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Dr. Shelley Moore

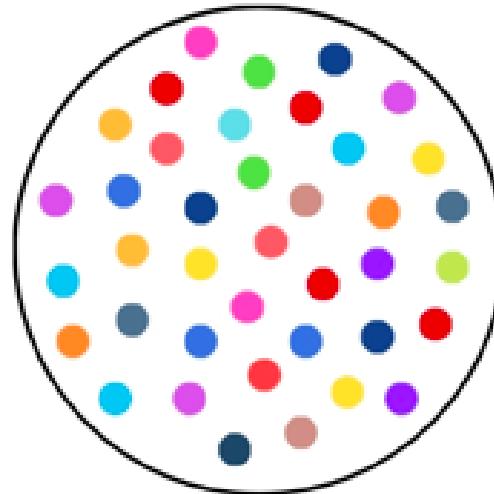
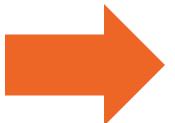
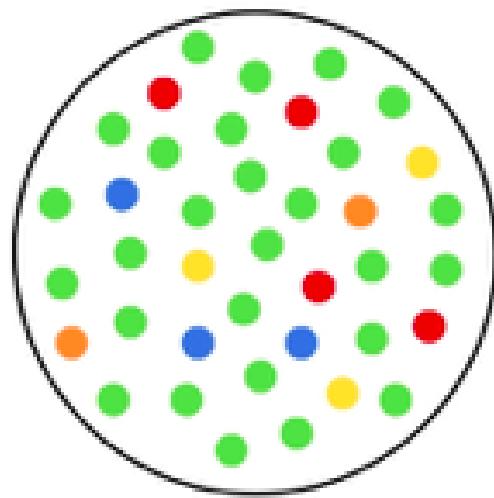


How can a school community connect with student and families to get to know them?

What strategies can we use to gather the voice and perspective of students and families?

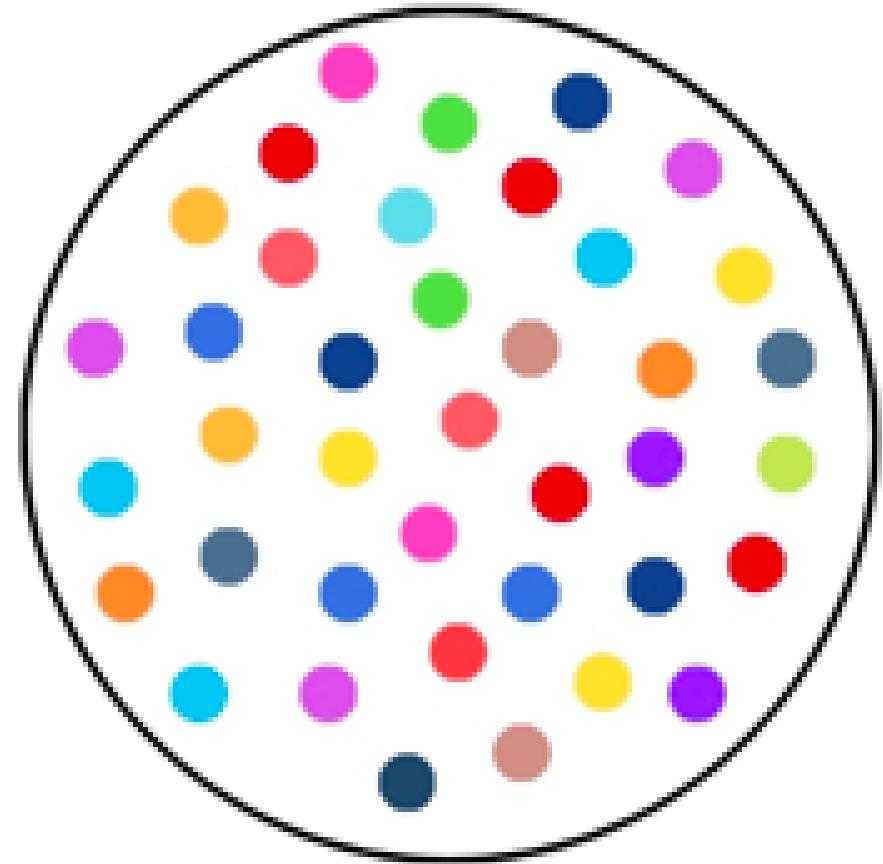
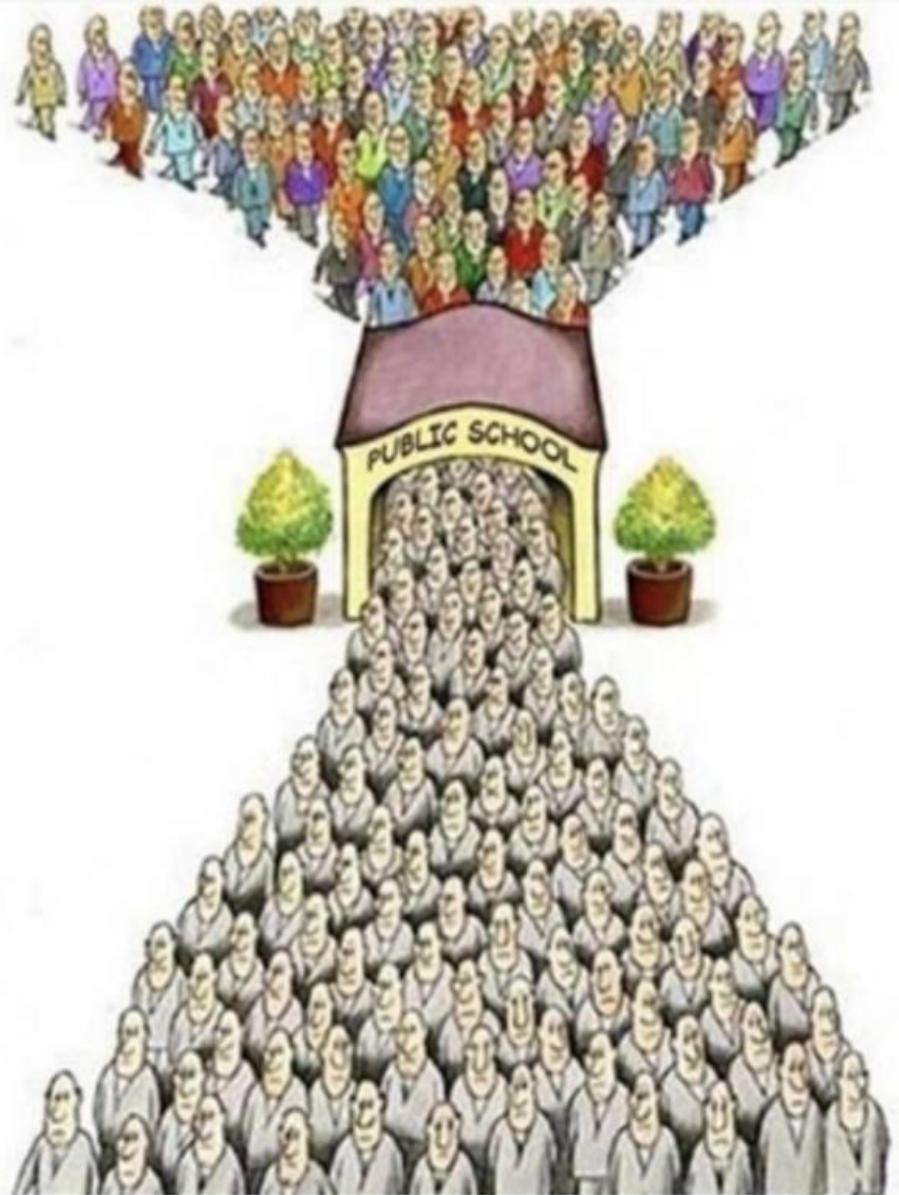
Why is important to include strength-based data when making educational decisions with students and families?

WHAT IS inclusion ?

