SHELLEY MOORE

@tweetsomemoore

@fivemooreminutes

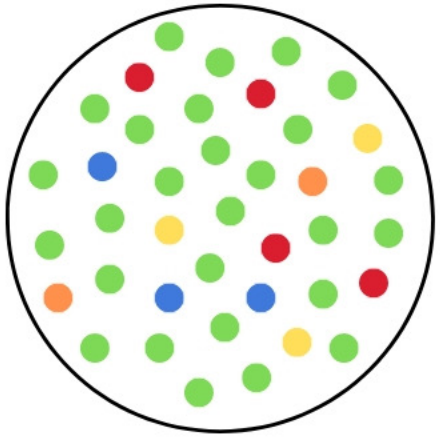
@fivemooreminutes

www.fivemooreminutes.com

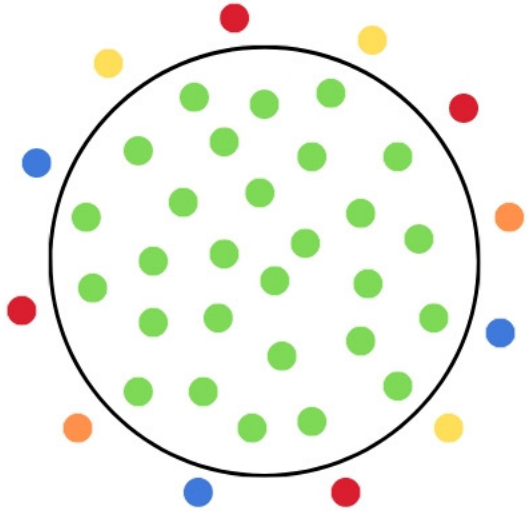
www.blogsomemoore.com



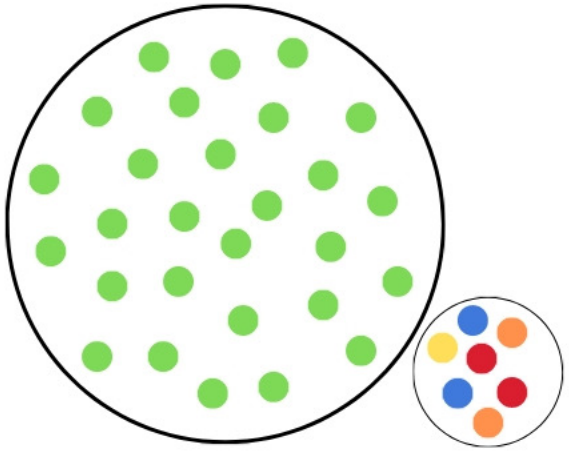
WHAT DOES INCLUSION MEAN?



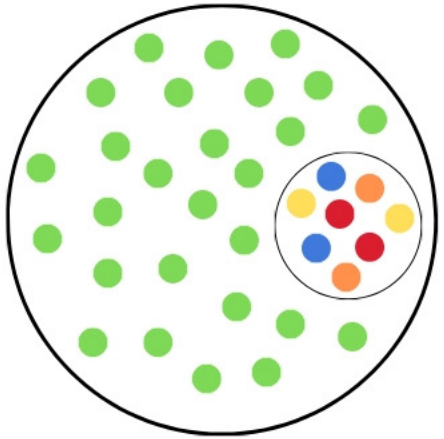
inclusion



exclusion

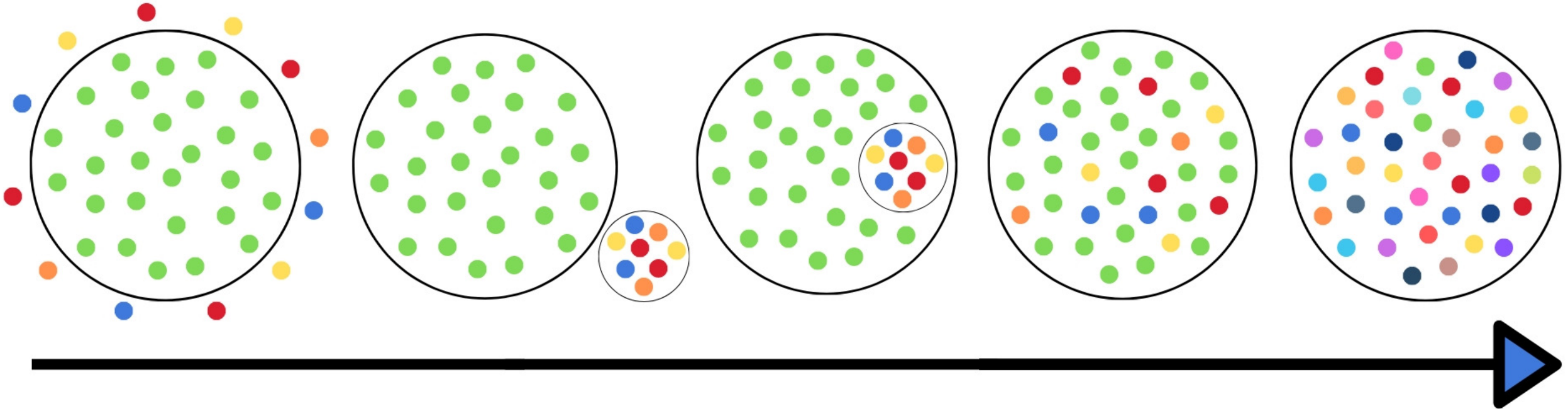


segregation

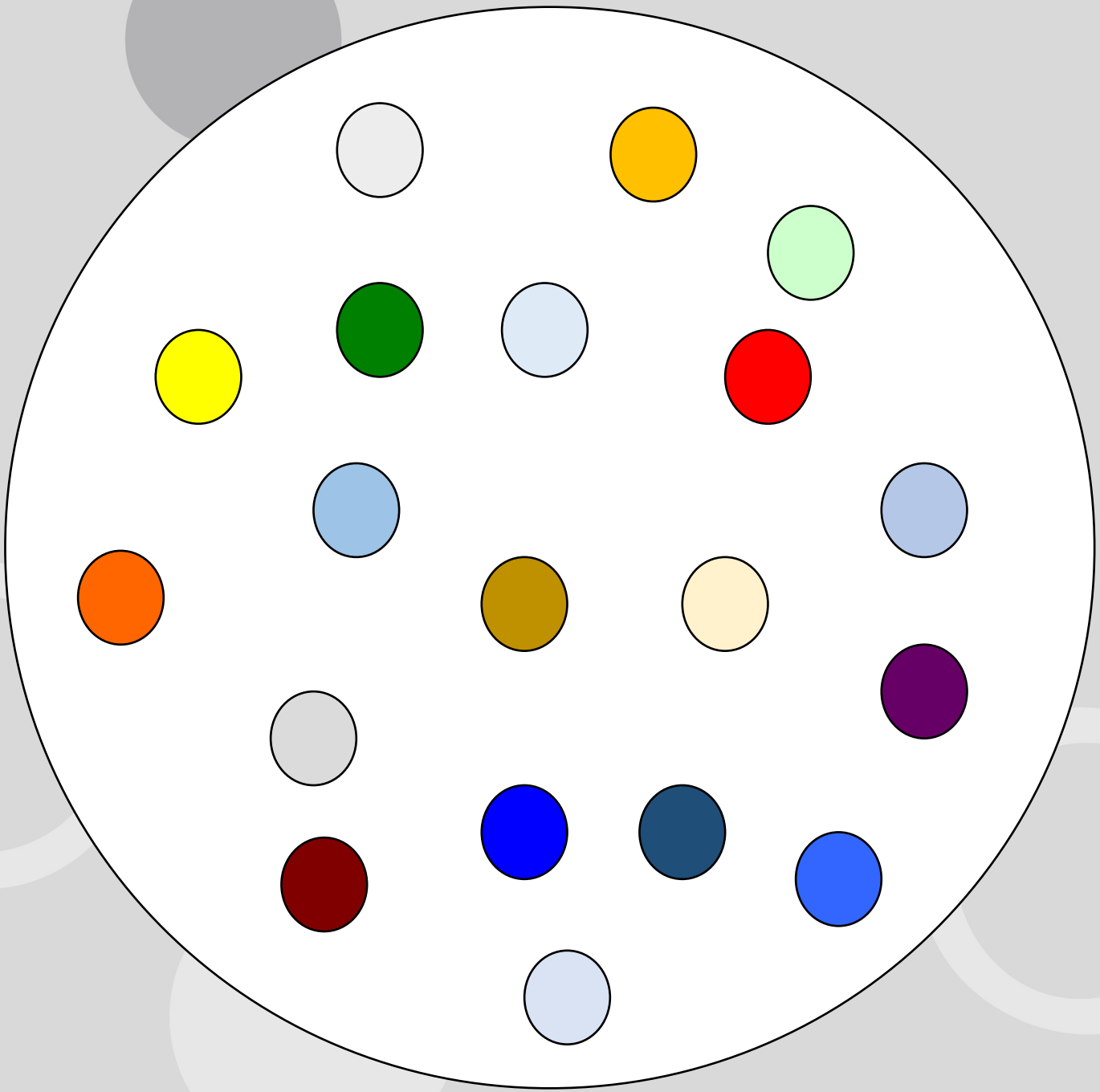


integration

WHAT IS INCLUSION?

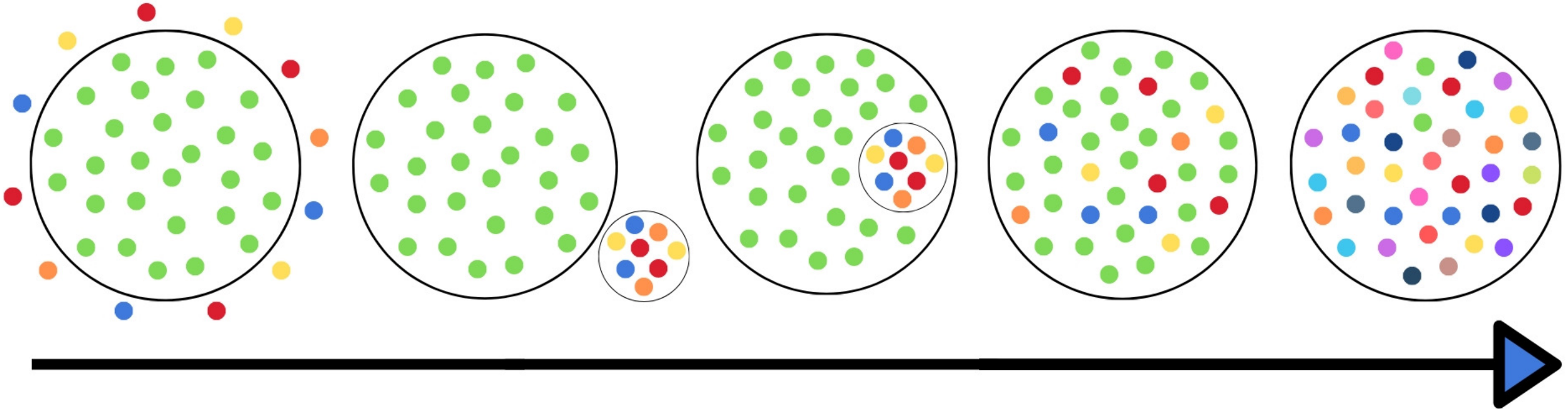


Where are you on this continuum? What's the next step?

