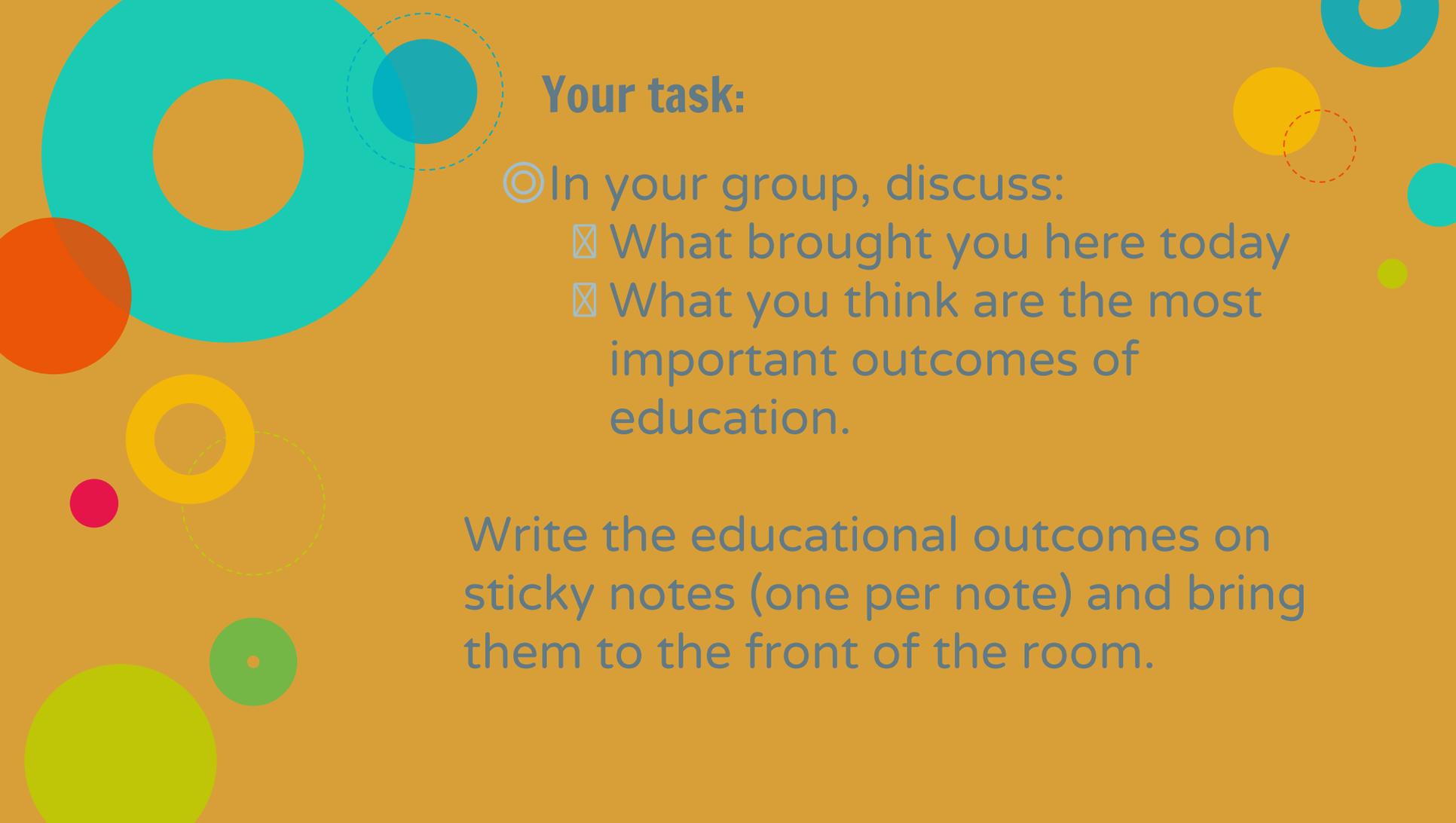


The background features a collection of colorful geometric shapes: a large teal ring in the top left, a smaller teal circle below it, a lime green circle in the top right, a green circle with a dashed border below it, a pink circle in the middle right, an orange circle below that, a yellow ring in the bottom right, a green circle with a white center in the bottom left, and a lime green circle with a dashed border in the middle left. A dashed grey line curves through the scene, passing behind the text.

The Complete Classroom: Combining Challenge and Inclusion



Your task:

- ◎ In your group, discuss:
 - ☒ What brought you here today
 - ☒ What you think are the most important outcomes of education.

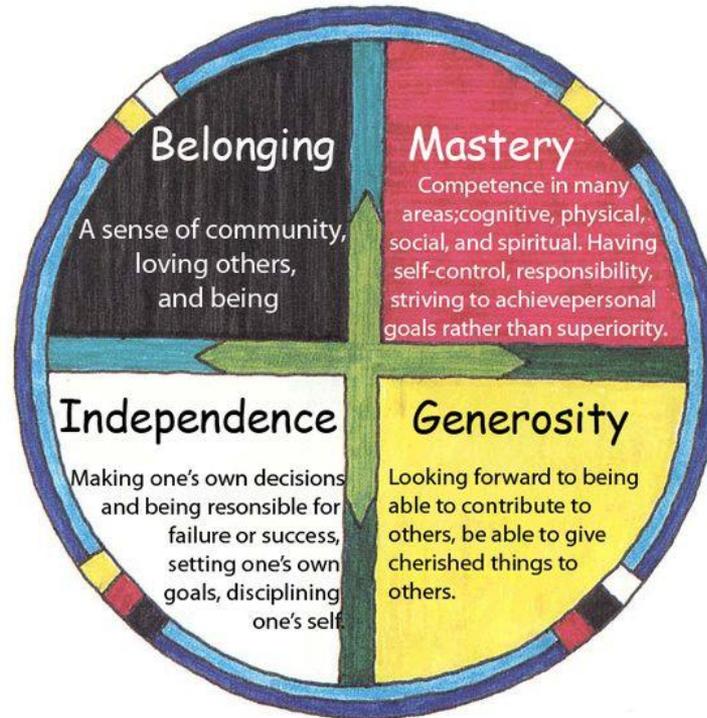
Write the educational outcomes on sticky notes (one per note) and bring them to the front of the room.

Hello!



**We are Deborah Dykstra and
Jennifer Schraml**

Universal Goals



Martin
Brokenleg's
universal
educational
values

Belonging

- Having friends
- Forming and maintaining relationships
- Getting along with others, including coworkers
- Being part of a community
- Being a caring parent and family member



Mastery

- Having success and becoming competent in something or some things
- Being well rounded
- Being a good problem solver
- Being flexible
- Having motivation
- Being literate
- Using technology
- Being a lifelong learner
- Reaching potential in areas of interest



Independence

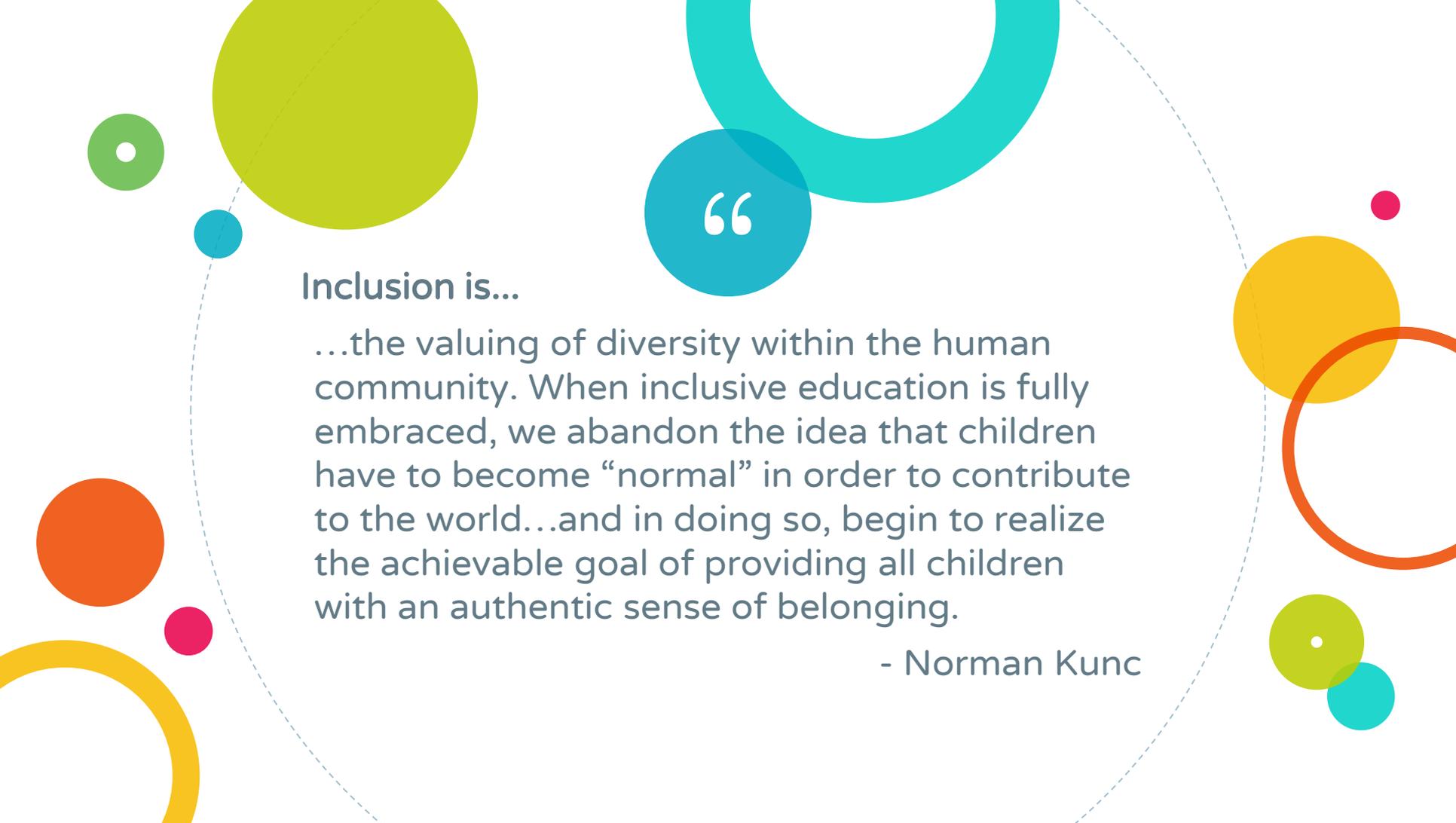
- Having choices in work, recreation, leisure, or continued learning
- Possessing confidence to take risks
- Being as independent as possible
- Assuming personal responsibility
- Holding oneself accountable for
- actions and decisions
- Being able to self-advocate



Generosity

- Being a contributing member of society
- Valuing diversity
- Being empathetic
- Offering compassion, caring, and support to others
- Being a responsible citizen
- Exercising global stewardship



A decorative graphic featuring a large, light blue dashed circle that frames the central text. Surrounding this circle are various solid-colored circles and rings in shades of green, yellow, orange, red, and teal. A large teal ring is positioned at the top center, partially overlapping the dashed circle. A teal circle containing a white double quote symbol is located to the left of the main text. Other smaller circles in green, orange, and red are scattered around the perimeter of the dashed circle.

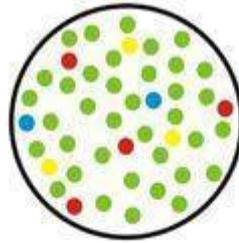
“

Inclusion is...

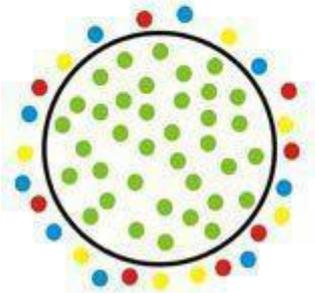
...the valuing of diversity within the human community. When inclusive education is fully embraced, we abandon the idea that children have to become “normal” in order to contribute to the world...and in doing so, begin to realize the achievable goal of providing all children with an authentic sense of belonging.

- Norman Kunc

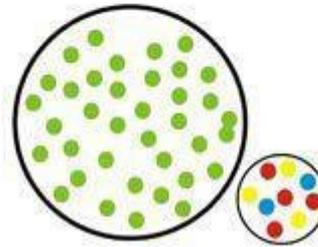
What is inclusion?



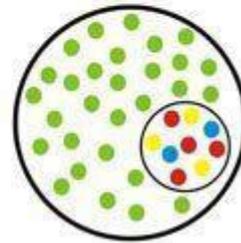
Inclusion



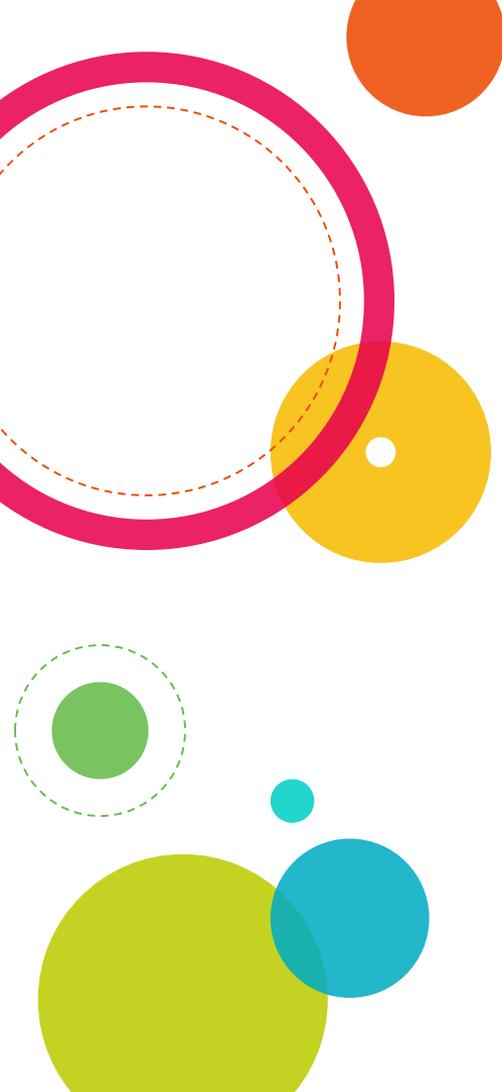
Exclusion



Segregation



Integration



Successful education is a lot
more than academics.

Thus the challenge.





Goals for Today

How to Build Collaboration and Community

Collaborative learning is good for everyone both academically and socially - but how do you make it work?

How to Teach to the Edges

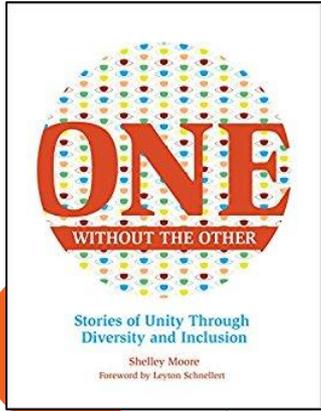
How can you plan to include and see growth in ALL of your students - learning disabled, gifted, and everyone in between?

How to Assess Growth

How do you know students are growing, even if they don't respond well to traditional assessment strategies?



...all without making yourself
crazy busy and burning out?



“

What’s happening right now, and I think why people are panicking, is because all of the supports that we do right now are “retrofit” design...not even design, they’re just retrofit reactions. And we’re panicking because there’s not enough money, there’s not enough support! But what if we stopped for a second and asked, “How can we design better?”





