

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**.



SHELLEY MOORE



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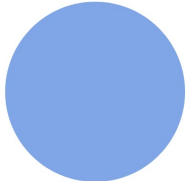
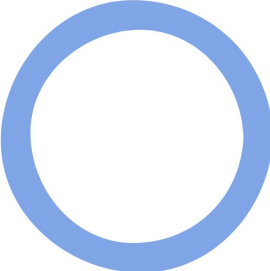
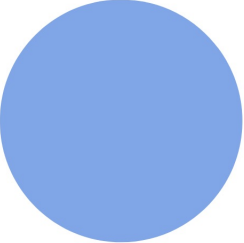
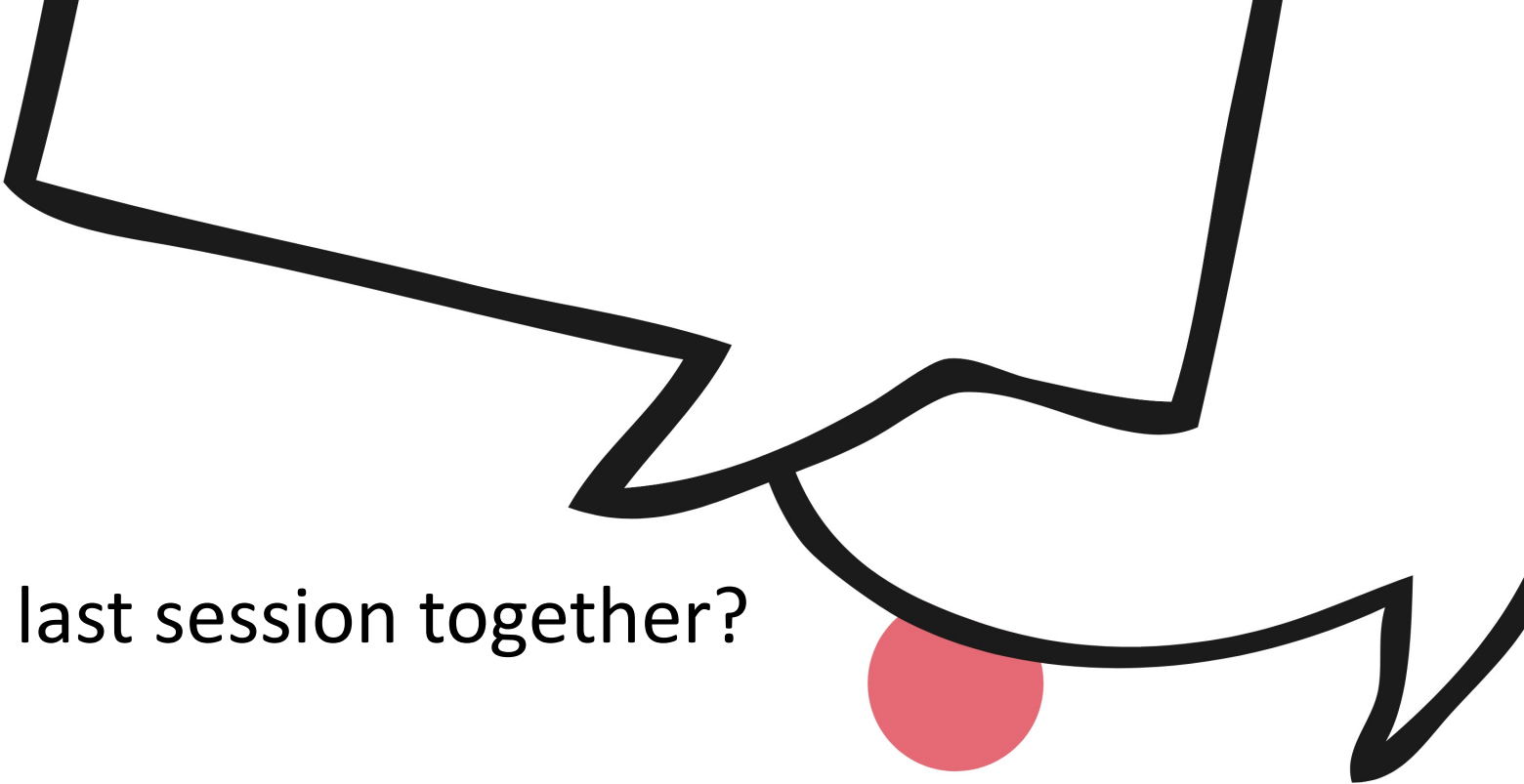
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Waterfall

What stands out from our last session together?





What Infrastructure can
be put in place that will
make choosing
inclusion easier?

What does the Research Say?

1. Guiding conditions of inclusion describe that all students...

are presumed competent

are enrolled in and attending curricular classes

are in proximity to and participating in learning with peers

have purposeful roles and responsibilities

are planned for

2. Teacher professional development that...

supports collaboration and the changing roles of educators & support staff

is situated, ongoing and inquiry based

3. Systems frameworks that ...

support Universal Design for Learning

move away from a medical & deficit-based model of special education (IEPS)

School & District Infrastructure

Teacher & Staffing Infrastructure

Student Infrastructure



Now What?!

- Understand **WHAT** Inclusion is....

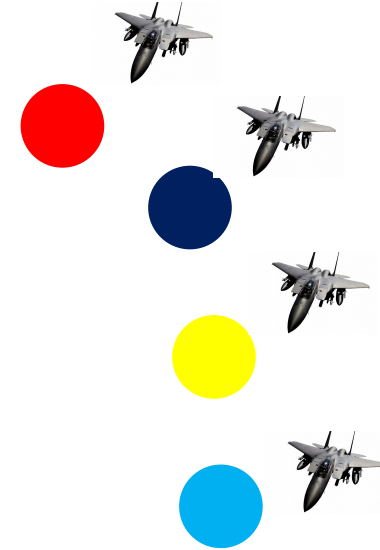
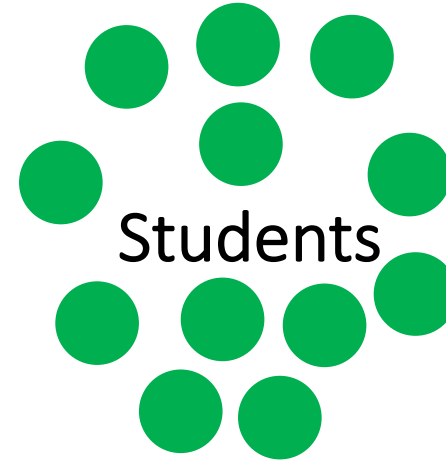
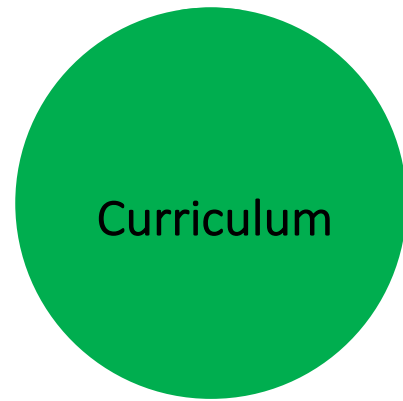


Understand **WHY** it is important...



How to we do it?

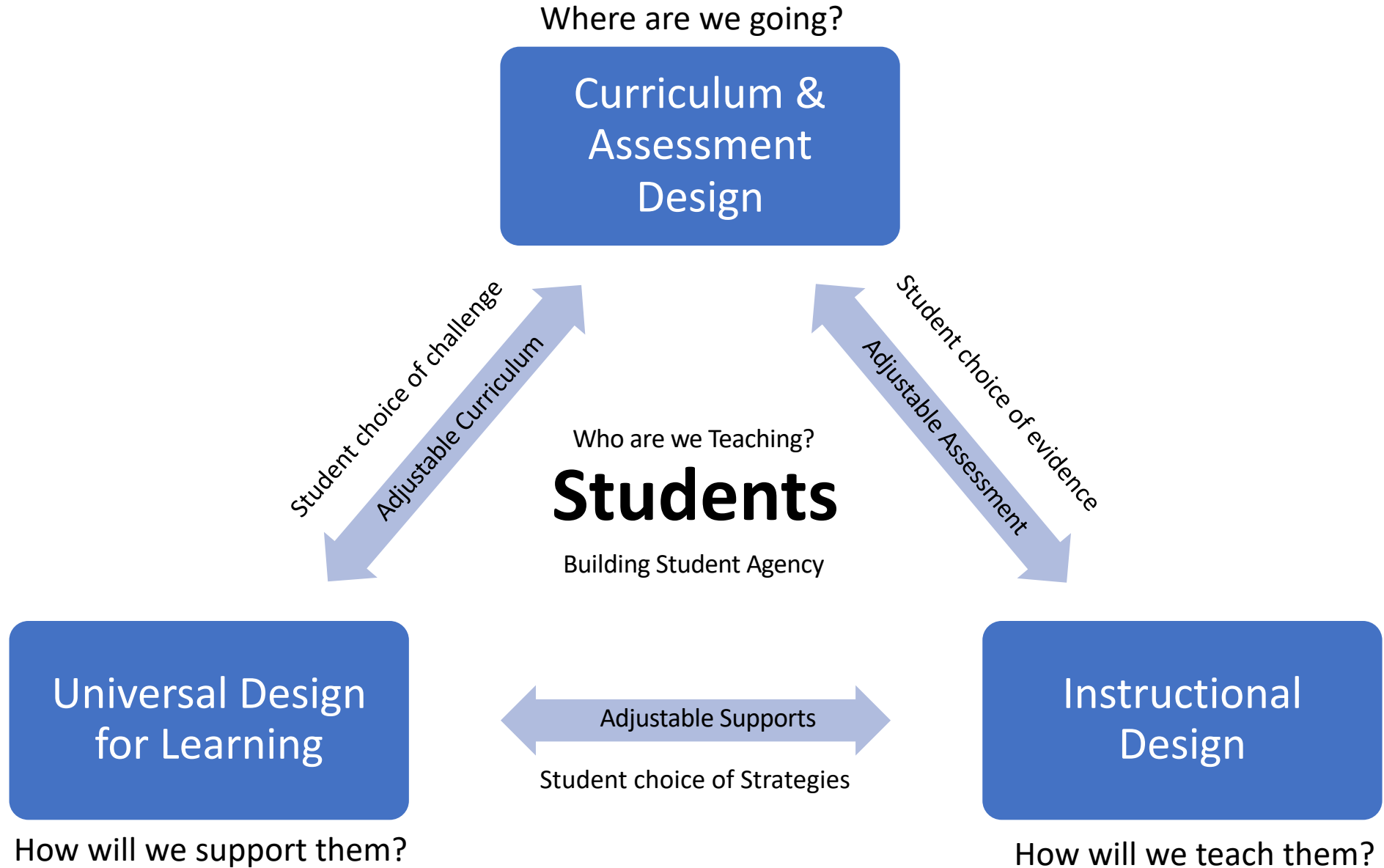
WHAT'S THE DIFFERENCE?