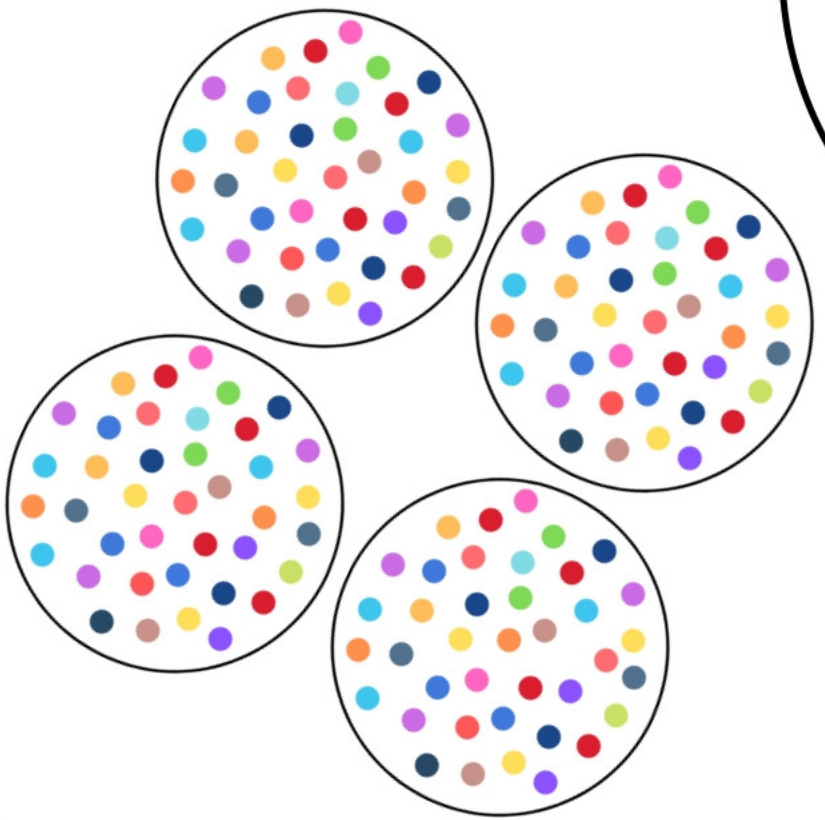


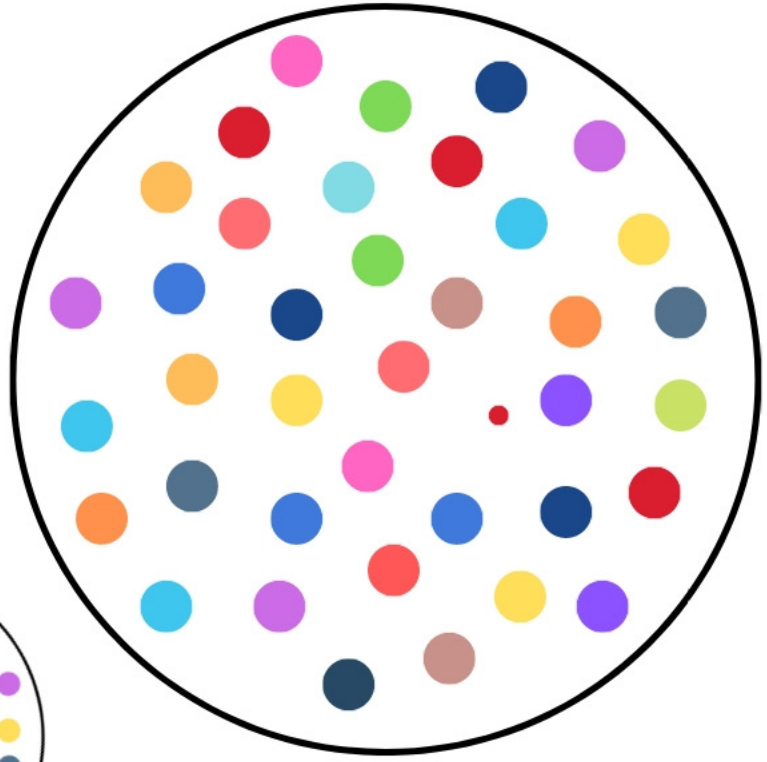
Shelley Moore, 2019

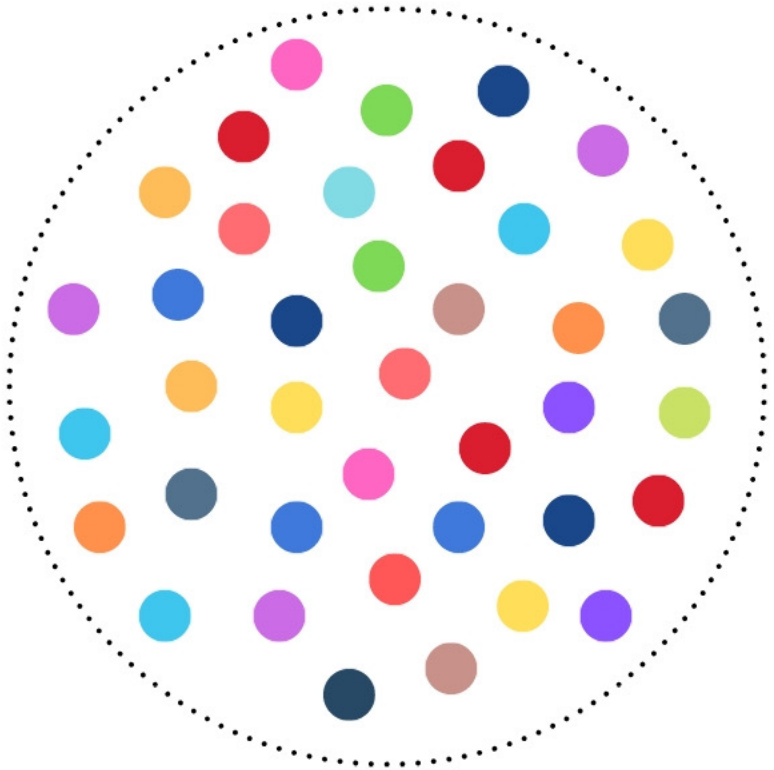
WHAT IS INCLUSION?



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

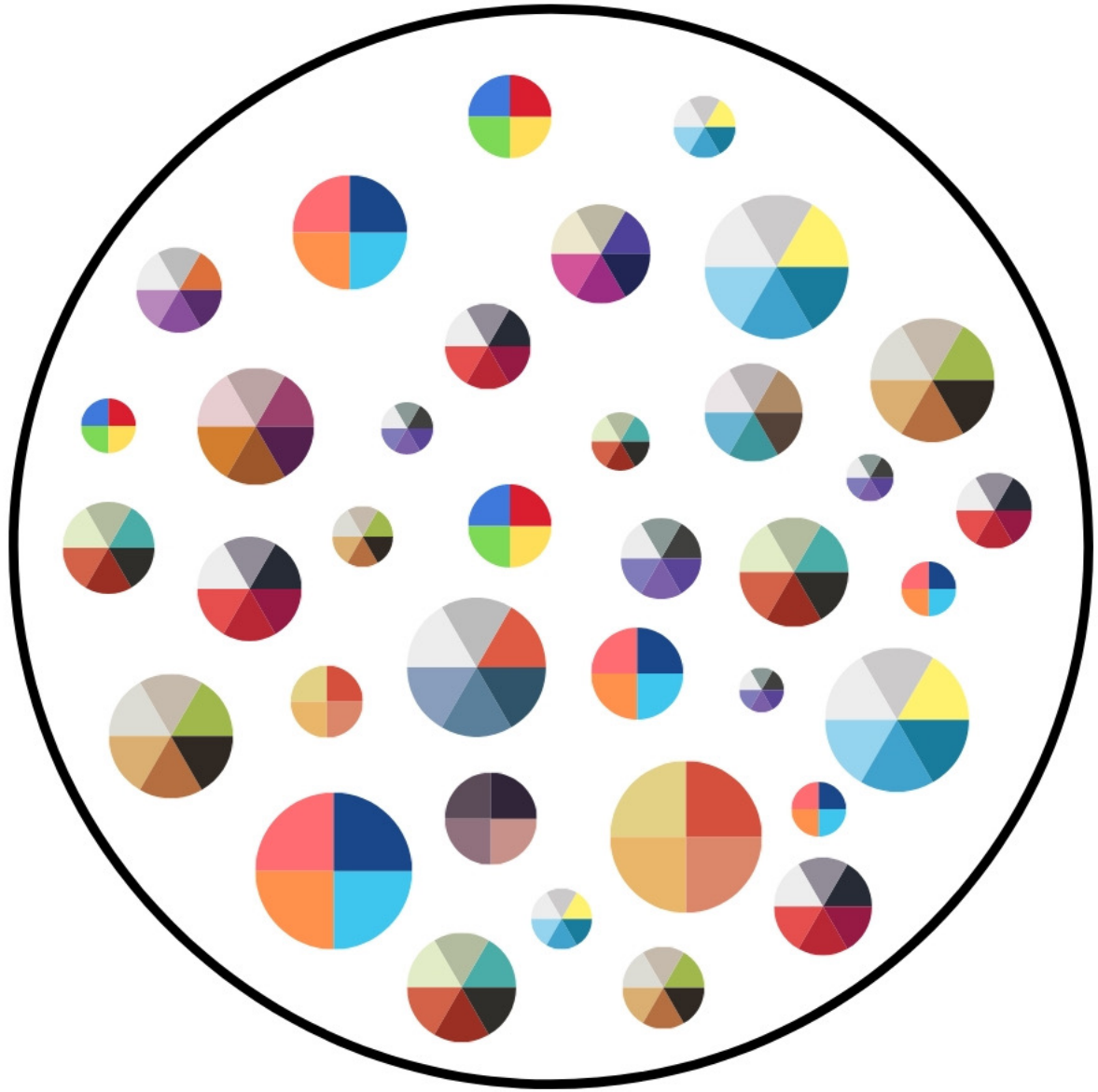






WHO IS INCLUSION?





WHO IS INCLUSION?

What are your colours?

Do we value ALL colours equally?



How do we build communities of identity?





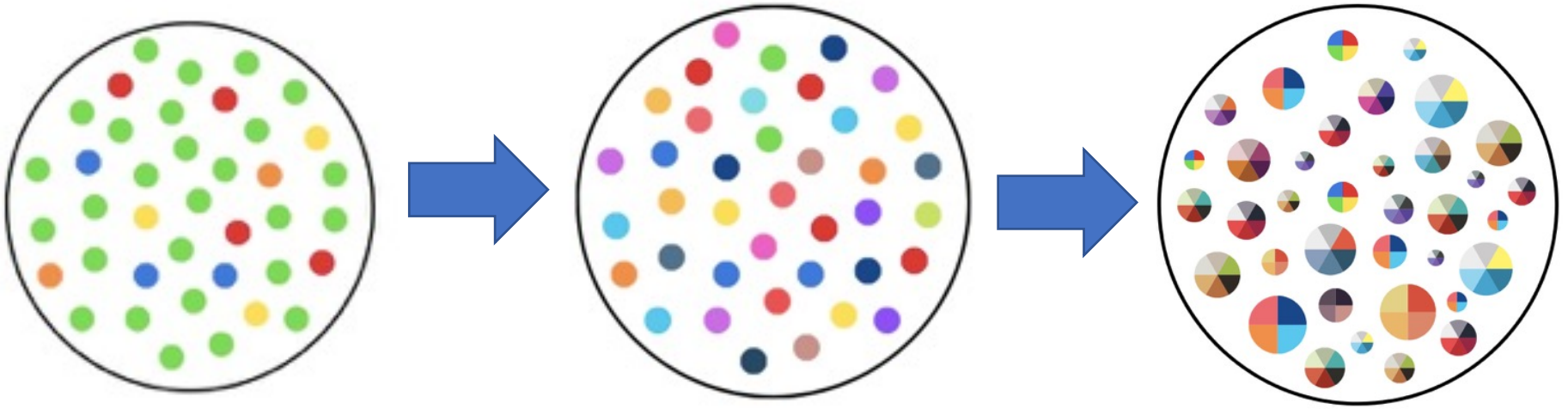


How do we build communities of diversity?

How do we move away from groupings based on deficits?



How do we make sure that we are welcoming & valuing all colours?



How do we include people who are different

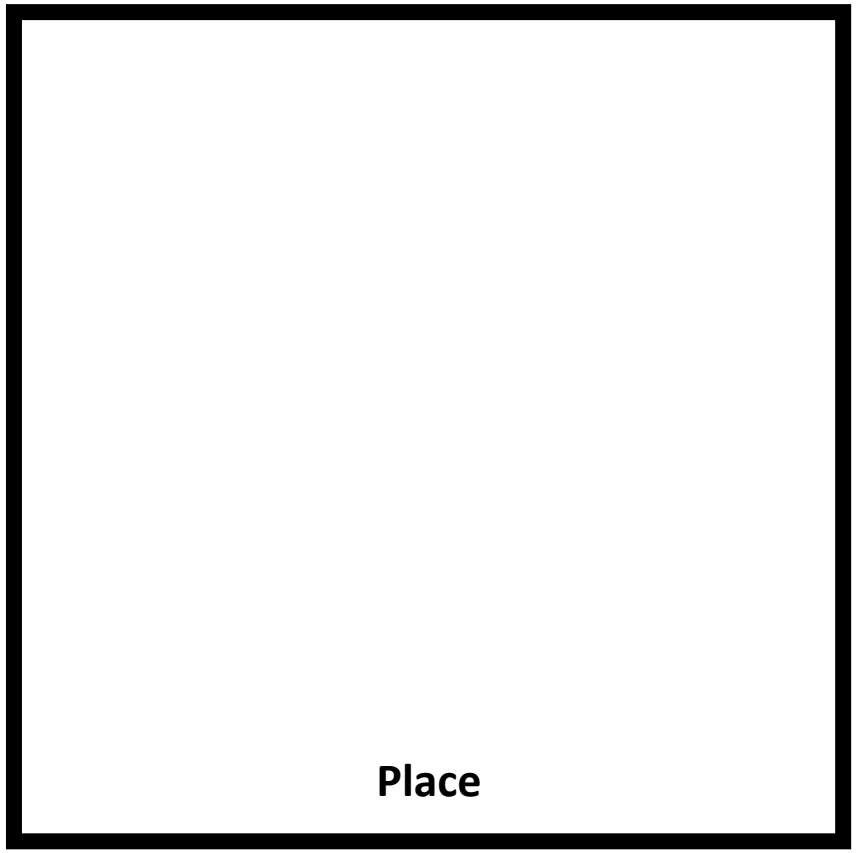
How do we teach to diversity?

How do we teach to identity?

