

SHELLEY MOORE



@tweetsomemoore



@fivemooreminutes



@fivemooreminutes



www.fivemooreminutes.com

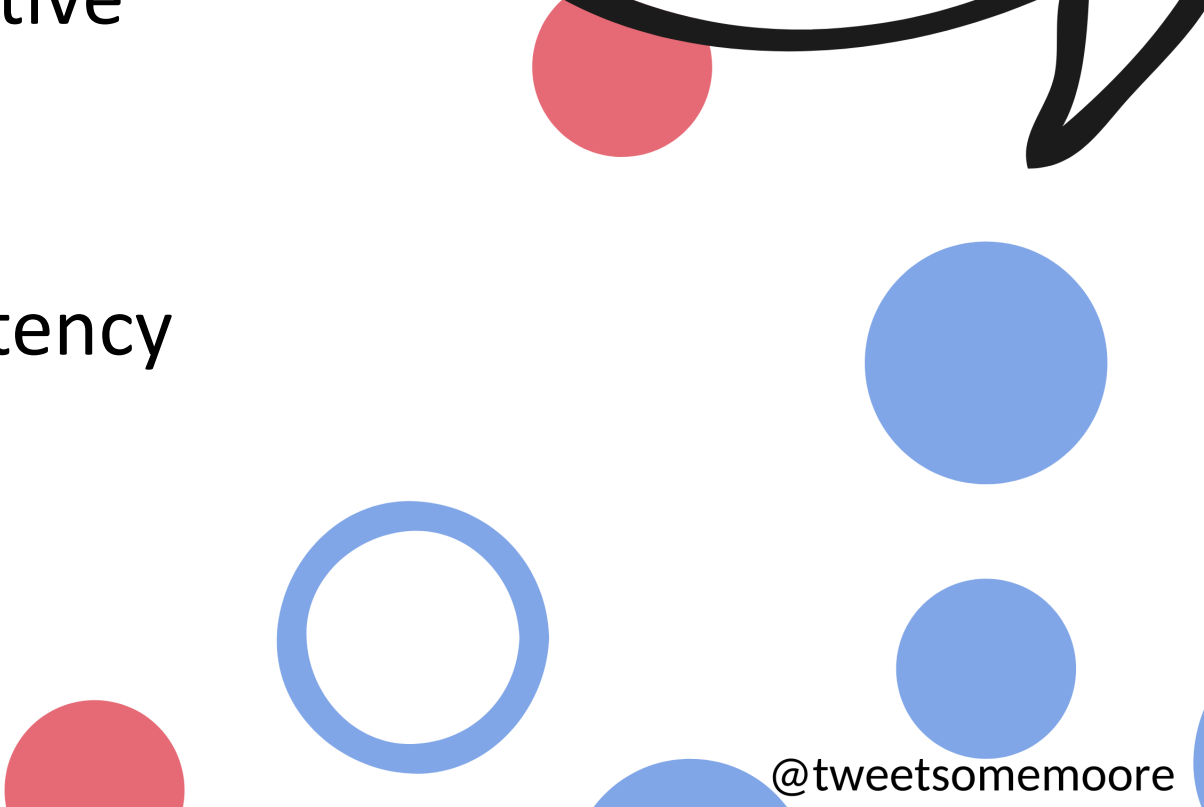
www.blogsomemoore.com



Homework



Complete a Classroom Review by:

- Reflecting on your own perspective
 - Reflecting on the students' perspective
 - Asking some questions and Setting some goals
 - Choosing a UDL, equity and competency to target
 - Prioritizing needs
- 



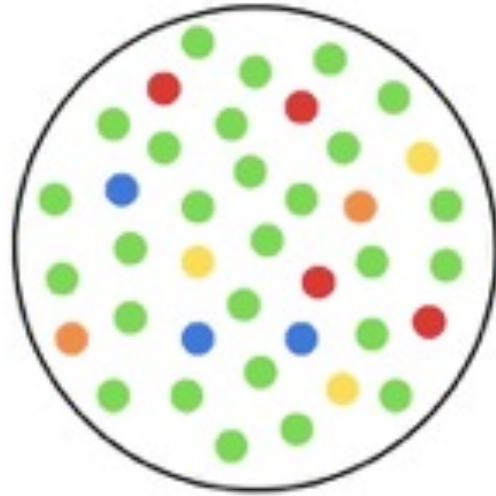
5 Minutes

1. What have you tried since last session?
2. What have you noticed?
3. What questions are coming up?
4. What do you want to still try?

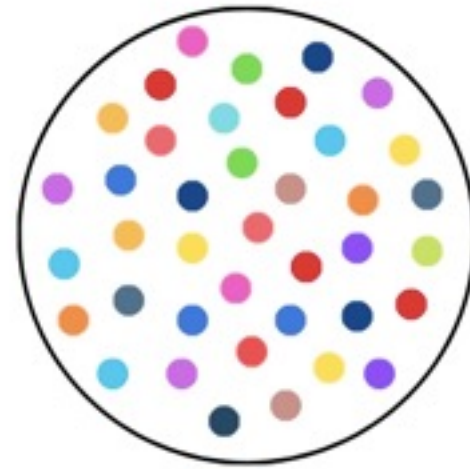
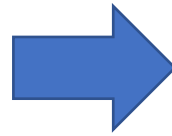
Designing for Diversity Learning Series

- Kick off – Aug 30
- Session 1: Sept 15 - Overview of the framework
- Session 2: Nov 10 - Getting to know and making decisions for our learners
- **Session 3: Dec 19 – Responsive Needs Based Planning**
- Session 4: Feb 17 – Inclusive Curricular Design Approaches
- Session 5: Mar 16 – Equity Assessment Structures
- Celebration of Learning – May 29

What is inclusion?

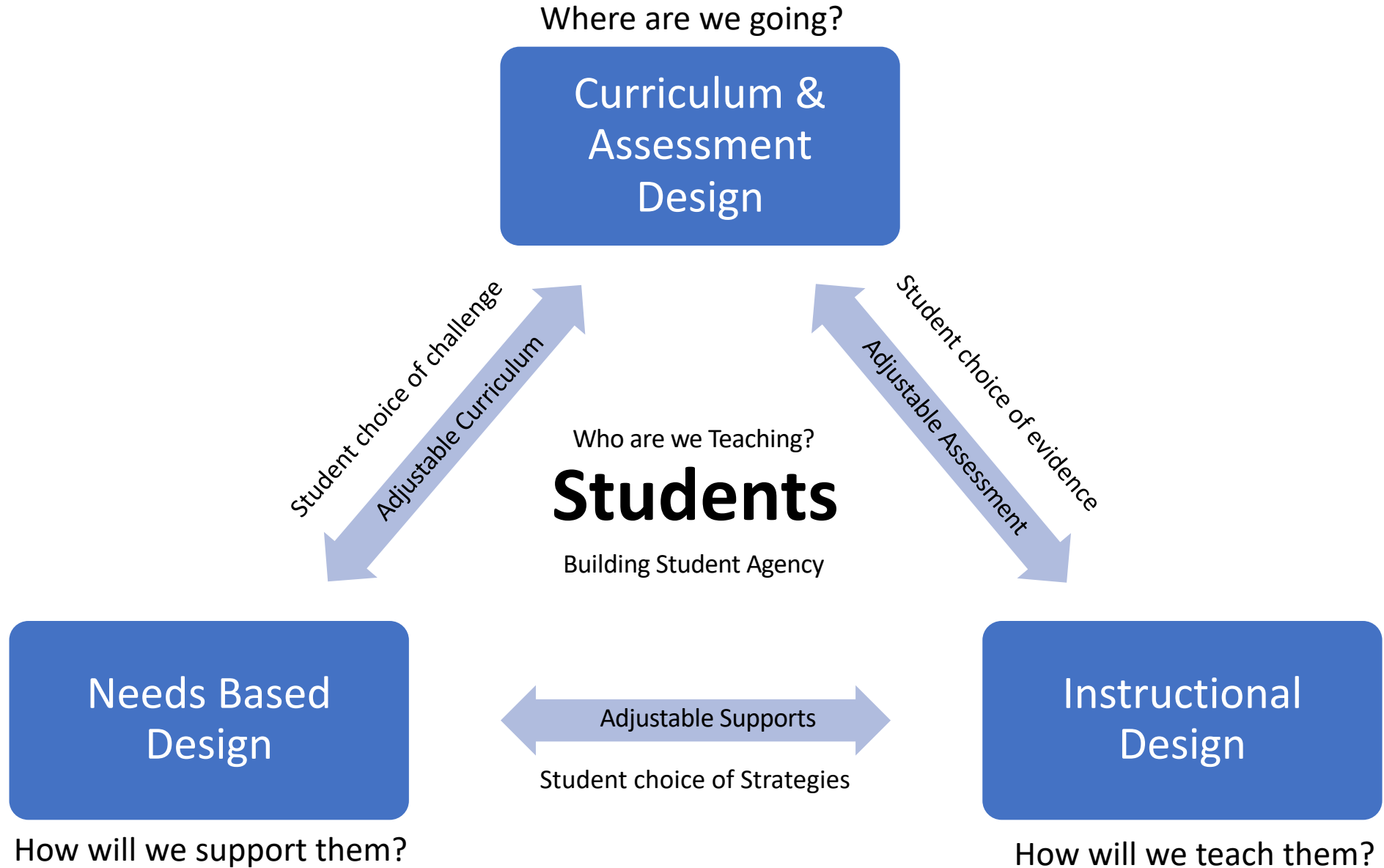


How do we include
children with
disabilities

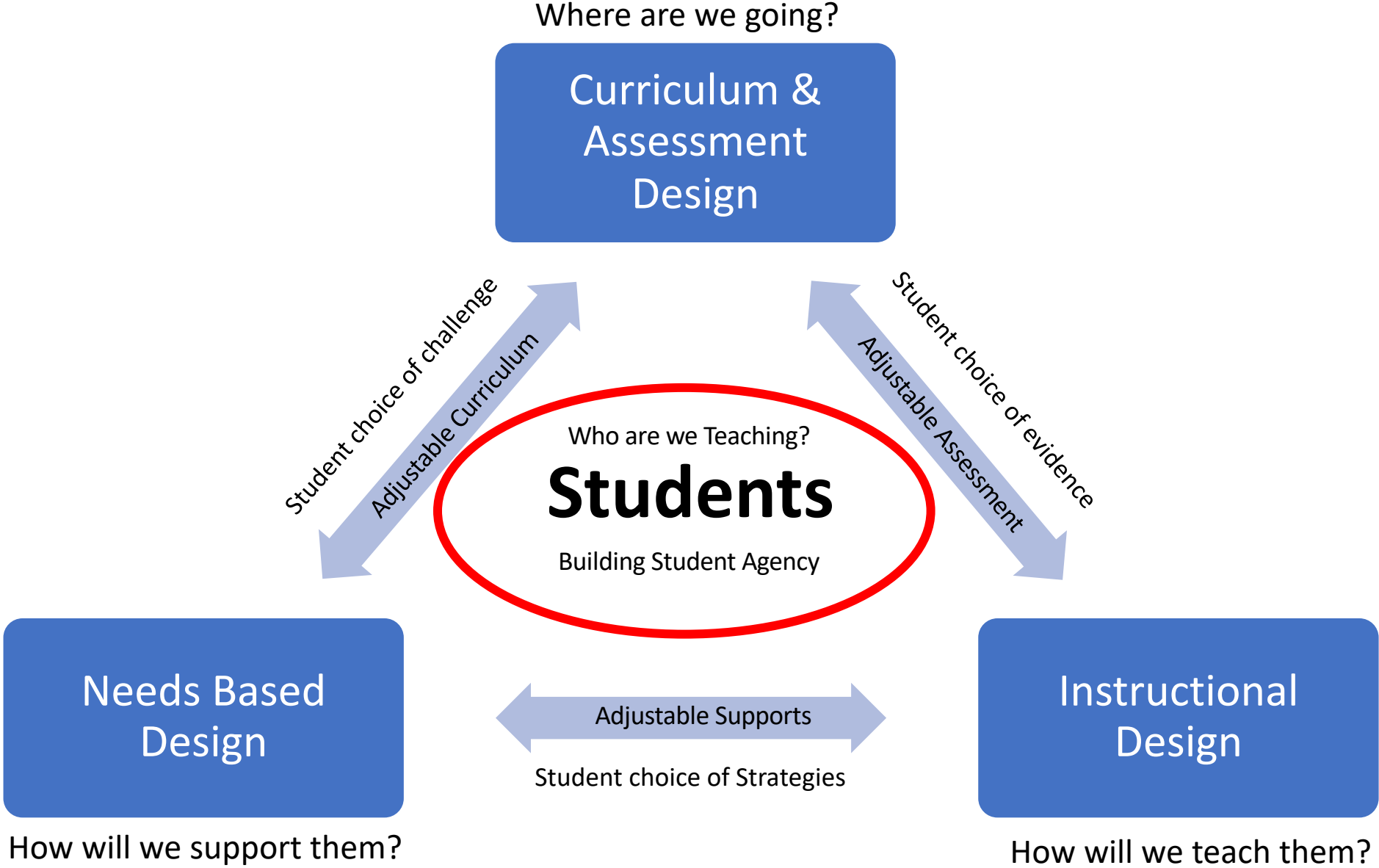


How do we teach &
respond to the
diversity of all children?

