

# Designing for DIVERSITY

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Kick Off Session: What is Inclusion?

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# Our plan together

**Session 1 – Nov 30:** What in Inclusion? How do we do it?

**Session 2 – Nov 30:** Getting to know learners from a strength-based perspective

**Session 3 – Feb 20:** Needs Based Design

**Session 4 – Mar 1:** Curriculum Design Strategies part 1

**Session 5 – May 2:** Curriculum Design Strategies part 2

# Our plan together

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# Thinking Back Looking Ahead

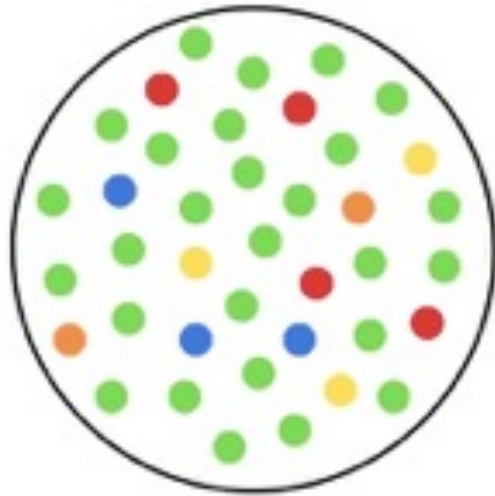
## Last Session

**WHAT DOES**

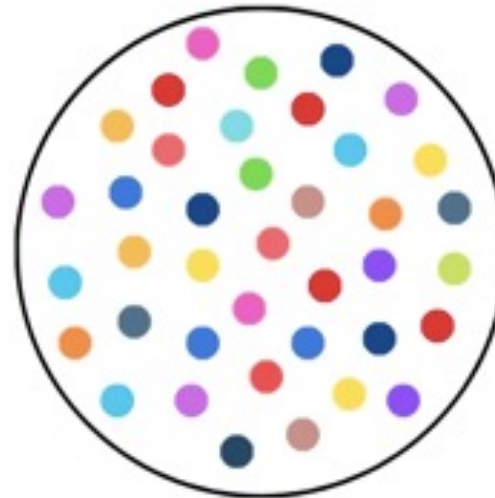
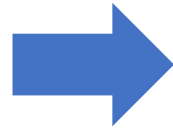
*inclusion*

**MEAN?**

# WHAT IS *inclusion* ?

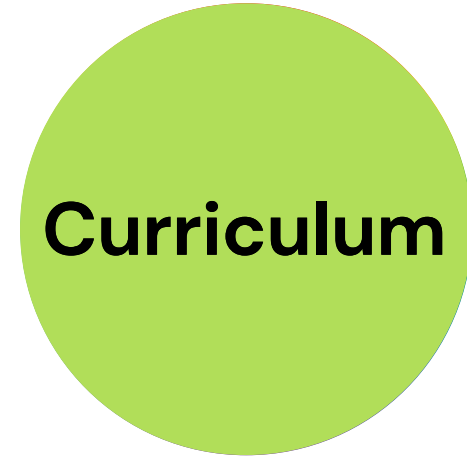
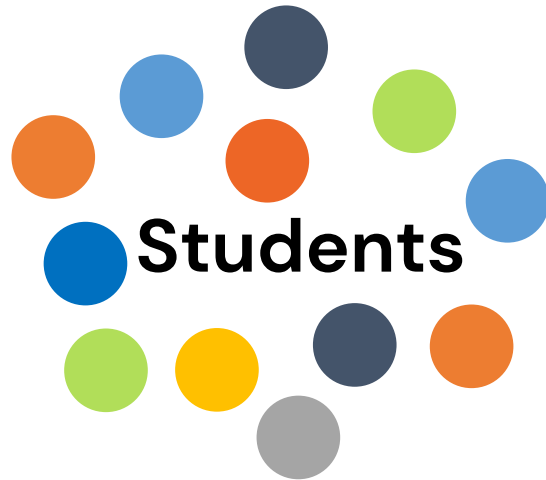


How do we  
*include* people  
with disabilities?



How do we teach  
to *diversity*?

# WHAT IF WE ANTICIPATED *variability*



# INSTEAD OF *homogeneity*?

# HOW DO WE DESIGN AN ADJUSTABLE PLANE?

- Who are the **students**? What is the range of the **variability**?
- What is the **grade level curriculum** that students need to access?
- How is the grade level curriculum **responsive** to the range of student variability?
- How do we help **students to make the adjustments** they need to access the grade level curriculum?



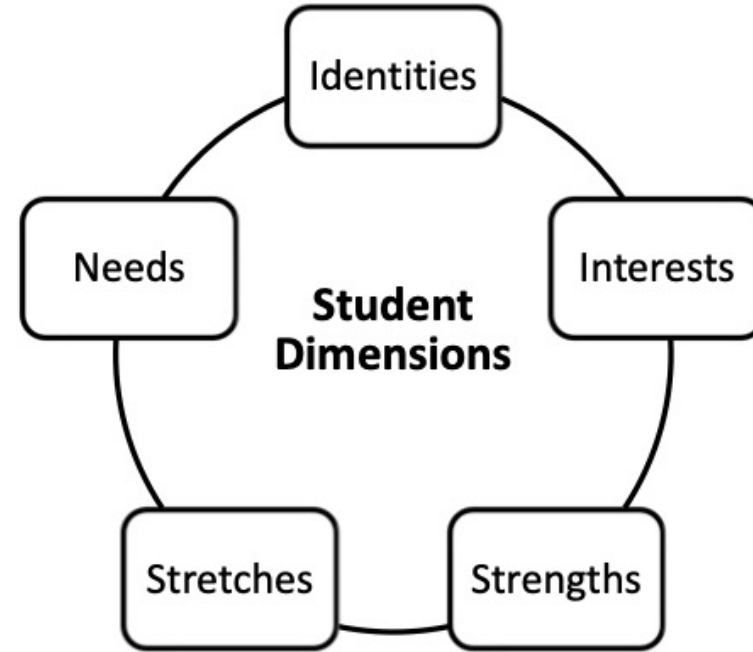
# HOW DO WE DESIGN AN ADJUSTABLE PLANE?

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# Getting to know who the students are

What **dimensions** can we capture so that we **reduce and eliminate barriers** AND **design better** for student variability?



# Who are you? What are your dimensions?

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)
<p>How do you identify?</p> <p>What are some words that describe you?</p> <p>Complete the statement: I am _____</p> <p>What communities are you and your family a part of?</p> <p>What are your pronouns?</p> <p>What place do you call home?</p> <p>What languages do you speak?</p> <p>What cultures, races or nations do you identify with?</p> <p>Are there any disabilities that you identify with?</p>	<p>What brings you joy?</p> <p>What are some of your favourite things/ activities?</p> <p>What are some things that you do with your family and friends?</p> <p>What do you wish you could spend more time doing?</p> <p>What do you want to learn more about?</p> <p>What do you want to learn how to do?</p> <p>What would you do if you had a full day off?</p> <p>What do you like to learn/ read about?</p> <p>What kinds of shows/ movies/ books do you like?</p>	<p>What feels easy to you?</p> <p>What do you know a lot about?</p> <p>What perspective do you bring to conversations?</p> <p>What are you really good at?</p> <p><b>How can I help others? (Strengths)</b></p> <p>What could you teach to someone else?</p> <p>Why is your family/ class/group so lucky to have you?</p> <p>How do you help out at home? In other activities?</p> <p>What do you do that brings other people joy?</p>	<p>What is a goal that you have for yourself?</p> <p>What do you want to get better at?</p> <p>What is something you want to learn more about?</p> <p>What do you wish you could do more of?</p> <p>What is an area that you need some practice in?</p> <p>What could you work on now, that will help you in the future?</p> <p>What do you need support for at school?</p> <p>What do you wish you could do more of without help?</p>	<p>What makes it hard for you to learn?</p> <p>What helps you learn best?</p> <p>What makes it hard for you to pay attention/ focus?</p> <p>Do you prefer to work alone or in a group?</p> <p>What makes it hard to get to school/ go to class?</p> <p>What do you wish was different about school?</p> <p>What materials/tools do you need in a classroom?</p> <p>What is important for your teacher to know about you?</p>

# Google Form:

<https://forms.gle/6CaTcpW3sSQnQnCp7>

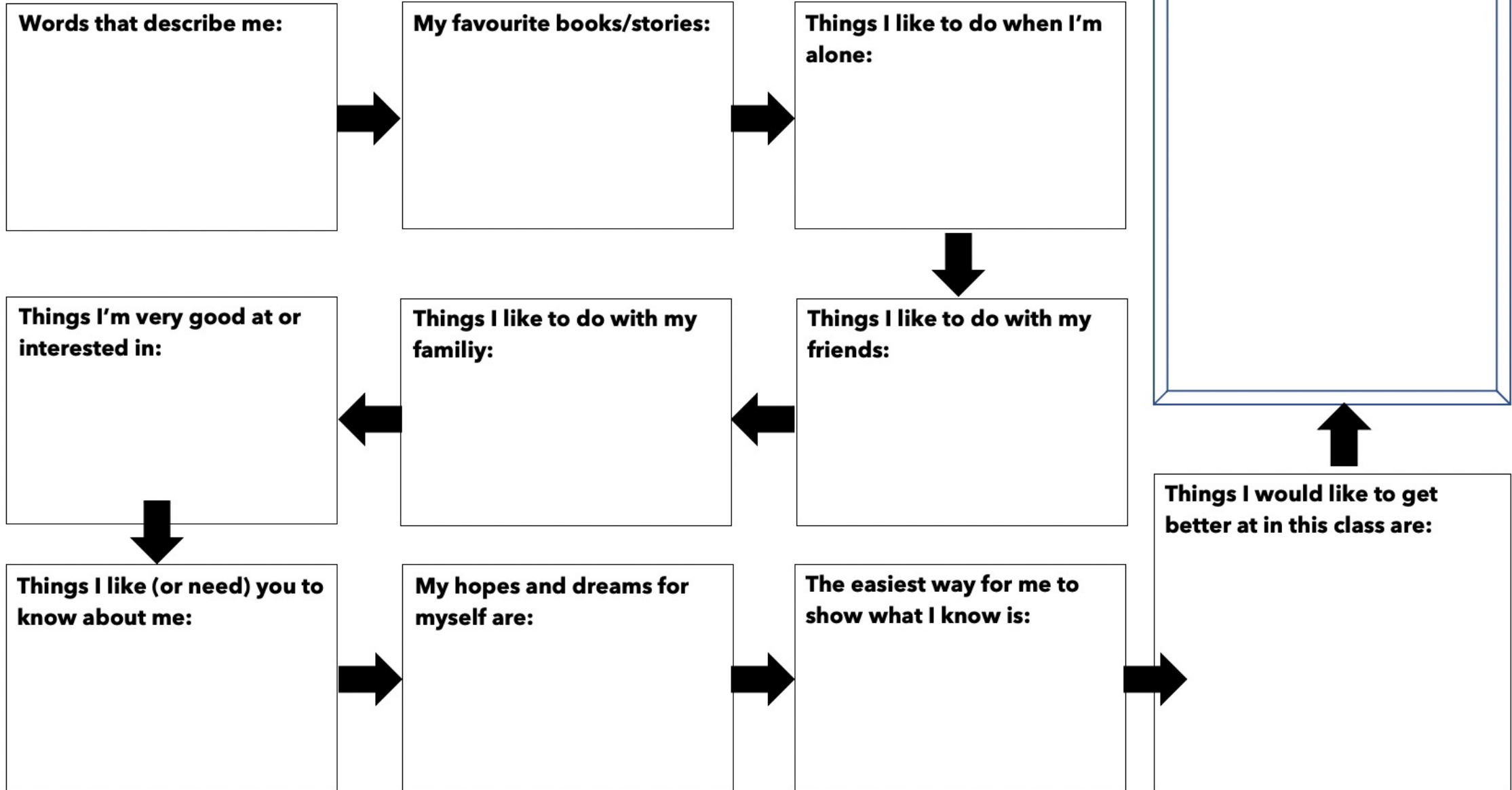
Identities	Interests	Strengths
Choose at least 3 questions to respond to from this section.	Choose at least 3 questions to respond to from this section.	Choose at least 3 questions to respond to from this section.
How do you identify? Your answer _____	What brings you joy? Your answer _____	What feels easy to you? Your answer _____
What are some words that describe you? Your answer _____	What are some of your favourite things/activities? Your answer _____	What do you know a lot about? Your answer _____
Complete the statement: I am ... Your answer _____	What are some things that you like to do with your family? Your friends? Your answer _____	What unique perspective do you bring to conversations? Your answer _____
What communities are you and your family a part of? Your answer _____	What do you wish you could spend more time doing or learning about? Your answer _____	What are you really good at? Your answer _____
What are your pro nouns? Your answer _____	What would you do if you had a day off? Your answer _____	What could you teach to someone else? Your answer _____

Help us get to know: \_\_\_\_\_

Date: \_\_\_\_\_

Person connected to _____	Identities	Interests	Strengths	Stretches	Needs
Who are you and how do you know _____?	What words would you use to describe _____? What groups is _____ connected to in their community?	What is _____ interested in? What do they like to do on their own? With their friends? Family? Community?	What is _____ good at? What can they teach others?	What is hard for _____? What do you think _____ wants to get better at?	What does _____ need support with? What is important for people to know about _____?
Person 1:					
Person 2:					
Person 3:					
Person 4:					

# Who am I? Profile



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

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



## **Your Job last session:**

- Collect some data about your student's dimensions**
- Start to build your class review**
  - What are you noticing?**
  - What questions are coming up?**

