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Dr. Shelley Moore

WHAT DOES

inclusion

MEAN to you?

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# Who are you? What brings you to this place?

- Where is **home** for you?
- What are some of the **roles** you have in your **community**?
- What **identities** do you hold?
- What are some of your **interests**?
- What is a **strength** that you teach to others?
- what is a **life event** that shaped who you are?
- What is something that is **important to know** about you?
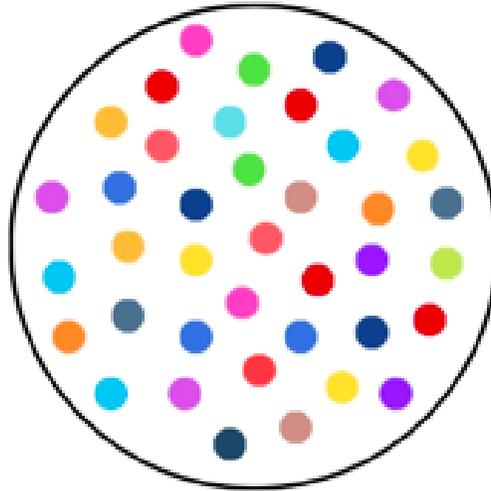- What **brought you here today** to this place?
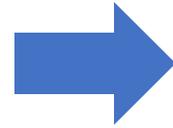
WHAT DOES
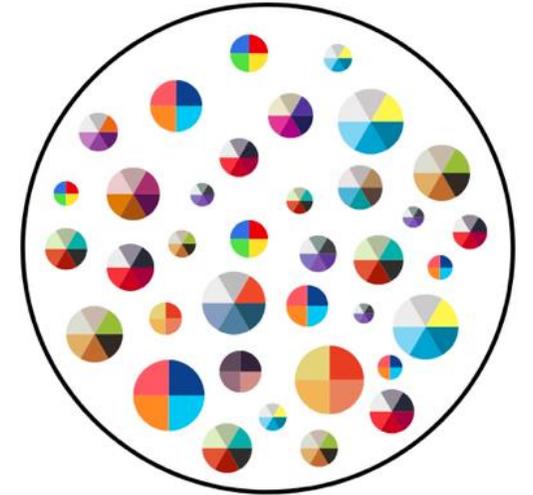
inclusion

MEAN to you?

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How do we do inclusion ?
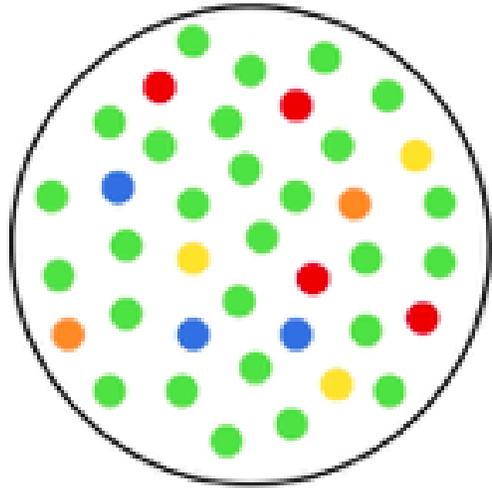
How do we include people with disabilities?

