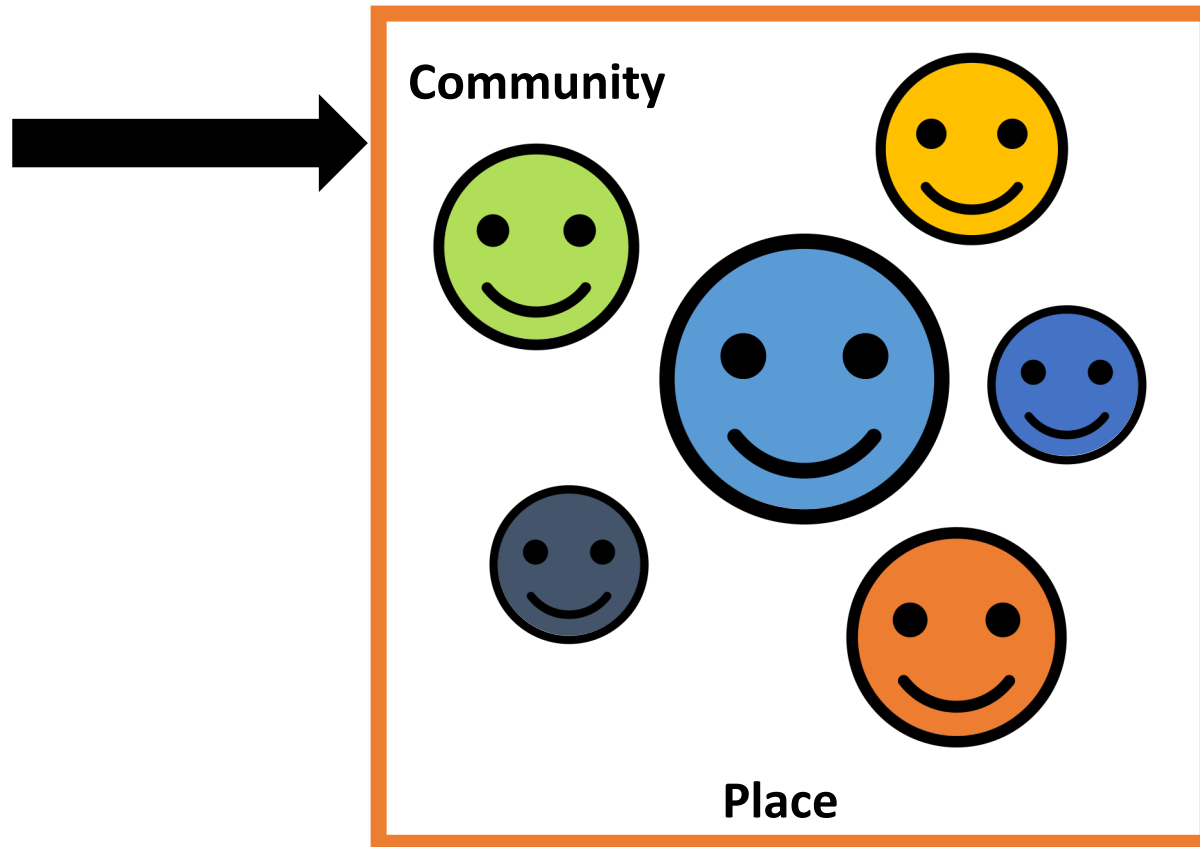




HOW do we *anticipate*
and reduce *barriers*
for *all* students?

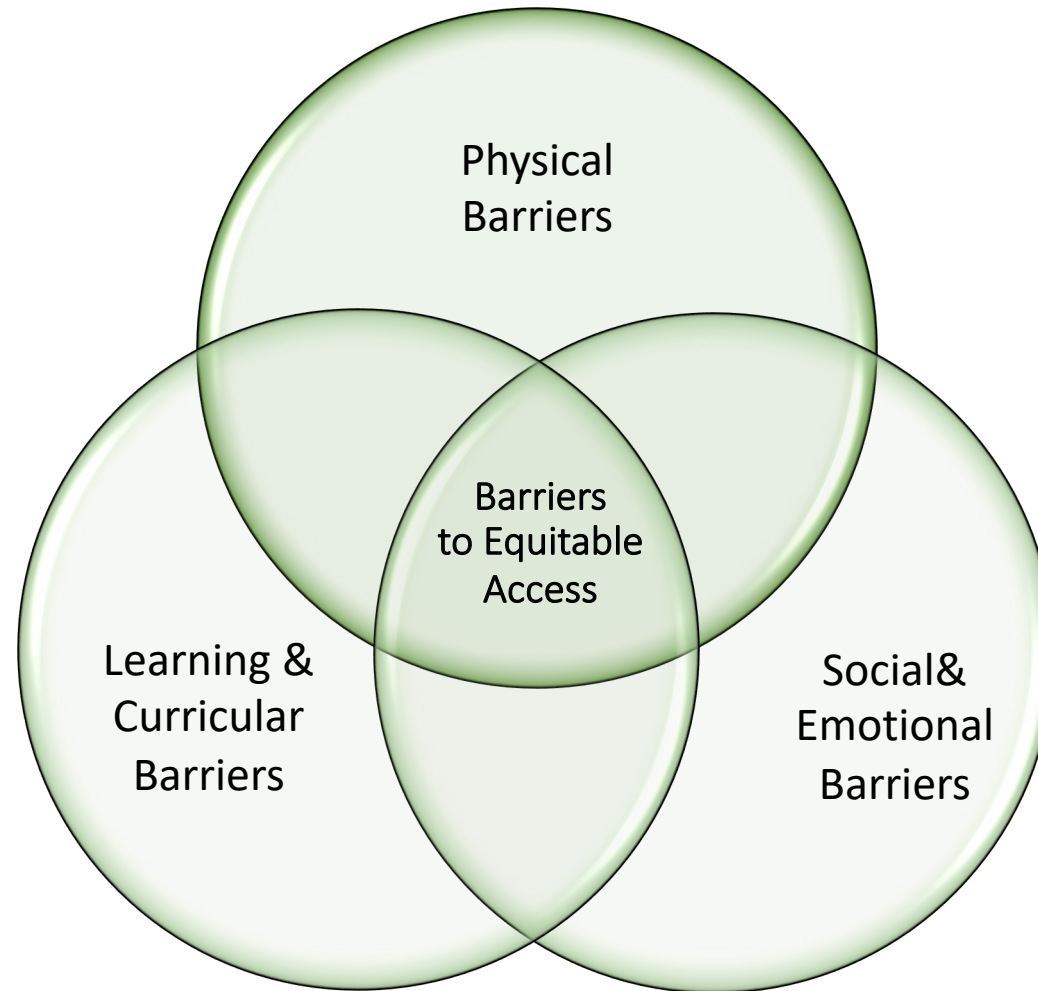
Shifting the Paradigm: PERSON-PLACE MODEL OF NEED



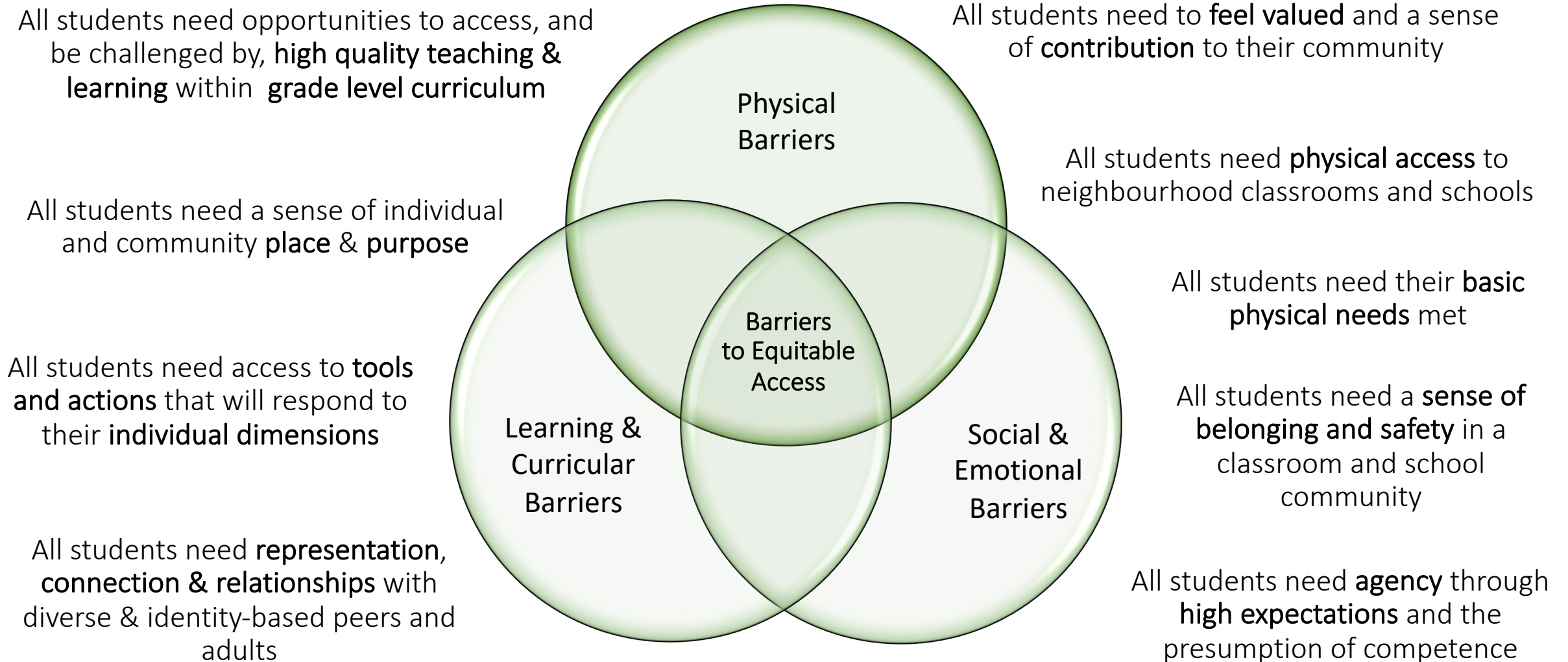
What are barriers?



