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Our Plan Together

September 26 - Kick Off – **Inclusion**: How do we do it?

September 26 - Session 1 - Getting to Know Students from a **strength-based perspective**

January 23: Session 2 - Making decisions to **reduce barriers** for ALL

March 6: Session 3 -Designing **needs-based** classroom support plans

March 6: Session 4 - Curricular Design Strategies: **Backwards Design**

April 17 : Session 5 - Curricular Design Strategies: Lesson Design through a **UDL** lens

April 17: Session 6 - Inclusive **Assessment**

April 17: **Celebration**

Reflecting on learning

- What did you try since last session?
- What are you noticing about your thinking?
- What are you noticing about your practice?
- What questions are coming up for you?

Looking Back

1. Who are our learners?

Class Review:	School Team:	Date:
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Class Dimensions

Class Identities Student Perspectives: Team Perspectives:	Class Interests Student Perspectives: Team Perspectives:	Classroom Strengths Student Perspectives: Team Perspectives:	Classroom Stretches Student Perspectives: Team Perspectives:
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Class Needs

Need:	Need:	Need:	Need:	Need:
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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?
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Building a Needs-Based Support Plan

Class:		Planning Team:	Year:
Step 1: Describe the conditions (e.g. class or student, subject area or task, location and curriculum etc.)			

Building a Needs-Based Support Plan

Clas: Math 9		Planning Team: SM & GH	Year: Jan 2026
Step 1: Describe the conditions (e.g. class or student, subject area or task, location and curriculum etc.)		I am supporting a Grade 9 Math class in Wisconsin. We are using Math 9, WCRS, ITL, SEL and the literacy standards	

Looking Back

1. Who are our learners?
2. What are their needs?

Classroom Support Planning: Collaborative Needs Based Reflection

Target Classroom:	Classroom Teacher(s):	Support Teachers/ Staff:	Date:
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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				
		Active memory				
Impulse control						
Task initiation						
Organization						
Time management						
Planning & sequencing						
Flexible thinking						
Communication	Receptive communication					
	Expressive communication					
	Social communication					
	Nonverbal communication					
	Oral language					
	Augmented & Alternative Communication (AAC)					
	Language of Instruction					

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 accessibility				
	Curricular challenge/extension				
Self-Determination, Agency & Independence	Self-awareness & advocacy				
	Choice making & goal setting				
	Managing materials & routines				
	Independence/agency				
Social & Interpersonal	Ownership of learning				
	Peer relationships				
	Collaboration & group work				
	Understanding social cues				
	Problem-solving/conflict resolution				
Physical	Belonging & community				
	Hearing				
	Vision				
	Mobility				
	Motor skills (fine/gross)				
	Sensory				
	Medical				
	Energy or stamina				
Eating, feeding, and/or allergies					

Building a Needs-Based Support Plan

Class:		Planning Team:	Year:
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Step 2: Determine one priority needs area			

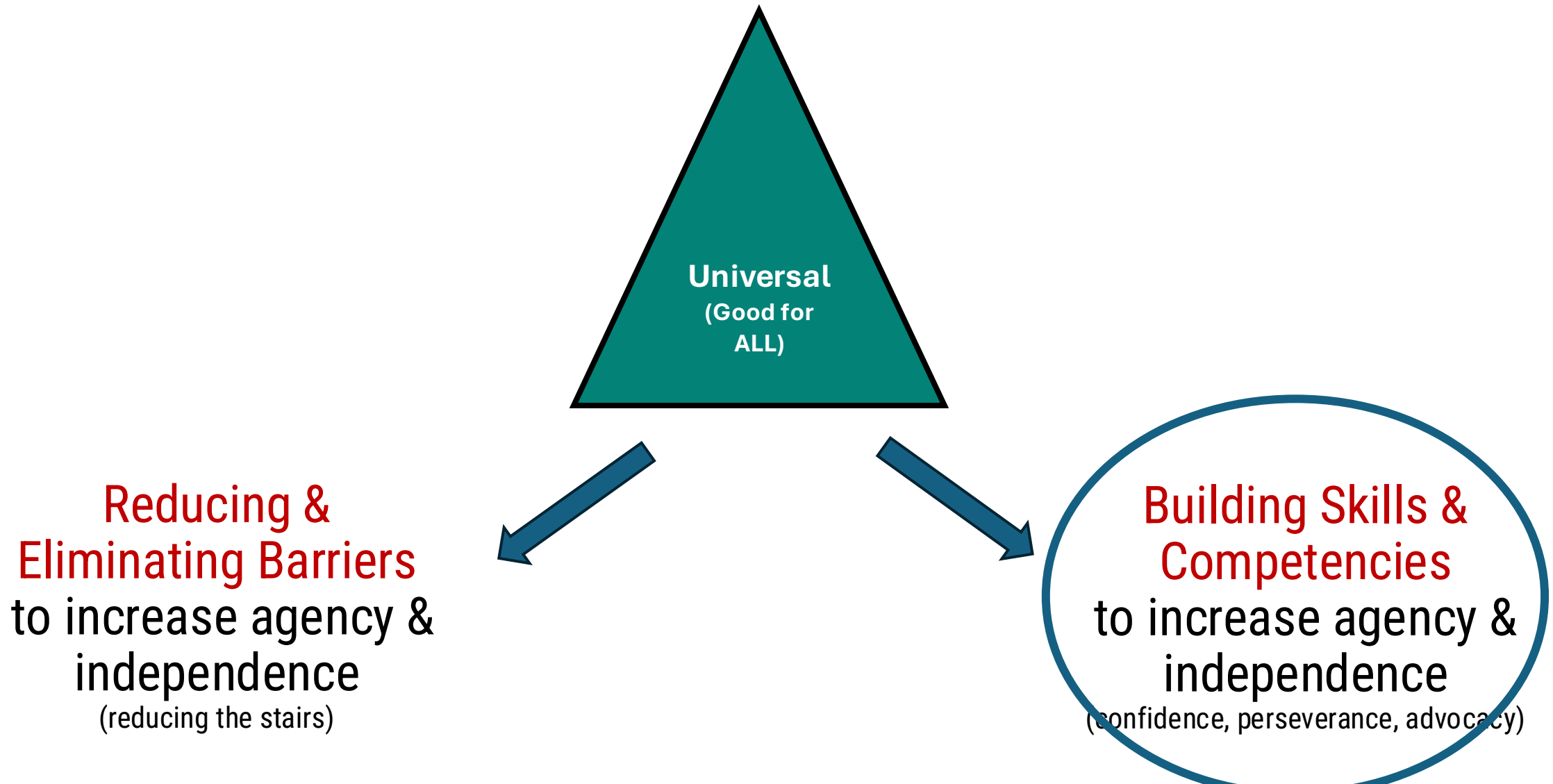
Building a Needs-Based Support Plan

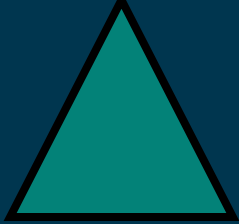
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Step 2: Determine one priority needs area		Memory	

