

Designing for DIVERSITY

Needs Based Design

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Welcome!

Our Plan Together

November 15: Kick Off - What is Inclusion?

December 6: Session 1 - Getting to know students from a strength-based perspective

February 21: Session 2 - Designing needs-based classroom support plans

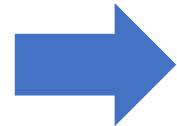
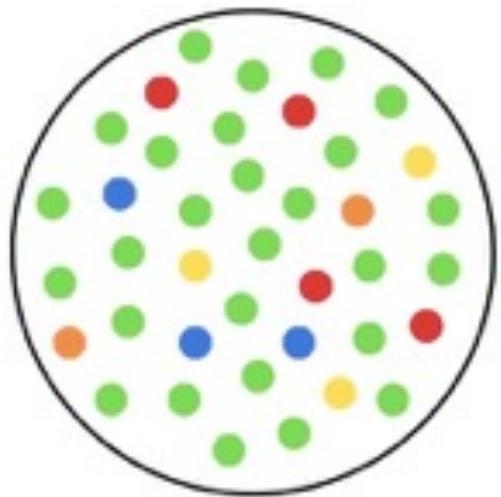
March 20: Session 3 - Making decisions to reduce barriers for ALL

April 17: Session 4 - Curricular Design Strategies: Backwards Design

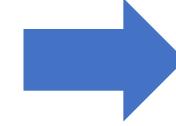
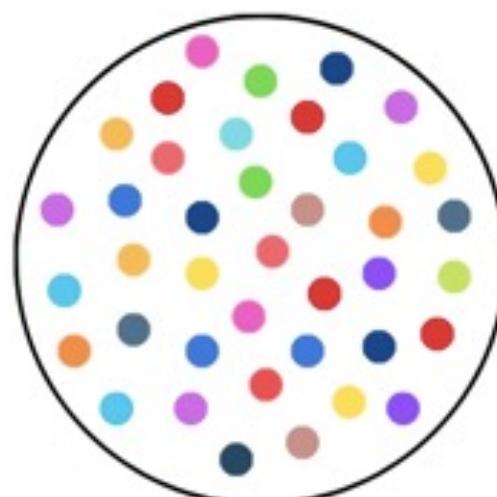
May 1: Session 5 - Curricular Design Strategies: Lesson Design through a UDL lens

May 15: Session 6 - Inclusive Assessment

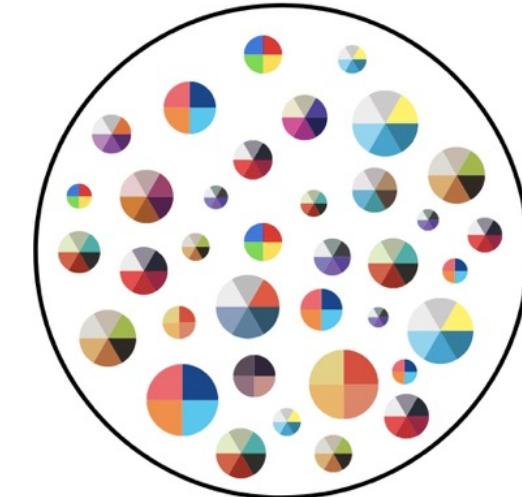
WHAT IS *inclusion* ?



How do we
include people
with disabilities?



How do we teach
to *diversity*?



How do we
teach to *identity*?

What grade level curriculum are we using?
What are the learning standards?

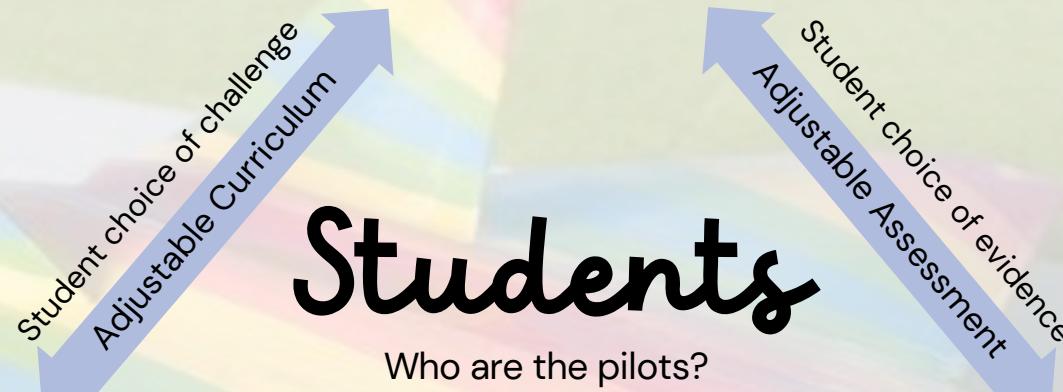
CURRICULUM & ASSESSMENT DESIGN

NEEDS BASED DESIGN

What are the student needs?
What barriers are getting in the way?
What do student require to navigate
needs & barriers?

INSTRUCTIONAL DESIGN

How will students show growth
within the learning standard?
How do we know?



What grade level curriculum are we using?
What are the learning standards?

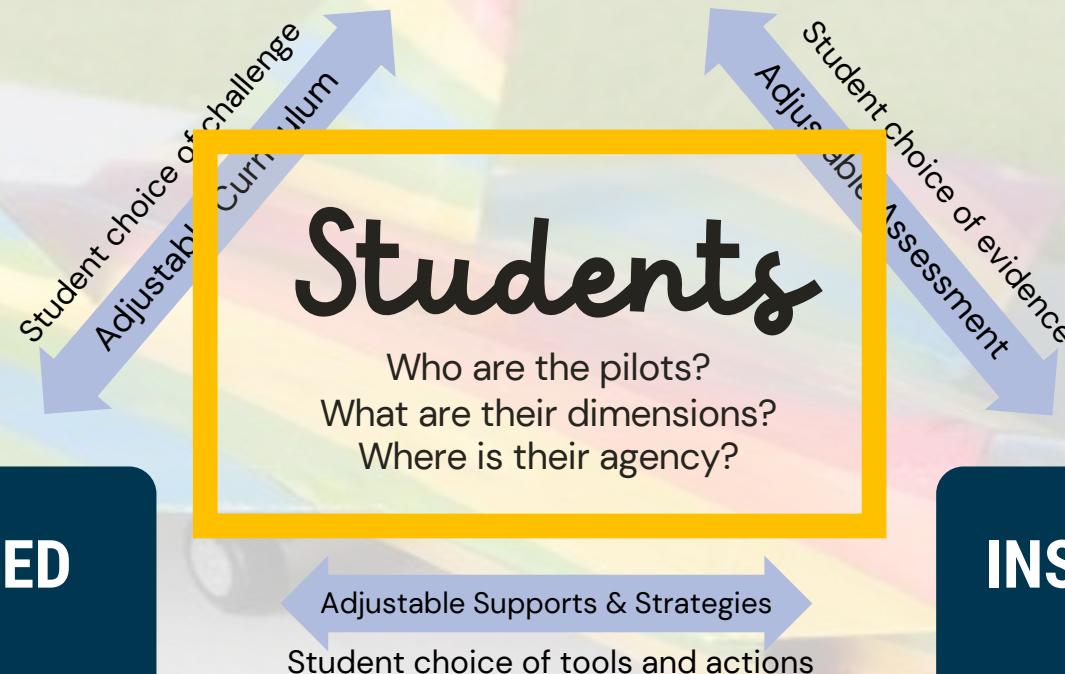
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Strategies to Get to Know Learners

