maintenance, retention, access, transfer, storage, and disposal, see:

Manitoba Education. *Guidelines on the Retention and Disposition of School Division/District Records.* Winnipeg, MB: Manitoba Education, rev. Jan. 2010. Available online at <www.edu.gov.mb.ca/k12/docs/policy/retention/>.

Management of Resources (Personnel, Time, Finances)

Resource teachers work with principals **according to school policy and procedures** to discuss needs and use of financial and human resources.

To provide a continuum of support, resource teachers need to organize time effectively. Scheduling and establishing priorities should result in enhanced student learning and success. Results from class/student profiles and from needs assessments provide valuable data for planning.

The schedules of resource teachers are influenced by a number of factors related to prioritizing needs. Some of the factors that resource teachers may need to take into account when prioritizing schedules are

- student needs (e.g., unexpected new student arriving)
- developmental and functional needs of students
- availability of members of student support teams
- consultation with teachers, other professionals, and parents
- administrative responsibilities

Since full-time resource teachers generally have more flexibility in scheduling their time than full-time classroom teachers have, it is important for them to coordinate their schedules with other members of the student support team so that services and activities complement one another. This coordination of schedules allows resource teachers to

- establish times for in-classroom co-teaching, support, or observation, or for direct one-on-one teaching
- consult with classroom teachers and/or implement parts of the curriculum using a co-teaching model
- consult with external agencies and make appropriate referrals
- gain the support and cooperation of fellow educators
- arrange for small-group instruction
- contribute to student support teams

See Tool 6: Year-at-a-Glance (Sample) for a chart of common activities with which resource teachers may be involved. Resource teachers may wish to add to, or delete from, this sample if it does not match their school schedule and/or priorities.

The overall objective for resource teachers is to analyze their time over a full school year to determine whether they are using it effectively to meet the identified goals and outcomes of the teachers and students within the school.

A school principal may ask a resource teacher to manage a particular budget line. If this is the case, local school policies and practices must be followed. Budgeting is a consultative process in which the resource teacher may need to survey teachers and work with the principal to determine how the budget is best used.

As part of their resource-management responsibilities, resource teachers may be asked to fill out specific forms. They should check their school division/school requirements related to forms.

Reflection Questions

What are essential characteristics of a student services area?

Resource teachers will need to talk to the school principal about locating an area in the school that will fulfill the needs of students and staff on a daily basis. It is important to consider the area's atmosphere and layout and the resources available in it or nearby.

Here are some questions to consider when choosing an area in which to work:

- Does the facility provide confidential and secure areas for files?
- Is the area quiet? welcoming? comfortable?
- Is there room to display materials and resources?
- Is there access to a telephone and a web-linked computer?
- Is the setting secure and supervised?

May professional staff (such as school counsellors, clinicians, and resource teachers) maintain a working file in addition to the pupil file?

Professional staff may maintain a working file in addition to the pupil file

if the school division or district pupil file policy allows staff to maintain a working file. The existence of any such file should be documented in both the cumulative file component and a master pupil support file component. Professional staff should be aware that any record made during the course of employment with a school division or district is in the custody, or under the control, of the school division or district; it is not the author's personal property. Therefore, the working file is subject to the same access and privacy provisions as all other personal information or personal health information about a specific pupil. (*Manitoba Pupil File Guidelines* 38)

Other Duties

School principals may assign other duties to resource teachers.

While it is the principal's responsibility to supervise and evaluate staff, including educational assistants (EAs), resource teachers may be asked to assist the principal to organize the schedules of educational assistants and to provide ongoing training and support. Classroom teachers would also be involved in guiding and supporting educational assistants who are assigned to their classes.

Many resource teachers are also involved in organizing vision- and hearing-screening processes for their school community.
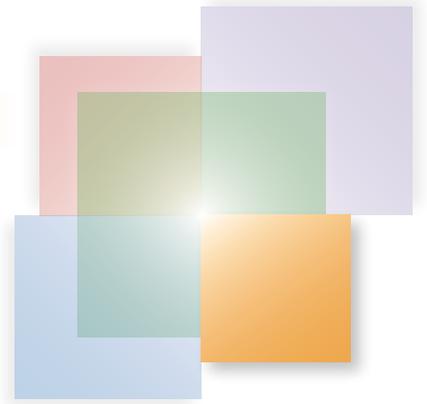
Reflection Question

How will I measure my effectiveness as a resource teacher?

Resource teachers are effective when

- they are aware of various models of service delivery and have a strong understanding of the particular model(s) being used in their school division/ school
- they have an appropriate balance in their various roles and responsibilities
- the classroom teacher feels supported in programming appropriately for the diverse needs of all students in the classroom
- the classroom teacher is aware of the diverse needs of all students in the classroom and feels confident in planning for and assessing her or his students
- students show growth toward meeting or approximating curricular or IEP outcomes
- students have voice and choice when working on their educational programming

Universal Roles and Responsibilities of Resource Teachers

Student Support

Management

Teacher Support

Other Duties

Leadership
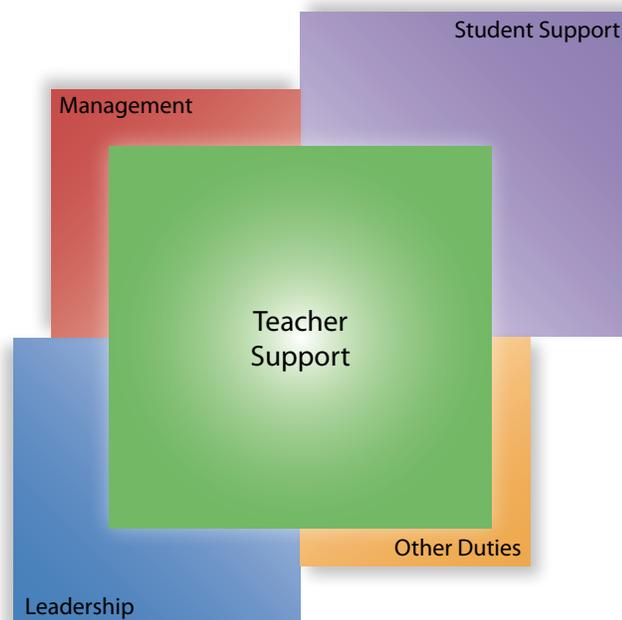
Conclusion

This document is intended to support new and experienced resource teachers, school principals, and school division administrators as they work collaboratively within the context of their school/school division service delivery model(s). The information provided will also assist in decisions related to delineating the roles of resource teachers in individual schools and school divisions and ensuring that the various roles are balanced in a way that is manageable for the resource teacher and supportive of classroom teachers and students.

Being a resource teacher is a rewarding experience. First and foremost, resource teachers provide support to classroom teachers to enable them to instruct the full diversity of students in their classrooms appropriately. Resource teachers are leaders who have a specific set of skills and understandings to share with schools/school divisions, including knowledge of service delivery models and allocation of resources based on the selected models. Responsibilities of resource teachers also include some management roles, such as facilitating meetings, assisting with data collection and analysis, writing and maintaining records, and acting as case managers for some (not all) students. Finally, as with any position, resource teachers may be assigned other duties from time to time. These varied roles and responsibilities, as well as the assortment of situations encountered from day to day, make the job of a resource teacher stimulating and satisfying.
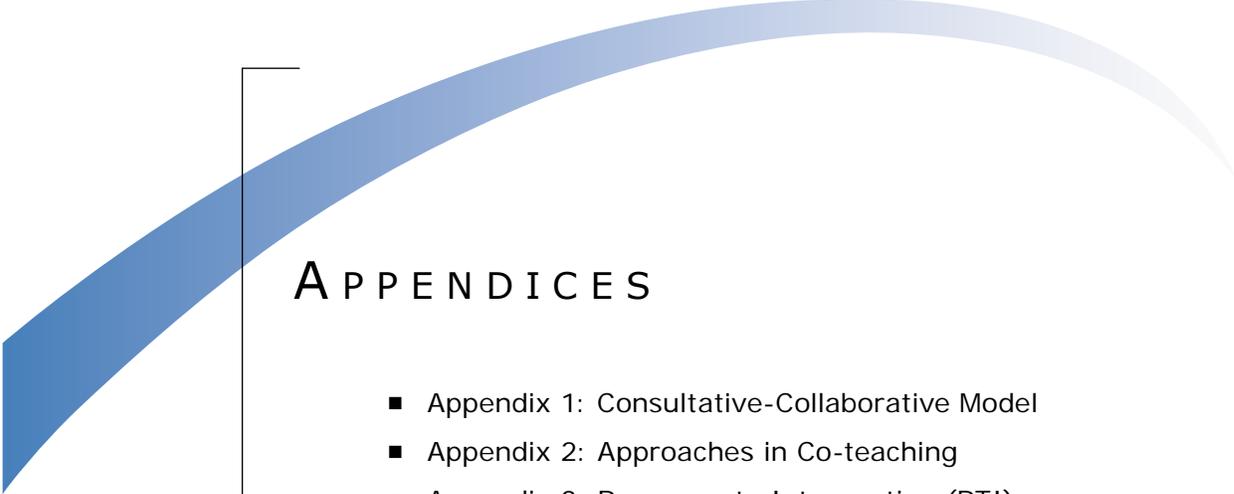
APPENDICES

- Appendix 1: Consultative-Collaborative Model
- Appendix 2: Approaches in Co-teaching
- Appendix 3: Response to Intervention (RTI)
- Appendix 4: The Principles of Universal Design
- Appendix 5: The Three-Block Model of Universal Design for Learning
- Appendix 6: Multiple Intelligences
- Appendix 7: Social and Emotional Learning (SEL)
- Appendix 8: Student Support Team and Roles
- Appendix 9: Ecological Inventory
- Appendix 10: Functional Behavioural Assessment (FBA)
- Appendix 11: Conducting a Variety of Meetings
- Appendix 12: Conducting a Student-Specific Planning Meeting

Appendix 1:
Consultative-Collaborative Model

The development of the consultative-collaborative model coincided with the move to include students with exceptional needs in their home schools and the resulting need for school, school division, and other support personnel to build knowledge about students with exceptional needs.

