Shelley MOORE PH.D.

@tweetsomemoore

@fivemooreminutes

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1 useful take away so far today

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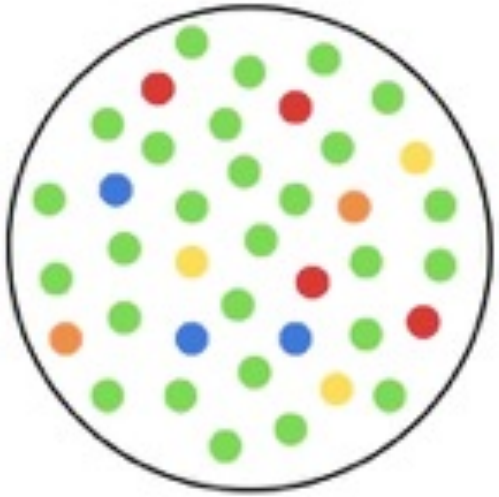
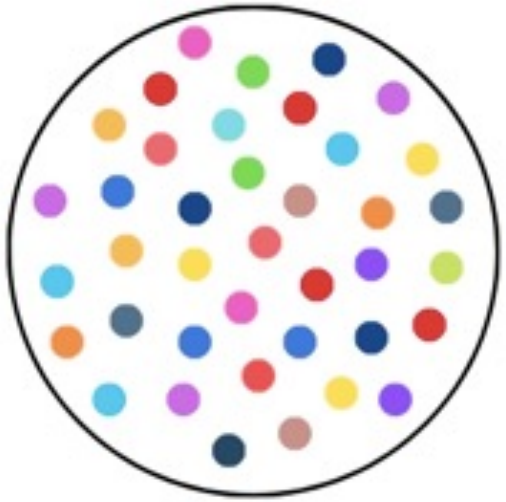
WHAT IS *inclusion*?



Including
'special needs' students into general education classrooms



Teaching and designing for
diversity
(that includes Disability)

How?
Needs Based Design

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Reducing Barriers

Supporting Needs

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"When a flower doesn't bloom, you fix the environment in which it grows, not the flower."
–Alexander den Heijer
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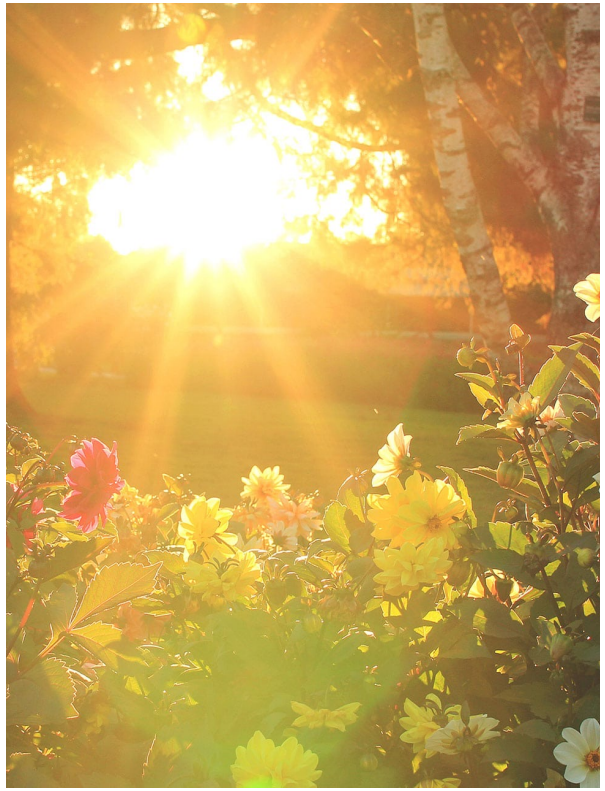
FIRST! Reduce or eliminate barriers in place by reducing or eliminating barriers for everyone in the community



All plants need light

All plants need moisture

All plants need space

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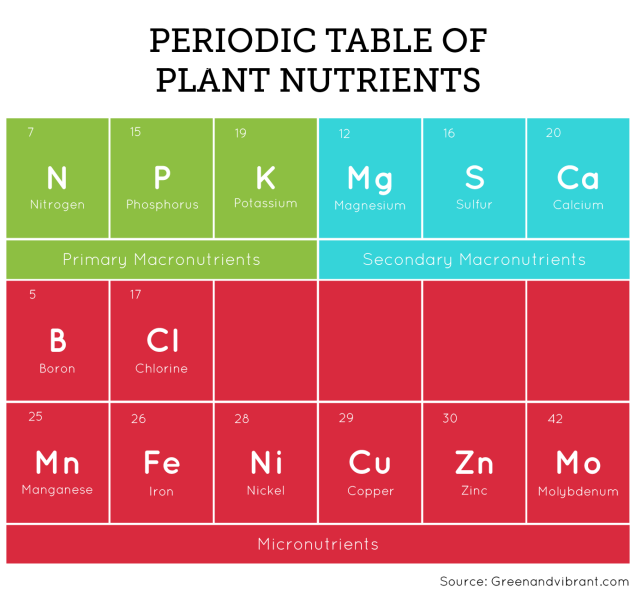
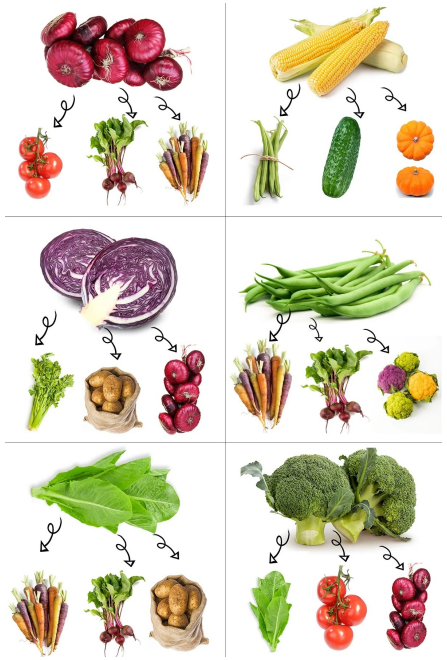
NEXT! Determine the needs of individuals and anticipate the supports & strategies that they will require in universal ways



Some plants need added nutrients



Some plants need companions

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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

