

Shelley MOORE PH.D.



@tweetsomemoore



@fivemooreminutes



@fivemooreminutes



www.fivemooreminutes.com

www.blogsomemoore.com

Who are you?

- Where is **home** for you?
- What is the **traditional territory** where you live?
- What are some of your **roles**?
- What are some of your **identities**?
- What are your **interests** and hobbies?
- What is **important** to you?
- What is a **life event** that shaped who you are?
- What is something that you want others to **know about you**?



WHAT DOES

inclusion

MEAN?

WHAT DOES

inclusion

LOOK LIKE?

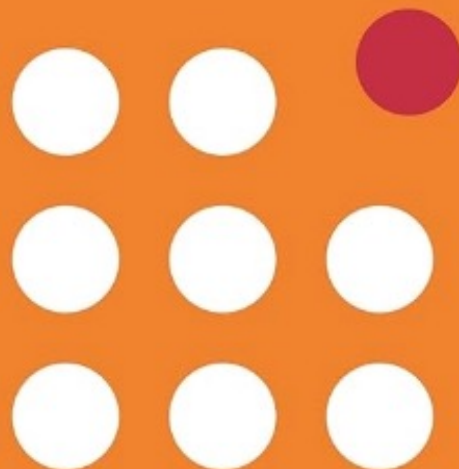
WE ARE COMING

OUT!

3rd Edition



Dealing with Difficult People



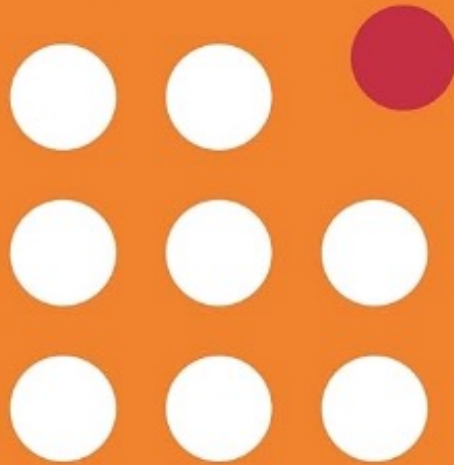
**Roy
Lilley**



3rd Edition



Dealing with Difficult People

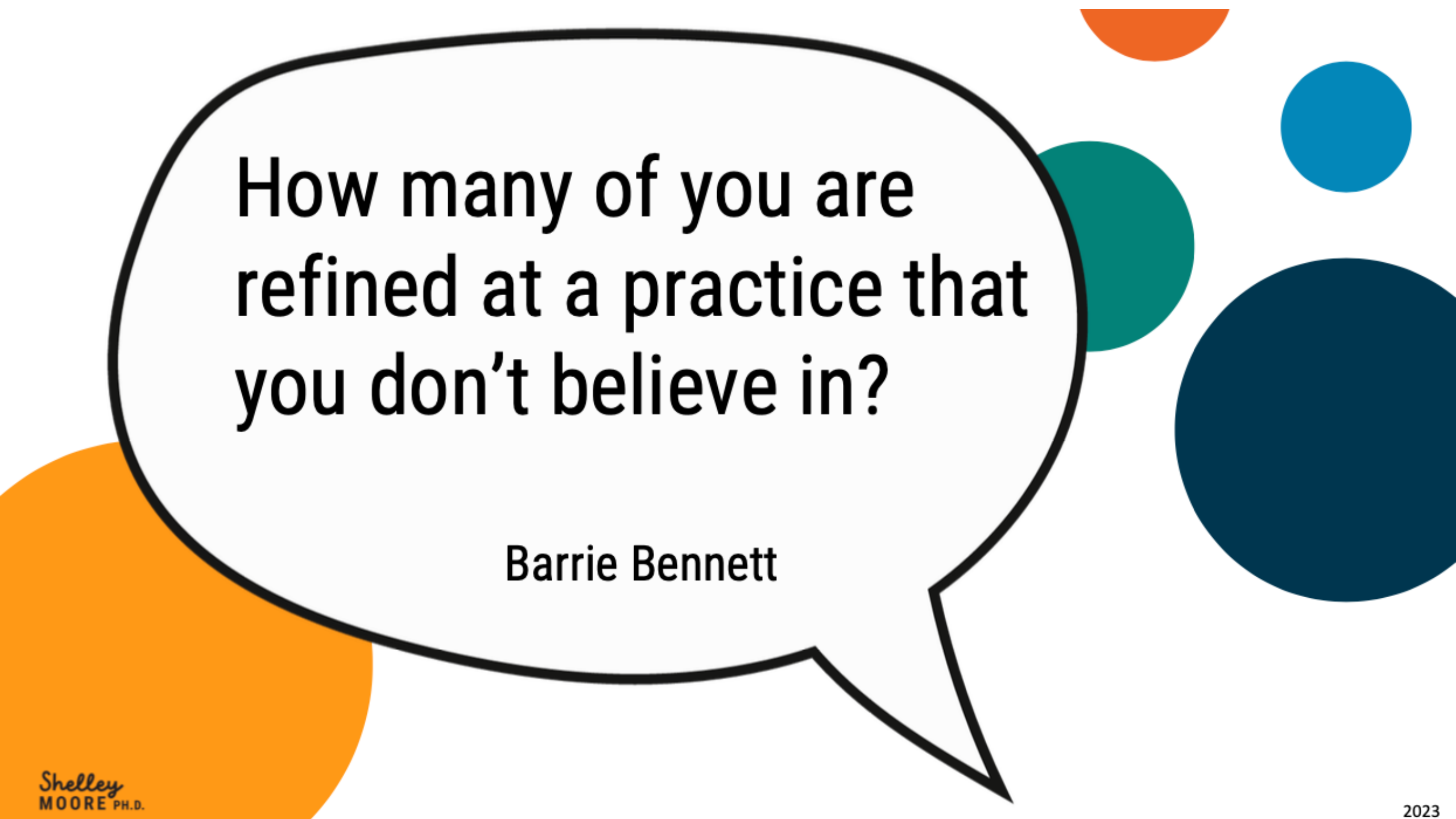


**Roy
Lilley**



Shelley
MOORE PH.D.

**“If you bought this book....you
are the difficult person.”**

The background features several overlapping circles in orange, teal, and dark blue. A large white speech bubble with a black outline is centered on the left side, containing the main text.

How many of you are
refined at a practice that
you don't believe in?