Variations of Collaborative Consultation*

Variations of collaborative consultation include, but are not limited to, the following.

Adaptive Learning Environments Model (ALEM)

This is one of the earliest of the more recent variations of collaborative consultation. The goal of ALEM is to eliminate the need for pullout programs by providing classroom alternatives that address the learning needs of all students. Extensive collaboration among parents, teachers, administrators, and other professionals is critical for the success of ALEM.

Class-Within-a-Class (CWC)

This delivery model strives to reduce dependence on pullout programs by serving students with exceptional learning needs full-time in general classes. Resource teachers go into the classroom during instruction to collaborate and consult with the teacher and provide additional support to students with exceptional learning needs in the classroom.

Success-for-All (SFA)

This is a comprehensive program aimed at preschool and primary levels. Its main purpose is to prevent failure by assuring reading success during the early school years. Individual tutoring, cross-age grouping, and extensive collaboration are important features of this program.

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*   Source: DETTMER, PEGGY; THURSTON, LINDA P.; DYCK, NORMA J., CONSULTATION, COLLABORATION, AND TEAMWORK FOR STUDENTS WITH SPECIAL NEEDS, 5th, ©2005. Printed and electronically reproduced by permission of Pearson Education, Inc., Upper Saddle River, New Jersey. Adapted with permission.

Mainstream Training Project (MTP)

This model uses in-service training for preparing classroom teachers at the secondary level to serve students who have learning difficulties. When classroom teachers have been trained in using effective teaching methods for students with learning and behaviour problems, the resource teachers work closely with them to monitor student progress and assist in the implementation of newly learned teaching techniques.

Schoolwide Enrichment Model (SEM)

This model is designed to provide more challenging learning experiences for gifted and talented students in the regular classroom. Classroom teachers and resource teachers collaborate in providing gifted and talented students with curriculum options and alternatives such as flexible pacing, enrichment, personalized instruction, and challenging group experiences.

Special Education Consultant Teacher Model

In this model, linking relationships are established among the consulting teacher, other professionals, parents, and teachers. These linking relationships allow for delivery of direct and indirect services, with the consulting teacher affecting a spectrum of educational services. Certain conditions must be in place within the system if the model is to be effective, including mutual expertise, access to collaborative interactions, fluency with a shared professional vocabulary, time control, and administrator support.

Appendix 2:
Approaches in Co-teaching

Co-teaching is an inclusive service delivery model that helps teachers meet the diverse learning needs of students in their classrooms. Many approaches are available to educators who choose to co-teach. Marilyn Friend and William D. Bursuck discuss the following co-teaching approaches in their book *Including Students with Special Needs: A Practical Guide for Classroom Teachers.**

One Teach, One Observe

In this approach, one teacher leads the lesson and the other gathers data on students to understand them better and make instructional decisions. . . . Teachers can observe students' ability to pay attention, work independently, participate during instruction, and seek assistance when they have questions. However this approach is used, it is essential that each educator sometimes take the primary teaching role in the class while the other observes. In this way, both teachers have the opportunity to watch the class in action, and both have credibility with students as a result of leading instruction.

Station Teaching

In *station teaching*, three groups of students are arranged. Two stations include teacher-facilitated instruction; in the third station, students, alone or with a partner, complete a review activity or a project. If students cannot work independently, the last group can be eliminated. During the lesson, students move to each station. In an elementary school, an entire lesson based on stations may be completed in a single day; in a secondary school, a single station may take an entire class period or more. For example, in a ninth-grade math class, some of the students are working with the general education teacher to learn one method for solving quadratic equations. A second group is meeting with the special education teacher to learn an alternative method. A third group of students is working in pairs on an assignment. Each station lasts an entire class period.

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*   Source: FRIEND, MARILYN; BURSUCK, WILLIAM D., INCLUDING STUDENTS WITH SPECIAL NEEDS: A PRACTICAL GUIDE FOR CLASSROOM TEACHERS, 6th, ©2012. Printed and electronically reproduced by permission of Pearson Education, Inc., Upper Saddle River, New Jersey.

Parallel Teaching

Sometimes when two teachers are present, they find it advantageous simply to divide a heterogeneous class group and have each teacher instruct half the class. In this format, called *parallel teaching,* every student has twice as many opportunities to participate in a discussion or respond to teacher questions. A teacher particularly skilled in presenting information through pictures can use this approach while the other teacher emphasizes learning through listening. Students who prefer one method to the other can be placed with the appropriate teacher. In an elementary classroom, this approach may be used to enable students to read different books based on their interests or skill levels. In a secondary classroom, this approach may give students more opportunities to respond during a discussion of a current events topic or enable teachers to present different points of view on a topic, which students then present to each other when the large group comes back together.

Alternative Teaching

In many classrooms, having one teacher work with most of the class while the other teacher focuses attention on a small group is sometimes appropriate. This co-teaching option is referred to as *alternative teaching.* Traditionally, the small group has been used for remediation, but many other options are recommended. For example, some students may benefit from *preteaching*, in which one teacher works with a small group of students who may struggle to learn (whether or not they have IEPs), who are shy, or who are just learning to speak English. Information to be presented the next day or later in the same day or class is taught to these students to give them a jump start on learning (Munk, Gibb, and Caldarella, 2010).

Enrichment also works well in small groups. For example, as a unit of instruction on global warming is concluding, several students may have a strong interest in the topic. As the other students review and complete assigned tasks, this group may meet to discuss career opportunities related to environmental issues, write letters to obtain more information about research on global warming, or explore websites on related topics. The members in this group could include high-achieving students, students who have average academic achievement but strong interest in this topic, a student with a behaviour disorder who would benefit more from this activity than from the assigned work, and a student with a moderate intellectual disability for whom the written task is not appropriate.

Grouping students for remediation is appropriate, but only when it is one of many grouping options and is used only occasionally. Otherwise, such an arrangement becomes the equivalent of running a special education program in the back of a general education classroom—an arrangement that completely undermines the purpose and principles of inclusive schooling.

Teaming

In the co-teaching option of *teaming,* the teachers share leadership in the classroom; both are equally engaged in the instructional activities. For example, one teacher may begin a lesson by introducing vocabulary while the other provides examples as a way to place the words in context. Two teachers may role-play an important event from history or demonstrate how to complete a lab activity. Two teachers may model how to address conflict by staging a debate about a current event. You reach the limits of teaming only when you run out of exciting ideas for creating instruction with two teachers instead of one. Co-teachers who use this approach find it the most energizing of all the co-teaching options, but you should also be aware that you and a co-teacher might not be compatible enough in terms of teaching style to use it. If that is the case, using several of the other approaches might be more effective.

One Teach, One Assist

Occasionally during instruction, one teacher is appropriately leading the lesson while the other is quietly assisting individual students. For example, while the special education teacher leads a lesson on a test review, the general education teacher helps students individually as they have questions about the vocabulary. Alternatively, while the general education teacher leads a lesson on the causes of World War II, the special education teacher helps keep students on task and responds quietly to student questions. The key to implementing this approach successfully is to use it sparingly. With overuse, one of the teachers, often the special educator, may perceive that she [or he] has no legitimate role in the class and is mostly like a teaching assistant (Scruggs, Mastropieri, and McDuffie, 2007). In addition, if this approach to co-teaching is used too frequently, students may become overly dependent on the extra help that always seems to be available.

References

Munk, J., G. Gibb, and P. Caldarella. "Collaborative Preteaching of Students at Risk for Academic Failure." *Intervention in School and Clinic* 45 (2010): 177–185.

Scruggs, T., M. Mastropieri, and K. McDuffie. "Co-teaching in Inclusive Classrooms: A Metasynthesis of Qualitative Research." *Exceptional Children* 73 (2007): 392–416.

Appendix 3:
Response to Intervention (RTI)

The RTI model uses a three-tier service delivery model that represents a continuum of increasingly intense interventions that correspond to the responsiveness of students in both academics and social and emotional learning:

- **Tier 1:** The instruction in Tier 1 involves effective implementation of the provincial curriculum for all students in the classroom. Teachers assess students regularly to determine whether they are meeting curricular outcomes. Students performing below level are placed into Tier 2.

- **Tier 2:** In Tier 2, students receive small-group instruction in addition to core instruction. Student grouping organization reflects common needs. Students are assessed regularly, and are returned to Tier 1 if they achieve expectations. Students below expectations remain in Tier 2 or may be referred to Tier 3.

- **Tier 3:** The instruction in Tier 3 is personalized and is usually provided by the resource teacher.

The intent of the RTI model is to remediate academic difficulties as soon as they are identified and to move students back to a lower tier when they are responding to the intensive instruction.

RTI Model*

Students achieving below cut-point may continue in Tier 2 or be referred to Tier 3

Tertiary (Tier 3)
- Intensive individualized instruction with scientifically based practices
- More frequent progress monitoring

Increased intensity and individualized instruction

Secondary (Tier 2)
- Core instruction with differentiated instruction plus
- Small-group instruction with scientifically based practices that target most common needs
- More frequent progress monitoring: curriculum-based measurement (CBM)

Students achieving below cut-point are placed into Tier 2

Students return to Tier 1 when achievement is above cut-point

Primary (Tier 1)
- Core instruction with differentiated instruction
- Screenings: Universal screening/benchmark assessment

* Source: *Using RTI for School Improvement: Raising Every Student's Achievement Scores* by SHORES, CARA F., and KIM CHESTER. Reproduced with permission of SAGE PUBLICATIONS INC in the format Republish in a book via Copyright Clearance Center.

