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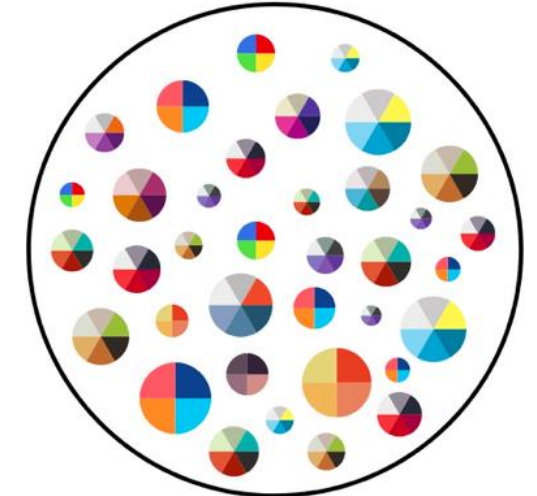
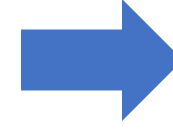
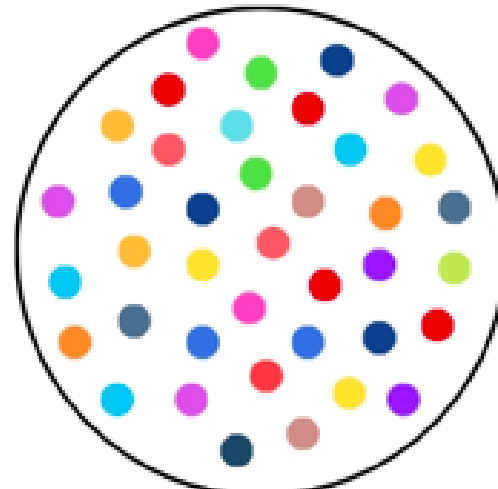
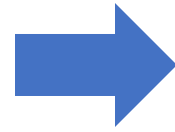
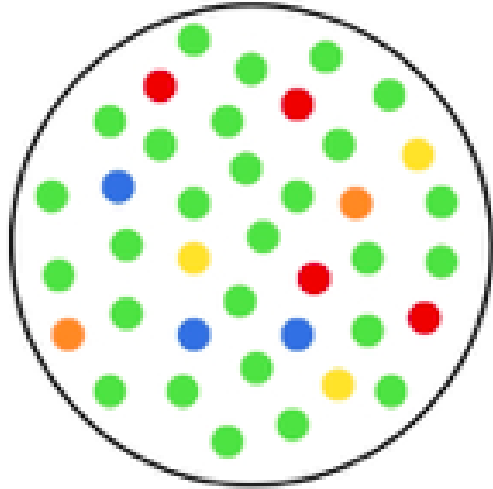


Dr. Shelley Moore

HOW do we DO

inclusion ?

# WHAT IS **inclusion** ?



Including  
'special needs' students  
into general education  
classrooms

Teaching and designing for  
**diversity**  
(that includes Disability)

Creating space for  
students to feel confident  
and safe to **identify?**  
(that includes students  
who are Disabled)

In a world of  
**UNICORNS**

Be a **UNICORN**  
that celebrates a  
**BAT**



When the conditions are  
right, everyone can be  
successful



What is a barrier?

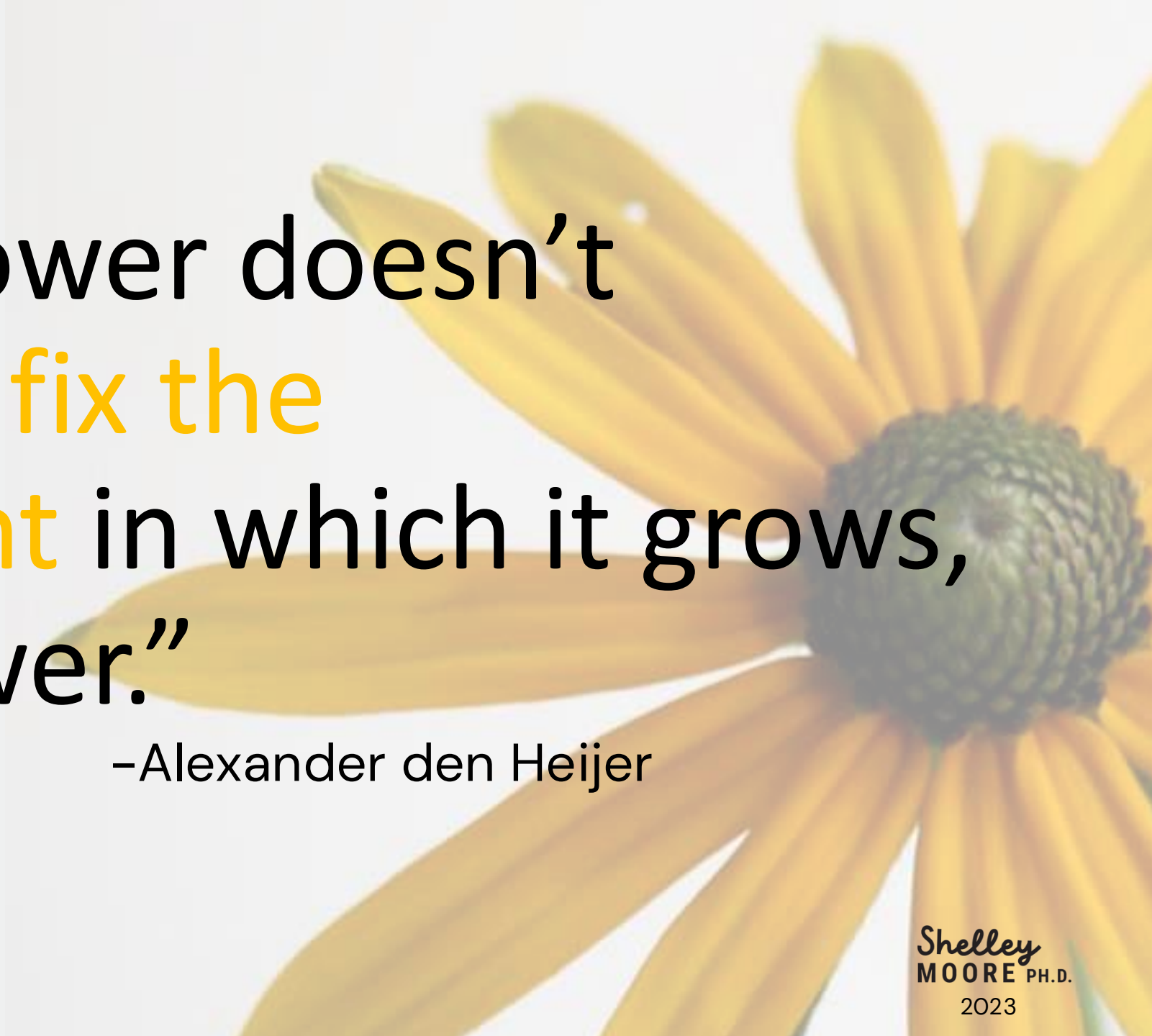
What is a need?



