

Designing for Diversity

Coaching Series

Session 5: Planning for the needs of all children

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@tweetsomemoore



@fivemooreminutes



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www.fivemooreminutes.com

www.blogsomemoore.com

Nexwlélexm (Bowen Island)

- The Islands Trust Council acknowledges that the lands and waters that encompass the Islands Trust Area have been **home to Indigenous peoples** since **time immemorial** and honours the **rich history, stewardship, and cultural heritage** that embody this place we all call home.
- The Islands Trust Council is committed to establishing and maintaining mutually **respectful relationships** between Indigenous and non-Indigenous peoples. Islands Trust states a **commitment to Reconciliation** with the understanding that this commitment is a **long-term relationship-building and healing process**.
- The Islands Trust Council will strive to **create opportunities for knowledge-sharing** and understanding as people come together to **preserve and protect** the special nature of the islands within the **Salish**



Guiding Conditions of **iNCLUSION** describe that all children & youth...

are **PRESUMED**
competent and
as having
POTENTIAL

are **PLACED** in
and attending
inclusive
programs

are in **PROXIMITY**
to and
PARTICIPATING
with **PEERS**

have
PURPOSEFUL
roles and
responsibilities

are **PLANNED** for
from the start

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**What stands out from
last session?**



**What are you noticing
about your thinking and
practice?**

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How do we *plan*
for the ~~disabilities~~ *needs*
of children?

Reducing Barriers



Supporting Needs

Shifting the Paradigm: MEDICAL MODEL OF DISABILITY

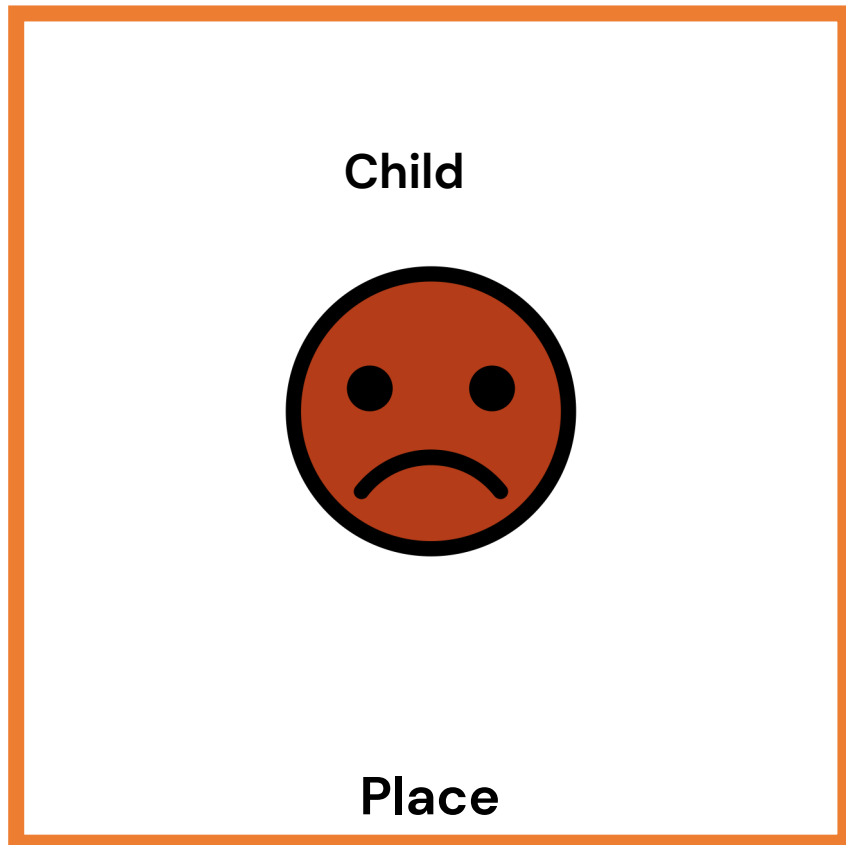


Historical Special Education

If child isn't successful:

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

Shifting the Paradigm: SOCIAL MODEL OF DISABILITY



Social Model

If a child 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: PERSON-PLACE MODEL OF NEED



Inclusive Education

FIRST: Identify barriers in the place

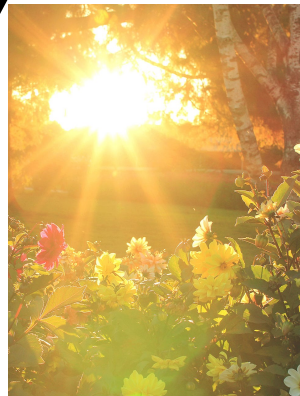
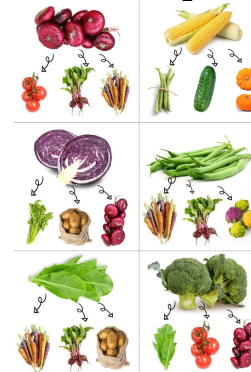
THEN: Reduce or eliminate barriers in place by determining needs of everyone in the community

