

# 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**.



4 Minutes

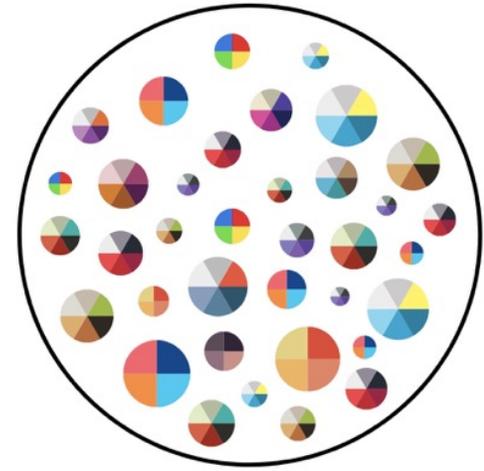
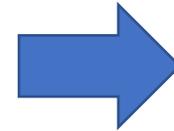
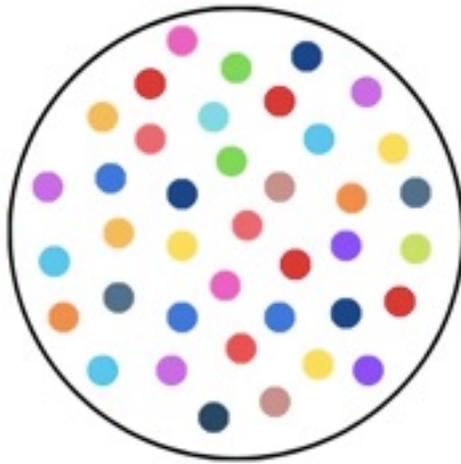
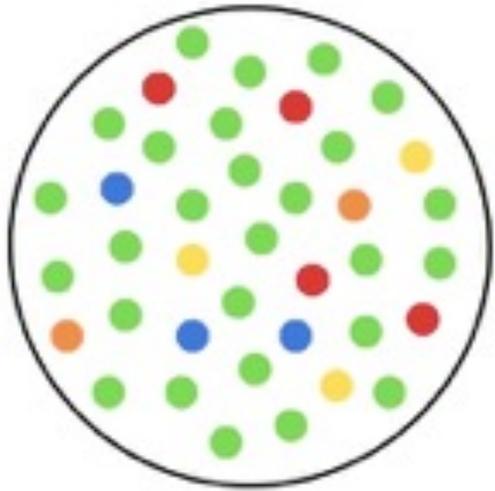
Popcorn!

What are you trying?

What are you noticing?

What questions are coming  
up?

