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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**



The slide features several large, semi-transparent circles in orange, teal, and blue, scattered across the background. The text is positioned on the left side of the slide.

What are we trying?

What are we noticing?

What questions are coming up?

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

## Curriculum & Assessment Design

Student choice of challenge  
Adjustable Curriculum

# Students

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

Student choice of evidence  
Adjustable Assessment

## Needs Based Design

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

Adjustable Supports & Strategies

Student choice of tools and actions

## 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?

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Adjustable Curriculum

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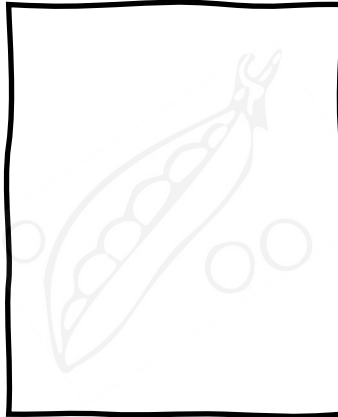
## Instructional Design

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

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

Help us get to know: \_\_\_\_\_

Date: \_\_\_\_\_

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

# 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 \_\_\_\_\_

|  |       |           |                                    |           |       |
|--|-------|-----------|------------------------------------|-----------|-------|
| 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>   |       |           |                                    |           |       |

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?

Session 4

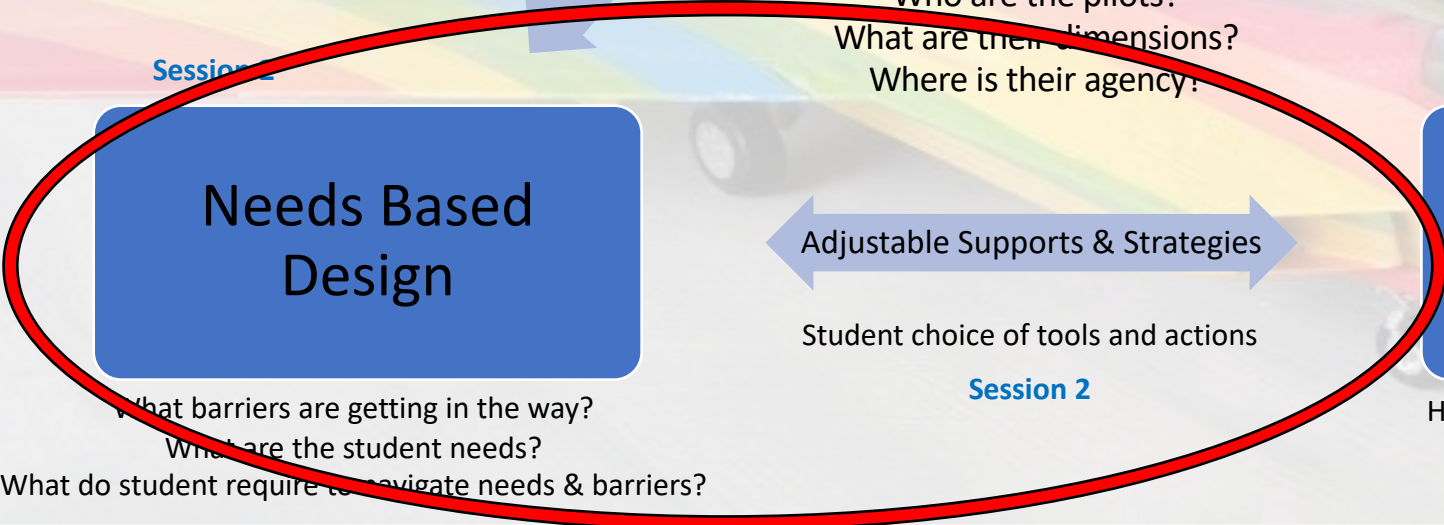
## Instructional Design

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

Adjustable Supports & Strategies

Student choice of tools and actions

Session 2



How do we provide *supports*

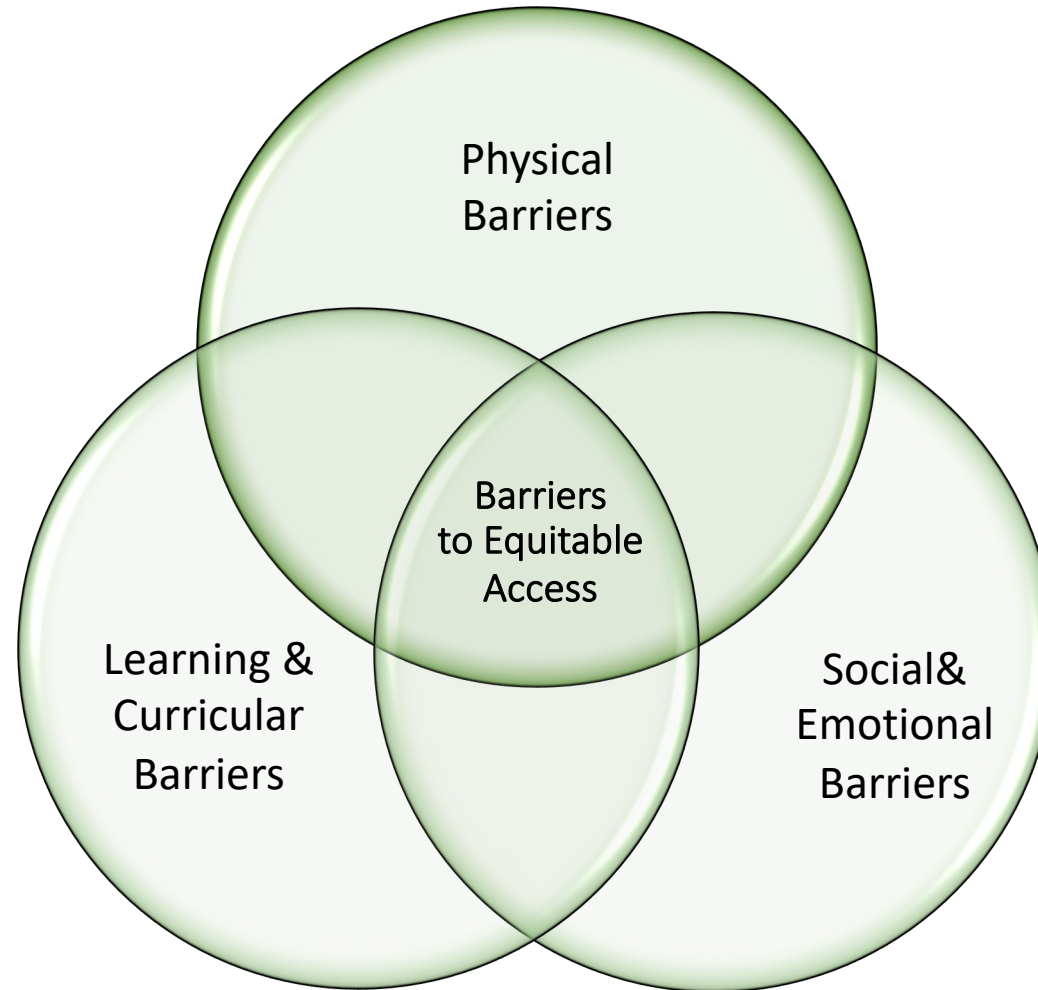
for individual *student*

needs?

