

SHELLEY MOORE



@tweetsomemoore



@fivemooreminutes



@fivemooreminutes



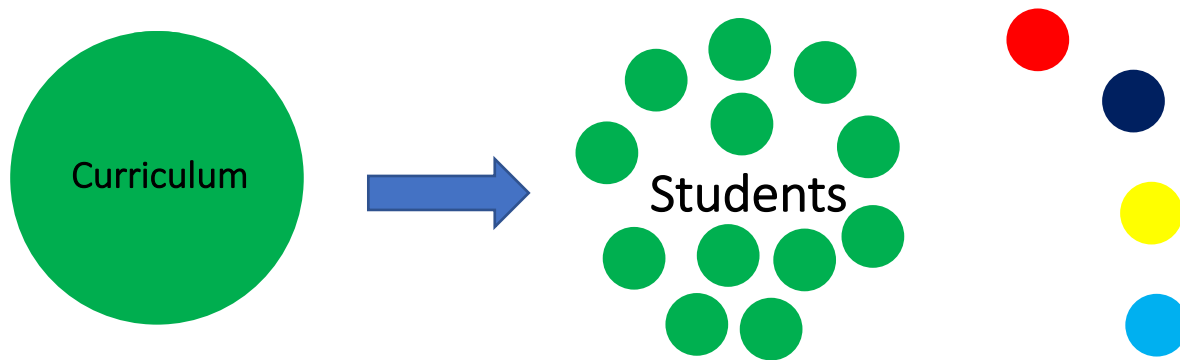
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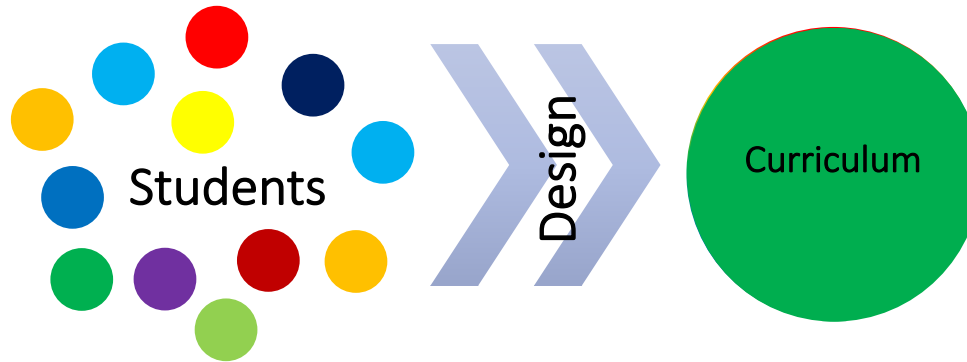


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WHAT'S THE DIFFERENCE?



DESIGN: THE MOST UNDERUTILIZED SUPPORT



The cupcake Model



Special Education

Medical Model

The cupcake model



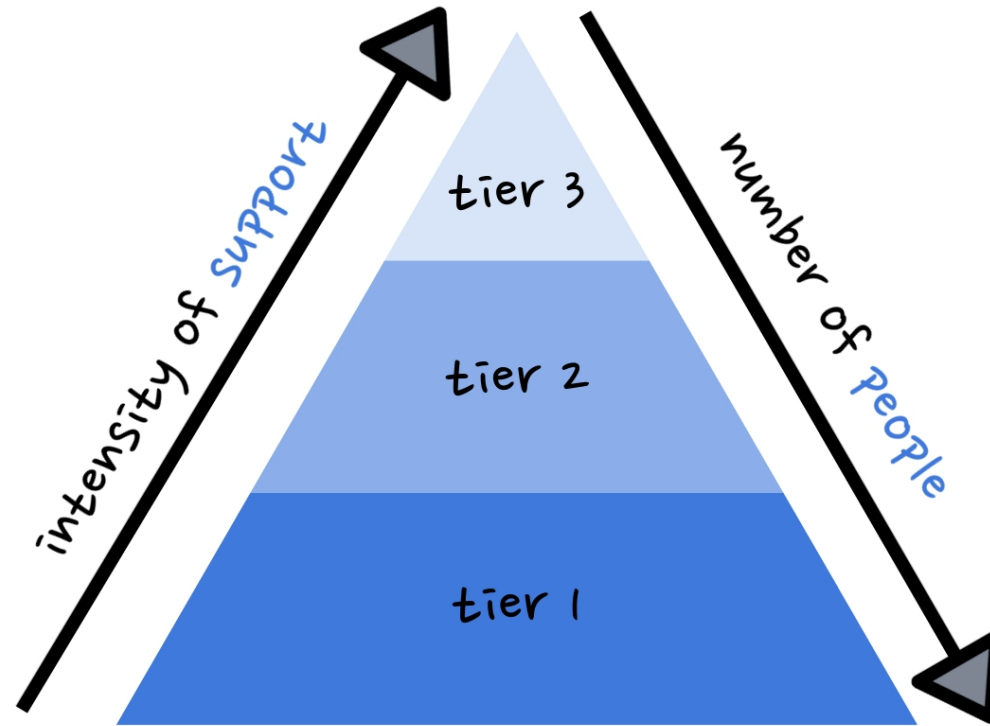
The layered cake model



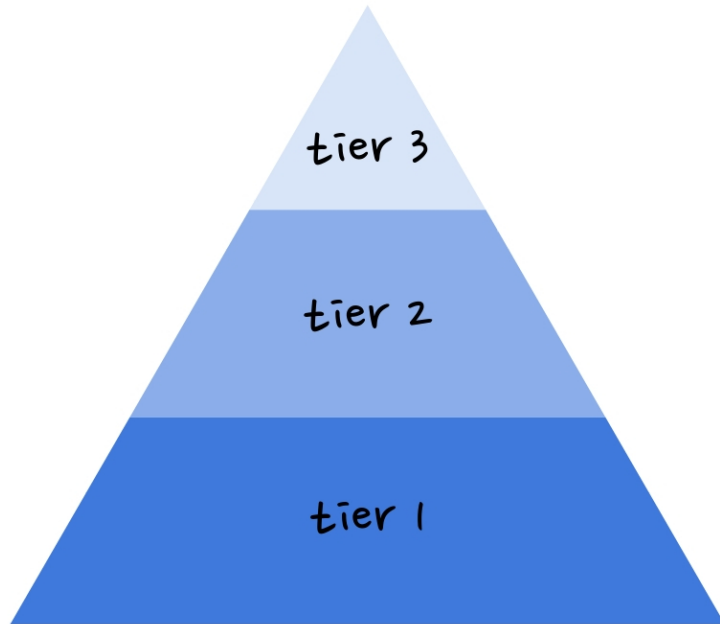
The layered cake model



RTI: RESPONSE TO INTERVENTION



RTI: RESPONSE TO INTERVENTION



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

RTI: RESPONSE TO INTERVENTION ??

