Shelley MOORE PH.D.

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📷 @drshelleymoore

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f Dr. Shelley Moore

Reflecting on inclusion

- What does inclusion look like?
- What does inclusion sound like?
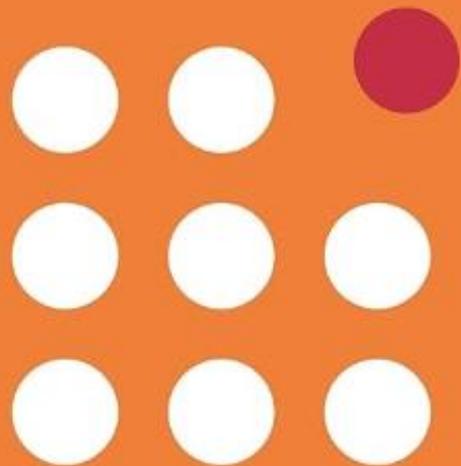- What does inclusion feel like?
- Why does inclusion matter?

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WHAT DOES

inclusion

LOOK LIKE?

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3rd Edition

creating
success

Dealing
with Difficult
People

Roy
Lilley

KoganPage
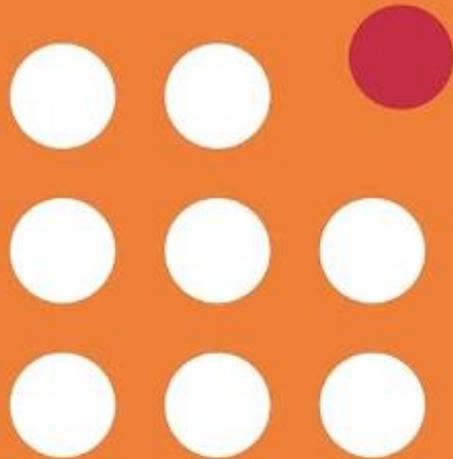
"If you bought this book....you
are the difficult person."
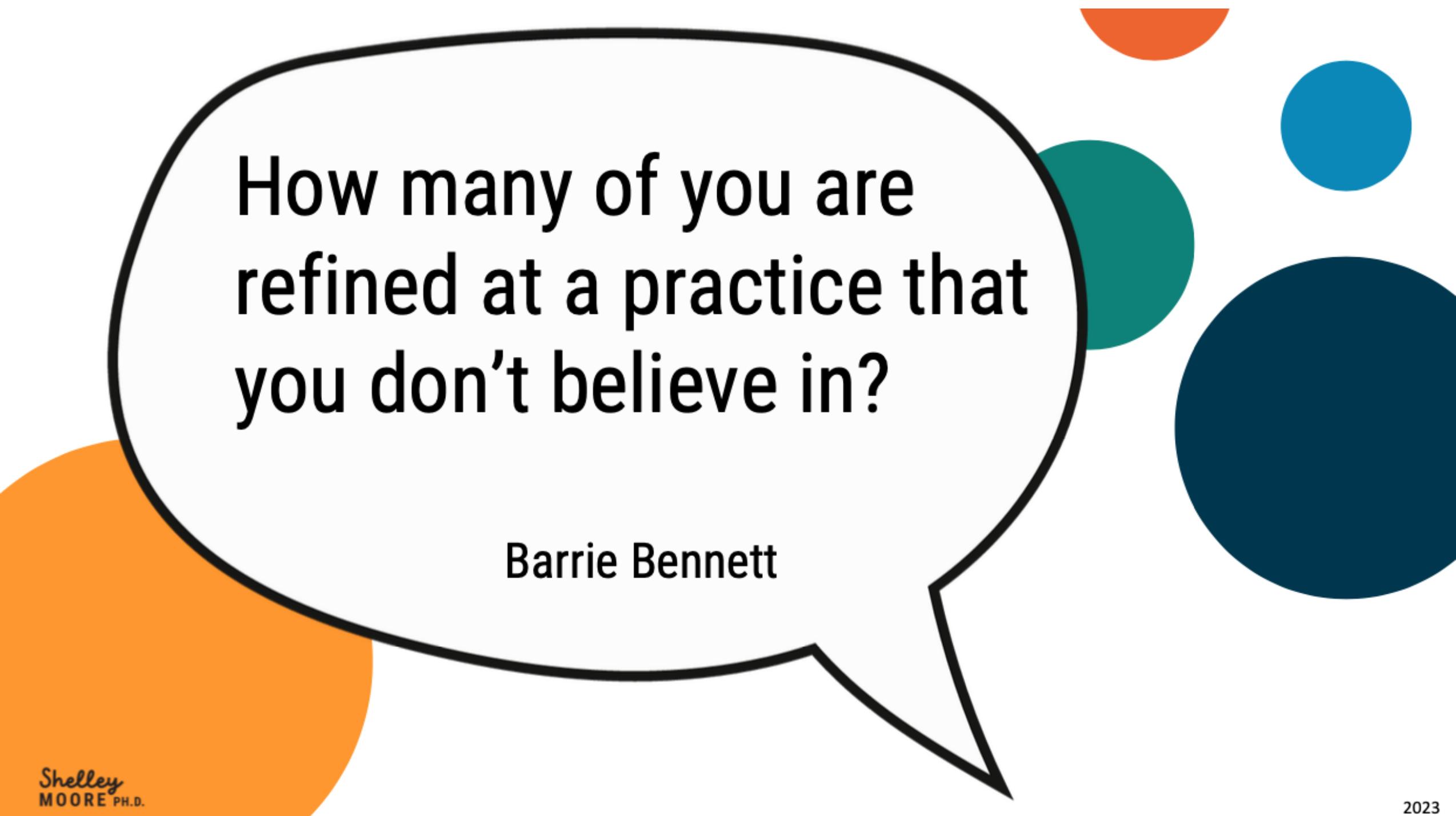
2023

INCLUSION

BUS OF LOVE!

Reflecting on barriers

- What is getting in the way of inclusion in classrooms/schools/communities?
- What role does mindset and attitude have on inclusion?
- How do barriers to inclusion affect more than just students with disabilities?

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WHAT IS *Inclusion?*

A

C

B

D
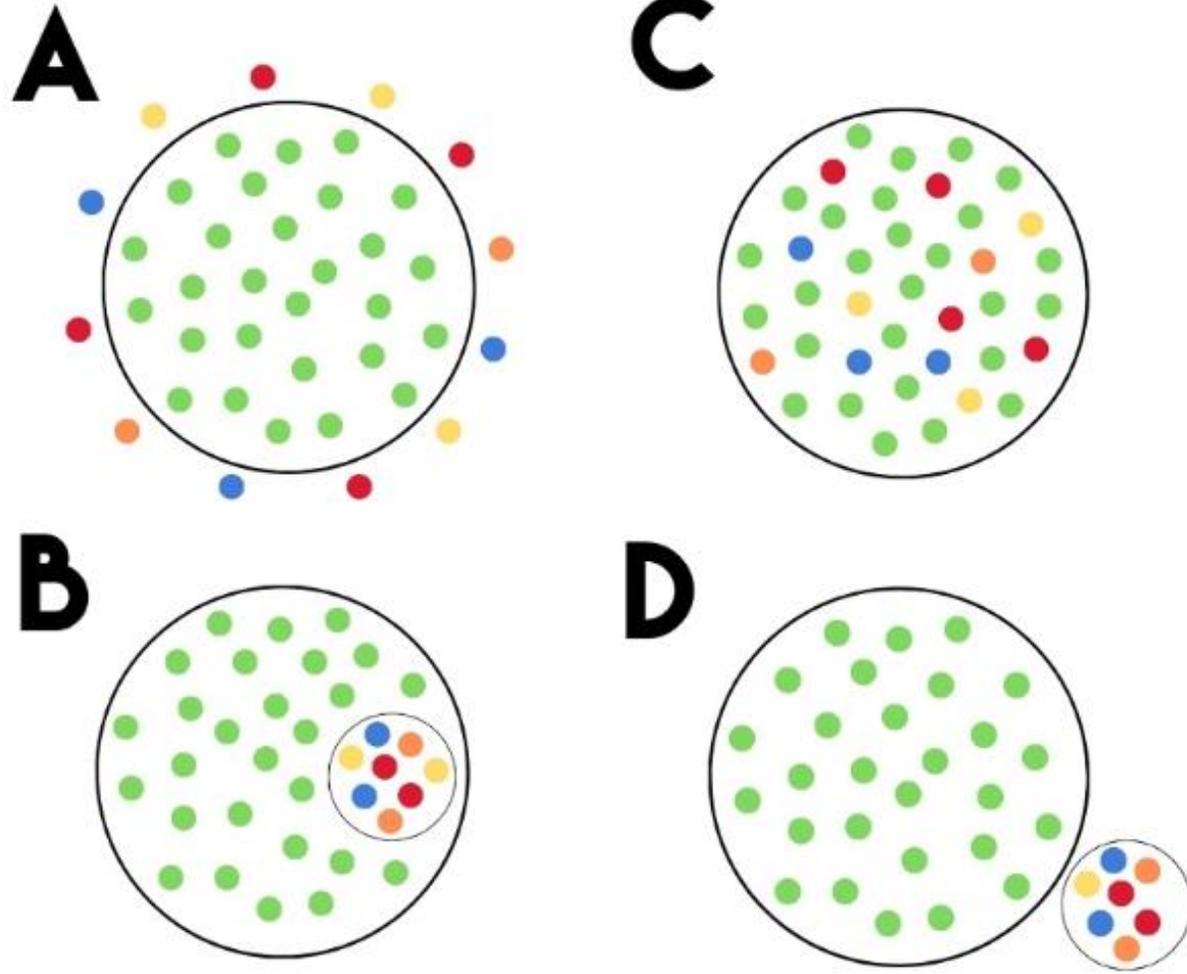
exclusion

integration

inclusion

congregation

segregation

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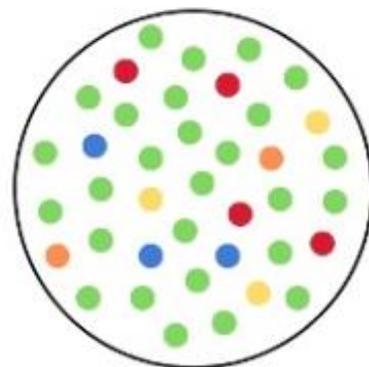
WHAT IS
inclusion ?