# 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

# Universal Design for Learning 3.0






All students  
need to be  
engaged



All students  
need to  
understand



All students  
need to show  
learning

|                           | <b>Design Multiple Means of Engagement</b>   | <b>Design Multiple Means of Representation</b>   | <b>Design Multiple Means of Action &amp; Expression</b>    |
|---------------------------|---|---|---|
| <b>Access</b>             | <p>Design Options for <b>Welcoming Interests &amp; Identities</b> (7)</p> <ul style="list-style-type: none"><li>• Optimize choice and autonomy (7.1)</li><li>• Optimize relevance, value, and authenticity (7.2)</li><li>• Nurture joy and play (7.3)</li><li>• Address biases, threats, and distractions (7.4)</li></ul>   | <p>Design Options for <b>Perception</b> (1)</p> <ul style="list-style-type: none"><li>• Support opportunities to customize the display of information (1.1)</li><li>• Support multiple ways to perceive information (1.2)</li><li>• Represent a diversity of perspectives and identities in authentic ways (1.3)</li></ul>  | <p>Design Options for <b>Interaction</b> (4)</p> <ul style="list-style-type: none"><li>• Vary and honor the methods for response, navigation, and movement (4.1)</li><li>• Optimize access to accessible materials and assistive and accessible technologies and tools (4.2)</li></ul>  |
| <b>Support</b>            | <p>Design Options for <b>Sustaining Effort &amp; Persistence</b> (8)</p> <ul style="list-style-type: none"><li>• Clarify the meaning and purpose of goals (8.1)</li><li>• Optimize challenge and support (8.2)</li><li>• Foster collaboration, interdependence, and collective learning (8.3)</li><li>• Foster belonging and community (8.4)</li><li>• Offer action-oriented feedback (8.5)</li></ul> | <p>Design Options for <b>Language &amp; Symbols</b> (2)</p> <ul style="list-style-type: none"><li>• Clarify vocabulary, symbols, and language structures (2.1)</li><li>• Support decoding of text, mathematical notation, and symbols (2.2)</li><li>• Cultivate understanding and respect across languages and dialects (2.3)</li><li>• Address biases in the use of language and symbols (2.4)</li><li>• Illustrate through multiple media (2.5)</li></ul> | <p>Design Options for <b>Expression &amp; Communication</b> (5)</p> <ul style="list-style-type: none"><li>• Use multiple media for communication (5.1)</li><li>• Use multiple tools for construction, composition, and creativity (5.2)</li><li>• Build fluencies with graduated support for practice and performance (5.3)</li><li>• Address biases related to modes of expression and communication (5.4)</li></ul> |
| <b>Executive Function</b> | <p>Design Options for <b>Emotional Capacity</b> (9)</p> <ul style="list-style-type: none"><li>• Recognize expectations, beliefs, and motivations (9.1)</li><li>• Develop awareness of self and others (9.2)</li><li>• Promote individual and collective reflection (9.3)</li><li>• Cultivate empathy and restorative practices (9.4)</li></ul>  | <p>Design Options for <b>Building Knowledge</b> (3)</p> <ul style="list-style-type: none"><li>• Connect prior knowledge to new learning (3.1)</li><li>• Highlight and explore patterns, critical features, big ideas, and relationships (3.2)</li><li>• Cultivate multiple ways of knowing and making meaning (3.3)</li><li>• Maximize transfer and generalization (3.4)</li></ul>  | <p>Design Options for <b>Strategy Development</b> (6)</p> <ul style="list-style-type: none"><li>• Set meaningful goals (6.1)</li><li>• Anticipate and plan for challenges (6.2)</li><li>• Organize information and resources (6.3)</li><li>• Enhance capacity for monitoring progress (6.4)</li><li>• Challenge exclusionary practices (6.5)</li></ul>  |

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

PERIODIC TABLE OF PLANT NUTRIENTS

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



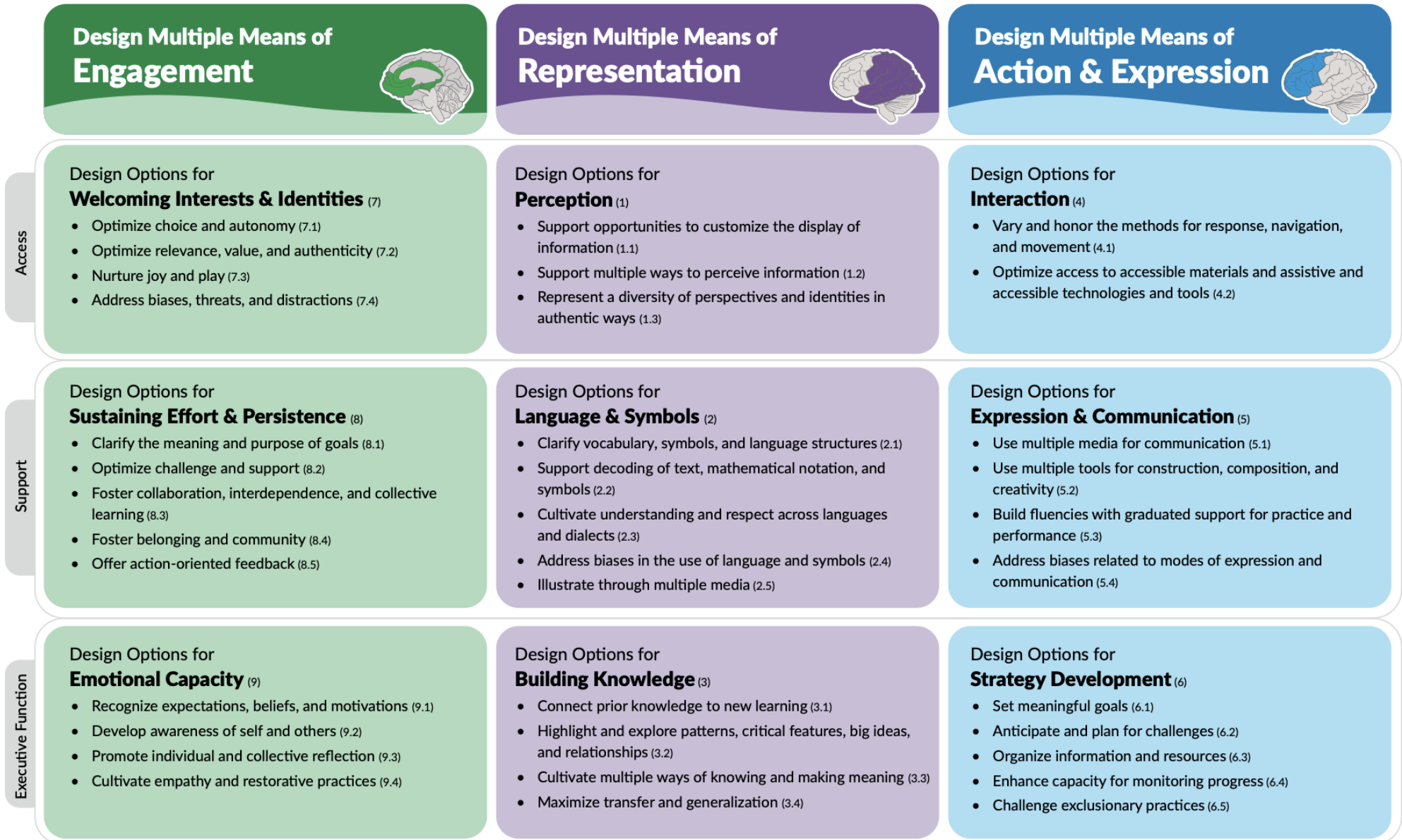
PERIODIC TABLE OF PLANT NUTRIENTS

| 7                      | 15                     | 19                    | 17                       | 16                 | 20                      |
|------------------------|------------------------|-----------------------|--------------------------|--------------------|-------------------------|
| <b>N</b><br>Nitrogen   | <b>P</b><br>Phosphorus | <b>K</b><br>Potassium | <b>Mg</b><br>Magnesium   | <b>S</b><br>Sulfur | <b>Ca</b><br>Calcium    |
| Primary Macronutrients |                        |                       | Secondary Macronutrients |                    |                         |
| <b>B</b><br>Boron      | <b>Cl</b><br>Chlorine  |                       |                          |                    |                         |
| <b>Mn</b><br>Manganese | <b>Fe</b><br>Iron      | <b>Ni</b><br>Nickel   | <b>Cu</b><br>Copper      | <b>Zn</b><br>Zinc  | <b>Mo</b><br>Molybdenum |
| Micronutrients         |                        |                       |                          |                    |                         |

