Shelley MOORE PH.D.

@tweetsomemoore

@fivemooreminutes

@fivemooreminutes

www.fivemooreminutes.com

www.blogsomemoore.com

WHAT DOES inclusion MEAN?

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2023

Who are you?

- Where is **home** for you?
- What is the **traditional territory** where you live?
- What are some of your **roles**?
- What are some of your **identities**?
- What are your **interests** and hobbies?
- What is **important** to you?
- What is a **life event** that shaped who you are?
- What is something that you want others to **know about you**?

WHAT DOES inclusion MEAN?

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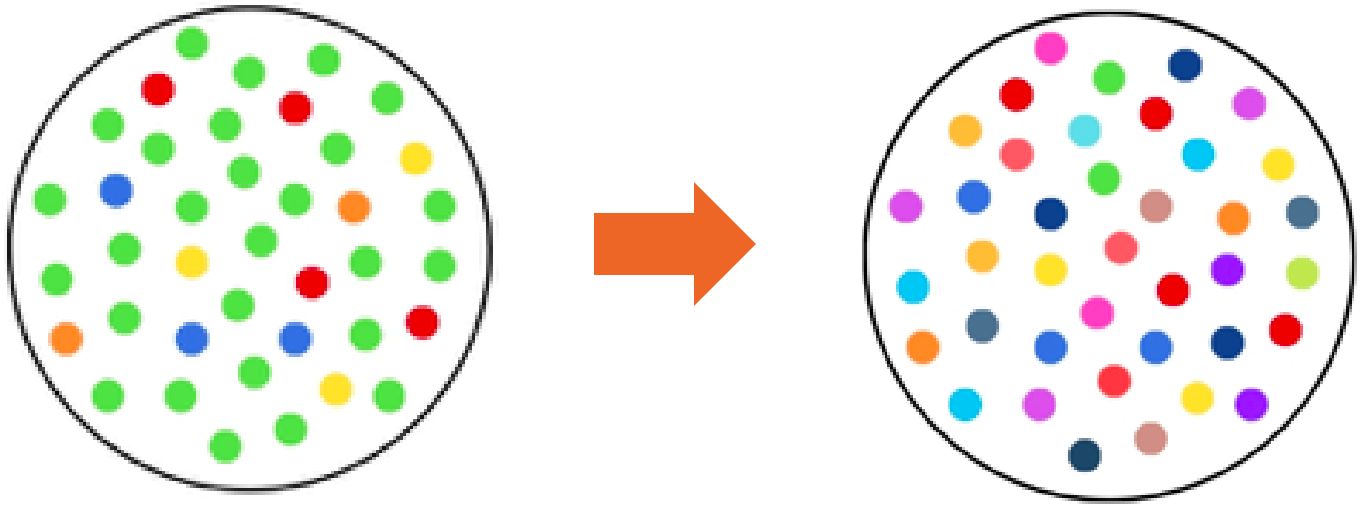
2023

WHAT IS inclusion ?



How do we include people with disabilities?

How do we teach to diversity?

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2023

How do we shift our thinking towards a strength-based perspective?

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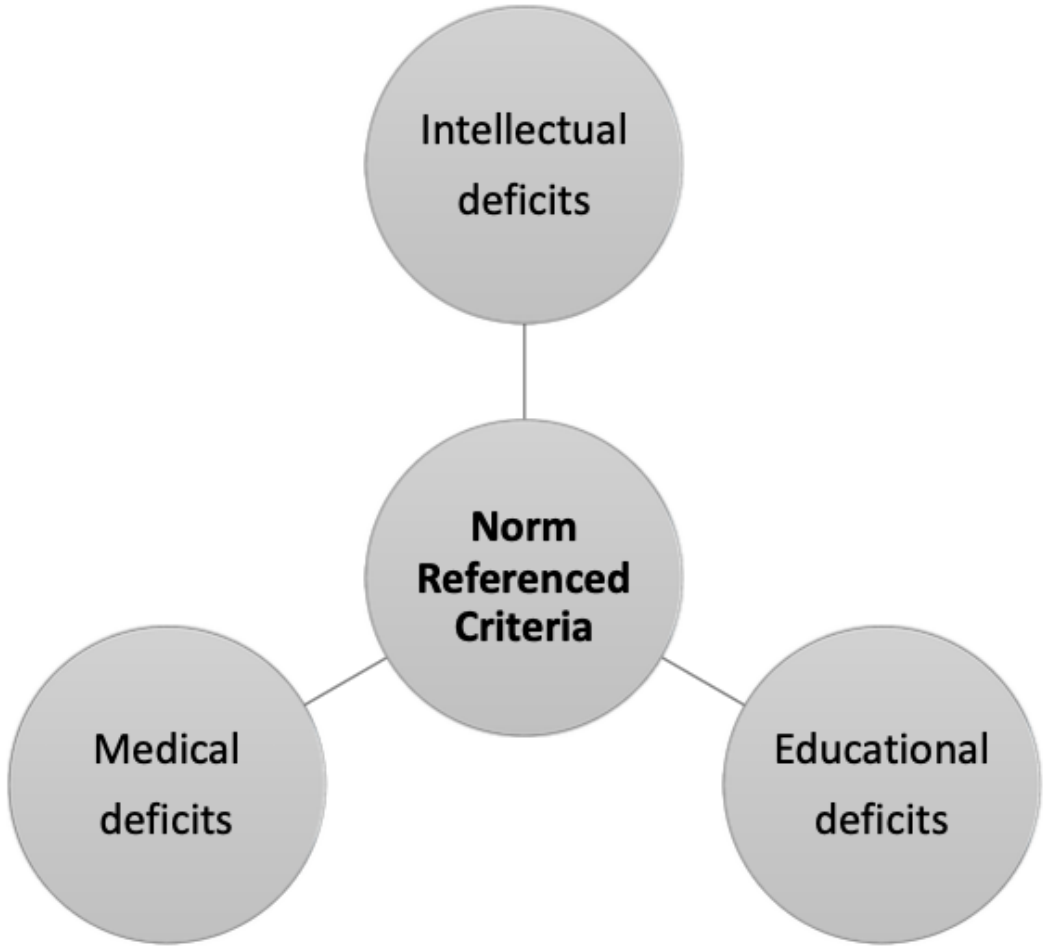
What is a strength-based perspective?

What is a strength-based perspective?

Moore, 2023

Why are students not often viewed through a strength-based perspective?



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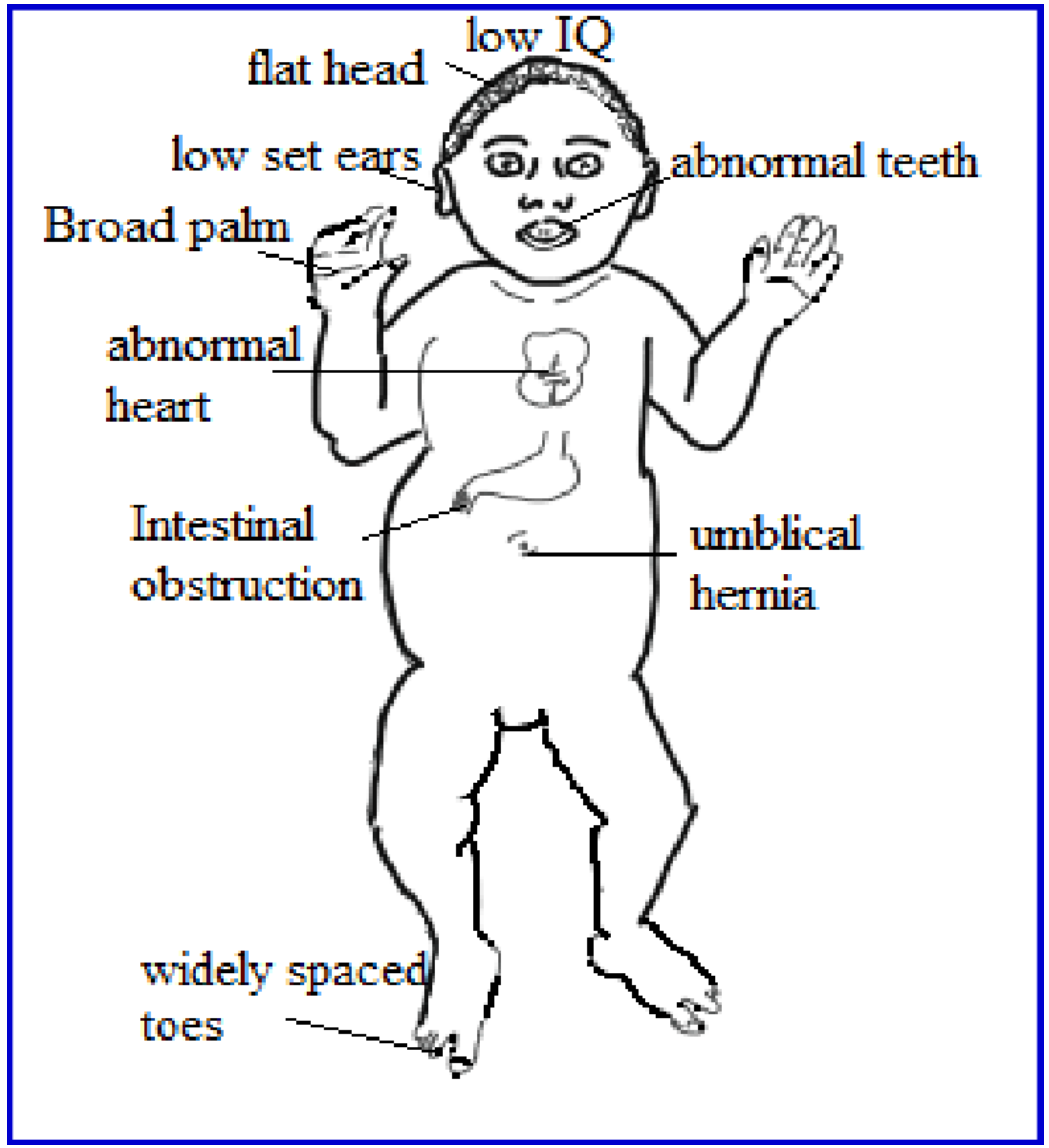
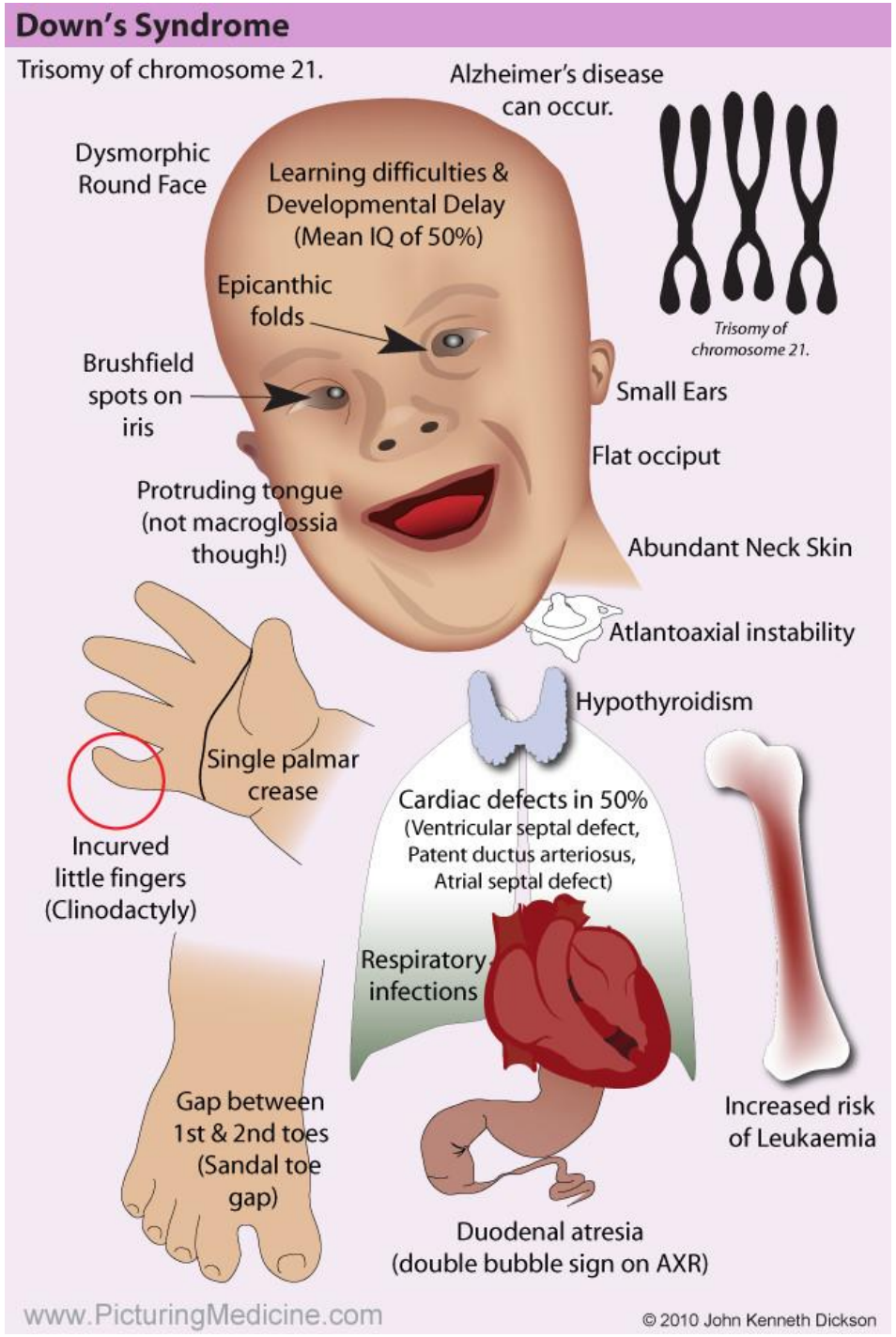

low IQ
flat head
low set ears
abnormal teeth
Broad palm
abnormal heart
Intestinal obstruction
umblical hernia
widely spaced toes