# What is inclusion?

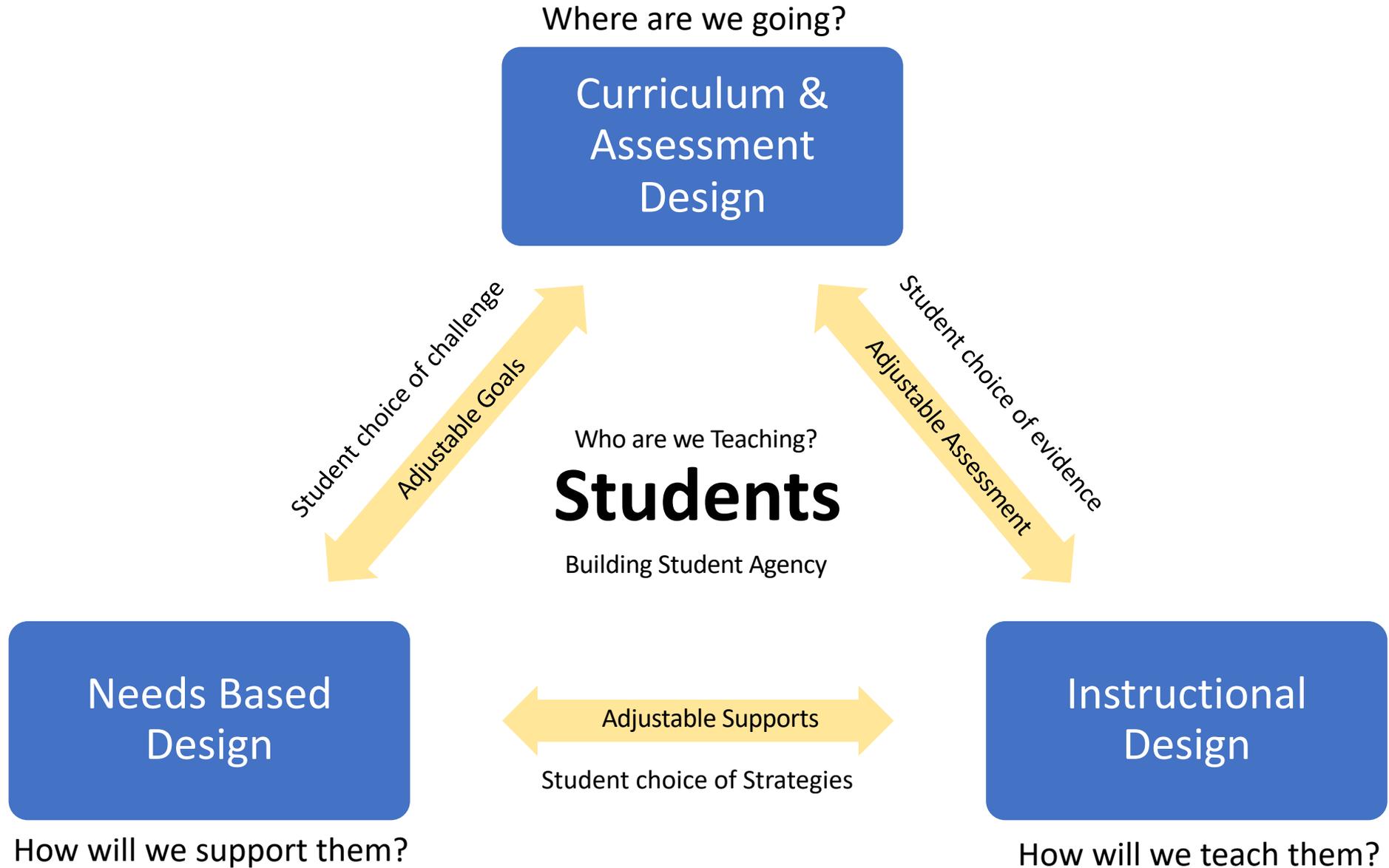


How do we include  
people who are  
different

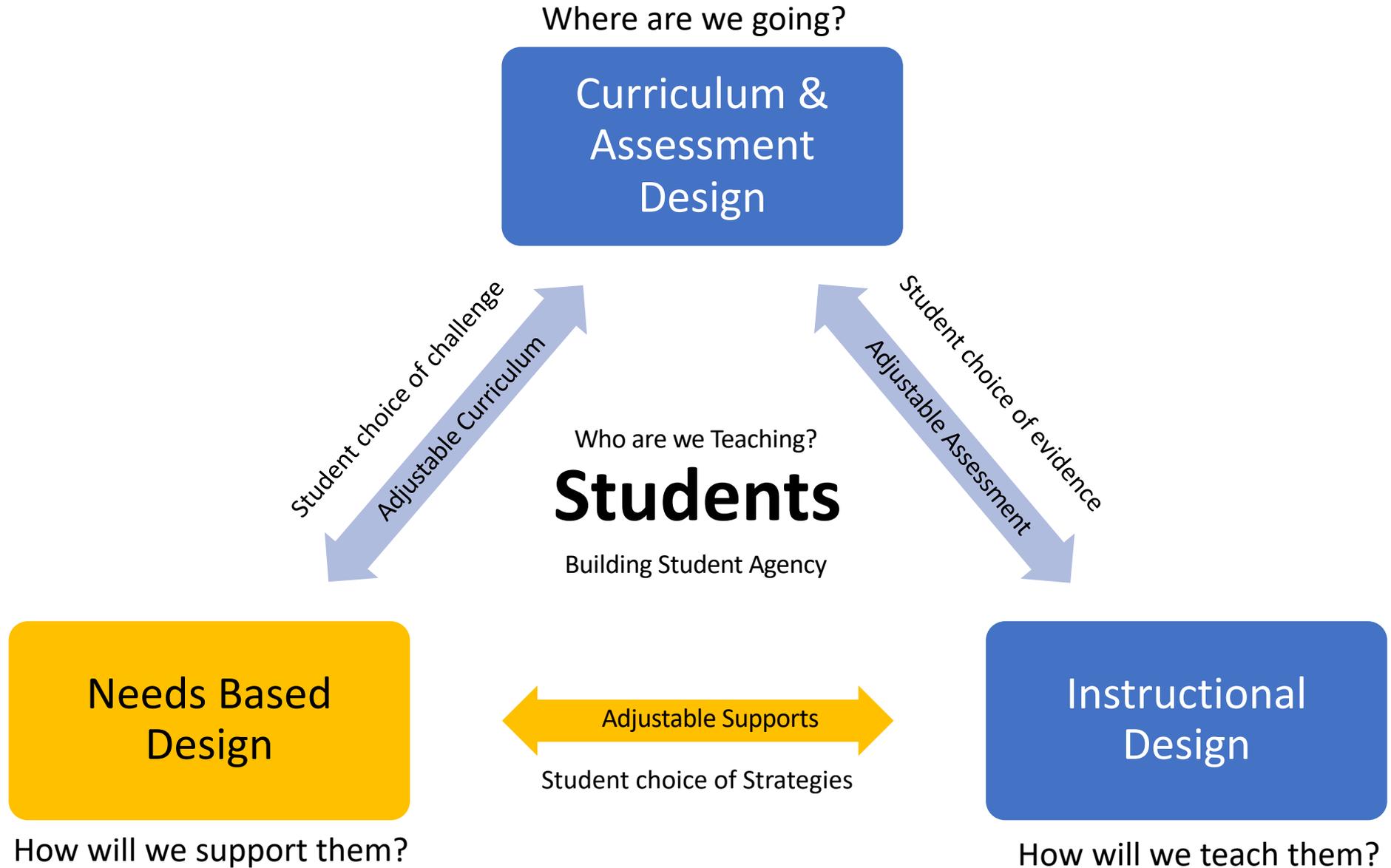
How do we teach  
to diversity?

