



Inclusive & Competency Based IEPs

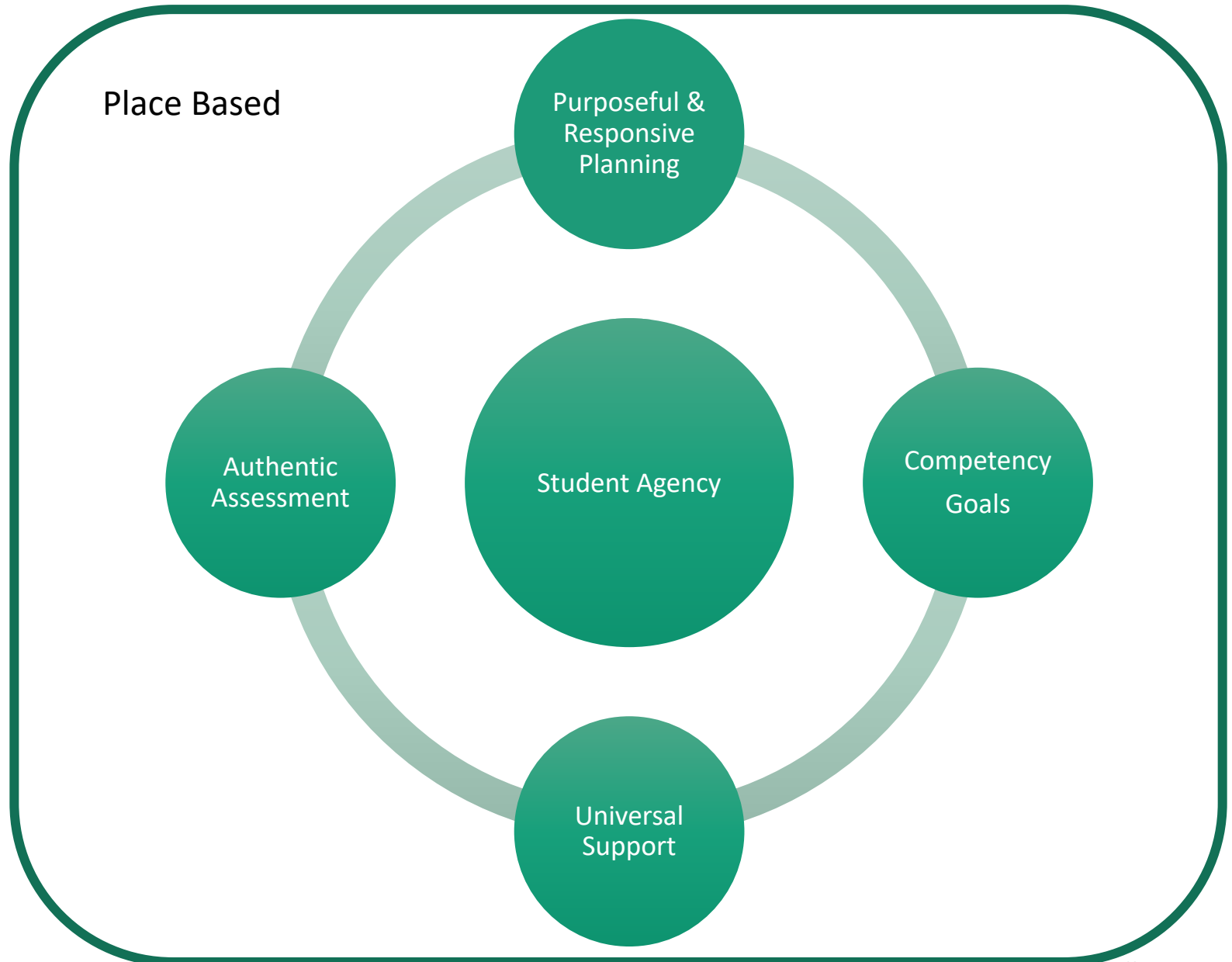
Session 8: Universal & Essential Supports

Dr. Julie Causton

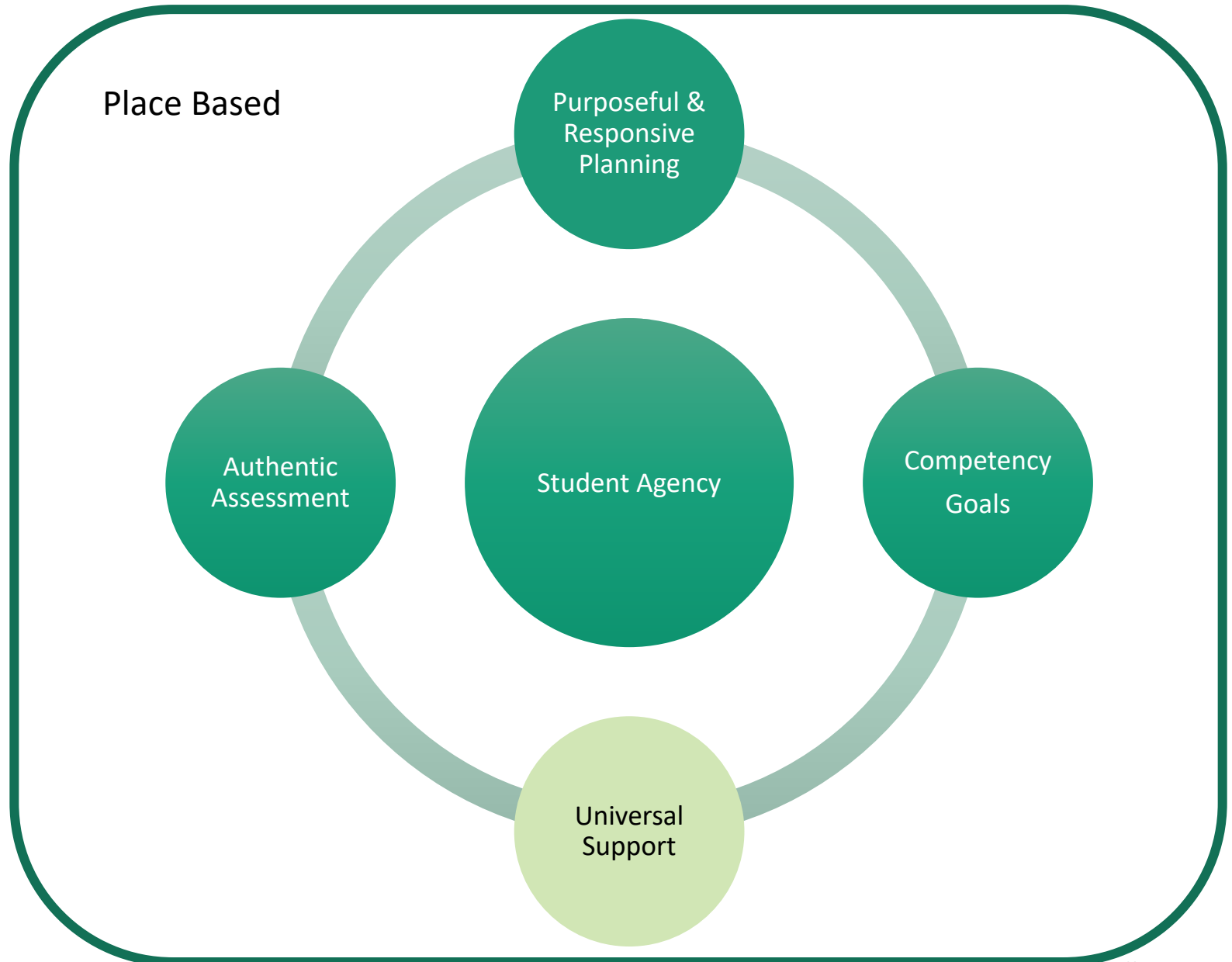


- Dr. Julie Causton is a fearless educator, professional consultant, writer and speaker about transforming out dated systems to create inclusive and joyful educational opportunities for all students.
- A fourteen-year professor in the Inclusive and Special Education Program in the Department of Teaching and Leadership at Syracuse University, Dr. Causton is guided in her teaching, research, and consulting by a passion for inclusive education. Dr. Julie Causton is an expert in school reform, inclusive teacher training, collaboration, humanistic behavioral supports, lesson planning, and providing invisible adult supports.