Source: Greenandvibrant.com



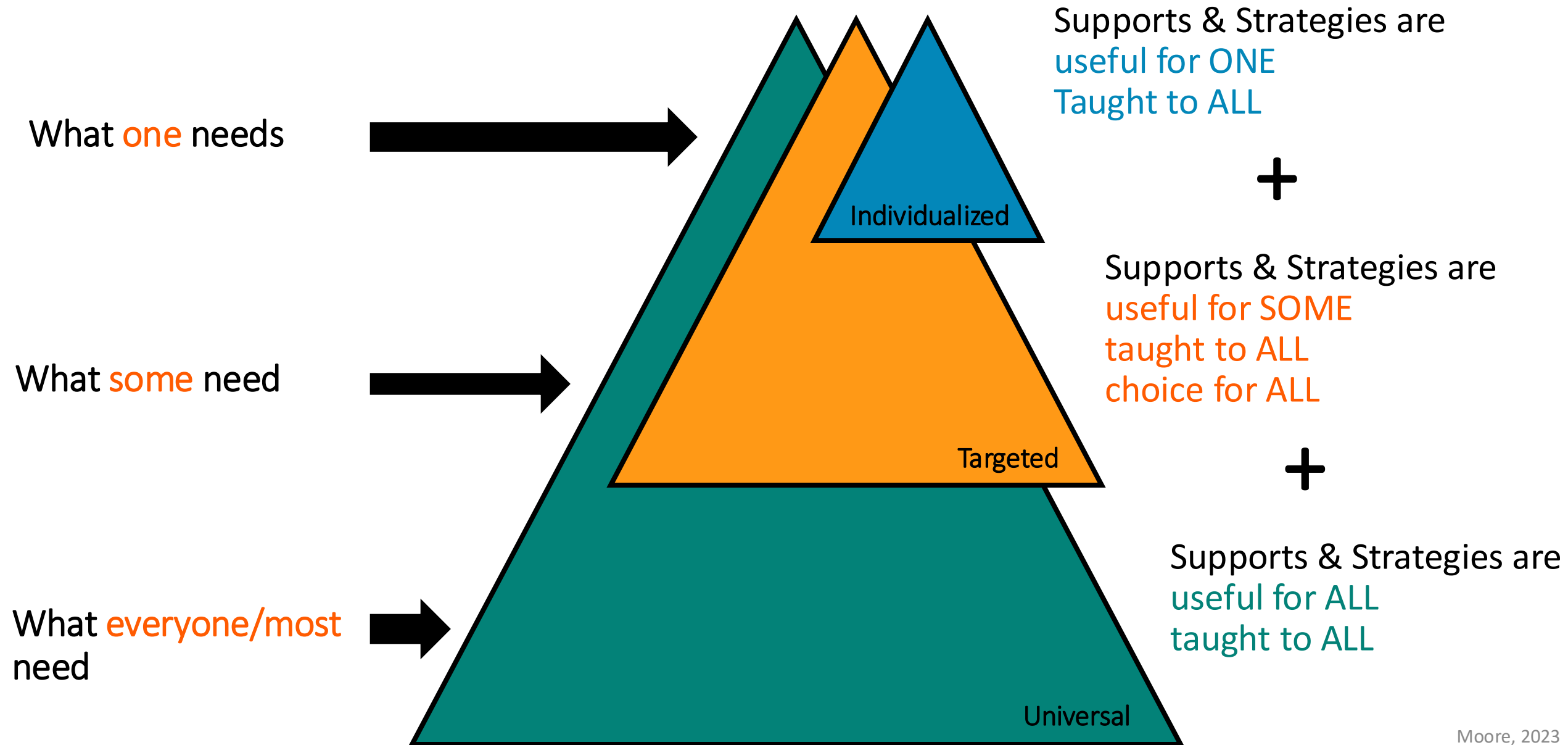
# What universal supports & strategies can be taught to reduce barriers for everyone?



The slide features several large, solid-colored circles: a grey one on the left, a large orange one on the right, a yellow one below the orange one, and two blue ones at the top right.

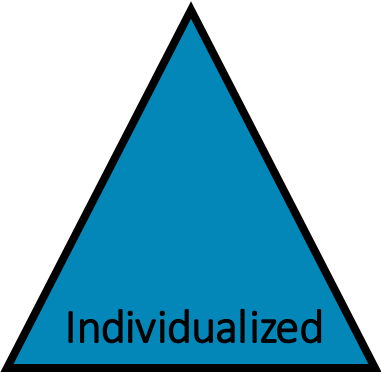
One useful idea so far

# Multiple Layers of Needs Based Support



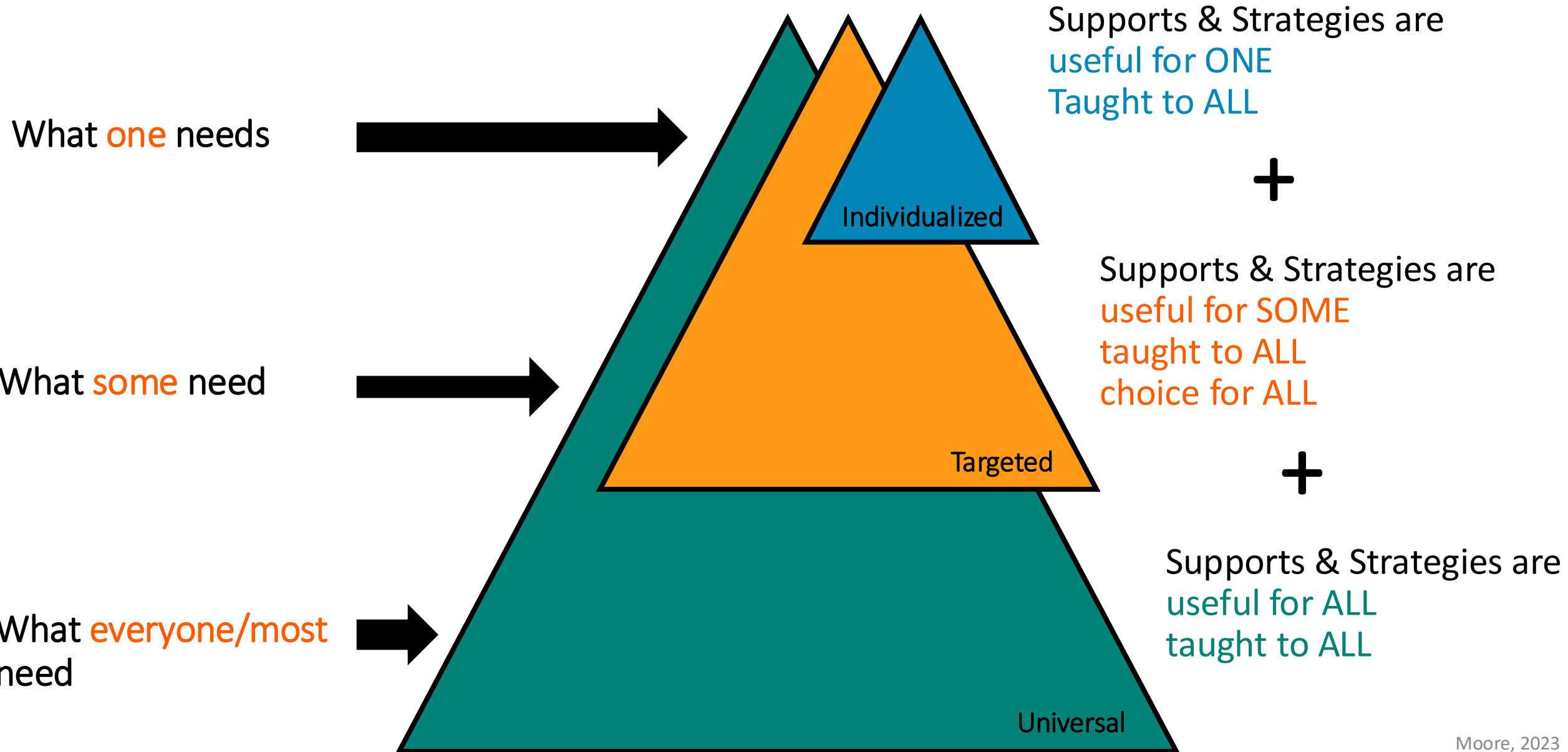
# Supporting one...