How do we  
teach to identity?

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



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



## The cupcake model



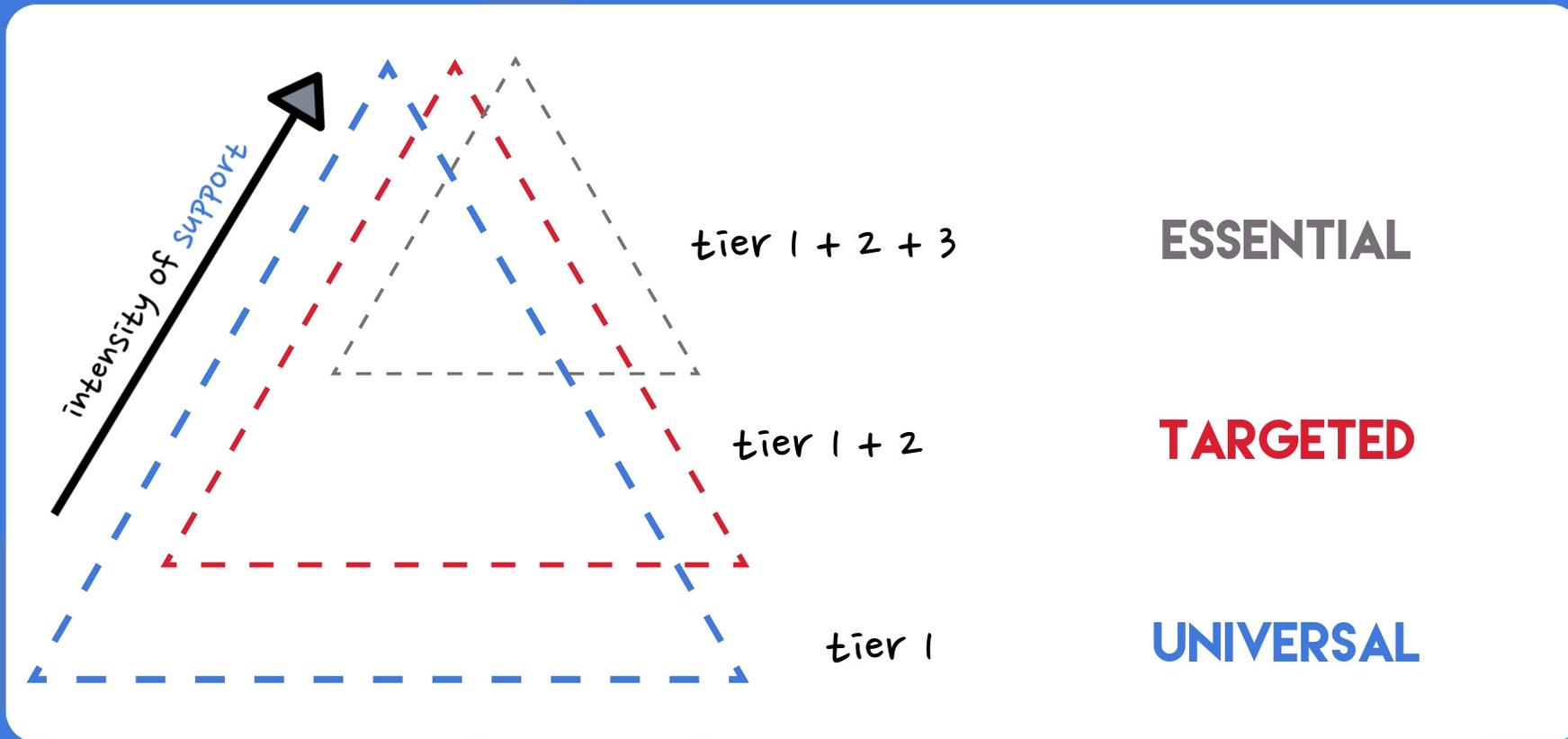
Shelley Moore, 2019