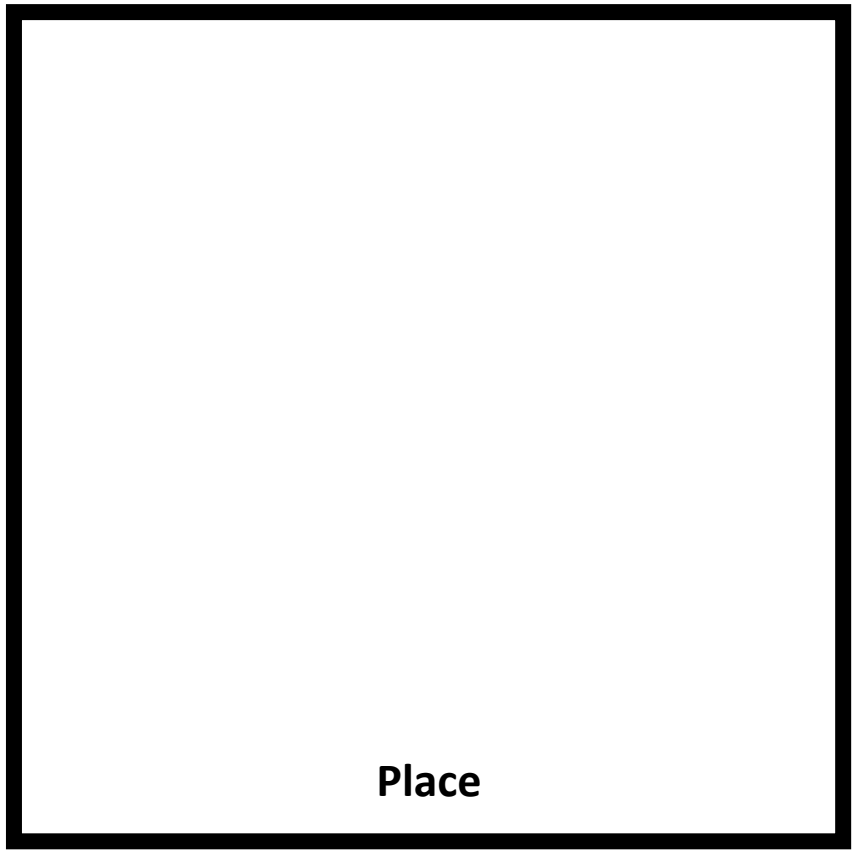


A shift in thinking…

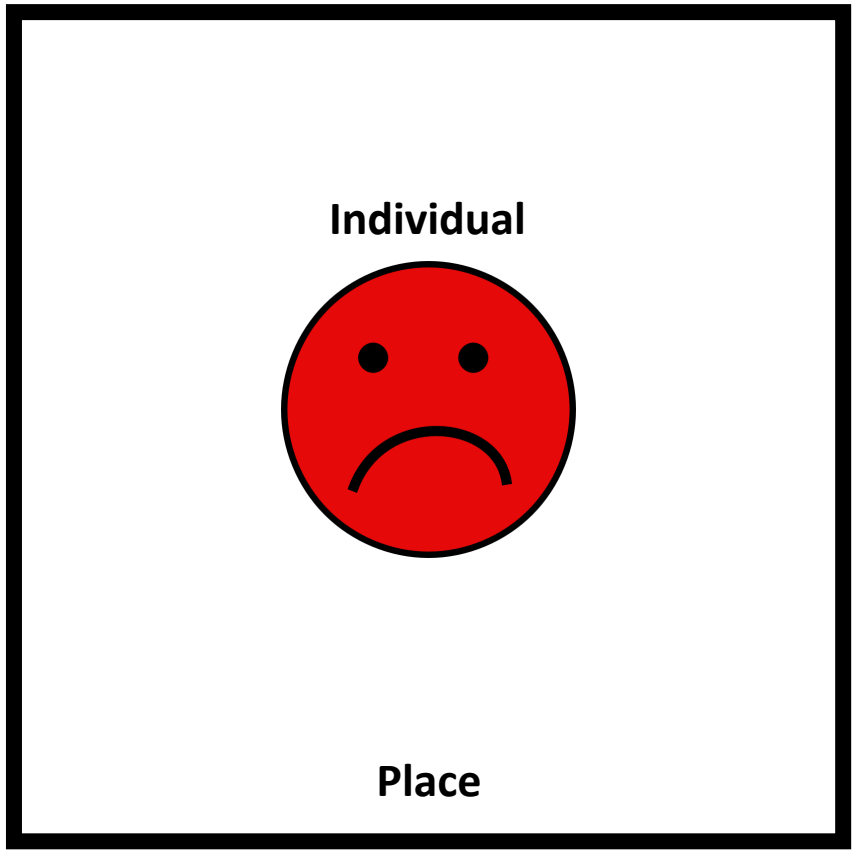
- **There are some things we need to understand:**
  - Understand the thinking shift for how we view individuals with Disabilities
  - Understand the role that a context plays in teaching and in barriers that limit individuals
  - Understand that the less a context is limiting, the less support an individual needs