Guiding Principles of a Renewed IEP



Guiding Principles of a Renewed IEP



Today's Session

- What are **Universal Supports & Strategies**?
- How do we determine **Universal Supports & Strategies**?
- How to connect **Universal Supports & Strategies** to an I & CB IEP?
- How can we inclusively implement **Universal Supports & Strategies** in ways that support the development of student agency and self-determination?

What are universal supports & strategies?

What are supports &
strategies?

What are Supports & Strategies?

Supports vs. Resources

What are Supports & Strategies?



People



Time



Funding

Supports vs. Resources

Resources are only as useful as the supports and strategies we design to use them.



People



Time



Funding

How can **resources** (for the supports & strategies) be used in **more inclusive ways**?

What are supports &
strategies?

What are

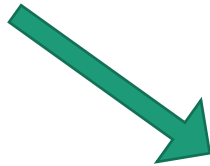
supports & strategies?



What **tools** do *some* students **NEED** based on their:



What **actions** will *some* students **NEED** based on their:



Goals

Needs

Interests

Strengths

Stretches



What are

supports & strategies?



What **tools** do *some* students **NEED** based on their:



What **actions** will *some* students **NEED** based on their:



Goals

Needs

Interests

Strengths

Stretches



ACCOMMODATIONS

What are universal supports
& strategies?

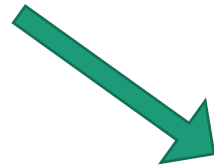
What are UNIVERSAL supports & strategies?



What **tools** do *some* students NEED based on their:



What **actions** will *some* students NEED based on their:



Goals
Needs
Interests
Strengths
Stretches



How can we teach *all* students to use **tools & actions** in meaningful ways

ACCOMMODATIONS vs. Universal Supports



Goal: Joe can enter a building by going through the doors
Need: Physical



Goal: Joe can enter a building by going through the doors

Need: Physical

ACCOMODATIONS

- A ramp designed for Joe's physical need



Goal: Joe can enter a building by going through the doors

Need: Physical

ACCOMODATIONS

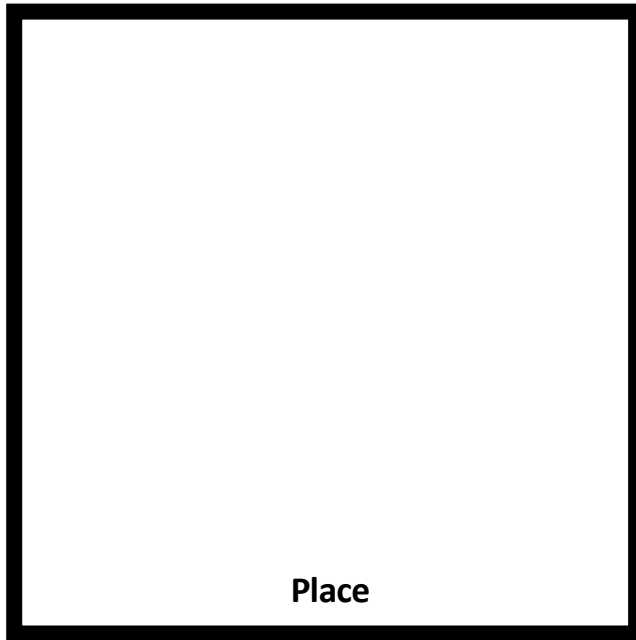
- A ramp designed for Joe's physical need



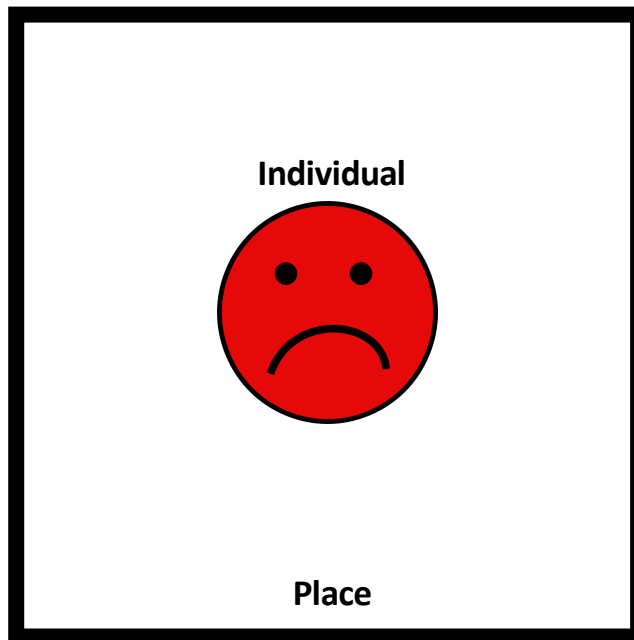
UNIVERSAL SUPPORT

- A ramp designed for Joe's physical need +
- Teach everyone to use the ramp designed for Joe
- Universal Support is about changing the environment (not Joe)

Shifting the Paradigm: Medical Model of Disability



Shifting the Paradigm: Medical Model of Disability



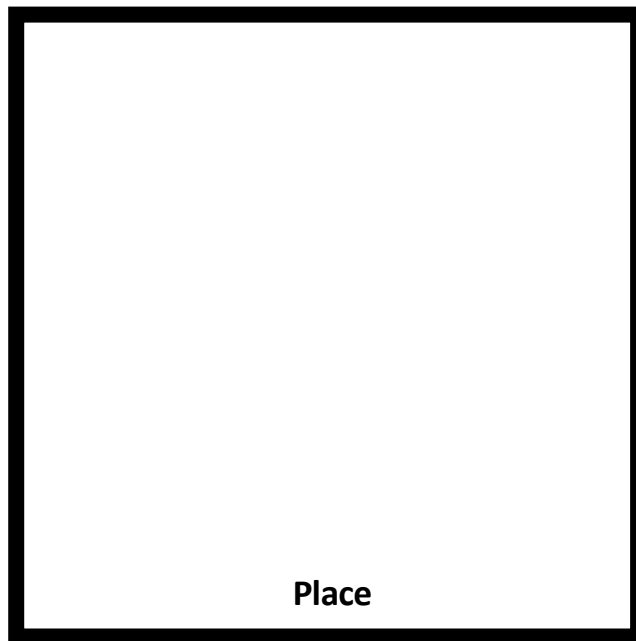
Special Education

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

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

The cupcake Model



Special Education

Medical Model

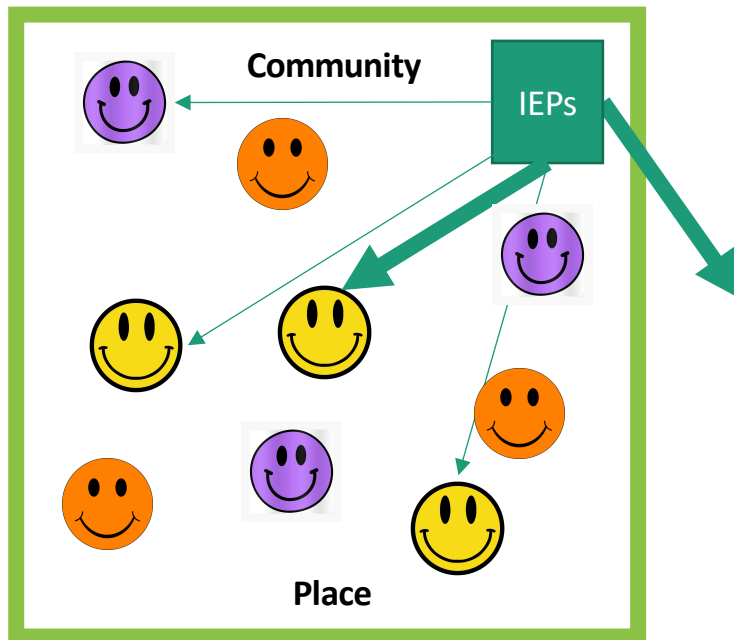
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Deficit Based Planning – Students need to not be successful or qualify to access support