How do we teach to diversity?
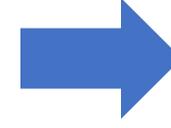
How do we teach to identity?
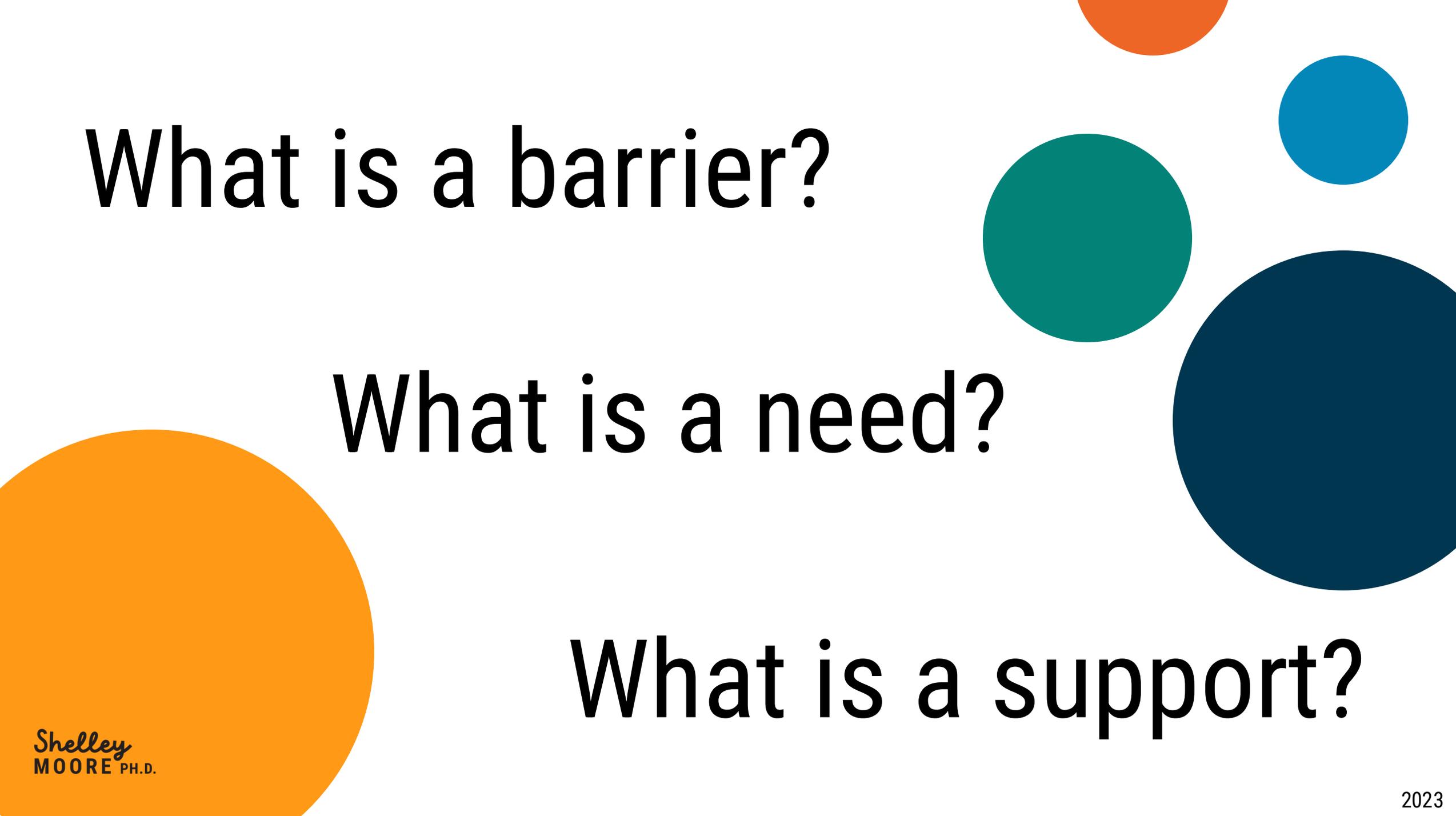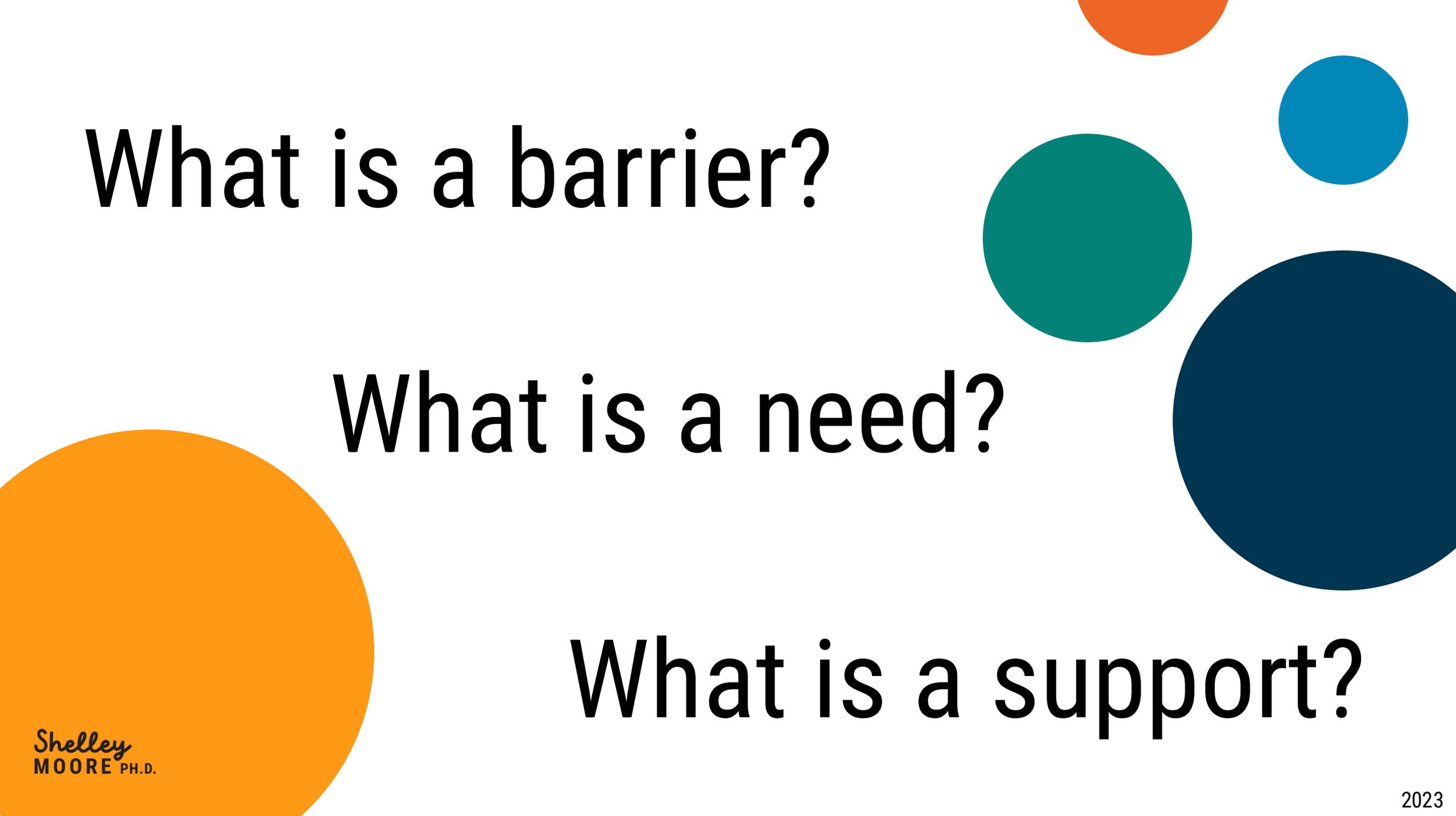
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What is a barrier?

What is a need?

What is a support?

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What is a barrier?

What is a need?

What is a support?

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The fewer the barriers in a place, the fewer individual supports a person needs.

The less barriers a person in a place, the more independence, safety, belonging and success a person feels

