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| **Physical (Body)** | **Emotional (Heart)** |
| * Classroom zones/workspaces, e.g. quiet space/collaborative spaces
* Flexible preferential seating
* Sound field system
* Sensory tools *(fidgets, standing desk, wiggle seat, TheraBand, etc.)*
* Special lighting (dark/light spaces), natural lighting
* Good sightlines/placement & lighting to facilitate communication for oral & visual language
* Separate setting
* Reduced noise
* Reduced visuals on walls
* Vertical surfaces
* Safe and accessible classroom layout with areas that can accommodate movement & traditional practices
* Access to land-based education and outdoor learning spaces
* Assistive technology (e.g., speech-to-text, audiobooks)
* Alternatives to notetaking (scribe/audio recording/photo/provide notes, etc.)
* Sensory-friendly environment
* Nature-based movement activities, such as snowshoeing, canoeing and hiking
* Healthy school meals and snacks
 | * Front-load schedule changes
* Calm space in the classroom
* Simple, predictable directions, rules, routines
* Regular check-ins
* Provide choices within parameters (A/B choices)
* Positive behaviour supports and restorative practices
* Non-verbal communication system for breaks (magnets, break card, etc.)
* Assign groups and roles/peer support
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| **Spiritual (Spirit)** |
| * Inclusion of students’ Indigenous language, stories, songs and traditional practices
* Support from Elders and/or knowledge keepers
* Learning on the land
* Acknowledgement and celebration of diverse backgrounds and traditions
* Accommodations for cultural and spiritual observances
* Adaptations for learners who are new to ceremony or reconnecting to culture
* Opportunities for quiet reflection and mindfulness
* Leadership opportunities
* Explicitly teach class regulation strategies and provide emotional regulation tools
* Use of visual timer
* Class wide problem-solving strategies
* Recognition of student efforts, growth and achievements
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| **Intellectual (Mind)** |
| * Checklists
* Allow extra time
* Use of highlighter
* Use of Post-it notes
* Reader or text reader
* Land-based curriculum
* Option to answer tests orally
* Simplified language/directions
* Vocabulary at start of lesson/unit
* Colour-coded organization system
* Large print, high contrast materials
* Reduce questions/assignment length
* No penalty for spelling and grammar
* Integration of Indigenous perspectives
* Re-teach key concepts & provide notes
* Break assignments into smaller “chunks”
* Have retests, pretests, and/or previews
* Reduce or eliminate oral reading in class
* Explicitly state each lesson purpose
* Provide graphic organizers
* Work to the “mark” & then get feedback
* Supported use of

calendar/planner/agenda* Provide cues/mnemonics as a memory tool
* Teach multi-modal (i.e. visual, kinesthetics)
* Teach notetaking, finding information in text
* Extra time to complete assignments and tests
 | * Adapt tests (shorten, enlarge, revise format)
* Provide calculators/number chart/times table/manipulatives, etc.
* Storytelling, oral traditions
* Inclusion of Indigenous history & governance

& experiential learning methods * Oral, written and/or visual instructions “to do” lists, or other organizational tools.
* Explicit instructions & repeat in another way, if needed
* Alternatives to print (audiobooks, movies, videos, digital media)
* Front loading using outlines and new vocabulary at the start of lesson/unit
* Visual schedule/timetable and other visual supports
* Emphasize quality over quantity for assignment expectations
* Oral, written, creative, student choice etc. for demonstrating learning
* Adapt assignments (shorten, enlarge, revise format)
* Frameworks, outlines or rubrics for longer assignments
* Review criteria before beginning assignments
* Use of spelling dictionary, proof reading, word bank, checklists, etc.
* Allow one page “cheat sheet” (notes) for tests
* Have multiple mini tests vs. long test
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