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blogsomemoore.com



drshelleymoore

fivemooreminutes

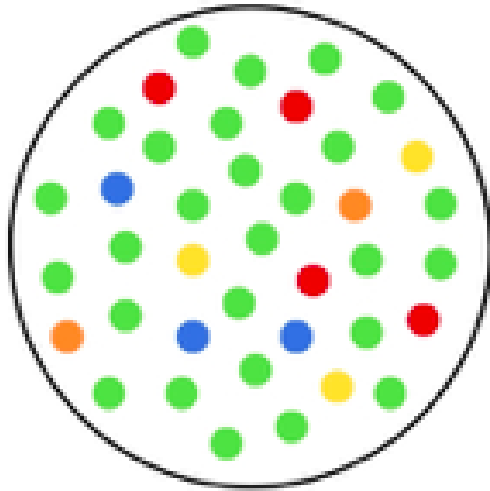
The slide features several large, solid-colored circles in the background. A large orange circle is in the bottom left. A teal circle is in the upper right. A dark blue circle is in the middle right. A small blue circle is in the top right. A small orange circle is at the very top.

WHAT DOES

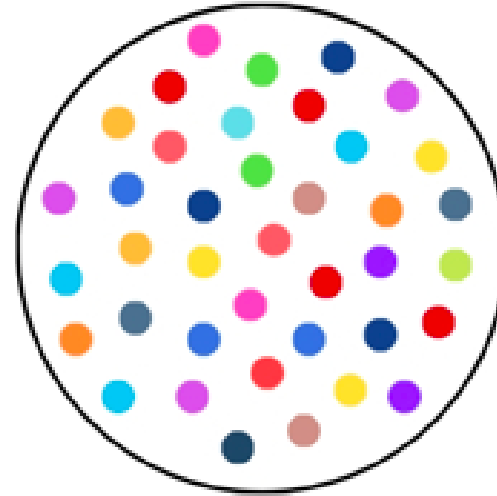
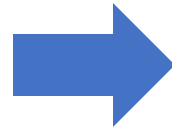
inclusion

MEAN to you?

Why do we need to be inclusive ?





How do we
include children
with disabilities?



How do we teach
to diversity?



Think of a child... who needs some support

- a child you work with
 - your own child
 - a child you know
- 
- 



What is a barrier?

What is a need?



Reducing Barriers



Supporting Needs

Shifting the Paradigm: MEDICAL MODEL OF DISABILITY



Place

Shifting the Paradigm: MEDICAL MODEL OF DISABILITY

Student



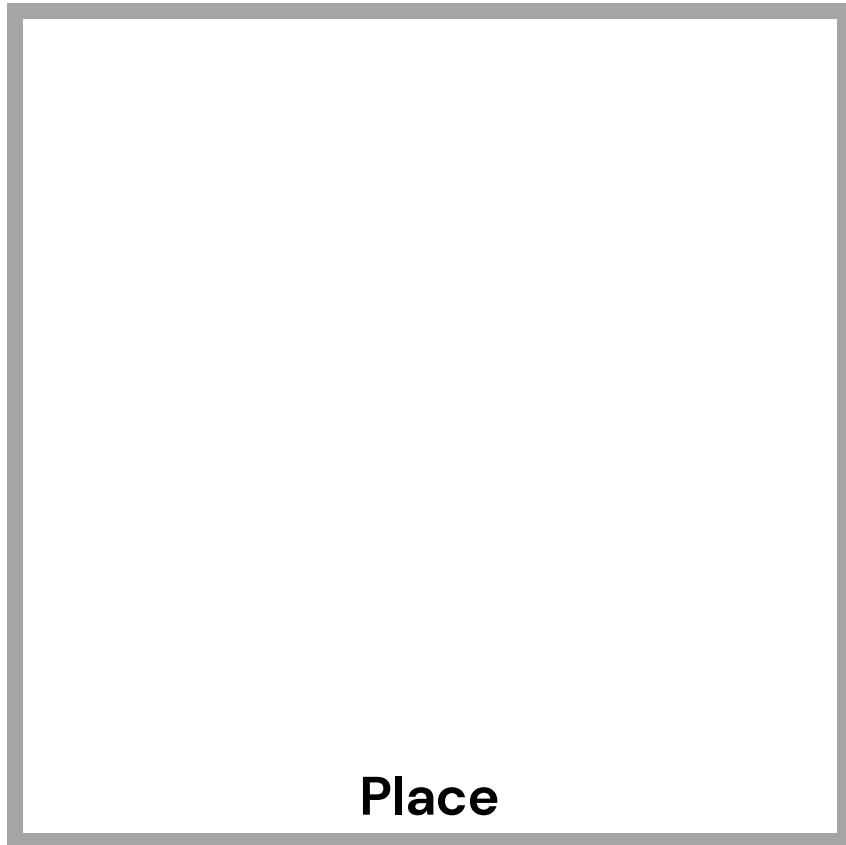
Place

Historical Special Education

If a student isn't successful:

- Remove the child
- Diagnose the problems in the student
- Fix the student
- Student goes back when they are "ready"

Shifting the Paradigm: MEDICAL MODEL OF DISABILITY



Student



Historical Special Education

If student isn't successful:

- Remove the student
- Diagnose the problems in the student
- Fix the student
- Student goes back when they are "ready"

Shifting the Paradigm: MEDICAL MODEL OF DISABILITY

Student



Place

Historical Special Education

If student isn't successful:

- Remove the student
- Diagnose the problems in the student
- Fix the student
- Student goes back when they are "ready"

BUT WAIT...

