

# Designing for DIVERSITY

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Session 3: Making decisions that reduce barriers for ALL

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MOORE PH.D.



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# Nexwlélexm (Bowen Island)

- The Islands Trust Council acknowledges that the lands and waters that encompass the Islands Trust Area have been **home to Indigenous peoples** since **time immemorial** and honours the **rich history, stewardship, and cultural heritage** that embody this place we all call home.
- The Islands Trust Council is committed to establishing and maintaining mutually **respectful relationships** between Indigenous and non-Indigenous peoples. Islands Trust states a **commitment to Reconciliation** with the understanding that this commitment is a **long-term relationship-building and healing process**.
- The Islands Trust Council will strive to **create opportunities for knowledge-sharing** and understanding as people come together to **preserve and protect** the special nature of the islands within the **Salish**



# Welcome!

## Our Plan Together

November 4, 2024: Kick Off - What is **Inclusion**?

November 4, 2024 : Session 1 - Getting to know students from a **strength-based perspective**

December 11, 2024: Session 2 - Making decisions to **reduce barriers** for ALL

January 15, 2024: Session 3 – Designing **needs-based** classroom support plans

February 5, 2024: Session 4 - Curricular Design Strategies: **Backwards Design**

February 25, 2024: Session 5 - Curricular Design Strategies: Lesson Design through a **UDL** lens

February 25, 2024: Session 6 - Inclusive **Assessment**



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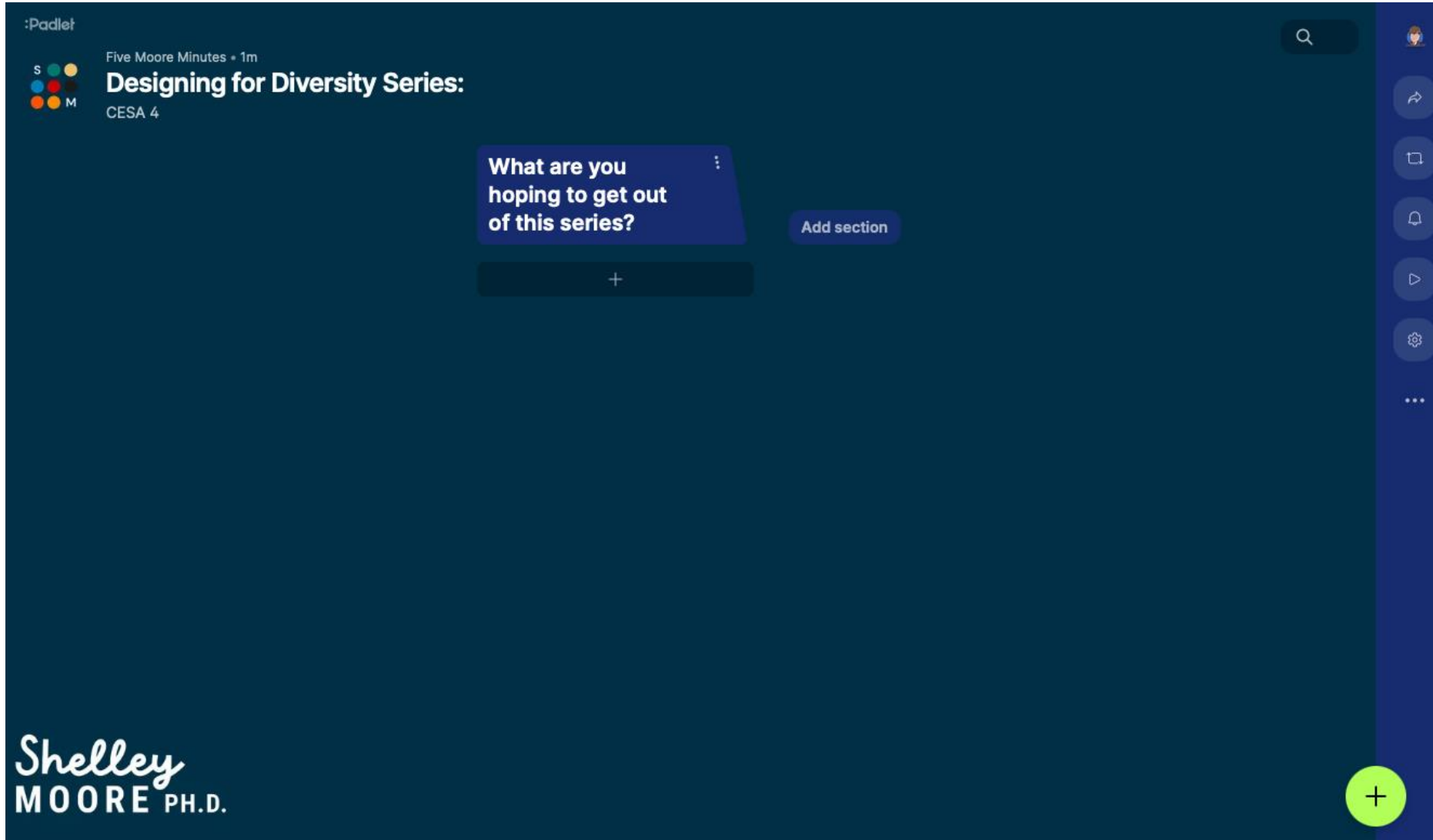
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# Staying Connected

