

# Shelley MOORE PH.D.



@tweetsomemoore



@fivemooreminutes



@fivemooreminutes



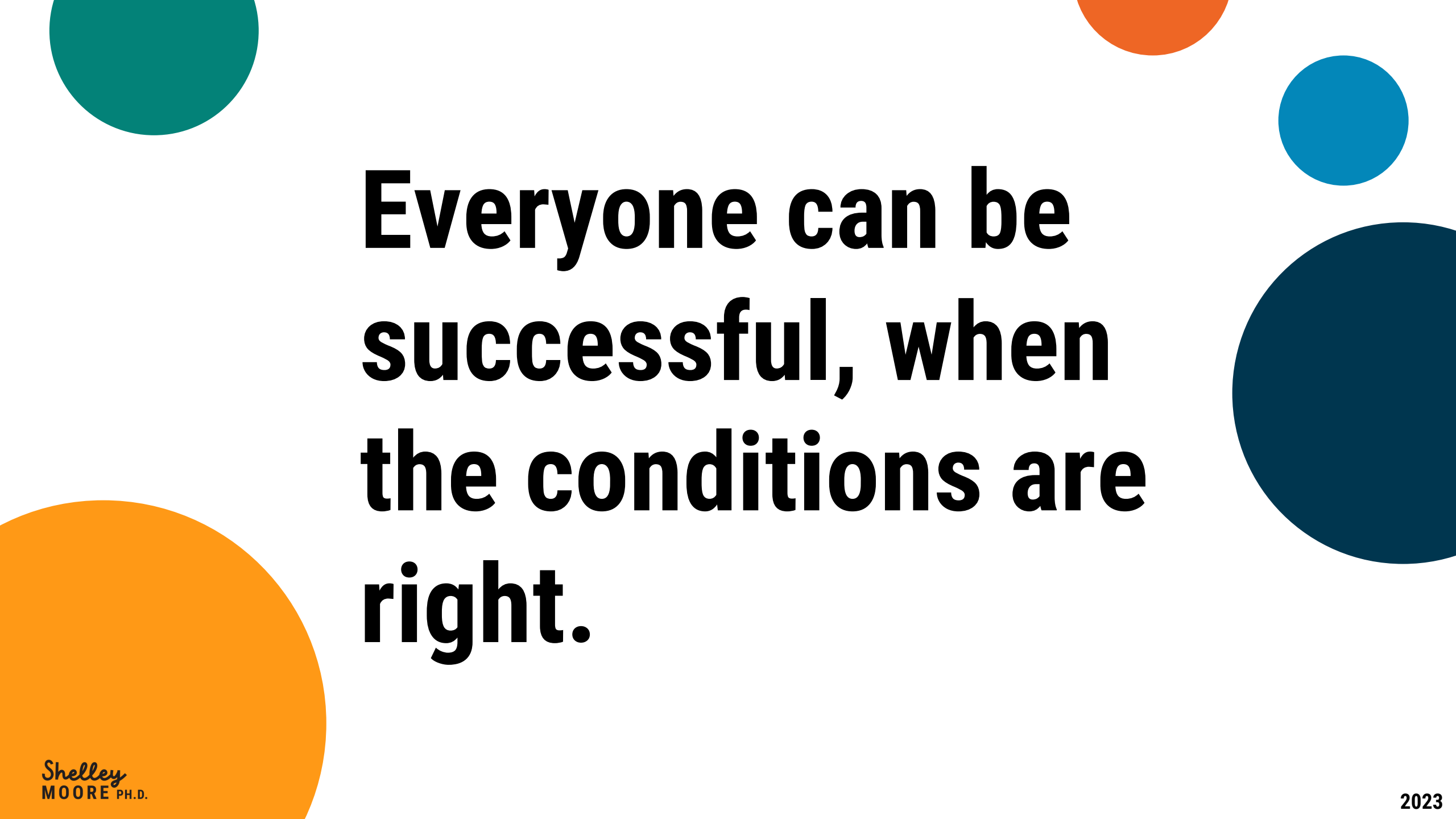
[www.fivemooreminutes.com](http://www.fivemooreminutes.com)

[www.blogsomemoore.com](http://www.blogsomemoore.com)


# Who are you?

- Where is **home** for you?
- What is the **traditional territory** where you live?
- What are some of your **roles**?
- What are some of your **identities**?
- What are your **interests** and hobbies?
- What is **important** to you?
- What is a **life event** that shaped who you are?
- What is something that you want others to **know about you**?





**Everyone can be  
successful, when  
the conditions are  
right.**



**Everyone can be  
successful, when  
the conditions are  
right.**





What does it mean to be  
**successful?**

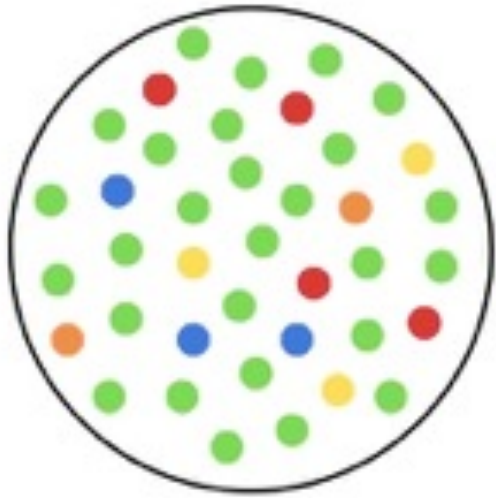
What **conditions** support or  
are a barrier to success?



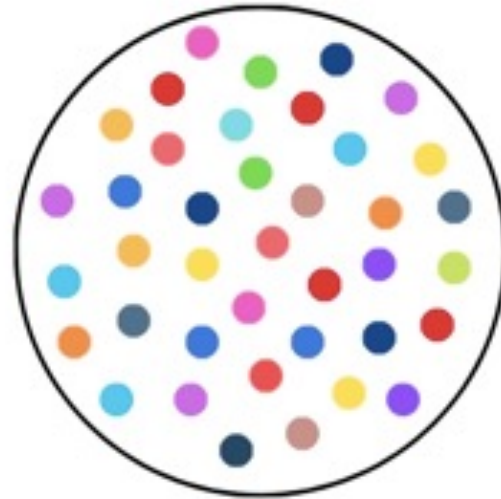
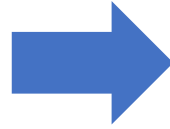
What does it mean to be  
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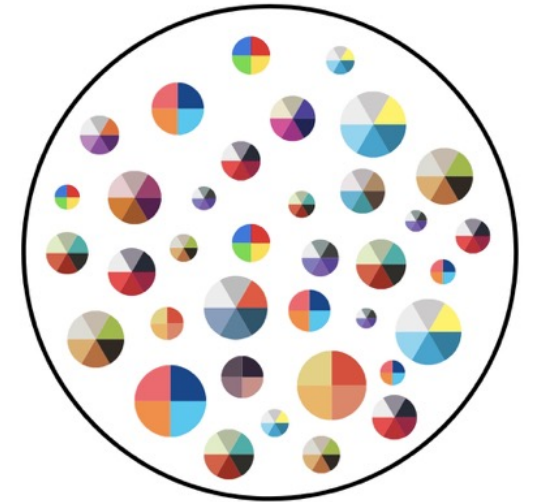
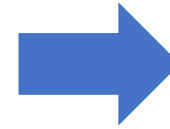
# What is *success* for ALL?



*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)

# What are the *conditions* for students?

## Guiding Conditions of iNCLUSION Describe that all students...

are **PRESUMED**  
competent and  
as having  
**POTENTIAL**

are **PLACED** in  
and attending  
inclusive  
classrooms and  
schools

are in **PROXIMITY**  
to and  
**PARTICIPATING**  
with **PEERS**

have  
**PURPOSEFUL**  
roles and  
responsibilities

are **PLANNED** for  
from the start





# Useful take aways so far

# What are the *conditions* for students?

## Guiding Conditions of iNCLUSION Describe that all students...

are **PRESUMED**  
competent and  
as having  
**POTENTIAL**

are **PLACED** in  
and attending  
inclusive  
classrooms and  
schools

are in **PROXIMITY**  
to and  
**PARTICIPATING**  
with **PEERS**

have  
**PURPOSEFUL**  
roles and  
responsibilities

are **PLANNED** for  
from the start

# What are the *conditions* for adults?

## 1. Guiding conditions of inclusion describe that all students...

are presumed competent

are enrolled in and attending curricular classes

are in proximity to and participating in learning with peers

have purposeful roles and responsibilities

are planned for

## 2. Teacher professional development that...

supports collaboration and the changing roles of educators & support staff

is situated, ongoing and inquiry based

## 3. Systems frameworks that ...

Align to Universal Design for Learning & layered support models

move away from a medical & deficit-based model of special education (IEPS)

School & District Infrastructure

Teacher & Staffing Infrastructure

Student Infrastructure



**Which conditions  
are a **strength**?**

**Which conditions  
are a **stretch**?**



# What are the *conditions* for students?

## Guiding Conditions of iNCLUSION Describe that all students...

are **PRESUMED**  
competent and  
as having  
**POTENTIAL**

are **PLACED** in  
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are in **PROXIMITY**  
to and  
**PARTICIPATING**  
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have  
**PURPOSEFUL**  
roles and  
responsibilities

are **PLANNED** for  
from the start



# Reducing Barriers



## Supporting Needs

# *Shifting the Paradigm:* **MEDICAL MODEL OF DISABILITY**

Place



# Shifting the Paradigm: MEDICAL MODEL OF DISABILITY

Student



Place

## Historical Special Education

If a student isn't successful:

- Remove the child
- Diagnose the problems in the student
- Fix the student
- Student goes back when they are "ready"

# Shifting the Paradigm: MEDICAL MODEL OF DISABILITY



Student



## Historical Special Education

If student isn't successful:

- Remove the student
- Diagnose the problems in the student
- Fix the student
- Student goes back when they are "ready"

# Shifting the Paradigm: MEDICAL MODEL OF DISABILITY

Student



Place

## Historical Special Education

If student isn't successful:

- Remove the student
- Diagnose the problems in the student
- Fix the student
- Student goes back when they are "ready"

**BUT WAIT...**

People with disabilities said:

