

Feb 2, 2026

Needs Based Classroom Support Planning




Needs Based Planning

Reducing Barriers



Supporting Needs



“When a flower doesn’t bloom, you **fix the environment** in which it grows, not the flower.”

-Alexander den Heijer

FIRST! Reduce or eliminate barriers in place by reducing or eliminating barriers for everyone in the community



All plants
need light



All plants
need moisture



All plants
need space

Universal Design for Learning 3.0






All students
need to be
engaged



All students
need to
understand



All students
need to show
learning

	Design Multiple Means of Engagement 	Design Multiple Means of Representation 	Design Multiple Means of Action & Expression 
Access	<p>Design Options for Welcoming Interests & Identities (7)</p> <ul style="list-style-type: none">• Optimize choice and autonomy (7.1)• Optimize relevance, value, and authenticity (7.2)• Nurture joy and play (7.3)• Address biases, threats, and distractions (7.4)	<p>Design Options for Perception (1)</p> <ul style="list-style-type: none">• Support opportunities to customize the display of information (1.1)• Support multiple ways to perceive information (1.2)• Represent a diversity of perspectives and identities in authentic ways (1.3)	<p>Design Options for Interaction (4)</p> <ul style="list-style-type: none">• Vary and honor the methods for response, navigation, and movement (4.1)• Optimize access to accessible materials and assistive and accessible technologies and tools (4.2)
Support	<p>Design Options for Sustaining Effort & Persistence (8)</p> <ul style="list-style-type: none">• Clarify the meaning and purpose of goals (8.1)• Optimize challenge and support (8.2)• Foster collaboration, interdependence, and collective learning (8.3)• Foster belonging and community (8.4)• Offer action-oriented feedback (8.5)	<p>Design Options for Language & Symbols (2)</p> <ul style="list-style-type: none">• Clarify vocabulary, symbols, and language structures (2.1)• Support decoding of text, mathematical notation, and symbols (2.2)• Cultivate understanding and respect across languages and dialects (2.3)• Address biases in the use of language and symbols (2.4)• Illustrate through multiple media (2.5)	<p>Design Options for Expression & Communication (5)</p> <ul style="list-style-type: none">• Use multiple media for communication (5.1)• Use multiple tools for construction, composition, and creativity (5.2)• Build fluencies with graduated support for practice and performance (5.3)• Address biases related to modes of expression and communication (5.4)
Executive Function	<p>Design Options for Emotional Capacity (9)</p> <ul style="list-style-type: none">• Recognize expectations, beliefs, and motivations (9.1)• Develop awareness of self and others (9.2)• Promote individual and collective reflection (9.3)• Cultivate empathy and restorative practices (9.4)	<p>Design Options for Building Knowledge (3)</p> <ul style="list-style-type: none">• Connect prior knowledge to new learning (3.1)• Highlight and explore patterns, critical features, big ideas, and relationships (3.2)• Cultivate multiple ways of knowing and making meaning (3.3)• Maximize transfer and generalization (3.4)	<p>Design Options for Strategy Development (6)</p> <ul style="list-style-type: none">• Set meaningful goals (6.1)• Anticipate and plan for challenges (6.2)• Organize information and resources (6.3)• Enhance capacity for monitoring progress (6.4)• Challenge exclusionary practices (6.5)

NEXT! Determine the needs of individuals and anticipate the supports & strategies that they will require in **universal** ways

PERIODIC TABLE OF PLANT NUTRIENTS

7 N Nitrogen	15 P Phosphorus	19 K Potassium	12 Mg Magnesium	16 S Sulfur	20 Ca Calcium
Primary Macronutrients			Secondary Macronutrients		
5 B Boron	17 Cl Chlorine				
25 Mn Manganese	26 Fe Iron	28 Ni Nickel	29 Cu Copper	30 Zn Zinc	42 Mo Molybdenum
Micronutrients					

Source: Greenandvibrant.com



Some plants need added nutrients

Some plants need companions

THEN! Determine the needs of individuals and anticipate the supports & strategies that they will require in **individualized** ways



A few plants may need very specific temperatures and humidity levels

MULTIPLE LAYERS OF SUPPORT



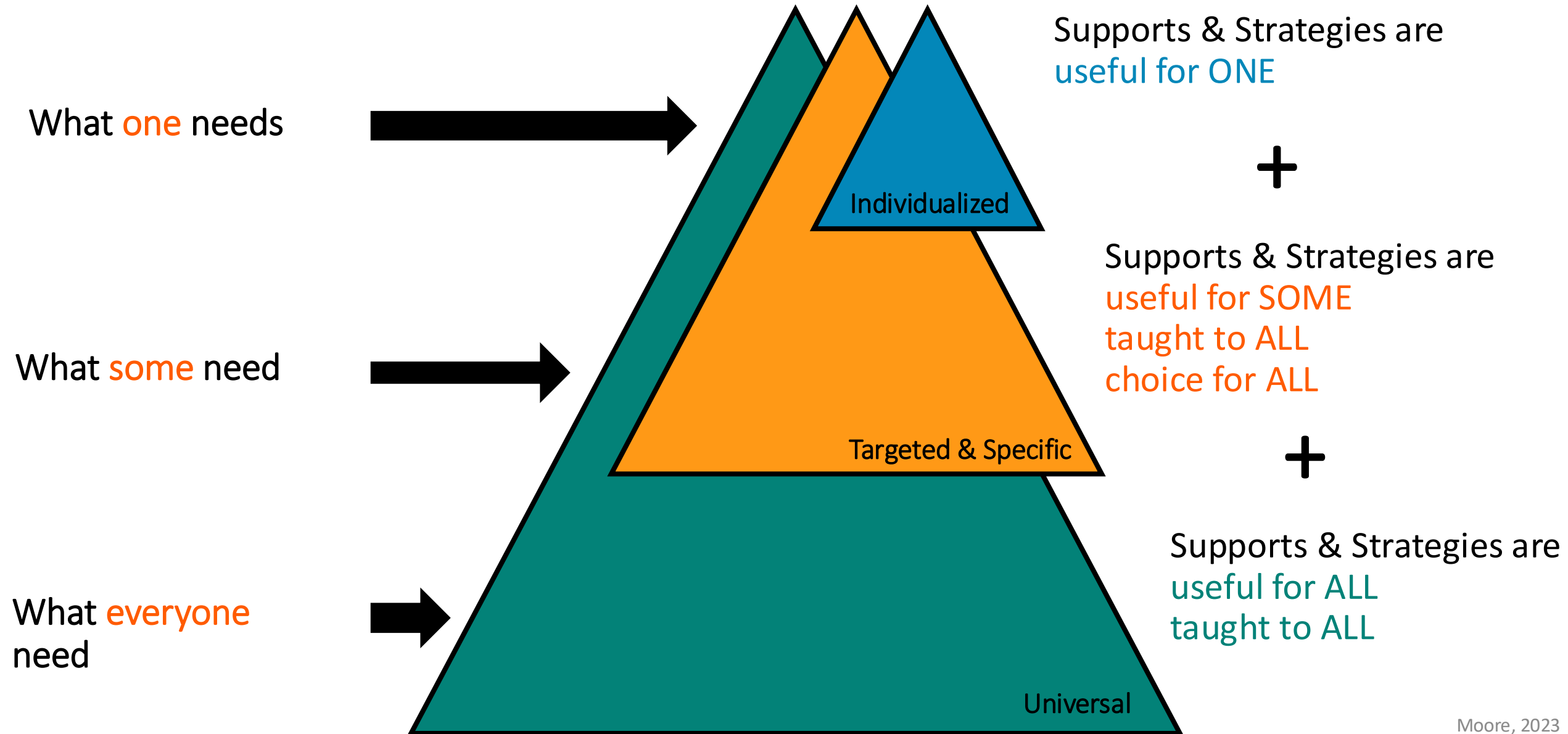
PERIODIC TABLE OF PLANT NUTRIENTS

7 N Nitrogen	15 P Phosphorus	19 K Potassium	12 Mg Magnesium	16 S Sulfur	20 Ca Calcium
Primary Macronutrients			Secondary Macronutrients		
5 B Boron	17 Cl Chlorine				
25 Mn Manganese	26 Fe Iron	28 Ni Nickel	29 Cu Copper	30 Zn Zinc	42 Mo Molybdenum
Micronutrients					