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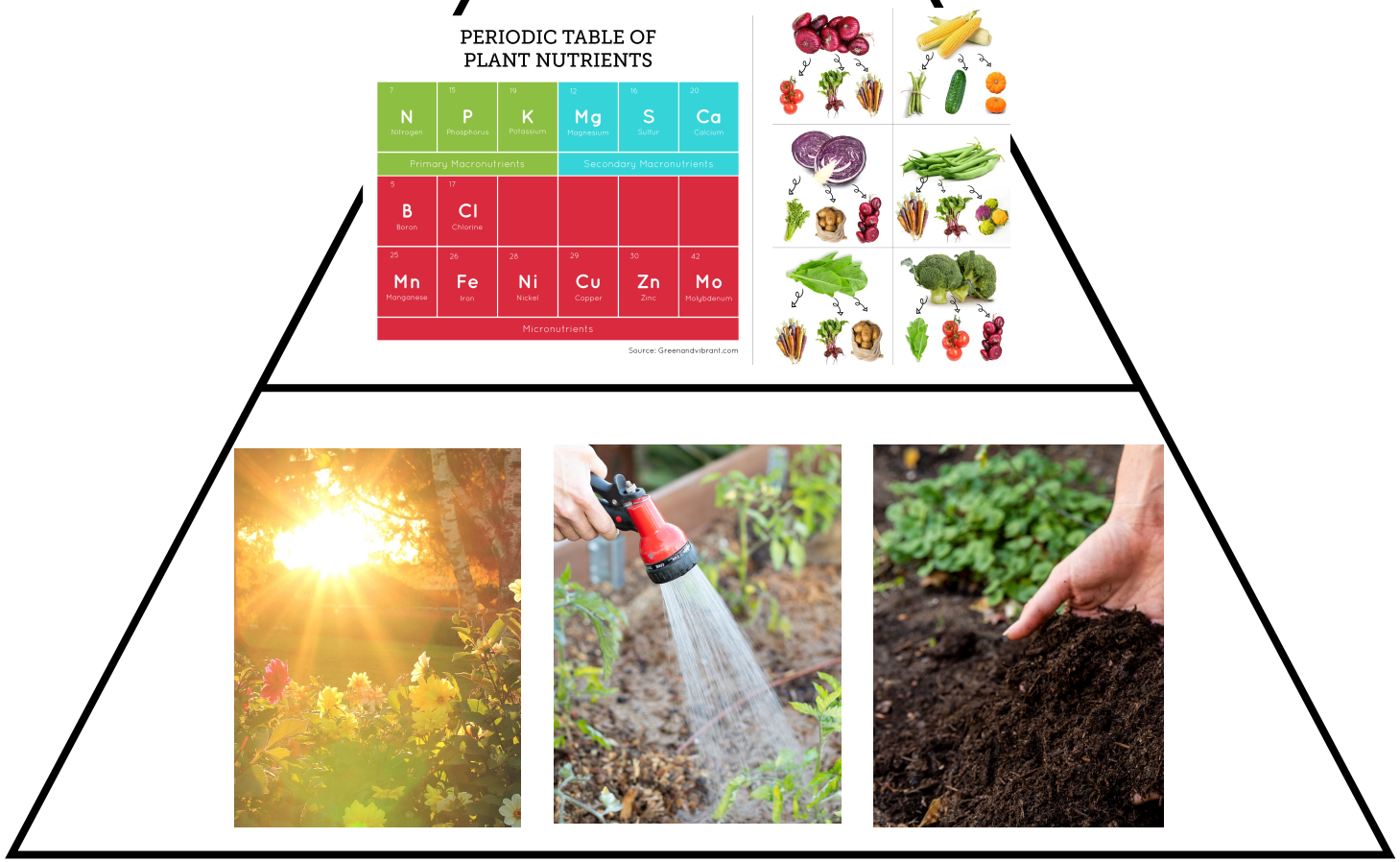
MULTIPLE LAYERS OF SUPPORT



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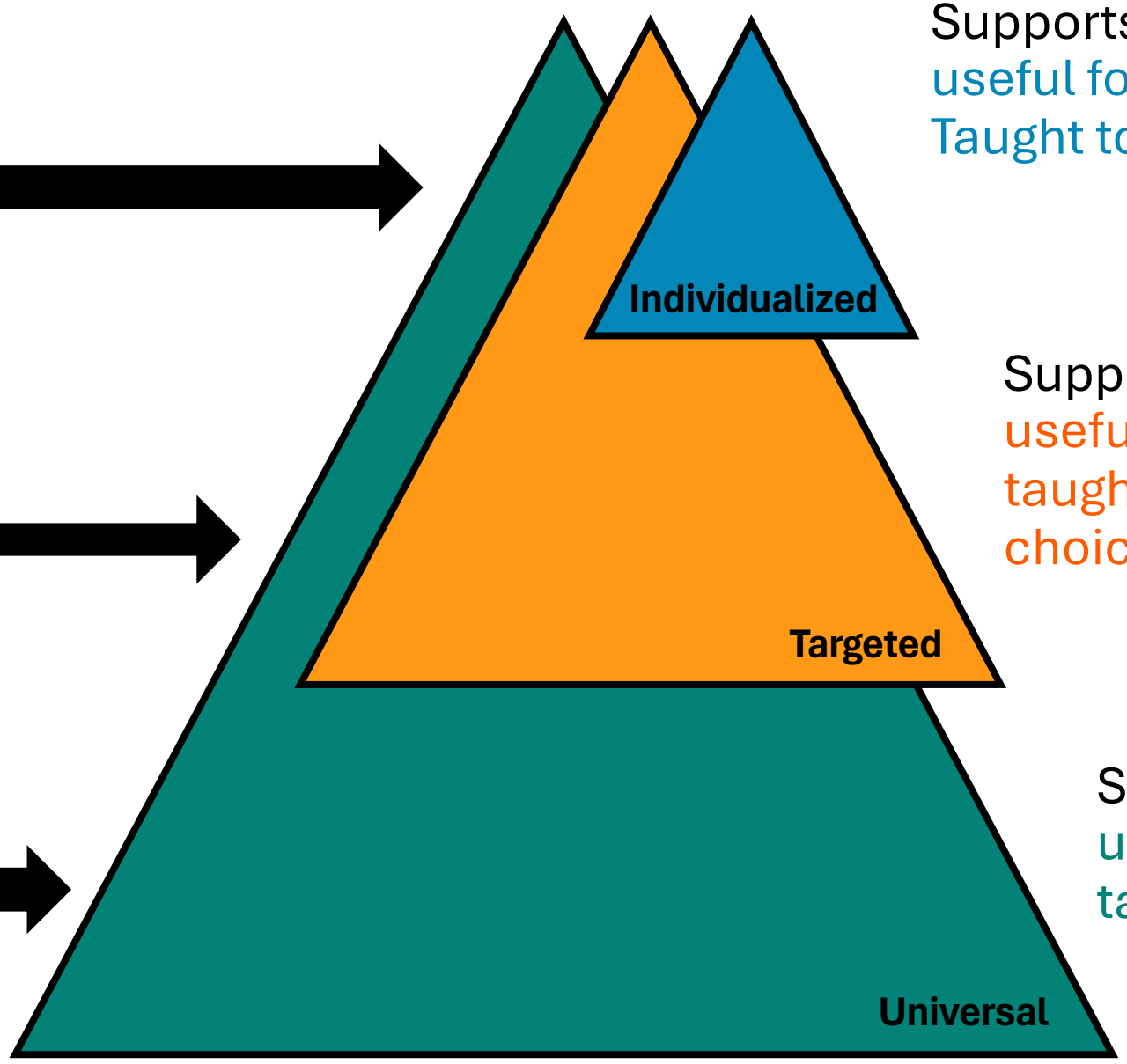
How do we *plan* for the ~~disabilities~~ *needs* of students?