**CLEARING A PATH
FOR PEOPLE WITH SPECIAL NEEDS
CLEARS THE PATH FOR EVERYONE!**

Universal design began as a vision for architecture.

What is helpful for one group is also helpful for others.

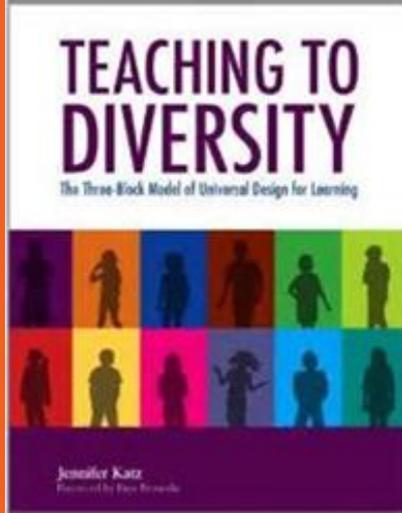
Planning for universal access is easier in the design stage - retrofitting is expensive and time consuming!

The Three-Block Model

A version of UDL that puts together research-supported teaching practices in a way that is manageable for teachers.

One 'how' of inclusion, providing ways to:

- ◎ Build community,
- ◎ Plan engaging units and lessons,
- ◎ Assess what every learner knows and can do.



2

Academic strategies
to include everyone
in learning

School and
division plans,
structures and
policies

3

Social and emotional learning and
support

1

Universal Design for Learning



- A Belief about the potential of all students.
- A lens, not a list.
- A scaffold to support planning, teaching and assessment.

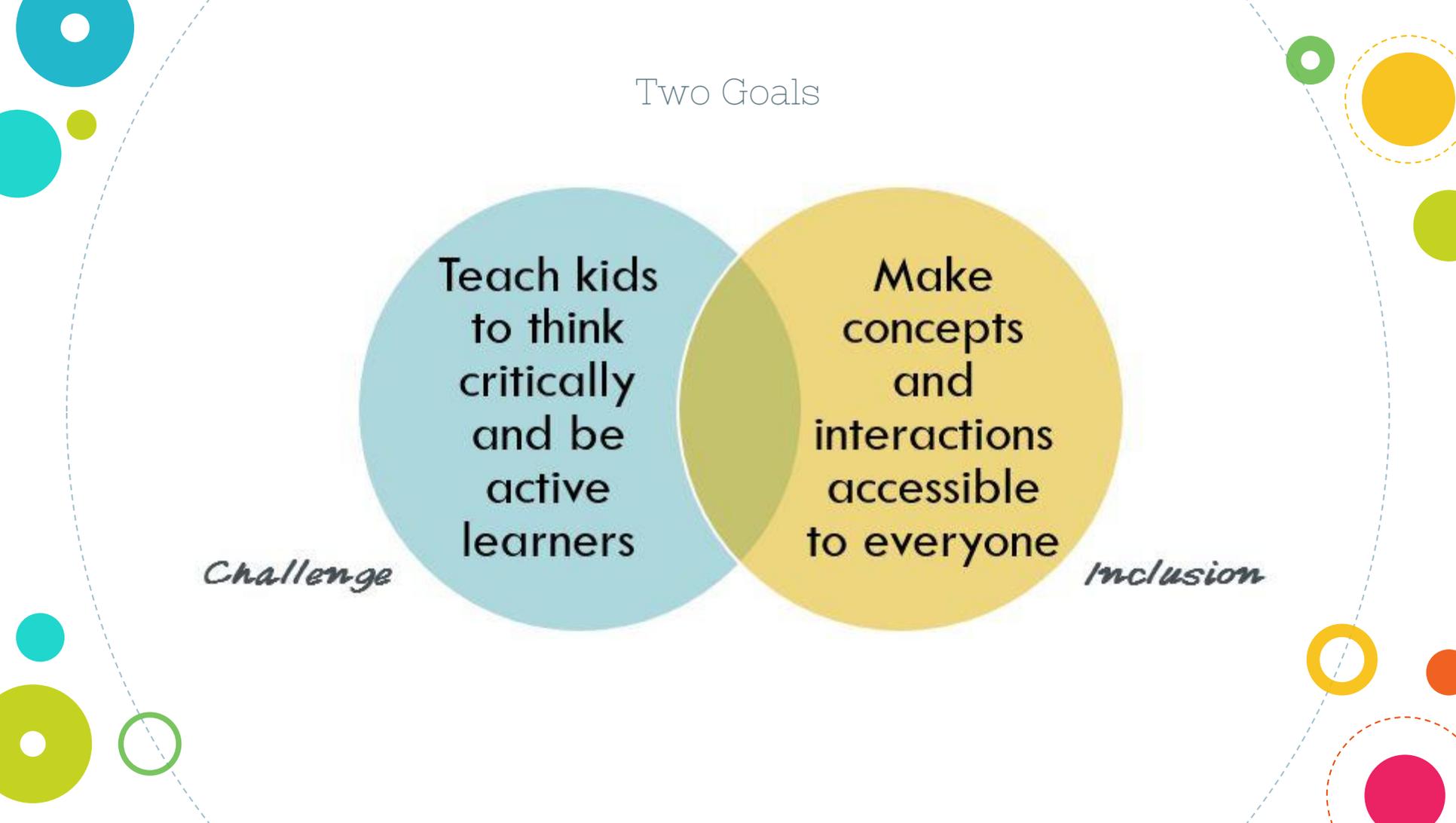
Two Goals

Teach kids
to think
critically
and be
active
learners

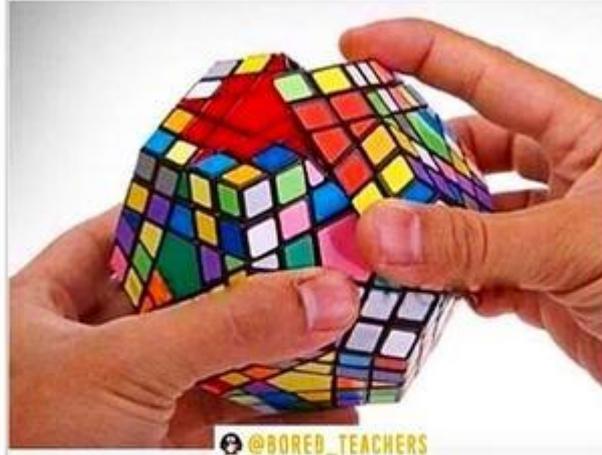
Challenge

Make
concepts
and
interactions
accessible
to everyone

Inclusion

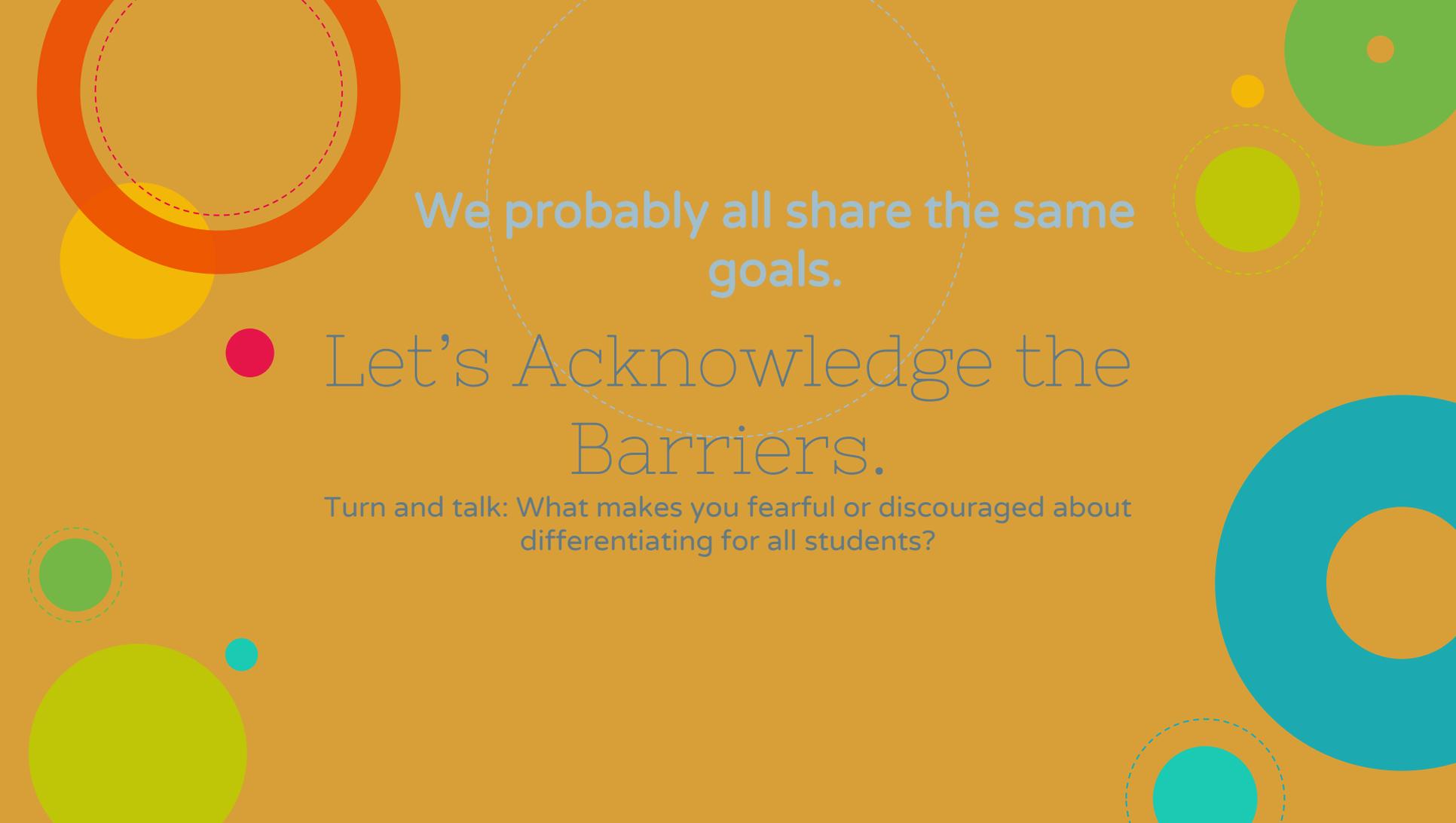


WHAT IT'S LIKE TRYING TO MAKE
LESSON PLANS FOR 40 KIDS WITH...



@BORED_TEACHERS

DIFFERENT LEARNING ABILITIES/STYLES/NEEDS,
DIFFERENT FAMILY/CULTURAL BACKGROUNDS,
ALL WHILE MAKING SURE THEY PASS THE
SEVERAL STANDARDIZED TESTS THAT DETERMINE
MY VALUE AS A TEACHER TO THE SCHOOL.



We probably all share the same goals.

- Let's Acknowledge the Barriers.

Turn and talk: What makes you fearful or discouraged about differentiating for all students?

The background features several decorative elements: a large orange ring in the top left, a yellow circle below it, a pink circle to the right, a green circle in the top right, a lime green circle below it, a teal ring in the bottom right, and a teal circle below that. Dashed lines outline some of these shapes, including a large one around the number 1 and smaller ones around other circles.

1

Social Emotional Foundations

How we build self-concept and a
community that values diversity.

Block 1 Goals

Belonging

Self-Worth

Self- and Co-
Regulation



Compassionate Classroom Communities

Why does it matter?

Brain research tells us:

- ⦿ Kids don't learn well when they are stressed. The brain prioritizes emotions!
- ⦿ Increased cortisol levels mean reduced ability to pay attention, remember, and have physical effects like headaches and obesity.



Compassionate Classroom Communities

Kids who know how to interact positively have opportunities to learn from one another and practice higher levels of thinking.



Three Strategies

◎ Spirit Buddies

◎ Democratic
Classrooms:
Class Meetings



◎ Respecting Diversity
Program (RD)



Respecting Diversity Lessons

What is Smart?

How am I smart?
How are others around
me smart?

Intelligence and Careers

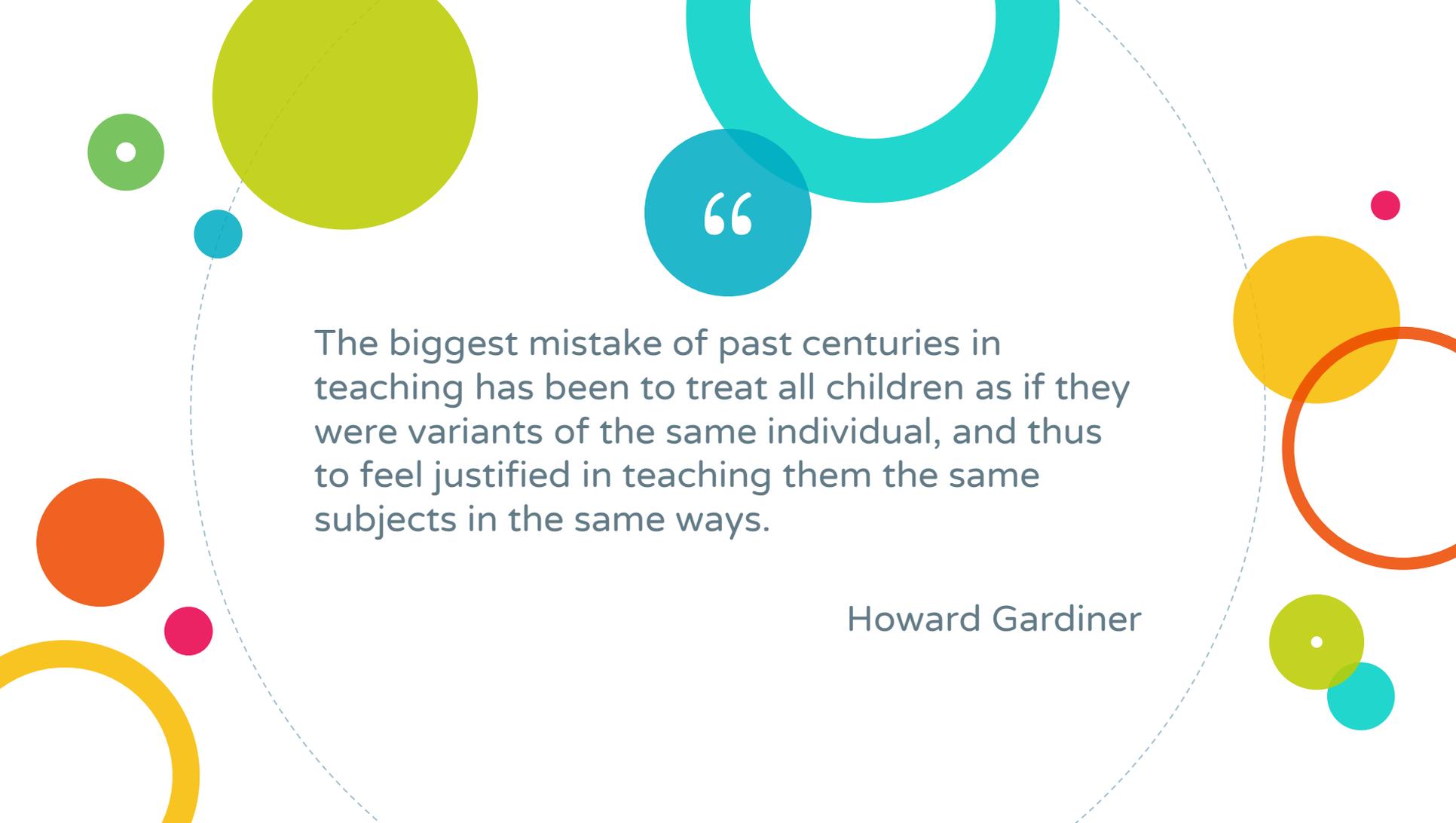
We need all kinds of
smart.
Creating hope: what can
I strive for?