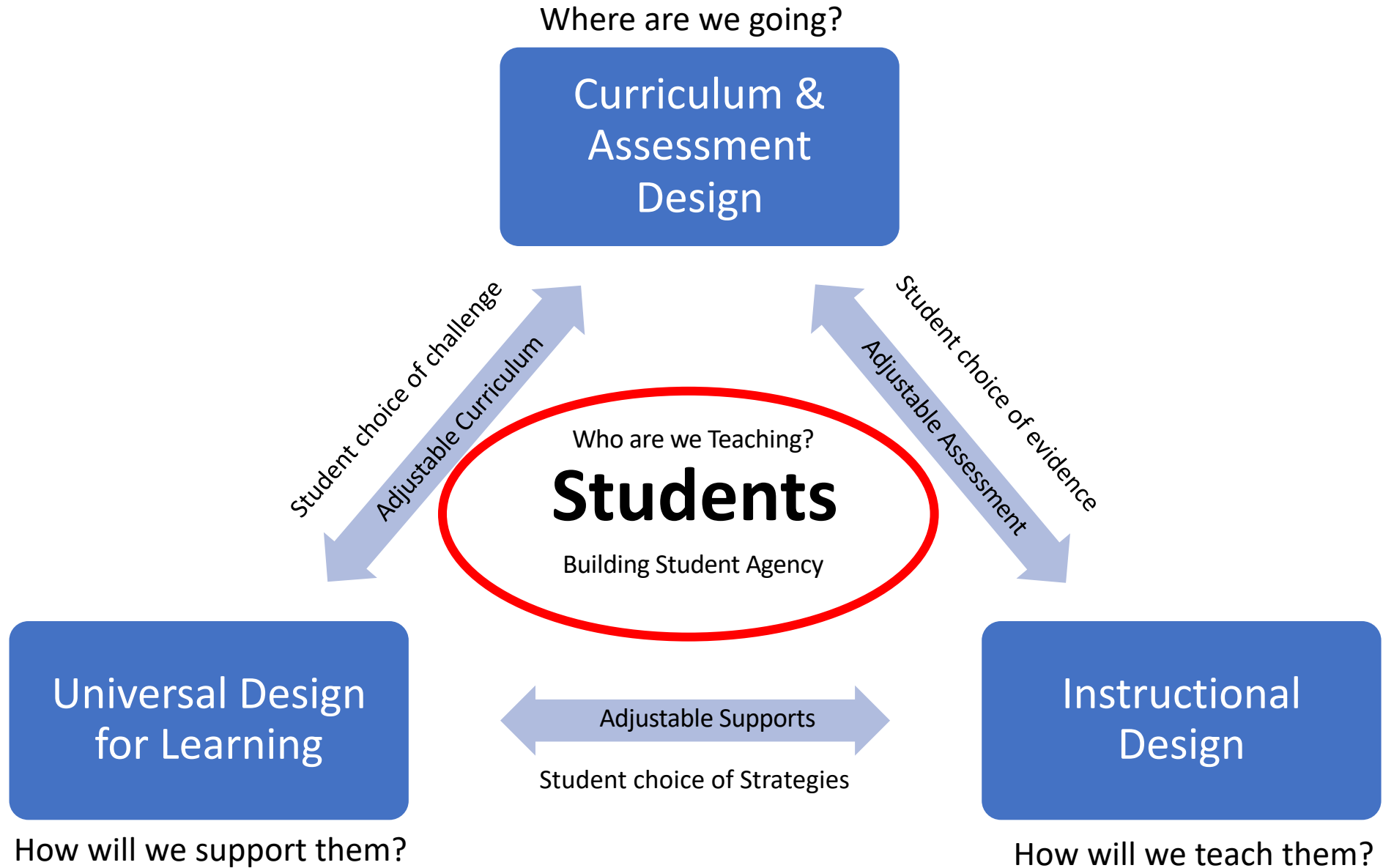
DESIGN: THE MOST UNDERUTILIZED SUPPORT



How can we change the system? Designing with Equity in Mind



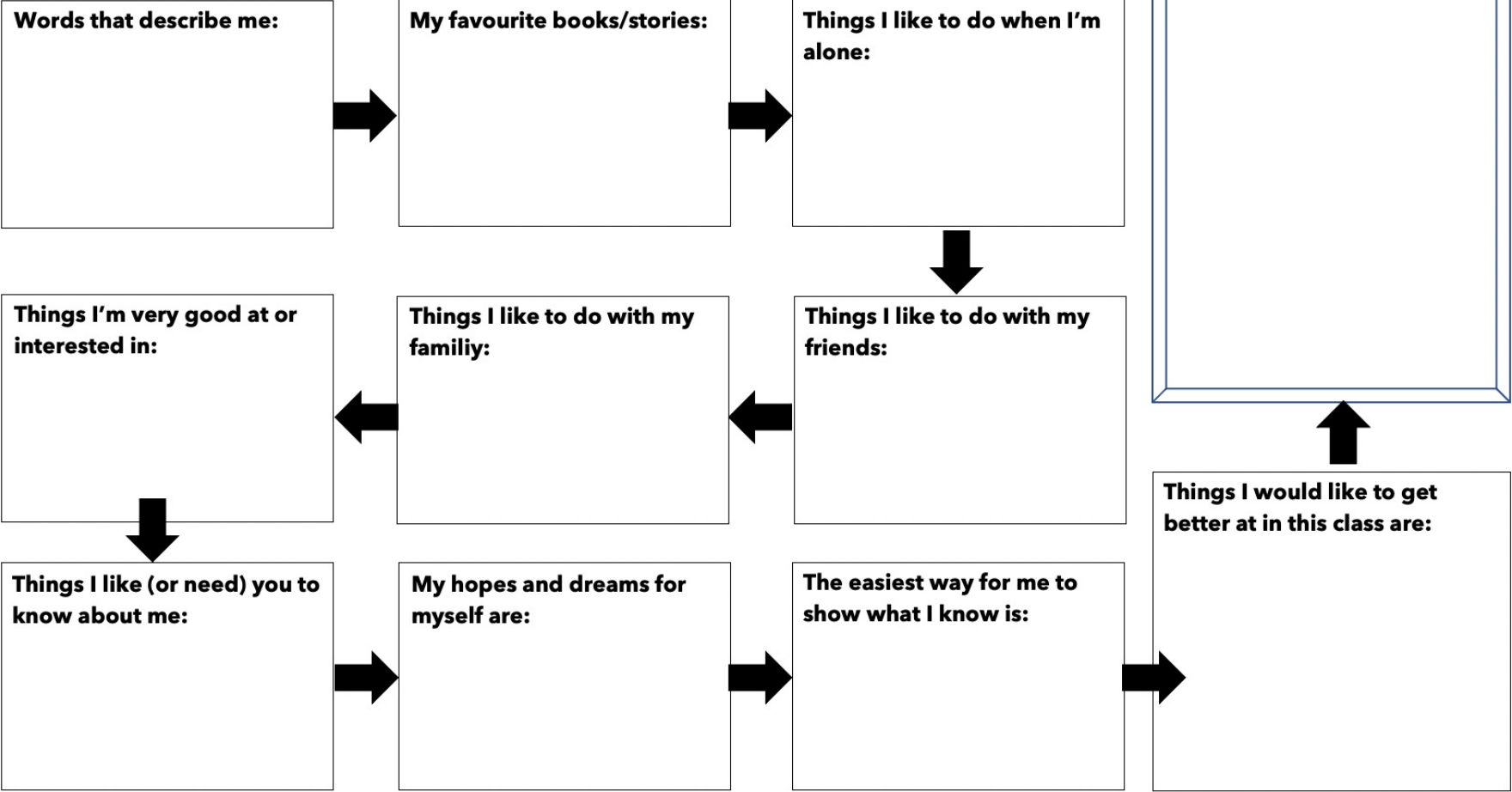
How can we change the system? Designing with Equity in Mind



Class Review for :	Teacher:	Date:
I can plan for my students by getting to know the:		
Interests & identities of the class	Classroom Strengths	Classroom Stretches
Based on the interests, strengths and stretches of this class, one goal(s) for these I have for this class is:		
The BIG goal I have for this class:		
I can meet this goal(s) by making a plan:	I can meet this goal(s) by reducing barriers in the classroom:	
Decision: Something I want to try	Decision: Learning Barriers (UDL)	Decision: Equity barriers (Reconciliation)
We can meet this goal(s) by targeting core competencies chosen as a community:		
Decision: Core competencies to target for this class (Decided by the class)		

Who Am I?

