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One useful takeaway so far?

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2023

MULTIPLE LAYERS OF
SUPPORT

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Multiple Layers of Needs Based Support

What one needs →

Individualized

Supports & Strategies are
useful for ONE

+

What some need →

Targeted

Supports & Strategies are
useful for SOME
taught to ALL
choice for ALL

+

What everyone/most need →

Universal

Supports & Strategies are
useful for ALL
taught to ALL

Moore, 2023

What are needs?

Increasing Inclusive & Equitable Access by Designing for Individual Needs
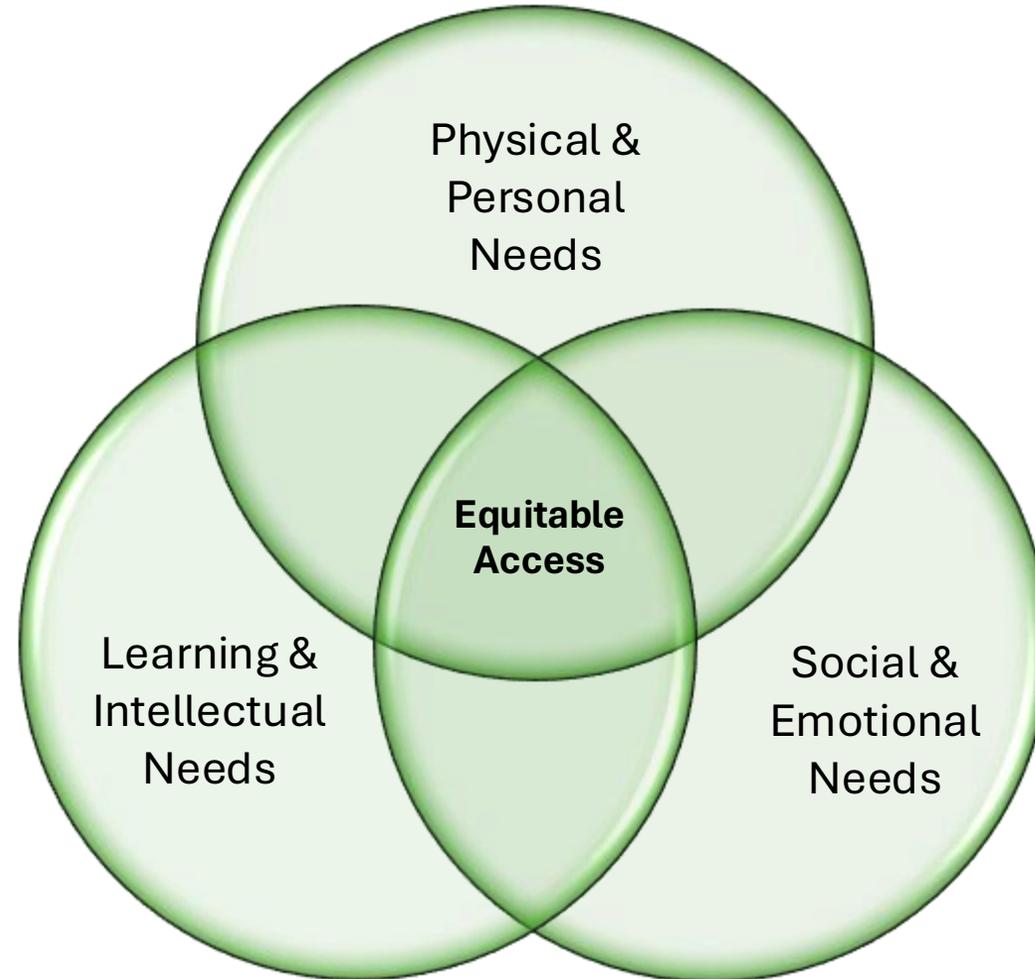
Increasing Inclusive & Equitable Access by Designing for Individual Needs

- **Attention**
- **Anxiety**
- **Communication (receptive)**
- **Communication (expressive)**
- **Eating/Food**
- **Engagement/Motivation**
- **Executive functioning**
- **Family/community and/or identity**
- **Frustration/ Anger**
- Grief/ Trauma
- **Gross and/or Fine motor**
- **Intellectual ability (access)**
- **Intellectual ability (challenge)**
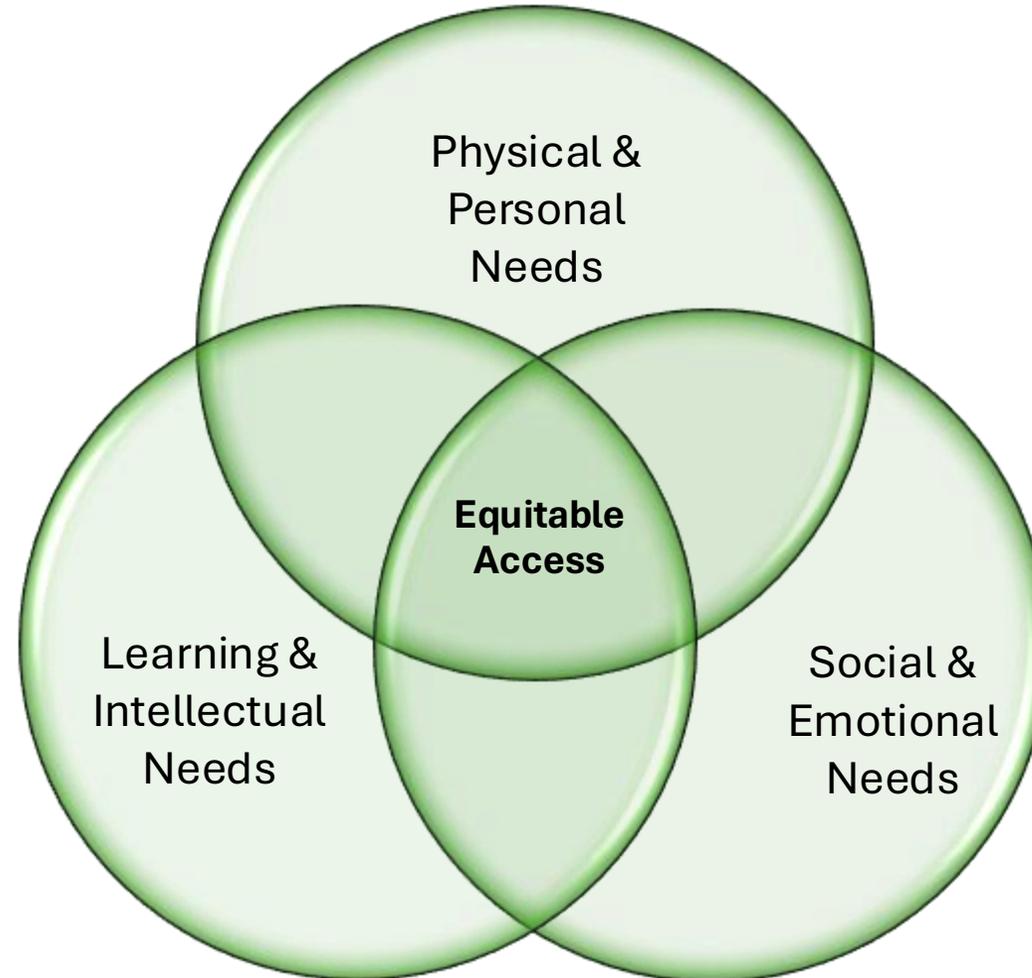
- **Language**
- **Literacy (decoding)**
- **Literacy (understanding)**
- **Literacy (written output)**
- **Literacy (Speaking/ oral language)**
- **Medical**
- **Memory**
- **Numeracy**
- **Personal Care**
- **Physical/Mobility**
- **Self Advocacy**
- **Self Regulation (emotional)**
- **Self Regulation (behavioural)**
- **Self Regulation(learning)**
- **Self Esteem**
- **Self Harm**
- **Sensory**
- **Social Skills**
- **Transitioning**
- **Vision and/or hearing**

