

SHELLEY MOORE



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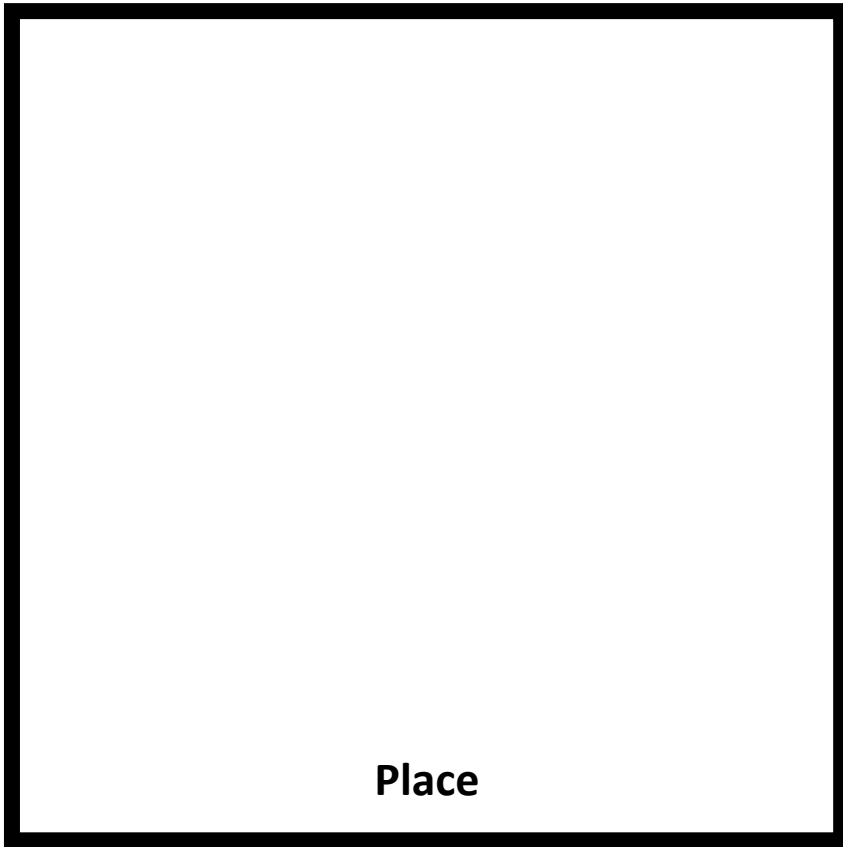


Thinking back

- One useful idea or practice that you're taking away from the conference so far?
- What are you looking forward to today?

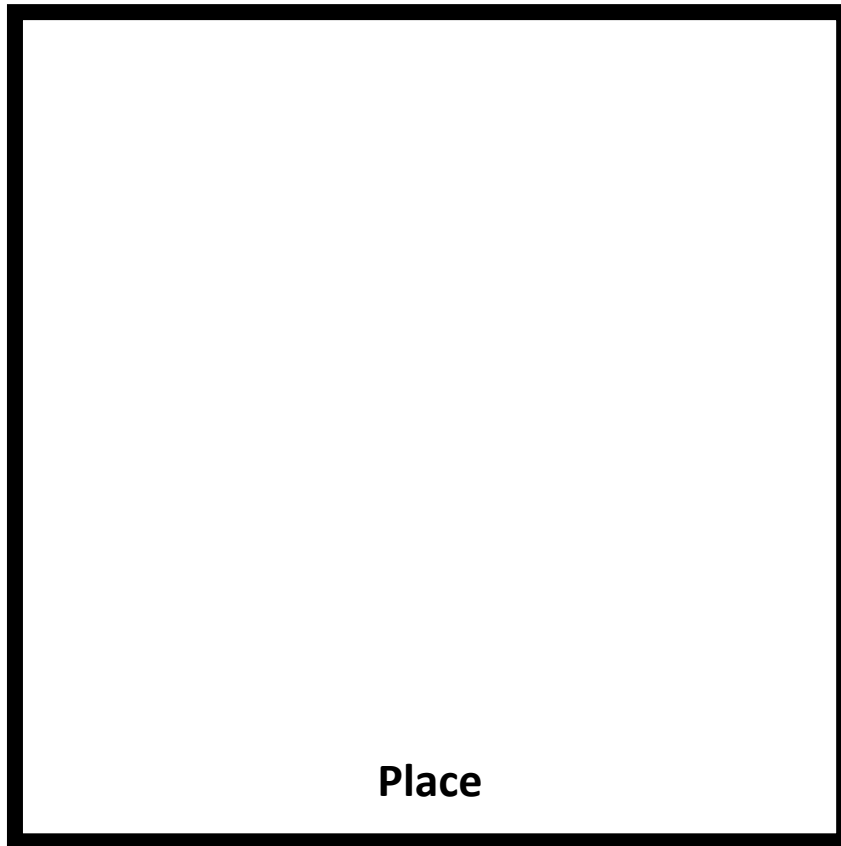
What is a barrier?





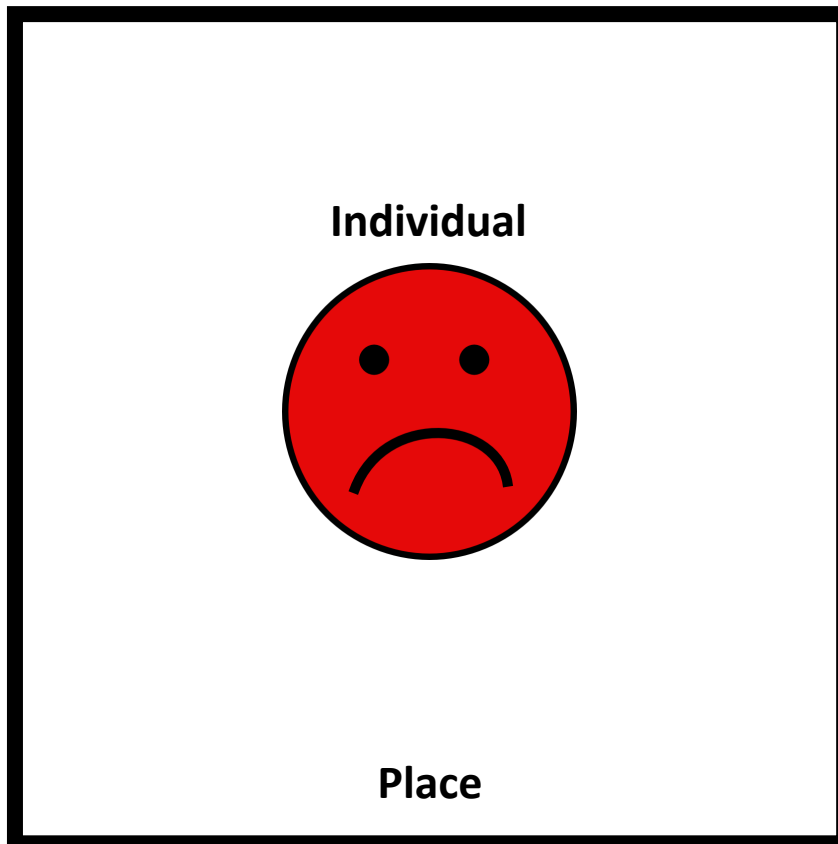
Place

Shifting the Paradigm: Medical Model of Disability



Place

Shifting the Paradigm: Medical Model of Disability



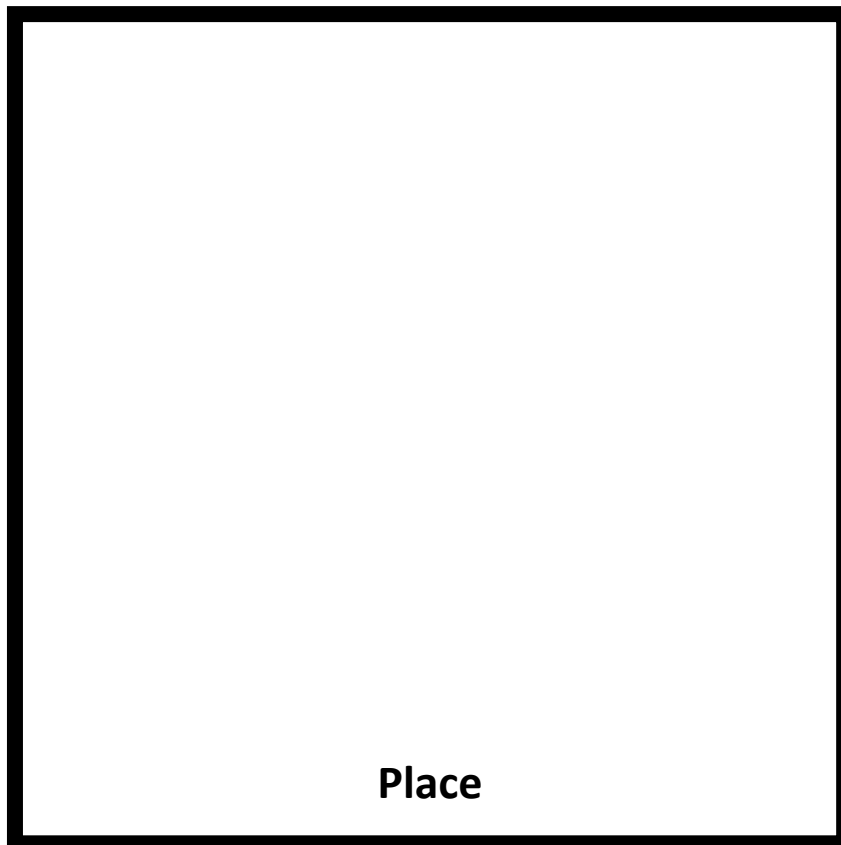
Historical Special Education

If individual isn't successful

- Remove the individual
- Diagnose the problems in the individual
- Fix the individual
- Individual goes back when they are "ready"
- IEPs are separate from the place



Shifting the Paradigm: Medical Model of Disability



Individual



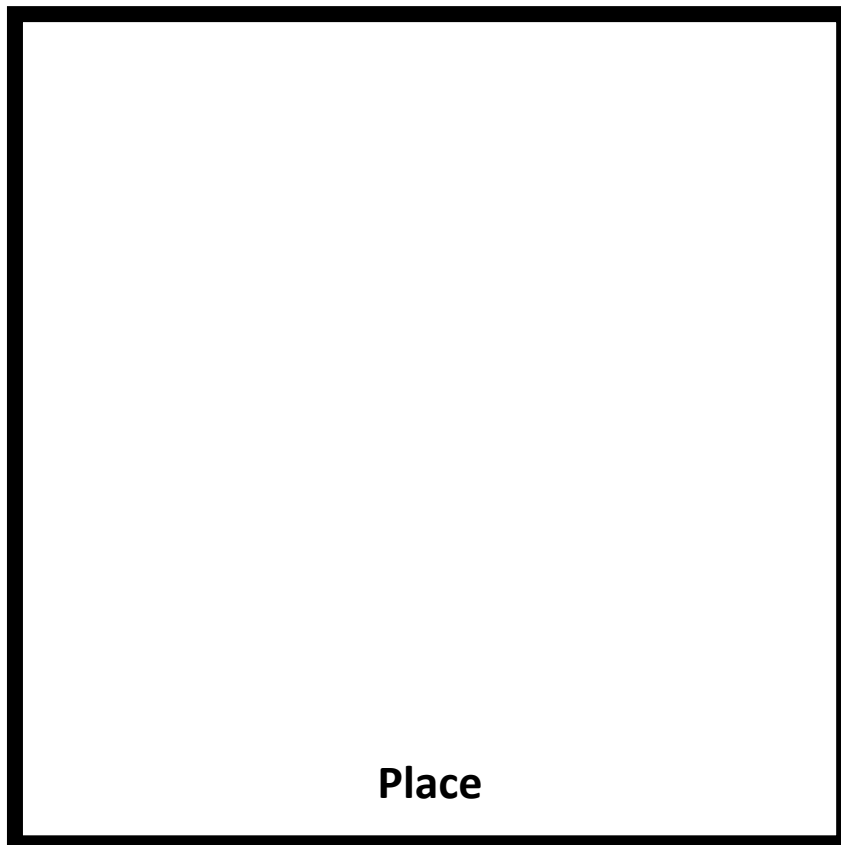
IEP

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Shifting the Paradigm: Medical Model of Disability



Individual



IEP

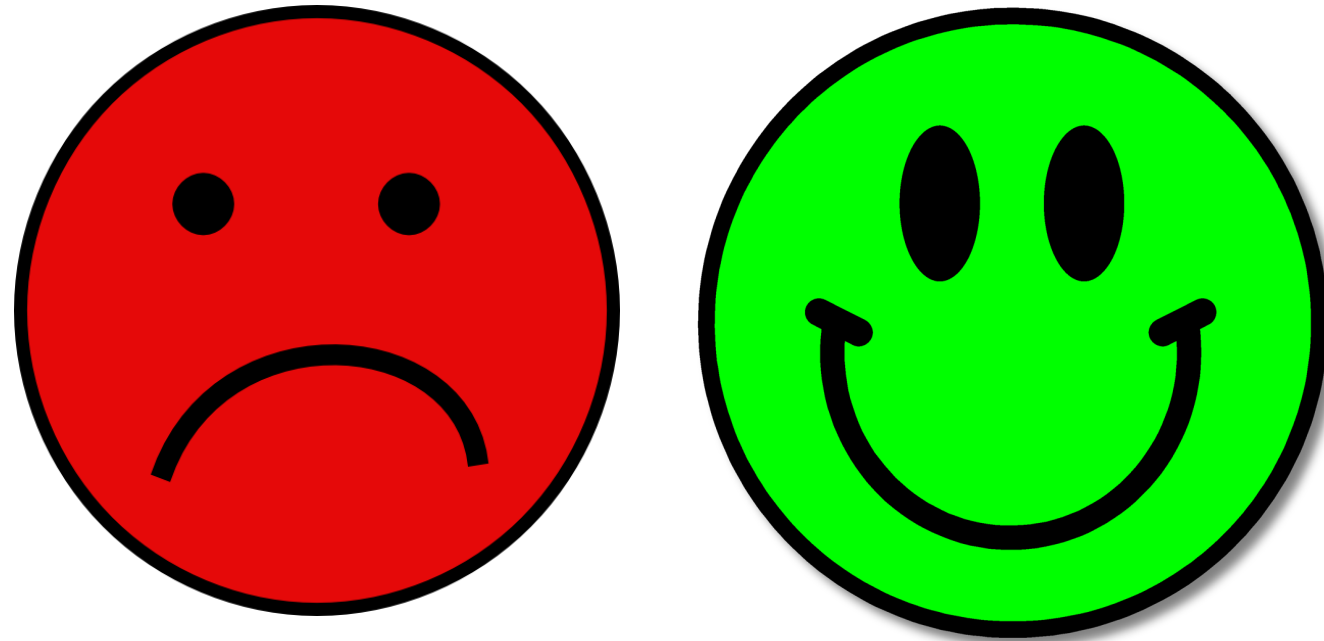
Historical Special Education

If individual isn't successful

- Remove the individual
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Wait a second....

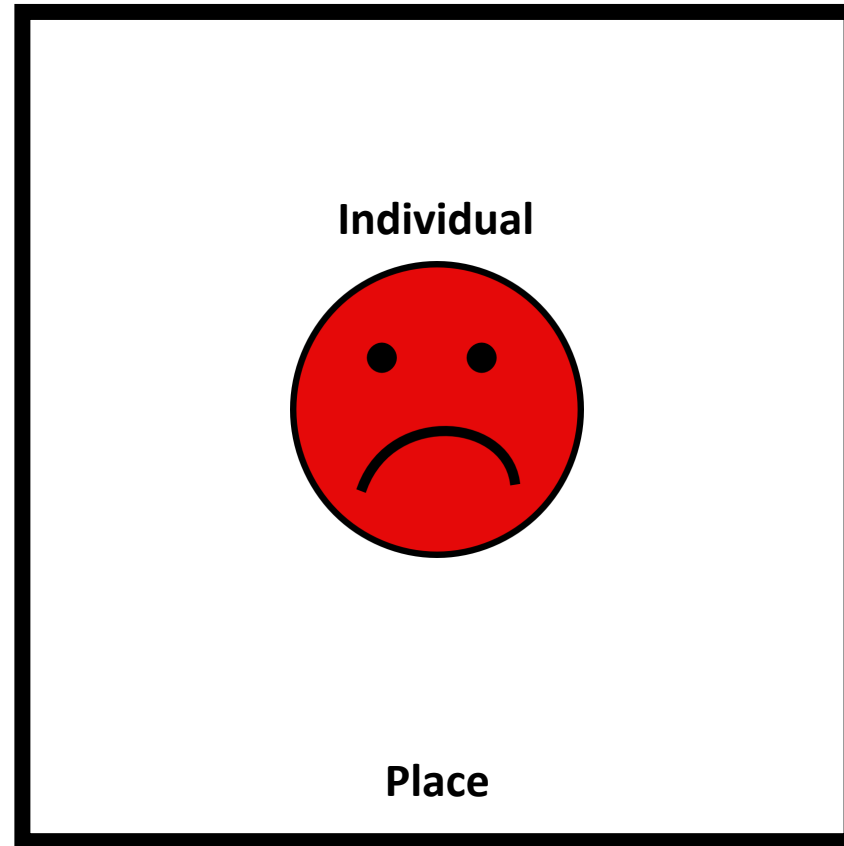
People with disabilities said:



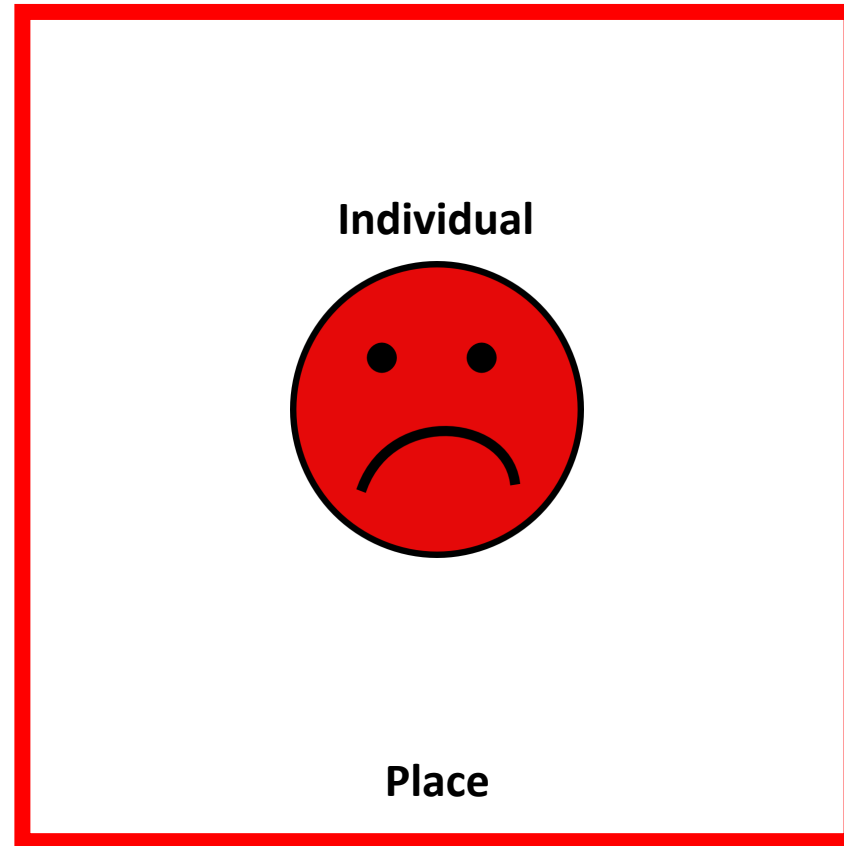
“I am not broken.”

