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@tweetsomemoore



@fivemooreminutes



@fivemooreminutes



www.fivemooreminutes.com

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 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?

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? How can I help others? (Strengths) 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 have you been trying?
What are you noticing?
What questions are coming up
for 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?

Session 4

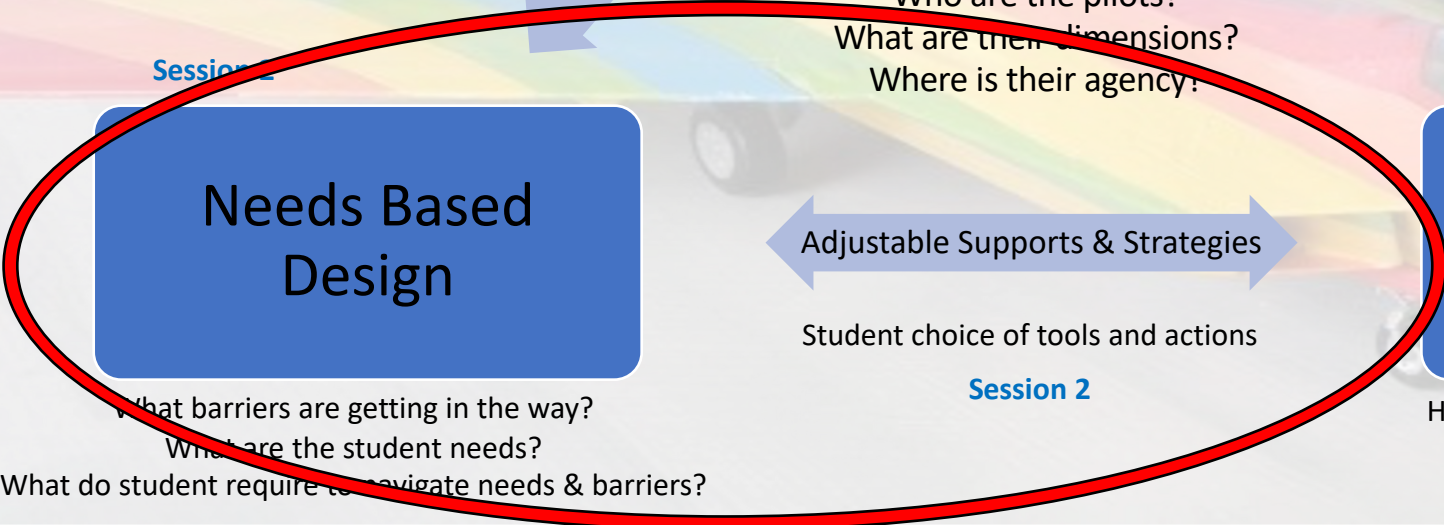
Instructional Design

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 is a barrier?

What is a need?

What is a barrier?





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

-Alexander den Heijer

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



All plants need
light



All plants need
moisture



All plants need
space

NEXT! Determine the needs of individuals and anticipate the supports & strategies that they will require in **universal** ways

PERIODIC TABLE OF PLANT NUTRIENTS

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

Source: Greenandvibrant.com



Some plants need added nutrients

Some plants need companions

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



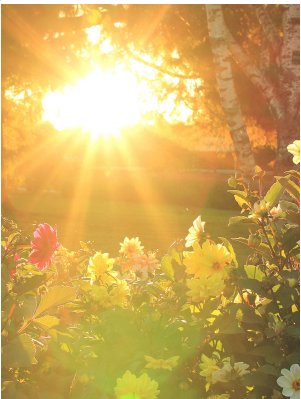
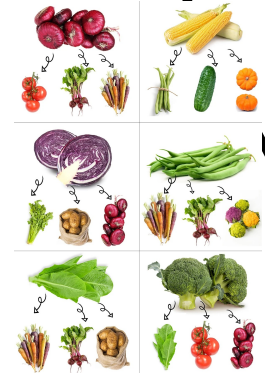
A few plants may need very specific temperatures and humidity levels

MULTIPLE LAYERS OF SUPPORT



PERIODIC TABLE OF PLANT NUTRIENTS

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



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

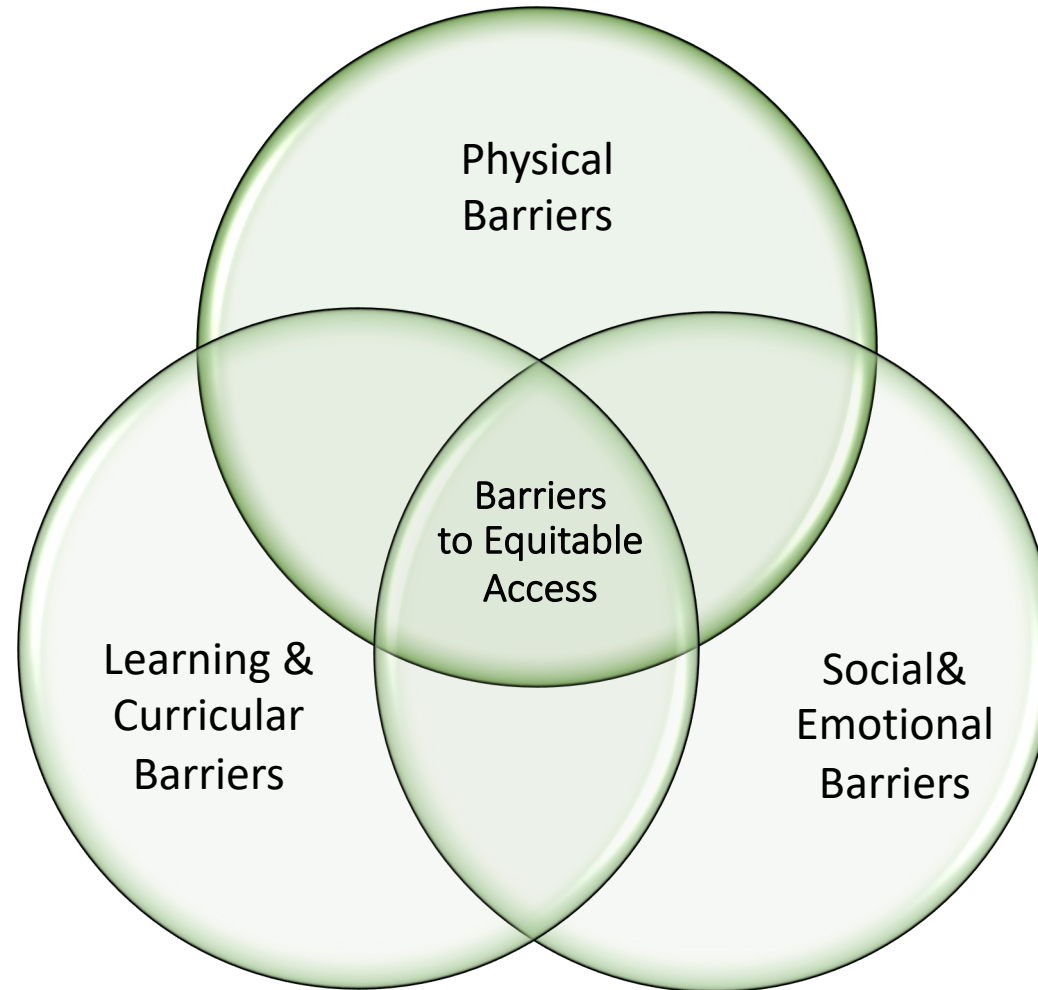
Barriers vs. Needs?



