

SHELLEY MOORE



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www.fivemooreminutes.com

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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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SESSION 1

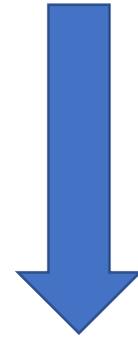
SESSION 2

SESSION 3

SESSION 4

SESSION 5

Location vs. Place



Existence vs. Belonging

~~Determining~~ Roles & Responsibilities Anticipating

How will I **act** in this place?

How will I **interact** in this place?

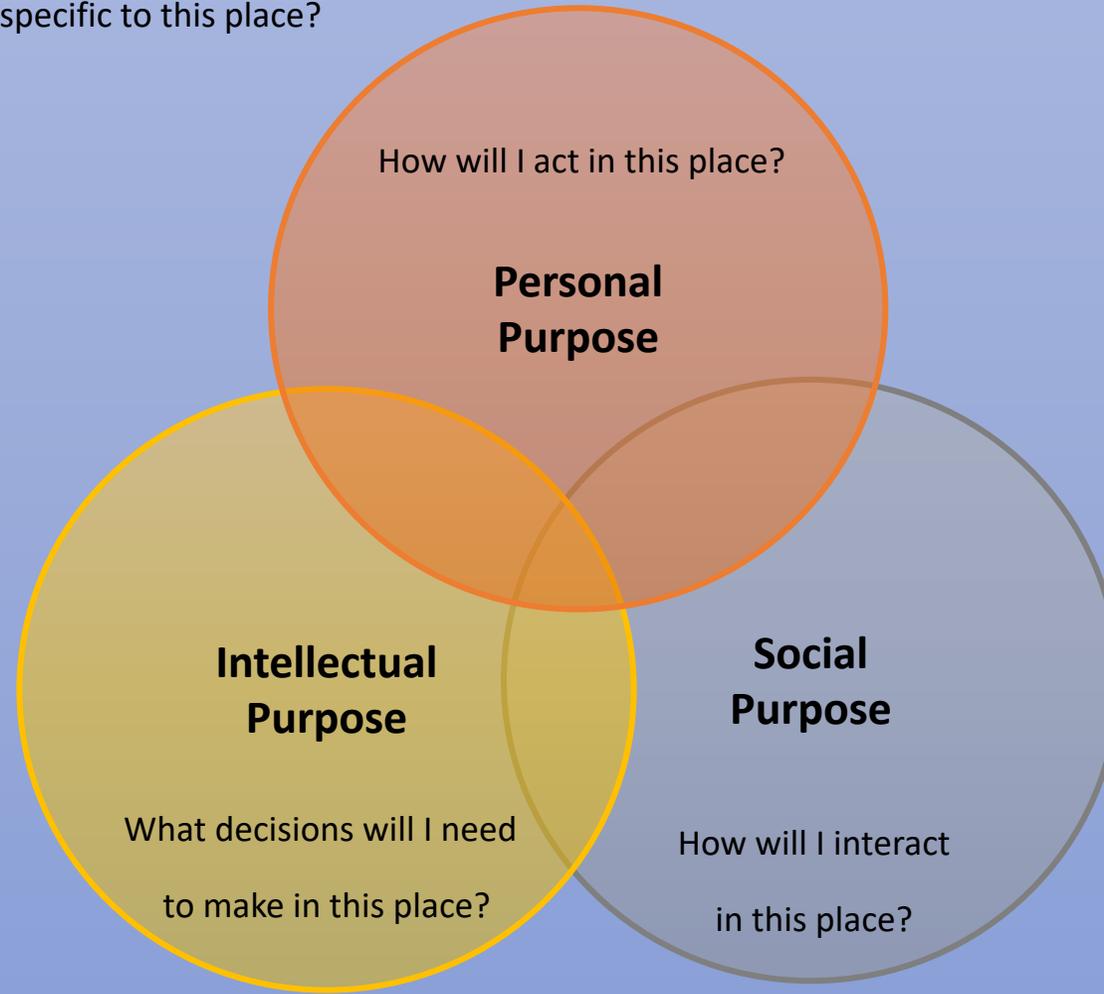
What **decisions** will I need to make in this place?

What **skills** do I need in this place?



Place (Contextual Purpose)

What skills do I need specific to this place?



How will I act in this place?

**Personal
Purpose**

**Intellectual
Purpose**

What decisions will I need
to make in this place?

**Social
Purpose**

How will I interact
in this place?

