

Feed All Four
Viewers' Guide



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This video provides an overview of the Feed All Four framework, developed by Trillium Lakelands District School Board. The Feed All Four framework is based on improving the social and emotional development and self-regulation of students through mindfulness and positive self-perception. This framework is beneficial to students with learning disabilities (LDs) because it provides them the necessary tools to deal with conflict and anxiety, helps them focus on the task at hand, and encourages them to advocate for themselves.

This viewers' guide provides you, both individually and as a group, with the opportunity to reflect on your thoughts and practices relative to supporting the social/emotional development of students with LDs. The viewer's guide includes the following sections:

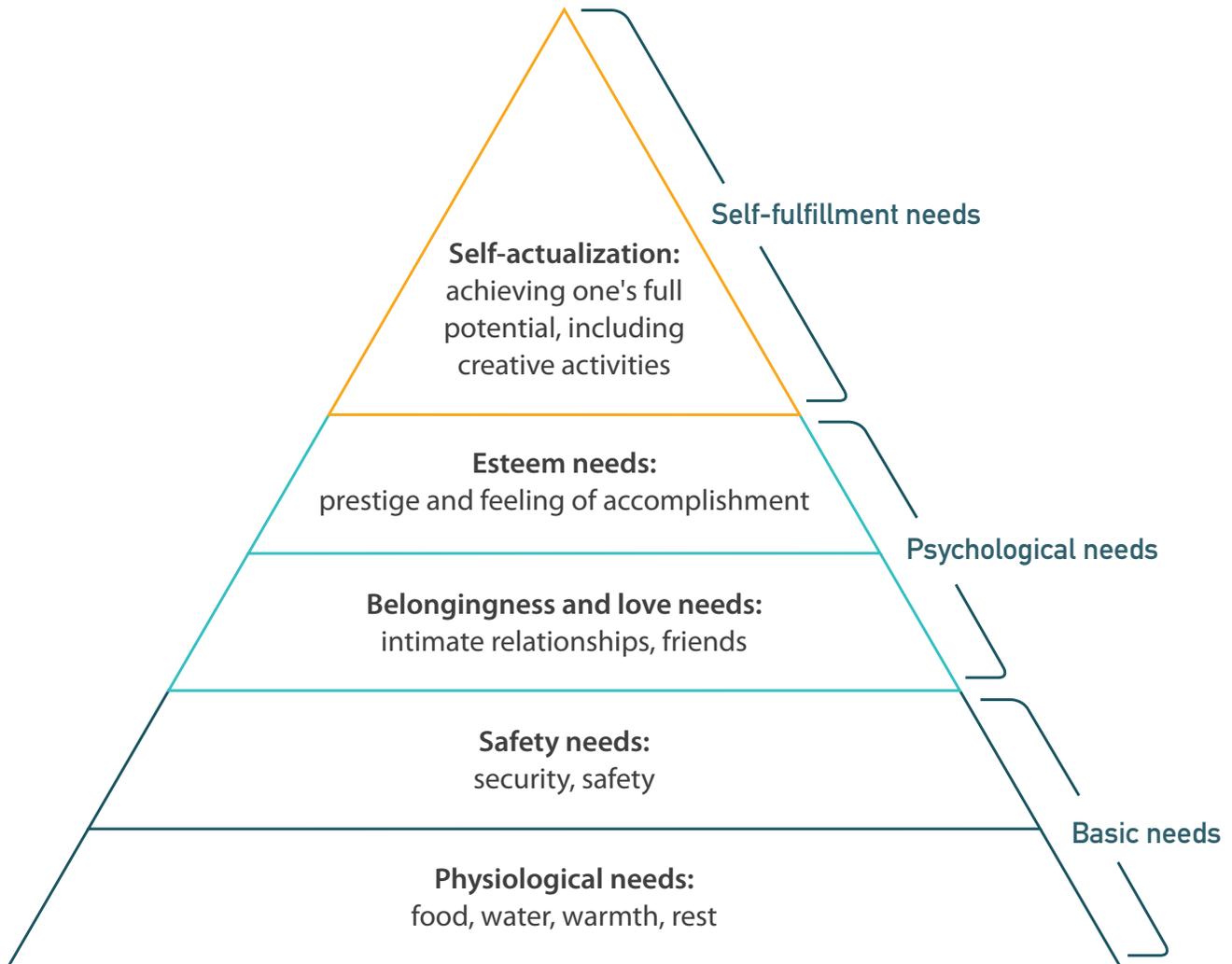
- *Understanding Maslow's Hierarchy of Needs and Understanding Self-regulation* is a two-part pre-viewing activity that provides viewers with an opportunity to deepen their understanding of self-regulation and how students are motivated to learn. Viewers will reflect on the importance of self-regulation skills and the implications of the hierarchy for students with LDs.
- *The Concept Map* is a viewing activity that allows viewers to record key points in response to guided questions while watching the video.
- *Creating a Feed All Four Action Plan* is an application activity that provides viewers with an opportunity to create an action plan for a student diagnosed with a learning disability, using the Feed all Four wheel. Specifically, this activity involves considering the student from a holistic perspective.
- Appendix A provides a list of relevant resources on the LD@school website, including articles, research summaries, videos, a podcast and a tip sheet.