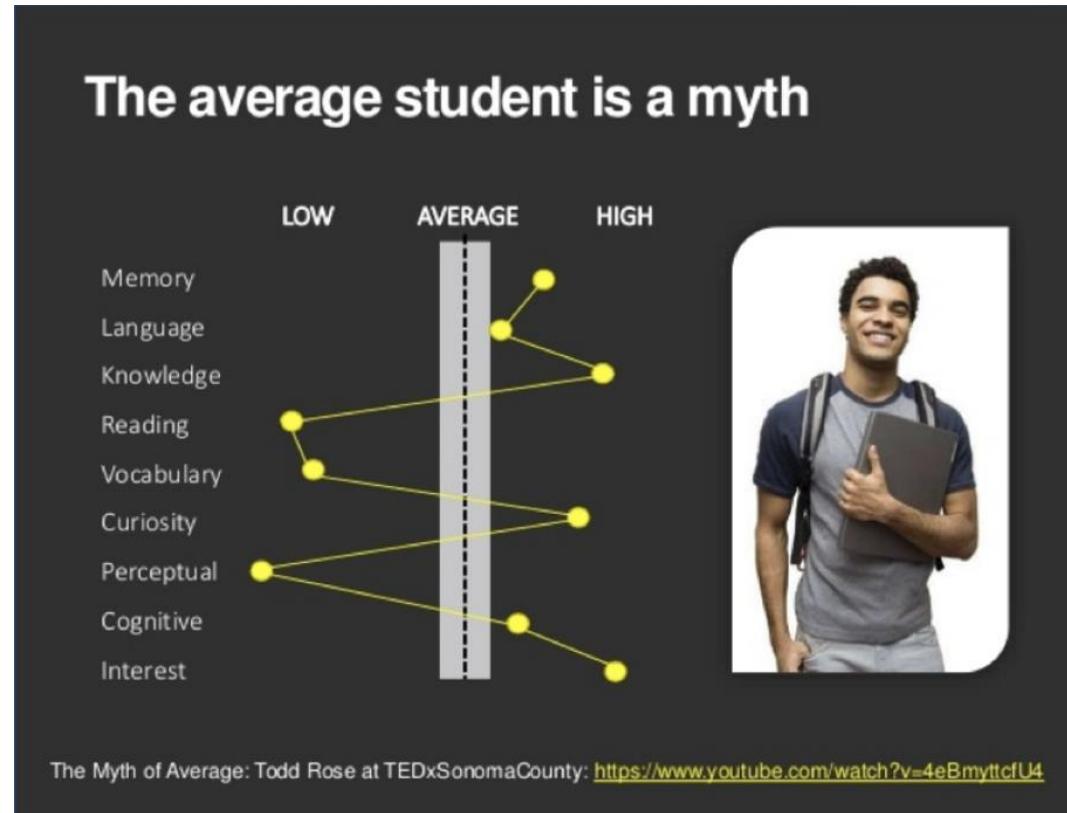
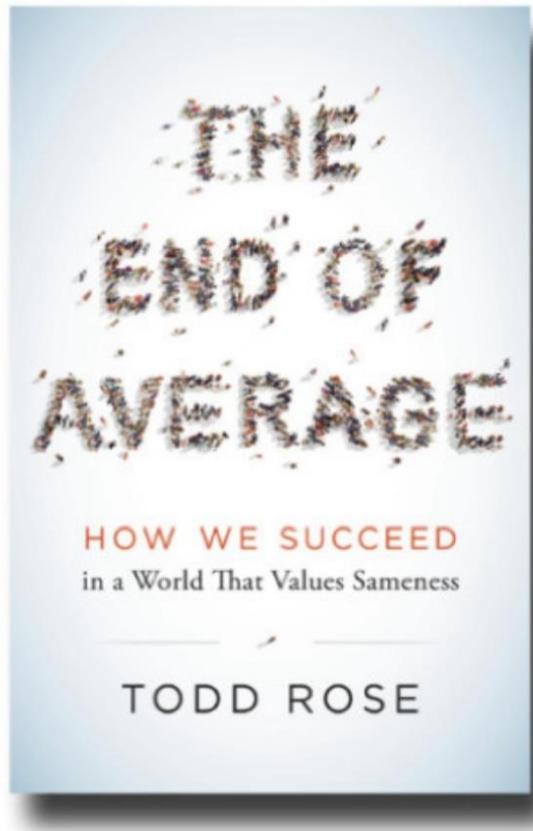


How do we
include people
with disabilities?

How do we teach
to diversity?



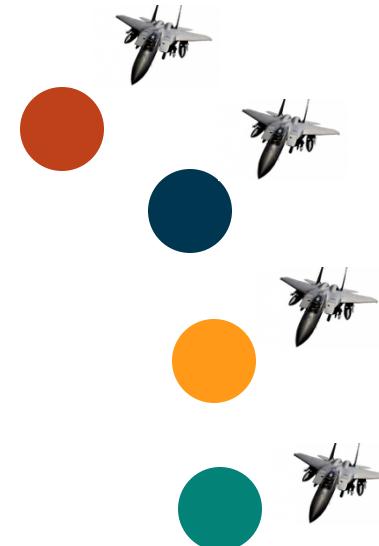
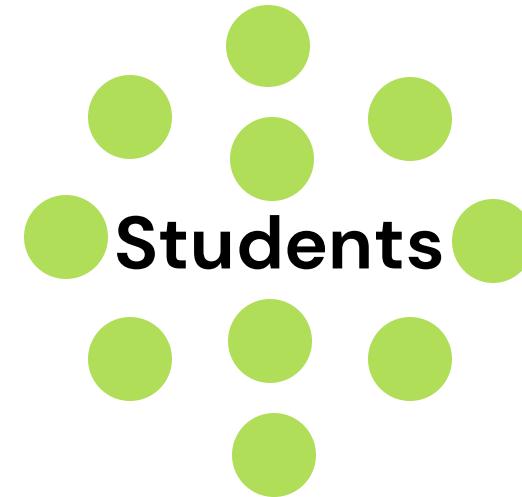
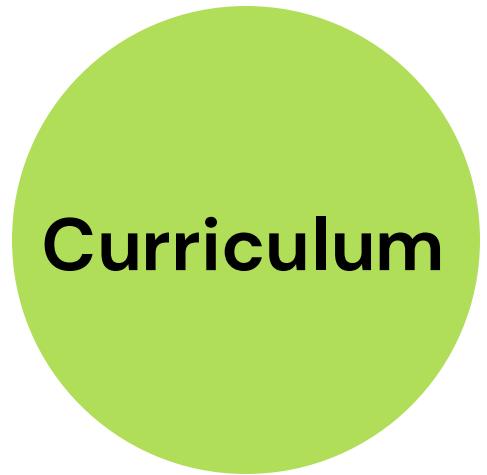
WHAT IS “normal”?



The Myth of Average: Todd Rose at TEDxSonomaCounty: <https://www.youtube.com/watch?v=4eBmyttcfU4>

WHAT IS “average”?

WHAT & HOW WE WERE TAUGHT...



WHAT IF WE ANTICIPATED variability



INSTEAD OF homogeneity?

HOW DO WE DESIGN AN ADJUSTABLE PLANE?

- Who are the **pilots**? What are their **dimensions**?
- What kind of **planes** are they flying?
- How is the plane **responsive** to the pilot's dimensions?
- How do the **pilots make the adjustments** they need to fly the plane?



HOW DO WE DESIGN AN ADJUSTABLE PLANE?

- Who are the **students**? What is the range of the **variability**?
- What is the **grade level curriculum** that students need to access?
- How is the grade level curriculum **responsive** to the range of student variability?
- How do we help **students to make the adjustments** they need to access the grade level curriculum?



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

CURRICULUM & ASSESSMENT DESIGN

NEEDS BASED DESIGN

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

Students

Who are the pilots?
What are their dimensions?
Where is their agency?

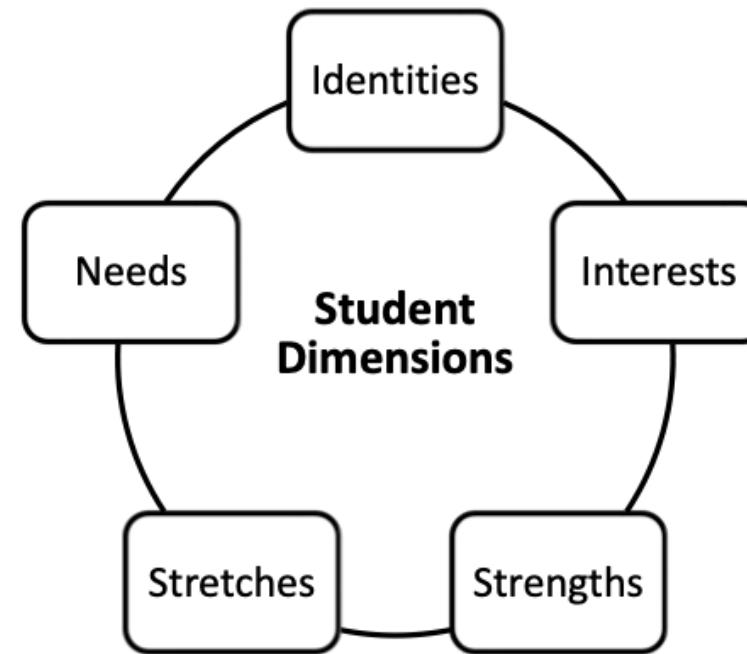
Adjustable Supports & Strategies
Student choice of tools and actions

INSTRUCTIONAL DESIGN

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

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?