Down's Syndrome
Trisomy of chromosome 21.
Alzheimer's disease can occur.
Dysmorphic Round Face
Learning difficulties & Developmental Delay (Mean IQ of 50%)
Trisomy of chromosome 21.
Epicanthic folds
Brushfield spots on iris
Small Ears
Flat occiput
Protruding tongue (not macroglossia though!)
Abundant Neck Skin
Atlantoaxial instability
Hypothyroidism
Single palmar crease
Incurved little fingers (Clinodactyly)
Cardiac defects in 50% (Ventricular septal defect, Patent ductus arteriosus, Atrial septal defect)
Respiratory infections
Increased risk of Leukaemia
Gap between 1st & 2nd toes (Sandal toe gap)
Duodenal atresia (double bubble sign on AXR)
www.PicturingMedicine.com
© 2010 John Kenneth Dickson

What is one

useful

idea so far?

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A strength-based PERSPECTIVE IS…

- Believing that **ANY and ALL** students can learn in **ANY and ALL** contexts because accessing learning **does not rely on pre-requisites**
- Focusing on what students **CAN do** and where they **COULD be**, instead of what they CAN'T do and where they SHOULD be
- Build on the strengths of students to **contribute to their communities, teach others** and facilitate a **sense of belonging**
- **Harness the strengths** of students to **build on their stretches**, or get better at things that are hard

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“Even if we are wrong about a students’ capabilities to access and learn grade level curriculum with their peers, the consequences of that presumption being wrong are not as dangerous as not holding high expectations.”

–Cheryl Jorgenson

How can we Presume Competence?

- Focus more on strengths, interests, abilities, barriers and needs and less on deficits
- Make space for student voice and agency and give opportunities for students to be a part of the decision making in their educational programming
- Provide children with a means to communicate other than words (visuals, gestures, voice)

Jorgenson, McSheehan & Sonnenmeier

How can we Presuming Competence?

What Self Advocates say:

- Talk to me, not my support dog, or my support staff, or my parents
- Do not call me "low functioning" or refer to me as a developmental age, E.g., "like a 2-year-old"
- Use age-appropriate tone of voice, inflection, vocabulary, and conversation topics when interacting with me
- Respect my privacy when talking about my personal care, medical needs and/or personal and sensitive information

Jorgenson, McSheehan & Sonnenmeier

How do we do Inclusion?

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HOW CAN WE shift our practice TOWARDS A strength-based PERSPECTIVE?

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

–Alexander den Heijer

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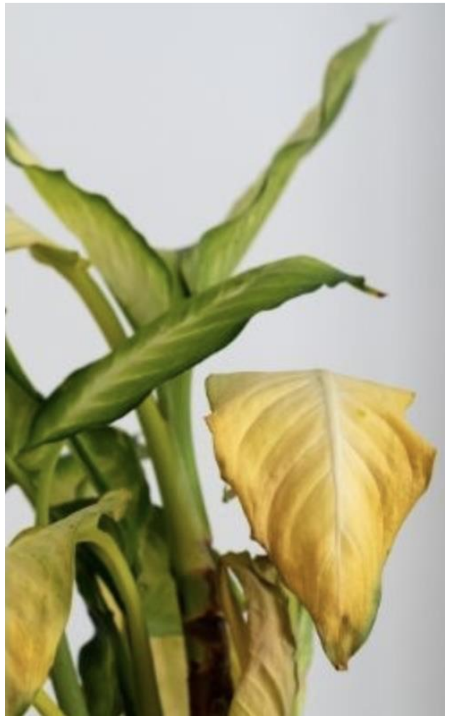
Why Student Voice?



Needs more light

Needs more moisture

Needs more space

The plant TELLS and SHOWS us what it needs

Why is Student Agency Important?

- Student agency is playing a central role in curricular reform movements worldwide for all students, and emphasizes putting students in control of their learning

- Student agency is connected to skills needed for society today and tomorrow and focuses on supporting students to:
    - Make choices
    - Make decisions
    - Solve problems
    - Set goals
    - Self-regulate
    - Self advocate
    - Be self aware

- Ghobary, 2007 Wehmeyer, 2006

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How do we support Student Agency?

All students need to:

- Know who they are as a person and a learner
- Know their strengths & interests
- Know their stretches & needs
- Be included in goal setting and/or understand why a goal is important to their learning and life
- Know and choose what supports and strategies they need to meet a goal
- Know when they have met a goal or how to adjust a goal if needed
- Be able to show how they have met a goal
- Know what a next step in learning could be

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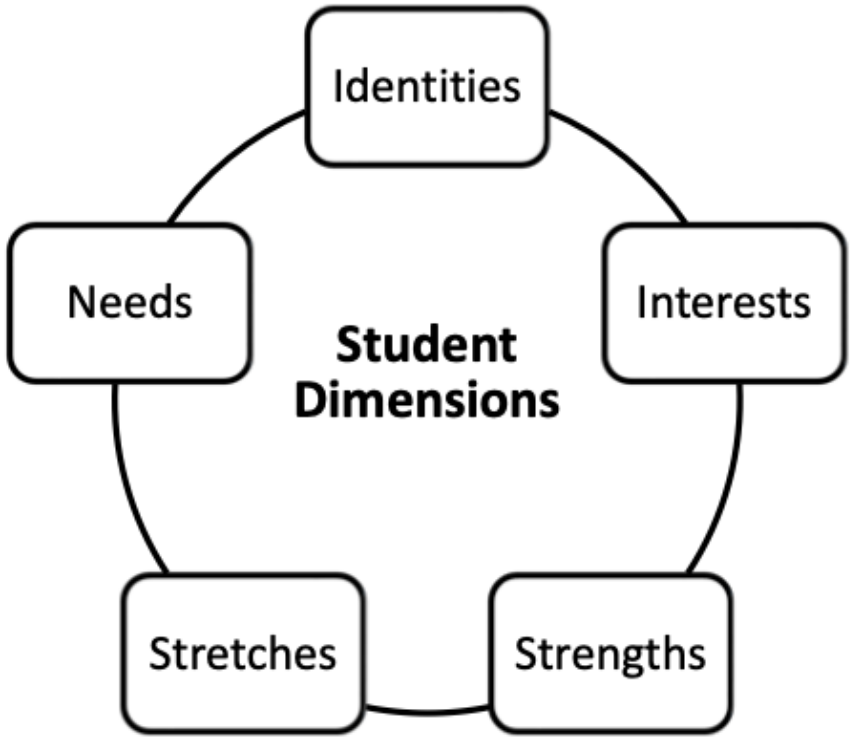
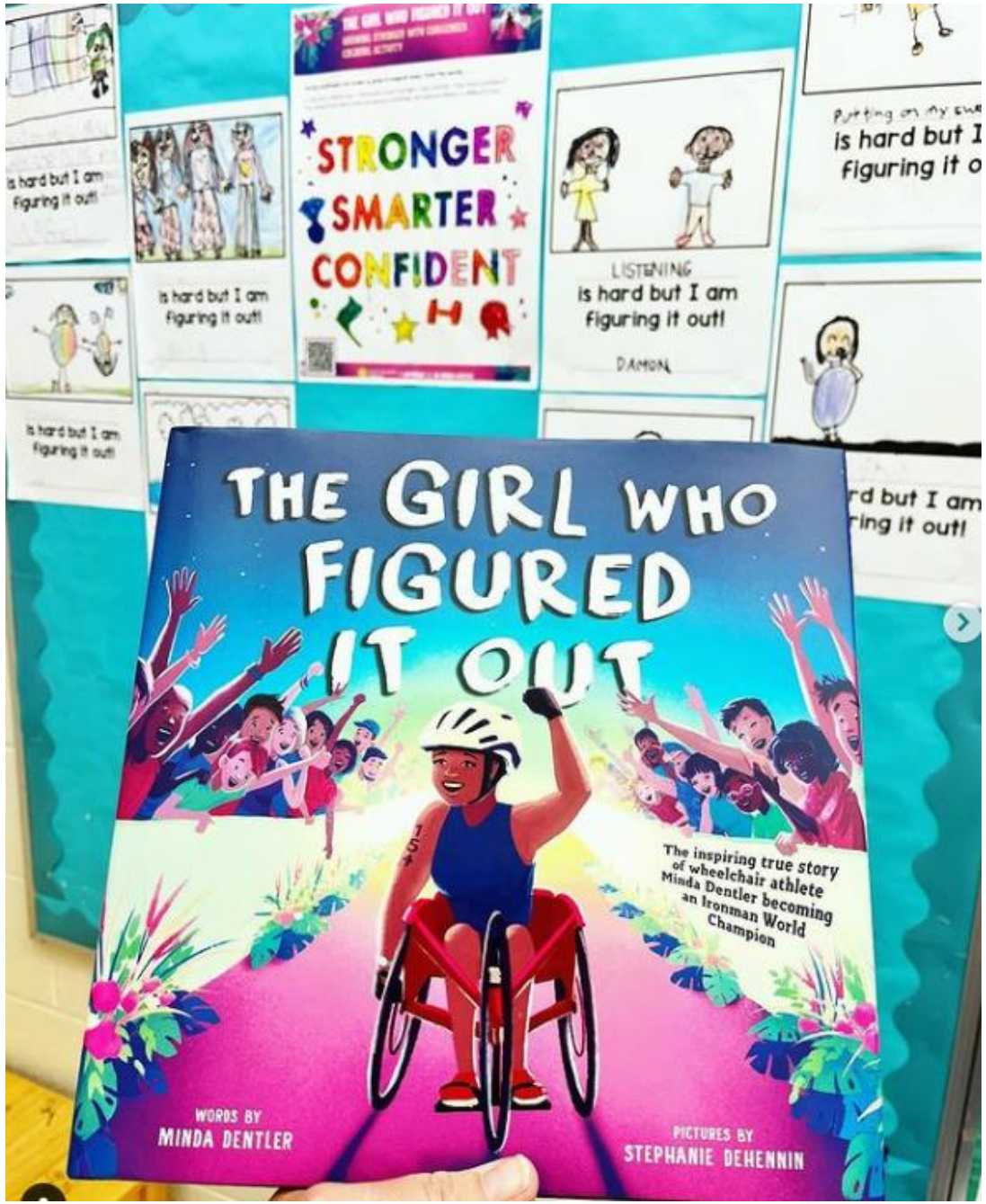
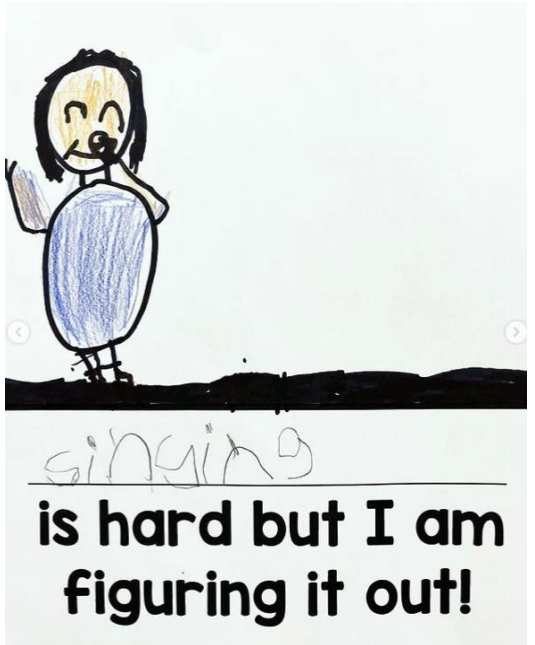
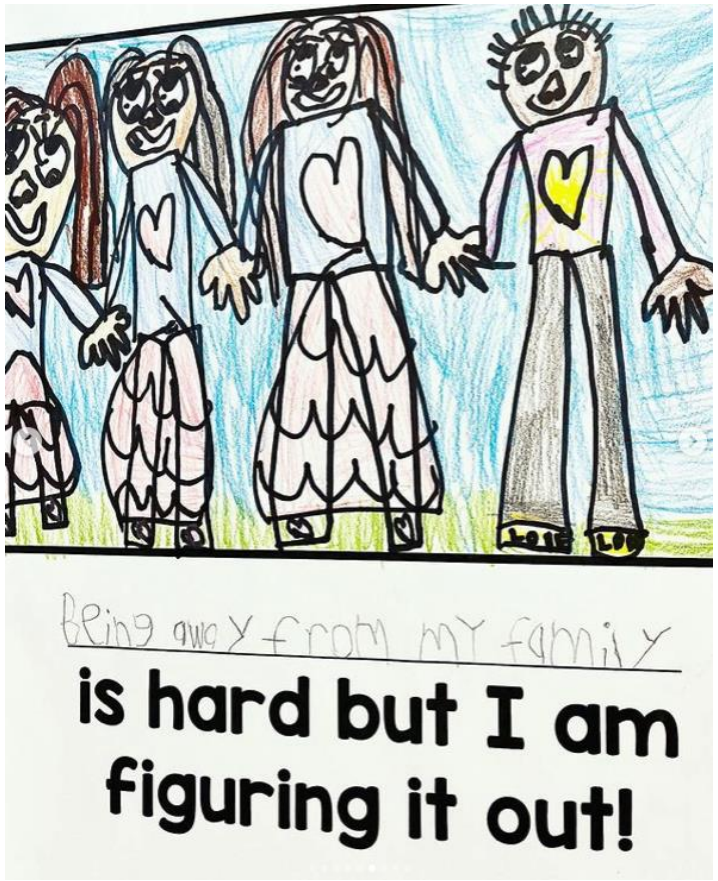
Getting to know who the students are

