

The Hidden Curriculum

The role of the **Resource Teacher** in strengthening adult posture and co-regulation to help students feel safe, regulated, engaged, and ready to learn.



Presented by Catherine Korah, CEBM



1

Small Changes. Big Possibilities.

How Resource Teachers Help Create the Conditions for Safer, More Regulated and More Successful Learners



PEOPLE
Build relationships.



PRACTICE
Strengthen systems.



POSSIBILITIES
Support every learner.

2

We often begin at the end of the sequence



We want students to *learn*, so we try to increase their *engagement*.

But when engagement is low, the question may not simply be, "*How do I get this student to participate?*"





We need to move upstream:

- 1** Is the student sufficiently **regulated** to engage?
- 2** Do they experience enough **safety** to regulate?
- 3** And what is **my posture** contributing to that experience of safety?

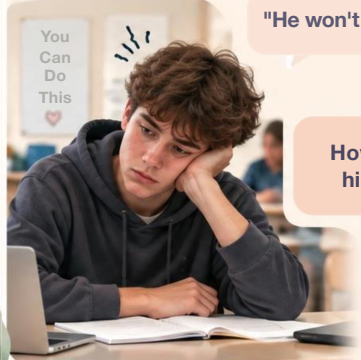


When we understand what comes before engagement and learning, we can respond with more compassion, effectiveness, and impact.

3

A Different Lens Makes a Difference

✗ Instead of...



"He won't do the work."

↓

How do I make him comply?

✓ The framework encourages...

"He isn't engaging." →

And then the teacher considers the **first variable** they can influence immediately:

↓

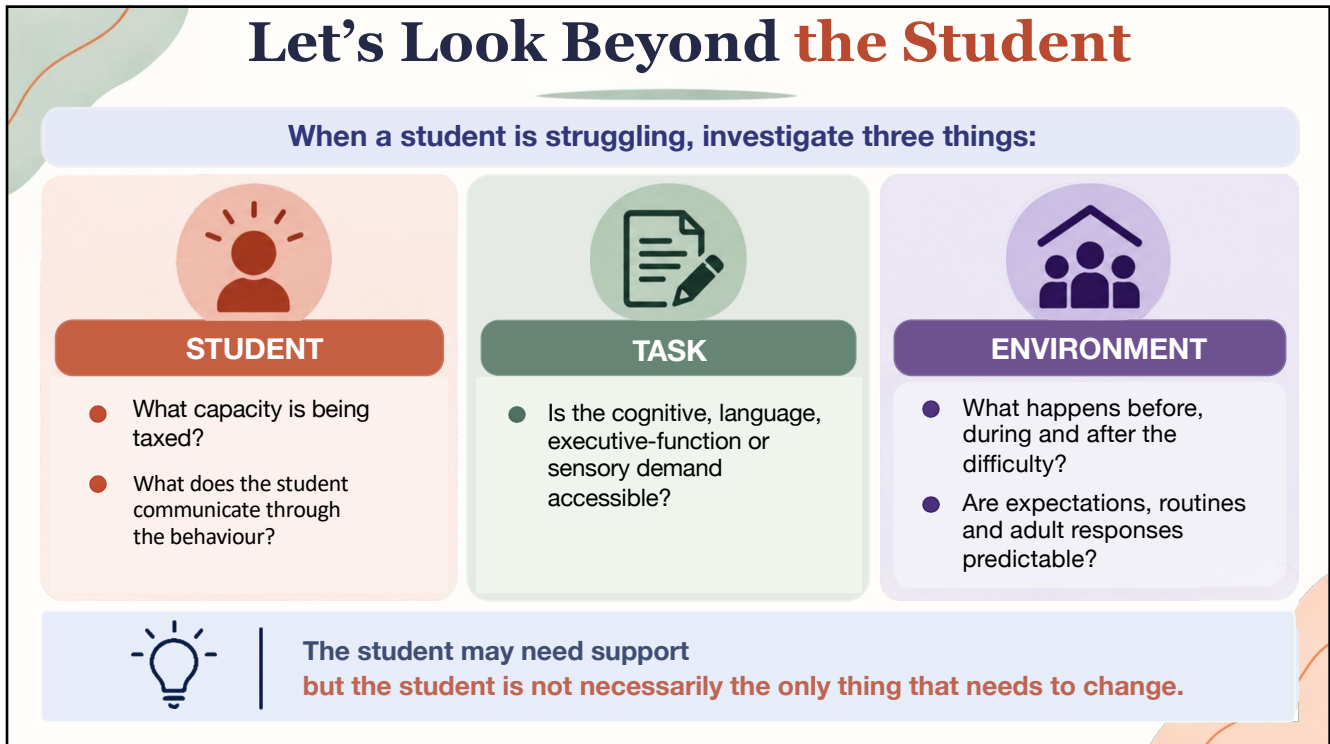
"What does this student need from me right now?"

-  Is the task overwhelming?
-  Is he frustrated?
-  Is he worried about failing?
-  Does he need clarification?
-  Does he need connection?
-  Does he need scaffolding?
-  Does he need movement?
-  Does he need reassurance?
-  Or simply a little more time?

