



## **Supporting Diversity: Strategies for Inventing a New Future**

*A Discussion Paper for Use by Schools*

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*May, 2002*

### ***Background***

About twelve years ago the Richmond School District moved from segregated and integrated programs to inclusive school based services. The “Special Programs” and “Curriculum” departments which existed at that time were amalgamated to form a new “Learning Services” department (LSD) to better support the integrated approach to service delivery that would be required.

The concept of “learning services” was intended to include both school-based and district personnel and programs intended to support teaching and learning. Thus, School-Based Teams were formed in order that a transdisciplinary approach to the provision of school-based learning services could be provided. Resources and services throughout the district were allocated in a non-categorical manner based on recognized student needs rather than officially designated Ministry categories.

The Forward to the document entitled *A Framework for Learning Services in the Richmond School District*, prepared by Bruce Beairsto, is cited below as it provides a succinct overview of the history of inclusion in Richmond. That document, which is available on RichNet in the District Documents folder, is also good source of information about the assumptions and purposes that underlie the approach taken to services for students with special needs, and more generally inclusion, in Richmond.

The Richmond School District has a proud history of strong programs which respond to the needs of students facing the obvious challenges of physical or intellectual disability. In the early 1990s the District discontinued these distinct programs in favor of full functional integration of all students in their neighbourhood school. In the same spirit, the District discontinued its District programs for students with severe learning disabilities and reassigned the staff involved to school-based programs, at the same time providing additional teaching personnel and paraprofessional support within the neighbourhood school model.

These changes in organization led to deeper and more subtle changes in thinking for many people who had previously had little contact with students in special programs. Closer contact led to a growing understanding of the needs and abilities of these students. This in turn caused many to reflect on the wide diversity of student characteristics, backgrounds, needs and abilities which occur in all classrooms. The reframing of interpretations and the

rethinking of roles and responsibilities which accompanied the integration of some students had a profound impact on schools in Richmond and on the nature of classroom instruction and other learning services for all students. Over the decade of the 1990s the District evolved from segregated programs for students in some special categories to inclusive non-categorical services in neighbourhood schools for all students.

Some fundamental changes made at this time are particularly worthy of note.

- School-Based Teams, which employ a transdisciplinary approach to providing student services, were established in all schools and considerable effort went in to supporting their development.
- Resources and services were provided throughout the district in a non-categorical manner based on “recognized” student needs rather than officially “designated” Ministry category.
- The Special Programs and Curriculum departments were combined to form a new Learning Services Department to better support integrated service delivery.

The inclusive approach resulted in more contact between “special” and “regular” education teachers. Closer contact and increased collaboration reinforced the impression that the traditional distinction between “special” and “regular” education was artificial, inappropriate and counterproductive. This is not to suggest that specialist knowledge is not important, indeed essential, but rather that a strict scientific/industrial division of labor is not the best way to support the intellectual, behavioral and emotional needs of students. Inclusive non-categorical services, while not without their costs and complexities, have the potential to provide more support to more students in a more relevant and appropriate setting with better results for all students. However, they require the time and commitment of all staff, consistent support and constant refinement.

As we complete our first decade of non-categorical inclusive learning services for all students, there are several reasons to take the time to remember the origins of this model and the values and beliefs upon which it is based. First, many teachers who have lived through the significant changes that brought it into existence, and have themselves been changed, are now retiring. Those who are replacing them deserve the opportunity, encouragement and support to reflect upon their own values and beliefs as they enter the profession. Second, changes in our community and in society in general have led to much greater diversity in every classroom and thus greater challenges for all teachers. Finally, we are faced with budget shortfalls which have created many strains within the District and may require us to change some of the successful practices that have been established. As we enter into these critical discussions it is important to keep the lessons of the past decade in the foreground so that they may guide us in our problem solving and in our continued learning.

