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.

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SHELLEY MOORE

@tweetsomemoore

@fivemooreminutes

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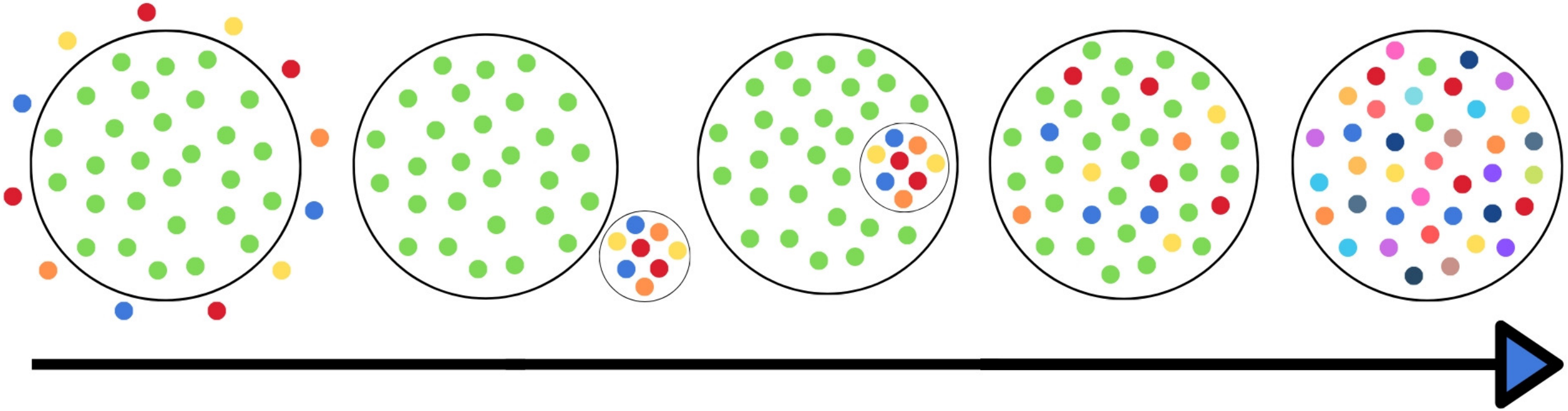
5 Minutes

What are you hoping to get out of this 3-part series?

WHAT IS INCLUSION?



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

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Now What?!

Understand WHAT Inclusion is….

Understand WHY it is important…

How to we do it?

What Does Research Say?

1. Guiding conditions of inclusion describe that all children & youth...

SESSION 1	SESSION 2	SESSION 3	SESSION 4	SESSION 5
are **PLACED** in and attending inclusive programs	are **PRESUMED** competent and as having **POTENTIAL**	are in **PROXIMITY** to and **PARTICIPATING** in learning with PEERS	have **PURPOSEFUL** roles and responsibilities	are **PLANNED** for

What Does Research Say?

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are in **PROXIMITY** to and **PARTICIPATING** in learning with PEERS

have **PURPOSEFUL** roles and responsibilities

are **PLANNED** for

SESSION 1 **SESSION 2** **SESSION 3**

What is the role of of place in inclusive planning?

Location vs. Place

Existence vs. Belonging

Why does place matter?

- Historically, Individual Education Plans (IEPs) have not been connected to place and implemented in one place (self contained or segregated setting) and only planning for one person
- Place is what connects individuals to each other in a community
- Planning for a place and the community within it, is much easier than planning for each individual within it
- Place can have a role in teaching and learning
- Place can impact (and help navigate) barriers to learning
- Place connects to an inclusive vision – the more places an individual is included in, with belonging, the better!

Place Based Planning

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

What are barriers in a place??

How can we REDUCE barriers??

Place

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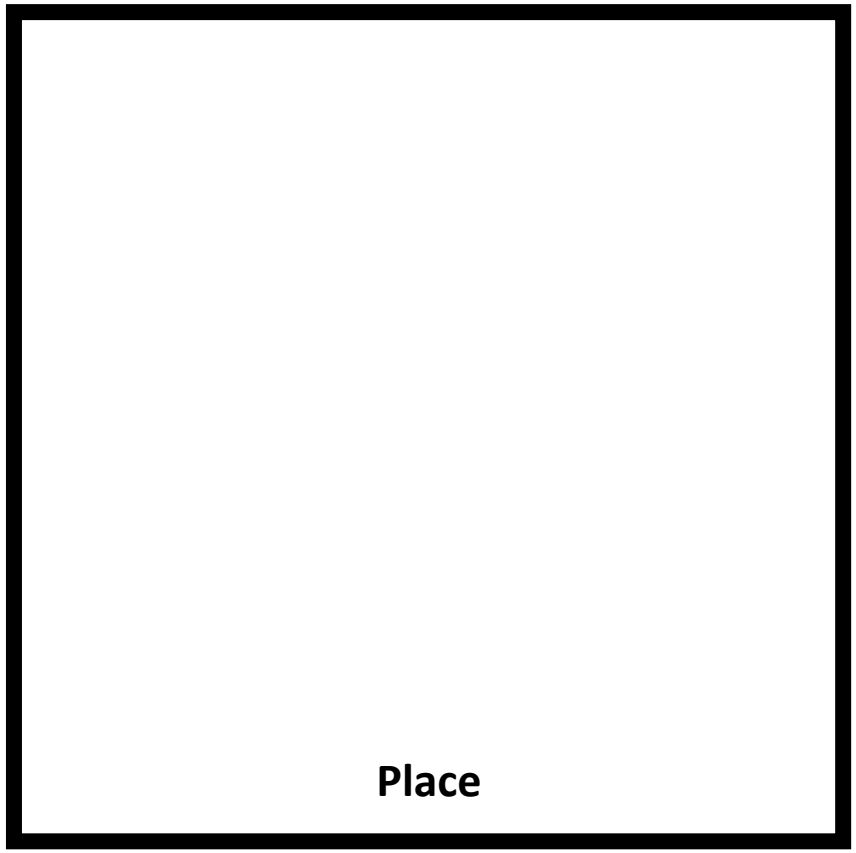
Shifting the Paradigm:
Medical Model of Disability



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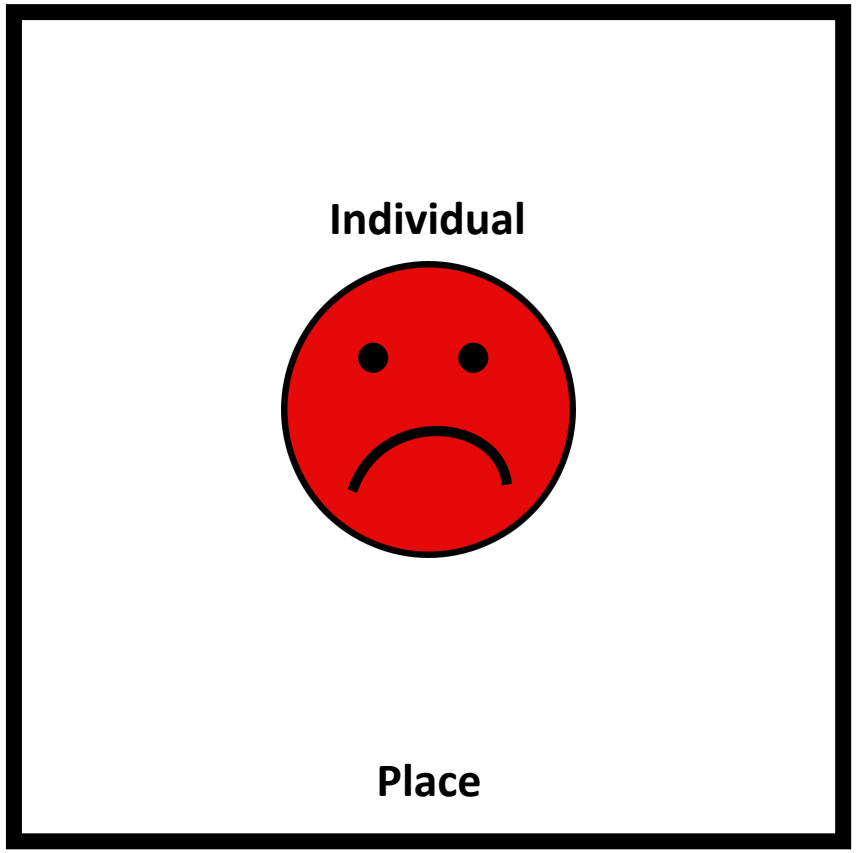
Shifting the Paradigm:
Medical Model of Disability



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

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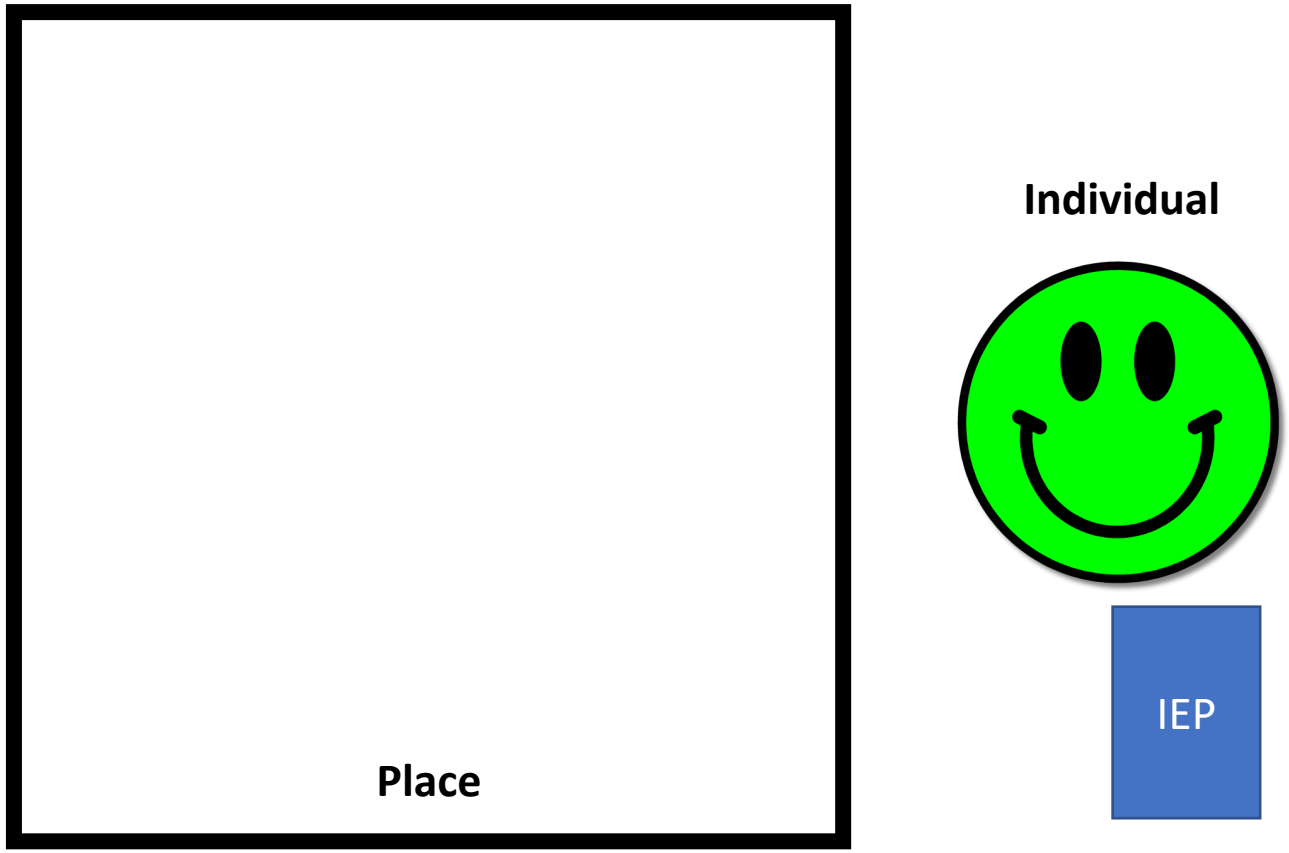
If a flower isn’t thriving in a garden…