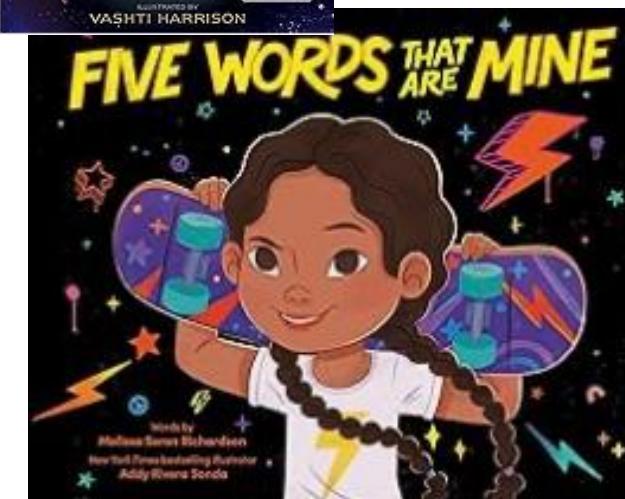
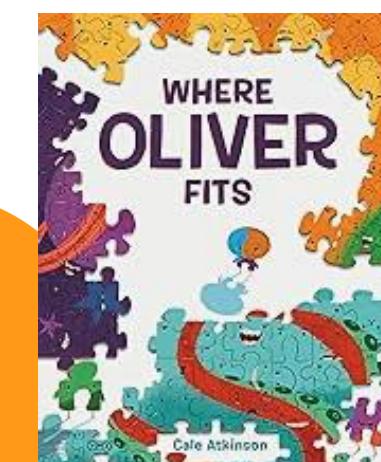
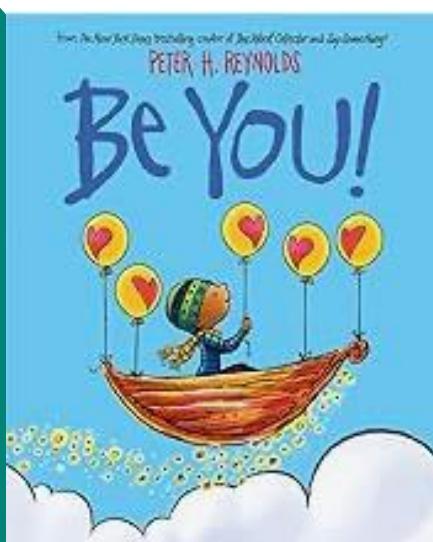
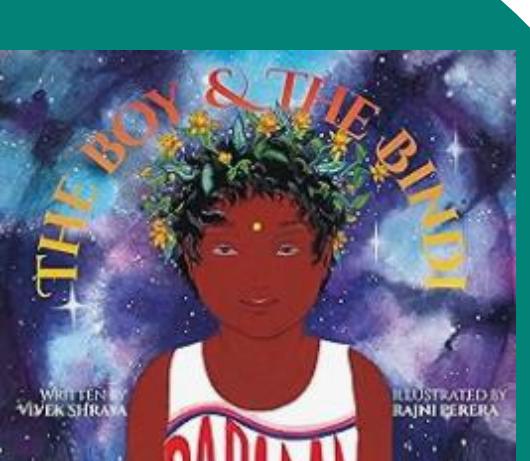
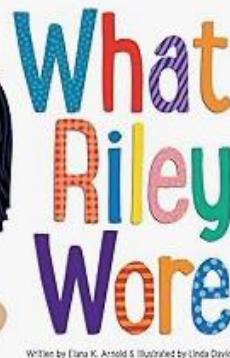
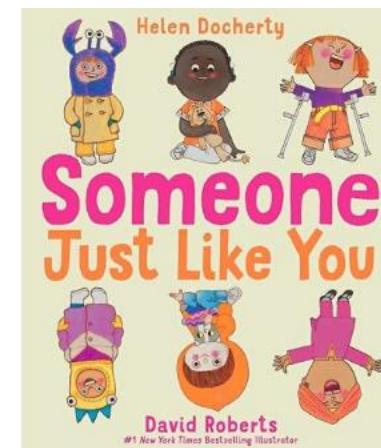
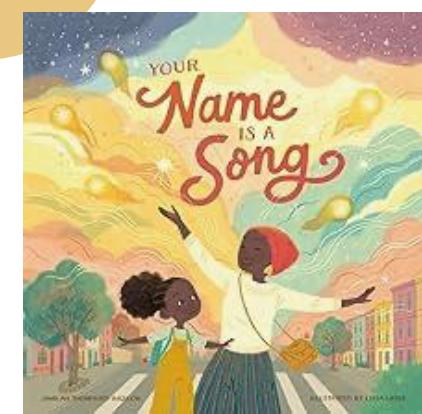
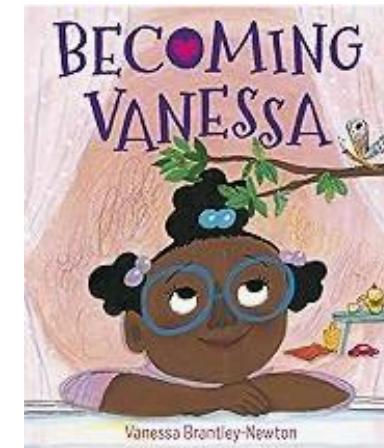
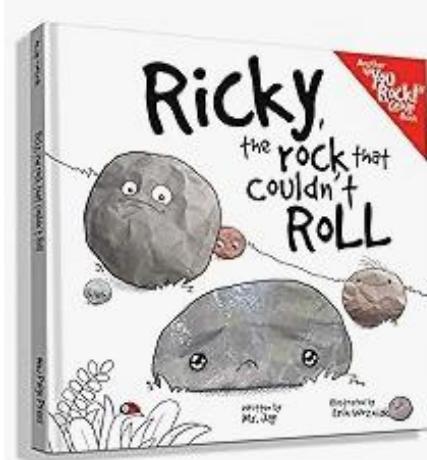
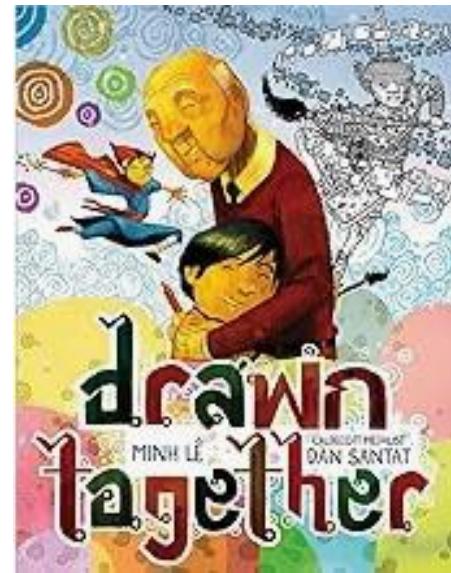
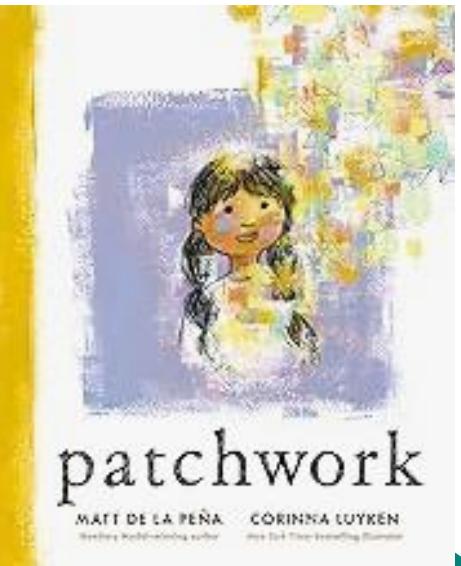
