Designing for Diversity
Coaching Series

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

Shelley MOORE PH.D.

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

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

Session 3: Connecting IEPs to a class review process

Shelley
MOORE PH.D.

2023

These strategies will help collate information about a class community

Form 1

Class Review:	School Team:	Date:

Class Dimensions

Class Identities	Class Interests	Classroom Strengths	Classroom Stretches
Student Perspectives:	Student Perspectives:	Student Perspectives:	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?

Form 2

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)				

Collaborative Needs Based Reflection   Dr. Shelley Moore, 2023

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

Class Review:	School Team:	Date:

Class Dimensions

Class Identities	Class Interests	Classroom Strengths	Classroom Stretches
Student Perspectives:	Student Perspectives:	Student Perspectives:	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?

What are you trying?
What are you noticing about your thinking and practice?
What questions are coming up?

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Inclusive Planning

What we do for one (IEP) informs or is derived from what we do for all (the class a student is included in)!

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IEP Process

Classroom Process

Informs

Informs

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IEP Process

Classroom Process

Inclusive IEP Planning: Collaborative Needs Based Reflection

Target Student: Support Manager: Date:

Areas of Need	Student Perspective	Family Perspective	School Perspective	Consultant and Specialist Perspectives
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				

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Informs →

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)
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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)				

Collaborative Needs Based Reflection   Dr. Shelley Moore, 2023

Needs Based Support Plans			
Universal Supports and Strategies		Individualized Supports & Strategies	
Needs	Supports and/or Strategies	Needs	Supports and/or Strategies
Supplementary Support Plans			
Plan	Adult(s) responsible	Valid until:	

Informs →

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

Students in Mind

Moore, 2023   Who needs the MOST challenge?   Module 3

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2023

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

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2023

Needs-Based Reflection - Individual

Inclusive IEP Planning: Collaborative Needs Based Reflection

Target Student: **Support Manager:**   **Date:**

Areas of Need	Student Perspective	Family Perspective	School Perspective	Consultant and Specialist Perspectives
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				

Collaborative Needs Based Reflection   Dr. Shelley Moore, 2023

Geeshan needs help with:

seeing   eating   reading

learning   making friends   talking
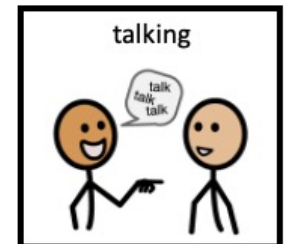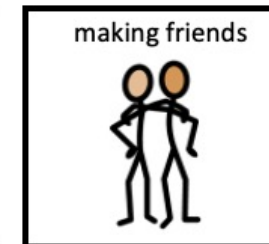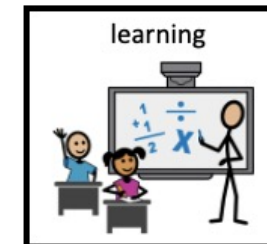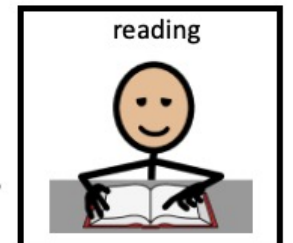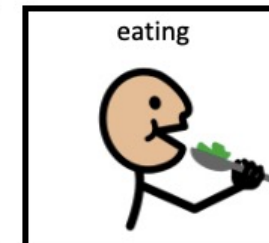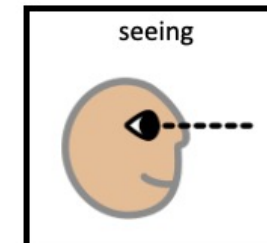
Made by S. Moore with SymbolStix, 2020

