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Our Plan Together

Kick Off – **Inclusion**: How do we do it?

Session 1 - **Strength-based data** collection

Today! - Session 2 -Designing **needs-based** classroom support plans

Session 3 - Curricular Design Strategies: **Backwards Design**

Session 4 - Curricular Design Strategies: Lesson Design through a **UDL** lens

Session 5 - Inclusive **Assessment**

Homework

- Choose 1 class
- Collect some data about your students (from their perspective)
 - e.g. interview, google form, inventory etc.
- Start to build a Class Review for your target class

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



Checking in

What stands out from last session?

What have you tried/ want to try?

What are you noticing about your thinking
and practice?

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

CURRICULUM & ASSESSMENT DESIGN

Student choice of challenge
Adjustable Curriculum

Student choice of evidence
Adjustable Assessment

Students

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

Adjustable Supports & Strategies
Student choice of tools and actions

NEEDS BASED DESIGN

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

INSTRUCTIONAL DESIGN

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

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

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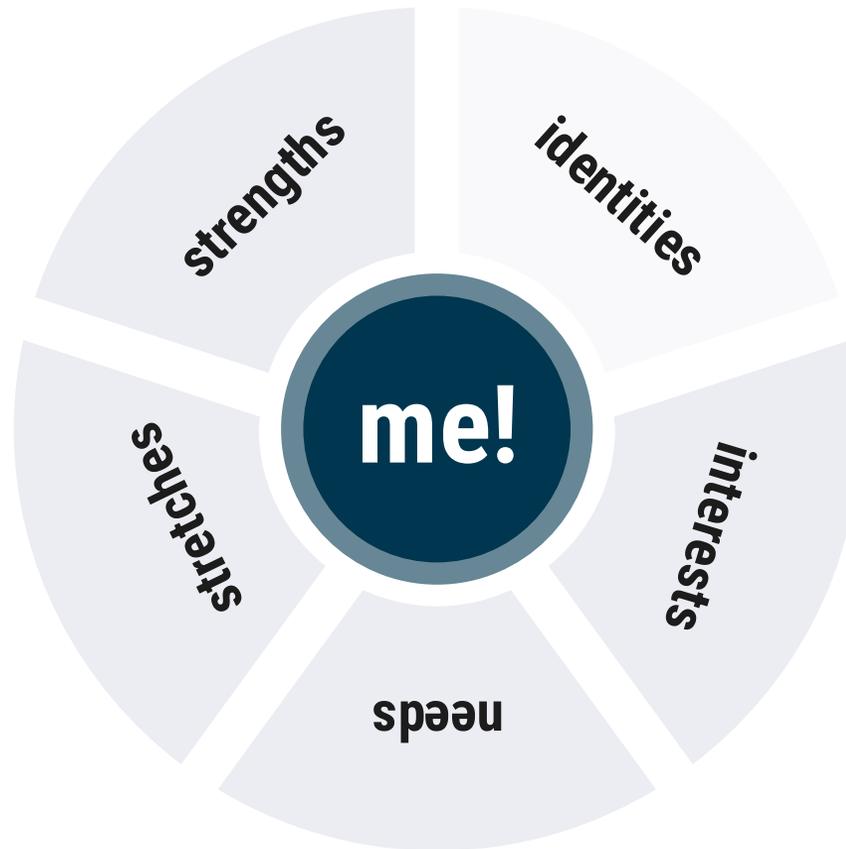
NEEDS BASED DESIGN

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What do student require to navigate needs & barriers?

INSTRUCTIONAL DESIGN

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

The Five Dimensions



We cannot design for who a student isn't.

