outside pln consulting

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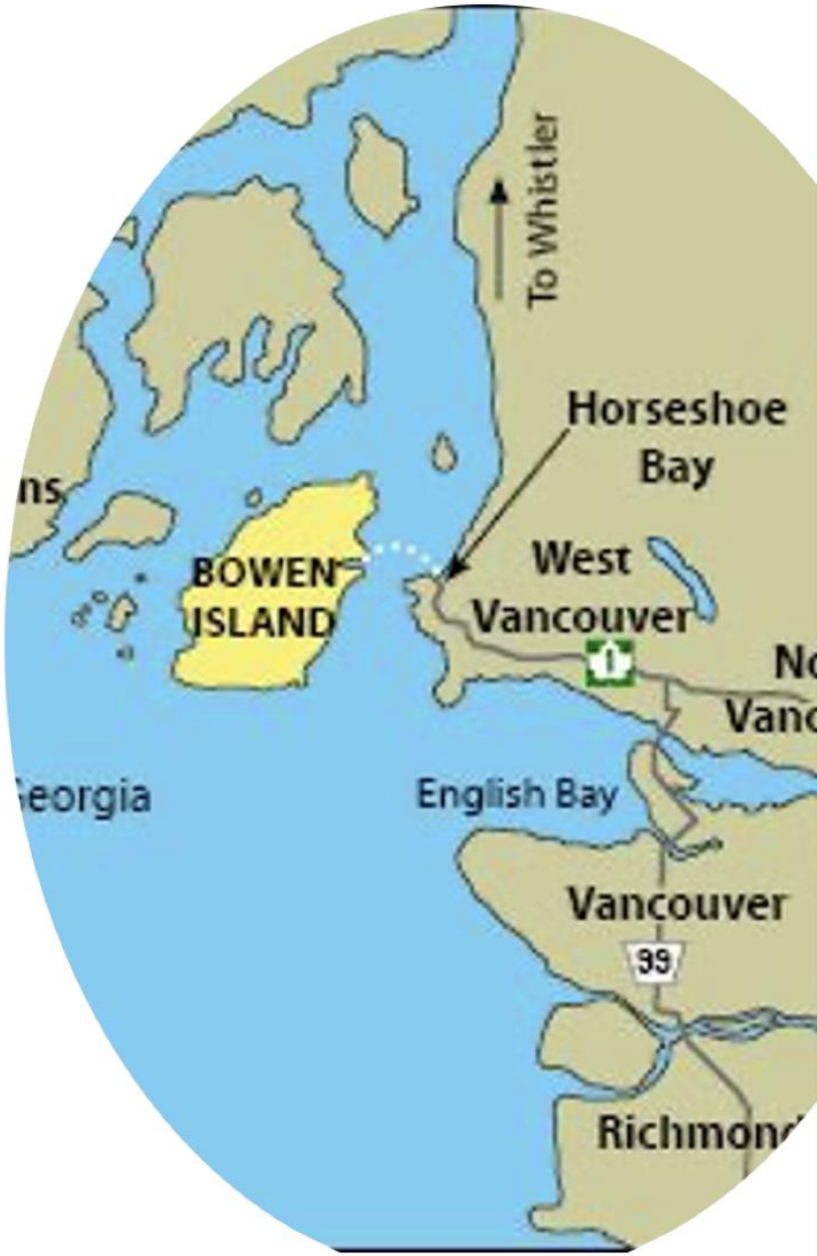
Nexwlélexm (Bowen Island)

•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



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2024

Choose your Challenge

Inclusive Lesson Task Scaffolding Strategy

Start Here

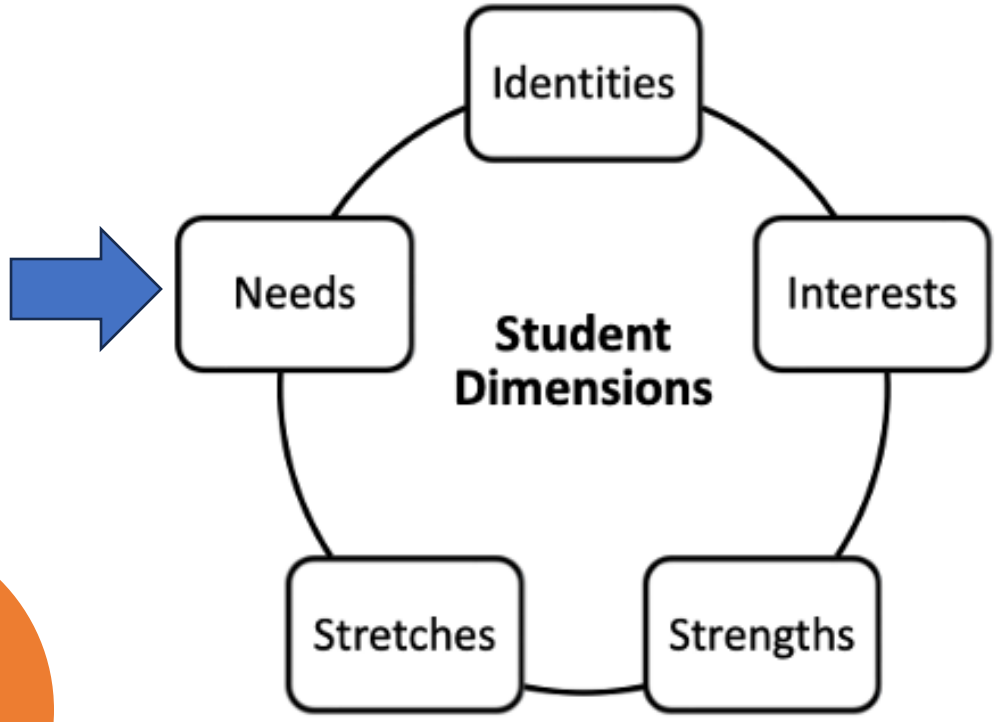
Go as far as you can in the time allotted