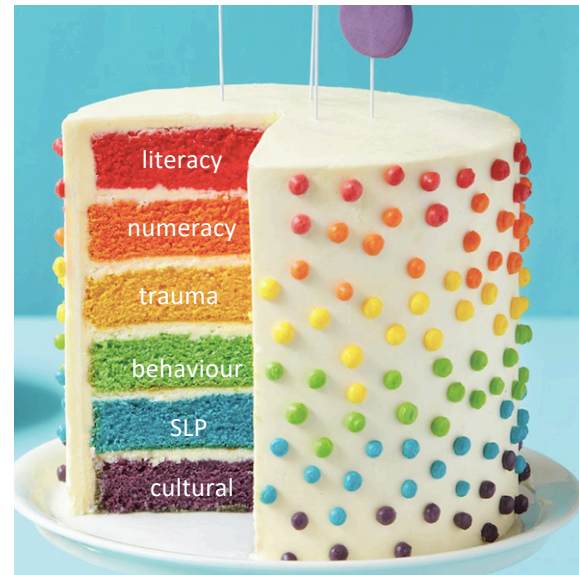
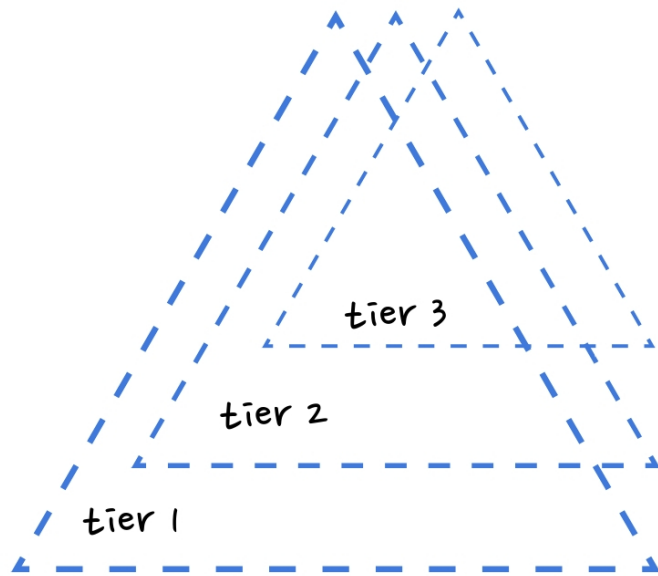
modifications