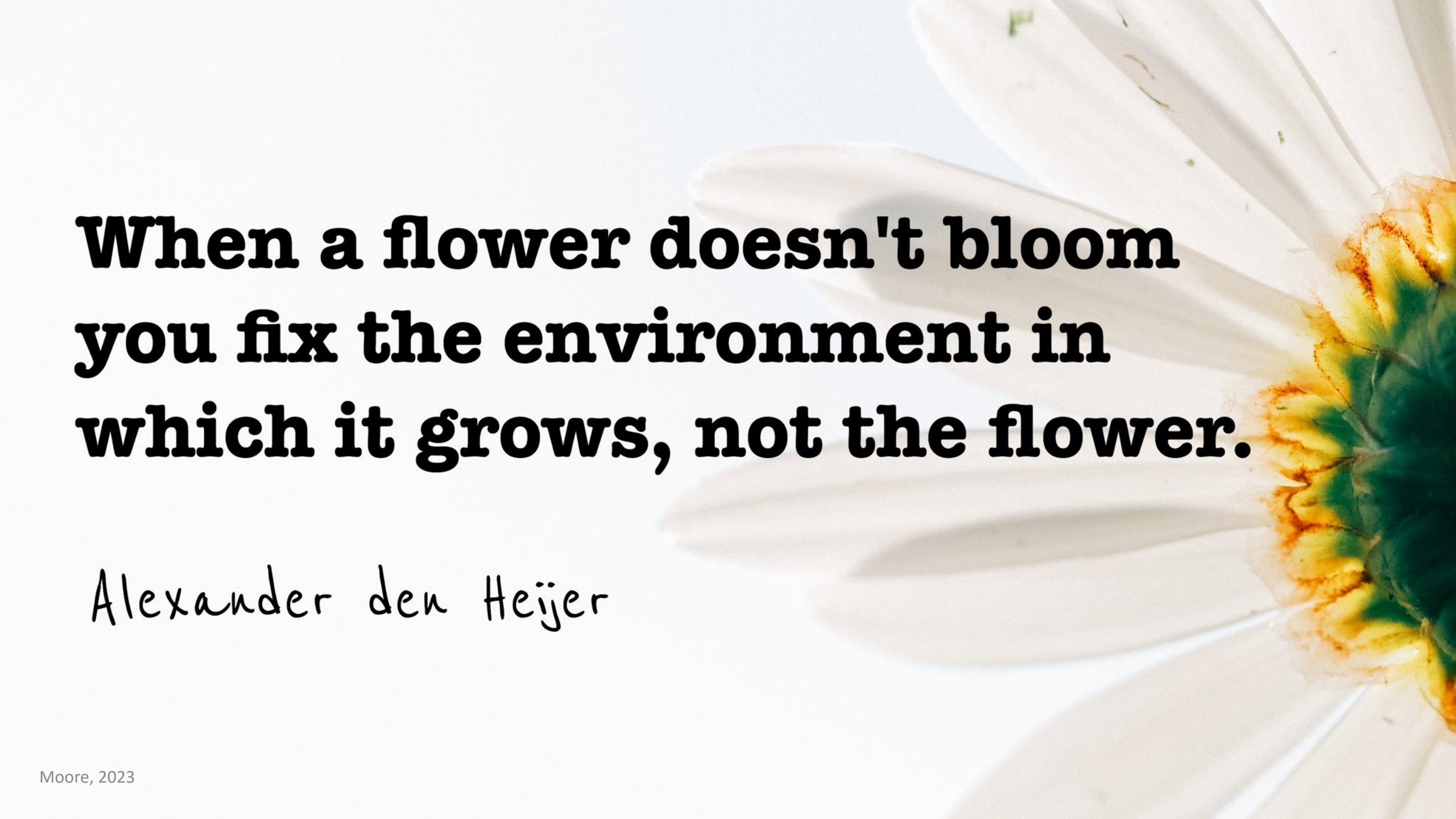
“I do not need to be fixed!”

Shifting the Paradigm: Social Model of Disability



Shifting the Paradigm: Social Model of Disability

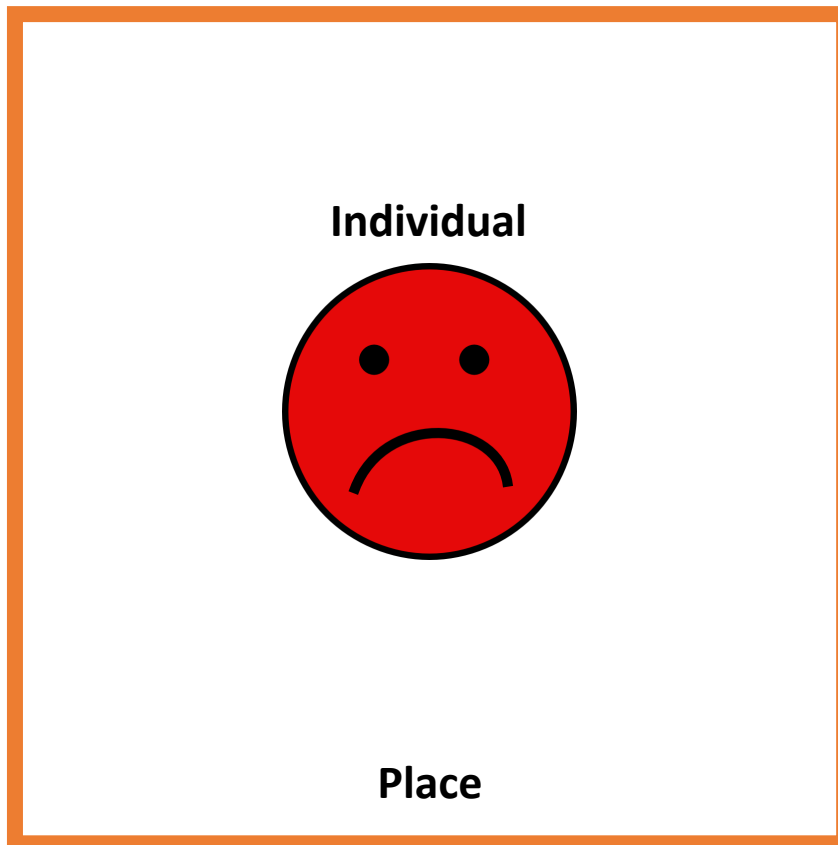




**When a flower doesn't bloom
you fix the environment in
which it grows, not the flower.**

Alexander den Heijer

Shifting the Paradigm: Social Model of Disability



Social Model

If individual isn't successful

- Diagnose the barriers in the place
- Target the place

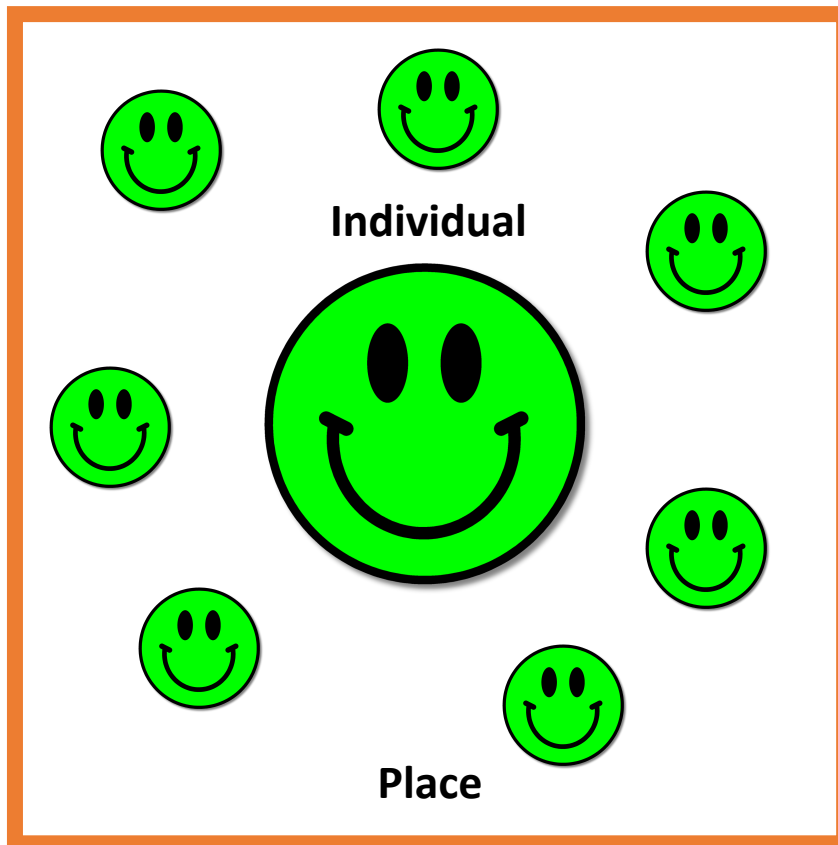


What is happening in the environment?

What are the potential barriers?

- not enough light
- not enough water
- not enough space

Shifting the Paradigm: Social Model of Disability

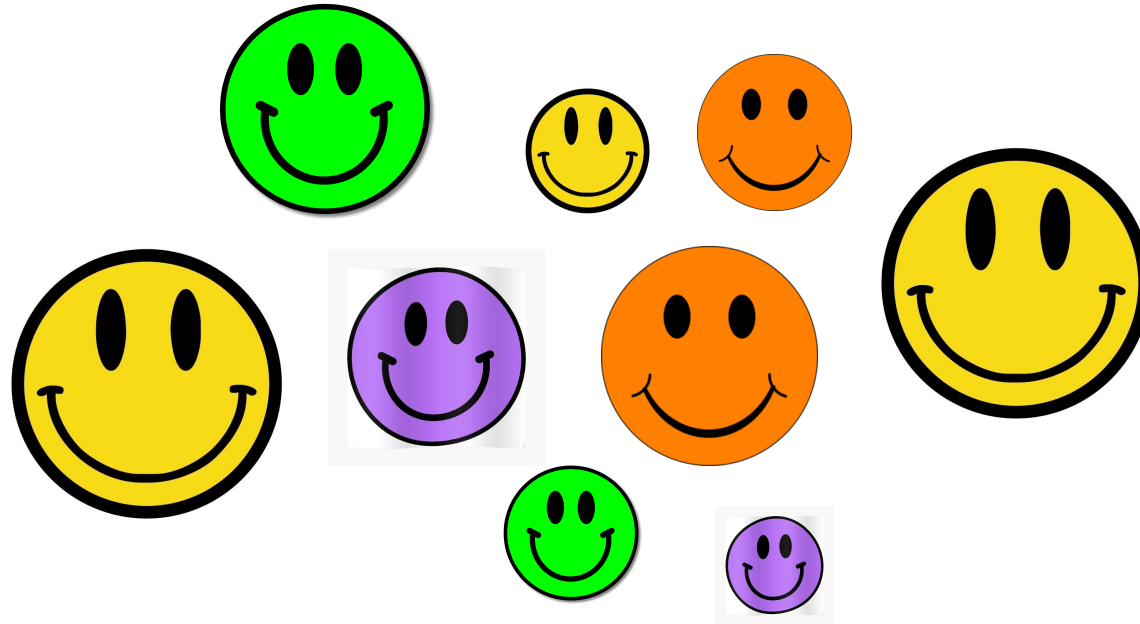


Social Model

If individual isn't successful

- Diagnose the barriers in the place
- Target the place
- Support EVERYONE in the place

Wait a second....
Teachers said:

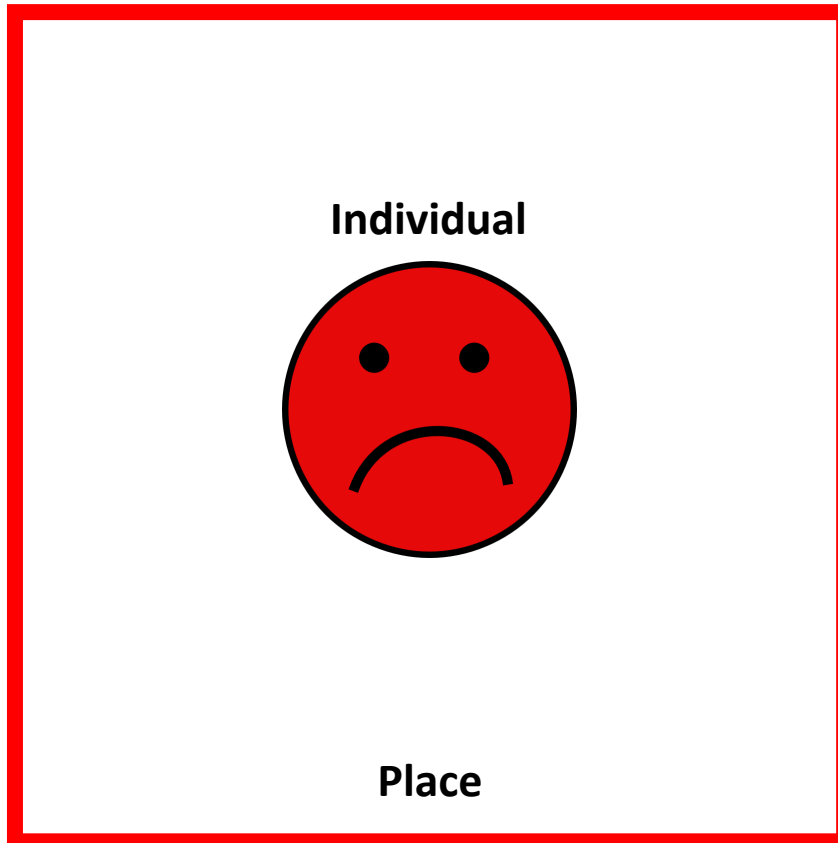


“What about all the different
individual needs in a shared place”

We Have Diverse Gardens!



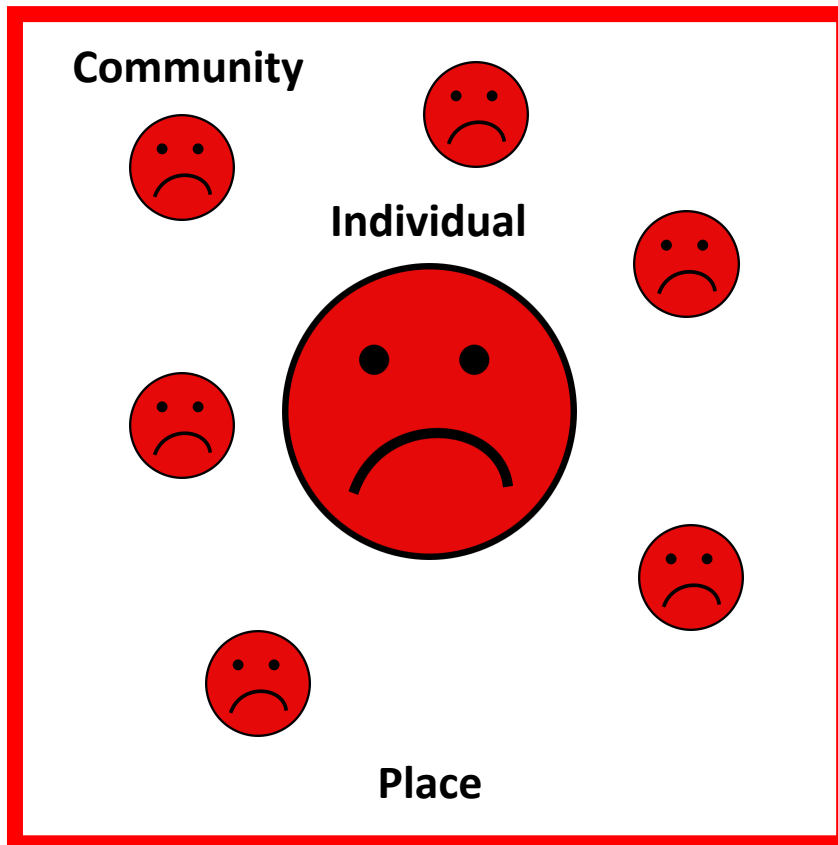
Shifting the Paradigm: Person-Place Model of Need



Inclusive Education

If one student is struggling...

