

SHELLEY MOORE



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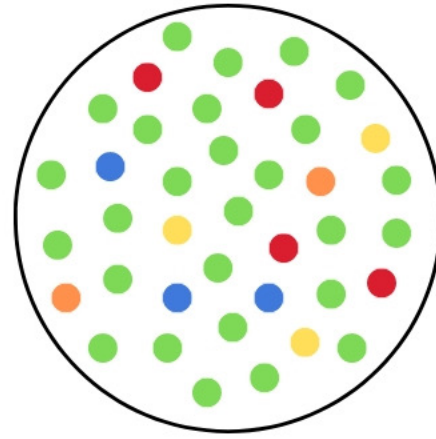
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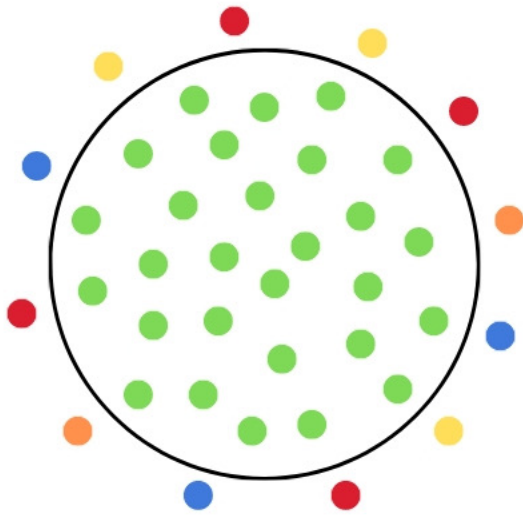
Nexwlélexm (Bowen Island)

- The Islands Trust Council acknowledges that the lands and waters that encompass the Islands Trust Area have been *home to Indigenous peoples* since time immemorial and honours *the rich history, stewardship, and cultural heritage* that embody this place we all call home.
- The Islands Trust Council is committed to establishing and maintaining mutually respectful *relationships* between Indigenous and non-Indigenous peoples. Islands Trust states a *commitment to Reconciliation* with the understanding that this commitment is a *long-term relationship-building and healing process*.
- The Islands Trust Council will strive to create opportunities for *knowledge-sharing* and understanding as people come together to preserve and protect the special nature of the islands within the Salish Sea.