Needs-Based Reflection – Geeshan Gr 8

Inclusive IEP Planning: Collaborative Needs Based Reflection

Target Student: Geeshan   **Support Manager: Lynn**   **Date: Dec 2022**

Areas of Need	Student Perspective	Family Perspective	School Perspective	Consultant and Specialist Perspectives
Addiction				
Attendance/ Lateness				
Attention				
Anxiety/ Depression				
Bullying				
Communication (receptive)				SLP, Assessment
Communication (expressive)		Make choices		SLP, Assessment
Eating/Food/Allergies				
Engagement/Motivation				
Executive Functioning				
Family/Community/Identity		Know his interests		
Frustration/ Anger				
Greif/ Trauma				
Gross/Fine Motor Skills				
Intellectual Ability (access)		Access to curriculum	ST, CT	SLP, Assessment
Intellectual Ability (extend)				
Language				Assessment
Literacy (decoding)				Assessment
Literacy (understanding)			ST	SLP, Assessment
Literacy (written output)				
Literacy (oral language/speaking)				
Medical				Assessment
Memory				
Mental Health				

Numeracy				Assessment
Personal Care		Independence	ST	
Personal Safety		Safety in community, when he needs help		
Physical/Mobility				
Self-Advocacy				
Self-Regulation (emotional)				
Self-Regulation (behavioural)				
Self-Regulation (learning)				
Self Esteem				
Self-Harm/ Self Injurious Behaviour				
Sensory				
Social Skills	Friends	Friends	ST	SLP
Transitioning				
Other:				
Other:				

Priority Needs	Specialists/ Individuals to connect to	Needs to Monitor	Specialists/Individuals to connect to
Social Skills (friendship)	ST (Support teacher)	Personal Safety	ST (Support teacher)
Intellectual Ability (Curricular Access)	ST (Support teacher), CT (Classroom Teacher)	Personal Care	ST (Support teacher), EA (Educational Assistant)
Communication (Expressive)	SLP (Speech & Language Pathologist)	Language	EL (English Language Teacher)
Literacy (Understanding)	ST (Support Teacher), DT (District helping teacher)		

Needs-Based Reflection - 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)				

Collaborative Needs Based Reflection   Dr. Shelley Moore, 2023

Class Review:	School Team:	Date:

Class Dimensions

Class Identities	Class Interests	Classroom Strengths	Classroom Stretches
Student Perspectives:	Student Perspectives:	Student Perspectives:	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?

Class Review for: Grade 2	School: BG Elementary	Date: Fall 2022

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

Identities	Interests	Strengths
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	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	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:	Some goals we have for this class:
- How do we address a large academic spread? - How do we support a range of readers? - How do we manage challenging behaviours?	- 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:	Stretch areas:
Social Awareness & Responsibility Creative Thinking	Problem Solving Communication

We can respond to student dimensions by reducing and eliminating barriers for everyone:

What have we tried that is working:	What do we still want to try:
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	- 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

