

The Hidden Curriculum

The role of the **Resource Teacher** in strengthening adult posture and co-regulation to help students feel safe, regulated, engaged, and ready to learn.



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1

Small Changes. Big Possibilities.

How Resource Teachers Help Create the Conditions for Safer, More Regulated and More Successful Learners



PEOPLE
Build relationships.



PRACTICE
Strengthen systems.



POSSIBILITIES
Support every learner.

2

We often begin at the end of the sequence



We want students to *learn*, so we try to increase their *engagement*.

But when engagement is low, the question may not simply be, "*How do I get this student to participate?*"





We need to move upstream:

- 1** Is the student sufficiently ***regulated*** to engage?
- 2** Do they experience enough ***safety*** to regulate?
- 3** And what is ***my posture*** contributing to that experience of safety?

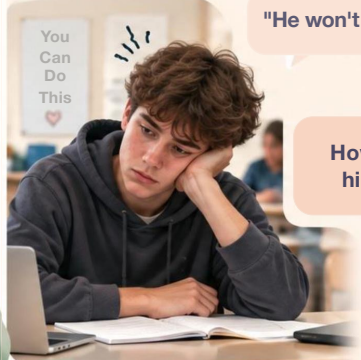


When we understand what comes before engagement and learning, we can respond with more compassion, effectiveness, and impact.

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A Different Lens Makes a Difference

✗ Instead of...



"He won't do the work."

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How do I make him comply?

✓ The framework encourages...

"He isn't engaging." →

And then the teacher considers the ***first variable*** they can influence immediately:

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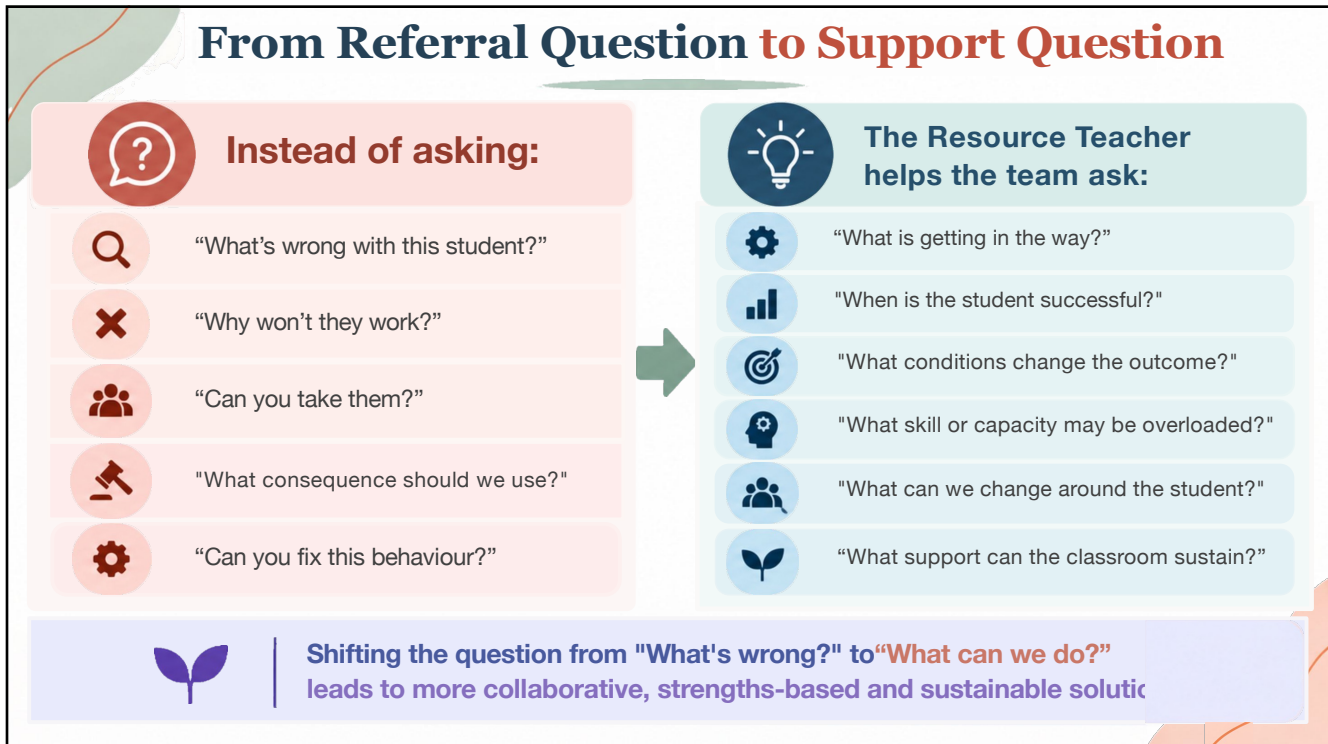
"What does this student need from me right now?"

-  Is the task overwhelming?
-  Is he frustrated?
-  Is he worried about failing?
-  Does he need clarification?
-  Does he need connection?
-  Does he need scaffolding?
-  Does he need movement?
-  Does he need reassurance?
-  Or simply a little more time?

