SHELLEY MOORE

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NEXWLéLEXM (BOWEN ISLAND)

- The Islands Trust council acknowledges that the lands and waters that encompass the Islands Trust Area have been home to Indigenous peoples since time immemorial and honours the rich history, stewardship, and cultural heritage that embody this place we all call home.

- The Islands Trust council is committed to establishing and maintaining mutually respectful relationships between Indigenous and non-Indigenous peoples. Islands Trust states a commitment to Reconciliation with the understanding that this commitment is a long-term relationship-building and healing process.

- The Islands Trust council will strive to create opportunities for knowledge-sharing and understanding as people come together to preserve and protect the special nature of the islands within the Salish Sea.

What Does Research Say?

1. Guiding conditions of inclusion describe that all children & youth...

are **PLACED** in and attending inclusive programs	are **PRESUMED** competent and as having **POTENTIAL**	are in **PROXIMITY** to and **PARTICIPATING** in learning with PEERS	have **PURPOSEFUL** roles and responsibilities	are **PLANNED** for
SESSION 1	**SESSION 2**	**SESSION 3**	**SESSION 4**	**SESSION 5**

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Location vs. Place

Existence vs. Belonging

~~Determining~~ Roles & Responsibilities

Anticipating

How will I act in this place?

How will I interact in this place?

What decisions will I need to make in this place?

What skills do I need in this place?

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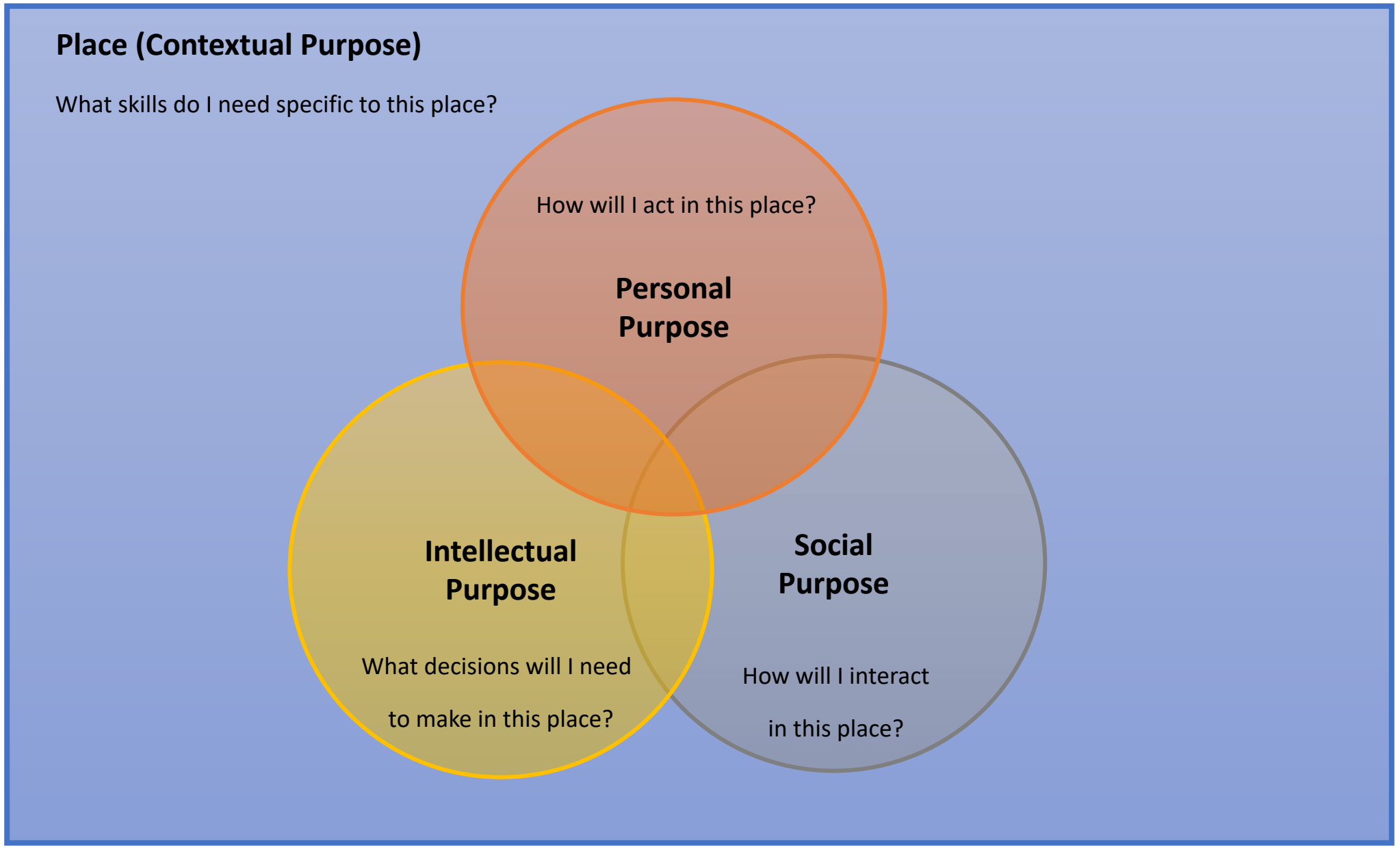

