

I.N.C.L.U.D.E. Strategy: Roles of school teams and SRPSD Inclusive Learning Team

Identify classroom demands	Includes looking at the classroom environment and potential materials needed to effectively teach specific lessons and meet different needs. This ranges from organization and routines to ensuring effective class groupings, methods of teaching, as well as having all needed/appropriate materials.		
Classroom teacher	Ed. Support Teacher	Administrator	Inclusive Learning Team
<ul style="list-style-type: none"> • Understand and apply the curriculum • Provide an accessible physical and emotional classroom environment • Best Classroom Management Practices Checklist • Identify any struggles that are affecting all students in the classroom that can be managed with a class-wide intervention • Determine classroom routines and procedures • Setting up the classroom to meet the diverse needs of the students <ul style="list-style-type: none"> ○ Flexible seating ○ Learning centres ○ Visual aids ○ Auditory aids • Identifying students who will require school and division- based supports (based on outcomes of tier2 interventions and/or data) • Identify which students currently have eIIPs • Establish co-responsibilities for directing, documenting eIIP programming • Check to see if any student has a diagnosis (Intellectual Disability, Learning Disability, etc) • Identifiy EAL students • Identify students who require a formal Student Safety Plan 	<ul style="list-style-type: none"> • Provide consultation to classroom teacher upon request • Co-teaching • Support blocking/small group interventions • Assign EA supports • Co-teaching • Collaborate with classroom teachers to Identify which students currently have eIIPs • Establish co-responsibilities for directing, documenting eIIP programming • Collaborate with school team and SSS team in development of required Student Safety Plans. 	<ul style="list-style-type: none"> • Provide consultation to classroom teacher upon request • Provide resources as requested • Plan classroom configurations (e.g. determining split classes, student and class placements) • Plan for blocking • Assign EA supports • Collaborate with classroom teachers to Identify which students currently have eIIPs • Collaborate with school team and SSS team in development of required Student Safety Plans. 	<ul style="list-style-type: none"> • Coaching • Provide Professional Development for teachers • Provide consultation to classroom teacher upon request • Provide resources as requested • Consultation • Provide Professional Development for teachers • OT assesses classroom for universal access and design and provides support to teachers upon request • OT assesses classroom for specific access issues and provides recommendations for changes that promote inclusion, including structural, equipment, or task modifications. • Collaborate with school team and SSS team in development of required Student Safety Plans.

Note student strengths and needs	Assess strengths and identify needs of each student (academic, social-emotional development, or physical development).		
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<ul style="list-style-type: none"> • Create learner profiles • DRA • Math Common Assessment • EYE • SLP Screen • CFR assessment • Early literacy screen • GB+ • Identify students who require supports from school-based staff, either small group or individual • Consult with parents • Consult with students 	<ul style="list-style-type: none"> • Consult with classroom teacher as needed • Initiate School-Wide Hearing Screening • Student profile in the eIIP • Academic achievement assessments • Functional behaviour assessment 	<ul style="list-style-type: none"> • Consult with classroom teacher as needed • Supervise transfer and updating of students' cumulative files 	<ul style="list-style-type: none"> • Consultation • Coaching • Provide Professional Development for teachers • OT may provide division wide supports in understanding sensory processing, self-regulation and motor skills - normal development. • SLPs Provide Universal Speech and Language Screening and share class profile and class-wide strategies with teacher • SLPs Assist ESTs with School-Wide Hearing Screening • Formal Assessments <ul style="list-style-type: none"> ○ Speech, Language, Psychological, OT, PT • OT may provide ways for classroom teachers to screen for fine motor baselines and to assess progress. • OT provides support to school division in identifying areas where student safety may be compromised for some disability groups. • OT can contribute to team assessments in identifying developmental levels of engagement activities (self-care, play, learning, work) and adapting classroom and school spaces to allow for learning environments for each level.

C heck for potential areas of student growth	Analyze student success using the identified instructional demands and look for strengths in academic and social-emotional areas. Using student data, find different activities that students will succeed in.		
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<ul style="list-style-type: none"> Analyze results of various assessments Engage students in determining their achievement goals. Set achievement goals for students Collaborate with EST to develop eIIP goals Communicate goals to the parents Set up achievable educational programming for each student. 	<ul style="list-style-type: none"> Assist the classroom in the analysis of results when required. Consult with classroom teacher as needed Collaborate with classroom teacher to develop eIIP goals Collaborate with the classroom teacher to determine educational programming for intensive needs students. Engage students in determining eiip goals when appropriate. 	<ul style="list-style-type: none"> Consult with classroom teacher as needed 	<ul style="list-style-type: none"> Assist school teams will analysis of results of various assessments Provide Professional Development for teachers Consultation Coaching In regards to AAC and access, SLP and OT will consult with team members to develop adapted activities for continued individual and small group success. SLPs help teachers implement strategies for students with language impairments and mild speech impairments OT can assist teachers in grouping students by regulation abilities, by developmental play levels, or by other atypical criteria in order to optimize educational opportunities in the school for diverse learners. OT will identify when students are engaged in a just right challenge,