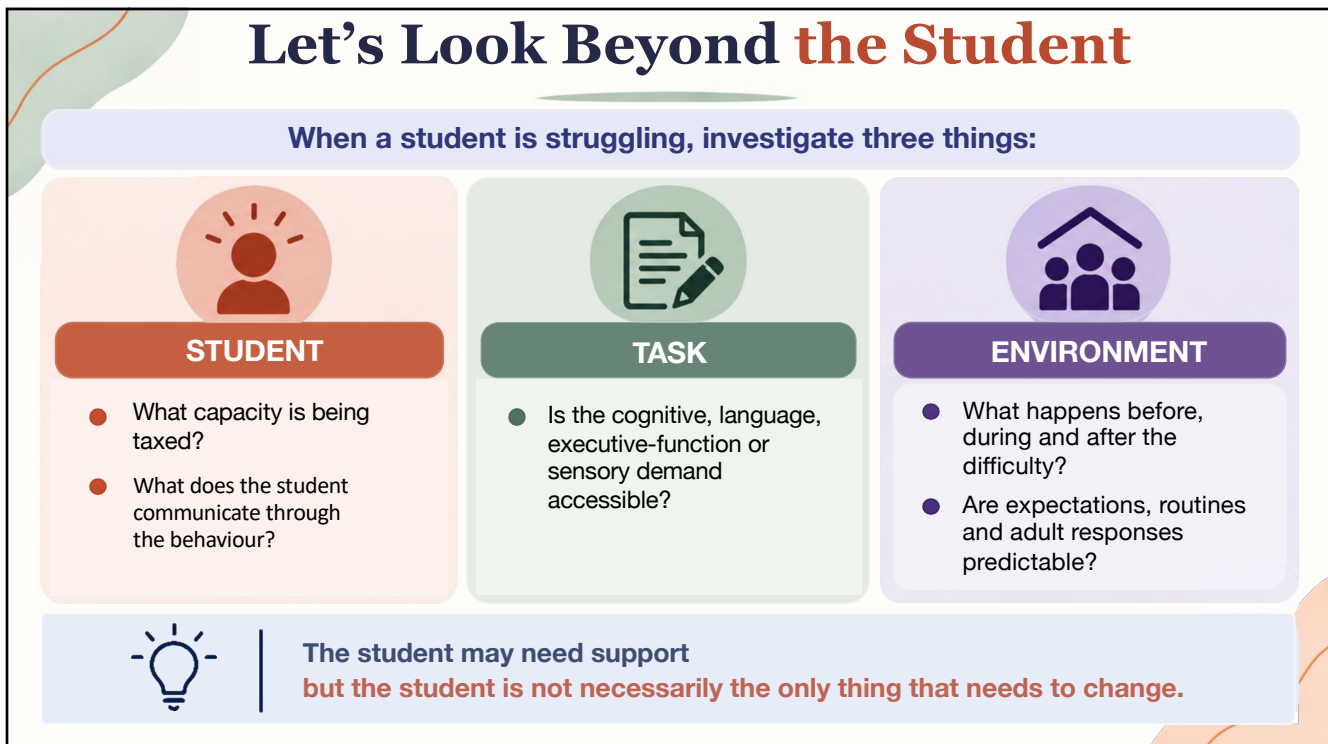


When we shift from compliance to curiosity, we create the conditions for connection, regulation, and learning.

