

Shelley  
MOORE PH.D.



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



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[Dr. Shelley Moore](https://www.facebook.com/Dr.Shelley.Moore)

WHAT DOES

inclusion

MEAN to you?

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

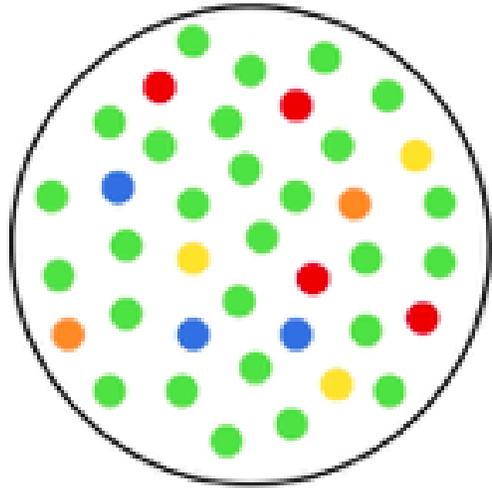
- Where is **home** for you?
- What are some of the **roles** you have in your **community**?
- What **identities** do you hold?
- What are some of your **interests**?
- What is a **strength** that you teach to others?
- what is a **life event** that shaped who you are?
- What is something that is **important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

WHAT DOES

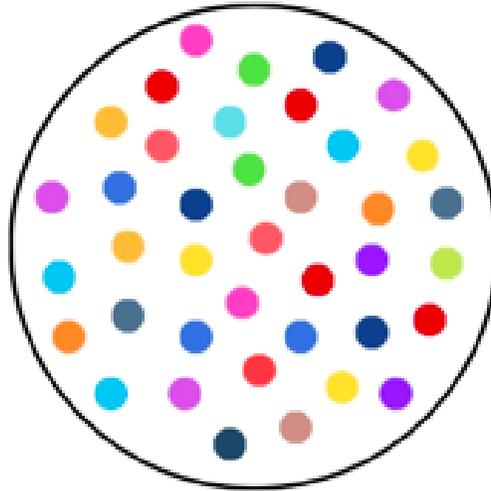
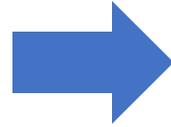
inclusion

MEAN to you?

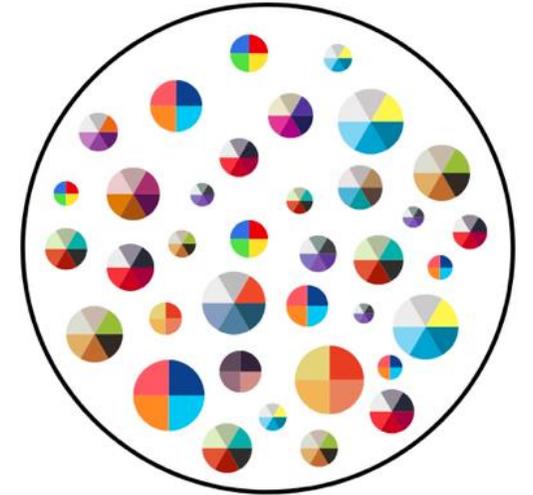
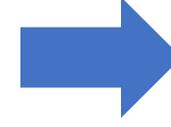
# How do we do inclusion ?



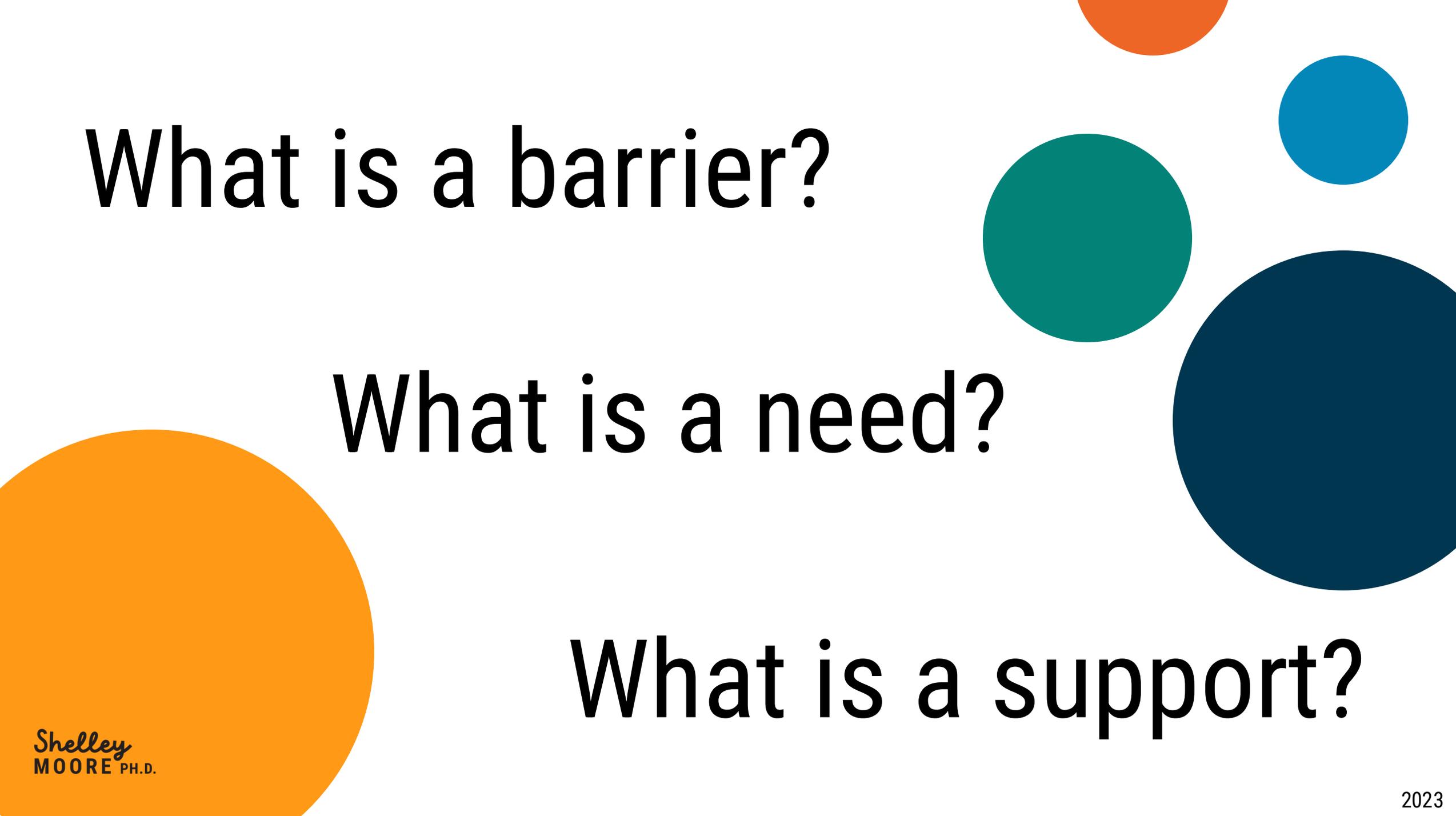
How do we include people with disabilities?



How do we teach to diversity?



How do we teach to identity?



What is a barrier?

What is a need?

What is a support?

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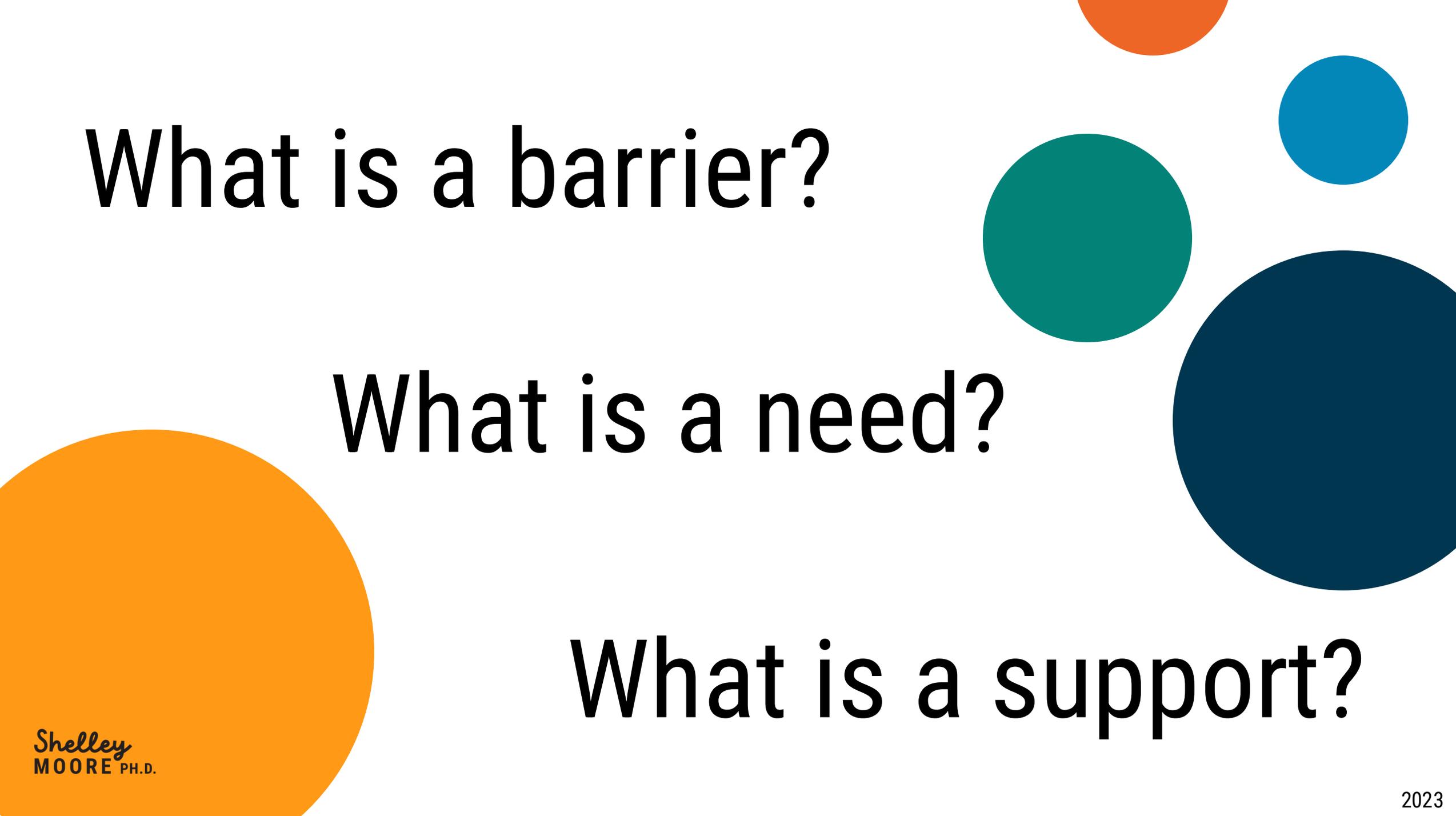
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What is a barrier?

