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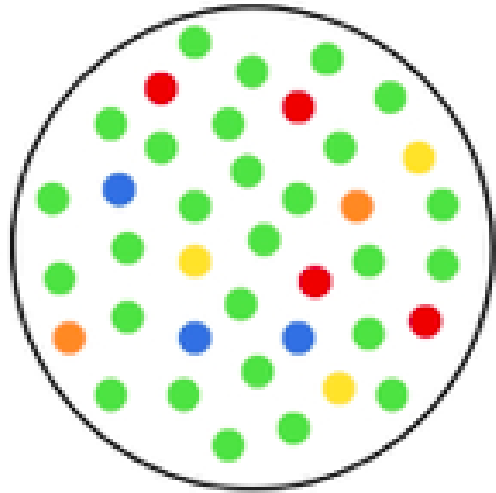
Dr. Shelley Moore

WHAT DOES

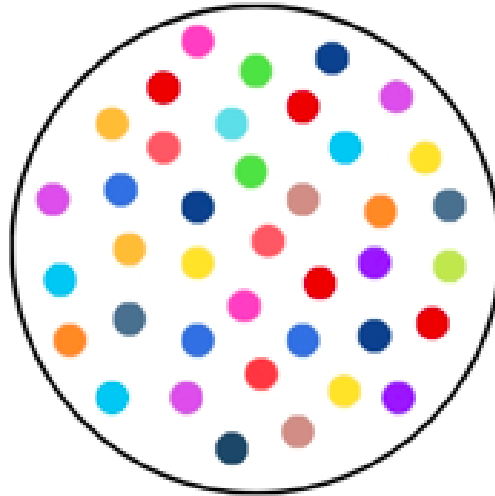
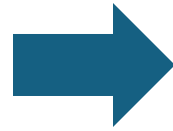
inclusion

MEAN?

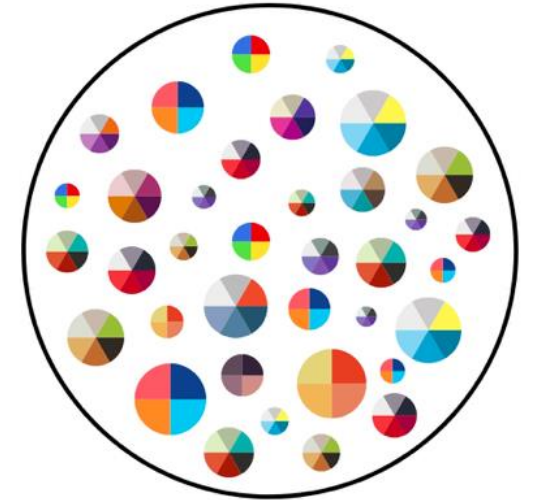
How do we do **inclusion** ?



Including
'special needs' children
into general education
classrooms



Teaching and designing for
diversity
(that includes Disability)



Creating safe spaces for students to
identify
(that includes Disability)

How do we “do”

Inclusion?



What is a barrier?

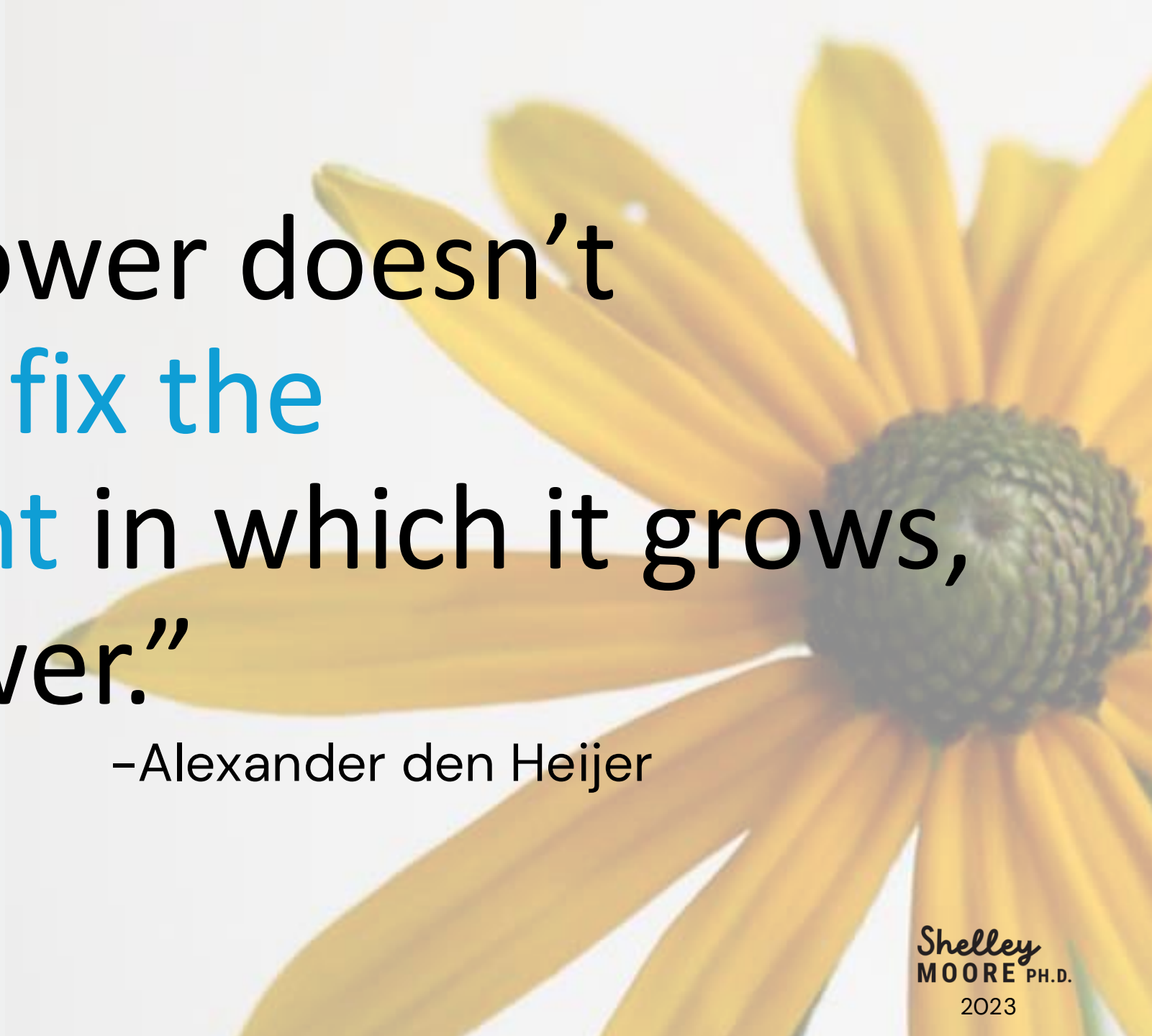
What is a need?



Reducing Barriers



Supporting Needs



“When a flower doesn’t bloom, you **fix the environment** in which it grows, not the flower.”

