

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**.

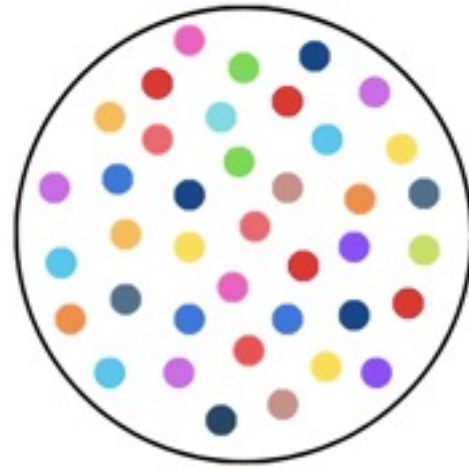
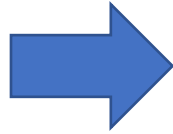
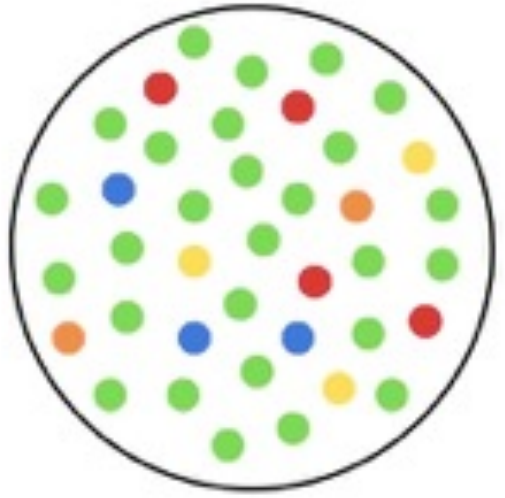


4 Minutes

Small Group Chat

Are you your biggest
questions about inclusion?

What is inclusion?



How do we include
people who are
different

How do we teach
to diversity?



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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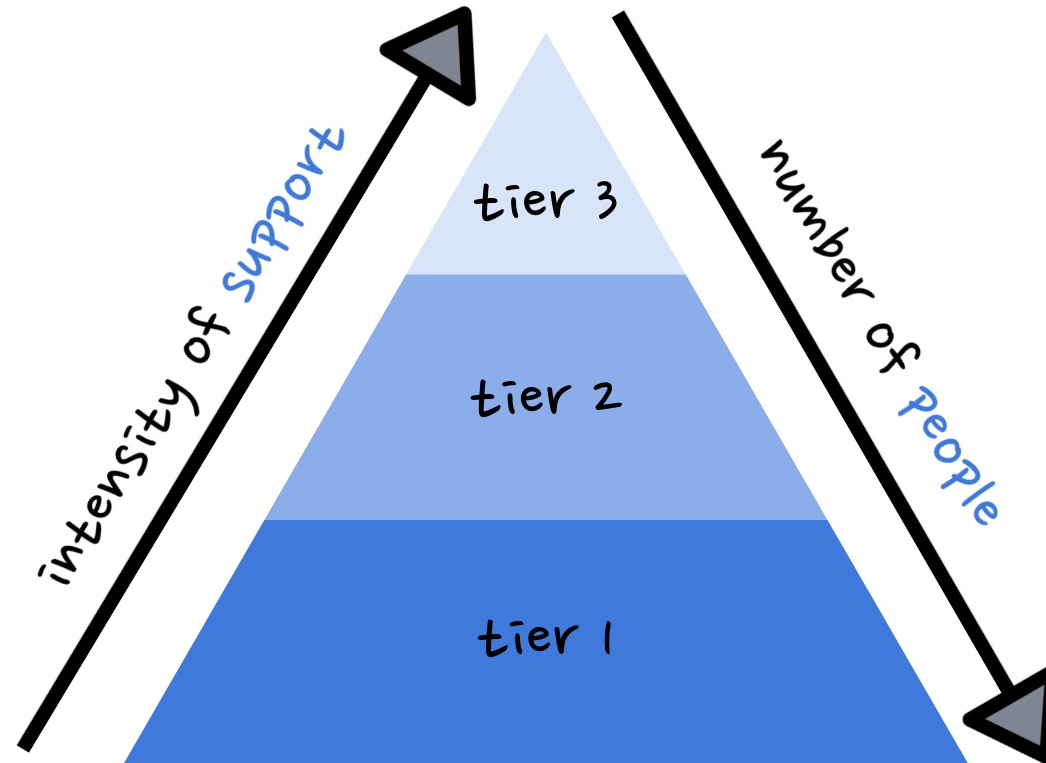
The layered cake model



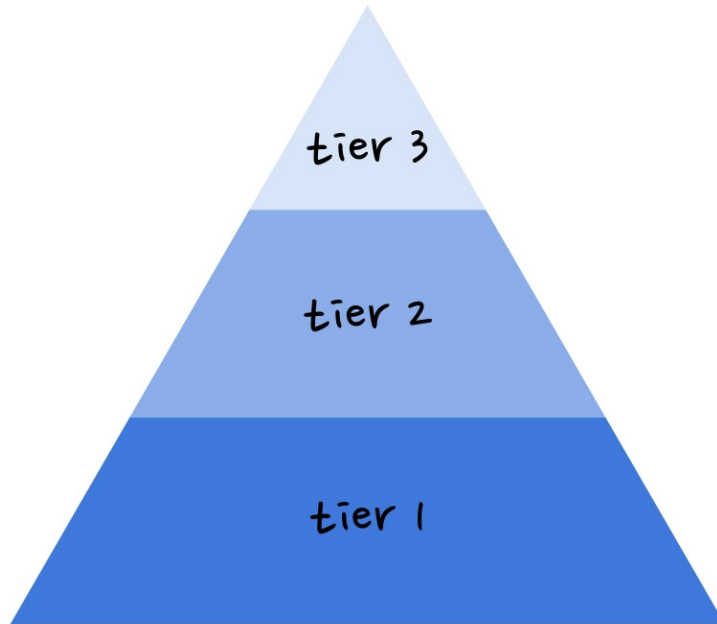
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RTI: RESPONSE TO **INTERVENTION**

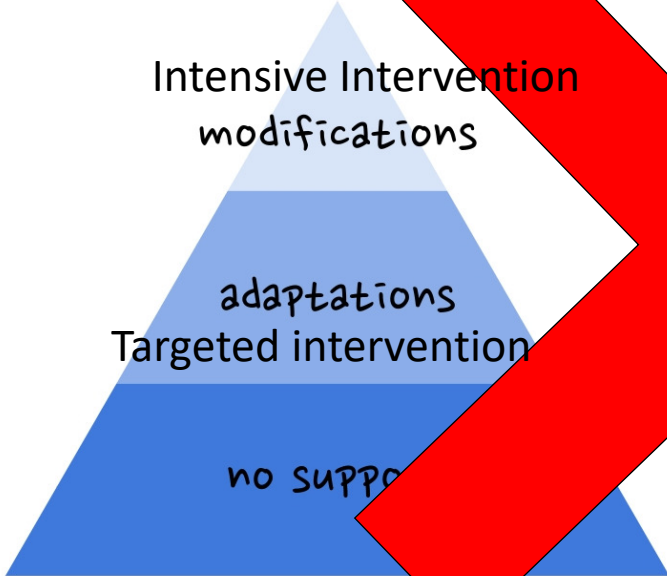


RTI: RESPONSE TO INTERVENTION



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

RTI: RESPONSE TO INTERVENTION ??