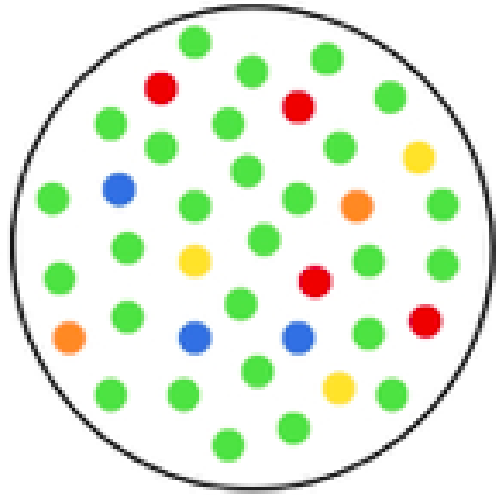


# Questions & Comments

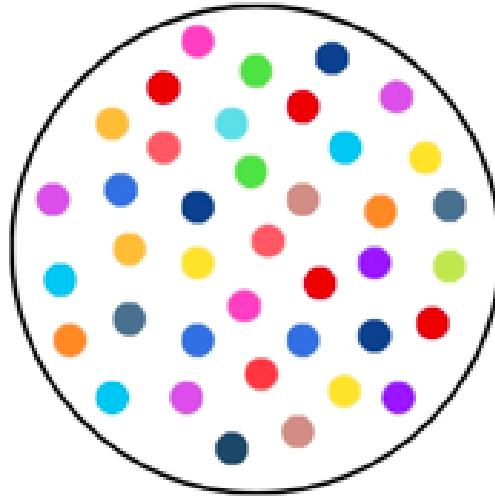
Sharing your comments and questions

- Post questions in the chat as we go
- Hold onto your questions for QnA the end

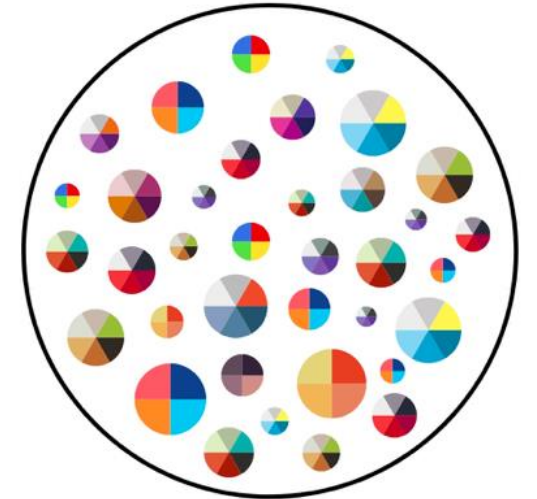
# WHAT IS inclusion ?



How do we  
include people  
with disabilities?



How do we teach  
to diversity?



How do we  
teach to identity?



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

## CURRICULUM & ASSESSMENT DESIGN

Student choice of challenge  
Adjustable Curriculum

# Students

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

Student choice of evidence  
Adjustable Assessment

## NEEDS BASED DESIGN

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

Adjustable Supports & Strategies  
Student choice of tools and actions

## INSTRUCTIONAL DESIGN

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

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2023

What grade level curriculum are we using?  
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## CURRICULUM & ASSESSMENT DESIGN

# Students

Who are the pilots?  
What are their dimensions?  
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## NEEDS BASED DESIGN

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Adjustable Supports & Strategies

Student choice of tools and actions

Student choice of challenge  
Adjustable Curriculum

Student choice of evidence  
Adjustable Assessment

Class Review:		School Team:		Date:	
Class Dimensions					
Class Identities		Class Interests		Classroom Strengths	
←		Student Dimensions		→	
Class Needs					
Need:	Need:	Need:	Need:	Need:	
←		Prioritized Needs to Target			→
Team Goals					
Some big questions and/or goals that we have for this class:					
←		Collaborative Team Goals		→	
Team Reflections & Decisions					
What works well for this class?			What else can we do to reduce barriers for this class?		
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What is a barrier?

What is a need?