adaptations

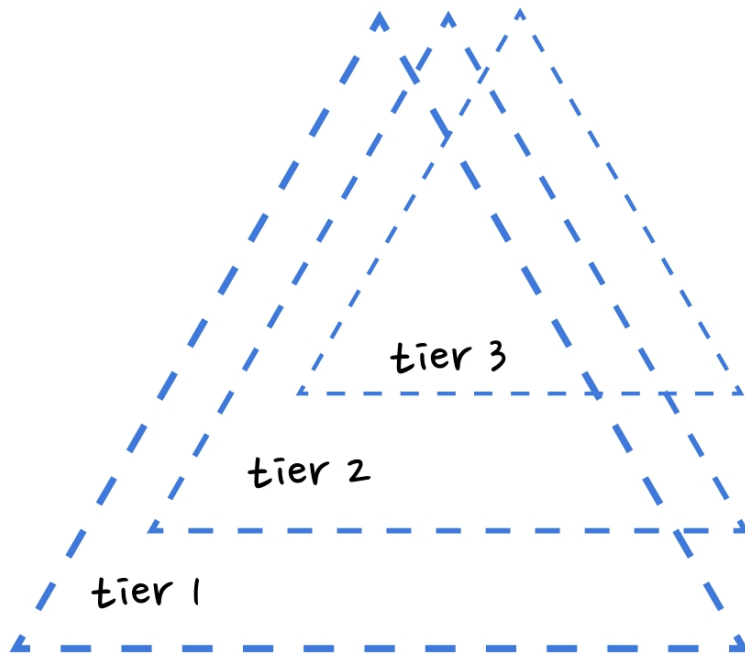
no support



RTI: RESPONSE TO INSTRUCTION



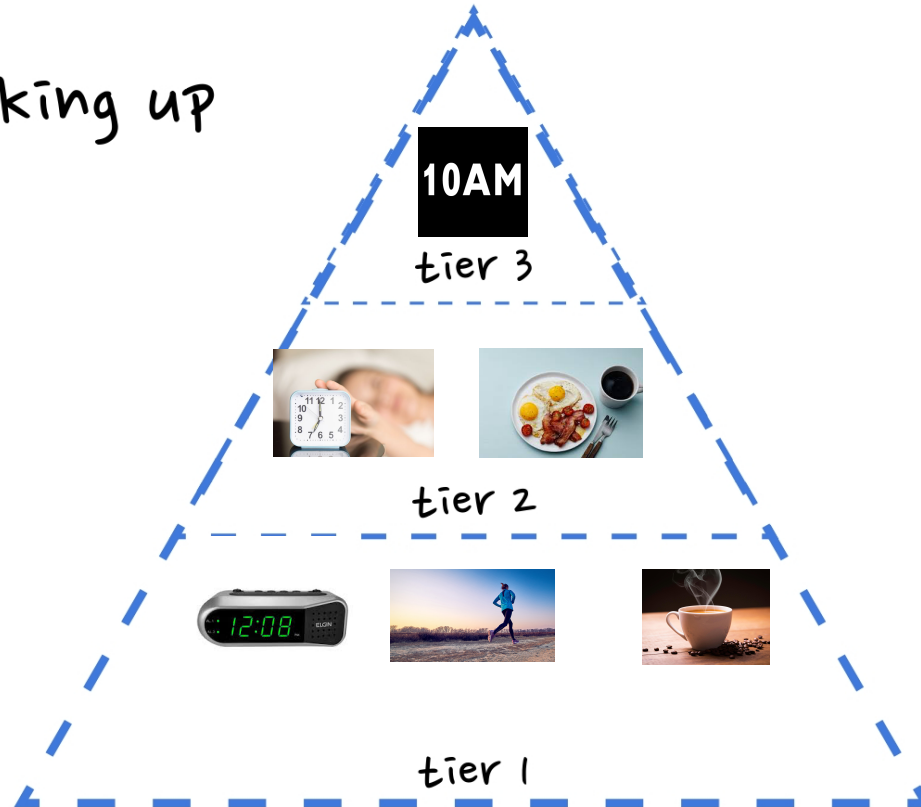
RTI: RESPONSE TO INSTRUCTION



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

RESPONSE TO INSTRUCTION

Lens: Waking up



Shelley Moore, 2019

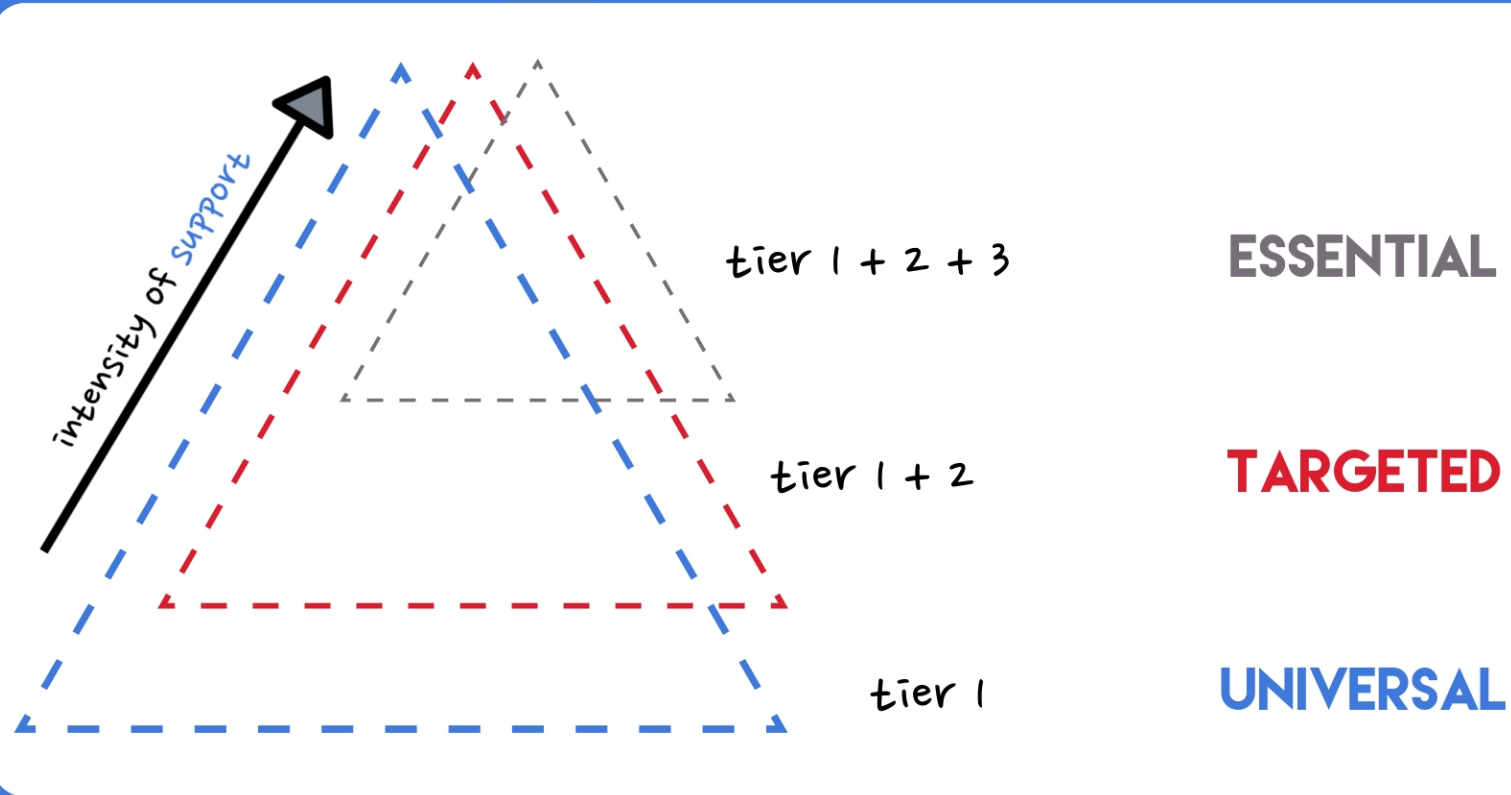
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RESPONSE TO INSTRUCTION

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



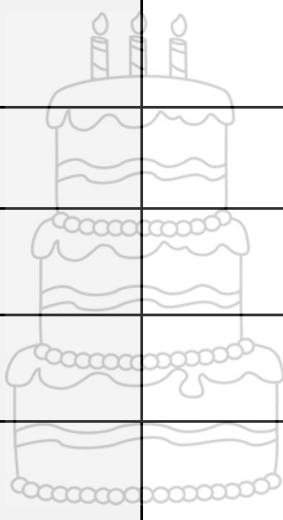

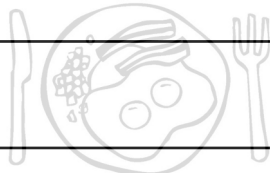

RTI/MTLS



Strategy: Designing a Needs Based Classroom Support Plan

Classroom Support Plan
 Teacher(s): _____ Support Staff: _____ Lens: _____

Range of Support (MTLS)

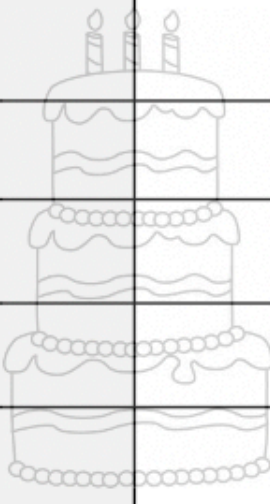



	Students...	Strategies & Supports			
	who needs the most support	Universal Support (Good for ALL)	Targeted Support (CHOICE for ALL)	Essential Support (Good for ONE)	
Range of Students (RTI)	Need				
	Need				
	Need				
	Need				
	Need				
	who needs the most challenge				