Understanding Maslow's Hierarchy of Needs

Pre-viewing Activity – Part I

Feed all Four is, in part, based on Maslow's hierarchy of needs, a theory on motivation proposed by Abraham Maslow. Viewers should be familiar with the five levels of need, typically depicted as a pyramid:



Maslow's hierarchy provides a model for how students are motivated to learn; what are the implications for students with learning disabilities?

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Understanding Self-regulation

Pre-viewing Activity – Part II

As educators, we often hear that self-regulation is a critical skill for school readiness. But what does self-regulation actually mean? Individually, think about what self-regulation means to you and record your thoughts here:

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With an elbow partner, share your thoughts on self-regulation.

The LD@school website provides numerous articles on self-regulation; here is an excerpt from the article simply entitled, *Self-regulation*, by Michael Fairbrother and Dr. Jessica Whitley (hyperlink to the full article is in the Resources section of this Viewers' Guide):

Self-regulated learning is a process that assists students in managing their thoughts, behaviors, and emotions in order to successfully navigate their learning experiences (Zumbrunn, Tadlock, & Roberts, 2011). According to Canadian researcher, Shanker (2012), "self-regulation refers to a child's ability to deal with stressors effectively and efficiently and then return to a baseline of being calmly focused and alert" (p. 5).

Consider the phrase, "self-regulation refers to a child's ability to deal with stressors effectively and efficiently and then return to a baseline of being calmly focused and alert". Why would self-regulation be important for students with LDs? Record your thoughts here:

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Guided Viewing = Key Concepts

Viewing Activity

While watching the video, use the graphic organizer below to record key concepts, in response to the guiding questions.

What are the <i>benefits</i> of implementing "Feed All Four"?	
What are the <i>challenges</i> of implementing "Feed All Four"?	
What is self-regulation?	
Why is self-regulation important?	
How can I support students' development of social/emotional skills and self-regulation?	



