

SHELLEY MOORE



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@fivemooreminutes



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www.fivemooreminutes.com

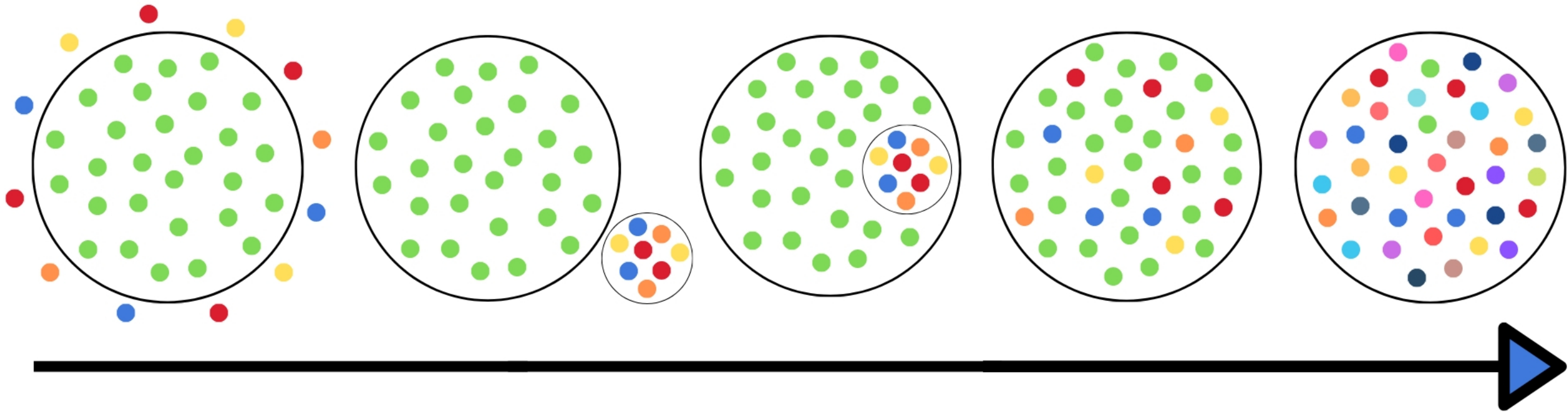
www.blogsomemoore.com



Hello!

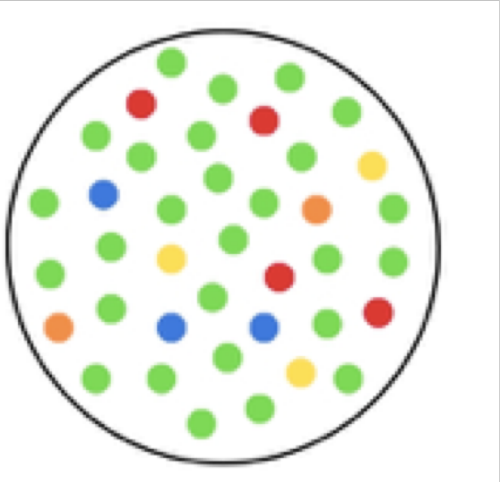
- What do you remember from our last time together?
- What is important to know if this is your first inclusion session with Shelley?
- What are you hoping to get out of the series this year?

WHAT IS INCLUSION?



Where are you on this continuum? What's the next step?

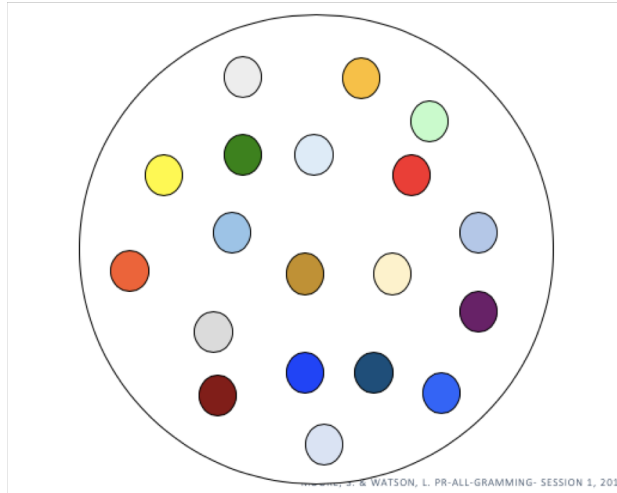
What is Inclusion?



How do we
include students
who are
different?

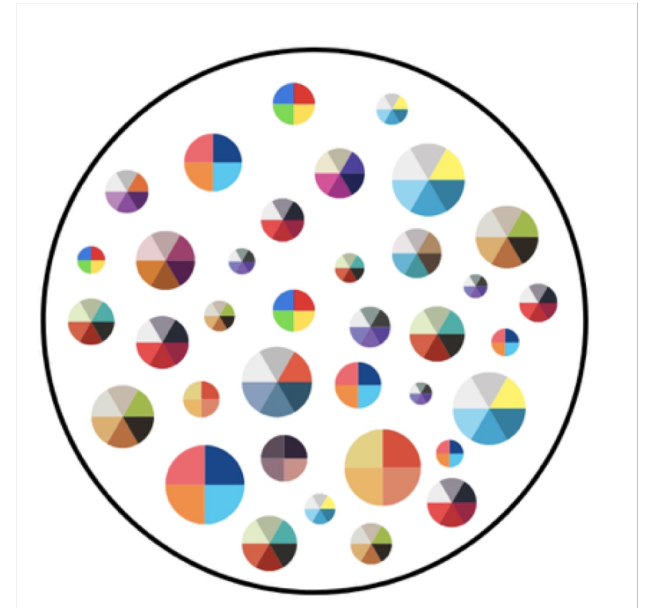
VS.

How do we teach to
student diversity?



VS.

How do we teach to
student identity?



DESIGN: THE MOST UNDERUTILIZED SUPPORT



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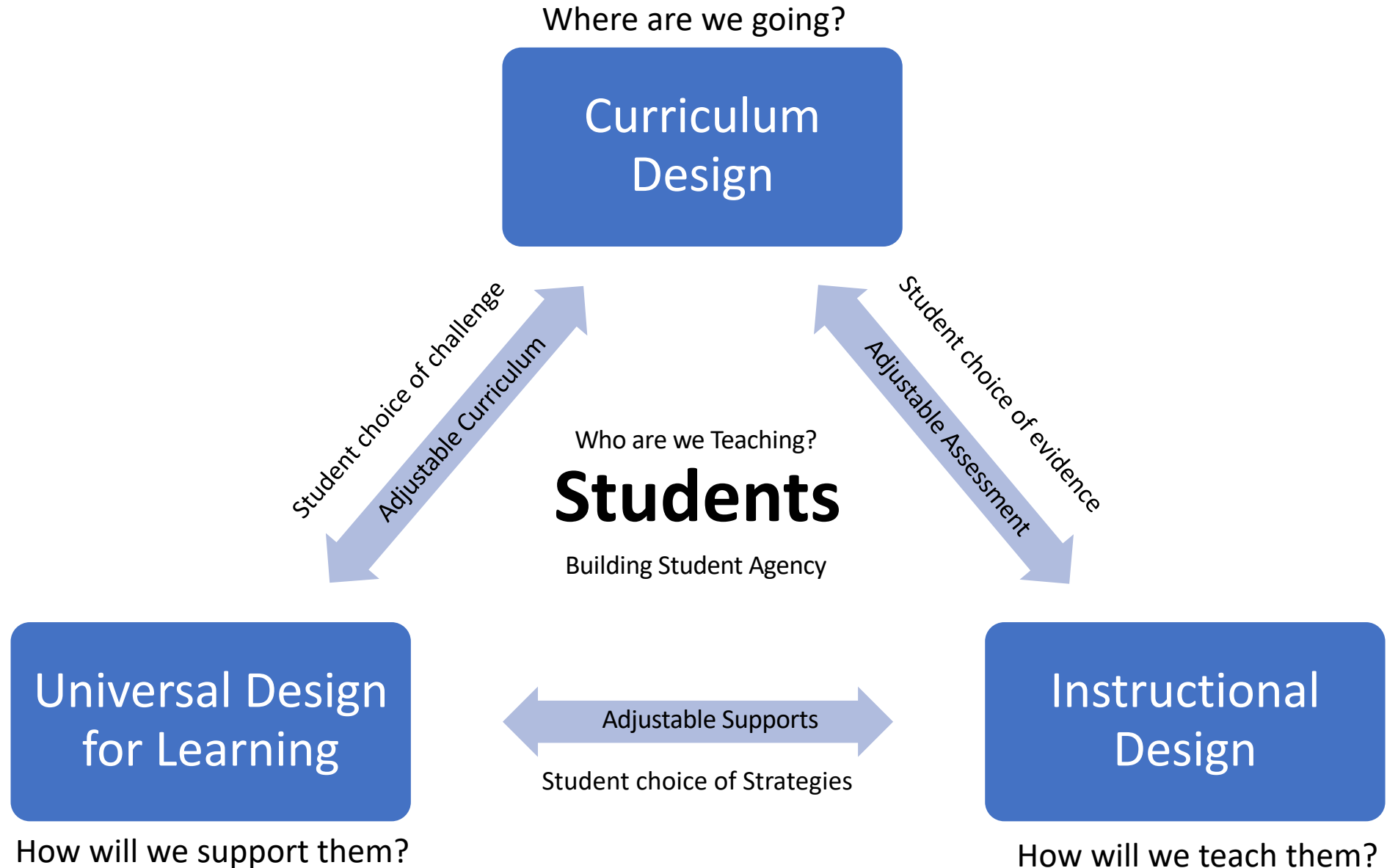
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HOW DO WE **DESIGN** AN ADJUSTABLE **AIRPLANE**?