inclusion
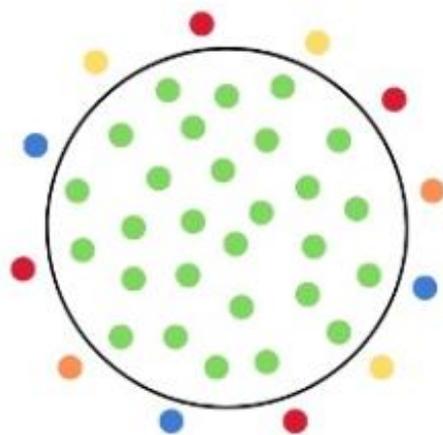
exclusion
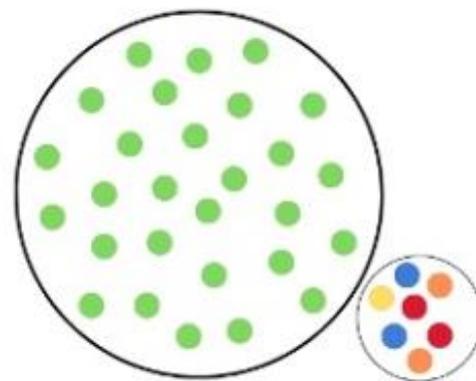
segregation
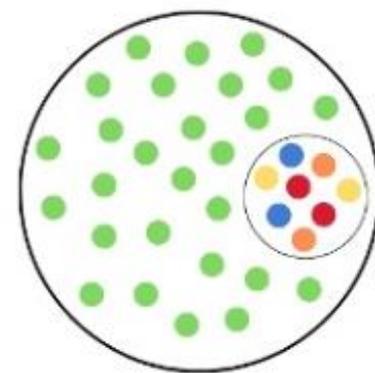
integration

WHAT IS
inclusion ?
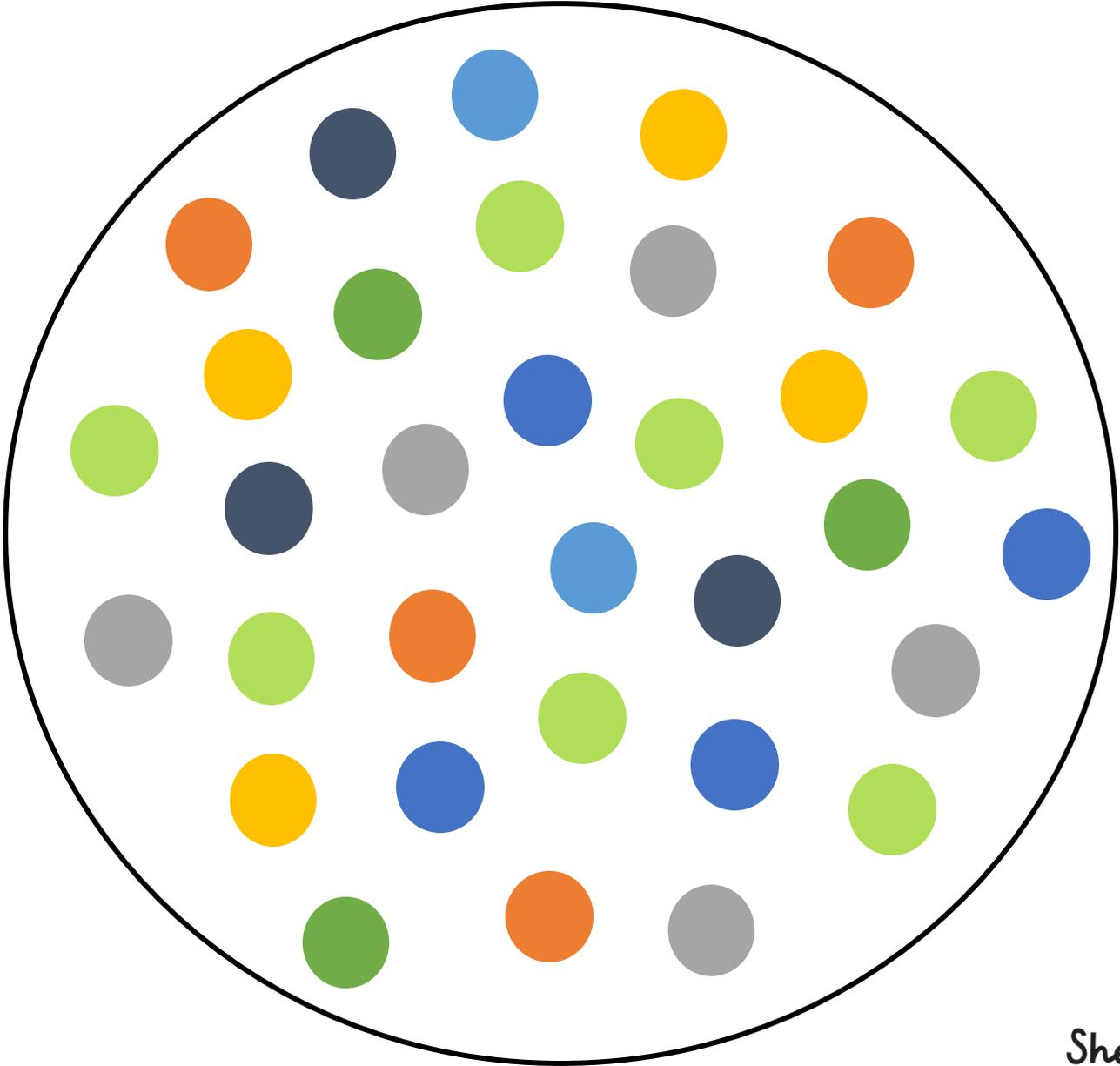
Making connections

- This reminds me of...
- I remember a time when I felt ...
- I am thinking of a situation where...

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WHAT IS
inclusion
?

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WHAT IS
inclusion
?

Education
Political Belief
Work & Career
Age & Life Stage
Race
Family & Community
Appearance
Ability & Disability
Culture(s)
Sexuality
Sex & Gender
Nation of Origin
Religion/ Spirituality
Roles & Responsibilities
Lived Experience
Language & Communication

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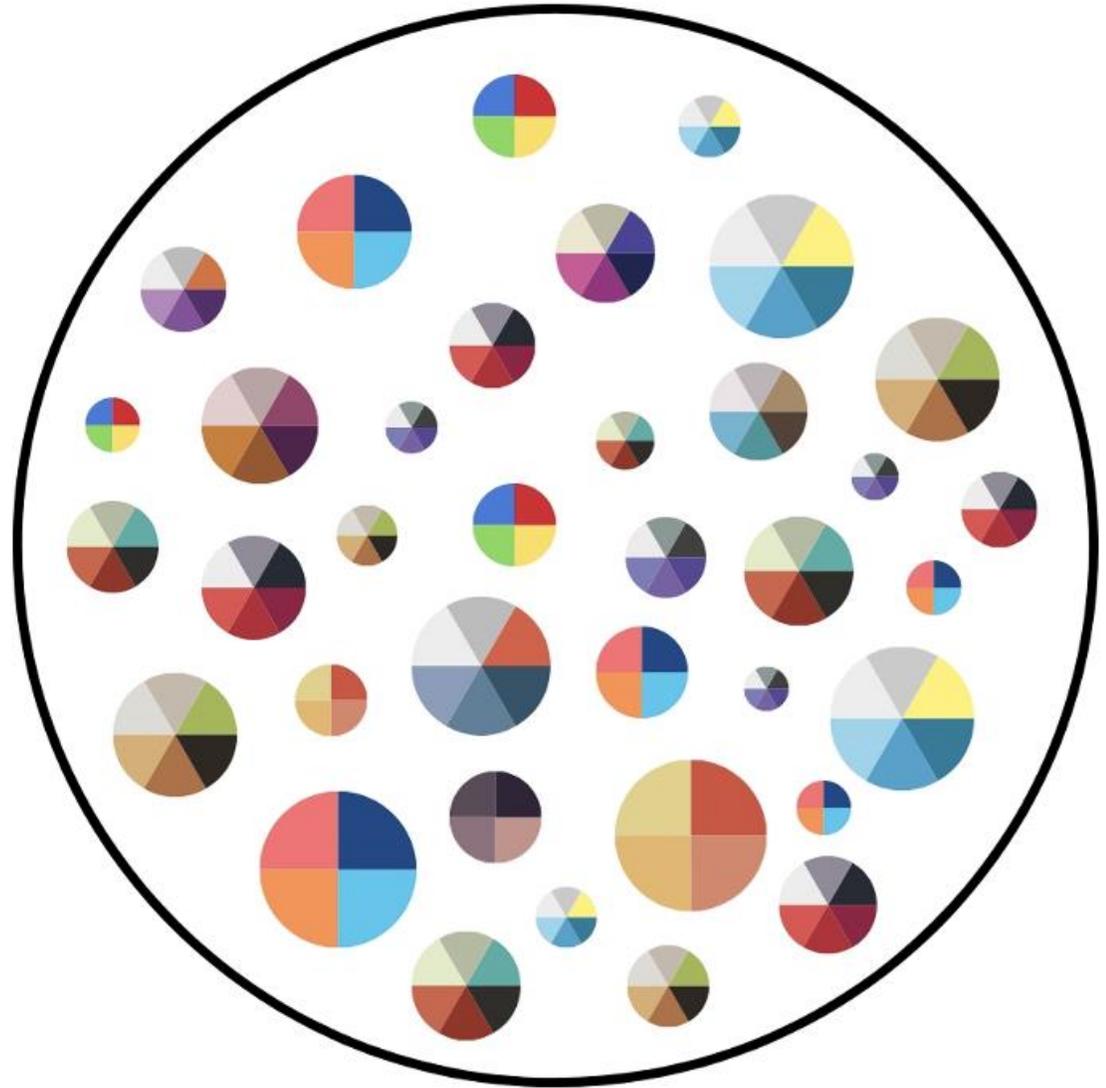
Communities of Identity
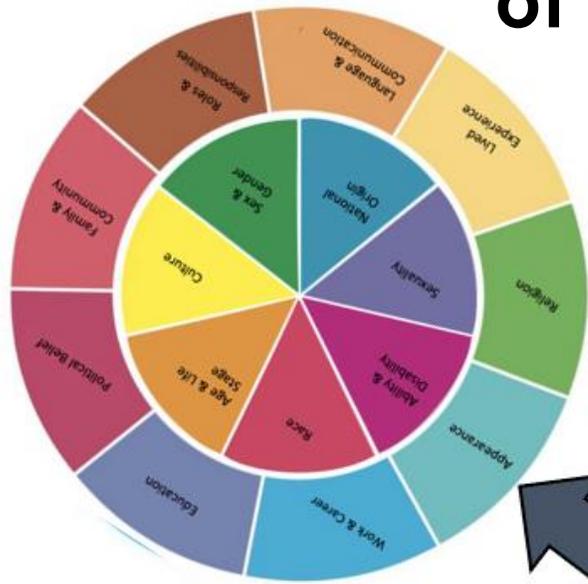
Communities of Diversity

WHAT IS inclusion?