Barrie Bennett



**My educational
philosophy & beliefs**

**My educational
practices**



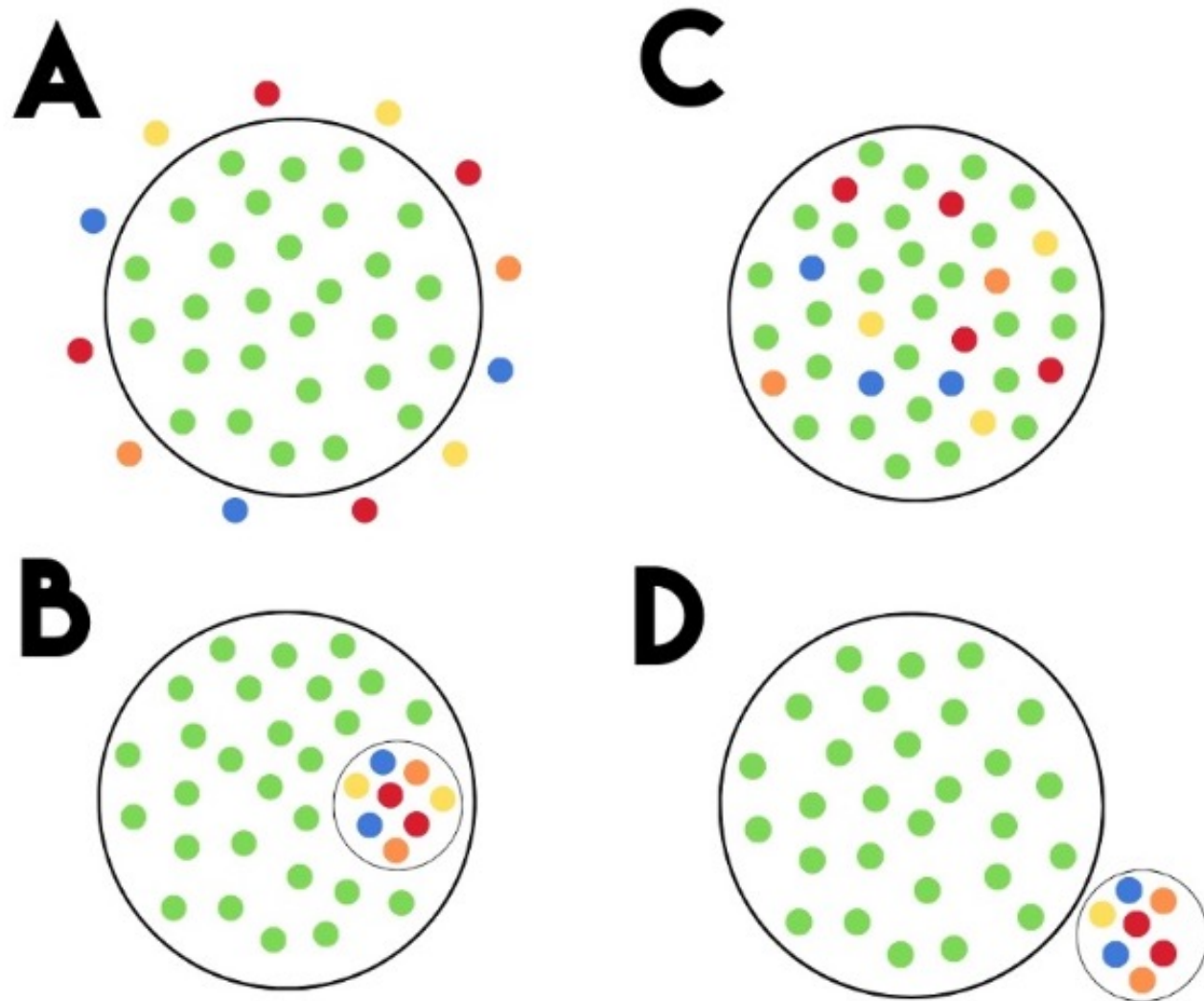
WHAT DOES

inclusion

MEAN?

LOOK LIKE?

WHAT IS *Inclusion*?



exclusion

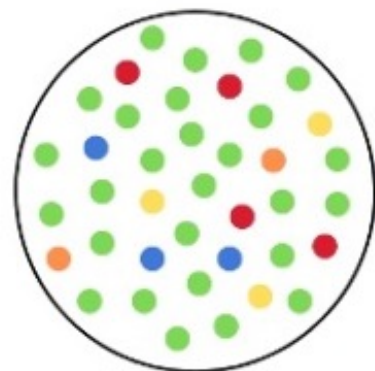
integration

inclusion

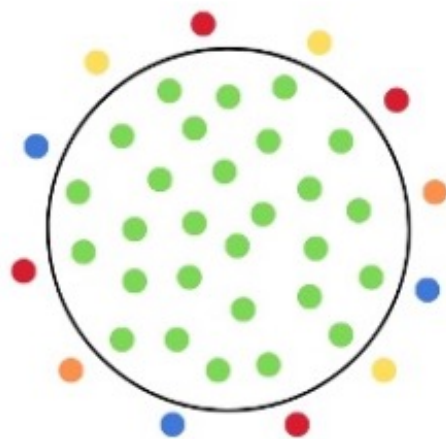
congregation

segregation

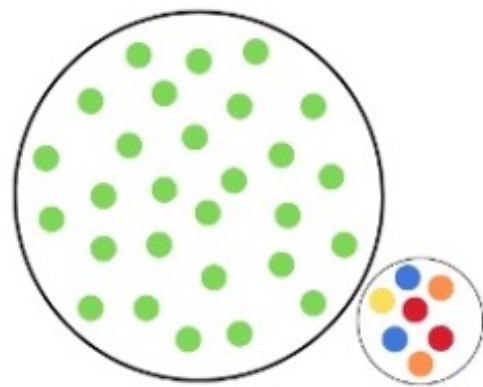
WHAT IS *inclusion*?



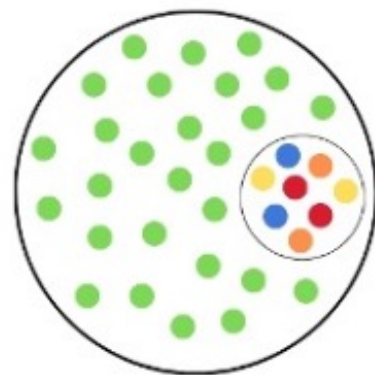
inclusion



exclusion

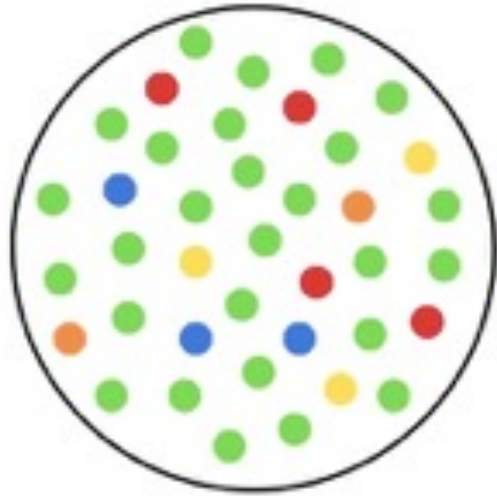


segregation

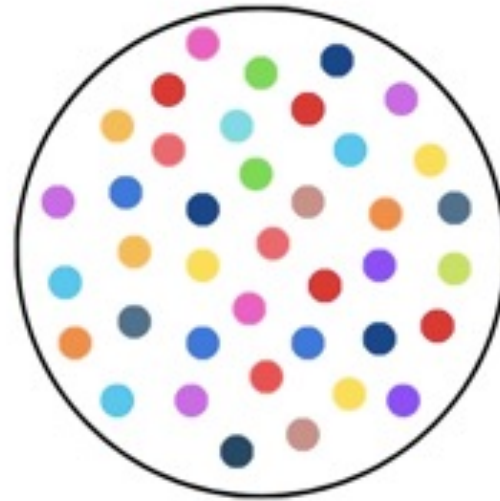
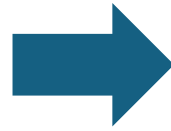


integration

WHAT IS *inclusion* ?

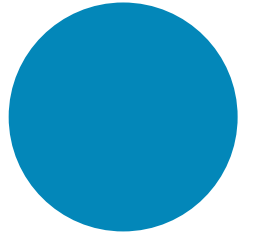


How do we
include people
with disabilities?



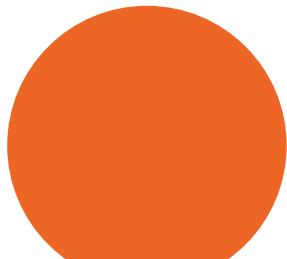
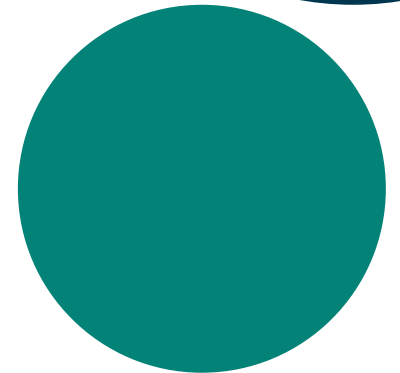
How do we teach
to *diversity*?