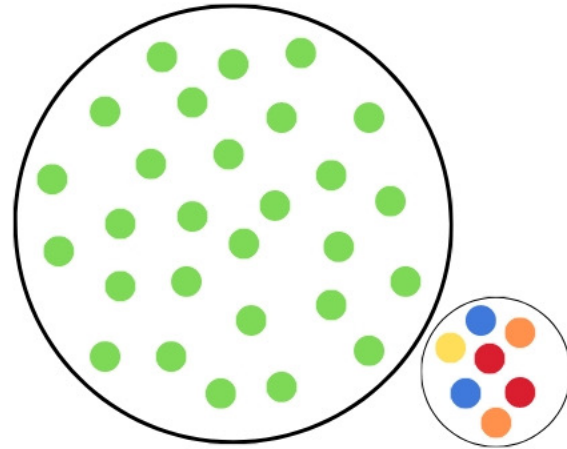




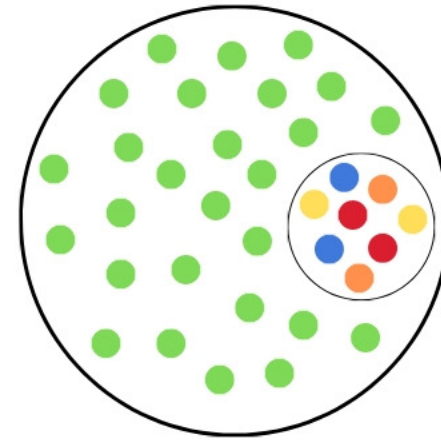
inclusion



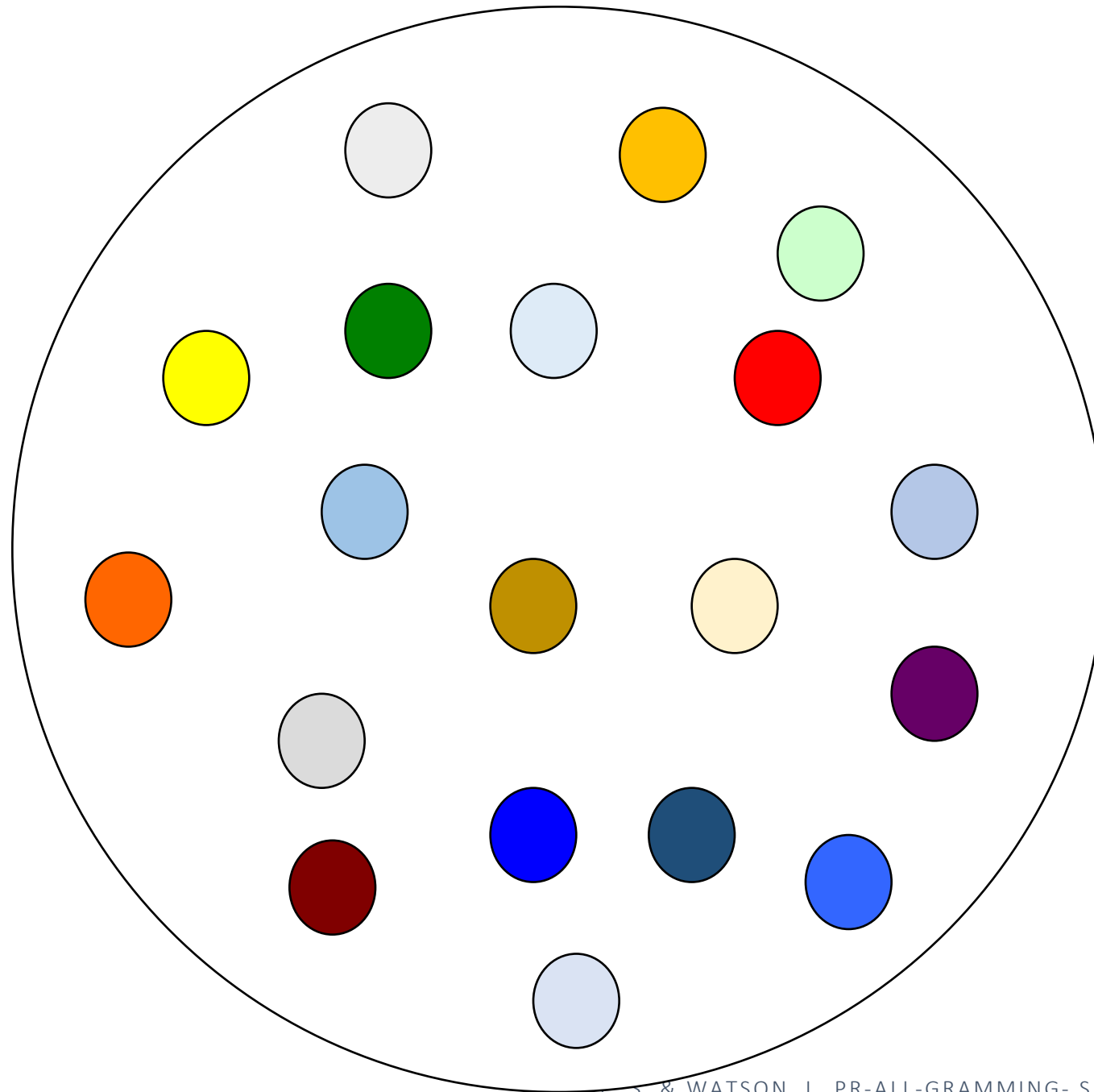
exclusion



segregation

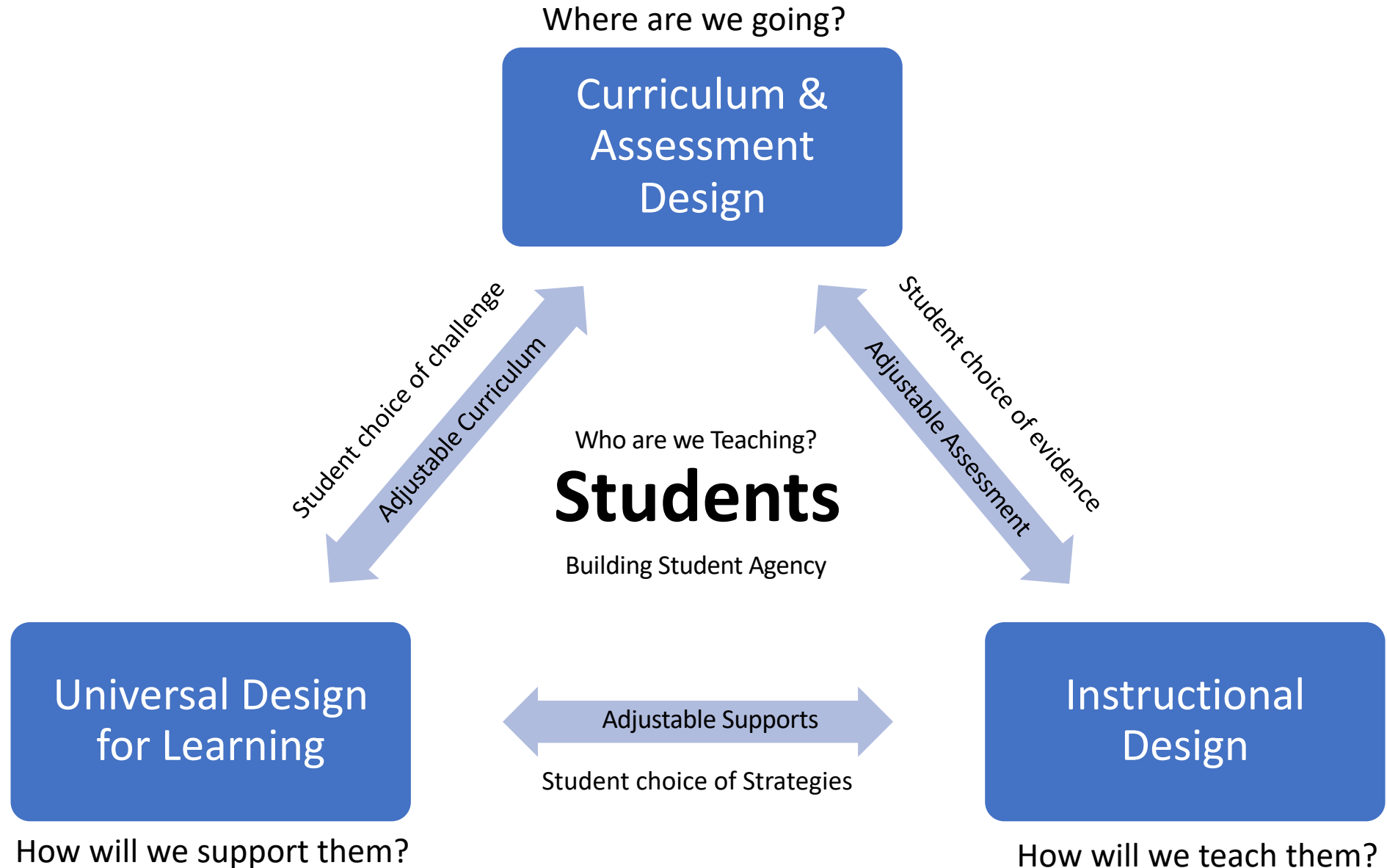


integration



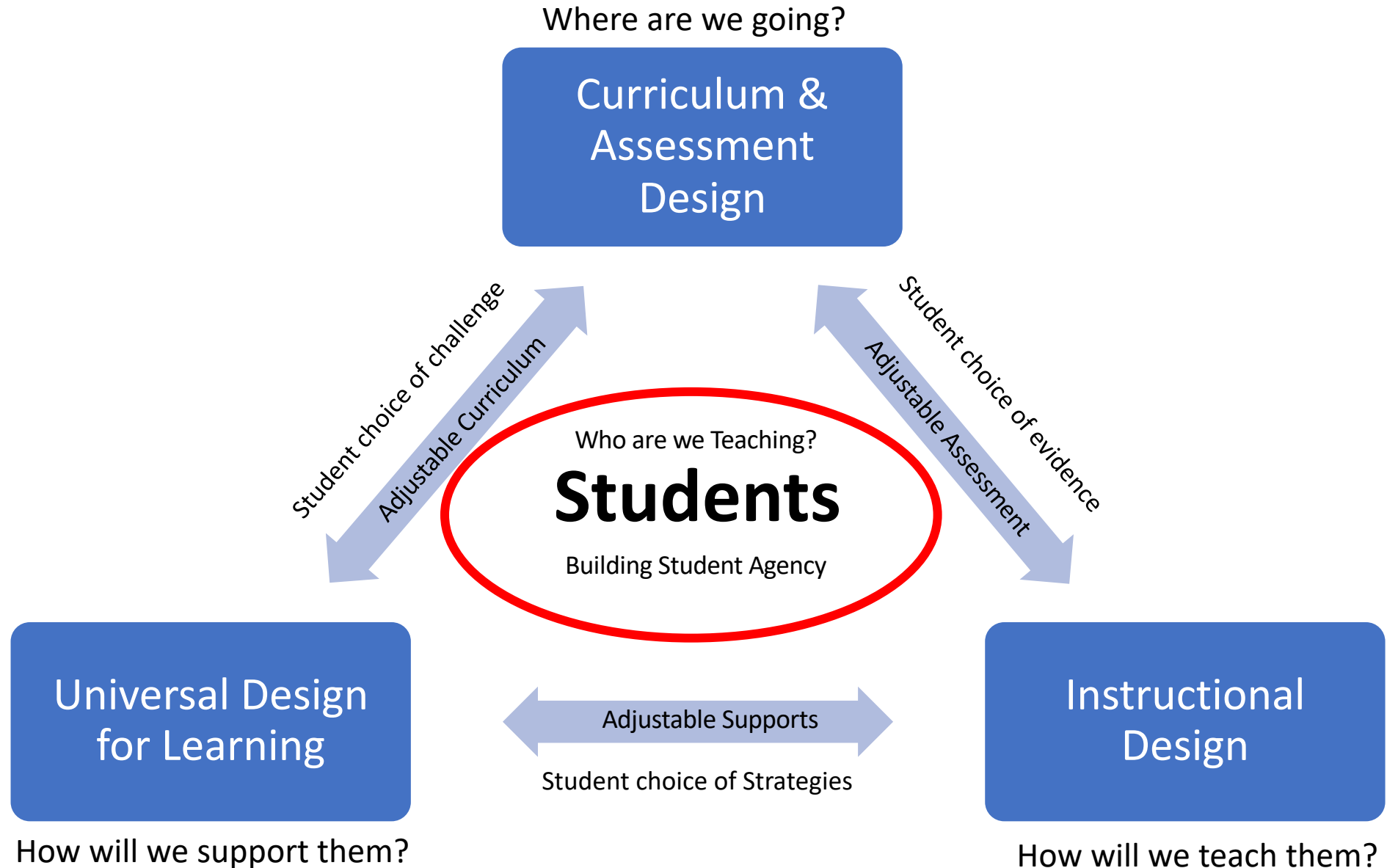
How can we change the system?

Designing with Equity in Mind



How can we change the system?

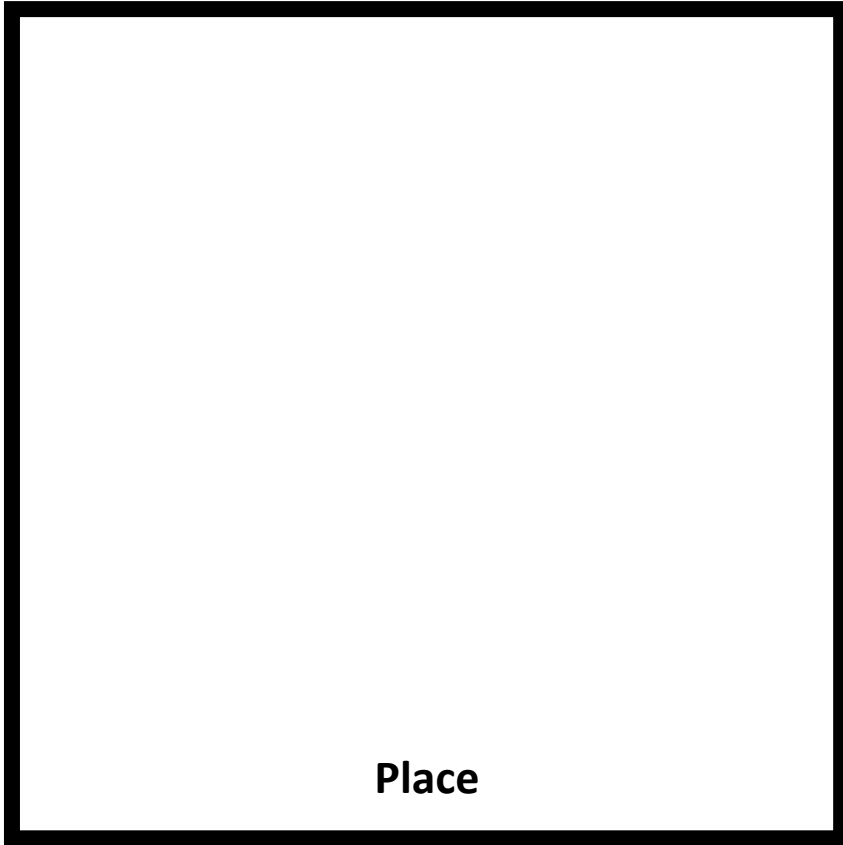
Designing with Equity in Mind





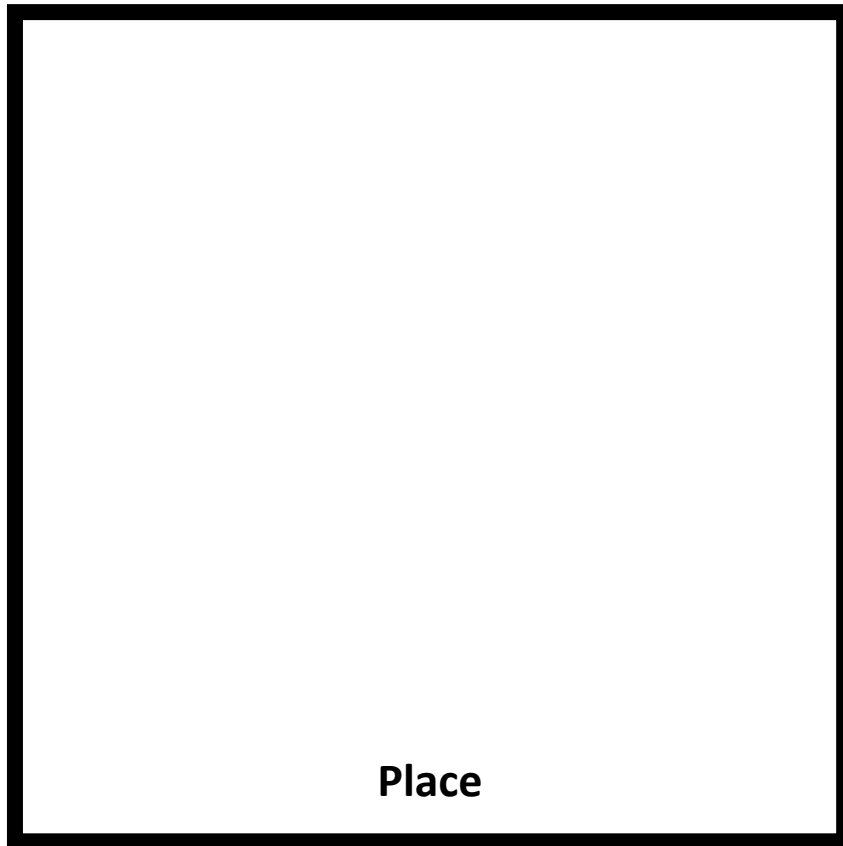
A shift in thinking...

- **There are some things we need to understand:**
 - Understand the thinking shift for how we view individuals with Disabilities
 - Understand the role that a context plays in teaching and in barriers that limit individuals
 - Understand that the less a context is limiting, the less support an individual needs