MULTIPLE LAYERS OF SUPPORT



PERIODIC TABLE OF PLANT NUTRIENTS

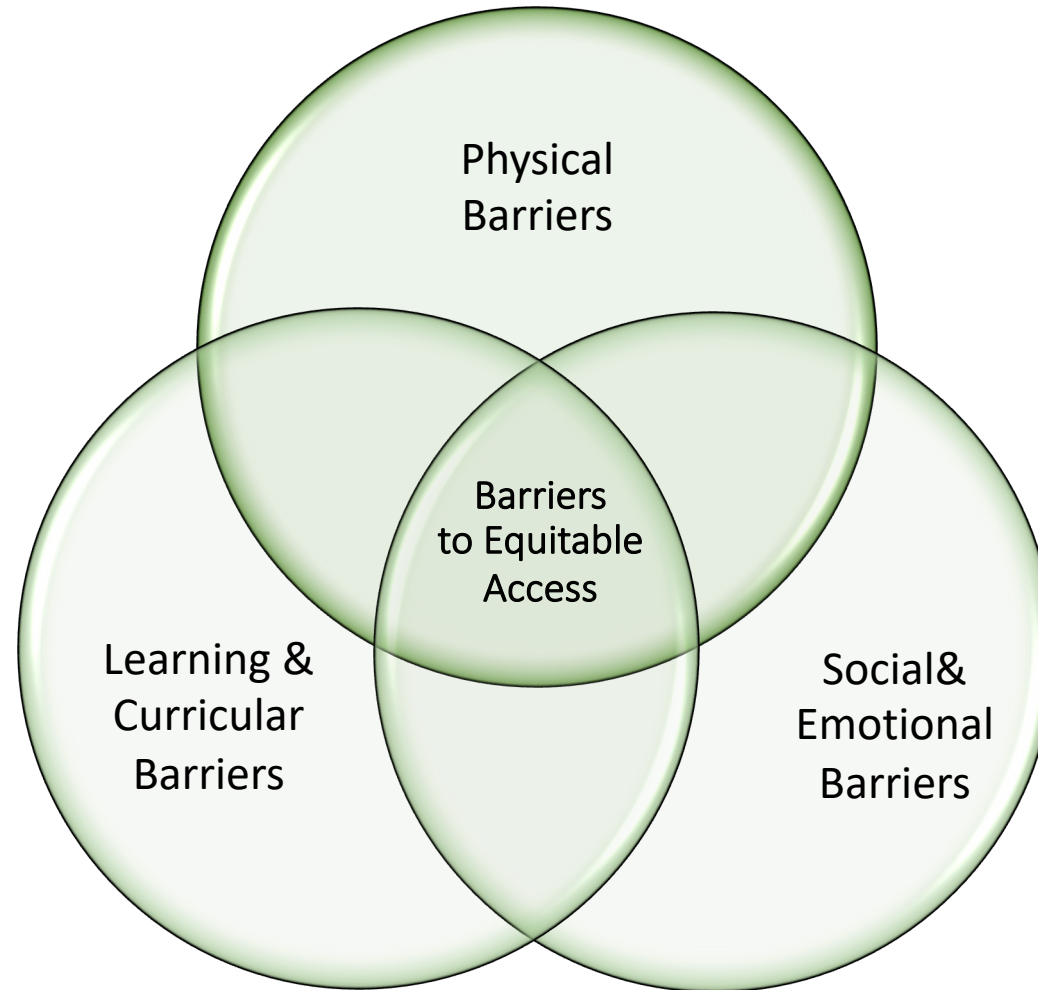
7 N Nitrogen	15 P Phosphorus	19 K Potassium	12 Mg Magnesium	16 S Sulfur	20 Ca Calcium
Primary Macronutrients			Secondary Macronutrients		
5 B Boron	17 Cl Chlorine				
25 Mn Manganese	26 Fe Iron	28 Ni Nickel	29 Cu Copper	30 Zn Zinc	42 Mo Molybdenum
Micronutrients					



What are barriers?



Increasing Inclusive & Equitable Access by Reducing and Eliminating Barriers



Getting to Know Children & Family Dimensions - Family Interview

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

Community Review for:	Team:	Date:
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Community Dimensions

Identities	Interests	Strengths	Stretches	Needs

Collaborative Team Questions & Goals

What big questions do we have for this group?

What can we focus on together to respond to and meet the needs of this group?