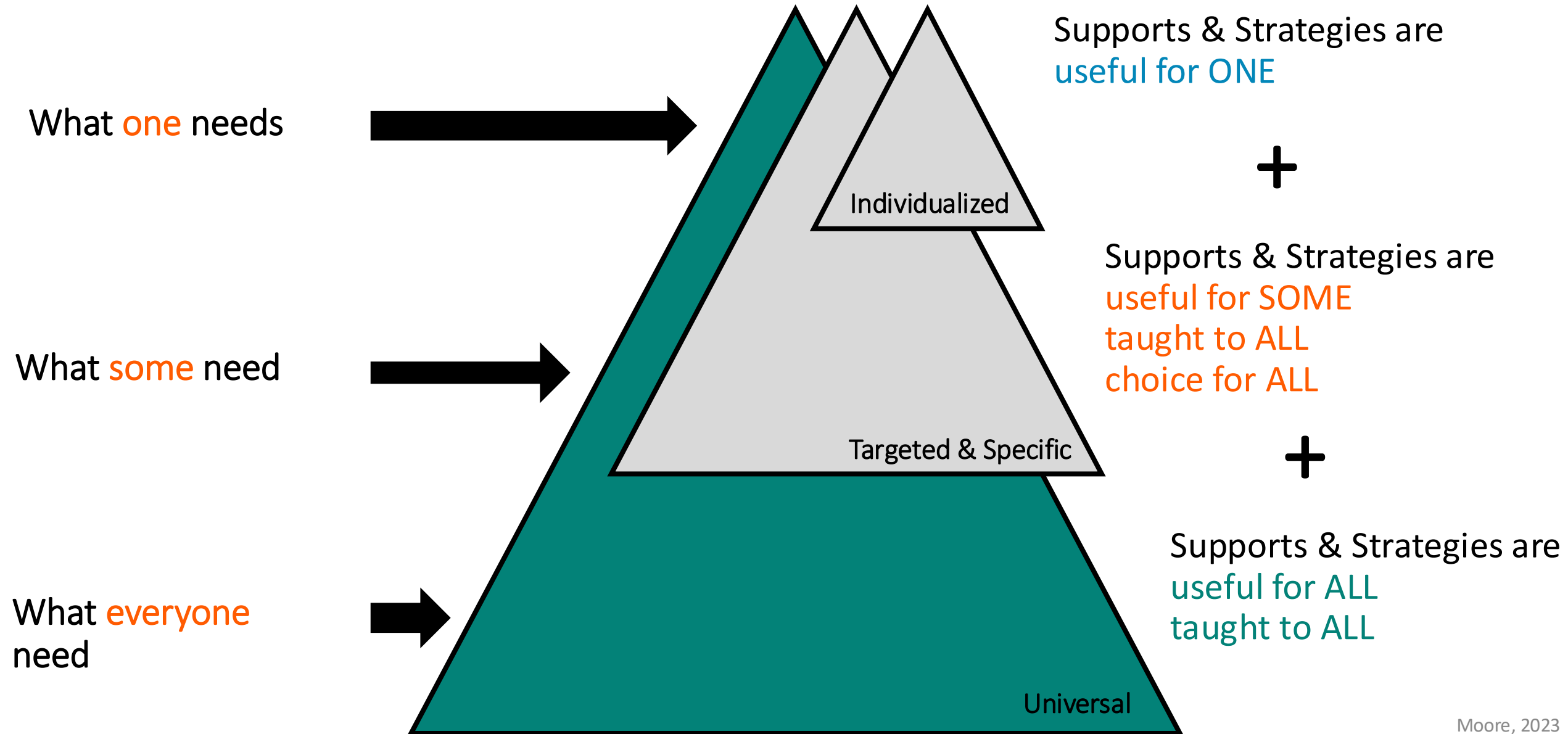
Source: Greenandvibrant.com






Multiple Layers of Needs Based Support

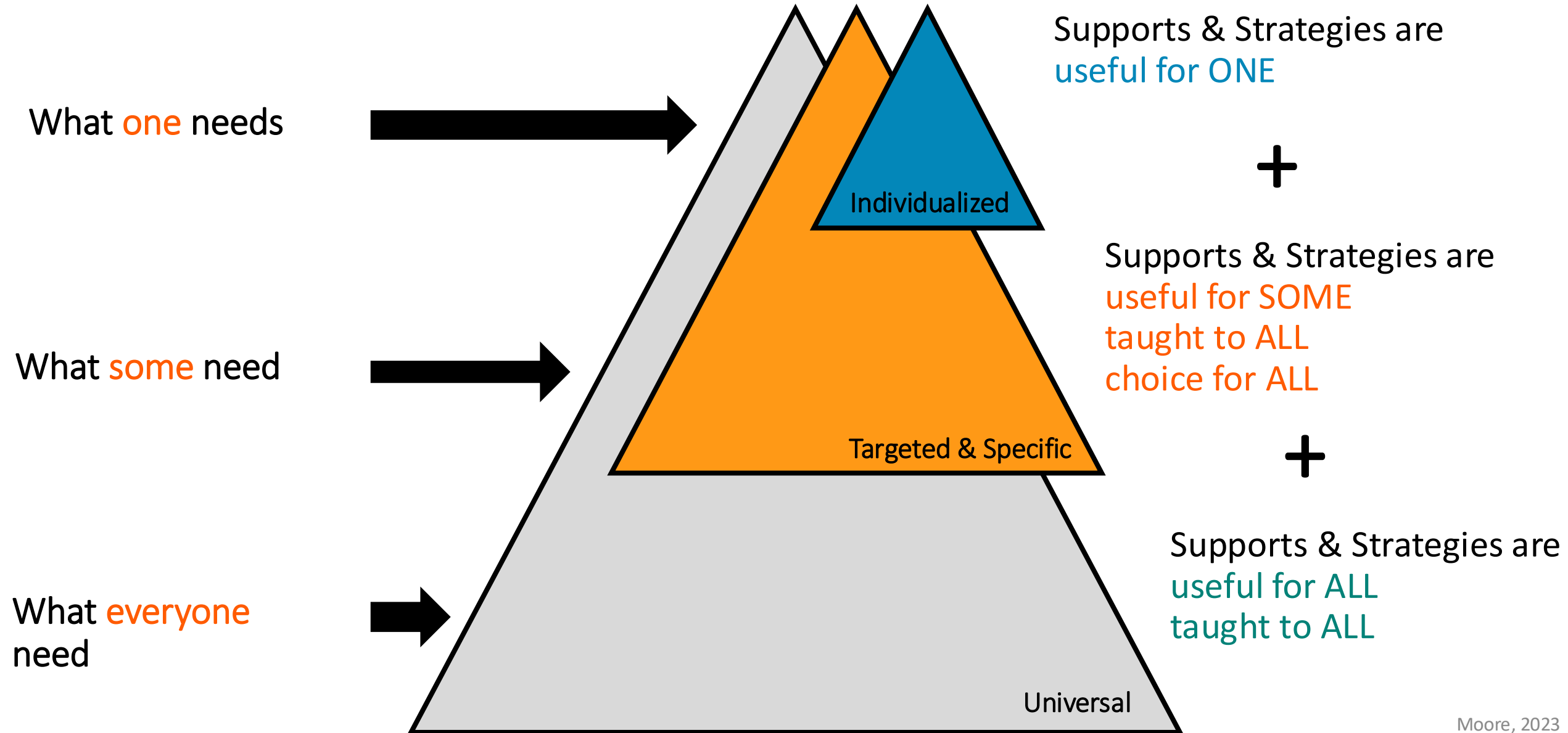


Multiple Layers of Needs Based Support

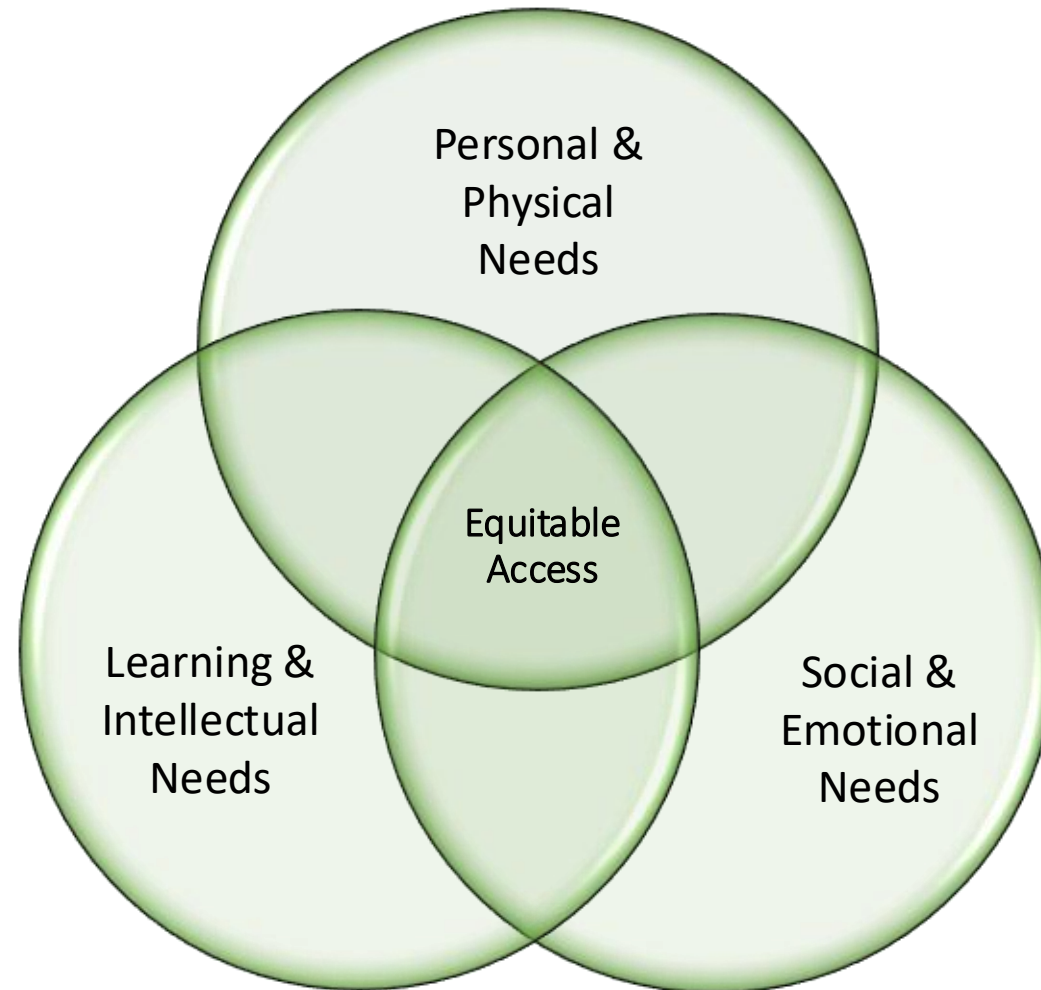


	Design Multiple Means of Engagement 	Design Multiple Means of Representation 	Design Multiple Means of Action & Expression 
Access	<p>Design Options for Welcoming Interests & Identities (7)</p> <ul style="list-style-type: none">• Optimize choice and autonomy (7.1)• Optimize relevance, value, and authenticity (7.2)• Nurture joy and play (7.3)• Address biases, threats, and distractions (7.4)	<p>Design Options for Perception (1)</p> <ul style="list-style-type: none">• Support opportunities to customize the display of information (1.1)• Support multiple ways to perceive information (1.2)• Represent a diversity of perspectives and identities in authentic ways (1.3)	<p>Design Options for Interaction (4)</p> <ul style="list-style-type: none">• Vary and honor the methods for response, navigation, and movement (4.1)• Optimize access to accessible materials and assistive and accessible technologies and tools (4.2)
Support	<p>Design Options for Sustaining Effort & Persistence (8)</p> <ul style="list-style-type: none">• Clarify the meaning and purpose of goals (8.1)• Optimize challenge and support (8.2)• Foster collaboration, interdependence, and collective learning (8.3)• Foster belonging and community (8.4)• Offer action-oriented feedback (8.5)	<p>Design Options for Language & Symbols (2)</p> <ul style="list-style-type: none">• Clarify vocabulary, symbols, and language structures (2.1)• Support decoding of text, mathematical notation, and symbols (2.2)• Cultivate understanding and respect across languages and dialects (2.3)• Address biases in the use of language and symbols (2.4)• Illustrate through multiple media (2.5)	<p>Design Options for Expression & Communication (5)</p> <ul style="list-style-type: none">• Use multiple media for communication (5.1)• Use multiple tools for construction, composition, and creativity (5.2)• Build fluencies with graduated support for practice and performance (5.3)• Address biases related to modes of expression and communication (5.4)
Executive Function	<p>Design Options for Emotional Capacity (9)</p> <ul style="list-style-type: none">• Recognize expectations, beliefs, and motivations (9.1)• Develop awareness of self and others (9.2)• Promote individual and collective reflection (9.3)• Cultivate empathy and restorative practices (9.4)	<p>Design Options for Building Knowledge (3)</p> <ul style="list-style-type: none">• Connect prior knowledge to new learning (3.1)• Highlight and explore patterns, critical features, big ideas, and relationships (3.2)• Cultivate multiple ways of knowing and making meaning (3.3)• Maximize transfer and generalization (3.4)	<p>Design Options for Strategy Development (6)</p> <ul style="list-style-type: none">• Set meaningful goals (6.1)• Anticipate and plan for challenges (6.2)• Organize information and resources (6.3)• Enhance capacity for monitoring progress (6.4)• Challenge exclusionary practices (6.5)

