

3. Request the assistance of specialists and agencies as required.

### ***C. Program Development:***

1. Assess program needs of students referred.
2. Gather and consolidate background information on student achievement and behaviour and determine where further diagnostic assessment is required.
3. Administer and interpret academic tests needed to establish appropriate instructional programs.
4. Assist teachers in the inclusion of assessment recommendations in IEPs or adjusted programs.
5. Assist teachers in adapting regular programs and instructional procedures to meet student needs.
6. Assist teachers in utilizing strategies that promote the inclusion of all students (i.e., multi-level instruction, cooperative learning).
7. Assist teachers in documenting adjustments in programs for students with special needs.
8. Assist teachers/guidance counsellors in establishing and implementing behavioural programs in cooperation with the school principal and school psychometrist.
9. Provide assistance in the classroom as required when implementing new instructional strategies.
10. Provide individual and small-group instruction on an ongoing basis for compelling reasons necessary to meet student's instructional needs.

### ***D. Monitoring:***

1. Implement strategies agreed upon through case conferences, consultations, or problem-solving sessions.
2. Monitor the effectiveness of individual programs.
3. Monitor the coordination of support personnel involved in individual cases.