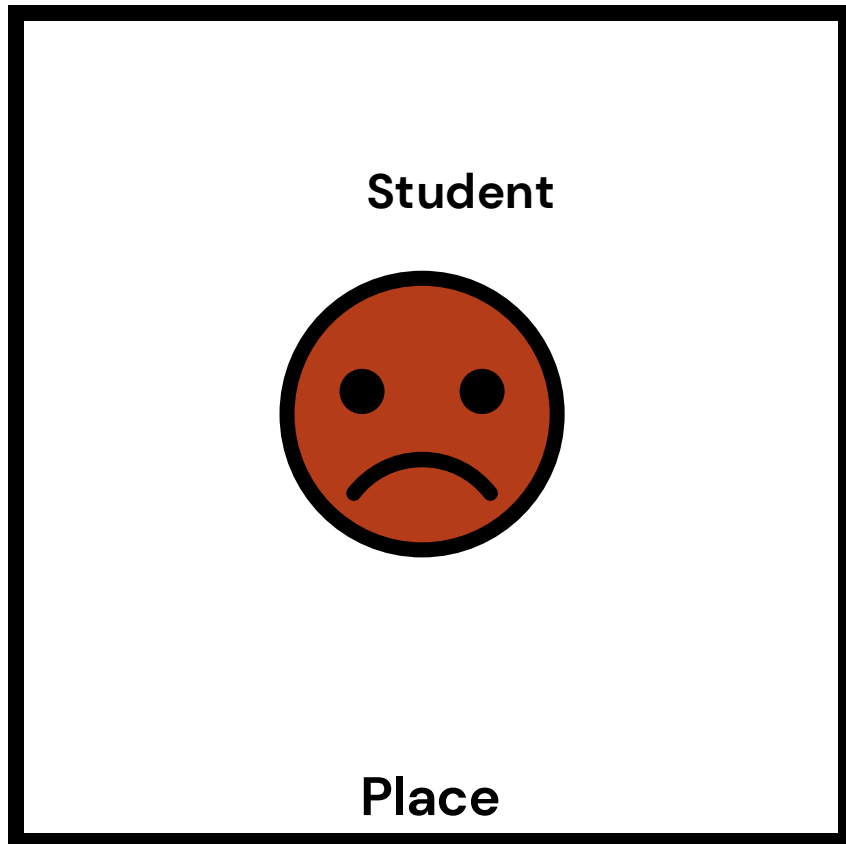
People with disabilities said:



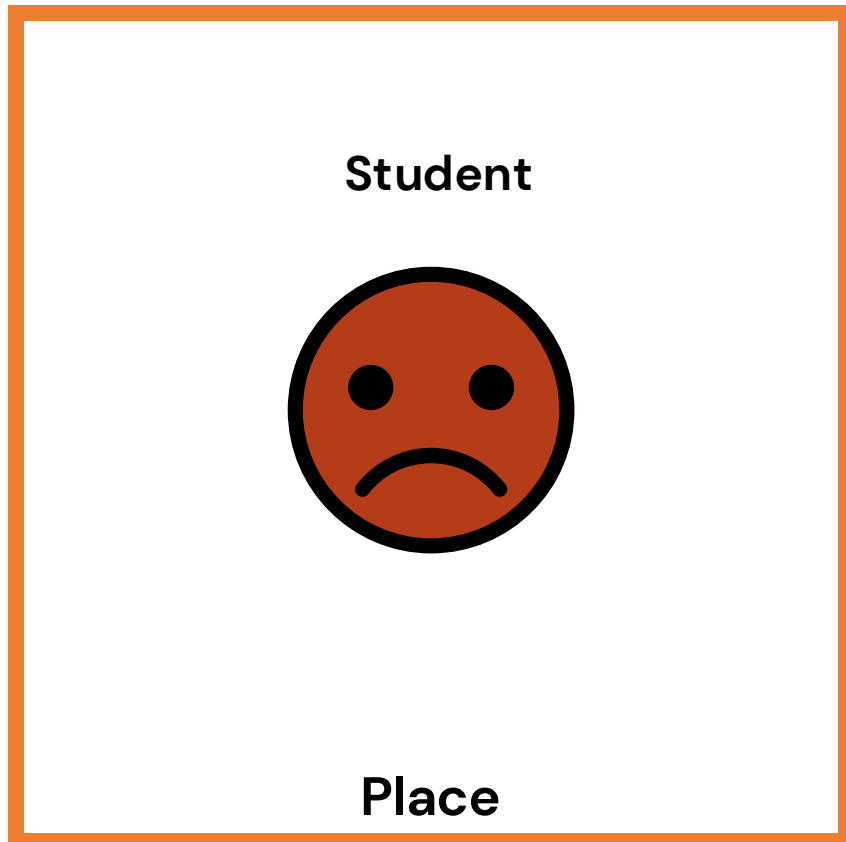
“I am not broken.”

“I do not need to be fixed!”

Shifting the Paradigm: SOCIAL MODEL OF DISABILITY




Shifting the Paradigm: SOCIAL MODEL OF DISABILITY



Social Model

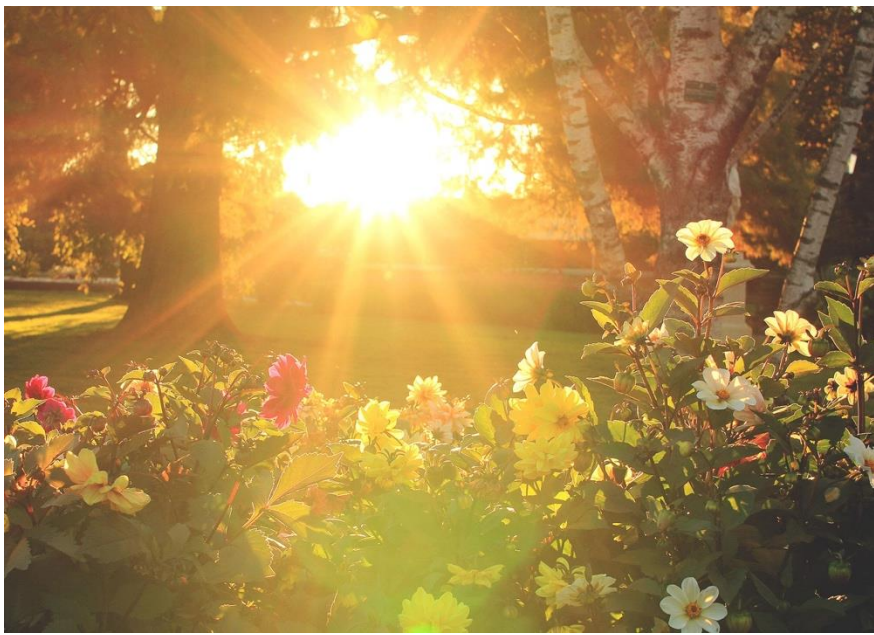
If a **student** isn't successful:

- Diagnose the barriers in the place
- Target the place



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

–Alexander den Heijer



What is happening in the environment?