Looking Back

1. Who are our learners?
2. What are their needs?
3. What skills can we build?

Universal Needs-Based Support





Building Skills & Competencies to increase agency & independence

21st Century Skills & Competencies	Where it is reflected in Wisconsin's Standards	Links to Standards and Competencies
Critical Thinking	<ul style="list-style-type: none">• Wisconsin Career Readiness Standards (WCRS)• Information & Technology Literacy Standards	Link (WCRS) Link (ITL)
Communication	<ul style="list-style-type: none">• Wisconsin Career Readiness Standards (WCRS)• Academic Standards (e.g. ELA)• Information & Technology Literacy Standards	Link (Standards) Link (SEL) Link (Literacy)
Creativity	<ul style="list-style-type: none">• Wisconsin Career Readiness Standards (WCRS)• Information & Technology Literacy Standards	
Collaboration	<ul style="list-style-type: none">• Wisconsin Career Readiness Standards (WCRS)• SEL Competencies• Academic Standards (e.g. ELA)	
Citizenship	<ul style="list-style-type: none">• Wisconsin Career Readiness Standards (WCRS)	
Growth Mindset	<ul style="list-style-type: none">• Wisconsin Career Readiness Standards (WCRS)• SEL Competencies	

Building a Needs-Based Support Plan

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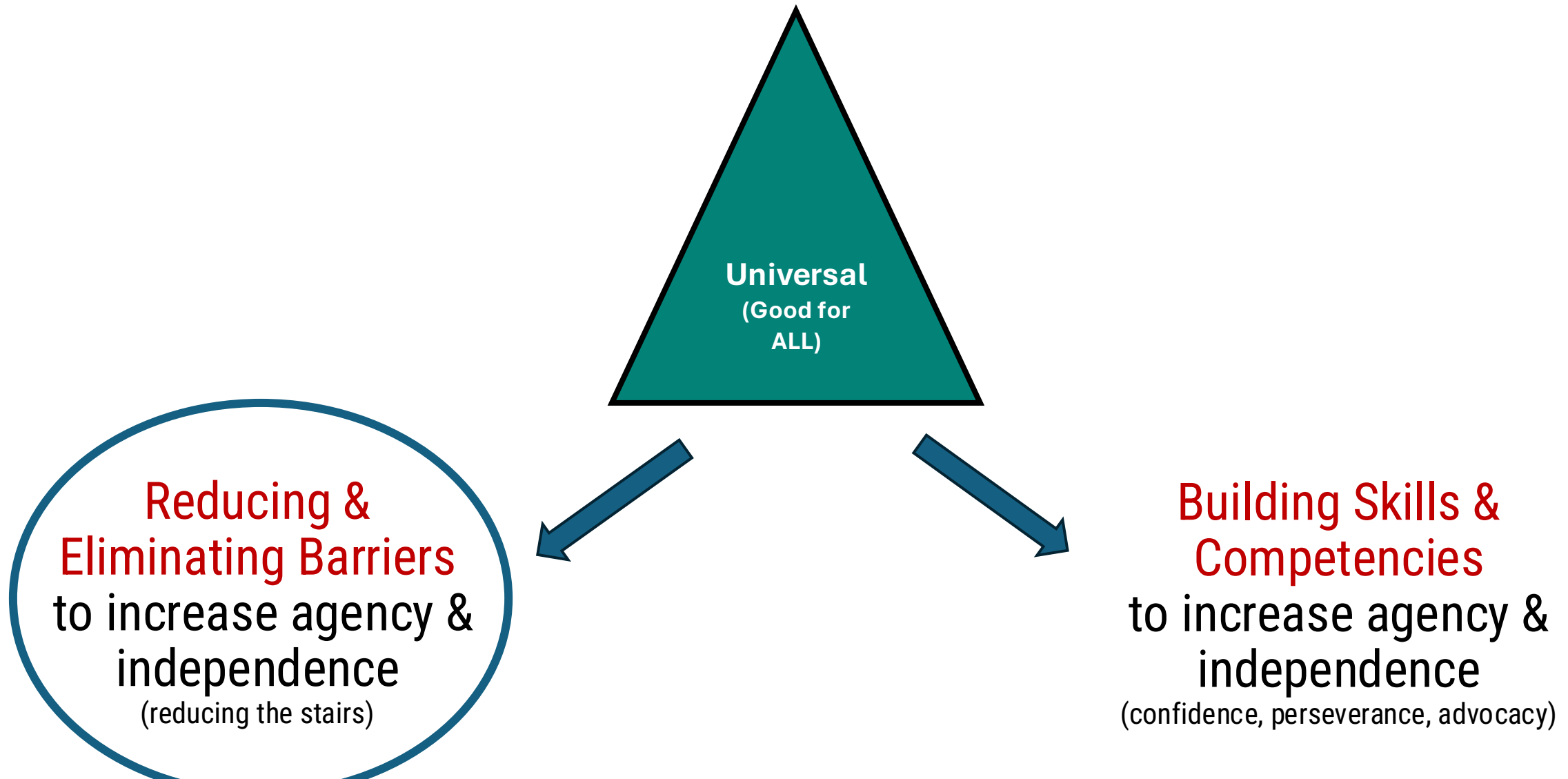
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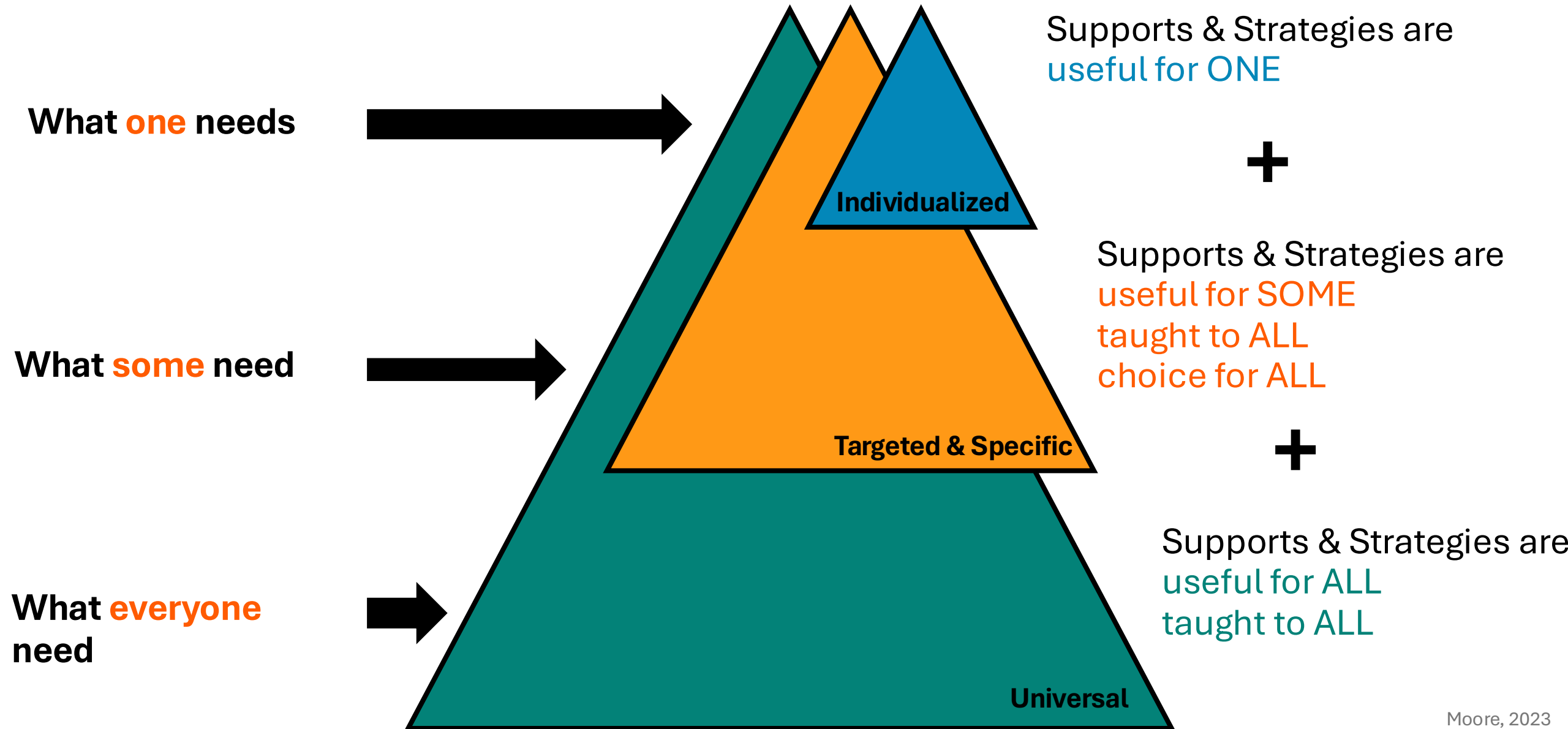
Looking Back