The Class Review – Brownlie, F & King, J, 2011   adapted by S. Moore, 2023

MULTIPLE LAYERS OF
SUPPORT

Multiple Layers of Support/ Response to Instruction

What one needs
Needs of individual students

What some need
Needs of individual students

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

Individualized

Supports & Strategies are useful for ONE taught to ALL

+

Targeted

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

+

Universal

Supports & Strategies are useful for ALL taught to ALL

Moore, 2023
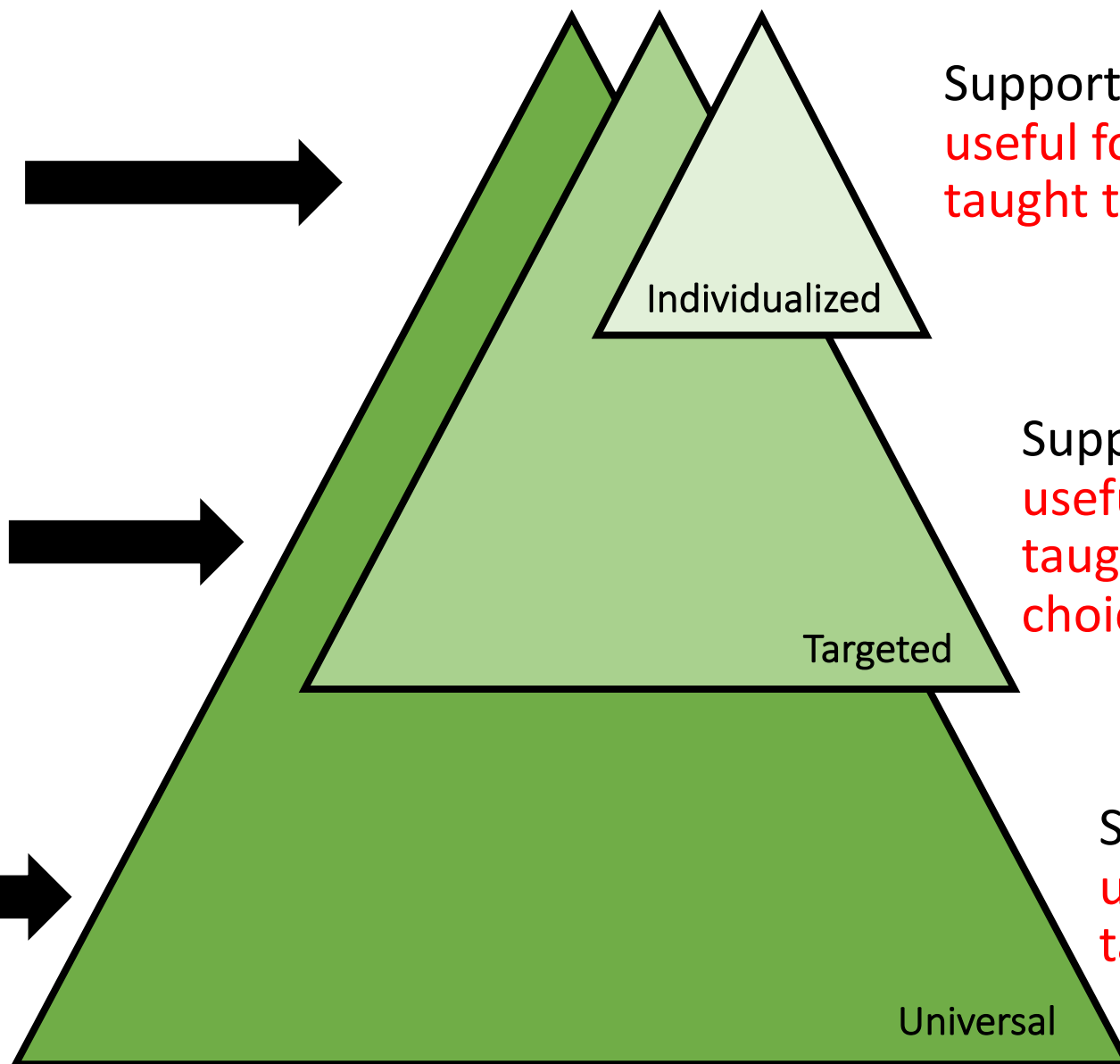
Needs Based Support Plan – IEP

Needs Based Support Plans			
Universal Supports and Strategies		**Individualized Supports & Strategies**	
Needs	**Supports and/or Strategies**	**Needs**	**Supports and/or Strategies**
Supplementary Support Plans			
Plan	**Adult(s) responsible**		**Valid until:**

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Needs Based Support Plan – IEP

ICBIEP Supports and Plans			
Universal Classroom Supports and Strategies		**Essential Individualized Supports & Strategies**	
Need	**Supports and/or Strategies**	**Need**	**Supports and/or Strategies**
Social Skills (friendship)	Teach peers to interact and communicate with G, strategic groupings	Social Skills (friendship)	Preloaded picture communication symbols (PCS) of his interests for G to communicate with peers about
Intellectual Ability (curricular access)	Curricular access point, connect to personal interests & experiences	Intellectual Ability (curricular access)	Replacement IEP goals (derived from grade level learning standards)
Communication (expressive)	Visual options, teach peers to interact and communicate with G	Communication (expressive)	Communication book with visuals specific to classes that G can choose from
Literacy (Understanding)	Include visuals (text, schedule, lessons), varied text levels, paired peer reading opportunities, pre teach vocabulary, choice of text, text and activities connect to personal interests & experiences	Literacy (Decoding)	Personalized (PCS), text at G's literacy level, structured literacy (in support block) for decoding support
Supplementary Plans			
Plan	**Adult(s) Responsible**		**Valid Until**
Literacy Plan	Lynn (ST)		Dec. 2024