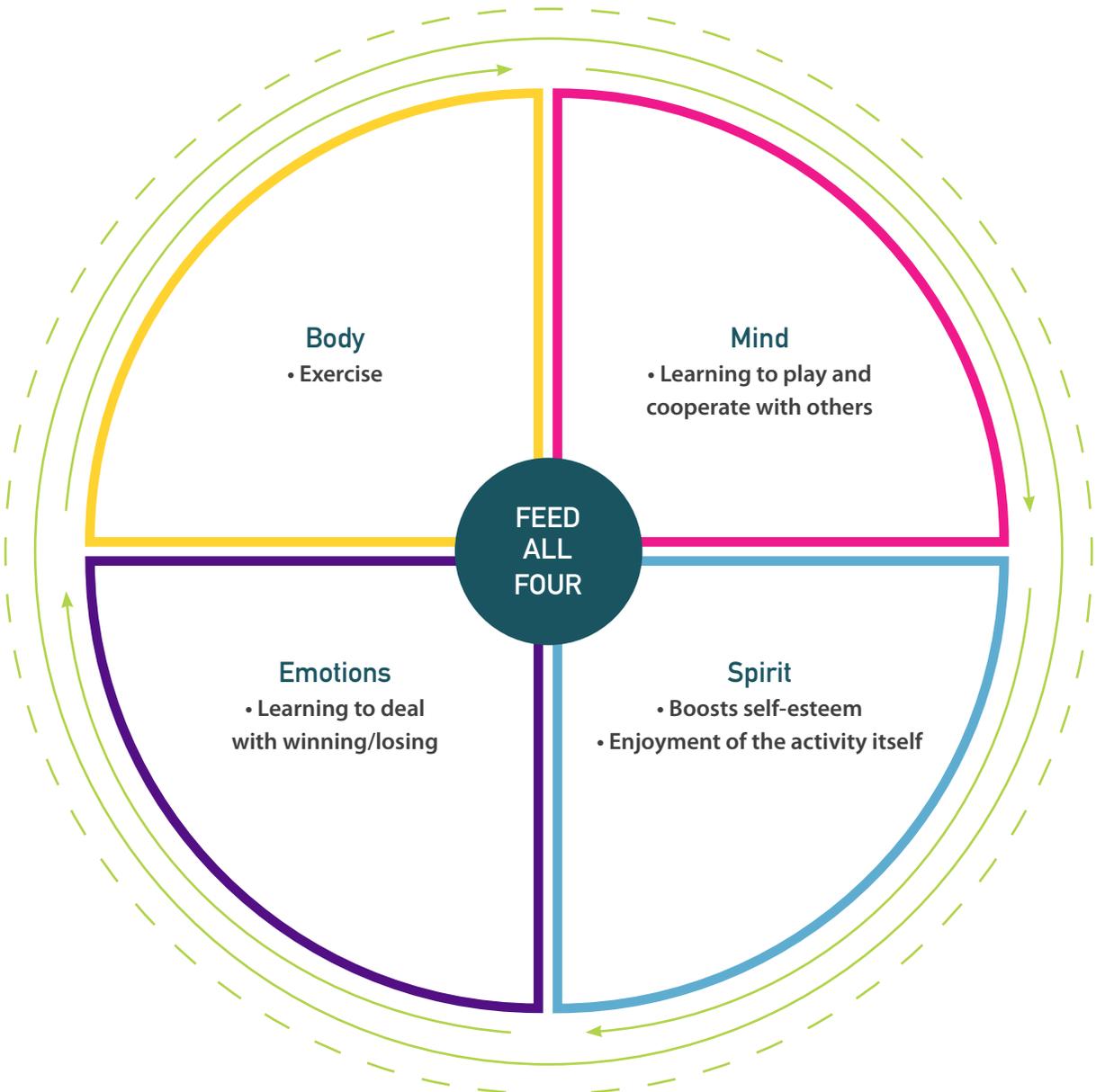
Creating a “Feed All Four” Action Plan

Application Activity

Viewers should consider an activity or project at the individual, classroom, or school level. They should then complete the following “Feed All Four” action plan template with the activity or project in mind. Begin by listing how the activity or project currently meets the needs of students within each of the four quadrants: Body, Mind, Spirit, and Emotions. List all the ways the activity is currently being tailored to feed each respective quadrant under the area titled “What am I doing now”. Take time to reflect on any gaps. Is there one quadrant that is being underfed or not fed at all? After reflection, go back to each quadrant and list all the ways the activity could be modified to better feed that quadrant. List these ideas under “What else could I do to feed this quadrant?”