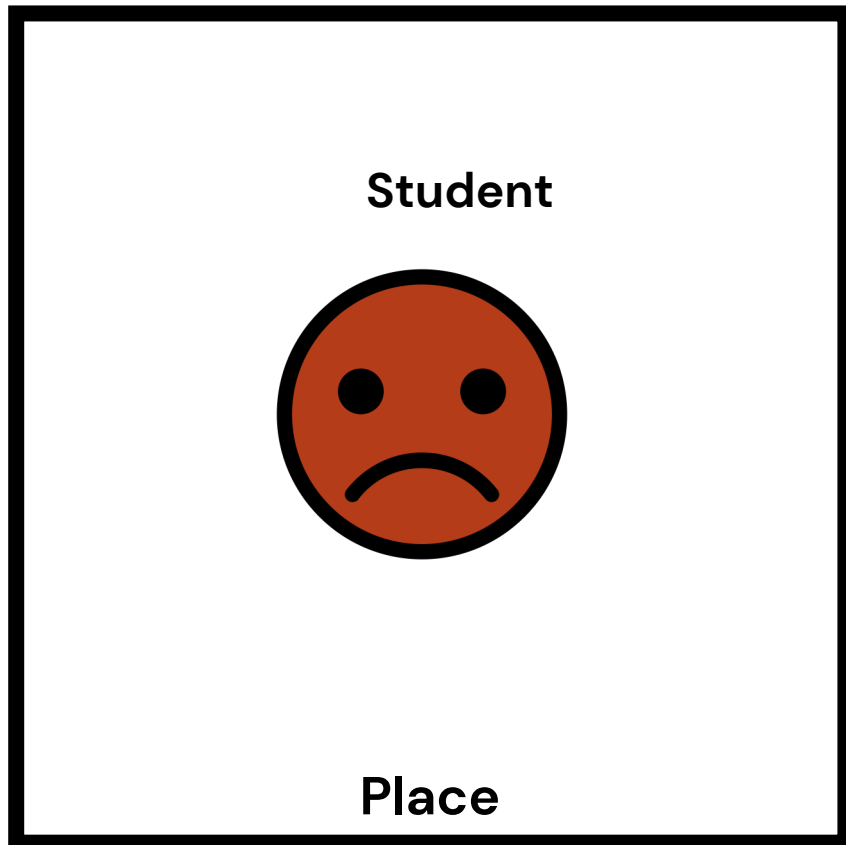


*"I am not broken."*

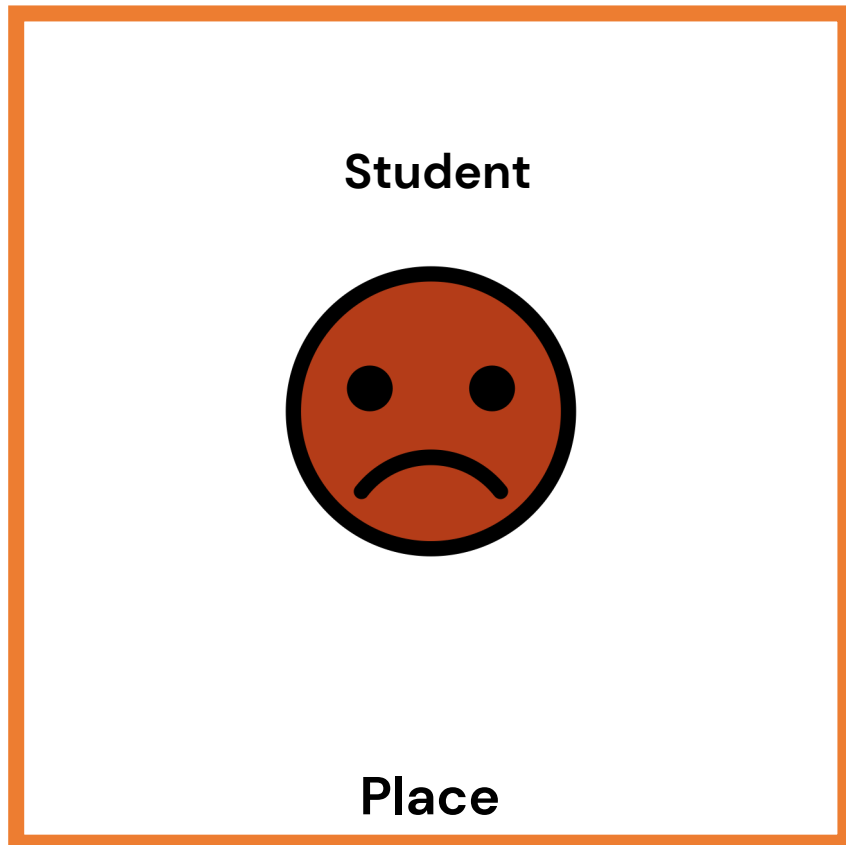
*"I do not need to be fixed!"*



# Shifting the Paradigm: SOCIAL MODEL OF DISABILITY



# Shifting the Paradigm: SOCIAL MODEL OF DISABILITY



## Social Model

If a **student** isn't successful:

- Diagnose the barriers in the place
- Target the place



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

–Alexander den Heijer



What is happening in the *environment*?

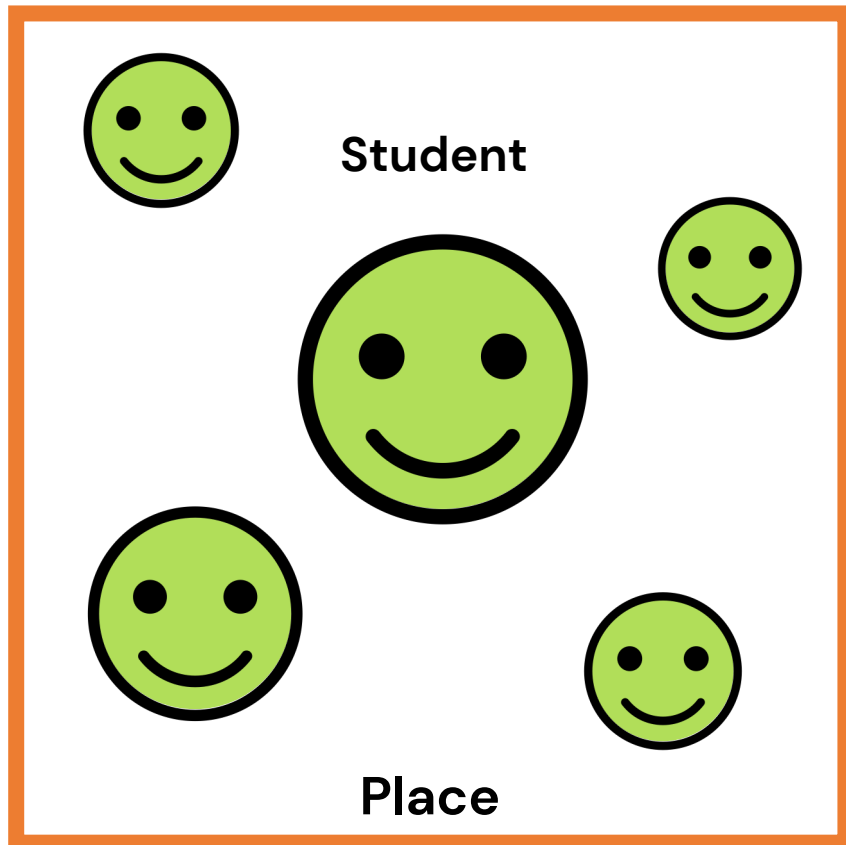
What are the potential *barriers*?

not enough light

not enough water

not enough space

# Shifting the Paradigm: SOCIAL MODEL OF DISABILITY



## Social Model

If a **student** isn't successful:

- Diagnose the barriers in the place
- Target the place
- Support EVERYONE in the place



# BUT WAIT...

Teachers said:

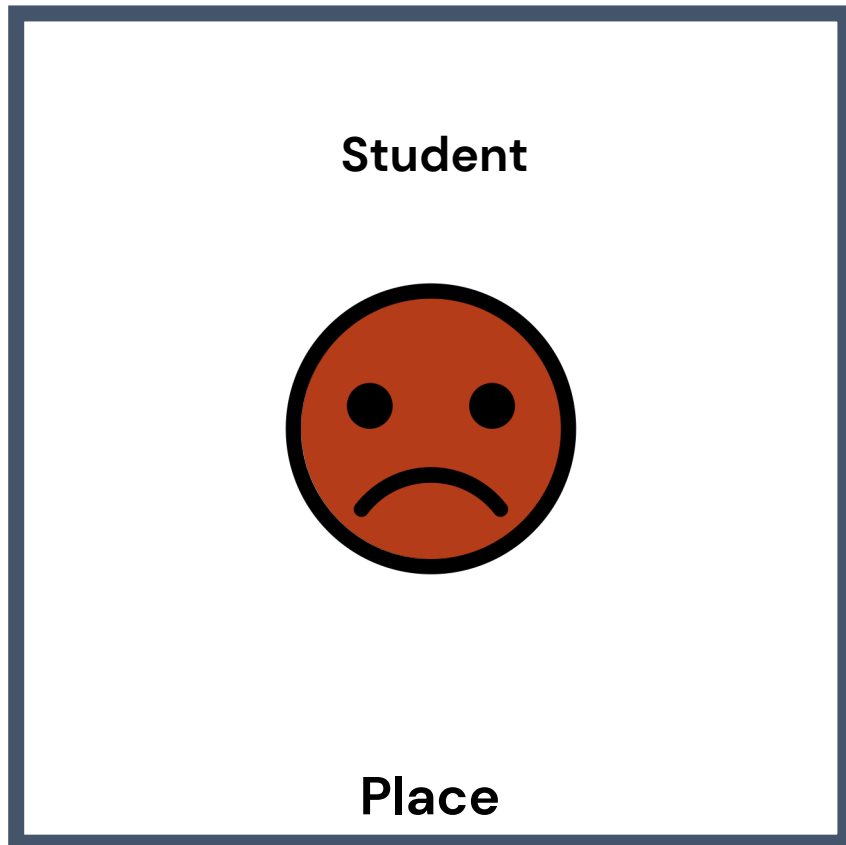


*"What about all the different individual needs in a shared place?"*

**WE HAVE**  
*diverse*  
**GARDENS!**



# Shifting the Paradigm: PERSON-PLACE MODEL OF NEED

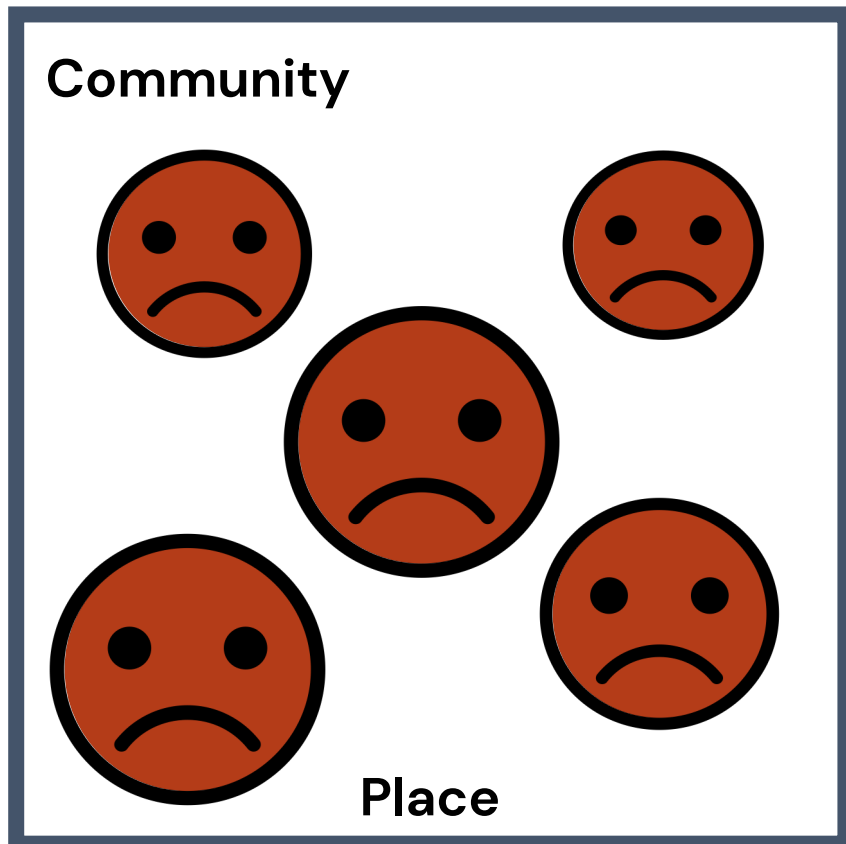


**Inclusive Education**

If one **student** is struggling...



# Shifting the Paradigm: PERSON-PLACE MODEL OF NEED

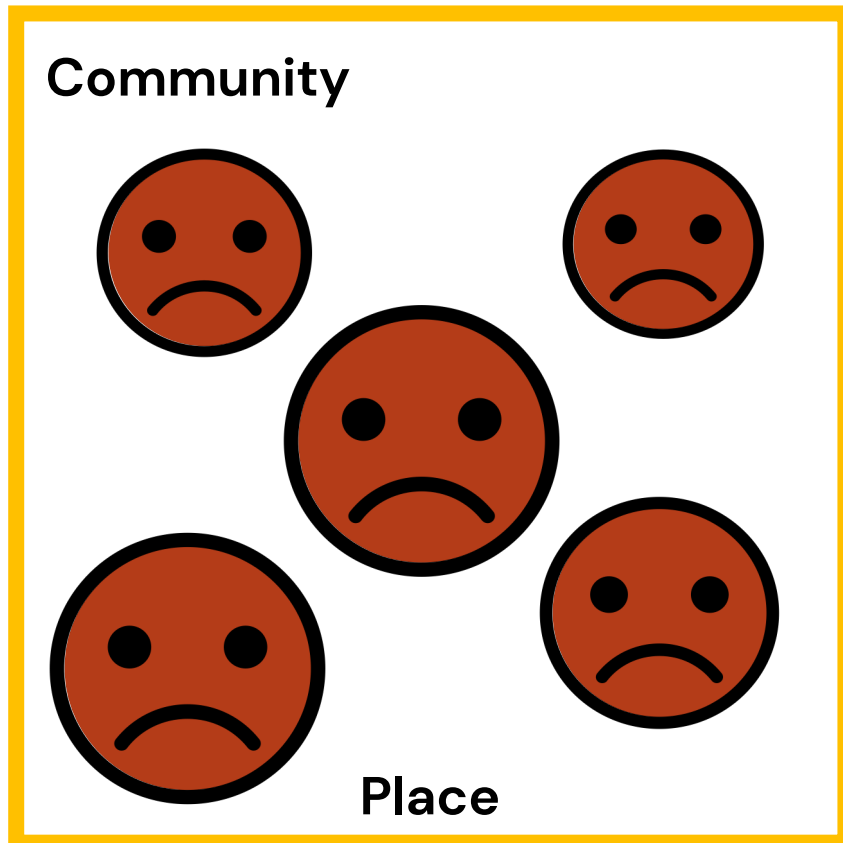


## Inclusive Education

If one student is struggling...

