

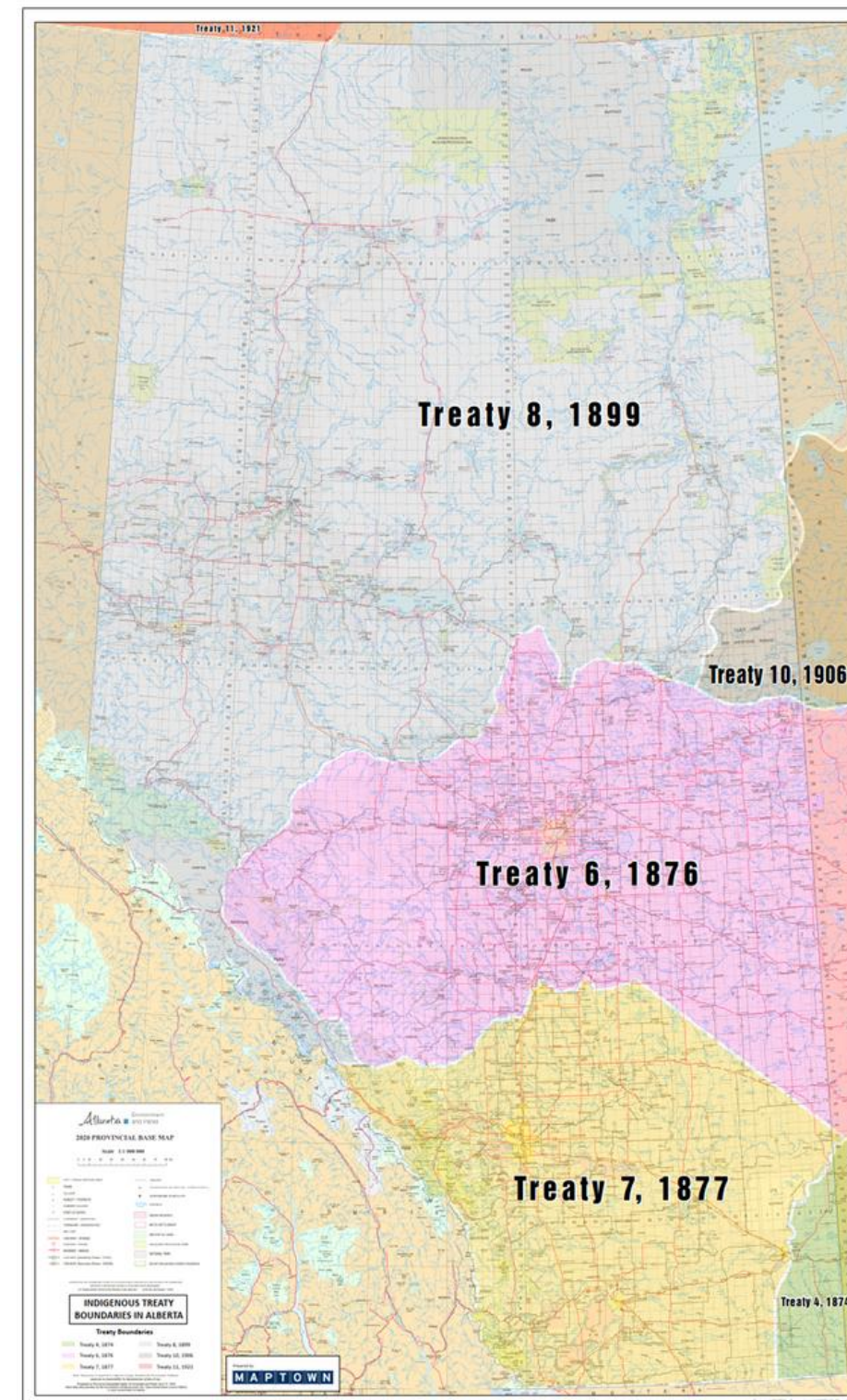
# The *Collaboration* Fishbowl: Modelling inclusive planning & practice in real life classrooms

Part 2: Building a **Class Profile**

**Dr. Shelley Moore & Laurie McIntosh**



# Where are we joining you from?



# Where are we joining you from?



# This Learning Series

## Part 1: Building a Class Profile Part 1

- **Part 1a:** Using Anchor Texts to teach and capture student voice (identities, strengths, interests)
- **Part 1b:** Using the DNA Strategy for strength-based data collection