Help us get to know: _____

Date: _____

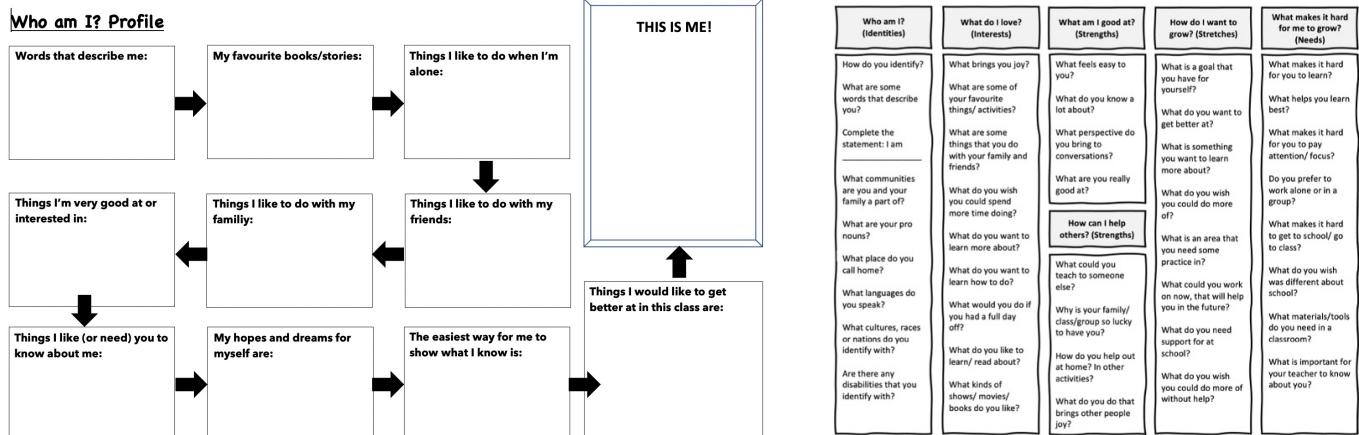
Person connected to	Identities	Interests	Strengths	Stretches	Needs
Who are you and how do you know _____?	What words would you use to describe _____? What groups is _____ connected to in their community?	What is _____ interested in? What do they like to do on their own? With their friends? Family? Community?	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:					

Moore, 2023

Google Form:
<https://forms.gle/6CaTcW3sSQnQnCp7>

Identities Choose at least 3 questions to respond to from this section. How do you identify? Your answer: _____	Interests Choose at least 3 questions to respond to from this section. What brings you joy? Your answer: _____	Strengths Choose at least 3 questions to respond to from this section. 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 if you had a day off? Your answer: _____	What could you teach to someone else? Your answer: _____

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:		
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?		



Homework

- Collect some data about your student's dimensions (from their perspective)
 - Interview
 - Google form
 - Family Inventory
- Bring back data and some student samples to next session
- Start to build your class review (the yellow parts)
 - Student dimensions
 - Big questions
 - Big goals

What grade level curriculum are we using?
What are the learning standards?

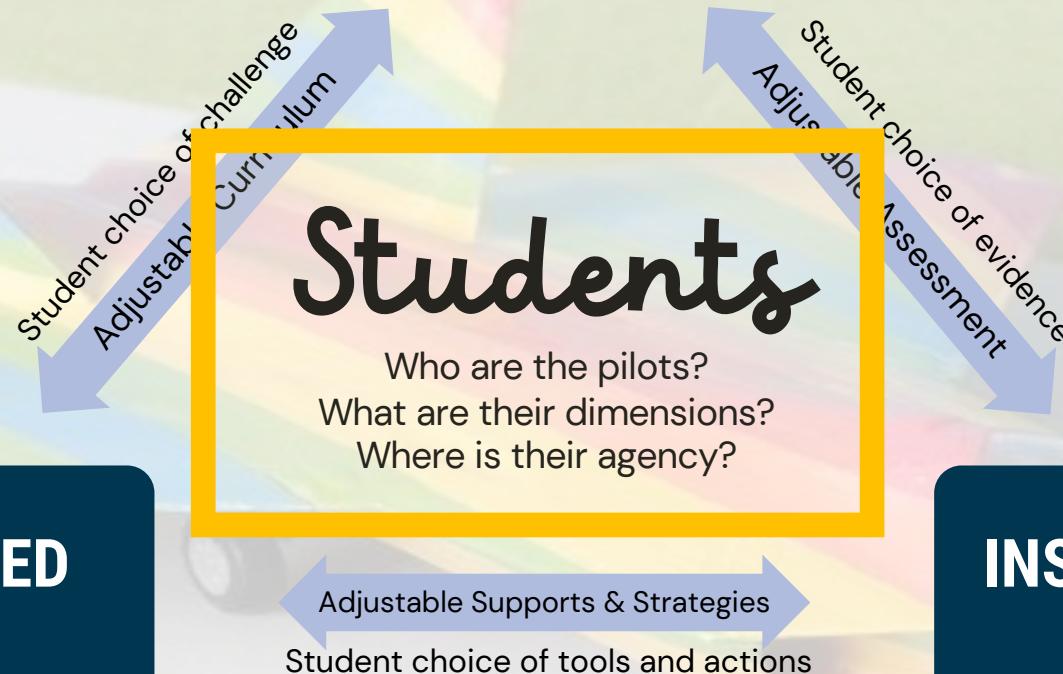
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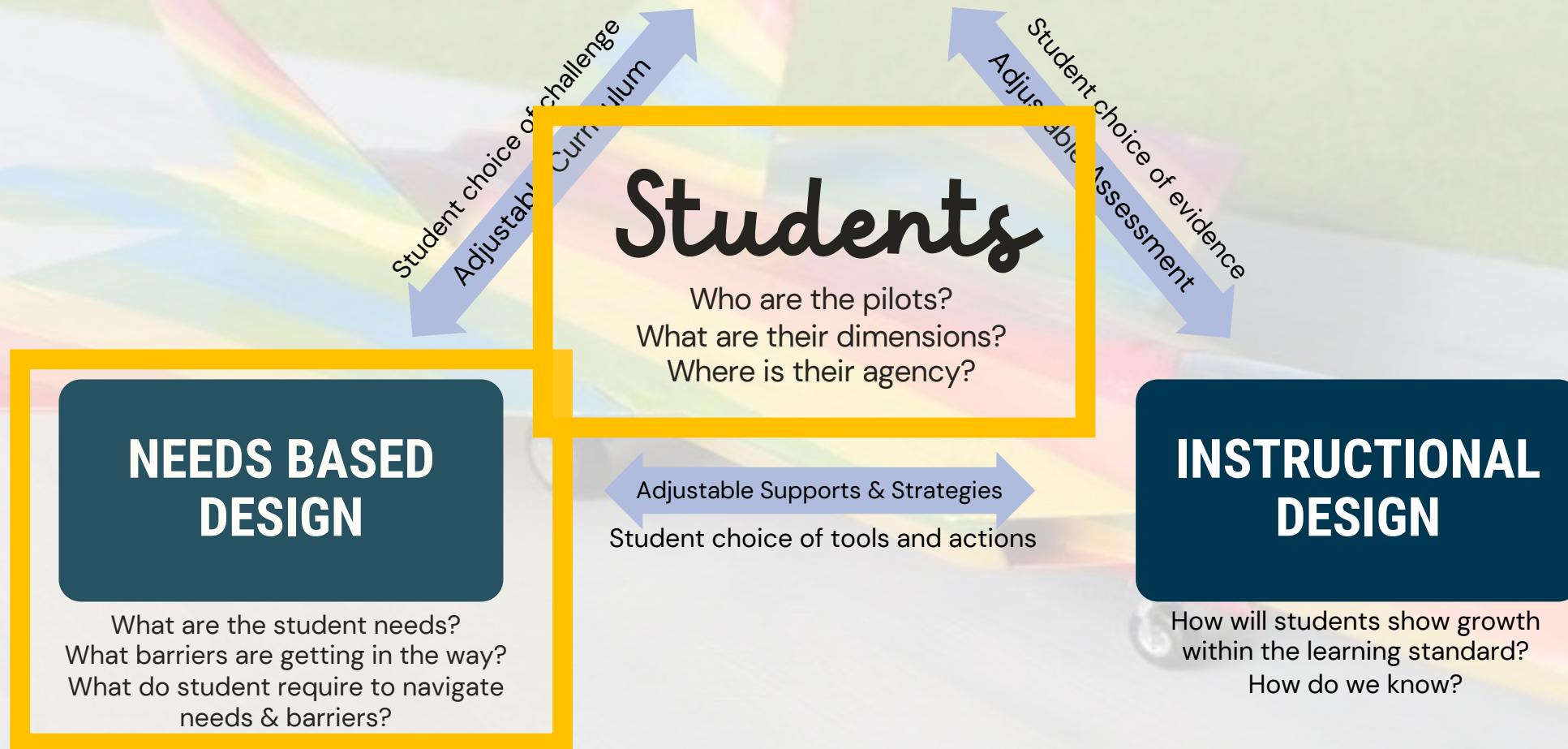
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What grade level curriculum are we using?
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CURRICULUM & ASSESSMENT DESIGN