## The layered cake model



@tweetsomemoore

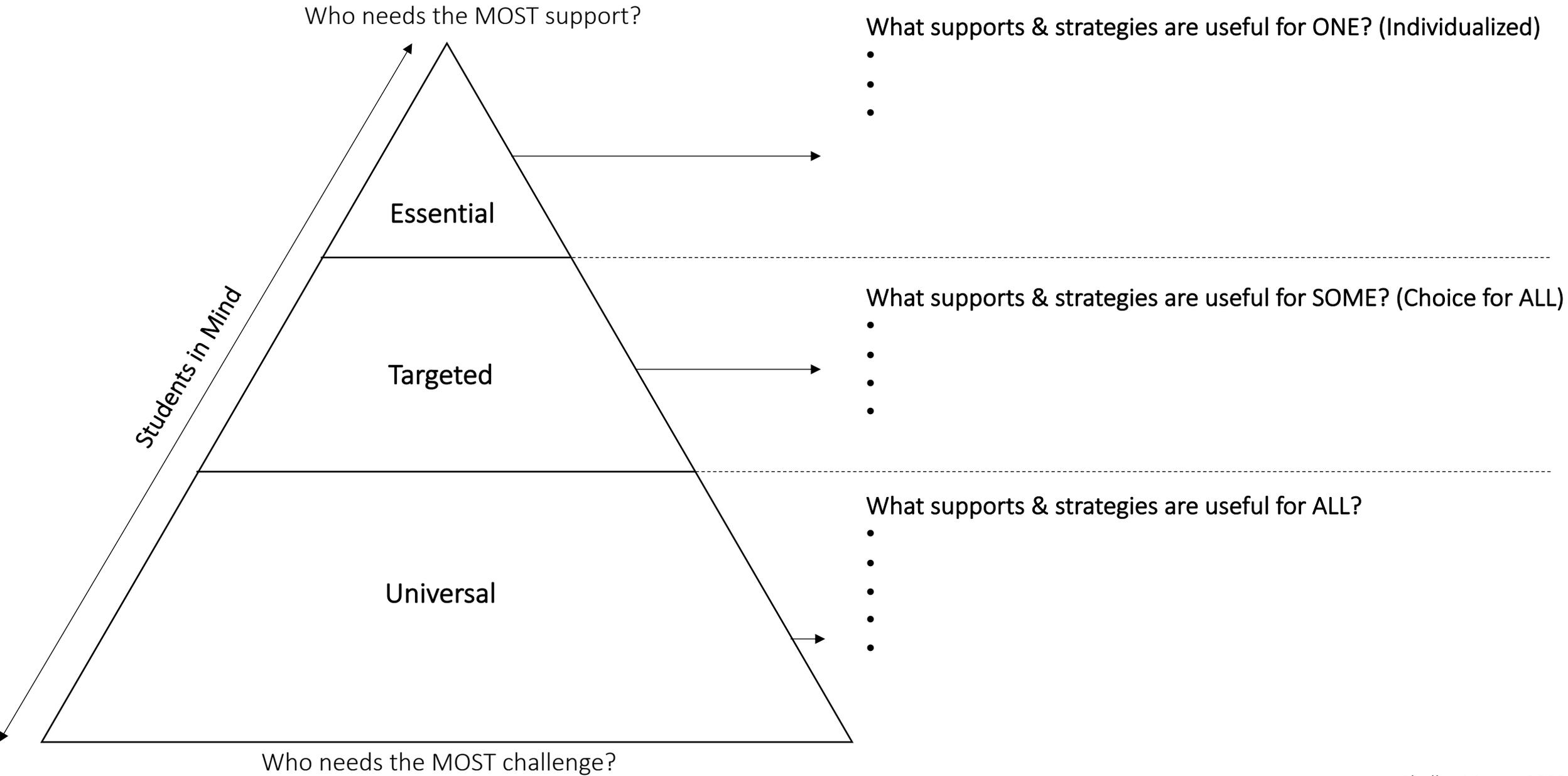
# RTI/MTLS



# Planning for ALL

## Need:

## Students in Mind:



Planning for ALL  
Grade 1/2

Need: Anxiety

Students in Mind: RM, TC

Who needs the MOST support?