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Thinking about identity

- What does identity mean to you?
- How is identity similar/different than diversity?
- How do you see identities represented in classrooms, schools and/or communities?
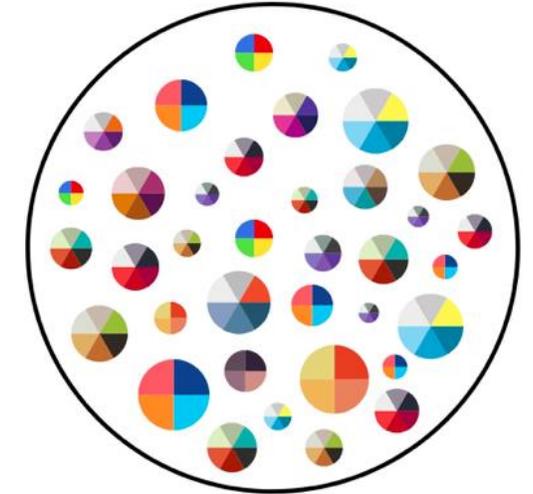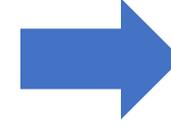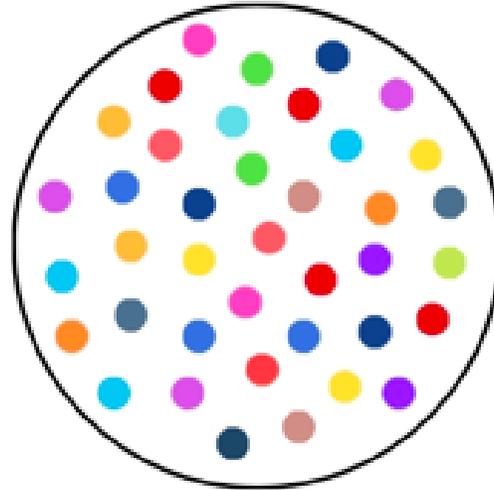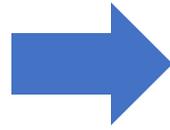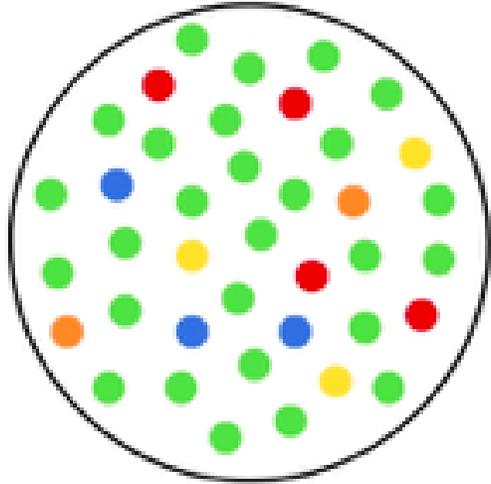
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WHAT IS inclusion ?

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)

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In a world of
UNiCORNS

Be a UNiCORN
that celebrates a
BAT

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HOW do we DO inclusion ?

When the conditions are right, everyone can be successful

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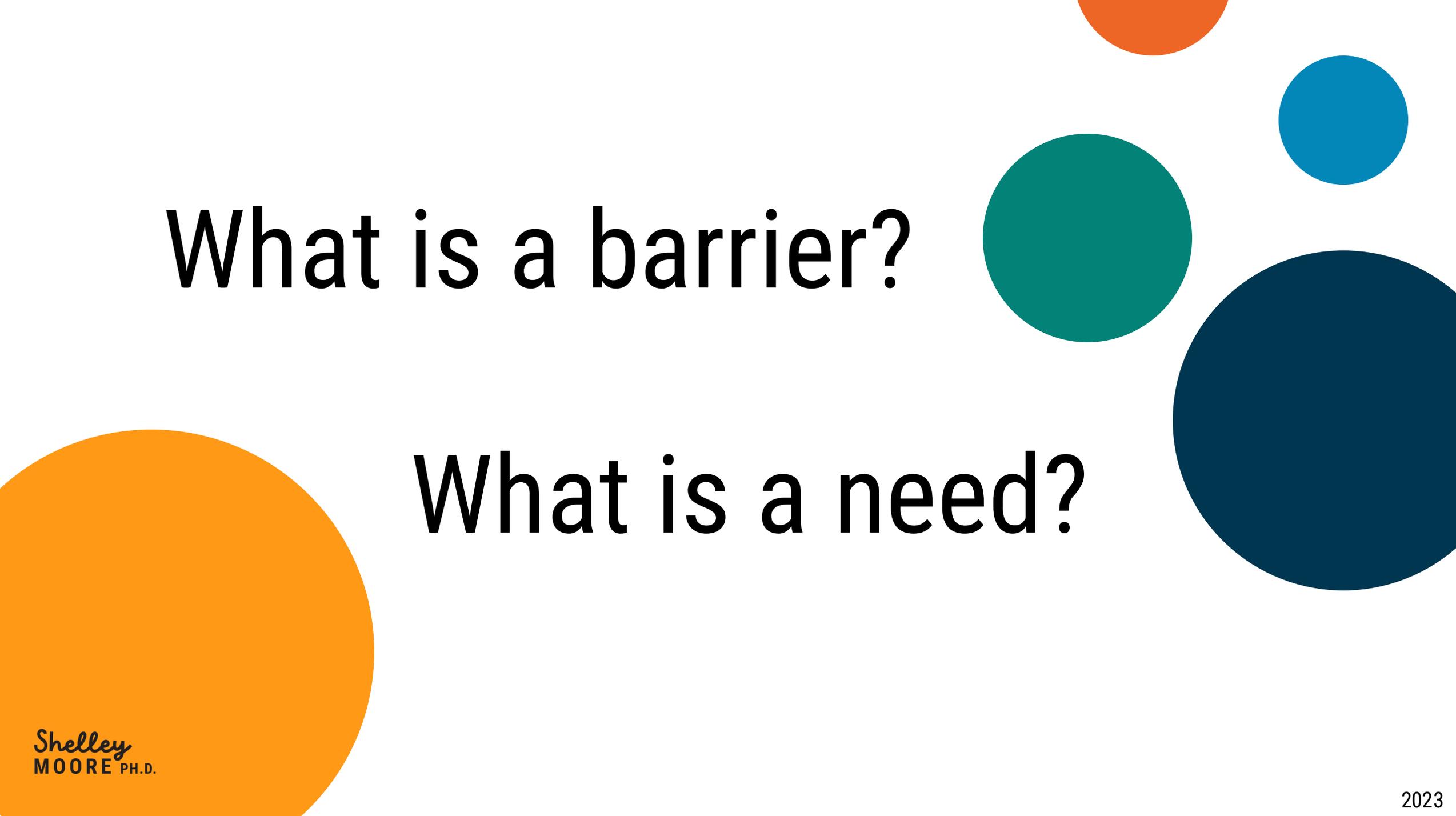
What is a barrier?

What is a need?

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Reducing Barriers

Supporting Needs

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

–Alexander den Heijer

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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

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Universal Design for Learning 3.0

Provide multiple means of
Engagement
Affective Networks
The "WHY" of Learning

Provide multiple means of
Representation
Recognition Networks
The "WHAT" of Learning

Provide multiple means of
Action & Expression
Strategic Networks
The "HOW" of Learning

All students need to be engaged
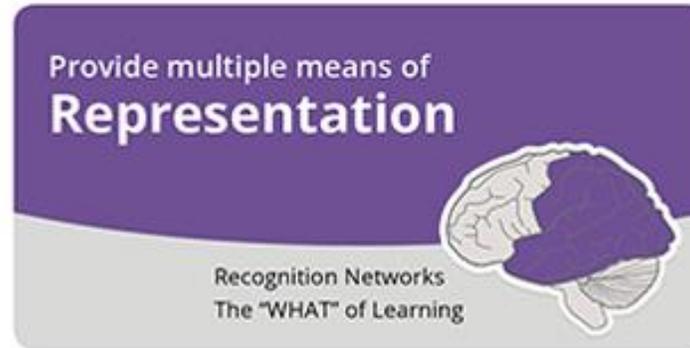
All students need to understand

All students need to show learning

See: https://udlguidelines.cast.org/

Design Multiple Means of Engagement

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)

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)

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 Multiple Means of Representation

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 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 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 Multiple Means of Action & Expression

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)

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)
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Design Options for Strategy Development (6)
- Set meaningful goals (6.1)
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- Enhance capacity for monitoring progress (6.4)
- Challenge exclusionary practices (6.5)

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

PERIODIC TABLE OF PLANT NUTRIENTS

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

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Multiple Layers of Needs Based Support

What one needs →

What some need →

What everyone/most need →

Individualized

Targeted

Universal

Supports & Strategies are
useful for ONE
Taught to ALL

+

Supports & Strategies are
useful for SOME
taught to ALL
choice for ALL

+

Supports & Strategies are
useful for ALL
taught to ALL

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

Design Multiple Means of **Engagement**	Design Multiple Means of **Representation**	Design Multiple Means of **Action & Expression**

Access

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Supporting one...

What one needs ➡️

Individualized

Supports & Strategies are useful for ONE

Supporting ALL…

What one needs

What some need

What everyone/most need

Supports & Strategies are
useful for ONE
Taught to ALL

+

Supports & Strategies are
useful for SOME
taught to ALL
choice for ALL

+

Supports & Strategies are
useful for ALL
taught to ALL

Individualized

Targeted

Universal

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Universalized Support Need: Communication (expression)

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
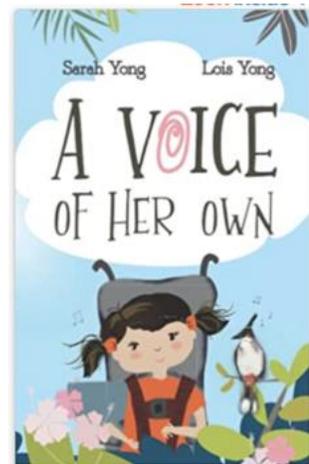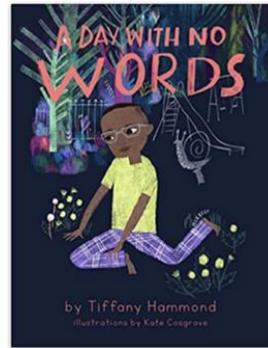
Individualized (Good for ONE/ Taught to ALL):
• 4.2, 5.2, 5.4 – Kenzie's touch chat AAC device