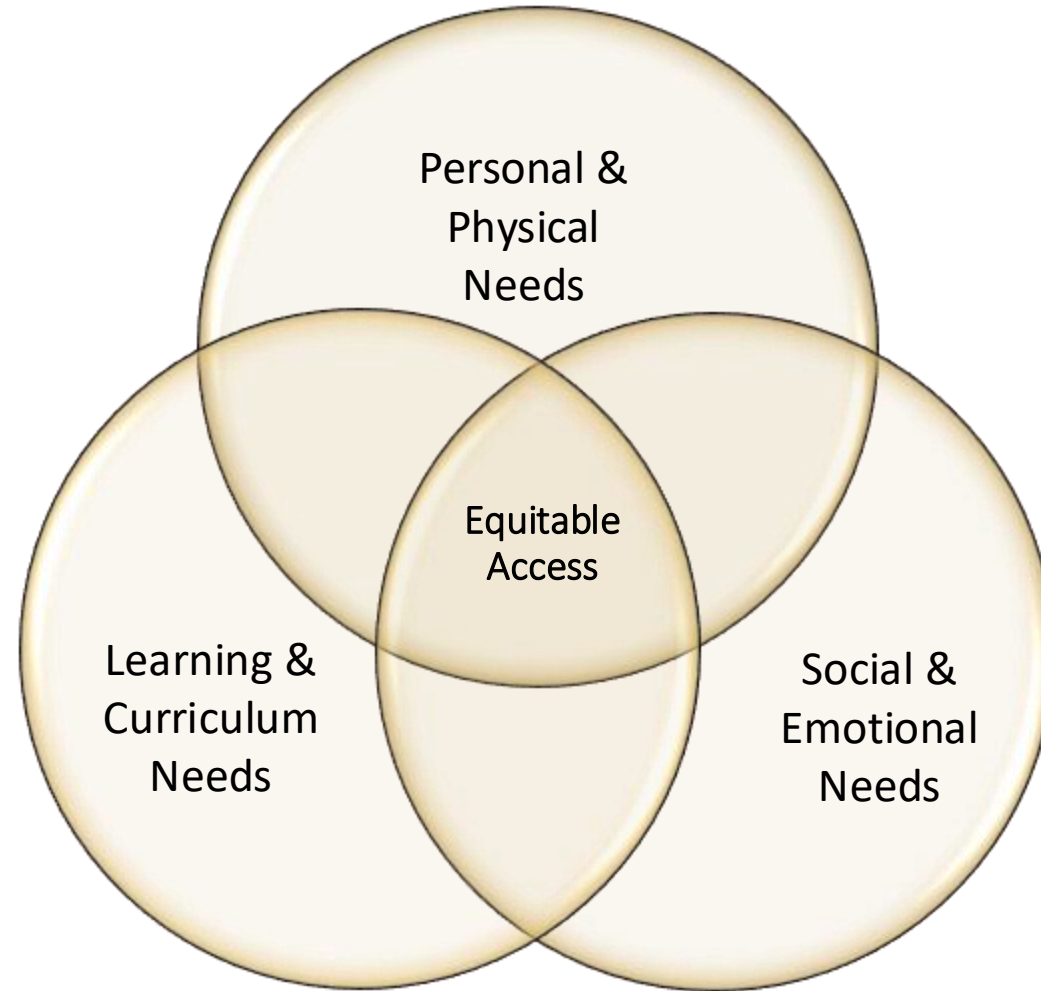


# Reducing Barriers



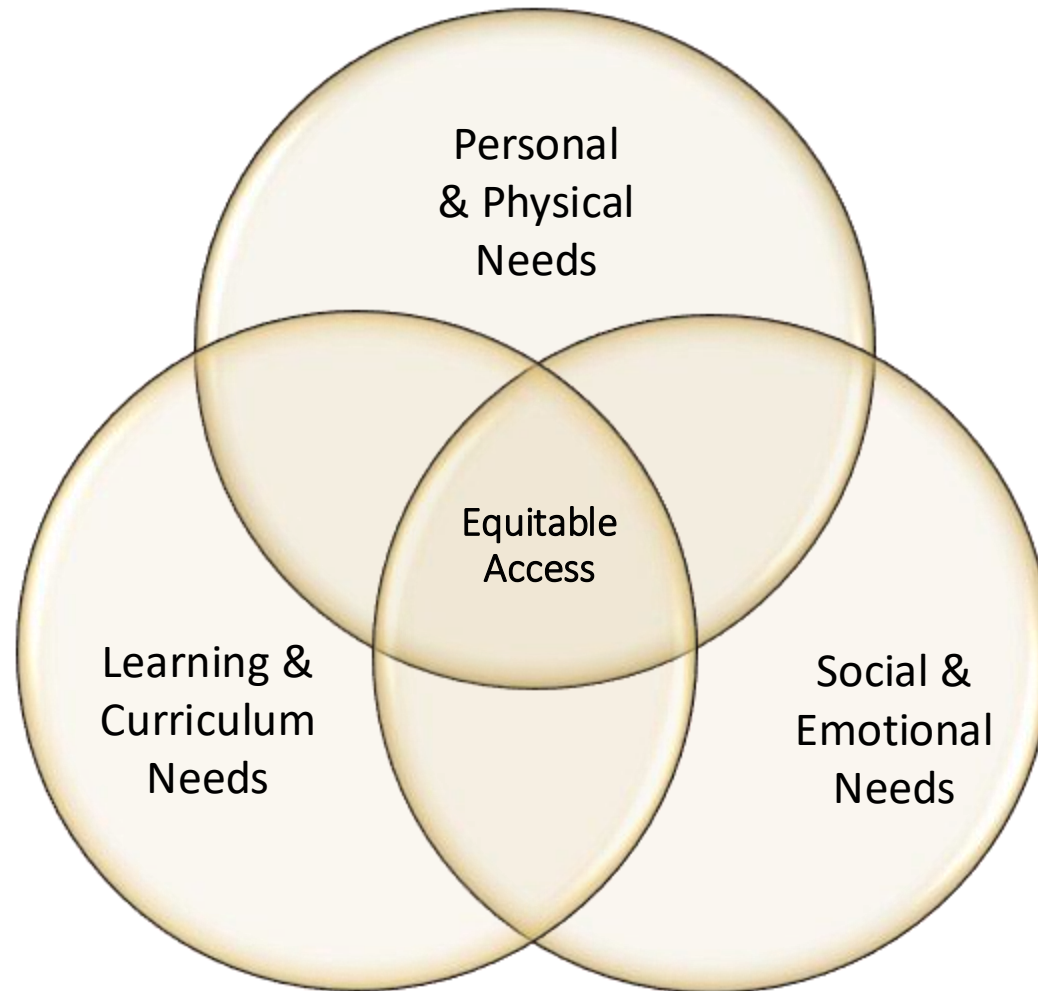
## Supporting Needs

# 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



## Classroom Support Planning: Collaborative Needs Based Reflection

Target Classroom: Thee Kindergarten	Classroom Teacher(s): LM	Support Teachers/Staff:	Date: Nov 2024
<ol style="list-style-type: none"> <li>1. Look at the following areas of need as a team</li> <li>2. Record needs for students who have IEPs (individual education plan) and/or LSPs (learning support plan)</li> <li>3. You can refer to individual assessments and recommendations as well as specialists to determine needs if useful</li> <li>4. Record needs for students in class who do not have IEP or LSP</li> <li>5. Look for clusters of need and reflect on community impact</li> <li>6. Determine priority classroom needs to develop Classroom Support Plan</li> </ol>			