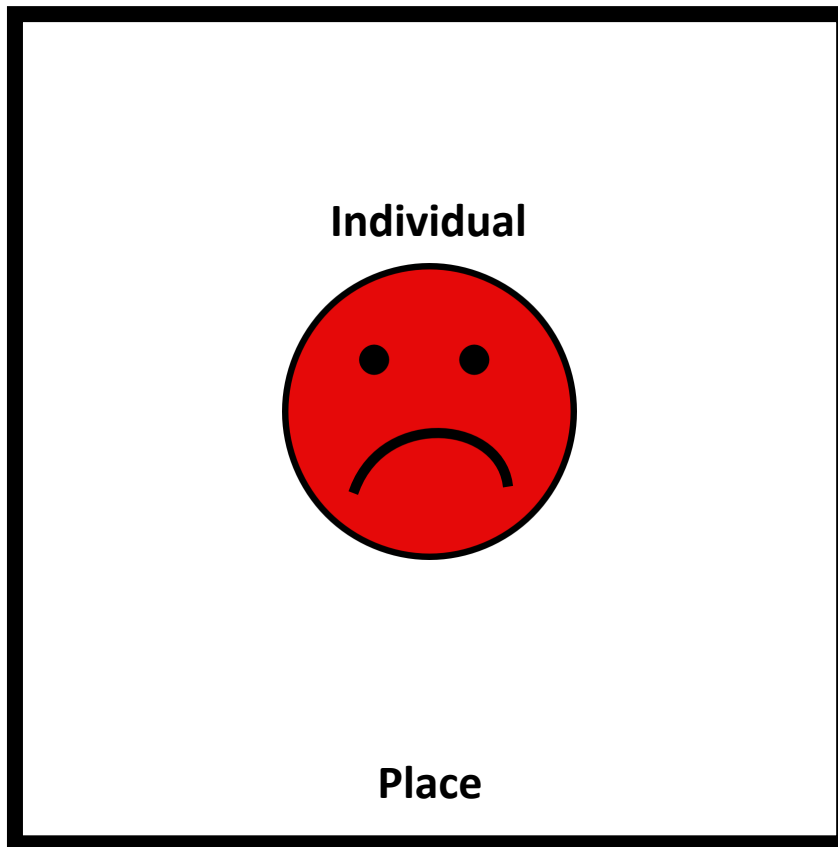
Place

Shifting the Paradigm: Medical Model of Disability



Place

Shifting the Paradigm: Medical Model of Disability



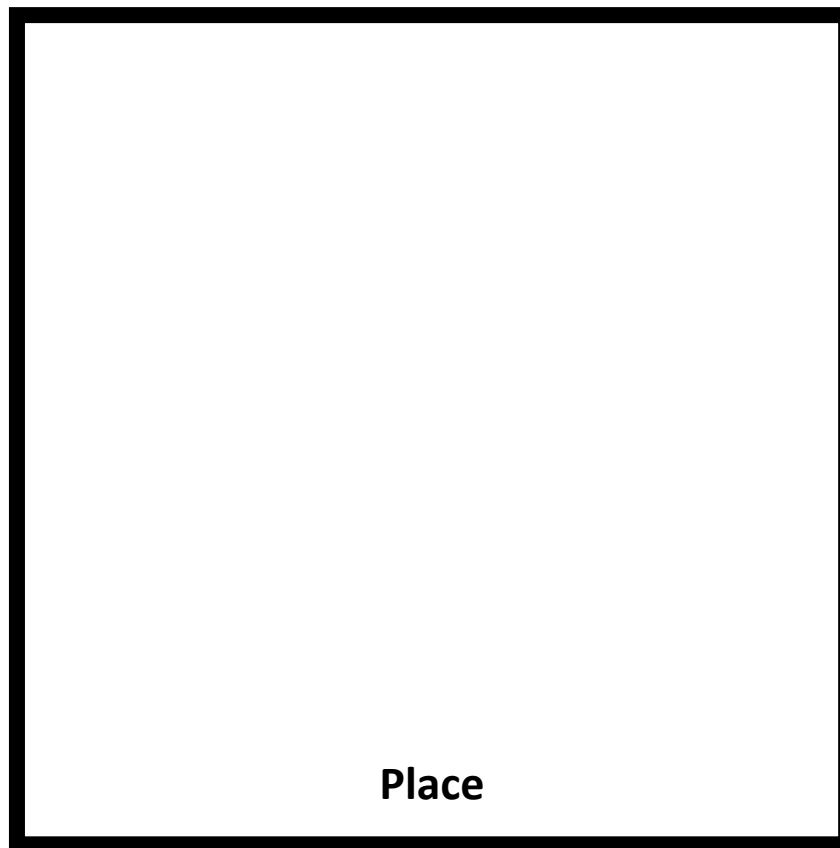
Special Education

If individual isn't successful

- Remove the individual
- Diagnose the problems in the individual
- Fix the individual
- Individual goes back when they are "ready"
- IEPs are separate from the place



Shifting the Paradigm: Medical Model of Disability



Individual



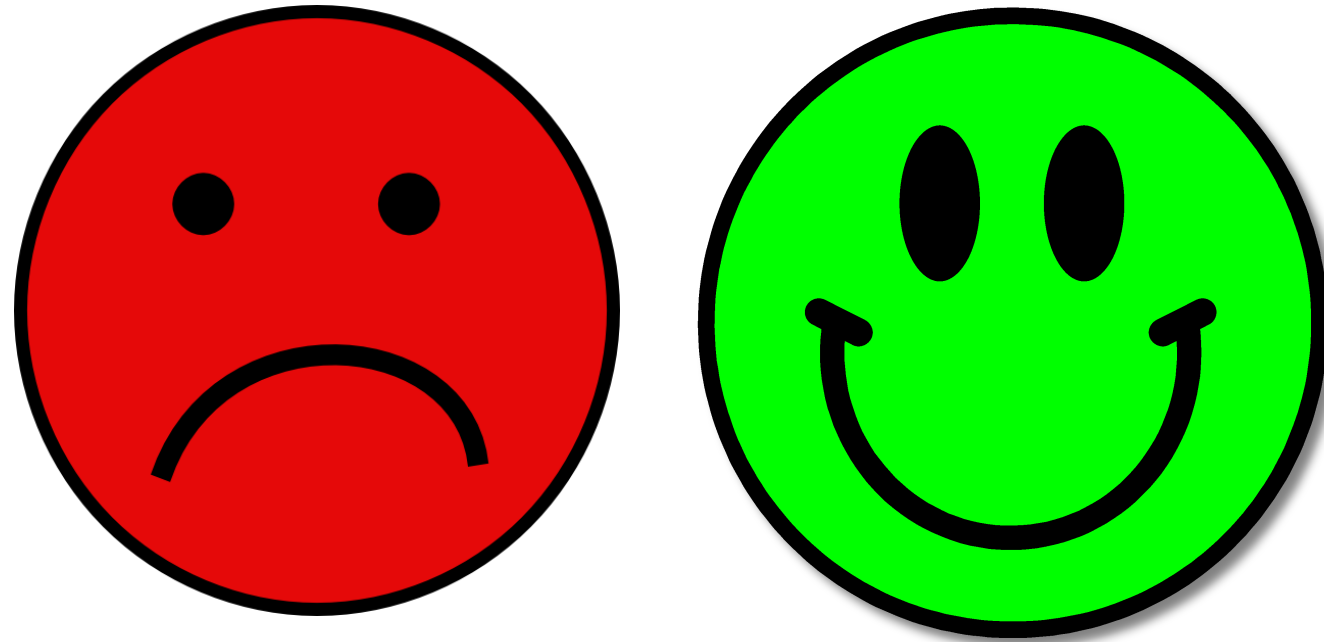
IEP

Special Education

If individual isn't successful

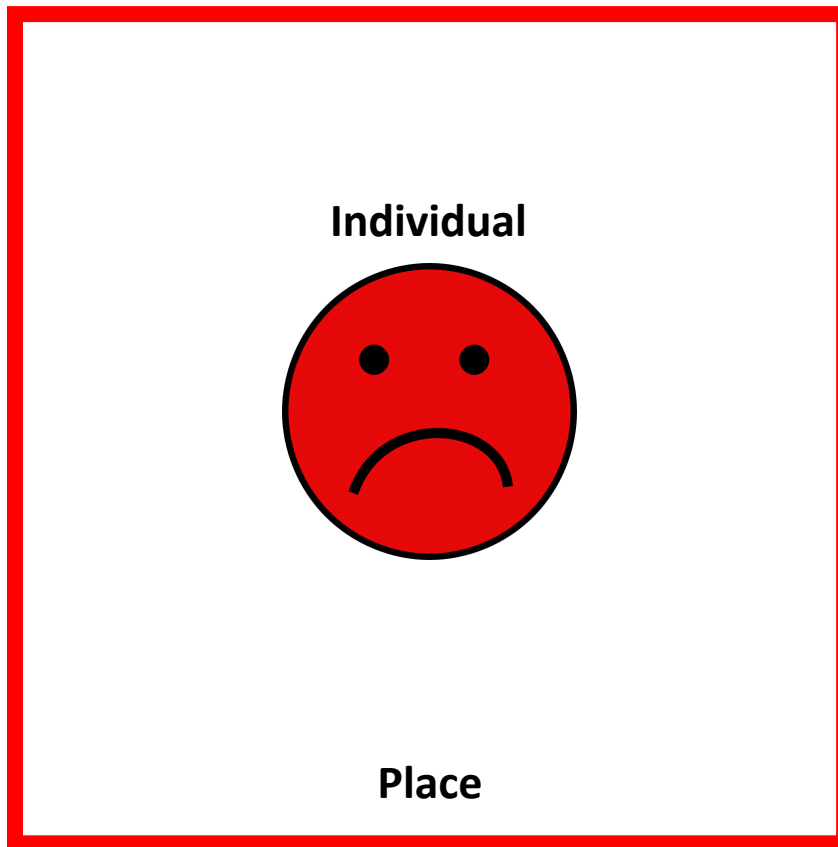
- Remove the individual
- Diagnose the problems in the individual
- Fix the individual
- Individual goes back when they are "ready"
- IEPs are separate from the place

Wait a second....
People with disabilities said:



“I am not broken.”
“I do not need to be fixed!”

Shifting the Paradigm: Social Model of Disability

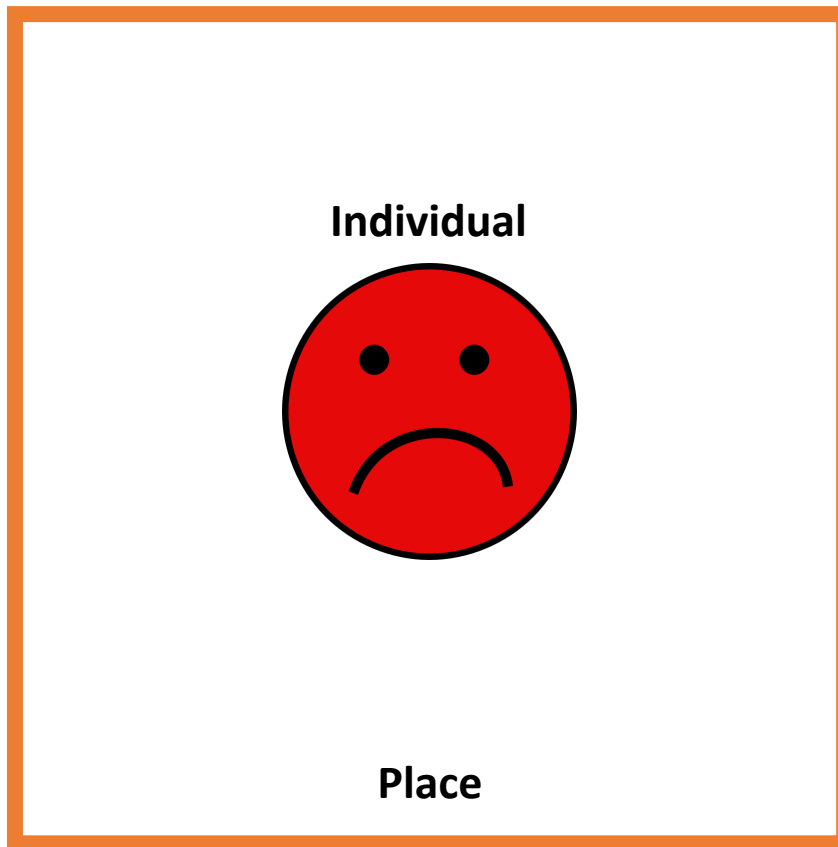


Social Model

If individual isn't successful

- Diagnose the problems in the place
- Fix the place
- Support everyone in the place

