

Designing for **Diversity**

Coaching Series

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

Shelley
MOORE PH.D.



Shelley MOORE PH.D.



@tweetsomemoore



@fivemooreminutes



@fivemooreminutes

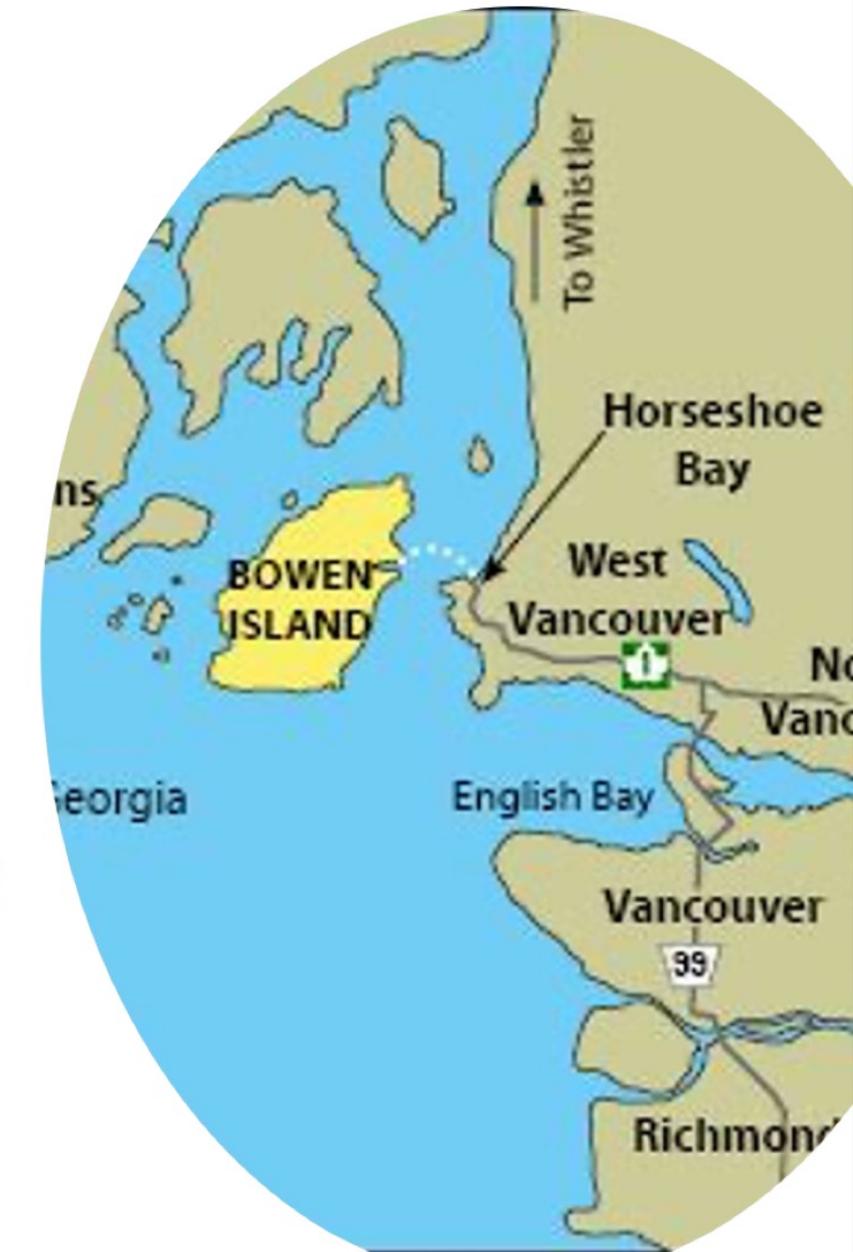


www.fivemooreminutes.com

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**



2023-2024 Guided Planning Series

Shelley
MOORE PH.D.

Session 1: Getting to know the learners

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

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:

- _____
- _____
- _____
- _____

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

- _____
- _____
- _____
- _____

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

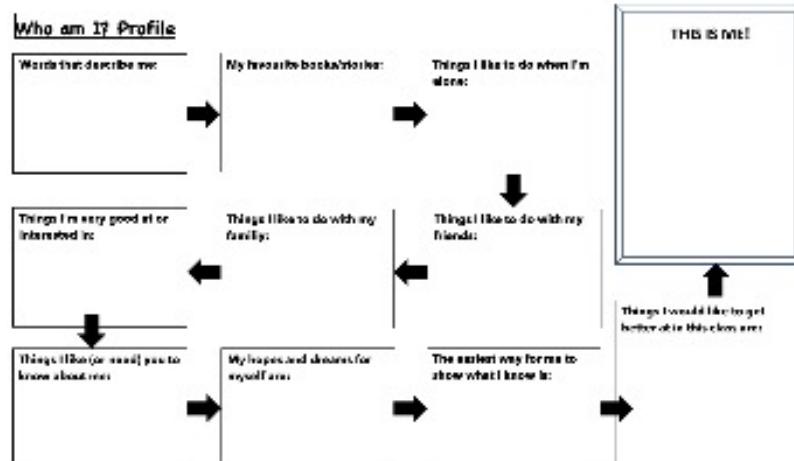
- _____
- _____
- _____
- _____

Thank you for helping me grow!

Help us get to know: _____

Person connected to	Identifies	Interests	Growth	Strengths	Memo
Who are you and how do you grow? _____	What words would you use to describe _____? _____	What is _____ interested in? What do they like to do on their own? Who is their friend? Family? Community? _____	What is _____ good at? _____	What is good for _____? _____	What does _____ need support with? _____
Parent 1					
Parent 2					
Parent 3					
Parent 4					
Parent 5					

Who am I? (Identifies)	What I know! (Identifies)	What am I good at? (Strengths)	How do I want to grow? (Stretch)	What makes it hard for me to grow? (Needs)
What are some words that describe you? _____ Complete the assessment: I am _____	What brings you joy? _____ What are some words of your favorite 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 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 feels easy to you? _____ What do you know is not about? _____ What perspective do you bring to conversations? _____ What are you really good at? _____ What do you wish you could do more of? _____ How can I help others? (Strengths) _____ What is an area that you need some practice in? _____ What could you teach to someone else? _____ Why is your family/ community so happy to have you? _____ What do you like to learn? read about? _____ What kinds of "newness" books do you like? _____ How do you help out at home? in other activities? _____ What do you need support for at school? _____ What do you wish you could do more of without help? _____	What is a goal that you have for yourself? _____ What do you want to put focus on? _____ What is something you want to learn more about? _____ What do you prefer to work alone or in a group? _____ What makes it hard for you to learn? _____ What helps you learn best? _____ What makes it hard for you to stay interested/ focused? _____ Do you prefer to work alone or in a group? _____ What makes it hard for you to remember? _____ 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? _____	



Student Dimension Inventory (Confidential) Class: _____

Name	Identifies	Interests	Strengths	Stretch	Needs	Barriers	Supportive Setting at

Session 2: Evolving IEPs to be more inclusive

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

School:	Student Profile
---------	-----------------

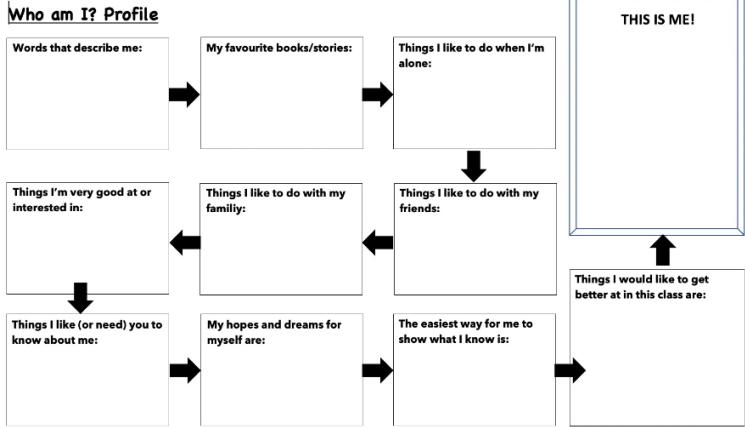
Who am I as a person?			
	Name	Age	
	Grade	Year	
	A little about me...		
	Words that I or others might use to describe me and/or who I am as a person	My identities are:	
	Things I spend a lot of time doing, and/or things I want to learn about	My interests are:	
	Things I want my teachers to know about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

Student Information from Multiple Perspectives



Student Dimension Inventory (Confidential)

Class: _____

Name	Identities	Interests	Strengths	Stretches	Needs	Barriers	Supports & Strategies

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 brings you joy? What are some of your favorite things? What are some things that you do with your family and friends? What perspective do you want to bring to conversations? What are you really good at? How can I help others? (Strengths)	What feels easy to you? What do you know a lot about? 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 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 communities are you and your family a part of? What are your pronouns? 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 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 do you do that brings other people joy?	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? How do you help out in other activities? What do you do that brings other people joy?	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? How do you help out in other activities? What do you do that brings other people joy?	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? How do you help out in other activities? What do you do that brings other people joy?