Resources are used for ingredients, bakers and supplies for cupcakes to feed individual students

Shifting the Paradigm: Person-Place Model of Need



Inclusive Education

If an individual isn't successful

- Determine barriers in place
- Determine needs of the community
- Anticipate supports & strategies based on needs
- Universally apply supports and strategies to ALL

IEP

- Communicates barriers of individual
- Communicates needs of individual
- Communicates supports & strategies of individual
- Universally applied to everyone in the community
- Blueprint for the place!

The cupcake model



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The layered cake model



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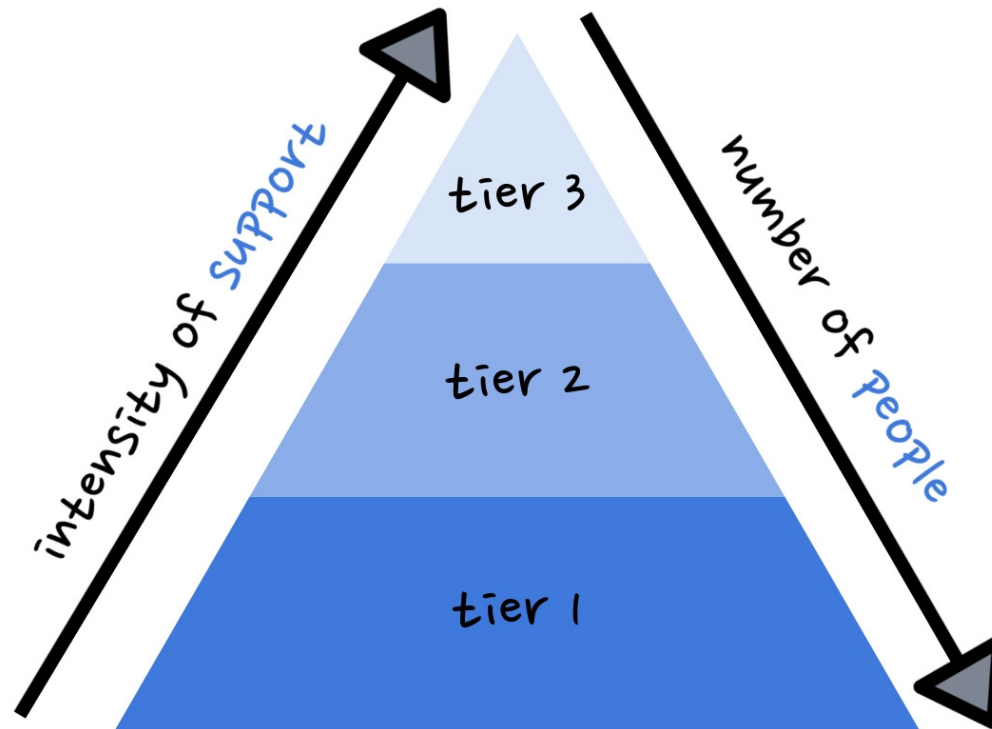
Universal Needs Based Planning – Anticipate needs of students before they are not successful
Resources are used for ingredients, bakers and supplies for cakes to feed a community

How do we anticipate needs for an individual student?



How do we use an IEP to meet the needs of an individual student in an inclusive community?

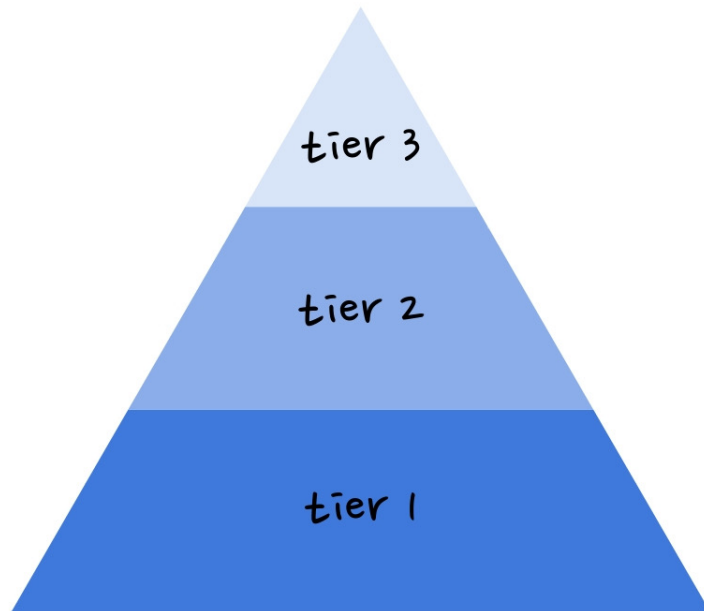
RTI: RESPONSE TO INTERVENTION



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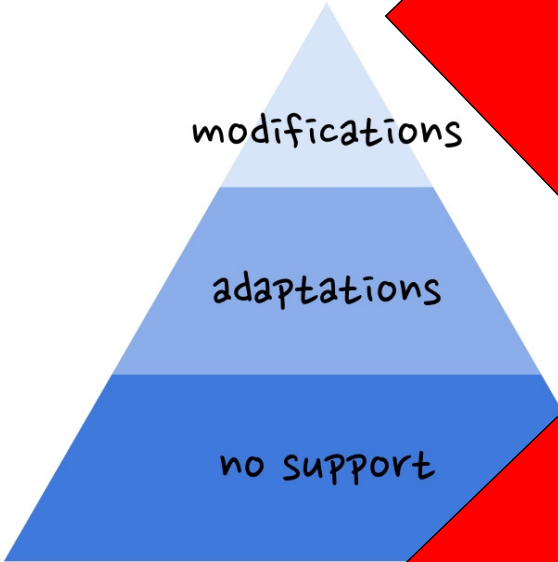
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RTI: RESPONSE TO INTERVENTION



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

RTI: RESPONSE TO INTERVENTION ??



