

SHELLEY MOORE



@tweetsomemoore



@fivemooreminutes



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www.fivemooreminutes.com

www.blogsomemoore.com



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



Chat Box

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

Break Out Groups

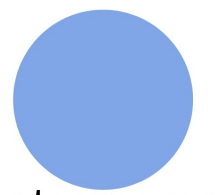
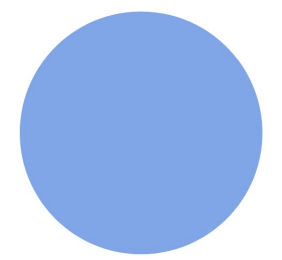
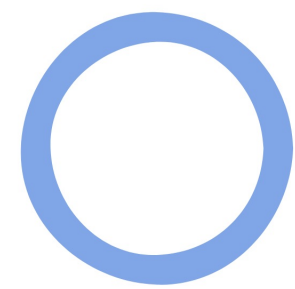
- Popcorn conversations

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!”

Wild tea

Who are you thinking of
today?

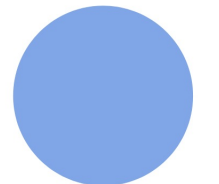
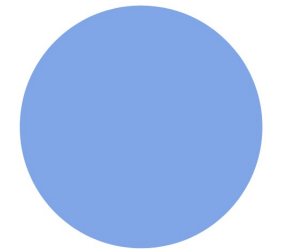
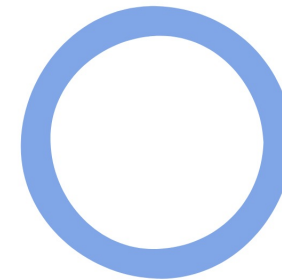


Break Out Groups – Popcorn

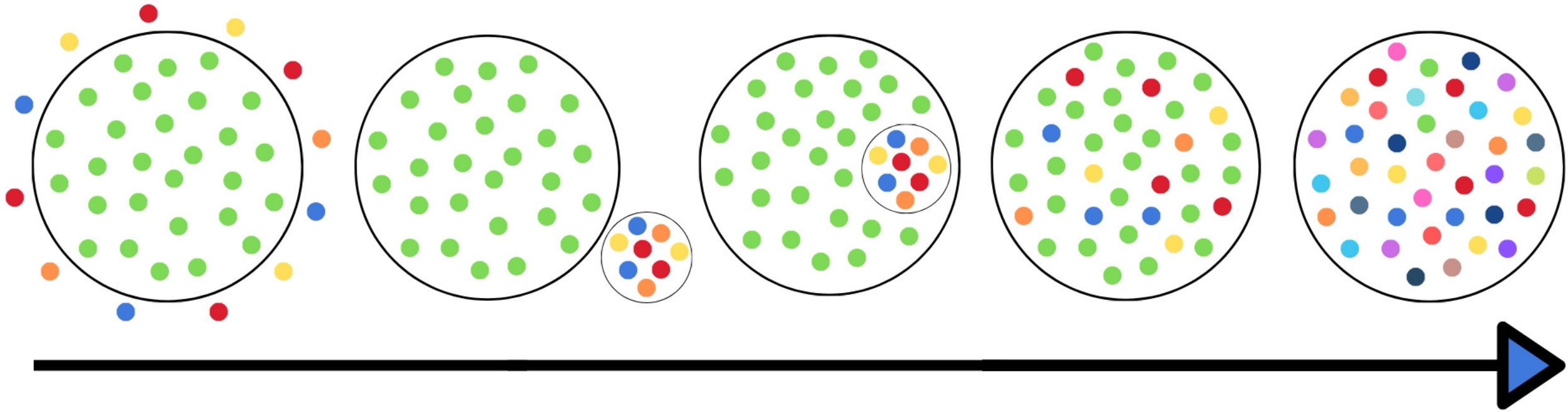
- In break out groups, everyone is a kernel
- You will have 3 minutes to pop - Everyone needs to pop!
- You pop by sharing a thought or a response, or asking a question to the group
- How can you support each other to make sure everyone pops in the time allowed?

Popcorn

What is this connecting to
that you already know
and/or are already doing?



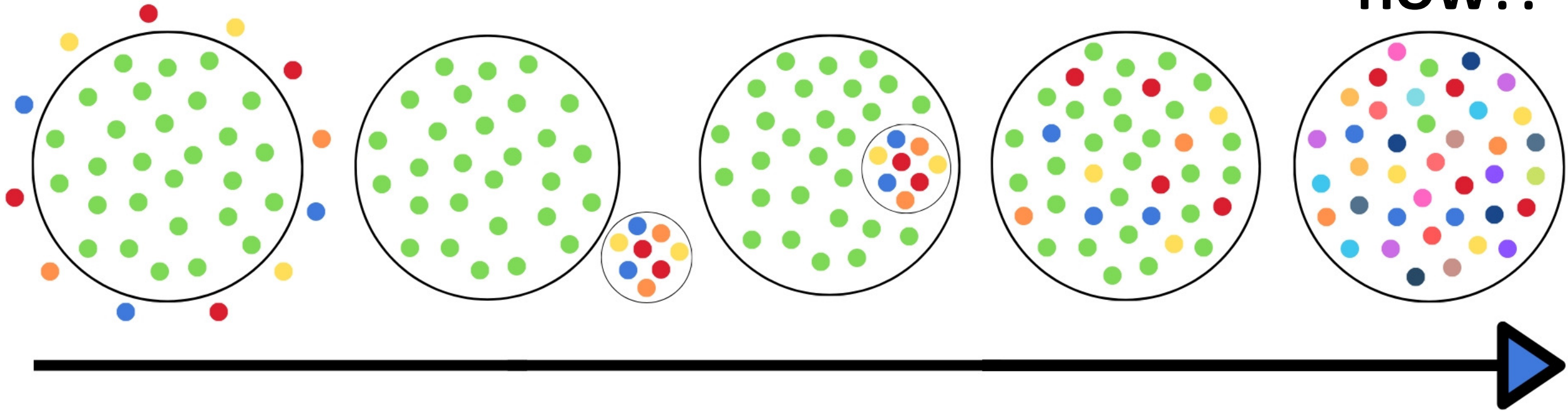
WHAT IS INCLUSION?



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

WHAT IS INCLUSION?

HOW?!

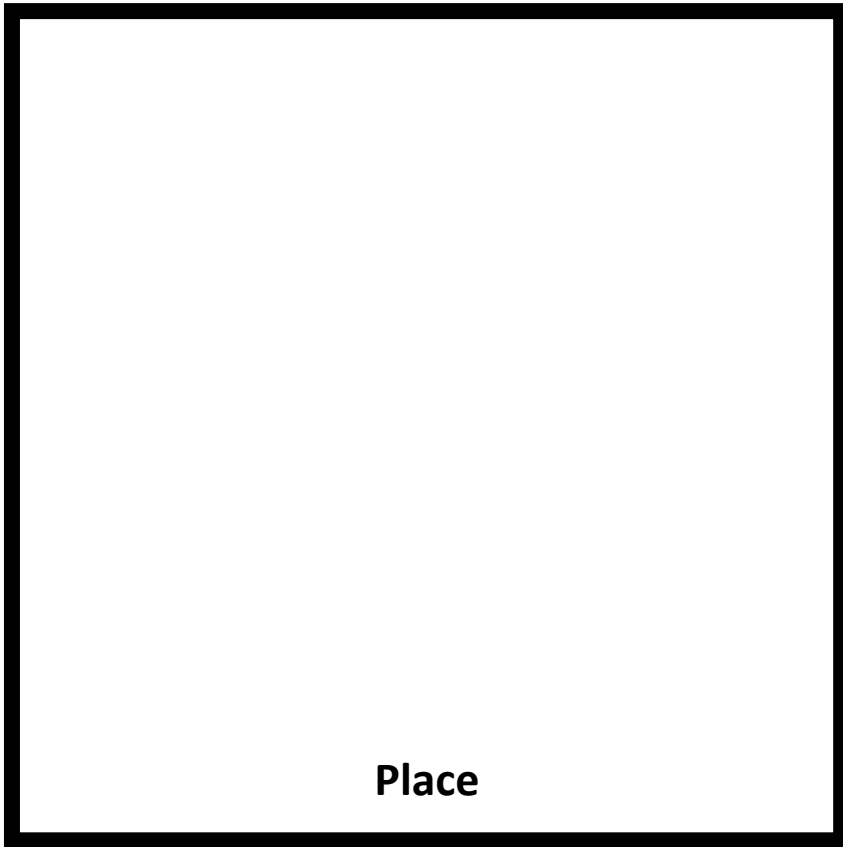


Where are you on this continuum? What's the next step?

A shift in thinking...

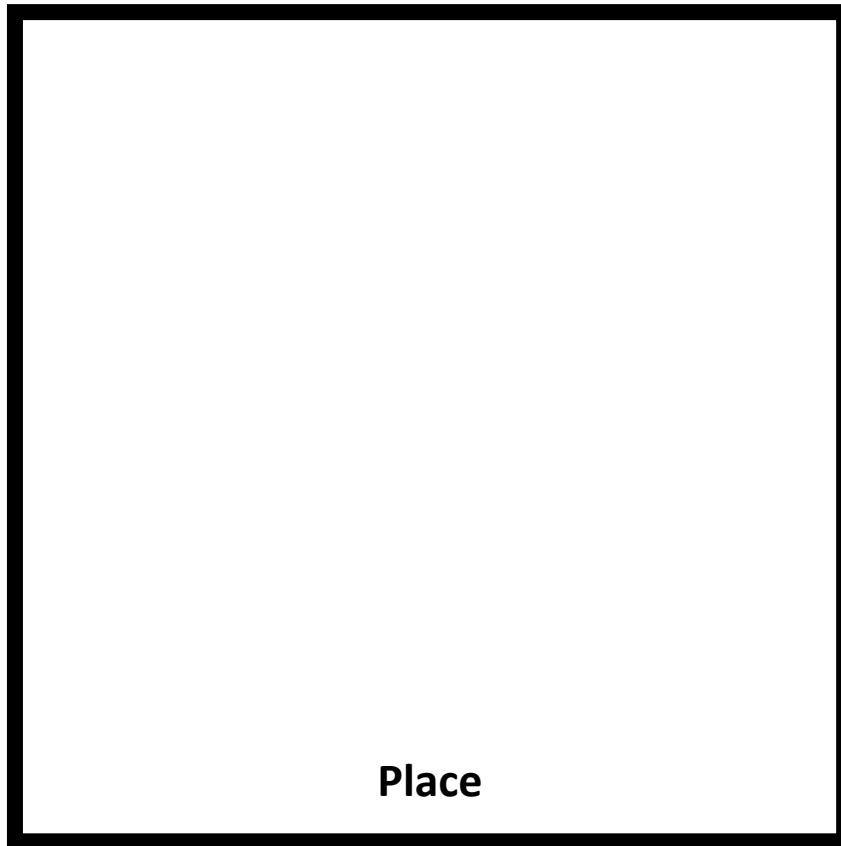
There are some things we need to understand:

- 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



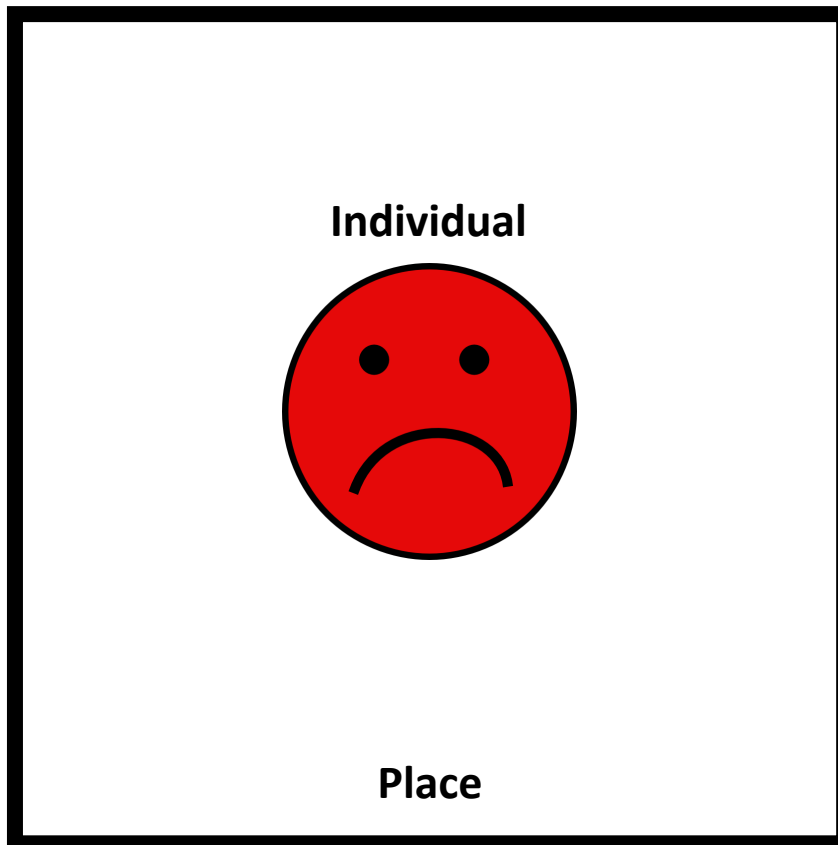
Place

Shifting the Paradigm: Medical Model of Disability



Place

Shifting the Paradigm: Medical Model of Disability



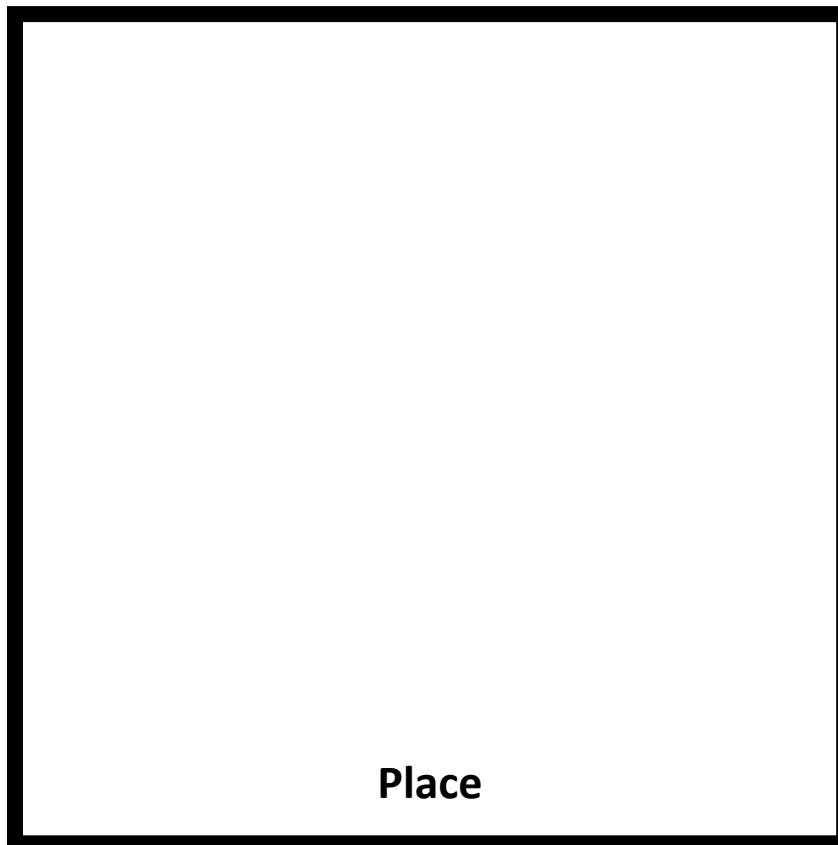
Special Education

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

The cupcake Model

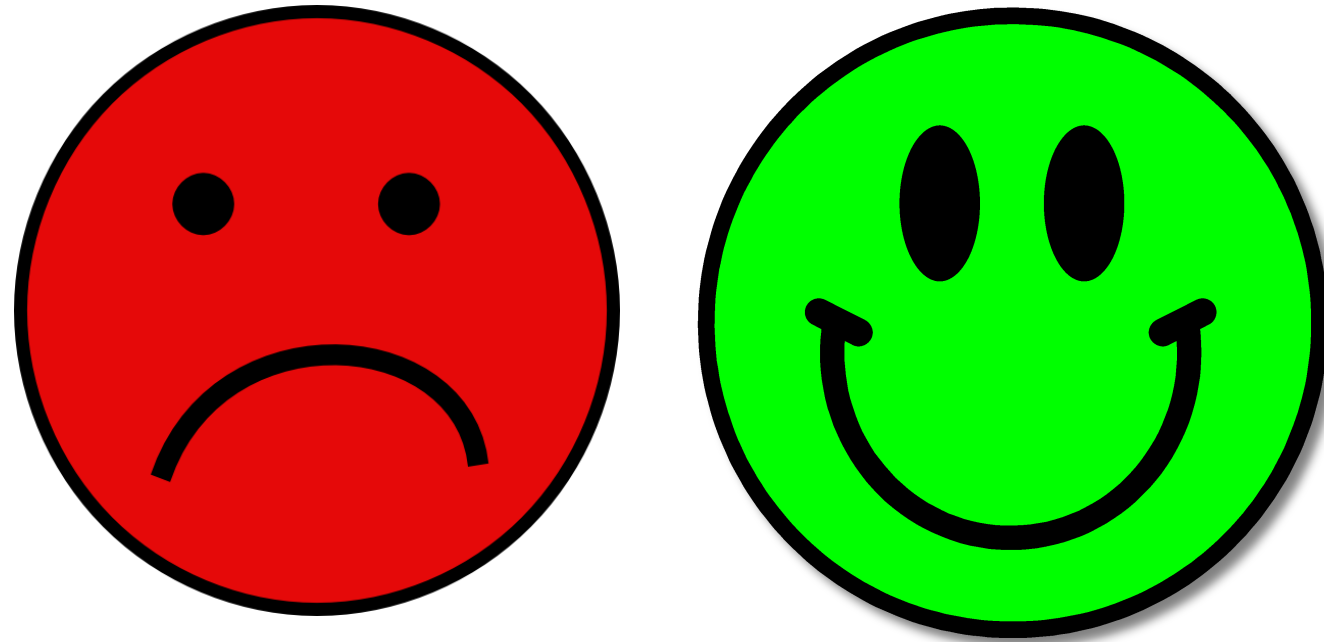


Special Education

Medical Model

Wait a second....

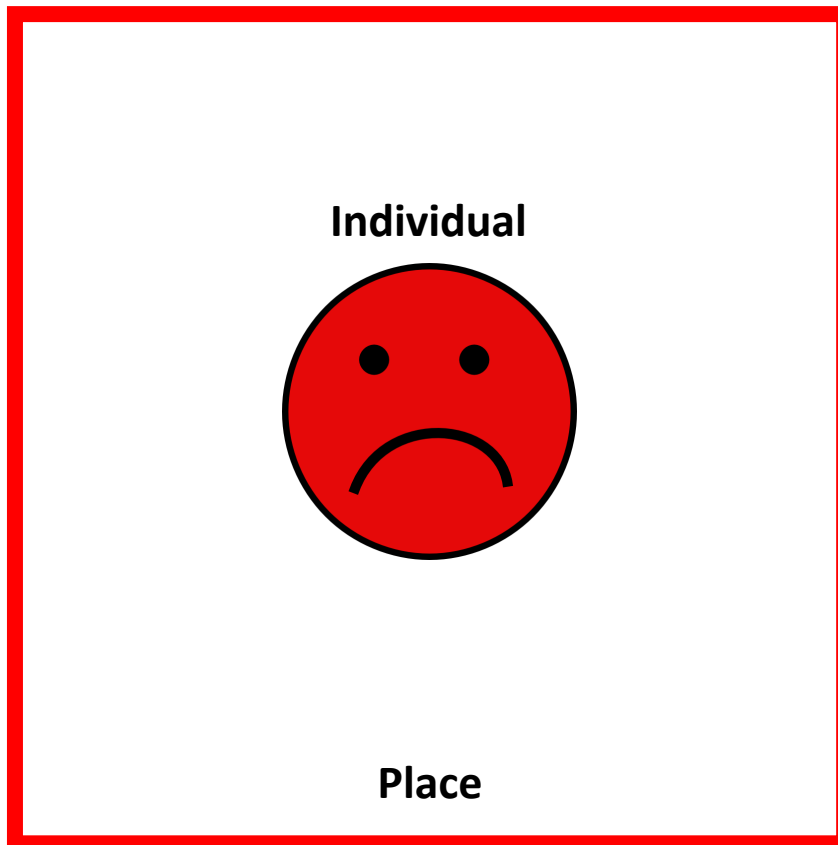
People with disabilities said:



“I am not broken.”