Areas of Need IEP (8) – AA, DC, NC, AC, AM, CS, KP, IO ELL – DG, AM, IO	Students who have this need (Start with target students)	This need impacts the community and/or there is a cluster of students who have this need	This need is being monitored/or is being managed	This is an individual need area and/or community does not need support in this area
Addiction				x
Attendance/ Lateness	DC, NC, CS, KP, DG, BQ		x	
Attention	DC, NC, KP, IO, DG, JL, CV, KM		x	
Anxiety/ Depression	AM, IO, LC, AY		x	
Bullying	JL, KM, CV		x	
Communication (receptive)	AA, DC, AC, AM, CS, IO, DG, AY, BQ	x		
Communication (expressive)	AA, DC, NC, AC, AM, CS, KP, IO, AY, BQ	x		
Eating/Food/Allergies	AM, CS			x
Engagement/Motivation	NC, KP, IO, DG, JL, LC, AY, CV, BQ		x	
Executive Functioning	AA, DC, NC, AC, AM, CS, KP, IO, DG, AY, CV, BQ	x		
Family/Community/Identity	DC, NC, CS, KP, LC		x	
Frustration/ Anger	AA, CS		x	
Greif/ Trauma	NC, AM, CS, KP, LC, KM, BQ		x	
Gross/Fine Motor Skills	AA, DC, NC, AC, AM, CS, IO, DG, AY, CV, BQ	x		
Intellectual Ability (access)	DC, AM, CS, CV, BQ		x	
Intellectual Ability (extend)	DC, AC, AM, CS, DG, CV, BQ		x	



Language	AA, DC, NC, AC, AM, CS, IO, CV, BQ	x		
Literacy (decoding)	AA, DC, NC, AC, AM, CS, KP, IO, DG, LD, LC, KM, AY, CV, BQ		x	
Literacy (understanding)	AA, DC, NC, AC, AM, CS, KP, IO, DG, BQ	x		
Literacy (written output)	AA, DC, NC, AC, AM, CS, KP, IO, DG, LD, LC, KM, AY, CV, BQ		x	
Literacy (oral language/speaking)	AA, DC, NC, AC, AM, CS, IO, LC, CV, BQ	x		
Medical	AM, CS			x
Memory	DC, NC, AM, CS, IO, DG, BQ		x	
Mental Health	AM, CS, LC, KM		x	
Numeracy	AA, DC, NC, AC, AM, CS, IO, AY, BQ		x	
Personal Care	CS, IO, AY		x	
Personal Safety	CS, KM		x	
Physical/Mobility				x
Self-Advocacy	AC, AM, CS, CS, IO, KM, LC, AY		x	
Self-Regulation (emotional)	AA, DC, NC, CS, LC		x	
Self-Regulation (behavioural)	AA, DC, NC, CS		x	
Self-Regulation (learning)	AA, DC, AC, CS, KP, IO, DG, KM, BQ	x		
Self Esteem	NC, AC, AM, IO, LC, KM, AY		x	
Self-Harm/ Self Injurious Behaviour	CS		x	
Sensory	AA, DC, CS, DG, BQ		x	
Social Skills	AA, DC, NC, AM, CS, IO, LC, AY		x	
Transitioning	AA, DC, NC, AC, AM, CS, IO, DG, LC, CV	x		
Other:				
Other:				

Priority Community Needs	Specialists/Individuals to connect to	Priority Individual Needs	Specialists/Individuals to connect to
Communication (expressive/receptive)			
Fine & Gross Motor Skills			
Executive Functioning			
SRL			