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

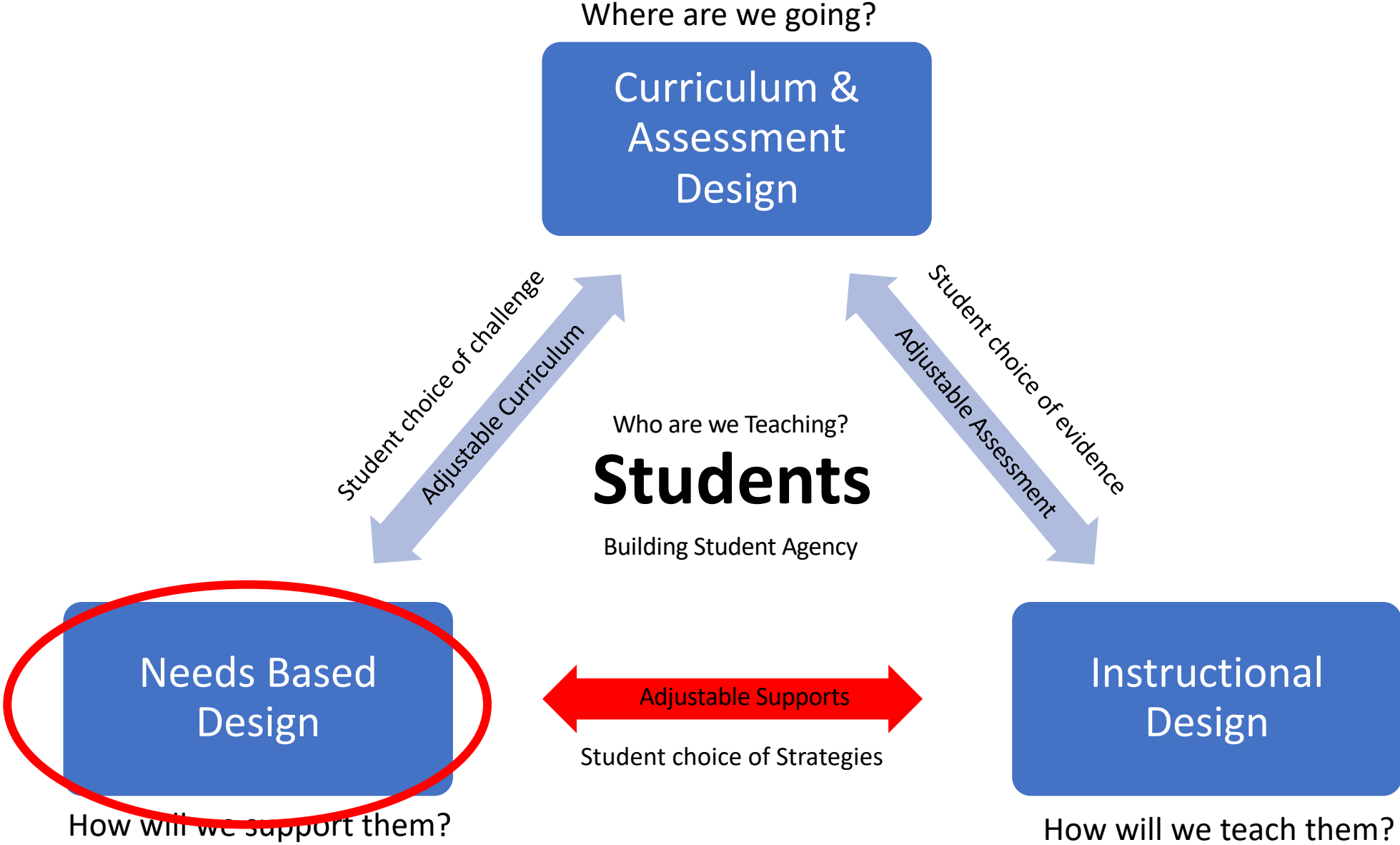


How can we change the system? Designing with Equity in Mind



Class Review for:		School:		Date:	
We can plan for our students by getting to know the:					
Class Identities		Class Interests		Classroom Strengths	
Classroom Stretches		Classroom Stretches			
Based on the interests, strengths and stretches of this class, some questions and goals that I have for this class are:					
Some big questions we have about this class:			Some BIG goals we have for this class:		
We can meet these goals by reflecting on what is working, trying something new, and working together:					
What have we tried that is working?			What do we still want to try?		
Based on what we know and are wondering, what decision can we make that can reduce barriers in the classroom?					
Decision: Commitments to UDL targets		Decision: Commitments to Equity and Reconciliation Targets		Decision: Commitments to Core Competencies	
We can meet these goals by prioritizing and responding to the needs of this class:					
Need:		Need:		Need:	

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



Class Review for:		School:		Date:	
We can plan for our students by getting to know the:					
Class Identities		Class Interests		Classroom Strengths	
Classroom Stretches					
Based on the interests, strengths and stretches of this class, some questions and goals that I have for this class are:					
Some big questions we have about this class:			Some BIG goals we have for this class:		
We can meet these goals by reflecting on what is working, trying something new, and working together:					
What have we tried that is working?			What do we still want to try?		
Based on what we know and are wondering, what decision can we make that can reduce barriers in the classroom?					
Decision: Commitments to UDL targets		Decision: Commitments to Equity and Reconciliation Targets		Decision: Commitments to Core Competencies	
We can meet these goals by prioritizing and responding to the needs of this class:					
Need:		Need:		Need:	

Needs Based Planning
(instead of Disability based planning)

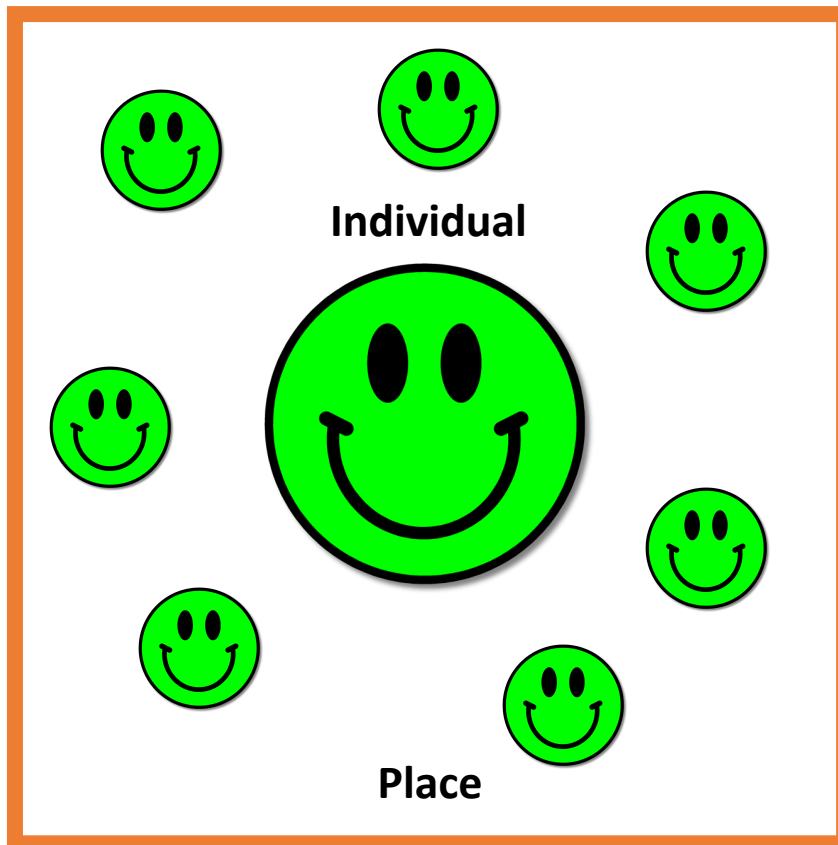
If a flower
isn't thriving
in a garden...





What is happening in the environment?

Shifting the Paradigm: Social Model of Disability



Social Model

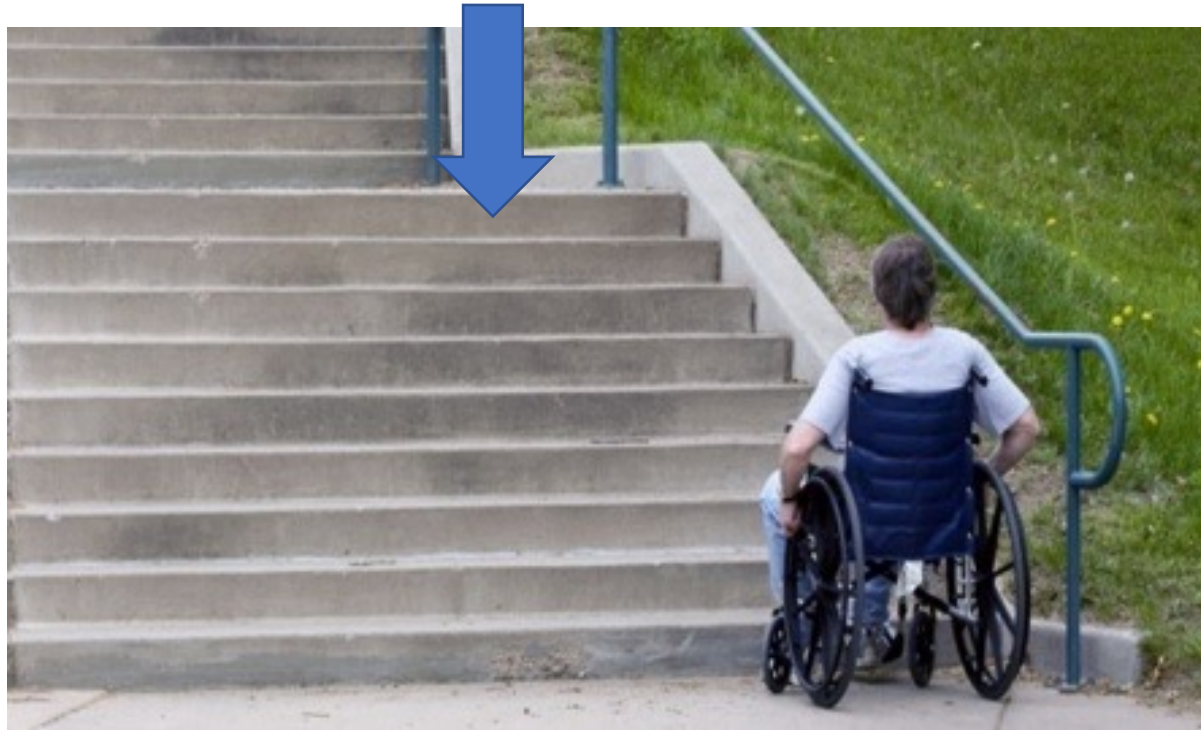
If individual isn't successful

- Diagnose the problems in the place
- Fix the place
- Support everyone in the place

What are **barriers**??

PHYSICAL

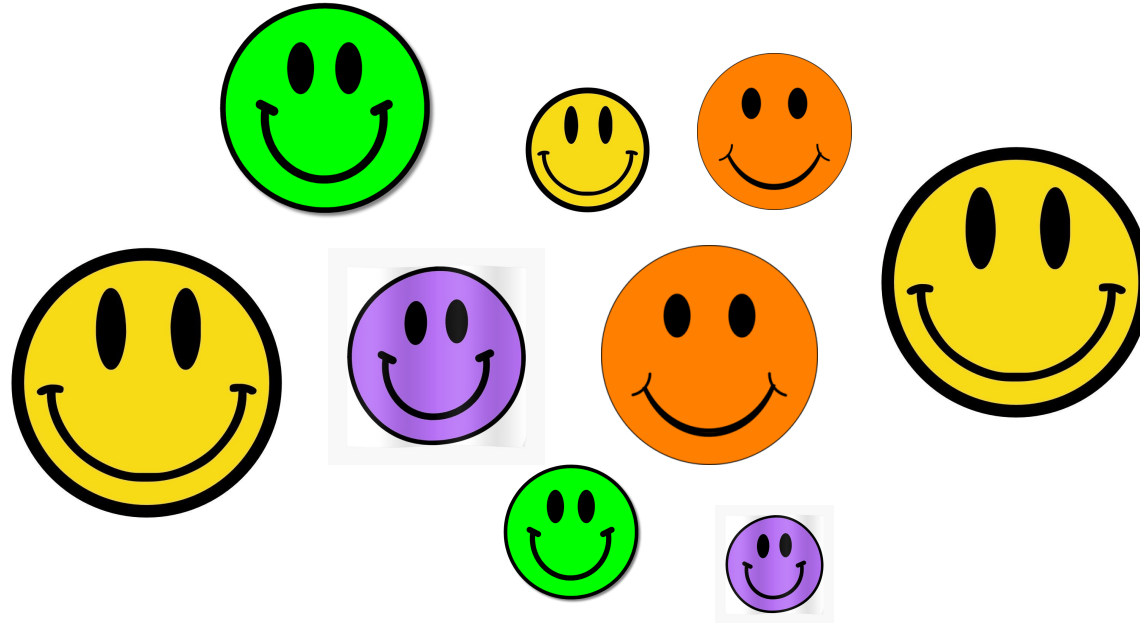
To
LEARNING



To
EQUITY

How can we **REDUCE** barriers??