Multiple Layers of Needs Based Support

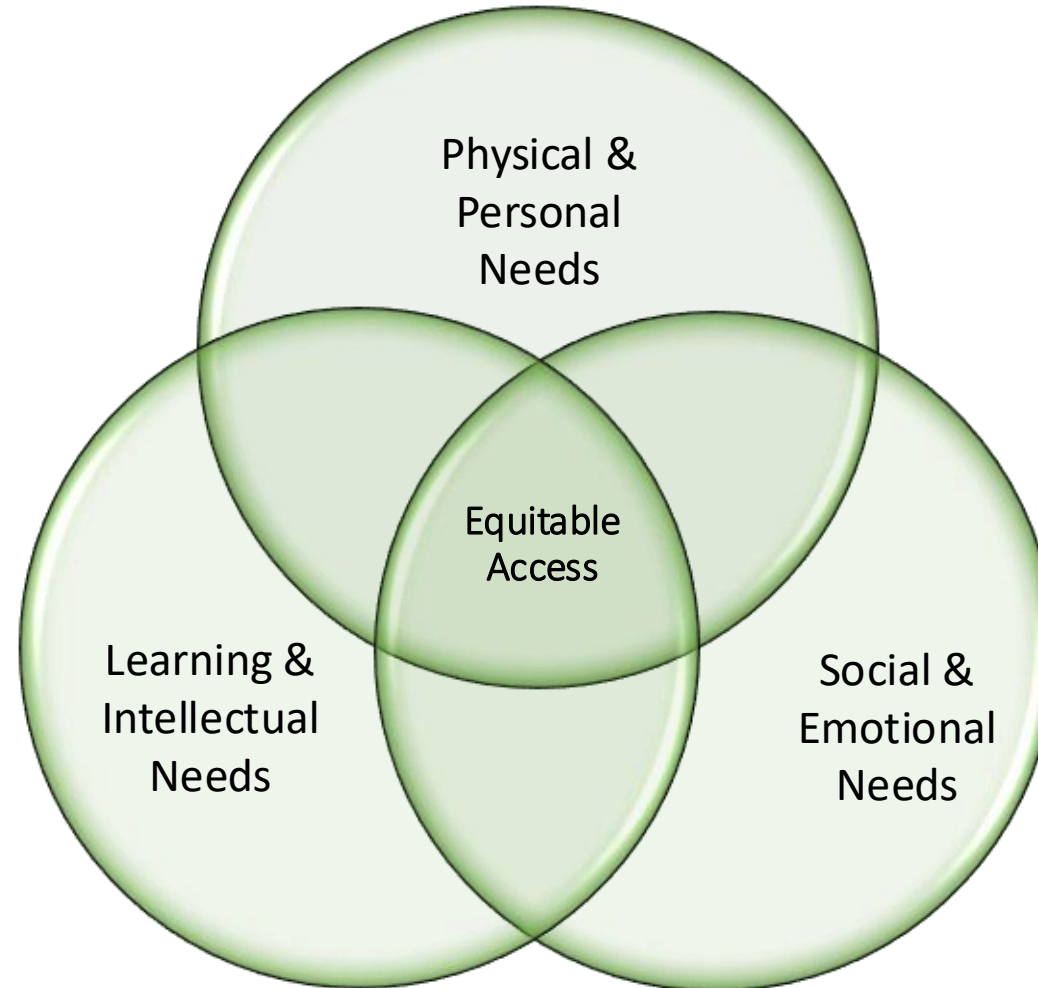


Increasing Inclusive & Equitable Access by Designing for Individual Needs



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

Classroom Support Planning: Collaborative Needs Based Reflection

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

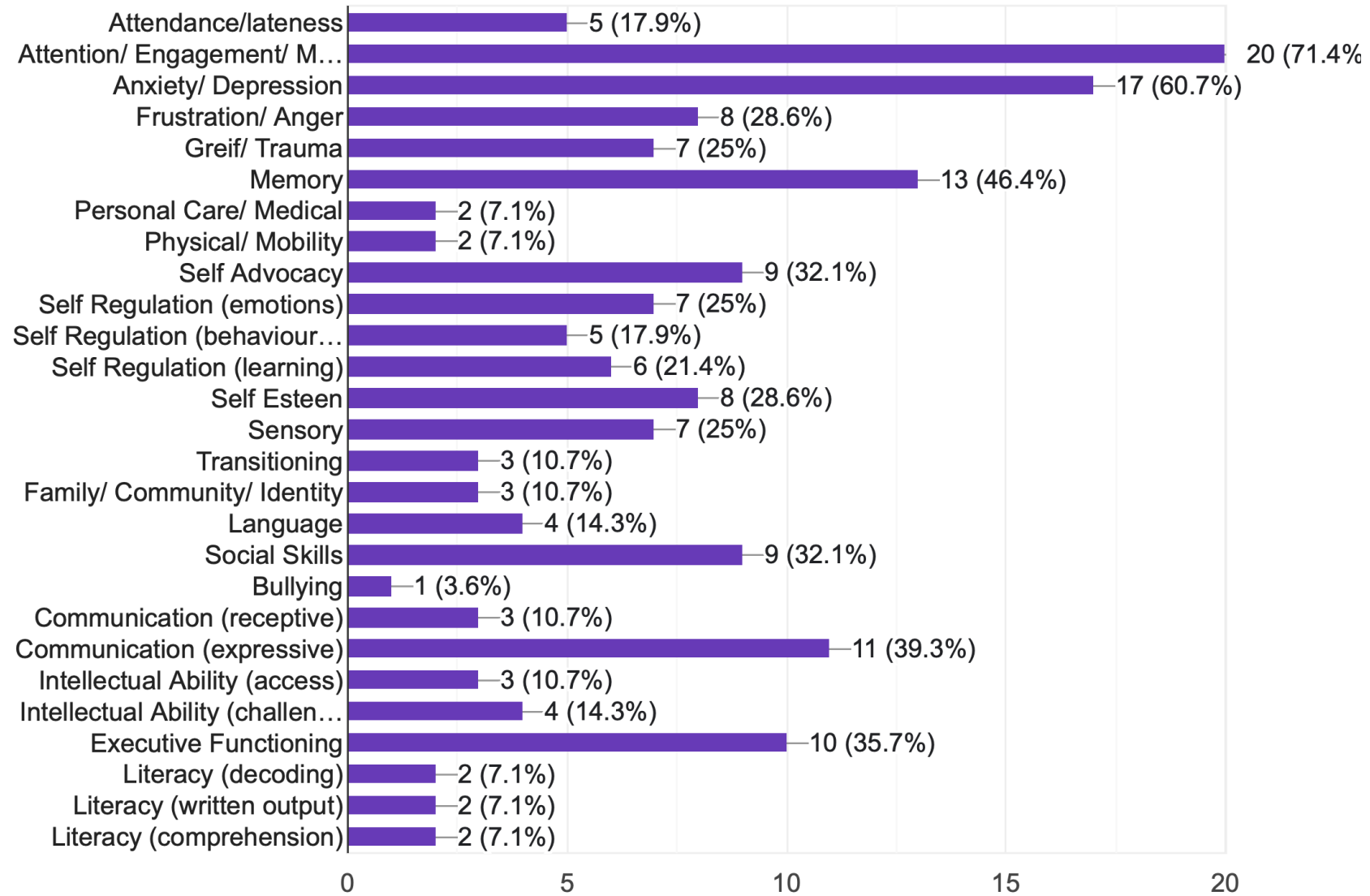


Common Needs Based Areas		Students in Mind	Priority	Monitor	N/A	
Social-Emotional & Behavioural	Emotional regulation					
	Anxiety, depression & mental health					
	Anger or frustration tolerance					
	Stress management					
	Self-esteem, acceptance & confidence					
	Behavioural regulation					
	Coping skills					
	Trauma or grief					
	Executive Functioning	Attention & focus				
		Active memory				
Impulse control						
Task initiation						
Organization						
Time management						
Planning & sequencing						
Flexible thinking						
Communication	Receptive communication					
	Expressive communication					
	Social communication					
	Nonverbal communication					
	Oral language					
	Augmented & Alternative Communication (AAC)					
	Language of Instruction					

Common Needs Based Areas		Students in Mind	Priority	Monitor	N/A
Curricular Access	Literacy - Decoding				
	Literacy - Comprehension				
	Literacy - Written output				
	Literacy - Oral language/speaking				
	Foundational numeracy				
	Engagement/motivation				
	Understanding information				
	Knowing & using learning strategies				
	Curricular accessibility				
	Curricular challenge/extension				
Self-Determination, Agency & Independence	Self-awareness & advocacy				
	Choice making & goal setting				
	Managing materials & routines				
	Independence/agency				
Social & Interpersonal	Ownership of learning				
	Peer relationships				
	Collaboration & group work				
	Understanding social cues				
	Problem-solving/conflict resolution				
Physical	Belonging & community				
	Hearing				
	Vision				
	Mobility				
	Motor skills (fine/gross)				
	Sensory				
	Medical				
	Energy or stamina				
Eating, feeding, and/or allergies					