Step 1: Determine the Class and Lens

Classroom Support Plan

Teacher(s): _____ Support Staff: _____ Lens: _____

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)
Need				
Need				
Need				
Need				
Need				
who needs the most challenge				

Range of Students (RTI)

Step 2: Determine the Edges

Classroom Support Plan
 Teacher(s): _____ Support Staff: _____ Lens: _____

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			

Designing a Needs Based Classroom Support Plan

Step 3: Assess for **needs** NOT disabilities

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- Our needs don't make us "weaker" they are just things we need support with
- Things in our lives that make it hard for us to learn?
- These might not be things that I can control

Student Areas of Needs Assessment

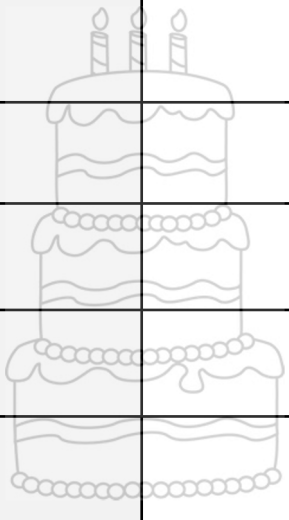
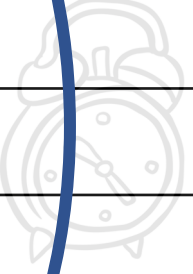
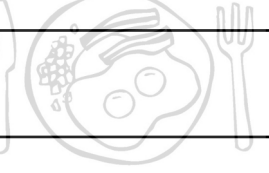
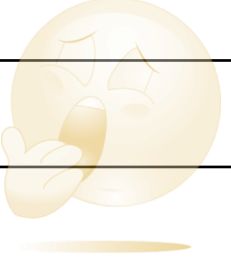
1. Look at the following areas of need with your family and school team
2. Decide which ones do you/we feel get in the way of learning and being successful at school?
3. Decide which areas you/we need support for immediately, soon or not right now.
4. Choose three areas of need to start with, we can make a support plan

Areas of Need	I need support for this immediately	I need support for this soon	I do not need support for this right now
Aggression	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Anger or Frustration	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Anxiety	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Articulation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Attendance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Assistive Technology	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Blind/Vision Impairment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Bullying	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Central Auditory Processing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Deafness	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Depression/Sadness	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Motivation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Eating Disorder	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Emotional Regulation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
English Language Skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Executive Functioning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Fine Motor Skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Gambling	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Greif Management	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Gross Motor Skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Classroom Support Plan

Teacher(s): _____ Support Staff: _____ Lens: _____

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)
Need				
Need				
Need				
Need				
Need				
who needs the most challenge				

Range of Students (RTI)

Designing a Needs Based Classroom Support Plan

Step 4: Determining Supports & Strategies

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- Our needs don't make us "weaker" they are just things we need support with
- Things in our lives that make it hard for us to learn?
- These might not be things that we can control

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



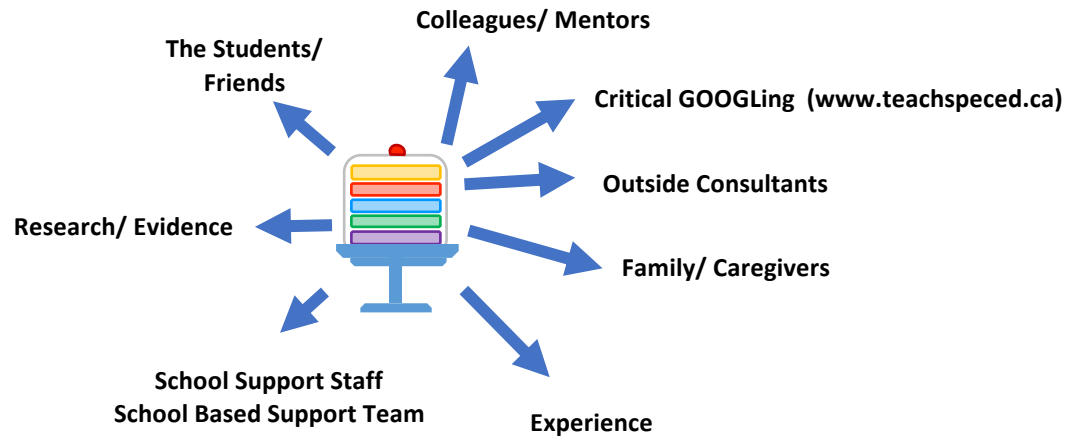
Funding



Layered Support Cake of Love: Classroom Support Plan



How do we figure out supports or strategies students need?



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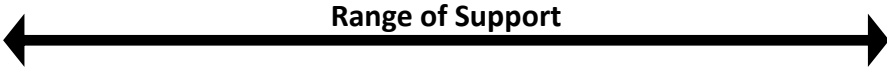


TEACHERS' GATEWAY TO
SPECIAL EDUCATION



Teaching Strategies & Resources	Key Practices	Glossary	FAQs	<input type="text"/>
Student Needs	IPRC Exceptionalities	Diagnosed Conditions		
Aggression Management Anger/Frustration Management Anxiety Management Articulation Skills Attendance Strategies Attention Skills Assistive Technology Skills Blind/Vision Impaired Bullying Management Skills Central Auditory Processing Deafness Depression/Sadness Management Disengagement/Motivation Strategies Eating Disorder Strategies Emotional Regulation English Language Skills Executive Function Fine Motor Skills Gambling Disorder Grief Management Gross Motor Skills Hearing Intellectual Ability – High Intellectual Ability – Low Listening Comprehension Skills Low Vision Memory Skills	Autism Spectrum Disorder (ASD) Behaviour Blind and Low Vision Deaf and Hard of Hearing Developmental Disability (DD) Giftedness Language Impairment Learning Disabilities (LD) Mild Intellectual Disabilities Multiple Exceptionalities Physical Disability Speech Impairment	Acquired Brain Injury Alcohol-Related Neuro-developmental Disorder (ARND) Angelman Syndrome Anxiety Disorders Attention Deficit Hyperactivity Disorder (ADHD) Auditory Processing Disorder (Central) Autism Spectrum Disorder (ASD) Bipolar Disorder Blind/Vision Impaired Brain Injury Cerebral Palsy (CP) Conduct Disorder (CD) Concussions Cystic Fibrosis (CF) Deafness Depression Disorders Down Syndrome Eating Disorders Epilepsy Fetal Alcohol Syndrome/Fetal Alcohol Effects (FAS/FAE) Fragile X Syndrome Gambling Disorder Intellectual Disabilities Klinefelter's Syndrome Learning Disabilities/Specific Learning Disorders Muscular Dystrophy (MD) Neurological Disabilities		