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2023

Multiple Layers of Support

What one needs
Needs of individual students

Supports & Strategies are useful for ONE taught to ALL

Individualized

+

What some need
Needs of individual students

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

Targeted

+

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

Supports & Strategies are useful for ALL taught to ALL

Universal

Moore, 2023
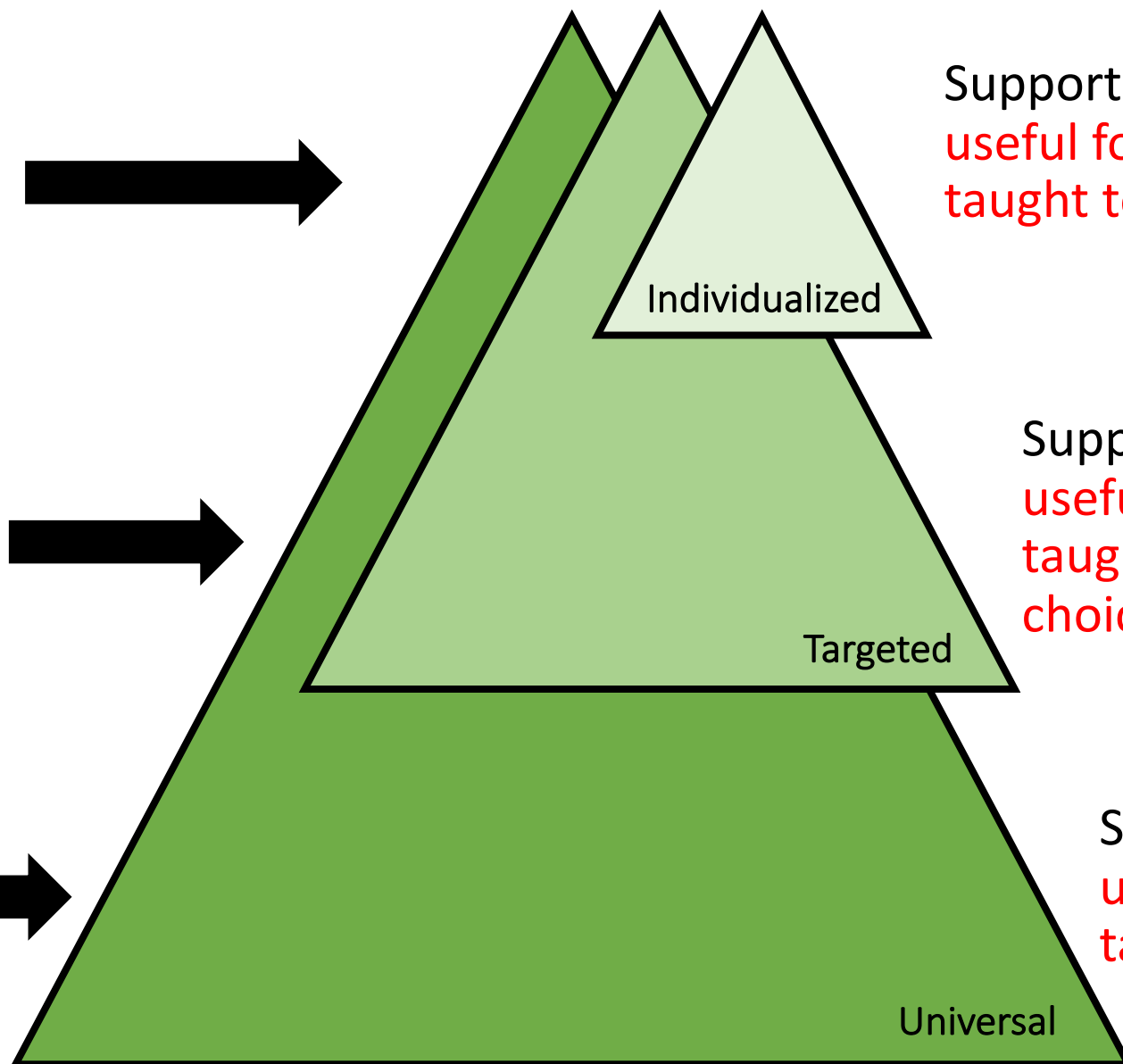
Needs Based Support Plan - Class
Context:

Students in Mind:

Who needs the MOST support?