What is a need?

What is a support?



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

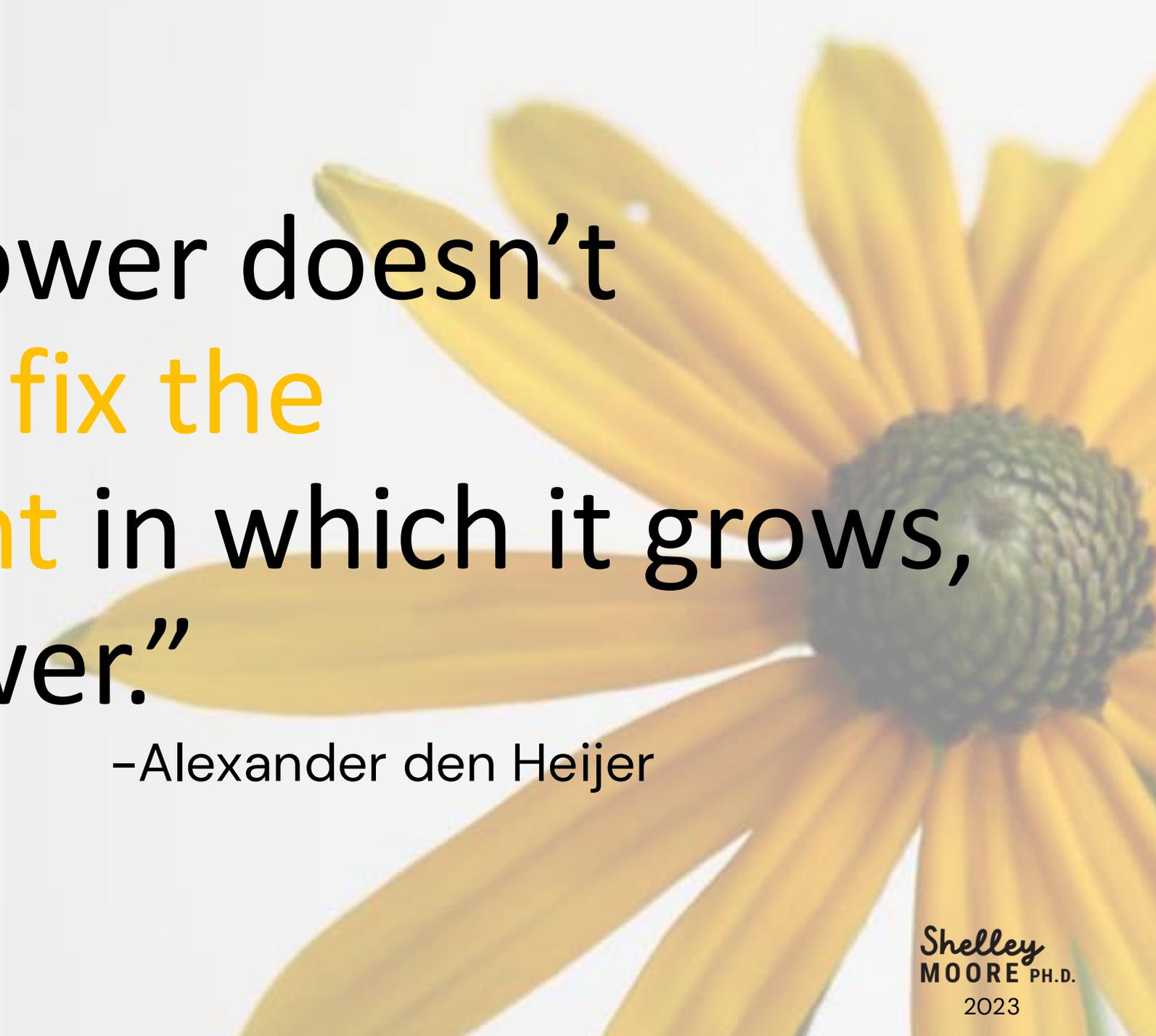




# Reducing Barriers



## Supporting Needs



“When a flower doesn’t bloom, you **fix the environment** in which it grows, not the flower.”

–Alexander den Heijer

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



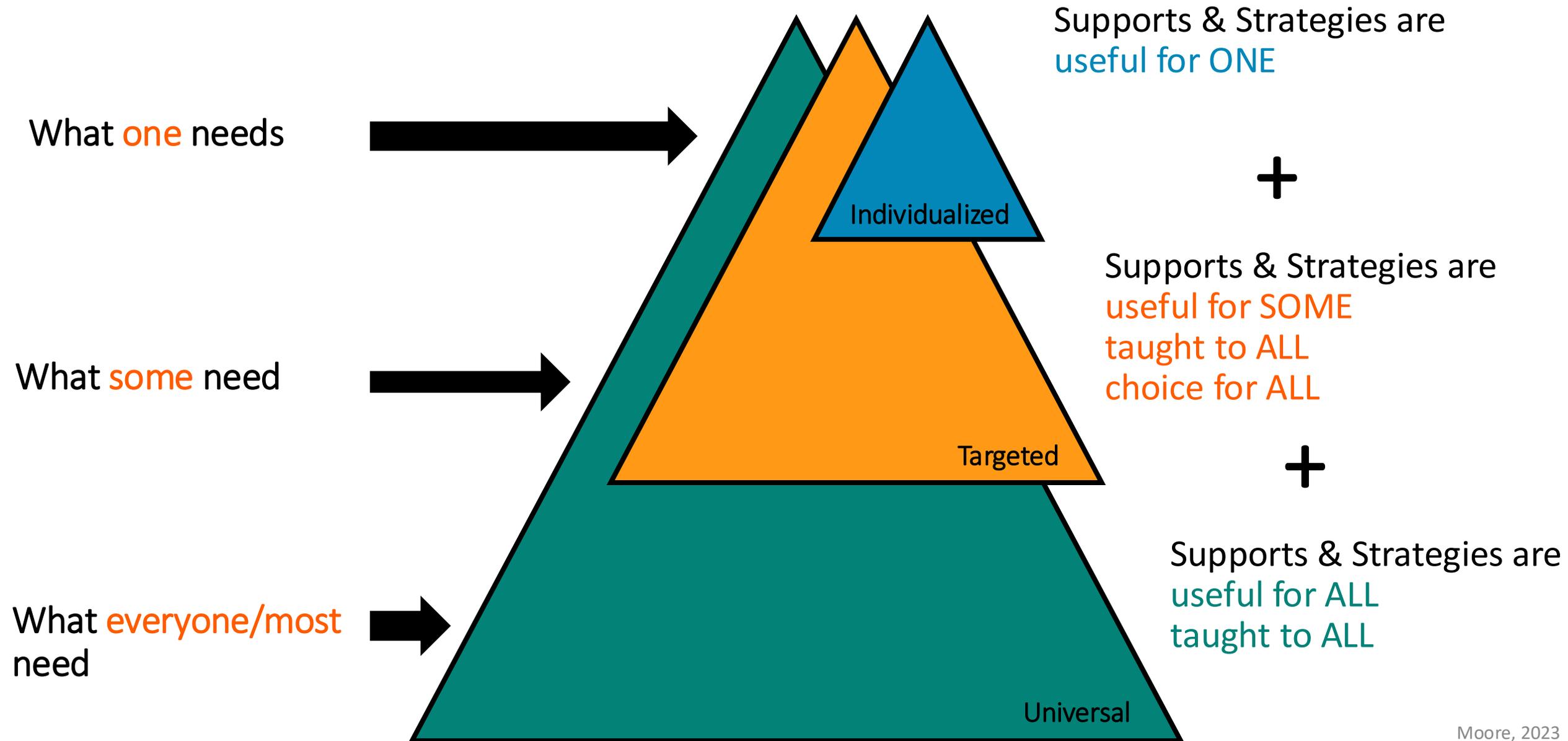
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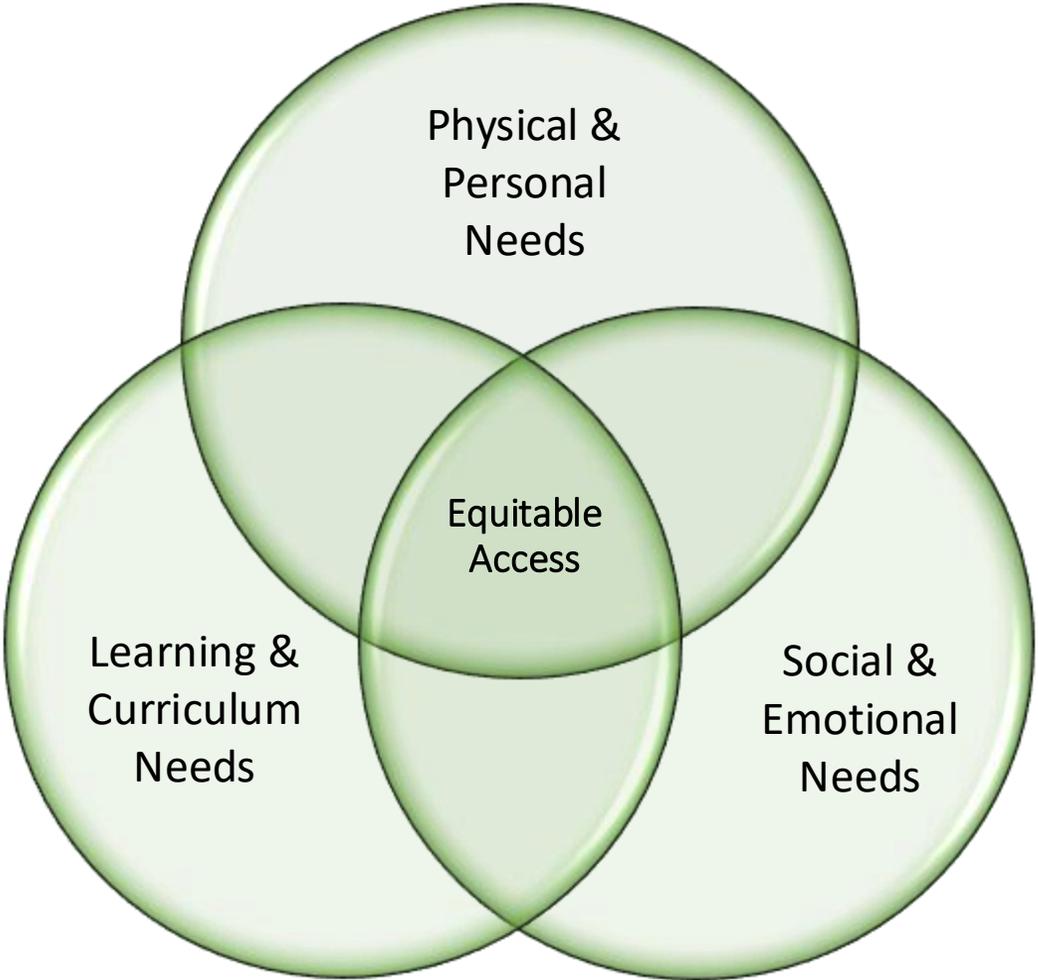
# Multiple Layers of Needs Based Support