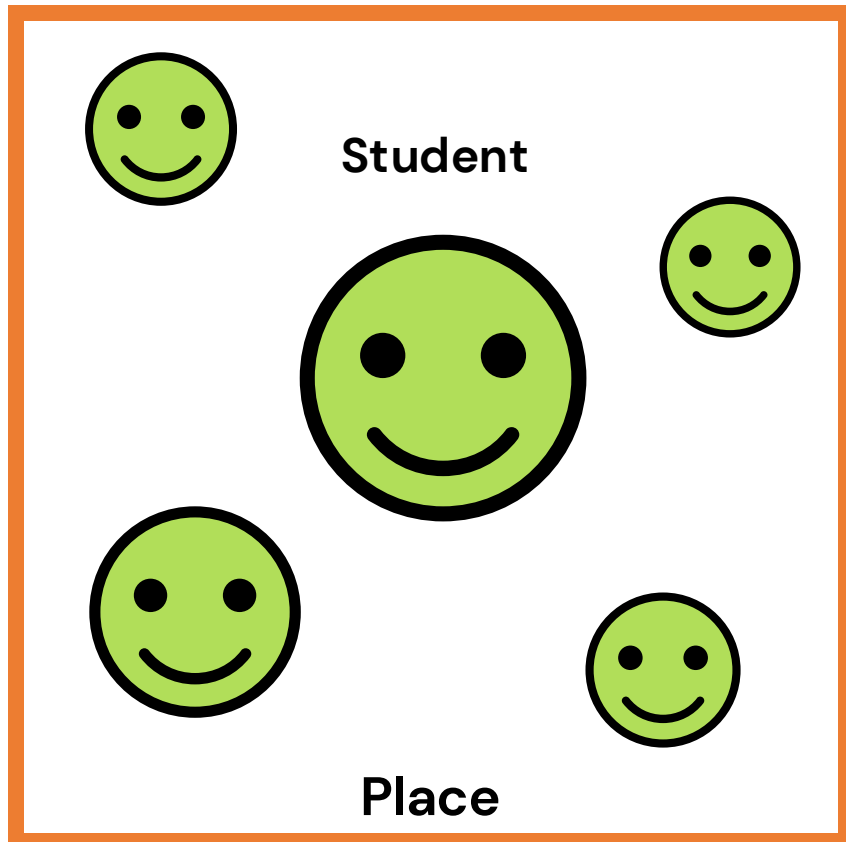
What are the potential barriers?

not enough light

not enough water

not enough space

Shifting the Paradigm: SOCIAL MODEL OF DISABILITY



Social Model

If a **student** isn't successful:

- Diagnose the barriers in the place
- Target the place
- Support EVERYONE in the place

BUT WAIT...

Teachers said:

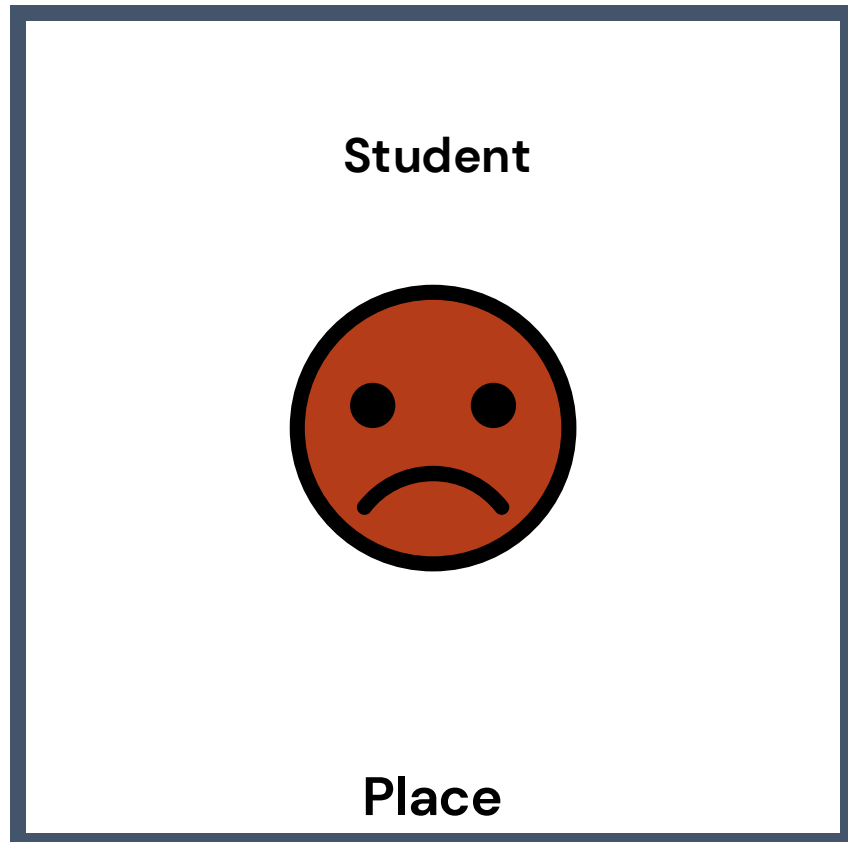


“What about all the different individual needs in a shared place?”

WE HAVE
diverse
GARDENS!