What are barriers?



Increasing Inclusive & Equitable Access by Reducing and Eliminating Barriers



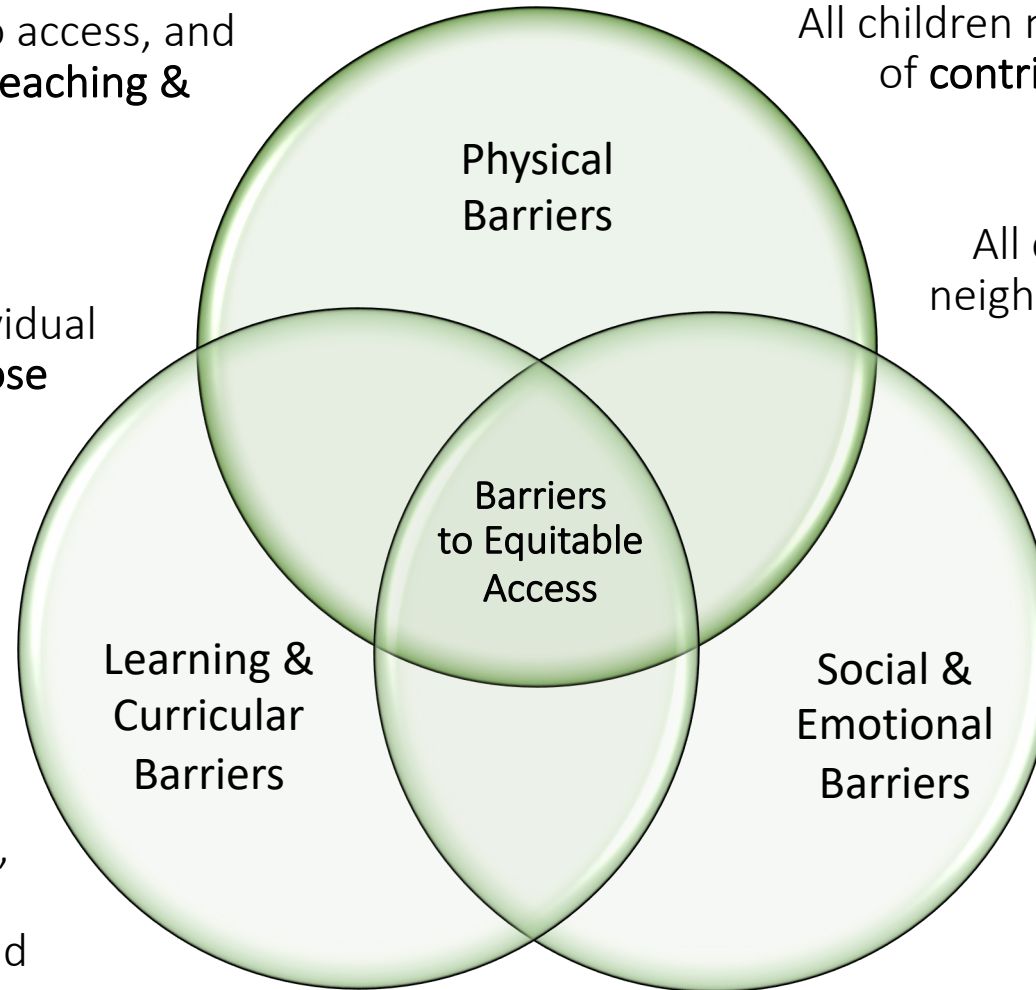
Increasing Inclusive & Equitable Access by Reducing and Eliminating Barriers

All children need opportunities to access, and be challenged by, **high quality teaching & learning**

All children need a sense of individual and community **place & purpose**

All children need access to **tools and actions** that will respond to their **individual dimensions**

All children need **representation, connection & relationships** with diverse & identity-based peers and adults



All children need to **feel valued** and a sense of **contribution** to their community

All children need **physical access** to neighbourhood classrooms and schools

All children need their **basic physical needs** met

All children need a **sense of belonging and safety**

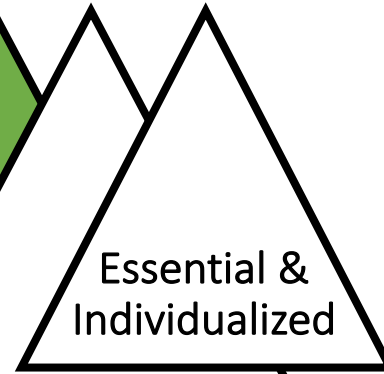
All children need **agency** through **high expectations** and the presumption of competence

