Strategic Intervention for Inclusion

Definition:
1. The general education teacher and the special education teacher work together in close collaboration.
2. The focus is to ensure students are receiving full access to the general education curriculum while limiting any disruption to their daily schedule (such as pulling students out of a classroom).
3. This includes the implementation of specially designed instruction and modifications within the classroom setting based on students individual plans of support.

Things to consider:
1. Does not require regularly scheduled collaborative time, instead it needs check ins and update of students needs and progress and general understanding of the standarding being taught.
2. Does not require the interventionist to teach any part of the lesson.
3. Should not be called co teaching.

Roles & Responsibilities

The Classroom Teacher will...
- Maintain primary responsibility to plan daily instruction in the classroom.
- Maintain primary responsibility to carry out formal assessment of student progress in the classroom.
- Maintain primary responsibility to communicate with students’ parents/guardians.
- Take the leadership role in developing a collaborative teaching environment that supports open communication resulting in a strong and productive working relationship between the Interventionist and the Classroom Teacher in order to promote success for their mutual students.
- Provide interventionist overview of curriculum so they understand the direction of the lessons.
- Will implement strategies and accommodation specific to students with additional services.

- The Intervention Specialist (Special Education Teacher, TITLE/LAP Teacher) will...
- Will insure the identified student in the class receive their enhancement services as identified in the student individual plans.
- Will collaborate with classroom teacher insuring the services they provide are in support of the core curriculum.
- Will keep classroom teacher up to date on the student's needs and provide strategies that can support these students as well as other with access core curriculum.
- Will support student in whole group, small group, or one-on-one arrangements inside the regular classroom setting when providing interventions in consultation with the general education teacher.
- Design a program that aligns closely with regular classroom instruction in terms of pacing and content. This program will utilize the regular classroom instructional materials whenever possible. Additional support materials are available throughout the district if needed. (Such resources and/or alternative instructional strategies).
- Will work with priority student first, but can and should include other students who needs support, when appropriate.

N French/Student Services/May 2017
The Para (Instructional Assistant) will...

- Perform instructional duties in collaboration with the classroom teacher.
- Uphold classroom rules, climate and teaching philosophy put in place by the classroom teacher.
- Proactively support instruction in the classroom as follows:
  - circulate among students to be sure that students are on task
  - distribute materials
  - clarify instructions
  - answer student questions
  - supply feedback on student performance
  - provide additional practice in a skill to promote mastery
  - work with a small group to build student self-confidence
  - suggest potential resources to the classroom teacher
  - plan alternative ways of presenting skills instruction to struggling learners
- Model the behavior expected of students (listen when the teacher is instructing; read when the class is reading, etc.)
- Share evaluative feedback on student performance with the classroom teacher
- Administer assessments to students when appropriate.
- Anticipate classroom teachers’ ongoing instructional needs during the school day and willingly step up to serve in a role as partner.