Universal Adaptations and Supports to help meet needs of all learners

* Different for everyone but available for everyone
* Need to teach students how to use supports (ie. Speech to text)
* Normalize supports to reduce stigma
* Additional time
* One on one support from Educational Assistants, Learning Services Teacher and classroom teacher
* Access to electronic supports such as speech to text, text to speech and written output
* Audio books, dictated assignments, and transcription help
* Graphic organizers, framed paragraphs, sentence stems etc.
* Pairing verbal instructions with visual and/or written supports
* Shortened, simplified and/or chunked assignments or projects
* Writing templates
* Use of separate settings when needed
* Opportunities to display competence in learning outcomes in a variety of ways (triangulated evidence- products, observations and conversations)
* Flexible timelines to demonstrate skill acquisition and conceptual understanding
* Intentionally exploring areas of student interest to enhance engagement
* Utilizing game format and cooperative learning strategies for peer to peer support (gamifying content and developing challenges and team building activities- ie. Escape room/survivor challenges
* Evidence of learning Portfolio assessment-keeping folder systems supports organization, absenteeism, can scan for learning outcomes, fill gaps if away, assess growth over time, harder for students to lose work, scaffolds executive functioning
* Using movies, films, video, diagrams, visuals to support learning and engage students- builds up background knowledge

Building trust, relationships and belonging

* Break down anxiety, avoidance, reluctance (avoidance behaviours)
* Find ways to break down barriers and “learned helplessness” -being relentlessly supportive
* With a sense of trust and established relationships we could set expectations of “no opting out”
* Food and fun. Social-emotional mindfulness. Casual lunch time conversations. (2 x 10 strategy, daily check ins, knowing them as people, part of their family/community lives, humour)
* Learning from the Land/Role Models/Elders/Knowledge keepers- Field trips- getting outside
* Facilitating friendships between students and creating sense of belonging

Learning environment

* Fairly structured with very clear expectations, often using rubrics or co-contructed criteria
* Allow students more time to get things right, to continue to build their expertise on curricular content and skills
* Teaching concepts more than once using different strategies (multiple examples and review)
* Aimed to ensure feedback was clear, concise, oral and immediate
* students demonstrate conceptual understanding and skills mastery often through project based assessment (helped inform if student is developing (C- to C) proficient (C+ to B) or Extending (B+ to A) based on curricular competencies
* Completion marks/skills practice marks to provide formative feedback (students need to know that everything in class counts- skills practice marks, building a work ethic needed to succeed- even down to marks given for active listening and questions with presenters)- Often a tendency to discount the inherent value of learning activities leading up to skills and content mastery- providing marks helped them recognize that every step in the learning process holds value)
* Providing daily or weekly marks based on everyday key skills they demonstrate proficiency in, over time translates into success in curricular outcomes. Created a sebse if success from receiving marks/feedback daily. (links to chunking larger academic goals into smaller attainable ones)

Providing flexibility

* Finding ways to get to know students- better able to determine scaffolding and supports needed
* Giving learners time to build up their confidence to do well with curriculum
* Start slow to go faster- giving more time at first makes things go more smootly later
* Be flexible- don’t take resistance personally
* Creatively finding/making time within our teaching structures
* Partner with other teachers- allows for cross curricular projects/assessments- multiple learning outcomes