

SHELLEY MOORE



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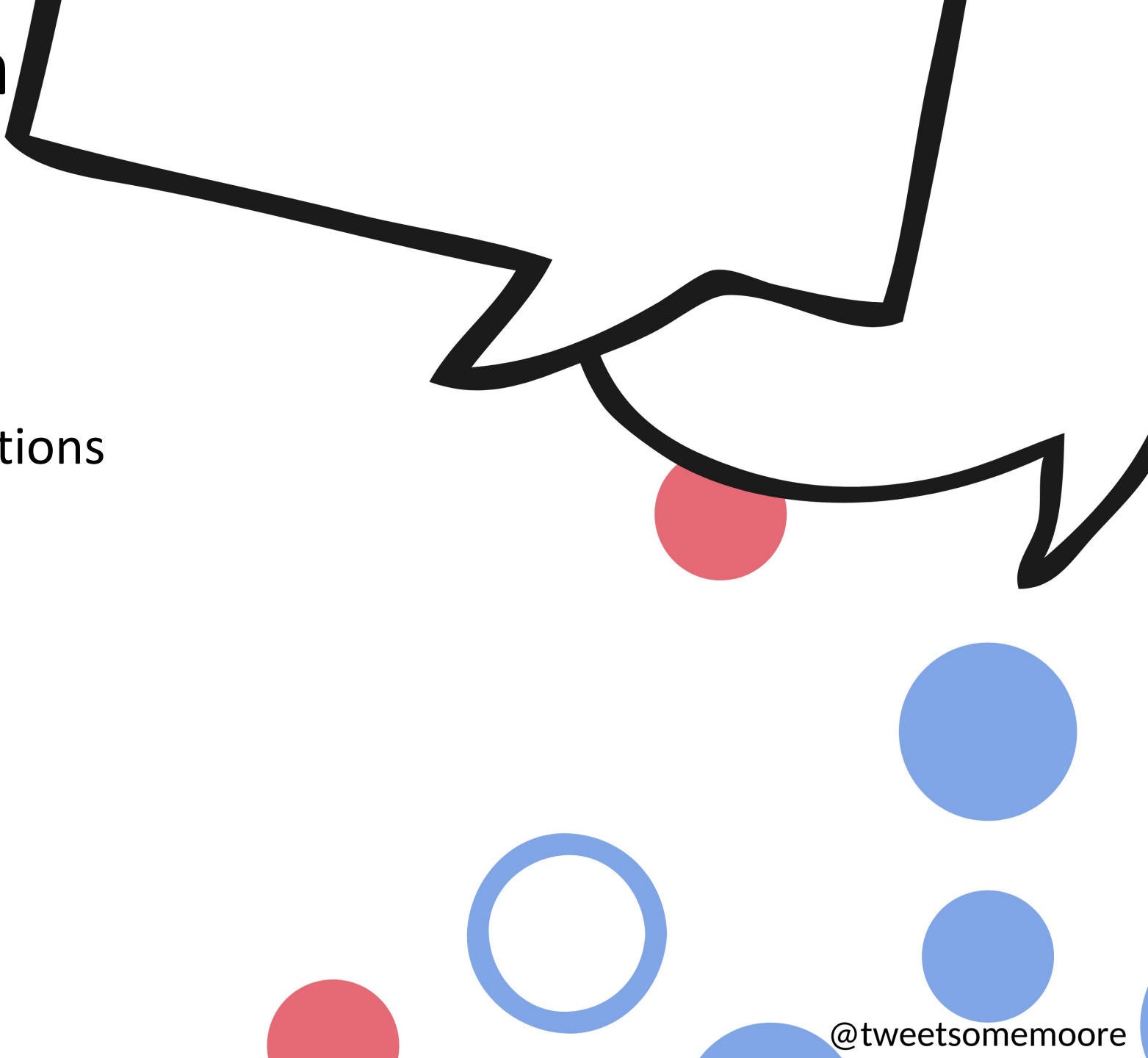


Nexwlélexm (Bowen Island)

- The Islands Trust Council acknowledges that the lands and waters that encompass the Islands Trust Area have been *home to Indigenous peoples* since time immemorial and honours *the rich history, stewardship, and cultural heritage* that embody this place we all call home.
- The Islands Trust Council is committed to establishing and maintaining mutually respectful *relationships* between Indigenous and non-Indigenous peoples. Islands Trust states a *commitment to Reconciliation* with the understanding that this commitment is a *long-term relationship-building and healing process*.
- The Islands Trust Council will strive to create opportunities for *knowledge-sharing* and understanding as people come together to preserve and protect the special nature of the islands within the Salish Sea.



Virtual Participation Protocols

A thick, black, hand-drawn style line starts from the top left, goes right, then down, then right again, and finally down to the right edge. Below this line, there are several circles: a small red one, a medium blue one, a large blue one, and a medium blue one. There is also a large blue circle with a white center, and a small red circle at the bottom left.

Chat Box

- Anytime! All the time!
- Respond to specific questions
- Wild Tea

Break Out Groups

- Popcorn conversations

Break Out Groups – Popcorn

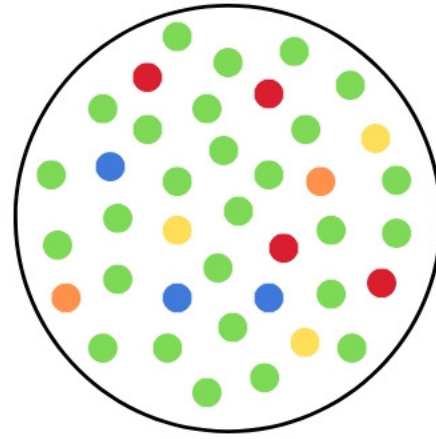
- In break out groups, everyone is a kernel
- You will have 3 minutes to pop
- You pop by sharing a thought or a response, or asking a question to the group
- How can you support each other to make sure everyone pops in the time allowed?

Practice: Popcorn &
The last POP

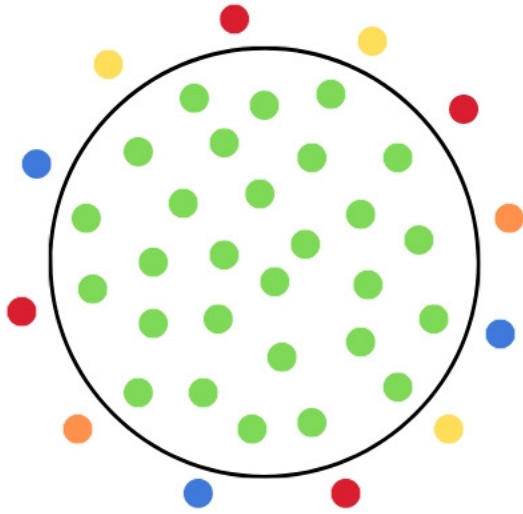
What questions are
coming up for you
about inclusion?

The Chat Box – Wild Tea

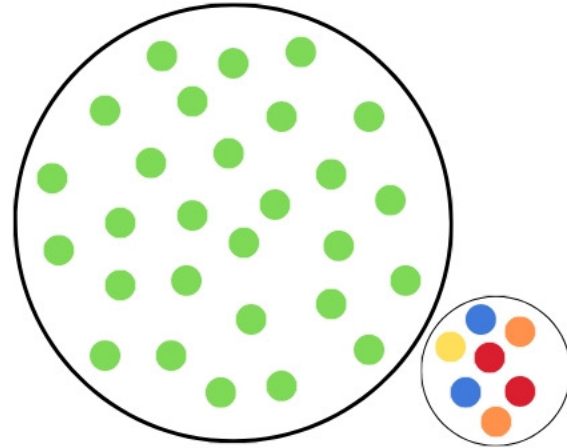
- I will show you a prompt on the screen
- Type your response in the chat box BUT DO NOT press send
- I will do a 3-2-1 “Go” countdown
- Everyone will press send at the same time when I say “GO!”



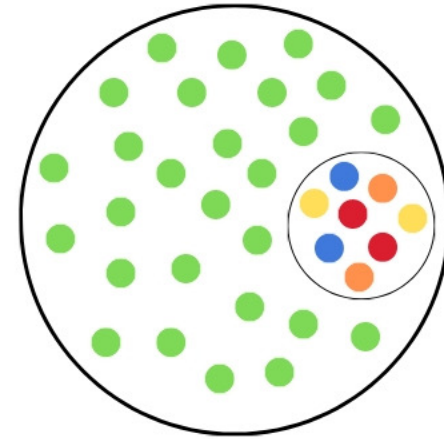
inclusion



exclusion

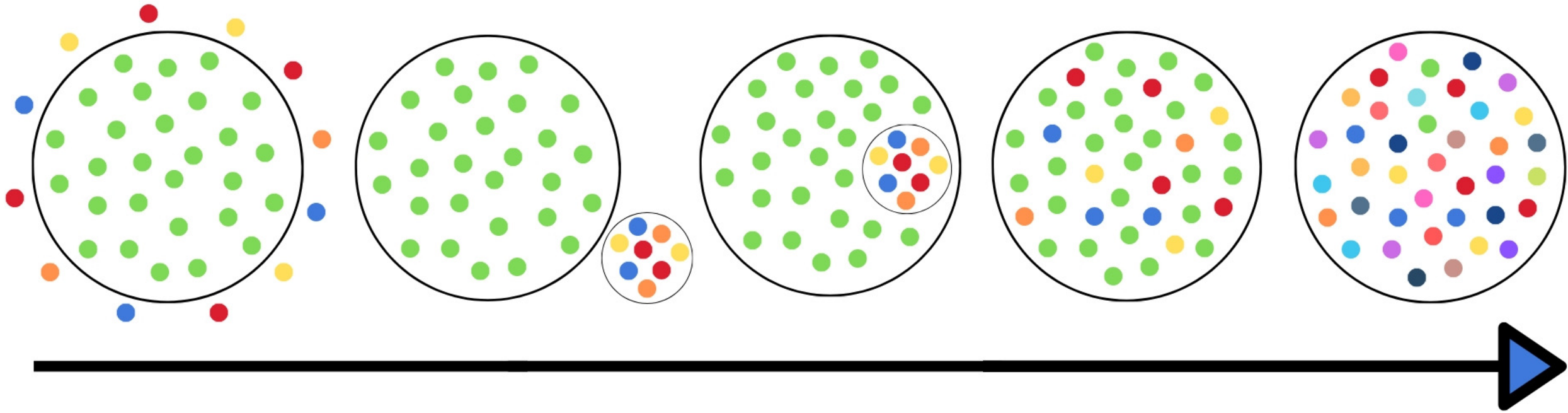


segregation



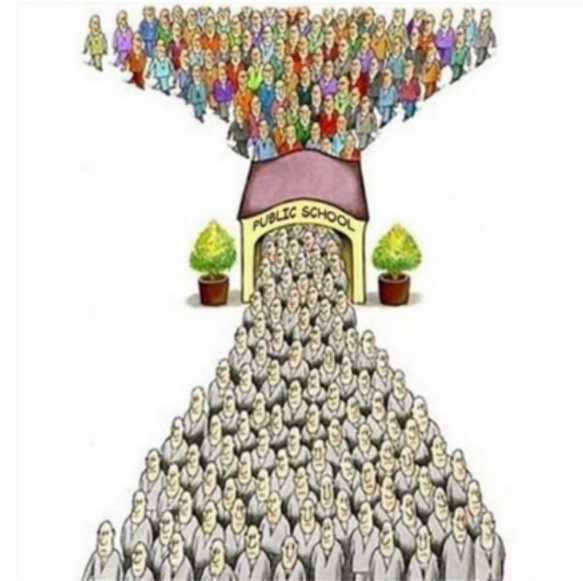
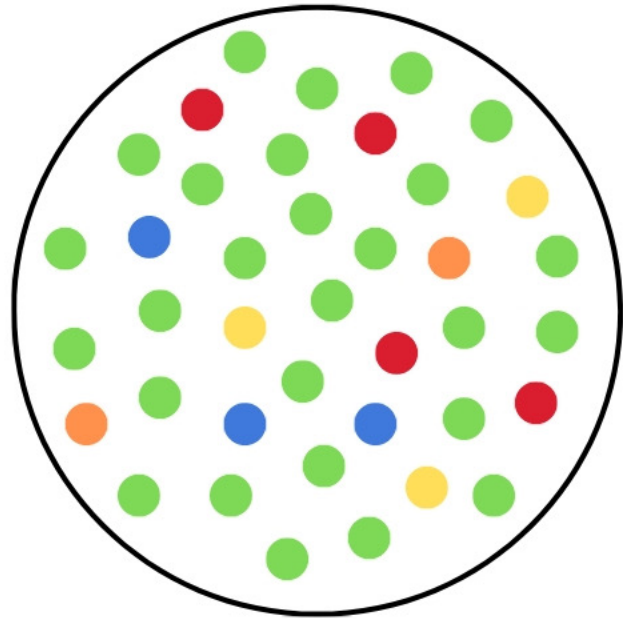
integration

WHAT IS INCLUSION?



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

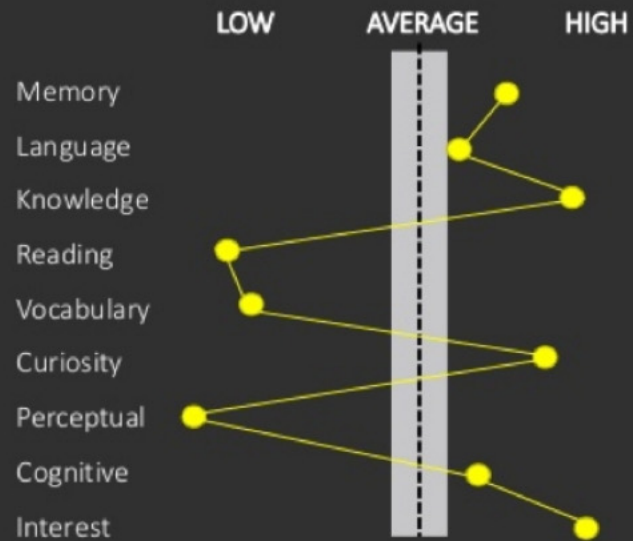
WHERE DID **GREEN** COME FROM?