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Reducing Barriers

Supporting Needs

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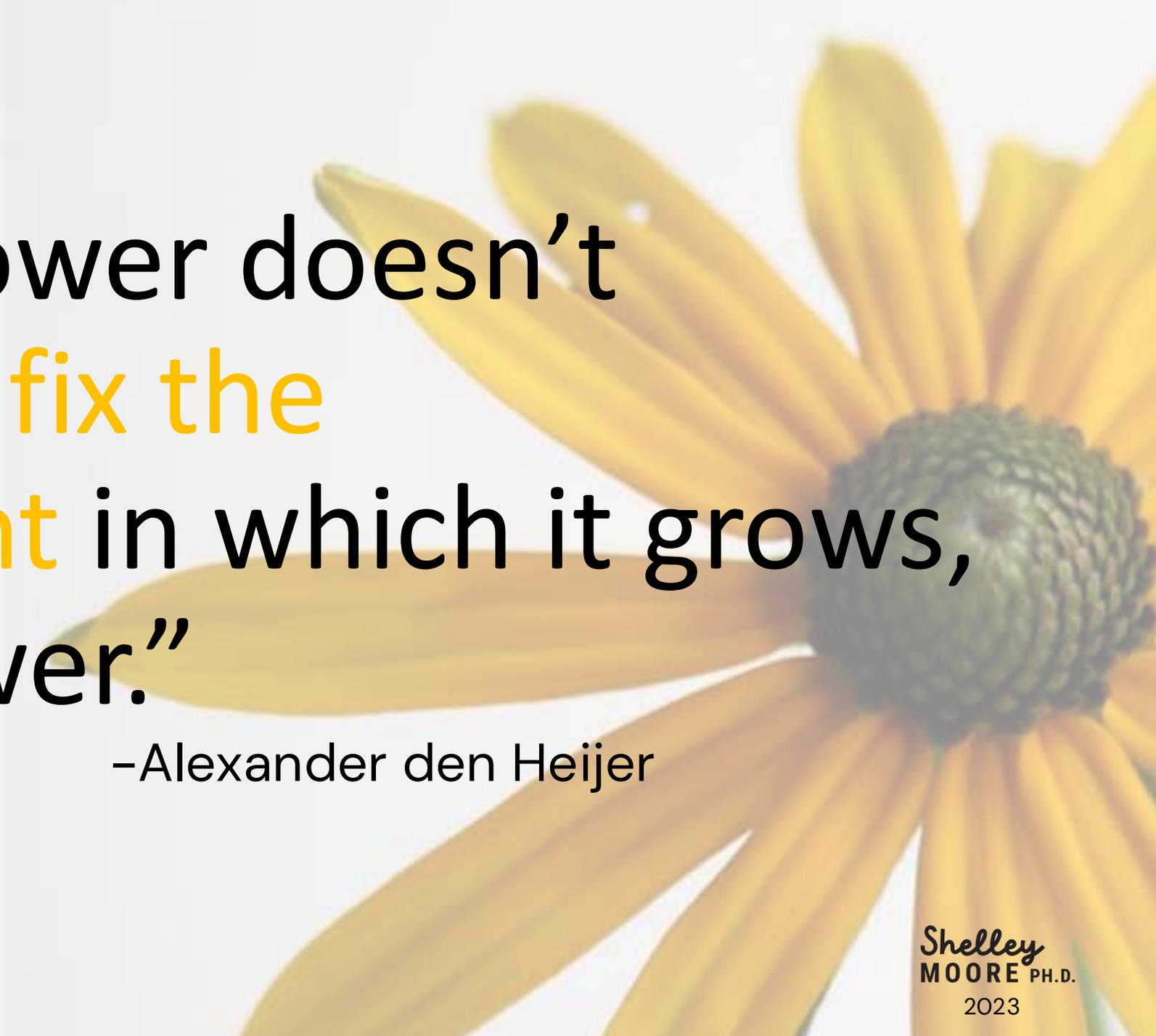
"When a flower doesn't bloom, you fix the environment in which it grows, not the flower."

–Alexander den Heijer

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WE HAVE diverse GARDENS!

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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

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

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

Multiple Layers of Needs Based Support

Supports & Strategies are
useful for ONE

What one needs →

Individualized

+

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

What some need →

Targeted

+

Supports & Strategies are
useful for ALL
taught to ALL

What everyone/most
need →

Universal

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What are needs?

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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)

Physical & Personal Needs

Equitable Access

Learning & Curriculum Needs

Social & Emotional Needs
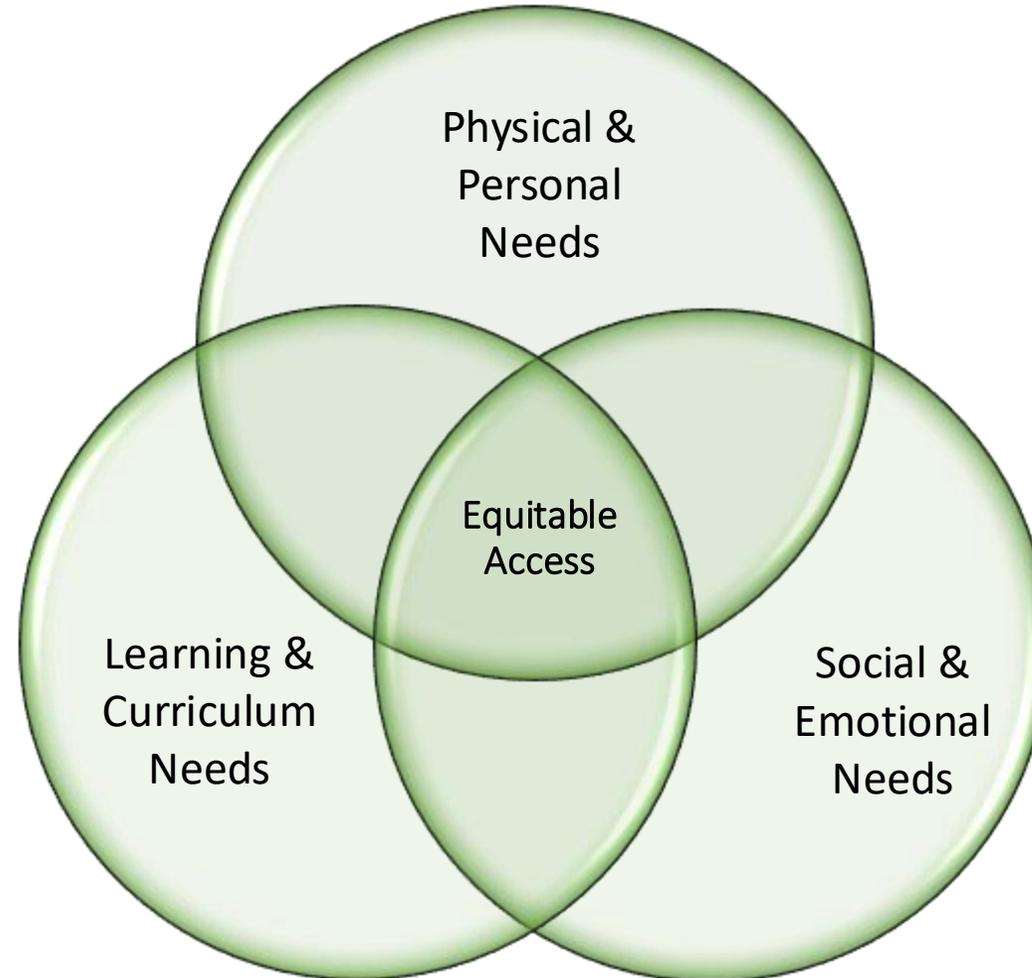
- Language
- Literacy (decoding)
- Literacy (understanding)
- Literacy (written output)
- Literacy (Speaking/ oral language)
- Medical
- Memory
- Numeracy
- Personal Care
- Physical/Mobility
- Self Advocacy
- Self Regulation (emotional)
- Self Regulation (behavioural)
- Self Regulation(learning)
- Self Esteem
- Self Harm
- Sensory
- Social Skills
- Transitioning
- Vision and/or hearing