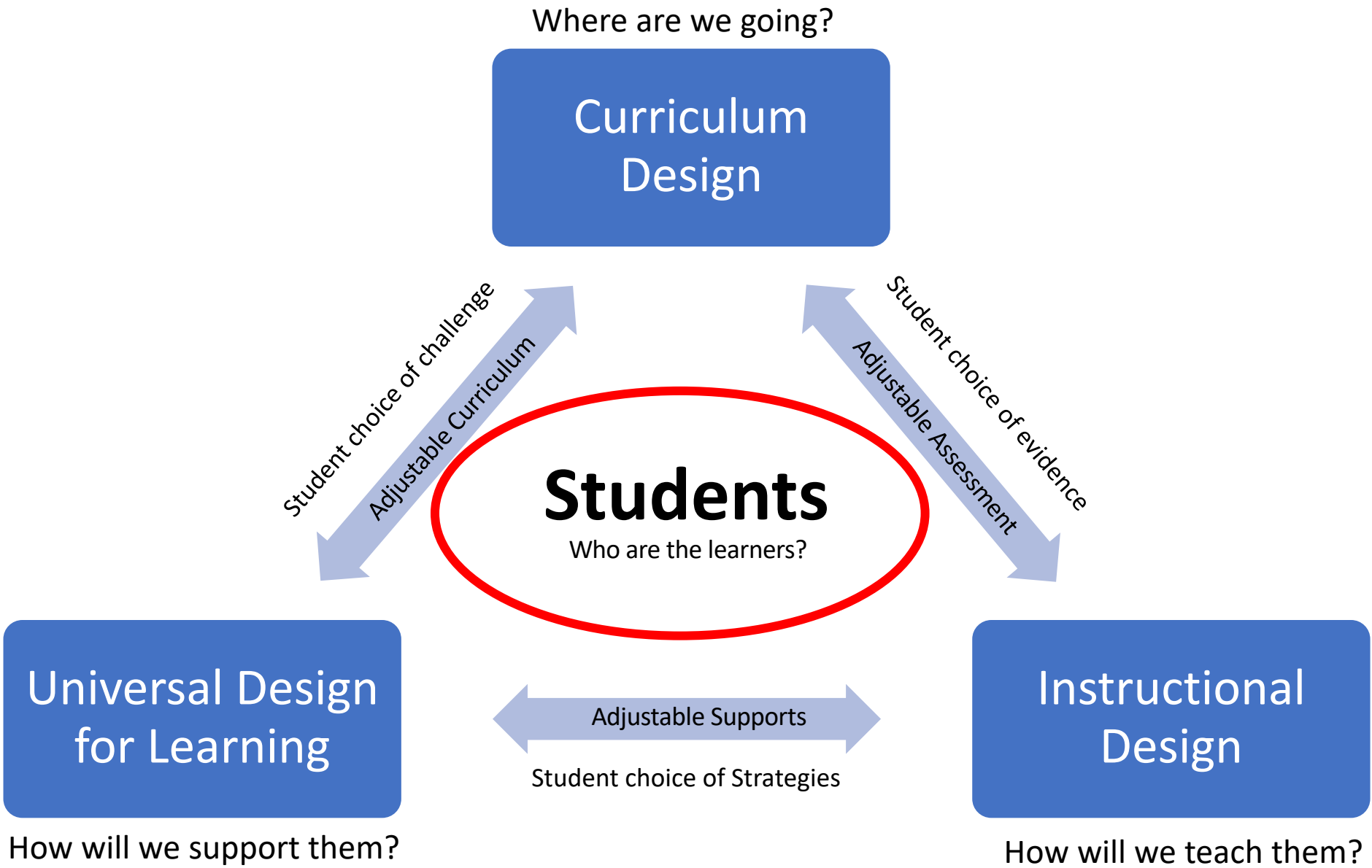
- Who are the **pilots**? What is the range of **dimensions**?
- What kind of **planes** are the pilots flying?
- How is the plane **responsive** to the pilot's dimensions?
- How do the pilots make the **adjustments** they need to fly the plane?

How can we change the system?

Designing with Equity in Mind



How do we change the system?
Design with Equity in Mind



Strengths

Stretches

Identities

Interests

Goals

What are student **dimensions** that we can capture
(so that we can design for them)?

Strategies

Needs

Barriers

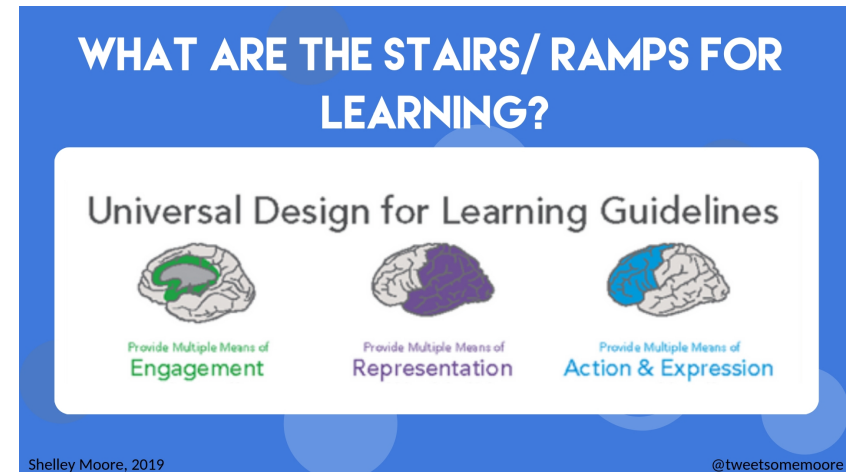
Supports

| | | |
|--|--|--|
| Class Review for : | Teacher: | Date: |
| I can plan for my students by getting to know the: | | |
| Interests & Identities of the class | Classroom Strengths | Classroom Stretches |
| | | |
| Based on the interests, strengths and stretches of this class, one goal(s) for these I have for this class is: | | |
| The BIG goal I have for this class: | | |
| I can meet this goal(s) by making a plan: | I can meet this goal(s) by reducing barriers in the classroom: | |
| Decision: Something I want to try | Decision: Barriers to Learning (UDL) | Decision: Barriers to Equity (Reconciliation) |
| | | |
| We can meet this goal(s) by targeting core competencies chosen as a community: | | |
| Decision: Core competencies to target for this class (Decided by the class) | | |

Reducing Barriers: UDL Targets

- Making a commitment to reduce learning barriers in a classroom community over time
- Based in brain research and how we learn
- Designed to be used for ALL learners
- Strategies are organized into 3 areas
 - How students are engaged in learning
 - How new learning/information is shared with/to them
 - How student share their learning
- Targets chosen based on the needs of a learning community
- Example of Teacher Team made UDL target goals:
 - (engagement) I can optimize individual choice and autonomy
 - (representation) I can offer text and different reading levels
 - Action & Expression)I can vary the methods that student can respond

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www.CAST.org

Teacher Team UDL Guidelines Self-Assessment & Target Goal Planner

Date:

| UDL Language: Engagement | | Accessible Language | | Teacher Team UDL Reflection & Self-Assessment | | |
|------------------------------|---|---------------------|---|---|----------------------------------|--------------------------|
| UDL Guideline | Providing Multiple Means of Engagement | Goal Area | Student Engagement | | | |
| 7 | Provide options for recruiting interest | Goal | I can support students to be interested in what we are learning about by: | We can do this! | We want to keep working on this! | This is our next step! |
| 7.1 | • Optimizing individual choice and autonomy | Objective | • giving students choice and control over what they are learning about (e.g. content, examples used) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 7.2 | • Optimizing relevance, value & authenticity | Objective | • making learning relevant to the student's lives and connecting it to real world problems that are important to the students | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 7.3 | • Minimize threats & distractions | Objective | • reducing distractions in the classroom and building a safe place for students to take risks | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 8 | Providing options for sustaining Effort & Persistence | Goal | I can support students to be motivated by: | We can do this! | We want to keep working on this! | This is our next step! |
| 8.1 | • Heighten Salience of goals and objectives | Objective | • clearly communicating learning goals/ intentions and why tasks and activities matter | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 8.2 | • Vary demands and resources to optimize challenge | Objective | • scaffolding learning by starting with accessibility and adding on challenge in goals and tasks | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 8.3 | • Foster collaboration and community | Objective | • building a community where learners work together by teaching collaboration and group work skills | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 8.4 | • Increase mastery-oriented feedback | Objective | • providing ongoing formative feedback that is relevant, clear, accessible and timely | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 9 | Provide options for Self-Regulation | Goal | I can support learners to be effective at coping and engaging successfully with the learning environment by: | We can do this! | We want to keep working on this! | This is our next step! |
| 9.1 | • Promote expectations and beliefs that optimize motivation | Objective | • helping students set learning goals that build confidence and help them take ownership of their learning | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 9.2 | • Facilitate personal coping skills and strategies | Objective | • teaching how to manage emotional responses & about healthy emotional responses and interactions | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 9.3 | • Develop self-assessment and reflection | Objective | • by helping students to increase their awareness of how they are progressing towards their goal & how to learn from their mistakes | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Our UDL Team Target Goal is: | | | | | | |
| | | | | | | |