modifications

adaptations

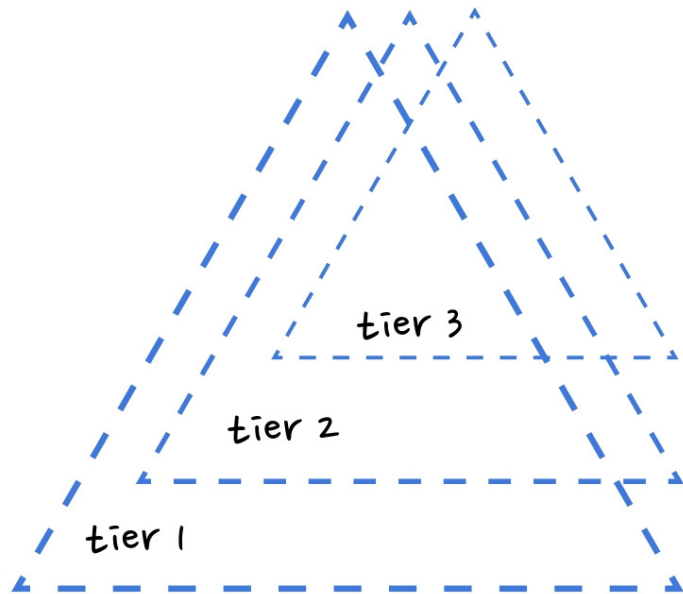
no support



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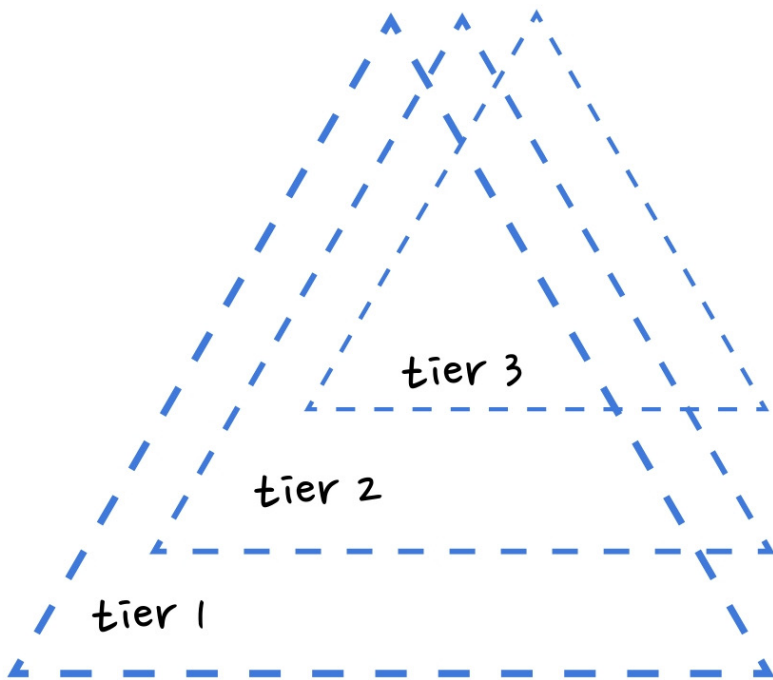
RTI: RESPONSE TO INSTRUCTION



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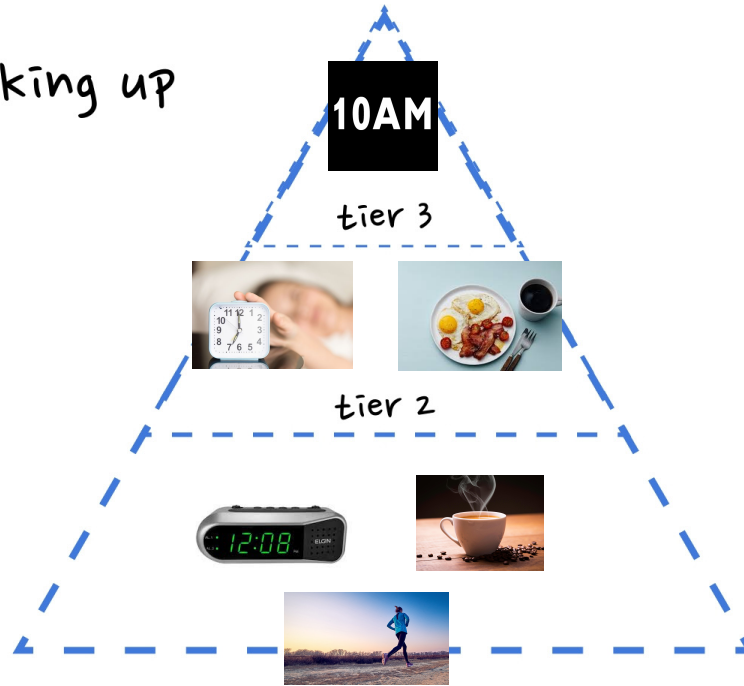
RTI: RESPONSE TO INSTRUCTION



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

RESPONSE TO INSTRUCTION

Need: waking up



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How do we determine Universal Supports & Strategies?

How do we determine Universal Supports & Strategies for individuals?

- Step 1: What are the student's needs?
- Step 2: What tools and/or actions will support a student to be successful?
- Step 3: Are the tools or actions universal?

How do we determine Universal Supports & Strategies for individuals?

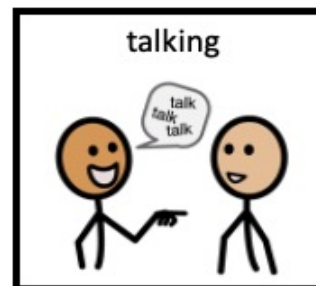
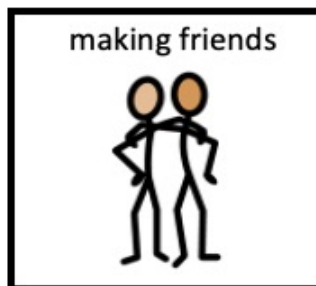
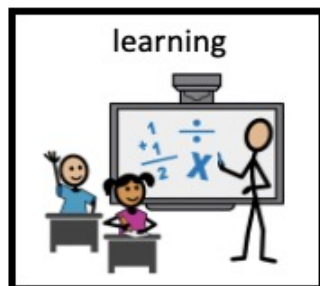
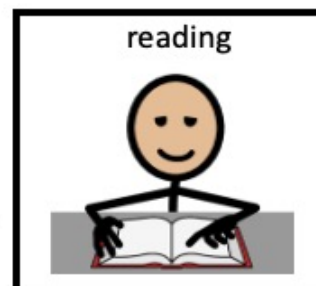
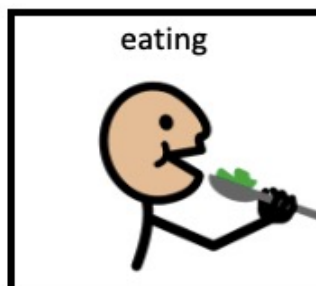
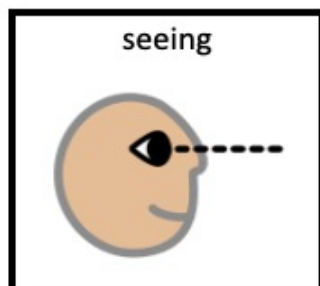
- Step 1: What are the student's needs

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"/>
Hearing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Intellectual Ability	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Listening Comprehension	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Low Vision	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Memory	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Mental Health	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Metacognition	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Mobility	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Non-Verbal Reasoning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Organization	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Personal Care	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Personal Safety	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Phonological Processing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Processing Speed	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Self Esteem	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Self- Advocacy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

 **Geeshan** needs **help** with:



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How do we determine Universal Supports & Strategies for individuals?

- Step 1: What are the student's needs?
- Step 2: What tools and/or actions will support a student to be successful?

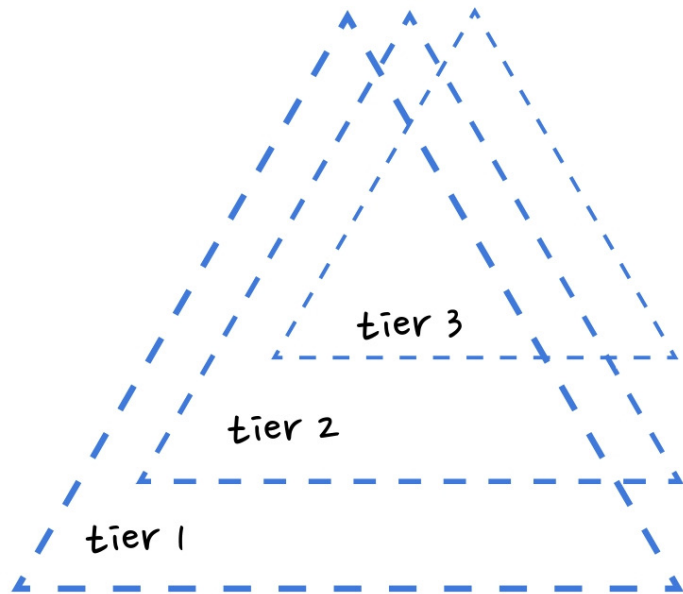
How do we determine Universal Supports & Strategies for individuals?