1. Who are our learners?
2. What are their needs?
3. What skills can we build?
4. **What barriers can we reduce?**

Universal Needs-Based Support



Multiple Layers of Needs Based Support



Using Resources to Eliminating Barriers

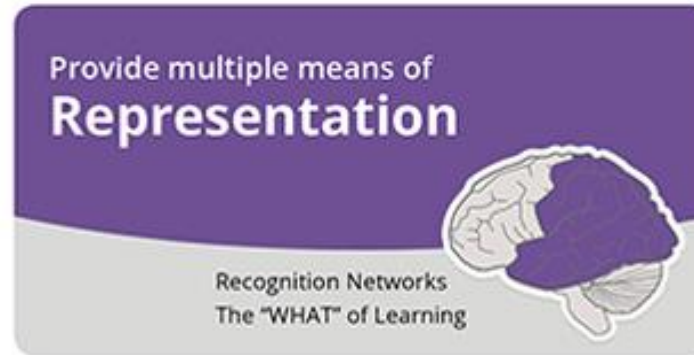


Anticipating **Variability** from the Start

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)

Building a Needs-Based Support Plan

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Step 4: Choose 1-3 high impact UDL 3.0 indicators that will reduce barriers for this needs area and in these conditions			
UDL 3.0 #			
UDL 3.0 #			

Building a Needs-Based Support Plan

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Step 4: Choose 1-3 high impact UDL 3.0 indicators that will reduce barriers for this needs area and in these conditions			
UDL 3.0 # 7.4	What does this UDL 3.0 indicator mean in these conditions? Designing the Math class in ways that reduce things that make students feel unsafe, distracted, or discouraged from participating		
UDL 3.0 # 5.4	What does this UDL 3.0 indicator mean in these conditions? Give students tools and strategies that help them store and retrieve information		

Building a Needs-Based Support Plan

Clas:	Planning Team:		Year:
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	UDL 3.0 # 5.4	What does this UDL 3.0 indicator mean in these conditions? <ul style="list-style-type: none"> Give students tools and strategies that help them store and retrieve information 	

Your Job

Build the first half of your Needs- Based Support Plan

Step 1: Describe the **conditions**

(e.g., class or student, subject area or task, location and curriculum etc.)

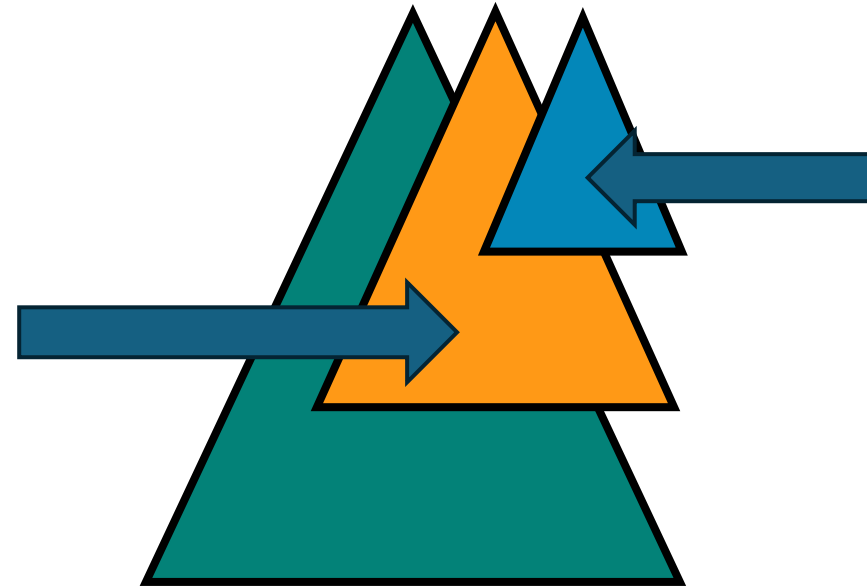
Step 2: Determine one **priority needs area**

Step 3: Choose 1-3 high impact competency-based goals that will **build skills** in this needs area and in these conditions

Step 4: Choose 1-3 high impact UDL 3.0 indicators that will **reduce barriers** for this needs area and in these conditions

Universal Needs-Based Support

Teaching Specific Supports & Strategies
to increase agency & independence
(tools & actions)



Teaching Individualized Supports & Strategies
to increase agency & independence
(tools & actions)

Reducing & Eliminating Barriers
to increase agency & independence
(reducing the stairs)

Building Skills & Competencies
to increase agency & independence
(confidence, perseverance, advocacy)

Using Resources to Support Needs



Determining Ramps Based on Needs

Using Resources to Support Needs



- Is it effective?
- Does it increase agency?

Determining Ramps Based on Needs

SDI relies on the Universal Structures for it to be Effective

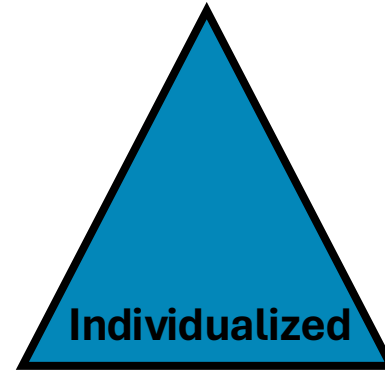


- Is it effective?
- Does it increase agency?

A chair is only **EFFECTIVE** if there are ramps to use it on.

Supporting the **Bats**...