Teacher Team UDL Guidelines Self-Assessment & Target Goal Planner

Date:

| UDL Language: Representation | | Accessible Language | | Teacher Team UDL Reflection & Self-Assessment | | |
|------------------------------|---|---------------------|---|---|----------------------------------|--------------------------|
| UDL Guideline | Providing Multiple Means of Representation | Goal Area | Sharing "what" students are learning | | | |
| 1 | Provide options for perception | Goal | We can present new information to students so that they understand it by: | We can do this! | We want to keep working on this! | This is our next step! |
| 1.1 | <ul style="list-style-type: none"> Offer ways of customizing the display of information | Objective | <ul style="list-style-type: none"> Sharing information in formats that are flexible | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 1.2 | <ul style="list-style-type: none"> Offer alternatives for auditory information | Objective | <ul style="list-style-type: none"> Utilizing modalities that compliment auditory information (visuals, tactile, movements etc.) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 1.3 | <ul style="list-style-type: none"> Offer alternatives for visual information | Objective | <ul style="list-style-type: none"> Utilizing modalities that compliment visual information (descriptions, objects, auditory clues, reader) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2 | Providing options for language and symbols | Goal | We can share different options/ examples of language and symbols to support student understanding by: | We can do this! | We want to keep working on this! | This is our next step! |
| 2.1 | <ul style="list-style-type: none"> Clarify vocabulary and symbols | Objective | <ul style="list-style-type: none"> Pre-teaching important vocabulary, symbols, numbers labels in many ways (written, oral, visual examples) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2.2 | <ul style="list-style-type: none"> Clarify syntax and structure | Objective | <ul style="list-style-type: none"> Highlighting and teaching patterns and properties in systems (e.g. grammar, notation, taxonomies, equations etc.) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2.3 | <ul style="list-style-type: none"> Support decoding of text, mathematical notation and symbols | Objective | <ul style="list-style-type: none"> Teaching and using supports and strategies for students to understand written text, mathematical notation and symbol use (unless the goal is de-coding ability) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2.4 | <ul style="list-style-type: none"> Promote understanding across languages | Objective | <ul style="list-style-type: none"> Teaching and using translators, descriptions, movement & visuals to support understanding in unfamiliar and multiple languages | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2.5 | <ul style="list-style-type: none"> Illustrate through multi media | Objective | <ul style="list-style-type: none"> Using multi-media to support understanding (videos, graphics, activities) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Teacher Team UDL Guidelines Self-Assessment & Target Goal Planner

Date:

| UDL Language: Expression | | Accessible Language | | Teacher Team UDL Reflection & Self-Assessment | | |
|------------------------------|--|---------------------|--|---|----------------------------------|--------------------------|
| UDL Guideline | Providing Multiple Means of Action & Expression | Goal Area | Sharing and representing new information for student learning | | | |
| 4 | Providing options for physical action | Goal | We can provide options for students to communicate using tools and assistive technology by: | We can do this! | We want to keep working on this! | This is our next step! |
| 4.1 | <ul style="list-style-type: none"> Vary the methods for response and navigation | Objective | <ul style="list-style-type: none"> providing tools/ assistive technologies to support motor skills to interact with instructional materials (i.e. alternatives to pencil/paper) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4.2 | <ul style="list-style-type: none"> Optimize access to tools and assistive technologies | Objective | <ul style="list-style-type: none"> providing support and teaching how to use tools effectively (i.e. teaching how to use tools/assistive technologies as supports) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 5 | Provide options for expression and communication | Goal | We can provide options for students to show what they know & communicate their learning by: | We can do this! | We want to keep working on this! | This is our next step! |
| 5.1 | <ul style="list-style-type: none"> Use multi-media for communication | Objective | <ul style="list-style-type: none"> teaching new formats to develop a wider range of expression using multimedia and materials (oral/visual/written) (concrete/pictorial/abstract) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 5.2 | <ul style="list-style-type: none"> Use media tools for construction and composition | Objective | <ul style="list-style-type: none"> offering supports and strategies for students to create written output (word prediction, text-to-speech, mapping tools, sentence starters etc.) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 5.3 | <ul style="list-style-type: none"> Build fluencies with graduated levels of support of support for practice and performance | Objective | <ul style="list-style-type: none"> supporting increasing fluency by offering scaffolded options of challenge and supports to increase independence | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 6 | Provide options for executive functions | Goal | We can provide options for students to know and set goals and make decisions about what supports they need to meet the goals by: | We can do this! | We want to keep working on this! | This is our next step! |
| 6.1 | <ul style="list-style-type: none"> Guide appropriate goals setting | Objective | <ul style="list-style-type: none"> guiding students through reflection, self-assessment and goal setting with curricular and core competencies | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 6.2 | <ul style="list-style-type: none"> Support planning and strategy development | Objective | <ul style="list-style-type: none"> modelling how to use supports and strategies and empowering students to make individual decisions about what they need to meet goals | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 6.3 | <ul style="list-style-type: none"> Enhance managing information and resources | Objective | <ul style="list-style-type: none"> teaching students to organize their evidence of learning and determine their best examples of learning | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 6.4 | <ul style="list-style-type: none"> Enhance capacity for monitoring progress | Objective | <ul style="list-style-type: none"> using assessment checklists, learning maps, one-point rubrics and student work samples to provide feedback to students and model self-assessment | | | |
| Our UDL Team Target Goal is: | | | | | | |
| | | | | | | |

Reducing Barriers: Equity Targets

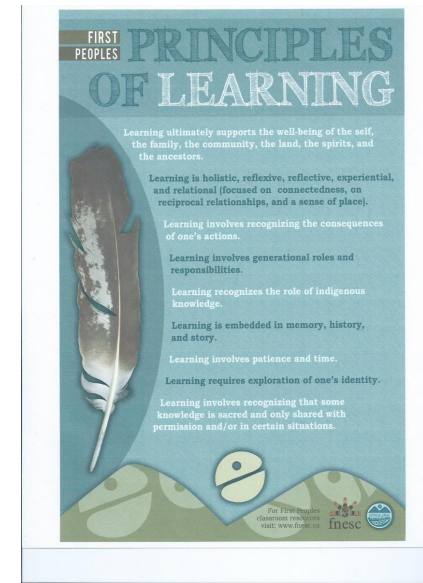
- Making a commitment to reduce inequities in the systemic structure of education
- Challenging ourselves to move away from the “we’ve always done it this way” mentality
- Looks at barriers linked to populations that have been/are being marginalized and/or oppressed:
 - Students of colour
 - Indigenous Students
 - Immigrants/Refugees
 - English Language Learners
 - Students with disabilities
 - LGBTQ2S+
 - Students negotiating mental health/trauma/poverty
- Examples of teacher made equity target goals:
 - I can commit to ensuring that the population in a classroom mimics the population in the community

| Equitable Classroom Practice |
|--|
| 1. Welcomes students by name as they enter the classroom <i>Asks students for correct pronunciation of their names; correctly pronounces students' names</i> |
| 2. Uses eye contact with all students <i>Makes culturally appropriate eye contact with all students</i> |
| 3. Uses proximity with all students equitably <i>Circulates around student work areas to be close to all students</i> |
| 4. Uses body language, gestures, and expressions to convey a message that all students' questions and opinions are important <i>Smiles, Nods head in affirmation; Leans toward students; Turns toward students who are speaking to show interest</i> |
| 5. Arranges the classroom to accommodate discussion <i>Arranges seating to facilitate student-student discussion; Seating to facilitate teacher-student discussion</i> |
| 6. Ensures bulletin boards, displays, instructional materials, and other visuals in the classroom reflect the racial, ethnic, and cultural backgrounds represented by students <i>Displays and uses materials (supplemental books) that reflect all students' racial, ethnic, and cultural backgrounds year round; Displays products and props from students' home and community background</i> |
| 7. Uses a variety of visual aids and props to support student learning <i>Uses multiethnic photos, pictures, and props to illustrate concepts and content; Uses appropriate technology to illustrate concepts and content</i> |

- <http://laspdg.org/files/Equitable%20Classroom%20Practices%20Observation%20Checklist.pdf>
- <https://ssrce.ca/wp-content/uploads/2016/01/Culturally-Responsive-Teaching-Checklist-1-page-highlighted.pdf>
- <https://www.wgu.edu/heyteach/article/5-things-you-can-do-support-your-lgbtq-students1809.html>

