Land Acknowledgement

We are now going to begin with our Land Acknowledgement. EGW School would like to acknowledge we are meeting today in Slave Lake, located within the ancestral and traditional territory of the Indigenous peoples of this area.

This land has been and will continue to be home to the Cree, Dene and other First Nations and of the Metis within the boundaries of Treaty 8. We acknowledge the traditional knowledge holders and Elders who are still with us today and those who have gone before us. We also would like to acknowledge this land is home to the 4 legged, flying, crawling, swimming, plant and rock beings.

We share this land with many others and must walk carefully and be mindful of the impacts we have on those we share the land, air and water with.

It is a privilege and an honor to live, learn, work, play and grow on Treaty 8 territory.

Hiy Hiy

EA PD September 25 & Oct 23, 2026: Unlocking Learning

1:00-1:57 pm

Social/Emotional: PBSP/Anecdotal Tracking

Academic: ISP / Scaffolds, Accommodations, Differentiation, Modifications

Supporting Students through Struggle toward Independence

DIRECTED EXPERIENCE: Getting a Common View



Let’s draw it!

REFLECTION & FEEDBACK: How well did it go?



GIMME 5 for EAs:
SUPPORTING STUDENTS THROUGH BEHAVIOURAL STRUGGLES



Positive Behaviour Support PLANS

1st: CAUTION

Positive Behaviour Support PLANS

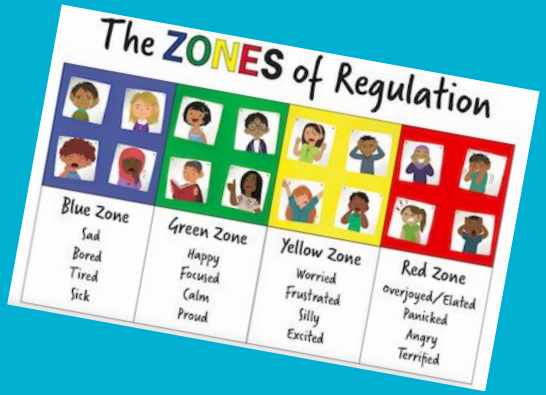
- Students with emotional/behavioral disability
  - Code 42 severe
  - Code 53 mild/moderate
    - verbal, physical
    - external, internal
    - unsafe, aggressive, violent, and/or self-harming/suicidal
    - impulsive, triggered, reactive, flight risk
    - make things worse
    - guilt, blame, worry, assume
    - put down, shut down

    - developmental or cognitive delay
    - impacted by trauma
    - still learning to
      - read situations
      - regulate/filter/respond
      - use social skills



2nd: CURIOSITY

Positive Behaviour Support PLANS

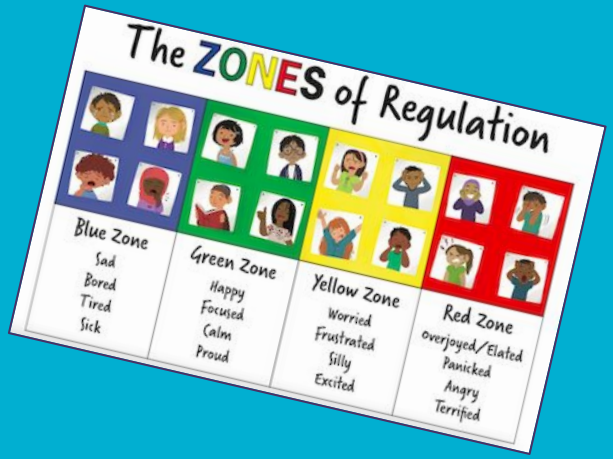


Key Understandings

- Insights to build relationship, tailor First/Then & breaks
  - Interaction & communication styles
  - Strengths & skills they have that you can build on
  - Ways they like to spend time - activities, hobbies
  - What and who are important to them
  - What they like - ‘currency’, interests

3rd: CO-REGULATION

Positive Behaviour Support PLANS



Remember your PAPPP!