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Planning for ALL

How do we plan for a group of children with many different needs?

SHIFTING OUR SUPPORT MODELS

The Cupcake Model

Special Education

Medical Model

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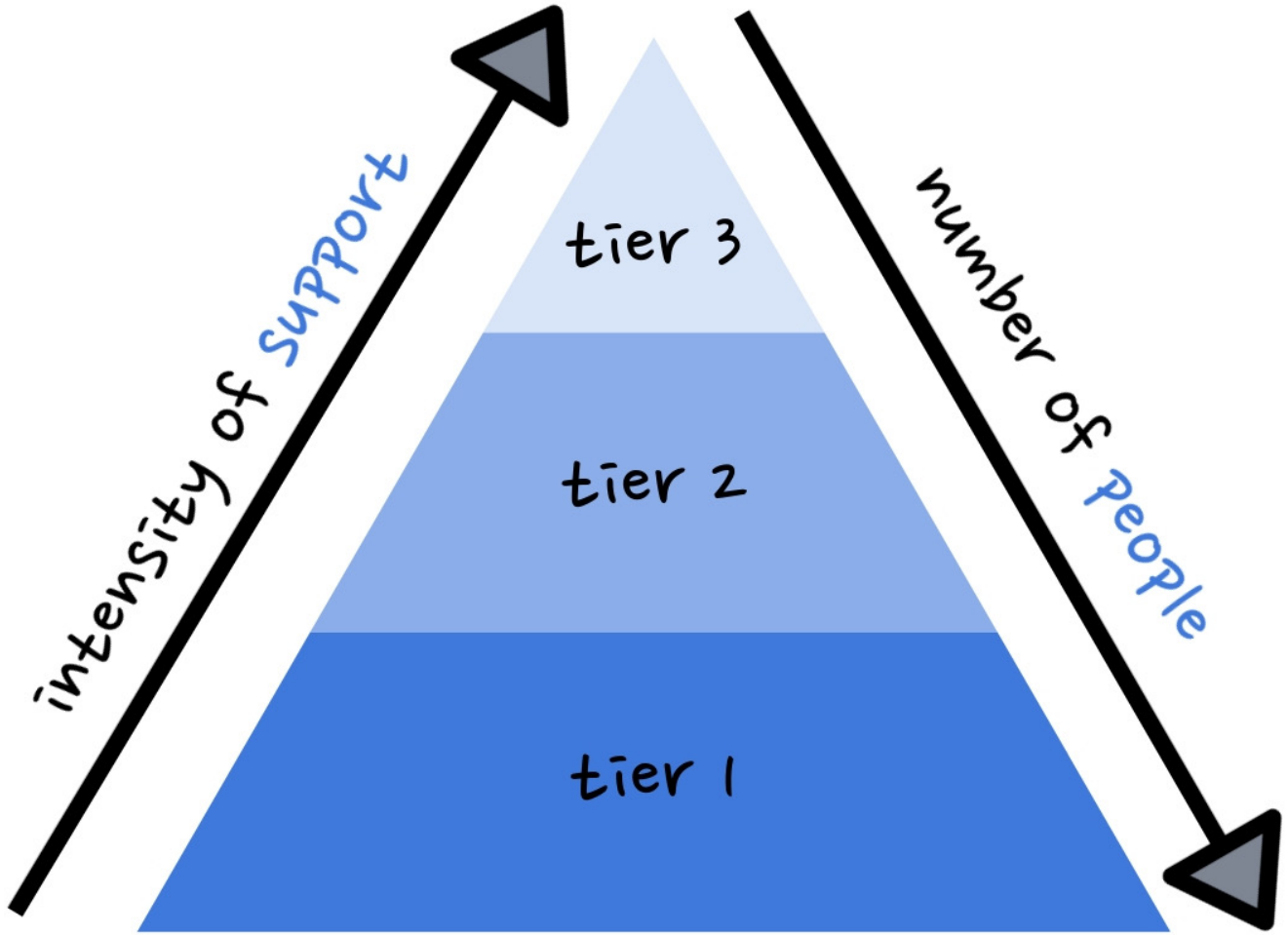
The cupcake model