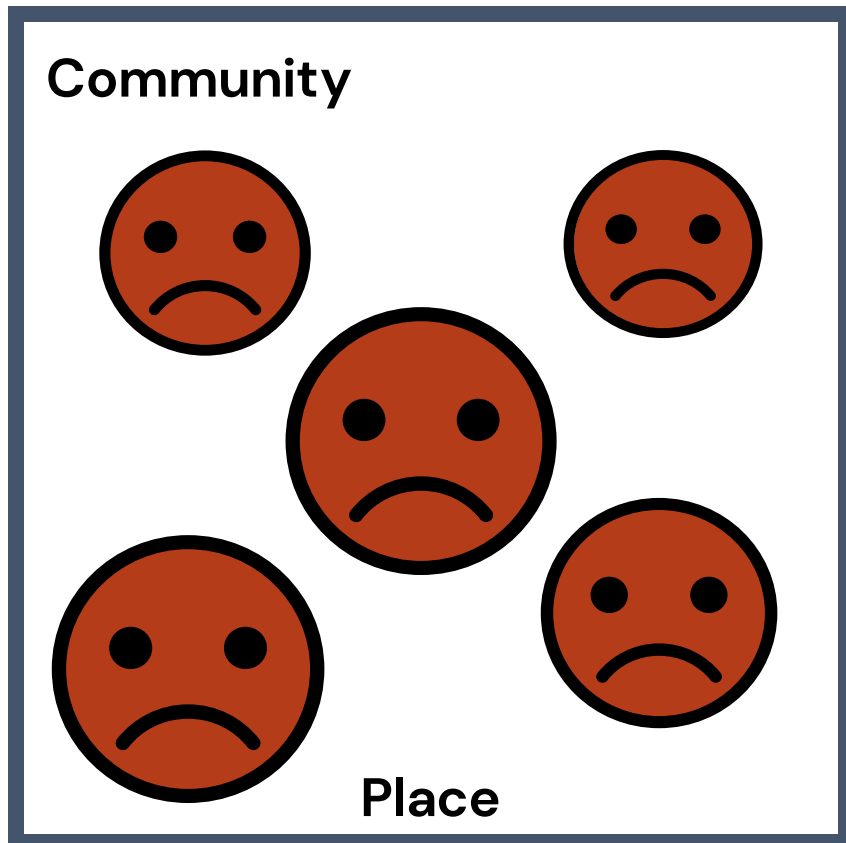
Shifting the Paradigm: PERSON-PLACE MODEL OF NEED



Inclusive Education

If one **student** is struggling...

Shifting the Paradigm: PERSON-PLACE MODEL OF NEED

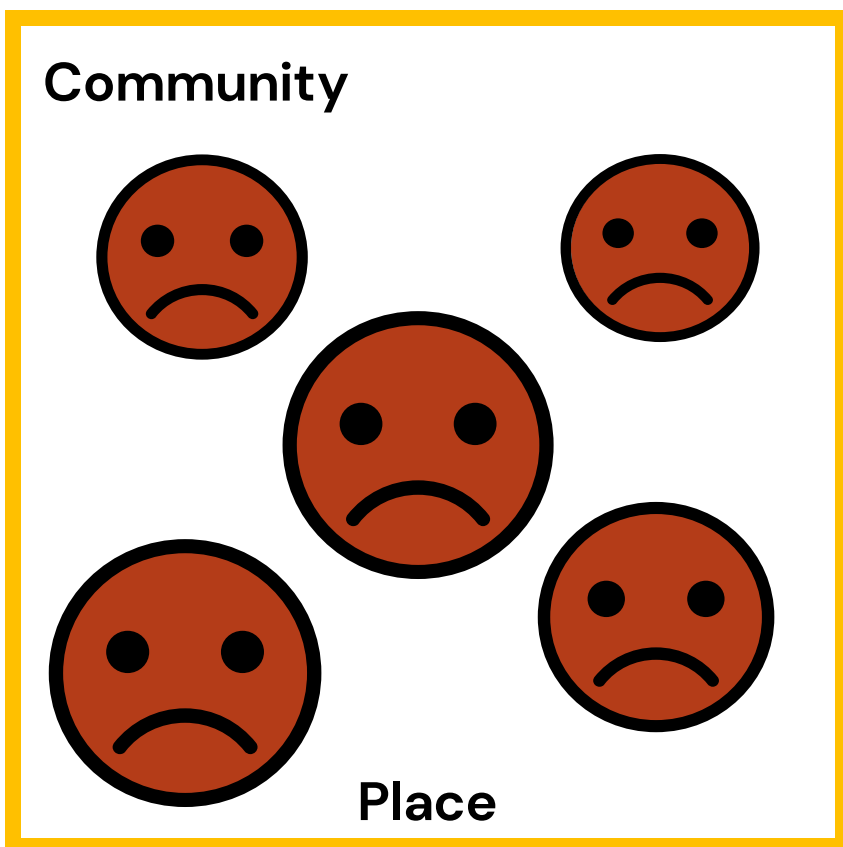


Inclusive Education

If one student is struggling...

...more than one student is struggling

Shifting the Paradigm: PERSON-PLACE MODEL OF NEED



Inclusive Education

FIRST: Identify barriers in place by determining needs of everyone in the community

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

Shifting the Paradigm: PERSON-PLACE MODEL OF NEED



Inclusive Education

FIRST: Identify barriers in the place

THEN: Reduce or eliminate barriers in place by determining needs of everyone in the community