### *Expressions of Concern*

In June, 2001, the Richmond Primary Teachers' Association prepared a report on the impact of inclusion. The report highlighted the challenges of including students with special needs and also noted some significant changes in primary classrooms over the past ten years: increasing aggressive behavior among students, increasing linguistic and cultural diversity, and increased expectation of partnership with colleagues and parents.

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*How can the Richmond District structure the model of Inclusion so that teacher stress, frustration and burnout are minimized and success of teachers and students are maximized?*

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While the report affirmed that they valued the diversity of learners in their classrooms, it expressed the following concerns. Primary teachers felt that they did not have the knowledge, skills and training to be successful with students with special needs, they were experiencing an increase in stress; and some were fearful of expressing their legitimate concerns lest it jeopardize them in some way. The question posed at the conclusion of the report is: *"How can the Richmond District structure the model of Inclusion so that teacher stress, frustration and burnout are minimized and success of teachers and students are maximized?"* While this report described the experiences of primary teachers, if intermediate and secondary teachers were asked the results would probably be similar. Thus, there is a broad based need to evolve in ways that are sustainable across the system.

The District Review Process Report of February, 2002 identified four key themes to guide the development of a draft growth plan for the district. These include:

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*There is a broad based need to evolve in ways that are sustainable.*

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- to engage the District in a process to reexamine its 1990 Statement of Philosophy and develop a Mission Statement appropriate to the current and future needs of the District
- to reexamine the District's understanding and definition of inclusion in order to best deploy its human and financial resources in support of this vision
- to reexamine the District's support of the teaching/learning environment in order to appropriately respond to the changing social and economic context
- to consider how the District can support, challenge and celebrate the achievements of all students, given the diversity of needs and abilities within the student population. (p.3)

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It is apparent that the District Review sees Inclusion as a key theme which is complemented by the themes of supporting the teaching/learning environment and celebrating the achievements of all students. Thus, Inclusion is a fundamental value that cannot be either compromised or abandoned. However, it is clear that (a) our understanding of the meaning of Inclusion continues to grow in its sophistication, and (b) as a result of this evolving understanding and of practical necessities we have to continue to develop new methods of implementing our ideals. Thus, capacity building is the key strategy for

inventing our own future. At the same time, we recognize that there will be a need for some redesign. This draft paper is intended to provide a set of principles or guidelines as schools redesign their support systems to/for teachers and students.

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### ***Defining Inclusion***

As defined by the Ministry of Education (1995), *Inclusion is the value system which holds that all students are entitled to equitable access to learning, achievement and the pursuit of excellence in all aspects of their education. The practice of inclusion transcends the idea of physical location, and incorporates basic values that promote participation, friendship and interaction.* The Richmond School District unequivocally supports the values inherent in an inclusive philosophy.

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Inclusion as a value system reflects our social conscience and goes beyond students with special needs. Attributes of an inclusive system include:

- equitable access to learning and support
- collaboration
- balancing prevention, remediation and effective classroom instruction
- providing the most enabling environment through a range of settings and services

All people require assistance to enable them in their development. This support may come from the school, the family or the community, separately or together in various combinations. The classroom teacher is the primary source of support within the school system, but many students will also require some additional form of “learning services” at one time or another. The purpose of Learning Services within an inclusive system is to assist classroom teachers in accomplishing their mandate to “enable all students to develop their individual potential.”