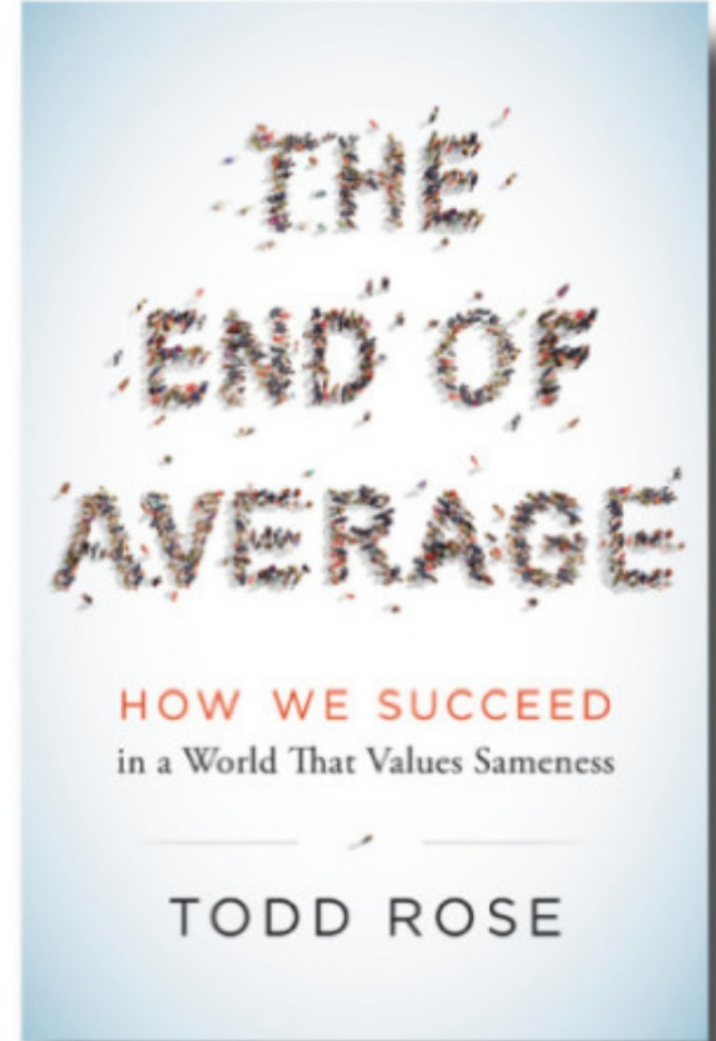
GREEN = AVERAGE

The End of Average!

The average student is a myth



The Myth of Average: Todd Rose at TEDxSonomaCounty: <https://www.youtube.com/watch?v=4eBmyttcfU4>



THE AIRPLANE DILEMMA...

Effectiveness: Building individualized
planes for every pilot

Efficiency: Building one standardized
plane for ALL pilots

THE CURRICULUM DILEMMA...

Effectiveness: Building individualized education plans for every student

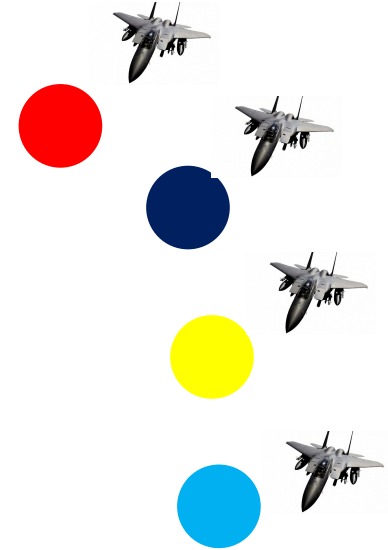
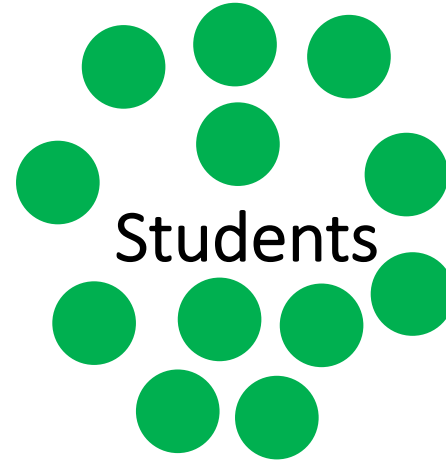
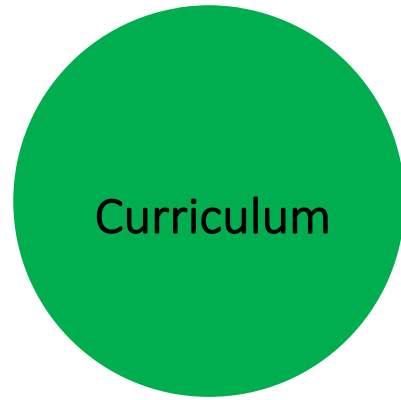
Efficiency: Building one standardized curriculum for ALL students

A SOLUTION?! Effective & Efficient?

An adjustable plane designed for a
range of dimensions

An adjustable curriculum designed for
a range of diversity

WHAT'S THE DIFFERENCE?



DESIGN: THE MOST UNDERUTILIZED SUPPORT



HOW DO WE DESIGN AN ADJUSTABLE AIRPLANE?

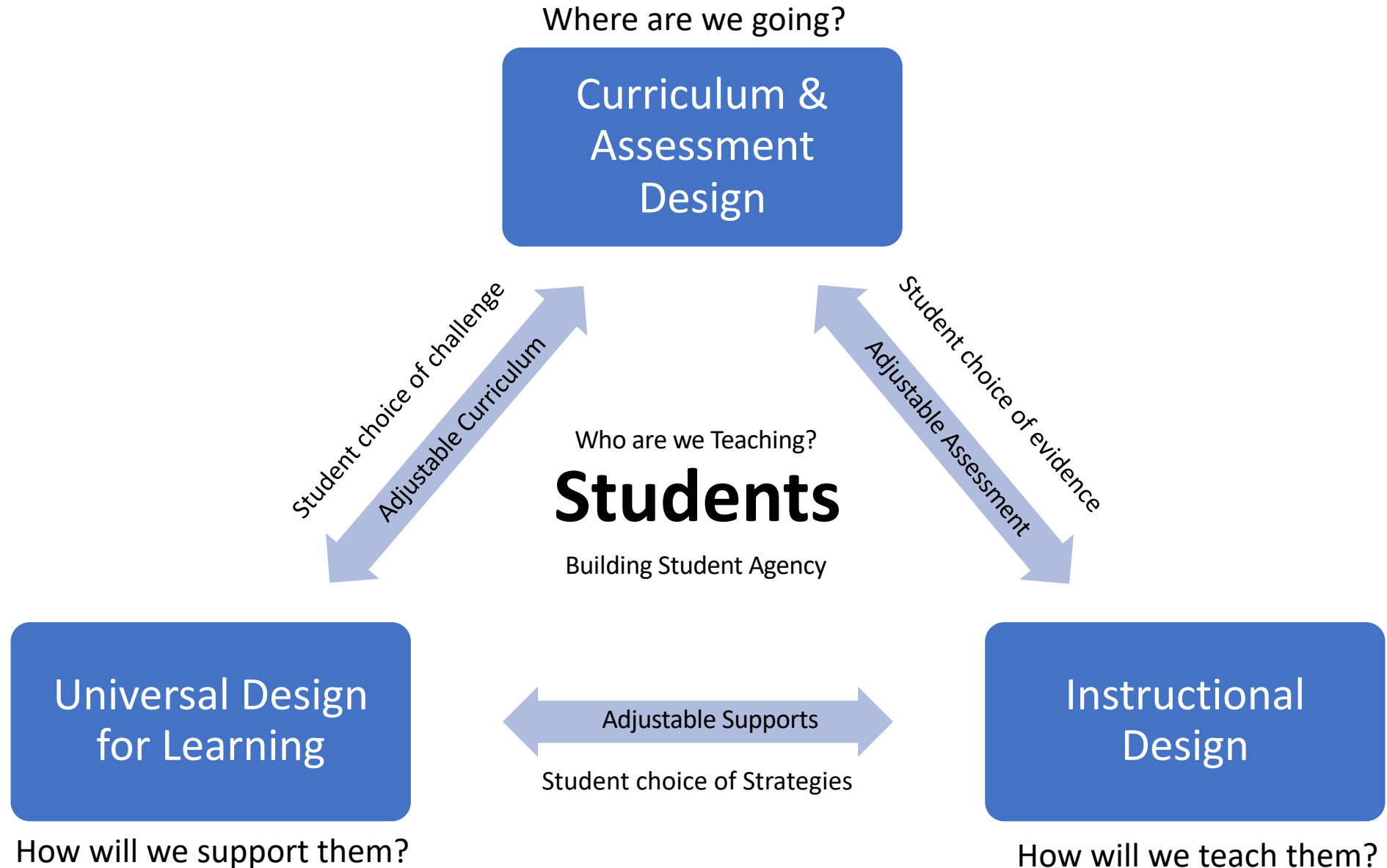
- who are the pilots? what is the range of dimensions?
- what kind of planes are the pilots flying?
- How is the plane responsive to the pilot's dimensions?
- How do the pilots make the adjustments they need to fly the plane?

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

- who are the **students**? what is the range of **diversity**?
- what kind of **curricula** are the students learning?
- How is the curriculum **responsive** to the students dimensions?
- How do the students make the **adjustments** they need to use the curriculum?

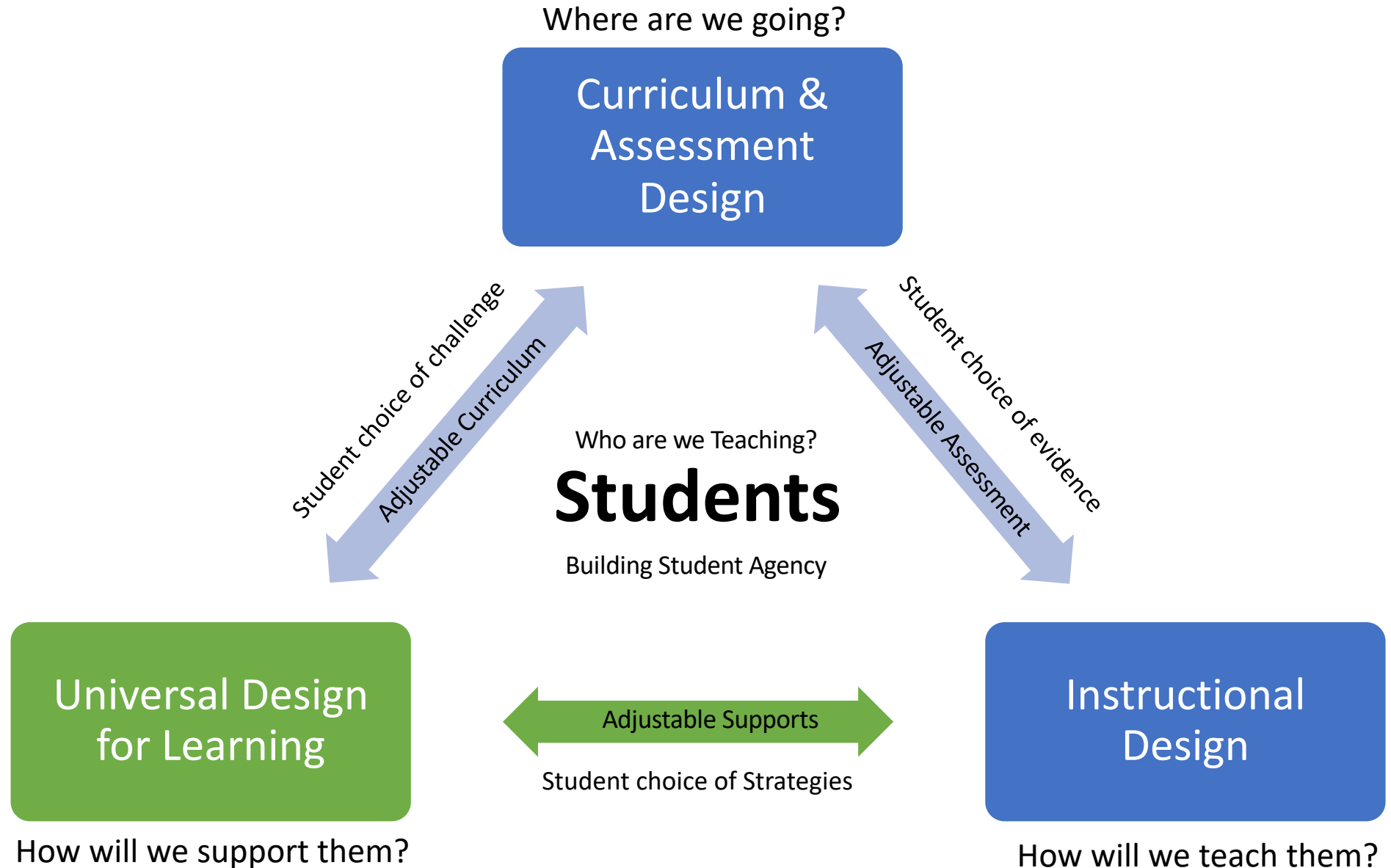
How can we change the system?

