

SHELLEY MOORE



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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**.



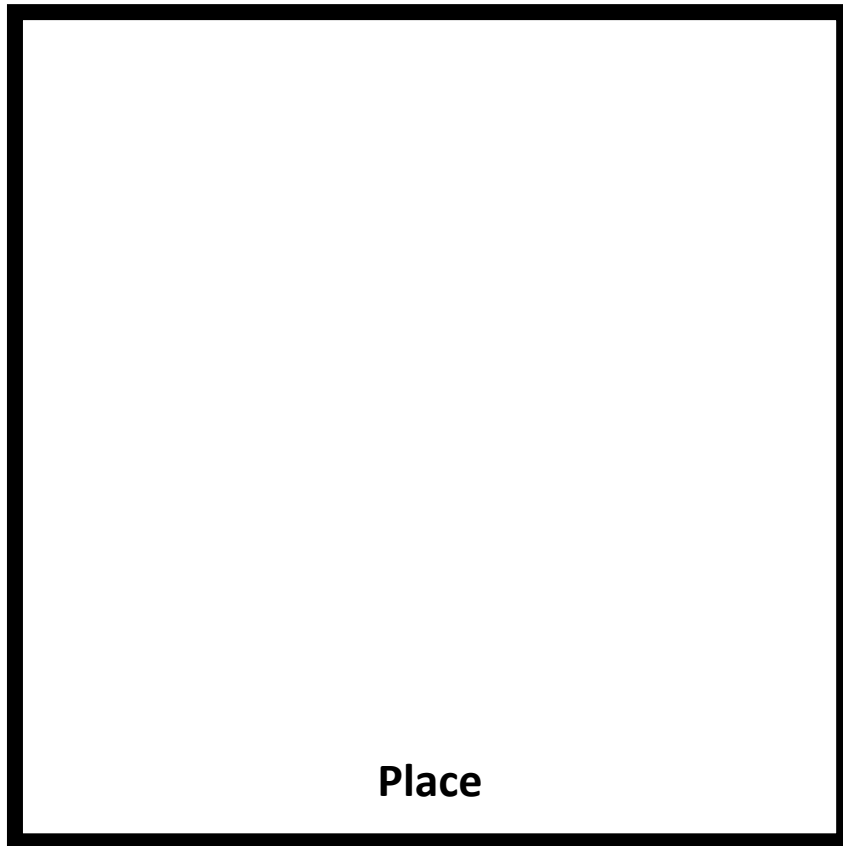
What is a barrier?

What is a barrier?