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

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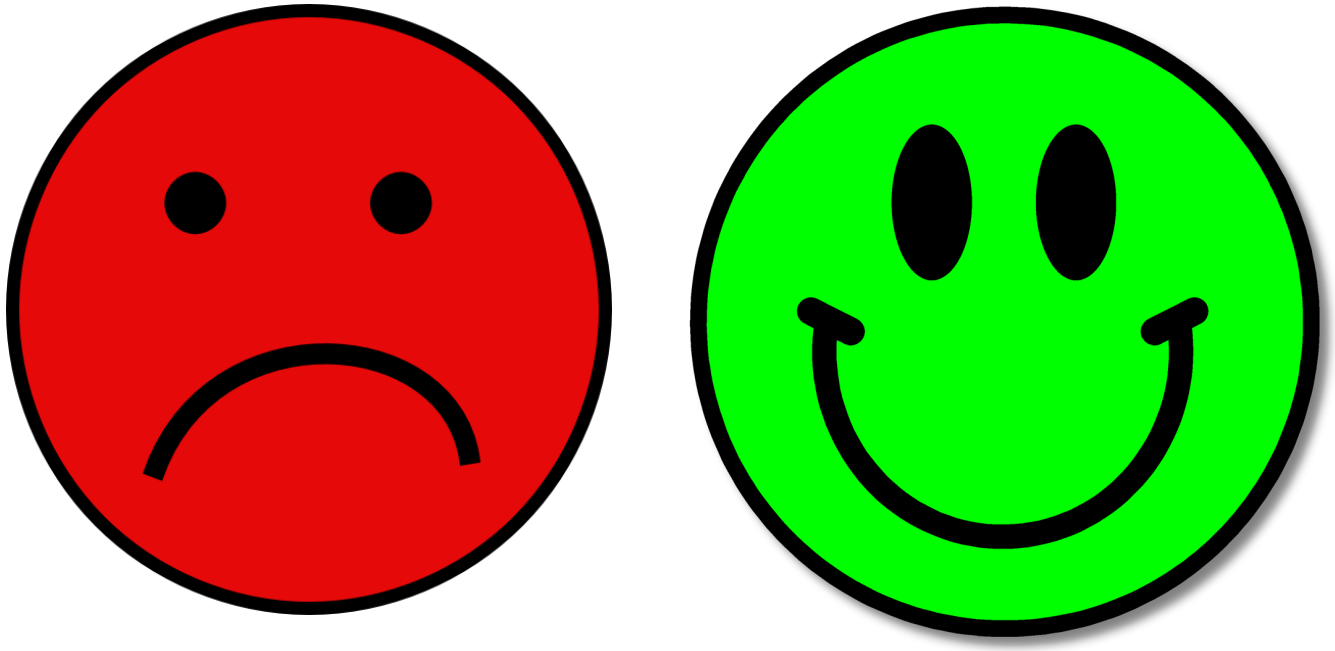
Wait a second….
People with disabilities said:



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

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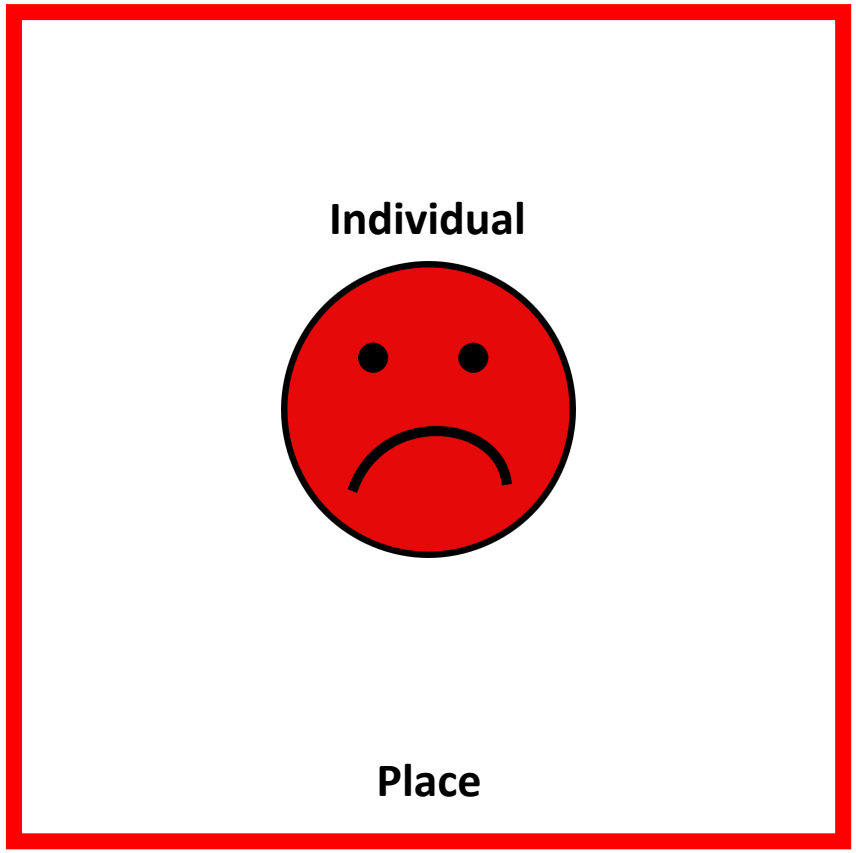
Shifting the Paradigm:
Social Model of Disability



Social Model

If individual isn't successful

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

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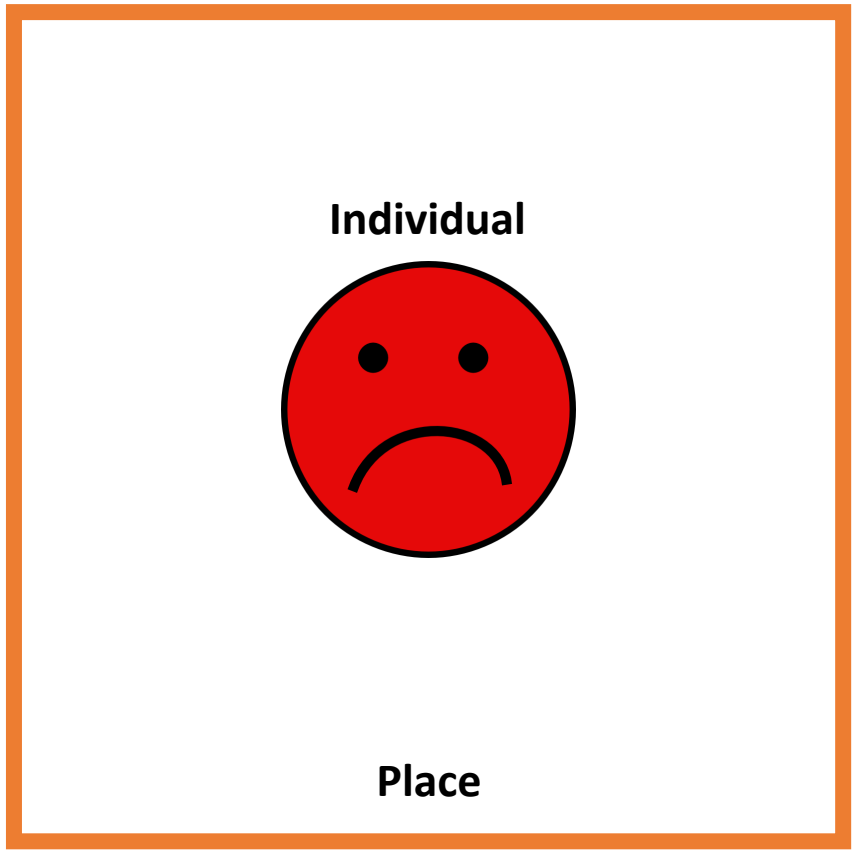
Shifting the Paradigm:
Social Model of Disability