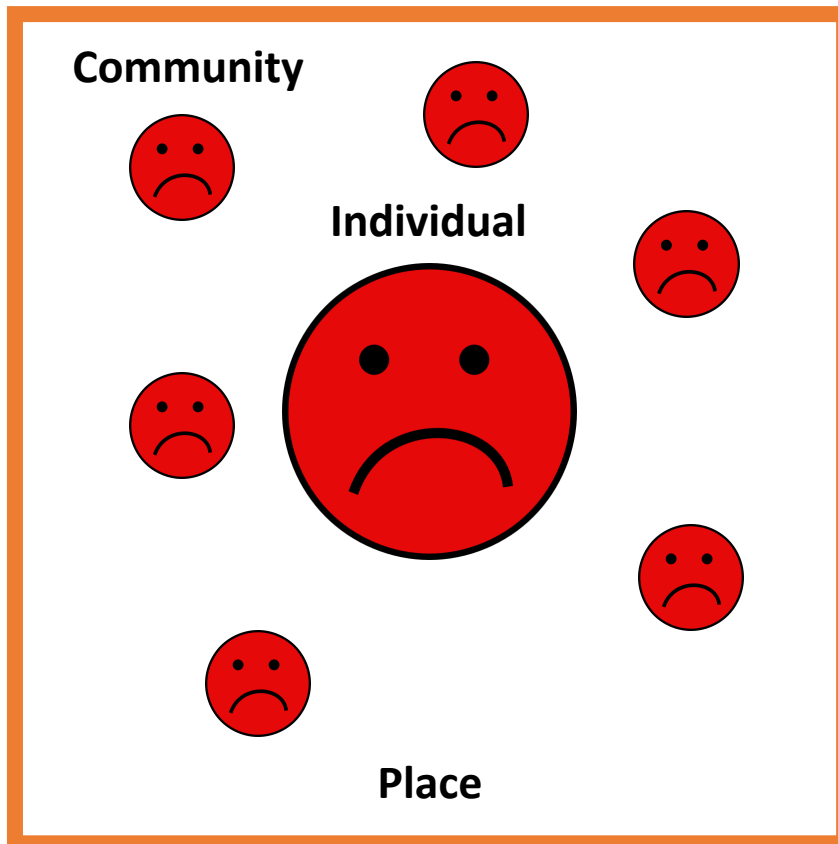
Shifting the Paradigm: Person-Place Model of Need



Inclusive Education

More than one student is struggling

Shifting the Paradigm: Person-Place Model of Need



Inclusive Education

- FIRST: Reduce or eliminate barriers in place by determining needs of everyone in the community

FIRST! Reduce or eliminate barriers in place by reducing and/ or eliminating barriers for of everyone in the community



All plants need
light

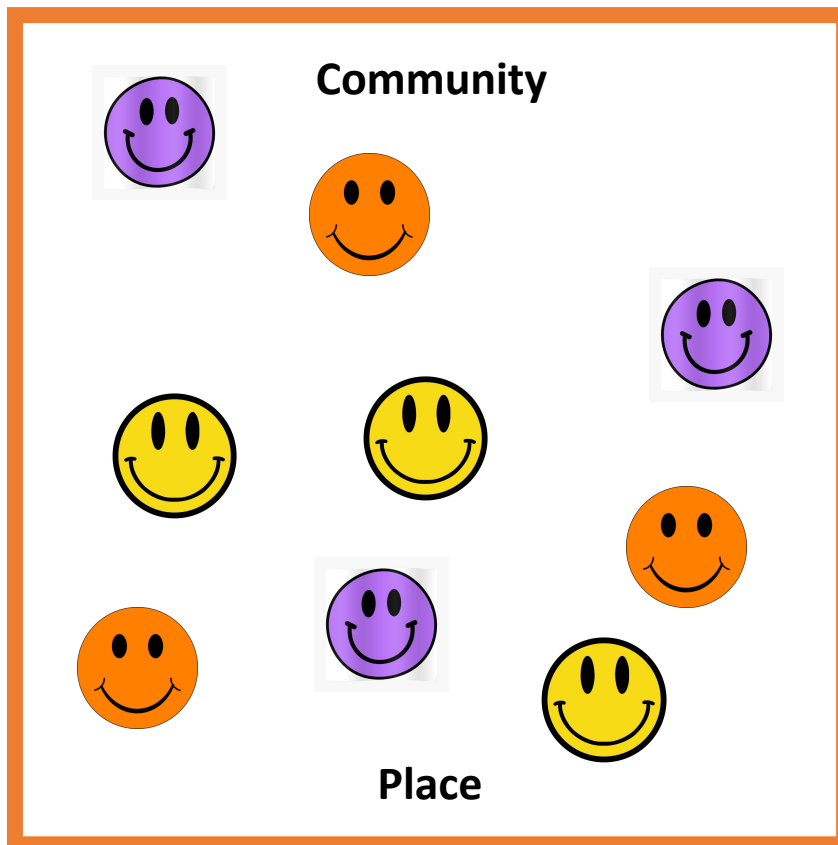


All plants need
moisture



All plants need
space

Shifting the Paradigm: Person-Place Model of Need



Inclusive Education

- THEN: Reduce or eliminate barriers in place by determining needs of everyone in the community
- BY: Determining the needs of individuals and anticipating the supports & strategies that they will require

THEN! Determine the needs of individuals and anticipate the supports & strategies that they will require

PERIODIC TABLE OF PLANT NUTRIENTS

7 N Nitrogen	15 P Phosphorus	19 K Potassium	12 Mg Magnesium	16 S Sulfur	20 Ca Calcium
Primary Macronutrients			Secondary Macronutrients		
5 B Boron	17 Cl Chlorine				
25 Mn Manganese	26 Fe Iron	28 Ni Nickel	29 Cu Copper	30 Zn Zinc	42 Mo Molybdenum
Micronutrients					

Source: Greenandvibrant.com



Some plants need added nutrients

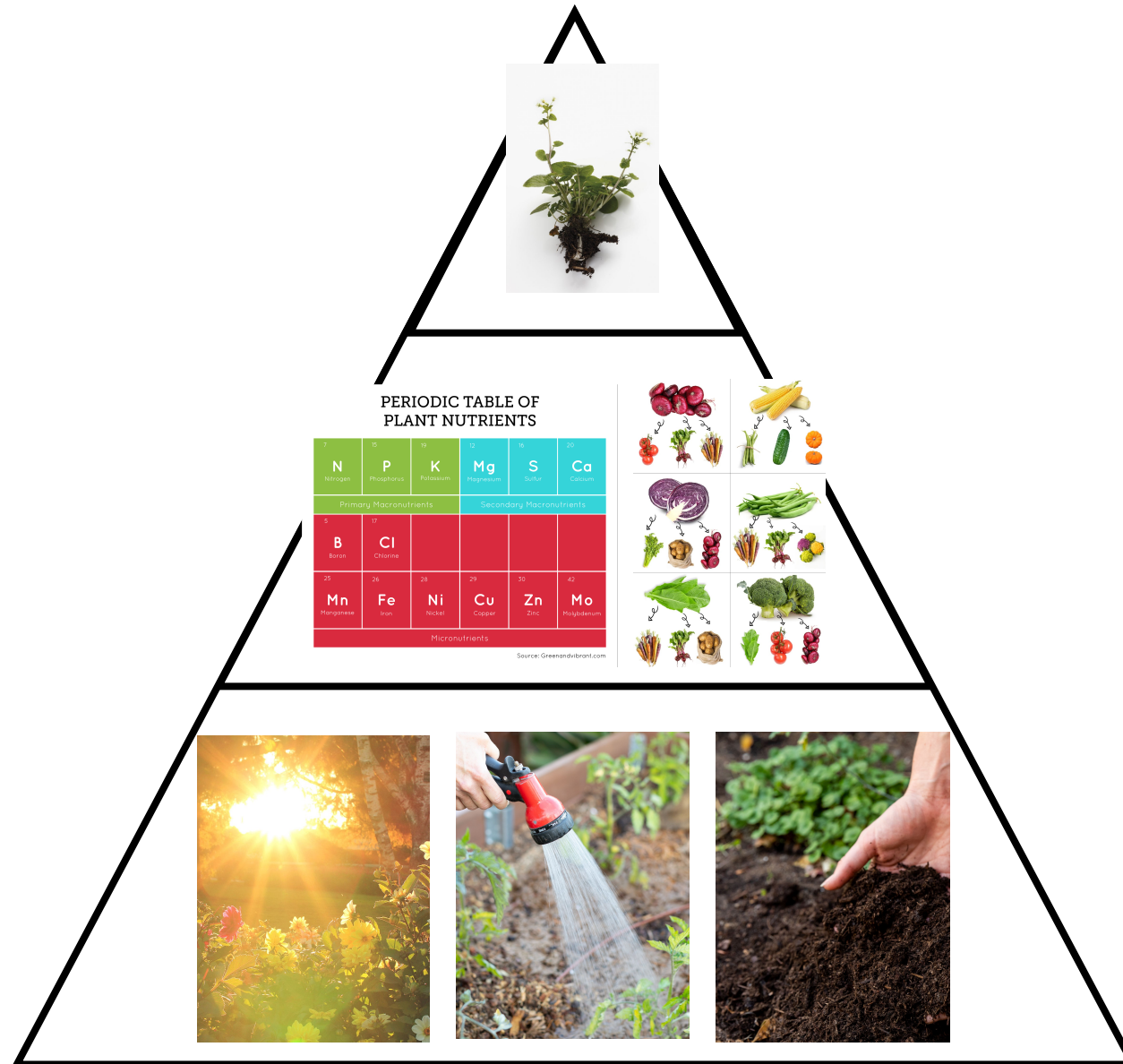
Some plants need companions

THEN! Determine the needs of individuals and anticipate the supports & strategies that they will need

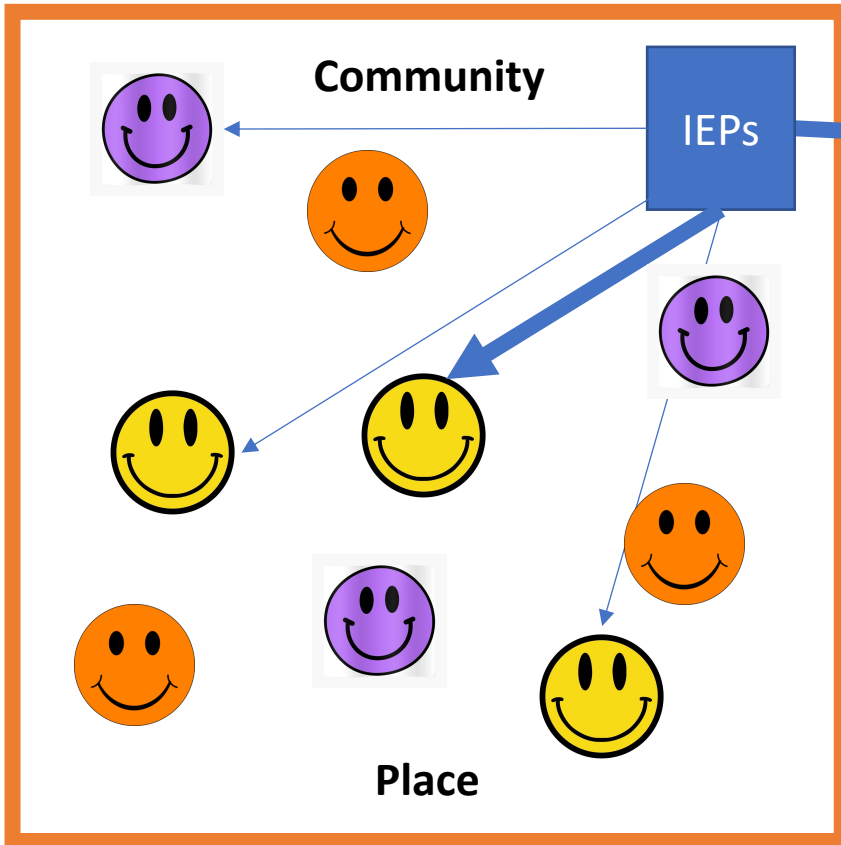


A few plants may
need very specific
temperatures &
humidity levels

Multiple Layers of Support



What about IEPs?



IEP

- Communicates needs of individual
- Communicates supports & strategies that individual needs
- Universally applied to and available to all

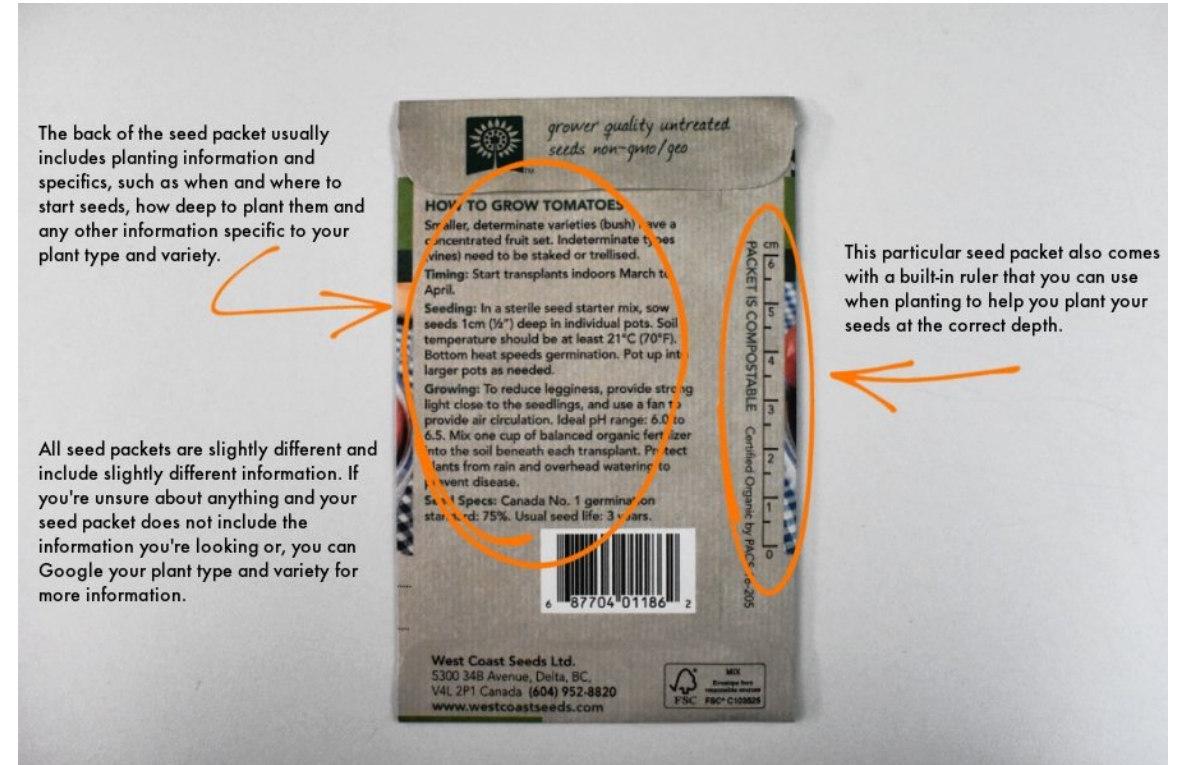
Where do we find the information about the needs of a specific plant?

The SEED PACKET



The back of the seed packet usually includes planting information and specifics, such as when and where to start seeds, how deep to plant them and any other information specific to your plant type and variety.

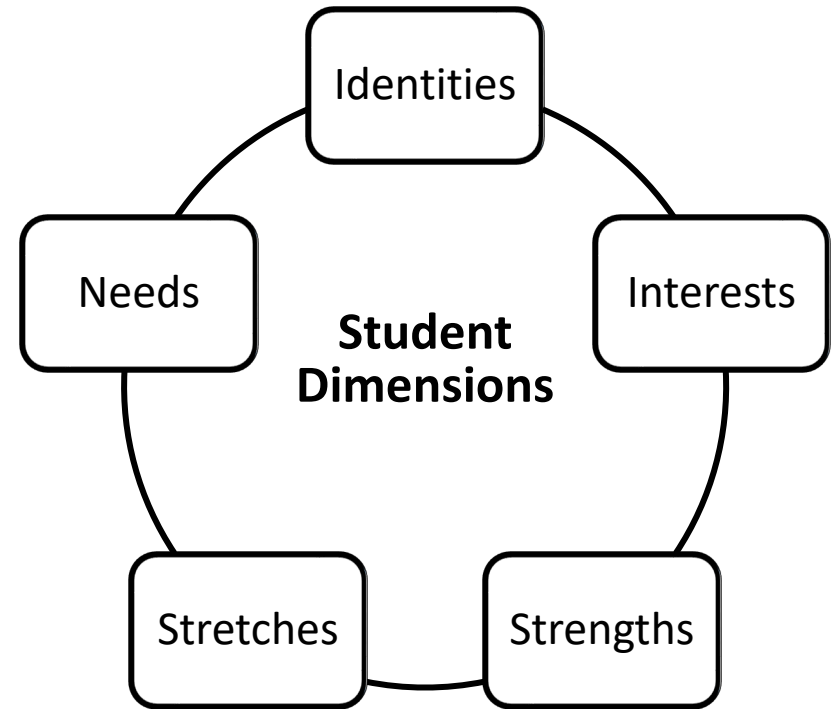
All seed packets are slightly different and include slightly different information. If you're unsure about anything and your seed packet does not include the information you're looking for, you can Google your plant type and variety for more information.



This particular seed packet also comes with a built-in ruler that you can use when planting to help you plant your seeds at the correct depth.

Getting to know who the students are

What **dimensions** can we capture student dimensions in ways that allow for student, family, and community voice?



How do we know if a plant is not thriving?



Needs more
light



Needs more
moisture

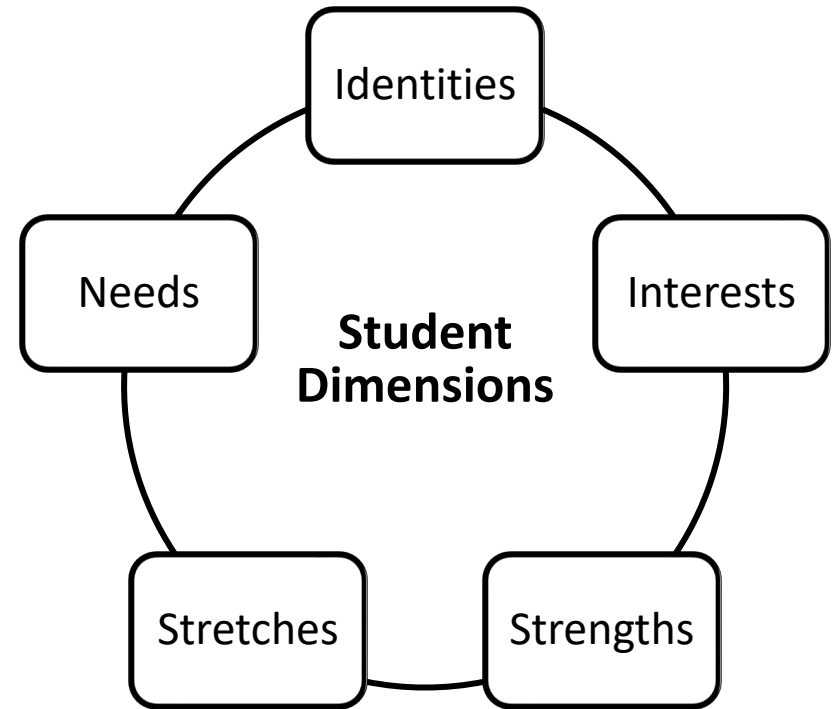


Needs more
space

The plant **TELLS** and **SHOWS** us what it needs

By letting them tell and show us what they need to grow

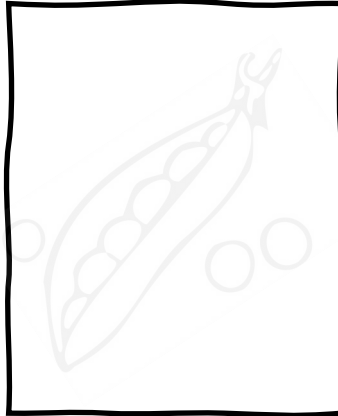
What **dimensions** can we capture student dimensions in ways that allow for student, family, and community voice?



Growth Year: _____

Name: _____

Grade: _____



Identities: I am...