## Part 2: Building a Class Profile Part 2

- **Part 2a:** Using Anchor Texts to gather student dimensions (needs, stretches)
- **Part 2b:** Using the WIN Time Strategy to target priority needs

# This Learning Series

## Part 1: Building a Class Profile Part 1

- **Part 1a:** Using Anchor Texts to teach and capture student voice (identities, strengths, interests)
- **Part 1b:** Using the DNA Strategy for strength-based data collection

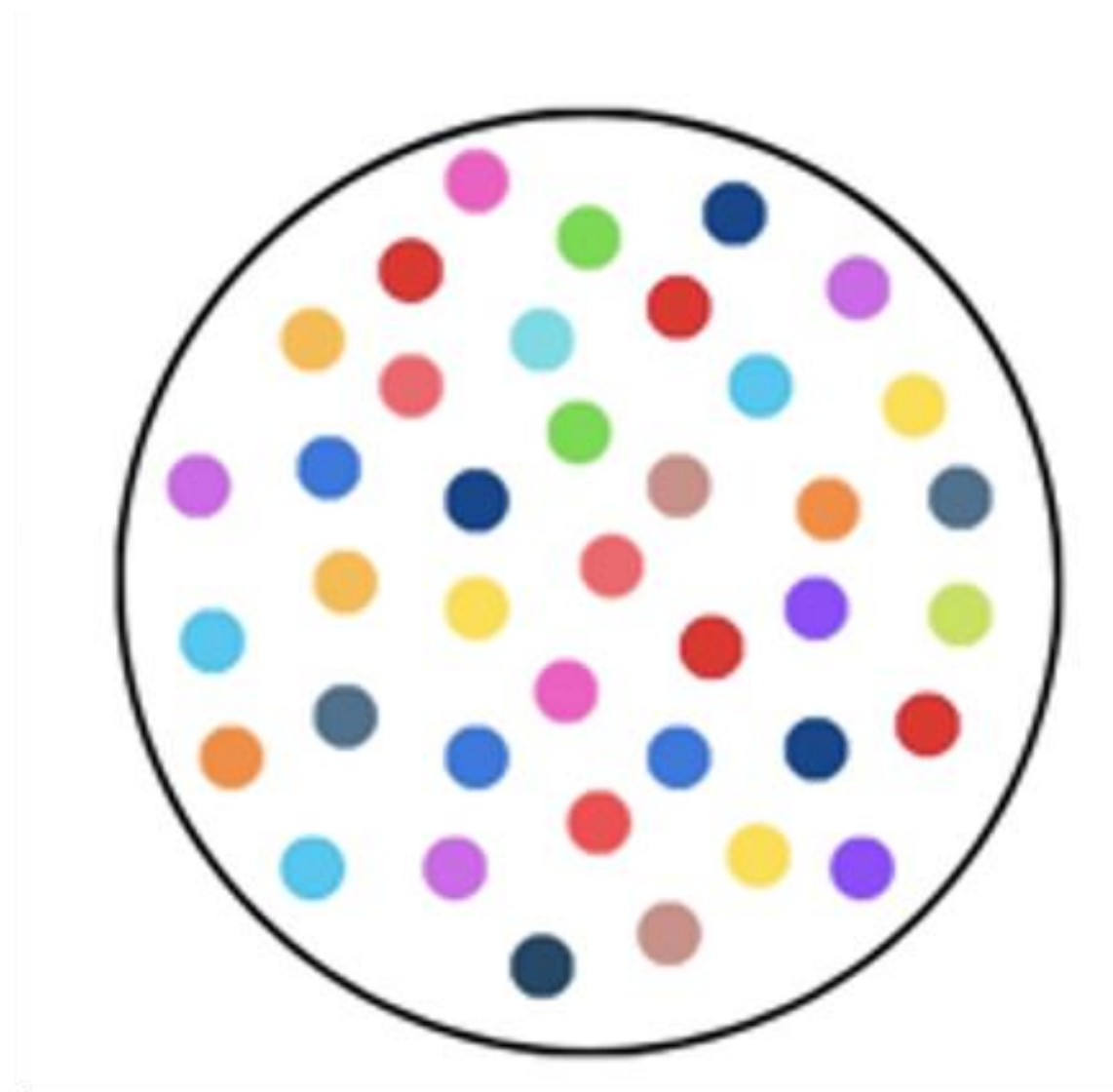
## Part 2: Building a Class Profile Part 2