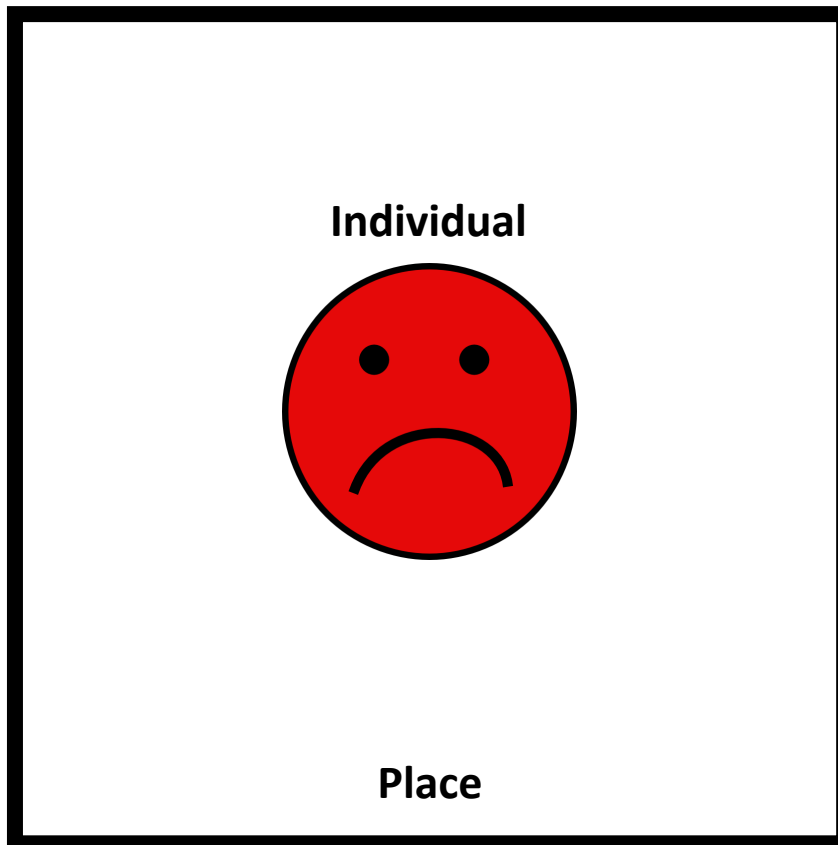


Place

Shifting the Paradigm: Medical Model of Disability



Shifting the Paradigm: Medical Model of Disability



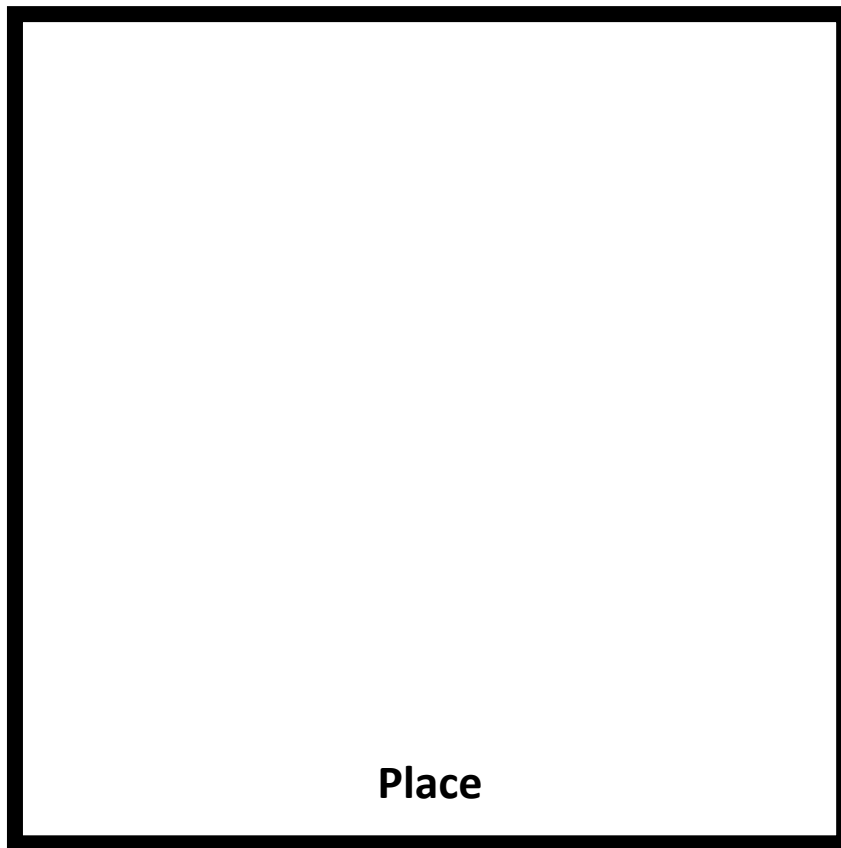
Historical Special Education

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



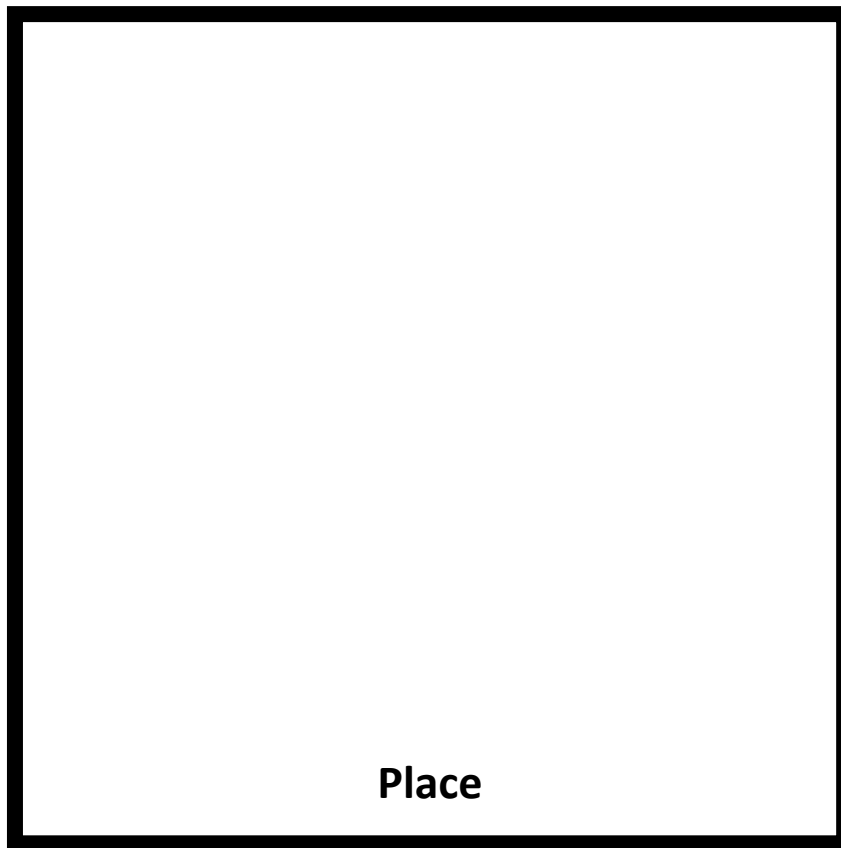
IEP

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Shifting the Paradigm: Medical Model of Disability



Individual



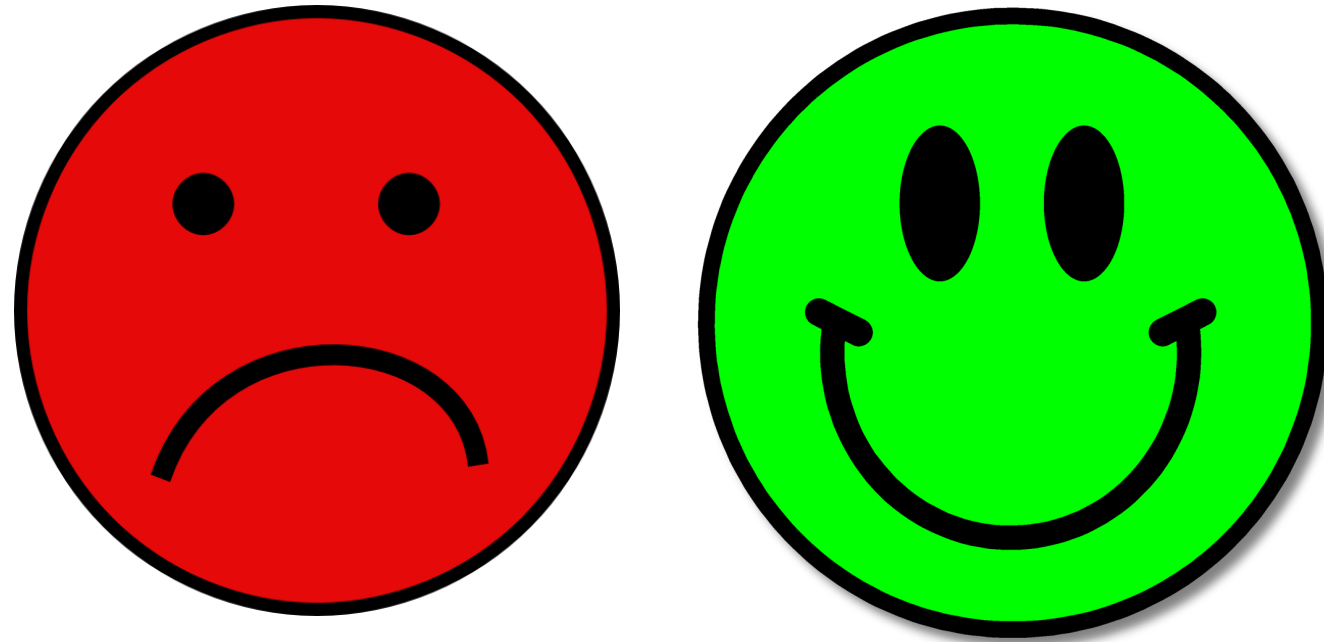
IEP

Historical Special Education

If individual isn't successful

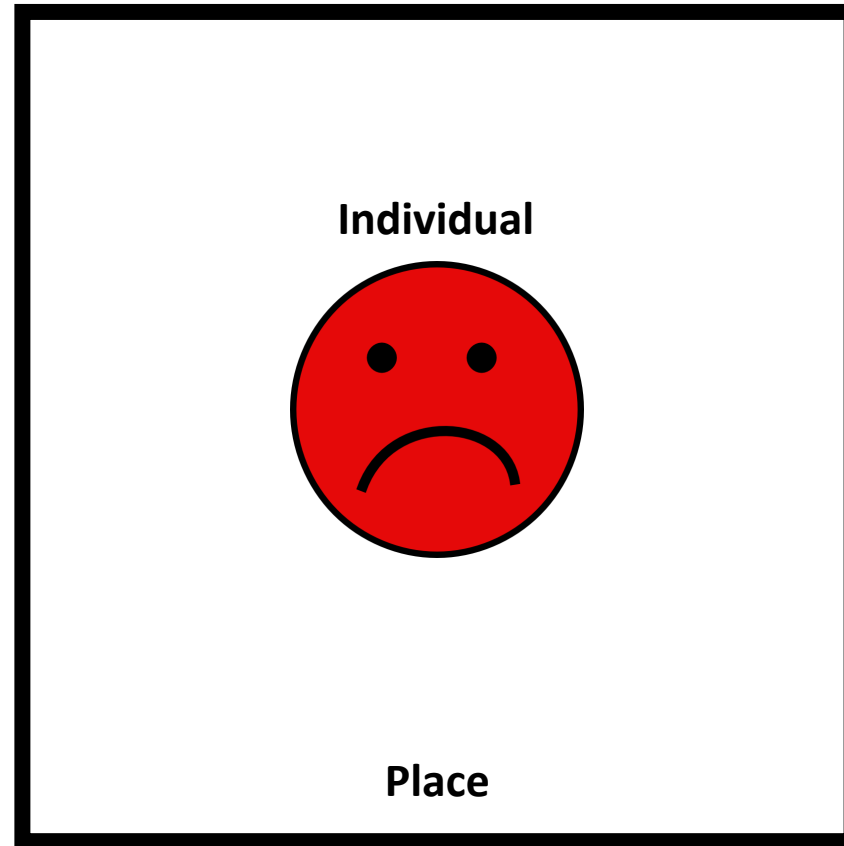
- Remove the individual
- Diagnose the problems in the individual
- Fix the individual
- Individual goes back when they are "ready"
- IEPs are separate from the place