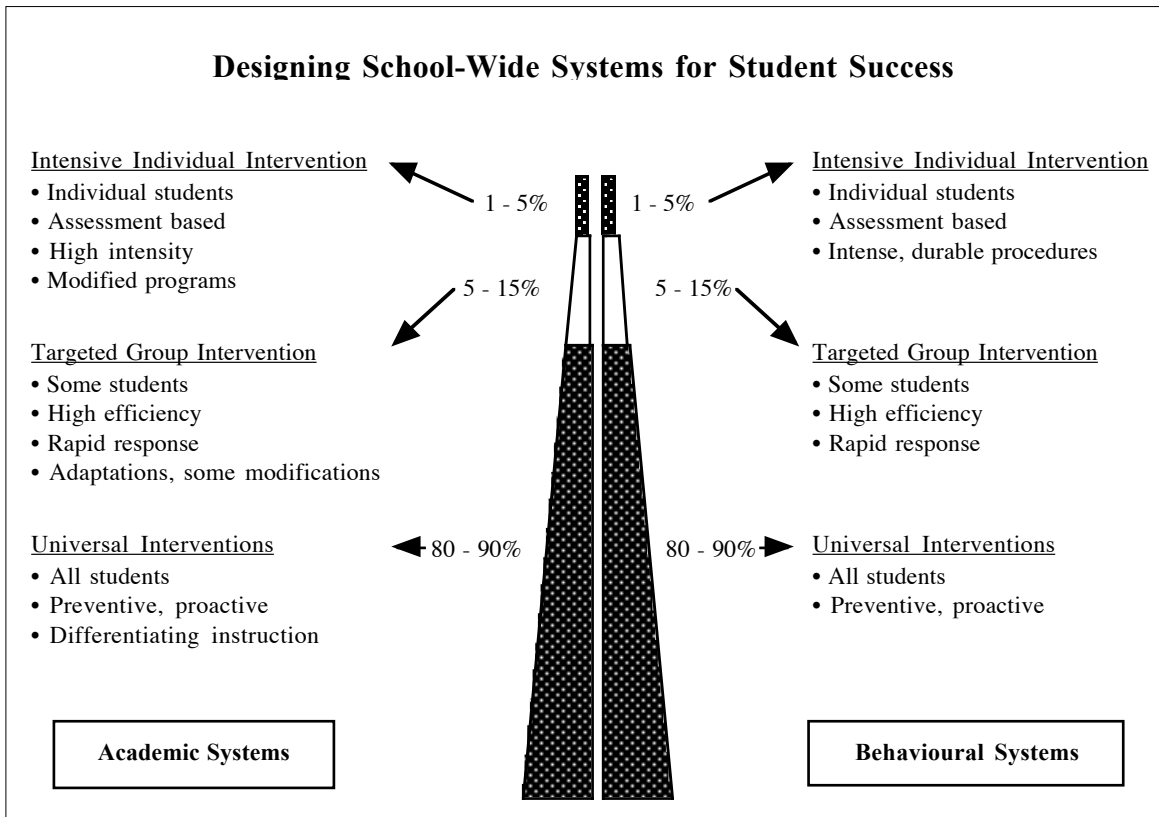
School and district-based Learning Services are intended to assist but not to replace the classroom teacher, who bears primary responsibility for the educational program of all students in his or her class. Curriculum should be designed to support to the maximum degree possible the naturally occurring diversity of student backgrounds, needs and abilities which can be expected to exist in every classroom. School-Based Teams are charged with the responsibility for utilizing school-based resources and requesting outside assistance when necessary to assist classroom teachers in responding to the needs of all students. These services may be provided within or outside of the classroom but must always be aligned with the educational program in the classroom.

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*Classroom curriculum should be designed to support to the maximum degree possible the naturally occurring diversity of student backgrounds, needs and abilities.*

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Because every student is unique, there is no one best way to teach. Ongoing inquiry, reflection and adaptation are necessary to ensure that classroom practice and learning services are maximally effective for all students. This requires continuous dialogue to support effective collaboration between administrators, teachers, paraprofessional support staff and parents. As we continue to learn more about teaching and learning in general and the particular characteristics and needs of individual students, educational programs and learning services will change to incorporate new insights and understandings.