<p>Look for potential obstacles to student success and</p> <p>Use information to brainstorm ways to differentiate instruction</p>	<p>Assess student challenges and review where students are going to be most likely to struggle and address these situations with different methods that could potentially be used to differentiate instruction: Seating arrangement, structure vs. unstructured activities, students academic work, and social interaction.</p> <p>Information collected can be used to brainstorm how to support students. This can be done through accommodations and modifications and will be dependent upon where students struggle and where their mismatches occur in their learning. Identify ways to eliminate the effects of problem areas and how to support success.</p>		
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<ul style="list-style-type: none"> • Analyze the four variables of the adaptive dimension to determine possible accommodations to align with student needs <ul style="list-style-type: none"> ○ Learning environment ○ Instruction ○ Assessment ○ Resources • Incorporate accommodations a student may need to succeed in his or her educational programming. 	<ul style="list-style-type: none"> • Assist the classroom teacher in analyzing the four variables of the adaptive dimension in relation to the intensive needs of specific students. • Incorporate accommodations in students' eIIPs 	<ul style="list-style-type: none"> • Consult with classroom teachers and EST • Coordinate supports and interventions with school team and ILT 	<ul style="list-style-type: none"> • Consultation • Coaching • Provide Professional Development for teachers • Assist classroom teachers in incorporating accommodations in their educational programming. • SLPs help teachers implement strategies for students with language impairments and mild speech impairments • SLP can provide AAC strategies for those identified during individual Ax and Tx. • Collaborative Team works with school team to analyze the four variables of the adaptive dimension and determine possible accommodations and interventions for individual students with intensive needs.

D ifferentiate Instruction	Challenge advanced students and break instruction down for students that might struggle. Select age-appropriate strategies, select the easiest approach first, select accommodations and modifications that the instructor agrees with, give student choices strategies, and choose choices with demonstrated effectiveness-, etc.		
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<ul style="list-style-type: none"> Engaging students in choice of how they are going to learn and how they will provide evidence of their learning. Select different instructional/behavioral strategies to meet the needs of each student. 	<ul style="list-style-type: none"> Coaching Collaborate and support classroom teacher Co-teaching Co-plan and support implementation of individual interventions 	<ul style="list-style-type: none"> Support classroom teachers and EST in exploration and implementation of differentiation strategies Monitor actualization of strategies in individualized plans. 	<ul style="list-style-type: none"> Consultation Coaching Collaborative Teams models and supports the school team in the implementation of diverse differentiation strategies for students with intensive needs. Provide Professional Development for teachers Reference and Regulate approach may be implemented with school team under direction from R&R SLP consultant, with support from OT to ensure regulation and engagement strategies are tailored to needs. AAC interventions are monitored and supported by SLP with support from OT for access, sensory, and motor issues. This may involve extensive 1-1 training in use of multiple AAC methods/devices, as well as frequent adjustments and reassessments based on language acquisition and overall development. SLPs provide direct therapy for students with apraxia, stuttering cleft palate and severe phonological disorders

E valuate Student Progress	This step allows the teacher to evaluate the methods that have been put into place in order to help the student. It is important to determine if the methods used were effective. Formatively and summatively assess students to ensure growth has been made. Assess effectiveness through grades, observations, observation, assessment scores, student ratings, etc.		
Classroom teacher	Ed. Support Teacher	Administrator	Inclusive Learning Team
<ul style="list-style-type: none"> • Diagnostic assessments • Formative assessments • Summative assessments • Collaborate with the EST in the evaluation of a student’s individual goals. • Communicate progress with students • Communicate student progress with parents 	<ul style="list-style-type: none"> • Collaborate with classroom teacher to implement monitoring/tracking strategies to evaluate progress towards individual goals. • Review of student progress in relation to initial functional behaviour assessment. 	<ul style="list-style-type: none"> • Monitor student progress • Ensure ongoing communications with parents 	<ul style="list-style-type: none"> • Collaborative Team supports school team to implement monitoring/tracking strategies to evaluate progress towards individual goals. • Consultation • Coaching • Provide Professional Development for teachers • Formal Assessment/Re-screen when appropriate • R & R consultant assesses individual student’s progress using the R and R guidelines and ensures that programming is constantly updated to reflect this progress. • Students who require AAC to communicate will be evaluated frequently by SLP for communication development. • When possible, students will be able to use AAC supports in order to be assessed for cognitive ability and/or appropriate educational programming.