# What are needs?

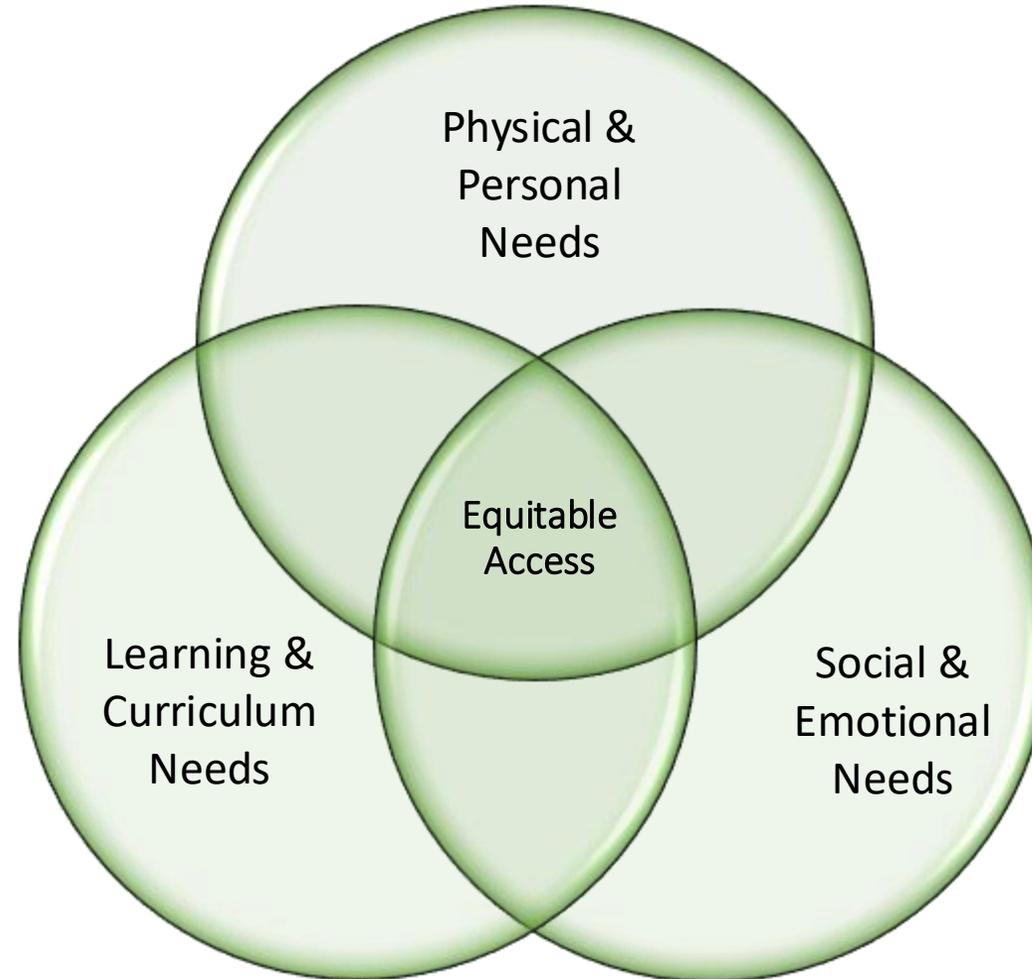


# Increasing Inclusive & Equitable Access by Designing for Individual Needs



# 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
- Transitioning
- Vision and/or hearing

# Needs-Based Reflection - Individual

**Inclusive IEP Planning: Collaborative Needs Based Reflection**

Target Student:

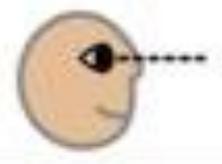
Support Manager:

Date:

Areas of Need	Student Perspective	Family Perspective	School Perspective	Consultant and Specialist Perspectives
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				

 **Geeshan needs help with:**

seeing



eating



reading



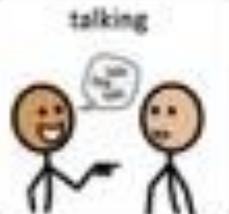
learning



making friends



talking



## 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)				<b>SLP, Assessment</b>
Communication (expressive)		<b>Make choices</b>		<b>SLP, Assessment</b>
Eating/Food/Allergies				
Engagement/Motivation				
Executive Functioning				
Family/Community/Identity		<b>Know his interests</b>		
Frustration/ Anger				
Greif/ Trauma				
Gross/Fine Motor Skills				
Intellectual Ability (access)		<b>Access to curriculum</b>	<b>ST, CT</b>	<b>SLP, Assessment</b>
Intellectual Ability (extend)				
Language				<b>Assessment</b>
Literacy (decoding)				<b>Assessment</b>
Literacy (understanding)			<b>ST</b>	<b>SLP, Assessment</b>
Literacy (written output)				
Literacy (oral language/speaking)				
Medical				<b>Assessment</b>
Memory				
Mental Health				