# Today's Session: Needs Based Design

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

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

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

Identities	Interests	Strengths	Stretches
<p><b>Culture/Race:</b> Canadian, Indigenous, American, Philippines</p> <p><b>Disability:</b> Autism, ADHD Intellectual Disability, Behavioral, Learning Disability</p> <p><b>Language:</b> English, French, Filipino</p> <p><b>SOGI:</b>12 identify as F, 16 identify as M</p> <p><b>Family:</b> Rural families, large families, x generation families, mixed and blended families, international families, farming and forestry families</p>	<p>Outdoors, dirt biking, hunting, horses, art, music, reading, football, hockey, volleyball, soccer, ruby, painting, cooking, computers, gaming, movies, band, agriculture, farming,</p>	<p>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</p>	<p>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 .</p>

**Based on student dimensions we can ask questions and set some goals:**

<p><b>Some questions we have about this class:</b></p> <ul style="list-style-type: none"> <li>• How can we create a learning environment to meet everyone's needs and goals</li> <li>• How can we learn self regulation and ways to deal with anxiety and stress</li> <li>• How can we incorporate more hands on learning and inquiry based learning given time and resource restraints</li> <li>• How can we incorporate more of the Indigenous principals of learning</li> </ul>	<p><b>Some goals we have for this class:</b></p> <ul style="list-style-type: none"> <li>• To be open to try new things</li> <li>• To build self confidence and self esteem</li> <li>• To learn that its ok to make mistakes and try again</li> </ul>
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**We can respond to student dimensions by reducing and eliminating barriers for everyone:**

<p><b>What have we tried that is working:</b></p> <ul style="list-style-type: none"> <li>• Student choice</li> <li>• Games and visuals to help learning</li> <li>• Outdoor land based learning</li> <li>• Reward system for positive behavior</li> <li>• Creating a safe and inclusive classroom environment where all learners are welcomed</li> </ul>	<p><b>What do we still want to try:</b></p> <ul style="list-style-type: none"> <li>• Incorporating more SEL strategies in the classroom to help support all learners</li> <li>• Build a more needs based classroom to help support all learners</li> <li>• Teach self regulation skills and strategies</li> <li>• Finding ways to build self esteem and self confidence</li> </ul>
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**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))**

<b>Need: Organization</b> Everyone	<b>Need: Social Skills</b> LB, HS, WS, CA, , JM	<b>Need: Transitions</b> LB, HS, WS, CA,,JM, everyone	<b>Need: Language and Reading</b> LB, HS, WS, CA,JM	<b>Need: SEL and Self regulation</b> LB, HS,WS,CA,JM, Everyone
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**\* Also an IEP Need Area**



# What is a need?



**What is a barrier?**

**What is a need?**



# Reducing Barriers

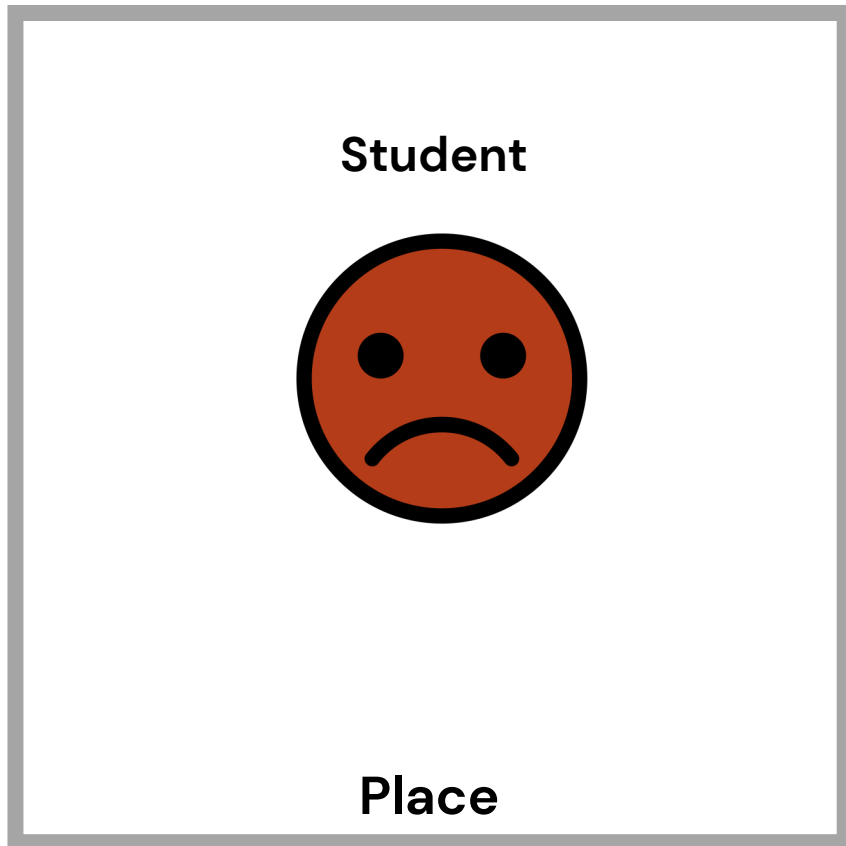


# Supporting Needs

# *Shifting the Paradigm:* **MEDICAL MODEL OF DISABILITY**

Place

# Shifting the Paradigm: MEDICAL MODEL OF DISABILITY



## Historical Special Education

If a student isn't successful:

- Remove the child
- Diagnose the problems in the student
- Fix the student
- Student goes back when they are "ready"

# Shifting the Paradigm: MEDICAL MODEL OF DISABILITY



Student

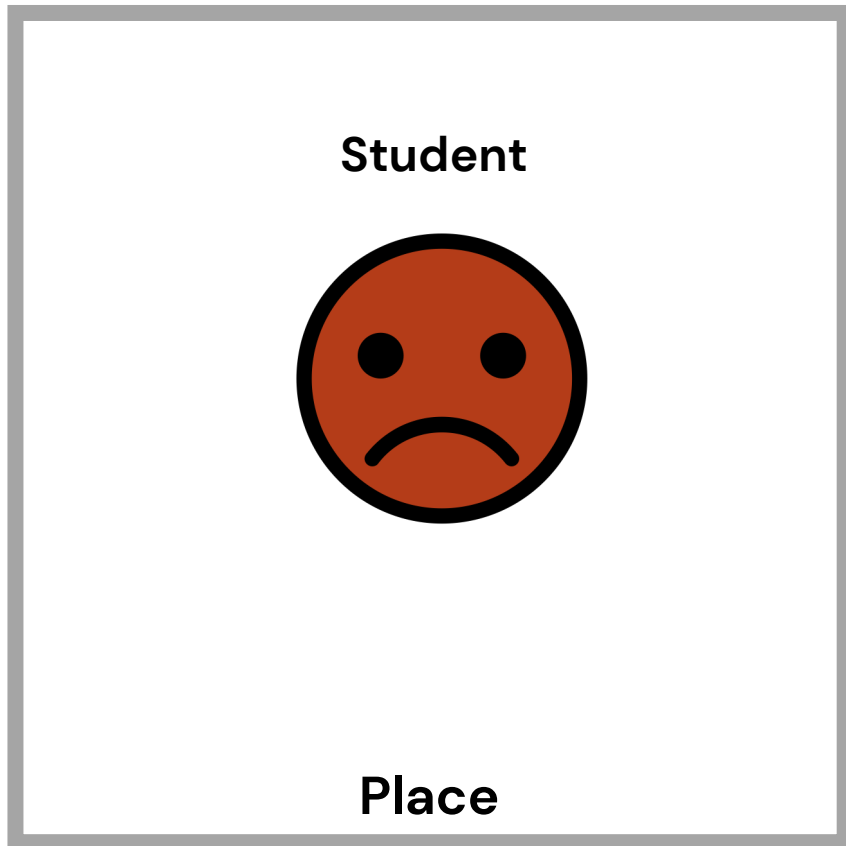


## Historical Special Education

If student isn't successful:

- Remove the student
- Diagnose the problems in the student
- Fix the student
- Student goes back when they are "ready"

# Shifting the Paradigm: MEDICAL MODEL OF DISABILITY



## Historical Special Education

If student isn't successful:

- Remove the student
- Diagnose the problems in the student
- Fix the student
- Student goes back when they are "ready"

**BUT WAIT...**

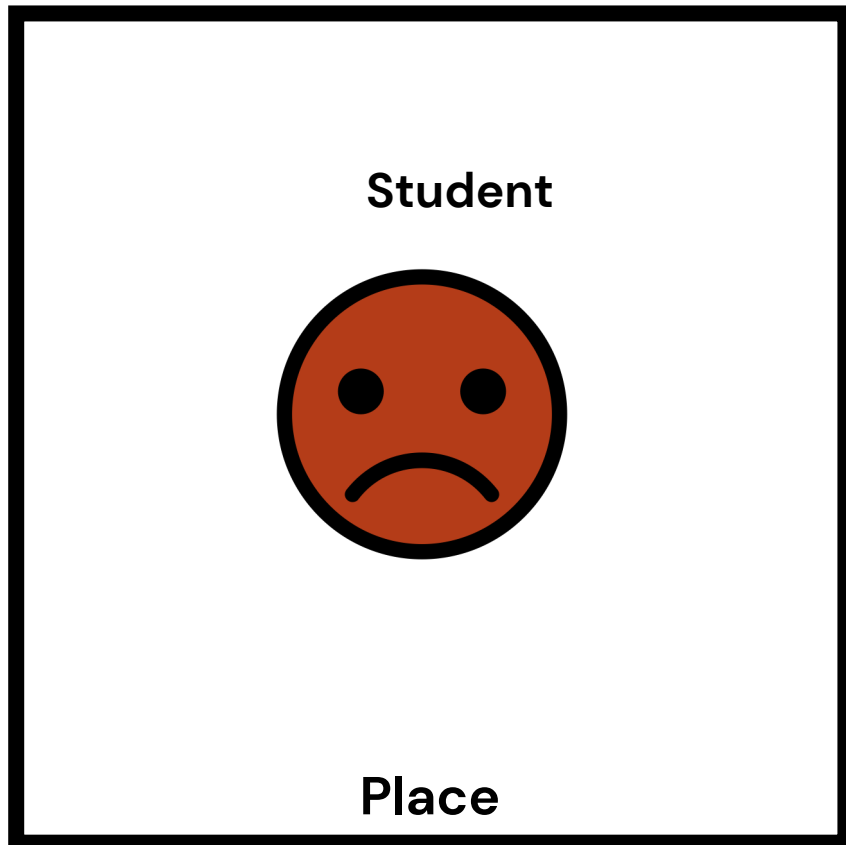
People with disabilities said:



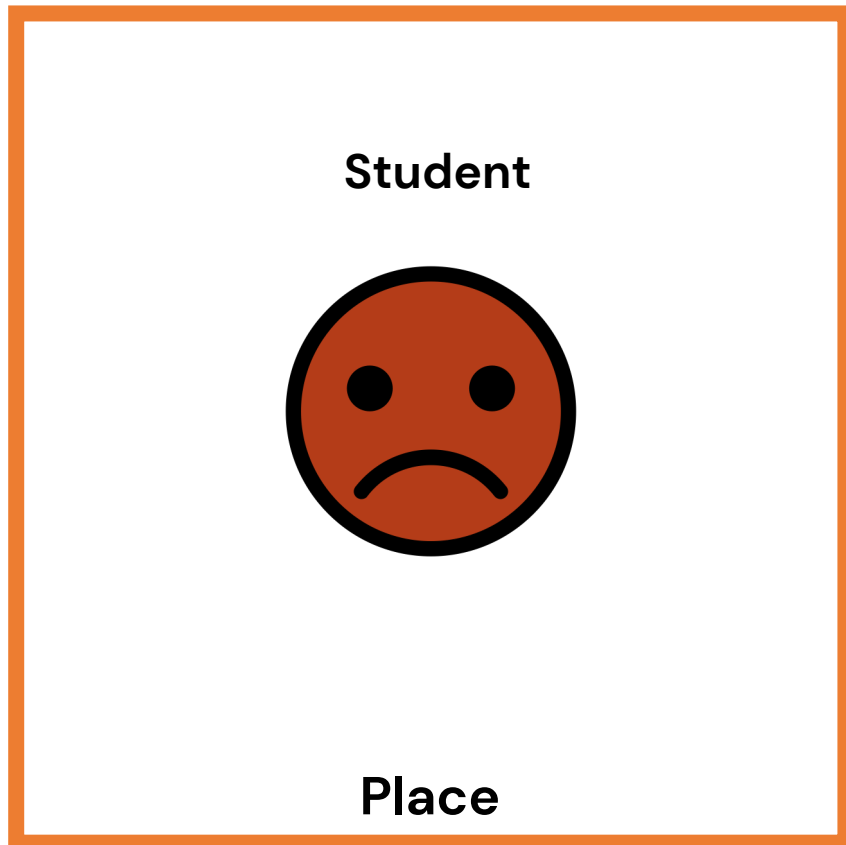
*"I am not broken."*

*"I do not need to be fixed!"*

# Shifting the Paradigm: SOCIAL MODEL OF DISABILITY



# Shifting the Paradigm: SOCIAL MODEL OF DISABILITY



## Social Model

If a **student** isn't successful:

- Diagnose the barriers in the place
- Target the place



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

-Alexander den Heijer



What is happening in the *environment*?

