

ALL ABOUT LSTs

WHAT DOES THE LEARNING SUPPORT TEACHER DO?

Supports, not pulls out

LSTs help classroom teachers differentiate instruction and implement UDL strategies within the classroom—not pull students out.

Collaborates, not replaces

LSTs build teacher capacity, co-plan, co-teach, and coach in real-time to address learning and behavior needs.

INSTRUCTION AND CURRICULUM

Q: "Can you modify this for me?"

A: LST ***collaborates*** with teachers to adapt materials and support differentiation. The teacher leads implementation.

Q: "Can you co-teach or help in my class?"

A: Yes! The LST can co-teach, model strategies, and problem-solve with you in real time.

Q: "Can you write the ISP?"

A: No—but the LST guides data collection, offers input, and helps the teacher understand the student's needs.

Q: "Can you be a reader?"

A: LSTs support accommodations (like peer readers or tech), but are not individual readers.

BEHAVIOR & REGULATION

Q: "Can you take a student for a break?"

A: LSTs help develop proactive regulation plans but don't provide ongoing break supervision. They support strategy-building and reflection.

Q: "Can you provide behavior strategies?"

A: Yes! They help identify triggers, adjust the environment, and involve CPC, SLC, and parents for a team approach.

Q: "This isn't working—now what?"

A: The LST helps assess the situation, model alternatives, and guide the team toward new strategies or resources.

WHAT THE LST IS NOT RESPONSIBLE FOR

- ✗ Pull-out instruction
- ✗ Covering classes
- ✗ Buying supplies
- ✗ Calling parents

➤ They support communication, but the teacher takes the lead.

ASSESSMENT & PLANNING

Q: "Can you do a Level B test?"

A: Yes—if appropriate and after other interventions have been tried. Parent consultation and school team involvement must come first.

Q: "Can you set up a meeting?"

A: LSTs can help coordinate—but the teacher or admin should take the lead.