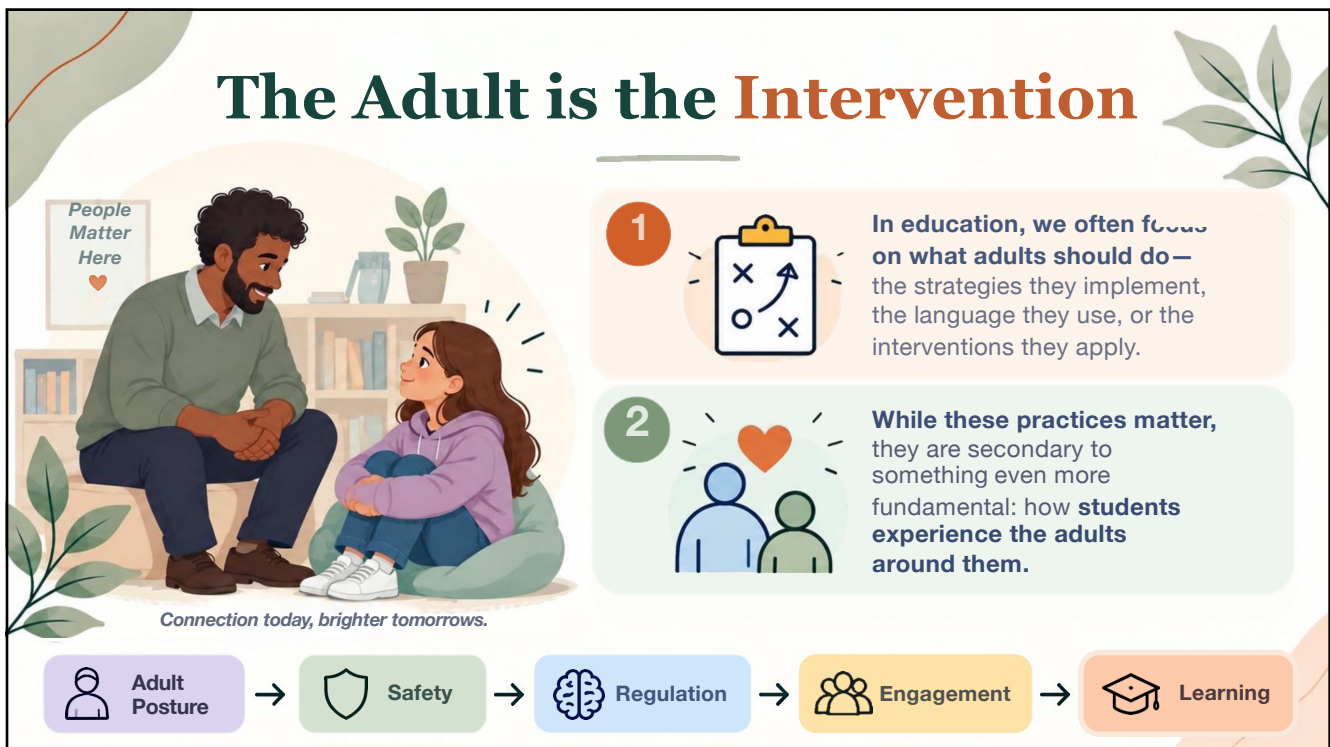
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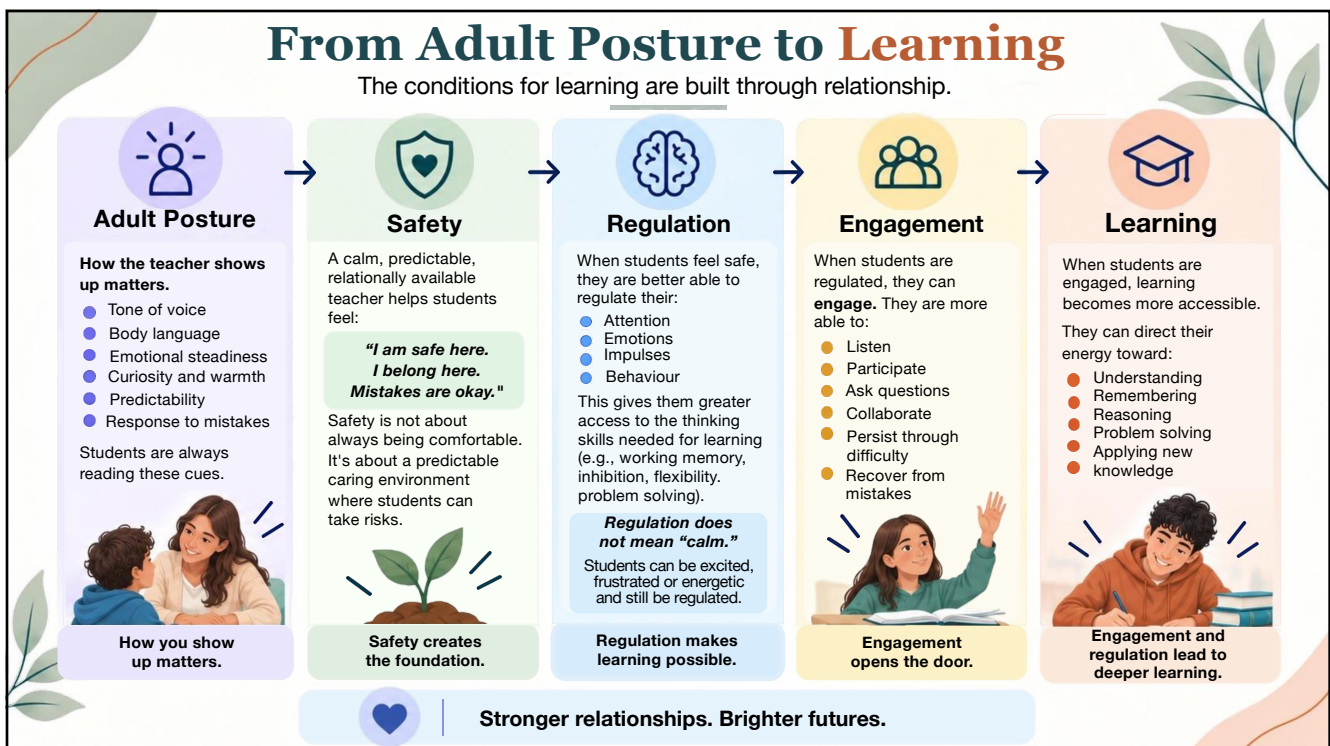
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