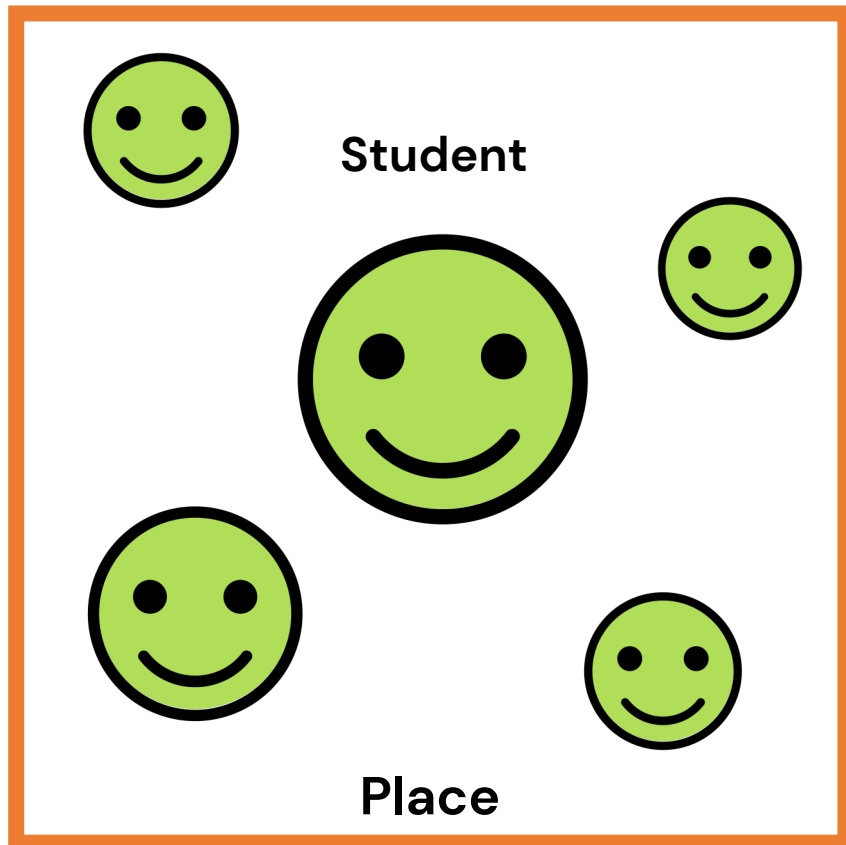
What are the potential *barriers*?

not enough light

not enough water

not enough space

# Shifting the Paradigm: SOCIAL MODEL OF DISABILITY



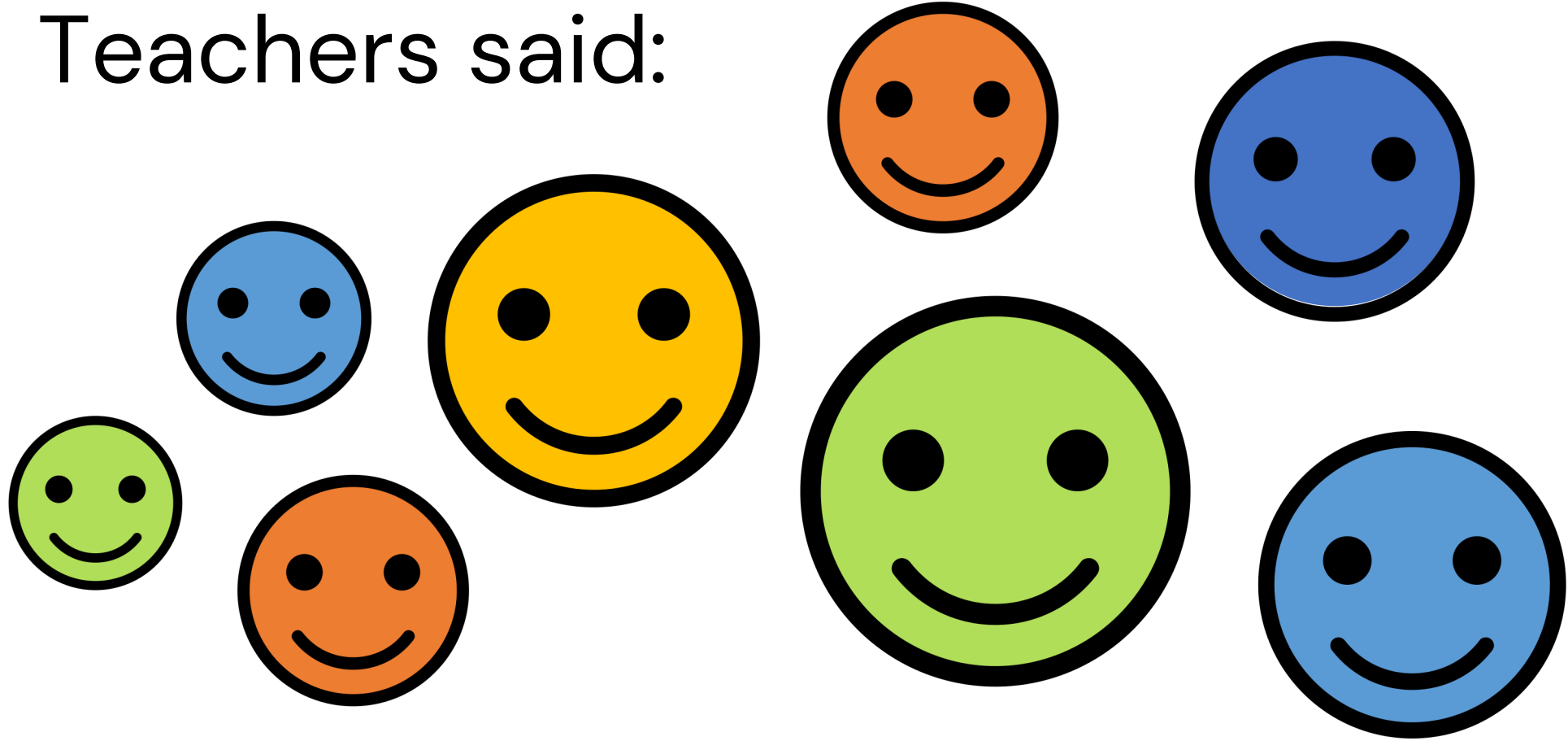
## Social Model

If a **student** isn't successful:

- Diagnose the barriers in the place
- Target the place
- Support EVERYONE in the place

**BUT WAIT...**

Teachers said:

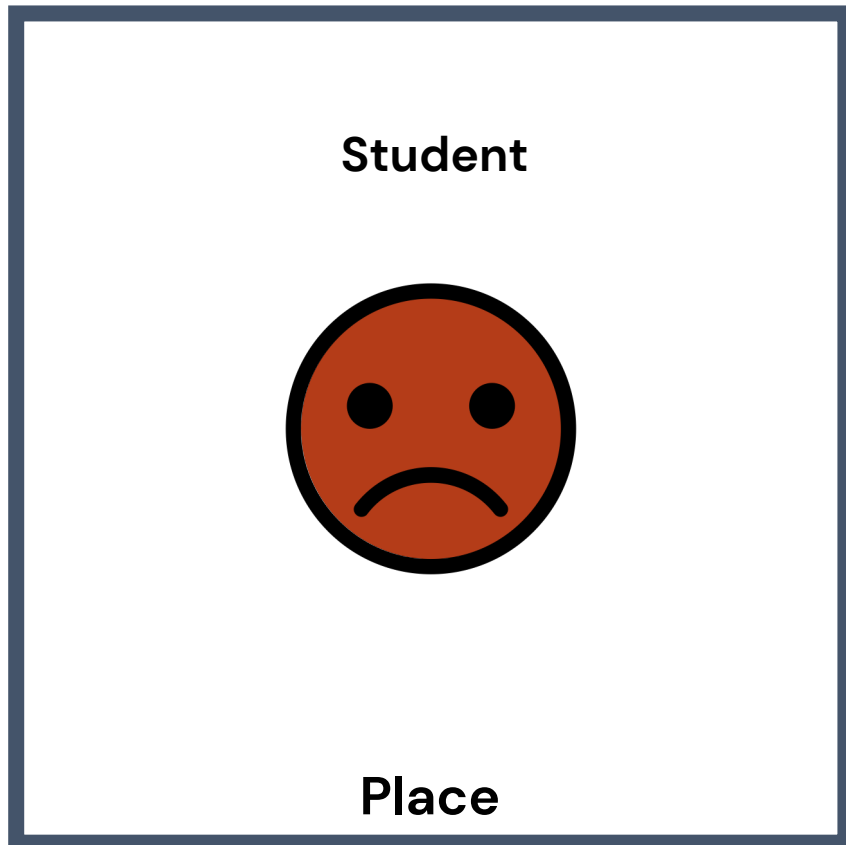


*"What about all the different individual needs in a shared place?"*

**WE HAVE**  
*diverse*  
**GARDENS!**



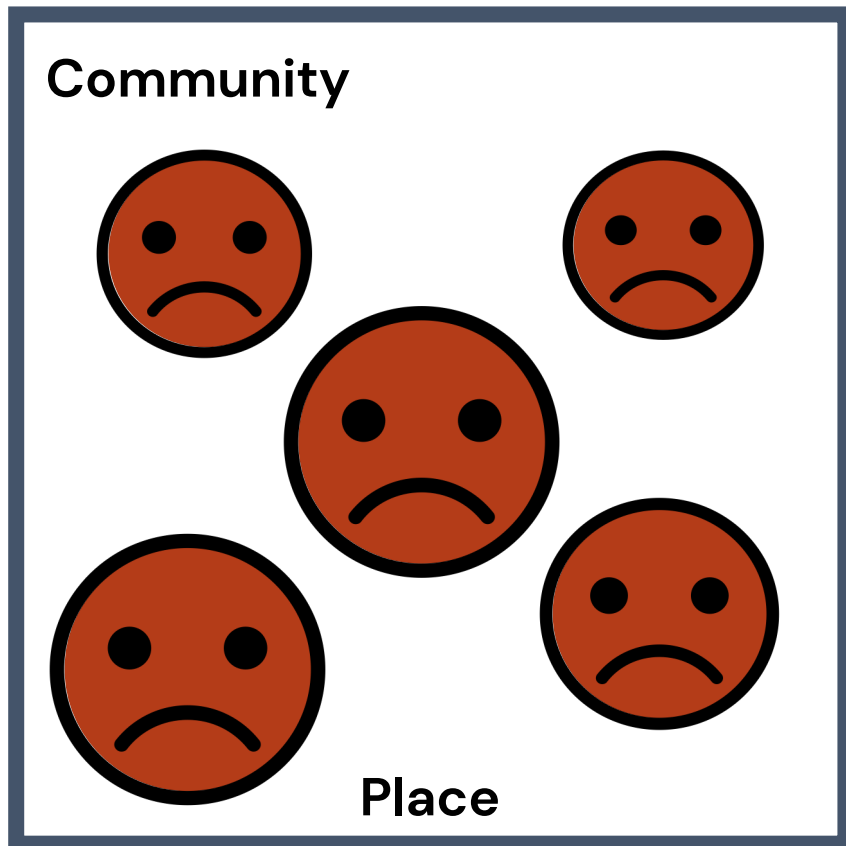
# Shifting the Paradigm: PERSON-PLACE MODEL OF NEED



**Inclusive Education**

If one **student** is struggling...

# Shifting the Paradigm: PERSON-PLACE MODEL OF NEED

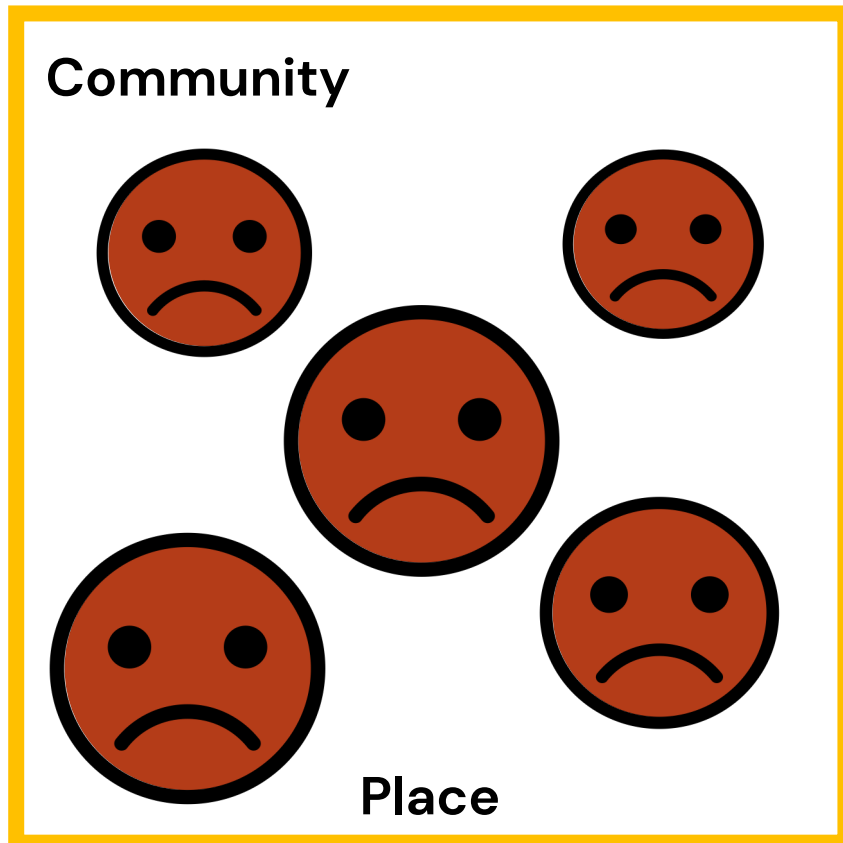


## Inclusive Education

If one student is struggling...