Wait a second....
Teachers said:

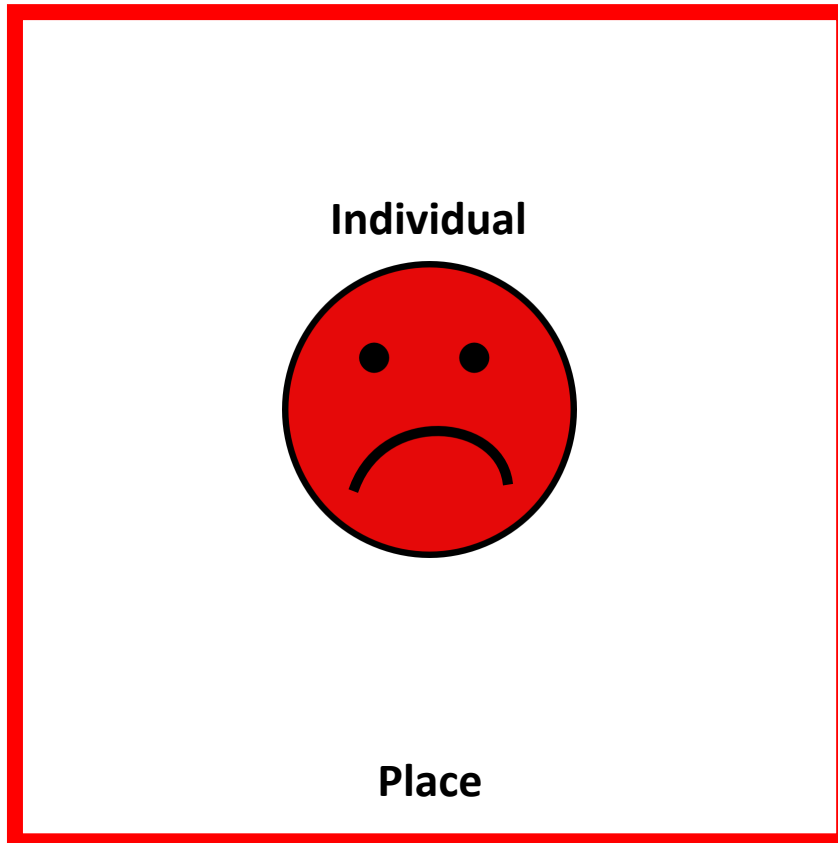


“What about all the individual
needs in a shared place”

Diverse Gardens!



Shifting the Paradigm: Person-Place Model of Need



Inclusive Education

If an individual isn't successful

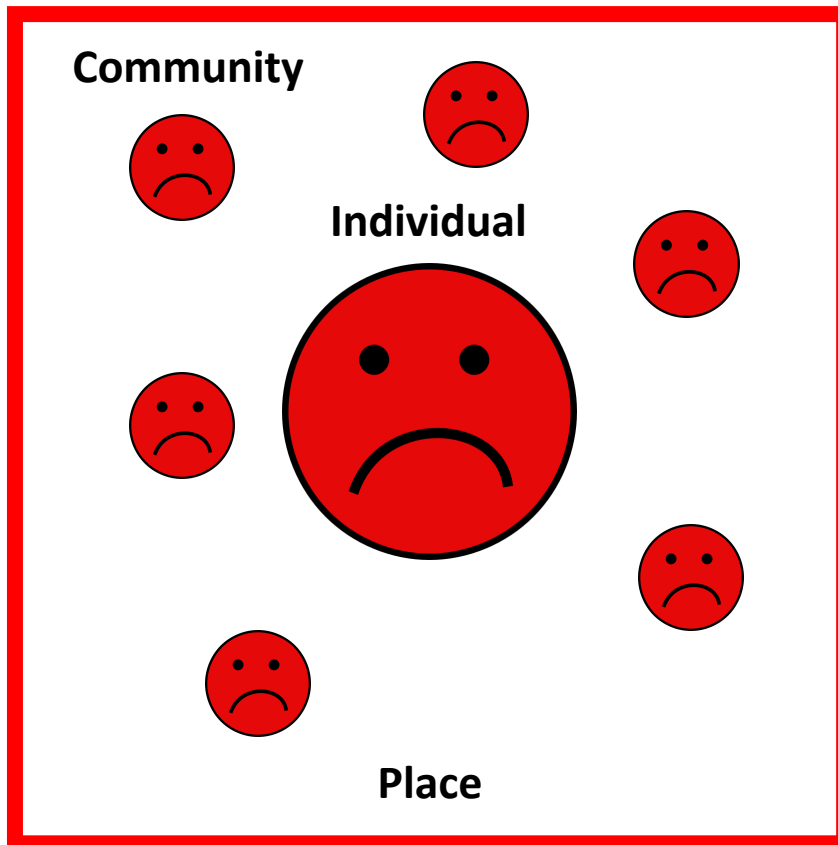
- Determine barriers in place
- Determine needs of the community
- Anticipate supports & strategies based on needs
- Universally apply supports and strategies to ALL

Shifting the Paradigm: Person-Place Model of Need

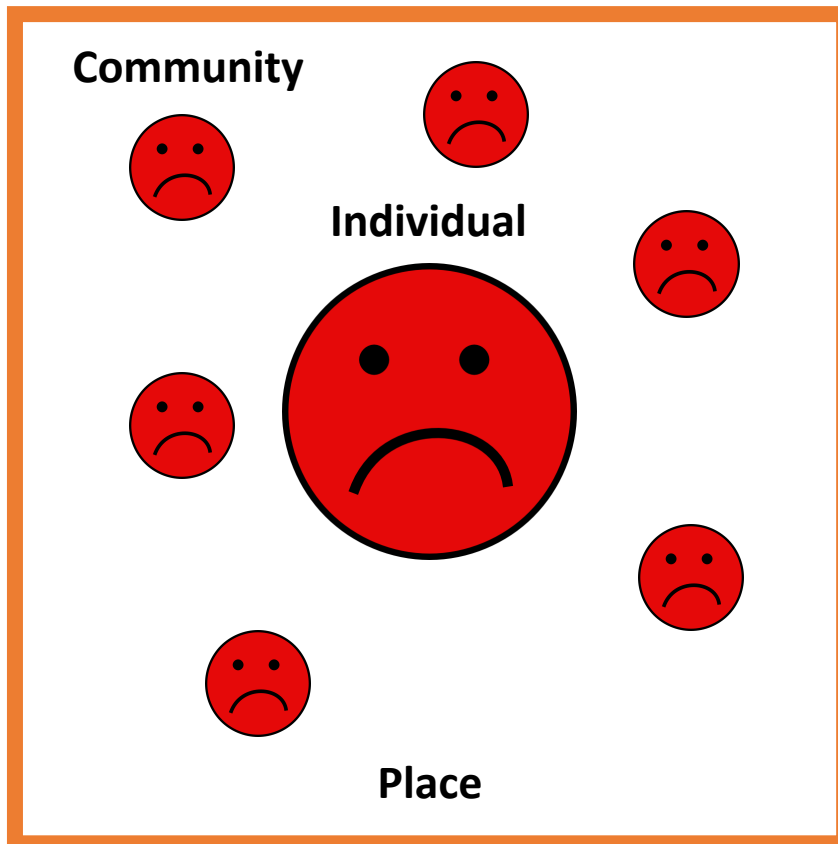
Inclusive Education

If an individual isn't successful

- Determine barriers in place
- Determine needs of the community
- Anticipate supports & strategies based on needs
- Universally apply supports and strategies to ALL



Shifting the Paradigm: Person-Place Model of Need



Inclusive Education

If an individual isn't successful

- Determine barriers in place
- Determine needs of the community
- Anticipate supports & strategies based on needs
- Universally apply supports and strategies to ALL

FIRST! We look at what needs everyone needs

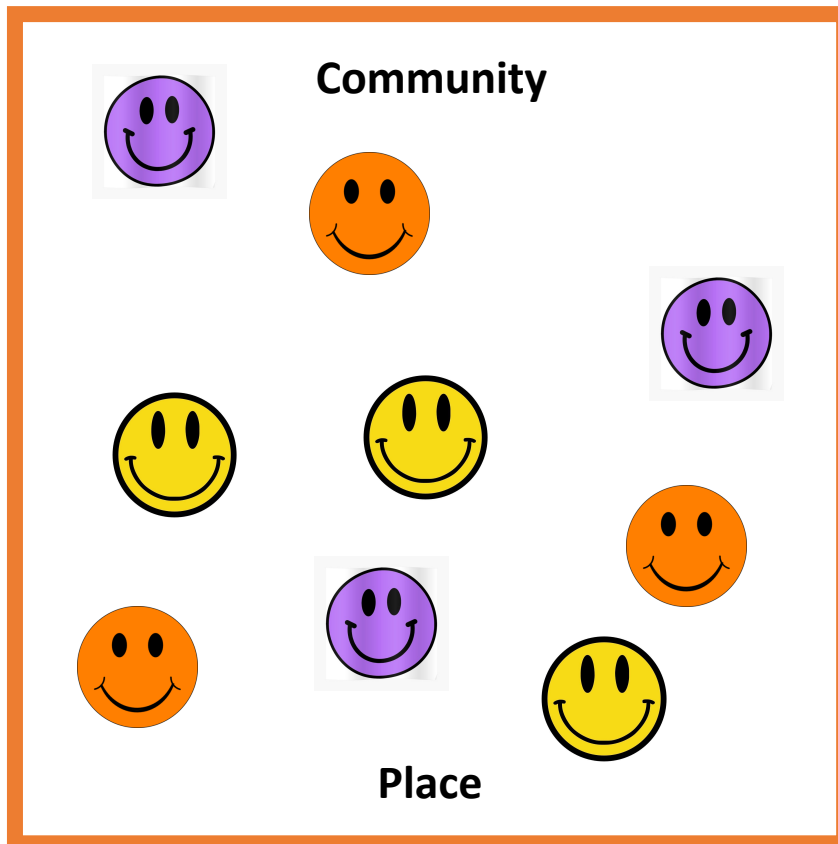


Shifting the Paradigm: Person-Place Model of Need

Inclusive Education

If an individual isn't successful

- Determine barriers in place
- Determine needs of the community
- Anticipate supports & strategies based on needs
- Universally apply supports and strategies to ALL



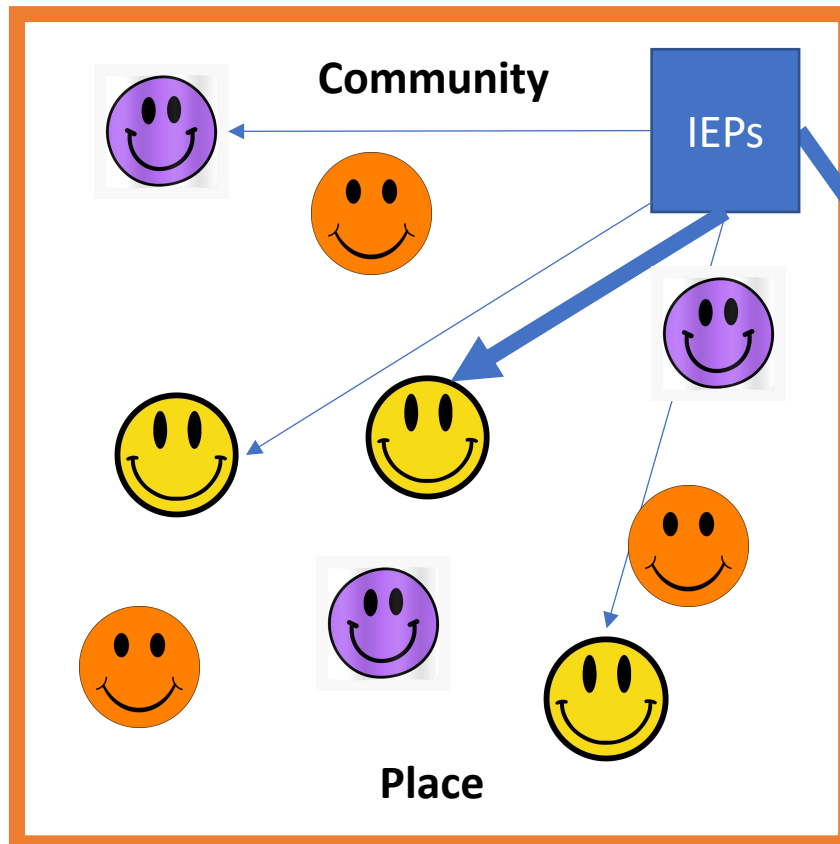
THEN! We look at what individuals need



TOP 4 PEST-REPELLING PLANTS

 <p>CATNIP for aphids, beetles, caterpillars and shield bugs</p>	 <p>DILL for aphids, caterpillars, shield bugs and spider mites</p>
 <p>MINT for aphids, beetles, caterpillars, shield bugs and whiteflies</p>	 <p>NASTURTIIUM for aphids, beetles, caterpillars and shield bugs</p>

Shifting the Paradigm: Person-Place Model of Need



Inclusive Education

If an individual isn't successful

- Determine barriers in place
- Determine needs of the community
- Anticipate supports & strategies based on needs
- Universally apply supports and strategies to ALL

IEP

- Communicates barriers of individual
- Communicates needs of individual
- Communicates supports & strategies of individual
- Universally applied to everyone in the community
- Blueprint for the place!