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

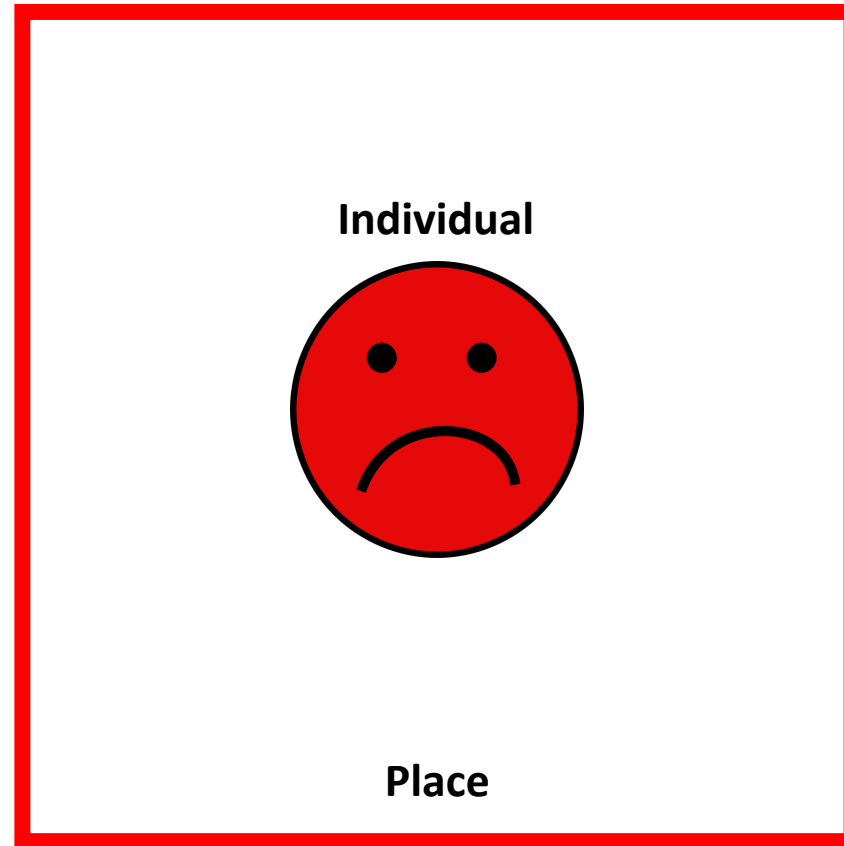


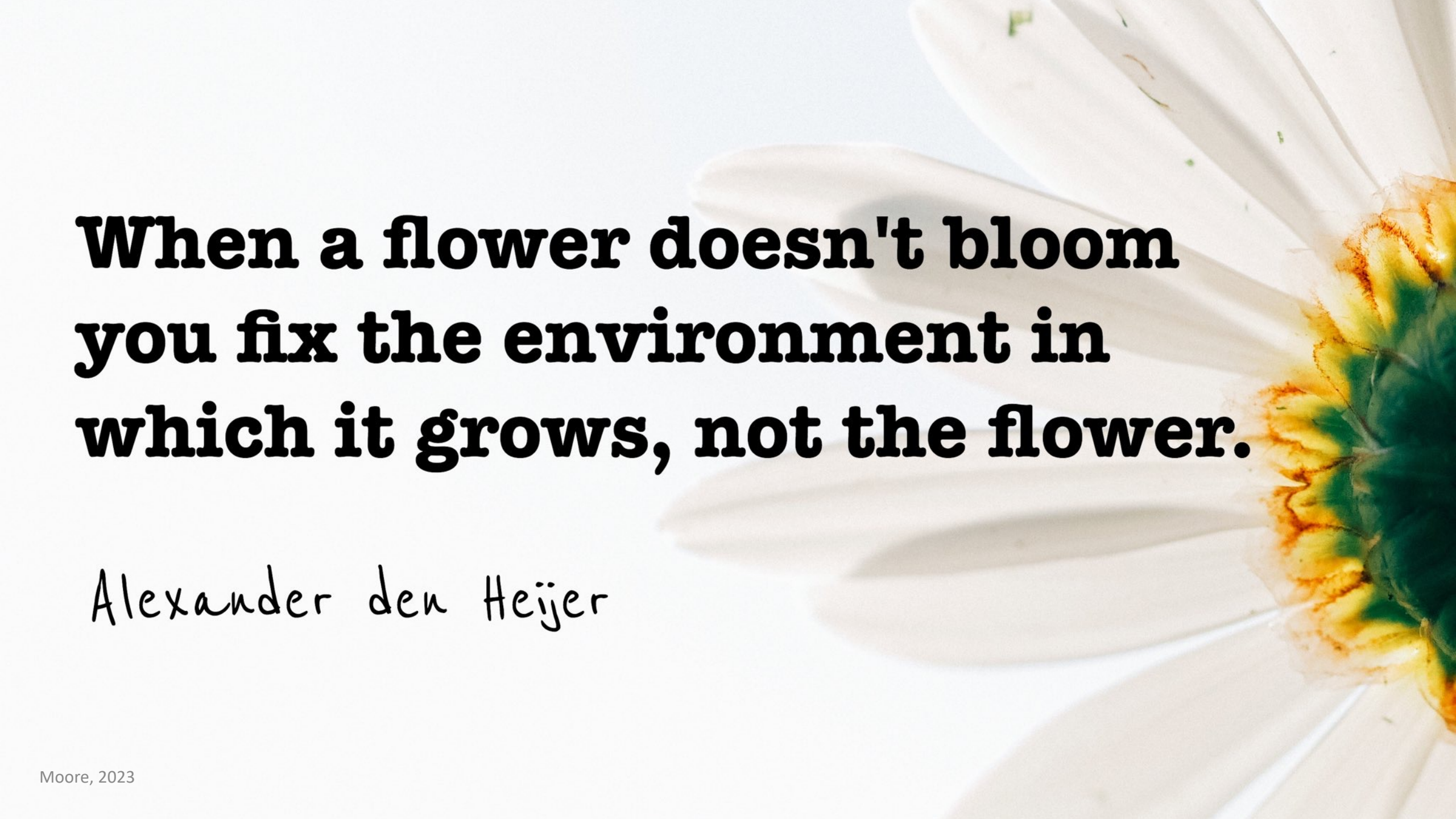
“I am not broken.”
“I do not need to be fixed!”

