

Shelley  
MOORE PH.D.



@tweetsomemoore



@fivemooreminutes



@fivemooreminutes



[www.fivemooreminutes.com](http://www.fivemooreminutes.com)

[www.blogsomemoore.com](http://www.blogsomemoore.com)

# 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**



WHAT DOES

*inclusion*

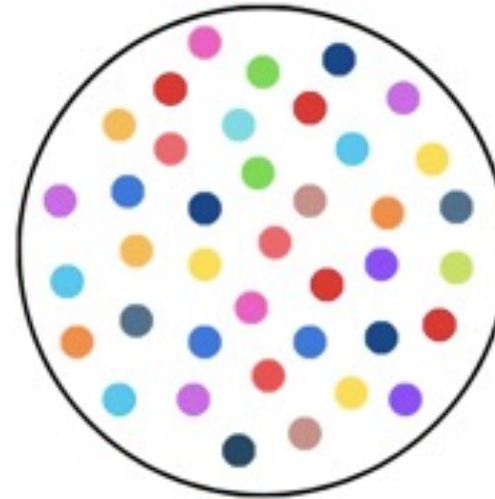
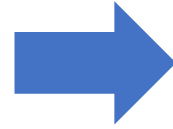
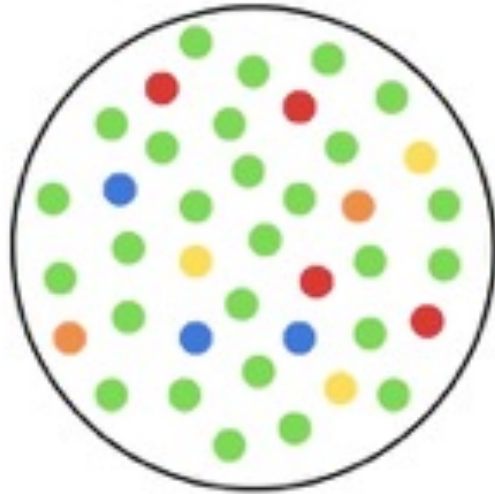
MEAN?

WHAT DOES

*inclusion*

LOOK LIKE?

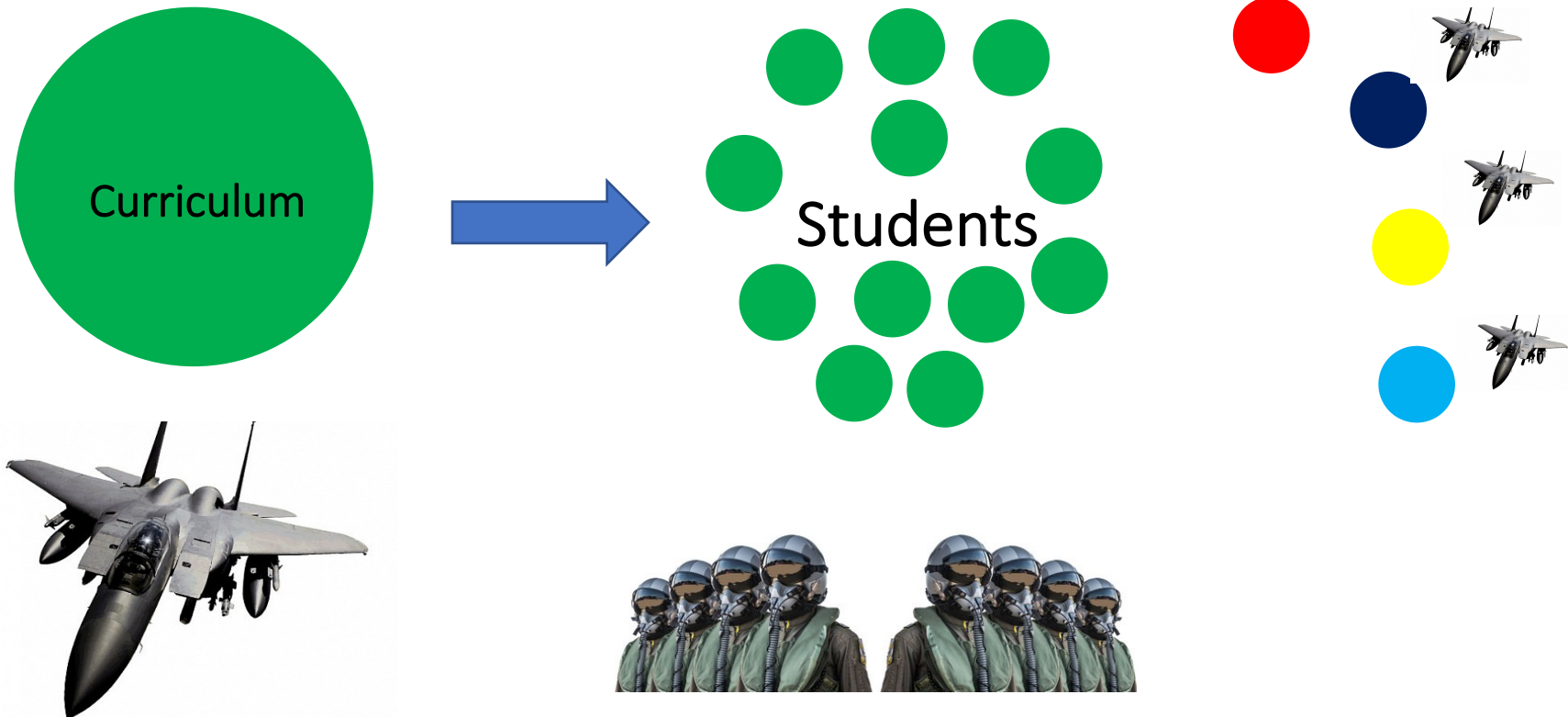
# WHAT IS *inclusion* ?



How do we *include*  
people with  
disabilities?

How do we teach  
to *diversity*?

# What & how we were taught...



# What if we anticipated variability



**instead of homogeneity?**

What grade level curriculum are we using?  
What are the learning standards?

## Curriculum & Assessment Design

Student choice of challenge  
Adjustable Curriculum

Student choice of evidence  
Adjustable Assessment

# Students

Who are the pilots?  
What are their dimensions?  
Where is their agency?

Adjustable Supports & Strategies

Student choice of tools and actions

## Needs Based Design

What barriers are getting in the way?  
What are the student needs?  
What do student require to navigate needs & barriers?

## Instructional Design

How will students show growth within the learning standard?  
How do we know?

What grade level curriculum are we using?  
What are the learning standards?

## Curriculum & Assessment Design

Session 3

Session 4  
Student choice of challenge  
Adjustable Curriculum

Session 5  
Student choice of evidence  
Adjustable Assessment

Session 1

# Students

Who are the pilots?  
What are their dimensions?  
Where is their agency?

Session 2

## Needs Based Design

What barriers are getting in the way?  
What are the student needs?  
What do student require to navigate needs & barriers?

