

SHELLEY MOORE



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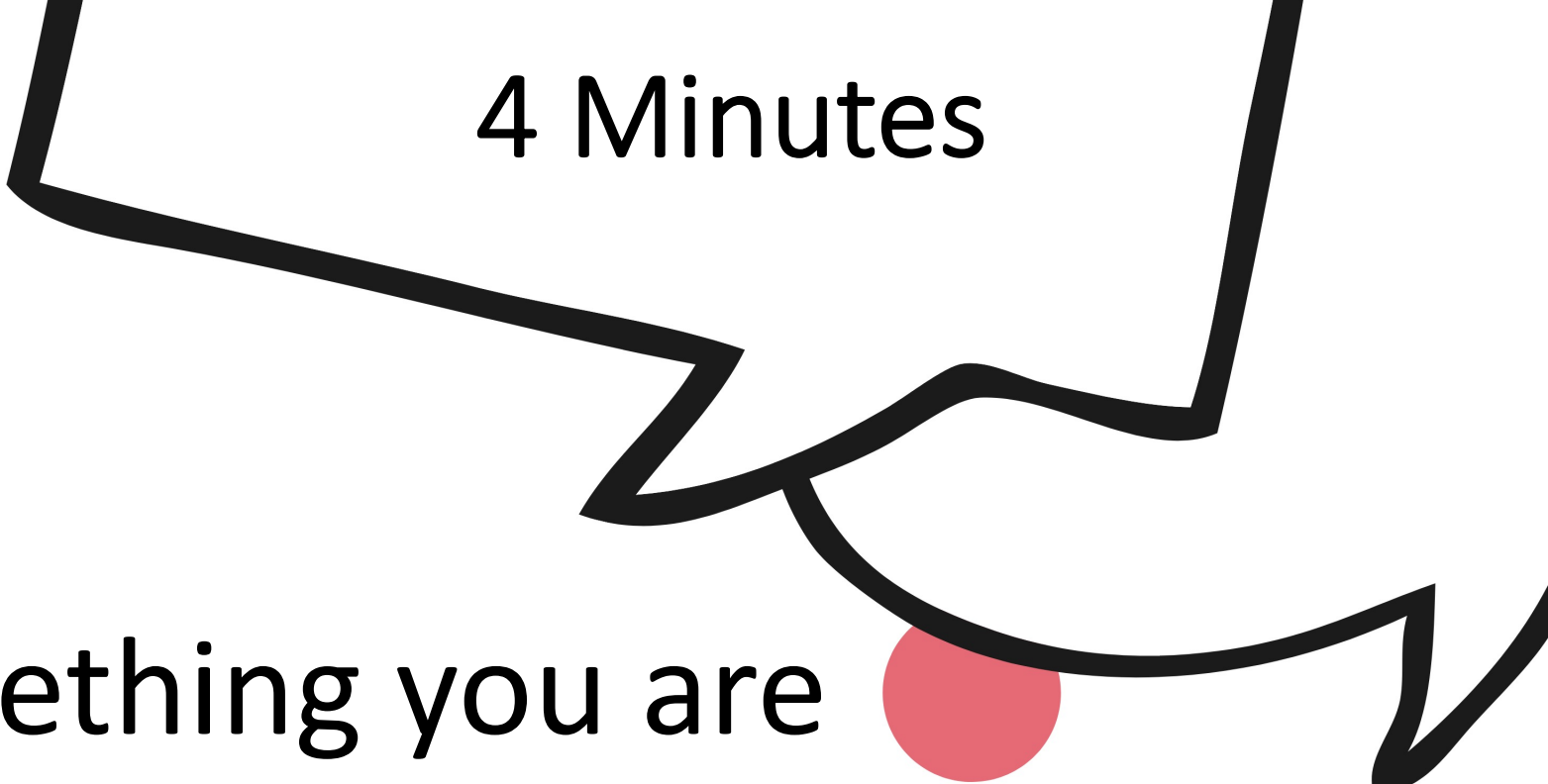
NEXWLÉLEXM (BOWEN ISLAND)

- 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**.



Waterfall!

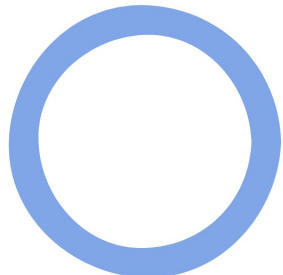
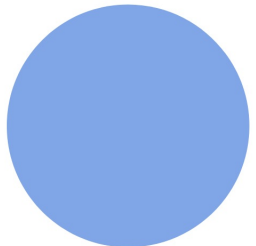
What stands out from
last session?