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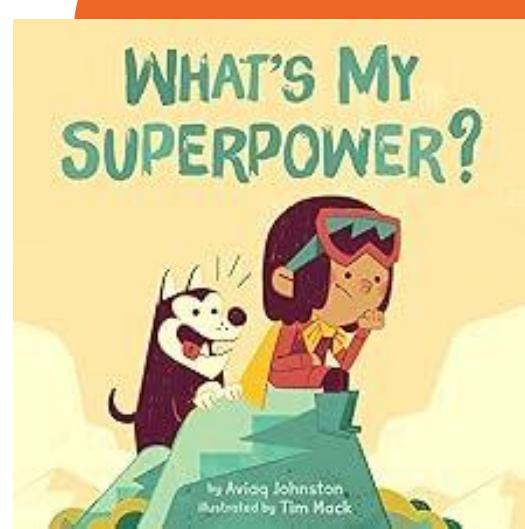
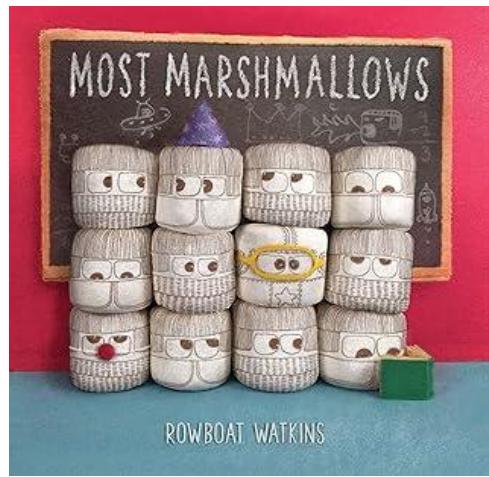
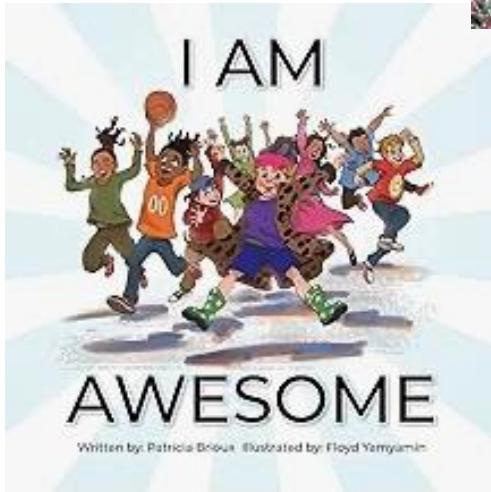
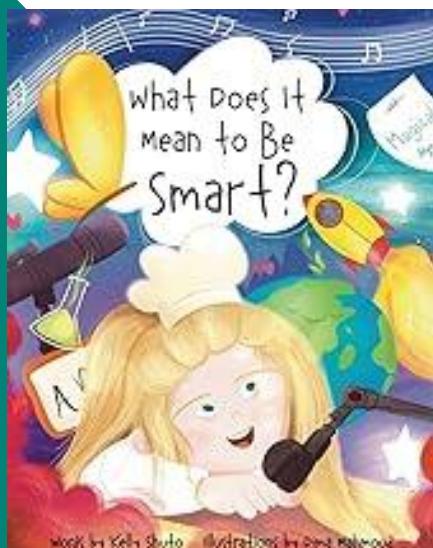
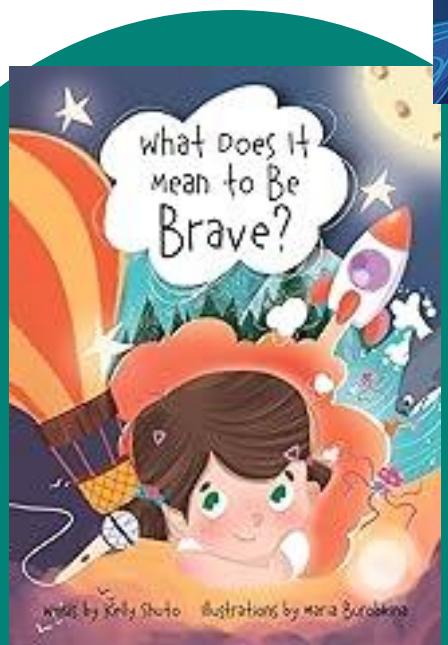
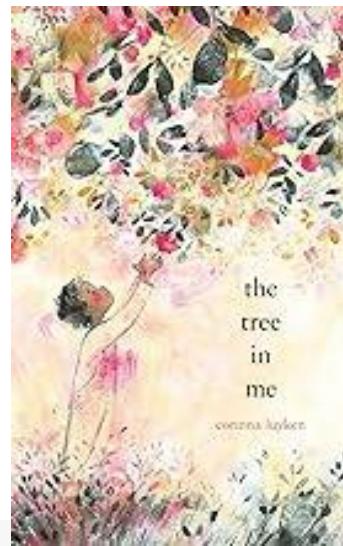
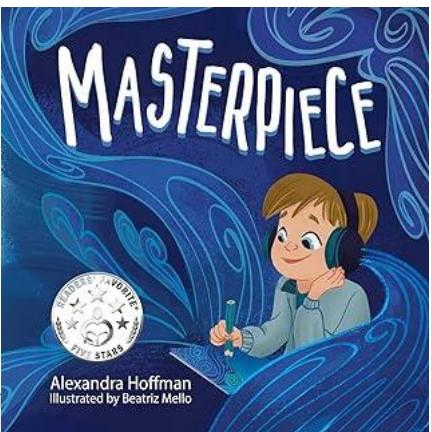
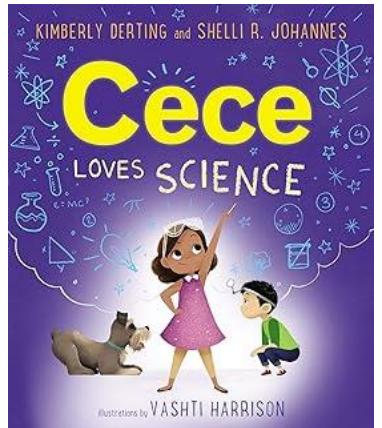
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Identity