Physical & Personal Needs

Learning & Intellectual Needs

Social & Emotional Needs

Equitable Access

Classroom Support Planning: Collaborative Needs Based Reflection

Target Classroom: **Classroom Teacher(s):** **Support Teachers/Staff:** **Date:**

1. Look at the following areas of need as a team
2. Record needs for students who have IEPs (Individual education plan) and/or LSPs (learning support plan)
3. You can refer to individual assessments and recommendations as well as specialists to determine needs if useful
4. Record needs for students in class who do not have IEP or LSP
5. Look for clusters of need and reflect on community impact
6. Determine priority classroom needs to develop Classroom Support Plan

Areas of Need	Students who have this need (underline students who have IEP/LSPs)	This need impacts the community and/or there is a cluster of students who have this need	This need can be managed over time and/or not critical	This is an individual need area and/or community does not need support in this area
Addiction				
Attendance/ Lateness				
Attention				
Anxiety/ Depression				
Bullying				
Communication (receptive)				
Communication (expressive)				
Eating/Food/Allergies				
Engagement/Motivation				
Executive Functioning				
Family/Community/Identity				
Frustration/ Anger				
Greif/ Trauma				
Gross/Fine Motor Skills				
Intellectual Ability (access)				

Intellectual Ability (extend)			
Language			
Literacy (decoding)			
Literacy (understanding)			
Literacy (written output)			
Literacy (oral language/speaking)			
Medical			
Memory			
Mental Health			
Numeracy			
Personal Care			
Personal Safety			
Physical/Mobility			
Self-Advocacy			
Self-Regulation (emotional)			
Self-Regulation (behavioural)			
Self-Regulation (learning)			
Self Esteem			
Self-Harm/ Self Injurious Behaviour			
Sensory			
Social Skills			
Transitioning			
Other:			
Other:			

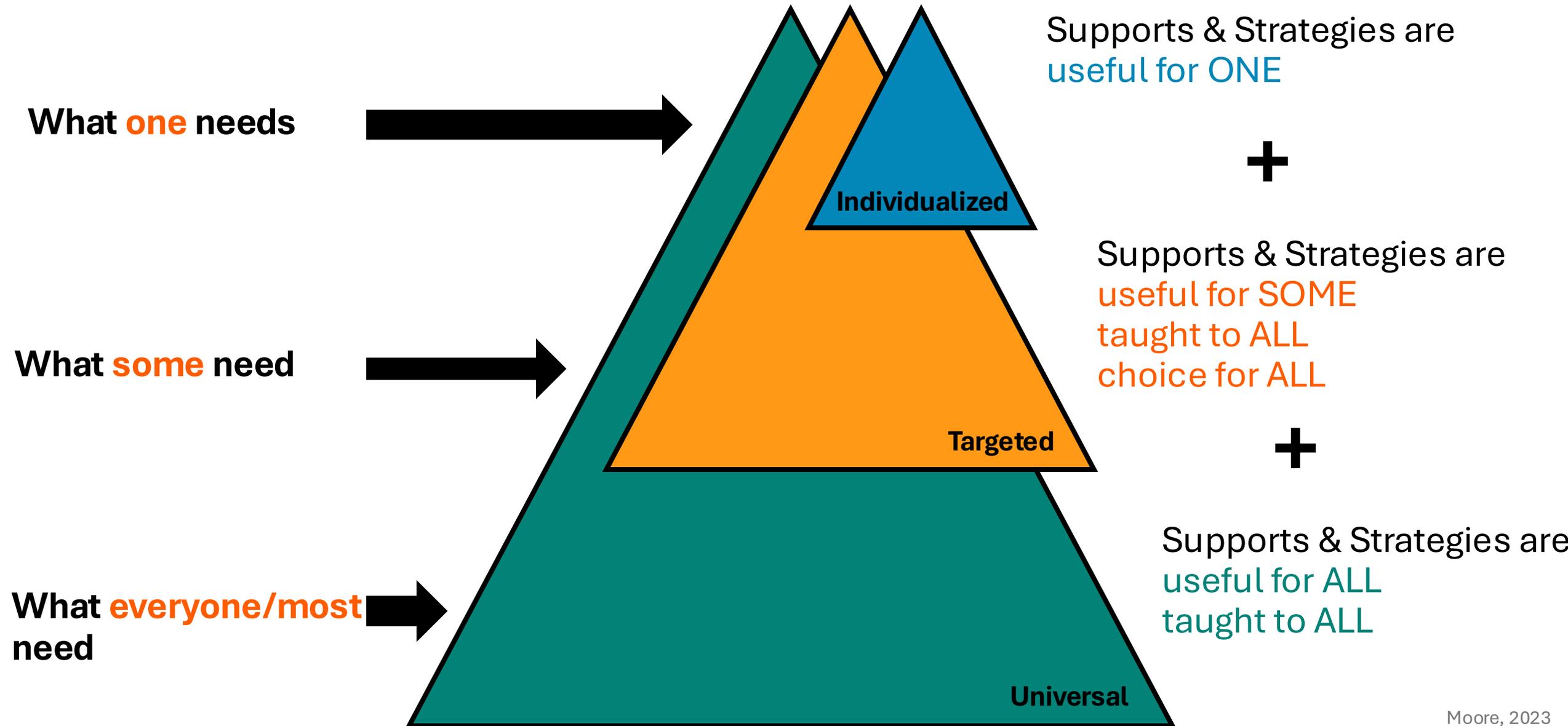| Priority Community Needs	Specialists/Individuals to connect to	Priority Individual Needs	Specialists/Individuals to connect to