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









@mrsmacskinders

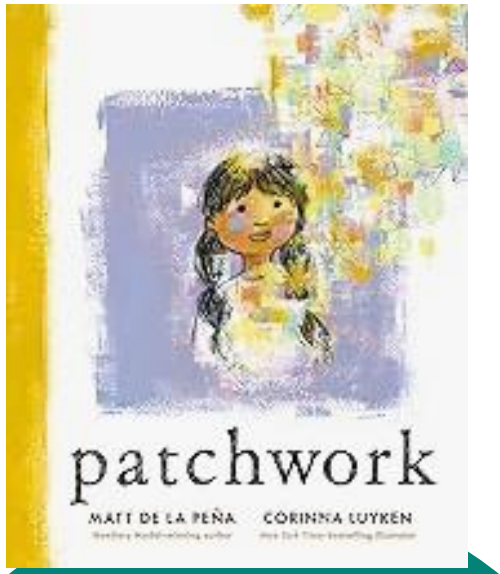
Clok
Zain
Christian
Selene
Naima
Austin
David

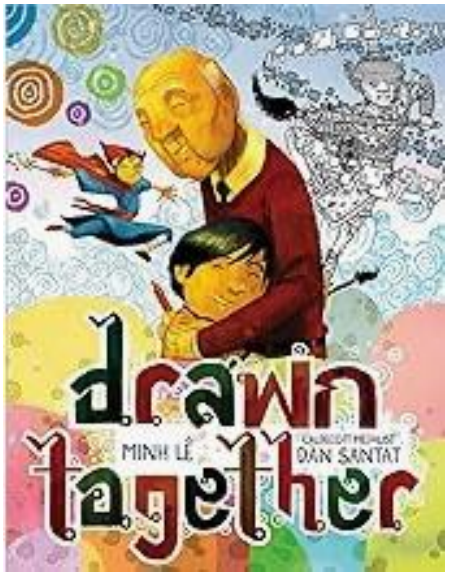
24
Crayola
COLOURS OF THE WORLD
CRAYONS
24