Place

Shifting the Paradigm:
Medical Model of Disability



Shifting the Paradigm:
Medical Model of Disability



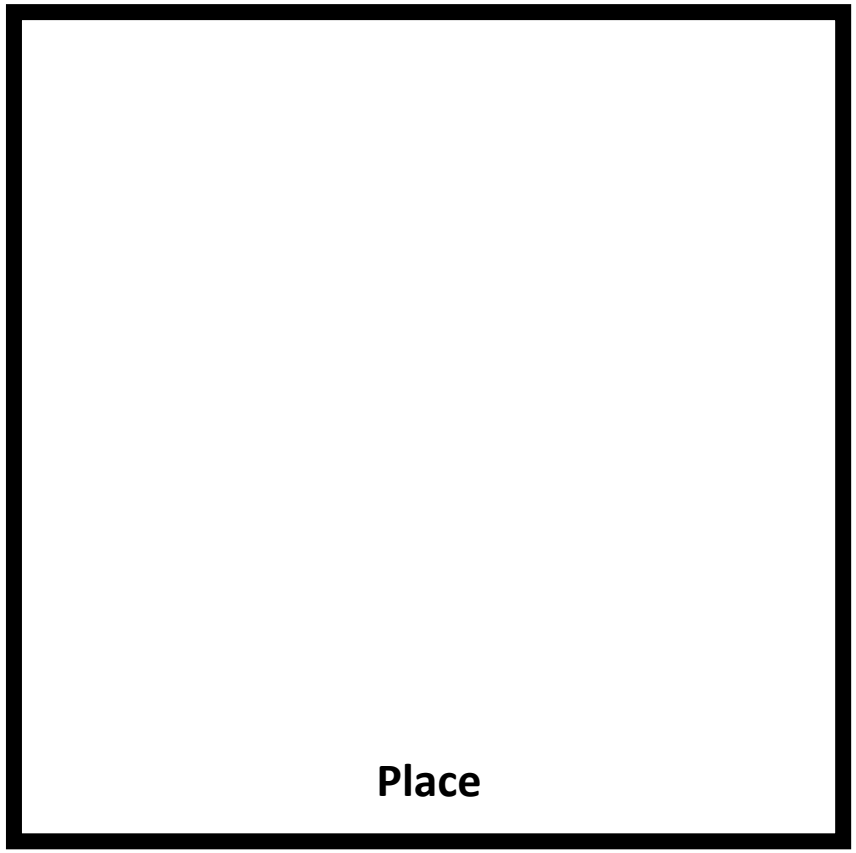
IEP

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

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

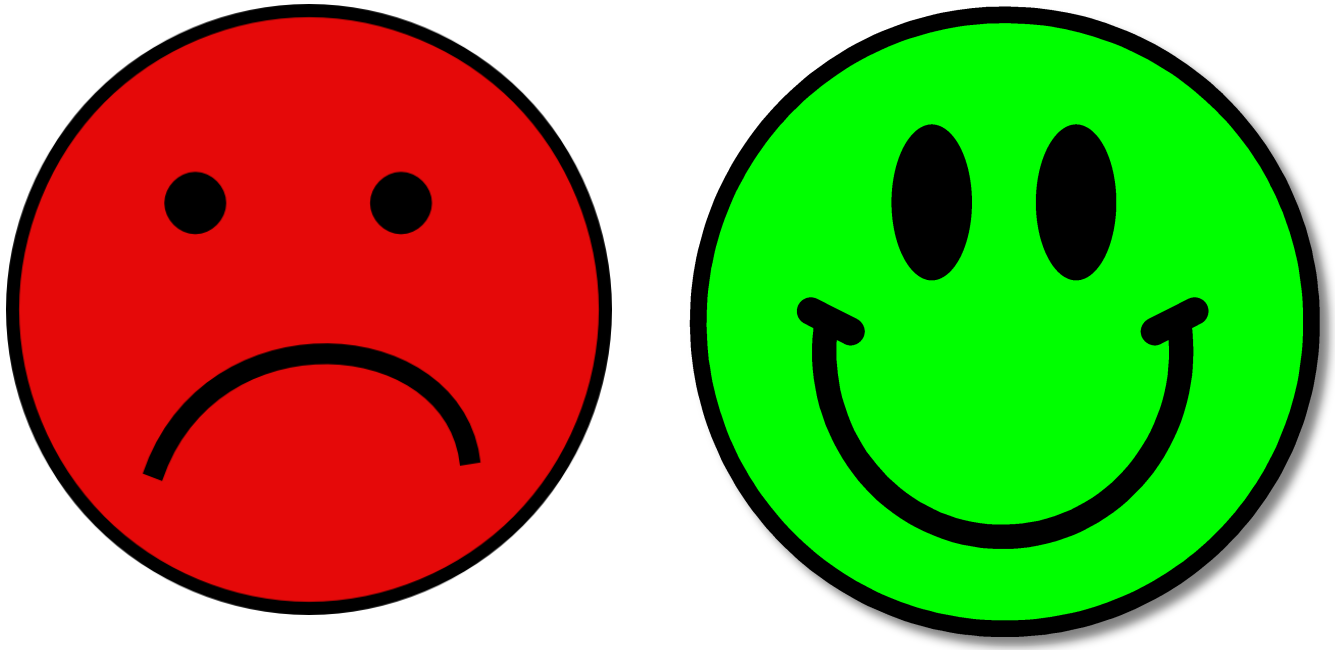
The cupcake Model



Special Education

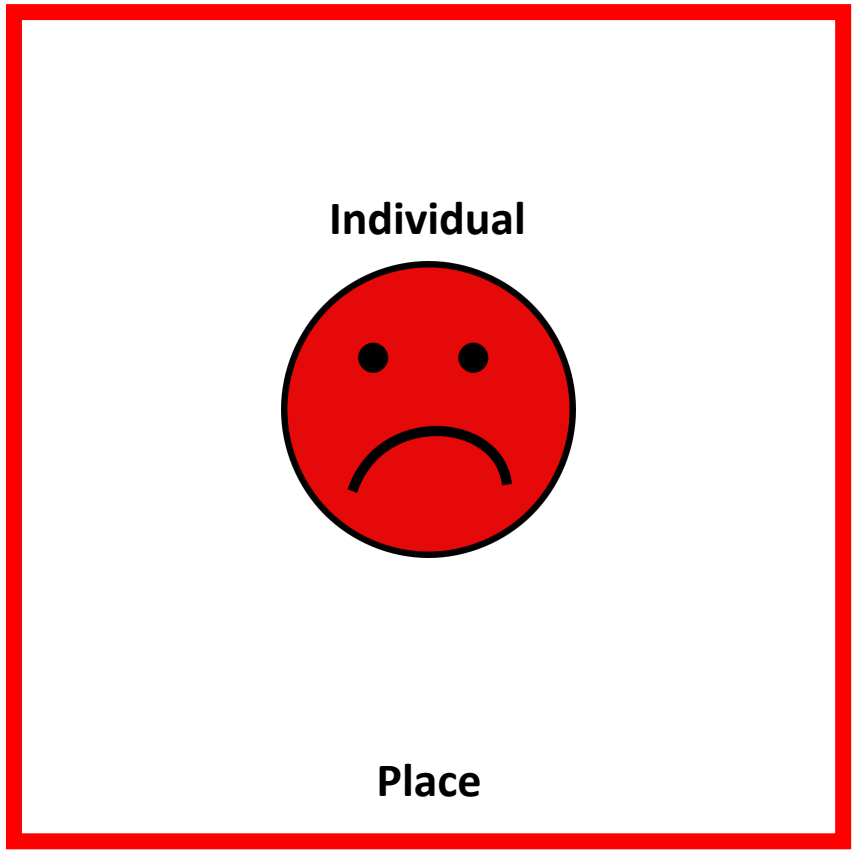
Medical Model

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

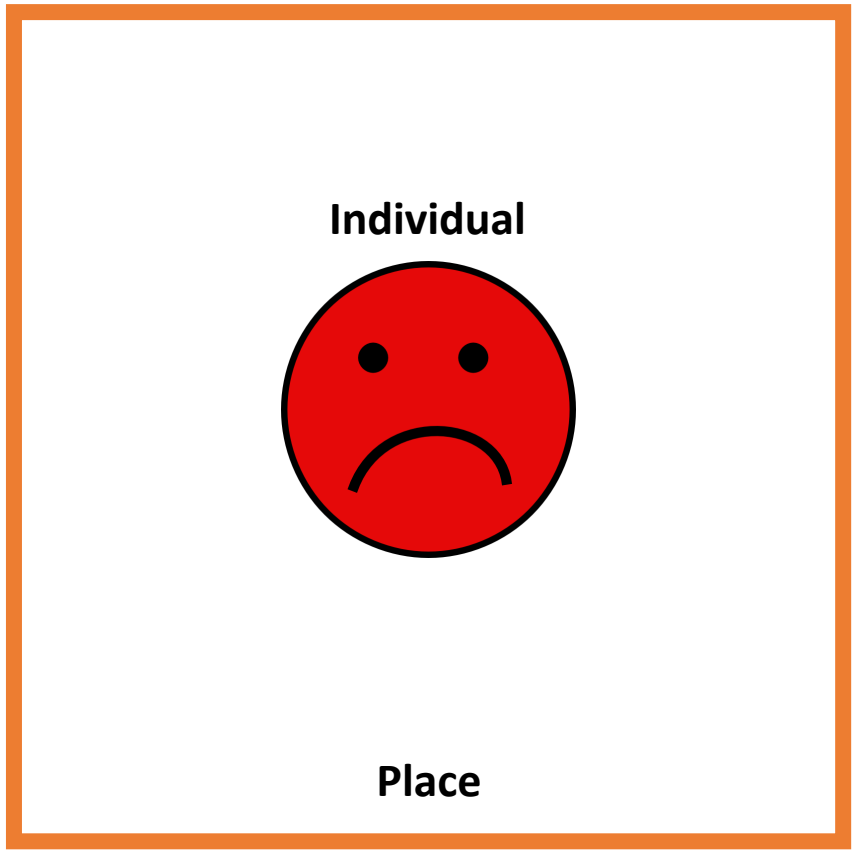


Social Model

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

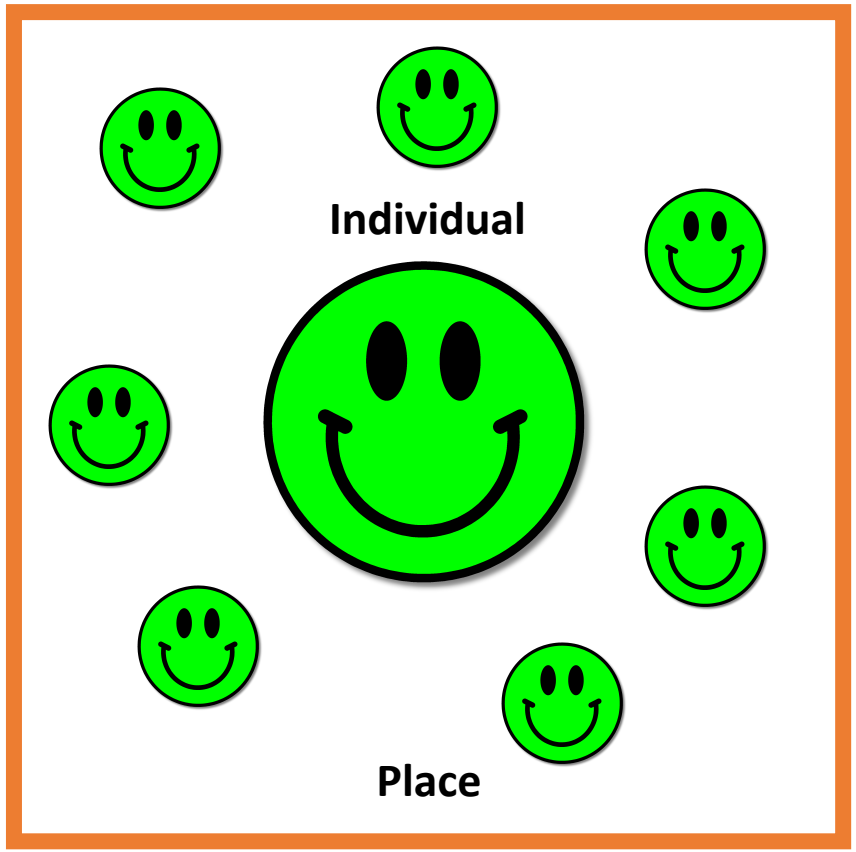


Social Model

If individual isn't successful

- 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

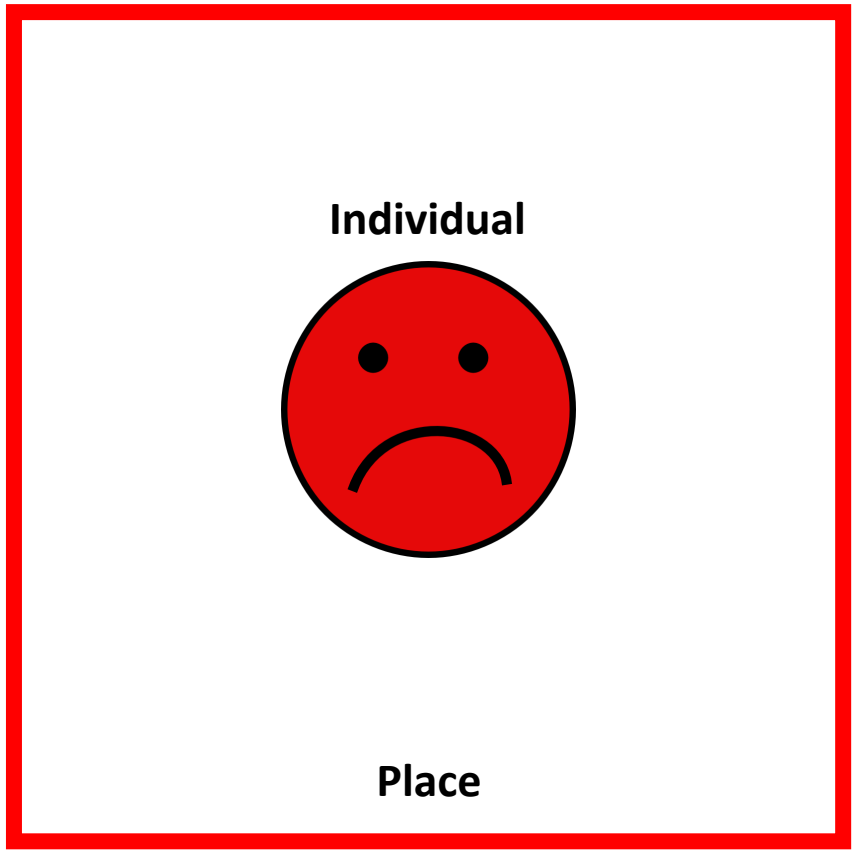
- Diagnose the problems in the place
- Fix the place
- Support everyone in the place

Wait a second….
Teachers said:



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

Shifting the Paradigm:
Person-Place Model of Need

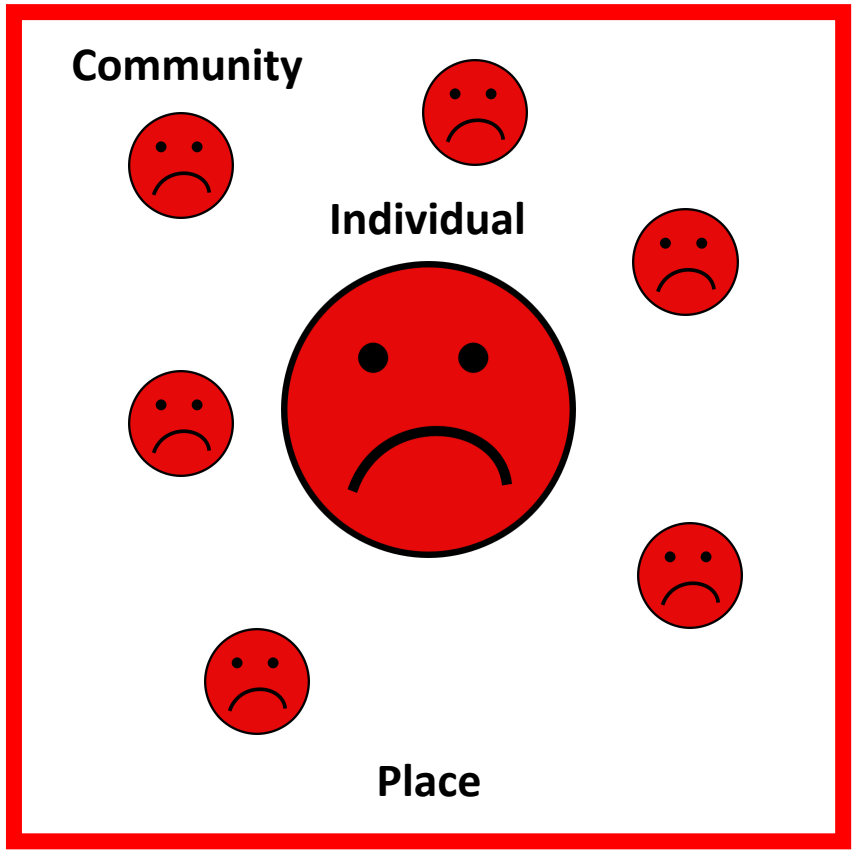


Inclusive Education

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

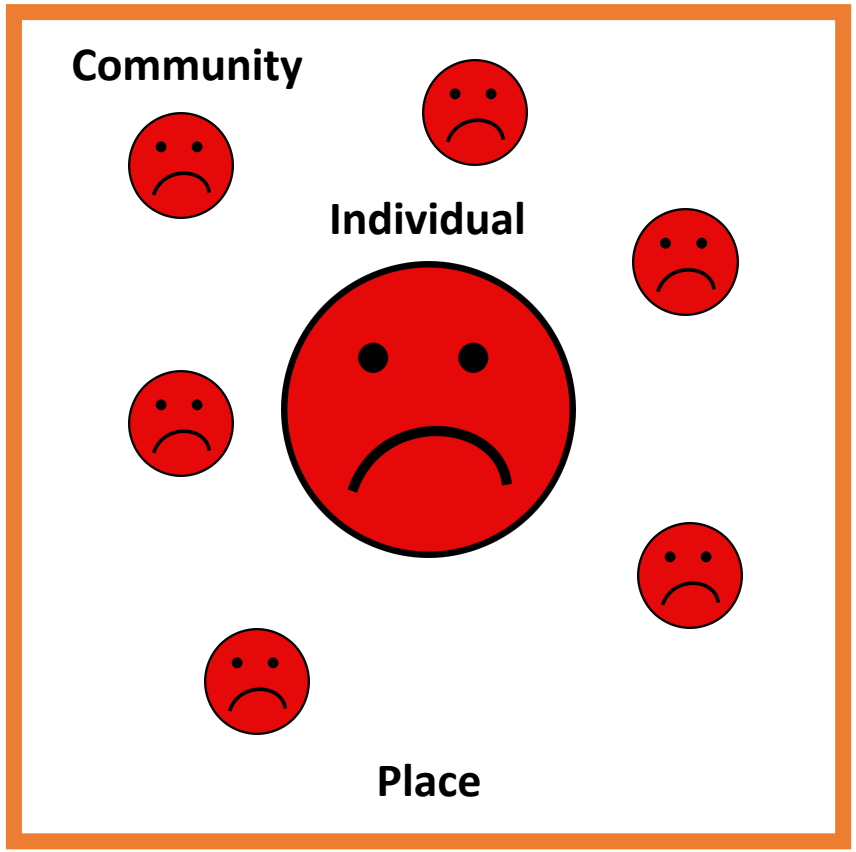


Inclusive Education

If an individual isn't successful

- 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

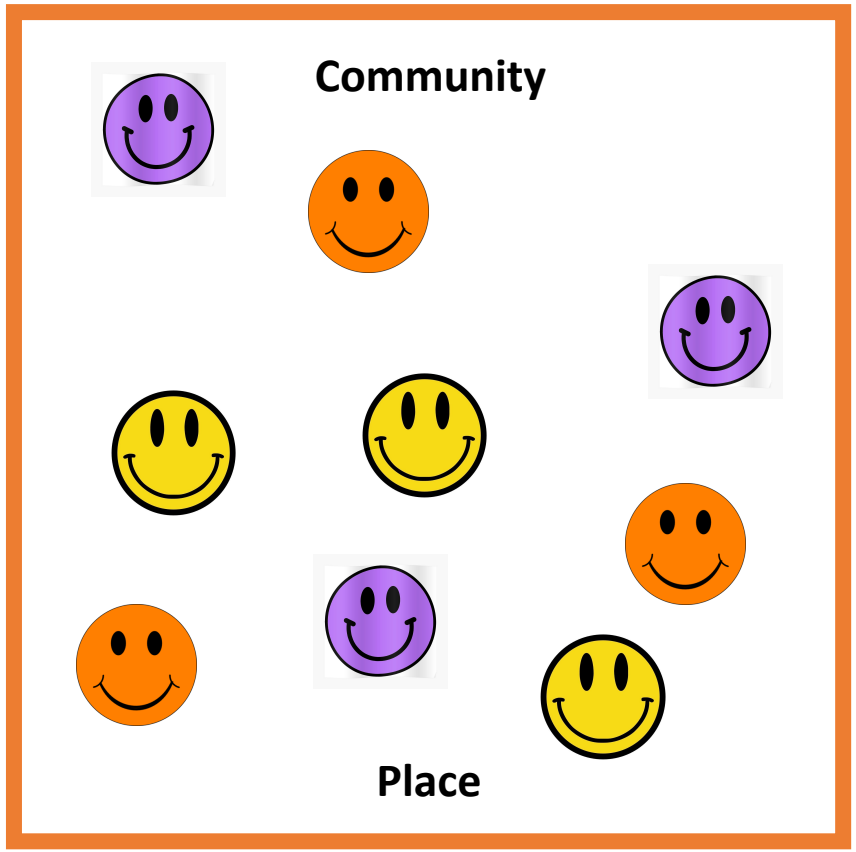


Inclusive Education

If an individual isn't successful

- 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

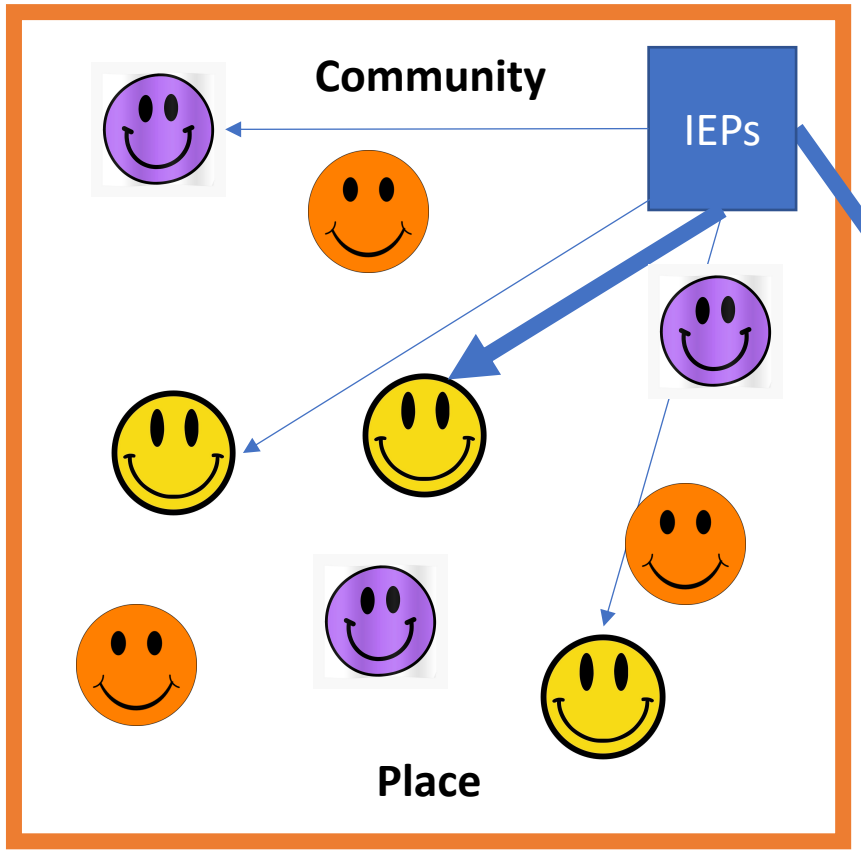


Inclusive Education

If an individual isn't successful

- 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

- 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!

Medical Model Perspective: Fix the person

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

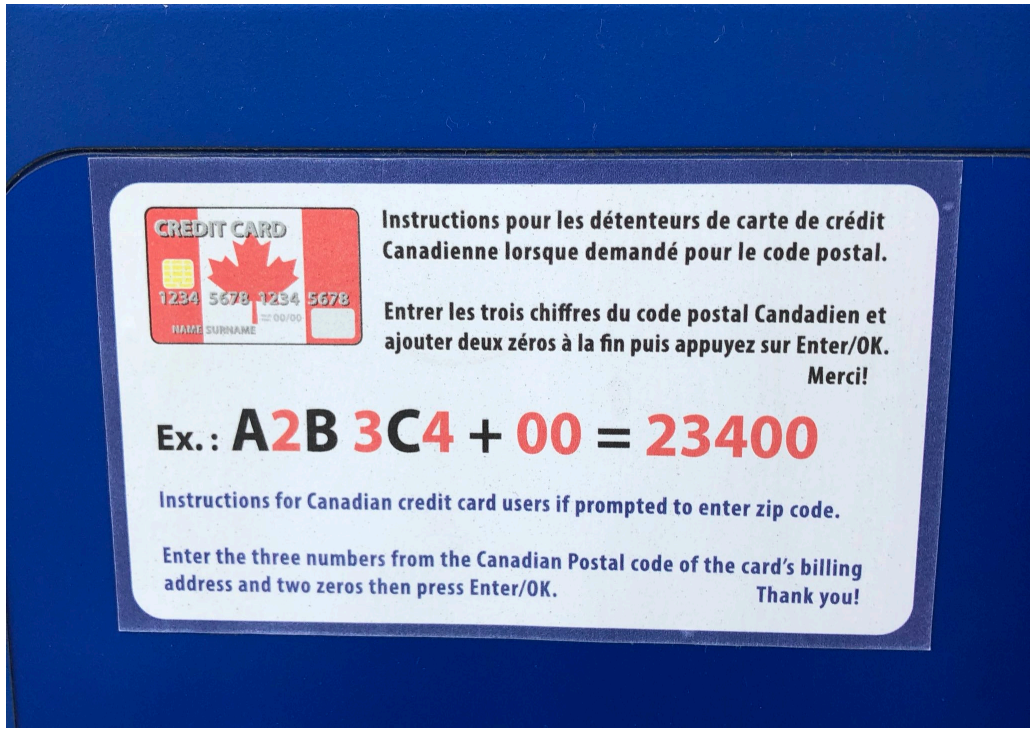
Deficit Model: Shelley can't fill up with gas

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

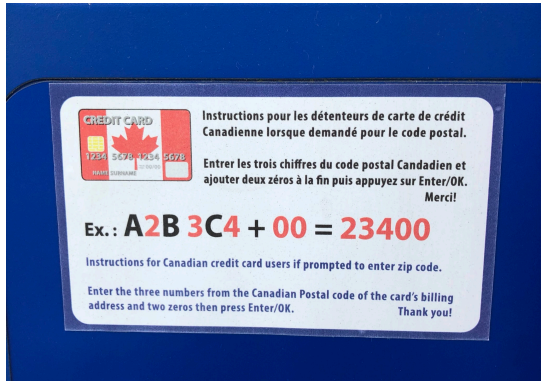
Place: America

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



The cupcake Model



Special Education

Medical Model

The cupcake model



The layered cake model



Shelley Moore, 2019

@tweetsomemoore

SHELLEY MOORE

@tweetsomemoore

@fivemooreminutes

@fivemooreminutes

www.fivemooreminutes.com

www.blogsomemoore.com



The layered cake model



Shelley Moore, 2019

@tweetsomemoore

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?

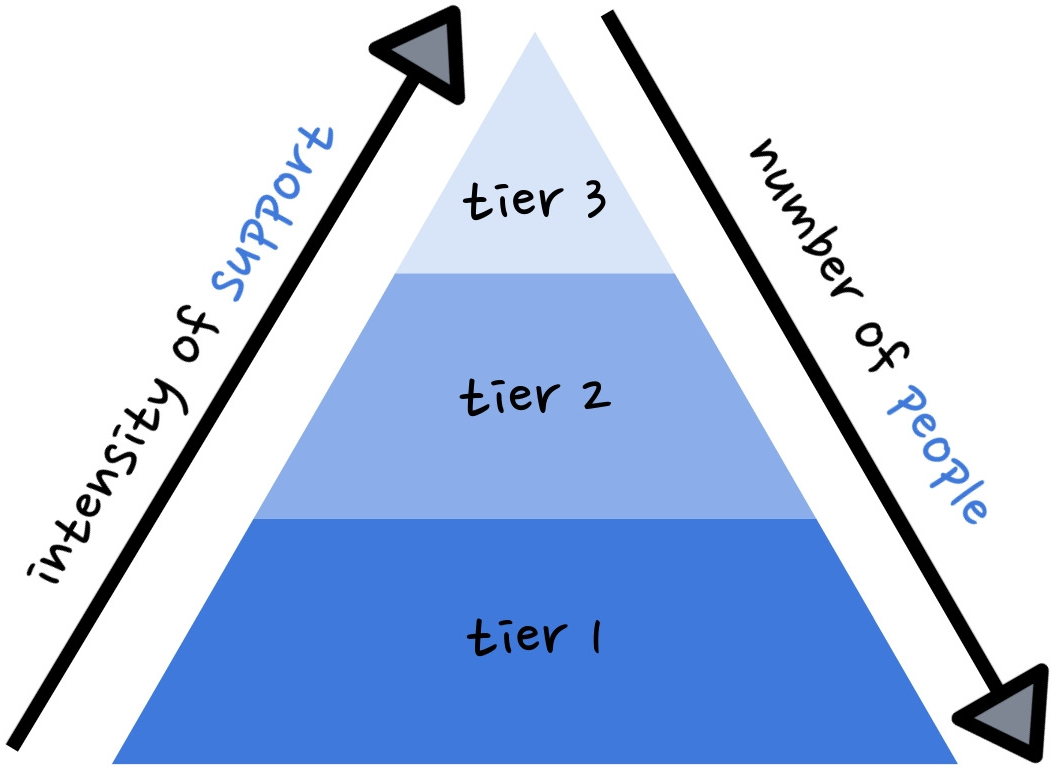
(Planned for before, not after)

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

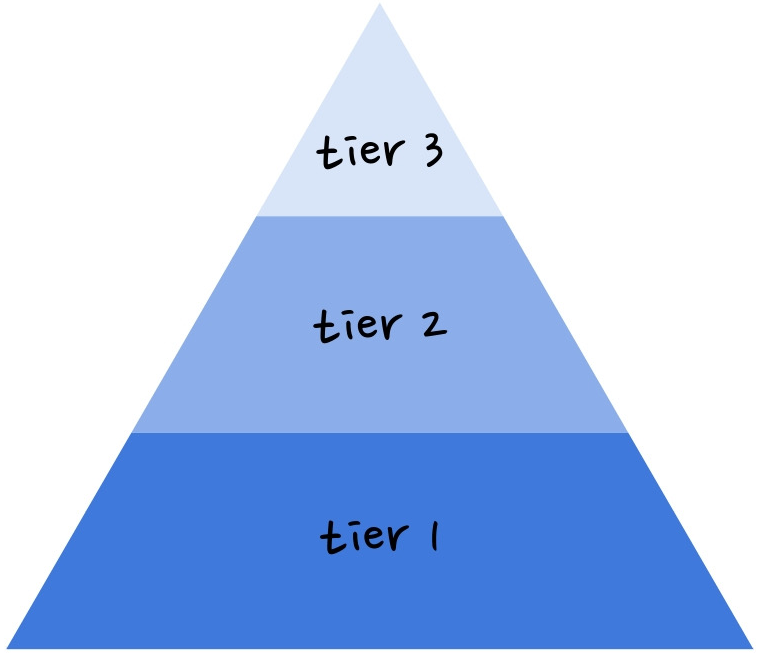
(Accessing supports & strategies do not affect evaluation or grades)

Shelley Moore, 2021

RTI: RESPONSE TO INTERVENTION

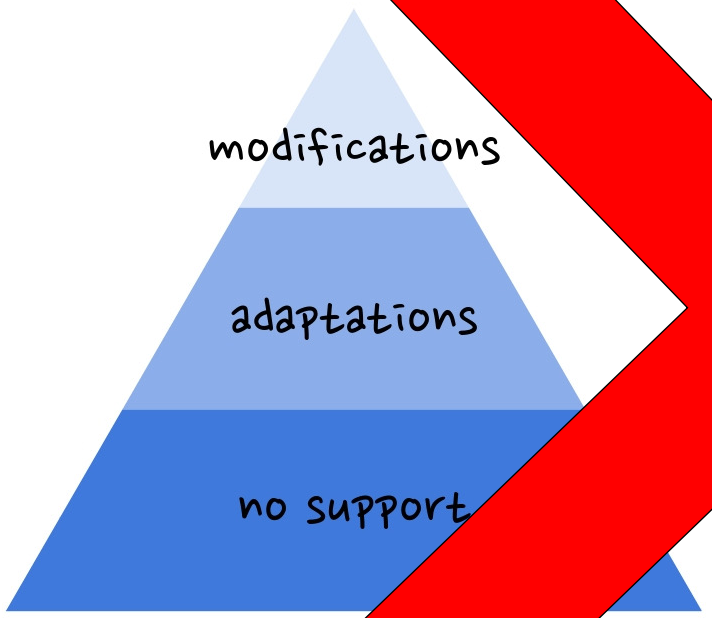


RTI: RESPONSE TO INTERVENTION



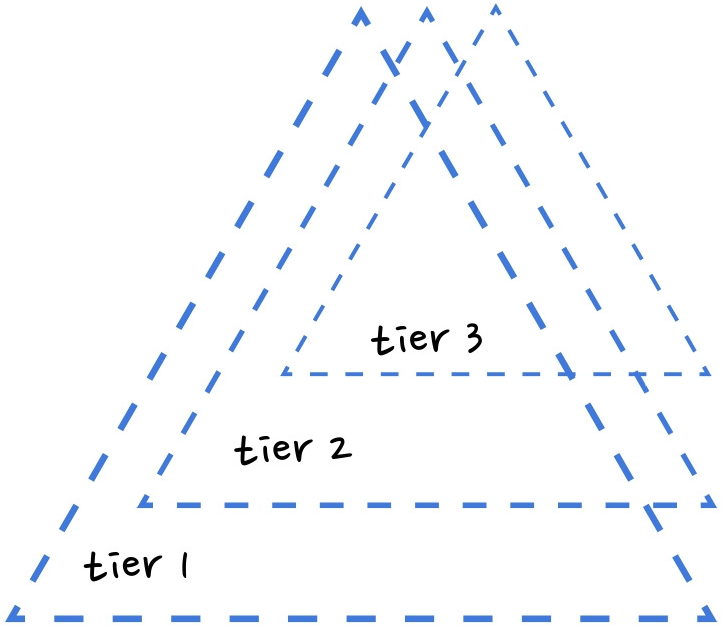
- early intervention of support
- assessment of students
- regulated supports

RTI: RESPONSE TO INTERVENTION ??