Who am I? Profile



Richardson Elementary



Help us get to know _____!

Person	Identities	Interests	Strengths	Stretches	Needs
Your name _____ How do you know _____?	Who is _____? What words would you use to describe _____?	What is _____ interested in? What does _____ like to do on their own, with their family and friends?	What is _____ good at? What could _____ teach others?	What is hard for _____ but they can still do? What do you think is something _____ wants to get better at?	What does _____ need a lot of support wit? What is something that _____ might not be able to do on their own yet?
Person 1: _____					
Person 1: _____					
Person 1: _____					
Person 1: _____					

Help us get to know Juni!

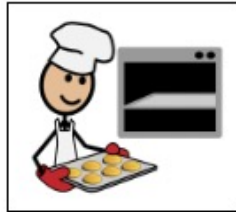
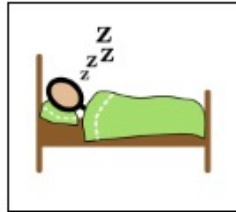
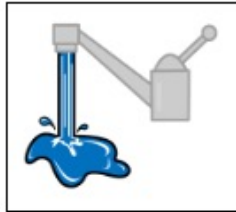
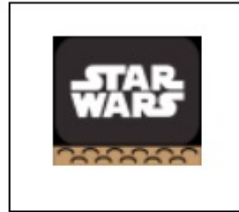
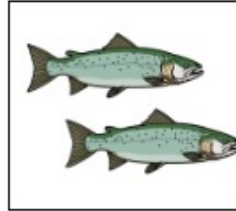
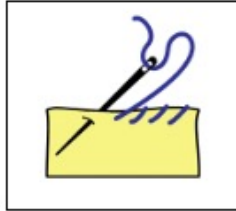
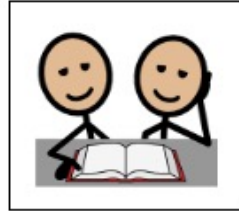
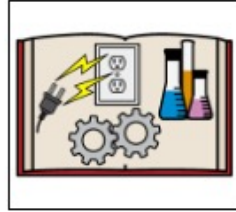
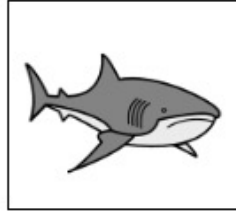
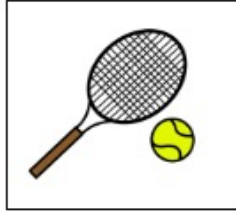
Person	Identities	Interests	Strengths	Stretches	Needs
Your name _____ How do you know _____?	Who is Juni ? What words would you use to describe Juni ?	What is Juni interested in? What does Juni like to do on their own, with their family and friends?	What is Juni good at? What could Juni teach others?	What is hard for Juni but she can still do? What do you think is something Juni wants to get better at?	What does Juni need a lot of support wit? What is something that Juni might not be able to do on his own yet?
Person 1: Rita Mom	Kind, Strong, Smart	Watching me sew, taking pictures with my phone	Patience, she notices everything, she's so observant	Waking up! Trying new foods	Calming down when she is upset or frustrated, sleeping, eating enough
Person 2: Frank Dad	An athlete, she's happy, but don't get her mad, we are Ukrainian!	Watch Great British Baking Show with her mom Watching salmon in the river, helping me bake	A great listener, being present	Independence, connecting	She worries I think, I wonder if her worrying gets her upset
Person 3: Kiran Friend	Nice, funny	BC Lions, playing with water, we go to the movies, we watched Star Wars	I dunno, we hangout and just talk and stuff	Maybe Juni wants to get better at football	I think Juni would love to talk more, but I think maybe she needs an iPad and that's ok to talk with too
Person 4: Matty Younger cousin	We play, funny	Whale Sharks, camping, swimming	She plays with me	Its hard for Juni to talk sometimes, but I know when she likes something, and she likes me	Maybe talking more

Help us get to know Juni!

Person	Identities	Interests	Strengths	Stretches	Needs
Your name _____ How do you know _____?	Who is Juni ? What words would you use to describe Juni ?	What is Juni interested in? What does Juni like to do on her own, with her family and friends?	What is Juni good at? What could Juni teach others?	What is hard for Juni , but she can still do? What do you think is something Juni wants to get better at?	What does Juni need a lot of support with? What is something that Juni might not be able to do on her own yet?
Person 1: Mr. Lopez Teacher	Strong willed, smart, keen, a learner	Reading with her classmates, science topics	Being with her peers, she notices everything, asking for help	Communicating with her peers	Reading (decoding)
Person 1: Benny EA	Funny, a learner!	Taking naps/ resting, fashion – always well dressed	She knows what she likes, communicating when she's frustrated	Making friends	Fatigue
Person 3: Ms. Turner SLP	So joyful!	Sights and sounds around her	Making choices, using picture symbols	Using the iPad for augmentative communication	Support for her communication e.g. wants and needs, asking questions
Person 1: Jennifer Classmate	Happy, friendly	Dancing, playing tennis, camping	She's good at playing, and singing, she has great style- love her hair	talking	I'm not sure
Person 1: Bilal Classmate	Funny, sometimes she's mad and makes a lot of noise	Reading, laughing, video games	She's a good friend, She is special to me	Video games	Talking



Building my Student profile: What are my INTERESTS?

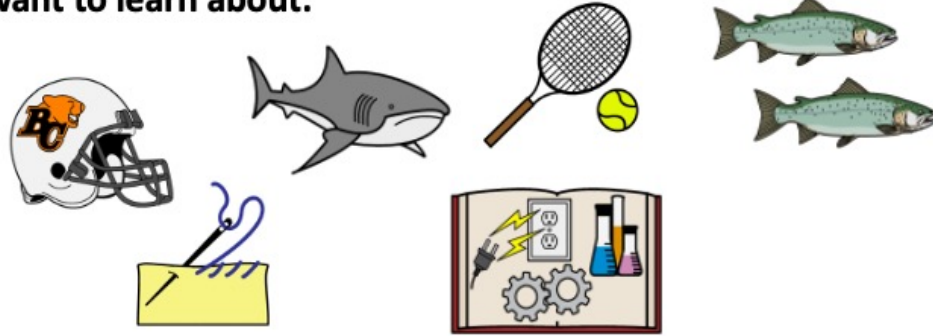




Building my Student profile: What are my INTERESTS?

INTERESTS can be things we want to learn more about.

I want to learn about:



INTERESTS can be things like to do on our own, with out family, or with our friends.

I like to:



Subject:		Grade:		Year:		
Student	Interests	Strengths	Stretches	Supports Needed		
				Behavioural	Social/ Emotional	Curricular
1. Tamina YYY YYY Gifted	Piano, rugby	Visual, logical, mathematical, learning style, critical thinking, inferencing, language skills, mathematical skills	Leadership skills, opportunities to integrate learning from various disciplines, using critical thinking skills across the curriculum			
2. Rosa Mendes T TT Emotional/behavioural	Reading, music	Reading, auditory memory skills, visual learner, auditory learner	Self advocacy skills, attention skills, self regulatory skills	✓	✓	
3. Triple H H HH Autism	P.E. (individual games; badminton), drawing	Visual learner, gross motor skills, attention skills, attention to topics and activities of interest	Self regulatory skills, augmentative communication skills, daily living skills, functional literacy and numeracy skills, personal care		✓	✓
4. Sheamus L LL Developmental disability	Computers, presentations	Oral language, gross motor skills, kinaesthetic/tactile, social skills with adults, basic computational skills	Reading skills, processing speed, abstract reasoning, organizational skills, personal care/self help skills, visual and memory skills	✓	✓	✓
5. Primo Z ZZ Learning Disability	Computers, P.E. (track)	Mathematical skills, computer keyboarding skills, gross motor skills, oral communication	Self advocacy skills, organizational skills, attention skills, social skills, writing skills		✓	✓
6. Alexa Bliss I II Intellectual Disability	P.E.(soccer), Likes to be the group leader	Kinaesthetic/tactile learner, self advocacy skills, visual learner, gross motor skills	Problem solving skills, reading and writing skills, mathematical skills, research skills, oral language skills			✓

6. Alexa Bliss I II Intellectual Disability	P.E.(soccer), Likes to be the group leader	Kinaesthetic/tactile learner, self advocacy skills, visual learner, gross motor skills	Problem solving skills, reading and writing skills, mathematical skills, research skills, oral language skills			✓
7. AJ Styles ADHD	Art, P.E. (dodgeball)	Fine motor skills	Attention skills, behavioural skills	✓		
8. Brock Lesnar	Reading, running	At grade level, gross motor skills				
9. Bubba Ray Dudley	Polo, pottery	Visual/kinaesthetic learner	Expressing ideas		✓	
10. Fandango	Puzzles, singing	Fine motor skills, performing	Expressing ideas			✓
11. Stardust	Cosplaying, taxidermy	Interacting with others, performing, fine motor skills	Math - numeracy			✓
12. Nature Boy Ric Flair	Acting, wrestling	Performing, presentations, gross motor skills	Accessing prior knowledge			
13. Heath Slater	Ice skating, quilting	Fine motor skills, gross motor skills, performing	Reading			
14. John Cena	Sky diving, hunting	Gross motor skills, courage				
15. The Rock	Origami, geocaching	Fine motor skills, map skills	Self Regulation	✓		
16. R-Truth	Photography, martial arts	Gross motor skills, creative, self regulation	Writing, reading			
17. Titus O'Neill	Card collecting, baseball	Gross motor skills, organization	Communication Penicillin Allergy			
18. The Undertaker	Pokemon Go, sculpting	Patience, perseverance	Staying on task			
19. Alicia Fox	Reading, astronomy	Attentive, reading skills	Difficulty communicating thoughts/feelings		✓	
20. Becky Lynch	Gongoozling	Patience, individual tasks	Isolated/whispers/no friends		✓	
21. Nikki Bella	Laser tag, disc golf	Gross motor skills,	Communication skills,		✓	

