

Teacher Profile: Danielle Neer

What have you tried with that student that worked well? One of the lessons I have learned along the way is to listen more and to talk less. Children's language and descriptions provide such insight into where to go next with support.

How do you stay organized?

Staying on top of daily record keeping is an essential component of intervention. These records allow programming decision making to be based on evidence of growth and documented challenges. Running records show accuracy, fluency and challenging areas (e.g., r-controlled vowels) and allow you to track text level across time. Brief notes about word-study activities show progress and areas of challenge. Daily anecdotal notes about what worked/what didn't helps see patterns, sticking points, successes and can help to identify next steps. Having a scope-and-sequence or essential components of literacy, for example, supports decisions for where to go next with intervention supports for a particular child or a small group.

What tech program do you recommend for Learning Assistance teachers? There are some online programs that are beneficial to students for different reasons. ReadLive (<https://readlive.readnaturally.com/login>) supports student reading by offering non-fiction texts with a read-aloud option and provides word study/vocabulary development. Typing Club (<https://www.typingclub.com/login.html>) provides much-needed practice for students with written output issues. Epic (<https://www.getepic.com>) provides a wide range of self-selected reading within a range of levels. But, I still prefer to get a book in a kid's hands!

How do you align intervention with BC Core and Curricular Competencies? B.C.'s Core Competencies speak to life-long learning goals, which will continue to be developed across a person's life span. In developing Individual/Inclusive Education Plans (IEPs), the Core Competencies should be supported through goals and reported on in the reviews. The Curricular Competencies are represented in a student's IEP with particular supports identified to help support a student in developing the subject-based content expectations. These goals span multiple grades and are developed across time through school- and home-based experiences. Intervention decisions provided to each student are based on need and supports available. The support offered to a student continues to change as success/challenges are achieved and depend greatly on the individual education plan. For example, a student in Grade Five who is reading at around Grade Two level, identified that he really wants to become a writer this year. Based on a file review (including psych-ed report, slp report, past report cards), conversations with the student's learning support and classroom teacher, and baseline assessment data, I began working on writing support with him. Ongoing data collection, including running records and composition analysis, combined with a structured plan that includes word study, letter/sound work, shared writing opportunities, keyboarding practice, and editing support, have provided this student with the opportunity to meet curricular goals (as identified in his IEP) and personal goals to become a writer (as supported by the Core Competencies).

Danielle Neer is a Learning Assistance Teacher with School District 23 and is also the President of LATA.