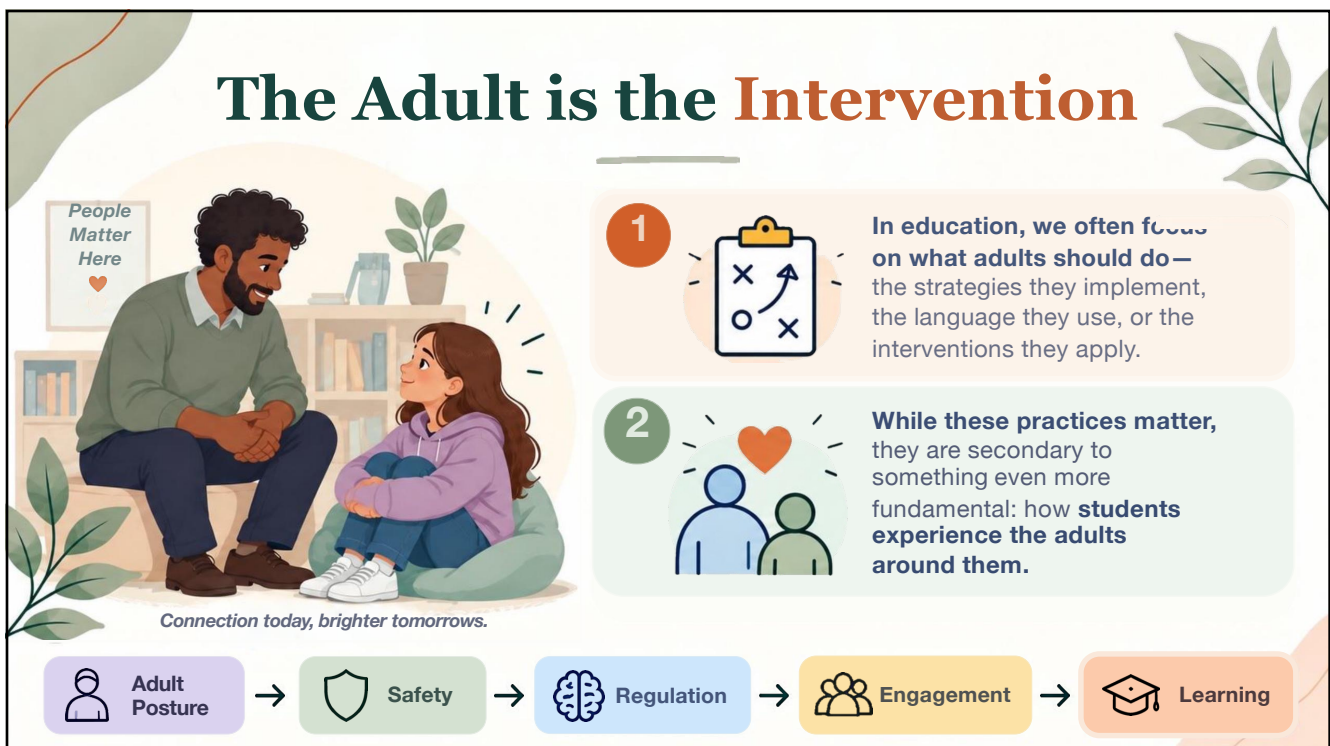


When we shift from compliance to curiosity, we create the conditions for connection, regulation, and learning.