Designing with Equity in Mind



How can we change the system?

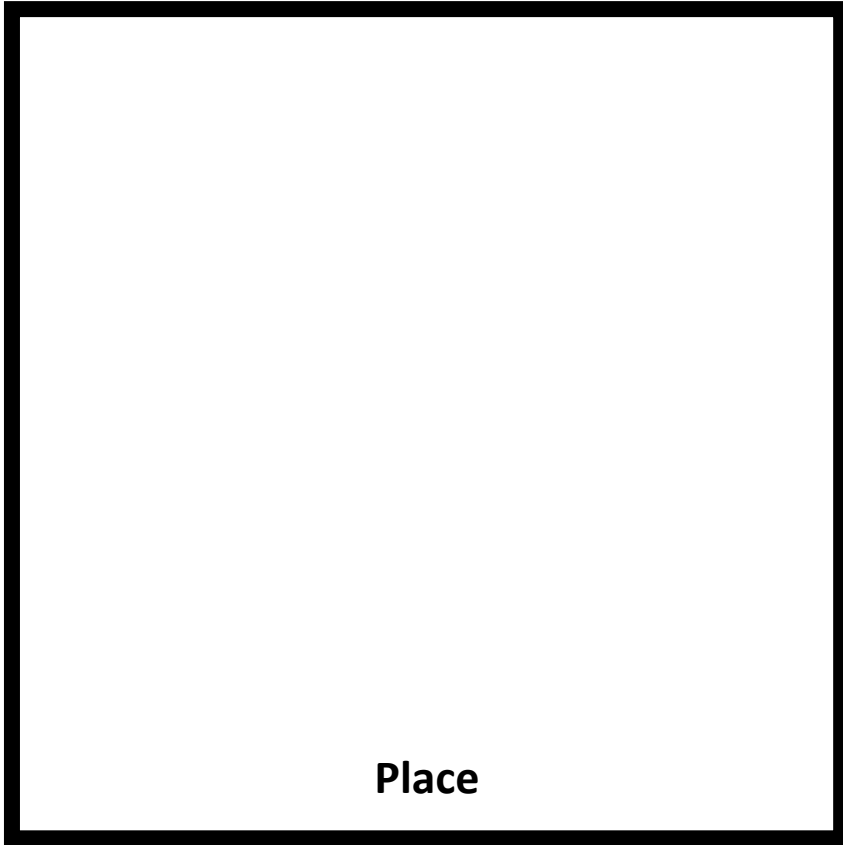
Designing with Equity in Mind



A shift in thinking...

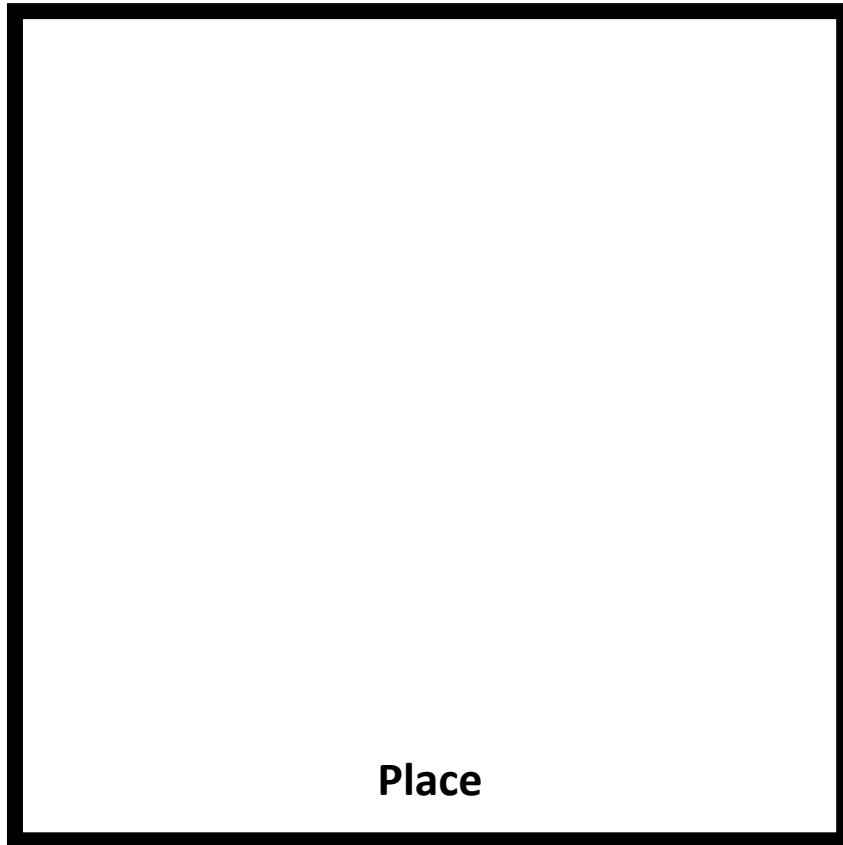
There are some things we need to understand:

- Understand the **thinking shift** for how we view **individuals with Disabilities**
- Understand the **role that a context** plays in **teaching** and in barriers that **limit individuals**
- Understand that the **less** a context is **limiting**, the **less support** an individual needs



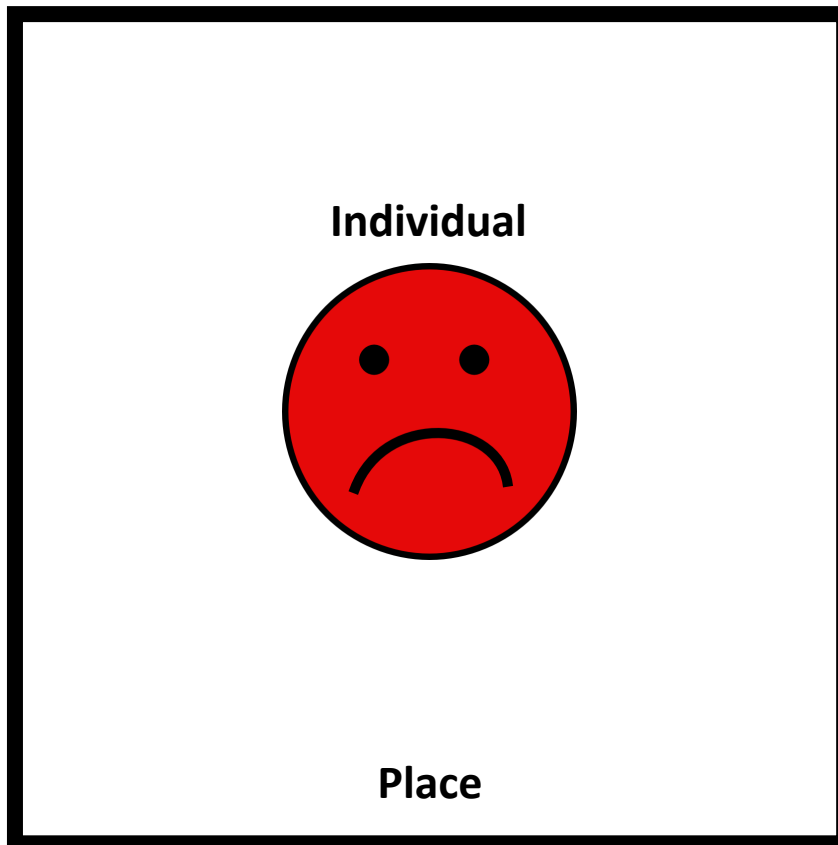
Place

Shifting the Paradigm: Medical Model of Disability



Place

Shifting the Paradigm: Medical Model of Disability



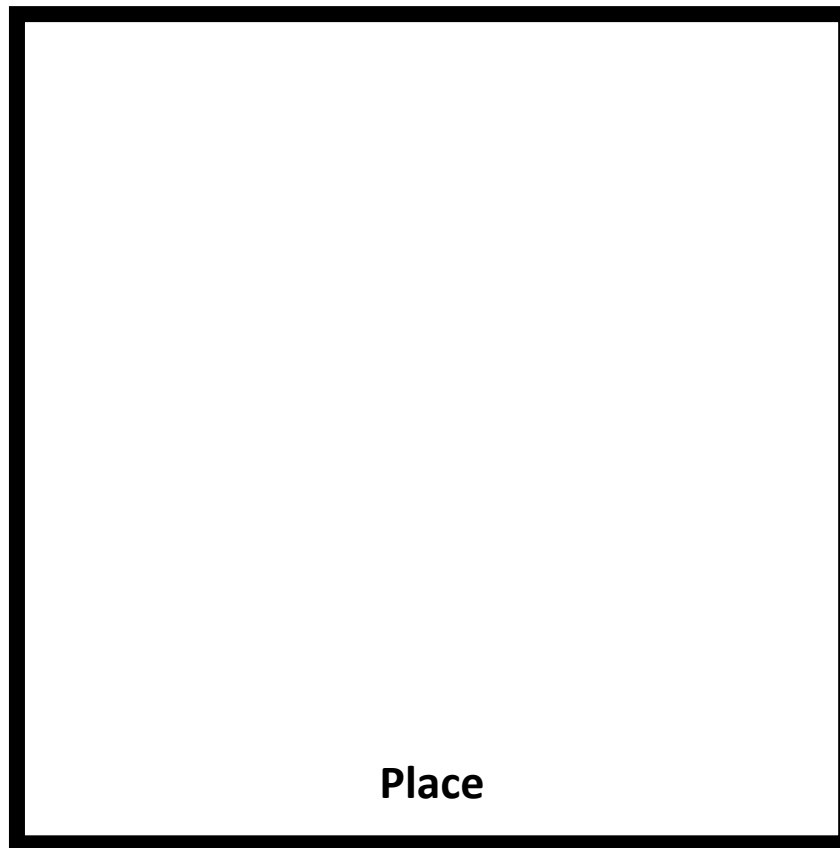
Special Education

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

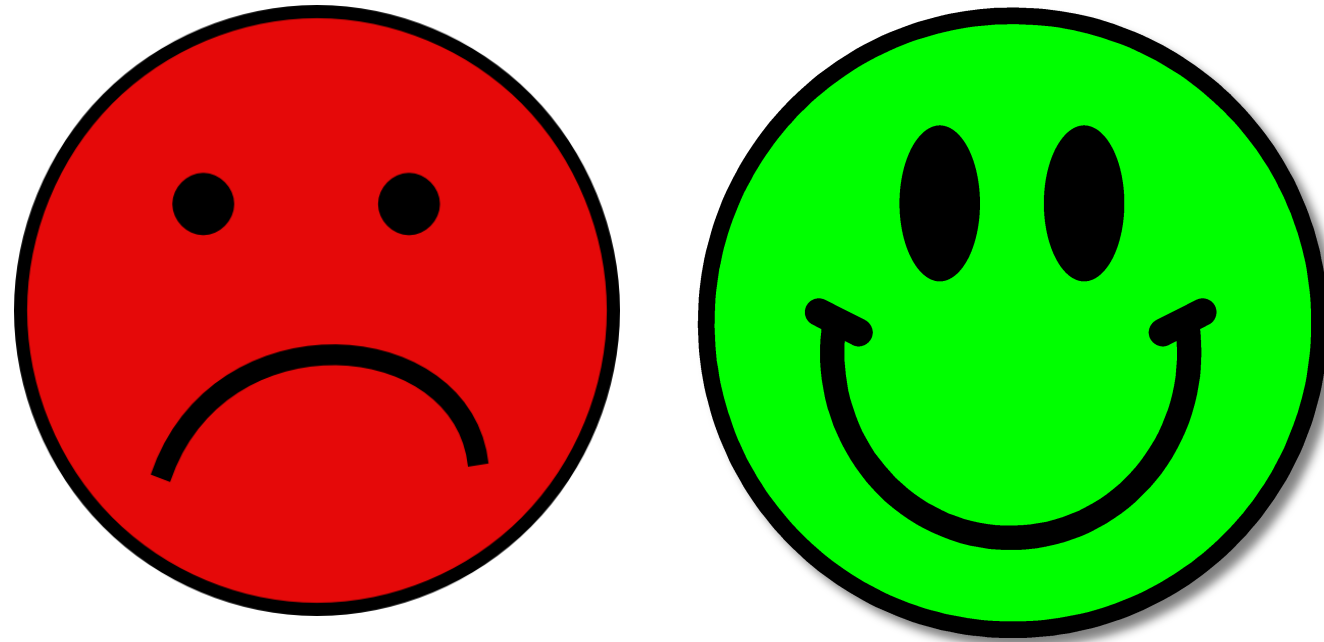
- Remove the individual
- Diagnose the problems in the individual
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- Individual goes back when they are "ready"
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The cupcake Model



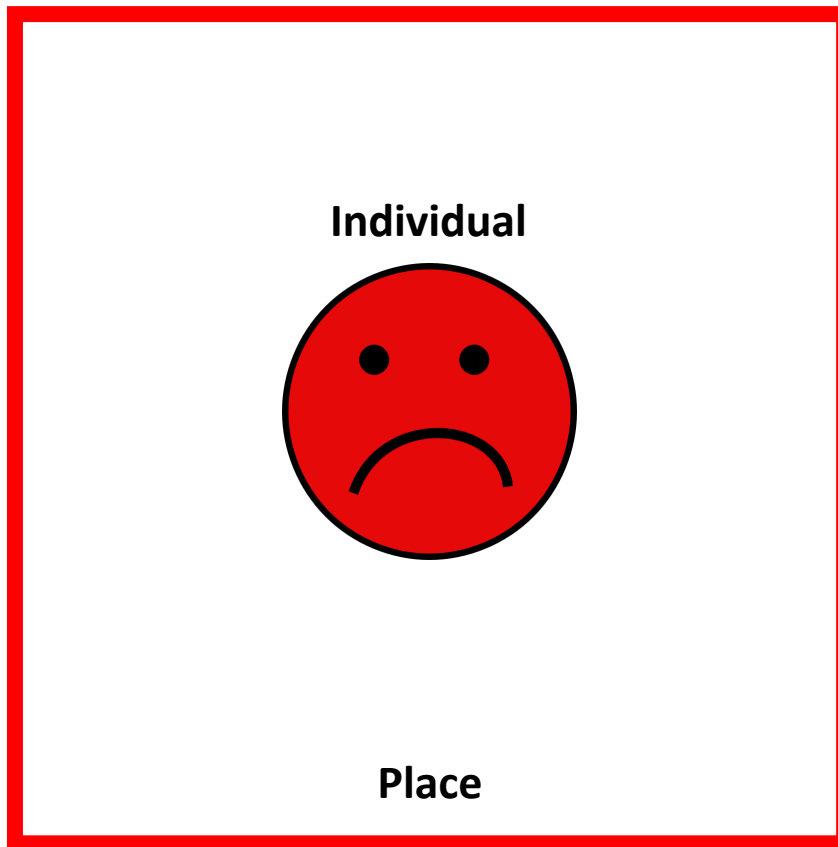
Special Education
Medical Model

Wait a second....
People with disabilities said:



“I am not broken.”
“I do not need to be fixed!”