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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

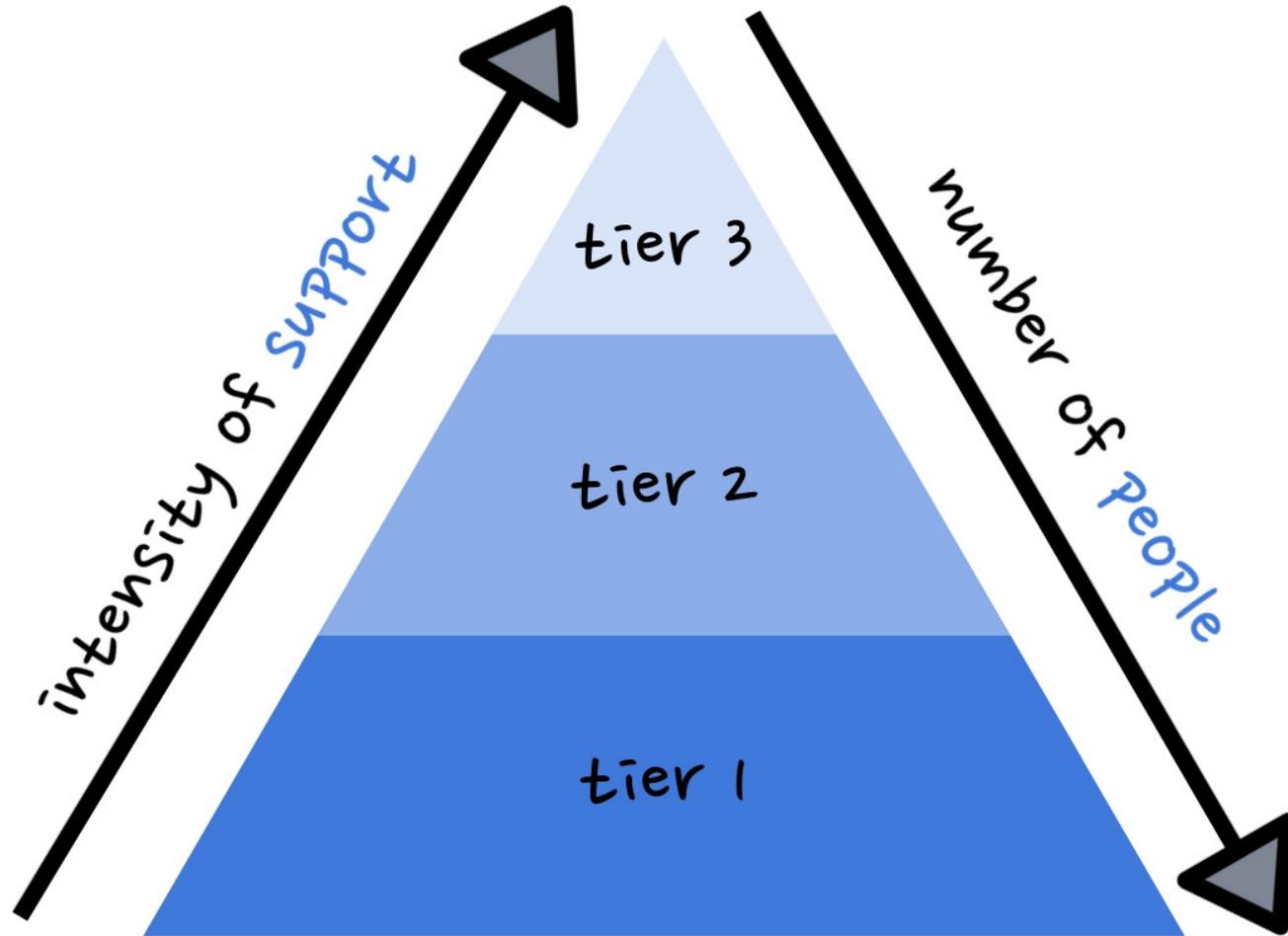
The cupcake model



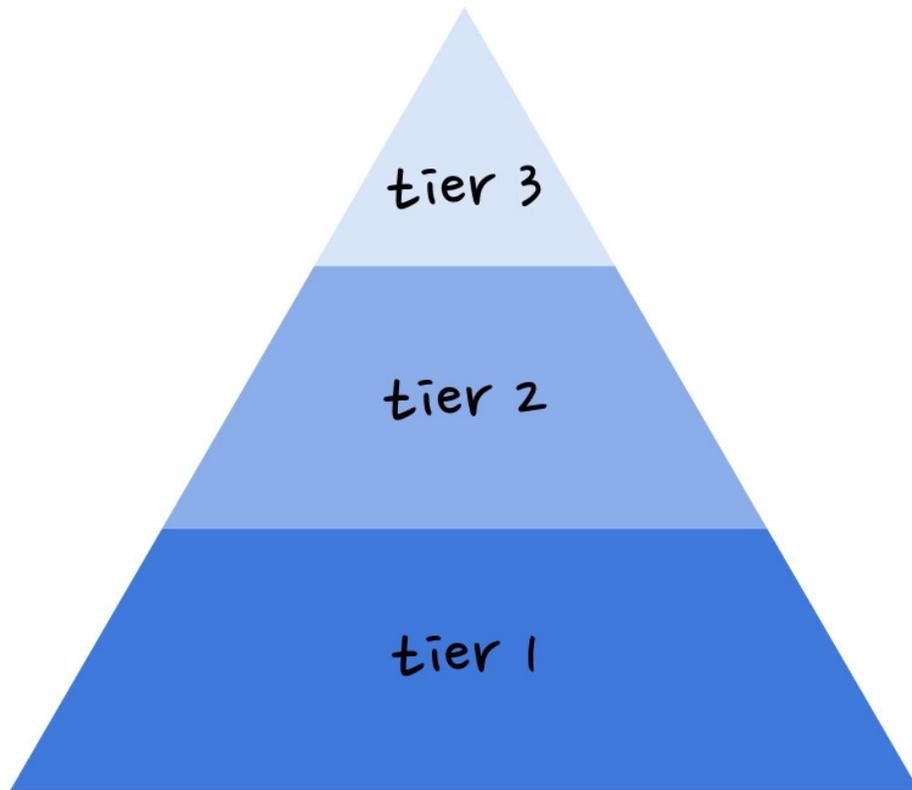
The layered cake model