# Barriers vs. Needs?

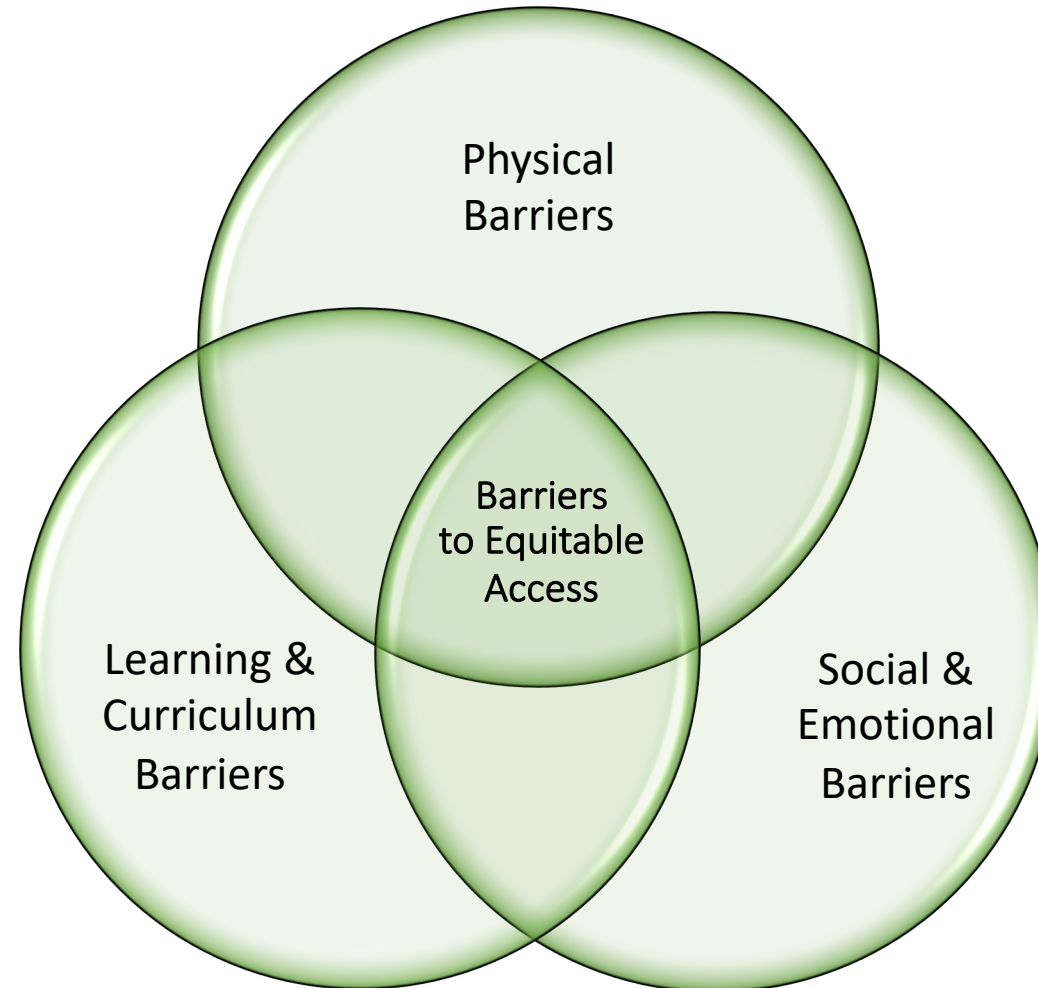


# Increasing Inclusive & Equitable Access by Reducing and Eliminating Barriers



# Increasing Inclusive & Equitable Access by Designing for Individual Needs

- Attention
- Anxiety
- 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 <b>immediately</b> | Our classroom community <b>may</b> need support for this <b>soon</b> | Our classroom community <b>does not need support</b> 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)<br>2. Communication (Expressive)<br>3. Engagement/ Motivation<br>4. Executive Functioning<br>5. Gross/Fine Motor Skills | Support Teacher<br>SLP<br>Support Teacher<br>Support Teacher<br>OT/PT | 1. Social Skills<br>2. Anxiety<br>3. Self-Regulation (behavioural)<br>4. Literacy<br>5. Self-Advocacy | Support Teacher<br>Counsellor<br>SLP/ Support Teacher<br>Literacy Support<br>Support Teacher |

# Multiple Layers of Support/ Response to Instruction

What one needs  
Needs of **individual**  
**students**



Supports & Strategies are  
**useful for ONE**  
**taught to ALL**

Essential &  
Individualized

+

What some need  
Needs of **individual**  
**students**



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

Essential &  
Targeted

+

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



Supports & Strategies are  
**useful for ALL**  
**taught to ALL**

Universal

Context:

Children in Mind:

Who needs the MOST support?

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

- 
- 
- 

Essential

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

- 
- 
- 
- 

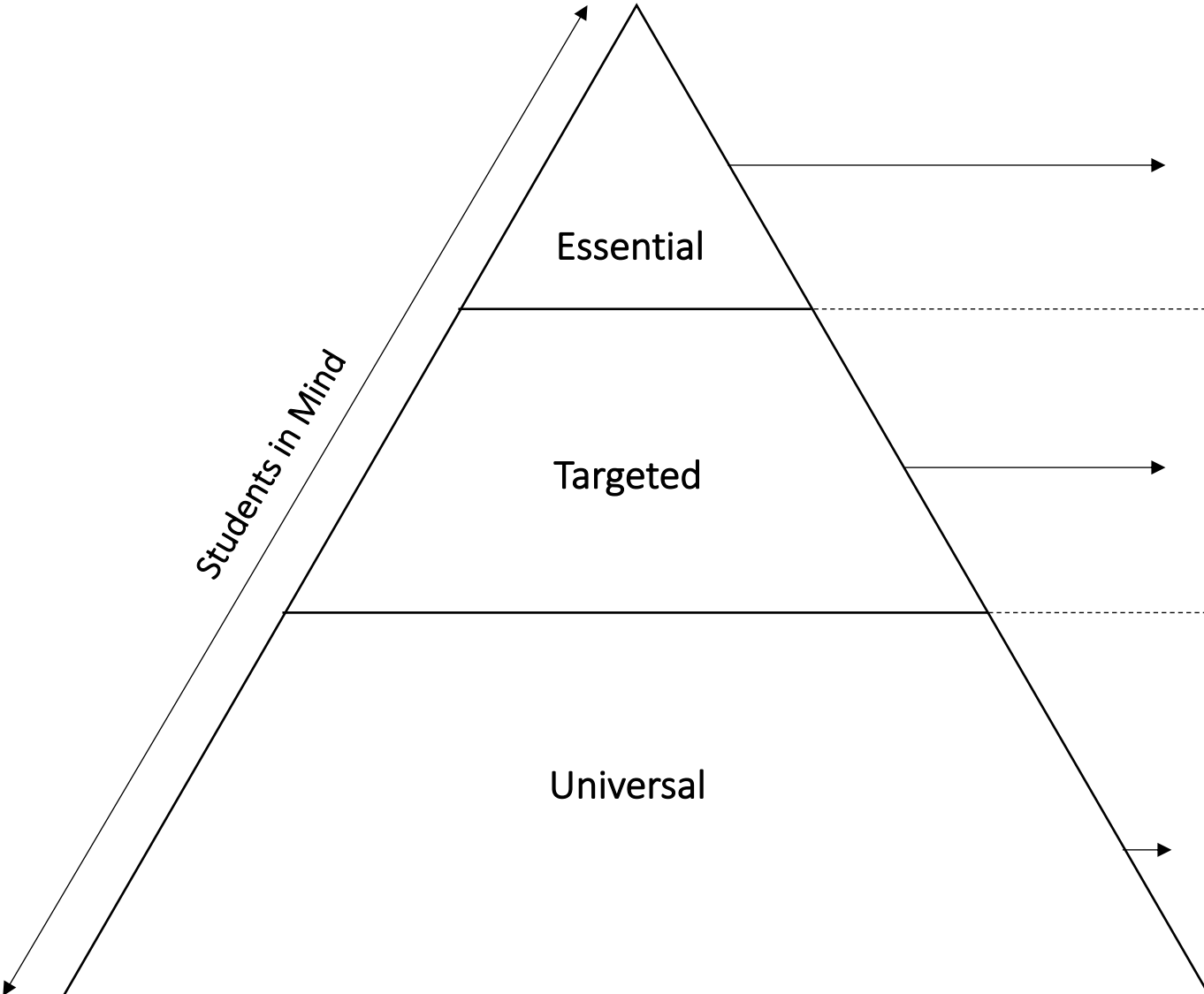
Targeted

What supports & strategies are useful for MOST/ALL?