Increasing Inclusive & Equitable Access by Reducing and Eliminating Barriers



Increasing Inclusive & Equitable Access by Reducing and Eliminating Barriers



Multiple Layers of Support/ Response to Instruction

What one needs
Needs of **individual**
students



Supports & Strategies are
useful for ONE
taught to ALL

+

What some need
Needs of **individual**
students



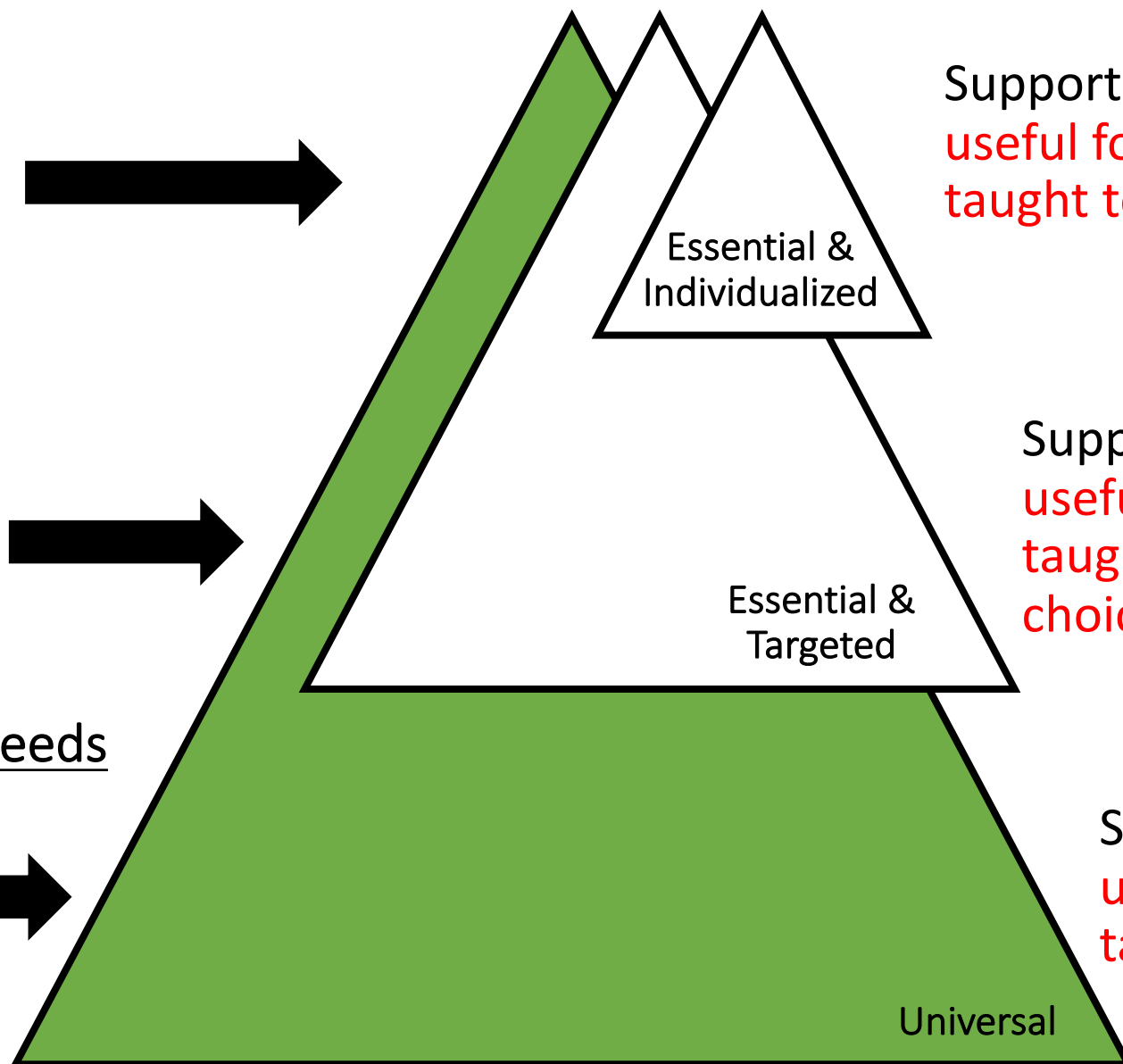
Supports & Strategies are
useful for SOME
taught to ALL
choice for ALL

+

What most/ everyone needs
Reducing/ Eliminating
Barriers for the
place/community



Supports & Strategies are
useful for ALL
taught to ALL



Universal Approaches Useful to ALL, Taught to ALL

Student Self Determination
& Agency

Standards Based
Assessment

Needs Based
Design

First Peoples' Principles of
Learning

SOGI

RTI/RTI/MTLS/MTSS

Strength Based
Perspectives

Learning Continuums

Land-Based Learning

Differentiated Instruction &
Curriculum

Mind Up/ Zones of
Regulation Etc.

Inquiry

Competencies/ 21st Century
Learning

Culturally Responsive
Practices

Trauma Sensitive
Instruction

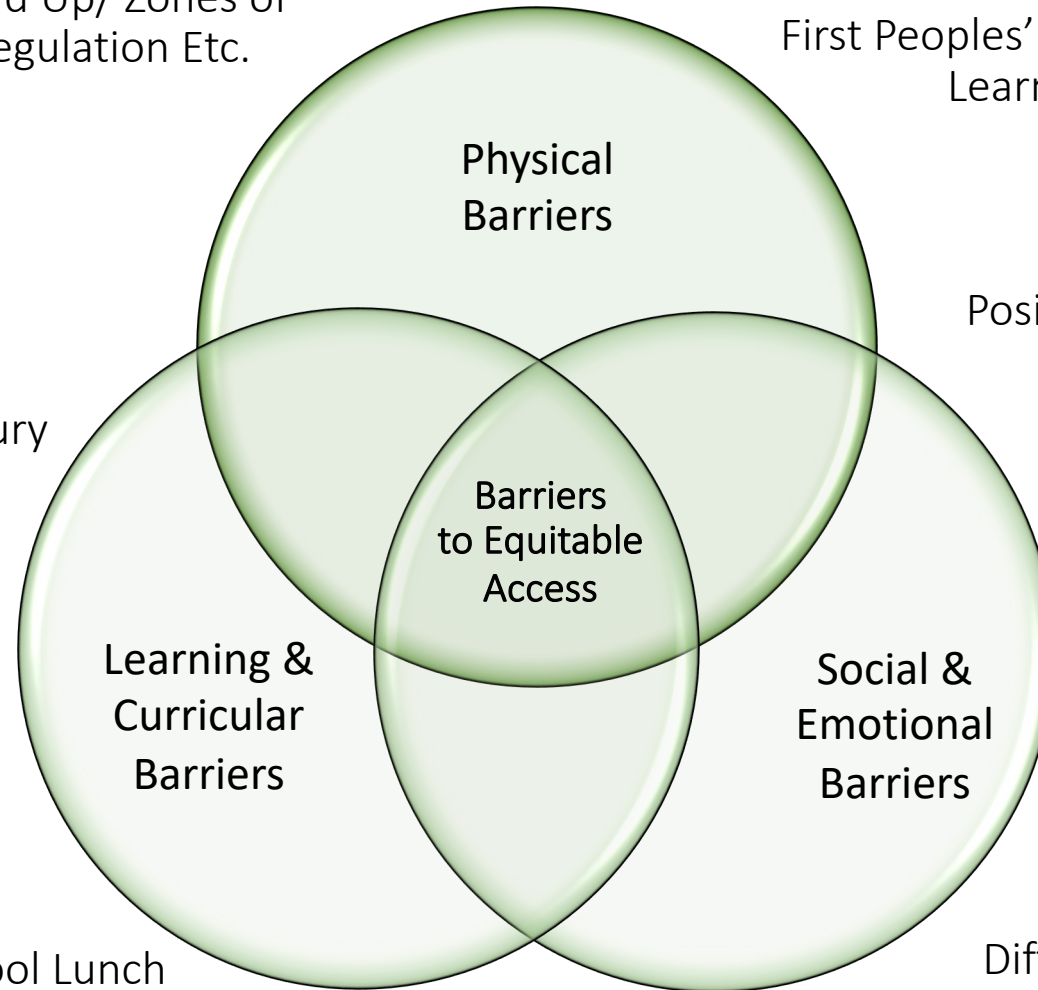
Universal Design
for Learning

ICBIEP

Accessible
Playgrounds

Restorative
Practices

School Lunch
Programs





What initiatives are
in place to reduce
barriers to equity in
your context?

How do we provide *supports*

for individual *student*

needs?

Class Reviews

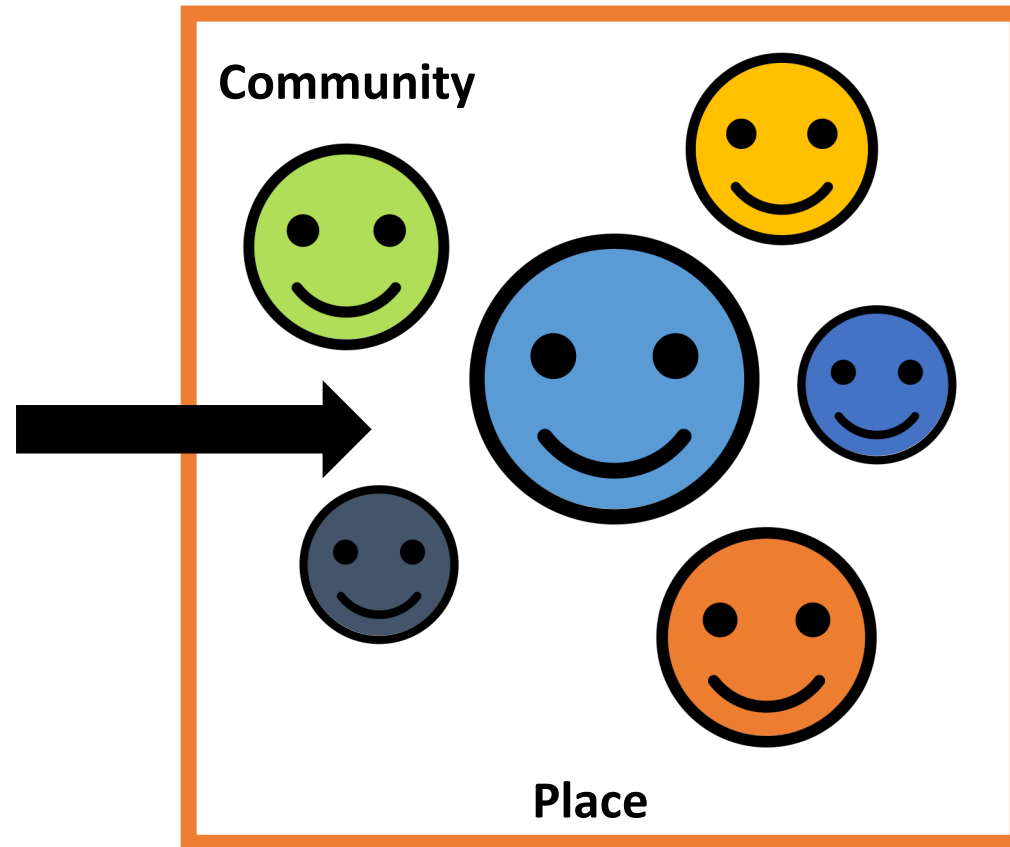
Class Review:		School Team:		Date:
We can plan for our students by getting to know the:				
Class Identities	Class Interests	Classroom Strengths	Classroom Stretches	
Based on the interests, strengths and stretches of this class, some goal(s) that we have are:				
Some BIG goals we have for this class:				
We can meet these goals by reflecting on what is working, and making some decisions to try something new				
What works well for this class?		What do we still want to try?		
We can meet these goals by responded to the needs of this class				
Need:	Need:	Need:	Need:	Need:

The Class Review – Brownlie, F & King, J, 2011

adapted by S. Moore, 2022

Class Review:		School Team:		Date:	
We can plan for our students by getting to know the:					
Class Identities	Class Interests		Classroom Strengths		Classroom Stretches
←		Student Dimensions		→	
Based on the interests, strengths and stretches of this class, some goal(s) that we have are:					
Some BIG goals we have for this class:		Collaborative Team Goals		→	
We can meet these goals by reflecting on what is working, and making some decisions to try something new					
What works well for this class?			What do we still want to try?		
←			Collaborative Team Decisions		→
We can meet these goals by responded to the needs of this class					
Need:	Need:	Need:	Need:	Need:	
←		Prioritized Needs to Target		→	