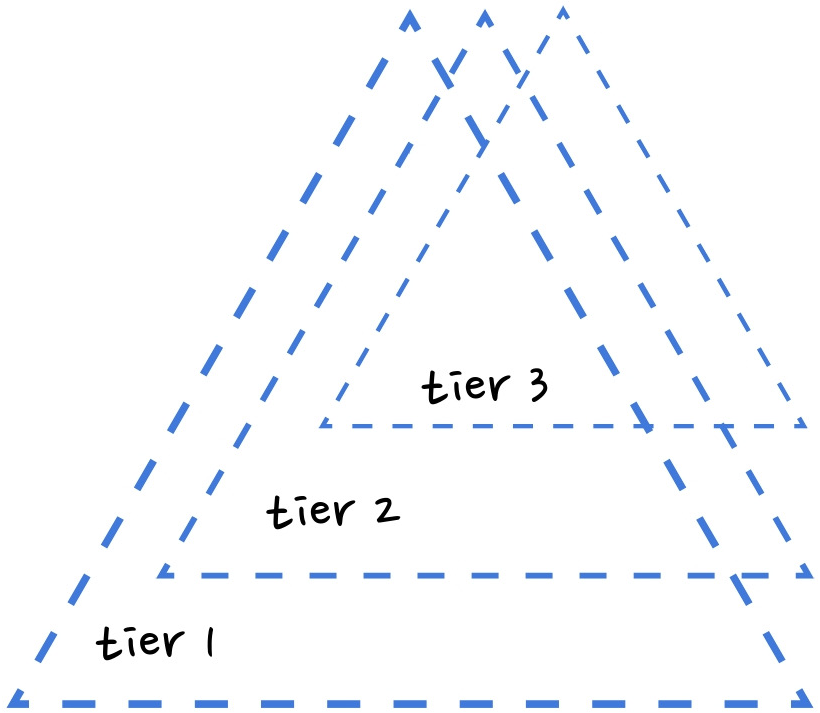


RTI: RESPONSE TO INSTRUCTION





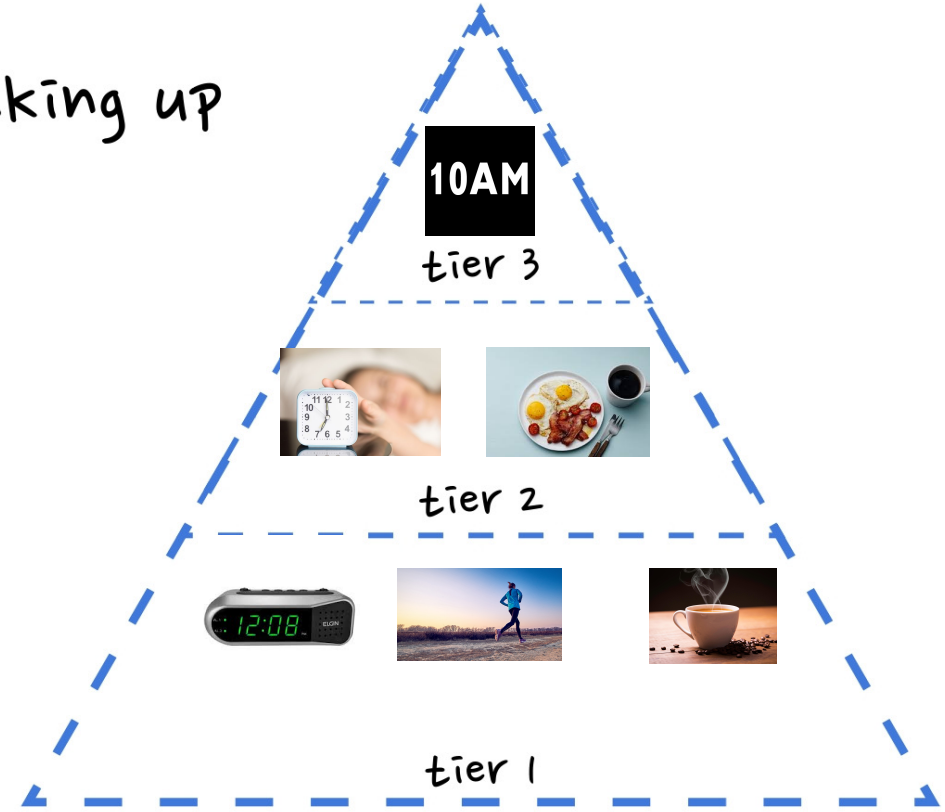
RTI: RESPONSE TO INSTRUCTION



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

RESPONSE TO INSTRUCTION

Lens: waking up





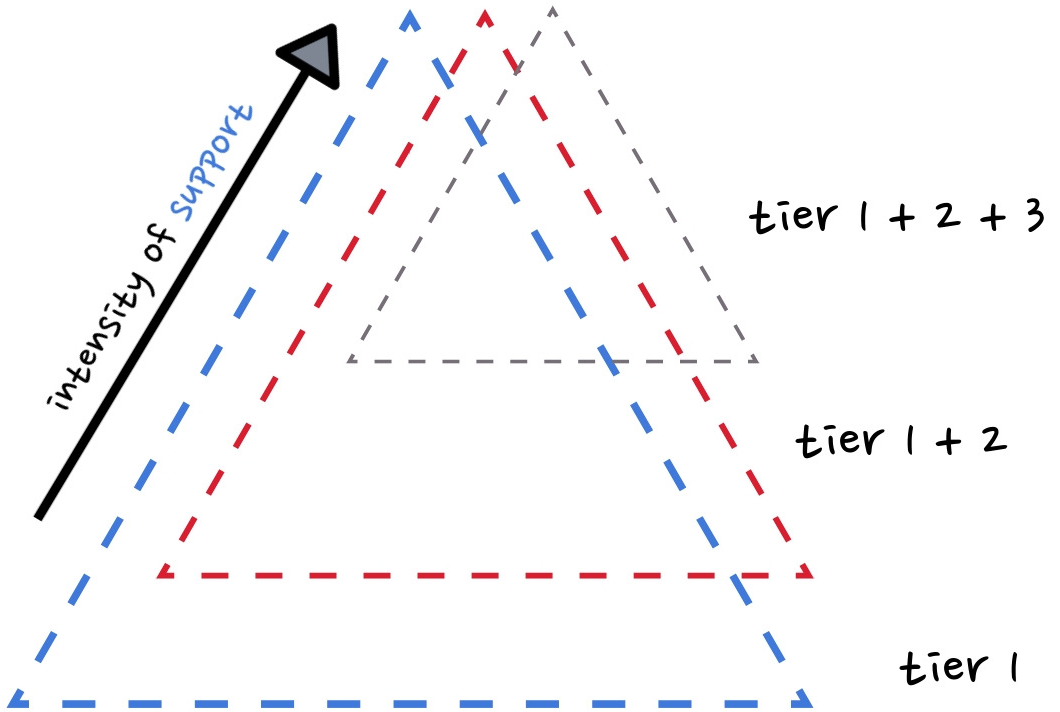
What do you see is ALREADY happening in your context?

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



RTI/MTLS



ESSENTIAL

TARGETED

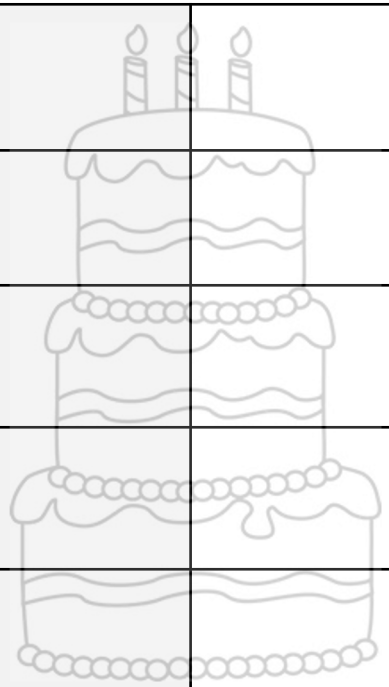
UNIVERSAL

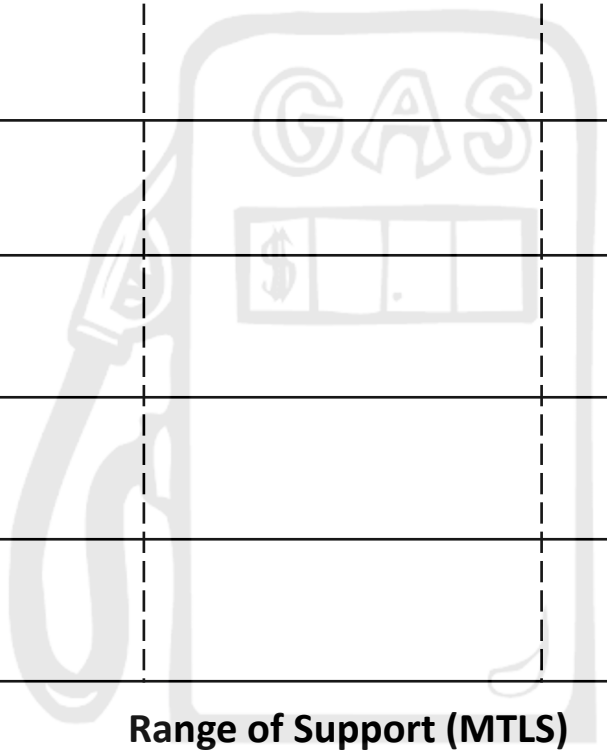
Classroom Support Plan

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	**Range of Support (MTLS)**		





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 8

Range of Students (RTI)

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

Designing a Needs Based Classroom Support Plan

Step 2: Determining Supports & Strategies

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



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

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 8

Range of Students (RTI)

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

Classroom Support Plan

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

Range of Students (RTI)

Students…		Strategies & Supports		
who needs the most support ST, CH, JP (f)		**Universal Support** (Good for ALL)	**Targeted Support** (CHOICE for ALL)	**Essential Support** (Good for ONE)
Need Executive Functioning	**JC, CH, JK, JP(f), AT, ST, LV, DV**	• Visual instructions • Pre teach vocabulary • Structured agenda support	• 2 min breaks • Using a computer for tasks • Work bin	
Need Cognitive 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)**		

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

Range of Students

Students…		Strategies & Supports		
Who needs the most support D.L, R.Y, O.M.		**Universal Support** (Good for ALL)	**Targeted Support** (CHOICE for ALL)	**Essential Support** (Good for ONE)
Need Learning	**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 Regulation	**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 Language	**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		**Range of Support**		

Classroom Support Plan

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

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 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.				