The layered cake model

RTI: RESPONSE TO INTERVENTION



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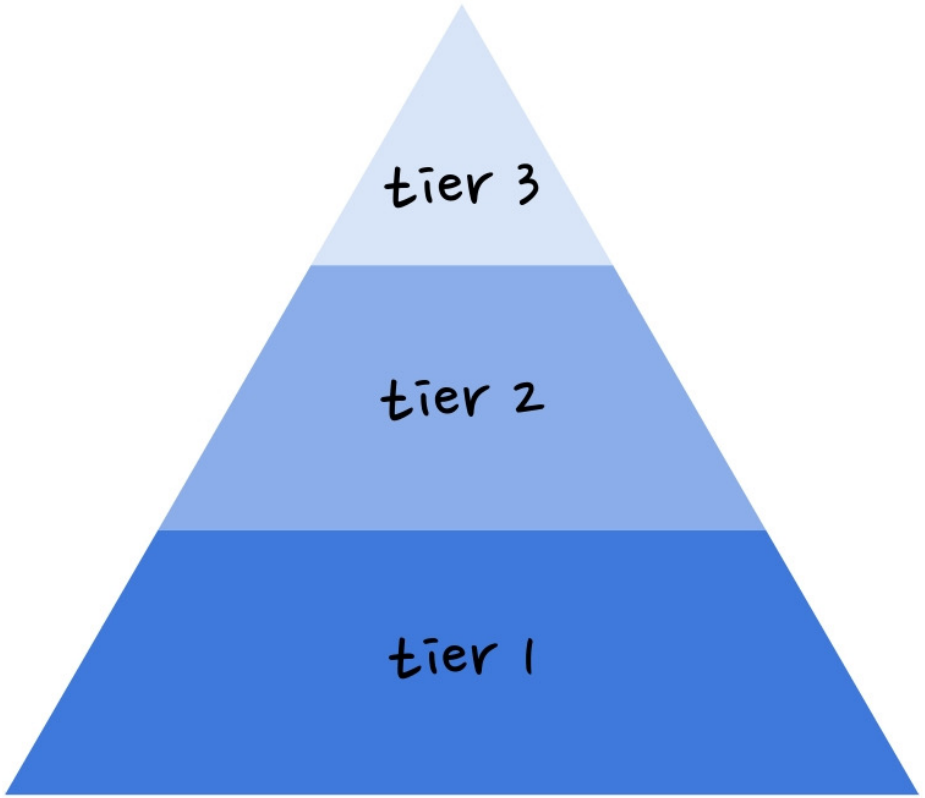
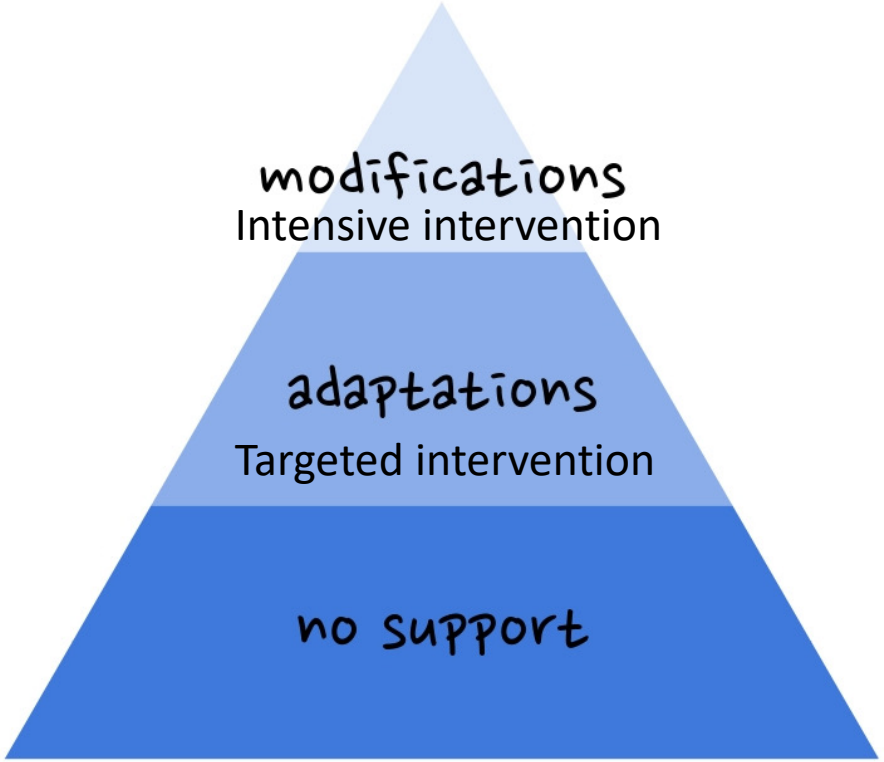