“I do not need to be fixed!”

Shifting the Paradigm: Social Model of Disability

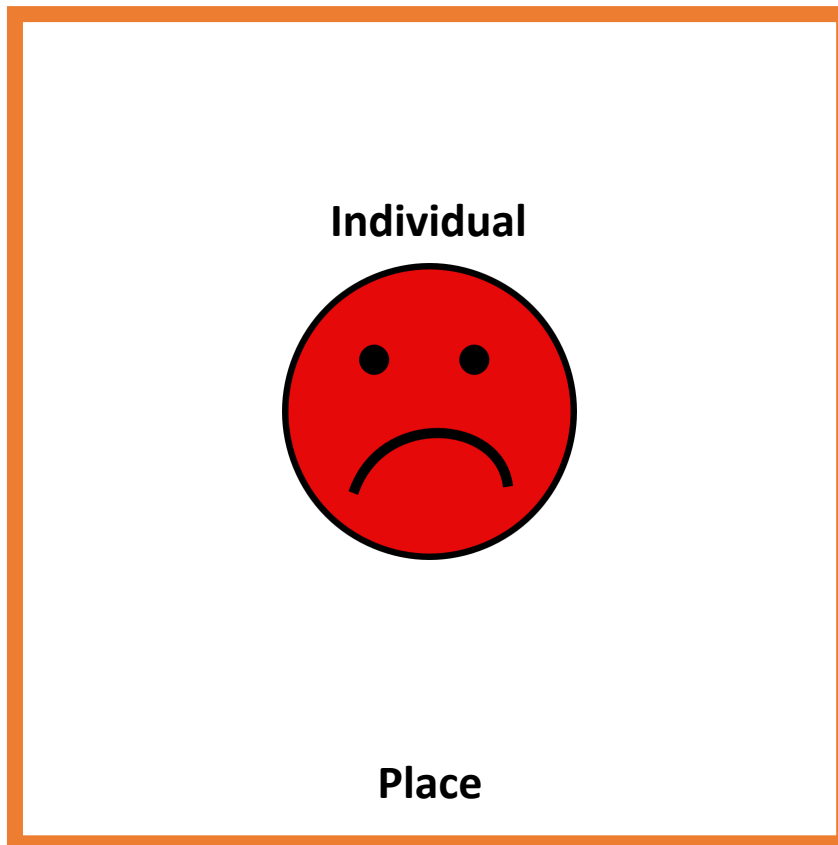


Social Model

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

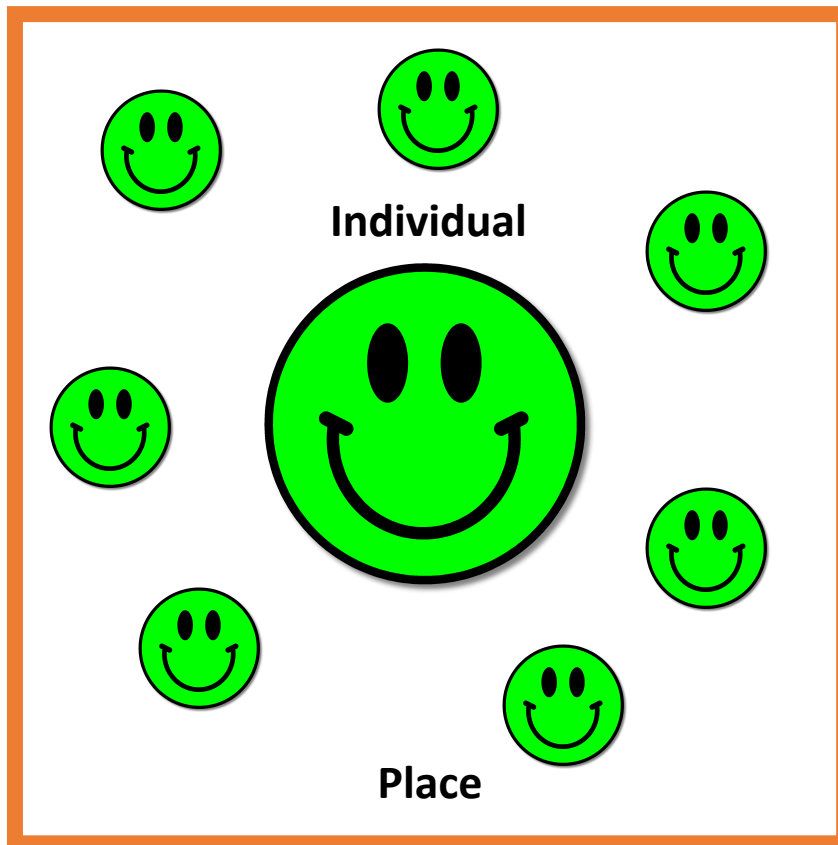


Social Model

If individual isn't successful

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Shifting the Paradigm: Social Model of Disability

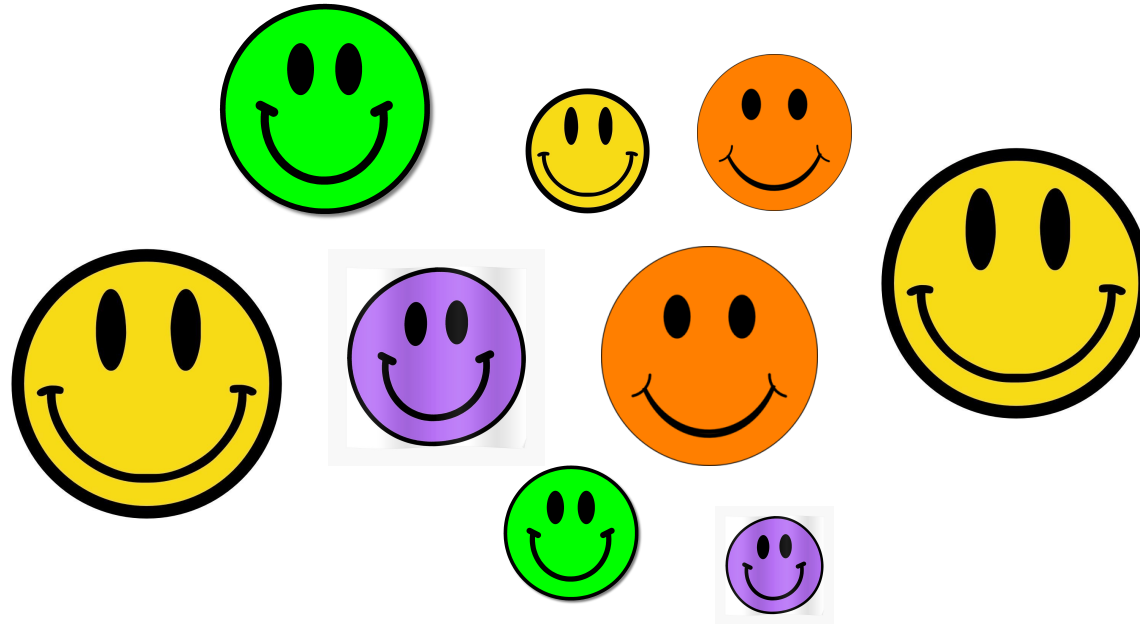


Social Model

If individual isn't successful

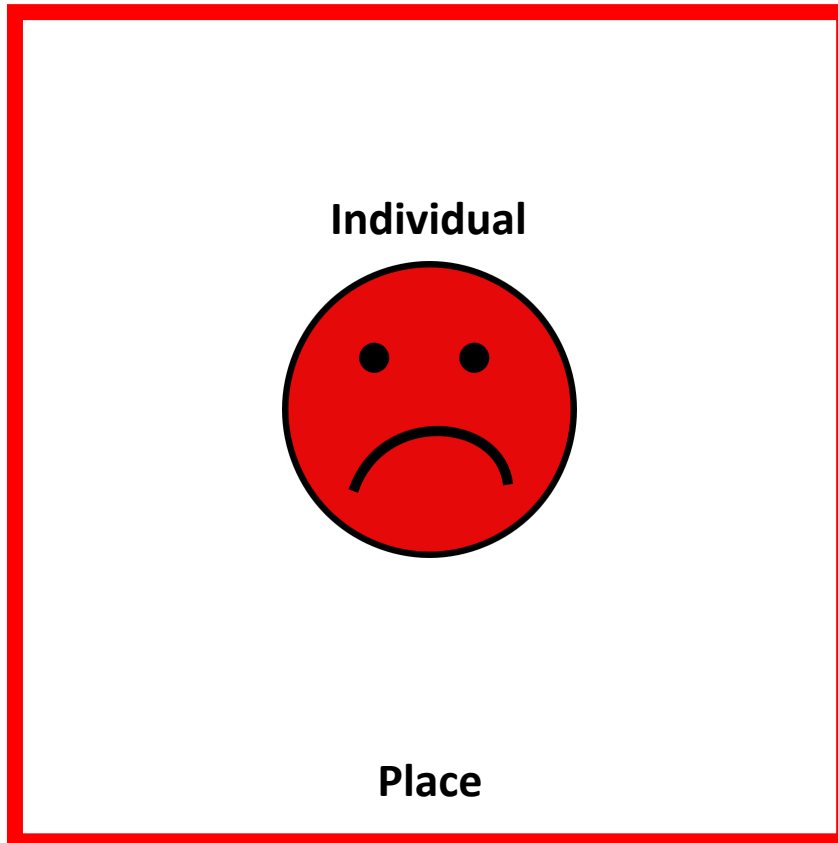
- Diagnose the problems in the place
- Fix the place
- Support everyone in the place