- Step 1: What are the student's needs?
- Step 2: What tools and/or actions will support a student to be successful?
- Step 3: Are the tools or actions universal?

How do we know if Supports & Strategies are Universal?



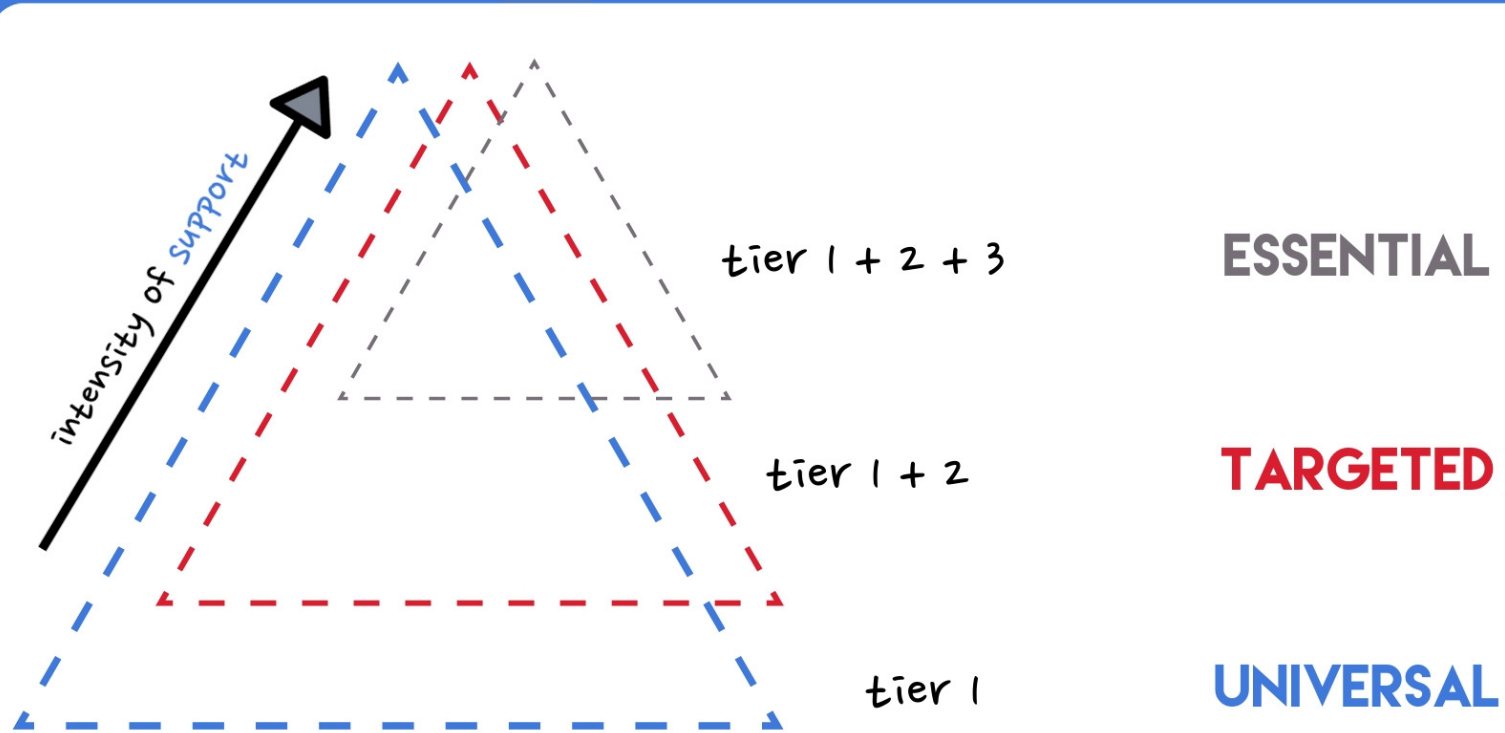
RTI: RESPONSE TO INSTRUCTION



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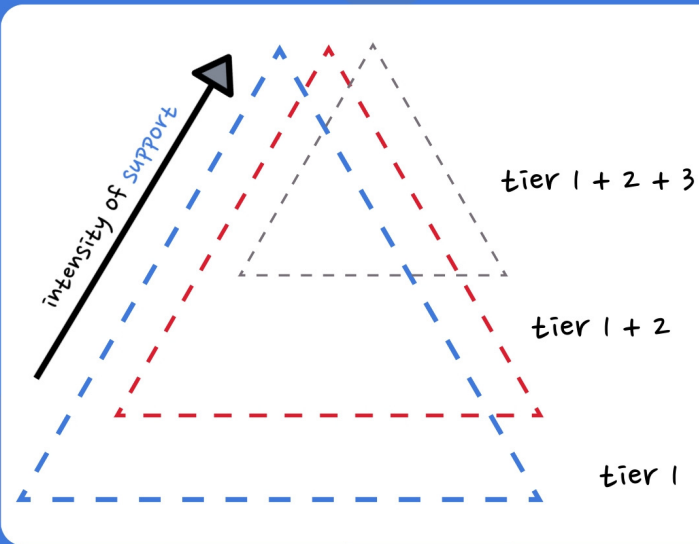
RTI/MTLS



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RTI/MTLS



ESSENTIAL



Teach to ALL, Useful for ONE

TARGETED



Teach to ALL, Choice for ALL

UNIVERSAL

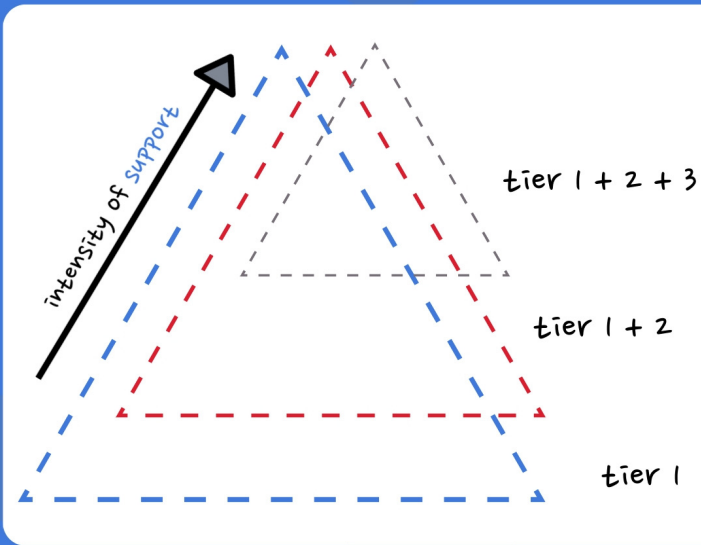


Teach to ALL, Useful for ALL

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RTI/MTLS



ESSENTIAL

Teach to ALL, Useful for ONE

TARGETED

Teach to ALL, Choice for ALL

UNIVERSAL

Teach to ALL, Useful for ALL

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How to connect Universal Supports & Strategies to an I & CB IEP?