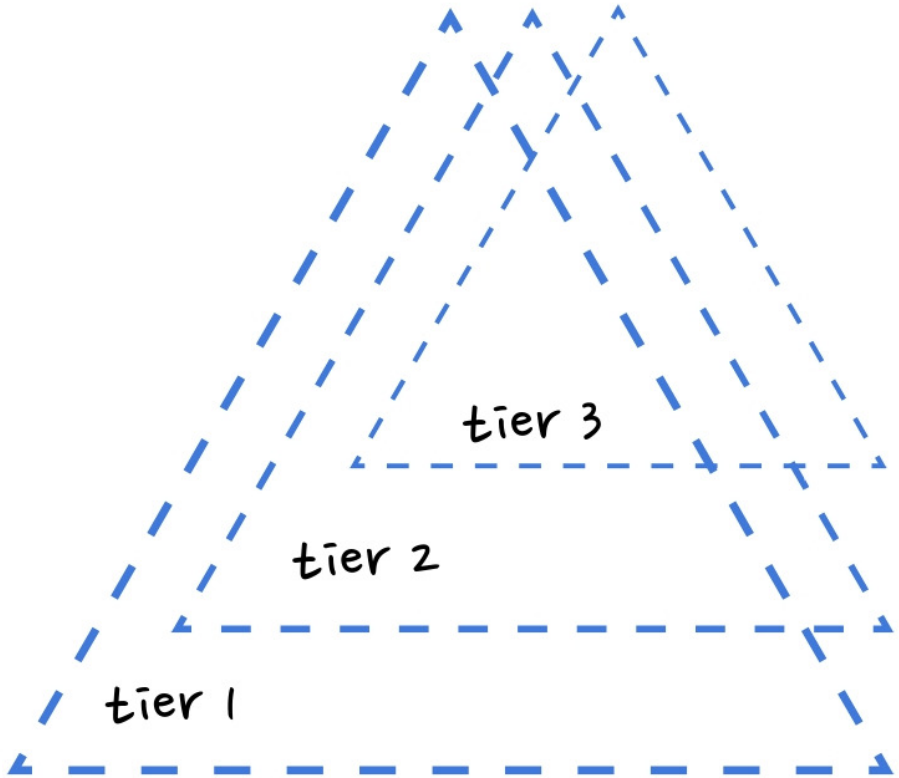


- early intervention of support
- assessment of students
- regulated supports

RTI: RESPONSE TO INTERVENTION ??



