

# Shelley MOORE PH.D.



@tweetsomemoore



@fivemooreminutes



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[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**?



WHAT DOES

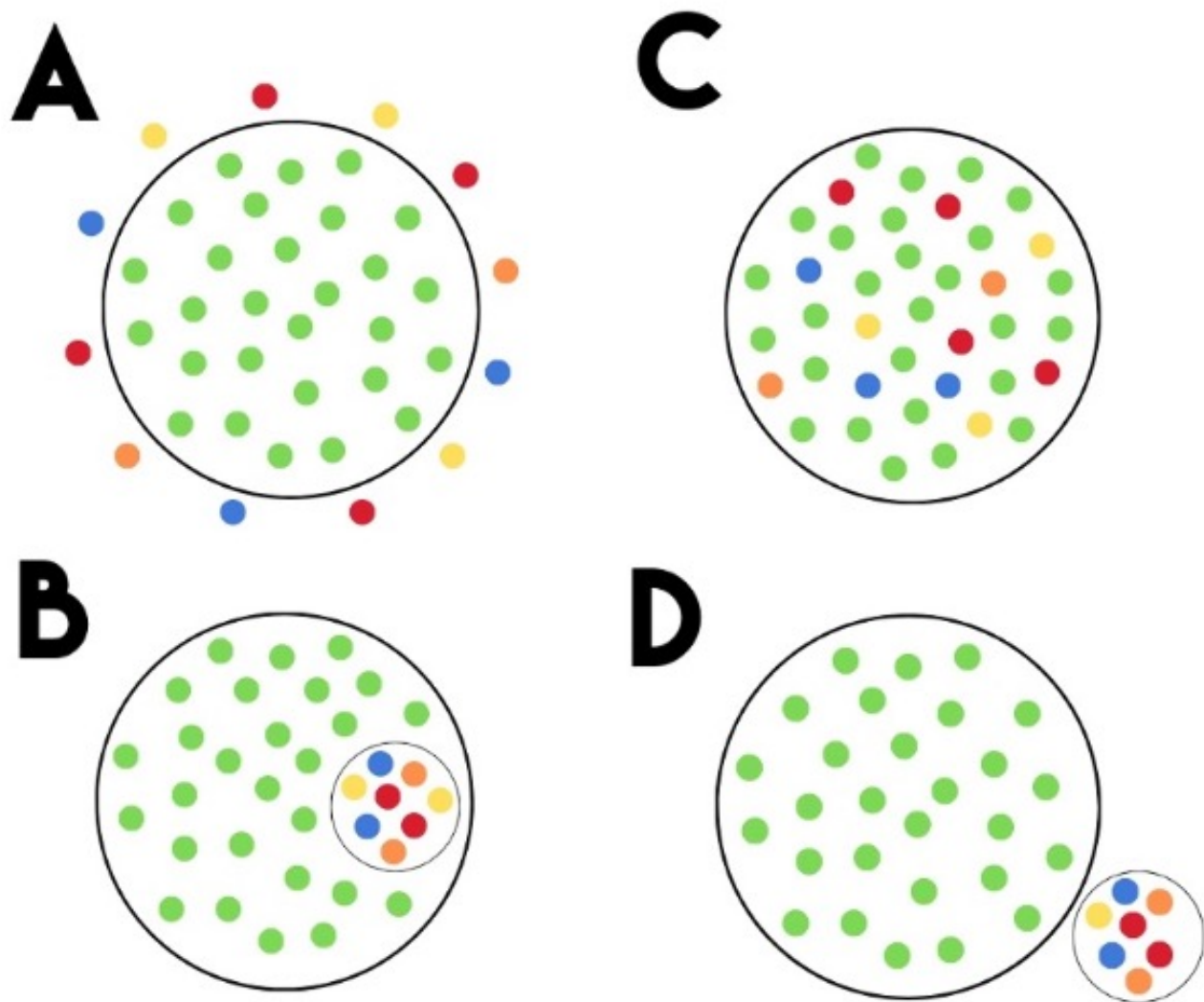
*inclusion*

MEAN?

LOOK LIKE?



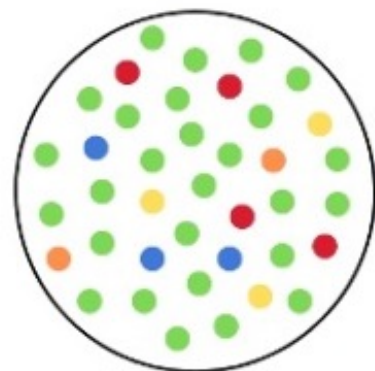
# WHAT IS *Inclusion*?



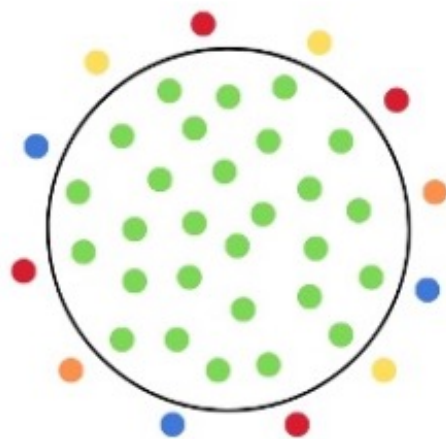
**exclusion**  
**integration**  
*inclusion*  
**congregation**  
**segregation**



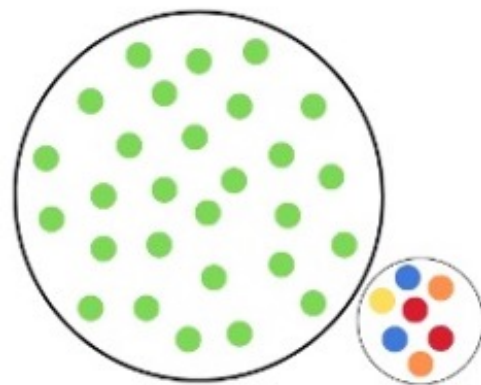
# WHAT IS *inclusion*?



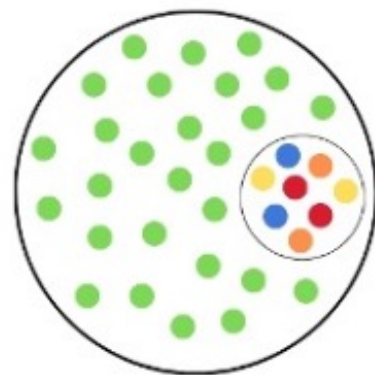
inclusion



exclusion

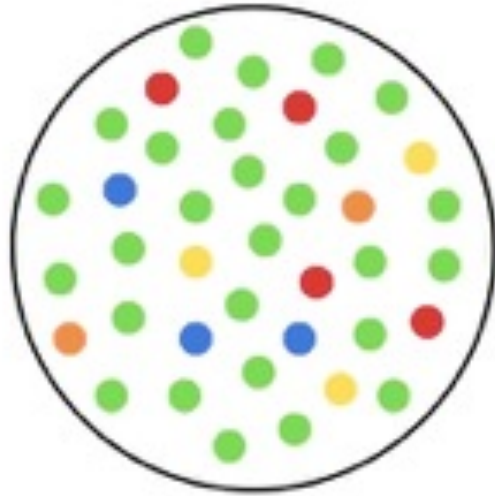


segregation

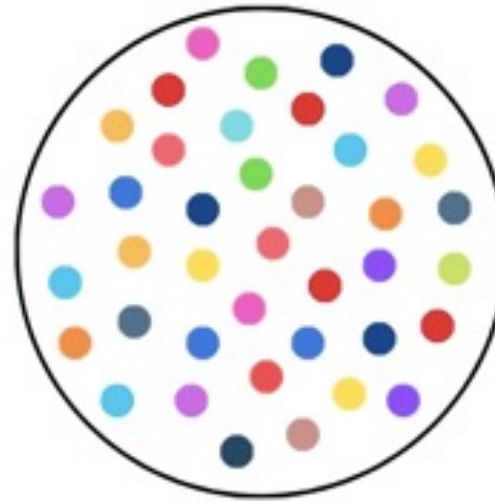
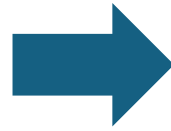


integration

# WHAT IS *inclusion* ?

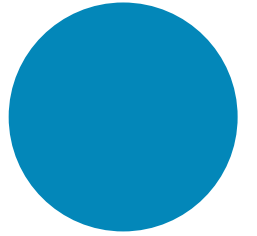


How do we  
*include* people  
with disabilities?



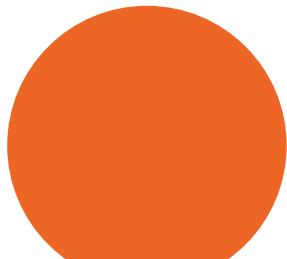
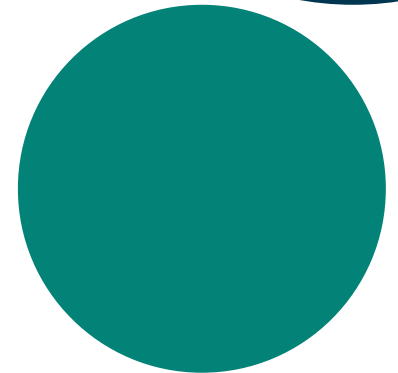
How do we teach  
to *diversity*?

# How do we “do” inclusion?



**do we shift our thinking?**

**do we shift our practice?**





# Reducing Barriers



## Supporting Needs



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

–Alexander den Heijer



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



All plants  
need light



All plants  
need moisture

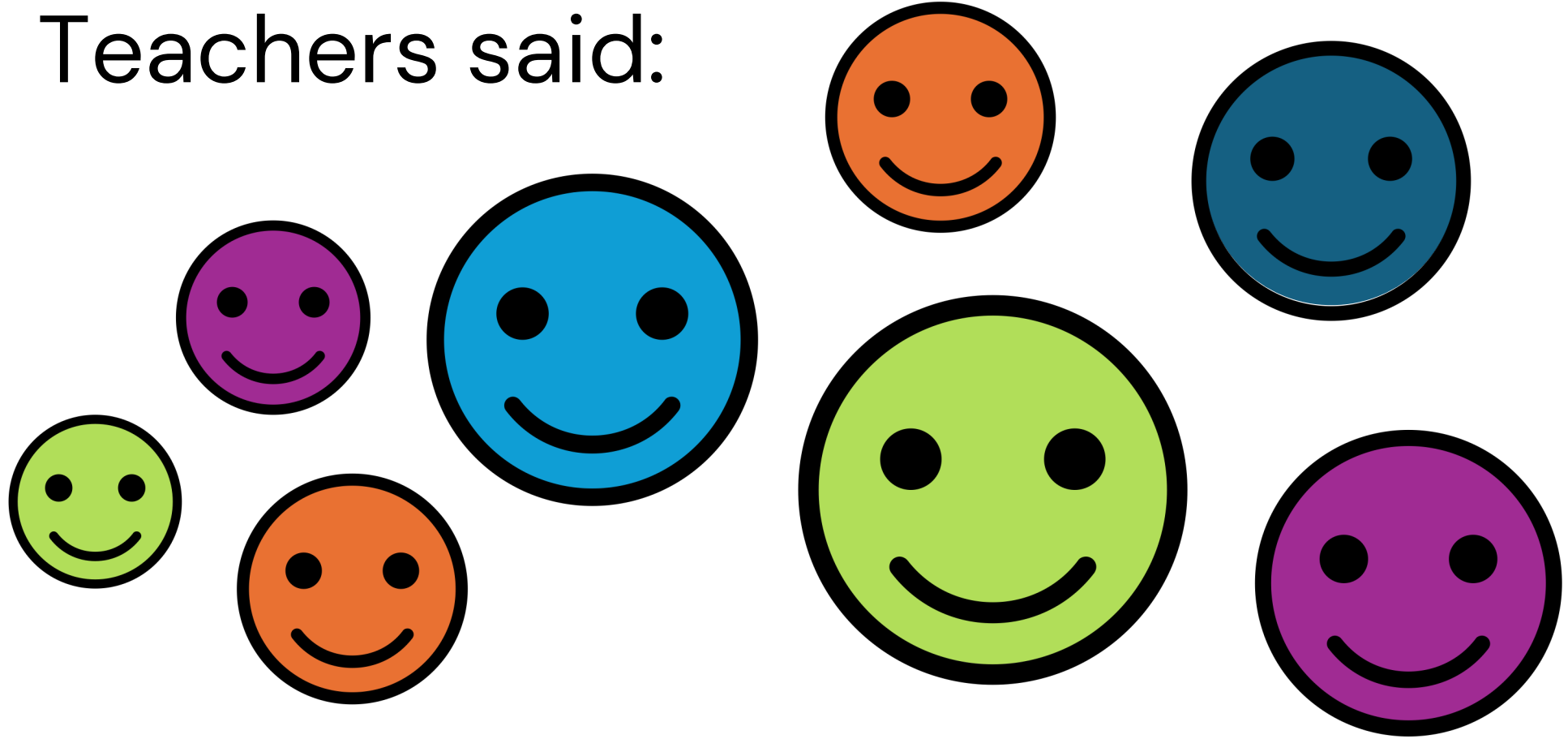


All plants  
need space



**BUT WAIT...**

Teachers said:



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

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





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



All plants  
need light



All plants  
need moisture



All plants  
need space

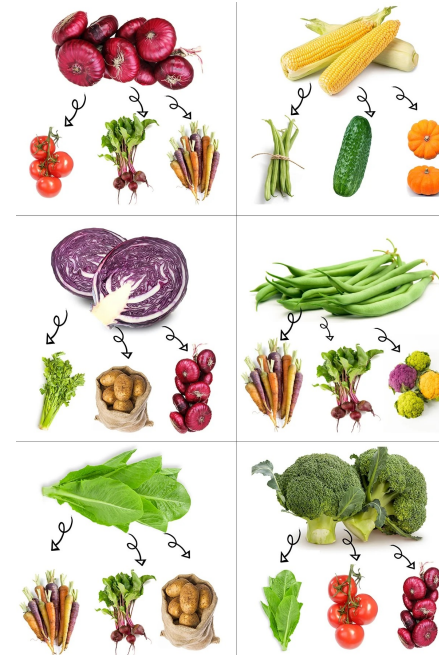


NEXT! Determine the needs of individuals and anticipate the supports & strategies that they will require in **universal** ways

PERIODIC TABLE OF  
PLANT NUTRIENTS

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

Source: Greenandvibrant.com



Some plants need  
added nutrients

Some plants need  
companions

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



A few plants may need very specific temperatures and humidity levels

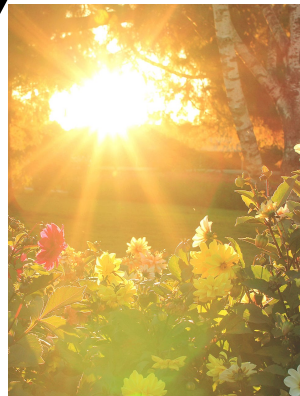
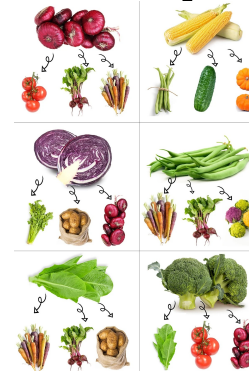
# MULTIPLE LAYERS OF SUPPORT



PERIODIC TABLE OF PLANT NUTRIENTS

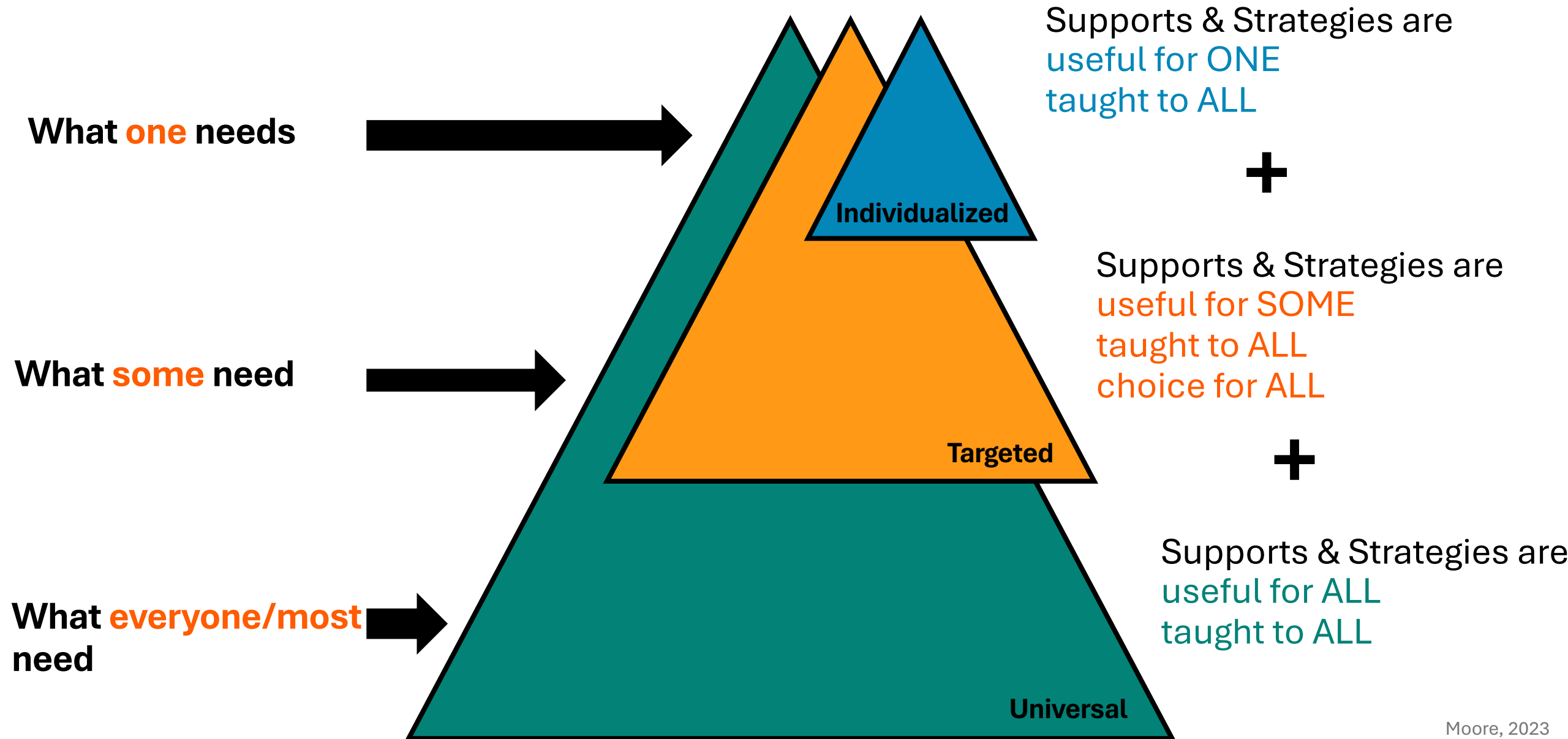
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Micronutrients					

Source: Greenandvibrant.com





# Multiple Layers of Needs Based Support



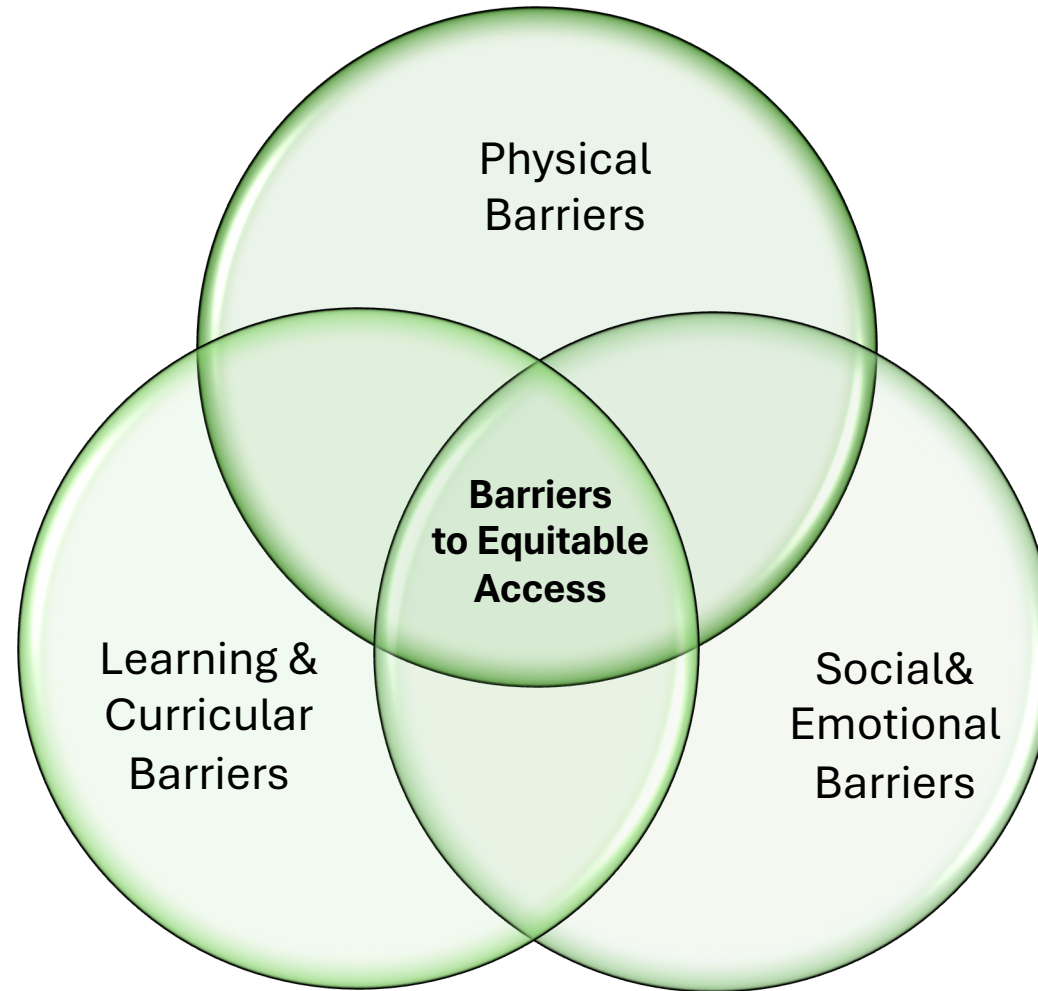


How do we *plan*  
for the disabilities *needs*  
of students?