Growth Year: _____

Name: _____

Who am I?

What do I love?

What helps me grow?

What am I good at?

How can I help 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 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:					

School: _____ Student Profile

Who am I as a person?

Name	Age
Grade	Year
A little about me...	
Words that for 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...

Class Review:		School Team:	Date:	
Class Dimensions				
Class Identities Student Perspectives: Team Perspectives:	Class Interests Student Perspectives: Team Perspectives:	Classroom Strengths Student Perspectives: Team Perspectives:	Classroom Stretches Student 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

Classroom Stretches

Student Dimensions



Class Needs

Need:

Need:

Need:

Need:

Need:

Prioritized Needs to Target



Team Goals

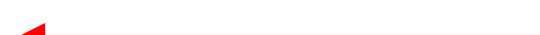
Some big questions and/or goals that we have for this class:



Collaborative Team Goals

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: Team Perspectives:	Class Interests Student Perspectives: Team Perspectives:	Classroom Strengths Student Perspectives: Team Perspectives:	Classroom Stretches Student 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 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, AB, EB, AR, JR, PS, LT, CT

Need: Communication (Expressive)*
CT, EB, AR

Need: Self Regulation (Emotional) *
 AA, AB, EB, HB, AR, PS, LT, CT

Need: Anxiety*
 PS, LT, CT, EW, MJ, FT, IO

Need: Social Skills (Problem Solving)*
AB, EB, HB, AR, PS, CT, EW, MJ

* Also an IEP Need Area

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, AB, EB, AR, JR, PS, LT, CT

Need: Communication (Expressive)*
CT, EB, AR

Need: Self Regulation (Emotional) *
 AA, AB, EB, HB, AR, PS, LT, CT

Need: Anxiety*
 PS, LT, CT, EW, MJ, FT, IO

Need: Social Skills (Problem Solving)*
AB, EB, HB, AR, PS, CT, EW, MJ

* Also an IEP Need Area

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

Identities	Interests	Strengths	Stretches
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	Outdoors, dirt biking, hunting, horses, art, music, reading, football, hockey, volleyball, soccer, rugby, painting, cooking, computers, gaming, movies, band, agriculture, farming,	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	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:

- How can we create a learning environment to meet everyone's needs and goals
- How can we learn self regulation and ways to deal with anxiety and stress
- How can we incorporate more hands on learning and inquiry based learning given time and resource restraints
- How can we incorporate more of the Indigenous principals of learning

Some goals we have for this class:

- To be open to try new things
- To build self confidence and self esteem
- To 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:

- Student choice
- Games and visuals to help learning
- Outdoor land based learning
- Reward system for positive behavior
- Creating a safe and inclusive classroom environment where all learners are welcomed

What do we still want to try:

- Incorporating more SEL strategies in the classroom to help support all learners
- Build a more needs based classroom to help support all learners
- Teach self regulation skills and strategies
- Finding 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

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:

- How can we create a learning environment to meet everyone's needs and goals
- How can we learn self regulation and ways to deal with anxiety and stress
- How can we incorporate more hands on learning and inquiry based learning given time and resource restraints
- How can we incorporate more of the Indigenous principals of learning

Some goals we have for this class:

- To be open to try new things
- To build self confidence and self esteem
- To 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:

- Student choice
- Games and visuals to help learning
- Outdoor land based learning
- Reward system for positive behavior
- Creating a safe and inclusive classroom environment where all learners are welcomed

What do we still want to try:

- Incorporating more SEL strategies in the classroom to help support all learners
- Build a more needs based classroom to help support all learners
- Teach self regulation skills and strategies
- Finding 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

Class Review:		School Team:	Date:	
Class Dimensions				
Class Identities Student Perspectives: Team Perspectives:	Class Interests Student Perspectives: Team Perspectives:	Classroom Strengths Student Perspectives: Team Perspectives:	Classroom Stretches Student 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?		

