

# Shelley MOORE PH.D.



@tweetsomemoore



@fivemooreminutes



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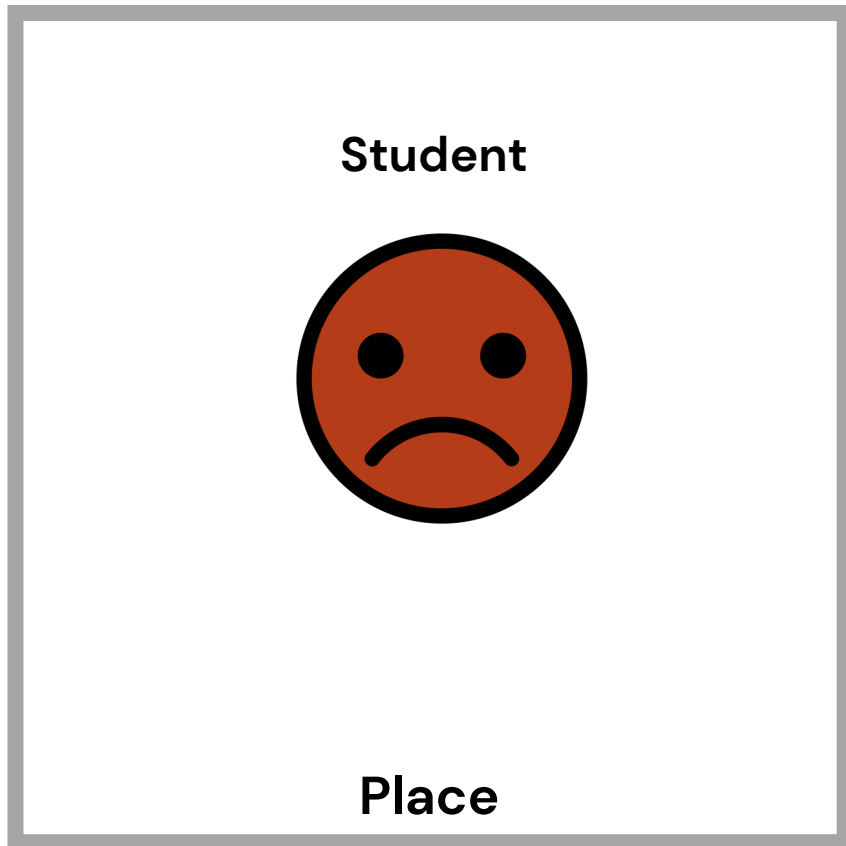
[www.fivemooreminutes.com](http://www.fivemooreminutes.com)

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# What is needs based design?



# Shifting the Paradigm: MEDICAL MODEL OF DISABILITY

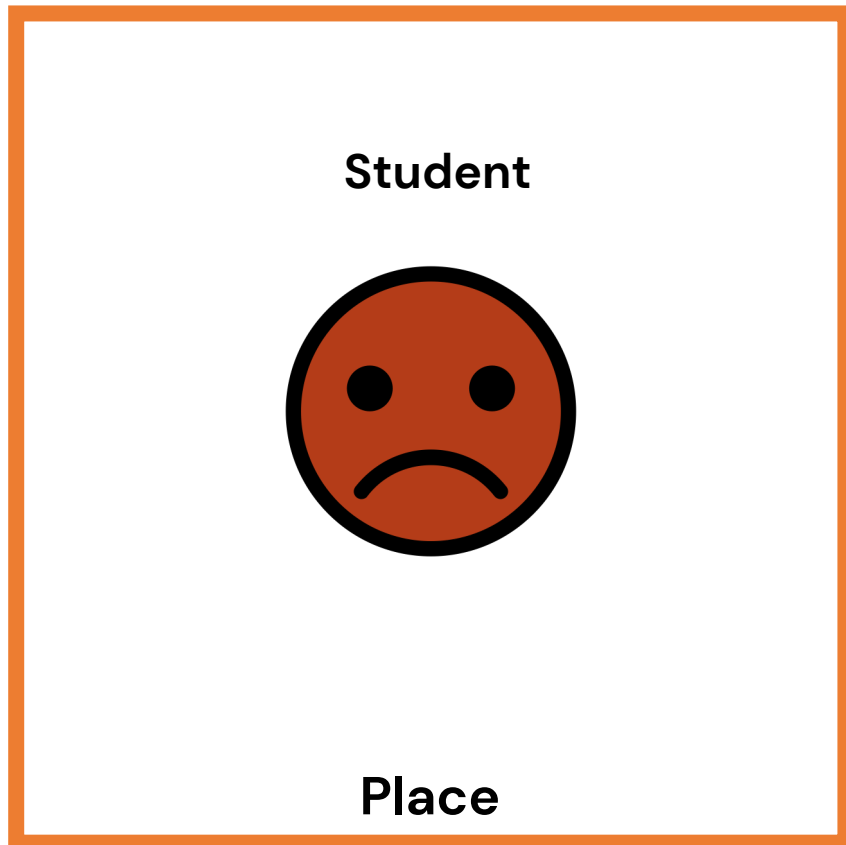


## Historical Special Education

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: SOCIAL MODEL OF DISABILITY