Classroom Support Plan

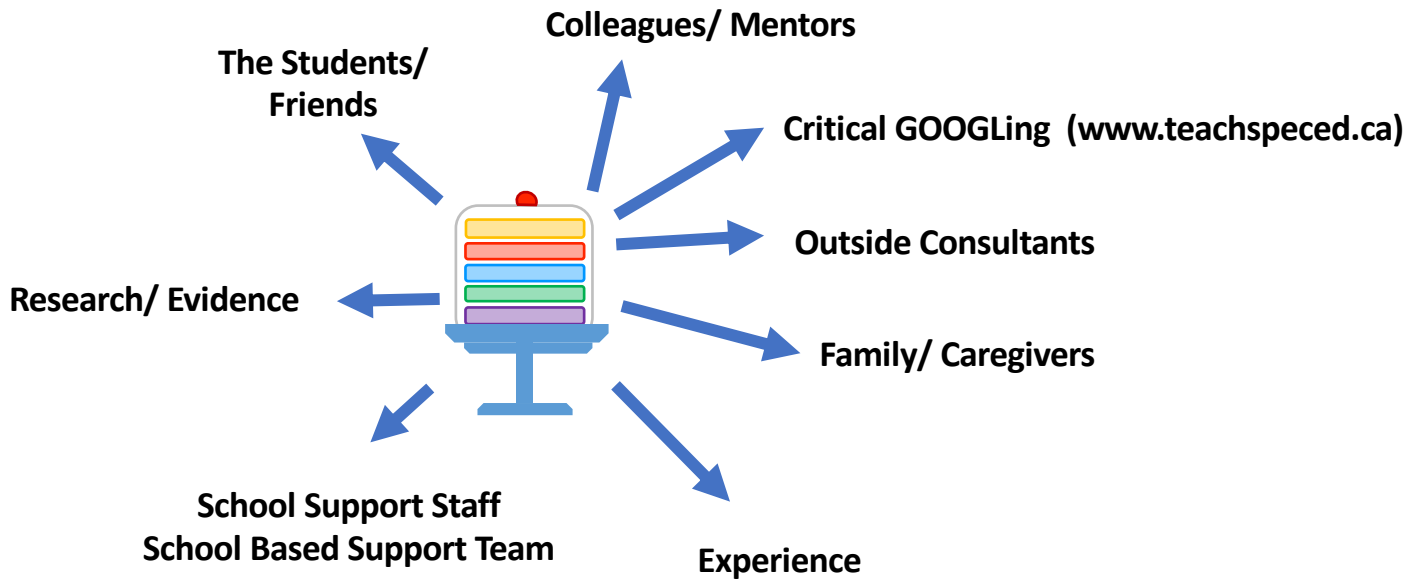
Teacher(s): Support Staff Lens:

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				

Layered Support Cake of Love: Classroom Support Plan

How do we figure out supports or strategies students need?



Strategy: taking a 2 min break

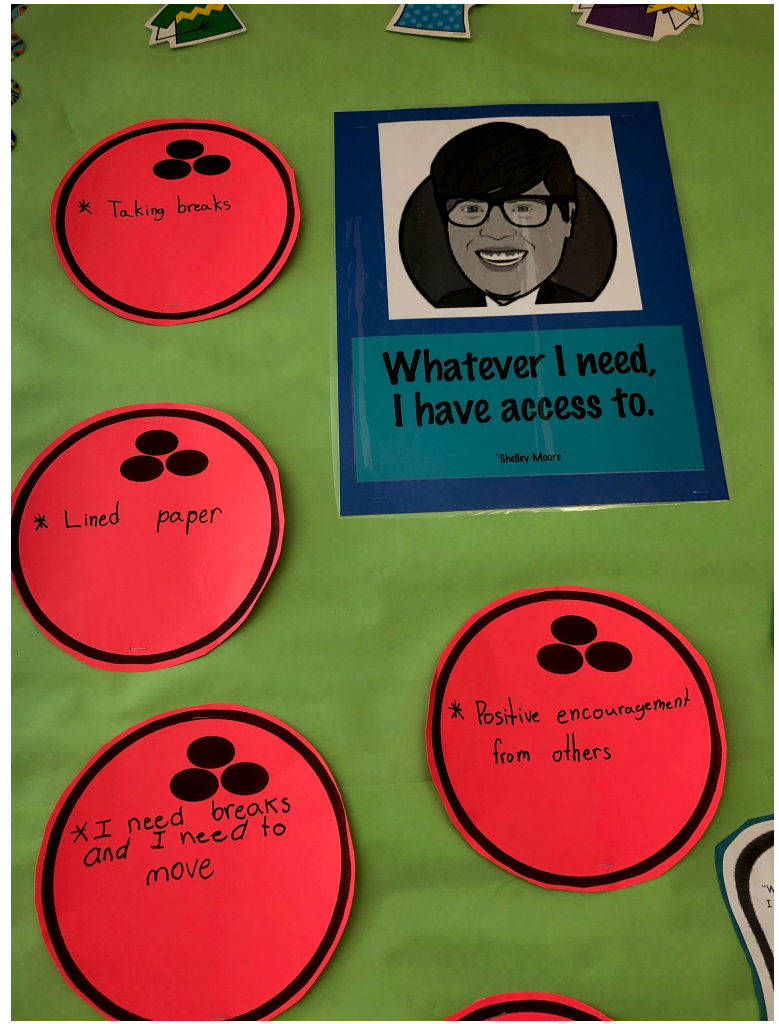
Instruct

- 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

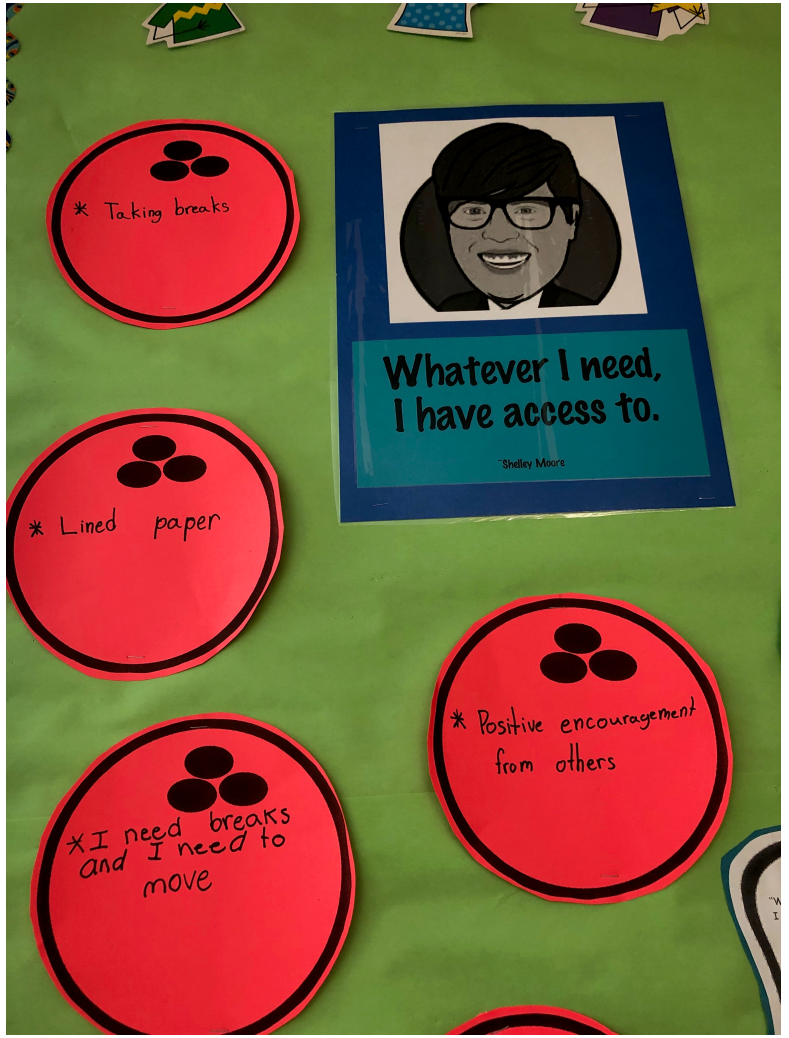
Instruct

- 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)

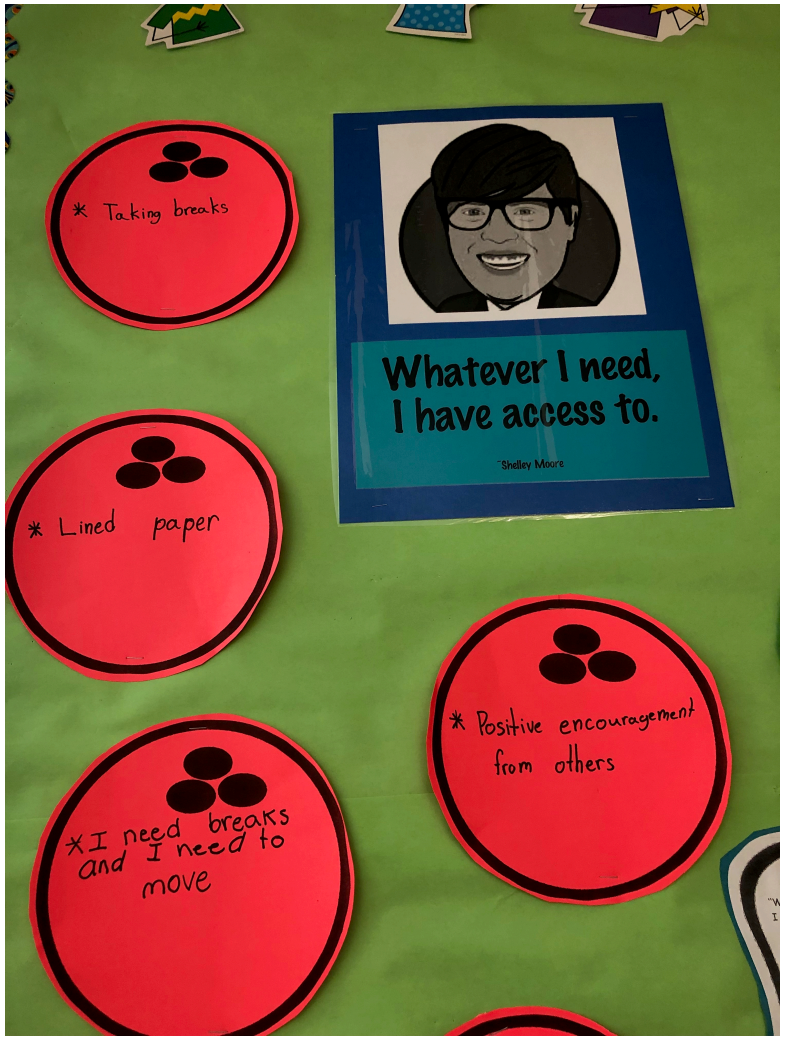
Reflect

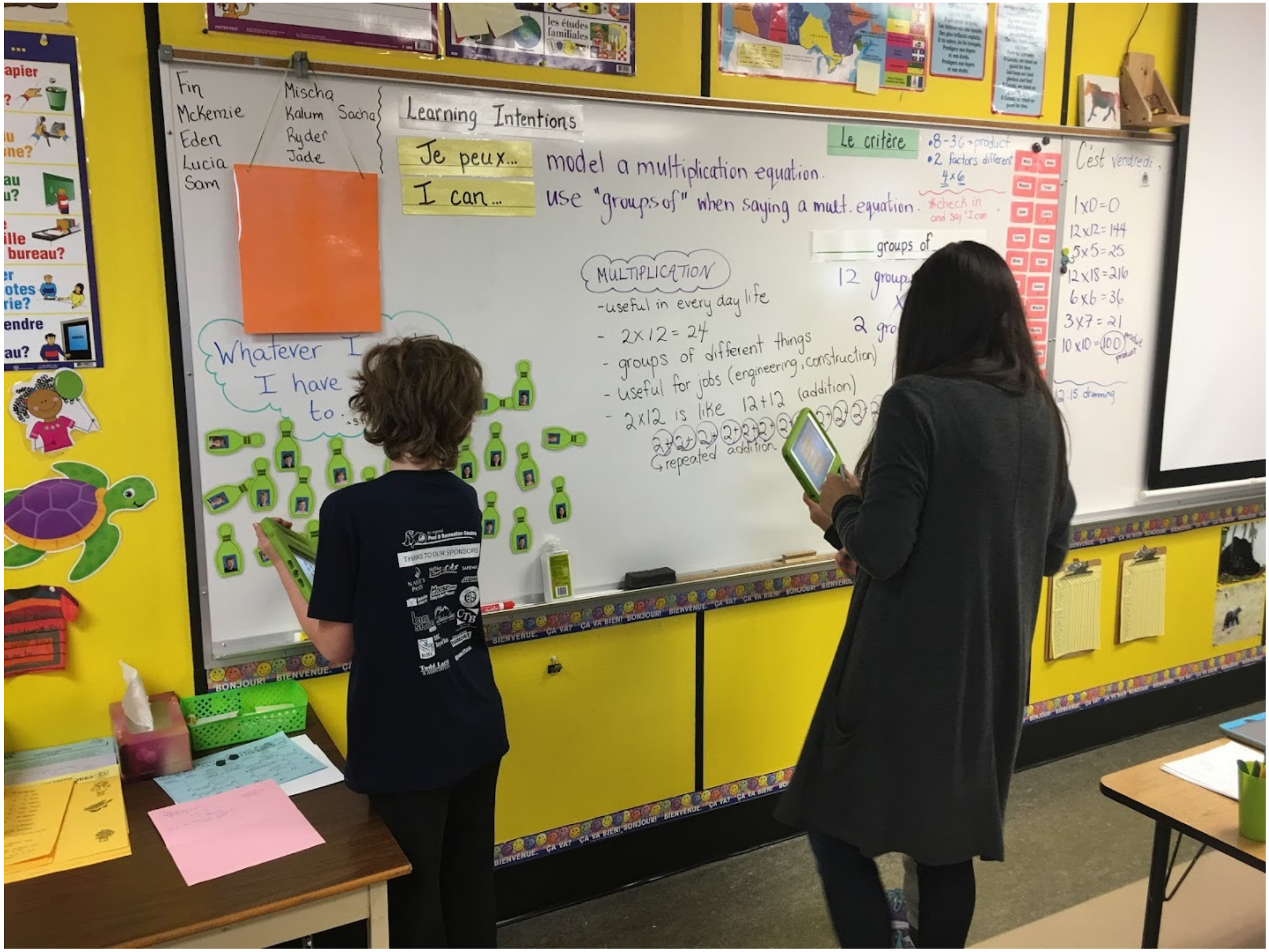
- How will I know when I *need* to chunk text ?
- How will I know when I *don't need* chunk text ?