Session 4

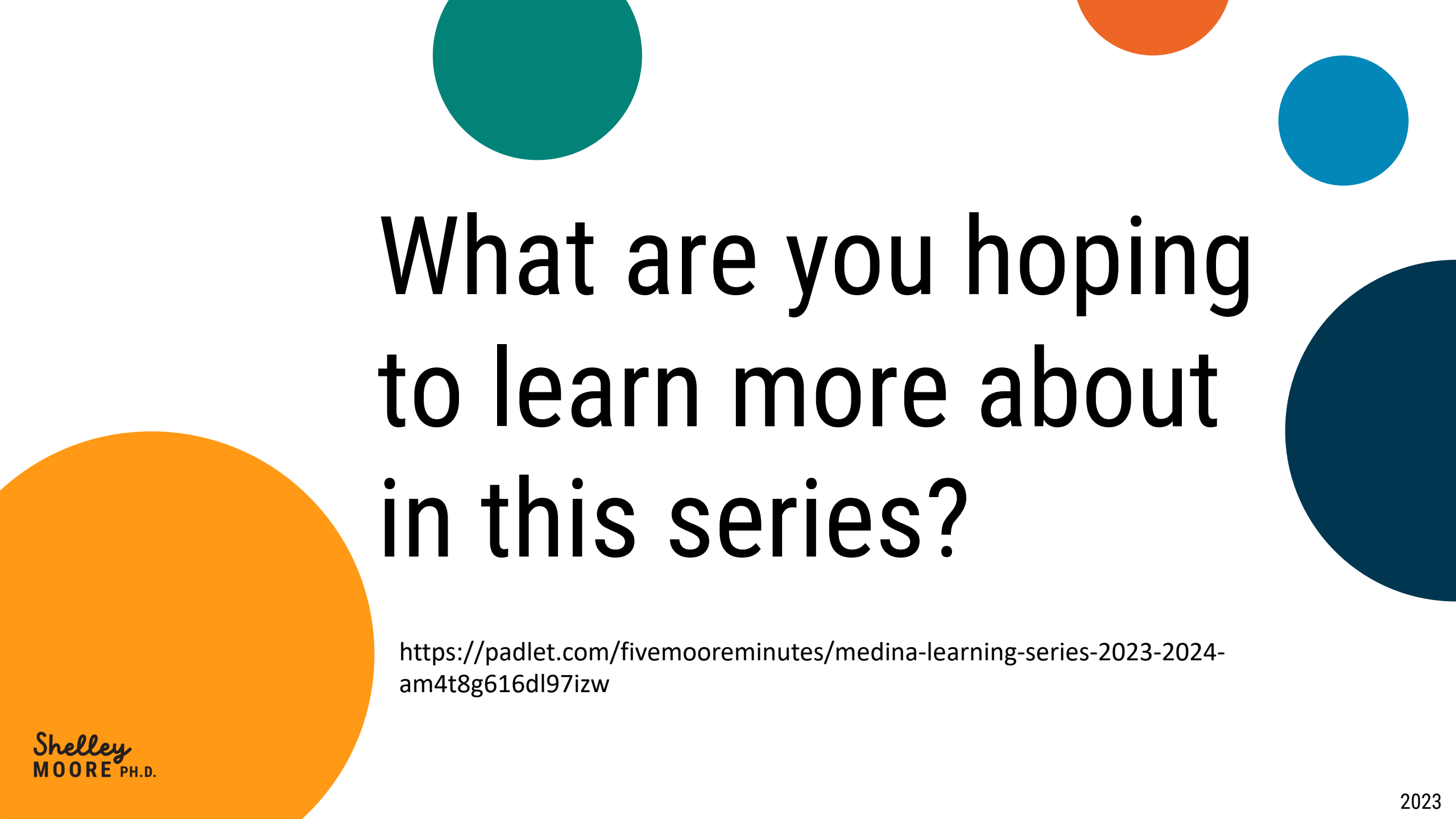
## Instructional Design

How will students show growth within the learning standard?  
How do we know?

Adjustable Supports & Strategies

Student choice of tools and actions

Session 2



What are you hoping  
to learn more about  
in this series?

<https://padlet.com/fivemooreminutes/medina-learning-series-2023-2024-am4t8g616dl97izw>

What grade level curriculum are we using?  
What are the learning standards?

## Curriculum & Assessment Design

Student choice of challenge  
Adjustable Curriculum

Student choice of evidence  
Adjustable Assessment

# Students

Who are the pilots?  
What are their dimensions?  
Where is their agency?