–Alexander den Heijer

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

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

PERIODIC TABLE OF PLANT NUTRIENTS

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

Source: Greenandvibrant.com



Some plants need added nutrients

Some plants need companions

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



A few plants may need very specific temperatures and humidity levels

MULTIPLE LAYERS OF SUPPORT



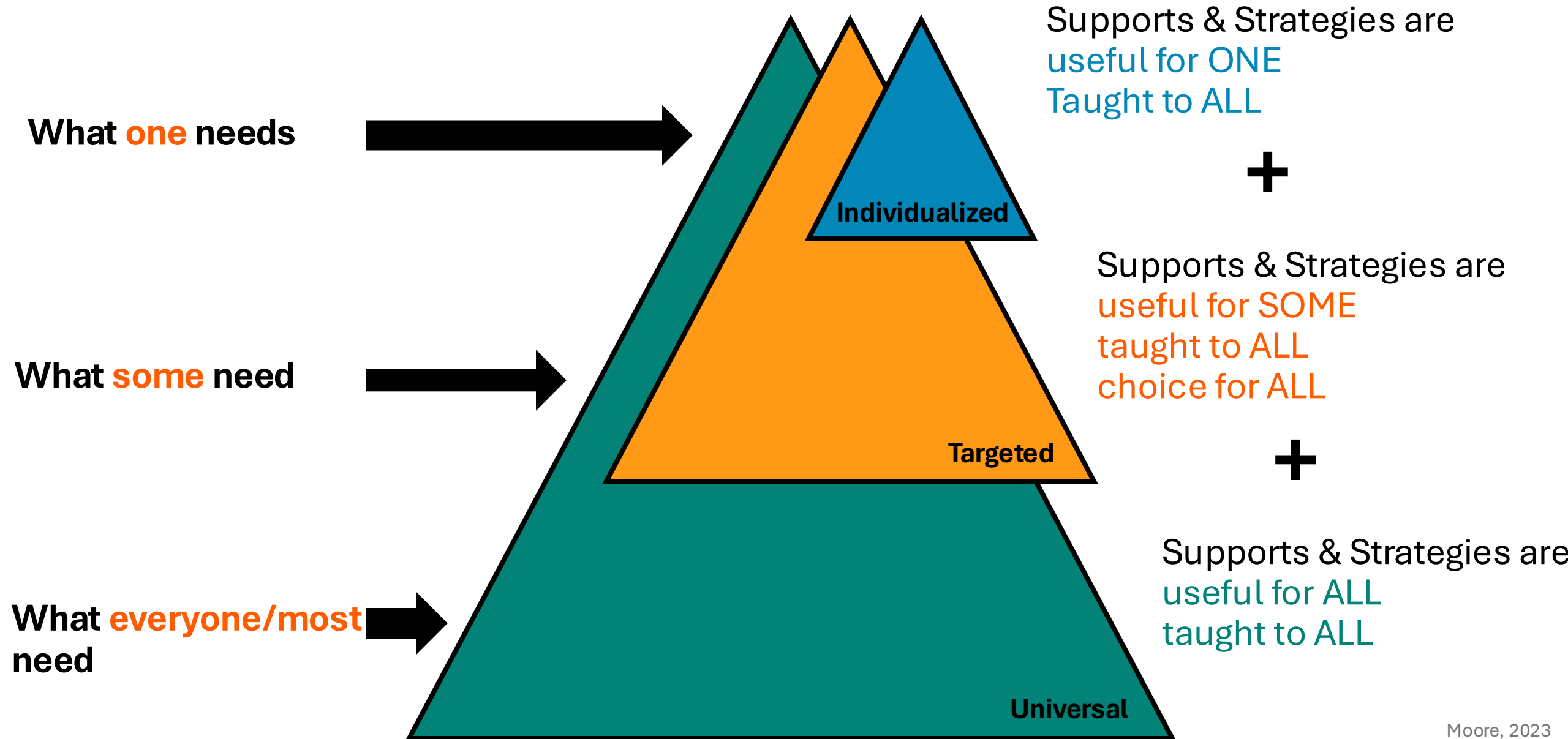
PERIODIC TABLE OF PLANT NUTRIENTS

1	15	19	23	27	31
N Nitrogen	P Phosphorus	K Potassium	Mg Magnesium	S Sulfur	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



Multiple Layers of Needs Based Support



Reducing Barriers



Universal Design for Learning 3.0

Provide multiple means of
Engagement



Affective Networks
The "WHY" of Learning

This panel features a green background with a white brain icon. The brain has several regions highlighted in green, representing affective networks. The text is positioned to the left of the brain icon.

Provide multiple means of
Representation



Recognition Networks
The "WHAT" of Learning

This panel features a purple background with a white brain icon. The brain has several regions highlighted in purple, representing recognition networks. The text is positioned to the left of the brain icon.

Provide multiple means of
Action & Expression



Strategic Networks
The "HOW" of Learning

This panel features a blue background with a white brain icon. The brain has several regions highlighted in blue, representing strategic networks. The text is positioned to the left of the brain icon.

Design Multiple Means of Engagement



Design Multiple Means of Representation



Design Multiple Means of Action & Expression



Access

Design Options for Welcoming Interests & Identities (7)

- Optimize choice and autonomy (7.1)
- Optimize relevance, value, and authenticity (7.2)
- Nurture joy and play (7.3)
- Address biases, threats, and distractions (7.4)

Design Options for Perception (1)

- Support opportunities to customize the display of information (1.1)
- Support multiple ways to perceive information (1.2)
- Represent a diversity of perspectives and identities in authentic ways (1.3)

Design Options for Interaction (4)

- Vary and honor the methods for response, navigation, and movement (4.1)
- Optimize access to accessible materials and assistive and accessible technologies and tools (4.2)

Support

Design Options for Sustaining Effort & Persistence (8)

- Clarify the meaning and purpose of goals (8.1)
- Optimize challenge and support (8.2)
- Foster collaboration, interdependence, and collective learning (8.3)
- Foster belonging and community (8.4)
- Offer action-oriented feedback (8.5)

Design Options for Language & Symbols (2)

- Clarify vocabulary, symbols, and language structures (2.1)
- Support decoding of text, mathematical notation, and symbols (2.2)
- Cultivate understanding and respect across languages and dialects (2.3)
- Address biases in the use of language and symbols (2.4)
- Illustrate through multiple media (2.5)

Design Options for Expression & Communication (5)

- Use multiple media for communication (5.1)
- Use multiple tools for construction, composition, and creativity (5.2)
- Build fluencies with graduated support for practice and performance (5.3)
- Address biases related to modes of expression and communication (5.4)

Executive Function

Design Options for Emotional Capacity (9)

- Recognize expectations, beliefs, and motivations (9.1)
- Develop awareness of self and others (9.2)
- Promote individual and collective reflection (9.3)
- Cultivate empathy and restorative practices (9.4)

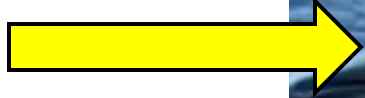
Design Options for Building Knowledge (3)

- Connect prior knowledge to new learning (3.1)
- Highlight and explore patterns, critical features, big ideas, and relationships (3.2)
- Cultivate multiple ways of knowing and making meaning (3.3)
- Maximize transfer and generalization (3.4)

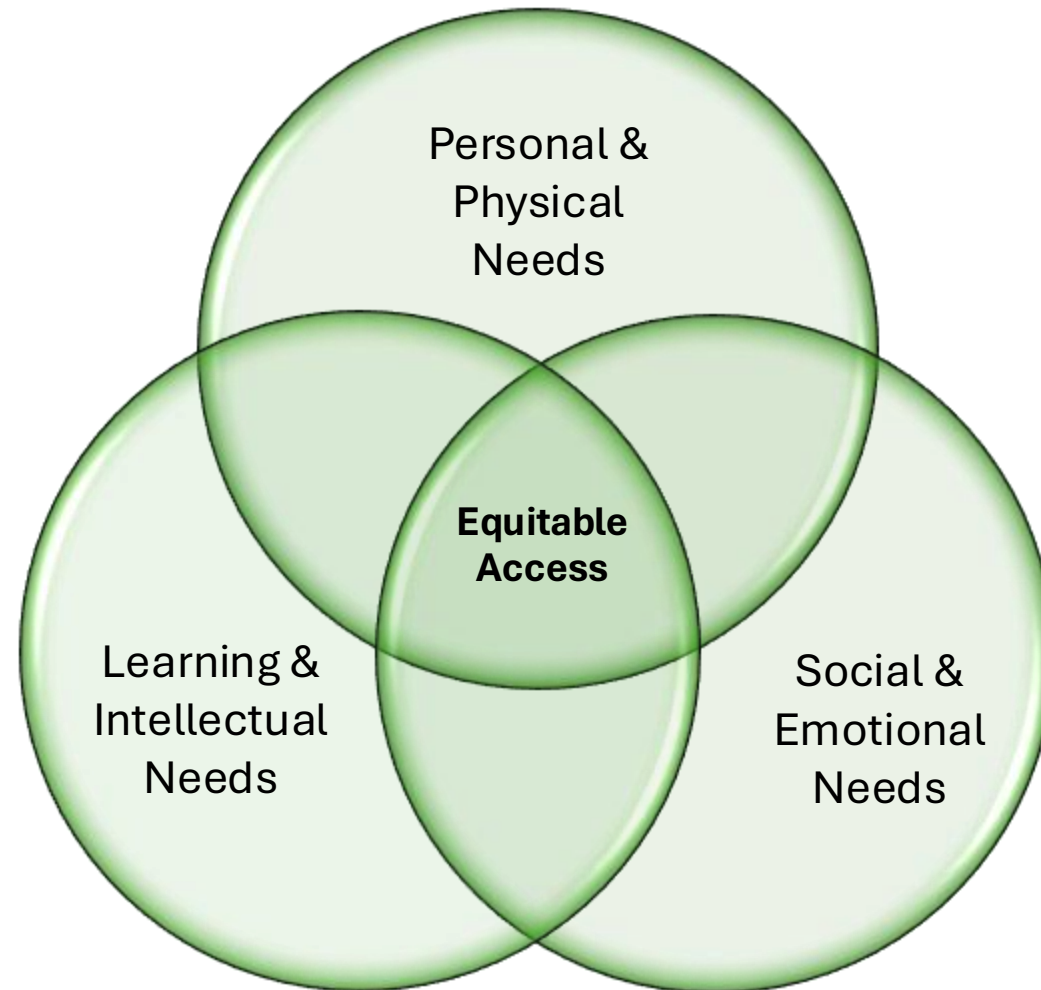
Design Options for Strategy Development (6)

- Set meaningful goals (6.1)
- Anticipate and plan for challenges (6.2)
- Organize information and resources (6.3)
- Enhance capacity for monitoring progress (6.4)
- Challenge exclusionary practices (6.5)

What are needs?