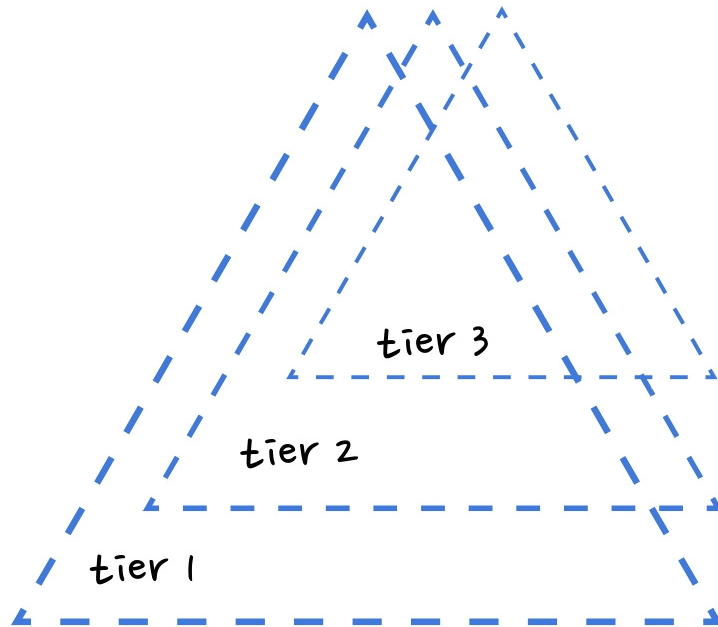
Intensive Intervention
modifications

adaptations
Targeted intervention

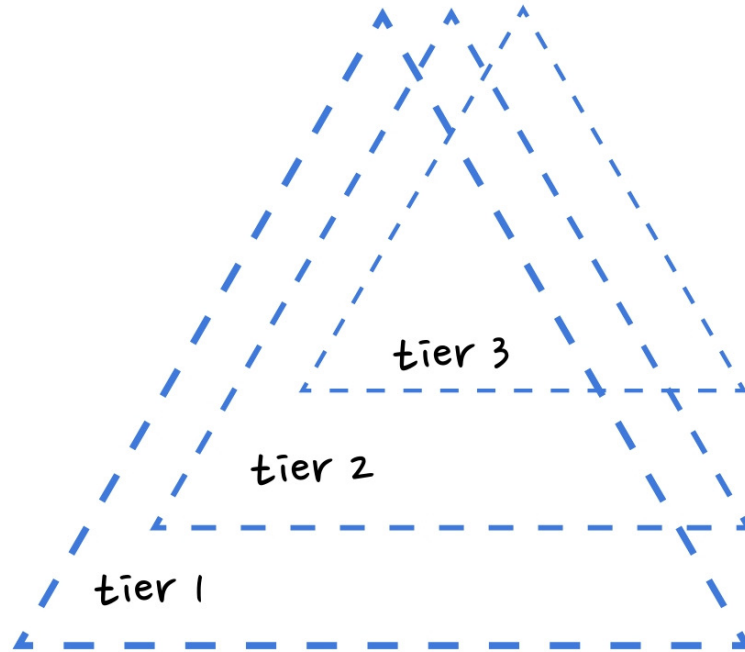
no support



RTI: RESPONSE TO **INSTRUCTION**



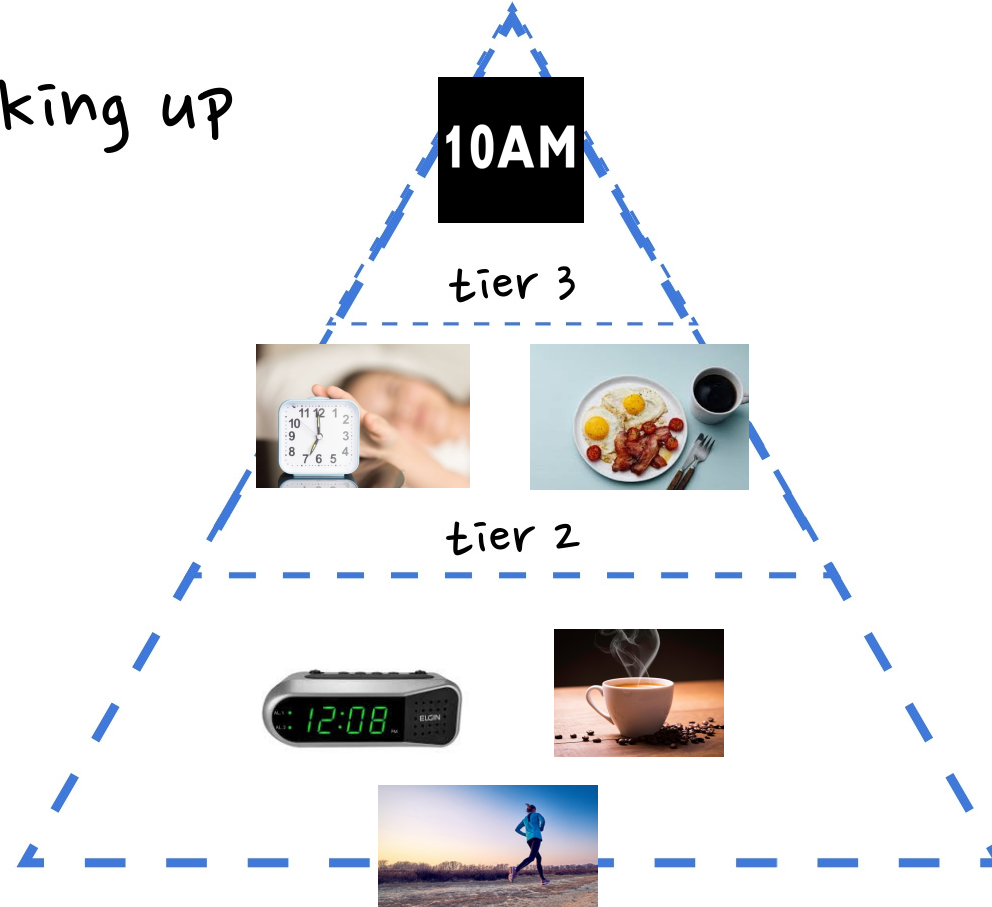
RTI: RESPONSE TO INSTRUCTION