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Inclusive IEP Planning: Collaborative Needs Based Reflection

Target Student: Geeshan   **Support Manager: Lynn**   **Date: Dec 2024**

Areas of Need	Student Perspective	Family Perspective	School Perspective	Consultant and Specialist Perspectives
Addiction				
Attendance/ Lateness				
Attention				
Anxiety/ Depression				
Bullying				
Communication (receptive)				SLP, Assessment
Communication (expressive)		Make choices		SLP, Assessment
Eating/Food/Allergies				
Engagement/Motivation				
Executive Functioning				
Family/Community/Identity		Know his interests		
Frustration/ Anger				
Greif/ Trauma				
Gross/Fine Motor Skills				
Intellectual Ability (access)		Access to curriculum	ST, CT	SLP, Assessment
Intellectual Ability (extend)				
Language				Assessment
Literacy (decoding)				Assessment
Literacy (understanding)			ST	SLP, Assessment
Literacy (written output)				
Literacy (oral language/speaking)				
Medical				Assessment
Memory				
Mental Health				

				Assessment
Numeracy				
Personal Care		Independence	ST	
Personal Safety		Safety in community, when he needs help		
Physical/Mobility				
Self-Advocacy				
Self-Regulation (emotional)				
Self-Regulation (behavioural)				
Self-Regulation (learning)				
Self Esteem				
Self-Harm/ Self Injurious Behaviour				
Sensory				
Social Skills	Friends	Friends	ST	SLP
Transitioning				
Other:				
Other:				

Priority Needs	Specialists/ Individuals to connect to	Needs to Monitor	Specialists/Individuals to connect to
Social Skills (friendship)	ST (Support teacher)	Personal Safety	ST (Support teacher)
Intellectual Ability (Curricular Access)	ST (Support teacher), CT (Classroom Teacher)	Personal Care	ST (Support teacher), EA (Educational Assistant)
Communication (Expressive)	SLP (Speech & Language Pathologist)	Language	EL (English Language Teacher)
Literacy (Understanding)	ST (Support Teacher), DT (District helping teacher)		

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
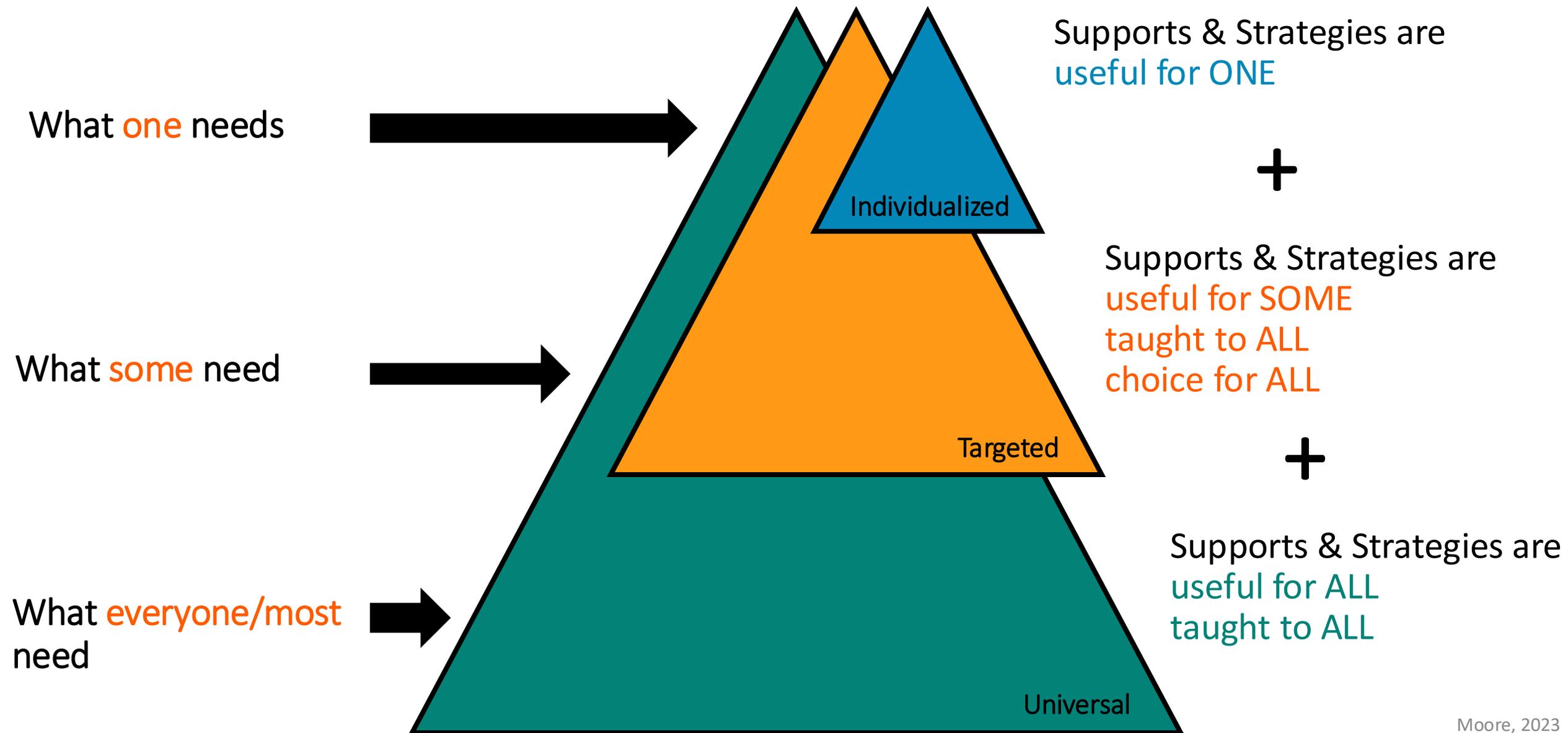6. Determine priority classroom needs to develop Classroom Support Plan