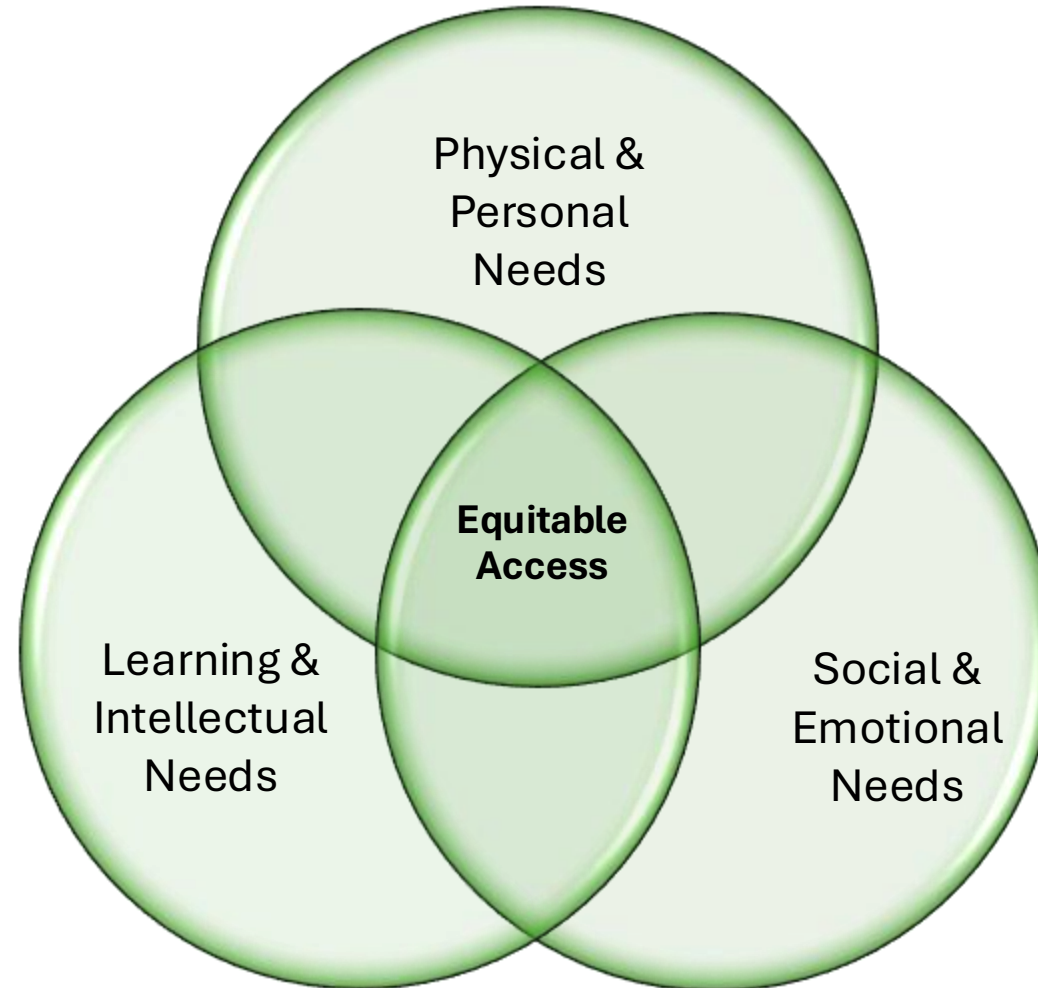


Increasing Inclusive & Equitable Access by Designing for Individual Needs



Increasing Inclusive & Equitable Access by Designing for Individual Needs

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



- Language
- Literacy (decoding)
- Literacy (understanding)
- Literacy (written output)
- Literacy (Speaking/ oral language)
- Medical
- Memory
- Numeracy
- Personal Care
- Physical/Mobility
- Self Advocacy
- Self Regulation (emotional)
- Self Regulation (behavioural)
- Self Regulation(learning)
- Self Esteem
- Self Harm
- Sensory
- Social Skills
- Transitioning
- Vision and/or hearing

Classroom Support Planning: Collaborative Needs Based Reflection

Target Classroom:

Classroom Teacher(s):

Support Teachers/Staff:

Date:

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

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

Intellectual Ability (extend)				
Language				
Literacy (decoding)				
Literacy (understanding)				
Literacy (written output)				
Literacy (oral language/speaking)				
Medical				
Memory				
Mental Health				
Numeracy				
Personal Care				
Personal Safety				
Physical/Mobility				
Self-Advocacy				
Self-Regulation (emotional)				
Self-Regulation (behavioural)				
Self-Regulation (learning)				
Self Esteem				
Self-Harm/ Self Injurious Behaviour				
Sensory				
Social Skills				
Transitioning				
Other:				
Other:				

Priority Community Needs	Specialists/Individuals to connect to	Priority Individual Needs	Specialists/Individuals to connect to

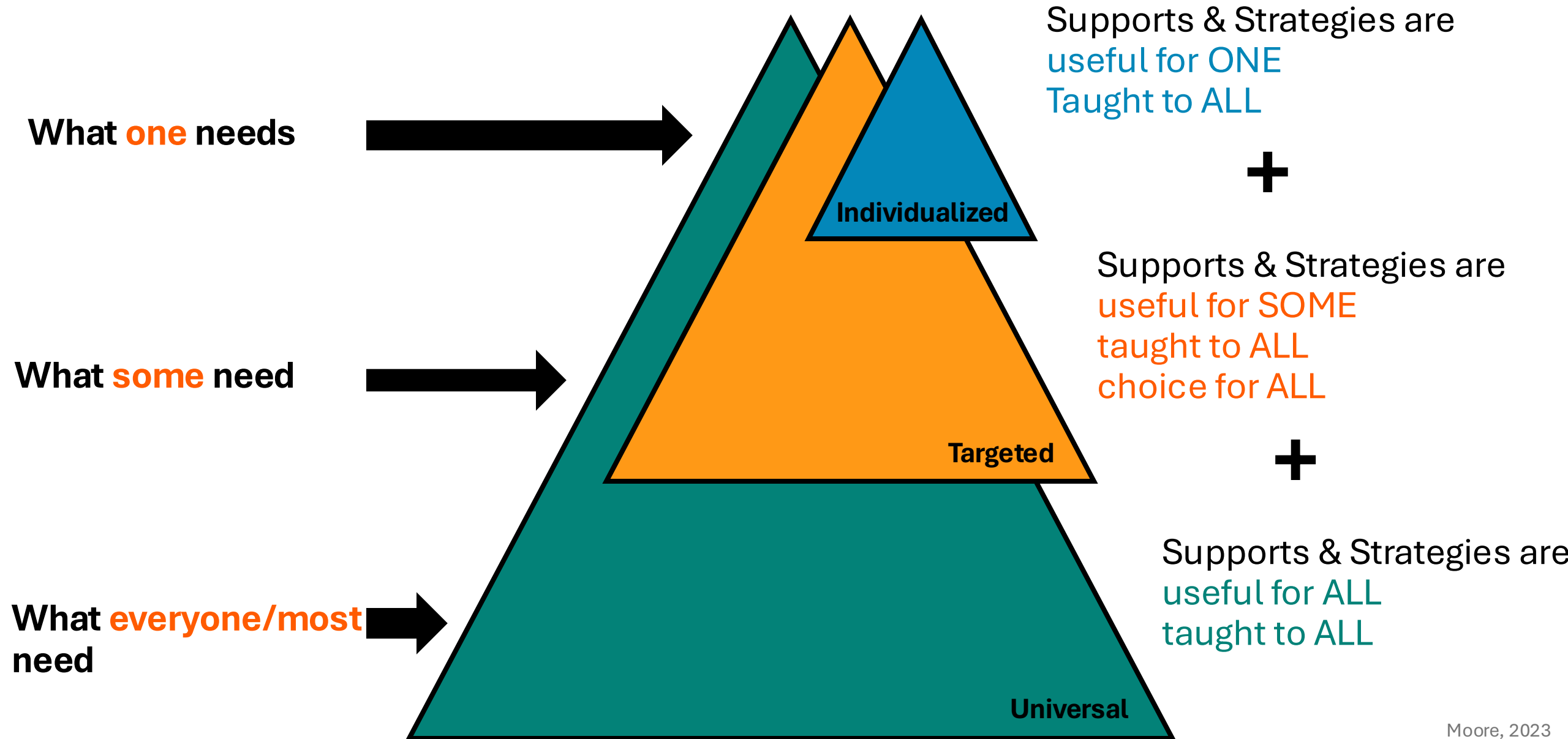
Classroom Support Planning: Collaborative Needs Based Reflection

Target Classroom: Thee Kindergarten	Classroom Teacher(s): LM	Support Teachers/Staff:	Date: Nov 2024
<ol style="list-style-type: none"> 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 IEP (8) – AA, DC, NC, AC, AM, CS, KP, IO ELL – DG, AM, IO	Students who have this need (Start with target students)	This need impacts the community and/or there is a cluster of students who have this need	This need is being monitored/or is being managed	This is an individual need area and/or community does not need support in this area
Addiction				x
Attendance/ Lateness	DC, NC, CS, KP, DG, BQ		x	
Attention	DC, NC, KP, IO, DG, JL, CV, KM		x	
Anxiety/ Depression	AM, IO, LC, AY		x	
Bullying	JL, KM, CV		x	
Communication (receptive)	AA, DC, AC, AM, CS, IO, DG, AY, BQ	x		
Communication (expressive)	AA, DC, NC, AC, AM, CS, KP, IO, AY, BQ	x		
Eating/Food/Allergies	AM, CS			x
Engagement/Motivation	NC, KP, IO, DG, JL, LC, AY, CV, BQ		x	
Executive Functioning	AA, DC, NC, AC, AM, CS, KP, IO, DG, AY, CV, BQ	x		
Family/Community/Identity	DC, NC, CS, KP, LC		x	

Frustration/ Anger	AA, CS		x	
Greif/ Trauma	NC, AM, CS, KP, LC, KM, BQ		x	
Gross/Fine Motor Skills	AA, DC, NC, AC, AM, CS, IO, DG, AY, CV, BQ	x		
Intellectual Ability (access)	DC, AM, CS, CV, BQ		x	
Intellectual Ability (extend)	DC, AC, AM, CS, DG, CV, BQ		x	
Language	AA, DC, NC, AC, AM, CS, IO, CV, BQ	x		
Literacy (decoding)	AA, DC, NC, AC, AM, CS, KP, IO, DG, LD, LC, KM, AY, CV, BQ		x	
Literacy (understanding)	AA, DC, NC, AC, AM, CS, KP, IO, DG, BQ	x		
Literacy (written output)	AA, DC, NC, AC, AM, CS, KP, IO, DG, LD, LC, KM, AY, CV, BQ		x	
Literacy (oral language/speaking)	AA, DC, NC, AC, AM, CS, IO, LC, CV, BQ	x		
Medical	AM, CS			x
Memory	DC, NC, AM, CS, IO, DG, BQ		x	
Mental Health	AM, CS, LC, KM		x	
Numeracy	AA, DC, NC, AC, AM, CS, IO, AY, BQ		x	
Personal Care	CS, IO, AY		x	
Personal Safety	CS, KM		x	
Physical/Mobility				x
Self-Advocacy	AC, AM, CS, CS, IO, KM, LC, AY		x	
Self-Regulation (emotional)	AA, DC, NC, CS, LC		x	
Self-Regulation (behavioural)	AA, DC, NC, CS		x	
Self-Regulation (learning)	AA, DC, AC, CS, KP, IO, DG, KM, BQ	x		
Self Esteem	NC, AC, AM, IO, LC, KM, AY		x	

Multiple Layers of Needs Based Support



Need:

Students in Mind:

Who needs the MOST support?