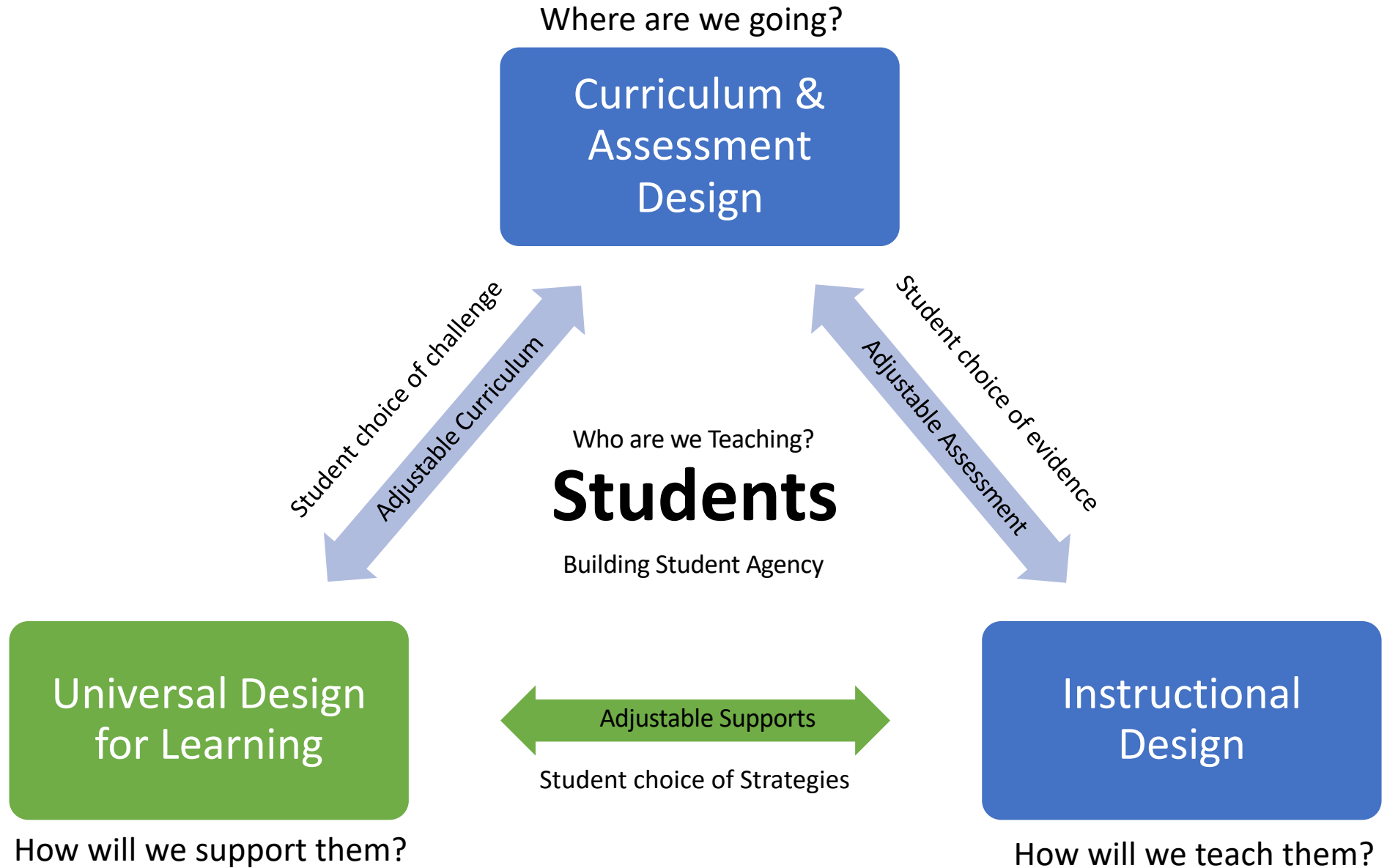
Class Review for: Grade 2/3		Teacher: M. Sundaren, S. Johal (ST), 1 EA (FT)		Date: Nov. 2020	
We can plan for our students by getting to know the:					
Interests & Identities		Classroom Strengths		Classroom Stretches	
Interests: stories, games (ask students) Identities (ask students):		Strengths: Helpful, funny, have adapted well to new routines, kind, loving, caring, get along with each other, play, hands on, diverse, families, Dojo, discussions, circle		Stretches: reading levels, fine motor skills, writing (expanding ideas, complete sentences), self confidence, taking risks, asking questions, intrinsic motivation	
Based on the interests, strengths and stretches of this class:					
The BIG question or inquiry I have for this class: I would like to support my students to get better at: self regulation, independence and ownership, connections, number talks					
We can respond to this class by making a plan to try something new:		We can respond to this class by reducing barriers in the classroom:			
Decision: Somethings I want to try		Decision: Reducing Barriers to Learning		Decision: Reducing Barriers to Equity	
<ul style="list-style-type: none"> • Building student confidence • Student agency • Self regulated learning • Designing engaging activities and lessons • Purposeful teaching • Giving meaningful feedback, supporting student self assessment 		<p>Engagement</p> <ul style="list-style-type: none"> • 9.1-helping students set learning goals that build confidence and help them take ownership of their learning • 8.1 – Clearly communicating learning goals <p>Representation</p> <ul style="list-style-type: none"> • 2.1 Pre-teaching important vocabulary, symbols, numbers labels in many ways (written, oral, visual examples) • 2.2 Highlighting and teaching patterns and properties in systems (e.g. grammar, notation, taxonomies, equations etc.) <p>Expression</p> <ul style="list-style-type: none"> • 6.3 teaching students to organize their evidence and determine their best examples of learning 		<p>Equity Commitment:</p> <ul style="list-style-type: none"> • Class and team building activities to promote peer support (while also navigating COVID restrictions) • Use cooperative learning structures while also navigating COVID restrictions) <p>Reconciliation Commitment:</p> <ul style="list-style-type: none"> • Learning takes patience and time 	
Decision: We can respond to this class by targeting core competencies chosen as a community:					
Teacher chosen: We can communicate by:					
Class chosen: Students can choose objective in profile 1 and 2					

Class Review for : Grade 6		Teacher: Mr. C, Lesley (PA Math)	Date: Oct. 2019
We can plan for our students by getting to know the:			
Interests & Identities of the Class		Classroom Strengths	Classroom Stretches
<ul style="list-style-type: none"> - Indigenous, Athletes, Farmers, JW, Autism, new Immigrants (refugees) - Sports, animals, art, music, reading, Family, religion 		<ul style="list-style-type: none"> - Active, funny, sports, competition, reading, working together, structured activities 	<ul style="list-style-type: none"> - Have a hard time losing - Have a hard in unstructured activities - Organization, confidence, taking risks, knowing its ok to make mistakes
Based on the interests, strengths and stretches of this class, one goal(s) for these I have for this class is:			
The BIG goal I have for this class: To be confident, that's its ok to make mistakes, that we can learn from mistakes To have confidence to try new things			
We can meet this goal(s) by making a plan to try something new:		We can meet this goal(s) by reducing barriers in the classroom:	
Decision: Something I want to try		Decision: Learning Barriers (UDL)	Decision: Equity barriers (Reconciliation)
<ul style="list-style-type: none"> - Rewarding and celebrating mistakes/ learning opportunities - Breaking down concepts - Helping students to be aware of where students are not understandings 		giving students choice and control over what they are learning about (e.g. content, examples used) Giving students opportunities to connect how they learned and how they can transfer those learning skills/ strategies/ supports to new settings using assessment checklists, learning maps, one-point rubrics and student work samples to provide feedback to students and model self-assessment	Uses students' real life experiences to connect school learning to students' lives Learning involves patience and time
We can meet this goal(s) by targeting core competencies chosen as a community:			
Decision: Targeted competencies to target for this class			