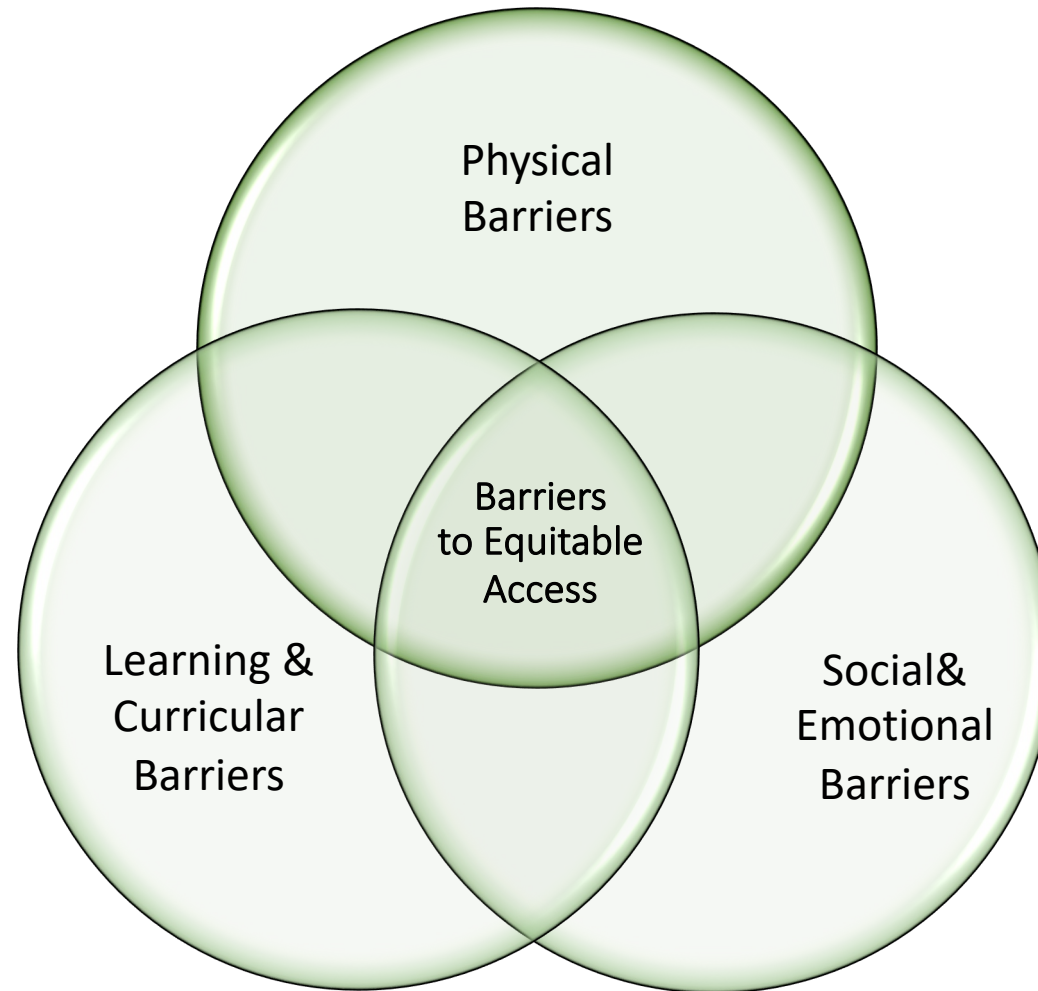
Shifting the Paradigm: PERSON-PLACE MODEL OF NEED



What are needs?

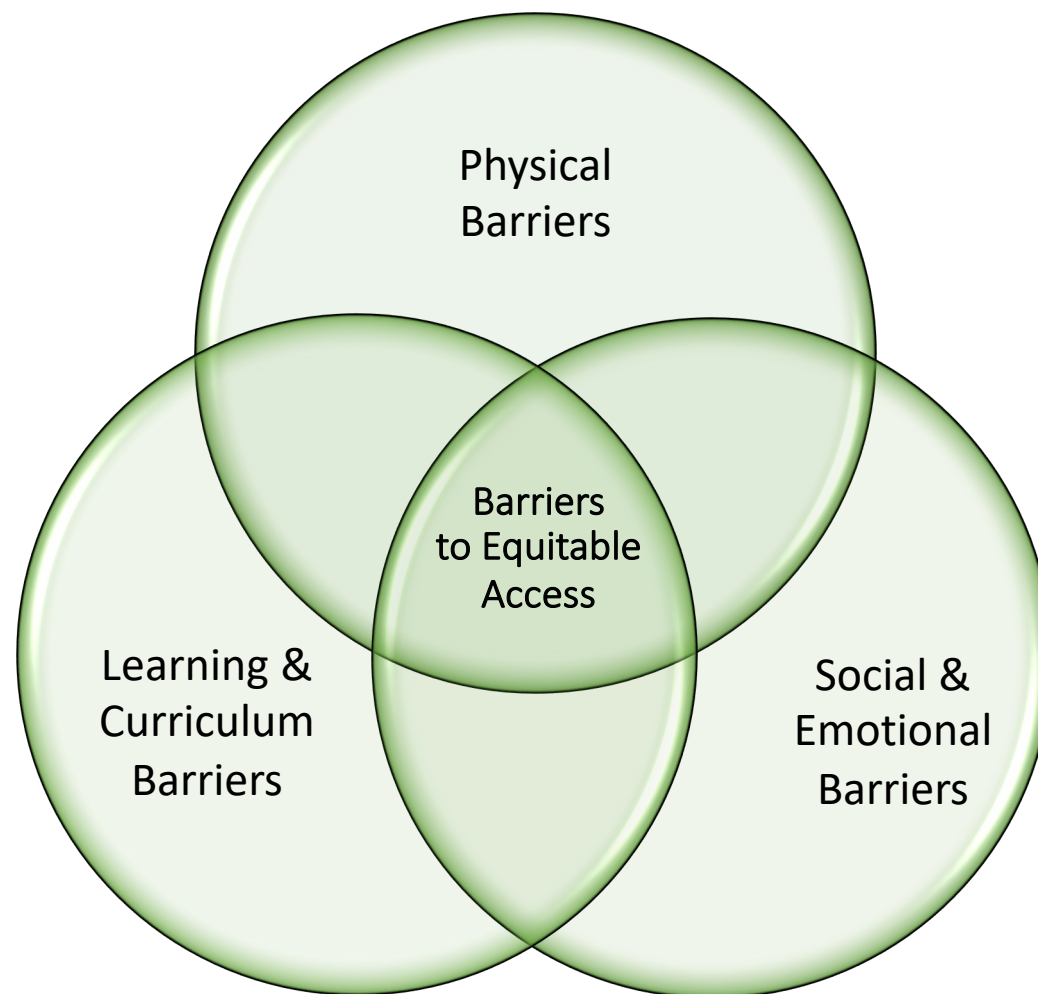


Increasing Inclusive & Equitable Access by Reducing and Eliminating Barriers



Increasing Inclusive & Equitable Access by Designing for Individual needs

- Addiction
- Attendance
- Attention
- Anxiety and/or depression
- Bullying
- Communication (receptive)
- Communication (expressive)
- Eating/Food
- Engagement/Motivation
- Executive functioning
- Family/community and/or identity
- Frustration/ Anger
- Grief/ Trauma
- Gross and/or Fine motor
- Intellectual ability (access)
- Intellectual ability (challenge)



- Language
- Literacy (decoding)
- Literacy (understanding)
- Literacy (written output)
- Literacy (Speaking/ oral language)
- Medical
- Memory
- Numeracy
- Personal Care
- Physical/Mobility
- Self Advocacy
- Self Regulation (emotional)
- Self Regulation (behavioural)
- Self Regulation(learning)
- Self Esteem
- Self Harm
- Sensory
- Social Skills
- Transitioning
- Vision and/or hearing

Strategy : Needs Based Reflection

Classroom Needs Based Reflection

Target Classroom:

Classroom Teacher(s):

Date:

Areas of Need	This is an IEP/individual need IEPs:	Our classroom community needs support for this immediately	Our classroom community may need support for this soon	Our classroom community does not need support for this right now
Addiction				
Attendance/ Lateness				
Attention				
Anxiety/Depression				
Bullying				
Communication (receptive)				
Communication (expressive)				
Eating/ Food				
Engagement/Motivation				
Executive Functioning				
Family/Community/Identity				
Frustration/ Anger				
Grief/ Trauma				
Gross/Fine Motor Skills				
Intellectual Ability (access)				
Intellectual Ability (challenge)				
Language				
Literacy (decoding)				
Literacy (understanding)				
Literacy (written output)				
Literacy (speaking/oral language)				

Collaborative Needs Based Reflection

Dr. Shelley Moore, 2023

Medical				
Memory				
Mental Health				
Numeracy				
Personal Care				
Personal Safety				
Physical/ Mobility				
Self- Advocacy				
Self-Regulation (emotional)				
Self-Regulation (behavioural)				
Self-Regulation (learning)				
Self Esteem				
Self-Harm				
Sensory				
Social Skills				
Transitioning				
Vision and/or Hearing				
Other:				
Other:				

What are some priority individual/IEP needs for this class?	Who can we reach out to for some guidance?	What are some priority group needs for this class?	Who can we reach out to for some guidance?
1.		1.	
2.		2.	
3.		3.	
4.		4.	
5.		5.	

Collaborative Needs Based Reflection

Dr. Shelley Moore, 2023

Classroom Needs Based Reflection

Target Classroom: Grade 3

Classroom Teacher(s): CJ, KP

Date: Jan. 2023

IEP (2)				
Areas of Need	This is an IEP/individual need	Our classroom community needs support for this immediately	Our classroom community may need support for this soon	Our classroom community does not need support for this right now
Addiction				
Attendance/ Lateness	LS, NS, TSL, MA			X
Attention	JW, JS, MA, RL, MR, TSL	X		
Anxiety/Depression	LS, TAP, JC, HJ, LP, MR	x		
Bullying	Girl drama		X	
Communication (receptive)	JW, TSL, AM			
Communication (expressive)	LS, MA, JS, RL, MR, JW, TSL, AM		X	
Eating/ Food				
Engagement/Motivation	LS, MA, TSL,			X
Executive Functioning	LS, TSL, MR, MA, RL, KC			X
Family/Community/Identity				
Frustration/ Anger	JS, MR, AB, AM,		x	
Grief/ Trauma	LP, LS, KC,			X
Gross/Fine Motor Skills	LS, MR, RA, JC, KC, JS, JW, MA, TAP, AM			X
Intellectual Ability (access)	LS, AM, MR, JS, JW, AB,		X	
Intellectual Ability (challenge)				
Language	LS, RA,			X
Literacy (decoding)	LS, MR, AB	X		
Literacy (understanding)	LS, MR, MA, TSL, AB,			X
Literacy (written output)				
Literacy (speaking/oral language)	LS, HJ, TAP, MR, JW, JS, TSL	X		

Medical				
Memory	LS, JS, MR, MA, HJ, HP, JW	X		
Mental Health	LP, LS, TSL,		X	
Numeracy	LS, MR, MA, TSL, AB,			X
Personal Care	LS, JS, JW			X
Personal Safety				X
Physical/ Mobility				X
Self- Advocacy	LS, MR, JS, TAP, RA, TSL, JC,	X		
Self-Regulation (emotional)	TAP, MR, JS, AB		X	
Self-Regulation (behavioural)	LS, TAP, CL, RL, BM	X		
Self-Regulation (learning)	MR, JS, JW		X	
Self Esteem	CL, TSL, RA, JC, HC, MR, AB,	X		
Self-Harm				
Sensory	AM, RL, BM, HP, JW		X	
Social Skills	LS, MR, JS, TAP, AB, AM, RL, RF	X		
Transitioning				
Vision and/or Hearing				
Other:				
Other:				

What are some priority individual/IEP needs for this class?	Who can we reach out to for some guidance?	What are some priority group needs for this class?	Who can we reach out to for some guidance?
1. Intellectual Ability (access) 2. Communication (Expressive) 3. Engagement/ Motivation 4. Executive Functioning 5. Gross/Fine Motor Skills	Support Teacher SLP Support Teacher Support Teacher OT/PT	1. Social Skills 2. Anxiety 3. Self-Regulation (behavioural) 4. Literacy 5. Self-Advocacy	Support Teacher Counsellor SLP/ Support Teacher Literacy Support Support Teacher