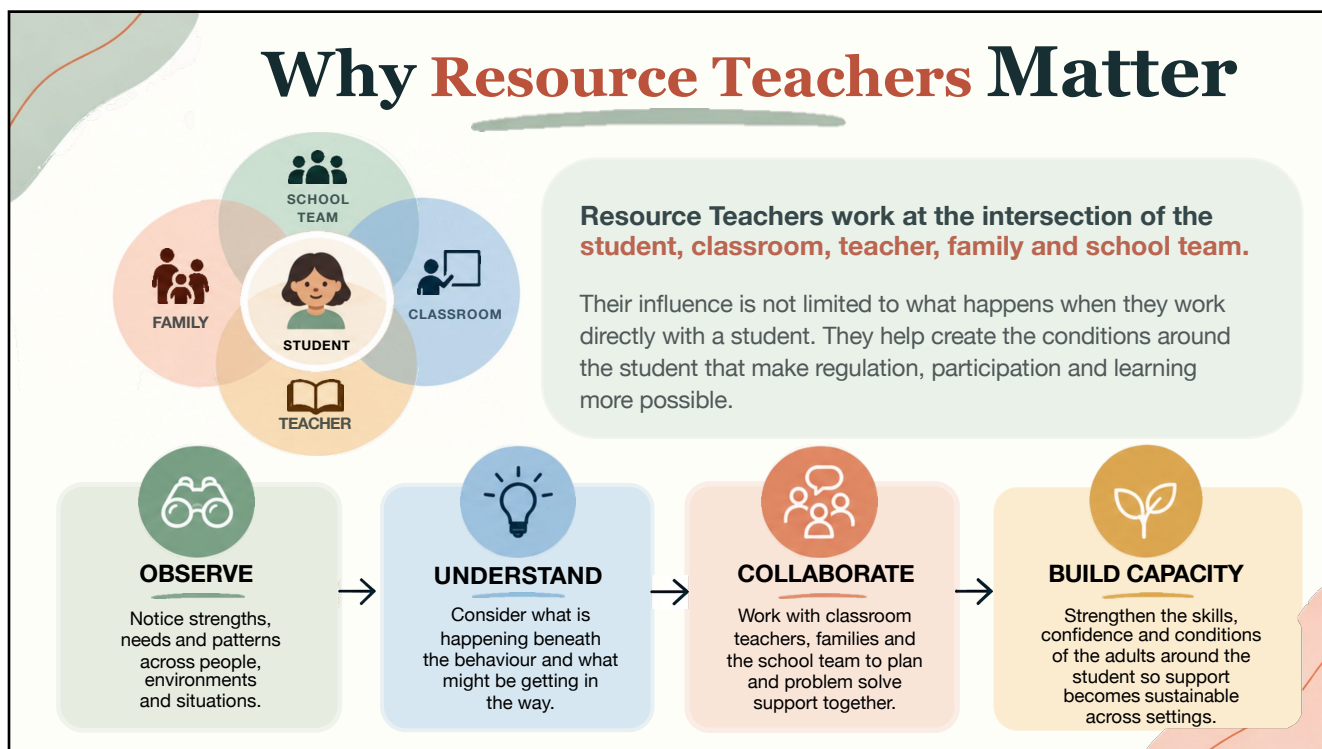
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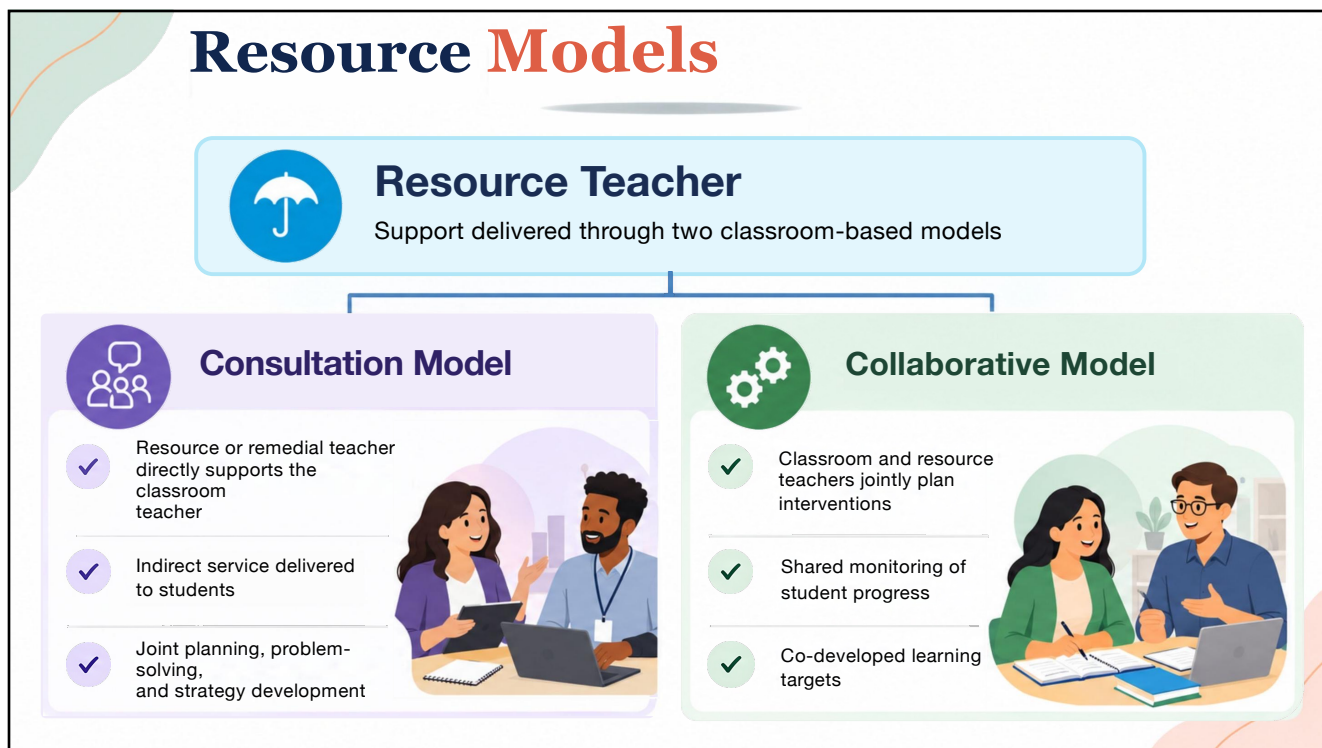
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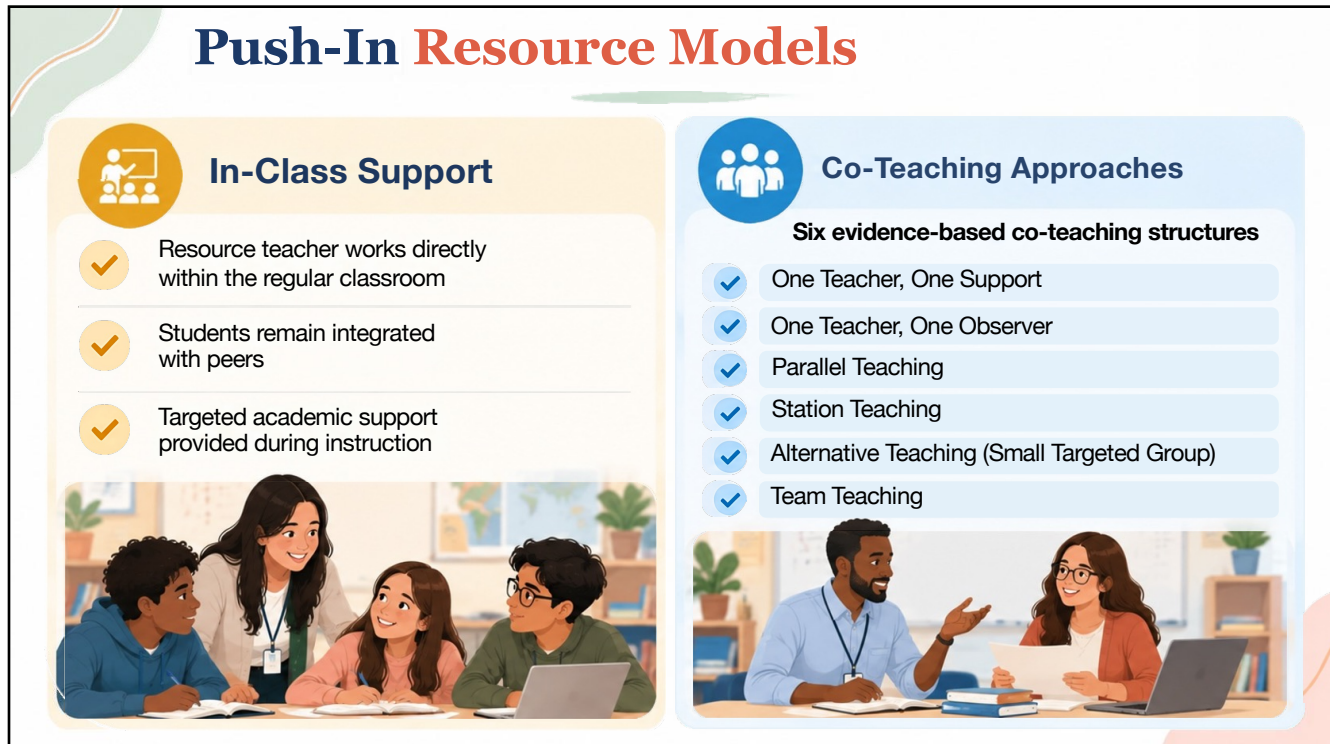