Multiple Layers of Support/ Response to Instruction

What one needs
Needs of **individual**
students



Supports & Strategies are
useful for ONE
taught to ALL

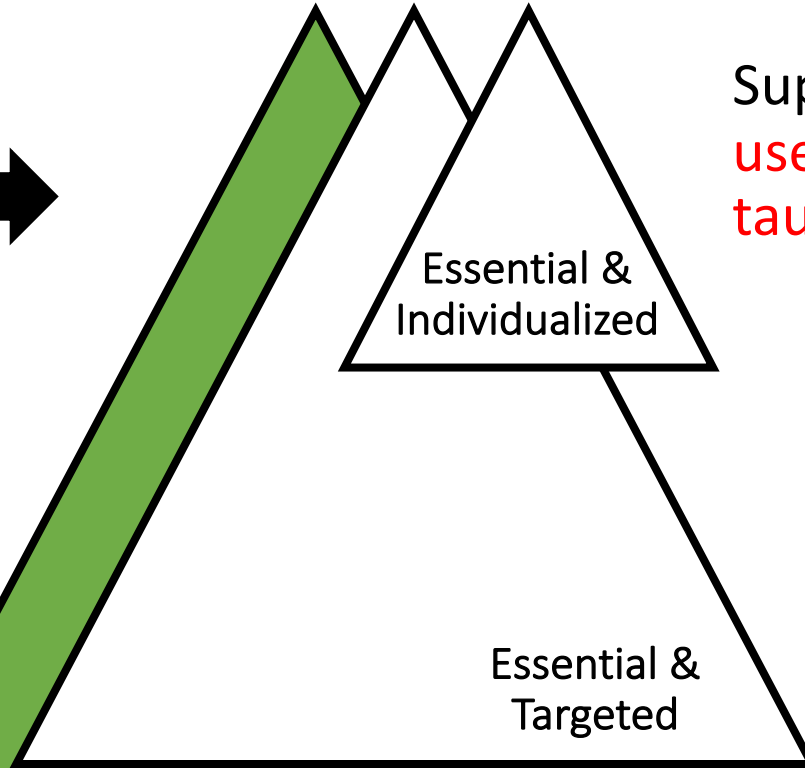


+

What some need
Needs of **individual**
students



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

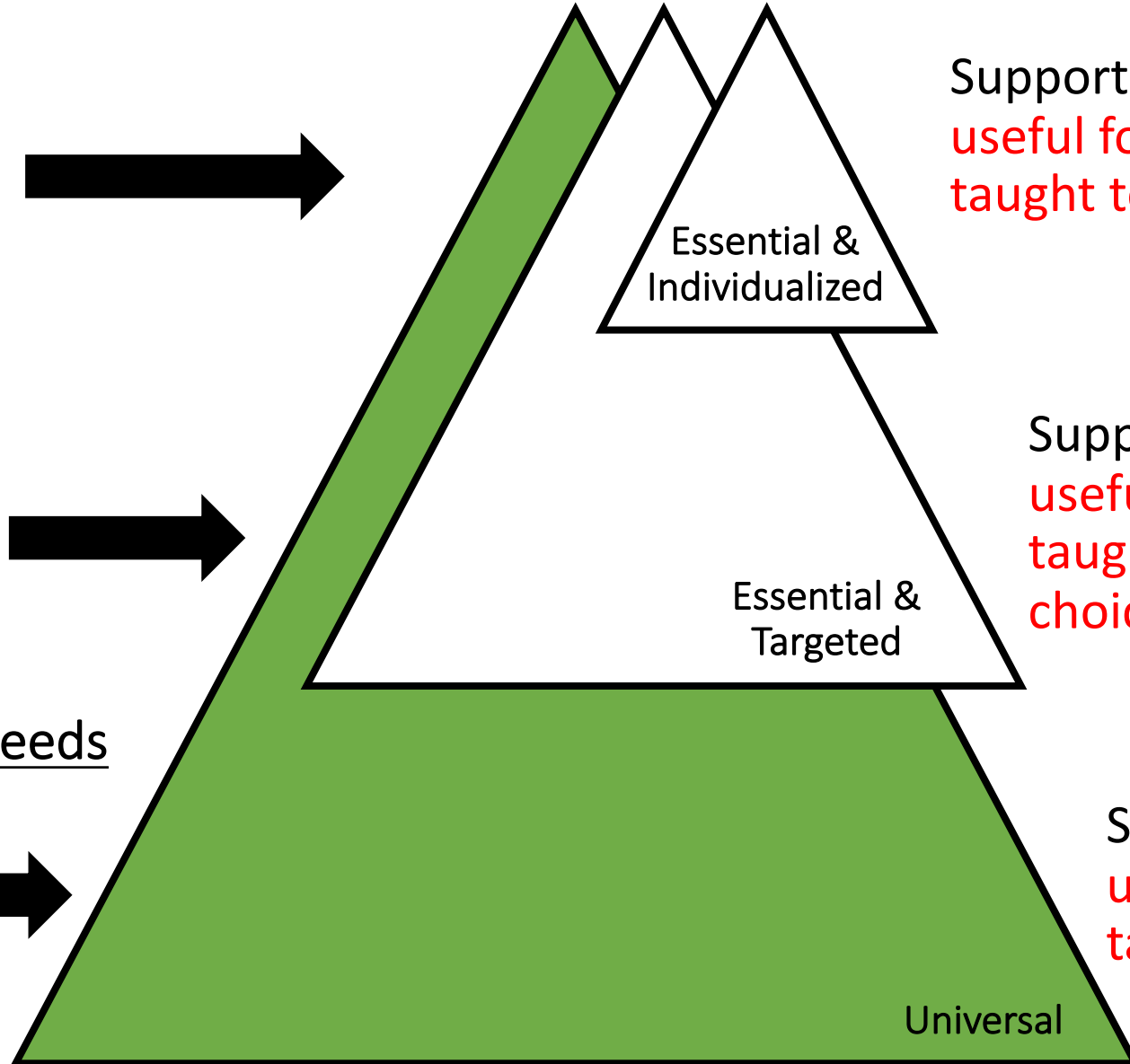


+

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



Supports & Strategies are
useful for ALL
taught to ALL



Universal

Universal Approaches Useful to ALL, Taught to ALL

Student Self Determination
& Agency

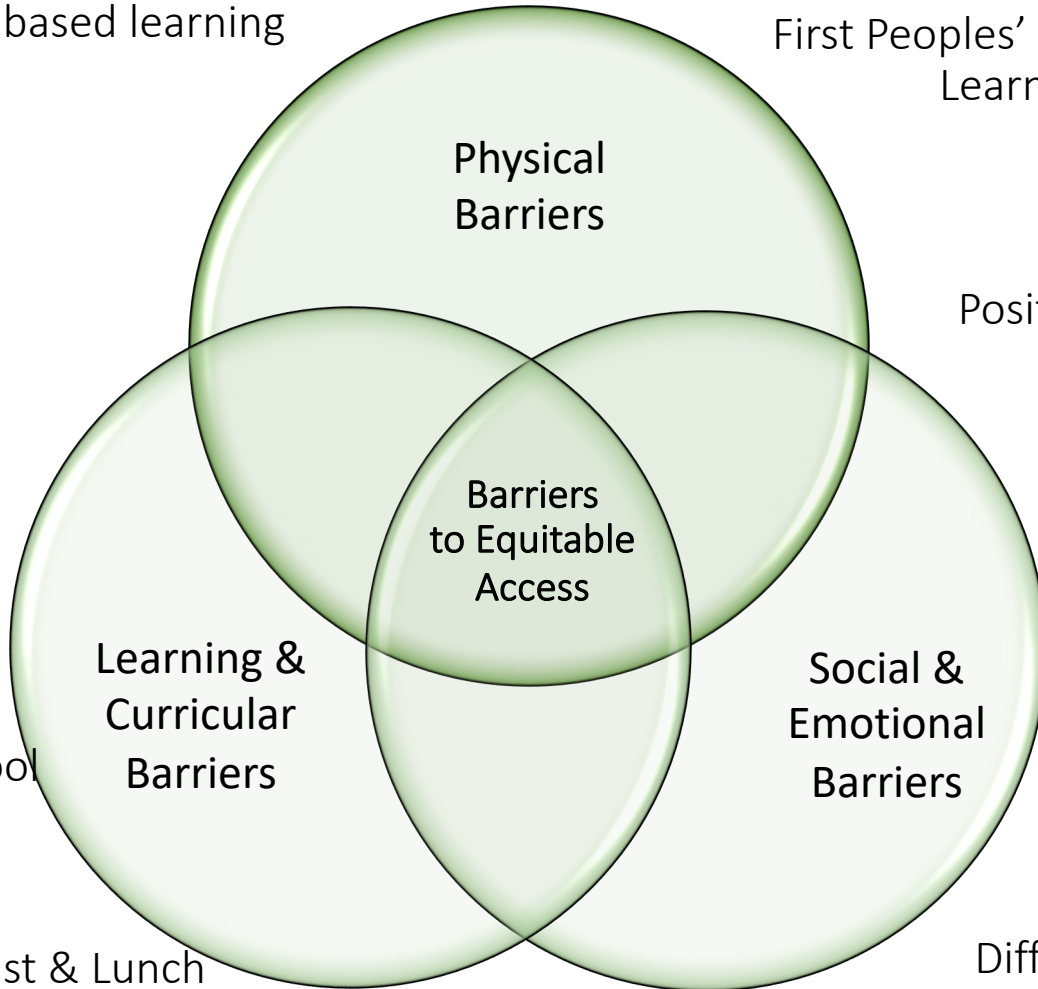
Standards Based
Assessment

Needs Based
Design

Culturally Responsive
Practices

Play based learning

First Peoples' Principles of
Learning



Inquiry

SOGI

Trauma Sensitive
Instruction

Positive Behaviour
Supports

RTI/RTI/MTLS/MTSS

Strong Start

Strength Based
Perspectives

Universal Design
for Learning

Early Learning Frameworks

Accessible
Playgrounds


Before/After School
Programs

Land-Based Learning

Restorative
Practices

Breakfast & Lunch
Programs

Differentiated Instruction &
Curriculum

A decorative graphic consisting of several overlapping circles in various shades of orange, teal, blue, and dark blue, scattered across the right side and bottom of the slide.

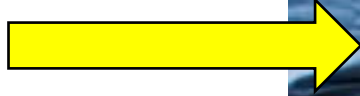
What initiatives are
in place to reduce
barriers to equity in
your context?