RTI: RESPONSE TO INSTRUCTION



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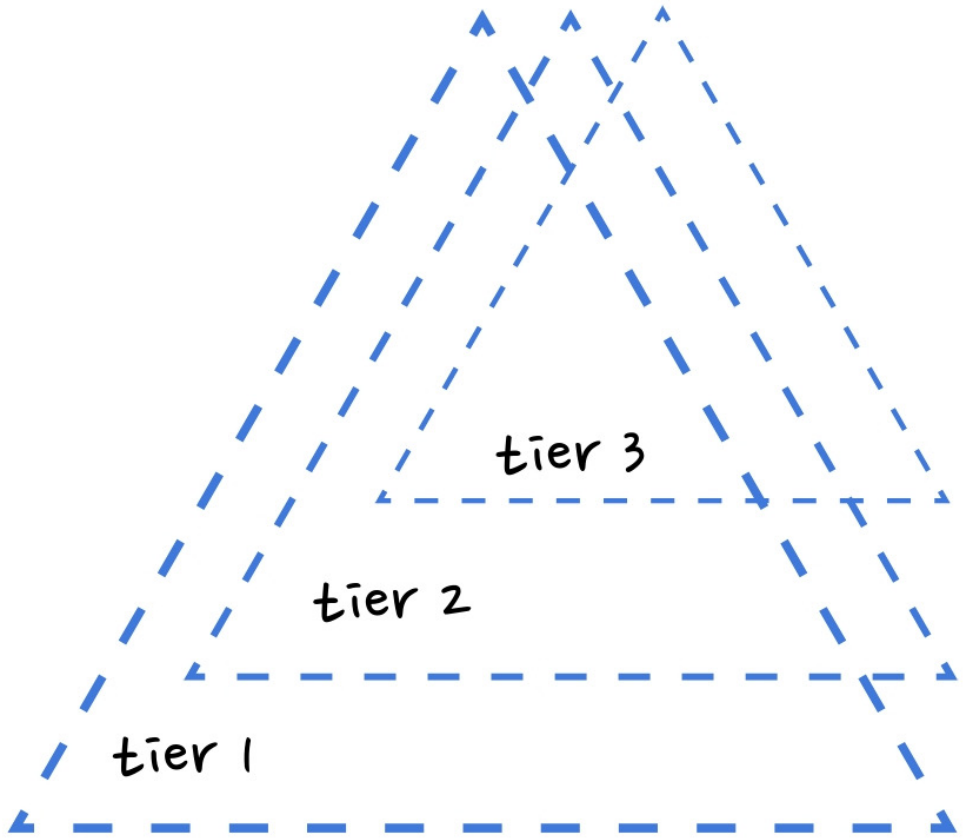
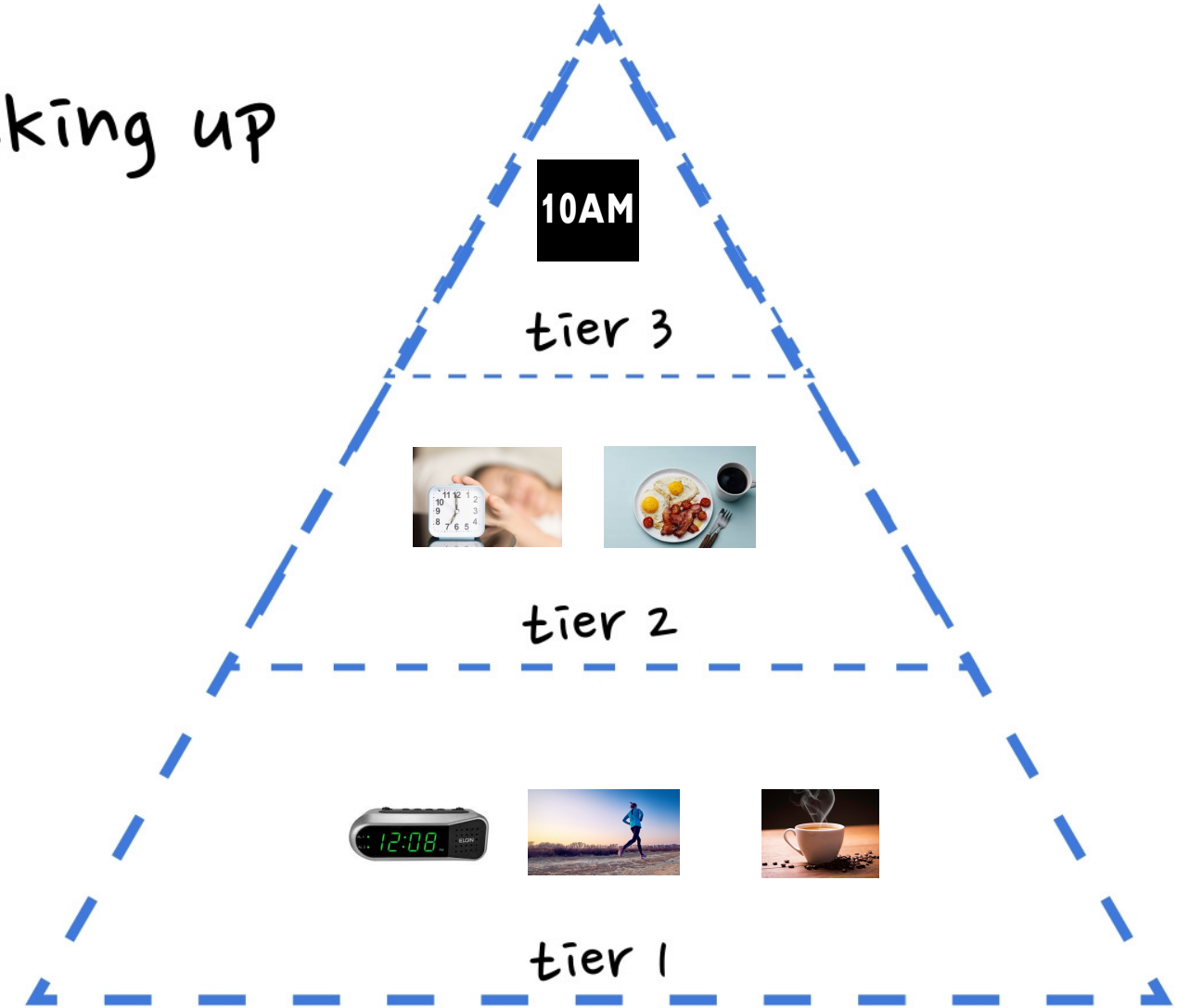