Supports and Plans

Universal Classroom Supports and Strategies

Essential Individualized Supports & Strategies

Needs

Supports and/or Strategies

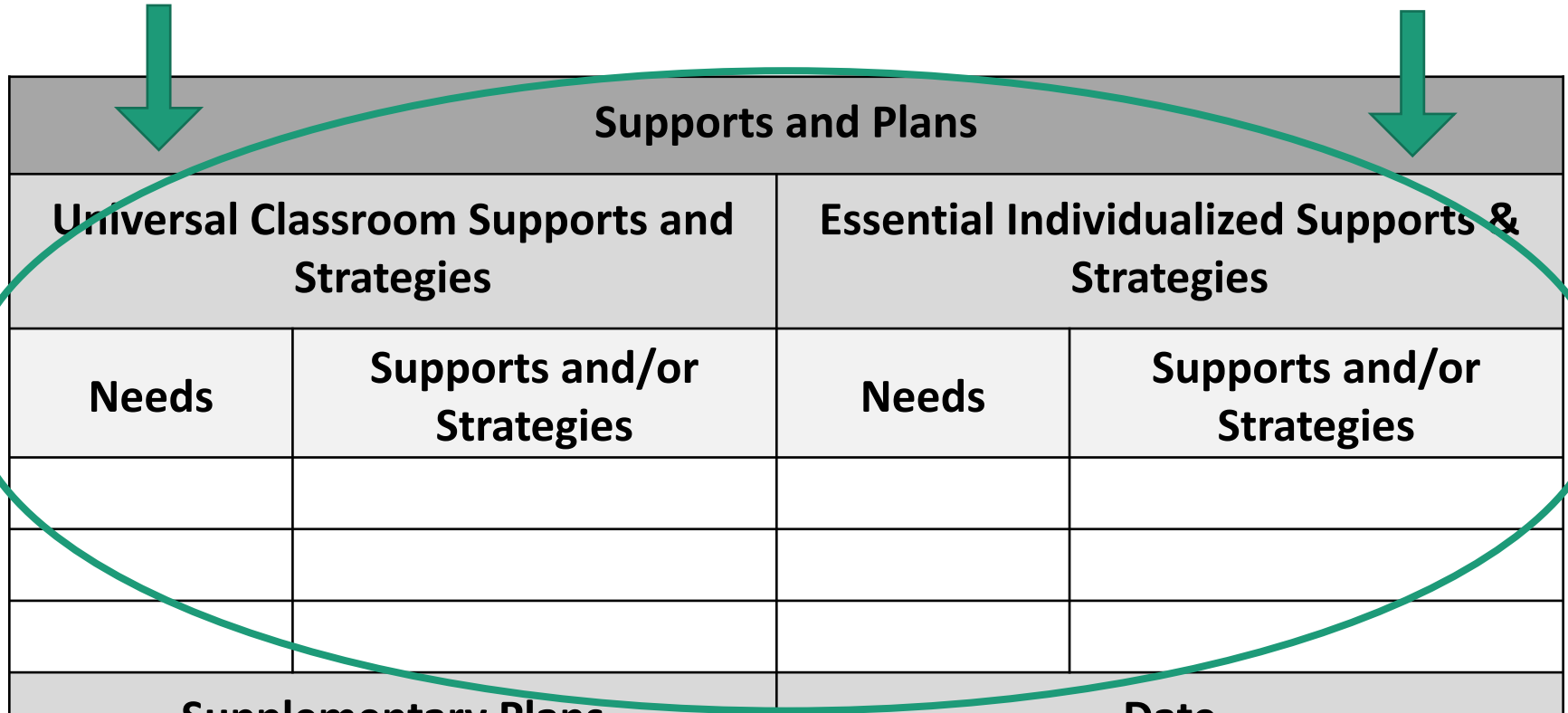
Needs

Supports and/or Strategies

Supplementary Plans

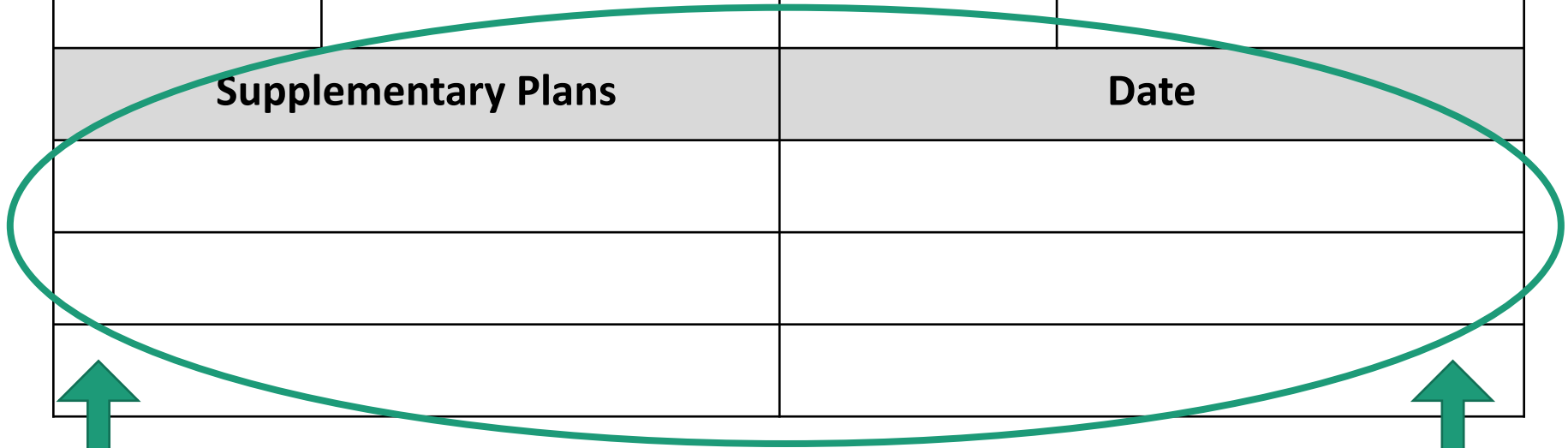
Date

Needs Based Support so the STUDENTS can follow the Plan



Supports and Plans			
Universal Classroom Supports and Strategies		Essential Individualized Supports & Strategies	
Needs	Supports and/or Strategies	Needs	Supports and/or Strategies
Supplementary Plans		Date	

Supports and Plans			
Universal Classroom Supports and Strategies		Essential Individualized Supports & Strategies	
Needs	Supports and/or Strategies	Needs	Supports and/or Strategies
Supplementary Plans		Date	



Needs Based Support so the ADULTS can follow the Plan

Examples – Universal Supports & Strategies

- Ben
 - Kindergarten
 - Down Syndrome
 - Hearing
- Stephanie
 - Grade 2
 - Multiple Disabilities
- Kevin
 - Grade 6
 - Behaviour
- Geeshan
 - Grade 11
 - Autism & Intellectual Disability

Geeshan
 Grade 11
 Autism & Intellectual Disability

Supports and Plans			
Universal Classroom Supports and Strategies		Essential Individualized Supports & Strategies	
Needs	Supports and/or Strategies	Needs	Supports and/or Strategies
Supplementary Plans		Date	

Geeshan
 Grade 11
 Autism & Intellectual Disability

Supports and Plans			
Universal Classroom Supports and Strategies		Essential Individualized Supports & Strategies	
Needs	Supports and/or Strategies	Needs	Supports and/or Strategies
Communication		Communication	
Social Skills		Social Skills	
Learning		Learning	
Supplementary Plans		Date	

Geeshan
 Grade 11
 Autism & Intellectual Disability

Supports and Plans			
Universal Classroom Supports and Strategies		Essential Individualized Supports & Strategies	
Needs	Supports and/or Strategies	Needs	Supports and/or Strategies
Communication	Visual Supports, Coach peers how to communicate with G	Communication	Access to low tech PECs visuals Object schedule Individualized Assistive Technology (iPad)
Social Skills	Direct teaching of social skills Structured opportunities for social interactions	Social Skills	Strategic pairing of students with strong social language skills
Learning	Access to differentiated texts and adapted materials, Preferential seating	Learning	Individualized Assistive Technology (iPad) Replacement goals aligned with curriculum
Supplementary Plans		Date	