- **Part 2a:** Using Anchor Texts to gather student dimensions (needs, stretches)
- **Part 2b:** Using the WIN Time Strategy to target priority needs

## Structure of Session

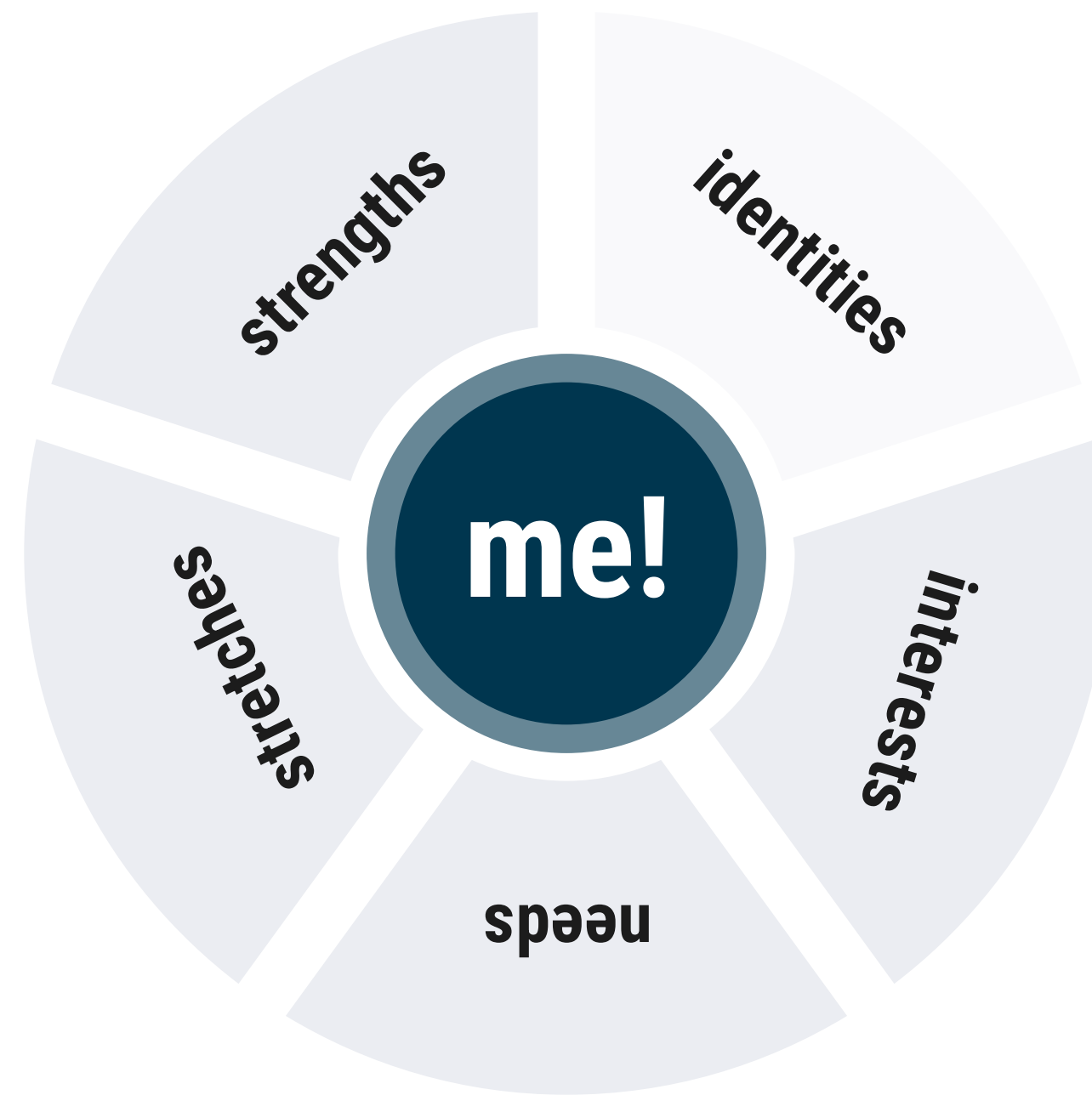
- Laurie and Shelley will model an inclusive planning strategy for one class
- A Kindergarten class in Alberta, Canada
- There are no self-contained or segregated Kindergarten classes in this school or district/division
- Students will be referred to using their initials
- Opportunity for questions at the end
- recording, handouts and templates will be sent to the email that you registered with, within 48 hours

# How do we DO *inclusion* ?



We need to know **who is there**. We need to know **what they bring**.