...more than one student is struggling

# Shifting the Paradigm: PERSON-PLACE MODEL OF NEED



## Inclusive Education

FIRST: Identify barriers in place by determining needs of everyone in the community

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



All plants  
need light



All plants  
need moisture



All plants  
need space

# Shifting the Paradigm: PERSON-PLACE MODEL OF NEED



## Inclusive Education

FIRST: Identify barriers in the place

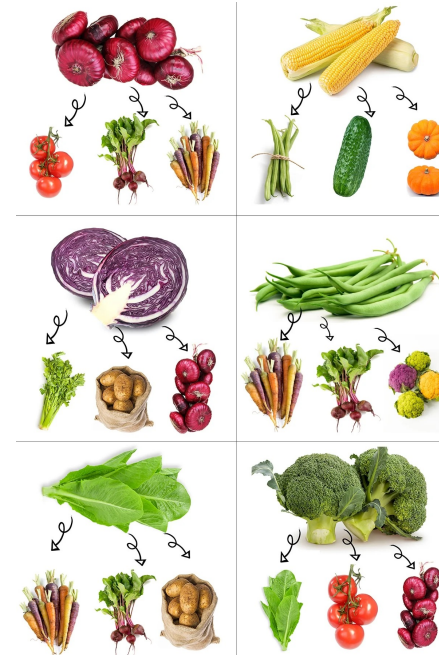
THEN: Reduce or eliminate barriers in place by determining needs of everyone in the community

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

PERIODIC TABLE OF PLANT NUTRIENTS

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

Source: Greenandvibrant.com



Some plants need added nutrients

Some plants need companions

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



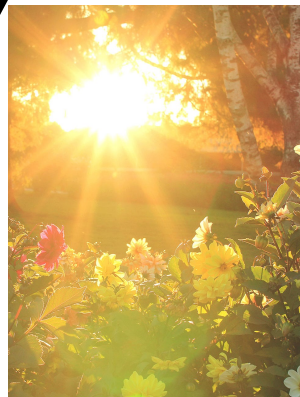
A few plants may need very specific temperatures and humidity levels

# MULTIPLE LAYERS OF SUPPORT



PERIODIC TABLE OF PLANT NUTRIENTS

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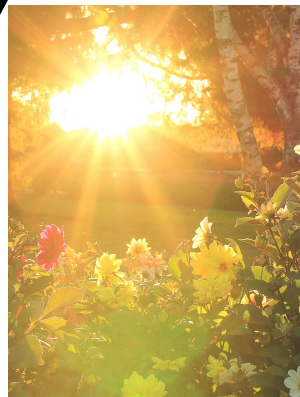


# MULTIPLE LAYERS OF SUPPORT

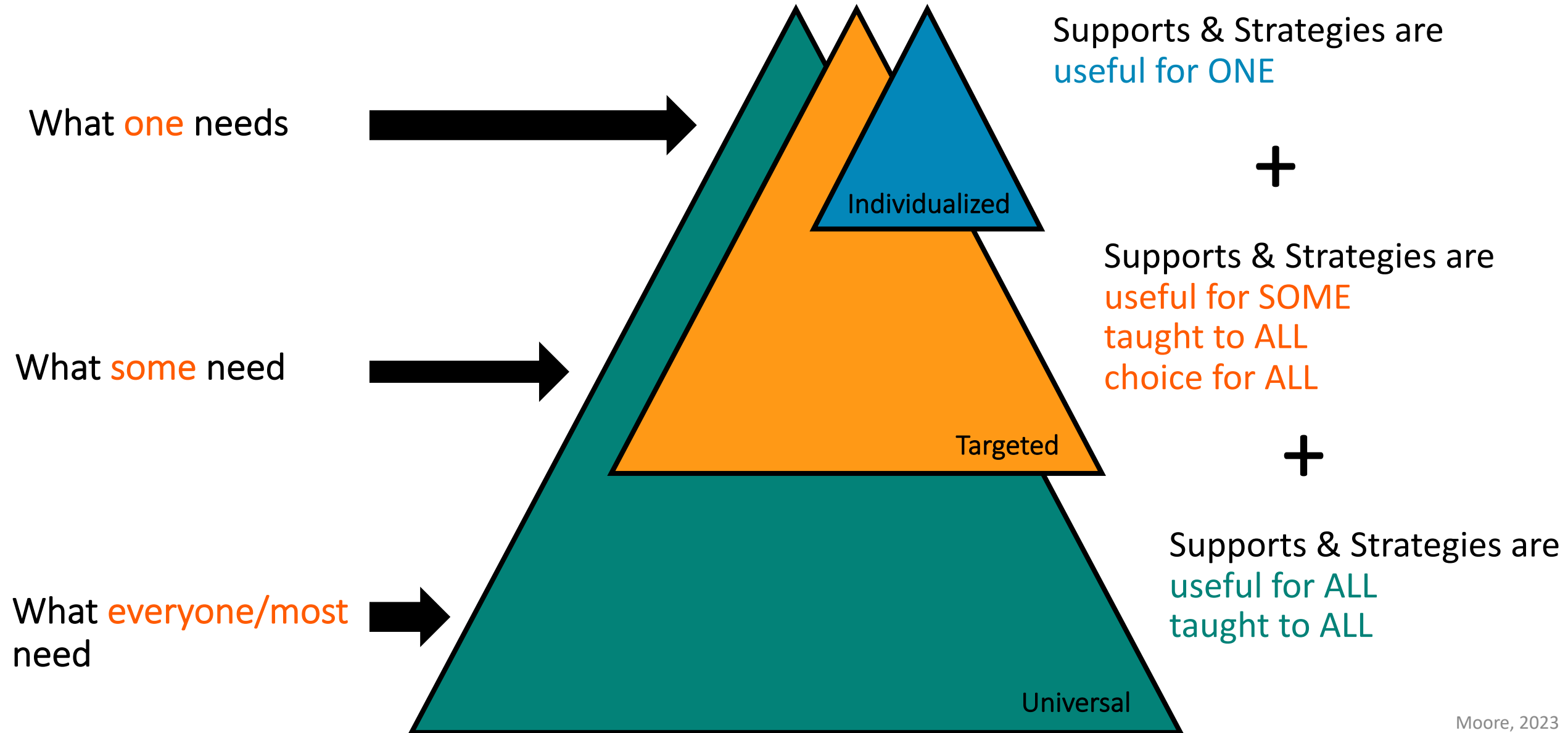


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Micronutrients					



# Multiple Layers of Needs Based Support



# Multiple Layers of Needs Based Support

Need: Waking up

What **one** needs



Individualized

Supports & Strategies are  
useful for **ONE**

+

What **some** need

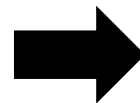


Targeted

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

+

What **everyone/most**  
need



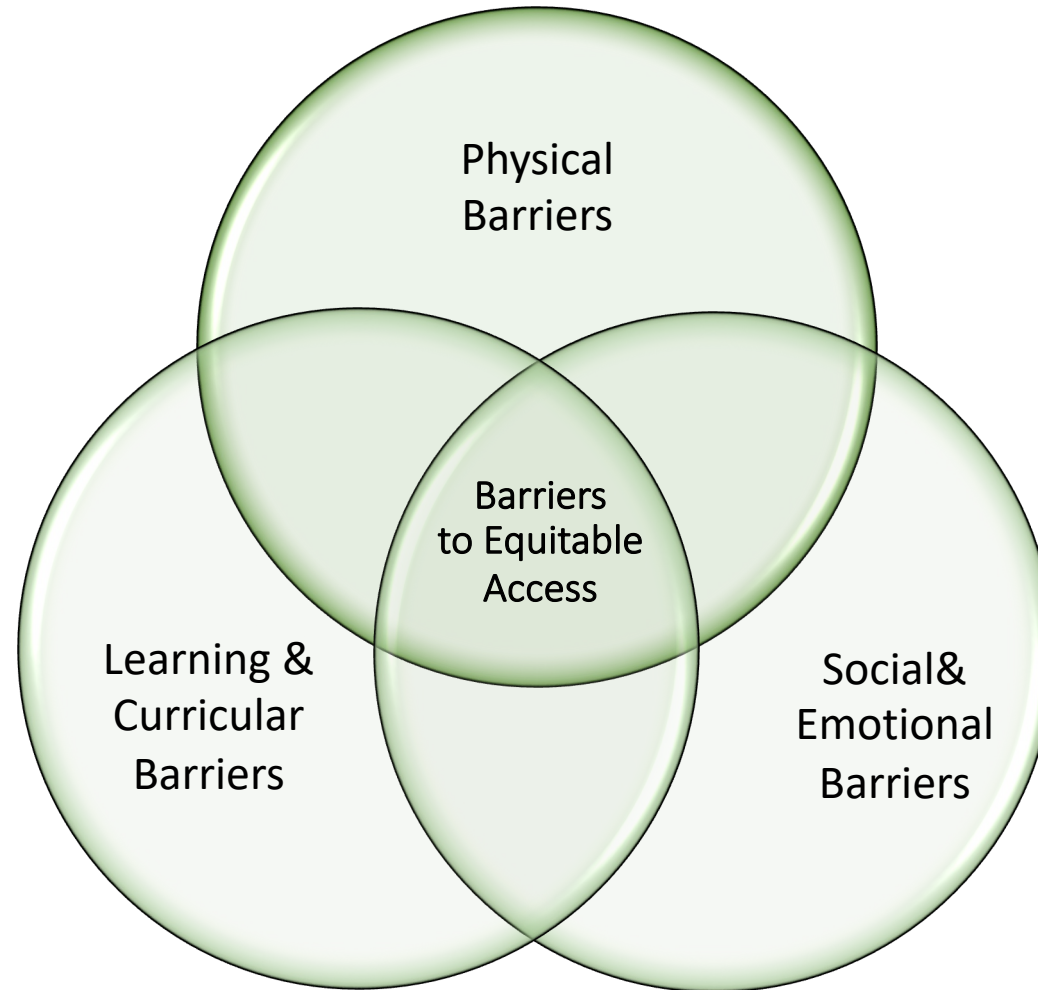
Universal

Supports & Strategies are  
useful for **ALL**  
taught to **ALL**

# What are barriers?



# Increasing Inclusive & Equitable Access by Reducing Barriers for All



# What do all students need? What gets in the way?

...all students accessing, and be challenged by, **high quality opportunities to learn?**

...all students **feeling valued** and a sense of **contribution** to their community?

...all students feeling a sense of individual and community **place & purpose?**

...all students **physically accessing** to classrooms, facilities and all aspects of school and classroom opportunities?

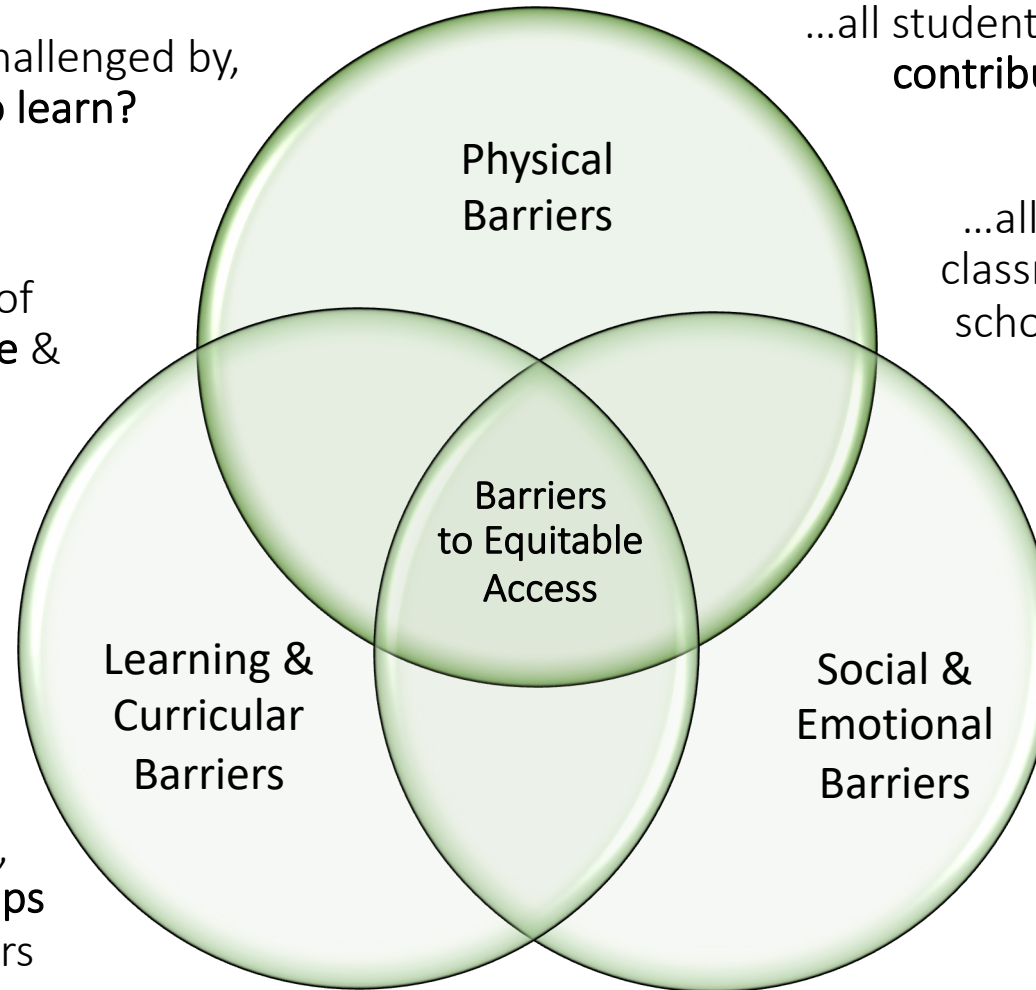
...all students accessing to **tools and actions** that will respond to their **individual dimensions?**

...all students getting their **basic physical needs** met?

