

# CASE STUDY

Tianna - Grade 1 - 6 years old

## DESIGNING THE LEARNING ENVIRONMENT

### ADDRESSING SOCIAL AND EMOTIONAL NEEDS

For a successful learning environment, it is important to foster strong relationships and create a healthy social and emotional learning atmosphere. Essentially, we would like to teach to the “heart and mind” of a child. We conclude that this includes building self-awareness, self-management, social awareness, relationship skills, a sense of belonging and responsible and mindful decision making. For our case study, we plan to implement the following programs to encourage and cultivate respect, empathy and social responsibility from the beginning of the school year. The above skills are also connecting with the thinking, communication and personal and social core competency of the BC curriculum.



### THE PLAN

- Establishing Routines and Rules as a community
- Using Picture Books to Teach Important Values
- Respecting Diversity Program
- Peer Support Buddy Program
- Zones of Regulation Program
- Mindful Spot to Self-Regulate or Rest (when needed)
- Weekly Class Meeting
- Mindful Breathing Breaks
- Parents Communication - Creating a Platform to Celebrate Student's Successes
- Wilderness Wednesdays as an outdoor classroom and learning opportunity.
- Multiple Intelligences embraces and implemented throughout curriculum.

### CLASSROOM MANAGEMENT PLAN

The philosophy underlying our management plan is our belief in the importance of creating safe, supportive environment that enables all learners to grow and fully benefit from the educational system socially, emotionally and academically. We intend to create a classroom environment that supports all students while still being sensitive to individual differences that may require materials, interactional and instructional modifications. This will be accomplished by implementing the following strategies:

#### 1. CO-CONSTRUCTING CLASSROOM ROUTINES & EXPECTATIONS

All of the class members will participate in a group discussion concerning their expected performance and the classroom rules. We believe that creating classroom norms together will help all the class members, including the adults, to reach a mutual understanding of the expectations and the standards of a classroom environment. This will allow for more self-regulation and autonomy for the students. This is a great opportunity to address some of the needs of students with disabilities.

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## 2. PEER MENTORING PROGRAM

By introducing a peer mentoring program we are embracing the strong leadership and social skills found within our class to better the learning environment. In rotating peer mentors we are allowing for everyone in the classroom to work together. These mentors can help scaffold other students learning we are providing the opportunity for the classroom to deepen their relationships and overall social and emotional environment within the classroom.

## 3. AUTONOMY AND SELF-REGULATION

The teacher assistant and the general classroom teacher should agree upon the following principles and reflect it on their behaviours and interactions with the students:

1. Providing opportunities to make choices
2. Asking the children to participate in important decisions that include what they are learning, how they are learning and how their learning is being assessed?
3. Creating open-ended inquiry-based learning.
4. Self and peer-assessment (assessment for learning)
5. Not letting the students over-relying on adults in the classroom

## 4. DEVELOPING AN INCLUSIVE CULTURE

By following the lesson sequences of the Respecting Diversity program and using child-friendly language within the classroom. We will also keep in mind the diverse needs of our students and the importance of respecting individual differences. Through the implementation of our general classroom philosophy in which we are instilling children with the ability to be responsible for their own learning, they will also be contributing to the establishment of this inclusive culture. Through collaboration between teacher, students and the school-wide community, relationships will be made in which support this inclusive practice. .

### COLLABORATION

#### Collaborating with other professionals

Weekly meeting of the special education team which includes the resource room teacher, the Principal, the educational assistant, the behavioural interventionist (if Tianna has one), as well as any other professional that may be necessary to support Tianna.

#### Collaborating with Parents

Weekly:

- inviting parents to “read in” activity when they are coming to pick up their children on Friday
- sharing the classroom important information via e-newsletter, blog or portfolio

Monthly:

Parent-teacher conferences.

## ALIGNING UNIVERSAL MANAGEMENT PLAN WITH CASE STUDY INDIVIDUAL

One of our main concerns is how to foster Tianna’s physical and social well-being. We hope that by encouraging closer collaboration and regular contact between the parents and ourselves that we will develop a relationship that allows us to work together with the family to address healthy eating and physical activity goals. We also plan to implement a class-wide healthy snack initiative to encourage healthy choices when eating. Introducing ‘Wilderness Wednesdays’ or ‘Forest Fridays’ will ensure the class engages in regular outdoor learning opportunities which will include some physical component to encourage students’ activity. We plan to use social stories and video modelling with Tianna to help her visualize and understand social cues and appropriate responses when interacting with peers. Using our table groups, we will support and encourage peers to help Tianna communicate and interact appropriately. Through the RD program, we hope to assist children to identify their strengths and use them when working with their table groups on cooperative tasks. This will allow Tianna to lead and contribute using her strengths and learn from her peers without the pressure of written assignments causing additional stress. We will make use of a visual “Shape of the Day” timetable which we will talk through with the class at the start of every day, and refer back to regularly throughout the day. This structure and visual support will help Tianna feel secure in what is coming next as well as assisting English Language Learners to understand what is expected of them throughout the day.