Appendix 4:
The Principles of Universal Design

Principles*	Examples*	Classroom Examples**
1. Equitable Use The design is useful and marketable to people with diverse abilities.	■ Power doors with sensors at entrances that are convenient for all users ■ Integrated, dispersed, and adaptable seating in assembly areas such as sports arenas and theatres	■ Allow all students to use a study carrel if they feel they need it.
2. Flexibility in Use The design accommodates a wide range of individual preferences and abilities.	■ Scissors designed for right- or left-handed users ■ An automated teller machine (ATM) that has visual, tactile, and audible feedback, a tapered card opening, and a palm rest	■ Allow students to complete an assignment in a variety of formats (e.g., written, oral, graphic/picture).
3. Simple and Intuitive Use Use of the design is easy to understand, regardless of the user's experience, knowledge, language skills, or current concentration level.	■ A moving sidewalk or escalator in a public space ■ An instruction manual with drawings and no text	■ Provide instruction on how to use a textbook effectively by using the table of contents, glossary, and index, reading and interpreting headings, subheadings, graphics, charts, and so on.
4. Perceptible Information The design communicates necessary information effectively to the user, regardless of ambient conditions or the user's sensory abilities.	■ Tactile, visual, and audible cues and instructions on a thermostat ■ Redundant cueing (e.g., voice communications and signage) in airports, train stations, and subway cars	■ Provide instructions on the board in written and picture form and show the class a completed example of the assignment.
5. Tolerance for Error The design minimizes hazards and the adverse consequences of accidental or unintended actions.	■ A double-cut car key easily inserted into a recessed keyhole in either of two ways ■ An "undo" feature in computer software that allows the user to correct mistakes without penalty	■ Provide any student who wants to rewrite a test an opportunity to do so.
6. Low Physical Effort The design can be used efficiently and comfortably and with a minimum of fatigue.	■ Lever or loop handles on doors and faucets ■ Touch lamps operated without a switch	■ Read instructions aloud to students who have difficulty reading (to minimize the effort to participate in the learning activity).
7. Size and Space for Approach and Use Appropriate size and space is provided for approach, reach, manipulation, and use regardless of user's body size, posture, or mobility.	■ Controls on the front and clear floor space around appliances, mailboxes, dumpsters, and other elements ■ Wide gates at subway stations that accommodate all users	■ Organize the classroom so that materials are "handy" and accessible to those who need them.

*   Source: Copyright © 1997 NC State University, The Center for Universal Design (1997). *The Principles of Universal Design, Version 2.0*. Raleigh, NC: North Carolina State University. Compiled by Bettye Rose Connell, Mike Jones, Ron Mace, Jim Mueller, Abir Mullick, Elaine Ostroff, Jon Sanford, Ed Steinfeld, Molly Story, and Gregg Vanderheiden.

**   Use or application of the Principles in any form by an individual or organization is separate and distinct from the Principles and does not constitute or imply acceptance or endorsement by The Center for Universal Design of the use or application.

Appendix 5:
The Three-Block Model of
Universal Design for Learning

Jennifer Katz has developed The Three-Block Model of Universal Design for Learning as an effective approach to classroom management, planning, instruction, and assessment that creates a compassionate learning community from Kindergarten to Grade 12:*

- **Block One: Social and Emotional Learning** details ways to build compassionate learning communities (Kindergarten to Grade 12) in which all students feel safe and valued, and develop a positive self-concept, a sense of belonging, and respect for diverse others.

- **Block Two: Inclusive Instructional Practice** includes a framework for planning units from Kindergarten to Grade 12, and explains instructional and management practices for teaching, assessing, grading, and reporting in universal design for learning classrooms.

- **Block Three: Systems and Structures** suggests strategies for creating inclusive learning communities, and explores ways in which resource teachers, student services personnel, and school administrators can support and create socially and academically inclusive schools and classrooms.

Some Manitoba schools are using or exploring this approach to meet the needs of diverse learners.

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* Source: Katz, Jennifer. *Teaching to Diversity: The Three-Block Model of Universal Design for Learning.* Winnipeg, MB: Portage & Main Press, 2012. Adapted with permission.

Universal Design for Learning: The Three-Block Model*

Block Three	Block Two

Systems and Structures
 	
 ■ Inclusive policy—no "except"
 ■ Hiring administrators with expertise and vision; learning community
 ■ Distributed leadership
 ■ Professional development (PLCs [professional learning communities])
 ■ Staffing to support collaborative practice:
   ▪ collaborative decision making
   ▪ team planning time; scheduling in cohorts and teams
   ▪ resource allocations (e.g., of EAs) to classrooms and cohorts, not individuals
   ▪ co-planning, co-teaching, co-assessing
   ▪ consistent, authentic assessment across classes and with co-developed rubrics
 ■ Budgeting
   ▪ change from segregated practices and allocations of funding resources
   ▪ assistive technology
   ▪ multi-levelled resources
	Inclusive Instructional Practice
	
	 ■ Integrated curriculum
	 ■ Student choice
	 ■ Flexible groupings and cooperative learning
	 ■ Differentiated instruction
	 ■ Differentiated assessment
	 ■ Assessment for learning; class profiles; strategic teaching
	 ■ Technology
	 ■ Discipline-based inquiry
	 ■ Metacognition, assessment as learning
	 ■ Understanding by design; essential understandings
	 ■ Social and academic inclusion of students with exceptionalities

Block One

Social and Emotional Learning: Developing Compassionate Learning Communities

■ Respecting Diversity (RD) Program
■ Developing self-concept
  ▪ awareness of, and pride in, strengths and challenges
  ▪ sense of belonging
  ▪ goal-setting and -planning; building a vision for the future; self-efficacy; hope
  ▪ leadership skills; opportunities to lead
■ Valuing diversity
  ▪ awareness of the strengths and challenges of others
  ▪ valuing of diverse contributions to community
  ▪ sense of collective responsibility for well-being, achievement of all
  ▪ empathy, perspective-taking, compassion
■ Democratic classroom management
  ▪ collective problem solving; recognition of rights and responsibilities
  ▪ promotion of independent learning; student choice and empowerment; leadership
  ▪ increase in student engagement and ownership

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* Source: Katz, Jennifer. *Teaching to Diversity: The Three-Block Model of Universal Design for Learning.* Winnipeg, MB: Portage & Main Press, 2012. 25. Reproduced with permission.

Appendix 6:
Multiple Intelligences

The theory of multiple intelligences is a cognitive model developed by Harvard psychologist Howard Gardner in the 1980s. Gardner's theory is that all human beings possess more than one intelligence. In fact, all human beings access eight or nine intelligences, and nobody has exactly the same profile of intelligences as another.

In her book *Teaching to Diversity*, Jennifer Katz describes the nine intelligences from Gardner's theory as follows.

Multiple Intelligences*

Verbal-Linguistic

Verbal-linguistic intelligence is the capacity to develop verbal skills and sensitivity to the sounds, meanings, and rhythms of words. People with this capacity demonstrate strength in the language arts—listening, speaking, reading, and writing. In traditional classrooms, students who demonstrate verbal-linguistic abilities have always been successful because traditional teaching has used methods and materials focused on these abilities.

Visual-Spatial

Visual-spatial intelligence is the ability to visualize in detail, the capacity to think in images and pictures, accurately and abstractly. People who demonstrate visual-spatial intelligence learn best visually and by organizing things spatially. They like to see what they are asked to deal with in order to understand. They enjoy charts, graphs, maps, tables, illustrations, art, puzzles, and costumes—anything eye-catching.

Logical-Mathematical

Logical-mathematical intelligence is the ability to think conceptually and abstractly, and the capacity to discern logical or numerical patterns. People who display an aptitude for numbers, reasoning, and problem solving are deemed to have logical-mathematical intelligence. In traditional classrooms, children with this ability typically do well where teaching is logically sequenced and students are asked to conform to very convergent, repetitive types of tasks such as math drills or spelling tests.

Bodily-Kinesthetic

Bodily-kinesthetic intelligence is the ability to control one's body movements and to handle objects skillfully. Bodily-kinesthetic students experience learning best through activity: games, movement, hands-on tasks, and building.

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*   Source: Katz, Jennifer. *Teaching to Diversity: The Three-Block Model of Universal Design for Learning.* Winnipeg, MB: Portage & Main Press, 2012. 20–21. Reproduced with permission.

Musical-Rhythmic

Musical-rhythmic intelligence is applied to the ability to produce and appreciate rhythm, pitch, and timbre. Many people learn well through songs, patterns, rhythms, instruments, and musical expression. People who can remember the words to a song better than a poem know what this kind of learning is like.

Interpersonal

Interpersonal intelligence is the capacity to detect and respond appropriately to the moods, motivations, and desires of others. Learners with this capacity are noticeably people-oriented and outgoing, and they do their learning best cooperatively in groups or with a partner.

Intrapersonal

Intrapersonal intelligence is the capacity to be self-aware and in tune with inner feelings, values, beliefs, and thinking processes. People with highly developed intrapersonal intelligence are reflective, metacognitive learners who are especially in touch with their own feelings, values, and ideas. They may tend to be more reserved, but they are actually quite intuitive about what they learn and how it relates to them.

Naturalistic

Naturalistic intelligence is the ability to recognize and categorize plants, animals, and other objects in nature. Naturalists love the outdoors, animals, and field trips. They notice details such as characteristics and behaviours in the natural world. More than this, though, these students' detailed minds love to pick up on subtle differences in meanings across the curriculum.

The following ninth intelligence has been proposed.

Existential

Existential intelligence describes the sensitivity and capacity of a person to probe the deep questions about human existence such as how we got here, why we die, and the meaning of life. These people ask "Why are we here?" and "What is our role in the world?" They want to know why what they are studying is important in the bigger picture, and what the philosophy is behind ideas and expectations.