Class Review: THEE KINDERGARTEN		School Team: LM & SM		Date: November 2024	
Class Dimensions					
<b>Class Identities</b> <i>Student Perspectives:</i> <ul style="list-style-type: none"><li>Blackfoot, Athletic, Hilarious, Artists, Kind, a Friend, a Helper, Sister, Brother, Grandbaby, the Baby</li></ul> <i>Team Perspectives:</i> <ul style="list-style-type: none"><li>8 B, 8 G</li><li>Newcomer families,</li><li>Pakistan, Nigeria, Indigenous (Reserve land),</li><li>Non-speaking, Pre speaking,</li><li>English, Tagalog, Blackfoot</li></ul>		<b>Class Interests</b> <i>Student Perspectives:</i> <ul style="list-style-type: none"><li>Art, be an artist/ creative, big cats, cooking, how to be a chef, learning new languages (Blackfoot)</li></ul> <i>Team Perspectives:</i> <ul style="list-style-type: none"><li>Outdoor learning, play, being outside and discovering, tools – trying new things, how to be leaders, how to change the world/ make an impact</li></ul>		<b>Classroom Strengths</b> <i>Student Perspectives:</i> <ul style="list-style-type: none"><li>Kind, helpers, big hearts, making people happy/ laugh/ feel good, readers, retell/tell a story, art</li></ul> <i>Team Perspectives:</i> <ul style="list-style-type: none"><li>Aware, curious, big hearts, confident, engaged, joyful, happy, helping others, awe, energetic, motivated, eager to learn, creativity (art, loose parts, think differently, think outside the box) unique</li></ul>	
<b>Classroom Stretches</b> <i>Student Perspectives:</i> <ul style="list-style-type: none"><li>Reading, writing, using writing tools, independence (solve problem, tie show, do this without help)</li></ul> <i>Team Perspectives:</i> <ul style="list-style-type: none"><li>Being part of a community that isn’t their family, first time out in the world outside their family (lining up, sharing space, taking turns), feel valued in a new community, how to contribute to a community</li></ul>					
Class Needs					
<b>Need: Communication (receptive)</b> AA, DC, NC, AC, AM, CS, KP, IO, AY, BQ		<b>Need: Communication (expressive)</b> AA, DC, NC, AC, AM, CS, KP, IO, AY, BQ		<b>Need: Executive Functioning</b> AA, DC, NC, AC, AM, CS, KP, IO, DG, AY, CV, BQ	
				<b>Need: Gross/Fine Motor</b> AA, DC, NC, AC, AM, CS, IO, DG, AY, CV, BQ	
				<b>Need: Self Regulation of Learning</b> AA, DC, AC, CS, KP, IO, DG, KM, BQ	
Team Goals					
<b>Some big questions and/or goals that we have for this class:</b> <ul style="list-style-type: none"><li>How can we help this group of students become a part of, be responsible in and contribute to, make a difference in a community outside of their home?</li><li>How can our community honour the many diverse and unique abilities, while also meet the needs of the community, each other, and themselves?</li><li>How do help students be aware of who they are and what they need and how that is different (and okay) than others? (identity and advocacy)?</li></ul>					
Team Reflections & Decisions					
<b>What works well for this class?</b> <ul style="list-style-type: none"><li>Food, fresh air, and fun</li><li>Movement, voice &amp; choice, goal setting, involving them in problem solving as a community</li></ul>			<b>What else can we do to reduce barriers for this class?</b>		



Class Review for: Grade 2		School: BG Elementary		Date: Fall 2022	
We can plan for our students by getting to know their dimensions:					
<b>Identities</b> Culture/Race: Indo-Canadian, Mexican, Marshallese, Caucasian Disability: Autism, Intellectual Disability Language: Mixtec, Punjabi, English, Spanish SOGI: 10B /10G Family: only children, large families, adopted, immigrant families		<b>Interests</b> Art, hands on activities, outdoor time, listen to stories, free choice, centre time, performances, builders, Lego, crafting, drawing, want to be at school, athletes, artists, outdoorsy		<b>Strengths</b> Students are lively, fun, never bored, they like and support each other, are kind, creative, drawing, working together, supporting and helping each other, encourage each other, love learning, flexible, persuasive, a group that is very independent, persevere, kind, work hard, coping - showing a lot growth	
Based on student dimensions we can ask questions and set some goals:					
<b>Some questions we have about this class:</b> <ul style="list-style-type: none"><li>- How do we address a large academic spread?</li><li>- How do we support a range of readers?</li><li>- How do we manage challenging behaviours?</li></ul>			<b>Some goals we have for this class:</b> <ul style="list-style-type: none"><li>- Improve listening skills, develop social skills, using words to solve their problems, develop reading/writing skills, teach them to regulate their behaviour</li></ul>		
We can respond to student dimensions by targeting specific core competencies					
<b>Strength areas:</b> Social Awareness & Responsibility Creative Thinking			<b>Stretch areas:</b> Problem Solving Communication		
We can respond to student dimensions by reducing and eliminating barriers for everyone:					
<b>What have we tried that is working:</b> Having a clear schedule of the day, ready/do/done, organization strategies (book bins for the week), math manipulatives, individual, white boards, check in mornings			<b>What do we still want to try:</b> <ul style="list-style-type: none"><li>- Adjusting the classroom layout to include some calm down spaces, allow students to take breaks when needed</li><li>- Create an inclusive curricular unit plan</li></ul>		
We can respond to student dimensions by determining and prioritizing individual needs:					
<b>Need: Executive Functioning (task initiation, sequencing)</b> AM, <u>AB</u> , EB, AR, JR, PS, LT, <u>CT</u>	<b>Need: Communication (Expressive) *</b> <u>CT</u> , EB, AR	<b>Need: Self Regulation (Emotional) *</b> AA, <u>AB</u> , EB, HB, AR, PS, LT, <u>CT</u>	<b>Need: Anxiety*</b> PS, LT, <u>CT</u> , EW, MJ, FT, IO	<b>Need: Social Skills (Problem Solving) *</b> <u>AB</u> , EB, HB, AR, PS, <u>CT</u> , EW, MJ	
* Also an IEP Need Area					