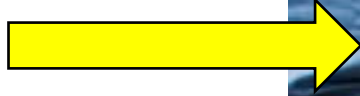
Collaborative Team Decisions

What works well for this group?	How can we continue to reduce barriers for children and families?
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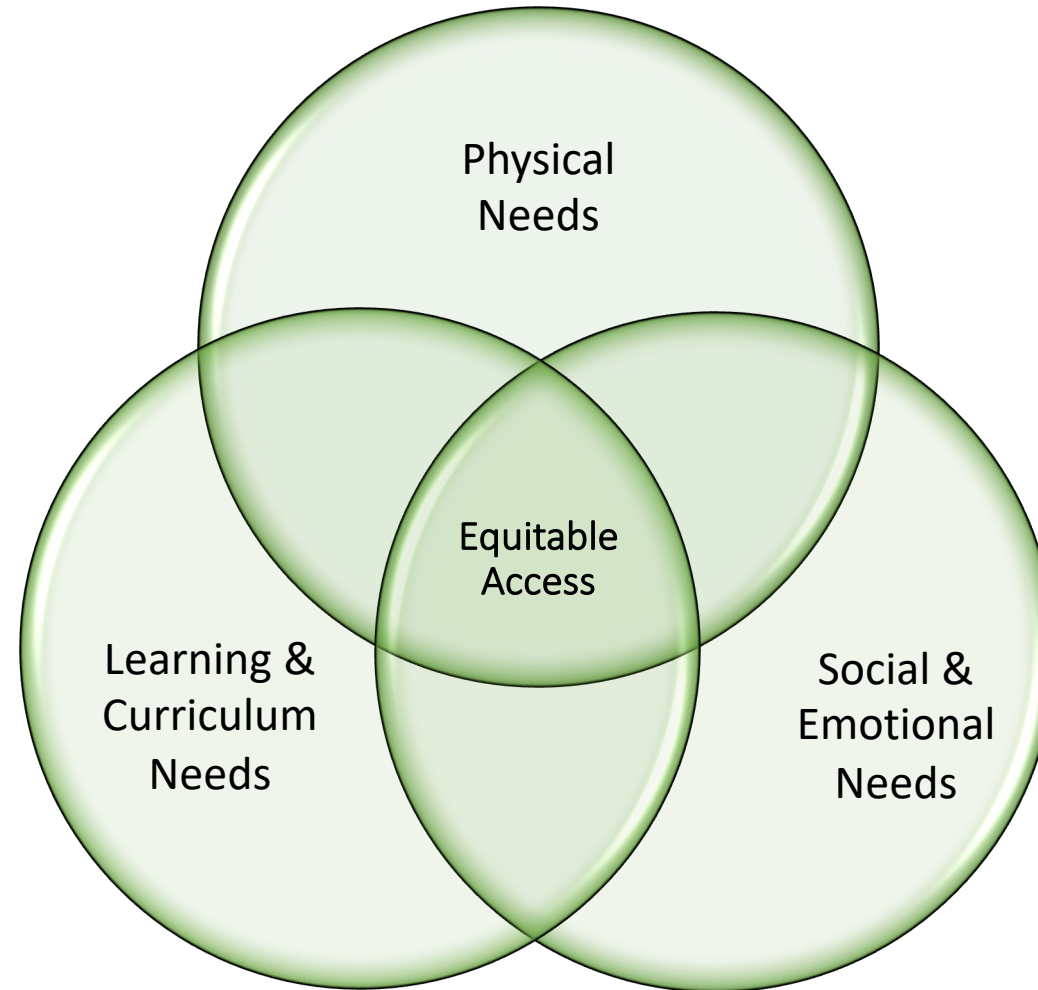
Community Review for:	Team:	Date:		
Community Dimensions				
Identities	Interests	Strengths	Stretches	Needs
Collaborative Team Questions & Goals				
<p>What big questions do we have for this group?</p> <p>What can we focus on together to respond to and meet the needs of this group?</p>				
Collaborative Team Decisions				
What works well for this group?			How can we continue to reduce barriers for children and families?	

What are needs?



Increasing Inclusive & Equitable Access by Designing for Individual Needs

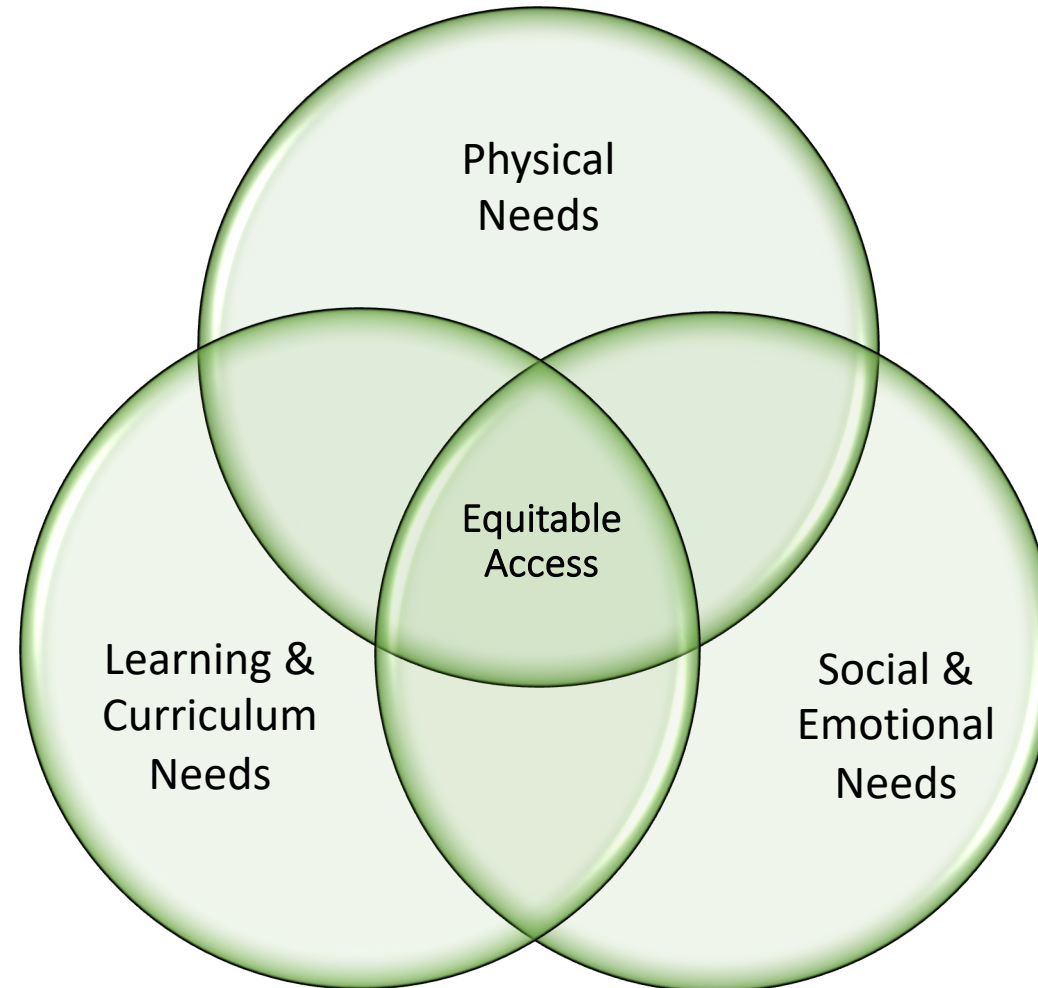
- Attention
- Anxiety
- Communication (receptive)
- Communication (expressive)
- Eating/Food
- Engagement/Motivation
- Executive functioning
- Family/community and/or identity
- Frustration/ Anger
- Grief/ Trauma
- Gross and/or Fine motor
- Intellectual ability (access)
- Intellectual ability (challenge)



- 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

Increasing Inclusive & Equitable Access by Designing for Individual Needs

- Attention
- Anxiety
- Communication (receptive)
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- Eating/Food
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- Executive functioning
- Family/community and/or identity
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- Gross and/or Fine motor
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- Language
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- 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 Plan: Need Based Reflection

Target Classroom: Kindergarten

Classroom Teacher(s): J.M., P.L.