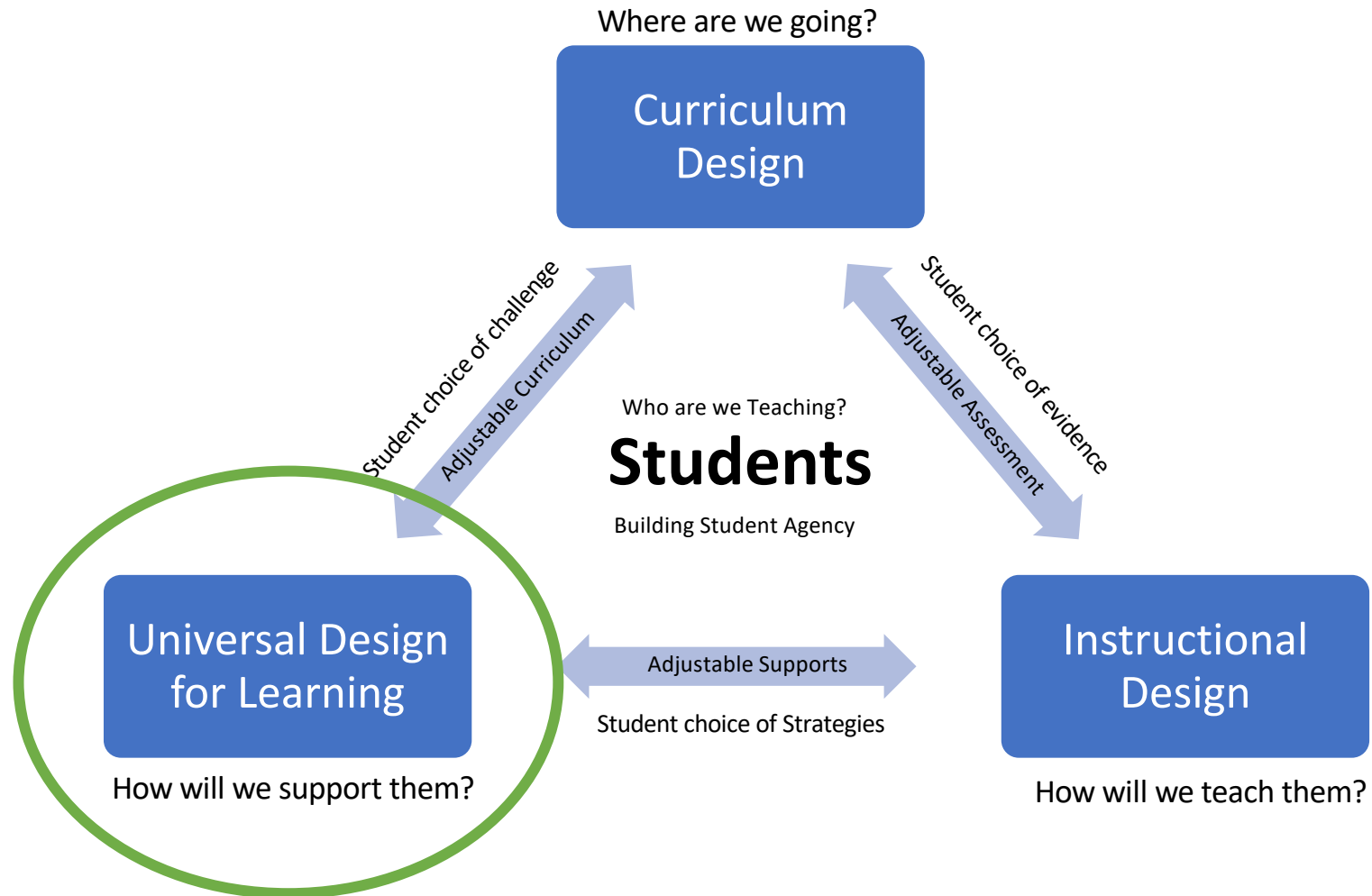
Reducing Barriers: Reconciliation Targets

- Targeting systemic inequities specific to indigenous populations in Canada
- Making a commitment as a teacher and community to shift inequitable structures over time
- Focuses on learning history (truth)
- Also focuses on changing pedagogical approaches – HOW we do things differently to reduce barriers
- First Peoples Principles of Learning
- Example of teacher made reconciliation target goal:
 - I can commit to including an indigenous perspective in every unit



- <http://www.fnesc.ca/irsr/>
- <https://www.edcan.ca/articles/truth-reconciliation-classroom/>
- <https://www.reconciliationeducation.ca>

How can we change the system? Designing with Equity in Mind





SHIFTING OUR SUPPORT MODELS

The cupcake Model



Special Education
Medical Model

The cupcake model



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The layered cake model



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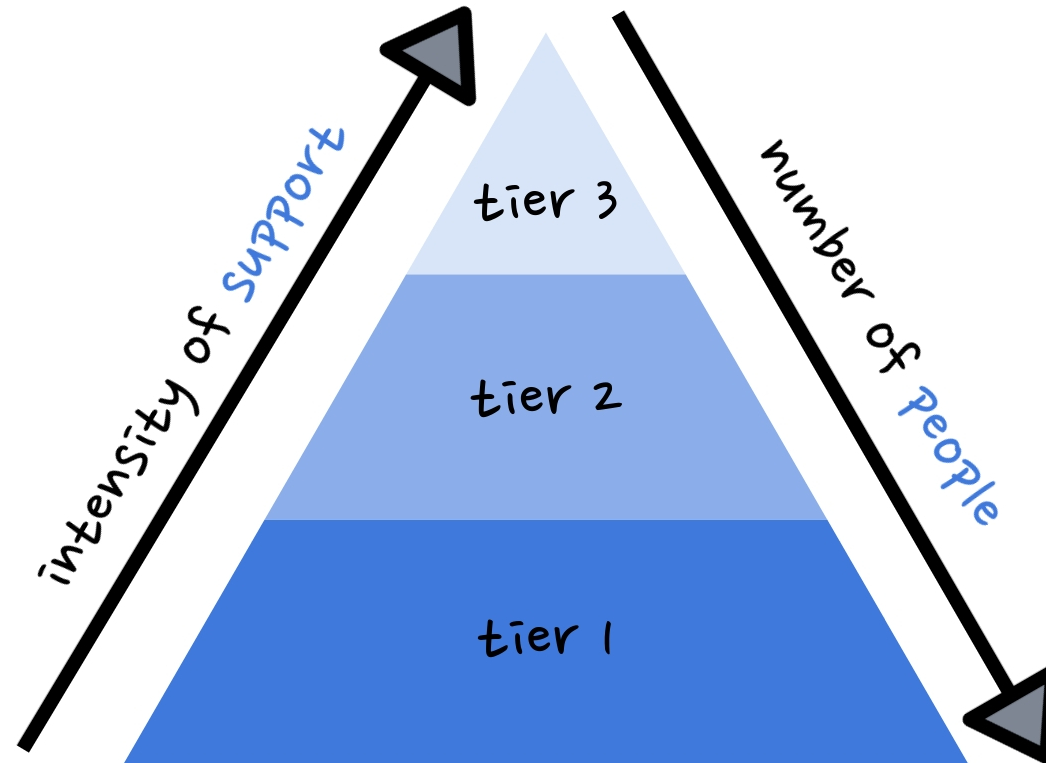
The layered cake model



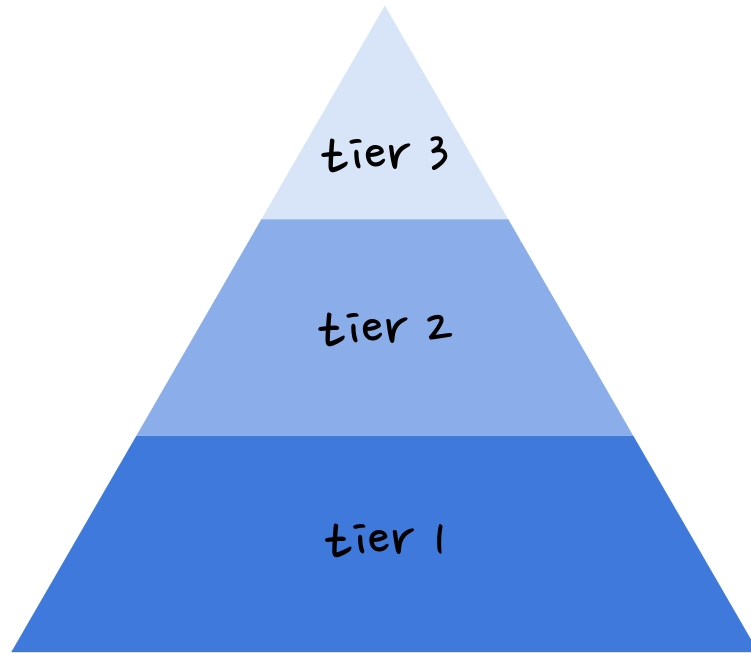
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RTI: RESPONSE TO **INTERVENTION**