Shifting the Paradigm: Social Model of Disability

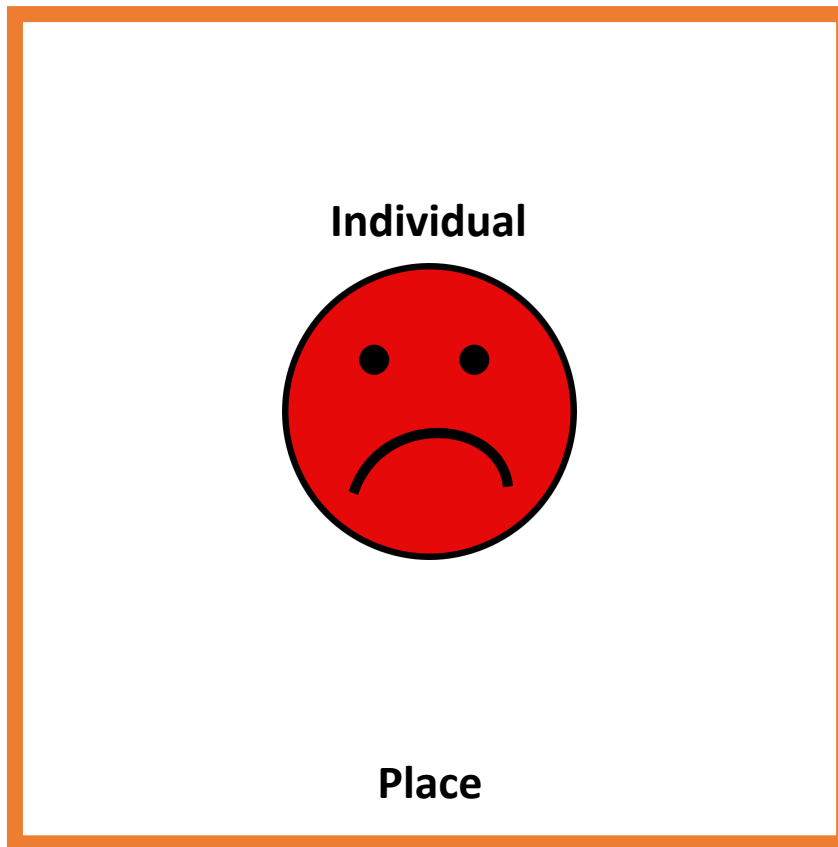


Social Model

If individual isn't successful

- Diagnose the problems in the place
- Fix the place
- Support everyone in the place

Shifting the Paradigm: Social Model of Disability

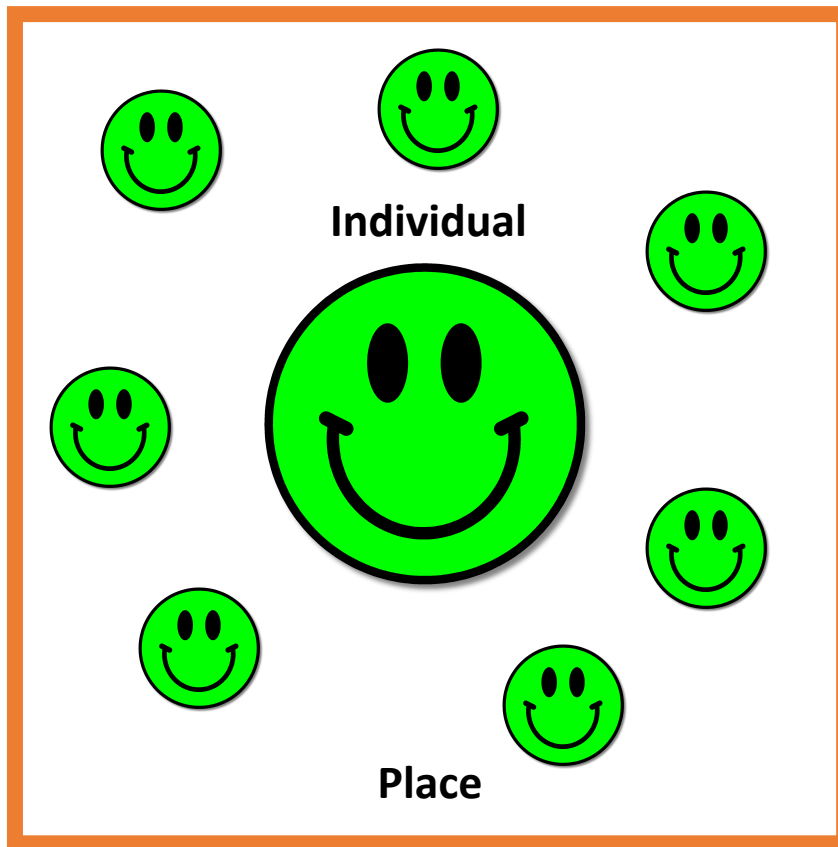


Social Model

If individual isn't successful

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- Fix the place
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Shifting the Paradigm: Social Model of Disability

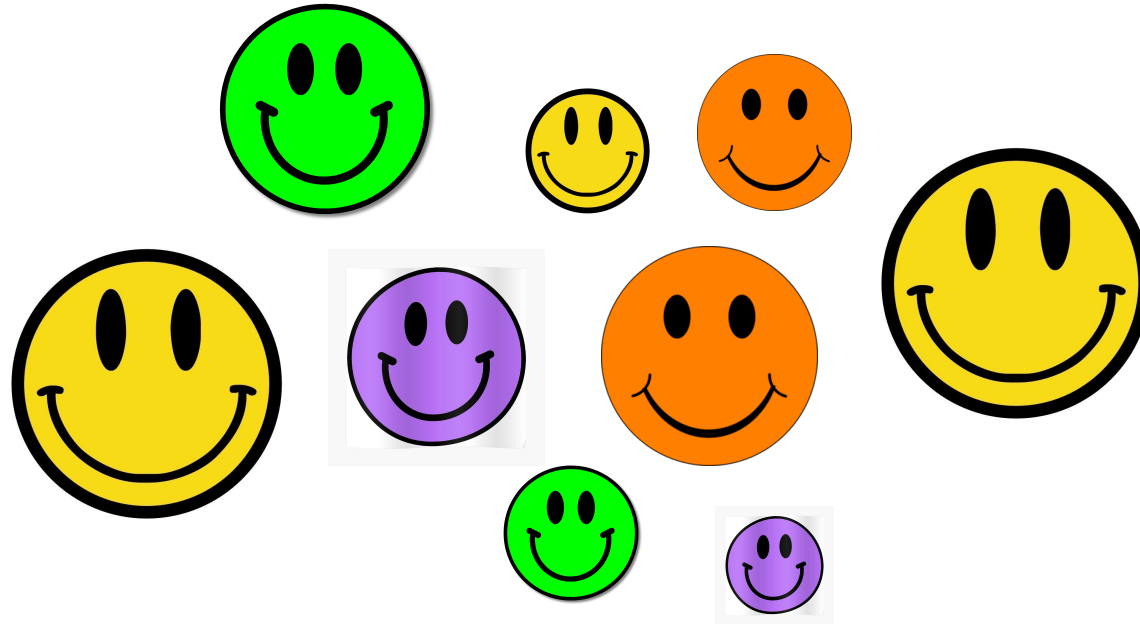


Social Model

If individual isn't successful

- Diagnose the problems in the place
- Fix the place
- Support everyone in the place

Wait a second....
Teachers said:



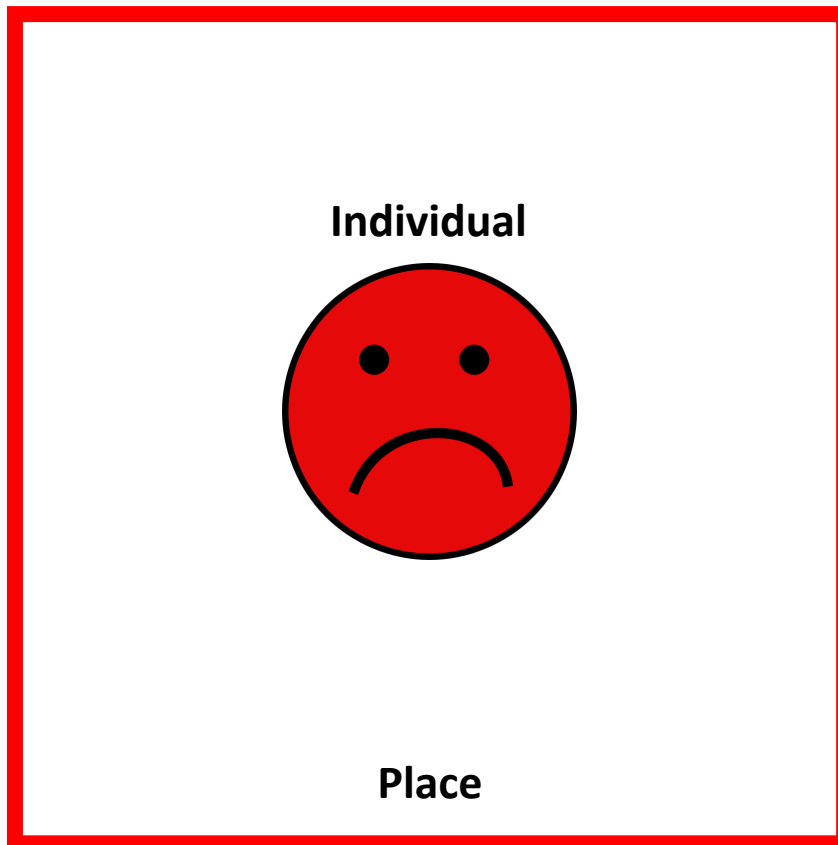
“What about all the individual
needs in a shared place”