...more than one student is struggling

# Shifting the Paradigm: PERSON-PLACE MODEL OF NEED



## Inclusive Education

FIRST: Identify barriers in place by determining needs of everyone in the community

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

# Shifting the Paradigm: PERSON-PLACE MODEL OF NEED



## Inclusive Education

FIRST: Identify barriers in the place

THEN: Reduce or eliminate barriers in place by determining needs of everyone in the community

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



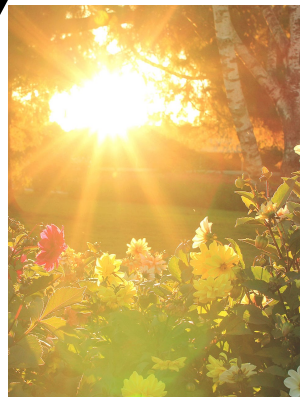
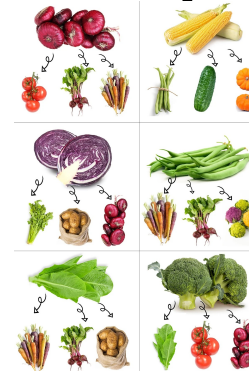
# MULTIPLE LAYERS OF SUPPORT



PERIODIC TABLE OF  
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7 N Nitrogen	15 P Phosphorus	19 K Potassium	12 Mg Magnesium	16 S Sulfur	20 Ca Calcium
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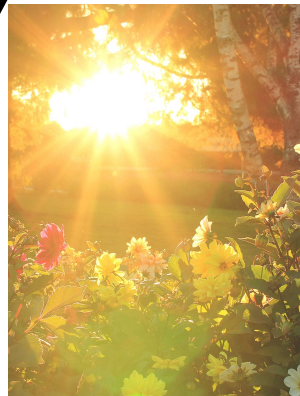
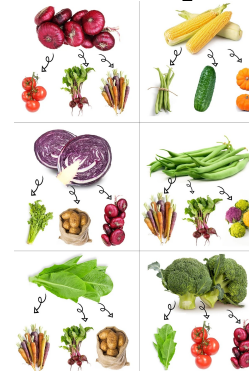
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Source: Greenandvibrant.com





# Multiple Layers of Needs Based Support

Need: Waking up

What **one** needs



Individualized

Supports & Strategies are  
useful for **ONE**  
taught to **ALL**

+

What **some** need

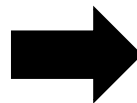


Targeted

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

+

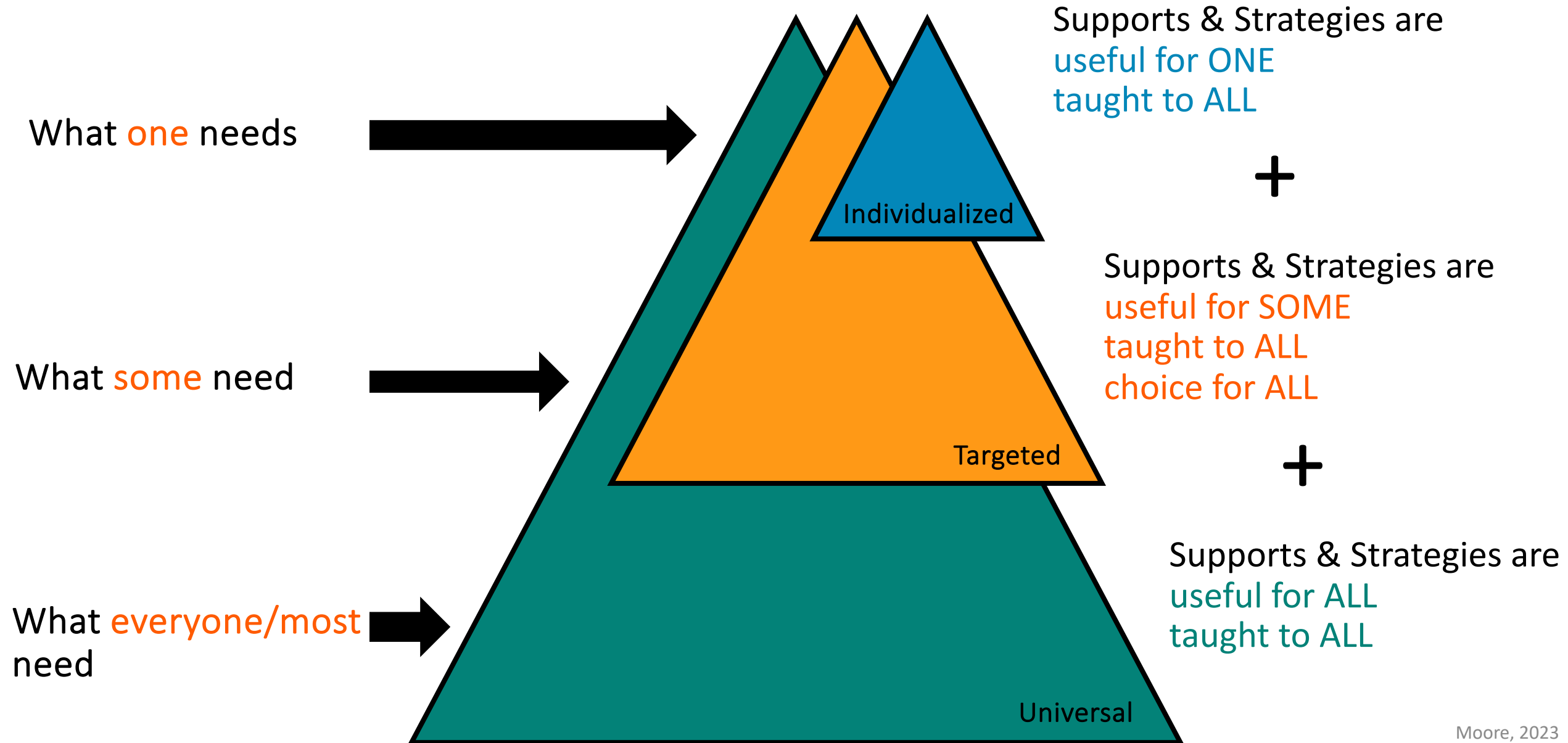
What **everyone/most**  
need



Universal

Supports & Strategies are  
useful for **ALL**  
taught to **ALL**

# Multiple Layers of Needs Based Support





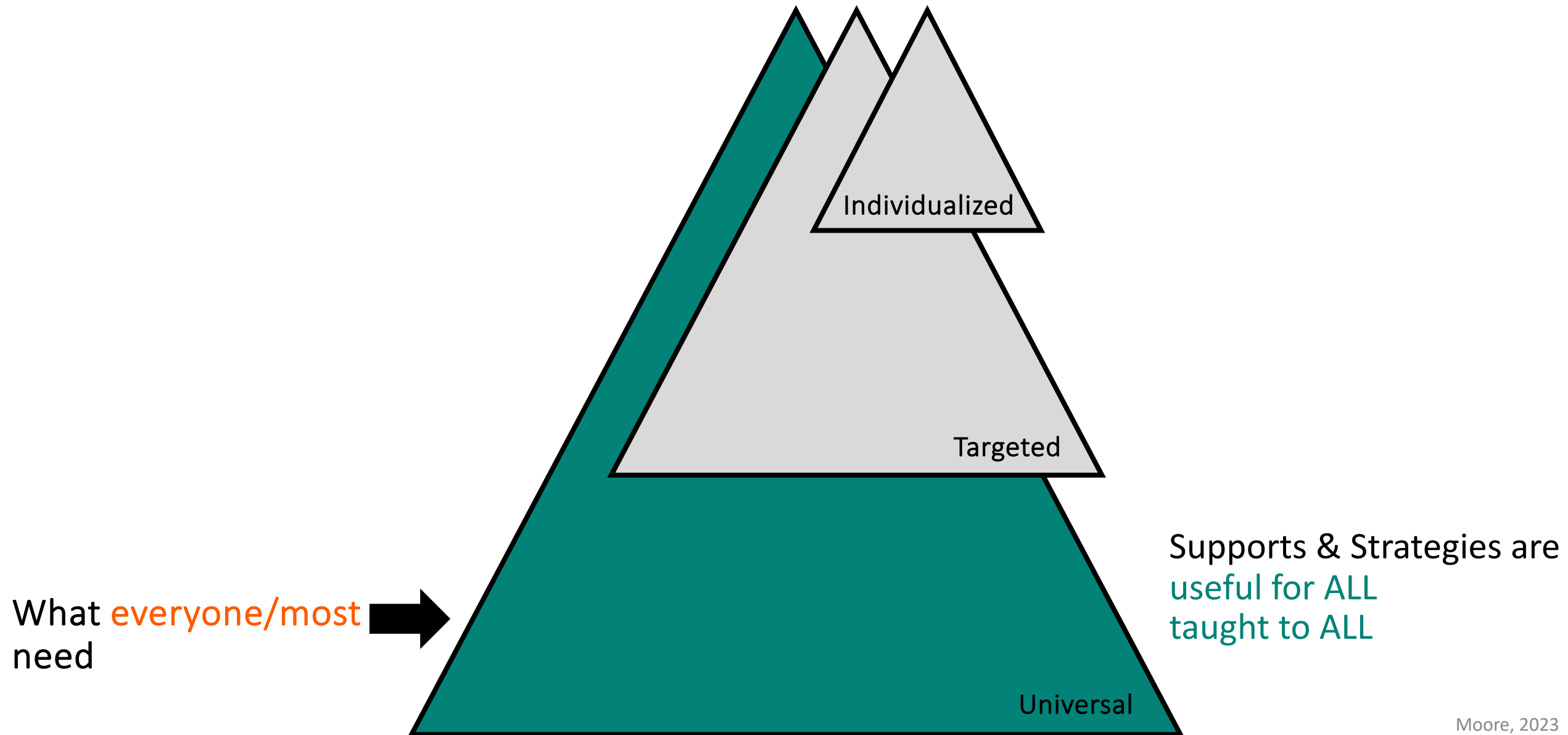
How do we *plan*  
for the disabilities *needs*  
of students?