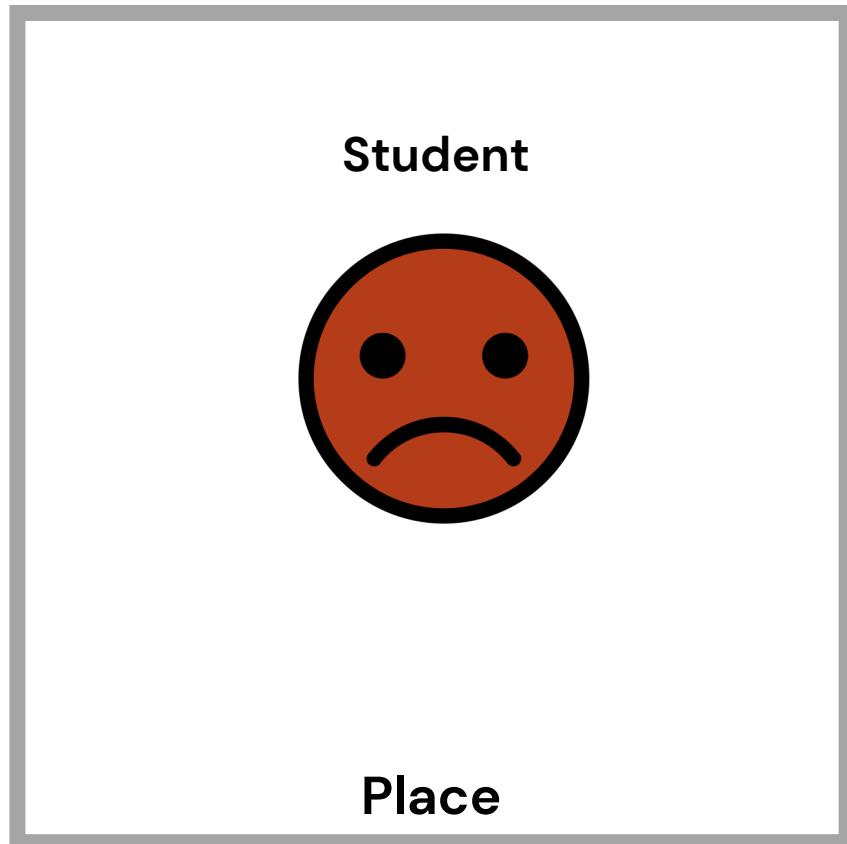
What is needs based design?



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

Place

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

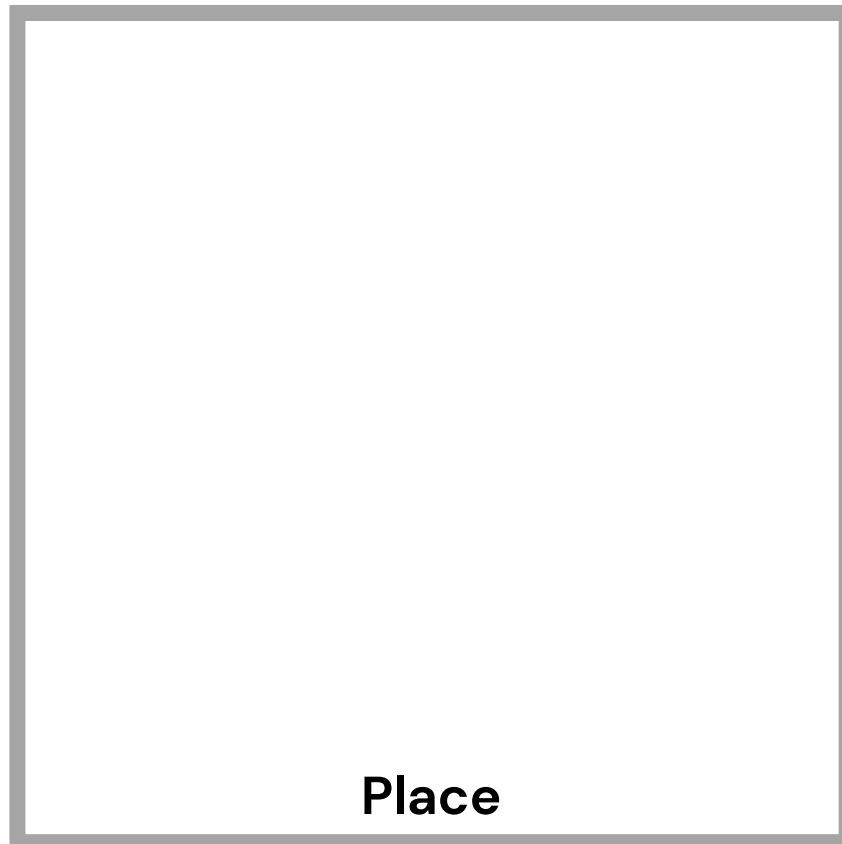


Historical Special Education

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

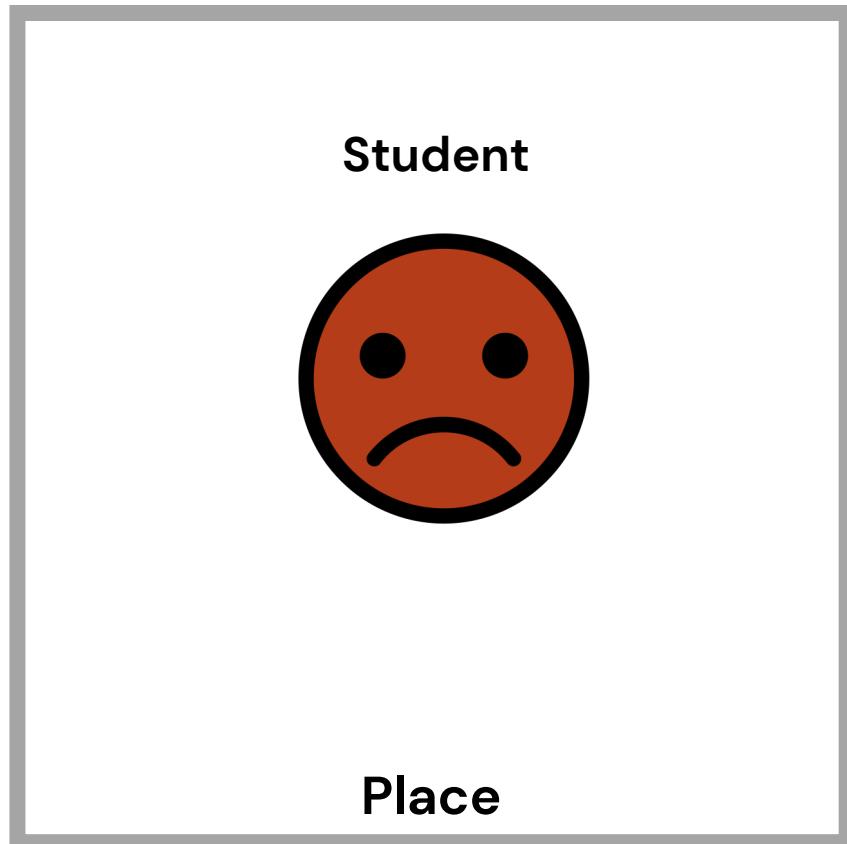


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Shifting the Paradigm: **MEDICAL MODEL OF DISABILITY**



Historical Special Education

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BUT WAIT...