What one needs



Supports & Strategies are useful for ONE

# Supporting ALL...



Other support needs: engagement, motivation, identity, community, language, literacy (oral), self advocacy, self esteem, self regulation, social skills

## Universalized Strategy or Support: using technology to help **everyone** to communicate

Individualized (Good for ONE/ Taught to ALL):

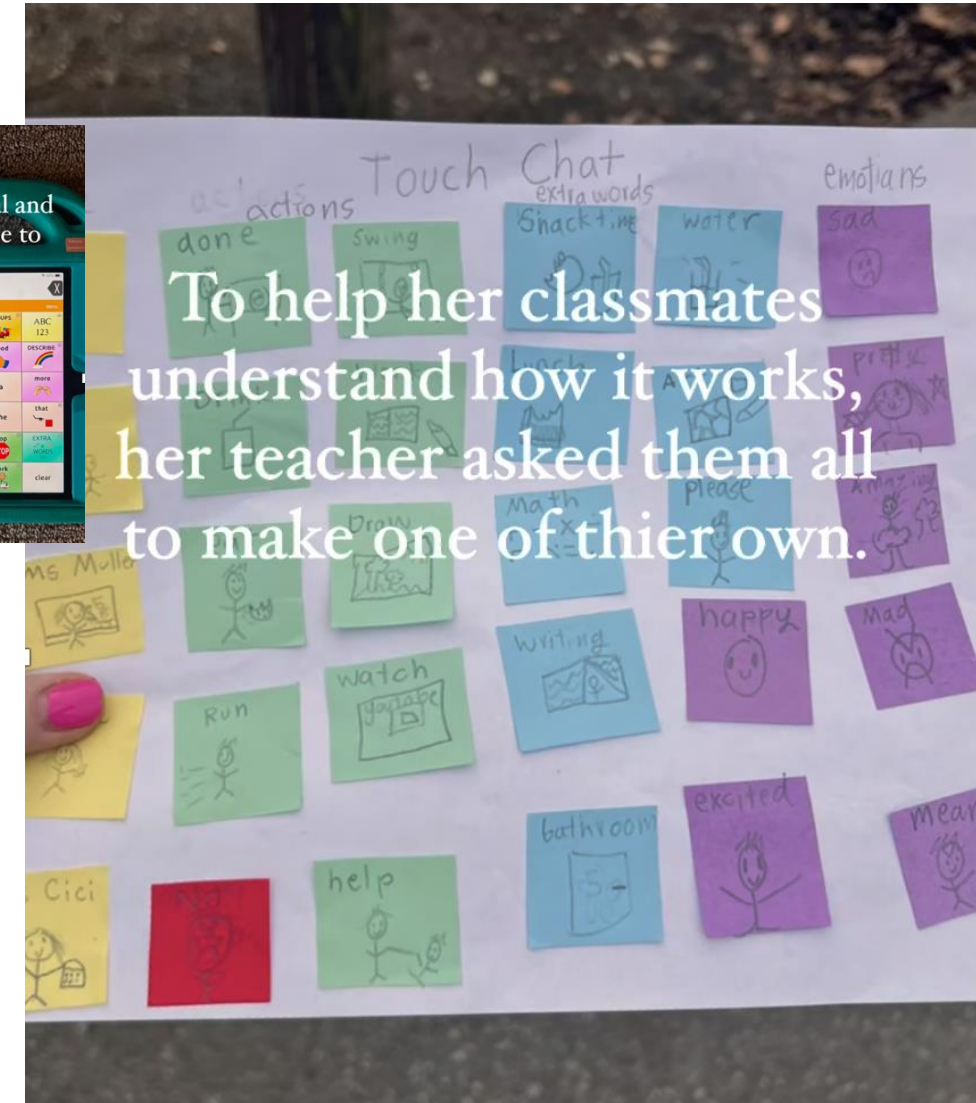
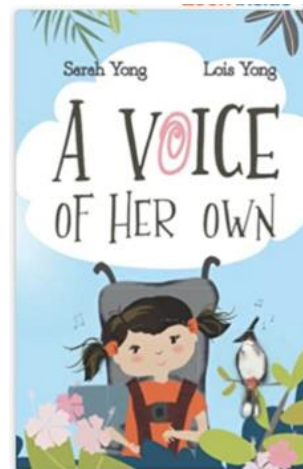
- 4.2, 5.2, 5.4 – Kenzie’s touch chat AAC device

Targeted (Good for Some; Choice to ALL):

- 4.2, 5.2, 5.4 – choosing and using specific tools (AAC device, drawing/visuals, text to speech, word prediction, Storybird, Pictello)

Universal (Good for ALL; Taught to ALL):

- 4.2 – optimize access to accessible materials, assistive technologies and tools (teach all students about all technologies and tools)
- 5.2 – use multiple tools for construction, composition and creativity (teach all students how to use technologies and tools)
- 5.4 – address bias related to modes of expression (teach all students about people who use different technologies and tools)






# Inclusive IEP Supports & Strategies

| Priority Need Area            | Universal Design for Learning<br>Indicators that will reduce barriers<br>(Teach to All; Useful to all)  | Specific & Targeted Supports<br>& Strategies that will increase agency<br>(Teach to All; Useful to Some)  | Individualized Supports<br>& Strategies that will increase access<br>(Teach to All; Useful for One)  |
|-------------------------------|---|---|--|
| Communication (expression)    | <p>4.2 – optimize access to accessible materials, assistive technologies and tools (provide access to and teach all students about different technologies and tools)</p> <p>5.2 – use multiple tools for construction, composition and creativity (model &amp; teach all students how to use technologies and tools)</p> <p>5.4 – address bias related to modes of expression (teach all students about people who use different technologies and tools )</p>   | <p>4.2, 5.2 – AAC, PECS, text to speech, speech to text, word predictions, apps- Stoybird, Pictello</p> <p>5.4 – include books with characters that use communication technologies</p>  | <p>4.2, 5.2: KJ – Touch chat AAC</p>   |
| Intellectual Ability (Access) | <p>8.2 - optimise challenge &amp; support (scaffold goals and activities that increase in challenge for all students)</p> <p>8.3 - foster collaboration, interdependence and collective learning (design accessible and scaffolded activities that create shared learning experiences)</p> <p>1.2 - support multiple ways to perceive information (options of text at different accessibility levels and modalities for learning content)</p> <p>3.3 - cultivate multiple ways of knowing and meaning making (design activities that utilize multiple modalities)</p> | <p>8.2 – access point to learning standards, activities</p> <p>8.3 – accessible &amp; shared activities, collaboration roles in groups</p> <p>1.2 – visuals, multi-media, diverse text levels</p> <p>3.3 - activities that include visual, written, oral, kinesthetic ways of understanding</p> | <p>1.2 - KJ - content preloading into touch chat, individualized text at emergent literacy level</p> |

# Inclusive IEP Supports & Strategies

| Priority Need Area            | Universal Design for Learning Indicators that will reduce barriers (Teach to All; Useful to all)   | Specific & Targeted Supports & Strategies that will increase agency (Teach to All; Useful to Some)  | Individualized Supports & Strategies that will increase access (Teach to All; Useful for One)        |
|-------------------------------|--|---|--|
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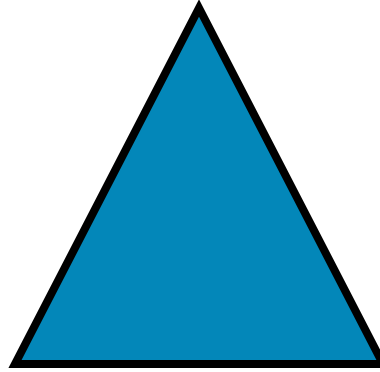
|                           | <b>Design Multiple Means of Engagement</b>   | <b>Design Multiple Means of Representation</b>   | <b>Design Multiple Means of Action &amp; Expression</b>    |
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# Anchoring Supports & Strategies

## Need: Anxiety

Individualized strategy (Designed for ONE)

- Family photo in desk

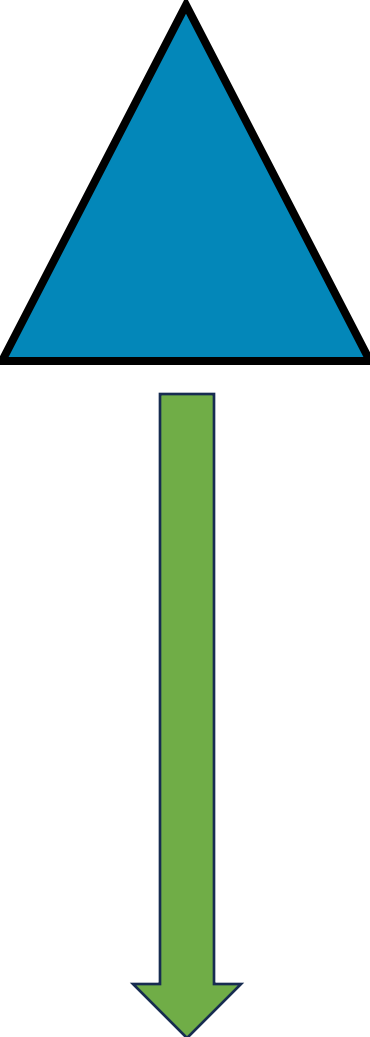


# Anchoring Supports & Strategies

## Need: Anxiety

Individualized strategy (Designed for ONE)