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

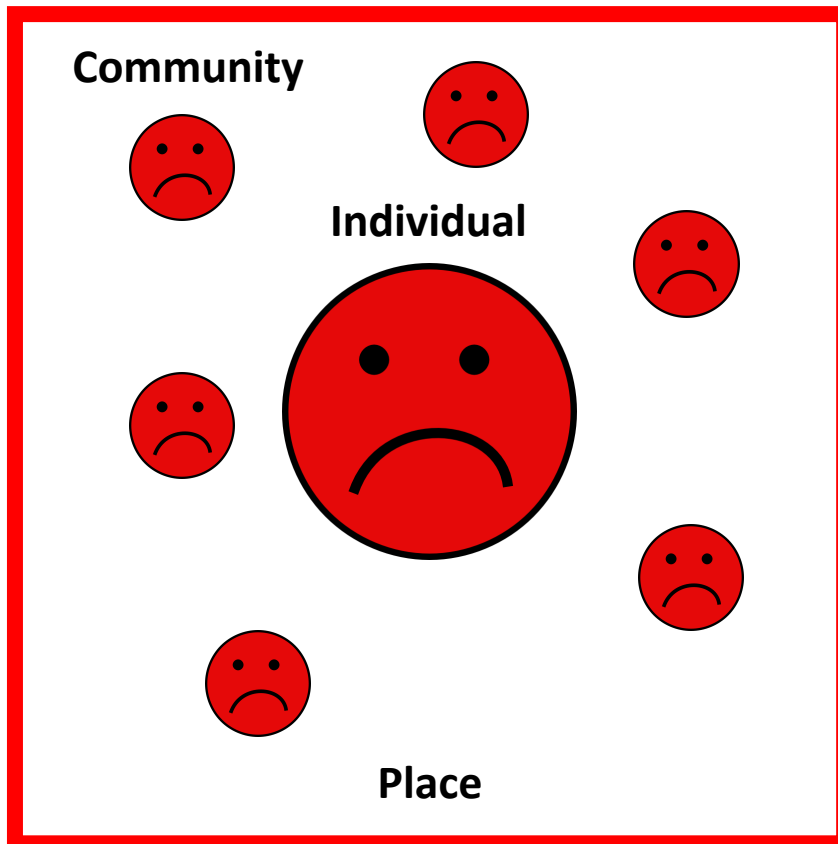
- Determine barriers in place
- Determine needs of the community
- Anticipate supports & strategies based on needs
- Universally apply supports and strategies to ALL

Shifting the Paradigm: Person-Place Model of Need

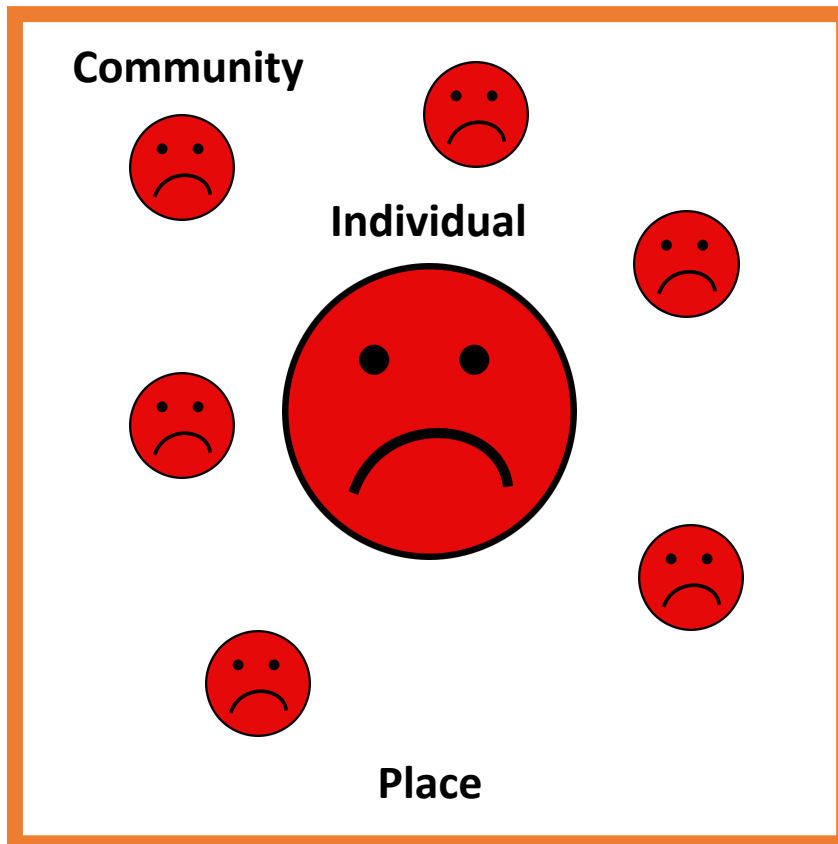
Inclusive Education

If an individual isn't successful

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Shifting the Paradigm: Person-Place Model of Need



Inclusive Education

If an individual isn't successful

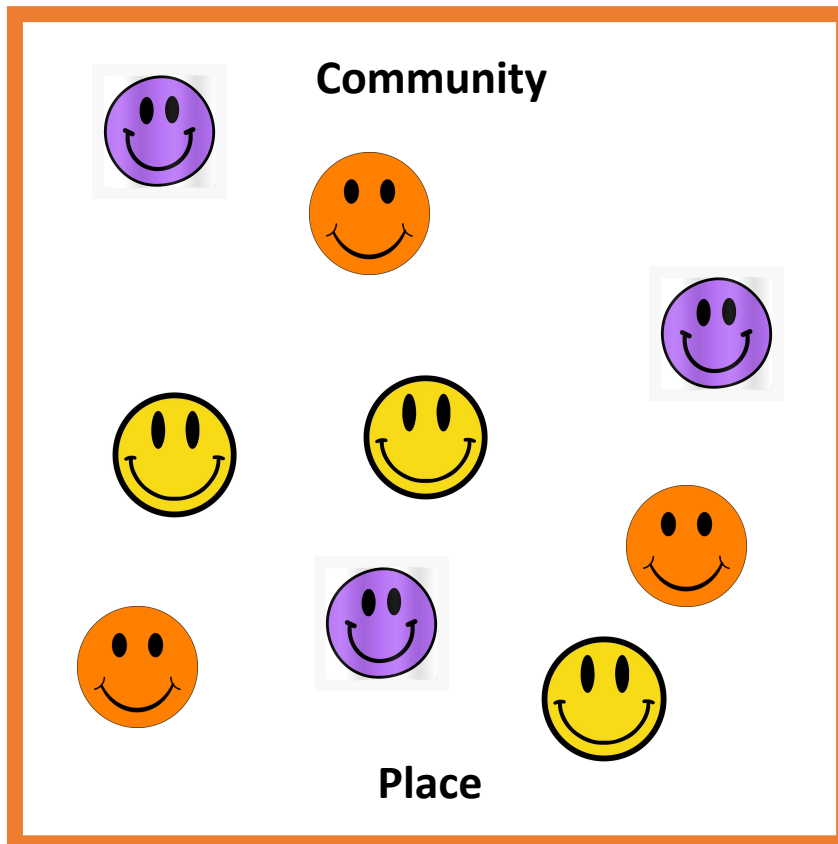
- Determine barriers in place
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Shifting the Paradigm: Person-Place Model of Need

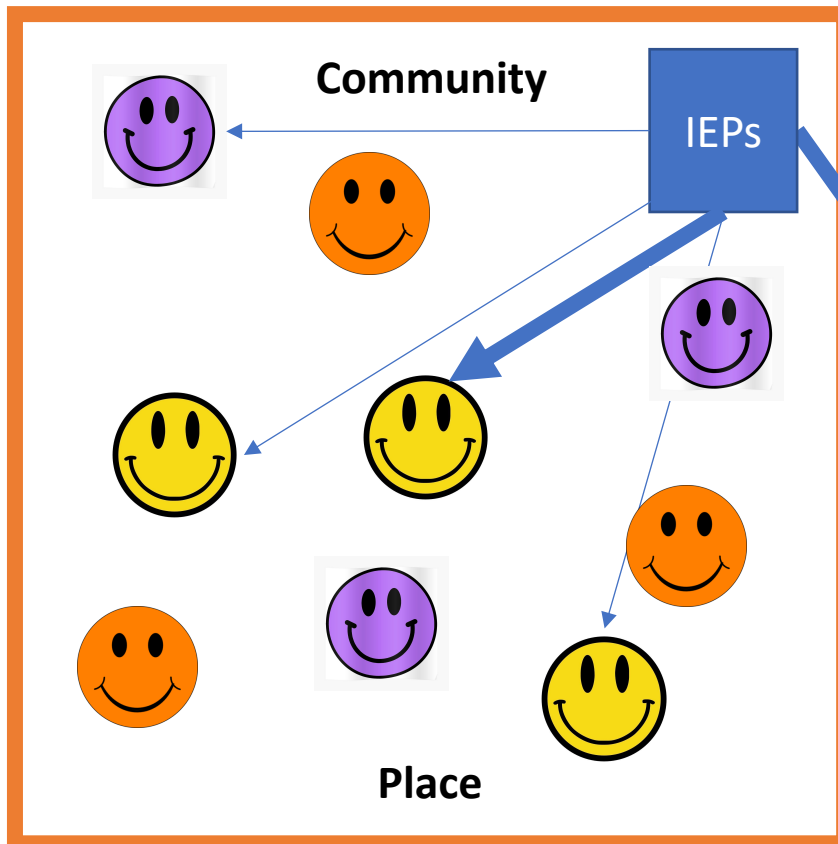
Inclusive Education

If an individual isn't successful

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Shifting the Paradigm: Person-Place Model of Need



Inclusive Education

If an individual isn't successful

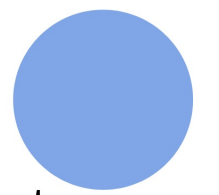
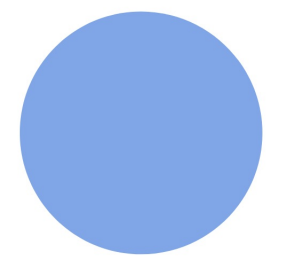
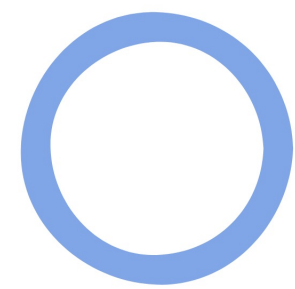
- Determine barriers in place
- Determine needs of the community
- Anticipate supports & strategies based on needs
- Universally apply supports and strategies to ALL

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!

Wild tea

What are you thinking
about?