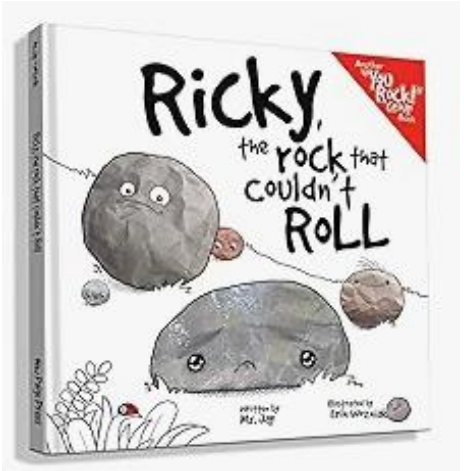
Familie

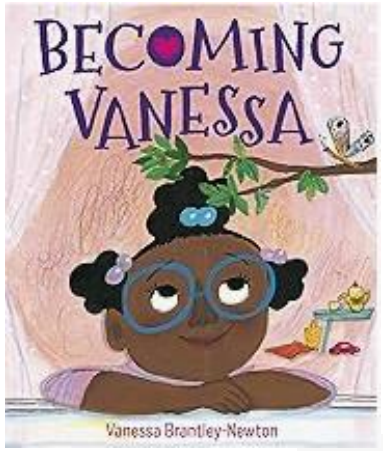
Identity

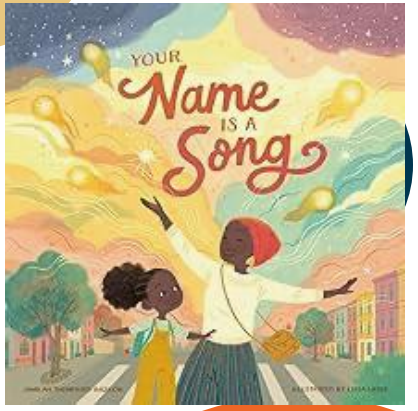
@mrsmacskinders

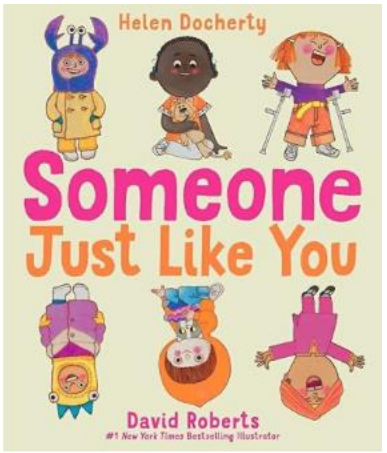


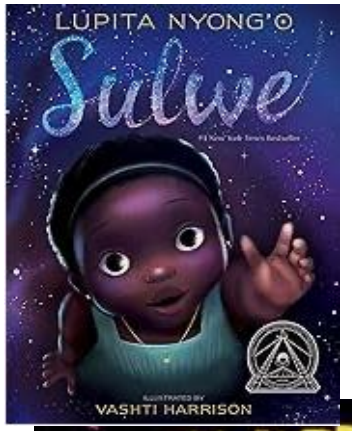


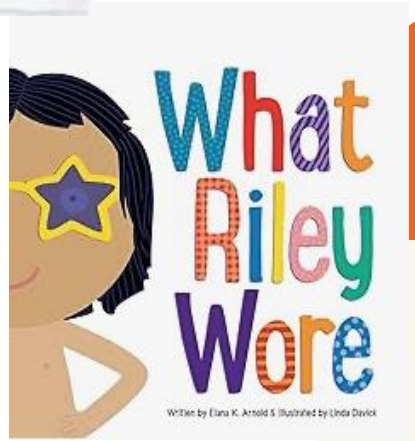


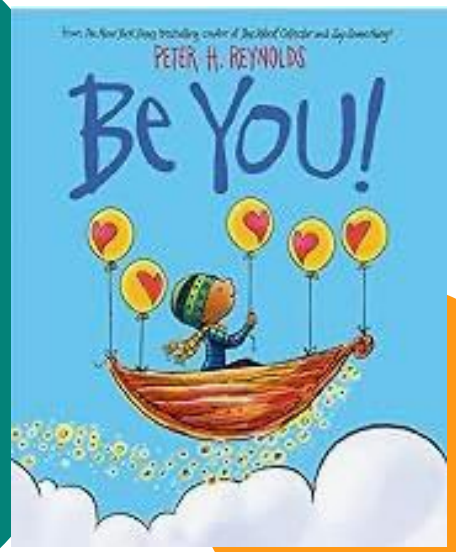


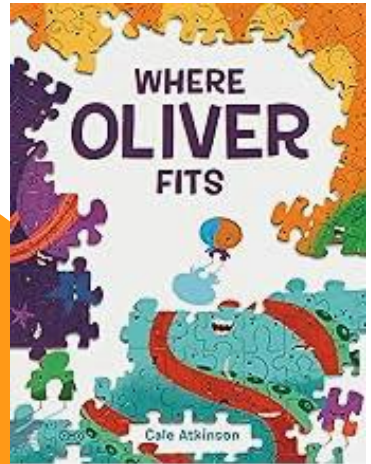


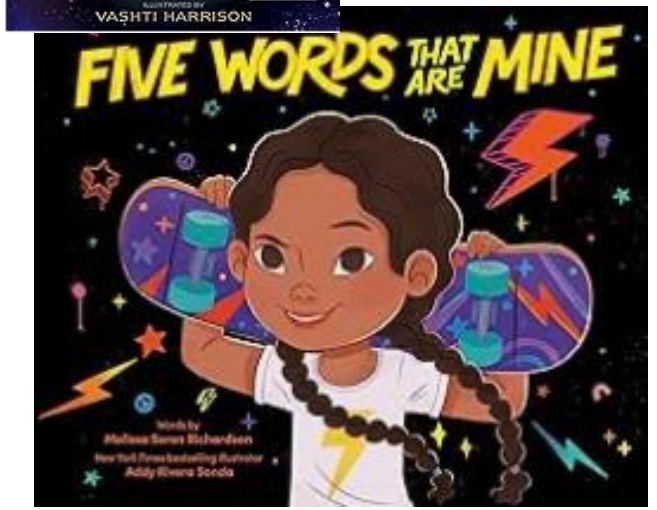




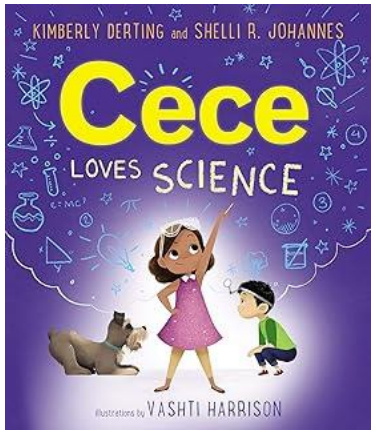


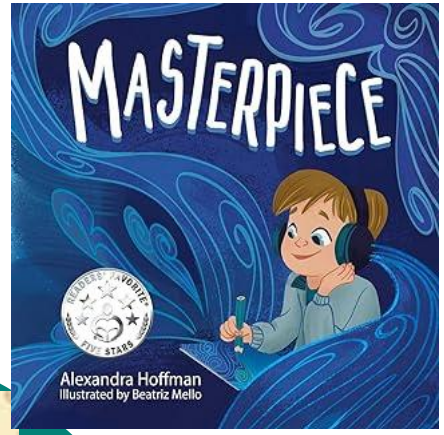


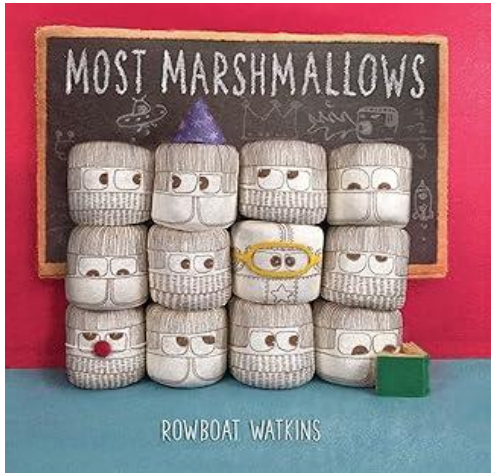


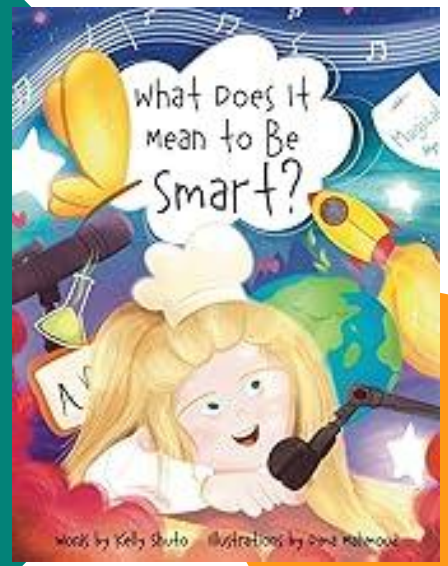


Strengths









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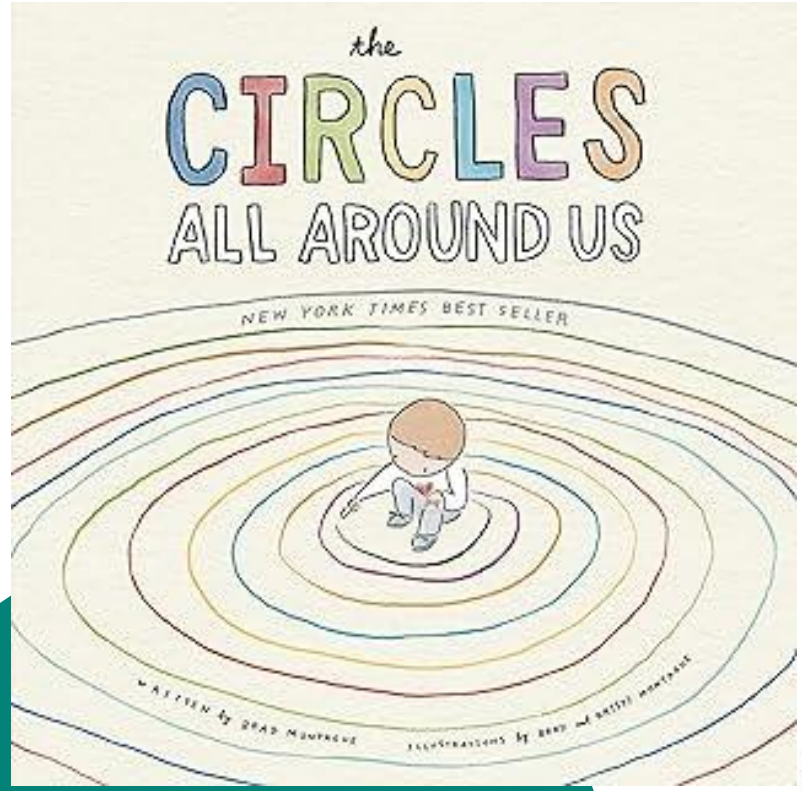
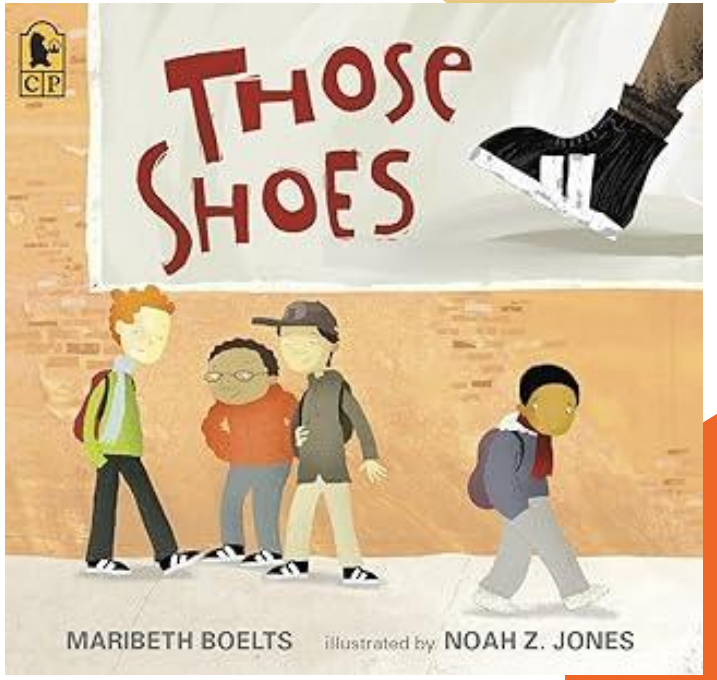
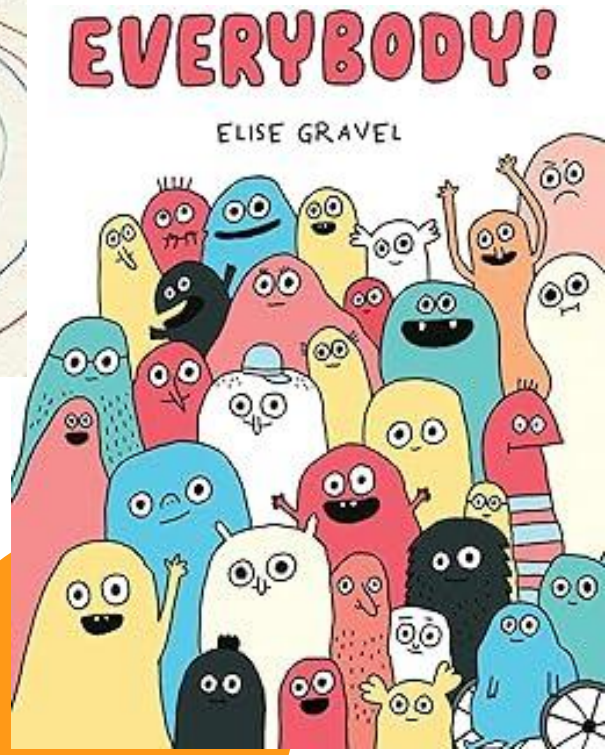
Interests

Needs







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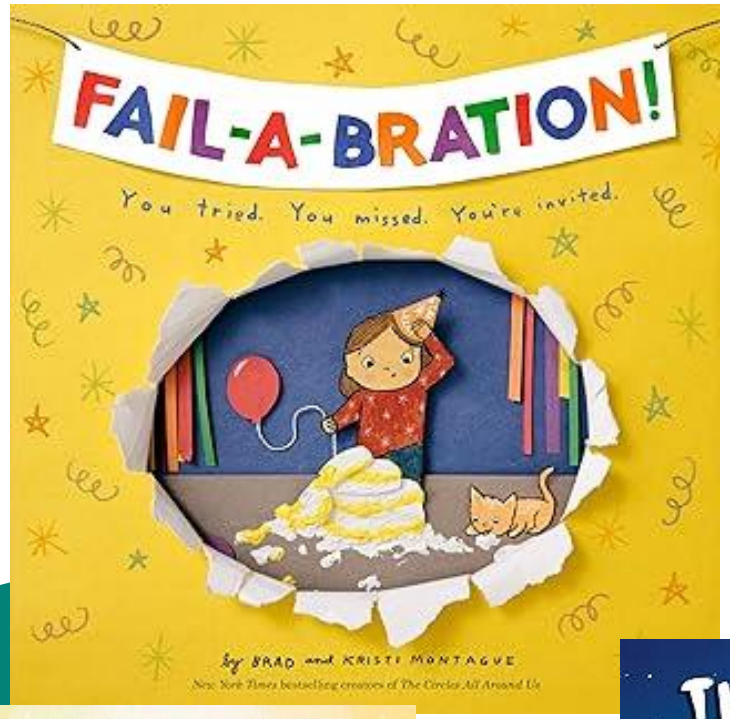
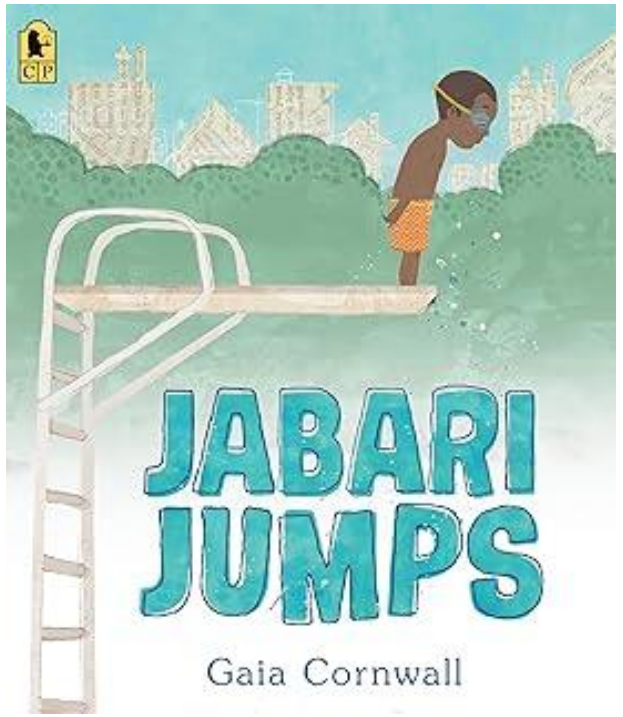
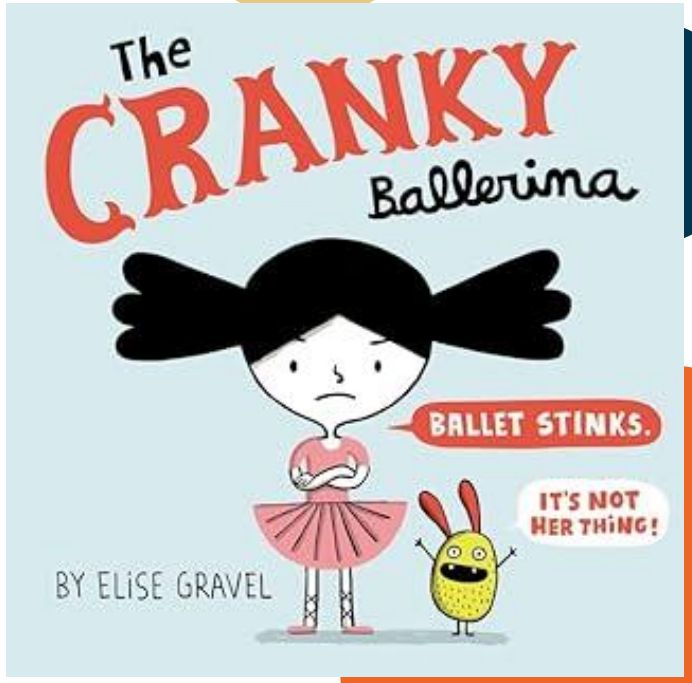
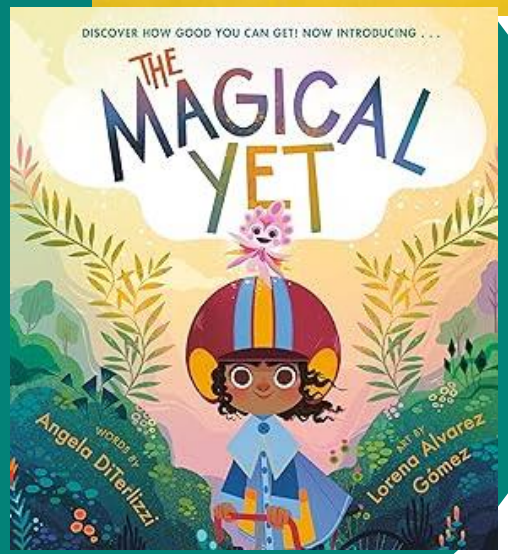
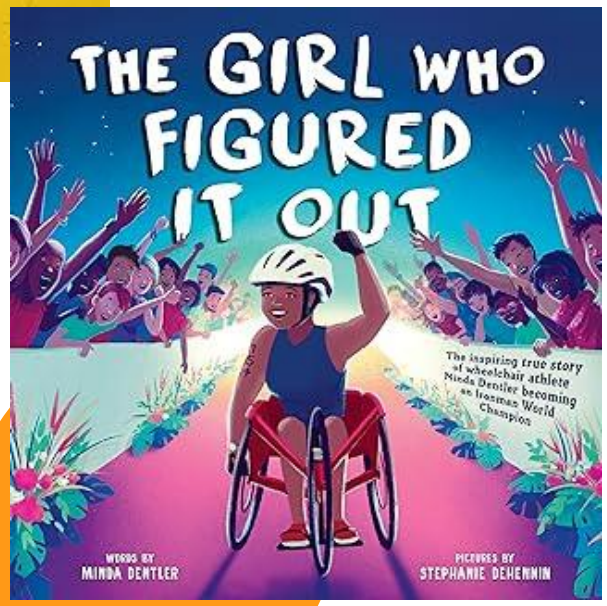
Stretches

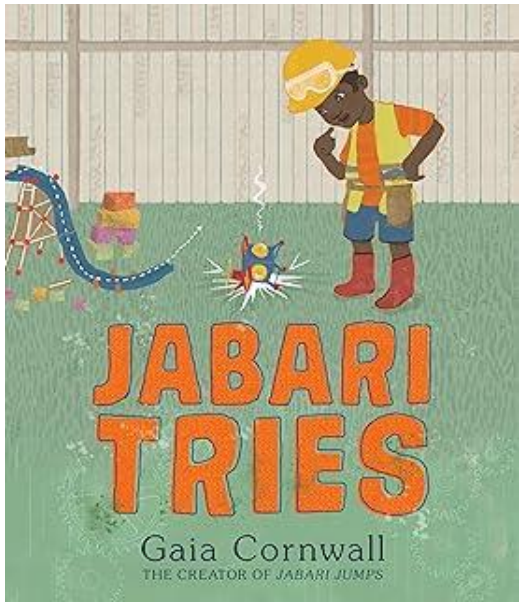

FAIL-A-BRATION!
You tried. You missed. You're invited.
by BRAD and KRISTI MONTAGUE