Areas of Need 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	

Category	Names			
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		

Collaborative Needs Based Reflection

Multiple Layers of Needs Based Support

What **one** needs →

Individualized

Supports & Strategies are
useful for ONE

+

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

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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)
-
-
-
-

Students in Mind
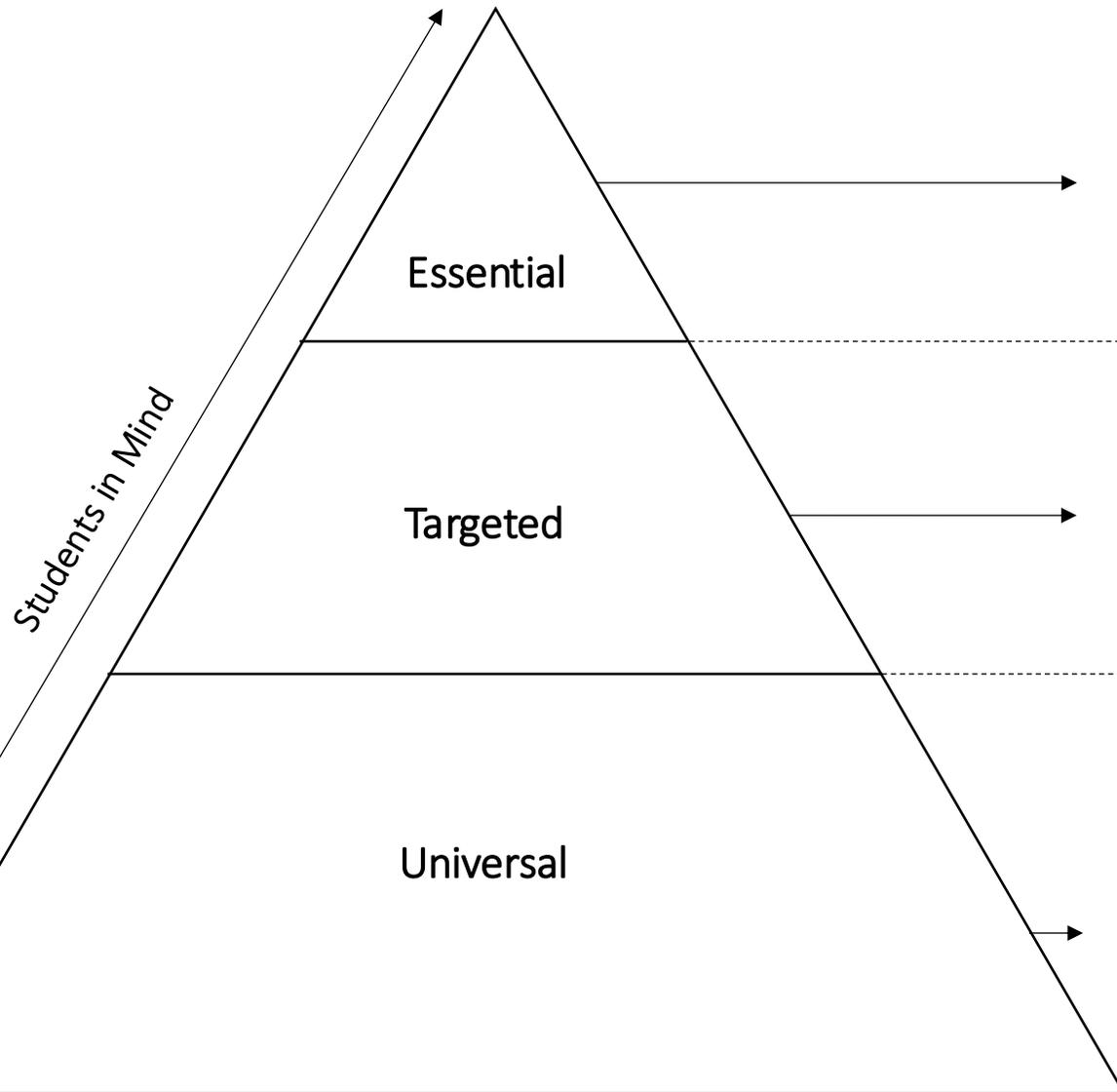
Targeted

What supports & strategies are useful for MOST/ALL?
-
-
-
-
-

Universal

Who needs the MOST challenge?

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Who needs the MOST support?

Students in Mind

Essential

Targeted

Universal

What supports & strategies are useful for ONE? (Individualized)
- Communication with school team (set up other places to go if needed)
- Individual debriefing
- Check in/ check out system (with resource)
- Built in time at The Nest in schedule
- G: Level of problem (1-5 and how to respond, reinforcement system)

What supports & strategies are useful for SOME? (Choice for ALL)
- Calming kit
- Take a break (check in)
- Sensory tools (e.g. fidgets, items from home)
- Choice to go The Nest

What supports & strategies are useful for MOST/ALL?
- Morning meeting, classroom conversations
- Mindful minutes – teaching a strategy
- Routines & structures
- Technology – all practice a strategy (e.g. 5 finger breathing)
- Lessons with counsellor (tools in toolbox)
- Classroom conversations (power of yet, Factor of fear)
- Trust when they need something
- Open communication with families (e.g. Dojo)
- Access to The Nest (SEL space)