How do we provide *supports*

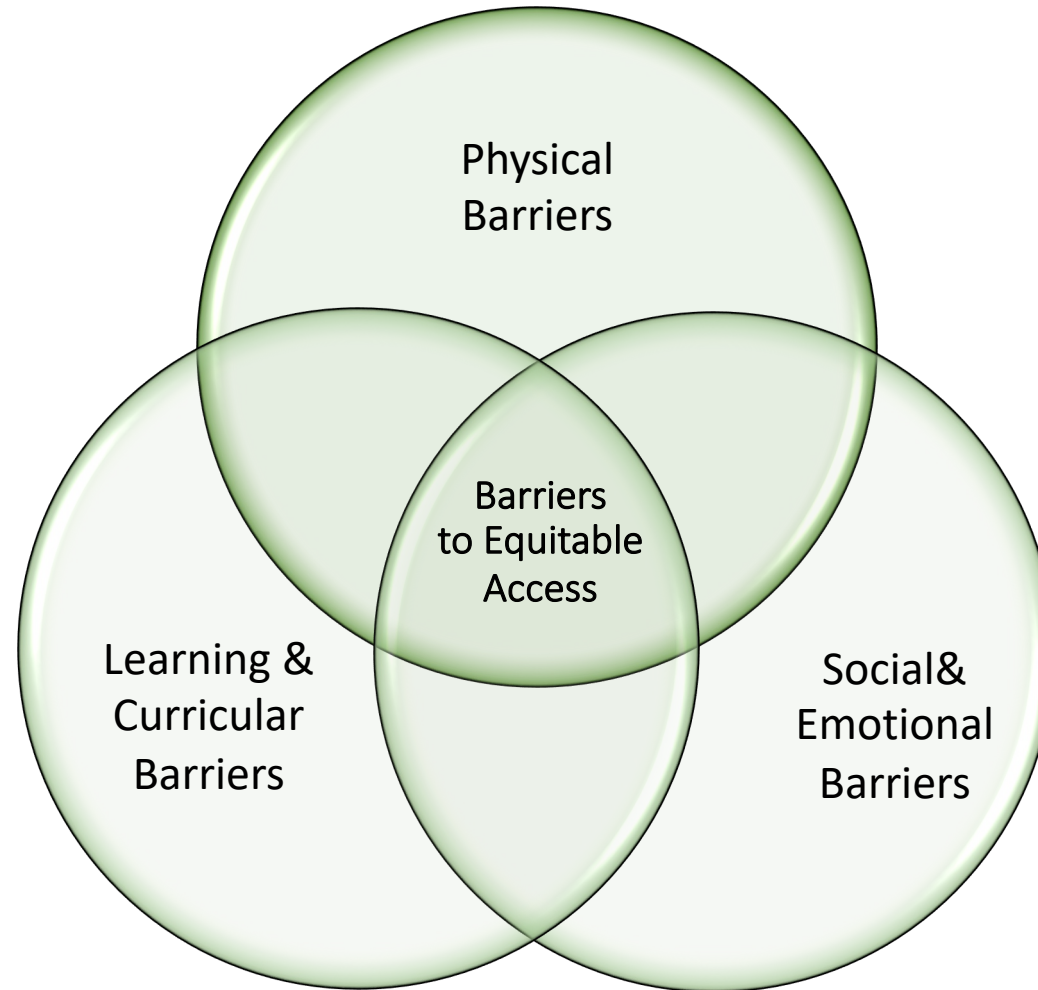
for individual *student*

needs?

What are needs?

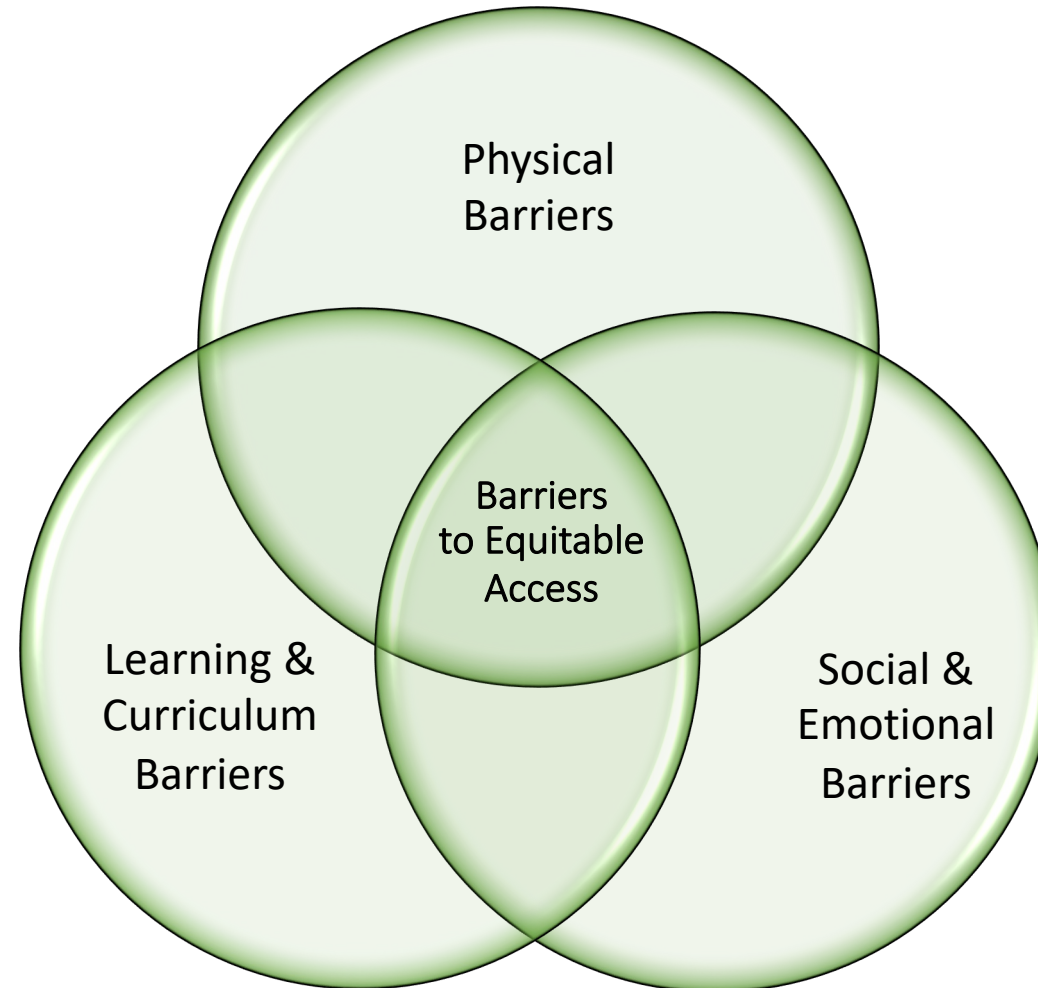


Increasing Inclusive & Equitable Access by Reducing and Eliminating Barriers



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 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



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)