Reducing Barriers

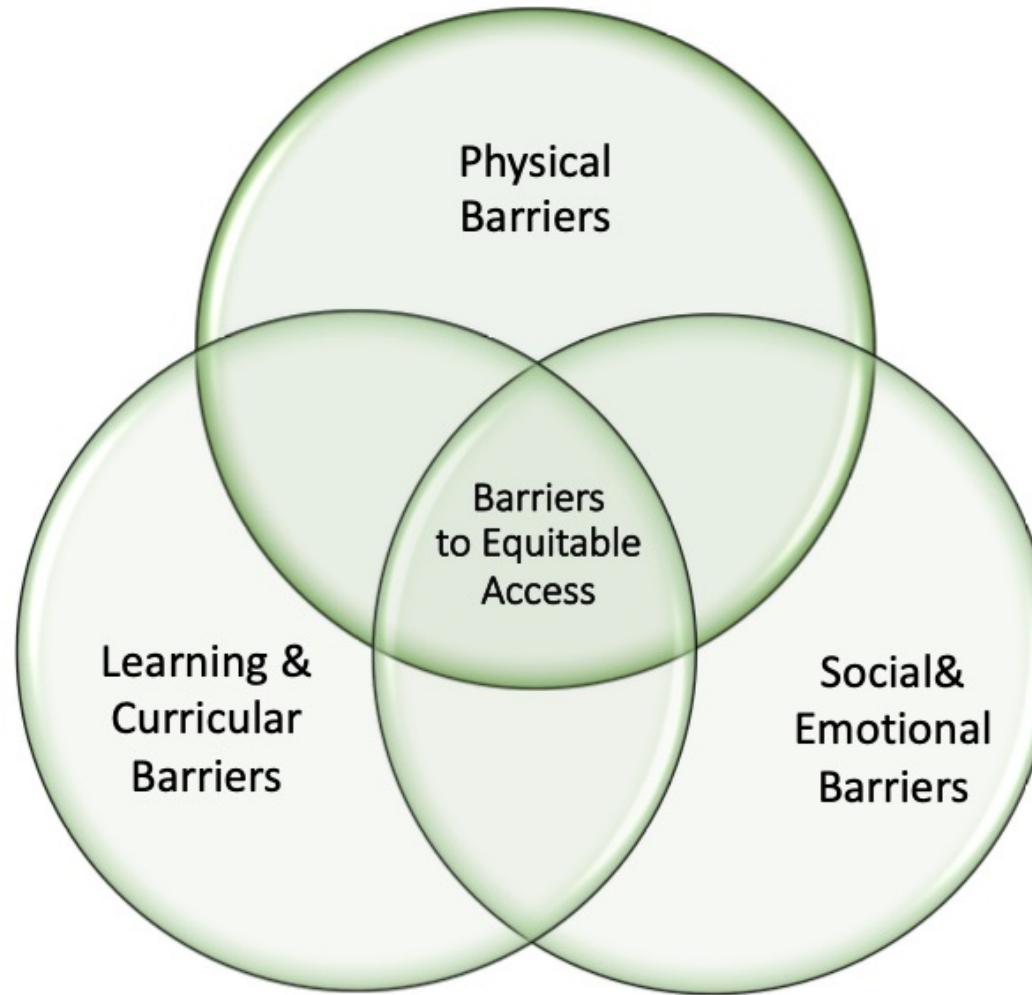


Supporting Needs

What are barriers?