## Social Model

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

- Diagnose the barriers in the place
- Target the place

# 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

# First, we reduce barriers



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



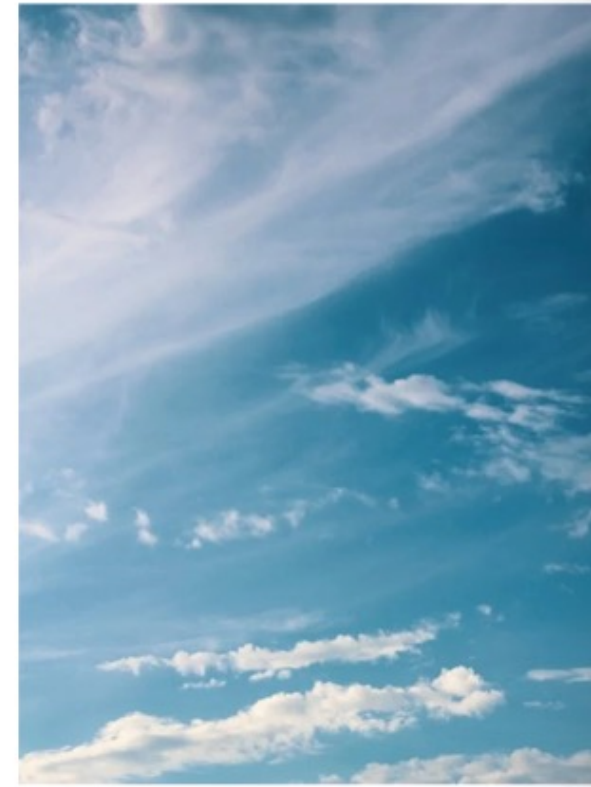
All plants need  
light



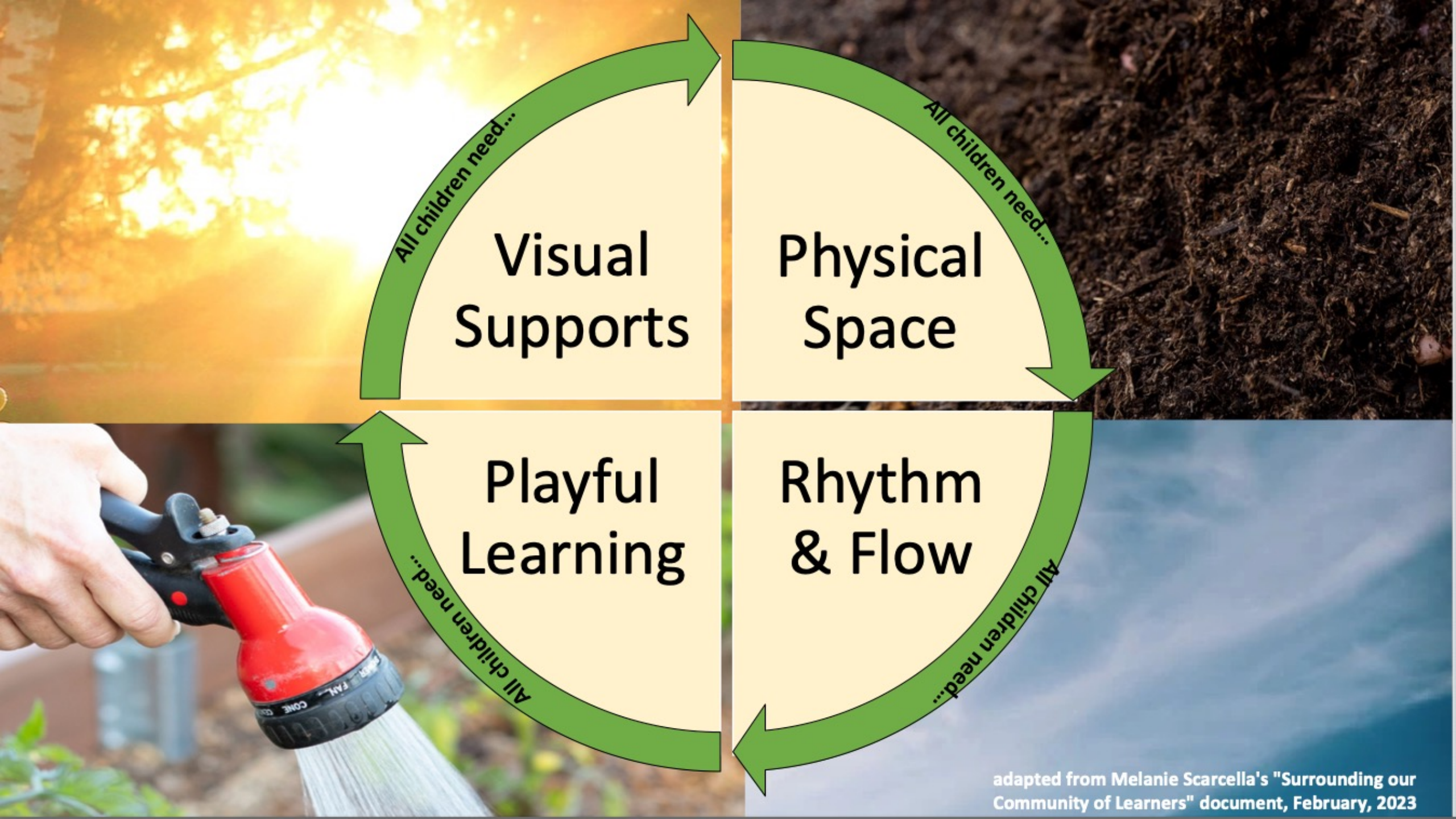
All plants need  
moisture



All plants need  
space



All plants need  
air



All children need...

**Visual  
Supports**

All children need...

**Physical  
Space**

All children need...

**Playful  
Learning**

All children need...

**Rhythm  
& Flow**

# Then, we look at needs



Where do we find information about the needs of a specific plant?



# THE SEED PACKET

## "LEARNING the LEARNER" CLASS REVIEW (How do you know what are you identities: Adapt Leyton's Questions)

Curiosity Observation Listening Conversation Reflection

STUDENT NAME	STUDENT NAME	STUDENT NAME	STUDENT NAME	STUDENT NAME
PASSION (interest) What do I love	PASSION (interest)	PASSION (interest)	PASSION (interest)	PASSION (interest)
SuperPOWER (strengths) What am I Good at	SuperPOWER (strengths)	SuperPOWER (strengths)	SuperPOWER (strengths)	SuperPOWER (strengths)
POSSIBILITIES (stretches) What do I want to learn	POSSIBILITIES (stretches)	POSSIBILITIES (stretches)	POSSIBILITIES (stretches)	POSSIBILITIES (stretches)
Needs: What gets in the way? IDENTITIES: Who am I?				
STUDENT NAME	STUDENT NAME	STUDENT NAME	STUDENT NAME	STUDENT NAME
PASSION (interest)	PASSION (interest)	PASSION (interest)	PASSION (interest)	PASSION (interest)
SuperPOWER (strengths)	SuperPOWER (strengths)	SuperPOWER (strengths)	SuperPOWER (strengths)	SuperPOWER (strengths)
	POSSIBILITIES (stretches)	POSSIBILITIES (stretches)	POSSIBILITIES (stretches)	POSSIBILITIES (stretches)

# Needs based design



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



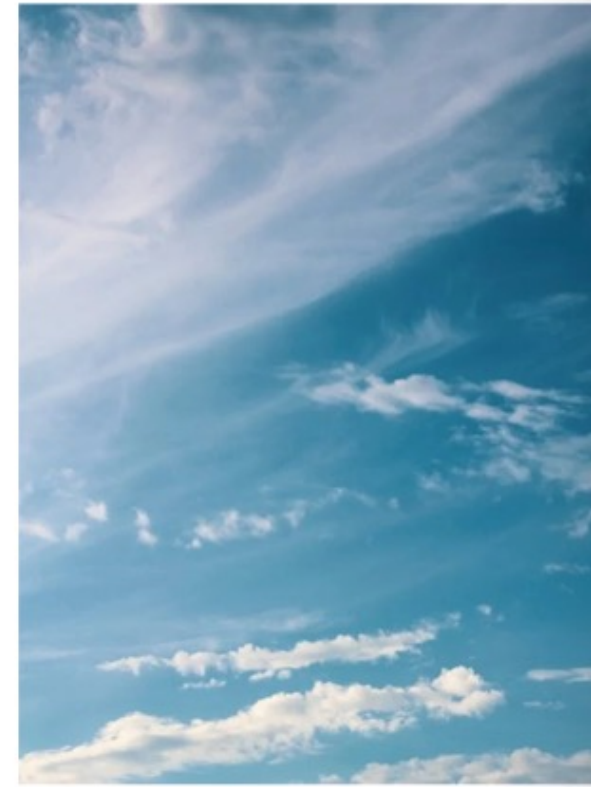
All plants need  
light



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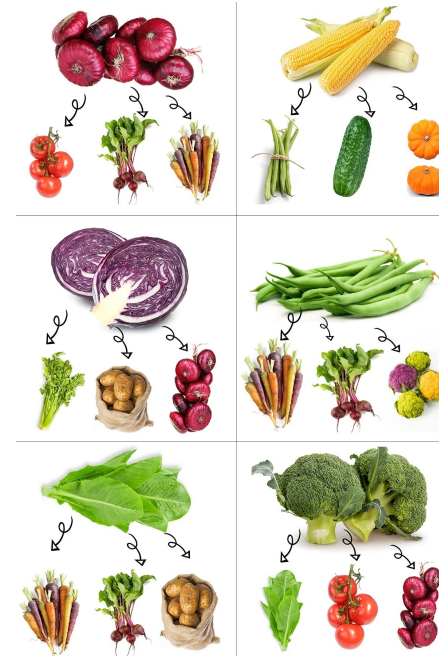
All plants need  
air

