

Resource Teacher involvement at Tier 2

At Tier 2: Collaborator & Problem Solver

Working with teachers and others to provide targeted supports for students who need additional help.



1 Identify patterns

Work with teachers to look at classroom data, observations, and student input to identify patterns and areas of need.



2 Clarify needs

Help the team understand the underlying needs, strengths, and barriers so supports can be purposeful and targeted.



3 Develop targeted supports

Collaborate with teachers to plan and select evidence-informed strategies, interventions, and accommodations that match the student's needs.



4 Model strategies

Demonstrate and co-teach targeted strategies, share resources, and support classroom implementation.



5 Check whether supports are helping

Collect and review feedback and data with the team to see what is working, what isn't, and under what conditions.



6 Adjust collaboratively

Make changes based on what is working, continue to refine supports, and plan next steps with the teacher and team.



Focus on targeted support

Build targeted, evidence-informed supports that help students make progress, increase their independence, and experience success in their learning.

The Resource Teacher and the Student Preventive Action Plan

The Resource Teacher is one of the key facilitators of the Student Preventive Action Plan,
rather than the person who completes or “owns” the plan.

1



Identify needs/challenges/triggers

Gather information through observation, conversations with the student, classroom teacher and family, and existing assessment data. Look for patterns—*when, where, with whom, and during what demands* difficulties occur—as well as when the student is successful.

2



Develop specific objectives

Help the team move from descriptions of behaviour to the underlying need or capacity that requires support. For example, rather than “stop refusing work,” the objective might focus on communicating overwhelm, initiating a difficult task, tolerating uncertainty, or requesting support appropriately.

3



Identify best practices/approaches

Help translate the identified need into proactive classroom practices. This is where the Resource Teacher’s knowledge of differentiation, executive functioning, regulation, learning profiles, accommodations, and co-regulation can be especially valuable.

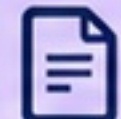
4



Select tools/support measures

Collaborate with the classroom teacher to choose supports that are realistic, sustainable, and usable in the student’s everyday environment—not supports that depend exclusively on the Resource Teacher being present.

5



Develop Plan B

Help anticipate predictable difficult moments and difficult days before they occur. Clarify: What will adults notice? What will they do? Who will respond? What should be reduced or adjusted? How will the student be supported to remain connected to learning?

6



Coordinate implementation

Make sure classroom teachers, support staff, specialists, administrators, and others involved understand the plan and respond in a reasonably consistent way. This is particularly important for students who move between several adults or environments.

7



Monitor and adjust

Help collect practical information about what is working, what isn’t, and under what conditions. The plan should be a living document, adjusted as the student’s needs and capacities change.

8



Build student agency

Whenever developmentally appropriate, involve the student in identifying what helps, recognizing early signs of difficulty, choosing supports, and eventually using those supports with increasing independence.