- _____
- _____
- _____
- _____
- _____

Interests: I really like and/or what to learn more about:

- _____
- _____

Strengths: I am really good at and/or could teach others:

- _____
- _____
- _____
- _____

Goals: I want to grow in these areas:

1. _____
2. _____
3. _____

Needs: I need this support in these areas to grow:

- _____
- _____
- _____
- _____

Supports: I need this in my garden to grow:

- _____
- _____
- _____

Barriers: This is what makes it hard for me to grow:

- _____
- _____
- _____

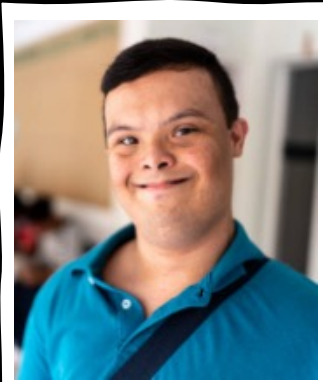
Thank You For helping me GROW

Strategy 1: My I.E.Pea Seed Packet

Growth Year: 2022

Name: Joshua I.

Grade: 11



Identities: I am...

- Happy, Helpful, friendly, strong
- I speak English to communicate
- I am from Maple Ridge, BC
- I use he/him pronouns
- I am part of a school community
- I am a younger brother

Interests: I really like and/or what to learn more about:

- I like to work with my friends and be on student council at school, I like my Drama class. I want to learn about places in the world that I want to travel to like Egypt

Strengths: I am really good at and/or could teach others:

- I am good at organizing and being on time. I am a good friend
- I could teach others about student council and about what I learn about Egypt when I learn about it
- I have good ideas and I am good at math

Goals: I want to grow in these areas:

1. I want to learn more about different countries
2. I want to learn how to be a good leader
3. I want to get a job

Needs: I need this support in these areas to grow:

- communication
- literacy (understanding)
- emotional regulation
- Social skills

Supports: I need this in my garden to grow:

- Helping me be prepared for what I need to do ahead of time, working with my friends who understand me, post it notes too write down my ideas and thinking, when someone check in on me to see if I understand, sometimes I need more time to do things, I need breaks, pictures and visuals, learning about things that are interesting

Barriers: This is what makes it hard for me to grow:

- Sitting for a long time, when I don't know what to do, when I have to work by myself with an EA, when something is too hard, when there are only words and no pictures, when people do things for me because they think I can't do it

Thank You For helping me GROW

Student Voice

Growth Year:

Name: Conor G.

Grade: 1



Identities: I am...

- Joyful, funny & dramatic!
- I am so loving!
- I use English, visual and ASL languages to communicate
- I am part of the DS community and have a strong inclusive school community
- My family enjoys some Caribbean traditions and food because that is where my mom grew up!

Interests: I really like and/or what to learn more about:

- Music, dancing, books, outdoor play, Disney princesses, water and water play, jumping, long hair, fruit, popcorn, ice cream

Strengths: I am really good at and/or could teach others:

- Visual, musical, following routines
- helping the teacher, receptive language, empathetic, motivated to please, reading
- I can help my classmates to understand that with the right supports in place, you are capable of anything. Even if others (or yourself) think that you can't

Goals: I want to grow in these areas:

1. Being aware of when I am/ am not safe
2. Communicating what I need and want
3. Social connections and interactions
4. Fine motor skills
5. Being independent

Needs: I need this support in these areas to grow:

- Communication
- Social Skills
- Physical
- Hearing
- Vision

Supports: I need this in my garden to grow:

- Being respected and included in all aspects of community, "first/then" language, lots of praise, time for transition with verbal and visual cues, lots of repetition, appropriate supports and strategies, patience, getting a specific job, silly and exciting language

Barriers: This is what makes it hard for me to grow:

- Negative or forceful comments, expectations without supports or strategies in place, bring rushed, taking behaviour personally, unclear directions, too many instructions at once, when people assume that I am not capable

Thank You For helping me GROW

Student &
Family/
Community
Voice

Strategy 2: Student Dimension Interview

Help us get to know: _____

Date: _____

Person connected to _____	Identities	Interests	Strengths	Stretches	Needs
Who are you and how do you know _____?	What words would you use to describe _____? What groups is _____ connected to in their community?	What is _____ interested in? What do they like to do on their own? With their friends? Family? Community?	What is _____ good at? What can they teach others?	What is hard for _____? What do you think _____ wants to get better at?	What does _____ need support with? What is important for people to know about _____?
Person 1:					
Person 2:					
Person 3:					
Person 4:					

Help us get to know: _____

Date: _____

Person connected to _____	Identities	Interests	Strengths	Stretches	Needs
Who are you and how do you know _____?	What words would you use to describe _____? What groups is _____ connected to in their community?	What is _____ interested in? What do they like to do on their own? With their friends? Family? Community?	What is _____ good at? What can they teach others?	What is hard for _____? What do you think _____ wants to get better at?	What does _____ need support with? What is important for people to know about _____?
Person 1:					
Person 2:					
Person 3:					
Person 4:					

Help us get to know Juni?

Date: Dec 2022

	Identities	Interests	Strengths	Stretches	Needs
Who are you and how do you know Juni?	<p>What words would you use to describe Juni?</p> <p>What groups is Juni connected to in their community?</p>	<p>What is Juni interested in?</p> <p>What do they like to do on their own? With their friends? Family? Community?</p>	<p>What is Juni good at?</p> <p>What can they teach others?</p>	<p>What is hard for Juni?</p> <p>What do you think Juni wants to get better at?</p>	<p>What does Juni need support with?</p> <p>What is important for people to know about Juni?</p>
Person 1: Rita Grandmother	Kind, strong, smart	watching me sew, taking pictures, listening to music	Patience, she notices everything	Waking up! Trying new things	She needs time and patience. If she is upset or frustrated, she needs space
Person 2: Frank Dad	Athletic, joyful, Ukrainian, church	Watching the baking shows , fishing with me	A great listener, being present	Independence, changes in routine	I think she worries a lot; I need others to know that she needs reassurance sometimes
Person 3: Kiran Family Friend	funny	Football! She loves the BC lions, movies, going for walks	making you feel so important, spreads joy, makes everyone laugh	Friendships, spending more time with her peers	Sharing her thinking, communicating. She has come such a long way!
Person 4:Matty Cousin	Fun, we play a lot together	Whale sharks, camping, swimming	Playing with me	Its hard for Juni to talk sometimes, but I know when she likes something, and she likes me	using her iPad to help her talk

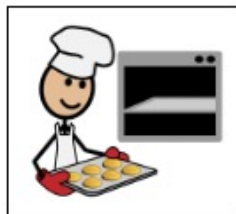
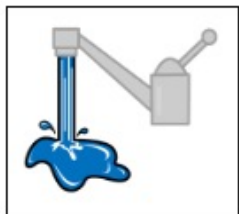
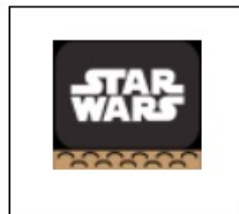
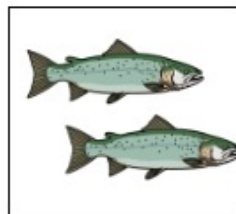
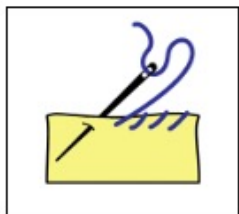
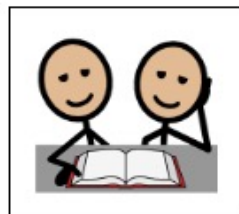
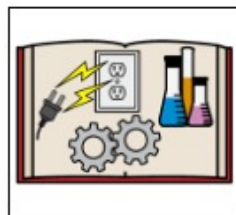
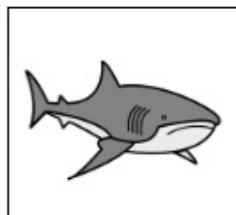
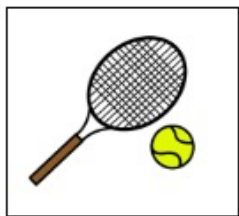
Help us get to know Juni?

Date: Dec 2022

	Identities	Interests	Strengths	Stretches	Needs
Who are you and how do you know Juni?	<p>What words would you use to describe Juni?</p> <p>What groups is Juni connected to in their community?</p>	<p>What is Juni interested in?</p> <p>What do they like to do on their own? With their friends? Family? Community?</p>	<p>What is Juni good at?</p> <p>What can they teach others?</p>	<p>What is hard for Juni?</p> <p>What do you think Juni wants to get better at?</p>	<p>What does Juni need support with?</p> <p>What is important for people to know about Juni?</p>
Person 1: Mr. Lopez Classroom Teacher	Strong, smart, a learner	Getting read to, books, you tube, science	Connecting with her peers	Communicating, independence, asking to help when she needs it	She needs support with her reading (decoding) and her communication with the device
Person 2: Benny Educational Assistant	Funny, curious	Fashion, her friends, books, magazines, her iPad	She knows what she likes and doesn't like and lets us know	Making friends, communicating or using strategies before she gets too frustrated	She needs a chance to rest throughout the day and breaks
Person 3: Ms. Turner SLP	joyful	Sights and sounds around her, being social	Using her iPad to communicate	Building friendships, communicating what she needs	She needs her device available to her, she needs to be around her peers
Person 4: Jesse Classmate	Funny, sometimes she's loud	Playing games, hanging out with her friends	Being happy, making people laugh	I think talking is hard for her	she needs to be around us, her friends



Building my Student profile: What are my INTERESTS?



Growth Year: 2022

Name: Juniper

Grade: 2








Identities: I am...

 kind	 a friend	 funny
 an athlete	 Ukrainian	 smart





Interests: I really like and/or what to learn more about:

 reading	 whale sharks	 Star Wars	 fashion	 Great British Baking Show
 camping	 BC lions	 taking pictures	 salmon in river	 dancing



Strengths: I am really good at and/or could teach others:

 Star Wars	 singing	 being a friend	 playing	 asking for help
--	--	---	--	--



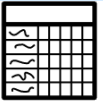
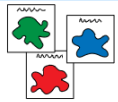

Goals: I want to grow in these areas:

 waking up	 playing football	 talking	 making friends
--	---	--	---





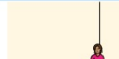
Needs: I need this support to grow:

 emotional regulation	 social skills	 communication	 physical
---	--	--	---

Supports: I need this in my garden to grow:

 patience	 my peers	 a plan	 visuals	 my talker
---	---	---	--	--

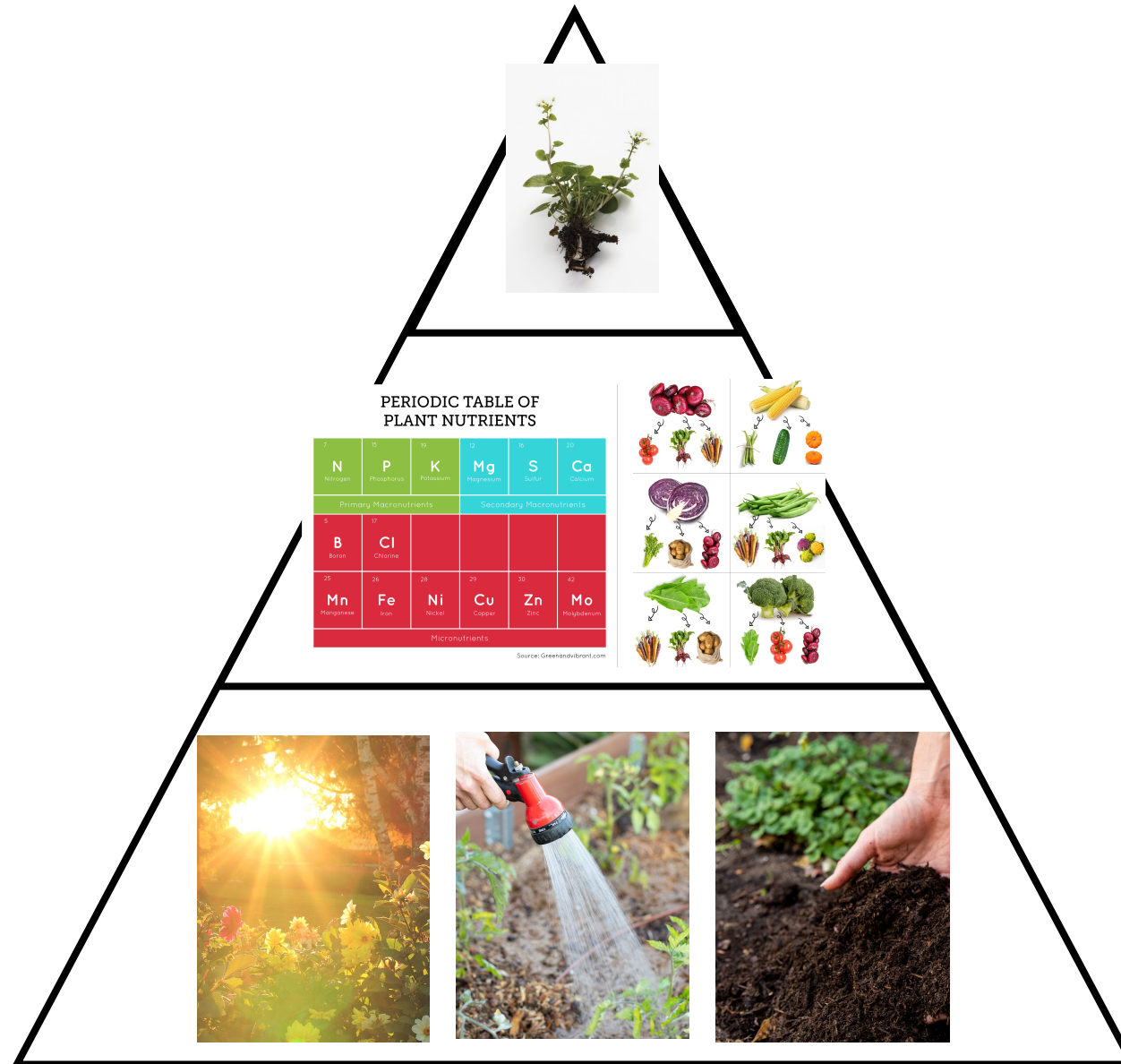
Barriers: This is what makes it hard for me to grow:

 being rushed	 no one asks me	 writing	 no visuals	 ignored
---	---	--	---	--

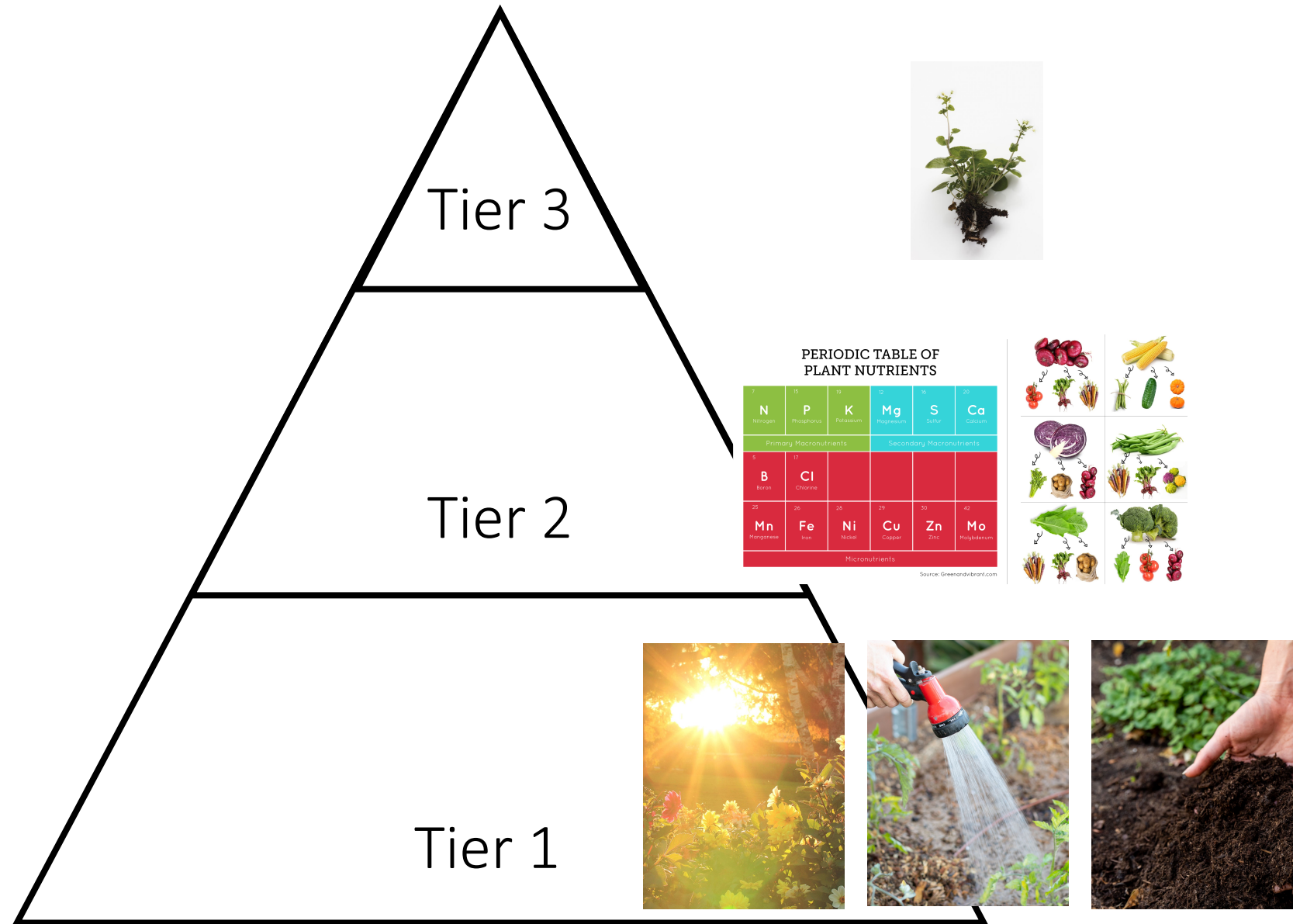
Thank You For helping me GROW

Student Voice

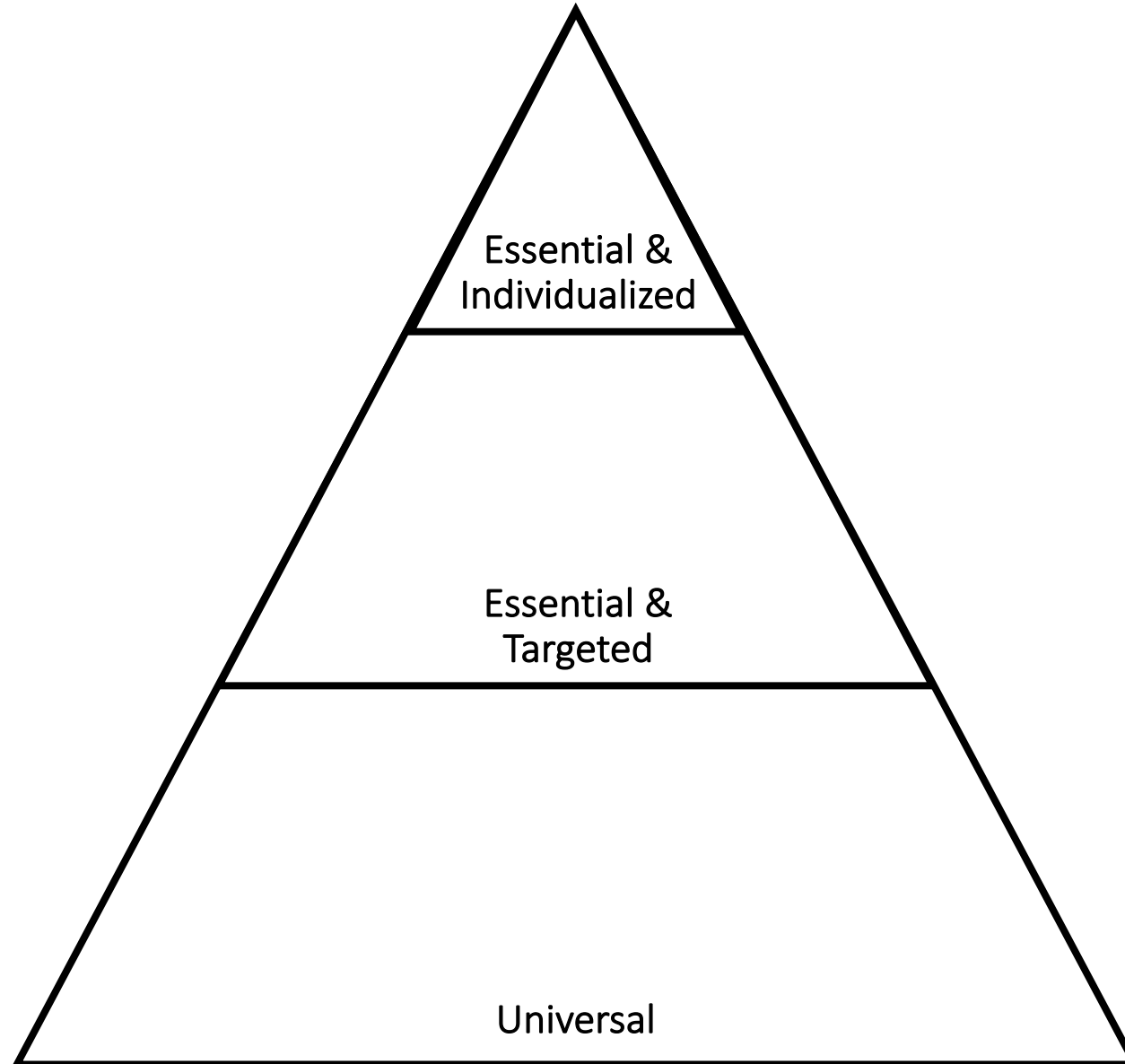
Remember the Garden?



RTI: Response to Instruction/Intervention

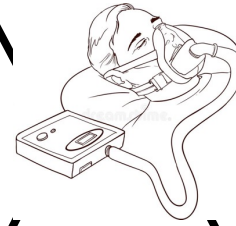


Multiple Layers of Support



Multiple Layers of Support

What one needs

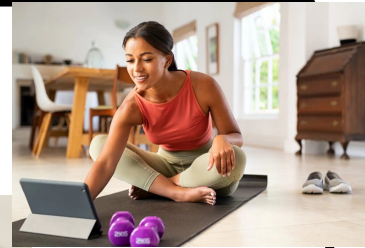


Essential & Individualized

Supports & Strategies are **useful for ONE** taught to **ALL**



What some need



Essential & Targeted

Supports & Strategies are **useful for SOME** taught to **ALL** choice for **ALL**



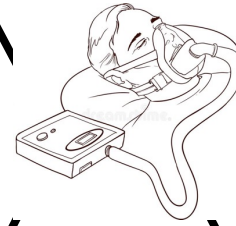
What most/
everyone
needs



Supports & Strategies are **useful for ALL** taught to **ALL**

Multiple Layers of Support

What one needs

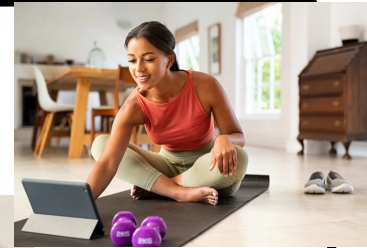


Essential & Individualized

Supports & Strategies are **useful for ONE** taught to **ALL**



What some need



Essential & Targeted

Supports & Strategies are **useful for SOME** taught to **ALL** choice for **ALL**

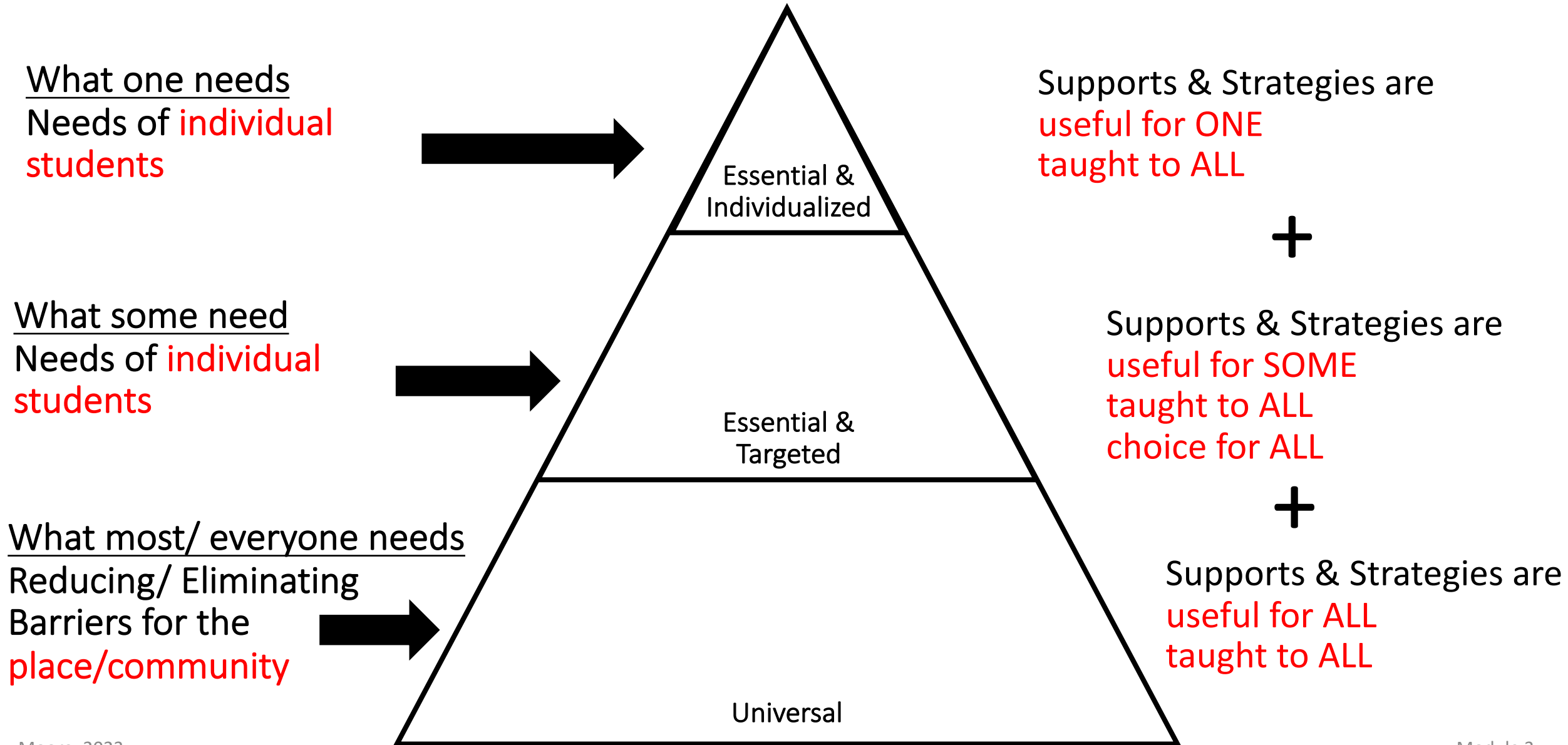


What most/
everyone
needs



Supports & Strategies are **useful for ALL** taught to **ALL**

Multiple Layers of Support



Multiple Layers of Support

What one needs
Needs of **individual**
students



Supports & Strategies are
useful for ONE
taught to ALL

Essential &
Individualized

+

What some need
Needs of **individual**
students



Supports & Strategies are
useful for SOME
taught to ALL
choice for ALL

Essential &
Targeted

+

What most/everyone needs
Reducing/ Eliminating
Barriers for the
place/community



Supports & Strategies are
useful for ALL
taught to ALL

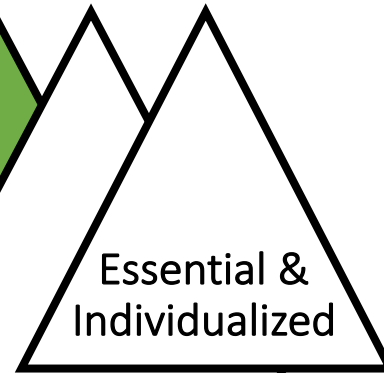
Universal

Multiple Layers of Support

What one needs
Needs of **individual**
students



Supports & Strategies are
useful for ONE
taught to ALL

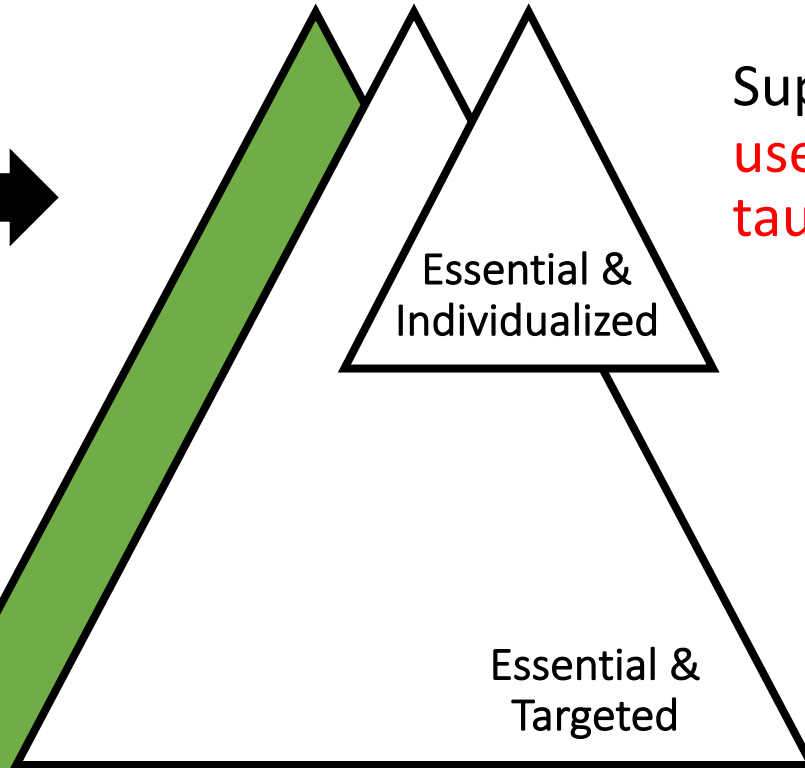


+

What some need
Needs of **individual**
students



Supports & Strategies are
useful for SOME
taught to ALL
choice for ALL

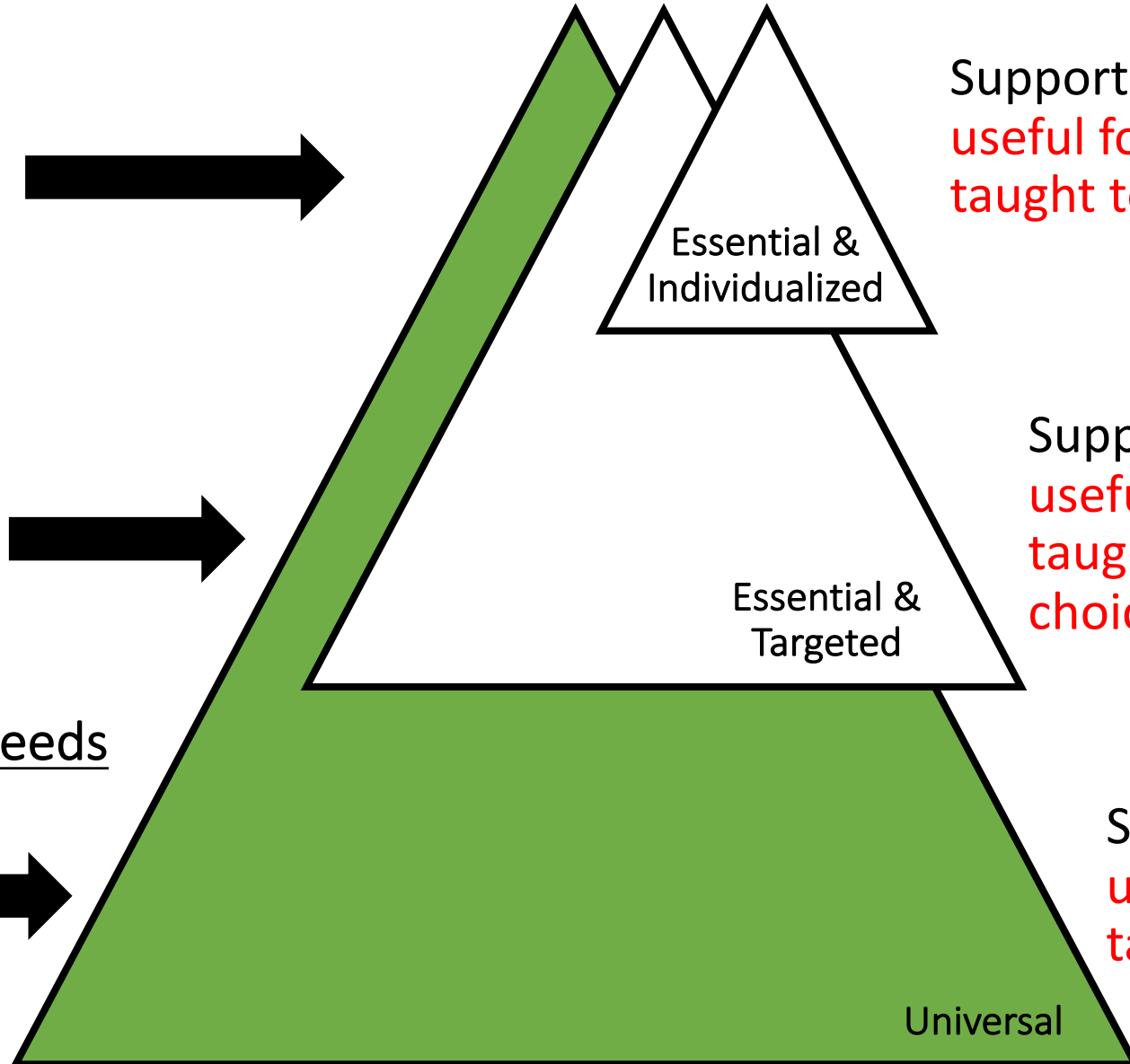


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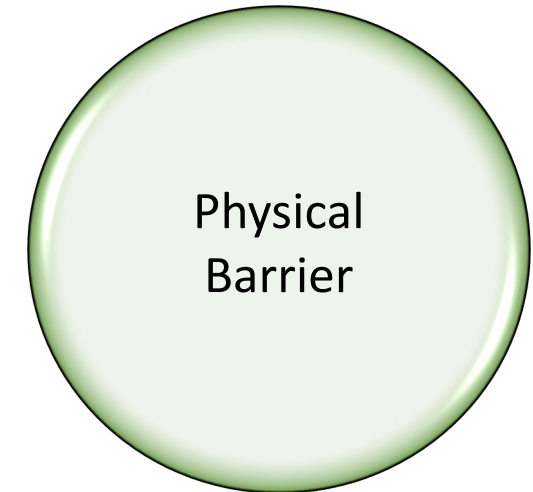
What most/ everyone needs
Reducing/ Eliminating
Barriers for the
place/community



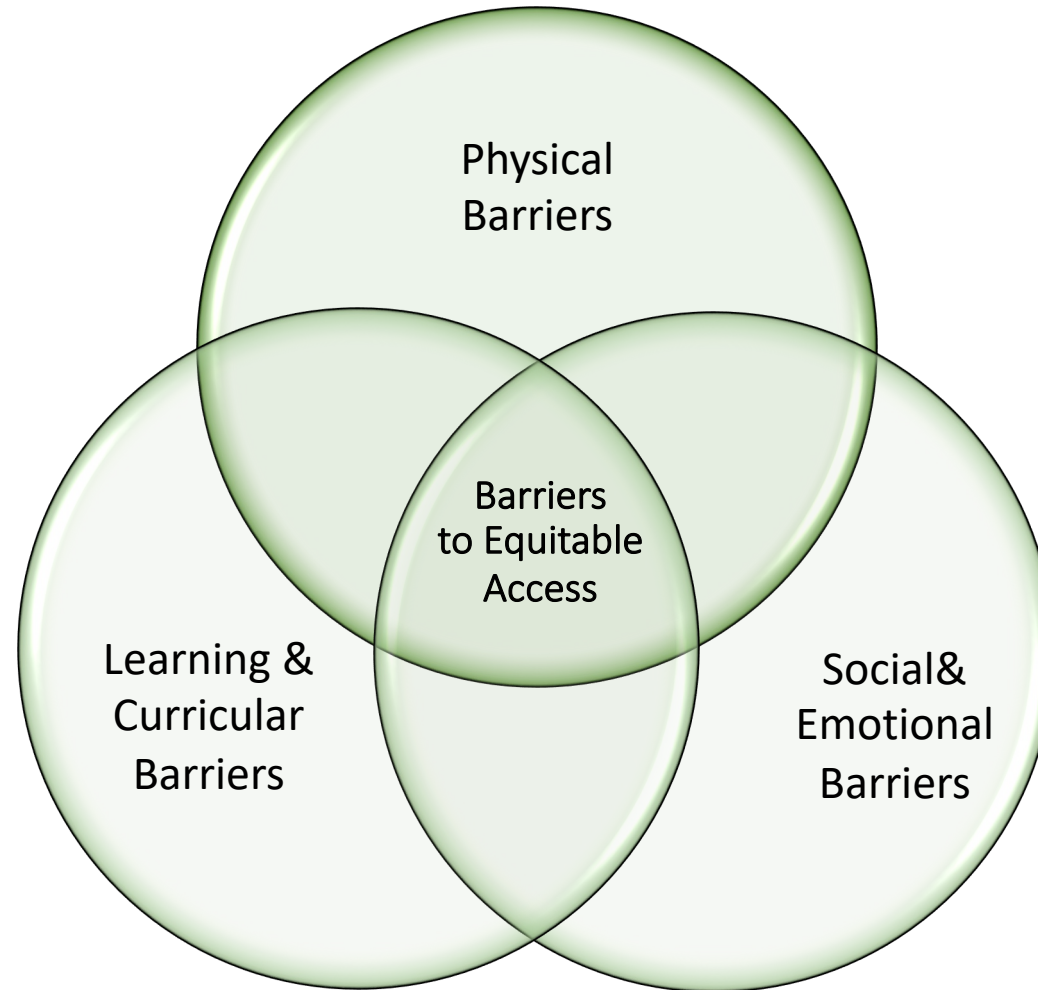
Supports & Strategies are
useful for ALL
taught to ALL