-
-
-
-

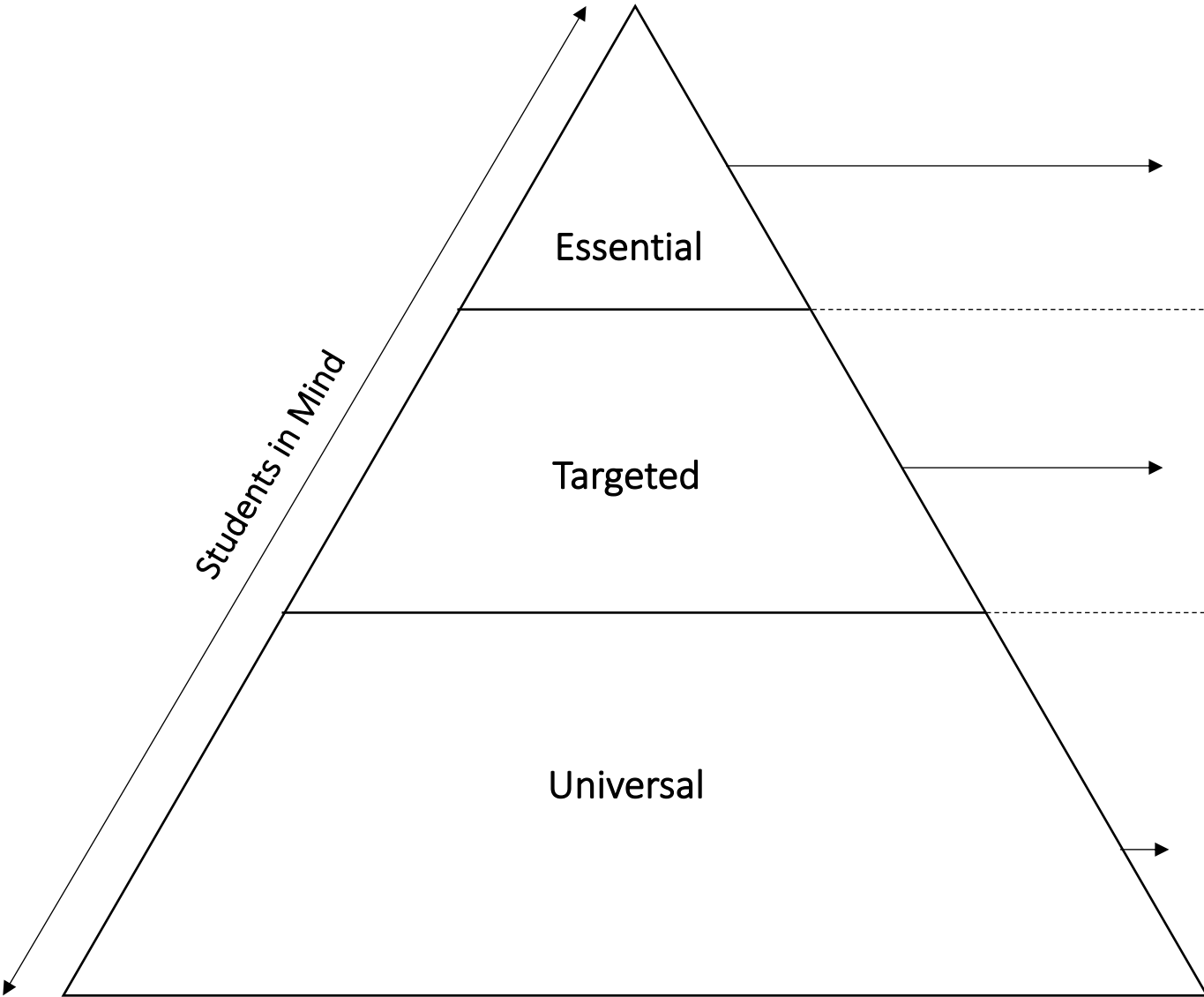
Targeted

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)

-
-
-
-

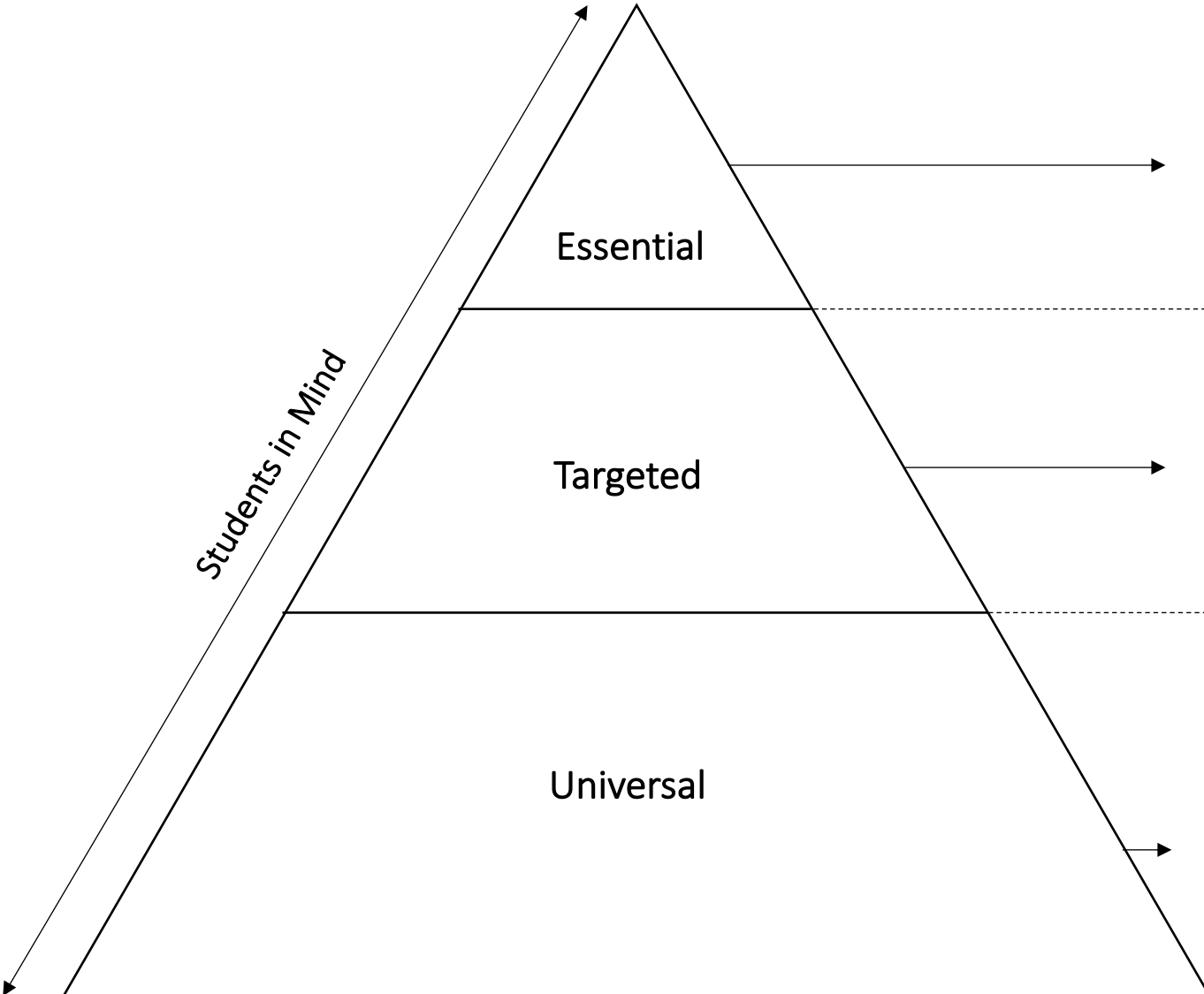
Targeted

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)