Appendix 7:
Social and Emotional Learning (SEL)

The Collaborative for Academic, Social, and Emotional Learning (CASEL) describes social and emotional learning (SEL) as follows:

> SEL is the process through which children and adults acquire the knowledge, attitudes, and skills they need to recognize and manage their emotions, demonstrate caring and concern for others, establish positive relationships, make responsible decisions, and handle challenging situations constructively.[*]

In classrooms, teachers enhance students' social and emotional competencies through instruction and structured learning experiences throughout the day.

Social and Emotional Learning Core Competencies[**]

CASEL has identified five interrelated sets of cognitive, affective, and behavioural competencies. The definitions of the five competency clusters for students are:

- **Self-awareness:** The ability to accurately recognize one's emotions and thoughts and their influence on behaviour. This includes accurately assessing one's strengths and limitations and possessing a well-grounded sense of confidence and optimism.

- **Self-management:** The ability to regulate one's emotions, thoughts, and behaviours effectively in different situations. This includes managing stress, controlling impulses, motivating oneself, and setting and working toward achieving personal and academic goals.

- **Social awareness:** The ability to take the perspective of and empathize with others from diverse backgrounds and cultures, to understand social and ethical norms for behaviour, and to recognize family, school, and community resources and supports.

- **Relationship skills:** The ability to establish and maintain healthy and rewarding relationships with diverse individuals and groups. This includes communicating clearly, listening actively, cooperating, resisting inappropriate social pressure, negotiating conflict constructively, and seeking and offering help when needed.

- **Responsible decision making:** The ability to make constructive and respectful choices about personal behaviour and social interactions based on consideration of ethical standards, safety concerns, social norms, the realistic evaluation of consequences of various actions, and the well-being of self and others.

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[*]   Source: CASEL. "Frequently Asked Questions about SEL." *What Is Social and Emotional Learning?* <www.casel.org/social-and-emotional-learning/frequently-asked-questions>.

[**] Source: CASEL. "Social and Emotional Learning Core Competencies." *What Is Social and Emotional Learning?* <www.casel.org/social-and-emotional-learning/core-competencies>.

Appendix 8:
Student Support Team and Roles*

Membership of a student support team will vary according to the needs of the student. The team should reflect the student's individual needs and the resources available to the school.

The following diagram identifies some personnel who may be part of the student support team. A discussion of the roles of the student support team follows.

Personnel on a Student Support Team (Sample)

- School Support Team
  - Mental Health Professional
  - Family Physician
  - Special Education Consultant
  - Social Worker
  - Speech-Language Pathologist
  - Psychiatrist
  - English as an Additional Language (EAL) Consultant
  - Physiotherapist
  - Children's Special Services Worker
  - Consultant for the Deaf and/or Hard of Hearing (D/HH)
  - Nurse
  - Consultant for the Blind and Visually Impaired
  - Occupational Therapist
  - Psychologist
  - Behavioural Consultant
  - Community Resources Personnel
- In-School Team
  - Principal
  - Special Education Teacher
  - School Counsellor
  - Resource Teacher
  - Educational Assistant
- Core Team
  - Classroom Teacher(s)
  - Student
  - Parent(s)

_____

* Source: Manitoba Education. *Student-Specific Planning: A Handbook for Developing and Implementing Individual Education Plans (IEPs).* Winnipeg, MB: Manitoba Education, 2010. 33. Available online at <www.edu.gov.mb.ca/k12/specedu/iep/>.

Roles of Student Support Team Members

Case Managers

One of the first tasks of the student support team is to identify the case manager. Case management is a collaborative process of assessment, planning, facilitation, and advocacy for options and services to meet an individual student's needs. During the student-specific planning process and the development of the student's individual education plan (IEP), the case manager oversees the work of the team.

Roles of case managers generally include the following:

- coordinate the development and ongoing revision of the student's IEP
- facilitate group decision making
- maintain communication among team members, including parents
- ensure that a process to monitor student progress and achievement is established
- organize and chair student-specific planning meetings
- distribute a written and timed agenda prior to meetings
- ensure meeting minutes are kept and distributed
- document and distribute revisions of the IEP
- initiate and maintain contact with external agencies, as required (IEP document)

Roles of other student support team members include the following:*

School Principals

- assume a leadership role in the planning process
- support the right of parents to be involved
- chair, or designate a person to chair, the planning team
- designate the case manager
- ensure that a written record of proceedings is kept
- remain aware of communication regarding programming and services for students
- ensure that the plan developed through the planning process is implemented, tracked, and monitored

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* Source: Nova Scotia Education. *Program Planning: A Team Approach.* Halifax, NS: Nova Scotia Education, n.d. Available online at <http://studentservices.ednet.ns.ca/sites/default/files/program_planning.pdf>. Adapted with permission.

Resource Teachers/Teachers/Clinicians/School Counsellors

- participate in the planning process for students for whom they have responsibility
- implement plans, as required
- track, monitor, and report on student progress
- review student records to support transitions and programming
- plan for transition to adulthood
- develop the student profile by providing additional assessment data
- develop strategies for incorporating therapy into the classroom routine
- train staff to implement strategies
- provide technical assistance and advice about materials and resources
- access community-based resources and supports, as required

Parents

- advocate for their child
- are actively involved in the planning process
- share information about their child's strengths, needs, aspirations, and learning styles
- ensure that information to support the most effective transition of their child is shared (e.g., home-to-school, grade-to-grade, school-to-school, school-to-community)
- share information about events, family circumstances, and educational history that could have an impact on programming and services
- share information about other professionals or agencies that have been involved and about ideas that have been effective
- carry out the specific parts of the plan that are their responsibility as agreed within the team

Students

- speak up for themselves by sharing their interests, strengths, needs, and aspirations
- are involved in the development of appropriate programming and services
- carry out those specific parts of the plan that are their responsibility, as agreed upon by the planning team

Appendix 9:
Ecological Inventory

An ecological inventory is one method to determine the instructional needs of students with significant special learning needs. An ecological inventory can be used at any time during a student's school career, but is particularly important at the point where students are preparing for transition to post-school endeavours. The process includes observations and conversations with caregivers regarding the student's current functioning in a given environment (e.g., work site, family home, school cafeteria) to identify skills the student is able to perform. The skills that the student is not able to perform are then prioritized and become part of the student's IEP.

Steps of an Ecological Inventory

An ecological inventory involves the following five steps:

The first step of the ecological inventory is to identify the major curricular domains. Brown et al. divided these into the four major life areas of (a) domestic, (b) community, (c) recreation/leisure, and (d) educational or vocational (depending on the age of the student).

The second step is to identify the current environment and future environments of the student in each domain. For example, a student's current domestic environment may be the family home (e.g., house, apartment, mobile home). The future environment may be the home of a relative, a supported apartment, a group home, or an institution.

Once each environment has been identified, the third step is to divide environments into subenvironments. For example, a student's home may have a living area, a kitchen, two bedrooms, a bathroom, and a patio.

The fourth step is to determine the activities that take place in each subenvironment. This yields information about the student's lifestyle. For example, some students may eat meals around a table in a dining room, some may eat on stools at a counter in the kitchen, and some may eat from a tray in a living area in front of the television set.

After the activities in each subenvironment have been identified, the fifth step is to identify the skills needed to perform each activity. These may include skills from the more traditional curricular domains of academics, communication, motor, self-care, and social. (Collins 100)*

The ecological inventory could result in a large IEP document. To keep the IEP manageable and useful, it may be helpful to focus on domains and activities that develop the student's autonomy at home and that support his or her transition into adult life. These domains would be identified by the school support team in collaboration with the family and would be included in the student's IEP.

Reference

Brown, L., M. B. Branston, S. Hamre-Nietupski, I. Pumpian, N. Certo, and L. Gruenwald. "A Strategy for Developing Chronological-Age-Appropriate and Functional Curricular Content for Severely Handicapped Adolescents and Young Adults." *The Journal of Special Education* 13 (1979): 81–90.

Example of an Ecological Inventory

The following example of an ecological inventory was conducted in a student's home (i.e., domestic) environment in consultation with one of the student's parents.

Domain: Domestic*
Current Environment: Ranch-style house in rural area
Subenvironment 1: Kitchen
Activity 1: Preparing meals on electric stove, in oven, and in microwave
Skills: cognitive (following recipe, measuring, setting time), motor (opening packages, stirring, working appliances)
Activity 2: Eating meals "family style" at round table
Skills: motor (passing dishes), self-care (eating/drinking), communication (indicating desires)
Activity 3: Cleaning up after meals using electric dishwasher
Skills: motor (carrying dishes from table to counter, rinsing, loading dishwasher), cognitive (setting dial)
Subenvironment 2: Living Room
Activity 1: Watching television programs and movies on DVD player
Skills: motor (working switches, inserting DVD), cognitive (locating channel, reading switch labels)
Activity 2: Playing games on computer using joystick and keyboard
Skills: motor (using joystick and keyboard), cognitive (following directions)
Subenvironment 3: Bedroom
Activity 1: Dressing and undressing (e.g., jeans, T-shirts, socks, lace-up tennis shoes)
Skills: motor (manipulating fasteners, including zipper, snaps, and laces), self-care (putting on/taking off), communication (indicating choice)
Activity 2: Playing with and putting away toys (e.g., DVD player, picture books, miniature cars)
Skills: motor (manipulating objects and switches), cognitive (following along in book as DVD reads, sorting objects)
Activity 3: Sleeping in twin-size bed with sheet, quilt, and spread
Skills: motor (making bed)
Subenvironment 4: Bathroom
Activity 1: Bathing in tub
Skills: motor (manipulating knobs and stopper), self-care (washing self with bar of soap and washcloth, drying with towel)
Activity 2: Taking care of personal toileting needs
Skills: motor (manipulating fasteners, flushing), self-care (cleaning self)
Activity 3: Brushing teeth using toothpaste in tube
Skills: motor (squeezing toothpaste, turning knobs), self-care (brushing teeth, rinsing)

Example of a Student's Daily Plan

The following table contains examples of student specific outcomes (from an IEP of a 16-year-old Grade 11 student) that were identified through an ecological inventory. These outcomes have become part of the student's daily plan in an inclusive school environment.