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

RESPONSE TO INSTRUCTION

Lens: waking up



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THE **SUPPORT** EQUATION

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

Response to
Instruction

universal
Design for
Learning

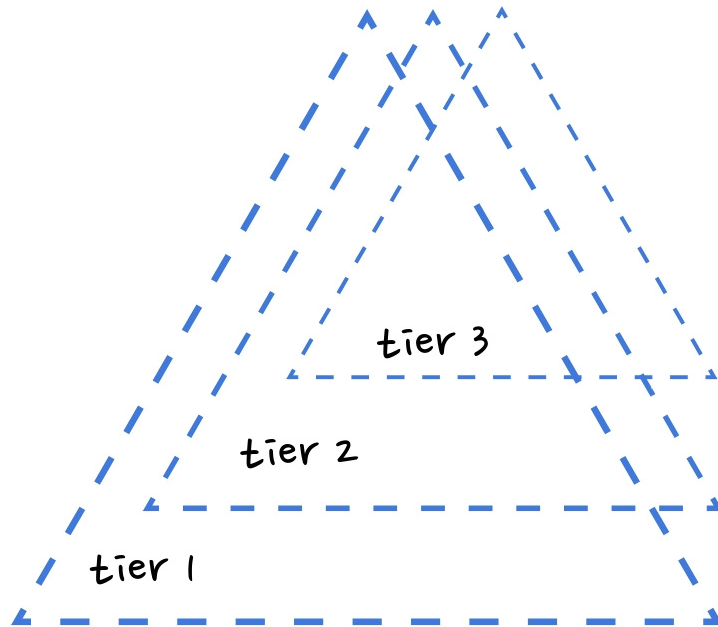