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

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

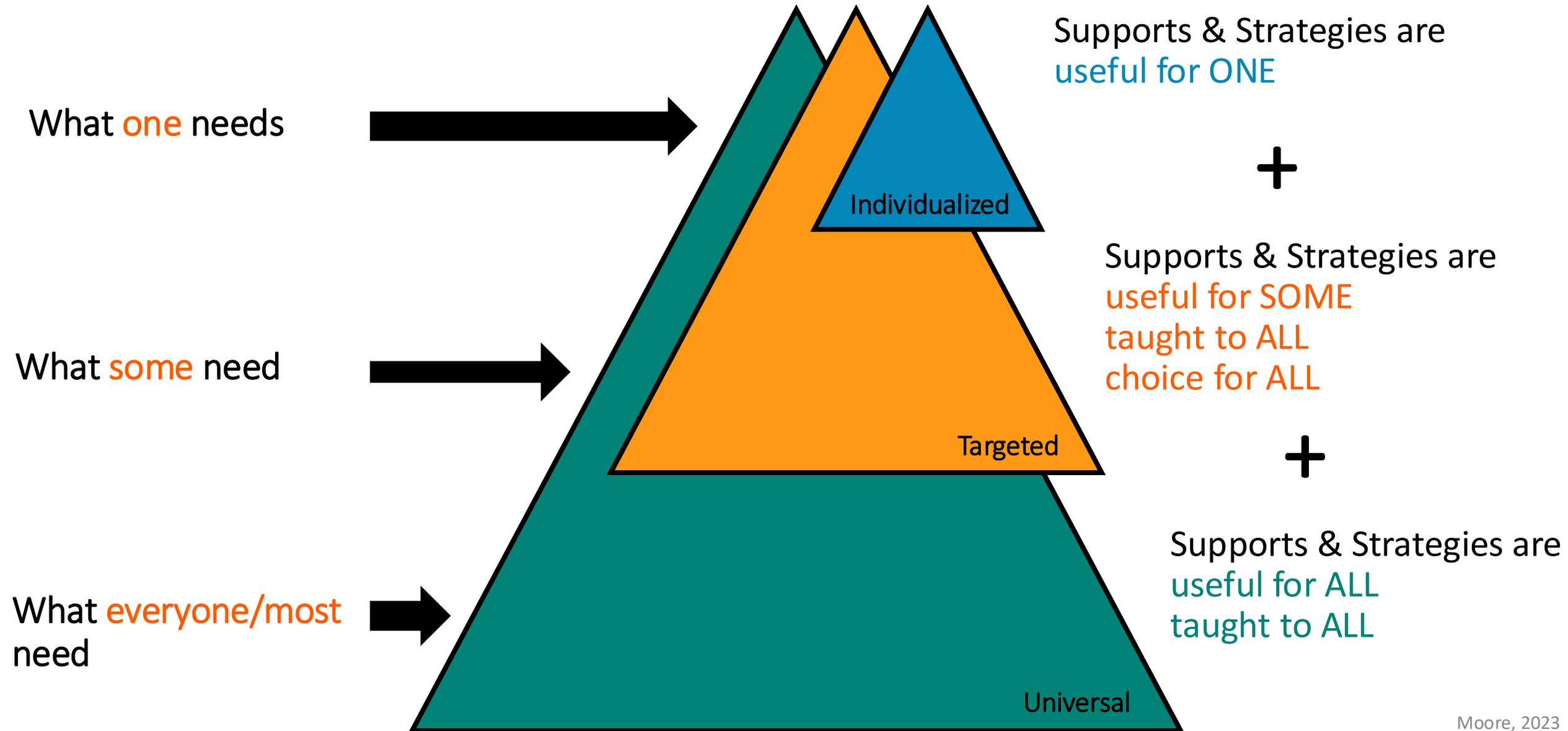


Areas of Need <span style="color: red;">Choices (EC, HN)</span> <span style="color: blue;">Life Skills (KD, IN)</span> <span style="color: green;">Resource (JC)</span>	Students who have this need  (underline students who have <u>IEP/504</u> )	This need impacts the community and/or there is a cluster 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	<span style="color: red;">JA</span>			x
Attention	<span style="color: red;">JA, RM</span>		x	
Anxiety/ Depression	<span style="color: red;">GA, LB, JA, ES, KR, GS</span>	x		
Bullying				
Communication (receptive)				
Communication (expressive)	<span style="color: red;">GA, LB</span>		x	
Eating/Food/Allergies	<span style="color: red;">LB</span>			x
Engagement/Motivation	<span style="color: red;">LB, JA, ES, NS</span>	x		
Executive Functioning	<span style="color: red;">MA, LB, JA</span>	x		
Family/Community/Identity	<span style="color: red;">JA, ES, JK, LE</span>	x		
Frustration/ Anger	<span style="color: red;">JA, ES</span>		x	
Greif/ Trauma	<span style="color: red;">GA, LB, JA, ES, KK</span>	x		
Gross/Fine Motor Skills	<span style="color: red;">LB, BB</span>			x
Intellectual Ability (access)	<span style="color: red;">GA, MA</span>		x	
Intellectual Ability (extend)	<span style="color: red;">BW, IM, MB</span>		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		

# Multiple Layers of Needs Based Support



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)

- 
- 
- 
- 

Targeted

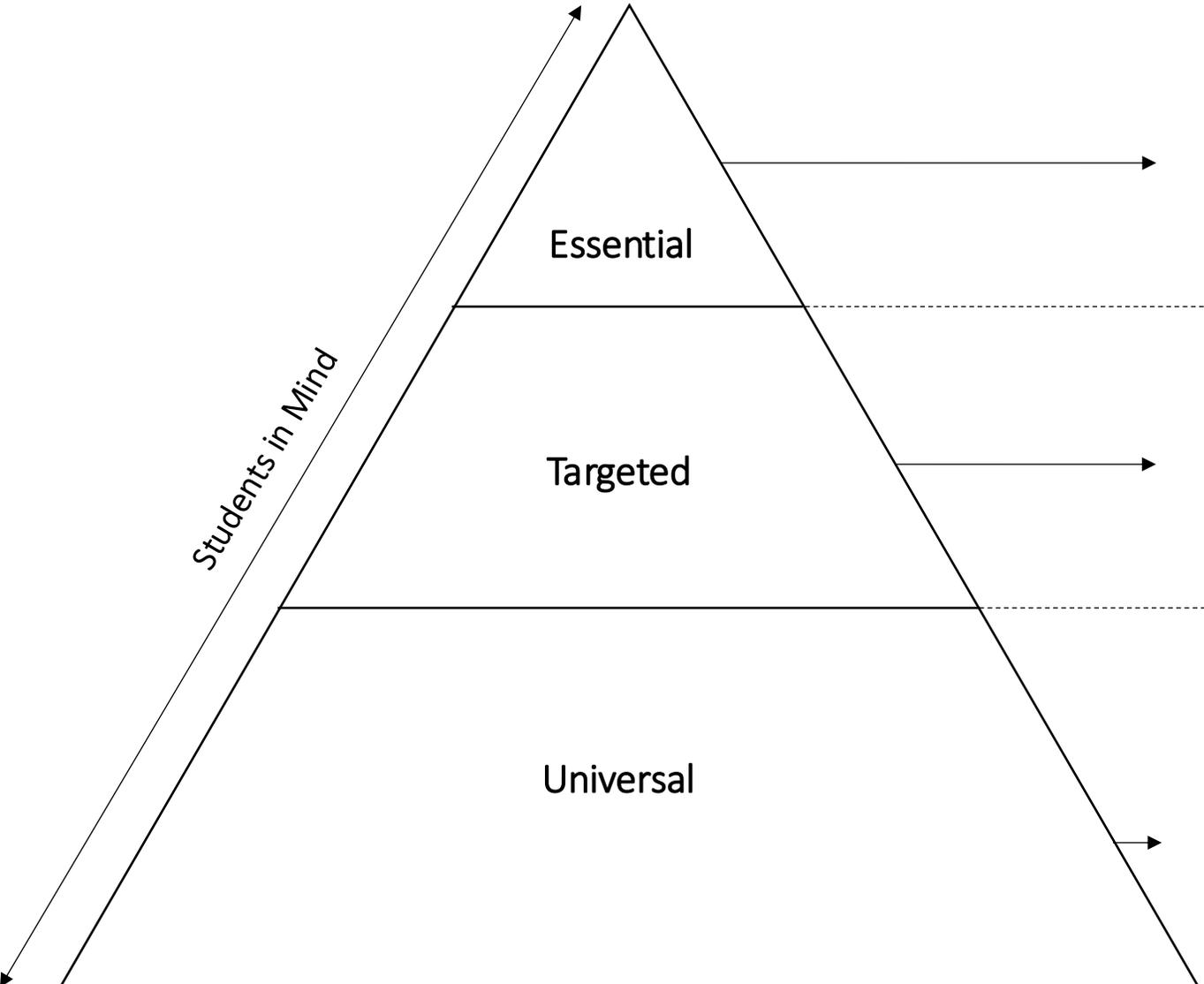
What supports & strategies are useful for MOST/ALL?

- 
- 
- 
- 
- 

Universal

Who needs the MOST challenge?

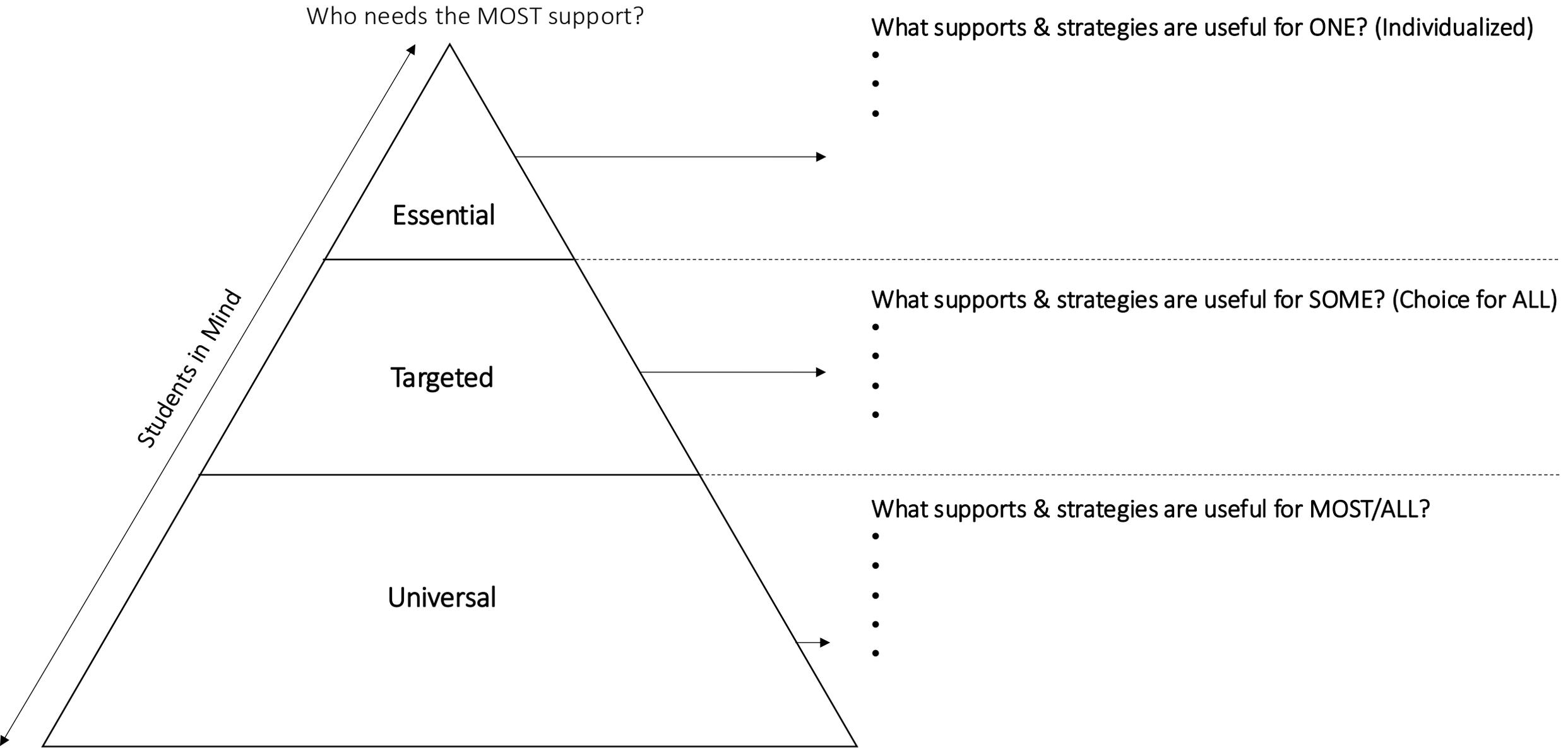
*Students in Mind*



Context: Grade 2

Need: Social-Emotional - Anxiety

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



Who needs the MOST support?