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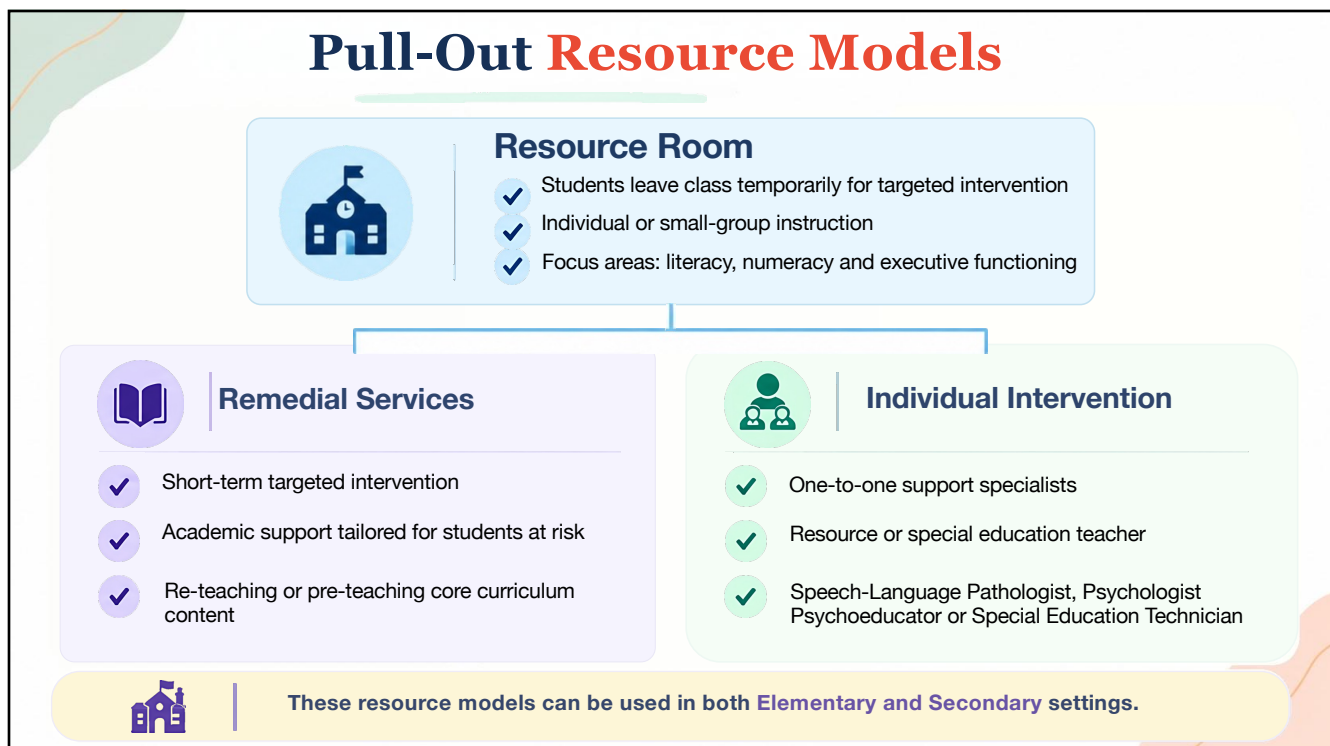
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Specialized Class Models