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
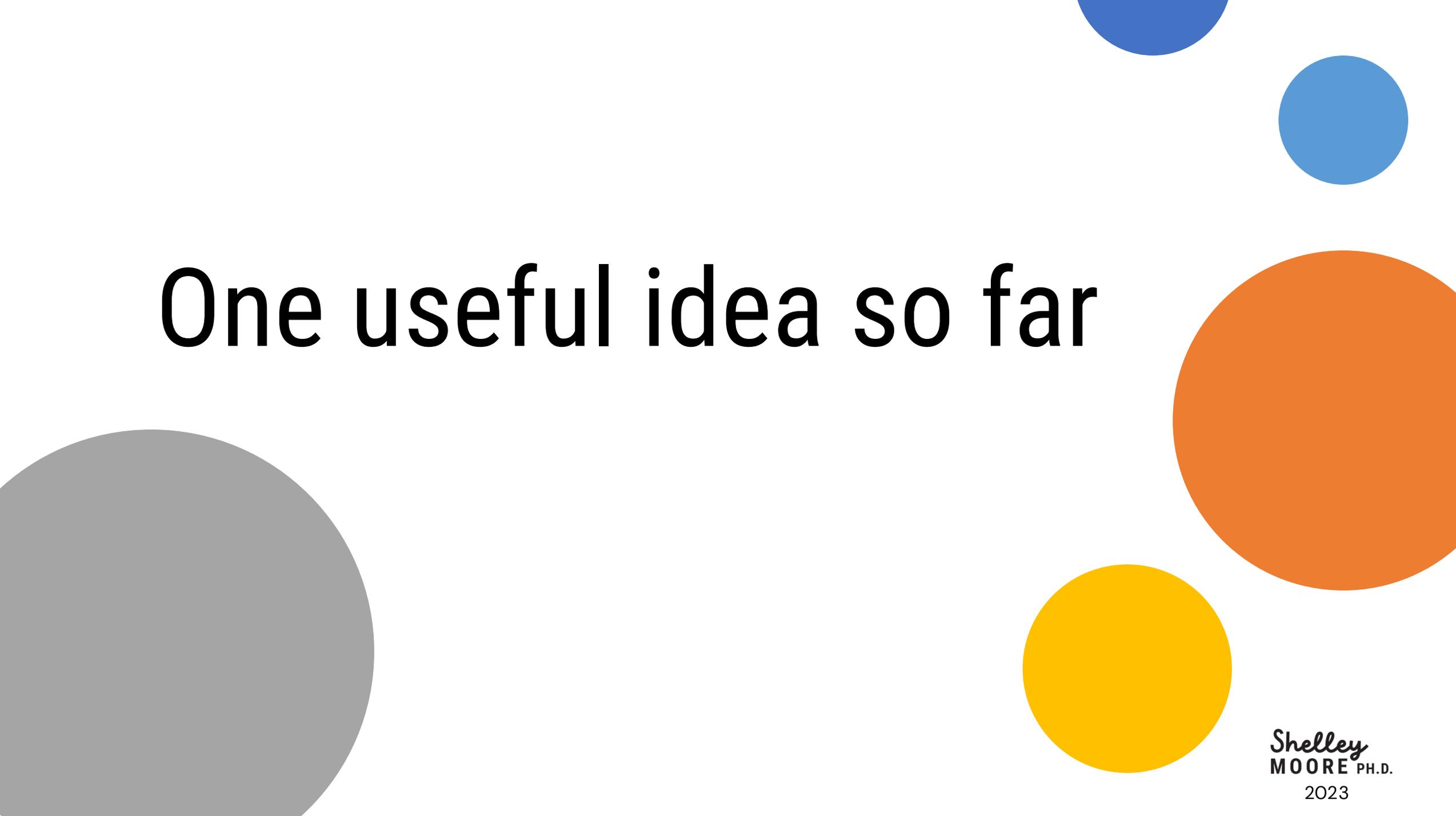
Inclusive IEP Supports & Strategies

Priority Need Area	Universal Design for Learning 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)
Communication (expression)	4.2 – optimize access to accessible materials, assistive technologies and tools (provide access to and teach all students about different technologies and tools) 5.2 – use multiple tools for construction, composition and creativity (model & 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)	4.2, 5.2 – AAC, PECS, text to speech, speech to text, word predictions, apps- Stoybird, Pictello 5.4 – include books with characters that use communication technologies	4.2, 5.2: KJ – Touch chat AAC
Intellectual Ability (Access)	8.2 - optimise challenge & support (scaffold goals and activities that increase in challenge for all students) 8.3 - foster collaboration, interdependence and collective learning (design accessible and scaffolded activities that create shared learning experiences) 1.2 - support multiple ways to perceive information (options of text at different accessibility levels and modalities for learning content) 3.3 - cultivate multiple ways of knowing and meaning making (design activities that utilize multiple modalities	8.2 – access point to learning standards, activities 8.3 – accessible & shared activities, collaboration roles in groups 1.2 – visuals, multi-media, diverse text levels 3.3 - activities that include visual, written, oral, kinesthetic ways of understanding	1.2 - KJ - content preloading into touch chat, individualized text at emergent literacy level

Inclusive IEP Supports & Strategies

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See: https://udlguidelines.cast.org/

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One useful idea so far

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2023
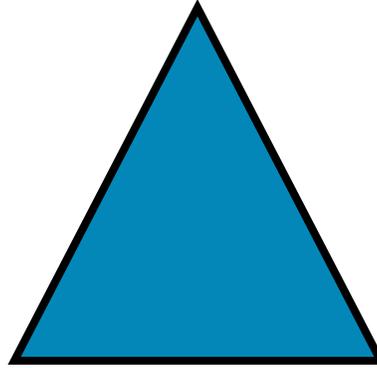
Anchoring Supports & Strategies

Need: Anxiety

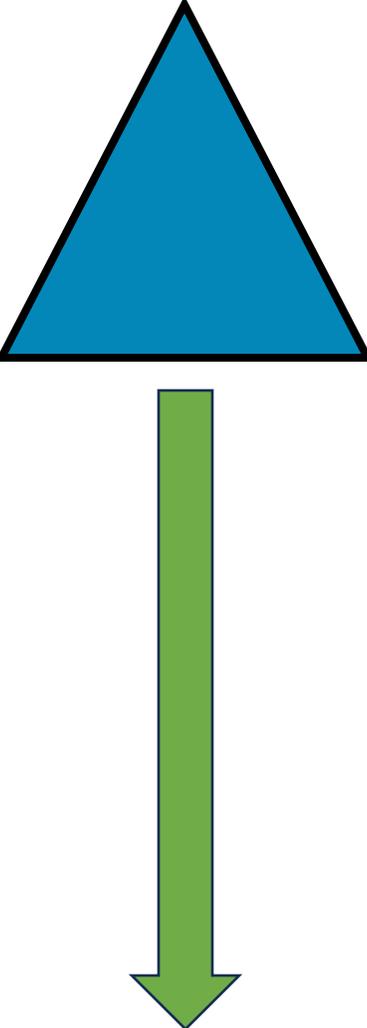Individualized strategy (Designed for ONE)
- Family photo in desk

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/ activitie
  for SD
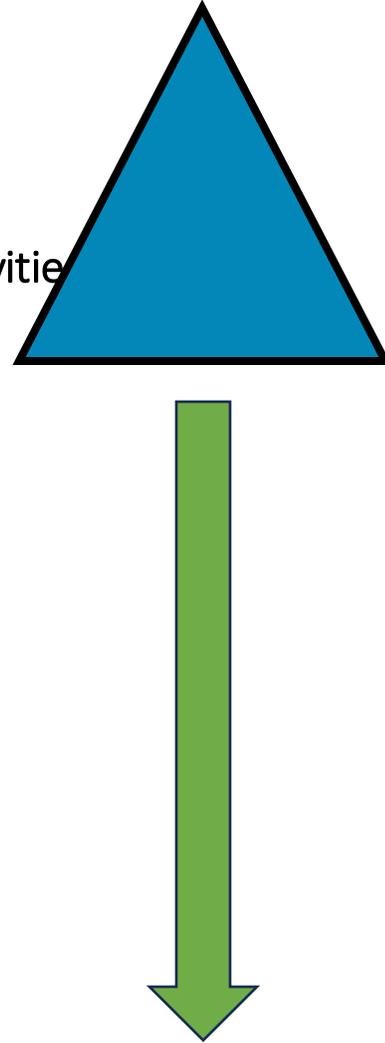
Need: Self regulation (behavioral, emotional)

Anchoring Supports & Strategies

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
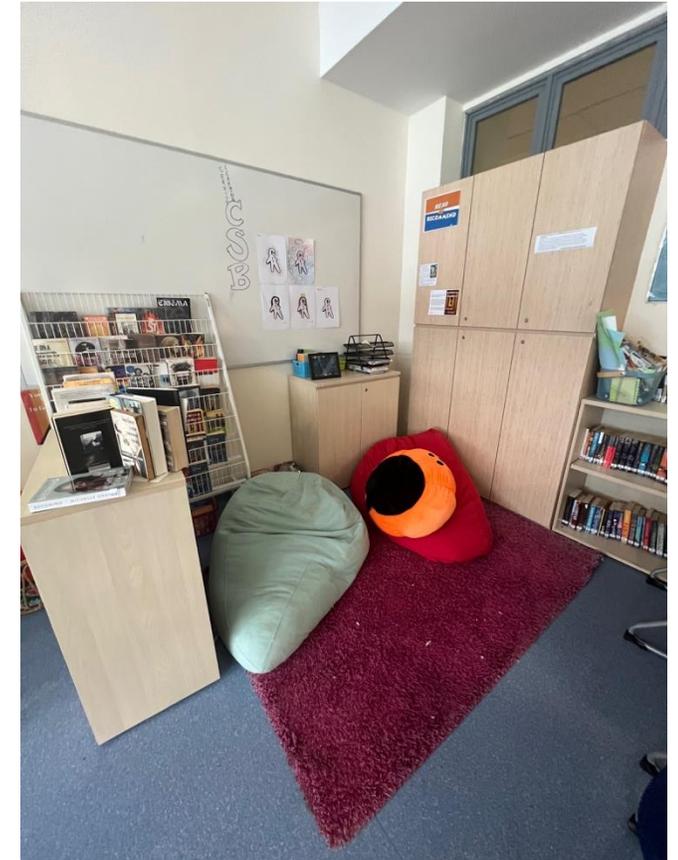
Increasing Inclusive & Equitable Access by Designing for Individual Needs
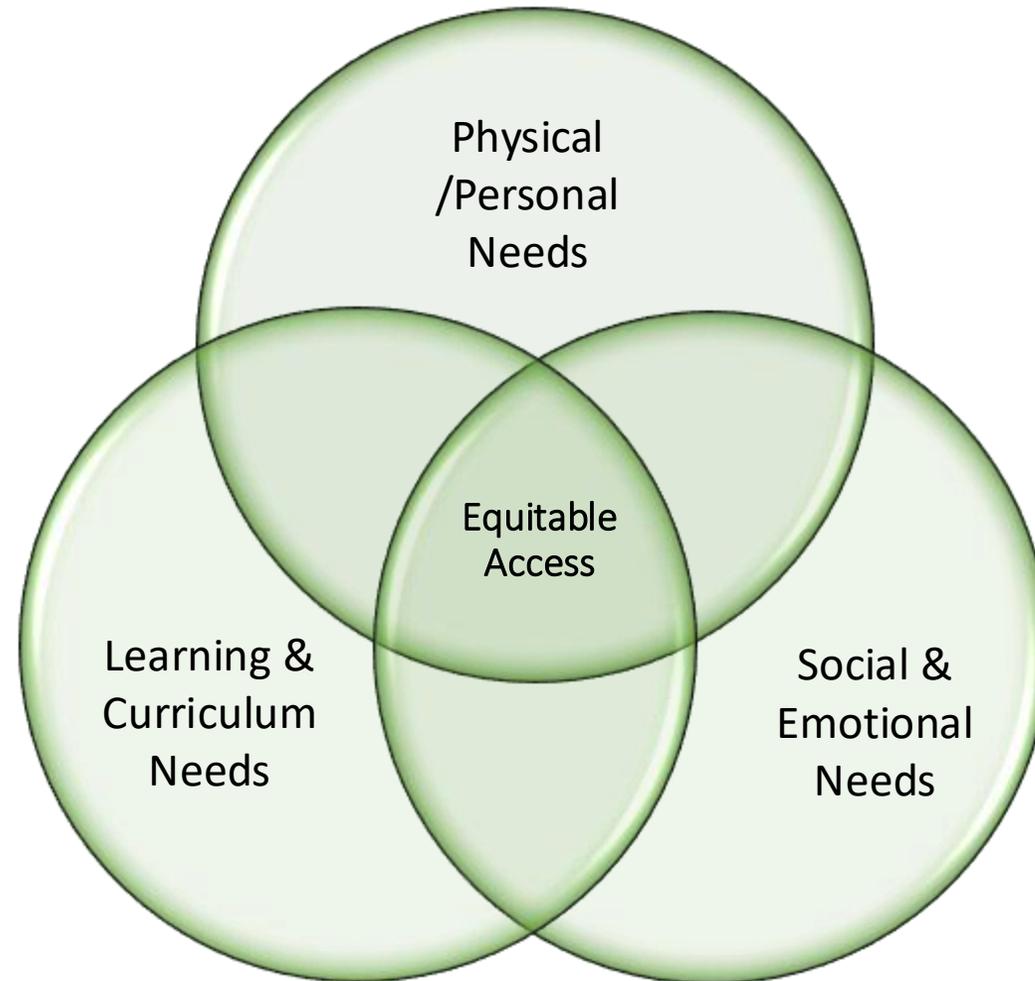
Increasing Inclusive & Equitable Access by Designing for Individual Needs