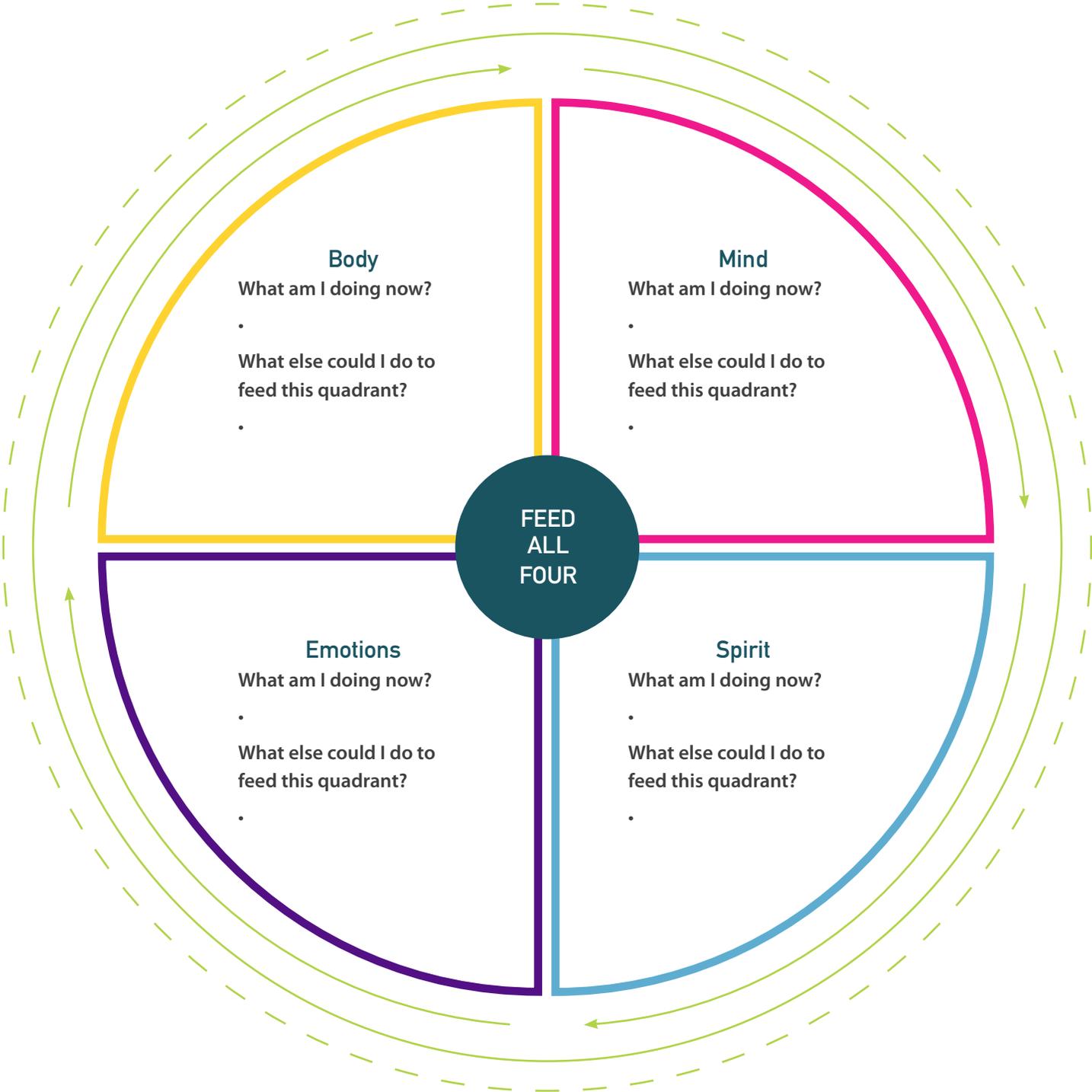
The goal of this application activity is to consider the student as a whole person and to plan for success not only in the classroom, but in all aspects of life.

Video Example: Joining a soccer team





Making your own action plan:



Appendix A

Relevant Resources on the LD@school Website

- ▶ **Click here to access the evidence-informed summary, "Promoting Social and Emotional Competence Through Mindfulness", written by Dr. Jillian Haydicky and Dr. Judith Wiener.**
<http://ldatschool.ca/self-regulation/section-title-promoting-social-and-emotional-competence-through-mindfulness/>
- ▶ **Click here to access the podcast, "Social and Emotional Development of Students with LDs", a one-on-one interview with Dr. Judith Wiener and moderated by Lawrence Barns.**
<http://ldatschool.ca/social-emotional-development/of-students-with-lds/>
- ▶ **Click here to access an article on self-regulation, written by Michael Fairbrother and Dr. Jessica Whitley.**
<http://ldatschool.ca/learn-about-lds/self-regulation/>
- ▶ **Click here to access the article, "Learning Disabilities and Mental Health", written by Cindy Perras.**
<http://ldatschool.ca/social-emotional-development/learning-disabilities-and-mental-health/>
- ▶ **Click here to access the article, "Strategies to Support Students with Learning Disabilities who Experience Anxiety", by Linda Houston.**
<http://ldatschool.ca/social-emotional-development/strategies-to-support-students-with-learning-disabilities-who-experience-anxiety/>
- ▶ **Click here to access the video, "Supporting the Mental Health and Well-Being of Students with LDs through Integra Mindfulness Martial Arts (Part I)".**
<http://ldatschool.ca/executive-function/supporting-the-mh-and-wb-of-students-with-lds-through-integra-mma-part-i/>
- ▶ **Click here to access the video, "Mindfulness Teaching Practices: Implementing the Integra Mindfulness Martial Arts Program in the Trillium Lakelands District School Board (Part II)".**
<http://ldatschool.ca/executive-function/mindfulness-teaching-practices-implementing-the-integra-mindfulness-martial-arts-program-in-the-trillium-lakelands-district-school-board-part-ii/>
- ▶ **Click here to access a tip sheet on supporting self-regulation.**
<http://ldatschool.ca/wp-content/uploads/2014/06/Self-Regulation.pdf>