Student Specific Outcomes	Cosmetology	Computer Lab	Work Experience	Skills for Independent Living	Physical Education
Shelley will read and follow three-step pictorial/ written directions with 100% accuracy by _____.	Reads pictorial/ written steps related to cosmetology tasks	Reads pictorial/ written steps to log on to computer	Reads pictorial/ written steps of work task	Reads pictorial/ written steps for brushing her teeth after lunch each day	Reads pictorial/ written steps of exercise routines
Shelley will clean up and put away materials 80% of the time without prompting once she has finished using them by _____.	Returns materials to designated areas; sweeps floor in her work area before leaving class		Returns materials to designated areas before leaving work site	Works with peers to return materials to designated areas; washes dishes and puts them away; wipes table, stovetop, and countertop; sweeps floor	Returns materials to designated areas before leaving gymnasium
Shelley will brush her teeth independently after lunch each day following pictorial/ written steps by _____.	Strengthens fine motor skills through grasping and manipulating materials in cosmetology room	Strengthens fine motor skills by using computer keyboard and mouse	Strengthens fine motor skills through grasping and manipulating work materials	Takes out supplies, opens toothpaste tube, applies toothpaste to brush, brushes teeth, puts away supplies, and cleans up	

Appendix 10:
Functional Behavioural Assessment (FBA)*

Functional behavioural assessment (FBA) is a systematic process of gathering data by various methods (reviewing records, interviewing, observing, etc.), examining the student's environment, and determining relationships. This information helps educators to determine specific events that can predict and maintain both inappropriate and appropriate behaviours, and to understand possible reasons why a particular student behaves a certain way.

The FBA process includes

- identifying the student's strengths/preferences (e.g., likes, abilities, friends)
- identifying the student's background/history (current level of academic performance, influences, challenges, disabilities)
- defining the inappropriate behaviour (what it looks like/sounds like) and how often it happens (frequency) and/or how long it lasts (duration)
- identifying the antecedents and setting events that are related to the inappropriate behaviour (IB)
- identifying the consequences that maintain the IB
- identifying the function of the IB—to get something/someone or to escape/avoid something/someone

FBA helps educators consider many of the factors that can affect the student and his or her behaviour. It can address inappropriate behaviour that ranges from aggression, tantrums, or property destruction, to withdrawing or repetitive behaviours, to name a few. It can be very helpful if educators conduct an FBA for the student who has a moderate or severe/chronic behavioural concern so they can identify effective ways to address their student's needs according to the function of the inappropriate behaviour.

Through a structured gathering of information, educators try to identify what occurs prior to (setting events and antecedents) and what occurs after (consequences) inappropriate behaviour. These events in the environment may trigger and maintain this behaviour.

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* Source: Adapted from *A Guide for Conducting the FBA and Developing the BIP* by Dawn Reithaug. Used with permission.

Examples of factors that might influence a student's behaviour include the

- physical conditions in the classroom (e.g., temperature, noise levels, seating arrangements)
- presence of certain peers or staff and their behaviours
- type and level of instruction
- content of the curriculum—complex or simple
- lack of structure, predictability, and consistency (classroom expectations, routines, and transitions)
- presence or absence of positive reinforcement for appropriate or replacement behaviours

Examination of the relationship between the student's behaviour and these factors helps educators to develop hypotheses about why particular behaviour may occur—the purpose or the function the behaviour serves for the student.

Educators use certain methods to help them identify likely contributors (setting events, antecedents, and consequences) associated with an inappropriate behaviour, and to help them hypothesize about the underlying causes of that behaviour. These methods can be indirect (e.g., interviews, rating scales or checklists, reviews of school files) and direct (e.g., observations of behaviour in the natural environment—classrooms, playgrounds, hallways, at home).

The goal of the FBA, regardless of which methods are used, is to answer these questions:

- Under what circumstances is the behaviour most/least likely to occur (e.g., when, where, with whom)?
- What outcome does the behaviour produce (e.g., what does the student get or escape/avoid through his or her behaviour)?

Once enough information is collected, educators can get together for an FBA meeting to analyze and summarize these data and to develop a specific written, purposeful, and organized behaviour intervention plan (BIP).

Suggested Resources

For more information about the FBA and developing the BIP, including various forms and templates, see:

Manitoba Education, Training and Youth. *Towards Inclusion: From Challenges to Possibilities: Planning for Behaviour.* Winnipeg, MB: Manitoba Education, Training and Youth, 2001. Section 7, page 7.11. Available online at <www.edu.gov.mb.ca/k12/specedu/beh/index.html>.

Reithaug, Dawn. *A Guide for Conducting the FBA and Developing the BIP.* West Vancouver, BC: Stirling Head Enterprises Inc., 2012.

Appendix 11:
Conducting a Variety of Meetings*

The resource teacher's role often includes planning and organizing meetings for a variety of purposes, as outlined below.*

Pre-scheduled Team Meetings

Pre-scheduled meetings at the beginning of a semester or term create a reliable format for considering the student-specific planning process and the amount of time required for preparation. Having three meetings per school year is typically not onerous for teaching staff, and individual follow-up conversations may confirm plans as needed. Typically, the scheduled meetings coincide with reporting periods and parent-teacher conferences.

The advantage of pre-scheduled meetings is that parents and staff, including clinicians and other support personnel, reserve the time in their very busy calendars to ensure that the meetings occur.

Regular Meetings

Regularly scheduled meetings allow for specific planning, provide flexibility, and open conversations about unique needs that were previously unknown.

The advantage of regular meetings is the continuous sharing of student information that has an impact on teaching and learning.

Ad Hoc/Informal Meetings

Together, the resource teacher(s) and classroom teacher(s) plan which outcomes will be addressed jointly, the amount of time devoted to the outcomes, and the expected date of instruction. These meetings may be conducted in person or through email or telephone conversations.

The advantage of ad hoc planning meetings is the increased flexibility and openness they offer.

The disadvantage of ad hoc meetings is that during particularly busy times in schools, these meetings or conversations may be forgotten and the resource teacher's availability on short notice may be limited.

Focus of the Planning Meetings

Planning meetings should be highly efficient and focused, as staff members and parents have very busy schedules. The meeting should have an agenda that specifies what the participants will be meeting about.

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*   Source: Manitoba Education, Citizenship and Youth. *Manitoba Sourcebook for School Guidance and Counselling Services: A Comprehensive and Developmental Approach.* Winnipeg, MB: Manitoba Education, Citizenship and Youth, 2007. Chapter 6, pages 74–75. Available online at <www.edu.gov.mb.ca/k12/docs/support/mb_sourcebook/index.html>.

Appendix 12:
Conducting a Student-Specific Planning Meeting*

The following suggestions are intended to help case managers conduct effective student-specific planning meetings.*

Initiate the Meeting

- invite participants
- indicate the time and place of the meeting
- identify agenda items for discussion
    - team members will determine agenda items
    - team members may be helpful in guiding agenda development
- distribute the agenda prior to the meeting

Open the Meeting

- welcome participants
- introduce everyone present, as necessary
- state the purpose of the meeting and its timelines
- review the agenda and make changes, as required
- choose a recorder
- encourage participants to contribute openly and respectfully

Move through the Agenda

- discuss each agenda item
- encourage collaboration and consensus
- facilitate problem solving when necessary
- record the discussion of and follow-up required for each agenda item (What is to be done? Who will do it? By when?)

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* Source: Manitoba Education. *Student-Specific Planning: A Handbook for Developing and Implementing Individual Education Plans (IEPs).* Winnipeg, MB: Manitoba Education, 2010. Appendix E, page 68. Available online at <www.edu.gov.mb.ca/k12/specedu/iep/>.

Close the Meeting

- summarize the decisions the team has made and the follow-up actions required
- identify and record items for the agenda of the next meeting
- set the date, time, and location for the next meeting
- thank the meeting participants for their time and contributions

Follow up the Meeting

- distribute a copy of the minutes of the meeting, including the agenda for the next meeting
- discuss the minutes of the meeting with any team members who were not present
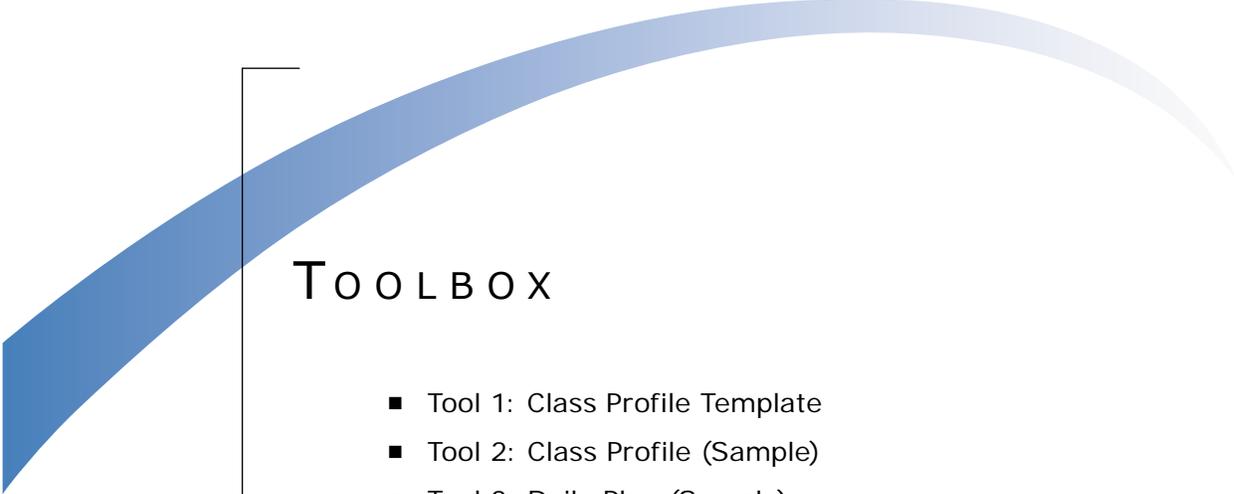
TOOLBOX

- Tool 1: Class Profile Template
- Tool 2: Class Profile (Sample)
- Tool 3: Daily Plan (Sample)
- Tool 4: Student Profile (Sample Form)
- Tool 5: The 30-Minute Behaviour Intervention Meeting (Sample)
- Tool 6: Year-at-a-Glance (Sample)

Tool 1:
Class Profile Template

Classroom Strengths

Classroom Needs

Learning Outcomes

Teacher:

Class:

Subject/Curriculum:

Learning Experience

Student-Specific Needs

Health	Communication	Academics	Social-Emotional/ Behavioural	Sensory	Other

Tool 2:
Class Profile (Sample)

Classroom Strengths

This group of students is very social.