Class Review for:		School:		Date:	
We can plan for our students by getting to know the:					
Class Identities		Class Interests		Classroom Strengths	
Classroom Stretches					
Based on the interests, strengths and stretches of this class, some questions and goals that I have for this class are:					
Some big questions we have about this class:			Some BIG goals we have for this class:		
We can meet these goals by reflecting on what is working, trying something new, and working together:					
What have we tried that is working?			What do we still want to try?		
Based on what we know and are wondering, what decision can we make that can reduce barriers in the classroom?					
Decision: Commitments to UDL targets		Decision: Commitments to Equity and Reconciliation Targets		Decision: Commitments to Core Competencies	
We can meet these goals by prioritizing and responding to the needs of this class:					
Need:		Need:		Need:	

We can we
determine
and prioritize
needs
in a class?

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. Record needs from student IEP (Individual Education Plan) and/or LSP (Learner Support Plan)
3. 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.)
4. Decide which additional 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)
5. Prioritize needs for development of classroom support plan

Areas of Need	This is an individual, IEP/LSP 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"/>	<input type="checkbox"/>
Anger or Frustration	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Anxiety	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Articulation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Attendance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Assistive Technology	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Vision	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Bullying	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Central Auditory Processing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Communication	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Hearing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Depression/Sadness	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Motivation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Eating/ Food	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Emotional Regulation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
English Language Skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Executive Functioning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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. Record needs from student IEP (Individual Education Plan) and/or LSP (Learner Support Plan)
3. 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.)
4. Decide which additional 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)
5. Prioritize needs for development of classroom support plan

Areas of Need	This is an individual, IEP/LSP 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	LL, LG, LD (passive aggressive)	x		
Frustration	RW, JH, AF, LD			
Anxiety	RW, LG, AF, HR			
Anxiety (rumination, obsessions, getting stuck)	JH			
Articulation	JH, HP			
Attendance				
Assistive Technology	RW, JH, HP, LG			
Vision	LL			
Bullying	LL, LG, AF, LD	x		
Central Auditory Processing	HP, LG, AF, LD			
Communication	JH		x	
Hearing				
Depression/Sadness	RW, LG, AF			
Motivation	JH, everyone			
Food Avoidance	JH			
Emotional Regulation	RW, everyone			
English Skills	JH			
Executive Functioning	RW, JH, everyone			
Fine Motor Skills	RW, HP			
Gambling				
Grief Management	LG, AF			
Gross Motor Skills				
Hearing				
Intellectual Ability	RW, JH			
Listening Comprehension	RW, JH, LL, LG, AF, LD			
Low Vision				
Memory	RW, JH, HP, LG, AF, LD, HR			
Mental Health	JH, LG			

Metacognition	RW, JH, HP, LL, LG, AF, LD, HR			
Mobility				
Non-Verbal Reasoning	RW, JH, HP, LL, LG, AF, LD,HR			
Organization	JH, everyone	x		
Personal Care	JH	x		
Personal Safety	JH			
Phonological Processing	RW, JH, HP, LL, LG, AF, LD, HR			
Processing Speed	RW, JH, HP, LG, AF, LD			
Self Esteem	RW, JH, LL, LG, AF, LD			
Self- Advocacy	RW, JH, AF, LD			
Self-Harm/ Suicide Management				
Self-Regulation	JH, LL, LG, AF, LD			
Sensory Integration				
Sequencing	RW, JH, HP, LL, LG, AF, LD, HR			
Social Skills (misinterpreting)	RW, JH, LL, LG, AF, LD	x		
Substance Abuse				
Task Initiation	RW, JH, HP, LL, LG, AF, LD			
Time Management	RW, JH, LL, HP, LG, AF, LD			
Transition	RW, JH, everyone	x		
Verbal Ability	JH			
Visual-Motor Skills				
Visual Spatial Processing				
Other: Resiliency	RW, JH, LG, LD			
Other: Health	JH			
Other: Focus/attention	JH, RW, LL, HP, LG, AF, LD	x		
Other: Trauma	LG			

Class Review for: Junior High Socials (Little Peeps) - 17		School: Veteran School		Date: Sept 2022	
We can plan for our students by getting to know the:					
Class Interests		Classroom Strengths		Classroom Stretches	
- Agriculture, hunting, dirt biking, dancers, phones, hockey, games		- Athletic, hands on, visual, connected cohort, have grown up together, kind, good hearts, technology, competitive		- Reading, focus, attention, time on task, social emotional, decision making, leadership, taking risks while learning, detecting bias, recognizing different/alternate perspectives	
Based on the interests, strengths and stretches of this class, one goal(s) for these I have for this class is:					
Some BIG goals we have for this class:					
<ul style="list-style-type: none"> - J: reading, love of knowledge and curiosity - S: being a good citizen, making good decisions when no one is watching, develop leaders - P: Confidence in their leadership, love of learning, enjoy reading, overall positive attitude towards school - K: Confidence, leadership, stand up and support each other, take risks 					
We can meet these goals by making a plan to try something new:			We can meet these goals by reducing barriers in the classroom:		
Decisions: Something we are trying/ want to try			Decision: Commitments to UDL targets		Decision: Commitments to Equity and Reconciliation Targets
What have we tried that is working? - games for teaching and learning, using visuals and manipulatives, pull out reading program (SMARTER reading intervention) What do we still want to try? - Hands on approach, how to make humanities more hands on and visual How do we want to work together? Build a needs-based classroom support plan and create a series of lessons that teach new strategies			8.2: scaffolding learning by starting with accessibility and adding on challenge in goals and tasks 3.2 Connecting new learning to big ideas, other learning, other contexts (familiar and unfamiliar) 5.2 offering supports and strategies for students to create written output (word prediction, text-to-speech, mapping tools, sentence starters etc.)		- We can consider multiple perspectives
We can meet these goals by targeting competencies as a community:					
Decision: Targeted competencies to target for this class: We can be cultural and global citizens by considering diverse perspectives					
We can meet these goals by responded to the needs of this class					
Need: Social Skills RW, JH, LL, LG, AF, LD		Need: Focus/Attention JH, RW, LL, HP, LG, AF, LD		Need: Organization JH, everyone	
				Need: Transition RW, JH, everyone	



4 Minutes

If you were to prioritize 3-4 needs-based areas for a student, what would they be?

How could those individual needs be met in an environment that support all students in a universal way?

Possible next steps:

- Gather information from the students about their identities, interests, strengths & stretches
- Teach and work with students to set their own goals and competencies to target
- Choose and learn more about a UDL target and intentionally draw it into planning & practice
- Choose and learn more about an equity target and intentionally draw it into planning & practice
- Choose and learn more about a competency target and intentionally draw it into planning & practice
- Construct a needs-based classroom support plan
- Intentionally teach strategies from a support plan
- Co plan a unit that draws in UDL/Equity & competency targets

Class Review for Grade 2		School: BG Elementary		Date: Fall 2020	
We can plan for our students by getting to know the:					
Class Interests		Classroom Strengths		Classroom Stretches	
- art, hands on activities, outdoor time, listen to stories, free choice, centre time		- Students are lively, fun, never bored - Good using the zones of regulation		- fine motor, writing, math, attention seeking behaviours, temper tantrums, avoidance behaviours, defiance, saying 'no',	
Based on the interests, strengths and stretches of this class, some questions and goals that I have for this class are:					
Some big questions we have about this class:			Some BIG goals we have for this class:		
<ul style="list-style-type: none"> - How do we address a large academic spread? - How do we support a range of readers, including 8 students who are not decoding yet? - How do we manage challenging behaviours? 			<ul style="list-style-type: none"> - Improve listening skills, increase empathy, develop social skills, using words to solve their own problems, develop reading/writing skills, teach them to regulate their behaviour 		
We can meet these goals by reflecting on what is working, trying something new, and working together:					
What have we tried that is working?			What do we still want to try?		
<ul style="list-style-type: none"> - Zones of regulation, schedule of the day, ready/do/done, organization strategies (book bins for the week), math manipulatives, white boards, zones, 			<ul style="list-style-type: none"> - Adjusting the classroom layout to include some calm down spaces, allow students to take breaks when needed - Teaching attention skills (stop, look listen and putting up hand) - Reinforce positive behaviour - Create a needs-based classroom support plan 		
Based on what we know and are wondering, what decision can we make that can reduce barriers in the classroom?					
Decision: Commitments to UDL targets		Decision: Commitments to Equity and Reconciliation Targets		Decision: Commitments to Core Competencies	
Engagement 8.1 – Clearly communicate learning goals and targets 9.2 – Teaching students how to manage emotional responses		<ul style="list-style-type: none"> - Use students' real-life experiences to connect school learning to students' lives - Consider different points of view 		<ul style="list-style-type: none"> - Problem Solving 	
We can meet these goals by prioritizing and responding to the needs of this class:					
Need: Executive Functioning (task initiation, sequencing) AM, <u>AB</u> , EB, AR, JR, PS, LT, <u>CT</u>		Need: Personal Safety (leaving the classroom) <u>CT</u> , EB, AR		Need: Self Regulation AA, <u>AB</u> , EB, HB, AR, PS, LT, <u>CT</u>	
Need: Social Skills (Problem Solving) <u>AB</u> , EB, HB, AR, PS, <u>CT</u> , EW, MJ					