# The Five Dimensions



**We cannot design for who a student isn't.**

<b>Class Review:</b>		<b>School Team:</b>		<b>Date:</b>	
<b>Class Dimensions</b>					
<b>Class Identities</b> <i>Student Perspectives:</i>   <i>Team Perspectives:</i>		<b>Class Interests</b> <i>Student Perspectives:</i>   <i>Team Perspectives:</i>		<b>Classroom Strengths</b> <i>Student Perspectives:</i>   <i>Team Perspectives:</i>	
<b>Class Needs</b>					
<b>Need:</b>	<b>Need:</b>	<b>Need:</b>	<b>Need:</b>	<b>Need:</b>	<b>Need:</b>
<b>Team Goals</b>					
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<b>Team Reflections &amp; Decisions</b>					
<b>What works well for this class?</b>			<b>What else can we do to reduce barriers for this class?</b>		



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<b>Class Needs</b>					
<b>Need:</b>	<b>Need:</b>	<b>Need:</b>	<b>Need:</b>	<b>Need:</b>	
 <b>Prioritized Needs to Target</b> 					
<b>Team Goals</b>					
<b>Some big questions and/or goals that we have for this class:</b>					
 <b>Collaborative Team Goals</b> 					
<b>Team Reflections &amp; Decisions</b>					
<b>What works well for this class?</b>			<b>What else can we do to reduce barriers for this class?</b>		
 <b>Collaborative Team Decisions</b> 					

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<b>Class Dimensions</b>							
<b>Class Identities</b> <i>Student Perspectives:</i>  <i>Team Perspectives:</i> Cultural: Blackfoot, Ukrainian, Catholic, Philippines, Zimbabwe, Nigeria Languages: Urdu, Tagalog, German, English Queer family, Grandparent care, AAC kinship/foster, single family Race: Indigenous, Black, White Dis/abilities: Autistic, Disabled		<b>Class Interests</b> <i>Student Perspectives:</i>  <i>Team Perspectives:</i> Art, being creative, builders, music, athletic, how the world works, animals, biology, different countries & languages, they like each other, hockey, soccer, dancers, their communities, songs, dances, choreography, Pokémon, reading, words, letters, reading books together		<b>Classroom Strengths</b> <i>Student Perspectives:</i>  <i>Team Perspectives:</i> Create, hands on activities, confident, fast, self assured, persevere, positive and belief in each other, supportive, open and receptive, involved and connected to community, helpful, eager, excited, enthusiasm, zestful, happy & joyful, noticing, empathy, compassion, care		<b>Classroom Stretches</b> <i>Student Perspectives:</i>  <i>Team Perspectives:</i> Literacy (letter and word knowledge & skills, comprehension) Executive Functioning Personal/social awareness (competition – need to win) Emotional regulation	
<b>Class Needs</b>							
<b>Need:</b>	<b>Need:</b>	<b>Need:</b>	<b>Need:</b>	<b>Need:</b>	<b>Need:</b>		
<b>Team Goals</b>							
Some big questions and/or goals that we have for this class:							
<b>Team Reflections &amp; Decisions</b>							
<b>What works well for this class?</b> Music,			<b>What else can we do to reduce barriers for this class?</b>				



**Class Dimensions**

<p><b>Class Identities</b></p> <p><i>Student Perspectives:</i> Nigerian, Blackfoot, a family member, “a kid in a community”, Philippines, Germany, “I have a foster family”, Black, white, ADHD</p> <p><i>Team Perspectives:</i> Cultural: Blackfoot, Ukrainian, Catholic, Philippines, Zimbabwe, Nigeria Languages: Urdu, Tagalog, German, English Queer family, Grandparent care, AAC kinship/foster, single family Race: Indigenous, Black, White Dis/abilities: Autistic, Disabled</p>	<p><b>Class Interests</b></p> <p><i>Student Perspectives:</i> Art, dancing, how to be fast runners, countries, animals, building, how to be a community, science, reading, letters, numbers, Calgary Flames, Edmonton Oilers, Lethbridge Rattlers, nature, trees,</p> <p><i>Team Perspectives:</i> Art, being creative, builders, music, athletic, how the world works, animals, biology, different countries &amp; languages, they like each other, hockey, soccer, dancers, their communities, songs, dances, choreography, Pokémon, reading, words, letters, reading books together</p>	<p><b>Classroom Strengths</b></p> <p><i>Student Perspectives:</i> Imagination, kind, caring, sweet, helpful, grateful, joyful, helpers, kind neighbours, Treaty 7 caretakers, reading, comedians, storytellers, caring</p> <p><i>Team Perspectives:</i> Create, hands on activities, confident, fast, self assured, persevere, positive and belief in each other, supportive, open and receptive, involved and connected to community, helpful, eager, excited, enthusiasm, zestful, happy &amp; joyful, noticing, empathy, compassion, care</p>	<p><b>Classroom Stretches</b></p> <p><i>Student Perspectives:</i> Doing up our coats, putting on our snowpants, having safe bodies, being kind neighbours, using tools, feeling shy and nervous, reading words and not just pictures</p> <p><i>Team Perspectives:</i> Literacy (letter and word knowledge &amp; skills, comprehension) Executive Functioning Personal/social awareness (competition – need to win) Emotional regulation</p>
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**Class Needs**