Date: Oct 2023

1. Look at the following areas of need as a school team (classroom teacher, support teacher, outside/community consultants, educational assistants, etc.)
2. Record needs from student IEP (Individual Education Plan) and/or LSP (Learner Support Plan)
3. You can refer to individual assessments & recommendations as well as specific areas of expertise to determine need(s) (e.g., SLP, OT, D/HH Teacher etc.)
4. Decide which additional needs are affecting learning in the classroom (needs can reflect one or more students but are not disabilities. For example, "Autism" is not a need)
5. Prioritize needs for development of classroom support plan



Areas of Need	This is an individual, IEP/LSP need	Our classroom community needs support for this immediately	Our classroom community needs support for this soon	Our classroom community does not need support for this right now
Aggression	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Frustration	RW, JH	<input type="checkbox"/>	<input type="checkbox"/>	x
Anxiety	RW	<input type="checkbox"/>	<input type="checkbox"/>	x
Anxiety (rumination, obsessions, getting stuck)	JH	<input type="checkbox"/>	<input type="checkbox"/>	x
Articulation	JH	<input type="checkbox"/>	<input type="checkbox"/>	x
Attendance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Assistive Technology	RW, JH	<input type="checkbox"/>	<input type="checkbox"/>	x
Vision	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Bullying	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Central Auditory Processing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Communication	JH	<input type="checkbox"/>	x	<input type="checkbox"/>
Hearing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Depression/Sadness	RW	<input type="checkbox"/>	<input type="checkbox"/>	x
Motivation	JH	<input type="checkbox"/>	<input type="checkbox"/>	x
Food Avoidance	JH	<input type="checkbox"/>	<input type="checkbox"/>	x
Emotional Regulation	RW, everyone	x	<input type="checkbox"/>	x
English Skills	JH	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Executive Functioning	RW, JH, everyone	<input type="checkbox"/>	x	<input type="checkbox"/>
Fine Motor Skills	RW	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Gambling	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Greif Management	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Gross Motor Skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Hearing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Intellectual Ability	RW, JH	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Listening Comprehension	RW, JH	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Low Vision	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Memory	RW, JH	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Mental Health	JH	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Metacognition	RW, JH	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Mobility	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Non-Verbal Reasoning	RW, JH	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Organization	JH, everyone	x	<input type="checkbox"/>	<input type="checkbox"/>
Personal Care	JH	x	<input type="checkbox"/>	<input type="checkbox"/>
Personal Safety	JH	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Phonological Processing	RW, JH	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Processing Speed	RW, JH	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Self Esteem	RW, JH	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Self- Advocacy	RW, JH	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Self-Harm/ Suicide Management	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Self-Regulation	JH	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Sensory Integration	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Sequencing	RW, JH	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Social Skills (misinterpreting)	RW, JH	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Substance Abuse	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Task Initiation	RW, JH	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Time Management	RW, JH, everyone	<input type="checkbox"/>	x	<input type="checkbox"/>
Transition	RW, JH, everyone	x	<input type="checkbox"/>	<input type="checkbox"/>
Verbal Ability	JH	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Visual-Motor Skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Visual Spatial Processing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other: Resiliency	RW, JH	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other: Health	JH	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

<p>What are some priority needs for this class?</p> <ol style="list-style-type: none"> 1. Personal Care 2. Organization 3. Transition 4. Emotional Regulation 	<p>What are needs to monitor?</p> <ol style="list-style-type: none"> 1. Communication 2. Executive Functioning 3. Time awareness/management
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Needs-Based Reflection - Individual

Inclusive IEP Planning: Collaborative Needs Based Reflection

Target Student:

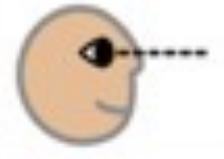
Support Manager:

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

Areas of Need	Student Perspective	Family Perspective	School Perspective	Consultant and Specialist Perspectives
Addiction				
Attendance/ Lateness				
Attention				
Anxiety/ Depression				
Bullying				
Communication (receptive)				SLP, Assessment
Communication (expressive)		Make choices		SLP, Assessment
Eating/Food/Allergies				
Engagement/Motivation				
Executive Functioning				
Family/Community/Identity		Know his interests		
Frustration/ Anger				
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				