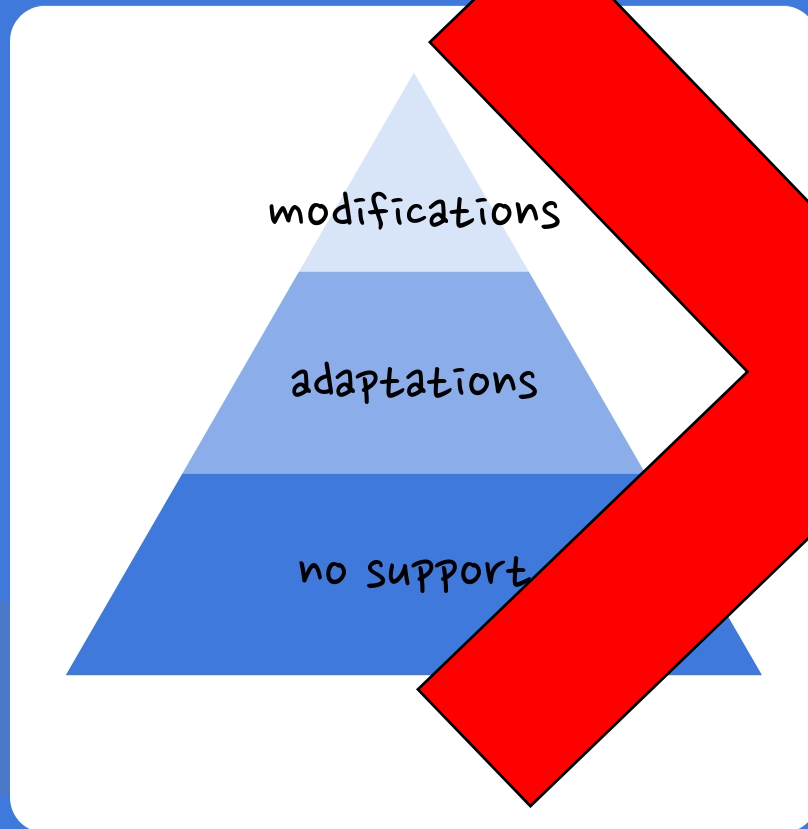


RTI: RESPONSE TO INTERVENTION

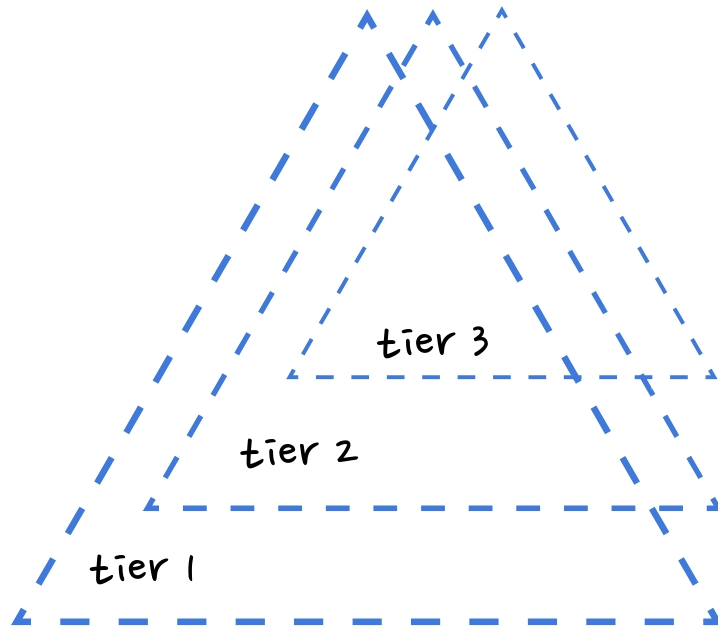


- early intervention of support
- assessment of students
- regulated supports

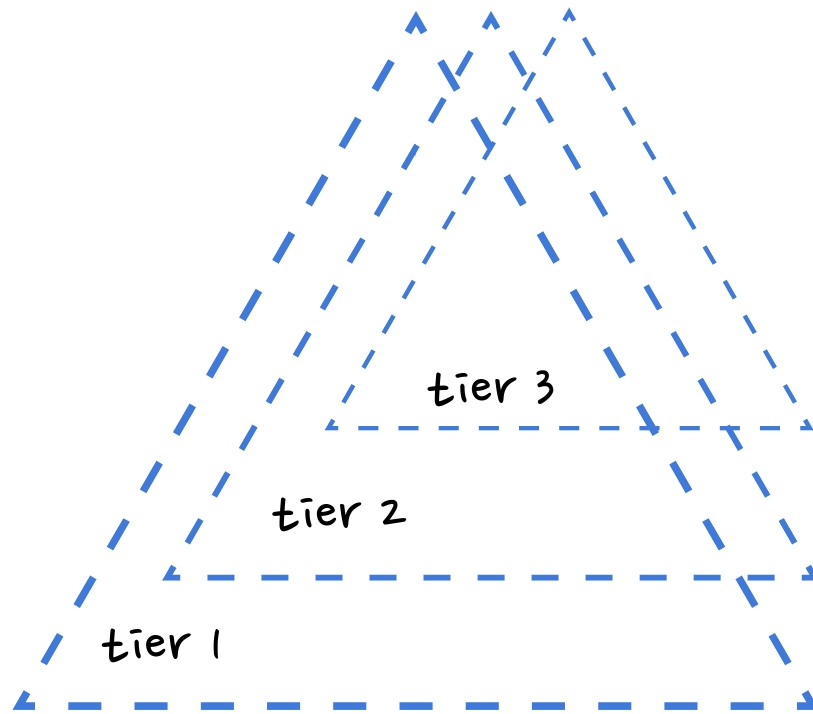
RTI: RESPONSE TO INTERVENTION ??



RTI: RESPONSE TO INSTRUCTION



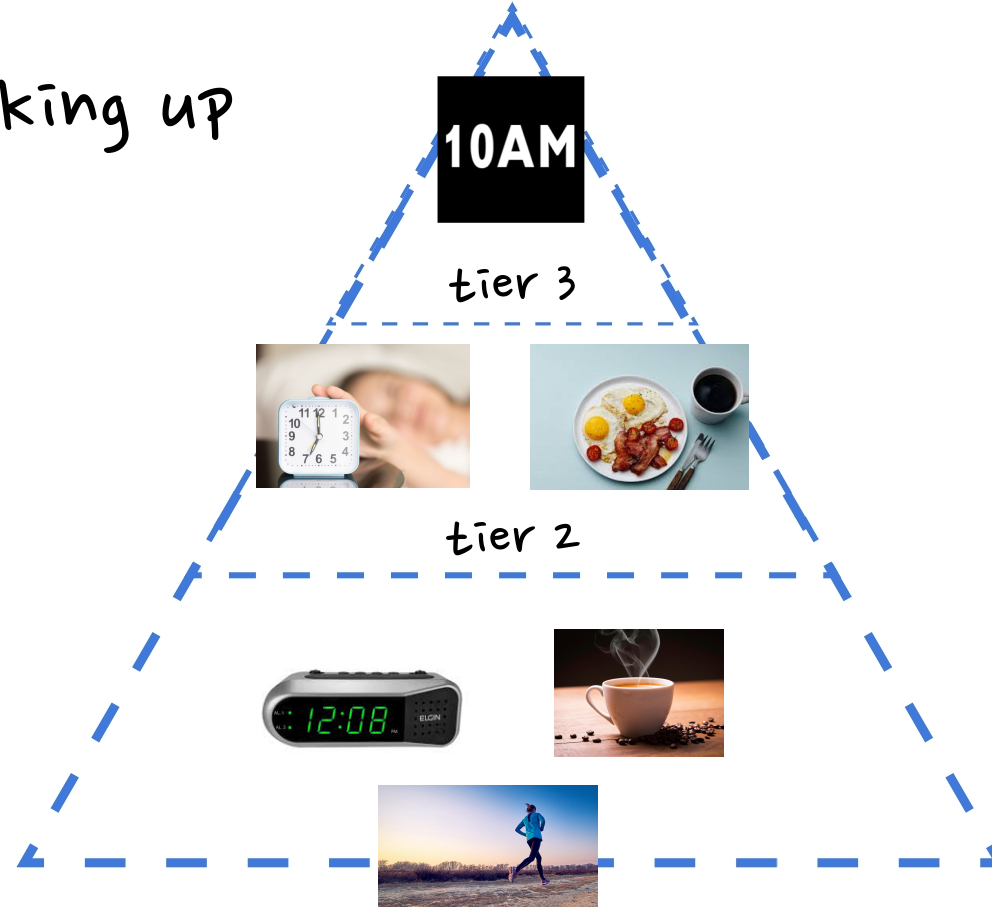
RTI: RESPONSE TO INSTRUCTION



- early instruction of support
- assessment of the environment
- universal supports

RESPONSE TO INSTRUCTION

Lens: waking up



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RESPONSE TO INSTRUCTION

- supports are determined BEFORE teaching
- supports are designed for specific students
- supports are taught to ALL students
- supports are available to ALL students