Multiple Layers of Support/ Response to Instruction

What one needs
Needs of **individual**
students



Essential &
Individualized

Supports & Strategies are
useful for ONE
taught to ALL

+

What some need
Needs of **individual**
students



Essential &
Targeted

Supports & Strategies are
useful for SOME
taught to ALL
choice for ALL

+

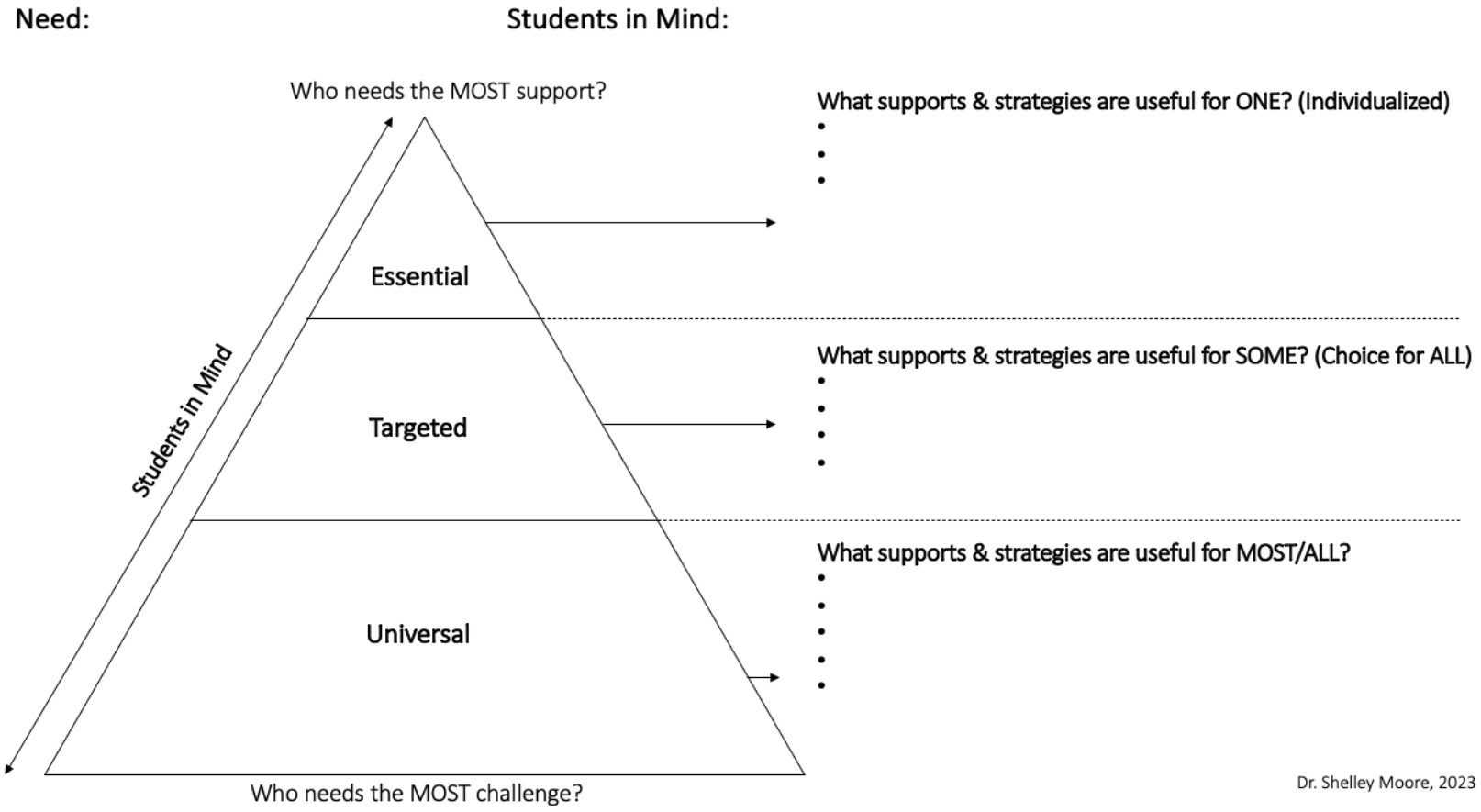
What everyone needs
Reducing/ Eliminating
Barriers for the
place/community



Universal

Supports & Strategies are
useful for ALL
taught to ALL

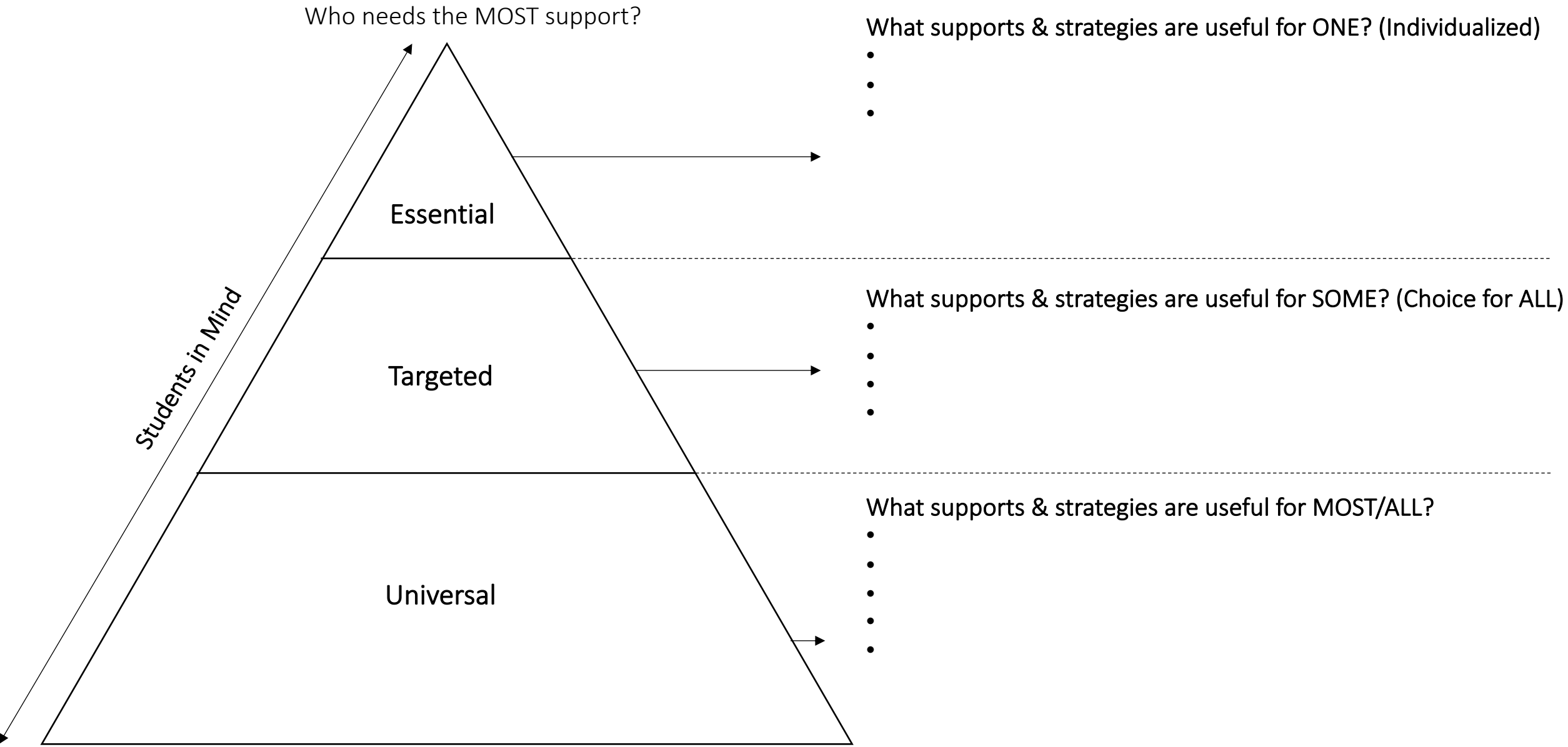
Strategy : Needs Based Support Plan (single need)