Key elements of maps have been taught previously: title, legend, compass rose, scale, latitude, and longitude.

Classroom Needs

When working on collaborative group activities, students need to reflect on their success. Use a group-work reflection sheet from *Kindergarten to Grade 4 English Language Arts*:
- BLM–42: How Was My Group Work? Middle Years
- BLM–57: Self-Assessment of a Collaborative/Cooperative Task
Students' prior experiences with world geography may be limited to vacation spots in Canada, Mexico, and the USA.

Learning Outcomes

Students consolidate and enrich their knowledge of the physical geography of the world thorough mapping exercises, atlas exploration activities, and research into global climate and vegetation zones.

Teacher:

Class: Middle Years Classroom

Subject/Curriculum: Grade 7 Social Studies
7.1.2 The Global Natural Environment

Learning Experience

Activating Learning:
Collaborative groups of students create a list of items to be found in a world atlas and exchange the list with another group as part of an Atlas Treasure Hunt. After a predetermined period of time, they exchange their lists again and verify the number of items for which their partner group has been able to locate the required information.

Student-Specific Needs

Health	Communication	Academics	Social-Emotional/ Behavioural	Sensory	Other
Sue has left-side hemiparesis. Her right hand is functional. **Carrie's** seizure disorder delay affects her retention of material.	**Sandy** uses American Sign Language with an interpreter and is at grade level. **Edna** is language disordered and has difficulty with vocabulary, fluency, and comprehension.	**Nicole** is reading at an instructional Grades 3 to 4 level. **Chris** is a reluctant writer, and production is minimal. He has strong oral skills and knowledge at or above grade level.	**Nicole** has social skill issues due to her impulsive and argumentative nature. **Chris** can be oppositional about work/expectations.	**Peter** is visually impaired and requires large print and screen enlargement. He is an auditory/kinesthetic learner.	

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Tool 3:
Daily Plan (Sample)

Sample of a Daily Plan Incorporating a Student's IEP at Grade 8

Time	All Students	Student 1	Student 2
		These students do what the other students are doing unless these columns indicate otherwise.	
8:45–9:00	Students enter school, remove outerwear, etc.	School entry Educational assistant (EA) meets student at bus to bring student into school. ■ Student drives electric wheelchair (w/c) from front entrance to classroom (PT—physiotherapy outcome). ■ Student assists with taking off outerwear (OT—occupational therapy outcome).	Student goes to counselling room to debrief the previous night and the morning with school counsellor.
	Stand for singing of "O Canada." Take attendance (assign student to do this task).		School counsellor walks with student to classroom after singing "O Canada" (emotional outcome/relationship building/self-safety).

continued

Sample of a Daily Plan Incorporating a Student's IEP at Grade 8

Time	All Students	Student 1	Student 2
		These students do what the other students are doing unless these columns indicate otherwise.	
9:00–9:40 ELA GLO 3 SLO 3.2.4: Access Information	English Language Arts (ELA) 9:00–9:15 Personal writing ■ Students continue to write from previous day about the inquiry-based topic. ■ EA monitors class as students work independently. 9:15–9:30 Large group Teacher works with whole class on how to survey informational text to determine how authors present and organize information. 9:30–9:40 Students practise locating and discussing the organization of information in indices, graphic organizers, and glossaries, using a variety of tools in other media and content area text.	Student uses speech-to-text software (ELA outcome) to continue work on written information.	Teacher works on writing skills with student in small group related to organizing text by having student analyze own piece for use of signal/ transitional words.
9:40–10:20	Gym Students run the track and work through the set-ups at different stations. Sport skill practice Students work on developing skill sets for a sport.	Student works on electric w/c mobility, avoiding bumping into peers who are running or working at stations. Student uses a mat provided in gym to work on physiotherapy goals written in IEP.	

continued

Sample of a Daily Plan Incorporating a Student's IEP at Grade 8

Time	All Students	Student 1	Student 2
		These students do what the other students are doing unless these columns indicate otherwise.	
10:20–11:00 SS Cluster 2: Early Societies of Mesopotamia, Egypt, or the Indus Valley Skill: Managing Information and Ideas S–200 S–202 ELA SLO 3.2.4: Access Information 2.1 Use Strategies and Cues 2.2 Respond to Texts	Social Studies (SS) 10:20–10:30 1. Students choose to explore life in one early society. 2. Teacher provides articles or other media that focus on one aspect within the chosen society: the physical, social, political, technological, and cultural environment in each of the three societies. 10:30–11:00 Resource teacher joins class for parallel teaching: ■ Model the Q (question) part of the SQ3R strategy to identify important information. (See page 6.85, *Success for All Learners*.) 4. Students work in pairs or small groups on their chosen topic, using articles/media provided, to create questions using key words found in headings, subheadings, bold print, special fonts, or italics. 　■ Resource teacher stays with one group. 　■ Classroom teacher floats between the two groups, now that modelling is completed.	3. Student decides which group to be in.	Student sits on a dynamic stool during the modelling. Classroom teacher provides positive reinforcement from time to time when student is on task.

Sample of a Daily Plan Incorporating a Student's IEP at Grade 8

Time	All Students	Student 1	Student 2
		These students do what the other students are doing unless these columns indicate otherwise.	
11:00–11:40 Mathematics Number—8.N.4 Demonstrate an understanding of ratio and rate.	Mathematics 11:00–11:20 Ratio pre-assessment ■ Students work on BLM 8.N.4.1: Ratio Pre-Assessment (*Grade 8 Mathematics*). Pattern blocks will be available on each table. ■ Teacher floats and takes notes as students work on the pre-assessment. 11:20 –11:40 ■ As students finish, teacher puts them into small groups. ■ In their math journals, students answer 10 questions using words and diagrams showing two- or three-term ratios, based on 6 jars with 10 red, blue, and/or white poker chips. (See points 1–3, pages 45–46, of *Grade 8 Mathematics*.) **Tomorrow:** Students will review results with partners and then share as whole class. (See points 4–6, page 46.)	Teacher ensures manipulatives are available for student to show thinking. Teacher starts pre-assessment with student.	When student is finished, pair student with a peer to do one journal writing entry together. Teacher photocopies their entry and places copy in student's journal.
11:40	Lunch		
12:20	Recess		Outdoor supervisor knows to monitor student during unstructured times. Student rechecks with school counsellor on school re-entry after recess before going to class.

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Tool 4:
Student Profile (Sample Form)

Student Name: _____   Date: _____

History and Background	
Diagnostic Summary (e.g., medical cognitive, adaptive)	
Interests, Preferences, Learning Styles	
Current Level(s) of Performance	Domain:
	Domain:
	Domain:
Area(s) of Concern	

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* Source: Manitoba Education. *Student-Specific Planning: A Handbook for Developing and Implementing Individual Education Plans (IEPs)*. Winnipeg, MB: Manitoba Education, 2010. Appendix G, page 70. Available online at <www.edu.gov.mb.ca/k12/specedu/iep/>.

Tool 5:
The 30-Minute Behaviour
Intervention Meeting (Sample)*

The 30-minute meeting can be used to keep participants focused in the meeting. This tool often assists the team in proactively working on more specific strategies and discussion, instead of participants getting off topic or focusing on negatives or venting without a solution by the end of the meeting.

Problem behaviour: *Talking among students is interfering with the teacher's instruction and with students' ability to participate in classroom discussion.*

Students involved: *Approximately 16/22 students in Grade 8 Social Studies classroom*

Meeting Participants

Facilitator: *Language arts teacher, Grade 7/8*

Recorder: *Librarian*

Others: *School counsellor, vice-principal*

Step 1: Identify the Problem Behaviour   (5 minutes)

1. Have the classroom teacher(s) describe the problem behaviour.

   - *By talking to other students while the teacher is talking to the class, some students are compromising instruction and preventing any kind of meaningful group discussion.*

2. Clarify the problem as a group. Identify when the problem occurs, how often, how long, etc. It may be necessary to narrow the scope of the problem.

   - *Planned class discussions were abandoned after less than five minutes in every class this month.*

   - *Students were told to be quiet at least 10 times per 60-minute class.*

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* Source: © Alberta Education. *Supporting Positive Behaviour in Alberta Schools: A Classroom Approach.* Edmonton, AB. 2008. Adapted with permission.