- Family photo in desk



# Anchoring Supports & Strategies

## Need: Anxiety

Individualized strategy (Designed for ONE)

- Family photo in desk

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

Universal (Good for ALL/Most; 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

Other Supports Needs Met

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

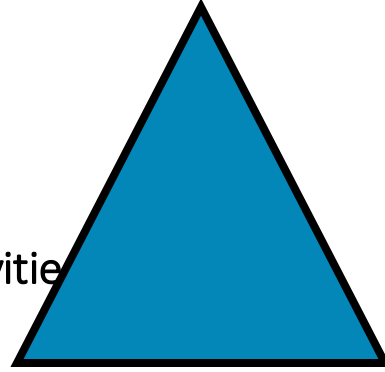


# Anchoring Supports & Strategies

Need: Self regulation  
(behavioral, emotional)

Individualized strategy (Designed for ONE)

- A quiet corner with individual tools/ books/ activities for SD

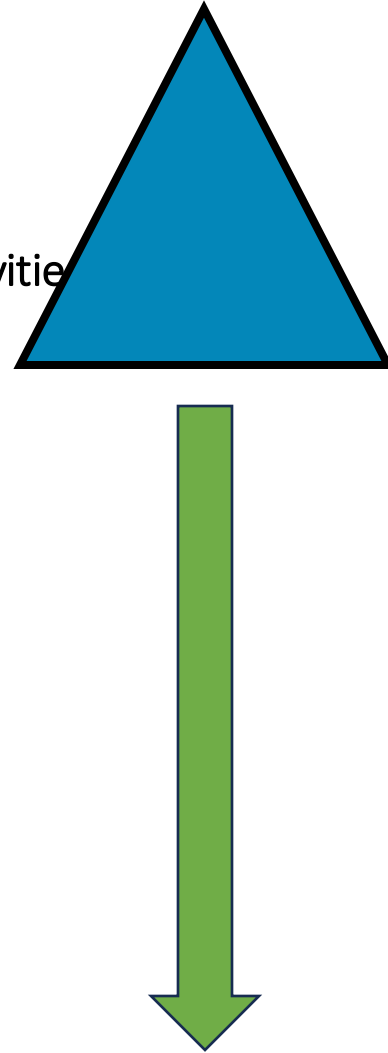


# Anchoring Supports & Strategies

Need: Self regulation  
(behavioral, emotional)

Individualized strategy (Designed for ONE)

- A quiet corner with individual tools/ books/ activities for SD



# Anchoring Supports & Strategies

## Need: Self regulation (behavioral, emotional)

Individualized strategy (Designed for ONE)

- A basket of individual tools/ books/ activities specific for SD to use in the quiet corner

Targeted (Good for Some; Choice to ALL):

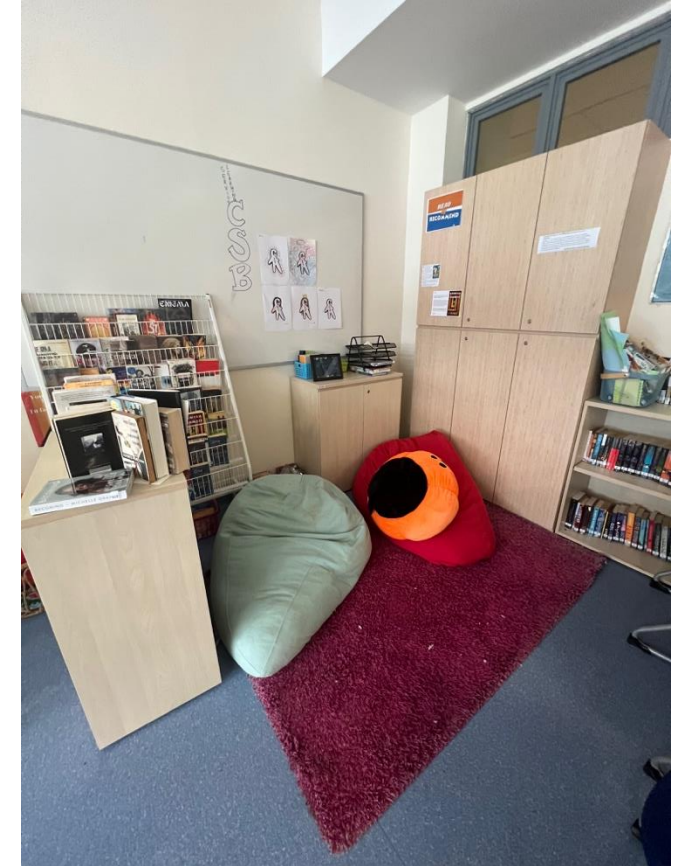
- Students can choose when/if they need to go to the quiet corner

Universal (Good for ALL/Most; Taught to ALL):

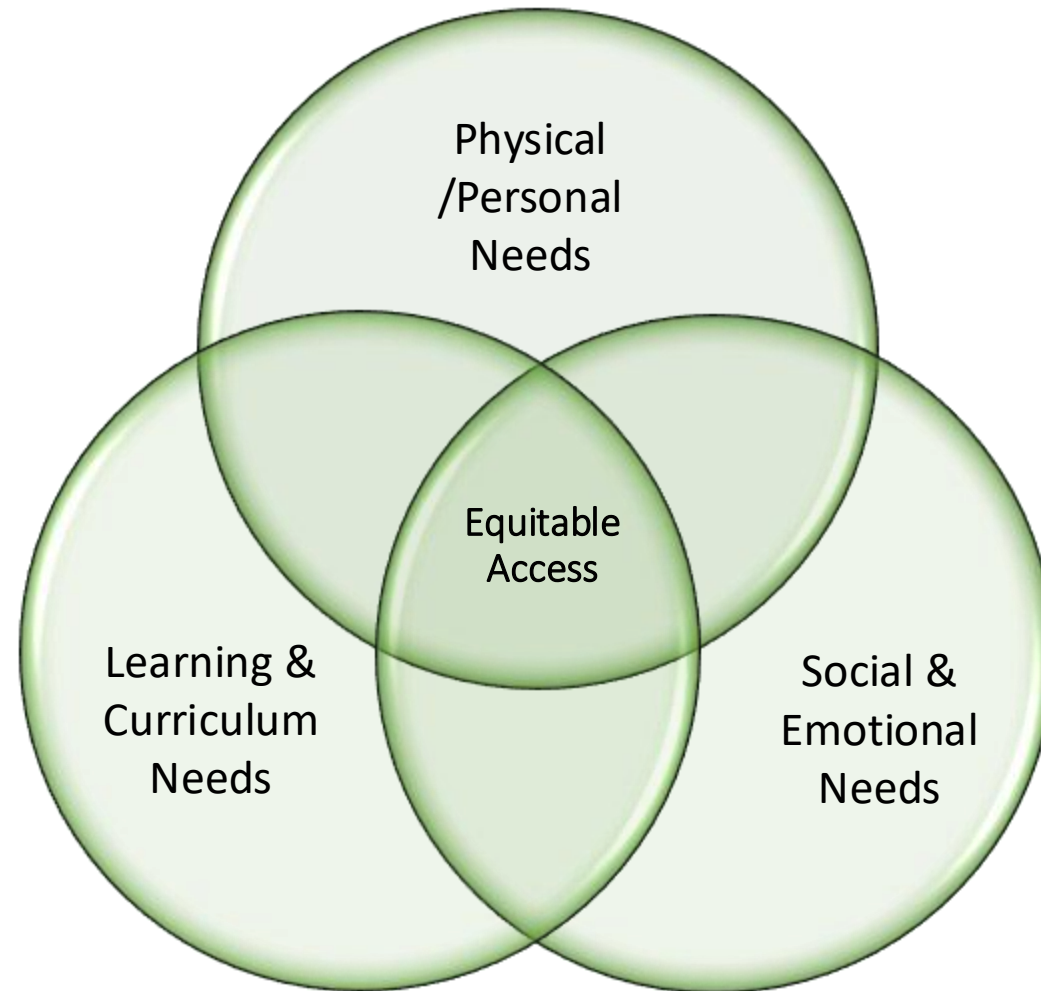
- Teach the quiet corner as a tool to everyone