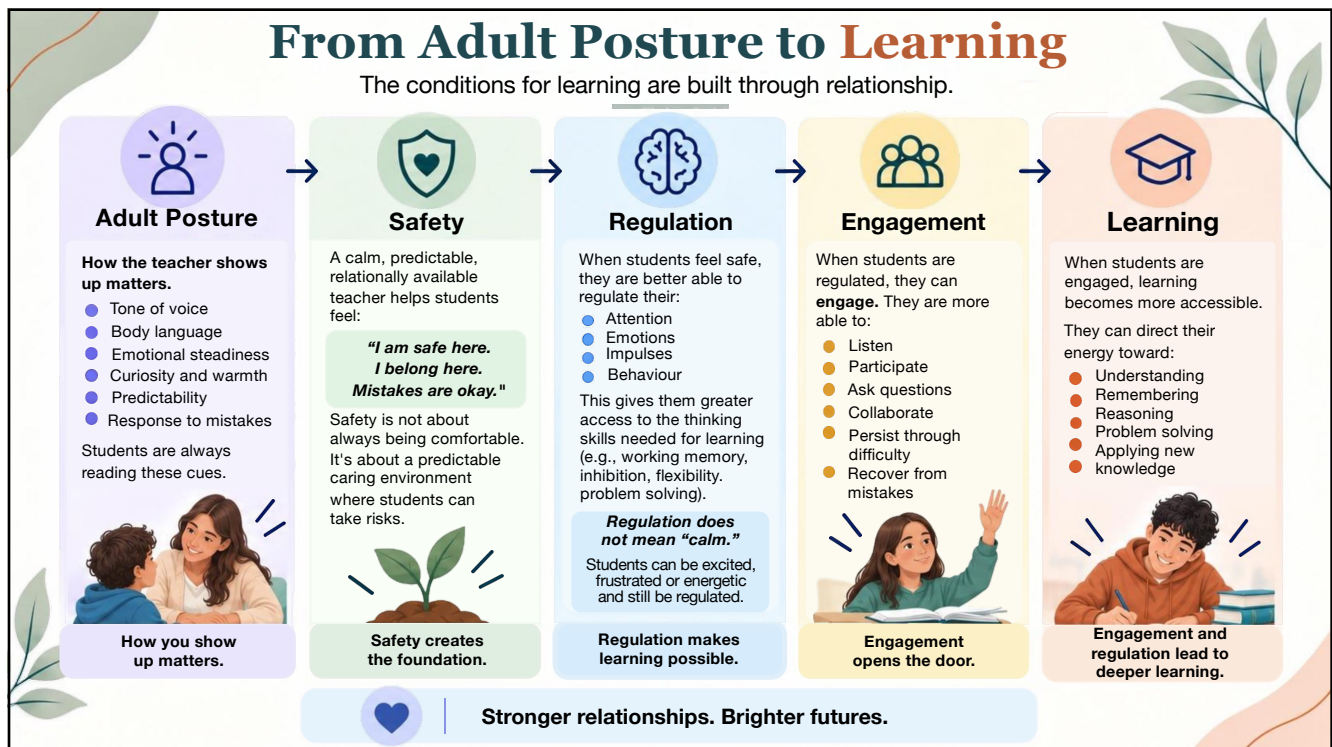
4



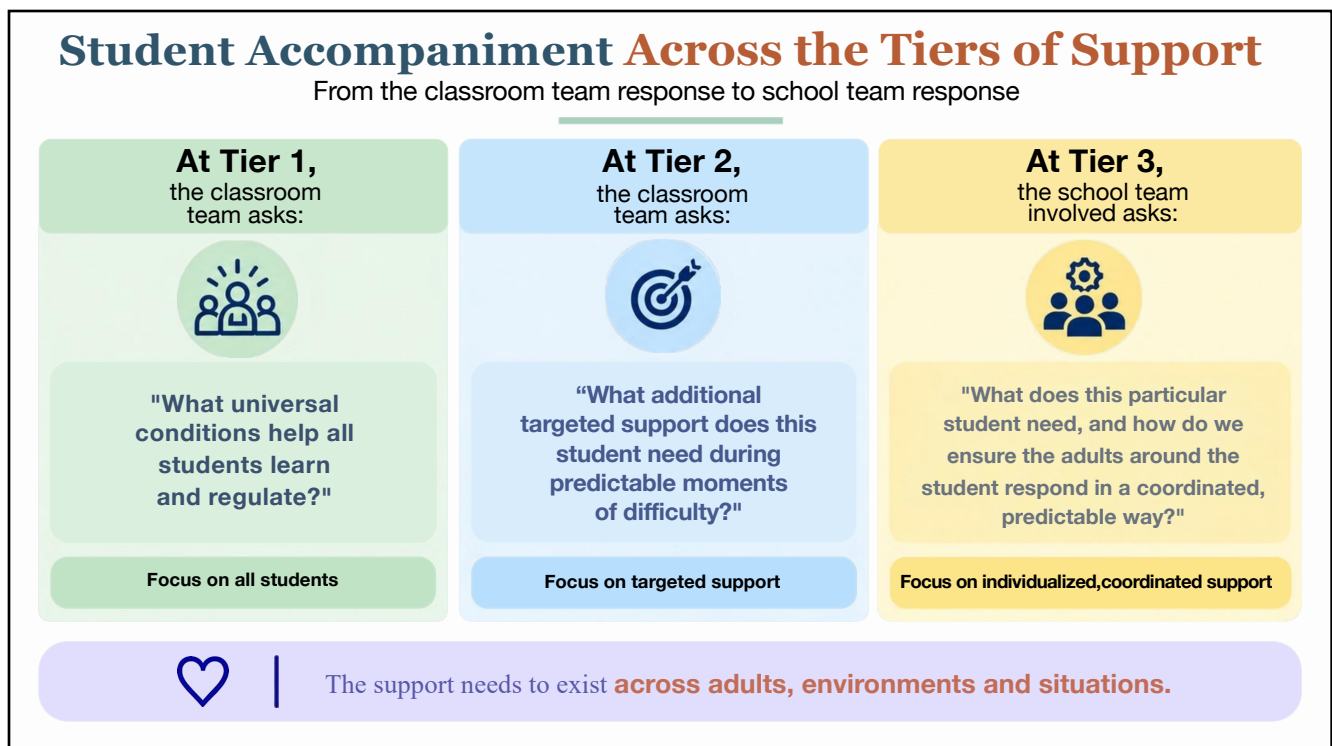
5



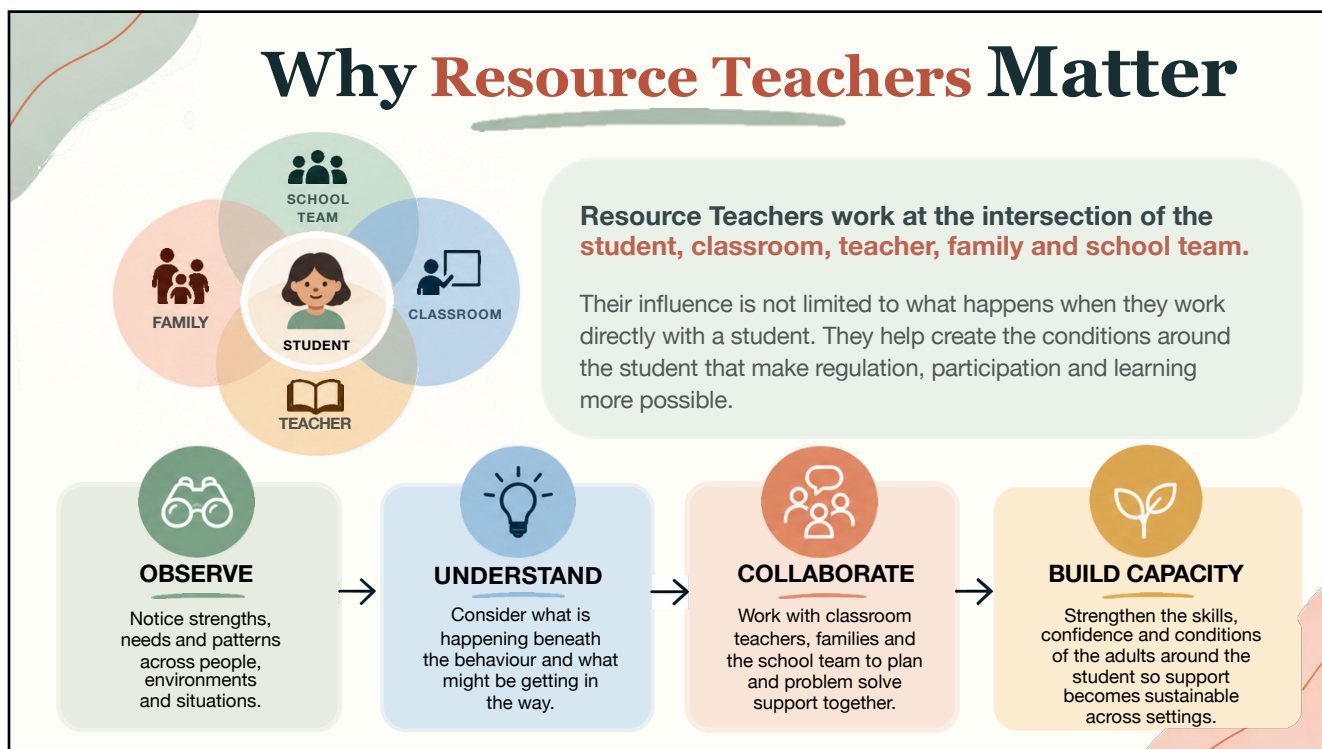
6



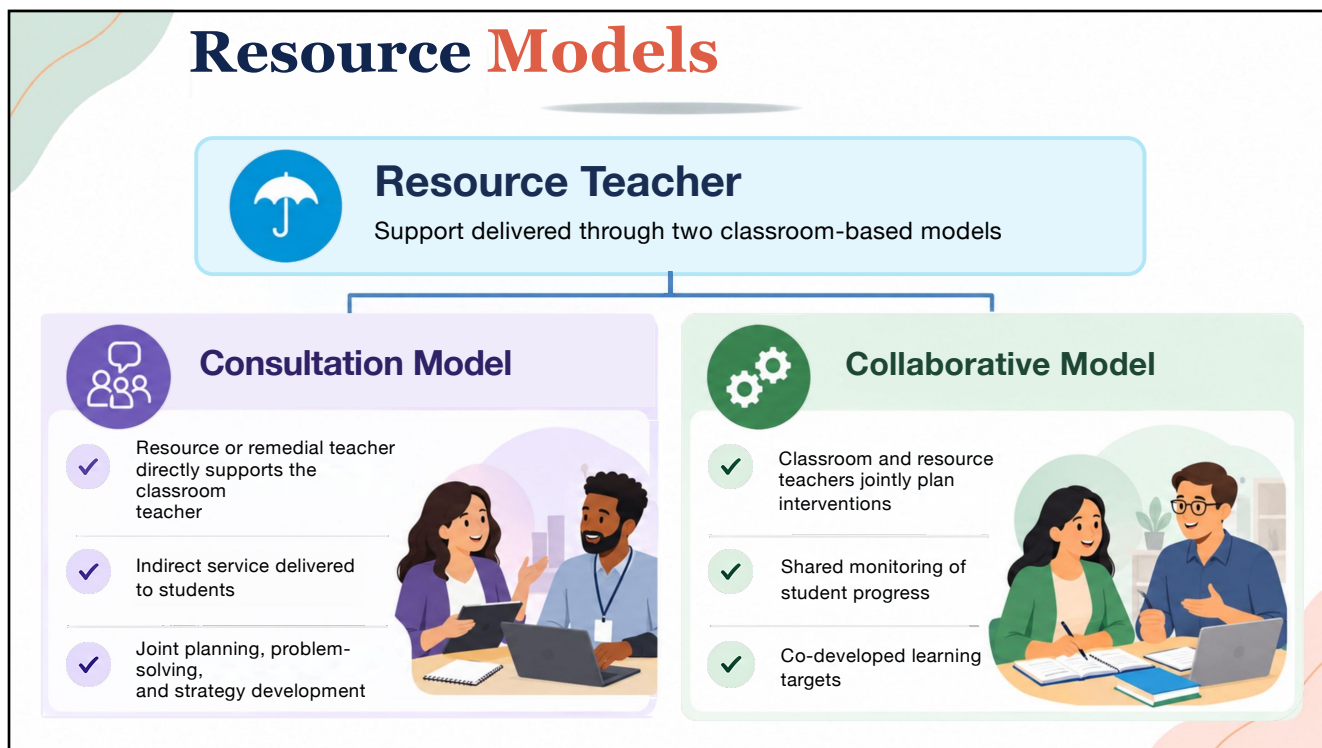
7



8



9



10

Push-In Resource Models

In-Class Support

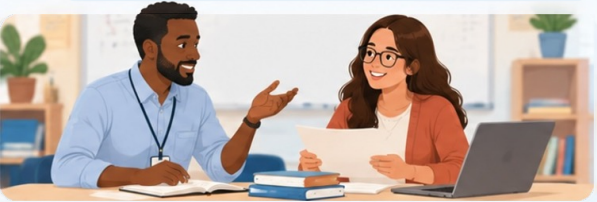