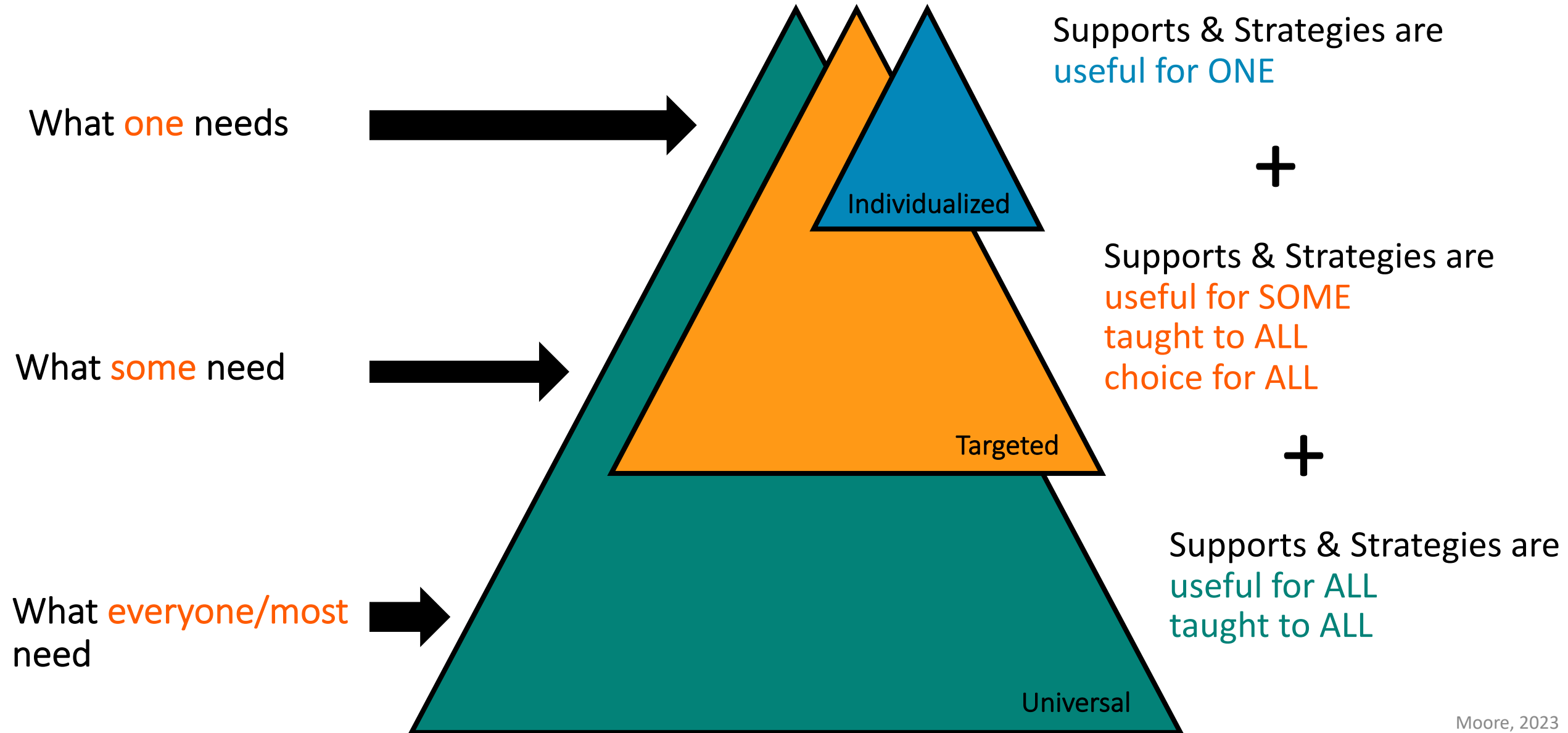
Numeracy				Assessment
Personal Care		Independence	ST	
Personal Safety		Safety in community, when he needs help		
Physical/Mobility				
Self-Advocacy				
Self-Regulation (emotional)				
Self-Regulation (behavioural)				
Self-Regulation (learning)				
Self Esteem				
Self-Harm/ Self Injurious Behaviour				
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)		

What are you noticing in your programs?

- What do children need a lot of support for?

Multiple Layers of Needs Based Support



Context:

Children in Mind:

Who needs the MOST support?