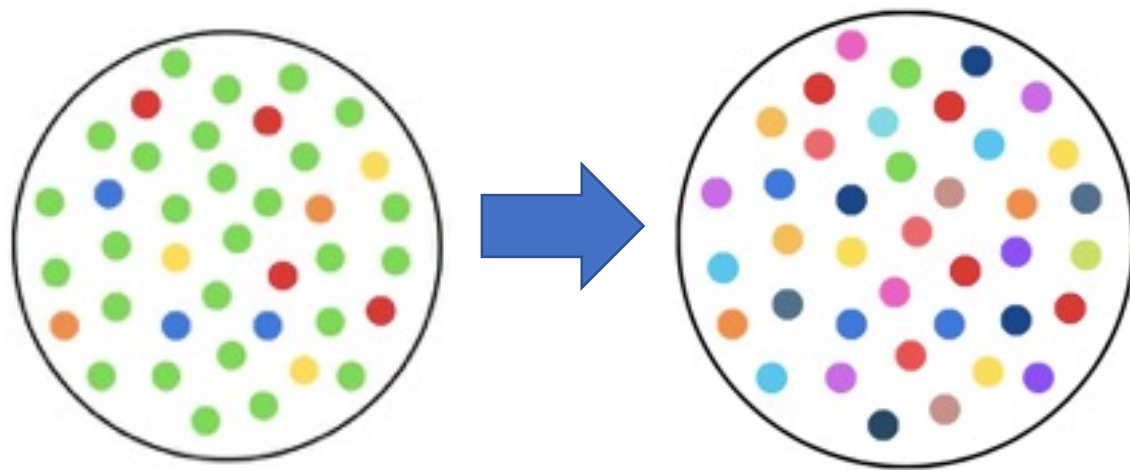


4 Minutes

Popcorn!

What is something you are
trying (or want to try)?





How do we include
people who are
different

How do we teach
to diversity?