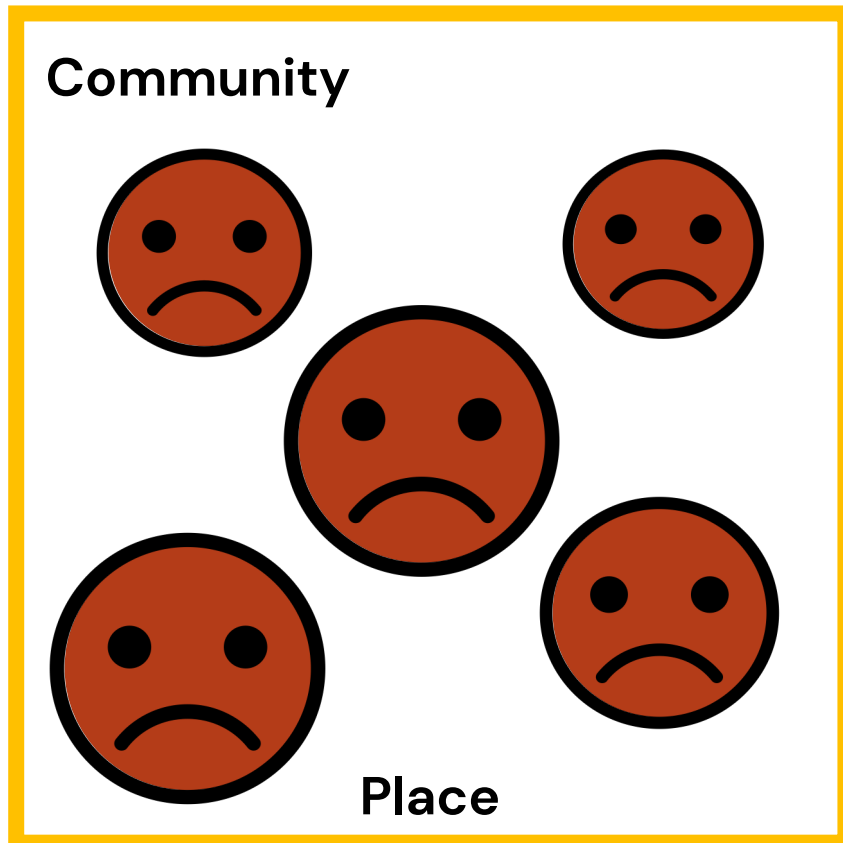
What does it mean to be  
**successful?**

What **conditions** support or  
are a barrier to success?

# Multiple Layers of Needs Based Support



# Shifting the Paradigm: PERSON-PLACE MODEL OF NEED



## Inclusive Education

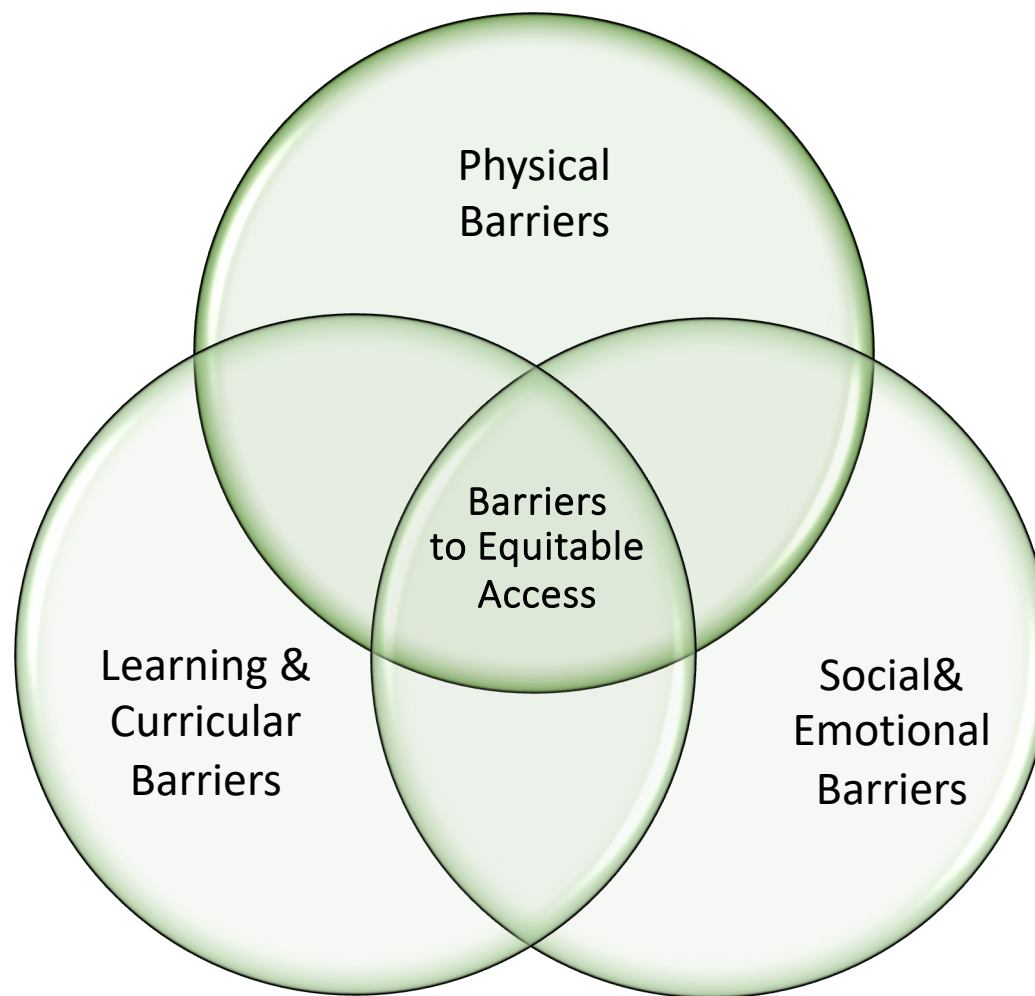
FIRST: Identify barriers in place by determining needs of everyone in the community

# What are barriers?





# Increasing Inclusive & Equitable Access by Reducing Barriers for All





# Examples of Initiatives that Reduce Barriers for ALL

Student Self Determination  
& Agency

Standards Based  
Assessment

Culturally Responsive  
Practices

Mind Up/ Zones of  
Regulation Etc.