- 
- 
- 
- 
- 

Universal

Who needs the MOST challenge?



Who needs the MOST support?

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

- 
- 
- 

Essential

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

- 
- 
- 
- 

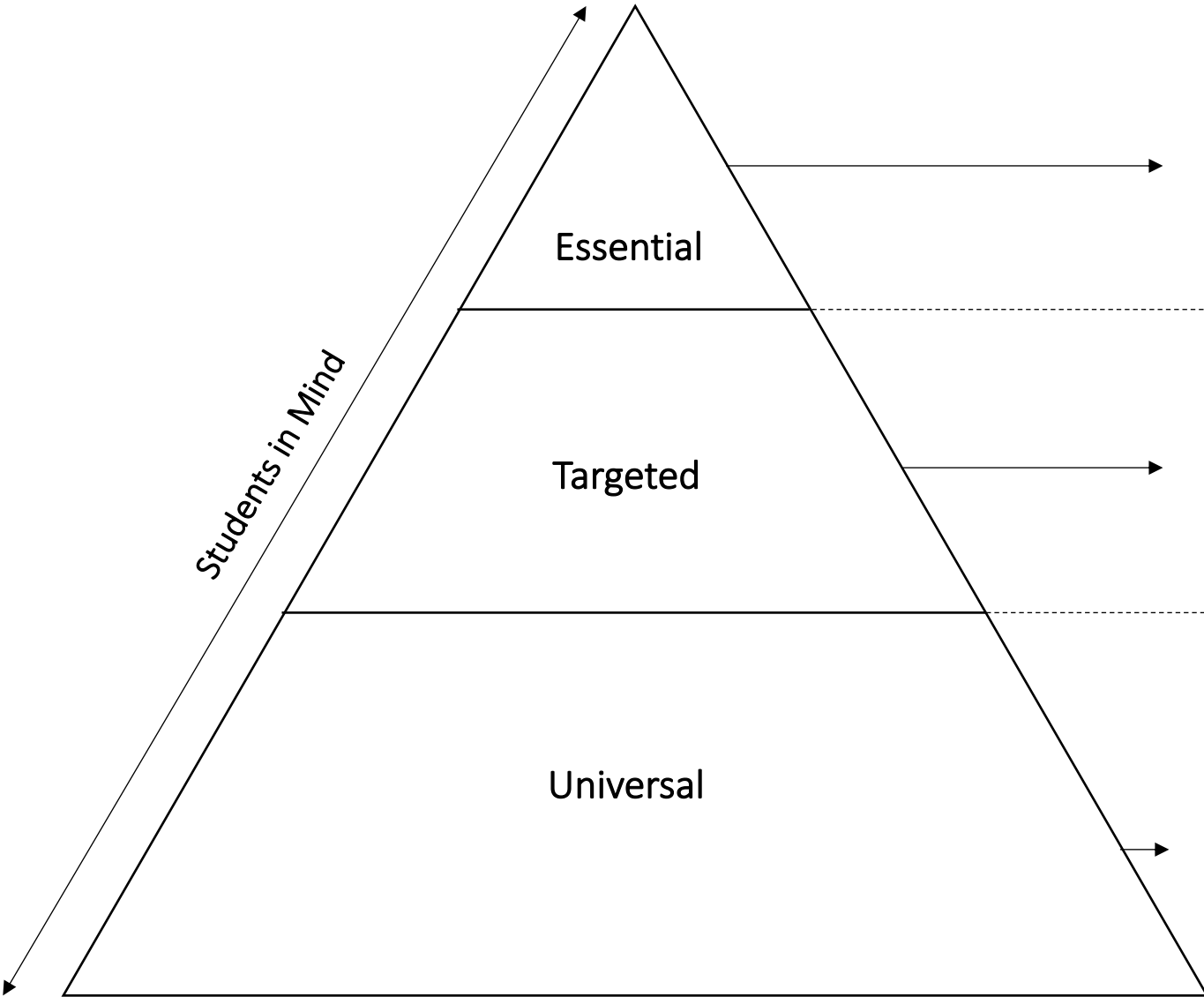
Targeted

What supports & strategies are useful for MOST/ALL?

- 
- 
- 
- 
- 

Universal

Who needs the MOST challenge?



Who needs the MOST support?

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

- Family photo
- Home communication system
- Customized visuals/schedules/routine
- Draw from individual interest areas
- Deep pressure (under OT supervision)

Essential

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

- Taking breaks, breathing techniques
- Sensory tools
- Bring a familiar object from home
- Parent & caregiver support

Targeted

What supports & strategies are useful for ALL?

- Access to calm down spaces
- Interactive play/art therapy
- Leadership opportunities
- Stories and conversation that address anxieties
- Visuals
- Routine
- Music and relaxation techniques
- SEL programs that incorporate games and activities teach about emotions, mindfulness

Universal

Who needs the MOST challenge?

Who needs the MOST support?