Shifting the Paradigm: Social Model of Disability



Shifting the Paradigm: Social Model of Disability

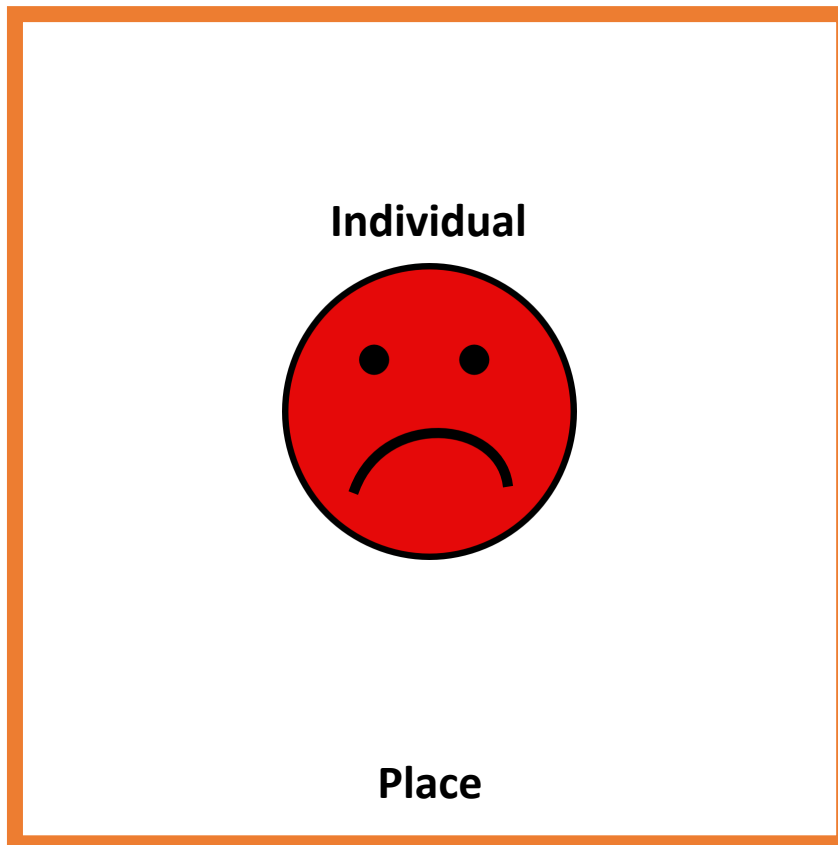




**When a flower doesn't bloom
you fix the environment in
which it grows, not the flower.**

Alexander den Heijer

Shifting the Paradigm: Social Model of Disability



Social Model

If individual isn't successful

- Diagnose the barriers in the place
- Target the place

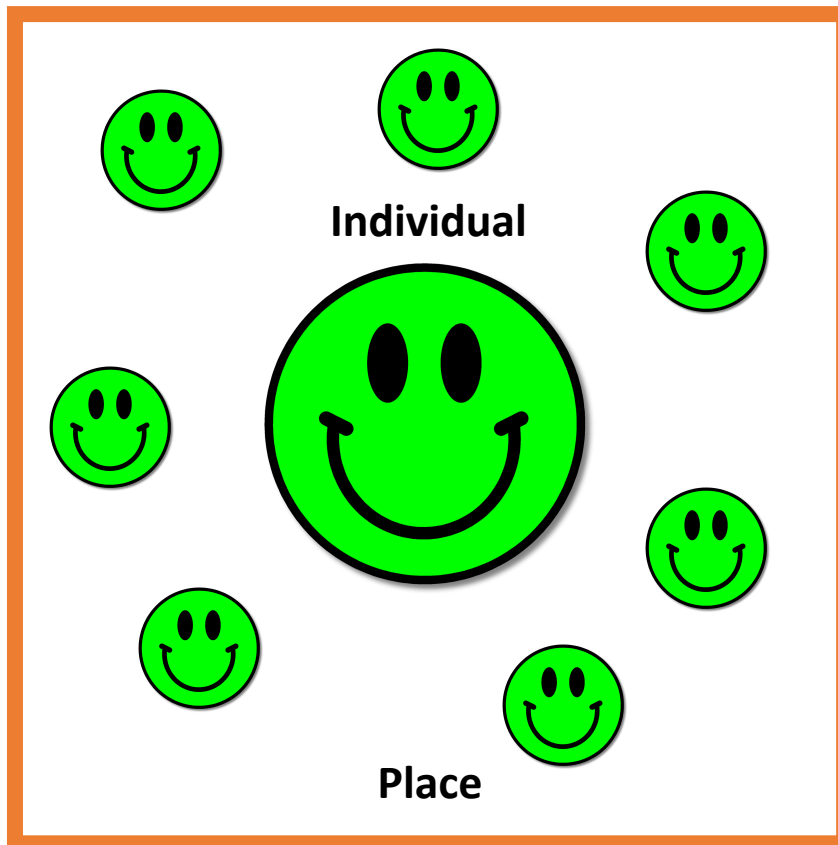


What is happening in the environment?

What are the potential barriers?

- not enough light
- not enough water
- not enough space

Shifting the Paradigm: Social Model of Disability

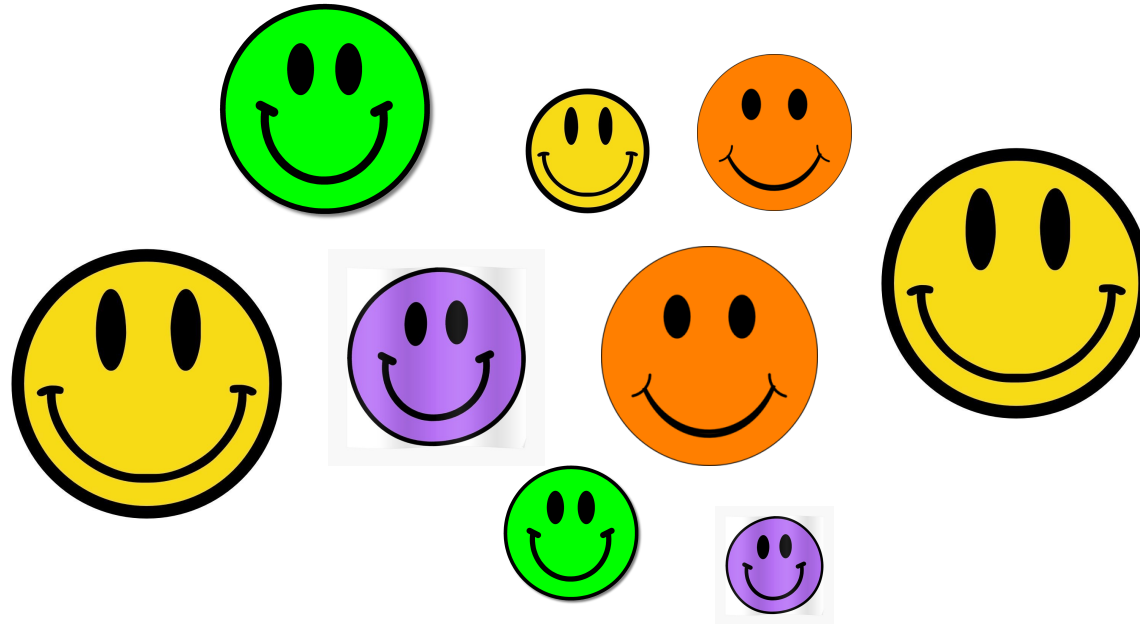


Social Model

If individual isn't successful

- Diagnose the barriers in the place
- Target the place
- Support EVERYONE in the place

Wait a second....
Teachers said:

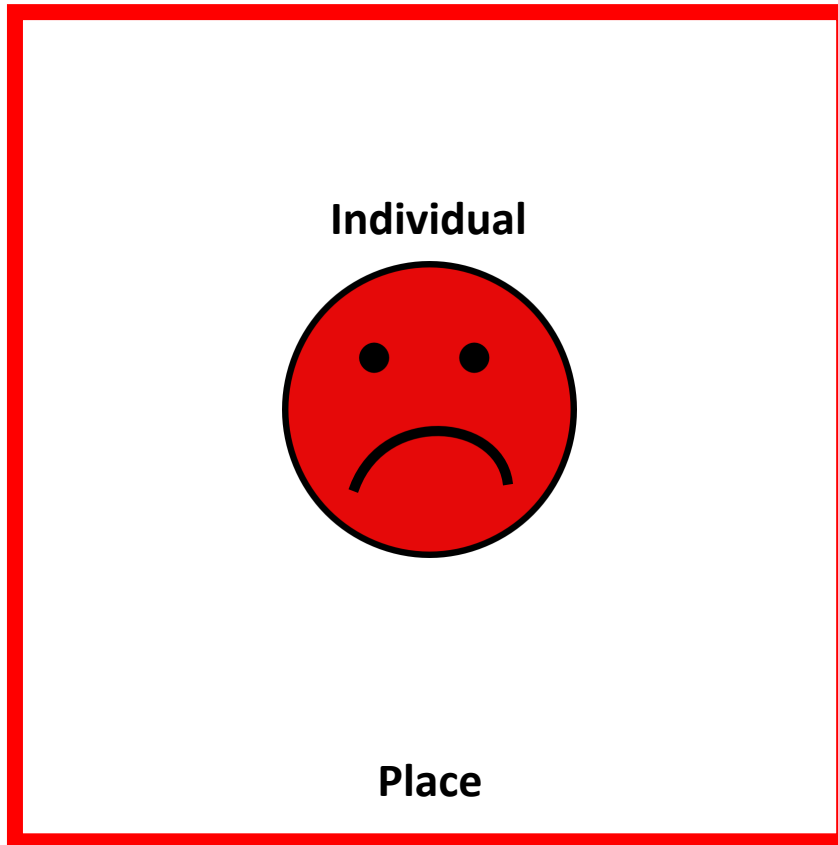


“What about all the different
individual needs in a shared place”

We Have Diverse Gardens!



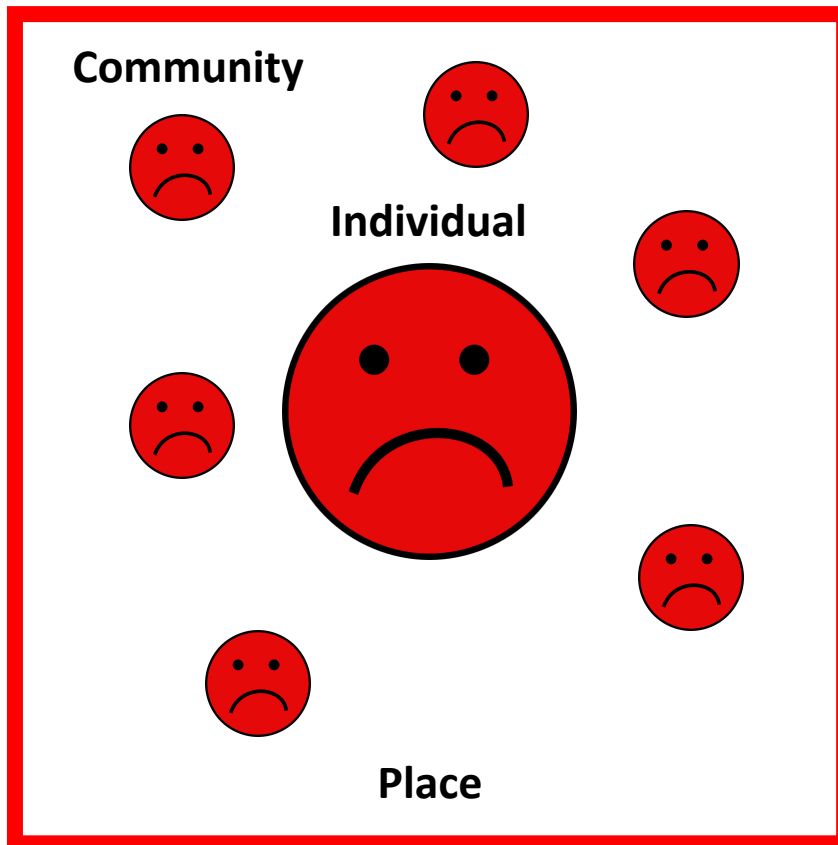
Shifting the Paradigm: Person-Place Model of Need



Inclusive Education

If one student is struggling...