What supports & strategies are useful for ONE but still TAUGHT to ALL?

-
-

Individualized

What supports & strategies are useful for SOME, and a CHOICE for ALL?

-
-
-

Targeted

What supports & strategies are useful for ALL and are TAUGHT to ALL?

-
-
-
-
-

Universal

Who needs the MOST challenge?

Students in Mind

Need:

Students in Mind:

Who needs the MOST support?

What supports & strategies are useful for ONE but still TAUGHT to ALL?

- What neurodiverse affirming IEPs goals and objectives can be targeted?
- Do we need to personalize any class-wide support and strategy that is being taught?

Individualized

What supports & strategies are useful for SOME, and a CHOICE for ALL?

- How do we make sure that all students know how to use supports and strategies so they can determine when and if they need them?
- What specific supports and strategies to all students learn about and have access to?

Targeted

What supports & strategies are useful for ALL and are TAUGHT to ALL?

- What skills or competencies can we target?
- What supports and strategies can we teach to everyone?
- How do the supports and strategies we teach to everyone reflect UDL guidelines that reduce barriers?

Universal

Who needs the MOST challenge?

Students in Mind

Need: Anxiety

Students in Mind:

Who needs the MOST support?

What supports & strategies are useful for ONE but still TAUGHT to ALL?

-
-

Individualized

What supports & strategies are useful for SOME, and a CHOICE for ALL?

-
-
-

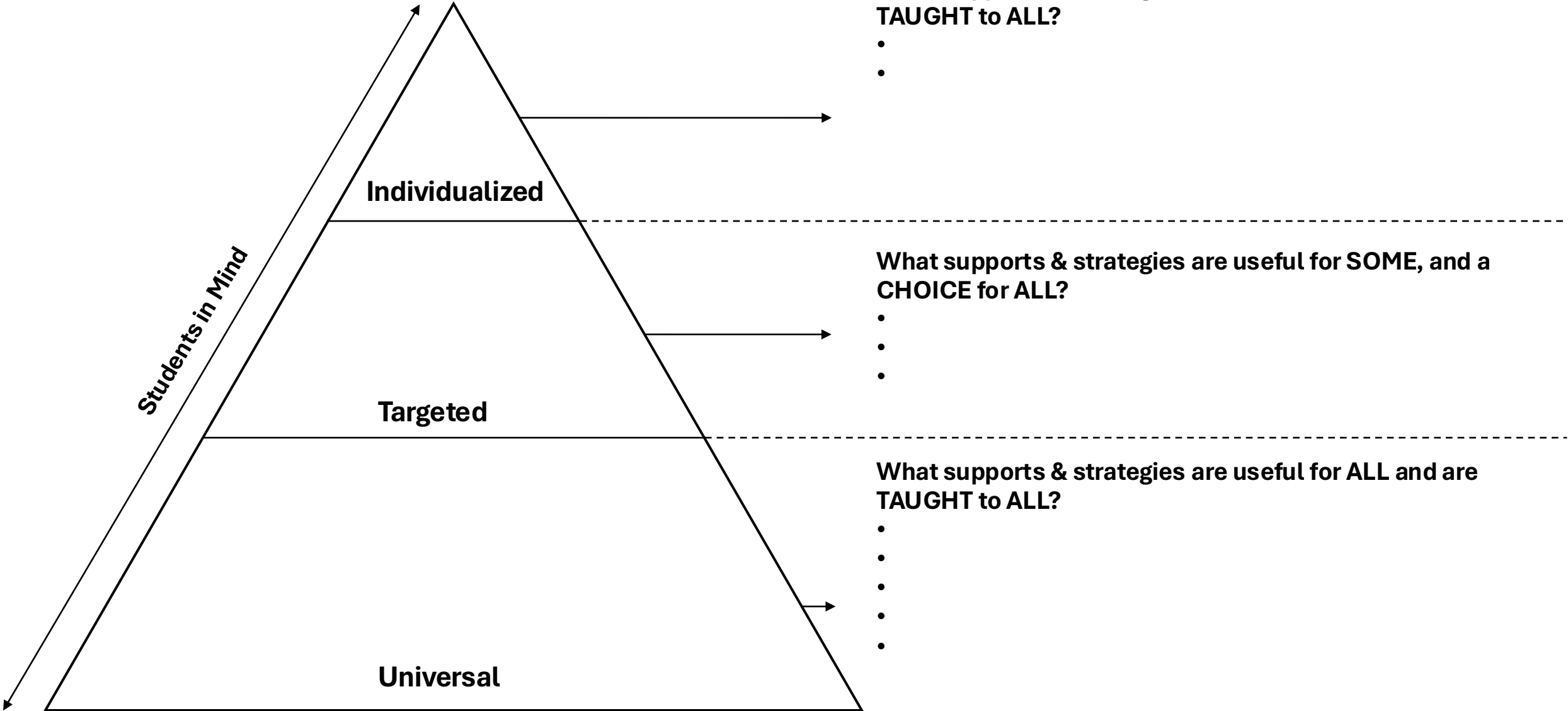
Targeted

What supports & strategies are useful for ALL and are TAUGHT to ALL?

-
-
-
-
-

Universal

Who needs the MOST challenge?

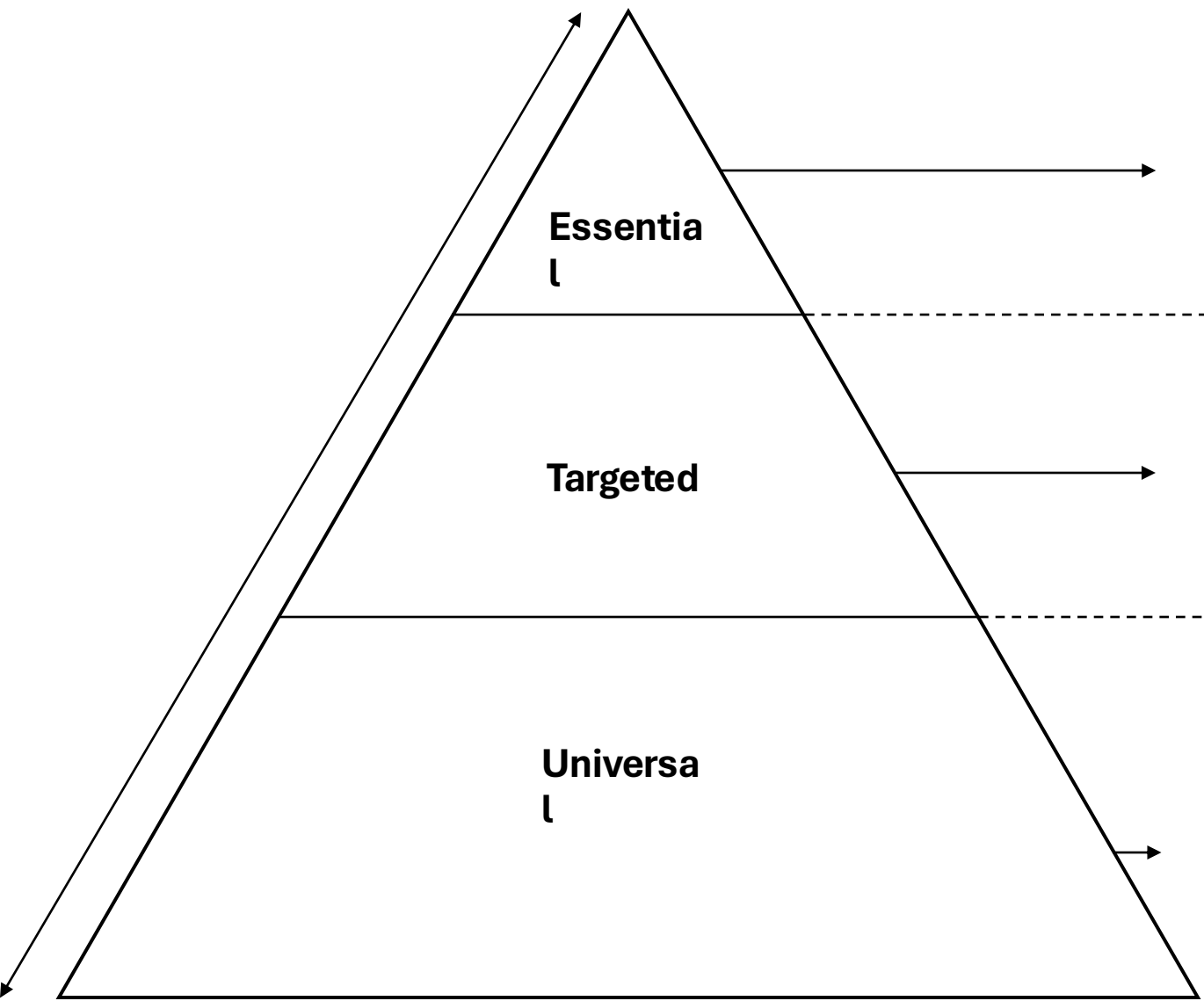


Context: Grade 1

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)

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

What supports & strategies are useful for ALL?