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

- 
- 
- 

Essential

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

- 
- 
- 
- 

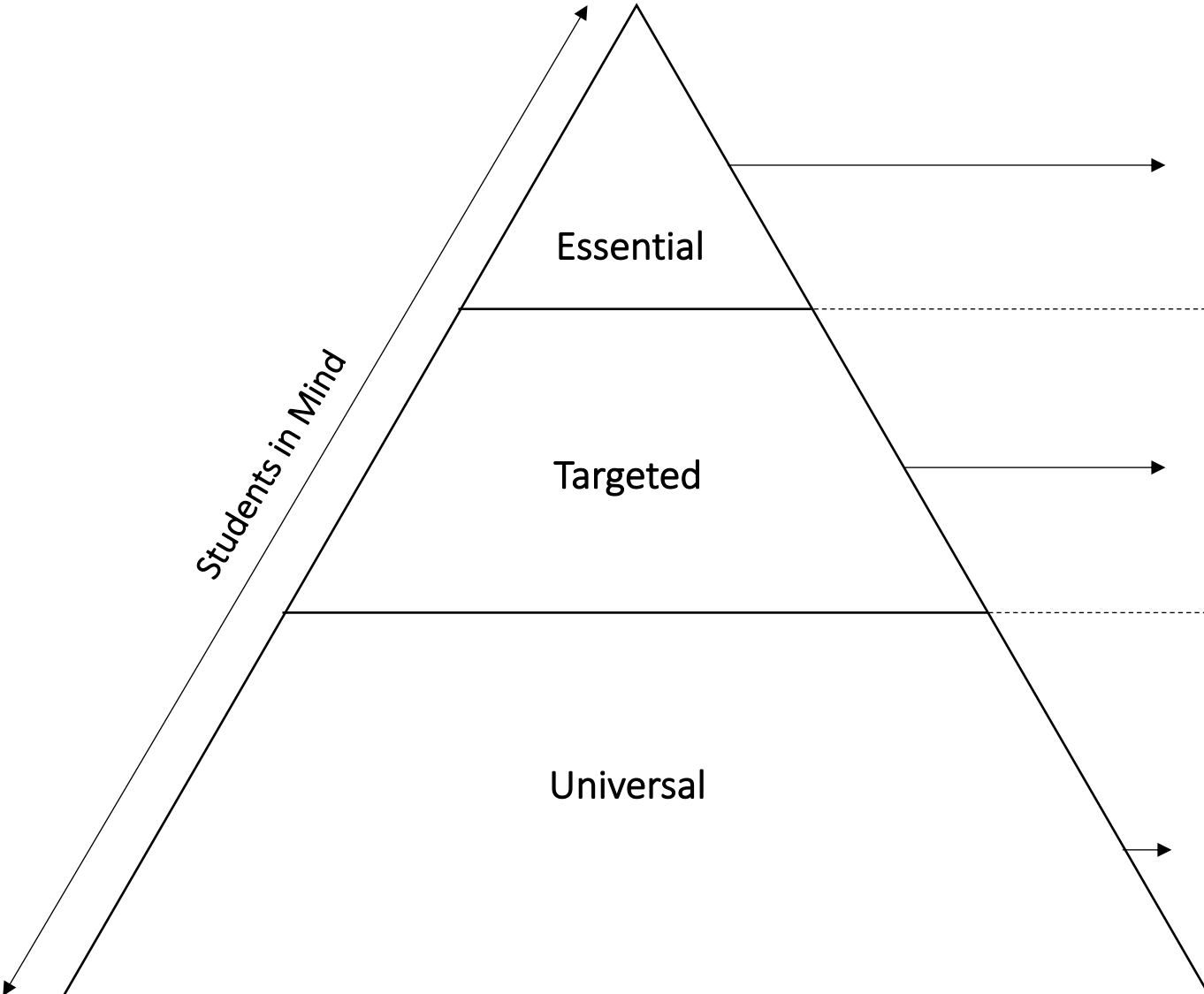
Targeted

What supports & strategies are useful for MOST/ALL?

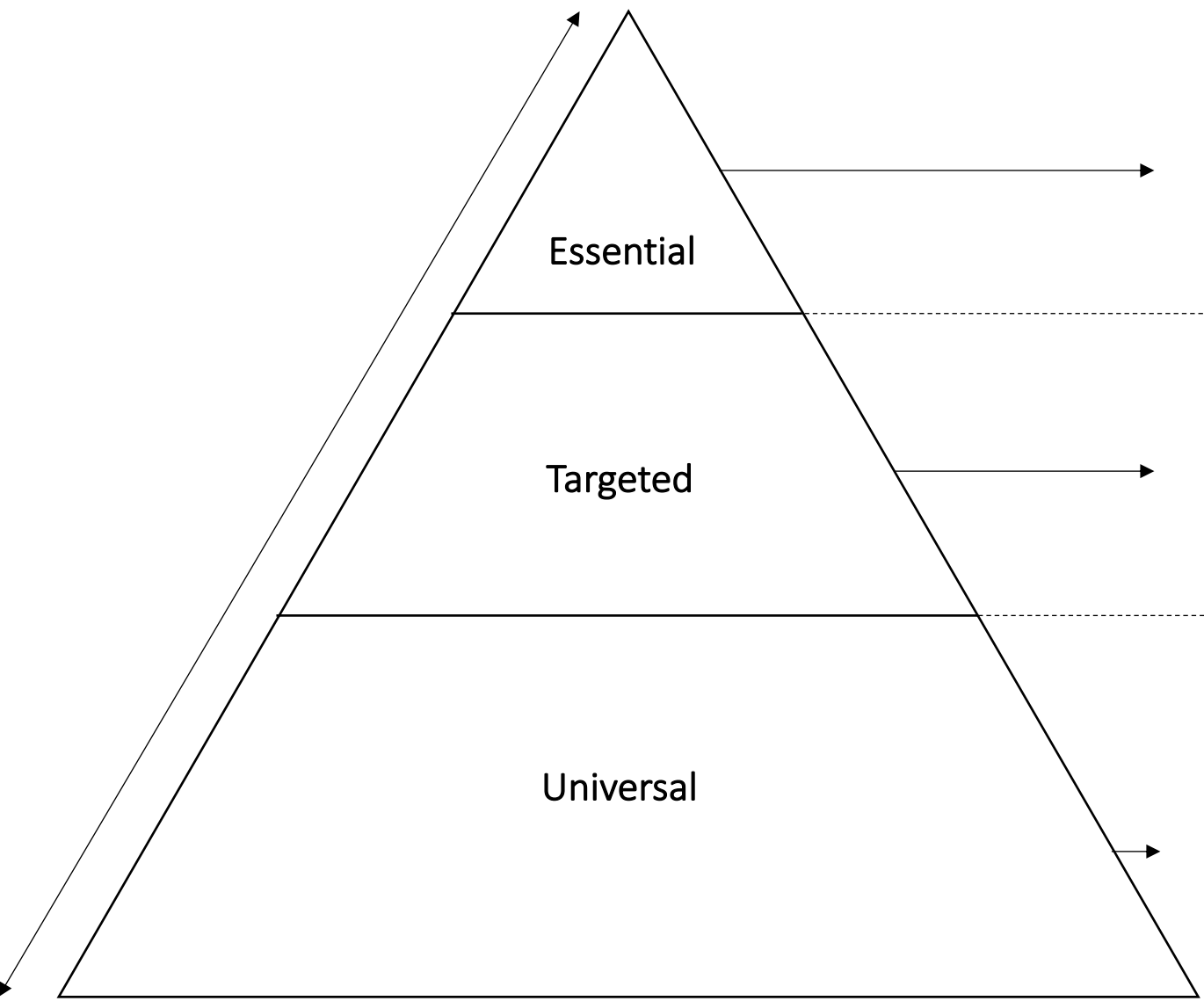
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Universal

Who needs the MOST challenge?



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

# Strategy: Needs Based Classroom Support Plan

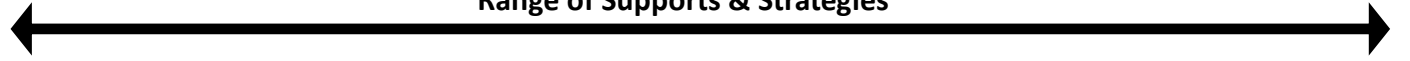
## Classroom Support Plan

Teacher(s): \_\_\_\_\_

Supportive Staff: \_\_\_\_\_

Date: \_\_\_\_\_

Range of Supports & Strategies



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

Range of Student Need



**Classroom Support Plan**

Teacher(s): Mr.s B

Supportive Staff: Ms. C (EA), Mr. J (ST), Ms. H (counselor), Ms. G (Vision Support Teacher), Ms. K (ELL)

Class: Grade 4

**Range of Supports & Strategies**

**Recipe for the cake**



| Students...                                       |                              | Strategies & Supports  |  |   |
|---|------------------------------|--|--|---|
| Who needs the most support<br>J.W.                |                              | Universal Support<br>(Good for ALL)  | Targeted Support<br>(CHOICE for ALL)   | Essential Support<br>(Good for ONE)                             |
| <b>Need</b><br>Cognitive                          | <b>J.W.</b>                  | 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 |
| <b>Need</b><br>Vision                             | <b>R.P</b>                   | 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                            |
| <b>Need</b><br>Trauma                             | <b>H.L., U.B</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                 |
| <b>Need</b><br>language                           | <b>Y.I., O.R., B, F, N.M</b> | 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                |
| <b>Need</b><br>Anxiety                            | <b>R.M.</b>                  | 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                                |
| <b>Who needs the most challenge</b><br>I.K., R.M. |                              |  |  |   |

Range of Student Need  
Layers of the cake

**Classroom Support Plan**

Teacher(s): Mrs. B

Supportive Staff: Ms. C (EA), Mr. J (ST), Ms. H (counselor), Ms. G (Vision Support Teacher), Ms. K (ELL)