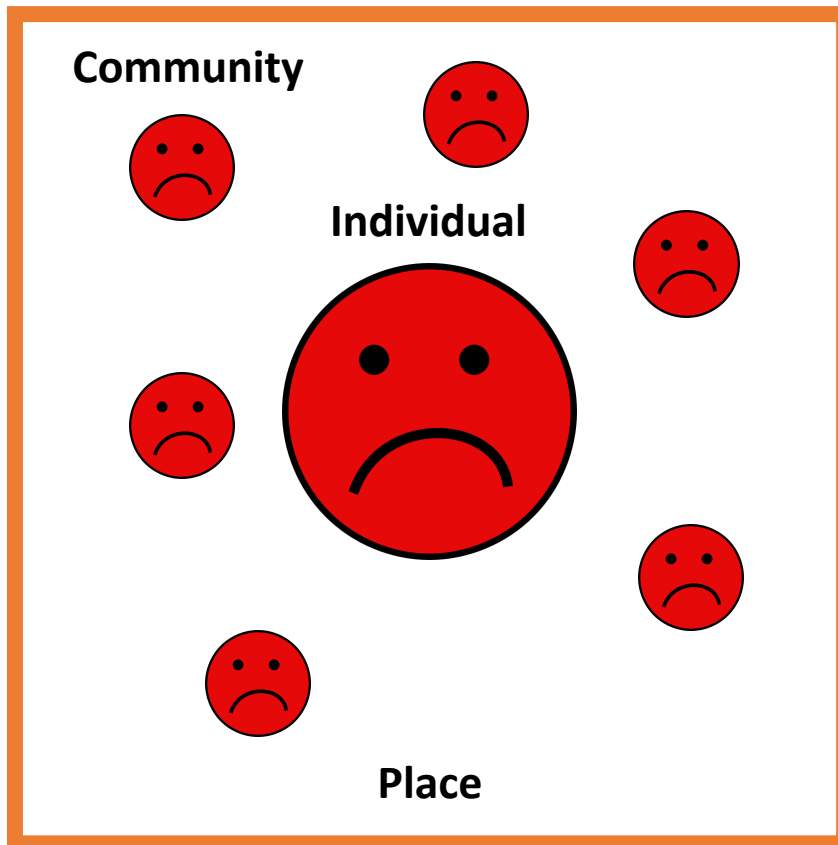
Shifting the Paradigm: Person-Place Model of Need



Inclusive Education

More than one student is struggling

Shifting the Paradigm: Person-Place Model of Need



Inclusive Education

- FIRST: Reduce or eliminate barriers in place by determining needs of everyone in the community

FIRST! Reduce or eliminate barriers in place by reducing and/ or eliminating barriers for of everyone in the community



All plants need
light

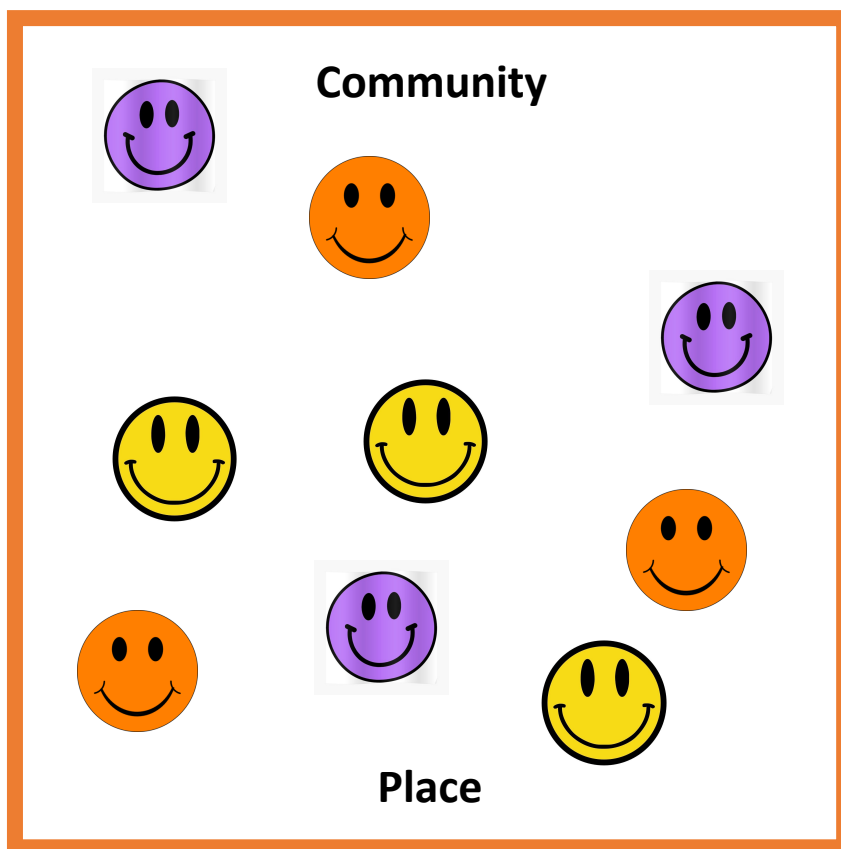


All plants need
moisture



All plants need
space

Shifting the Paradigm: Person-Place Model of Need



Inclusive Education

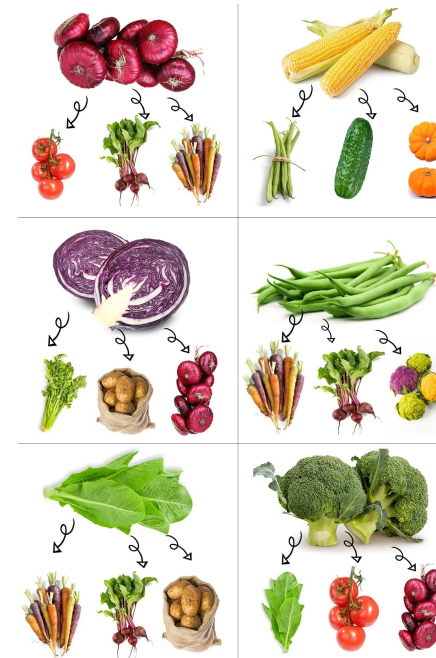
- THEN: Reduce or eliminate barriers in place by determining needs of everyone in the community
- BY: Determining the needs of individuals and anticipating the supports & strategies that they will require

THEN! Determine the needs of individuals and anticipate the supports & strategies that they will require

PERIODIC TABLE OF
PLANT NUTRIENTS

7 N Nitrogen	15 P Phosphorus	19 K Potassium	12 Mg Magnesium	16 S Sulfur	20 Ca Calcium
Primary Macronutrients			Secondary Macronutrients		
5 B Boron	17 Cl Chlorine				
25 Mn Manganese	26 Fe Iron	28 Ni Nickel	29 Cu Copper	30 Zn Zinc	42 Mo Molybdenum
Micronutrients					