Build Community

Value in diversity
Interdependence and
team building
Goal setting

Understand Disability

How all people work
around limitations.

A decorative graphic featuring a large dashed white circle. Inside and outside this circle are various colored shapes: a large green circle at the top left, a large cyan circle at the top center, a large yellow circle at the bottom left, a large orange circle at the bottom center, a large yellow circle at the bottom right, and several smaller circles in green, blue, orange, and pink scattered throughout. A large cyan circle with a white double quote symbol is positioned above the main text.

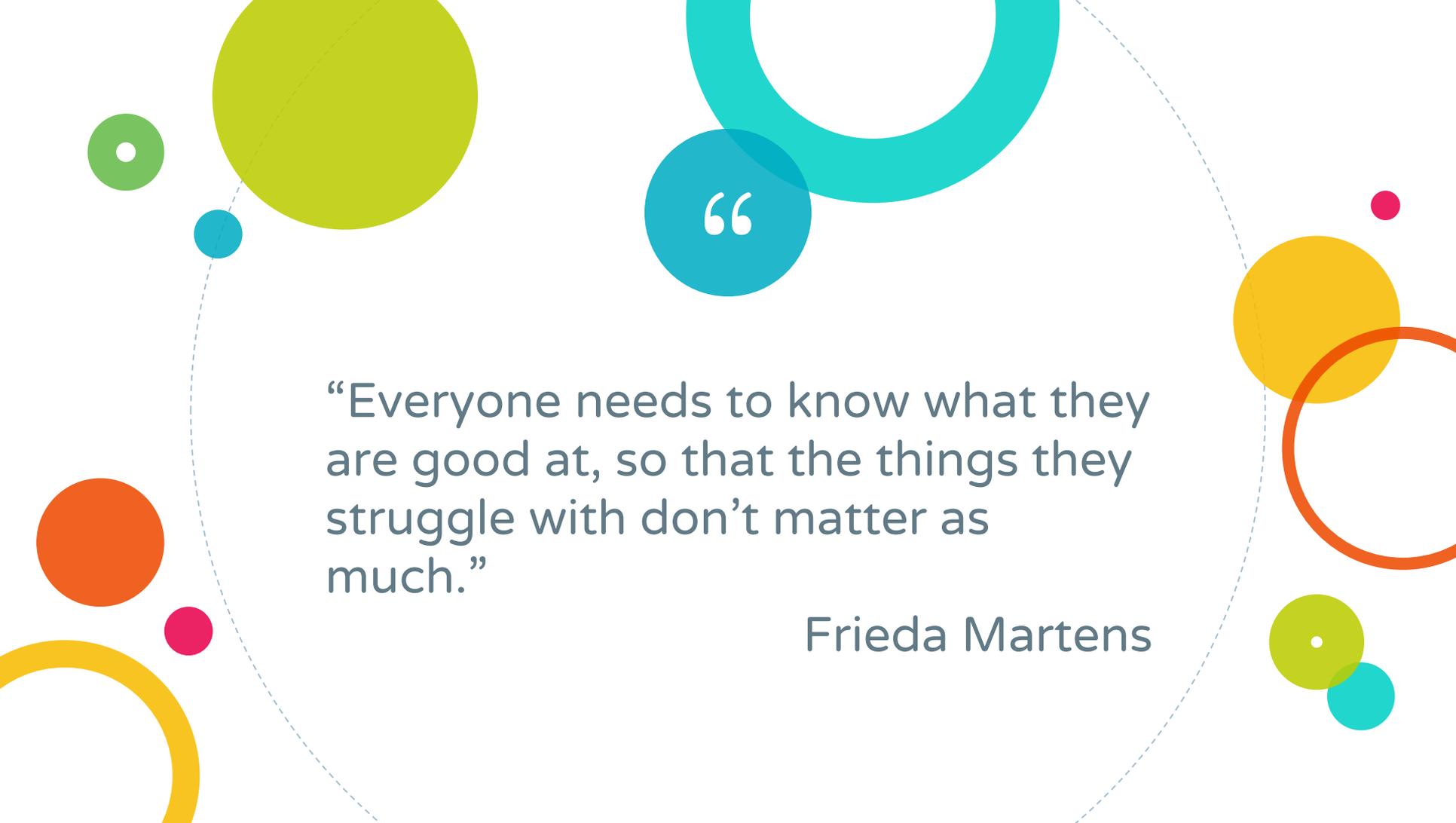
“

The biggest mistake of past centuries in teaching has been to treat all children as if they were variants of the same individual, and thus to feel justified in teaching them the same subjects in the same ways.

Howard Gardiner

Respecting Diversity

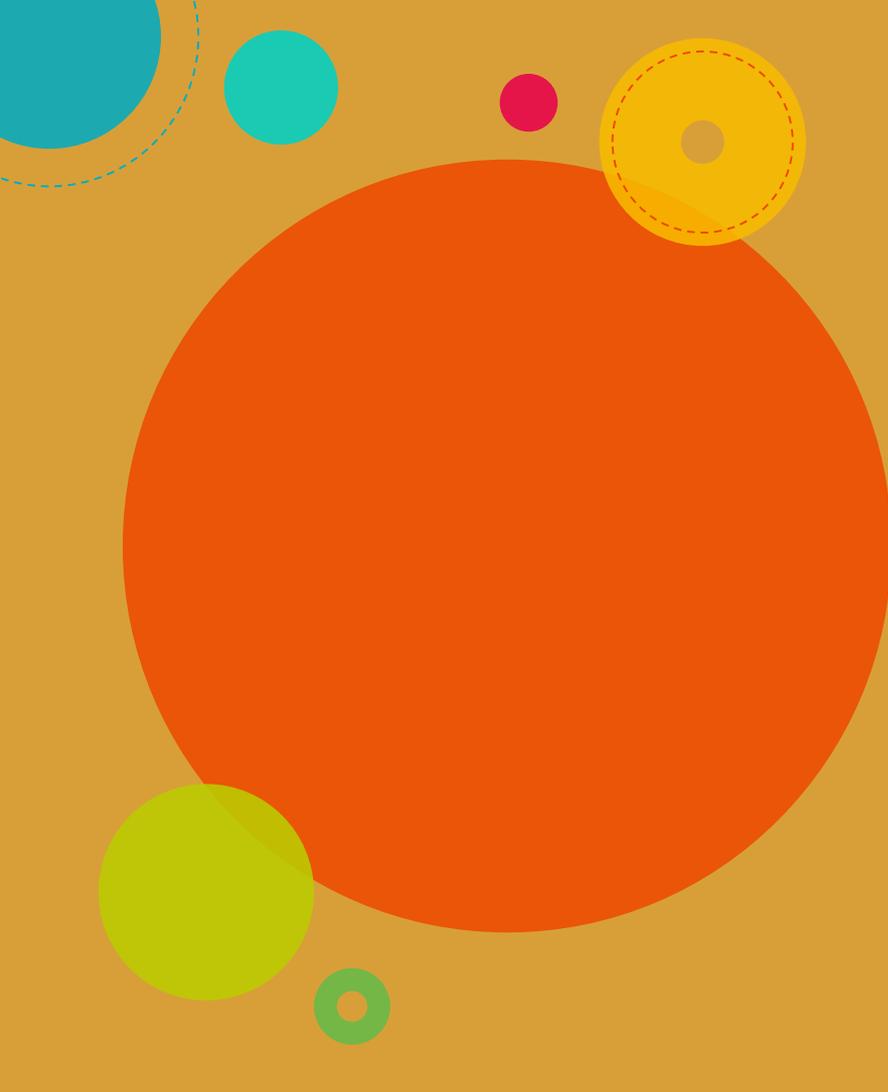


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“

“Everyone needs to know what they are good at, so that the things they struggle with don’t matter as much.”

Frieda Martens



Consider the strengths and weaknesses of someone you care about.

Where might they shine?

Are there untapped possibilities for developing and sharing their gifts?



...People of Diverse Abilities



Teaching Cooperative Learning Skills

Lesson 1: Partnering

Lesson 2: Good listening

Lesson 3: Questioning and Coaching

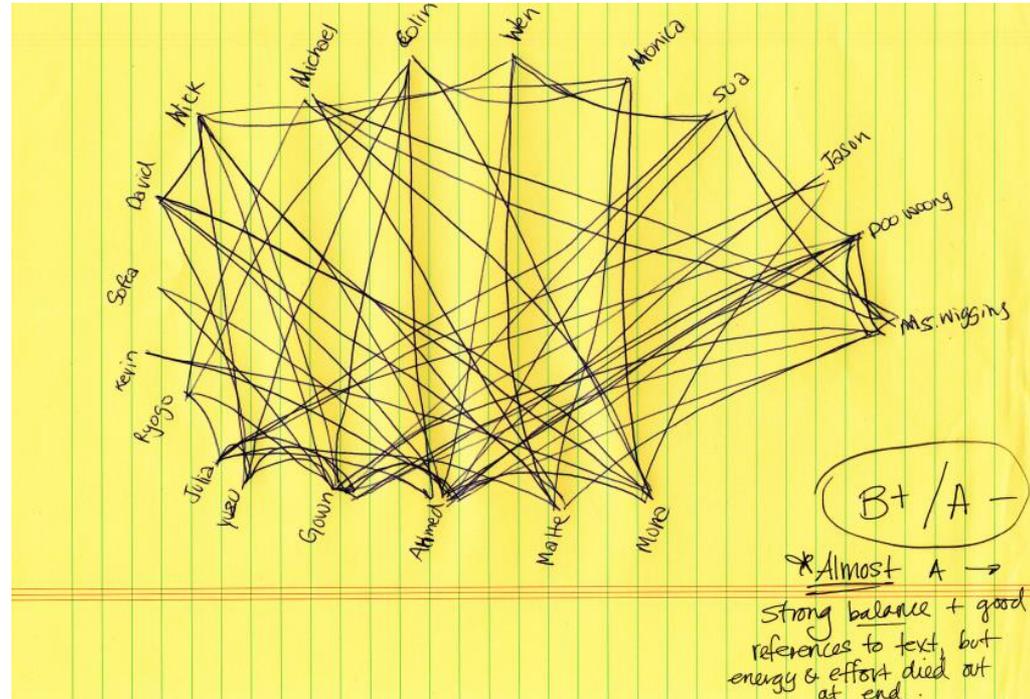
Lesson 4: Reporting

Lesson 5: Small Group Work

Lesson 6: Introduction to Centres

Problem	Curriculum Needed
Teams are:	
Too noisy	Inner voices
Off task	Task Mastering
In conflicts	Conflict resolution
Students	
Give put-downs	Praising
Give answers	How to help
Don't listen	Listening skills
Don't ask for help	Questioning skills
Don't respect opinions	paraphrasing

Other ways to support collaborative discussion skills...





Social-emotional
learning
continues all
year, every year.

Learning about the value of
diversity, and then
continuing the year in a one
size fits all classroom
destroys the message.

Not Just a Unit.

- ◎ Awareness of strengths and challenges of self and others
- ◎ Celebrating diverse contributions
- ◎ Collective responsibility for well-being, achievement of all
- ◎ Independent learning, student choice and empowerment, leadership

...leading to interested, active, collaborative learners who take ownership of their learning.

Smart Quiz

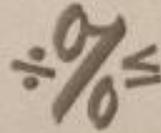
1. Smart means being smart

2. What are the 9 ways of being smart?



nature











Hand



music



book

Do you see a contradiction?



2a

Teaching to the Edges

How we make sure everyone can be both challenged and successful in their learning.

A decorative background featuring a large dashed white circle. Inside and outside this circle are various colored shapes: a large teal ring at the top, a blue circle with white quotation marks, a large yellow circle, a large orange circle, a large green circle, and several smaller circles in green, blue, orange, and pink. The text is centered within the dashed circle.

“

“I think we made a mistake arguing inclusion on the basis of social justice. It led to people believing that as long as they wheeled the student into the room, and they were smiling and had a friend, that was all that mattered.

But students could be happy and make a friend at home or in the community. They come to school to learn. ALL students.”

Pat Miranda

Academic Inclusion

“All students are placed in their home schools, and services are delivered in the classroom/school – with the general education teacher taking primary responsibility for ALL students enrolled in the class.

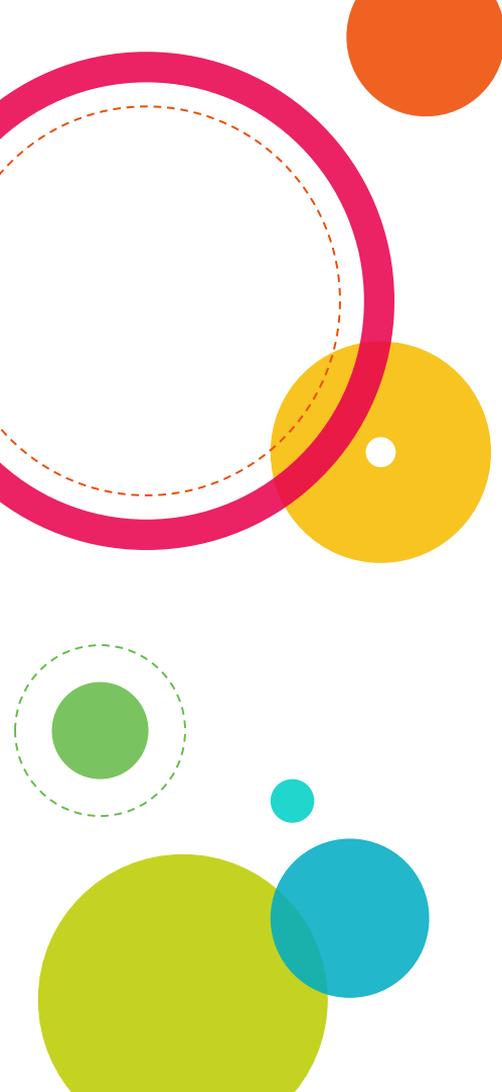
“Academic inclusion means **all students are welcome in the learning activities of their classroom and school –**

not parallel,

but interactively with their peers and the general curriculum.

Jennifer Katz



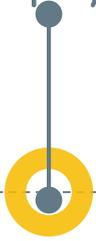


“Ramps” that Facilitate Learning

- shared essential understandings
 - technology
 - gradual release
 - flexible student groupings
 - integrated curriculum – connections across subjects
 - choice, risk-taking and safety
 - authentic assessment
 - differentiated instruction
- 

WHAT WILL WE LEARN?

Find connections in the curriculum
Summarize “big ideas”
Create questions to guide inquiry.



Planning Steps



HOW WILL WE LEARN IT?

Design learning activities for students

- Using multiple intelligences
- Guiding first, then letting students explore the topic
- Allowing for many ways of learning, processing and communicating.



WHAT DOES SUCCESS LOOK LIKE?

Develop a rubric based on outcomes, looking for the development of thinking skills.