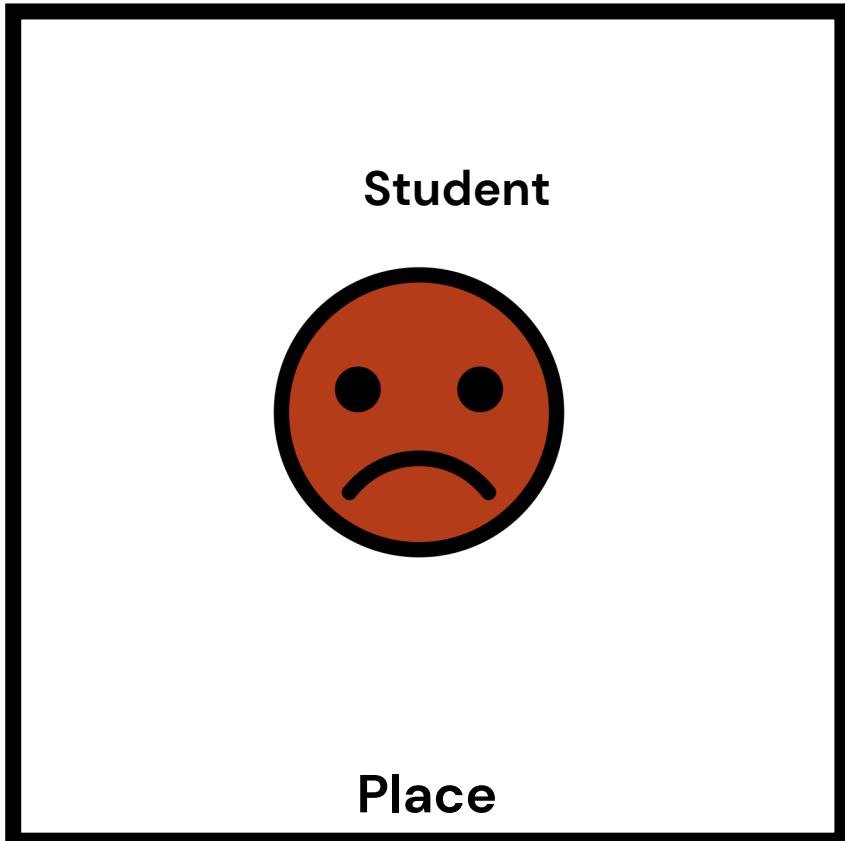
People with disabilities said:



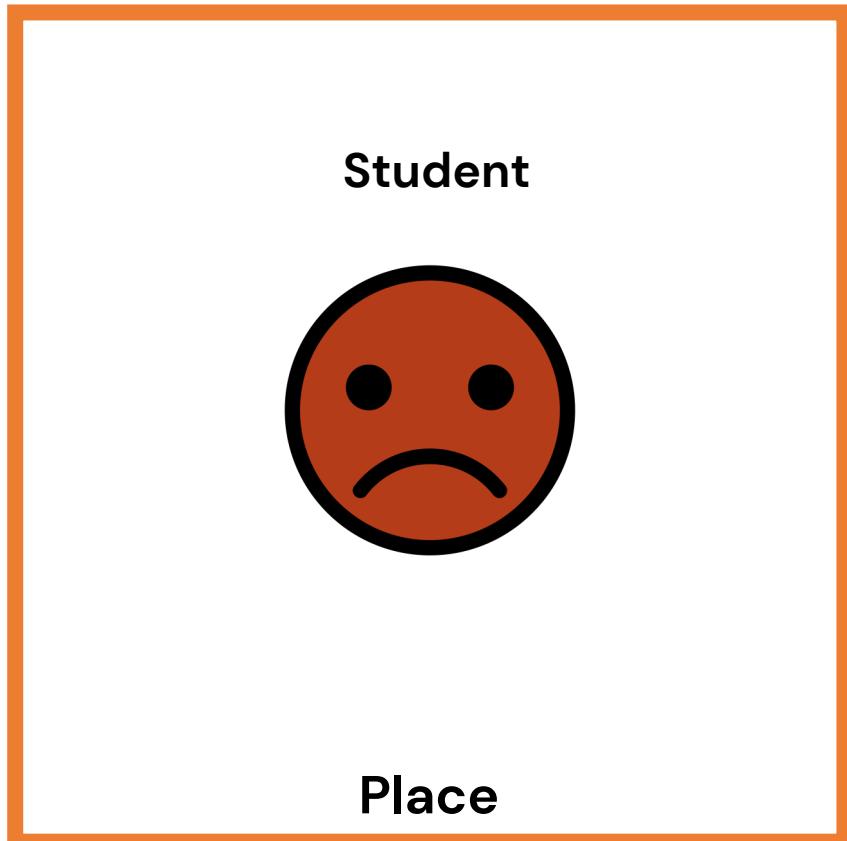
"I am not broken."

"I do not need to be fixed!"

Shifting the Paradigm: **SOCIAL MODEL OF DISABILITY**



Shifting the Paradigm: SOCIAL MODEL OF DISABILITY



Social Model

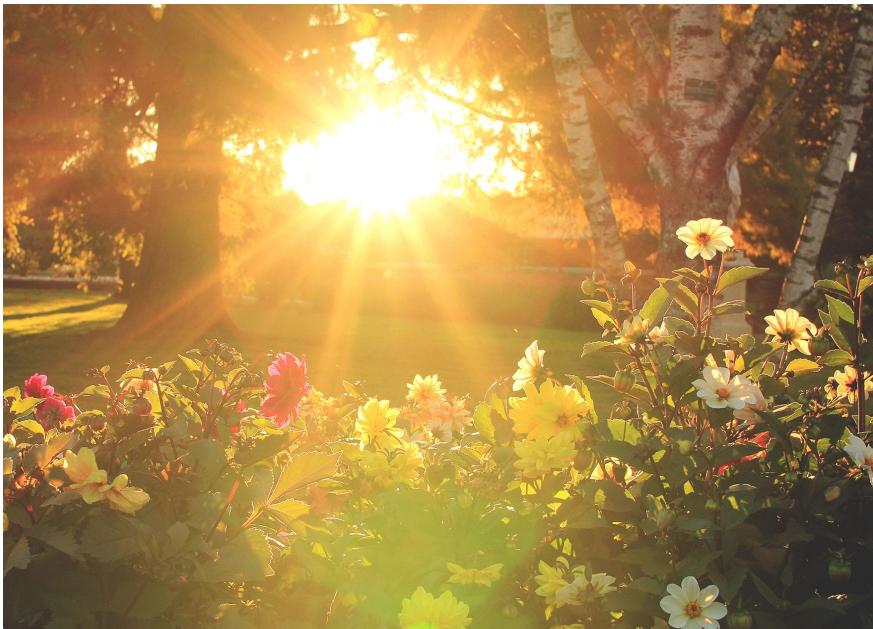
If a **student** isn't successful:

- 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**?

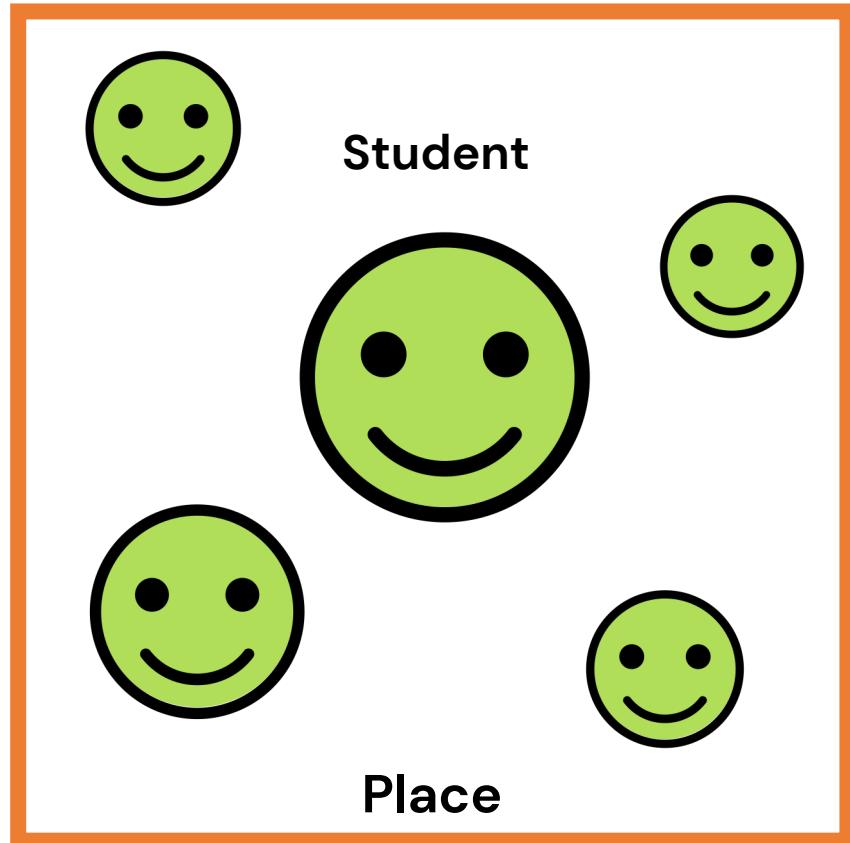
What are the potential **barriers**?