Multiple Layers of Needs Based Support

What one needs

What some need

What everyone/most need



Supports & Strategies are
useful for ONE
Taught to ALL

+

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

+

Supports & Strategies are
useful for ALL
taught to ALL

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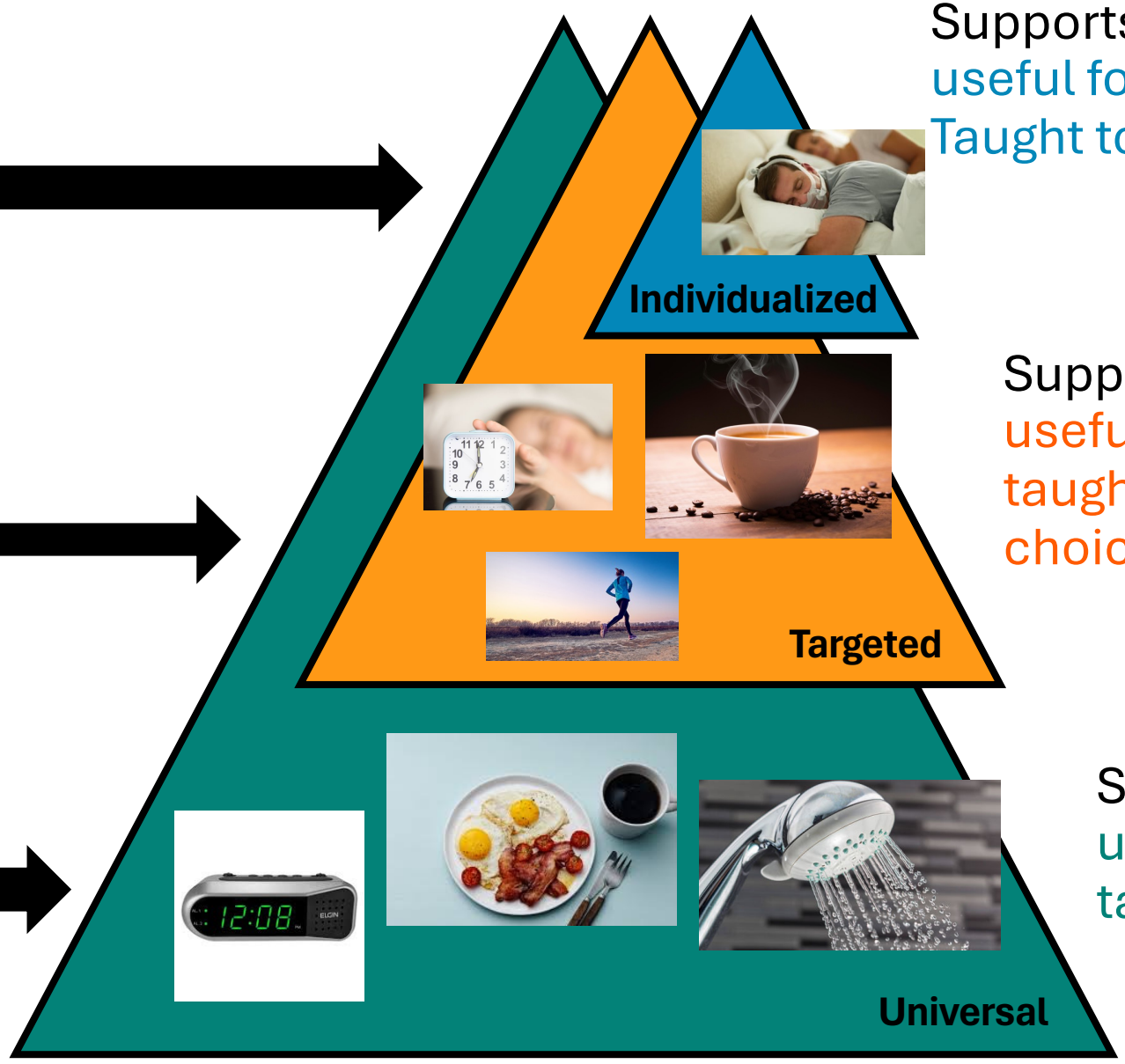
Multiple Layers of Needs Based Support

Need: Waking up

What one needs

What some need

What everyone/most need



Supports & Strategies are
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+

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

+

Supports & Strategies are
useful for ALL
taught to ALL

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What are needs?