Other Supports Needs Met

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

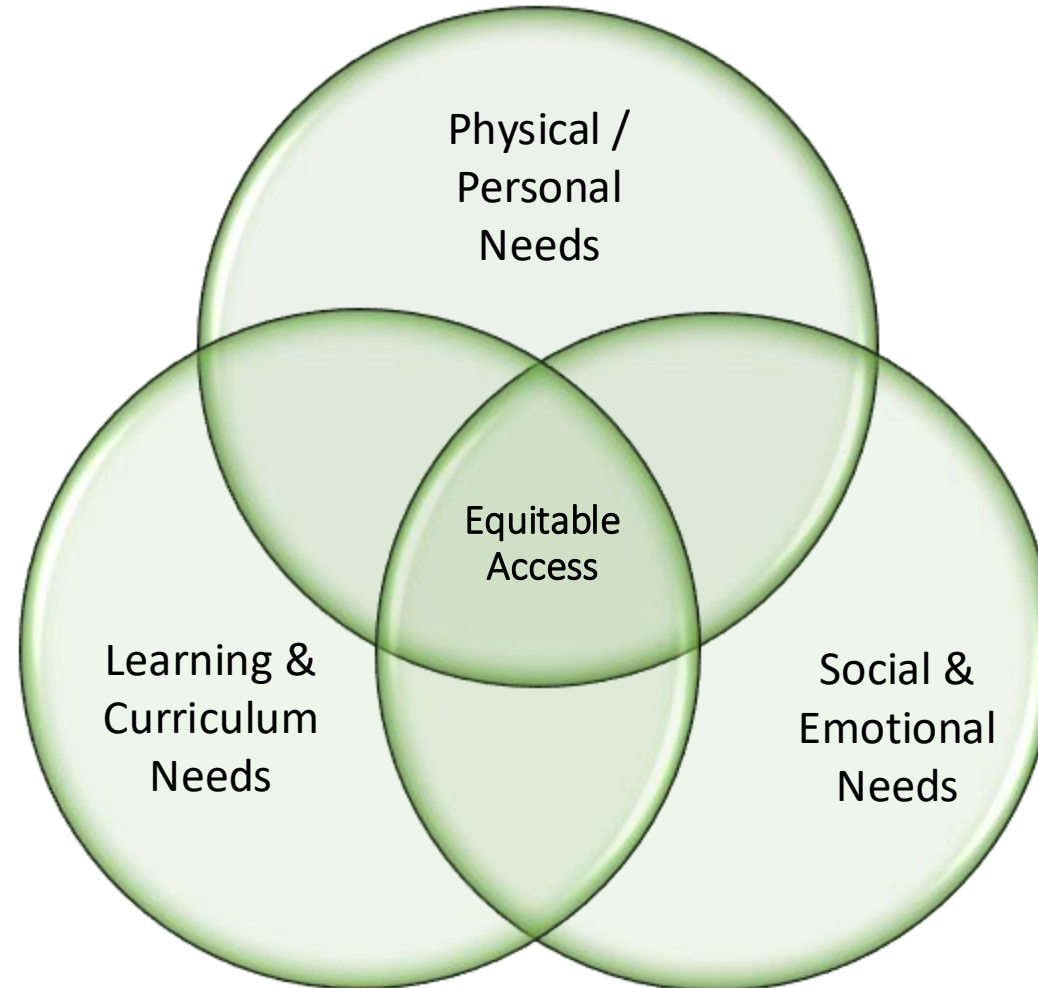


# Increasing Inclusive & Equitable Access by Designing for Individual Needs



# 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<br><br>(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 |
|--------------------------|---------------------------------------|---------------------------|---------------------------------------|
|                          |                                       |                           |                                       |
|                          |                                       |                           |                                       |
|                          |                                       |                           |                                       |
|                          |                                       |                           |                                       |

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**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<br><span style="color: red;">Choices (EC, HN)</span><br><span style="color: blue;">Life Skills (KD, IN)</span><br><span style="color: green;">Resource (JC)</span> | Students who have this need<br><br>(underline students who have <u>IEP/504</u> )   | 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   | <span style="color: red;">JA</span>  |  |  | x   |
| Attention  | <span style="color: red;">JA</span> , <span style="color: red;">RM</span>  |  | x  |   |
| Anxiety/ Depression  | <span style="color: red;">GA</span> , <span style="color: red;">LB</span> , <span style="color: red;">JA</span> , <span style="color: blue;">ES</span> , <span style="color: red;">KR</span> , <span style="color: red;">GS</span> | x  |  |   |
| Bullying   |  |  |  |   |
| Communication (receptive)  |  |  |  |   |
| Communication (expressive)   | <span style="color: red;">GA</span> , <span style="color: red;">LB</span>  |  | x  |   |
| Eating/Food/Allergies  | <span style="color: red;">LB</span>  |  |  | x   |
| Engagement/Motivation  | <span style="color: red;">LB</span> , <span style="color: red;">JA</span> , <span style="color: blue;">ES</span> , <span style="color: red;">NS</span>   | x  |  |   |
| Executive Functioning  | <span style="color: red;">MA</span> , <span style="color: red;">LB</span> , <span style="color: red;">JA</span>  | x  |  |   |
| Family/Community/Identity  | <span style="color: red;">JA</span> , <span style="color: blue;">ES</span> , <span style="color: red;">JK</span> , <span style="color: red;">LE</span>   | x  |  |   |
| Frustration/ Anger   | <span style="color: red;">JA</span> , <span style="color: blue;">ES</span>   |  | x  |   |
| Greif/ Trauma  | <span style="color: red;">GA</span> , <span style="color: red;">LB</span> , <span style="color: red;">JA</span> , <span style="color: blue;">ES</span> , <span style="color: red;">KK</span>                                       | x  |  |   |
| Gross/Fine Motor Skills  | <span style="color: red;">LB</span> , <span style="color: red;">BB</span>  |  |  | x   |
| Intellectual Ability (access)  | <span style="color: red;">GA</span> , <span style="color: red;">MA</span>  |  | x  |   |
| Intellectual Ability (extend)  | <span style="color: red;">BW</span> , <span style="color: red;">IM</span> , <span style="color: red;">MB</span>  |  | x  |   |

|                                     |                    |   |   |   |
|-------------------------------------|--------------------|---|---|---|
| Language                            |                    |   |   |   |
| Literacy (decoding)                 | MA, KR, TP, AD     |   | x |   |
| Literacy (understanding)            | GA, MA, KR, TP, AD |   | x |   |
| Literacy (written output)           | MA, LB, KR, TP, AD |   | x |   |
| Literacy (oral language/speaking)   | GA                 |   | x |   |
| Medical                             |                    |   |   |   |
| Memory                              |                    |   |   |   |
| Mental Health                       |                    |   |   |   |
| Numeracy                            | ES, KR             |   |   |   |
| Personal Care                       | GA                 |   |   | x |
| Personal Safety                     |                    |   |   |   |
| Physical/Mobility                   |                    |   |   |   |
| Self-Advocacy                       | LB                 |   |   | x |
| Self-Regulation (emotional)         | GA, JA, ES         | x |   |   |
| Self-Regulation (behavioural)       | ES                 | x |   |   |
| Self-Regulation (learning)          |                    |   |   |   |
| Self Esteem                         | LB, JA, ES         | x |   |   |
| Self-Harm/ Self Injurious Behaviour |                    |   |   |   |
| Sensory                             |                    |   |   |   |
| Social Skills                       | GA, LB, JA, ES     | x |   |   |
| Transitioning                       | JA, ES             | x |   |   |
| Other:                              |                    |   |   |   |
| Other:                              |                    |   |   |   |

| Priority Community Needs            | Specialists/Individuals to connect to               | Priority Individual Needs | Specialists/Individuals to connect to |
|-------------------------------------|---|---------------------------|---------------------------------------|
| Anxiety/ emotional self- Regulation | Counsellors - Jessica                               |                           |                                       |
| Family support/ trauma              | Counsellors - Jessica,<br>Community Schools - Diana |                           |                                       |
| Literacy                            | Title - Kori, Mica, Melissa                         |                           |                                       |
| Engagement/ Motivation              | Sarah, Shelley, Jasmine, Kim                        |                           |                                       |

Need:

Students in Mind:

Who needs the MOST support?

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

- 
- 
- 

Essential

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

- 
- 
- 
- 

Targeted

What supports & strategies are useful for MOST/ALL?