Self Regulation
for
Learning



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

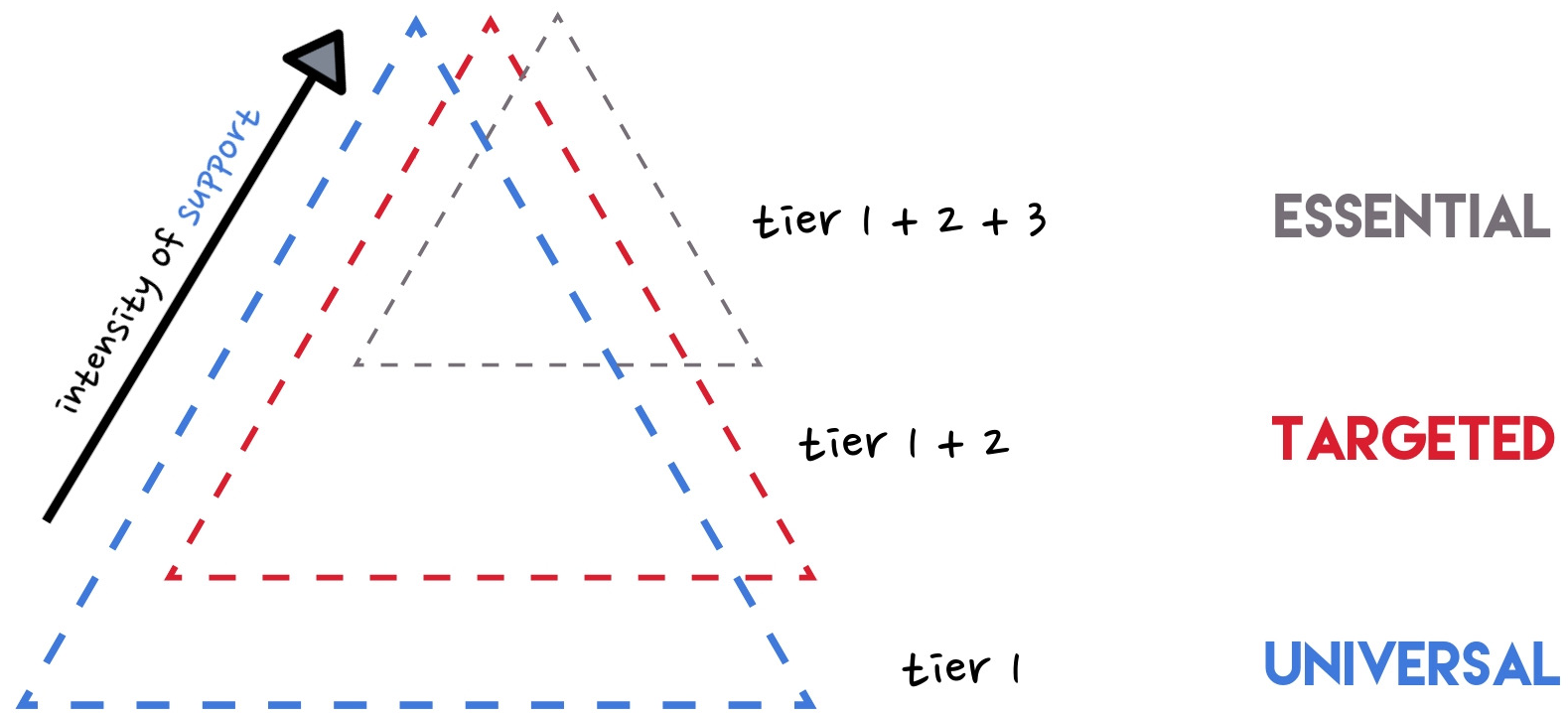


Time



Funding

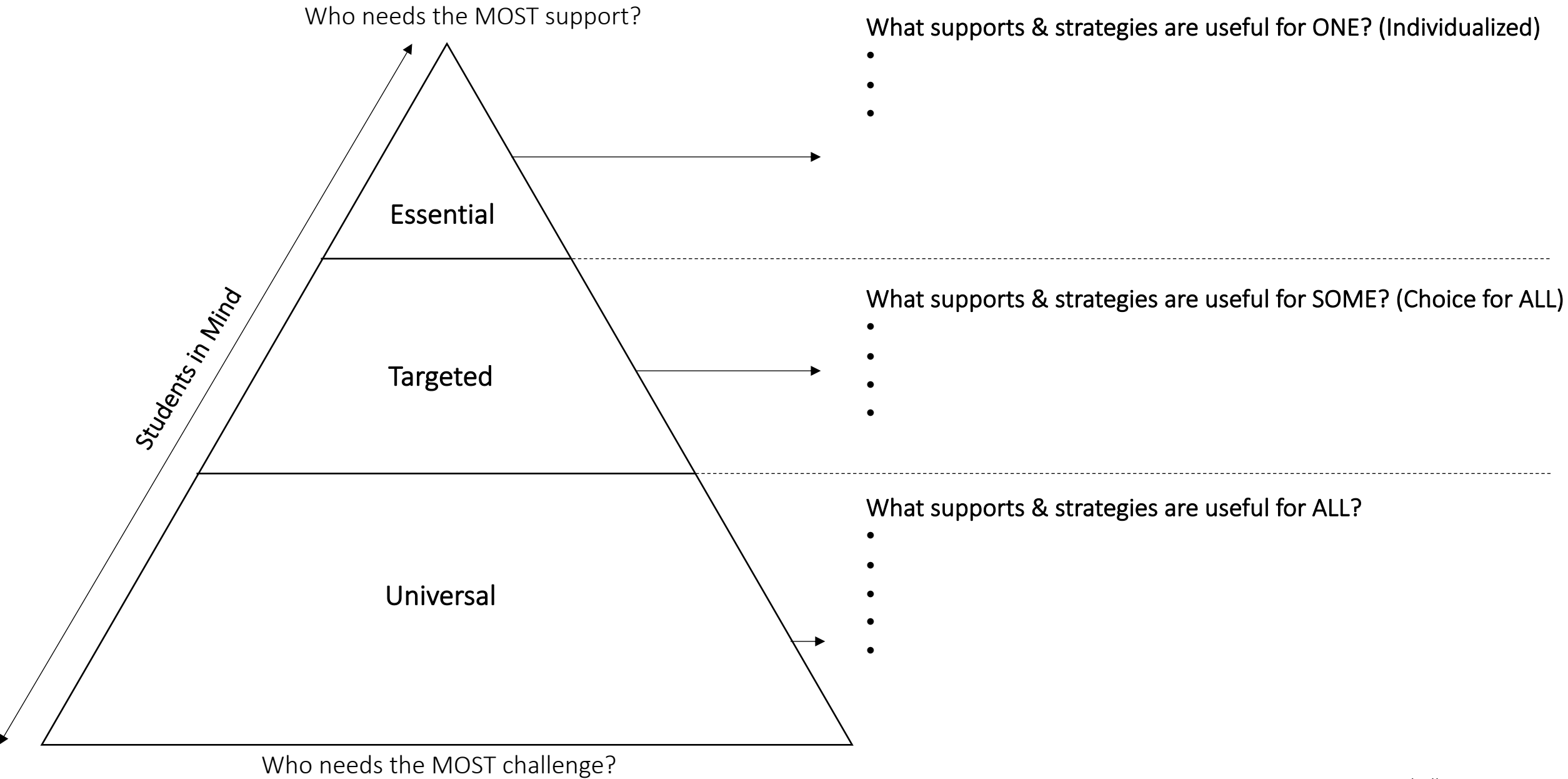
RTI/MTLS



Planning for ALL

Need:

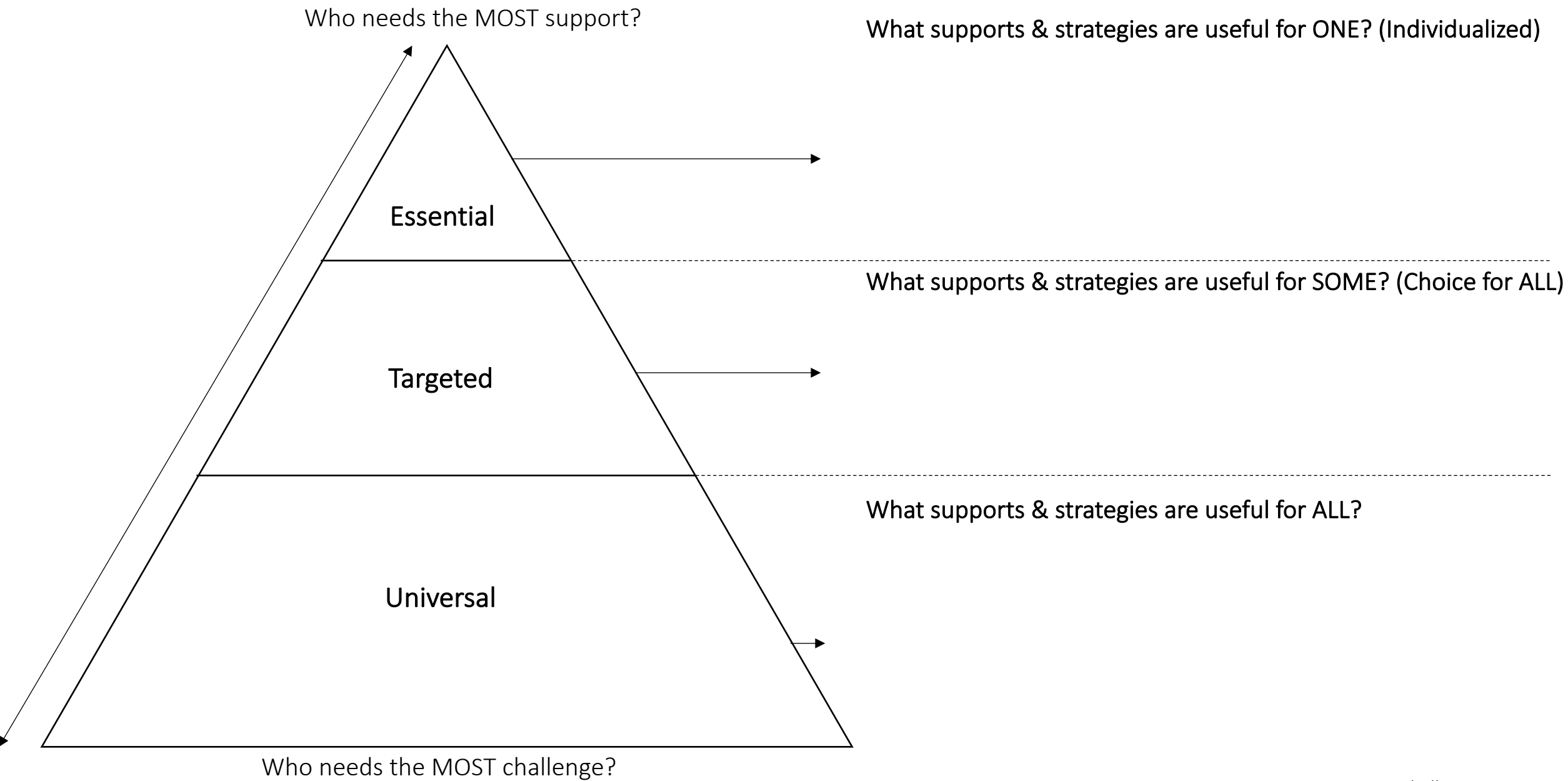
Students in Mind:

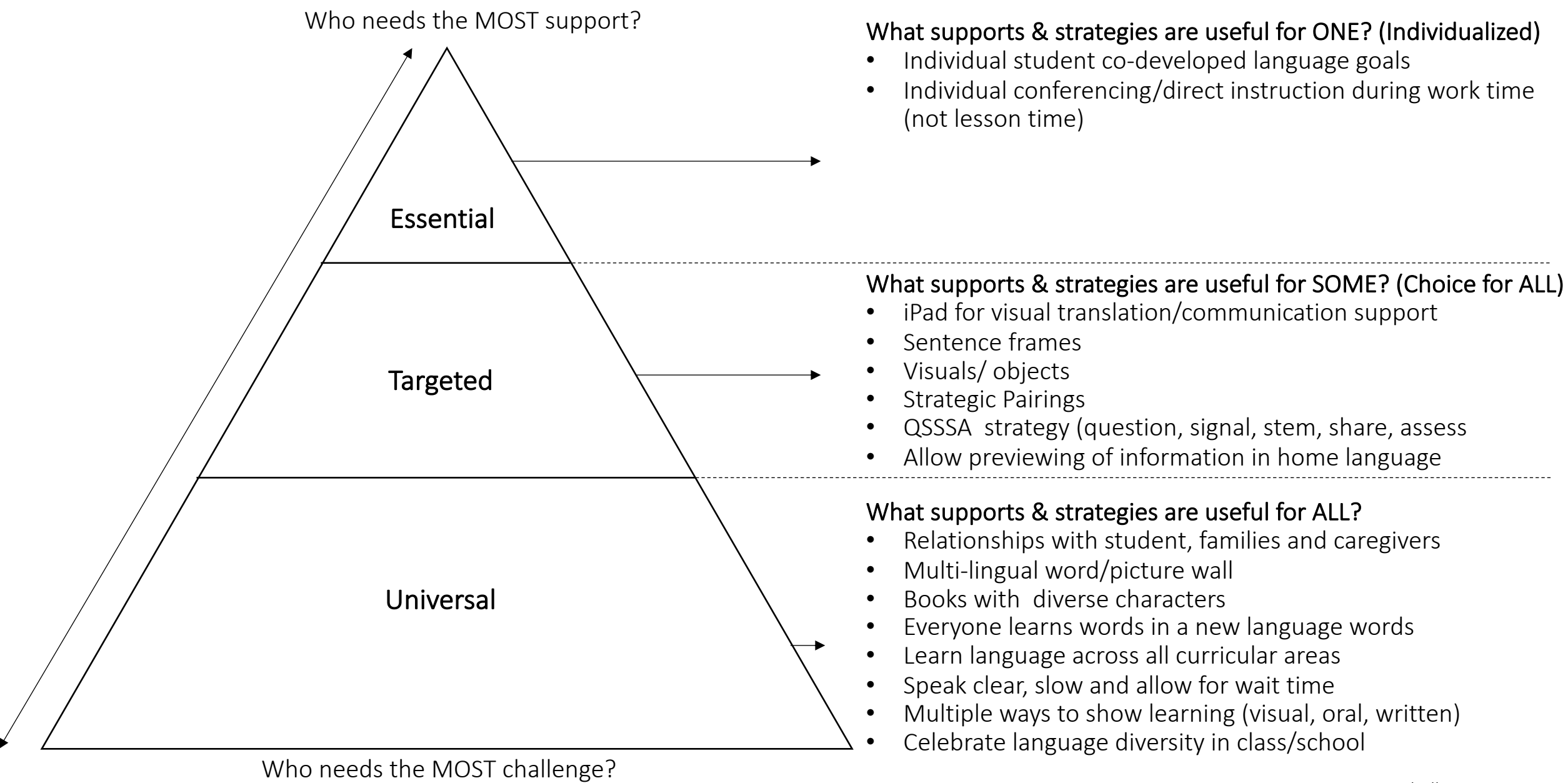


Planning for ALL

Need: Multilingual Learners

Students in Mind:

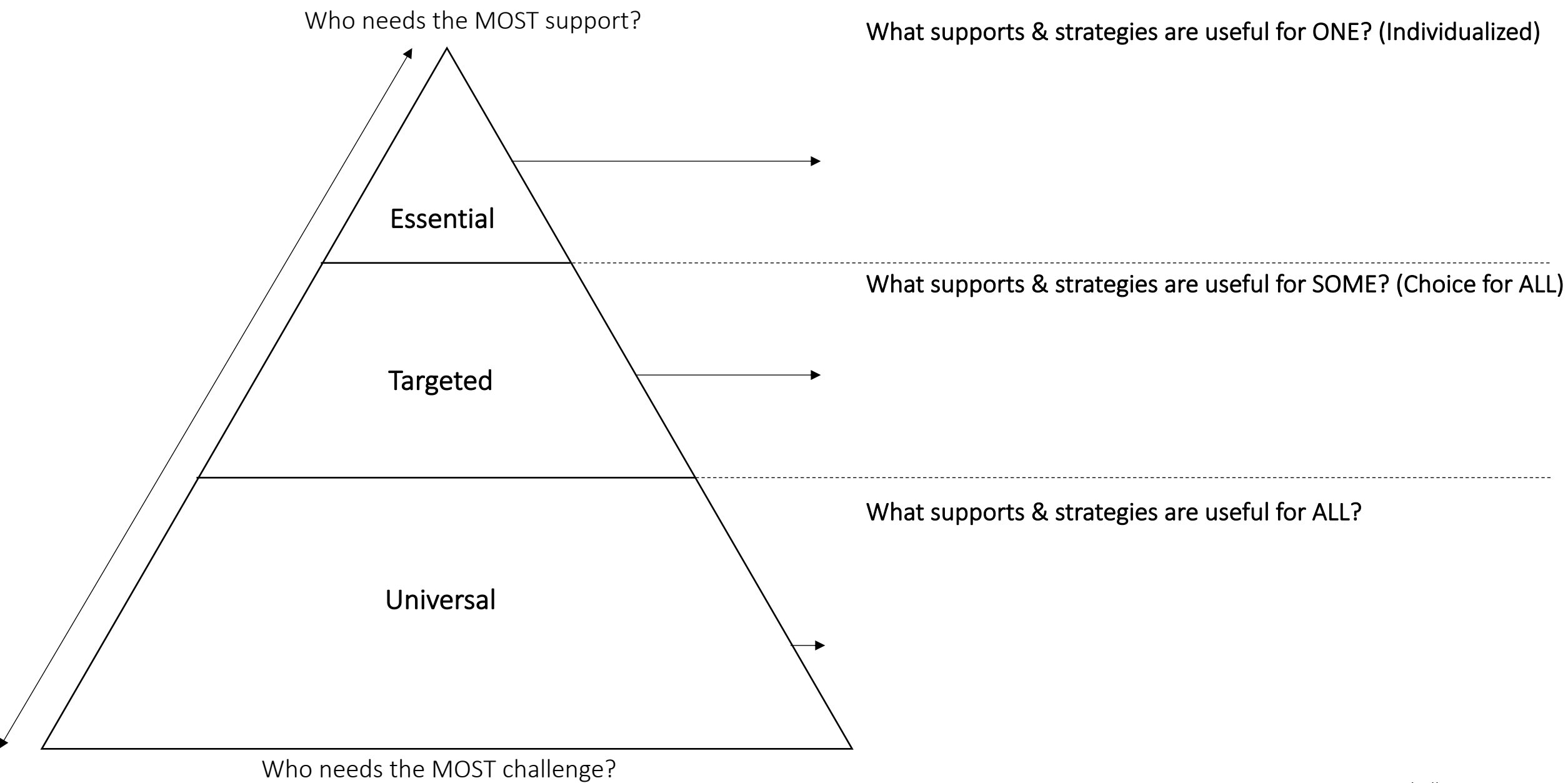


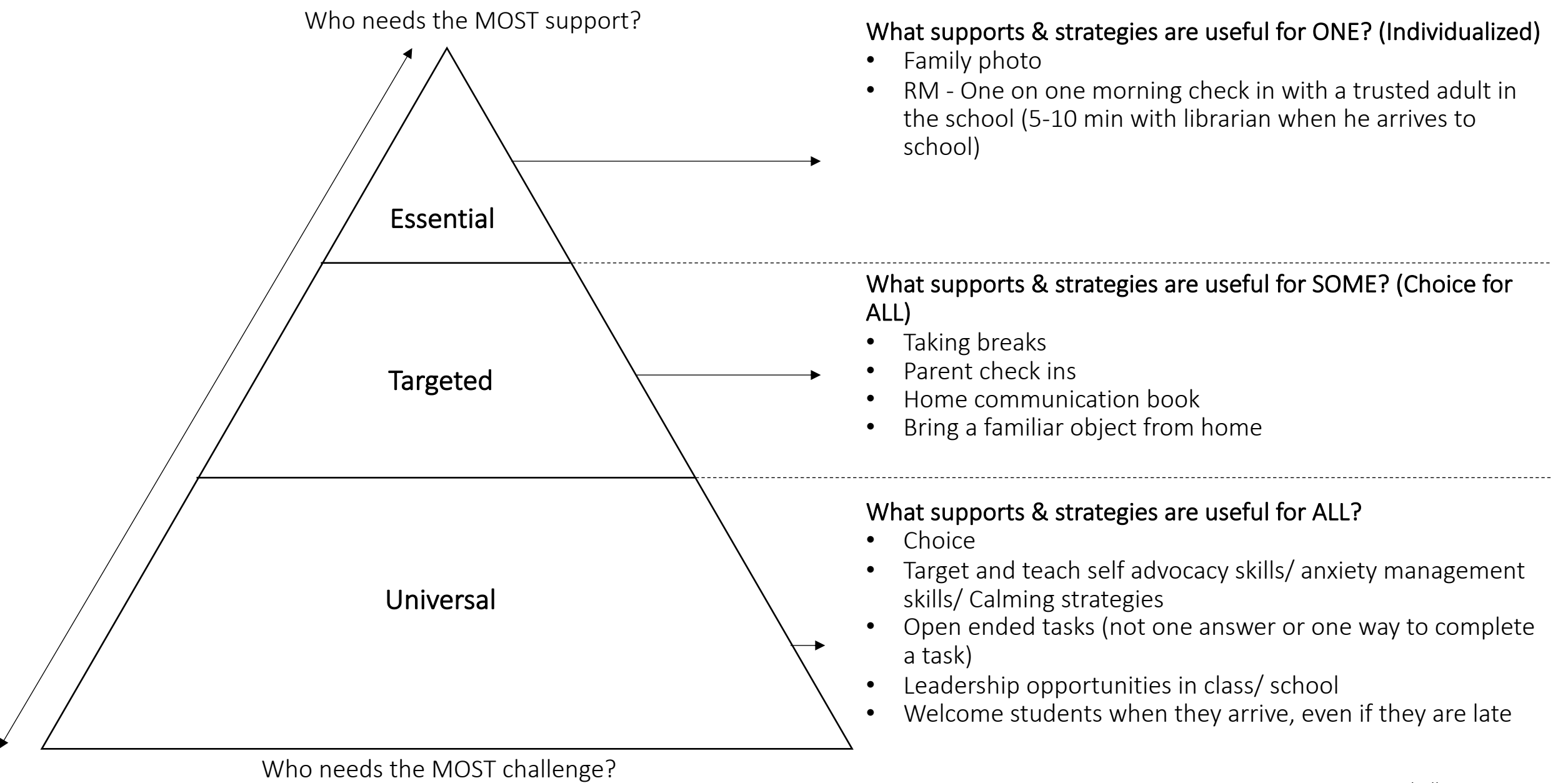


Planning for ALL

Need: Anxiety

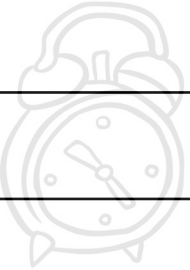
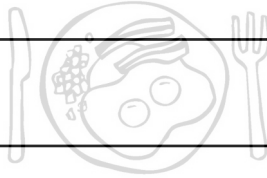
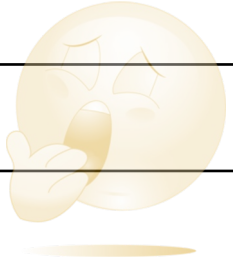
Students in Mind:





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			
	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: Need Based Reflection

Target Classroom: Grade 9 Cohort

Classroom Teacher(s): Alanna/Spencer

Date: Nov. 8, 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

IPP ELL Other	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
Areas of Need				
Aggression	PA, JED	JED	☐	☐
Anger or Frustration	PA, JED	JED	☐	☐
Anxiety	PA, JED	☐	☐	☐
Articulation	☐	☐	☐	☐
Attendance	☐	☐	☐	☐
Attention				
Assistive Technology	☐	☐	☐	☐
Vision	☐	☐	☐	☐
Bullying	JED	JED	☐	☐
Central Auditory Processing	☐	☐	☐	☐
Communication	PA, JED	☐	☐	☐
Hearing	☐	☐	☐	☐
Depression/Sadness	PA, JED	☐	☐	☐
Motivation	PA	☐	☐	☐
Eating/ Food	☐	☐	☐	☐
Emotional Regulation	PA, JED	☐	☐	☐
English Language Skills	☐	☐	☐	☐
Executive Functioning	JED	☐	☐	☐
Fine Motor Skills	PA	☐	☐	☐
Gambling	☐	☐	☐	☐
Grief Management	☐	☐	☐	☐
Gross Motor Skills	PA	☐	☐	☐
Hearing	☐	☐	☐	☐
Intellectual Ability	☐	☐	☐	☐
Listening Comprehension	☐	☐	☐	☐
Low Vision	☐	☐	☐	☐
Memory	☐	☐	☐	☐
Mental Health	☐	☐	☐	☐
Metacognition	☐	☐	☐	☐
Mobility	☐	☐	☐	☐
Non-Verbal Reasoning	☐	☐	☐	☐