What **one** needs



Supports & Strategies are
useful for **ONE**

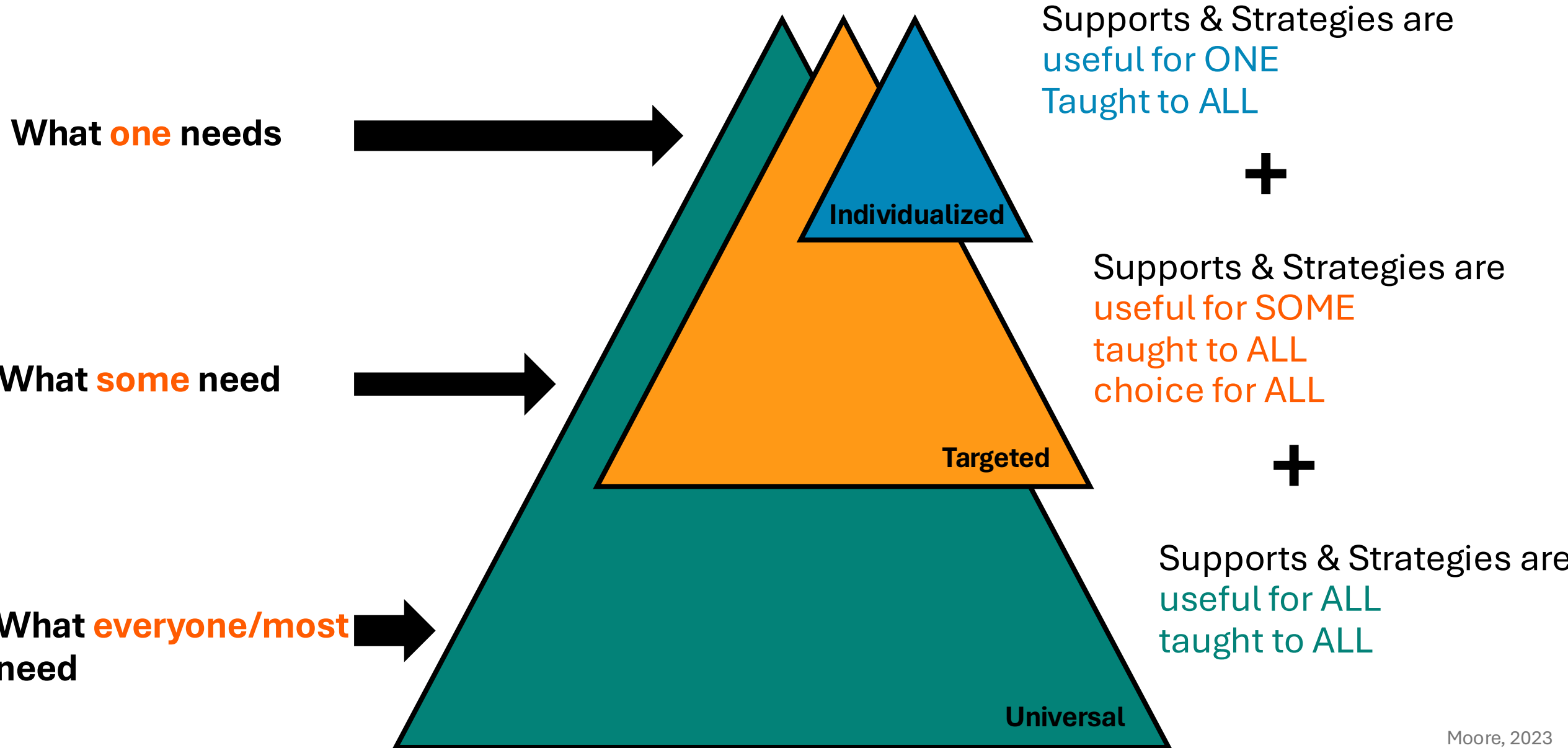
Individual Support Need: Communication (expression),

Individualized Strategy or Support: using an AAC device



@katie_jameson

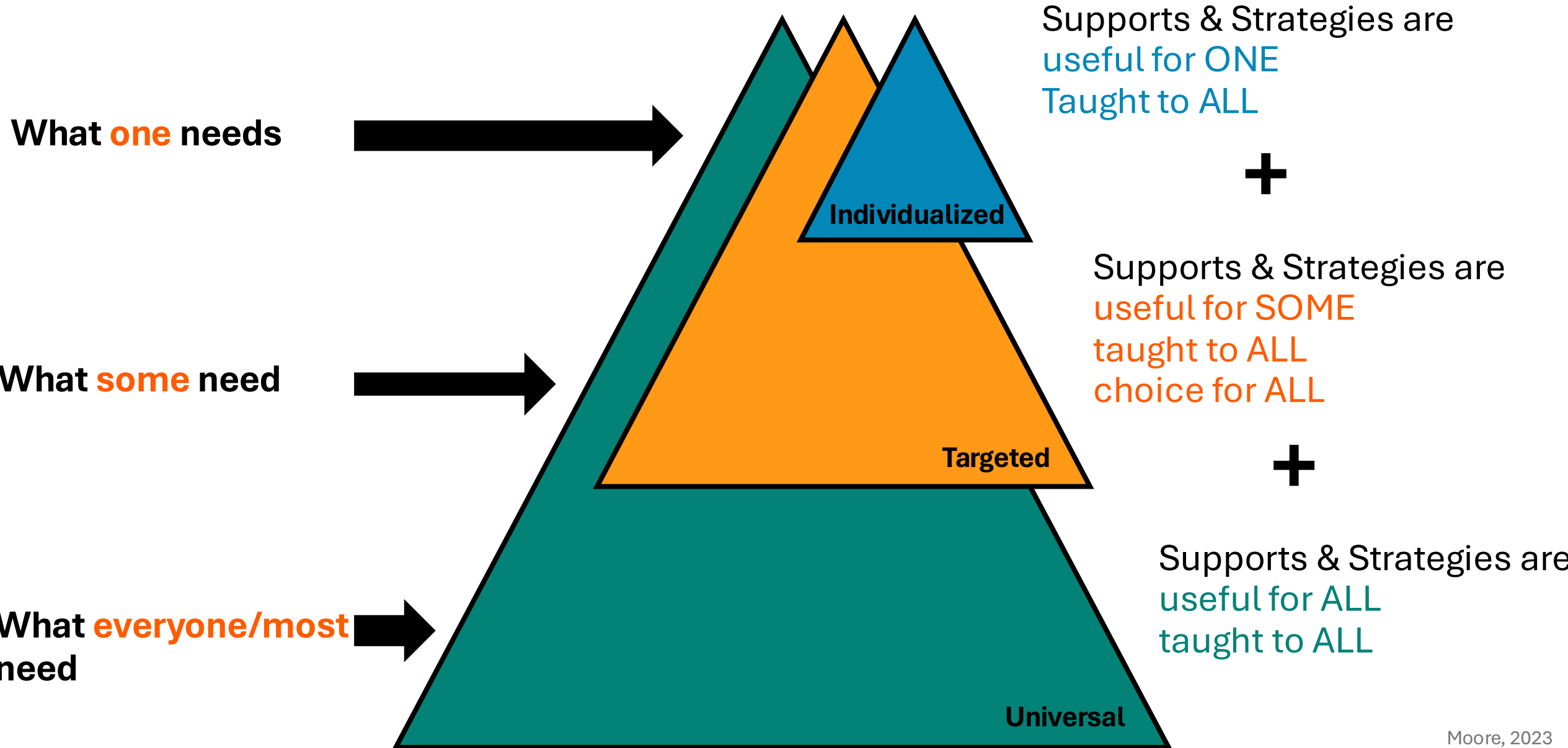
Supporting the **Unicorns**...



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)	<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 & 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 & 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 & 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>

Supporting the **Unicorns**...



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UDL 3.0 # 7.4	What does this UDL 3.0 indicator mean in these conditions? Designing the Math class in ways that reduce things that make students feel unsafe, distracted, or discouraged from participating	Show incorrect solutions and analyze them together, allow think time before answering, use mini whiteboards instead of calling on one student, use language like “Let’s investigate the error” clear step-by-step instructions, consistent routines, uncluttered notes, emphasize growth mindset, value multiple solution strategies	
UDL 3.0 # 5.4	What does this UDL 3.0 indicator mean in these conditions? Give students tools and strategies that help them store and retrieve information	step-by-step worked examples, flowcharts for solving equations, color-coding variables vs constants, graphic organizers for problem solving, visual models for algebra concepts, formula reference sheets, mnemonics for procedures, anchor charts, repeated practice across contexts, connecting new math ideas to prior concepts	seat student near the board where the step chart is visible , give them a private reference card

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TEACHERS' GATEWAY TO
SPECIAL EDUCATION

PASSAGE À L'ENSEIGNEMENT
POUR LES BESOINS SPÉCIAUX

ENTER



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Supports & Strategies



OTF
Your Voice. Your Strength.
Ontario Teachers' Federation

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Search:

Student Needs	IPRC Exceptionalities	Diagnosed Conditions
<ul style="list-style-type: none"> Aggression Management Anger/Frustration Management Anxiety Management Articulation Skills Attendance Strategies Attention Skills Assistive Technology Skills Blind/Vision Impaired Bullying Management Skills Central Auditory Processing Deafness Depression/Sadness Management Disengagement/Motivation Strategies Eating Disorder Strategies Emotional Regulation English Language Skills Executive Function Fine Motor Skills Gambling Disorder Grief Management Gross Motor Skills Hearing Intellectual Ability – High Intellectual Ability – Low Listening Comprehension Skills Low Vision Memory Skills Mental Health Strategies Metacognitive Skills Mobility Skills 	<ul style="list-style-type: none"> Autism Spectrum Disorder (ASD) Behaviour Blind and Low Vision Deaf and Hard of Hearing Developmental Disability (DD) Giftedness Language Impairment Learning Disabilities (LD) Mild Intellectual Disabilities Multiple Exceptionalities Physical Disability Speech Impairment 	<ul style="list-style-type: none"> Acquired Brain Injury Alcohol-Related Neuro-developmental Disorder (ARND) Angelman Syndrome Anxiety Disorders Attention Deficit Hyperactivity Disorder (ADHD) Auditory Processing Disorder (Central) Autism Spectrum Disorder (ASD) Bipolar Disorder Blind/Vision Impaired Brain Injury Cerebral Palsy (CP) Conduct Disorder (CD) Concussions Cystic Fibrosis (CF) Deafness Depression Disorders Down Syndrome Eating Disorders Epilepsy Fetal Alcohol Syndrome/Fetal Alcohol Effects (FAS/FAE) Fragile X Syndrome Gambling Disorder Intellectual Disabilities Klinefelter's Syndrome Learning Disabilities/Specific Learning Disorders Muscular Dystrophy (MD) Neurological Disabilities Oppositional Defiant Disorder (ODD) Obsessive-Compulsive Disorder (OCD) Post-Traumatic Stress Disorder (PTSD)

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UDL 3.0 #			
UDL 3.0 #			

Your Job

Finish your Needs-Based Support Plan

Step 1: Describe the **conditions**
(e.g., class or student, subject area or task, location and curriculum etc.)

Step 2: Determine one **priority needs area**

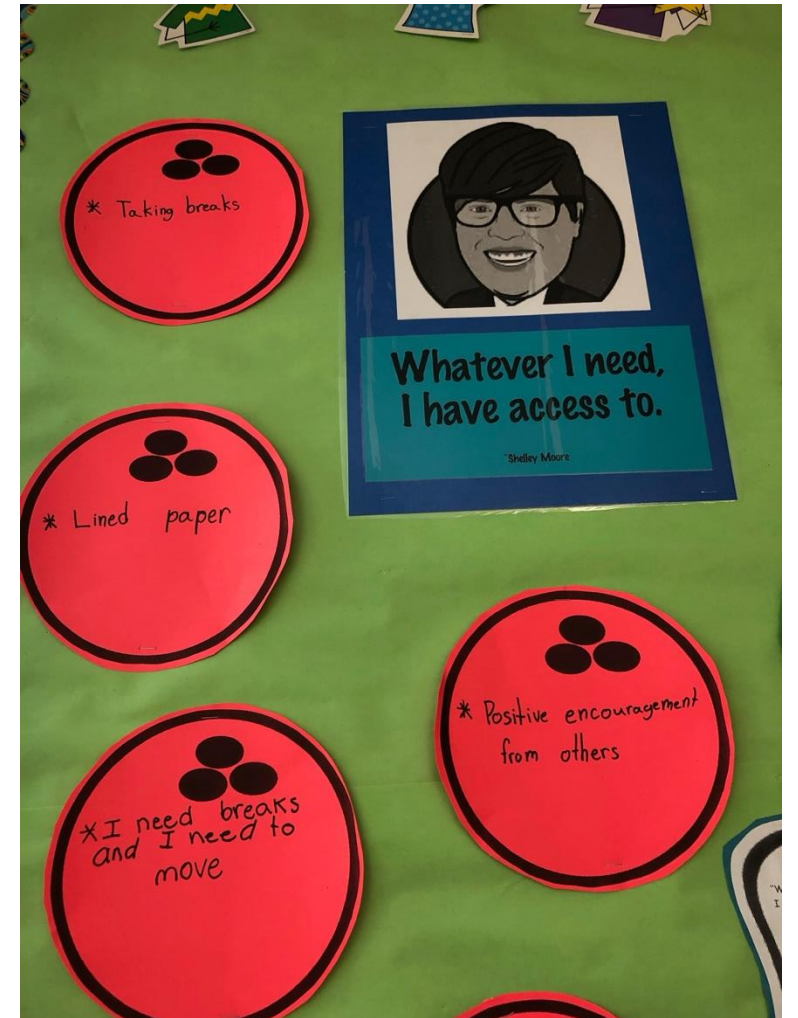
Step 3: Choose 1-3 high impact competency-based goals that will **build skills** in this needs area and in these conditions

Step 4: Choose 1-3 high impact UDL 3.0 indicators that will **reduce barriers** for this needs area and in these conditions

Step 5: Determine some **specific supports** (tools) and **strategies** (actions) that reflect UDL 3.0 indicator (insert UDL indicator)?

Step 6: **Individualize** these **supports** and **strategies** for (describe target student)?

Strategy:



Strategy: taking a 2 min break

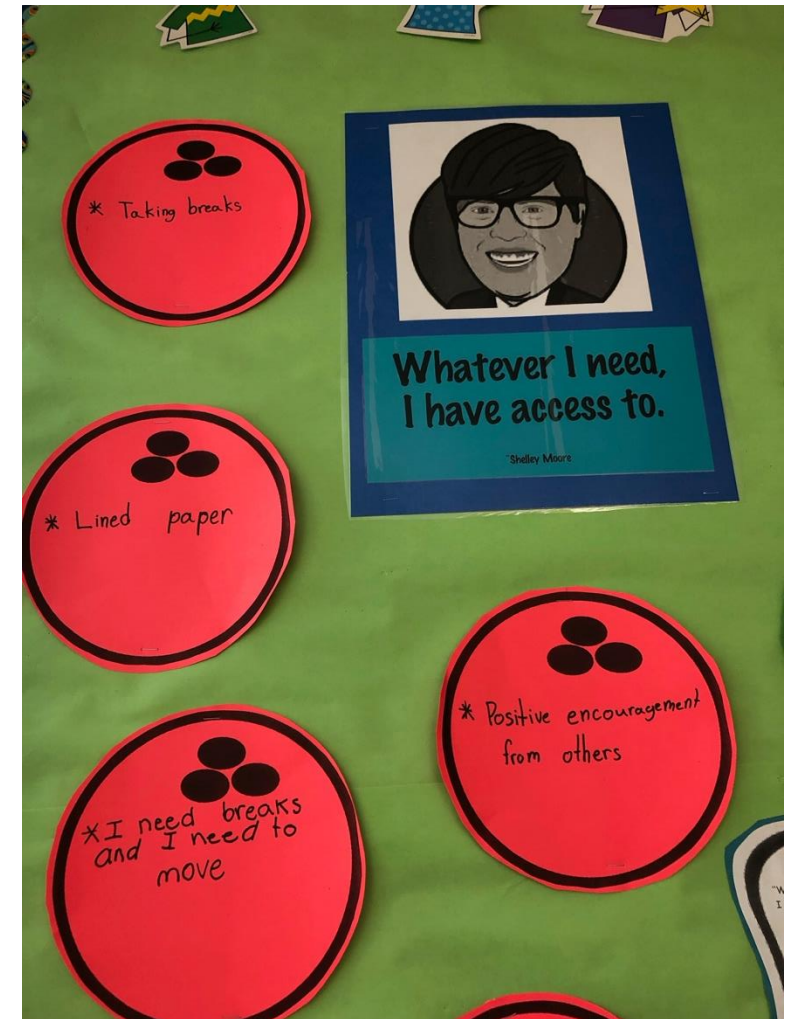
Instruct

- 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

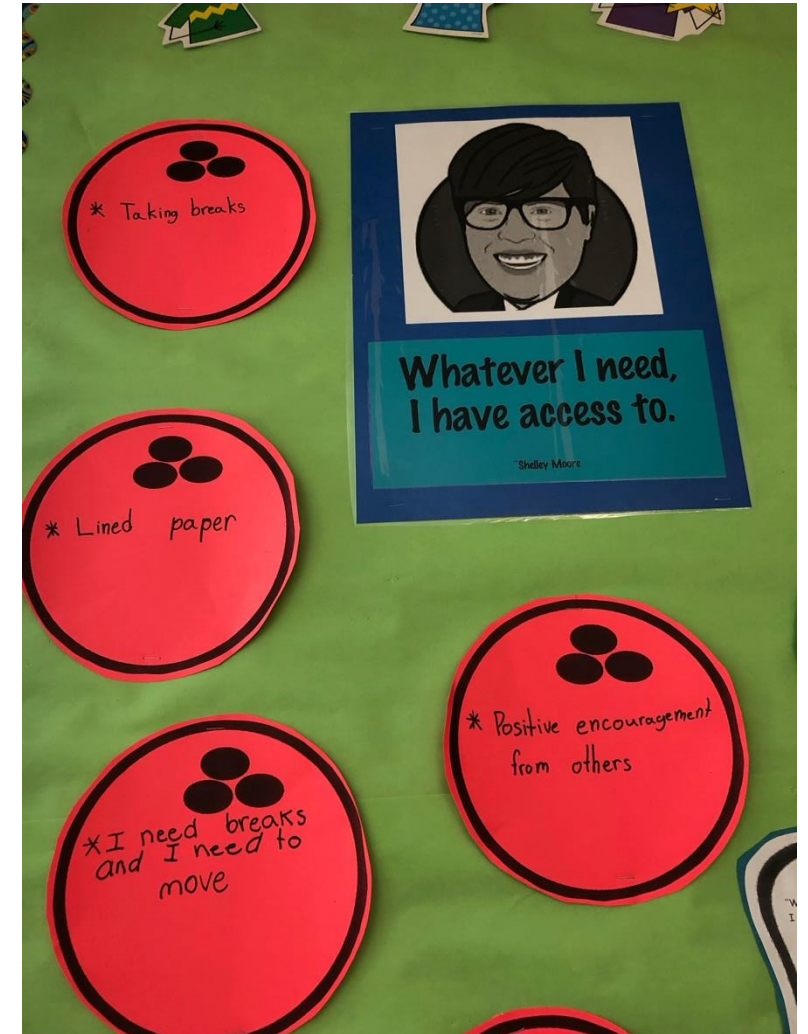
Instruct

- 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

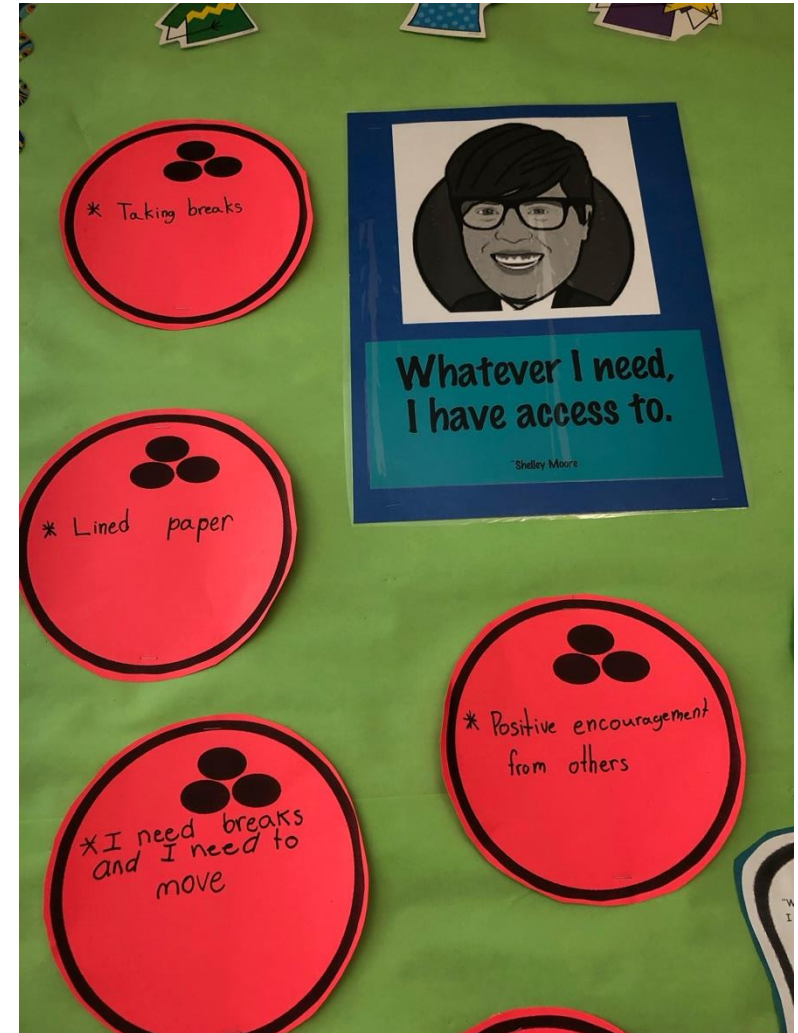
Access points

Sensory tools

Snacks/ water

Hats

Vocabulary lists



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?

CURRICULUM & ASSESSMENT DESIGN

Students

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

Student choice of challenge
Adjustable curriculum

Student choice of evidence
Adjustable assessment

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?

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?