Challenges, antecedents, & warning signs

Developmental

- keep things manageable, within their abilities
- teach & reinforce appropriate behaviours when they are ready

Antecedents

- things/situations we can watch out for
- **prevent > avoid > pivot > pause > persevere**

Warning signs

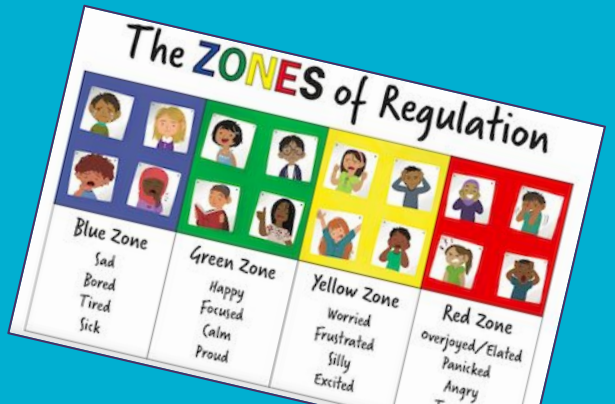
- what to look out for, reading their cues
- help the student to anticipate & learn to cope

4th: COACHING

Positive Behaviour Support PLANS

Responding

- positive behaviour supports - proactive, predictable, consistent supports tailored for them
- how to communicate effectively, coach the student, and respond consistently
- predictable crisis management by our team



5th - TRACKING

★ **Required documentation by school staff**

★ **EAs are crucial observers of the quality, nature, frequency and severity of the behaviours.**

How?

- anecdotal tracking, function of beh tracking
- ABC tracking sheet, option 2, option 3
- Paper or digital
- Reminders/timers, pocket objects, abbreviations/shorthand
- Team: EA, teacher, LST, Admin, Specialists

Why?

- coding
- patterns
- improvement from strategies (OT, BMC)
- revising plans
- family
- medical partnership/advocacy

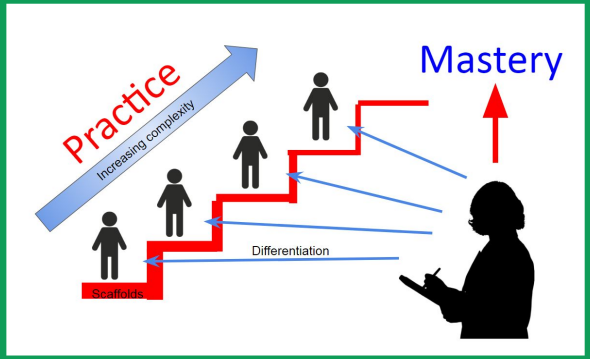
WHO?

- Pop a peek at the plan for a particular pupil.
- See a set of some sample student tracking.
- Go get the ISP & give a gander at our girls' and guys' goals.

FRUSTRATION CHEATSHEET

SAME STUFF: SUPPORTING STUDENTS THROUGH LEARNING STRUGGLES

- Students with a **diagnosis** that impacts their education
  - Code 42 & 53
  - Code 54 Specific Learning Disability
  - Code 44 & 58 Medical
  - Code 52 Cognitive
  - + more..



- Strengths & Interests - seeing the person's positives & passions
- Accommodations - making learning accessible (reduce barriers, assistive tech, breaks)
- Goals - specific educational targets
- Strategies
- Assessment
- Environment
- Transition plans

Individual Support Plans

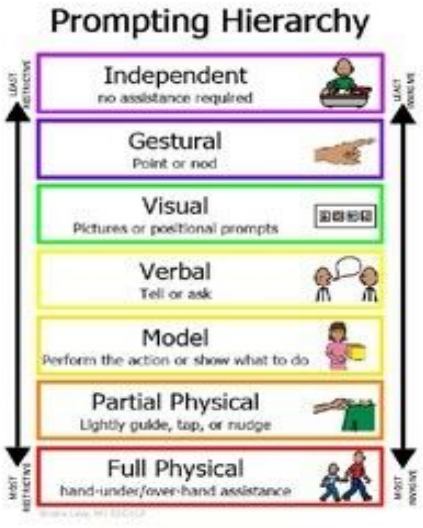
SCAFFOLDING



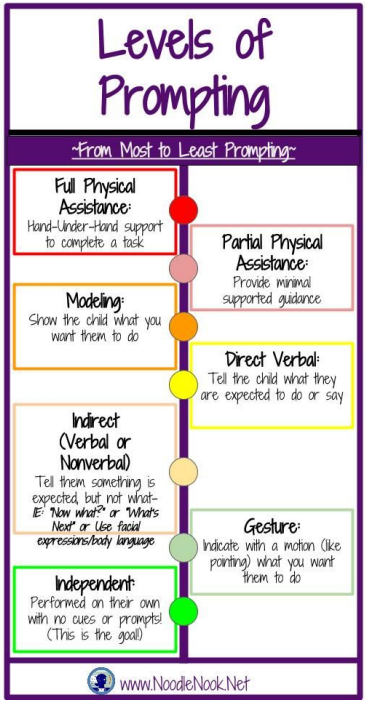


https://www.thestar.com.my/news/nation/2025/11/30/a-rail-problem-for-blind-bowlers