Specialized Support Classroom

Self-contained setting tailored for intensive academic and developmental needs.



Low Student-Teacher Ratio

Provides intensive, personalized instruction and specialized behavioral or developmental support within a structured classroom setting.



Flexible Classroom Integration

Students may be integrated into the regular classroom for specific subjects or parts of the school day to foster social and academic inclusion.

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Small Group Service Models



Targeted Intervention Groups



Reading

Structured decoding and comprehension skill groups



Numeracy

Foundational math principles and problem solving



Social Skills

Guided peer interactions and emotional regulation



Executive Functioning

Organization, planning and focus strategies



Response to Intervention (RTI/MTSS)

TIER 1

Universal classroom supports for all students



TIER 2

Targeted small-group intervention for students at risk

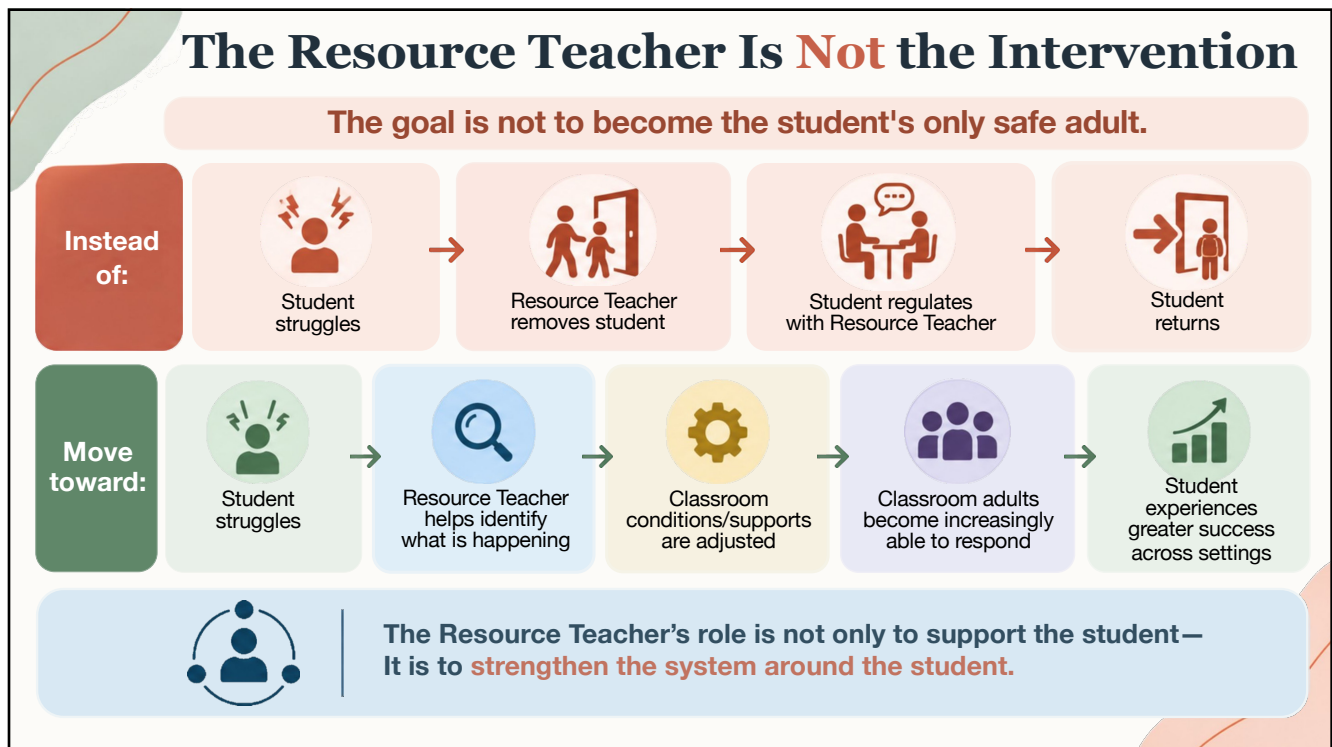


TIER 3

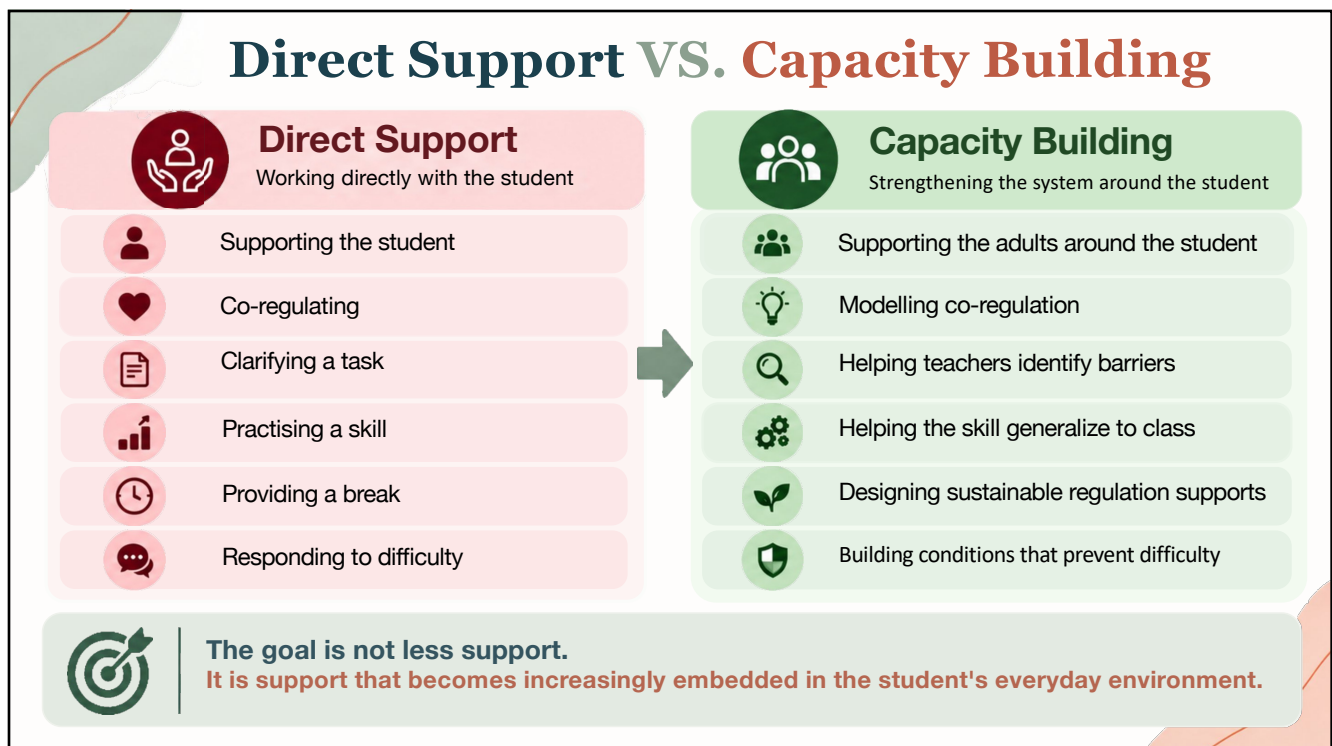
Intensive individualized intervention for students with high needs