- 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)

Physical / Personal Needs

Equitable Access

Learning & Curriculum Needs

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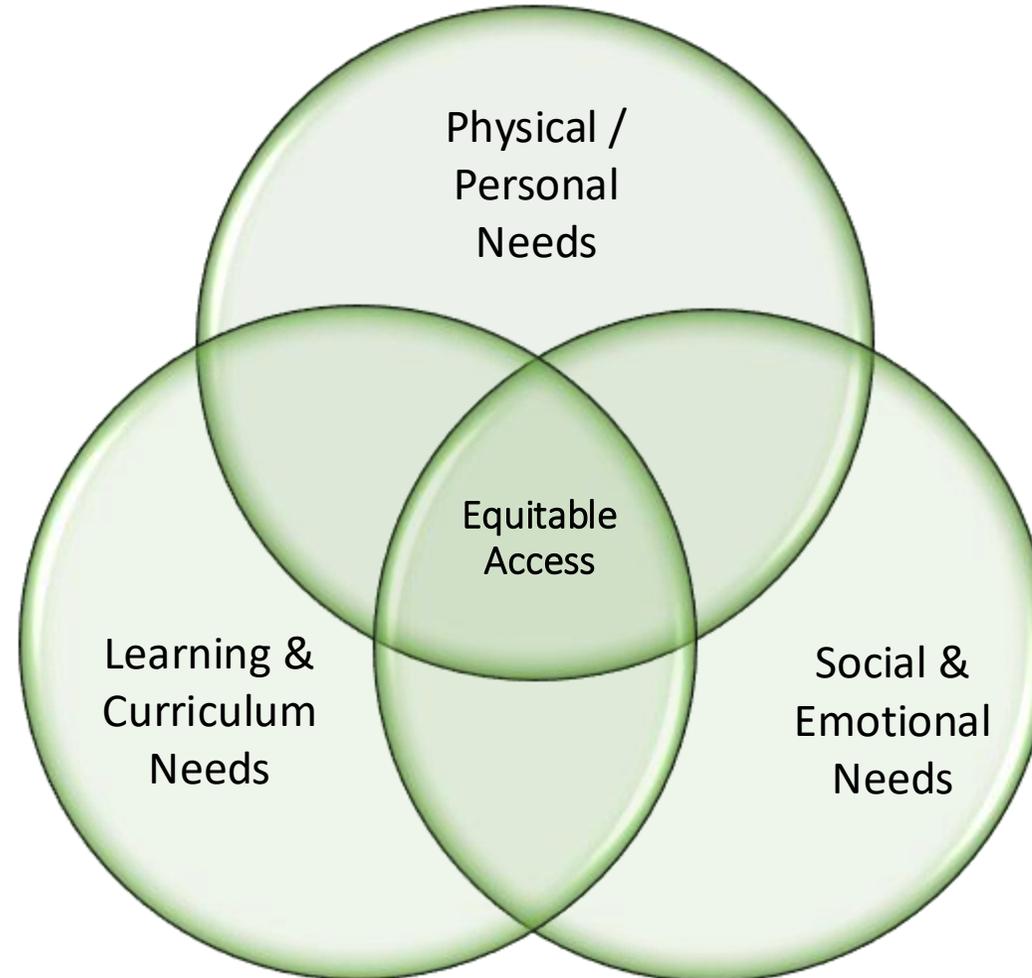
- Language
- Literacy (decoding)
- Literacy (understanding)
- Literacy (written output)
- Literacy (Speaking/ oral language)
- Medical
- Memory
- Numeracy
- Personal Care
- Physical/Mobility
- Self Advocacy
- Self Regulation (emotional)
- Self Regulation (behavioural)
- Self Regulation(learning)
- Self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

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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: **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 Choices (EC, HN) Life Skills (KD, IN) Resource (JC)	Students who have this need (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	JA			x
Attention	JA, RM		x	
Anxiety/ Depression	GA, LB, JA, ES, KR, GS	x		
Bullying				
Communication (receptive)				
Communication (expressive)	GA, LB		x	
Eating/Food/Allergies	LB			x
Engagement/Motivation	LB, JA, ES, NS	x		
Executive Functioning	MA, LB, JA	x		
Family/Community/Identity	JA, ES, JK, LE	x		
Frustration/ Anger	JA, ES		x	
Greif/ Trauma	GA, LB, JA, ES, KK	x		
Gross/Fine Motor Skills	LB, BB			x
Intellectual Ability (access)	GA, MA		x	
Intellectual Ability (extend)	BW, IM, MB		x	

Collaborative Needs Based Reflection   Dr. Shelley Moore, 2023

Category	Codes			
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, Community Schools – Diana		
Literacy	Title – Kori, Mica, Melissa		
Engagement/ Motivation	Sarah, Shelley, Jasmine, Kim		
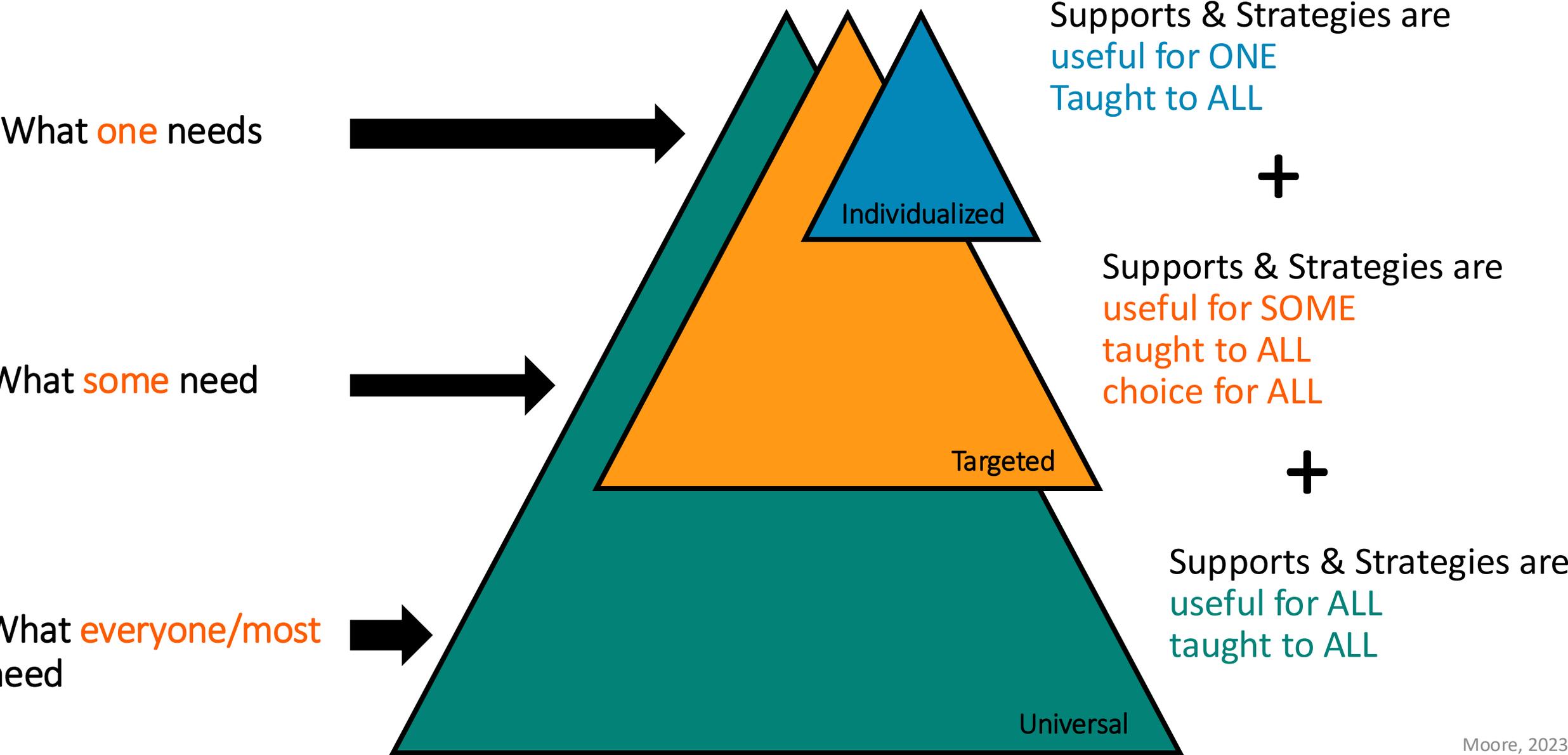
Collaborative Needs Based Reflection   Dr. Shelley Moore, 2023

Need: Students in Mind:

Who needs the MOST support?

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

Essential

Students in Mind

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

Targeted

What supports & strategies are useful for MOST/ALL?
-
-
-
-

Universal

Moore, 2023   Who needs the MOST challenge?