SHIFTING OUR SUPPORT MODELS

The cupcake Model



Special Education

Medical Model

The cupcake model



Shelley Moore, 2019

The layered cake model



@tweetsomemoore

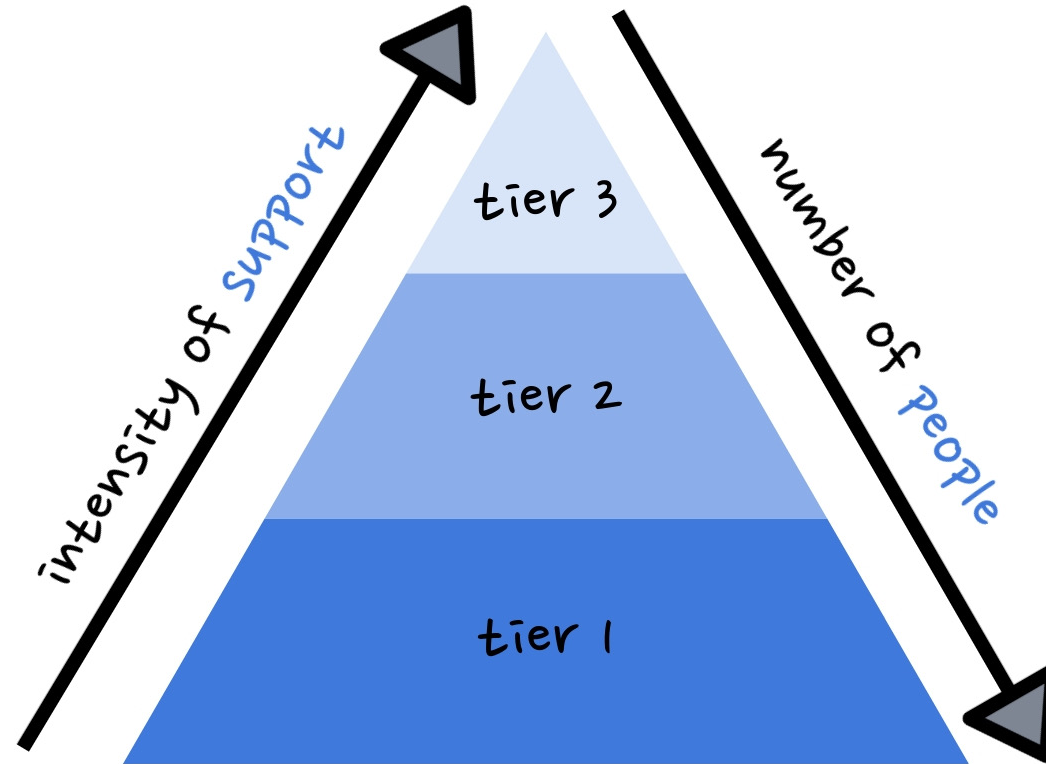
The layered cake model



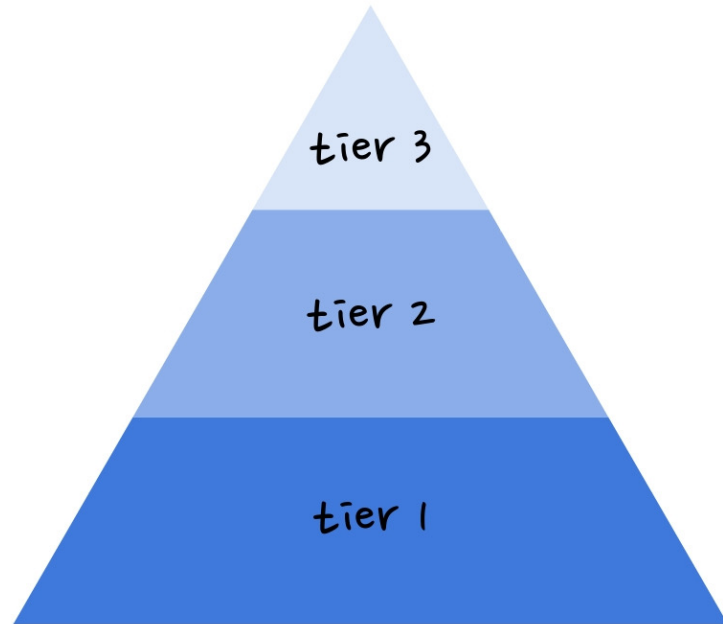
Shelley Moore, 2019

@tweetsomemoore

RTI: RESPONSE TO INTERVENTION

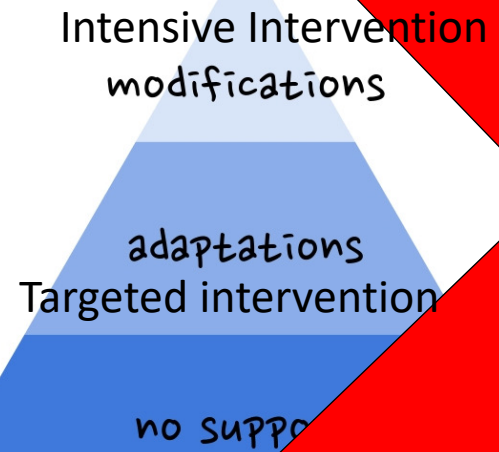


RTI: RESPONSE TO INTERVENTION



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

RTI: RESPONSE TO INTERVENTION ??



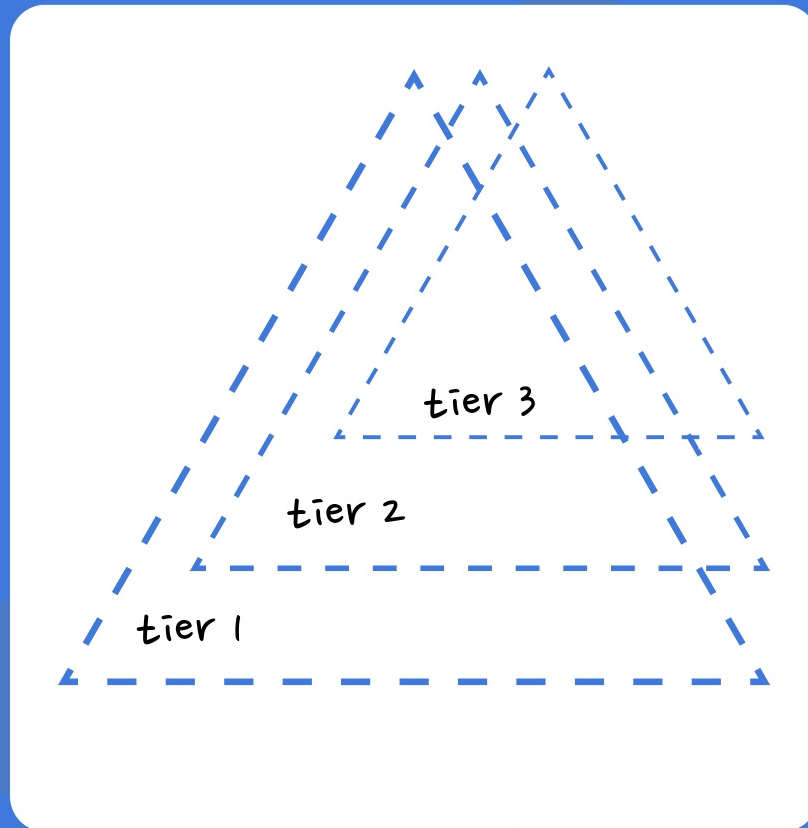
Intensive Intervention
modifications

adaptations
Targeted intervention

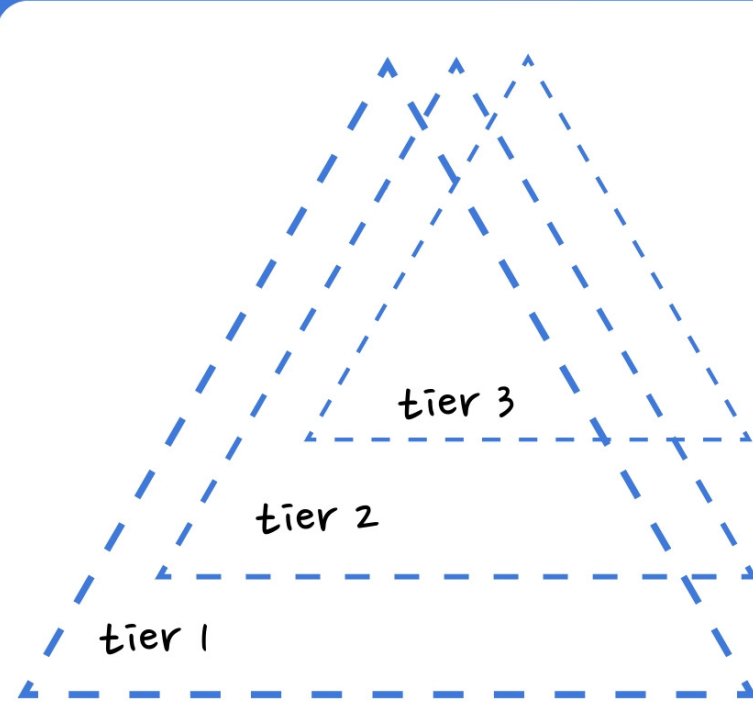
no support



RTI: RESPONSE TO INSTRUCTION



RTI: RESPONSE TO INSTRUCTION

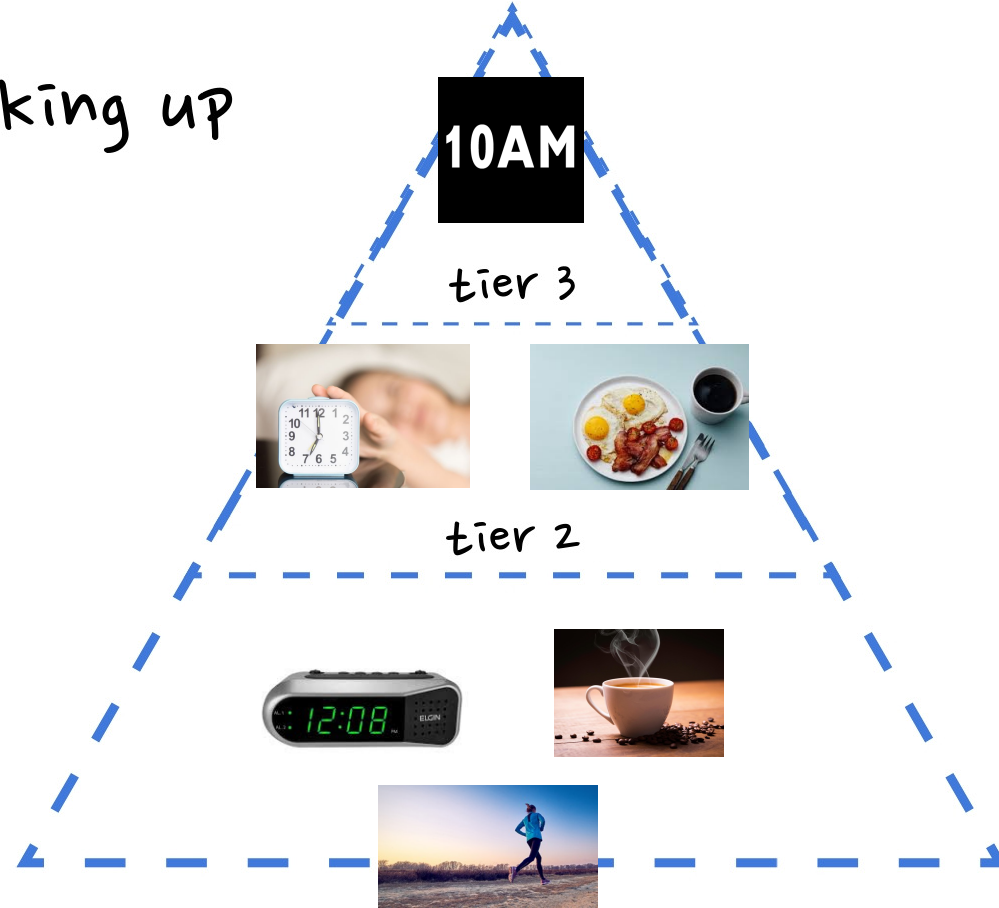


- early instruction of support
- assessment of the environment
- universal supports

RESPONSE TO INSTRUCTION



Lens: waking up



Shelley Moore, 2019

@tweetsomemoore

THE **SUPPORT** EQUATION

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

Response to
Instruction

universal
Design for
Learning

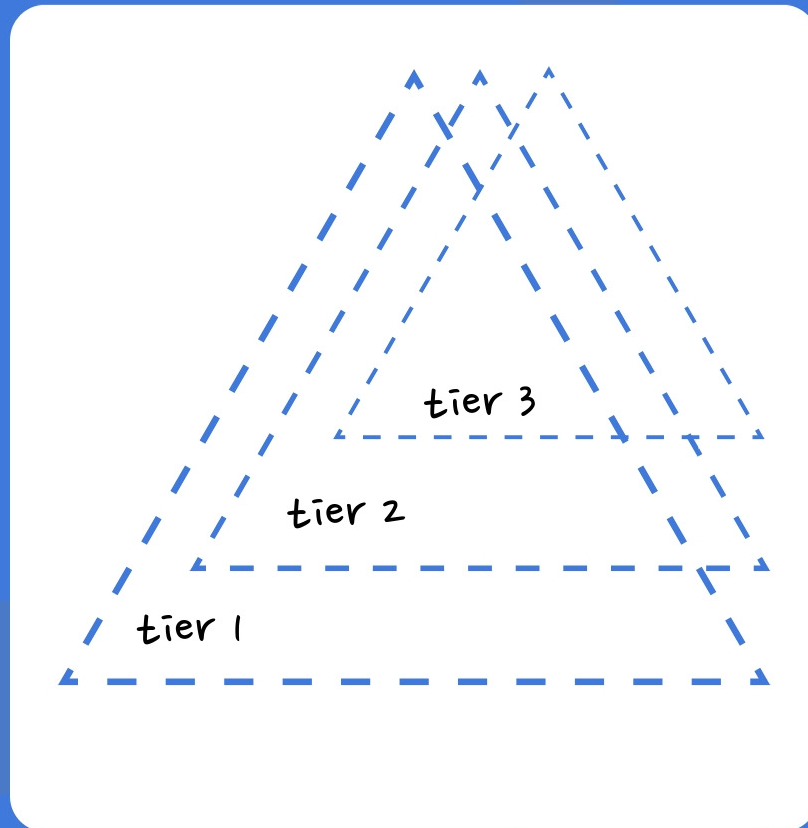
Self Regulation
for
Learning



Thinking back, Looking Ahead

- What is something you want to **remember**?
- What is something you **want to try**?
- What is something you want to **share** with someone else?