# First, we reduce barriers

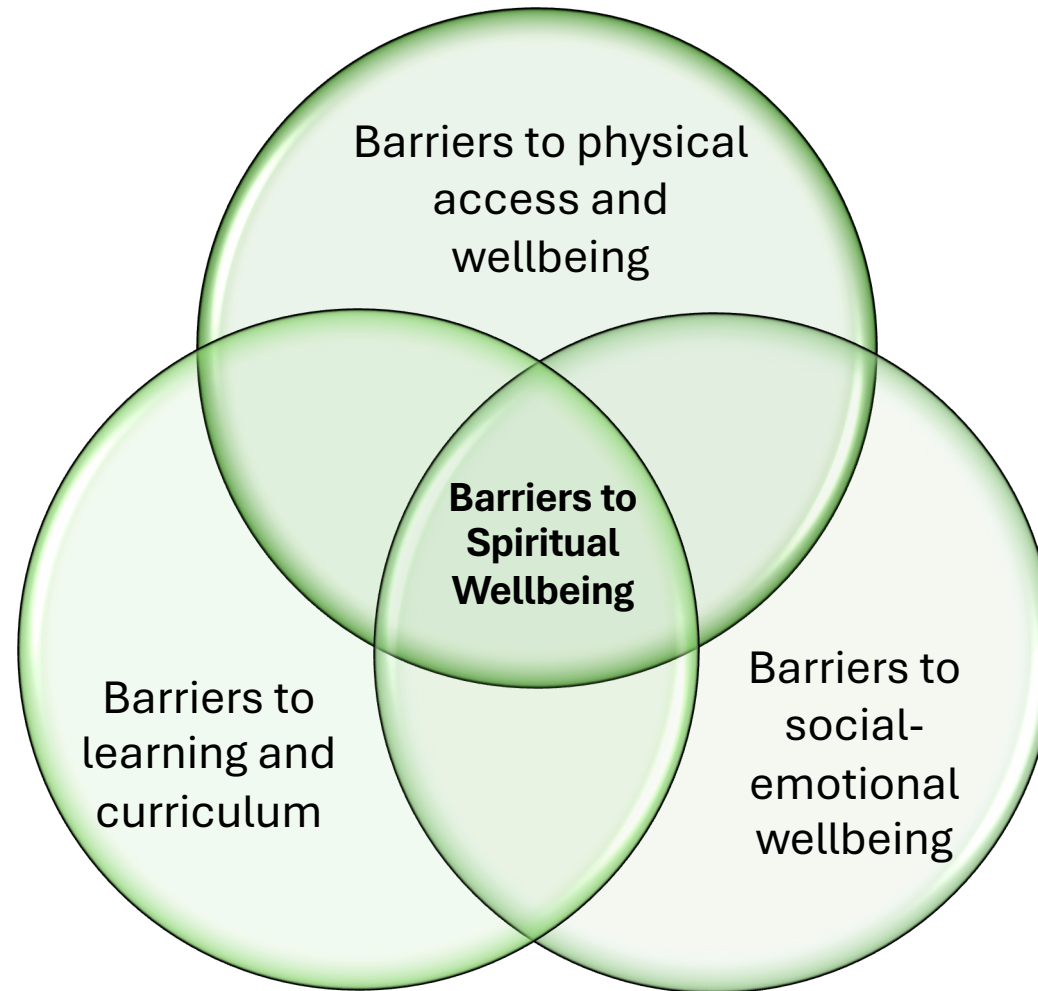


# Adding Ramps to Learning

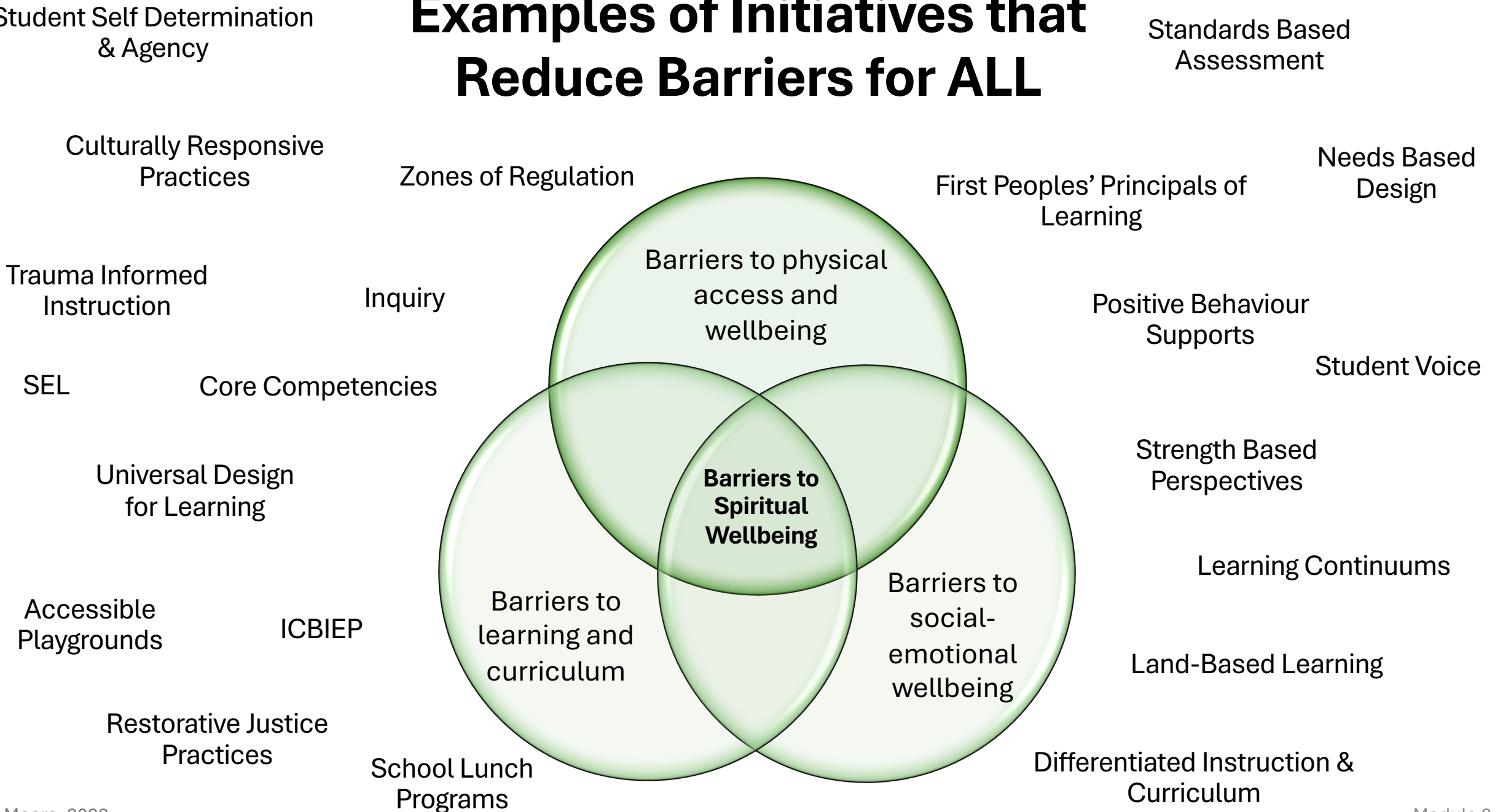




# Adding Ramps to Learning



# Examples of Initiatives that Reduce Barriers for ALL

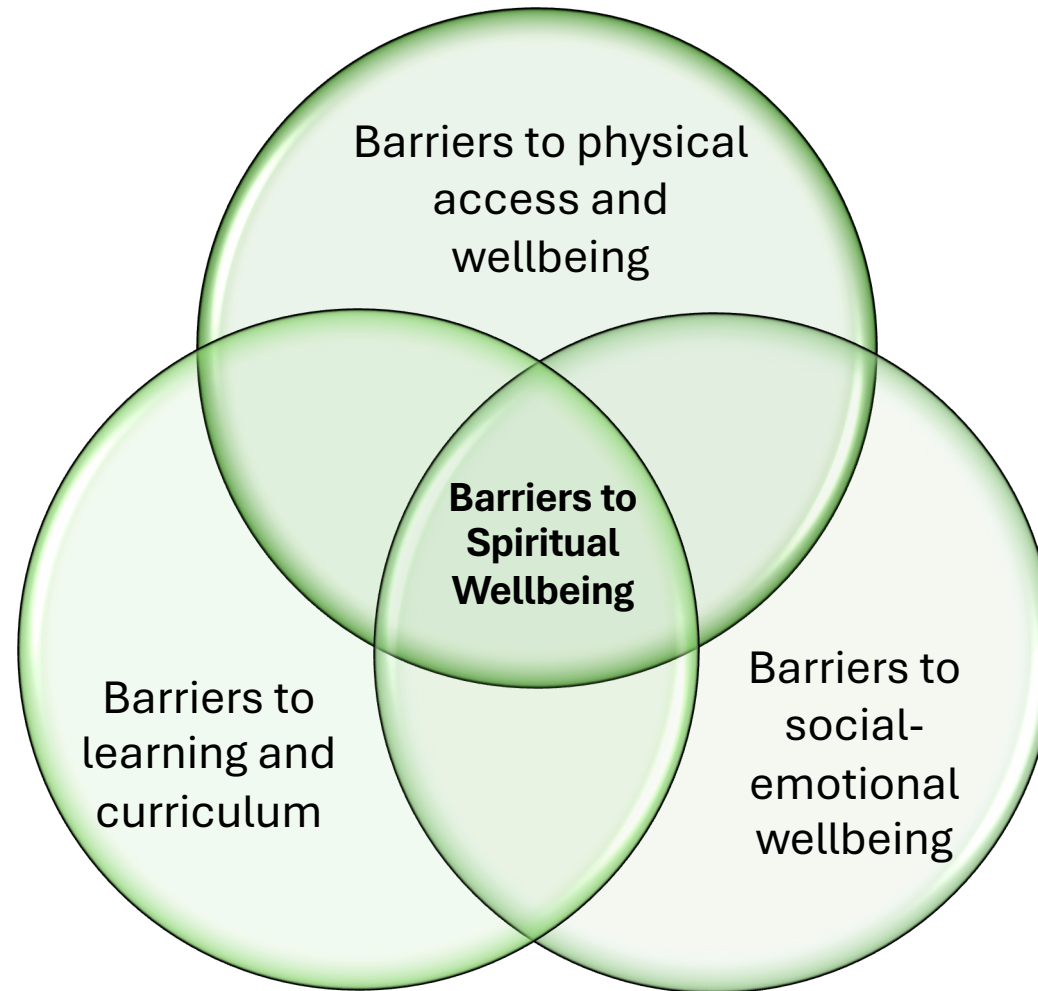


# Then, we look at needs



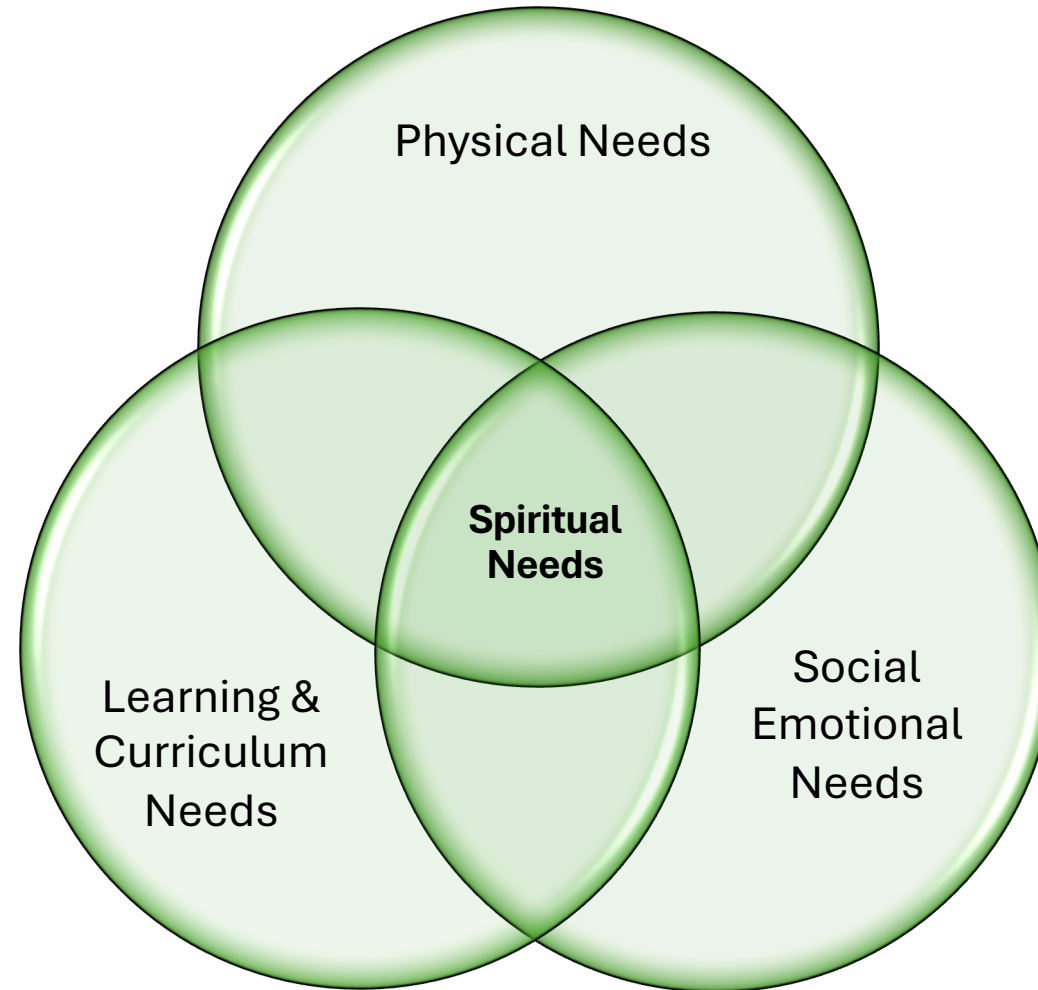


# Increasing Inclusive & Equitable Access by Designing for Individual Needs



# 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**
- **Spiritual**
- **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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4. Record needs for students in class who do not have IEP or LSP
5. Look for clusters of need and reflect on community impact
6. Determine priority classroom needs to develop Classroom Support Plan



Areas of Need Choices (EC, HN) Life Skills (KD, IN) Resource (JC)	Students who have this need  (underline students who have 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		



Inclusive Lesson Task Scaffolding Strategy

Start  
Here

Go as far as you can in the time allotted

Goal: Connected to a grade level learning standard		
Task: What evidence of learning is being created		Time: Allotted work time
Title	Description	Purpose
I <b>NEED</b> to...	- Everyone starts together, describes what students need to do to get ready for the task, this is the most accessible part of the task, no/low barriers, an interesting hook or provocation, collaborative, 5-10 min	- Builds confidence and success early, the most accessible entry point to make sure everyone can participate in some way, builds/ activates prior knowledge
I <b>MUST</b> ...	- Ensure the “must” part of the task has been modelled and taught to all during the mini lesson stage, this is the most important part of the task, all students show evidence of learning in class/school, this is not homework, the activity can end when all students get here, if not all students get here at the end of the allotted time, another lesson is needed, draw on UDL strategies to make sure students can express their learning in many ways	- Ensures students are showing evidence of learning in class at the essential level of a grade level goal, maintains high expectations for all students, reduces gaps in knowledge, positive impact on future learning opportunities
I <b>CAN</b> ...	- A more complex step in the same task, this step does not need to be modelled to all, but can be taught to students as they get here, this step can connect to information that will be taught in the future, can be assigned as optional homework, once students get here, this step can also be used as small group/ explicit instruction/conferencing opportunities, or additional options for students to choose (WIN time, supporting others, assigned centers/stations)	- Allows students to go beyond the essential without waiting, allows explicit teaching without students missing grade level instructional opportunities, allows flexibility for students to take breaks, receive explicit instruction and skill building opportunities, gives students agency and builds self regulation of learning skills, builds ownership and increases engagement, does not punish students for not doing or not being able to do homework