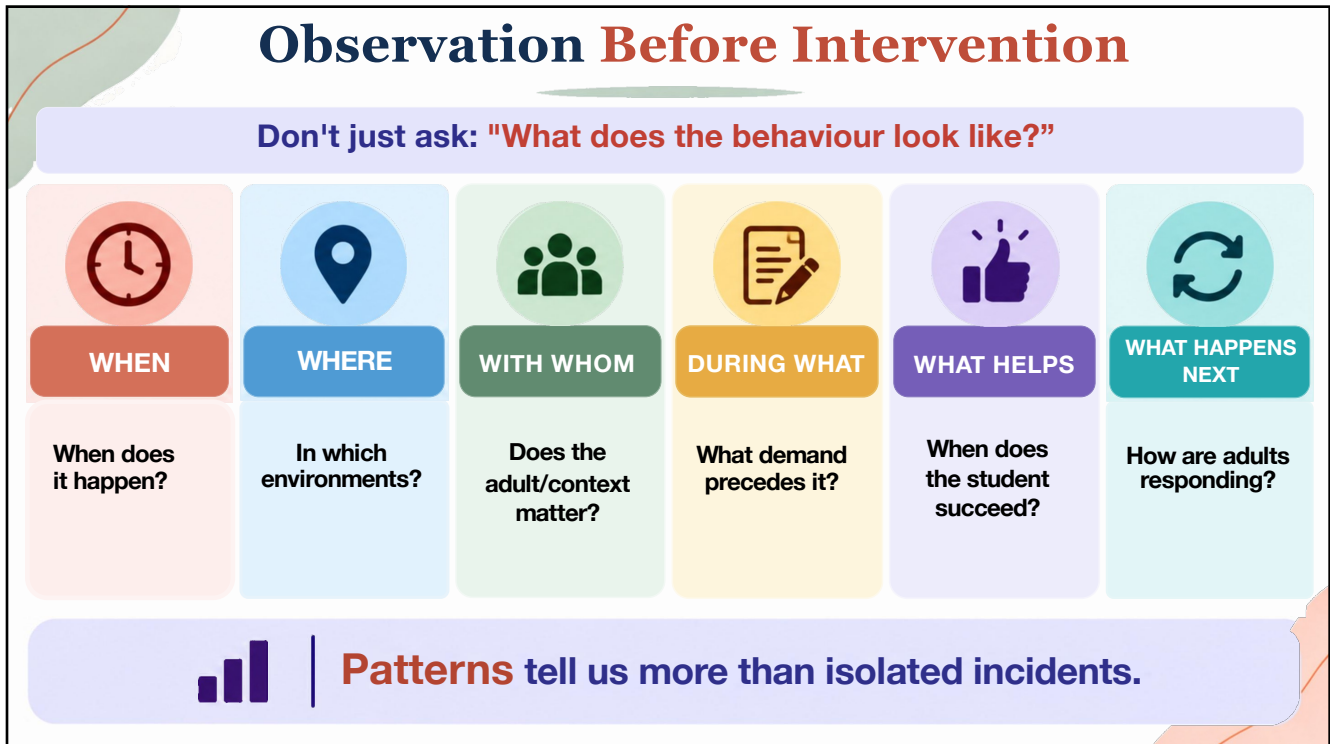
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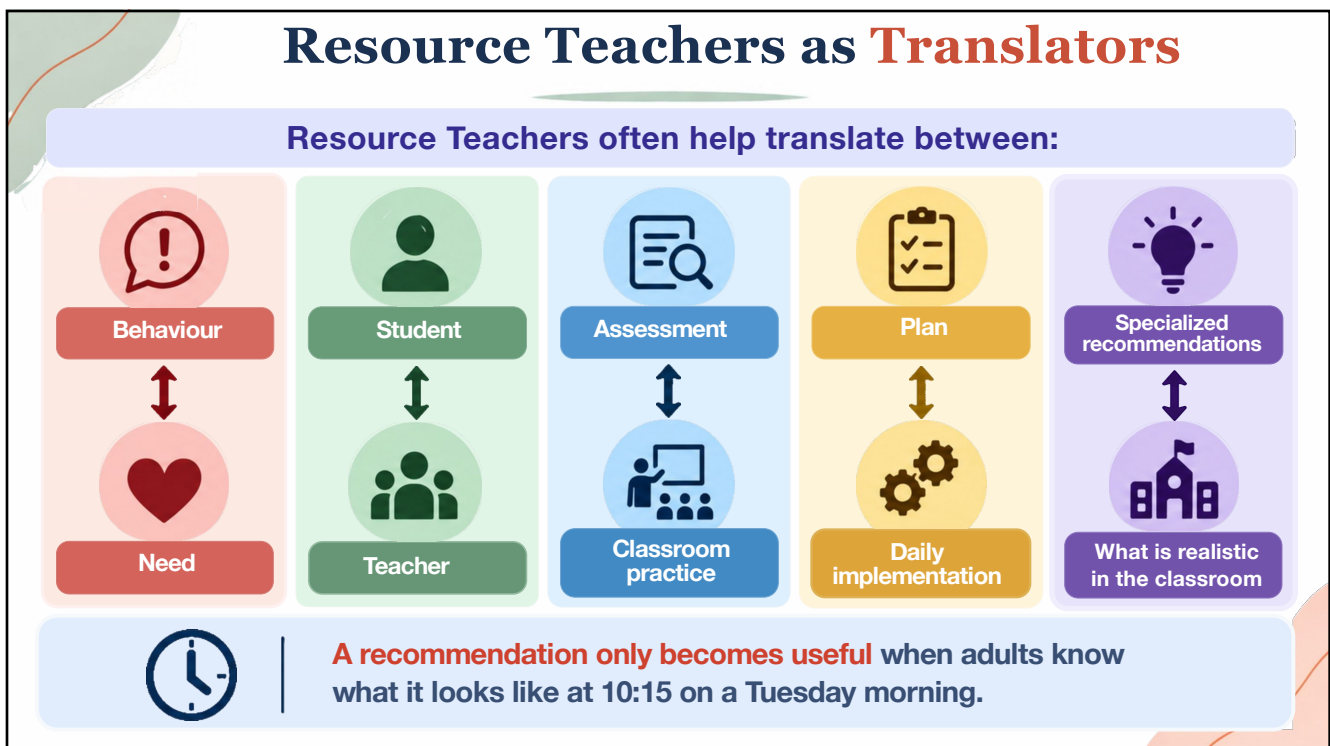