**Backward
Planning**



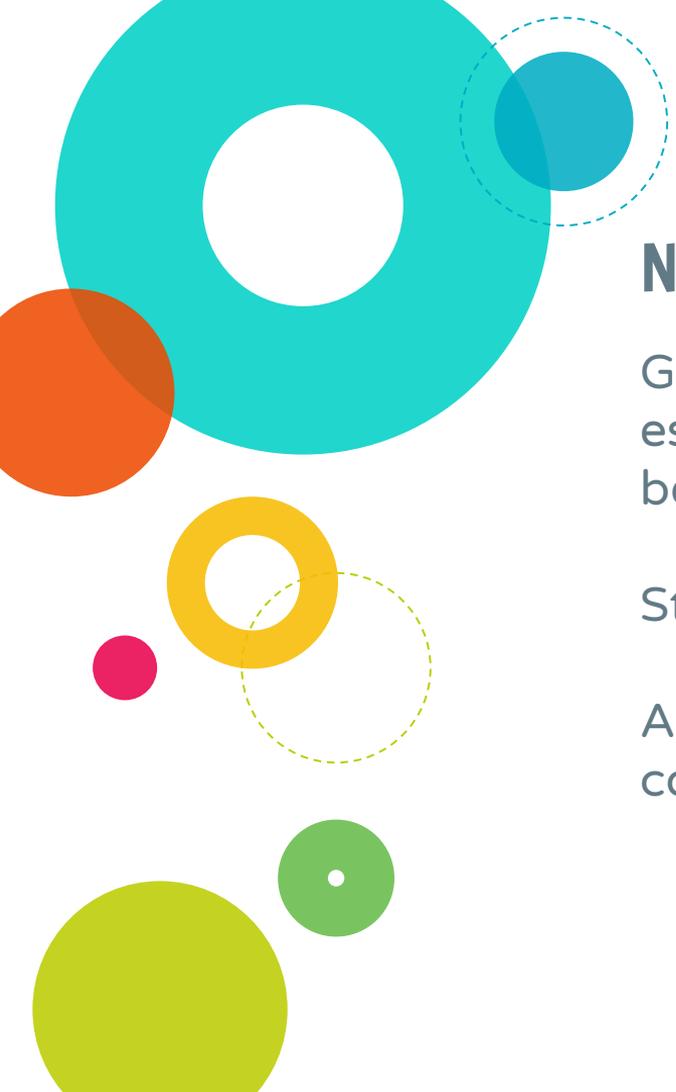
Essential Understandings

Finding the “Big Ideas” helps everyone know where learning is headed.

NOT a simplification of goals, but a summary of the purpose of a unit.

we ask this question:

“At the end of this unit, what is it I really want my students to be able to know and do?”

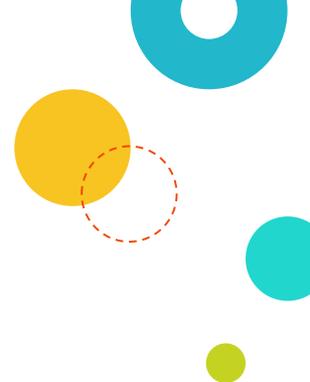


No one can learn everything...

Good teachers share with students what is essential for them to recall, understand, and be able to do.

Struggling learners focus on essentials.

Advanced learners grapple with important complexities.



Grade 3, Cluster 2: Materials and Structures

Overview

Students learn about the nature of materials not just by observing them but, more importantly, by using them. In this cluster, students experience the design process as they manipulate and test materials, build structures, and select and use materials suitable to the task at hand. Students find that the strength and stability of structures in their community, as well as those they build themselves, are linked to the properties of the materials used and to the particular way the materials are configured and joined. This cluster further develops the concept of materials introduced in *Kindergarten, Cluster 3: Paper* and built upon in *Grade 1, Cluster 3: Characteristics of Objects and Materials*.

Students will...

- 3-2-01 Use appropriate vocabulary related to their investigations of materials and structures.
Include: strength, balance, stability, structure, frame structure, natural structure, human-built structure, force.
GLO: C6, D3
- 3-2-02 Conduct experiments to compare the strength of common materials.
Examples: wooden toothpicks, plastic straws, paper, cardboard, polystyrene foam...
GLO: A1, A2, C2, D3
- 3-2-03 Explore to determine ways to strengthen a material used for building.
Include: changing shape, bulk, and number of layers.
GLO: B1, C2, D3
- 3-2-04 Explore to determine an appropriate method for joining two materials for a specific use.
GLO: C2, D3
- 3-2-05 Recognize that balance affects the stability of a structure.
Examples: a domino tower that leans to one side is more likely to tip over than one that stands straight...
GLO: D4

Specific Learning Outcomes

K-4 Science

3-2-06 Explore to determine ways to improve the strength and stability of a frame structure.

Examples: use of triangulation or a cross member...

GLO: C2, D4, E2

3-2-07 Identify shapes that are part of natural and human-built structures from various cultures and describe how these shapes help to provide strength and stability.

Examples: cylinders, triangles, hexagons in outdoor playstructure, hexagons in a honeycomb...

GLO: A4, D4, E2

3-2-08 Identify characteristics of materials that need to be considered when choosing materials for building structures.

Examples: strength, flexibility, durability, surface texture...

GLO: D3

3-2-09 Use the design process to build a structure that meets given criteria related to strength, stability, and function.

GLO: A3, C3

3-2-10 Describe the effects of various forces on different structures.

Examples: bookshelf sagging under the mass/weight of books, tent blowing over in a storm...

GLO: D4, E2

3-2-11 Evaluate simple structures to determine if they are safe and appropriate to the user.

Examples: classroom furniture...

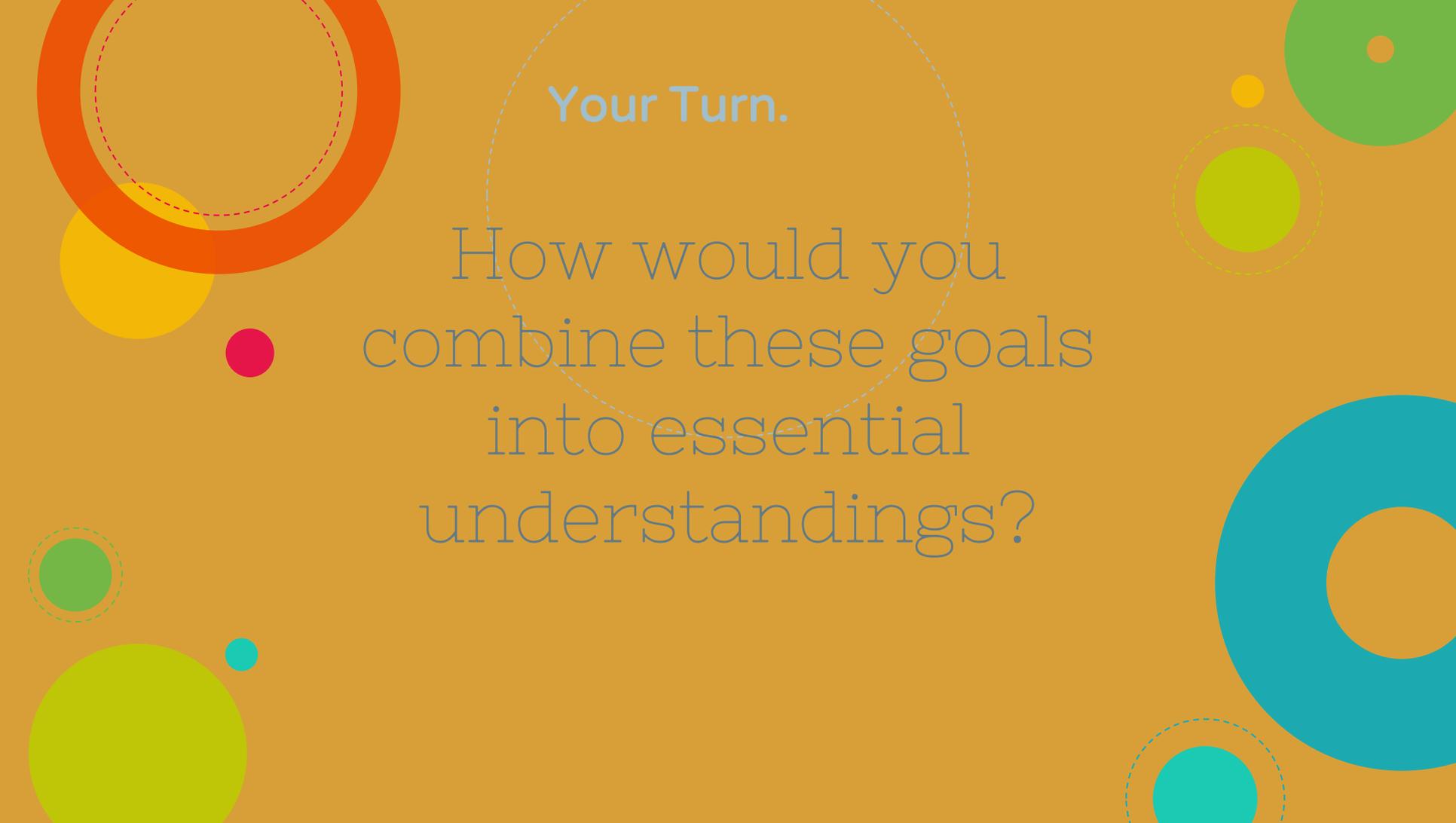
GLO: C1, C3, C4, D4

3-2-12 Investigate to identify hobbies and jobs related to construction, engineering, and architecture.

GLO: B4

3-2-13 Identify various materials used in the construction of buildings in their community and in communities around the world.

GLO: A4, B1, D3, E1



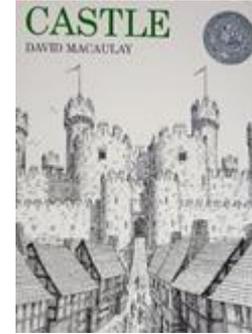
Your Turn.

How would you
combine these goals
into essential
understandings?

Essential Understandings

- ⦿ Although people build differently in different cultures, people still follow common building strategies for strength and stability
- ⦿ Materials, shapes, and joints all affect strength and stability.
- ⦿ Strength and stability of structures can be predicted and measured.





- What activities could work with children of different abilities to support these understandings?
 - At school
 - In the community

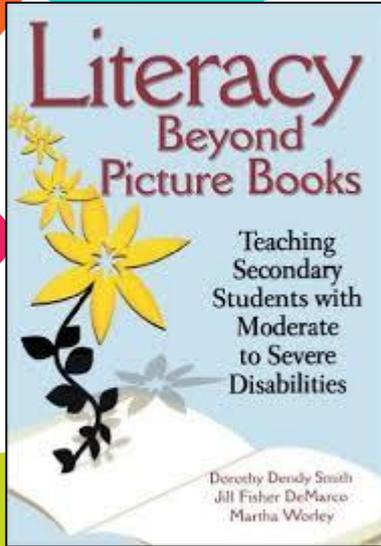


Key Strategy: Drawing Connections

Thematic units incorporate all subject strands to explore a larger concept. We learn by making connections to what we know and what we have seen before.

Ideally, you would combine units in several subjects and find “big ideas” that connect them.

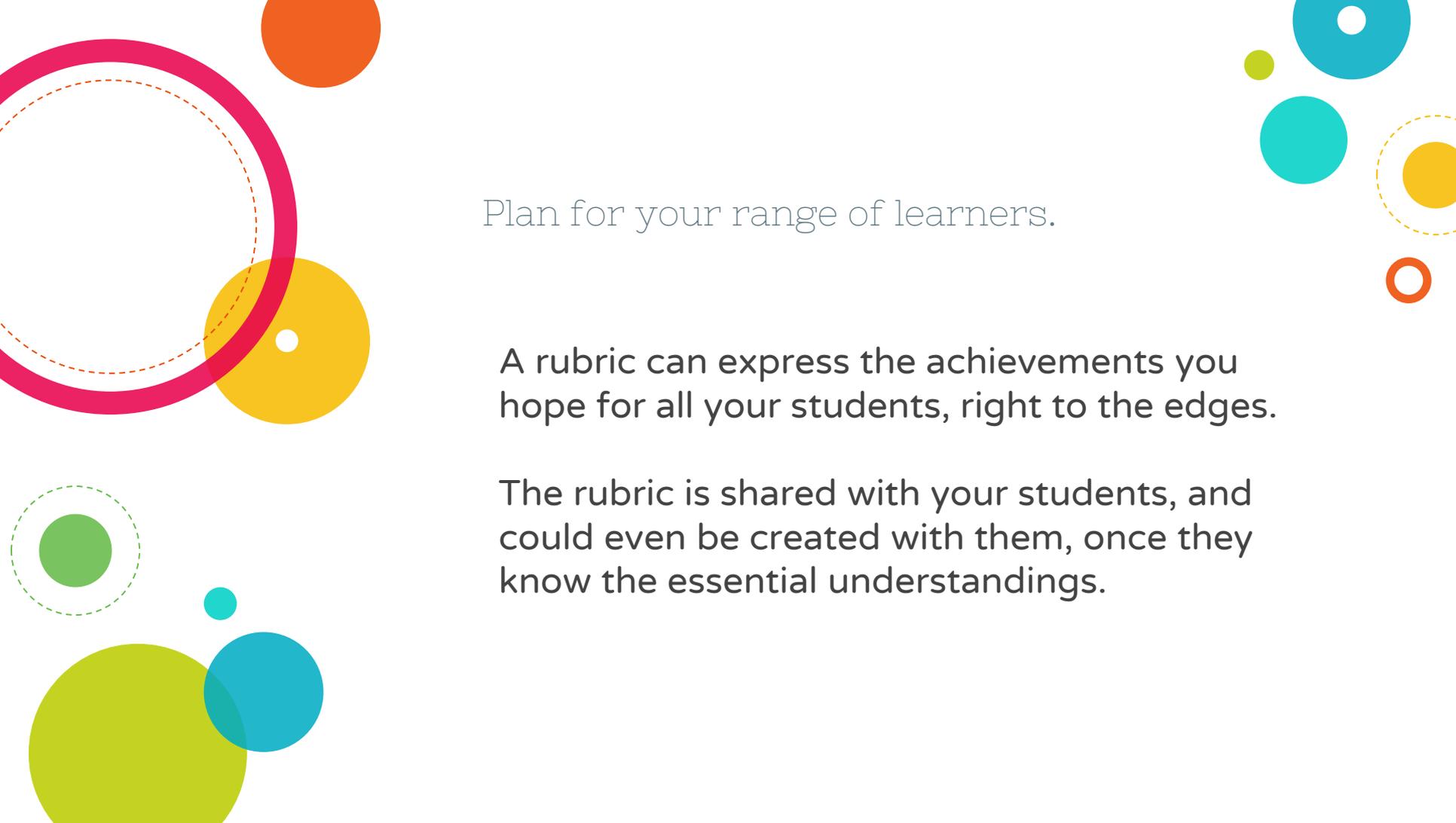
This also makes it easier to plan meaningful activities...



That's Great...But How?

How does a teacher address different levels of understanding in a diverse group of students?





Plan for your range of learners.

A rubric can express the achievements you hope for all your students, right to the edges.

The rubric is shared with your students, and could even be created with them, once they know the essential understandings.



Learning
is a
process.