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



PERIODIC TABLE OF PLANT NUTRIENTS

7 N Nitrogen	15 P Phosphorus	19 K Potassium	12 Mg Magnesium	16 S Sulfur	20 Ca Calcium
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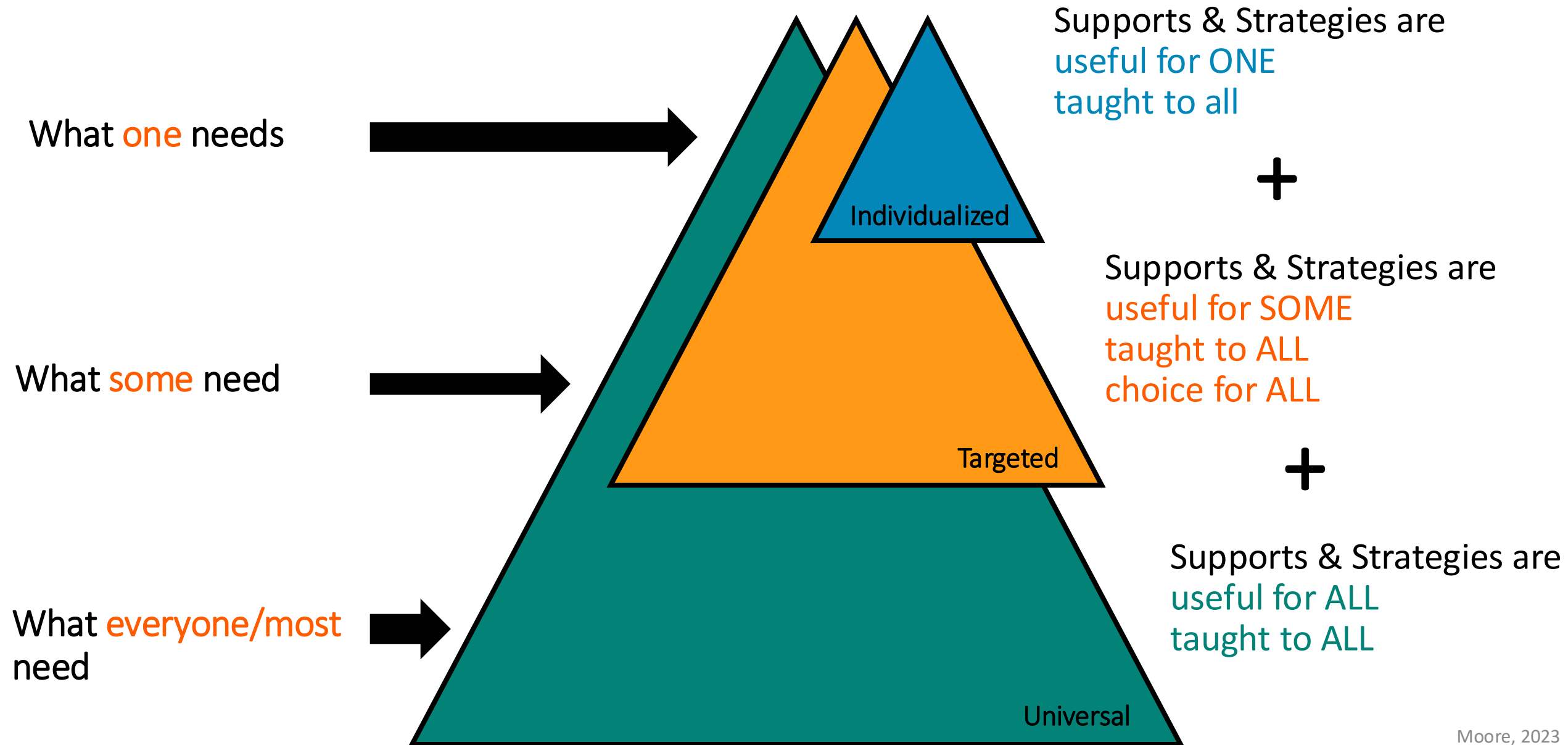
Source: Greenandvibrant.com





