

Designing for Diversity

Coaching Series

Session 3: Pulling it all together – Using student data to develop Class Reviews

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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**





2023-2024 Guided Planning Series



Session 1: Getting to know the learners

What did you try? What did you notice? What questions are coming up?

Growth Year: _____

Name: _____ Grade: _____

Identify 1 path:

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:

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!

Help us get to know: _____ Date: _____

Person characteristics	Identities	Interests	Strengths	Struggles	Needs
Who are you and how do you grow?	What words would you use to describe you?	What groups do you belong to? What do you like to do on their own? With them? Family? Community?	What is your goal?	What is hard for you?	What do you need support with?
Factor 1:					
Factor 2:					
Factor 3:					
Factor 4:					

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

Who am I? Profile

Words that describe me:

My favorite books/movies:

Things I like to do when I'm alone:

Things I'm very good at or interested in:

Things I like to do with my family:

Things I like to do with my friends:

Things I like (or need) you to know about me:

My hopes and dreams for myself are:

The easiest way for me to show what I know is:

THIS IS ME!

Things I would like to get better at in this class are:

Student Dimension Inventory (Confidential) Class: _____

Name	Identities	Interests	Strengths	Struggles	Needs	Barriers	Supports/Strategies

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Session 2: Evolving IEPs to be more inclusive

What did you try? What did you notice? What questions are coming up?

School:	Student Profile
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Who am I as a person?				
	Name		Age	
	Grade		Year	
	A little about me...			
	Words that I or others might use to describe me and/or who I am as a person	My identities are:		
	Things I spend a lot of time doing, and/or things I want to learn about	My interests are:		
	Things I want my teachers to know about me/ things that will help others understand me better	My needs are:		

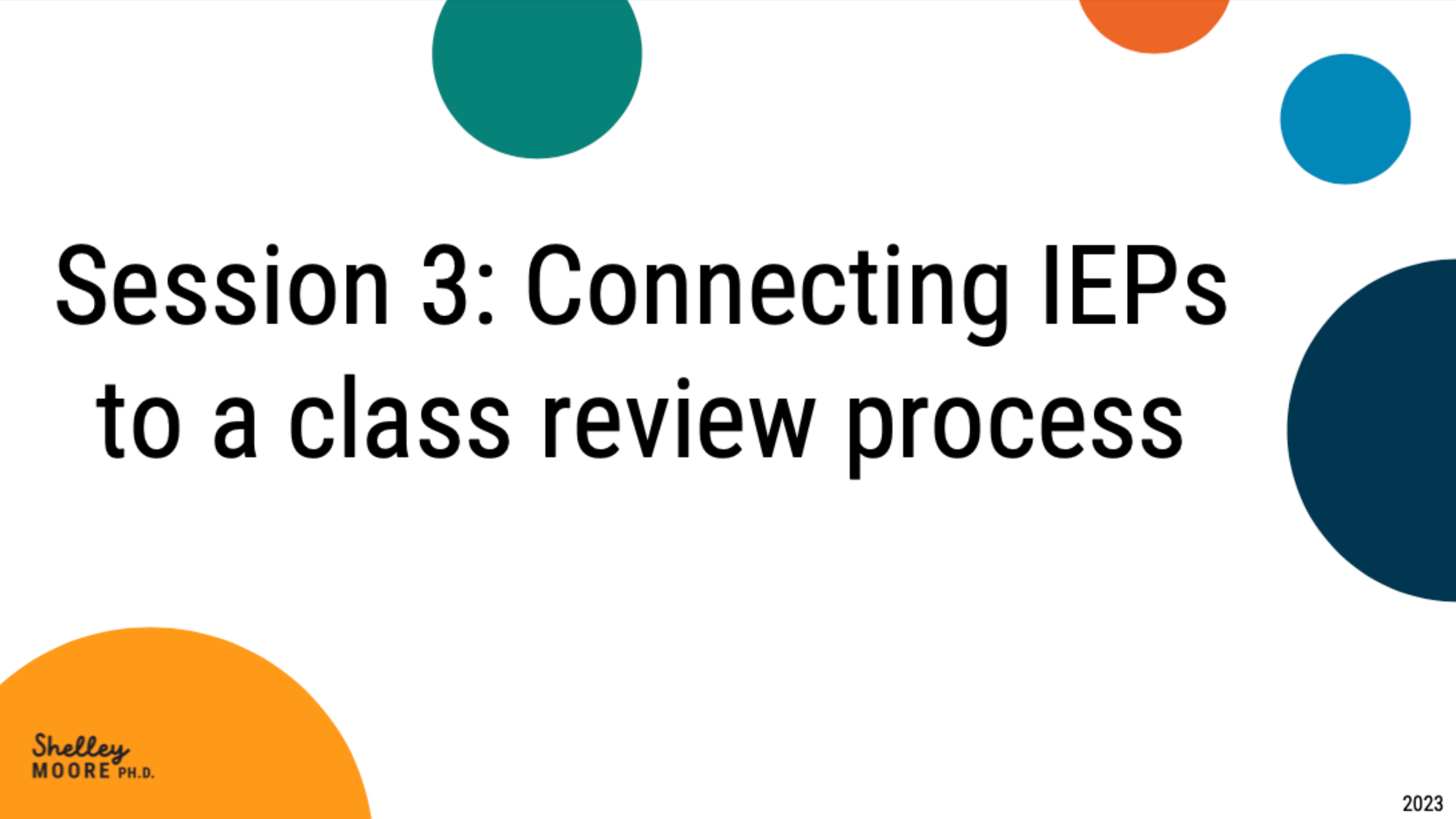
Who I am as a learner			
My Strengths (Things I'm good at and can help others with)	For myself	With others	When I am learning
	I think...	I think...	I think...
	My team thinks...	My team thinks...	My team thinks...
My Stretches (Things I need help with or need more practice at, things I want to get better at this year)	For myself	With others	When I am learning
	I think...	I think...	I think...
	My team thinks...	My team thinks...	My team thinks...