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

-
-
-

Essential

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

-
-
-
-

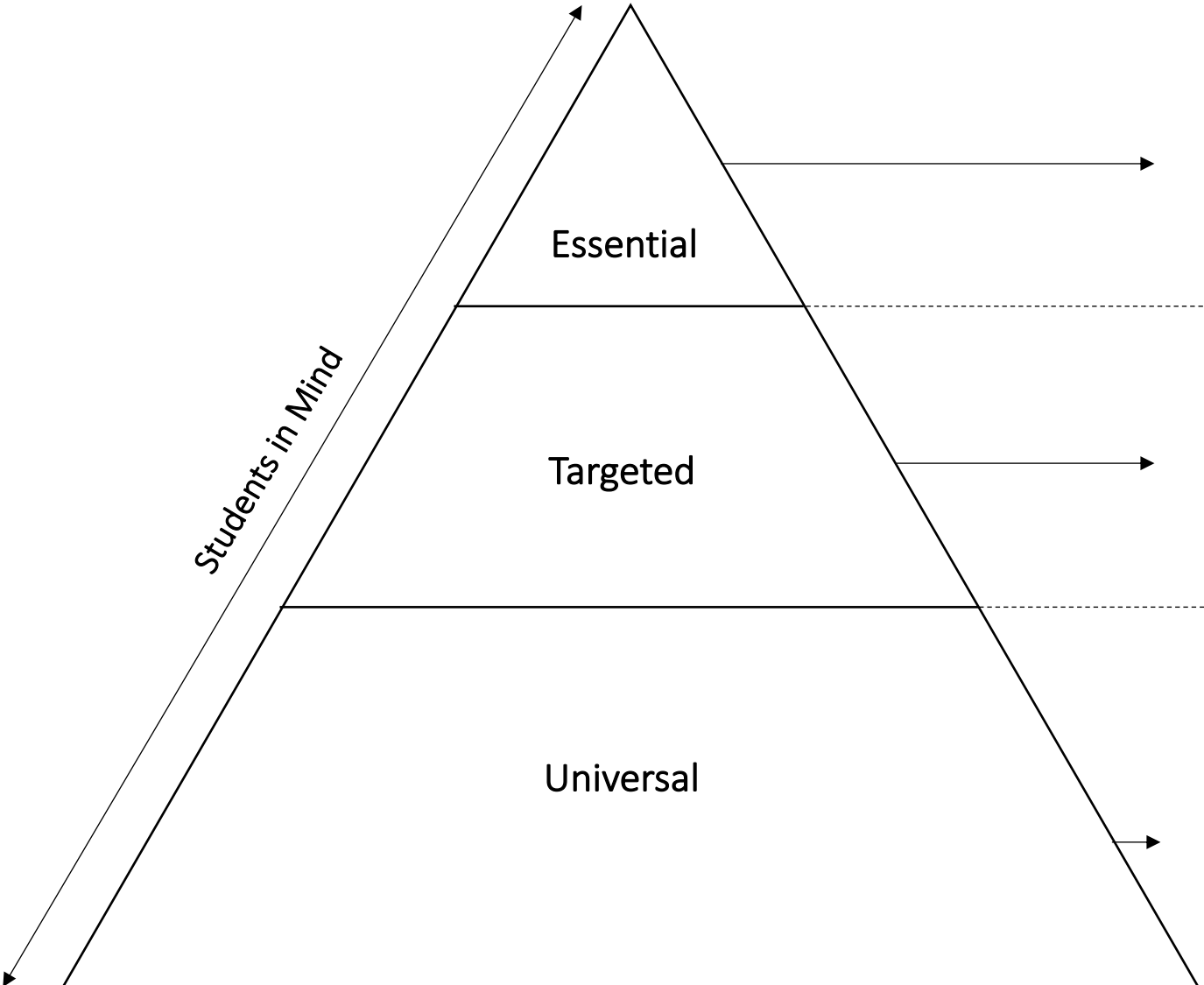
Targeted

What supports & strategies are useful for MOST/ALL?

-
-
-
-
-

Universal

Who needs the MOST challenge?



Context: Early Years (age 3-4)

Need: Anxiety

Children 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)

-
-
-
-

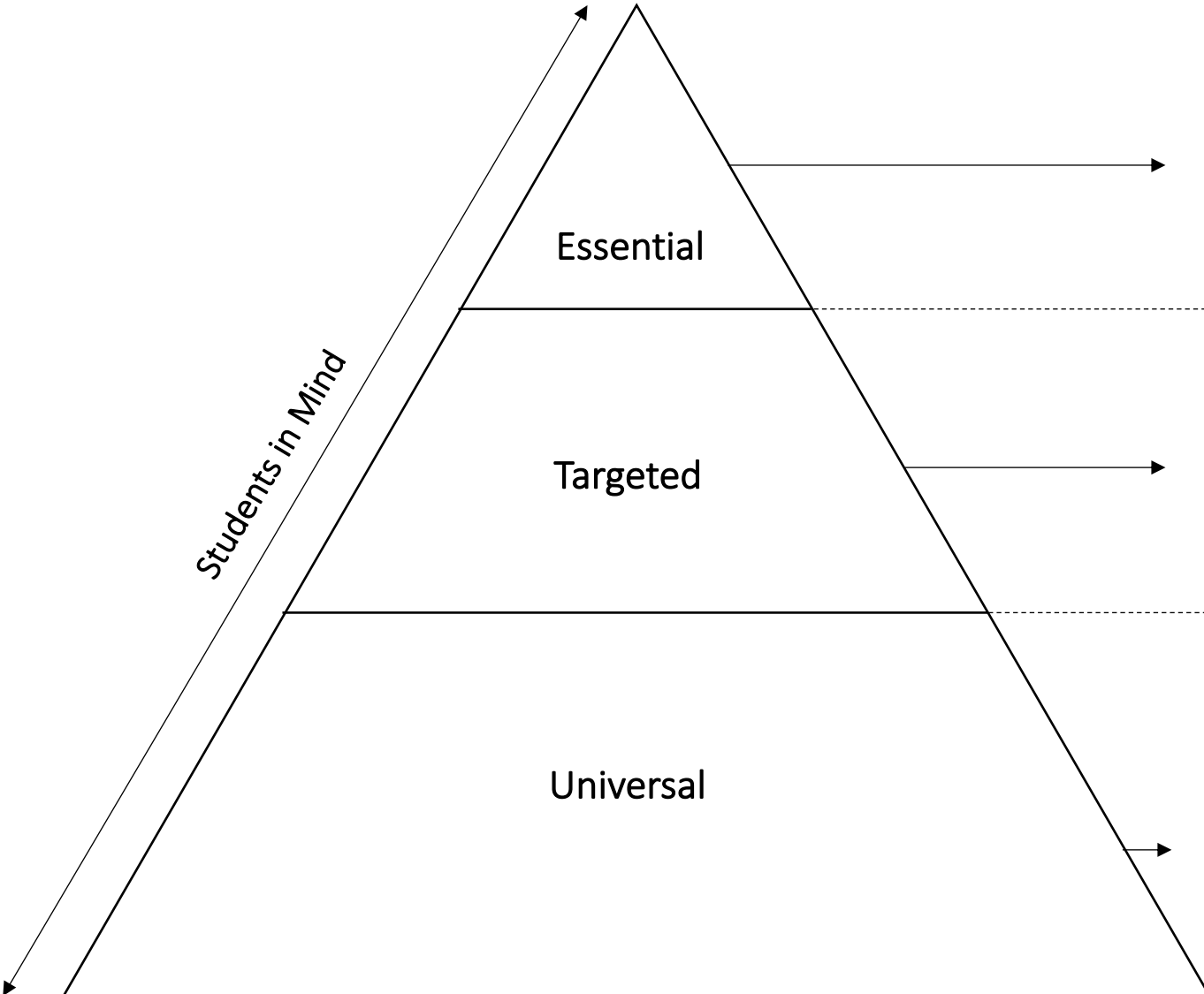
Targeted

What supports & strategies are useful for MOST/ALL?