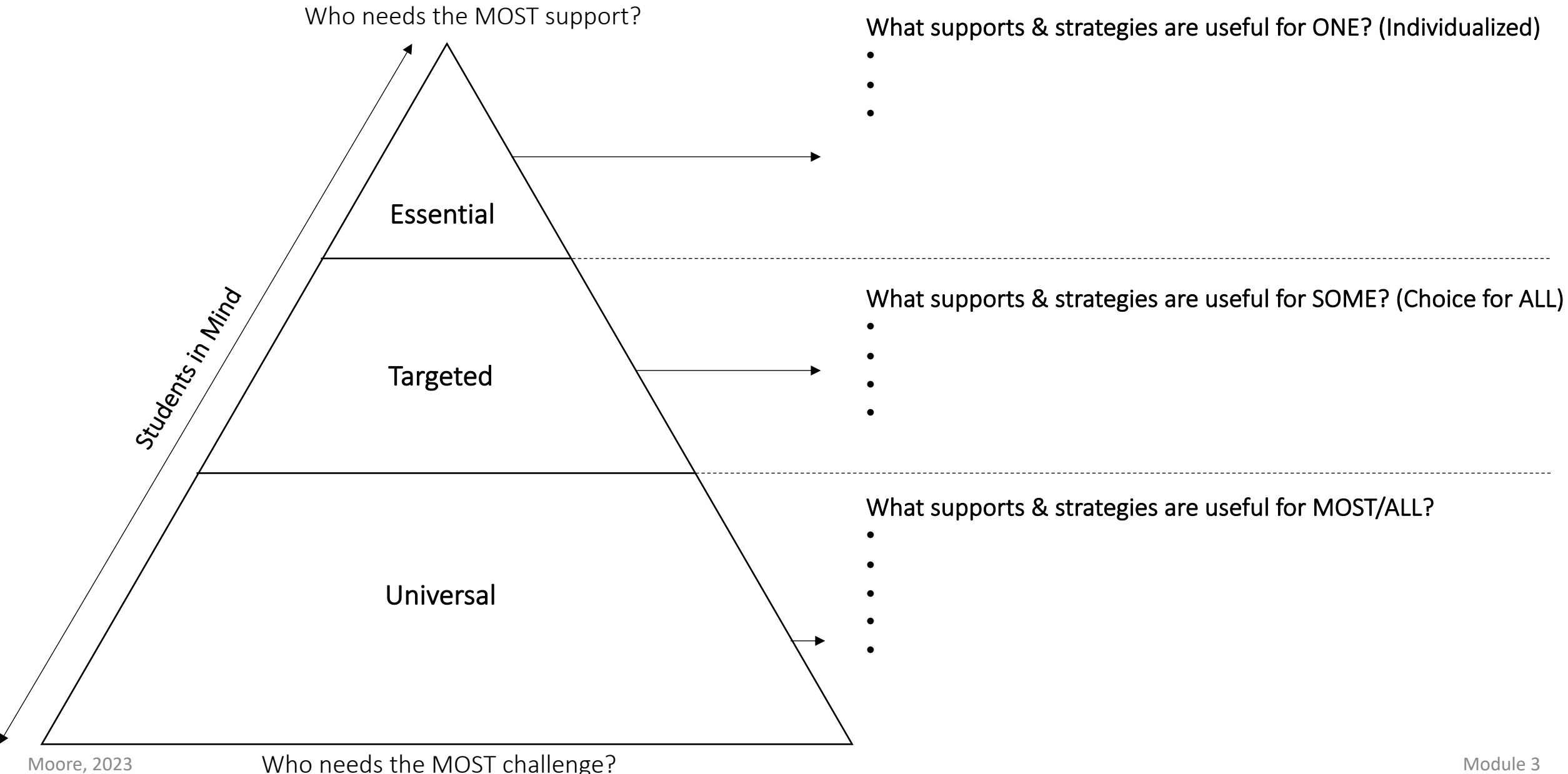


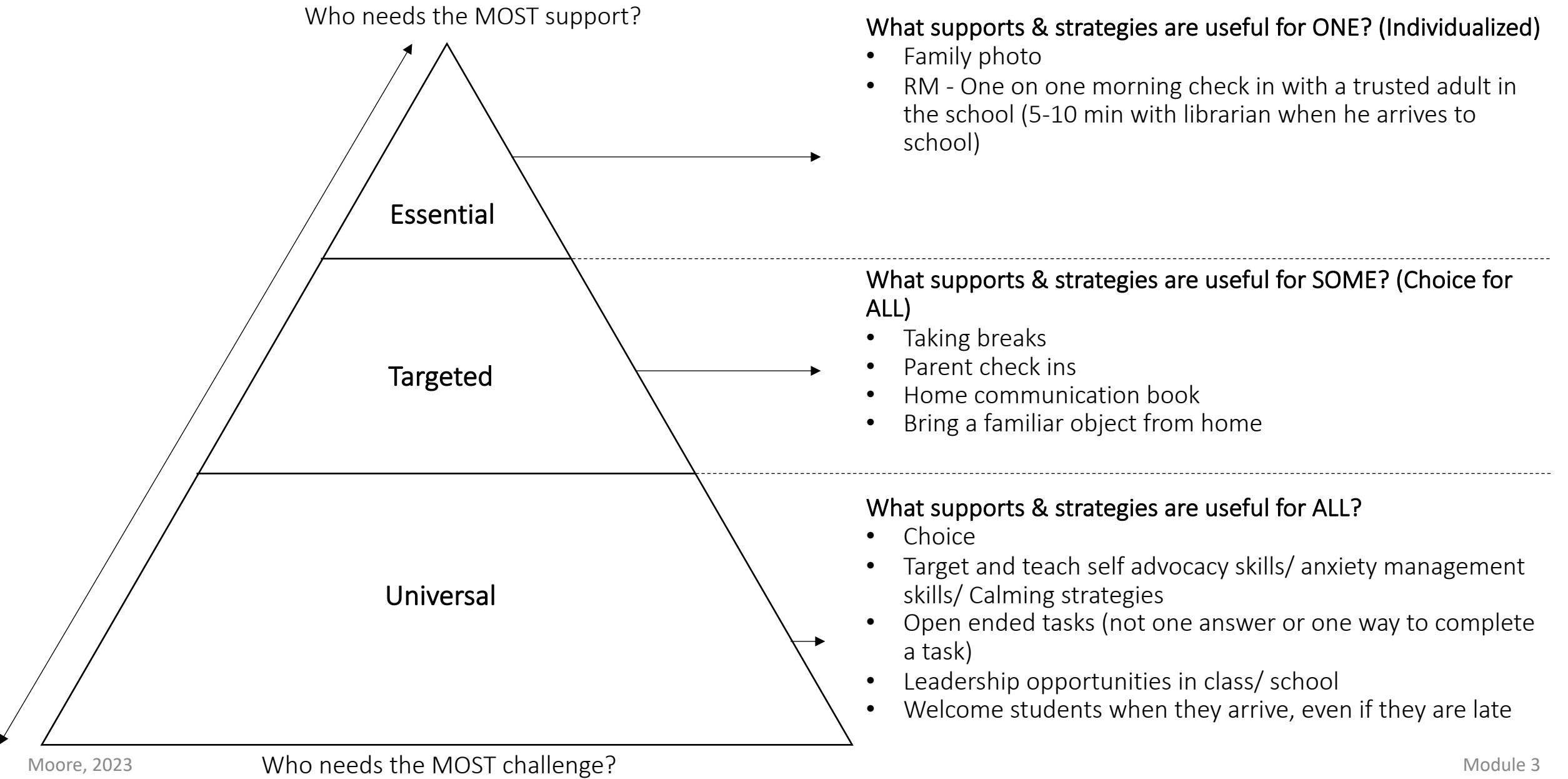
Dr. Shelley Moore, 2023

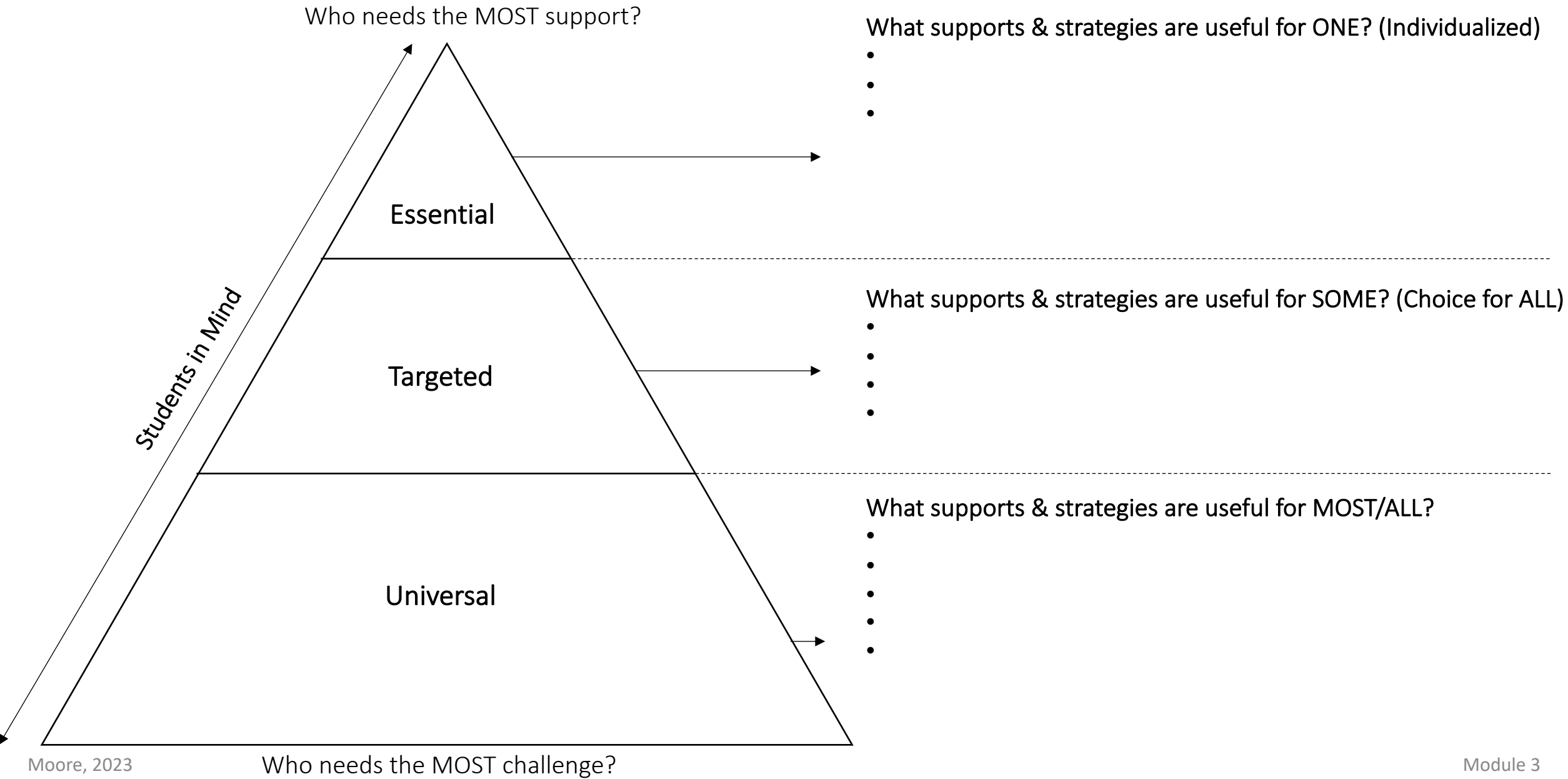
Need:

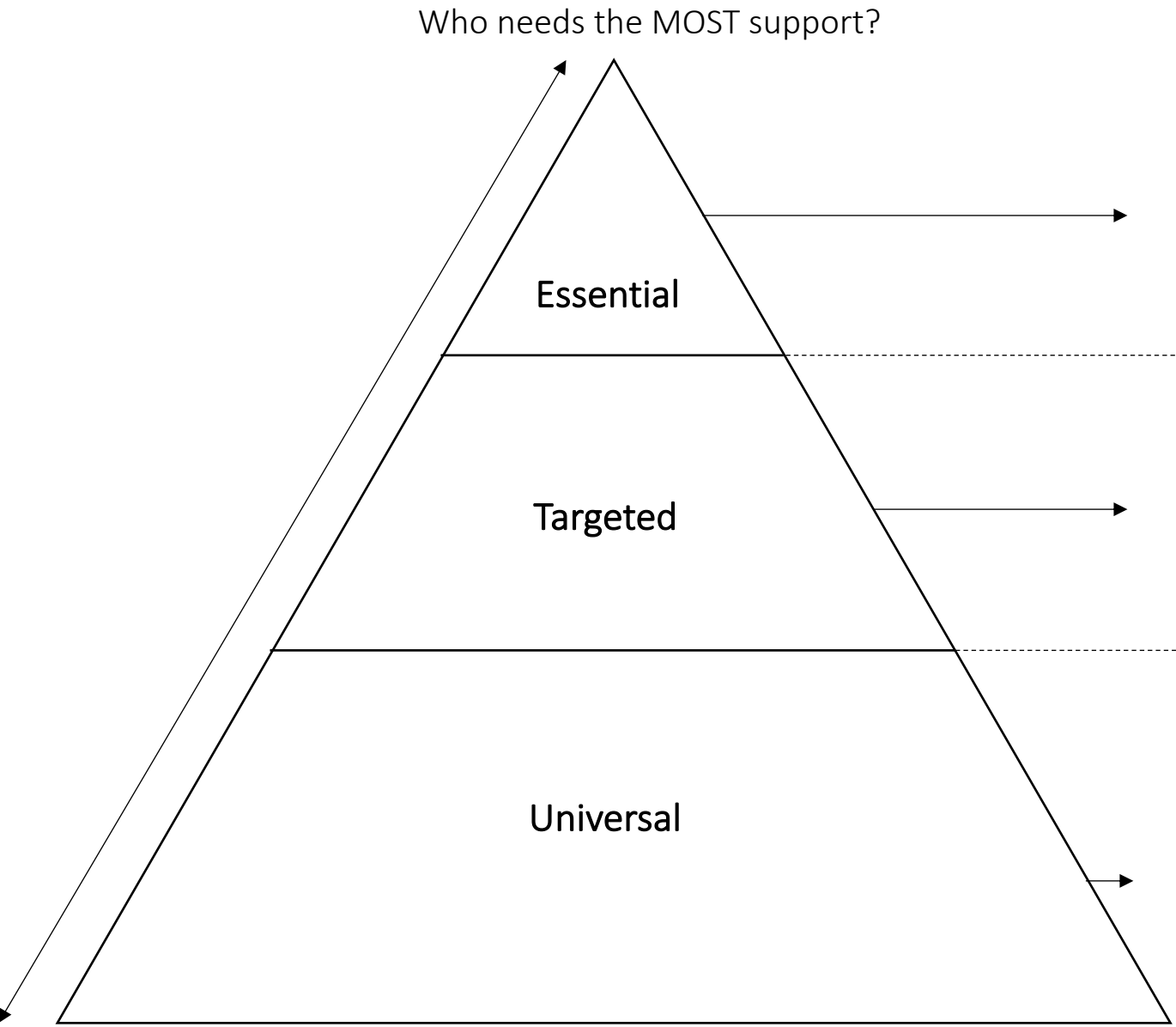
Students in Mind:



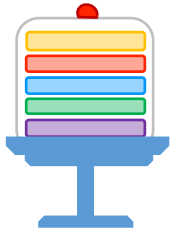








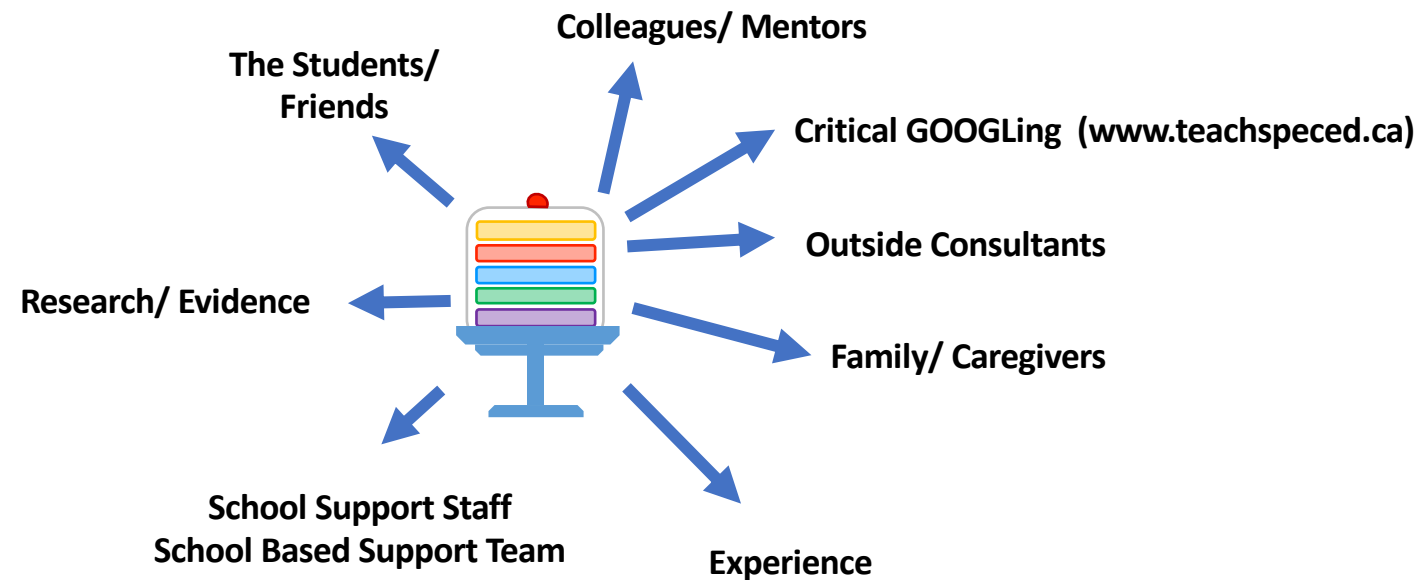
- Who needs the MOST support?**
- What supports & strategies are useful for ONE? (Individualized)**
- Individual student co-developed language goals
 - Individual conferencing/direct instruction during work time (not lesson time)
- What supports & strategies are useful for SOME? (Choice for ALL)**
- 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



Layered Support Cake of Love: Classroom Support Plan



How do we figure out supports or strategies students need?