Shifting the Paradigm: Social Model of Disability

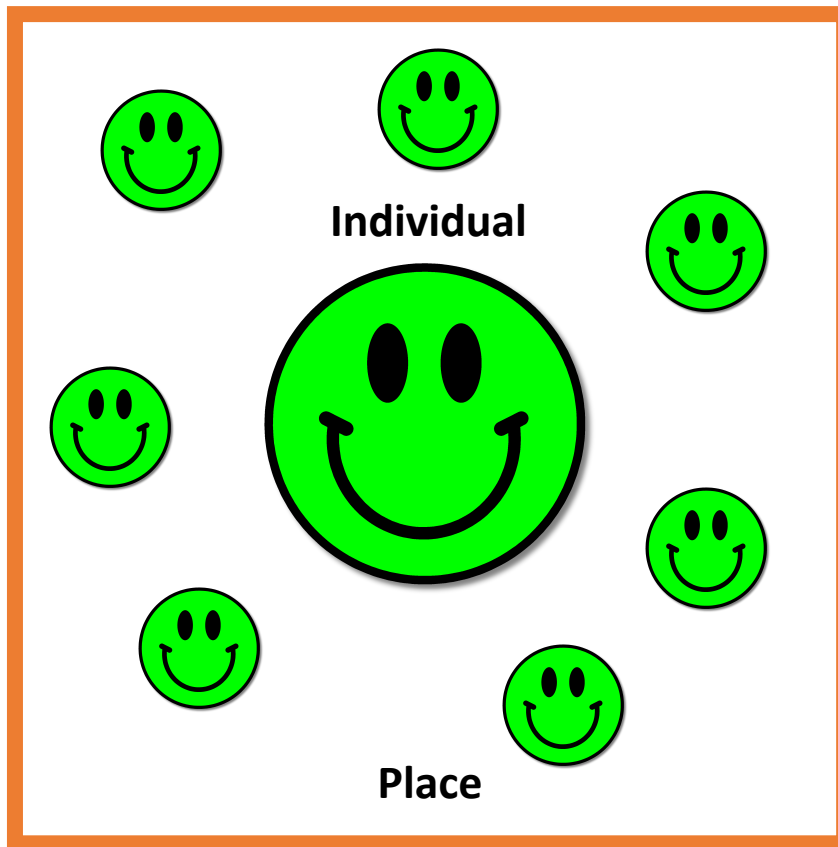


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Shifting the Paradigm: Social Model of Disability

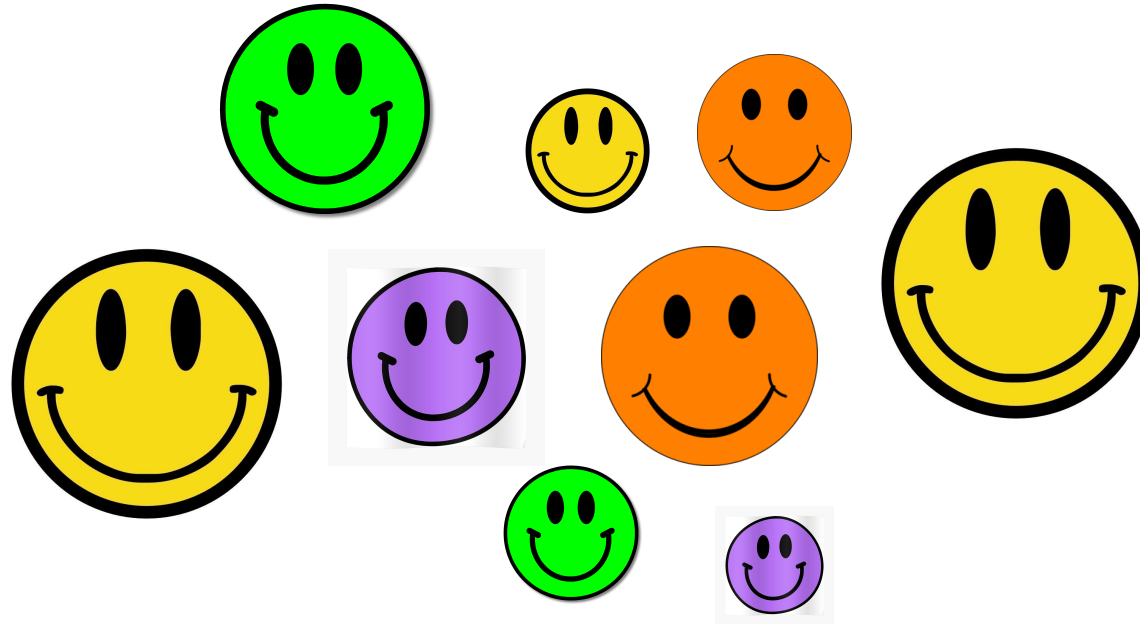


Social Model

If individual isn't successful

- Diagnose the problems in the place
- Fix the place
- Support everyone in the place

Wait a second....
Teachers said:



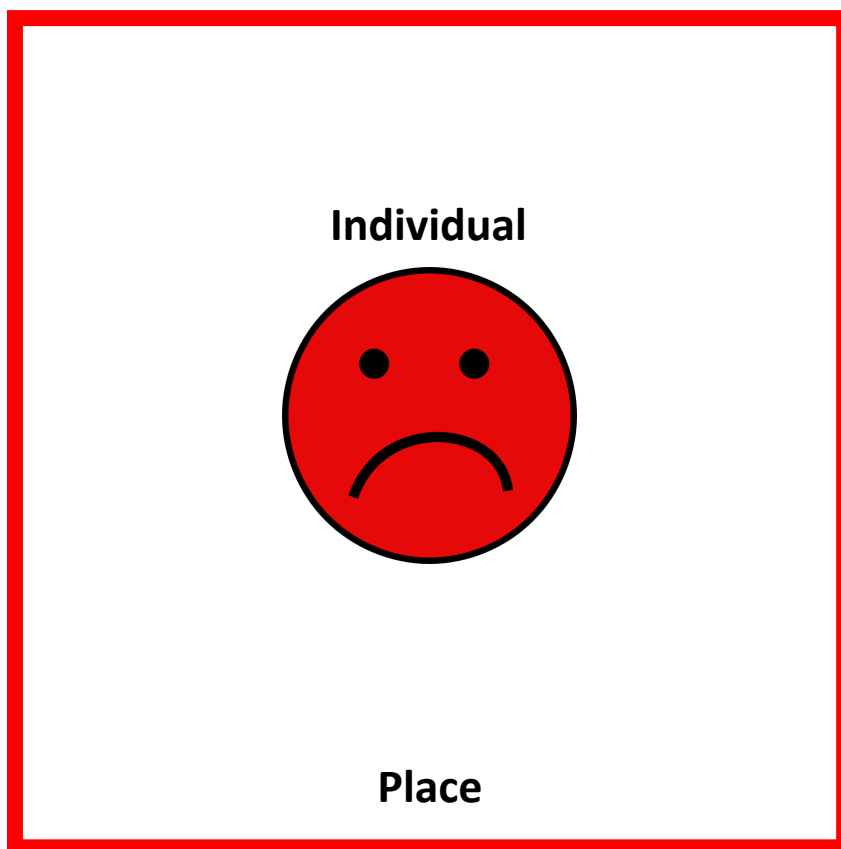
“What about all the individual
needs in a shared place”

Shifting the Paradigm: Person-Place Model of Need

Inclusive Education

If an individual isn't successful

- Determine barriers in place
- Determine needs of the community
- Anticipate supports & strategies based on needs
- Universally apply supports and strategies to ALL

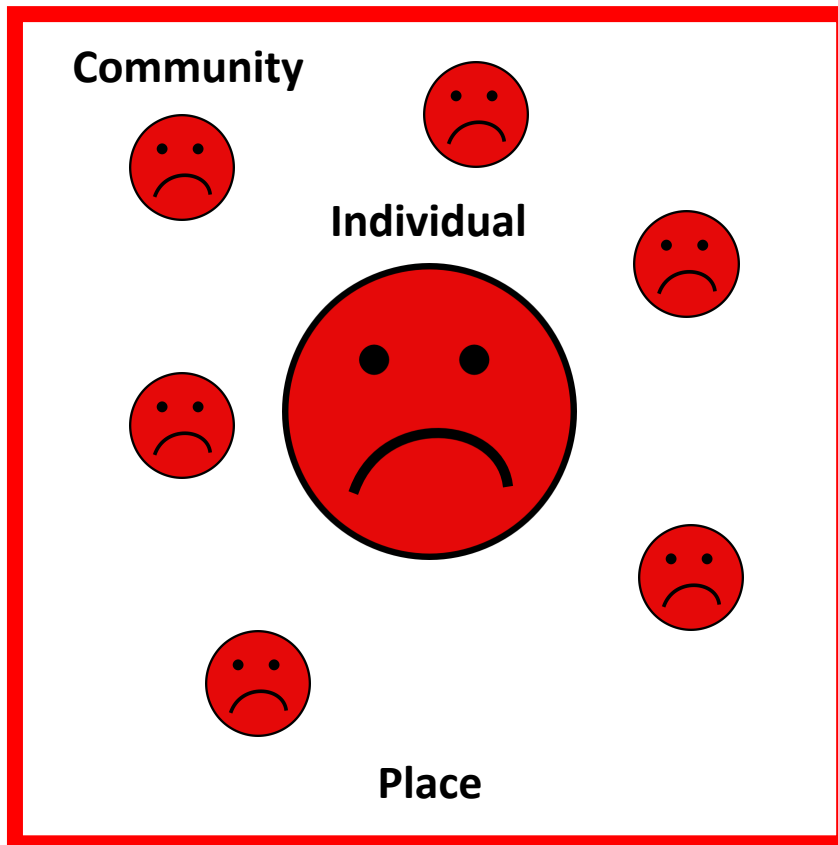


Shifting the Paradigm: Person-Place Model of Need

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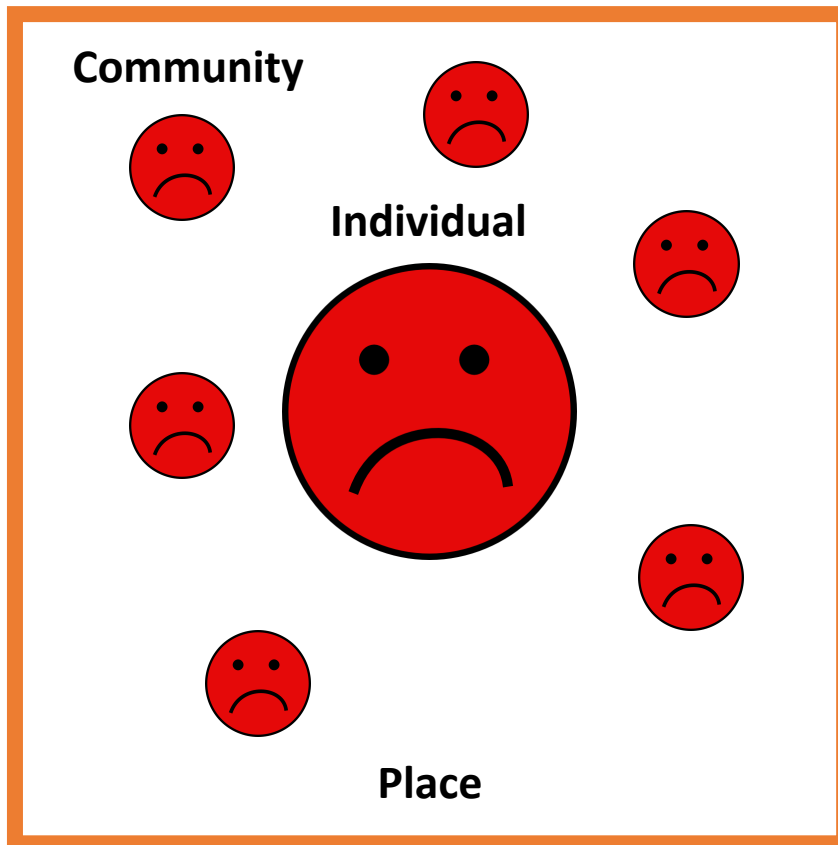