Classroom Support Planning: Collaborative Needs Based Reflection

Target Classroom: Thee Kindergarten	Classroom Teacher(s): LM	Support Teachers/Staff:	Date: Nov 2024

1. Look at the following areas of need as a team
2. Record needs for students who have IEPs (individual education plan) and/or LSPs (learning support plan)
3. You can refer to individual assessments and recommendations as well as specialists to determine needs if useful
4. Record needs for students in class who do not have IEP or LSP
5. Look for clusters of need and reflect on community impact
6. Determine priority classroom needs to develop Classroom Support Plan

Areas of Need IEP (8) – AA, DC, NC, AC, AM, CS, KP, IO ELL – DG, AM, IO	Students who have this need (Start with target students)	This need impacts the community and/or there is a cluster of students who have this need	This need is being monitored/or is being managed	This is an individual need area and/or community does not need support in this area
Addiction				x
Attendance/ Lateness	DC, NC, CS, KP, DG, BQ		x	
Attention	DC, NC, KP, IO, DG, JL, CV, KM		x	
Anxiety/ Depression	AM, IO, LC, AY		x	
Bullying	JL, KM, CV		x	
Communication (receptive)	AA, DC, AC, AM, CS, IO, DG, AY, BQ	x		
Communication (expressive)	AA, DC, NC, AC, AM, CS, KP, IO, AY, BQ	x		
Eating/Food/Allergies	AM, CS			x
Engagement/Motivation	NC, KP, IO, DG, JL, LC, AY, CV, BQ		x	
Executive Functioning	AA, DC, NC, AC, AM, CS, KP, IO, DG, AY, CV, BQ	x		
Family/Community/Identity	DC, NC, CS, KP, LC		x	

Category	Codes			
Frustration/ Anger	AA, CS		x	
Greif/ Trauma	NC, AM, CS, KP, LC, KM, BQ		x	
Gross/Fine Motor Skills	AA, DC, NC, AC, AM, CS, IO, DG, AY, CV, BQ	x		
Intellectual Ability (access)	DC, AM, CS, CV, BQ		x	
Intellectual Ability (extend)	DC, AC, AM, CS, DG, CV, BQ		x	
Language	AA, DC, NC, AC, AM, CS, IO, CV, BQ	x		
Literacy (decoding)	AA, DC, NC, AC, AM, CS, KP, IO, DG, LD, LC, KM, AY, CV, BQ		x	
Literacy (understanding)	AA, DC, NC, AC, AM, CS, KP, IO, DG, BQ	x		
Literacy (written output)	AA, DC, NC, AC, AM, CS, KP, IO, DG, LD, LC, KM, AY, CV, BQ		x	
Literacy (oral language/speaking)	AA, DC, NC, AC, AM, CS, IO, LC, CV, BQ	x		
Medical	AM, CS			x
Memory	DC, NC, AM, CS, IO, DG, BQ		x	
Mental Health	AM, CS, LC, KM		x	
Numeracy	AA, DC, NC, AC, AM, CS, IO, AY, BQ		x	
Personal Care	CS, IO, AY		x	
Personal Safety	CS, KM		x	
Physical/Mobility				x
Self-Advocacy	AC, AM, CS, CS, IO, KM, LC, AY		x	
Self-Regulation (emotional)	AA, DC, NC, CS, LC		x	
Self-Regulation (behavioural)	AA, DC, NC, CS		x	
Self-Regulation (learning)	AA, DC, AC, CS, KP, IO, DG, KM, BQ	x		
Self Esteem	NC, AC, AM, IO, LC, KM, AY		x	

Multiple Layers of Needs Based Support

What one needs → Individualized

Supports & Strategies are useful for ONE

+

What some need → Targeted

Supports & Strategies are useful for SOME taught to ALL choice for ALL

+

What everyone/most need → Universal

Supports & Strategies are useful for ALL taught to ALL

Moore, 2023

Need: **Students in Mind:**

Who needs the MOST support?

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

Students in Mind

Essential

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

Targeted

What supports & strategies are useful for MOST/ALL?
- •
- •
- •
- •
- •

Universal

Moore, 2023   Who needs the MOST challenge?