- ✓ Resource teacher works directly within the regular classroom
- ✓ Students remain integrated with peers
- ✓ Targeted academic support provided during instruction



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



11

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.

12

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.

13

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

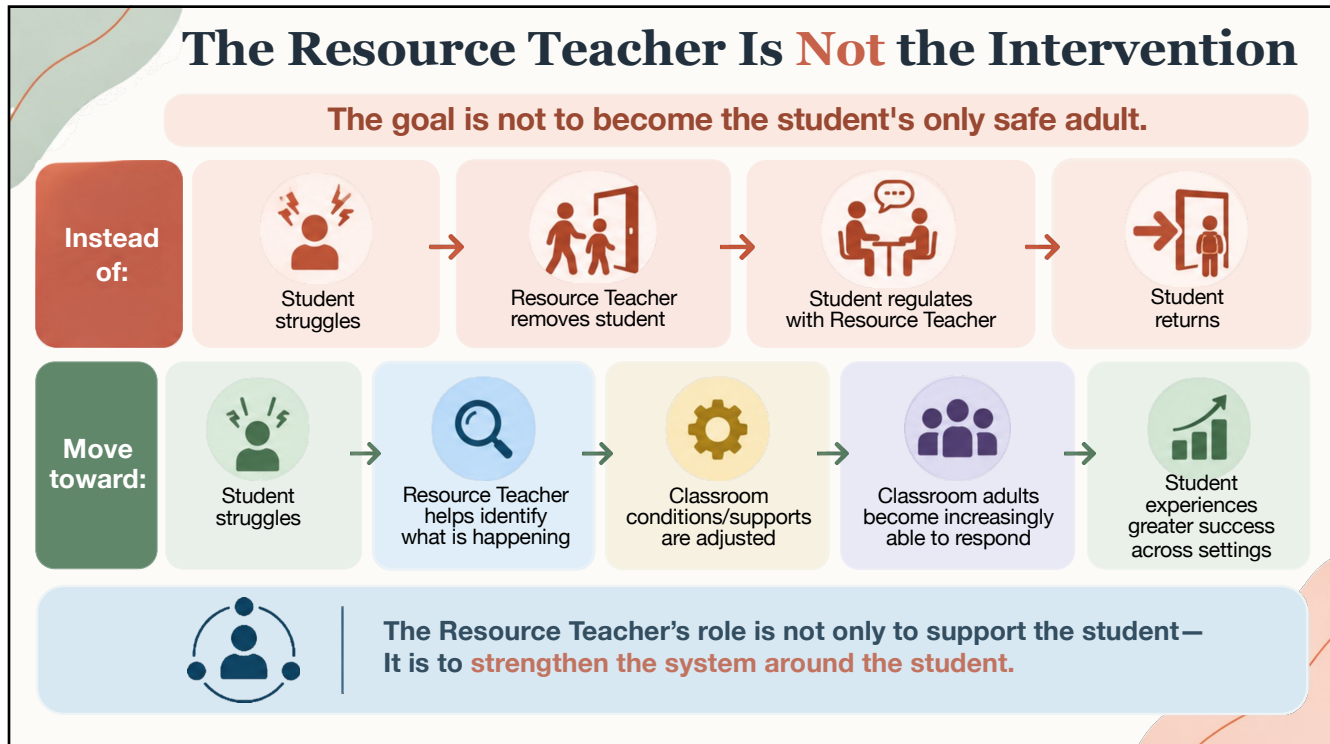


TIER 3

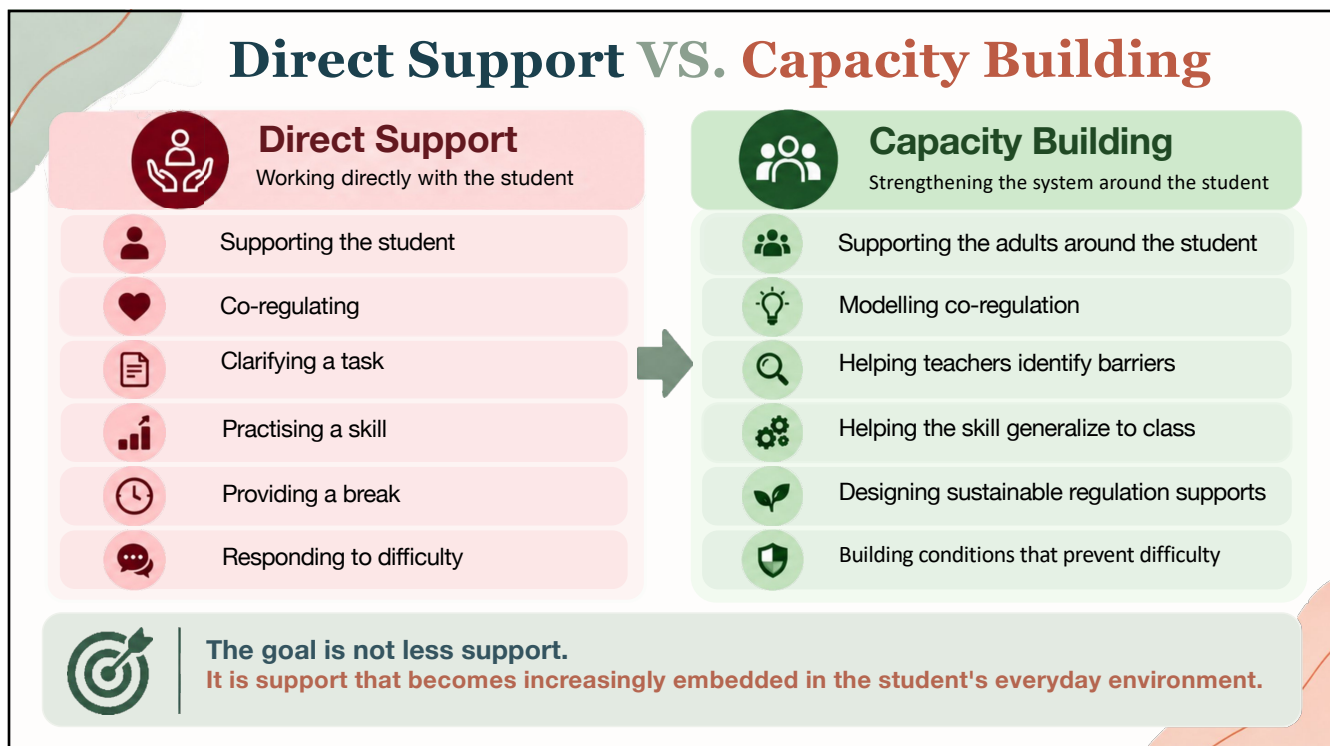
Intensive individualized intervention for students with high needs