Shifting the Paradigm: Person-Place Model of Need

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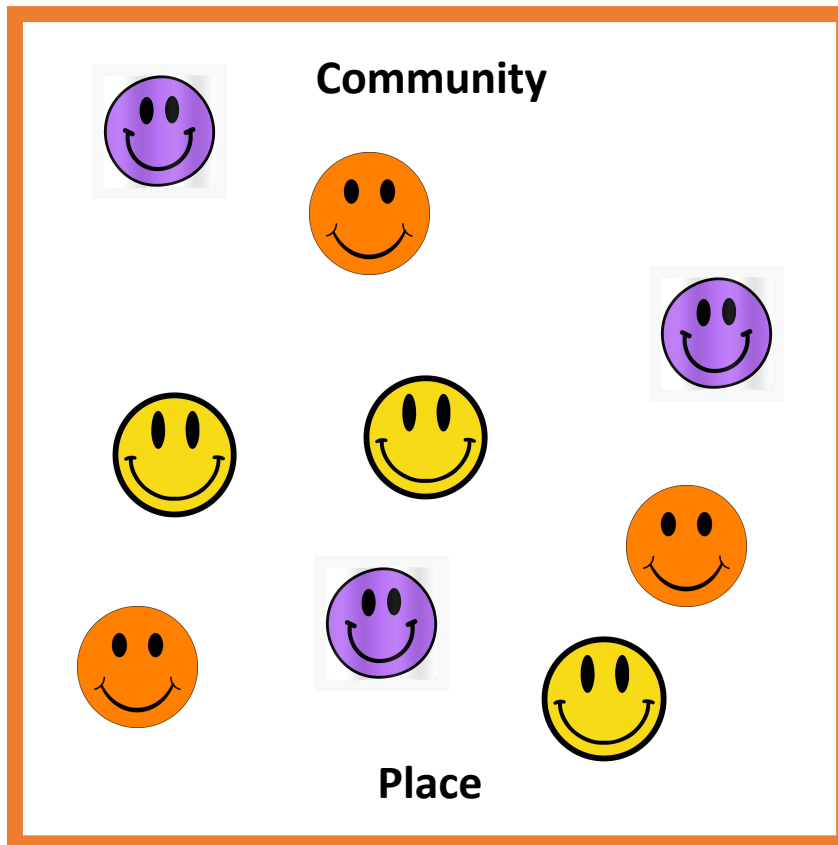


Shifting the Paradigm: Person-Place Model of Need

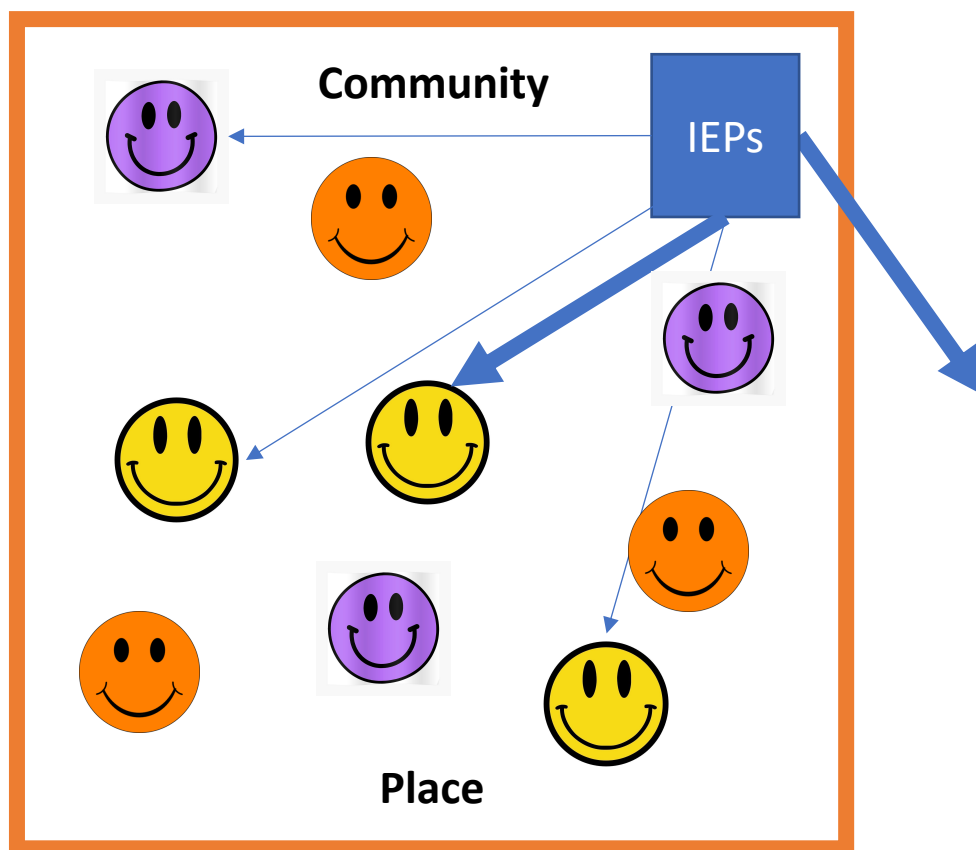
Inclusive Education

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Shifting the Paradigm: Person-Place Model of Need



Inclusive Education

If an individual isn't successful

- Determine barriers in place
- Determine needs of the community
- Anticipate supports & strategies based on needs
- Universally apply supports and strategies to ALL

IEP

- Communicates barriers of individual
- Communicates needs of individual
- Communicates supports & strategies of individual
- Universally applied to everyone in the community
- Blueprint for the place!

Medical Model Perspective: Fix the person

Individual not having success in a place: Shelley putting gas in her car in America

Deficit Model: Shelley can't fill up with gas

Shelley's IEP

S.M.A.R.T goal: Shelley will fill up her car with gas with 90 % accuracy by June 2021 by:

Objective: choosing an individual strategy to help her fill up with gas

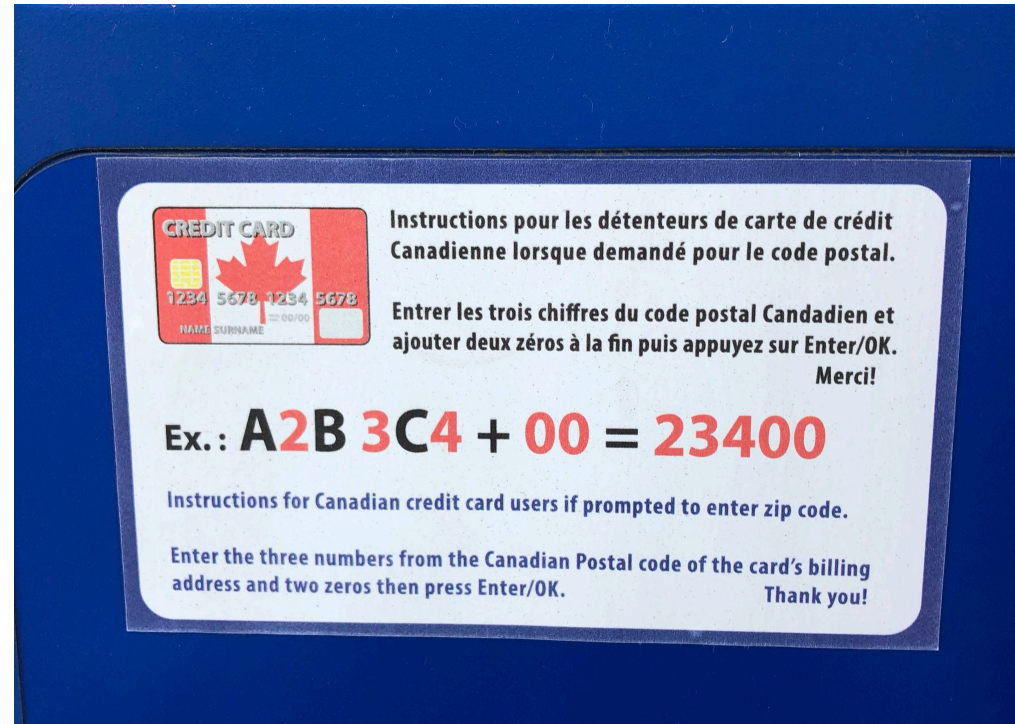
Individual Strategies: have extra cash on hand, extra time to fill up, extra room on my credit card, emotional regulation for anger, extra money for airport fill up, try 90210

Person- Place Model of Need

What is the barrier?!

What is getting in the way in the place?

Why can't Shelley fill up with gas?



Fixing the Deficit vs. Removing the Barrier

Person-Place Perspective: Reduce barriers in place, respond to needs of individual

Place: America

Barrier: Gas tank needs a Zip code to pay with a credit card

Shelley's need: Shelley is Canadian and has a postal code

Shelley's IEP

Goal: Shelley can fill up her car with gas by:

Objective: turning her postal code into a zip code

Universal Strategy: Sticker

Individual Supports & Strategies: None



Class Review for :	Teacher:	Date:
I can plan for my students by getting to know the:		
Interests & identities of the class	Classroom Strengths	Classroom Stretches
Based on the interests, strengths and stretches of this class, one goal(s) for these I have for this class is:		
The BIG goal I have for this class:		
I can meet this goal(s) by making a plan:	I can meet this goal(s) by reducing barriers in the classroom:	
Decision: Something I want to try	Decision: Learning Barriers (UDL)	Decision: Equity barriers (Reconciliation)
We can meet this goal(s) by targeting core competencies chosen as a community:		
Decision: Core competencies to target for this class (Decided by the class)		

Strengths

Stretches

Identities

Interests

What are student **dimensions** that we can capture
(so that we can design for them)?