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

Essential

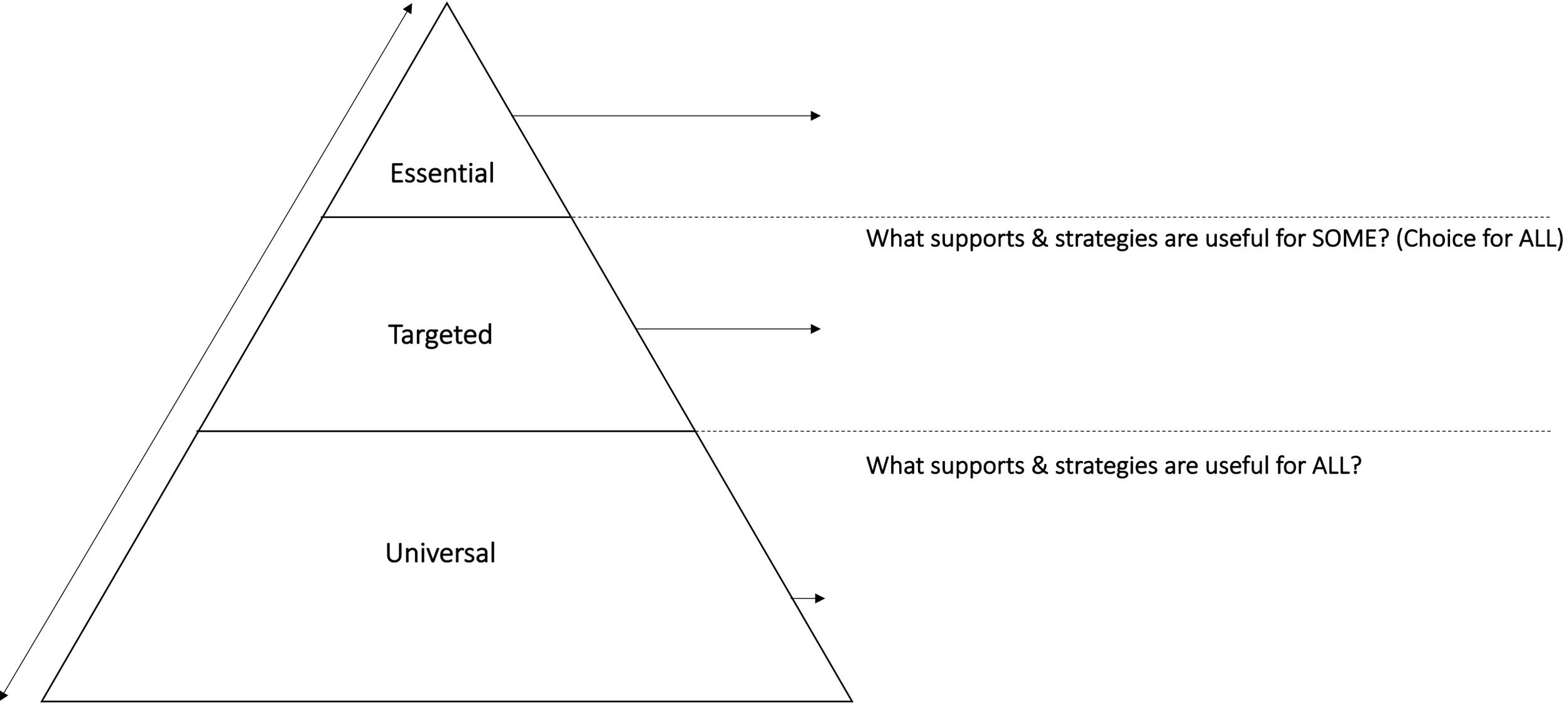
What supports & strategies are useful for SOME? (Choice for ALL)

Targeted

What supports & strategies are useful for ALL?

Universal

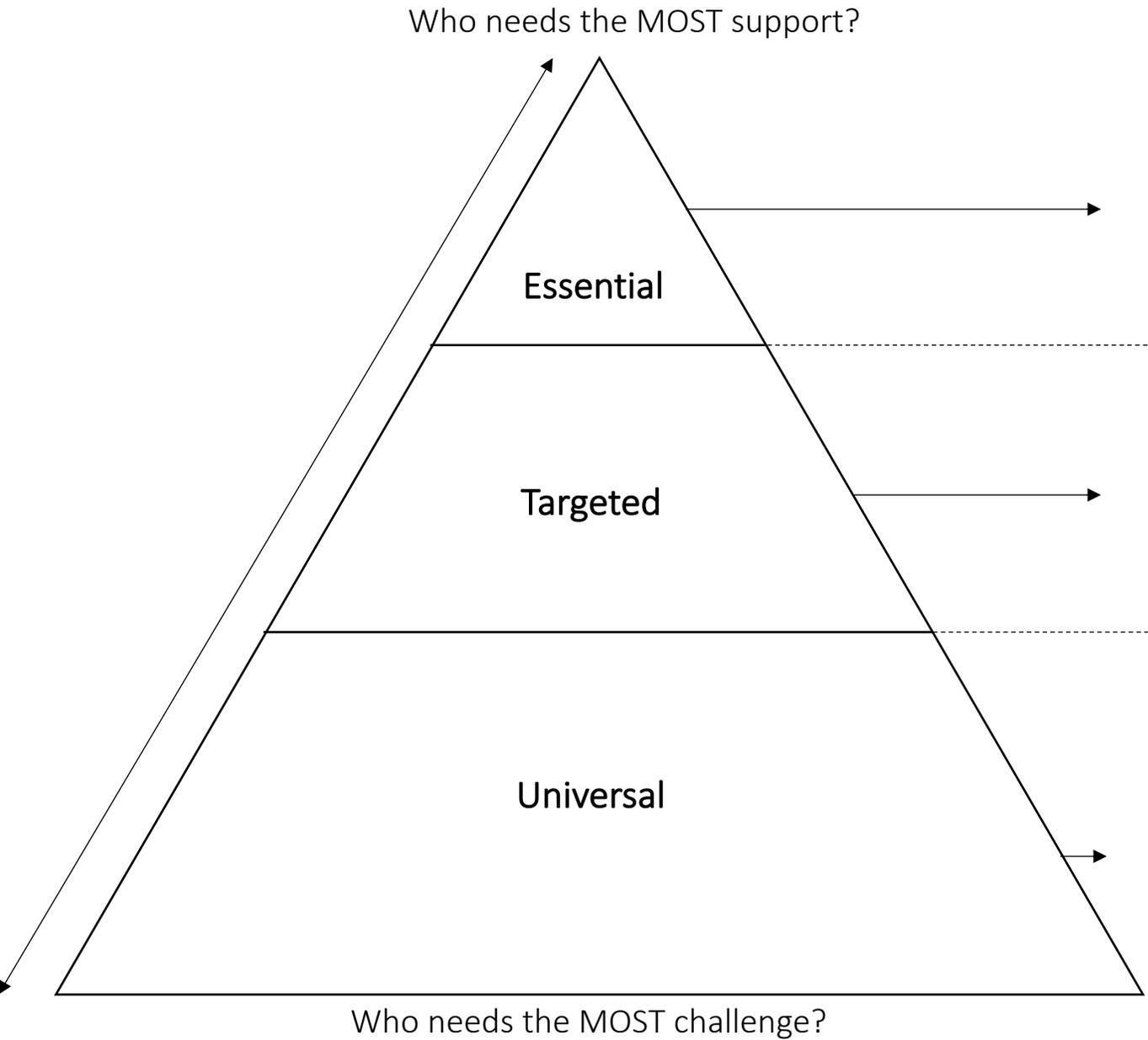
Who needs the MOST challenge?