Strategy: taking a 2 min break
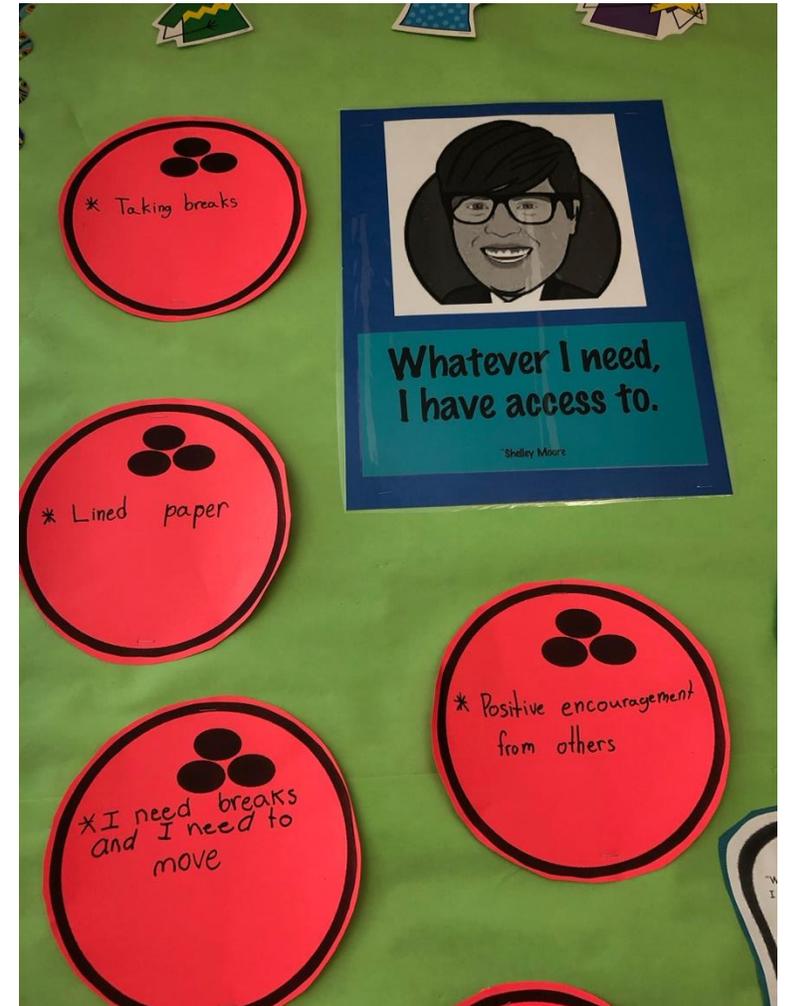
Strategy: taking a 2 min break

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?
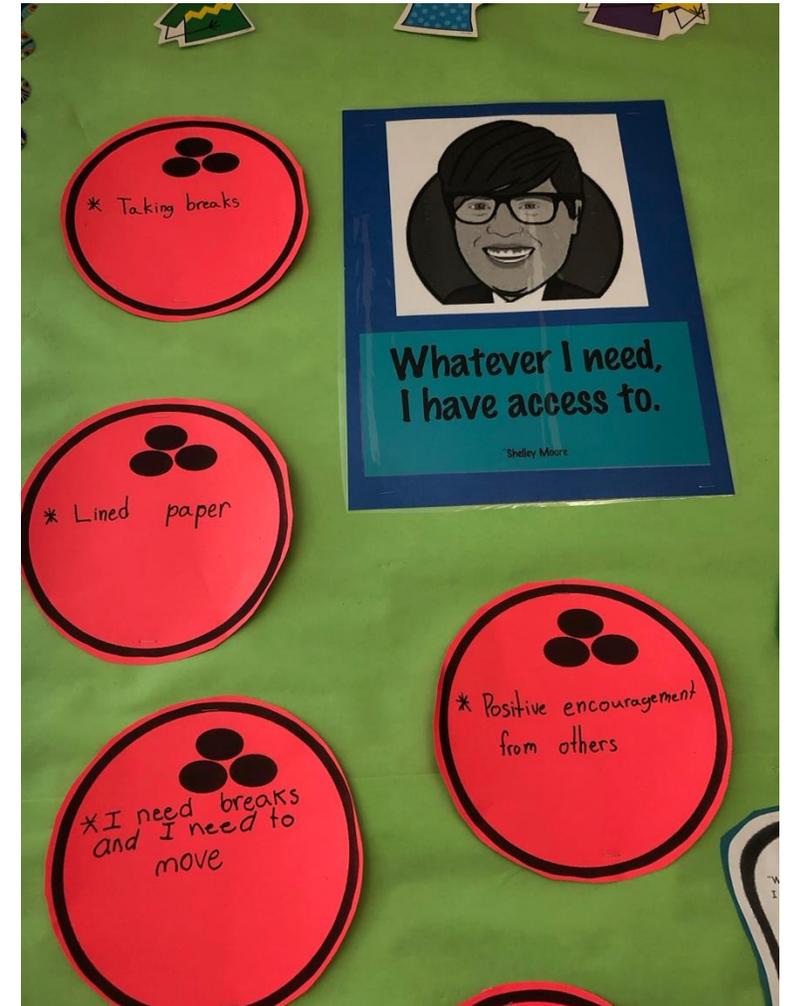
Strategy: chunking text