Class: Grade 4

Range of Supports & Strategies

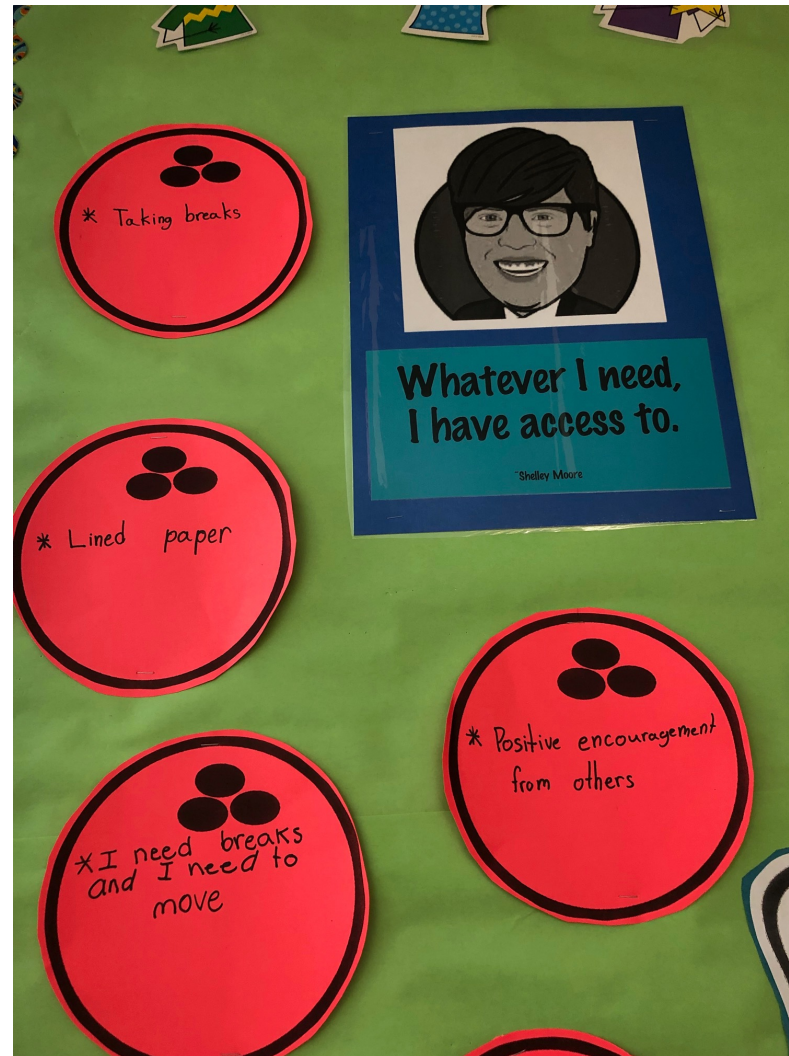
Recipe for the cake



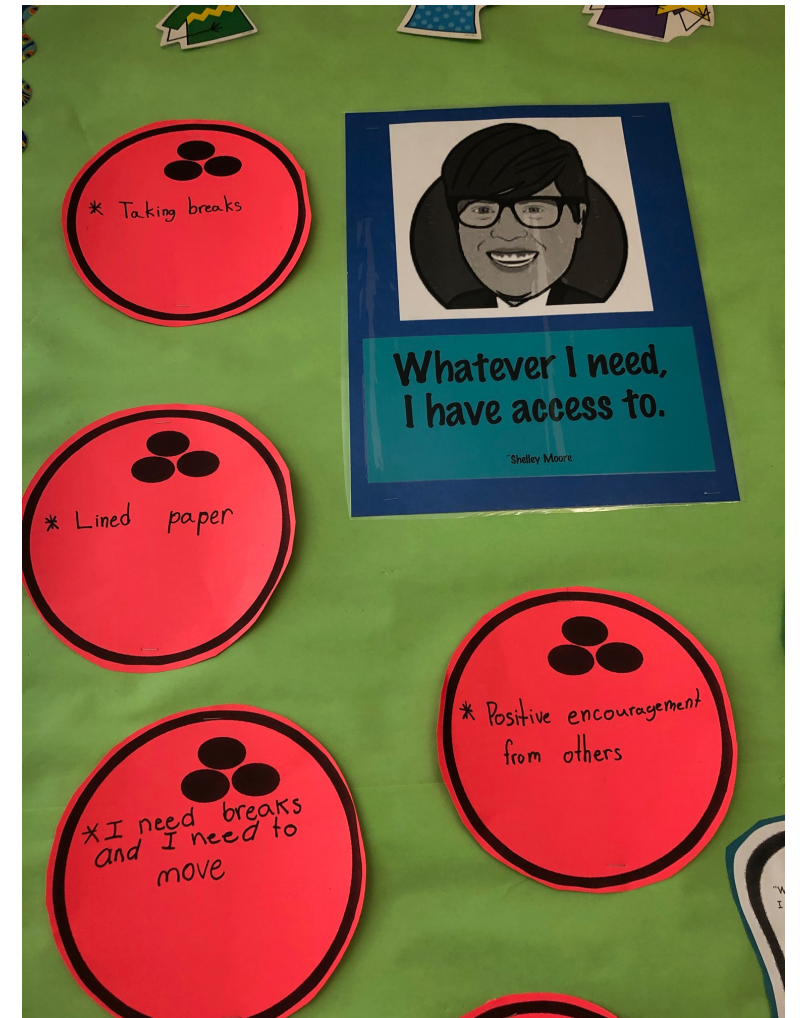
| Students...                                       |                       | Strategies & Supports  |  |   |
|---|-----------------------|--|--|---|
| <b>Who needs the most support</b><br>J.W.         |                       | <b>Universal Support</b><br>(Good for ALL)   | <b>Targeted Support</b><br>(CHOICE for ALL)  | <b>Essential Support</b><br>(Good for ONE)                      |
| <b>Need Cognitive</b>                             | 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 |
| <b>Need Vision</b>                                | 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                            |
| <b>Need Trauma</b>                                | H.L., U.B             | Make personal connection daily, snacks, drinks allowed, chunk task into an essential portion, <b>take 2 min breaks</b>   | 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                 |
| <b>Need ELL/ multi lingual</b>                    | 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                |
| <b>Need Anxiety</b>                               | 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                                |
| <b>Who needs the most challenge</b><br>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