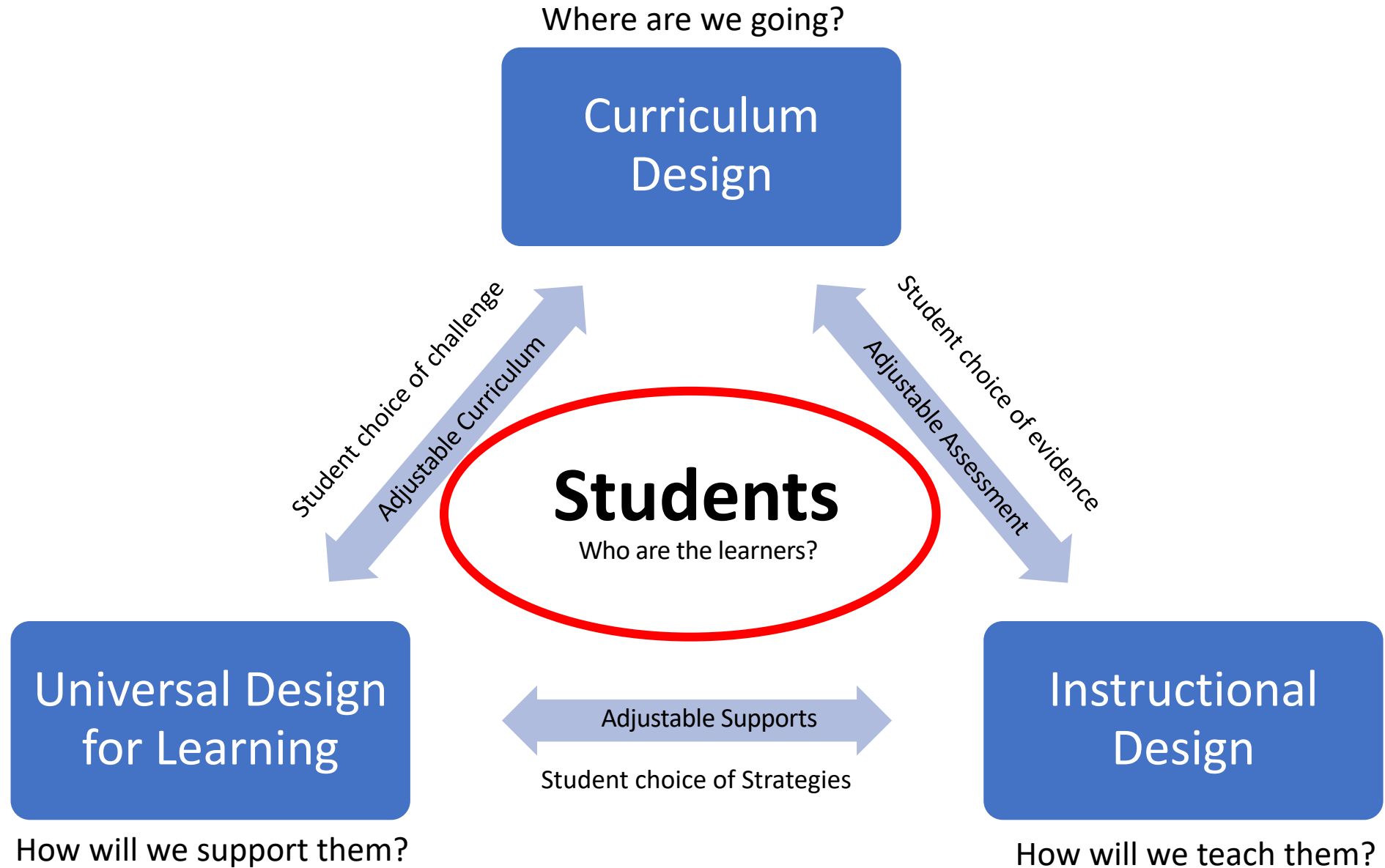
DESIGN: THE MOST UNDERUTILIZED SUPPORT



How do we change the system?

Design with Equity in Mind

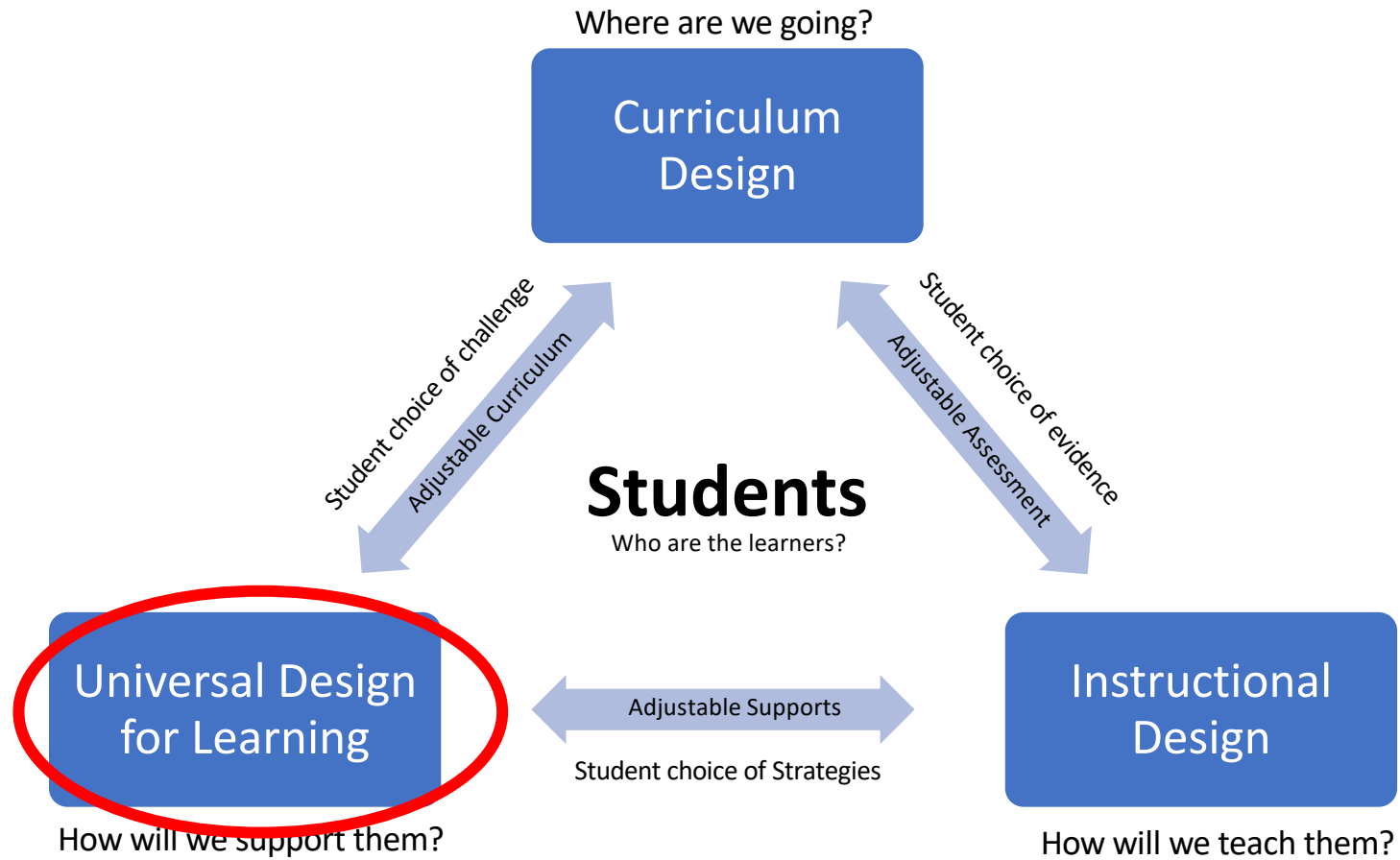
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Class Review for :		Teacher:	Date:
I can plan for my students by getting to know the:			
Interests & identities of the class	Classroom Strengths	Classroom Stretches	
Based on the interests, strengths and stretches of this class, one goal(s) for these 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)			

