

By Dr. Shelley Moore, Jan. 2025

How do you differentiate the terms "support," "strategies," and "resources"? Why is it important to understand these distinctions in educational contexts?

What role do Educational Assistants or paraprofessionals play in supporting students, and how can their presence be used most effectively in the context of educational support?

How can educators implement needs-based planning to address the unique needs of students with disabilities? What are some practical examples of this approach?

In what ways can supports and strategies be designed to promote student autonomy, agency, and self-determination?

Discuss how environmental barriers can exacerbate students' inherent needs. What could educators do to reduce or eliminate these barriers? What support do educators need?

What are some common pitfalls in the allocation of resources in educational settings, and how can these be addressed to better support inclusive classrooms and schools?

Why is ongoing dialogue among students, families, educators, and other educational professionals crucial for effective resource allocation? How can this collaboration be fostered in schools?

What kind of professional development and guidelines could be provided to Educational Assistants and educators to ensure they are effective in building autonomy, agency and self determination in students?