Social Model

If individual isn't successful

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

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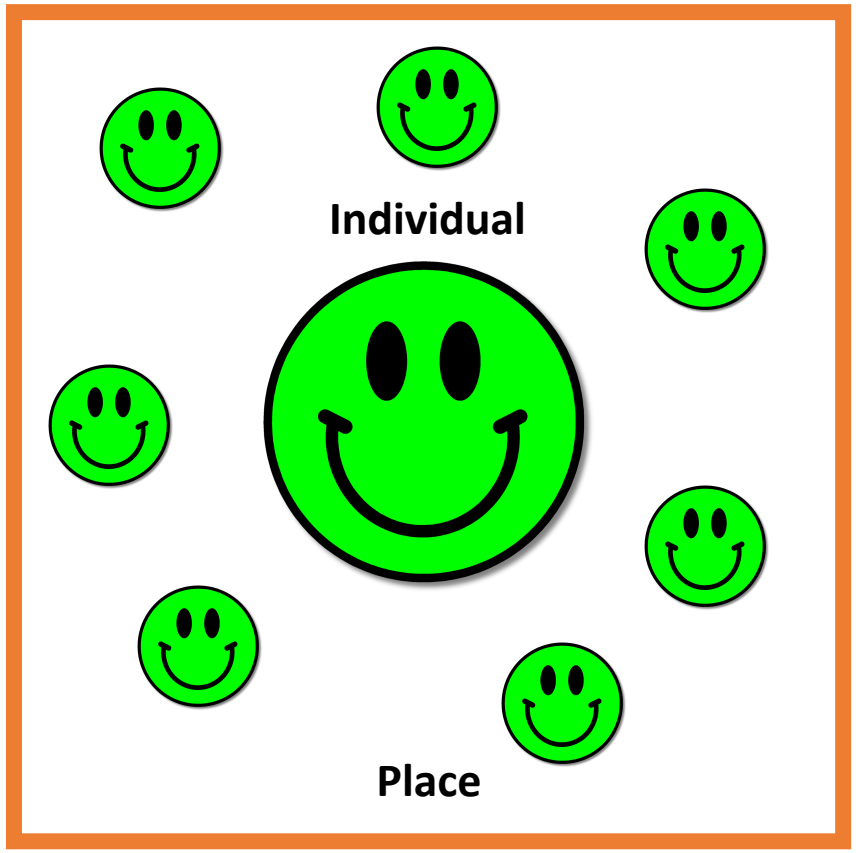
What is happening in the environment?

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

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Wait a second….
Teachers said:

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

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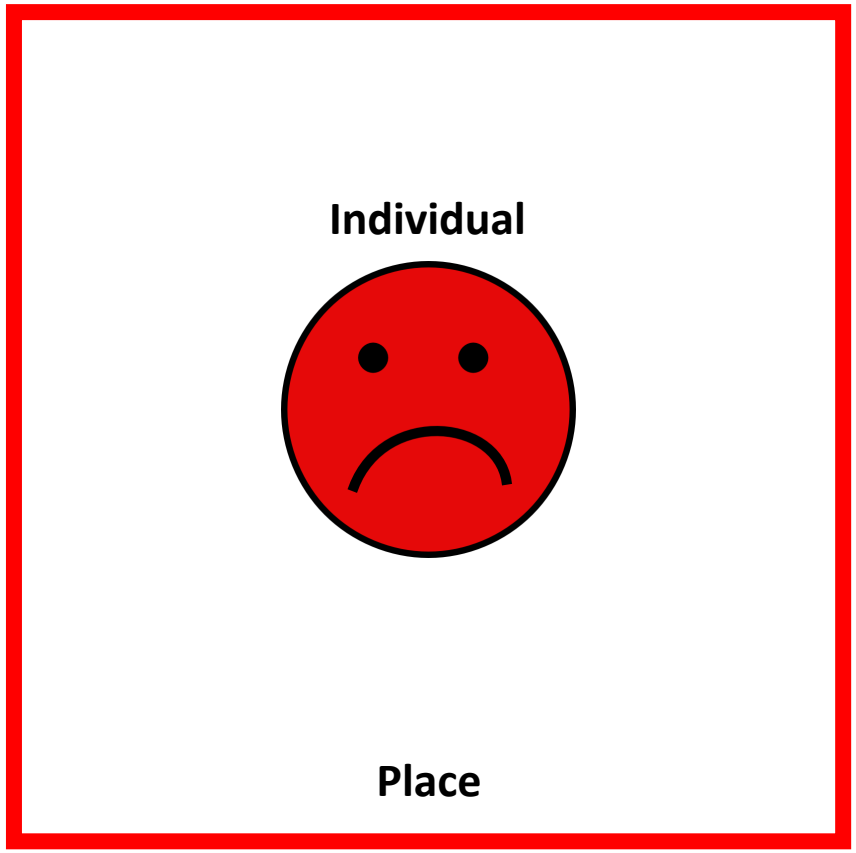
Diverse Gardens!

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

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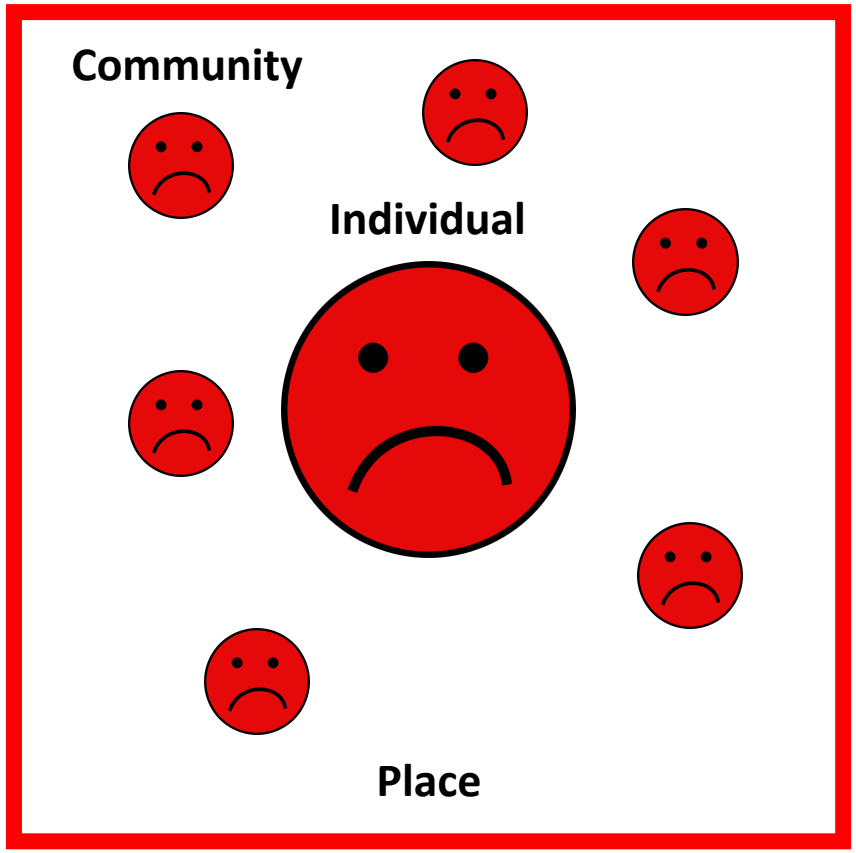
Shifting the Paradigm:
Person-Place Model of Need



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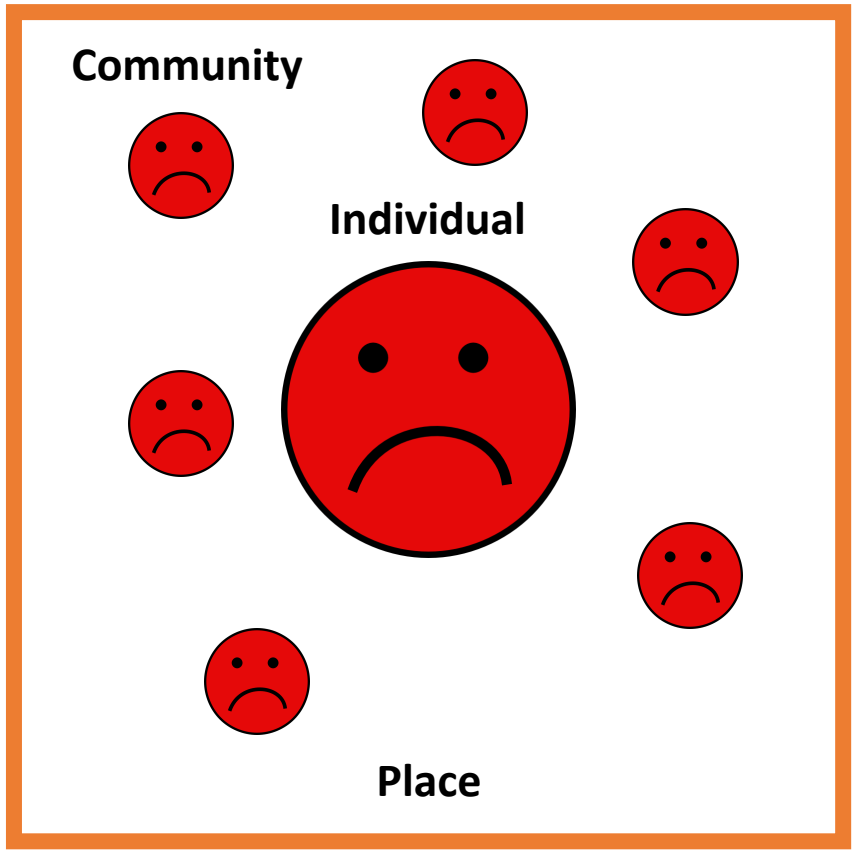
Shifting the Paradigm:
Person-Place Model of Need