Step 2: Identify Desired Behaviour   (5 minutes)

Existing behaviours to maintain and/or increase:

- *Talking with peers in class during group work or when the teacher invites students to talk together*

New behaviours to teach and reinforce:

- *Demonstrating turn-taking behaviour by using a "talking stick"*
- *Maintaining quiet and demonstrating attentive listening during teacher instruction and when individual students are addressing the class*
- *Talking quietly with peers while teacher is quietly talking with one student or a small group of students*

Existing behaviours to decrease and/or eliminate:

- *Talking with peers while the teacher is instructing or addressing the class*
- *Talking with peers while another student is talking to the class or asking a question*
- *Talking with peers during daily announcements on PA system*

Step 3: Identify Reinforcements/Consequences   (5 minutes)

Identify positive reinforcements for new, related positive behaviour.

- *Explicit opportunities to socialize in class*

Identify negative consequences for the unacceptable behaviour.

- *Teacher proximity, nonverbal cue*

Step 4: Identify Proactive Strategies   (5 minutes)

Identify proactive strategies that would help students learn to behave in a more positive and acceptable manner.

- *Providing a visual cue indicating when students must be silent and when they may talk with peers*
- *Establishing structured times to visit peers*
- *Setting short times for instruction (e.g., "I will be teaching for 10 minutes. It is important to listen for these 10 minutes.")*
- *Standing nearby when individual students begin to talk with a peer*
- *Teaching students expectations for when the teacher is instructing— introduce them through mini-lesson, post them, and reinforce them*
- *Using a talking stick during group discussions to identify speaker clearly*

Step 5: Identify Assessment Strategies (5 minutes)

Identify at least two ways to determine whether the plan is working and whether student behaviour is improving.

- *Asking a colleague to observe classroom activity to determine high-frequency times and duration of student talk during instruction*
- *Inviting the colleague back for a second observation three weeks later to see whether student talk has decreased during this time, and whether the use of proactive strategies (e.g., use of talking stick) has increased*

Step 6: Identify Supports (4 minutes)

Identify actions that other staff members can take to assist and support the teacher and students.

- *Visiting the class two times to observe and record data*
- *Explicitly teaching and reinforcing "what to do when the teacher is instructing" over the next month*

Step 7: Plan Follow-up Meeting (1 minute)

Set a date for a follow-up meeting to evaluate and revise the plan.

- Date and time of next meeting: *21 days from today's meeting*

  For example, if a class goal is to increase the number of students arriving on time, remind students by drawing a clock with the start time on the board. Keep records of arrival times and celebrate when the goal is reached. As students internalize the behaviour, increase the timelines from a day to a week to a month, with corresponding celebrations.

Tool 6:
Year-at-a-Glance (Sample)

September

- ❏ Hold transition meetings with classroom teachers.
- ❏ Prepare funding applications for students who meet the Levels 2 and 3 criteria and moved in during the summer.
- ❏ Meet with classroom teachers and arrange consultation meetings for the year.
- ❏ Hold individual education planning (IEP) meetings with parents, the school team, clinicians, and students (if possible).
- ❏ Meet educational assistants (EAs) to review the students with whom they will work.
- ❏ Develop IEPs for new students.
- ❏ Ensure that pupil files have been created or have arrived for all new students.
- ❏ Plan dates for vision/hearing screening.
- ❏ Hold classroom visits to meet and observe new students.
- ❏ Complete Workers Compensation forms for students going out on work experience (Senior Years).
- ❏ Initiate completion of applications for the "market*Abilities* Program" (Manitoba Jobs and the Economy) and "Community Living dis*ABILITY* Services" (Manitoba Family Services) (Senior Years).

October

- ❏ Complete students' IEPs and obtain signatures.
- ❏ Arrange IEP meetings with parents, the school team, clinicians, and students (if possible) at regular reporting times.
- ❏ Organize and assist with vision/hearing screening.
- ❏ Visit and meet with classroom teachers to monitor progress on IEP outcomes (on a monthly basis).
- ❏ Assist classroom teachers as needed in report card preparation.

November

- ❏ Prepare IEP updates in conjunction with the report card.
- ❏ Meet parents at the parent-teacher conference.

December/January/February

- ❑ Complete funding applications for new students who started after September 30.
- ❑ Schedule and attend transition meetings for students with exceptional learning needs, including intakes of students entering Kindergarten in fall.

March

- ❑ Prepare funding applications for the next school year.
- ❑ Prepare IEP updates with the report card and meet with the parents.

April

- ❑ Start the process of making next year's class lists with the school support team.
- ❑ Complete personal transportation plans (PTP) for next year.

May

- ❑ Schedule visits for students with exceptional learning needs who are transitioning to another level or school.
- ❑ Hold IEP summative meetings with parents, school teams, clinicians, and students (if possible).
- ❑ Assist with Kindergarten screening for September students.

June

- ❑ Prepare IEP summative reports with report cards.
- ❑ Evaluate, revise, and develop IEPs with parents.
- ❑ Plan a date with the IEP team for September.
- ❑ Schedule IEP grade-to-grade transition meetings for September.
- ❑ Cull pupil files.
- ❑ Ensure that pupil files are sent to the new schools for students with exceptional learning needs who are changing levels or schools.
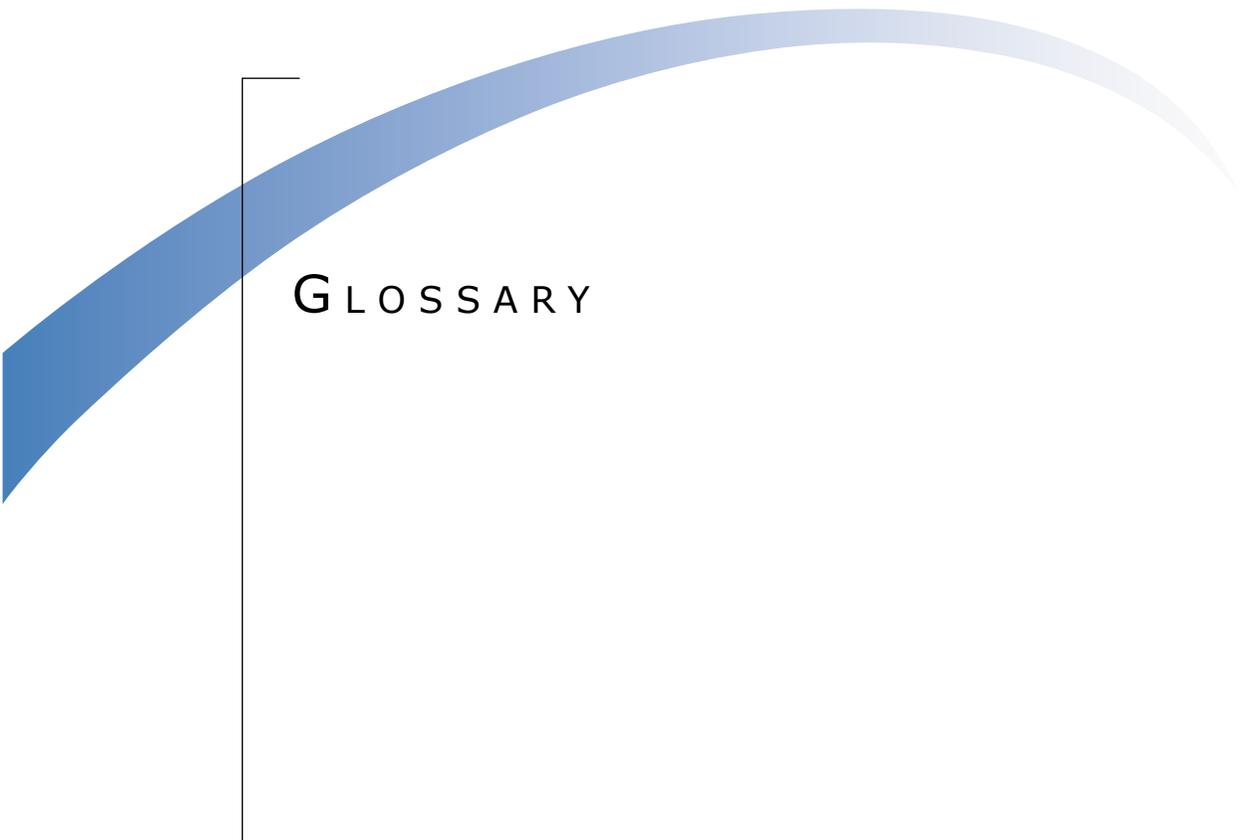
GLOSSARY

GLOSSARY

accessibility
Removing physical or other barriers or obstacles to ensure access to buildings, facilities, media, materials, electronic systems, and environments, and to ensure equality for all individuals.

adaptation
A change made in the teaching process, materials, assignments, or pupil products to help a pupil achieve the expected learning outcomes.

appropriate educational programming (AEP)
A collaborative school-family-community process through which school communities create learning environments and provide resources and services that are responsive to the lifelong learning, social, and emotional needs of all students.

assessment
A process of gathering information about what, and how, a student has learned, in order to make decisions about what to do next to continue the learning.

assistive technology
Any item, piece of equipment, product, or system that is used to increase, maintain, or improve the functional capability of individuals with disabilities.

behaviour intervention plan (BIP)
An individual education plan (IEP) developed by a team to meet a student's social/emotional and behavioural needs.

clinician
An individual who is trained in the provision of support services within the school setting and who provides services for students with exceptional learning needs and consultative services for school personnel and parents; and certified under Manitoba's *Teaching Certificates and Qualifications Regulation 515/1988* as a speech-language pathologist, school psychologist, school social worker, occupational therapist, physiotherapist, or reading clinician.

continuum of supports and services
A range of programming and services designed to support students with exceptional needs.

core team
A team that consists of the student, the student's parent(s), and the student's teacher(s).

curriculum
The curriculum prescribed or approved by the Minister.

daily plan
A plan that outlines how a student's individual education plan will be carried out each day and provides a daily timetable for a student and the outcomes to be worked on.

differentiated instruction
A method of instruction or assessment that alters the presentation of the curriculum for the purpose of responding to the learning diversity, interests, and strengths of pupils.

