

THE HIDDEN CURRICULUM

Resource Teacher Participant Booklet

Strengthening adult posture and co-regulation to help
students feel safe, regulated, engaged, and ready to learn



Purpose

Use this booklet to reflect, apply, discuss, and plan. The goal is not to complete every page during the session; choose the activities that best support your learning and return to the others with your team.

Name: _____

School / Team: _____

Date: _____

How to Use This Booklet

Reflect individually. Think collaboratively. Translate ideas into everyday practice.

Learning Path

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| 1 | Moving Upstream | Safety → Regulation → Engagement → Learning |
| 2 | The Resource Teacher Lens | From “fixing” the student to strengthening the system |
| 3 | Adult Posture & Co-Regulation | Regulated, curious, relational responses |
| 4 | MTSS in Practice | Universal, targeted, and individualized supports |
| 5 | Planning for Prevention & Safety | Plans that travel across adults and environments |
| 6 | From Insight to Action | Commitments for practice and team capacity |

PART 1

Moving Upstream

Before we ask for engagement, consider safety and regulation.



Core idea

When engagement is low, the first question is not simply “How do I get this student to participate?” Move upstream: Is the student regulated enough to engage? Do they experience enough safety to regulate? What is adult posture contributing?

SELF-REFLECTION QUESTIONS: My default starting point

- When a student is not engaging, what do I tend to notice first?
- Which do I tend to address first: learning, engagement, regulation, or safety?
- What might change if I deliberately moved one step upstream before intervening?

INDIVIDUAL EXERCISE: A Different Lens



How to use this activity

Choose one student situation that has been difficult or repetitive. Reframe the situation from compliance to curiosity.

What I see: Describe observable behaviour without interpretation.	
My first interpretation: What story do I automatically tell myself?	
Possible need / barrier: What may be overloaded, unclear, threatening, or inaccessible?	
What the student may need: Connection? clarification? movement? scaffolding? reassurance? time? Visuals? Repetition?	
My next response: What can I change in my posture, task, or environment?	

SMALL-GROUP DISCUSSION / ACTIVITY: From “What’s wrong?” to “What can we do?”



Discuss

Choose one common referral statement (e.g., “won’t work,” “always leaves,” “disrupts group work”). Rewrite it as a collaborative inquiry.

1. Instead of using a language such as: “the student won’t work,” “always leaves,” “disrupts group work”, etc. Identify descriptors that reframe the problem and focuses on what is beneath the student’s behaviour.
2. Generate at least three questions about conditions, demands, skills, and adult responses.
3. Choose one question the team could investigate this week.