- Access to calm down spaces
- Interactive play/art
- 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

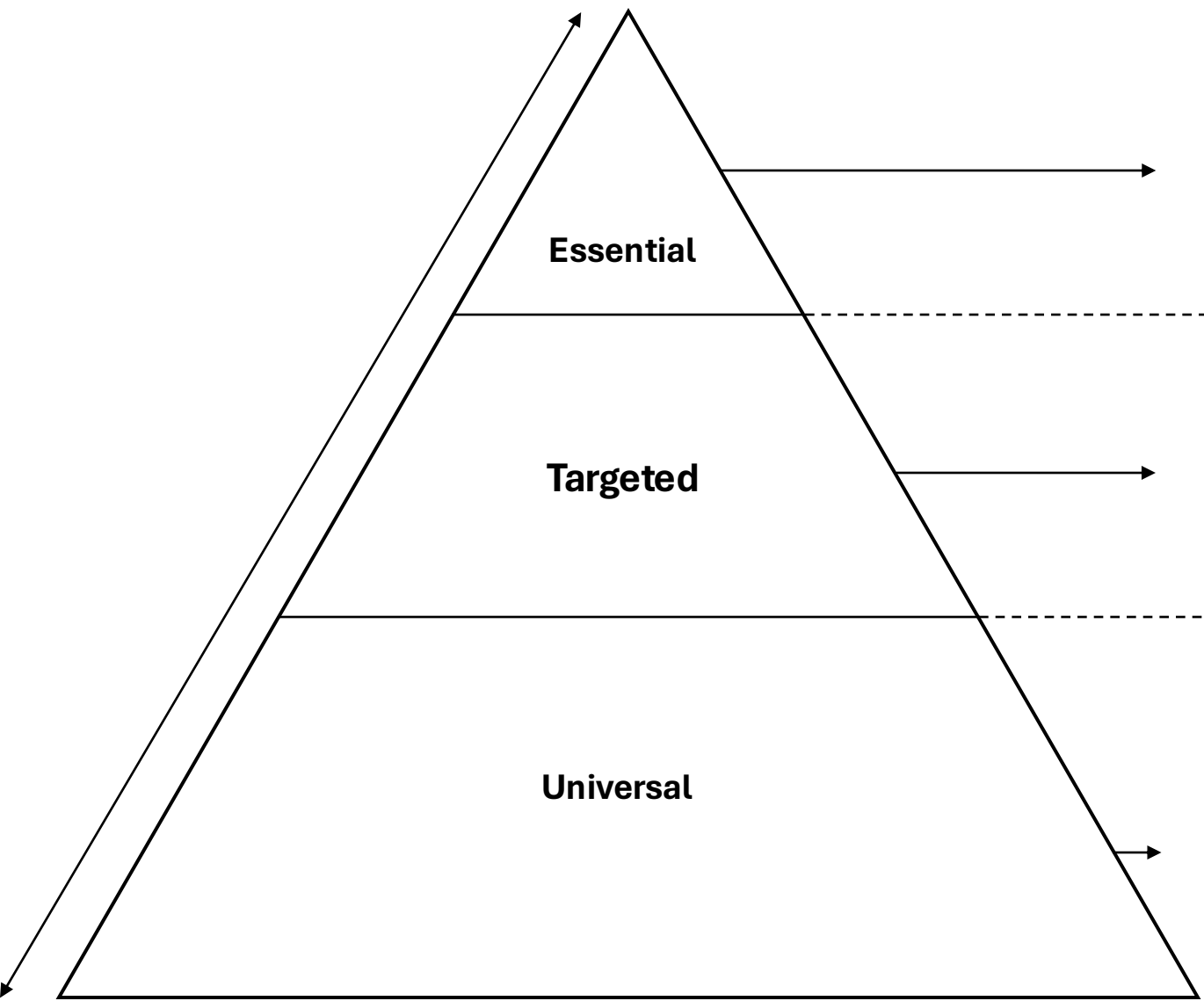
Who needs the MOST challenge?

Planning for ALL Grade 8 Humanities

Need: Multilingual Learners

Students in Mind: HP, LG, AF, LD, LD, SS, WF

Who needs the MOST support?



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

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

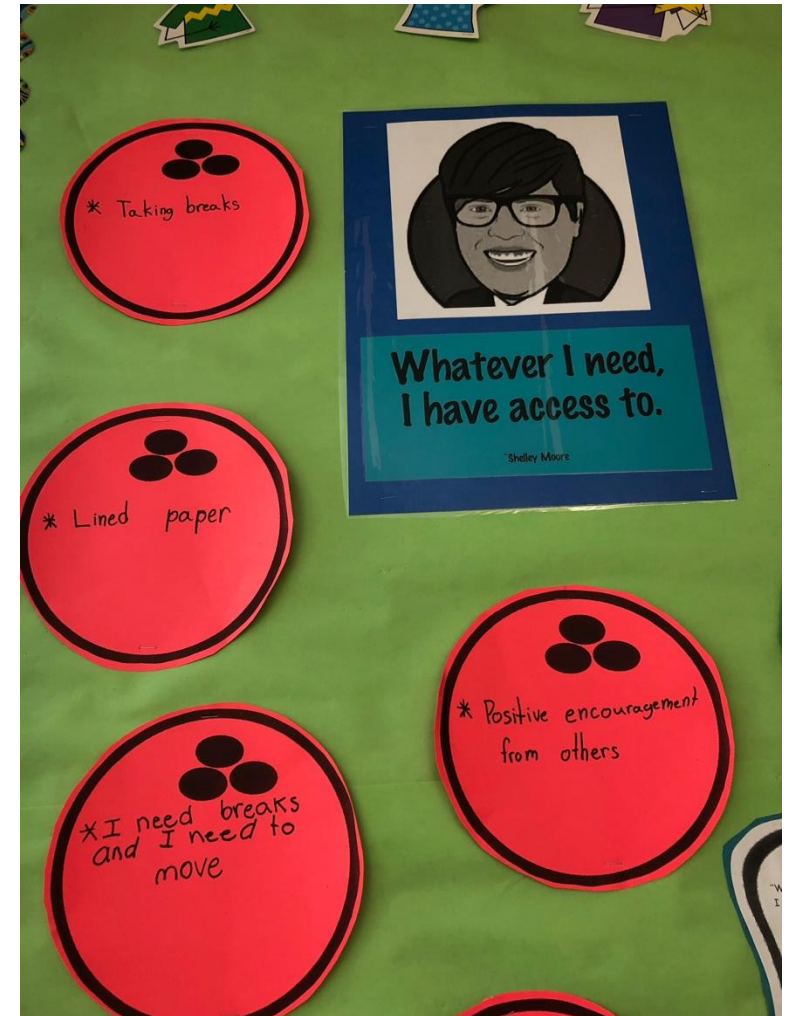
What supports & strategies are useful for SOME? (Choice for ALL)

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

What supports & strategies are useful for ALL?

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

Who needs the MOST challenge?