Classroom Support Plan			
Teacher(s): Mr. B	Support Staff: Ms. C (EA)	Class: Grade 6	Lens: Overall



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, 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 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 		

Range of Students

Strategy: 2 min break

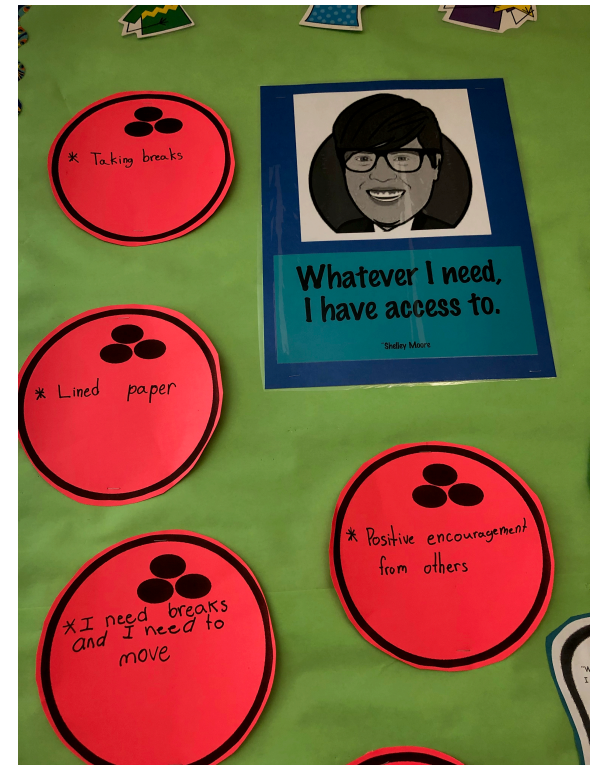
Instruct

- What is a 2 min break?
- Why is a 2 min break useful?
- How do I use a 2 min break as strategy?
 - 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: check ins

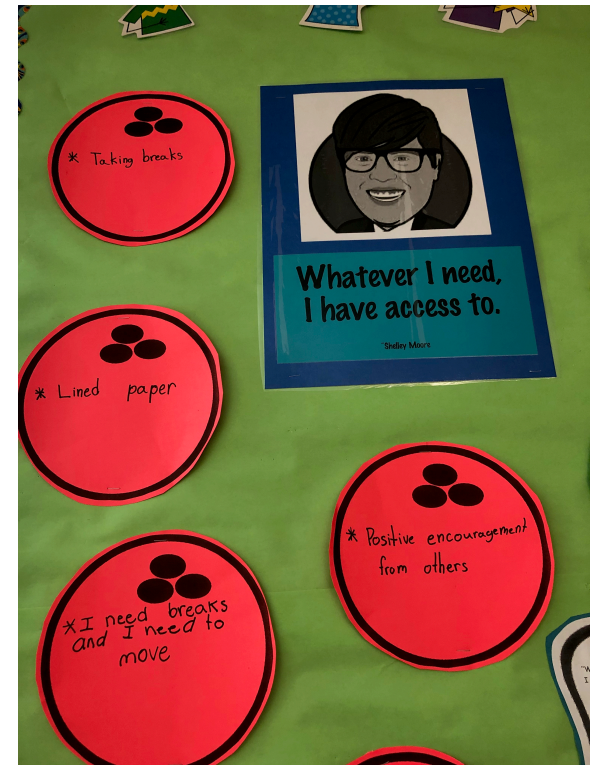
Instruct

- What is a **check in**?
- Why is a **check in** useful?
- How do I use a **check in** as a strategy?
 - What does a **check in** *look* like when I use it?
 - What does a **check in** *sound* like when I use it?
 - What does a **check in** *feel* like when I use it?

Practice (1 – 2 weeks)

Reflect

- How will I know when I *need* a **check in**?
- How will I know when I *don't need* a **check in**?



Strategy:

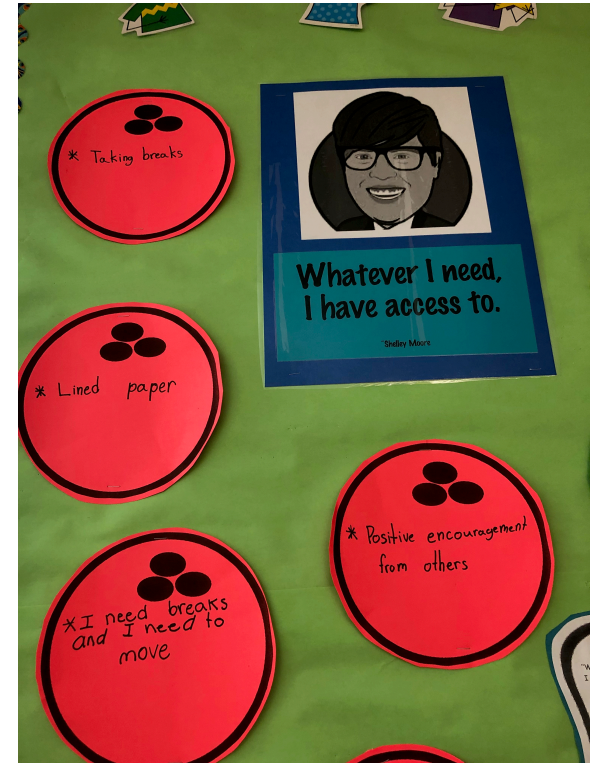
Instruct

- What is _____?
- Why is _____ useful?
- How do I use _____ as a support or strategy?
 - What does a _____ *look* like when I use it?
 - What does a _____ *sound* like when I use it?
 - What does a _____ *feel* like when I use it?