Designing a Needs Based Classroom Support Plan

Step 1: Assessing for **needs** NOT disabilities

www.teachspeced.ca



- Our needs don't make us "weaker" they are just things we need support with
- Things in our lives that make it hard for us to learn?
- These might not be things that I can control

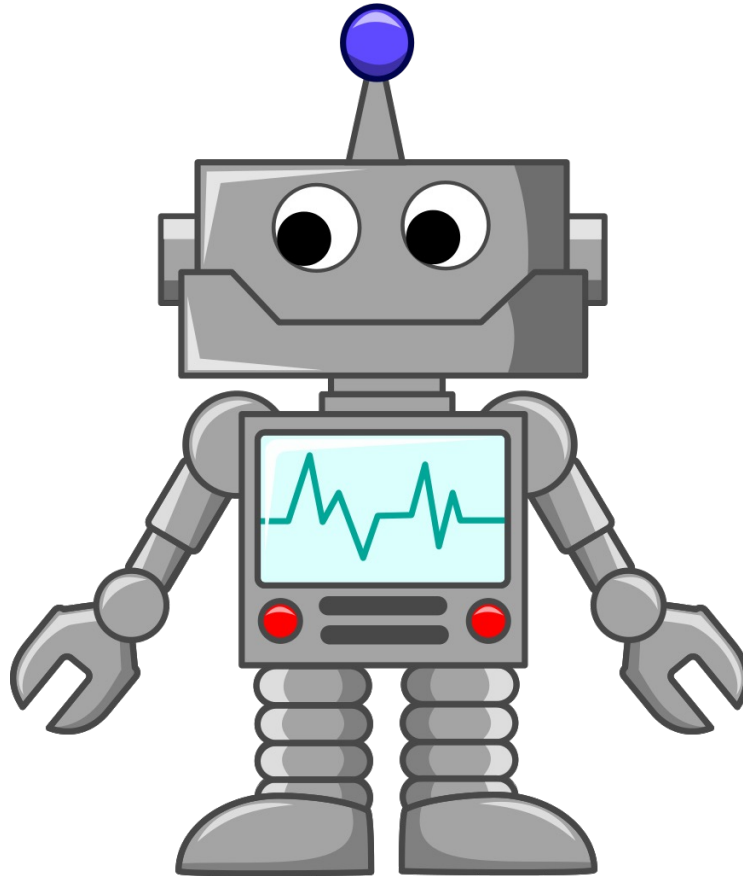
AI – CHAT GPT



AI – CHAT GPT



My AI assistant “Dale”



Strategy: Needs Based Classroom Support Plan (multiple)

Classroom Support Plan
Teacher(s): _____ Supportive Staff: _____ Date: _____

← Range of Supports & Strategies →

↑ Range of Student Need ↓

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

Needs Based Classroom Support Plan

Dr. Shelley Moore, 2023

Needs Based Classroom Support Plan

Dr. Shelley Moore, 2023

Strategy: Needs Based Classroom Support Plan

Classroom Support Plan

Teacher(s): _____

Supportive Staff: _____

Date: _____

Range of Supports & Strategies

Range of Student Need

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



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, teach all students, how to learn with J.W., community building activities, manipulatives and concrete learning objects, agenda for the day	Access Point to curriculum (Math IEP goal), 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, Vision support from Ms. G
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 language	Y.I., O.R., B, F, N.M	Teach important vocabulary for a lesson, visuals, manipulatives & visuals, strategic partnering, subject word wall, everyone learns local Indigenous language	Individual word/picture banks	Translator, preview content in dominant language
Need Anxiety	R.M.	Choice of challenge, choice of support options, target advocacy skills and risk-taking opportunities, open ended tasks (not one answer), learn about anxiety and teach anxiety management strategies	Taking breaks, choice of where to work, homework optional, parent check ins,	Check ins with Ms. H once a week
Who needs the most challenge I.K., R.M.				

Range of Student Need

Layers of the cake



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, teach all students, how to learn with J.W., community building activities, manipulatives and concrete learning objects, agenda for the day	Access Point to curriculum (Math IEP goal), 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, Vision support from Ms. G
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/ multi lingual	Y.I., O.R., B, F, N.M	Teach important vocabulary for a lesson, visuals, manipulatives & visuals, strategic partnering, subject word wall, everyone learns local Indigenous language	Individual word/picture banks	Translator, preview content in dominant language
Need Anxiety	R.M.	Choice of challenge, choice of support options, target advocacy skills and risk-taking opportunities, open ended tasks (not one answer), learn about anxiety and teach anxiety management strategies	Taking breaks, choice of where to work, homework optional, parent check ins,	Check ins with Ms. H once a week
Who needs the most challenge I.K., R.M.				