RTI: RESPONSE TO INTERVENTION



RTI: RESPONSE TO INTERVENTION

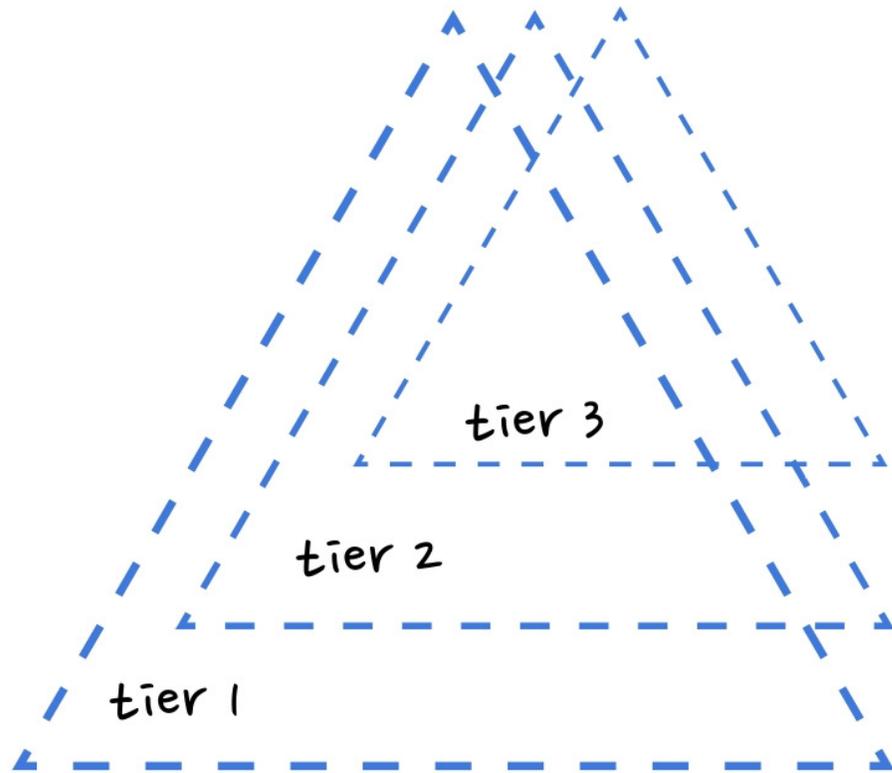


- early intervention of support
- assessment of students
- regulated supports

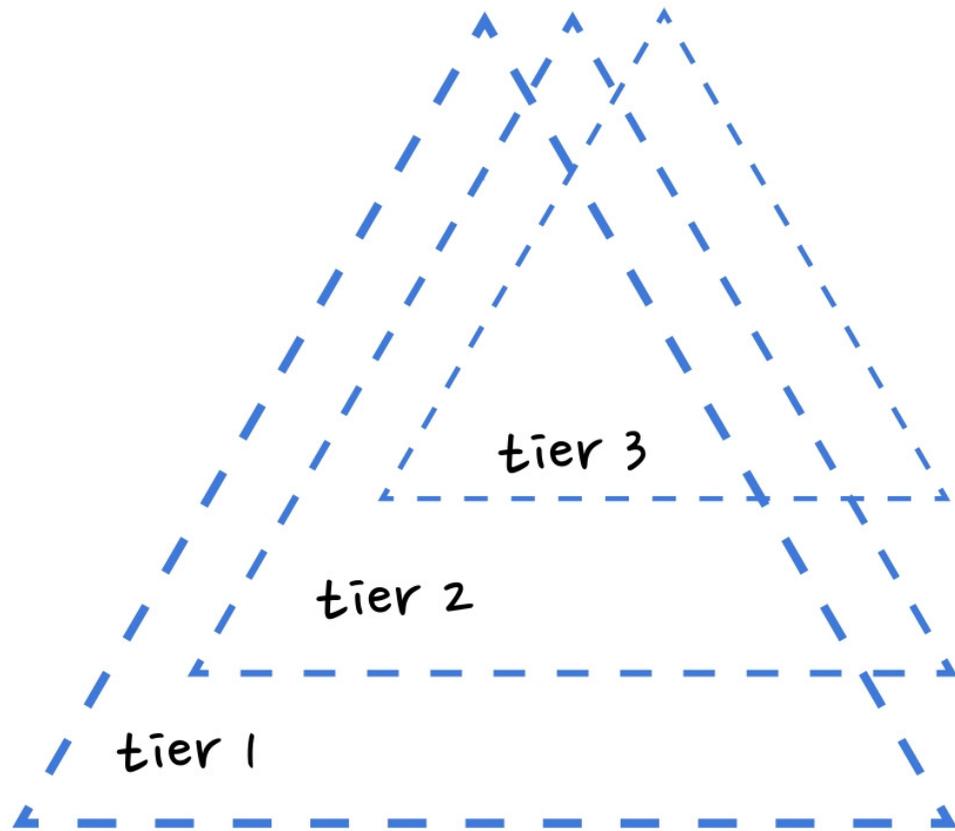
RTI: RESPONSE TO INTERVENTION ??