Class Review for: English 11		Teacher: Ms. N, Ms. V (Support), MM & TE (EAs)		Date: Nov. 2020	
We can plan for our students by getting to know the:					
Interests & Identities of the class		Classroom Strengths		Classroom Stretches	
Interests: Video games, sports, reading, dance, (will ask students) Identities: (will ask students) Representation: LGBTQ2S+, Disability, Cultural/Ethnic Backgrounds		Strengths – reading, focused, on task, working in pairs/ groups of three, following instructions (will ask students)		Stretches – staying focused, attending, note taking/ following along, connecting learning to the real world, written output (will ask students)	
Based on the interests, strengths and stretches of this class:					
The BIG question or inquiry I have for this class: How to help them to get better at: 1. Writing 2. being able to express their ideas 3. analyzing and synthesizing ideas 4. connecting learning to their lives					
We can respond to this class by making a plan to try something new:			We can respond to this class by reducing barriers in the classroom:		
Decision: Something I want to try		Decision: Reducing Barriers to Learning		Decision: Reducing Barriers to Equity	
<ul style="list-style-type: none"> • Give/ teach access to assistive technology to increase output and independence • Organize scribing support for students • Incorporate multiple methods of expression 		Engagement (9.1) - helping students set/ choose learning goals that build confidence and help them take ownership of their learning Representation (1.1) – sharing new information in different formats Expression (6.3) - teaching students to organize their evidence and choose their best examples of learning		Equity Commitment: <ul style="list-style-type: none"> • We can use cooperative learning structures (incorporate new techniques) • We can seek multiple perspectives Reconciliation Commitment: <ul style="list-style-type: none"> • Learning involving generational roles • Learning involves recognizing the consequences of one’s actions • Learning is holistic, reflexive, reflective, experiential and relational 	
Decision: We can respond to this class by targeting core competencies chosen as a community:					
Teacher chosen: Personal Awareness & Responsibility, Thinking (Creative & Critical Thinking) Class chosen: (will ask students)					

Class Review for: Industrial Design	Teacher: Mr. Harmon EA: Mr. Fraser	Date: October, 2019
I can plan for my students by getting to know the:		
Interests of the class	Classroom Strengths	Classroom Stretches
- collaborative, group work, hands on activities, technology, media, trucks, fishing, identify, rural life, maple ridge, skate boarding, music, social, building and bashing, battle bots, proud of their success, blowing stuff up	- Working together, proficient, good with their hands and using tools, background knowledge, eager to learn, connects to their life, relevant, chose this class, they want to be here, huge buy in, so nice, inclusive of each other, compliment each others strengths, diverse skill set, taking risks if there are alone, independent, no right answer, everyone can be successful, competition	- organization, task management, connecting skills in industrial design to other contexts (e.g. math skills), cautious risk takers, aware of not being successful in front of others, their macho/bravado image
Based on the interests, strengths and stretches of this class, one goal(s) for these I have for this class is:		
The BIG goal I have for this class: I want these kids to be able to manage tasks and time, so that they will be more focused on their learning on the task at hand, I want them to not be afraid to try new things, work new people, build community		
I can meet this goal(s) by making a plan:	I can meet this goal(s) by reducing barriers in the classroom:	
Decision: Something I want to try	Decision: Learning Barriers (UDL)	Decision: Equity barriers (Reconciliation)
- Clear intentions for the class, why we are learning and what we are doing - Engage students by doing something loud and dangerous – blow stuff up - Involving the students in activities, but make sure they know the goal - Build life sized medieval weapons of war - Trebuchet pumpkins	We can provide options for students to know and set goals and make decisions about what supports they need to meet the goals by: guiding students through reflection, self-assessment and goal setting around curricular goal complexities and competency goal setting	We can use see our real life experiences to connect school learning to students' lives We can value each others' gifts and contributions
We can meet this goal(s) by targeting core competencies chosen as a community:		
Decision: Core competencies to target for this class (Ryan will do this with the class)		

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

The cupcake Model



Special Education

Medical Model

The cupcake model



Shelley Moore, 2019

The layered cake model



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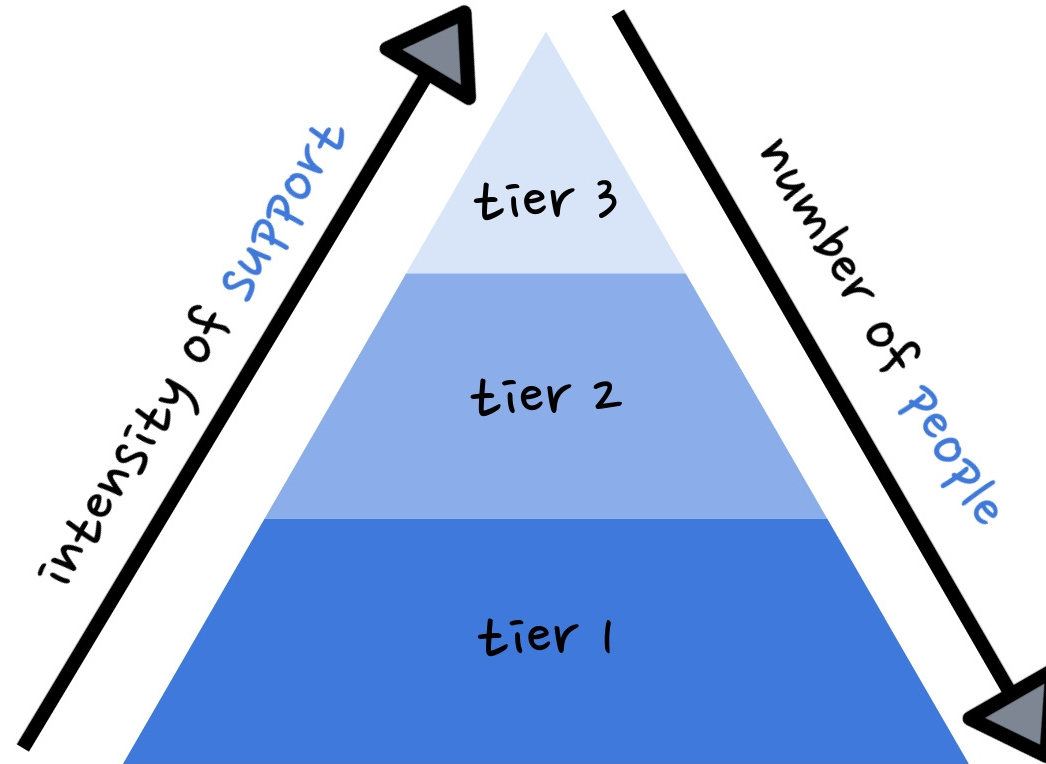
The layered cake model



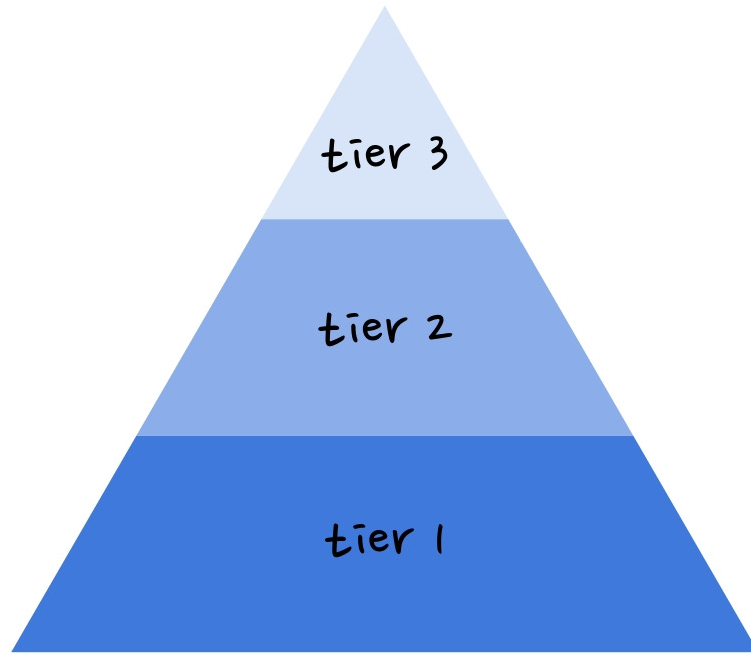
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RTI: RESPONSE TO INTERVENTION

