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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 |
| **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 |
| **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 |