...all students being **represented, connecting to & having relationships** with diverse & identity-based peers and adults?

...all students feeling a **sense of belonging and safety?**

...all students holding **agency** through **high expectations** and the presumption of competence?



# Examples of Initiatives that Reduce Barriers for ALL

Student Self Determination & Agency

Standards Based Assessment

Culturally Responsive Practices

Mind Up/ Zones of Regulation Etc.

Differentiation

Needs Based Design

Trauma Sensitive Instruction

Inquiry

Positive Behaviour Supports

Student Voice

SEL

21<sup>st</sup> Century Learning

Physical Barriers

Barriers to Equitable Access

Learning & Curricular Barriers

Social & Emotional Barriers

Strength Based Perspectives

Learning Continuums

Accessible Playgrounds

ICBIEP

Land-Based Learning

Restorative Justice Practices

School Lunch Programs

Differentiated Instruction & Curriculum

# What we are learning in this series that will reduce barriers for all

Student Self Determination  
& Agency

Standards Based  
Assessment

Differentiation

Needs Based  
Design

Culturally Responsive  
Practices

Mind Up/ Zones of  
Regulation Etc.

Inquiry

Trauma Sensitive  
Instruction

Positive Behaviour  
Supports

Student Voice

21<sup>st</sup> Century Learning

SEL

Universal Design  
for Learning

Strength Based  
Perspectives

Accessible  
Playgrounds

ICBIEP

Learning &  
Curricular  
Barriers

Social &  
Emotional  
Barriers

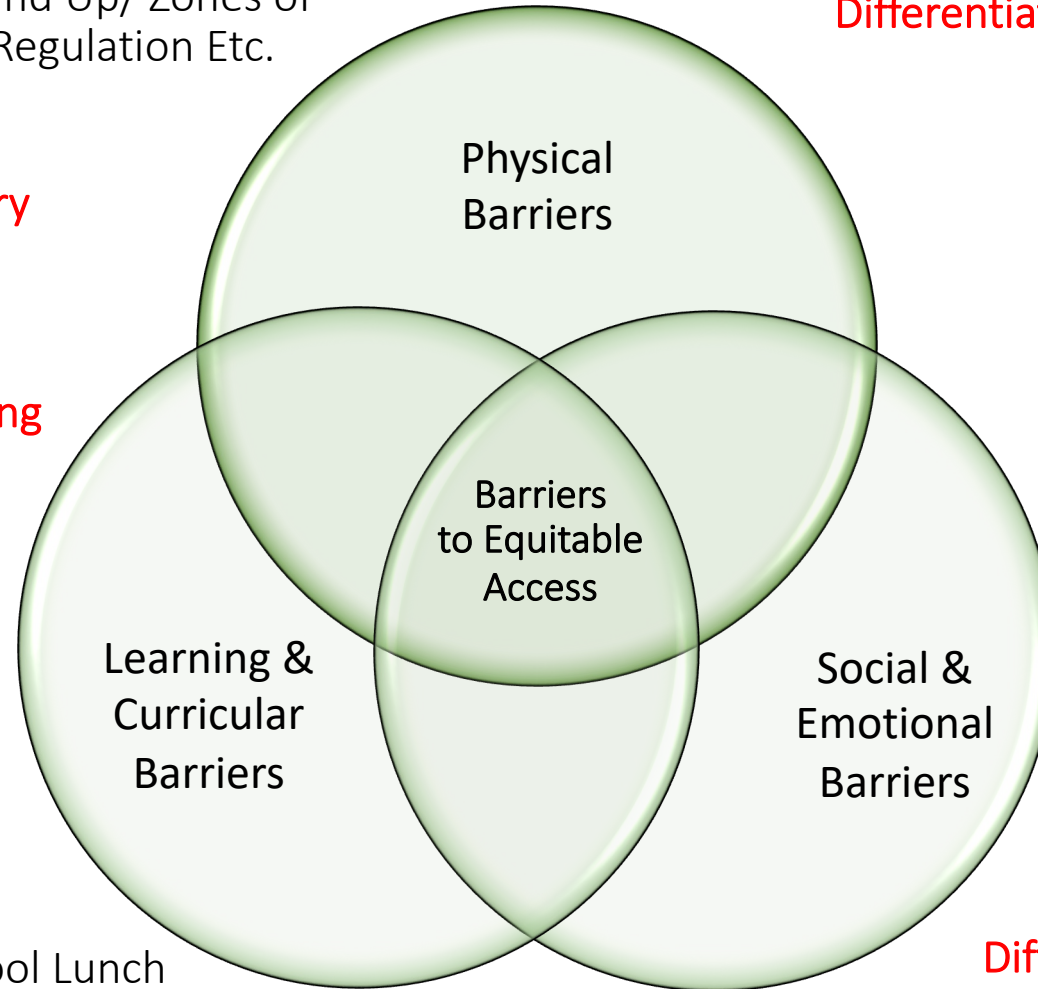
Learning Continuums

Land-Based Learning

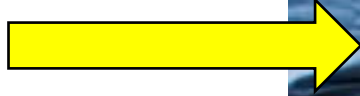
Restorative Justice  
Practices

School Lunch  
Programs

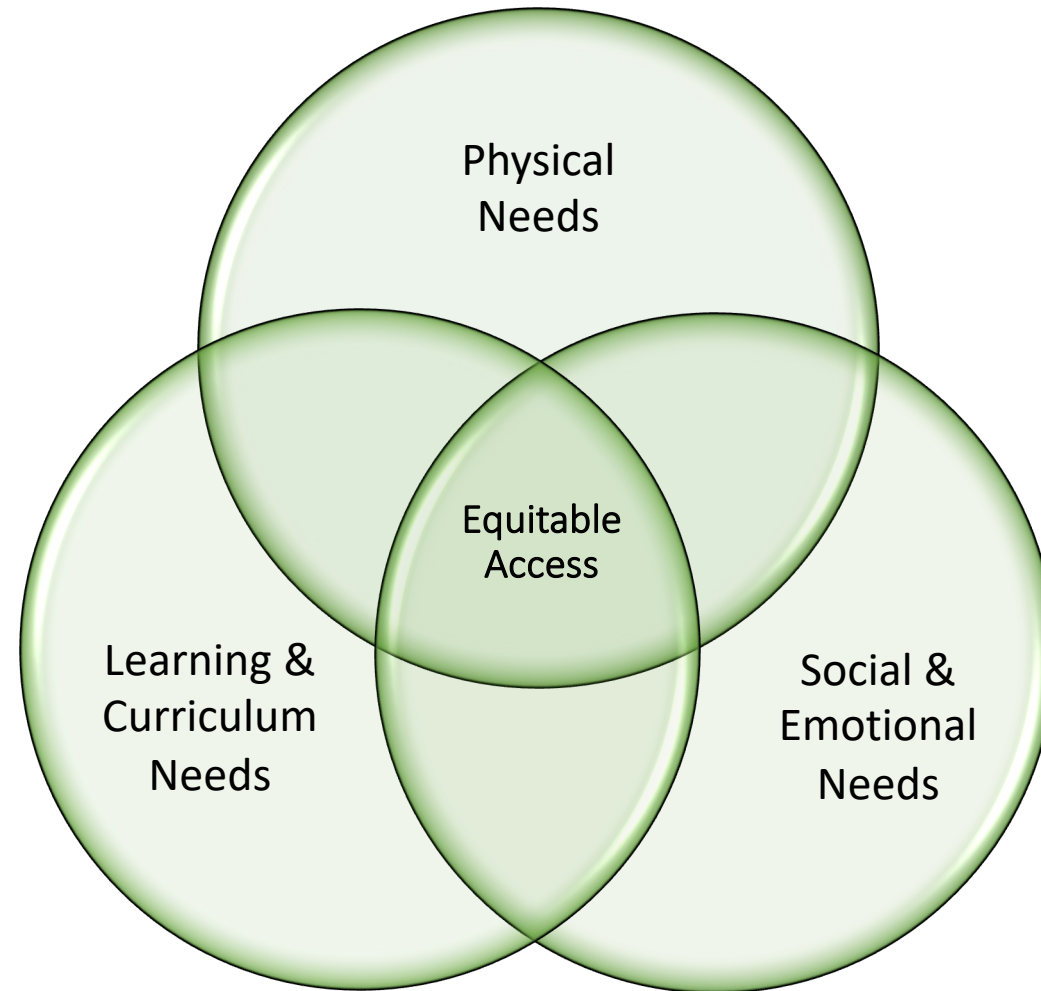
Differentiated Instruction &  
Curriculum



# What are needs?

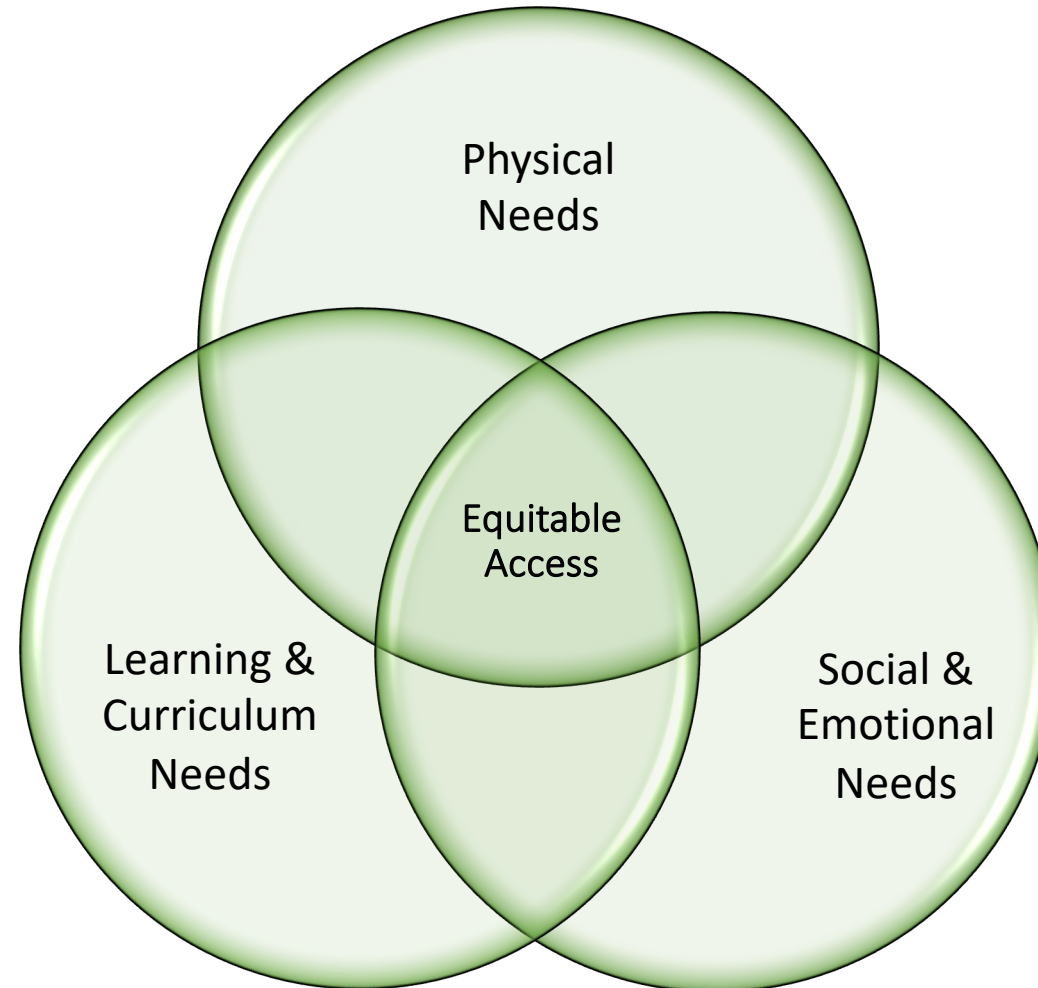


# Increasing Inclusive & Equitable Access by Designing for Individual Needs



# 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 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
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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 Choices (EC, HN) Life Skills (KD, IN) Resource (JC)	Students who have this need  (underline students who have IEP/504)	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	JA			x
Attention	JA, RM		x	
Anxiety/ Depression	GA, LB, JA, ES, KR, GS	x		
Bullying				
Communication (receptive)				
Communication (expressive)	GA, LB		x	
Eating/Food/Allergies	LB			x
Engagement/Motivation	LB, JA, ES, NS	x		
Executive Functioning	MA, LB, JA	x		
Family/Community/Identity	JA, ES, JK, LE	x		
Frustration/ Anger	JA, ES		x	
Greif/ Trauma	GA, LB, JA, ES, KK	x		
Gross/Fine Motor Skills	LB, BB			x
Intellectual Ability (access)	GA, MA		x	
Intellectual Ability (extend)	BW, IM, MB		x	