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




Fin
McKenzie
Eden
Lucia
Sam
Mischa
Kalum
Sacha
Ryder
Jade
Learning Intentions
Je peux...
I can...
model a multiplication equation.
use "groups of" when saying a mult. equation.
Le critère
•8-36→product
•2 factors different
4×6
*check in and say "I can
groups of
MULTIPLICATION
-useful in every day life
- 2×12=24
- groups of different things
- useful for jobs (engineering, construction)
- 2×12 is like 12+12 (addition)
repeated addition
C'est vendredi
1×0=0
12×12=144
5×5=25
12×18=216
6×6=36
3×7=21
10×10=100 product
12:15 drumming
Whatever I
I have
to.
les études familiales
THANKS TO OUR SPONSORS
BONJOUR! BIENVENUE. ÇA VA? ÇA VA BIEN! BONJOUR!

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

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

- **Choose a lens: Literacy/Numeracy/Social Emotional**
- **Who needs the most support: AB (M1), AR, CT, PS, EB**
- **Who needs the most challenge: VL, WD, JA, CL**
- **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 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 m 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 classr community **d need support** right no
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
Greif 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	☐
onal Safety	X	☐	☐
nological Processing	X	☐	☐
essing Speed	☐	X	☐
Esteem	X	☐	☐
Advocacy	☐	X	☐
Harm/ Suicide agement	☐	X (CT)	☐
Regulation	X	☐	☐
ory Integration	X	☐	☐
iencing	X	☐	☐
al Skills (problem ng)	X	☐	☐
itance Abuse	☐	☐	X
Initiation	X	☐	☐
e Management	☐	X	☐
sition	X	☐	☐
al Ability	☐	X	☐
al-Motor Skills	☐	X	☐
al Spatial Processing	☐	X	☐
er:	☐	☐	☐
er:	☐	☐	☐
er:	☐	☐	☐

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)

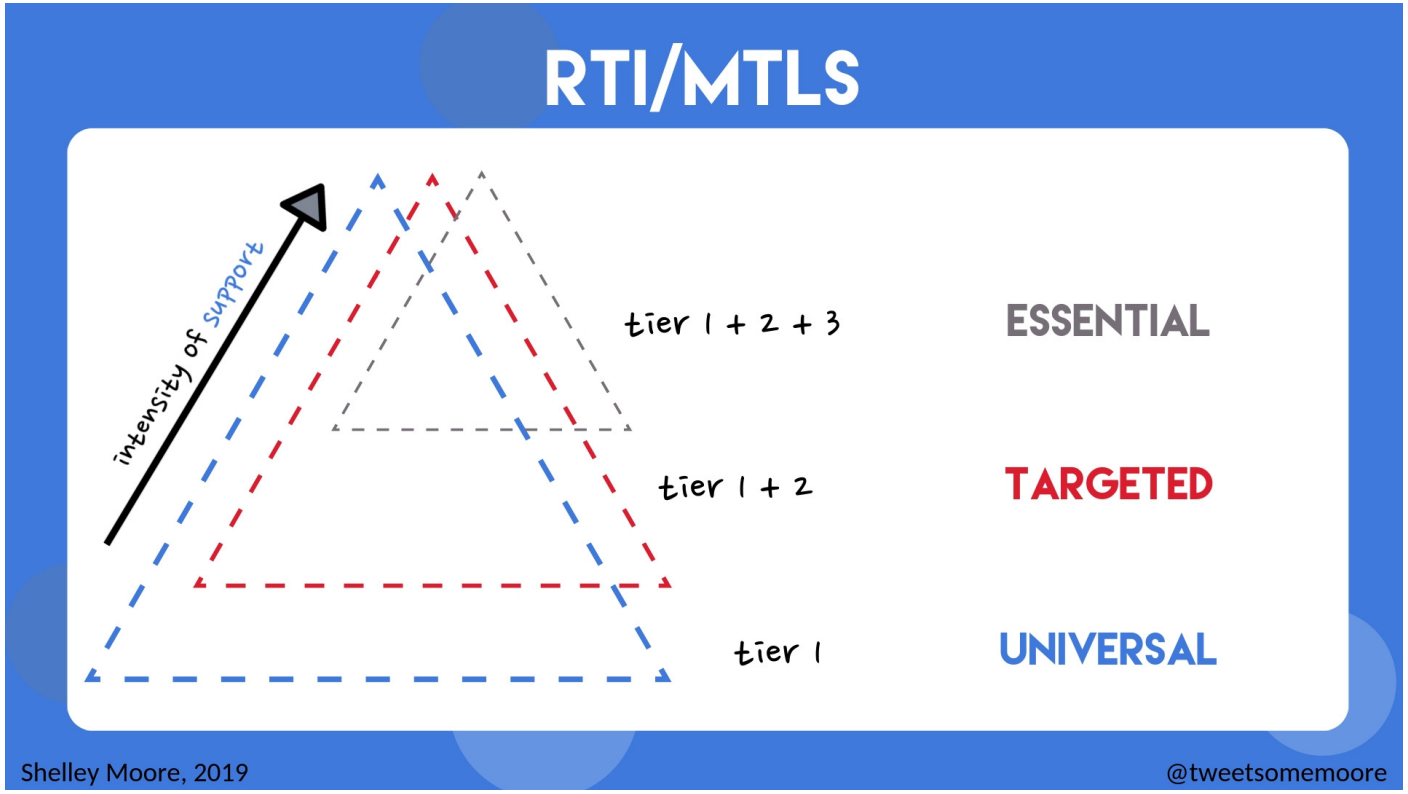
Classroom Support Plan
Teacher(s): J.Z. **Support Staff:** R.J (ITT) W/T AM, A.V. (LST) P.O, S.L./ 2 (EA), A.H. (CYCW) lunch/ PM/ P.O.,S.O. (Counsellor) P.O.
Lens: Literacy/ Numeracy/ Social Emotional

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 Support**		

Range of Students

Shelley Moore, 2021

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: Social Emotional

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: Social Skills *problem solving	AB, AB, AB, EB, HB, AR, PS, CT, 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,
who needs the most challenge **VL, WD, JA, CL**		Range of Support		

Shelley Moore, 2019

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: Social Emotional

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: Social Skills *problem solving	AB, AB, AB, EB, HB, AR, PS, CT, 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,
who needs the most challenge **VL, WD, JA, CL**				

Range of Support

Shelley Moore, 2019

Beach Grove Elementary – Making a Plan

- **Targeted Strategy: Social Stories**
  - Problem Solving
    - Managing strong emotions
    - Solving Problems at reccess
  - 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.





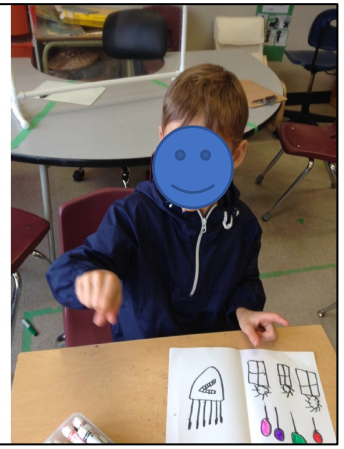
I can look at a book.



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.

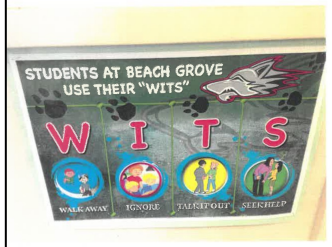


Beach Grove Elementary
Solving Problems

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.







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



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



Classroom Support Plan

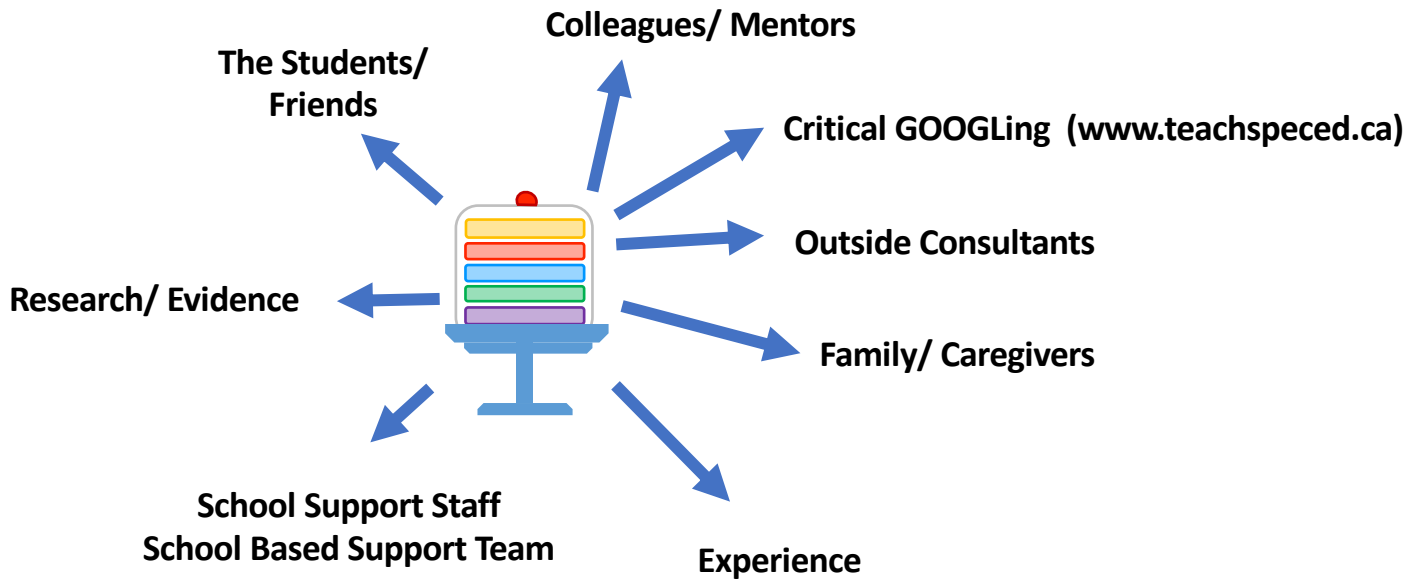
Teacher(s): Support Staff Lens:

Range of Students (RTI)

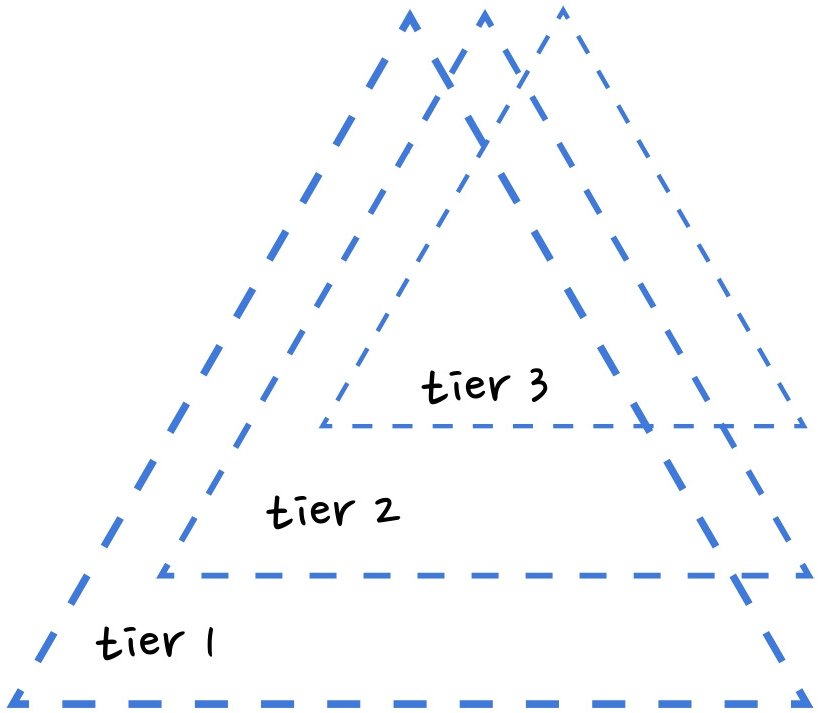
Students…		Strategies & Supports		
who needs the most support		**Universal Support** (Good for ALL)	**Targeted Support** (CHOICE for ALL)	**Essential Support** (Good for ONE)
Need				
Need				
Need				
Need				
Need				
who needs the most challenge				

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

Popcorn



What is ONE thing you want to try?

Burning Questions, Comments, Responses

SHELLEY MOORE

@tweetsomemoore

@fivemooreminutes

@fivemooreminutes

www.fivemooreminutes.com

www.blogsomemoore.com