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



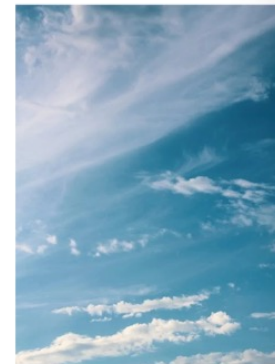
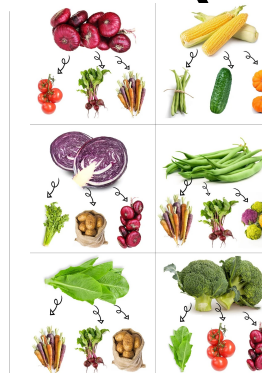
A few plants may need very specific temperatures and humidity levels

# MULTIPLE LAYERS OF SUPPORT

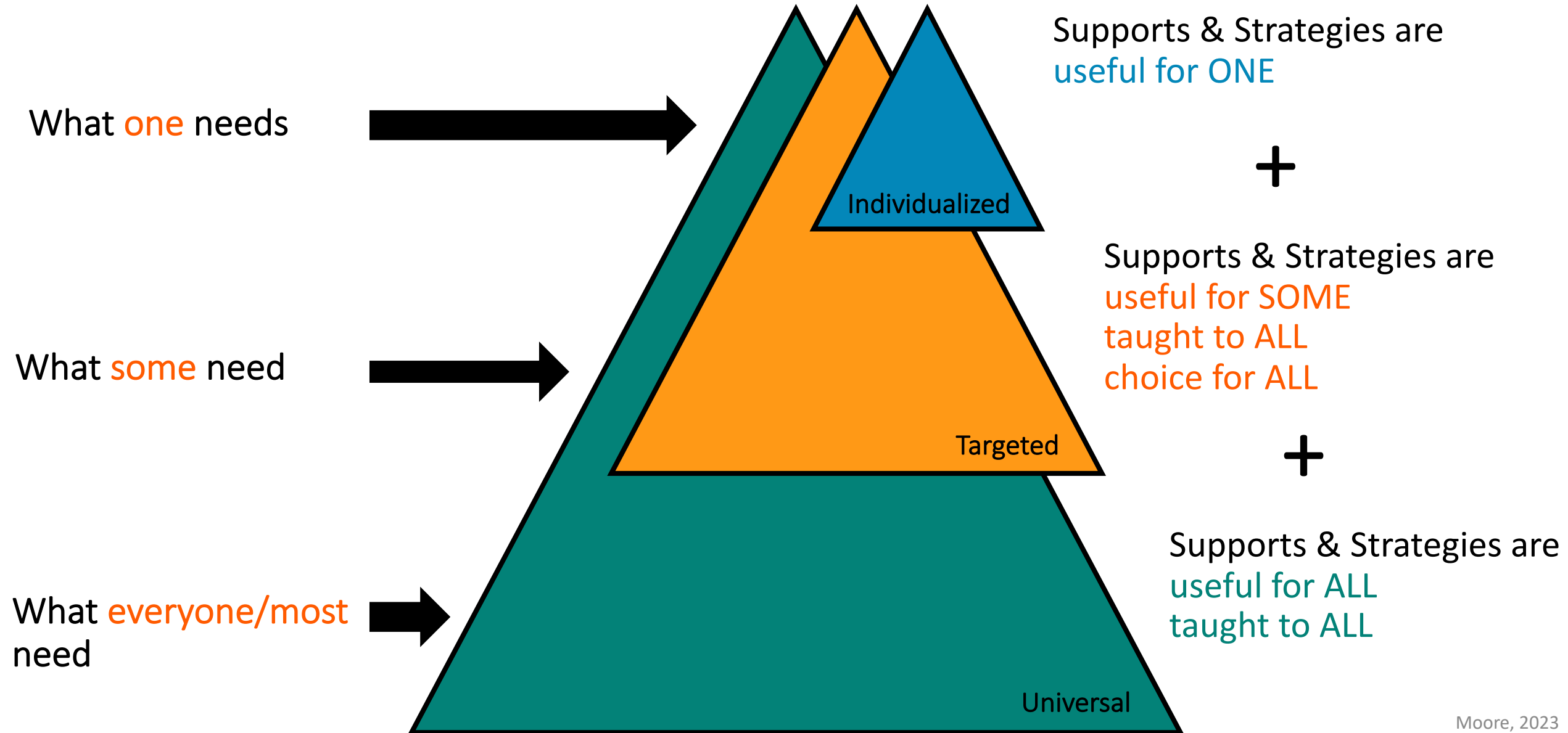


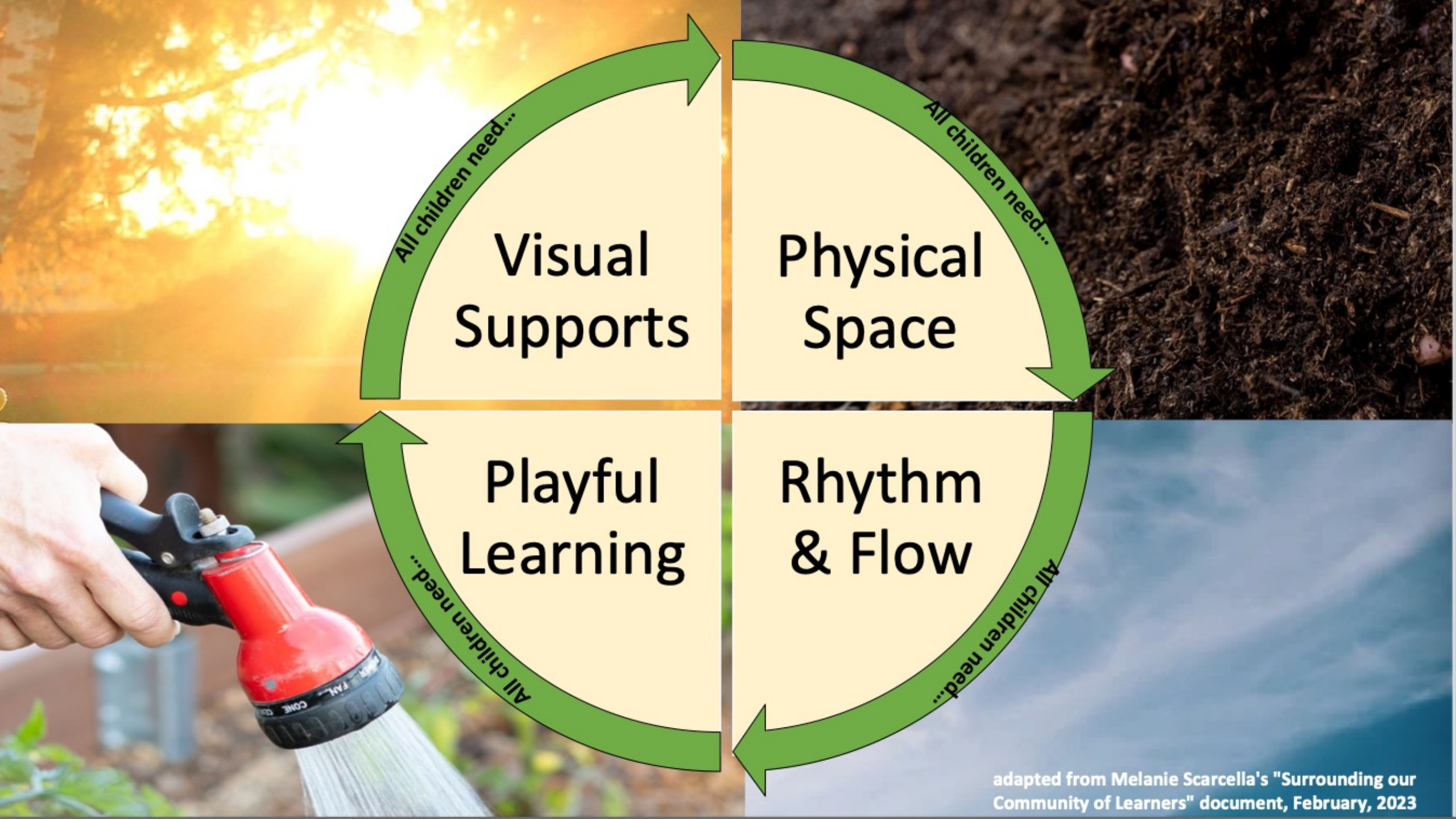
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Micronutrients					



# Multiple Layers of Needs Based Support





All children need...