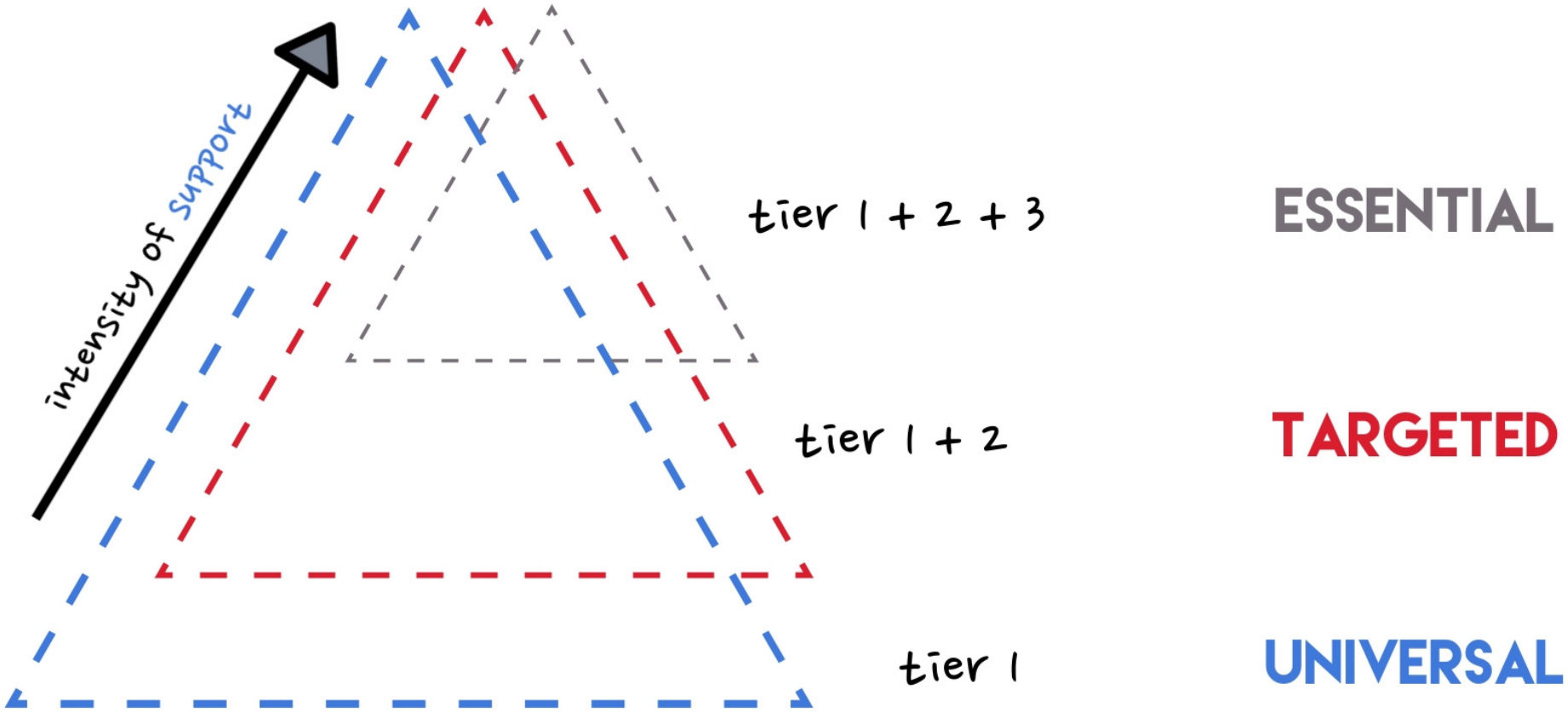
- early instruction of support
- assessment of the environment
- universal supports