Context: Grade 2   **Need: Social-Emotional -** Anxiety   **Students in Mind:** PS, LT, CT, EW, MJ, FT, IO
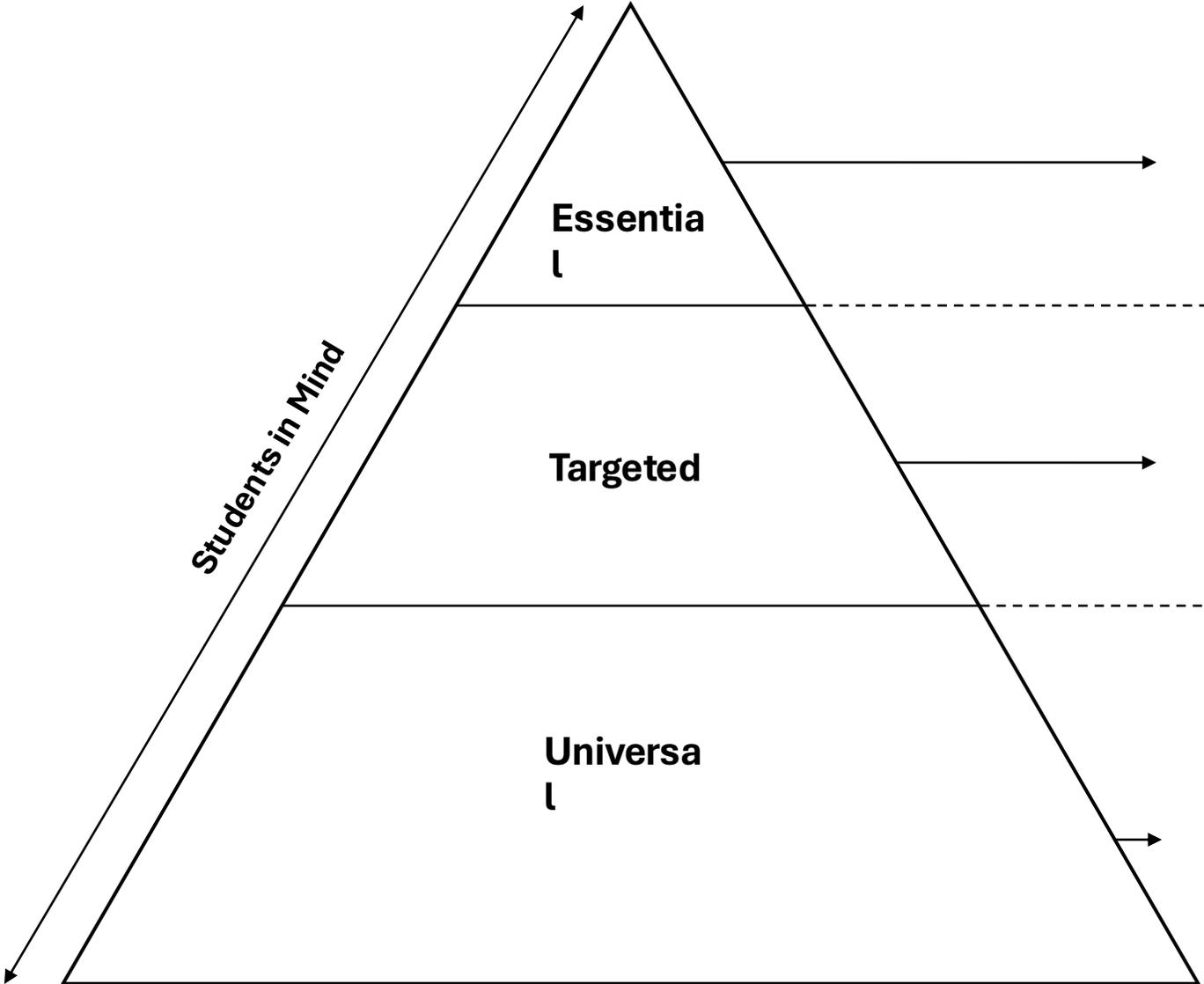
Who needs the MOST support?
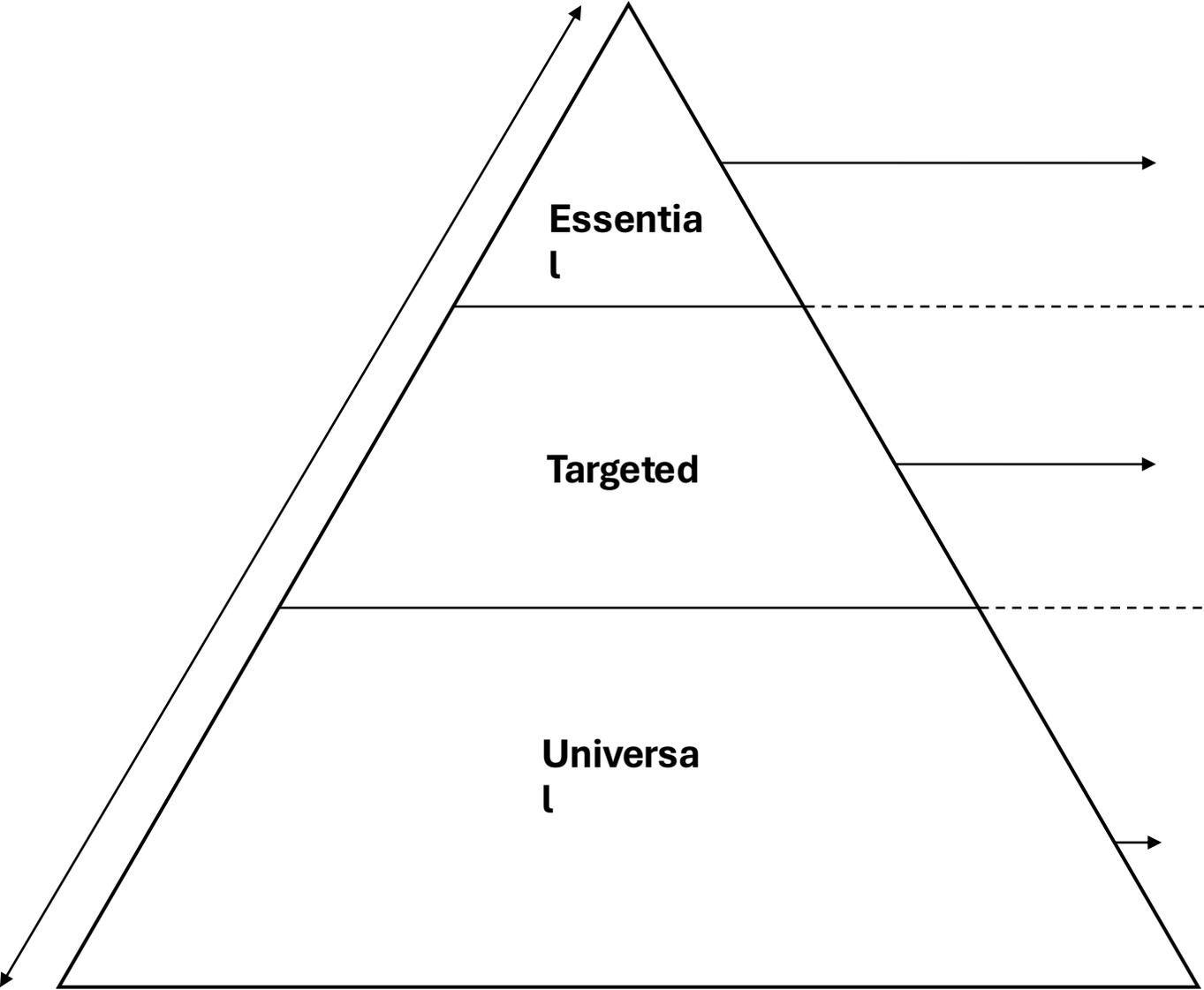
What supports & strategies are useful for ONE? (Individualized)
- Family photo
- Home communication system
- Customized visuals/schedules/routine
- Draw from individual interest areas
- Deep pressure (under OT supervision)