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)

Essential

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

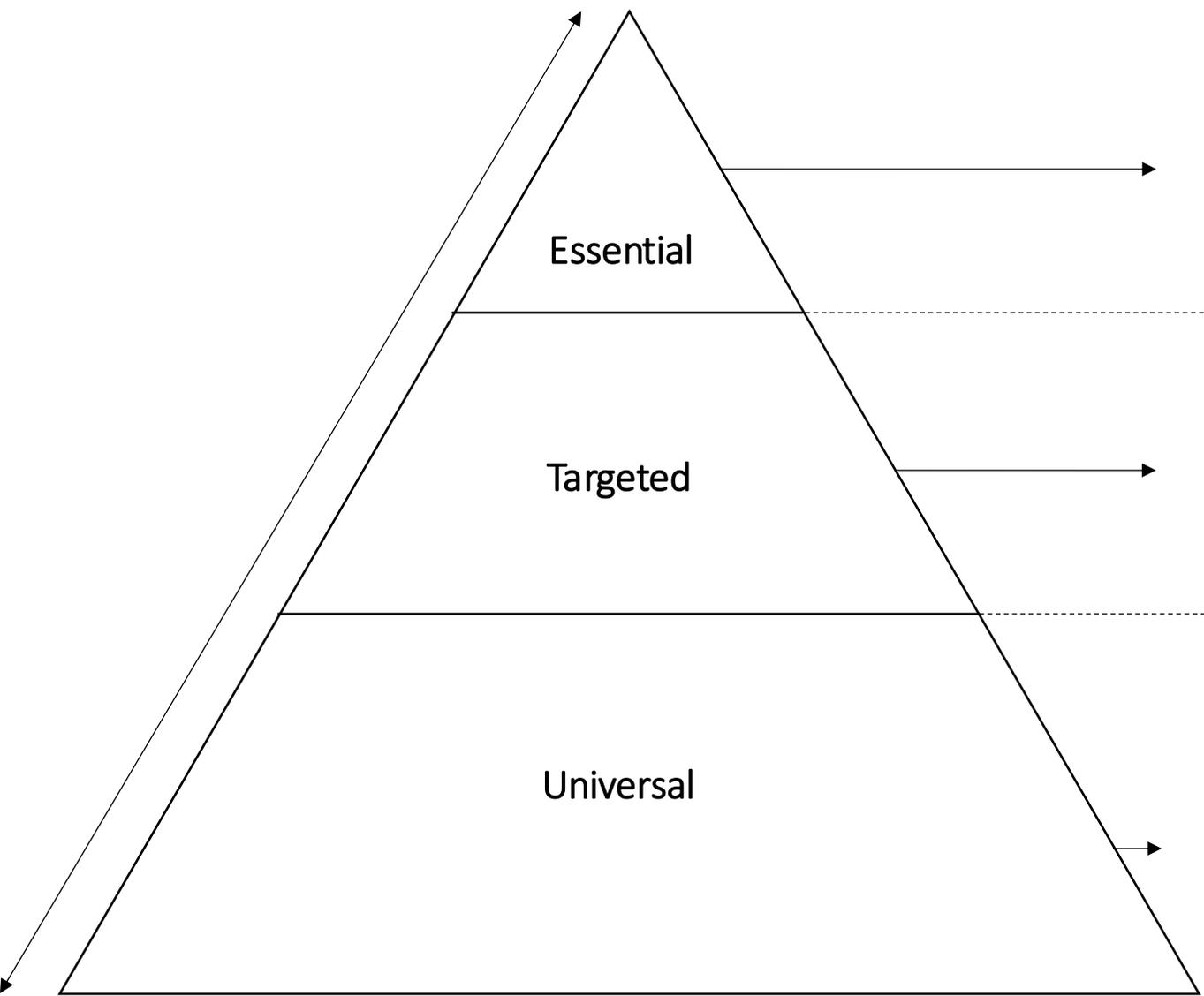
Targeted

What supports & strategies are useful for ALL?

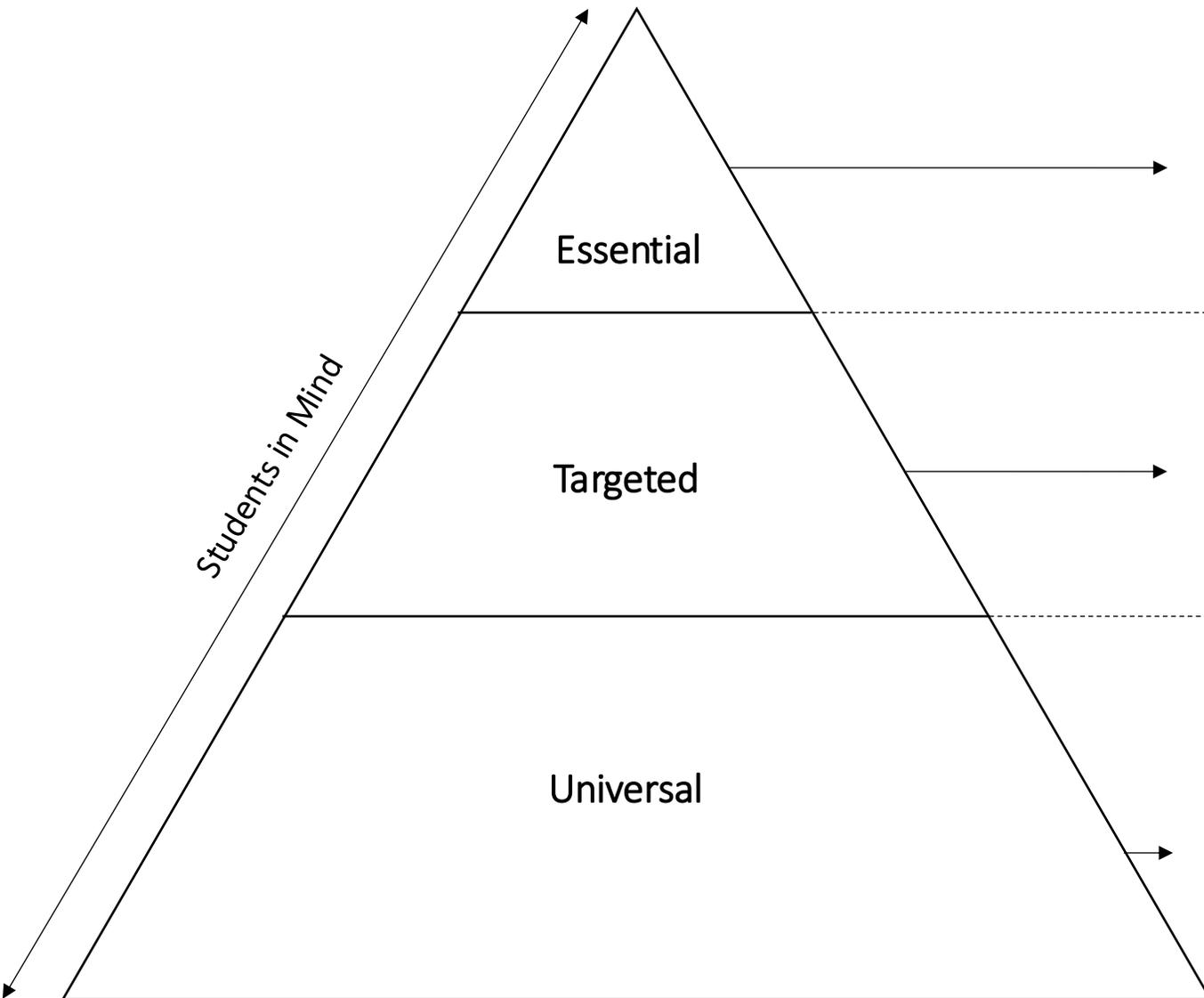
- Access to calm down spaces
- Interactive play/art therapy
- Leadership opportunities
- Stories and conversation that address anxieties
- Visuals
- Routine
- Music and relaxation techniques
- SEL programs that incorporate games and activities teach about emotions, mindfulness

Universal

Who needs the MOST challenge?



Who needs the MOST support?