How do we “do” inclusion?



do we shift our thinking?

do we shift our practice?





Useful take aways so far

Reducing Barriers



Supporting Needs



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

–Alexander den Heijer

FIRST! Reduce or eliminate barriers in place by reducing or eliminating barriers for everyone in the community



All plants
need light

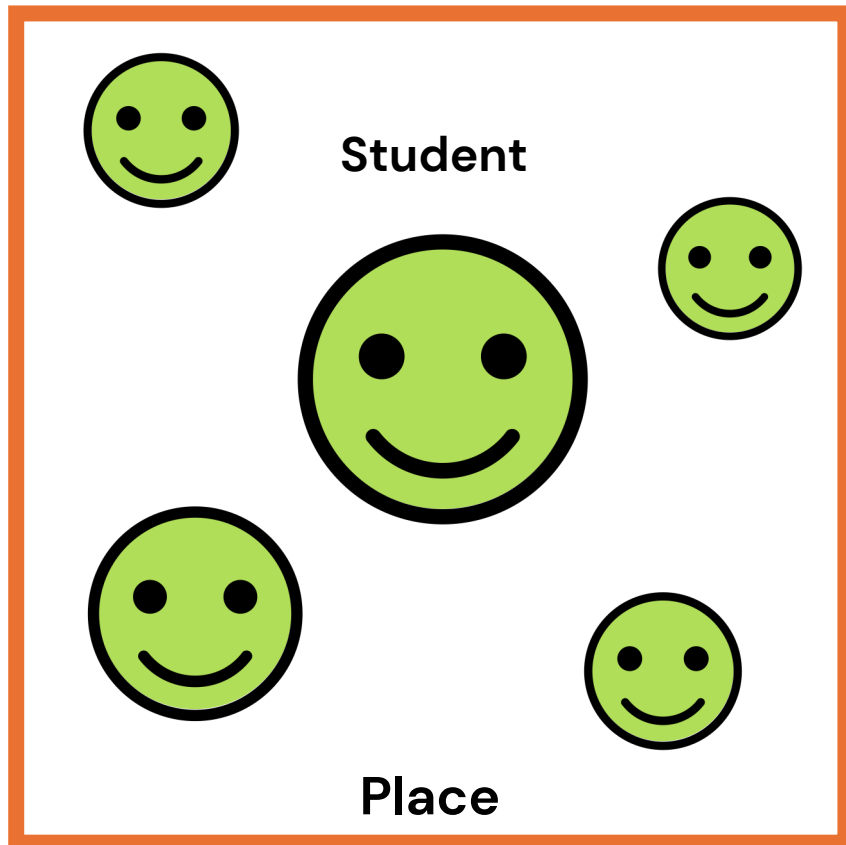


All plants
need moisture



All plants
need space

Shifting the Paradigm: SOCIAL MODEL OF DISABILITY



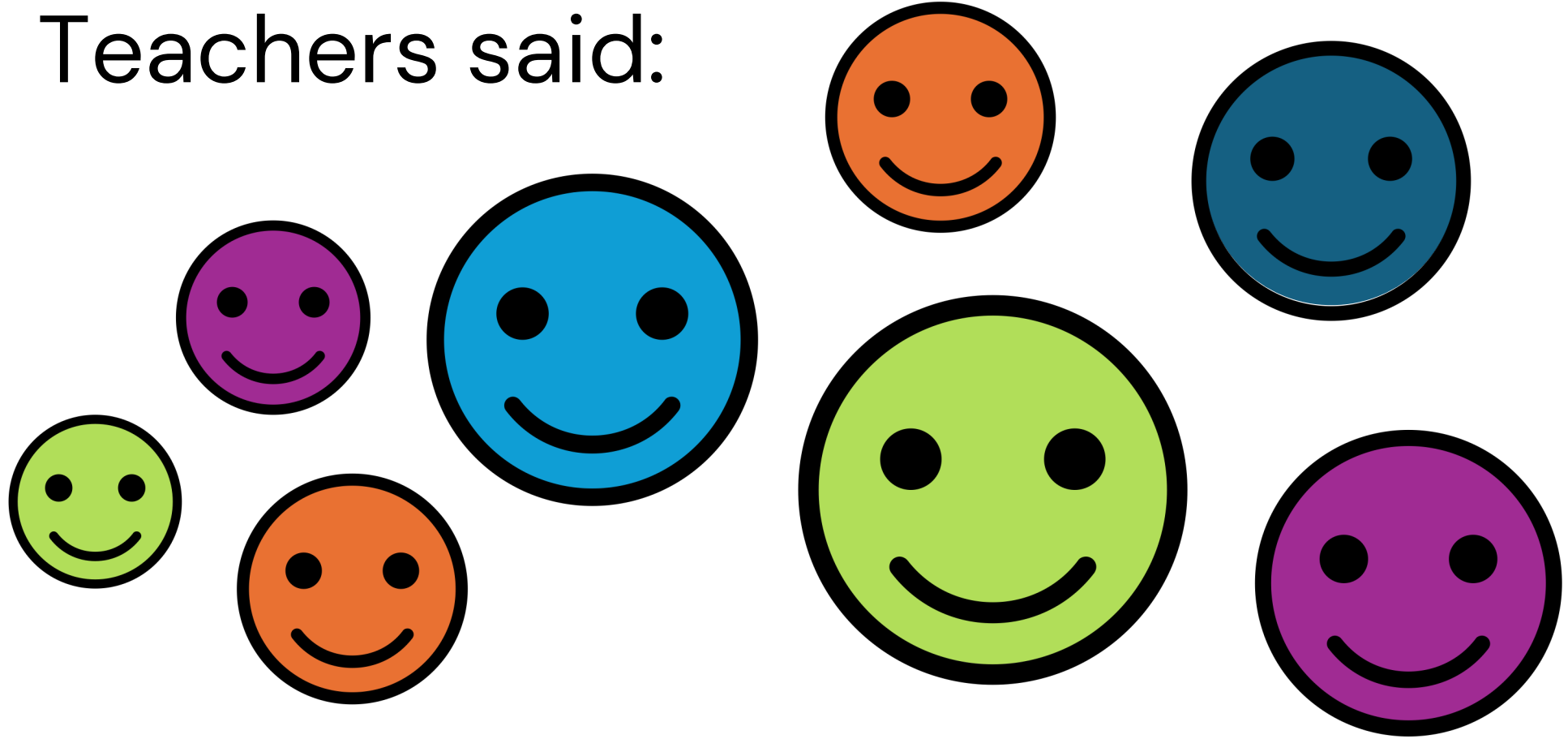
Social Model

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!



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



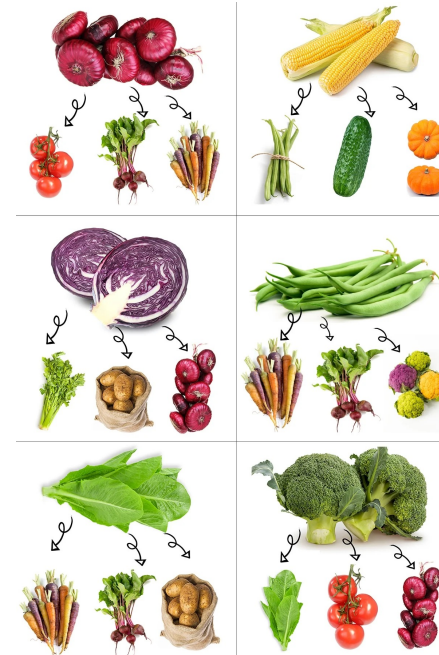
All plants
need space

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

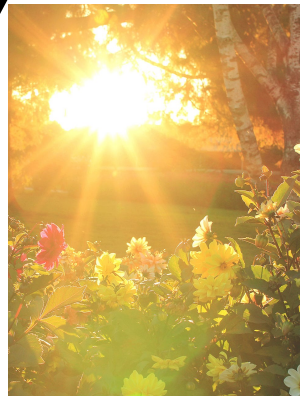
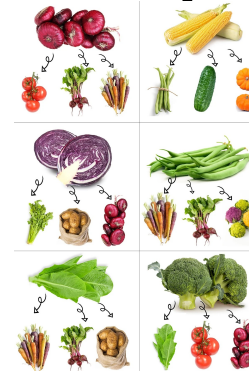
MULTIPLE LAYERS OF SUPPORT