Adjustable Supports & Strategies

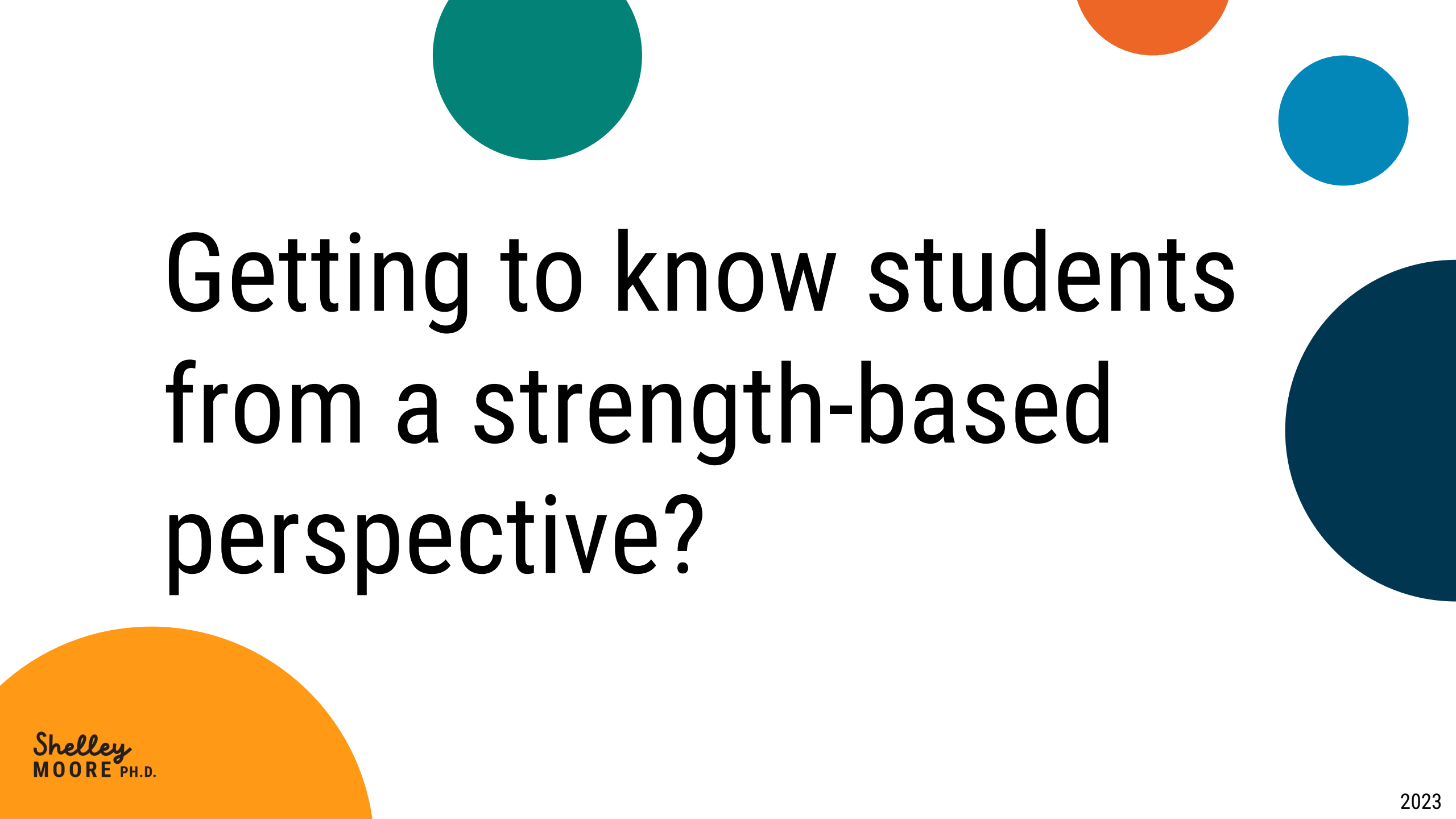
Student choice of tools and actions

## Needs Based Design

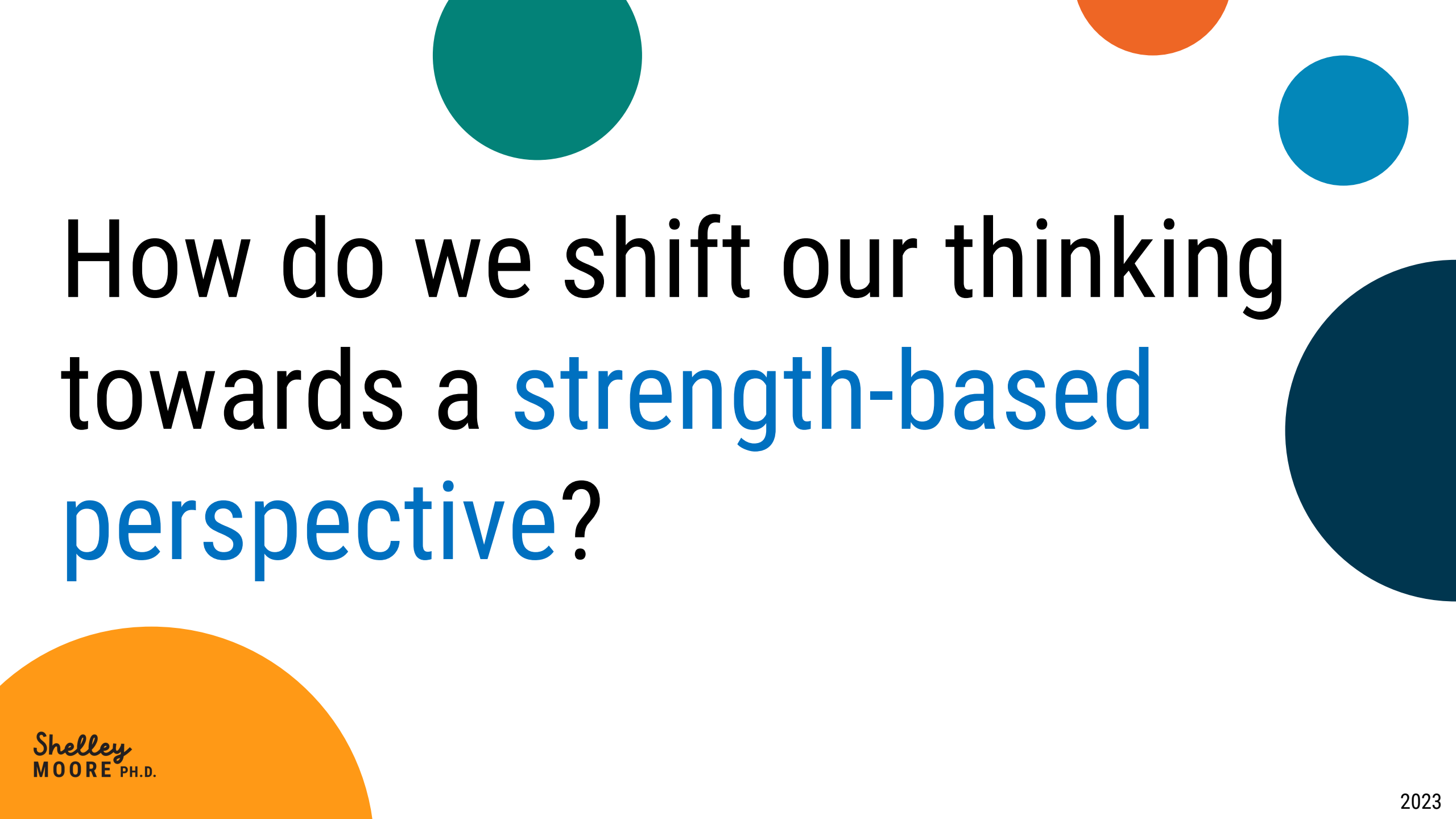
What barriers are getting in the way?  
What are the student needs?  
What do student require to navigate needs & barriers?

## Instructional Design

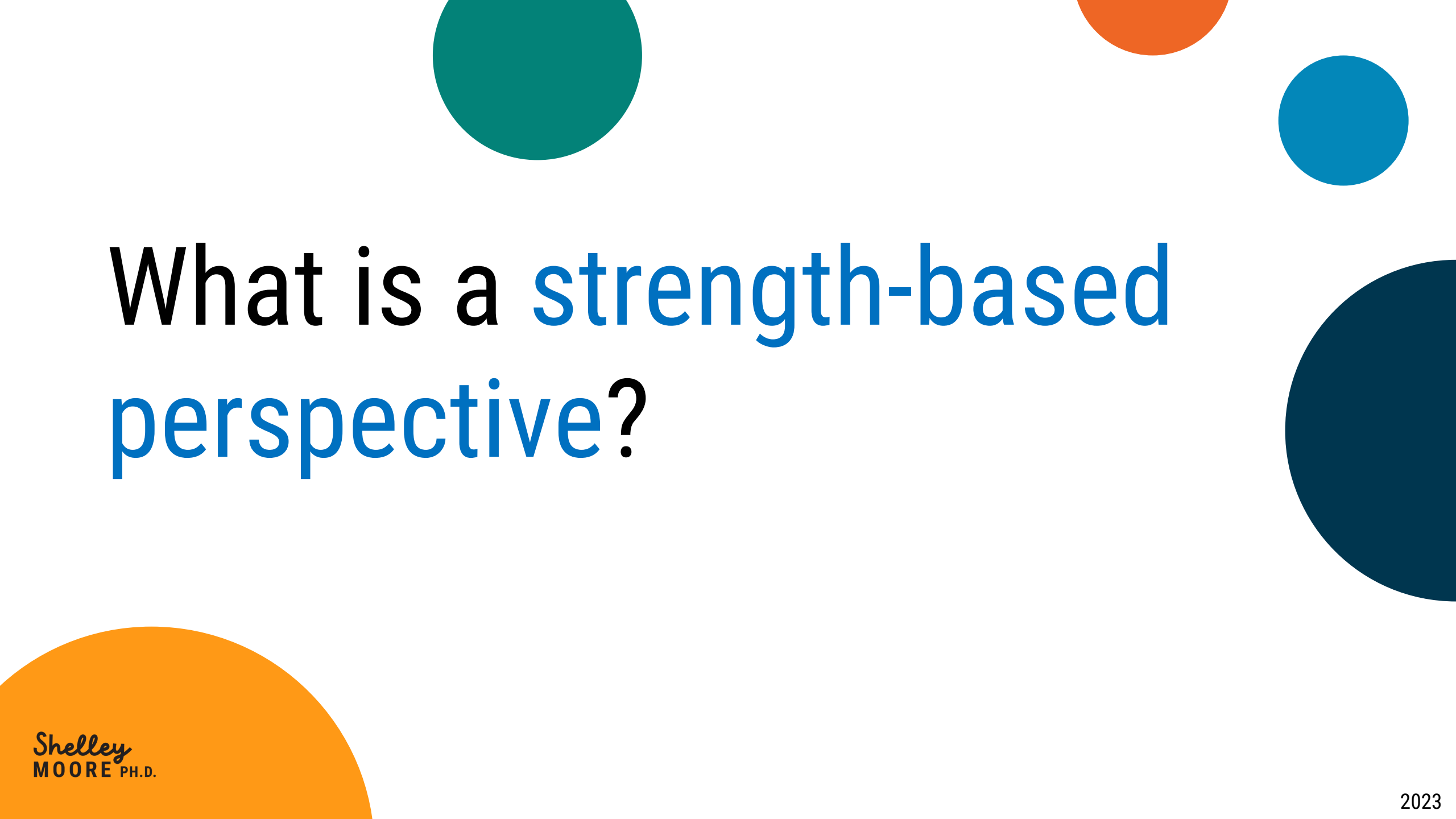
How will students show growth within the learning standard?  
How do we know?



Getting to know students  
from a strength-based  
perspective?