Inclusive Education

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

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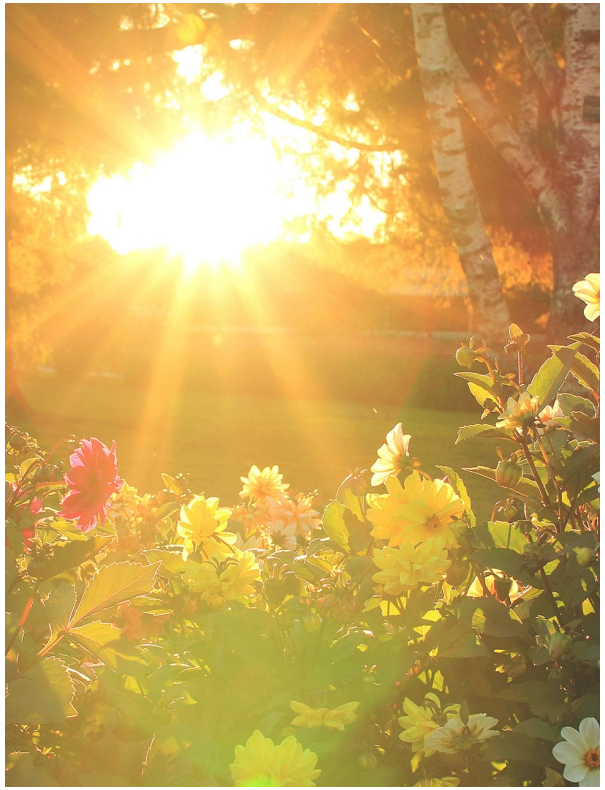
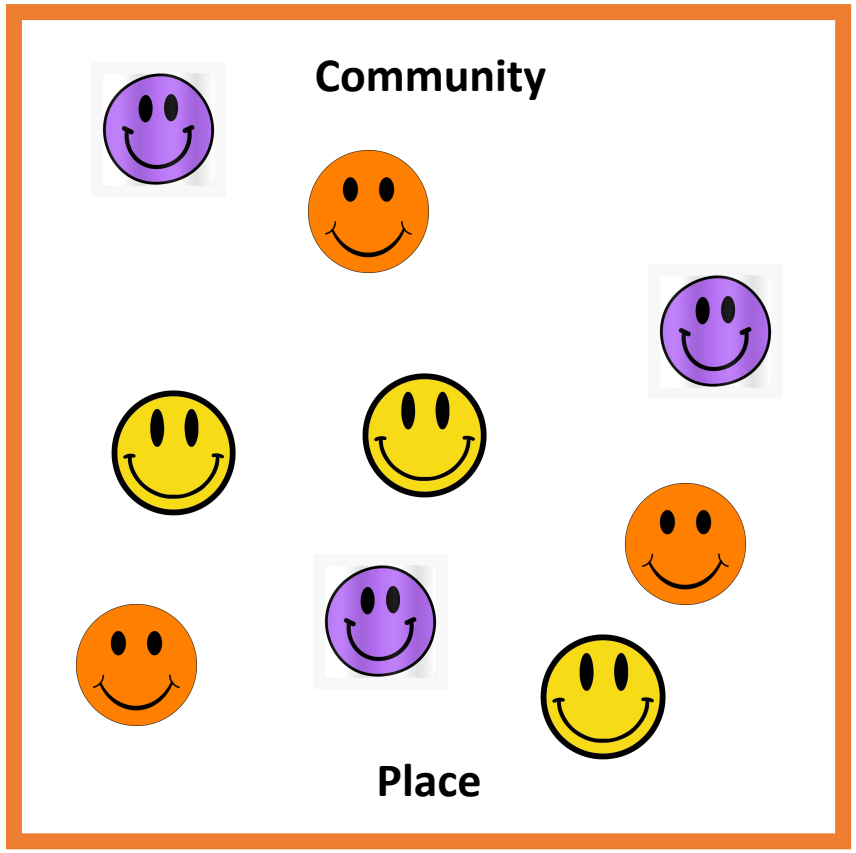
FIRST! We look at what needs everyone needs



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

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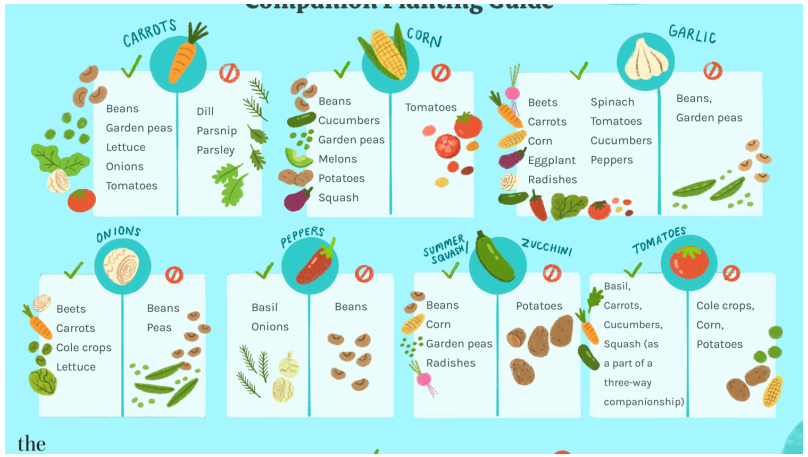
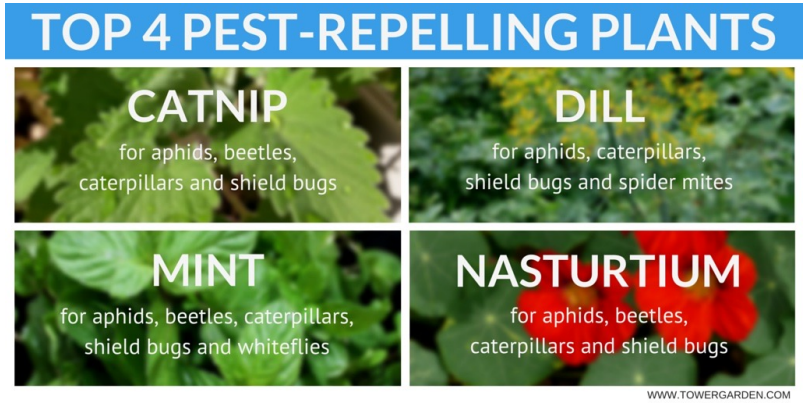
THEN! We look at what individuals need





What are the barriers in a community?

(What is getting in the way that is outside of a student control?)

What are the needs of the individuals in a community?

(Needs not disabilities)

How do we anticipate supports & strategies needed for individuals in the community?

(Planned for before, not after)

How can we teach the supports & strategies so ALL students can access and choose?

(Accessing supports & strategies do not affect evaluation or grades)

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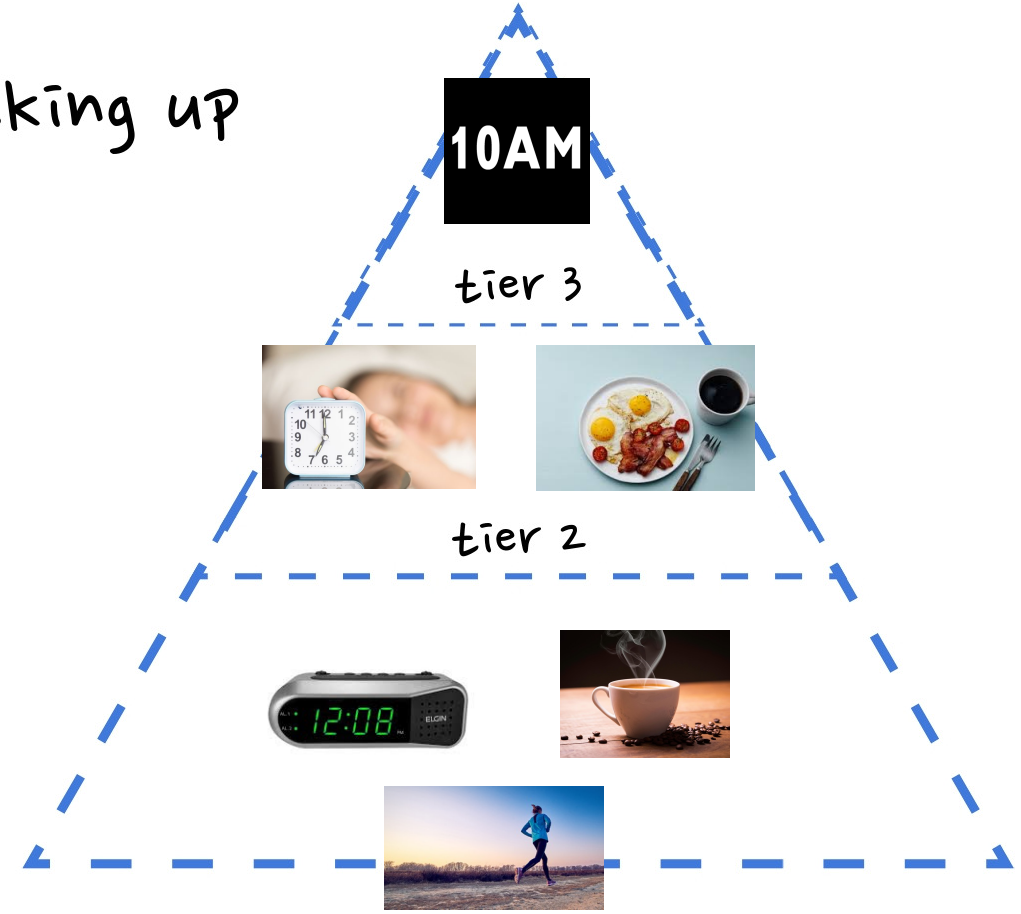
RESPONSE TO INSTRUCTION

Lens: waking up



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What are supports?

- What **tools** can we anticipate *some* students will use based on their:
  - Needs
  - Interests
  - Strengths
  - Stretches
- How can we teach *all* students to use **tools** in meaningful ways
- How can we support which **tools** students choose to use to support their learning?

What are strategies?

- What **actions** can we anticipate *some* students will use based on their:
  - Needs
  - Interests
  - Strengths
  - Stretches
- How can we teach *all* students to take **action** in meaningful ways
- How can we support which **action** students choose to take to support their learning?

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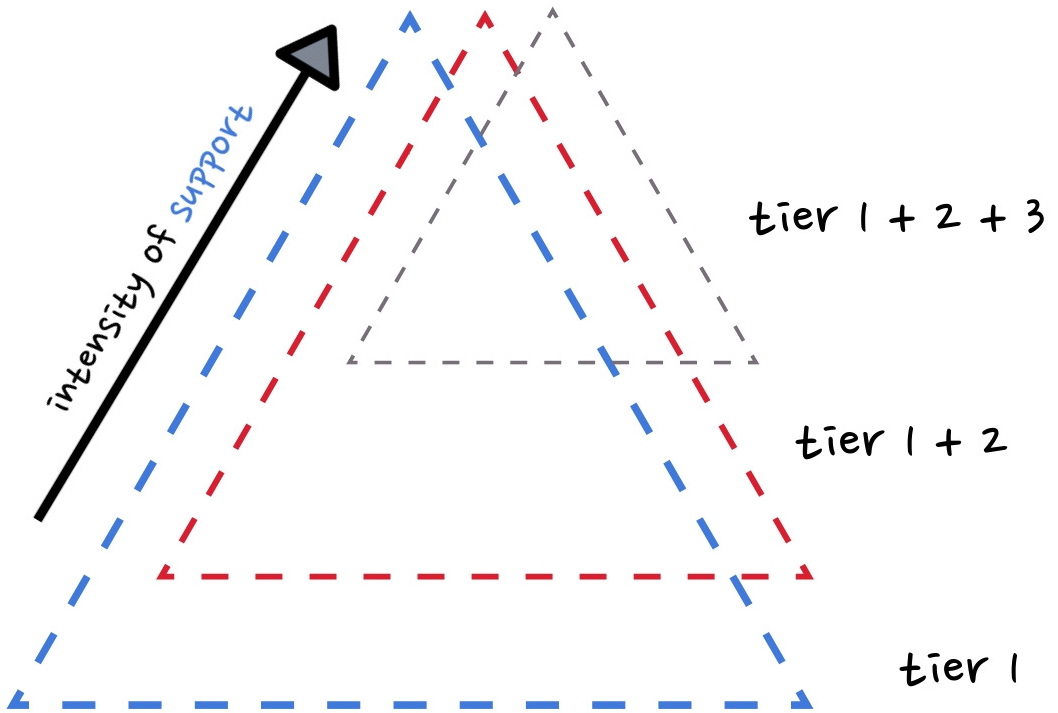
Supports vs. Resources