Support Needs for EPSE 317

28 responses



Classroom Support Planning: Collaborative Needs Based Reflection

Target Classroom: Grade 8 English	Classroom Teacher(s): LM	Support Teachers/ Staff: SM	Date: Nov. 2025
---	------------------------------------	---------------------------------------	---------------------------

Common Needs Based Areas		Students in Mind	Priority	Monitor	N/A
Social-Emotional & Behavioural	Emotional regulation	DU, AC, SS, KM	X		
	Anxiety, depression & mental health				x
	Anger or frustration tolerance	DU, SS		x	
	Stress management				x
	Self-esteem, acceptance & confidence	AC, MB, KM		x	
	Behavioural regulation	SS		x	
	Coping skills	AC, KM		x	
	Trauma or grief	CS, IF		x	
Executive Functioning	Attention & focus	CS, AC, PD, SS		x	
	Working memory	KM			
	Impulse control	AC, SS, DS			
	Task initiation				
	Organization	SS			
	Time management	PD			
	Planning & sequencing	CS, DS			
	Flexible thinking	IF, SS, MB, KM	X		
	Transitioning	SS			
Communication	Receptive communication	CS, DU, IF, AC	X		
	Expressive communication	CS, DU, IF, AC			
	Social communication	CS, DU, AC			
	Nonverbal communication	DU, AC, DS			
	Oral language	DU, AC			
	Augmented & Alternative Communication (AAC)	CS			
	Language of Instruction	DU, DS, KM			

Your job – 20 minutes

- Thinking about one class:
 - Start with students who have IEPs
 - Put their initials in then needs based areas that you feel like they need support in
 - Now add students who do not have IEPs
 - Put their initials in then needs based areas that you feel like they need support in

Classroom Support Planning: Collaborative Needs Based Reflection

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



	Common Needs Based Areas	Students in Mind	Priority	Monitor	N/A
Social-Emotional & Behavioural	Emotional regulation				
	Anxiety, depression & mental health				
	Anger or frustration tolerance				
	Stress management				
	Self-esteem, acceptance & confidence				
	Behavioural regulation				
	Coping skills				
	Trauma or grief				
	Attention & focus				

Your job – 5 minutes

- For each needs-based area determine if the need is:
 - **Priority** – a cluster of student need support, or it is an area that is affecting the whole community
 - **Monitor** – a plan is in place for this area/ we are managing
 - **N/A** – this is not an area of need for the class, or it is an individual area that does not affect the community

Classroom Support Planning: Collaborative Needs Based Reflection

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



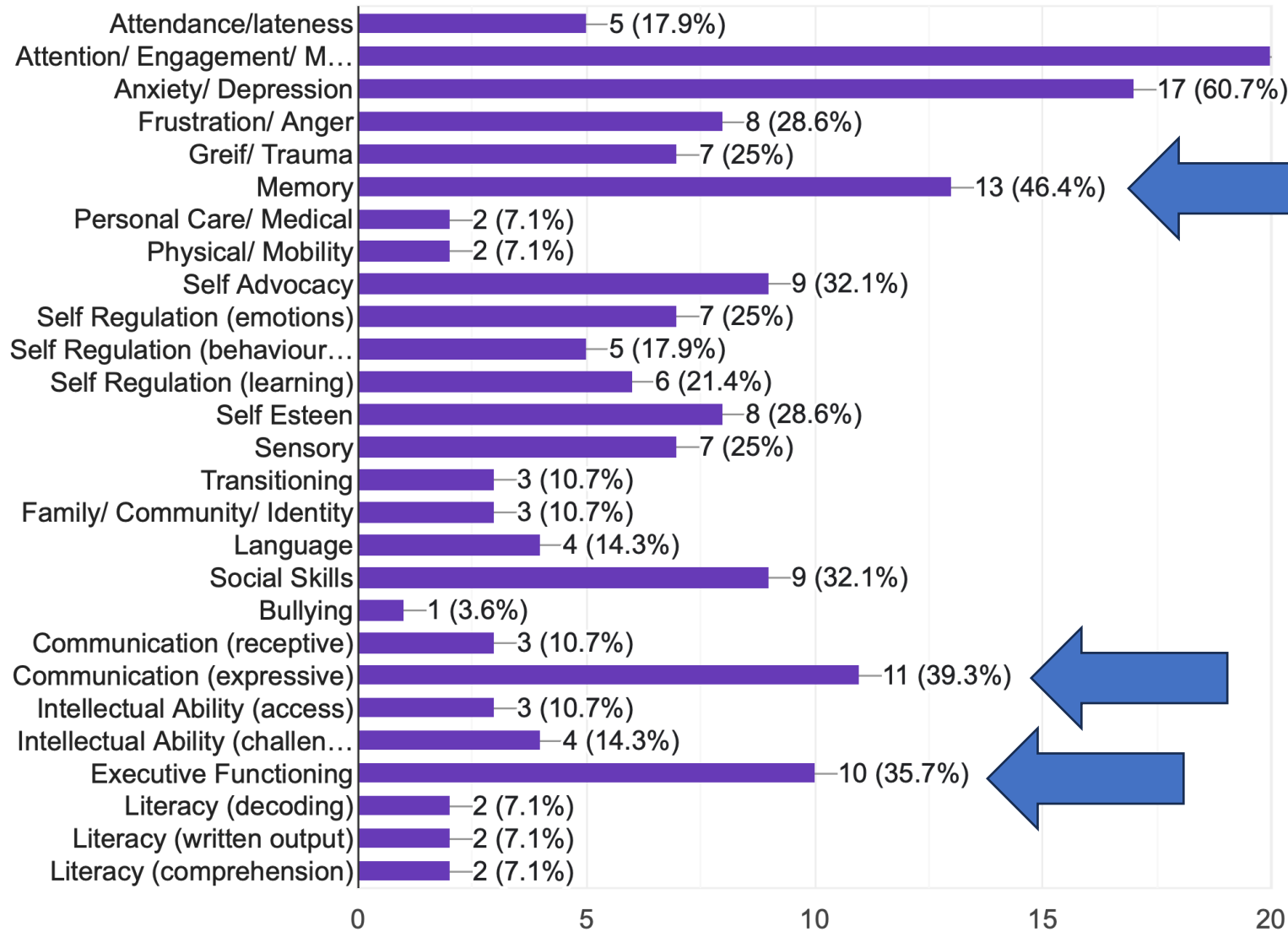
	Common Needs Based Areas	Students in Mind	Priority	Monitor	N/A
Social-Emotional & Behavioural	Emotional regulation				
	Anxiety, depression & mental health				
	Anger or frustration tolerance				
	Stress management				
	Self-esteem, acceptance & confidence				
	Behavioural regulation				
	Coping skills				
	Trauma or grief				
	Attention & focus				

Making some decisions

- Look at your priority areas and choose the top 5 that, if targeted, would have a big impact on your class

Support Needs for EPSE 317

28 responses



Priority Needs

1. **Attention & Engagement**
2. Anxiety & Depression
3. Memory
4. Expressive Communication
5. Executive Functioning

Classroom Support Planning: Collaborative Needs Based Reflection

Target Classroom: Gr 6 Math	Classroom Teacher(s): Adam & Zoe	Support Teachers/ Staff:	Date: Dec 2025
---------------------------------------	--	---------------------------------	-----------------------