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

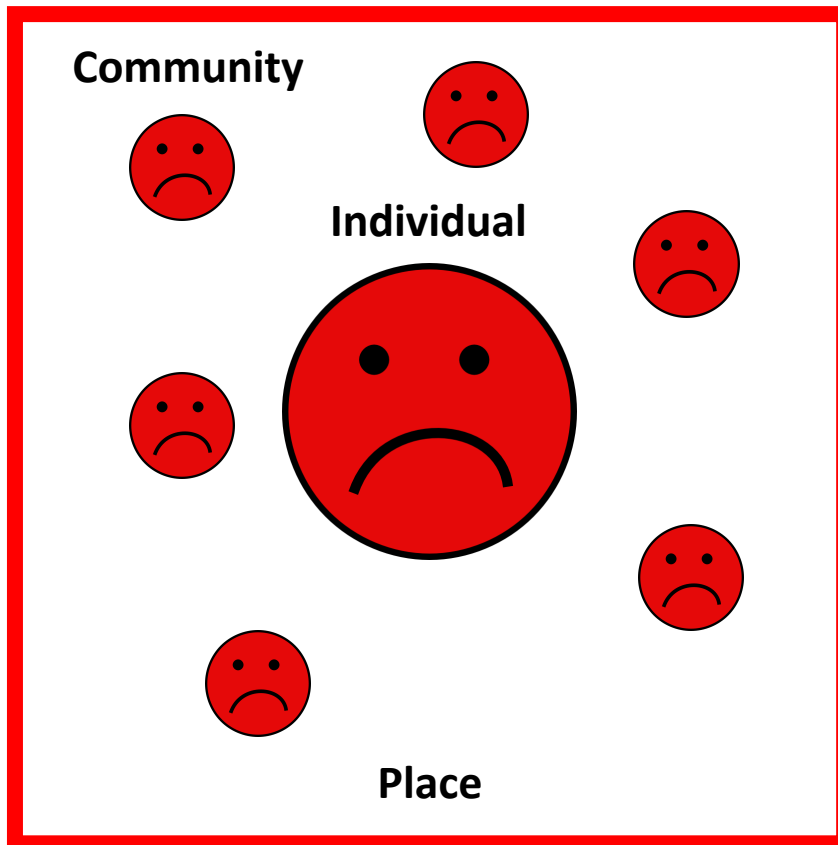


Shifting the Paradigm: Person-Place Model of Need

Inclusive Education

If an individual isn't successful

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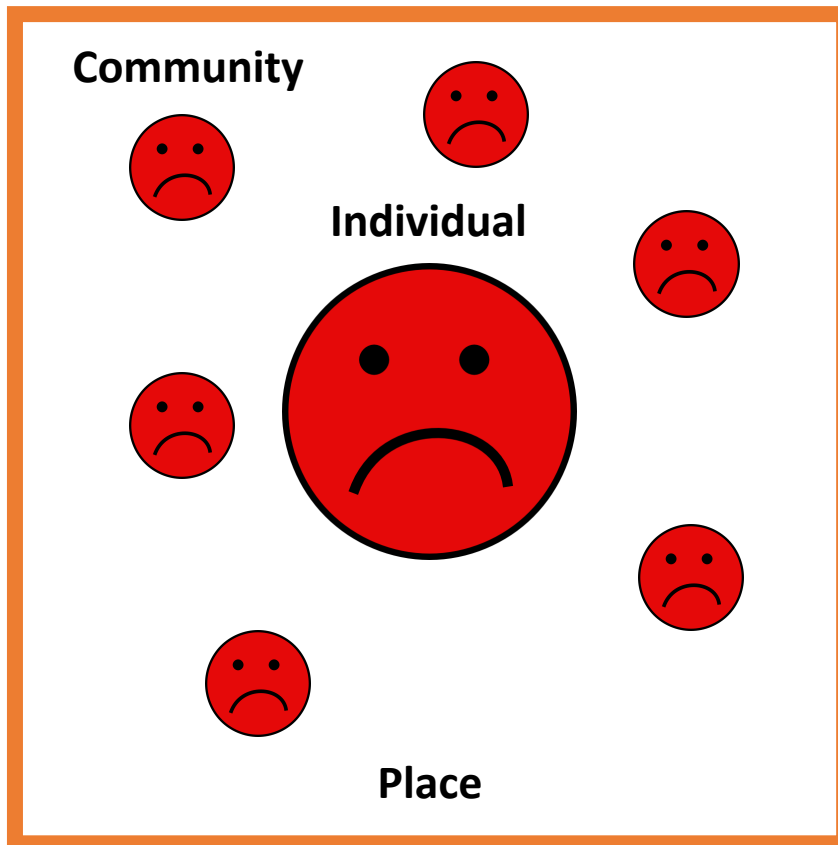


Shifting the Paradigm: Person-Place Model of Need

Inclusive Education

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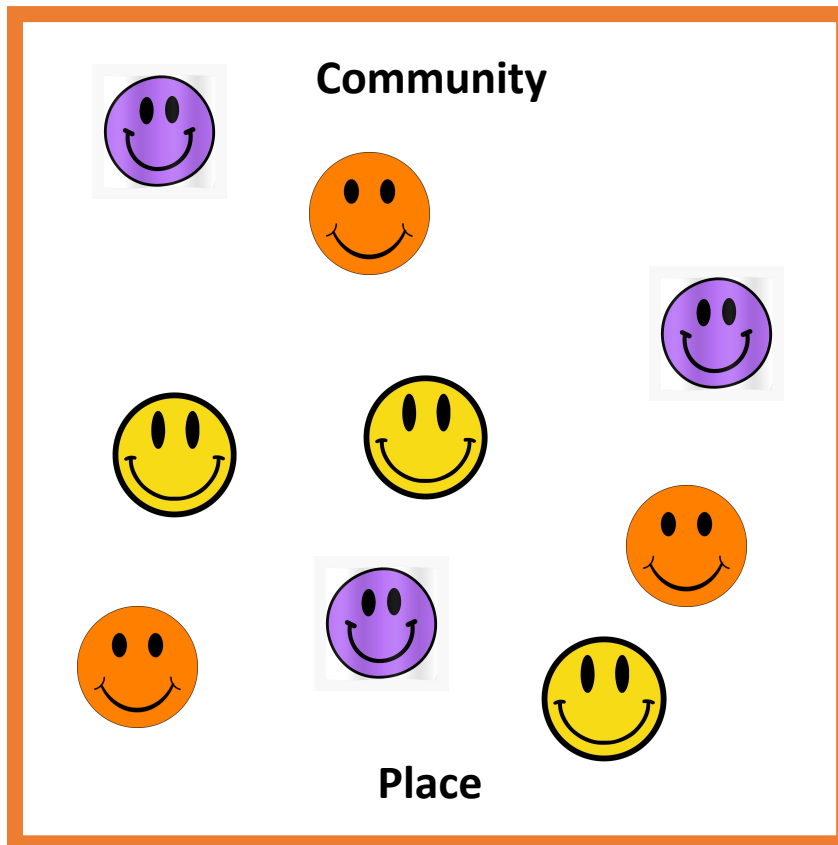


Shifting the Paradigm: Person-Place Model of Need

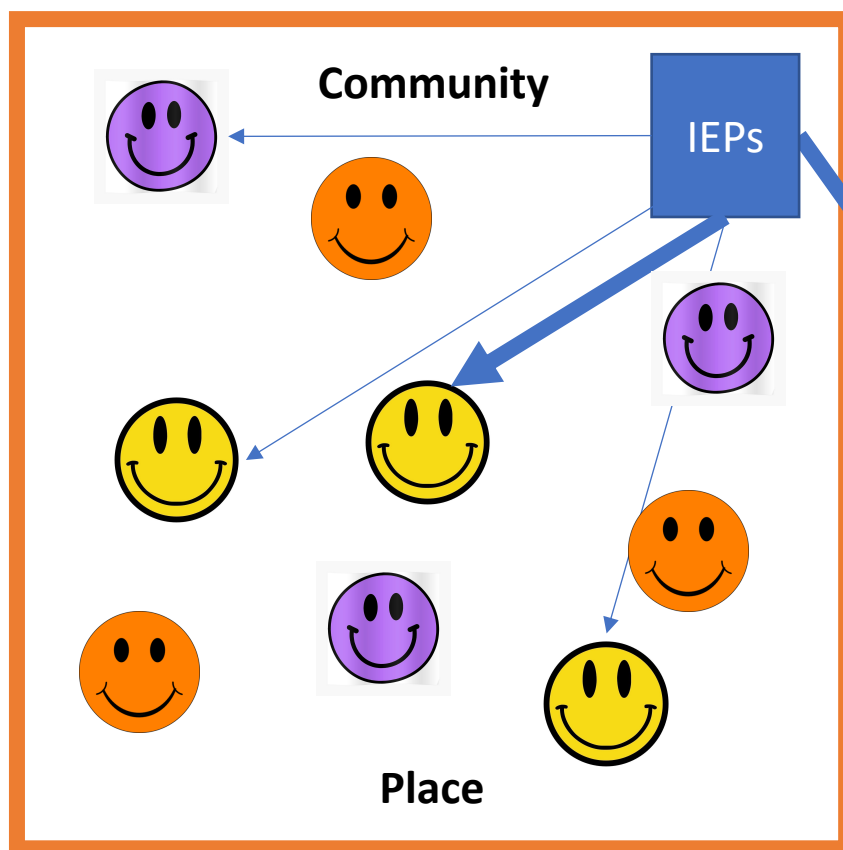
Inclusive Education

If an individual isn't successful

- Determine barriers in place
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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



Shelley Moore, 2019

The layered cake model



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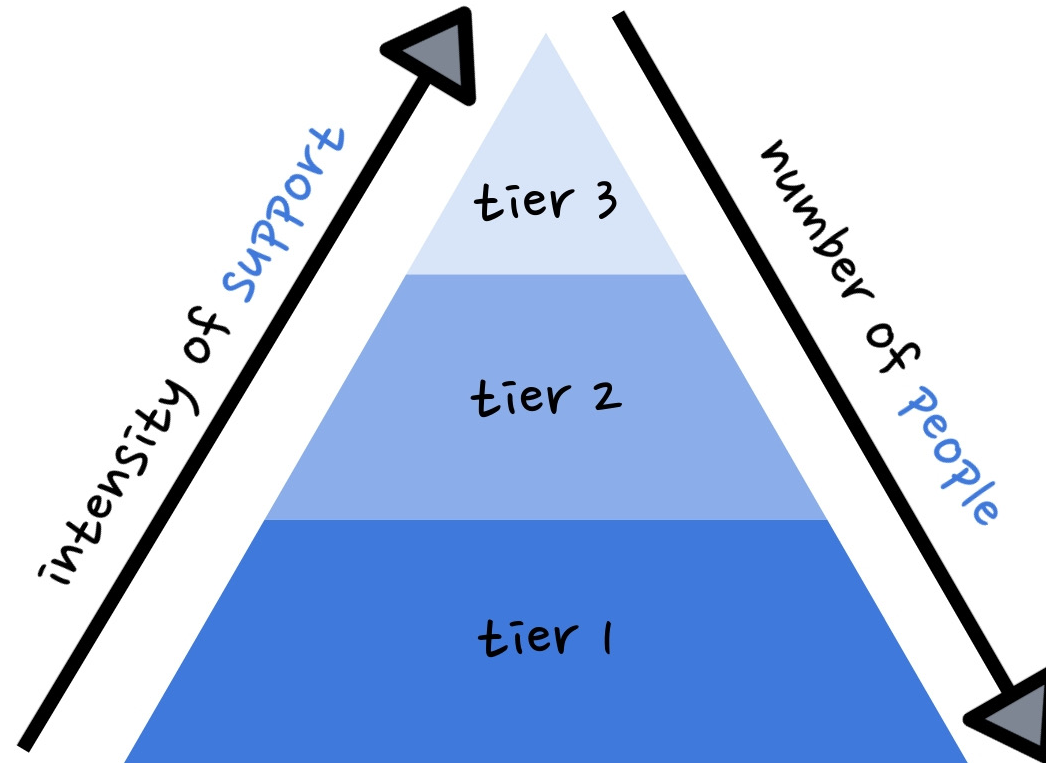
The layered cake model



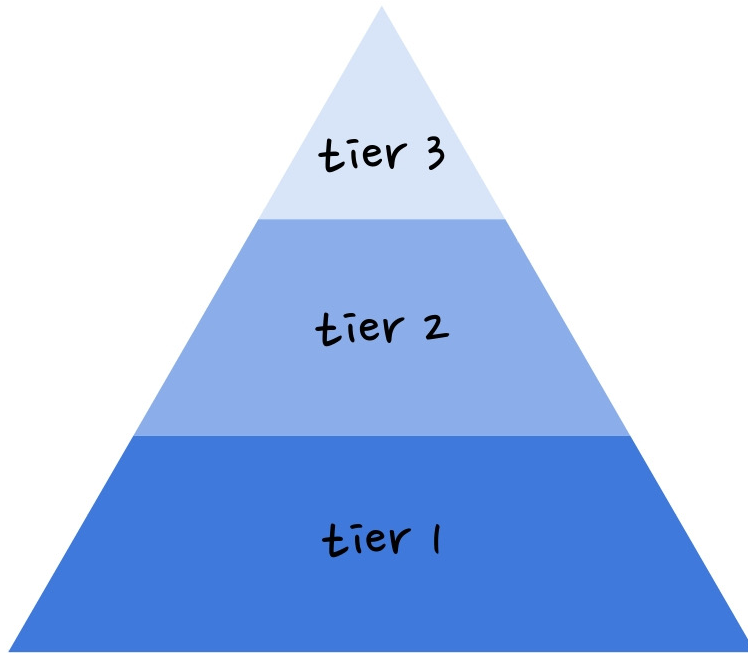
Shelley Moore, 2019

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RTI: RESPONSE TO **INTERVENTION**