Language				
Literacy (decoding)	MA, KR, TP, AD		x	
Literacy (understanding)	GA, MA, KR, TP, AD		x	
Literacy (written output)	MA, LB, KR, TP, AD		x	
Literacy (oral language/speaking)	GA		x	
Medical				
Memory				
Mental Health				
Numeracy	ES, KR			
Personal Care	GA			x
Personal Safety				
Physical/Mobility				
Self-Advocacy	LB			x
Self-Regulation (emotional)	GA, JA, ES	x		
Self-Regulation (behavioural)	ES	x		
Self-Regulation (learning)				
Self Esteem	LB, JA, ES	x		
Self-Harm/ Self Injurious Behaviour				
Sensory				
Social Skills	GA, LB, JA, ES	x		
Transitioning	JA, ES	x		
Other:				
Other:				

Priority Community Needs	Specialists/Individuals to connect to	Priority Individual Needs	Specialists/Individuals to connect to
Anxiety/ emotional self- Regulation	Counsellors - Jessica		
Family support/ trauma	Counsellors - Jessica, Community Schools - Diana		
Literacy	Title - Kori, Mica, Melissa		
Engagement/ Motivation	Sarah, Shelley, Jasmine, Kim		

# Getting to Know Children & Family Dimensions - Family Interview

Child:	Child:	Child:	Child:	Child:
What are the <b>identities</b> of your child and your family?	What are the <b>identities</b> of your child and your family?	What are the <b>identities</b> of your child and your family?	What are the <b>identities</b> of your child and your family?	What are the <b>identities</b> of your child and your family?
What are the <b>interests</b> of your child and your family?	What are the <b>interests</b> of your child and your family?	What are the <b>interests</b> of your child and your family?	What are the <b>interests</b> of your child and your family?	What are the <b>interests</b> of your child and your family?
What are the <b>strengths</b> of your child?	What are the <b>strengths</b> of your child?	What are the <b>strengths</b> of your child?	What are the <b>strengths</b> of your child?	What are the <b>strengths</b> of your child?
What is hard for your child in this community? What do they <b>need support</b> with?	What is hard for your child in this community? What do they <b>need support</b> with?	What is hard for your child in this community? What do they <b>need support</b> with?	What is hard for your child in this community? What do they <b>need support</b> with?	What is hard for your child in this community? What do they <b>need support</b> with?
What is <b>getting in the way</b> for your child to feel a sense of belonging and success in this community? What is getting in the way for the family?	What is <b>getting in the way</b> for your child to feel a sense of belonging and success in this community? What is getting in the way for the family?	What is <b>getting in the way</b> for your child to feel a sense of belonging and success in this community? What is getting in the way for the family?	What is <b>getting in the way</b> for your child to feel a sense of belonging and success in this community? What is getting in the way for the family?	What is <b>getting in the way</b> for your child to feel a sense of belonging and success in this community? What is getting in the way for the family?

# Needs-Based Reflection - Individual


**Inclusive IEP Planning: Collaborative Needs Based Reflection**

Target Student:

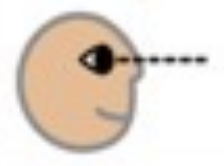
Support Manager:

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				

 **Geeshan needs help with:**


seeing




eating




reading




learning



making friends



talking



Made by S. Moore with Symbols4U, 2021

# Needs-Based Reflection – Geeshan 6

## Inclusive IEP Planning: Collaborative Needs Based Reflection

Target Student: Geeshan

Support Manager: Lynn

Date: Dec 2022

Area 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				
Grief/ 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)		

# Multiple Layers of Needs Based Support

Need: Waking up

What **one** needs



Individualized

Supports & Strategies are  
useful for **ONE**

+

What **some** need

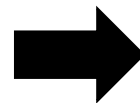


Targeted

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

+

What **everyone/most**  
need



Universal

Supports & Strategies are  
useful for **ALL**  
taught to **ALL**

Need:

Students in Mind:

Who needs the MOST support?

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

- 
- 
- 

Essential

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

- 
- 
- 
- 

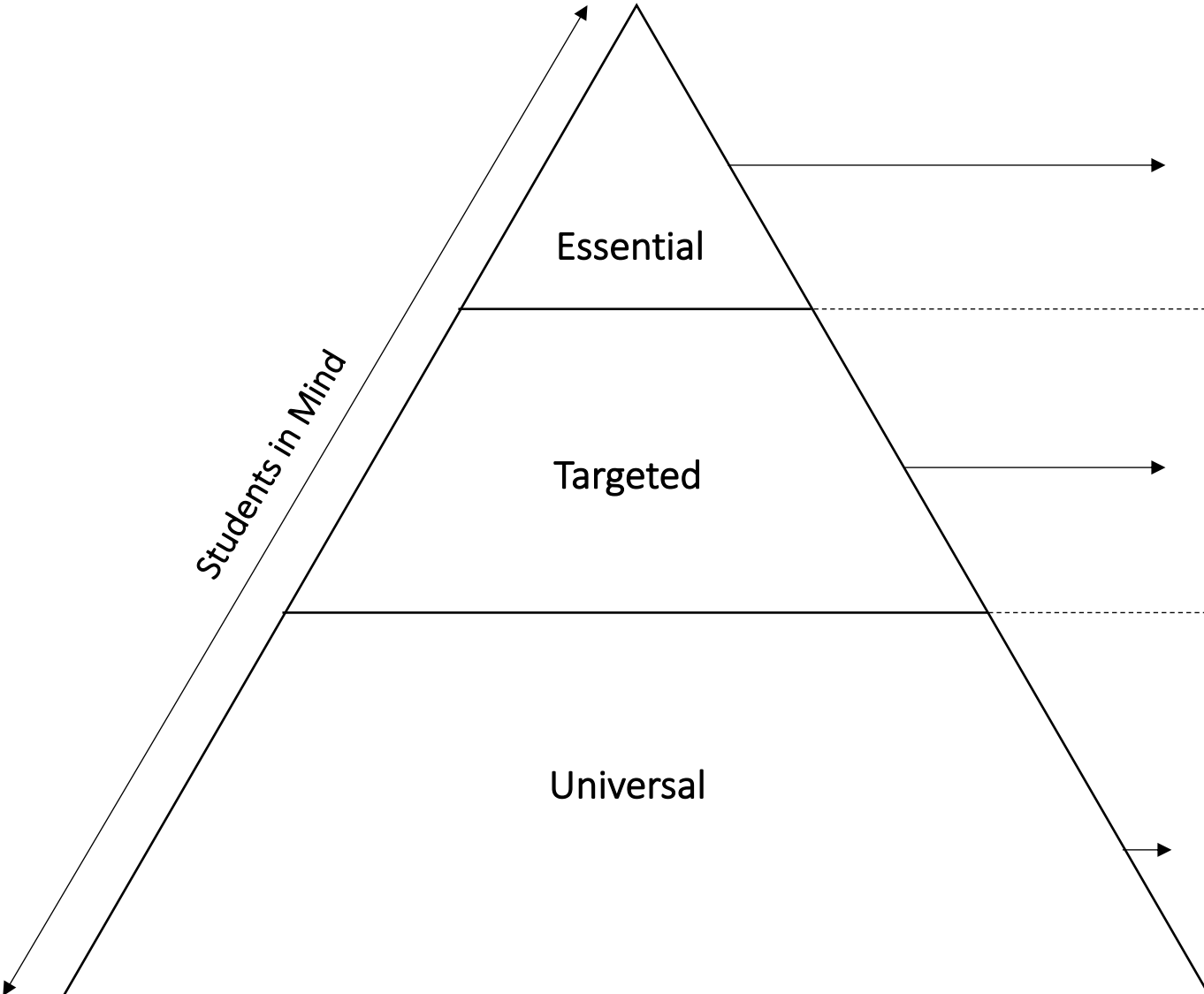
Targeted

What supports & strategies are useful for MOST/ALL?

- 
- 
- 
- 
- 

Universal

Who needs the MOST challenge?



Context: Grade 2

Need: Social-Emotional - Anxiety

Students in Mind: PS, LT, CT, EW, MJ, FT, IO

Who needs the MOST support?

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

- 
- 
- 

Essential

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

- 
- 
- 
- 

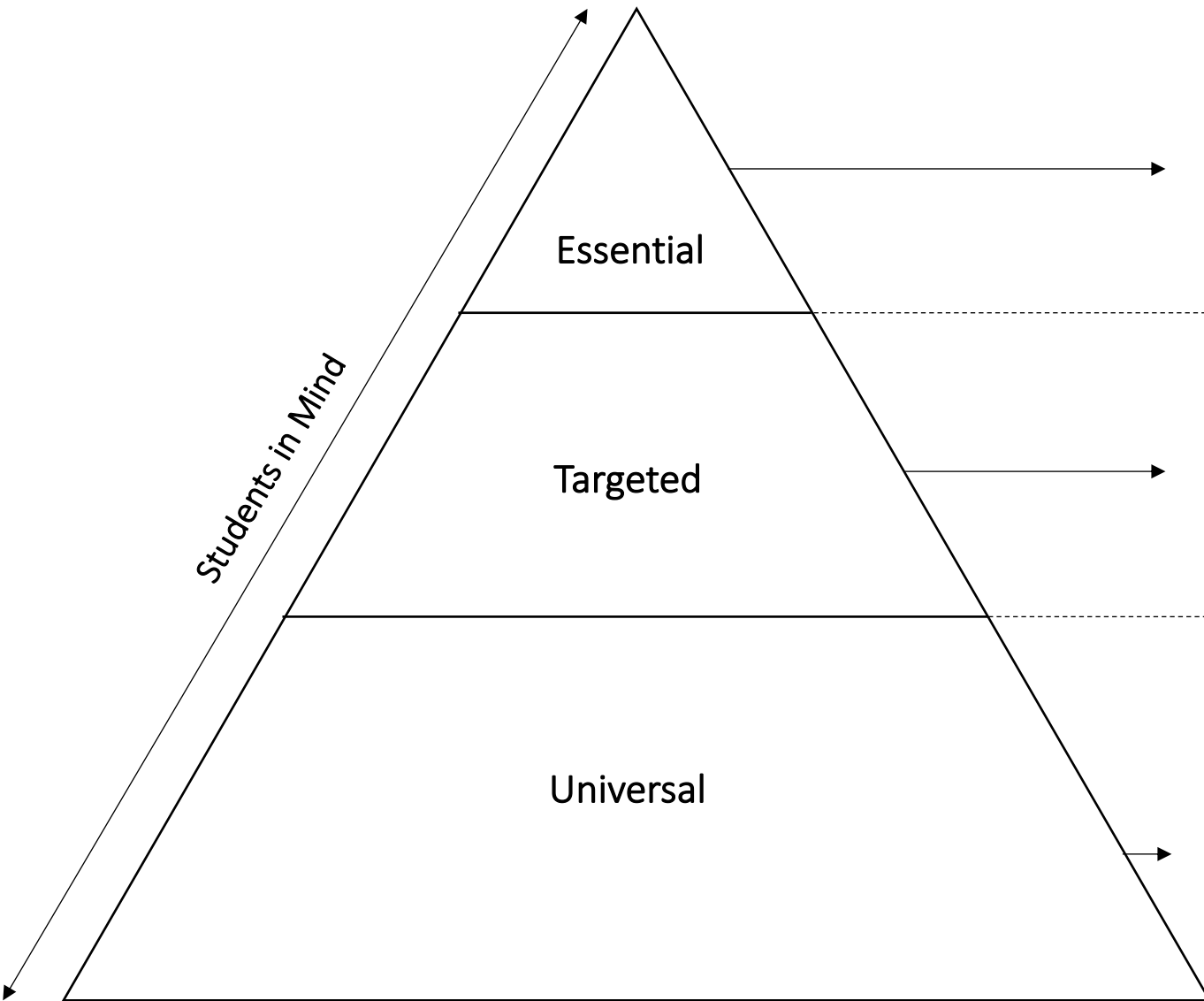
Targeted

What supports & strategies are useful for MOST/ALL?

- 
- 
- 
- 
- 

Universal

Who needs the MOST challenge?



Who needs the MOST support?