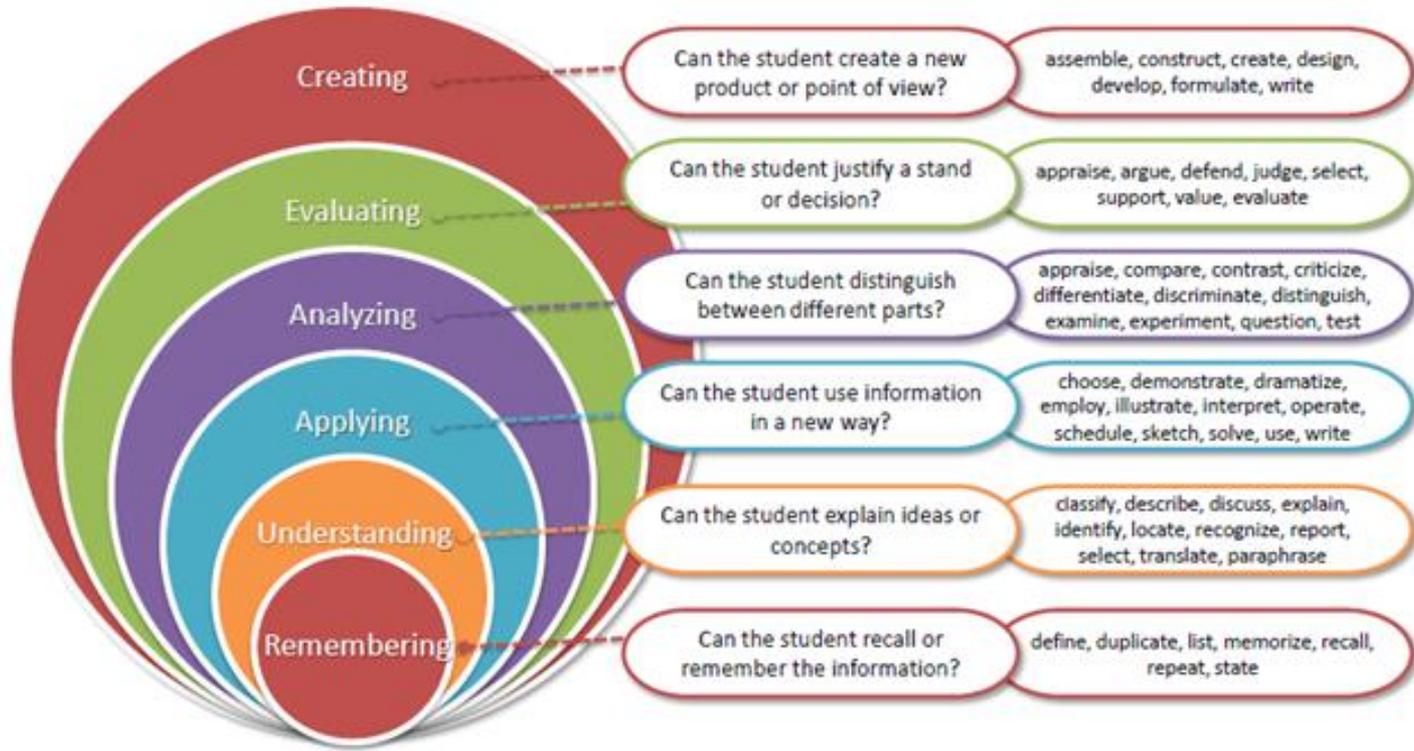
Use the essential understanding as your fully meets column, then stretch it developmentally. Think about what students would need to know/be able to do to work up to and beyond that understanding.

For instance, for a toddler...

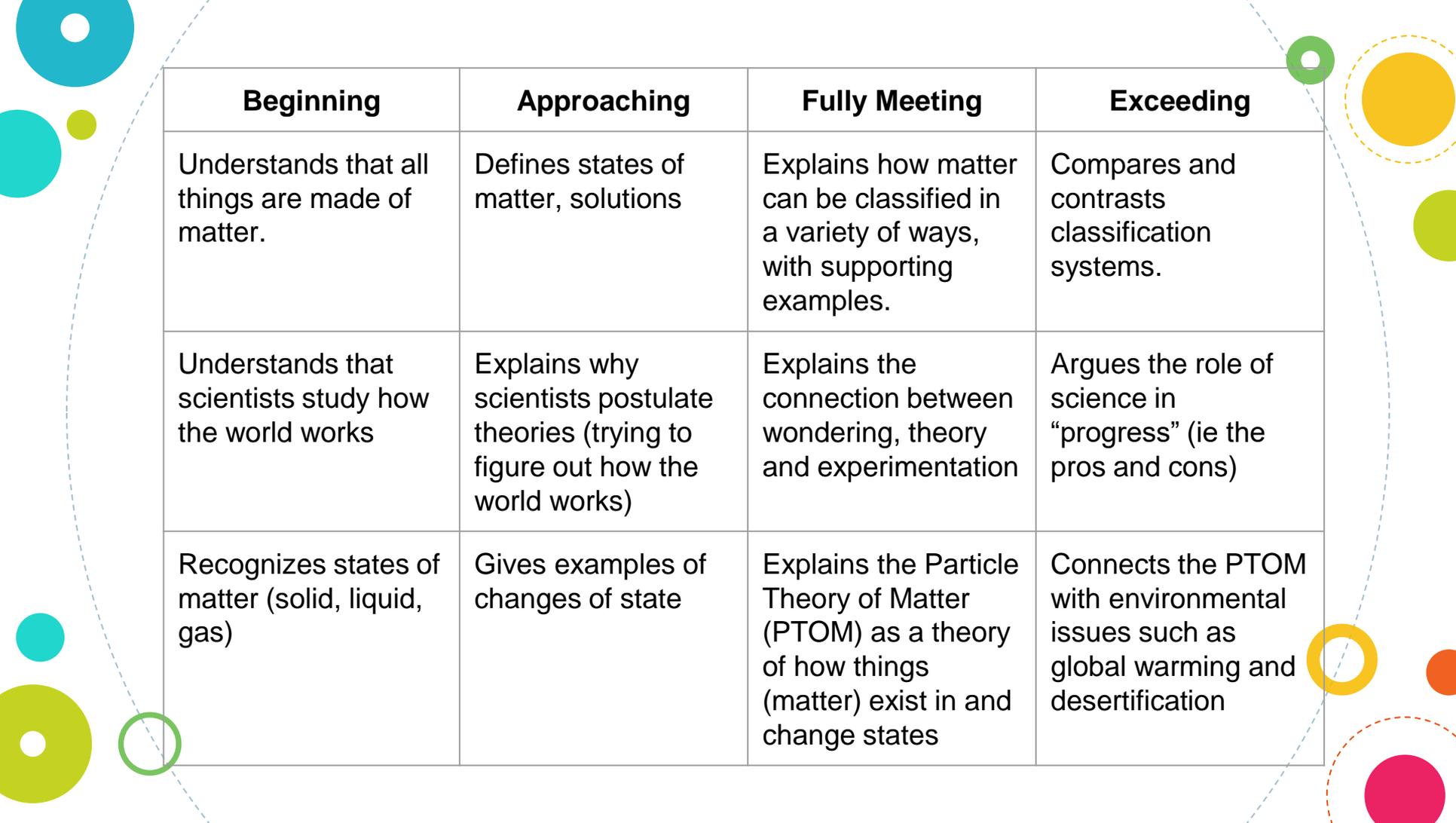


Not Yet (Beginning)	Approaching	Fully Meets	Exceeds Expectations
Crawls	Stands	Walks	Runs

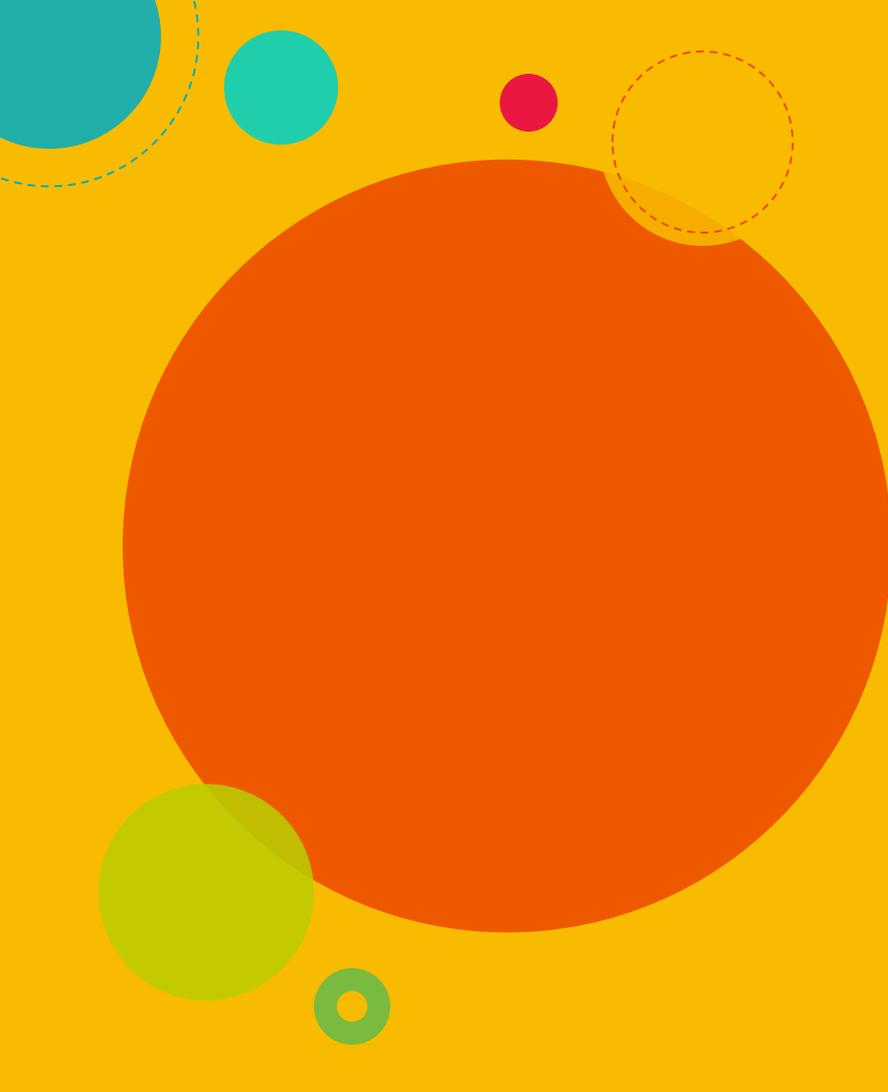
Use Bloom's taxonomy to increase depth of thinking across the rubric.



All kids can think at all levels, but at different levels of complexity.

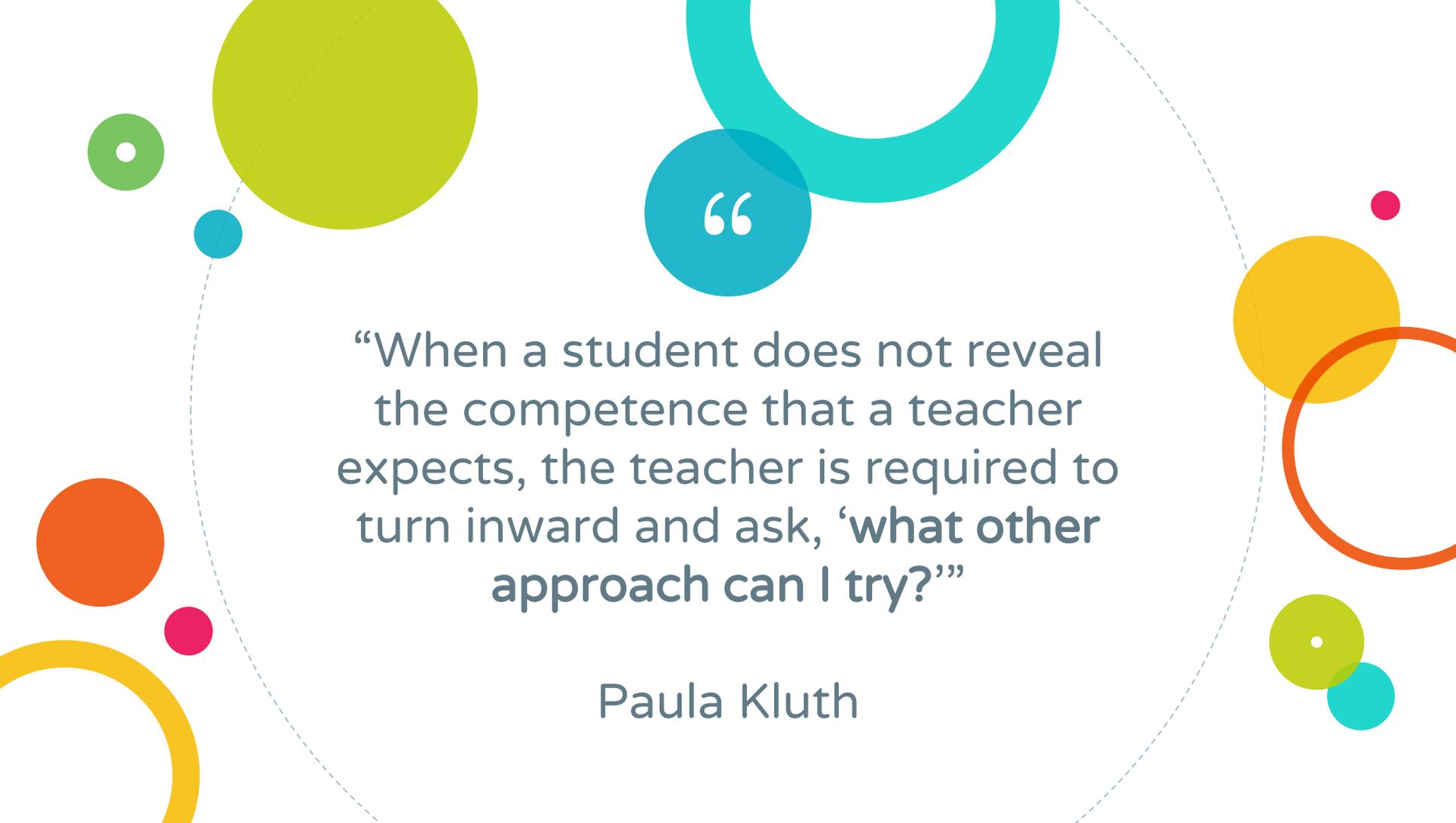


Beginning	Approaching	Fully Meeting	Exceeding
Understands that all things are made of matter.	Defines states of matter, solutions	Explains how matter can be classified in a variety of ways, with supporting examples.	Compares and contrasts classification systems.
Understands that scientists study how the world works	Explains why scientists postulate theories (trying to figure out how the world works)	Explains the connection between wondering, theory and experimentation	Argues the role of science in “progress” (ie the pros and cons)
Recognizes states of matter (solid, liquid, gas)	Gives examples of changes of state	Explains the Particle Theory of Matter (PTOM) as a theory of how things (matter) exist in and change states	Connects the PTOM with environmental issues such as global warming and desertification

A large orange circle is the central focus on the left side of the slide. Surrounding it are several other circles in various colors: a large cyan circle in the top left, a smaller cyan circle below it, a small pink circle above the orange one, a dashed yellow circle to the right of the orange one, a large lime green circle at the bottom left, and a small green circle with a yellow center at the bottom left. The background is a solid yellow color.