Geeshan

Grade 11

Autism & Intellectual Disability

Supports and Plans			
Universal Classroom Supports and Strategies		Essential Individualized Supports & Strategies	
Needs	Supports and/or Strategies	Needs	Supports and/or Strategies
Communication	Visual Supports, Coach peers how to communicate with G	Communication	Access to low tech PECs visuals Object schedule Individualized Assistive Technology (iPad)
Social Skills	Direct teaching of social skills Structured opportunities for social interactions	Social Skills	Strategic pairing of students with strong social language skills
Learning	Access to differentiated texts and adapted materials, Preferential seating	Learning	Individualized Assistive Technology (iPad) Replacement goals aligned with curriculum
Supplementary Plans		Date	
Personal Health Care Plan		June 2017	

Kevin

Grade 6

Behaviour

Nao, K, 2019

Supports and Plans			
Universal Classroom Supports and Strategies		Essential Individualized Supports & Strategies	
Needs	Supports and/or Strategies	Needs	Supports and/or Strategies
Self Determination	Choice of task, supports, strategies and evidence of learning, choice of who to work with, teach to interests and strengths, teach skills of self determination	Self Determination	Choice of where to work (in class or out), preferential seating
Attention	Provide frequent breaks, task checklist, flexible seating, graphic organizers, visual task reference and daily schedule, small, short mini lessons	Attention	Preferential Seating, premack preferred and non-preferred activities
Social Emotional	Leadership opportunities and times to shine in front of peers, support safe and respectful sharing, class-wide instruction on how to respond to negative comments and behaviours	Social Emotional	Morning mentor check ins (Mr. Mohar), cueing system to let teacher know if K needs an adult or a break
Supplementary Plans		Date	
Safety Plan		September, 2019	
Behaviour Support Plan		June, 2019	

Stephanie

Grade 2

Multiple Disabilities

Supports and Plans			
Universal Classroom Supports and Strategies		Essential Individualized Supports & Strategies	
Needs	Supports and/or Strategies	Needs	Supports and/or Strategies
Communication	Built in opportunities for peer interactions & conversations	Communication	Personal switch device, access to low tech communication device
Vision	Consistent furniture plan, pair visual supports with auditory and tangible resources	Vision	High contrast materials, non-reflective surfaces, materials within field of vision
Learning	Multiple modalities to show learning, curricular access points, object and hands on learning	Personal Care	Full physical support (toileting, feeding, changing etc.), regular and ongoing training for staff in areas of g-tube feeding and seizure management

Ben

Kindergarten

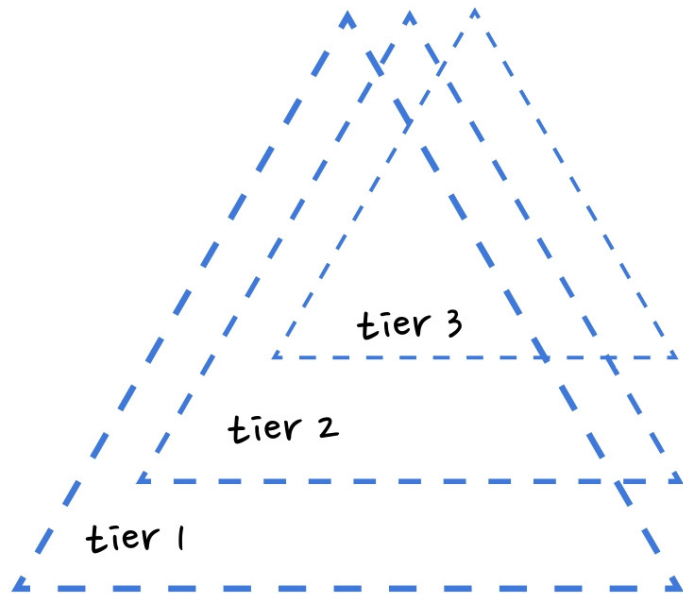
Down Syndrome

Hearing

Supports and Plans			
Universal Classroom Supports and Strategies		Essential Individualized Supports & Strategies	
Need	Supports and/or Strategies	Need	Supports and/or Strategies
Hearing	FM System	Hearing	Hearing Aids
Learning	Curricular Access Points	Communication	iPad – AAC Device
Memory	Visual Schedule/ First Then	Sensory	Chewlery Necklace
Supplementary Plans		Date	
Place Alignment Planner		September, 2020	
Behaviour Support Plan		September, 2020	

How can we inclusively
implement **Universal Supports
& Strategies** in ways that
support the development of
student agency and self-
determination?

RTI: RESPONSE TO INSTRUCTION


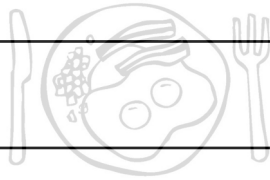
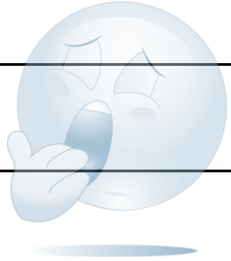


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Classroom Support Plan
 Teacher(s): _____ Support Staff: _____ Lens: _____

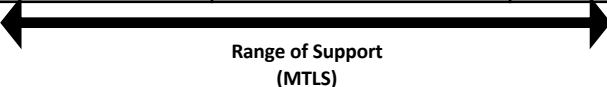


Range of Students (RTI)	Students...	Strategies & Supports		
	who needs the most support	Universal Support (Good for ALL)	Targeted Support (CHOICE for ALL)	Essential Support (Good for ONE)
	Need			
	Need			
	Need			
	Need			
	Need			
	who needs the most challenge			

Classroom Support Plan

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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			
Need Ability	ST, AT			
Need Processing Speed	JC, CH, JK, IR, LV, DV			
Need Self Esteem	JP, 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)		

Range of Students (RTI)

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	JP, 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 Students (RTI)

Range of Support
(MTLS)

Classroom Support Plan

Teacher(s): Mr. Support Staff: Ms. L (support teacher last 20 min of block) Class: Grade 4 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), 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:		

Range of Students

Classroom Support Plan
 Teacher(s): Mr. B Support Staff: Ms. C (EA) Class: English 10

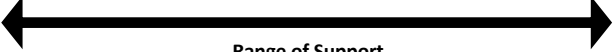
Range of Support

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, chunking text		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.				

Range of Students

How can we inclusively
implement **Universal Supports
& Strategies** in ways that
support the development of
student agency and self-
determination?

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	JP, 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		 Range of Support (MTLS)		

Range of Students (RTI)

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** 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?

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?



Classroom Support Plan		
Teacher(s): Mr. B	Support Staff: Ms. C (EA)	Class: English 10



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, chunking text		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.				

Range of Students



Strategy: chunking text

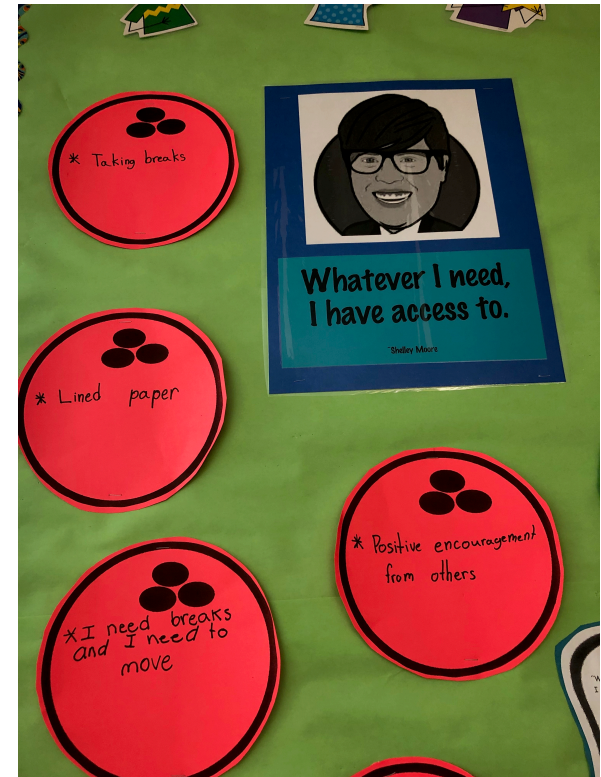
Instruct

- 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** ?