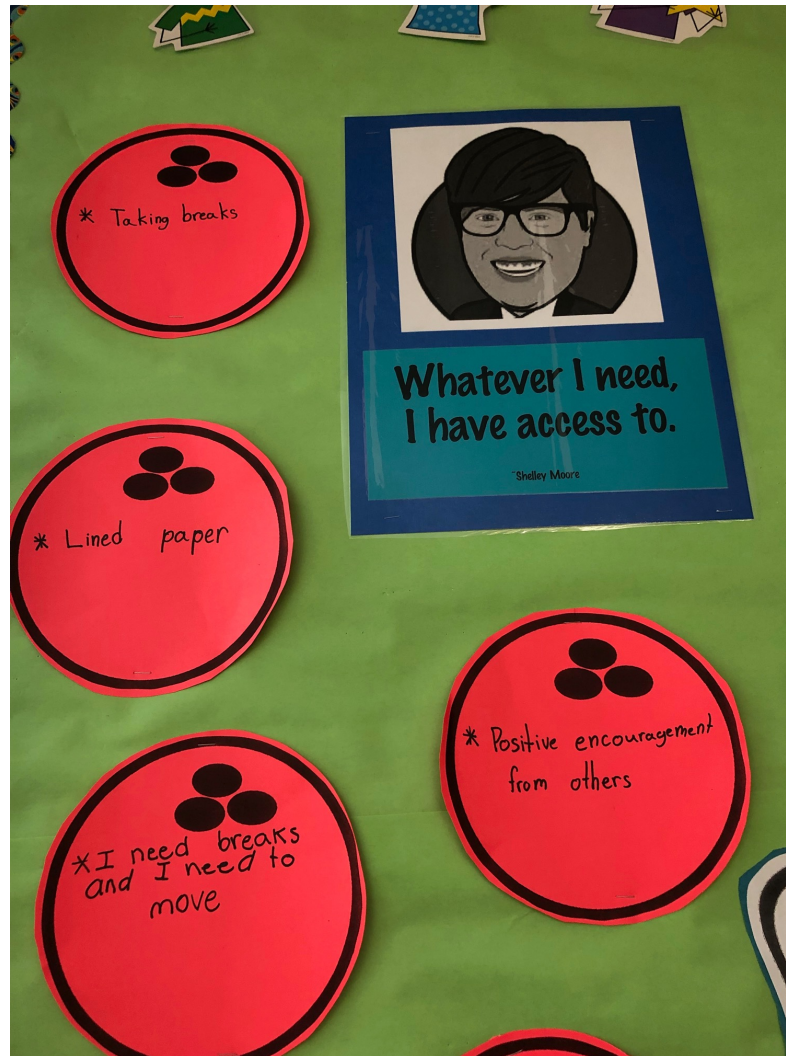
Range of Student Need

↑

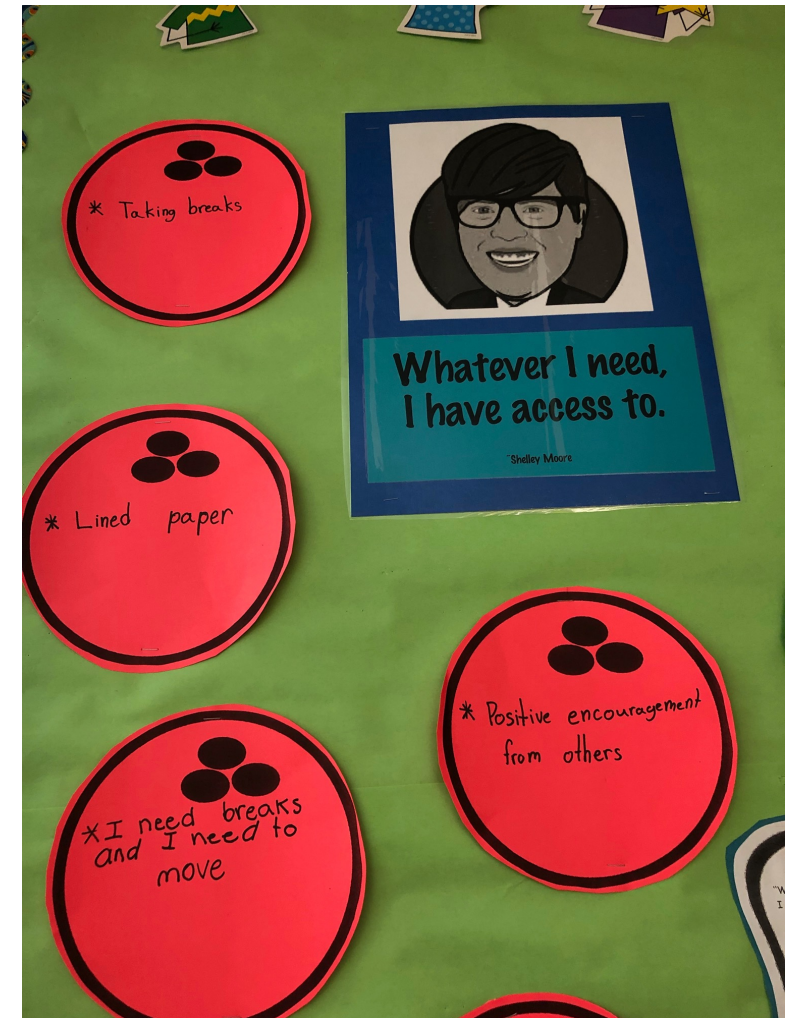
↓

Layers of the cake

Strategy: Student Strategy Instruction



Strategy: taking a 2 min break



Strategy: taking a 2 min break

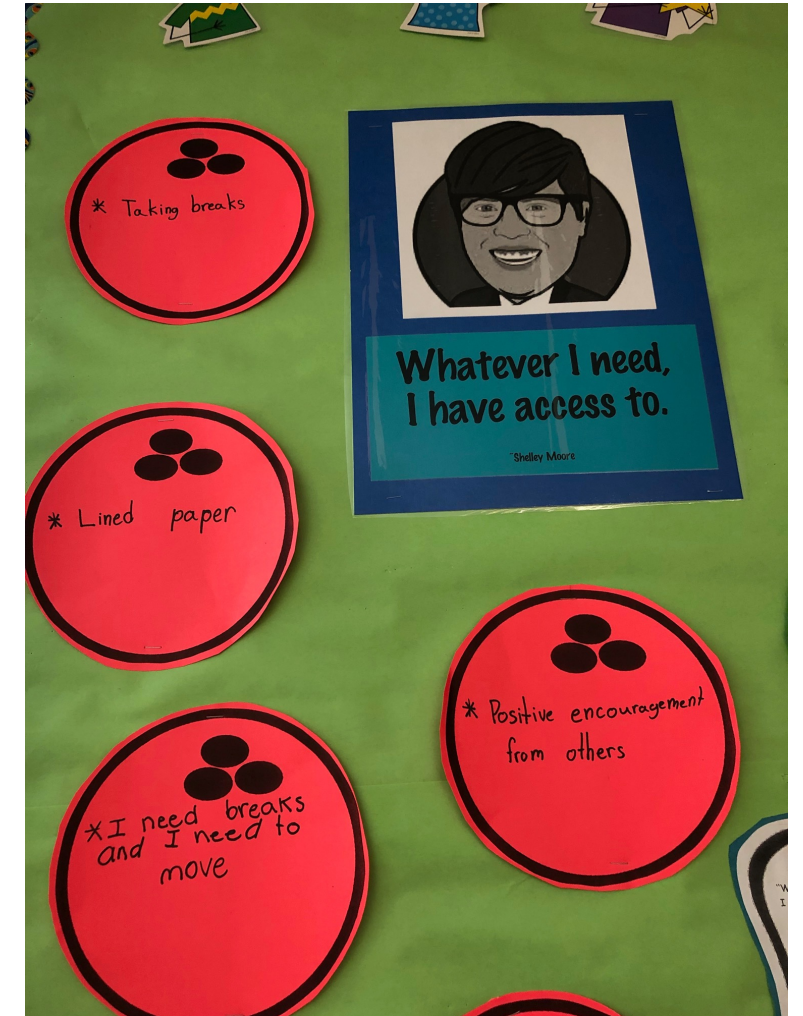
Instruct

- 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

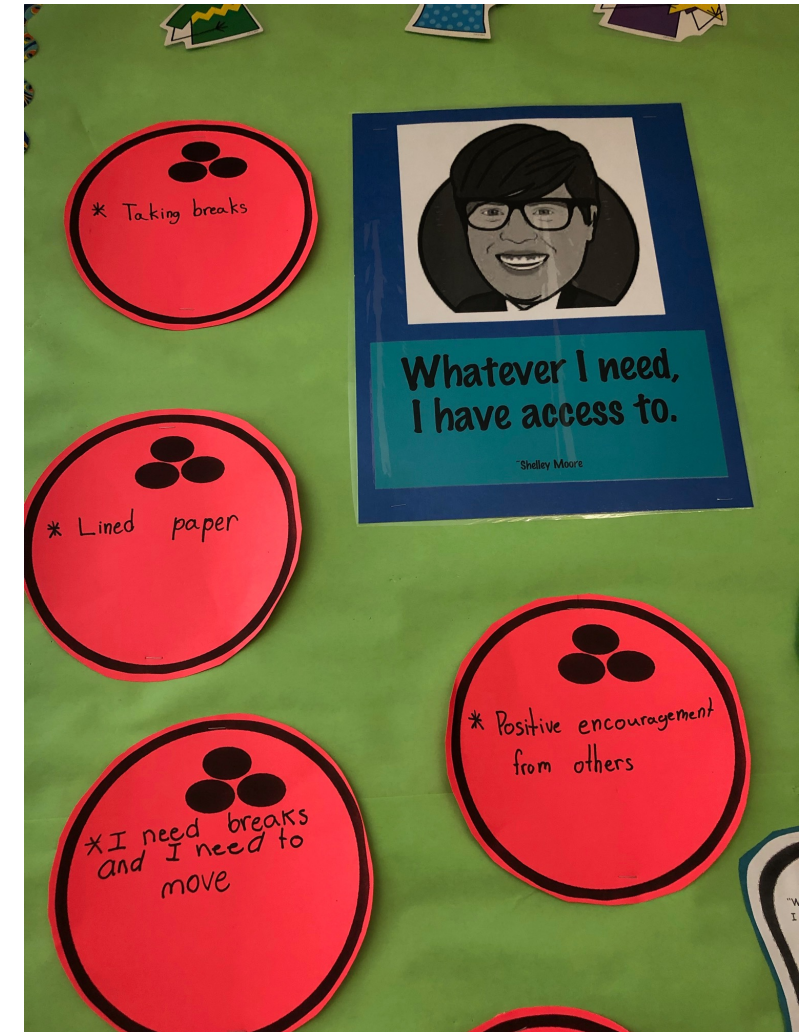
Instruct

- 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

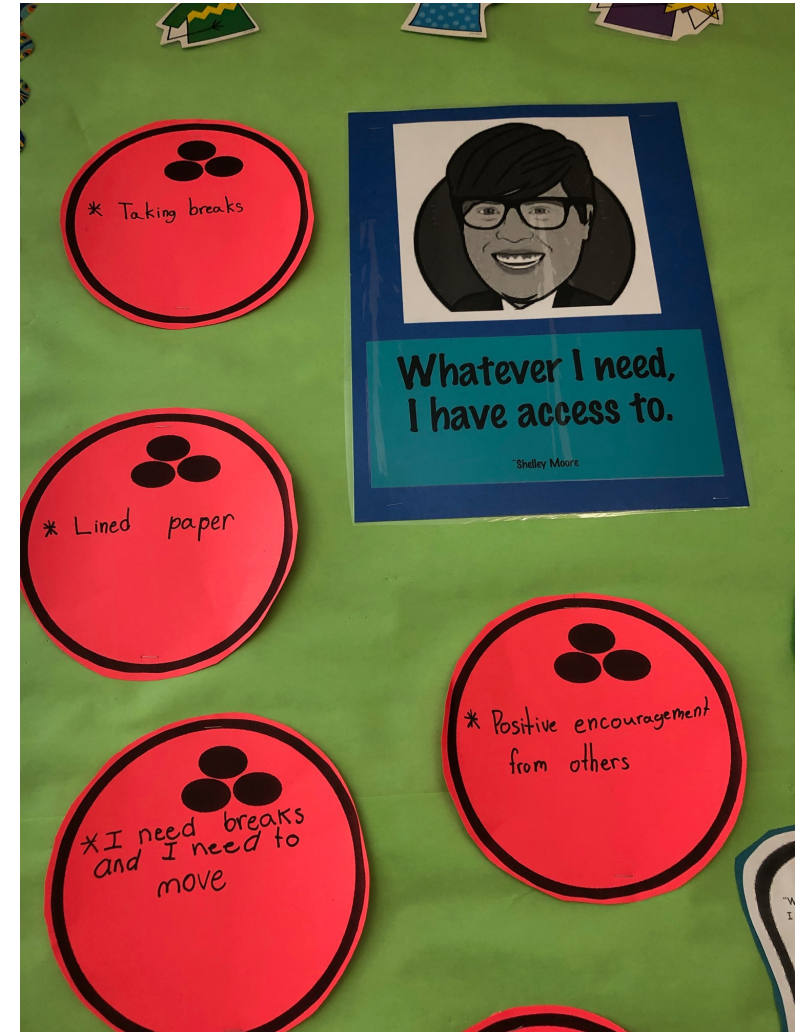
access points

sensory tools

Snacks/ water

gum

hats





Reducing barriers through curriculum design

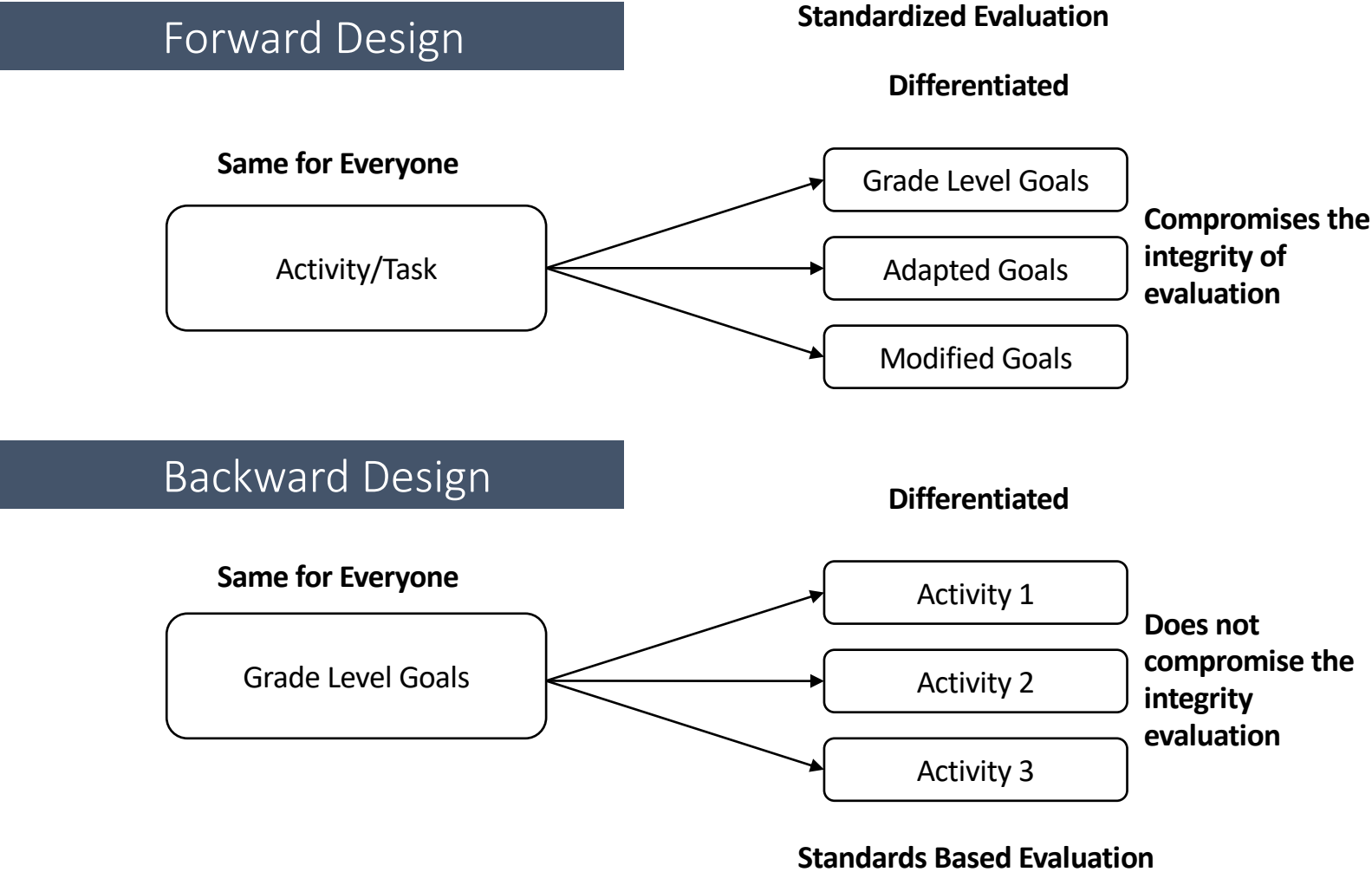


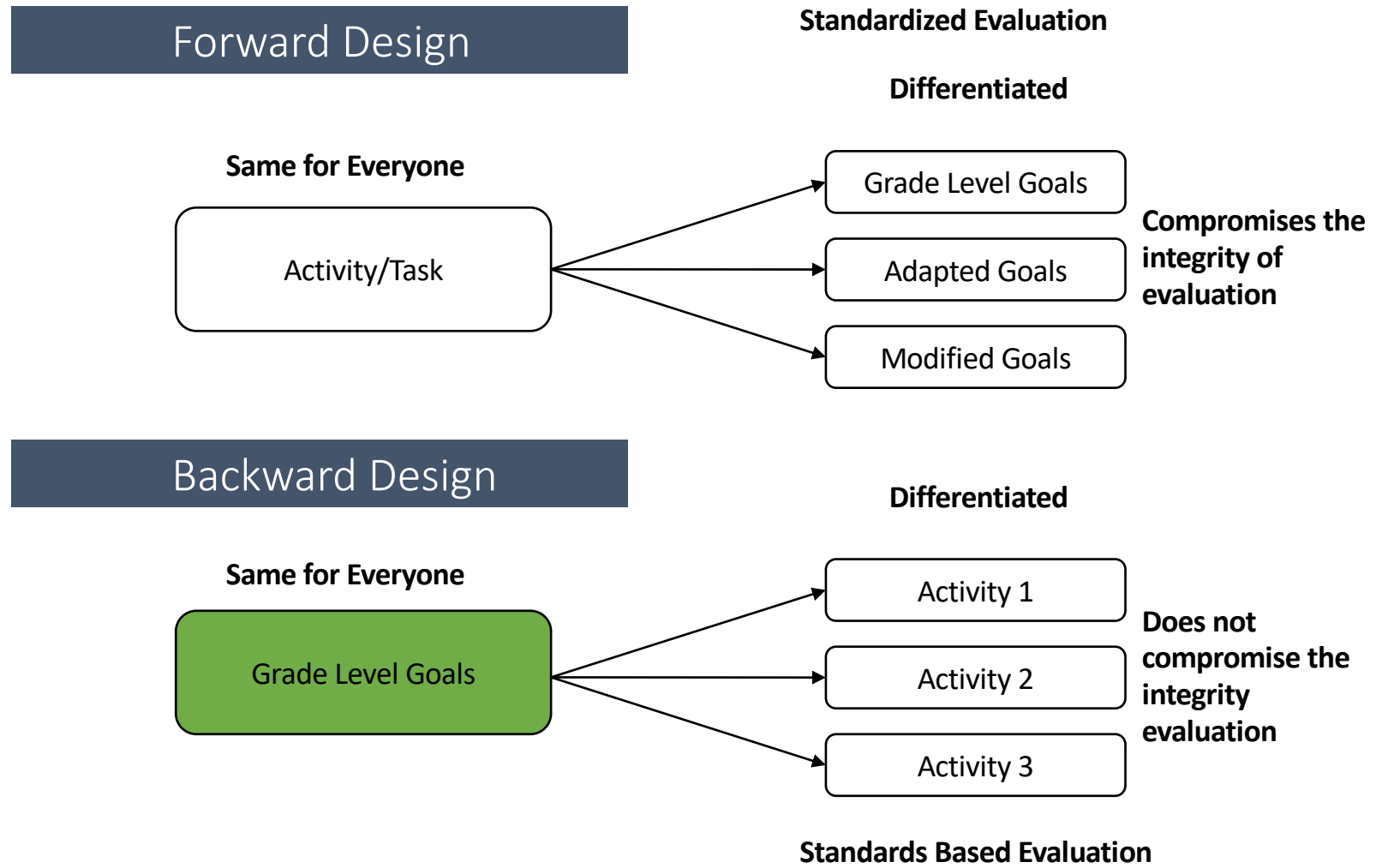
Backwards Design & Planning



Backwards Design Big Ideas:

- Every curriculum has **curricular goals**
- We need to **choose goals** to teach for every **unit**
- We organize goals around a **big idea/question**
- We need to **translate** those goals into **student friendly language**
- **Students** need to **know the goals**
- Learning activities are **EVIDENCE of learning**
- We **evaluate goals** NOT activities
- Student choose their **best examples** of evidence (triangulation)





Backwards Design: What are the GOALS?

- **Knowledge**
 - What do we need to know?
- **Skills**
 - What do we need to do?

Is curriculum linear?



Backwards Design: What are the GOALS?

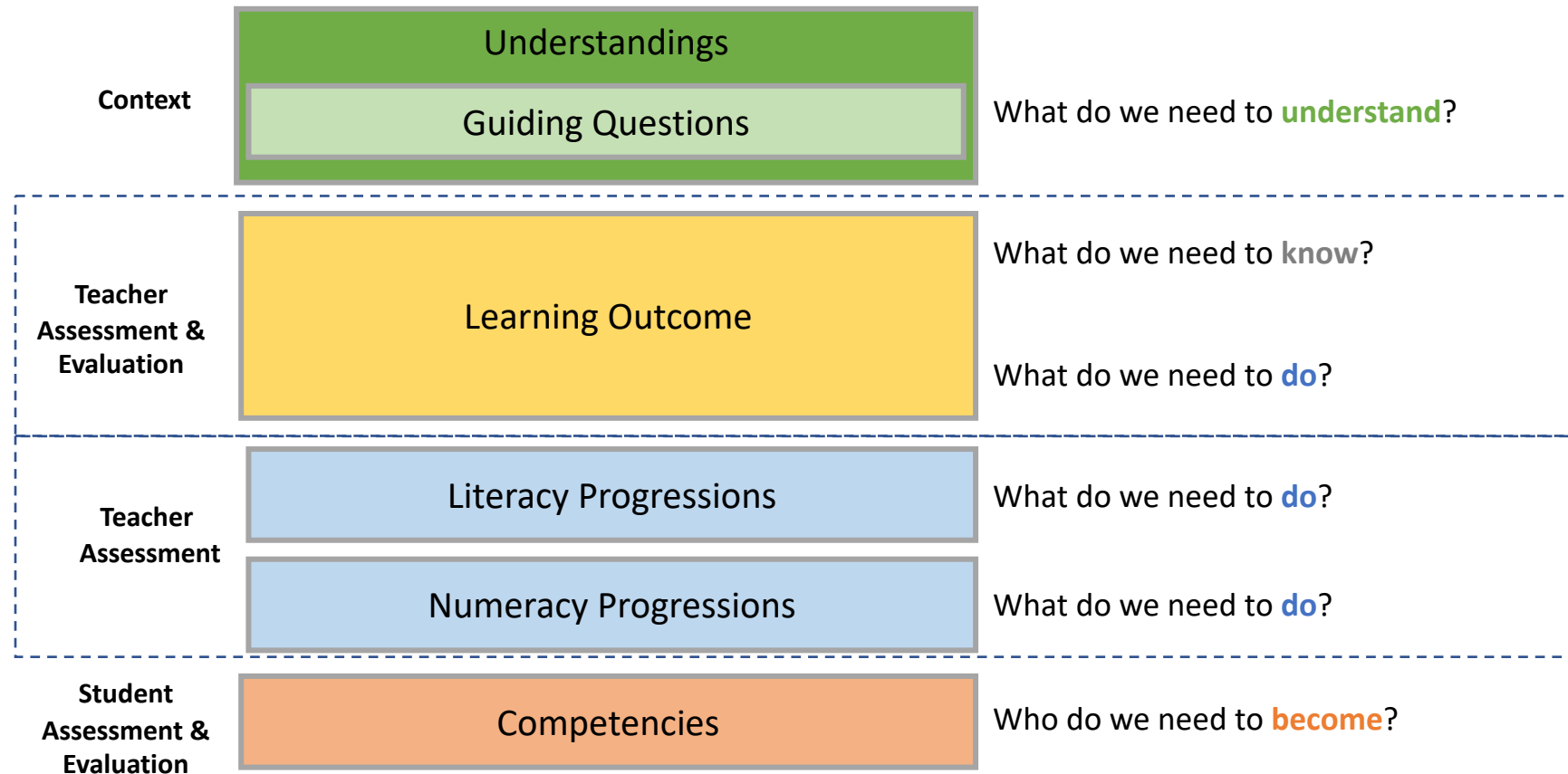
- **Backwards Design**
 - **Understandings**
 - What do we need to understand?
 - **Knowledge**
 - What do we need to know?
 - **Skills**
 - What do we need to do?
 - **Competencies**
 - Who do we need to become?

The Backwards Design FLIPBOOK Alberta's Renewed/Renewed Curriculum

Miserable

Two-toed

Lizard



Grade:	Subject(s):	Planning Team:	
Curricular Language		Student Friendly Language	
Organizing Idea			
Our Guiding Unit/Essential Question(s):			
Learning Outcome:			
Literacy & Numeracy Progressions		We can	
Competencies		We can	
Important vocabulary to know and use:			

Our Co-Planning Journey: Learning Continuums

1. Using the elaborations for each learning outcome, we constructed a **grade-level scaffold** in *student friendly language*

Learning Outcome:				
Student friendly:				
Grade Level				
Approaching	Emerging	Developing	Confident	Extending

2. We started with the **most essential concept** of the outcome and then we **added on complexity**

3. We extended the grade level scaffold to include an **access point** and **challenge point**

Grade: 3	Subject(s): LA	Planning Team:
Our Guiding Unit Question: How can text organization enhance meaning?		Student Friendly: What is text? How is it organized? How does the organization of text help me understand it?
Learning Outcome: Students relate the form and structure of texts to the communication of ideas and information.		Student friendly: I know how text is organized and used to share information I can use the organization of text to help me understand what I am reading
Numeracy:		We can collect data We can communicate our learning
Literacy:		We can use strategies to help us understand text
Competency:		We can manage information
Important vocabulary to know and use: Text, organization, form, structure, ideas, information, enjoyment, fiction, non-fiction, interests, imagination, facts, stories, beginning, problem, events, solutions, ending, digital,		

Grade: 3	Subject(s): LA	Planning Team:
Guiding Unit Question: How can text organization enhance meaning?	What is text? How is it organized? How does the organization of text help me understand it?	