Goal: We can collate strength based data to find themes that can help us ask questions, prioritize needs, and make decisions about how we can collaboratively reduce barriers for a target class

Task: Choose a strategy	**Time: Jan 15, 2025**
I NEED to…	• Choose a class that you want to target • Add your own perspectives to classroom dimensions to first row of Class Review
I MUST…	• Review evidence of student dimensions • Look for themes/ patterns and add to first row of Class Review
I CAN…	• Collaboratively complete a needs based reflection for your target class • Prioritize 3-5 needs area that the team could target • Record those priority needs based areas in row 2 of the Class Review
I COULD…	• Reflect on the rows 1 and 2 of the Class Review • As a team, determine some goals/ questions that could guide your decision making when supporting this class • Add to Row 3 of the Class Review
I can TRY to…	• Record what you know works well for this class already • Commit to what decisions and practices you want to try or shift to reduce barriers for the target class • Add to Row 4 of the Class Review

Last Session

Reflecting on Needs



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2023

Class Review:	School Team:	Date:

Class Dimensions

Class Identities	Class Interests	Classroom Strengths	Classroom Stretches

Student Dimensions

Class Needs

Need:	Need:	Need:	Need:	Need:

Prioritized Needs to Target

Team Goals

Some big questions and/or goals that we have for this class:

Collaborative Team Goals

Team Reflections & Decisions

What works well for this class?	What else can we do to reduce barriers for this class?

Collaborative Team Decisions

Classroom Support Planning: Collaborative Needs Based Reflection

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

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 **Choices (EC, HN** **Life Skills (KD, IN** **Resource (JC** **MLL** **Speech**	**Students who have this need** **(underline students who have IEP/504)**	**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	KD HN			
Attention	JC KD EC IN HN			
Anxiety/ Depression	JC EC IN HN			
Bullying	JC KD			
Communication (receptive)	KD IN HN			
Communication (expressive)	KD EC IN HN			
Eating/Food/Allergies				
Engagement/Motivation	JC KD IN HN			
Executive Functioning	JC KD EC IN HN			
Family/Community/Identity	JC KD EC HN			
Frustration/ Anger	JC KD EC IN HN			
Greif/ Trauma	HN			
Gross/Fine Motor Skills	KD EC IN HN			
Intellectual Ability (access)	KD IN			
Intellectual Ability (extend)	EC HN			
Language				
Literacy (decoding)	KD IN			
Literacy (understanding)	KD IN HN			
Literacy (written output)	KD EC IN HN			
Literacy (oral language/speaking)	KD EC IN HN			
Medical				
Memory	HN			
Mental Health	JC HN			
Numeracy	KD IN			
Personal Care	KD			
Personal Safety	KD EC IN HN			
Physical/Mobility	KD EC			
Self-Advocacy	KD EC IN HN			
Self-Regulation (emotional)	JC KD EC IN HN			
Self-Regulation (behavioural)	JC KD EC IN HN			
Self-Regulation (learning)	KD EC IN HN			
Self Esteem	JC EC IN HN			
Self-Harm/ Self Injurious Behaviour				
Sensory	JC KD EC IN HN			
Social Skills	JC KD EC IN HN			
Transitioning	JC KD EC IN HN			
Other:				
Other:				

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

Class Review:	School Team:	Date:

Class Dimensions

Class Identities	Class Interests	Classroom Strengths	Classroom Stretches

Student Dimensions

Class Needs

Need:	Need:	Need:	Need:	Need:

Prioritized Needs to Target

Team Goals

Some big questions and/or goals that we have for this class:

Collaborative Team Goals

Team Reflections & Decisions

What works well for this class?	What else can we do to reduce barriers for this class?

Collaborative Team Decisions

As a team:

What are you trying?

What are you noticing?

Making Collaborative Decisions: A Menu of Support

Options for how I (a support teacher) can support you (a classroom teacher) to support this class?

Classroom Support

❑

Classroom Support Cont.

❑

Individual Student Support

❑

Menu of Support: Adapted from L. Schnellert, 2011

Making Collaborative Decisions: A Menu of Support

Options for how I (a support teacher) can support you (a classroom teacher) to support this class?