I <b>COULD</b> ...		
I can <b>TRY</b> to...	- Make this step challenging enough so that it cannot be completed in the time allowed, extended beyond the goal, an extension of the task that is completed over time	

**Guiding Question:** How can I use a **model** to help me understand that some **matter** is made up of **particles** that are too small to see?

**Learning Goal:** I know that **matter** can be **broken apart** into tiny **particles** that are too small to see

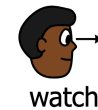
**Task:** Observe a science demonstration

Everyone starts together

Go as far as you can!

**I NEED to:**

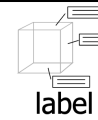
- Watch the **science demonstration**
- Create a **diagram** that shows the **science demonstration** that you watched



watch

**I MUST:**

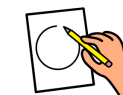
- Label your **diagram** with vocabulary **words**



label

**I CAN:**

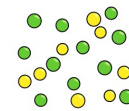
- For each state of **matter**, draw the **tiny particles** that are **too small to see**



draw

**I COULD:**

- Show on your drawing, how the **tiny particles** move



**I can TRY to:**

- Using words and drawings, show what made the **break down the tiny particles**



Goal: We can reflect on, identify, and respond to the diverse needs of our students

Task: Classroom Needs Based Reflection

Time: 15 min

I <b>NEED</b> to...	• Think about and connect with at least one person who knows or has worked with the students you will have this year		
I <b>MUST</b> ...	• Talk about and/or record what supports or strategies could be implemented in the class to reduce the barriers (the stairs)		
I <b>CAN</b> ...	• Download the Needs Based Reflection from <a href="http://www.blogsomemoore.com">www.blogsomemoore.com</a> and reflect on what needs your students have/may have (based on what you so so far in the year)		
I <b>COULD</b> ...	• Prioritize 2-3 needs based areas to target and think about who you can connect to who can help you brainstorm some supports or strategies that could be implemented in the class to reduce the barriers (the stairs)	• Make a plan with your school team to strategize how you will implement a school wide needs based reflection and make a school needs based profile that prioritizes 2-3 needs for the whole school community	• Have some W.I.N time (What I need) – make a phone call, check your email, look at the resources on the dashboard, ask a question, connect with someone that you haven’t yet been able to today, stretch, rest, work on something you need to get done for tomorrow)
I can <b>TRY</b> to...	• Do some research to learn more about some needs based areas that I am unfamiliar with or don’t have as much experience navigating	• Determine what resources (people, time, funding) you can optimize and advocate for to support your needs based planning project	

Start Here

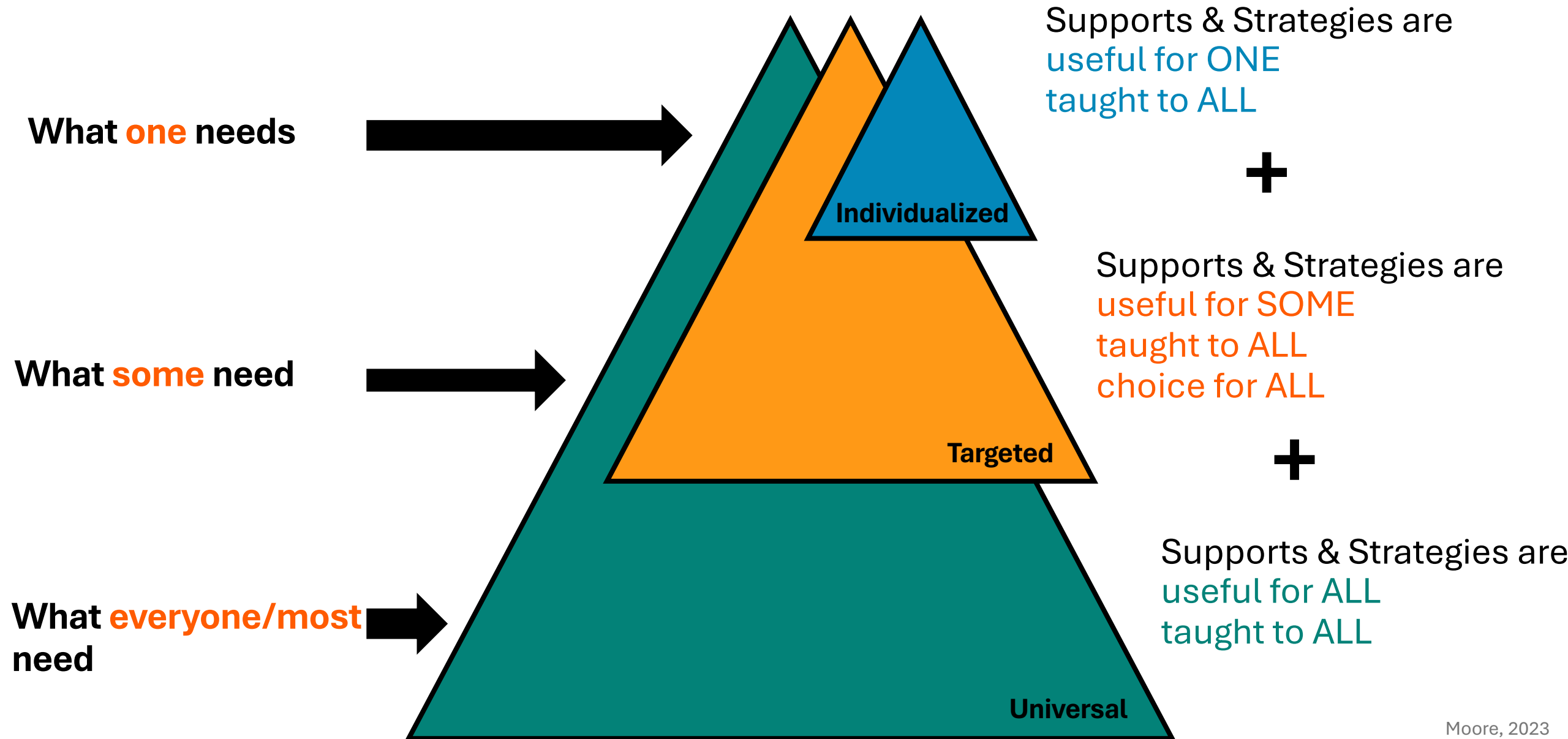
Go as far as you can in the time allotted



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:				