Take a look at the verbs.
What do you notice as
students move down the
rubric?

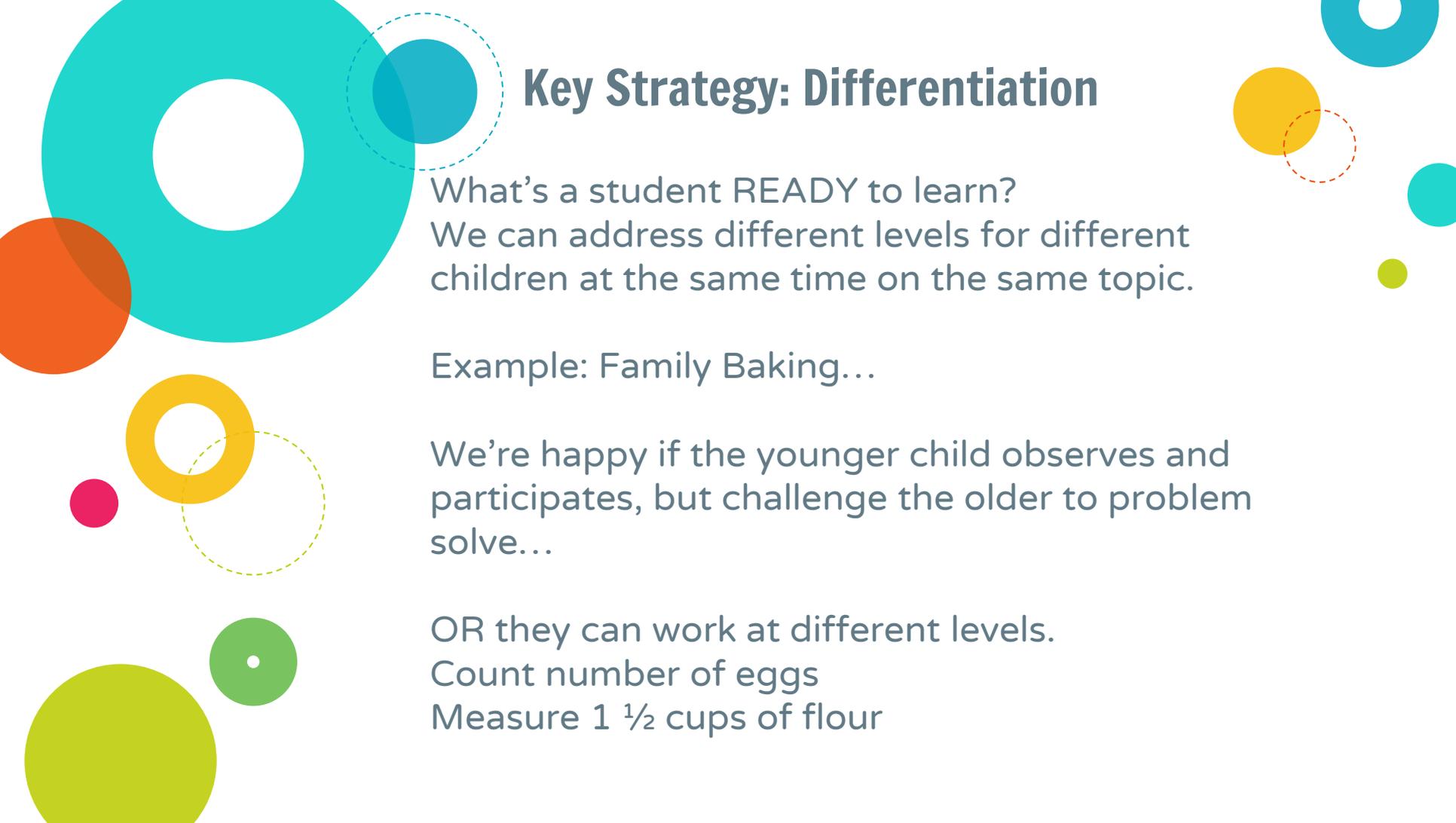
In your current assessment
practices, where do you find
yourself focusing in the
levels of Bloom's
Taxonomy?

A decorative graphic featuring a large, light blue dashed circle that frames the central text. Scattered around this circle are various solid-colored circles and rings in shades of green, yellow, orange, red, and teal. Some circles are solid, while others are hollow rings. The overall design is modern and vibrant.

“

“When a student does not reveal the competence that a teacher expects, the teacher is required to turn inward and ask, ‘**what other approach can I try?**’”

Paula Kluth



Key Strategy: Differentiation

What's a student READY to learn?
We can address different levels for different children at the same time on the same topic.

Example: Family Baking...

We're happy if the younger child observes and participates, but challenge the older to problem solve...

OR they can work at different levels.
Count number of eggs
Measure 1 ½ cups of flour



Two Ways of Approaching Differentiation

Same task, different level of complexity

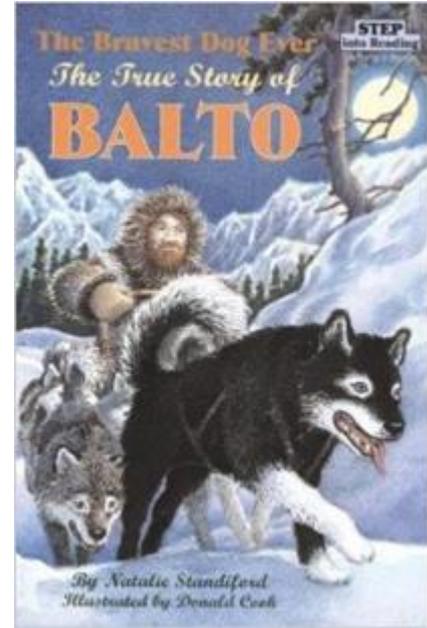
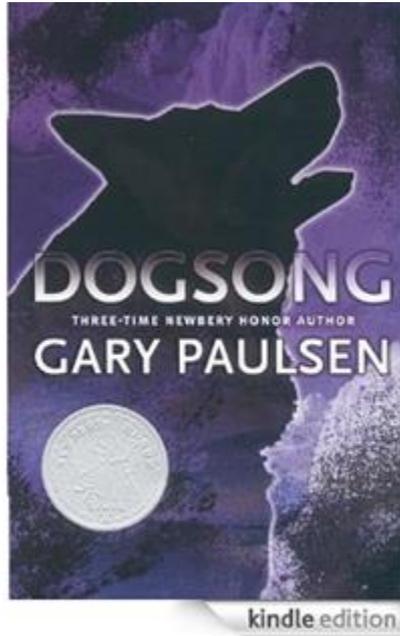
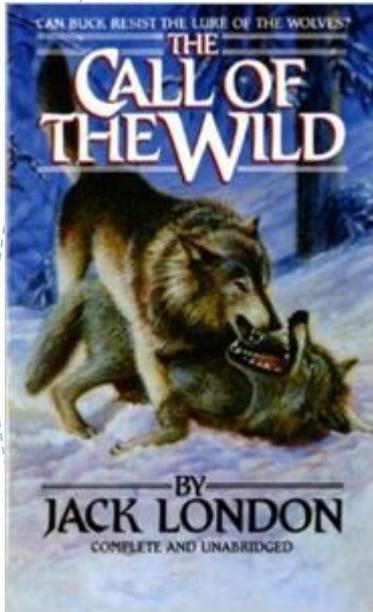
OR

Same task, different goal

Differentiation

Same principle at school:
Share information,
model skills...
Then provide flexible
opportunities for
practice.

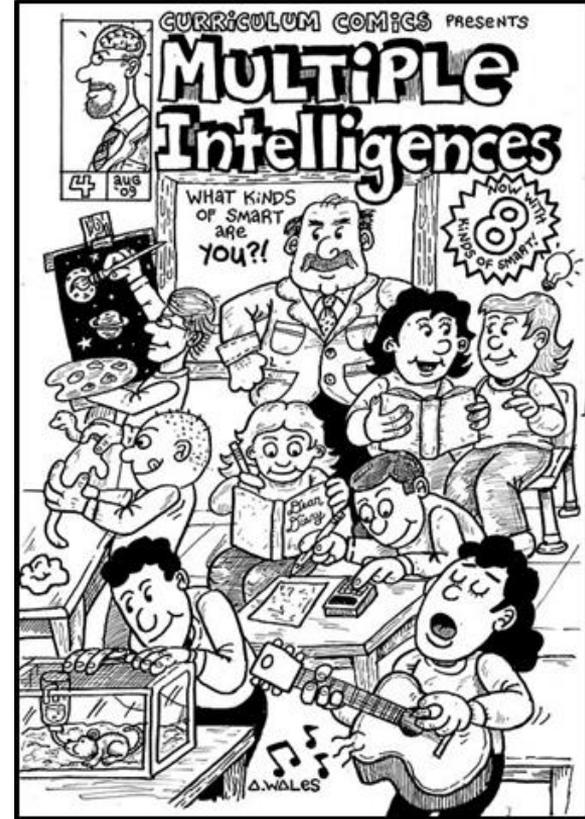




Students can practice the same reading skills and explore the same topics at different levels.

We know everyone had different strengths – why not teach and learn with them?

MI's are an opportunity to use ideas and skills in new ways, or learn a new skill in a comfortable format.





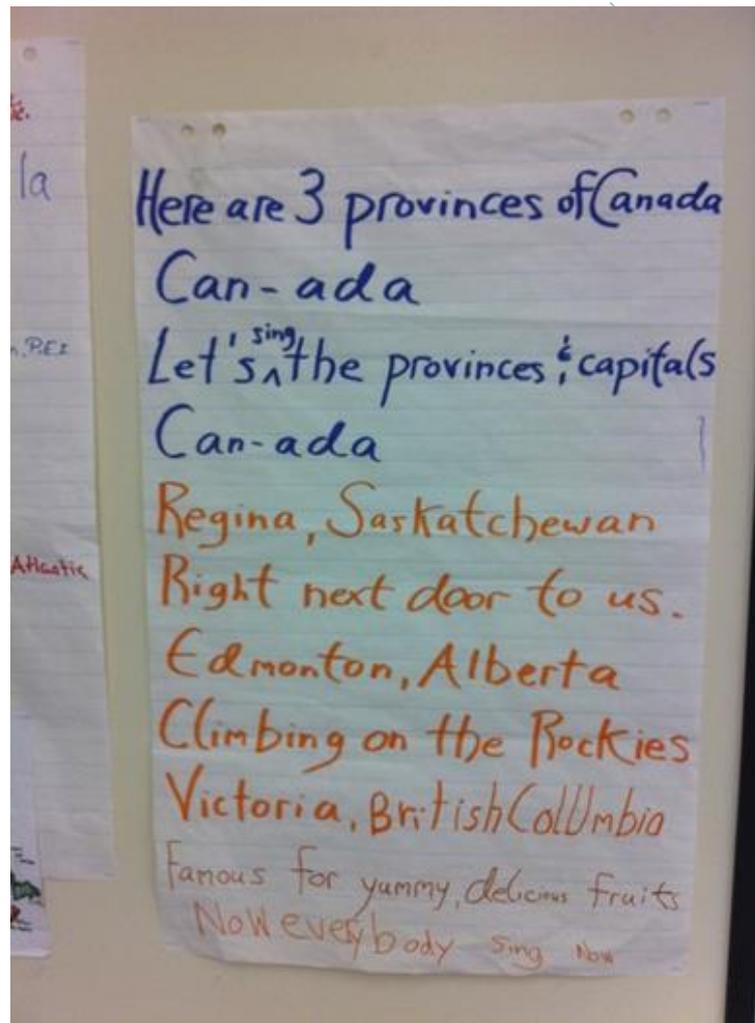
Take a look!

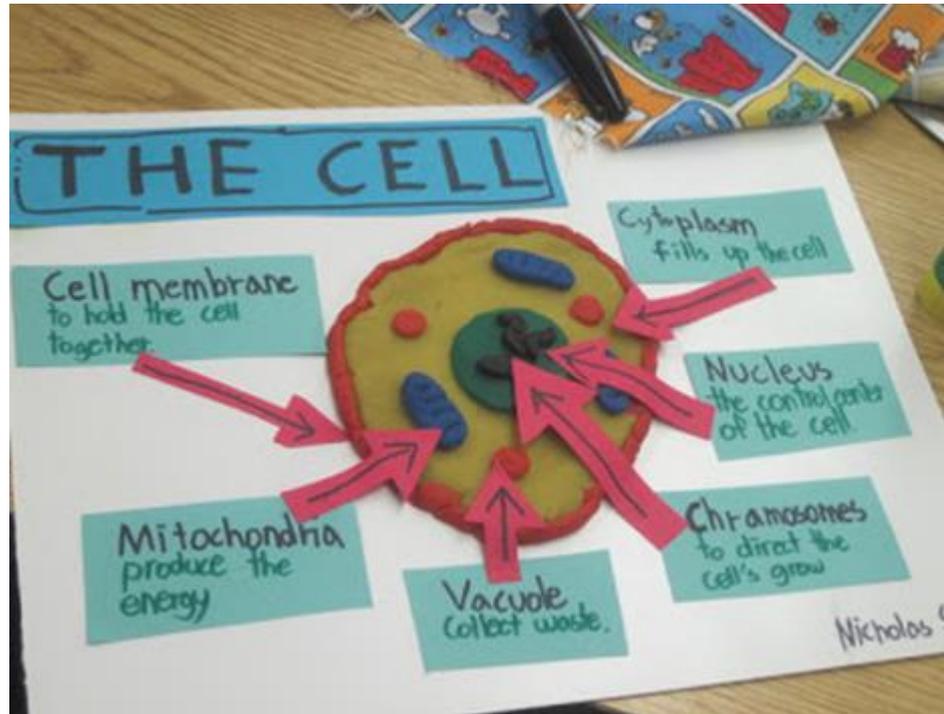
Centre Cards

Tasks with the most opportunity for learning require thought and reasoning, decision points, and dynamic thinking.

How might these tasks be completed in basic or more complex ways?

Musical/Rhythmic





Visual Spatial and Kinesthetic



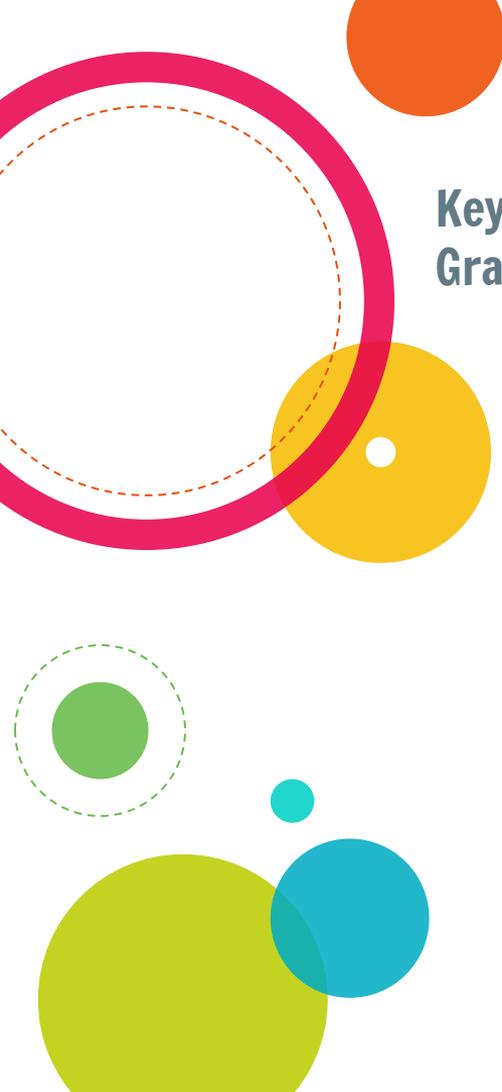
This is the day that Oscar left for France.
He wasn't looking forward to leaving,
but he was very optimistic.