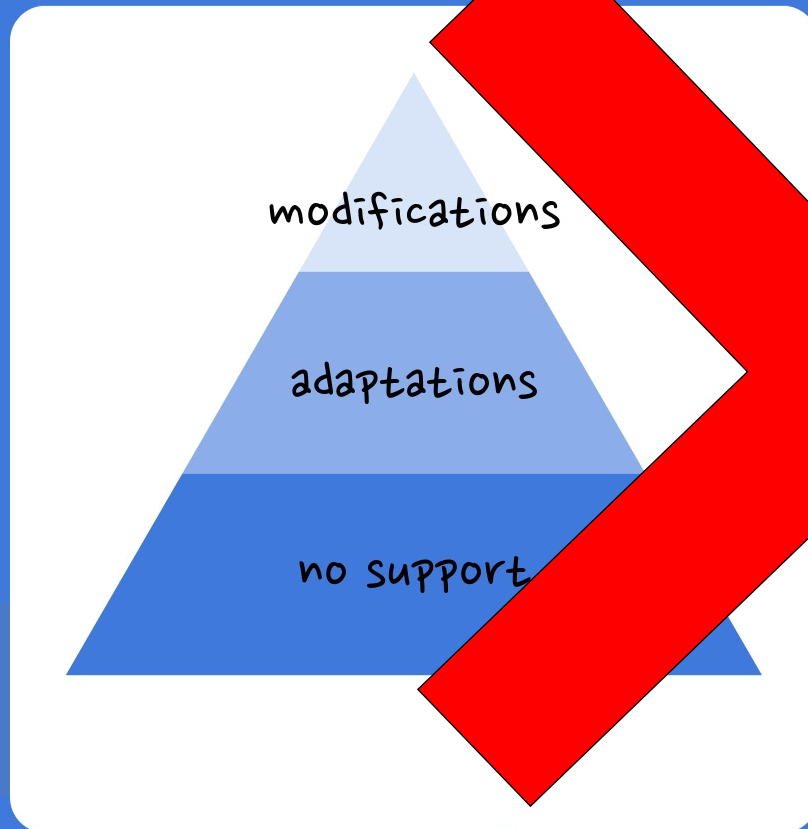


RTI: RESPONSE TO INTERVENTION

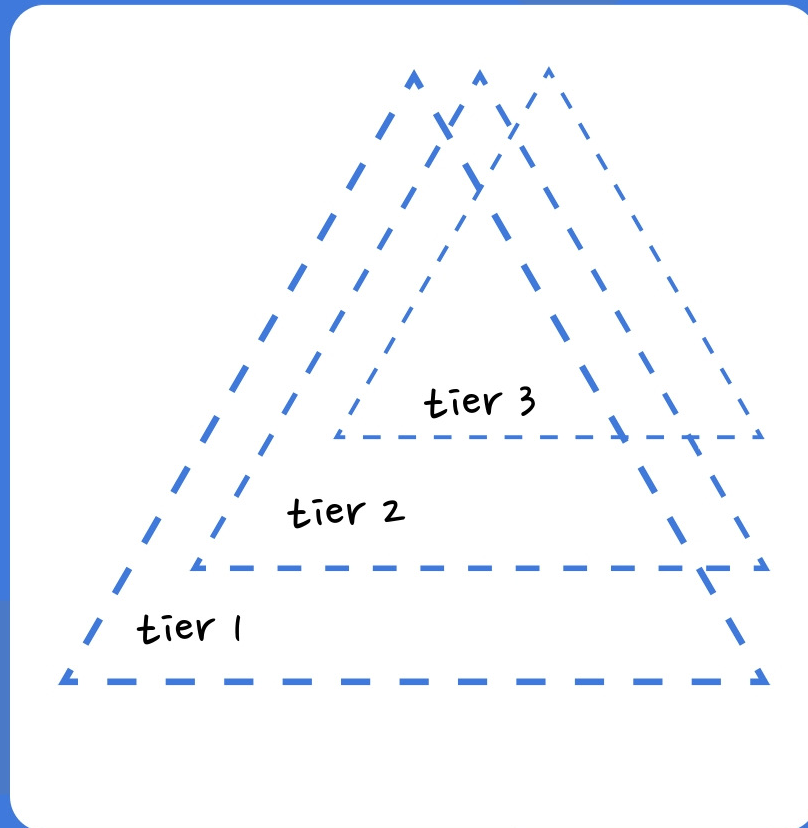


- early intervention of support
- assessment of students
- regulated supports

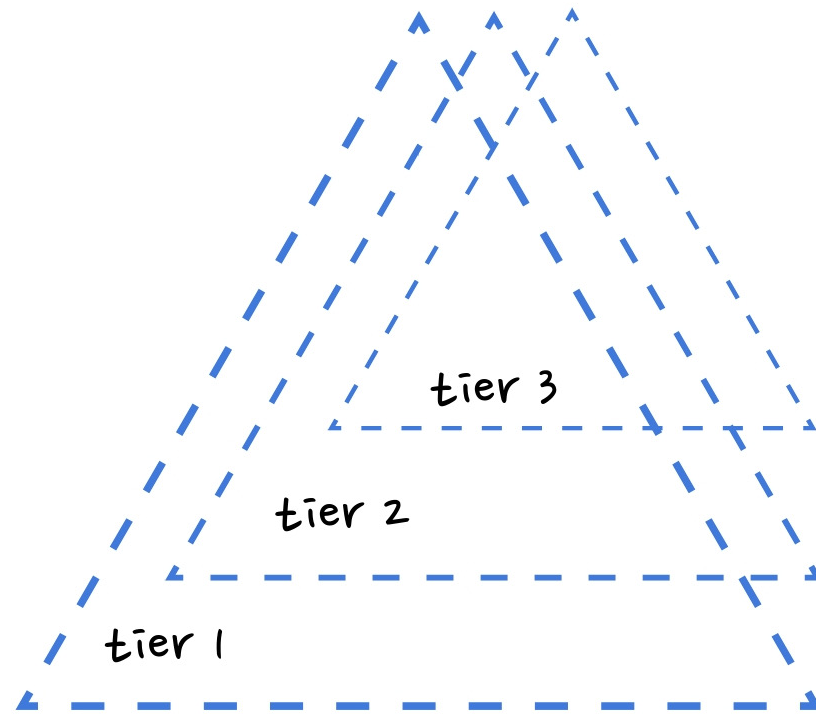
RTI: RESPONSE TO INTERVENTION ??



RTI: RESPONSE TO INSTRUCTION



RTI: RESPONSE TO INSTRUCTION

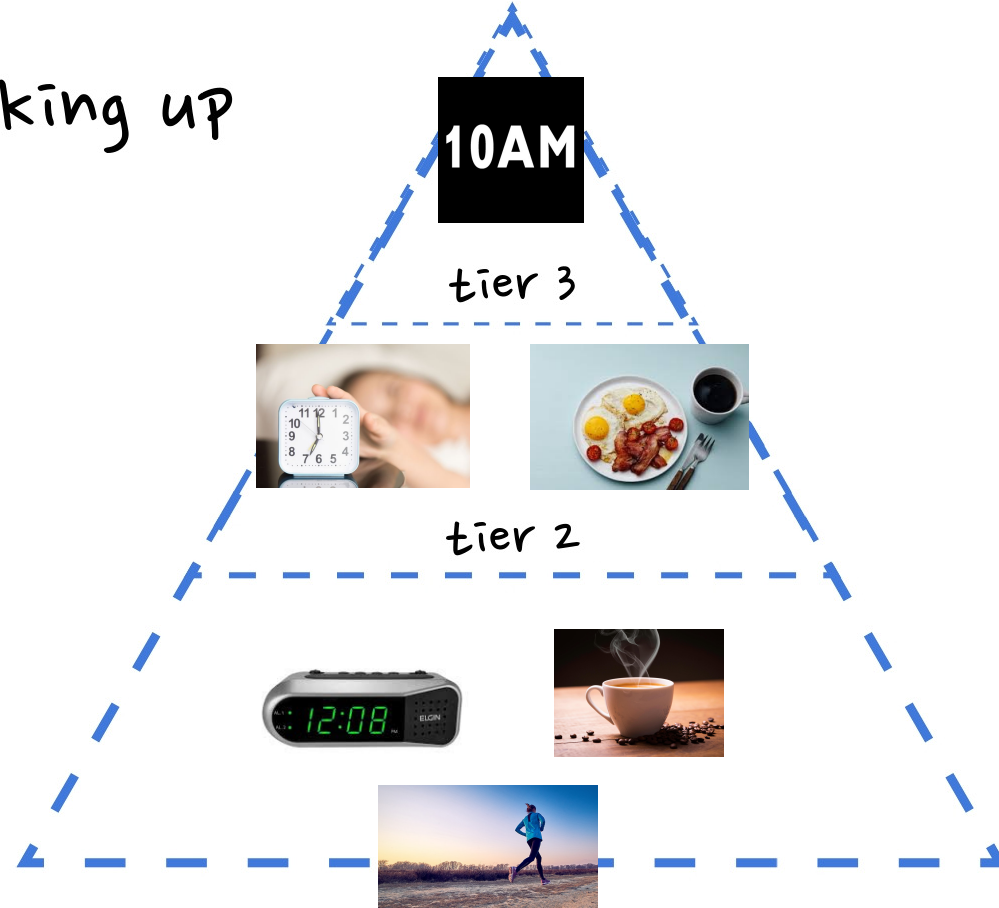


- early instruction of support
- assessment of the environment
- universal supports