Students in Mind

Who needs the MOST challenge?
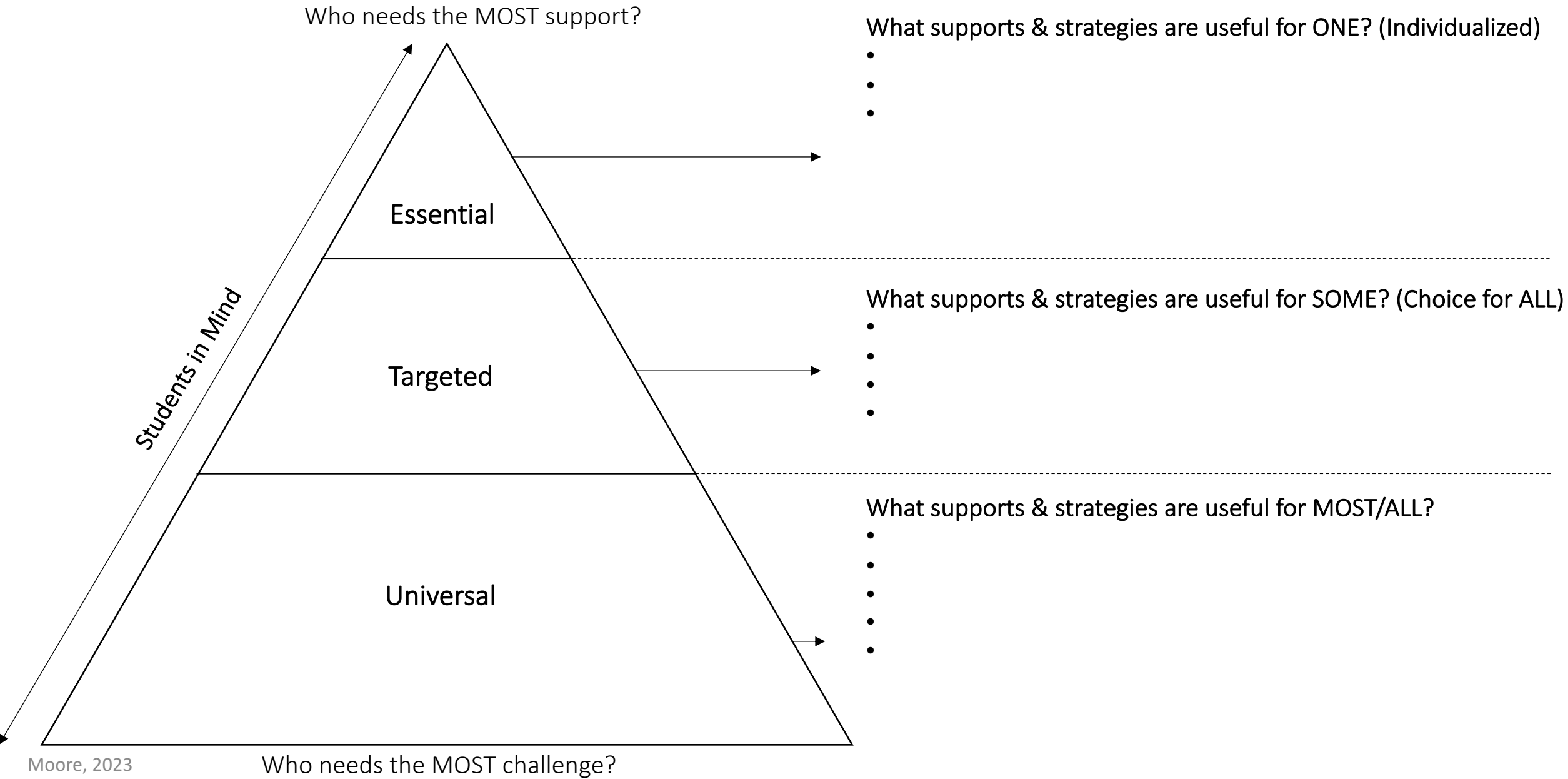