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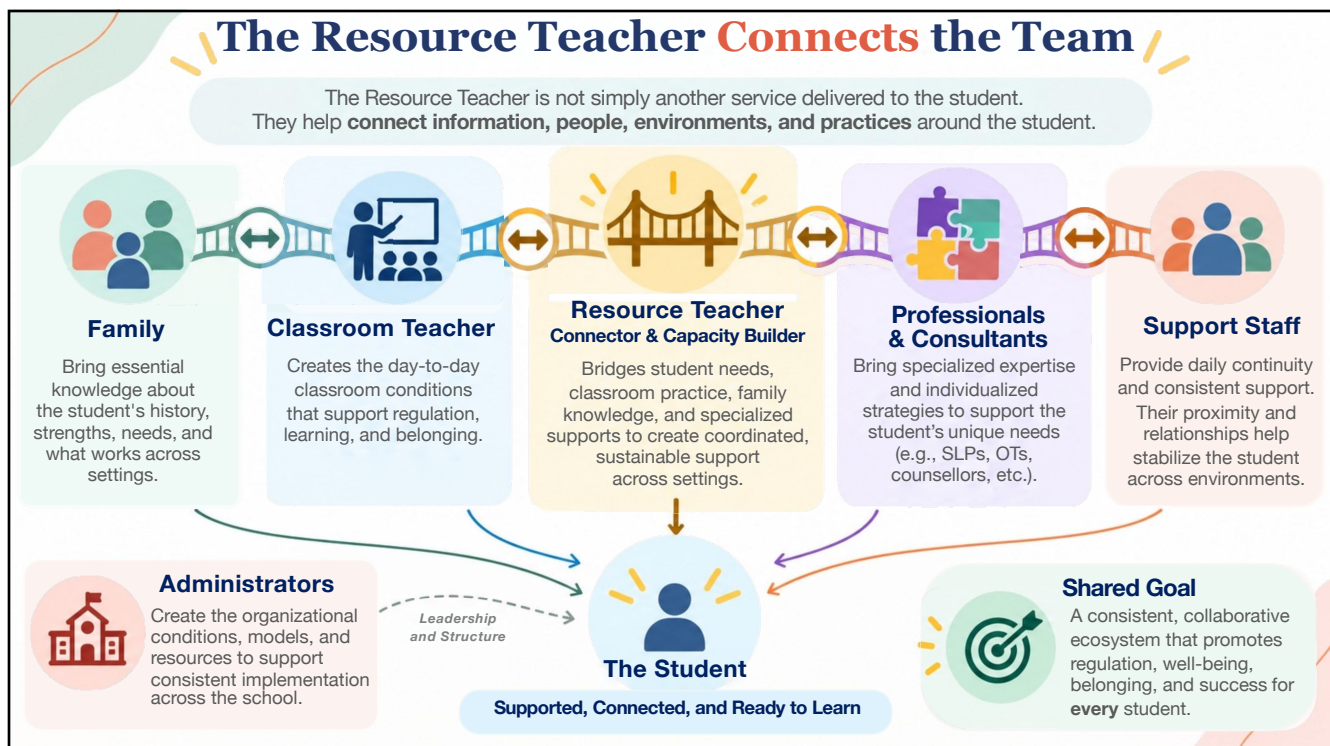
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