dispute resolution
A variety of informal and formal procedures used to identify issues and find meaningful solutions to the issues in dispute (e.g., problem solving, negotiation, conciliation, mediation, arbitration).

early identification

The process used to identify students with exceptional learning needs in preschool, Kindergarten, the Early Years, or as early as possible in students' education before or after their entry into school.

educational assistant

A person hired by the school division to provide support for teachers and/or students and supervised by a teacher.

expected learning outcomes

The learning outcomes consistent with the curriculum.

inclusion

A way of thinking and acting that allows every individual to feel accepted, valued, and safe.

inclusive education

Providing all students with the supports and opportunities they need to become participating members of their school communities.

individual education plan (IEP)

A global term referring to a written document developed and implemented by a team, outlining a plan to address the unique learning needs of a student. The written IEP may range in length from one page documenting student-specific adaptations developed by a student's teacher(s) in consultation with the parent(s), to a lengthier documentation of a student's programming outlining student-specific outcomes developed by a larger team that may also include resource, clinical, and other student services supports. The term *IEP* is inclusive of other acronyms such as individual transition plan (ITP), behaviour intervention plan (BIP), assisted learning plan (ALP), and so on.

individual health care plan (IHCP)

A written plan of care for a student with special health-care needs; a registered nurse facilitates development of the IHCP.

individualized programming

Programming intended for students whose cognitive disabilities are so severe or profound that they do not benefit from participating in curricula developed or approved by Manitoba Education and Advanced Learning. The IEP outlines highly individualized learning experiences that are functionally appropriate. In high school, the individualized (I) programming designation is not course specific, but identifies a full year of individualized programming. Students do not receive marks; their progress is documented through the IEP process.

individual transition plan (ITP)

A formal plan developed to help a student with exceptional learning needs as the student prepares to exit the school system; the plan is developed by a student's IEP team and is reviewed annually.

informed consent

An individual's voluntary consent to participate in an activity (assessment, intervention, program) after first being fully advised of the benefits and the risks; can be withdrawn at any time.

in-school team

A team that consists of the core team (student, parents, teachers) and other school staff, such as the resource teacher and/or school counsellor; the key decision makers in the student-specific planning process.

legal guardian

Court-appointed legal guardian or guardianship established through a provision of *The Child and Family Services Act* or *The Court of Queen's Bench Surrogate Practice Act* (Manitoba).

modification

Changes in the number or the content of the learning outcomes a student with a significant cognitive disability is expected to meet in the provincial curriculum, as determined by the student support team.

occupational therapist (OT) (clinician)

A professional trained to help people improve their ability to do activities related to their daily living, such as self-care, work, and leisure; provides student-specific assessment, suggests student-specific adaptations and modifications to classroom equipment, and provides training of staff to help students participate as fully as possible in school programming and activities; often works in conjunction with physiotherapists. The purpose of occupational therapy is to promote and maintain performance and health.

performance objectives (POs)

Student-specific outcomes broken down into small, manageable components or steps.

personalized transportation plan (PTP)

A written document recording the individual student's exceptional needs and the requirements for transportation services as part of a student's IEP.

physiotherapist (PT) (clinician)

A professional concerned with the assessment, maintenance, and improvement of physical function and performance of the body; often works with students who have difficulties with movement, coordination, or balance; provides student-specific assessment, recommendations, and staff training to meet a student's physical needs; often works in conjunction with occupational therapists.

print disability

A situation caused by a sensory, physical, or neural disability that results in a student being unable to use print materials effectively.

professional learning community (PLC)

An extended learning opportunity intended to foster collaborative learning among colleagues within a particular work environment or field; often used in schools as a way to organize teachers into working groups.

psychologist, school (clinician)

A specialist in psychology and education. School psychologists are qualified mental health professionals in the areas of psycho-educational assessment, childhood development, behavioural management, individual/ group counselling, and consultation.

pupil file

A record or a collection of records respecting a pupil's attendance, academic achievement, and other related matters in the possession or control of a school board.

record

A record of information in any form (e.g., paper/print, photographs, audio and video recordings, electronic media).

resource teacher

A teacher whose primary role is to support teachers and students in the implementation of appropriate educational programming within an inclusive learning environment; secondary roles may include leadership, management, and other resource duties. Resource teachers may include, but are not exclusive to, student services teachers, learning support teachers, special education teachers, and others.

school support team

A team that consists of the in-school team and additional personnel, such as clinicians and consultants, who consult and collaborate with the in-school team to support student-specific planning and educational programming.

social story
> A story written for individual students according to specific needs that describes appropriate social cues and student responses in specific situations.

social worker (clinician)
> A school social worker provides a link between home, school, and community; provides individual and group counselling, consultation to teachers, and other services that help students cope with their disabilities; collaborates with community agencies and provides support for students and families requiring multiple services.

specialized assessment
> Individualized assessment conducted by qualified practitioners across a variety of domains and specific learning contexts to provide additional information on the exceptional learning needs of students; includes assessment of exceptional learning, social/emotional, behavioural, sensory, physical, cognitive/intellectual, and adaptive, communication, academic, or special health-care needs relevant to students' learning and performance.

speech-language pathologist (clinician)
> A professional who supports the school team by providing specialized knowledge and skills in the area of communication development and difficulties, and their impact on curriculum and social outcomes for students; provides assessment, makes recommendations, provides therapy, and suggests modifications or adaptations in the area of communication.

student services administrator (or coordinator, principal, director, consultant, or assistant superintendant of student services)
> A teacher with special education certification hired by the school

division to coordinate and support the student services needs in schools.

student-specific outcome (SSO)
> A concise description of what a student will know and be able to do by the end of the school year.

student support team
> A team that consists of the core team, the in-school team, and the school support team.

student with exceptional learning needs
> A student who requires specialized services or programming when deemed necessary by the in-school team because of exceptional learning, social/emotional, behavioural, sensory, physical, cognitive/intellectual, communication, academic, or special health-care needs that affect his or her ability to meet learning outcomes.

transition
> Moving a student from one environment to another at key points in his or her development from childhood to adulthood (e.g., entry into Kindergarten, transition from the Early to Middle Years, from one grade to the next, or from school to post-secondary education or employment).

universal design
> The process of creating systems, environments, materials, and devices that are directly and repeatedly usable by people with the widest range of abilities operating within the largest variety of situations.

wraparound process
> A process for meeting the complex needs of children and youth and their caregivers that involves the integration of multiple systems and the development of individualized plans of care.
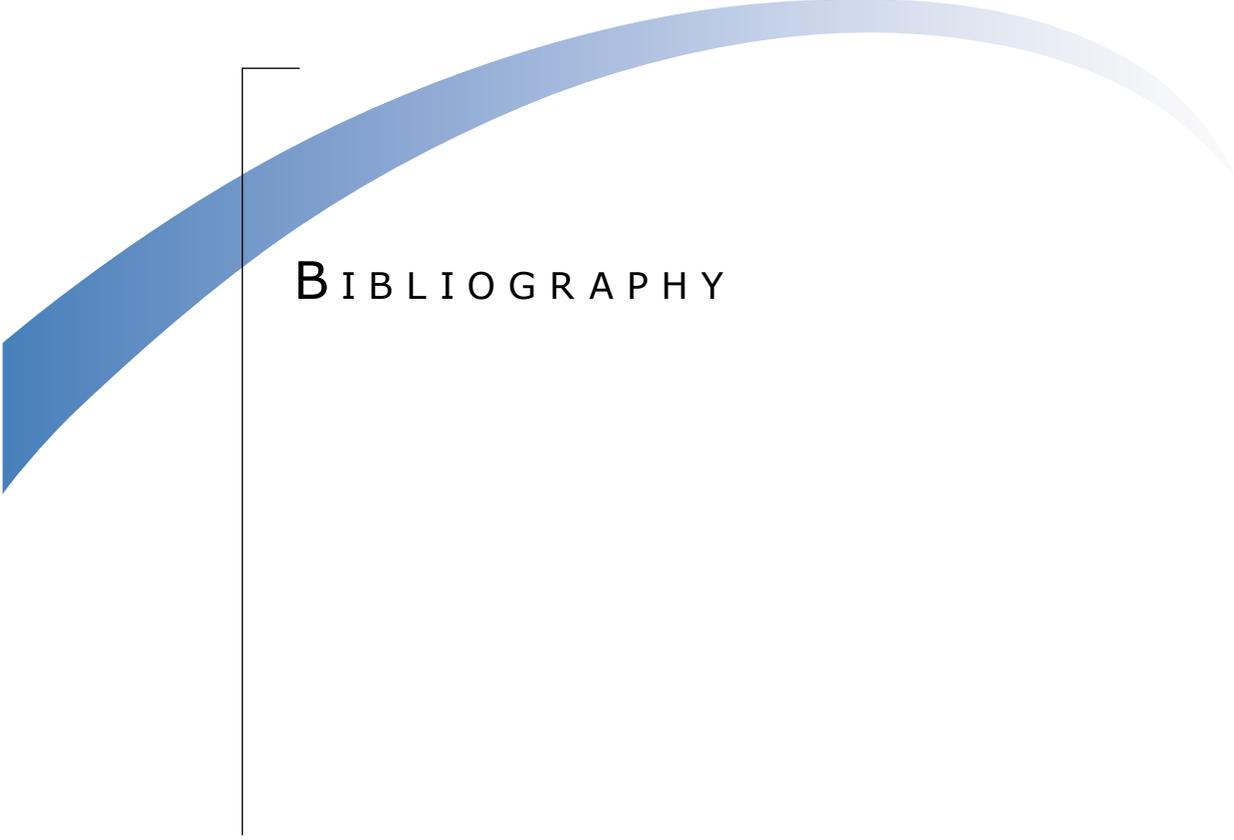
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