@mrsmacskinders



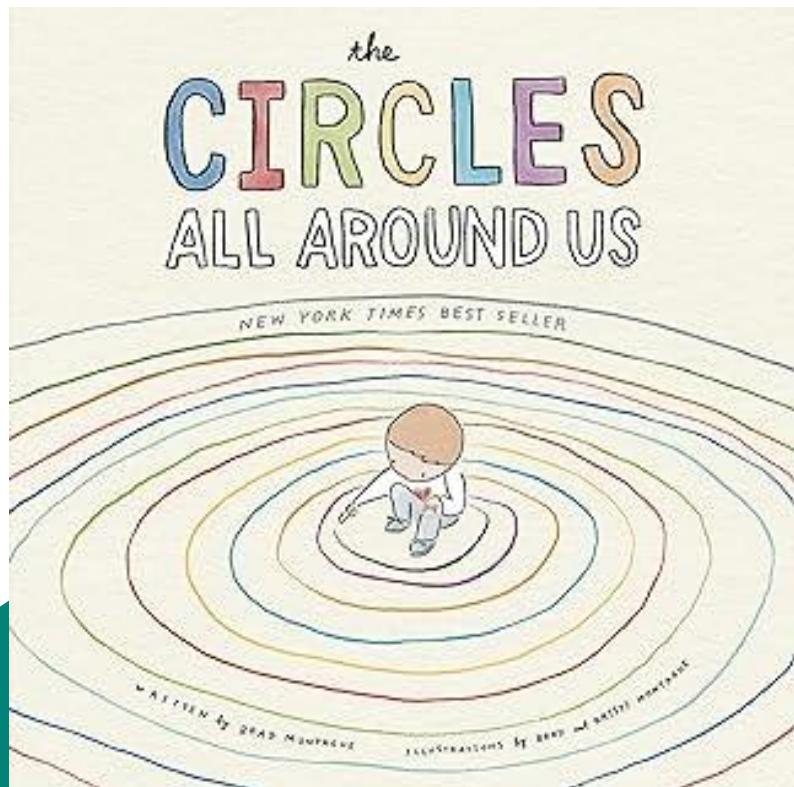
Strengths



@mrsmacskinders

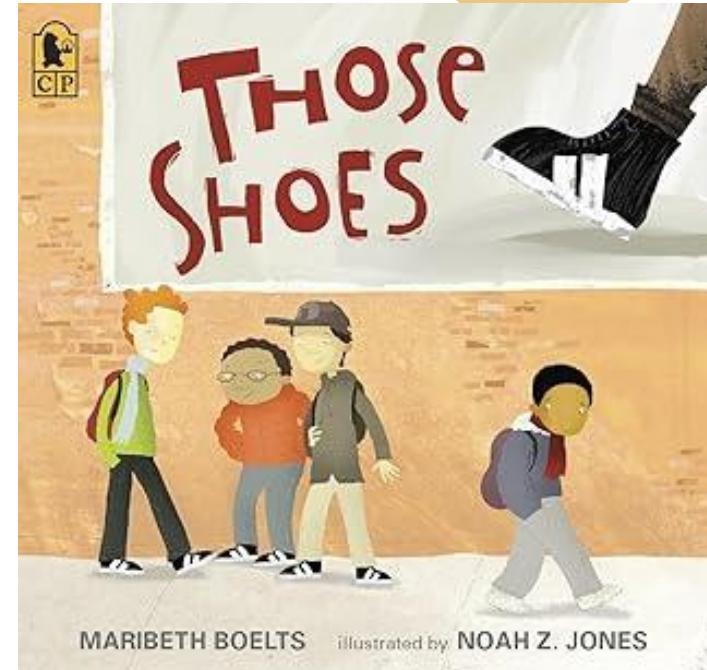
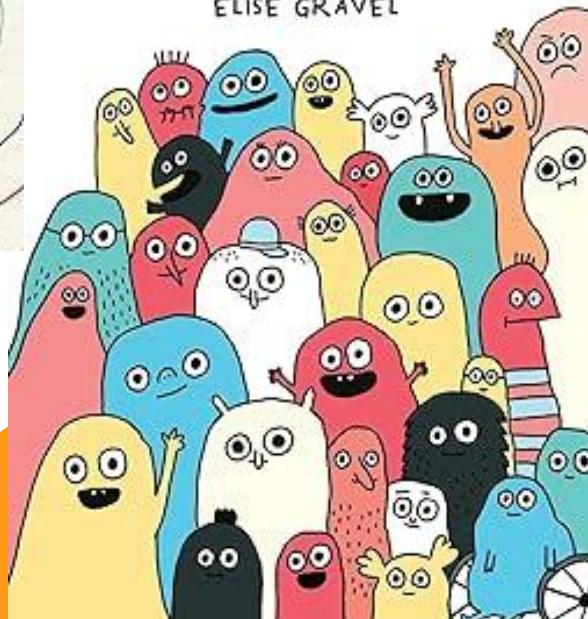
Interests

Needs

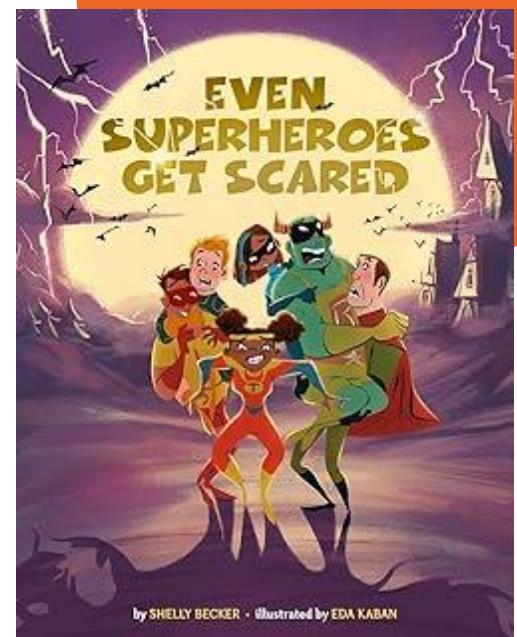
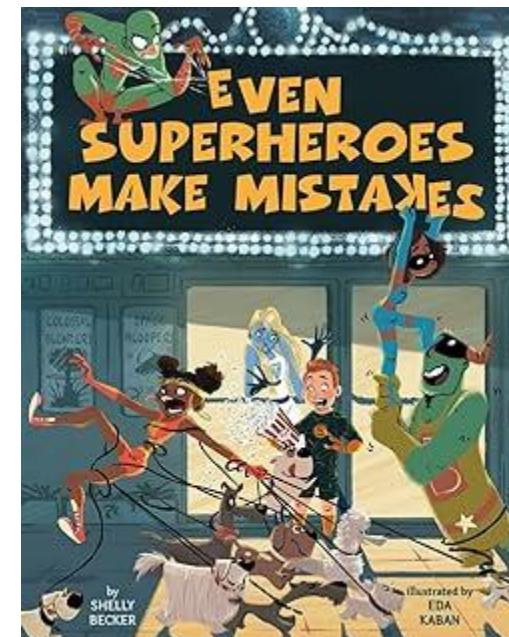


EVERYBODY!