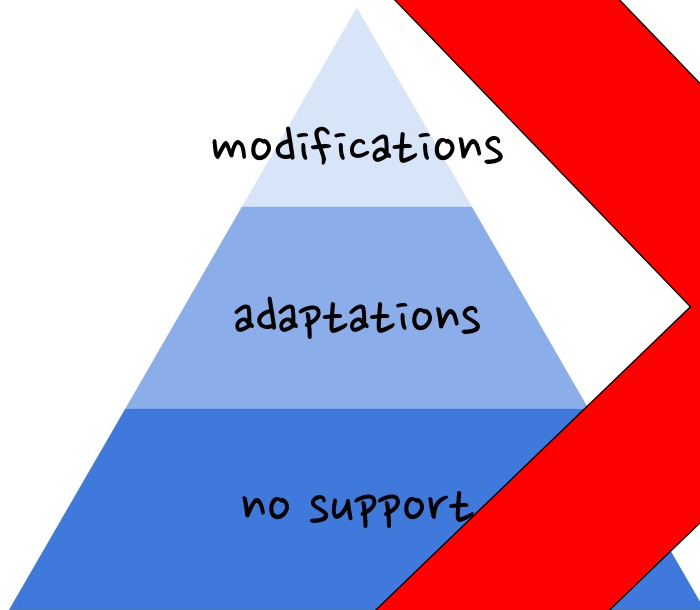


RTI: RESPONSE TO INTERVENTION

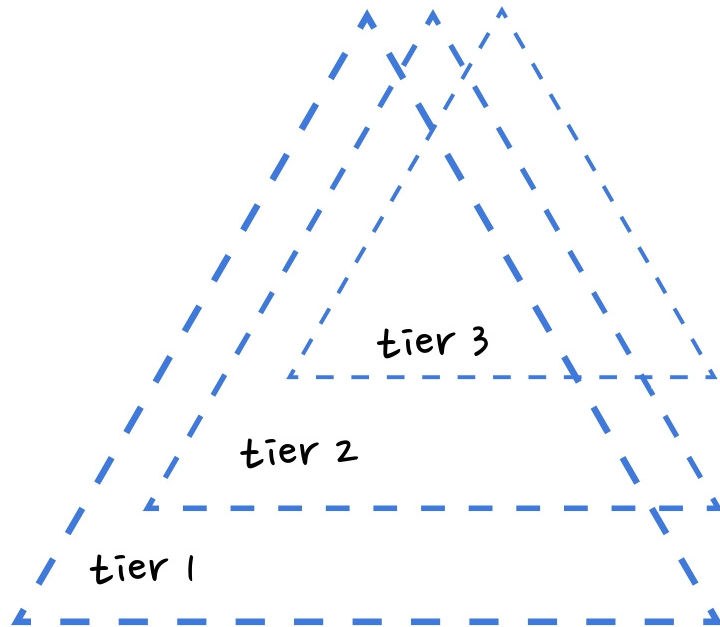


- early intervention of support
- assessment of students
- regulated supports

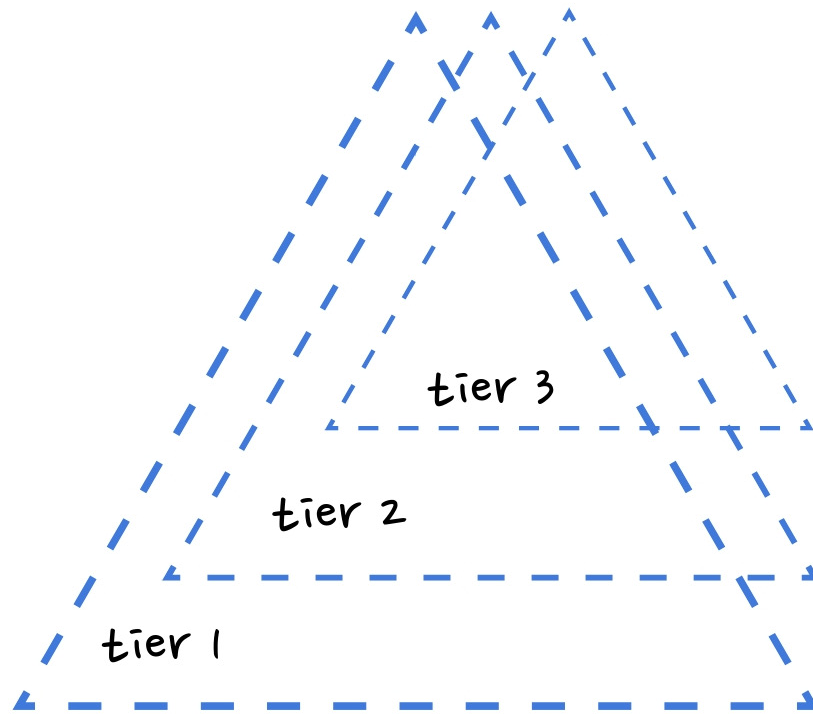
RTI: RESPONSE TO INTERVENTION ??



RTI: RESPONSE TO INSTRUCTION



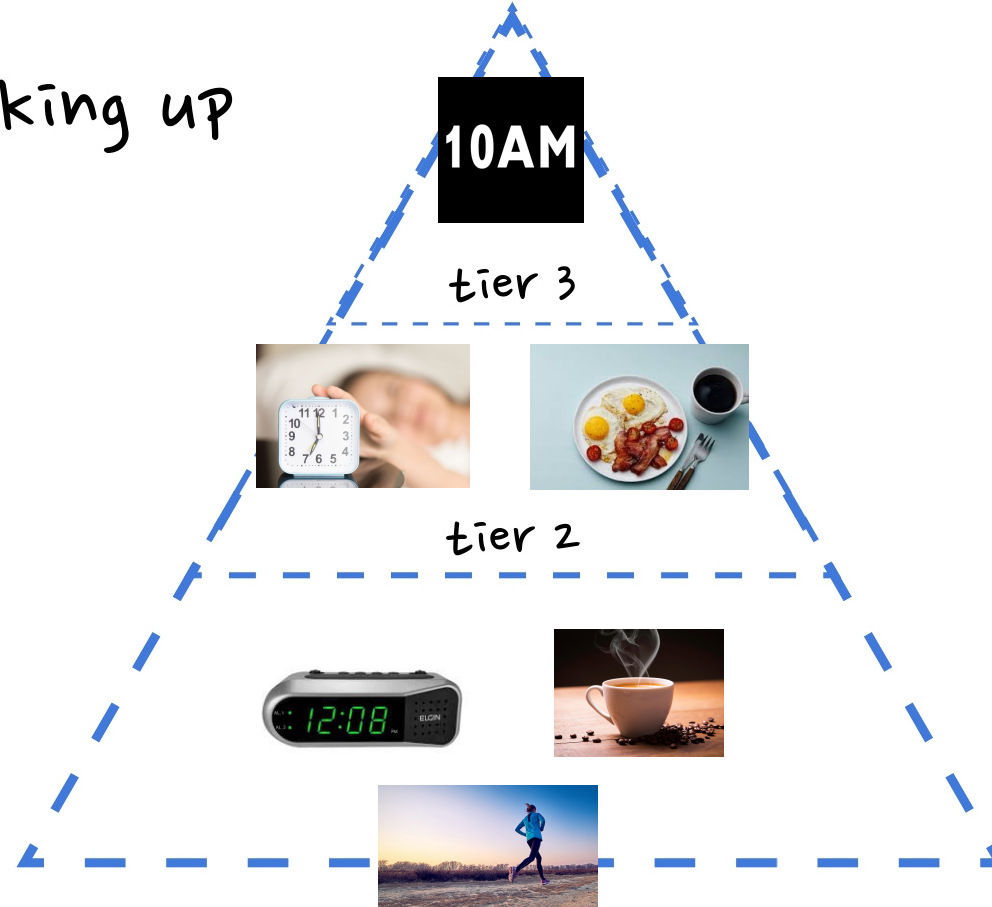
RTI: RESPONSE TO INSTRUCTION



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

RESPONSE TO INSTRUCTION

Lens: waking up



Shelley Moore, 2019

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Synectics

Supporting all students is
like..... (your favourite sport)

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

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

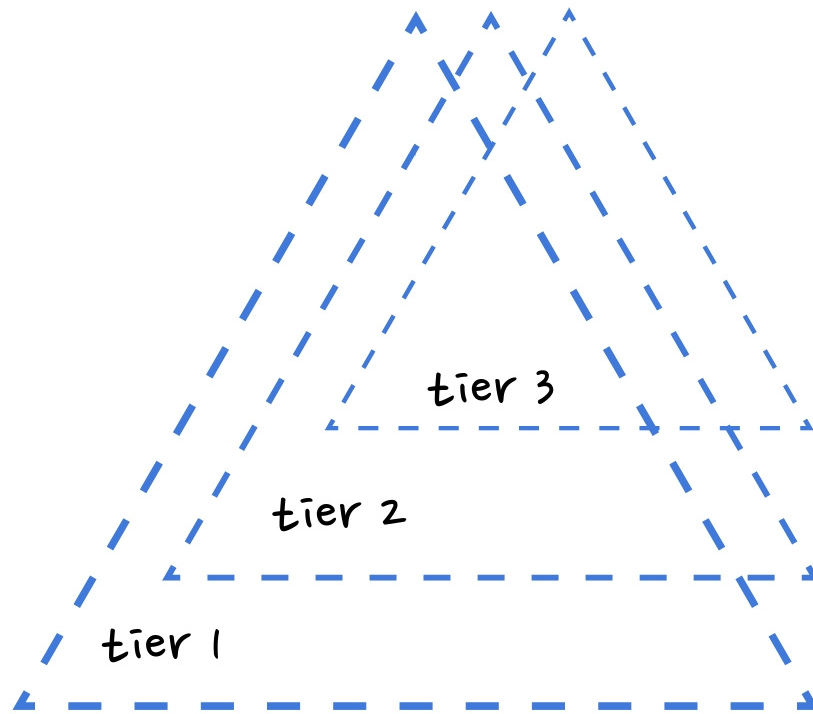
Response to
Instruction

Universal
Design for
Learning

Self Regulation
for
Learning

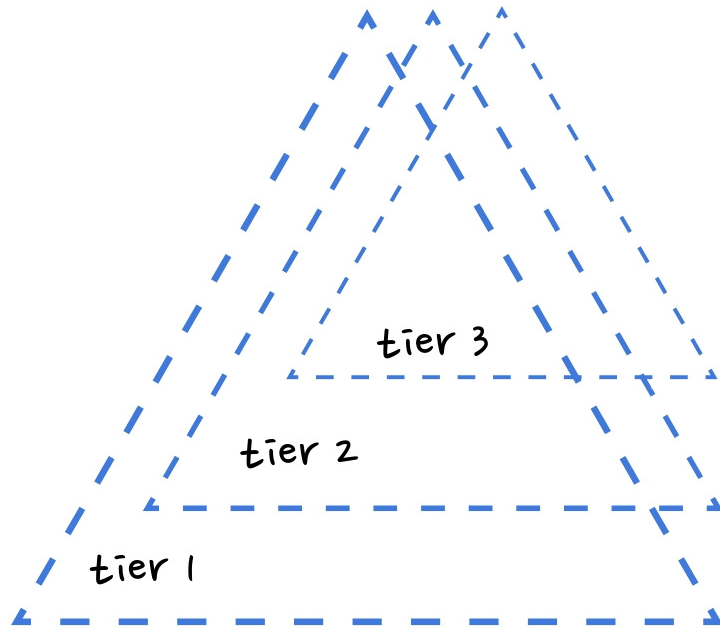


RTI: RESPONSE TO INSTRUCTION

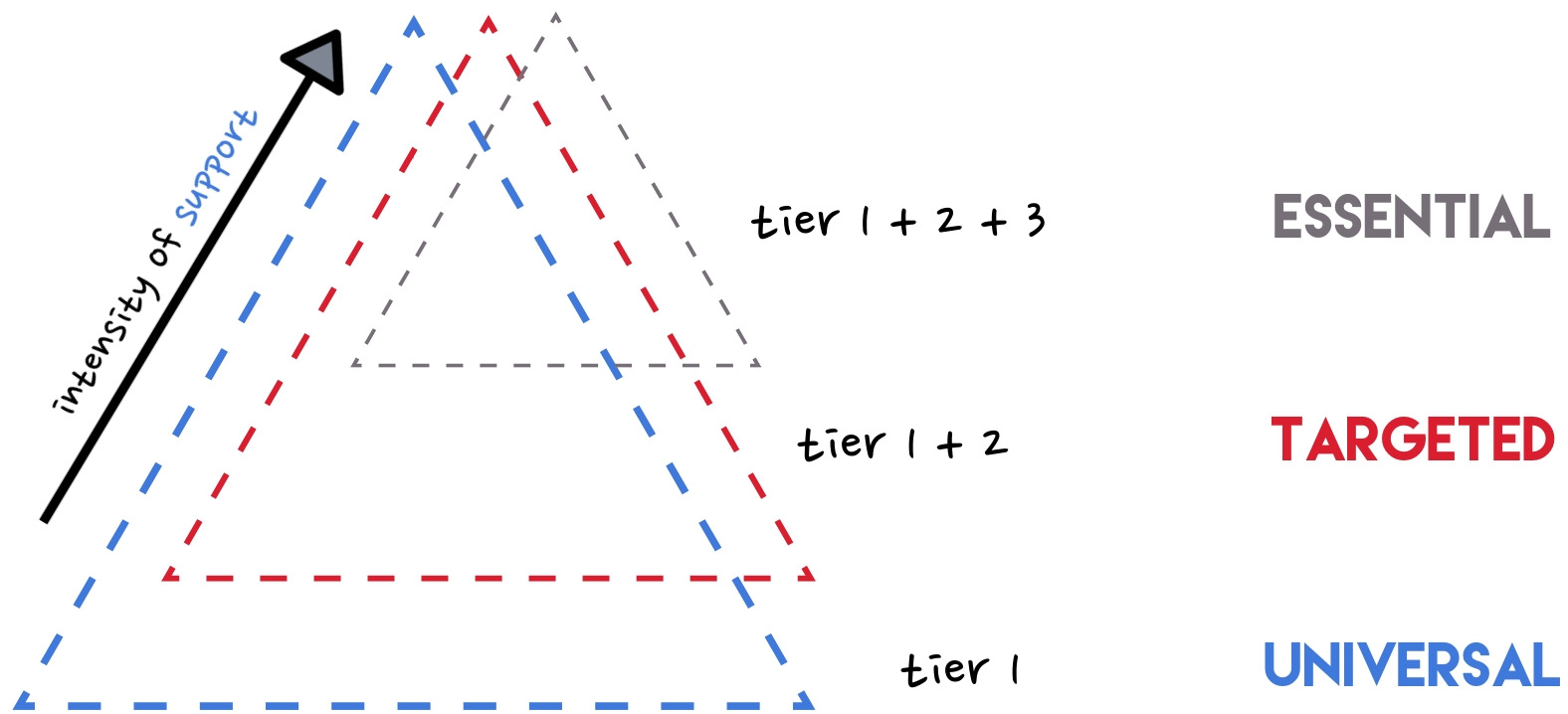


- early instruction of support
- assessment of the environment
- universal supports

RTI: RESPONSE TO INSTRUCTION



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			

Designing a Needs Based Classroom Support Plan

Step 1: Assessing for **needs** NOT disabilities

www.teachspeced.ca



- 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

Classroom Support Plan: Need Based Reflection

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

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 soon	Our classroom community does not need support for this right now
Aggression	☐	☐	☐
Anger or Frustration	☐	☐	☐
Anxiety	☐	☐	☐
Articulation	☐	☐	☐
Attendance	☐	☐	☐
Assistive Technology	☐	☐	☐
Vision Needs	☐	☐	☐
Bullying	☐	☐	☐
Central Auditory Processing	☐	☐	☐
Hearing Needs	☐	☐	☐
Depression/Sadness	☐	☐	☐
Motivation	☐	☐	☐
Eating Disorder	☐	☐	☐
Emotional Regulation	☐	☐	☐
English Language Skills	☐	☐	☐
Executive Functioning	☐	☐	☐

What top five areas of need are we going to target in our classroom support plan

1. _____
2. _____
3. _____
4. _____
5. _____

Classroom Support Plan		
Teacher(s): C. Woods	Support Staff: L. Veary (LST), K. Eigler (EA)	Lens: Math 4

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)		

Designing a Needs Based Classroom Support Plan

Step 2: 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 I can control



Popcorn

What connections are you
making so far?