Class Review for: Ms. Hinz Grade 8: CREW, Humanities & Science		School: Nechako Valley Secondary School		Date: October 17, 2023	
We can plan for our students by getting to know their dimensions:					
<b>Identities</b> <b>Culture/Race:</b> Canadian, Indigenous, American, Philippines <b>Disability:</b> Autism, ADHD Intellectual Disability, Behavioral, Learning Disability <b>Language:</b> English, French, Filipino <b>SOGI:</b> 12 identify as F, 16 identify as M <b>Family:</b> Rural families, large families, x generation families, mixed and blended families, international families, farming and forestry families		<b>Interests</b> Outdoors, dirt biking, hunting, horses, art, music, reading, football, hockey, volleyball, soccer, ruby, painting, cooking, computers, gaming, movies, band, agriculture, farming,		<b>Strengths</b> Kind hearted, help take care of class pet Gizmo, love hands on activities, athletic, competitive, artistic, inquiry learning, asking questions , open to learning different perspectives, love being outside, helping others	
				<b>Stretches</b> Listening when others are speaking, self-regulation, coming to class prepared, transitions, following directions,, writing, decision making, taking risks , dealing with anxiety, being quiet when asked .	
Based on student dimensions we can ask questions and set some goals:					
<b>Some questions we have about this class:</b> <ul style="list-style-type: none"><li>How can we create a learning environment to meet everyone's needs and goals</li><li>How can we learn self regulation and ways to deal with anxiety and stress</li><li>How can we incorporate more hands on learning and inquiry based learning given time and resource restraints</li><li>How can we incorporate more of the Indigenous principals of learning</li></ul>			<b>Some goals we have for this class:</b> <ul style="list-style-type: none"><li>To be open to try new things</li><li>To build self confidence and self esteem</li><li>To learn that its ok to make mistakes and try again</li></ul>		
We can respond to student dimensions by reducing and eliminating barriers for everyone:					
<b>What have we tried that is working:</b> <ul style="list-style-type: none"><li>Student choice</li><li>Games and visuals to help learning</li><li>Outdoor land based learning</li><li>Reward system for positive behavior</li><li>Creating a safe and inclusive classroom environment where all learners are welcomed</li></ul>			<b>What do we still want to try:</b> <ul style="list-style-type: none"><li>Incorporating more SEL strategies in the classroom to help support all learners</li><li>Build a more needs based classroom to help support all learners</li><li>Teach self regulation skills and strategies</li><li>Finding ways to build self esteem and self confidence</li></ul>		
We can respond to student dimensions by determining and prioritizing individual needs: (This is based on Student IEPs, observations made by Ms. Hinz (Class teacher) and help from Ms. Wall (Class EA))					
<b>Need: Organization</b> Everyone	<b>Need: Social Skills</b> LB, HS, WS, CA, , JM	<b>Need: Transitions</b> LB, HS, WS, CA,,JM, everyone	<b>Need: Language and Reading</b> LB, HS, WS, CA,JM	<b>Need: SEL and Self regulation</b> LB, HS,WS,CA,JM, Everyone	
* Also an IEP Need Area					



You try:

- Download the Needs Based Reflection from the Dashboard
- In your groups, quickly scan the needs-based areas
- Is there one or two that stand out to you as areas that could be targeted for support
- How could this strategy be useful in your context?

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## Supporting Classroom Teachers/Support Staff

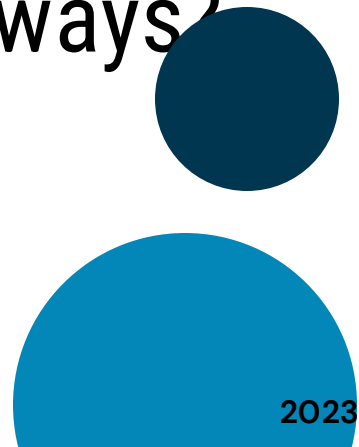
- What is a goal or question that you have about this class?

## Examples:

- How can we help this group of students become a part of, be responsible in and contribute to, **make a difference in a community** outside of their home?
- How can our community **honour the many diverse and unique abilities**, while also meet the needs of the community, each other, and themselves?
- How do help students be **aware of who they are** and what they need and how that is different (and okay) than others? (identity and advocacy)?
- How can we create a learning environment to **meet everyone's needs** and goals?
- How can we **learn self regulation** and ways to deal with anxiety and stress?
- How can we **incorporate more hands-on learning** and inquiry-based learning given time and resource restraints?
- How can we incorporate more of the **Indigenous principals of learning**?



You try:

- What are some questions and/or goals that you have for a particular class?
  - What are you hoping to learn more about to help you respond to this class in inclusive and responsive ways?
- 

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# Making Collaborative Decisions: A Menu of Support

Options for how I (a support teacher) can support you (a classroom teacher) to support this class?

## Classroom Support



## Classroom Support Cont.



## Individual Student Support



# Making Collaborative Decisions: A Menu of Support

Options for how I (a support teacher) can support you (a classroom teacher) to support this class?

## Classroom Support

- ☐ Capturing student voice/evidence of learning
- ☐ Build a needs-based classroom support plan based on priority needs
- ☐ Using an IEP as a blueprint for a class
- ☐ Setting up and using technology
- ☐ Working with support staff to respond to class needs
- ☐ Curricular Co-planning
  - ☐ Backwards Design
  - ☐ Constructing learning continuums
  - ☐ Inclusive lesson design
  - ☐ Creating curricular accessibility and challenge opportunities
  - ☐ Drawing on UDL principles and strategies to reduce learning barriers