RTI: RESPONSE TO INSTRUCTION



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

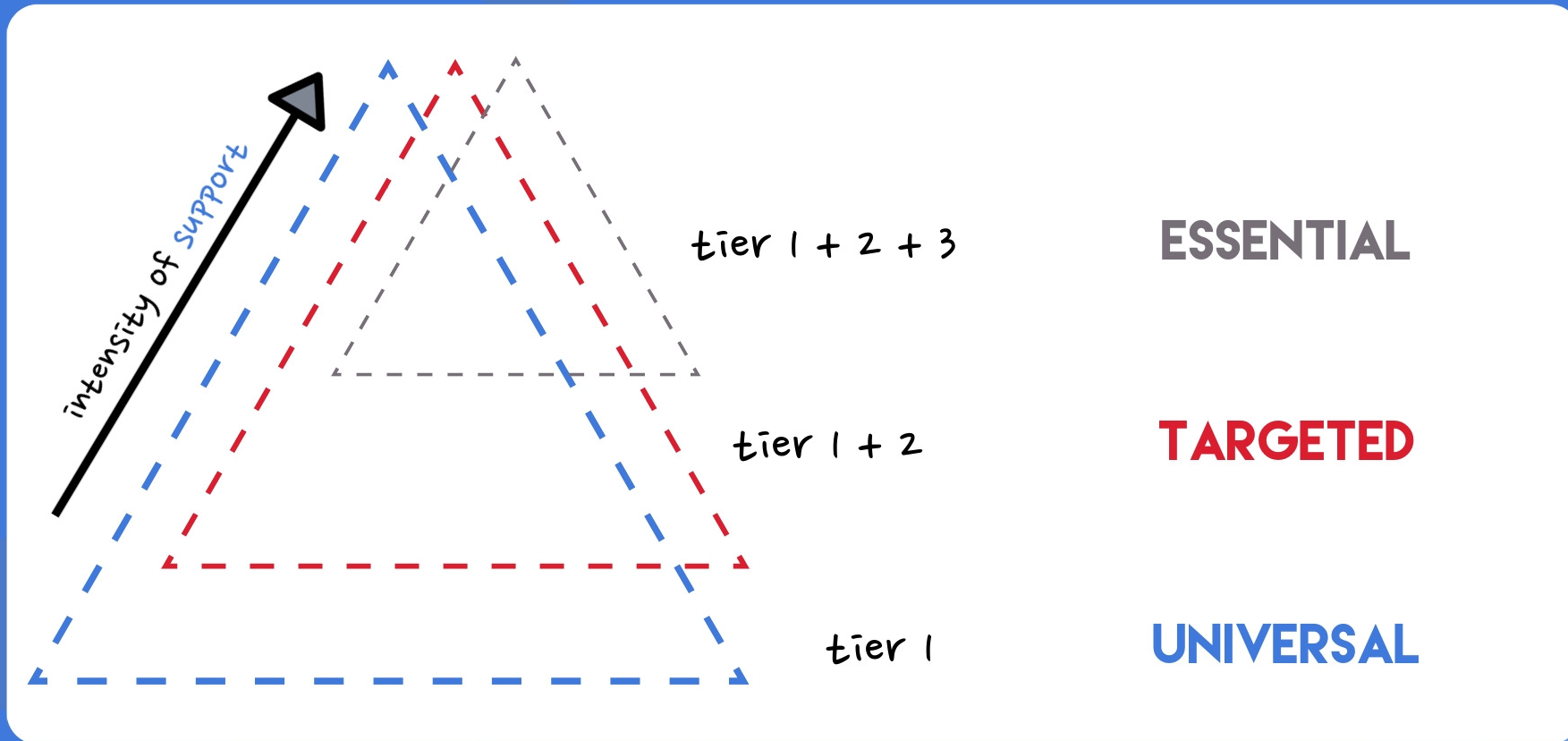


Time



Funding

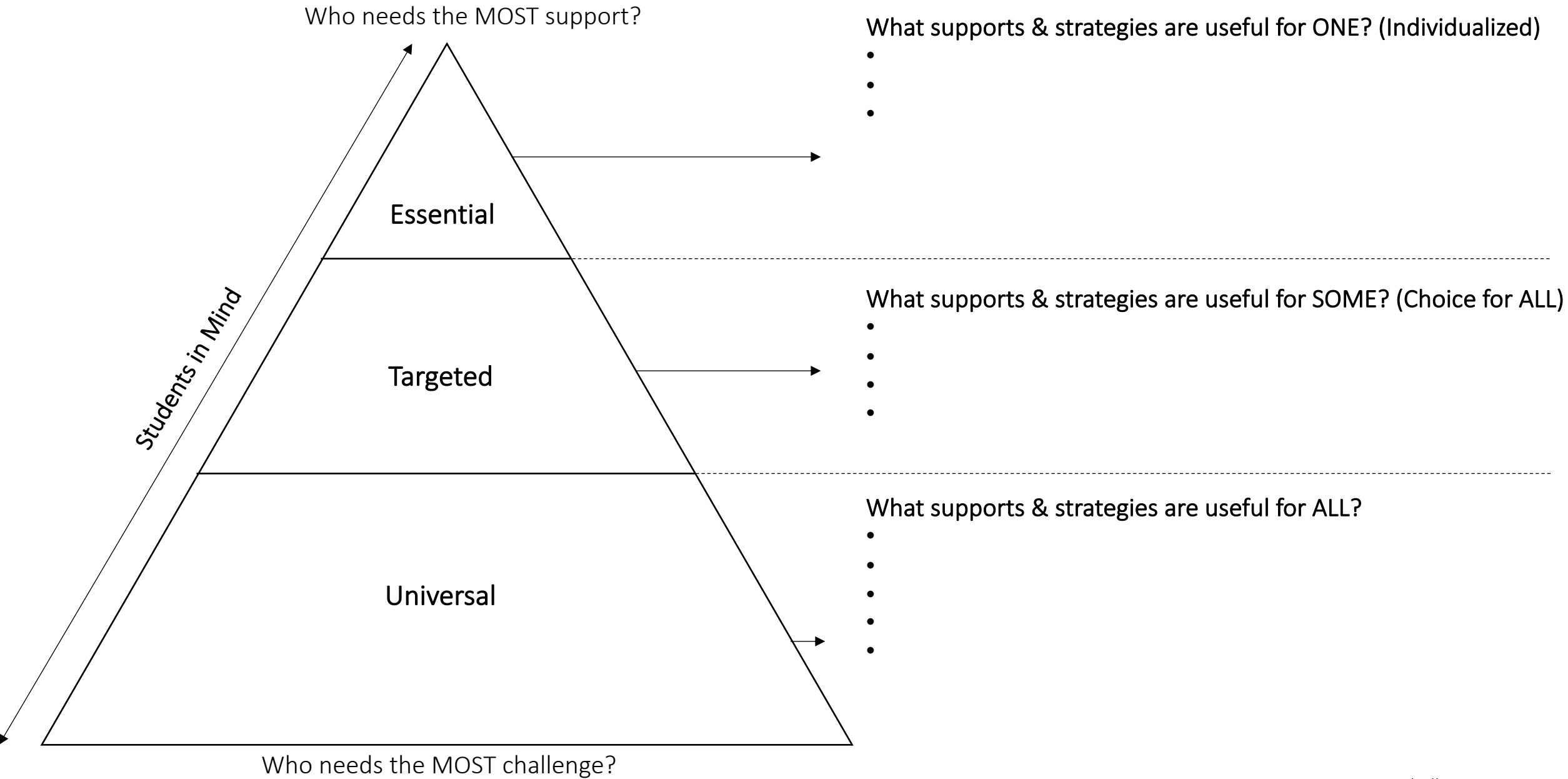
RTI/MTLS



Planning for ALL

Need:

Students in Mind:



Planning for ALL

Need: Multilingual Learners

Students in Mind:

Who needs the MOST support?

What supports & strategies are useful for ONE? (Individualized)

Essential

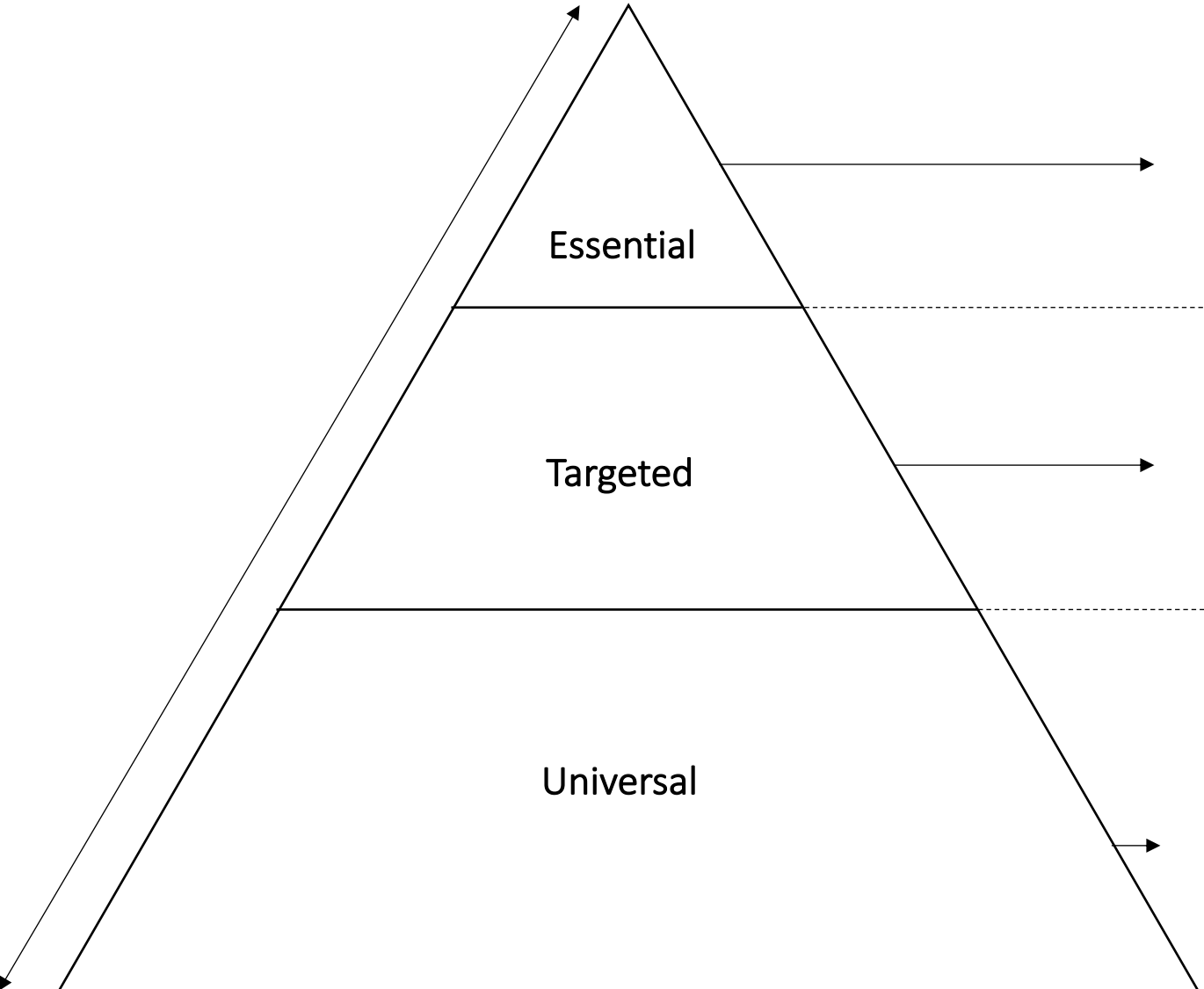
What supports & strategies are useful for SOME? (Choice for ALL)