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:

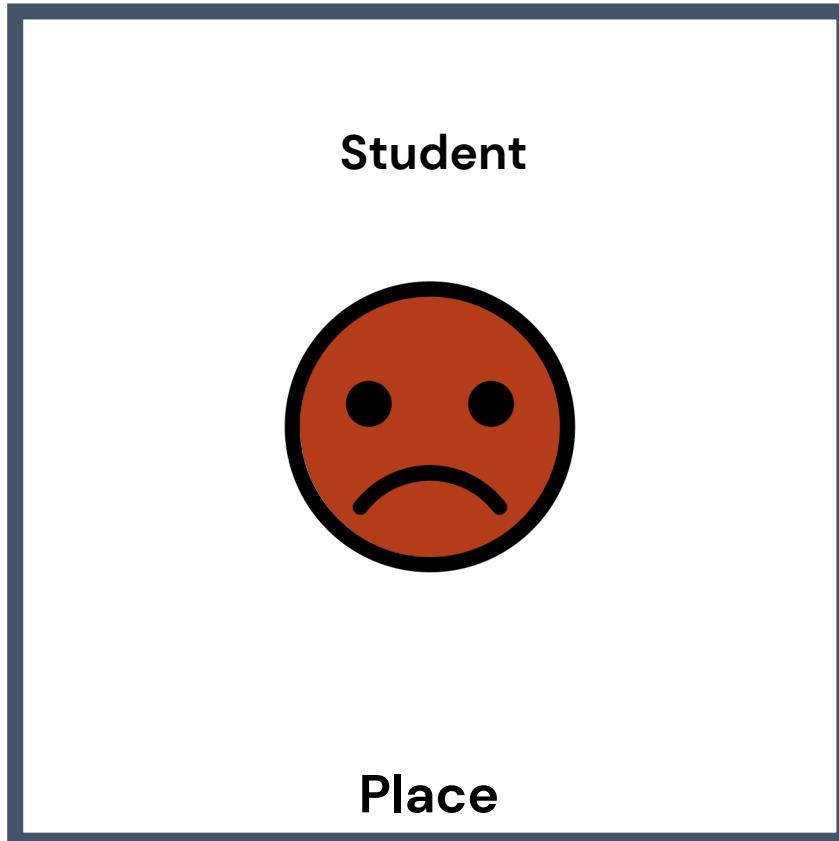


*"What about all the different
individual needs in a shared place?"*

WE HAVE
diverse
GARDENS!



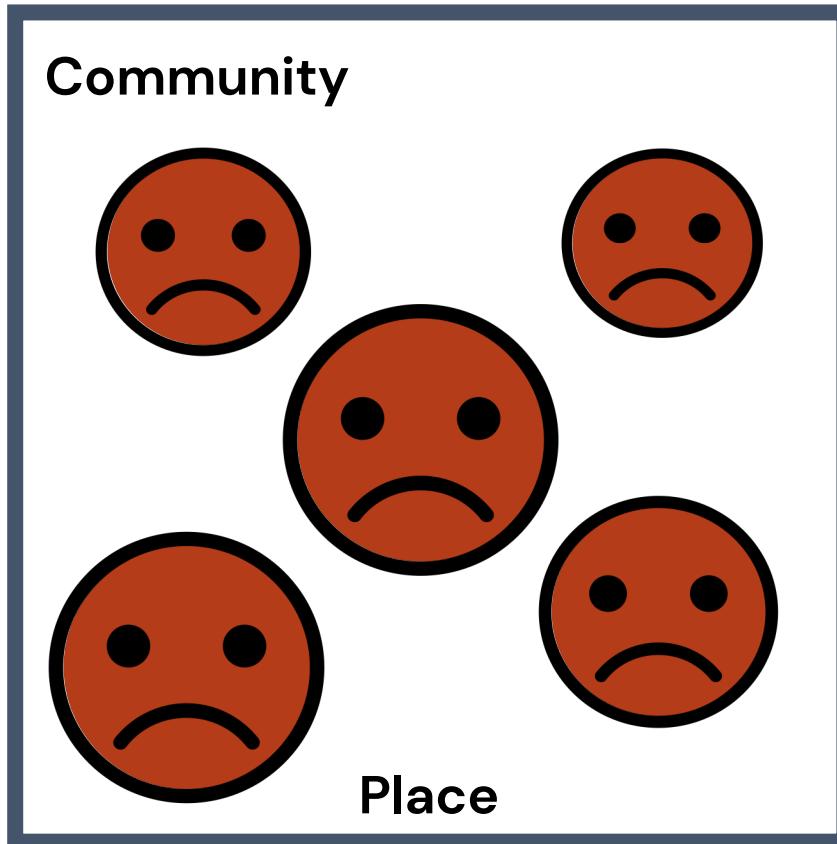
Shifting the Paradigm: **PERSON-PLACE MODEL OF NEED**



Inclusive Education

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

Shifting the Paradigm: **PERSON-PLACE MODEL OF NEED**

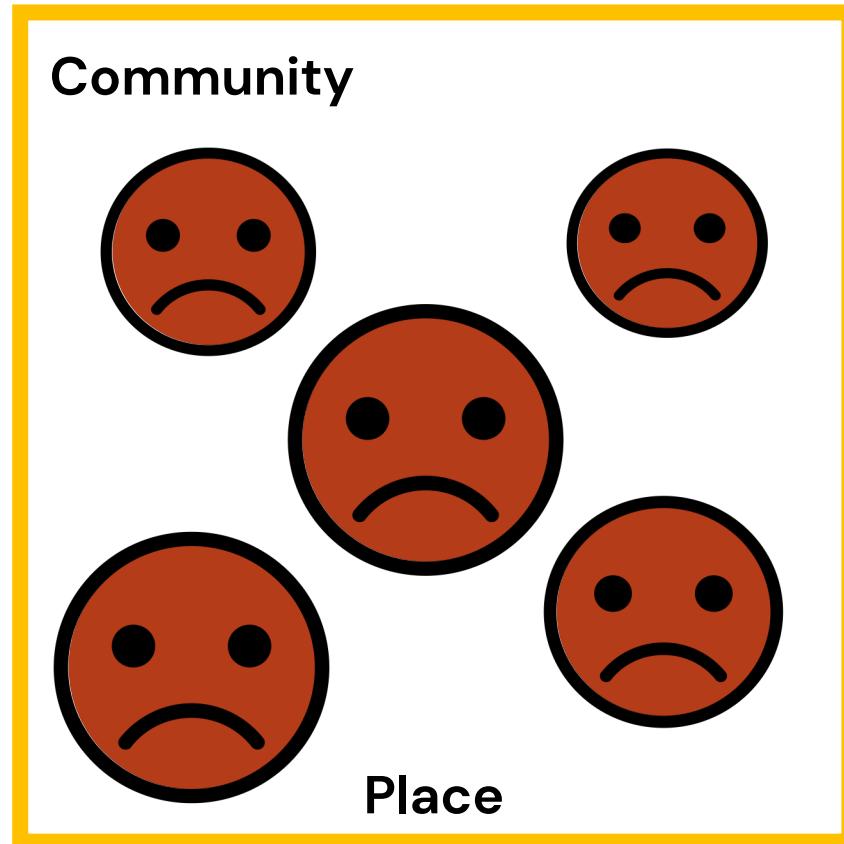


Inclusive Education

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

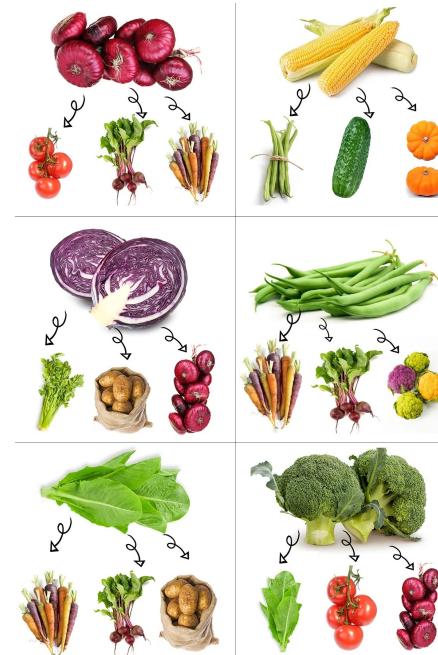
NEXT! Determine the needs of individuals and anticipate the supports & strategies that they will require in **universal** ways