How do we change the system?
Design with Equity in Mind

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SHIFTING OUR SUPPORT MODELS

The cupcake Model



Special Education

Medical Model

The cupcake model



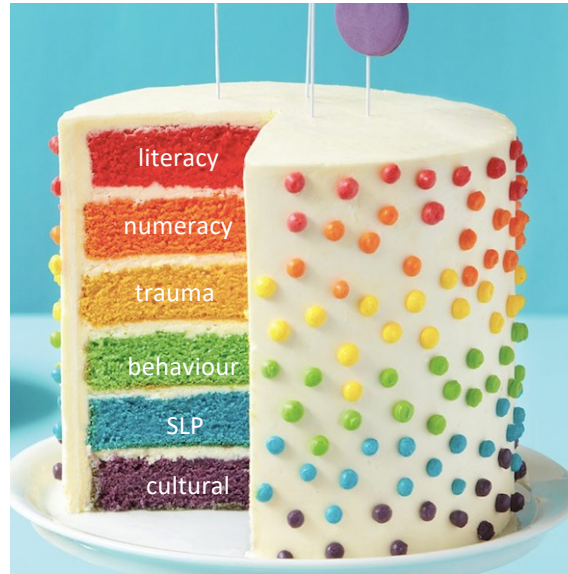
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The layered cake model



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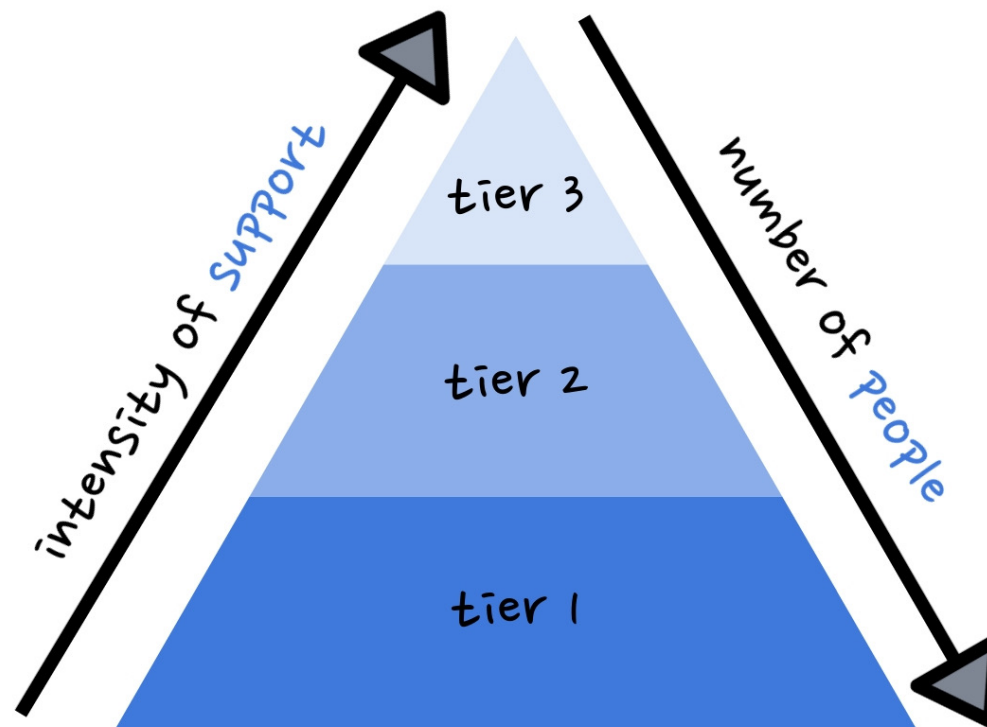
The layered cake model