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What grade level curriculum are we using?
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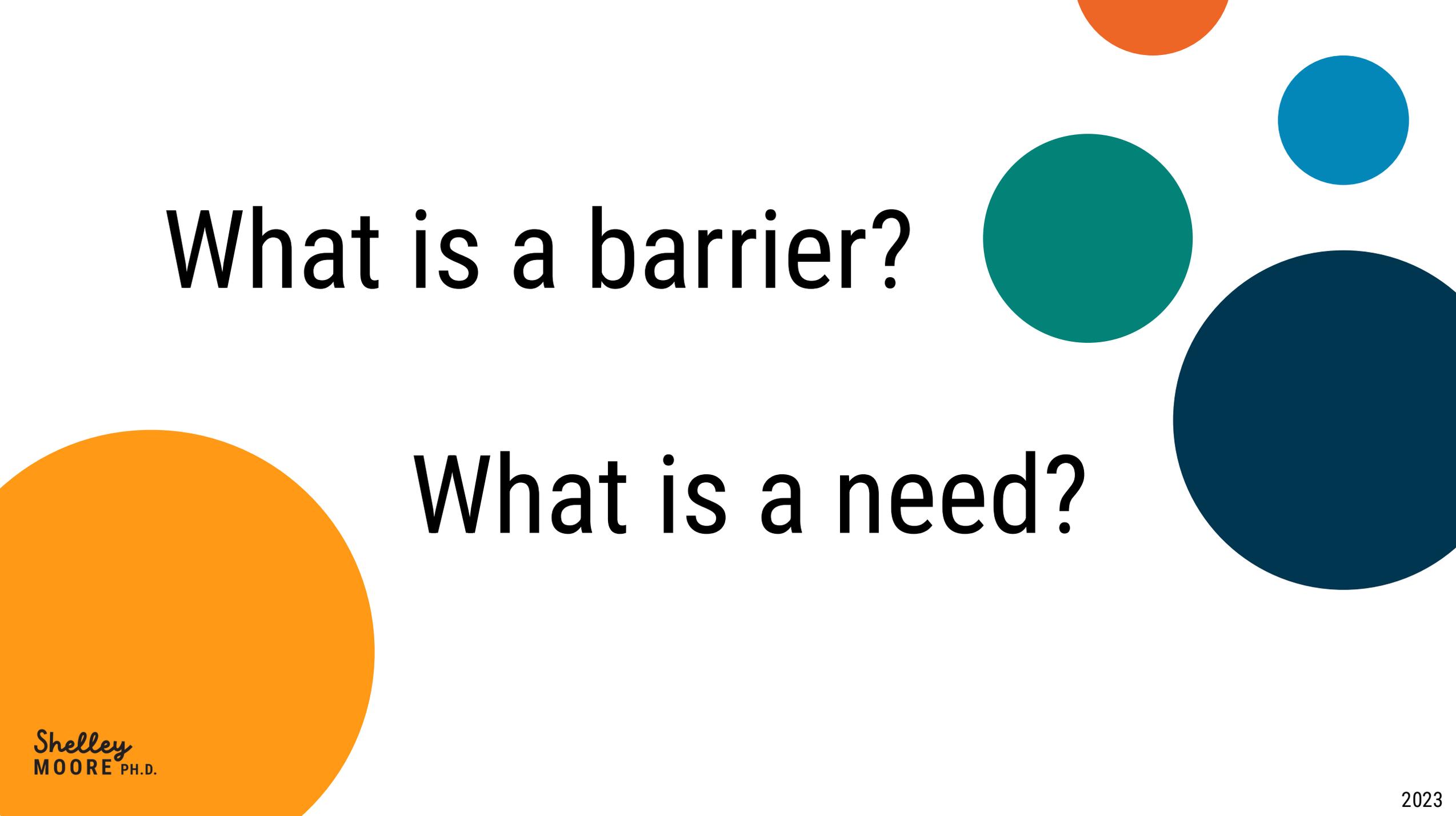
INSTRUCTIONAL DESIGN