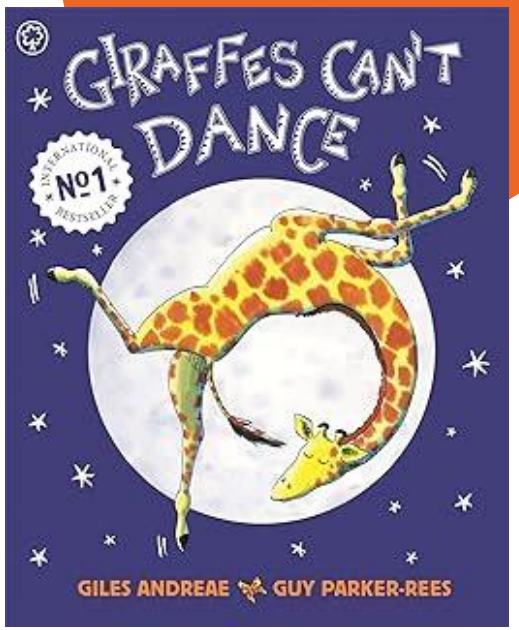

JABARI JUMPS
Gaia Cornwall


The CRANKY Ballerina
BALLET STINKS.
IT'S NOT HER THING!
BY ELISE GRAVEL


DISCOVER HOW GOOD YOU CAN GET! NOW INTRODUCING . . .
THE MAGICAL YET
Angela DiTerlizzi
Lorena Alvarez Gómez

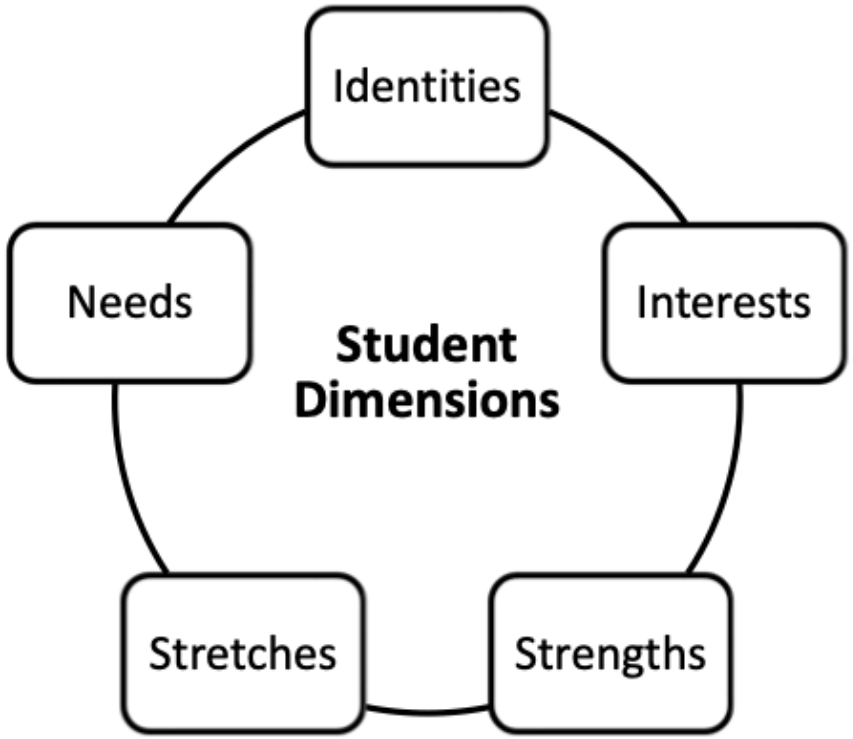

THE GIRL WHO FIGURED IT OUT
The inspiring true story of wheelchair athlete Nicola Dentler becoming an Ironman World Champion
MINDA DENTLER
STEPHANIE DEHENNIN


JABARI TRIES
Gaia Cornwall
THE CREATOR OF JABARI JUMPS

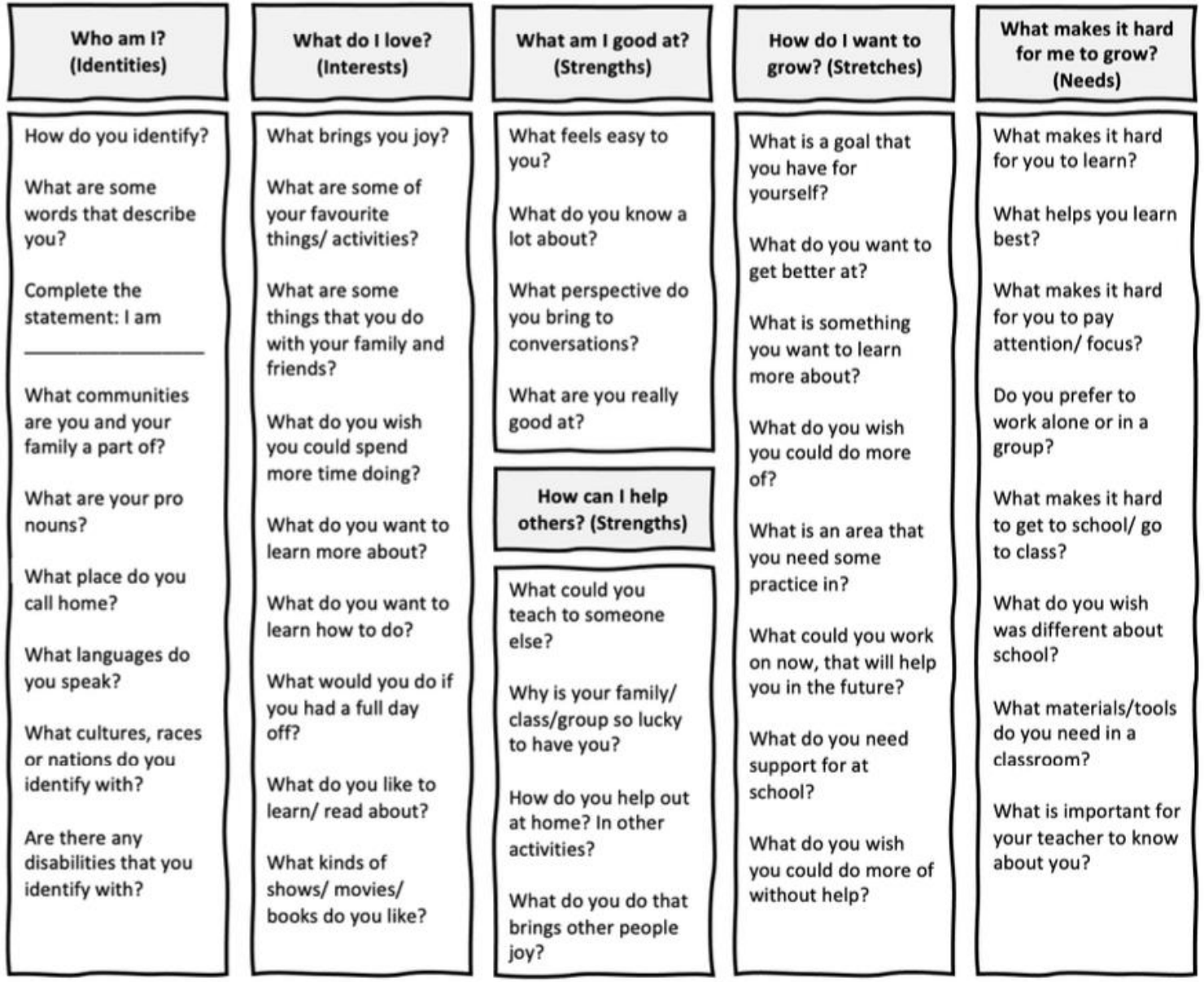

GIRAFFES CAN'T DANCE
No1
GILES ANDREAE
GUY PARKER-REES

Getting to know who the students are

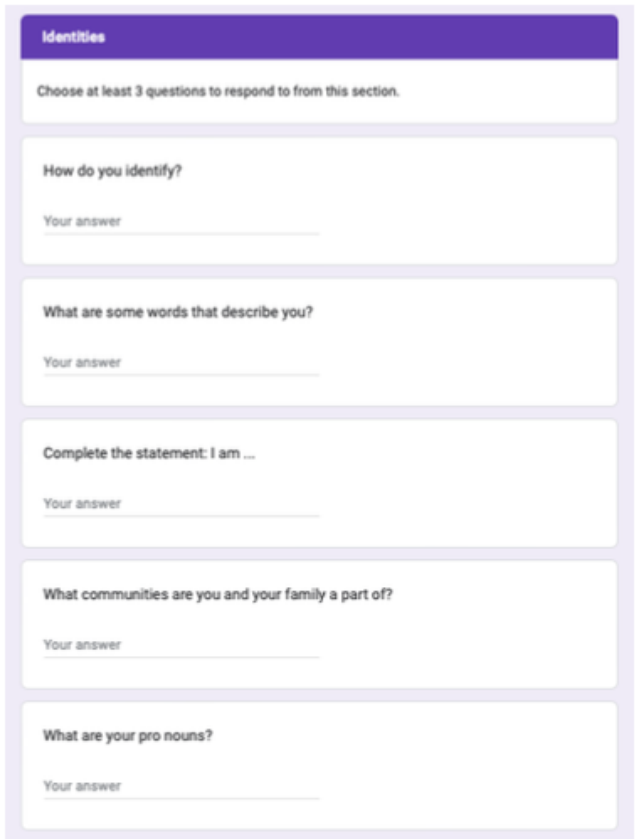
What dimensions can we capture so that we reduce and eliminate barriers AND design better for student variability?



Who are you? What are your dimensions?



Google Form: https://forms.gle/6CaTcpW3sSQnQnCp7



Identities

Choose at least 3 questions to respond to from this section.

How do you identify?

Your answer

What are some words that describe you?

Your answer

Complete the statement: I am ...

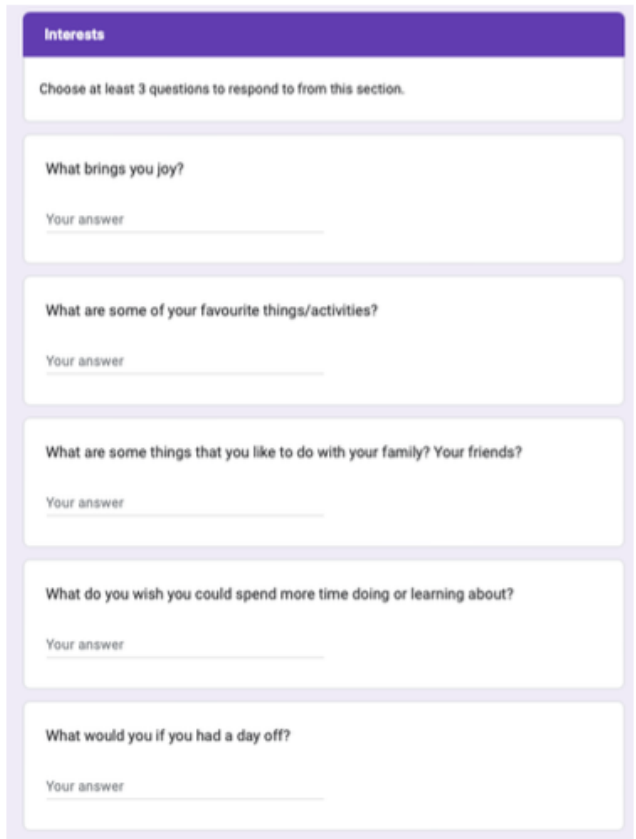
Your answer

What communities are you and your family a part of?

Your answer

What are your pro nouns?

Your answer



Interests

Choose at least 3 questions to respond to from this section.

What brings you joy?

Your answer

What are some of your favourite things/activities?

Your answer

What are some things that you like to do with your family? Your friends?

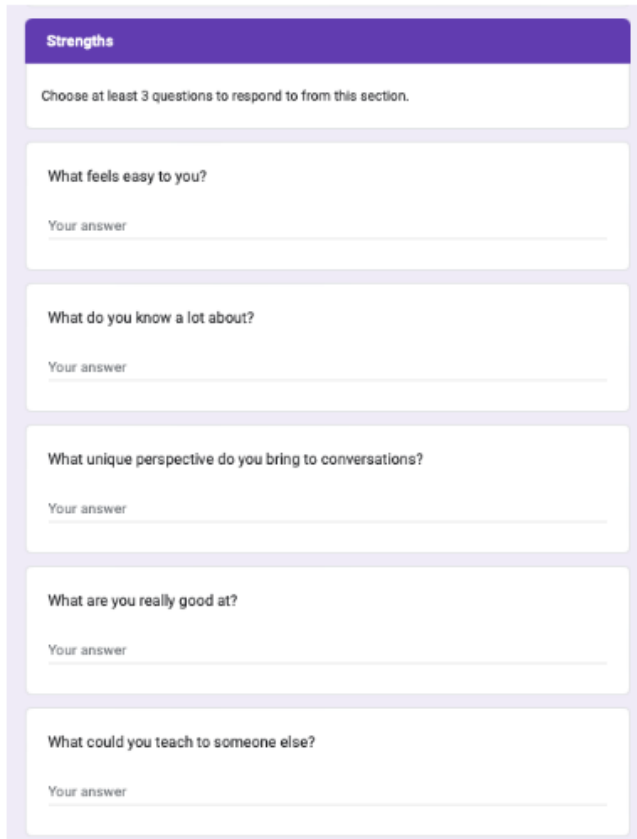
Your answer

What do you wish you could spend more time doing or learning about?