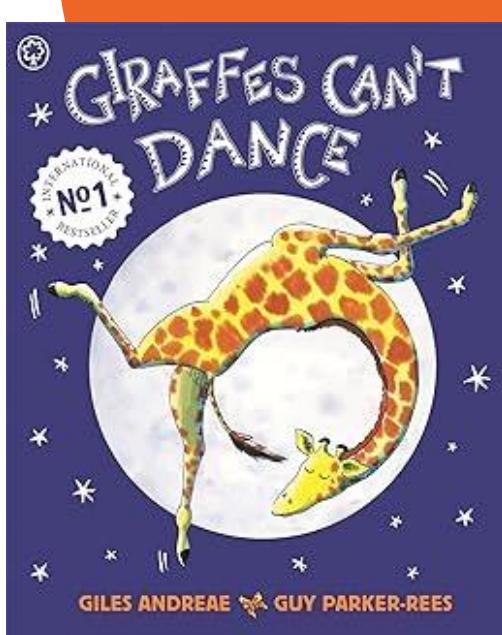
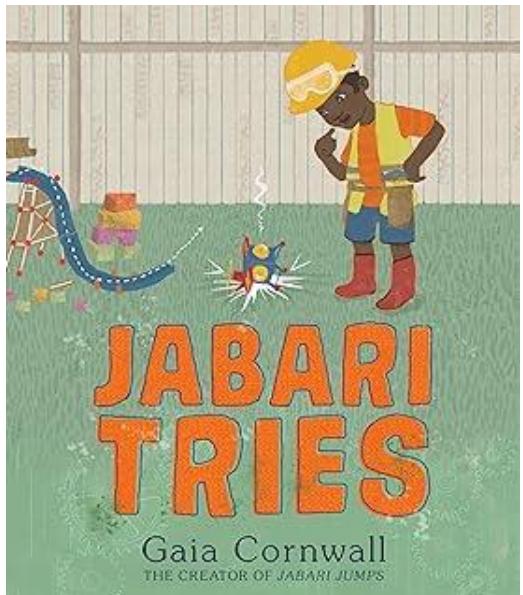
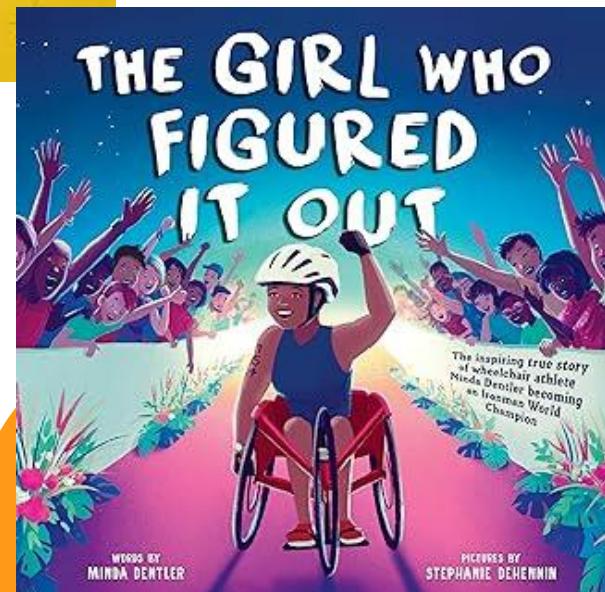
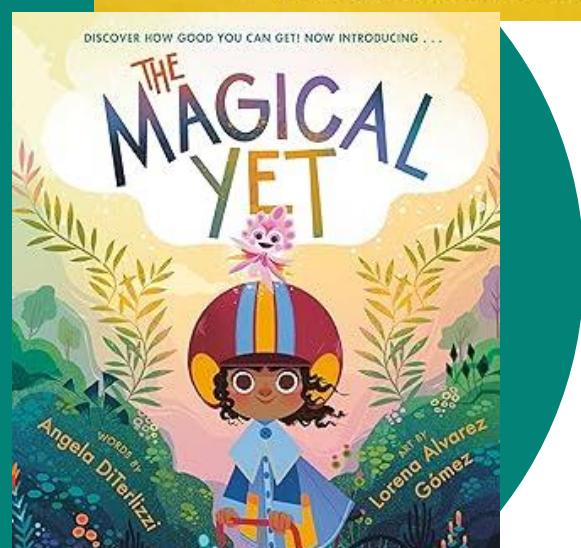
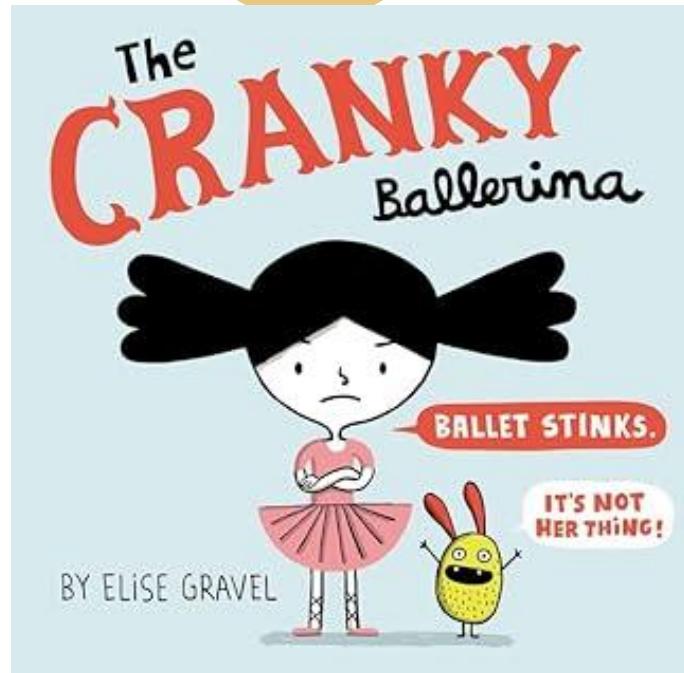
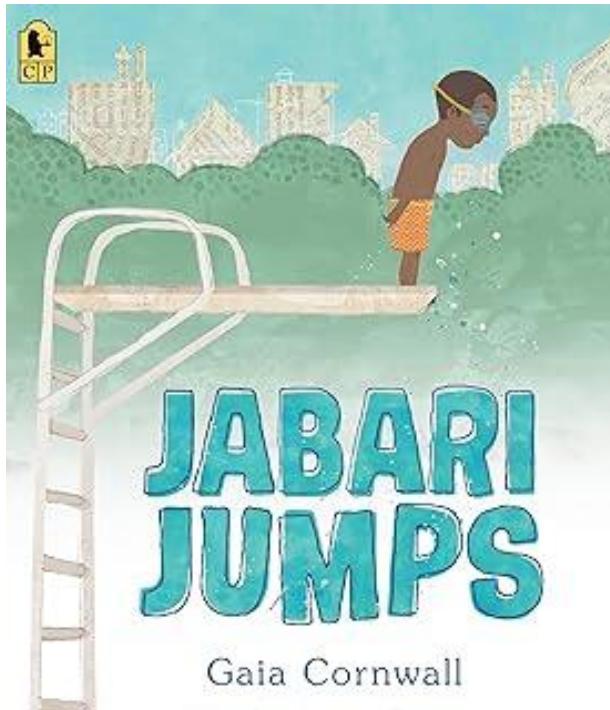
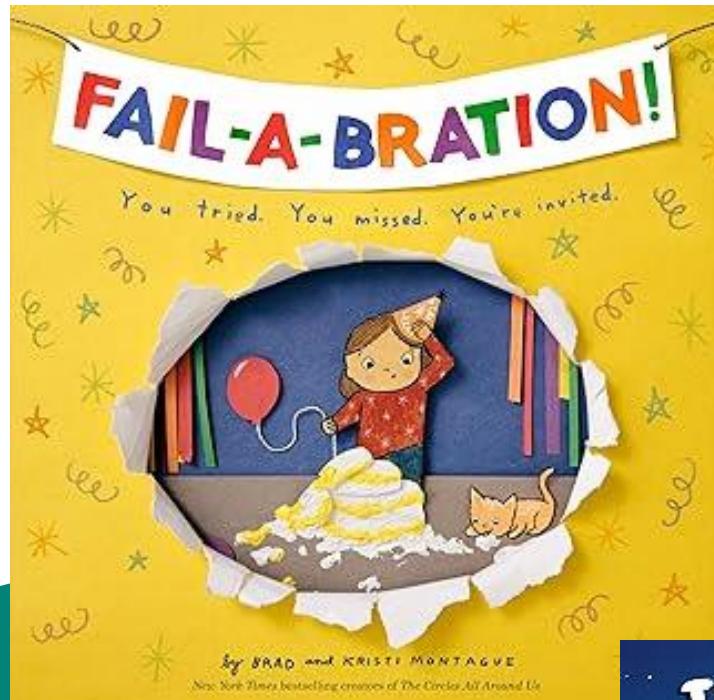
ELISE GRAVEL



MARIBETH BOELTS illustrated by NOAH Z. JONES



Stretches



Who are you? What are your dimensions?

Who am I? (Identities)	What do I love? (Interests)	What am I good at? (Strengths)	How do I want to grow? (Stretches)	What makes it hard for me to grow? (Needs)
<p>How do you identify?</p> <p>What are some words that describe you?</p> <p>Complete the statement: I am _____</p> <p>What communities are you and your family a part of?</p> <p>What are your pronouns?</p> <p>What place do you call home?</p> <p>What languages do you speak?</p> <p>What cultures, races or nations do you identify with?</p> <p>Are there any disabilities that you identify with?</p>	<p>What brings you joy?</p> <p>What are some of your favourite things/ activities?</p> <p>What are some things that you do with your family and friends?</p> <p>What do you wish you could spend more time doing?</p> <p>What do you want to learn more about?</p> <p>What do you want to learn how to do?</p> <p>What would you do if you had a full day off?</p> <p>What do you like to learn/ read about?</p> <p>What kinds of shows/ movies/ books do you like?</p>	<p>What feels easy to you?</p> <p>What do you know a lot about?</p> <p>What perspective do you bring to conversations?</p> <p>What are you really good at?</p> <p>How can I help others? (Strengths)</p> <p>What could you teach to someone else?</p> <p>Why is your family/ class/group so lucky to have you?</p> <p>How do you help out at home? In other activities?</p> <p>What do you do that brings other people joy?</p>	<p>What is a goal that you have for yourself?</p> <p>What do you want to get better at?</p> <p>What is something you want to learn more about?</p> <p>What do you wish you could do more of?</p> <p>What is an area that you need some practice in?</p> <p>What could you work on now, that will help you in the future?</p> <p>What do you need support for at school?</p> <p>What do you wish you could do more of without help?</p>	<p>What makes it hard for you to learn?</p> <p>What helps you learn best?</p> <p>What makes it hard for you to pay attention/ focus?</p> <p>Do you prefer to work alone or in a group?</p> <p>What makes it hard to get to school/ go to class?</p> <p>What do you wish was different about school?</p> <p>What materials/tools do you need in a classroom?</p> <p>What is important for your teacher to know about you?</p>

Getting to Know Children & Family Dimensions – Family Interviews

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 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?

Google Form:

<https://forms.gle/6CaTcpW3sSQnQnCp7>

Identities	Interests	Strengths
Choose at least 3 questions to respond to from this section.	Choose at least 3 questions to respond to from this section.	Choose at least 3 questions to respond to from this section.
How do you identify? Your answer	What brings you joy? Your answer	What feels easy to you? Your answer
What are some words that describe you? Your answer	What are some of your favourite things/activities? Your answer	What do you know a lot about? Your answer
Complete the statement: I am ... Your answer	What are some things that you like to do with your family? Your friends? Your answer	What unique perspective do you bring to conversations? Your answer
What communities are you and your family a part of? Your answer	What do you wish you could spend more time doing or learning about? Your answer	What are you really good at? Your answer
What are your pro nouns? Your answer	What would you do if you had a day off? Your answer	What could you teach to someone else? Your answer