-
-
-
-

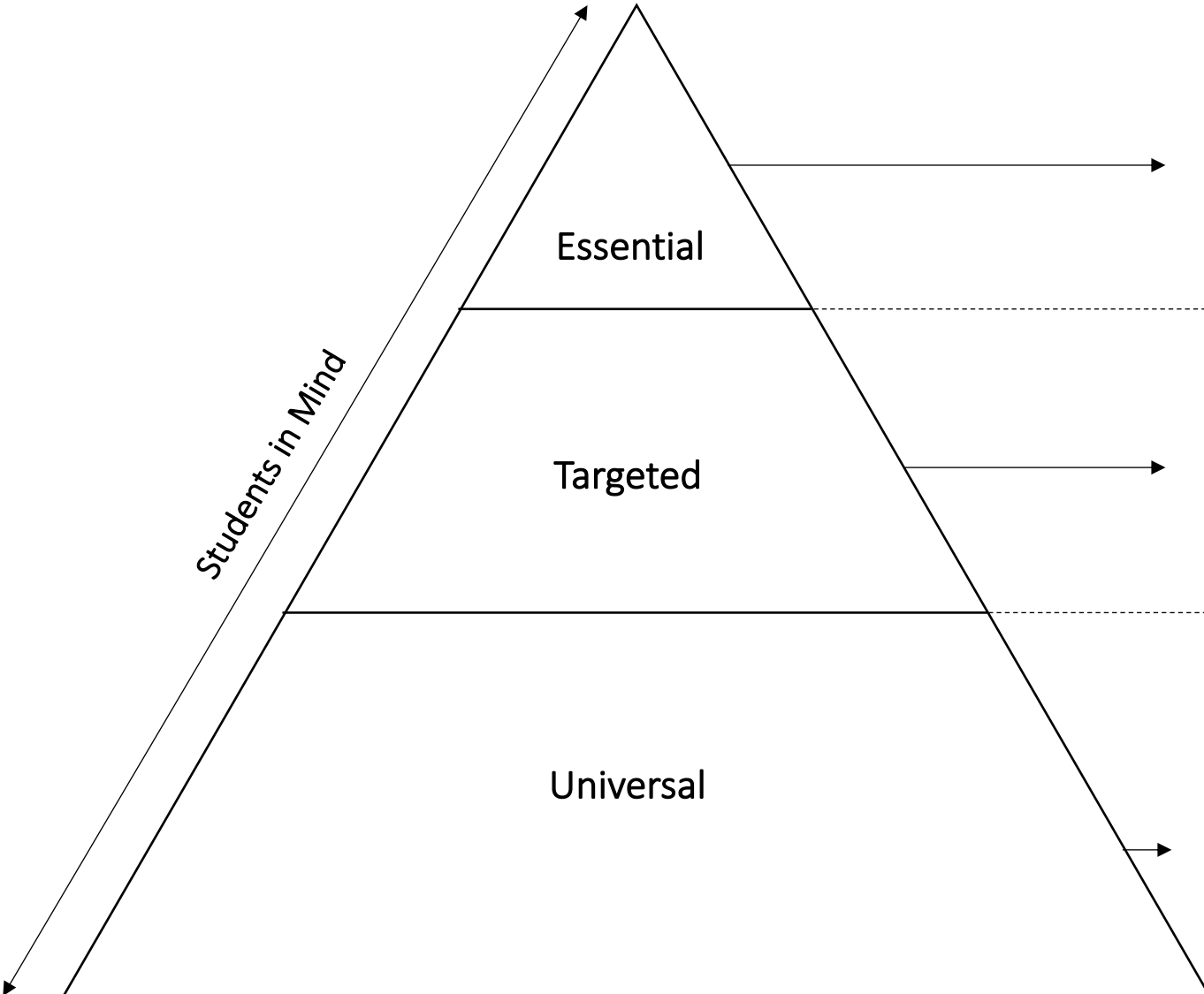
Targeted

What supports & strategies are useful for MOST/ALL?

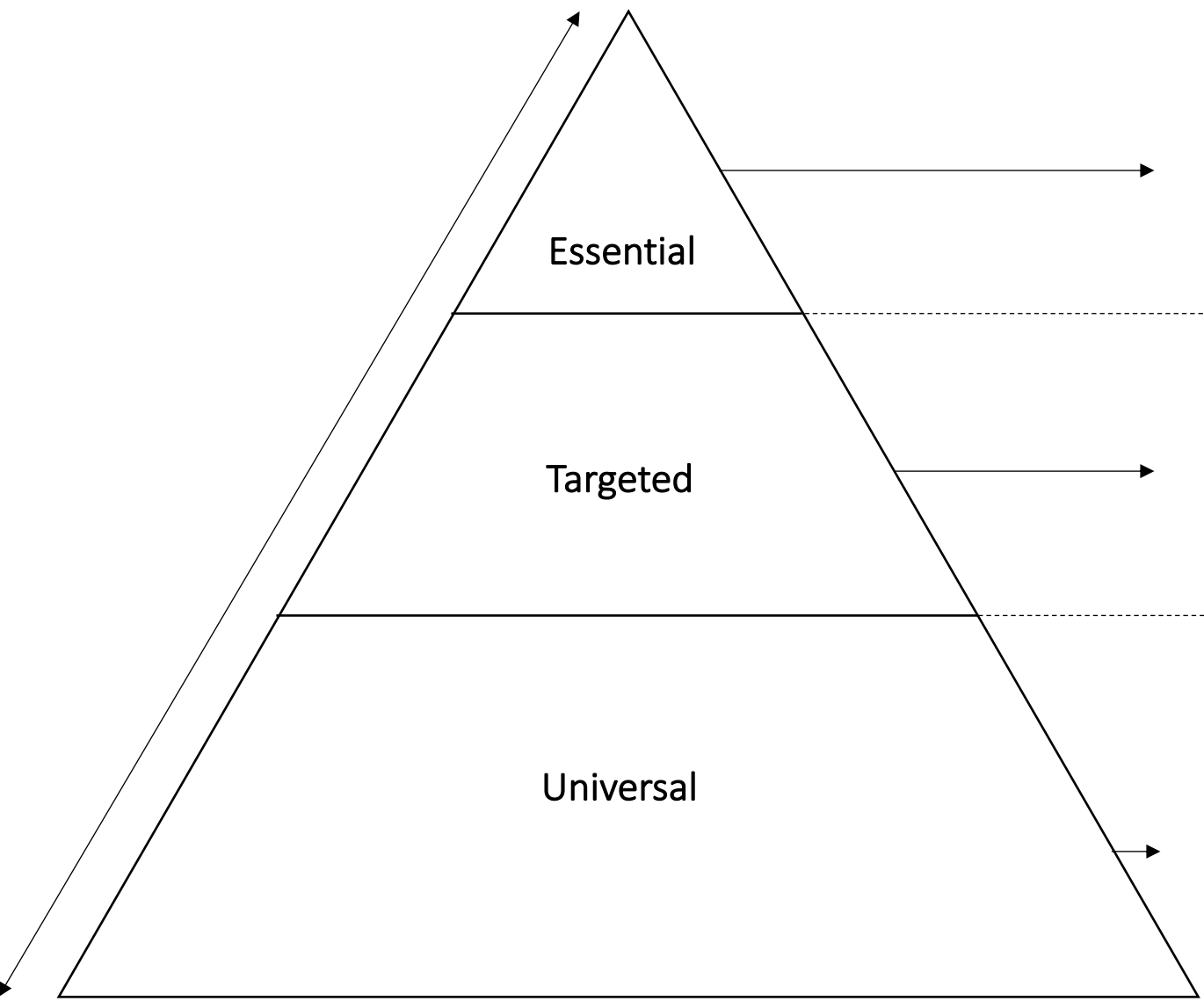
-
-
-
-
-

Universal

Who needs the MOST challenge?