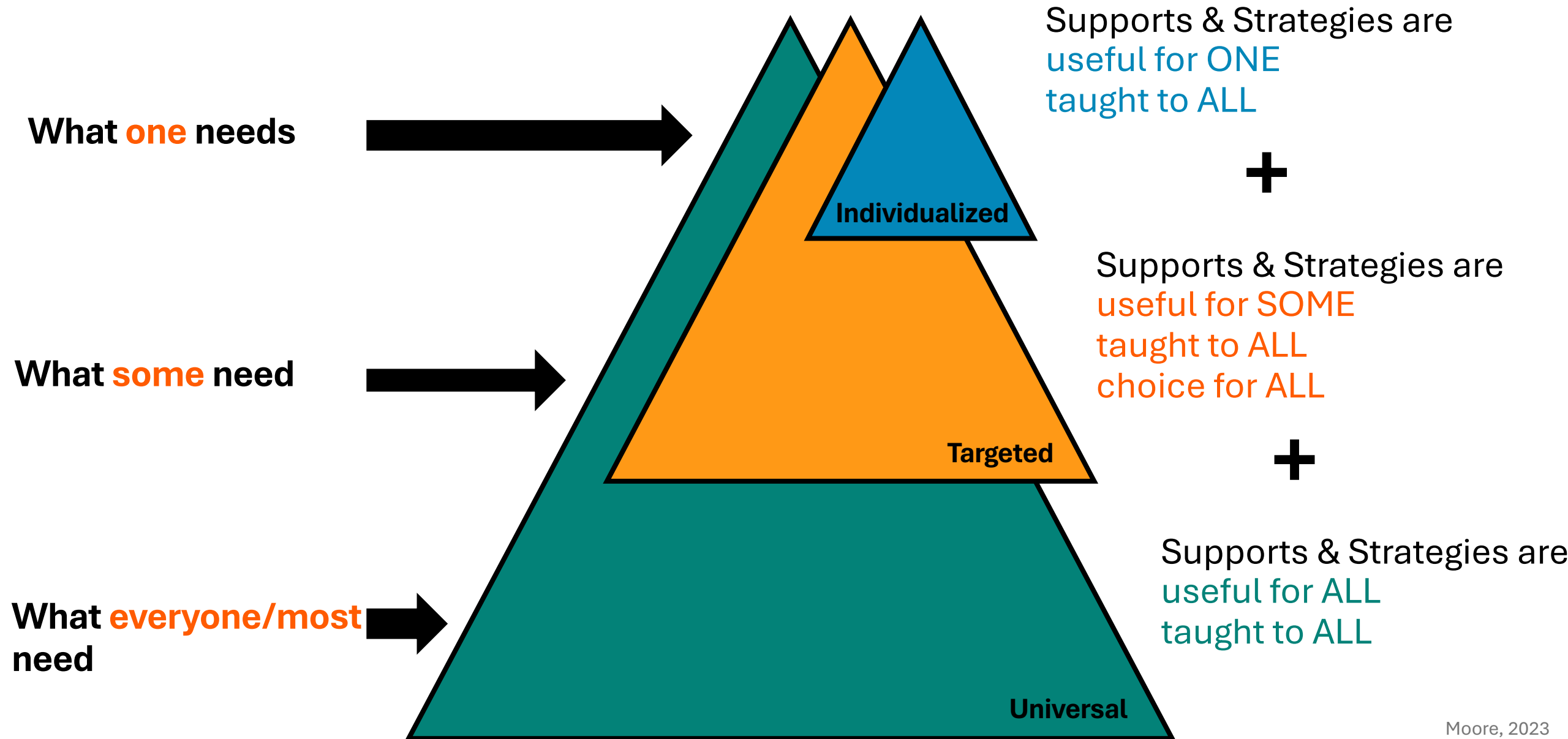
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Source: Greenandvibrant.com



Multiple Layers of Needs Based Support



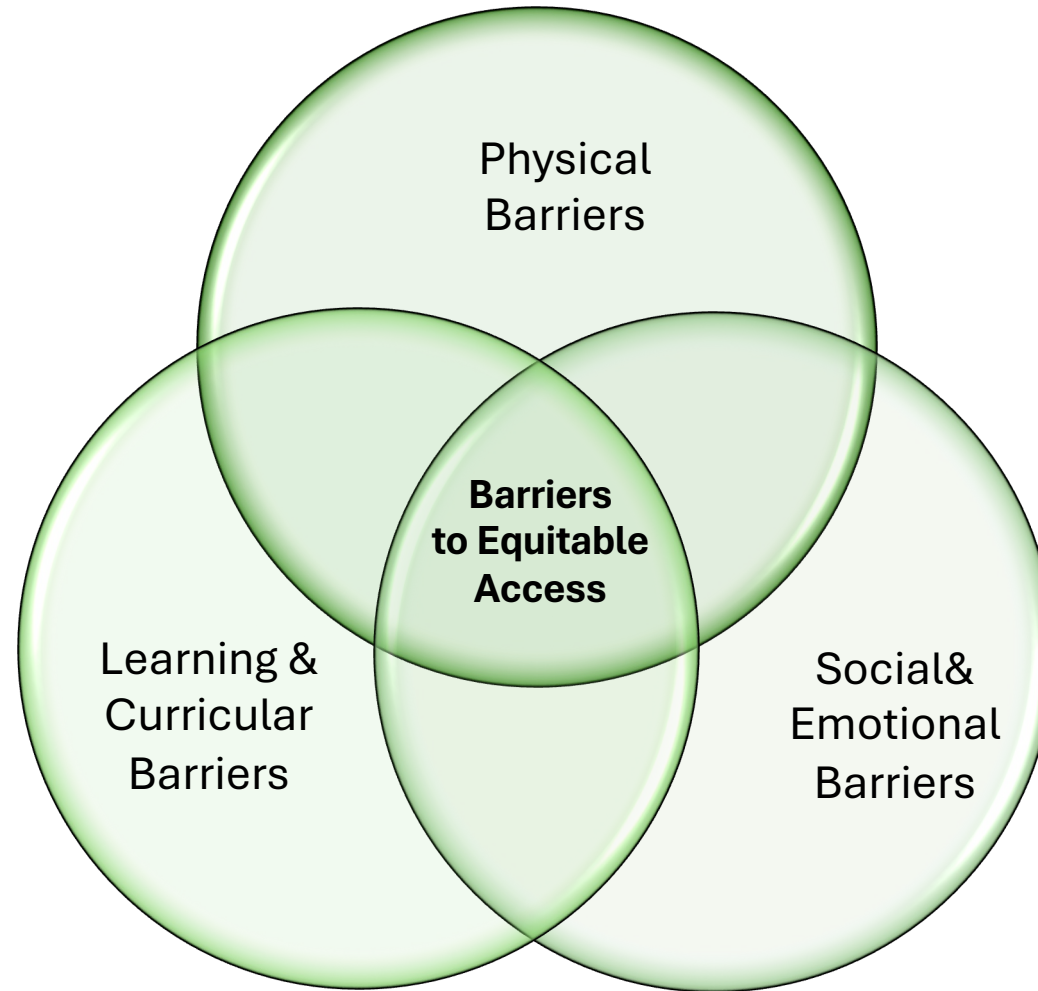


How do we *plan*
for the disabilities *needs*
of students?