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

Multiple Layers of Needs Based Support



Multiple Layers of Needs Based Support

Need: Waking up

What **one** needs



Individualized

Supports & Strategies are
useful for ONE

+

What **some** need

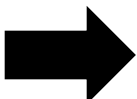


Targeted

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

+

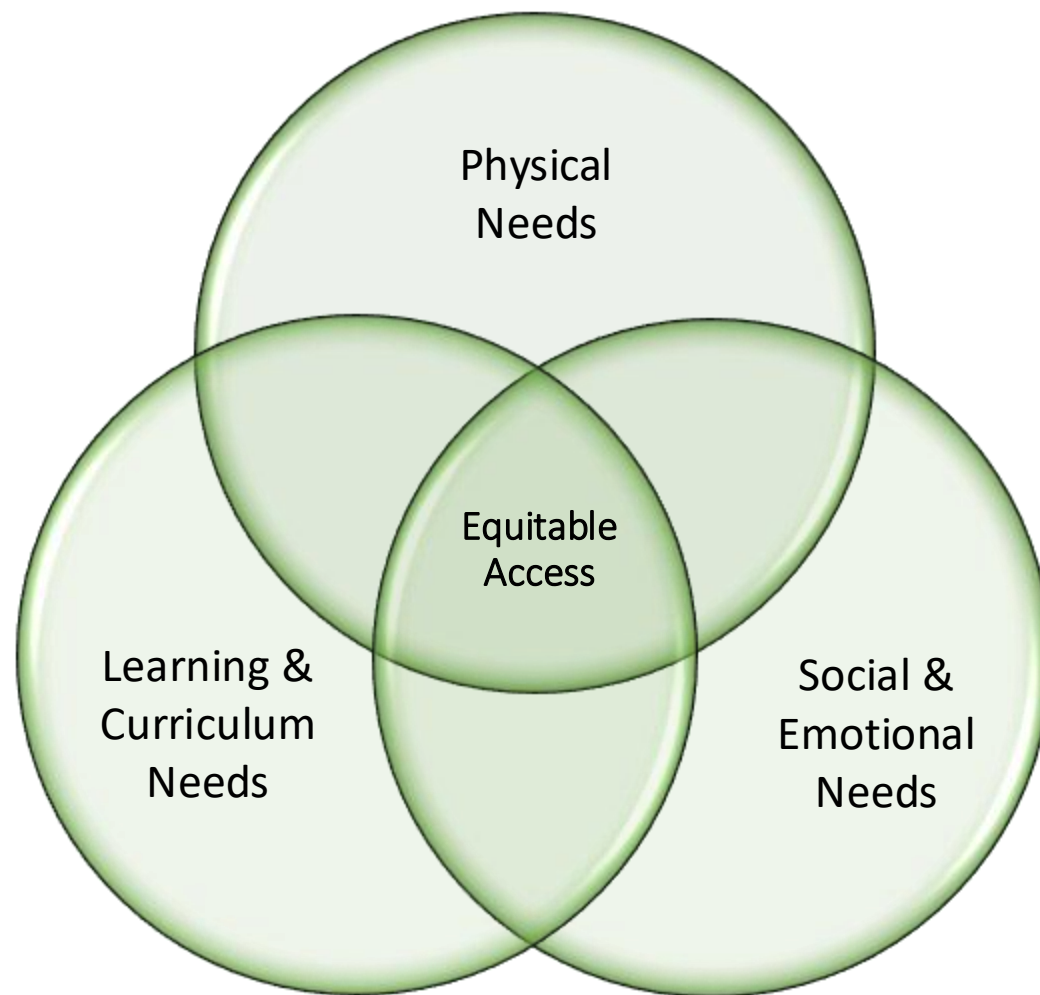
What **everyone/most**
need



Universal

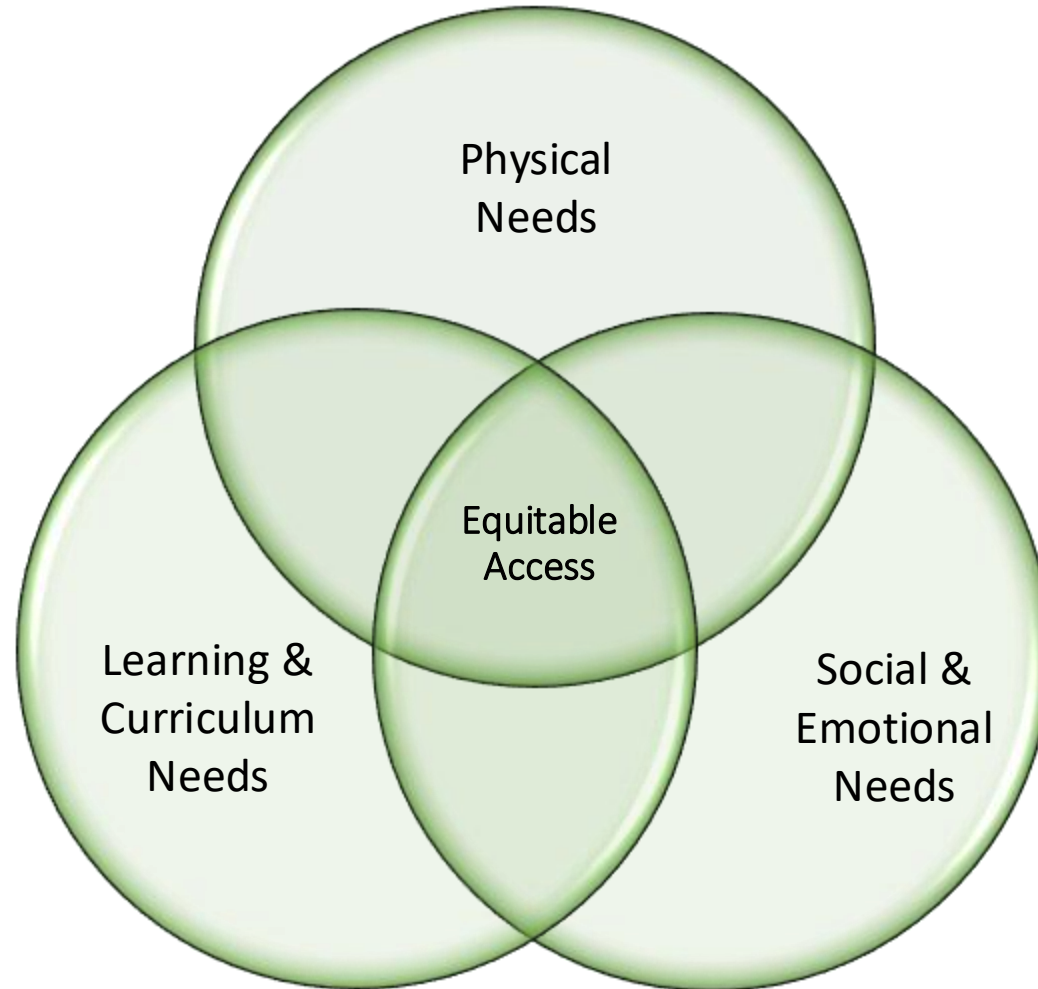
Supports & Strategies are
useful for ALL
taught to ALL

Increasing Inclusive & Equitable Access by Designing for Individual Needs



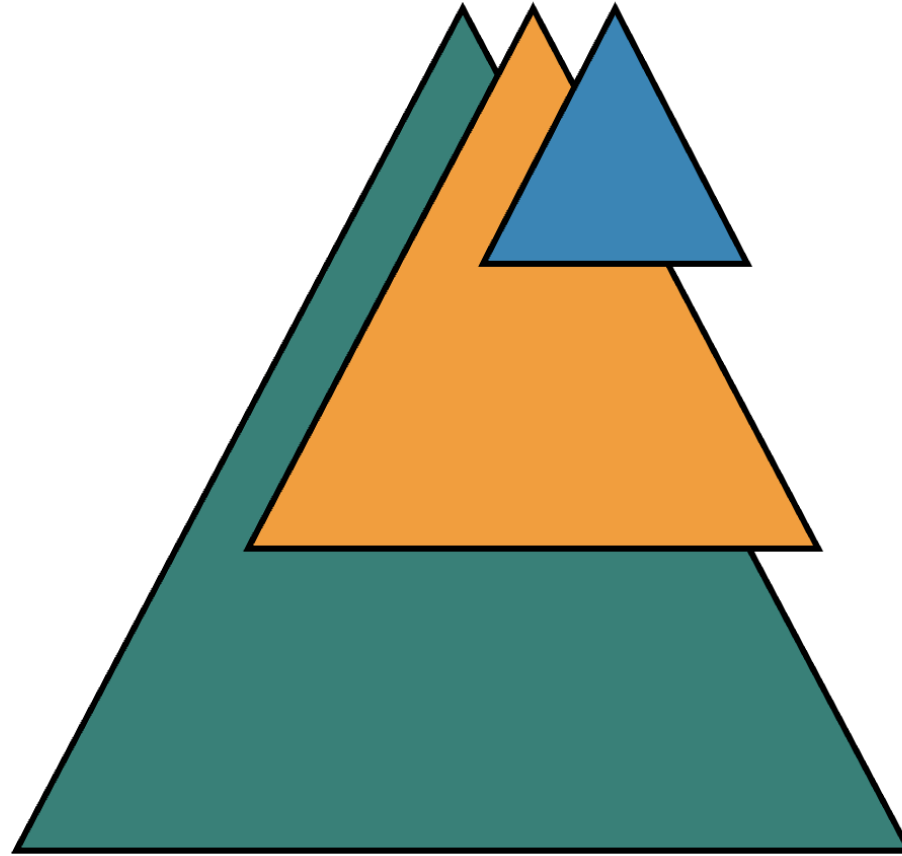
Increasing Inclusive & Equitable Access by Designing for Individual Needs

- 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

Is it Universal? Targeted? Individualized?