- 
- 
- 
- 
- 

Universal

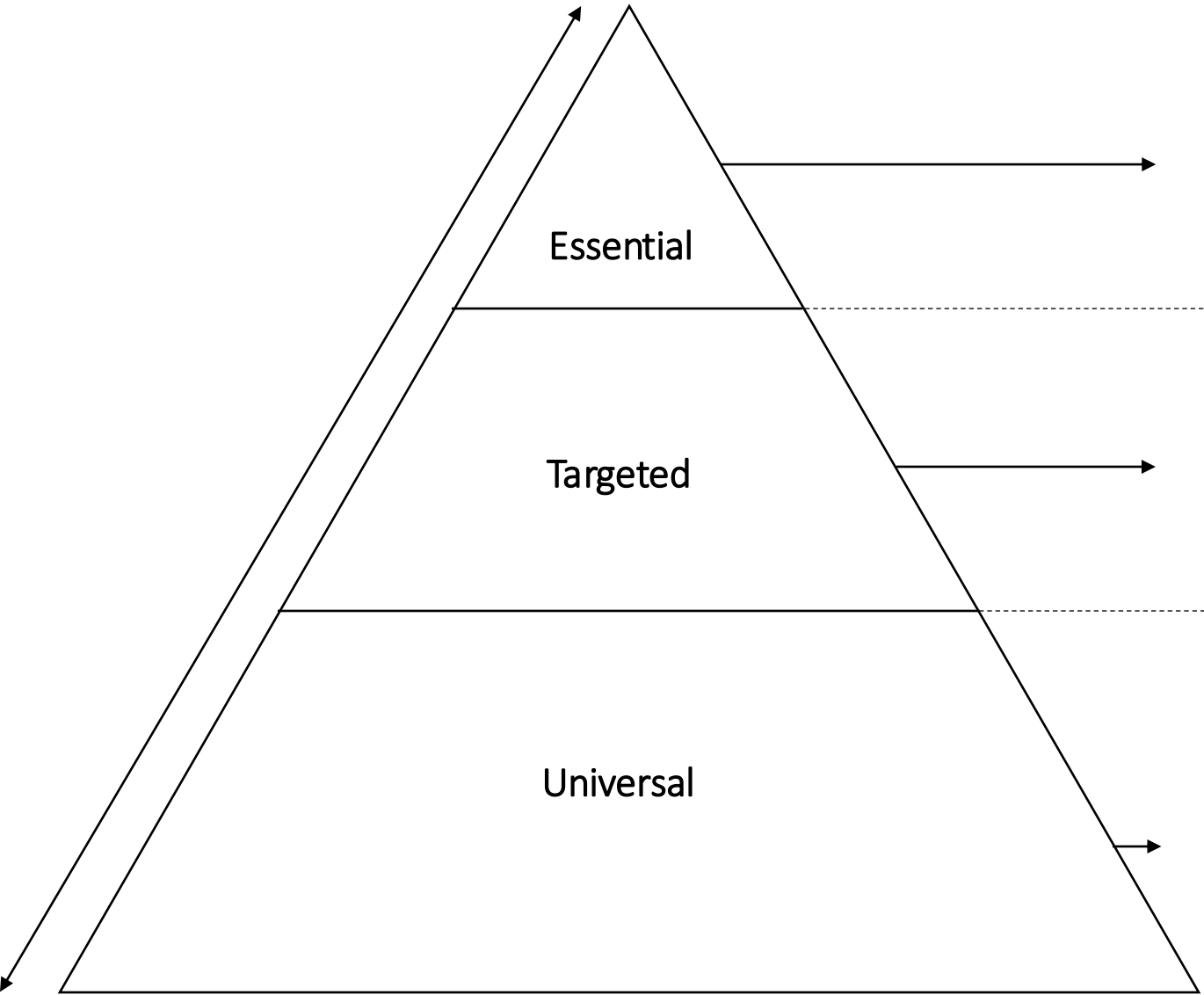
*Students in Mind*

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)**

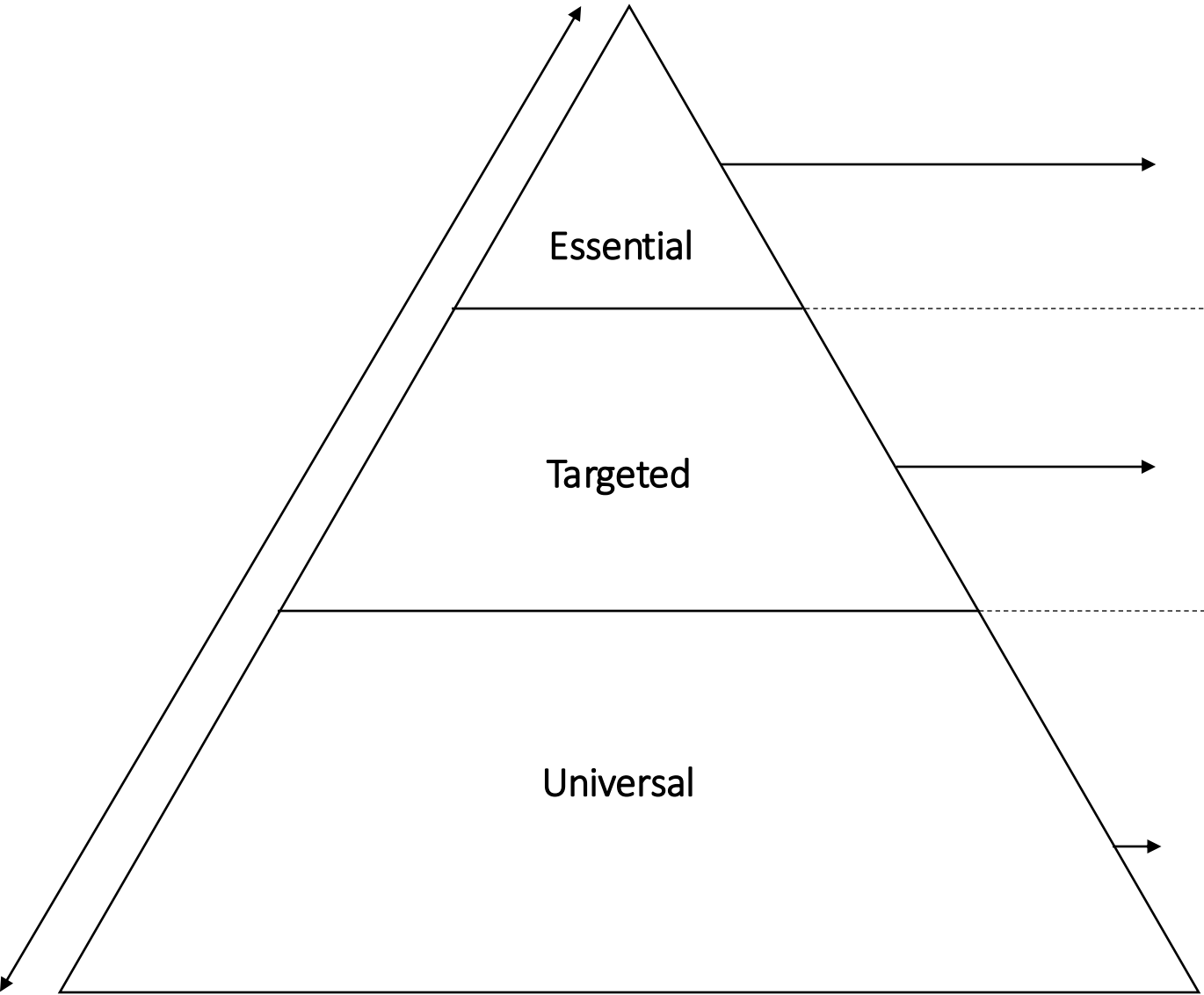
- Taking breaks, breathing techniques
- Sensory tools
- Bring a familiar object from home
- Parent & caregiver support

**What supports & strategies are useful for ALL?**

- Choice – multiple ways to meet a goal
- Leadership opportunities
- Stories and conversation that address anxieties
- Visuals
- Clear goal
- Music and relaxation techniques
- SEL programs that incorporate games and activities teach about emotions, mindfulness

Who needs the MOST challenge?