What are you trying?

**What are you noticing about your
thinking and practice?**

What questions are coming up?



Session 3: Connecting IEPs to a class review process

March 2023

March 2023

March 2023

(Things I need	I think...	I think...	I think...
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March 2023

(Things I need	I THINK...	I THINK...	I THINK...
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(Things I need	I THINK...	I THINK...	I THINK...
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(Things I need	I THINK...	I THINK...	I THINK...
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Class Review:		School Team:		Date:	
Class Dimensions					
Class Identities Student Perspectives:		Class Interests Student Perspectives:		Classroom Strengths Student Perspectives:	
Team Perspectives:		Team Perspectives:		Team Perspectives:	
Class Needs					
Need:	Need:	Need:	Need:	Need:	
Team Goals					
Some big questions and/or goals that we have for this class:					
Team Reflections & Decisions					
What works well for this class?			What else can we do to reduce barriers for this class?		

Class Review:		School Team:		Date:	
Class Dimensions					
Class Identities		Class Interests		Classroom Strengths	
←		Student Dimensions		→	
Class Needs					
Need:		Need:		Need:	
←		Prioritized Needs to Target		→	
Team Goals					
Some big questions and/or goals that we have for this class:					
←		Collaborative Team Goals		→	
Team Reflections & Decisions					
What works well for this class?			What else can we do to reduce barriers for this class?		
←			Collaborative Team Decisions		
			→		

Class Review:		School Team:		Date:	
Class Dimensions					
Class Identities Student Perspectives:		Class Interests Student Perspectives:		Classroom Strengths Student Perspectives:	
Team Perspectives:		Team Perspectives:		Team Perspectives:	
Class Needs					
Need:	Need:	Need:	Need:	Need:	Need:
Team Goals					
Some big questions and/or goals that we have for this class:					
Team Reflections & Decisions					
What works well for this class?			What else can we do to reduce barriers for this class?		

Class Review for: Grade 2		School: BG Elementary		Date: Fall 2022	
We can plan for our students by getting to know their dimensions:					
Identities 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		Interests 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		Strengths 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	
Based on student dimensions we can ask questions and set some goals:					
Some questions we have about this class: <ul style="list-style-type: none">- How do we address a large academic spread?- How do we support a range of readers?- How do we manage challenging behaviours?			Some goals we have for this class: <ul style="list-style-type: none">- Improve listening skills, develop social skills, using words to solve their problems, develop reading/writing skills, teach them to regulate their behaviour		
We can respond to student dimensions by targeting specific core competencies					
Strength areas: Social Awareness & Responsibility Creative Thinking			Stretch areas: Problem Solving Communication		
We can respond to student dimensions by reducing and eliminating barriers for everyone:					
What have we tried that is working: Having a clear schedule of the day, ready/do/done, organization strategies (book bins for the week), math manipulatives, individual, white boards, check in mornings			What do we still want to try: <ul style="list-style-type: none">- Adjusting the classroom layout to include some calm down spaces, allow students to take breaks when needed- Create an inclusive curricular unit plan		
We can respond to student dimensions by determining and prioritizing individual needs:					
Need: Executive Functioning (task initiation, sequencing) AM, <u>AB</u> , EB, AR, JR, PS, LT, <u>CT</u>	Need: Communication (Expressive) * <u>CT</u> , EB, AR	Need: Self Regulation (Emotional) * AA, <u>AB</u> , EB, HB, AR, PS, LT, <u>CT</u>	Need: Anxiety* PS, LT, <u>CT</u> , EW, MJ, FT, IO	Need: Social Skills (Problem Solving) * <u>AB</u> , EB, HB, AR, PS, <u>CT</u> , EW, MJ	
* Also an IEP Need Area					