People

Time

Funding

RTI/MTLS



ESSENTIAL

TARGETED

UNIVERSAL

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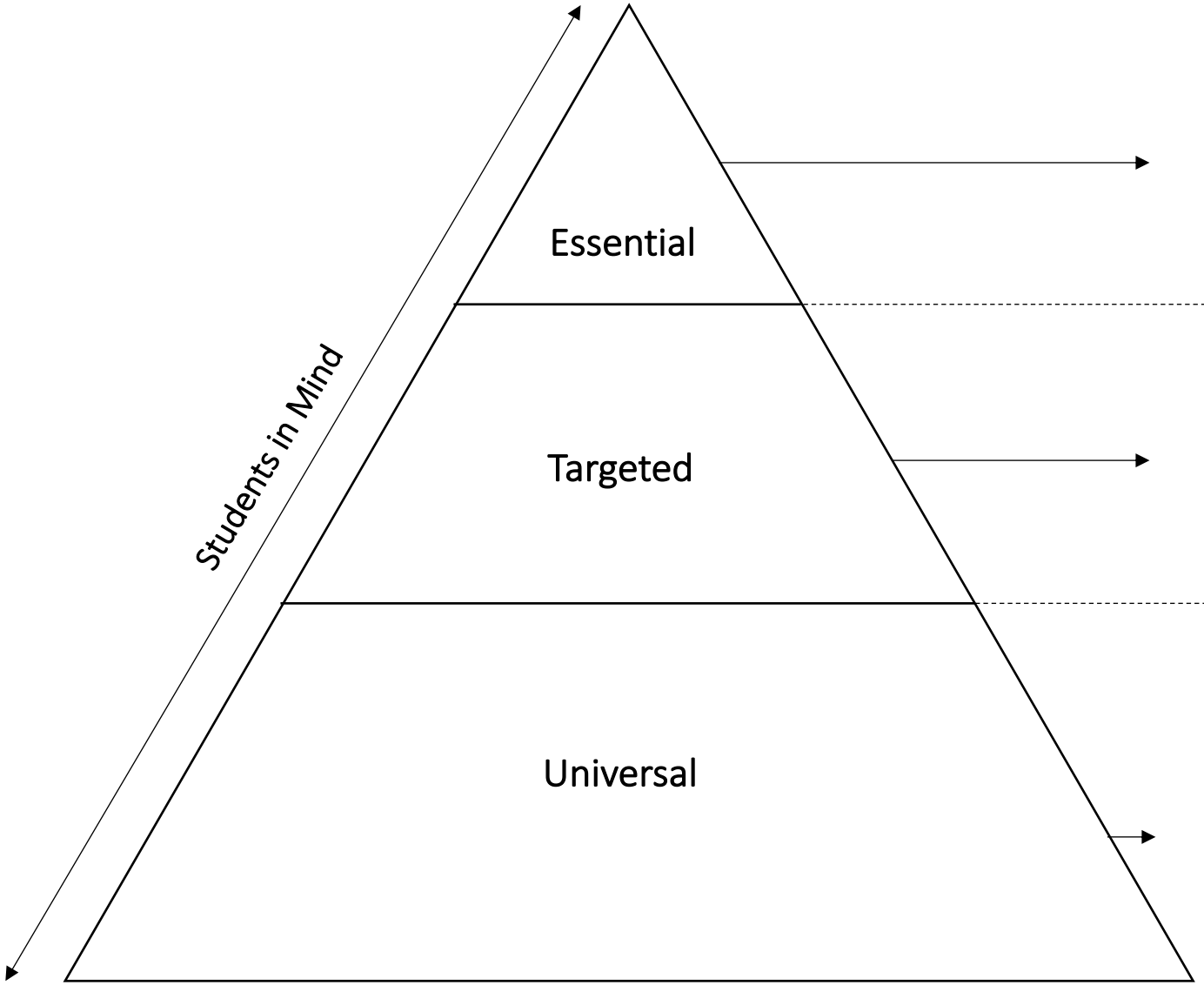
Planning for ALL

Need:

Who needs the MOST support?



Who needs the MOST challenge?

Students in Mind:

What supports & strategies are useful for ONE? (Individualized)

-
-
-

What supports & strategies are useful for SOME? (Choice for ALL)

-
-
-
-

What supports & strategies are useful for ALL?

-
-
-
-
-

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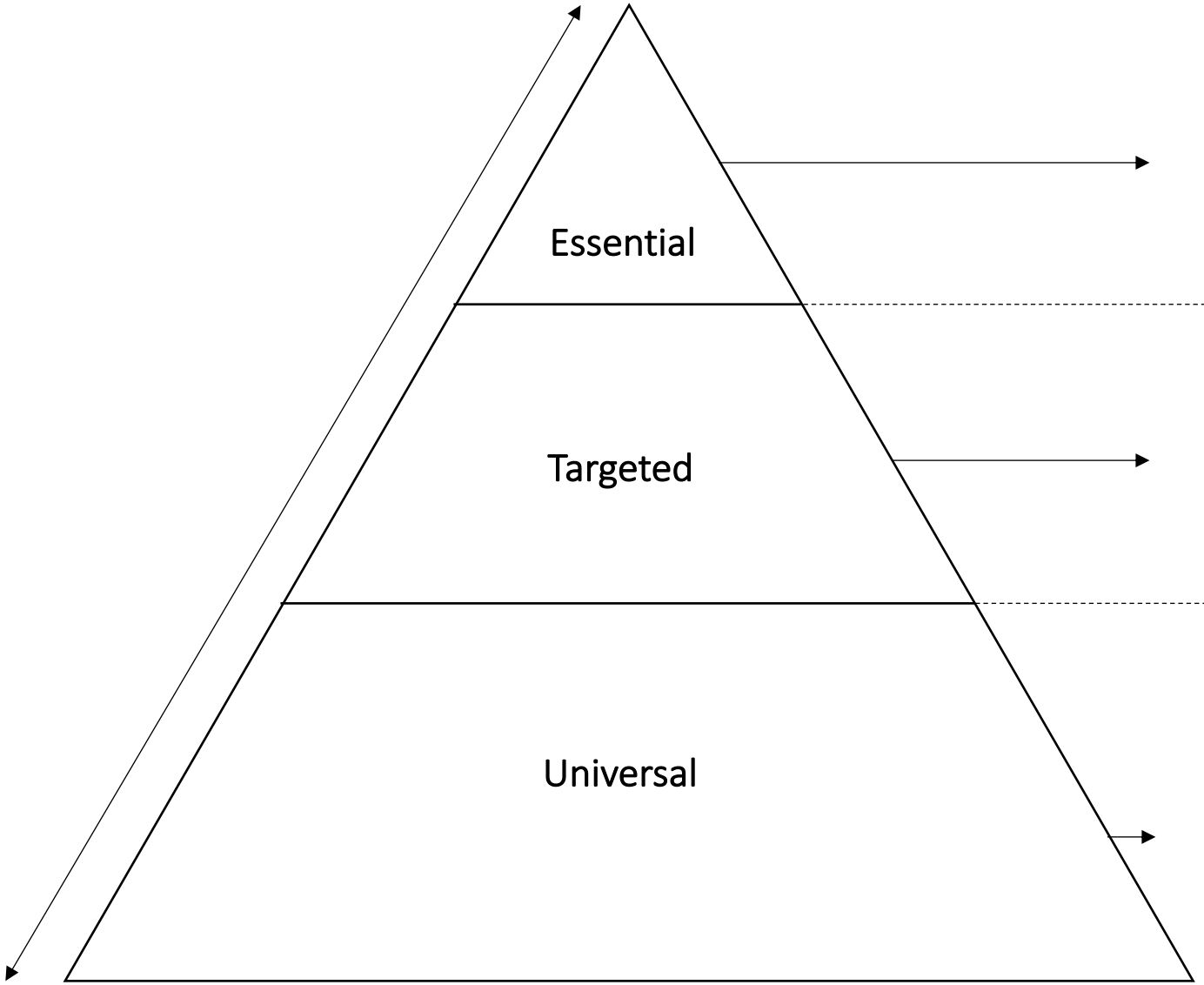
Planning for ALL

Need: Multilingual Learners

Students in Mind:

Who needs the MOST support?



Who needs the MOST challenge?

What supports & strategies are useful for ONE? (Individualized)

What supports & strategies are useful for SOME? (Choice for ALL)

What supports & strategies are useful for ALL?