Key Vocabulary:	Text, organization, form, structure, ideas, information, enjoyment, fiction, non-fiction, interests, imagination, facts, stories, beginning, problem, events, solutions, ending, digital,	
Learner Progressions		
Learning Outcome: Students relate the form and structure of texts to the communication of ideas and information.		
		

		Approaching (Plate)	Essential (Potato)	Developing (Dairy)	Confident (Baked Bits)	Extending (Onions)
Understanding The purpose, form, or structure of texts can help organize the expression and understanding of ideas and information.	Knowledge	I know my favourite books, movies, tv shows, websites, games etc. I know texts in my life that I learn new information from I know texts in my life that are fun and enjoyable I know that text have a purpose	A text is anything, digital or non-digital, that has meaning for the individual or group who creates or engages with it. I know that text can be digital or not digital I know some example of text The purpose of a text can be to - inform - provide enjoyment I know that a purpose of a text can be to give information I know that a purpose of a text can be for enjoyment Texts can be categorized according to their content and include fiction and non-fiction. I know that there are fiction texts I know that there are non fiction text	Literary forms of fiction and non-fiction texts include - drama - short stories - Images I know that some examples of fiction and non fiction text Fiction is a type of text that uses imagination to tell a story. Non-fiction is a type of text that expresses information and facts. I know the difference between fiction and non fiction Stories can be fiction or non-fiction and can follow a structure, including - problem - Solution I know that text can have a structure that can include a problem and solution	Stories can be fiction or non-fiction and can follow a structure, including - beginning - events - ending I know that text can have a structure that can include a beginning and ending, and events	I know how structures change depending on the text
	Skills & Procedures	I can choose a text depending on what I need I can share some of my favourite texts	Examine the purpose of a variety of texts. I can figure out the purpose of different texts Explain personal preferences for texts that provide enjoyment. I can share why I enjoy texts Differentiate between fiction and non-fiction texts according to content. I can look at a text and tell if it is fiction or non fiction	Examine the form of a variety of fiction and non-fiction texts. I can figure out what kind of text it is Examine the structure of a variety of fiction and non-fiction texts. I can figure out how different texts are organized	Determine how the structure of texts can help organize the expression or understanding of ideas or information. I can figure out how a text is structured and explain how the structure helps my understanding	I can figure out how the structure changes in a text and how it helps me understand the ideas in the text

Grade:	Subject(s):	Planning Team:	
Curricular Language		Student Friendly Language	
Organizing Idea			
Our Guiding Unit/Essential Question(s):			
Learning Outcome:			
Literacy & Numeracy Progressions		We can	
Competencies		We can	
Important vocabulary to know and use:			

Grade:	Subject(s):	Planning Team:
Guiding Unit Question:		
Key Vocabulary:		
Learner Progressions		
Learning Outcome:		

		Approaching (Plate)	Essential (Potato)	Developing (Dairy)	Confident (Baked Bits)	Extending (Onions)
Understanding	Knowledge					
	Skills & Procedures					

AI – CHAT GPT