	Common Needs Based Areas	Students in Mind	Priority	Monitor	Individual
Social-Emotional & Behavioural	Emotional regulation	APL, CG, ZM			x
	Anxiety, depression & mental health	APL, CG, ZM, KP			x
	Anger or frustration tolerance				
	Stress management				
	Self-esteem, acceptance & confidence	APL, KS, CG			x
	Behavioural regulation				
	Coping skills	CG			x
	Trauma or grief	CG			x
Executive Functioning	Attention & focus	APL, KS, EZ, EE, LDL	x		
	Active memory	CA, APL, KS		x	
	Impulse control				
	Task initiation	CA, APL, KS, EZ, VV, EE	x		
	Organization	APL, KS, GS		x	
	Time management	APL, KS, *	x		
	Planning & sequencing	KS, *	x		
	Flexible thinking	KS			x
	Transitioning				
Communication	Receptive communication	KS			x
	Expressive communication	KS			x
	Social communication				
	Nonverbal communication				
	Oral language				
	Augmented & Alternative Communication (AAC)				
	Language of Instruction				

Top 5

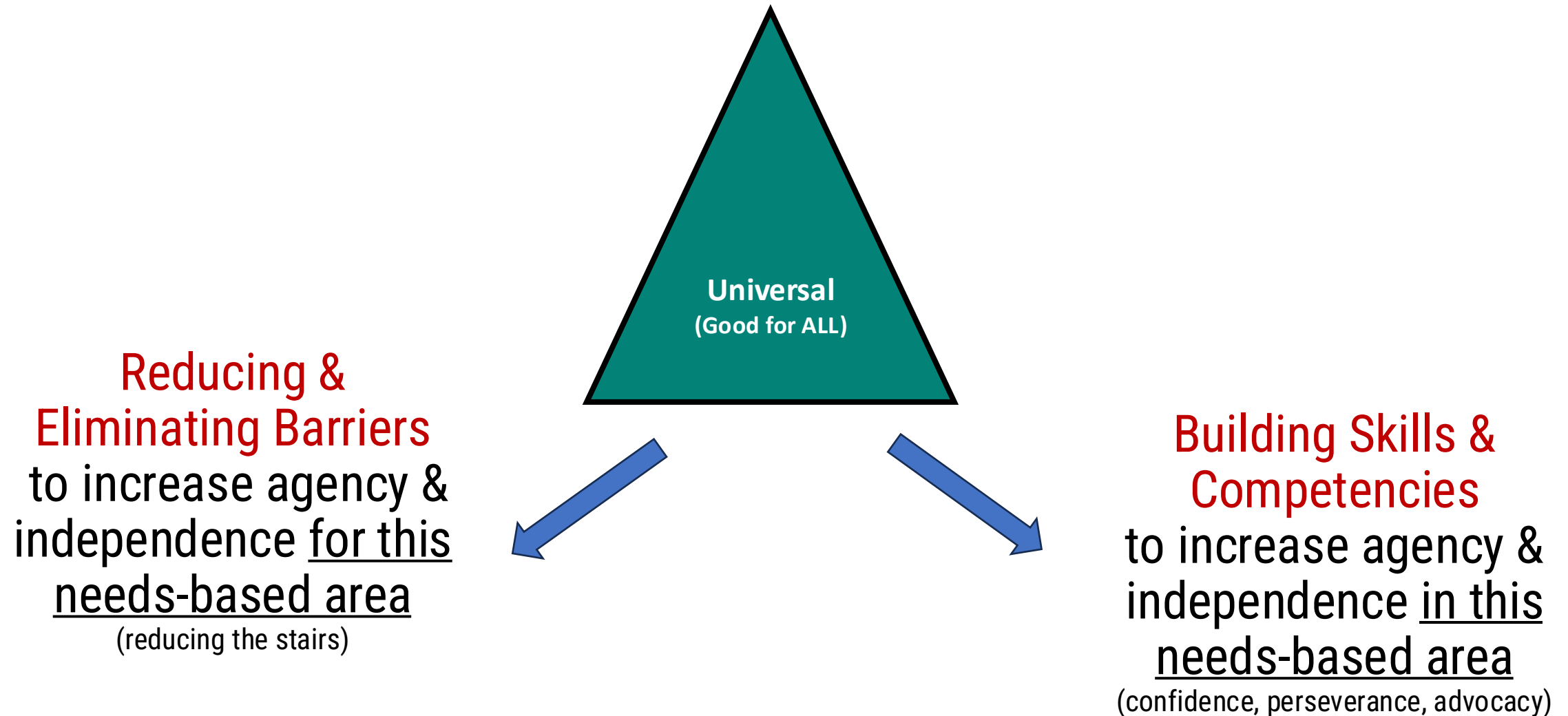
Executive Functioning

- Attention & Focus
- Task Initiation
- Time Management
- Planning & Sequencing

Curricular Access

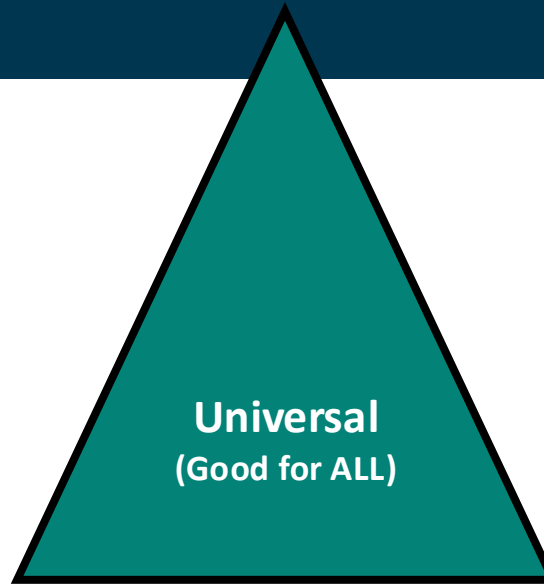
- Reading Comprehension

Anchoring in Universal Design & Core Competencies



Need Based Area: Attention & Engagement

Reducing & Eliminating Barriers
to increase agency & independence for this needs-based area
(reducing the stairs)



Building Skills & Competencies
to increase agency & independence in this needs-based area
(confidence, perseverance, advocacy)

What high yield UDL 3.0 indicators will reduce barriers for students who need support with attention & engagement?

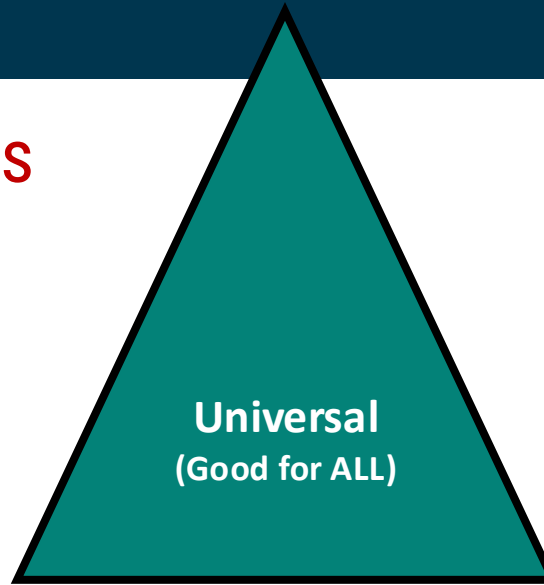
What high yield BC Core Competencies will teach skills that help students who need support with attention & engagement?

--

--

Need Based Area: Attention & Engagement

Reducing & Eliminating Barriers
to increase agency &
independence for this needs-
based area
(reducing the stairs)



Building Skills & Competencies
to increase agency &
independence in this needs-
based area
(confidence, perseverance, advocacy)

What high yield UDL 3.0 indicators will reduce barriers for students who need support with attention & engagement?