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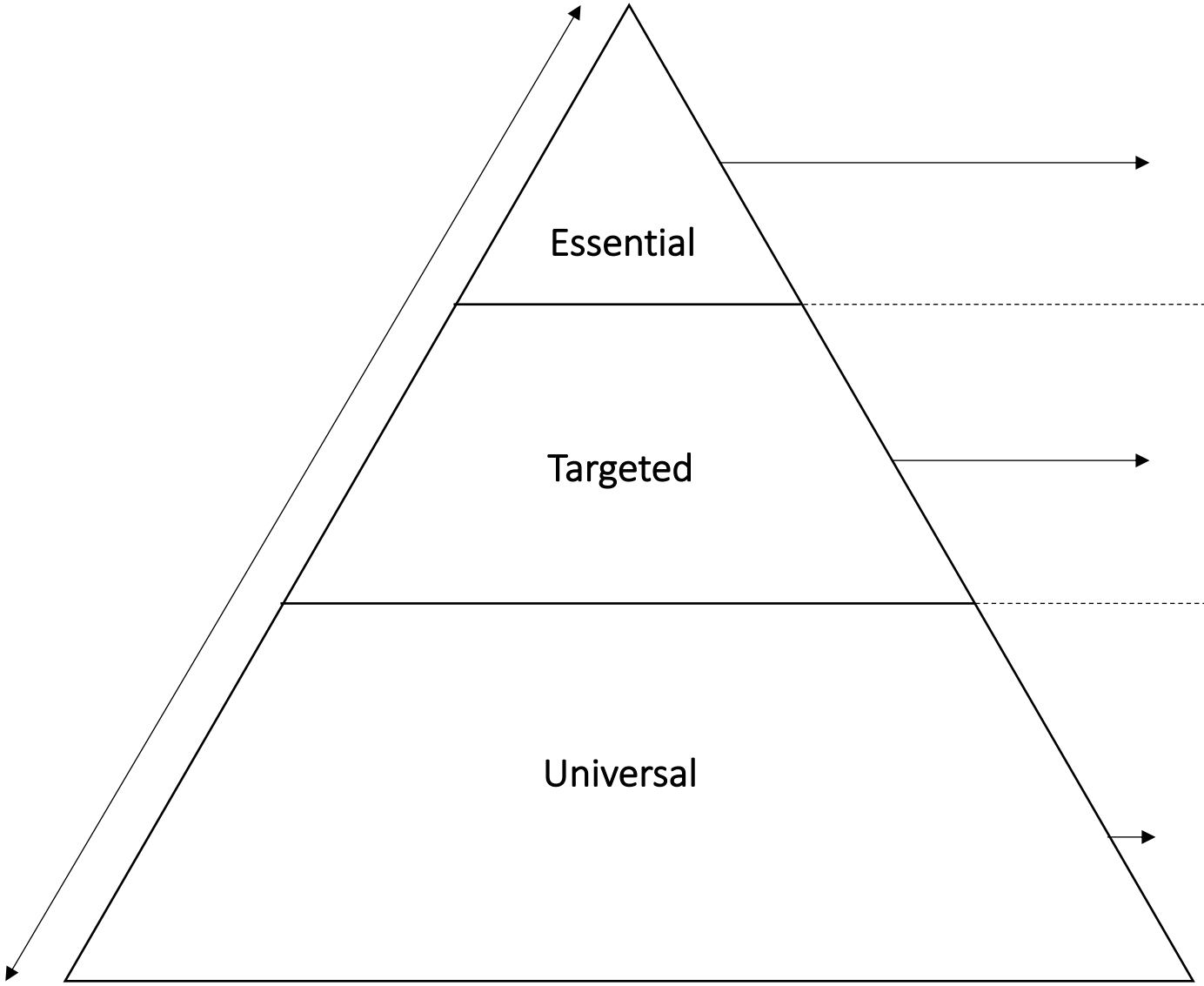
Planning for ALL
Grade 7

Need: Multilingual Learners

Students in Mind: Y.I., O.R., B, F, N.M

Who needs the MOST support?



Who needs the MOST challenge?

What supports & strategies are useful for ONE? (Individualized)

- Individual student co-developed language goals
- Individual conferencing/direct instruction during work time (not lesson time)

What supports & strategies are useful for SOME? (Choice for ALL)

- iPad for visual translation/communication support
- Sentence frames
- Visuals/ objects
- Strategic Pairings
- QSSSA strategy (question, signal, stem, share, assess
- Allow previewing of information in home language

What supports & strategies are useful for ALL?

- Relationships with student, families and caregivers
- Multi-lingual word/picture wall
- Books with diverse characters
- Everyone learns words in a new language words
- Learn language across all curricular areas
- Speak clear, slow and allow for wait time
- Multiple ways to show learning (visual, oral, written)
- Celebrate language diversity in class/school

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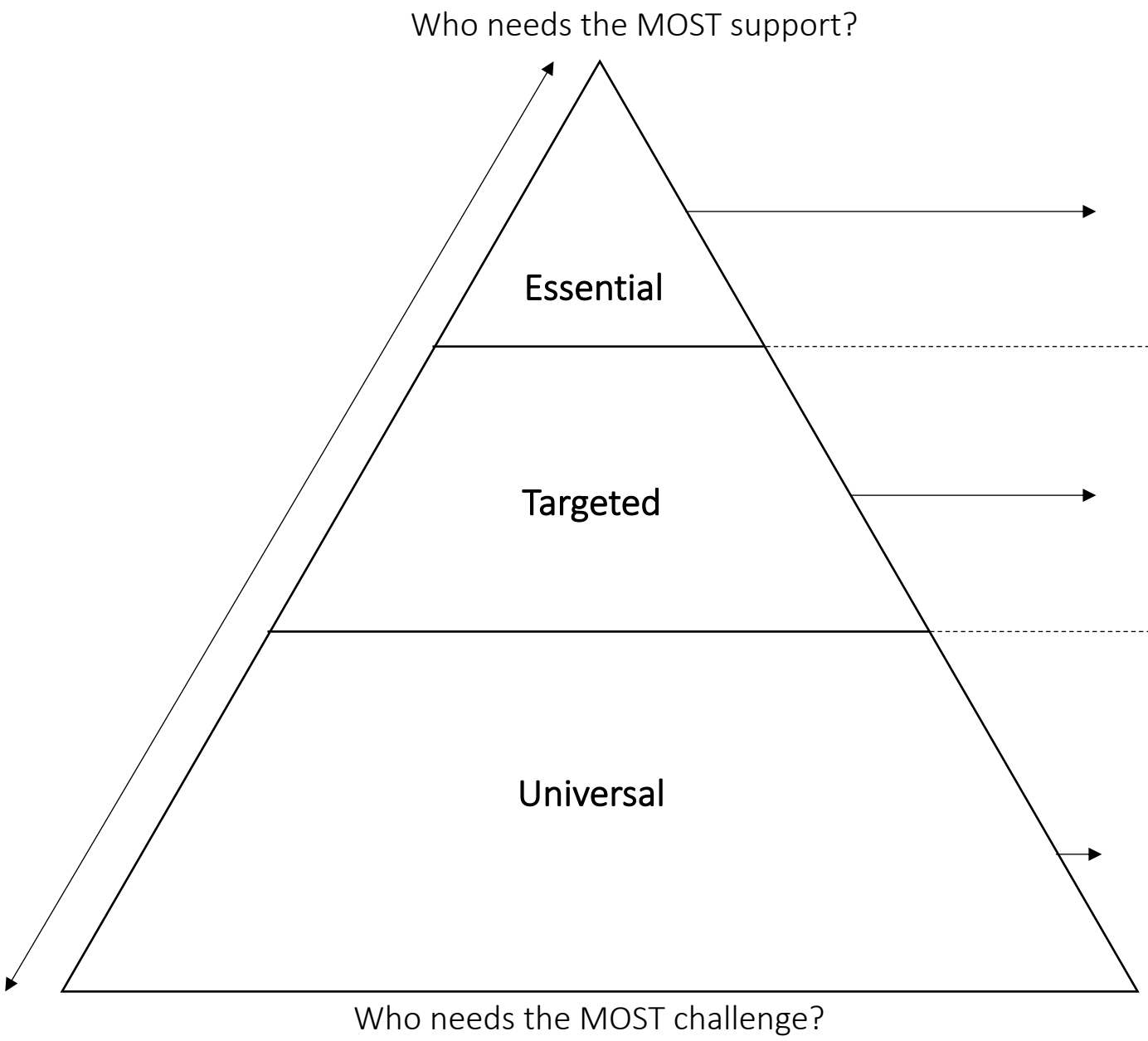
Planning for ALL

Need: Anxiety

Students in Mind:



What supports & strategies are useful for ONE? (Individualized)

What supports & strategies are useful for SOME? (Choice for ALL)

What supports & strategies are useful for ALL?

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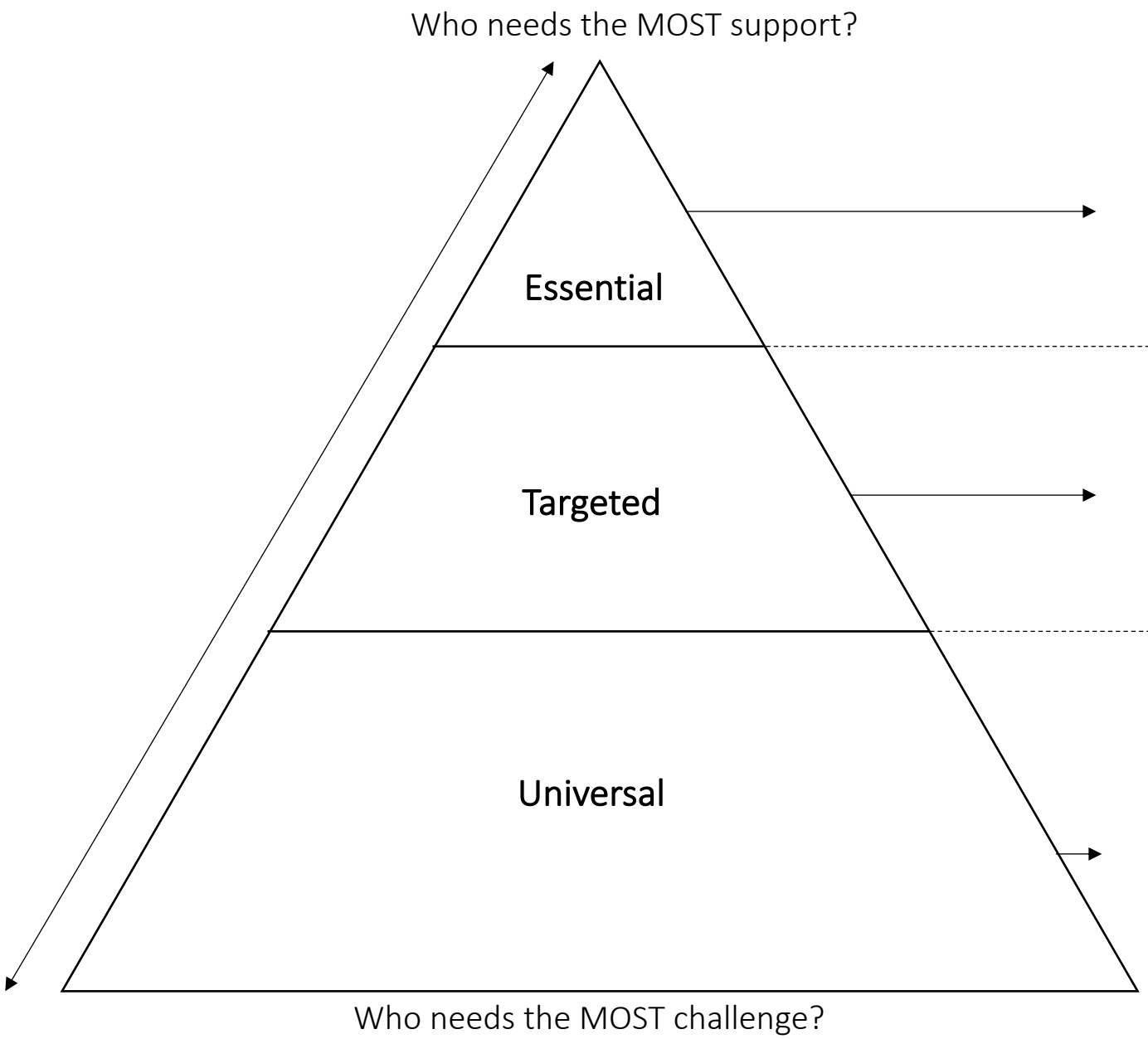
Planning for ALL
Grade 1