Essential

What supports & strategies are useful for SOME? (Choice for ALL)
- Taking breaks, breathing techniques
- Sensory tools
- Bring a familiar object from home
- Parent & caregiver support

Targeted

What supports & strategies are useful for ALL?
- Access to calm down spaces
- Interactive play/art therapy
- Leadership opportunities
- Stories and conversation that address anxieties
- Visuals
- Routine
- Music and relaxation techniques
- SEL programs that incorporate games and activities teach about emotions, mindfulness

Universal

Moore, 2023   Who needs the MOST challenge?

Class: Grade 4   **Need: emotional self regulation**   **Students in Mind: GA, LB, JA, ES, KR, GS**

Who needs the MOST support?

Essential

Targeted

Universal

Students in Mind

Who needs the MOST challenge?

What supports & strategies are useful for ONE? (Individualized)
- Communication with school team (set up other places to go if needed)
- Individual debriefing
- Check in/ check out system (with resource)
- Built in time at The Nest in schedule
- G: Level of problem (1-5 and how to respond, reinforcement system)

What supports & strategies are useful for SOME? (Choice for ALL)
- Calming kit
- Take a break (check in)
- Sensory tools (e.g. fidgets, items from home)
- Choice to go The Nest

What supports & strategies are useful for MOST/ALL?
- Morning meeting, classroom conversations
- Mindful minutes – teaching a strategy
- Routines & structures
- Technology – all practice a strategy (e.g. 5 finger breathing)
- Lessons with counsellor (tools in toolbox)
- Classroom conversations (power of yet, Factor of fear)
- Trust when they need something
- Open communication with families (e.g. Dojo)
- Access to The Nest (SEL space)

Who needs the MOST support?

What supports & strategies are useful for ONE? (Individualized)
- **Intentional connection with a student (2x10 strategy)**
- **Updating/following up CT about student check ins**

Essential

What supports & strategies are useful for SOME? (Choice for ALL)
- **Intentional connection with an adult**
- **Paraphrasing**
- **Classroom sound field**
- **Visuals for routine/time**
- **Soft starts, flexible timing structures**
- **Give space, reduce input in crisis**
- **Offer a place (actual or conceptual) to hold crisis/trauma**