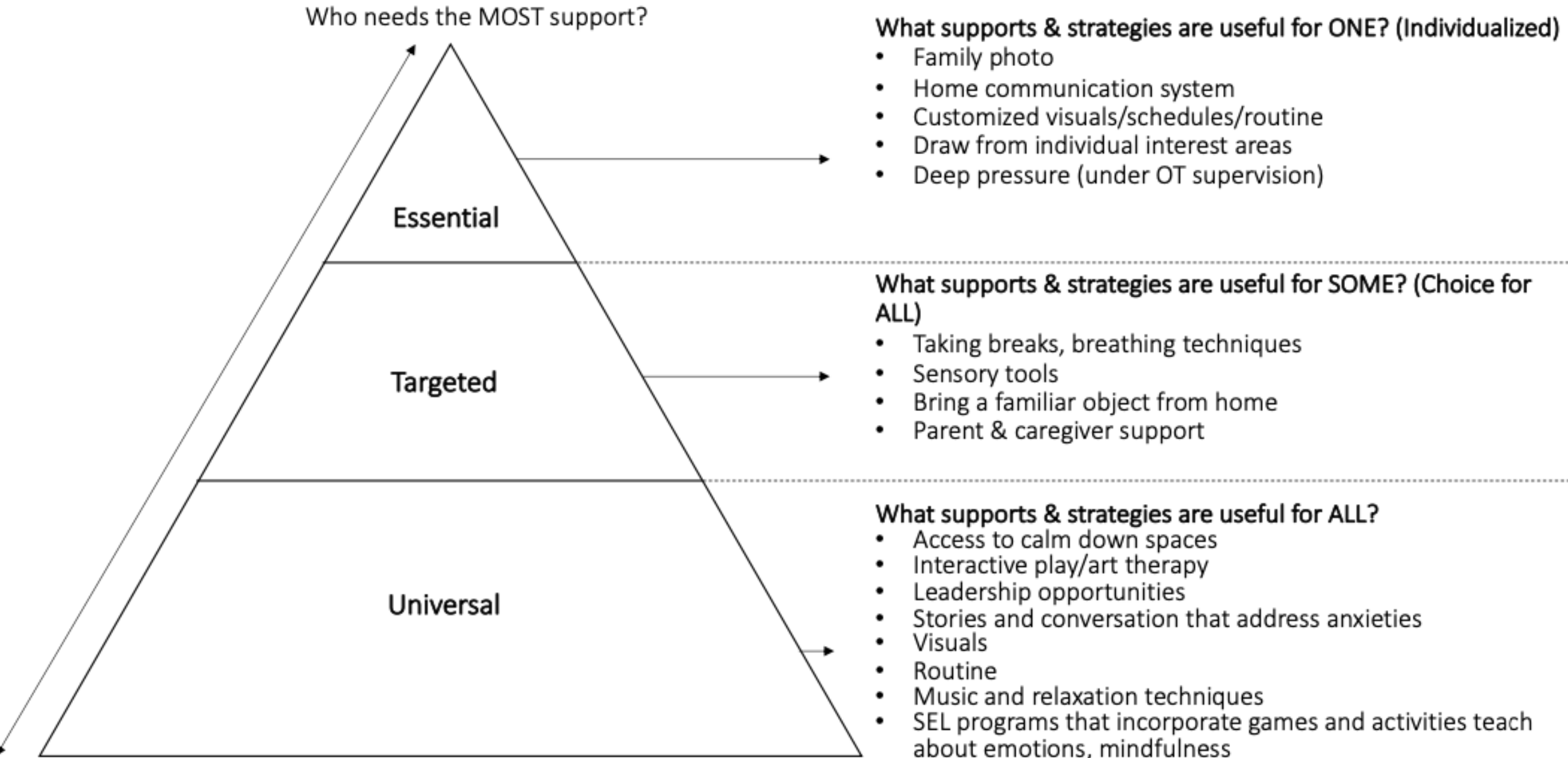
Essential