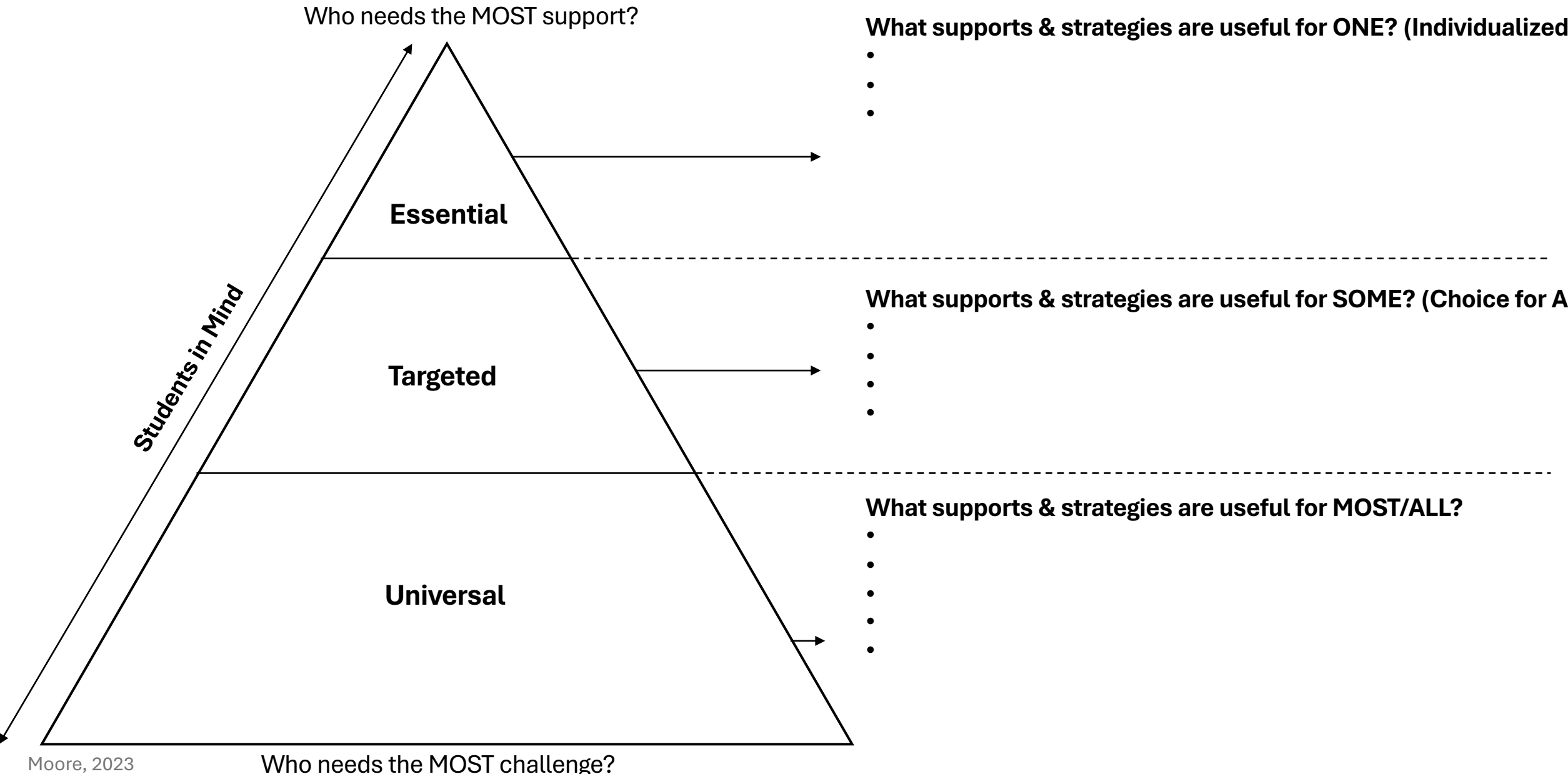
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Literacy	Title – Kori, Mica, Melissa		
Engagement/ Motivation	Sarah, Shelley, Jasmine, Kim		