Interpersonal

IN
Remembrance Of
Oscar
Robinson
Hammell
By his wife, Ethel G. J.

Types of Multiple Intelligences Activities

Verbal/ Linguistic	Logical/ Mathematical	Visual/ Spatial	Bodily/ Kinesthetic	Musical/ Rhythmic	Interpersonal	Intrapersonal	Naturalist
Symbols	Mazes	Mosaics	Role-playing	Performance	Group projects	Journals	Field trips
Printouts	Puzzles	Painting	Dramatizing	Songs	Group tasks	Meditations	Field studies
Debates	Outlines	Drawings	Skits	Musicals	Observation charts	Self-assessments	Bird watching
Poetry	Matrices	Sketches	Body language	Instruments	Social interactions	Logs	Observing nests
Jokes	Sequences	Illustrations	Facial expressions	Rhythms	Dialogs	Records	Planting
Speeches	Patterns	Cartoons	Experiments	Compositions	Conversations	Reflections	Photography
Reading	Logic	Sculptures	Dancing	Harmonies	Debates	Quotations	Nature walks
Storytelling	Analogies	Models	Gestures	Chords	Arguments	"I statements"	Forecasting
Listening	Timelines	Constructions	Pantomiming	Trios/Duos	Consensus	Creative expression	weather
Audiotapes	Equations	Maps	Field trips	Quartets	Communication	Goals	Star gazing
Essays	Formulas	Storyboards	Lab work	Beat	Collages	Affirmations	Fishing
Reports	Theorems	Videotapes	Interviews	Melodies	Murals	Insight	Exploring caves
Crosswords	Calculations	Photographs	Sports	Raps	Mosaics	Poetry	Categorizing
Fiction	Computations	Symbols	Games	Jingles	Round robins	Interpretations	rocks
Nonfiction	Syllogism	Visual aids		Choral	Sports		Ecology studies
Newspapers	Codes	Posters		Readings	Games		Catching butterflies
Magazines	Games	Murals		Scores	Challenges		Shell collecting
Internet	Probilities	Doodles		Acappella			Identifying plants
Research	Fractions	Statues		Choirs			
Books		Collages					
Biographies		Mobiles					
Bibliographies							



Key Strategy: Gradual Release

Model

Demonstrate, sharing your own experience. Think out loud about the decisions you make.

Do Together

Do the activity, making decisions side by side. Repeat with small changes.

Solo

If collaboration is successful, let the child take the lead.



I DO...WE DO...YOU DO

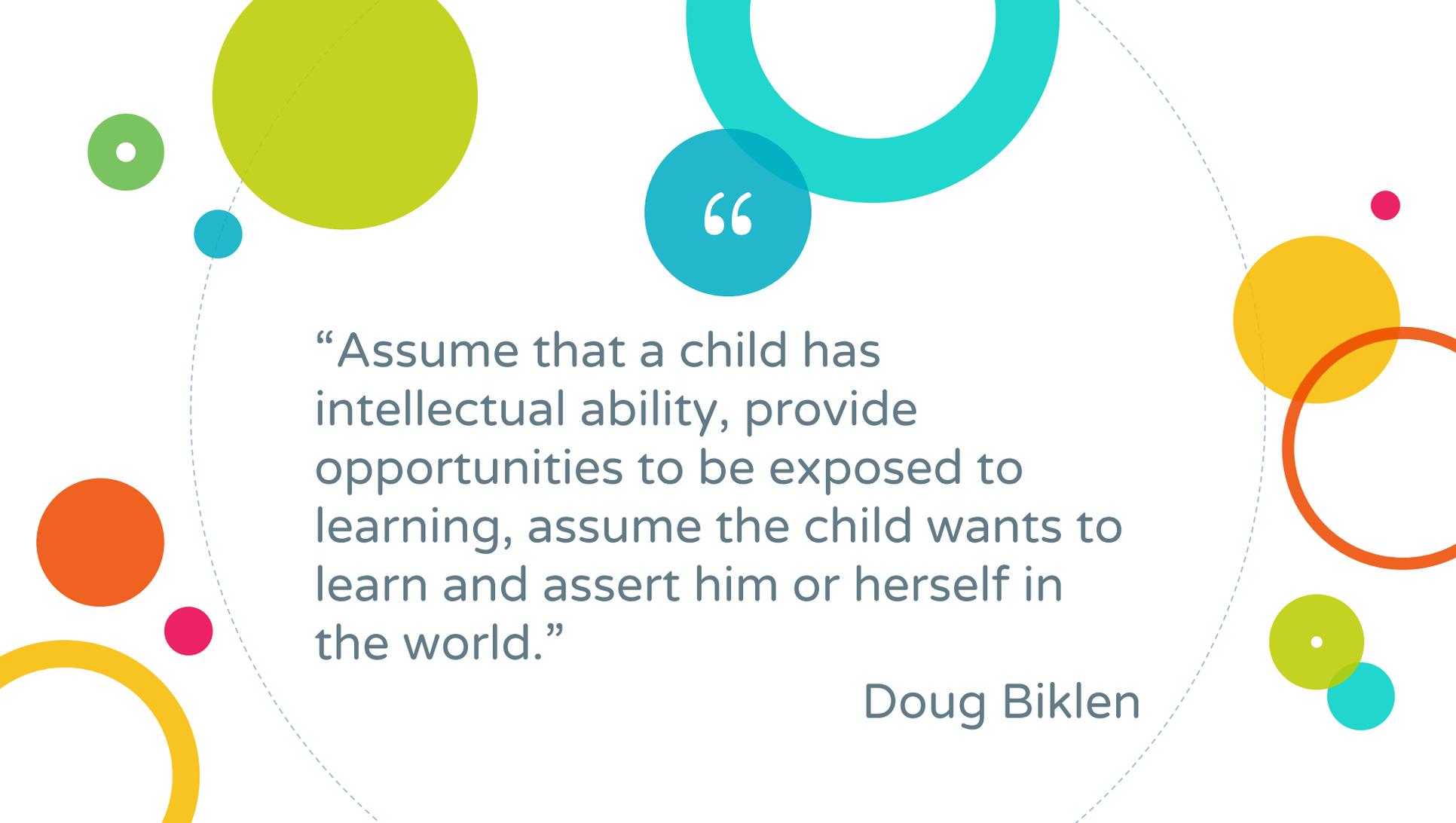
A Unit In Progress

Whole Class
Introductory
Lessons

Projects and
Centres

Pulling it
Together to
Demonstrate
Learning

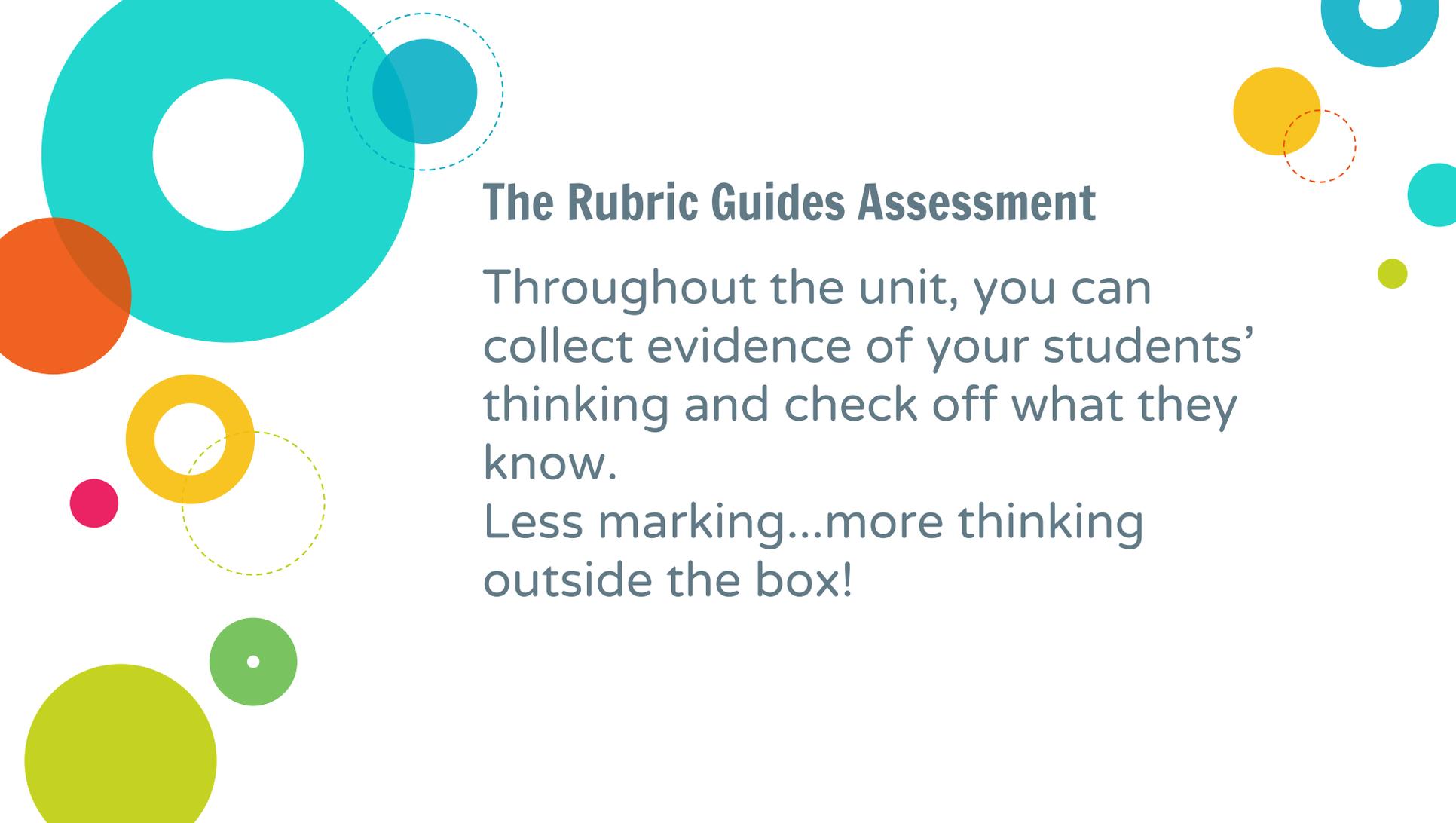
Throughout, students have multiple ways of engaging in and showing their learning.

A decorative graphic featuring a large dashed white circle. Inside and outside this circle are various colored shapes: a large teal circle at the top, a large yellow circle on the right, a large orange circle on the left, and several smaller circles in green, blue, and pink. A large teal quote mark is positioned above the text.

“

“Assume that a child has intellectual ability, provide opportunities to be exposed to learning, assume the child wants to learn and assert him or herself in the world.”

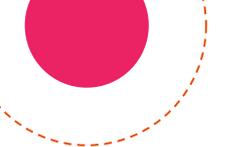
Doug Biklen

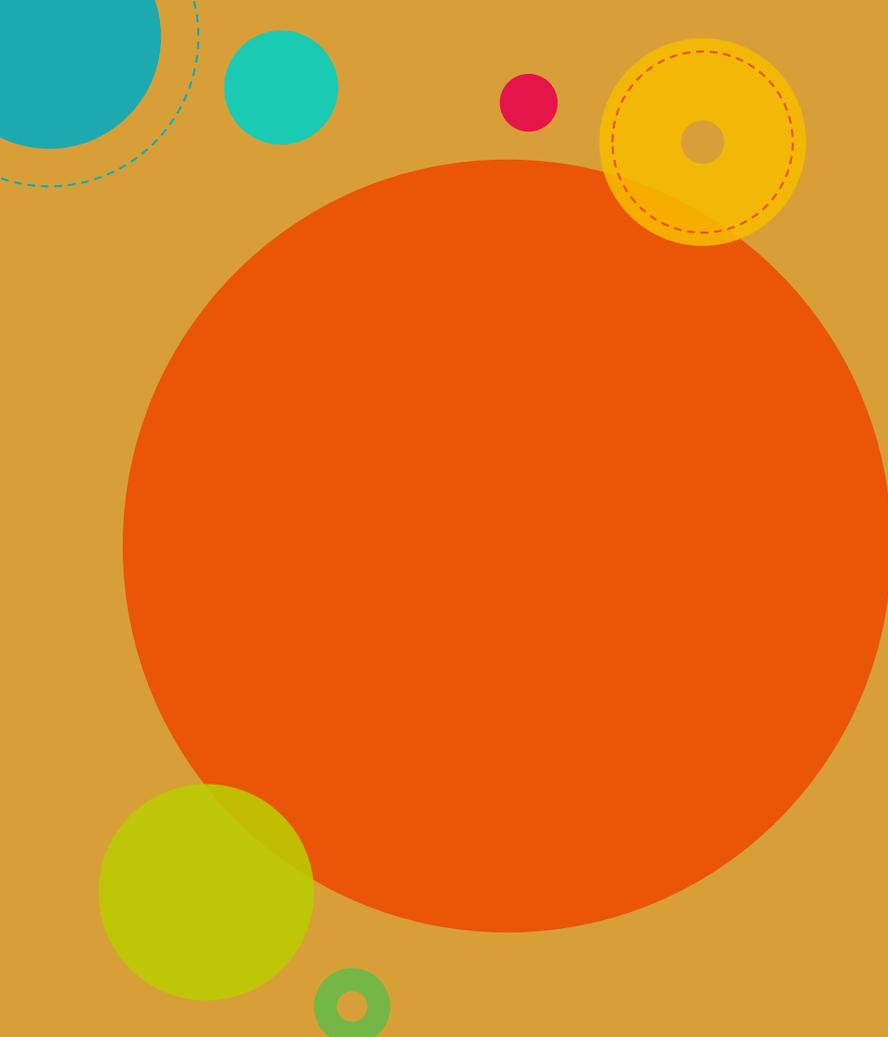


The Rubric Guides Assessment

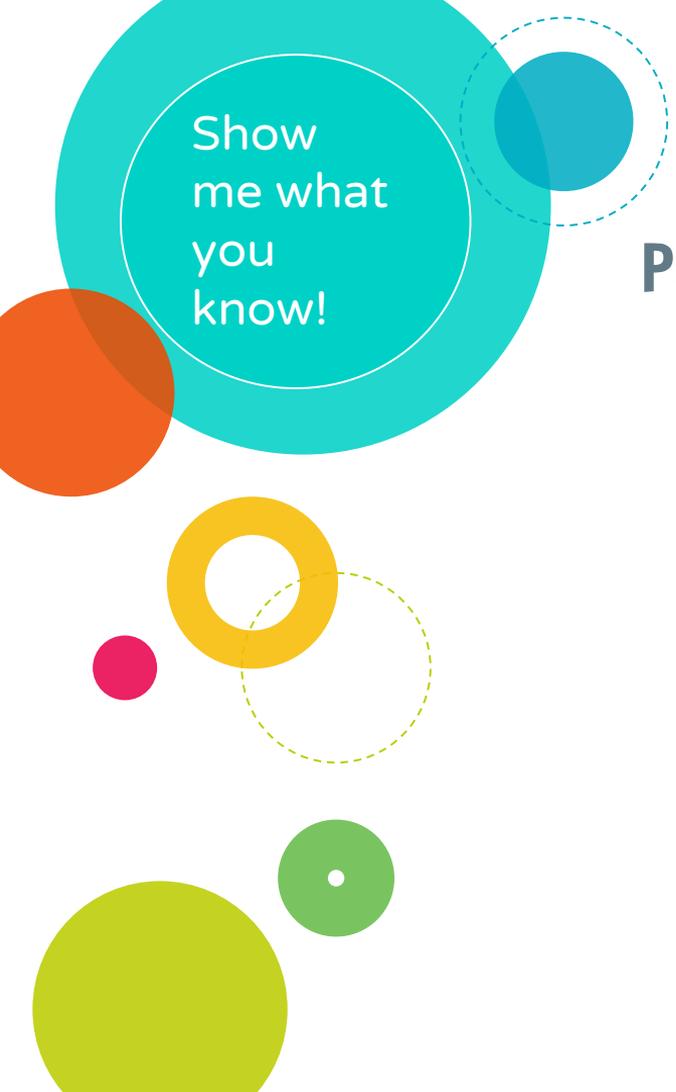
Throughout the unit, you can collect evidence of your students' thinking and check off what they know.