Your answer

What would you if you had a day off?

Your answer



Strengths

Choose at least 3 questions to respond to from this section.

What feels easy to you?

Your answer

What do you know a lot about?

Your answer

What unique perspective do you bring to conversations?

Your answer

What are you really good at?

Your answer

What could you teach to someone else?

Your answer

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

–Alexander den Heijer

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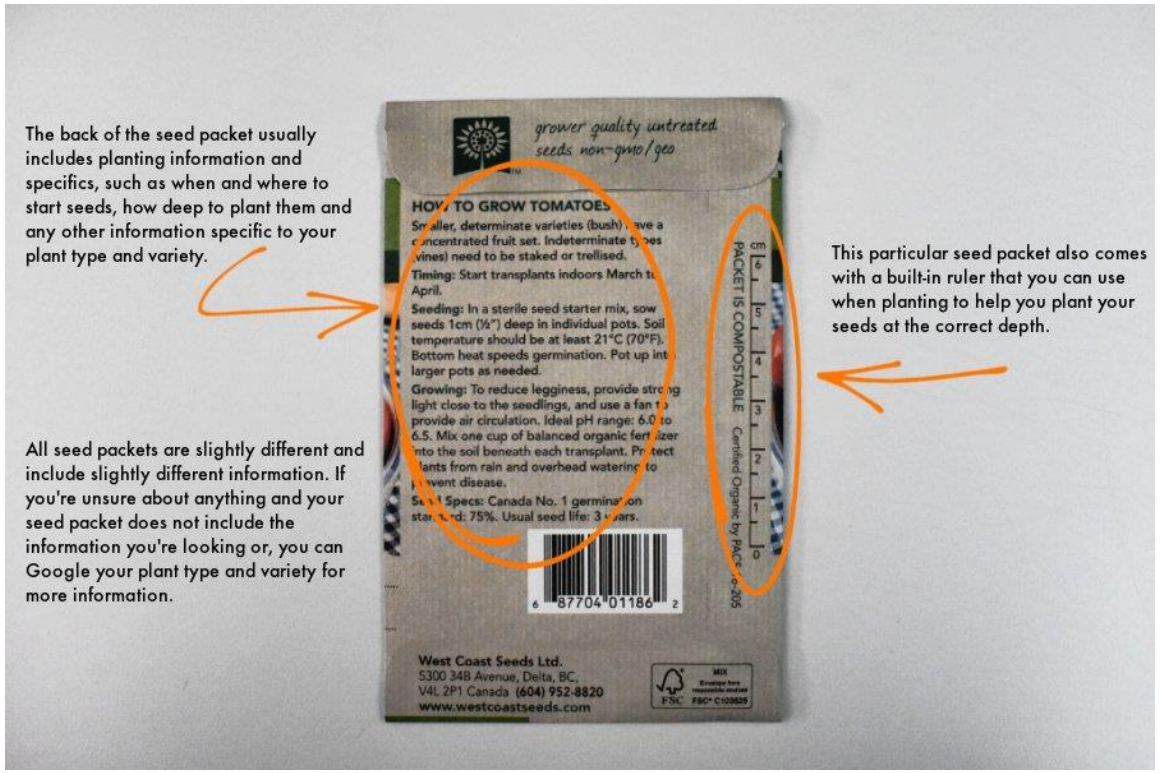
2023

The SEED PACKET



Strategy 1:

My I.E.Pea Seed Packet

Growth Year: _____

Name: _____ **Grade:** _____

Identities: I am…

- _____
- _____
- _____
- _____
- _____

Interests: I really like and/or what to learn more about:

- _____
- _____

Strengths: I am really good at and/or could teach others:

- _____
- _____
- _____
- _____

Goals: I want to grow in these areas:

1. _____
2. _____
3. _____

Needs: I need this support in these areas to grow:

- _____
- _____
- _____
- _____
- _____
- _____

Supports: I need this in my garden to grow:

- _____
- _____
- _____

Barriers: This is what makes it hard for me to grow:

- _____
- _____
- _____

Thank You For helping me GROW

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:					

Help us get to know Juni?

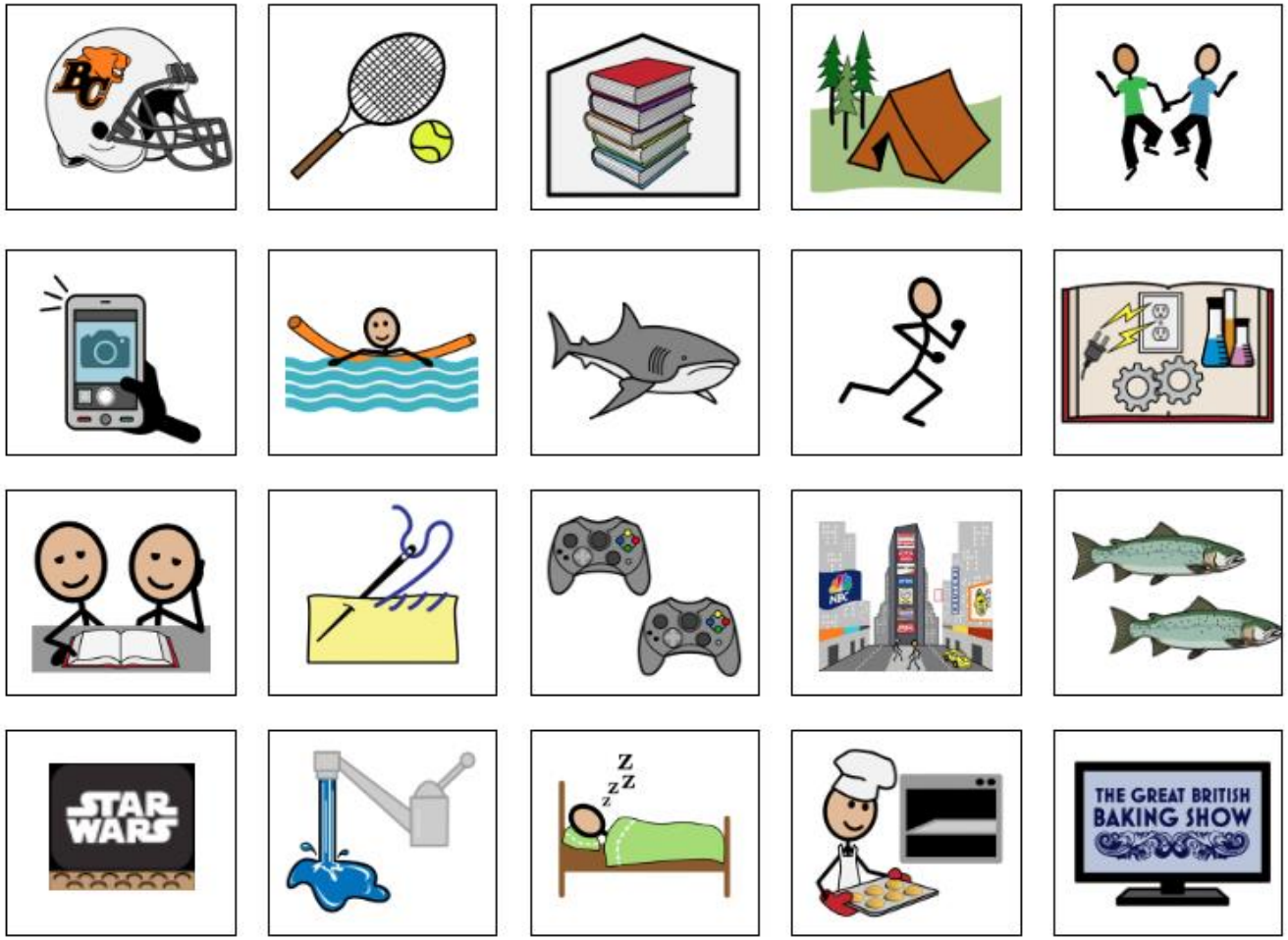
Date: Dec 2022

	Identities	Interests	Strengths	Stretches	Needs
Who are you and how do you know Juni?	What words would you use to describe Juni? What groups is Juni connected to in their community?	What is Juni interested in? What do they like to do on their own? With their friends? Family? Community?	What is Juni good at? What can they teach others?	What is hard for Juni? What do you think Juni wants to get better at?	What does Juni need support with? What is important for people to know about Juni?
Person 1: Rita Grandmother	Kind, strong, smart	watching me sew, taking pictures, listening to music	Patience, she notices everything	Waking up! Trying new things	She needs time and patience. If she is upset or frustrated, she needs space
Person 2: Frank Dad	Athletic, joyful, Ukrainian, church	Watching the baking shows , fishing with me	A great listener, being present	Independence, changes in routine	I think she worries a lot; I need others to know that she needs reassurance sometimes
Person 3: Kiran Family Friend	funny	Football! She loves the BC lions, movies, going for walks	making you feel so important, spreads joy, makes everyone laugh	Friendships, spending more time with her peers	Sharing her thinking, communicating. She has come such a long way!
Person 4:Matty Cousin	Fun, we play a lot together	Whale sharks, camping, swimming	Playing with me	Its hard for Juni to talk sometimes, but I know when she likes something, and she likes me	using her iPad to help her talk

Help us get to know Juni? **Date: Dec 2022**

	Identities	Interests	Strengths	Stretches	Needs
Who are you and how do you know Juni?	What words would you use to describe Juni? What groups is Juni connected to in their community?	What is Juni interested in? What do they like to do on their own? With their friends? Family? Community?	What is Juni good at? What can they teach others?	What is hard for Juni? What do you think Juni wants to get better at?	What does Juni need support with? What is important for people to know about Juni?
Person 1: Mr. Lopez Classroom Teacher	Strong, smart, a learner	Getting read to, books, you tube, science	Connecting with her peers	Communicating, independence, asking to help when she needs it	She needs support with her reading (decoding) and her communication with the device
Person 2: Benny Educational Assistant	Funny, curious	Fashion, her friends, books, magazines, her iPad	She knows what she likes and doesn't like and lets us know	Making friends, communicating or using strategies before she gets too frustrated	She needs a chance to rest throughout the day and breaks
Person 3: Ms. Turner SLP	joyful	Sights and sounds around her, being social	Using her iPad to communicate	Building friendships, communicating what she needs	She needs her device available to her, she needs to be around her peers
Person 4: Jesse Classmate	Funny, sometimes she's loud	Playing games, hanging out with her friends	Being happy, making people laugh	I think talking is hard for her	she needs to be around us, her friends

Building my Student profile: What are my INTERESTS?



Strategy 1:

My I.E.Pea Seed Packet

Growth Year: _____

Name: _____ **Grade:** _____

Identities: I am…

- _____
- _____
- _____
- _____
- _____

Interests: I really like and/or what to learn more about:

- _____
- _____

Strengths: I am really good at and/or could teach others:

- _____
- _____
- _____
- _____

Goals: I want to grow in these areas:

1. _____
2. _____
3. _____

Needs: I need this support in these areas to grow:

- _____
- _____
- _____
- _____
- _____
- _____

Supports: I need this in my garden to grow:

- _____
- _____
- _____

Barriers: This is what makes it hard for me to grow:

- _____
- _____
- _____

Thank You For helping me GROW

Class Review:	School Team:	Date:

Class Dimensions

Class Identities	Class Interests	Classroom Strengths	Classroom Stretches
Student Perspectives: Team Perspectives:	Student Perspectives: Team Perspectives:	Student Perspectives: Team Perspectives:	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:	School Team:	Date:

Class Dimensions

Class Identities	Class Interests	Classroom Strengths	Classroom Stretches

Student Dimensions

Class Needs

Need:	Need:	Need:	Need:	Need:

Prioritized Needs to Target

Team Goals

Some big questions and/or goals that we have for this class:

Collaborative Team Goals

Team Reflections & Decisions

What works well for this class?	What else can we do to reduce barriers for this class?