Need: Anxiety

Students in Mind: RM, TC



What supports & strategies are useful for ONE? (Individualized)

- Family photo
- RM - One on one morning check in with a trusted adult in the school (5-10 min with librarian when he arrives to school)

What supports & strategies are useful for SOME? (Choice for ALL)

- Taking breaks
- Parent check ins
- Home communication book
- Bring a familiar object from home

What supports & strategies are useful for ALL?

- Choice
- Target and teach self advocacy skills/ anxiety management skills/ Calming strategies
- Open ended tasks (not one answer or one way to complete a task)
- Leadership opportunities in class/ school
- Welcome students when they arrive, even if they are late

Shelley Moore, 2022

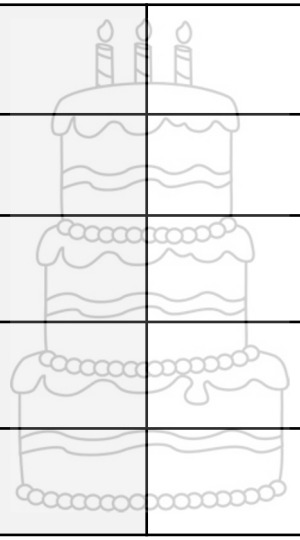
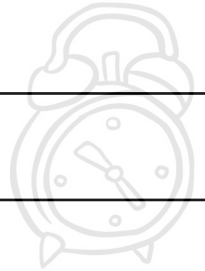
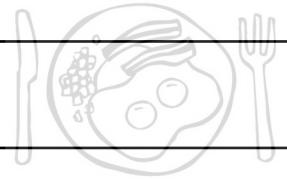
Strategy: Designing a Needs Based Classroom Support Plan

Classroom Support Plan
Teacher(s): _____ Support Staff: _____ Lens: _____

Range of Support (MTLS)

Range of Students (RTI)

Students…	**Strategies & Supports**		
who needs the most support	**Universal Support** (Good for ALL)	**Targeted Support** (CHOICE for ALL)	**Essential Support** (Good for ONE)
Need			
Need			
Need			
Need			
Need			
who needs the most challenge			

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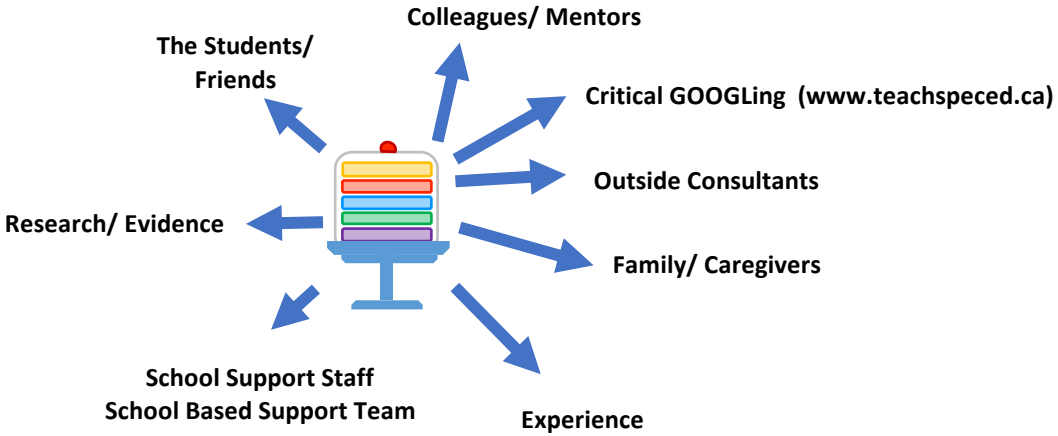
Layered Support Cake of Love: Classroom Support Plan

How do we figure out supports or strategies students need?



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OTF
Your Voice. Your Strength.
Ontario Teachers' Federation

TEACHERS' GATEWAY TO SPECIAL EDUCATION

Teaching Strategies & Resources | Key Practices | Glossary | FAQs

Student Needs	IPRC Exceptionalities	Diagnosed Conditions
Aggression Management	Autism Spectrum Disorder (ASD)	Acquired Brain Injury
Anger/Frustration Management	Behaviour	Alcohol-Related Neuro-developmental Disorder (ARND)
Anxiety Management	Blind and Low Vision	Angelman Syndrome
Articulation Skills	Deaf and Hard of Hearing	Anxiety Disorders
Attendance Strategies	Developmental Disability (DD)	Attention Deficit Hyperactivity Disorder (ADHD)
Attention Skills	Giftedness	Auditory Processing Disorder (Central)
Assistive Technology Skills	Language Impairment	Autism Spectrum Disorder (ASD)
Blind/Vision Impaired	Learning Disabilities (LD)	Bipolar Disorder
Bullying Management Skills	Mild Intellectual Disabilities	Blind/Vision Impaired
Central Auditory Processing	Multiple Exceptionalities	Brain Injury
Deafness	Physical Disability	Cerebral Palsy (CP)
Depression/Sadness Management	Speech Impairment	Conduct Disorder (CD)
Disengagement/Motivation Strategies		Concussions
Eating Disorder Strategies		Cystic Fibrosis (CF)
Emotional Regulation		Deafness
English Language Skills		Depression Disorders
Executive Function		Down Syndrome
Fine Motor Skills		Eating Disorders
Gambling Disorder		Epilepsy
Grief Management		Fetal Alcohol Syndrome/Fetal Alcohol Effects (FAS/FAE)
Gross Motor Skills		Fragile X Syndrome
Hearing		Gambling Disorder
Intellectual Ability – High		Intellectual Disabilities
Intellectual Ability – Low		Klinefelter's Syndrome
Listening Comprehension Skills		Learning Disabilities/Specific Learning Disorders
Low Vision		Muscular Dystrophy (MD)

Classroom Support Plan

Teacher(s):Mr. B Support Staff: Ms. C (EA) Class: Grade 6 Lens: Overall

Range of Support

Range of Students

Students…		**Strategies & Supports**		
Who needs the most support J.W.		**Universal Support** (Good for ALL)	**Targeted Support** (CHOICE for ALL)	**Essential Support** (Good for ONE)
Need Cognitive	**J.W.**	Start lesson with accessible task how to work with J.W., building community activities, manipulatives,	Access Point to curriculum (Math IEP goal), may need breaks, visual agenda on board that matches AAC device, strategic partnering, calculator	AAC Device, social role on class, works well with Y.T., glasses,
Need Vision	**R.P**	Large print & high contrast outline of handouts, do not change furniture floor plan	Sitting close proximity to front of class	Magnifier,
Need Trauma	**H.L., U.B**	Make personal connection daily, snacks, drinks allowed, chunk task into an essential portion, **take 2 min breaks**	Quiet zone in class, breaks, allow time to leave if needed, follow up later if they leave	Check in before class with Ms. H, might be late
Need ELL	**Y.I., O.R., B, F, N.M**	Teach important vocabulary for a lesson, visuals, manipulatives & visuals, strategic partnering, math word wall		translator
Need Anxiety	**R.M.**	Choice of challenge, choice of support options, target advocacy skills and risk taking opportunities, open ended tasks (not one answer)	Taking breaks, choice of where to work, homework optional, parent check ins	
Who needs the most challenge I.K., R.M.		**Reconciliation & Equity Targets:** - Sharing local Indigenous content for math concepts - Standards based grading and reporting		

Classroom Support Plan

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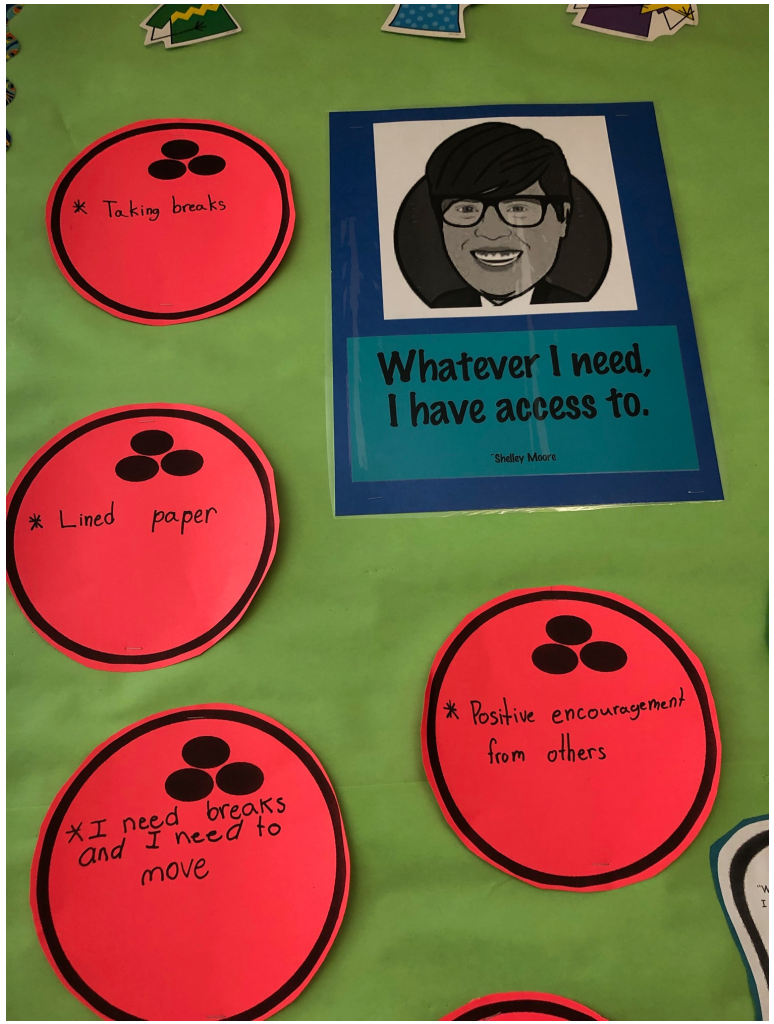
Strategy: taking a 2 min break