# Multiple Layers of Needs Based Support



**Need:**

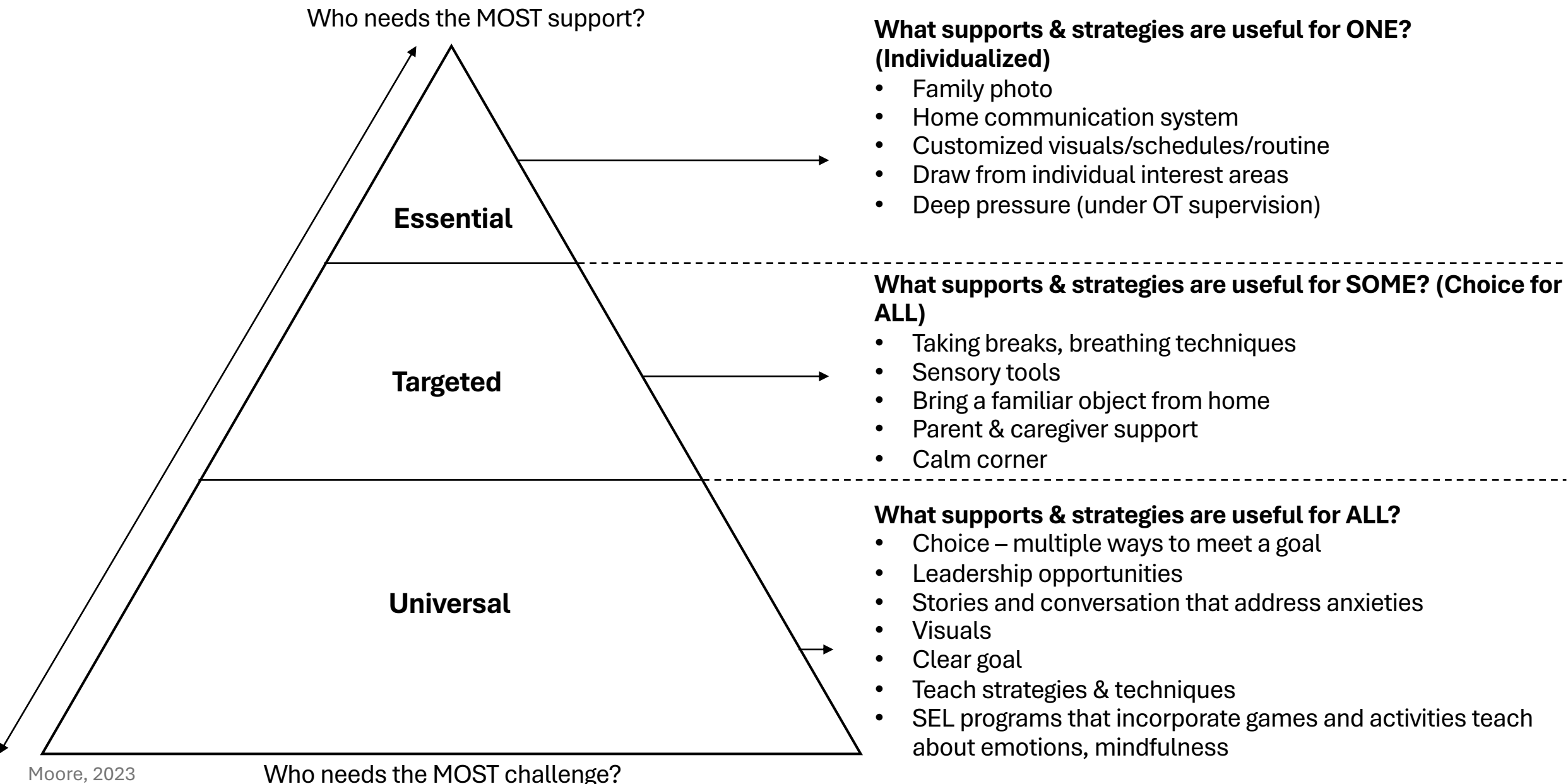
**Students in Mind:**



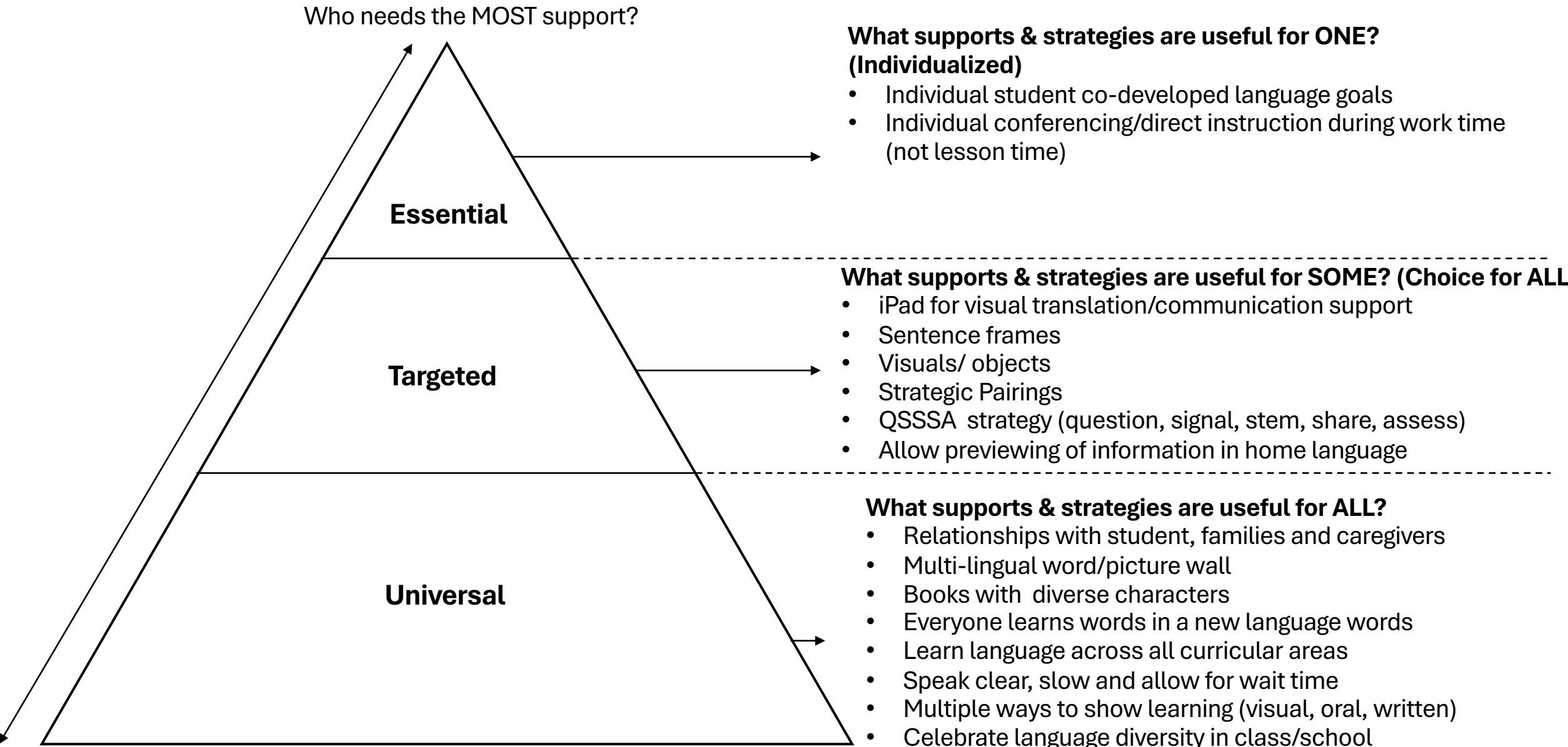
**Context: Grade 2**

**Need: Anxiety**

**Students in Mind: PS, LT, CT, EW, MJ, FT, IO**

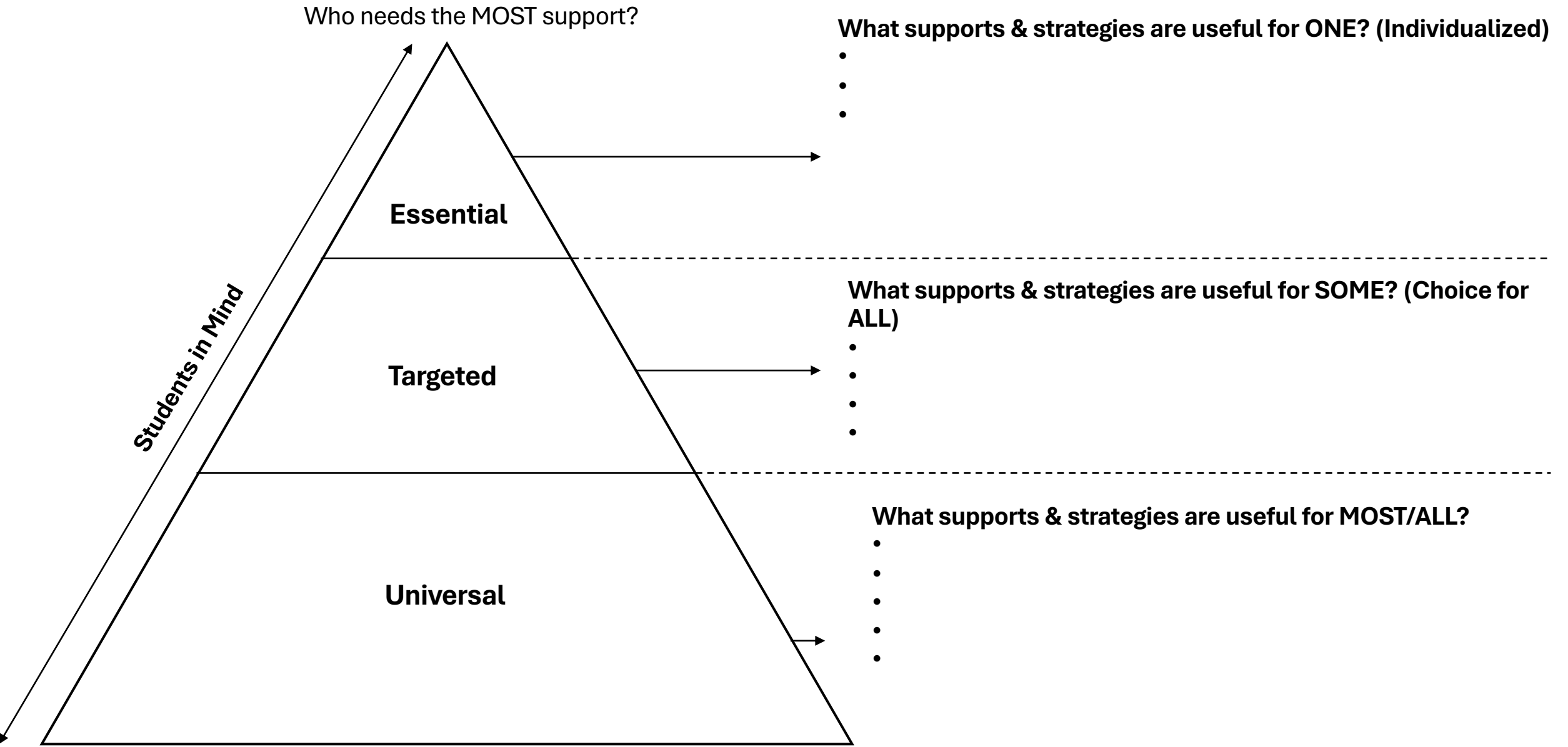






**Need:**

**Students in Mind:**



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Ontario Teachers' Federation

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Français

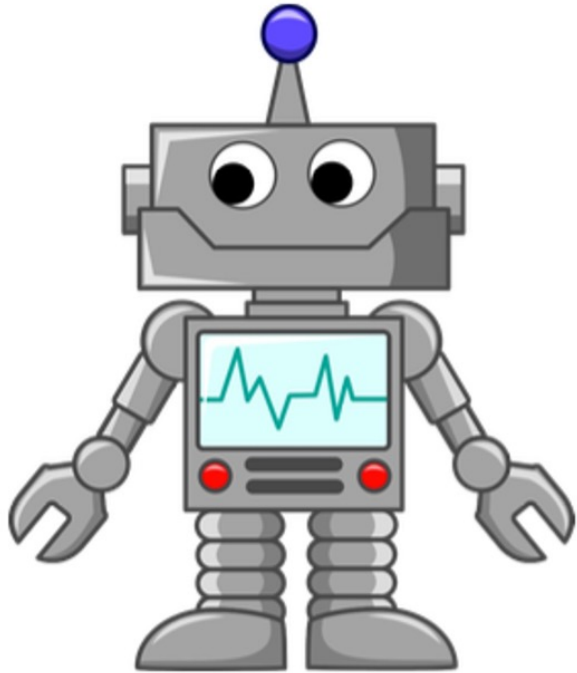
# Supports & Strategies

 		
<b>Teaching Strategies &amp; Resources</b> :≡ <b>Key Practices</b> :≡ <b>Glossary</b> <b>FAQs</b> <input type="text"/>		
Student Needs	IPRC Exceptionalities	Diagnosed Conditions ✕
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	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	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)

<https://www.teachspeced.ca>



# “AI” Assistant - Dale



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

Can you give me some tools and strategies to support **Grade 11 students**, to manage **anxiety needs**?

Can you give me some tools and strategies to support **Grade 5 students in Band and music class**, to manage **impulse needs** ?

And then ask yourself:

Is this a tool or strategy:

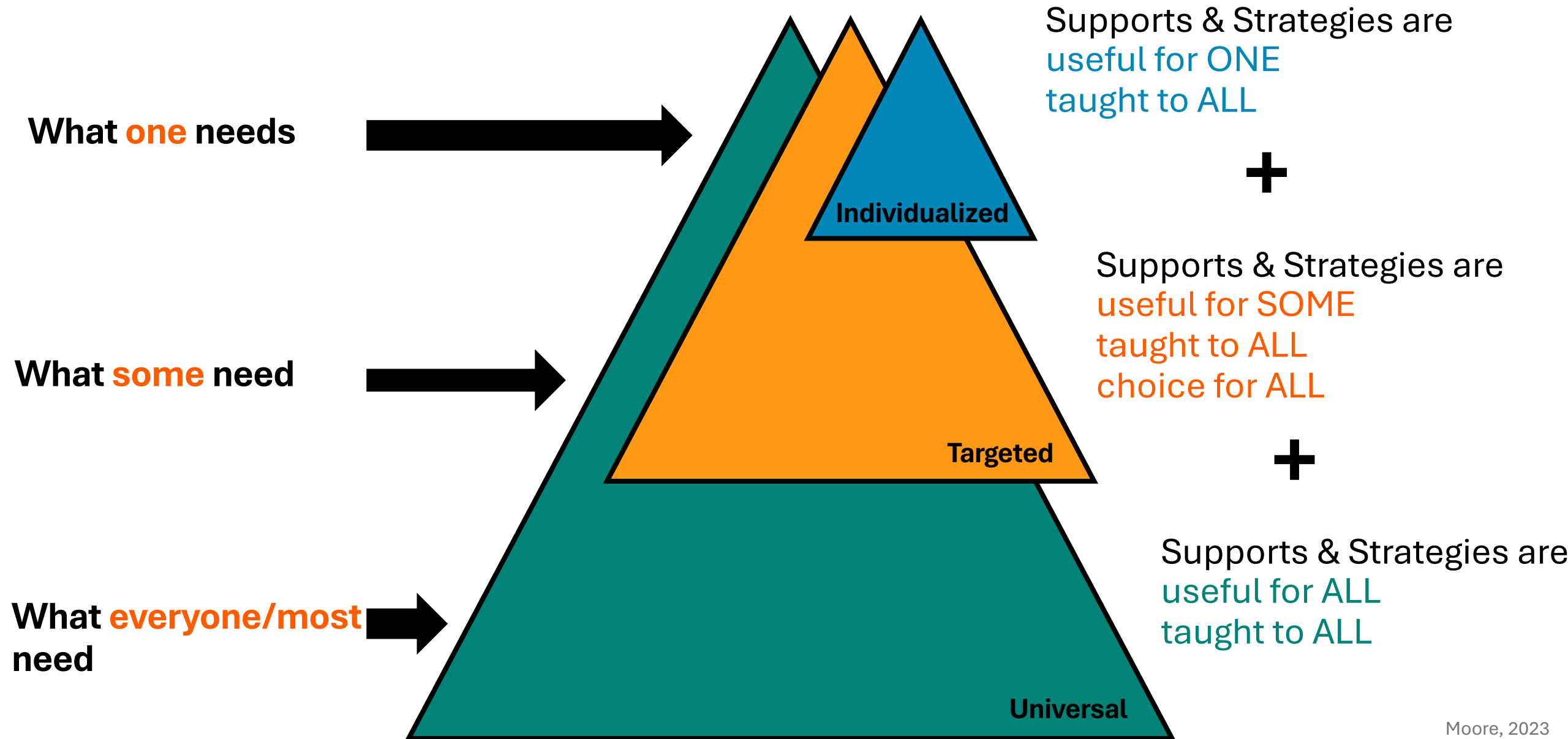
- **Universal:** **useful** for **everyone**
- **Targeted:** a **choice** for **everyone**
- **Individualized:** an **individualized strategy**?

Start Here

Go as far as you can in the time allotted

Goal: We can reflect on, identify, and respond to the diverse needs of our students				
Task: Classroom Needs Based Support Plan			Time: 15 min	
I <b>NEED</b> to...	<ul style="list-style-type: none"><li>• Prioritize 1-2 needs based areas to target this year</li></ul>			
I <b>MUST</b> ...	<ul style="list-style-type: none"><li>• Connect to who can help you brainstorm some supports or strategies that could be implemented in the class to reduce the barriers (the stairs)</li></ul>			
I <b>CAN</b> ...	<ul style="list-style-type: none"><li>• Download the Needs Based Classroom Support Plan from <a href="http://www.blogsomemoore.com">www.blogsomemoore.com</a></li><li>• Organize the supports and strategies into how they could be implemented (Universal/Targeted and/or individualized)</li></ul>			
I <b>COULD</b> ...	<ul style="list-style-type: none"><li>• Add to your Needs Based Classroom Support Plan by researching the targeted need (e.g., <a href="http://teachspeced.ca">teachspeced.ca</a>, AI etc.)</li></ul>	<ul style="list-style-type: none"><li>• Continue to plan with your school team to strategize how you will implement a school wide needs based reflection and support plan based on priority needs based areas for the whole school community</li></ul>	<ul style="list-style-type: none"><li>• Have some W.I.N time (What I need) – make a phone call, check your email, look at the resources on the dashboard, ask a question, connect with someone that you haven’t yet been able to today, stretch, rest, work on something you need to get done for tomorrow)</li></ul>	
	<ul style="list-style-type: none"><li>• Choose another needs based area to target and develop another Classroom Needs Based Support Plan</li></ul>	<ul style="list-style-type: none"><li>• Determine what resources (people, time, funding) you can optimize and advocate for to support your needs based planning project</li></ul>		