RESPONSE TO INSTRUCTION



Lens: waking up



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RESPONSE TO INSTRUCTION

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



THE **SUPPORT** EQUATION

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

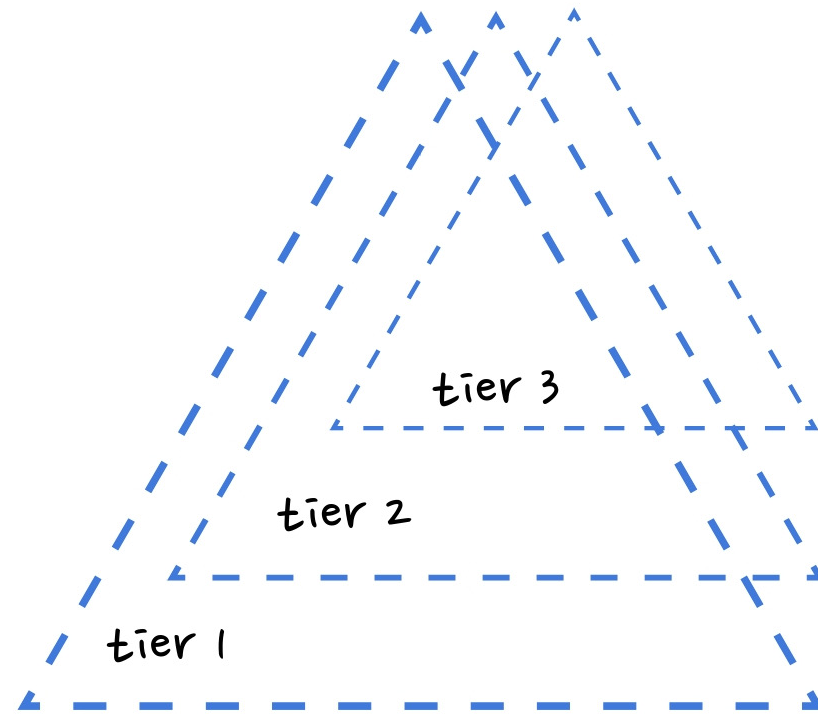
Response to
Instruction

Universal
Design for
Learning

Self Regulation
for
Learning

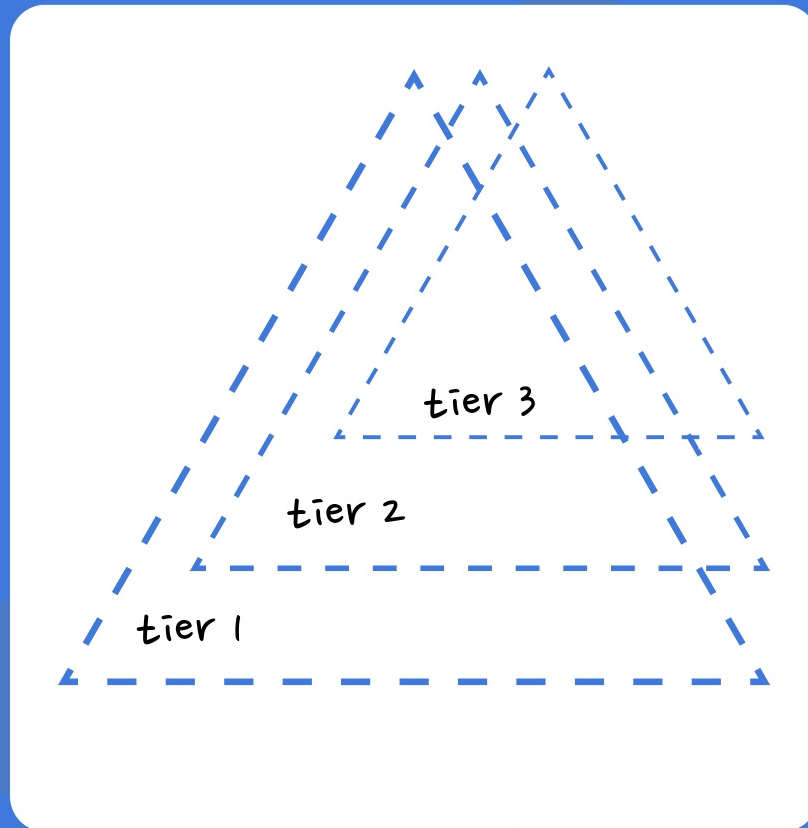


RTI: RESPONSE TO INSTRUCTION

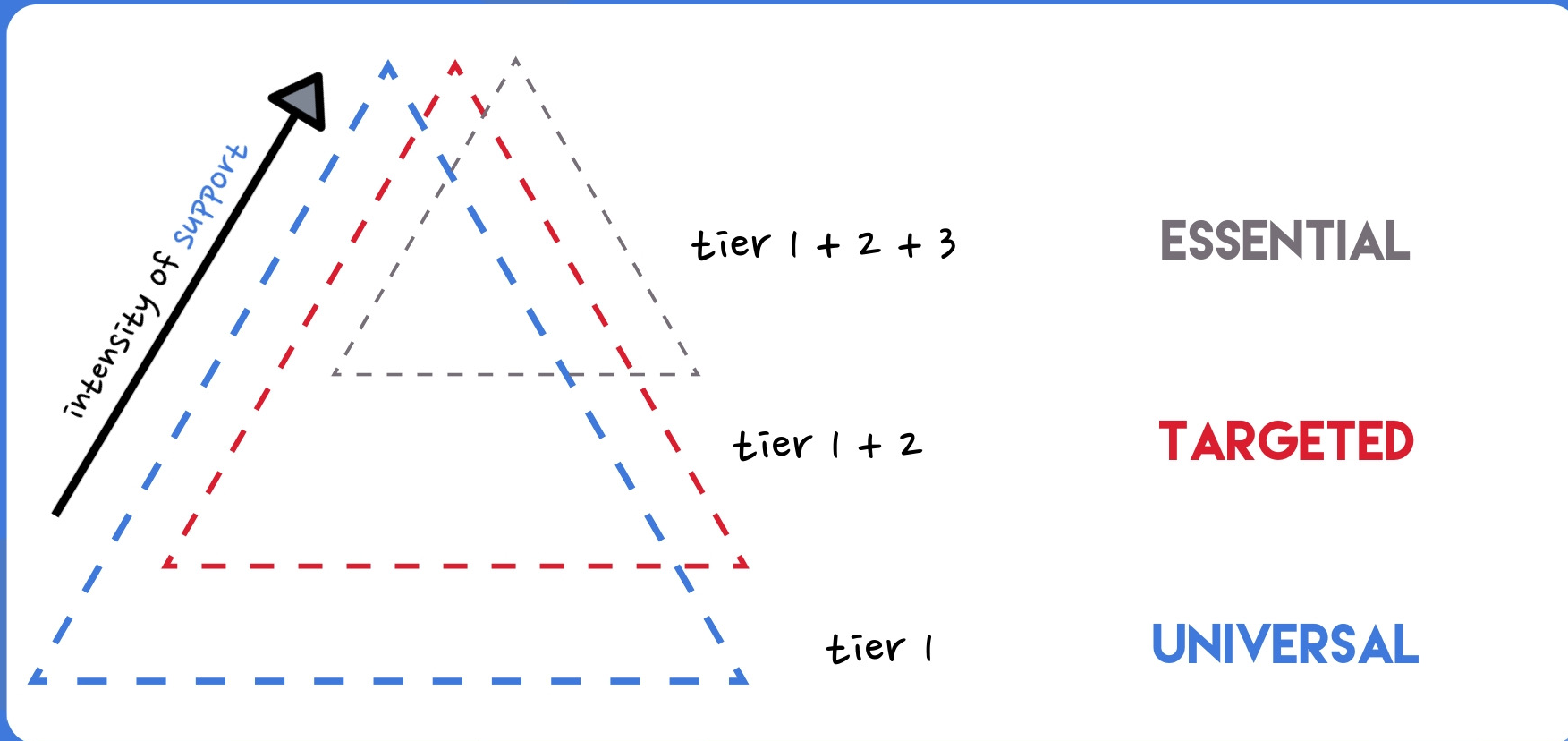


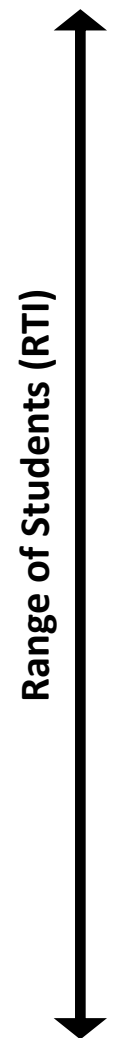
- early instruction of support
- assessment of the environment
- universal supports

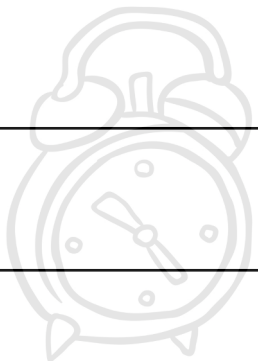
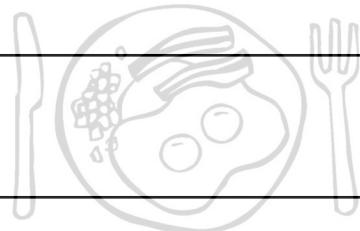

RTI: RESPONSE TO INSTRUCTION



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)
Need			
Need			
Need			
Need			
who needs the most challenge			

Designing a Needs Based Classroom Support Plan

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

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

Classroom Support Plan: Need Based Reflection

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

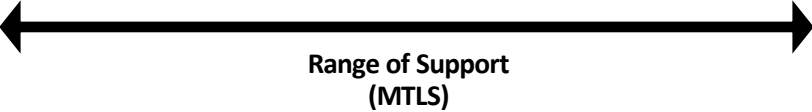
1. Look at the following areas of need as a school team (classroom teacher, support teacher, outside/community consultants, educational assistants, etc.)
2. You can refer to individual assessments & recommendations as well as specific areas of expertise to determine need(s) (e.g. SLP, OT, D/HH Teacher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

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 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 Support (MTLS)		

Range of Students (RTI)

Designing a Needs Based Classroom Support Plan

Step 2: Determining Supports & Strategies

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TEACHERS' GATEWAY TO SPECIAL EDUCATION

Teaching Strategies & Resources | Key Practices | Glossary | FAQs

Student Needs | IPRC Exceptionalities | Diagnosed Conditions

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

Classroom Support Plan

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

Students...		Strategies & Supports		
who needs the most support ST, CH, JP (f)		Universal Support (Good for ALL)	Targeted Support (CHOICE for ALL)	Essential Support (Good for ONE)
Need Executive Functioning	JC, CH, JK, JP(f), AT, ST, LV, DV	<ul style="list-style-type: none"> Visual instructions Pre teach vocabulary Structured agenda support 	<ul style="list-style-type: none"> 2 min breaks Using a computer for tasks Work bin 	
Need Ability	ST, AT	<ul style="list-style-type: none"> concept based planning random/ strategic seating access point/ scaffolding 	<ul style="list-style-type: none"> Quiet location home-communication unlimited time for assessment 	
Need Processing Speed	JC, CH, JK, IR, LV, DV	<ul style="list-style-type: none"> Develop/practice basic math fluency (without calculator, with manipulatives, not timed) Windows of due dates No marks lost for late assignments 	<ul style="list-style-type: none"> Choice of complexity 	CH- Assistive tech (Computer)
Need Self Esteem	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)