*Adapted from Shimmer, T. (2001)*

### ***Effective Use of Resources/Organizing for Support***

The graphic above illustrates a systems approach to school-wide academic and behavior support that is designed to increase the capacity of the school to adopt and sustain research validated practices. Attention is focused on the careful analysis and adjustment of teaching and learning environments to enhance academic and social success for students and staff. Research in both academic and behavioral areas indicate that effective classroom practices will reach and benefit 80% to 85% of all students. There are some students, usually 15% to 20%, who need support in addition to effective classroom teaching. These students usually benefit from small group,

intensive, targeted support for a fixed period of time. Then there are students whose learning and/or behavioral needs are severe and chronic. These usually comprise 1% to 5% of the population and require ongoing, individualized support.

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Resources (e.g., Learning Resource Teachers, Educational Assistants) are not assigned from the district office to individual students, but rather to schools. It is assumed that they will be used flexibly within the school setting and that their allocation will be reviewed and adjusted on an

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ongoing basis. Resources can be used most effectively to enhance capacity when they are applied in response to a system analysis. Effective academic and behavior support involves the development of a series of interrelated systems which include school-wide, classroom and individual student support systems.

The importance of a systems analysis is to ensure that the time available from the Learning Resource Teacher(s) is used as effectively as possible. The primary reason for assigning Learning

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Resource Teachers to schools is to support those students who need more than the classroom can provide: the students whose needs can be described as falling in the top two tiers of the support triangle. Another important function of the Learning Resource Teacher is to support the classroom teacher in differentiating instruction so that at least 85% of the students are successful

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in the classroom, thereby ensuring that there is dedicated instructional time for those students who fall into the top 20% of the triangle.

A school-wide analysis can be done by reviewing the special needs database to look for patterns of needs across the school. Patterns of need such as poor organizational skills, difficulty completing tasks, distractibility, etc. may be identified in the school as a whole. These needs could be addressed through school based professional development which would help classroom teachers by providing whole class and small group strategies to make learning more successful for students described with the above characteristics. In addition to using professional development opportunities, Learning Resource Teachers could model strategies in the classroom. Referring individual students described with these characteristics to the Learning Resource Teacher will not “fix” the problem. Moreover, it often isolates the students from the coherence of the classroom and they are often required to “make up” what they have missed. This only exacerbates the difficulty for these students.

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*Learning Resource Teachers could model strategies in the classroom.*

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In a systems view it is important to distinguish between needs and services. While many people see learning resource and/or educational assistant support as a *need*, they are really *services* which are assigned to schools to address and support learning and/or behavioral needs. Thus, needs should be described from the learner's perspective, not from the service perspective, and then learning services should be applied in response to those needs. For example, it is often recommended that a student "needs" an EA. However, if a goal for a student is to initiate more social communication with peers, that becomes the need, not the EA. The SBT will then determine how best to support the student in achieving the goal. It might include the involvement of peers, the use of different instructional strategies and/or the involvement of an EA or Learning Resource Teacher. The important point is to determine the need as a goal and then use available services to best support the attainment of the goal rather than jumping directly to the service and confusing it with the underlying need. A recent example of using peer support involved a Grade 4 student with a moderate intellectual disability. During Writer's Workshop, the student would copy the sentence the teacher had scribed for him and then share his "story" with other students as they were engaged in their writing activity and they would comment or respond in some way. This approach was not disruptive to the other students and resulted in more social interaction and vocabulary development for the student with special needs.

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The role of the Learning Resource Teacher will require greater flexibility and leadership than ever before if he/she is to work within a systems view. It seems

logical then that Learning Resource Teachers organize their time according to school terms or modules within the school rather than by regularly assigning blocks of time to individual classrooms all year long. The schedule of the Learning Resource Teacher should be designed in response to the needs in the school on an *equitable* basis, not on to meet a predetermined expectation of *equal* access to learning resource time for all classrooms. Thus, in some schools with great diversity the Learning Resource Teacher might spend the first 4-6 weeks in the Fall ensuring that the programs for students on modified programs are fully functioning. This requires the implementation of the modified program, in collaboration with the classroom teacher, ensuring that student materials are in place and that EAs are trained in specific interventions for the students.