**Visual  
Supports**

All children need...

**Physical  
Space**

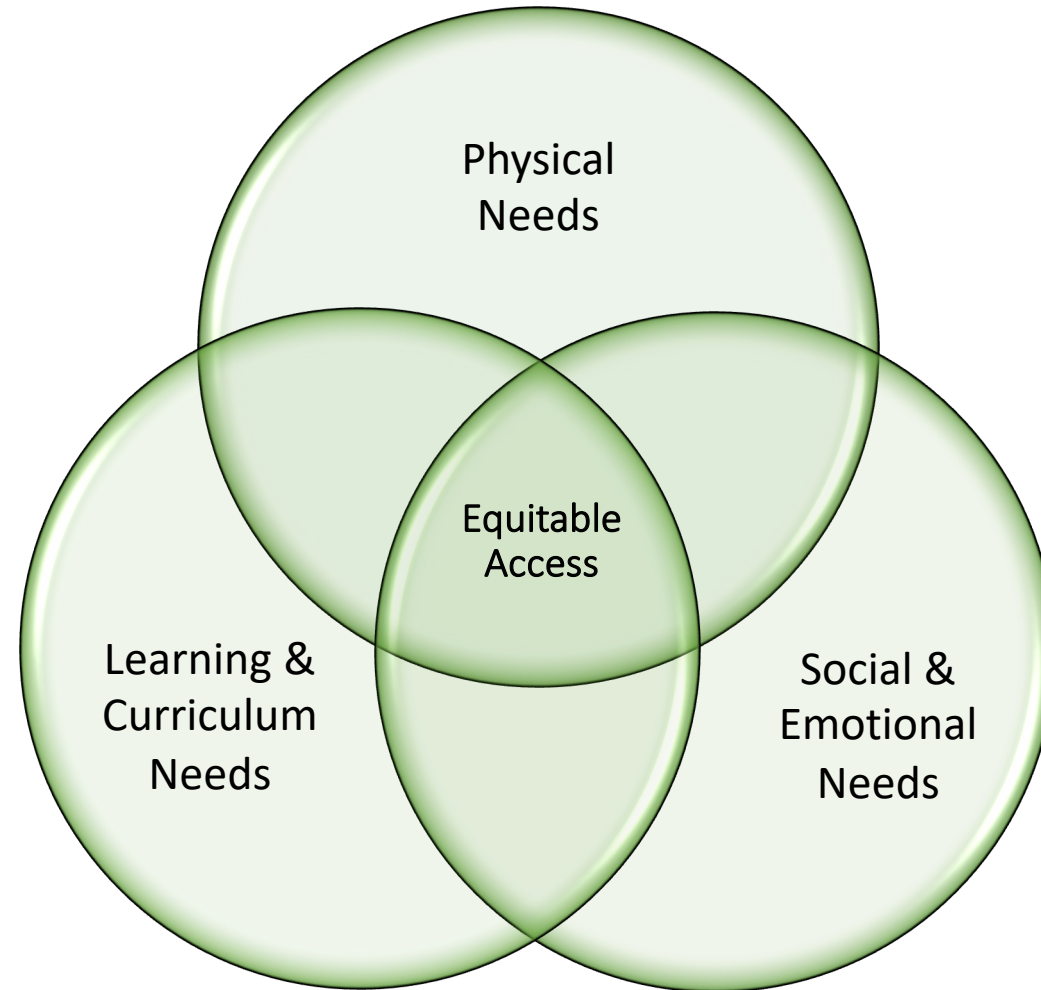
All children need...

**Playful  
Learning**

All children need...

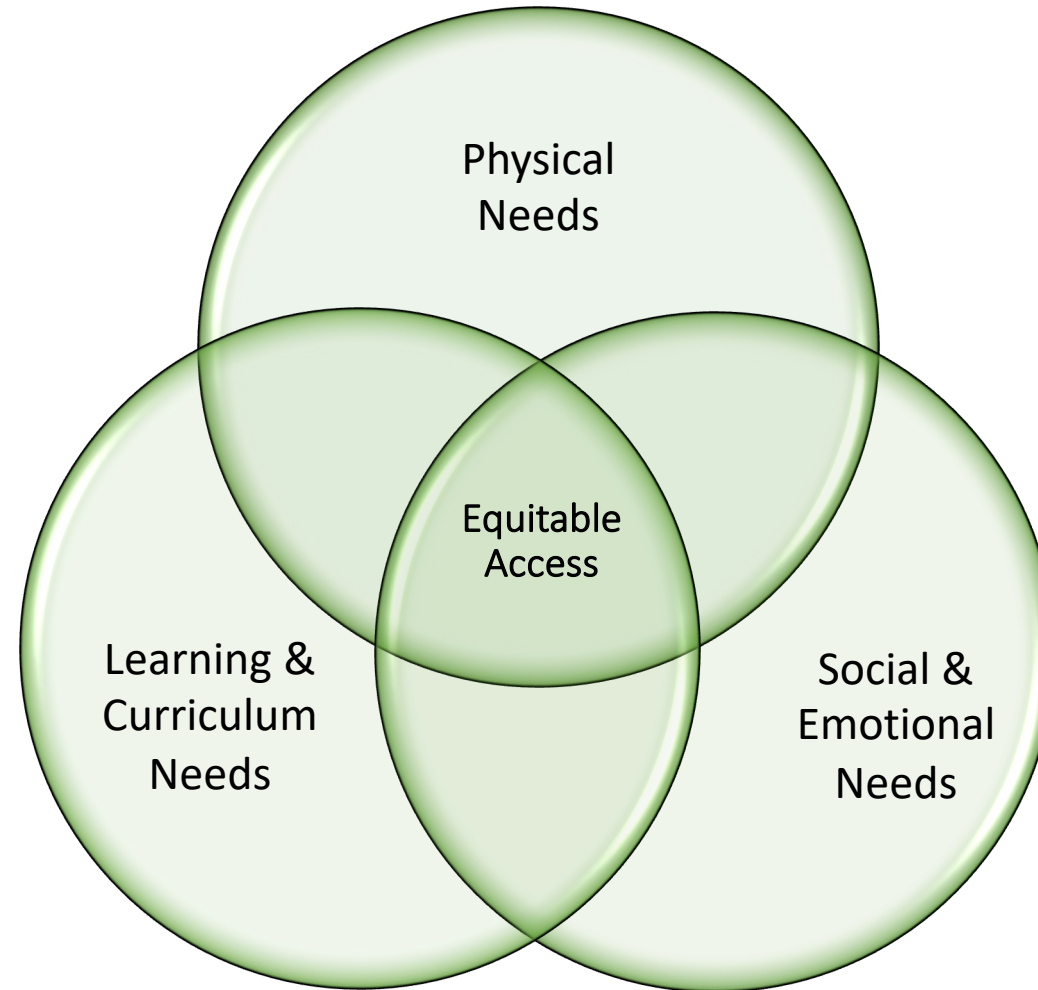
**Rhythm  
& Flow**

# 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:**

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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		

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)