Who needs the MOST support?



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

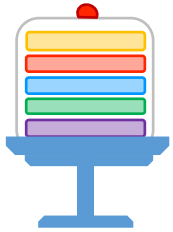
- Individual student co-developed language goals
- Individual conferencing/direct instruction during work time (not lesson time)

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?

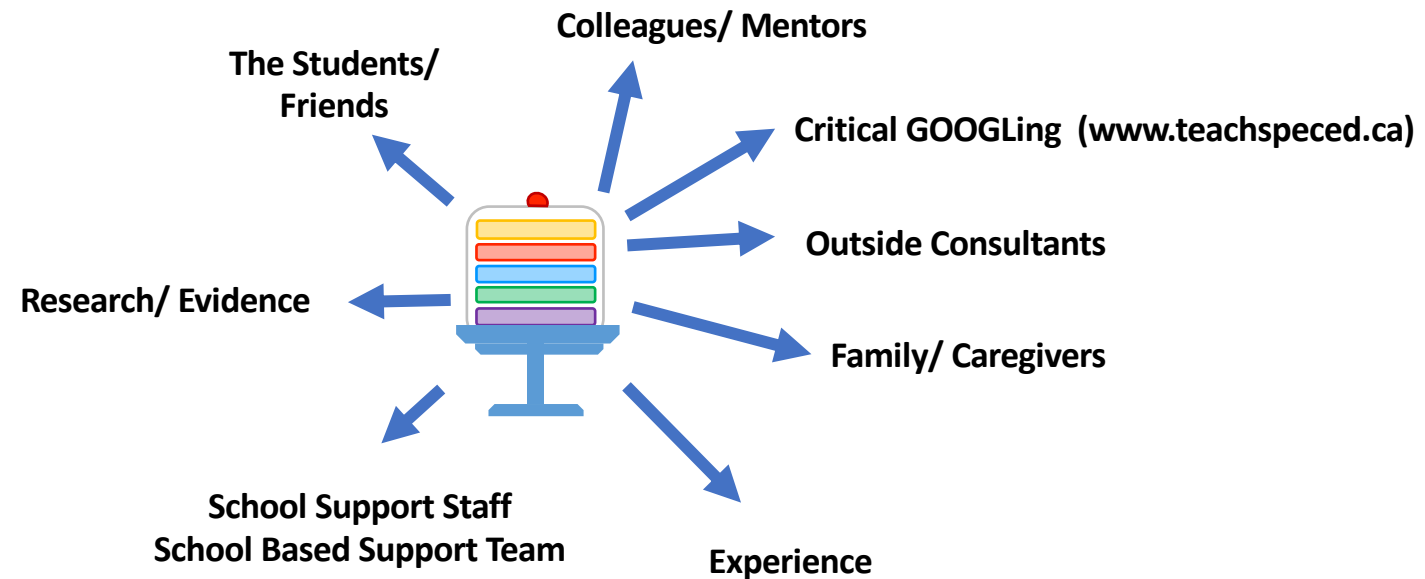
- Relationships with student, families and caregivers
- Multi-lingual word/picture wall
- Books with diverse characters
- Everyone learns words in a new language words
- Learn language across all curricular areas
- Speak clear, slow and allow for wait time
- Multiple ways to show learning (visual, oral,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



Layered Support Cake of Love: Classroom Support Plan



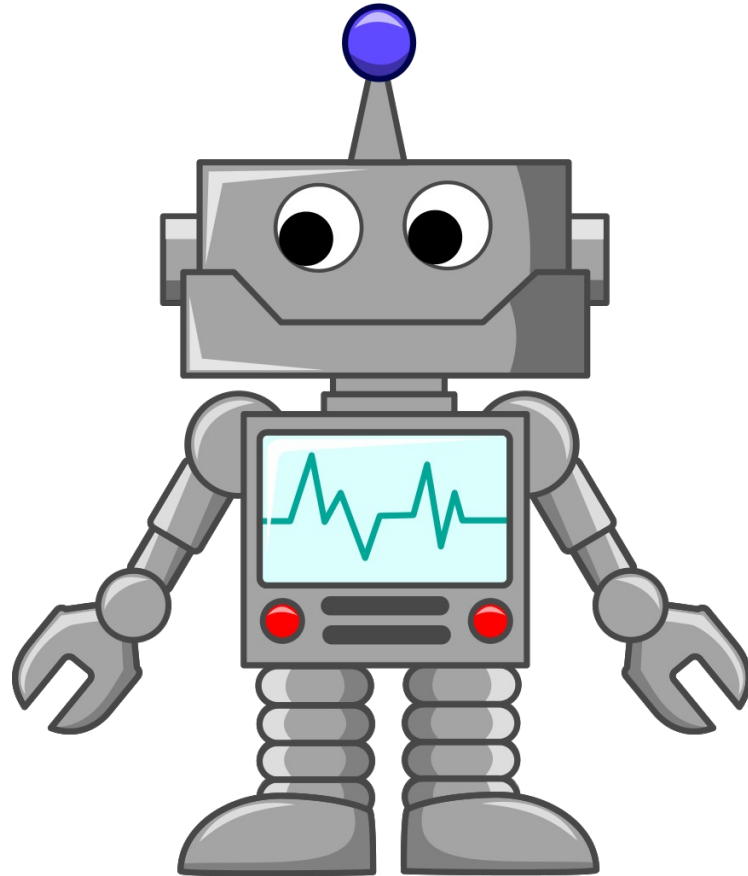
How do we figure out supports or strategies students need?



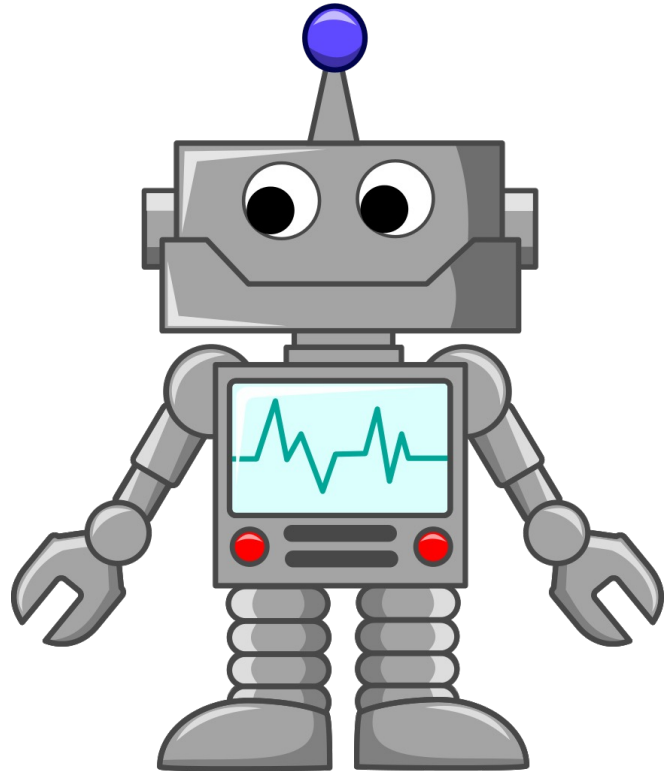
AI – CHAT GPT



My AI assistant “Dale”