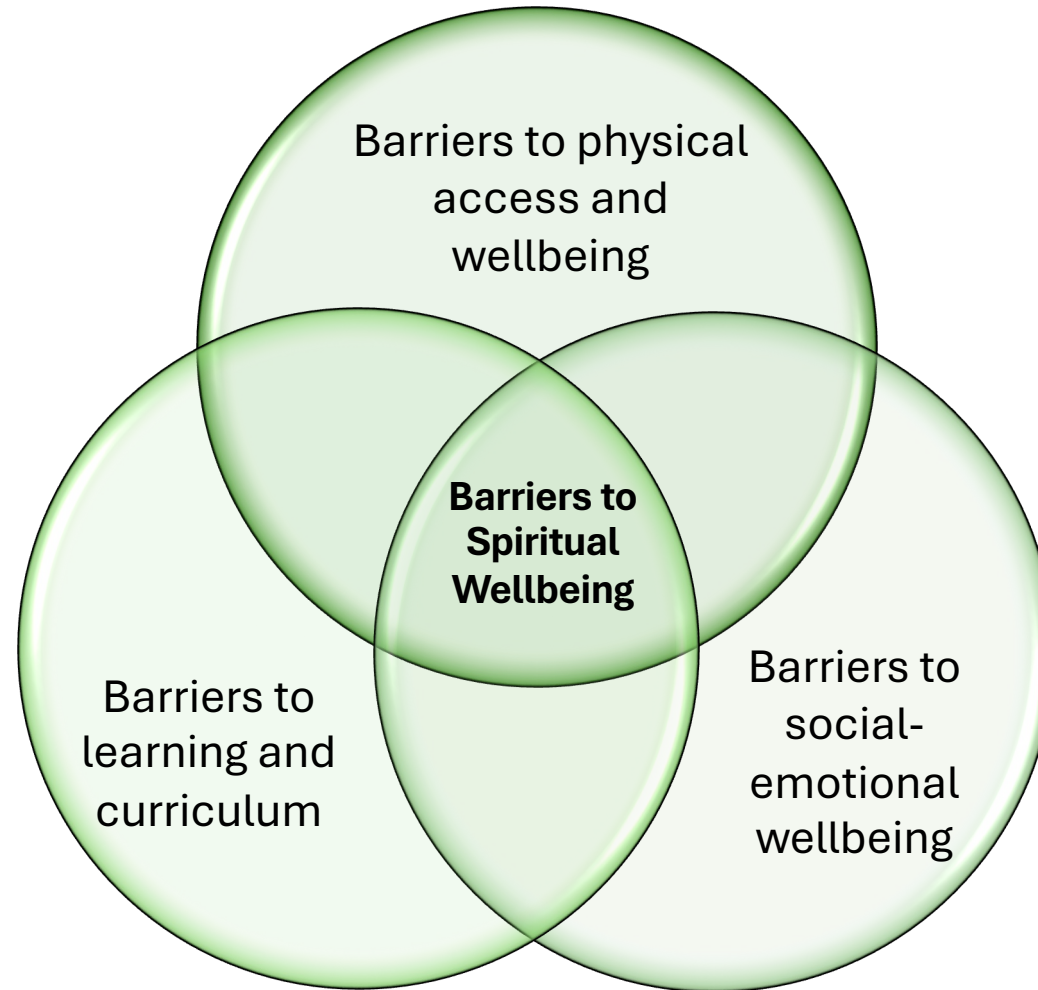
First, we reduce barriers



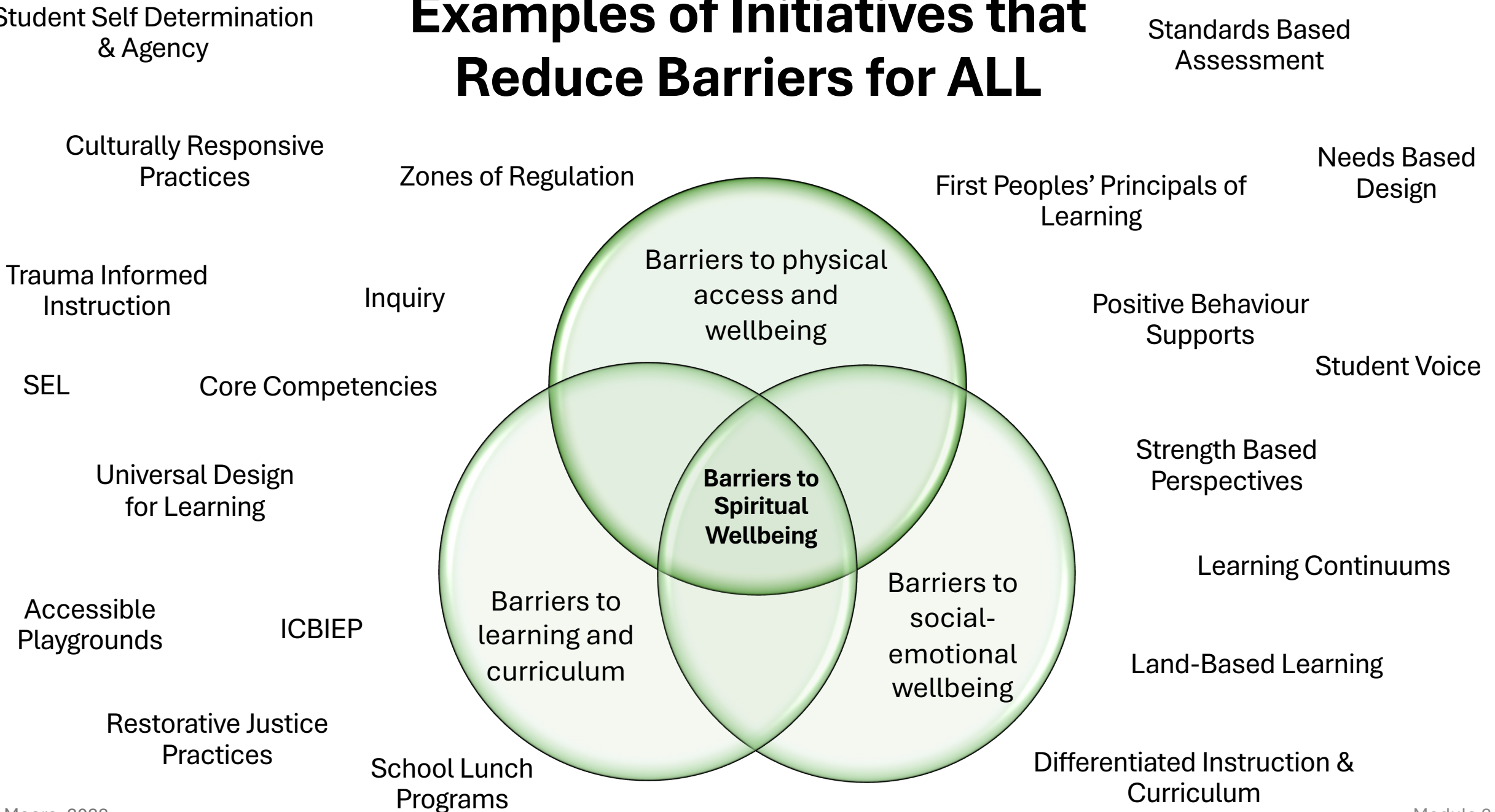
Adding Ramps to Learning



Adding Ramps to Learning



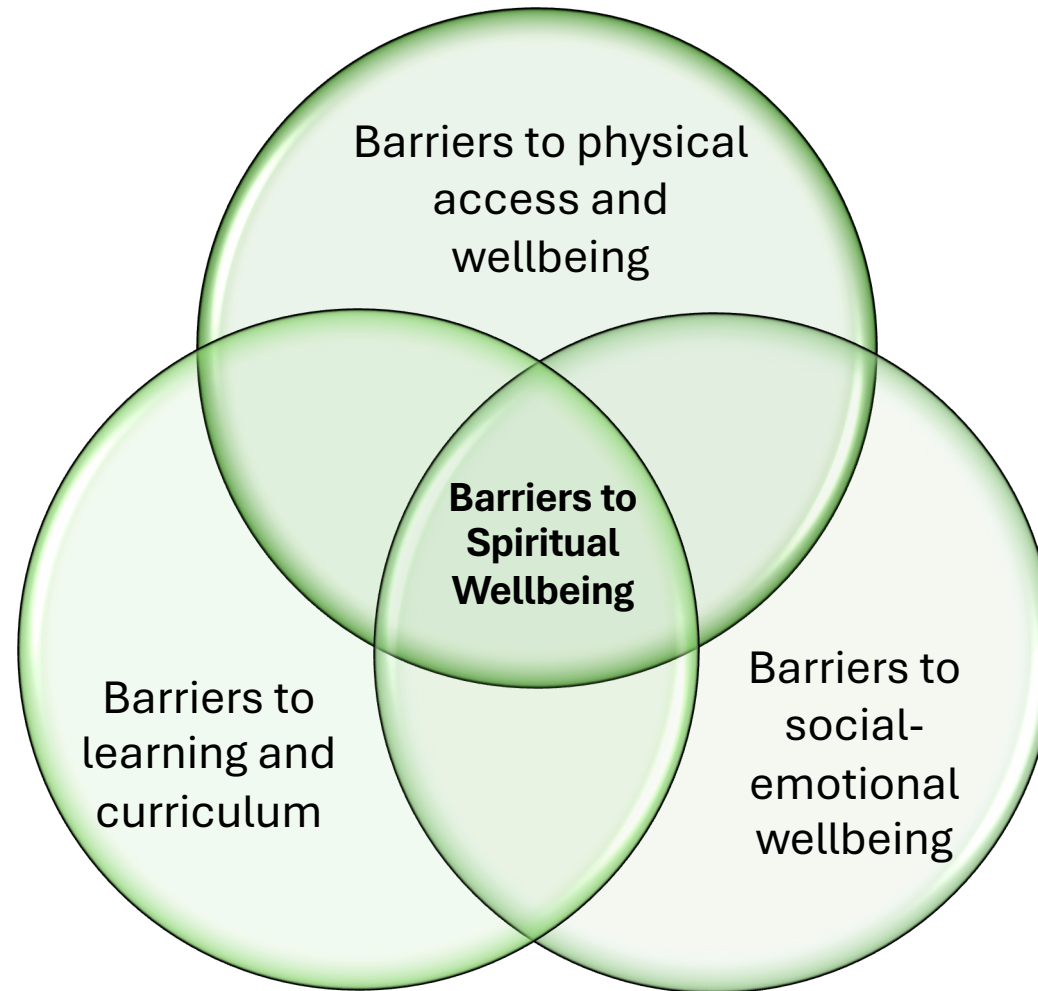
Examples of Initiatives that Reduce Barriers for ALL



Then, we look at needs

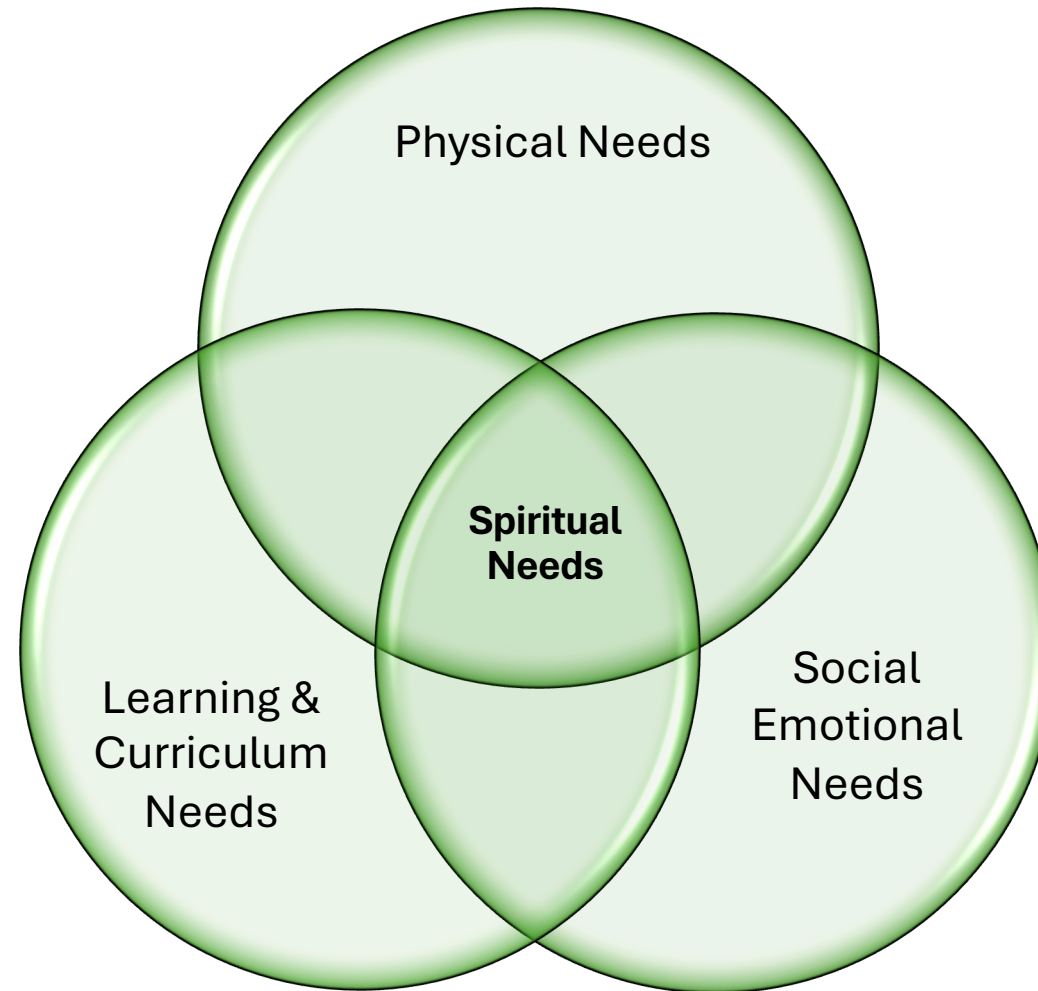


Increasing Inclusive & Equitable Access by Designing for Individual Needs



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**
- **Spiritual**
- **Transitioning**
- **Vision and/or hearing**

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	Students who have this need (underline students who have IEP/LSPs)	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				
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				
Personal Care				
Personal Safety				
Physical/Mobility				
Self-Advocacy				
Self-Regulation (emotional)				
Self-Regulation (behavioural)				
Self-Regulation (learning)				
Self Esteem				
Self-Harm/ Self Injurious Behaviour				
Sensory				
Social Skills				
Transitioning				
Other:				
Other:				



Priority Community Needs	Specialists/Individuals to connect to	Priority Individual Needs	Specialists/Individuals to connect to