Is it Universal? Targeted? Individualized?

Strategy/Action: Create a family wall that allows students to hold photos

1. Universal (Good for ALL/Most; Taught to ALL):

- Everyone shares who is in their family/ who is important to them
- A variety of crayons colours to reflect different skin tones

2. Targeted (Good for Some; Choice to ALL):

- Students can choose to take their family of the wall and put at their desk or in their pockets when they need

3. Individualized (Good for ONE/ Taught to ALL):

- Photos are of each individual students' family/community

Supports Needs:

Anxiety, identity, family, community, self esteem, engagement/motivation



Is it Universal? Targeted? Individualized?

Support/Tool: A quiet/calm spot in the classroom

Universal (Good for ALL/Most; Taught to ALL):

- Teach as a tool to everyone

Targeted (Good for Some; Choice to ALL):

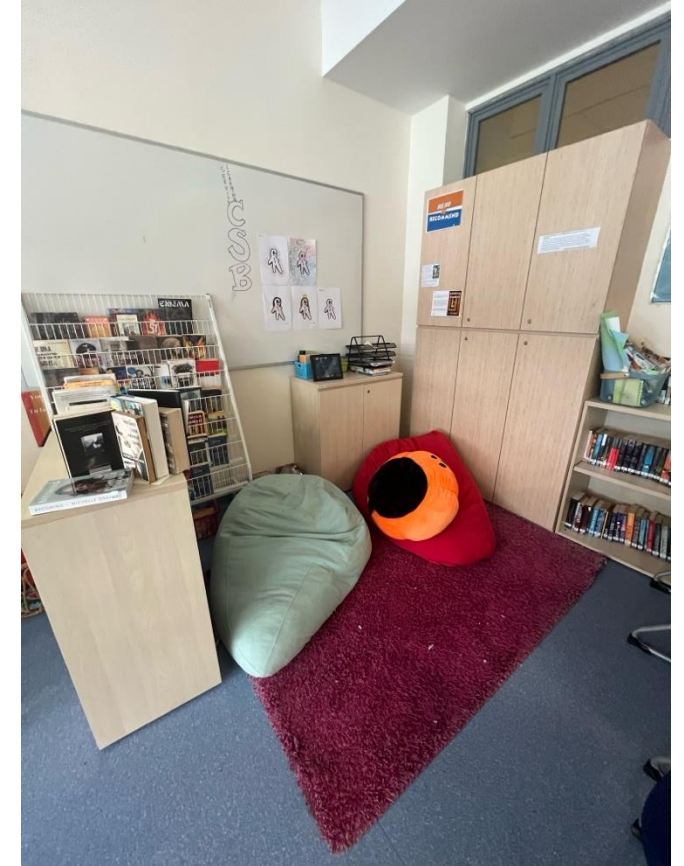
- Students can choose when/if they need to go to the quiet spot

Essential (Good for ONE; Taught to ALL):

- A basket of individual tools/ books/ activities specific to a particular student to use in the quiet spot

Supports Needs:

Anxiety, Frustration, Trauma, Self Advocacy, Self regulation (behavioral, emotional), Self Esteem, Sensory, Transitioning



Needs based support planning:

- is designing for one, and supporting many
- focuses on changing the environment, not the student
- aligns with UDL, self regulation, and self determination practices

www.teachspeced.ca



**TEACHERS' GATEWAY TO
SPECIAL EDUCATION**

**PASSAGE À L'ENSEIGNEMENT
POUR LES BESOINS SPÉCIAUX**

ENTER

ENTREZ

OTF
Your Voice. Your Strength.
Ontario Teachers' Federation

FEO
Votre voix. Votre force.
Fédération des enseignantes et
des enseignants de l'Ontario