Increasing Inclusive & Equitable Access by Reducing and Eliminating Barriers



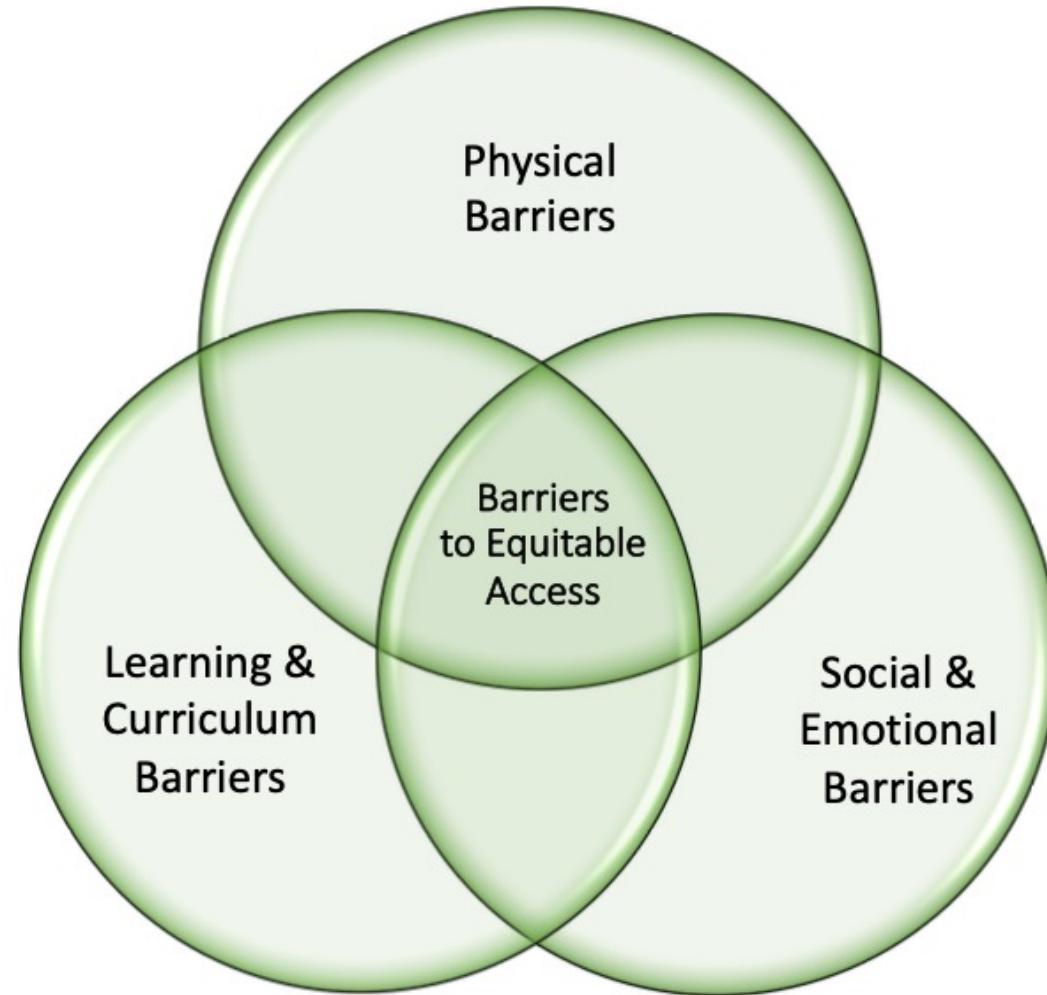
What are needs?



Shelley
MOORE PH.D.

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				
Grief/ 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/H 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"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Anxiety	AB, AD	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Articulation	AD, FP	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Attendance	AD, FP, ST	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Assistive Technology	AB	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Attention	AB, AD, KP	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Vision	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Bullying	AB	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Central Auditory Processing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Communication	AB, AD	<input checked="" type="checkbox"/>	<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"/>	<input checked="" type="checkbox"/>
Eating/ Food	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Emotional Regulation	AB, KP	<input checked="" type="checkbox"/>	<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"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Executive Functioning	FP, ST, SS	<input checked="" type="checkbox"/>	<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"/>
Grief Management	AB, ST	<input checked="" type="checkbox"/>	<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	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Intellectual Ability	AD	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Listening Comprehension	AD	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Low Vision	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Memory	AD	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Mental Health	AB, ST	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Metacognition	AB, ST, KP	<input checked="" type="checkbox"/>	<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.speced.ca

Non-Verbal Reasoning	FP	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Organization	AB, AD, FP, KP	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Personal Care	AB	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Personal Safety	AB	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
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	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Self- Advocacy	FP, SS	<input checked="" type="checkbox"/>	<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	<input checked="" type="checkbox"/>	<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"/>	<input checked="" type="checkbox"/>
Social Skills	AB	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Substance Abuse	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Task Initiation	AB, AD, KP, SS	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Time Management	AB, AD, KP	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Transition	AB	<input checked="" type="checkbox"/>	<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.speced.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, AB, EB, AR, JR, PS, LT, CT

Need: Communication (Expressive)*
CT, EB, AR

Need: Self Regulation (Emotional) *
 AA, AB, EB, HB, AR, PS, LT, CT

Need: Anxiety*
 PS, LT, CT, EW, MJ, FT, IO

Need: Social Skills (Problem Solving)*
AB, EB, HB, AR, PS, CT, EW, MJ

* Also an IEP Need Area

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

Identities	Interests	Strengths	Stretches
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:

- How can we create a learning environment to meet everyone's needs and goals
- How can we learn self regulation and ways to deal with anxiety and stress
- How can we incorporate more hands on learning and inquiry based learning given time and resource restraints
- How can we incorporate more of the Indigenous principals of learning

Some goals we have for this class:

- To be open to try new things
- To build self confidence and self esteem
- To 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:

- Student choice
- Games and visuals to help learning
- Outdoor land based learning
- Reward system for positive behavior
- Creating a safe and inclusive classroom environment where all learners are welcomed

What do we still want to try:

- Incorporating more SEL strategies in the classroom to help support all learners
- Build a more needs based classroom to help support all learners
- Teach self regulation skills and strategies
- Finding 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:

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				
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