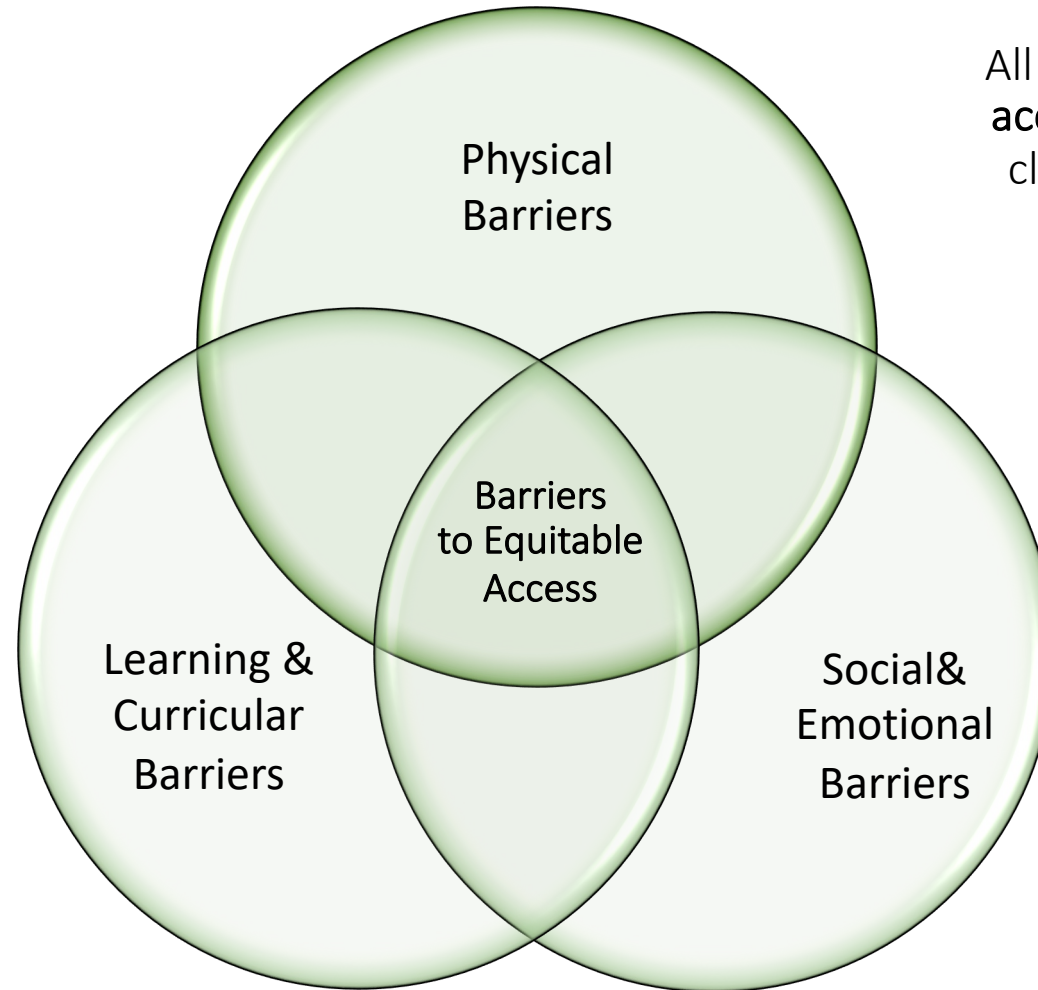
What is a Barriers?



Increasing Inclusive & Equitable Access by Reducing and Eliminating Barriers



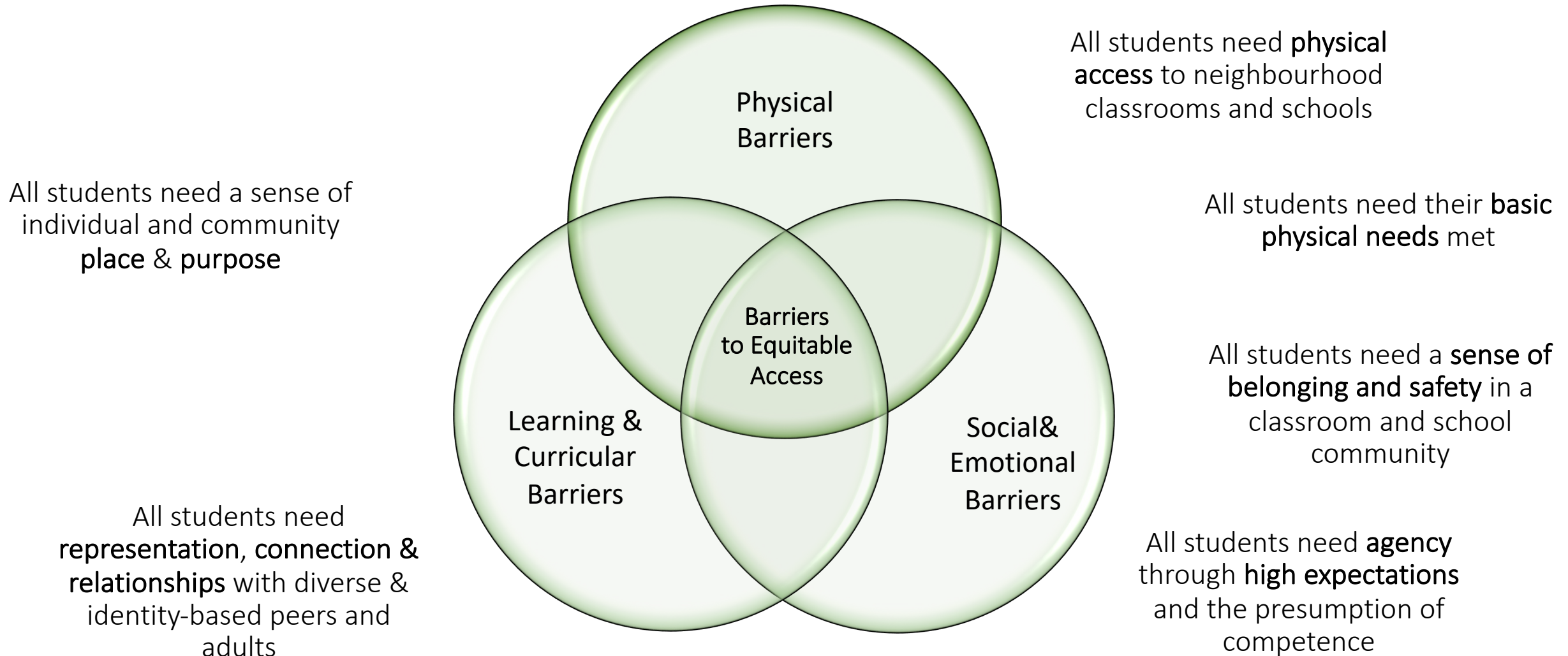
Increasing Inclusive & Equitable Access by Reducing and Eliminating Barriers



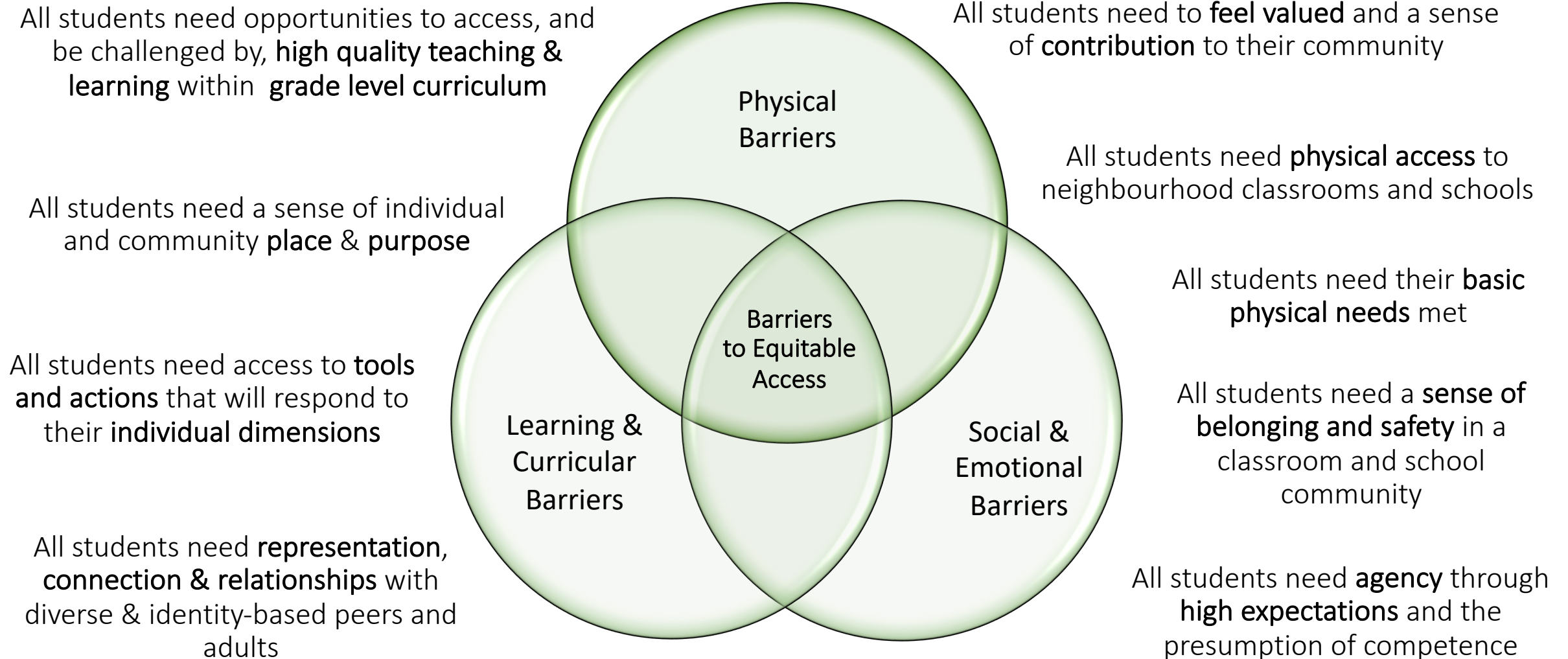
All students need **physical access** to neighbourhood classrooms and schools

All students need their **basic physical needs** met

Increasing Inclusive & Equitable Access by Reducing and Eliminating Barriers



Increasing Inclusive & Equitable Access by Reducing and Eliminating Barriers



Universal Approaches Useful to ALL, Taught to ALL

Student Self Determination
& Agency

Standards Based
Assessment

Culturally Responsive
Practices

Mind Up/ Zones of
Regulation Etc.

First Peoples' Principles of
Learning

Needs Based
Design

Inquiry

Trauma Sensitive
Instruction

Physical
Barriers

SOGI

Competencies/ 21st Century
Learning

Positive Behaviour
Supports

Strength Based
Perspectives

Universal Design
for Learning

Learning &
Curricular
Barriers

Social &
Emotional
Barriers

Learning Continuums

Accessible
Playgrounds

ICBIEP

Land-Based Learning

Restorative
Practices

School Lunch
Programs

Differentiated Instruction &
Curriculum

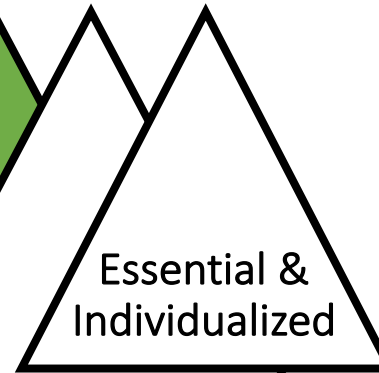
Barriers
to Equitable
Access

Multiple Layers of Support

What one needs
Needs of **individual**
students



Supports & Strategies are
useful for ONE
taught to ALL

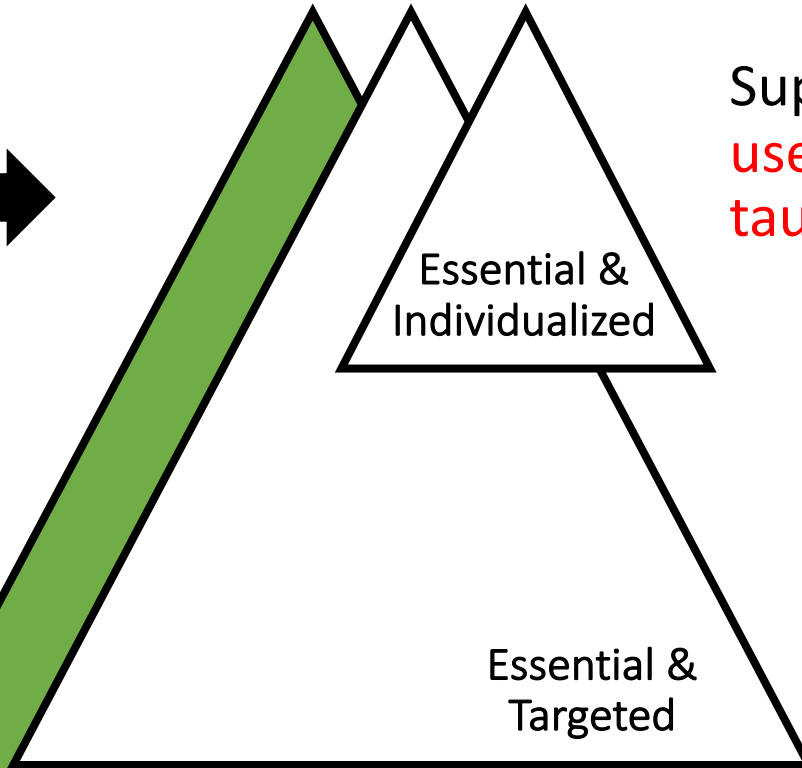


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What some need
Needs of **individual**
students