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Based on student dimensions we can ask questions and set some goals:					
Some questions we have about this class: <ul style="list-style-type: none">- How do we address a large academic spread?- How do we support a range of readers?- How do we manage challenging behaviours?			Some goals we have for this class: <ul style="list-style-type: none">- Improve listening skills, develop social skills, using words to solve their problems, develop reading/writing skills, teach them to regulate their behaviour		
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* Also an IEP Need Area					

Class Review for: Ms. Hinz Grade 8: CREW, Humanities & Science		School: Nechako Valley Secondary School		Date: October 17, 2023	
We can plan for our students by getting to know their dimensions:					
Identities Culture/Race: Canadian, Indigenous, American, Philippines Disability: Autism, ADHD Intellectual Disability, Behavioral, Learning Disability Language: English, French, Filipino SOGI: 12 identify as F, 16 identify as M Family: Rural families, large families, x generation families, mixed and blended families, international families, farming and forestry families		Interests Outdoors, dirt biking, hunting, horses, art, music, reading, football, hockey, volleyball, soccer, ruby, painting, cooking, computers, gaming, movies, band, agriculture, farming,		Strengths Kind hearted, help take care of class pet Gizmo, love hands on activities, athletic, competitive, artistic, inquiry learning, asking questions , open to learning different perspectives, love being outside, helping others	
Stretches Listening when others are speaking, self-regulation, coming to class prepared, transitions, following directions,, writing, decision making, taking risks , dealing with anxiety, being quiet when asked .					
Based on student dimensions we can ask questions and set some goals:					
Some questions we have about this class: <ul style="list-style-type: none">How can we create a learning environment to meet everyone's needs and goalsHow can we learn self regulation and ways to deal with anxiety and stressHow can we incorporate more hands on learning and inquiry based learning given time and resource restraintsHow can we incorporate more of the Indigenous principals of learning			Some goals we have for this class: <ul style="list-style-type: none">To be open to try new thingsTo build self confidence and self esteemTo learn that its ok to make mistakes and try again		
We can respond to student dimensions by reducing and eliminating barriers for everyone:					
What have we tried that is working: <ul style="list-style-type: none">Student choiceGames and visuals to help learningOutdoor land based learningReward system for positive behaviorCreating a safe and inclusive classroom environment where all learners are welcomed			What do we still want to try: <ul style="list-style-type: none">Incorporating more SEL strategies in the classroom to help support all learnersBuild a more needs based classroom to help support all learnersTeach self regulation skills and strategiesFinding ways to build self esteem and self confidence		
We can respond to student dimensions by determining and prioritizing individual needs: (This is based on Student IEPs, observations made by Ms. Hinz (Class teacher) and help from Ms. Wall (Class EA))					
Need: Organization Everyone	Need: Social Skills LB, HS, WS, CA, , JM	Need: Transitions LB, HS, WS, CA,,JM, everyone	Need: Language and Reading LB, HS, WS, CA,JM	Need: SEL and Self regulation LB, HS,WS,CA,JM, Everyone	
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Need:	Need:	Need:	Need:	Need:	Need:
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Reducing Barriers