RTI: RESPONSE TO INSTRUCTION



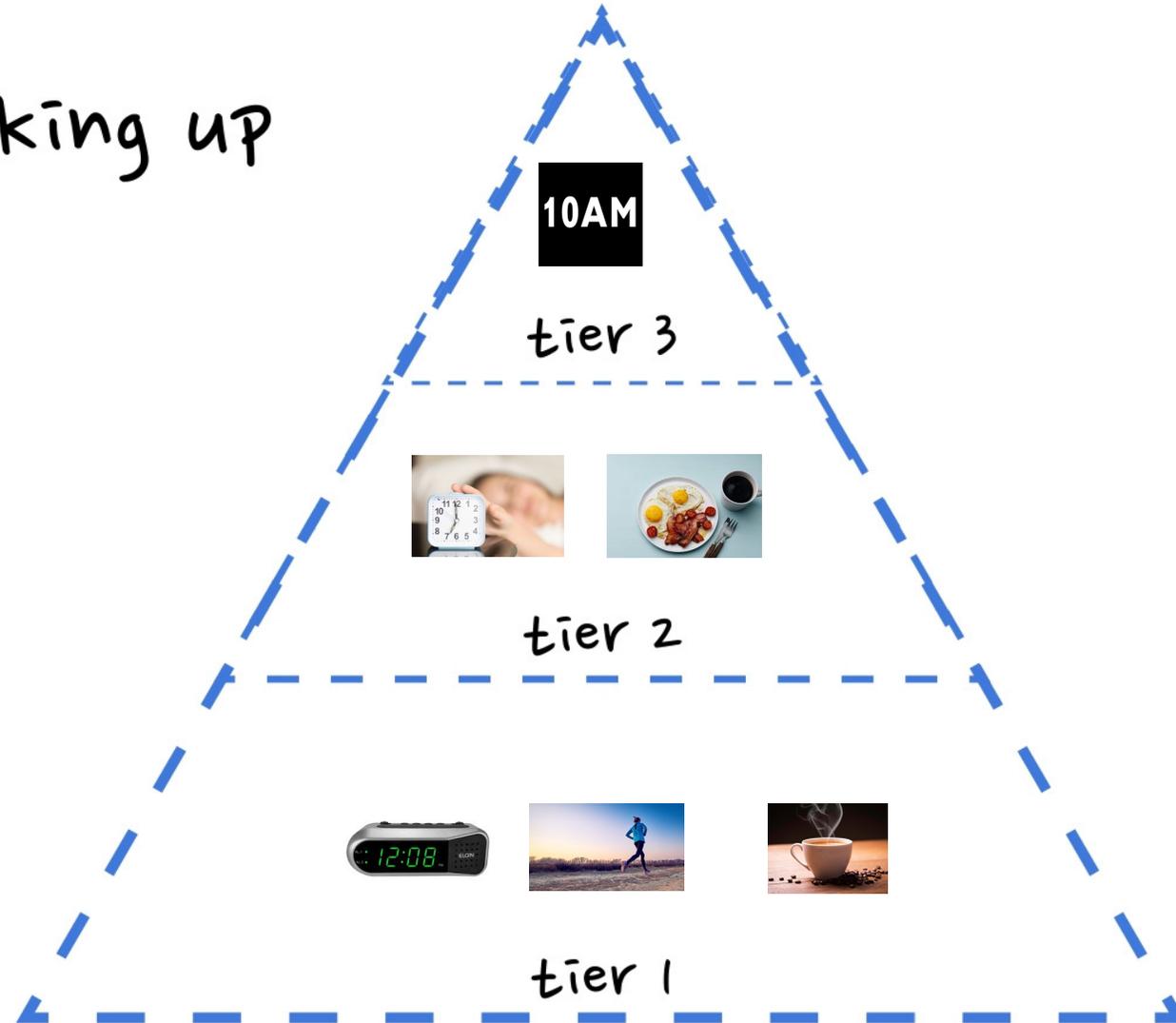
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