Strategies

Needs

Barriers

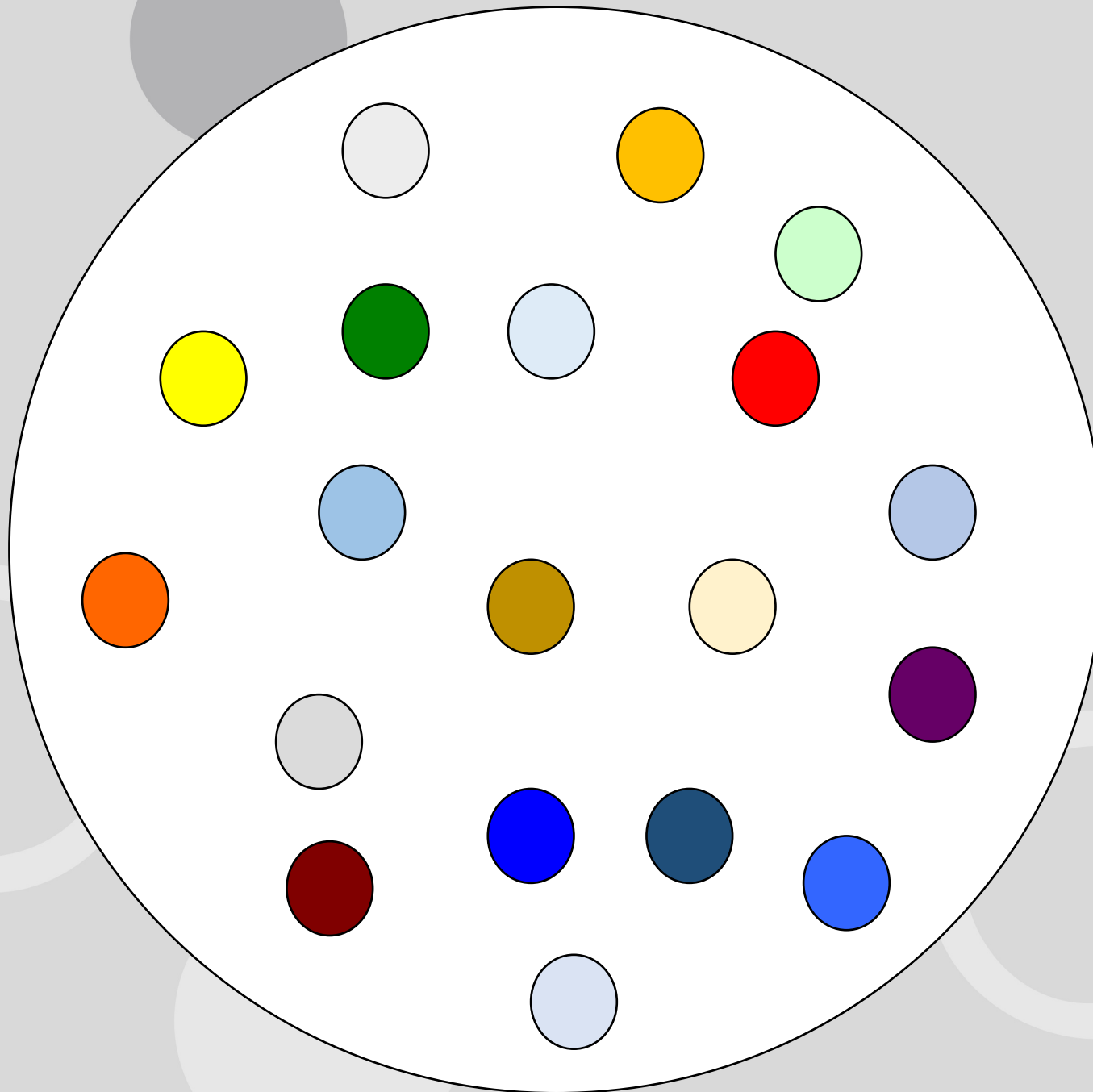
Supports

Goals

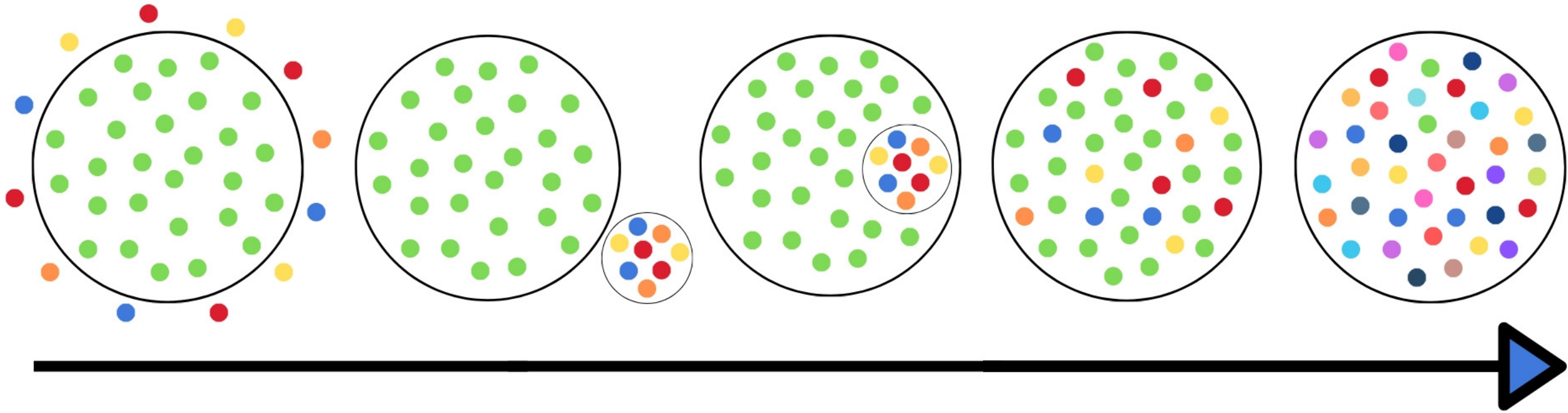
What are our identities?

- Student/ Family determined
- What communities do I belong to?
- What colours are bright for me?
- What colours are important to me?
- What colours are areas of strength or passion?
- What colours are bright at school?
- What colours are bright outside of school?





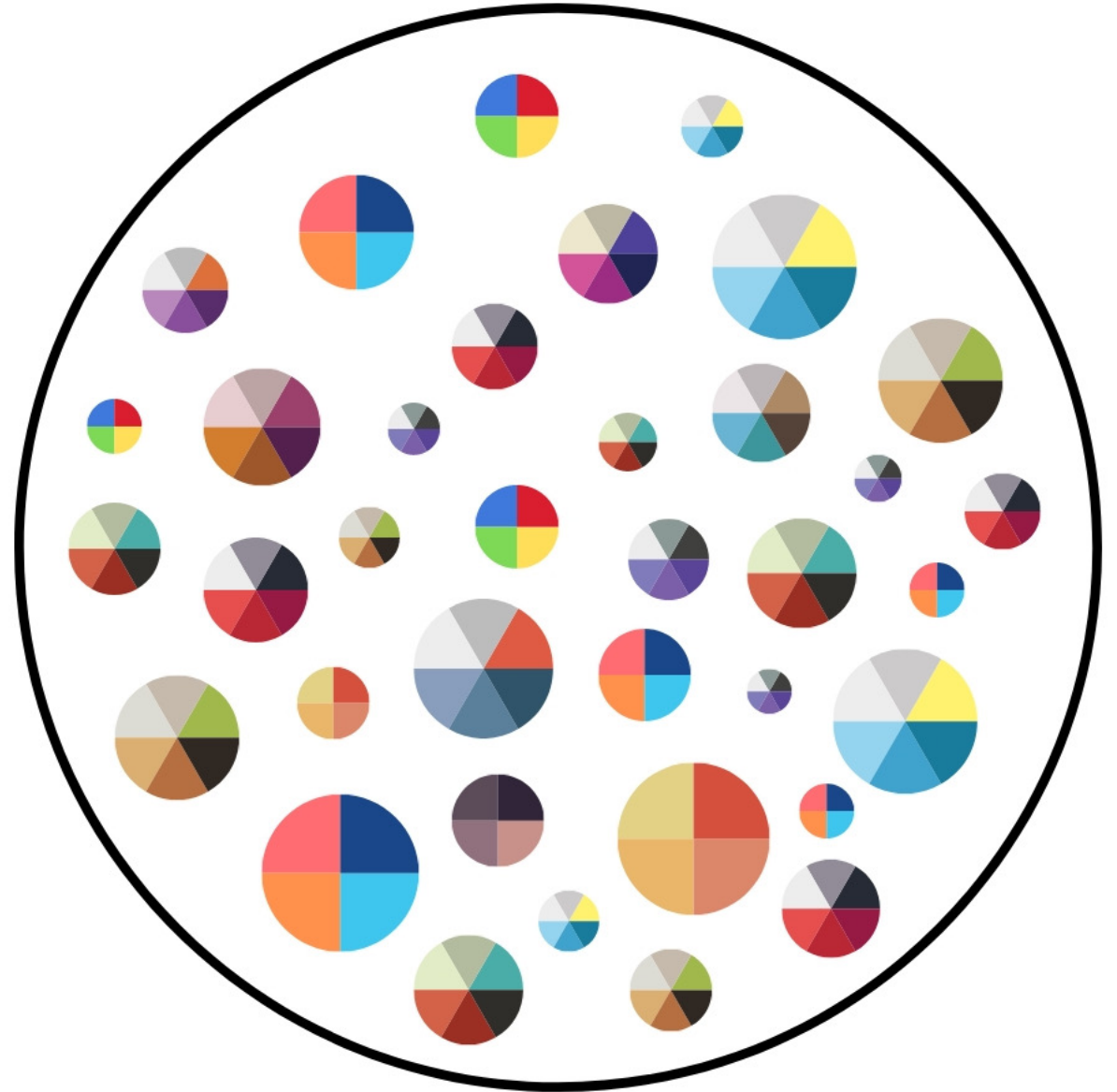
WHAT IS INCLUSION?



Where are you on this continuum? What's the next step?



WHO IS INCLUSION?



What are your
colours?

Do we value ALL
colours equally?



How do we build communities of identity?



How do we build communities of diversity?

How do we move away from groupings based on deficits?



How do we make sure that we are welcoming & valuing all colours?

What are your
colours?

Do we value ALL
colours equally?



What are our interests?

- Student/ Family/ Teacher/ Support Staff generated
- What are some things that I like? or I am interested in?
- What are some things that I am passionate about?
- What do I want to learn more about?
- What do I spend a lot of time thinking about?
- What do I wish I could do more of?



Class Review for :		Teacher:	Date:
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Strengths

Stretches

Identities

Interests

Goals

What are student **dimensions** that we can capture
(so that we can design for them)?

Strategies

Needs

Barriers

Supports

Strength Based Perspectives

Every **strength** has a corresponding **challenge** and every challenge has a corresponding strength.