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Once modified programs are well established they seldom change significantly in a short period of time. Therefore, the next priority the Learning Resource Teacher might have is supporting students who are not yet reading and/or writing according to expected levels or need behavioral or learning strategies support. He or she might develop an intense developmental or remedial

program for some students and establish some strategic learning interventions for others. During the third term, the focus might shift to early intervention for Kindergarten and Grade 1 students. It is important that throughout the year the Learning Resource Teacher has time to support the design and implementation of instructional adaptations in the classroom and provide training for EAs in targeted interventions for specific students.

### ***Team Work and Blended Roles***

The challenges of inclusive education require that teamwork is seen as the norm and that all school teams

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function in a flexible and responsive manner. An important aspect of sustaining inclusion is a reexamination of the relationship between enrolling and non-enrolling staff such as English as a Second Language (ESL) teachers, learning assistance teachers and resource teachers. A tidy delineation of roles will no longer be possible or desirable in a context in which diversity is the norm. While the expertise of specialist teachers continues to be required, the effect of sharing and combining expertise in a collaborative way results in a greater response to the diversity of needs within a school. The current categories of “Learning Assistance Teachers” and “Resource Teachers” will be combined and reclassified as “Learning Resource Teachers” and it is intended that they work collaboratively and interdependently with ESL teachers whenever possible to serve the needs of the students in their school. This reexamination and restructuring will be a difficult transition requiring the unlearning and relearning of roles as teams struggle with difficult

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questions about how they will combine the need for particular specialist knowledge with the requirement that all team members have sufficient generalist knowledge to work in an interdependent manner.

The need for teamwork in the area of District Learning Services will require that our district-based personnel work very closely with each other and with school-based personnel around the central agenda of the classroom curriculum in addition to their traditional role in supporting individual students. Speech/Language Pathologists and Area Counsellors, for example, are currently thinking about how best to utilize the additional positions in each of those base groups to best enhance capacity in our schools. School discussion about the contributions one makes as an educator, as opposed to the label one holds, will be critical.

While this direction is positive it is also challenging. Some questions which will need to be explored in depth include:

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- How can we develop flexible teams of professionals who work interdependently without losing sight of the fact that the individuals involved have unique and valuable specialist knowledge?

- How, and to what degree, can meeting the needs of learners with English as a Second Language or unique Gifts and Talents be integrated into the role of the school-based learning services team?

These are important questions, which cannot be answered in a discussion paper such as this but must be explored by individual teams according to their composition and circumstances. However, the value and importance of greater interdependence and teamwork is clear.

### ***Guidelines for Assigning EA Support***

Educational Assistants play a key role in supporting students with special needs. However, despite an assumption on the part of some teachers and parents, there is no obligation in educational policy, either local or provincial, to provide Educational Assistants. Some students will, of course, will require individual attention throughout their school career and this need will not be alleviated by early intervention or other forms of support. In assigning EAs to support students and teachers it is important to be alert to the potential of creating learned helplessness or co-dependency and strive at all time to foster independence and interdependence.

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In *Support Networks for Inclusive Schooling*, Vandercook and York offer the following comment in this regard.

When an adult provides physical support to a student in a classroom, a great deal of caution must be exercised to prevent conveying the message that if the student needs help, the support person always will provide the assistance. This can prevent interactions with natural support personnel [such as the classroom teacher and other students], build dependence, and prevent skill acquisition by the classmates and classroom teacher. The support person should be viewed as an adaptation to the environment and like all adaptations, should be faded if and when it is appropriate. This is not to say that additional support is not needed but that natural supports exist and should be utilized to the greatest extent appropriate. The responsibility of the adult who provides additional support is to facilitate the membership, participation, and learning of all students in regular classes and other integrated school settings. (p. 112)