THE **SUPPORT** EQUATION

$$\text{RTI} + \text{UDL} = \text{SRL}$$

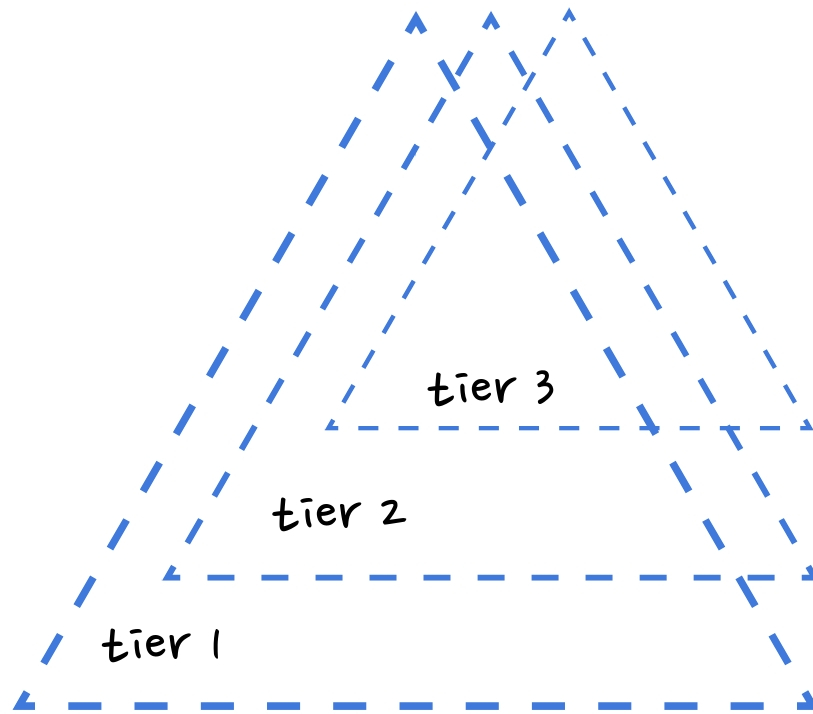
Response to
Instruction

Universal
Design for
Learning

Self Regulation
for
Learning



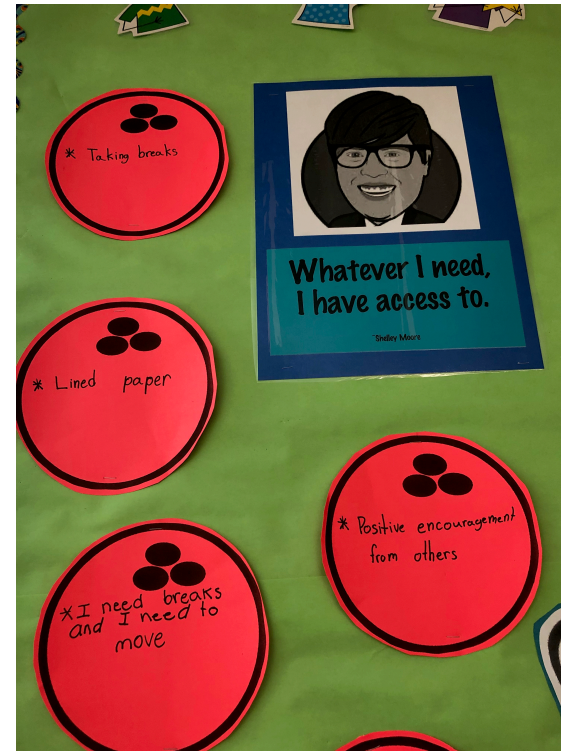
RTI: RESPONSE TO INSTRUCTION



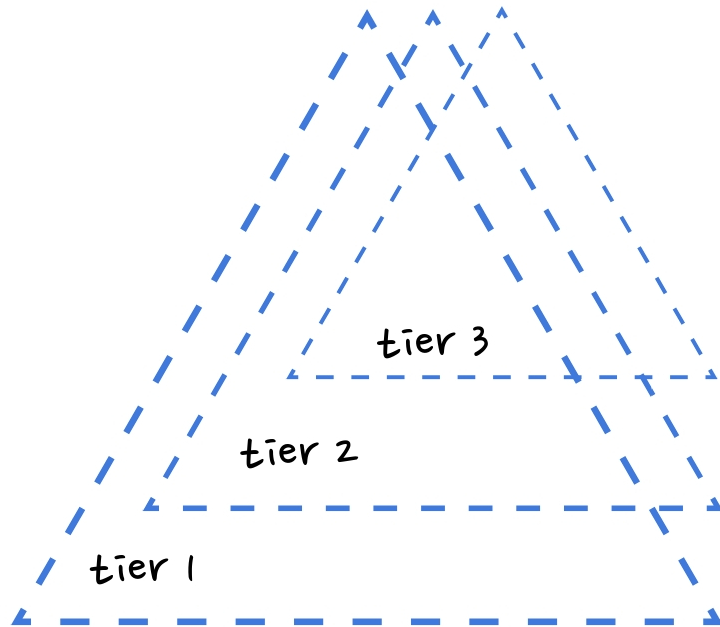
- early instruction of support
- assessment of the environment
- universal supports

Strategy: taking a 2 min break

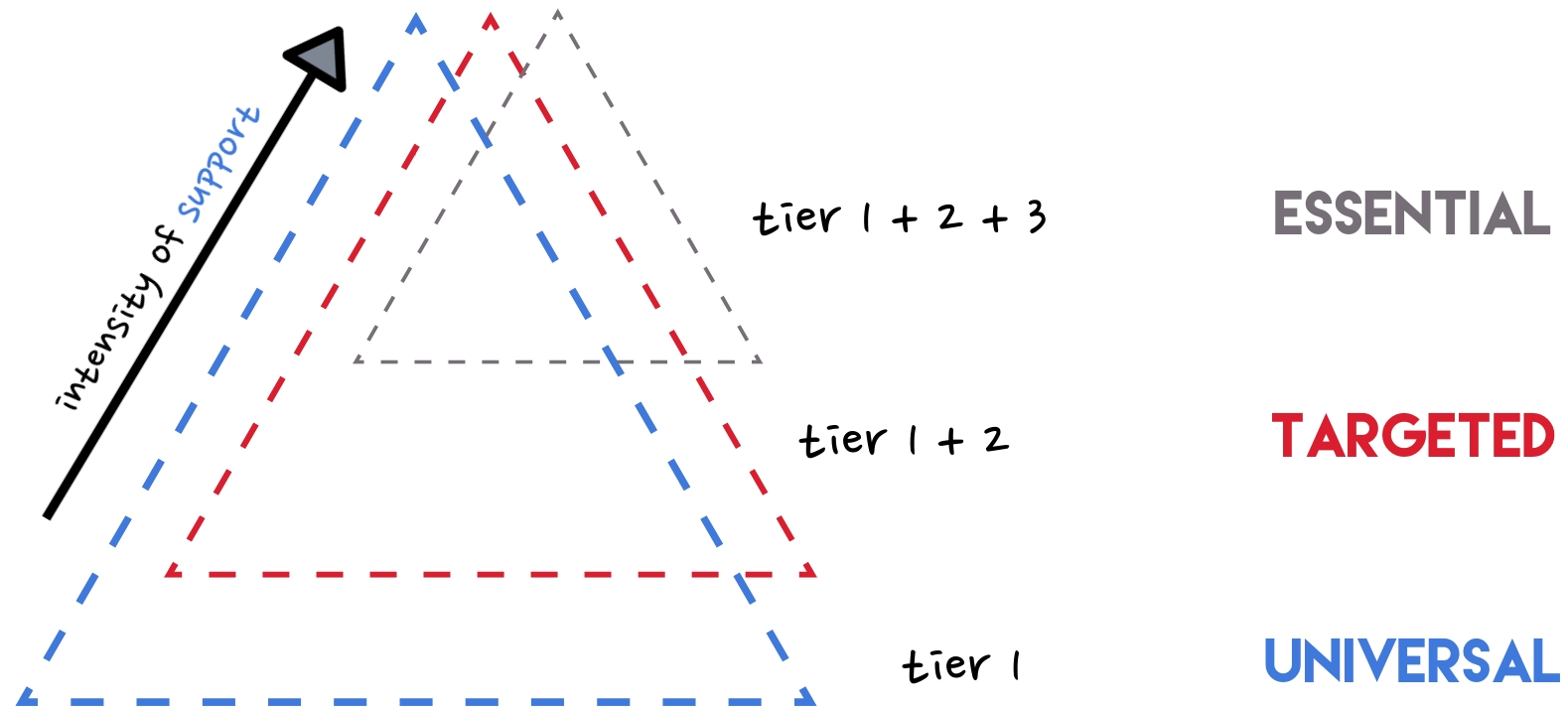
- What is a 2 min break?
- Why is a 2 min break useful?
- How do I use a 2 min break as a tool for support?
 - What does a 2 min break *look* like when I use it?
 - What does a 2 min break *sound* like when I use it?
 - What does a 2 min break *feel* like when I use it?
- How will I know when I *need* a 2 min break?
- How will I know when I *don't need* a 2 min break?