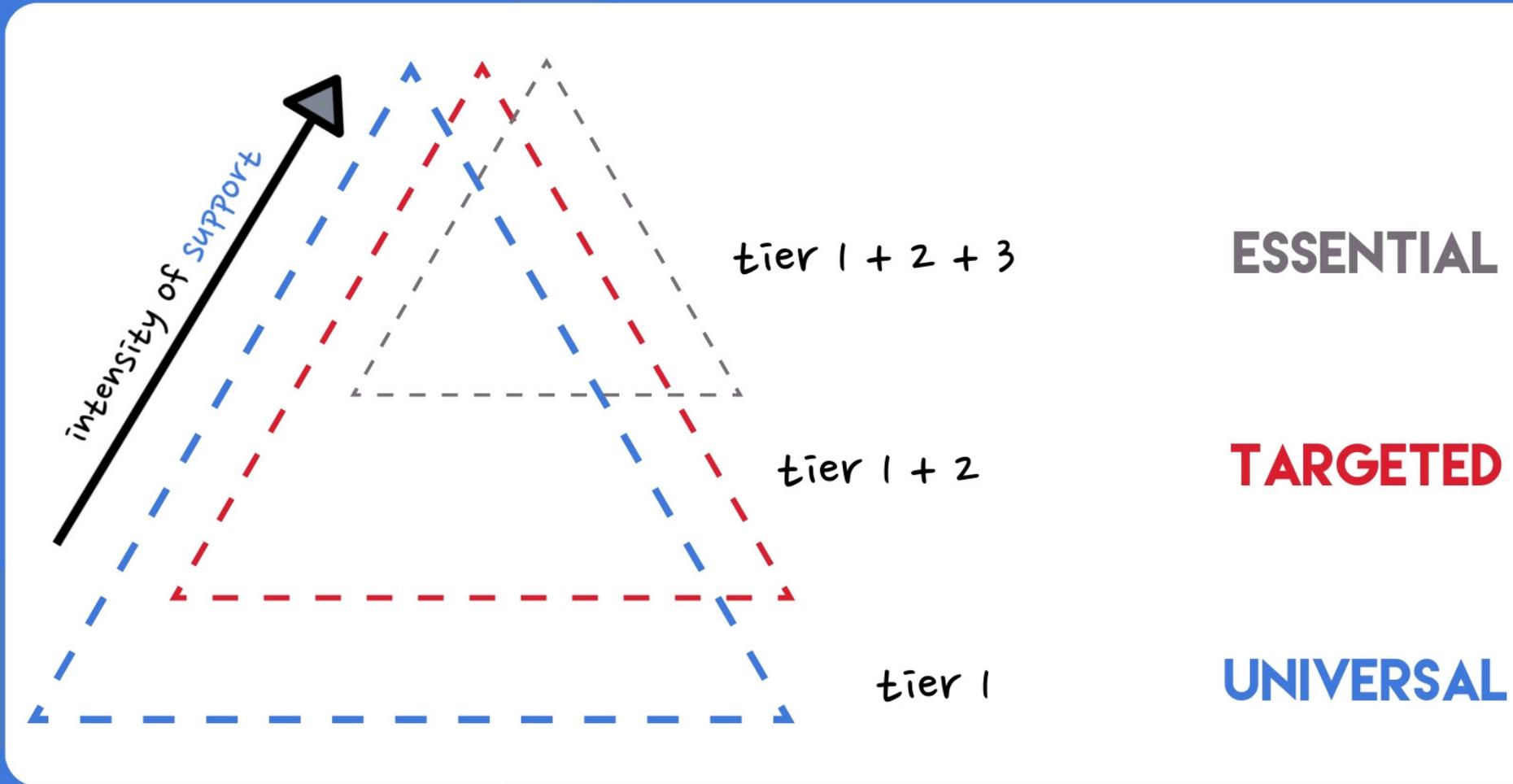
- early instruction of support
- assessment of the environment
- universal supports