PERIODIC TABLE OF PLANT NUTRIENTS

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

Source: Greenandvibrant.com

Some plants need added nutrients



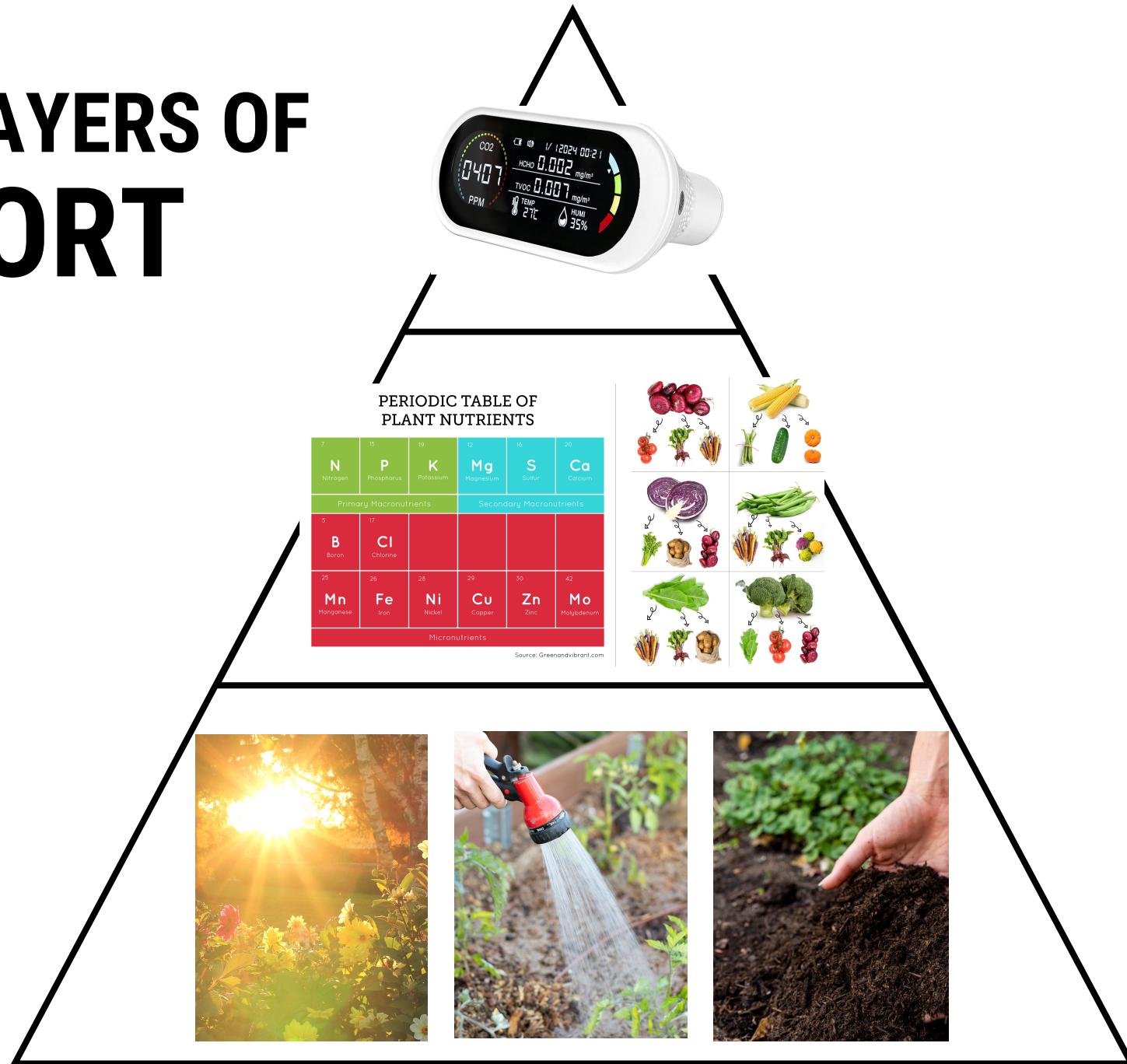
Some plants need companions

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



What is needs based design?



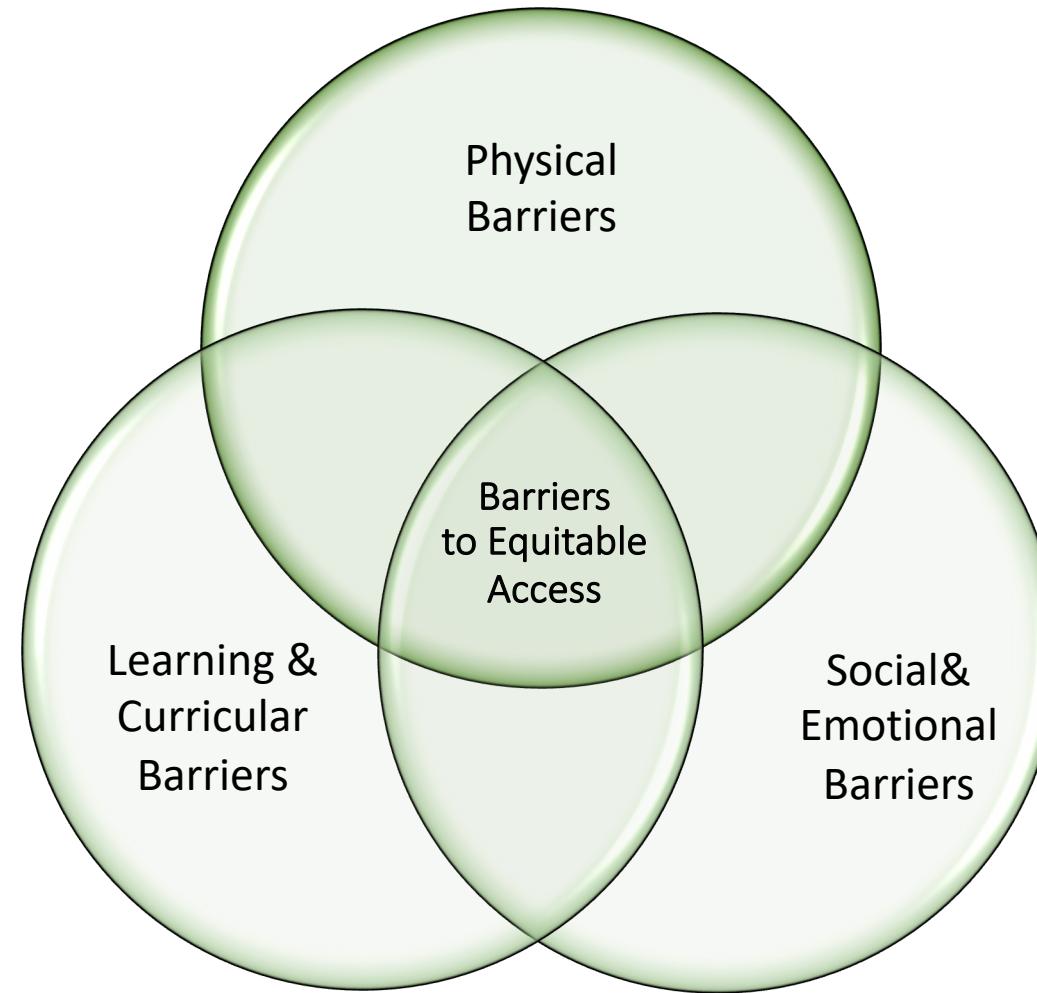


Barriers

What are barriers?