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Barriers

Ramp: UDL



Universal Design for Learning: The Ramp for Learning

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

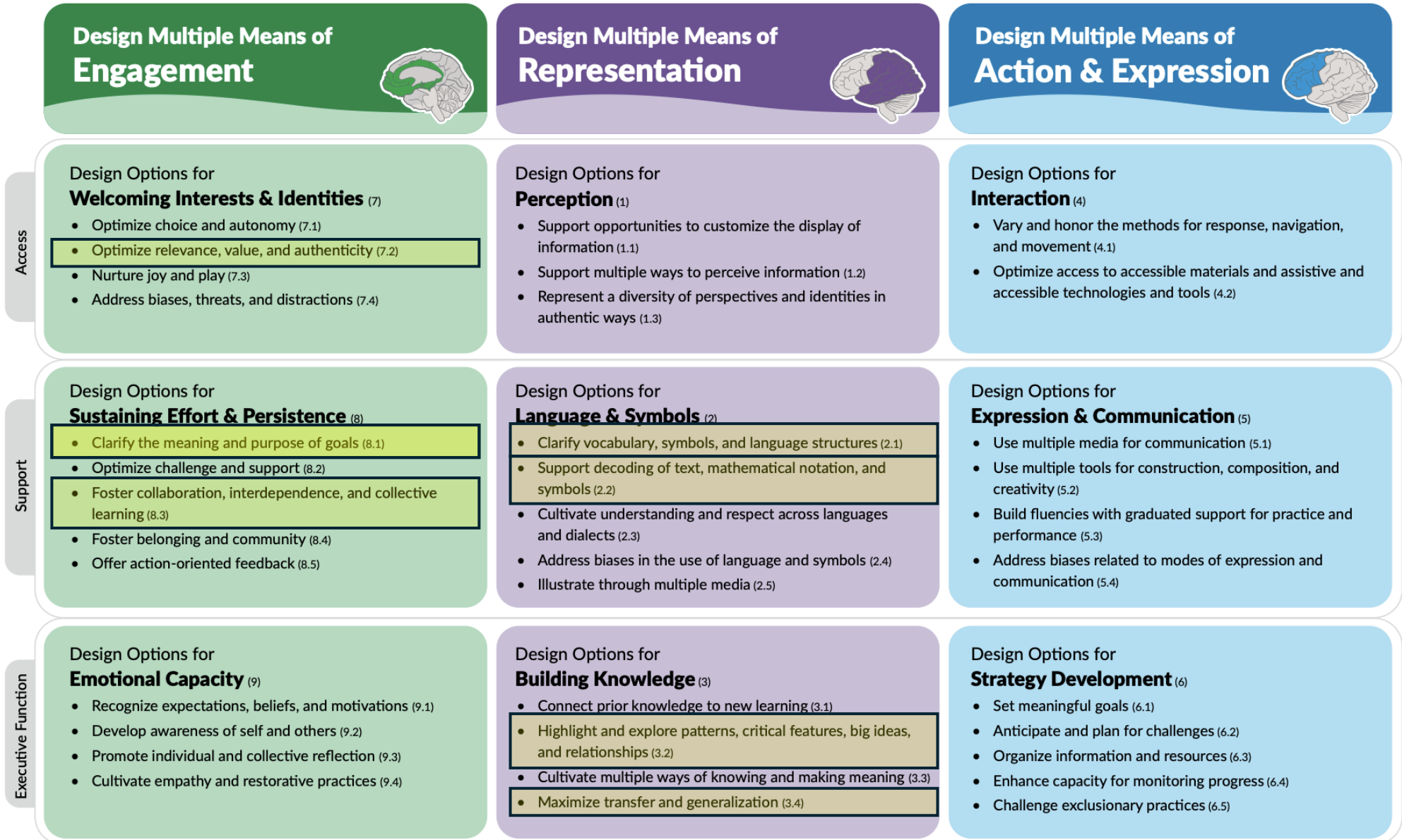
High Impact Curricular UDL Strategies

- Benefits all students
- Reducing many barriers at the same time
- Meets multiple needs at the same time
- Small adjustments that make big differences to student learning
- Does not compromise evaluation

What are you already doing?

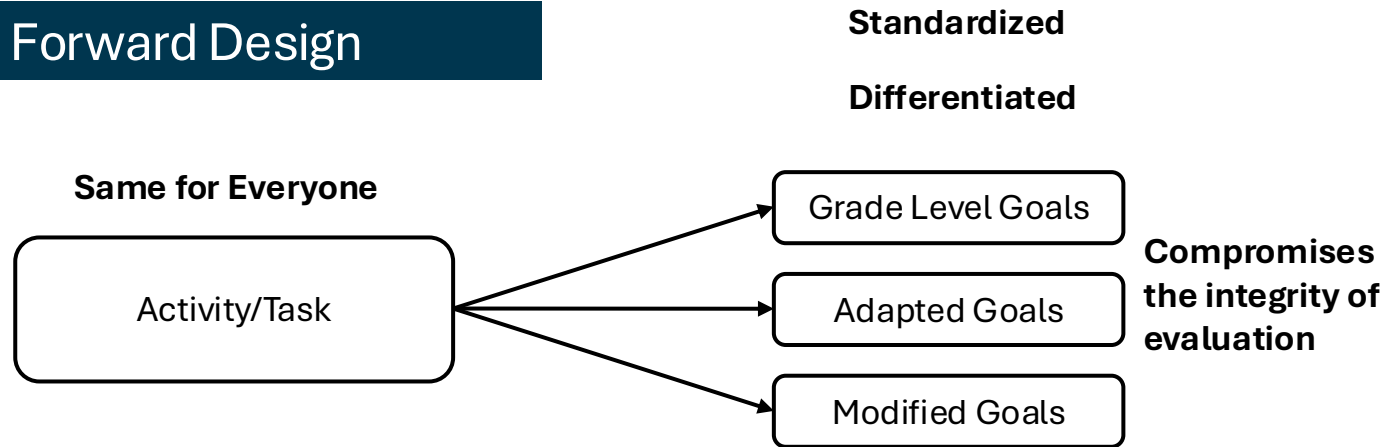
What is one more thing you could try?

High Impact UDL Strategies in Curricular Design

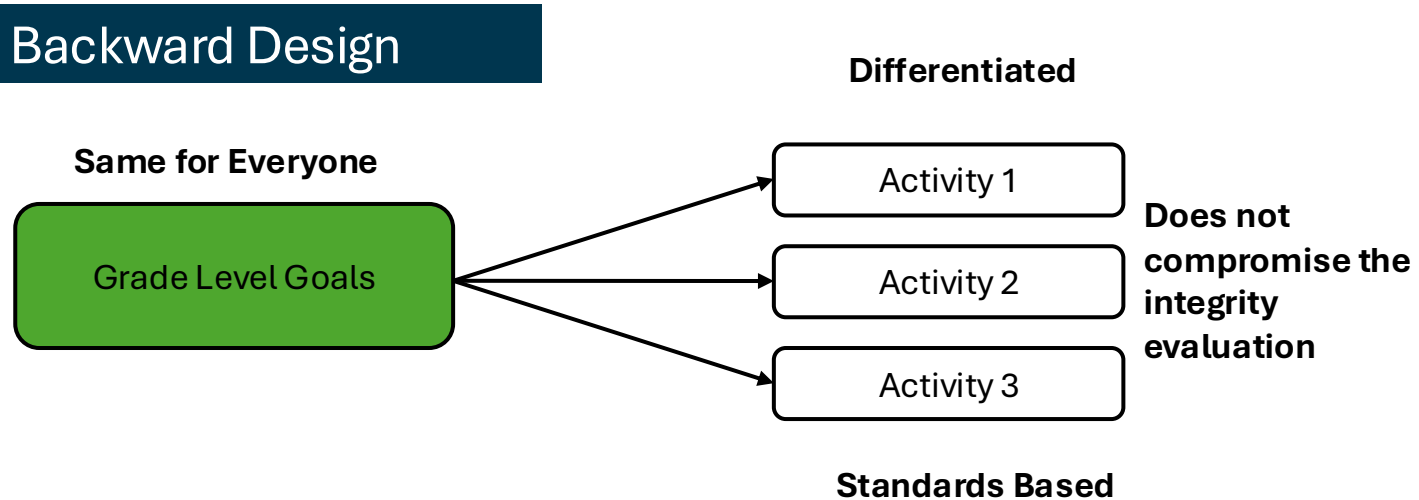


Design with the End in Mind!