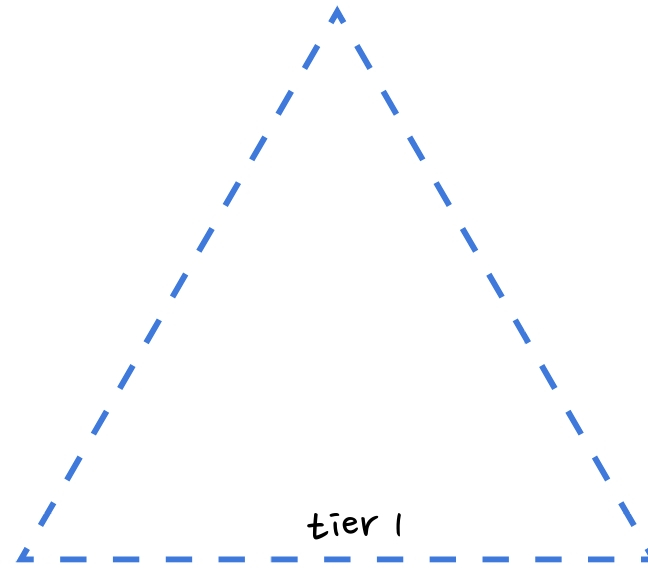
RTI: RESPONSE TO INSTRUCTION



RTI/MTLS

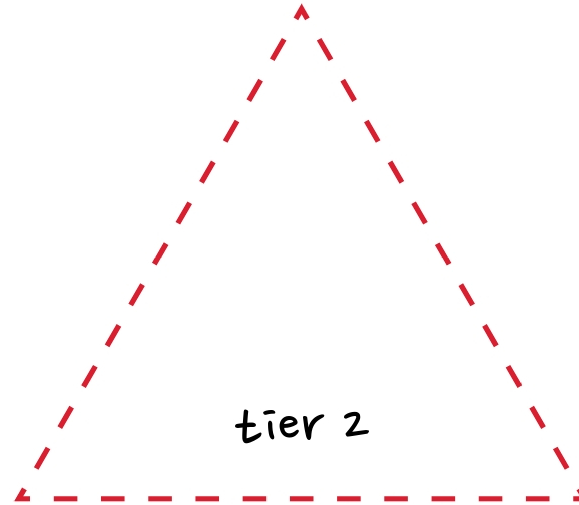


RTI/MTLS: **UNIVERSAL** SUPPORTS



Designed for one or more; useful for **ALL**

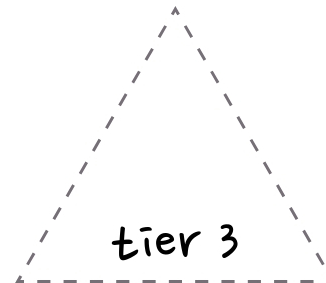
RTI/MTLS: **TARGETED** SUPPORTS



Designed for one or more; useful for some

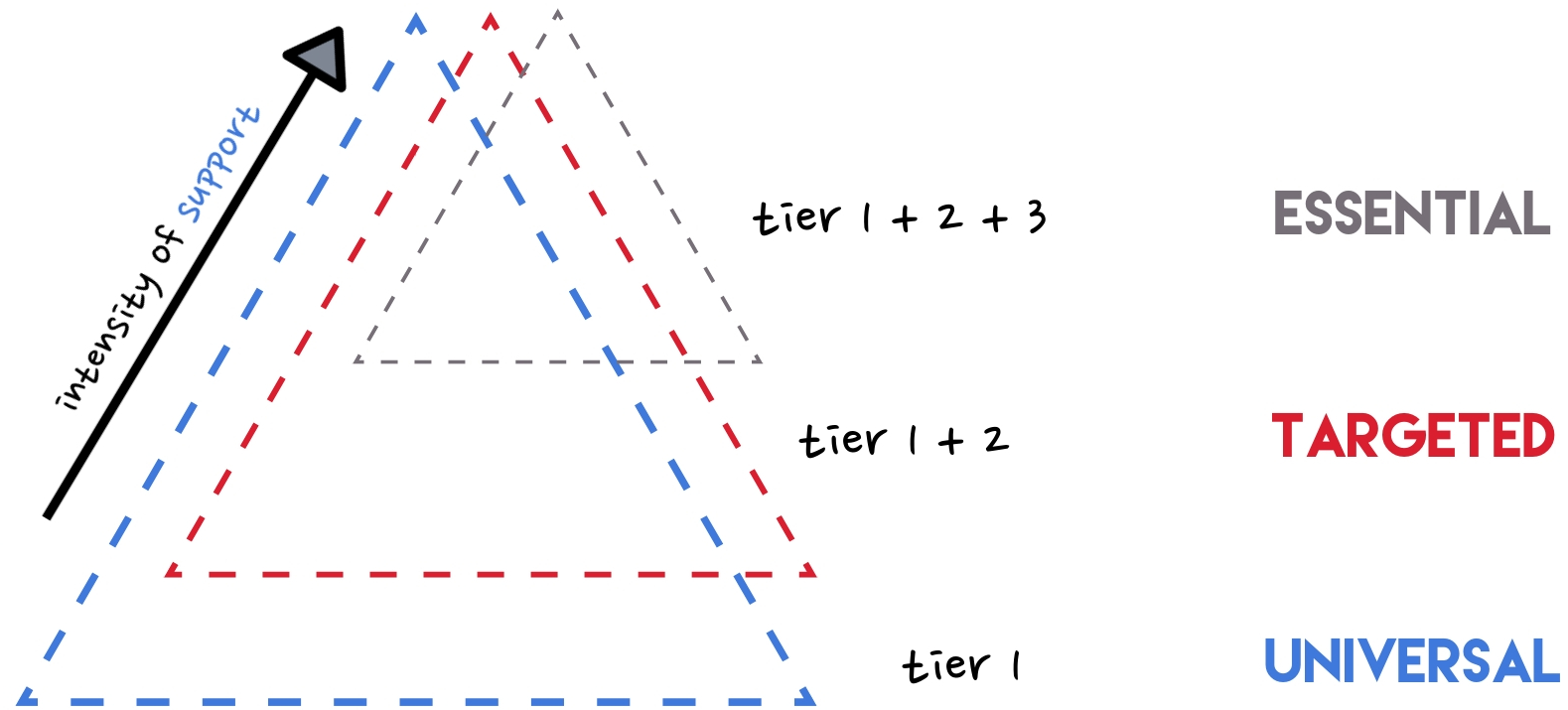


RTI/MTLS: ESSENTIAL SUPPORTS



Designed for one; useful for one

RTI/MTLS



Range of Support (MTLS)

| Students... | | Strategies & Supports | | |
|------------------------------|------|-------------------------------------|--------------------------------------|-------------------------------------|
| who needs the most support | | Universal Support (Good for ALL) | Targeted Support (CHOICE for ALL) | Essential Support (Good for ONE) |
| Range of Students (RTI) | Need | | | |
| | Need | | | |
| | Need | | | |
| | Need | | | |
| | Need | | | |
| who needs the most challenge | | | | |


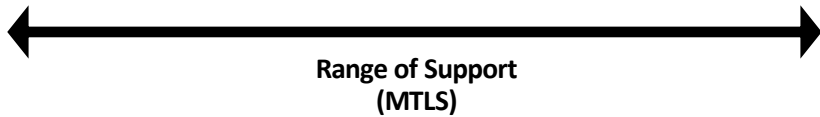
| Needs | Priority | Next step | As Soon as Possible |
|--------------------|----------|-----------|---------------------|
| Anger | | | y |
| Anxiety | y | | |
| Articulation | | | y |
| Assistive tech | y | | |
| Attention | | | y |
| ELL | y | | |
| Executive function | | y | |
| Fine motor | | y | |
| listening | | y | |
| Mental health | | | y |
| mobility | | | y |
| Non verbal | y | | |
| Organization | | | y |
| Personal care | | y | |
| Self Reg | y | | |
| Sensory | | | y |
| Social skills | | y | |

What are our **needs**? (replacing weaknesses)

- Student/ Family/ Teacher/ Support Staff generated
- They don't make us "weaker" they are just things we need support with
- What are some things in my life that make it hard for me to learn?
- These might not be things that I can control
- [Examples](http://www.teachspeced.ca) – www.teachspeced.ca
- As a class – choose the big 5 that are getting in the way of learning



| | | |
|-------------------------------|---|--------------|
| Classroom Support Plan | | |
| Teacher(s): C. Woods | Support Staff: L. Veary (LST), K. Eigler (EA) | Lens: Math 8 |

|  Range of Students (RTI) | Students... | | Strategies & Supports | | |
|---|--|---|---|---|---|
| | who needs the most support ST, CH, JP (f) | | Universal Support (Good for ALL) | Targeted Support (CHOICE for ALL) | Essential Support (Good for ONE) |
| | Need Executive Functioning | JC, CH, JK, JP(f), AT, ST, LV, DV | | | |
| | Need Ability | ST, AT | | | |
| | Need Processing Speed | JC, CH, JK, IR, LV, DV | | | |
| | Need Self Esteem | JB, RJ, FK, AT, ST, LV, DV, CH | | | |
| | Need Memory | DA, JB, JC, CH, FK, JK, JP(f), CS, AT, ST, LV, DV | | | |
| | who needs the most challenge JP, CG, LJ | |  Range of Support (MTLS) | | |

What are supports?

- Student/ Family/ Teacher/ Support Staff generated
- What are some tools that I can use to help me learn?
- These tools help me to pay attention and keeps me interested?
- Example: my calendar, rocket miles, my computer/phone, alarm clocks, my home, healthy food, The Air Canada lounge, snacks, visuals, melatonin, anxiety medication

What are strategies?

- Student/ Family/ Teacher/ Support Staff generated
- What are some actions that I can do to help me learn?
- What are some actions of others that help me learn?
- These actions help me to pay attention and keeps me interested?
- Example: staying active, someone helping me answer my emails, making my travel bookings, taking naps, eating healthy, patience, windows of arrival time, when people are calm and don't yell, collaborating, using visuals, talking, chunks of time, taking breaks, not traveling for more the 4 days at a time, going to bed early

Supports vs. Resources

People
Funding
Time

| | | |
|-------------------------------|---|--------------|
| Classroom Support Plan | | |
| Teacher(s): C. Woods | Support Staff: L. Veary (LST), K. Eigler (EA) | Lens: Math 8 |

| <div> <div></div> <div>Range of Students (RTI)</div> <div></div> </div> | Students... | | Strategies & Supports | | |
|---|--|---|---|---|---|
| | who needs the most support ST, CH, JP (f) | | Universal Support (Good for ALL) | Targeted Support (CHOICE for ALL) | Essential Support (Good for ONE) |
| | Need Executive Functioning | JC, CH, JK, JP(f), AT, ST, LV, DV | | | |
| | Need Ability | ST, AT | | | |
| | Need Processing Speed | JC, CH, JK, IR, LV, DV | | | |
| | Need Self Esteem | JB, RJ, FK, AT, ST, LV, DV, CH | | | |
| | Need Memory | DA, JB, JC, CH, FK, JK, JP(f), CS, AT, ST, LV, DV | | | |
| | who needs the most challenge JP, CG, LJ | | <div> <div></div> <div>Range of Support (MTLS)</div> <div></div> </div> | | |

| | | |
|-------------------------------|---|--------------|
| Classroom Support Plan | | |
| Teacher(s): C. Woods | Support Staff: L. Veary (LST), K. Eigler (EA) | Lens: Math 8 |