Classroom Support

- ❑ Capturing student voice/evidence of learning
- ❑ Build a needs-based classroom support plan based on priority needs
- ❑ Using an IEP as a blueprint for a class
- ❑ Setting up and using technology
- ❑ Working with support staff to respond to class needs
- ❑ Curricular Co-planning
  - ❑ Backwards Design
  - ❑ Constructing learning continuums
  - ❑ Inclusive lesson design
  - ❑ Creating curricular accessibility and challenge opportunities
  - ❑ Drawing on UDL principles and strategies to reduce learning barriers

Classroom Support Cont.

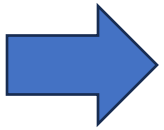
- ❑ Teaching/co-teaching (must be paired with co-planning)
  - ❑ Needs based supports & strategies to a class
  - ❑ Curricular inclusive lessons
  - ❑ Core competency lessons
  - ❑ Disability demystification
  - ❑ Supporting peers to support each other
  - ❑ Station/small group teaching/conferencing
- ❑ Co-assessing/offering formative feedback
- ❑ Gathering/creating resources & materials
  - ❑ Themed & diverse text sets, accessible texts/activities
  - ❑ Visual/object supports

Individual Student Support

- ❑ Implementing IEPs inclusively
- ❑ Place alignment planning (working to increase the enrollment and attendance of a student)
- ❑ Purposeful planning (working to make enrollment & attendance meaningful for a student)
- ❑ Working with support staff to respond to individual needs
- ❑ Gathering place based and triangulated evidence for IEP review

Menu of Support: Adapted from L. Schnellert, 2011

Strategy Series



Monthly Topic	Task
Capturing student voice	• Choose a target class and student • Gather data and artifacts that capture the voice and perspectives of the students in the class
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Strategy instruction	• Co-teach a needs-based strategy to class
Curriculum Design	• Co-create a backwards design plan for one curricular unit
Curriculum Design	• Co-create a learnign continuum with an access point
Lesson Design	• Co-plan and co-teach an inclusive lesson that pulls in UDL strategies designed to reduce barriers to student learning
Assessment	• Collect evidence of learning, co-assess and communicate growth through standards based assessment
Reflecting and Sharing	• Reflect on what was tried, share and celebrate learning

Reducing Barriers

Supporting Needs

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

–Alexander den Heijer

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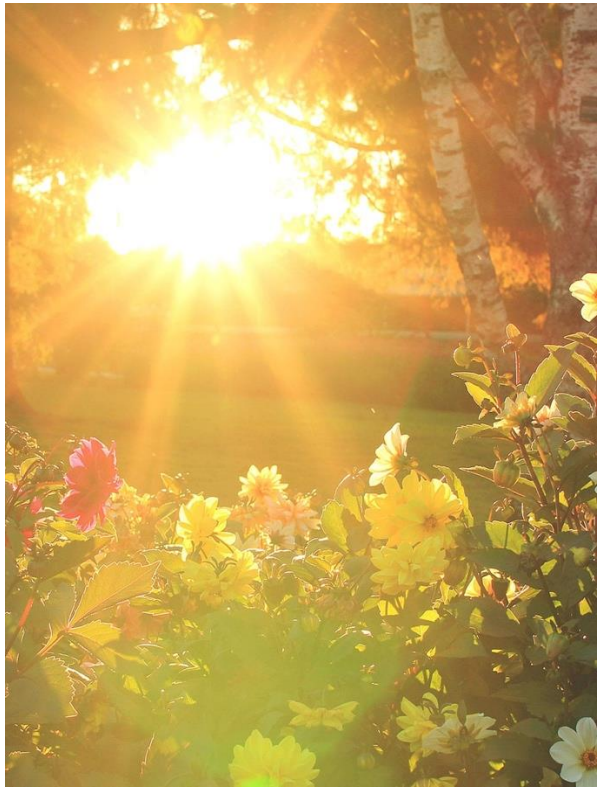
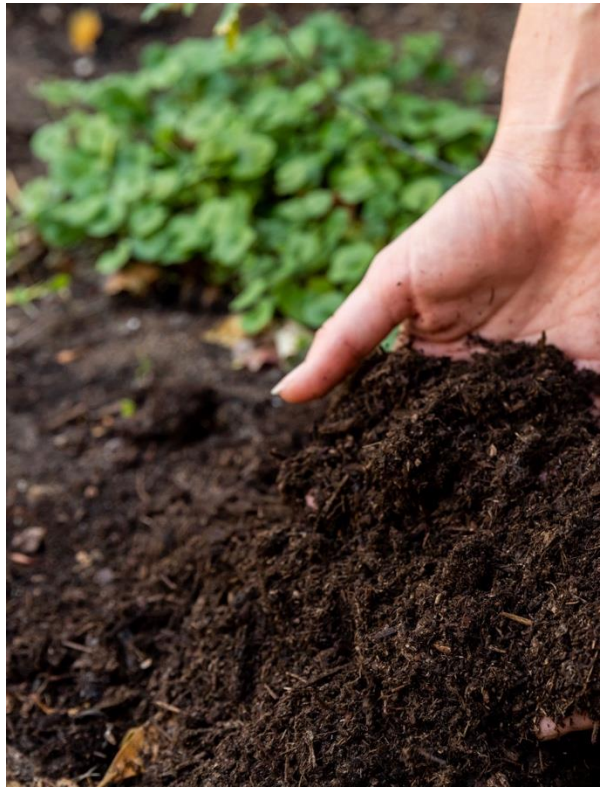
FIRST! Reduce or eliminate barriers in place by reducing or eliminating barriers for everyone in the community