Less marking...more thinking outside the box!





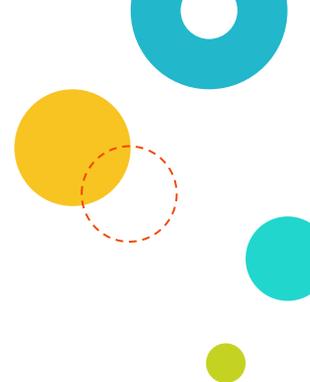
What ways are you currently observing learning - That “count” for assessment?



Show
me what
you
know!

Possibilities...

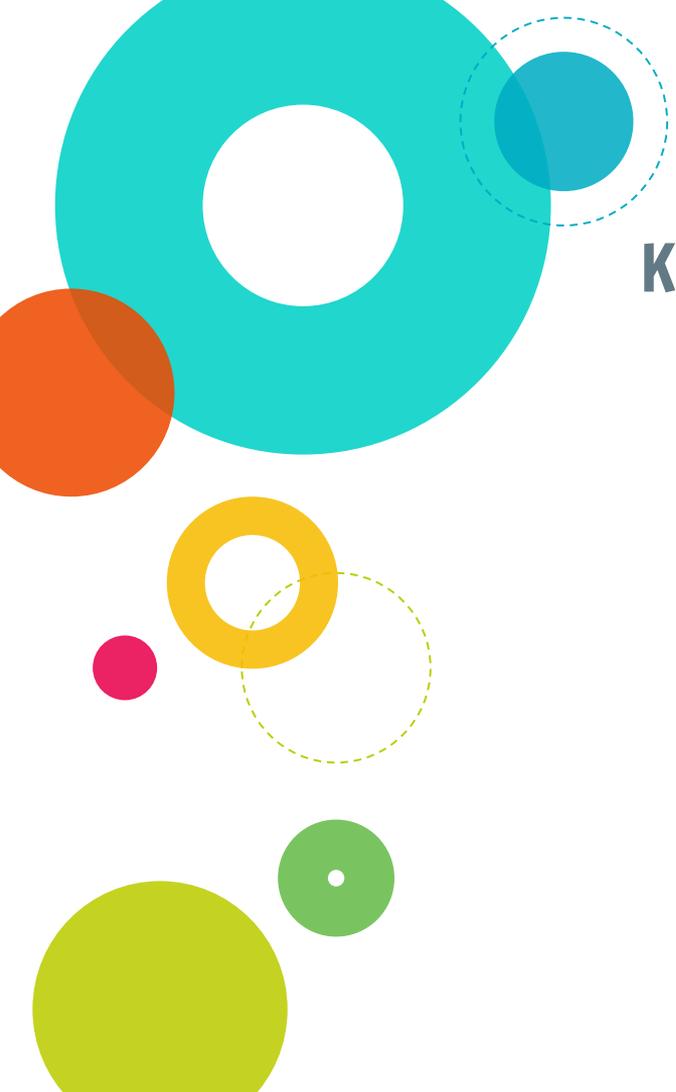
- ◎ Inquiry projects
- ◎ Created images
- ◎ Conversation
- ◎ Songs/Skits
- ◎ Tests
- ◎ Journaling
- ◎ More...



**The importance
of creating a
safe,
collaborative
learning
environment
cannot be
overstated.**

How to Grade with a Rubric

Subjects	Beginning to Develop (C-)	Approaching Expectations (C)	Fully Meeting Expectations (B)	Exceeding Expectations (A)
Science	Understands that all things are made of matter	Defines states of matter, solutions	Explains how matter can be classified in a variety of ways, with supporting examples	Compare and contrast classification systems
	Understands that scientists study how the world works	Explains why scientists postulate theories (they are trying to figure out how the world works)	Explains the connection between wondering, theory, and experimentation	Argues the role of science in "progress" (ie the pros and cons)
	Recognizes states of matter (solid, liquid, gas)	Gives examples of changes of state	Explains The Particle Theory of Matter (PTOM) as a theory of how things (matter) exist in and change states	Connects the PTOM with environmental issues such as global warming and desertification
	D 60-69 F Below 60	C+ 75-79 C 70-74	B+ 85-89 B 80-84	A+ 95-100 A 90-94

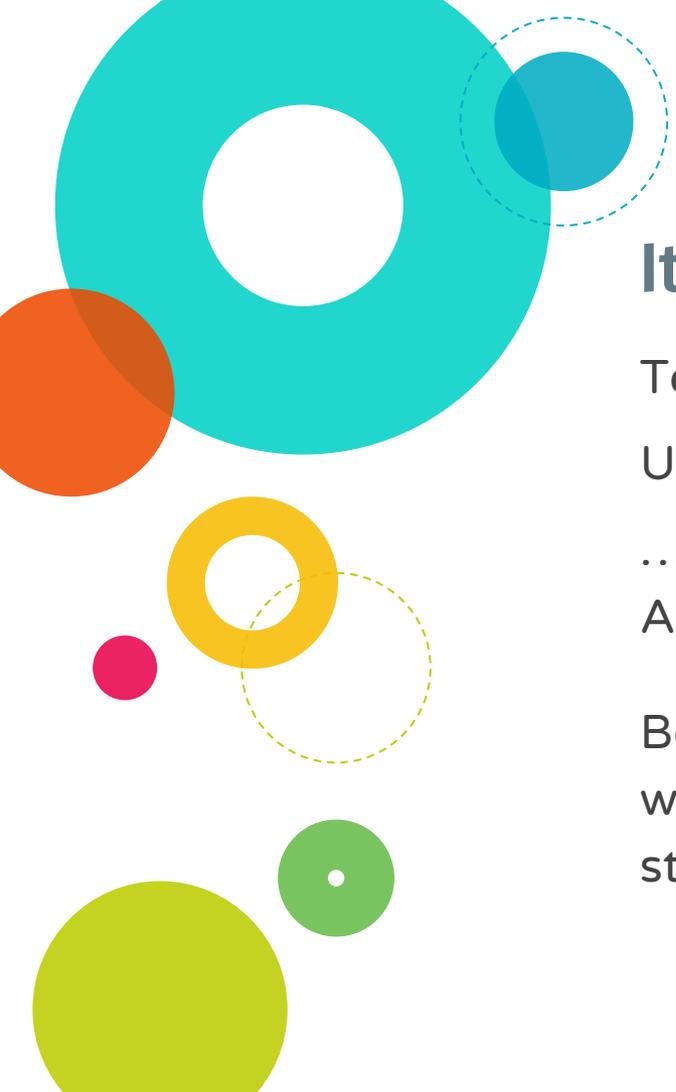


Key Strategy: Collaboration

- ◎ Modeling is powerful. Sometimes observing for awhile can be a bridge for new learning.
- ◎ Peers are effective role models
- ◎ It's easier to think critically and creatively when you can share ideas.

A decorative graphic consisting of various colored circles and rings. On the left side, there is a large teal ring, a smaller teal ring, an orange circle, a yellow ring, a pink circle, a yellow dashed circle, a green circle with a white dot, and a large lime green circle. On the right side, there is a yellow circle, a teal ring, a teal circle, and a small lime green circle. A red dashed circle is also present near the yellow circle.

...but it is still good to balance independent and collaborative learning.



It's not about doing more.

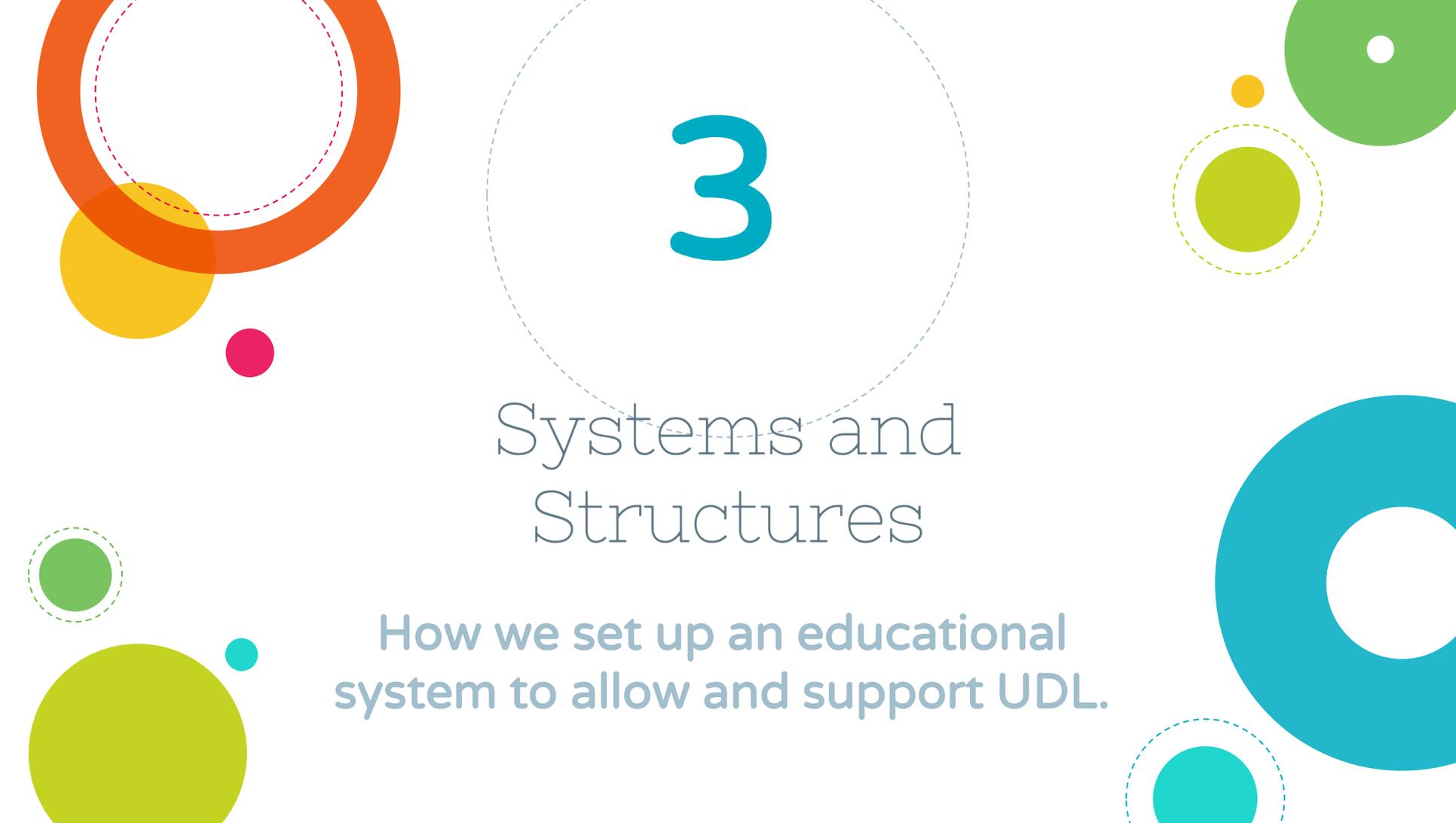
Teachers have a difficult job.

UDL is about doing better, differently,
...because teachers are thinking about what
ALL students can do from the start.

Being more aware of what they are doing and
why lets teachers focus more on their
students, and makes the job less stressful.

Even In High School Sam's Story.



The background features several overlapping circles in various colors: orange, yellow, pink, green, and teal. Some circles are solid, while others are dashed. A large teal circle is partially visible on the right side. The number '3' is centered within a large dashed circle.

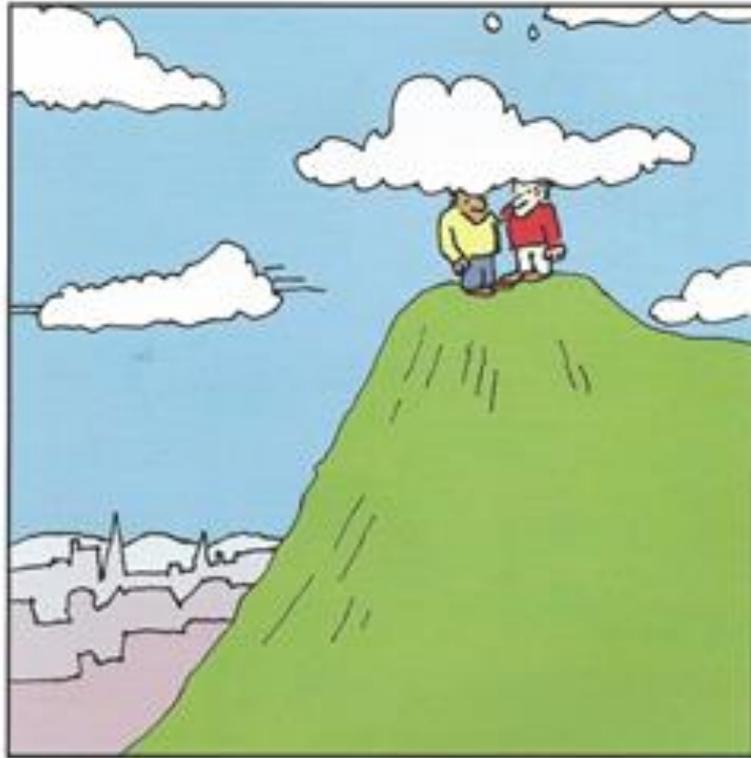
3

Systems and Structures

How we set up an educational system to allow and support UDL.

Beyond the scope of this presentation...





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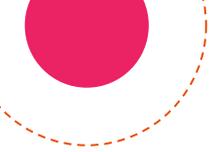
INCLUSIVE EDUCATION:

PROVING YOU CAN DREAM WITH YOUR
HEAD IN THE CLOUDS AND STILL HAVE
YOUR FEET FIRMLY ON THE GROUND.



Join the Manitoba Alliance for Universal Design for Learning for updates.

Twitter: @maudelcan



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For autism-related resources and information, follow the Association for Developmental Autism Programs and Therapies.

Twitter: @ADAPTManitoba

Facebook: @asdadapt

Thanks!



Any questions?

You can find me at [@DeborahDykstra](#) & deborah@adaptmanitoba.ca



Credits

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