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

Adjustable Supports & Strategies
Student choice of tools and actions

Student choice of challenge
Adjustable Curriculum

Student choice of evidence
Adjustable Assessment



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

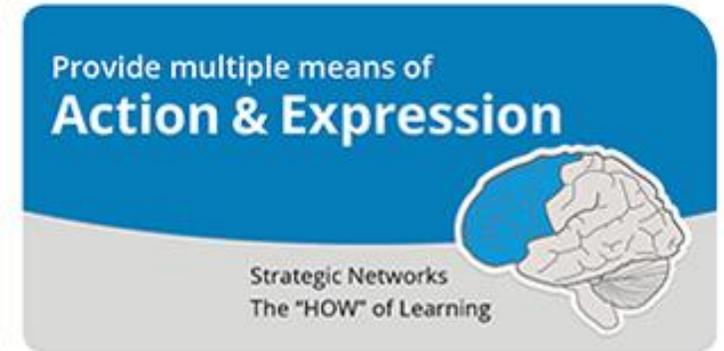
Universal Design for Learning 3.0



All students
need to be
engaged



All students
need to
understand



All students
need to show
learning

	Design Multiple Means of Engagement 	Design Multiple Means of Representation 	Design Multiple Means of Action & Expression 
Access	<p>Design Options for Welcoming Interests & Identities (7)</p> <ul style="list-style-type: none">• 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)	<p>Design Options for Perception (1)</p> <ul style="list-style-type: none">• 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)	<p>Design Options for Interaction (4)</p> <ul style="list-style-type: none">• Vary and honor the methods for response, navigation, and movement (4.1)• Optimize access to accessible materials and assistive and accessible technologies and tools (4.2)
Support	<p>Design Options for Sustaining Effort & Persistence (8)</p> <ul style="list-style-type: none">• 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)	<p>Design Options for Language & Symbols (2)</p> <ul style="list-style-type: none">• 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)	<p>Design Options for Expression & Communication (5)</p> <ul style="list-style-type: none">• Use multiple media for communication (5.1)• Use multiple tools for construction, composition, and creativity (5.2)• Build fluencies with graduated support for practice and performance (5.3)• Address biases related to modes of expression and communication (5.4)
Executive Function	<p>Design Options for Emotional Capacity (9)</p> <ul style="list-style-type: none">• 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)	<p>Design Options for Building Knowledge (3)</p> <ul style="list-style-type: none">• 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)	<p>Design Options for Strategy Development (6)</p> <ul style="list-style-type: none">• Set meaningful goals (6.1)• Anticipate and plan for challenges (6.2)• Organize information and resources (6.3)• Enhance capacity for monitoring progress (6.4)• Challenge exclusionary practices (6.5)

FIRST! Reduce or eliminate barriers in place by reducing or eliminating barriers for everyone in the community