Collaborative Team Decisions

The Class Review – Brownlie, F & King, J, 2011

adapted by Dr. Shelley Moore 2023

Class Review:	School Team:	Date:

Class Dimensions

Class Identities	Class Interests	Classroom Strengths	Classroom Stretches

Student Dimensions

Class Needs

Need:	Need:	Need:	Need:	Need:

Prioritized Needs to Target

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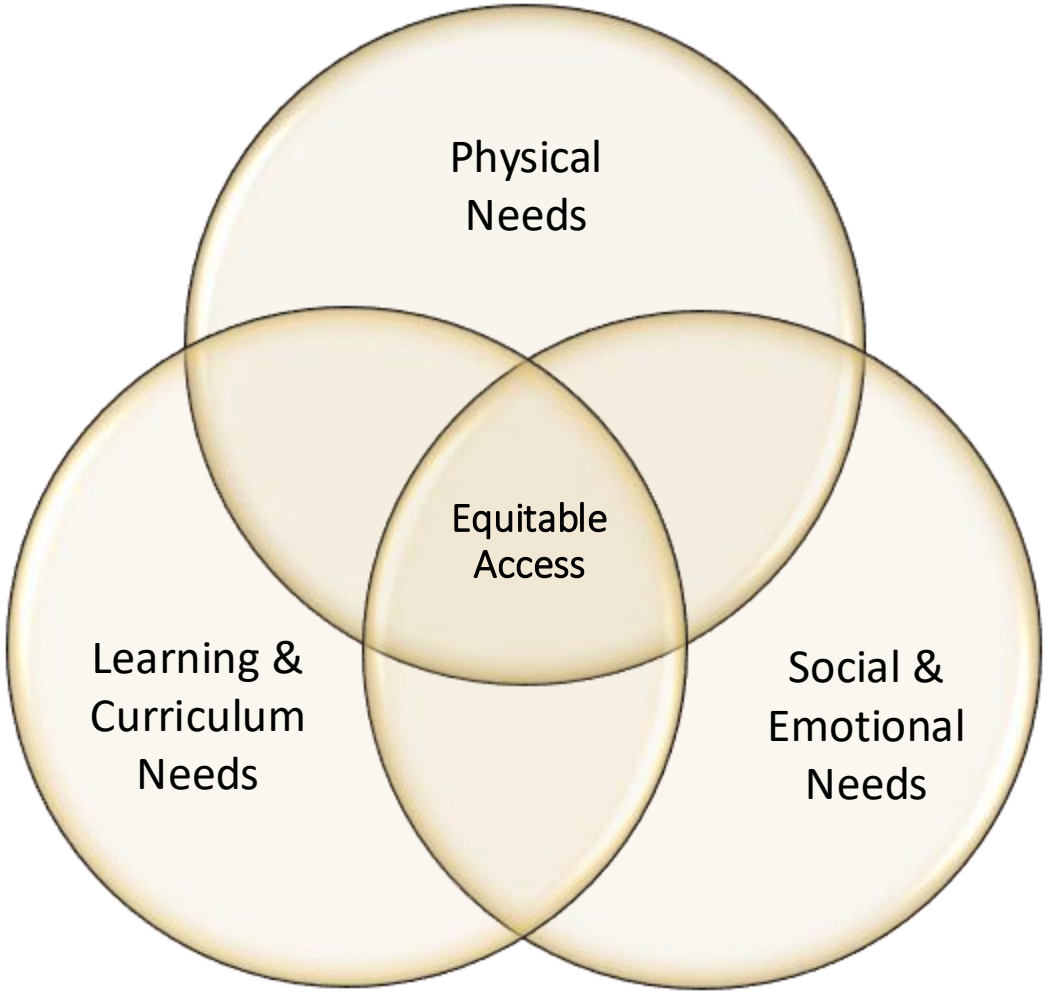
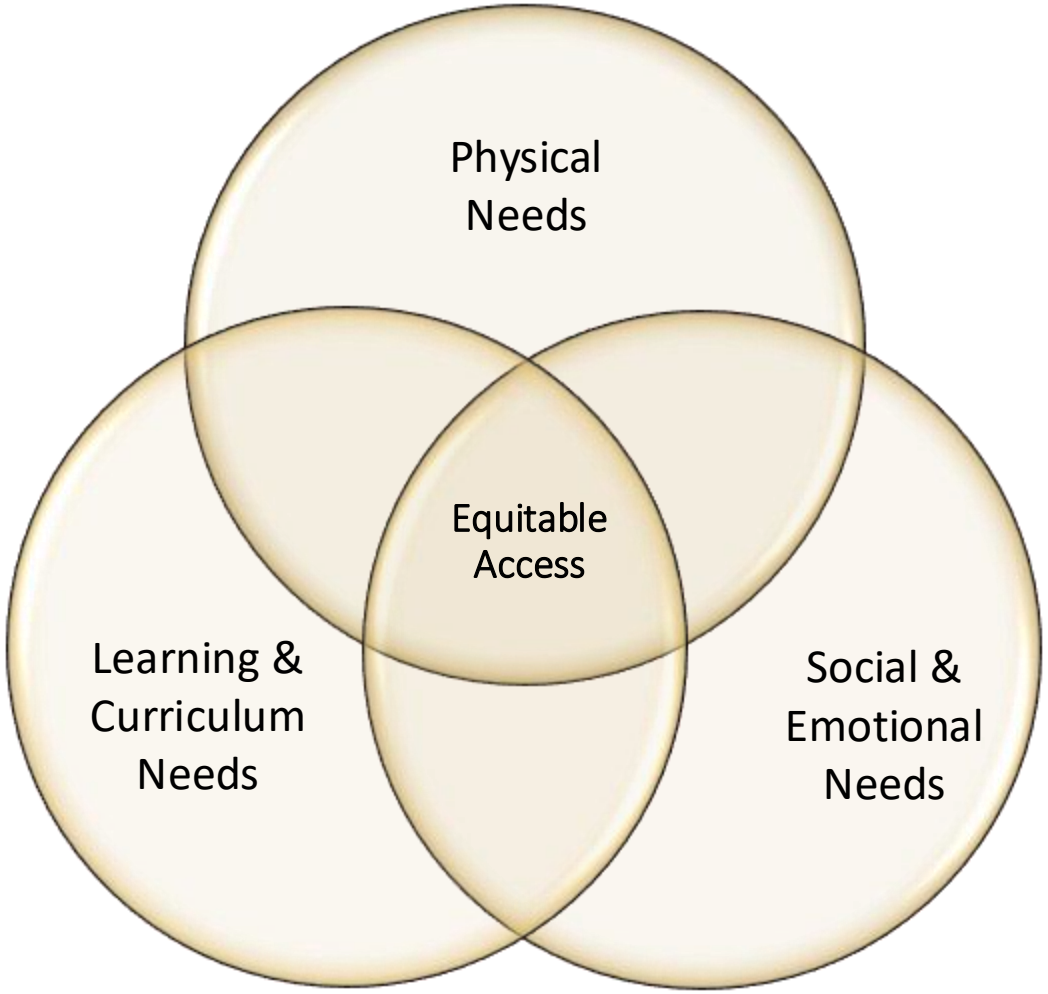
Increasing Inclusive & Equitable Access by Designing for Individual Needs



Moore, 2023

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 Plan: Need Based Reflection

Target Classroom: Gr. 8 Humanities **Classroom Teacher(s): M.B.** **Date: Fall 2022**

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 **AB - G, Q, H** **AD - Q** **JR, MH, PR, MP, MB** FP, KP, SS, ST	This is an **IEP/LSP** needs based area	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
Anger or Frustration	**AB,** SS	☐	x	☐
Anxiety	**AB, AD**	☐	☐	x
Articulation	**AD,** FP	☐	☐	x
Attendance	**AD,** FP, ST	☐	x	x
Assistive Technology	**AB**	☐	☐	x
Attention	**AB, AD,** KP	☐	x	☐
Vision	☐	☐	☐	☐
Bullying	**AB**	☐	x	☐
Central Auditory Processing	☐	☐	☐	☐
Communication	**AB, AD**	x	☐	☐
Hearing	☐	☐	☐	☐
Depression/Sadness	**AB,** ST	☐	☐	x
Eating/ Food	☐	☐	☐	☐
Emotional Regulation	**AB,** KP	x	☐	☐
English Language Skills	SS	☐	☐	☐
Engagement/ Motivation	**AB, AD**	☐	x	☐
Executive Functioning	FP, ST, SS	x	☐	☐
Fine Motor Skills	☐	☐	☐	☐
Gambling	☐	☐	☐	☐
Greif Management	**AB,** ST	x	☐	☐
Gross Motor Skills	☐	☐	☐	☐
Hearing	☐	☐	☐	☐
Identity	**AB, AD**	x	☐	☐
Intellectual Ability	**AD**	☐	☐	x
Listening Comprehension	**AD**	☐	☐	x
Low Vision	☐	☐	☐	☐
Memory	**AD**	☐	☐	x
Mental Health	**AB,** ST	☐	x	☐
Metacognition	**AB,** ST, KP	x	☐	☐
Mobility	☐	☐	☐	☐

Non-Verbal Reasoning	FP	☐	x	☐
Organization	**AB, AD,** FP, KP	x	☐	☐
Personal Care	**AB**	☐	☐	x
Personal Safety	**AB**	☐	☐	x
Phonological Processing	☐	☐	☐	☐
Processing Speed	☐	☐	☐	☐
Self Esteem	**AB, AD,** KP	x	☐	☐
Self- Advocacy	FP, SS	x	☐	☐
Self-Harm/ Suicide Management	☐	☐	☐	☐
Self-Regulation	**AB, AD**	x	☐	☐
Sensory Integration	☐	☐	☐	☐
Sequencing	FP	☐	☐	x
Social Skills	**AB**	☐	☐	x
Substance Abuse	☐	☐	☐	☐
Task Initiation	**AB, AD,** KP, SS	x	☐	☐
Time Management	**AB, AD,** KP	x	☐	☐
Transition	**AB**	x	☐	☐
Verbal Ability	☐	☐	☐	☐
Visual-Motor Skills	☐	☐	☐	☐
Visual Spatial Processing	☐	☐	☐	☐
Other:	☐	☐	☐	☐
Other:	☐	☐	☐	☐
Other:	☐	☐	☐	☐
Other:	☐	☐	☐	☐

What are the priority needs for this class?	What additional needs are impacting learning?
1. Metacognition 2. Organization 3. Self Esteem 4. Task Initiation 5. Communication	1. Anxiety 2. Intellectual ability 3. Mental health 4. Personal safety 5. Social skills

Class Review: THEE KINDERGARTEN	School Team: LM & SM	Date: November 2024

Class Dimensions

Class Identities

Student Perspectives:

- Blackfoot, Athletic, Hilarious, Artists, Kind, a Friend, a Helper, Sister, Brother, Grandbaby, the Baby

Team Perspectives:

- 8 B, 8 G
- New comer families,
- Pakistan, Nigeria, Indigenous (Reserve land),
- Non speaking, Pre speaking,
- English, Tagalog, Blackfoot

Class Interests

Student Perspectives:

- Art, be an artist/ creative, big cats, cooking, how to be a chef, learning new languages (Blackfoot)

Team Perspectives:

- Outdoor learning, play, being outside and discovering, tools – trying new things, how to be leaders, how to change the world/ make an impact

Classroom Strengths

Student Perspectives:

- Kind, helpers, big hearts, making people happy/ laugh/ feel good, readers, retell/tell a story, art

Team Perspectives:

- Aware, curious, big hearts, confident, engaged, joyful, happy, helping others, awe, energetic, motivated, eager to learn, creativity (art, loose parts, think differently, think outside the box) unique

Classroom Stretches

Student Perspectives:

- Reading, writing, using writing tools, independence (solve problem, tie show, do this without help)

Team Perspectives:

- Being part of a community that isn't their family, first time out in the world outside their family (lining up, sharing space, taking turns), feel valued in a new community, how to contribute to a community

Class Needs

Need: Communication (receptive)	Need: **Communication (expressive)**	**Need: Executive Functioning**	**Need: Gross/Fine Motor**	**Need: Self Regulation of Learning**
AA, DC, NC, AC, AM, CS, KP, IO, AY, BQ	AA, DC, NC, AC, AM, CS, KP, IO, AY, BQ	AA, DC, NC, AC, AM, CS, KP, IO, DG, AY, CV, BQ	AA, DC, NC, AC, AM, CS, IO, DG, AY, CV, BQ	AA, DC, AC, CS, KP, IO, DG, KM, BQ

Team Goals

Some big questions and/or goals that we have for this class:

- How can we help this group of students become a part of, be responsible in and contribute to, make a difference in a community outside of their home?
- How can our community honour the many diverse and unique abilities, while also meet the needs of the community, each other, and themselves?
- How do help students be aware of who they are and what they need and how that is different (and okay) than others? (identity and advocacy)?

Team Reflections & Decisions

What works well for this class?

- Food, fresh air, and fun
- Movement, voice & choice, goal setting, involving them in problem solving as a community

What else can we do to reduce barriers for this class?

Class Review for: Science 10	**School: Nechako Valley Secondary School**	**Date: October 17, 2023**

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	Outdoors, dirt biking, hunting, horses, art, music, reading, football, hockey, volleyball, soccer, ruby, painting, cooking, computers, gaming, movies, band, agriculture, farming**,**	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	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:	**Some goals we have for 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	• 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:	**What do we still want to try:**
• 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	• 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**	**Need: Social Skills**	**Need: Transitions**	**Need: Language and Reading**	**Need: SEL and Self regulation**
Everyone	LB, HS, WS, CA, , JM	LB, HS, WS, CA,,JM, everyone	LB, HS, WS, CA,JM	LB, HS,WS,CA,JM, Everyone

*** Also an IEP Need Area**

Class Review:	School Team:	Date:

Class Dimensions

Class Identities	Class Interests	Classroom Strengths	Classroom Stretches

Student Dimensions

Class Needs

Need:	Need:	Need:	Need:	Need:

Prioritized Needs to Target

Team Goals

Some big questions and/or goals that we have for this class:

Collaborative Team Goals

Team Reflections & Decisions

What works well for this class?	What else can we do to reduce barriers for this class?