<b>Need:</b>	<b>Need:</b>	<b>Need:</b>	<b>Need:</b>	<b>Need:</b>
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**Team Goals**

**Some big questions and/or goals that we have for this class:**  
 What can I do to respond to the needs in this community?  
 What can I do that will build independence, agency and confidence to prepare them for growing up?

**Team Reflections & Decisions**

<p><b>What works well for this class?</b> Music,</p>	<p><b>What else can we do to reduce barriers for this class?</b></p>
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# The Five Dimensions

**Identities:** Who are you? What communities are you a part of?

**Interests:** What do you love? What would you spend time doing if you could?

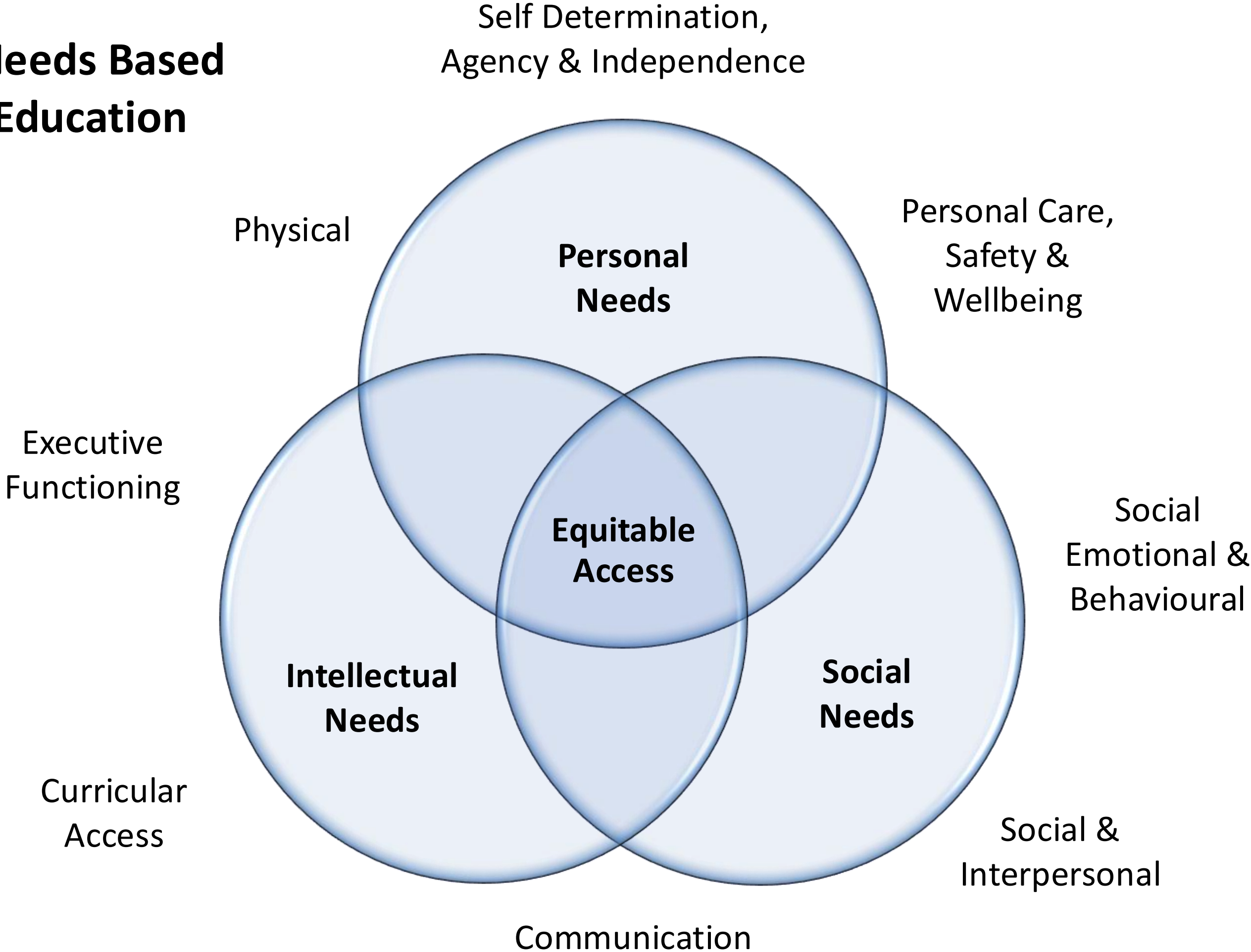
**Strengths:** What do you bring to a community? What could you teach others?