Classroom Support Plan

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

Range of Support

Students...		Strategies & Supports		
Who needs the most support D.L, R.Y, O.M.		Universal Support (Good for ALL)	Targeted Support (CHOICE for ALL)	Essential Support (Good for ONE)
Need LD	D.L., J.K., S,W	Text at multiple reading levels, multiple types of text (oral, visual, written), You Tube, chunk lessons into 15-20 min chunks, activities to process new information, hands on, task clear and scaffolded, Summative tasks that build oral, visual & written skills, literature circles	Options to use technology (reader, scribe), a place to keep work in class so it doesn't get lost, small group option with Ms. L to work with on activities after lesson	
Need Behaviour	R.Y., I,D., F, C, G, J., OM, DL	Make personal connection daily, structure, agenda on board, start class with an accessible activity, movement breaks, music allowed when working, high interest texts, authentic and relevant	Taking breaks, flexible seating, parent check ins on good days, opportunities for leadership	Incentive monitoring system
Need LGBTQ2S+	G, J.	Text that includes diverse characters, avoid binary (students, folks, everyone), "safe place" sticker	opportunities for leadership, ask(and honour) preferred pronoun	
Need ELL	P, K., I, L, E, E, OM	Text at multiple reading levels, review vocabulary, use of visuals, strategic partnering	Small group option with Ms. L to work with on activities after lesson	translator
Need Anxiety	R.R.	Clear learning tasks and goals, control of complexity and what supports to use, challenge option, choice of audience size	Taking breaks, choice of where to work, homework optional, parent check ins	
Who needs the most challenge I.L., R.R		Reconciliation & Equity Targets: <ul style="list-style-type: none"> - Targeting text from Indigenous perspectives, attending to alternative points of view - Appreciation circle once a week 		

Range of Students

Classroom Support Plan

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

Class: English 10

Range of Support

Students...		Strategies & Supports		
Who needs the most support J.W.		Universal Support (Good for ALL)	Targeted Support (CHOICE for ALL)	Essential Support (Good for ONE)
Need Cognitive	J.W.	Start lesson with accessible task how to work with J.W., building community activities, manipulatives,	Access Point to curriculum (Math IEP goal), may need breaks, visual agenda on board that matches AAC device, strategic partnering, calculator	AAC Device, social role on class, works well with Y.T., glasses,
Need Vision	R.P	Large print & high contrast outline of handouts, do not change furniture floor plan	Sitting close proximity to front of class	Magnifier,
Need Trauma	H.L., U.B	Make personal connection daily, snacks, drinks allowed, chunk task into an essential portion,	Quiet zone in class, breaks, allow time to leave if needed, follow up later if they leave	Check in before class with Ms. H, might be late
Need ELL	Y.I., O.R., B, F, N.M	Teach important vocabulary for a lesson, visuals, manipulatives & visuals, strategic partnering, math word wall		translator
Need Anxiety	R.M.	Choice of challenge, choice of support options, target advocacy skills and risk taking opportunities, open ended tasks (not one answer)	Taking breaks, choice of where to work, homework optional, parent check ins	
Who needs the most challenge I.K., R.M.		Reconciliation & Equity Targets: <ul style="list-style-type: none"> - Sharing local Indigenous content for math concepts - Standards based grading and reporting 		

Strategy: taking a 2 min break

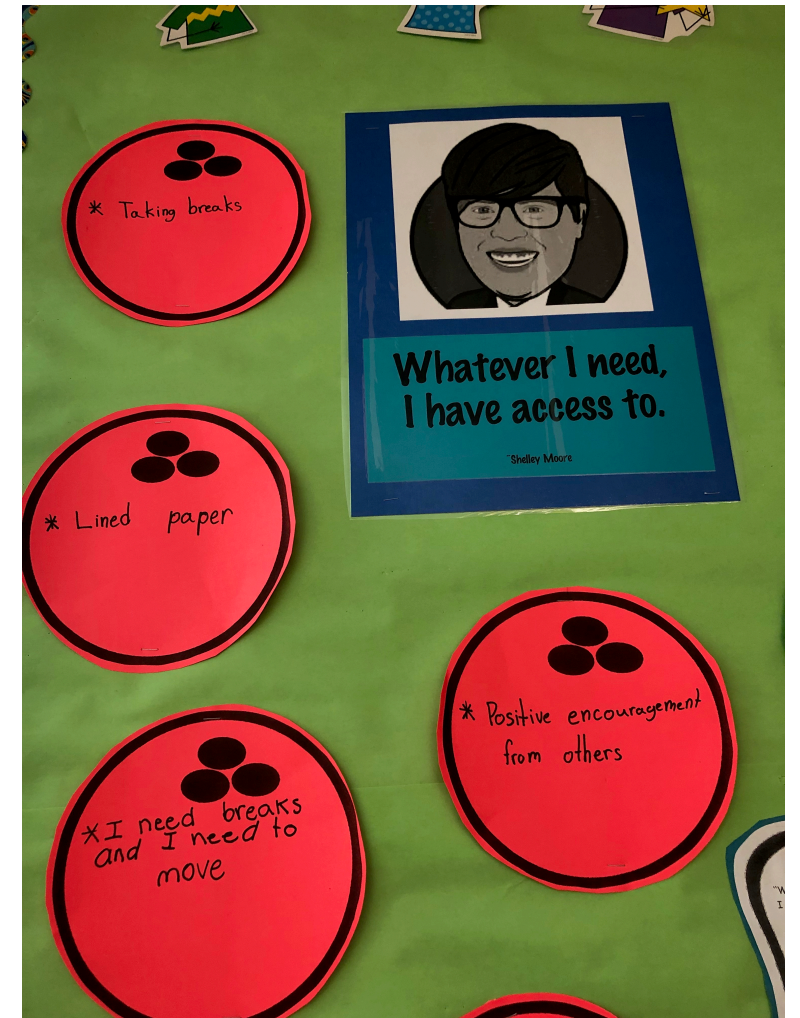
Instruct

- 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

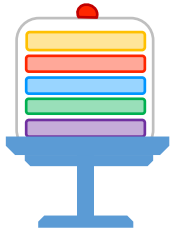
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Classroom Support Plan		
Teacher(s):	Support Staff	Lens:

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				

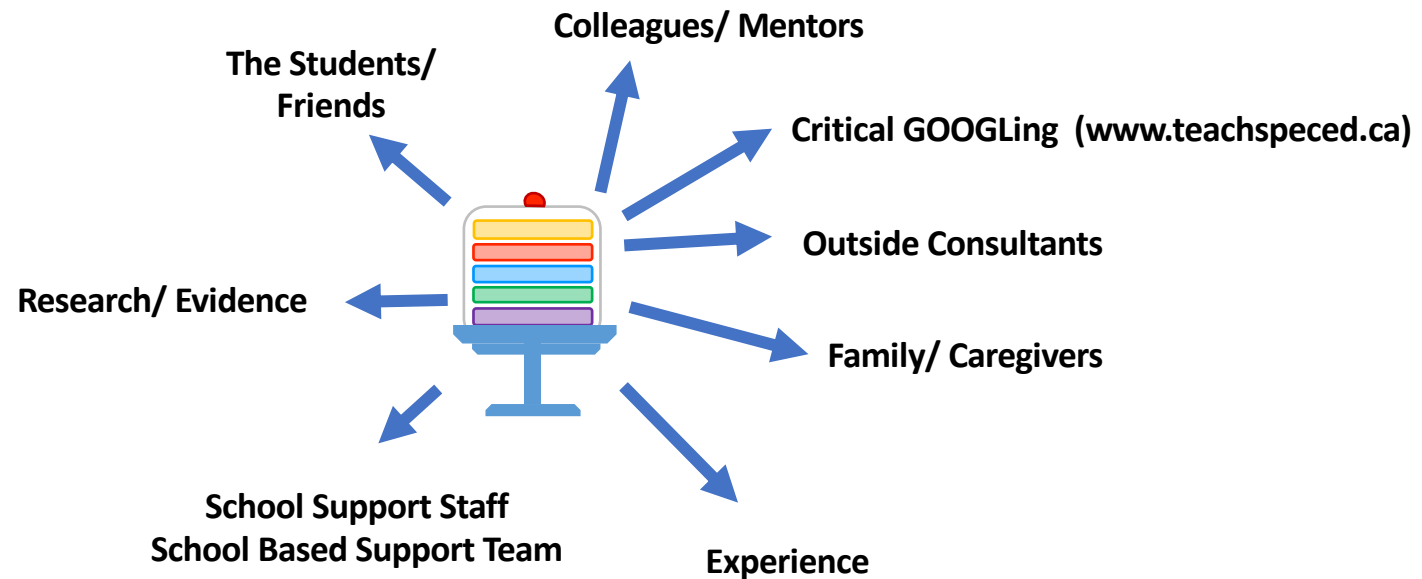
Range of Students (RTI)
 



Layered Support Cake of Love: Classroom Support Plan

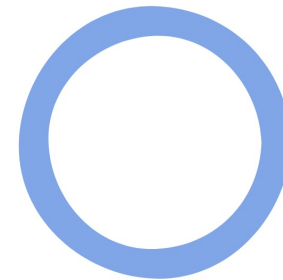
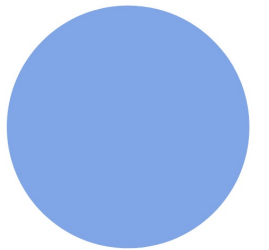


How do we figure out supports or strategies students need?



Wild Tea

One useful thing from today



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For Next Session

1. Bring the evidence of what you tried!
2. You will be sharing what you tried with another school team
 1. What did we try?
 2. What did we notice?
 3. What is our next step?

Reflection & Action

- <https://forms.gle/DLLtgu5crkfFu6aYA>

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