# Planning for ALL Grade 1/2

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

# 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 <b>does not need support</b> 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: Gr 4 Classroom Teacher(s): Mr. P Date: Dec. 2022

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 <b>immediately</b>	Our classroom community needs support for this <b>soon</b>	Our classroom community <b>does not need support</b> 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			

# www.teachspeced.ca



TEACHERS' GATEWAY TO  
SPECIAL EDUCATION



Teaching Strategies & Resources

Key Practices

Glossary

FAQs



## Student Needs

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

## IPRC Exceptionalities

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

## Diagnosed Conditions ✕

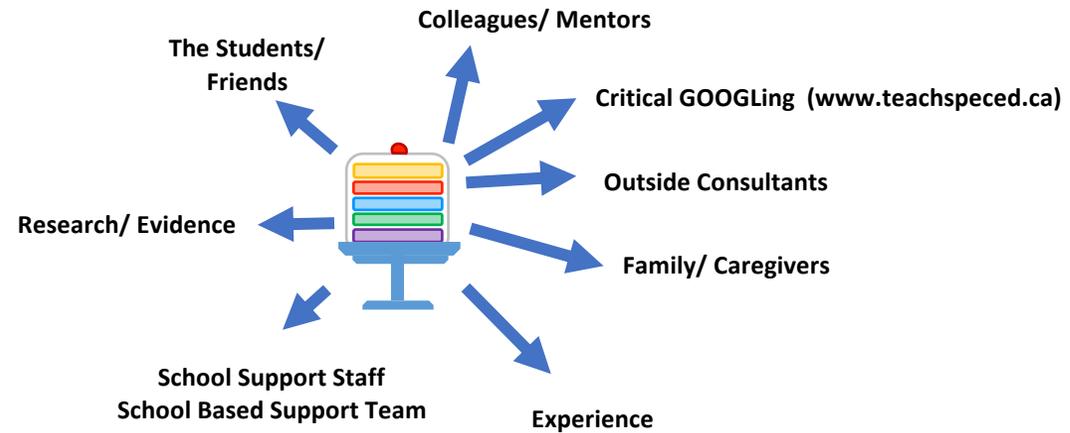
Acquired Brain Injury  
Alcohol-Related Neuro-developmental Disorder (ARND)  
Angelman Syndrome  
Anxiety Disorders  
Attention Deficit Hyperactivity Disorder (ADHD)  
Auditory Processing Disorder (Central)  
Autism Spectrum Disorder (ASD)  
Bipolar Disorder  
Blind/Vision Impaired  
Brain Injury  
Cerebral 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



## Layered Support Cake of Love: Classroom Support Plan



How do we figure out supports or strategies students need?



# Strategy: Designing a Needs Based Classroom Support Plan

**Classroom Support Plan**  
 Teacher(s): \_\_\_\_\_ Support Staff: \_\_\_\_\_ Lens: \_\_\_\_\_



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



Students...		Strategies & Supports		
Who needs the most support		Universal Support (Good for ALL)	Targeted Support (CHOICE for ALL)	Essential Support (Good for ONE)
	J.W.			
<b>Need</b> 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,
<b>Need</b> Vision	R.P	Large print & high contrast outline of handouts, do not change furniture floor plan	Sitting close proximity to front of class	Magnifier,
<b>Need</b> Trauma	H.L., U.B	Make personal connection daily, snacks, drinks allowed, chunk task into an essential portion, <b>take 2 min breaks</b>	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
<b>Need</b> ELL	Y.I., O.R., B, F, N.M	Teach important vocabulary for a lesson, visuals, manipulatives & visuals, strategic partnering, math word wall		translator
<b>Need</b> 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	
<b>Who needs the most challenge</b>				
		I.K., R.M.		