It may not be possible to adhere strictly to a formal list of priorities for assigning EA time due to individual circumstances. However, there is a clear hierarchy of response. First priority is given to issues of health and safety, both for self and others. Personal care needs and any adult assistance required to allow a student to communicate also receives a high priority. Although EAs are not assigned specifically to individual students by the District, at the school level the needs of individual students and groups of students should be the basis for allocation of EA time. Once the essential needs of individual students are met, any remaining EA time can be used to

support students with intellectual, academic and/or behavioral needs. Assignment of EA time should be made by the school principal on the basis on a global understanding of the school situation, however, an initial working list of priorities might be as follows:

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*Assignment of EA time should be made by the school principal on the basis on a global understanding of the school situation.*

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- physical management
- health and safety (physical and emotional)
- behavioral support (implementing behavior support plans and/or ensuring the safety of other students)
- supporting the communication needs of students
- minimizing disruptions to the learning of other students
- specific, targeted instructional interventions for individual or small groups under the direction of the Learning Resource Teacher.

There is a very informative document entitled *Roles and Responsibilities of Teachers and Teacher Assistants* which was jointly prepared by the BCTF and CUPE. Copies were sent to schools earlier this year but it is also available on the BCTF website: [www.bctf.bc.ca](http://www.bctf.bc.ca)

### ***Consistency in Service Delivery***

One of the principles of learning is that “people learn in a variety of ways and at different rates.” This means that there must be a variety of teaching styles and learning opportunities within a classroom in order to recognize the natural differences in the needs, abilities and interests of students. We also have to keep in mind that students’ different backgrounds and circumstances require individual consideration and response in the school as a whole, albeit within a common framework of policies and practices that focus on learners’ needs. Thus, consistency is clearly something to strive for across the District as we endeavor to provide equitable opportunities for all children. At the same time, it would be unwise to pursue absolute uniformity, a “one size fits all” approach to supporting students. While day-to-day practices will vary, the overall principles and policies applied in all schools should be consistent. Consistency comes not through a standard set of actions but rather through system-wide application of a value system that recognizes the right of every student to full participation in the social and educational life of a school. It takes skill, creativity and care to create classroom environments that allow all

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students to participate fully and to thrive regardless of ability, learning style or background. Thus it is important to engage in dialogue about those principles on a regular basis.

## *Enhancing Capacity*

The student population in Richmond is more diverse than ever before. Children seem to come to school with less capacity on average, to function in socially appropriate ways. In addition, over half of the students in our schools come from homes where English is not the main language and this linguistic diversity is accompanied by cultural diversity. Also, the numbers of students with special needs included in the regular classroom are increasing, particularly students with autism. (Richmond has three times the provincial average of students with autism, the highest rate in the province.)

Across the District, teachers have adjusted their instructional approaches to accommodate a wider range of styles/needs and have discovered that this improves student performance. This has resulted in an increased sensitivity to diversity on the part of all teachers and a growing awareness that with appropriate support all students can be successful learners in meaningful, if perhaps personal, terms.

In *A Framework for Learning Services in the Richmond School District*, Bruce Beairsto writes:

Unfortunately, our own elevated expectations, while laudable, can be very stressful. If one defines professional responsibility in terms of performance of certain tasks, “delivering the curriculum” if you will, then it is possible to take pride in a job well done even if some students do not learn. Lessons can be well planned and skillfully presented. Then, if having led the proverbial horse to water it will not drink, there must be other causes which are beyond our control and for which we cannot take responsibility. However, if one accepts a professional responsibility to enable learners and believes that it includes all students then one’s personal expectations become considerably more open-ended, perhaps impossibly so. A student’s failure to thrive then challenges us to find new ways to invite, support and sustain growth. The caring and emotional involvement which teachers have always brought to their classrooms has the potential to entrap them in unachievable expectations if they adopt this student-centered perspective.