Targeted

What supports & strategies are useful for MOST/ALL?
- **Relationships/connection/attachment with TWO adults in the school**
- **Consistent routine (and an anticipated plan when routine gets disrupted/crisis/trauma provoking event (e.g. holidays, fire season etc.)**
- **Responsive listening (calm, regulated, intentional, non-reactive)**
- **Acknowledging emotions and crisis**
- **Adult consistency on support processes, language etc.**
- **Multi modal learning opportunities (visual, oral, written, kinesthetic)**
- **Flexible seating**
- **Organized, calm, warm classroom environment**
- **High expectations**
- **Circle, meetings etc. for student to connect with each other**
- **meet basic needs**
- **Read and respond to students' verbal and no verbal communication/triggers**
- **Connect learning to multi general learning/learners**
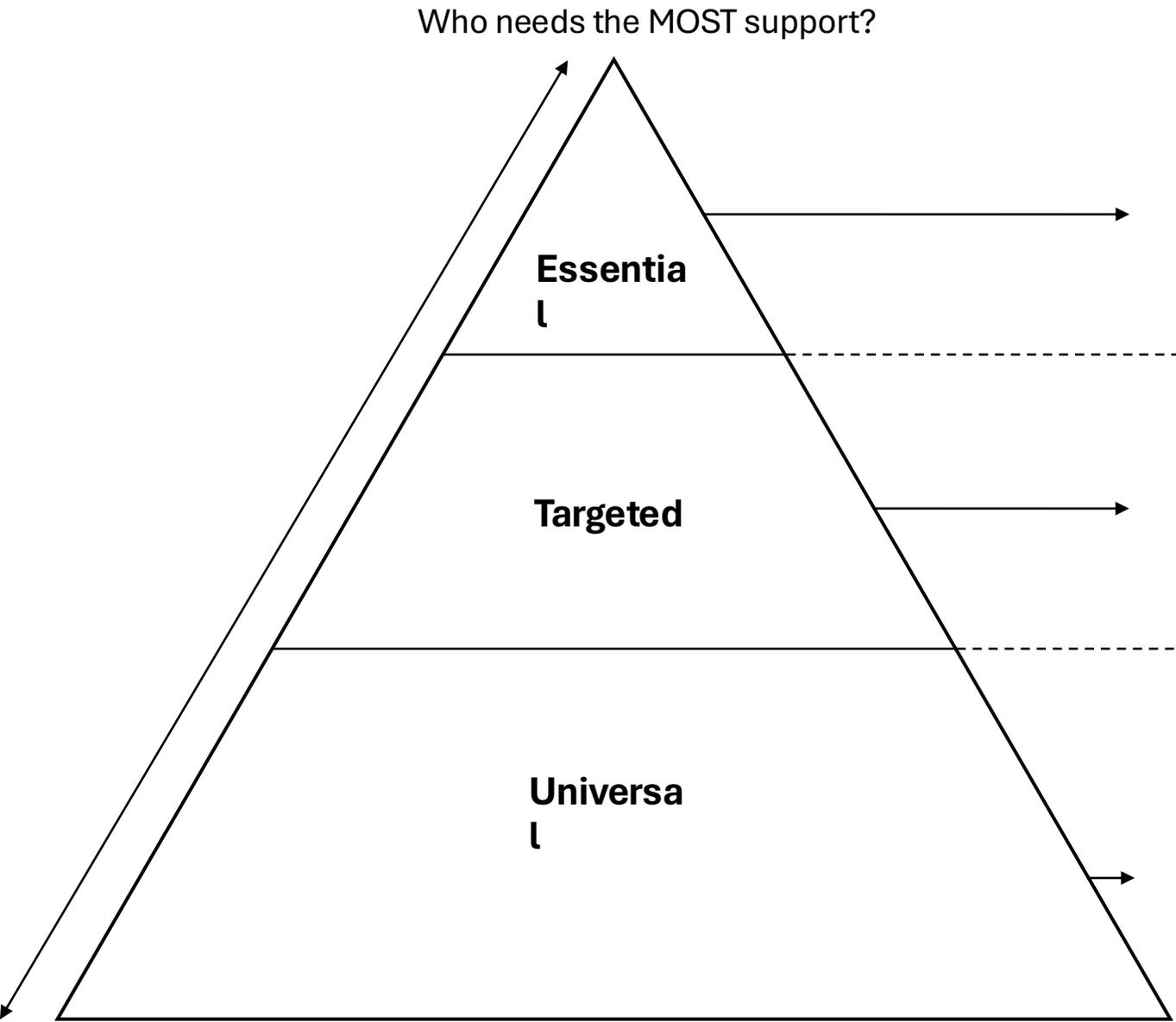
Universal

Students in Mind

Who needs the MOST challenge?

**Planning for ALL
Grade 10 Humanities**

Need: Multi Lingual

Students in Mind: HP, LG, AF, LD , LD, SS, WR

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)

Essential

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

Targeted

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

Universal

Who needs the MOST challenge?

Class: Grade 4   Need: anxiety/emotional self regulation   Students in Mind: GA, LB, JA, ES, KR, GS

Who needs the MOST support?

Essential

Targeted

Universal

Students in Mind

Who needs the MOST challenge?

What supports & strategies are useful for ONE? (Individualized)
- Communication with school team (set up other places to go if needed)
- Individual debriefing
- Check in/ check out system (with resource)
- Built in time at The Nest in schedule
- G: Level of problem (1-5 and how to respond, reinforcement system)

What supports & strategies are useful for SOME? (Choice for ALL)
- Calming kit
- **Take a break (check in)**
- Sensory tools (e.g. fidgets, items from home)
- Choice to go The Nest

What supports & strategies are useful for MOST/ALL?
- Morning meeting, classroom conversations
- Mindful minutes – teaching a strategy
- Routines & structures
- Technology – all practice a strategy (e.g. 5 finger breathing)
- Lessons with counsellor (tools in toolbox)
- Classroom conversations (power of yet, Factor of fear)
- Trust when they need something
- Open communication with families (e.g. Dojo)
- Access to The Nest (SEL space)

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?
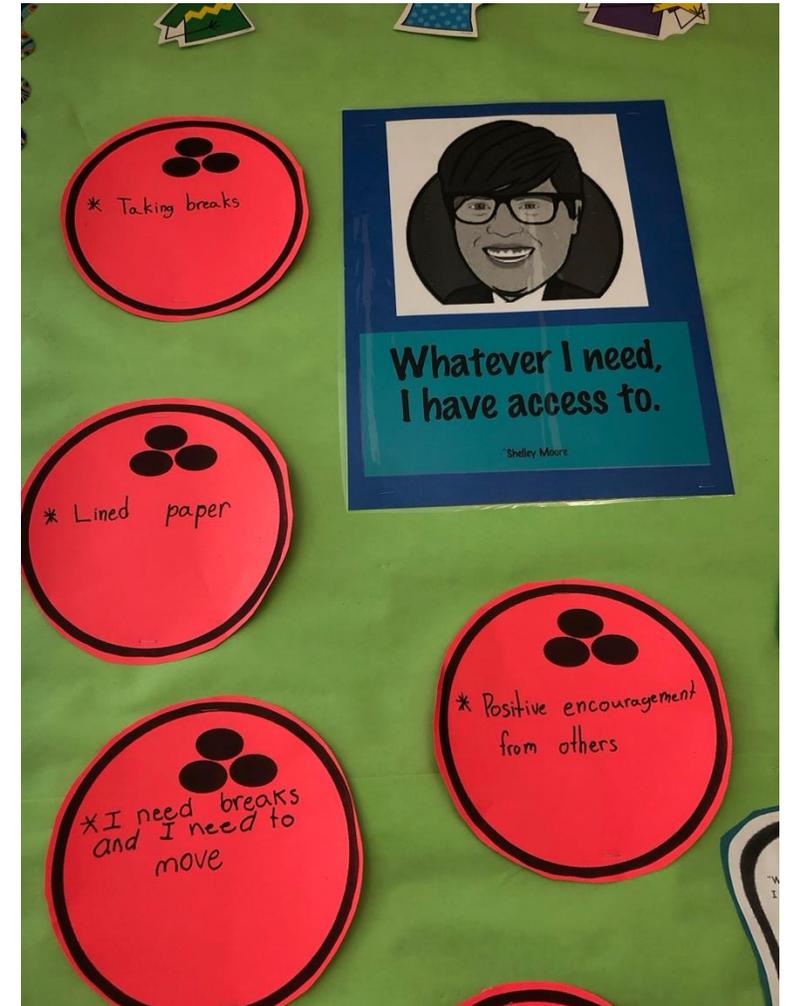
Strategy: chunking text