Strategy: taking a 2 min break

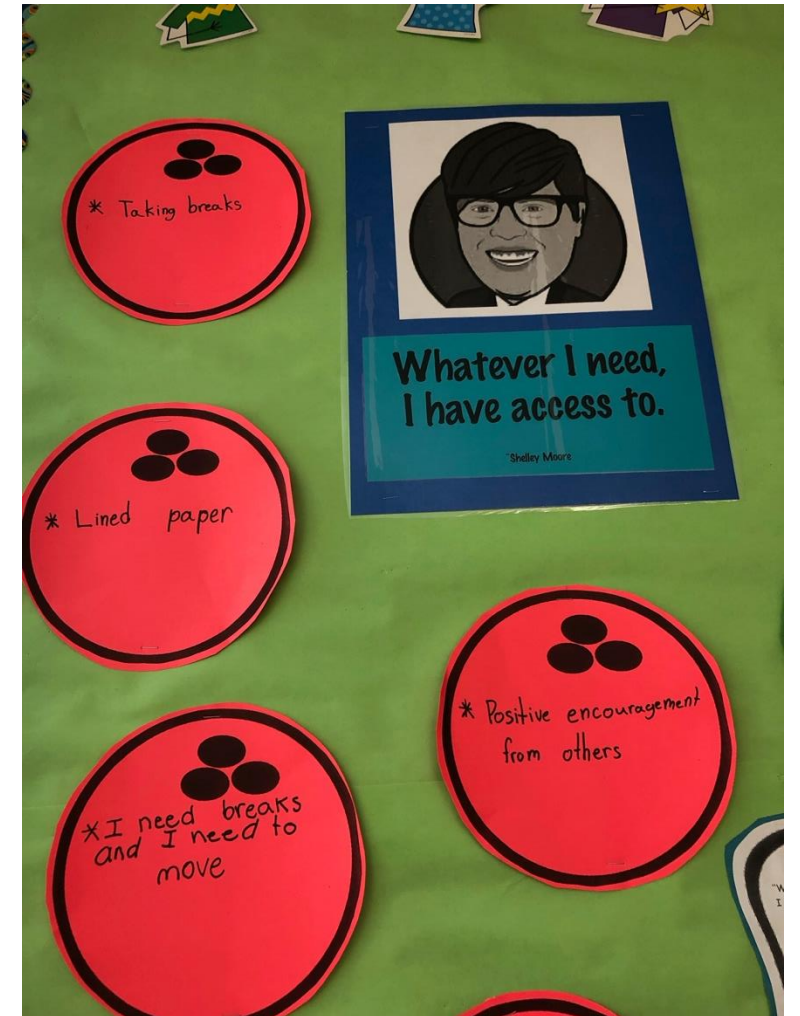
Instruct

- 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

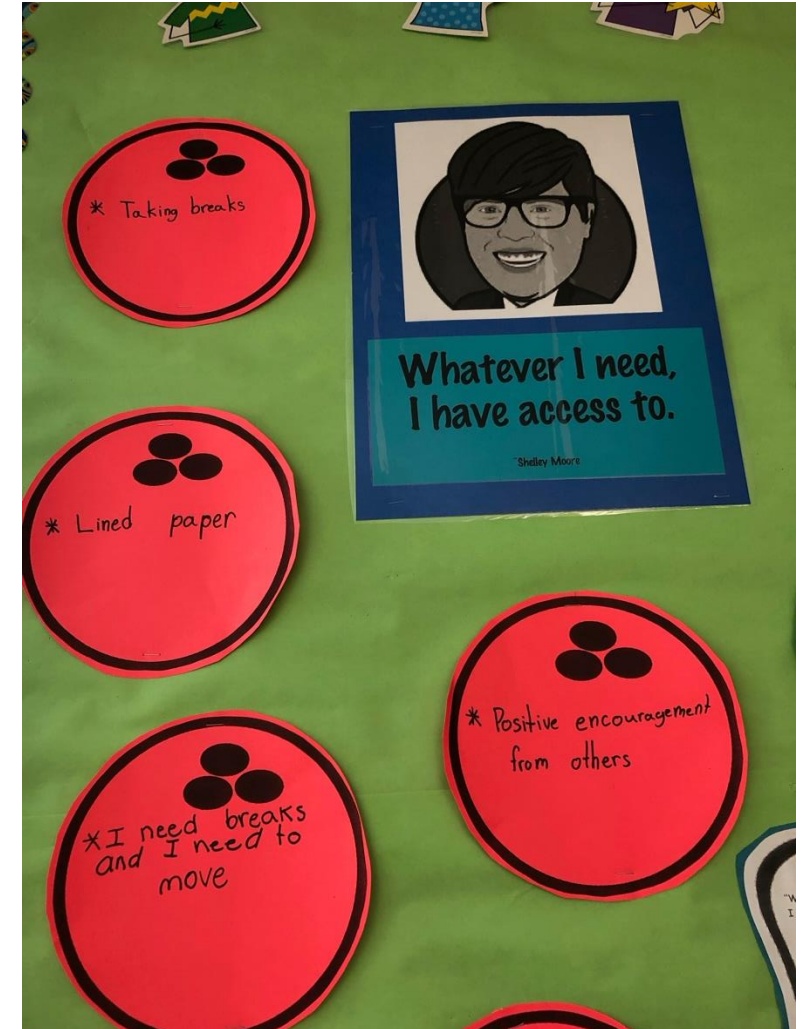
Instruct

- 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

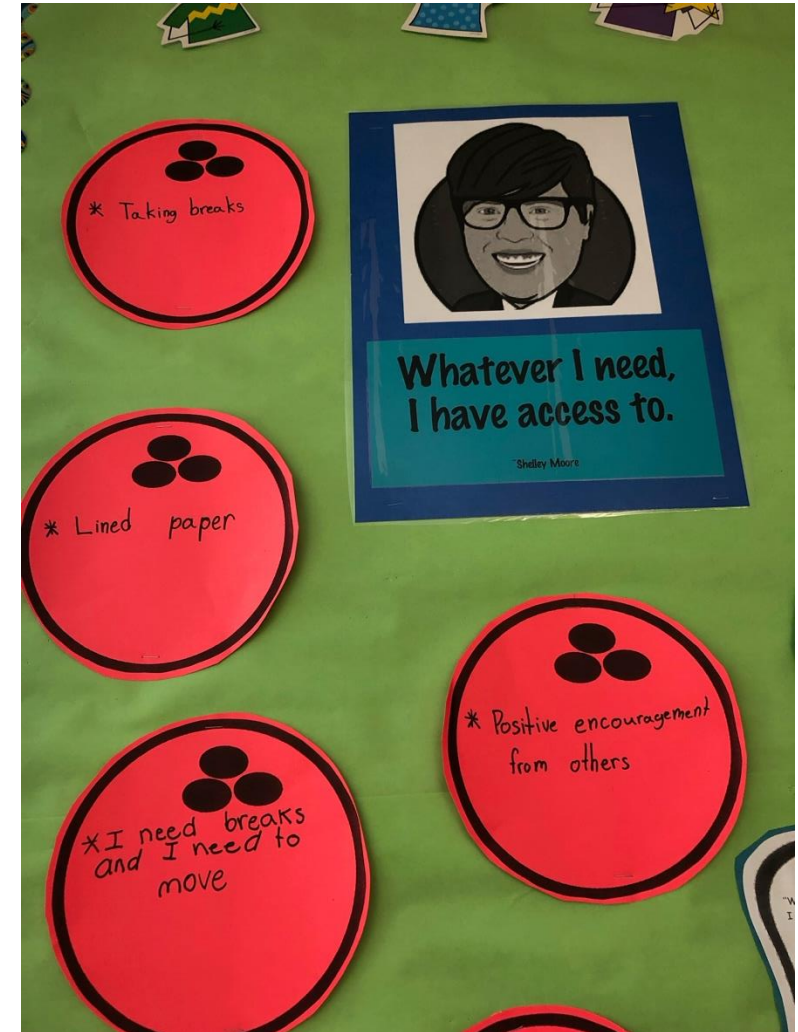
standing desks

access points

sensory tools

Snacks/ water

hats



One useful idea

One validating idea

One idea that you
want to explore more

Supports Needs:

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

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

Universal (Good for ALL; 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

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

Individualized (Good for ONE/ Taught to ALL):

- Photos are of each individual students' family/community



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):

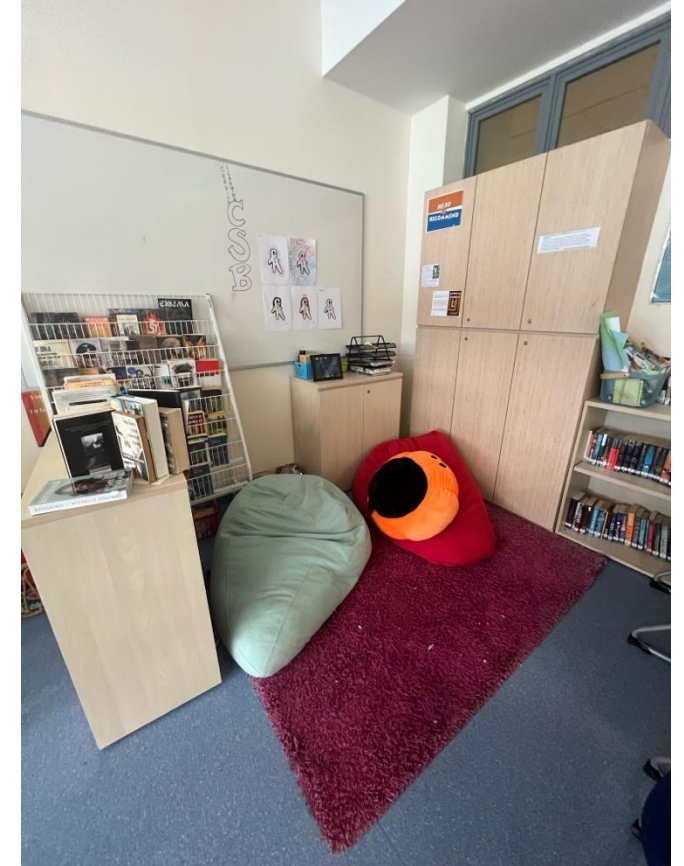
- Students can choose when/if they need to go to the quiet spot

Individualized (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

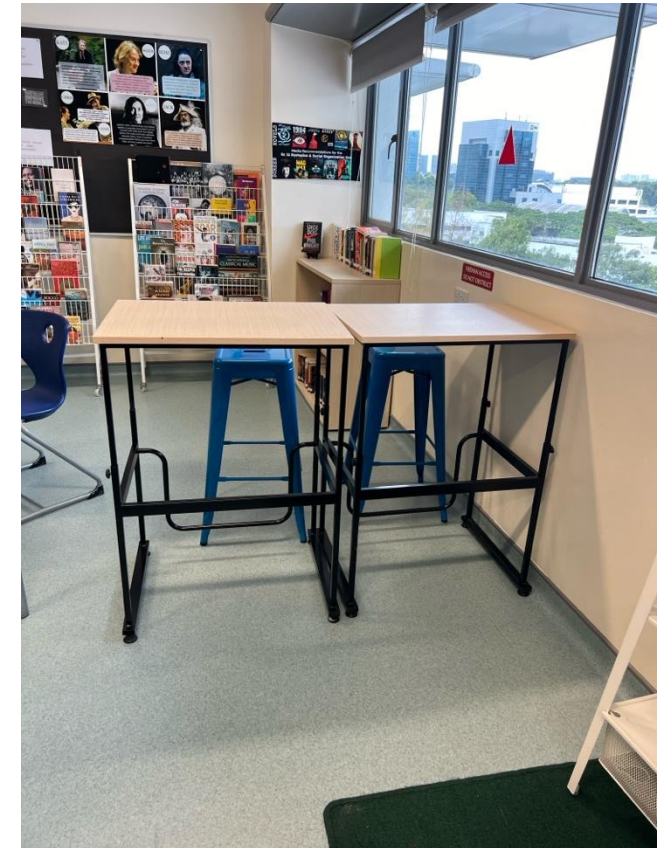
Targeted: Good for SOME; Choice to ALL

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

Individualized: ???