One way in which teachers can receive support in managing the diversity in their classrooms is through the School Based Team. The SBT can play a significant role in developing and enhancing the professional learning community at the school level. In addition, it is proposed that networks of support between and among schools

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be established to provide opportunities for classroom teachers, Learning Resource Teachers, Educational Assistants and administrators to share their dilemmas, provide mutual support and engage in dialogue and discussion to enhance educational practice. These networks of support would be organized around families of schools and be designed as problem-based learning experiences in which any participant would be able to present a learning or behavioral challenge

and receive support from colleagues. (More detail regarding the organization and function of these networks of support will be provided at a later date).

### ***Conclusion***

The manner in which Learning Services teachers work together, School-Based Teams respond to teacher requests and monitor individual students, Educational Assistant time is assigned, and teachers conduct their classes all affect the efficiency with which resources are used and the effectiveness of those resources in meeting student needs. Generally speaking, however, the more flexible, adaptive and collaborative the approach, the better. Because the resources assigned to a school are not student-specific, they can be organized to meet the greatest possible number of needs and can be reorganized at any time in response to changing needs or circumstances.

There can never be enough time or resources to ensure ideal circumstances and supports for all students. Therefore, individually and collectively we must make practical, professional and ethical decisions about the allocation and use of our own and other resources on an ongoing basis.

It is a personal and professional responsibility to actively seek out new knowledge and to deepen our personal understanding so that we can make the best possible decisions. Moreover, since we work interdependently in service to

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students and not as autonomous individuals, we must engage in the search with others as part of a professional community within our schools, in the larger context of the District, and beyond.

### ***References***

Beirsto, B. (2001). A Framework for Learning Services in the Richmond School District

Dixon, M. & Mostat, B. (2002). A Report to the Board of School Trustees (Richmond) on the District Review Process

### ***Appendices***

- Adaptations for the Regular Classroom
- A Framework for Learning Resource Teachers

**A FRAMEWORK FOR LEARNING RESOURCE TEACHERS**

<p><b>ASSESSMENT/EVALUATION</b></p> <p>The purpose of assessment and evaluation is to plan and implement an educational program to help the student learn. Learning Resource Teachers provide:</p>	<p><b>INSTRUCTION</b></p> <p>Learning Resource Teachers provide direct instruction which includes:</p>	<p><b>CONSULTATION</b></p> <p>The classroom teacher is central to the instructional program for all students. Through collaborative consultation, the LRT supports the classroom teacher to plan for, organize and access support for students. This includes:</p>
<ul style="list-style-type: none"> <li>• criterion-referenced and norm-referenced assessment to Level B, as required, to answer specific instructional questions (e.g. Canada QUIET/FIAT, Informal Reading Inventory)</li> <li>• screening assessments to establish student profiles for targeted populations (DISCOVER: Learner Strengths, Matrix Analogies Test - Short Form)</li> <li>• systematically observe and collect behavioral data to establish baseline progress, or describe functional behaviors (e.g. notes from observations, checklists)</li> <li>• synthesize information from parents, student records, other service providers, and health-related information to aid in the assessment process (interpreting a wide variety of data)</li> <li>• in-depth interviews with students to determine their knowledge of the learning process and/or thinking strategies (e.g. Reading or Interest Interviews, Views Attuned)</li> </ul>	<ul style="list-style-type: none"> <li>• teaching individuals or small groups of students in acquiring specific academic or behavioural skills</li> <li>• assisting students in developing compensatory skills and/or learning strategies to minimize the effect of a disabling condition on learning</li> <li>• co-teaching with classroom teachers to implement instructional strategies which adapt instructional content, process, or materials (differentiation)</li> <li>• supporting teachers regarding adjustments to curriculum, instruction or environmental factors which may facilitate learning for a student or group of students</li> </ul> <div data-bbox="1211 737 1425 1283" style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p><i>The setting in which the direct instruction takes place (the classroom, resource room or some combination of both) should be determined in collaboration with the classroom teacher based on the student needs and the instructional goals to be achieved.</i></p> </div>	<ul style="list-style-type: none"> <li>• collaborating with classroom teachers to design or implement instructional strategies or to adapt instructional content, process or materials</li> <li>• supporting teachers regarding adjustments to curriculum, instruction or environmental factors which may facilitate learning for a student or group of students</li> <li>• consulting with parents and students regarding learning strategies and organizational skills</li> <li>• consulting with district and community resource personnel</li> <li>• supporting the transition of students with special needs</li> <li>• communicating with EAs and providing inservice training as required</li> <li>• keeping records (eg. Special Needs database, file summaries, 1701, IEPs, etc.)</li> <li>• case management for students with special needs</li> </ul>