All plants need light

All plants need moisture



All plants need space

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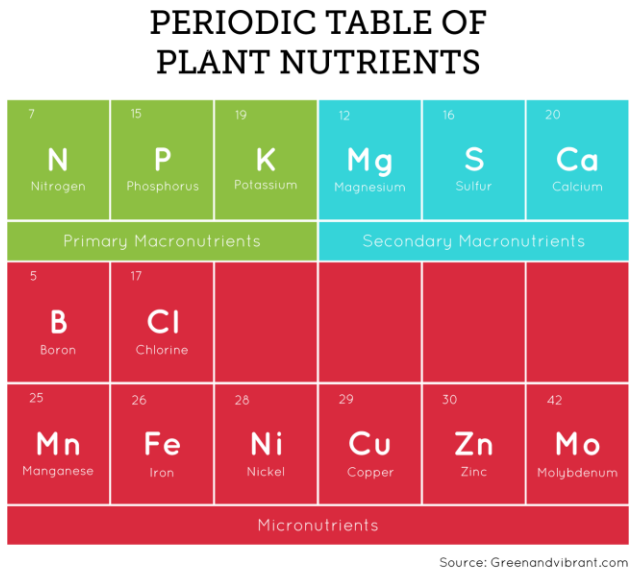
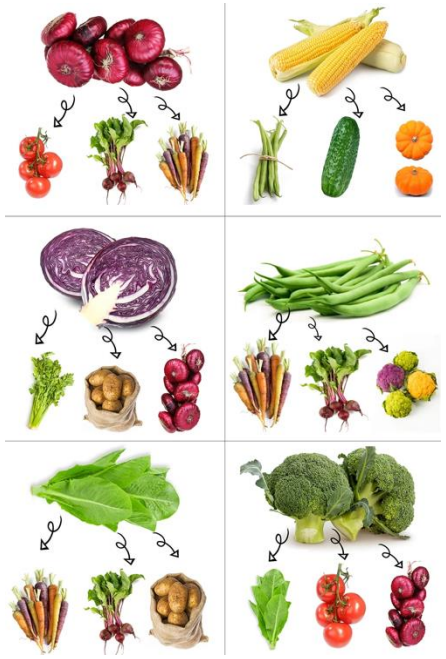
NEXT! Determine the needs of individuals and anticipate the supports & strategies that they will require in universal ways



Some plants need added nutrients

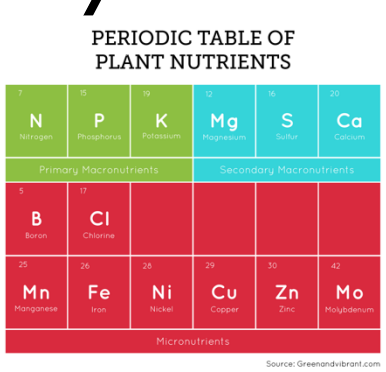


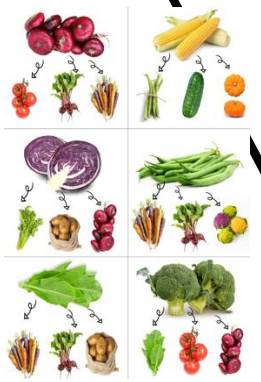
Some plants need companions

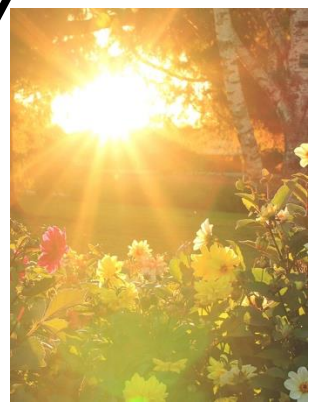
THEN! Determine the needs of individuals and anticipate the supports & strategies that they will require in individualized ways