## Classroom Support Cont.

- ☐ Teaching/co-teaching (must be paired with co-planning)
  - ☐ Needs based supports & strategies to a class
  - ☐ Curricular inclusive lessons
  - ☐ Core competency lessons
  - ☐ Disability demystification
  - ☐ Supporting peers to support each other
  - ☐ Station/small group teaching/conferencing
- ☐ Co-assessing/offering formative feedback
- ☐ Gathering/creating resources & materials
  - ☐ Themed & diverse text sets, accessible texts/activities
  - ☐ Visual/object supports

## Individual Student Support

- ☐ Implementing IEPs inclusively
- ☐ Place alignment planning (working to increase the enrollment and attendance of a student)
- ☐ Purposeful planning (working to make enrollment & attendance meaningful for a student)
- ☐ Working with support staff to respond to individual needs
- ☐ Gathering place based and triangulated evidence for IEP review



Class Review: THEE KINDERGARTEN		School Team: LM & SM		Date: November 2024	
Class Dimensions					
<b>Class Identities</b> <i>Student Perspectives:</i> <ul style="list-style-type: none"><li>Blackfoot, Athletic, Hilarious, Artists, Kind, a Friend, a Helper, Sister, Brother, Grandbaby, the Baby</li></ul> <i>Team Perspectives:</i> <ul style="list-style-type: none"><li>8 B, 8 G</li><li>New comer families,</li><li>Pakistan, Nigeria, Indigenous (Reserve land),</li><li>Non speaking, Pre speaking,</li><li>English, Tagalog, Blackfoot</li></ul>		<b>Class Interests</b> <i>Student Perspectives:</i> <ul style="list-style-type: none"><li>Art, be an artist/ creative, big cats, cooking, how to be a chef, learning new languages (Blackfoot)</li></ul> <i>Team Perspectives:</i> <ul style="list-style-type: none"><li>Outdoor learning, play, being outside and discovering, tools – trying new things, how to be leaders, how to change the world/ make an impact</li></ul>		<b>Classroom Strengths</b> <i>Student Perspectives:</i> <ul style="list-style-type: none"><li>Kind, helpers, big hearts, making people happy/ laugh/ feel good, readers, retell/tell a story, art</li></ul> <i>Team Perspectives:</i> <ul style="list-style-type: none"><li>Aware, curious, big hearts, confident, engaged, joyful, happy, helping others, awe, energetic, motivated, eager to learn, creativity (art, loose parts, think differently, think outside the box) unique</li></ul>	
<b>Classroom Stretches</b> <i>Student Perspectives:</i> <ul style="list-style-type: none"><li>Reading, writing, using writing tools, independence (solve problem, tie show, do this without help)</li></ul> <i>Team Perspectives:</i> <ul style="list-style-type: none"><li>Being part of a community that isn’t their family, first time out in the world outside their family (lining up, sharing space, taking turns), feel valued in a new community, how to contribute to a community</li></ul>					
Class Needs					
<b>Need: Communication (receptive)</b> AA, DC, NC, AC, AM, CS, KP, IO, AY, BQ	<b>Need: Communication (expressive)</b> AA, DC, NC, AC, AM, CS, KP, IO, AY, BQ	<b>Need: Executive Functioning</b> AA, DC, NC, AC, AM, CS, KP, IO, DG, AY, CV, BQ	<b>Need: Gross/Fine Motor</b> AA, DC, NC, AC, AM, CS, IO, DG, AY, CV, BQ	<b>Need: Self Regulation of Learning</b> AA, DC, AC, CS, KP, IO, DG, KM, BQ	
Team Goals					
<b>Some big questions and/or goals that we have for this class:</b> <ul style="list-style-type: none"><li>How can we help this group of students become a part of, be responsible in and contribute to, make a difference in a community outside of their home?</li><li>How can our community honour the many diverse and unique abilities, while also meet the needs of the community, each other, and themselves?</li><li>How do help students be aware of who they are and what they need and how that is different (and okay) than others? (identity and advocacy)?</li></ul>					
Team Reflections & Decisions					
<b>What works well for this class?</b> <ul style="list-style-type: none"><li>Food, fresh air, and fun</li><li>Movement, voice &amp; choice, goal setting, involving them in problem solving as a community</li></ul>			<b>What else can we do to reduce barriers for this class?</b> <ul style="list-style-type: none"><li>Classroom Support Plan, co-planning an inclusive curricular unit</li></ul>		