Increasing Inclusive & Equitable Access by Reducing Barriers for All



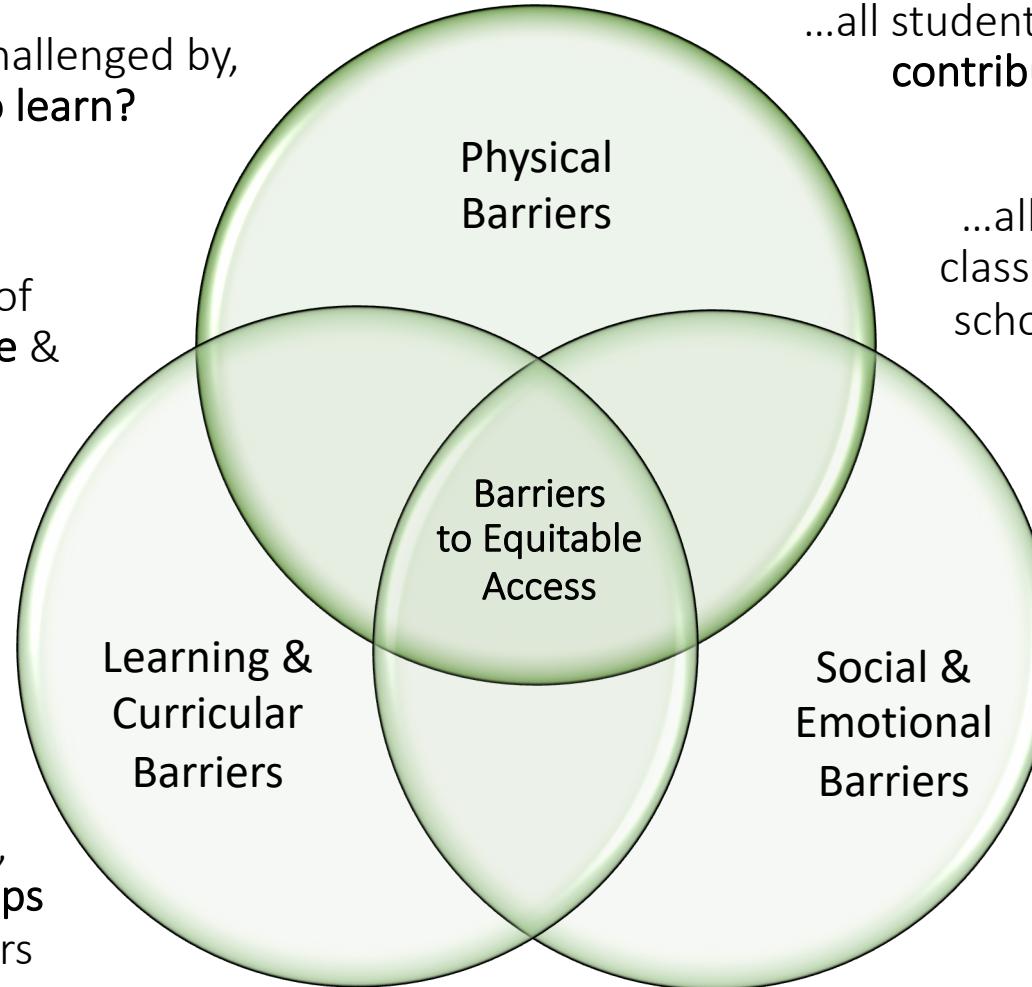
What do all students need? What gets in the way?

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

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

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

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



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

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

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

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

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

Student Self Determination
& Agency

Examples of Initiatives that Reduce Barriers for ALL

Standards Based Assessment

Culturally Responsive Practices

Mind Up/ Zones of Regulation Etc.

Needs Based Design

Trauma Sensitive Instruction

Inquiry

Differentiation

SEL

21st Century Learning

Positive Behaviour Supports

Student Voice

Universal Design for Learning

Physical Barriers

Strength Based Perspectives

Accessible Playgrounds

ICBIEP

Barriers to Equitable Access

Learning Continuums

Restorative Justice Practices

School Lunch Programs

Social & Emotional Barriers

Land-Based Learning

Reducing barriers for ALL

- What initiatives are in place in your context that is designing to reduce barriers and increase access for all students?

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

Student Self Determination
& Agency

Standards Based
Assessment

Culturally Responsive
Practices

Needs Based
Design

Trauma Sensitive
Instruction

Positive Behaviour
Supports

SEL

Student Voice

Universal Design
for Learning

Strength Based
Perspectives

Accessible
Playgrounds

Learning Continuums

ICBIEP

Land-Based Learning

Restorative Justice
Practices

Differentiated Instruction &
Curriculum

Mind Up/ Zones of
Regulation Etc.