A few plants may need very specific temperatures and humidity levels

MULTIPLE LAYERS OF SUPPORT







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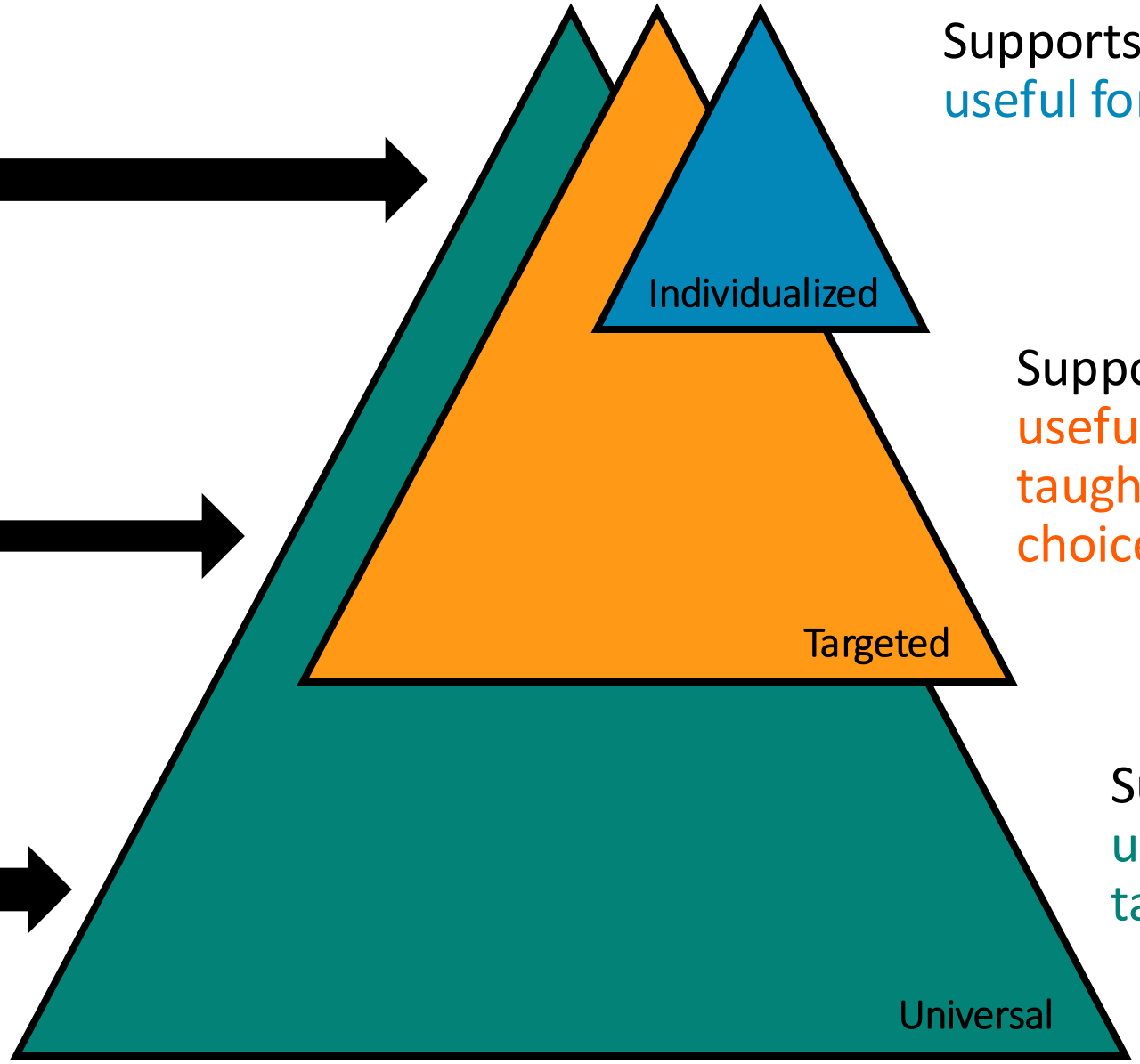
Multiple Layers of Needs Based Support

What one needs

What some need

What everyone/most need



Supports & Strategies are useful for ONE

+

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

+

Supports & Strategies are useful for ALL taught to ALL

Moore, 2023

Need:

Students in Mind:

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

-
-
-

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

-
-
-
-

What supports & strategies are useful for MOST/ALL?

-
-
-
-
-

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

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)

Planning for ALL Grade 9 Humanities

Need: Multilingual Learners

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

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

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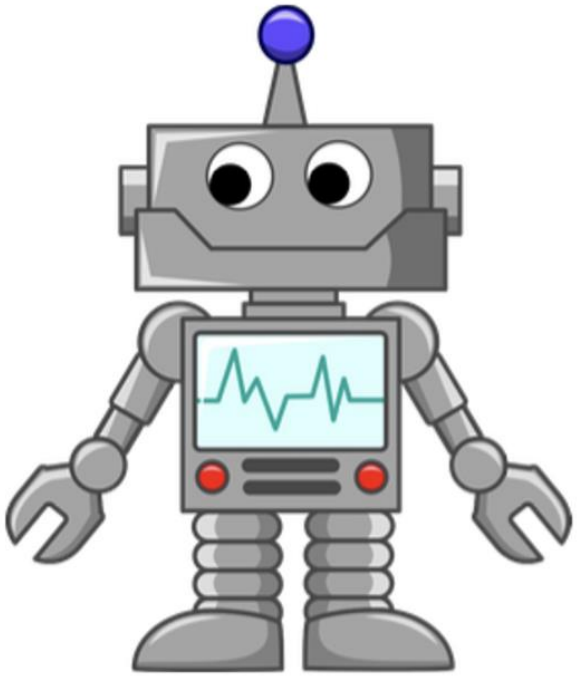
“AI” Assistant - Dale

