

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 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 needs support for this 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"/>
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"/>
Time Management	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Transition	<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"/>
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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



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Lens: 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: 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,
who needs the most challenge VL, WD, JA, CL		Range of Support		

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Beach Grove Elementary – Making a Plan

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



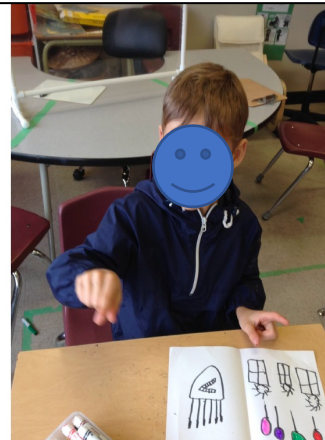
I can
look at a
book.



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.

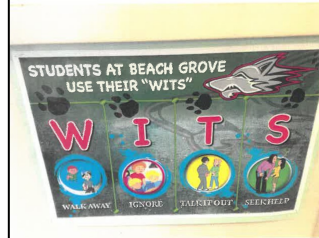


Beach Grove Elementary Solving Problems

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.