-
-
-
-
-

Universal

Who needs the MOST challenge?



Context: Early Years (age 3-4)

Need: Anxiety

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

Who needs the MOST support?

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

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

Essential

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

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

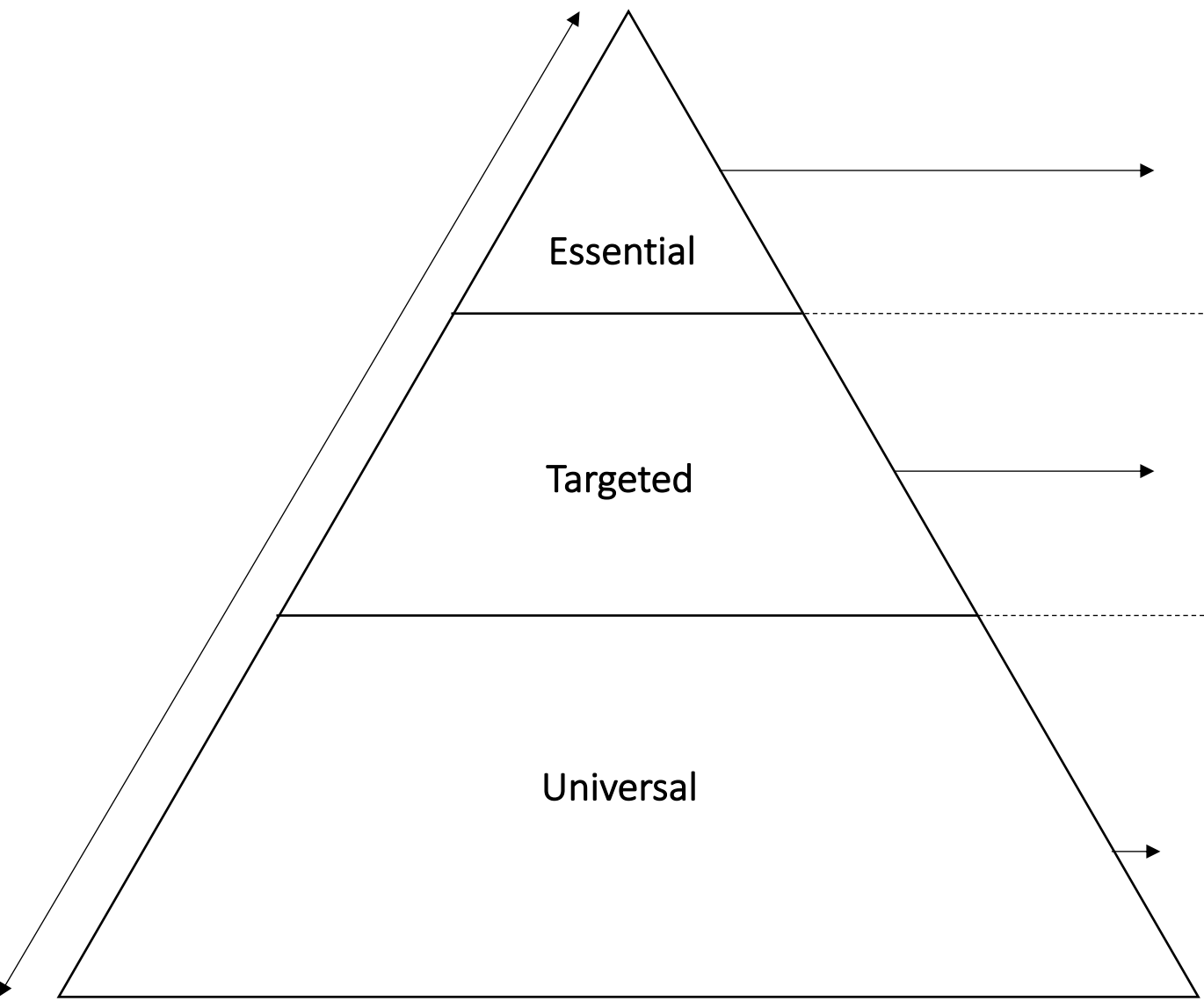
Targeted

What supports & strategies are useful for ALL?

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

Universal

Who needs the MOST challenge?



Needs-Based Reflection – Geeshan 6

Inclusive IEP Planning: Collaborative Needs Based Reflection

Target Student: Geeshan

Support Manager: Lynn

Date: Dec 2022

Areas of Need	Student Perspective	Family Perspective	School Perspective	Consultant and Specialist Perspectives
Addiction				
Attendance/ Lateness				
Attention				
Anxiety/ Depression				
Bullying				
Communication (receptive)				SLP, Assessment
Communication (expressive)		Make choices		SLP, Assessment
Eating/Food/Allergies				
Engagement/Motivation				
Executive Functioning				
Family/Community/Identity		Know his interests		
Frustration/ Anger				
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:				

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

Needs Based Support Plan – IEP

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

Needs Based Support Plan – Individual

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

Needs Based Support Plan – Individual

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

Chat – GPT as a tool

- **Can you give me some universal supports and strategies to help (age) manage (need) at (context)?**
 - Example: Can you give me some universal supports and strategies to help **3-year-olds** manage **frustration** at **daycare**?
- **Can you give me some examples of (strategy) for a (context)?**
 - Example: Can you give me some examples of a **transition routine** for a **daycare**?