First Peoples' Principles of  
Learning

Needs Based  
Design

Trauma Sensitive  
Instruction

Inquiry

Student Agency

SEL

Core Competencies

Strength Based  
Perspectives

Universal Design  
for Learning

Accessible  
Playgrounds

ICBIEP

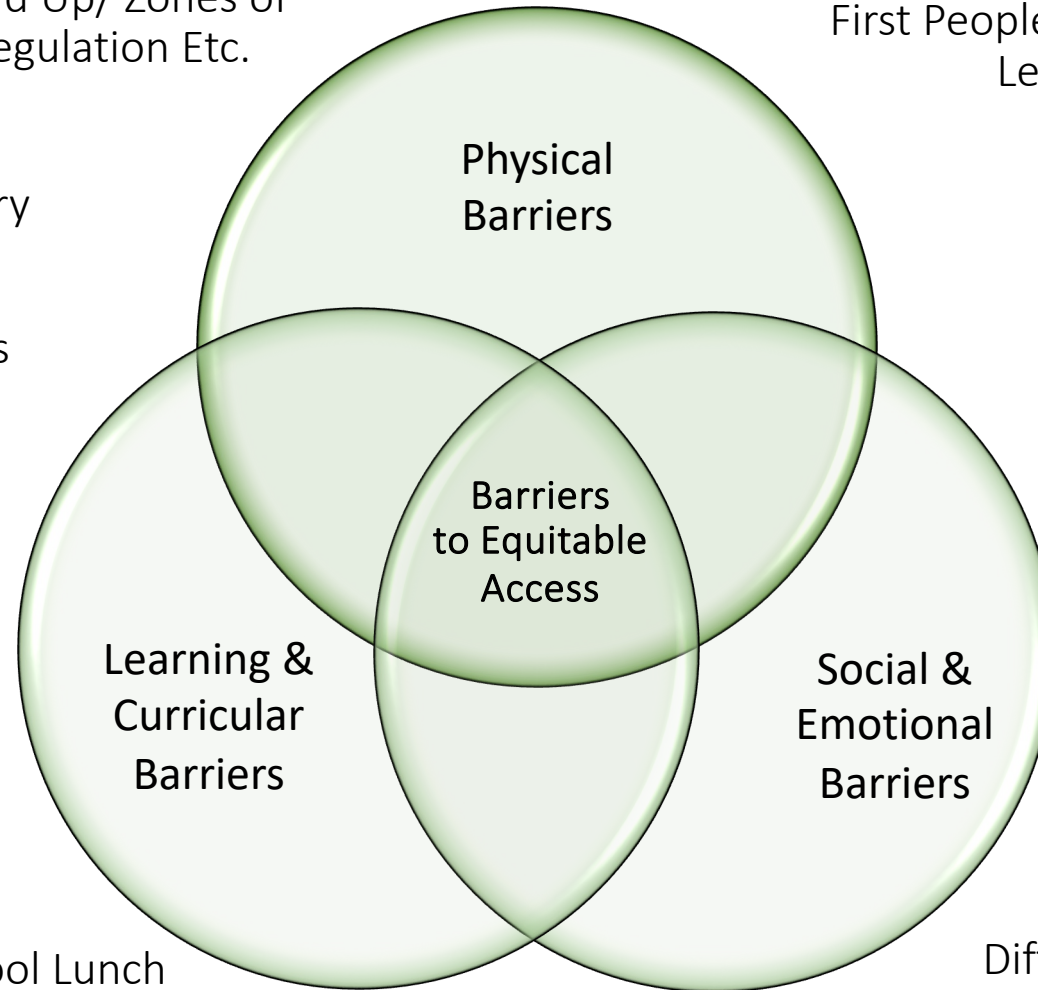
Learning Continuums

Restorative Justice  
Practices

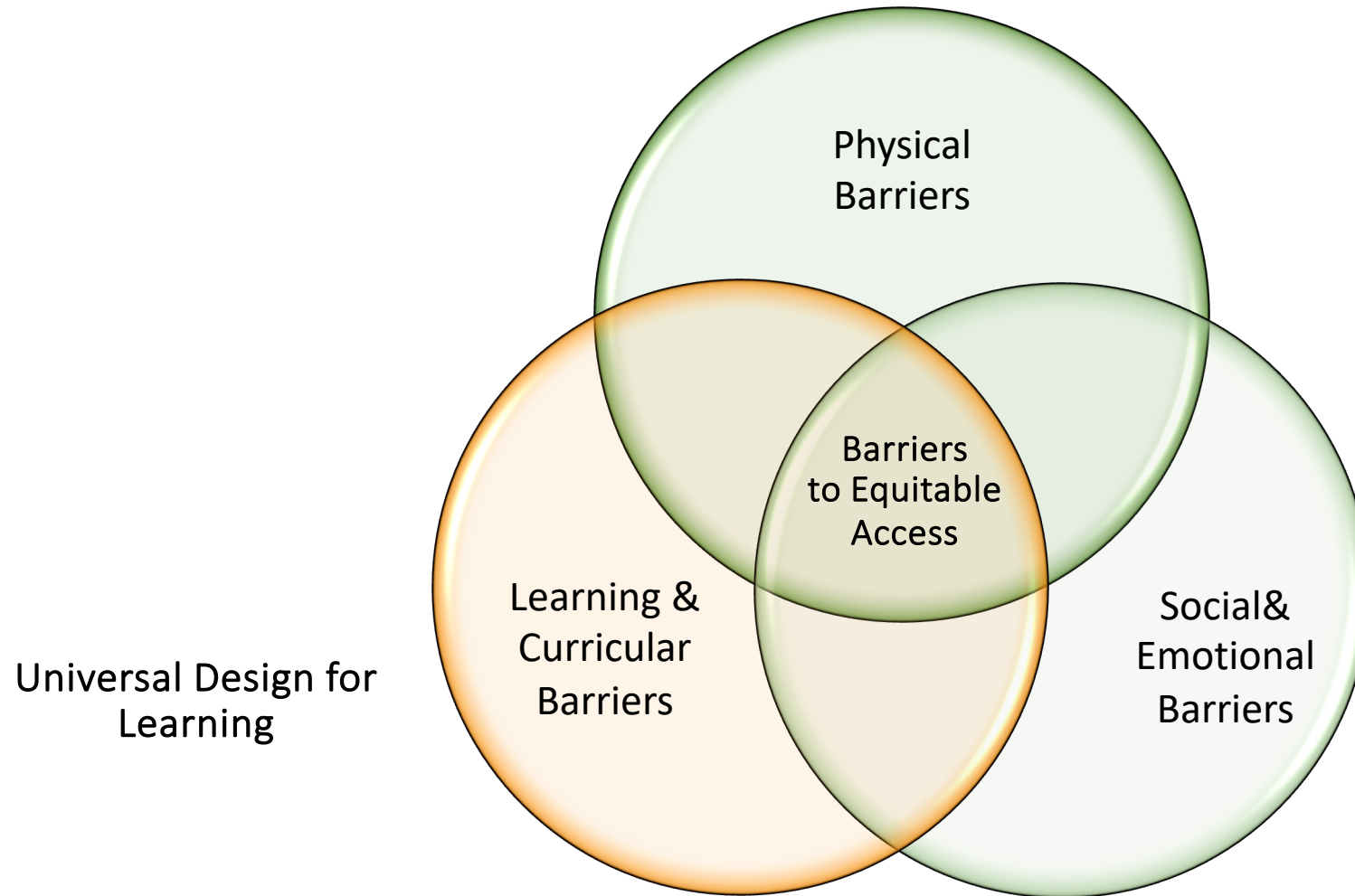
School Lunch  
Programs

Land-Based Learning

Differentiated Instruction &  
Curriculum



# Adding Ramps to Learning



# 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



# Universal Design for Learning: The Ramp for Learning

## Universal Design for Learning Guidelines



## Teacher Team UDL Guidelines Self-Assessment & Target Area Planner

UDL Language: Engagement			Accessible Language	
UDL Guideline	Providing Multiple Means of Engagement		Student Engagement	
7	Provide options for recruiting interest	Target Area	We can support students to be <b>interested</b> in what they are learning about by:	What this can look like in a _____ context
7.1	<ul style="list-style-type: none"> <li>Optimizing individual choice and autonomy</li> </ul>	<input type="checkbox"/>	<ul style="list-style-type: none"> <li>giving students choice and control over what they are learning about in ways that align with their interests, preferences, and needs</li> </ul>	
7.2	<ul style="list-style-type: none"> <li>Optimizing relevance, value &amp; authenticity</li> </ul>	<input type="checkbox"/>	<ul style="list-style-type: none"> <li>making learning relevant to the student's lives and connecting it to real world problems that are important to the students</li> </ul>	
7.3	<ul style="list-style-type: none"> <li>Minimize threats &amp; distractions</li> </ul>	<input type="checkbox"/>	<ul style="list-style-type: none"> <li>reducing distractions in the classroom and building a safe place for students to take risks</li> </ul>	
8	Providing options for sustaining Effort & Persistence	Target Area	We can support students to be <b>motivated</b> by:	What this can look like in a _____ context
8.1	<ul style="list-style-type: none"> <li>Heighten Salience of goals and objectives</li> </ul>	<input type="checkbox"/>	<ul style="list-style-type: none"> <li>clearly communicating learning goals/ intentions and why tasks and activities matter</li> </ul>	
8.2	<ul style="list-style-type: none"> <li>Vary demands and resources to optimize challenge</li> </ul>	<input type="checkbox"/>	<ul style="list-style-type: none"> <li>scaffolding learning by starting with accessibility and adding on challenge in goals and tasks</li> </ul>	
8.3	<ul style="list-style-type: none"> <li>Foster collaboration and community</li> </ul>	<input type="checkbox"/>	<ul style="list-style-type: none"> <li>building a community where learners work together by teaching collaboration and group work skills</li> </ul>	
8.4	<ul style="list-style-type: none"> <li>Increase mastery-oriented feedback</li> </ul>	<input type="checkbox"/>	<ul style="list-style-type: none"> <li>providing ongoing formative feedback that is relevant, clear, accessible, and timely</li> </ul>	
9	Provide options for Self-Regulation	Target Area	We can support learners to <b>effective at coping</b> and <b>engaging successfully when learning gets hard</b> by...	What this can look like in a _____ context
9.1	<ul style="list-style-type: none"> <li>Promote expectations and beliefs that optimize motivation</li> </ul>	<input type="checkbox"/>	<ul style="list-style-type: none"> <li>helping students set learning goals that build confidence and help them take ownership of their learning</li> </ul>	
9.2	<ul style="list-style-type: none"> <li>Facilitate personal coping skills and strategies</li> </ul>	<input type="checkbox"/>	<ul style="list-style-type: none"> <li>teaching how to manage emotional responses &amp; about healthy emotional responses and interactions</li> </ul>	
9.3	<ul style="list-style-type: none"> <li>Develop self-assessment and reflection</li> </ul>	<input type="checkbox"/>	<ul style="list-style-type: none"> <li>by helping students to increase their awareness of how they are progressing towards their goal &amp; how to learn from their mistakes</li> </ul>	



## Teacher Team UDL Guidelines Self-Reflection & Target Goal Planner

UDL Language: Representation			Accessible Language	
UDL Guideline	Providing Multiple Means of Representation		Student Understanding	
1	Provide options for perception	Target Area	We can present new information to students so that they understand it by:	What this can look like in a _____ context
1.1	<ul style="list-style-type: none"> <li>Offer ways of customizing the display of information</li> </ul>	<input type="checkbox"/>	<ul style="list-style-type: none"> <li>Sharing information in formats that are flexible</li> </ul>	
1.2	<ul style="list-style-type: none"> <li>Offer alternatives for auditory information</li> </ul>	<input type="checkbox"/>	<ul style="list-style-type: none"> <li>Utilizing modalities that compliment auditory information (visuals, tactile, movements etc.)</li> </ul>	
1.3	<ul style="list-style-type: none"> <li>Offer alternatives for visual information</li> </ul>	<input type="checkbox"/>	<ul style="list-style-type: none"> <li>Utilizing modalities that compliment visual information (descriptions, objects, auditory clues, reader)</li> </ul>	
2	<ul style="list-style-type: none"> <li>Providing options for language and symbols</li> </ul>	Target Area	<ul style="list-style-type: none"> <li>We can share different options/ examples of language and symbols to support student understanding by:</li> </ul>	What this can look like in a _____ context
2.1	<ul style="list-style-type: none"> <li>Clarify vocabulary and symbols</li> </ul>	<input type="checkbox"/>	<ul style="list-style-type: none"> <li>Pre-teaching important vocabulary, symbols, numbers ,labels in many ways (written, oral, visual examples)</li> </ul>	
2.2	<ul style="list-style-type: none"> <li>Clarify syntax and structure</li> </ul>	<input type="checkbox"/>	<ul style="list-style-type: none"> <li>Highlighting and teaching patterns and properties in systems (e.g. grammar, notation, taxonomies, equations etc.)</li> </ul>	
2.3	<ul style="list-style-type: none"> <li>Support decoding of text, mathematical <u>notation</u> and symbols</li> </ul>	<input type="checkbox"/>	<ul style="list-style-type: none"> <li>Teaching and using supports and strategies for students to understand written text, mathematical notation, and symbol use (unless the goal is de-coding ability)</li> </ul>	
2.4	<ul style="list-style-type: none"> <li>Promote understanding across languages</li> </ul>	<input type="checkbox"/>	<ul style="list-style-type: none"> <li>Teaching and using translators, descriptions, movement &amp; visuals to support understanding in unfamiliar and multiple languages</li> </ul>	
2.5	<ul style="list-style-type: none"> <li>Illustrate through multi-media</li> </ul>	<input type="checkbox"/>	<ul style="list-style-type: none"> <li>Using multi-media to support understanding (videos, graphics, activities)</li> </ul>	
3	<ul style="list-style-type: none"> <li>Provide options comprehension</li> </ul>	<input type="checkbox"/>	<ul style="list-style-type: none"> <li>We can provide options to help students understand new information by:</li> </ul>	What this can look like in a _____ context
3.1	<ul style="list-style-type: none"> <li>activate or supply background knowledge</li> </ul>	<input type="checkbox"/>	<ul style="list-style-type: none"> <li>building prior knowledge before teaching new information</li> </ul>	
3.2	<ul style="list-style-type: none"> <li>Highlight patterns, critical features, big ideas and relationships</li> </ul>	<input type="checkbox"/>	<ul style="list-style-type: none"> <li>Connecting new learning to big ideas, other learning, other contexts (familiar and unfamiliar)</li> </ul>	
3.3	<ul style="list-style-type: none"> <li>Guide information processing and visualization</li> </ul>	<input type="checkbox"/>	<ul style="list-style-type: none"> <li>Including learning tasks that allow students to process new information (e.g. summarizing, categorizing, prioritizing)</li> </ul>	
3.4	<ul style="list-style-type: none"> <li>Maximize transfer and generalization</li> </ul>	<input type="checkbox"/>	<ul style="list-style-type: none"> <li>Giving students opportunities to connect how they learned and how they can transfer those learning skills/ strategies/ supports to new settings</li> </ul>	

Teacher Team UDL Guidelines Self-Reflection & Target Goal Planner

UDL Language: Expression			Accessible Language	
UDL Guideline	Providing Multiple Means of Action & Expression		Student Communication of Learning	
4	Providing options for physical action	Target Area	We can provide options for students to <b>communicate using tools</b> and assistive technology by:	What this can look like in a _____ context
4.1	<ul style="list-style-type: none"> <li>Vary the methods for response and navigation</li> </ul>	<input type="checkbox"/>	<ul style="list-style-type: none"> <li>providing tools/ assistive technologies to support motor skills to interact with instructional materials (i.e. alternatives to pencil/paper)</li> </ul>	
4.2	<ul style="list-style-type: none"> <li>Optimize access to tools and assistive technologies</li> </ul>	<input type="checkbox"/>	<ul style="list-style-type: none"> <li>providing support and teaching how to use tools effectively (i.e. teaching how to use tools/assistive technologies as supports)</li> </ul>	
5	<ul style="list-style-type: none"> <li><b>Provide options for expression and communication</b></li> </ul>	Target Area	<ul style="list-style-type: none"> <li>We can provide options for students to <b>show what they know &amp; communicate</b> their learning by:</li> </ul>	What this can look like in a _____ context
5.1	<ul style="list-style-type: none"> <li>Use multi-media for communication</li> </ul>	<input type="checkbox"/>	<ul style="list-style-type: none"> <li>teaching new formats to develop a wider range of expression using multimedia and materials (oral/visual/written) (concrete/pictorial/abstract)</li> </ul>	
5.2	<ul style="list-style-type: none"> <li>Use media tools for construction and composition</li> </ul>	<input type="checkbox"/>	<ul style="list-style-type: none"> <li>offering supports and strategies for students to create written output (word prediction, text-to-speech, mapping tools, sentence starters etc.)</li> </ul>	
5.3	<ul style="list-style-type: none"> <li>Build fluencies with graduated levels of support of support for practice and performance</li> </ul>	<input type="checkbox"/>	<ul style="list-style-type: none"> <li>supporting increasing fluency by offering scaffolded options of challenge and supports to increase independence</li> </ul>	
6	<ul style="list-style-type: none"> <li><b>Provide options for executive functions</b></li> </ul>	Target Area	<ul style="list-style-type: none"> <li>We can provide options for students to know and <b>set goals and make decisions</b> about what supports they need to meet the goals by:</li> </ul>	What this can look like in a _____ context
6.1	<ul style="list-style-type: none"> <li>Guide appropriate goals setting</li> </ul>	<input type="checkbox"/>	<ul style="list-style-type: none"> <li>guiding students through reflection, self-assessment, and goal setting with curricular and core competencies</li> </ul>	
6.2	<ul style="list-style-type: none"> <li>Support planning and strategy development</li> </ul>	<input type="checkbox"/>	<ul style="list-style-type: none"> <li>modelling how to use supports and strategies and empowering students to make individual decisions about what they need to meet goals</li> </ul>	
6.3	<ul style="list-style-type: none"> <li>Enhance managing information and resources</li> </ul>	<input type="checkbox"/>	<ul style="list-style-type: none"> <li>teaching students to organize their evidence of learning and determine their best examples of learning</li> </ul>	
6.4	<ul style="list-style-type: none"> <li>Enhance capacity for monitoring progress</li> </ul>	<input type="checkbox"/>	<ul style="list-style-type: none"> <li>using assessment checklists, learning maps, one-point rubrics and student work samples to provide feedback to students and model self-assessment</li> </ul>	

# UDL Guidelines – Engagement

## What does it look like in Kindergarten

Teacher Team UDL Guidelines Self-Assessment & Target Area Planner

Date:

UDL Language: Engagement			Accessible Language	
UDL Guideline	Providing Multiple Means of Engagement		Student Engagement	
7	Provide options for recruiting interest	Target Area	We can support students to be interested in what they are learning about by:	What this can look like in a Kindergarten context
7.1	<ul style="list-style-type: none"> <li>Optimizing individual choice and autonomy</li> </ul>	<input type="checkbox"/>	<ul style="list-style-type: none"> <li>giving students choice and control over what they are learning about in ways that align with their interests, preferences, and needs</li> </ul>	Allow students to choose which center they want to explore; choice of tools and materials to use; choice of seating options, choice of interest-based activity (e.g. dinosaurs, dancing, numbers etc.)
7.2	<ul style="list-style-type: none"> <li>Optimizing relevance, value &amp; authenticity</li> </ul>	<input type="checkbox"/>	<ul style="list-style-type: none"> <li>making learning relevant to the student's lives and connecting it to real world problems that are important to the students</li> </ul>	Thematic units that connect to interests; making learning connections to community and events in the students' world; using inclusive and diverse learning materials and experiences that reflect who the students are; real world problems to solve and performance tasks to show their learning.
7.3	<ul style="list-style-type: none"> <li>Minimize threats &amp; distractions</li> </ul>	<input type="checkbox"/>	<ul style="list-style-type: none"> <li>reducing distractions in the classroom and building a safe place for students to take risks</li> </ul>	Classrooms that are organized and promote a sense of calm, visuals and colours to help students locate and access materials; keeping visual displays purposeful and simple, neutral or calming colours, blinds to reduce brightness; limit use of over-head lighting, reduce noise by using carpets, soft background noise or music, white noise; opportunities for students to create individual work spaces or quiet areas where they can focus, comfortable seating
8	Providing options for sustaining Effort & Persistence	Target Area	We can support students to be motivated by:	What this can look like in a Kindergarten context
8.1	<ul style="list-style-type: none"> <li>Heighten Salience of goals and objectives</li> </ul>	<input type="checkbox"/>	<ul style="list-style-type: none"> <li>clearly communicating learning goals/ intentions and why tasks and activities matter</li> </ul>	Visual displays that show learning goals and objectives in student friendly language and visuals, goals of the week or month; graphic organizers to visually show goals and how they can be broken down into smaller steps (learning continuum), Talk through the learning target before each lesson using student friendly language and concrete examples; visual timelines to show the sequence of goals or objectives throughout the day, use visuals to represent each goal or objective; conference with students to help them set their own goals in learning
8.2	<ul style="list-style-type: none"> <li>Vary demands and resources to optimize challenge</li> </ul>	<input type="checkbox"/>	<ul style="list-style-type: none"> <li>scaffolding learning by starting with accessibility and adding on challenge in goals and tasks</li> </ul>	Offer a variety of activities at learning centers that include sensory and kinesthetic learning opportunities, make activities open ended so there is more than one solution, allow students to choose how to engage with learning (drawing, writing, building), offer different levels of complexity in centers and tasks, provide a range of tools and strategies to help students understand concepts (manipulatives, graphic organizers, visual aids etc.); encourage

				students to work together in diverse strength groupings; work with student to set individual learning goals that reflect the complexity of understanding
8.3	<ul style="list-style-type: none"> <li>Foster collaboration and community</li> </ul>	<input type="checkbox"/>	<ul style="list-style-type: none"> <li>building a community where learners work together by teaching collaboration and group work skills</li> </ul>	Cooperative diverse learning groups, weekly or daily buddy systems where students support each other with tasks, finding materials etc.; class meetings to discuss interest, share experiences, practice communication and team work skills; shared reading, writing and math activities where students work together to explore text; long terms collaborative projects where student work together to achieve a common goal; rotating classroom jobs where student have community responsibilities and shared ownership
8.4	<ul style="list-style-type: none"> <li>Increase mastery-oriented feedback</li> </ul>	<input type="checkbox"/>	<ul style="list-style-type: none"> <li>providing ongoing formative feedback that is relevant, clear, accessible, and timely</li> </ul>	Personalized and intentional feedback; offering clear next steps; individual goal setting about learning; learning continuums, asset-based rubrics, checklist that highlight what students can do and where that can move next
9	Provide options for Self-Regulation	Target Area	We can support learners to effectively at coping and engaging successfully with the learning environment by:	What this can look like in a Kindergarten context
9.1	<ul style="list-style-type: none"> <li>Promote expectations and beliefs that optimize motivation</li> </ul>	<input type="checkbox"/>	<ul style="list-style-type: none"> <li>helping students set learning goals that build confidence and help them take ownership of their learning</li> </ul>	Create warm and welcoming classroom that fosters a sense of belonging, and positive interactions, display student work, celebrate growth and reinforce positively to 9.1, 7.1 motivate and build self-confidence; clearly communicate learning goals in student friendly way; break large goals and tasks into smaller more manageable steps; provide visual cues that outline learning process of the day and/or week; encourage student choice and agency; foster collaboration – working in pairs or small groups to share ideas, understanding and support one another; connect learning to real life situations and interests; celebrate effort and progress (not just goals or outcomes) to foster a growth mindset
9.2	<ul style="list-style-type: none"> <li>Facilitate personal coping skills and strategies</li> </ul>	<input type="checkbox"/>	<ul style="list-style-type: none"> <li>teaching how to manage emotional responses &amp; about healthy emotional responses and interactions</li> </ul>	Calm corner for all students to use when they need a break or feel overwhelmed, build space with students and include cushions, sensory tools, to help them relax and regain focus; teach students how to recognize and express their emotions; teach simple breathing exercises; SEL routines to build emotional self-regulation & problem solving; visual schedules that outline the daily activities; allow students to choose activities that reflect their comfort levels; mindfulness activities to help students be aware of their thoughts and feelings; teach problem solving strategies to help student think critically, identify problems, brainstorm solutions, make a plan and evaluate outcomes
9.3	<ul style="list-style-type: none"> <li>Develop self-assessment and reflection</li> </ul>	<input type="checkbox"/>	<ul style="list-style-type: none"> <li>by helping students to increase their awareness of how they are progressing towards their goal &amp; how to learn from their mistakes</li> </ul>	Learning journals to help students reflect on their learning experiences (what they learned, challenges they faced, what to do next time); Goal setting, portfolio assessment (collect samples of evidence over time of their learning, have student choose their "best" pieces and share what they are proud of in connection of a learning goal





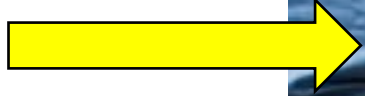
What does it mean to be  
**successful?**

What **conditions** support or  
are a barrier to success?

# What are barriers?



# What are needs?





# Shifting the Paradigm: PERSON-PLACE MODEL OF NEED

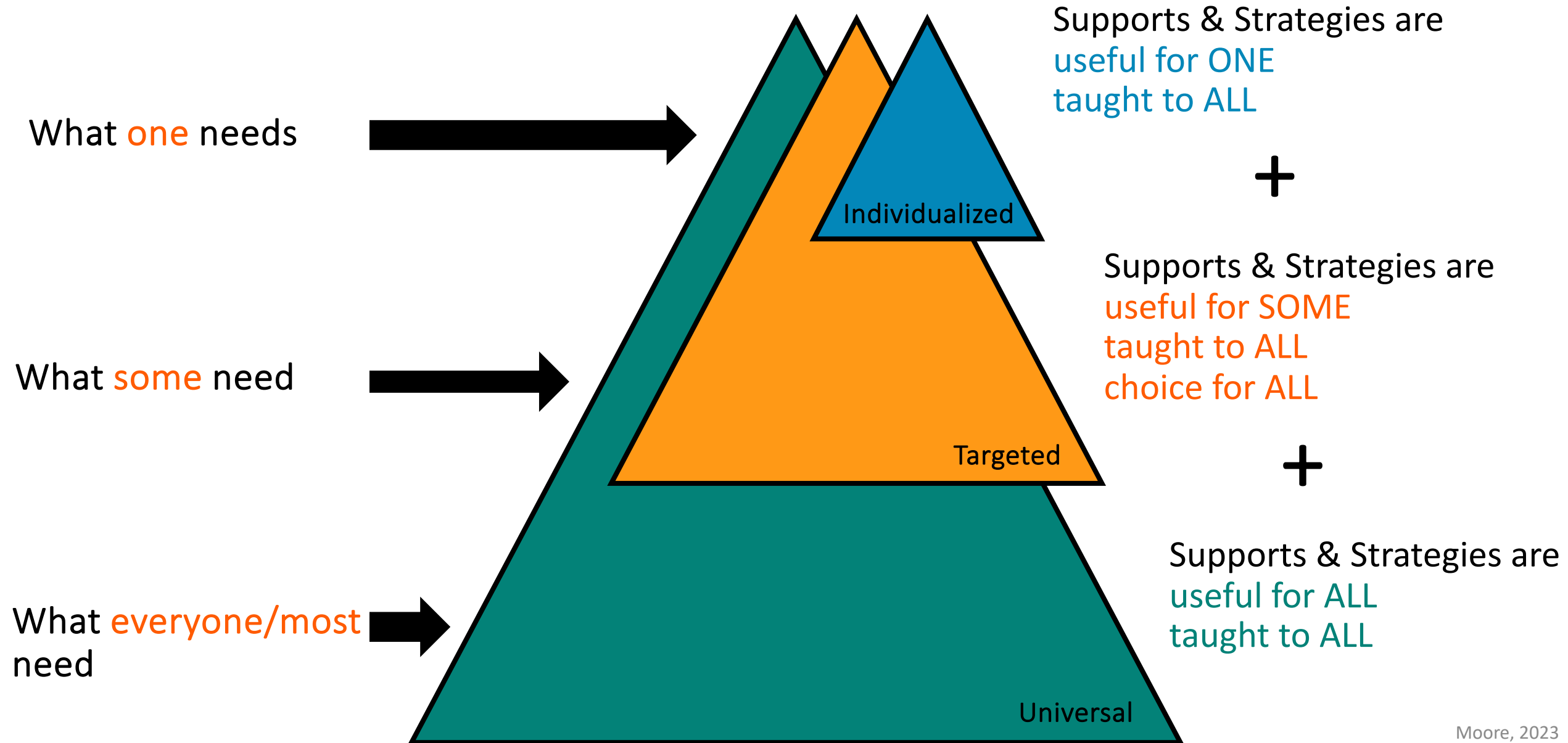


## Inclusive Education

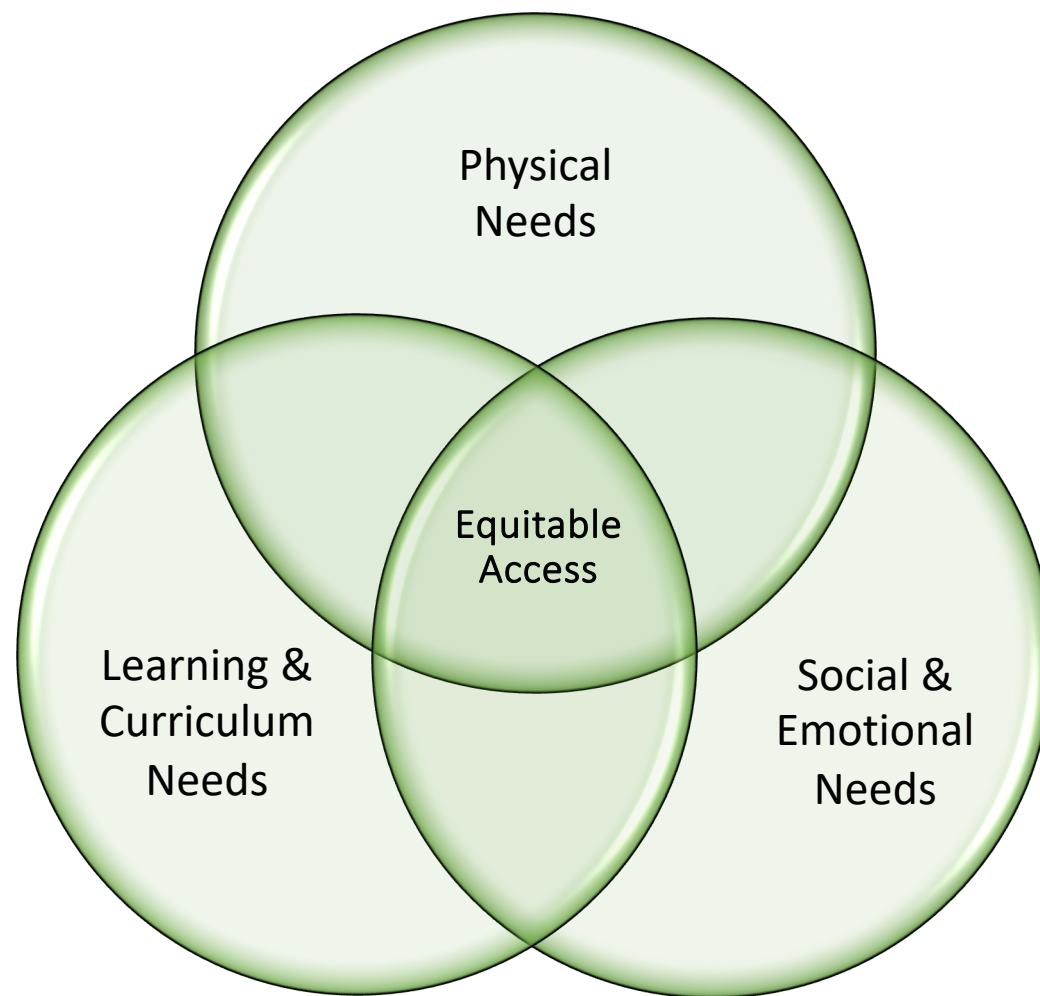
FIRST: Identify barriers in the place

THEN: Reduce or eliminate barriers in place by determining needs of everyone in the community