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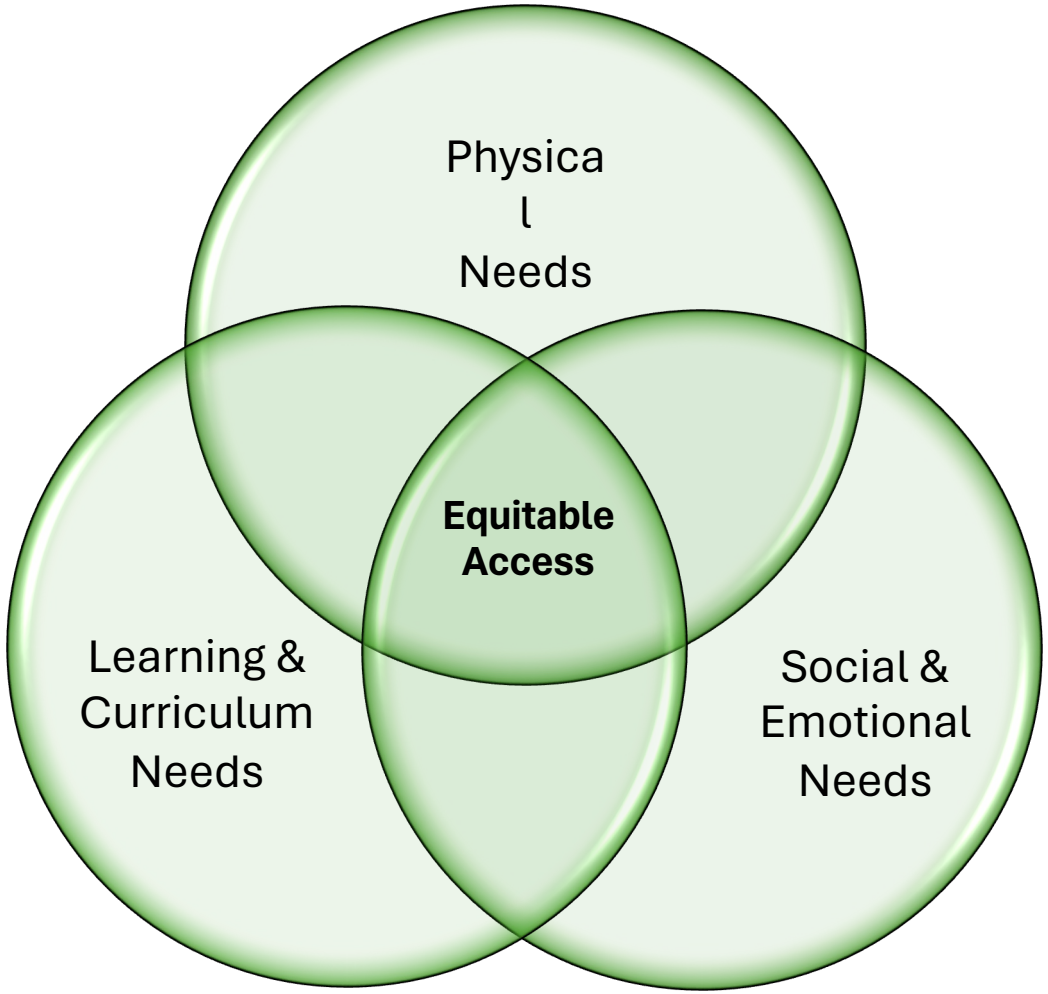
Increasing Inclusive & Equitable Access by Designing for Individual Needs



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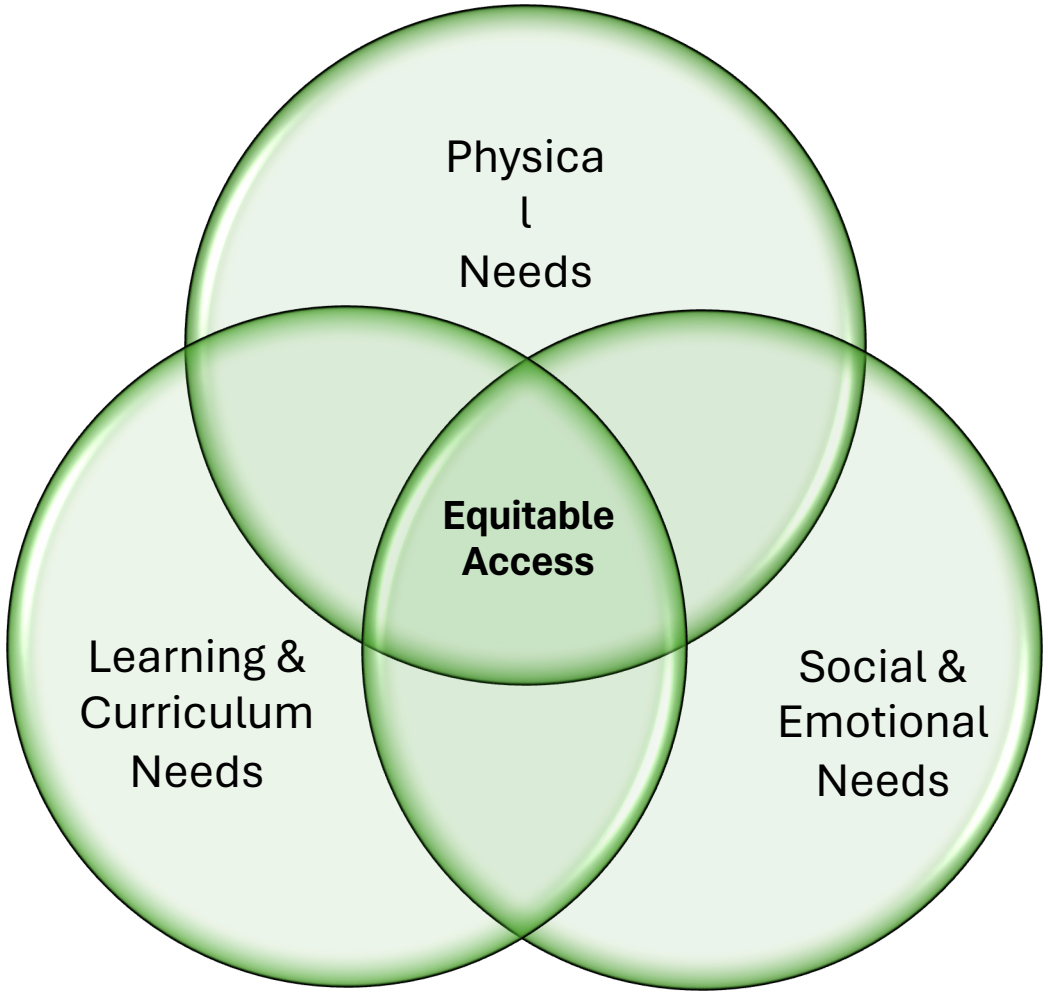
Increasing Inclusive & Equitable Access by Designing for Individual Needs