Strategy: taking a 2 min break

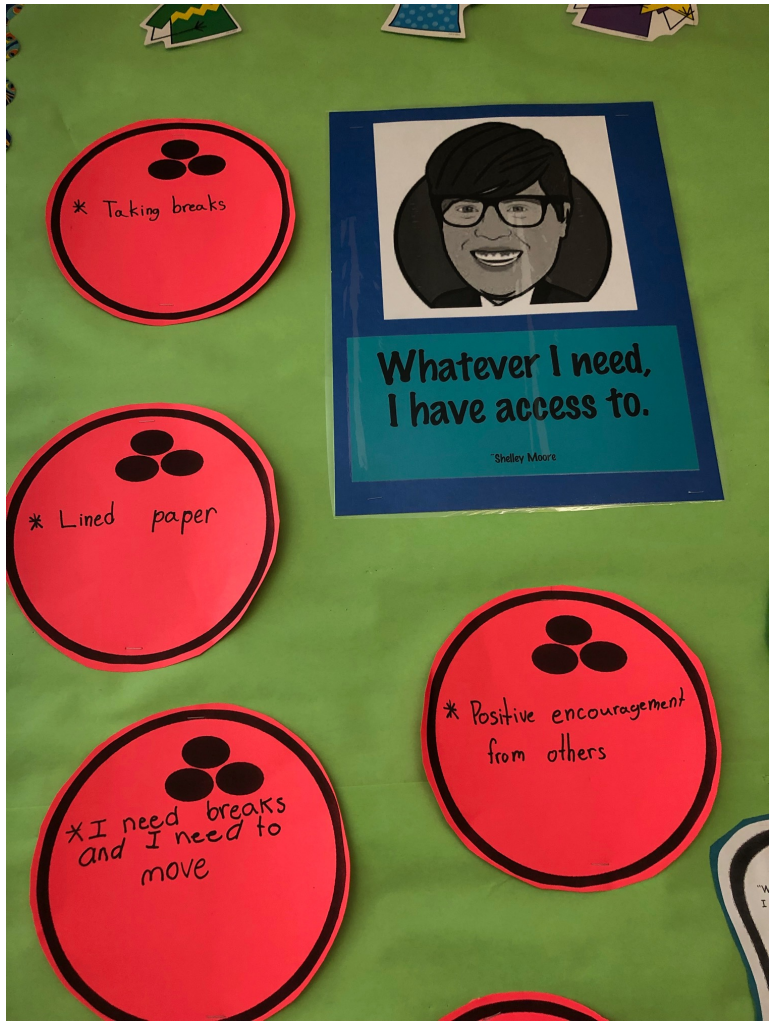
Instruct

- What is a 2 min break?
- Why is a 2 min break useful?
- How do I use a 2 min break as a **tool** or an **action**?
  - What does a 2 min break *look* like when I use it?
  - What does a 2 min break *sound* like when I use it?
  - What does a 2 min break *feel* like when I use it?

Practice (1 – 2 weeks)

Reflect

- How will I know when I *need* a 2 min break?
- How will I know when I *don't need* a 2 min break?



Strategy: chunking text

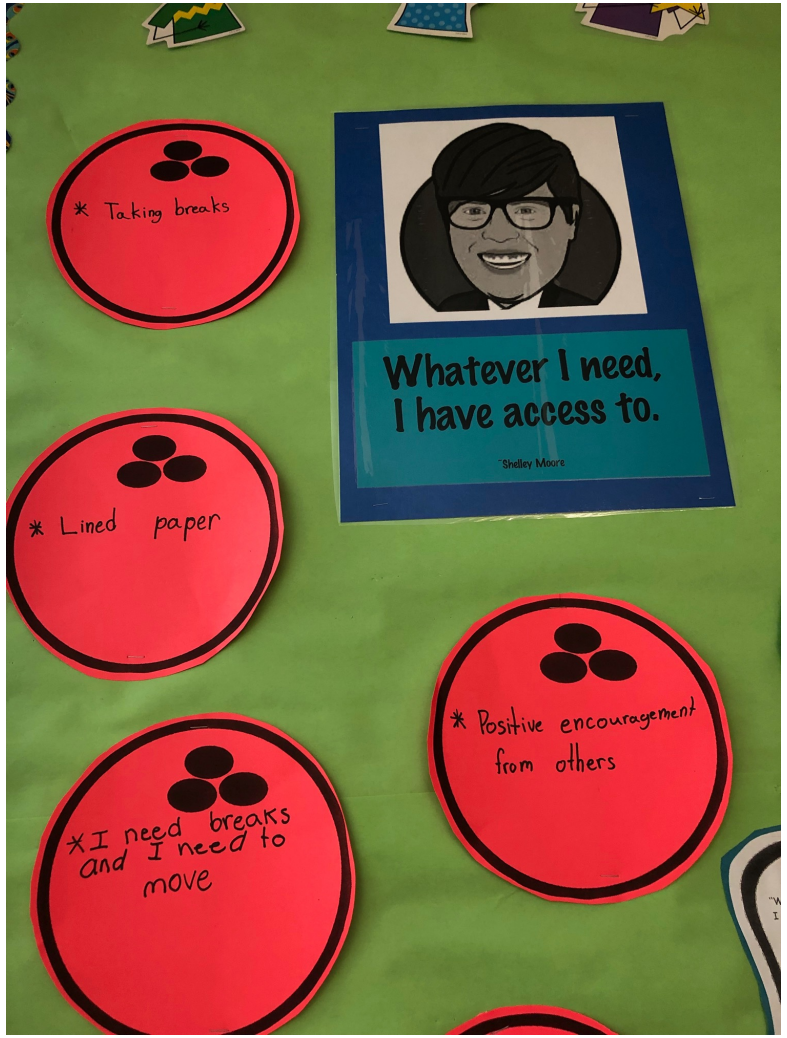
Instruct

- What is chunking text?
- Why is chunking text useful?
- How do I chunk text as a **tool** or an **action**?
  - What does chunking text *look* like when I use it?
  - What does chunking text *sound* like when I use it?
  - What does chunking text *feel* like when I use it?

Practice (1 – 2 weeks)

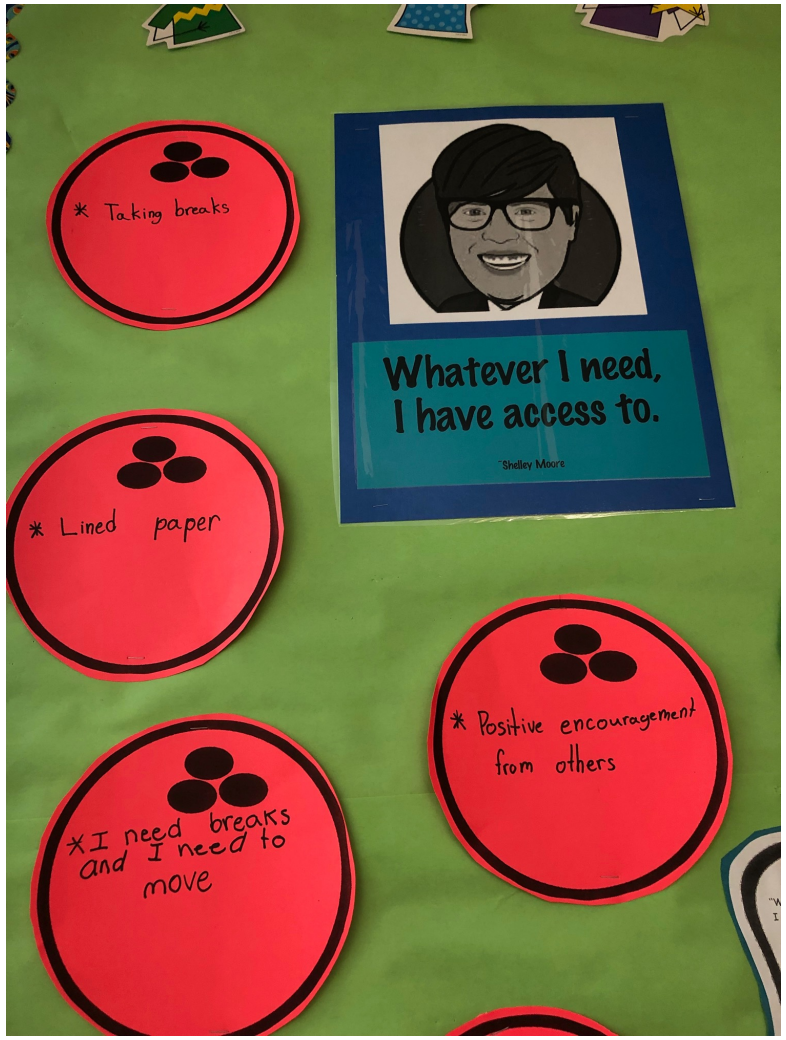
Reflect

- How will I know when I *need* to chunk text ?
- How will I know when I *don't need* chunk text ?



Teaching & Reflecting on Strategies:

working in a small group
quiet space
loud space
visuals
schedule/ agenda
standing desks
access points
sensory tools
Snacks/ water
gum
hats



What Does Research Say?

1. Guiding conditions of inclusion describe that all children & youth...

are **PLACED** in and attending inclusive programs

are **PRESUMED** competent and as having **POTENTIAL**

are in **PROXIMITY** to and **PARTICIPATING** in learning with PEERS

have **PURPOSEFUL** roles and responsibilities

are **PLANNED** for

SESSION 1 **SESSION 2** **SESSION 3**

Options for next steps

- reflect on the needs of your class
- ask students what supports or strategies work for them
- choose one need and decide on some supports and strategies
- try teaching a new support or strategy to students and get them to reflect on what works and why

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