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)

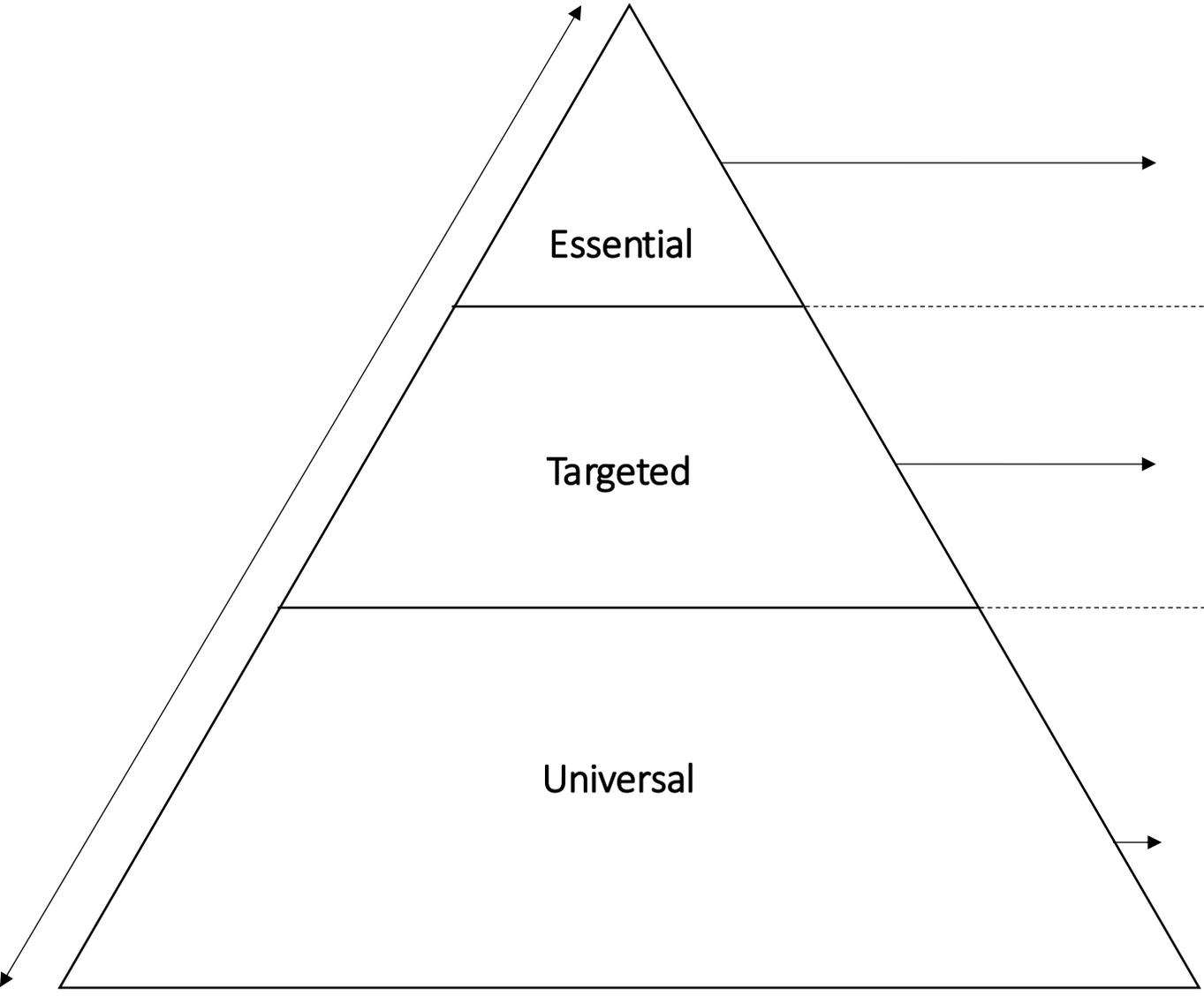
What supports & strategies are useful for SOME? (Choice for ALL)

- 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)

Who needs the MOST support?



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

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

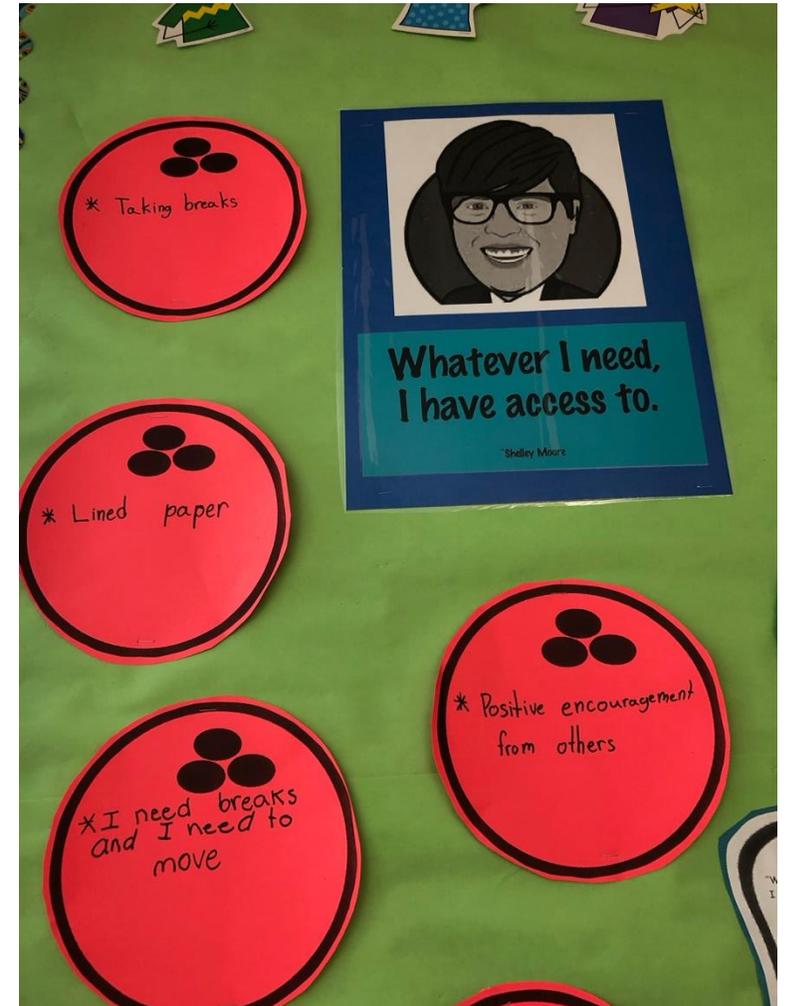
**What supports & strategies are useful for SOME? (Choice for ALL)**