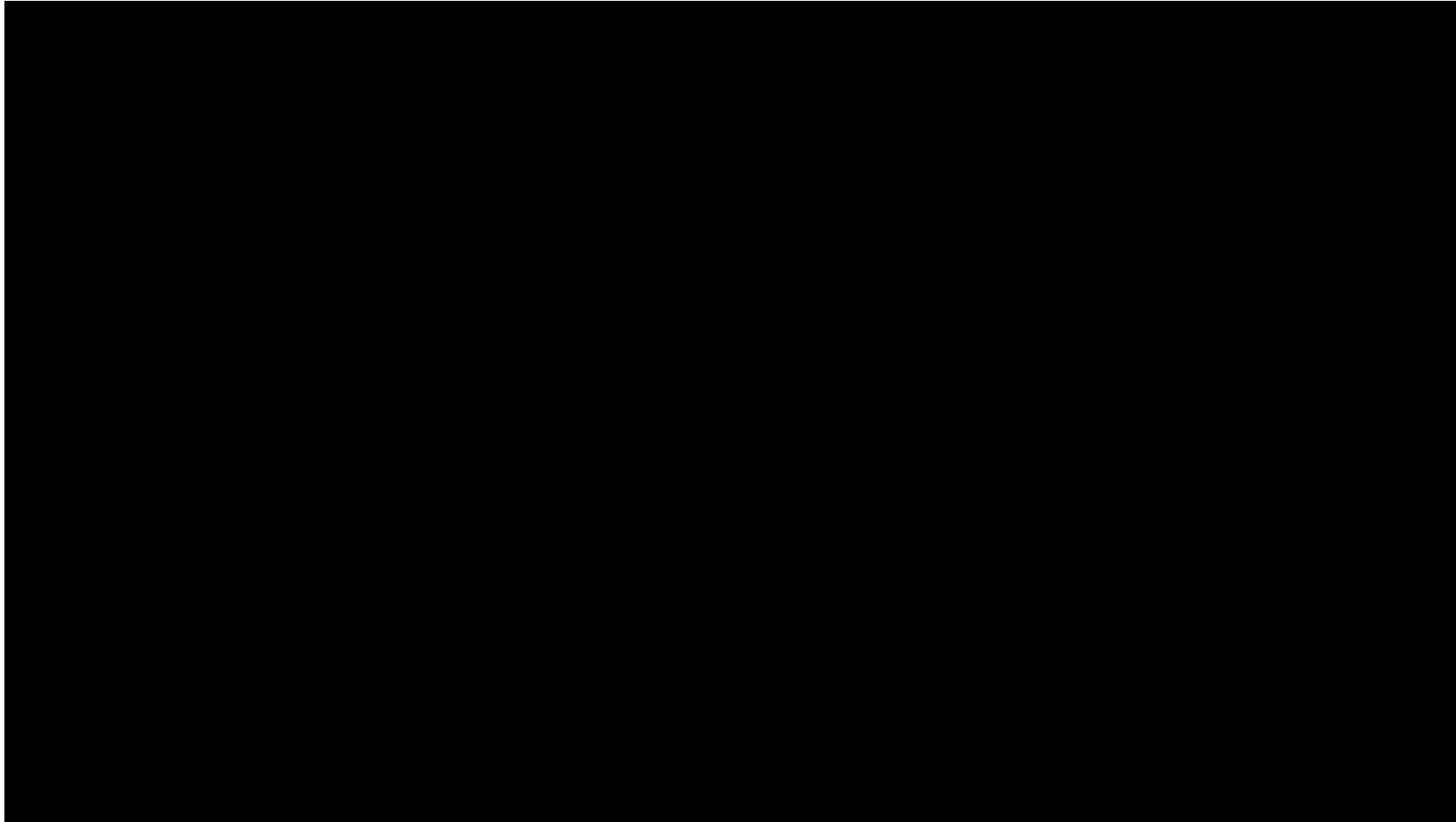


How do we shift our thinking  
towards a **strength-based**  
**perspective?**



# What is a **strength-based** perspective?

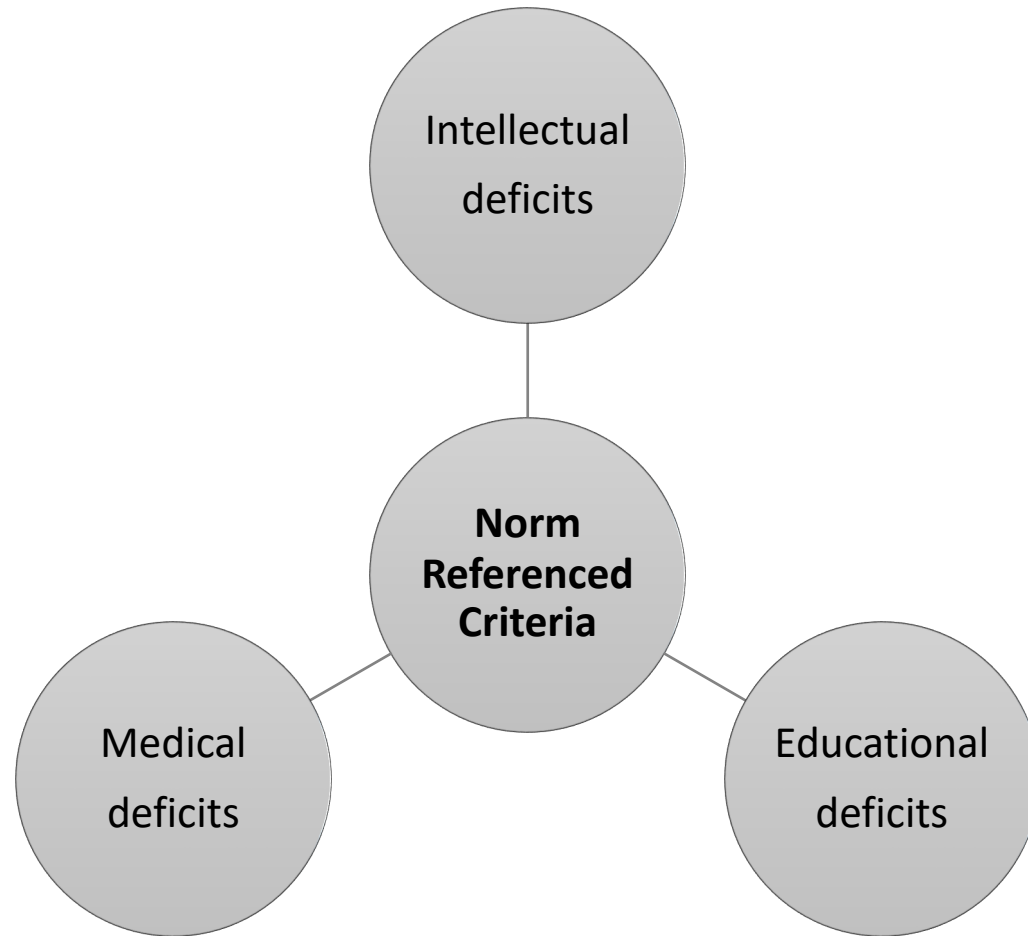
# What is a **strength-based perspective**?



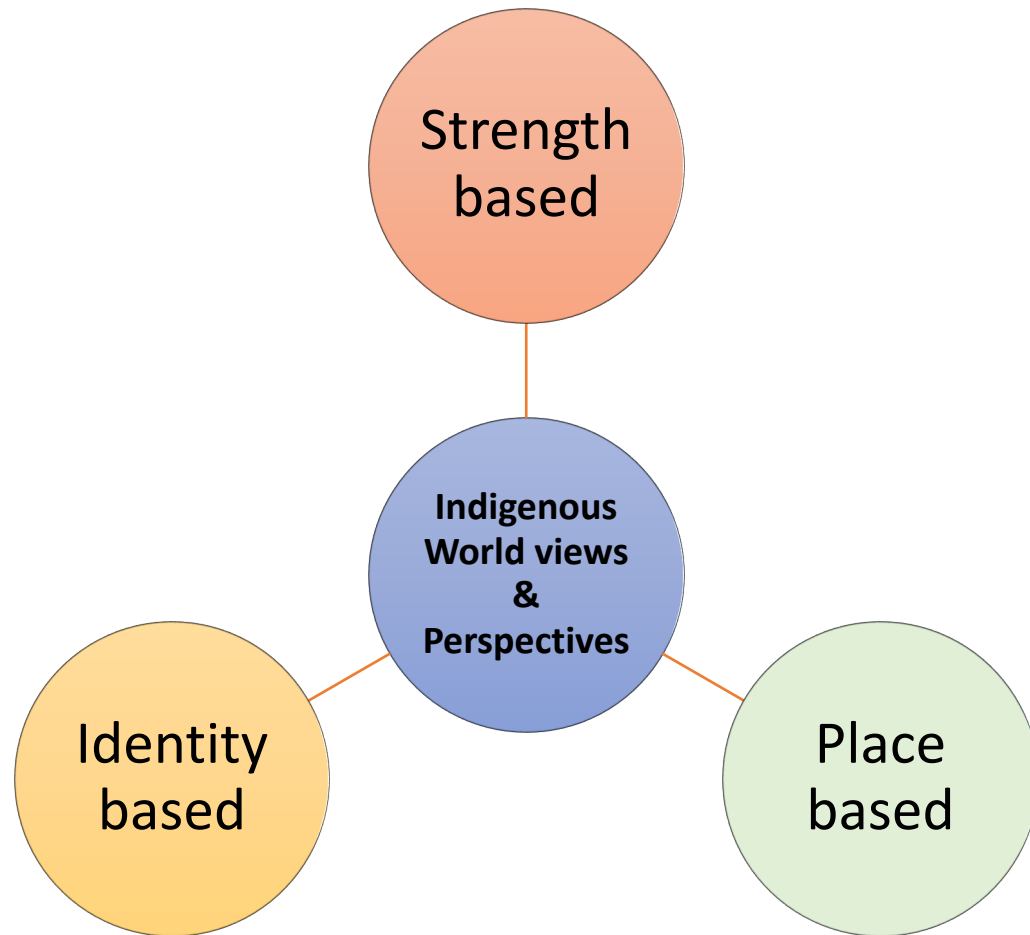
# A strength-based perspective is...