| Students... | | Strategies & Supports | | |
|--|---|---|---|----------------------------------|
| who needs the most support ST, CH, JP (f) | | Universal Support (Good for ALL) | Targeted Support (CHOICE for ALL) | Essential Support (Good for ONE) |
| Need Executive Functioning | JC, CH, JK, JP(f), AT, ST, LV, DV | <ul style="list-style-type: none"> Visual instructions Pre teach vocabulary Structured agenda support | <ul style="list-style-type: none"> 2 min breaks Using a computer for tasks Work bin | |
| Need Ability | ST, AT | <ul style="list-style-type: none"> concept based planning random/ strategic seating access point/ scaffolding | <ul style="list-style-type: none"> Quiet location home-communication unlimited time for assessment | |
| Need Processing Speed | JC, CH, JK, IR, LV, DV | <ul style="list-style-type: none"> Develop/practice basic math fluency (without calculator, with manipulatives, not timed) Windows of due dates No marks lost for late assignments | <ul style="list-style-type: none"> Choice of complexity | CH– Assistive tech (Computer) |
| Need Self Esteem | JB, RJ, FK, AT, ST, LV, DV, CH | <ul style="list-style-type: none"> Strength based goals (I can...) Strategic groupings Build community | <ul style="list-style-type: none"> Check ins | |
| Need Memory | DA, JB, JC, CH, FK, JK, JP(f), CS, AT, ST, LV, DV | <ul style="list-style-type: none"> Structured agenda support Task chunking/ reference Highlight verbs/ key words in tasks | <ul style="list-style-type: none"> Home communication Calculator Colour coding | |
| who needs the most challenge JP, CG, LJ | | <div> <div></div> <div>Range of Support (MTLS)</div> <div></div> </div> | | |

Classroom Support Plan

Teacher(s):Mr. Support Staff: Ms. L (support teacher last 20 min of block) Class: Grade 6 Class

Range of Support

Range of Students

| Students... | | Strategies & Supports | | |
|---|--|--|---|--|
| Who needs the most support D.L, R.Y, O.M. | | Universal Support (Good for ALL) | Targeted Support (CHOICE for ALL) | Essential Support (Good for ONE) |
| Need LD | D.L., J.K., S,W | Text at multiple reading levels, multiple types of text (oral, visual, written), You Tube, chunk lessons into 15-20 min chunks, activities to process new information, hands on, task clear and scaffolded, Summative tasks that build oral, visual & written skills, literature circles | Options to use technology (reader, scribe), a place to keep work in class so it doesn't get lost, small group option with Ms. L to work with on activities after lesson | |
| Need Behaviour | R.Y., I.D., F, C, G, J., OM, DL | Make personal connection daily, structure, agenda on board, start class with an accessible activity, movement breaks, music allowed when working, high interest texts, authentic and relevant | Taking breaks, flexible seating, parent check ins on good days, opportunities for leadership | Incentive monitoring system |
| Need LGBTQ2S+ | G, J. | Text that includes diverse characters, avoid binary (students, folks, everyone), "safe place" sticker | opportunities for leadership, ask(and honour) preferred pronoun | |
| Need ELL | P, K., I, L, E, E, OM | Text at multiple reading levels, review vocabulary, use of visuals, strategic partnering | Small group option with Ms. L to work with on activities after lesson | translator |
| Need Anxiety | R.R. | Clear learning tasks and goals, control of complexity and what supports to use, challenge option, choice of audience size | Taking breaks, choice of where to work, homework optional, parent check ins | |
| Who needs the most challenge I.L., R.R | | Reconciliation & Equity Targets: <ul style="list-style-type: none"> - Targeting text from Indigenous perspectives, attending to alternative points of view - Appreciation circle once a week | | |

Classroom Support Plan

Teacher(s):Mr. B

Support Staff: Ms. C (EA)

Class: Math 9

Range of Support

Range of Students

| 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 how to work with J.W., building community activities, manipulatives, | Access Point to curriculum (Math IEP goal), may need 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, |
| Need Trauma | H.L., U.B | Make personal connection daily, snacks, drinks allowed, chunk task into an essential portion, | 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 ELL | Y.I., O.R., B, F, N.M | Teach important vocabulary for a lesson, visuals, manipulatives & visuals, strategic partnering, math word wall | | translator |
| Need Anxiety | R.M. | Choice of challenge, choice of support options, target advocacy skills and risk taking opportunities, open ended tasks (not one answer) | Taking breaks, choice of where to work, homework optional, parent check ins | |
| Who needs the most challenge I.K., R.M. | | Reconciliation & Equity Targets: <ul style="list-style-type: none">- Sharing local Indigenous content for math concepts- Standards based grading and reporting | | |

Classroom Support Plan

Teacher(s):

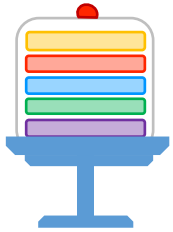
Support Staff

Lens:

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

Range of Students (RTI)

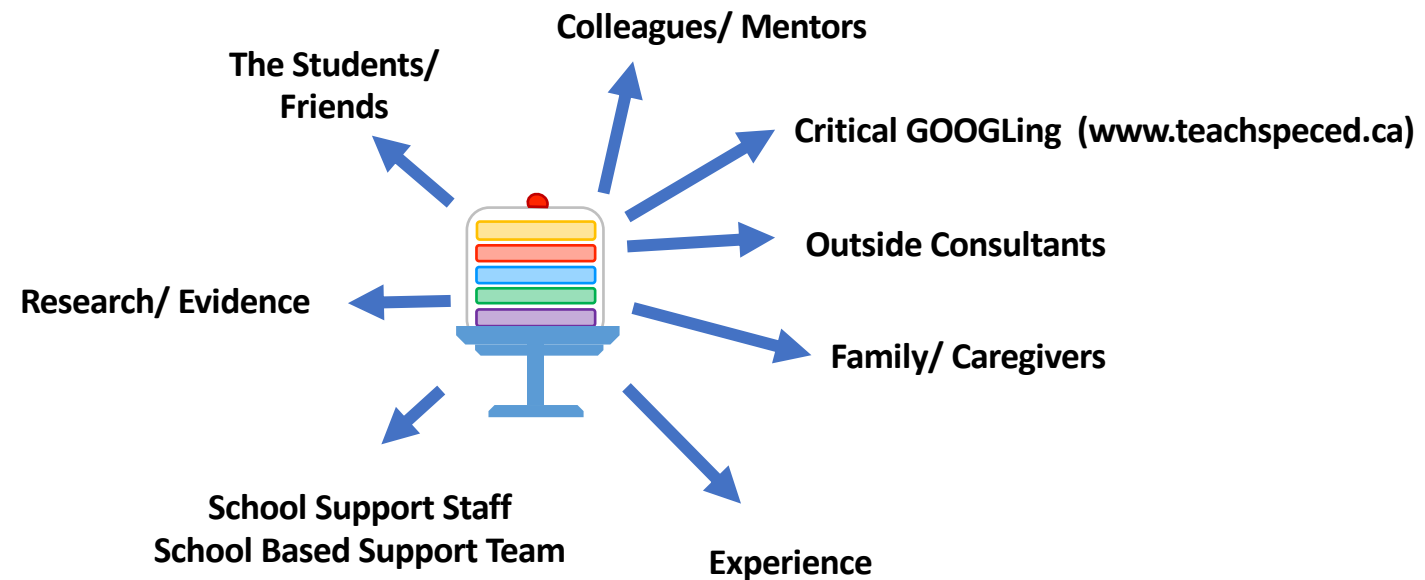




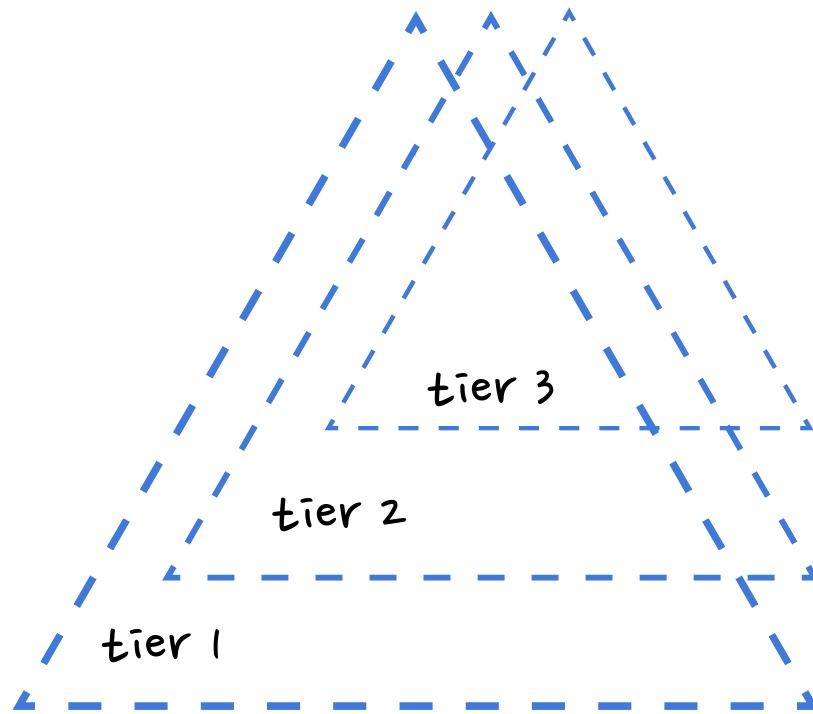
Layered Support Cake of Love: Classroom Support Plan



How do we figure out supports or strategies students need?



RTI: RESPONSE TO INSTRUCTION



- early instruction of support
- assessment of the environment
- universal supports

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