Collaborative Team Decisions

The Class Review – Brownlie, F & King, J, 2011

adapted by Dr. Shelley Moore 2023

Making Collaborative Decisions: A Menu of Support

Options for how I (a support teacher) can support you (a classroom teacher) to support this class?

Classroom Support

- ❑ Capturing student voice/evidence of learning
- ❑ Build a needs-based classroom support plan based on priority needs
- ❑ Using an IEP as a blueprint for a class
- ❑ Setting up and using technology
- ❑ Working with support staff to respond to class needs
- ❑ Curricular Co-planning
  - ❑ Backwards Design
  - ❑ Constructing learning continuums
  - ❑ Inclusive lesson design
  - ❑ Creating curricular accessibility and challenge opportunities
  - ❑ Drawing on UDL principles and strategies to reduce learning barriers

Classroom Support Cont.

- ❑ Teaching/co-teaching (must be paired with co-planning)
  - ❑ Needs based supports & strategies to a class
  - ❑ Curricular inclusive lessons
  - ❑ Core competency lessons
  - ❑ Disability demystification
  - ❑ Supporting peers to support each other
  - ❑ Station/small group teaching/conferencing
- ❑ Co-assessing/offering formative feedback
- ❑ Gathering/creating resources & materials
  - ❑ Themed & diverse text sets, accessible texts/activities
  - ❑ Visual/object supports

Individual Student Support

- ❑ Implementing IEPs inclusively
- ❑ Place alignment planning (working to increase the enrollment and attendance of a student)
- ❑ Purposeful planning (working to make enrollment & attendance meaningful for a student)
- ❑ Working with support staff to respond to individual needs
- ❑ Gathering place based and triangulated evidence for IEP review

Menu of Support: Adapted from L. Schnellert, 2011

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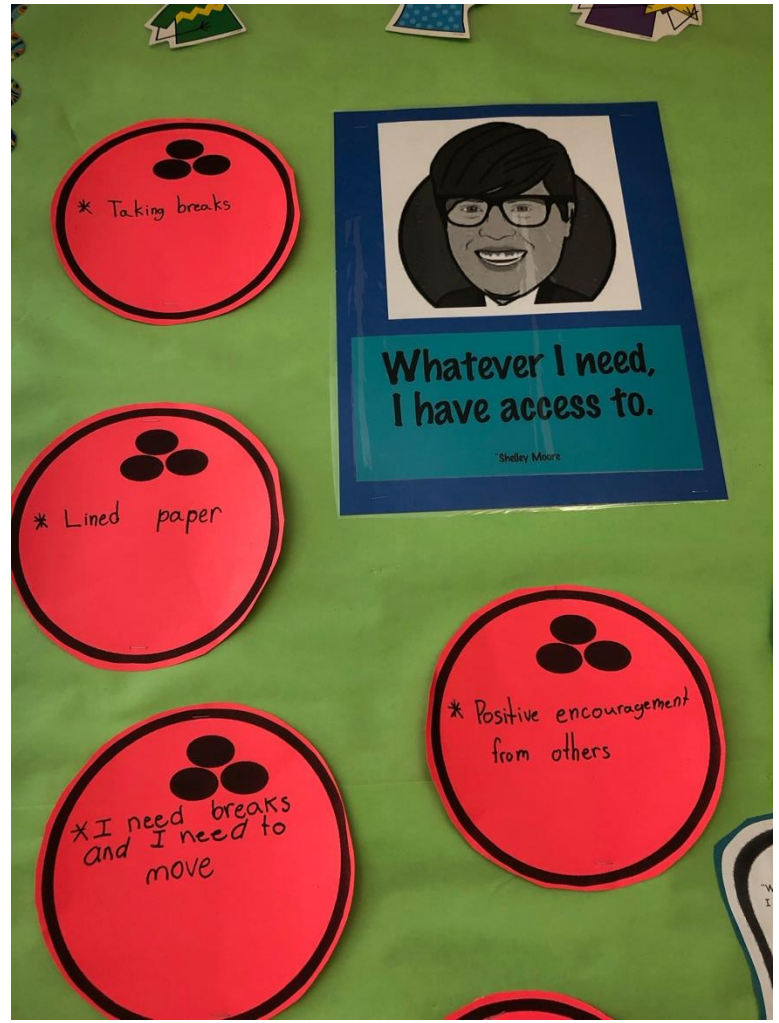
Menu of Support: Adapted from L. Schnellert, 2011

Strategy: taking a 2 min break



Strategy: taking a 2 min break

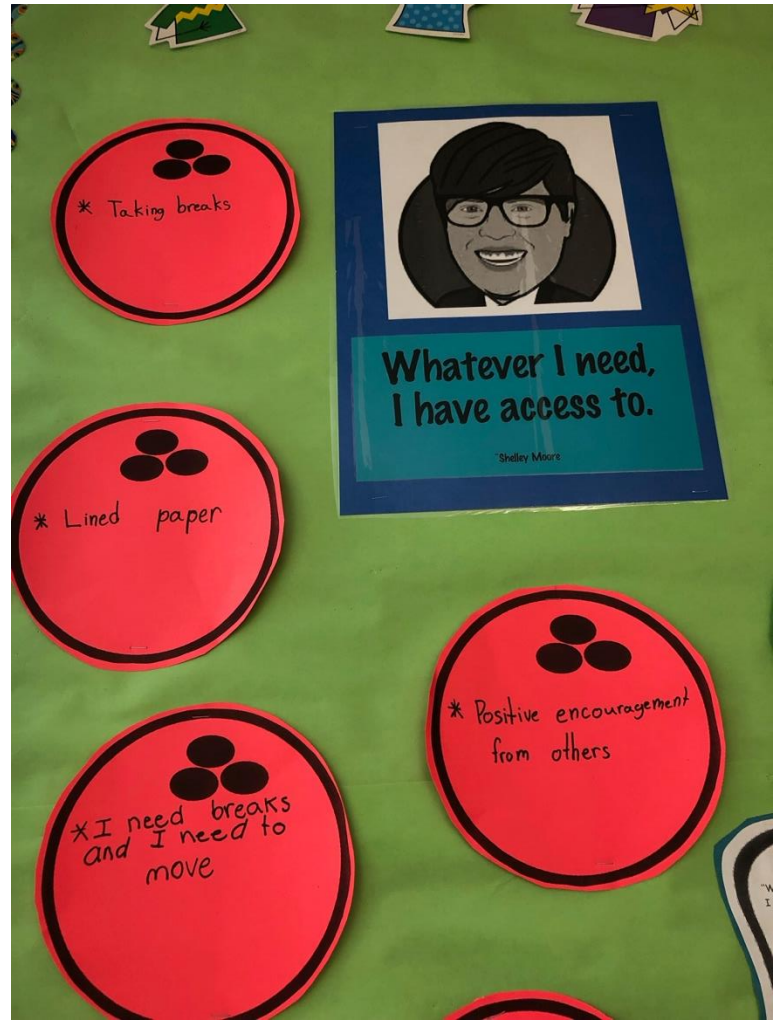
Instruct

- 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

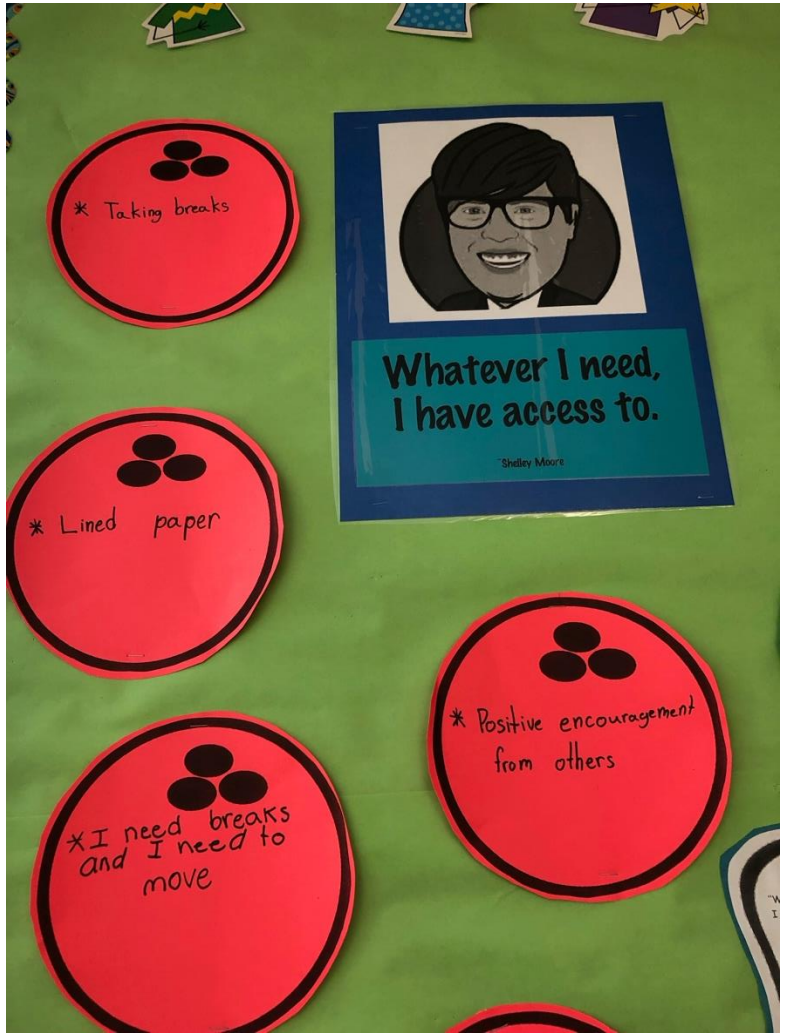
Instruct

- 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

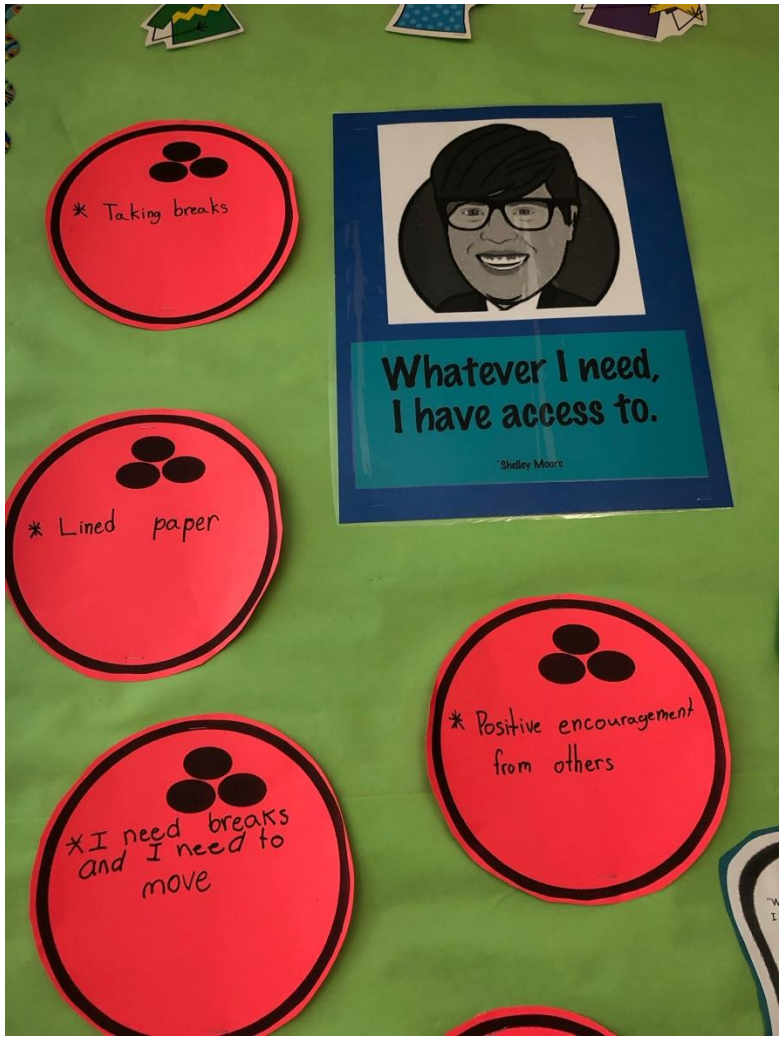
standing desks

access points

sensory tools

snacks/ water

hats



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- ❑ Gathering place based and triangulated evidence for IEP review

Menu of Support: Adapted from L. Schnellert, 2011

What’s next for you?

- 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?

Its not about changing everything, its about changing something.

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