- 
- 
- 
- 

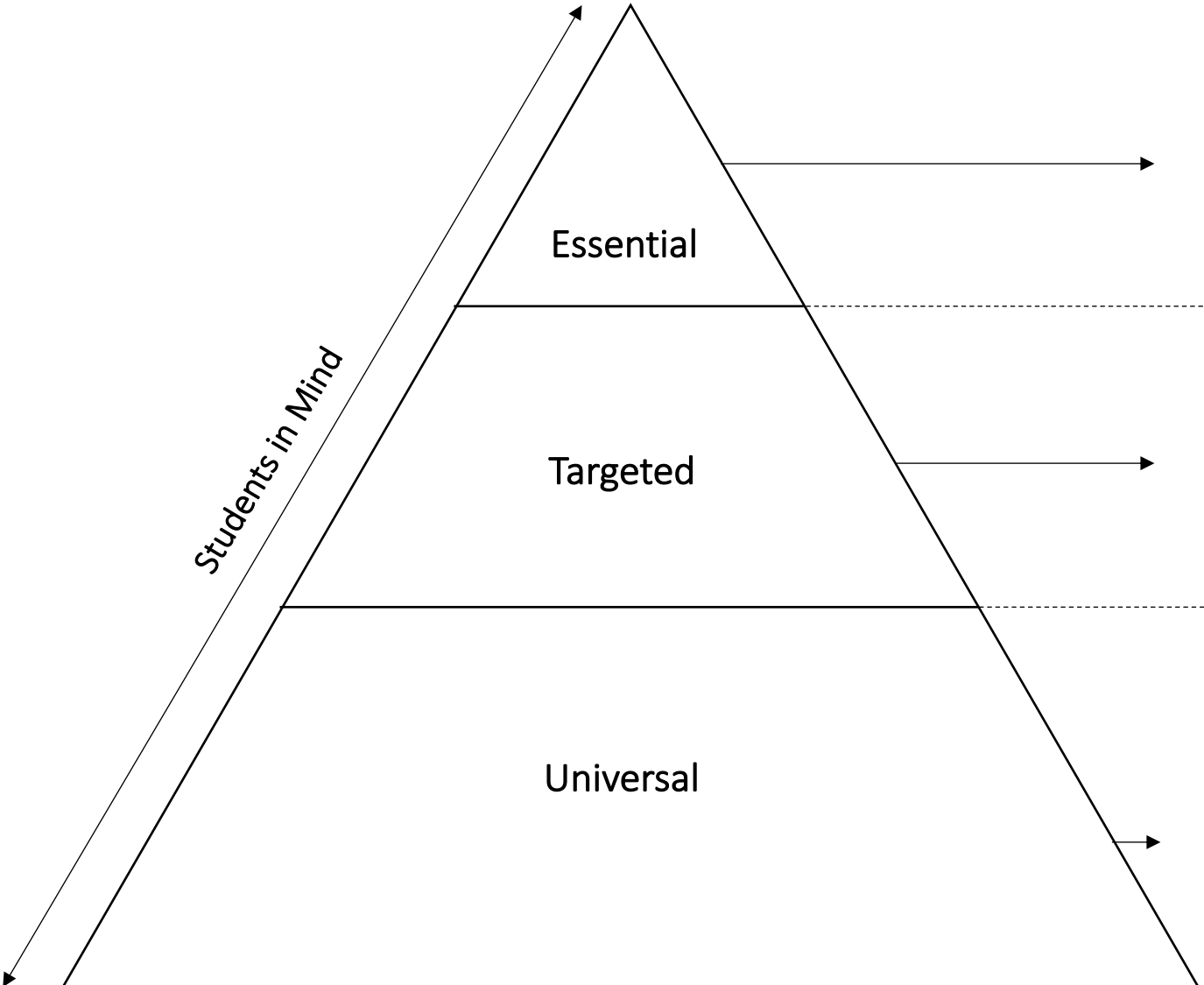
Targeted

What supports & strategies are useful for MOST/ALL?

- 
- 
- 
- 
- 

Universal

Who needs the MOST challenge?



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

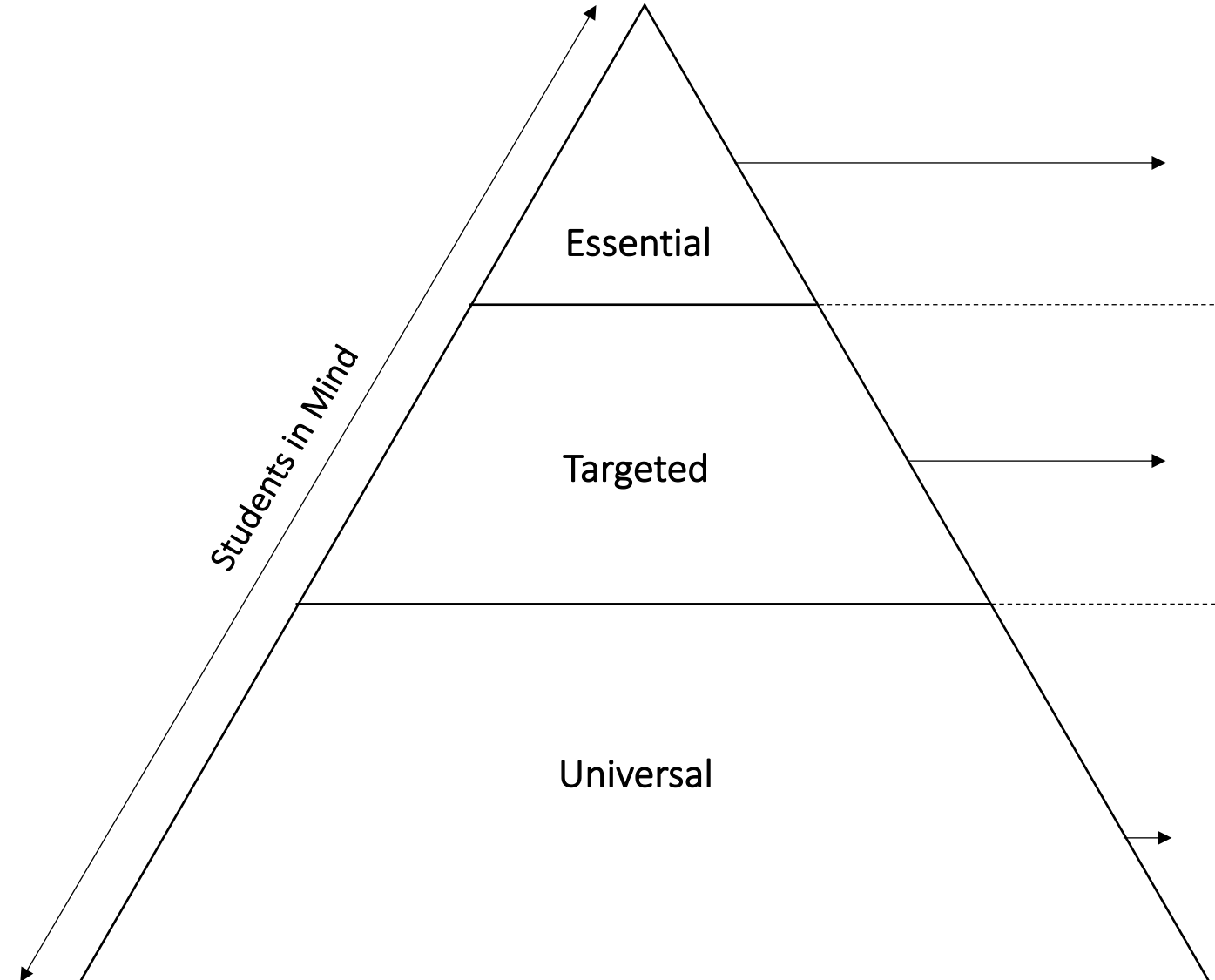
What supports & strategies are useful for MOST/ALL?