Practice (1 – 2 weeks)

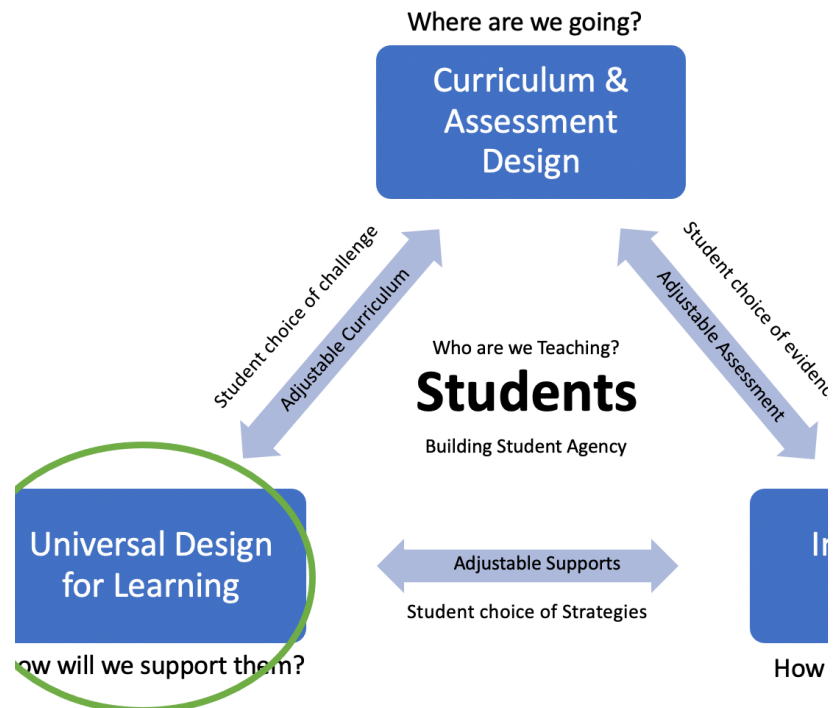
Reflect

- How will I know when I *need* _____?
- How will I know when I *don't need* _____?



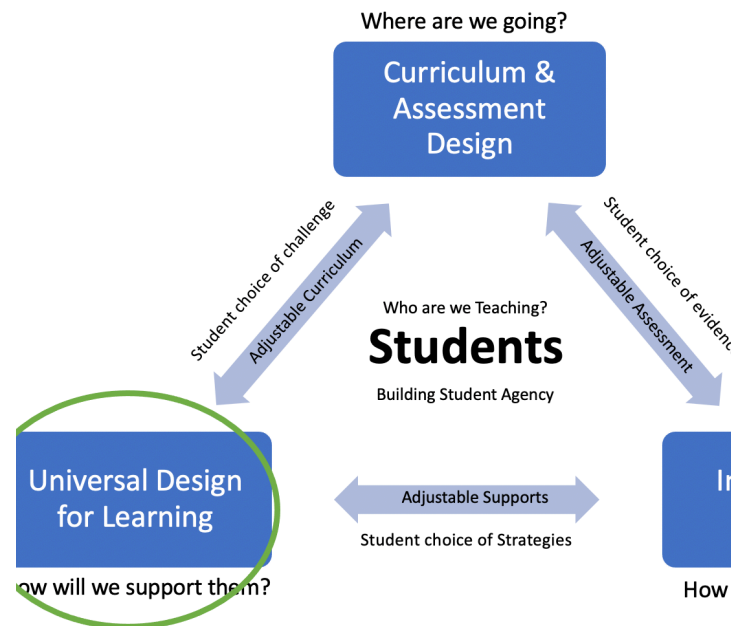
Beach Grove Elementary

- Grade 2 class
- Classroom Support Plan
- Planning Team:
 - CT, ITT, LST, EA, CYCW, Counsellor



Beach Grove Elementary – Finding the Edges

1. Choose a lens:
Literacy/Numeracy/Social
Emotional
2. Who needs the most support:
AB (M1), AR, CT, PS, EB
3. Who needs the most challenge:
VL, WD, JA, CL
4. Classroom Needs Reflection



Classroom Support Plan: Need Based Reflection

Target Classroom: English 11

Classroom Teacher(s): Ms. N

Date: 11/2020

1. Look at the following areas of need as a school team (classroom teacher, support teacher, outside/community consultants, educational assistants, etc.)
2. You can refer to individual assessments & recommendations as well as specific areas of expertise to determine need(s) (e.g. SLP, OT, D/HH Teacher etc.)
3. Decide which needs are affecting learning in the classroom (needs can reflect one or more students, but are not disabilities. For example, "Autism" is not a need)
4. Determine the priority of needs-based support that this classroom community needs
5. Target five areas of need to start with, to construct a classroom support plan

Areas of Need	Our classroom community needs support for this immediately	Our classroom community needs support for this in the near future	Our classroom community does not need support for this
Aggression	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Anger or Frustration	X	<input type="checkbox"/>	<input type="checkbox"/>
Anxiety	X	<input type="checkbox"/>	<input type="checkbox"/>
Articulation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Attendance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Assistive Technology	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Vision Needs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Bullying	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Central Auditory Processing	X	<input type="checkbox"/>	<input type="checkbox"/>
Hearing Needs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Depression/Sadness	<input type="checkbox"/>	X	<input type="checkbox"/>
Motivation/Engagement	X	<input type="checkbox"/>	<input type="checkbox"/>
Eating Needs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Emotional Regulation	X	<input type="checkbox"/>	<input type="checkbox"/>
English Language Skills	<input type="checkbox"/>	X	<input type="checkbox"/>
Executive Functioning	X	<input type="checkbox"/>	<input type="checkbox"/>
Fine Motor Skills	X	<input type="checkbox"/>	<input type="checkbox"/>
Gambling	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Grief Management	<input type="checkbox"/>	X	<input type="checkbox"/>
Gross Motor Skills	<input type="checkbox"/>	X	<input type="checkbox"/>
Intellectual Ability	<input type="checkbox"/>	X	<input type="checkbox"/>
Listening Comprehension	X	<input type="checkbox"/>	<input type="checkbox"/>
Memory	<input type="checkbox"/>	X	<input type="checkbox"/>
Mental Health	X	<input type="checkbox"/>	<input type="checkbox"/>
Metacognition	<input type="checkbox"/>	X	<input type="checkbox"/>
Mobility	<input type="checkbox"/>	<input type="checkbox"/>	X
Non-Verbal Reasoning	<input type="checkbox"/>	X	<input type="checkbox"/>
Organization	X	<input type="checkbox"/>	<input type="checkbox"/>
Personal Care	<input type="checkbox"/>	X	<input type="checkbox"/>