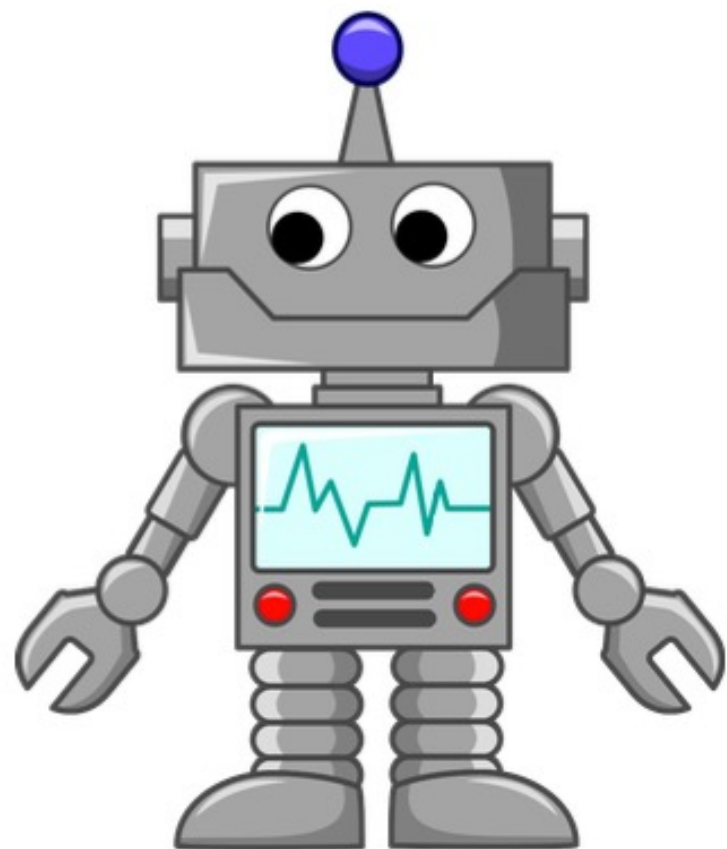
Chat – GPT as a tool

- **Can you explain how to support a (age) child (with disability) manage (need)?**
 - Example: Can you explain how to support a **3 year old** child with **Autism** manage **frustration**?
- **Can you help me teach (strategy) to a (age) child with (disability) who loves (interest)?**
 - Example: Can you help me teach **expressing feelings** to a **3 year old child** with **Autism** who loves **dinosaurs**?

CHAT-GPT – IMPORTANT REMINDER

- The language we use to describe children is key. It is important to not be ableist in our prompts:
 - For example, instead of saying, “a child who cant talk” you could say, “a child who uses objects, gestures and sounds to communicate”
 - Describe what they CAN do, not what they CANT

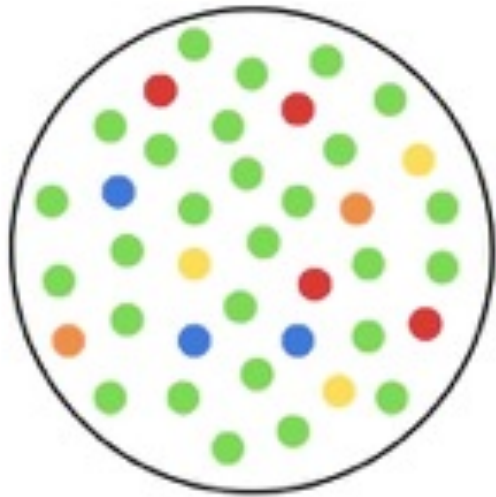
Remember!



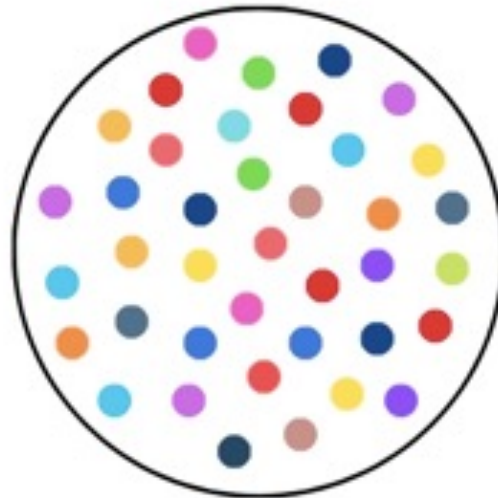
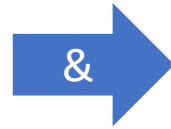
It is important to not be **ableist** in our prompts:

- 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**.

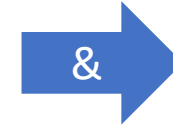
WHAT IS *inclusion* ?



How do we
include children
with disabilities?



How do we respond
to
communities of
diversity?



How do we
co-construct
conditions for
identity?



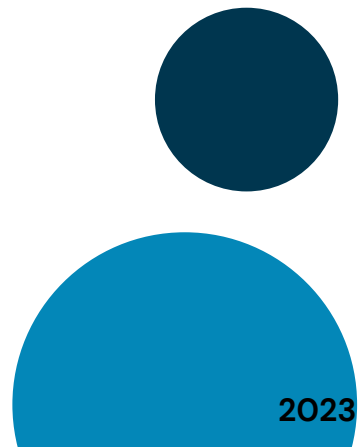
What is one useful idea?

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?**





Sharing & Celebrating Session – Jan 19, 2024

- Share individually or with a small group**
- 7-10 min presentation to the large group (can be a recorded video)**
- Make it visual - Photos, videos, examples!**

Sharing & Celebrating Session

- **What were my questions before I started the learning series?**
- **What is something I learned during the series?**
- **What is something I tried as a result of my learning?**
- **What did I notice about what I tried?**
- **What are my next steps?**
- **What are some new questions I have?**

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