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

- Family photo
- Home communication system
- Customized visuals/schedules/routine
- Draw from individual interest areas
- Deep pressure (under OT supervision)

Essential

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

- Taking breaks, breathing techniques
- Sensory tools
- Bring a familiar object from home
- Parent & caregiver support

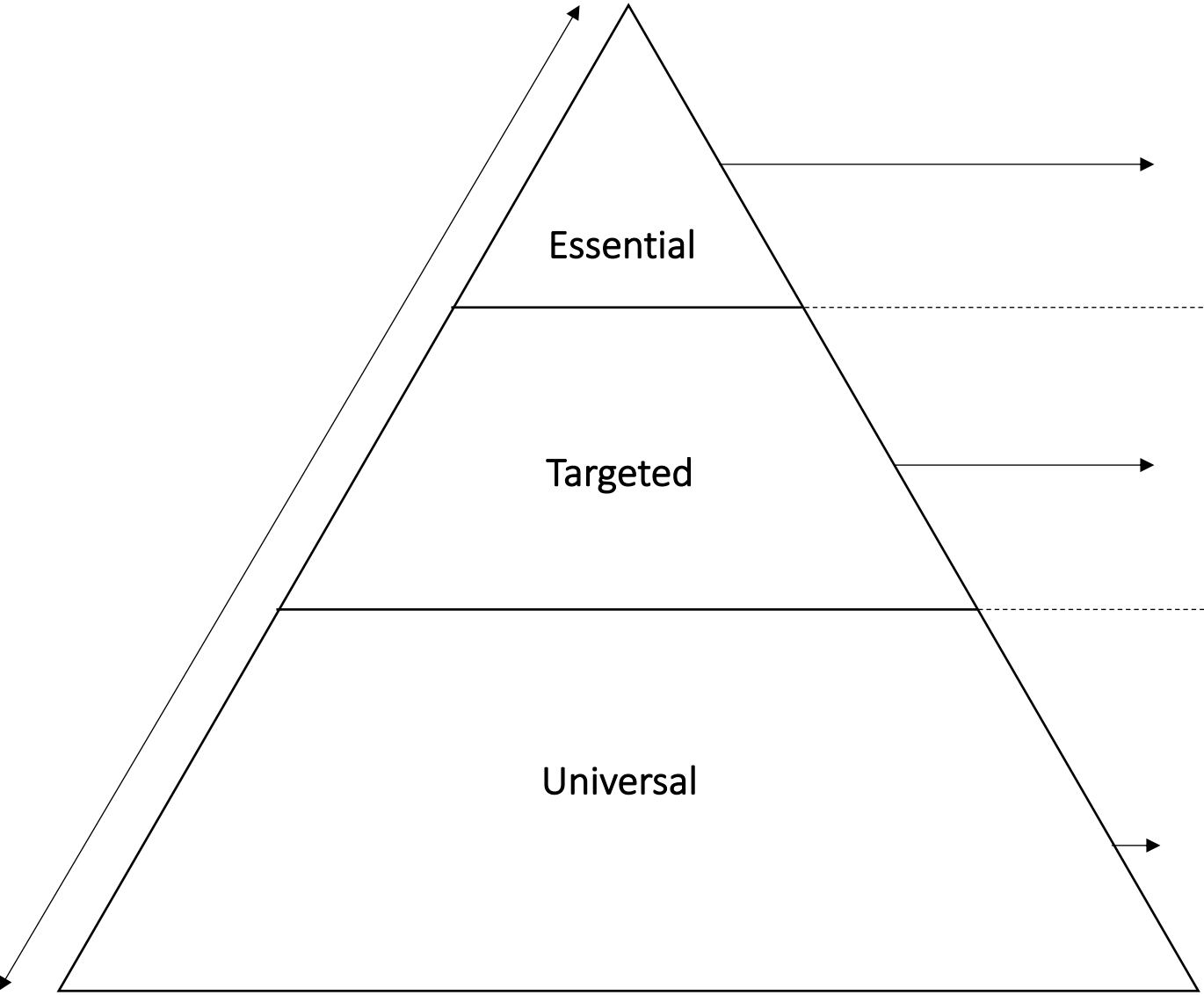
Targeted

What supports & strategies are useful for ALL?

- Access to calm down spaces
- Interactive play/art therapy
- Leadership opportunities
- Stories and conversation that address anxieties
- Visuals
- Routine
- Music and relaxation techniques
- SEL programs that incorporate games and activities teach about emotions, mindfulness

Universal

Who needs the MOST challenge?



Who needs the MOST support?

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

- Reading IEP
- 3/4 x week individual intervention with CT or parent volunteer (one on one)
- G (replacement literacy instruction - comprehension)

Essential

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

- Title reading intervention (decoding) 4 x week
- (UDL strategies to help student choose)

Targeted

What supports & strategies are useful for MOST/ALL?

- Access to grade level curriculum
- Fluency passage (at independent level) – at home
- Weekly read with parent volunteers
- Vocabulary support & practice (word ladders/activities/plexer)
- Classroom read aloud every day
- Library
- Different levels of text level for assessment
- Strategic intervention time
- WIN time

Universal

Who needs the MOST challenge?

Students in Mind

Who needs the MOST support?

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

- Communication with school team (set up other places to go if needed)
- Individual debriefing
- Check in/ check out system (with resource)
- Built in time at The Nest in schedule
- G: Level of problem (1-5 and how to respond, reinforcement system)

Essential

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

- Calming kit
- Take a break (check in)
- Sensory tools (e.g. fidgets, items from home)
- Choice to go The Nest

Targeted

What supports & strategies are useful for MOST/ALL?

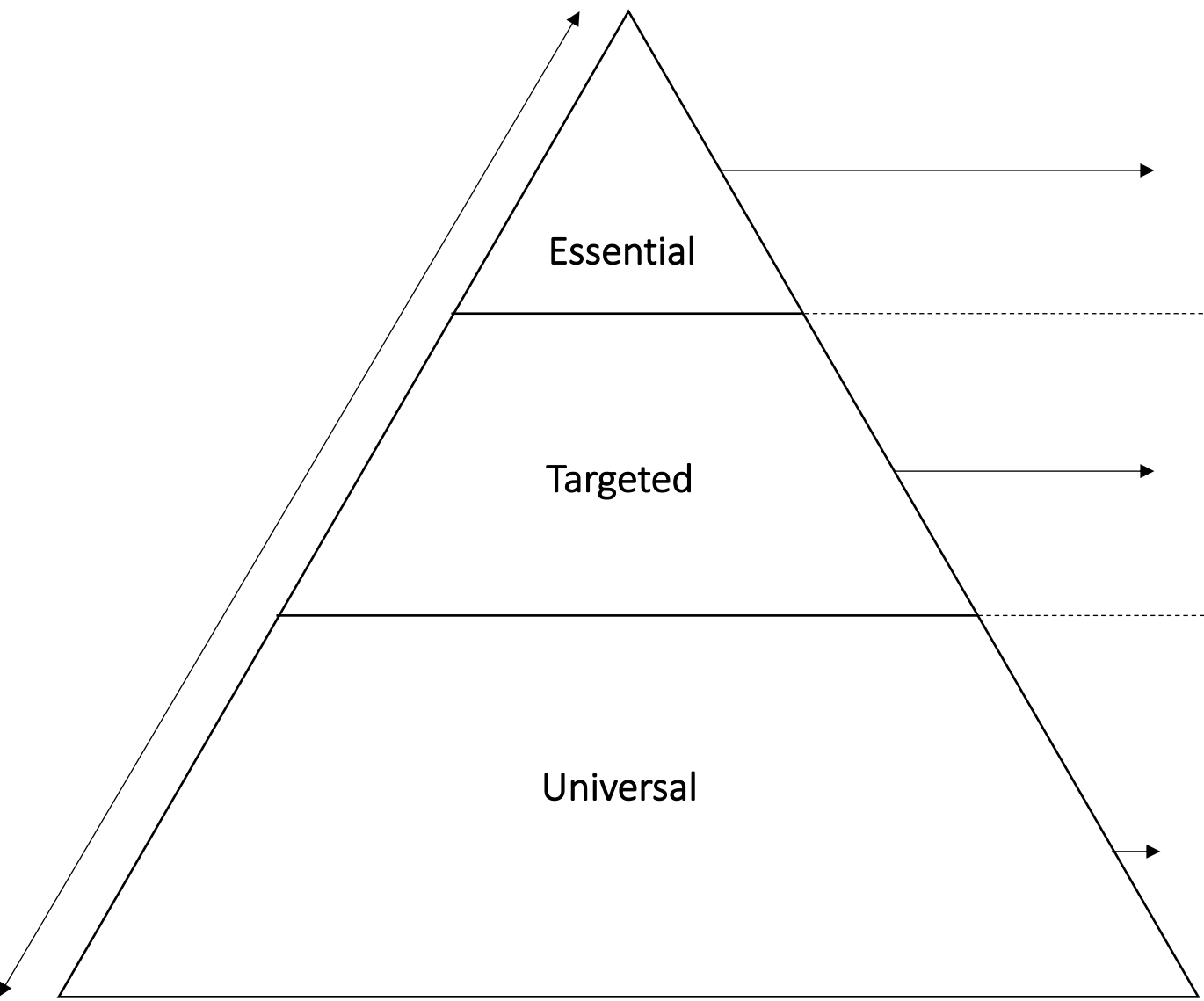
- Morning meeting, classroom conversations
- Mindful minutes – teaching a strategy
- Routines & structures
- Technology – all practice a strategy (e.g. 5 finger breathing)
- Lessons with counsellor (tools in toolbox)
- Classroom conversations (power of yet, Factor of fear)
- Trust when they need something
- Open communication with families (e.g. Dojo)
- Access to The Nest (SEL space)

Universal

Students in Mind

Who needs the MOST challenge?

Who needs the MOST support?



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

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

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

- iPad for visual translation/communication support
- Sentence frames
- Visuals/ objects
- Strategic Pairings
- QSSSA strategy (question, signal, stem, share, assess)
- Allow previewing of information in home language

**What supports & strategies are useful for ALL?**

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

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TEACHERS' GATEWAY TO  
SPECIAL EDUCATION

PASSAGE À L'ENSEIGNEMENT  
POUR LES BESOINS SPÉCIAUX

ENTER

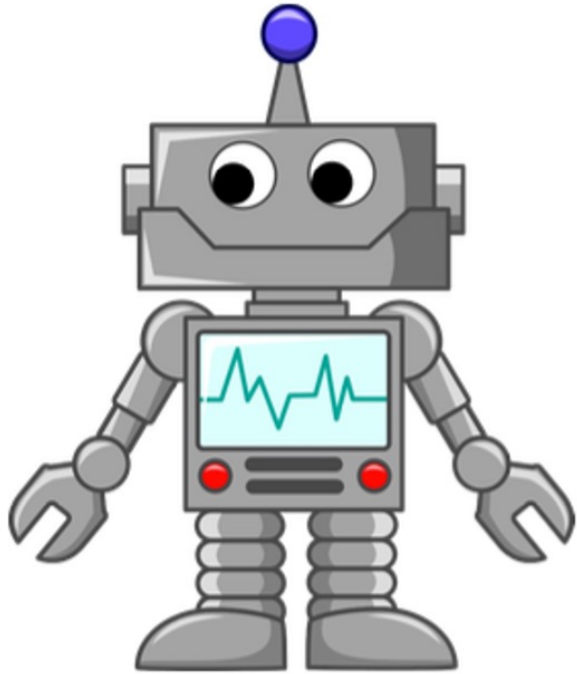


Français

ENTREZ



# “AI” Assistant - Dale



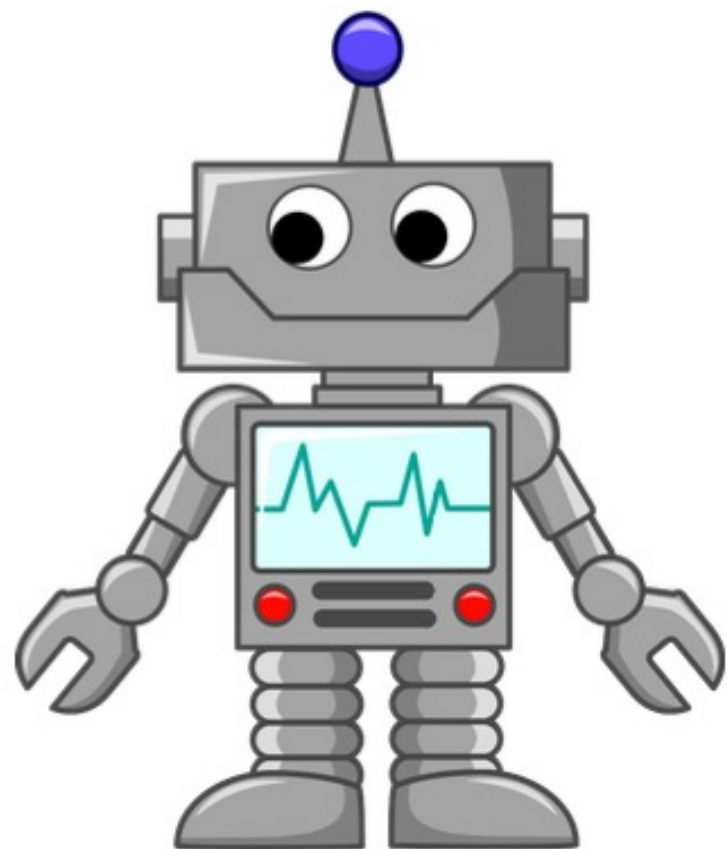
Can you give me some tools and strategies to support (who) to manage (need) needs?

Can you give me some tools and strategies to support a grade 5 student with Down Syndrome, to manage anxiety needs?

And then ask yourself:

- Is this a strategy that is useful for everyone, a choice for everyone, or is it an individualized strategy?

# Remember!



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

- e.g. instead of saying: “**a student who can't talk**” you could say, “**a student who uses objects, gestures and sounds to communicate**”
- Share what **they CAN do**, not **what they can't**.