Beach Grove Elementary – Identifying Needs

Personal Safety	X	<input type="checkbox"/>	<input type="checkbox"/>
Emotional Processing	X	<input type="checkbox"/>	<input type="checkbox"/>
Processing Speed	<input type="checkbox"/>	X	<input type="checkbox"/>
Esteem	X	<input type="checkbox"/>	<input type="checkbox"/>
Advocacy	<input type="checkbox"/>	X	<input type="checkbox"/>
Harm/ Suicide Management	<input type="checkbox"/>	X (CT)	<input type="checkbox"/>
Regulation	X	<input type="checkbox"/>	<input type="checkbox"/>
Sensory Integration	X	<input type="checkbox"/>	<input type="checkbox"/>
Executive Functioning	X	<input type="checkbox"/>	<input type="checkbox"/>
Attention (problem)	X	<input type="checkbox"/>	<input type="checkbox"/>
Memory	<input type="checkbox"/>	<input type="checkbox"/>	X
Organization	X	<input type="checkbox"/>	<input type="checkbox"/>
Emotional Regulation	<input type="checkbox"/>	X	<input type="checkbox"/>
Executive Functioning	X	<input type="checkbox"/>	<input type="checkbox"/>
Listening Comprehension	<input type="checkbox"/>	X	<input type="checkbox"/>
Reading Comprehension	<input type="checkbox"/>	X	<input type="checkbox"/>
Spelling	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Writing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Math	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Science	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
History	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Art	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Music	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Physical Education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Health	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Personal Care	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

going to target in our classroom support plan

task initiation/sequencing

Attention

Social Skills (Problem Solving)

Self Esteem (Academic)

Beach Grove Elementary – Identifying Needs

- Immediate needs
 - Anger or Frustration
 - Anxiety
 - Central Auditory Processing
 - Motivation/ Engagement
 - Emotional Regulation
 - Executive Functioning
 - Fine Motor Skills
 - Listening Comprehension
 - Mental Health
 - Organization
- Immediate needs
 - Personal Safety
 - Phonological Processing
 - Self Esteem
 - Self-Regulation
 - Sensory Integration
 - Sequency
 - Social Skills (Problem Solving)
 - Task Initiation
 - Transition

Beach Grove Elementary – Top 5 Targets

1. Executive functioning/task initiation/sequencing
2. Personal Safety (leaving classroom)
3. Self-Regulation
4. Social Skills (Problem Solving)
5. Self Esteem (Academic)

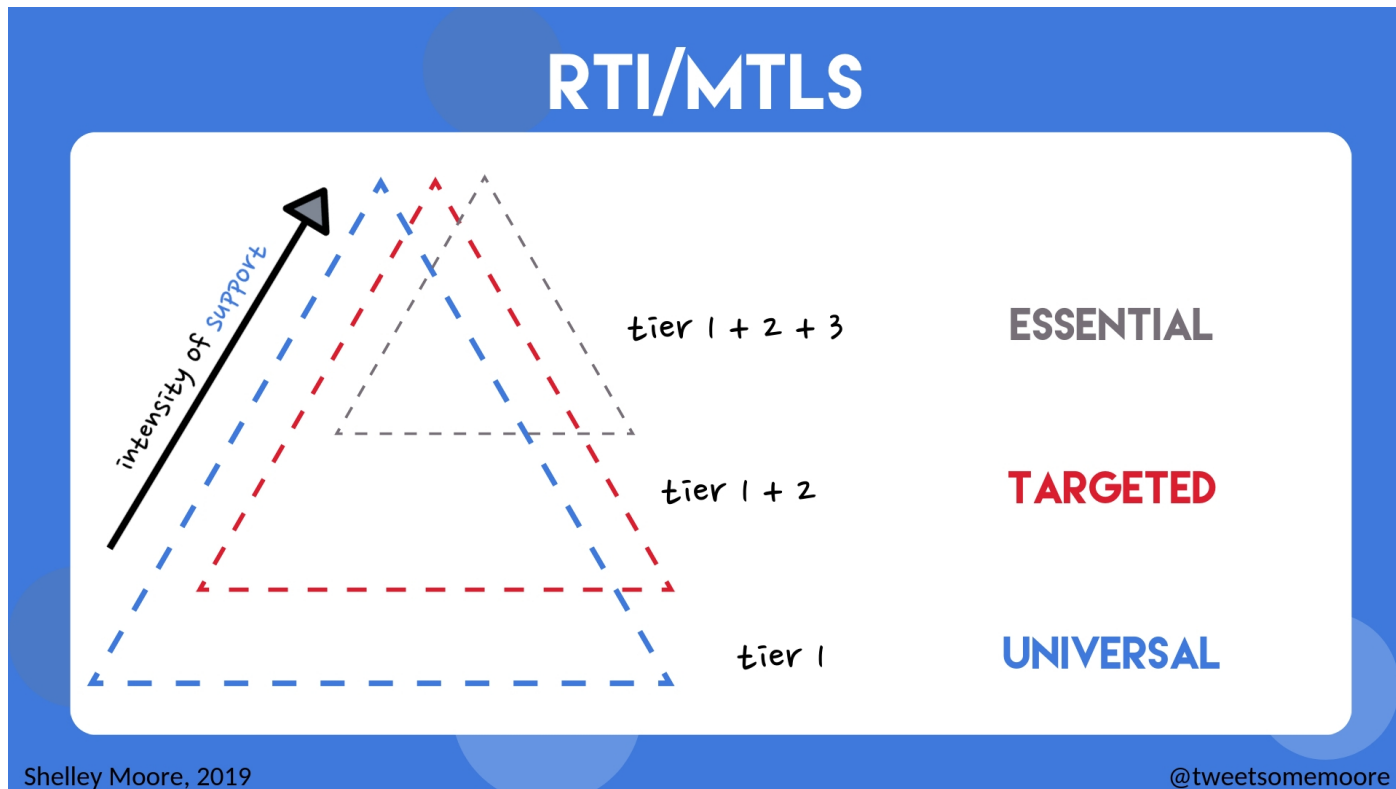
Classroom Support Plan

Teacher(s): J.Z. **Support Staff:** R.J (ITT) W/T AM, A.V. (LST) P.O, S.L./ 2 (EA), A.H. (CYCW) lunch/ PM/ P.O.,S.O. (Counsellor) P.O.