Beach Grove Elementary

- Grade 2 class
- Inclusive IEP Planning
 - AB & CT
- Planning Team:
 - CT, ITT, LST, EA, CYCW, Counsellor

Beach Grove Elementary – IEP Needs Areas

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.

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

Range of Students

Range of Support

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.

Range of Students

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, EB, AR, JR, <u>PS</u> , LT, <u>CT</u>			
Need: Personal Safety * Leaving class, refusal, scissors	<u>CT</u> , EB, AR			
Need: Self Regulation	AA, AB, EB, HB, <u>AR</u> , <u>PS</u> , LT, <u>CT</u>			
Need: Social Skills *problem solving	AB, <u>EB</u> , HB, <u>AR</u> , <u>PS</u> , <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	<u>ABm1</u> , <u>HB</u> , CL, AR, <u>EB</u> , JR, <u>CT</u> , EW, LT			
who needs the most challenge VL, WD, JA, CL		Range of Support		

Beach Grove Elementary – Making an Inclusive Plan

- **Individual Student Need: Problem Solving**
- **Universal Strategies**
 - Role playing scenarios
 - Managing strong feelings
 - Solving problems when I play
 - Social Story made by kids, put in library

Universal Strategy: Student-Made Social Stories

When I have strong feelings
I can...

By Division 8

I can use a tool to help me.



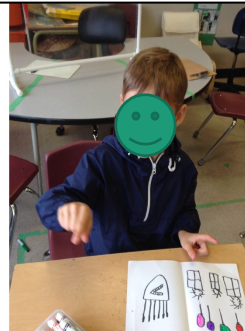
I can
look at a
book.



I can push the wall.



I can do square breathing.



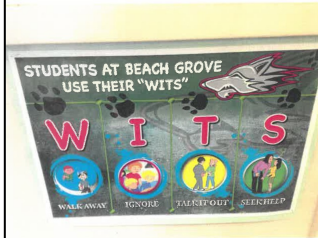
These ideas will help me to calm my body and brain
so I can do my work at school.



Universal Strategy: Student-Made Social Stories

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.



Today's Session

- What are **Universal Supports & Strategies**?
- How do we determine **Universal Supports & Strategies**?
- How to connect **Universal Supports & Strategies** to an I & CB IEP?
- How can we inclusively implement **Universal Supports & Strategies** in ways that support the development of student agency and self-determination?

Reflecting

- What is useful from today?
- What is something you want to share with someone else?
- How does this session connect with what you are already doing in your contexts?
- How does this session connect to the previous session?
- What questions are coming up for you?

Next Session – June 8

- Authentic Assessment
 - How to capture progress
 - How to connect evidence to inclusive community
 - Triangulation
 - Katie White

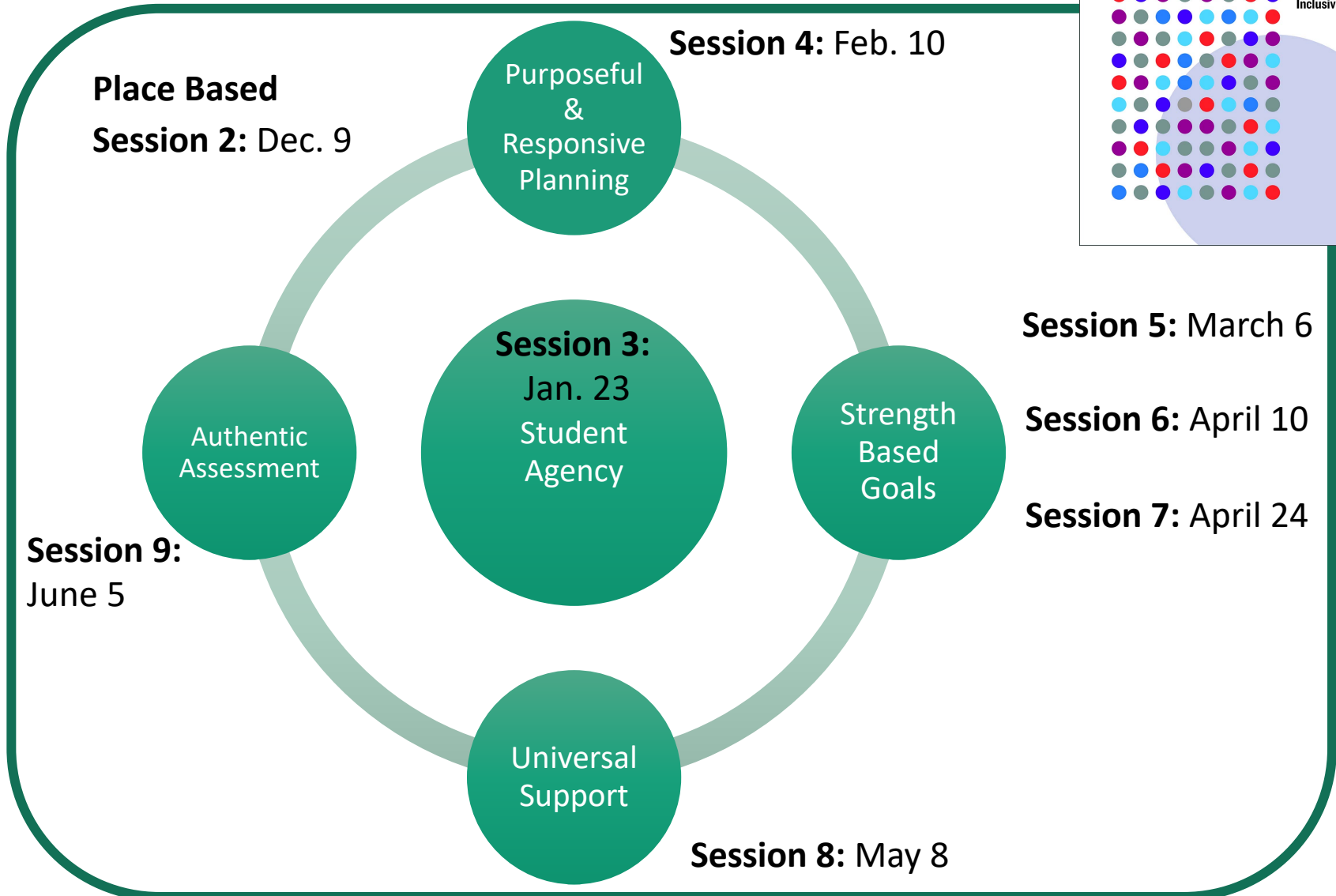
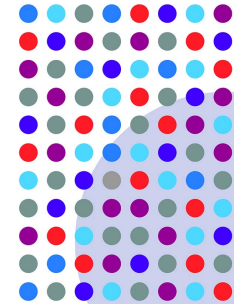
Guiding Principles of a Renewed & Inclusive IEP

From the author of *One Without the Other*

Shelley Moore

ALL FOR ONE

Designing Individual Education Plans for Inclusive Classrooms





Inclusive & Competency Based IEPs

Slides: www.blogsomemoore.com

Access to Session Recording

- Link will be sent to the email that you registered with
- Available for 72 hours after email is sent
- One last session replay series will be opening
- School & district purchasing options are available
 - shelleymoore79@gmail.com