# CLASSROOM SET-UP

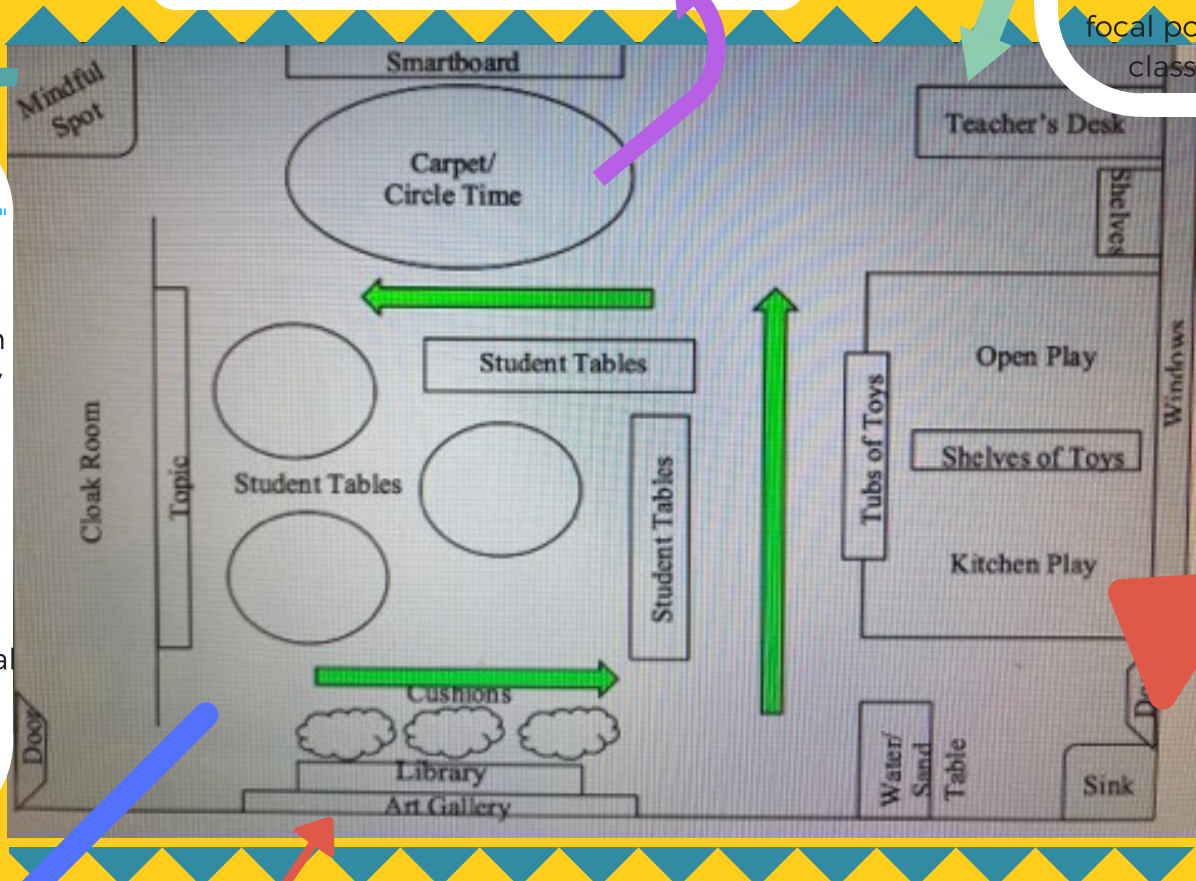
## DESIGN WITH THE STUDENTS IN MIND



### Carpet Area

Great place for community gatherings, read-alouds, and spending time together as a class.

Focus of the space is on the students and their learning, so teacher's desk is in the back with a good view of the class but not the focal point of the classroom.



### "Mindful Spot"

Quiet & safe space for any student when they feel they need it. It is a choice to sit here and one that helps children to understand their emotional and self-care needs.

### Library & Art Gallery

Relaxing space that is perfect for reading and book exploration, as well as enjoying the on-going art on display in the classroom.

### Student Tables

Assigned seats that will be rearranged monthly in order to support the continued growth and relationship building within the classroom community.

### Play Area

A kitchen area will remain at all times but introducing new elements will also keep it interesting for the children. An open play area will also be constantly changing according to the children's interest. The tubs of toys will also be varied to recognize multiple intelligences. The sand/water table will also be readily available to use.