- Believing that **ANY and ALL** students can learn in **ANY and ALL** contexts because accessing learning **does not rely on pre-requisites**
- Focusing on what students **CAN do** and where they **COULD be**, instead of what they **CAN'T** do and where they **SHOULD be**
- Build on the strengths of students to **contribute to their communities, teach others** and facilitate a **sense of belonging**
- **Harness the strengths** of students to **build on their stretches**, or get better at things that are hard

# Why are students not often viewed through a **strength-based perspective**?



# Have all education systems viewed students this way?

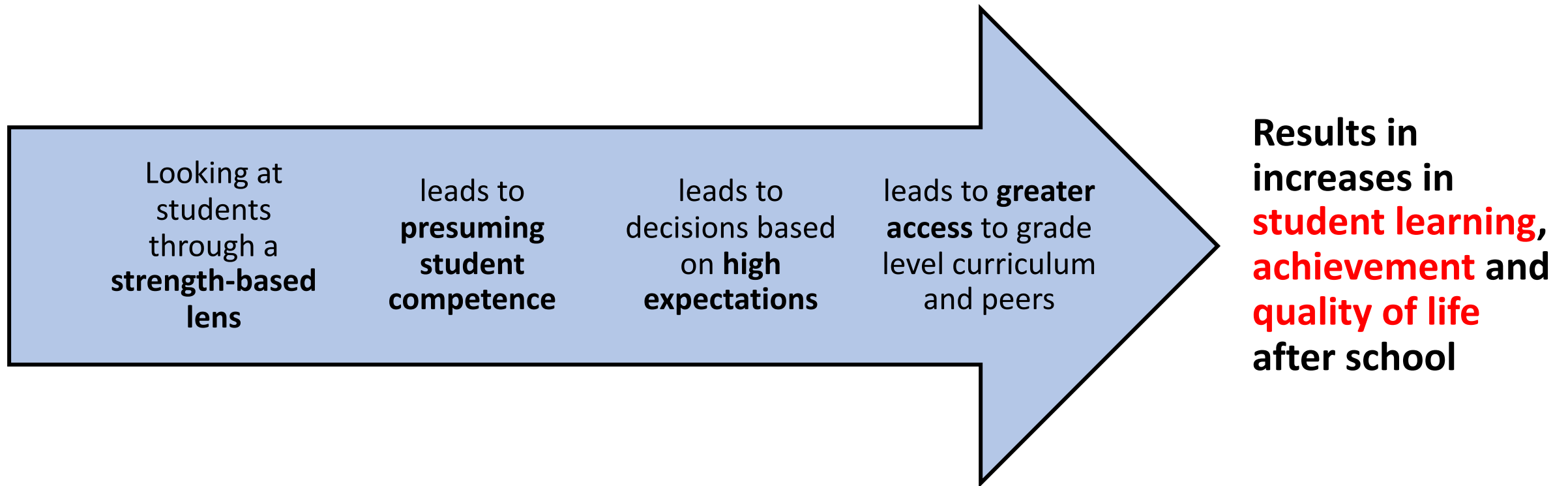


**NO**

**Inclusive** ideas and practices are attempts to realign to a view that situates all students as having **strengths**, a strong **identity** and **value in a community**

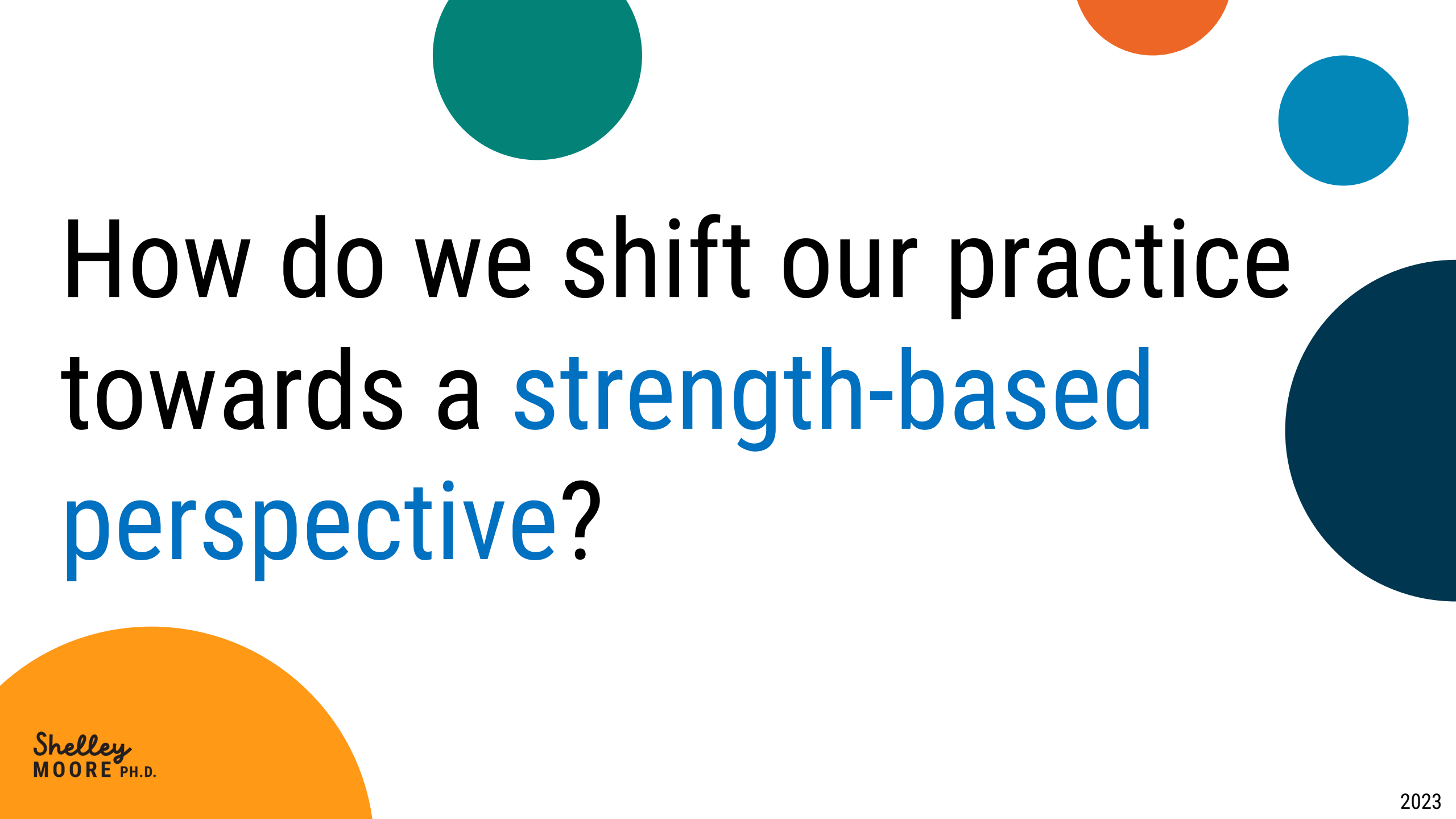
Inclusion is not “new”

# Why a **strength-based perspective**?



Even if **we are wrong** about a students' **capabilities** to access and learn grade level curriculum with their peers, **the consequences** of that presumption **being wrong** are **not as dangerous** as not holding high expectations.