Source: Greenandvibrant.com



Some plants need
added nutrients

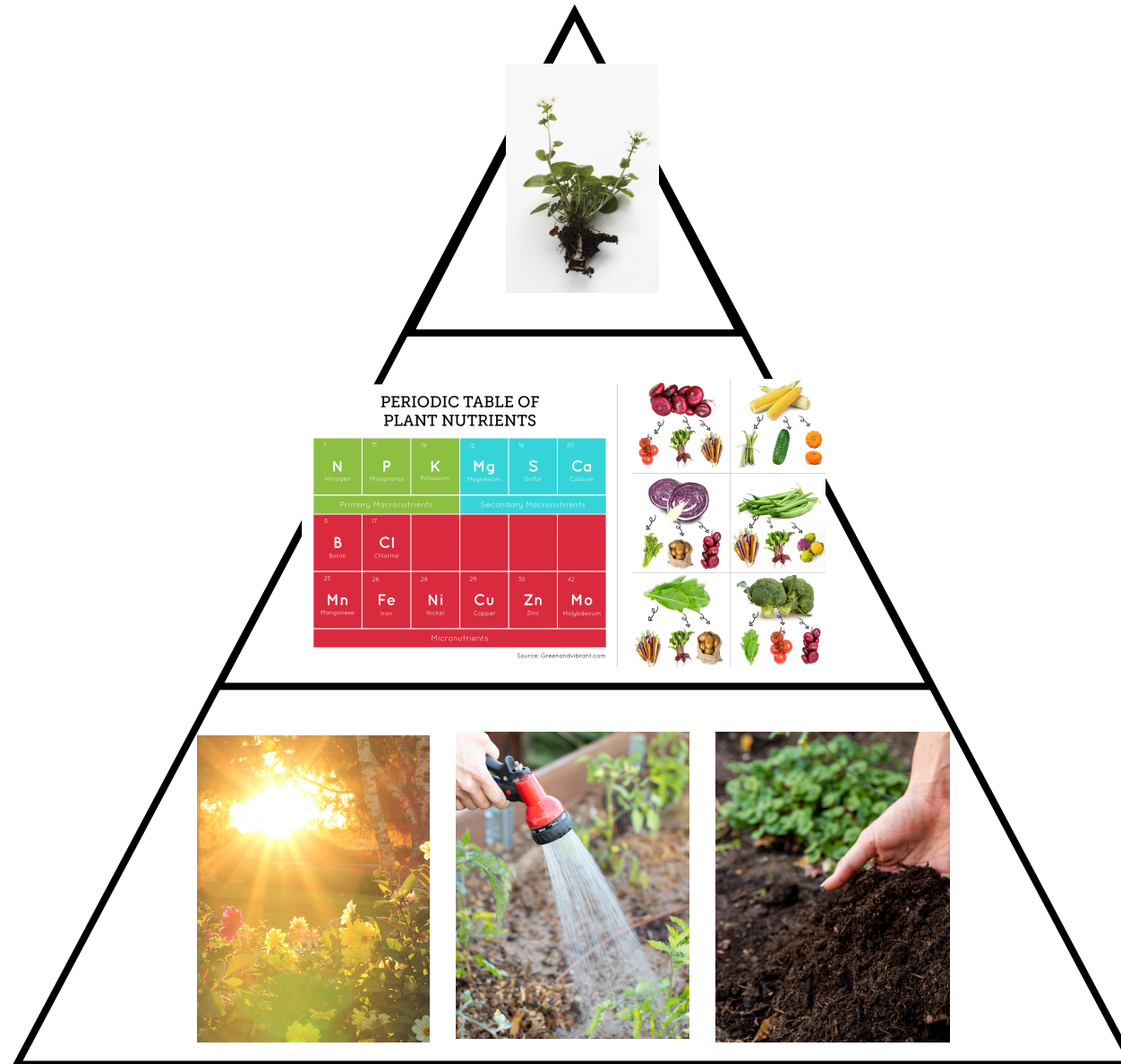
Some plants need
companions

THEN! Determine the needs of individuals and anticipate the supports & strategies that they will need

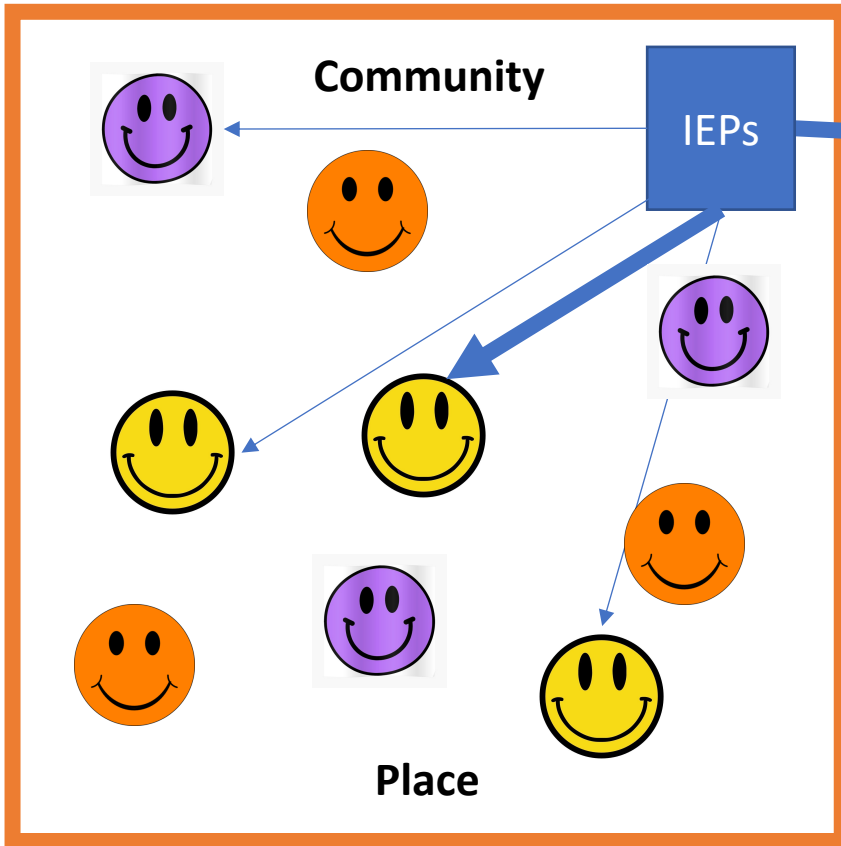


A few plants may
need very specific
temperatures &
humidity levels

Multiple Layers of Support



What about IEPs?



IEP

- Communicates needs of individual
- Communicates supports & strategies that individual needs
- Universally applied to and available to all

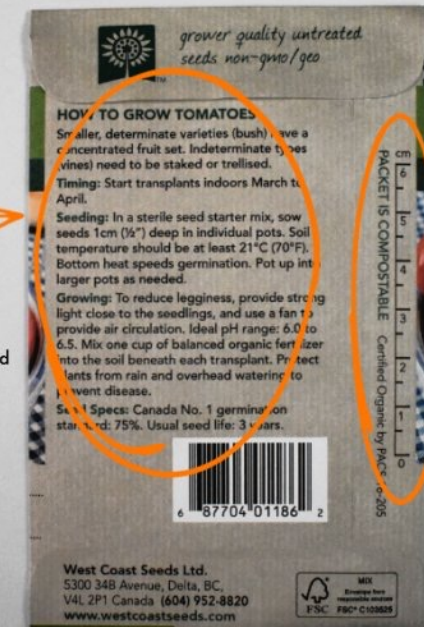
Where do we find the information about the needs of a specific plant?

The SEED PACKET



The back of the seed packet usually includes planting information and specifics, such as when and where to start seeds, how deep to plant them and any other information specific to your plant type and variety.