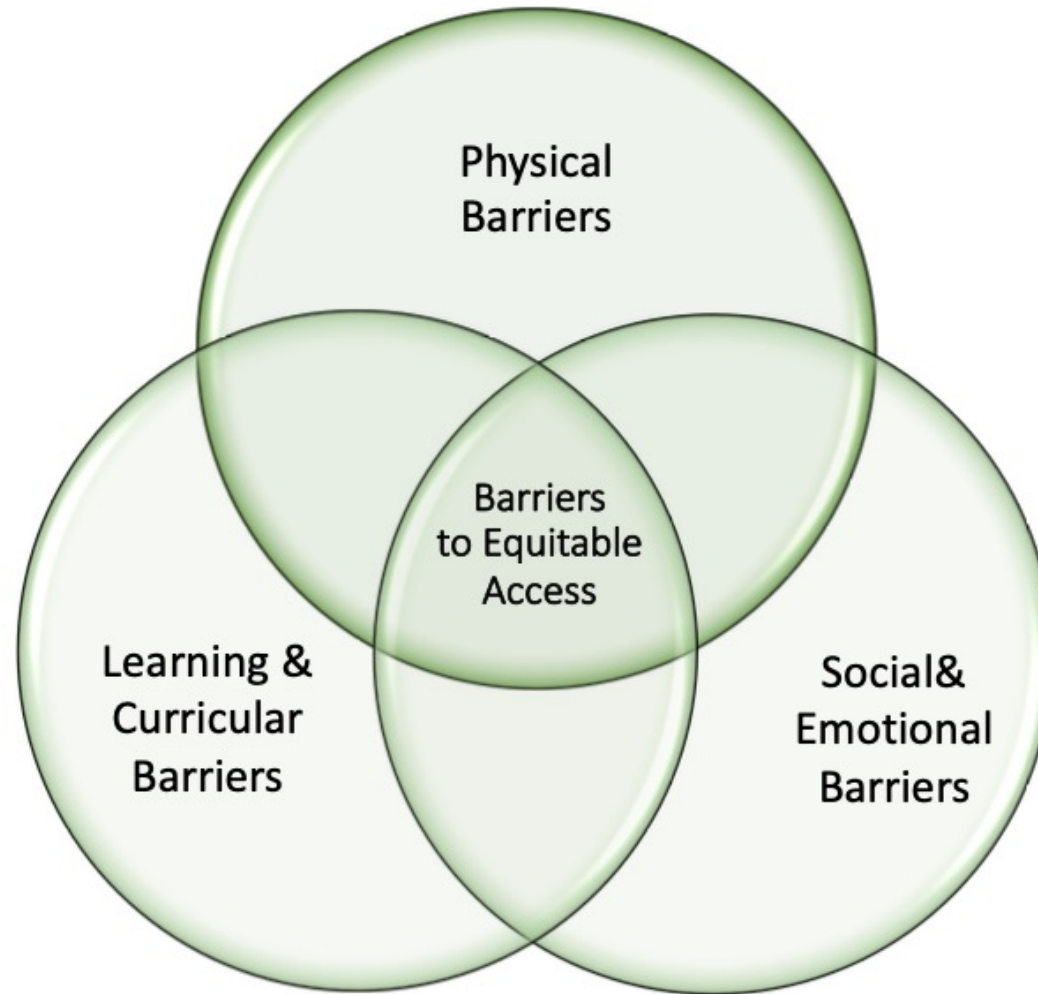


Supporting Needs

What are barriers?