Context: Grade 3   Need: Anxiety   Children in Mind: PS, LT, <u>CT</u>, EW, MJ, FT, IO
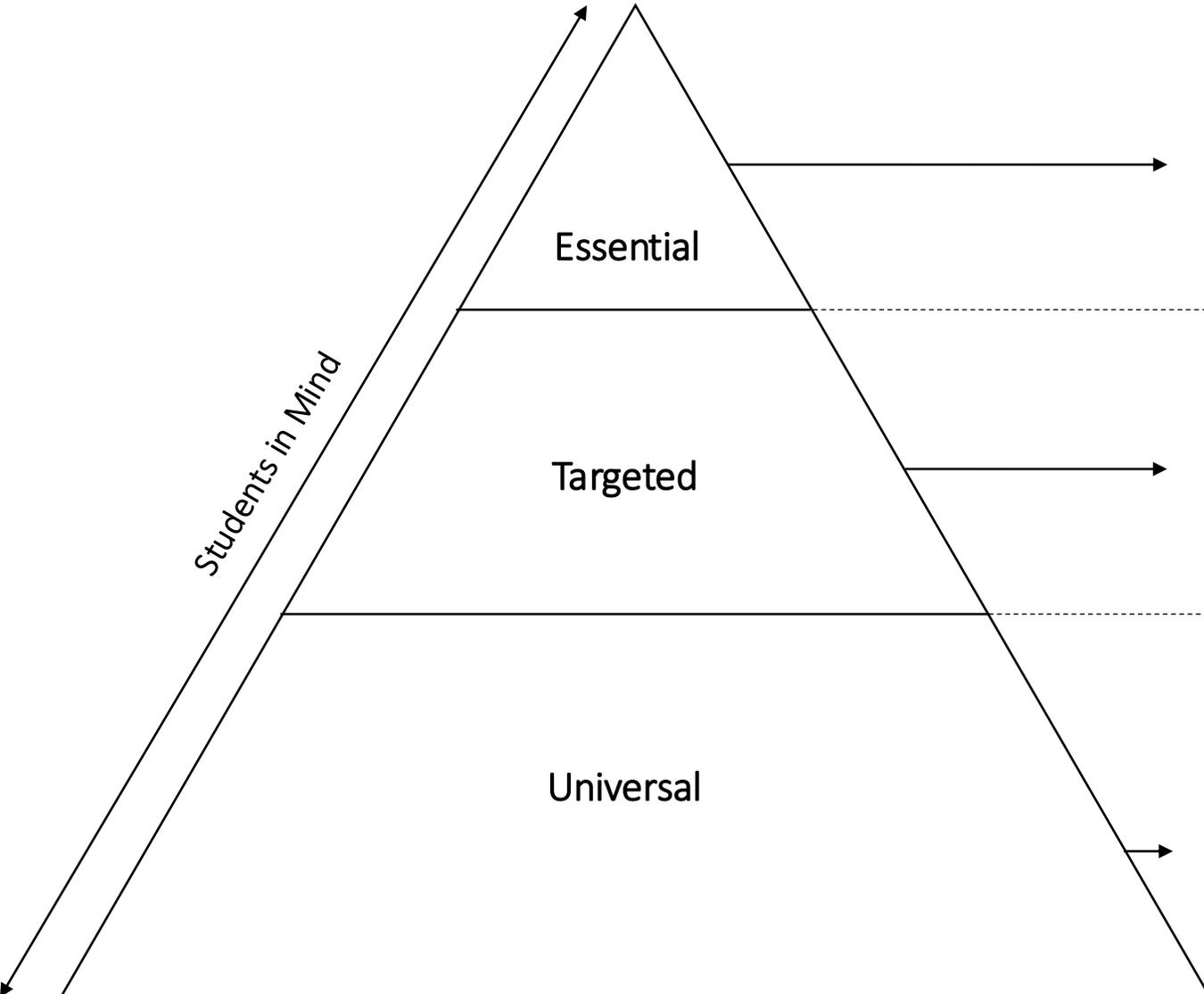
Who needs the MOST support?
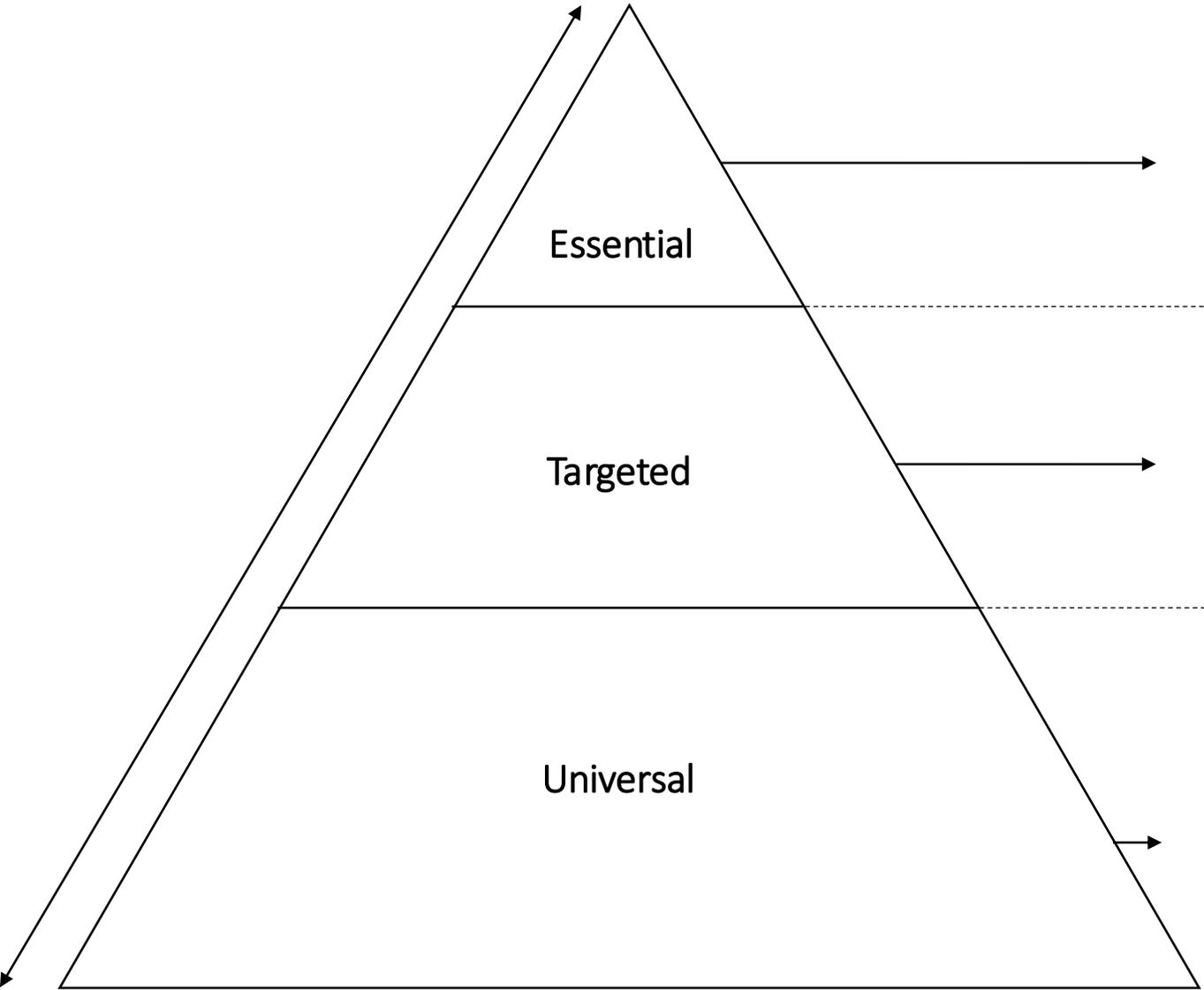
What supports & strategies are useful for ONE? (Individualized)
- Family photo
- Home communication system
- Customized visuals/schedules/routine
- Draw from individual interest areas
- Deep pressure (under OT supervision)

Essential

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

Targeted

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

Universal

Moore, 2023   Who needs the MOST challenge?

Need: Multilingual Learners

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

Who needs the MOST support?
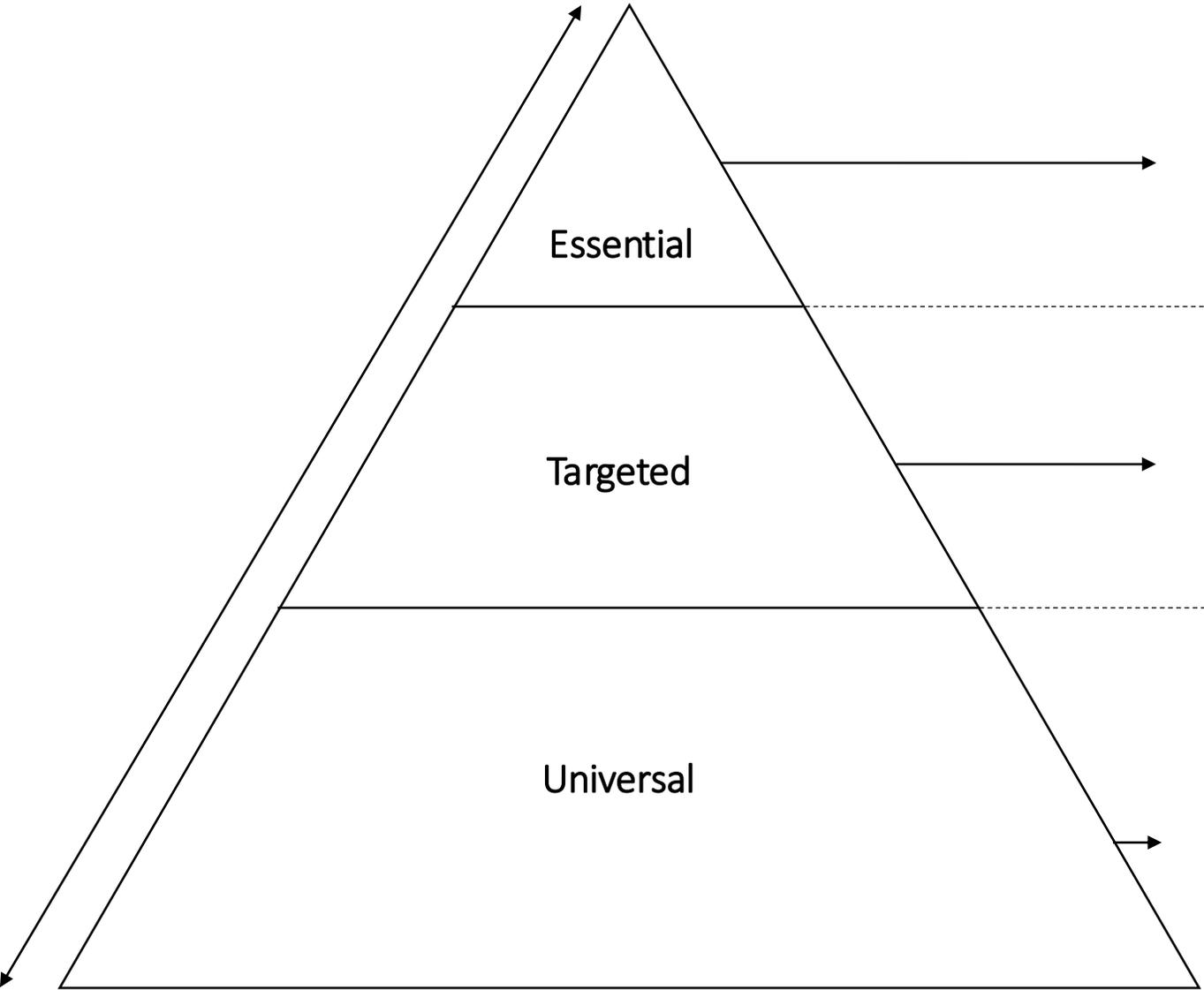
What supports & strategies are useful for ONE? (Individualized)
- Individual student co-developed language goals
- Individual conferencing/direct instruction during work time (not lesson time)

Essential

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

Targeted

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

Universal

Who needs the MOST challenge?