**Classroom Support Plan**

Teacher(s): Ms. P

Supportive Staff: Ms. C (EA), Mr. J (ST), Ms. H (counselor), Ms. G (Vision Support Teacher), Ms. K (ELL)

Class: Grade 4

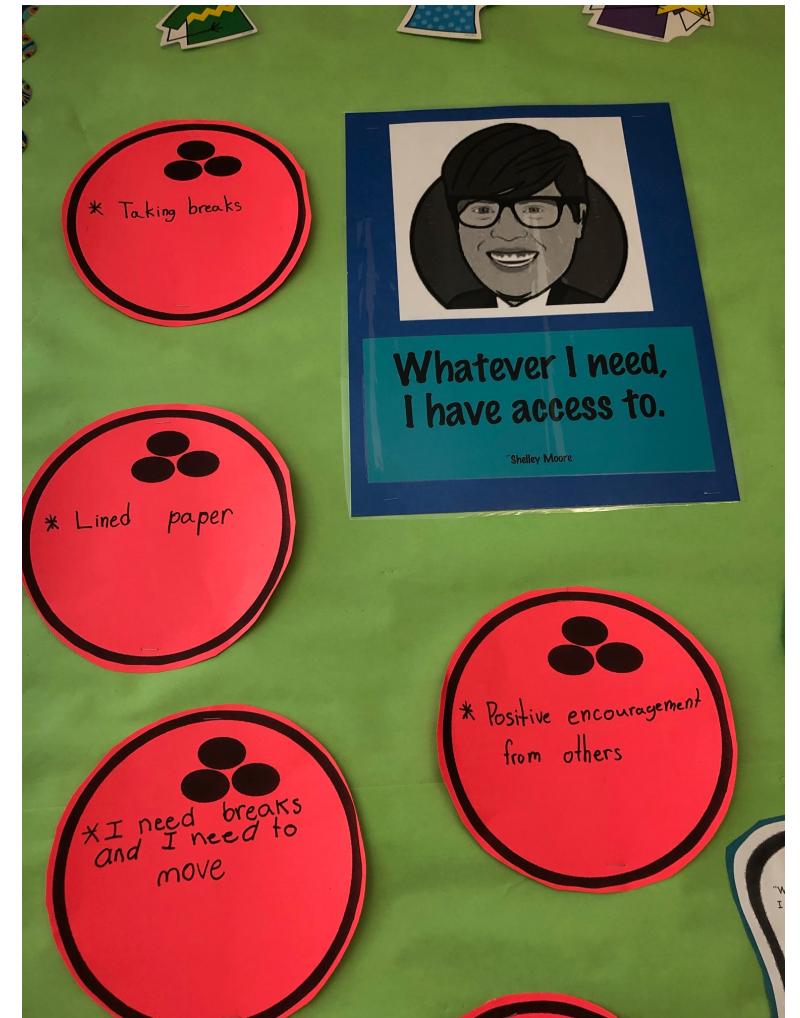
← Range of Supports & Strategies →

Recipe for the cake

↑ Range of Student Need ↓  
Layers of the cake

Students...		Strategies & Supports		
<b>Who needs the most support</b> J.W.		<b>Universal Support</b> (Good for ALL)	<b>Targeted Support</b> (CHOICE for ALL)	<b>Essential Support</b> (Good for ONE)
<b>Need Cognitive</b>	J.W.	Start lesson with accessible task, teach all students, how to learn with J.W., community building activities, manipulatives and concrete learning objects, agenda for the day	Access Point to curriculum (Math IEP goal), breaks, visual agenda on board that matches AAC device, strategic partnering, calculator	AAC Device, social role on class, works well with Y.T., glasses
<b>Need Vision</b>	R.P	Large print & high contrast outline of handouts, do not change furniture floor plan	Sitting close proximity to front of class	Magnifier, Vision support from Ms. G
<b>Need Trauma</b>	H.L., U.B	Make personal connection daily, snacks, drinks allowed, chunk task into an essential portion, <b>take 2 min breaks</b>	Quiet zone in class, breaks, allow time to leave if needed, follow up later if they leave	Check in before class with Ms. H, might be late
<b>Need EAL/ multi lingual</b>	Y.I., O.R., B, F, N.M	Teach important vocabulary for a lesson, visuals, manipulatives & visuals, strategic partnering, subject word wall, everyone learns local Indigenous language	Individual word/picture banks	Translator, preview content in dominant language
<b>Need Anxiety</b>	R.M.	Choice of challenge, choice of support options, target advocacy skills and risk-taking opportunities, open ended tasks (not one answer), learn about anxiety and teach anxiety management strategies	Taking breaks, choice of where to work, homework optional, parent check ins,	Check ins with Ms. H once a week
<b>Who needs the most challenge</b> I.K., R.M.				

# Strategy: taking a 2 min break



# Strategy: taking a 2 min break

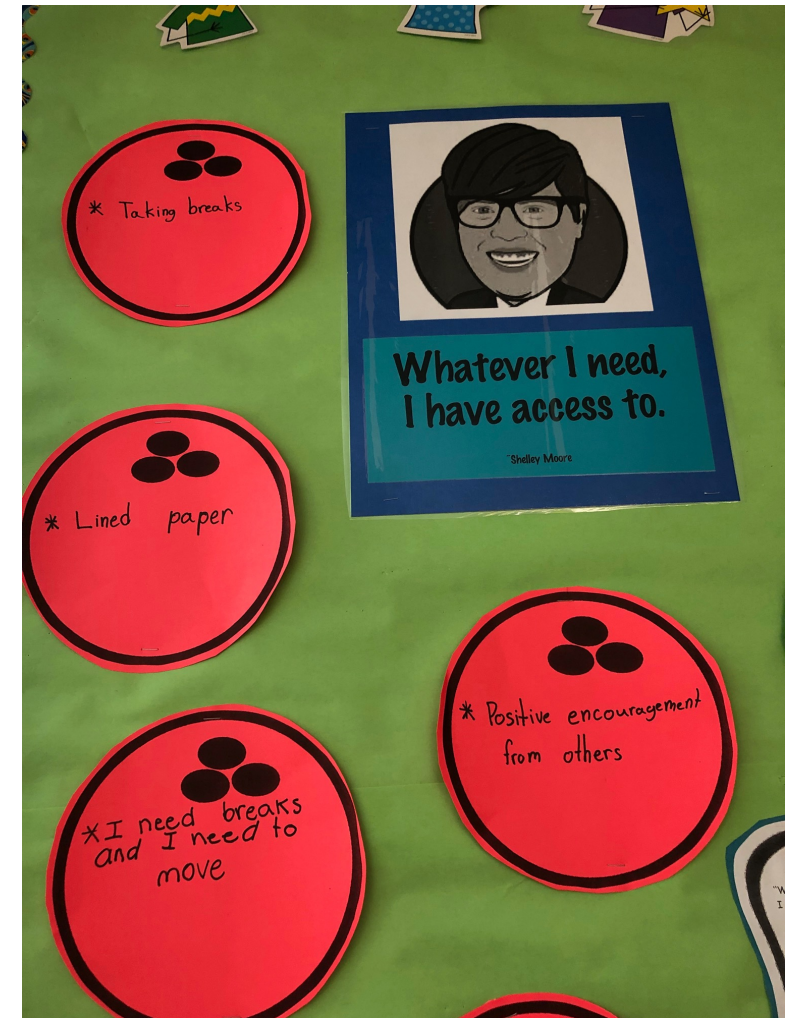
## Instruct

- What is a 2 min break?
- Why is a 2 min break useful?
- How do I use a 2 min break as a **tool** or an **action**?
  - What does a 2 min break *look* like when I use it?
  - What does a 2 min break *sound* like when I use it?
  - What does a 2 min break *feel* like when I use it?

## Practice (1 – 2 weeks)

## Reflect

- How will I know when I *need* a 2 min break?
- How will I know when I *don't need* a 2 min break?



# Strategy: chunking text

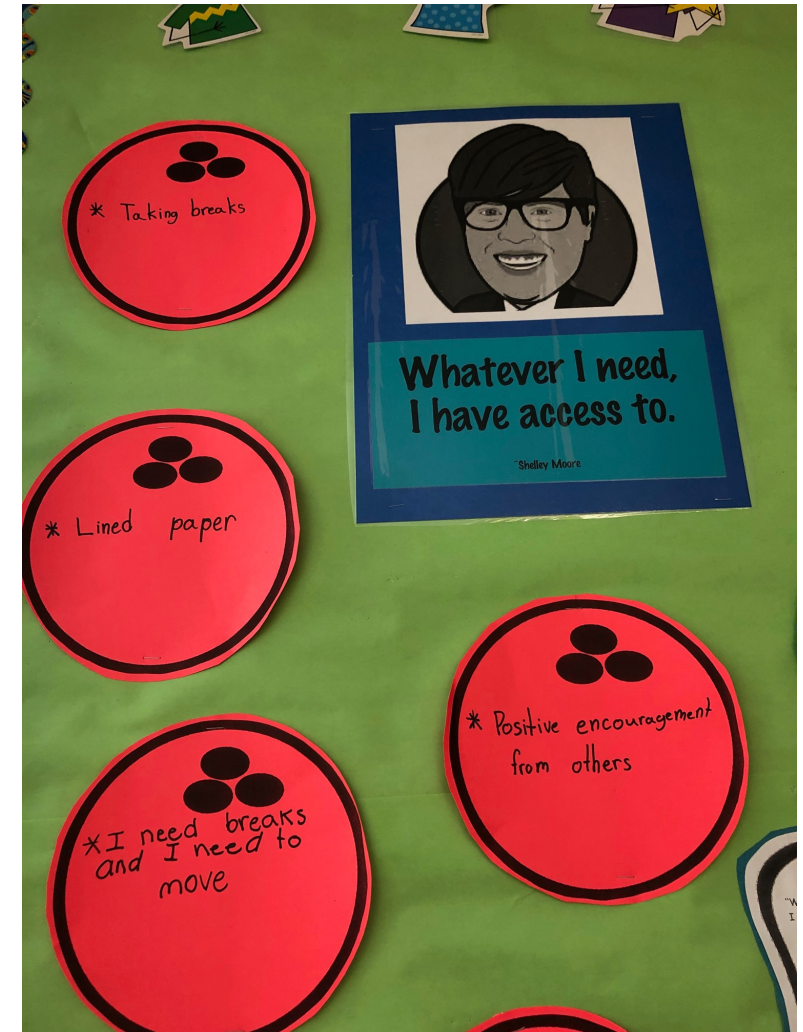
## Instruct

- What is **chunking text**?
- Why is **chunking text** useful?
- How do I **chunk text** as a **tool** or an **action**?
  - What does **chunking text** *look* like when I use it?
  - What does **chunking text** *sound* like when I use it?
  - What does **chunking text** *feel* like when I use it?

## Practice (1 – 2 weeks)

## Reflect

- How will I know when I *need* to **chunk text** ?
- How will I know when I *don't need* **chunk text** ?



# Teaching & Reflecting on Strategies:

working in a small group

quiet space

loud space

visuals

schedule/ agenda

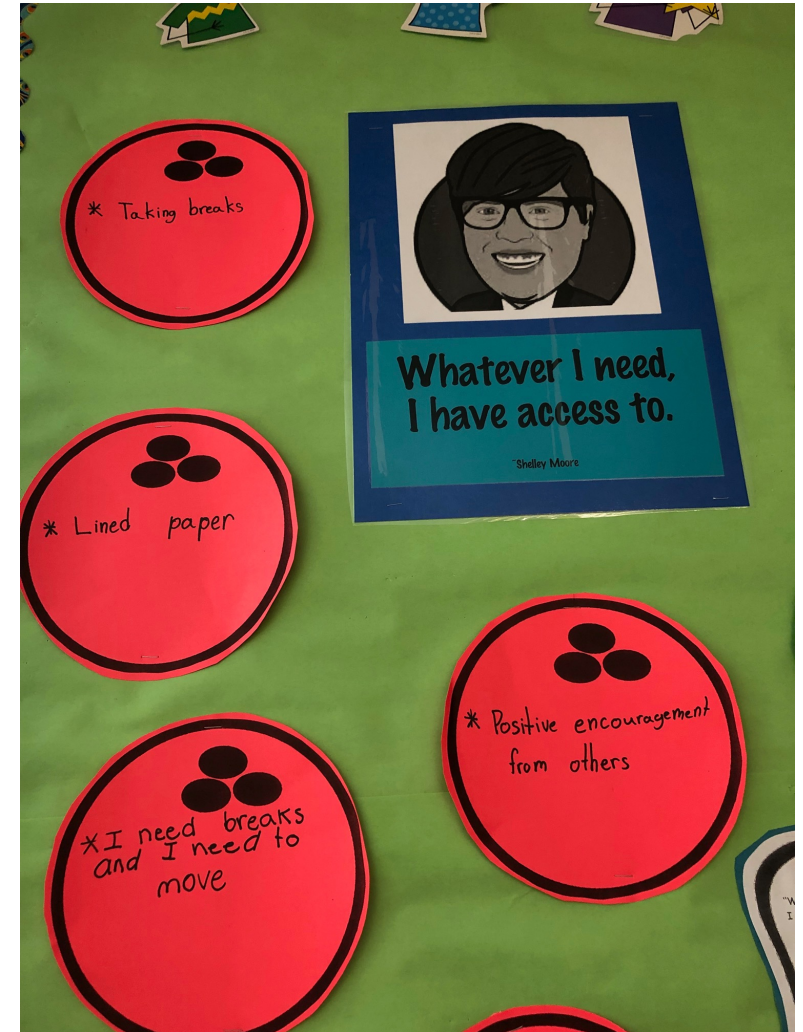
standing desks

access points

sensory tools

Snacks/ water

hats





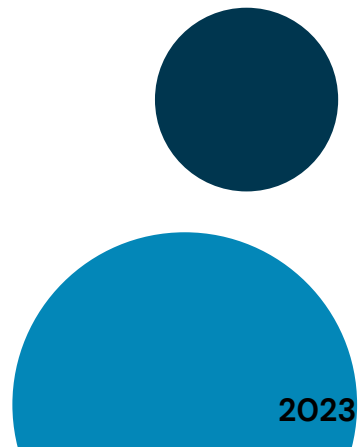
**What is one useful idea?**

**What is one thing you want to try?**

**What is one thing you want to think about?**

**What is one thing you want to learn more about?**

**What is one thing you want to share with  
someone who is not here today?**





# Our plan together

**Session 1 – Nov 30:** What in Inclusion? How do we do it?

**Session 2 – Nov 30:** Getting to know learners from a strength-based perspective

**Session 3 – Feb 20:** Needs Based Design

**Session 4 – Mar 1:** Curriculum Design Strategies part 1

**Session 5 – May 2:** Curriculum Design Strategies part 2

# Shelley MOORE PH.D.



@tweetsomemoore



@fivemooreminutes



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