What are supports?

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

What are strategies?

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

Supports vs. Resources



People



Time



Funding

Classroom Support Plan		
Teacher(s): C. Woods	Support Staff: L. Veary (LST), K. Eigler (EA)	Lens: Math 4

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)		

Classroom Support Plan		
Teacher(s): C. Woods	Support Staff: L. Veary (LST), K. Eigler (EA)	Lens: Math 4

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	- Visual instructions - Pre teach vocabulary - Structured agenda support	2 min breaks - Using a computer for tasks - Work bin	
	Need Ability	ST, AT	- concept based planning - random/ strategic seating - access point/ scaffolding	- Quiet location - home-communication - unlimited time for assessment	
	Need Processing Speed	JC, CH, JK, IR, LV, DV	- 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	- 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	- Structured agenda support - Task chunking/ reference - Highlight verbs/ key words in tasks	- Home communication - Calculator - Colour coding	
	who needs the most challenge JP, CG, LJ		Range of Support (MTLS)		

Classroom Support Plan

Teacher(s):Mr. Support Staff: Ms. L (support teacher last 20 min of block) Class: Grade 2 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: - 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: Kindergarten

Range of Support

Range of Students

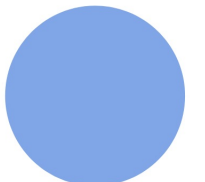
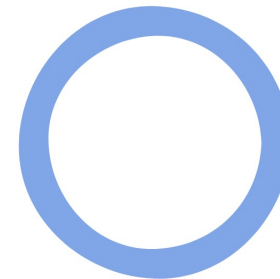
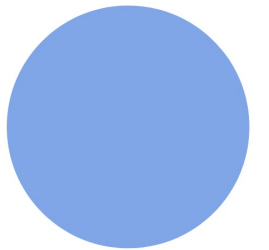
Students...		Strategies & Supports		
Who needs the most support J.W.		Universal Support (Good for ALL)	Targeted Support (CHOICE for ALL)	Essential Support (Good for ONE)
Need Cognitive	J.W.	Start lesson with accessible task how to work with J.W., building community activities, manipulatives,	Access Point 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: - Sharing local Indigenous content for math concepts - Standards based grading and reporting		

Wild Tea:

I used to think...

I used to think _____

But now _____



Strategy: taking a 2 min break

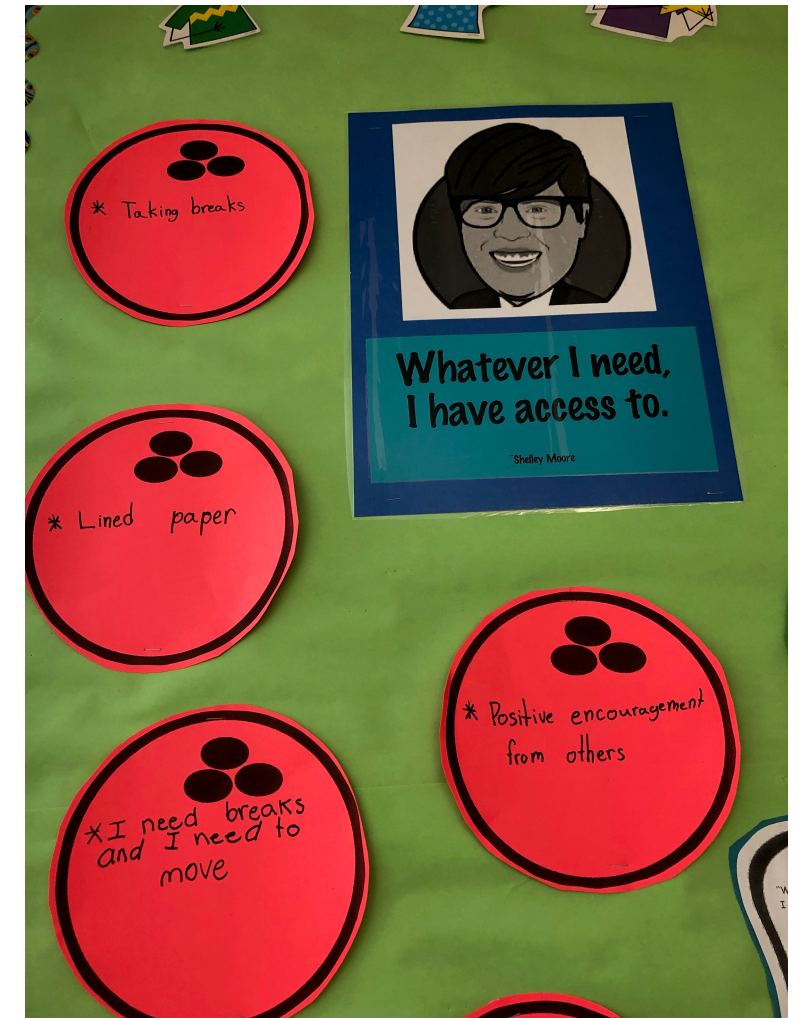
Instruct

- 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?



Strategy: chunking text

Instruct

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

Practice (1 – 2 weeks)

Reflect

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



Teaching & Reflecting on Strategies:

working in a small group

quiet space

loud space

visuals

schedule/ agenda

standing desks

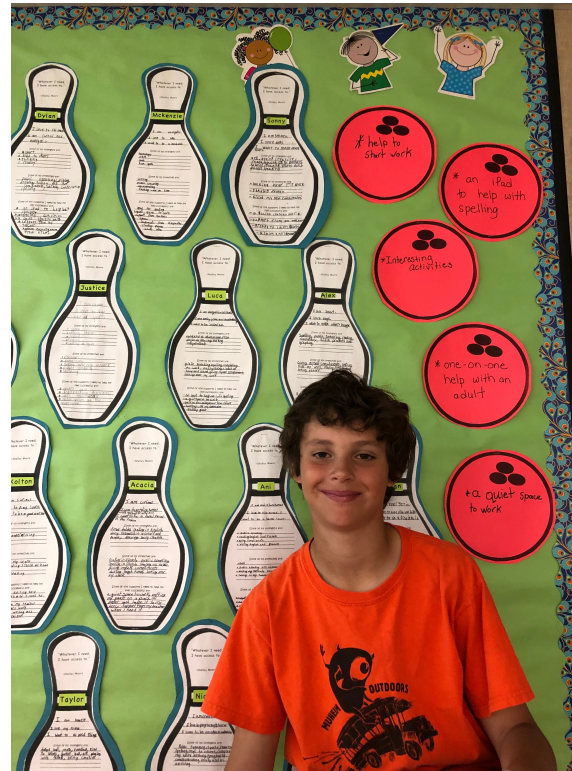
access points

sensory tools

snacks

gum

hats



Classroom Support Plan

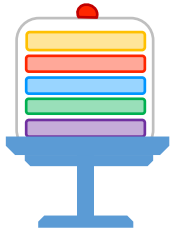
Teacher(s):

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				

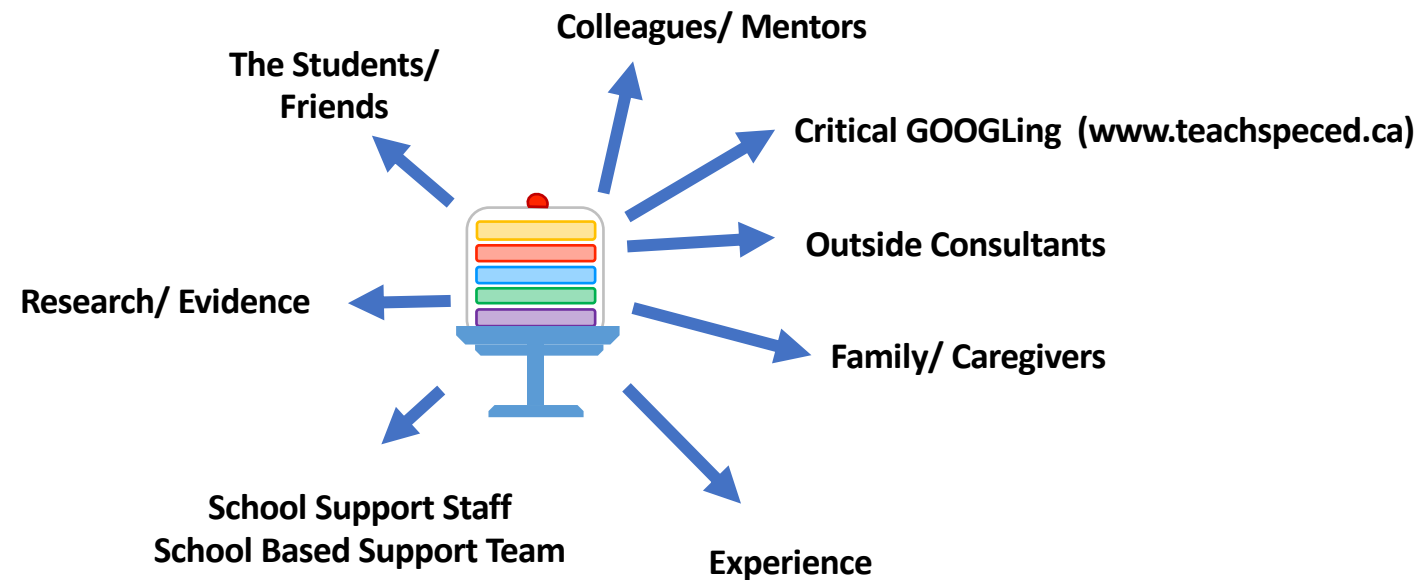
Range of Students (RTI)



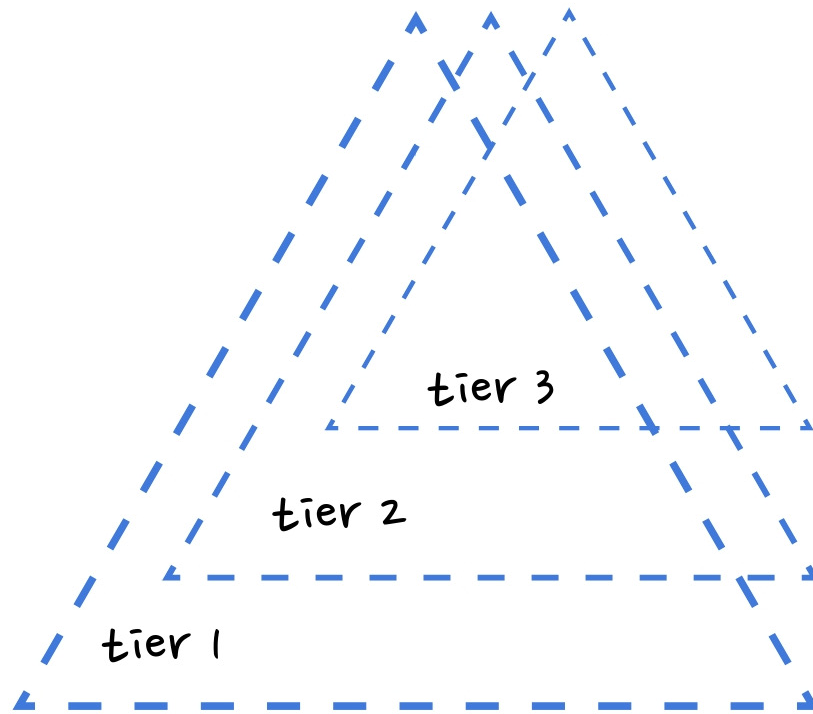
Layered Support Cake of Love: Classroom Support Plan



How do we figure out supports or strategies students need?



RTI: RESPONSE TO INSTRUCTION



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

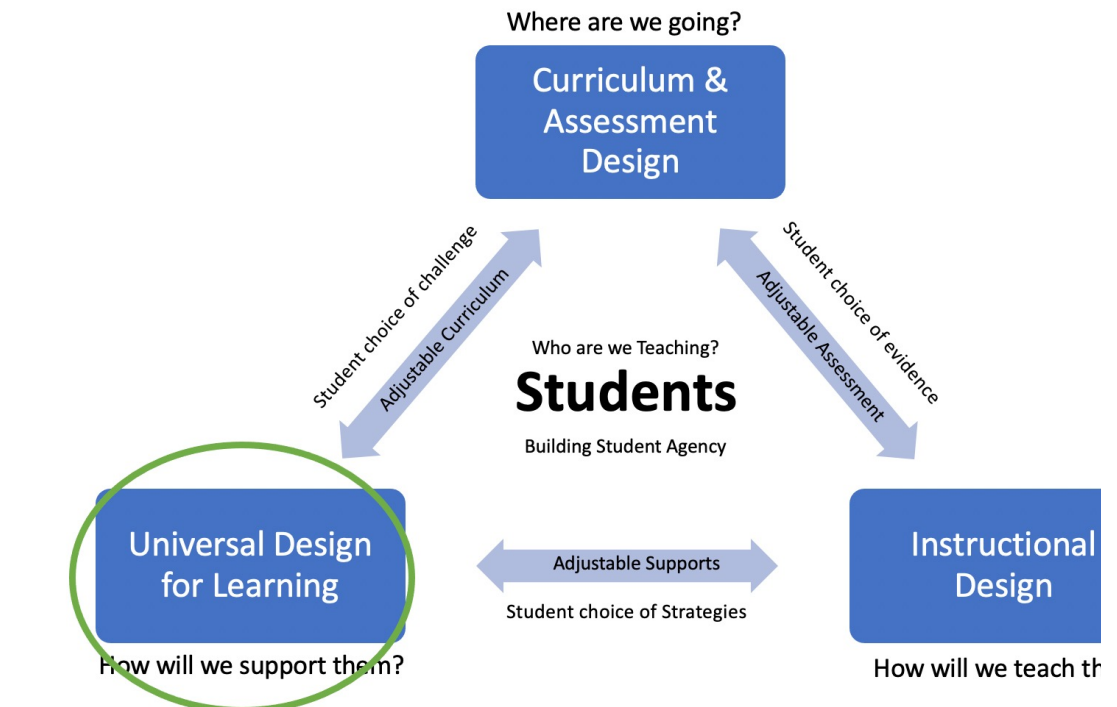
An abstract graphic featuring a thick, black, hand-drawn line that starts at the top right, zig-zags across the upper right portion of the image, and ends near the center right. Below this line, there are several circles: a small red circle near the end of the line, a larger blue circle below it, a blue circle with a white outline to the left of the larger blue circle, and another small red circle at the bottom left. In the bottom right corner, there is a blue circle and a small portion of another blue circle.