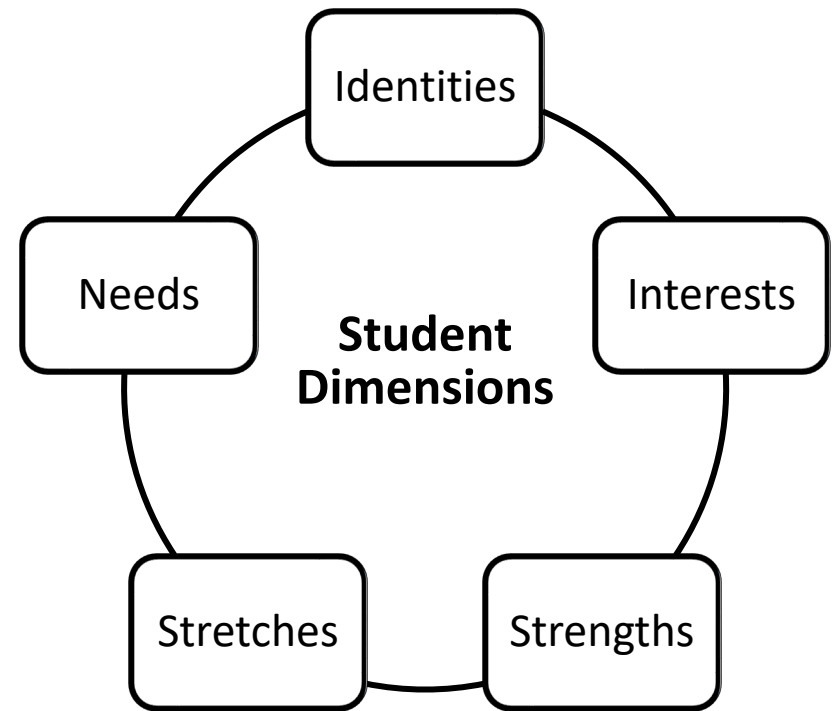
All seed packets are slightly different and include slightly different information. If you're unsure about anything and your seed packet does not include the information you're looking for, you can Google your plant type and variety for more information.



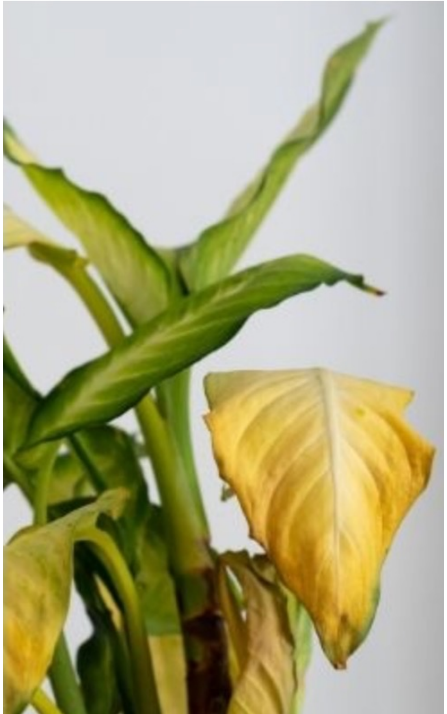
This particular seed packet also comes with a built-in ruler that you can use when planting to help you plant your seeds at the correct depth.

Getting to know who the students are

What **dimensions** can we capture student dimensions in ways that allow for student, family, and community voice?



How do we know if a plant is not thriving?



Needs more
light



Needs more
moisture

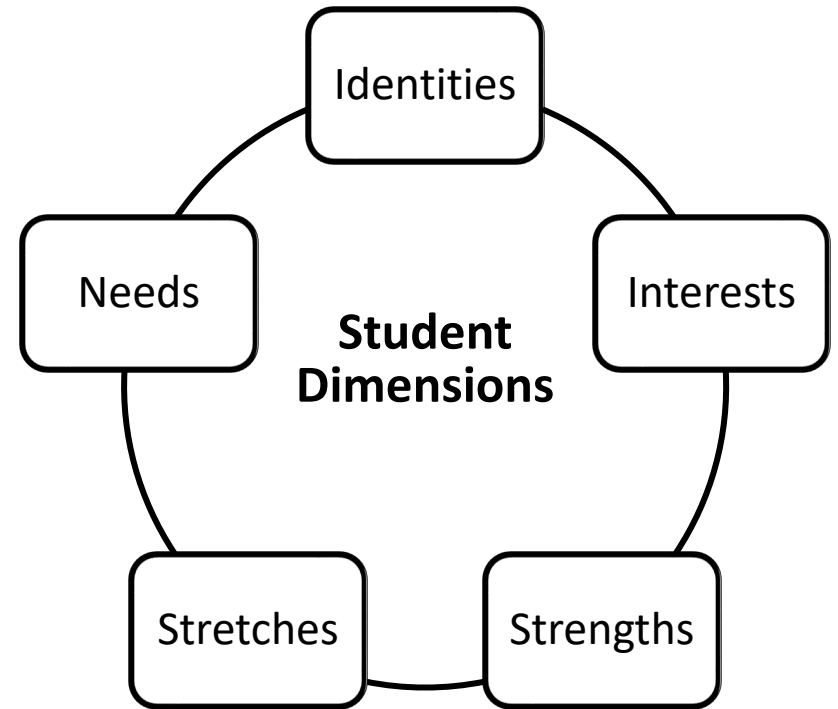


Needs more
space

The plant TELLS and SHOWS us what it needs

By letting them tell and show us what they need to grow

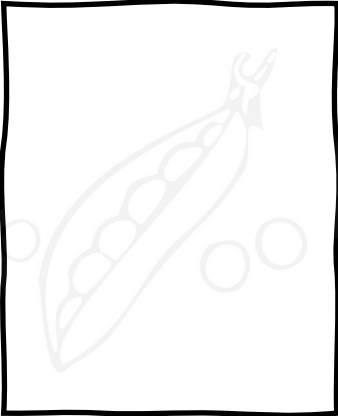
What **dimensions** can we
capture student dimensions
in ways that allow for
student, family, and
community voice?



Growth Year: _____

Name: _____

Grade: _____



Identities: I am...

• _____

• _____

• _____

• _____

• _____

Interests: I really like and/or what to learn more about:

• _____

• _____

Strengths: I am really good at and/or could teach others:

• _____

• _____

• _____

• _____

Goals: I want to grow in these areas:

1. _____

2. _____

3. _____

Needs: I need this support in these areas to grow:

• _____

• _____

• _____

• _____

Supports: I need this in my garden to grow:

• _____

• _____

• _____

Barriers: This is what makes it hard for me to grow:

• _____

• _____

• _____

Thank You For helping me GROW

Strategy 1:

My I.E.Pea Seed Packet

Moore, 2023

Growth Year: 2022

Name: Joshua I.

Grade: 11

Identities: I am...

- Happy, Helpful, friendly, strong
- I speak English to communicate
- I am from Maple Ridge, BC
- I use he/him pronouns
- I am part of a school community
- I am a younger brother

Interests: I really like and/or what to learn more about:

- I like to work with my friends and be on student council at school, I like my Drama class. I want to learn about places in the world that I want to travel to like Egypt

Strengths: I am really good at and/or could teach others:

- I am good at organizing and being on time. I am a good friend
- I could teach others about student council and about what I learn about Egypt when I learn about it
- I have good ideas and I am good at math

Goals: I want to grow in these areas:

1. I want to learn more about different countries
2. I want to learn how to be a good leader
3. I want to get a job

Needs: I need this support in these areas to grow:

- communication
- literacy (understanding)
- emotional regulation
- Social skills

Supports: I need this in my garden to grow:

- Helping me be prepared for what I need to do ahead of time, working with my friends who understand me, post it notes too write down my ideas and thinking, when someone check in on me to see if I understand, sometimes I need more time to do things, I need breaks, pictures and visuals, learning about things that are interesting

Barriers: This is what makes it hard for me to grow:

- Sitting for a long time, when I don't know what to do, when I have to work by myself with an EA, when something is too hard, when there are only words and no pictures, when people do things for me because they think I can't do it

Thank You For helping me GROW

Student Voice

Growth Year:

Name: Conor G.

Grade: 1

Identities: I am...

- Joyful, funny & dramatic!
- I am so loving!
- I use English, visual and ASL languages to communicate
- I am part of the DS community and have a strong inclusive school community
- My family enjoys some Caribbean traditions and food because that is where my mom grew up!