Targeted

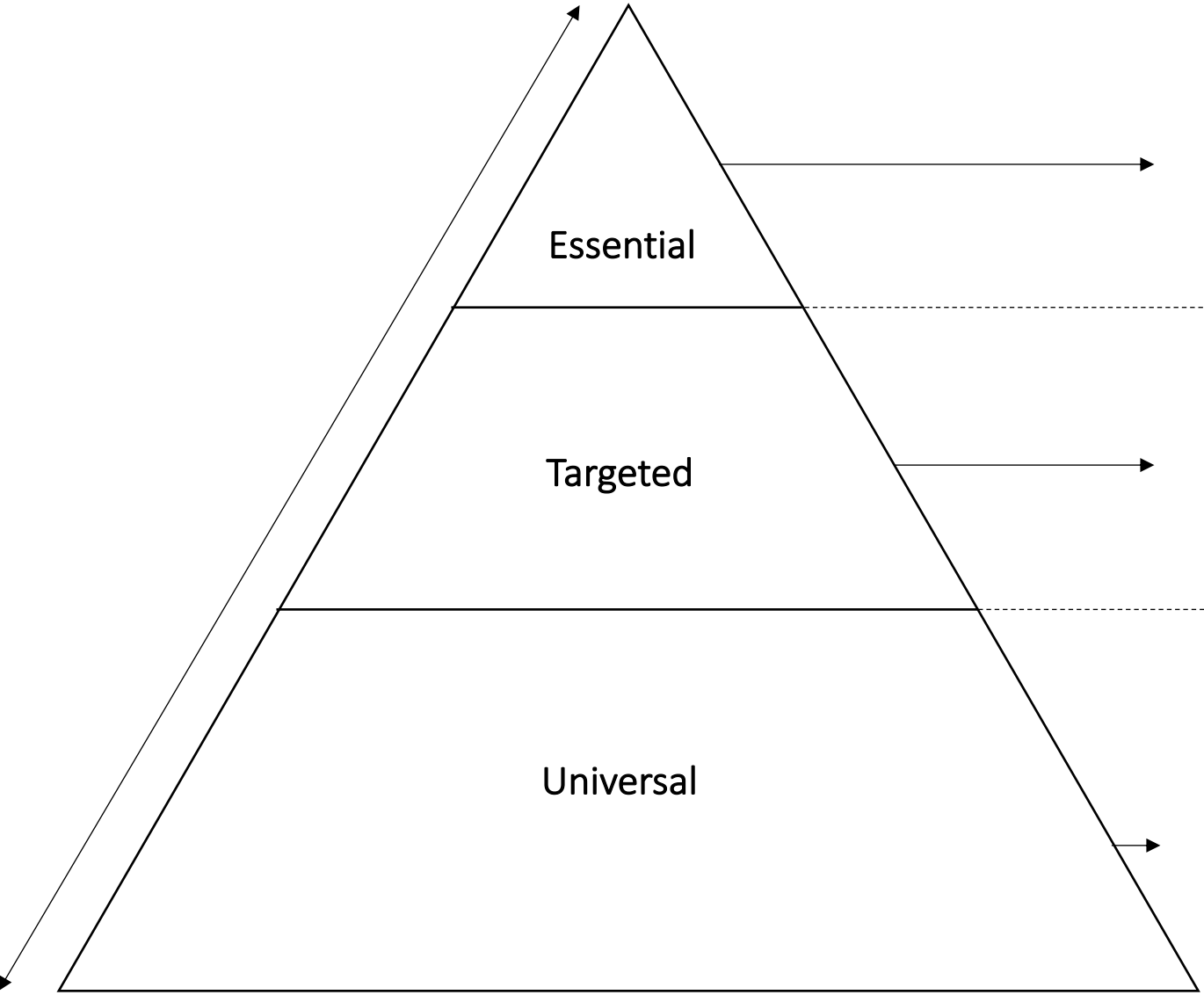
What supports & strategies are useful for ALL?

Universal

Who needs the MOST challenge?



Who needs the MOST support?



What supports & strategies are useful for ONE? (Individualized)

- Individual student co-developed language goals
- Individual conferencing/direct instruction during work time (not lesson time)

What supports & strategies are useful for SOME? (Choice for ALL)

- iPad for visual translation/communication support
- Sentence frames
- Visuals/ objects
- Strategic Pairings
- QSSSA strategy (question, signal, stem, share, assess)
- Allow previewing of information in home language

What supports & strategies are useful for ALL?

- Relationships with student, families and caregivers
- Multi-lingual word/picture wall
- Books with diverse characters
- Everyone learns words in a new language words
- Learn language across all curricular areas
- Speak clear, slow and allow for wait time
- Multiple ways to show learning (visual, oral, written)
- Celebrate language diversity in class/school

Who needs the MOST challenge?

Planning for ALL

Need: Anxiety

Students in Mind:

Who needs the MOST support?

What supports & strategies are useful for ONE? (Individualized)

Essential

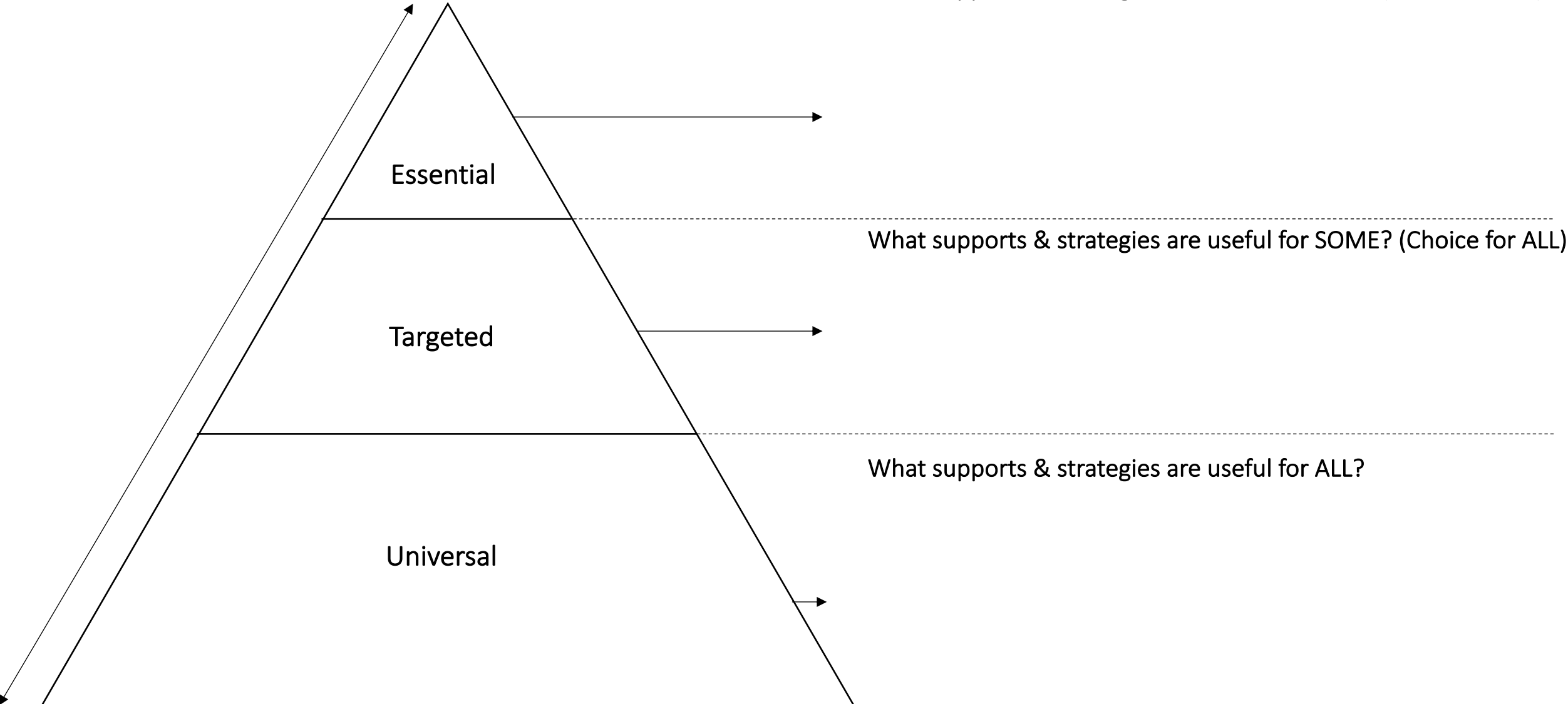
What supports & strategies are useful for SOME? (Choice for ALL)

Targeted

What supports & strategies are useful for ALL?

Universal

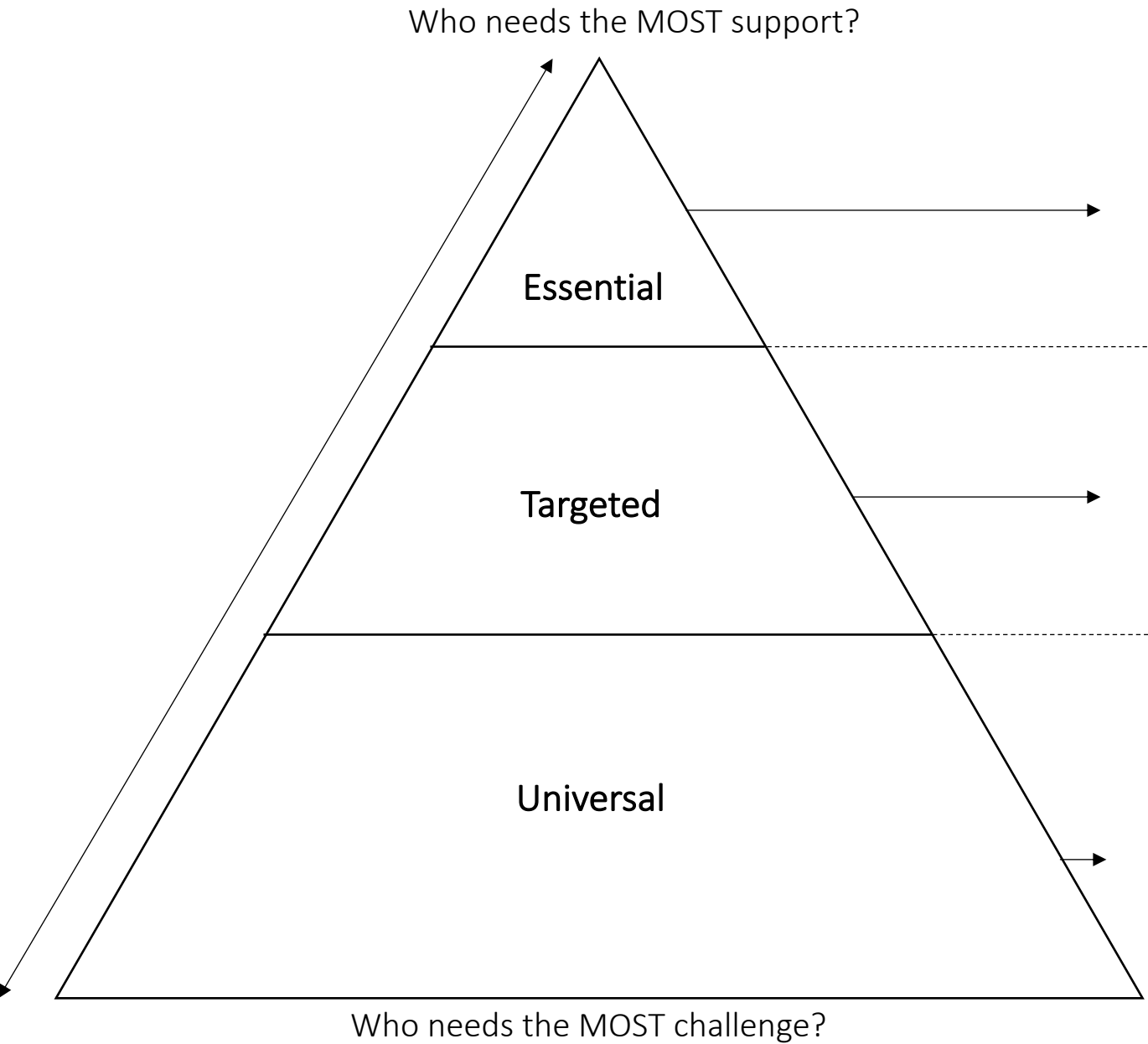
Who needs the MOST challenge?



Planning for ALL Grade 1

Need: Anxiety

Students in Mind: RM, TC



What supports & strategies are useful for ONE? (Individualized)

- Family photo
- RM - One on one morning check in with a trusted adult in the school (5-10 min with librarian when he arrives to school)

What supports & strategies are useful for SOME? (Choice for ALL)

- Taking breaks
- Parent check ins
- Home communication book
- Bring a familiar object from home


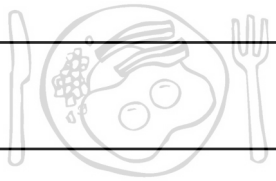
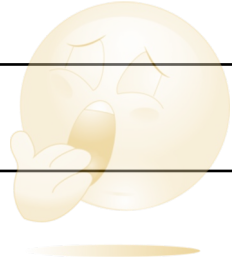
What supports & strategies are useful for ALL?