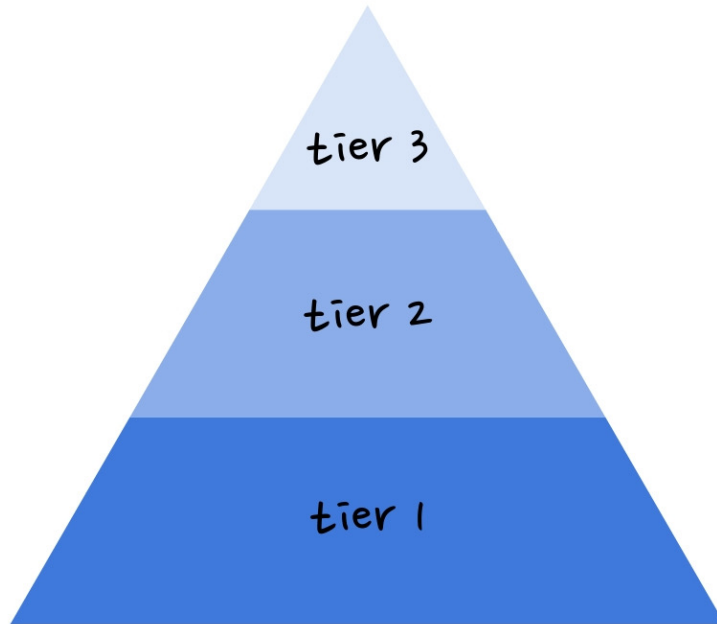
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RTI: RESPONSE TO INTERVENTION