Interests: I really like and/or what to learn more about:

- Music, dancing, books, outdoor play, Disney princesses, water and water play, jumping, long hair, fruit, popcorn, ice cream

Strengths: I am really good at and/or could teach others:

- Visual, musical, following routines
- helping the teacher, receptive language, empathetic, motivated to please, reading
- I can help my classmates to understand that with the right supports in place, you are capable of anything. Even if others (or yourself) think that you can't

Goals: I want to grow in these areas:

1. Being aware of when I am/ am not safe
2. Communicating what I need and want
3. Social connections and interactions
4. Fine motor skills
5. Being independent

Needs: I need this support in these areas to grow:

- Communication
- Social Skills
- Physical
- Hearing
- Vision

Supports: I need this in my garden to grow:

- Being respected and included in all aspects of community, "first/then" language, lots of praise, time for transition with verbal and visual cues, lots of repetition, appropriate supports and strategies, patience, getting a specific job, silly and exciting language

Barriers: This is what makes it hard for me to grow:

- Negative or forceful comments, expectations without supports or strategies in place, being rushed, taking behaviour personally, unclear directions, too many instructions at once, when people assume that I am not capable

Thank You For helping me GROW

Student &
Family/
Community
Voice

Strategy 2: Student Dimension Interview

Help us get to know: _____

Date: _____

Person connected to _____	Identities	Interests	Strengths	Stretches	Needs
Who are you and how do you know _____?	What words would you use to describe _____? What groups is _____ connected to in their community?	What is _____ interested in? What do they like to do on their own? With their friends? Family? Community?	What is _____ good at? What can they teach others?	What is hard for _____? What do you think _____ wants to get better at?	What does _____ need support with? What is important for people to know about _____?
Person 1:					
Person 2:					
Person 3:					
Person 4:					

Help us get to know: _____

Date: _____

Person connected to _____	Identities	Interests	Strengths	Stretches	Needs
Who are you and how do you know _____?	What words would you use to describe _____? What groups is _____ connected to in their community?	What is _____ interested in? What do they like to do on their own? With their friends? Family? Community?	What is _____ good at? What can they teach others?	What is hard for _____? What do you think _____ wants to get better at?	What does _____ need support with? What is important for people to know about _____?
Person 1:					
Person 2:					
Person 3:					
Person 4:					

Help us get to know Juni?

Date: Dec 2022

	Identities	Interests	Strengths	Stretches	Needs
Who are you and how do you know Juni?	What words would you use to describe Juni? What groups is Juni connected to in their community?	What is Juni interested in? What do they like to do on their own? With their friends? Family? Community?	What is Juni good at? What can they teach others?	What is hard for Juni? What do you think Juni wants to get better at?	What does Juni need support with? What is important for people to know about Juni?
Person 1: Rita Grandmother	Kind, strong, smart	watching me sew, taking pictures, listening to music	Patience, she notices everything	Waking up! Trying new things	She needs time and patience. If she is upset or frustrated, she needs space
Person 2: Frank Dad	Athletic, joyful, Ukrainian, church	Watching the baking shows , fishing with me	A great listener, being present	Independence, changes in routine	I think she worries a lot; I need others to know that she needs reassurance sometimes
Person 3: Kiran Family Friend	funny	Football! She loves the BC lions, movies, going for walks	making you feel so important, spreads joy, makes everyone laugh	Friendships, spending more time with her peers	Sharing her thinking, communicating. She has come such a long way!
Person 4:Matty Cousin	Fun, we play a lot together	Whale sharks, camping, swimming	Playing with me	Its hard for Juni to talk sometimes, but I know when she likes something, and she likes me	using her iPad to help her talk

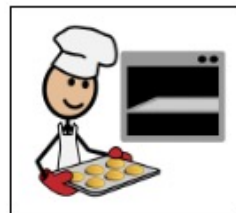
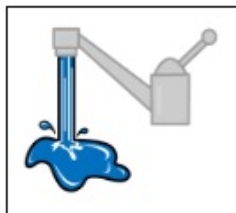
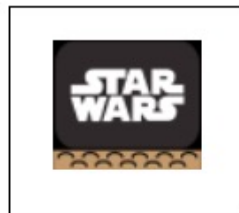
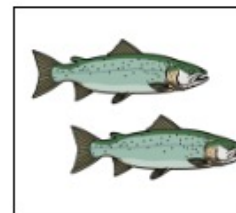
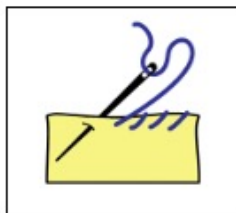
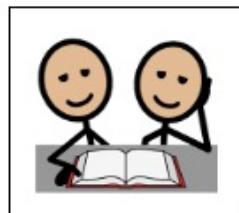
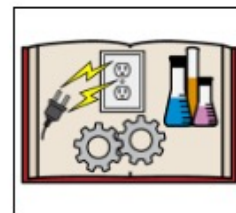
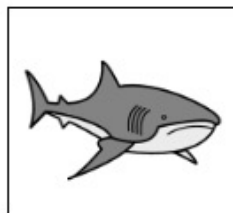
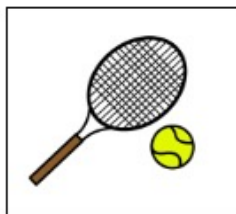
Help us get to know Juni?

Date: Dec 2022

	Identities	Interests	Strengths	Stretches	Needs
Who are you and how do you know Juni?	What words would you use to describe Juni? What groups is Juni connected to in their community?	What is Juni interested in? What do they like to do on their own? With their friends? Family? Community?	What is Juni good at? What can they teach others?	What is hard for Juni? What do you think Juni wants to get better at?	What does Juni need support with? What is important for people to know about Juni?
Person 1: Mr. Lopez Classroom Teacher	Strong, smart, a learner	Getting read to, books, you tube, science	Connecting with her peers	Communicating, independence, asking to help when she needs it	She needs support with her reading (decoding) and her communication with the device
Person 2: Benny Educational Assistant	Funny, curious	Fashion, her friends, books, magazines, her iPad	She knows what she likes and doesn't like and lets us know	Making friends, communicating or using strategies before she gets too frustrated	She needs a chance to rest throughout the day and breaks
Person 3: Ms. Turner SLP	joyful	Sights and sounds around her, being social	Using her iPad to communicate	Building friendships, communicating what she needs	She needs her device available to her, she needs to be around her peers
Person 4: Jesse Classmate	Funny, sometimes she's loud	Playing games, hanging out with her friends	Being happy, making people laugh	I think talking is hard for her	she needs to be around us, her friends



Building my Student profile: What are my INTERESTS?



Growth Year: 2022

Name: Juniper

Grade: 2

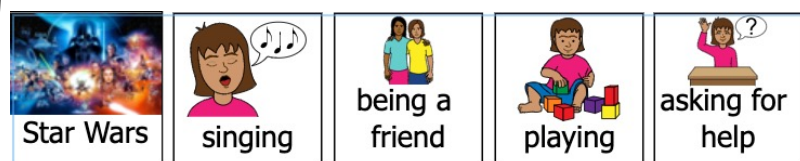
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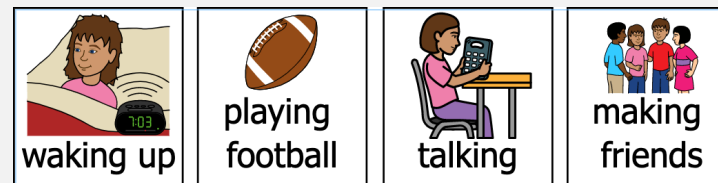
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Strengths: I am really good at and/or could teach others:



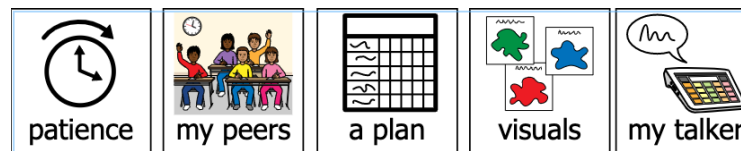
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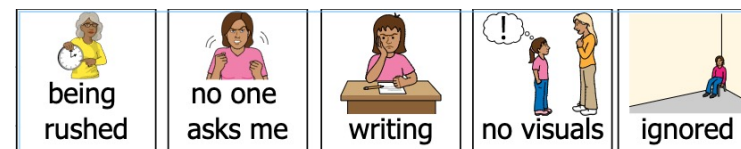
Needs: I need this support to grow:



Supports: I need this in my garden to grow:



Barriers: This is what makes it hard for me to grow:



Thank You For helping me GROW

Student Voice

What is one useful takeaway?

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