Designing a Needs Based Classroom Support Plan

Step 4: Determining Supports & Strategies

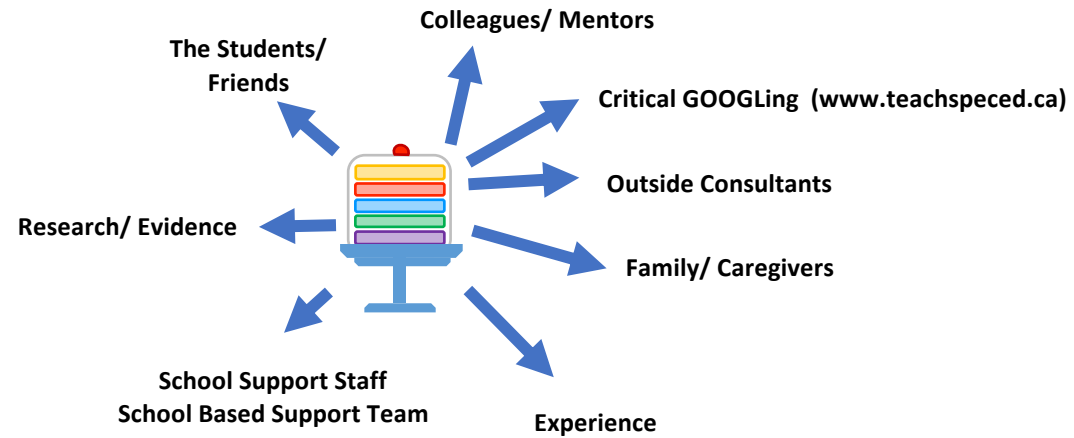
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- Our needs don't make us "weaker" they are just things we need support with
- Things in our lives that make it hard for us to learn?
- These might not be things that we can control



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

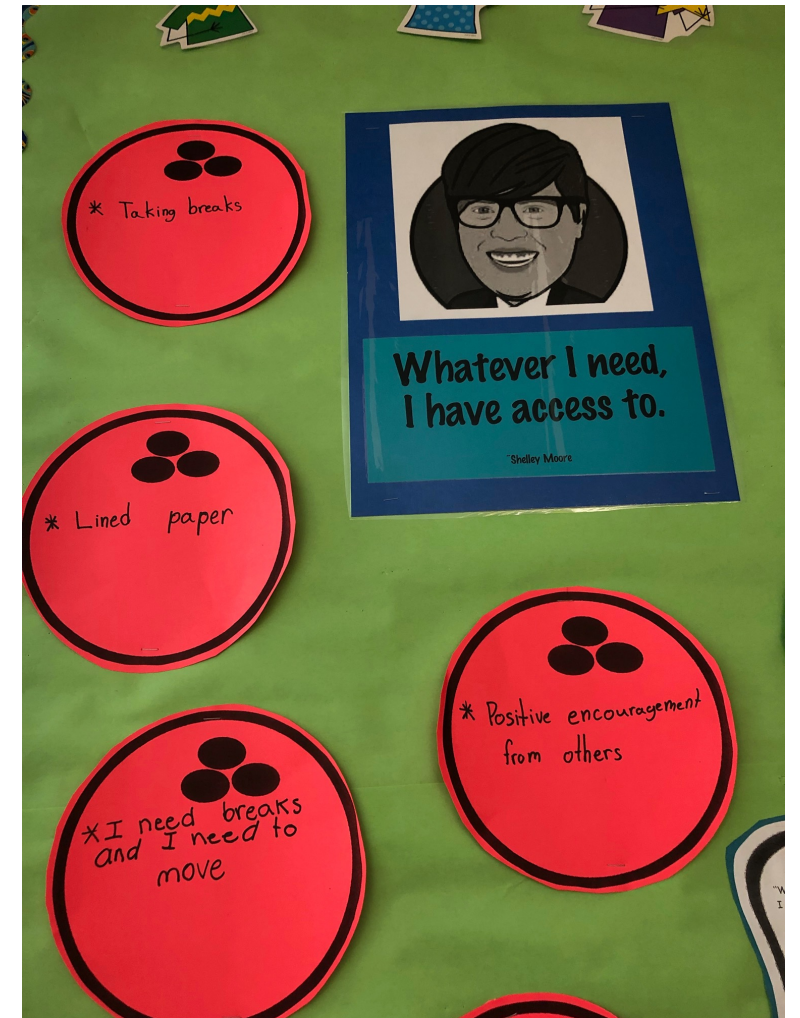
Range of Support

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.		Reconciliation & Equity Targets: - Sharing local Indigenous content for math concepts - Standards based grading and reporting		

Classroom Support Plan

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Strategy: taking a 2 min break