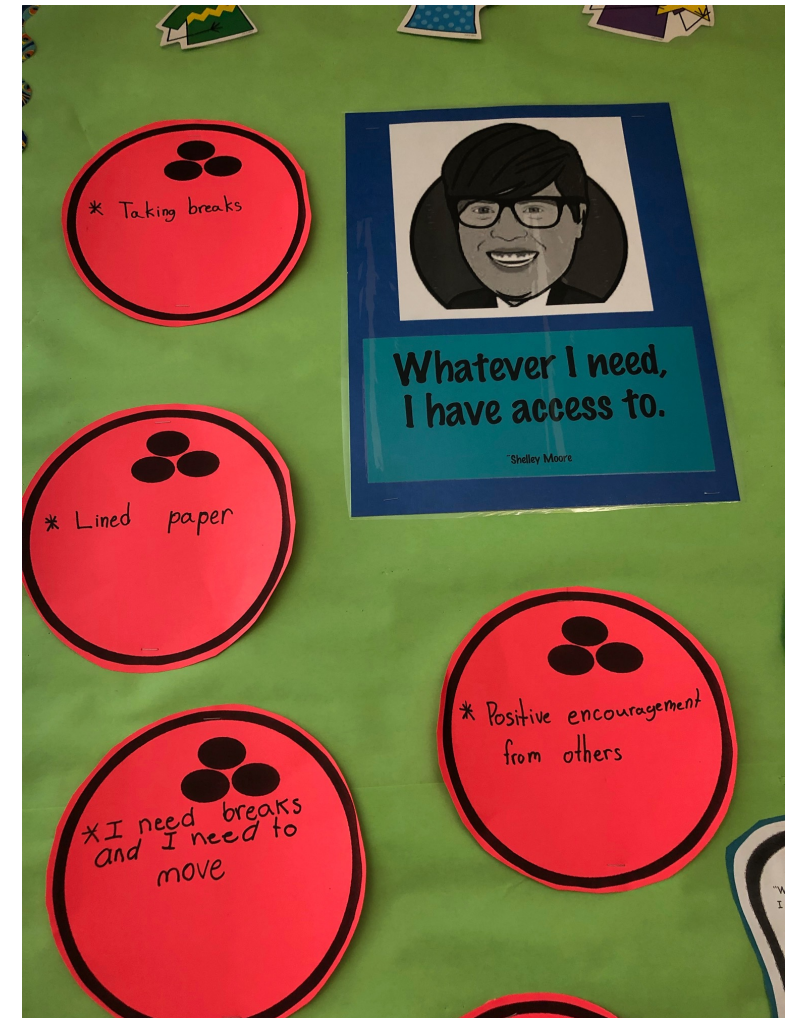
## Instruct

- 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

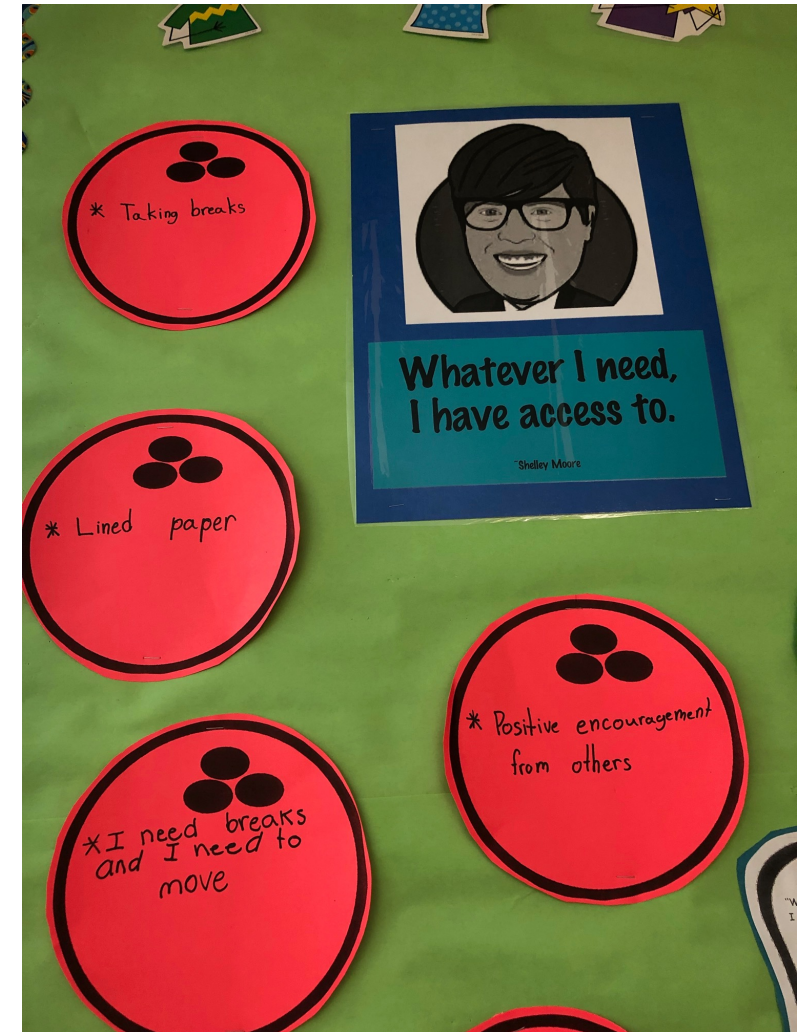
## Instruct

- 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

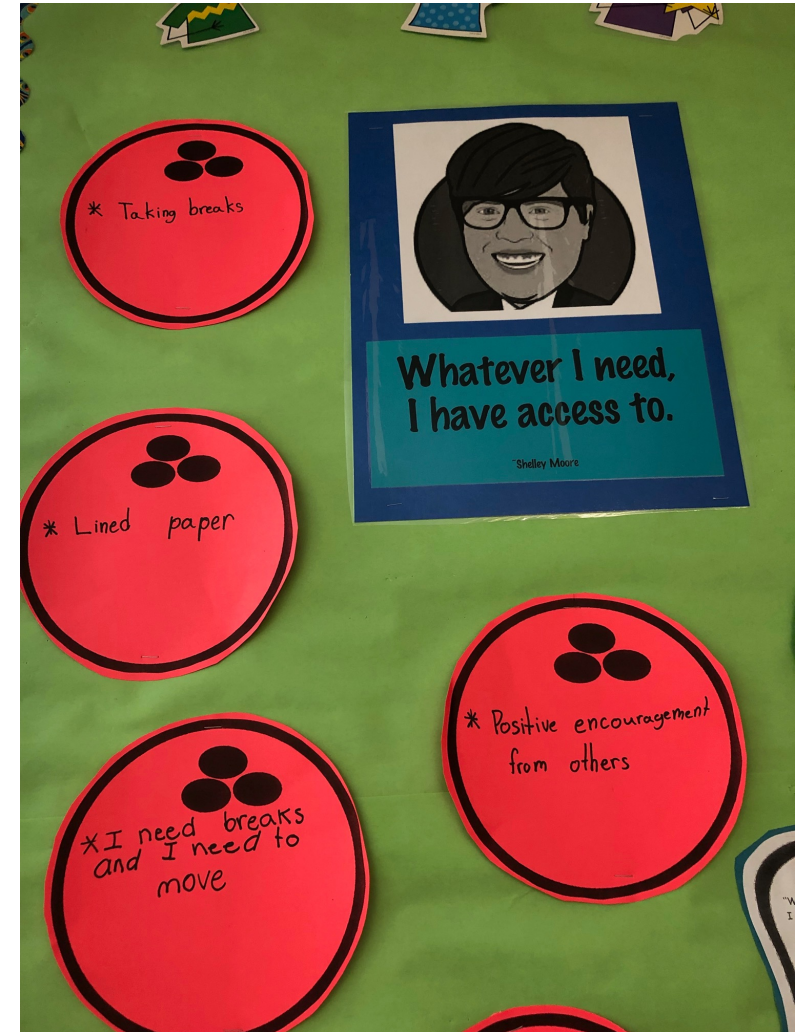
access points

sensory tools

Snacks/ water

gum

hats

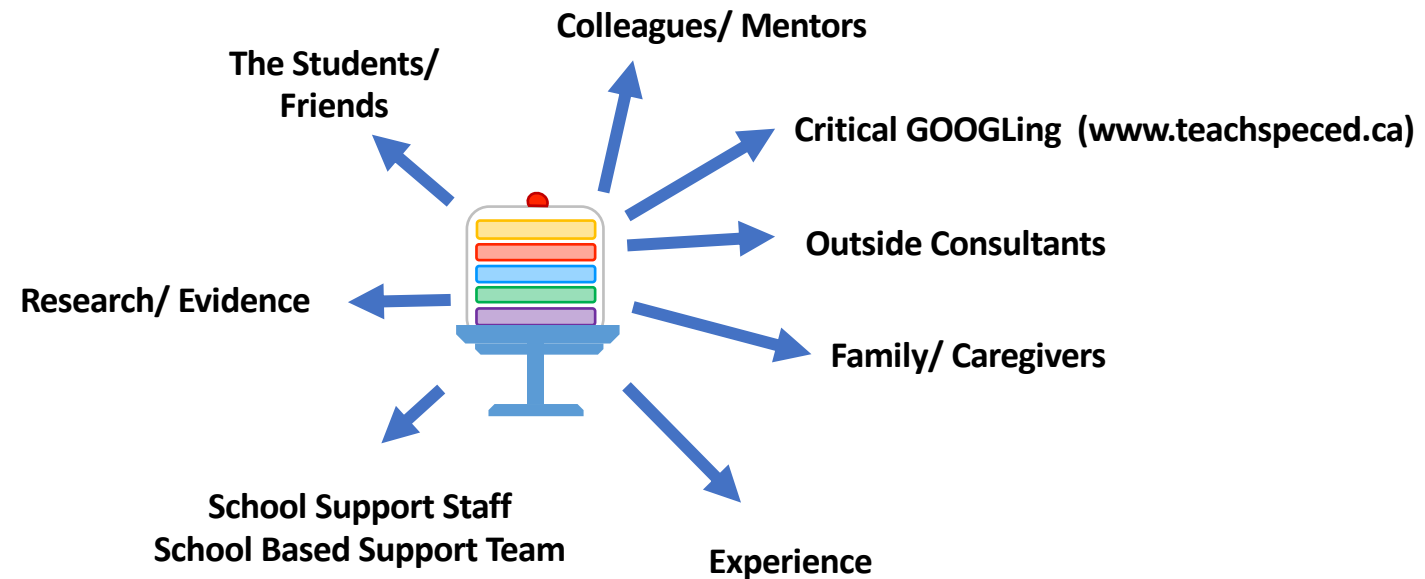