- **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**

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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

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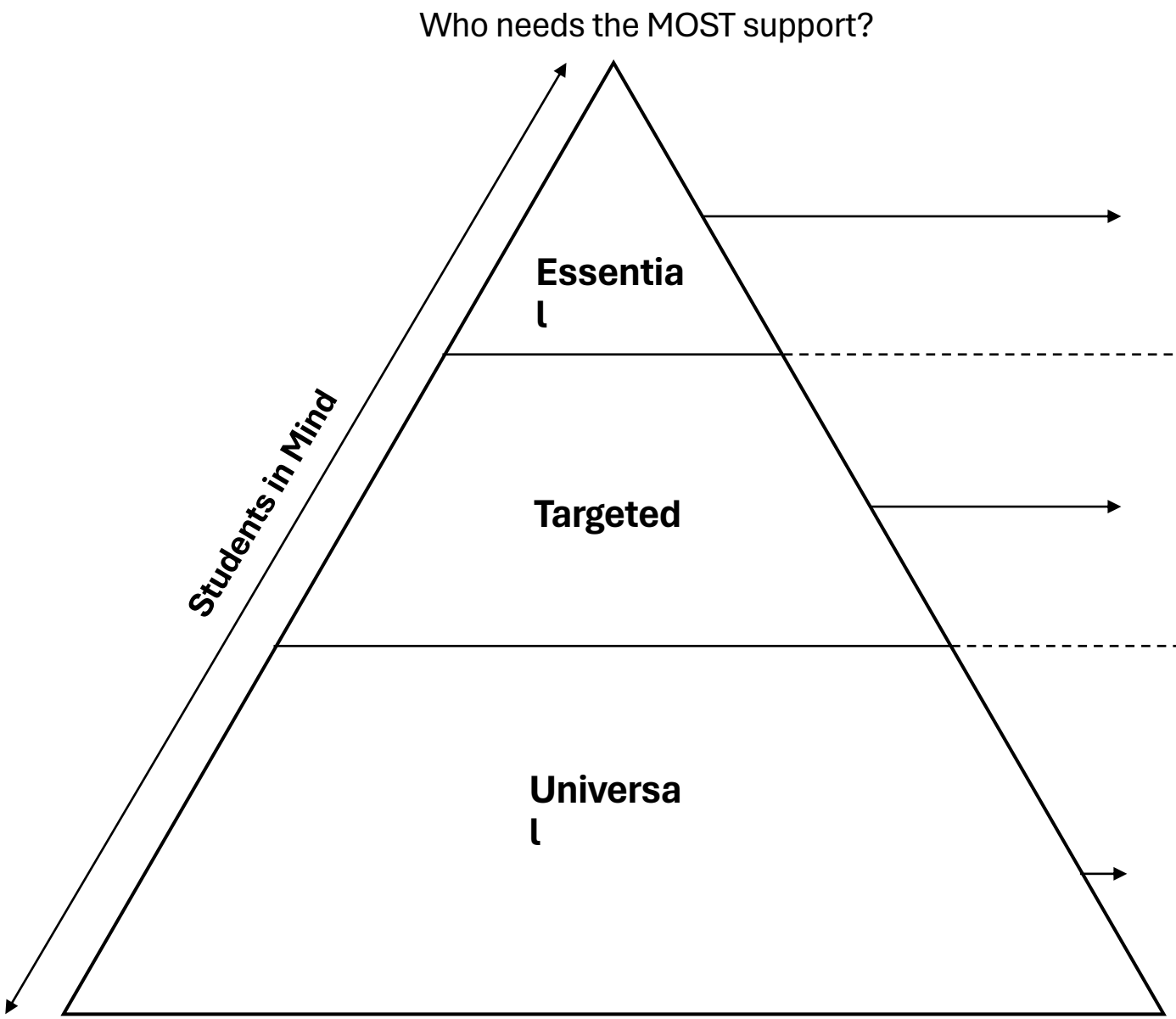
6. Determine priority classroom needs to develop Classroom Support Plan

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**		

Need: **Students in Mind:**



What supports & strategies are useful for ONE? (Individualized)