All plants
need light



All plants
need moisture



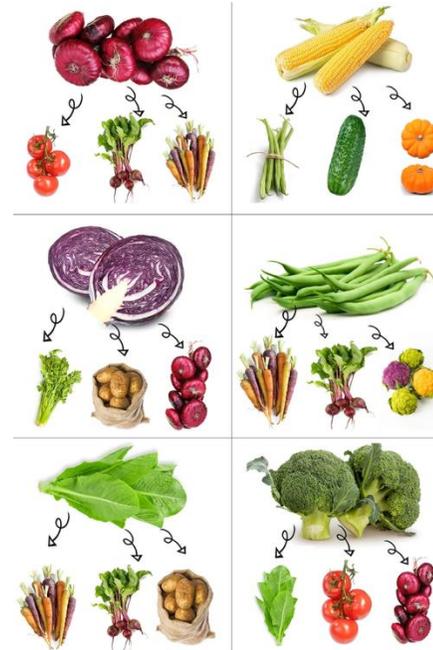
All plants
need space

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

PERIODIC TABLE OF PLANT NUTRIENTS

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

Source: Greenandvibrant.com



Some plants need added nutrients

Some plants need companions

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



A few plants may need very specific temperatures and humidity levels

MULTIPLE LAYERS OF SUPPORT



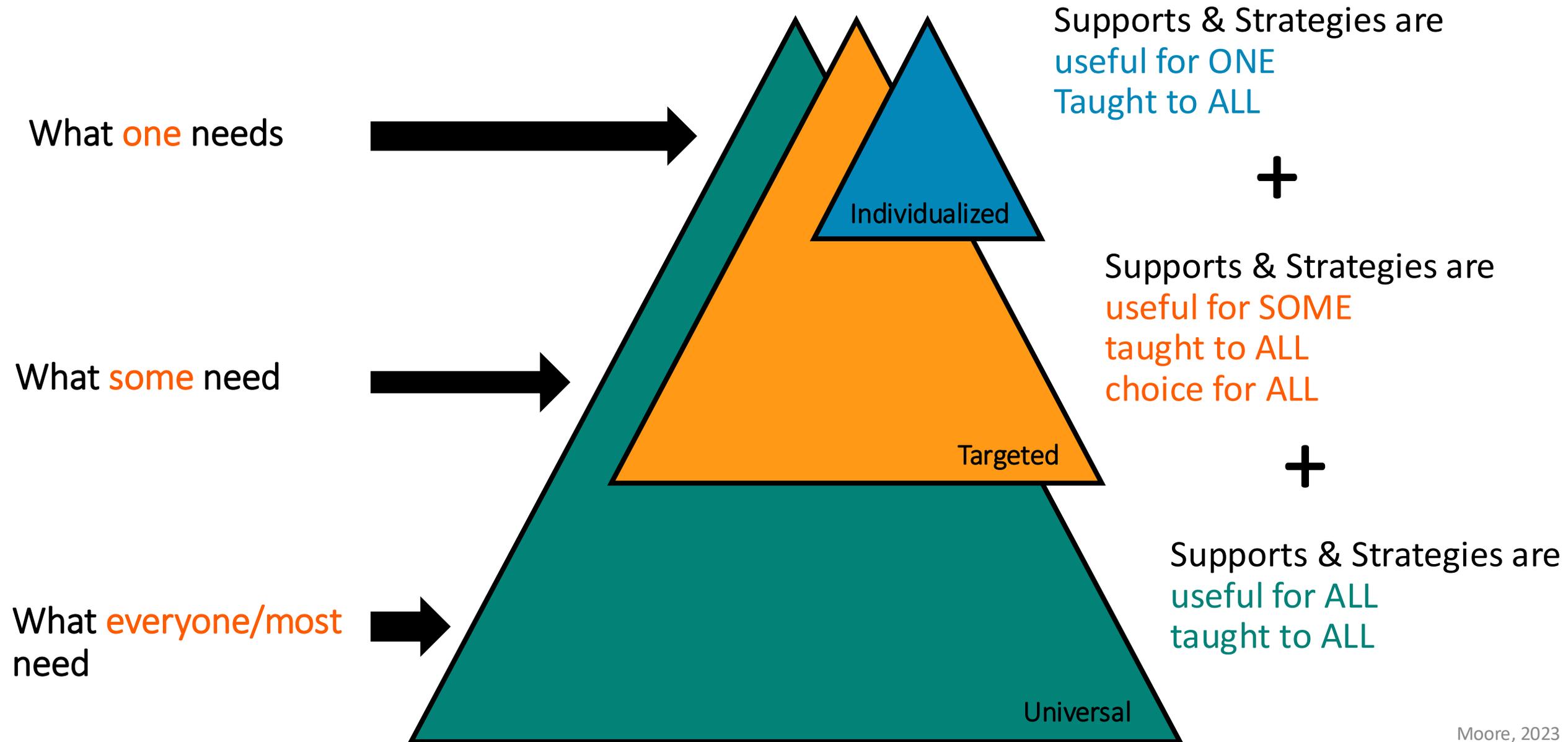
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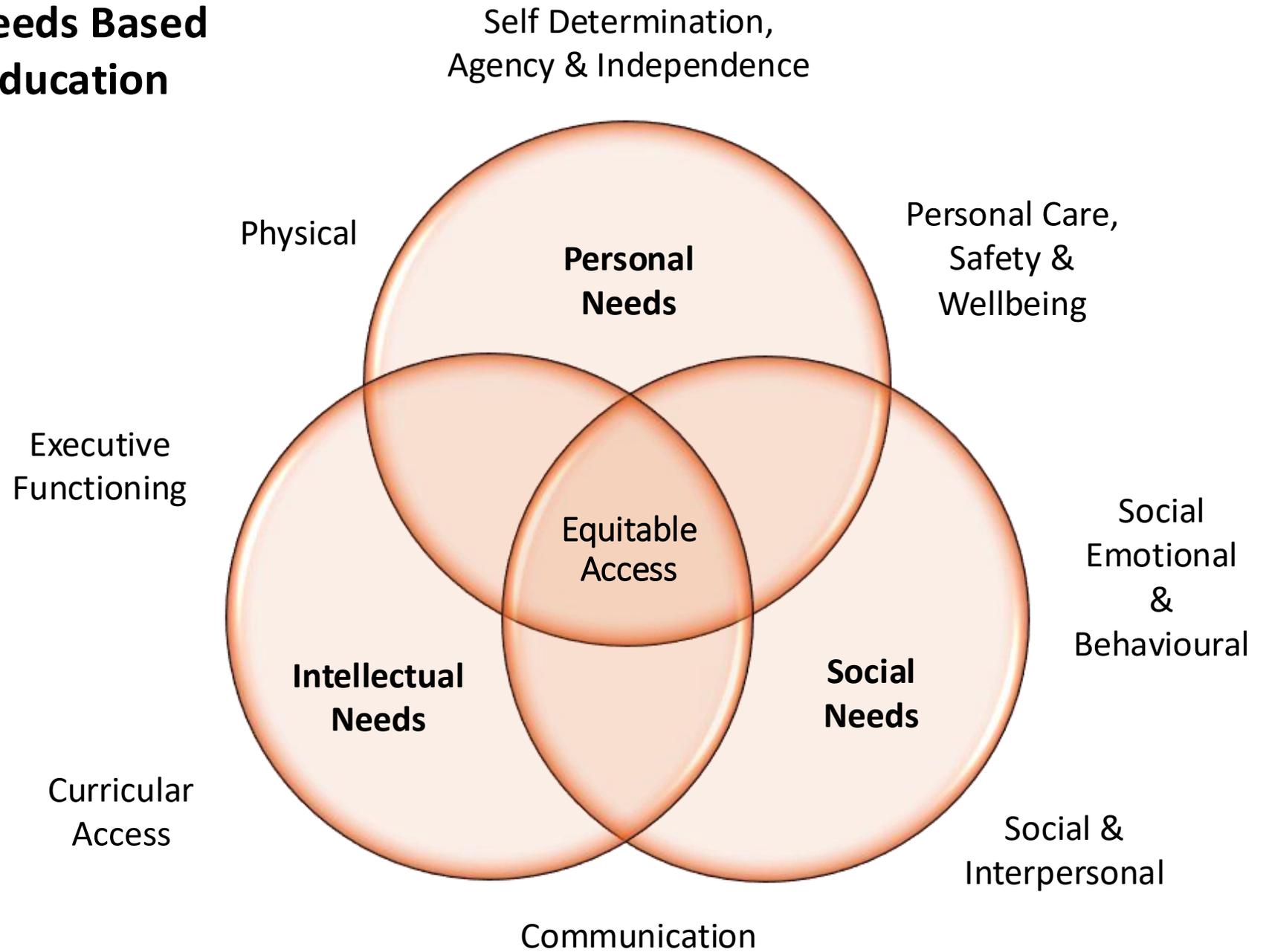
Multiple Layers of Needs Based Support