# 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

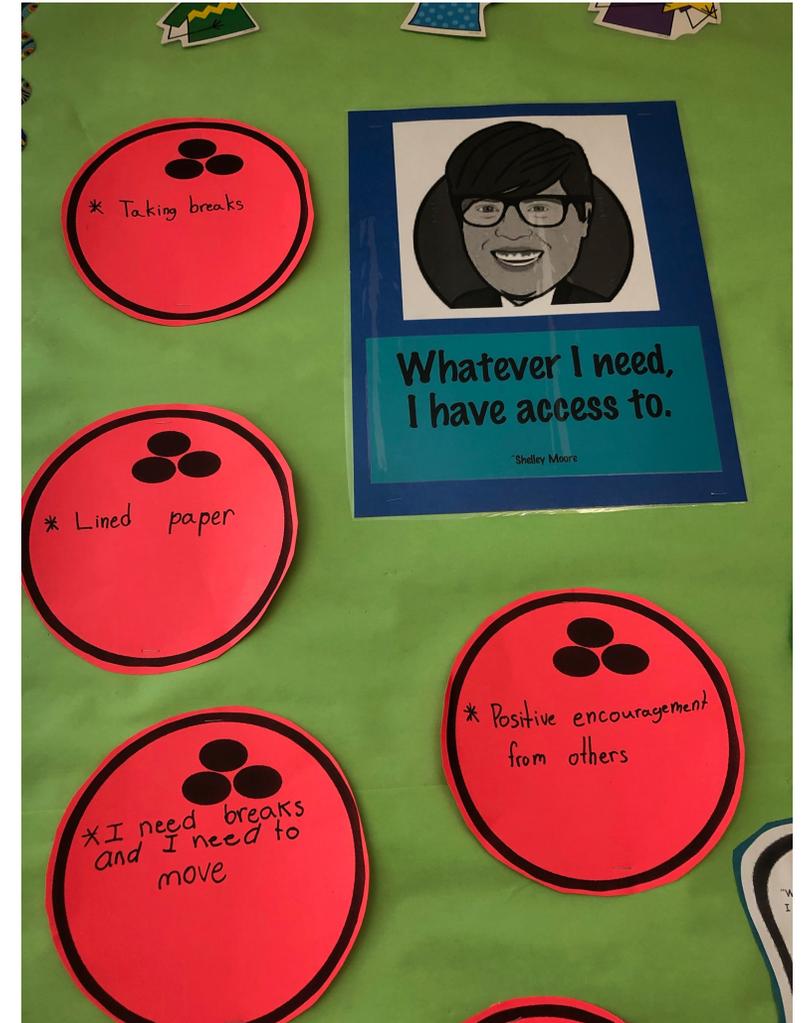
## Instruct

- 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

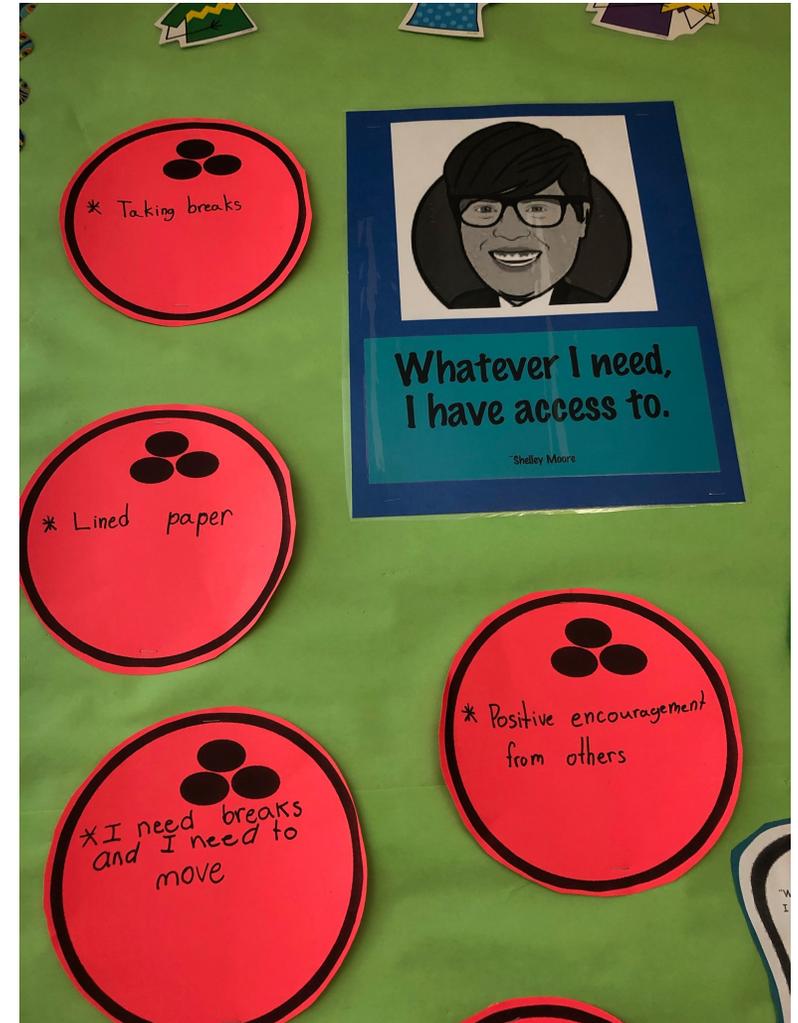
access points

sensory tools