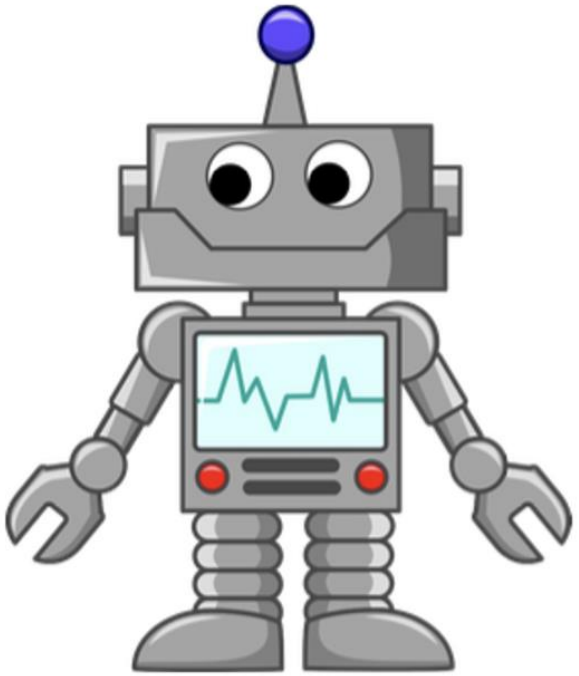


Can you give me some tools and strategies to support (who) to manage (need) needs?

Can you give me some tools and strategies to support grade 5 students to manage anxiety needs?

And then decide
- Is this a strategy that is useful for everyone, a choice for everyone, or is it an individualized strategy?

“AI” Assistant - Dale

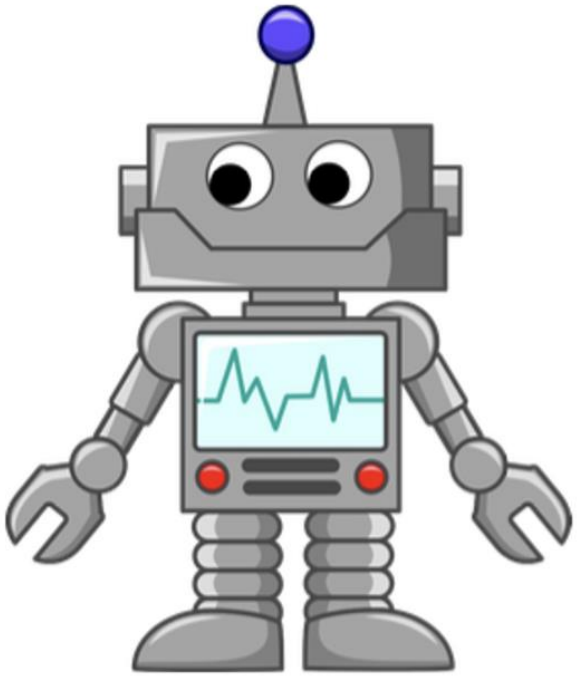


Can you tell me more about how to incorporate/implement (strategy)?

e.g. Can you tell me more about how to incorporate/implement (routines and structure)?

And then decide
- Is this a strategy that is useful for everyone, a choice for everyone, or is it an individualized strategy?

“AI” Assistant - Dale



Can you tell me how I could support a student using this strategy who (describe student and an interest or strength)?

e.g. Can you tell me how I could support a student using this strategy who has down syndrome and loves cars?

And then decide
- Is this a strategy that is useful for everyone, a choice for everyone, or is it an individualized strategy?

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

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
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- Lessons with counsellor (tools in toolbox)
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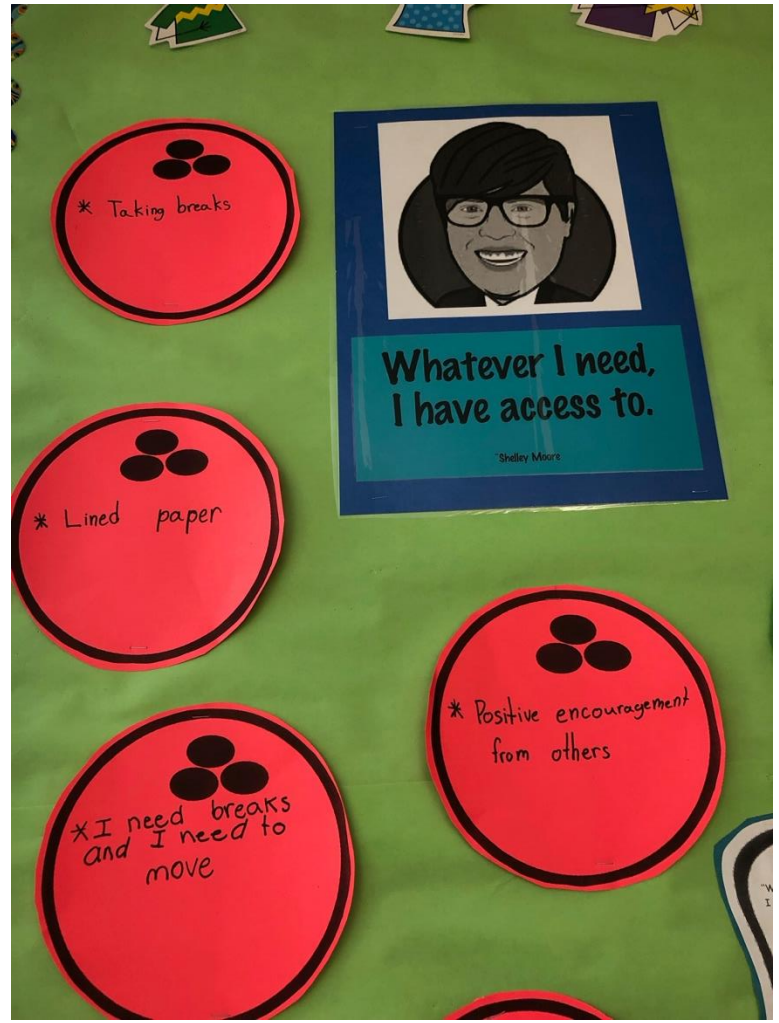
Strategy: taking a 2 min break