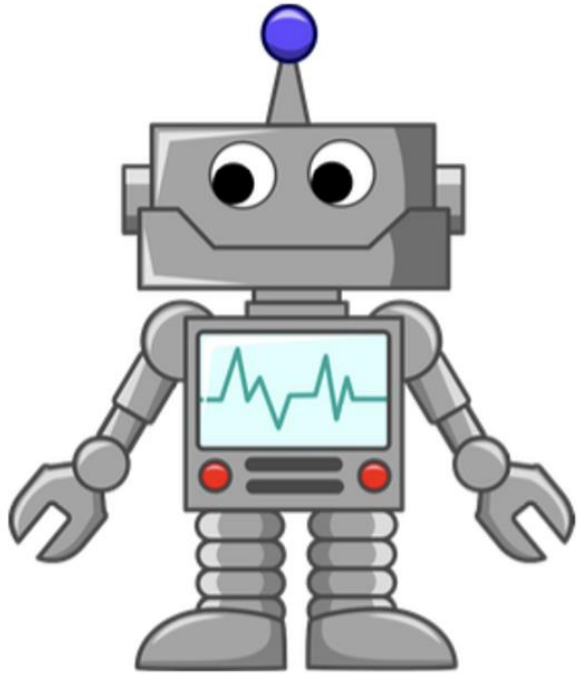
Français

Supports & Strategies

  TEACHERS' GATEWAY TO SPECIAL EDUCATION		
Teaching Strategies & Resources	Key Practices	Glossary
Student Needs	IPRC Exceptionalities	Diagnosed Conditions
Aggression Management Anger/Frustration Management Anxiety Management Articulation Skills Attendance Strategies Attention Skills Assistive Technology Skills Blind/Vision Impaired Bullying Management Skills Central Auditory Processing Deafness Depression/Sadness Management Disengagement/Motivation Strategies Eating Disorder Strategies Emotional Regulation English Language Skills Executive Function Fine Motor Skills Gambling Disorder Grief Management Gross Motor Skills Hearing Intellectual Ability – High Intellectual Ability – Low Listening Comprehension Skills Low Vision Memory Skills Mental Health Strategies Metacognitive Skills Mobility Skills	Autism Spectrum Disorder (ASD) Behaviour Blind and Low Vision Deaf and Hard of Hearing Developmental Disability (DD) Giftedness Language Impairment Learning Disabilities (LD) Mild Intellectual Disabilities Multiple Exceptionalities Physical Disability Speech Impairment	Acquired Brain Injury Alcohol-Related Neuro-developmental Disorder (ARND) Angelman Syndrome Anxiety Disorders Attention Deficit Hyperactivity Disorder (ADHD) Auditory Processing Disorder (Central) Autism Spectrum Disorder (ASD) Bipolar Disorder Blind/Vision Impaired Brain Injury Cerebral Palsy (CP) Conduct Disorder (CD) Concussions Cystic Fibrosis (CF) Deafness Depression Disorders Down Syndrome Eating Disorders Epilepsy Fetal Alcohol Syndrome/Fetal Alcohol Effects (FAS/FAE) Fragile X Syndrome Gambling Disorder Intellectual Disabilities Klinefelter's Syndrome Learning Disabilities/Specific Learning Disorders Muscular Dystrophy (MD) Neurological Disabilities Oppositional Defiant Disorder (ODD) Obsessive-Compulsive Disorder (OCD) Post-Traumatic Stress Disorder (PTSD)

<https://www.teachsped.ca>

“AI” Assistant - Dale



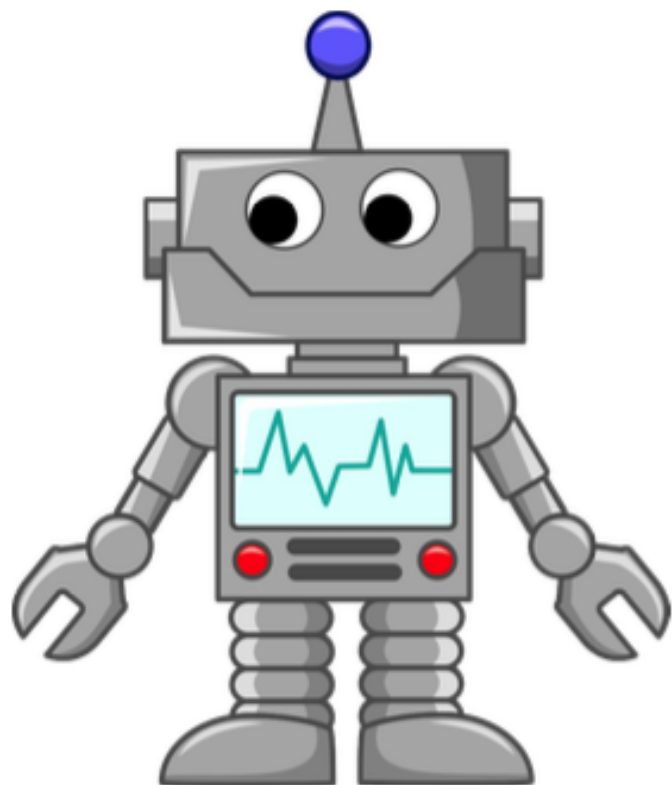
Can you give me some tools and strategies to support (who) to manage (need) needs?

Can you give me some tools and strategies to support a 3 year old with student with Down Syndrome, to manage anxiety needs?

And then ask yourself:

- Is this a strategy that is useful for everyone, a choice for everyone, or is it an individualized strategy?

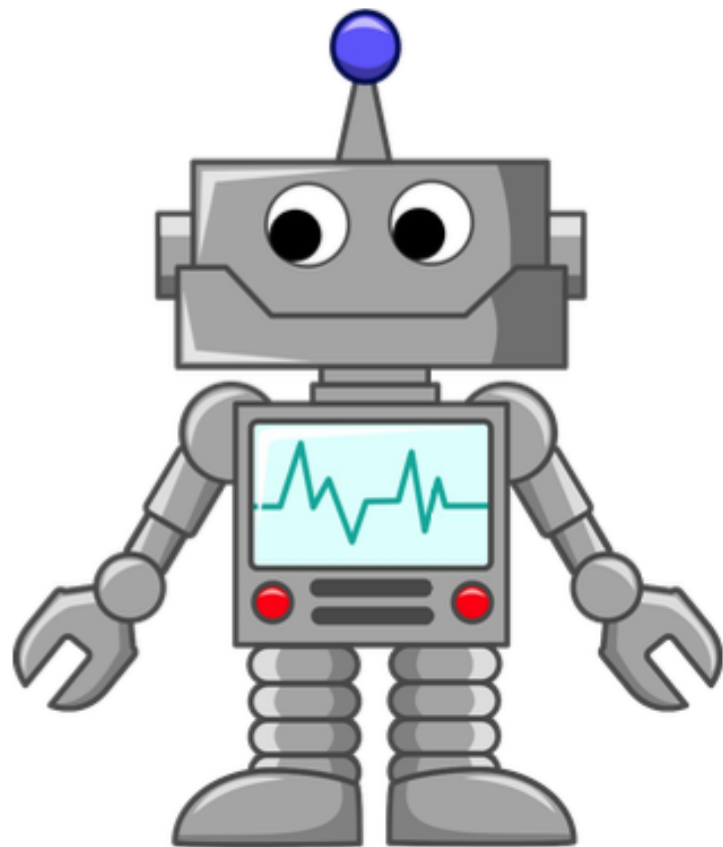
My AI assistant "Dale"



Can you give me some **universal** tools and strategies to support children aged (*age*) manage (*need*)?

Can you give me additional **individualized** tools or strategies to support a specific student who has (*diagnosis or disability*) and loves (*interest area*)?

Remember!



It is important to not be **ableist** in our prompts:

- e.g. instead of saying: “**a student who can’t talk**” you could say, “**a student who uses objects, gestures and sounds to communicate**”
- Share what **they CAN do**, not **what they can’t**.



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?

Shelley
MOORE PH.D.



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