Medical Model Perspective: Fix the person

Individual not having success in a place: Shelley putting gas in her car in America

Deficit Model: Shelley can't fill up with gas

Shelley's IEP

S.M.A.R.T goal: Shelley will fill up her car with gas with 90 % accuracy by June 2021 by:

Objective: choosing an individual strategy to help her fill up with gas

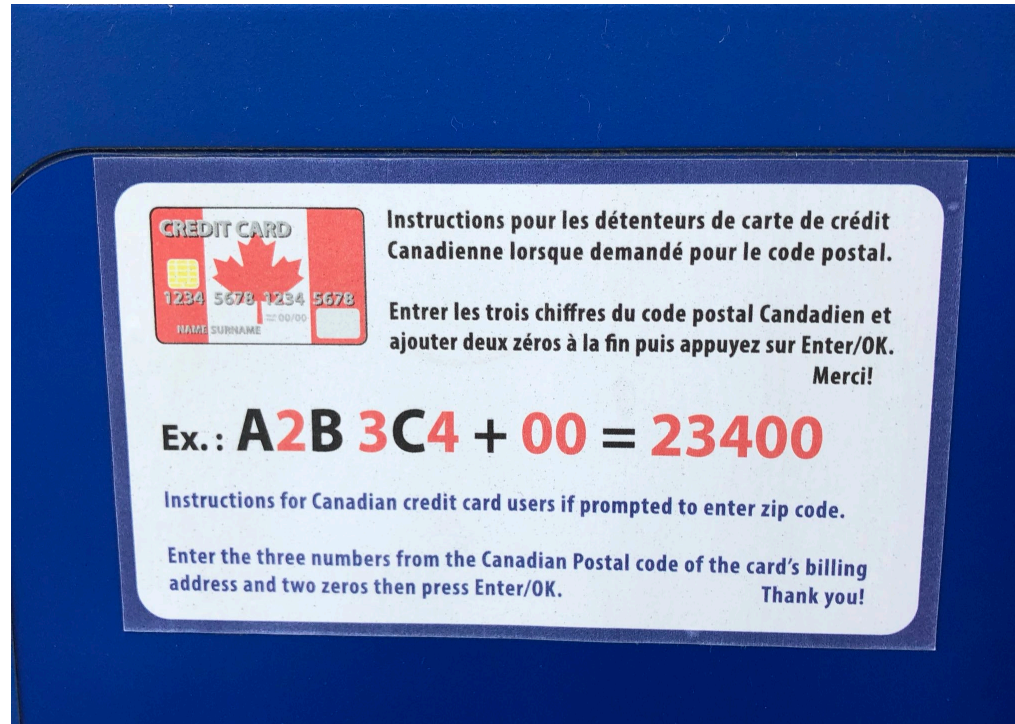
Individual Strategies: have extra cash on hand, extra time to fill up, extra room on my credit card, emotional regulation for anger, extra money for airport fill up, try 90210

Person- Place Model of Need

What is the barrier?!

What is getting in the way in the place?

Why can't Shelley fill up with gas?



Fixing the Deficit vs. Removing the Barrier

Person-Place Perspective: Reduce barriers in place, respond to needs of individual

Place: America

Barrier: Gas tank needs a Zip code to pay with a credit card

Shelley's need: Shelley is Canadian and has a postal code

Shelley's IEP

Goal: Shelley can fill up her car with gas by:

Objective: turning her postal code into a zip code

Universal Strategy: Sticker

Individual Supports & Strategies: None



What are the **barriers** in a community?

(What is getting in the way that is outside of a student control?)

What are the **needs** of the individuals in a community?

(Needs not disabilities)

How do we **anticipate** supports & strategies needed for individuals in the community?

(Planned for before, not after)

How can we teach the supports & strategies so **ALL students** can access and choose?

(Accessing supports & strategies do not affect evaluation or grades)

The cupcake Model



Special Education

Medical Model

The cupcake model



Shelley Moore, 2019

The layered cake model



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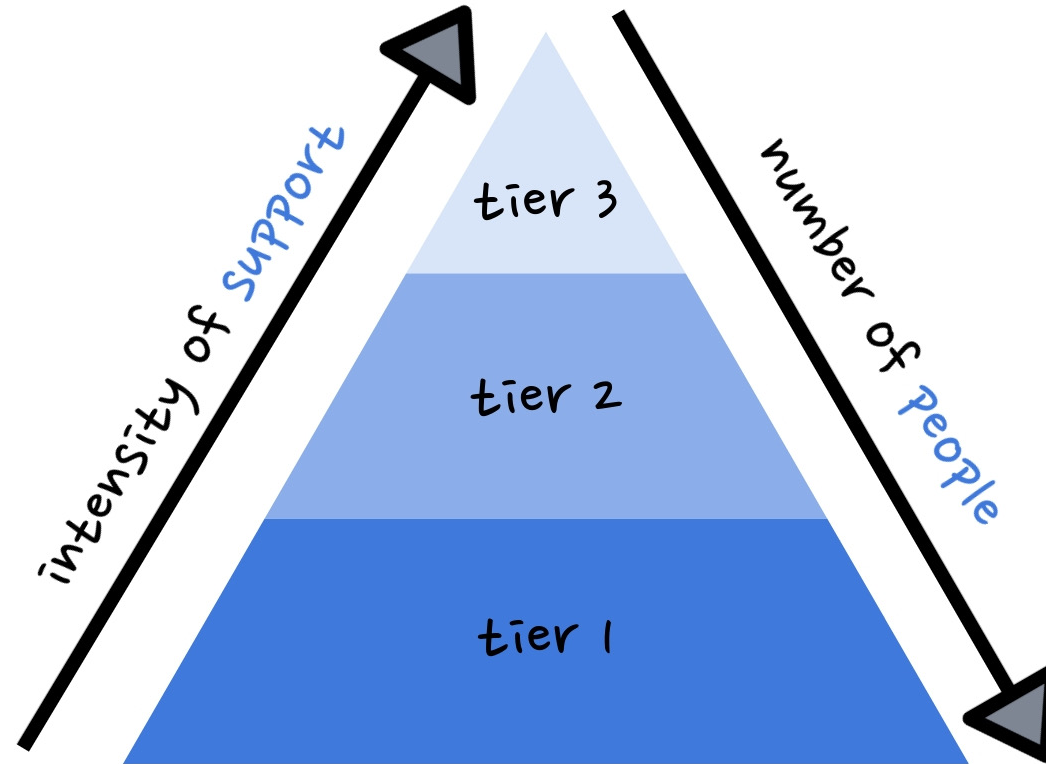
The layered cake model



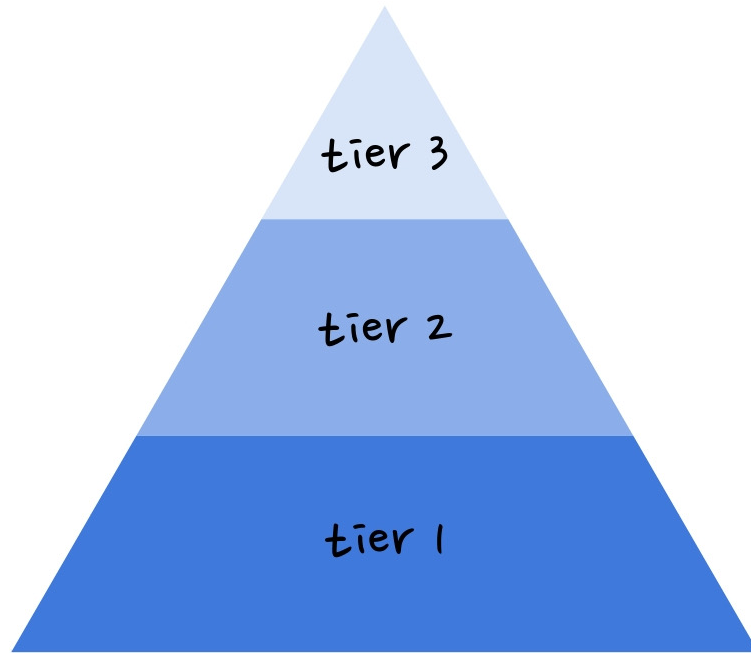
Shelley Moore, 2019

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RTI: RESPONSE TO INTERVENTION