- 
- 
- 
- 
- 

Universal

*Students in Mind*

Who needs the MOST challenge?



Who needs the MOST support?

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

- Family photo shelf
- 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

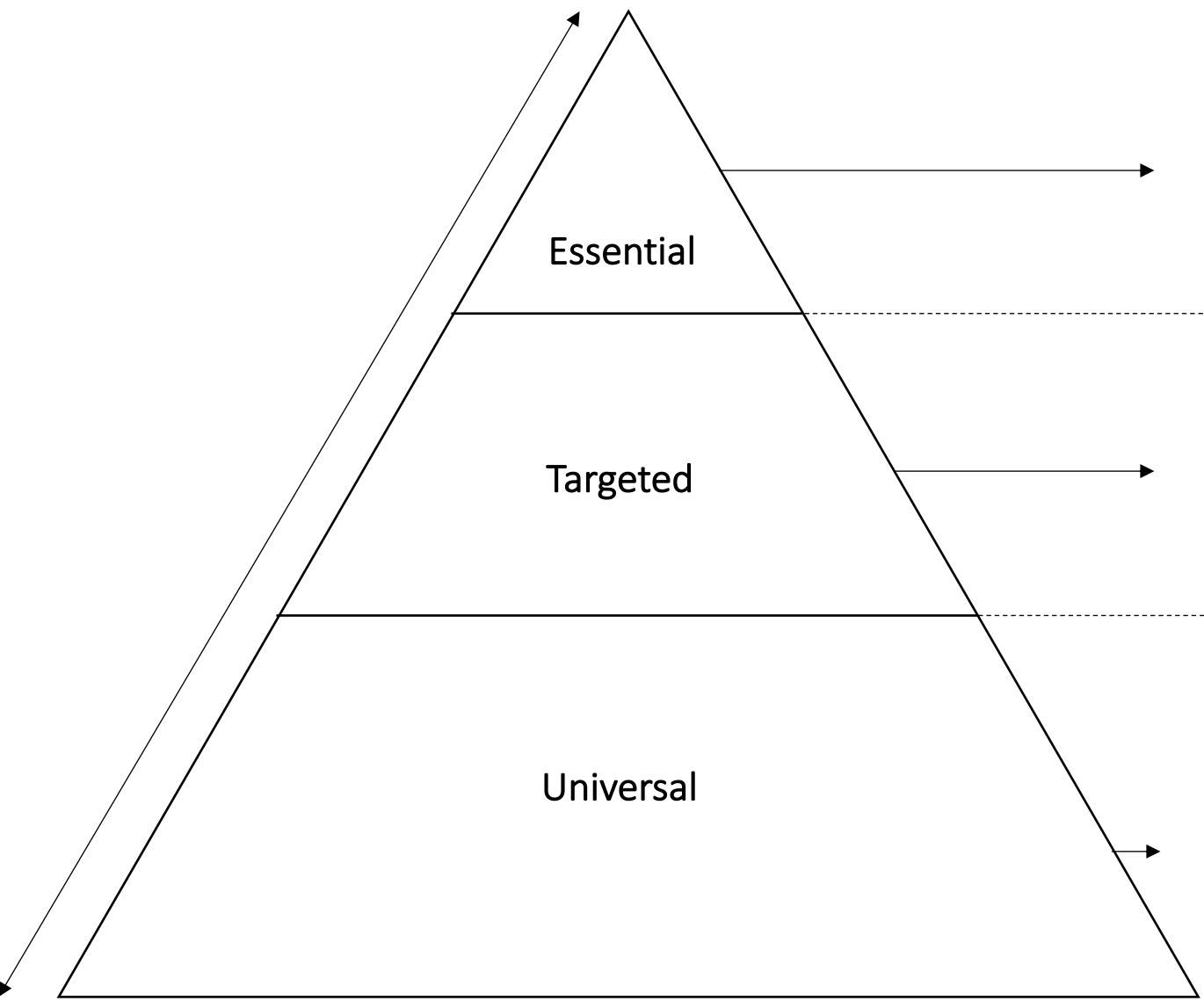
Targeted

What supports & strategies are useful for ALL?

- **Visual Supports:** visual schedule of day, visual activities, visuals instructions
- **Physical Space:** flexible seating, access to quiet corners, strategic groupings
- **Playful Learning:** booking about emotions, art/play connected to emotions
- **Rhythm & Flow:** routine, transition time, soft start, music/songs,

Universal

Who needs the MOST challenge?



[www.teachspeced.ca](http://www.teachspeced.ca)

TEACHERS' GATEWAY TO  
SPECIAL EDUCATION

PASSAGE À L'ENSEIGNEMENT  
POUR LES BESOINS SPÉCIAUX

ENTER



Français

ENTREZ



Who needs the MOST support?

