

Secondary Inclusive Learning Series

2024-2025

Our plan this year

- Oct 4: Strategies for **Getting to Know Students**
- Nov. 20: Strategies for **Needs Based Planning**
- Dec. 7: Strategies for **Needs Based Planning**
- Jan. 11: Strategies for **Targeting Learning Goals**
- Feb. 20: Strategies for **Inclusive Curriculum Design**
- Apr. 22: Strategies for **Inclusive Lesson Design**
- May 2: Strategies for **Inclusive Assessment**

Last Session: Strategies for **Getting to Know Students**

- Specific Strategy: Student Dimension Interview Questions
- Reflection on Action:
 - What did you try?
 - What did you notice?
 - What are your next steps?
 - What questions are coming up?

Today: Zooming on on Student Needs Strategies for **Needs Based Planning**

- Specific Strategy: Needs Based Reflection
- Rationale: An important shift in **inclusive thinking & planning**, is responding to the **needs of students**, instead of the disabilities of students. The **needs-based reflection** allows classroom teachers to **reflect on and prioritize** some need-based areas so that a plan can be made to **support needs** in **universal ways** that reduce barriers and benefit **all students**.



What is a barrier?

What is a need?

Reducing Barriers

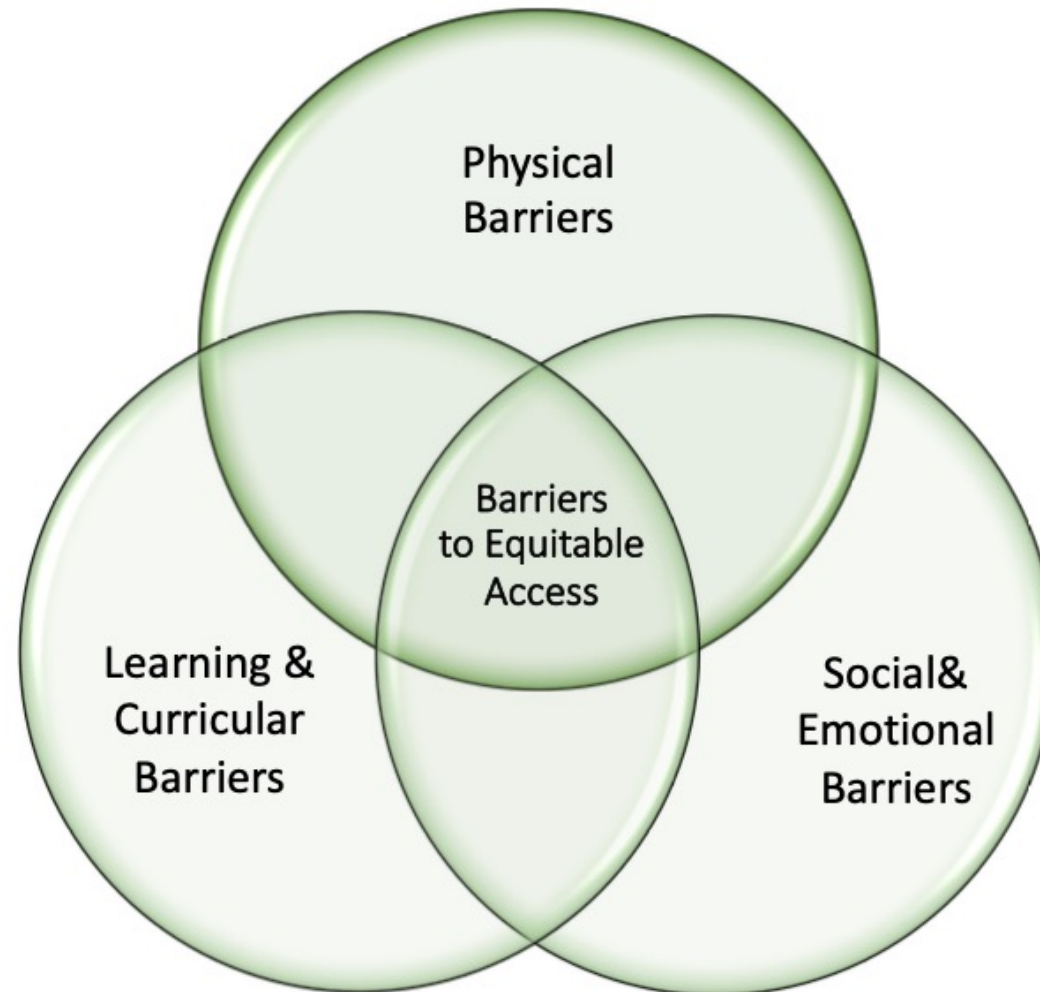


Supporting Needs

What are barriers?



Increasing Inclusive & Equitable Access by Reducing and Eliminating Barriers

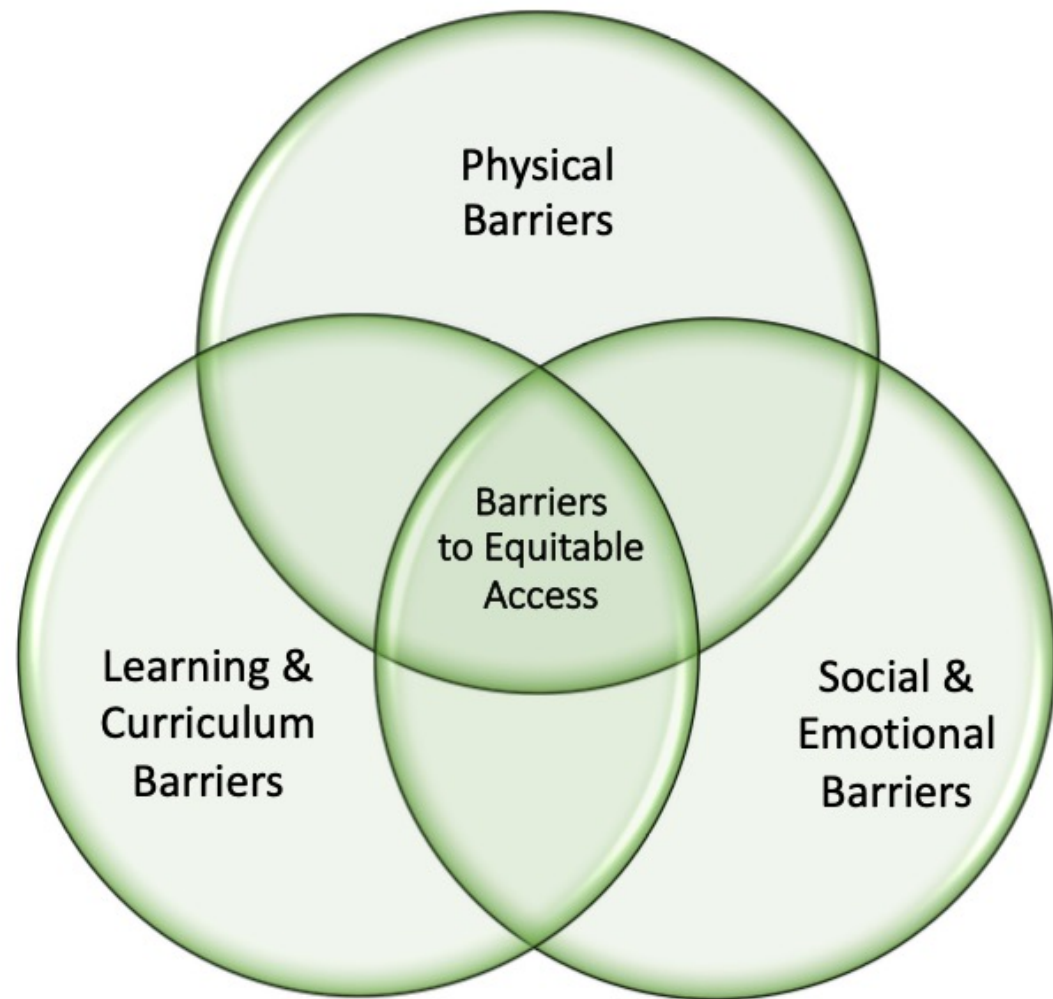


What are needs?