Lens: Literacy/ Numeracy/ Social Emotional

Students...		Strategies & Supports		
who needs the most support AB (M1), AR, CT PS, EB		Universal Support (Good for ALL)	Targeted Support (CHOICE for ALL)	Essential Support (Good for ONE)
Range of Students	Need: Executive Functioning	<u>ABm1</u> , AB, AB, EB, AR, JR, <u>PS</u> , LT, CT		
	Need: Personal Safety * Leaving class	<u>CT</u> , EB, AR		
	Need: Self Regulation	AA, AB, AB, AB, EB, HB, <u>AR</u> , <u>PS</u> , LT, CT		
	Need: Social Skills *problem solving	AB, AB, AB, <u>EB</u> , HB, <u>AR</u> , <u>PS</u> , <u>CT</u> , EW, MJ		
	Need: Self Esteem	ABm2, <u>HB</u> , CL, AR, <u>EB</u> , JR, CT, EW, LT		
	who needs the most challenge VL, WD, JA, CL			
		Range of Support		

Beach Grove Elementary – Needs Based Supports & Strategies



Classroom Support Plan

Teacher(s): J.Z. **Support Staff:** R.J (ITT) W/T AM, A.V. (LST) P.O, S.L./ 2 (EA), A.H. (CYCW) lunch/ PM/ P.O.,S.O. (Counsellor) P.O.

Lens: Literacy/ Numeracy/ Social Emotional

Students...		Strategies & Supports		
who needs the most support AB (M1), AR, CT PS, EB		Universal Support (Good for ALL)	Targeted Support (CHOICE for ALL)	Essential Support (Good for ONE)
Need: Executive Functioning	<u>ABm1</u> , AB, AB, EB, AR, JR, <u>PS</u> , LT, CT			
Need: Personal Safety * Leaving class, refusal, scissors	<u>CT</u> , EB, AR			
Need: Self Regulation	AA, AB, AB, AB, EB, HB, <u>AR</u> , <u>PS</u> , LT, CT			
Need: Social Skills *problem solving	AB, AB, AB, <u>EB</u> , HB, <u>AR</u> , PS, <u>CT</u> , EW, MJ	<ul style="list-style-type: none"> • Direct teaching on problem solving, and the language needed to problem solve • Highlight examples of characters problem solving in texts • WITS charts, class meetings (walk away, ignore, talk it out, seek out) • Role playing scenarios • Social Story made by kids, put in library • Adding visuals to steps/ instructions • Draw on/reflect on the core competencies • Common language with all adults (noon hour supervisors) for in the moment problems • Co-construct criteria/rules for problem solving (using positive language) • Strategic groupings (COVID aware) 		CT – counsellor is setting up a journal (feelings, gratitude,
Need: Self Esteem	ABm2, <u>HB</u> , CL, AR, <u>EB</u> , JR, CT, EW, LT			
who needs the most challenge VL, WD, JA, CL		← Range of Support →		

Range of Students

Beach Grove Elementary – Making a Plan

- **Targeted Need: Social Stories (Problem Solving)**
 - Role playing scenarios
 - Social Story made by kids, put in library

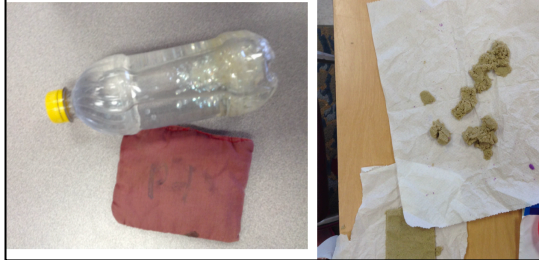
Beach Grove Elementary

Trying Something New

When I have strong feelings
I can...

By Division 8

I can use a tool to help me.



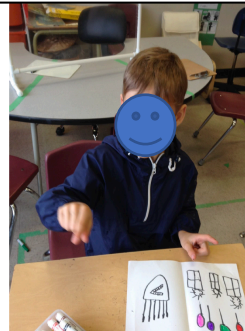
I can
look at a
book.



I can push the wall.



I can do square breathing.



These ideas will help me to calm my body and brain
so I can do my work at school.

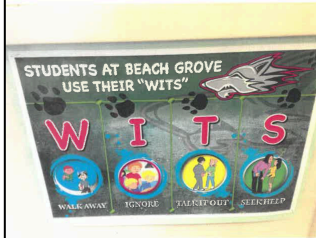


Beach Grove Elementary Trying Something New

When I have a play problem
I can...

By Division 8

I can use my WITS. I can WALK away. I can go to another area of the playground to play.



I feel _____
when you _____.



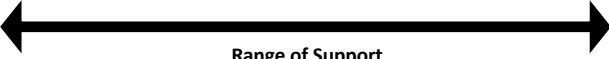
When I use my WITS to solve play problems I can have fun at school.



I can SEEK help from an adult. Duty teachers have orange and yellow vests.



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 	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 	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		 Range of Support (MTLS)		

Range of Students (RTI)

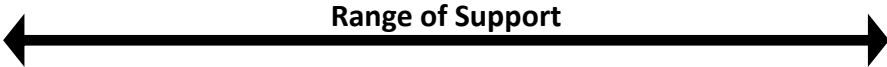
Classroom Support Plan

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

Range of Support

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), YouTube, 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		Reconciliation & Equity Targets:		
Classroom Support Plan Shelley Moore, 2019		<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



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, 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 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 		

Range of Students

Group Talk



What do you notice about this example?



What do you wonder about this example?



What is useful about this example?

Mad Tea



Type response in chat box



Don't press send



Wait for countdown



3-2-1 GO!



Press send at the same time

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)

SHELLEY MOORE



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