



Learning Services Facilitator

A Facilitator's role is to give assistance to classroom teachers and learning assistants, as well as provide short-term interventions to a full range of students with learning and/or behavioural needs.

Their aim of the Learning Service's Facilitator is to:

- assist classroom teachers in planning, assessing (to level B), adapting, and modifying programs through an understanding of appropriate instructional and assessment techniques
- facilitate the implementation of programs for students with special needs
- assist teachers in developing or accessing materials for students with diverse learning needs
- support teachers in developing the skills to facilitate differentiated instruction within the classroom
- act as Case Manager or co-Case Manager for low incidence students and for specific high incidence students (as appropriate), which includes planning and facilitating IPP meetings, writing IPPs, and conducting IPP reviews
- provide short-term intervention for students identified by the School Based Team
- support early intervention programs
- assist the School Based Team with the provision of functional behaviour assessments
- assist other teachers in the development of IPPs and behaviour plans
- support learning assistants in the development of skills and strategies
- support the transition process for special needs students
- provide support in situations requiring crisis management
- provide support to families with special needs students
- consult and liaise with parents, classroom teachers, administrators and outside agencies
- complete necessary paperwork and follow-up referrals to external agencies

These teachers provide a coordinated and integrated set of support services that include school based consultation, collaborative planning and co-ordination with the School Based Team. Facilitators typically help to organize, maintain, and integrate services in the school and, as part of a school based team, provide the major link with support services available at the district level.

Collaboration and Consultation Services include:

- collaboration with classroom teachers to design or implement instructional strategies or to adapt instructional content or materials;
- advising teachers concerning adjustments to curriculum, instruction, or environmental factors in the classroom which may facilitate learning for a student or a group of students;
- consulting with parents and students regarding learning strategies and organization skills; and consulting with district and community resource personnel

Assessment and Instruction Services include:

- criterion-referenced or norm-referenced assessment as appropriate to answer questions about how best to provide instruction or support;
- systematic observation and collection of behavioural data to establish baseline/progress data, or describe functional behaviours;

- synthesis of information from parents, student records, other service providers, and health-related information to aid the assessment process;
- in-depth interviews with students to determine their knowledge of the learning process and/or thinking strategies
- direct teaching of individuals, small groups and whole classes as appropriate
- modeling of differentiated instruction for classroom teachers and LAs