RESPONSE TO INSTRUCTION

Lens: waking up



RTI/MTLS


intensity of support
tier 1 + 2 + 3
tier 1 + 2
tier 1
ESSENTIAL
TARGETED
UNIVERSAL

Needs Based Support Plan

Educators: Support Staff: Group: Lens:

Children/Students		Strategies & Supports		
Who needs the most support		**Universal Support (Tier 1)** (Useful for ALL, Good for ALL)	**Targeted Support (Tier 2)** (Useful for SOME, CHOICE for ALL)	**Essential Support (Tier 3)** (Useful for ONE, Good for ONE)
Need				
Need				
Need				
Need				
Need				
Who needs the most challenge		**Range of Support**		

Range of Need

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Needs Based Support Plan

Educators: Support Staff: Group: Lens:

Range of Need

Children/Students	Strategies & Supports		
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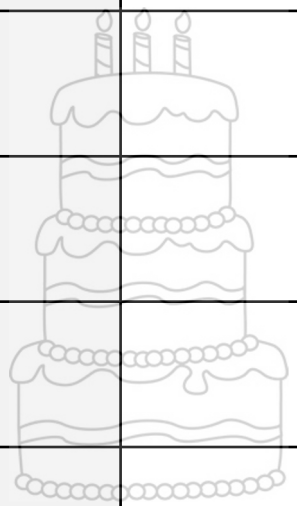