Cheryl Jorgenson



How do we shift our practice  
towards a **strength-based**  
**perspective?**



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

-Alexander den Heijer

# What do we need to do in the environment to help plants grow? What if plants have different needs?



All plants need  
light



All plants need  
moisture



All plants need  
space

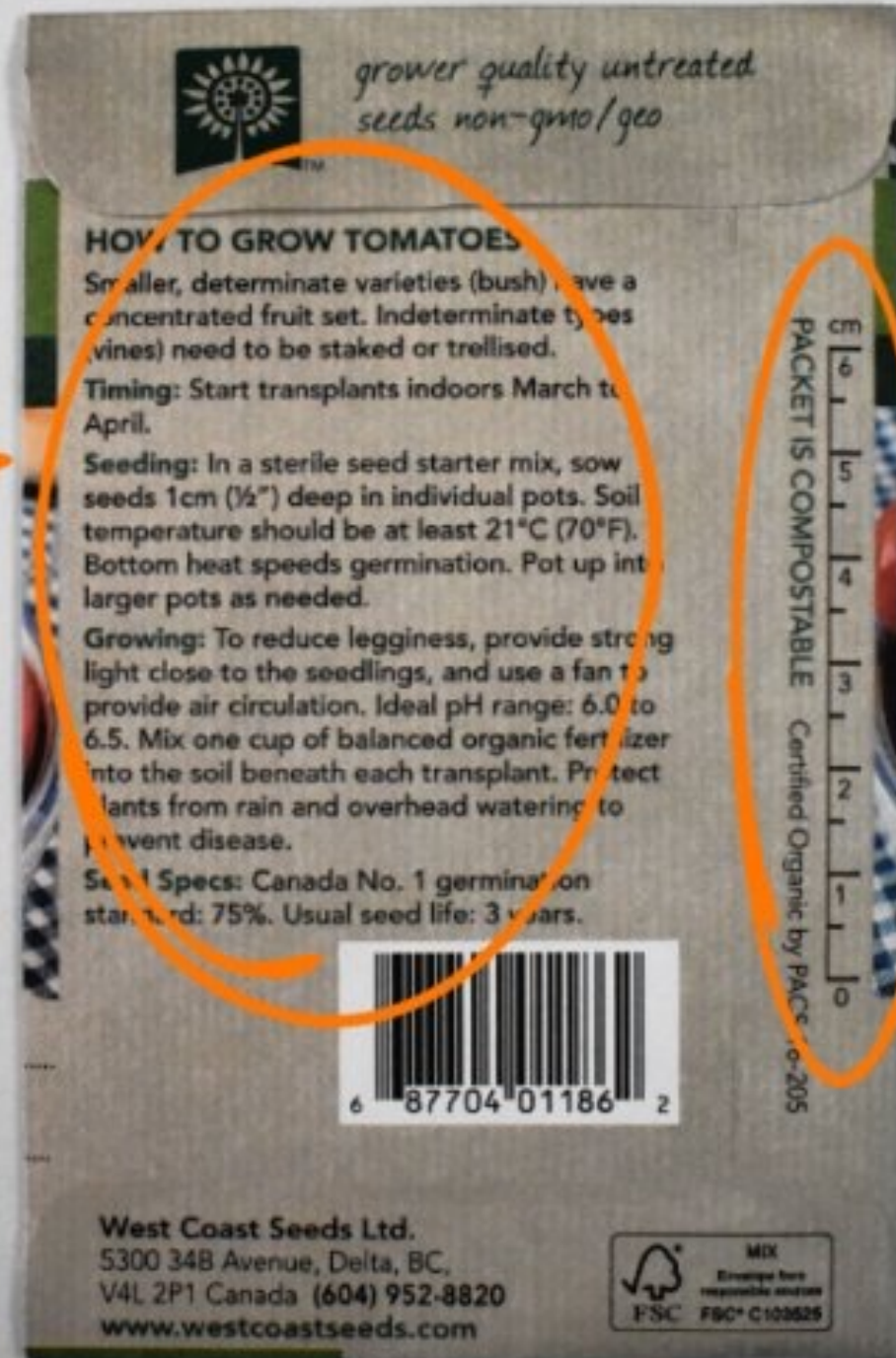
Where do we find information about the needs of a specific plant?



# 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.

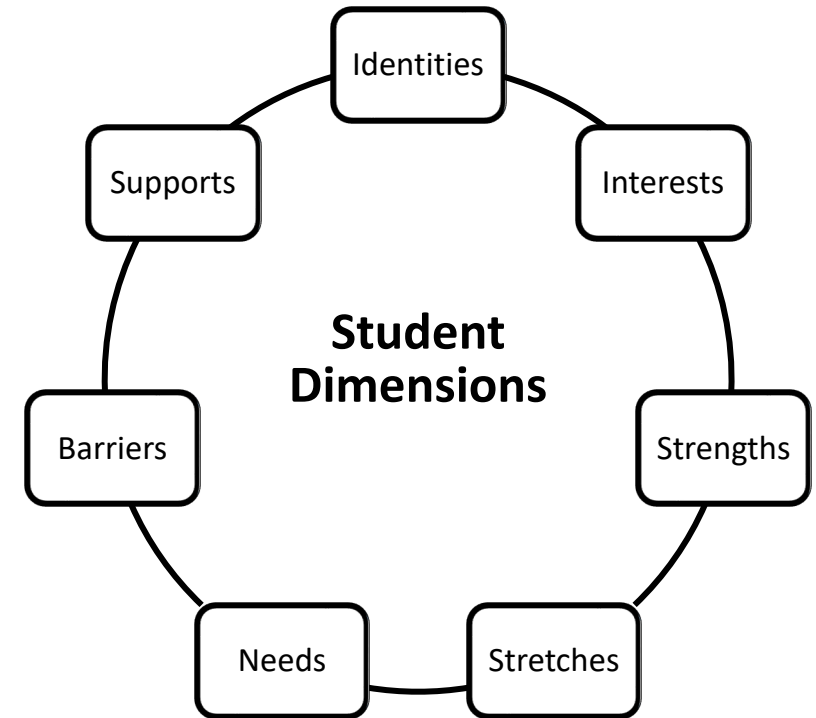


This particular seed packet also comes with a built-in ruler that you can use when planting to help you plant your seeds at the correct depth.

# THE SEED PACKET

# Finding out what the students (the plants) need to grow (learn) in a classroom community (garden)

What **dimensions** can we capture 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



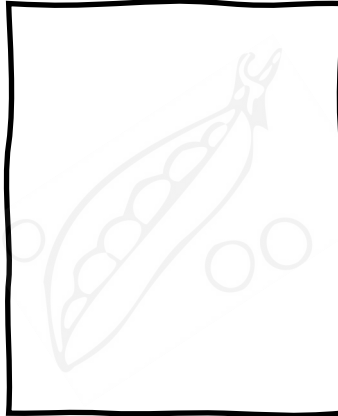
Needs more  
space

The plant **TELLS** and **SHOWS** us what it needs

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:

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

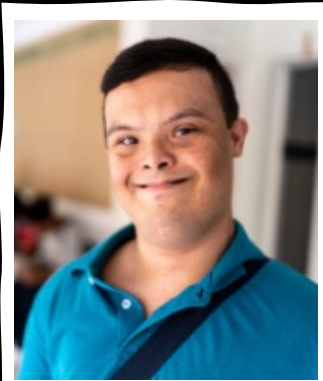
Thank You For helping me GROW

# Strategy 1: My I.E.Pea Seed Packet

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, bring 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?	<p>What words would you use to describe Juni?</p> <p>What groups is Juni connected to in their community?</p>	<p>What is Juni interested in?</p> <p>What do they like to do on their own? With their friends? Family? Community?</p>	<p>What is Juni good at?</p> <p>What can they teach others?</p>	<p>What is hard for Juni?</p> <p>What do you think Juni wants to get better at?</p>	<p>What does Juni need support with?</p> <p>What is important for people to know about Juni?</p>
<b>Person 1: Rita Grandmother</b>	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
<b>Person 2: Frank Dad</b>	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
<b>Person 3: Kiran Family Friend</b>	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!
<b>Person 4:Matty Cousin</b>	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?	<p>What words would you use to describe Juni?</p> <p>What groups is Juni connected to in their community?</p>	<p>What is Juni interested in?</p> <p>What do they like to do on their own? With their friends? Family? Community?</p>	<p>What is Juni good at?</p> <p>What can they teach others?</p>	<p>What is hard for Juni?</p> <p>What do you think Juni wants to get better at?</p>	<p>What does Juni need support with?</p> <p>What is important for people to know about Juni?</p>
<b>Person 1: Mr. Lopez Classroom Teacher</b>	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
<b>Person 2: Benny Educational Assistant</b>	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
<b>Person 3: Ms. Turner SLP</b>	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
<b>Person 4: Jesse Classmate</b>	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

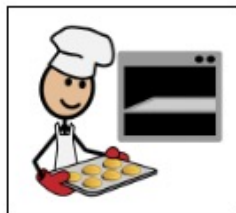
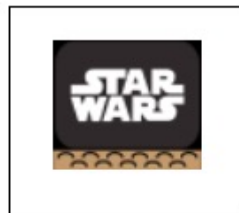
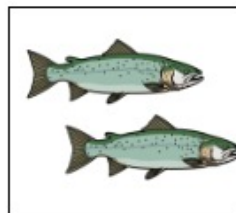
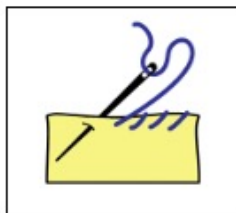
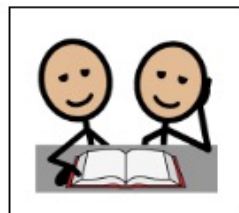
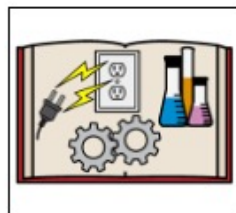
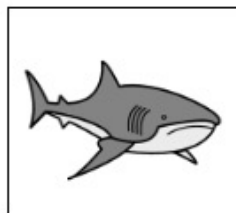
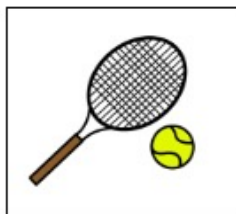
# Help us get to know Juni?