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)

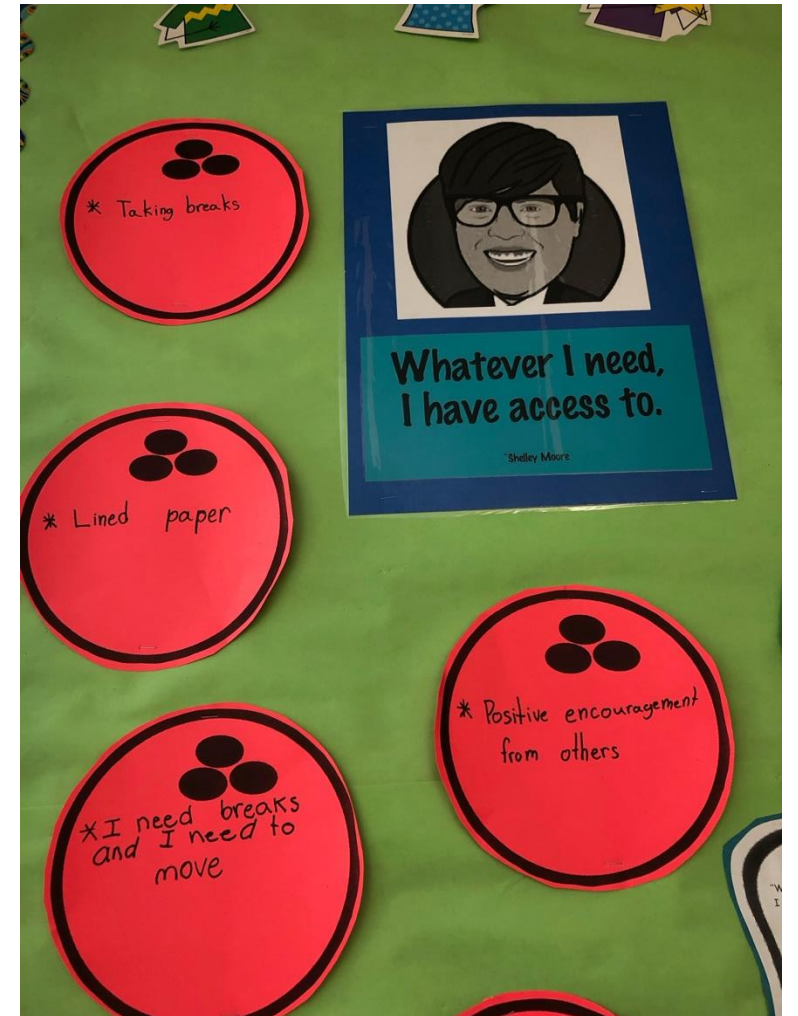
**What supports & strategies are useful for SOME? (Choice for ALL)**

- 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

# Strategy:



# Strategy: taking a 2 min break

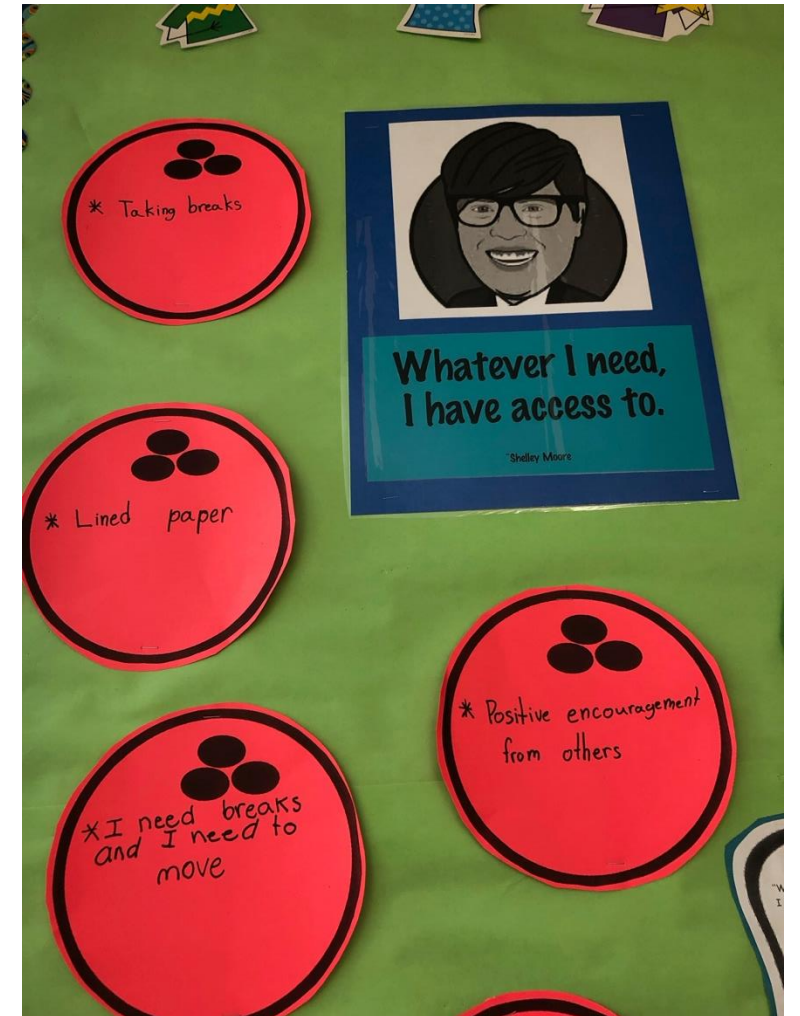
## Instruct

- 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

- Was taking a 2 min break useful for me?
- 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

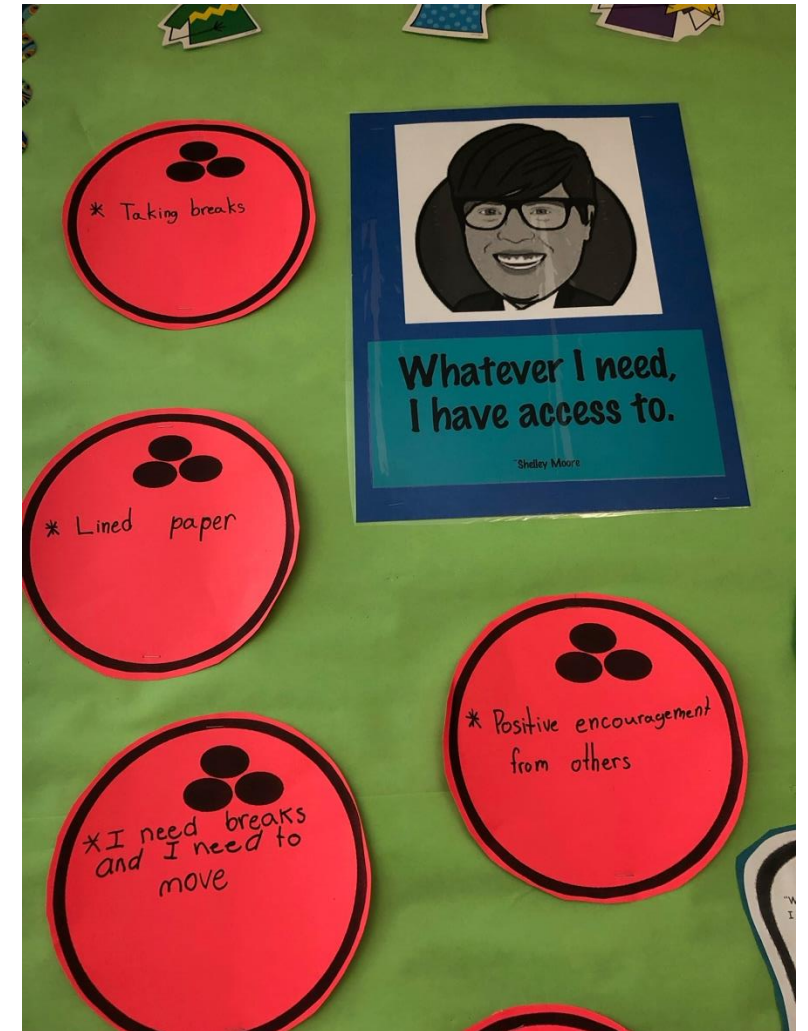
## Instruct

- 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

- Was taking **chunking** useful for me?
- 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/ on my own

Quiet space

Loud space

Visuals

Schedule/ agenda

Standing desks

Access points

Sensory tools

Snacks/ water

Hats

Vocabulary lists





# Final Reflections

What is one useful idea?

What is one thing you want to try?

What is a question that you have?

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?

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