Supports & Strategies are
useful for SOME
taught to ALL
choice for ALL

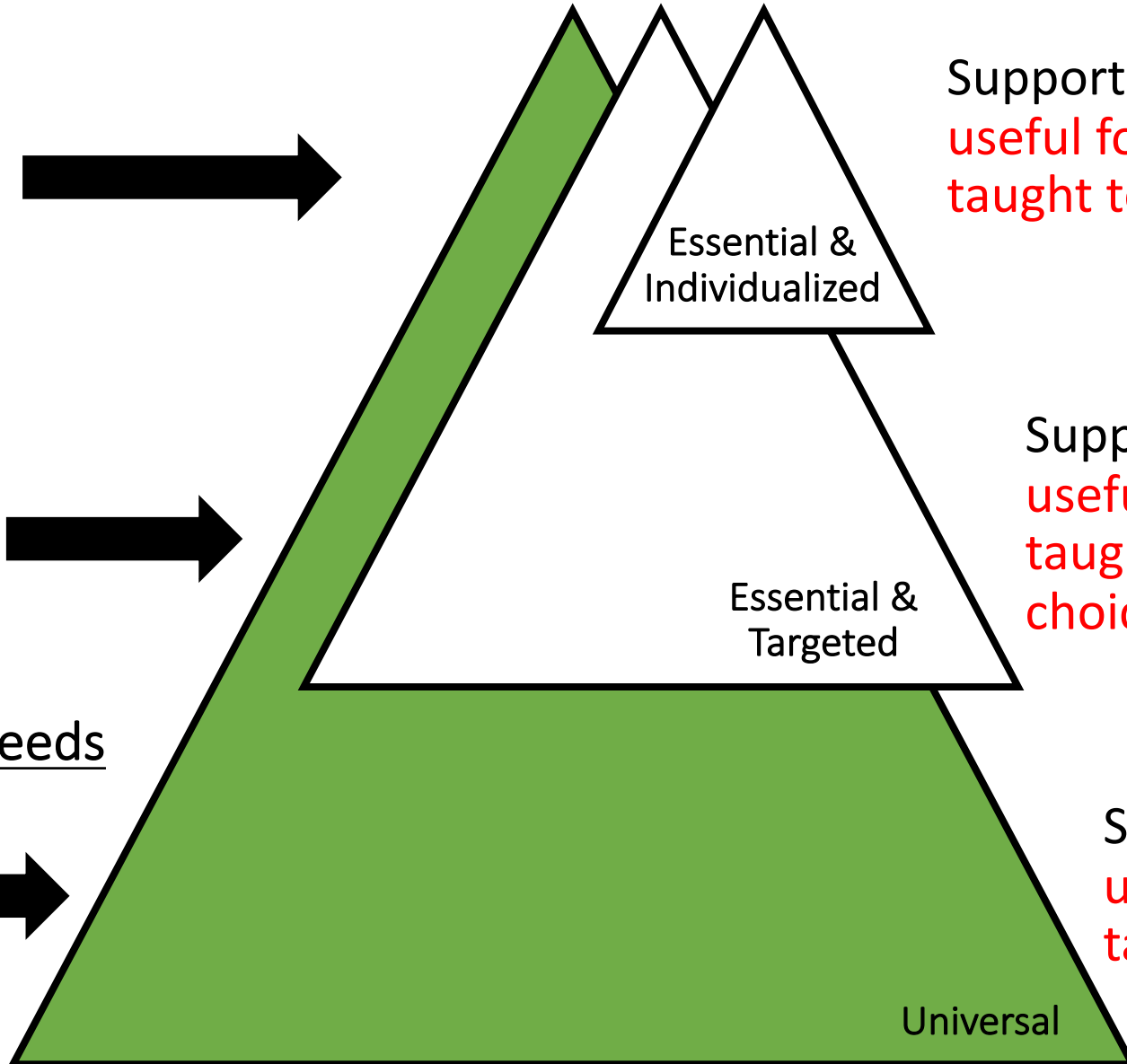


+

What most/ everyone needs
Reducing/ Eliminating
Barriers for the
place/community



Supports & Strategies are
useful for ALL
taught to ALL



Multiple Layers of Support

What one needs
Needs of **individual**
students



Supports & Strategies are
useful for ONE
taught to ALL

Essential &
Individualized

+

What some need
Needs of **individual**
students



Supports & Strategies are
useful for SOME
taught to ALL
choice for ALL

Essential &
Targeted

+

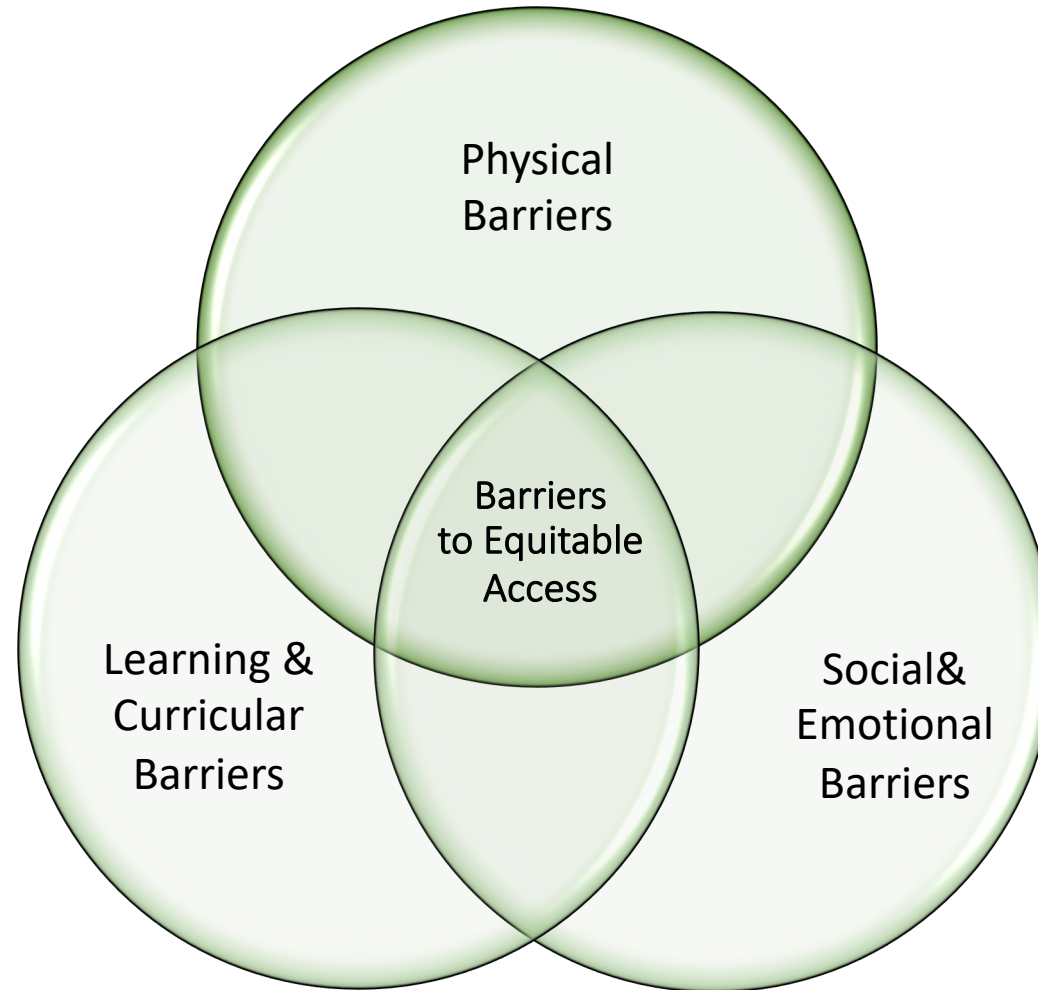
What everyone needs
Reducing/ Eliminating
Barriers for the
place/community



Supports & Strategies are
useful for ALL
taught to ALL

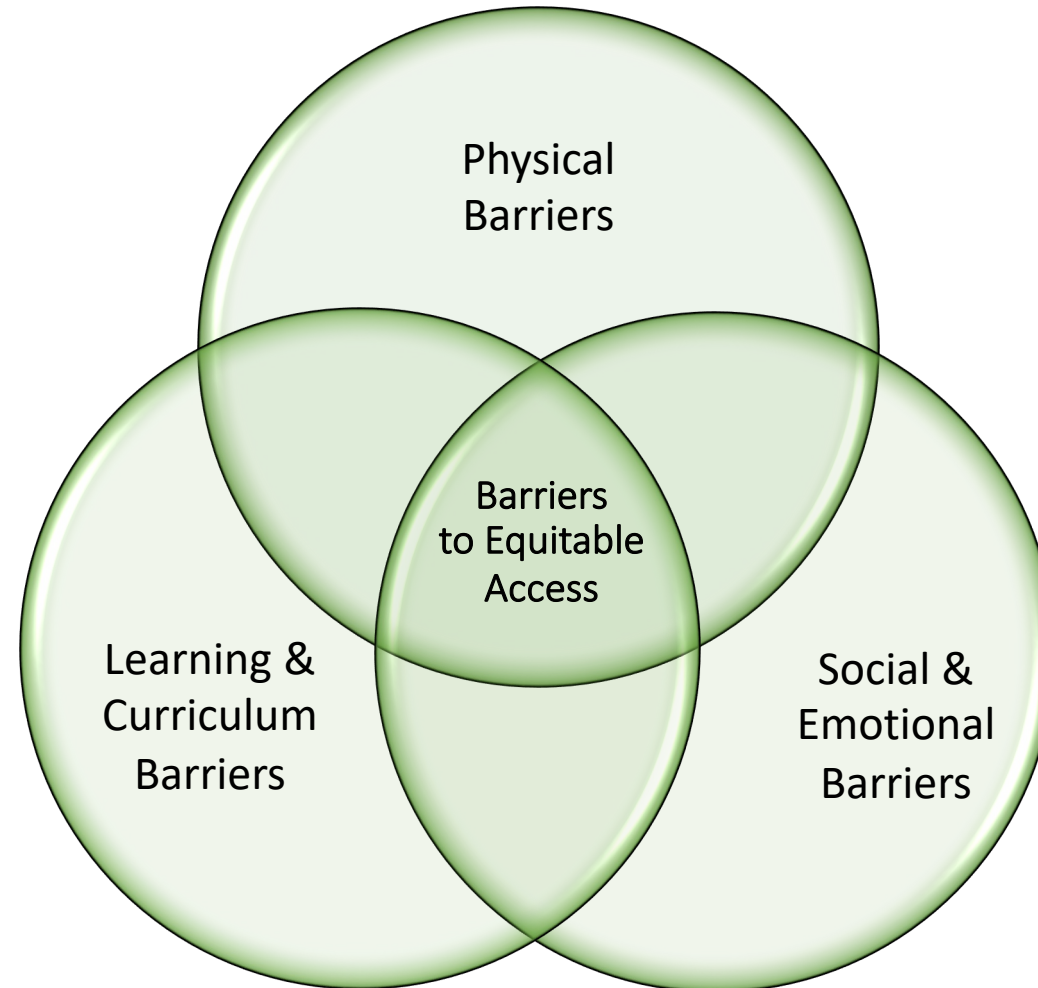
Universal

Increasing Inclusive & Equitable Access by Reducing and Eliminating Barriers



Increasing Inclusive & Equitable Access by Designing for Individual needs

- Addiction
- Attendance
- Attention
- Anxiety and/or depression
- Bullying
- Communication (receptive)
- Communication (expressive)
- Eating/Food
- Engagement/Motivation
- Executive functioning
- Family/community and/or identity
- Frustration/ Anger
- Grief/ Trauma
- Gross and/or Fine motor
- Intellectual ability (access)
- Intellectual ability (challenge)



- Language
- Literacy (decoding)
- Literacy (understanding)
- Literacy (written output)
- Literacy (Speaking/ oral language)
- Medical
- Memory
- Numeracy
- Personal Care
- Physical/Mobility
- Self Advocacy
- Self Regulation (emotional)
- Self Regulation (behavioural)
- Self Regulation(learning)
- Self Esteem
- Self Harm
- Sensory
- Social Skills
- Transitioning
- Vision and/or hearing

The strategies in this module will help to capture and respond to student dimensions in a needs-based way

Needs Based Reflection

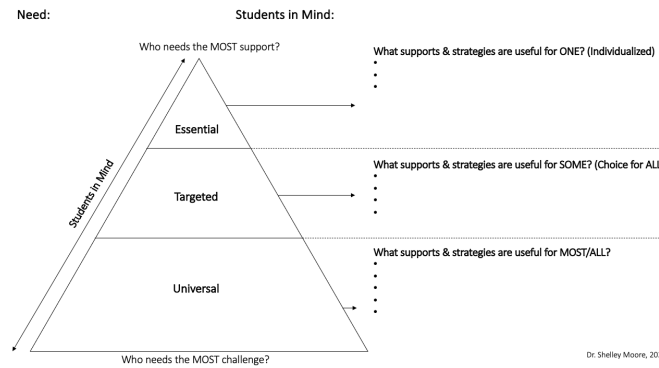
Classroom Needs Based Reflection

Target Classroom: _____ Classroom Teacher(s): _____ Date: _____

Area of Need	This is an IEP/individual need IEPs:	Our classroom community needs support for this immediately	Our classroom community may need support for this soon	Our classroom community does not need support for this right now
Addiction				
Attendance/ Lateness				
Attention				
Anxiety/Depression				
Bullying				
Communication (receptive)				
Communication (expressive)				
Eating/ Food				
Engagement/Motivation				
Executive Functioning				
Family/Community/Identity				
Frustration/ Anger				
Grief/ Trauma				
Gross/Fine Motor Skills				
Intellectual Ability (access)				
Intellectual Ability (challenge)				
Language				
Literacy (decoding)				
Literacy (understanding)				
Literacy (written output)				
Literacy (speaking/oral language)				

Collaborative Needs Based Reflection Dr. Shelley Moore, 2023

Needs Based Plan (single)



Strategy Instruction



Classroom Support Plan (multiple)

Classroom Support Plan Teacher(s): _____ Supportive Staff: _____ Date: _____

Range of Supports & Strategies

Students... who needs the most support	Strategies & Supports		
	Universal Support (Good for ALL)	Targeted Support (CHOICE for ALL)	Individualized Support (Good for ONE)
Need			
Need			
Need			
Need			
Need			
Need			
who needs the most challenge			

Range of Student Need

Dr. Shelley Moore, 2023

Needs Based Classroom Support Plan

Dr. Shelley Moore, 2023

Strategy : Needs Based Reflection

Classroom Needs Based Reflection

Target Classroom:

Classroom Teacher(s):

Date:

Areas of Need	This is an IEP/individual need IEPs:	Our classroom community needs support for this immediately	Our classroom community may need support for this soon	Our classroom community does not need support for this right now
Addiction				
Attendance/ Lateness				
Attention				
Anxiety/Depression				
Bullying				
Communication (receptive)				
Communication (expressive)				
Eating/ Food				
Engagement/Motivation				
Executive Functioning				
Family/Community/Identity				
Frustration/ Anger				
Grief/ Trauma				
Gross/Fine Motor Skills				
Intellectual Ability (access)				
Intellectual Ability (challenge)				
Language				
Literacy (decoding)				
Literacy (understanding)				
Literacy (written output)				
Literacy (speaking/oral language)				

Collaborative Needs Based Reflection

Dr. Shelley Moore, 2023

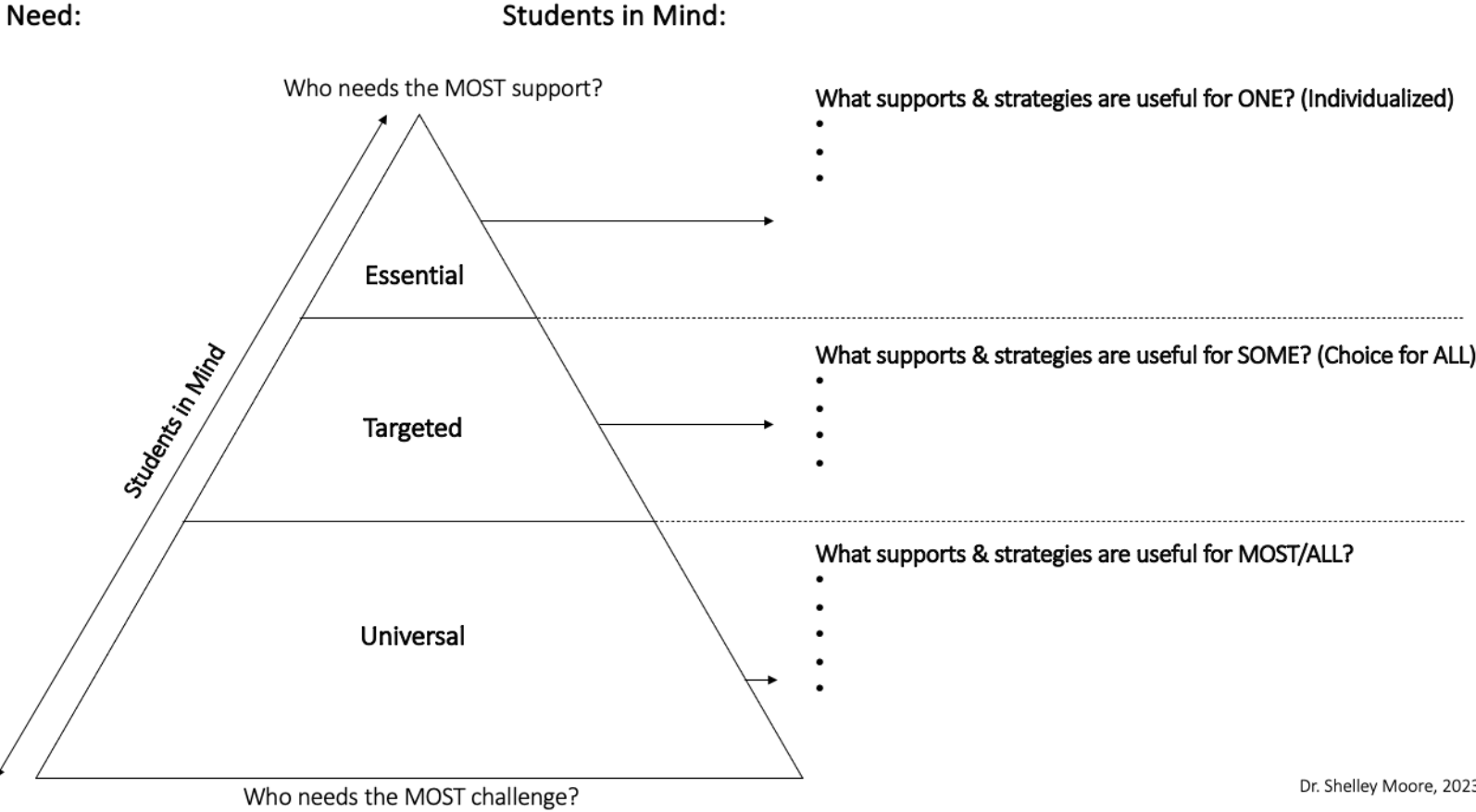
Medical				
Memory				
Mental Health				
Numeracy				
Personal Care				
Personal Safety				
Physical/ Mobility				
Self- Advocacy				
Self-Regulation (emotional)				
Self-Regulation (behavioural)				
Self-Regulation (learning)				
Self Esteem				
Self-Harm				
Sensory				
Social Skills				
Transitioning				
Vision and/or Hearing				
Other:				
Other:				

What are some priority individual/IEP needs for this class?	Who can we reach out to for some guidance?	What are some priority group needs for this class?	Who can we reach out to for some guidance?
1.		1.	
2.		2.	
3.		3.	
4.		4.	
5.		5.	

Collaborative Needs Based Reflection

Dr. Shelley Moore, 2023

Strategy : Needs Based Support Plan (single)



Need:

Students in Mind:

Who needs the MOST support?

What supports & strategies are useful for ONE? (Individualized)

-
-
-

Essential

What supports & strategies are useful for SOME? (Choice for ALL)

-
-
-
-

Targeted

What supports & strategies are useful for MOST/ALL?

-
-
-
-
-

Universal

Who needs the MOST challenge?

Students in Mind

Who needs the MOST support?

What supports & strategies are useful for ONE? (Individualized)

- Family photo
- RM - One on one morning check in with a trusted adult in the school (5-10 min with librarian when he arrives to school)

Essential

What supports & strategies are useful for SOME? (Choice for ALL)

- Taking breaks
- Parent check ins
- Home communication book
- Bring a familiar object from home

Targeted

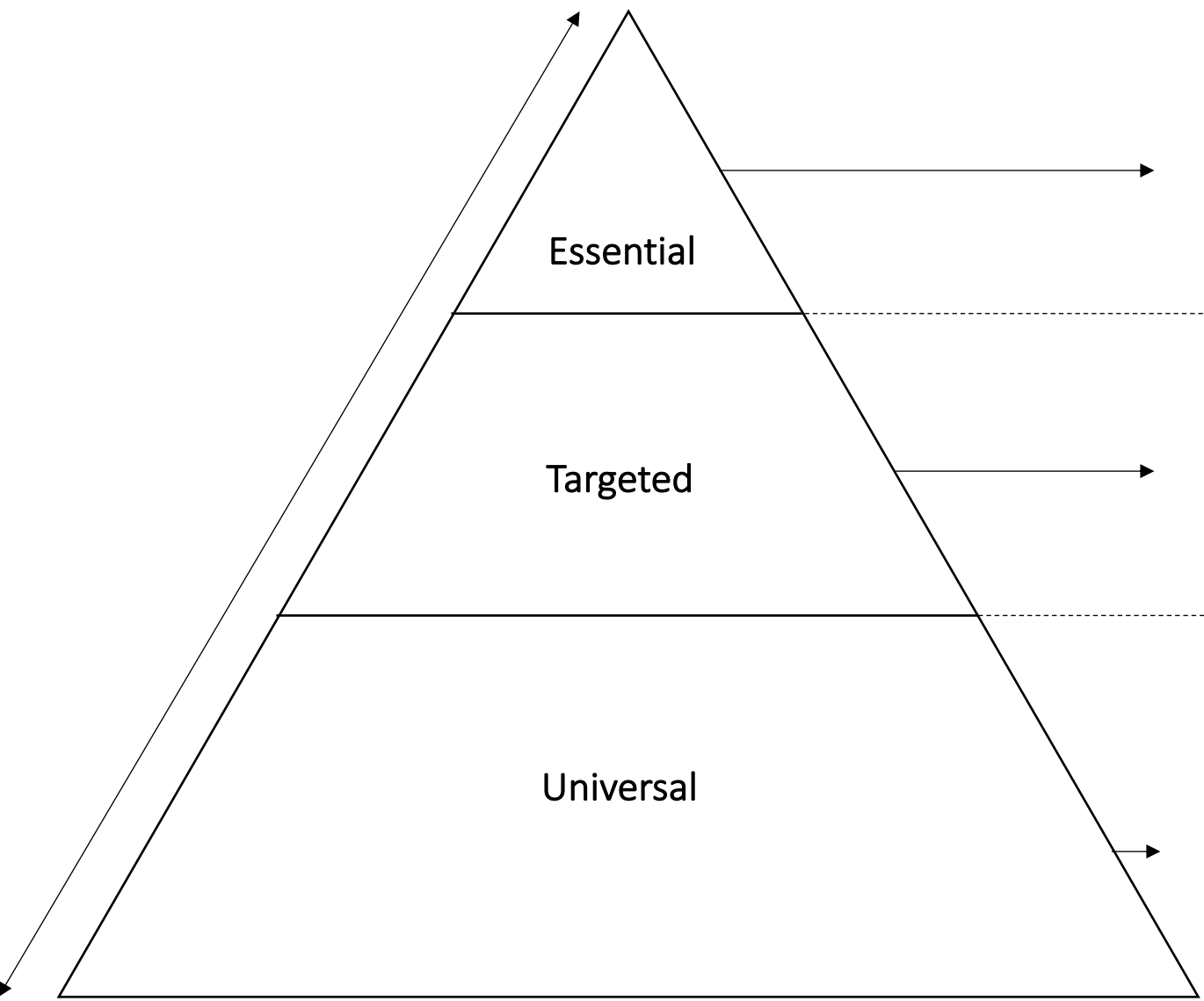
What supports & strategies are useful for ALL?