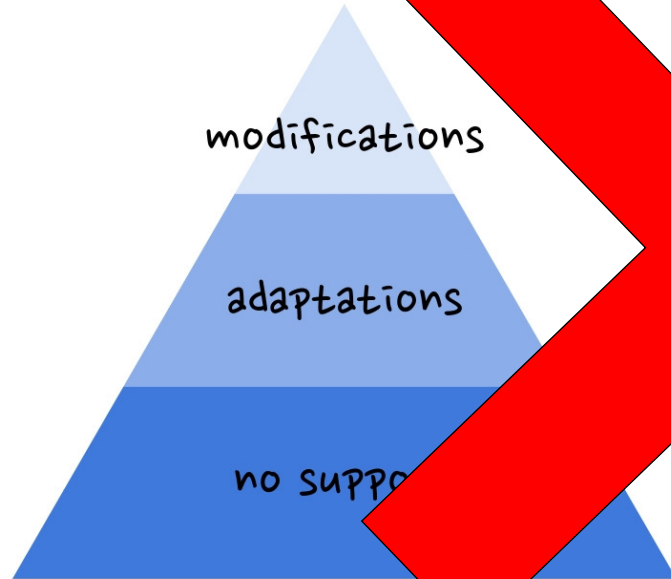


RTI: RESPONSE TO INTERVENTION

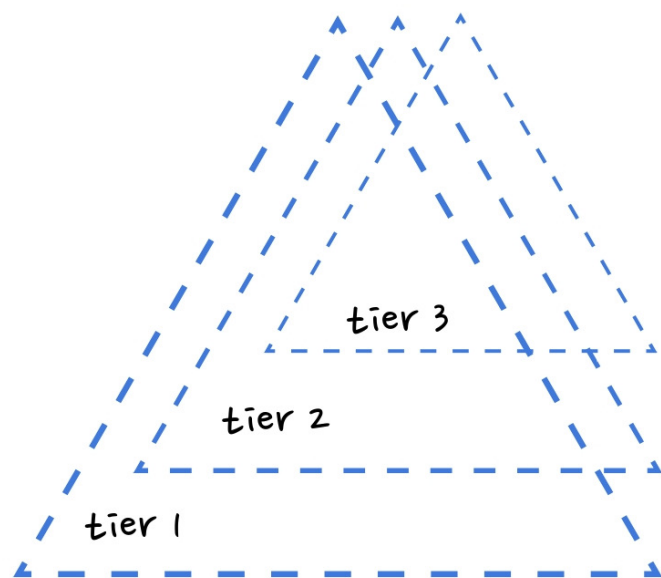


- early intervention of support
- assessment of students
- regulated supports

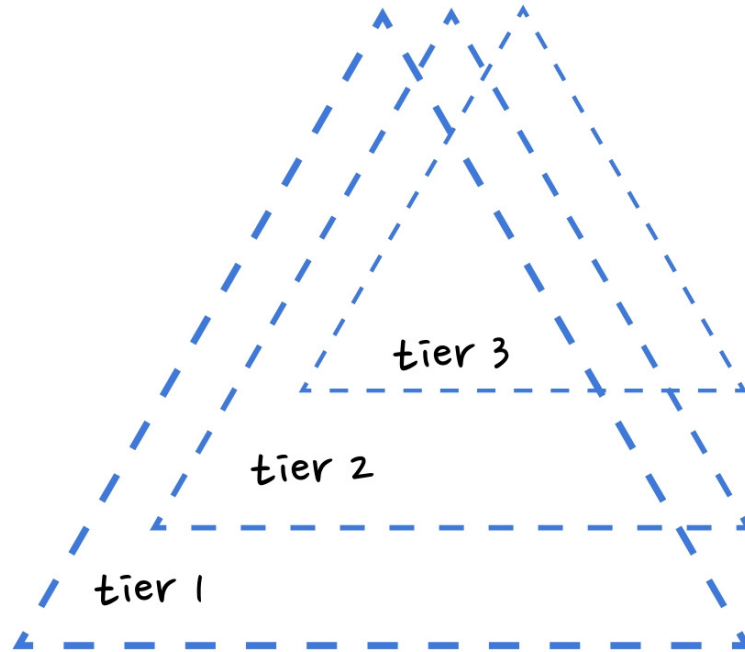
RTI: RESPONSE TO INTERVENTION ??



RTI: RESPONSE TO INSTRUCTION



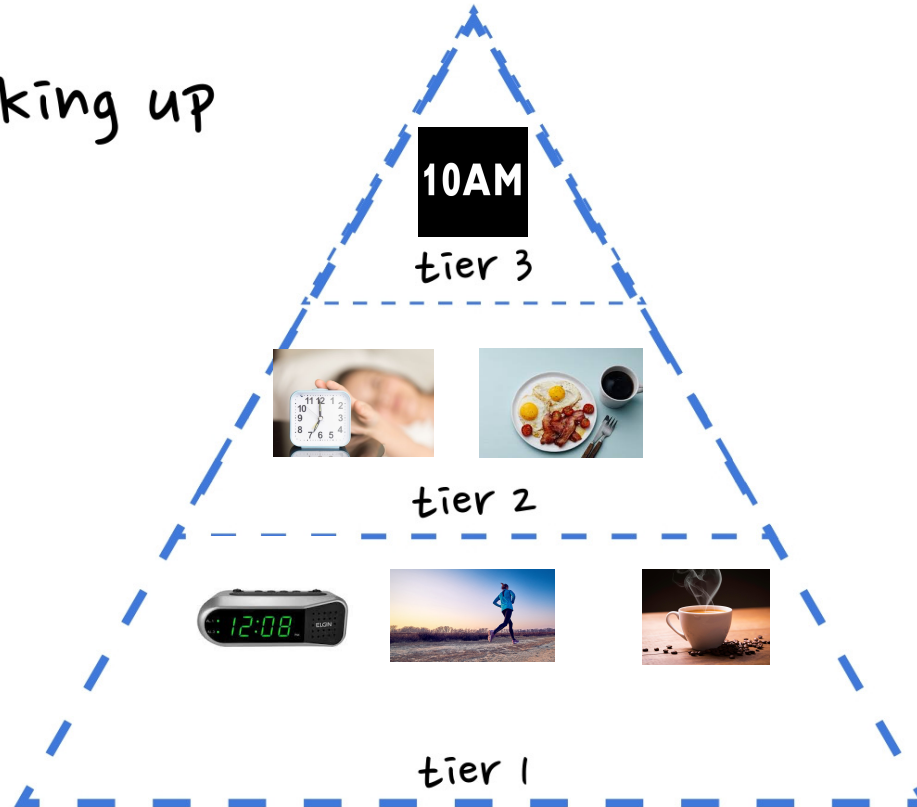
RTI: RESPONSE TO INSTRUCTION



- 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

$$\text{RTI} + \text{UDL} = \text{SRL}$$

Response to
Instruction

Universal
Design for
Learning

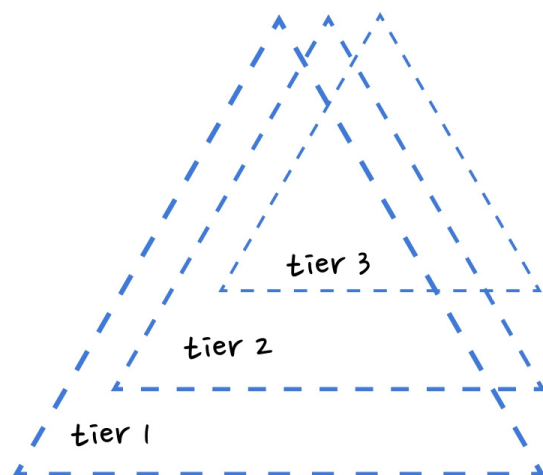
Self Regulation
for
Learning



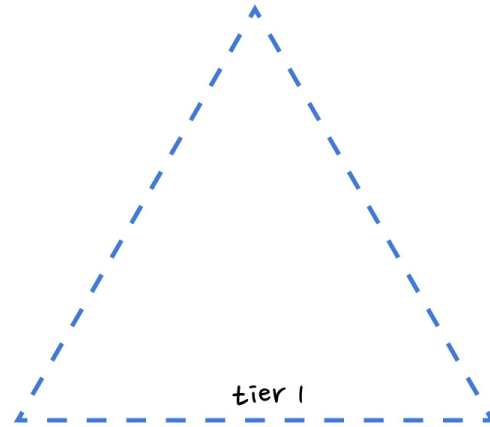
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RTI: RESPONSE TO INSTRUCTION