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

- Family photo shelf
- 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

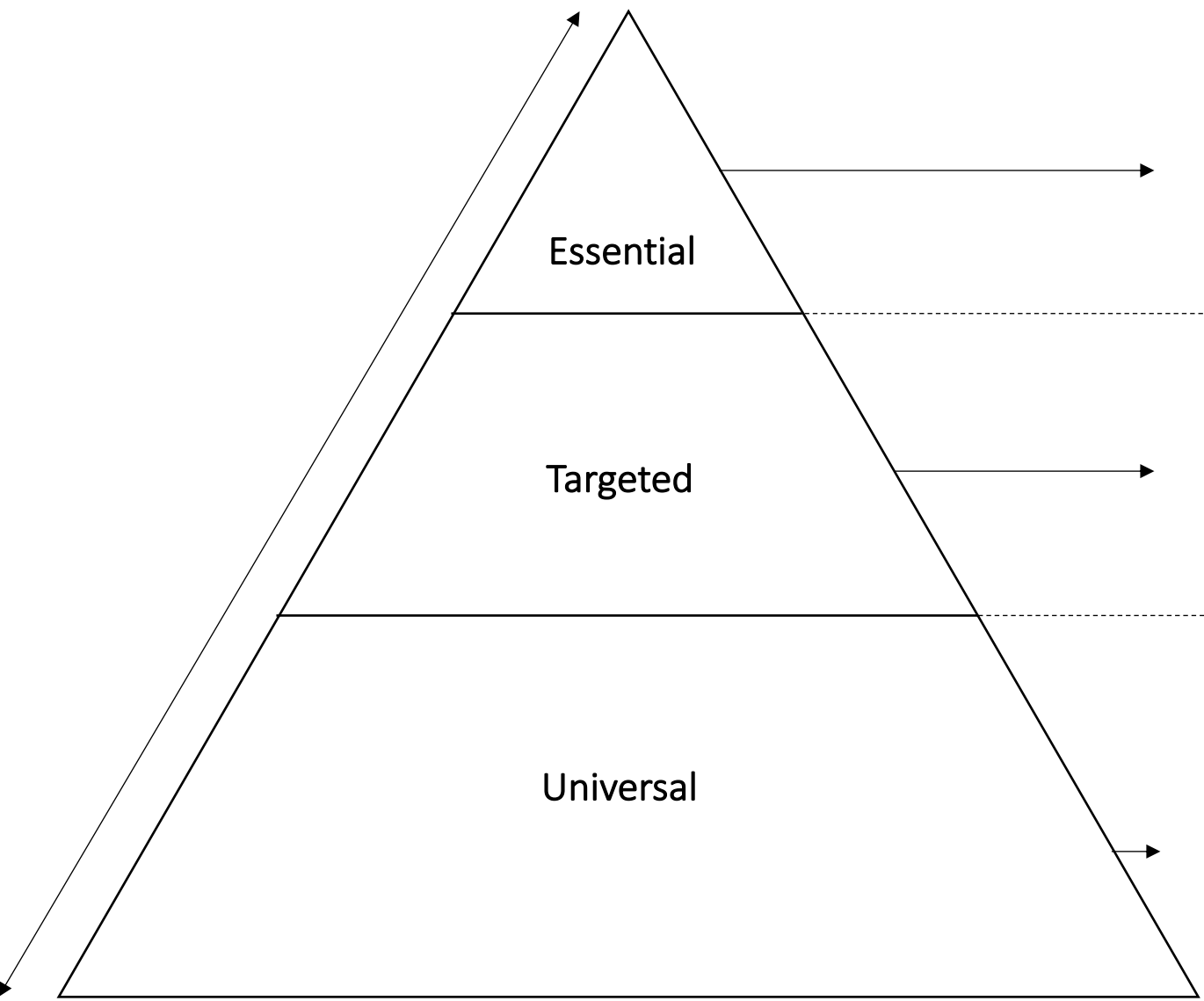
Targeted

What supports & strategies are useful for ALL/MOST?

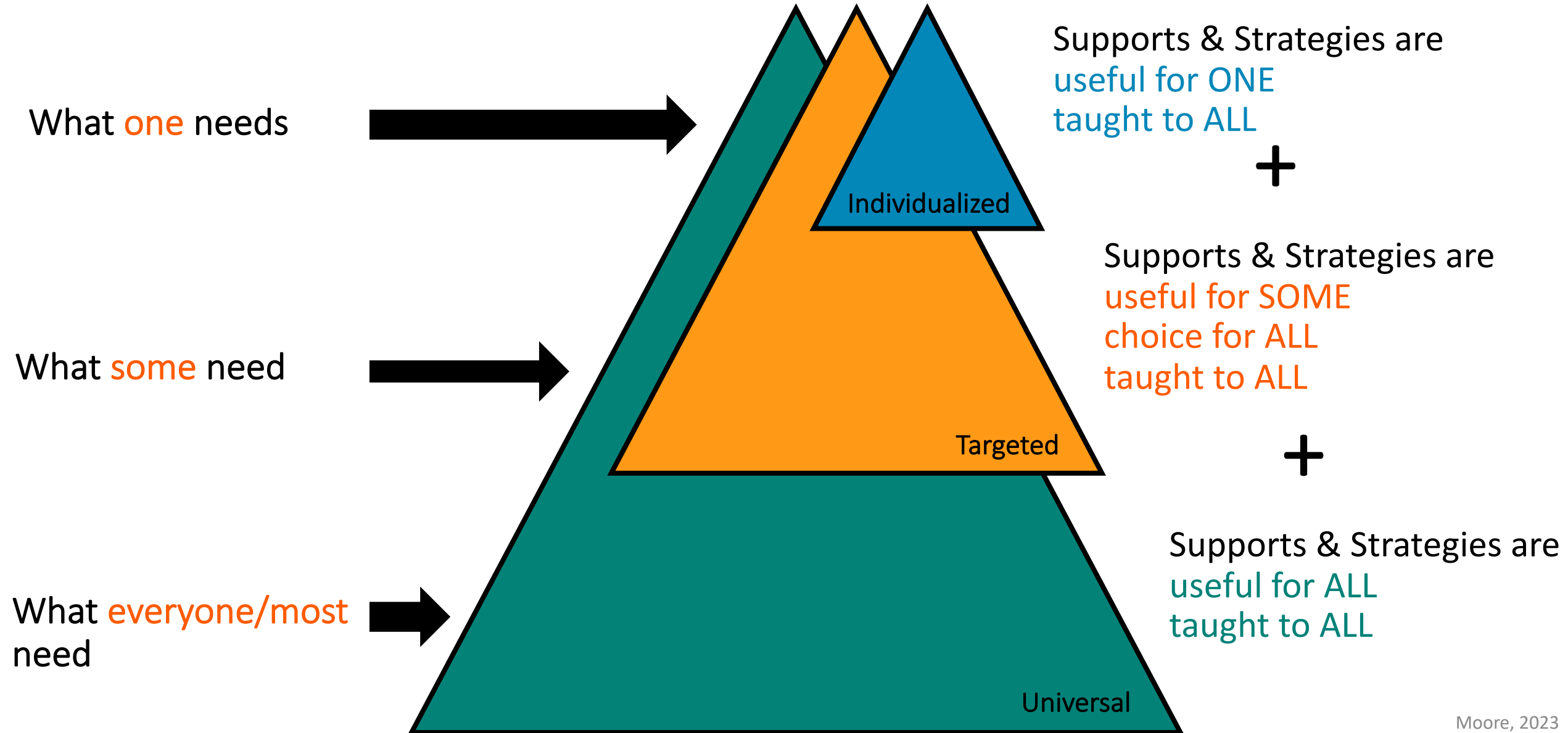
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Universal

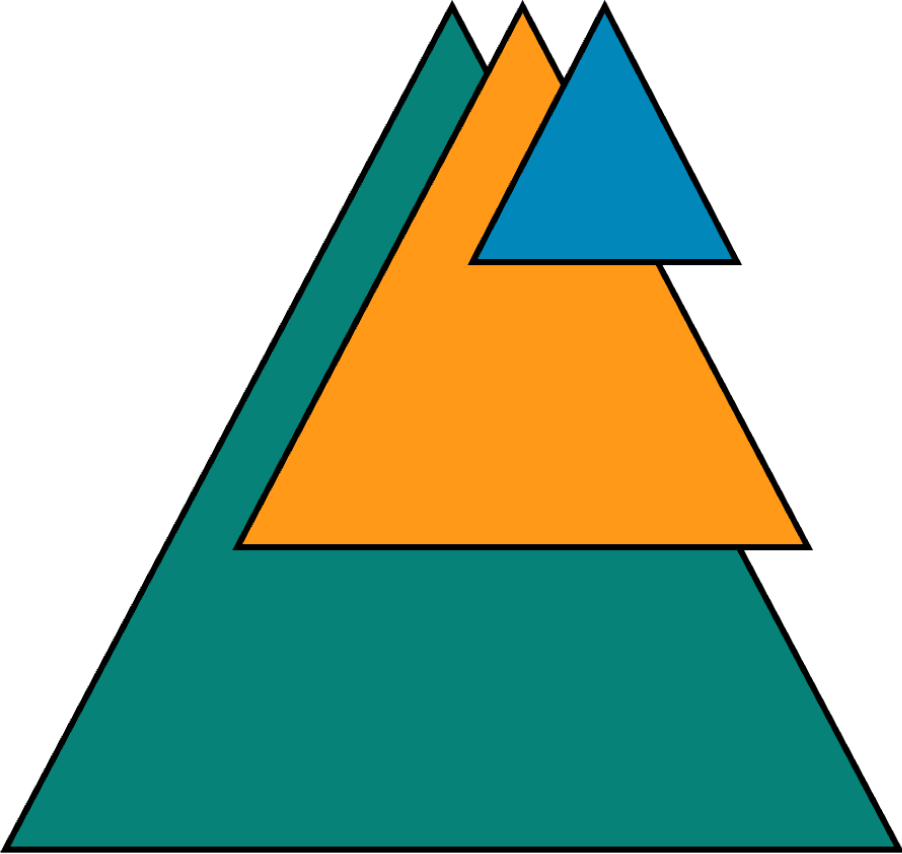
Who needs the MOST challenge?



# Multiple Layers of Needs Based Support



Is it Universal? Targeted? Individualized?