What are needs?



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				
	Attention & focus				
	Working memory				
Executive Functioning	Impulse control				
	Task initiation				
	Organization				
	Time management				
	Planning & sequencing				
	Flexible thinking				
	Transitioning				
	Receptive communication				
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					

Collaborative Needs-Based Reflection

Classroom Support Planning: Collaborative Needs Based Reflection

Target Classroom: Grade 8 English	Classroom Teacher(s): LM	Support Teachers/ Staff: SM	Date: Nov. 2025
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Common Needs Based Areas		Students in Mind	Priority	Monitor	N/A
Social-Emotional & Behavioural	Emotional regulation	DU, AC, SS, KM	X		
	Anxiety, depression & mental health				x
	Anger or frustration tolerance	DU, SS		x	
	Stress management				x
	Self-esteem, acceptance & confidence	AC, MB, KM		x	
	Behavioural regulation	SS		x	
	Coping skills	AC, KM		x	
	Trauma or grief	CS, IF		x	
	Attention & focus	CS, AC, PD, SS		x	
	Executive Functioning	Working memory	KM		
Impulse control		AC, SS, DS			
Task initiation					
Organization		SS			
Time management		PD			
Planning & sequencing		CS, DS			
Flexible thinking		IF, SS, MB, KM	X		
Transitioning		SS			
Communication	Receptive communication	CS, DU, IF, AC	X		
	Expressive communication	CS, DU, IF, AC			
	Social communication	CS, DU, AC			
	Nonverbal communication	DU, AC, DS			
	Oral language	DU, AC			
	Augmented & Alternative Communication (AAC)	CS			
	Language of Instruction	DU, DS, KM			

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

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Team Reflections & Decisions					
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Homework

Think about ONE class

- Complete a collaborative needs- based reflection
- Prioritize the top 5 needs-based areas that you could respond to that would make the biggest impact on your class this year

Before next session:

- Choose 1 needs- based area to start with
- Complete the google form: <https://forms.gle/dbNDuEjpS5jsX4a26>