Targeted

Universal

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

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

What supports & strategies are useful for MOST/ALL?
-
-
-
-

Moore, 2023

Context: Grade 2   **Need: Anxiety**   **Children in Mind: PS, LT, <u>CT</u>, EW, MJ, FT, IO**

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

Moore, 2023   Who needs the MOST challenge?   Module 3

**Planning for ALL
Grade 9 Humanities**

Need: Multilingual Learners

Who needs the MOST support?

Essential

Targeted

Universal

Moore, 2023   Who needs the MOST challenge?

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

Context: Grade 2

Need: Anxiety

Children in Mind: PS, LT, <u>CT</u>, EW, MJ, FT, IO

Who needs the MOST support?

Essential

Targeted

Universal

Who needs the MOST challenge?

What supports & strategies are useful for ONE? (Individualized)
- Family photo
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- Visuals
- Routine
- Music and relaxation techniques
- SEL programs that incorporate games and activities teach about emotions, mindfulness

Planning for ALL
Grade 9 Humanities

Need: Multilingual Learners

Students in Mind: HP, LG, AF, LD , LD, SS, WR

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)

Essential

What supports & strategies are useful for SOME? (Choice for ALL)
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- QSSSA strategy (question, signal, stem, share, assess
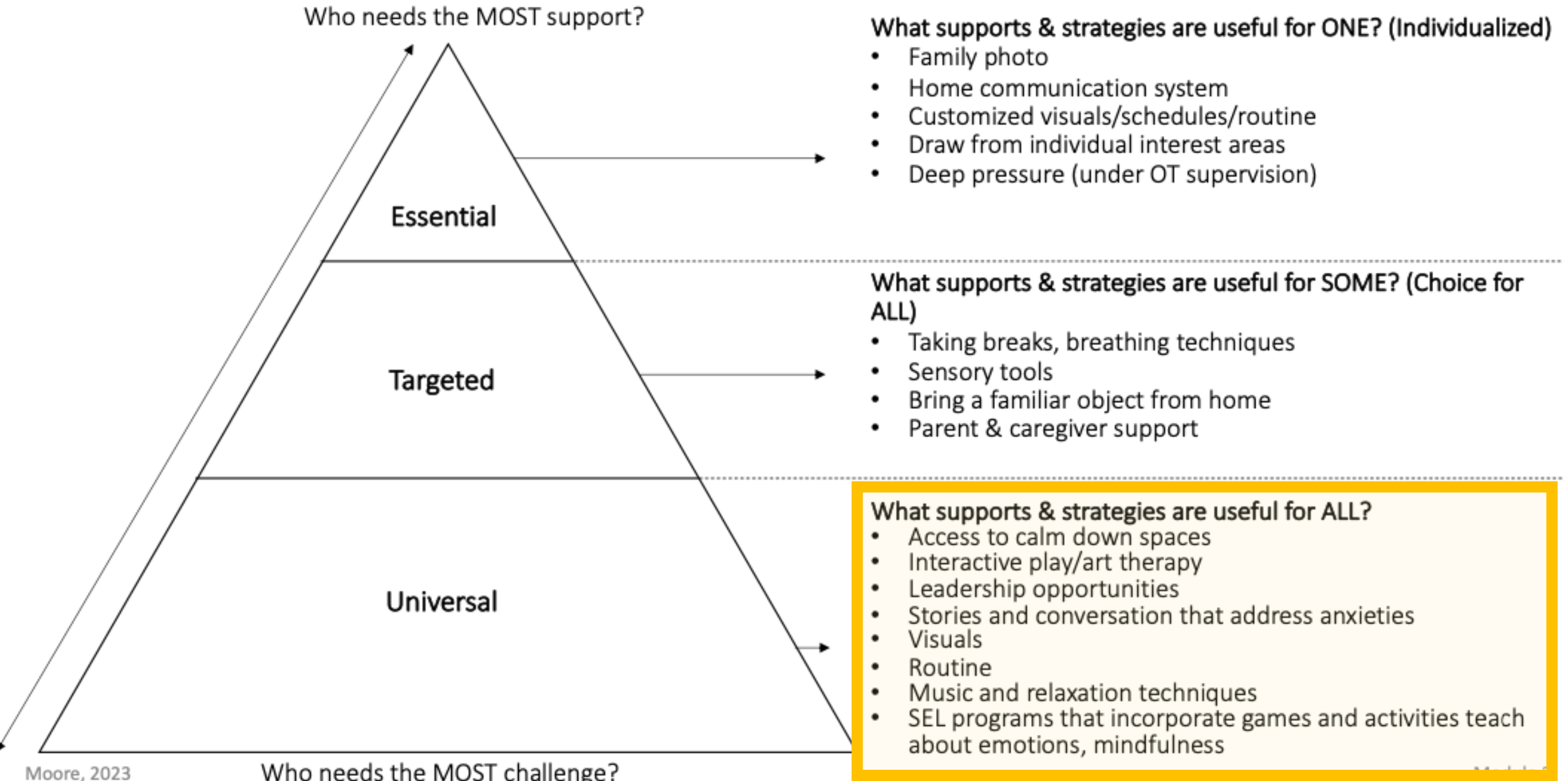- Allow previewing of information in home language