- Choice
- Target and teach self advocacy skills/ anxiety management skills/ Calming strategies
- Open ended tasks (not one answer or one way to complete a task)
- Leadership opportunities in class/ school
- Welcome students when they arrive, even if they are late

Universal

Who needs the MOST challenge?

Who needs the MOST support?



What supports & strategies are useful for ONE? (Individualized)

- Individual student co-developed language goals
- Individual conferencing/direct instruction during work time (not lesson time)

What supports & strategies are useful for SOME? (Choice for ALL)

- iPad for visual translation/communication support
- Sentence frames
- Visuals/ objects
- Strategic Pairings
- QSSSA strategy (question, signal, stem, share, assess)
- Allow previewing of information in home language

What supports & strategies are useful for ALL?

- Relationships with student, families and caregivers
- Multi-lingual word/picture wall
- Books with diverse characters
- Everyone learns words in a new language words
- Learn language across all curricular areas
- Speak clear, slow and allow for wait time
- Multiple ways to show learning (visual, oral, written)
- Celebrate language diversity in class/school

Strategy: Needs Based Classroom Support Plan (multiple)

Classroom Support Plan Teacher(s): _____ Supportive Staff: _____ Date: _____				
← Range of Supports & Strategies →				
Students...		Strategies & Supports		
who needs the most support		Universal Support <small>(Good for ALL)</small>	Targeted Support <small>(CHOICE for ALL)</small>	Individualized Support <small>(Good for ONE)</small>
Need				
Need				
Need				
Need				
Need				
who needs the most challenge				

Range of Student Need

Strategy: Needs Based Classroom Support Plan

Classroom Support Plan
 Teacher(s): _____ Supportive Staff: _____ Date: _____



Students...		Strategies & Supports		
who needs the most support		Universal Support (Good for ALL)	Targeted Support (CHOICE for ALL)	Individualized Support (Good for ONE)
Need				
Need				
Need				
Need				
Need				
who needs the most challenge				

Classroom Support Plan

Teacher(s): Mr. B

Supportive Staff: Ms. C (EA), Mr. J (ST), Ms. H (counselor), Ms. G (Vision Support Teacher), Ms. K (ELL)

Class: Grade 4

Range of Supports & Strategies

Recipe for the cake



Students...		Strategies & Supports		
Who needs the most support J.W.		Universal Support (Good for ALL)	Targeted Support (CHOICE for ALL)	Essential Support (Good for ONE)
Need Cognitive	J.W.	Start lesson with accessible task, teach all students, how to learn with J.W., community building activities, manipulatives and concrete learning objects, agenda for the day	Access Point to curriculum (Math IEP goal), breaks, visual agenda on board that matches AAC device, strategic partnering, calculator	AAC Device, social role on class, works well with Y.T., glasses
Need Vision	R.P	Large print & high contrast outline of handouts, do not change furniture floor plan	Sitting close proximity to front of class	Magnifier, Vision support from Ms. G
Need Trauma	H.L., U.B	Make personal connection daily, snacks, drinks allowed, chunk task into an essential portion, take 2 min breaks	Quiet zone in class, breaks, allow time to leave if needed, follow up later if they leave	Check in before class with Ms. H, might be late
Need language	Y.I., O.R., B, F, N.M	Teach important vocabulary for a lesson, visuals, manipulatives & visuals, strategic partnering, subject word wall, everyone learns local Indigenous language	Individual word/picture banks	Translator, preview content in dominant language
Need Anxiety	R.M.	Choice of challenge, choice of support options, target advocacy skills and risk-taking opportunities, open ended tasks (not one answer), learn about anxiety and teach anxiety management strategies	Taking breaks, choice of where to work, homework optional, parent check ins,	Check ins with Ms. H once a week
Who needs the most challenge I.K., R.M.				

Range of Student Need
Layers of the cake

What are supports?

- What **tools** can we anticipate *some* students will use based on their:
 - Needs
 - Interests
 - Strengths
 - Stretches
- How can we teach *all* students to use **tools** in meaningful ways
- How can we support which **tools** students choose to use to support their learning?

What are strategies?

- What **actions** can we anticipate *some* students will use based on their:
 - Needs
 - Interests
 - Strengths
 - Stretches
- How can we teach *all* students to take **action** in meaningful ways
- How can we support which **action** students choose to take to support their learning?

Supports vs. Resources



People



Time



Funding

Classroom Support Plan

Teacher(s): Mr. B

Supportive Staff: Ms. C (EA), Mr. J (ST), Ms. H (counselor), Ms. G (Vision Support Teacher), Ms. K (ELL)

Class: Grade 4

Range of Supports & Strategies

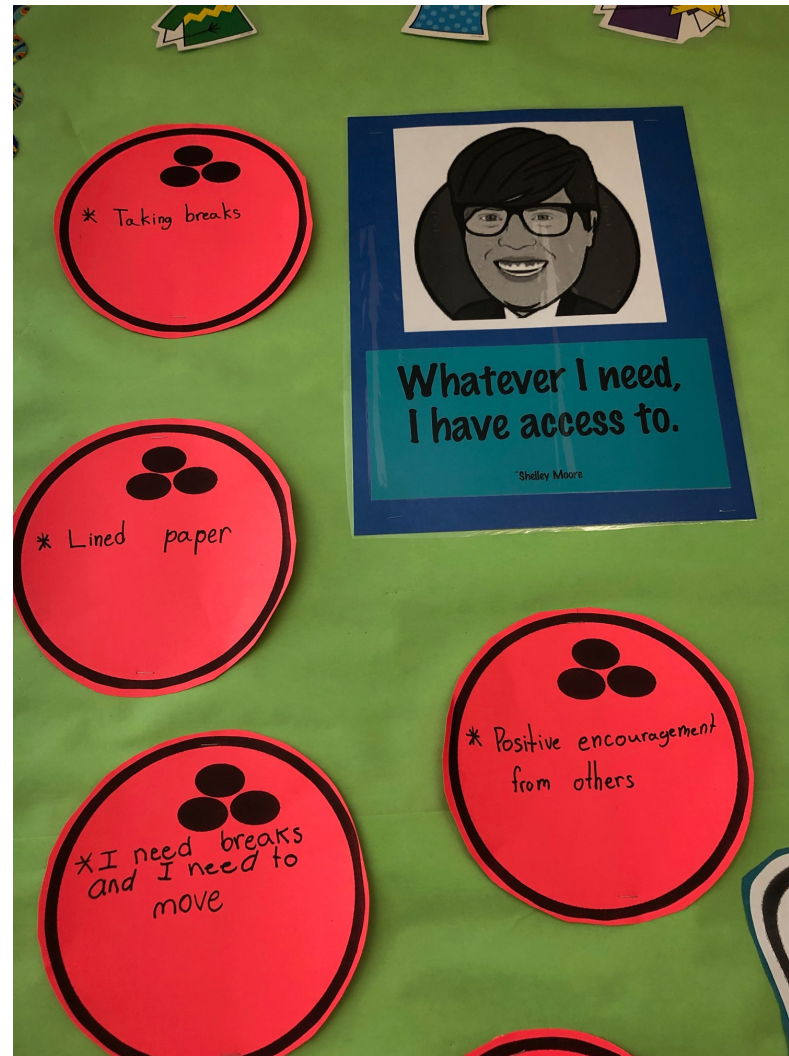
Recipe for the cake



Students...		Strategies & Supports		
Who needs the most support J.W.		Universal Support (Good for ALL)	Targeted Support (CHOICE for ALL)	Essential Support (Good for ONE)
Need Cognitive	J.W.	Start lesson with accessible task, teach all students, how to learn with J.W., community building activities, manipulatives and concrete learning objects, agenda for the day	Access Point to curriculum (Math IEP goal), breaks, visual agenda on board that matches AAC device, strategic partnering, calculator	AAC Device, social role on class, works well with Y.T., glasses
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Need ELL/ multi lingual	Y.I., O.R., B, F, N.M	Teach important vocabulary for a lesson, visuals, manipulatives & visuals, strategic partnering, subject word wall, everyone learns local Indigenous language	Individual word/picture banks	Translator, preview content in dominant language
Need Anxiety	R.M.	Choice of challenge, choice of support options, target advocacy skills and risk-taking opportunities, open ended tasks (not one answer), learn about anxiety and teach anxiety management strategies	Taking breaks, choice of where to work, homework optional, parent check ins,	Check ins with Ms. H once a week
Who needs the most challenge I.K., R.M.				

Range of Student Need
Layers of the cake

Strategy: Student Strategy Instruction



Strategy: taking a 2 min break



Strategy: taking a 2 min break

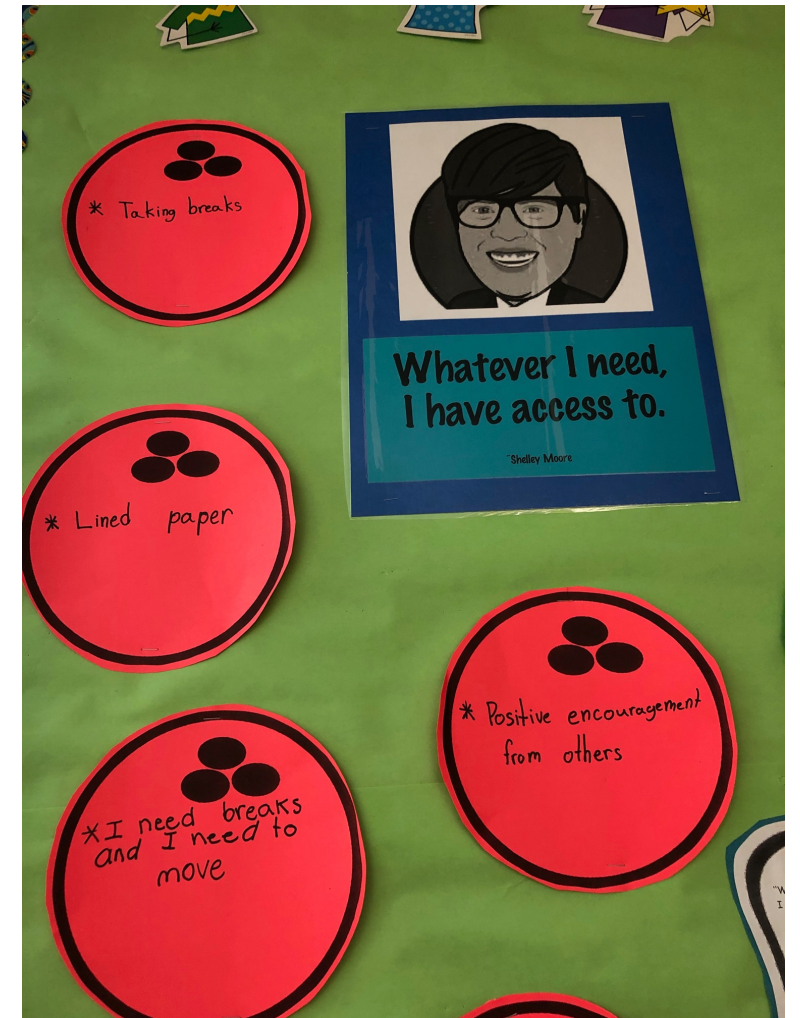
Instruct

- What is a 2 min break?
- Why is a 2 min break useful?
- How do I use a 2 min break as a **tool** or an **action**?
 - What does a 2 min break *look* like when I use it?
 - What does a 2 min break *sound* like when I use it?
 - What does a 2 min break *feel* like when I use it?

Practice (1 – 2 weeks)

Reflect

- How will I know when I *need* a 2 min break?
- How will I know when I *don't need* a 2 min break?



Strategy: chunking text

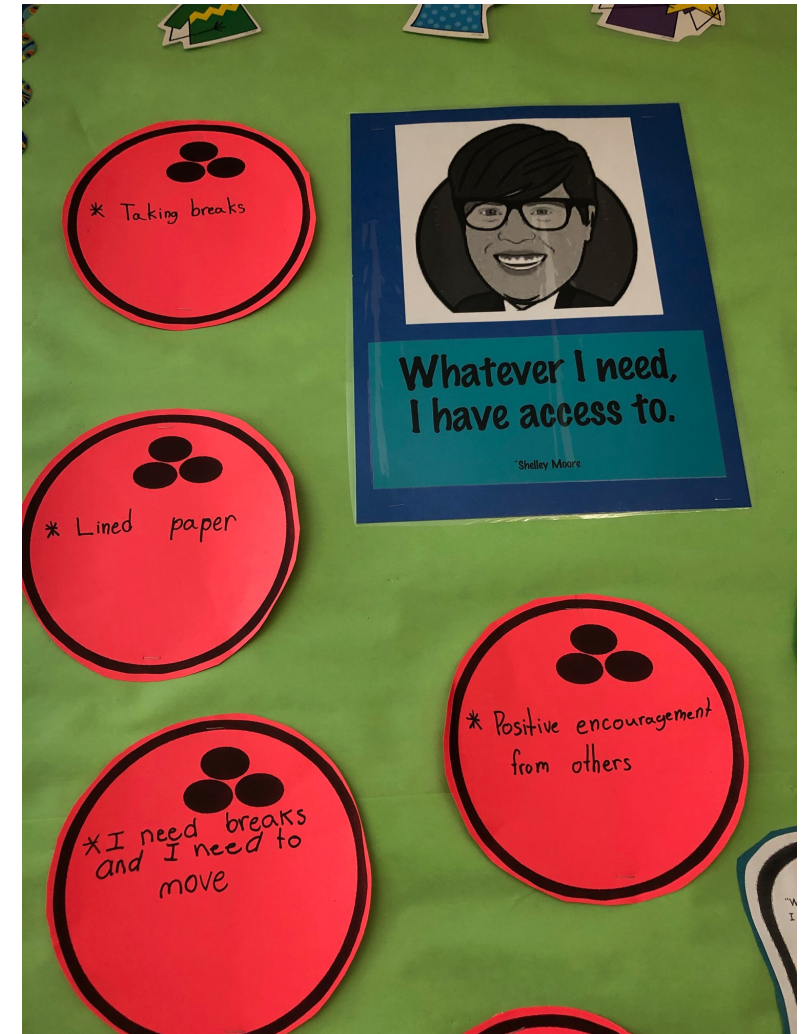
Instruct

- What is **chunking text**?
- Why is **chunking text** useful?
- How do I **chunk text** as a **tool** or an **action**?
 - What does **chunking text** *look* like when I use it?
 - What does **chunking text** *sound* like when I use it?
 - What does **chunking text** *feel* like when I use it?

Practice (1 – 2 weeks)

Reflect

- How will I know when I *need* to **chunk text** ?
- How will I know when I *don't need* **chunk text** ?



Teaching & Reflecting on Strategies:

working in a small group

quiet space

loud space

visuals

schedule/ agenda

standing desks

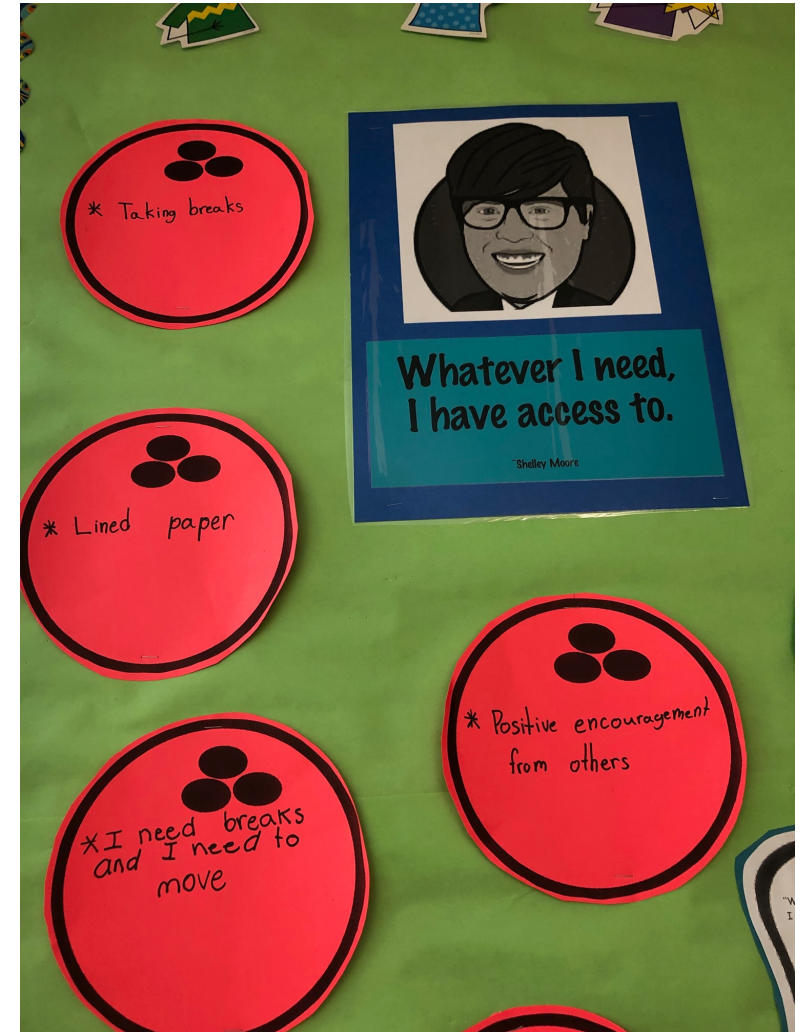
access points

sensory tools

Snacks/ water

gum

hats



What is one useful takeaway?

SHELLEY MOORE



@tweetsomemoore



@fivemooreminutes



@fivemooreminutes



www.fivemooreminutes.com

www.blogsomemoore.com