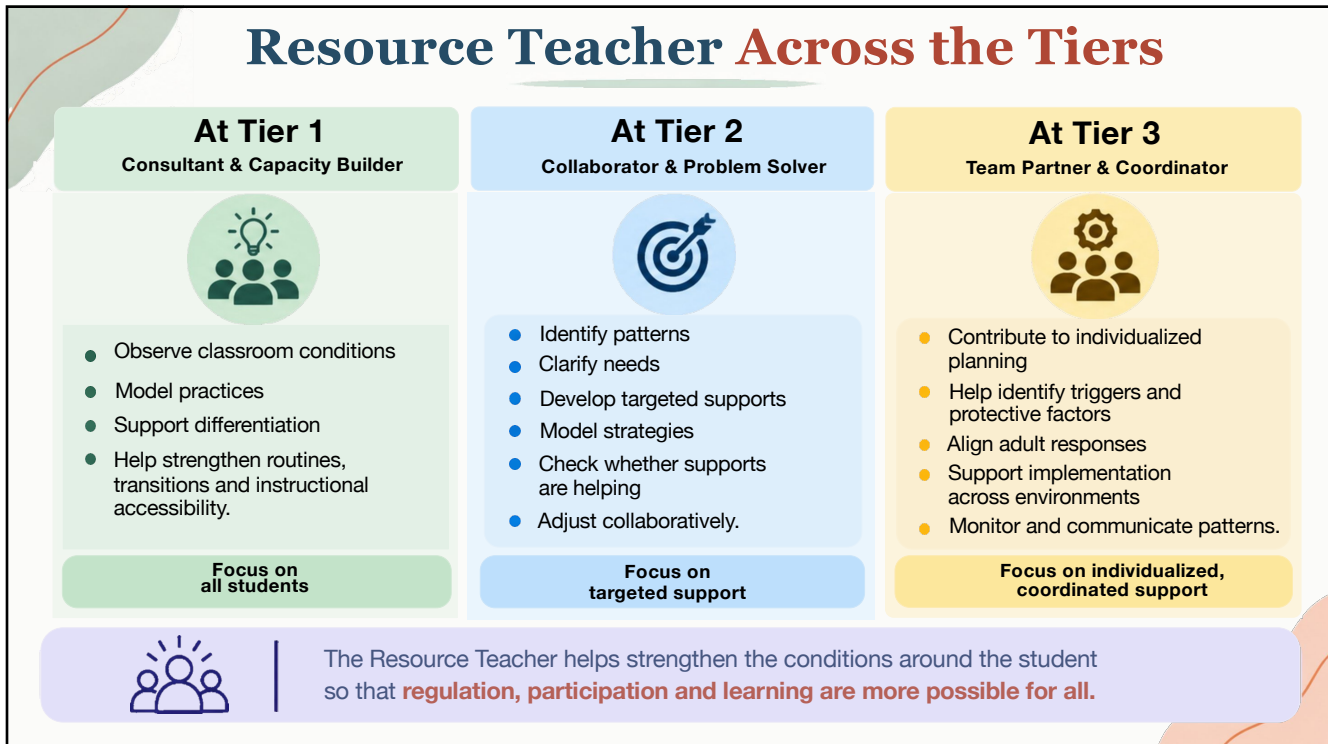
14



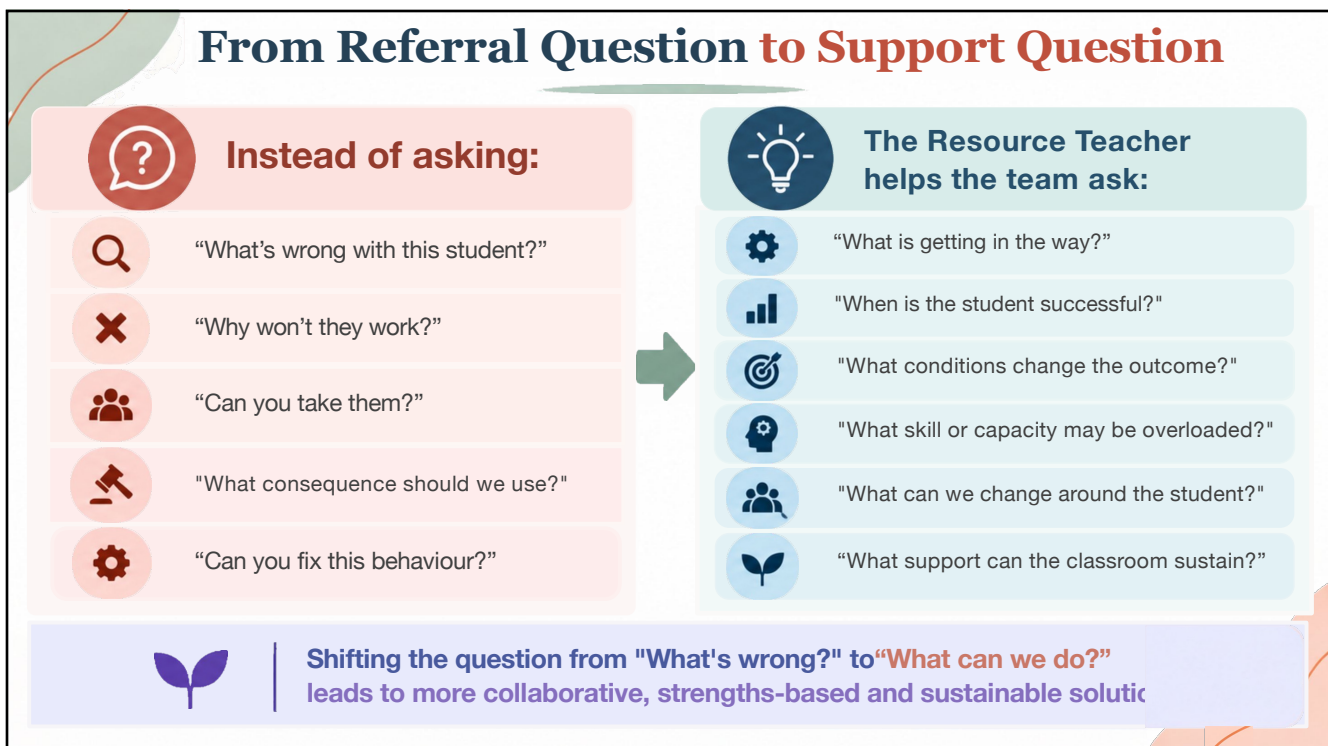
15



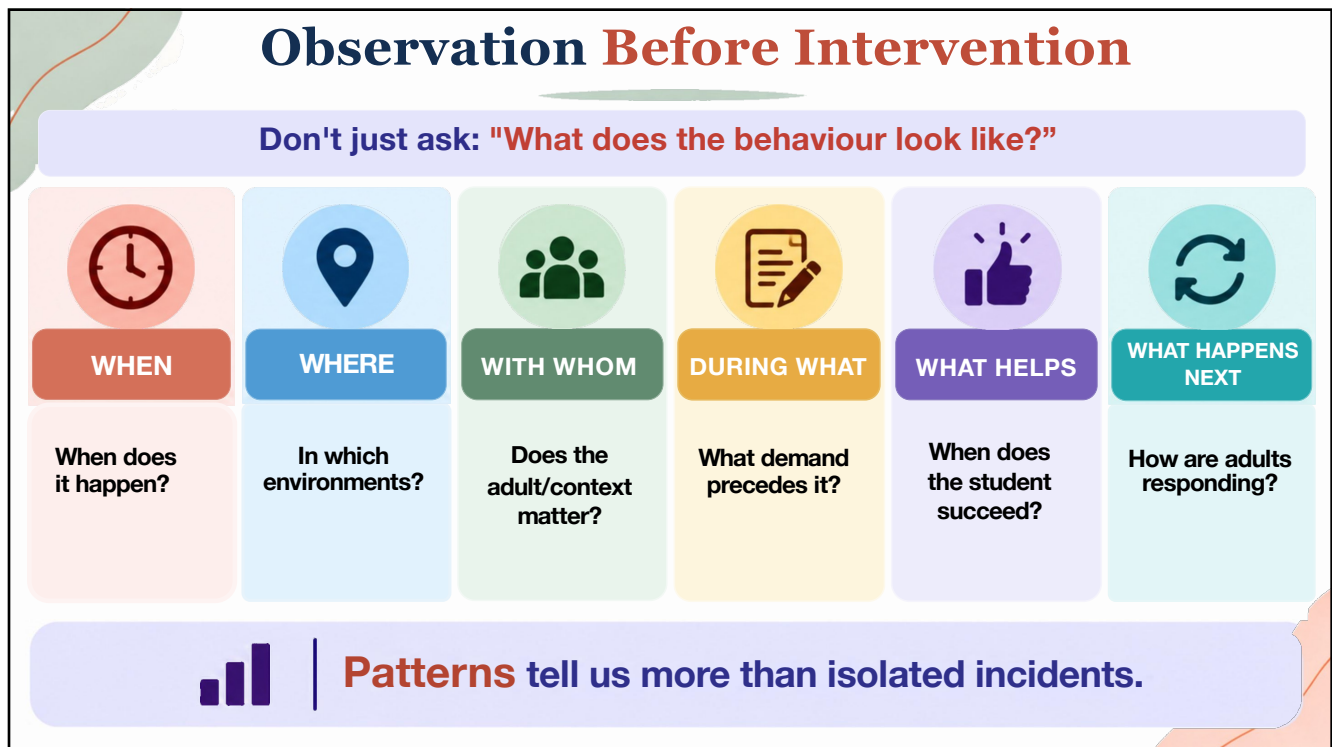
16



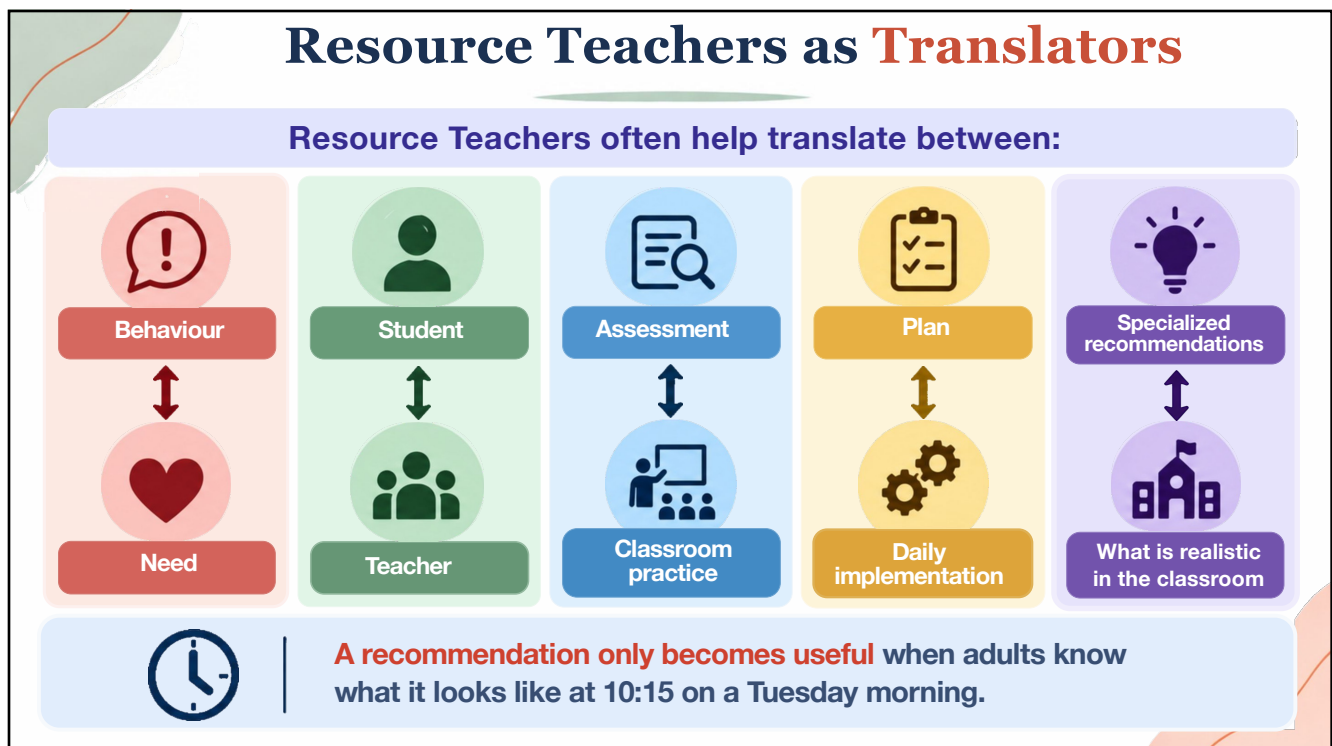
17



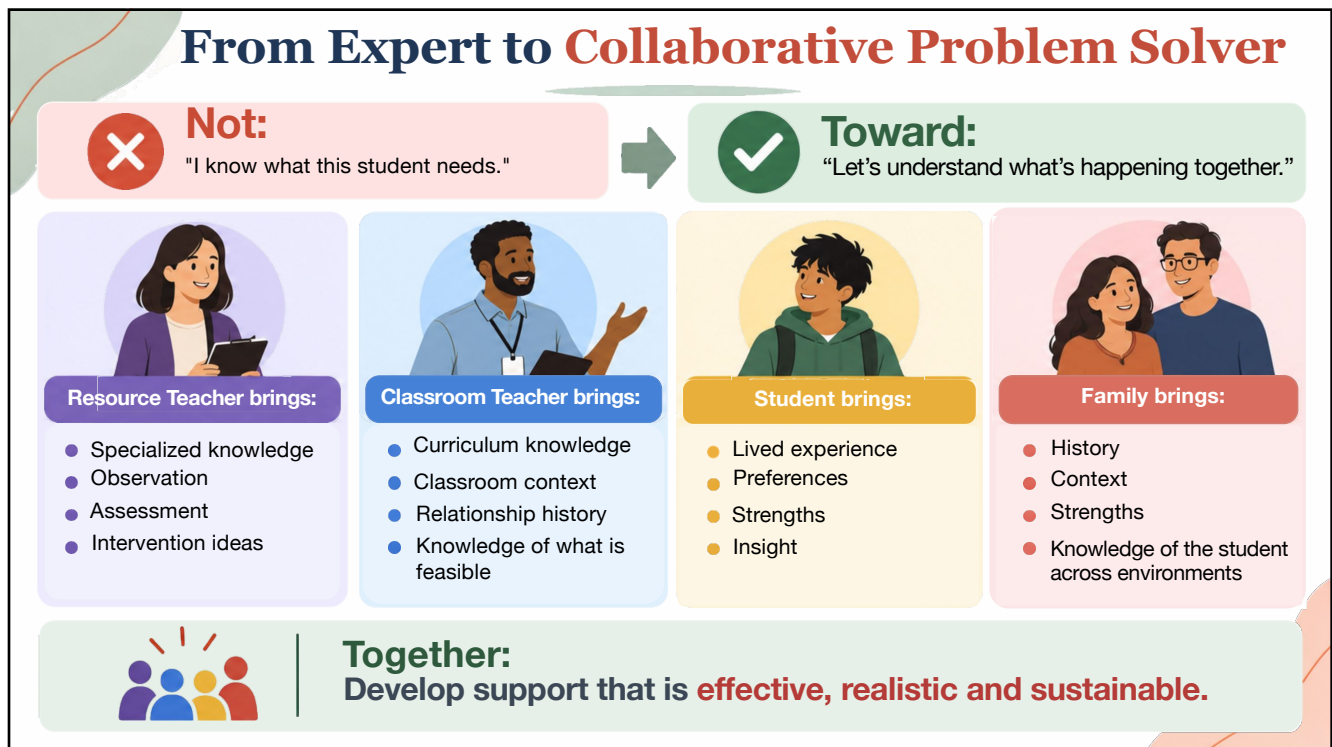
18



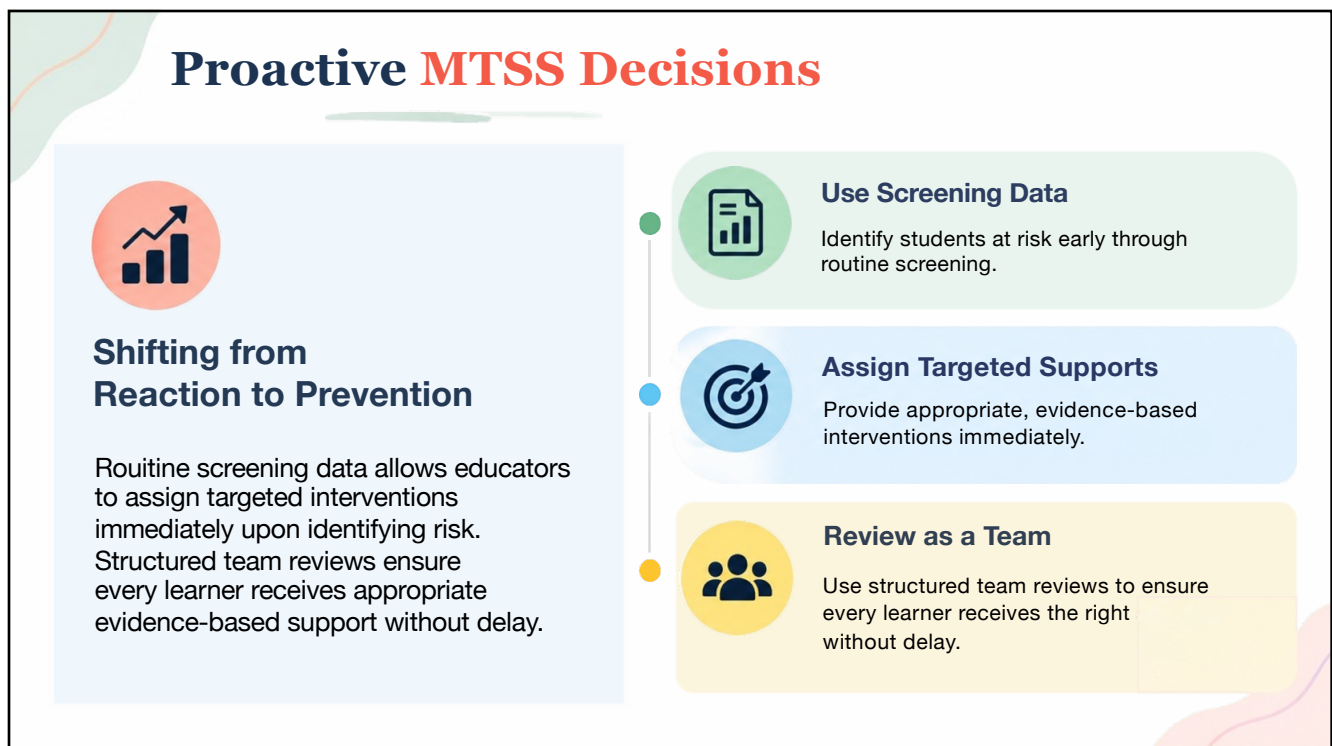
19



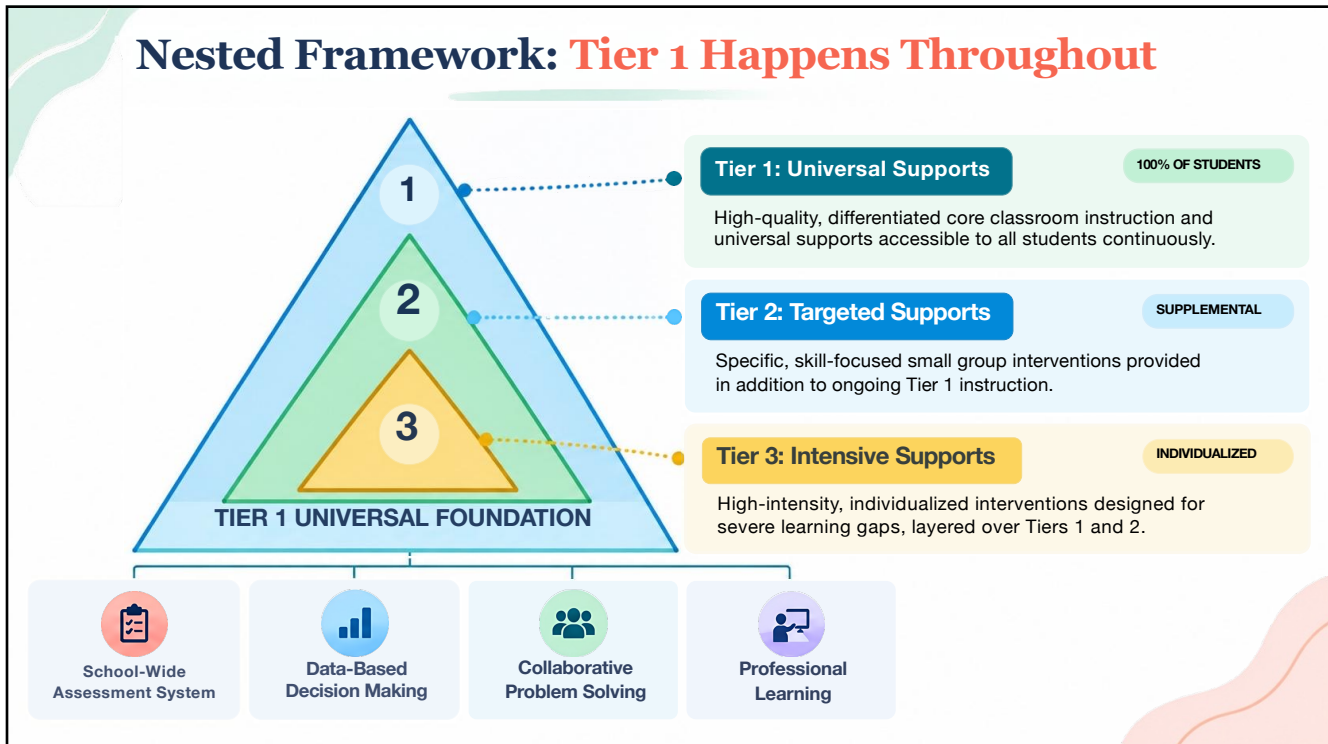
20



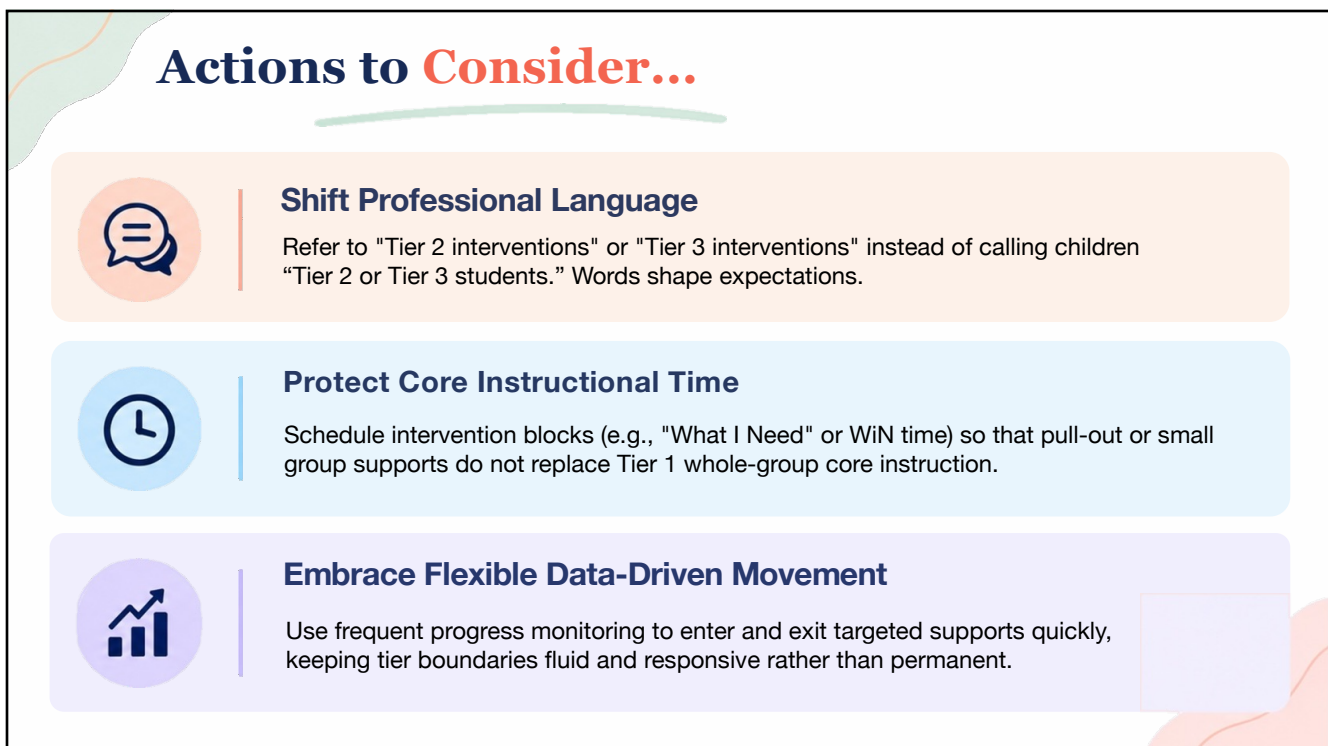
21



22

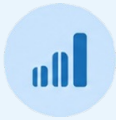


23



24

Why Tier 1 Must **Remain Universal**



1. Core Instruction Right

Tier 1 represents grade-level academic standards and essential social-emotional learning. Withholding core instruction creates compounding learning debt for students receiving intervention.



2. Layered, Not Subtracted

Tier 2 and Tier 3 supports add targeted time and specialized strategies to accelerate growth, but they function as a supplement to, rather than a replacement for, primary core instruction.



3. Inclusive & Fluid

When tiers are viewed as concentric layers of support, students can seamlessly access or step down targeted interventions without losing connection to their classroom peer community.