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

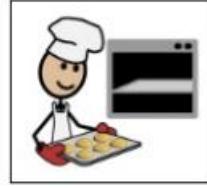
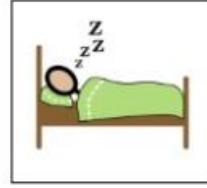
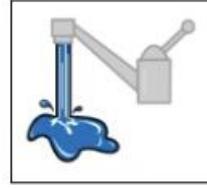
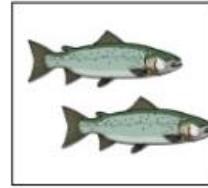
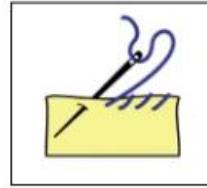
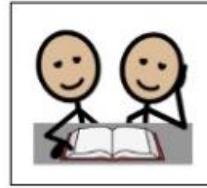
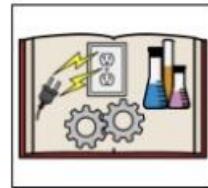
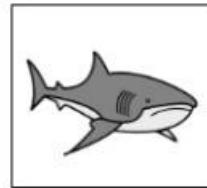
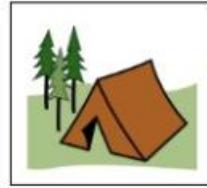
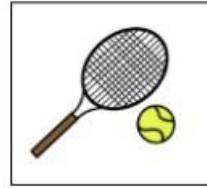
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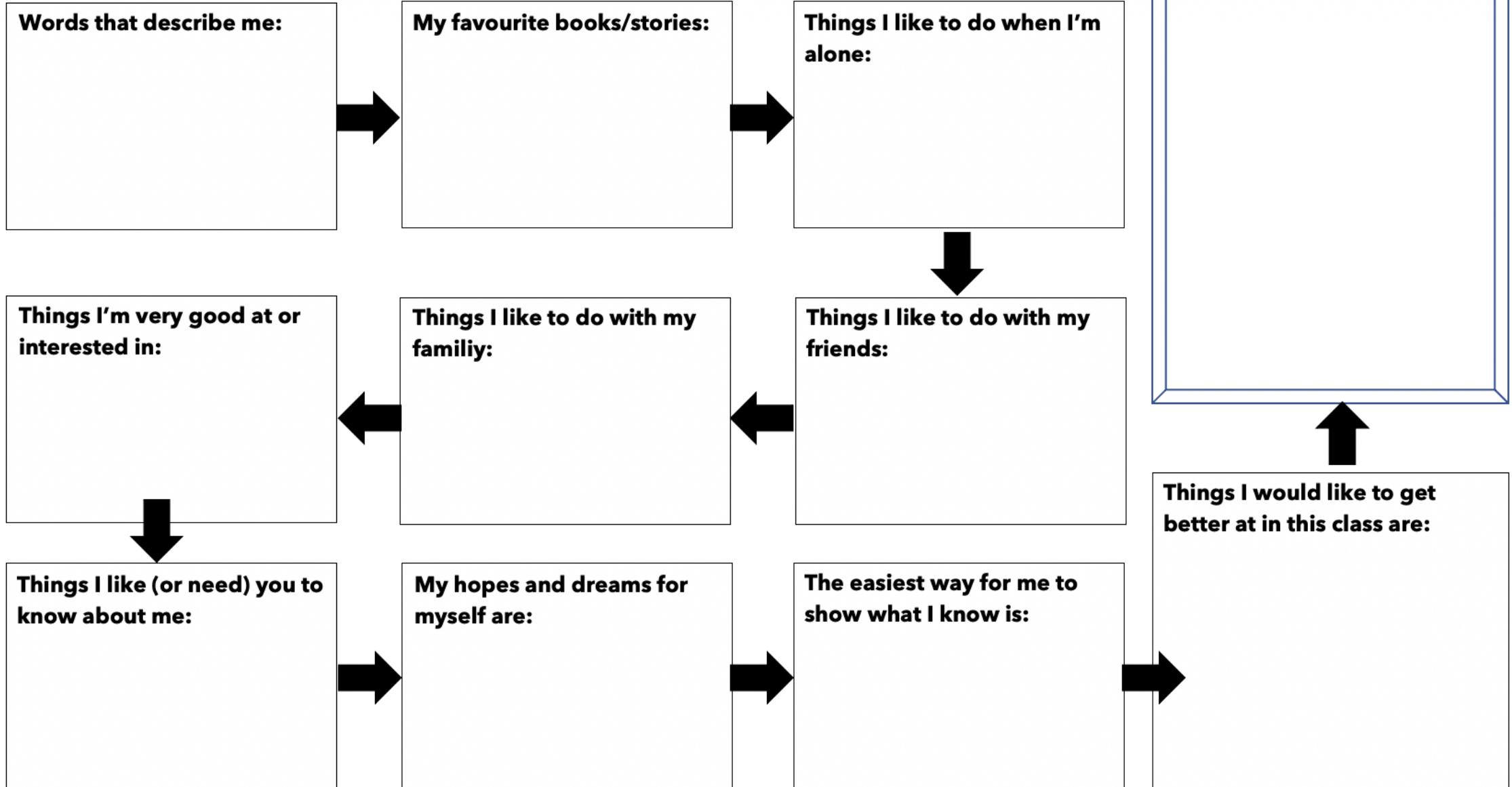
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Building my Student profile: What are my INTERESTS?



Who am I? Profile



Class Review:		School Team:	Date:	
Class Dimensions				
Class Identities Student Perspectives: Team Perspectives:	Class Interests Student Perspectives: Team Perspectives:	Classroom Strengths Student Perspectives: Team Perspectives:	Classroom Stretches Student Perspectives: Team Perspectives:	
Class Needs				
Need:	Need:	Need:	Need:	Need:
Team Goals				
Some big questions and/or goals that we have for this class:				
Team Reflections & Decisions				
What works well for this class?		What else can we do to reduce barriers for this class?		

Class Review:

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

What works well for this class?



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



Collaborative Team Decisions

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
- Newcomer 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)

AA, DC, NC, AC, AM, CS, KP, IO, AY, BQ

Need: Communication (expressive)

AA, DC, NC, AC, AM, CS, KP, IO, AY, BQ

Need: Executive Functioning

AA, DC, NC, AC, AM, CS, KP, IO, DG, AY, CV, BQ

Need: Gross/Fine Motor

AA, DC, NC, AC, AM, CS, IO, DG, AY, CV, BQ

Need: Self Regulation of Learning

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?

- Backwards Design
- Constructing learning continuums
- Needs based supports & strategies to a class



Class Review for: Grade 2

School: BG Elementary

Date: Fall 2022

We can plan for our students by getting to know their dimensions:

Identities

Culture/Race: Indo-Canadian, Mexican, Marshallese, Caucasian
 Disability: Autism, Intellectual Disability
 Language: Mixtec, Punjabi, English, Spanish
 SOGI: 10B /10G
 Family: only children, large families, adopted, immigrant families

Interests

Art, hands on activities, outdoor time, listen to stories, free choice, centre time, performances, builders, Lego, crafting, drawing, want to be at school, athletes, artists, outdoorsy

Strengths

Students are lively, fun, never bored, they like and support each other, are kind, creative, drawing, working together, supporting and helping each other, encourage each other, love learning, flexible, persuasive, a group that is very independent, persevere, kind, work hard, coping - showing a lot growth

Based on student dimensions we can ask questions and set some goals:

Some questions we have about this class:

- How do we address a large academic spread?
- How do we support a range of readers?
- How do we manage challenging behaviours?

Some goals we have for this class:

- Improve listening skills, develop social skills, using words to solve their problems, develop reading/writing skills, teach them to regulate their behaviour

We can respond to student dimensions by targeting specific core competencies

Strength areas:

Social Awareness & Responsibility
 Creative Thinking

Stretch areas:

Problem Solving
 Communication

We can respond to student dimensions by reducing and eliminating barriers for everyone:

What have we tried that is working:

Having a clear schedule of the day, ready/do/done, organization strategies (book bins for the week), math manipulatives, individual, white boards, check in mornings

What do we still want to try:

- Adjusting the classroom layout to include some calm down spaces, allow students to take breaks when needed
- Create an inclusive curricular unit plan

We can respond to student dimensions by determining and prioritizing individual needs:

Need: Executive Functioning (task initiation, sequencing)
 AM, AB, EB, AR, JR, PS, LT, CT

Need: Communication (Expressive)*
CT, EB, AR

Need: Self Regulation (Emotional) *
 AA, AB, EB, HB, AR, PS, LT, CT

Need: Anxiety*
 PS, LT, CT, EW, MJ, FT, IO

Need: Social Skills (Problem Solving)*
 AB, EB, HB, AR, PS, CT, EW, MJ

* Also an IEP Need Area

Class Dimensions

Class Identities:
 Families – half are in split families 2 families navigating cancer, 1 parent in rehab
 Grade – 4/5 combined
 Cultures: Kenyan, Caucasian, Japanese, Ethiopia, Hispanic, Pacific Islander,
 Religion: Christian,
 Language: English

Class Interests:
 Competition, trivia, puzzles, word games, brain teasers, riddles, working with friends, choice, being creative, stories and read aloud, art, service, kindergarten buddies

Classroom Strengths:
 Creating, social, healthy competition, fair, protective, aware, helping others, working with others, leadership, being aware of others, allowing others to lead, socially aware & responsible, understanding, strong academically overall (gr 4), reading, motivated intrinsically

Classroom Stretches:
 Waiting, their turn, not always getting your way/ what you want, being aware that what is "easy" is not easy for everyone, being aware of diverse abilities, empathy and mindful of how what we say affects others, stamina, justifying their learning, deep thinking and sharing of their learning, too comfortable sometimes

Targeted Class Needs

Need: Anxiety/ Emotional Regulation

GA, LB, JA, ES, KR, GS

Need: Engagement/ Motivation

LB, JA, ES, NS

Need: Trauma/ Family Needs

GA, LB, JA, ES, JK, LE

Need: Literacy

GA, MA, KR, TP, AB

Collaborative Team Questions

E: How to support literacy needs? How do we make sure they are ready for middle school?