Differentiation

Physical
Barriers

Inquiry

21st Century Learning

Barriers
to Equitable
Access

Learning &
Curricular
Barriers

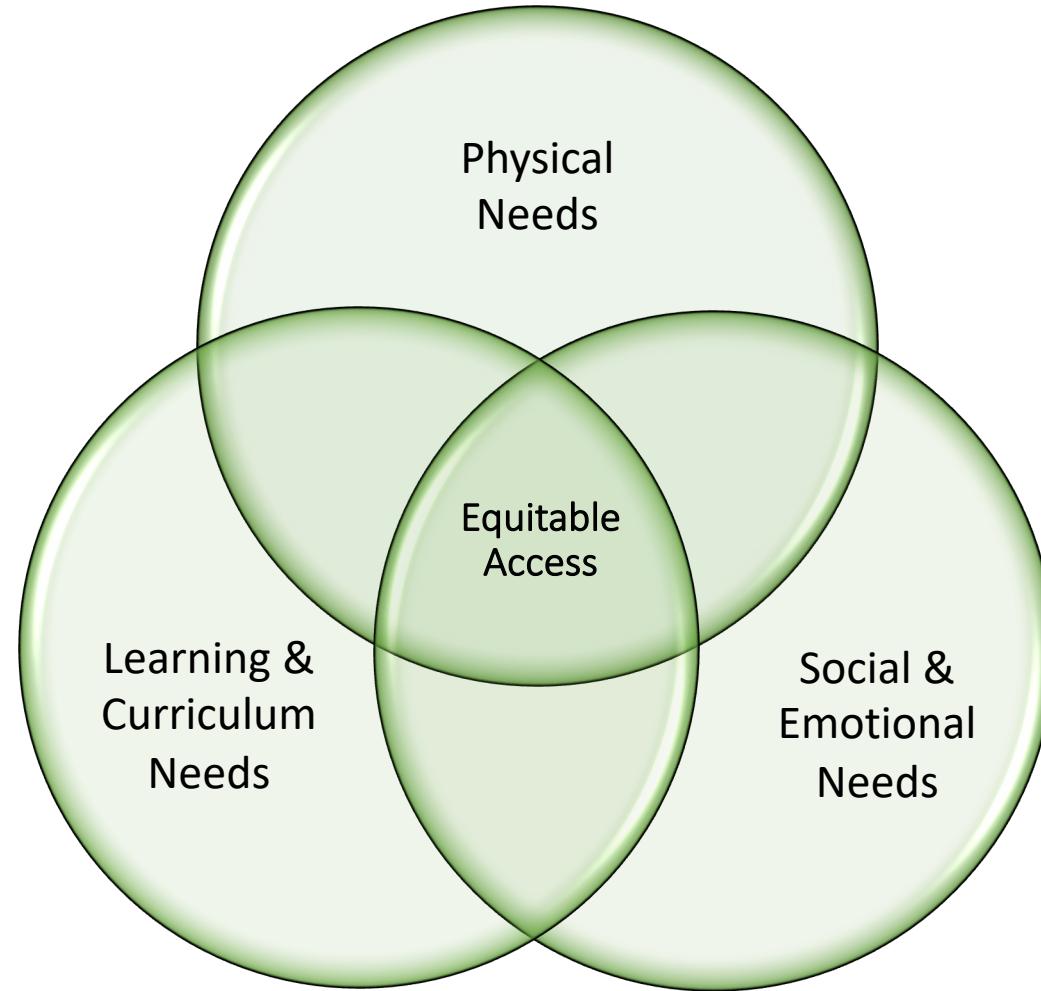
Social &
Emotional
Barriers

School Lunch
Programs

Needs

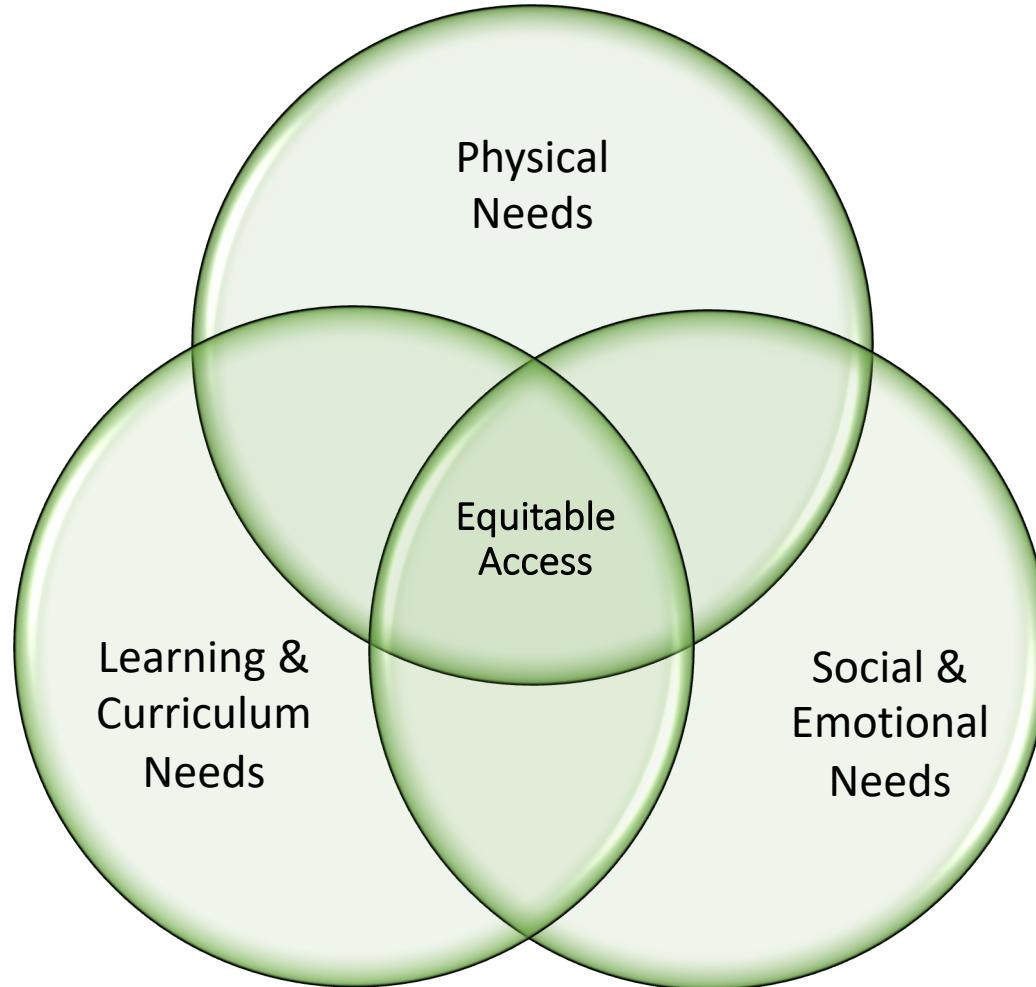


Increasing Inclusive & Equitable Access by Designing for Individual Needs



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				
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 Planning: Collaborative Needs Based Reflection

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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		

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 on 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, rugby, 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

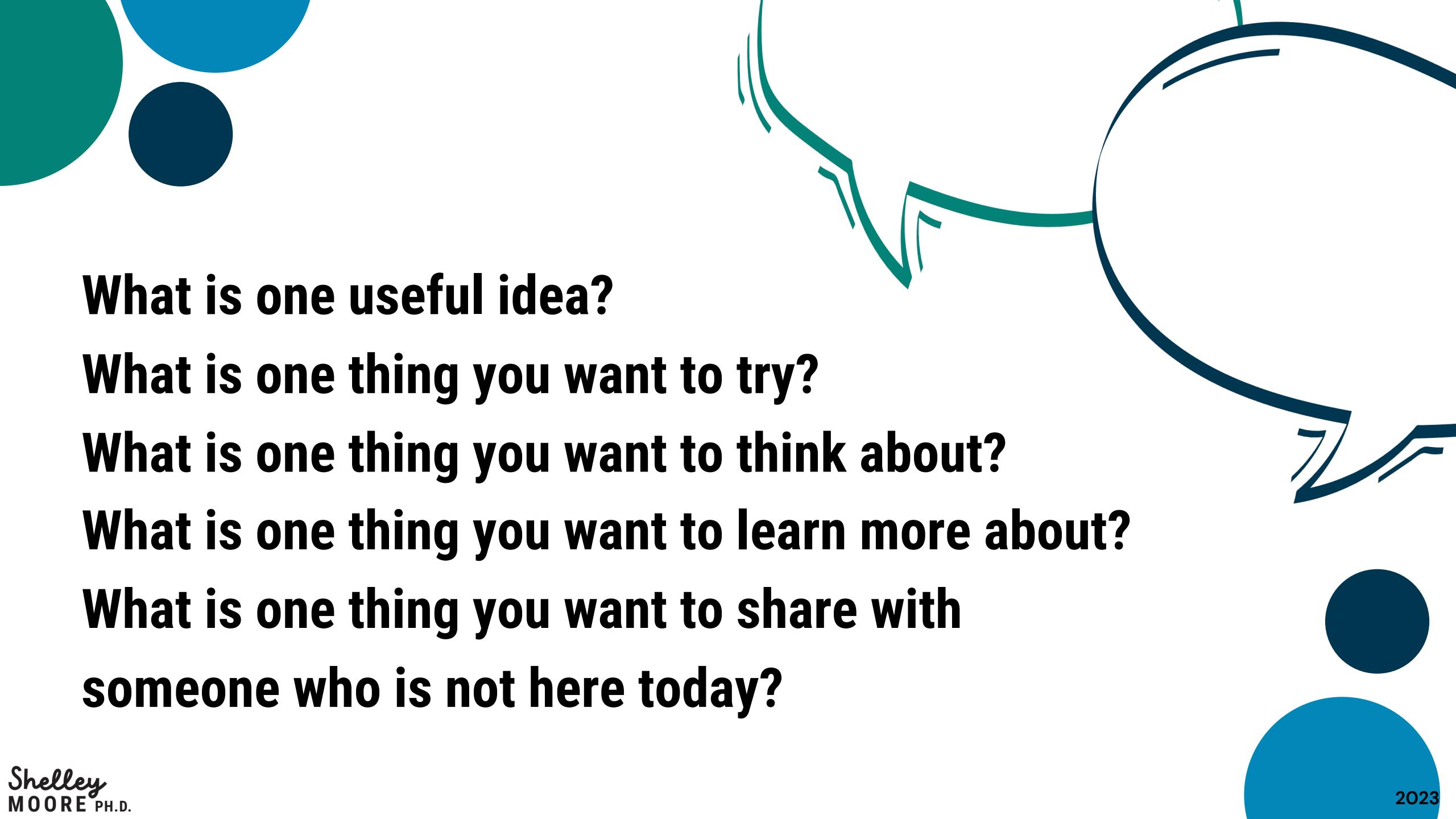
* Also an IEP Need Area

How do we reduce barriers?



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How do we support needs?



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?**

Your job: March 20, 2024

- 1. Complete a Needs Based Reflection on a class and prioritize 4 Needs areas to target**
- 2. Finish building the Class Review**

Classroom Support Planning: Collaborative Needs Based Reflection

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

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

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

Collaborative Needs Based Reflection

Dr. Shelley Moore, 2023

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?		

Welcome!

Our Plan Together

November 15: Kick Off - What is **Inclusion**?

December 6: Session 1 - Getting to know students from a **strength-based perspective**

February 21: Session 2 - Designing **needs-based** classroom support plans

March 20: Session 3 - Making decisions to **reduce barriers** for ALL

April 17: Session 4 - Curricular Design Strategies: **Backwards Design**

May 1: Session 5 - Curricular Design Strategies: Lesson Design through a **UDL** lens

May 15: Session 6 - **Inclusive Assessment**

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