## Layered Support Cake of Love: Classroom Support Plan



How do we figure out supports or strategies students need?



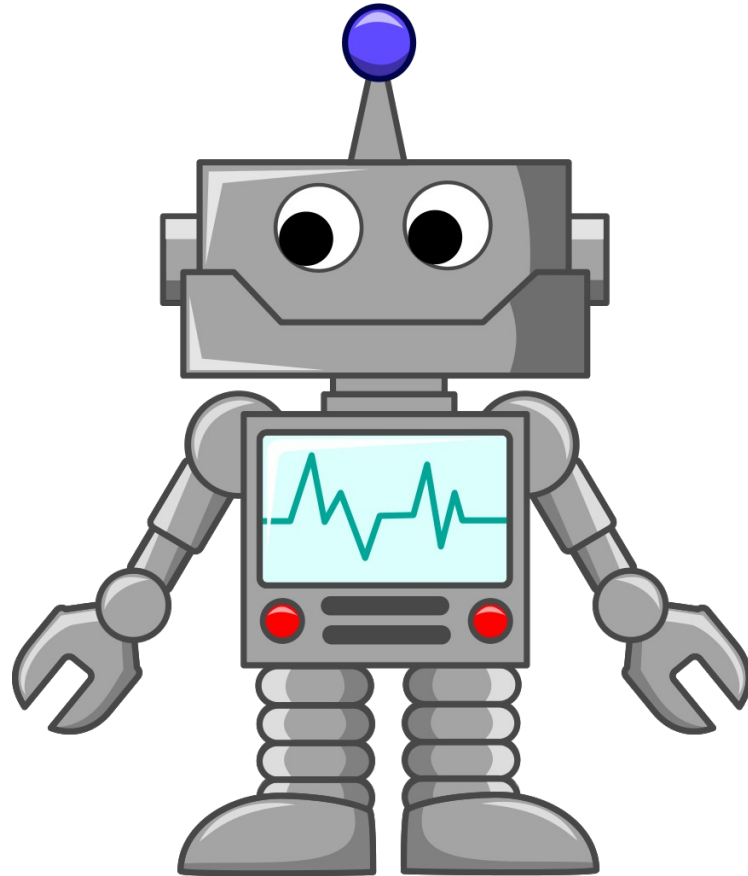
# AI – CHAT GPT



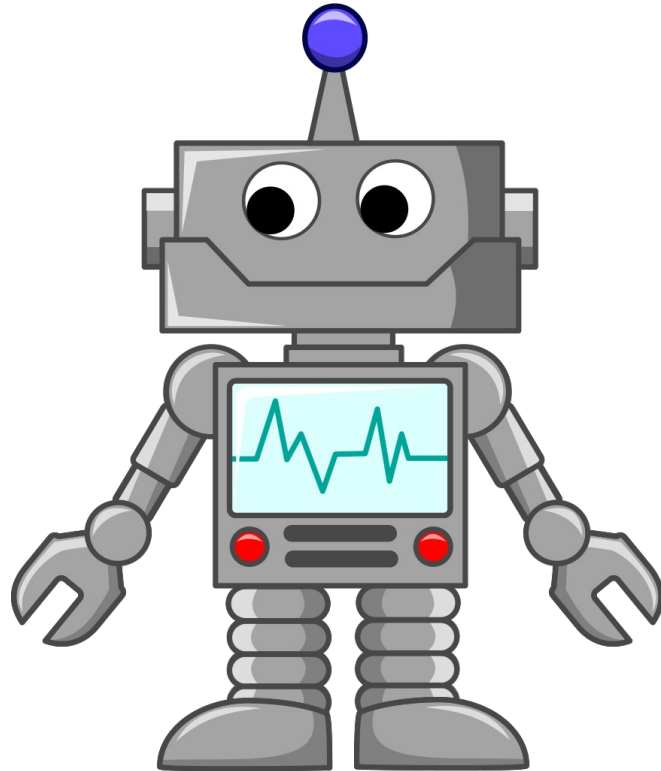
# AI – CHAT GPT



My AI assistant “Dale”



# My AI assistant “Dale”

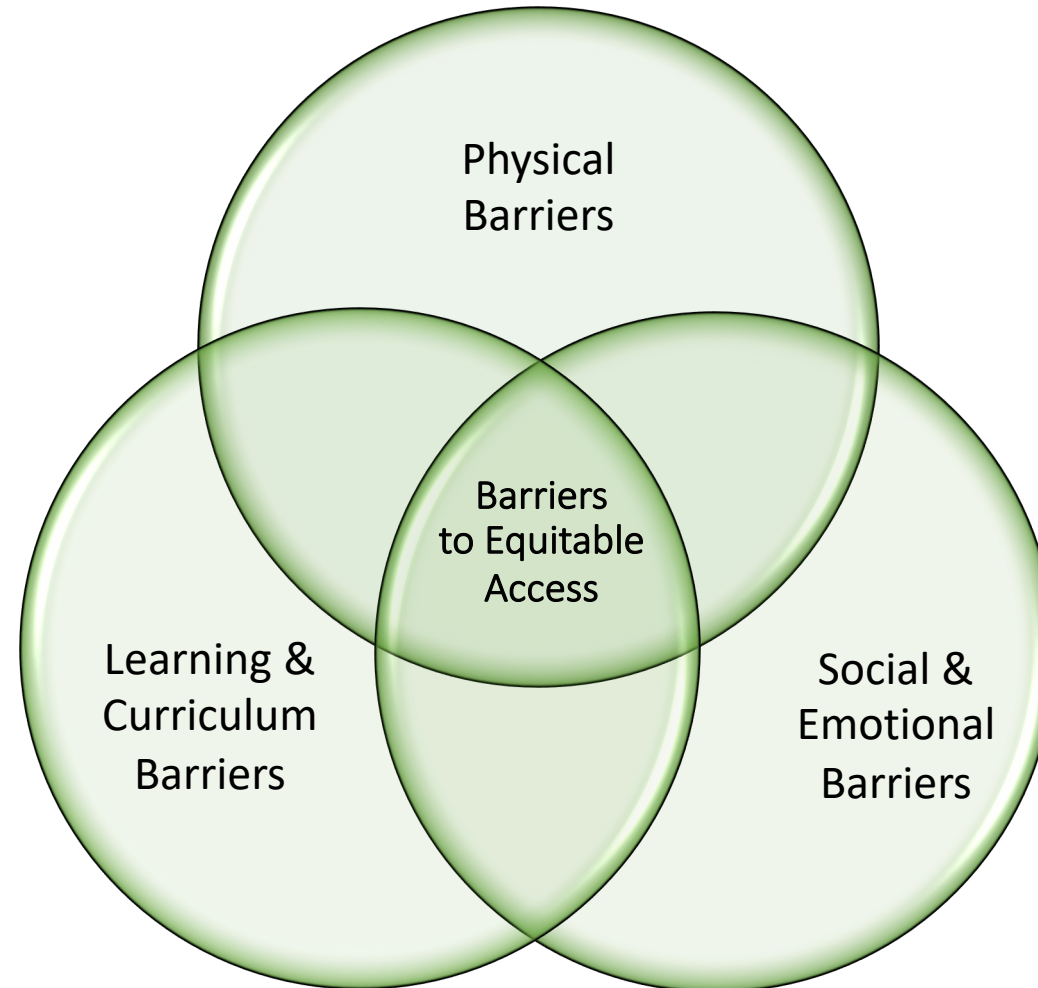


Can you give me some **universal** tools and strategies to support children aged (*age*) manage (*need*)?