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 ?
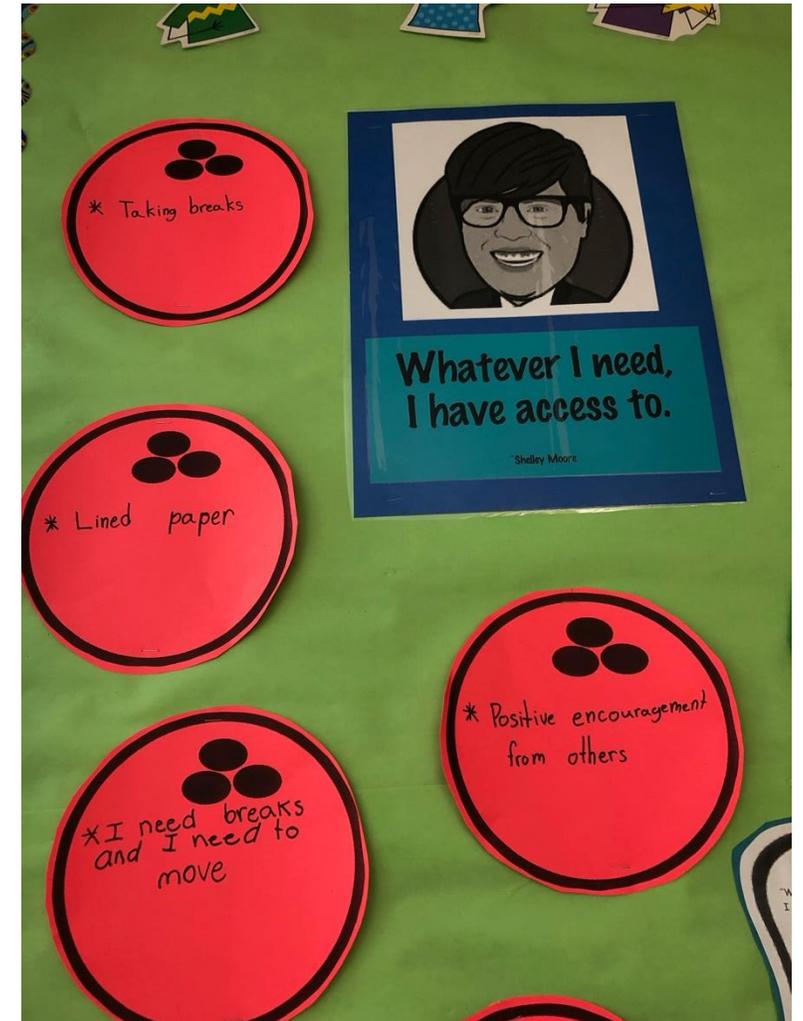
Teaching & Reflecting on Strategies:

working in a small group
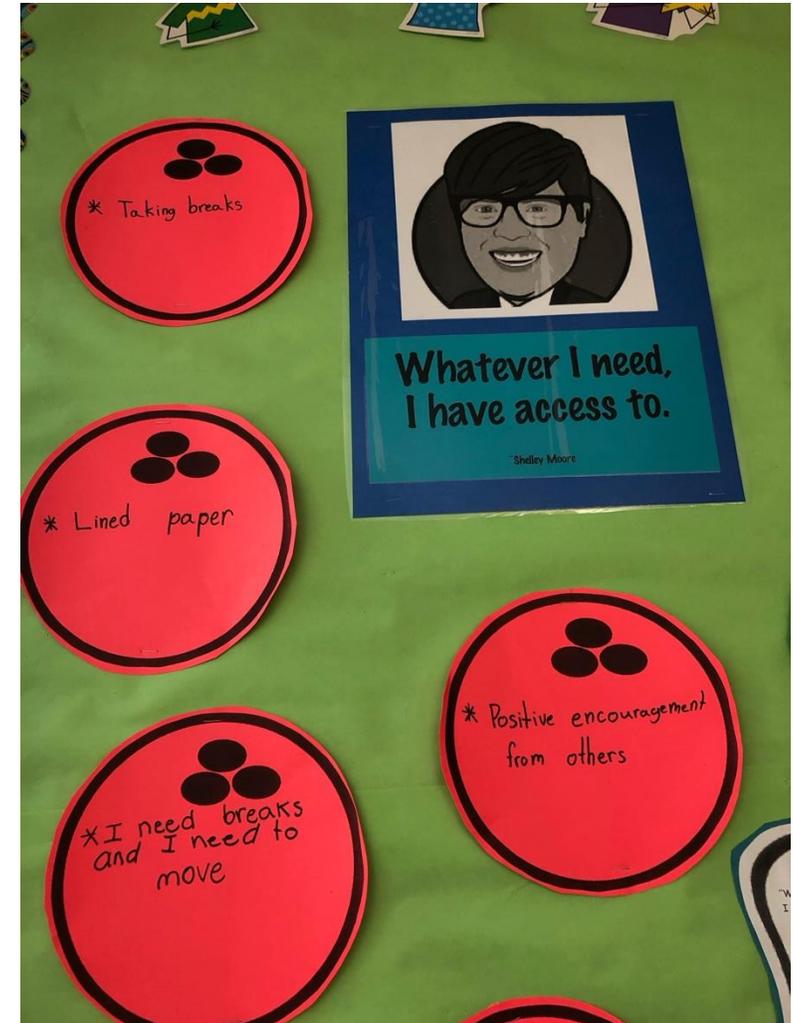
quiet space

loud space

visuals

schedule/ agenda

standing desks
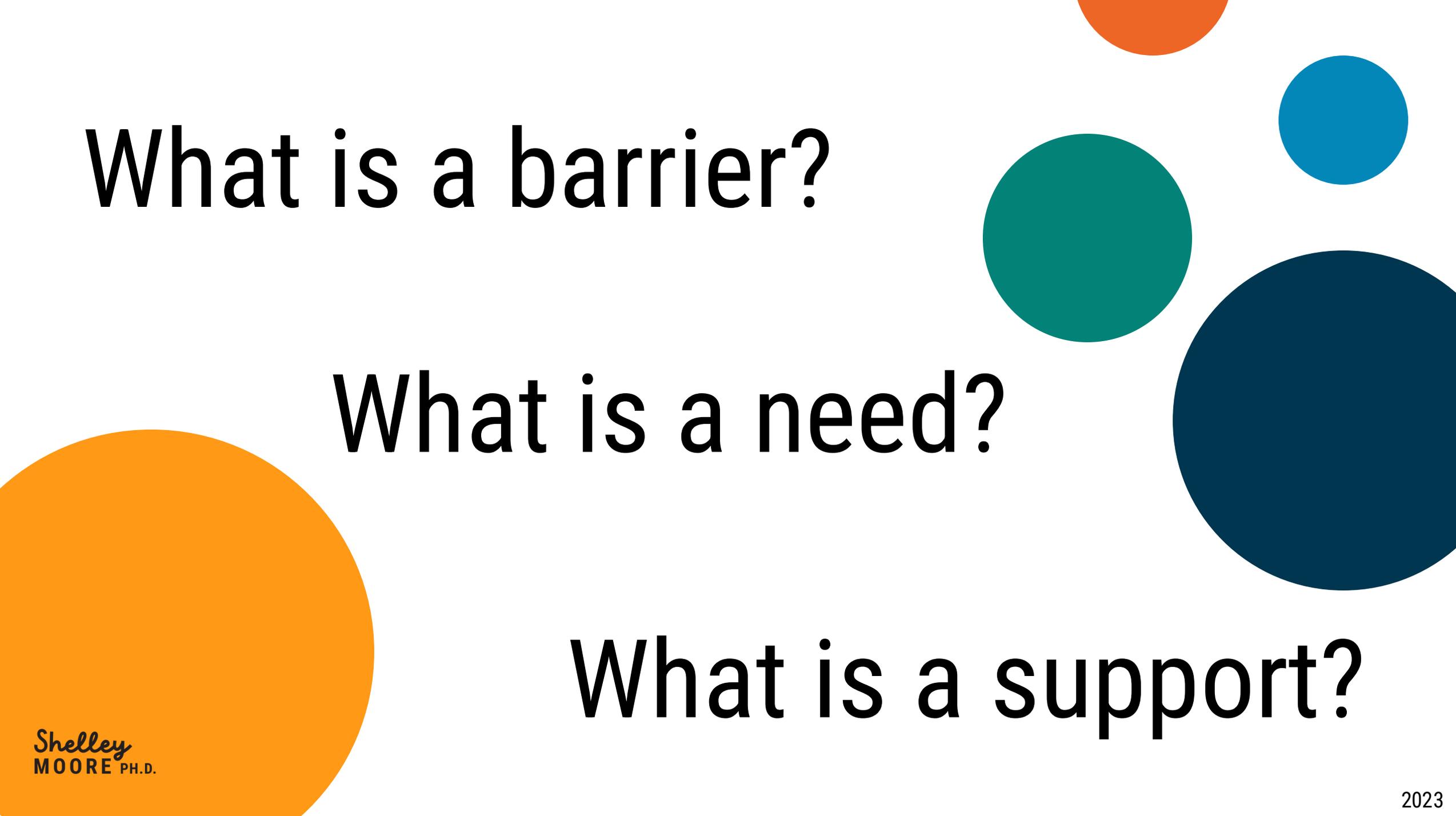
access points

sensory tools

Snacks/ water
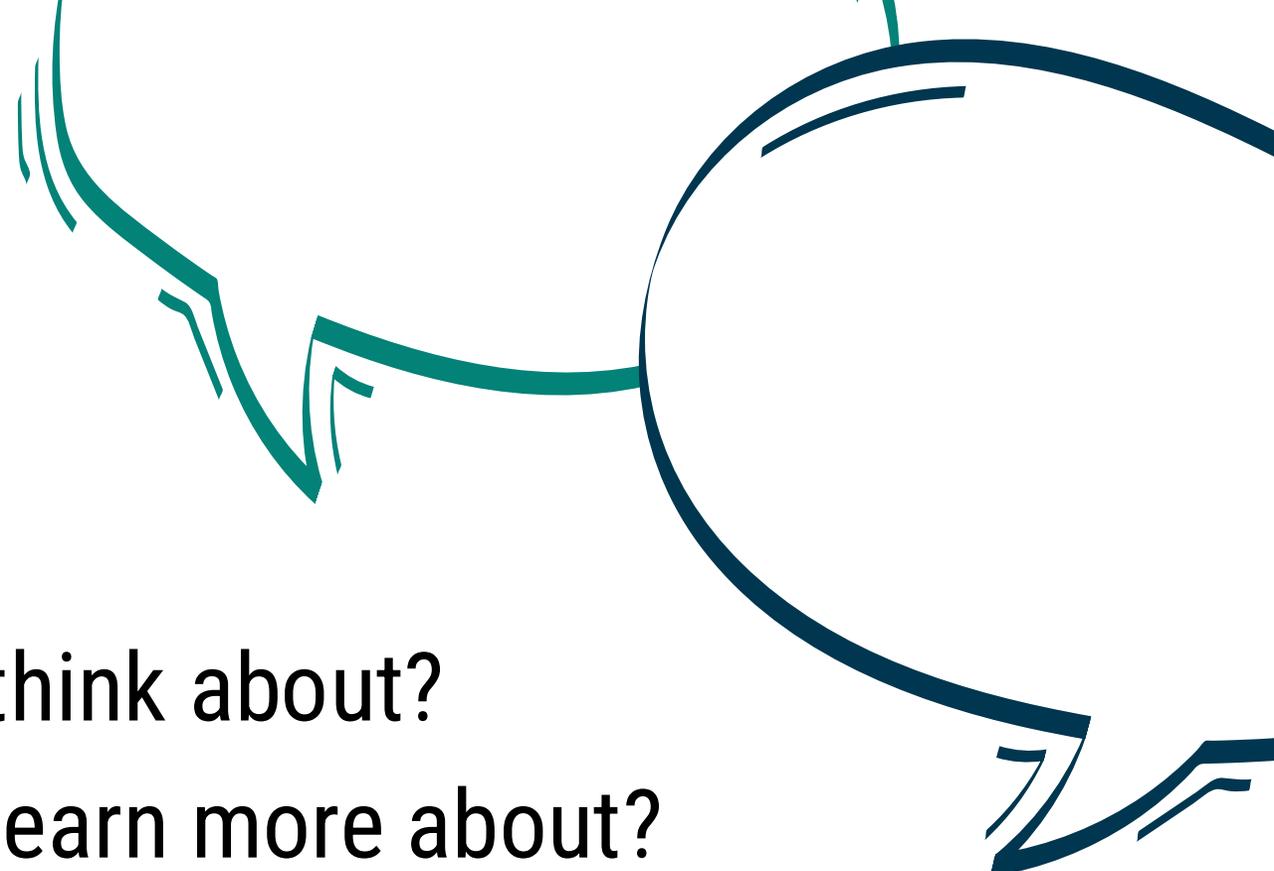
hats

What is a barrier?

What is a need?

What is a support?

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The fewer the barriers in a place, the fewer individual supports a person needs.

The less barriers a person in a place, the more independence, safety, belonging and success a person feels

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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?

What is a question that you still have?

WHAT DOES

inclusion

MEAN to you?

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