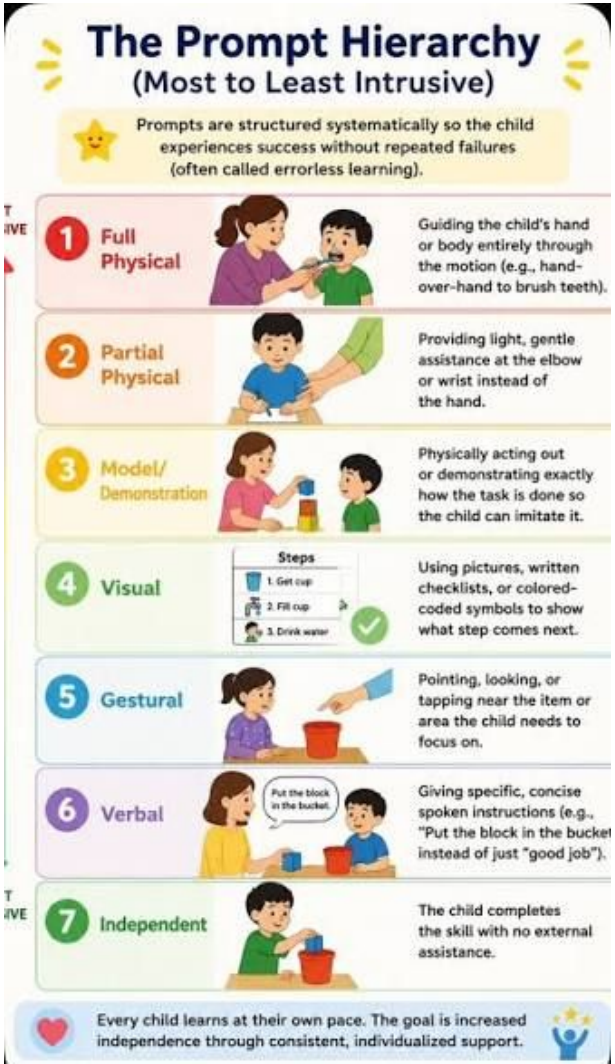
SCAFFOLDING: How do I support students toward independence?



https://www.teacherspayteachers.com/Product/Prompting-Hierarchy-5192050



https://www.noodlenook.net/prompting-hierarchy/

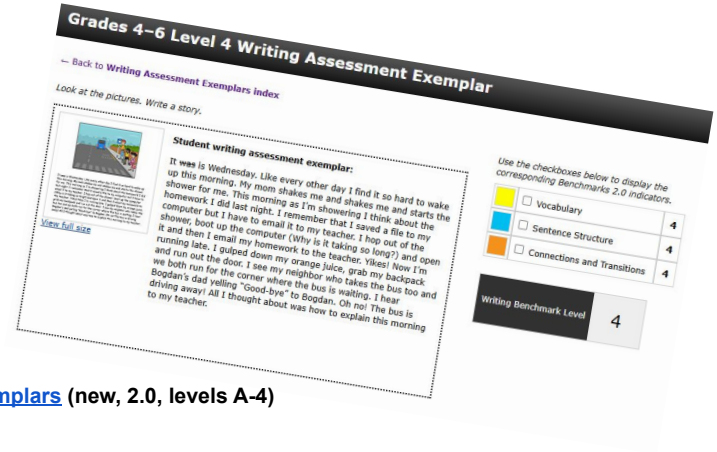


https://www.instagram.com/reel/DaMWWJzKdm4/

SCAFFOLDING: Which tools help students reach the learning goal?



- Criteria, Checklist
- Models, samples
- Brainstorming together
- Graphic organizers
- Word banks, CLOZE activities, Multiple Choice
- Sentence starters
- Objects, Manipulatives
- Pictures, Visuals
- Steps, Chunks
- Coaching & feedback



- Writing Assessment Exemplars (new, 2.0, levels A-4)

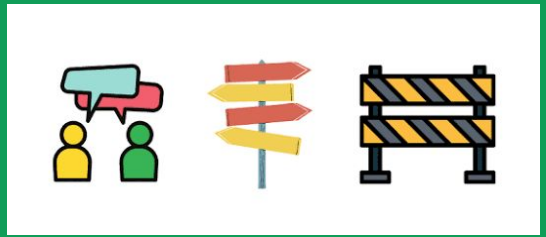
Accommodations: What makes the path there smoother?