# Is it Universal? Targeted? Individualized?

Strategy/Action: Create a family wall that allows students to hold photos

1. Universal (Good for ALL/Most; Taught to ALL):
  - Everyone shares who is in their family/ who is important to them
  - A variety of crayons colours to reflect different skin tones
2. Targeted (Good for Some; Choice to ALL):
  - Students can choose to take their family of the wall and put at their desk or in their pockets when they need
3. Individualized (Good for ONE/ Taught to ALL):
  - Photos are of each individual students' family/community

Supports Needs:

Anxiety, identity, family, community, self esteem, engagement/motivation



# Is it Universal? Targeted? Individualized?

## Support/Tool: A quiet/calm spot in the classroom

Universal (Good for ALL/Most; Taught to ALL):

- Teach as a tool to everyone

Targeted (Good for Some; Choice to ALL):

- Students can choose when/if they need to go to the quiet spot

Essential (Good for ONE; Taught to ALL):

- A basket of individual tools/ books/ activities specific to a particular student to use in the quiet spot



Supports Needs:

Anxiety, Frustration, Trauma, Self Advocacy, Self regulation (behavioral, emotional), Self Esteem, Sensory, Transitioning

# Is it Universal? Targeted? Individualized?

## Support/ Tool: Flexible Seating

Universal: Good for ALL/MOST; Taught to ALL

- Everyone is taught all the options, everyone tries out the options, everyone reflects on the options, students choose which options work for them

Targeted: Good for SOME; Choice to ALL

- A particular seating option (bean bags, low table, pedal desk, pillows etc.)

Supports Needs:

Attention, Anxiety, Engagement/Motivation, Eating/Food, Executive Functioning, Frustration, Self Advocacy, Self regulation (emotionally, behavioral, learning), Self Esteem, Sensory, Transitioning



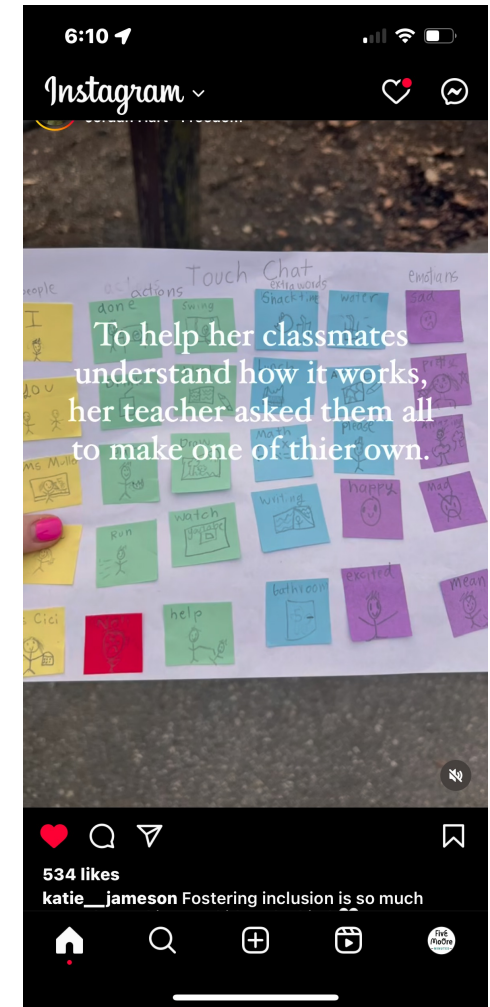
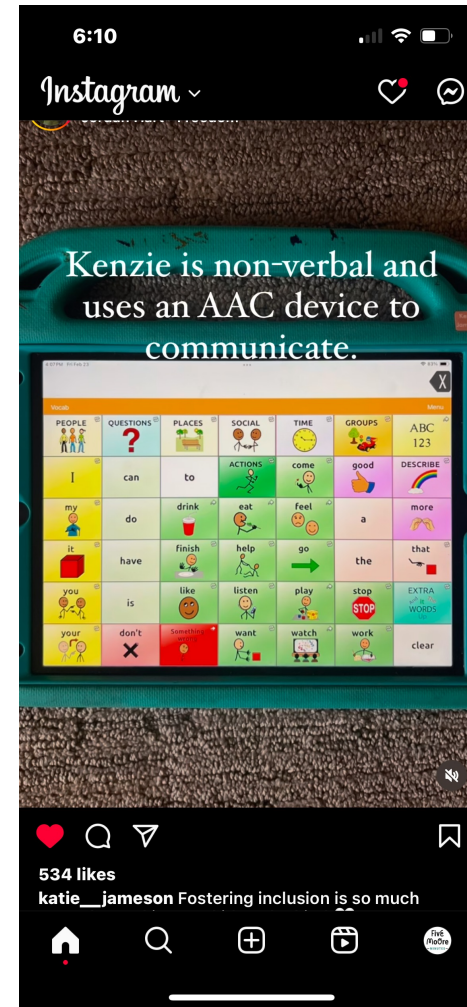
# Is it Universal? Targeted? Individualized?

## Support/ Tool: AAC Device

Essential & Individualized  
(Useful for ONE; Taught to  
ALL

- Specially designed for  
Kenzie

Supports Need: Communication  
(expression), engagement, motivation,  
identity, community, language, literacy  
(oral), self advocacy, self esteem, self  
regulation, social skills



@katie\_\_jameson

# Is it Universal? Targeted? Individualized?

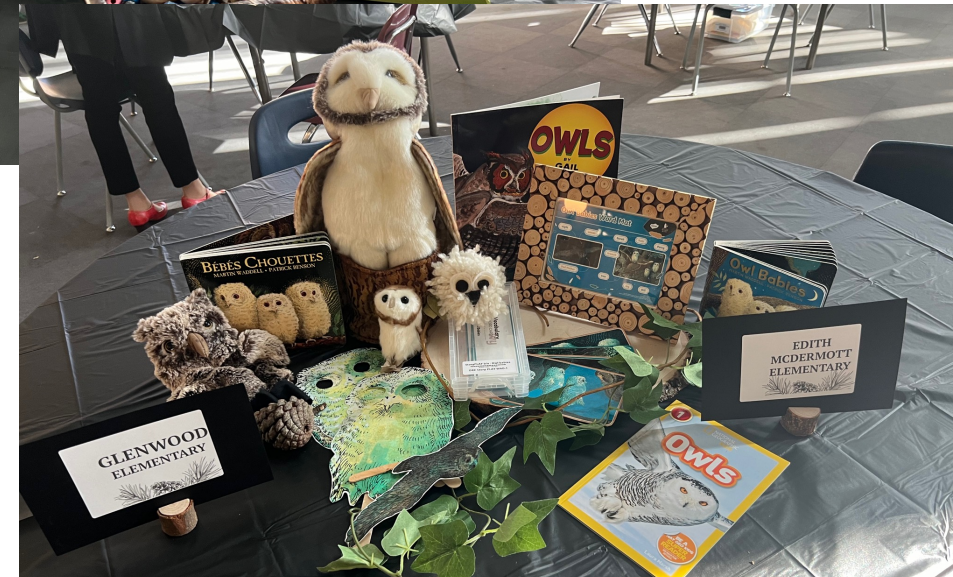
## Support: Interactive, Themed Book Bin

Universal: Good for ALL/Most; Taught to ALL

- Themed bin with books, objects, activities taught and used with all students

Targeted: Good for MOST, Choice for ALL

- Specific objects, manipulatives, books at different levels, languages



Supports Need: Attention, Communication, Engagement, Intellectual Ability, Gross/Fine Motor Skills, Language, Literacy, Memory, Self Regulation, Sensory, Social Skills, Vision, Hearing, Numeracy, Physical

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