Strategy: taking a 2 min break

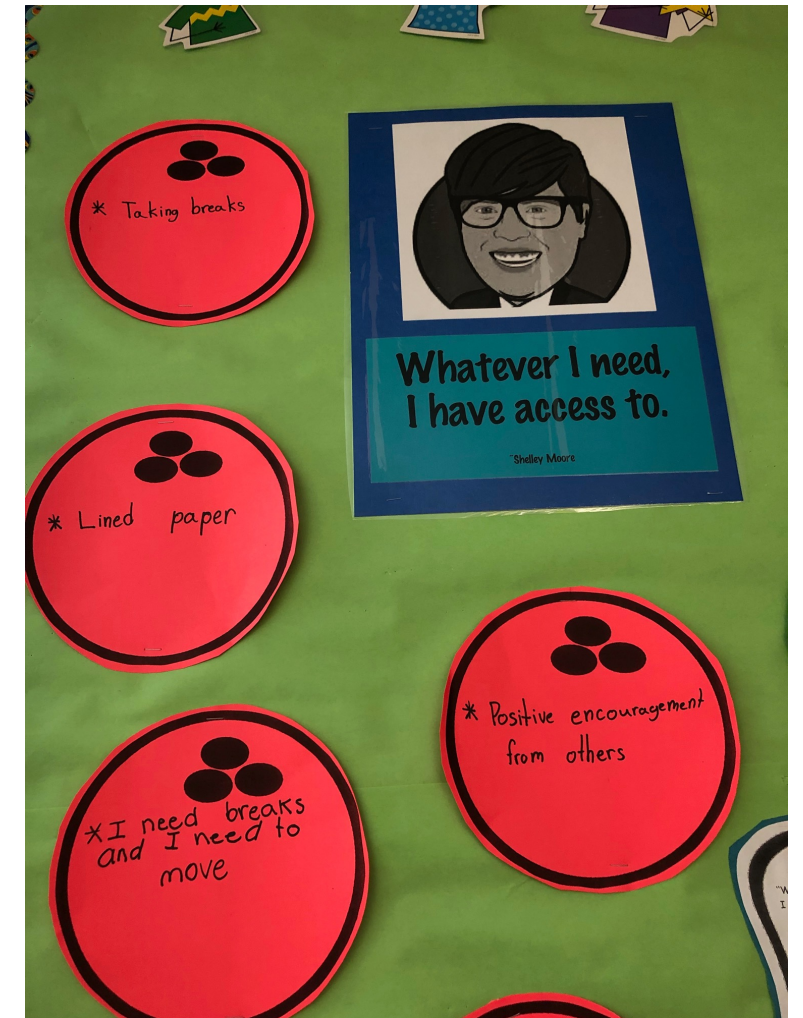
Instruct

- 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

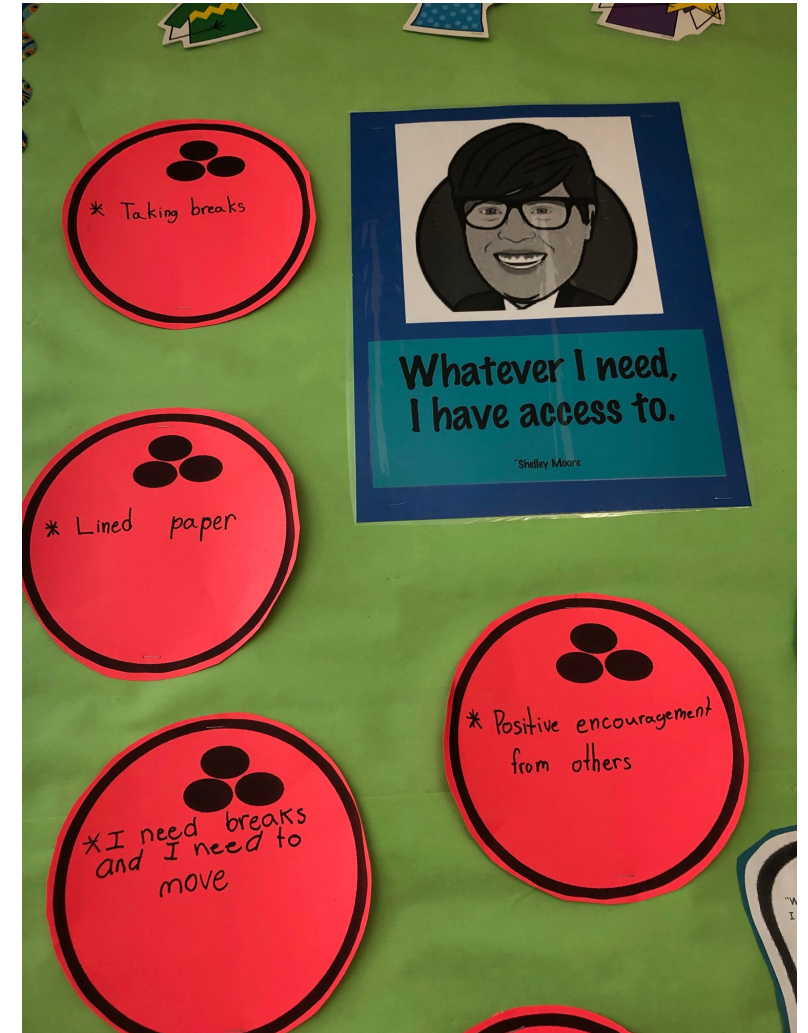
Instruct

- 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

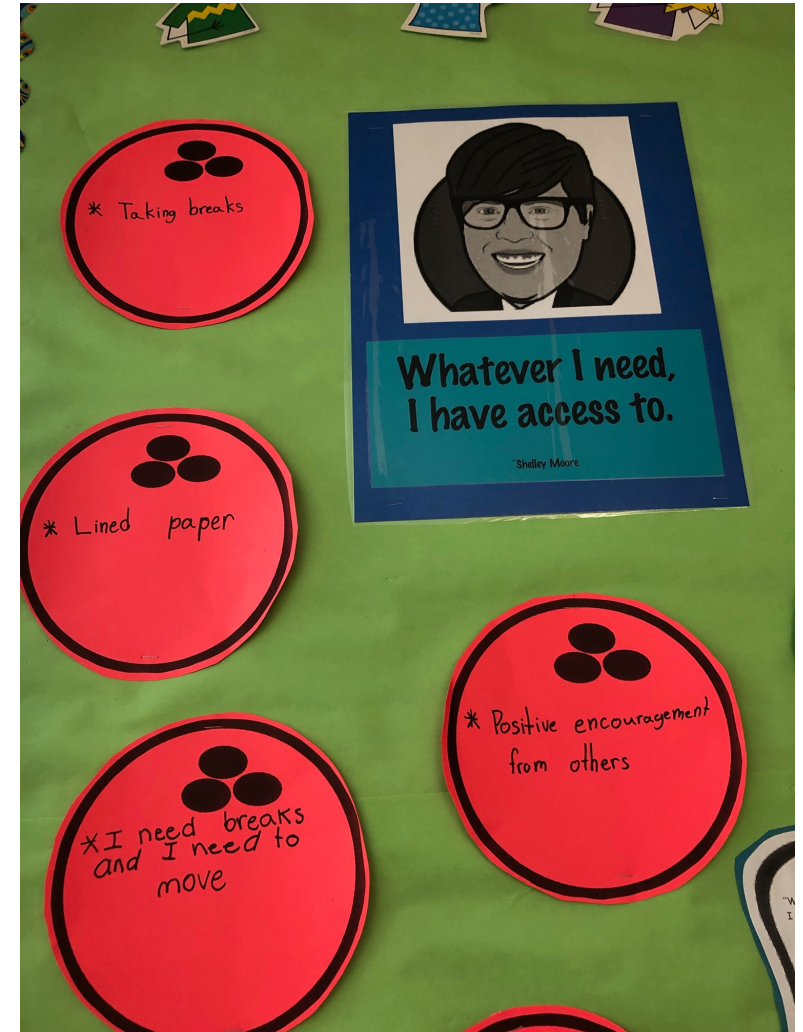
access points

sensory tools

Snacks/ water

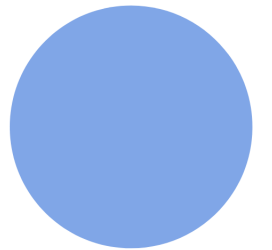
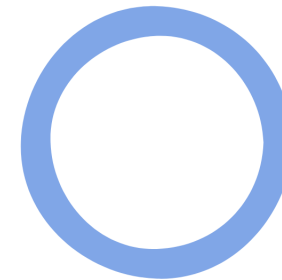
gum

hats



Waterfall!

What is useful from
today?



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