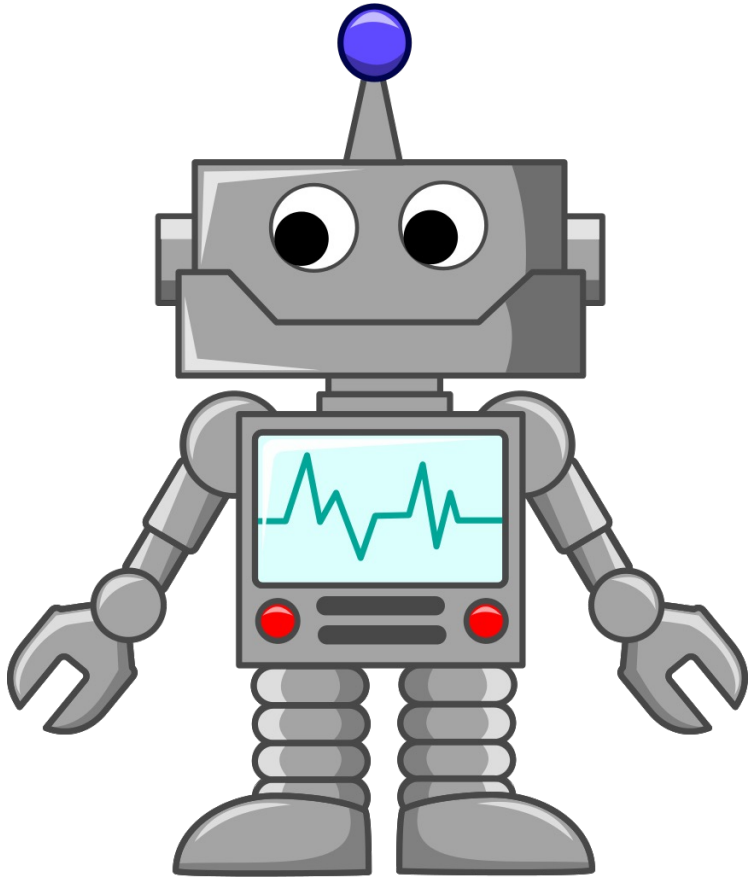
My AI assistant “Dale”



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*)?

Remember!



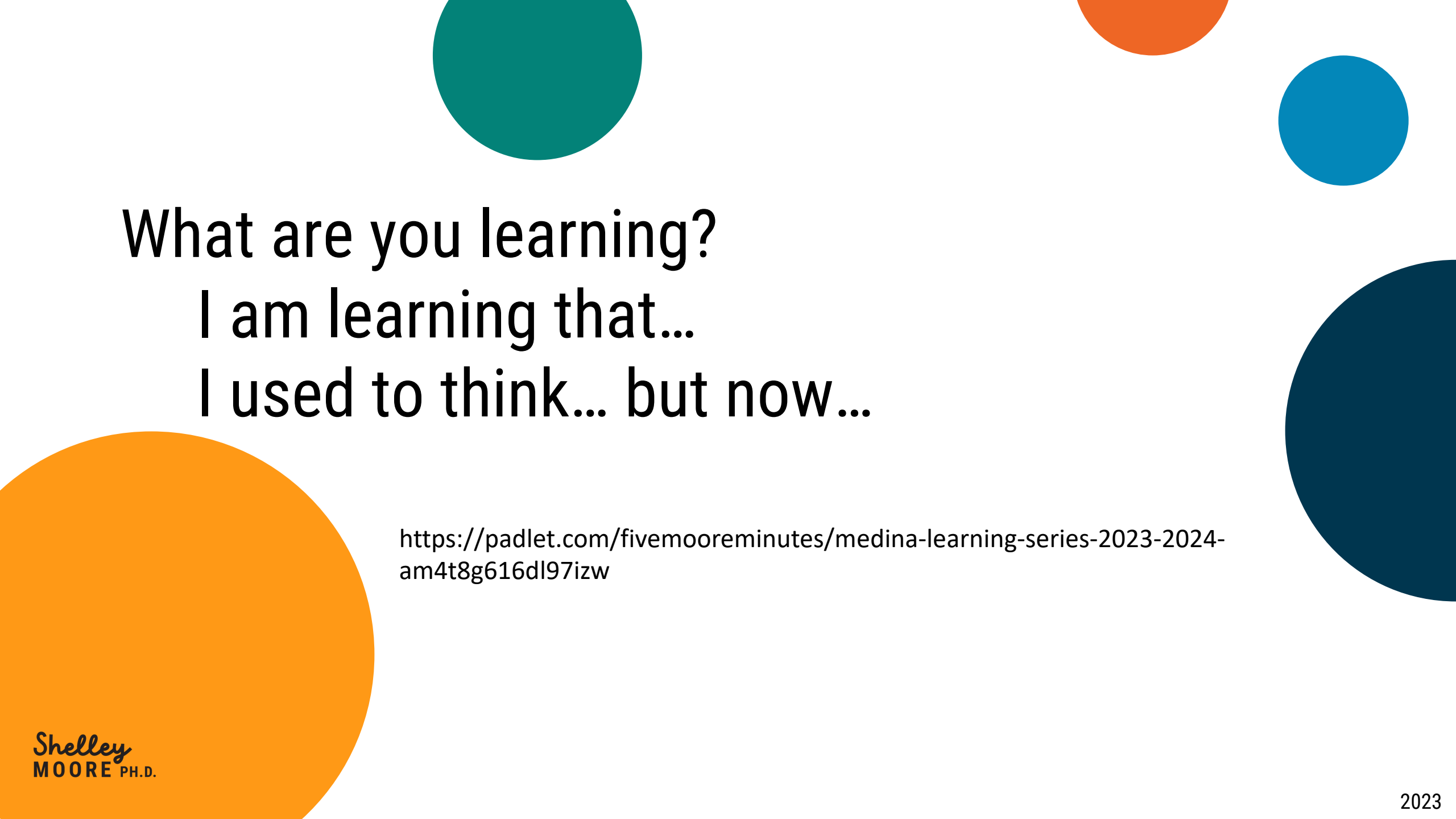
It is important to not be **ableist** in our prompts:

- 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

Try one thing before next session (Jan. 12)
Bring to the session an artifact about what you tried

Keeping track of our learning (Padlet)
What are we learning?



What are you learning?
I am learning that...
I used to think... but now...

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

The strategies in this module will help to capture and respond to student dimensions in a needs-based way

Needs Based Reflection

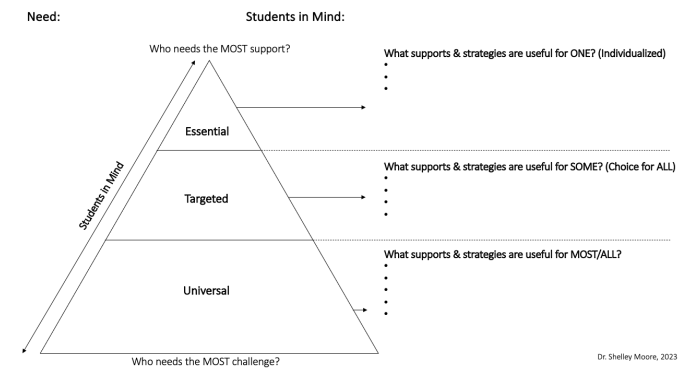
Classroom Needs Based Reflection

Target Classroom: _____ Classroom Teacher(s): _____ Date: _____

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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

Needs Based Plan (single)



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 1

Students

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

Session 5

Student choice of evidence
Adjustable Assessment

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

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