-
-
-

What supports & strategies are useful for SOME? (Choice for ALL

-
-
-
-

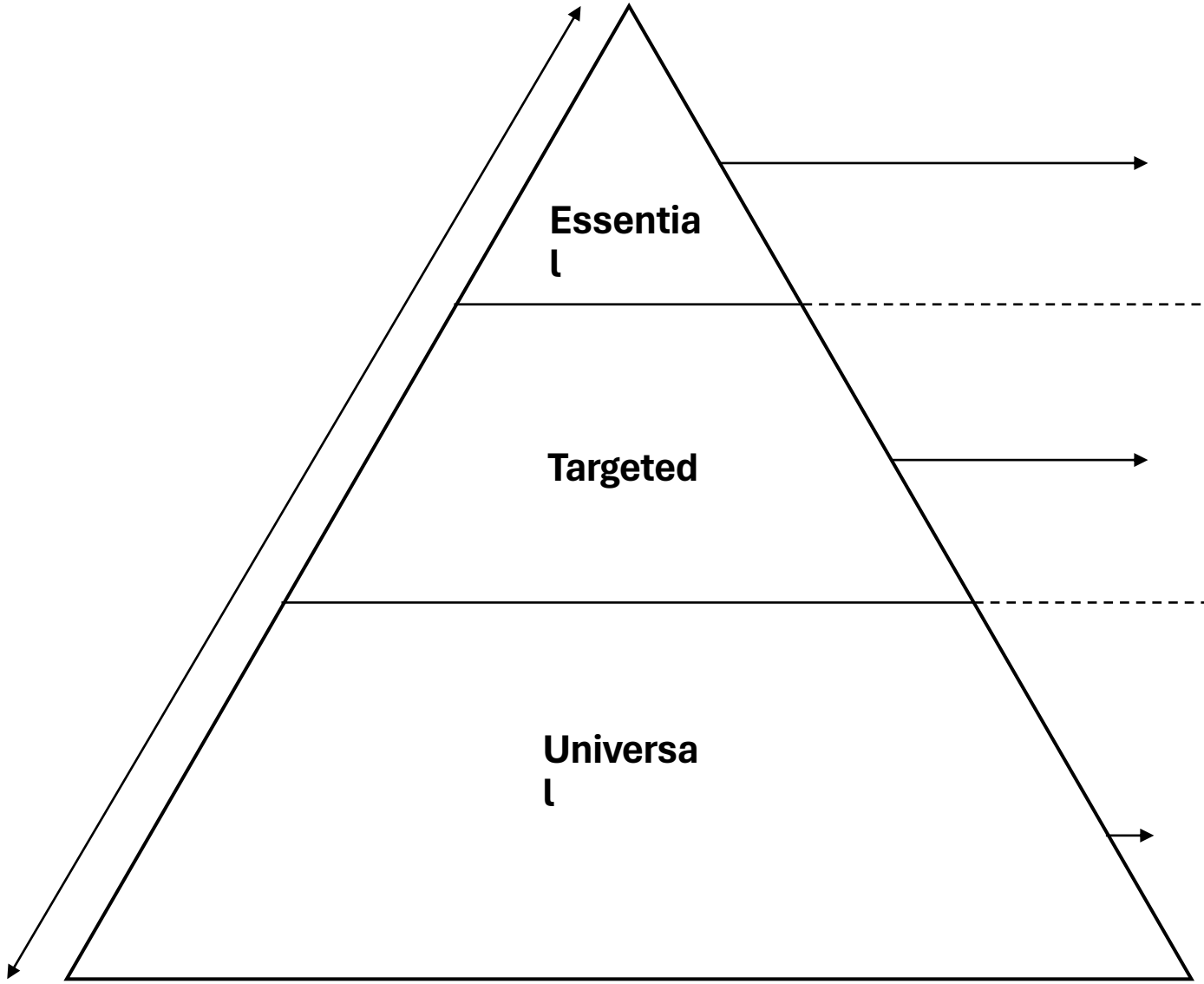
What supports & strategies are useful for MOST/ALL?

-
-
-
-
-

Context: Early Years (K)

Need: Anxiety

Children in Mind: PS, LT, CT, EW, MJ, FT, IO



What supports & strategies are useful for ONE? (Individualized)

- Family photo
- Home communication system
- Customized visuals/schedules/routine
- Draw from individual interest areas
- Deep pressure (under OT supervision)

What supports & strategies are useful for SOME? (Choice for ALL)

- Taking breaks, breathing techniques
- Sensory tools
- Bring a familiar object from home
- Parent & caregiver support

What supports & strategies are useful for ALL?

- Access to calm down spaces
- Interactive play/art
- Leadership opportunities
- Stories and conversation that address anxieties
- Visuals
- Routine
- Music and relaxation techniques
- SEL programs that incorporate games and activities teach about emotions, mindfulness

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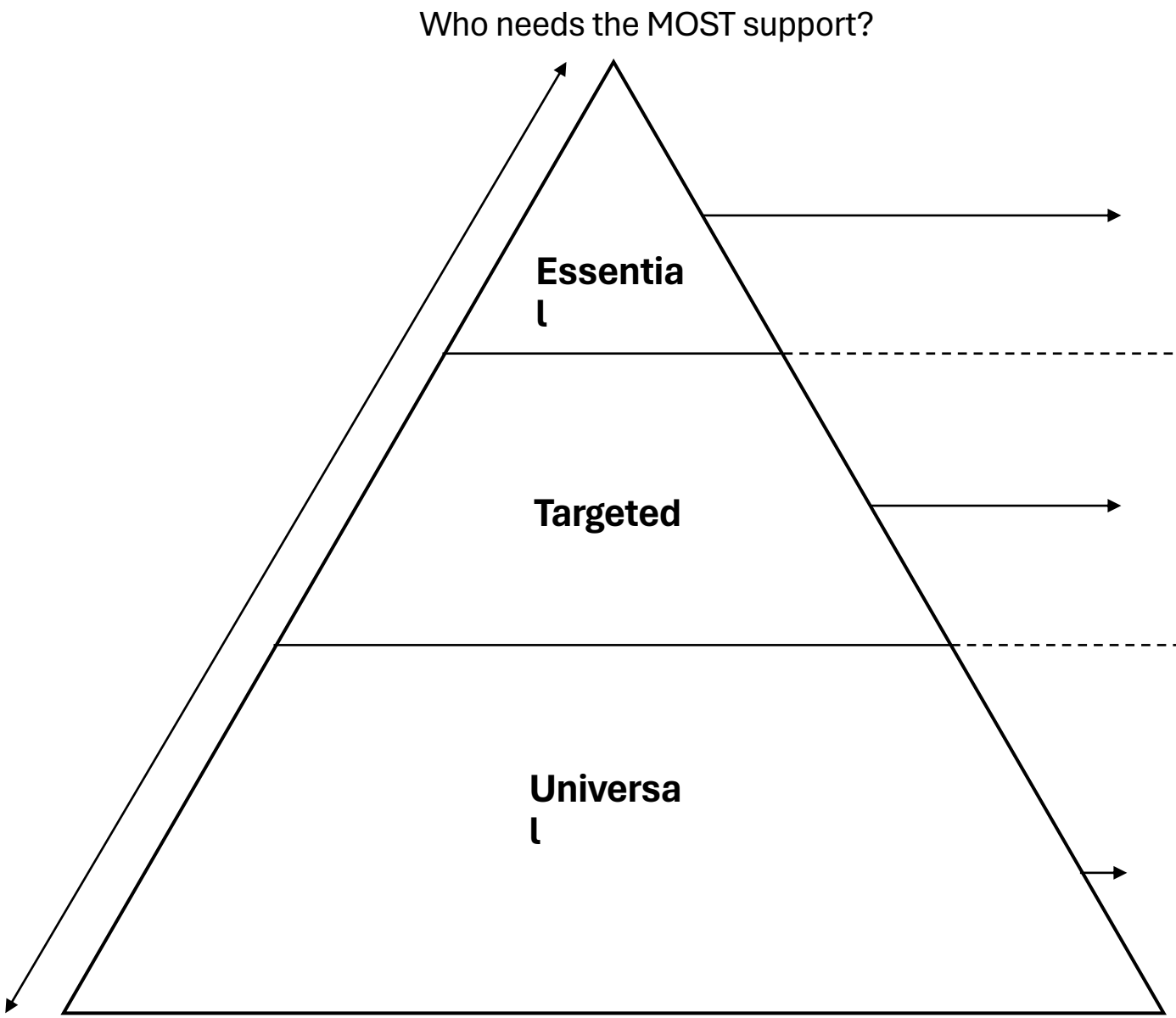
Planning for ALL Grade 8 Humanities