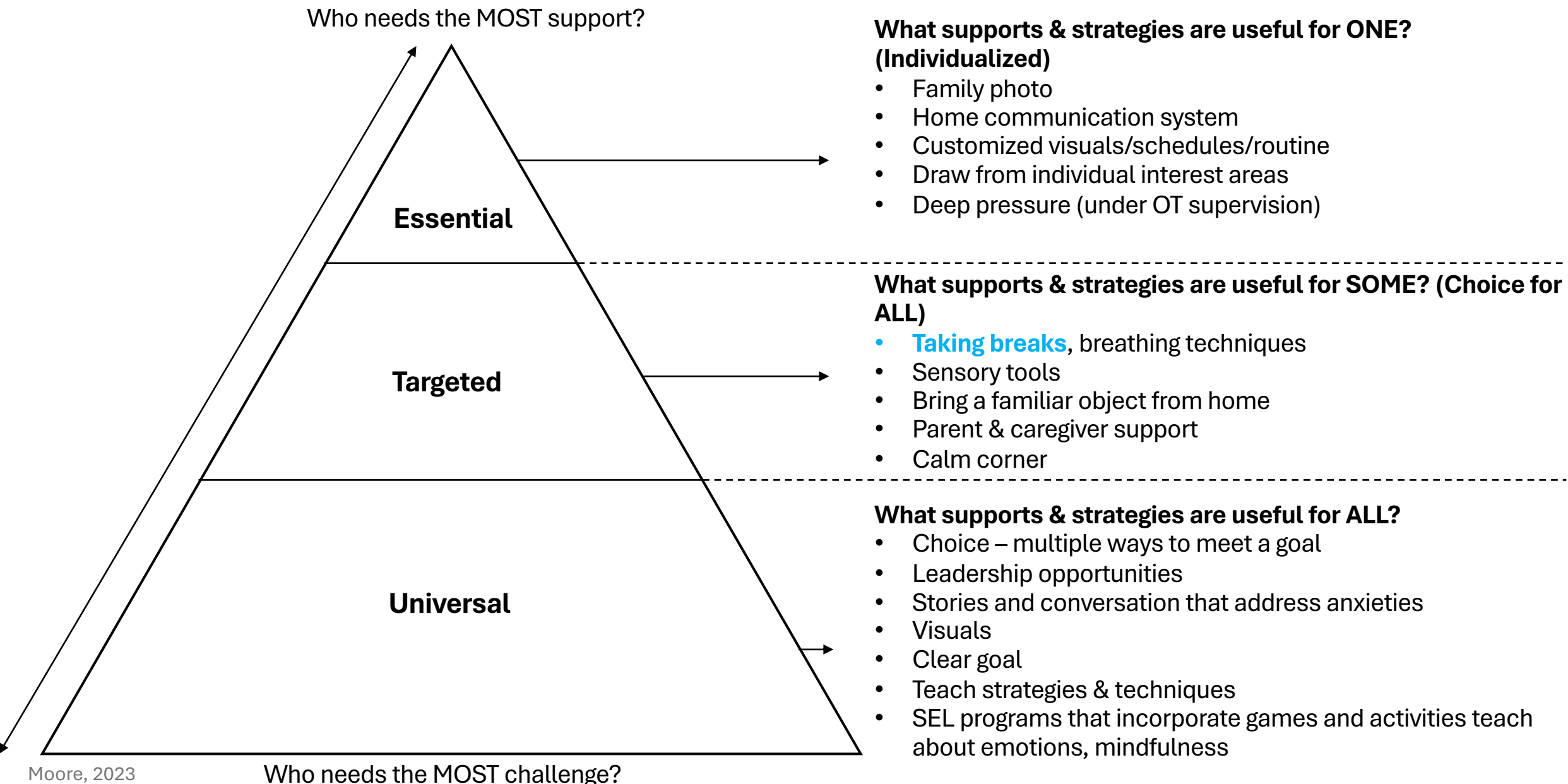
# Multiple Layers of Needs Based Support



**Context: Grade 2**

**Need: Anxiety**

**Students in Mind: PS, LT, CT, EW, MJ, FT, IO**





# Strategy:



# Strategy: taking a 2 min break

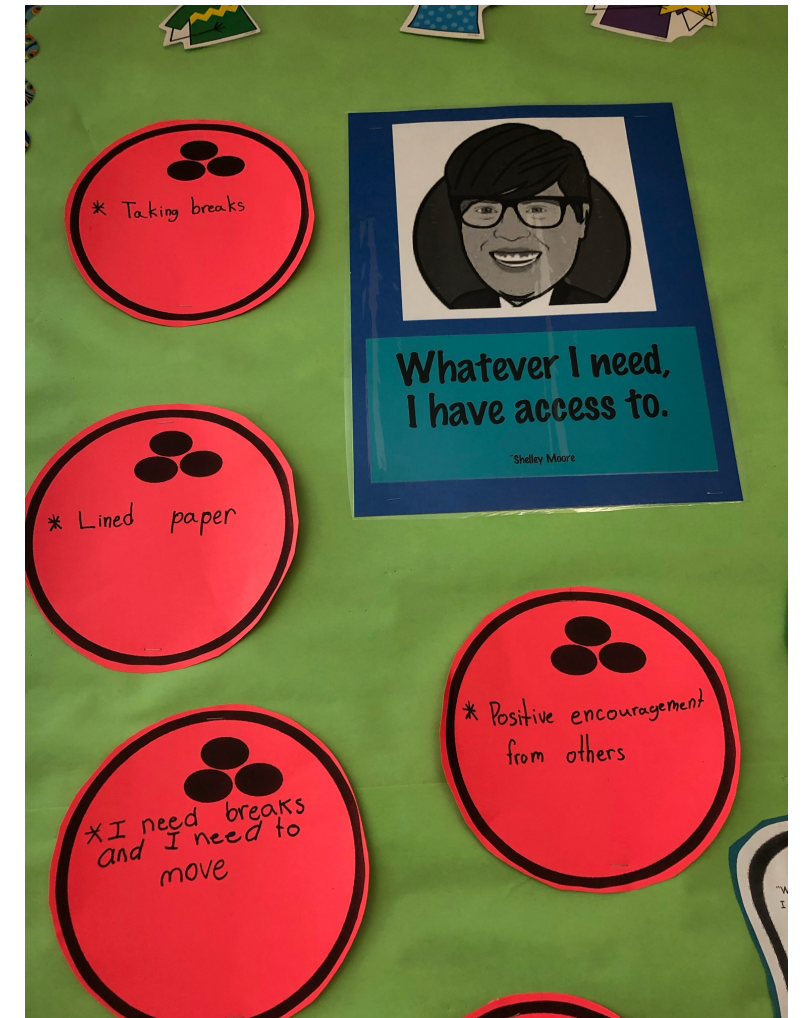
## Instruct

- 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

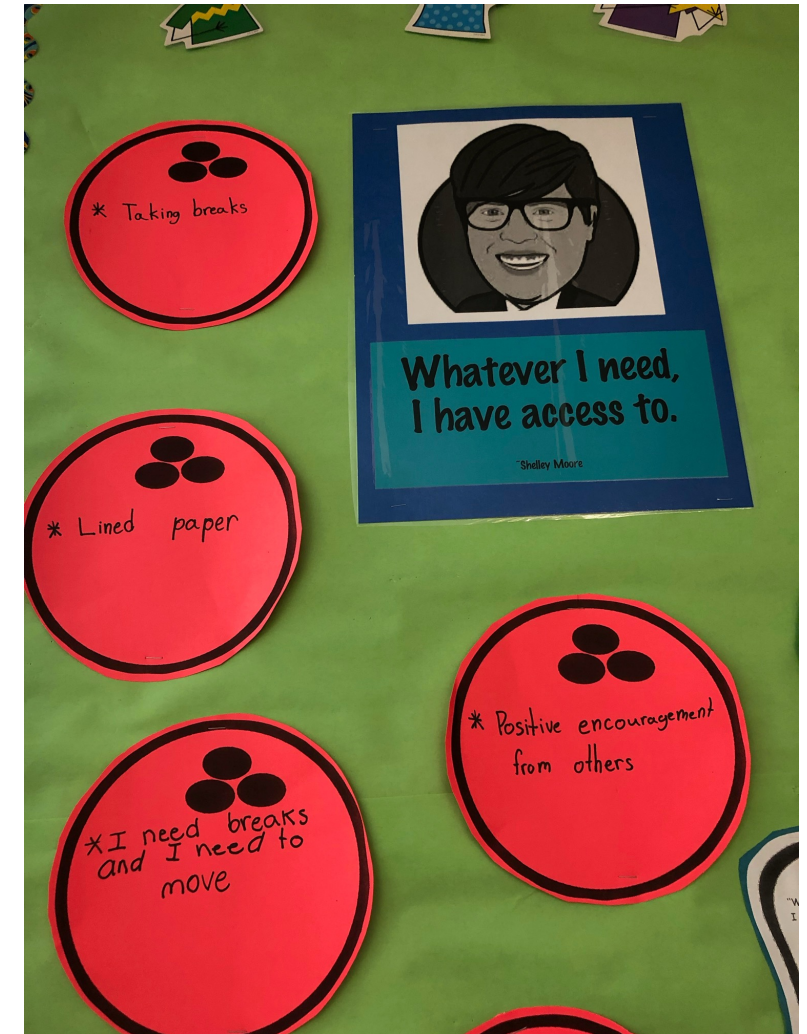
## Instruct

- 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

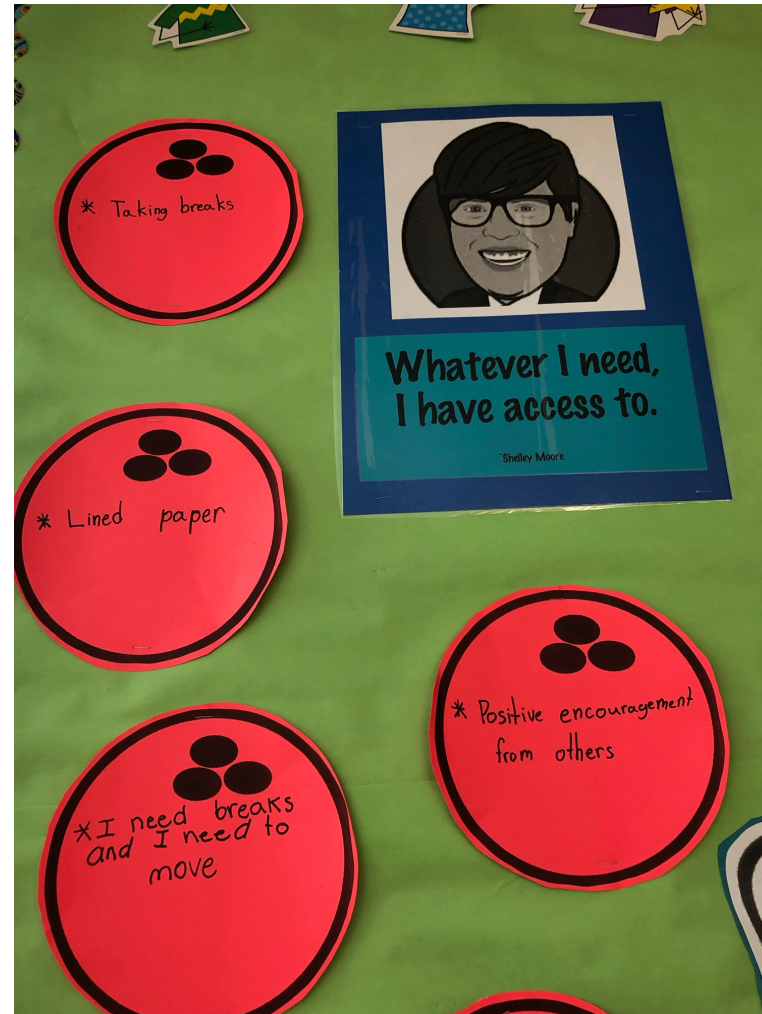
Hats

Vocabulary lists





# What strategies work for you?



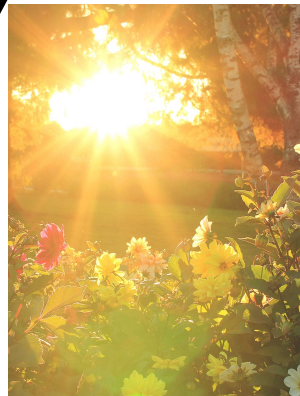
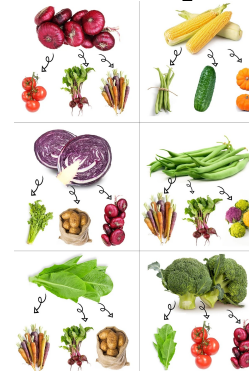
# MULTIPLE LAYERS OF SUPPORT