- Choice
- Target and teach self advocacy skills/ anxiety management skills/ Calming strategies
- Open ended tasks (not one answer or one way to complete a task)
- Leadership opportunities in class/ school
- Welcome students when they arrive, even if they are late

Strategy: Designing a Needs Based Classroom Support Plan

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

← Range of Support (MTLS) →

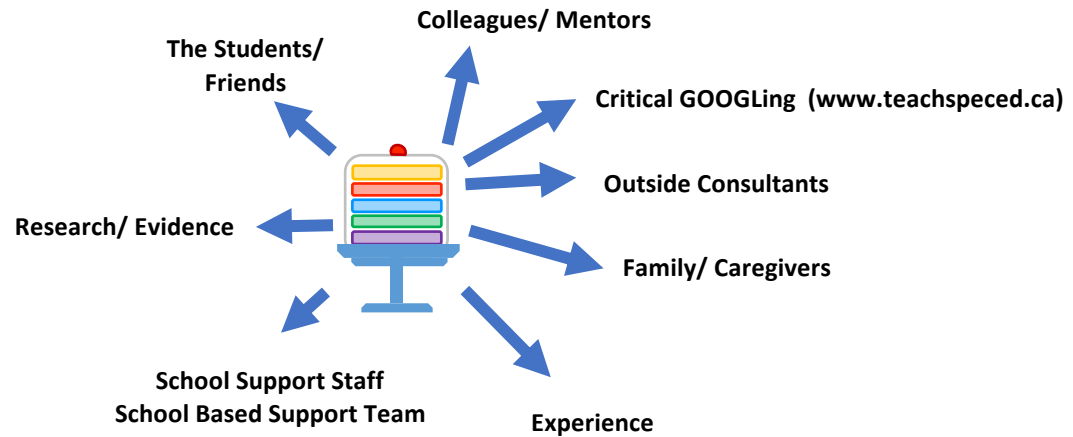
	Students...	Strategies & Supports		
	who needs the most support	Universal Support (Good for ALL)	Targeted Support (CHOICE for ALL)	Essential Support (Good for ONE)
Range of Students (RTI)	Need			
	Need			
	Need			
	Need			
	Need			
	who needs the most challenge			



Layered Support Cake of Love: Classroom Support Plan



How do we figure out supports or strategies students need?



www.teachspeced.ca

OTF
Your Voice. Your Strength.
Ontario Teachers' Federation

TEACHERS' GATEWAY TO SPECIAL EDUCATION

Teaching Strategies & Resources | Key Practices | Glossary | FAQs

Search

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

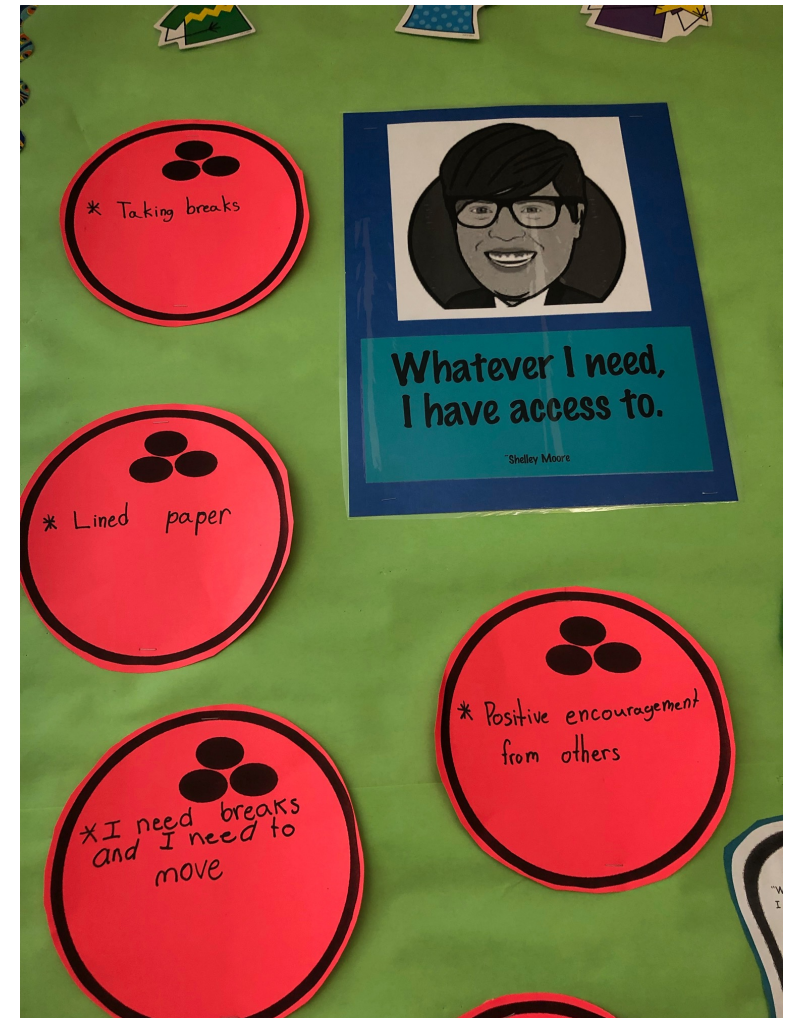
Range of Support

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.		Reconciliation & Equity Targets: <ul style="list-style-type: none"> - Sharing local Indigenous content for math concepts - Standards based grading and reporting 		

Range of Students

Classroom Support Plan

Strategy: taking a 2 min break



Strategy: taking a 2 min break

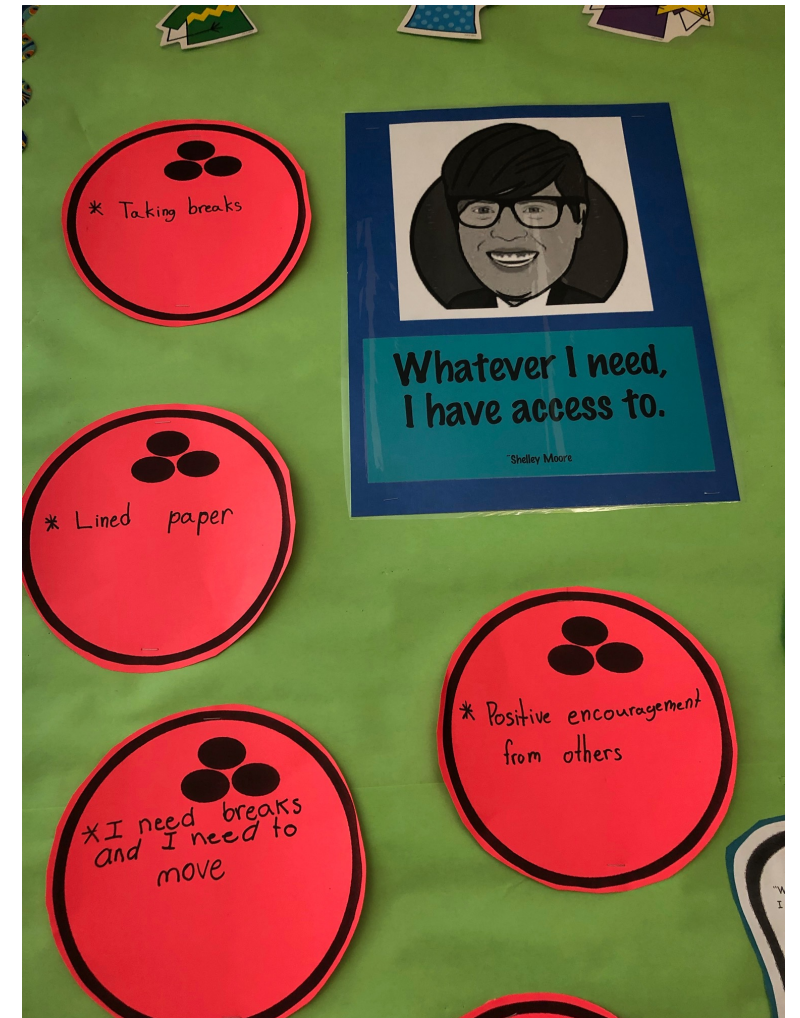
Instruct

- What is a 2 min break?
- Why is a 2 min break useful?
- How do I use a 2 min break as a **tool** or an **action**?
 - 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

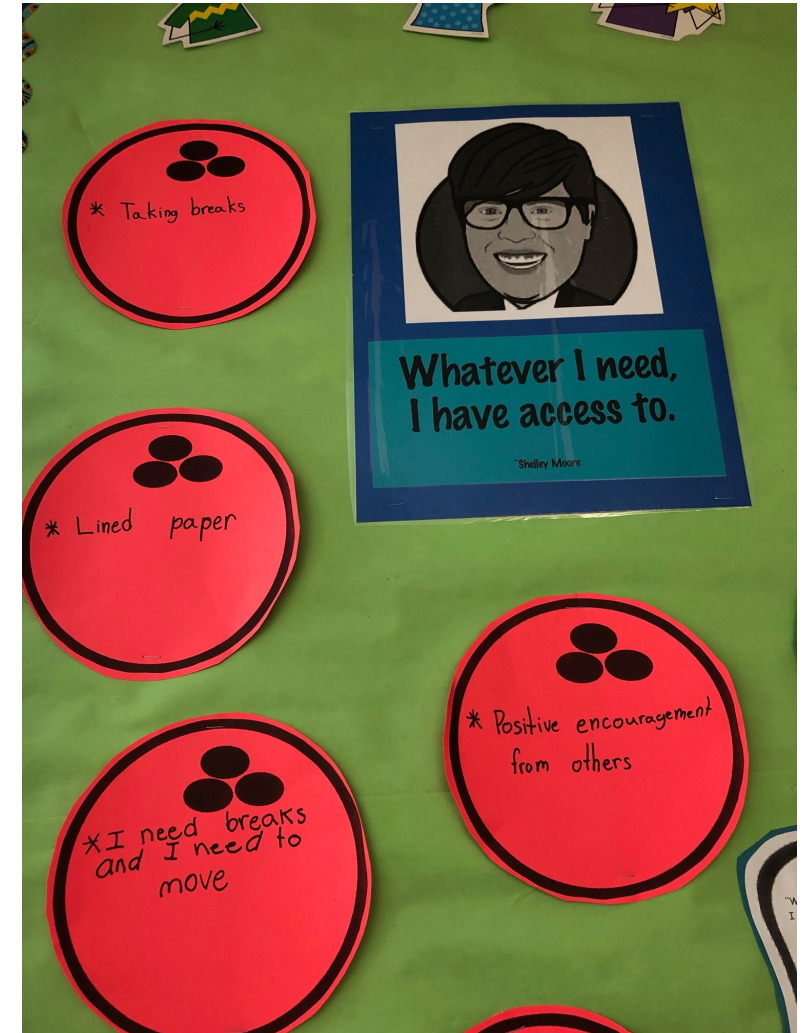
Instruct

- 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

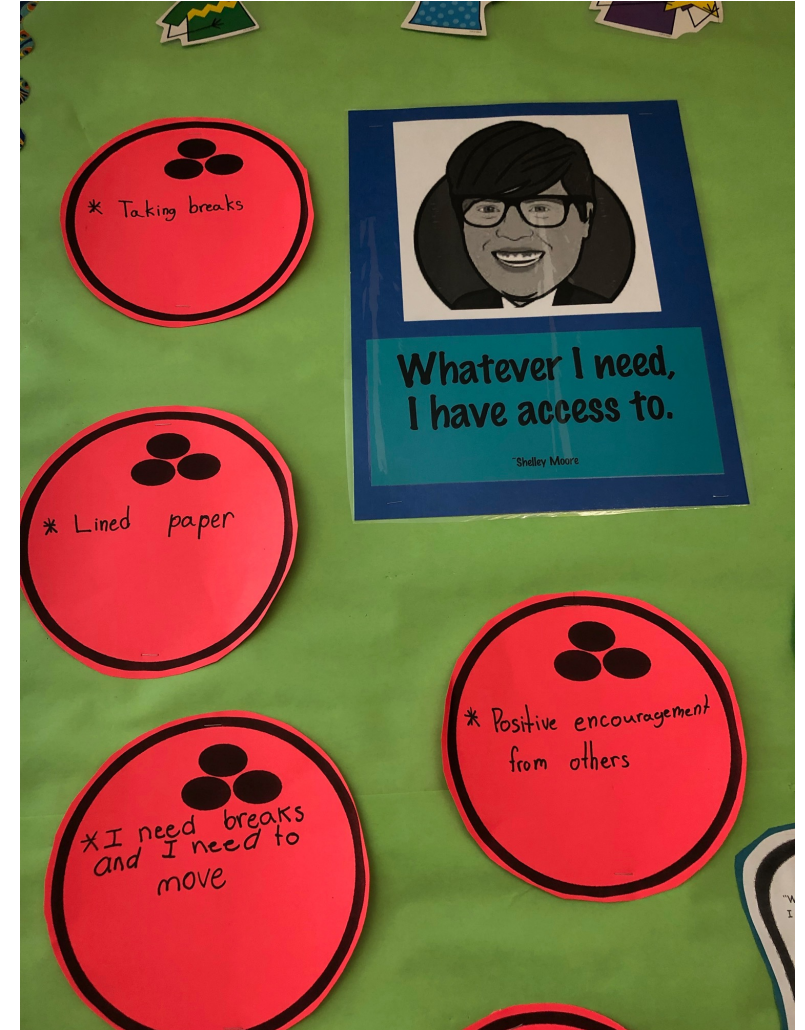
access points

sensory tools

Snacks/ water

gum

hats



Homework Options

- reflect on the needs of your class using the needs-based assessment
- ask students what supports or strategies work for them
- choose one need and decide on some support and strategies using RTI planning
- try teaching a new support or strategy to students and get them to reflect on what works and why

SHELLEY MOORE



@tweetsomemoore



@fivemooreminutes



@fivemooreminutes



www.fivemooreminutes.com

www.blogsomemoore.com