Forward Design



Backward Design

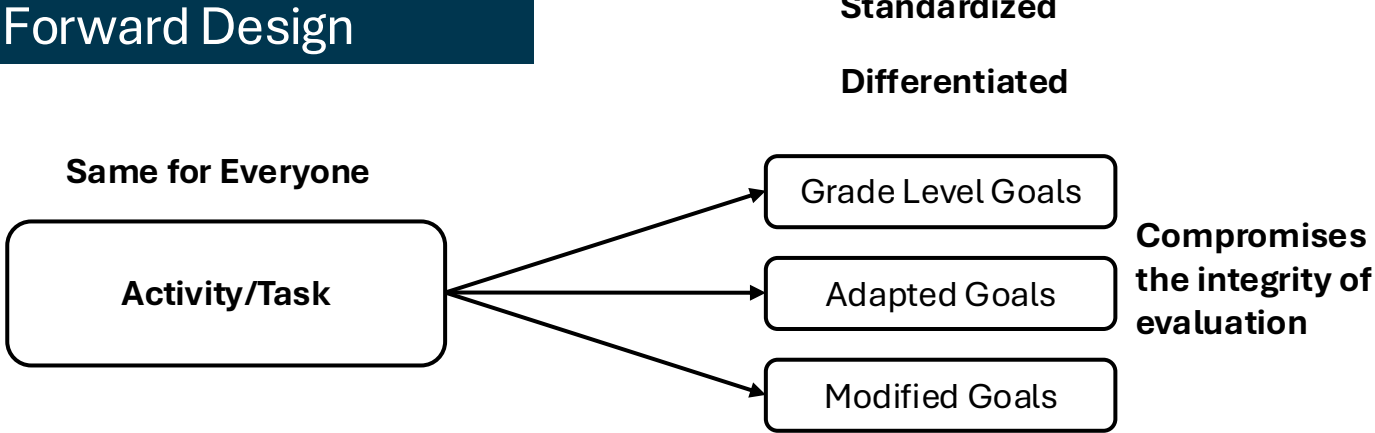




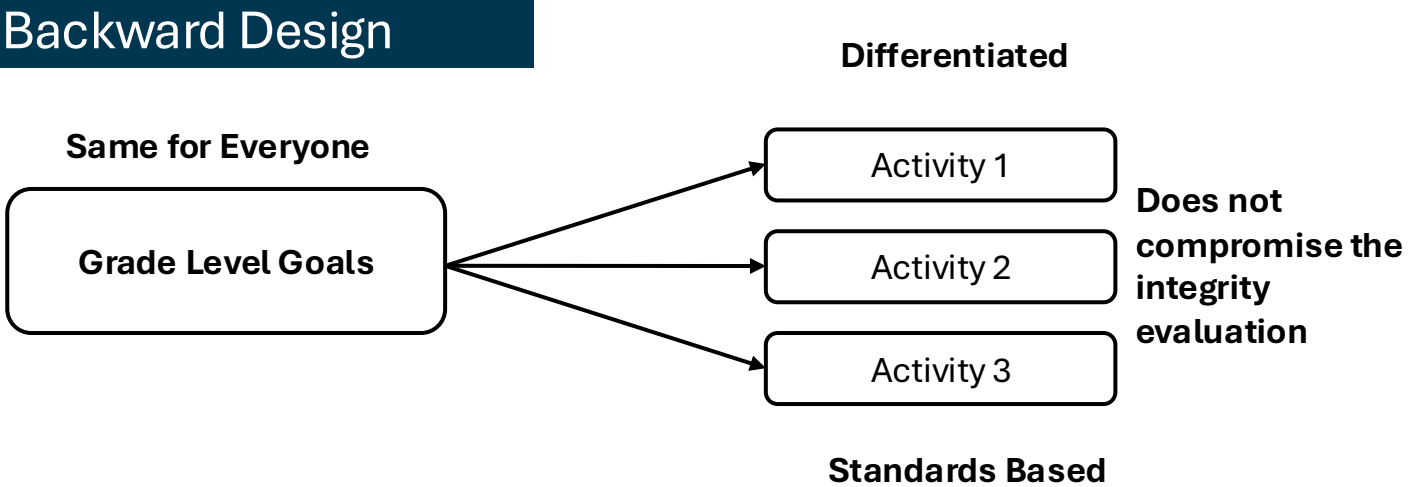
How I came to understand **BACKWARDS DESIGN**

UBD: Determining the Learning Standard

Forward Design

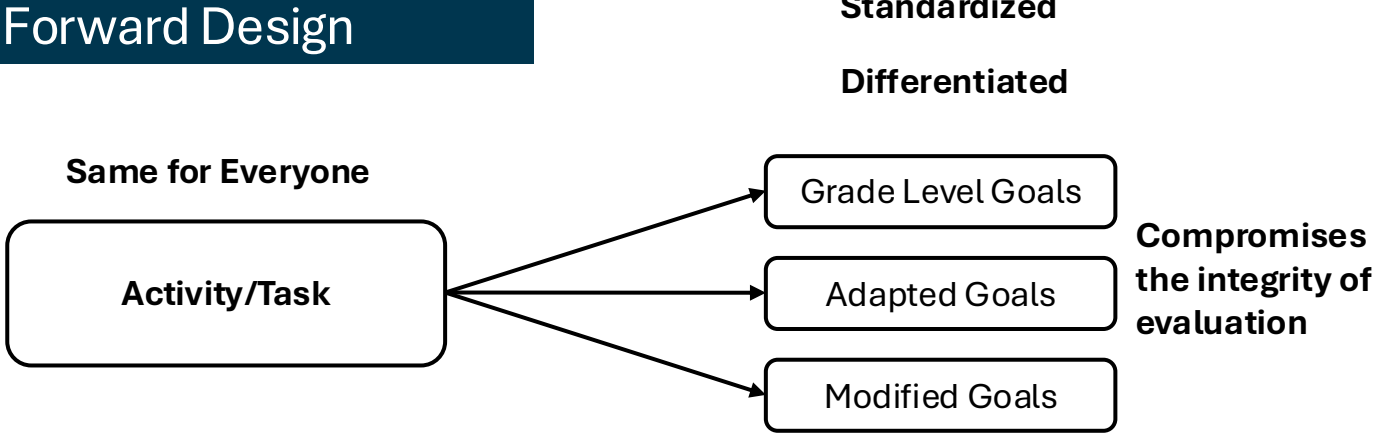


Backward Design

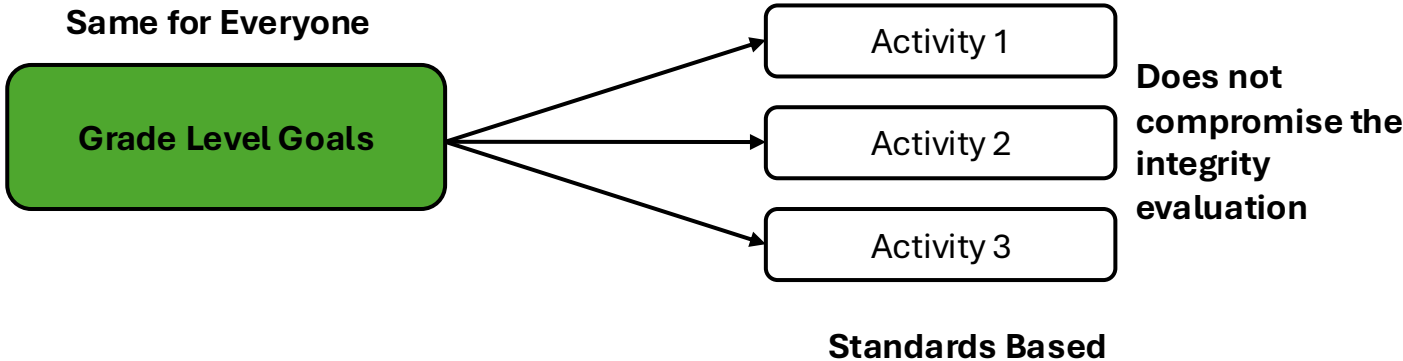


UBD: Determining the Learning Standard

Forward Design



Backward Design



Waterfall

- What is ONE useful idea from today?
- What is one thing you want to try back in your school/classroom?
- What is one thing you want to share with someone who is not here today?