Need: Students in Mind:

Who needs the MOST support?

Students in Mind

Essential

Targeted

Universal

Who needs the MOST challenge?

Moore, 2023

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

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

What supports & strategies are useful for MOST/ALL?
-
-
-
-
-
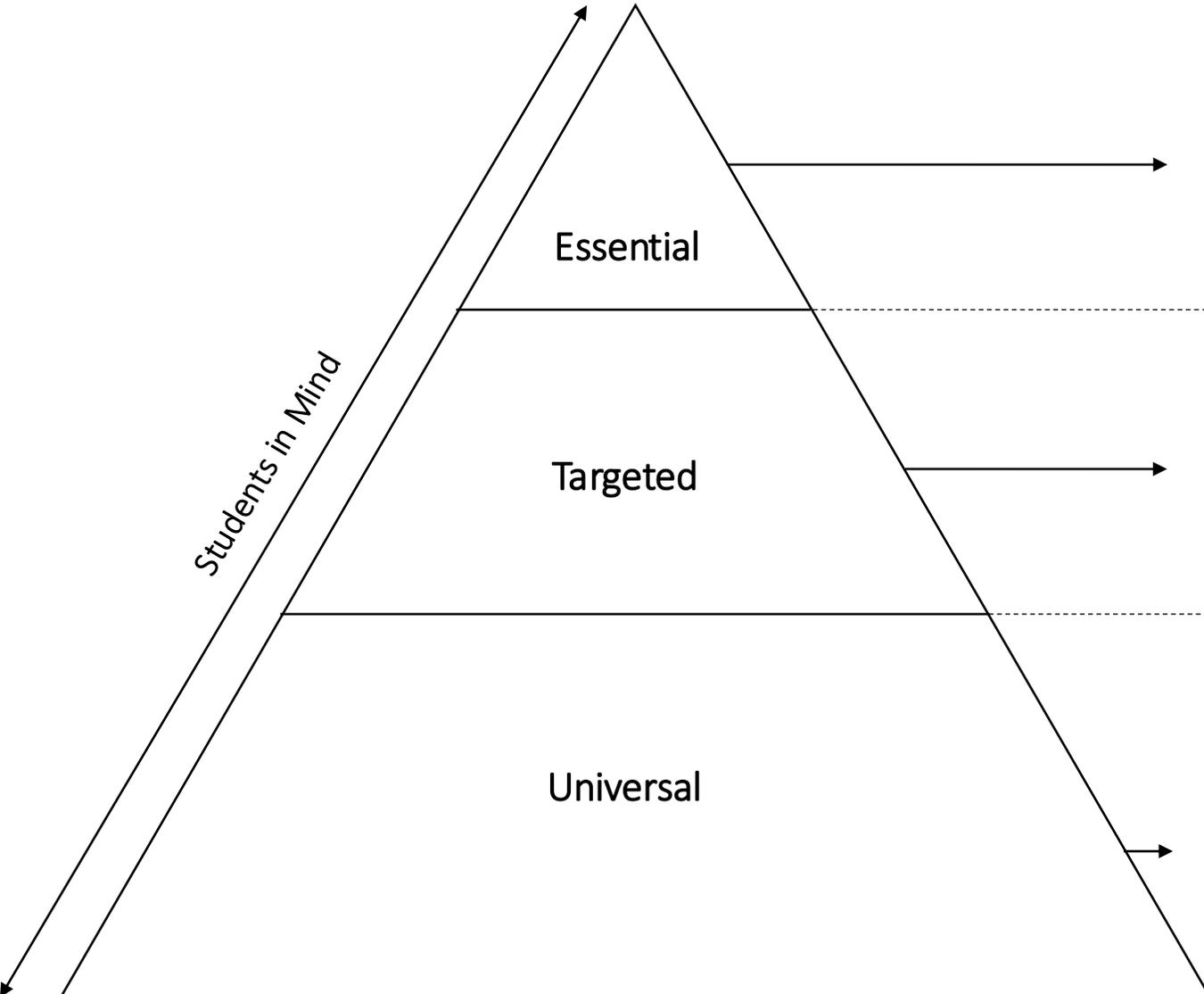
Strategy:

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?
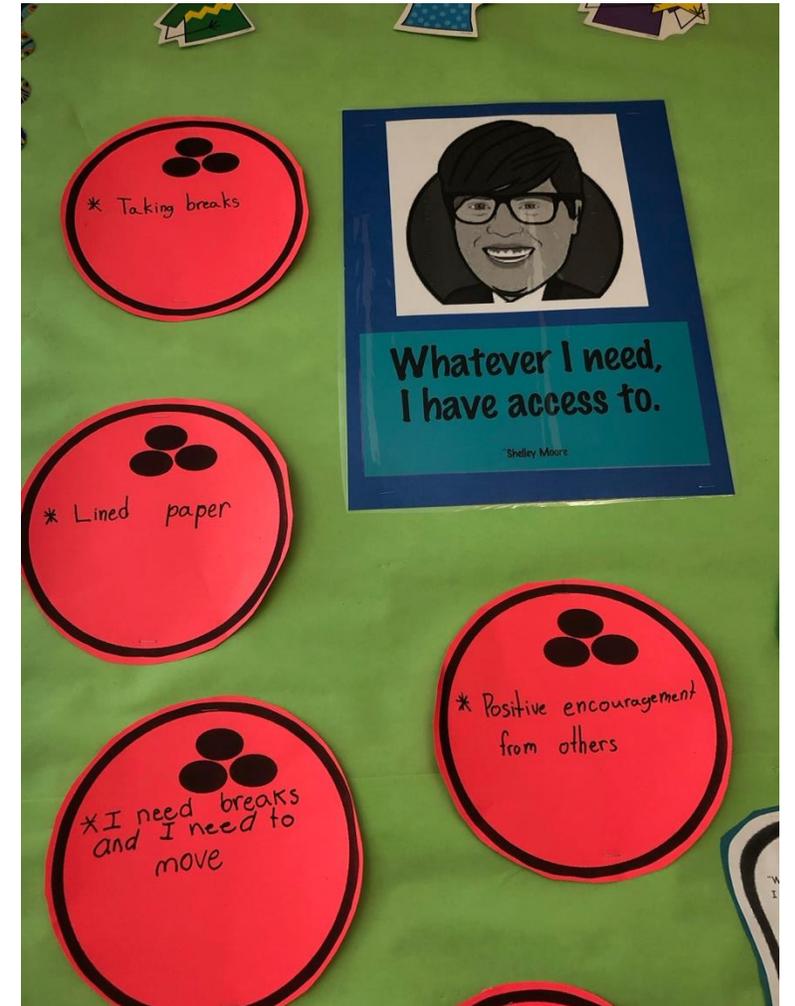
Strategy: chunking text

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 chuinking useful for me?
- How will I know when I *need* to chunk text ?
- How will I know when I *don't need* chunk text ?
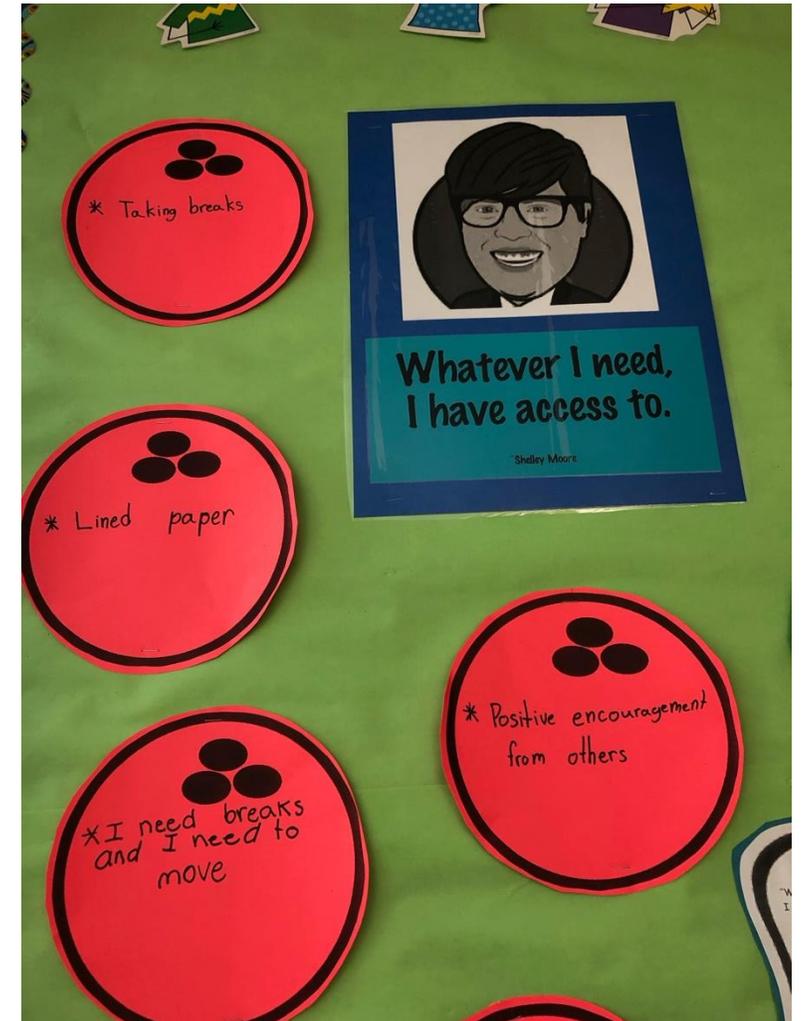
Teaching & Reflecting on Strategies:

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

www.teachspeced.ca

Supports & Strategies
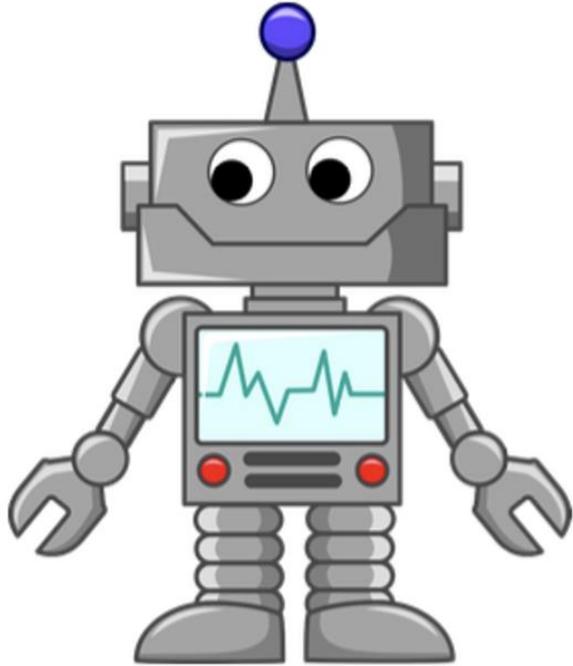

https://www.teachspeced.ca

"AI" Assistant - Dale

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

Can you give me some tools and strategies to support grade 10 students to manage executive functioning needs?