Supports Needs:

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



Supports Needs:

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

Support: Using an AAC Device

Universal (Good for ALL; Taught to ALL):

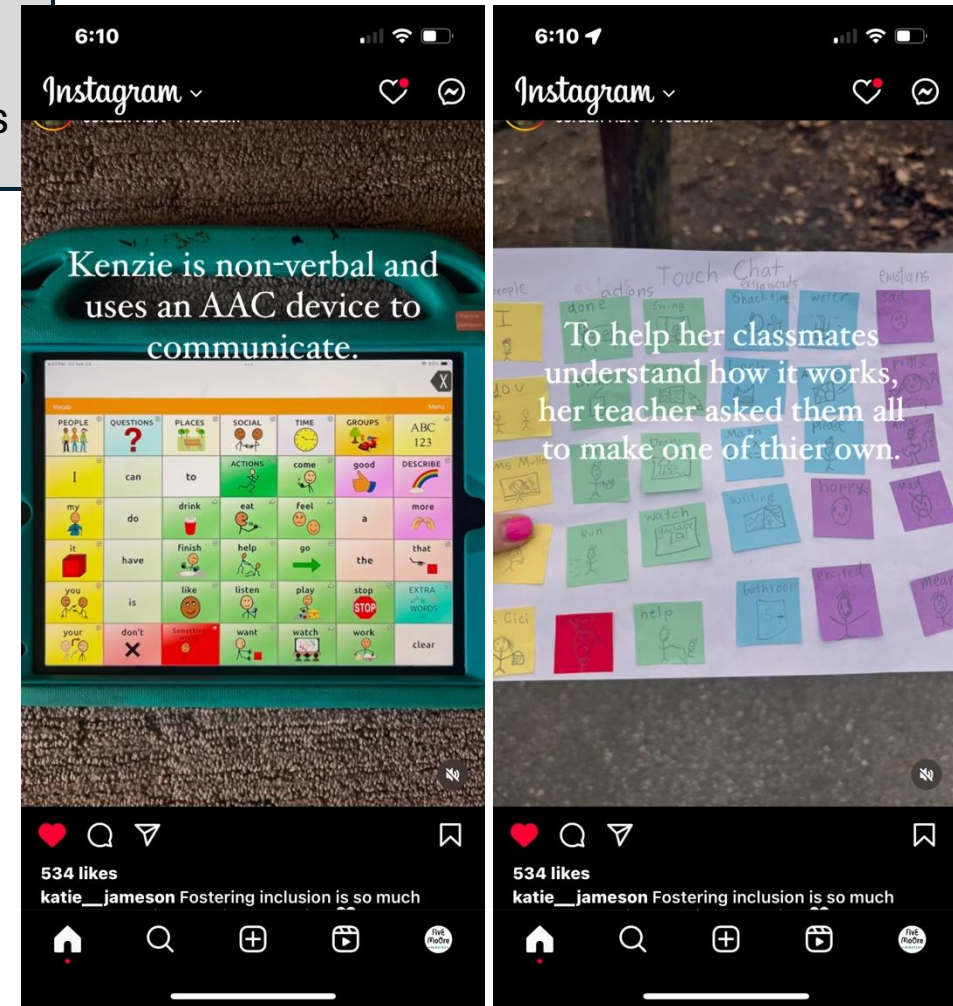
- Teach multiple assistive tech/multi-media options for speaking/communication output

Targeted (Good for Some; Choice to ALL):

- Voice recorders, text-to-speech software, communication starters, question stems, response options, Storybird App, Pictello etc.

Individualized (Good for ONE/ Taught to ALL):

- Kenzie's AAC iPad



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TEACHERS' GATEWAY TO
SPECIAL EDUCATION

PASSAGE À L'ENSEIGNEMENT
POUR LES BESOINS SPÉCIAUX

ENTER



Français

ENTREZ



Supports & Strategies

OTF
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TEACHERS' GATEWAY TO SPECIAL EDUCATION

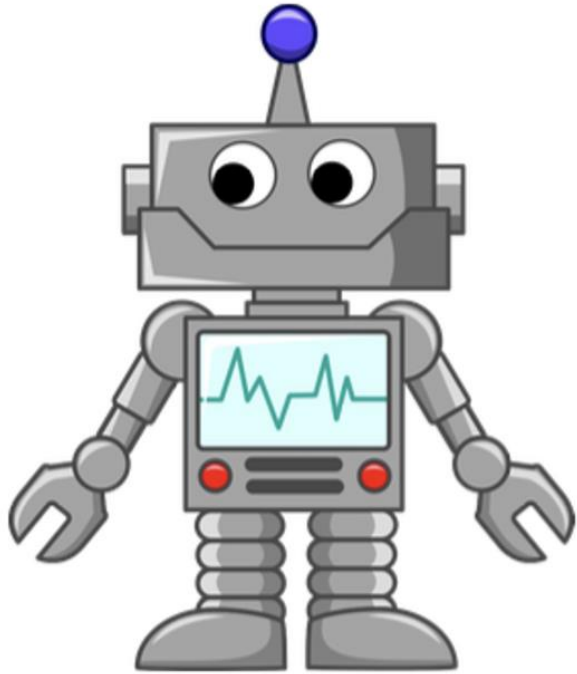
Teaching Strategies & Resources | Key Practices | Glossary | FAQs

Search

Student Needs	IPRC Exceptionalities	Diagnosed Conditions
<ul style="list-style-type: none"> Aggression Management Anger/Frustration Management Anxiety Management Articulation Skills Attendance Strategies Attention Skills Assistive Technology Skills Blind/Vision Impaired Bullying Management Skills Central Auditory Processing Deafness Depression/Sadness Management Disengagement/Motivation Strategies Eating Disorder Strategies Emotional Regulation English Language Skills Executive Function Fine Motor Skills Gambling Disorder Grief Management Gross Motor Skills Hearing Intellectual Ability – High Intellectual Ability – Low Listening Comprehension Skills Low Vision Memory Skills Mental Health Strategies Metacognitive Skills Mobility Skills 	<ul style="list-style-type: none"> Autism Spectrum Disorder (ASD) Behaviour Blind and Low Vision Deaf and Hard of Hearing Developmental Disability (DD) Giftedness Language Impairment Learning Disabilities (LD) Mild Intellectual Disabilities Multiple Exceptionalities Physical Disability Speech Impairment 	<ul style="list-style-type: none"> Acquired Brain Injury Alcohol-Related Neuro-developmental Disorder (ARND) Angelman Syndrome Anxiety Disorders Attention Deficit Hyperactivity Disorder (ADHD) Auditory Processing Disorder (Central) Autism Spectrum Disorder (ASD) Bipolar Disorder Blind/Vision Impaired Brain Injury Cerebral Palsy (CP) Conduct Disorder (CD) Concussions Cystic Fibrosis (CF) Deafness Depression Disorders Down Syndrome Eating Disorders Epilepsy Fetal Alcohol Syndrome/Fetal Alcohol Effects (FAS/FAE) Fragile X Syndrome Gambling Disorder Intellectual Disabilities Klinefelter's Syndrome Learning Disabilities/Specific Learning Disorders Muscular Dystrophy (MD) Neurological Disabilities Oppositional Defiant Disorder (ODD) Obsessive-Compulsive Disorder (OCD) Post-Traumatic Stress Disorder (PTSD)

<https://www.teachsped.ca>

“AI” Assistant - Dale



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

Can you give me some tools and strategies to support Grade 11 students, to manage anxiety needs?

And then ask yourself:

Is this a tool or strategy:

- **Universal:** useful for everyone
- **Targeted:** a choice for everyone
- **Individualized:** an individualized strategy?

MULTIPLE LAYERS OF SUPPORT



PERIODIC TABLE OF PLANT NUTRIENTS

1	15	19	17	16	20
N Nitrogen	P Phosphorus	K Potassium	Mg Magnesium	S Sulfur	Ca Calcium
Primary Macronutrients			Secondary Macronutrients		
B Boron	Cl Chlorine				
Mn Manganese	Fe Iron	Ni Nickel	Cu Copper	Zn Zinc	Mo Molybdenum
Micronutrients					

Source: Greenandvibrant.com



How do we know if a plant is not thriving?



Needs more
light



Needs more
moisture



Needs more
space

The plant **TELLS** and **SHOWS** us what it needs

The SEED PACKET



The back of the seed packet usually includes planting information and specifics, such as when and where to start seeds, how deep to plant them and any other information specific to your plant type and variety.

All seed packets are slightly different and include slightly different information. If you're unsure about anything and your seed packet does not include the information you're looking for, you can Google your plant type and variety for more information.


This particular seed packet also comes with a built-in ruler that you can use when planting to help you plant your seeds at the correct depth.

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

Growth Year:

Name: Conor G.

Grade: 1

Identities: I am...

- Joyful, funny & dramatic!
- I am so loving!
- I use English, visual and ASL languages to communicate
- I am part of the DS community and have a strong inclusive school community
- My family enjoys some Caribbean traditions and food because that is where my mom grew up!