Date: Dec 2022

	Identities	Interests	Strengths	Stretches	Needs
<b>Who are you and how do you know Juni?</b>	<p>What words would you use to describe Juni?</p> <p>What groups is Juni connected to in their community?</p>	<p>What is Juni interested in?</p> <p>What do they like to do on their own? With their friends? Family? Community?</p>	<p>What is Juni good at?</p> <p>What can they teach others?</p>	<p>What is hard for Juni?</p> <p>What do you think Juni wants to get better at?</p>	<p>What does Juni need support with?</p> <p>What is important for people to know about Juni?</p>
<b>Person 1: Mr. Lopez Classroom Teacher</b>	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
<b>Person 2: Benny Educational Assistant</b>	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
<b>Person 3: Ms. Turner SLP</b>	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
<b>Person 4: Jesse Classmate</b>	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








**Identities: I am...**

 kind	 a friend	 funny
 an athlete	 Ukrainian	 smart





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

 reading	 whale sharks	 Star Wars	 fashion	 Great British Baking Show
 camping	 BC lions	 taking pictures	 salmon in river	 dancing





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

 Star Wars	 singing	 being a friend	 playing	 asking for help
--------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------



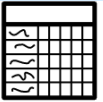
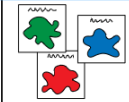

**Goals: I want to grow in these areas:**

 waking up	 playing football	 talking	 making friends
--------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------





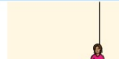
**Needs: I need this support to grow:**

 emotional regulation	 social skills	 communication	 physical
-------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------

**Supports: I need this in my garden to grow:**

 patience	 my peers	 a plan	 visuals	 my talker
-------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------

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

 being rushed	 no one asks me	 writing	 no visuals	 ignored
-------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------

Thank You For helping me GROW

# Student Voice

# Student Dimension Inventory?

Who am I? (Identities)	What do I love? (Interests)	What am I good at? (Strengths)	How do I want to grow? (Stretches)	What makes it hard for me to grow? (Needs)
<p>How do you identify?</p> <p>What are some words that describe you?</p> <p>Complete the statement: I am _____</p> <p>What communities are you and your family a part of?</p> <p>What are your pronouns?</p> <p>What place do you call home?</p> <p>What languages do you speak?</p> <p>What cultures, races or nations do you identify with?</p> <p>Are there any disabilities that you identify with?</p>	<p>What brings you joy?</p> <p>What are some of your favourite things/ activities?</p> <p>What are some things that you do with your family and friends?</p> <p>What do you wish you could spend more time doing?</p> <p>What do you want to learn more about?</p> <p>What do you want to learn how to do?</p> <p>What would you do if you had a full day off?</p> <p>What do you like to learn/ read about?</p> <p>What kinds of shows/ movies/ books do you like?</p>	<p>What feels easy to you?</p> <p>What do you know a lot about?</p> <p>What perspective do you bring to conversations?</p> <p>What are you really good at?</p> <p><b>How can I help others? (Strengths)</b></p> <p>What could you teach to someone else?</p> <p>Why is your family/ class/group so lucky to have you?</p> <p>How do you help out at home? In other activities?</p> <p>What do you do that brings other people joy?</p>	<p>What is a goal that you have for yourself?</p> <p>What do you want to get better at?</p> <p>What is something you want to learn more about?</p> <p>What do you wish you could do more of?</p> <p>What is an area that you need some practice in?</p> <p>What could you work on now, that will help you in the future?</p> <p>What do you need support for at school?</p> <p>What do you wish you could do more of without help?</p>	<p>What makes it hard for you to learn?</p> <p>What helps you learn best?</p> <p>What makes it hard for you to pay attention/ focus?</p> <p>Do you prefer to work alone or in a group?</p> <p>What makes it hard to get to school/ go to class?</p> <p>What do you wish was different about school?</p> <p>What materials/tools do you need in a classroom?</p> <p>What is important for your teacher to know about you?</p>

# Google Form:

<https://forms.gle/6CaTcpW3sSQnQnCp7>

**Identities**

Choose at least 3 questions to respond to from this section.

How do you identify?  
Your answer \_\_\_\_\_

What are some words that describe you?  
Your answer \_\_\_\_\_

Complete the statement: I am ...  
Your answer \_\_\_\_\_

What communities are you and your family a part of?  
Your answer \_\_\_\_\_

What are your pro nouns?  
Your answer \_\_\_\_\_

**Interests**

Choose at least 3 questions to respond to from this section.

What brings you joy?  
Your answer \_\_\_\_\_

What are some of your favourite things/activities?  
Your answer \_\_\_\_\_

What are some things that you like to do with your family? Your friends?  
Your answer \_\_\_\_\_

What do you wish you could spend more time doing or learning about?  
Your answer \_\_\_\_\_

What would you if you had a day off?  
Your answer \_\_\_\_\_

**Strengths**

Choose at least 3 questions to respond to from this section.

What feels easy to you?  
Your answer \_\_\_\_\_

What do you know a lot about?  
Your answer \_\_\_\_\_

What unique perspective do you bring to conversations?  
Your answer \_\_\_\_\_

What are you really good at?  
Your answer \_\_\_\_\_

What could you teach to someone else?  
Your answer \_\_\_\_\_

# Strategy : The Class Review

Class Review for:		School:		Date:	
<b>We can plan for our students by getting to know their dimensions:</b>					
Identities	Interests	Strengths	Stretches		
<b>Based on student dimensions we can ask questions and set some goals:</b>					
Some questions we have about this class:			Some goals we have for this class:		
<b>We can respond to student dimensions by targeting specific core competencies</b>					
Strength areas:			Stretch areas:		
<b>We can respond to student dimensions by reducing and eliminating barriers for everyone:</b>					
What have we tried that is working for this class:			What do we still want to try:		
<b>We can respond to student dimensions by determining and prioritizing individual needs:</b>					
Need:	Need:	Need:	Need:	Need:	
<b>* Also an IEP Need Area</b>					

Class Review for:		School:		Date:	
<b>We can plan for our students by getting to know their dimensions:</b>					
Identities		Interests		Strengths	
Stretches					
<b>Based on student dimensions we can ask questions and set some goals:</b>					
Some questions we have about this class:			Some goals we have for this class:		
<b>We can respond to student dimensions by reducing and eliminating barriers for everyone:</b>					
What have we tried that is working for this class:			What do we still want to try:		
<b>We can respond to student dimensions by determining and prioritizing individual needs:</b>					
Need:	Need:	Need:	Need:	Need:	Need:
<b>* Also an IEP Need Area</b>					

**We can plan for our students by getting to know their dimensions:**

<b>Identities</b>	<b>Interests</b>	<b>Strengths</b>	<b>Stretches</b>
Culture/Race: Indo-Canadian, Mexican, Marshallese, Caucasian Disability: Autism, Intellectual Disability Language: Mixtec, Punjabi, English, Spanish SOGI: 10B /10G Family: only children, large families, adopted, immigrant families	Art, hands on activities, outdoor time, listen to stories, free choice, centre time, performances, builders, Lego, crafting, drawing, want to be at school, athletes, artists, outdoorsy	Students are lively, fun, never bored, they like and support each other, are kind, creative, drawing, working together, supporting and helping each other, encourage each other, love learning, flexible, persuasive, a group that is very independent, persevere, kind, work hard, coping - showing a lot growth	Fine motor skills, writing, math, attention seeking behaviours, avoidance behaviours, have a hard time trying new things/ taking risks

**Based on student dimensions we can ask questions and set some goals:**

<p><b>Some questions we have about this class:</b></p> <ul style="list-style-type: none"> <li>- How do we address a large academic spread?</li> <li>- How do we support a range of readers?</li> <li>- How do we manage challenging behaviours?</li> </ul>	<p><b>Some goals we have for this class:</b></p> <ul style="list-style-type: none"> <li>- Improve listening skills, develop social skills, using words to solve their problems, develop reading/writing skills, teach them to regulate their behaviour</li> </ul>
------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

**We can respond to student dimensions by reducing and eliminating barriers for everyone:**

<p><b>What have we tried that is working for this class:</b></p>	<p><b>What do we still want to try:</b></p>
------------------------------------------------------------------	---------------------------------------------

**We can respond to student dimensions by determining and prioritizing individual needs:**

<p><b>Need:</b></p>	<p><b>Need:</b></p>	<p><b>Need:</b></p>	<p><b>Need:</b></p>	<p><b>Need:</b></p>
---------------------	---------------------	---------------------	---------------------	---------------------