SD 38 (Richmond)

# Adaptations for the Regular Classroom

STUDENT'S NAME: \_\_\_\_\_

TEACHER'S NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

LA/RT: \_\_\_\_\_

Please review the adaptations below. After completing the strengths and needs profile on reverse, highlight the adaptations you will use to support the learner.

CLASSROOM ORGANIZATION	CLASSROOM MANAGEMENT	METHODS OF PRESENTATION	METHODS OF PRACTICE	METHODS OF TESTING
Vary Grouping	Vary Response Options	Vary Content/Amount to be Learned	Vary General Structure	Vary Type: • verbal
Large Group Instruction	Homework	More Time to Learn New Information	Amount to be Practised	• written
Small Group Instruction	Tests	Adjust Conceptual Level	Time for Practice	• demonstration
Individual Instruction	Class Discussion	Cumulative Reviewing	Group/Individual	Vary General Structure
Peer Tutoring*	Special Projects	Review General Structure	Teacher Directed/Independent	• group/individual
Independent Self-Instructional Activities	Positive Reinforcement	Advanced Organizers	Items Ranging from Easy to Difficult	• amount to be tested
Learning Centres	Vary Reinforcement Systems	Previewing Questions	Copy	• time for completion
Vary Methods of Instruction	Positive Notes Sent Home/Office	Cues, Mnemonic Devices	Vary Level of Response	Vary Level of Recognition
Teacher-Directed	Free Time	Provide Immediate Feedback	Copying	• recognition
Student-Directed	Special Activity	Involve Students Actively	Recall with Cues	• recall with cues
Preferential Seating	Progress Charts for Individual Students	Vary Type of Presentation: • verbal-lecture, discussion	Recall without Cues	• independent recall
Unison or Choral Responding	Tangibles	• written tests, worksheets	Vary Type of Materials	Allow for Sample or Practice Test
Paired Retelling	Explicit Explanations	• audiovisuals	Audiovisual Equipment	Allow for Testing in Small Group Situation ( <i>Resource Room</i> )
	Assign Peer Tutor	• tape recorders	Allow Additional Time to Complete Tasks	Allow for Open Book Testing
	Schedule Regular Conference Times	• filmstrips	Reduce Expectation for Quantity of Work	Provide Assistance by Reading Instructions and Questions
	Structure	• movies	Reinforce Appropriate Participation	Allow for Adaptation when Marking
	Clear, Realistic Expectations	• projectors	Ignore Inappropriate Behaviour	More Frequent Testing
	Provide Outlines of Content	• transparencies	Allow for Use of Photocopied Notes	Short, Direct Questions
	Provide Key Visuals for Organization	Encouraging the Use of Organizers, Calendar, Homework Book	Calculator	
	Allow Additional Time for Responding	Ask Student to Repeat Instructions	Allow for Dictated Responses/Notes	
	Cueing - Utilize Both Verbal and Non-Verbal Cues	Explain Purpose and Expectations of Lesson	Taped Books	
	Student Involvement in Establishing Classroom Expectations		Key Visuals	
			Verbal Rehearsal	
			Role Play	
			Encourage Keyboarding	

\*with careful matching