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

Classroom Support Plan: Need Based Reflection

Target Classroom: Gr. 8 Humanities

Classroom Teacher(s): M.B.

Date: Fall 2022

1. Look at the following areas of need as a school team (classroom teacher, support teacher, outside/community consultants, educational assistants, etc.)
2. Record needs from student IEP (Individual Education Plan) and/or LSP (Learner Support Plan)
3. You can refer to individual assessments & recommendations as well as specific areas of expertise to determine need(s) (e.g., SLP, OT, D/HH Teacher etc.)
4. Decide which additional needs are affecting learning in the classroom (needs can reflect one or more students but are not disabilities. For example, "Autism" is not a need)
5. Prioritize needs for development of classroom support plan

Areas of Need AB - G, Q, H AD - Q JR, MH, PR, MP, MB FP, KP, SS, ST	This is an IEP/LSP needs based area	Our classroom community needs support for this immediately	Our classroom community needs support for this soon	Our classroom community does not need support for this right now
Anger or Frustration	AB, SS	<input type="checkbox"/>	x	<input type="checkbox"/>
Anxiety	AB, AD	<input type="checkbox"/>	<input type="checkbox"/>	x
Articulation	AD, FP	<input type="checkbox"/>	<input type="checkbox"/>	x
Attendance	AD, FP, ST	<input type="checkbox"/>	x	x
Assistive Technology	AB	<input type="checkbox"/>	<input type="checkbox"/>	x
Attention	AB, AD, KP	<input type="checkbox"/>	x	<input type="checkbox"/>
Vision	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Bullying	AB	<input type="checkbox"/>	x	<input type="checkbox"/>
Central Auditory Processing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Communication	AB, AD	x	<input type="checkbox"/>	<input type="checkbox"/>
Hearing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Depression/Sadness	AB, ST	<input type="checkbox"/>	<input type="checkbox"/>	x
Eating/ Food	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Emotional Regulation	AB, KP	x	<input type="checkbox"/>	<input type="checkbox"/>
English Language Skills	SS	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Engagement/ Motivation	AB, AD	<input type="checkbox"/>	x	<input type="checkbox"/>
Executive Functioning	FP, ST, SS	x	<input type="checkbox"/>	<input type="checkbox"/>
Fine Motor Skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Gambling	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Greif Management	AB, ST	x	<input type="checkbox"/>	<input type="checkbox"/>
Gross Motor Skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Hearing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Identity	AB, AD	x	<input type="checkbox"/>	<input type="checkbox"/>
Intellectual Ability	AD	<input type="checkbox"/>	<input type="checkbox"/>	x
Listening Comprehension	AD	<input type="checkbox"/>	<input type="checkbox"/>	x
Low Vision	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Memory	AD	<input type="checkbox"/>	<input type="checkbox"/>	x
Mental Health	AB, ST	<input type="checkbox"/>	x	<input type="checkbox"/>
Metacognition	AB, ST, KP	x	<input type="checkbox"/>	<input type="checkbox"/>
Mobility	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Non-Verbal Reasoning	FP	<input type="checkbox"/>	x	<input type="checkbox"/>
Organization	AB, AD, FP, KP	x	<input type="checkbox"/>	<input type="checkbox"/>
Personal Care	AB	<input type="checkbox"/>	<input type="checkbox"/>	x
Personal Safety	AB	<input type="checkbox"/>	<input type="checkbox"/>	x
Phonological Processing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Processing Speed	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Self Esteem	AB, AD, KP	x	<input type="checkbox"/>	<input type="checkbox"/>
Self- Advocacy	FP, SS	x	<input type="checkbox"/>	<input type="checkbox"/>
Self-Harm/ Suicide Management	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Self-Regulation	AB, AD	x	<input type="checkbox"/>	<input type="checkbox"/>
Sensory Integration	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Sequencing	FP	<input type="checkbox"/>	<input type="checkbox"/>	x
Social Skills	AB	<input type="checkbox"/>	<input type="checkbox"/>	x
Substance Abuse	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Task Initiation	AB, AD, KP, SS	x	<input type="checkbox"/>	<input type="checkbox"/>
Time Management	AB, AD, KP	x	<input type="checkbox"/>	<input type="checkbox"/>
Transition	AB	x	<input type="checkbox"/>	<input type="checkbox"/>
Verbal Ability	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Visual-Motor Skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Visual Spatial Processing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