Increasing Inclusive & Equitable Access by Reducing and Eliminating Barriers

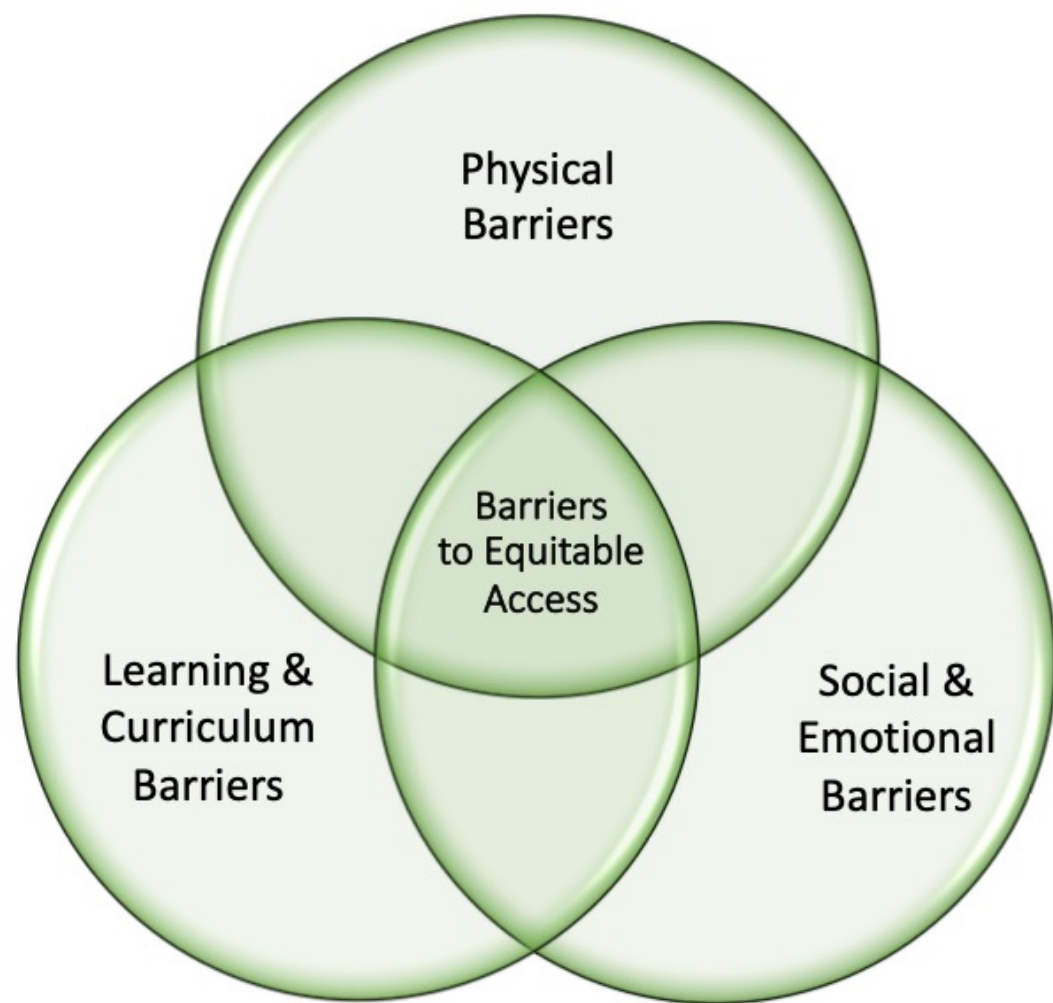


What are needs?



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 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)				

Intellectual Ability (extend)				
Language				
Literacy (decoding)				
Literacy (understanding)				
Literacy (written output)				
Literacy (oral language/speaking)				
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/ Self Injurious Behaviour				
Sensory				
Social Skills				
Transitioning				
Other:				
Other:				



Priority Community Needs	Specialists/Individuals to connect to	Priority Individual Needs	Specialists/Individuals to connect to

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"/>

Areas of Need School Team Reflection

S. Moore, 2022 - Adapted from www.speded.ca

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"/>

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

Areas of Need School Team Reflection

S. Moore, 2022 - Adapted from www.speded.ca

Class Review for: Grade 2		School: BG Elementary		Date: Fall 2022
We can plan for our students by getting to know their dimensions:				
Identities 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		Interests 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		Strengths 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
Based on student dimensions we can ask questions and set some goals:				
Some questions we have about this class: - How do we address a large academic spread? - How do we support a range of readers? - How do we manage challenging behaviours?			Some goals we have for this class: - Improve listening skills, develop social skills, using words to solve their problems, develop reading/writing skills, teach them to regulate their behaviour	
We can respond to student dimensions by targeting specific core competencies				
Strength areas: Social Awareness & Responsibility Creative Thinking			Stretch areas: Problem Solving Communication	
We can respond to student dimensions by reducing and eliminating barriers for everyone:				
What have we tried that is working: Having a clear schedule of the day, ready/do/done, organization strategies (book bins for the week), math manipulatives, individual, white boards, check in mornings			What do we still want to try: - Adjusting the classroom layout to include some calm down spaces, allow students to take breaks when needed - Create an inclusive curricular unit plan	
We can respond to student dimensions by determining and prioritizing individual needs:				
Need: Executive Functioning (task initiation, sequencing) AM, <u>AB</u> , EB, AR, JR, PS, LT, <u>CT</u>	Need: Communication (Expressive) * <u>CT</u> , EB, AR	Need: Self Regulation (Emotional) * AA, <u>AB</u> , EB, HB, AR, PS, LT, <u>CT</u>	Need: Anxiety* PS, LT, <u>CT</u> , EW, MJ, FT, IO	Need: Social Skills (Problem Solving) * <u>AB</u> , EB, HB, AR, PS, <u>CT</u> , EW, MJ
* Also an IEP Need Area				