- **Definition: Changes to how a student learns, completes assignments, or participates in activities, without changing the core learning goals**

- **Purpose: To remove or lessen barriers, giving them an equal chance to succeed**

- **Examples:**
  - **environmental: alternative seating, assistive tech, visuals**
  - **instructional: providing copies of notes, alternative reading materials**
  - **assessment: extra time, oral tests (including PAT).**

- **Key Aspect: Accommodations DO NOT lower academic standards.**



ACCOMMODATIONS: How do you remove barriers?



- Offer the Morning Menu (ex. HALT)
- Meet sensory/regulation needs
- Focus on key outcome, core skill
- Reasonable, reduced workload
- Reasonable, reduced chunks of time
- Breaks, “Then”s
- Watch & talk them through it
- Assistive technology (from no to low to high)

Sample for Memory

Accommodations

Sample accommodations for students with memory difficulties:	*Consider these accommodations for students who learn best by*		
	seeing	**hearing**	**doing**
Provide one instruction at a time.		✓	
Build routines into the day for recording information in day-timers or assignment books.	✓		✓
Provide memory aids for frequently used information such as key vocabulary and schedules.	✓		
Use visual cues, such as colour coding, photo and drawing sequences, charts and videos.	✓		
Use auditory and kinesthetic cues in combination. Combine songs with movement and dance patterns.		✓	✓
Provide regularly scheduled reviews of procedures and concepts (e.g., review previously learned skills and ideas at the start of each day; review new information at the end of the day).		✓	
Make lists of reminders regularly, and note dates and assignments on a calendar.	✓		✓

Sample for Focus

- Provide alternative seating — near teacher — facing teacher — at front of class, between well-focused students, away from distractions
- Provide more work space (quiet area for study, extra seat or table, “time-out” spot, study carrels)
- Permit movement during class activities and testing sessions
- Provide directions in written form — on board — on worksheets — copied by student
- Set time limits for specific task completion
- Extend time to complete tests and assignments
- Use multiple testing sessions for longer tests
- Use place markers, special paper, graph paper or writing templates to allow student to maintain position better or focus attention
- Provide cues, arrows, stop signs, on worksheets and test
- Provide a quiet, distraction-free area for completing assignments and tests
- Allow student to wear noise buffer device such as headphones to screen out distracting sounds
- Provide checklists for long, detailed assignments

Modifications

- **Definition:** A modified program has learning outcomes that are significantly different from the provincial programs of study and are specifically selected to meet the student's special education needs. Modifications may include changes in instruction level, content and/or performance criteria.

  Purpose: Changes to the outcomes are designed to provide the student the opportunity to participate meaningfully and productively across a variety of learning experiences and environments.

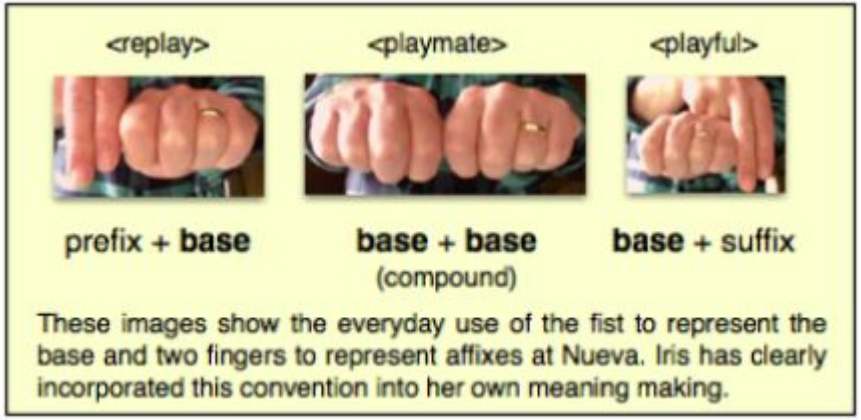
- **Examples:**
  - Focusing on different types of words in a literacy lesson.
  - One digit addition while the class is learning three digit addition.
  - Drawing a personal narrative instead of writing it.
  - simplifying key concepts, major understandings and skills in content areas
  - omitting assignments that require timed situations
  - limiting assignments to a certain type
  - adapting or simplifying texts to address students' level of ability and understanding
  - lowering the reading level of assignments, quizzes or tests.