# Multiple Layers of Needs Based Support



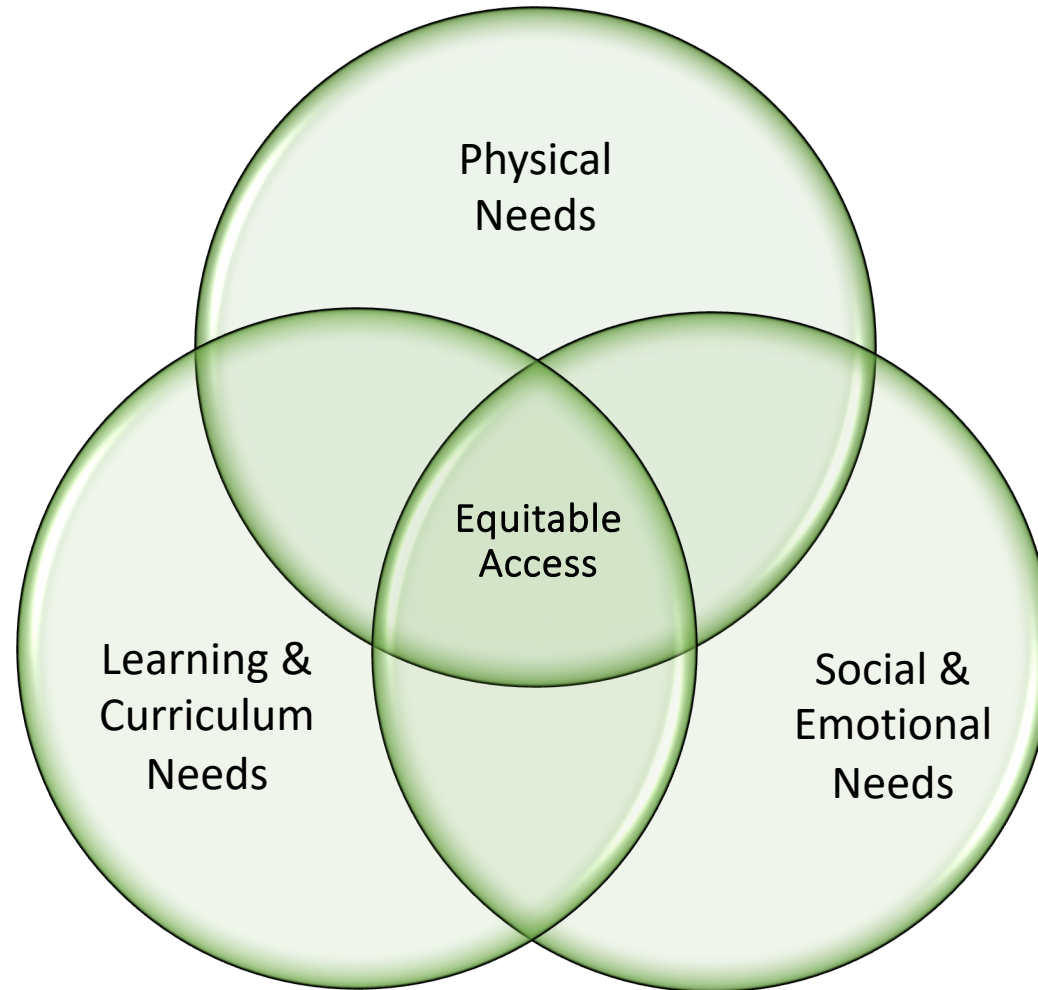
# Increasing Inclusive & Equitable Access by Designing for Individual Needs





# 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  (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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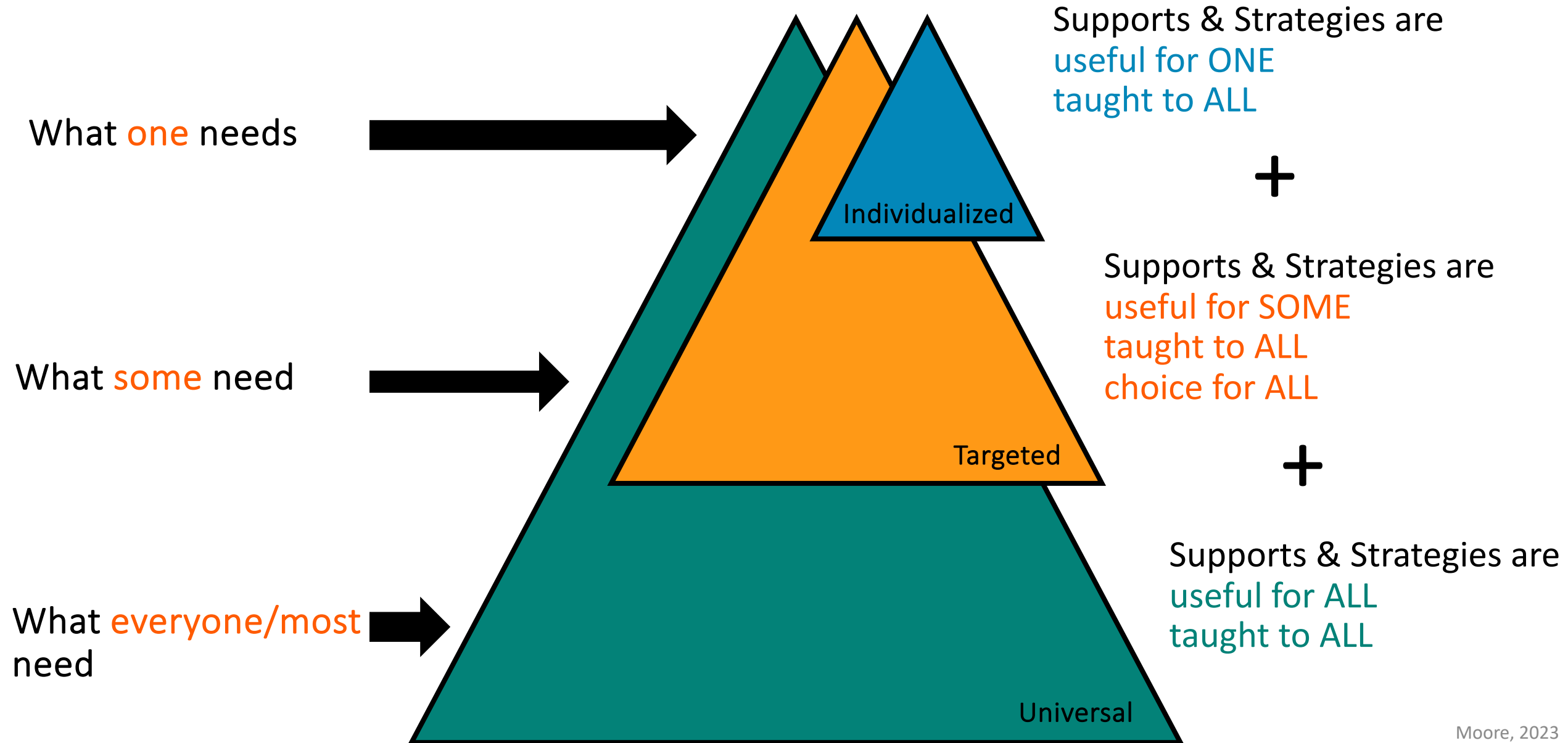


Areas of Need Choices (EC, HN) Life Skills (KD, IN) Resource (JC)	Students who have this need  (underline students who have IEP/504)	This need impacts the community and/or there is a cluster of students who have this need	This need can be managed over time and/or not critical	This is an individual need 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	

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		

# Multiple Layers of Needs Based Support





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)