- 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

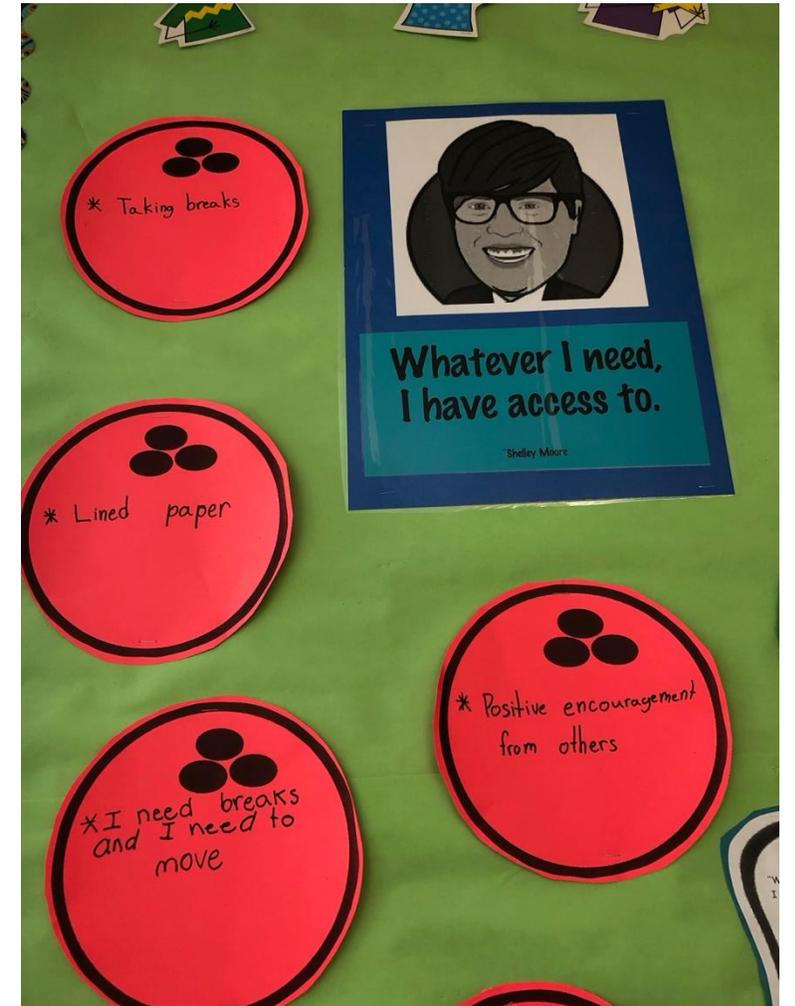
## Instruct

- 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

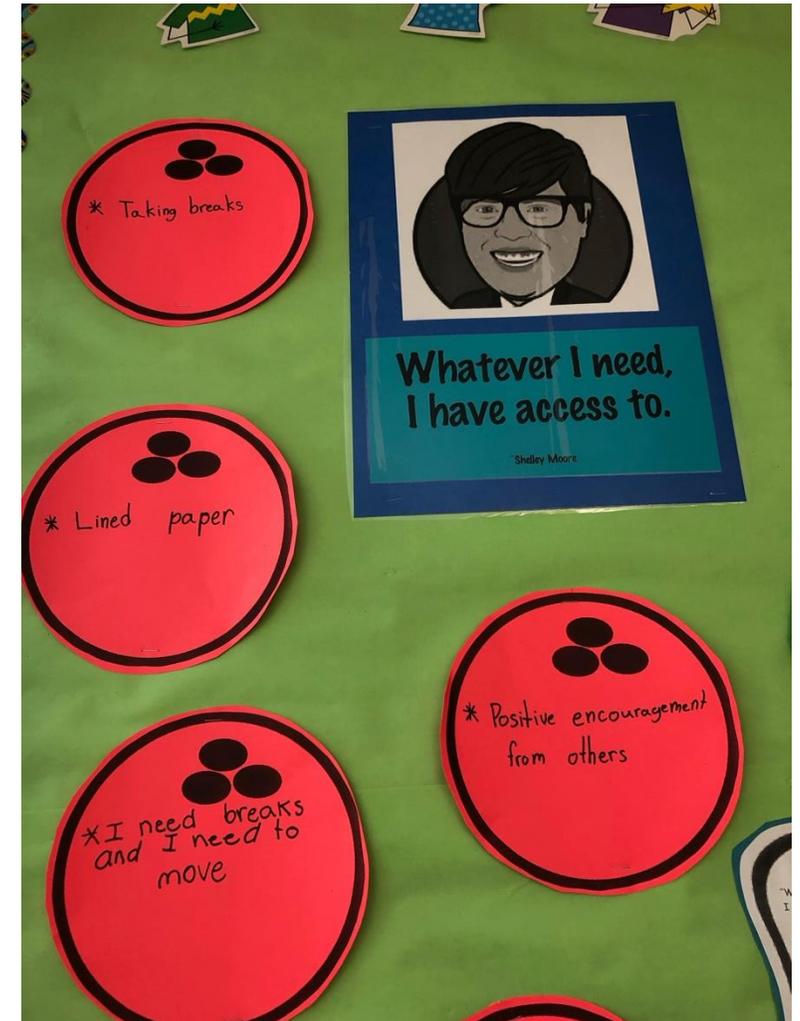
## Instruct

- 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

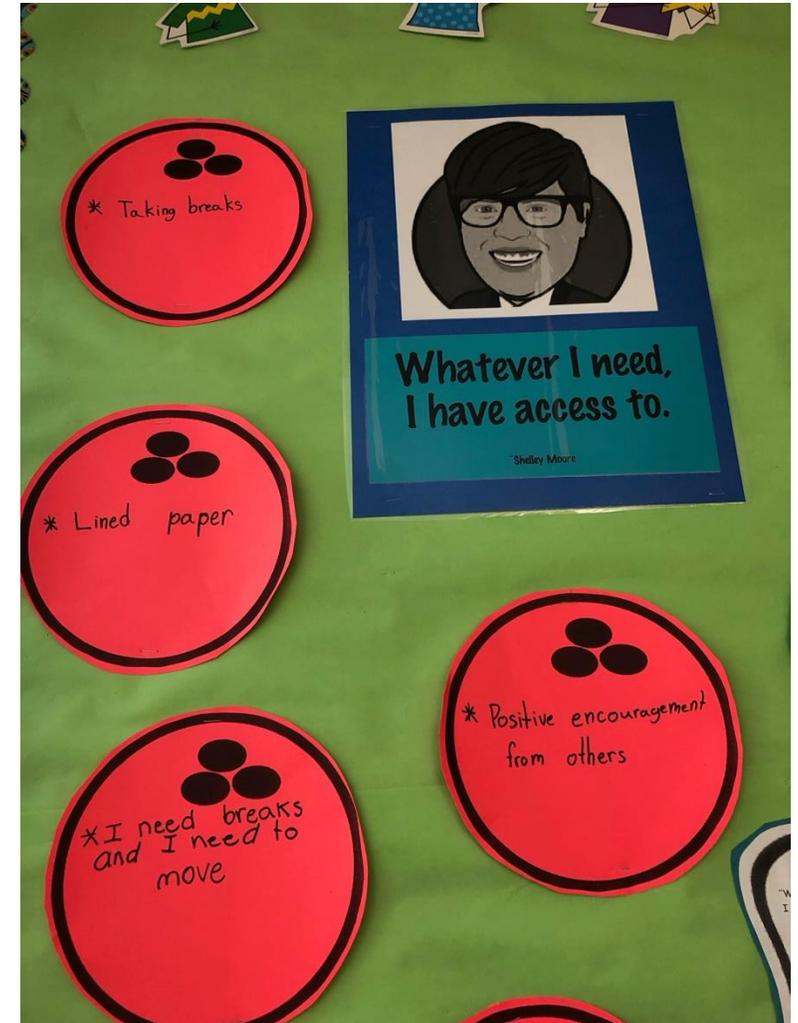
standing desks

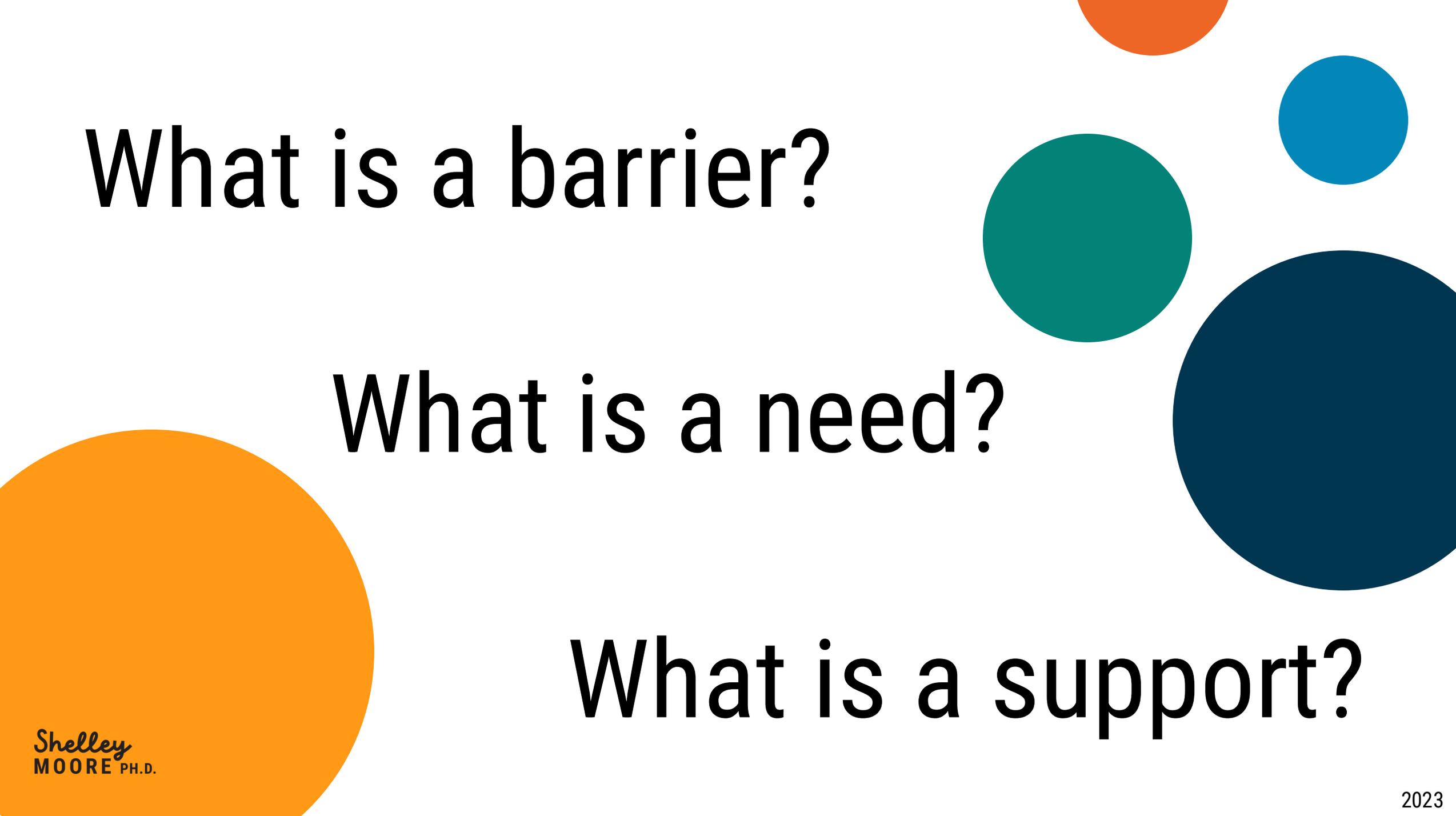
access points

sensory tools

Snacks/ water

hats





What is a barrier?

What is a need?

What is a support?