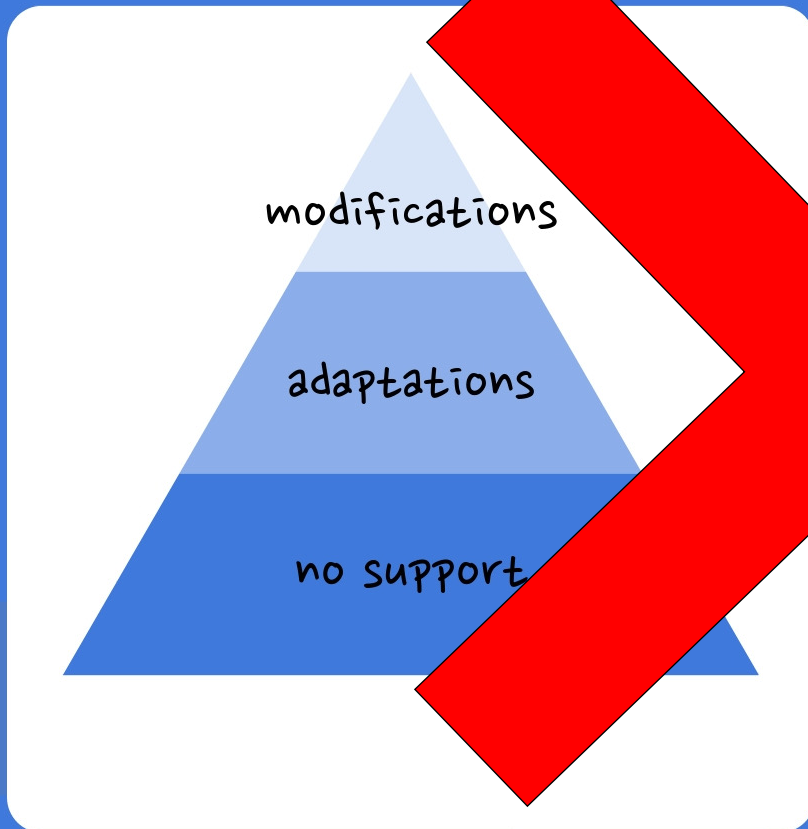


RTI: RESPONSE TO INTERVENTION

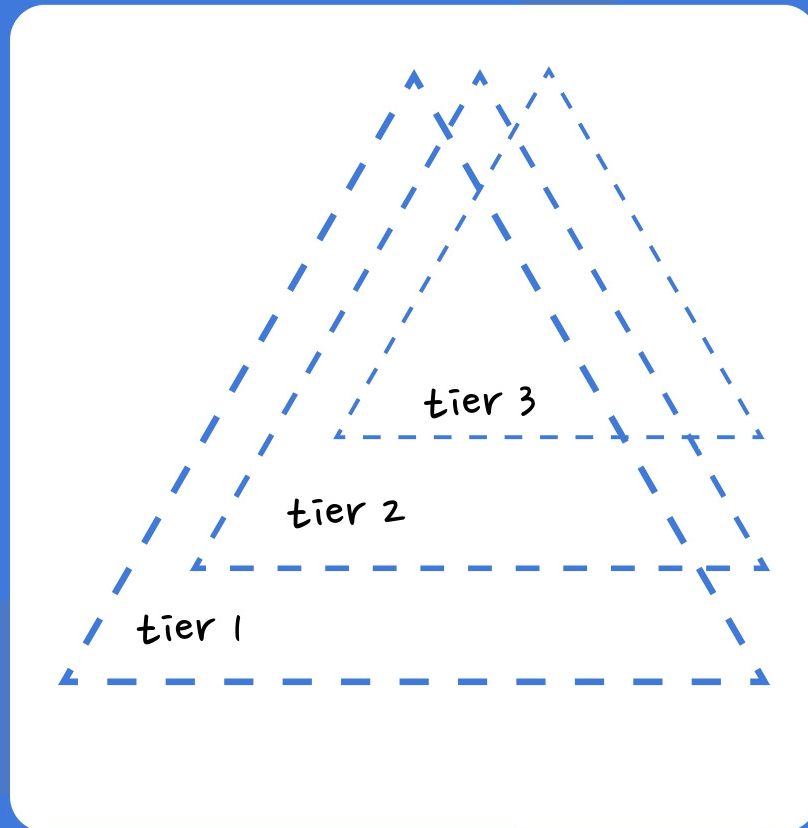


- early intervention of support
- assessment of students
- regulated supports

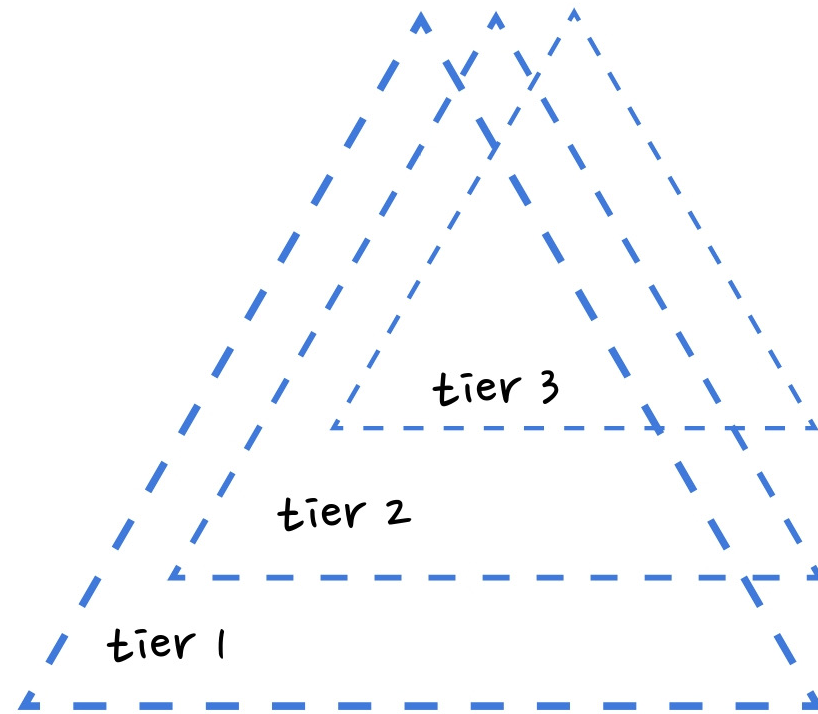
RTI: RESPONSE TO INTERVENTION ??



RTI: RESPONSE TO INSTRUCTION



RTI: RESPONSE TO INSTRUCTION



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

Popcorn

What do you see is
ALREADY happening
in your context?

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

RTI + **UDL** = **SRL**

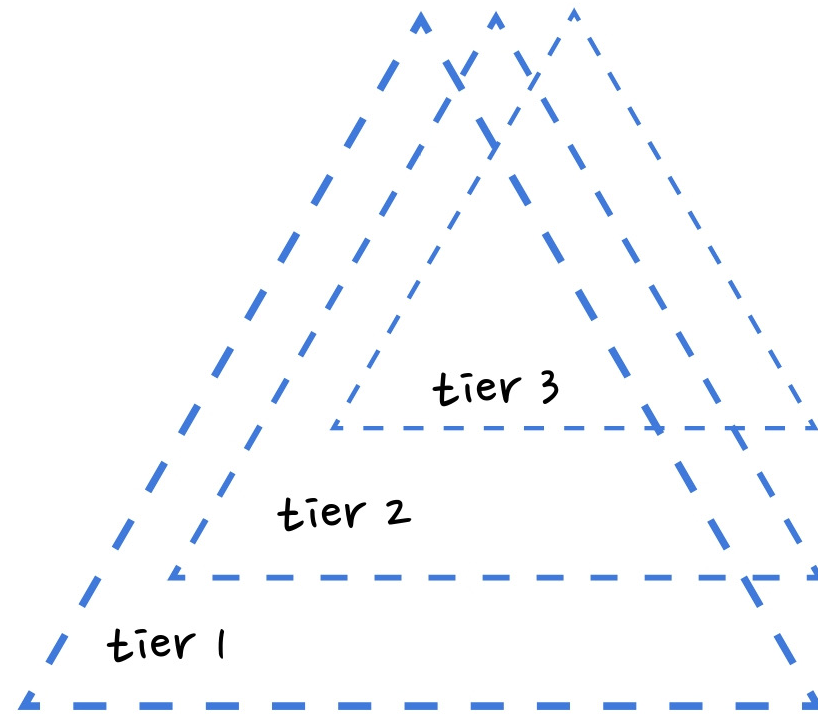
Response to
Instruction

Universal
Design for
Learning

Self Regulation
for
Learning

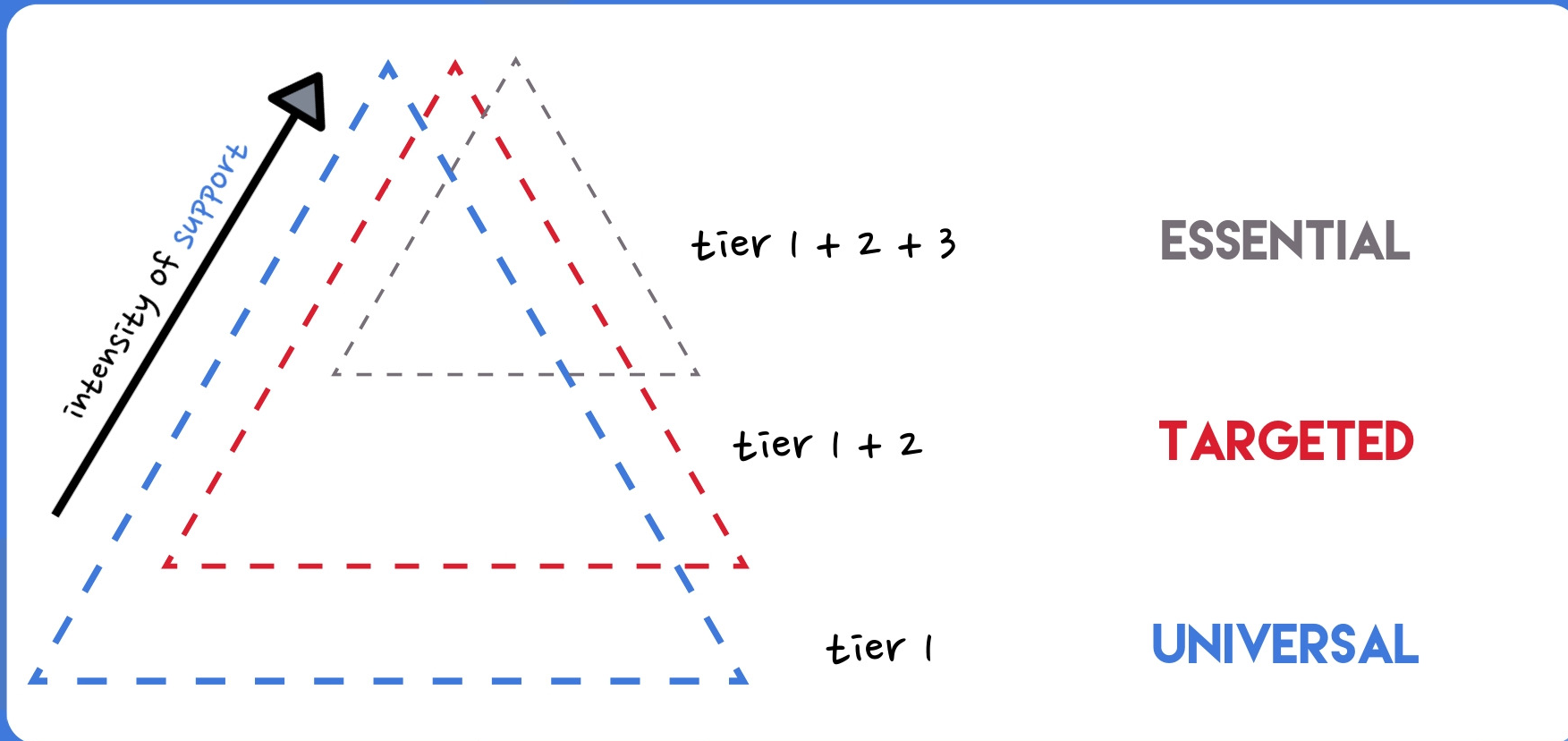



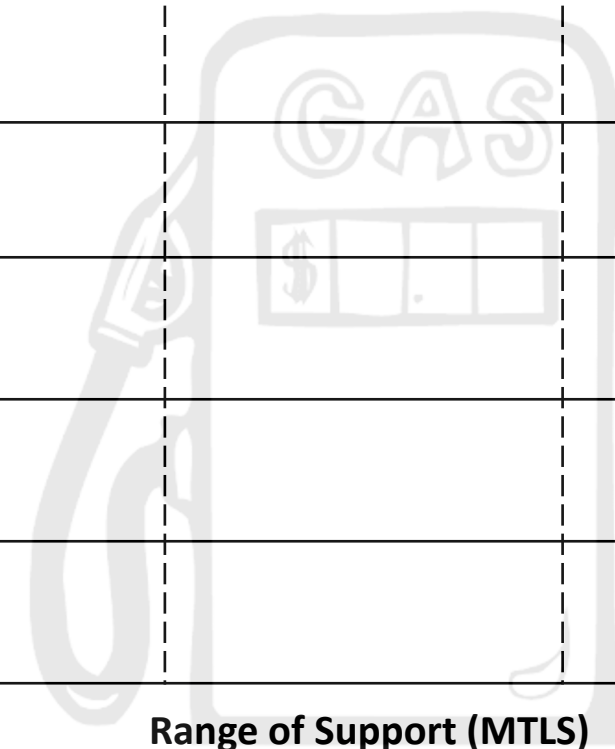

RTI: RESPONSE TO INSTRUCTION



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

RTI/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		Range of Support (MTLS) 		