Snacks/ water

gum

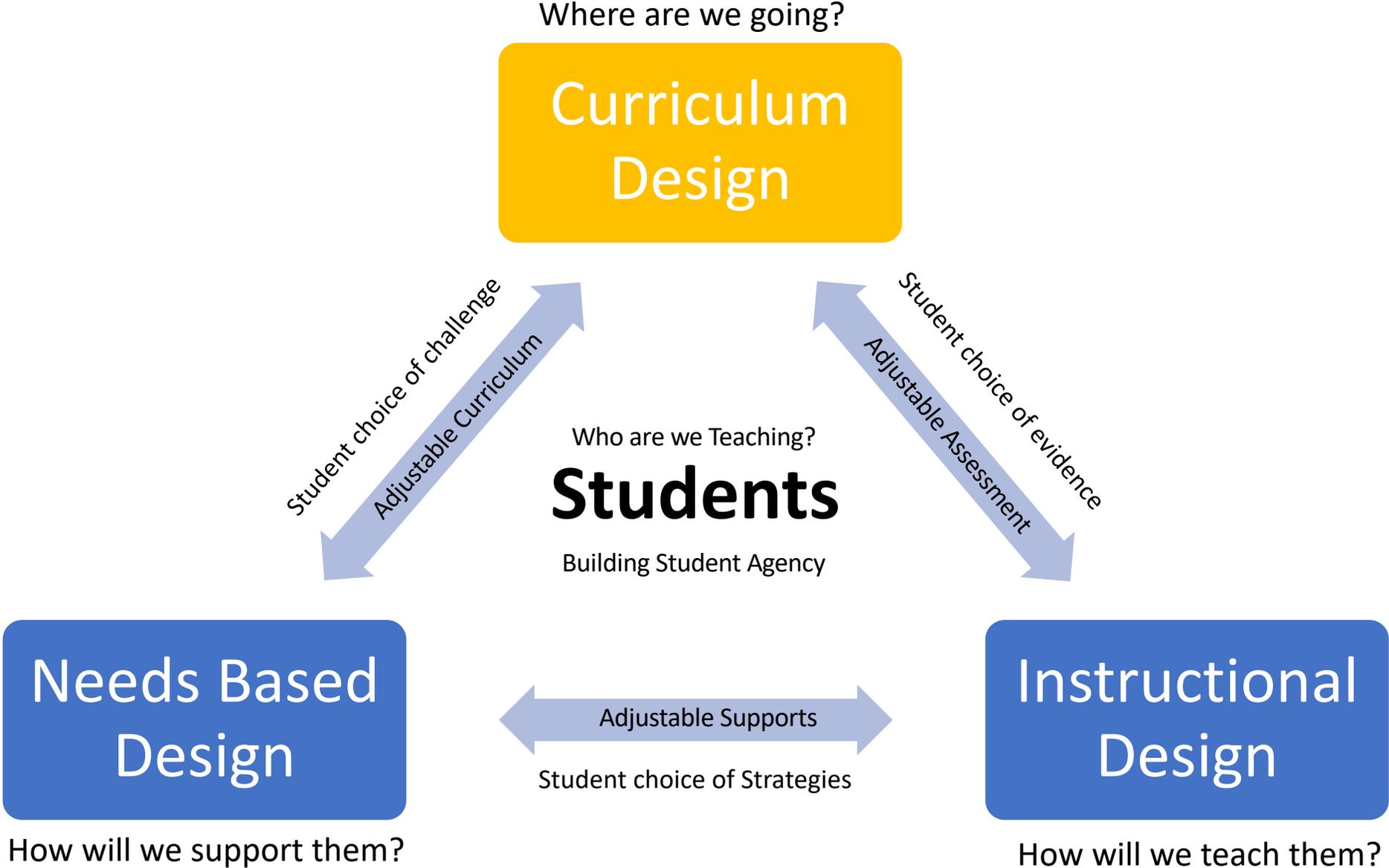
hats



# 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

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



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