

PART 2

The Resource Teacher Lens

Observe → Understand → Collaborate → Build Capacity



Role shift

The Resource Teacher is not simply another service delivered to the student. The role includes connecting information, people, environments, and practices—and strengthening the system around the student.

INDIVIDUAL EXERCISE: Look Beyond the Student



How to use this activity

Use the three-part lens 'Student-Task-Environment' before selecting an intervention.

Let's Look Beyond the Student

When a student is struggling, investigate three things:



STUDENT

- What capacity is being taxed?
- What does the student communicate through the behaviour?



TASK

- Is the cognitive, language, executive-function or sensory demand accessible?



ENVIRONMENT

- What happens before, during and after the difficulty?
- Are expectations, routines and adult responses predictable?



The student may need support

but the student is not necessarily the only thing that needs to change.

STUDENT: What strengths, needs, communication, regulation, or skill factors matter?

TASK: What cognitive, language, executive-function, sensory, or performance demands matter?	
ENVIRONMENT: What about routines, peers, timing, noise, transitions, expectations, or adult responses matters?	
‘Student-Task-Environment’ INTERACTION: Where do these factors meet? What pattern emerges?	
INTERVENTION - FIRST ADJUSTMENT: What is the smallest useful change we could test?	

The Resource Teacher service models

Resource Models



Resource Teacher

Support delivered through two classroom-based models



Consultation Model

- ✓ Resource or remedial teacher directly supports the classroom teacher
- ✓ Indirect service delivered to students
- ✓ Joint planning, problem-solving, and strategy development



Collaborative Model

- ✓ Classroom and resource teachers jointly plan interventions
- ✓ Shared monitoring of student progress
- ✓ Co-developed learning targets



Direct Support VS. Capacity Building



Direct Support

Working directly with the student

- Supporting the student
- Co-regulating
- Clarifying a task
- Practising a skill
- Providing a break
- Responding to difficulty



Capacity Building

Strengthening the system around the student

- Supporting the adults around the student
- Modelling co-regulation
- Helping teachers identify barriers
- Helping the skill generalize to class
- Designing sustainable regulation supports
- Building conditions that prevent difficulty



The goal is not less support.

It is support that becomes increasingly embedded in the student's everyday environment.

Push-In Resource Models



In-Class Support

- ✓ Resource teacher works directly within the regular classroom
- ✓ Students remain integrated with peers
- ✓ Targeted academic support provided during instruction



Co-Teaching Approaches

Six evidence-based co-teaching structures

- ✓ One Teacher, One Support
- ✓ One Teacher, One Observer
- ✓ Parallel Teaching
- ✓ Station Teaching
- ✓ Alternative Teaching (Small Targeted Group)
- ✓ Team Teaching



Pull-Out Resource Models



Resource Room

- ✓ Students leave class temporarily for targeted intervention
- ✓ Individual or small-group instruction
- ✓ Focus areas: literacy, numeracy and executive functioning



Remedial Services

- ✓ Short-term targeted intervention
- ✓ Academic support tailored for students at risk
- ✓ Re-teaching or pre-teaching core curriculum content



Individual Intervention

- ✓ One-to-one support specialists
- ✓ Resource or special education teacher
- ✓ Speech-Language Pathologist, Psychologist, Psychoeducator or Special Education Technician



These resource models can be used in both Elementary and Secondary settings.

Small Group Service Models



Targeted Intervention Groups

- Reading**
Structured decoding and comprehension skill groups
- Numeracy**
Foundational math principles and problem solving
- Social Skills**
Guided peer interactions and emotional regulation
- Executive Functioning**
Organization, planning and focus strategies



Response to Intervention (RTI/MTSS)

TIER 1

Universal classroom supports for all students



TIER 2

Targeted small-group intervention for students at risk



TIER 3

Intensive individualized intervention for students with high needs



Specialized Class Models



Specialized Support Classroom

Self-contained setting tailored for intensive academic and developmental needs.



Low Student-Teacher Ratio

Provides intensive, personalized instruction and specialized behavioral or developmental support within a structured classroom setting.



Flexible Classroom Integration

Students may be integrated into the regular classroom for specific subjects or parts of the school day to foster social and academic inclusion.

SELF-REFLECTION QUESTIONS: Direct support vs. capacity building

- Where does most of my time currently sit—direct support or capacity building (consult the **Resource Teacher Service Models** as a reference at page 8)?
- Which direct supports should remain direct?
- Which supports could become more embedded in the student's everyday environment?
- How could I help another adult become more confident or effective rather than becoming the student's only safe adult?

SMALL-GROUP DISCUSSION / ACTIVITY: Make the recommendation usable



Discuss

A recommendation only becomes useful when adults know what it looks like in real life. Select one common recommendation such as “provide breaks,” “chunk work,” “use co-regulation,” or “reduce demands.”

1. Define more concretely what the recommendation given would look and sound like during an ordinary class period.
2. Identify who can realistically implement it and when.
3. Name what would make it sustainable across elementary or secondary settings.
4. Decide how you would know whether it is helping.