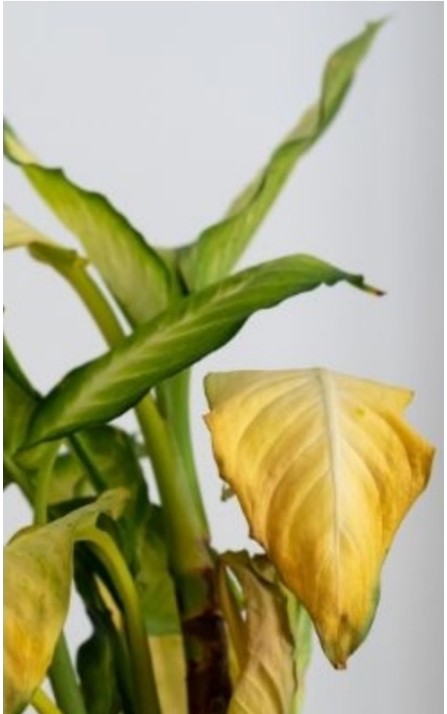
PERIODIC TABLE OF  
PLANT NUTRIENTS

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



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



Needs more  
light



Needs more  
moisture



Needs more  
space

The plant TELLS and SHOWS us what it needs



# The SEED PACKET



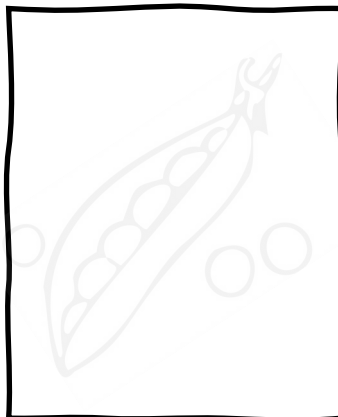


# My I.E.Pea Seed Packet

Growth Year: \_\_\_\_\_

Name: \_\_\_\_\_

Grade: \_\_\_\_\_



**Identities: I am...**

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

**Interests: I really like and/or what to learn more about:**

- \_\_\_\_\_
- \_\_\_\_\_

**Strengths: I am really good at and/or could teach others:**

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

**Goals: I want to grow in these areas:**

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

**Needs: I need this support in these areas to grow:**

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

**Supports: I need this in my garden to grow:**

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

**Barriers: This is what makes it hard for me to grow:**

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

Thank You For helping me GROW

Growth Year:

Name: Conor G.

Grade: 1

**Identities: I am...**

- Joyful, funny & dramatic!
- I am so loving!
- I use English, visual and ASL languages to communicate
- I am part of the DS community and have a strong inclusive school community
- My family enjoys some Caribbean traditions and food because that is where my mom grew up!

**Interests: I really like and/or what to learn more about:**

- Music, dancing, books, outdoor play, Disney princesses, water and water play, jumping, long hair, fruit, popcorn, ice cream

**Strengths: I am really good at and/or could teach others:**

- Visual, musical, following routines
- helping the teacher, receptive language, empathetic, motivated to please, reading
- I can help my classmates to understand that with the right supports in place, you are capable of anything. Even if others (or yourself) think that you can't

**Goals: I want to grow in these areas:**

1. Being aware of when I am/ am not safe
2. Communicating what I need and want
3. Social connections and interactions
4. Fine motor skills
5. Being independent

**Needs: I need this support in these areas to grow:**

- Communication
- Social Skills
- Physical
- Hearing
- Vision

**Supports: I need this in my garden to grow:**

- Being respected and included in all aspects of community, "first/then" language, lots of praise, time for transition with verbal and visual cues, lots of repetition, appropriate supports and strategies, patience, getting a specific job, silly and exciting language

**Barriers: This is what makes it hard for me to grow:**

- Negative or forceful comments, expectations without supports or strategies in place, bring rushed, taking behaviour personally, unclear directions, too many instructions at once, when people assume that I am not capable

Thank You For helping me GROW

**Student &  
Family/  
Community  
Voice**

Help us get to know: \_\_\_\_\_

Date: \_\_\_\_\_

Person connected to _____	Identities	Interests	Strengths	Stretches	Needs
Who are you and how do you know _____?	What words would you use to describe _____? What groups is _____ connected to in their community?	What is _____ interested in? What do they like to do on their own? With their friends? Family? Community?	What is _____ good at?  What can they teach others?	What is hard for _____?  What do you think _____ wants to get better at?	What does _____ need support with?  What is important for people to know about _____?
Person 1:					
Person 2:					
Person 3:					
Person 4:					

## Help us get to know Juni?

Date: Dec 2022

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

## Help us get to know Juni?

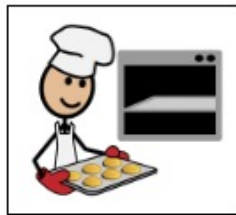
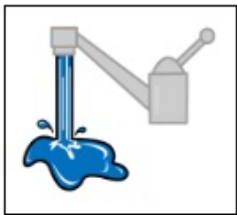
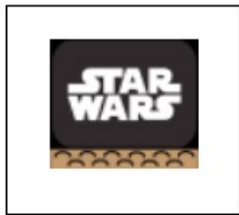
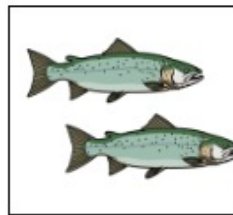
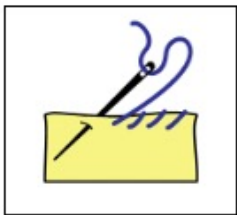
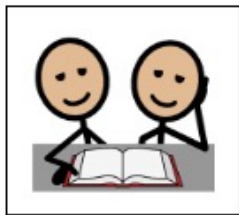
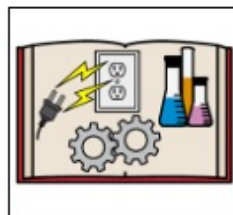
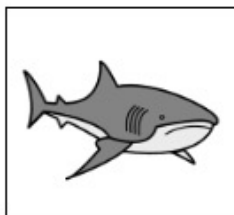
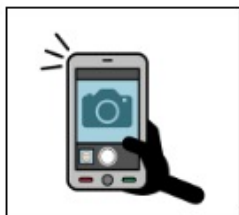
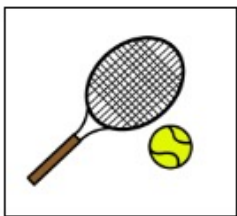
Date: Dec 2022

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





## Building my Student profile: What are my INTERESTS?



Growth Year: 2022

Name: Juniper

Grade: K

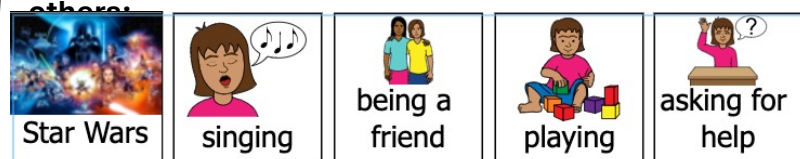
Identities: I am...



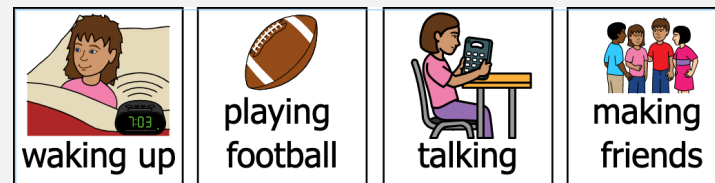
Interests: I really like and/or what to learn more



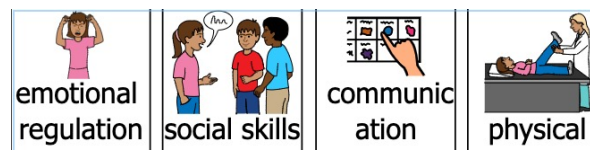
Strengths: I am really good at and/or could teach others



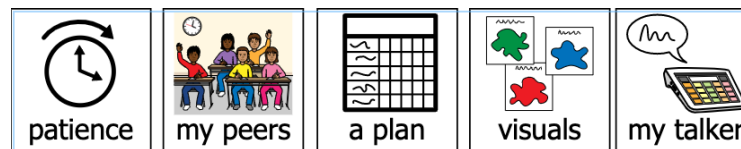
Goals: I want to grow in these areas:



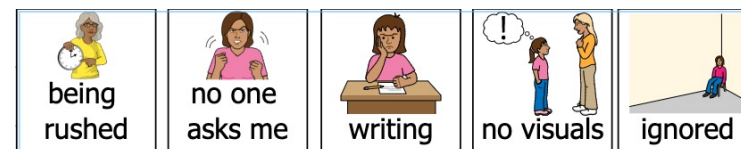
Needs: I need this support to grow:



Supports: I need this in my garden to grow:



Barriers: This is what makes it hard for me to grow:



Thank You For helping me GROW

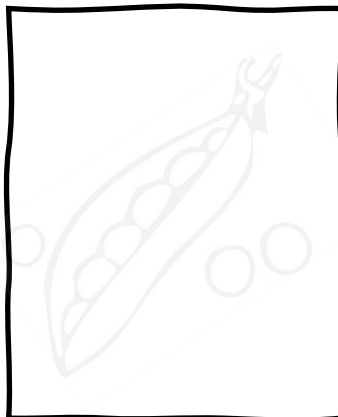
# Student Voice

# My I.E.Pea Seed Packet

Growth Year: \_\_\_\_\_

Name: \_\_\_\_\_

Grade: \_\_\_\_\_



**Identities: I am...**

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

**Interests: I really like and/or what to learn more about:**

- \_\_\_\_\_
- \_\_\_\_\_

**Strengths: I am really good at and/or could teach others:**

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

**Goals: I want to grow in these areas:**

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

**Needs: I need this support in these areas to grow:**

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

**Supports: I need this in my garden to grow:**

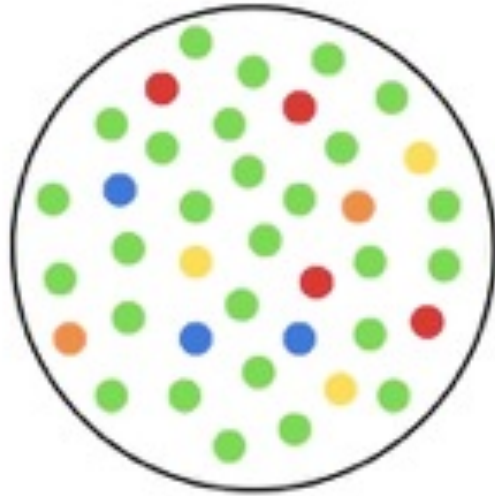
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**Barriers: This is what makes it hard for me to grow:**

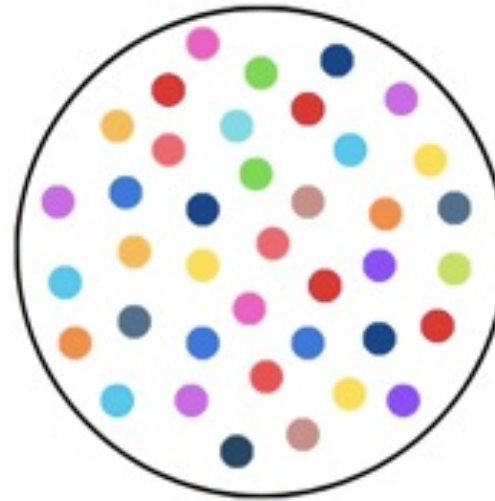
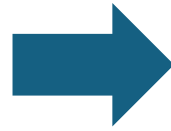
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Thank You For helping me GROW

# WHAT IS *inclusion* ?



How do we  
*include* people  
with disabilities?



How do we teach  
to *diversity*?



**What is one useful idea?**

**What is one question you have?**

**What is one thing you learned?**

**What is one thing you want to want to share with  
someone who is not here?**



# Shelley MOORE PH.D.



@tweetsomemoore



@fivemooreminutes



@fivemooreminutes



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

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