Need: Multilingual Learners

Students in Mind: HP, LG, AF, LD , LD, SS, WF



What supports & strategies are useful for ONE? (Individualized)

- Individual student co-developed language goals
- Individual conferencing/direct instruction during work time (not lesson time)

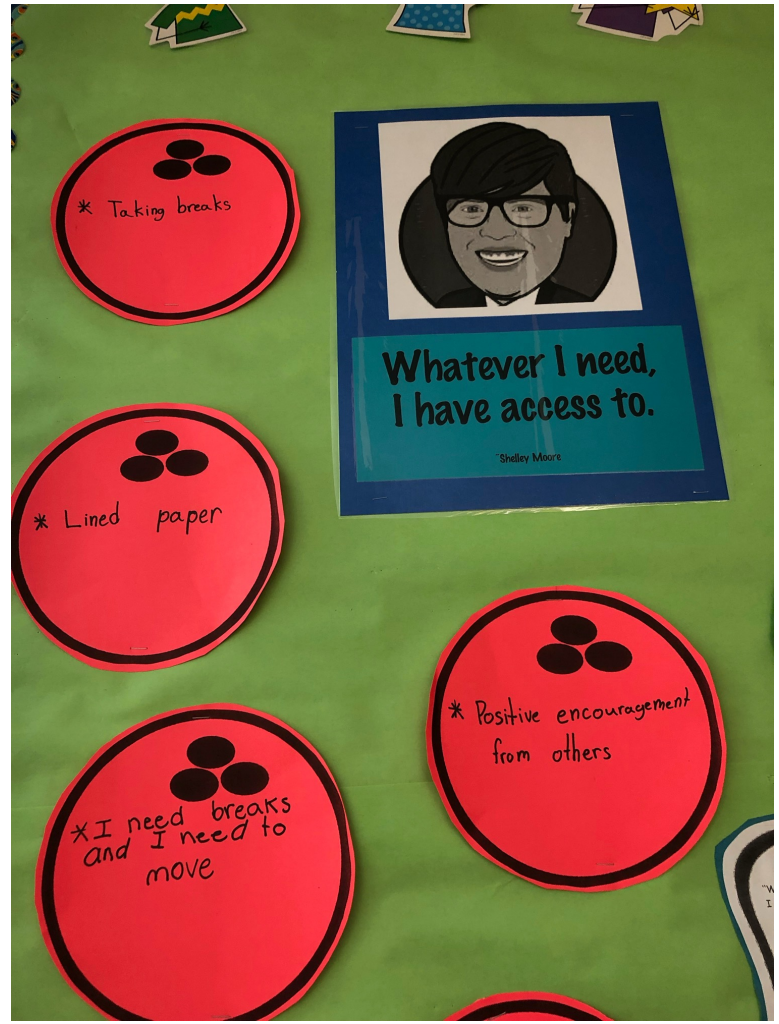
What supports & strategies are useful for SOME? (Choice for ALL

- iPad for visual translation/communication support
- Sentence frames
- Visuals/ objects
- Strategic Pairings
- QSSSA strategy (question, signal, stem, share, assess
- Allow previewing of information in home language

What supports & strategies are useful for ALL?

- Relationships with student, families and caregivers
- Multi-lingual word/picture wall
- Books with diverse characters
- Everyone learns words in a new language words
- Learn language across all curricular areas
- Speak clear, slow and allow for wait time
- Multiple ways to show learning (visual, oral, written)
- Celebrate language diversity in class/school