Strategy: taking a 2 min break

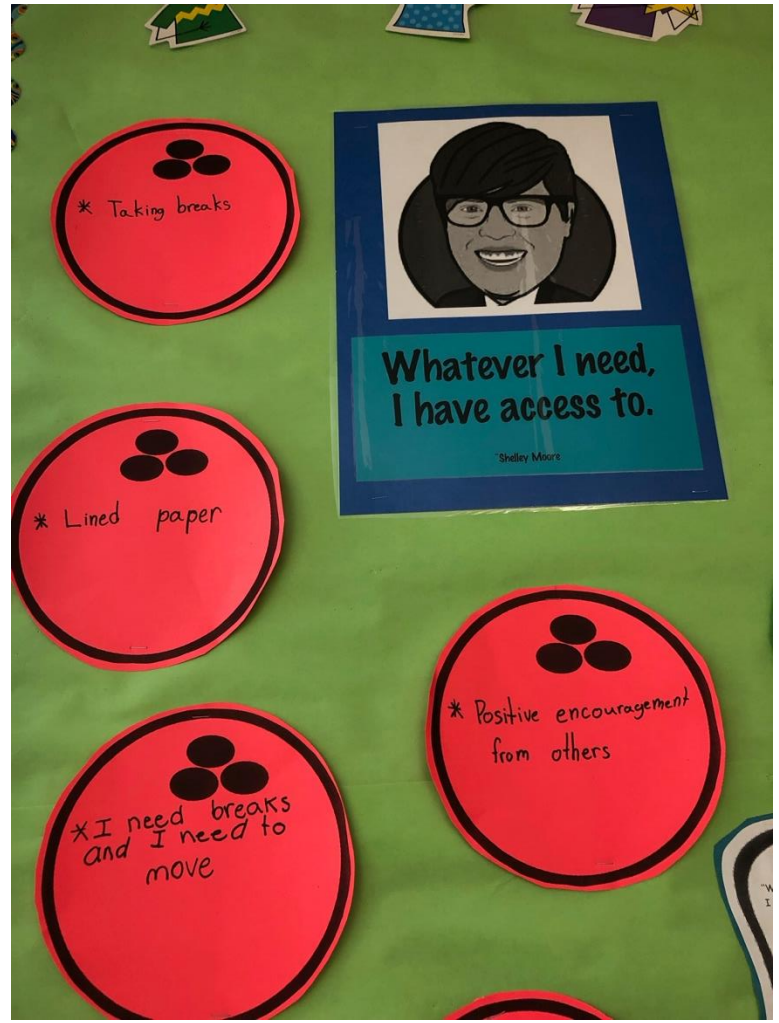
Instruct

- 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

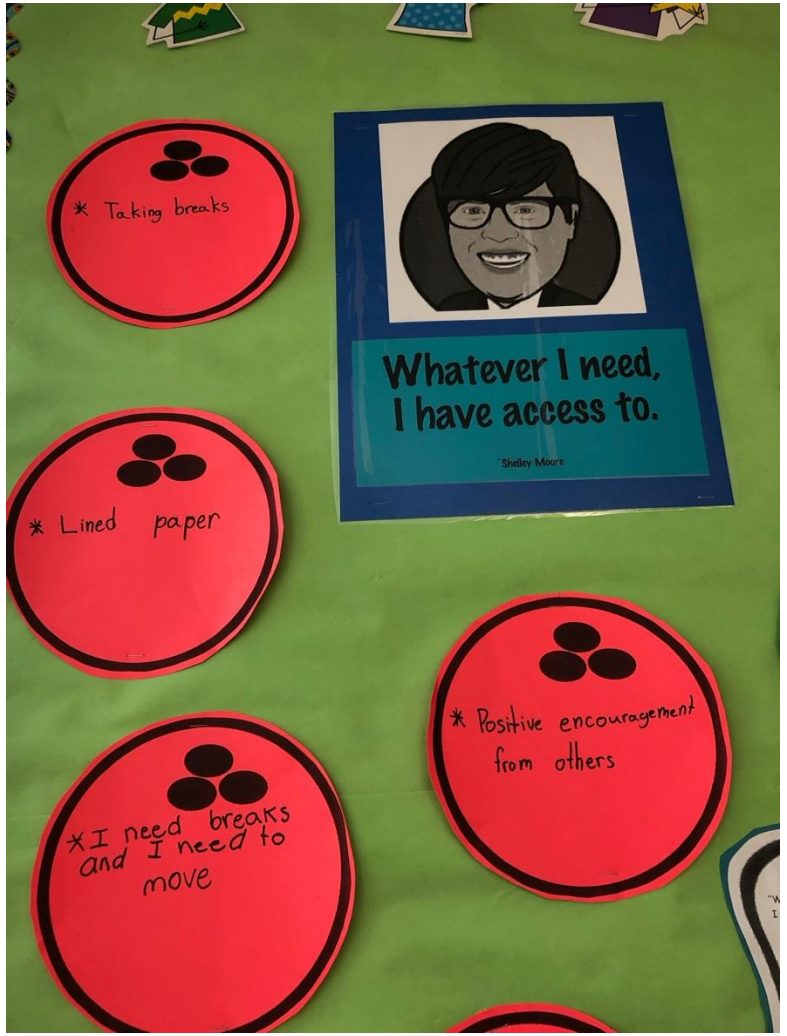
Instruct

- 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

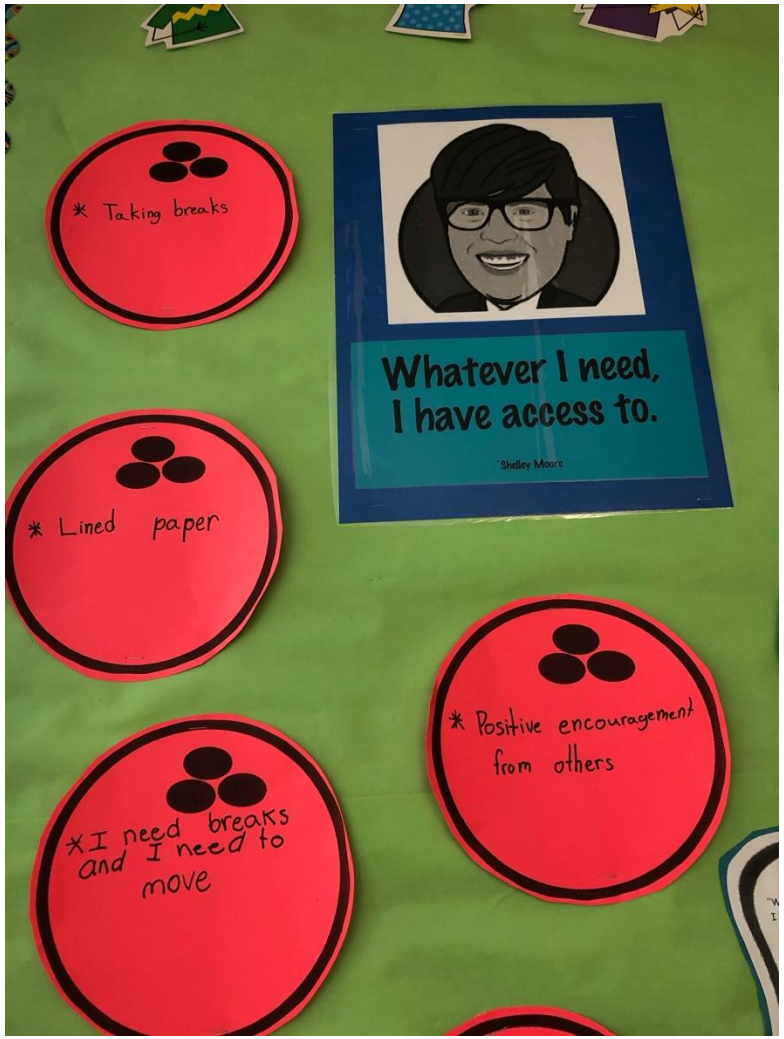
standing desks

access points

sensory tools

Snacks/ water

hats



Setting goals to take action!

Each session highlights a strategy designed to reduce barriers for students. Is there one or two that you really want to focus on/ collect evidence of/ share at the end of out series

Possible Stem:
Our team wants to try _____,

so that _____

e.g. Our team wants to try creating a Backwards Design plan so that students know the goals they are meeting, and they can choose to show their learning in any way to meet those goals

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Assessment	• Collect evidence of learning, co-assess and communicate growth through standards based assessment
Reflecting and Sharing	• Reflect on what was tried, share and celebrate learning

Next Session

Inclusive Curriculum Design

Backwards Design Planning

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2023

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