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



# MULTIPLE LAYERS OF SUPPORT

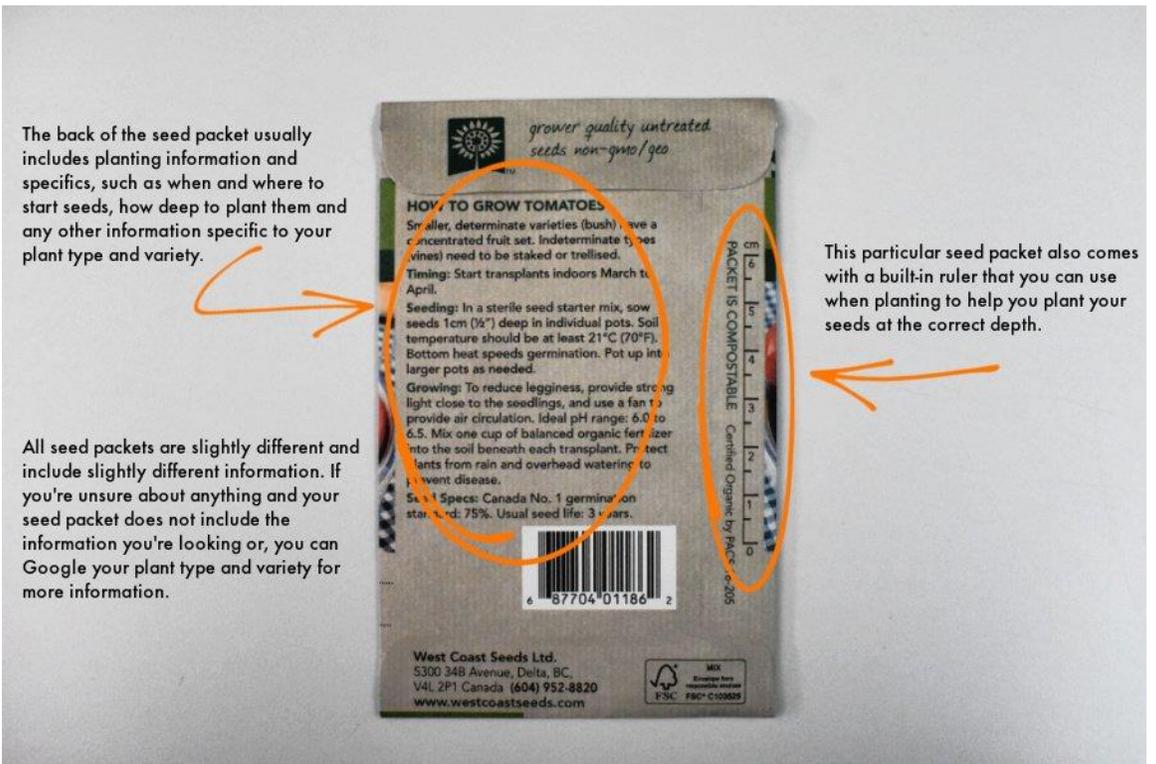


PERIODIC TABLE OF PLANT NUTRIENTS

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Primary Macronutrients			Secondary Macronutrients		
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25 Mn Manganese	26 Fe Iron	28 Ni Nickel	29 Cu Copper	30 Zn Zinc	42 Mo Molybdenum
Micronutrients					



# The SEED PACKET



The back of the seed packet usually includes planting information and specifics, such as when and where to start seeds, how deep to plant them and any other information specific to your plant type and variety.

All seed packets are slightly different and include slightly different information. If you're unsure about anything and your seed packet does not include the information you're looking for, you can Google your plant type and variety for more information.

This particular seed packet also comes with a built-in ruler that you can use when planting to help you plant your seeds at the correct depth.

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

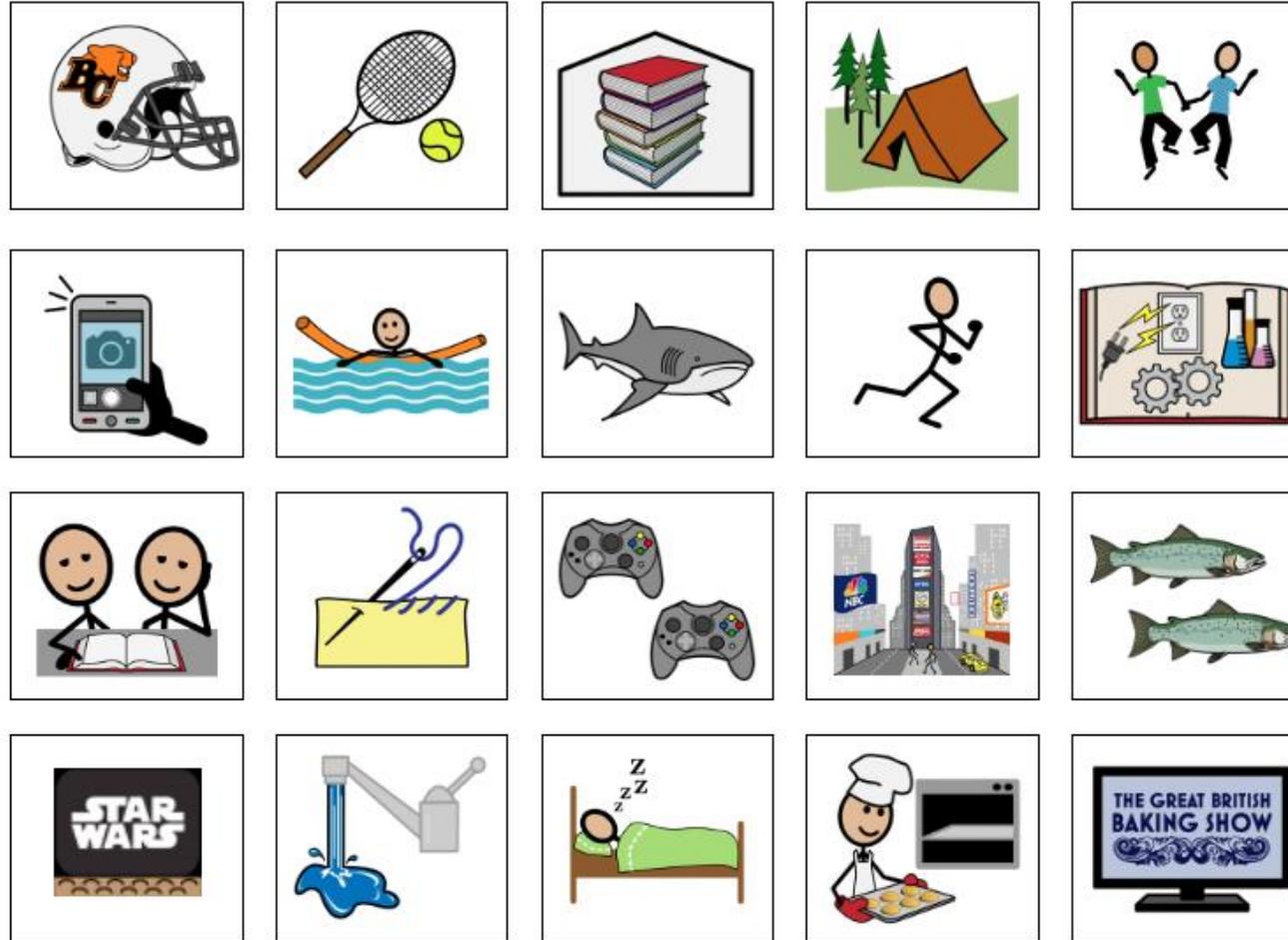
## Help us get to know Juni?

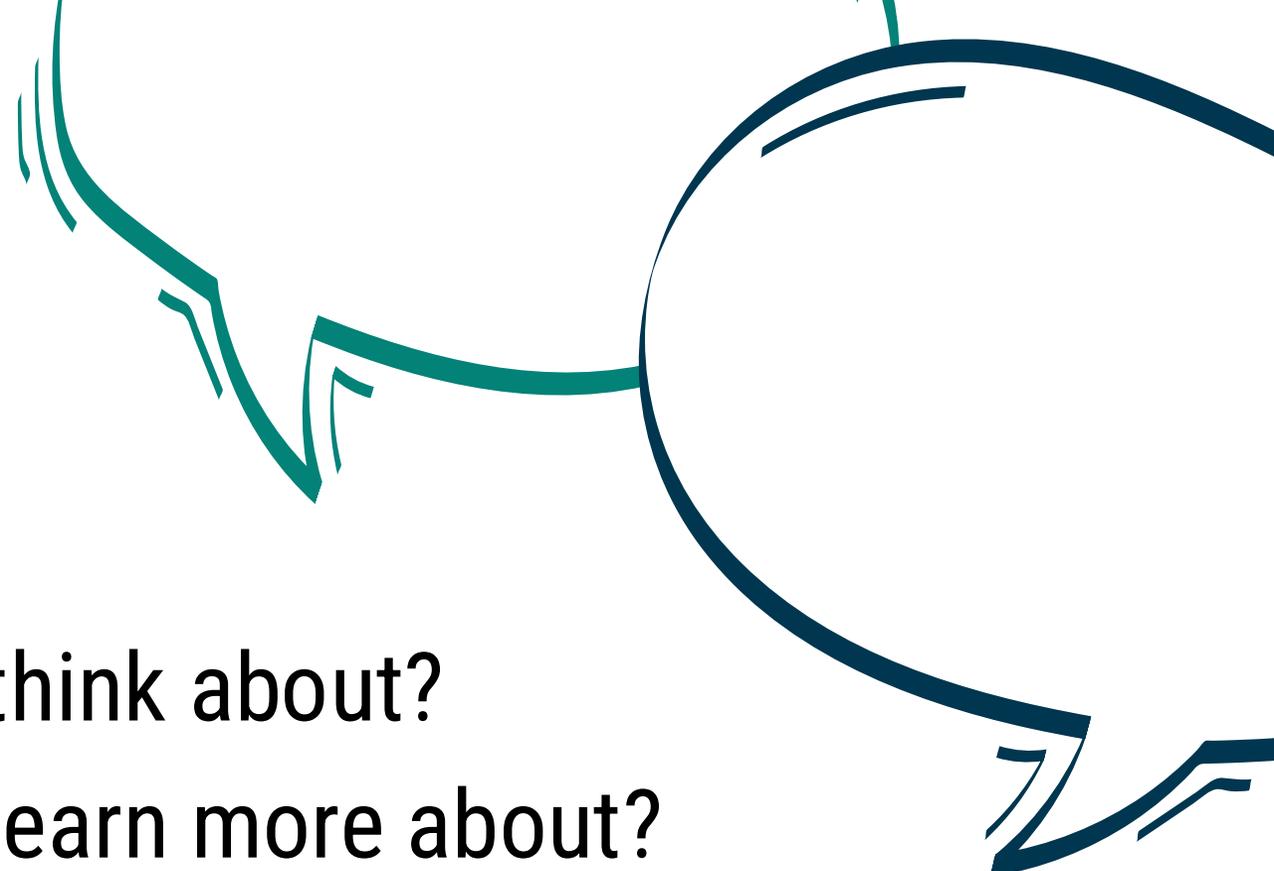
Date: Dec 2022

	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?





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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