Class Review for: Ms. Hinz Grade 8: CREW, Humanities & Science		School: Nechako Valley Secondary School		Date: October 17, 2023	
We can plan for our students by getting to know their dimensions:					
Identities Culture/Race: Canadian, Indigenous, American, Philippines Disability: Autism, ADHD Intellectual Disability, Behavioral, Learning Disability Language: English, French, Filipino SOGI: 12 identify as F, 16 identify as M Family: Rural families, large families, x generation families, mixed and blended families, international families, farming and forestry families		Interests Outdoors, dirt biking, hunting, horses, art, music, reading, football, hockey, volleyball, soccer, ruby, painting, cooking, computers, gaming, movies, band, agriculture, farming,		Strengths Kind hearted, help take care of class pet Gizmo, love hands on activities, athletic, competitive, artistic, inquiry learning, asking questions , open to learning different perspectives, love being outside, helping others	
				Stretches Listening when others are speaking, self-regulation, coming to class prepared, transitions, following directions,, writing, decision making, taking risks , dealing with anxiety, being quiet when asked .	
Based on student dimensions we can ask questions and set some goals:					
Some questions we have about this class: <ul style="list-style-type: none">How can we create a learning environment to meet everyone's needs and goalsHow can we learn self regulation and ways to deal with anxiety and stressHow can we incorporate more hands on learning and inquiry based learning given time and resource restraintsHow can we incorporate more of the Indigenous principals of learning			Some goals we have for this class: <ul style="list-style-type: none">To be open to try new thingsTo build self confidence and self esteemTo learn that its ok to make mistakes and try again		
We can respond to student dimensions by reducing and eliminating barriers for everyone:					
What have we tried that is working: <ul style="list-style-type: none">Student choiceGames and visuals to help learningOutdoor land based learningReward system for positive behaviorCreating a safe and inclusive classroom environment where all learners are welcomed			What do we still want to try: <ul style="list-style-type: none">Incorporating more SEL strategies in the classroom to help support all learnersBuild a more needs based classroom to help support all learnersTeach self regulation skills and strategiesFinding ways to build self esteem and self confidence		
We can respond to student dimensions by determining and prioritizing individual needs: (This is based on Student IEPs, observations made by Ms. Hinz (Class teacher) and help from Ms. Wall (Class EA))					
Need: Organization Everyone	Need: Social Skills LB, HS, WS, CA, , JM	Need: Transitions LB, HS, WS, CA,,JM, everyone	Need: Language and Reading LB, HS, WS, CA,JM	Need: SEL and Self regulation LB, HS,WS,CA,JM, Everyone	
* Also an IEP Need Area					

These strategies will help collate information about a class community

Class Review:		School Team:		Date:	
Class Dimensions					
Class Identities Student Perspectives:	Class Interests Student Perspectives:	Classroom Strengths Student Perspectives:	Classroom Stretches Student Perspectives:		
Team Perspectives:	Team Perspectives:	Team Perspectives:	Team Perspectives:		
Class Needs					
Need:	Need:	Need:	Need:	Need:	
Team Goals					
Some big questions and/or goals that we have for this class:					
Team Reflections & Decisions					
What works well for this class?			What else can we do to reduce barriers for this class?		

Classroom Support Planning: Collaborative Needs Based Reflection

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

- Look at the following areas of need as a team
- Record needs for students who have IEPs (Individual education plan) and/or LSPs (learning support plan)
- You can refer to individual assessments and recommendations as well as specialists to determine needs if useful
- Record needs for students in class who do not have IEP or LSP
- Look for clusters of need and reflect on community impact
- 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				
Grief/ Trauma				
Gross/Fine Motor Skills				
Intellectual Ability (access)				

Collaborative Needs Based Reflection

Dr. Shelley Moore, 2023

Next Step: Make some decisions that will reduce barriers and meet needs



Session 4: Making decisions to reduce barriers and meet needs in an inclusive classroom

Your job for next session: Dec 7, 2023

1. Using the information that you have collected from/ about the students in your target class start (or add to) a **Class Review**
 - Make sure the dimensions of the target student with the IEP is represented
2. Complete a **Needs Based Reflection** on the target class
 - Prioritize 4–5 needs-based areas for the class
 - Make sure some needs of the target student with the IEP is represented
 - Add them to the class review