Class Review for: Grade 2		School: BG Elementary		Date: Fall 2022	
We can plan for our students by getting to know their dimensions:					
<b>Identities</b> Culture/Race: Indo-Canadian, Mexican, Marshallese, Caucasian Disability: Autism, Intellectual Disability Language: Mixtec, Punjabi, English, Spanish SOGI: 10B /10G Family: only children, large families, adopted, immigrant families		<b>Interests</b> Art, hands on activities, outdoor time, listen to stories, free choice, centre time, performances, builders, Lego, crafting, drawing, want to be at school, athletes, artists, outdoorsy		<b>Strengths</b> Students are lively, fun, never bored, they like and support each other, are kind, creative, drawing, working together, supporting and helping each other, encourage each other, love learning, flexible, persuasive, a group that is very independent, persevere, kind, work hard, coping - showing a lot growth	
Based on student dimensions we can ask questions and set some goals:					
<b>Some questions we have about this class:</b> <ul style="list-style-type: none"><li>- How do we address a large academic spread?</li><li>- How do we support a range of readers?</li><li>- How do we manage challenging behaviours?</li></ul>			<b>Some goals we have for this class:</b> <ul style="list-style-type: none"><li>- Improve listening skills, develop social skills, using words to solve their problems, develop reading/writing skills, teach them to regulate their behaviour</li></ul>		
We can respond to student dimensions by targeting specific core competencies					
<b>Strength areas:</b> Social Awareness & Responsibility Creative Thinking			<b>Stretch areas:</b> Problem Solving Communication		
We can respond to student dimensions by reducing and eliminating barriers for everyone:					
<b>What have we tried that is working:</b> Having a clear schedule of the day, ready/do/done, organization strategies (book bins for the week), math manipulatives, individual, white boards, check in mornings			<b>What do we still want to try:</b> <ul style="list-style-type: none"><li>- Adjusting the classroom layout to include some calm down spaces, allow students to take breaks when needed</li><li>- Create an inclusive curricular unit plan</li></ul>		
We can respond to student dimensions by determining and prioritizing individual needs:					
<b>Need: Executive Functioning (task initiation, sequencing)</b> AM, <u>AB</u> , EB, AR, JR, PS, LT, <u>CT</u>	<b>Need: Communication (Expressive) *</b> <u>CT</u> , EB, AR	<b>Need: Self Regulation (Emotional) *</b> AA, <u>AB</u> , EB, HB, AR, PS, LT, <u>CT</u>	<b>Need: Anxiety*</b> PS, LT, <u>CT</u> , EW, MJ, FT, IO	<b>Need: Social Skills (Problem Solving) *</b> <u>AB</u> , EB, HB, AR, PS, <u>CT</u> , EW, MJ	
* Also an IEP Need Area					

Class Review for: Ms. Hinz Grade 8: CREW, Humanities & Science		School: Nechako Valley Secondary School		Date: October 17, 2023	
We can plan for our students by getting to know their dimensions:					
<b>Identities</b> <b>Culture/Race:</b> Canadian, Indigenous, American, Philippines <b>Disability:</b> Autism, ADHD Intellectual Disability, Behavioral, Learning Disability <b>Language:</b> English, French, Filipino <b>SOGI:</b> 12 identify as F, 16 identify as M <b>Family:</b> Rural families, large families, x generation families, mixed and blended families, international families, farming and forestry families		<b>Interests</b> Outdoors, dirt biking, hunting, horses, art, music, reading, football, hockey, volleyball, soccer, ruby, painting, cooking, computers, gaming, movies, band, agriculture, farming,		<b>Strengths</b> Kind hearted, help take care of class pet Gizmo, love hands on activities, athletic, competitive, artistic, inquiry learning, asking questions , open to learning different perspectives, love being outside, helping others	
<b>Stretches</b> Listening when others are speaking, self-regulation, coming to class prepared, transitions, following directions,, writing, decision making, taking risks , dealing with anxiety, being quiet when asked .					
Based on student dimensions we can ask questions and set some goals:					
<b>Some questions we have about this class:</b> <ul style="list-style-type: none"><li>How can we create a learning environment to meet everyone's needs and goals</li><li>How can we learn self regulation and ways to deal with anxiety and stress</li><li>How can we incorporate more hands on learning and inquiry based learning given time and resource restraints</li><li>How can we incorporate more of the Indigenous principals of learning</li></ul>			<b>Some goals we have for this class:</b> <ul style="list-style-type: none"><li>To be open to try new things</li><li>To build self confidence and self esteem</li><li>To learn that its ok to make mistakes and try again</li></ul>		
We can respond to student dimensions by reducing and eliminating barriers for everyone:					
<b>What have we tried that is working:</b> <ul style="list-style-type: none"><li>Student choice</li><li>Games and visuals to help learning</li><li>Outdoor land based learning</li><li>Reward system for positive behavior</li><li>Creating a safe and inclusive classroom environment where all learners are welcomed</li></ul>			<b>What do we still want to try:</b> <ul style="list-style-type: none"><li>Incorporating more SEL strategies in the classroom to help support all learners</li><li>Build a more needs based classroom to help support all learners</li><li>Teach self regulation skills and strategies</li><li>Finding ways to build self esteem and self confidence</li></ul>		
We can respond to student dimensions by determining and prioritizing individual needs: (This is based on Student IEPs, observations made by Ms. Hinz (Class teacher) and help from Ms. Wall (Class EA))					
<b>Need: Organization</b> Everyone	<b>Need: Social Skills</b> LB, HS, WS, CA, , JM	<b>Need: Transitions</b> LB, HS, WS, CA,JM, everyone	<b>Need: Language and Reading</b> LB, HS, WS, CA,JM	<b>Need: SEL and Self regulation</b> LB, HS,WS,CA,JM, Everyone	
* Also an IEP Need Area					



You try:

- If you are a support teacher: What would be on your menu? What can you offer classrooms teachers based on your areas of expertise, strengths, and interests?
- If you are a classroom teacher: What would you like to be on the menu that could help you to support your student in inclusive and responsive ways?

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

# Homework

- Finish creating a class review for a target class including completing a needs-based reflection
- Choose one priority needs-based area and determine some possible supports and strategies that could help students manage that need



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

## CURRICULUM & ASSESSMENT DESIGN

Student choice of challenge  
Adjustable Curriculum

# Students

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

Student choice of evidence  
Adjustable Assessment

## NEEDS BASED DESIGN

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

Adjustable Supports & Strategies  
Student choice of tools and actions

## INSTRUCTIONAL DESIGN

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

*Shelley*  
**MOORE** PH.D.

2023



What is one useful idea?

What is one thing you want to try?

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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THANK YOU!

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