**Needs:** What are things that you have always needed support for...and may always need support for?

**Stretches:** What are some things that are hard for you, but the more you do it the easier it gets?



# Common Needs Based Areas in Education



# Collaborative Needs-Based Reflection

Common Needs Based Areas		Students in Mind	Priority	Monitor	N/A
Social-Emotional & Behavioural	Emotional regulation				
	Anxiety, depression & mental health				
	Anger or frustration tolerance				
	Stress management				
	Self-esteem, acceptance & confidence				
	Behavioural regulation				
	Coping skills				
	Trauma or grief				
Executive Functioning	Attention & focus				
	Working memory				
	Impulse control				
	Task initiation				
	Organization				
	Time management				
	Planning & sequencing				
	Flexible thinking				
Transitioning					
Communication	Receptive communication				
	Expressive communication				
	Social communication				
	Nonverbal communication				
	Oral language				
	Augmented & Alternative Communication (AAC)				

Common Needs Based Areas		Students in Mind	Priority	Monitor	N/A	
Curricular Access	Literacy - Decoding					
	Literacy - Comprehension					
	Literacy - Written output					
	Literacy - Oral language/speaking					
	Foundational numeracy					
	Engagement/motivation					
	Understanding information					
	Knowing & using learning strategies					
	Curricular access					
	Curricular challenge/extension					
Self-Determination, Agency & Independence	Self-awareness & advocacy					
	Choice making & goal setting					
	Managing materials & routines					
	Independence/agency					
	Ownership of learning					
Social & Interpersonal	Peer relationships					
	Collaboration & group work					
	Understanding social cues					
	Problem-solving/conflict resolution					
	Belonging & community					
Physical	Mobility					
	Motor skills (fine/gross)					
	Sensory regulation					
	Medical					
	Energy or stamina					
	Eating, feeding, and/or allergies					

## Understanding Needs Based Areas

**Social–Emotional & Behavioural:** Support for understanding, managing, and expressing emotions, coping with stress, and responding to situations in safe and purposeful ways

- **Emotional regulation:** Support recognizing, naming, and managing feelings in purposeful, adaptive ways.
- **Anxiety, depression, mental health:** Support reducing emotional distress, building coping skills, and accessing wellness strategies.
- **Anger or frustration tolerance:** Support staying regulated, pausing, and using strategies when emotions feel too big.
- **Stress management:** Support recognizing stress signals and using tools to return to calm.
- **Self Esteem, acceptance & confidence:** Support developing a positive sense of self, strengths, and identity.
- **Behavioural regulation:** Support managing impulses and responding to communication safely and purposefully.
- **Coping skills:** Support using calming, grounding, and problem-solving tools during challenges.
- **Trauma or grief:** Support creating safety, predictability, and connection when students experience loss or trauma.

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# Making Collaborative Decisions: A Menu of Support

Options for how I (Shelley) can support you (Laurie) 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

- Creating/ 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

# 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



## Classroom Support Cont.



## Individual Student Support



# This Learning Series

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## Part 2: Building a Class Profile Part 2

- **Part 2a:** Using Anchor Texts to gather student dimensions (needs, stretches)
- **Part 2b:** Using the WIN Time Strategy to target priority needs



**Choose one thing to try & tag us!**

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an outside pin.**



**@drshelleymoore  
@mrsmacskinders  
#changingmyaim**

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