- 
- 
- 
- 

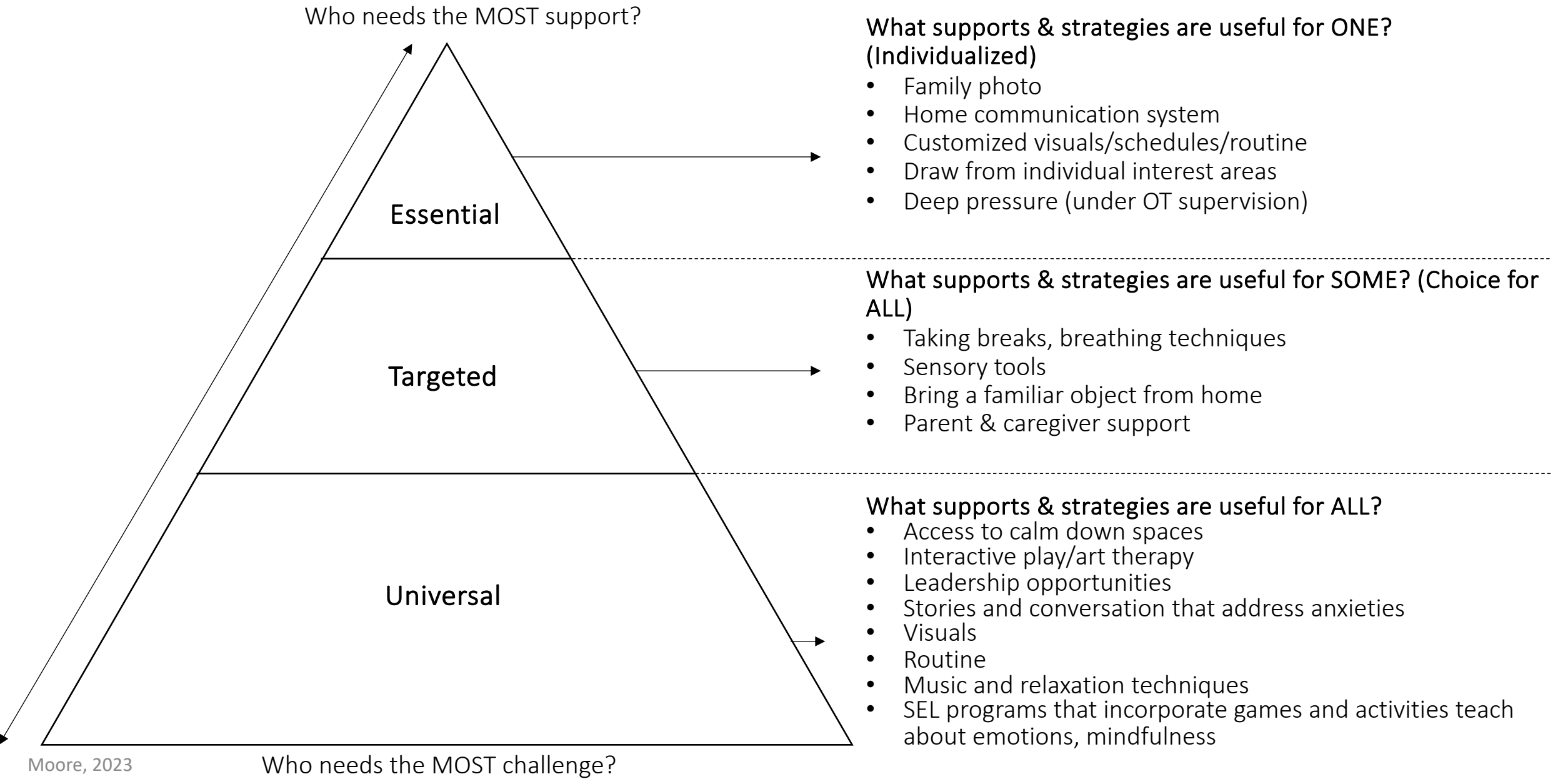
Targeted

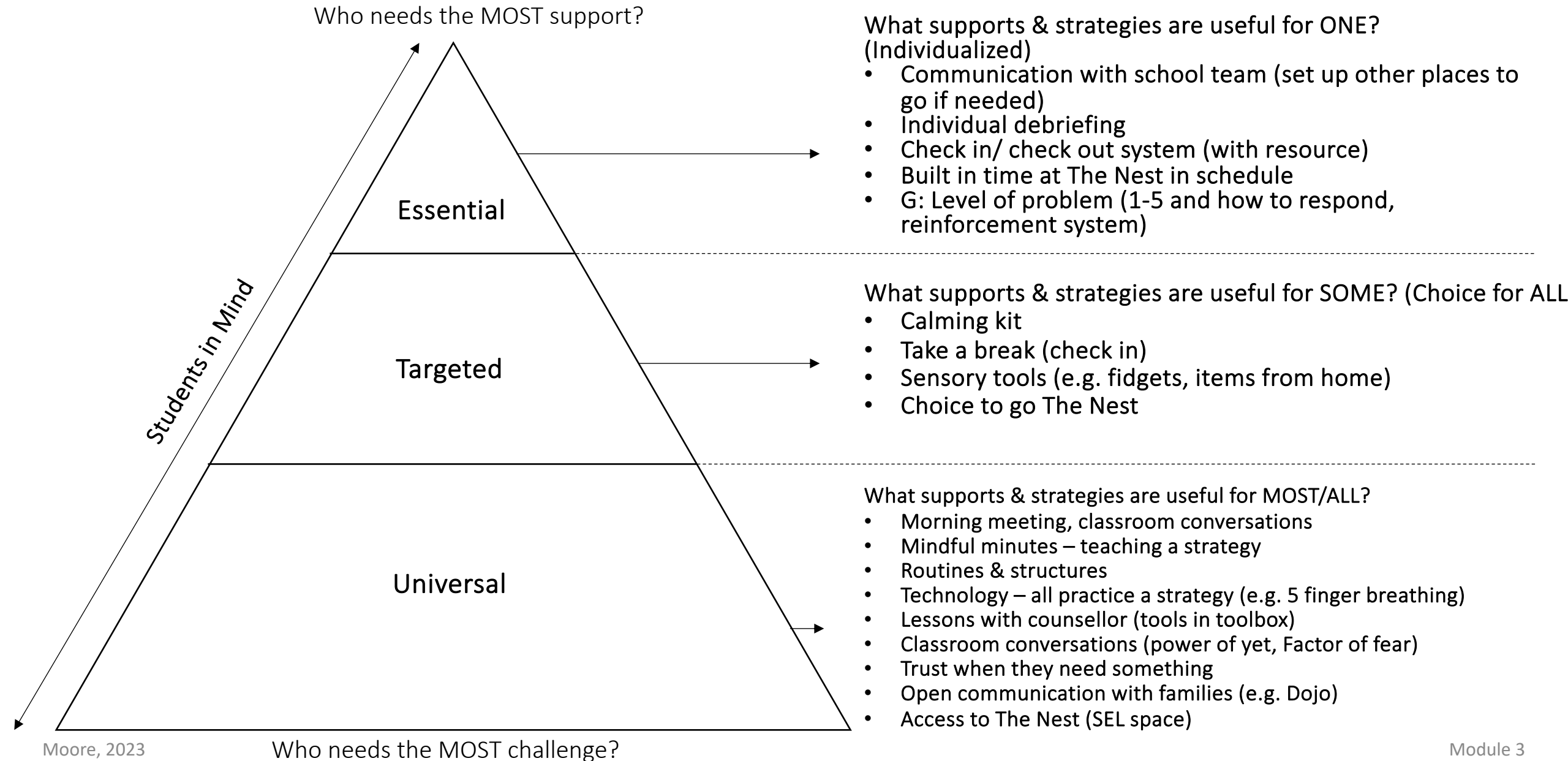
What supports & strategies are useful for MOST/ALL?

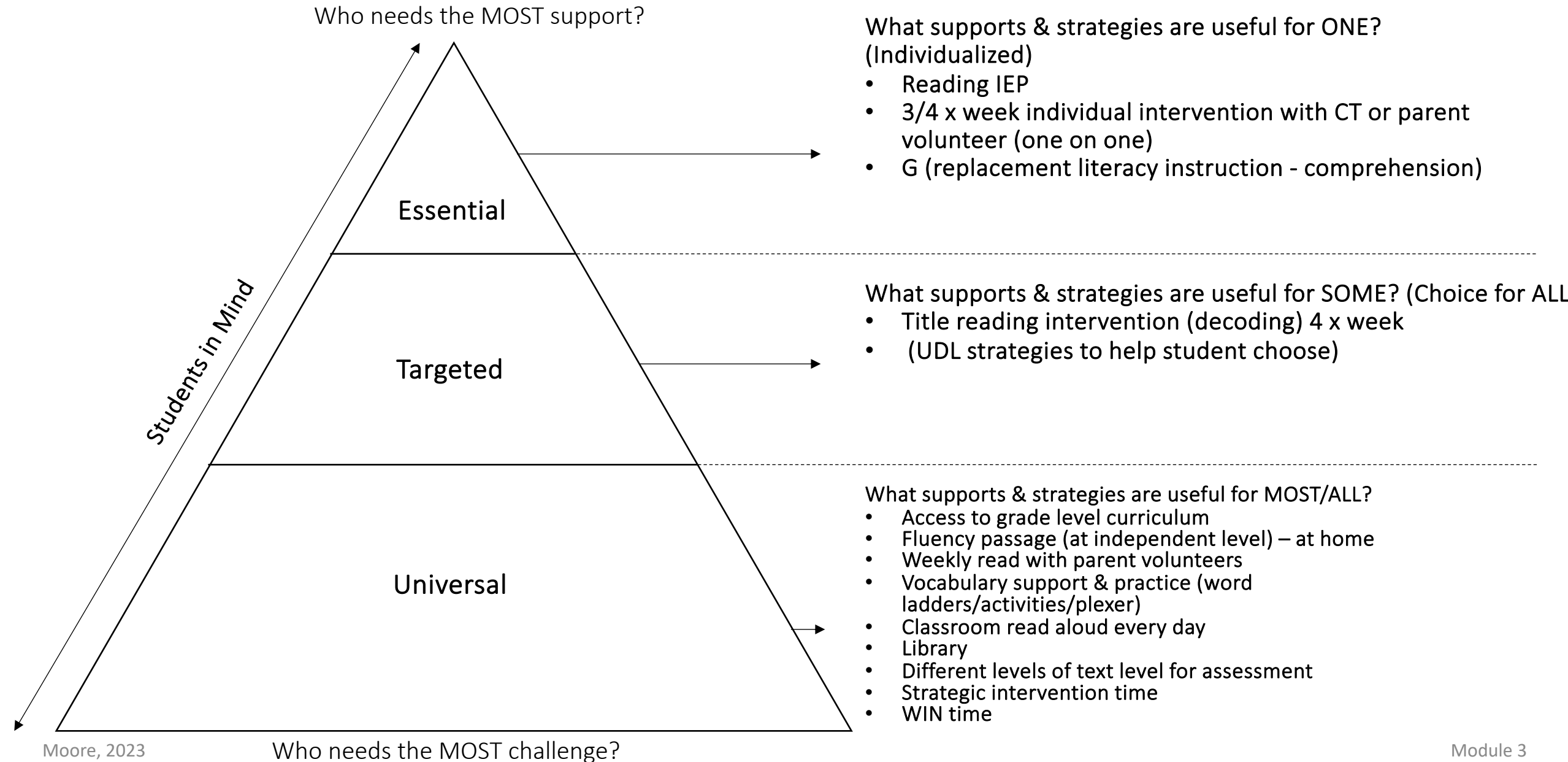
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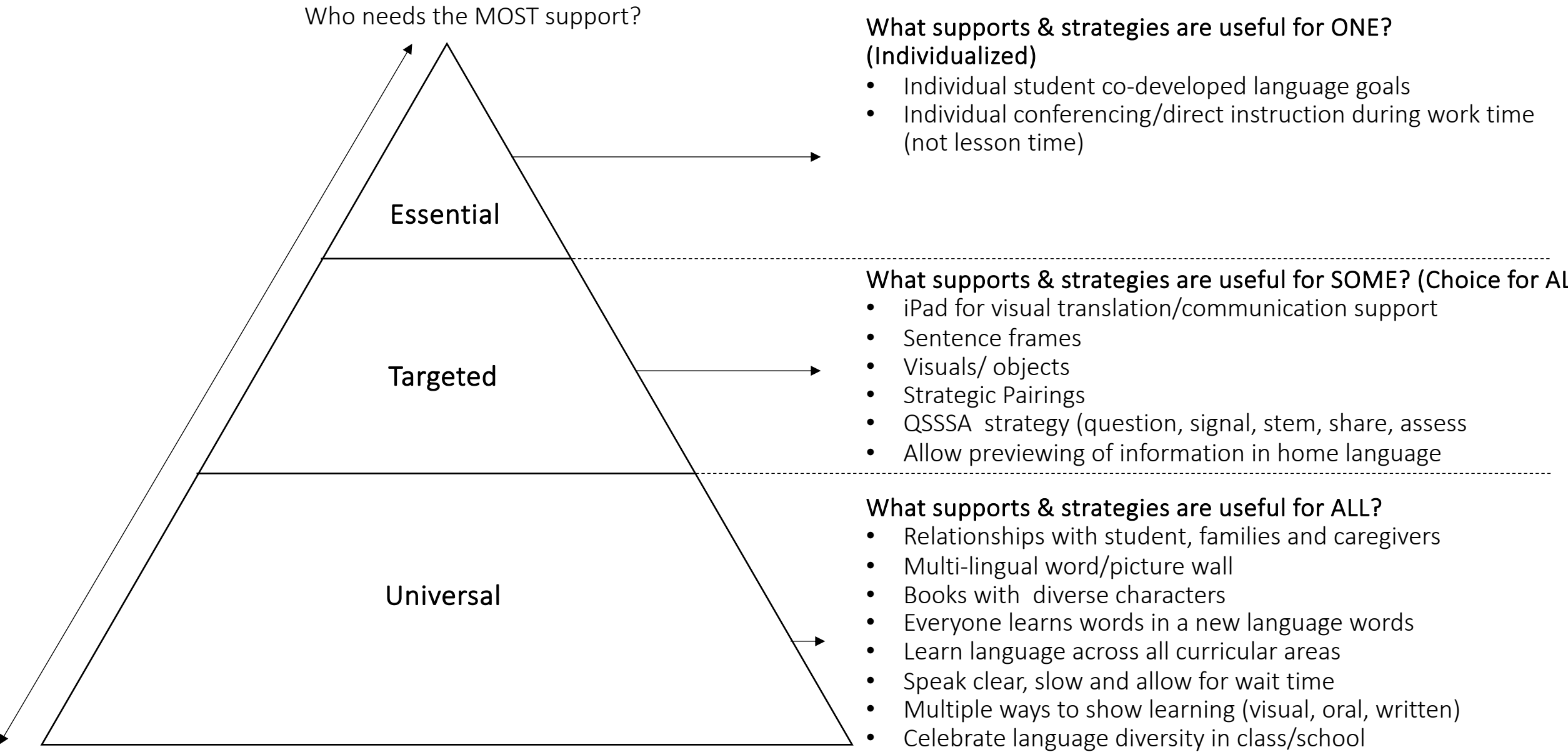
Universal

Who needs the MOST challenge?











What does it mean to be  
**successful?**

What **conditions** support or  
are a barrier to success?





**What did it mean for you to be  
**successful** today?**

**What **conditions** supported or  
were a barrier to your  
success?**



**What is one useful idea?**

**What is one thing you want to think about?**

**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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