The inattentive child may be a **deep thinker**.

The uncooperative may be a **natural leader**.

The emotionally charged may be gifted with **exceptional empathy**.

The rule defying child may be an out of the box **innovator**.

When faced with challenging behaviour, **look for the corresponding strength** and **focus on nurturing that gift** and **coping skills** for the challenging area.

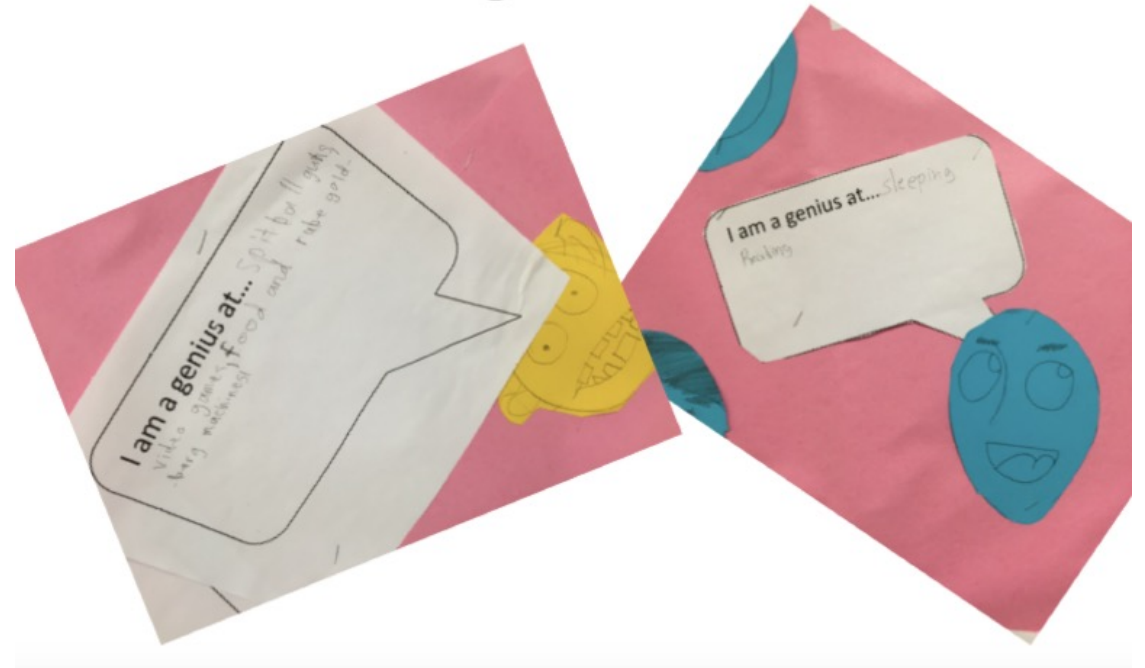
That is the essence of **working with**, instead of against, **children**.

L. R. Knost

What are my strengths??

- Student/ Family/ Teacher/ Support Staff generated
- What are some things that I am really good at?
- What are things I can do on my own?
- What are some things that I can help others with or teach to others?

What are strengths?



Class Review for :		Teacher:	Date:
I can plan for my students by getting to know the:			
Interests & Identities of the class	Classroom Strengths	Classroom Stretches	
Based on the interests, strengths and stretches of this class, one goal(s) for these I have for this class is:			
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We can meet this goal(s) by targeting core competencies chosen as a community:			
Decision: Core competencies to target for this class (Decided by the class)			

Practice: wild tea

What are you a genius at?

What are my **stretches**??

- Student/ Family/ Teacher/ Support Staff generated
- What do I need to get better at?
- Things that I can control
- Things that are hard, but am getting better at?
- Things I need support with?



What is the difference between stretches and weaknesses (needs)??

- Stretches are HARD for students, but they can still do something about it
- Weaknesses (or needs) are HARD for students but may not be able to do something about it
- Students may require support for both
 - Support to work on their stretches
 - Support to navigate their needs

Who Am I?

Who am I? Profile

```
graph LR; A[Words that describe me:] --> B[My favourite books/stories:]; B --> C[Things I like to do when I'm alone:]; C --> D[Things I like to do with my friends:]; D --> E[Things I like to do with my family:]; E --> F[Things I'm very good at or interested in:]; F --> G[Things I like (or need) you to know about me:]; G --> H[My hopes and dreams for myself are:]; H --> I[The easiest way for me to show what I know is:]; I --> J[Things I would like to get better at in this class are:]; J --> K[THIS IS ME!];
```

Words that describe me:

My favourite books/stories:

Things I like to do when I'm alone:

Things I like to do with my friends:

Things I like to do with my family:

Things I'm very good at or interested in:

Things I like (or need) you to know about me:

My hopes and dreams for myself are:

The easiest way for me to show what I know is:

Things I would like to get better at in this class are:

THIS IS ME!

Richardson Elementary



Help us get to know _____!

Person	Identities	Interests	Strengths	Stretches	Needs
Your name _____ How do you know _____?	Who is _____? What words would you use to describe _____?	What is _____ interested in? What does _____ like to do on their own, with their family and friends?	What is _____ good at? What could _____ teach others?	What is hard for _____ but they can still do? What do you think is is something _____ wants to get better at?	What does _____ need a lot of support wit? What is something that _____ might not be able to do on their own yet?
Person 1: _____					
Person 1: _____					
Person 1: _____					
Person 1: _____					

Help us get to know Juni!

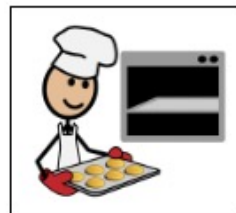
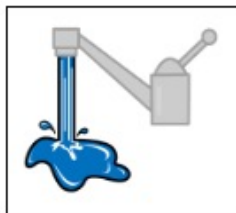
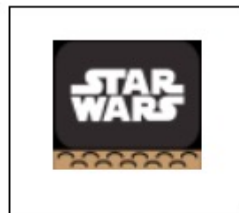
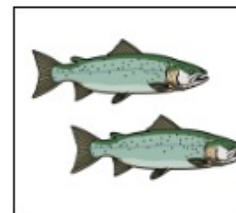
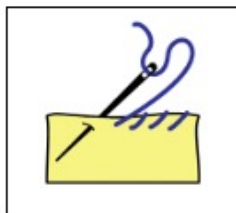
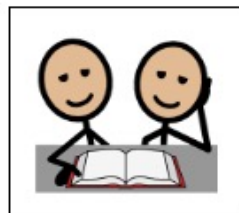
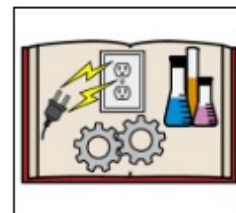
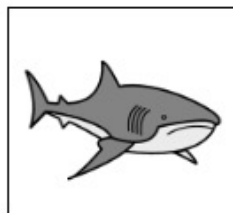
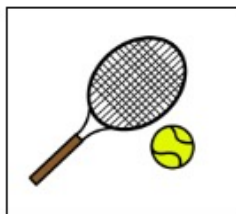
Person	Identities	Interests	Strengths	Stretches	Needs
Your name _____ How do you know _____?	Who is Juni ? What words would you use to describe Juni ?	What is Juni interested in? What does Juni like to do on their own, with their family and friends?	What is Juni good at? What could Juni teach others?	What is hard for Juni but she can still do? What do you think is something Juni wants to get better at?	What does Juni need a lot of support with? What is something that Juni might not be able to do on his own yet?
Person 1: Rita Mom	Kind, Strong, Smart	Watching me sew, taking pictures with my phone	Patience, she notices everything, she's so observant	Waking up! Trying new foods	Calming down when she is upset or frustrated, sleeping, eating enough
Person 2: Frank Dad	An athlete, she's happy, but don't get her mad, we are Ukrainian!	Watch Great British Baking Show with her mom Watching salmon in the river, helping me bake	A great listener, being present	Independence, connecting	She worries I think, I wonder if her worrying gets her upset
Person 3: Kiran Friend	Nice, funny	BC Lions, playing with water, we go to the movies, we watched Star Wars	I dunno, we hangout and just talk and stuff	Maybe Juni wants to get better at football	I think Juni would love to talk more, but I think maybe she needs an iPad and that's ok to talk with too
Person 4: Matty Younger cousin	We play, funny	Whale Sharks, camping, swimming	She plays with me	Its hard for Juni to talk sometimes, but I know when she likes something, and she likes me	Maybe talking more

Help us get to know Juni!

Person	Identities	Interests	Strengths	Stretches	Needs
Your name _____ How do you know _____?	Who is Juni ? What words would you use to describe Juni ?	What is Juni interested in? What does Juni like to do on her own, with her family and friends?	What is Juni good at? What could Juni teach others?	What is hard for Juni , but she can still do? What do you think is something Juni wants to get better at?	What does Juni need a lot of support with? What is something that Juni might not be able to do on her own yet?
Person 1: Mr. Lopez Teacher	Strong willed, smart, keen, a learner	Reading with her classmates, science topics	Being with her peers, she notices everything, asking for help	Communicating with her peers	Reading (decoding)
Person 1: Benny EA	Funny, a learner!	Taking naps/ resting, fashion – always well dressed	She knows what she likes, communicating when she's frustrated	Making friends	Fatigue
Person 3: Ms. Turner SLP	So joyful!	Sights and sounds around her	Making choices, using picture symbols	Using the iPad for augmentative communication	Support for her communication e.g. wants and needs, asking questions
Person 1: Jennifer Classmate	Happy, friendly	Dancing, playing tennis, camping	She's good at playing, and singing, she has great style- love her hair	talking	I'm not sure
Person 1: Bilal Classmate	Funny, sometimes she's mad and makes a lot of noise	Reading, laughing, video games	She's a good friend, She is special to me	Video games	Talking



Building my Student profile: What are my INTERESTS?

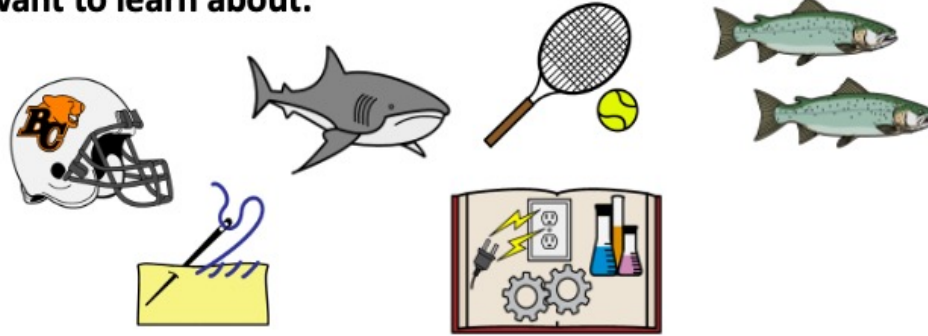




Building my Student profile: What are my INTERESTS?

INTERESTS can be things we want to learn more about.