And then ask yourself:
- Is this a strategy that is useful for everyone, a choice for everyone, or is it an individualized strategy?

"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 a grade 5 student with Down Syndrome, to manage anxiety needs?

And then ask yourself:
- Is this a strategy that is useful for everyone, a choice for everyone, or is it an individualized strategy?

Needs based support planning:

- What about the voices of the students?

MULTIPLE LAYERS OF
SUPPORT

Shelley
MOORE PH.D.
2023

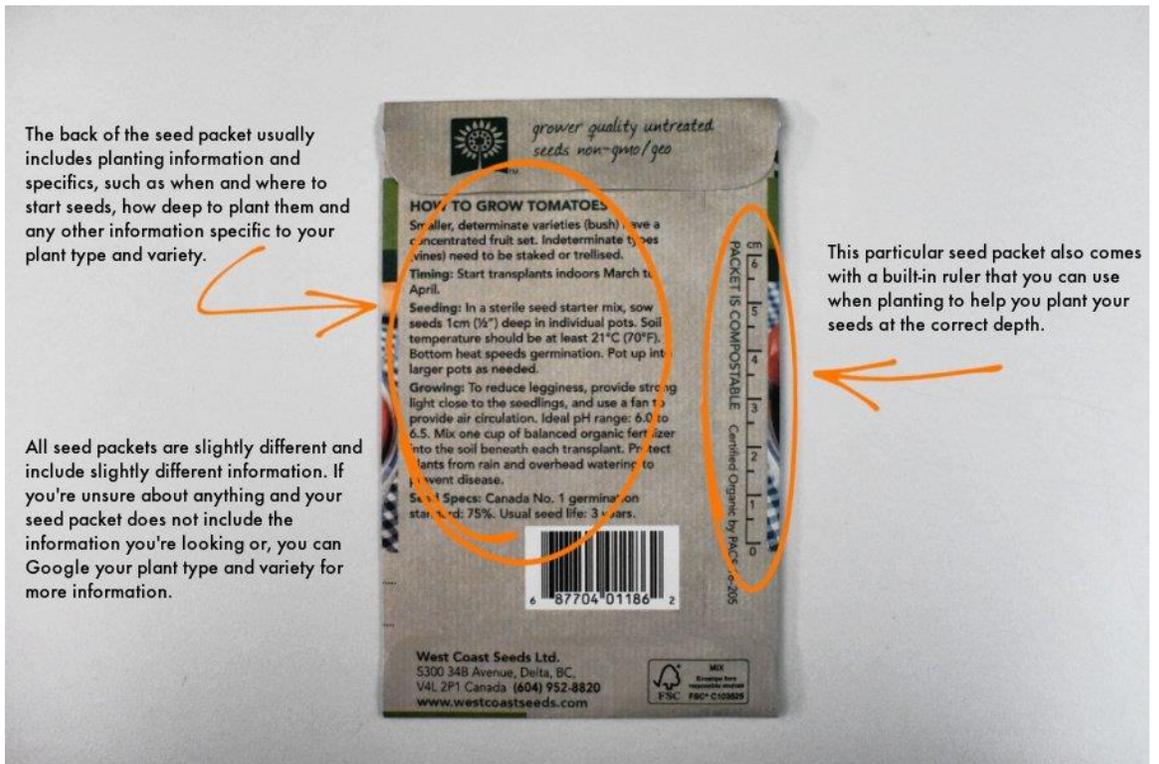# How do we know if a plant is not thriving?

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 or, 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.

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

Growth Year: 2022

Name: Joshua I.   **Grade: 11**

Identities: I am...
- Happy, Helpful, friendly, strong
- I speak English to communicate
- I am from Maple Ridge, BC
- I use he/him pronouns
- I am part of a school community
- I am a younger brother

Interests: I really like and/or what to learn more about:
- I like to work with my friends and be on student council at school, I like my Drama class. I want to learn about places in the world that I want to travel to like Egypt

Strengths: I am really good at and/or could teach others:
- I am good at organizing and being on time. I am a good friend
- I could teach others about student council and about what I learn about Egypt when I learn about it
- I have good ideas and I am good at math

Goals: I want to grow in these areas:

1. **I want to learn more about different countries**

2. **I want to learn how to be a good leader**

3. **I want to get a job**

Needs: I need this support in these areas to grow:
- communication
- emotional regulation
- literacy (understanding)
- Social skills

Supports: I need this in my garden to grow:
- Helping me be prepared for what I need to do ahead of time, working with my friends who understand me, post it notes too write down my ideas and thinking, when someone check in on me to see if I understand, sometimes I need more time to do things, I need breaks, pictures and visuals, learning about things that are interesting

Barriers: This is what makes it hard for me to grow:
- Sitting for a long time, when I don't know what to do, when I have to work by myself with an EA, when something is to hard, when there are only words and no pictures, when people do things for me because they think I cant do it

Thank You For helping me GROW

Student 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?

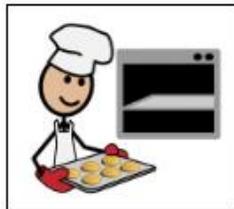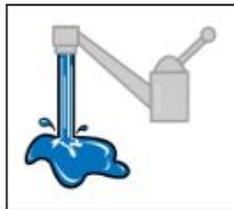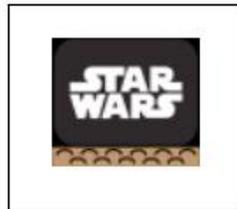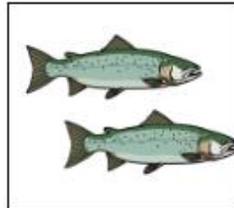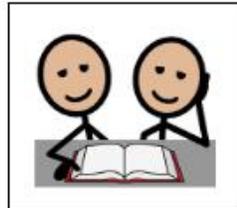| Who are you and how do you know Juni?	Identities	Interests	Strengths	Stretches	Needs
	What words would you use to describe Juni? What groups is Juni connected to in their community?	What is Juni interested in? What do they like to do on their own? With their friends? Family? Community?	What is Juni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

Help us get to know Juni? Date: Dec 2022

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

Building my Student profile: What are my INTERESTS?
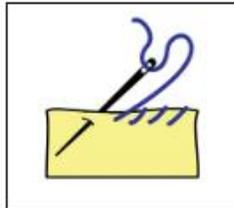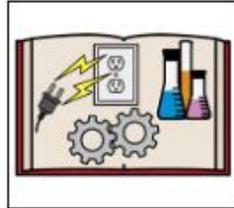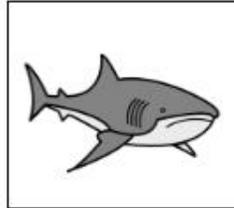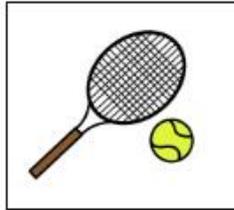
Growth Year: 2022

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 about:

reading	whale sharks	Star Wars	fashion	Great British Bakinig 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

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:
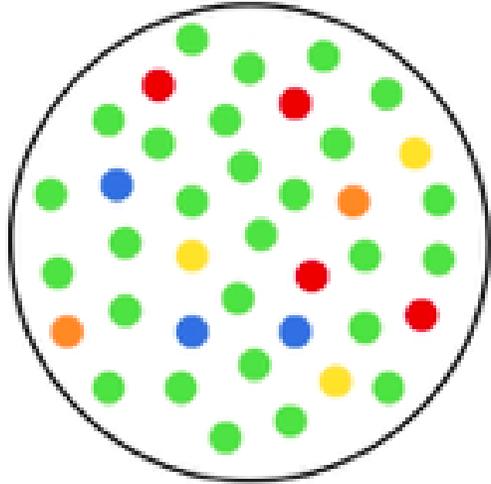
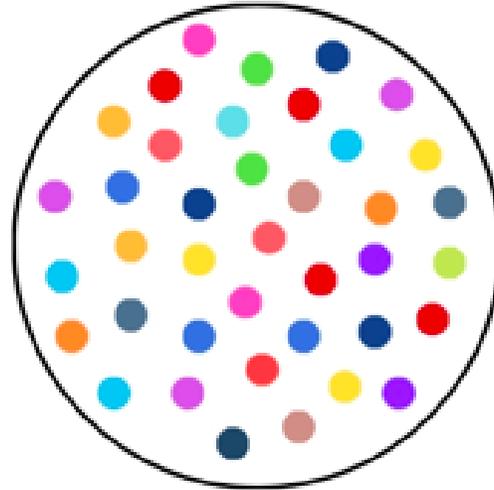|				
being rushed	no one asks me	writing	no visuals	ignored

Thank You For helping me GROW

Student Voice

When the conditions are right, everyone can be *successful*
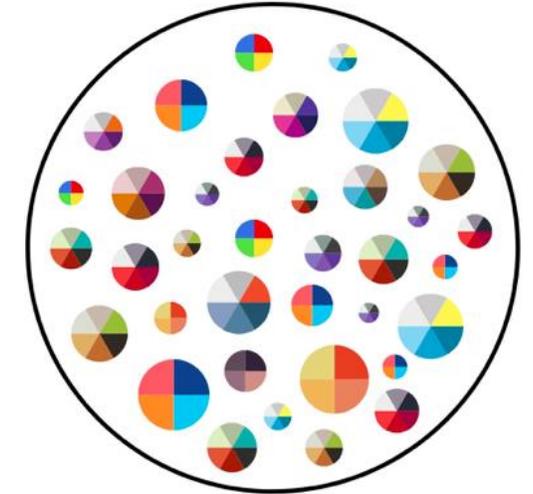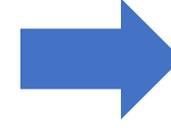
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2023

WHAT IS inclusion ?

Including
'special needs' students into general education classrooms
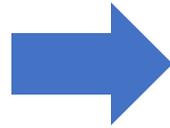
Teaching and designing for diversity
(that includes Disability)

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

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?

Shelley
MOORE PH.D.

2024

Shelley MOORE PH.D.

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f Dr. Shelley Moore