Designing a Needs Based Classroom Support Plan

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

www.teachspced.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:** _____

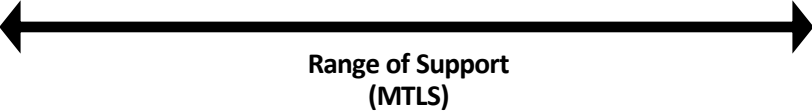
1. Look at the following areas of need as a school team (classroom teacher, support teacher, outside/community consultants, educational assistants, etc.)
2. You can refer to individual assessments & recommendations as well as specific areas of expertise to determine need(s) (e.g. SLP, OT, D/HH Teacher 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	<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"/>
Vision Needs	<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"/>
Hearing Needs	<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"/>

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 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	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 Students (RTI)

Designing a Needs Based Classroom Support Plan

Step 2: Determining Supports & Strategies

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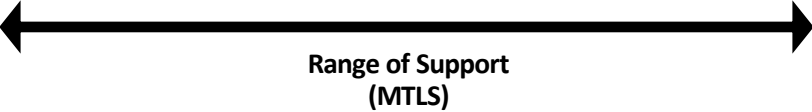
- Our needs don't make us "weaker" they are just things we need support with
- Things in our lives that make it hard for us to learn?
- These might not be things that I can control



Popcorn

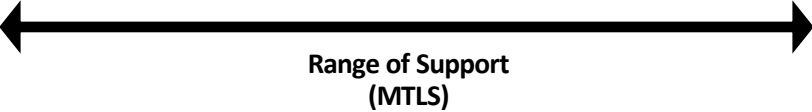
What connections are you
making so far?

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	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 Students (RTI)

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

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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 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 Cognitive ability	ST, AT	<ul style="list-style-type: none"> • concept based planning • random/ strategic seating • access point/ scaffolding 	<ul style="list-style-type: none"> • Quiet location • home-communication • unlimited time for assessment 	
Need Processing Speed	JC, CH, JK, IR, LV, DV	<ul style="list-style-type: none"> • Develop/practice basic math fluency (without calculator, with manipulatives, not timed) • Windows of due dates • No marks lost for late assignments 	<ul style="list-style-type: none"> • Choice of complexity 	CH- Assistive tech (Computer)
Need Self Esteem	JB, RJ, FK, AT, ST, LV, DV, CH	<ul style="list-style-type: none"> • Strength based goals (I can...) • Strategic groupings • Build community 	<ul style="list-style-type: none"> • Check ins 	
Need Memory	DA, JB, JC, CH, FK, JK, JP(f), CS, AT, ST, LV, DV	<ul style="list-style-type: none"> • Structured agenda support • Task chunking/ reference • Highlight verbs/ key words in tasks 	<ul style="list-style-type: none"> • Home communication • Calculator • Colour coding 	
who needs the most challenge JP, CG, LJ				

Range of Students (RTI)

Range of Support (MTLS)

What are supports?

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

What are strategies?

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

Supports vs. Resources



People



Time



Funding

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

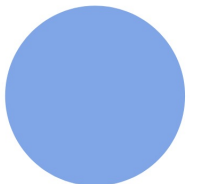
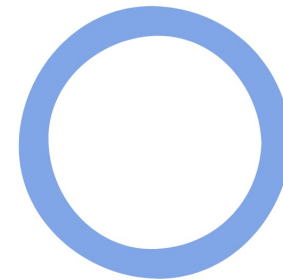
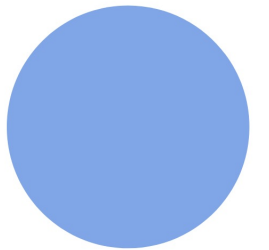


Students...		Strategies & Supports		
Who needs the most support J.W.		Universal Support (Good for ALL)	Targeted Support (CHOICE for ALL)	Essential Support (Good for ONE)
Need Cognitive ability	J.W.	Start lesson with accessible task how to work with J.W., building community activities, manipulatives,	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 Language	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.				



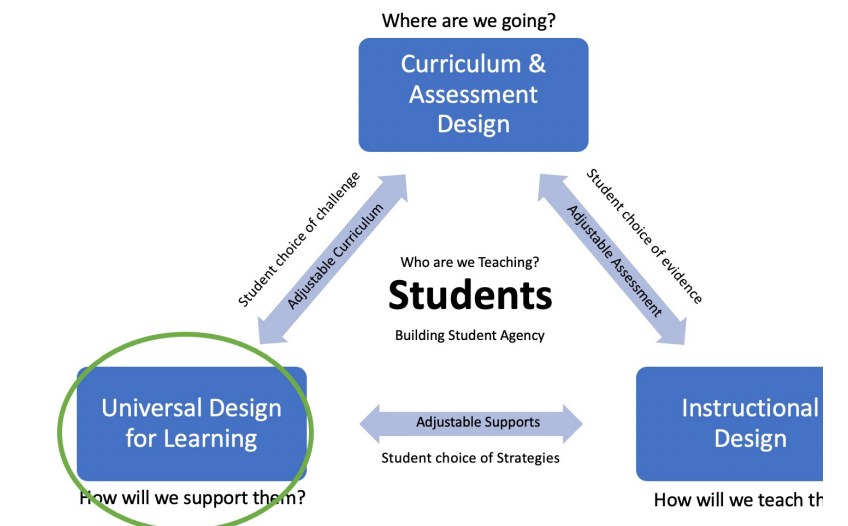
Wild Tea

Something you want to
share with someone
who is not here



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 – 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 teach 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 need support right now
Aggression	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Anger or Frustration	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Anxiety	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Articulation	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Attendance	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Assistive Technology	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Vision Needs	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Bullying	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Central Auditory Processing	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Hearing Needs	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Depression/Sadness	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Motivation/Engagement	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Eating Needs	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Emotional Regulation	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
English Language Skills	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Executive Functioning	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Fine Motor Skills	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Gambling	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Grief Management	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Gross Motor Skills	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Intellectual Ability	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Listening Comprehension	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Memory	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Mental Health	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Metacognition	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Mobility	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Non-Verbal Reasoning	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Organization	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Personal Care	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Personal Safety	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Psychological Processing	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Processing Speed	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Self-Esteem	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Advocacy	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Harm/Suicide Management	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Regulation	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Sensory Integration	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Sequencing	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Social Skills (problem solving)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Stress Abuse	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Task Initiation	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Task Management	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Task Persistence	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Visual Ability	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Visual-Motor Skills	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Visual Spatial Processing	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Writing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Working Memory	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Working Memory	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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

- Executive functioning/task initiation/sequencing
- Personal Safety
- Self-Regulation
- 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 Needs

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.

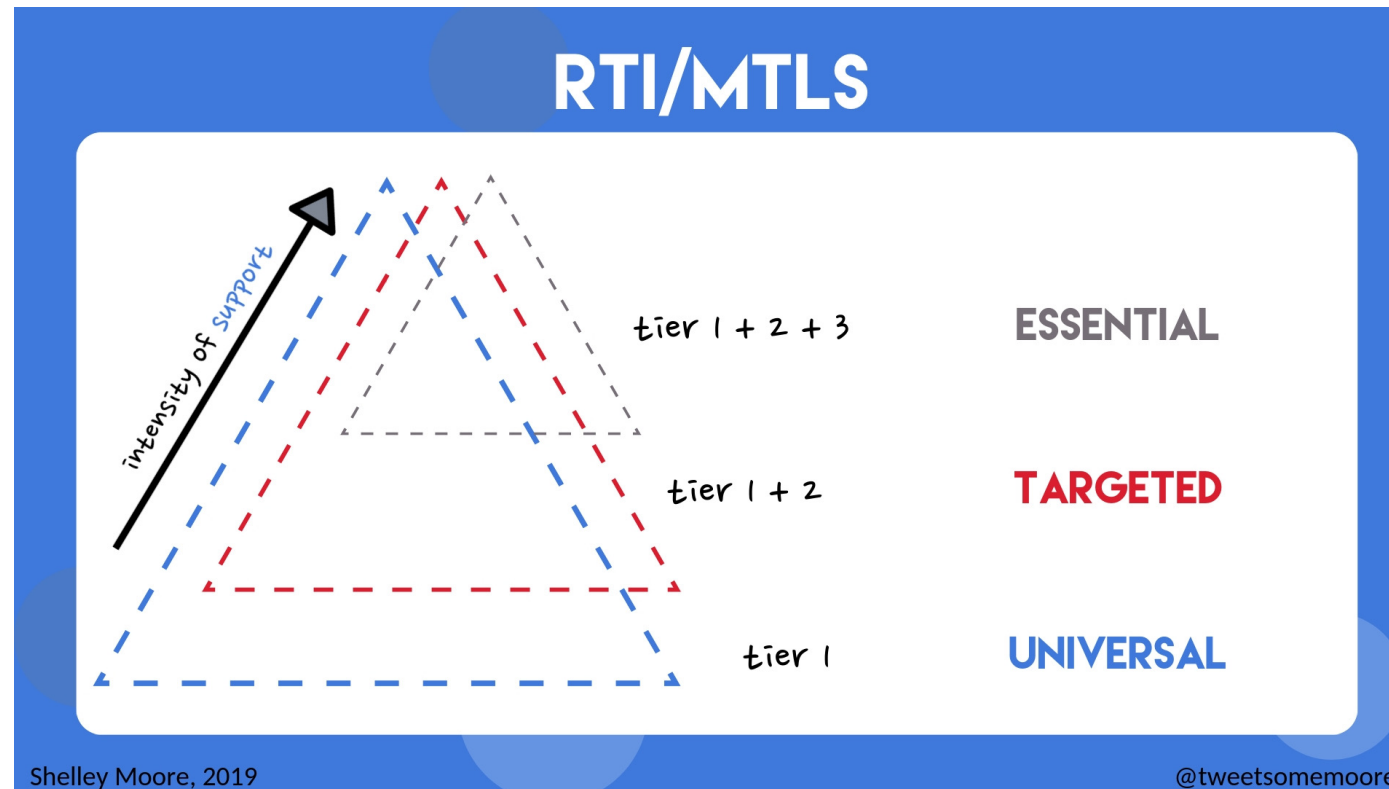
Lens: Literacy/ Numeracy/ Social Emotional

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)
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 Students



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

Classroom Support Plan

Shelley

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 – Managing Strong Emotions

When I have strong feelings
I can...