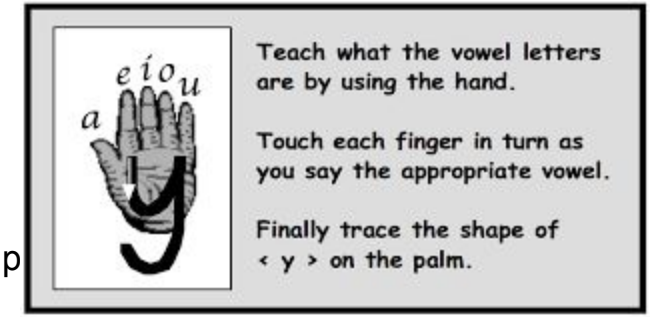
LITERACY: MAKE IT MULTI-SENSORY

Teaching a WORD
- CLAP - word - cupcake
- TAP - compound word - cup / cake -left to right
- CLAP - word again

Teaching SYLLABLES
- TOUCH Fingertips - one syllable - cup
- Wrist - 2 - cake
- Elbow - 3
- Shoulder - 4
- Top of head - 5

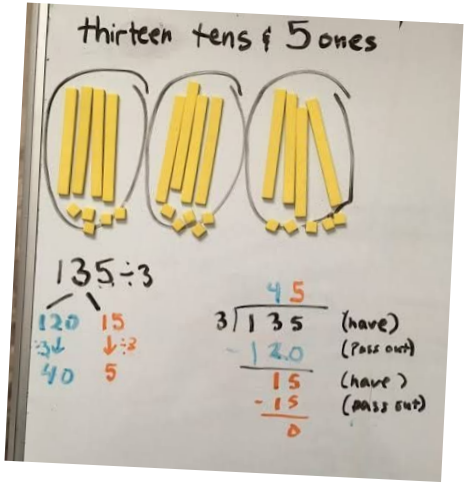
Teaching CONSONANTS / VOWELS / BLENDS
- TAP - consonants / phonemes
- DRAG - vowels
- STRETCH - to right say each sound (tap c - drag u - tap p





NUMERACY: How do we support students through struggle?

- Concrete - Representational/Pictorial - Abstract/Symbolic
- Connect problems to real-world/careers
- Spiraled learning: Come back & Review
- Assess for gaps & intervene

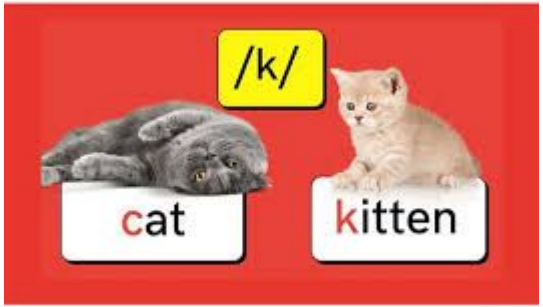


Different ways of looking at a word

word (a distinct meaningful unit of speech or writing)	remained
letters (characters used for representing sounds in speech)	r-e-m-a-i-n-e-d
syllables (beats/bits of words)	re-mained
phonemes (speech sounds in words)	/r/ /ee/ /m/ /ae/ /n/ /d/
graphemes (spellings of sounds (phonemes) in words)	r-e-m-ai-n-ed
morphemes (units of meaning in words)	re-main-ed

PhonicBooks

www.phonicbooks.co.uk www.phonicbooks.com (USA)



un	help	ful	ness
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Resources

Scaffolding for Math JM

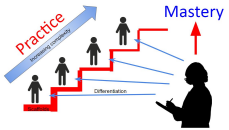
Assistive Tech

AT Write ORIGINAL

EVERYONE LEARNS: ESSENTIALS of Unlocking Learning









SCAFFOLD > **A**CCOMMODATE > **M**ODIFY*> **EVERYONE LEARNS**

THANKS for all of your efforts
to learn & help our students through their struggles!

IDEA:
EAs should be renamed Educational Coaches!



MORE RESOURCES

Unlocking Learning

EA PD: Partner Power

May 9 EA PD

August 27 Educational Assistants: Essential Partners in Student Success

HPSD EA Handbook 2025-2026

Resources - BEHAVIOUR

OppostitionalDefiantDisorder_E.pdf

Copy of Anecdotal Template.doc

Copy ABC chart.docx

Supporting Safety

Autistic meltdowns

Difference-between-Autistic-Meltdown-and-a-Tantrum.pdf

Autistic-Meltdown-Free-Resource.pdf

FRUSTRATION CHEATSHEET