Wild Tea

One useful thing from today

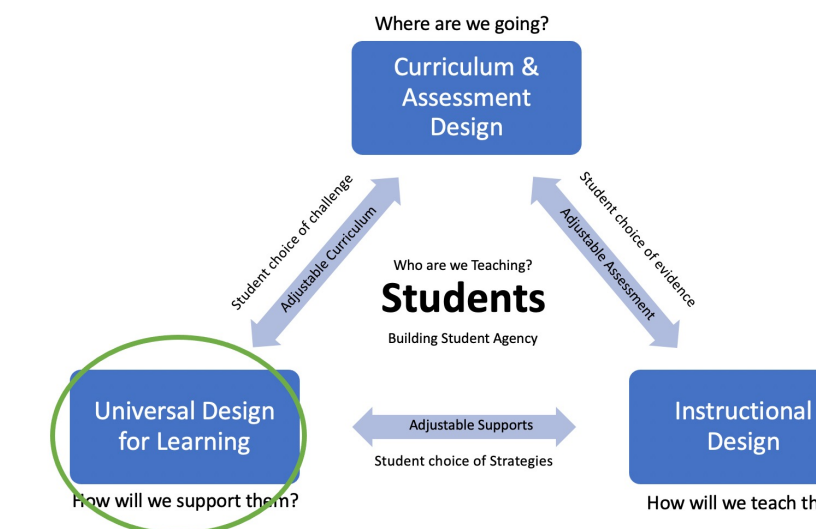
Beach Grove Elementary

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



Beach Grove Elementary – The Target Class

- **Strengths:** Students are lively, fun, never bored, good using the zones of regulation
- **Interests** are art, hands on activities, outdoor time, listen to stories, free choice, centre time
- **Needs:** Large academic spread, range of readers, 8 non-readers, fine motor, writing, math, attention seeking behaviours, self regulation struggles, temper tantrums, avoidance behaviours, defiance, saying 'no',
- **Goal areas:** listening, empathy, social skills, using words to solve their own problems, reading/writing skills, regulate behaviour
- **What's working:** schedule of the day, ready/do/done, organization strategies (book bins for the week), math manipulative, white boards, zones,
- **Questions:** classroom layout, calm down spaces (we have 3), reading support, learning targets (stop, look listen and putting up hand) - positive behaviour support, gem in a jar, added new target - using appropriate words to solve problems, use The Den - extra space to take breaks, everyone wants to go use it



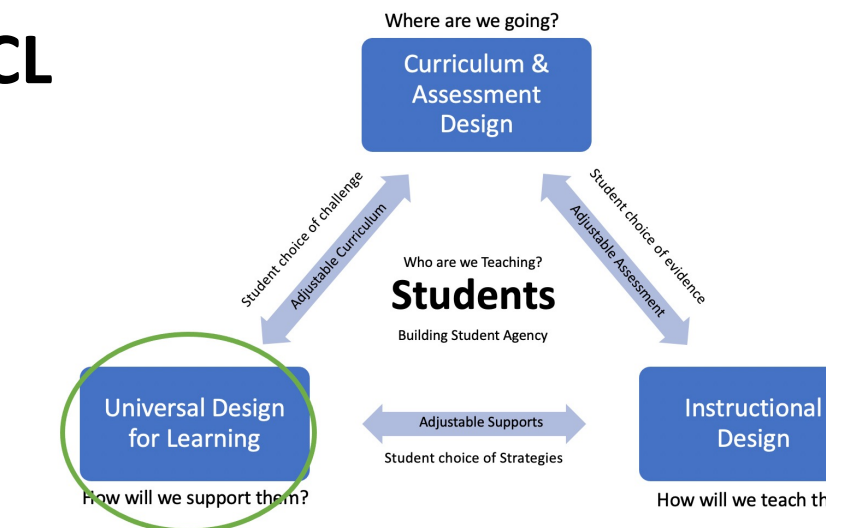
Beach Grove Elementary – Finding the Edges

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



Beach Grove Elementary – Identifying Needs

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 soon	Our classroom community does not need support for this right now
Aggression	☐	X	☐
Anger or Frustration	X	☐	☐
Anxiety	X	☐	☐
Articulation	☐	☐	X
Attendance	☐	☐	X
Assistive Technology	☐	☐	X
Vision Needs	☐	X	☐
Bullying	☐	X	☐
Central Auditory Processing	X	☐	☐
Hearing Needs	☐	☐	X
Depression/Sadness	☐	X	☐
Motivation/Engagement	X	☐	☐
Eating Needs	☐	☐	X
Emotional Regulation	X	☐	☐
English Language Skills	☐	X	☐
Executive Functioning	X	☐	☐
Fine Motor Skills	X	☐	☐
Gambling	☐	☐	X
Grief Management	☐	X	☐
Gross Motor Skills	☐	X	☐
Intellectual Ability	☐	X	☐
Listening Comprehension	X	☐	☐
Memory	☐	X	☐
Mental Health	X	☐	☐
Metacognition	☐	X	☐
Mobility	☐	☐	X
Non-Verbal Reasoning	☐	X	☐
Organization	X	☐	☐
Personal Care	☐	X	☐

Personal Safety	X	☐	☐
Phonological Processing	X	☐	☐
Processing Speed	☐	X	☐
Self Esteem	X	☐	☐
Self-Advocacy	☐	X	☐
Self-Harm/ Suicide Management	☐	X (CT)	☐
Self-Regulation	X	☐	☐
Sensory Integration	X	☐	☐
Sequencing	X	☐	☐
Social Skills (problem solving)	X	☐	☐
Substance Abuse	☐	☐	X
Task Initiation	X	☐	☐
Time Management	☐	X	☐
Transition	X	☐	☐
Verbal Ability	☐	X	☐
Visual-Motor Skills	☐	X	☐
Visual Spatial Processing	☐	X	☐
Other:	☐	☐	☐
Other:	☐	☐	☐
Other:	☐	☐	☐

What top five areas of need are we going to target in our classroom support plan

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

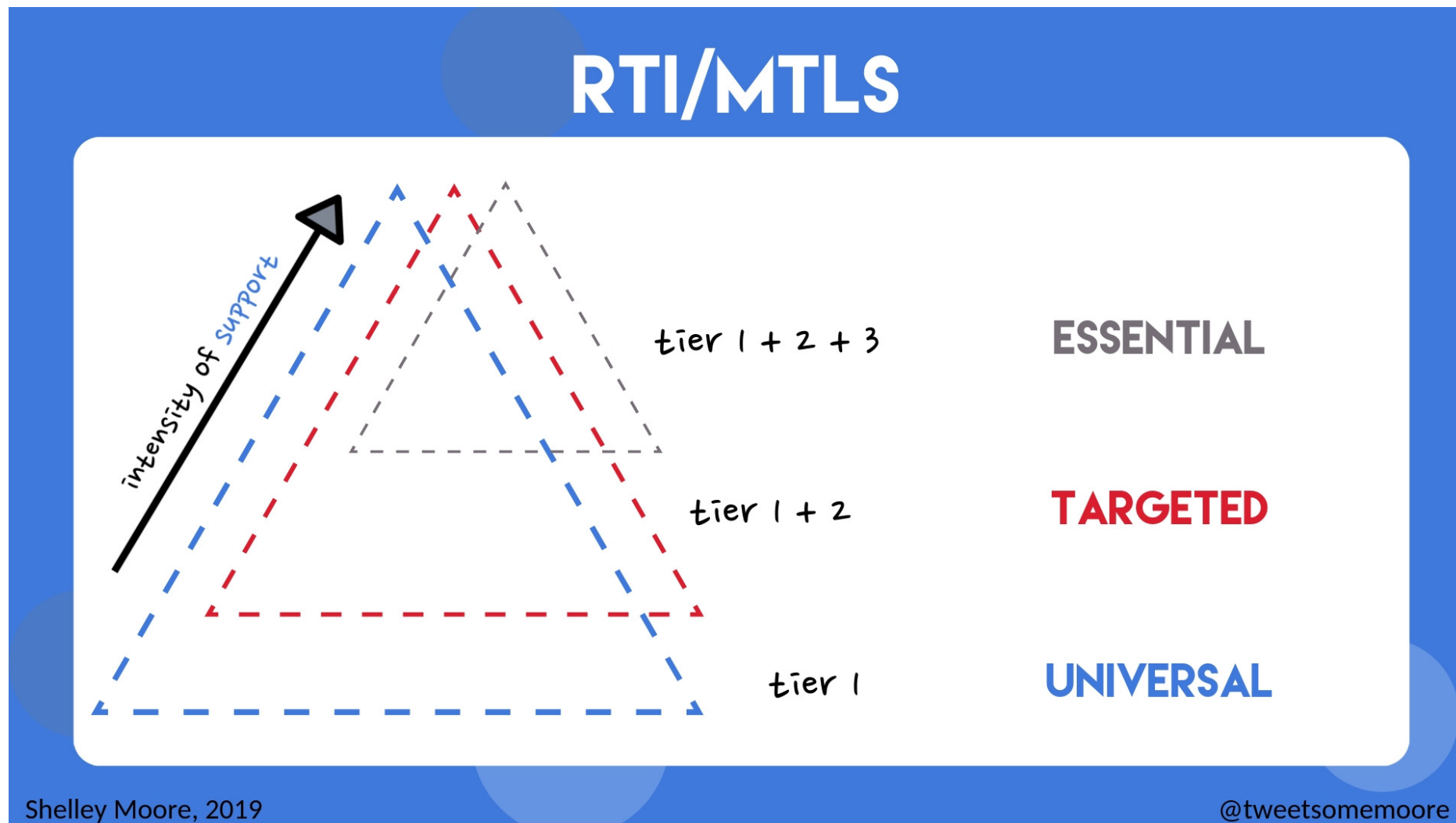
Beach Grove Elementary – Top 5 Targets

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	ABm1, AB, AB, EB, AR, JR, PS, LT, CT		
	Need: Personal Safety * Leaving class	CT, EB, AR		
	Need: Self Regulation	AA, AB, AB, AB, EB, HB, AR, PS, LT, CT		
	Need: Social Skills *problem solving	AB, AB, AB, EB, HB, AR, PS, CT, EW, MJ		
	Need: Self Esteem	ABm2, HB, CL, AR, EB, JR, CT, EW, LT		
	who needs the most challenge VL, WD, JA, CL			
		Range of Support		

Beach Grove Elementary – Needs Based Supports & Strategies



www.teachspeced.ca



TEACHERS' GATEWAY TO SPECIAL EDUCATION



Teaching Strategies & Resources		Key Practices	Glossary	FAQs	
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): 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, <u>CT</u> 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	• 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		

Beach Grove Elementary – Making a Plan

- **Targeted Need: Social Stories (Problem Solving)**
 - Role playing scenarios
 - Managing strong feelings
 - Solving problems when I play
 - Social Story made by kids, put in library

Beach Grove Elementary

When I have strong feelings
I can...

By Division 8

I can use a tool to help me.



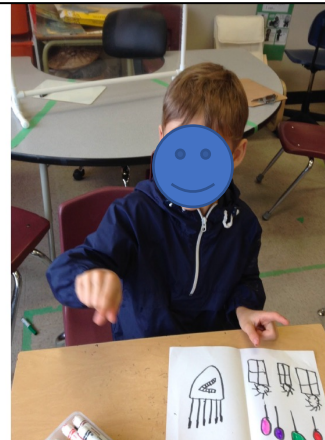
I can
look at a
book.



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.

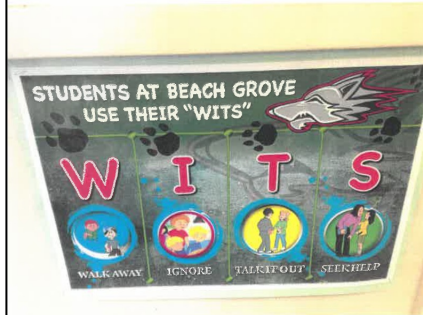


Beach Grove Elementary

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 ____.



Stop. I don't
like it when
...



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.



Wild Tea

Thinking about your person
in mind...What is one thing
you want to try?

SHELLEY MOORE



@tweetsomemoore



@fivemooreminutes



@fivemooreminutes



www.fivemooreminutes.com

www.blogsomemoore.com

