

Some children may require special education services to help them achieve the goals of education set out by the British Columbia's Ministry of Education. The Resource/Low Incidence teachers deliver a range of support services for students with all diverse learning needs.



Key understandings

- Resource/Low Incidence teachers are based out of Student Support Services and offer direct and indirect support to students with special needs in their neighbourhood schools.
- Resource/Low Incidence teachers have a solid understanding of the BC Ministry of Education of K-12 Prescribed Learning Outcomes.
- Resource/Low Incidence teachers are thoroughly familiar and experienced with all aspects of the IEP process including case managing and file maintenance.
- Resource/Low Incidence teachers participate in the implementation of the school level Collaborative Model of Support and work to develop the School District's Attributes for the 21st Century in all students - Learner, Thinker, Innovators, Collaborator and Contributor.

Resource/Low Incidence teachers work with classroom teachers to address the diverse learning needs of students in the school by gathering and sharing information, modeling strategies, co-teaching, and supporting the planning for and implementation of appropriate educational programming.

Resource/Low Incidence teachers support students that often require assistance in the development of academic skills, cognitive skills, communication skills, fine and gross motor skills, self-care, life skills and socialization skills.

Role of the Resource/Low Incidence Teacher

- Design, implement and evaluate programming for students with special needs in K-12 educational settings.
- Support the classroom teacher in developing appropriate adapted curriculum and obtaining the necessary materials to achieve individualized goal and objectives.
- Assist in the development and writing of the formal Individualized Educational Program (IEP), case management and file maintenance.
- Design, develop and implement visual supports including visual schedules, social stories, daily routines/tasks, visual scripts and tech applications that enhances the students' ability to function within the school environment.
- Design and coordinate transition plans including vocational and life-skills programming to enable the student to transition from one setting to another with continued success. Facilitate PATHs upon request.

Taking the Pulse



... at the school level

How does the resource/low incidence teacher's leadership role support classroom teachers?

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The resource teacher must be an experienced and knowledgeable teacher who can provide leadership to help build teacher capacity for utilizing differentiated pedagogical strategies in the classroom.

AuCoin and Porter, 2013

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Taking the Pulse



... at the district level

The Resource/Low Incidence teacher fulfills the role of district partner for the Provincial Outreach Programs.

Other Responsibilities

- Collaborate with the school-based team, parents, district therapists and community agencies to develop and implement Individual Education Plans (IEPs), as well as assessment, provide programming, equipment and assistive technology.
- Liaison with parents, school district support staff and agencies.
- Collaborate with school staff involved with the student, with current information on the specific diagnosis as well as strategies and interventions considered as best practice.
- Collaborate with the school-based team to meet the student's specialized needs.
- Provide on-call consultation and support to school teams who have a student on their caseload with complex needs.
- Provide resources, model strategies and techniques, coach and mentor staff.
- Provide specialized support with programming for: social skills, personal safety, life-skills, community and self-determination. Model intervention strategies for teachers/educational assistants.
- Participate in ongoing professional development and facilitate workshops to increase an awareness of best practice in special education.

Provincial Outreach Programs

The following web sites offer resources and support services information:



- [Provincial Outreach Program for Autism and Related Disorders \(POPARD\)](#) is funded by the Ministry of Education. It is an outreach service that provides consultation and planning services for students with ASD.
- [Provincial Outreach Program for the Early Years \(POPEY\)](#) is a Ministry of Education Provincial Resource Program with an outreach focus. POPEY's mandate is to increase K-3 educators' capacity to support all primary English literacy learners, particularly diverse and struggling students in the classroom.
- [Provincial Outreach Program for Fetal Alcohol Spectrum Disorder \(POPFASD\)](#) is funded by the Ministry of Education. The mandate of the program is to increase educators' capacity to meet the learning needs of students with FASD.
- [Provincial Inclusion Outreach Program \(PISP\)](#) is an outreach service mandated to assist schools throughout BC, in meeting the educational needs of students with multiple severe physical and cognitive disabilities.
- [Provincial Outreach Program for Students with Deafblindness \(POPDB\)](#) is an outreach program that supports students with deafblindness who are registered with educational authorities in BC. Consultants work with parents and professionals to help meet students' needs.
- [Special Education Technology \(SET-BC\)](#) is a Ministry of Education Provincial Resource Program established to assist school districts in educating students who require or would benefit from using technology to access the