Can you give me additional **individualized** tools or strategies to support a specific student who has (*diagnosis or disability*) and loves (*interest area*)?

# Increasing Inclusive & Equitable Access by Designing for Individual Needs

- Attention
- Anxiety
- 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

Context:

Children in Mind:

Who needs the MOST support?

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

- 
- 
- 

Essential

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

- 
- 
- 
- 

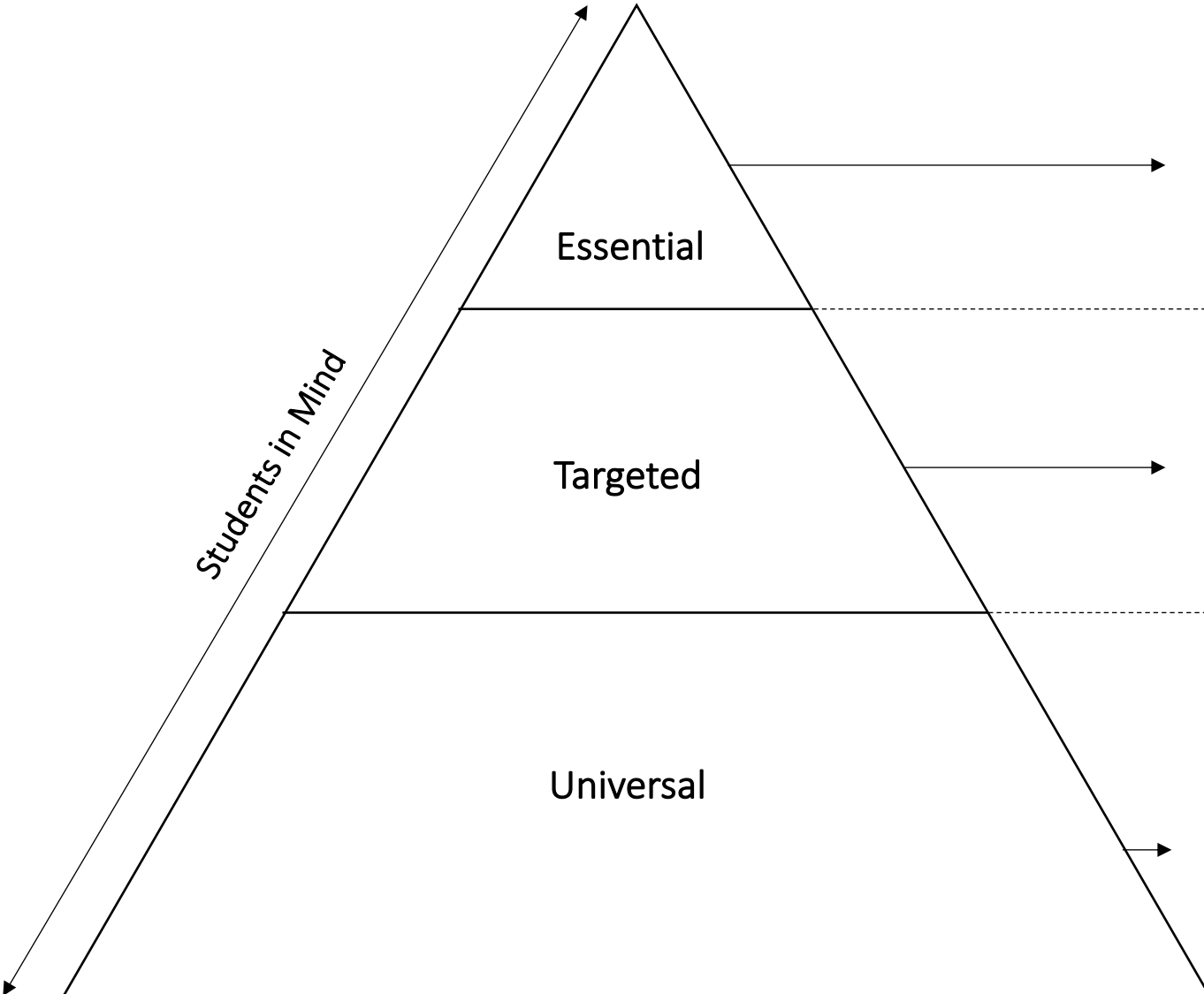
Targeted

What supports & strategies are useful for MOST/ALL?

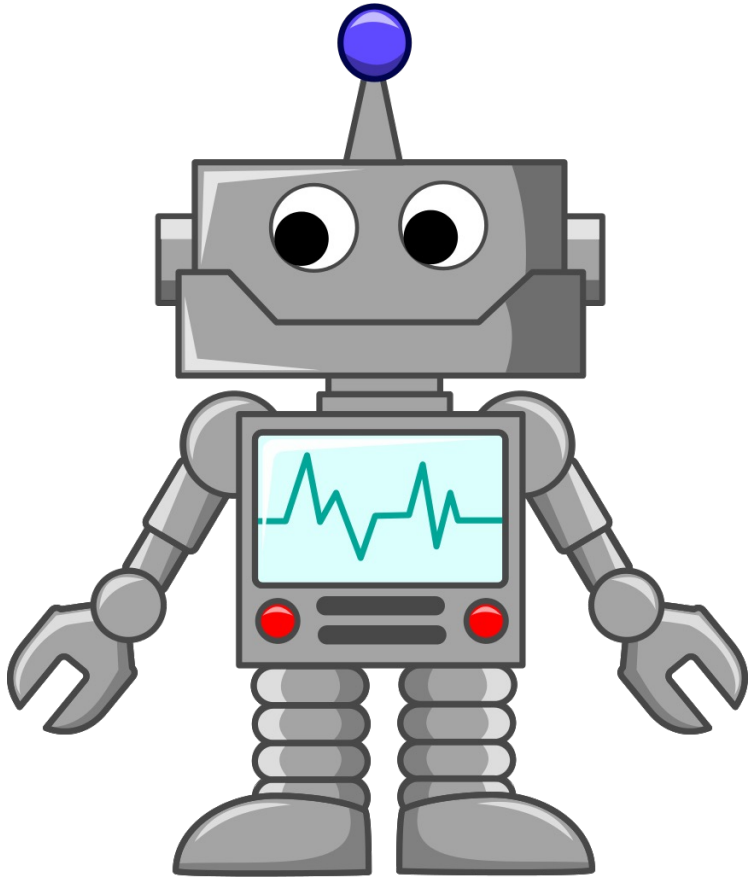
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- 
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- 
- 

Universal

Who needs the MOST challenge?



# Remember!



It is important to not be **ableist** in our prompts:

- e.g. instead of saying: “a **student who can't talk**” you could say, “a **student who uses objects, gestures and sounds to communicate**”
- Share what **they CAN** do, not **what they can't**.

# Thinking Back, Looking Forward

- 1 thing you are already doing
- 1 thing you learned today
- 1 thing you want to try
- 1 thing you want to share
- 1 thing you want to learn more about

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