By Division 8

I can use a tool to help me.



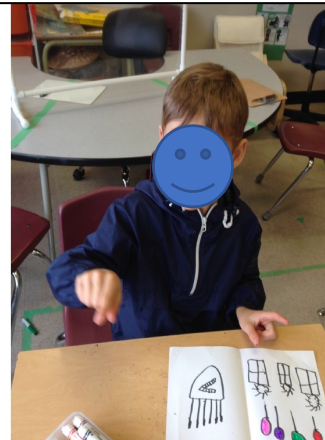
I can
look at a
book.



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.

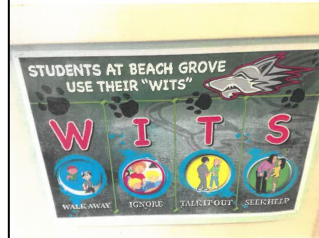


Beach Grove Elementary Solving Problems

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.



Words from the Team

- What did you notice?
- What questions came up?
- What are your next steps?

Strategy: taking a 2 min break

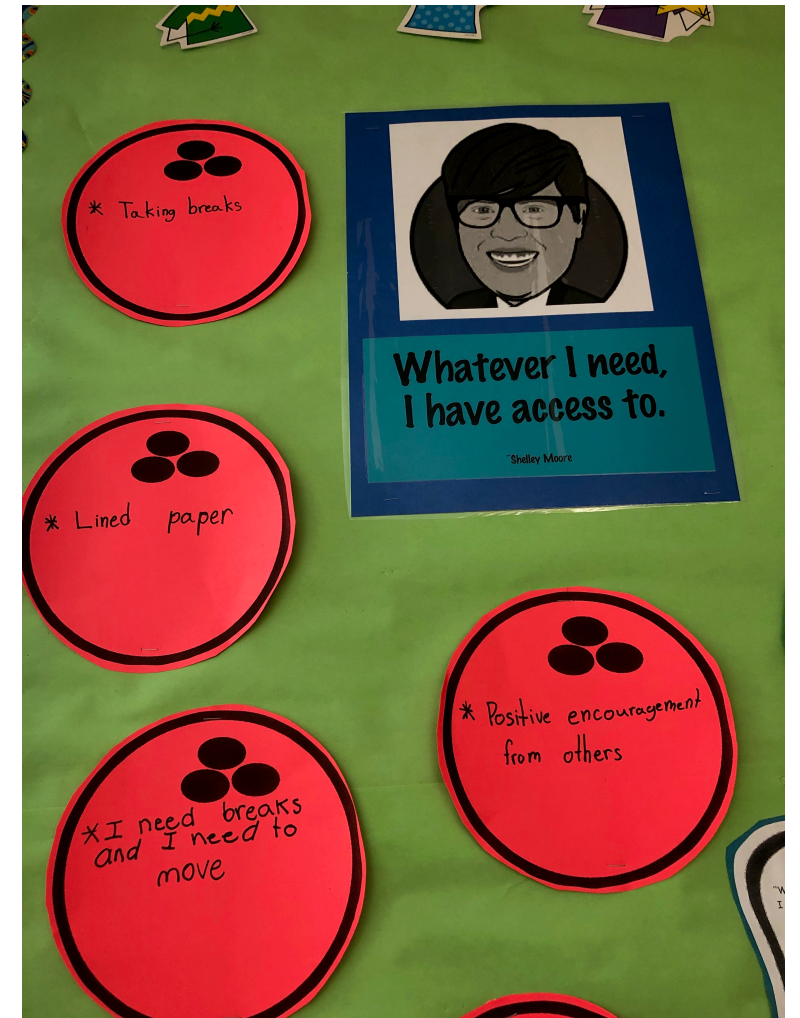
Instruct

- 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** ?



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				

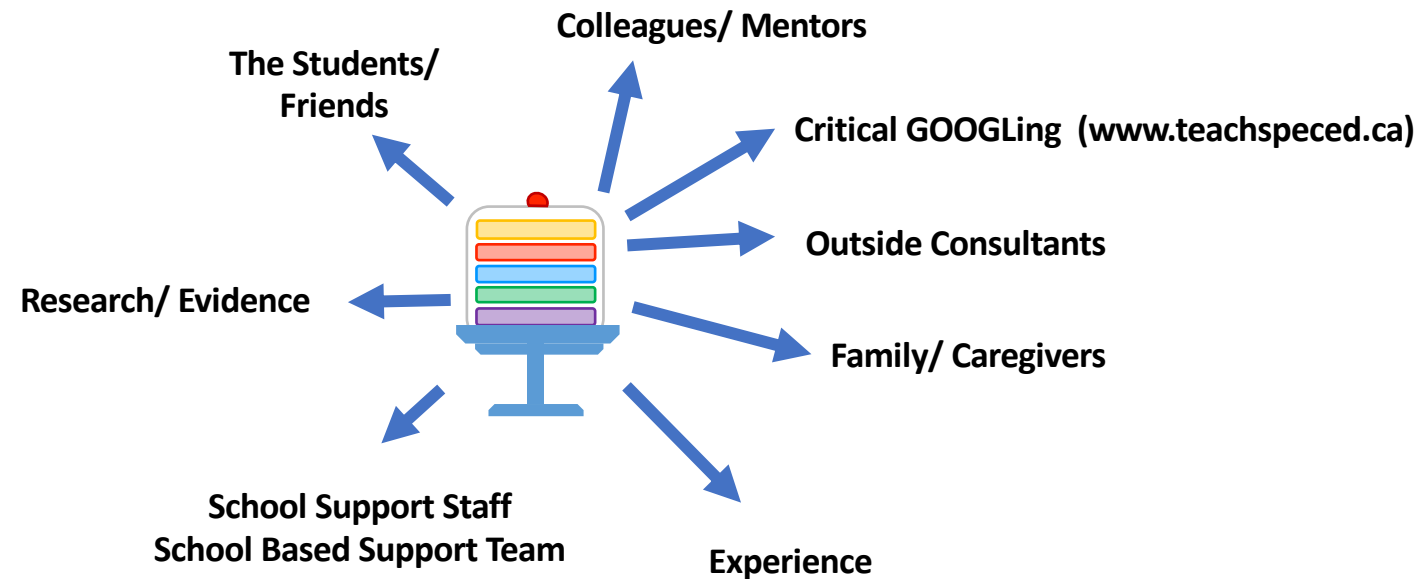
Range of Students (RTI)



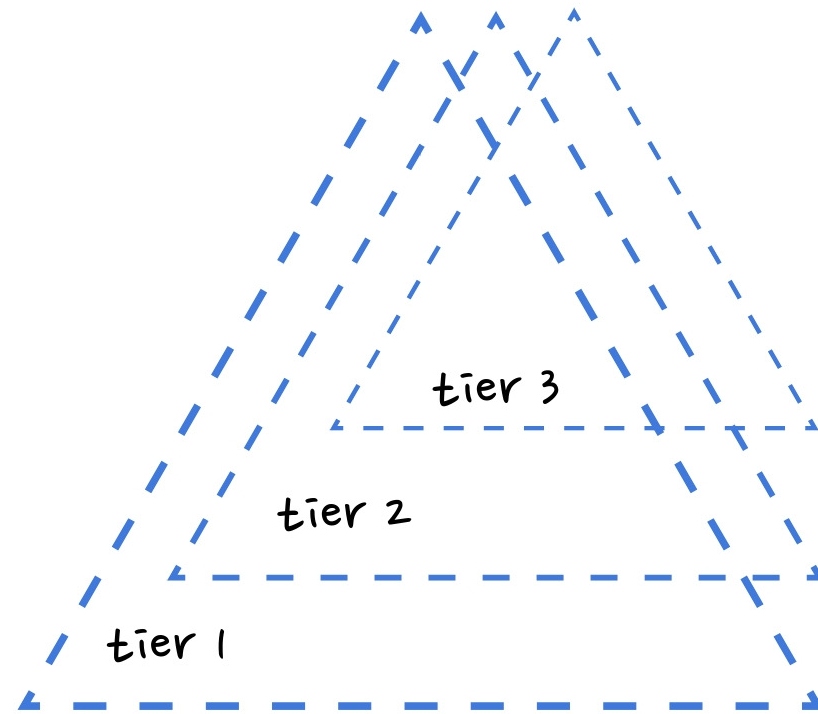
Layered Support Cake of Love: Classroom Support Plan



How do we figure out supports or strategies students need?



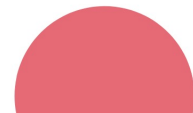
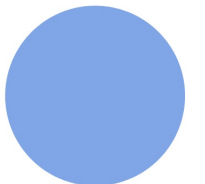
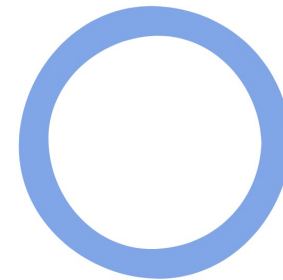
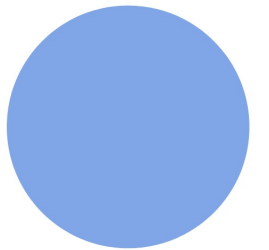
RTI: RESPONSE TO INSTRUCTION



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

Wild Tea

One useful thing from today



@tweetsomemoore

SHELLEY MOORE



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@fivemooreminutes



@fivemooreminutes



www.fivemooreminutes.com

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