I want to learn about:



INTERESTS can be things like to do on our own, with out family, or with our friends.

I like to:



Subject:		Grade:		Year:		
Student	Interests	Strengths	Stretches	Supports Needed		
				Behavioural	Social/ Emotional	Curricular
1. Tamina YYY YYY Gifted	Piano, rugby	Visual, logical, mathematical, learning style, critical thinking, inferencing, language skills, mathematical skills	Leadership skills, opportunities to integrate learning from various disciplines, using critical thinking skills across the curriculum			
2. Rosa Mendes T TT Emotional/behavioural	Reading, music	Reading, auditory memory skills, visual learner, auditory learner	Self advocacy skills, attention skills, self regulatory skills	✓	✓	
3. Triple H H HH Autism	P.E. (individual games; badminton), drawing	Visual learner, gross motor skills, attention skills, attention to topics and activities of interest	Self regulatory skills, augmentative communication skills, daily living skills, functional literacy and numeracy skills, personal care		✓	✓
4. Sheamus L LL Developmental disability	Computers, presentations	Oral language, gross motor skills, kinaesthetic/tactile, social skills with adults, basic computational skills	Reading skills, processing speed, abstract reasoning, organizational skills, personal care/self help skills, visual and memory skills	✓	✓	✓
5. Primo Z ZZ Learning Disability	Computers, P.E. (track)	Mathematical skills, computer keyboarding skills, gross motor skills, oral communication	Self advocacy skills, organizational skills, attention skills, social skills, writing skills		✓	✓
6. Alexa Bliss I II Intellectual Disability	P.E.(soccer), Likes to be the group leader	Kinaesthetic/tactile learner, self advocacy skills, visual learner, gross motor skills	Problem solving skills, reading and writing skills, mathematical skills, research skills, oral language skills			✓

6. Alexa Bliss I II Intellectual Disability	P.E.(soccer), Likes to be the group leader	Kinaesthetic/tactile learner, self advocacy skills, visual learner, gross motor skills	Problem solving skills, reading and writing skills, mathematical skills, research skills, oral language skills			✓
7. AJ Styles ADHD	Art, P.E. (dodgeball)	Fine motor skills	Attention skills, behavioural skills	✓		
8. Brock Lesnar	Reading, running	At grade level, gross motor skills				
9. Bubba Ray Dudley	Polo, pottery	Visual/kinaesthetic learner	Expressing ideas		✓	
10. Fandango	Puzzles, singing	Fine motor skills, performing	Expressing ideas			✓
11. Stardust	Cosplaying, taxidermy	Interacting with others, performing, fine motor skills	Math - numeracy			✓
12. Nature Boy Ric Flair	Acting, wrestling	Performing, presentations, gross motor skills	Accessing prior knowledge			
13. Heath Slater	Ice skating, quilting	Fine motor skills, gross motor skills, performing	Reading			
14. John Cena	Sky diving, hunting	Gross motor skills, courage				
15. The Rock	Origami, geocaching	Fine motor skills, map skills	Self Regulation	✓		
16. R-Truth	Photography, martial arts	Gross motor skills, creative, self regulation	Writing, reading			
17. Titus O'Neill	Card collecting, baseball	Gross motor skills, organization	Communication Penicillin Allergy			
18. The Undertaker	Pokemon Go, sculpting	Patience, perseverance	Staying on task			
19. Alicia Fox	Reading, astronomy	Attentive, reading skills	Difficulty communicating thoughts/feelings		✓	
20. Becky Lynch	Gongoozling	Patience, individual tasks	Isolated/whispers/no friends		✓	
21. Nikki Bella	Laser tag, disc golf	Gross motor skills,	Communication skills,		✓	

Class Review for: Grade 2/3		Teacher: M. Sundaren, S. Johal (ST), 1 EA (FT)	Date: Nov. 2020
We can plan for our students by getting to know the:			
Interests & Identities		Classroom Strengths	Classroom Stretches
Interests: stories, games (ask students) Identities (ask students):		Strengths: Helpful, funny, have adapted well to new routines, kind, loving, caring, get along with each other, play, hands on, diverse, families, Dojo, discussions, circle	Stretches: reading levels, fine motor skills, writing (expanding ideas, complete sentences), self confidence, taking risks, asking questions, intrinsic motivation
Based on the interests, strengths and stretches of this class:			
The BIG question or inquiry I have for this class: I would like to support my students to get better at: self regulation, independence and ownership, connections, number talks			
We can respond to this class by making a plan to try something new:		We can respond to this class by reducing barriers in the classroom:	
Decision: Somethings I want to try		Decision: Reducing Barriers to Learning	Decision: Reducing Barriers to Equity
- Building student confidence - Student agency - Self regulated learning - Designing engaging activities and lessons - Purposeful teaching - Giving meaningful feedback, supporting student self assessment		Engagement 9.1-helping students set learning goals that build confidence and help them take ownership of their learning 8.1 – Clearly communicating learning goals Representation 2.1 Pre-teaching important vocabulary, symbols, numbers labels in many ways (written, oral, visual examples) 2.2 Highlighting and teaching patterns and properties in systems (e.g. grammar, notation, taxonomies, equations etc.) Expression 6.3 teaching students to organize their evidence and determine their best examples of learning	Equity Commitment: - Class and team building activities to promote peer support (while also navigating COVID restrictions) - Use cooperative learning structures while also navigating COVID restrictions) Reconciliation Commitment: - Learning takes patience and time
Decision: We can respond to this class by targeting core competencies chosen as a community:			
Teacher chosen: We can communicate by: Class chosen: Students can choose objective in profile 1 and 2			

Class Review for : Grade 6	Teacher: Mr. C, Lesley (PA Math)	Date: Oct. 2019
We can plan for our students by getting to know the:		
Interests & Identities of the Class	Classroom Strengths	Classroom Stretches
- Indigenous, Athletes, Farmers, JW, Autism, new Immigrants (refugees) - Sports, animals, art, music, reading, Family, religion	- Active, funny, sports, competition, reading, working together, structured activities	- Have a hard time losing - Have a hard in unstructured activities - Organization, confidence, taking risks, knowing its ok to make mistakes
Based on the interests, strengths and stretches of this class, one goal(s) for these I have for this class is:		
The BIG goal I have for this class: To be confident, that's its ok to make mistakes, that we can learn from mistakes To have confidence to try new things		
We can meet this goal(s) by making a plan to try something new:	We can meet this goal(s) by reducing barriers in the classroom:	
Decision: Something I want to try	Decision: Learning Barriers (UDL)	Decision: Equity barriers (Reconciliation)
- Rewarding and celebrating mistakes/ learning opportunities - Breaking down concepts - Helping students to be aware of where students are not understandings	giving students choice and control over what they are learning about (e.g. content, examples used) Giving students opportunities to connect how they learned and how they can transfer those learning skills/ strategies/ supports to new settings using assessment checklists, learning maps, one-point rubrics and student work samples to provide feedback to students and model self-assessment	Uses students' real life experiences to connect school learning to students' lives Learning involves patience and time
We can meet this goal(s) by targeting core competencies chosen as a community:		
Decision: Targeted competencies to target for this class		

Class Review for: English 11		Teacher: Ms. N, Ms. V (Support), MM & TE (EAs)	Date: Nov. 2020
We can plan for our students by getting to know the:			
Interests & Identities of the class		Classroom Strengths	Classroom Stretches
Interests: Video games, sports, reading, dance, (will ask students) Identities: (will ask students) Representation: LGBTQ2S+, Disability, Cultural/Ethnic Backgrounds		Strengths – reading, focused, on task, working in pairs/ groups of three, following instructions (will ask students)	Stretches – staying focused, attending, note taking/ following along, connecting learning to the real world, written output (will ask students)
Based on the interests, strengths and stretches of this class:			
The BIG question or inquiry I have for this class: How to help them to get better at: 1. Writing 2. being able to express their ideas 3. analyzing and synthesizing ideas 4. connecting learning to their lives			
We can respond to this class by making a plan to try something new:		We can respond to this class by reducing barriers in the classroom:	
Decision: Something I want to try		Decision: Reducing Barriers to Learning	Decision: Reducing Barriers to Equity
- Give/ teach access to assistive technology to increase output and independence - Organize scribing support for students - Incorporate multiple methods of expression		Engagement (9.1) - helping students set/ choose learning goals that build confidence and help them take ownership of their learning Representation (1.1) – sharing new information in different formats Expression (6.3) - teaching students to organize their evidence and choose their best examples of learning	Equity Commitment: - We can use cooperative learning structures (incorporate new techniques) - We can seek multiple perspectives Reconciliation Commitment: - Learning involving generational roles - Learning involves recognizing the consequences of one's actions - Learning is holistic, reflexive, reflective, experiential and relational
Decision: We can respond to this class by targeting core competencies chosen as a community:			
Teacher chosen: Personal Awareness & Responsibility, Thinking (Creative & Critical Thinking) Class chosen: (will ask students)			

Class Review for: Industrial Design	Teacher: Mr. Harmon EA: Mr. Fraser	Date: October, 2019
I can plan for my students by getting to know the:		
Interests of the class	Classroom Strengths	Classroom Stretches
- collaborative, group work, hands on activities, technology, media, trucks, fishing, identify, rural life, maple ridge, skate boarding, music, social, building and bashing, battle bots, proud of their success, blowing stuff up	- Working together, proficient, good with their hands and using tools, background knowledge, eager to learn, connects to their life, relevant, chose this class, they want to be here, huge buy in, so nice, inclusive of each other, compliment each others strengths, diverse skill set, taking risks if there are alone, independent, no right answer, everyone can be successful, competition	- organization, task management, connecting skills in industrial design to other contexts (e.g. math skills), cautious risk takers, aware of not being successful in front of others, their macho/bravado image
Based on the interests, strengths and stretches of this class, one goal(s) for these I have for this class is:		
The BIG goal I have for this class: I want these kids to be able to manage tasks and time, so that they will be more focused on their learning on the task at hand, I want them to not be afraid to try new things, work new people, build community		
I can meet this goal(s) by making a plan:	I can meet this goal(s) by reducing barriers in the classroom:	
Decision: Something I want to try	Decision: Learning Barriers (UDL)	Decision: Equity barriers (Reconciliation)
- Clear intentions for the class, why we are learning and what we are doing - Engage students by doing something loud and dangerous – blow stuff up - Involving the students in activities, but make sure they know the goal - Build life sized medieval weapons of war - Trebuchet pumpkins	We can provide options for students to know and set goals and make decisions about what supports they need to meet the goals by: guiding students through reflection, self-assessment and goal setting around curricular goal complexities and competency goal setting	We can use see our real life experiences to connect school learning to students' lives We can value each others' gifts and contributions
We can meet this goal(s) by targeting core competencies chosen as a community:		
Decision: Core competencies to target for this class (Ryan will do this with the class)		

Team time: Make a plan!

- How does today's session connect with your wonderings?
- What is something that is useful from today that you could try?
- What supports will you need to make this happen?

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