RESPONSE TO INSTRUCTION

Lens: waking up



RTI/MTLS



Needs Based Support Plan

Educators:

Support Staff:

Group:

Lens:

Range of Need

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				
Who needs the most challenge		<p>Range of Support</p>		

Needs Based Support Plan

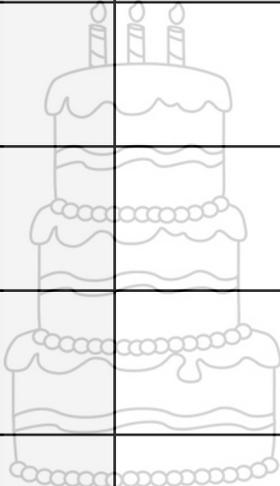
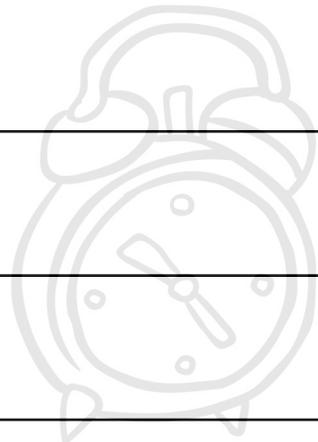
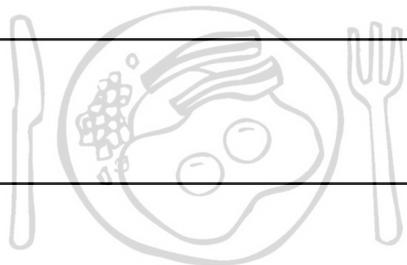
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Need				
Need				
Need				
Need				
Need				
Who needs the most challenge		 <p>Range of Support</p>		

Designing a Needs Based Support Plan

Assess 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

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	<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"/>
Blind/Vision Impairment	<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"/>
Deafness	<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"/>
Fine Motor Skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Gambling	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Greif Management	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Gross Motor Skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



Teaching Strategies & Resources			Key Practices			Glossary			FAQs			<input type="text"/>		
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						

Needs Based Support Plan

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Group:

Lens:

Range of Need

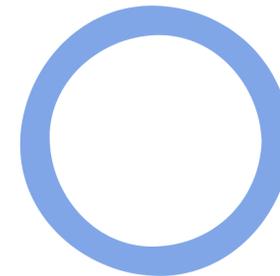
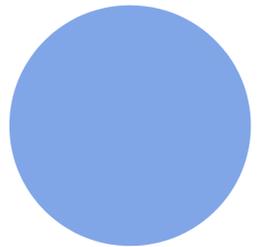
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Need Cognitive	J.W.	Start with accessible tasks, building community activities, read book with diverse characters Interest based activities, teach peer how to play with JW Visuals, First/then structures, transition time, picture schedule/agenda	Partial 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		<p style="margin: 0;">Range of Support</p>		

Waterfall!

What is useful?





THANK YOU!

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