S: How do we teach them to manage their needs (anxiety etc.) so they are ready for middle school and have to navigate such a different context?

C: How to support students who are not participating and often not attending? How to engage and motivate without pushing too hard?

Collaborative Team Decisions:

What works well for this class?

- Natural consequences, honesty & fairness, competition, roles & responsibilities as students, conversations

What do we still want to try?

Strategies to increase self advocacy

UDL Strategies to reduce barriers to engagement

- Make learning relevant to students' lives
- Scaffolding learning (access to challenge)

UDL Strategies to reduce barriers to representation

- Highlighting patterns in language systems
- Using multi-media
- Focus on building prior knowledge
- Include processing tasks in lesson design

UDL Strategies to reduce barriers to Expression

- Guiding students through self assessment and goal setting
- Model the use of supports and strategies

We can plan for our students by getting to know their dimensions:

Identities	Interests	Strengths	Stretches
Culture/Race: Canadian, Indigenous, American, Philippines Disability: Autism, ADHD Intellectual Disability, Behavioral, Learning Disability Language: English, French, Filipino SOGI: 12 identify as F, 16 identify as M Family: Rural families, large families, x generation families, mixed and blended families, international families, farming and forestry families	Interests Outdoors, dirt biking, hunting, horses, art, music, reading, football, hockey, volleyball, soccer, ruby, painting, cooking, computers, gaming, movies, band, agriculture, farming,	Strengths Kind hearted, help take care of class pet Gizmo, love hands on activities, athletic, competitive, artistic, inquiry learning, asking questions, open to learning different perspectives, love being outside, helping others	Stretches Listening when others are speaking, self-regulation, coming to class prepared, transitions, following directions, writing, decision making, taking risks, dealing with anxiety, being quiet when asked.

Based on student dimensions we can ask questions and set some goals:

Some questions we have about this class:

- How can we create a learning environment to meet everyone's needs and goals
- How can we learn self regulation and ways to deal with anxiety and stress
- How can we incorporate more hands on learning and inquiry based learning given time and resource restraints
- How can we incorporate more of the Indigenous principals of learning

Some goals we have for this class:

- To be open to try new things
- To build self confidence and self esteem
- To learn that its ok to make mistakes and try again

We can respond to student dimensions by reducing and eliminating barriers for everyone:

What have we tried that is working:

- Student choice
- Games and visuals to help learning
- Outdoor land based learning
- Reward system for positive behavior
- Creating a safe and inclusive classroom environment where all learners are welcomed

What do we still want to try:

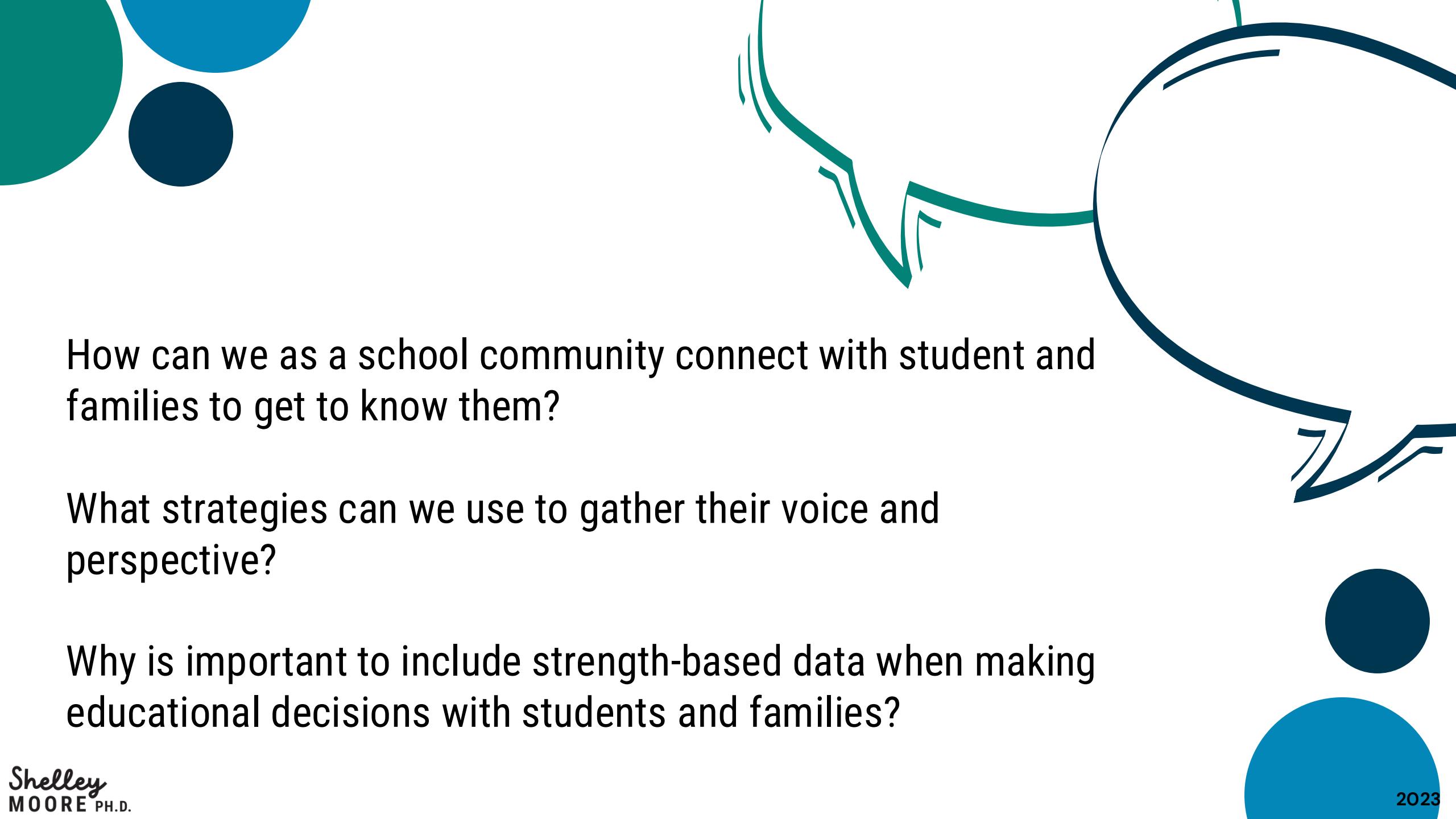
- Incorporating more SEL strategies in the classroom to help support all learners
- Build a more needs based classroom to help support all learners
- Teach self regulation skills and strategies
- Finding ways to build self esteem and self confidence

We can respond to student dimensions by determining and prioritizing individual needs: (This is based on Student IEPs, observations made by Ms. Hinz (Class teacher) and help from Ms. Wall (Class EA))

Need: Organization
EveryoneNeed: Social Skills
LB, HS, WS, CA, , JMNeed: Transitions
LB, HS, WS, CA,,JM, everyoneNeed: Language and Reading
LB, HS, WS, CA,JMNeed: SEL and Self regulation
LB, HS,WS,CA,JM, Everyone

* Also an IEP Need Area

Class Review:		School Team:	Date:	
Class Dimensions				
Class Identities Student Perspectives: Team Perspectives:	Class Interests Student Perspectives: Team Perspectives:	Classroom Strengths Student Perspectives: Team Perspectives:	Classroom Stretches Student Perspectives: Team Perspectives:	
Class Needs				
Need:	Need:	Need:	Need:	Need:
Team Goals				
Some big questions and/or goals that we have for this class:				
Team Reflections & Decisions				
What works well for this class?		What else can we do to reduce barriers for this class?		



How can we as a school community connect with student and families to get to know them?

What strategies can we use to gather their voice and perspective?

Why is important to include strength-based data when making educational decisions with students and families?

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