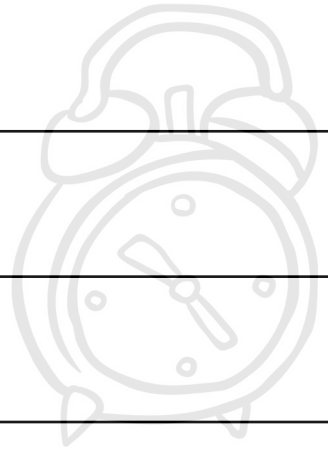

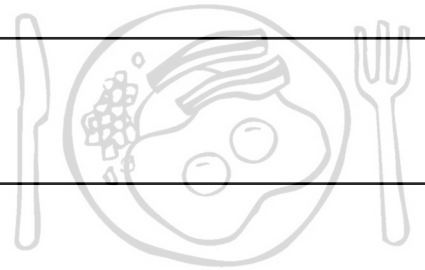

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Designing a Needs Based Support Plan

Assess 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

Student Areas of Needs Assessment

1. Look at the following areas of need with your family and school team
2. Decide which ones do you/we feel get in the way of learning and being successful at school?
3. Decide which areas you/we need support for immediately, soon or not right now.
4. Choose three areas of need to start with, we can make a support plan

Areas of Need	I need support for this **immediately**	I need support for this **soon**	**I do not need support** for this right now
Aggression	☐	☐	☐
Anger or Frustration	☐	☐	☐
Anxiety	☐	☐	☐
Articulation	☐	☐	☐
Attendance	☐	☐	☐
Assistive Technology	☐	☐	☐
Blind/Vision Impairment	☐	☐	☐
Bullying	☐	☐	☐
Central Auditory Processing	☐	☐	☐
Deafness	☐	☐	☐
Depression/Sadness	☐	☐	☐
Motivation	☐	☐	☐
Eating Disorder	☐	☐	☐
Emotional Regulation	☐	☐	☐
English Language Skills	☐	☐	☐
Executive Functioning	☐	☐	☐
Fine Motor Skills	☐	☐	☐
Gambling	☐	☐	☐
Greif Management	☐	☐	☐
Gross Motor Skills	☐	☐	☐

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Needs Based Support Plan

Educators: Support Staff: Group: Lens:

Children/Students		Strategies & Supports		
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Need				
Need				
Need				
Need				
Need				
Who needs the most challenge		**Range of Support**		

Range of Need

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Needs Based Support Plan

Educators: Ms. H/ Ms. L | Support Staff: PK, R.J, B, BE | Group: Butterflies | Lens: Overall

Children/Students		Strategies & Supports		
Who needs the most support		**Universal Support (Tier 1)** (Useful for ALL, Good for ALL)	**Targeted Support (Tier 2)** (Useful for SOME, CHOICE for ALL)	**Essential Support (Tier 3)** (Useful for ONE, Good for ONE)
Need Cognitive	**J.W.**	Start with accessible tasks, building community activities, read book with diverse characters Interest based activities, teach peer how to play with JW Visuals, First/then structures, transition time, picture schedule/agenda	Partial participation, may need more breaks, visual agenda on board that matches AAC device, strategic partnerships and groupings,	AAC Device, special job, works well with Y.T., glasses, dietary needs
Need Vision	**R.P**	Large print & high contrast outline of visuals, do not change furniture floor plan, read book with diverse characters	Strategic partnerships and groupings	Magnifier
Need Trauma	**H.L., U.B**	Make personal connection daily, snacks & drinks allowed anytime, chunk tasks into an essential portion, take 2 min breaks	Quiet zone, breaks, allow time to go for a walk/ allow to choose another space to play, frequent home/family/caregiver connection, home communication books	Check in beginning and end of day with trusted adult
Need ELL	**Y.I., O.R., B, F, N.M**	Visuals, strategic partnering, word/picture wall		translator
Need Anxiety	**R.M.**	Choice, target advocacy skills, open ended tasks (not one answer or one way to complete a task),	Taking breaks, choice of where to play, parent check ins	Familiar object from home
Who needs the most challenge		**Range of Support**		

Range of Need

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Waterfall!

What is useful?

THANK YOU!

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