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

- Music, dancing, books, outdoor play, Disney princesses, water and water play, jumping, long hair, fruit, popcorn, ice cream

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

- Visual, musical, following routines
- helping the teacher, receptive language, empathetic, motivated to please, reading
- I can help my classmates to understand that with the right supports in place, you are capable of anything. Even if others (or yourself) think that you can't

Goals: I want to grow in these areas:

- 1. Being aware of when I am/ am not safe**
- 2. Communicating what I need and want**
- 3. Social connections and interactions**
- 4. Fine motor skills**
- 5. Being independent**

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

- Communication
- Social Skills
- Physical
- Hearing
- Vision

Supports: I need this in my garden to grow:

- Being respected and included in all aspects of community, "first/then" language, lots of praise, time for transition with verbal and visual cues, lots of repetition, appropriate supports and strategies, patience, getting a specific job, silly and exciting language

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

- Negative or forceful comments, expectations without supports or strategies in place, bring rushed, taking behaviour personally, unclear directions, too many instructions at once, when people assume that I am not capable

Thank You For helping me GROW

**Student &
Family/
Community
Voice**

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?	<p>What words would you use to describe Juni?</p> <p>What groups is Juni connected to in their community?</p>	<p>What is Juni interested in?</p> <p>What do they like to do on their own? With their friends? Family? Community?</p>	<p>What is Juni good at?</p> <p>What can they teach others?</p>	<p>What is hard for Juni?</p> <p>What do you think Juni wants to get better at?</p>	<p>What does Juni need support with?</p> <p>What is important for people to know about Juni?</p>
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

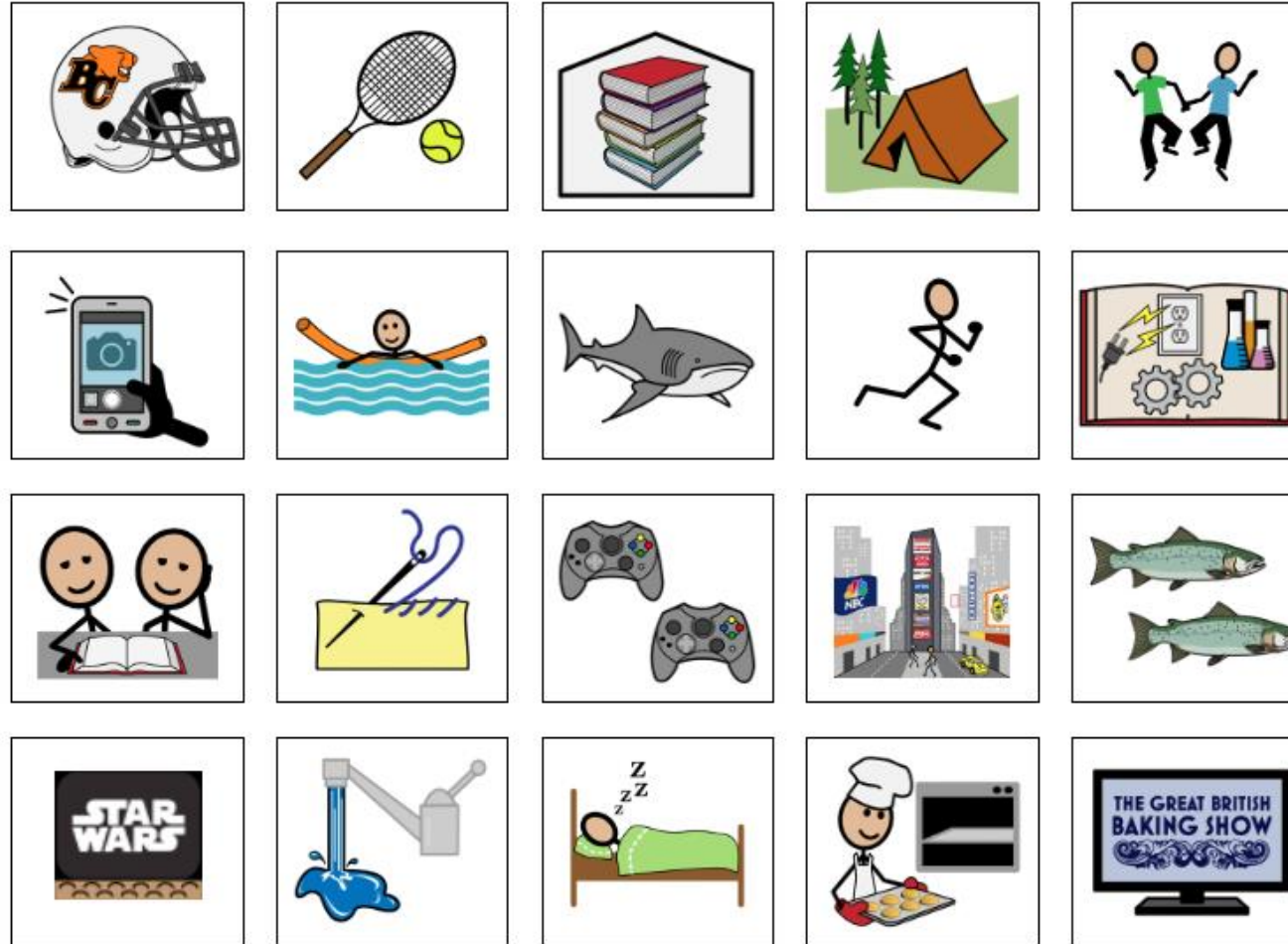
Help us get to know Juni?

Date: Dec 2022

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



Growth Year: 2022

Name: Juniper

Grade: K






Identities: I am...

 kind	 a friend	 funny
 an athlete	 Ukrainian	 smart




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

 reading	 whale sharks	 Star Wars	 fashion	 Great British Baking Show
 camping	 BC lions	 taking pictures	 salmon in river	 dancing



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

 Star Wars	 singing	 being a friend	 playing	 asking for help
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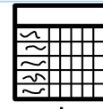
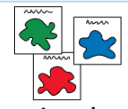

Goals: I want to grow in these areas:

 waking up	 playing football	 talking	 making friends
--	---	--	---






Needs: I need this support to grow:

 emotional regulation	 social skills	 communication	 physical
---	--	--	---

Supports: I need this in my garden to grow:

 patience	 my peers	 a plan	 visuals	 my talker
---	---	---	--	--

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

 being rushed	 no one asks me	 writing	 no visuals	 ignored
---	---	--	---	--

Thank You For helping me GROW

Student Voice

Needs based support planning:

- is designing for one student, but supports many
- focuses on changing the environment and supporting the community
- aligns with UDL, self regulation, and self determination practices

WHAT DOES

inclusion

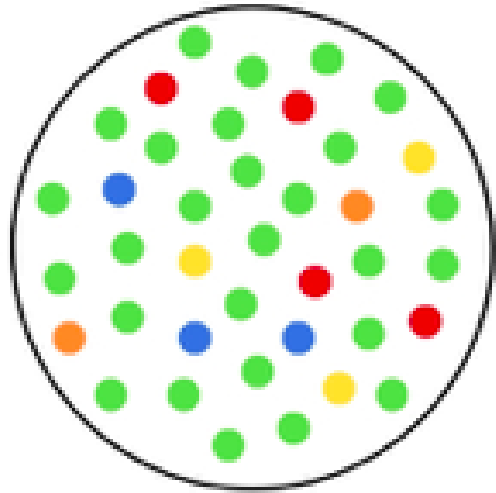
MEAN?

WHAT DOES

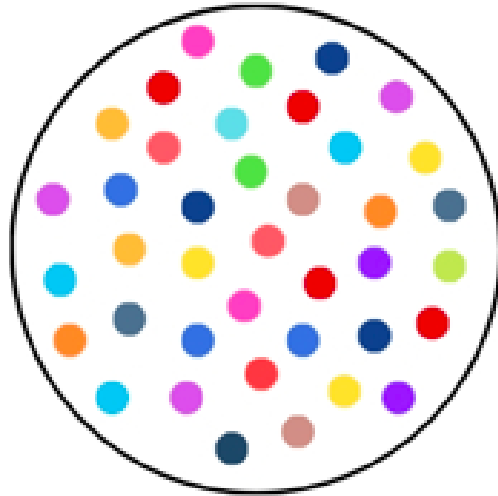
inclusion

LOOK LIKE?

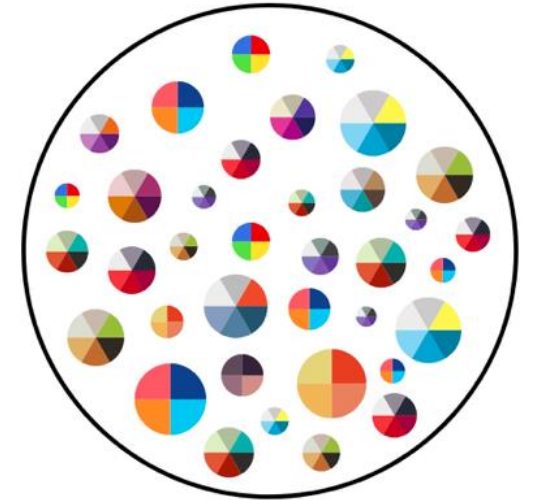
How do we do **inclusion** ?



Including
'special needs' children
into general education
classrooms



Teaching and designing for
diversity
(that includes Disability)



Creating safe spaces for students to
identify
(that includes Disability)

Taking Action

- What is one thing you want to try?
- What is your first step?
- What supports (tools), and strategies (actions) do you need?
- What resources (time, people, funding) do you need?

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MOORE PH.D.



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Dr. Shelley Moore