<p>What are the priority needs for this class?</p> <ol style="list-style-type: none"> 1. Metacognition 2. Organization 3. Self Esteem 4. Task Initiation 5. Communication 	<p>What additional needs are impacting learning?</p> <ol style="list-style-type: none"> 1. Anxiety 2. Intellectual ability 3. Mental health 4. Personal safety 5. Social skills
--	--

Classroom Support Planning: Collaborative Needs Based Reflection

Target Classroom:

Classroom Teacher(s):

Support Teachers/Staff:

Date:

1. Look at the following areas of need as a team
2. Record needs for students who have IEPs (Individual education plan) and/or LSPs (learning support plan)
3. You can refer to individual assessments and recommendations as well as specialists to determine needs if useful
4. Record needs for students in class who do not have IEP or LSP
5. Look for clusters of need and reflect on community impact
6. Determine priority classroom needs to develop Classroom Support Plan

Areas of Need	Students who have this need (underline students who have IEP/LSPs)	This need impacts the community and/or there is a cluster of students who have this need	This need can be managed over time and/or not critical	This is an individual need area and/or community does not need support in this area
Addiction				
Attendance/ Lateness				
Attention				
Anxiety/ Depression				
Bullying				
Communication (receptive)				
Communication (expressive)				
Eating/Food/Allergies				
Engagement/Motivation				
Executive Functioning				
Family/Community/Identity				
Frustration/ Anger				
Greif/ Trauma				
Gross/Fine Motor Skills				
Intellectual Ability (access)				

Your Job today: Complete a Needs Based Reflection for 1 class and prioritize 3-5 needs

- Work time
- Mini Lesson: Model a needs-based reflection with a volunteer class

Classroom Support Planning: Collaborative Needs Based Reflection

Target Classroom: _____ Classroom Teacher(s): _____ Support Teachers/Staff: _____ Date: _____

1. Look at the following areas of need as a team
2. Record needs for students who have IEPs (Individual education plan) and/or LSPs (learning support plan)
3. You can refer to individual assessments and recommendations as well as specialists to determine needs if useful
4. Record needs for students in class who do not have IEP or LSP
5. Look for clusters of need and reflect on community impact
6. Determine priority classroom needs to develop Classroom Support Plan

Areas of Need	Students who have this need (underline students who have IEP/LSPs)	This need impacts the community and/or there is a cluster of students who have this need	This need can be managed over time and/or not critical	This is an individual need area and/or community does not need support in this area
Addiction				
Attendance/ Lateness				
Attention				
Anxiety/ Depression				
Bullying				
Communication (receptive)				
Communication (expressive)				
Eating/Food/Allergies				
Engagement/Motivation				
Executive Functioning				
Family/Community/Identity				
Frustration/ Anger				
Greif/ Trauma				
Gross/Fine Motor Skills				
Intellectual Ability (access)				

Thinking Back, Looking Ahead

- One useful idea from today
- One thing you are going to try and/or think about between now and next session
- Next session: How do we respond to and support student's needs (without the goal being to eliminate the needs)?