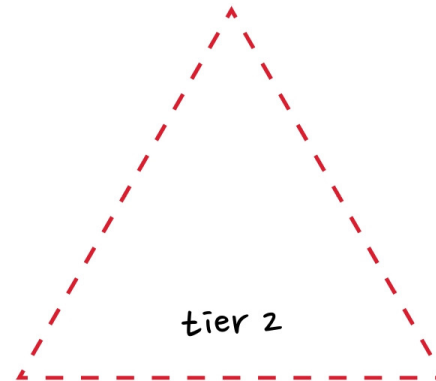


RTI/MTLS: **UNIVERSAL** SUPPORTS



Designed for one or more; useful for **ALL**

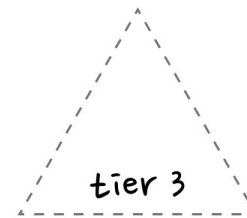
RTI/MTLS: **TARGETED** SUPPORTS



Designed for one or more; useful for some

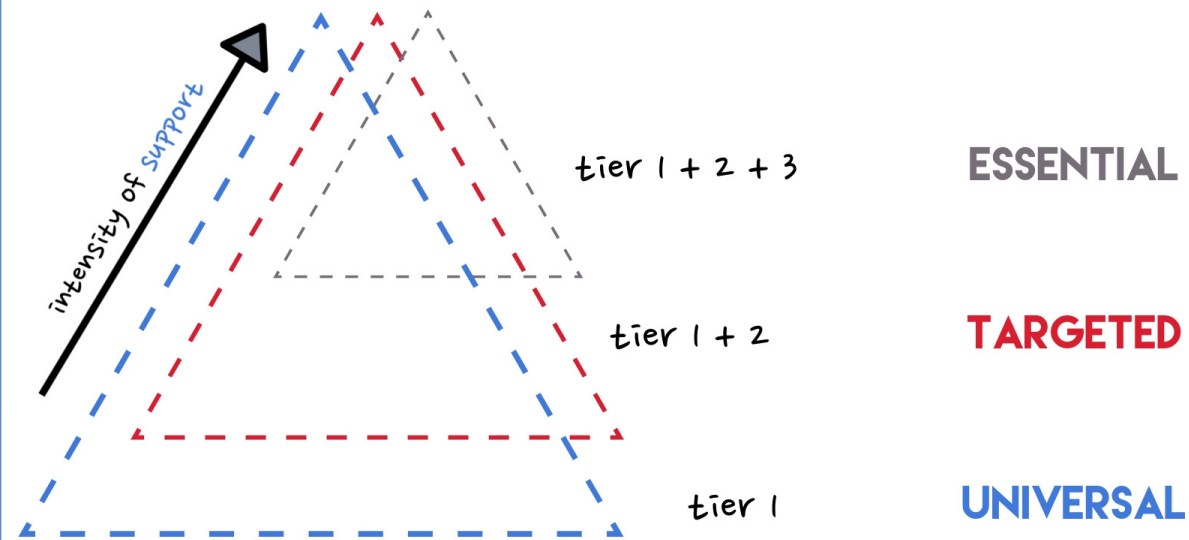


RTI/MTLS: ESSENTIAL SUPPORTS



Designed for one; useful for one

RTI/MTLS



Strategy: Designing a Needs Based Classroom Support Plan

Classroom Support Plan				
Teacher(s): _____		Support Staff: _____		Lens: _____
Range of Support (MTLS)				
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			
	who needs the most challenge			

Step 1: Determine the Class and Lens

Classroom Support Plan				
Teacher(s): _____		Support Staff: _____		Lens: _____
		Range of Support (MTLS)		
	Students...	Strategies & Supports		
	who needs the most support	Universal Support (Good for ALL)	Targeted Support (CHOICE for ALL)	Essential Support (Good for ONE)
Range of Students (RTI)	Need			
	Need			
	Need			
	Need			
	Need			
	who needs the most challenge			

Step 2: Determine the Edges

Classroom Support Plan				
Teacher(s): _____		Support Staff: _____		Lens: _____
		← → Range of Support (MTLS)		
↑ ↓ 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				

