# The Role of RTLB





### Schools are required to...

- 1. Meet the needs of all students wherever they attend school.
- 2. Provide students with the support they need to access learning.



### What is a RTLB...

- 1. Experienced teachers trained to work collaboratively with students, caregivers, family/ whānau, teachers, SENCOs, principals and the community to support positive outcomes for students.
- 2. Whilst we are not experts we have developed expertise in the field of supporting students with special learning and behavioural needs.



### RTLB assist schools...

We work collaboratively with teachers and whānau to ...

- 1. Identify and overcome barriers to learning for students.
- 2. Adapt programmes to cater for the diverse needs and learning goals of students, including those who have special education needs.
- 3. Assist in adapting the curriculum in a way that is inclusive and the least intrusive.
- 4. Problem solve issues affecting students, teachers and schools



### How to access the RTLB service...

- 1. There is an expectation that the school has exhausted its own resources.
- 2. Parent approval must be sought by the school before referral made for an **individual** student.
- 3. The <u>teacher</u> makes the referral in <u>collaboration</u> with the school SENCO/Dean/Principal.



### Types of referrals ...

- 1. Individual teacher assistance
- 2. Class referral
- 3. Individual student referral
- 4. Group referral
- 5. Department or syndicate referral
- 6. Professional development referral



### Checklist prior to referral...

- 1. Have you shared your concerns with your senior managers?
- 2. Have you discussed with your colleagues to see if others have similar concerns?
- 3. Have you identified students strengths and weaknesses?
- 4. Have you made adaptations to your programme and or curriculum to try and meet students' needs?
- 5. Have you asked others how they manage or what works well for them?
- 6. Have you asked for any support from your colleagues or management?



### Practice Sequence...

#### Referral

### **Entry Meeting**

#### **Assessment**

### Collaborative Planning

### Implementation & Monitoring

### Evaluation & Review















- Discuss with SENCO the referral
- School clarifies student's current learning/ behaviour needs including relevant, recent data
- Discuss referrals and allocate an RTLB at monthly meetings

- · Clarify concerns
- Identify students strengths & weaknesses
- Discuss what has been tried already
- Outline roles
- Share relevant and current assessment
- Establish an assessment plan
- Agree on observation dates, subjects & times
- Entry meetings with parents

- Teacher to share or carry out requested assessment
- RTLB may carry out relevant or other specialised assessment
- Analysis of data and determine focus of intervention
- Mutual sharing of information to make instructional decisions

- Action Plan prepared collaboratively and will include goals that are:
- **S**pecific
- M easurable
- **A**ttainable
- Realistic
- Timely
- Plan may include; curriculum adaptations, assistive technology, behaviour change techniques, cooperative and buddy work, teacher aide support, teacher support etc.

- Support implementation of Action Plan and adjust the plan as needed
- School / Teacher increases capacity to implement the intervention
- Close monitoring with data

- Teacher
  evaluation and
  review of
  intervention
- Formal case closure and case signed off



### Observations...

- 1. RTLB observations focus on the interaction between the student and the environment.
- 2. The role of the RTLB is not to make judgments on teacher competency/ performance but focus on ways which enhance practice to suit the needs of diverse learners.





### Observations focus on...

- 1. The match between students instructional level and instruction provided
- 2. Teacher expectation and the students understanding of those expectations
- 3. Classroom environment management, productive time use, class climate
- Instructional presentation lesson development, clarity of directions, checking for student understanding
- **5. Cognitive emphasis** instruction to develop thinking skills and the teaching of recall, reasoning evaluating and skill application
- 6. Motivational strategies use of varied techniques and student self efficacy
- 7. Relevant Practice practice opportunities, task relevance, instructional material
- 8. Informed feedback performance monitoring, student accountability, corrective procedures
- **9. Academic engaged time** -student involvement, maintenance of student engagement
- 10. Adaptive instruction lesson modified to meet individual students needs
- 11. Progressive evaluation monitoring student progress, systematic follow-up planning
- **12. Student understanding** accuracy with which student understands instruction and goal, interpretation of task instruction, processes required to complete the instruction

### RTLB practice will...

- Maintain an educational focus
- Support teachers to develop inclusive classroom environments
- Support academic achievement and behaviour change management
- Facilitate collaborative problem solving
- Engage in systems analysis review and development with schools
- Use and support culturally appropriate practices
- Promote effective parent/caregiver/whānau skills and appropriate community involvement
- Provide support to adapt the curriculum and to differentiate lessons
- Support MOE initiatives within the school eg IYT, PB4L, Collaboration for Success
- Collaborate with other professionals and support services



### Learning Support Funding (LSF) ...

- 1. A limited fund sometimes applied for if deemed necessary during the collaborative action plan process
- 2. All LSF applications need to be approved by the cluster manager
- 3. LSF applications need to be aligned to the Key Competencies and the action plan
- 4. Is a contribution towards an intervention



### What RTLB are not ...

- An extra pair of hands
- A crisis intervention team
- Counsellors
- Relievers
- Social workers
- Teacher aides
- Teacher assistants
- Able to make formal diagnoses of disabilities
- Able to report on a teacher's professional abilities or management skills
- A money tree or a magician ©



## QUESTIONS ???