Targeted

What supports & strategies are useful for ALL?
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Universal

Who needs the MOST challenge?

Moore, 2023

Module

Needs Based Support Plan – IEP

ICBIEP Supports and Plans			
Universal Classroom Supports and Strategies		**Essential Individualized Supports & Strategies**	
Need	**Supports and/or Strategies**	**Need**	**Supports and/or Strategies**
Social Skills (friendship)	Teach peers to interact and communicate with G, strategic groupings	Social Skills (friendship)	Preloaded picture communication symbols (PCS) of his interests for G to communicate with peers about
Intellectual Ability (curricular access)	Curricular access point, connect to personal interests & experiences	Intellectual Ability (curricular access)	Replacement IEP goals (derived from grade level learning standards)
Communication (expressive)	Visual options, teach peers to interact and communicate with G	Communication (expressive)	Communication book with visuals specific to classes that G can choose from
Literacy (Understanding)	Include visuals (text, schedule, lessons), varied text levels, paired peer reading opportunities, pre teach vocabulary, choice of text, text and activities connect to personal interests & experiences	Literacy (Decoding)	Personalized (PCS), text at G's literacy level, structured literacy (in support block) for decoding support
Supplementary Plans			
Plan	**Adult(s) Responsible**		**Valid Until**
Literacy Plan	Lynn (ST)		Dec. 2024

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2023

Class Review:	School Team:	Date:

Class Dimensions

Class Identities	Class Interests	Classroom Strengths	Classroom Stretches
Student Perspectives:	Student Perspectives:	Student Perspectives:	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?**

Class Review for: Grade 2	School: BG Elementary	Date: Fall 2022

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

Identities	Interests	Strengths
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	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	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:	Some goals we have for this class:
- How do we address a large academic spread? - How do we support a range of readers? - How do we manage challenging behaviours?	- 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:	Stretch areas:
Social Awareness & Responsibility Creative Thinking	Problem Solving Communication

We can respond to student dimensions by reducing and eliminating barriers for everyone:

What have we tried that is working:	What do we still want to try:
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	- 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

The Class Review – Brownlie, F & King, J, 2011   adapted by S. Moore, 2023

Your job for next session: Jan 18, 2023

1. **Complete a needs-based support plan for an individual student who has an IEP**

2. **Choose 1-3 needs-based areas and complete a needs-based support plan for a class**
   - Determine and organize supports & strategies into universal, targeted and individualized

3. **List the universal strategies from the individual and class needs based support plan to the Class Review**

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