**\* Also an IEP Need Area**

**We can plan for our students by getting to know their dimensions:**

<b>Identities</b>	<b>Interests</b>	<b>Strengths</b>	<b>Stretches</b>
Culture/Race: German, Ukrainian Disability: Autism, Intellectual Disability Language: German, English SOGI: 1 student uses they/them pronouns Family: rural families, large families, refugee families, Farming families	Agriculture, hunting, dirt biking, some dancers, phones/technology, hockey, games	Athletic, hands on, visual, connected cohort, have grown up together, kind, good hearts, technology, competitive	Reading, focus, attention, time on task, social emotional, decision making, leadership, taking risks while learning, detecting bias, recognizing different/alternate perspectives

**Based on student dimensions we can ask questions and set some goals:**

<p><b>Some questions we have about this class:</b>                  How can we help students feel confident in themselves?                  How do we meet everyone’s needs?                  How do we make curriculum accessible enough so that everyone can participate and progress in a mixed grade class?</p>	<p><b>Some goals we have for this class:</b></p> <ul style="list-style-type: none"> <li>- J: reading, love of knowledge and curiosity</li> <li>- S: being a good citizen, making good decisions when no one is watching, develop leaders</li> <li>- K: Confidence, leadership, stand up and support each other, take risks</li> </ul>
---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

**We can respond to student dimensions by reducing and eliminating barriers for everyone:**

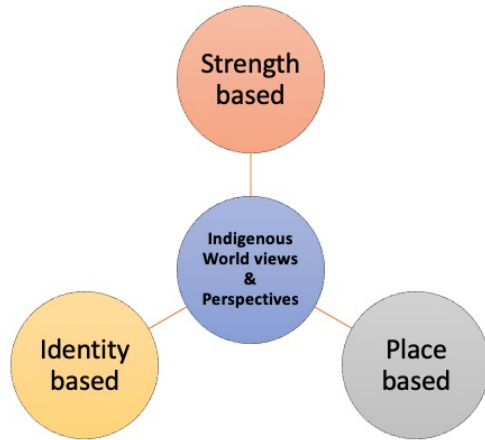
<p><b>What have we tried that is working for this class:</b></p>	<p><b>What do we still want to try:</b></p>
------------------------------------------------------------------	---------------------------------------------

**We can respond to student dimensions by determining and prioritizing individual needs:**

<p><b>Need:</b></p>	<p><b>Need:</b></p>	<p><b>Need:</b></p>	<p><b>Need:</b></p>	<p><b>Need:</b></p>
---------------------	---------------------	---------------------	---------------------	---------------------

**\* Also an IEP Need Area**

# A strength-based perspective is...



- Believing that **ANY and ALL** students can learn in **ANY and ALL** contexts because accessing learning **does not rely on pre-requisites**
- Focusing on what students **CAN do** and where they **COULD be**, instead of what they **CAN'T** do and where they **SHOULD be**

- Build on the strengths of students to **contribute to their communities, teach others** and facilitate a **sense of belonging**
- **Harness the strengths** of students to **build on their stretches**, or get better at things that are hard

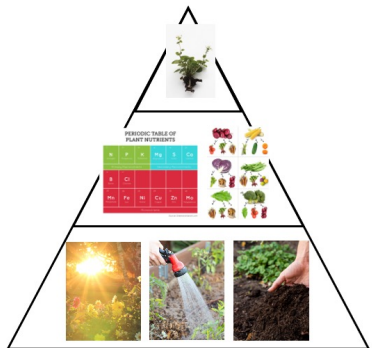
# We can shift our *thinking* towards **a strength-based perspective** by:



- Understanding that if a person is struggling, we need to look at **what is wrong around them**, instead of what is wrong within them.



- Understanding that **by helping one, we can help all** though a multi layered approach of support

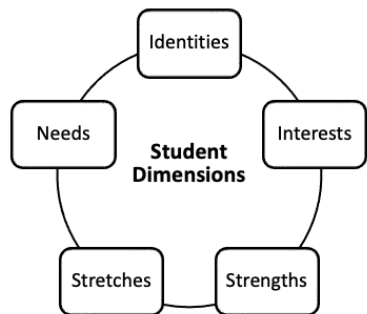


- Understanding that by **reducing and eliminating barriers** for everyone, the fewer individual supports will be needed in a community

# We can shift our *practices* towards a **strength-based perspective** by:



- Getting to know **students** and what they bring to a community
- **Listening to and seeing** what students and their community are telling and showing us about who they are and what they need
- Planning for diversity by **responding** to student **dimensions** instead of trying to change their dimensions



# Next Steps

- Try one thing before next session (Nov. 2)
- Bring to the session an artifact about what you tried
- Keeping track of our learning (Padlet)
  - One useful idea from today
  - One thing you want to try or learn more about before next session

# These strategies will help to capture and respond to student dimensions in a strength-based way

Growth Year: \_\_\_\_\_

Name: \_\_\_\_\_ Grade: \_\_\_\_\_

**Goals: I want to grow in these areas:**

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

**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:**

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

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:  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

Thank You For helping me GROW

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:					

Class Review for: \_\_\_\_\_ School: \_\_\_\_\_ Date: \_\_\_\_\_

We can plan for our students by getting to know their dimensions:

Identities	Interests	Strengths	Stretches

Based on student dimensions we can ask questions and set some goals:

Some questions we have about this class: \_\_\_\_\_

Some goals we have for this class: \_\_\_\_\_

We can respond to student dimensions by reflecting on what is working and trying something new:

What have we tried that is working: \_\_\_\_\_

What do we still want to try: \_\_\_\_\_

We can respond to student dimensions by targeting specific core competencies

Strength areas: \_\_\_\_\_

Stretch areas: \_\_\_\_\_

We can respond to student dimensions by determining and prioritizing their needs:

Need:	Need:	Need:	Need:

\* IEP Need Area

Google Form:  
<https://forms.gle/6CaTcPW3sSQnQnCb7>

Identities	Interests	Strengths
Choose at least 3 questions to respond to from this section.	Choose at least 3 questions to respond to from this section.	Choose at least 3 questions to respond to from this section.
How do you identify? Your answer: _____	What brings you joy? Your answer: _____	What feels easy to you? Your answer: _____
What are some words that describe you? Your answer: _____	What are some of your favorite things/activities? Your answer: _____	What do you know a lot about? Your answer: _____
Complete the statement: I am ... Your answer: _____	What are some things that you like to do with your family and friends? Your answer: _____	What unique perspective do you bring to conversations? Your answer: _____
What communities are you and your family a part of? Your answer: _____	What do you wish you could spend more time doing or learning about? Your answer: _____	What are you really good at? Your answer: _____
What are your proudest moments? Your answer: _____	What would you do if you had a day off? Your answer: _____	What could you teach to someone else? Your answer: _____

Who am I? (Identities)	What do I love? (Interests)	What am I good at? (Strengths)	How do I want to grow? (Stretches)	What makes it hard for me to grow? (Needs)
How do you identify? What are some words that describe you? Complete the statement: I am _____ What communities are you and your family a part of? What are your proudest moments? What place do you call home? What languages do you speak? What cultures, races or nations do you identify with? Are there any disabilities that you identify with?	What brings you joy? What are some of your favourite things/ activities? What are some things that you do with your family and friends? What do you wish you could spend more time doing? What do you want to learn more about? What do you want to learn how to do? What would you do if you had a full day off? What do you like to learn/ read about? What kinds of shows/ movies/ books do you like?	What feels easy to you? What do you know a lot about? What perspective do you bring to conversations? What are you really good at? <b>How can I help others? (Strengths)</b> What could you teach to someone else? Why is your family/ class/group so lucky to have you? How do you help out at home? In other activities? What do you do that brings other people joy?	What is a goal that you have for yourself? What do you want to get better at? What is something you want to learn more about? What do you wish you could do more of? What is an area that you need some practice in? What could you work on now, that will help you in the future? What do you need support for at school? What do you wish you could do more of without help?	What makes it hard for you to learn? What helps you learn best? What makes it hard for you to pay attention/ focus? Do you prefer to work alone or in a group? What makes it hard to get to school/ go to class? What do you wish was different about school? What materials/tools do you need in a classroom? What is important for your teacher to know about you?

What grade level curriculum are we using?  
What are the learning standards?

## Curriculum & Assessment Design

Session 3

Session 4  
Student choice of challenge  
Adjustable Curriculum

Session 5  
Student choice of evidence  
Adjustable Assessment

Session 1

# Students

Who are the pilots?  
What are their dimensions?  
Where is their agency?

Session 2

## Needs Based Design

What barriers are getting in the way?  
What are the student needs?  
What do students require to navigate needs & barriers?

Adjustable Supports & Strategies

Student choice of tools and actions

Session 2

Session 4

## Instructional Design

How will students show growth within the learning standard?  
How do we know?