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

hats
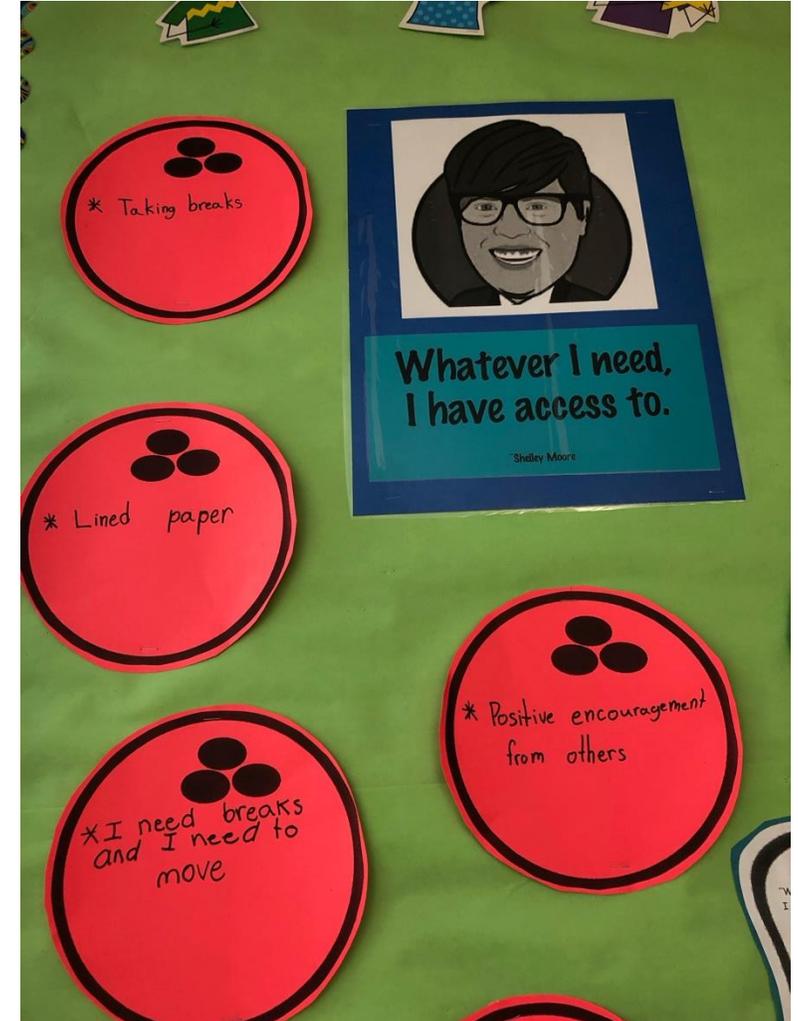
Needs based support planning:

- is designing for one student, but supports many

- focuses on changing the environment, not the student

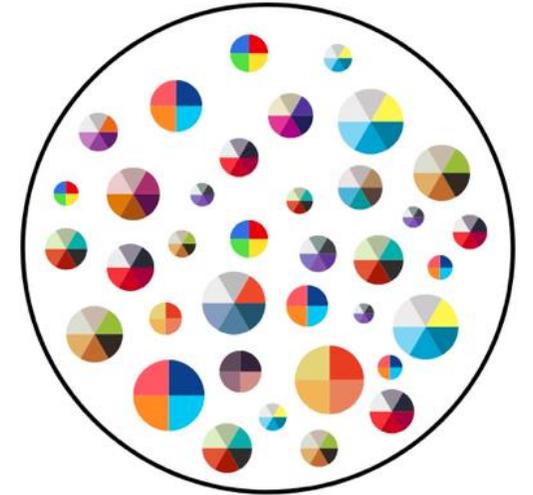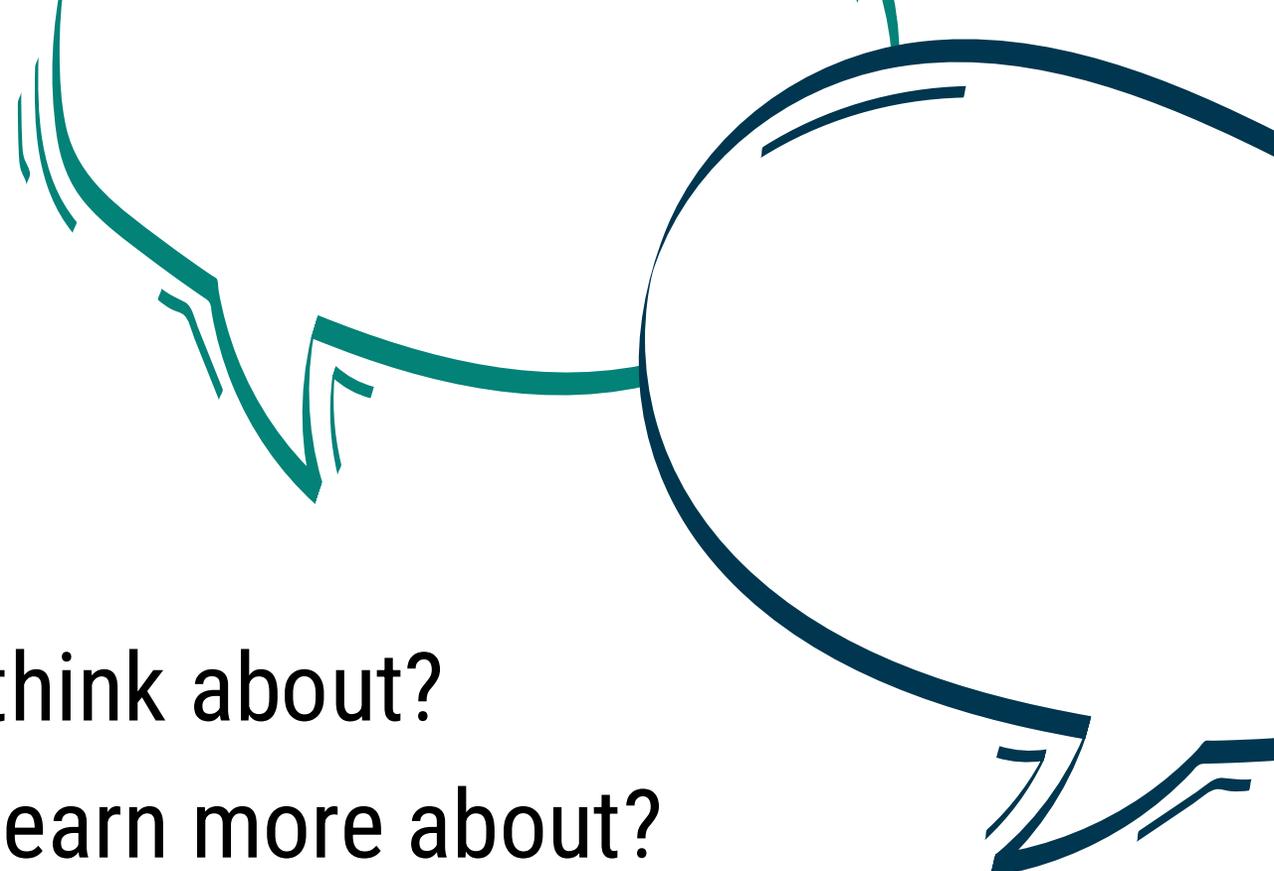- aligns with UDL, self regulation, and self determination practices

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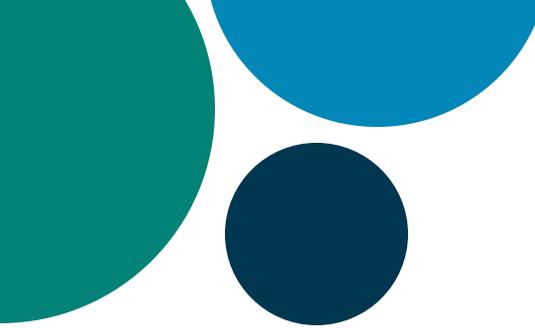MOORE PH.D.

How do we do inclusion ?
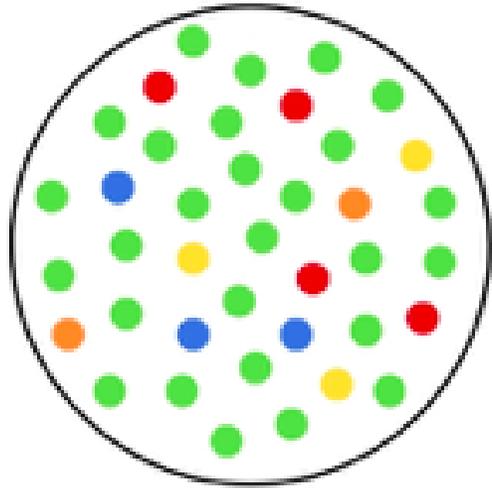
Including
'special needs' children into general education classrooms
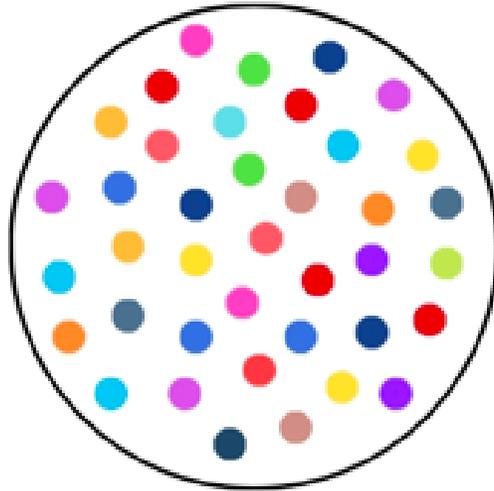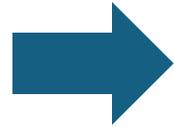
Teaching and designing for diversity
(that includes Disability)

Creating safe spaces for students to identify
(that includes Disability)
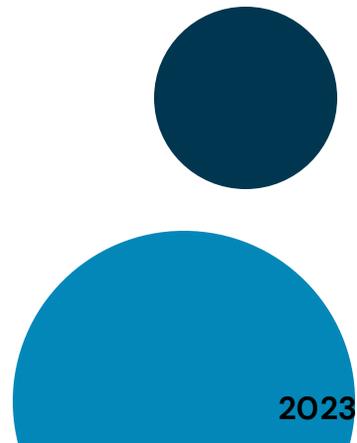
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2023

What is one useful idea?

What is one thing you want to think about?

What is one thing you want to learn more about?

What is one thing you want to share with someone who is not here today?

2023

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f Dr. Shelley Moore