“I am teaching a post secondary university class at UBC to teacher candidates. They have self reported that they need support with attention and engagement. Could you tell me 5 high yield UDL 3.0 indicators (with number) that I could focus on that will reduce barriers for my students”

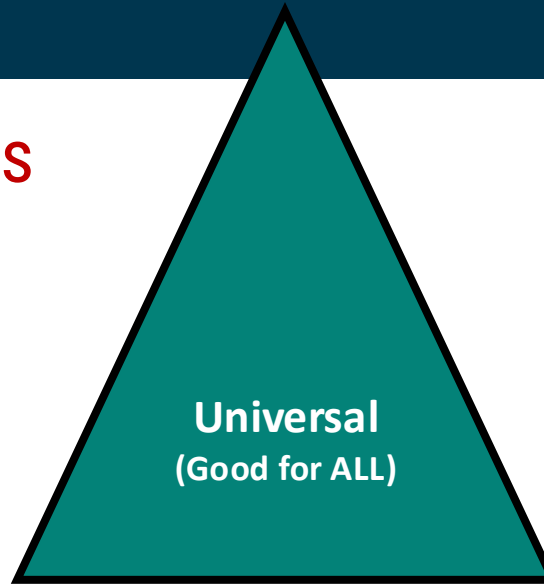
What high yield BC Core Competencies will teach skills that help students who need support with attention & engagement?

Need Based Area: Attention & Engagement

What high yield UDL 3.0 indicators will reduce barriers for students who need support with attention & engagement?	What high yield BC Core Competencies will teach skills that help students who need support with attention & engagement?
7.4 – Address biases, threats, and distraction predictable routines, clear participation norms, reduced “gotcha” moments, explicit inclusion signals.	
7.1 – Optimize choice and autonomy choice in ways to participate (chat/voice/annotate), choice of topics/examples, choice of output format.	
8.1 – Clarify the meaning and purpose of goals “By the end of today, you’ll be able to...” + “This shows up in classrooms when...”	
8.4 – Foster belonging and community structured peer talk, roles, norms for disagreement, consistent small groups, relationship routines	
9.3 – Promote individual and collective reflection 60-second check-ins (“What’s your focus plan for the next 15 minutes?”), exit reflections on what supported engagement.	

Need Based Area: Attention & Engagement

Reducing & Eliminating Barriers
to increase agency &
independence for this needs-
based area
(reducing the stairs)



Building Skills & Competencies
to increase agency &
independence in this needs-
based area
(confidence, perseverance, advocacy)

What high yield UDL 3.0 indicators will reduce barriers for students who need support with attention & engagement?

“I am teaching a post secondary university class at UBC to teacher candidates. They have self reported that they need support with attention and engagement. Could you tell me 5 high yield UDL 3.0 indicators (with number) that I could focus on that will reduce barriers for my students”

What high yield BC Core Competencies will teach skills that help students who need support with attention & engagement?

“now I want to focus on 5 specific BC core competencies that can help build skills in this area. please use the uploaded competency chart to determine high yield goals. These I can goals can be reflective of any profile or level”