Designing a Needs Based Classroom Support Plan

Step 3: 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

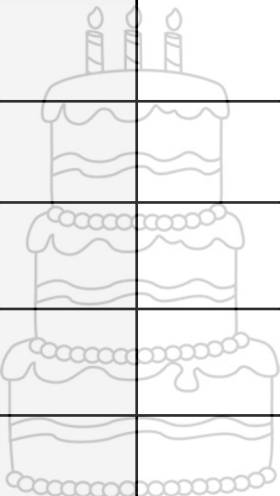
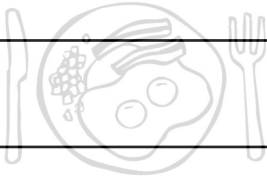
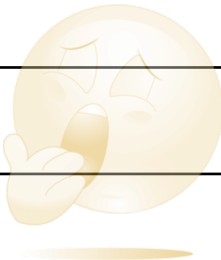
1. Look at the following areas of need with your family and school team
2. Decide which ones do you/we feel get in the way of learning and being successful at school?
3. Decide which areas you/we need support for immediately, soon or not right now.
4. Choose three areas of need to start with, we can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

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

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

Range of Support (MTLS)

		Range of Support (MTSS)		
Students...		Strategies & Supports		
who needs the most support		Universal Support (Good for ALL)	Targeted Support (CHOICE for ALL)	Essential Support (Good for ONE)
Range of Students (RTI)	Need			
	Need			
	Need			
	Need			
	Need			
who needs the most challenge				

Classroom Support Plan
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Classroom Support Plan
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Designing a Needs Based Classroom Support Plan

Step 4: 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 we 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

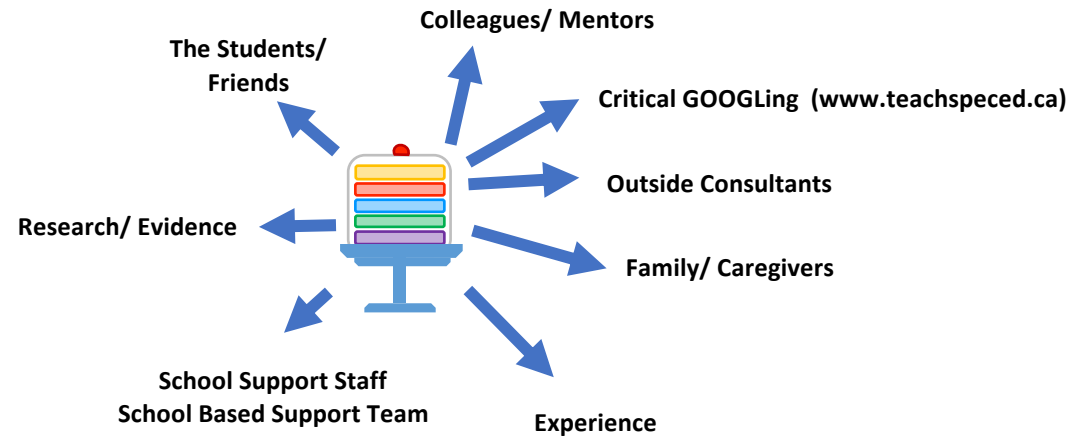


Funding



Layered Support Cake of Love: Classroom Support Plan

How do we figure out supports or strategies students need?



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TEACHERS' GATEWAY TO
SPECIAL EDUCATION

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

Classroom Support Plan			
Teacher(s):Mr. B		Support Staff: Ms. C (EA)	Class: Grade 6 Lens:

Overall

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, take 2 min breaks	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.				

Classroom Support Plan

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Strategy: 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 strategy?
 - 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: check ins

Instruct

- What is a **check in**?
- Why is a **check in** useful?
- How do I use a **check in** as a strategy?
 - What does a **check in** *look* like when I use it?
 - What does a **check in** *sound* like when I use it?
 - What does a **check in** *feel* like when I use it?

Practice (1 – 2 weeks)

Reflect

- How will I know when I *need* a **check in**?
- How will I know when I *don't need* a **check in**?



Strategy:

Instruct

- What is _____?
- Why is _____ useful?
- How do I use _____ as a support or strategy?
 - What does a _____ *look* like when I use it?
 - What does a _____ *sound* like when I use it?
 - What does a _____ *feel* like when I use it?

Practice (1 – 2 weeks)

Reflect

- How will I know when I *need* _____?
- How will I know when I *don't need* _____?



Next Steps

- How does today's session connect with your wonderings?
- What is something that is useful from today that you could try?
- What supports will you need to make this happen?

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