Strategy: taking a 2 min break



Strategy: taking a 2 min break

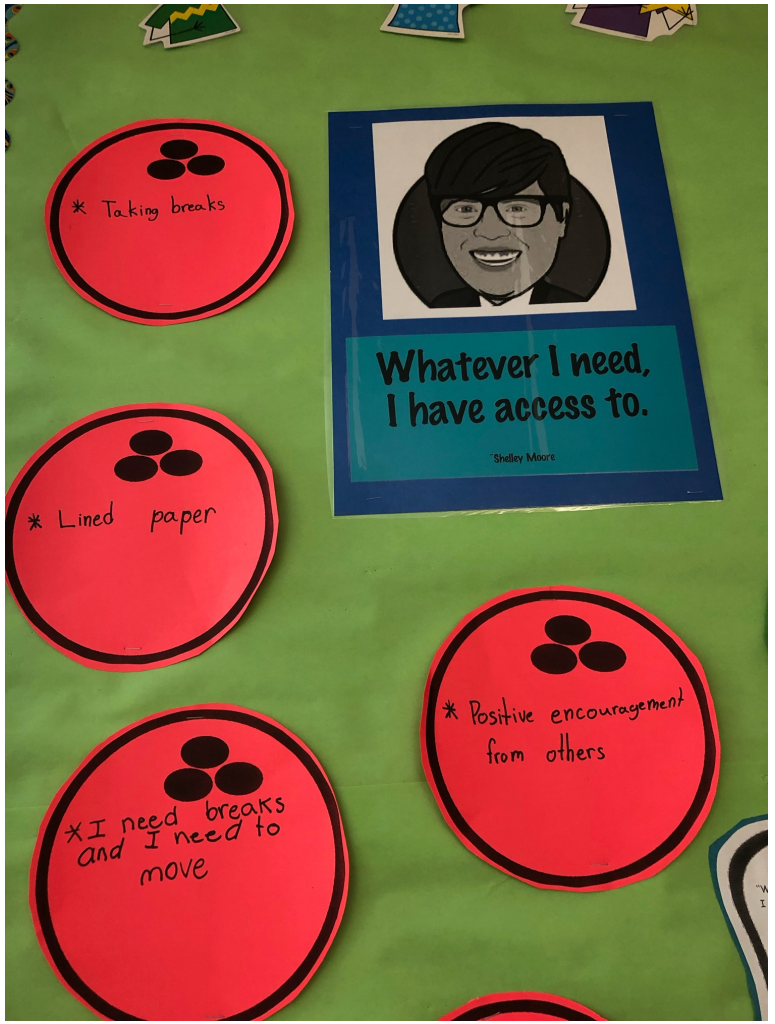
Instruct

- 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

- 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

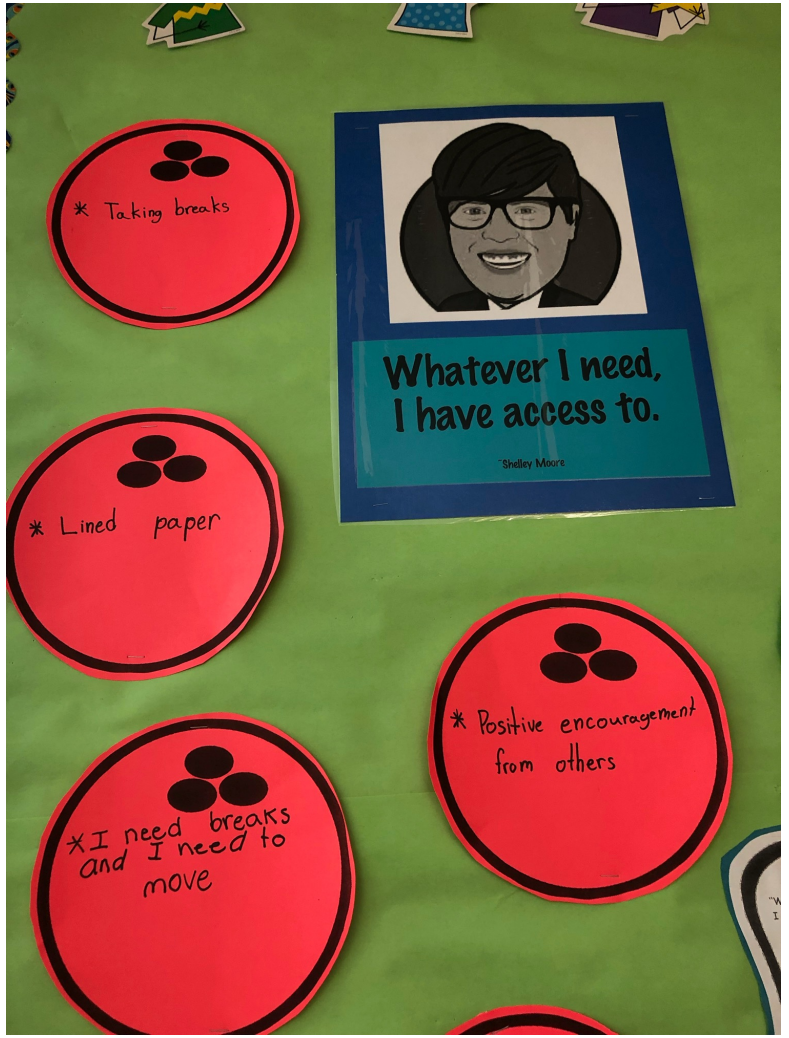
Instruct

- 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

- 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

quiet space

loud space

visuals

schedule/ agenda

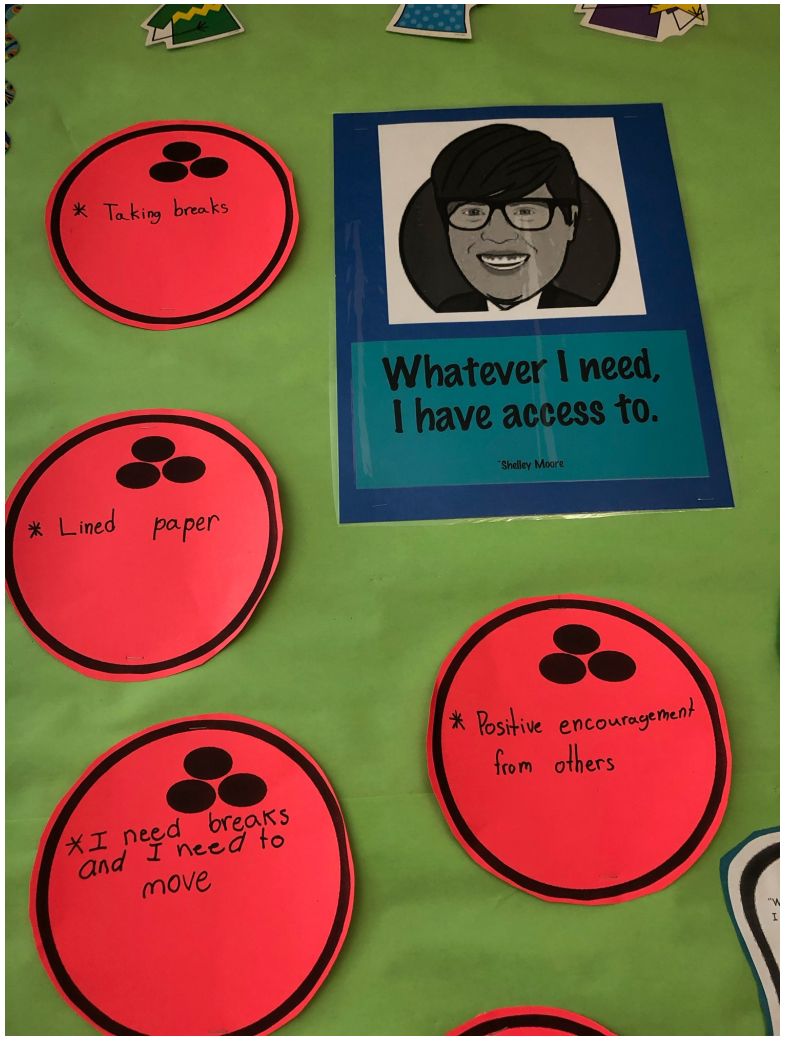
standing desks

access points

sensory tools

Snacks/ water

hats



FINAL REFLECTIONS

What is one useful idea?

What is one thing you want to try?

What is a question that you have?

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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