Core Competencies "I can" Statements Aligned to Inclusive Lenses

	Personal Purpose			Social Purpose		Intellectual/Learning Purpose	
	Personal & Social Competencies			Communication Competencies		Thinking Competencies	
	Personal Awareness & Responsibility	Positive Personal & Cultural Identity	Social Awareness & Responsibility	Collaboration	Communication	Critical & Reflective Thinking	Creative Thinking
Profile One	<p>PAR1 a) I can show a sense of accomplishment and joy</p> <p>PAR 1b) I can express needs and wants and preferences</p> <p>PAR 1c) I can recognize my emotions</p>	<p>PPC 1a) I am aware of myself as different from others</p> <p>PPC 1b) I know my name</p> <p>PPC 1c) I am aware of my family and/or my caregivers</p>	<p>SAR 1a) I am aware of others in my surroundings</p> <p>SAR 1b) I can have fun with my family and friends</p> <p>SAR1c) I can help and be kind</p> <p>SAR1d) I can tell if someone is sad or angry and try to make them feel better</p> <p>SAR1e) I am aware that other people can be different than me</p>	<p>COL 1a) I can participate with others</p>	<p>COM 3a) I can respond meaningfully to communication from peers and adults</p>	<p>CRT 1a) I can get ideas when I play</p> <p>CRT 1b) I can get ideas when I use my senses to explore</p> <p>CRT 3c) I can have fun when I use my ideas to play</p> <p>CRT 3d) I can make my ideas work and/or I can change my what I am doing</p>	<p>CRE 1a) I can explore using materials and/or actions</p> <p>CRE 1b) I can explore and communicate whether I like something or not</p>
Profile 2	<p>PAR 2a) I can feel happy and proud</p> <p>PAR 2b) I know and can seek out experiences that make me feel happy and proud</p> <p>PAR 2c) I can celebrate my efforts and accomplishments</p> <p>PAR 2d) I can use strategies to help me manage my feelings and emotions</p> <p>PAR 2e) I can give evidence of my learning</p> <p>PAR 2f) I can recognize and/or explain my role in learning activities</p> <p>PAR 2g) I can participate in activities that support my wellbeing</p> <p>PAR 2h) I can describe how specific choices can affect my wellbeing</p>	<p>PPC 2a) I can identify my attributes</p> <p>PPC 2b) I can identify objects or images that represent me or things that are important to me</p> <p>PPC 2c) I can explain what I like and dislike and why</p> <p>PPC 2d) I can describe my family, home and/or community</p>	<p>SAR 2a) I can build relationships</p> <p>SAR 2b) I can work and play cooperatively</p> <p>SAR 2c) I can participate in activities to care for and improve my social and physical surroundings</p> <p>SAR 2d) I can use materials respectfully</p> <p>SAR 2e) I can solve problems myself and ask for help when I need it</p> <p>SAR 2f) I can listen to others' ideas and concerns</p> <p>SAR 2g) I can be part of a group and invite others to join</p> <p>SAR 2h) I can identify when something is unfair to me or others</p>	<p>COL 2a) I can contribute in group activities</p> <p>COL 2b) I can cooperate with others</p> <p>COL 2c) I can listen respectfully to other people's ideas</p> <p>COL 2d) I can work with others for a specific purpose</p>	<p>COM 2a) I can communicate and listen to peers and adults by talking</p> <p>COM 2b) I can communicate for a purpose</p> <p>COM 2c) I can communicate information about topics that are important to me</p> <p>COM 2d) I can answer simple and direct questions about my experiences</p>	<p>CRT 2a) I can ask questions</p> <p>CRT 2b) I can make predictions</p> <p>CRT 2c) I can use my senses to gather information</p> <p>CRT 2d) I can explore with a purpose and use what I learn</p> <p>CRT 2e) I can communicate something about my thinking</p> <p>CRT 2f) I can contribute to and/or use criteria</p> <p>CRT 2g) I can find evidence</p> <p>CRT 2h) I can make a judgment based on evidence</p> <p>CRT 2i) I can reflect on my work and experiences and communicate to others what I learned</p>	<p>CRE 2a) I can have fun with my ideas</p> <p>CRE 2b) I can get new ideas to create new things and/or solve a problem</p> <p>CRE 2c) I can use my imagination to get new ideas, build onto other people's ideas, and/or combine my ideas with others in new ways</p> <p>CRE 2d) I can make my ideas work when there is a constraint of a form, problem or materials</p>
Profile 3	<p>PAR 3a) I can take action to meet my wants and needs and/or joy and satisfaction</p> <p>PAR 3b) I can work towards a goal and/or solving a problem</p> <p>PAR 3c) I can use strategies to increase my feeling of well-being and help me manage my feelings and emotions</p> <p>PAR 3d) I can connect my actions with both positive and negative consequences and can make adjustments</p> <p>PAR 3e) I can accept feedback</p> <p>PAR 3f) I can make decisions about my activities and take responsibility for my physical and emotional well-being</p>	<p>PPC 3a) I can identify my individual characteristics</p> <p>PPC 3b) I can explain what interests me</p> <p>PPC 3c) I can describe different groups that I belong to</p>	<p>SAR 3a) I can build and sustain relationships</p> <p>SAR 3b) I can share my feelings in my relationships</p> <p>SAR 3c) I can contribute to group activities that make my classroom, school, community and/or natural world a better place</p> <p>SAR 3d) I can consider different perspectives of an issue, clarify problems, consider alternatives and evaluate strategies</p> <p>SAR 3e) I can demonstrate respectful and inclusive behaviour with people I know</p> <p>Sar 3f) I can explain why something is fair or unfair</p>	<p>COL 3a) I can take on different roles and tasks in the group and work respectfully and safely in our shared space</p> <p>COL 3b) I can express my ideas and help others feel comfortable to share theirs so that all voices feel included</p> <p>COL 3c) I can work with others to achieve a common goal and can evaluate our group processes and results</p>	<p>COM 3a) I can participate in conversations for a variety of purposes</p> <p>COM 3b) I can listen and respond to others</p> <p>COM 3c) I can consider my purpose when I am choosing a form and content</p> <p>COM 3d) I can communicate clearly about topics that I know and understand well, using forms and strategies I have practiced</p> <p>COM 3e) I can gather the information I need and present it</p>	<p>CRT 3a) I can ask open-ended questions, explore and gather information</p> <p>CRT 3b) I can experiment purposefully to develop options</p> <p>CRT 3c) I can contribute to and use criteria</p> <p>CRT 3d) I can describe my thinking and how it is changing</p> <p>CRT 3e) I can use observations, experiences and my imagination to draw conclusions, make judgements and/or ask new questions</p> <p>CRT 3f) I can establish goals individually with others</p> <p>CRT 3g) I can connect my learning with my experiences, efforts and goals</p> <p>CRT 3h) I can give and receive constructive feedback</p>	<p>CRE 3a) I can generate new ideas as I pursue my interests</p> <p>CRE 3b) I can deliberately learn a lot about something by doing research, talking to others, or practicing so that I can generate new ideas about it</p> <p>CRE 3c) I can build skills I need to make my ideas work, and I usually succeed, even if it takes a few tries</p>
Profile 4	<p>PAR 4a) I can accept myself</p> <p>PAR 4b) I can recognize my strengths & stretches</p> <p>PAR 4b) I can advocate for myself and my ideas</p> <p>PAR 4c) I can engage with ideas and/or information that is challenging for me</p> <p>PAR 4d) I can be focused and determined</p> <p>PAR 4e) I can set goals and use strategies to accomplish them</p> <p>PAR 4f) I can persevere through a challenging task</p> <p>PAR 4g) I can tell when I am getting angry and/or upset or frustrated and I have strategies to calm myself</p> <p>PAR 4h) I can make choices that benefit my well-being and keep me safe in the communities that I belong to</p>	<p>PPC 4a) I can describe and demonstrate pride in my positive qualities, characteristics and/or skills</p> <p>PPC 4b) I can explain why I make specific choices</p> <p>PPC 4c) I can represent aspects of my cultural contexts through words and or images</p> <p>PPC 4d) I can describe why that I participate in or am connected to a community</p>	<p>SAR 4a) I can build relationships and be a thoughtful and supportive friend</p> <p>SAR 4b) I can identify ways that my actions and the actions of others affect my community and the natural environment</p> <p>SAR 4c) I can look for ways to make my classroom, school, community, or natural world a better place and identify small things I can do that would make a difference</p> <p>SAR 4e) I can demonstrate respectful and inclusive behaviour in a variety of settings, and I recognize that everyone has something to offer</p>	<p>COL 4a) I can identify and apply roles and strategies to facilitate group work</p> <p>COL 4b) I can draw on past experiences to negotiate and develop group processes</p> <p>COL 4c) I can be an active listener and speaker</p> <p>COL 4d) I can share my ideas and try to connect them with other people's ideas</p> <p>COL 4e) I can ask clarifying questions (about others' ideas) and check for understanding when appropriate</p> <p>COL 4f) I can test my ideas with others and consider their input</p> <p>COL 4g) I can help resolve conflicts and challenges as they arise</p> <p>COL 4h) I can recognize how my contributions and those of others complement each other</p> <p>COL 4i) I can plan with other and adjust our plan according to the group's purpose</p>	<p>COM 4a) I can share my ideas and try and connect them with others' ideas</p> <p>COM 4b) I am an active listener and can make connections</p> <p>COM 4c) I can ask clarifying and extending questions when appropriate</p> <p>COM 4d) I can plan ways to make my message clear and engaging for my audience</p> <p>COM 4e) I can create communications that focus on a variety of purposes and audiences</p> <p>COM 4f) I can acquire the information that I need for specific tasks and for my own interests and present information clearly</p>	<p>CRT 4a) I can use that I know to observe to identify problems and ask questions</p> <p>CRT 4b) I can explore and engage with materials and sources</p> <p>CRT 4c) I can develop and adapt criteria, check information, assess my thinking and develop reasoned conclusions, judgements and/or plans</p> <p>CRT 4d) I can consider more than one way to proceed and make choices based on my reasoning and what I am trying to do</p> <p>CRT 4e) I can assess my own efforts and experiences and identify new goals</p> <p>CRT 4f) I can give, receive and act on constructive feedback</p>	<p>CRE 4a) I can get ideas that are new to my peers</p> <p>CRE 4b) I can use my creative ideas to express myself</p> <p>CRE 4c) I can use strategies deliberately to help me focus, so that I can be creative</p> <p>CRE 4d) I can use my experiences with various steps and attempts to direct my future work</p>

CORE COMPETENCIES

C

Communication

1. Share and develop ideas
2. Obtain, interpret, and present information
3. Work together to plan, carry out, and review tasks and activities
4. Describe/recall and reflect on experiences and what one can do

T

Creative Thinking

1. Novelty and value
2. Generating ideas
3. Developing ideas

T

Critical Thinking

1. Analyze and critique
2. Question and investigate
3. Develop and design

PS

Positive Personal & Cultural Identity

1. Relationship and cultural contexts
2. Personal values and choice
3. Personal strengths and abilities

PS

Social Responsibility

1. Contributing to community and caring for the environment
2. Solving problems in peaceful ways
3. Valuing diversity
4. Building Relationships

PS

Personal Awareness & Responsibility

1. Self-determination
2. Self-regulation
3. Well-being

Need Based Area: Attention & Engagement

What high yield UDL 3.0 indicators will reduce barriers for students who need support with attention & engagement?	What high yield BC Core Competencies will teach skills that help students who need support with attention & engagement?
7.4 – Address biases, threats, and distraction predictable routines, clear participation norms, reduced “gotcha” moments, explicit inclusion signals.	PAR: “I can recognize my strengths and take responsibility for using strategies to focus, manage stress, and accomplish my goals.”
7.1 – Optimize choice and autonomy choice in ways to participate (chat/voice/annotate), choice of topics/examples, choice of output format.	CRT: “I can establish goals individually and with others, connect my learning with my experiences, efforts, and goals, and assess my thinking.”
8.1 – Clarify the meaning and purpose of goals “By the end of today, you’ll be able to...” + “This shows up in classrooms when...”	COM: “In discussions and conversations, I am focused and help to build and extend understanding.”
8.4 – Foster belonging and community structured peer talk, roles, norms for disagreement, consistent small groups, relationship routines	COL: “I can identify and apply roles and strategies to facilitate group work and adjust my contributions as needed.”
9.3 – Promote individual and collective reflection 60-second check-ins (“What’s your focus plan for the next 15 minutes?”), exit reflections on what supported engagement.	PAR: “I can set priorities; implement, monitor, and adjust a plan; and assess the results.”

Your job

- Based on 1 priority needs-based area:
 - Determine up to 5 high yield UDL 3.0 strategies that will reduce barriers for your class
 - Determine up to 5 Core Competency goals that you could target to build skills in this area

Shelley MOORE PH.D.



@tweetsomemoore



@fivemooreminutes



@fivemooreminutes



www.fivemooreminutes.com

www.blogsomemoore.com