Classroom Support Planning: Collaborative Needs Based Reflection

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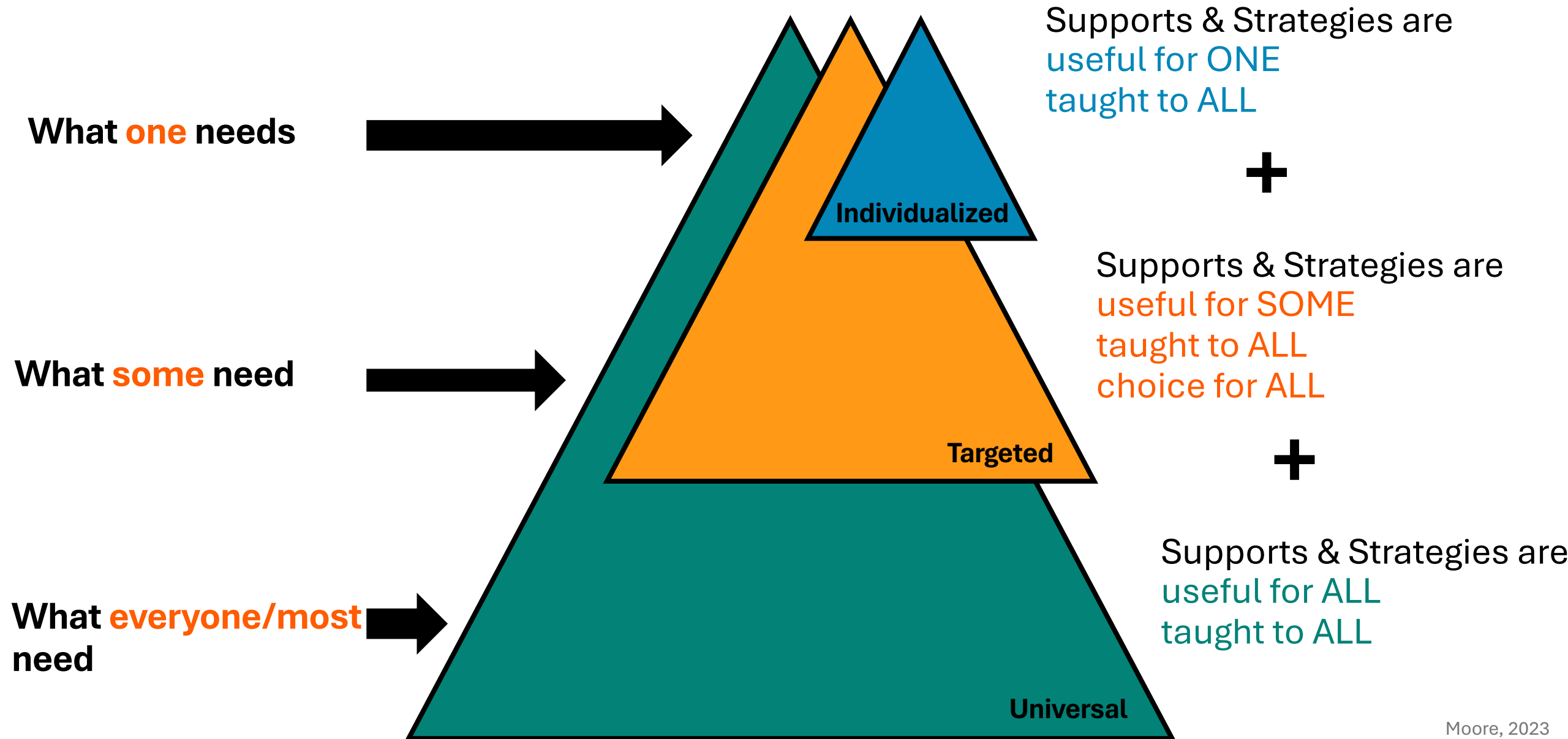


Areas of Need Choices (EC, HN) Life Skills (KD, IN) Resource (JC)	Students who have this need (underline students who have IEP/504)	This need impacts the community and/or there is a cluster of students who have this need	This need can be managed over time and/or not critical	This is an individual need 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	

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:				

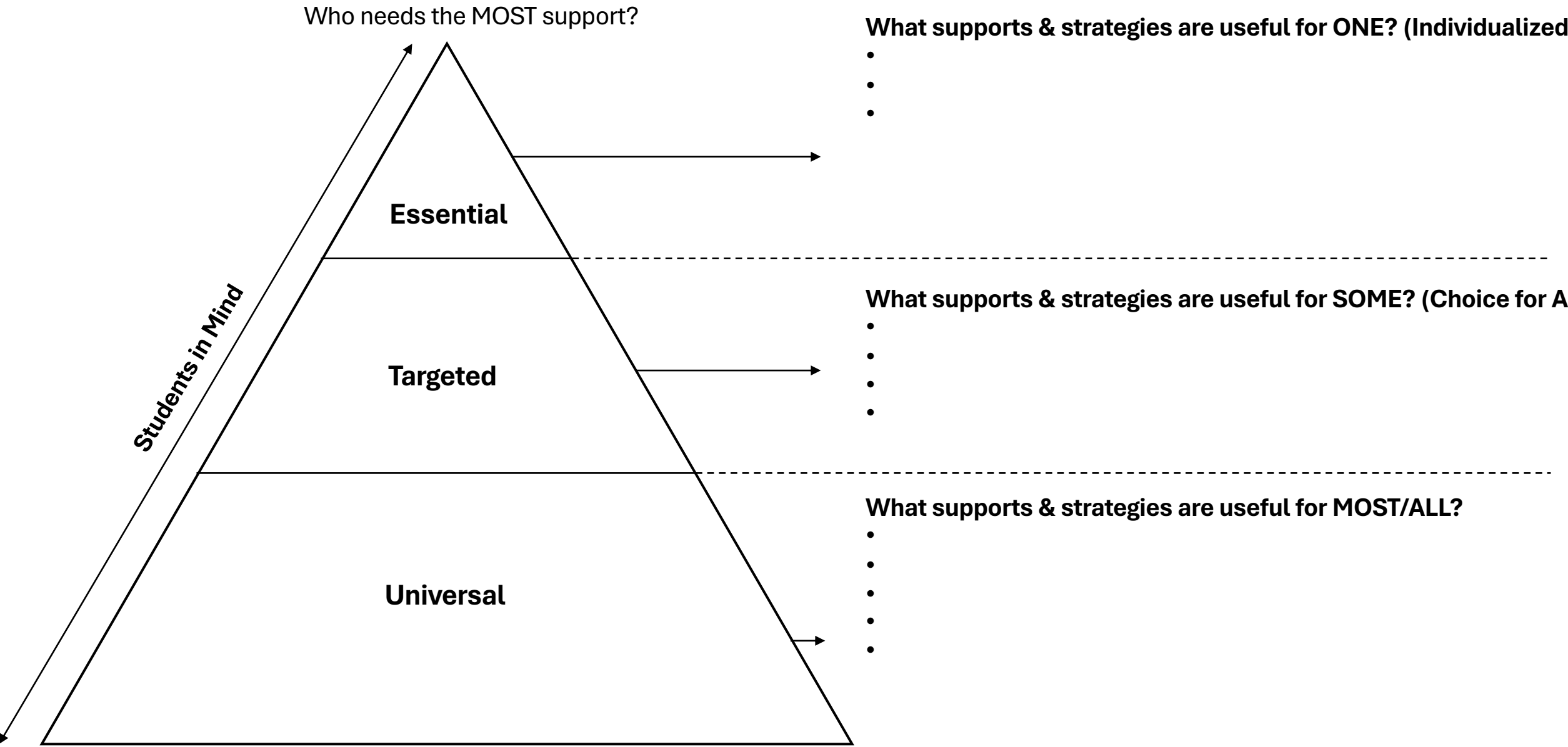
Priority Community Needs	Specialists/Individuals to connect to	Priority Individual Needs	Specialists/Individuals to connect to
Anxiety/ emotional self- Regulation	Counsellors – Jessica		
Family support/ trauma	Counsellors – Jessica, Community Schools – Diana		
Literacy	Title – Kori, Mica, Melissa		
Engagement/ Motivation	Sarah, Shelley, Jasmine, Kim		

Multiple Layers of Needs Based Support



Need:

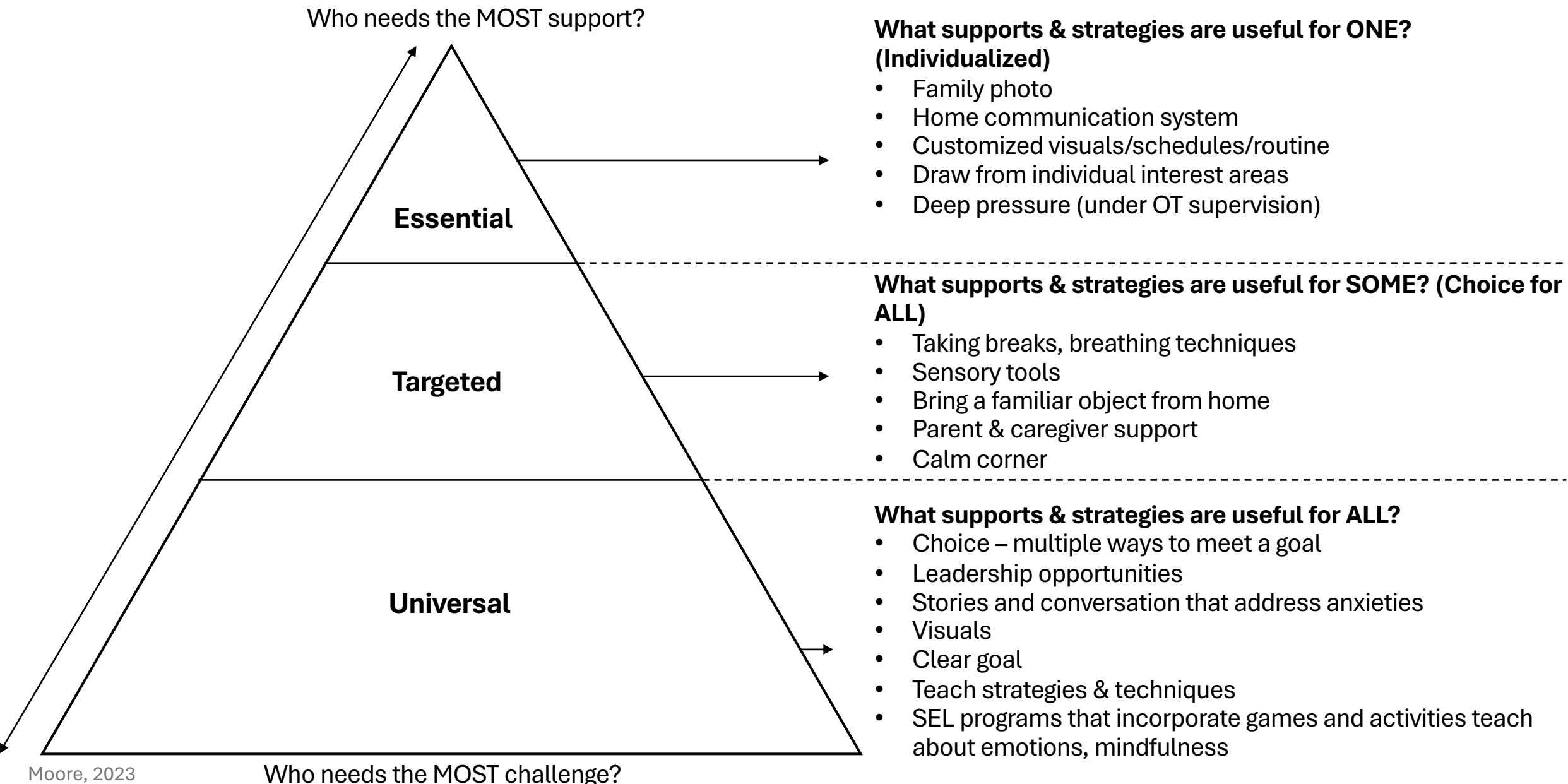
Students in Mind:

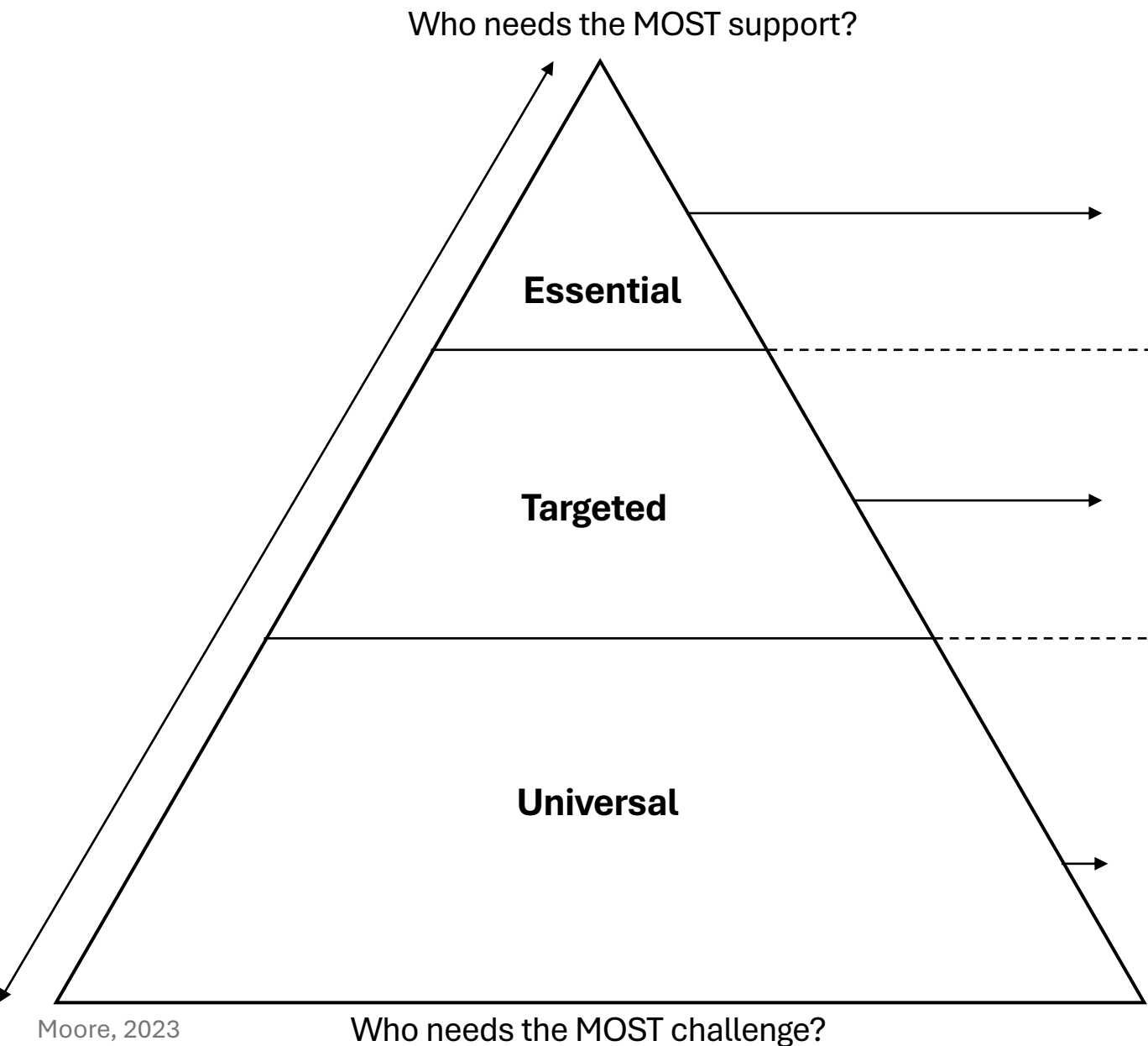


Context: Grade 2

Need: Anxiety

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





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)

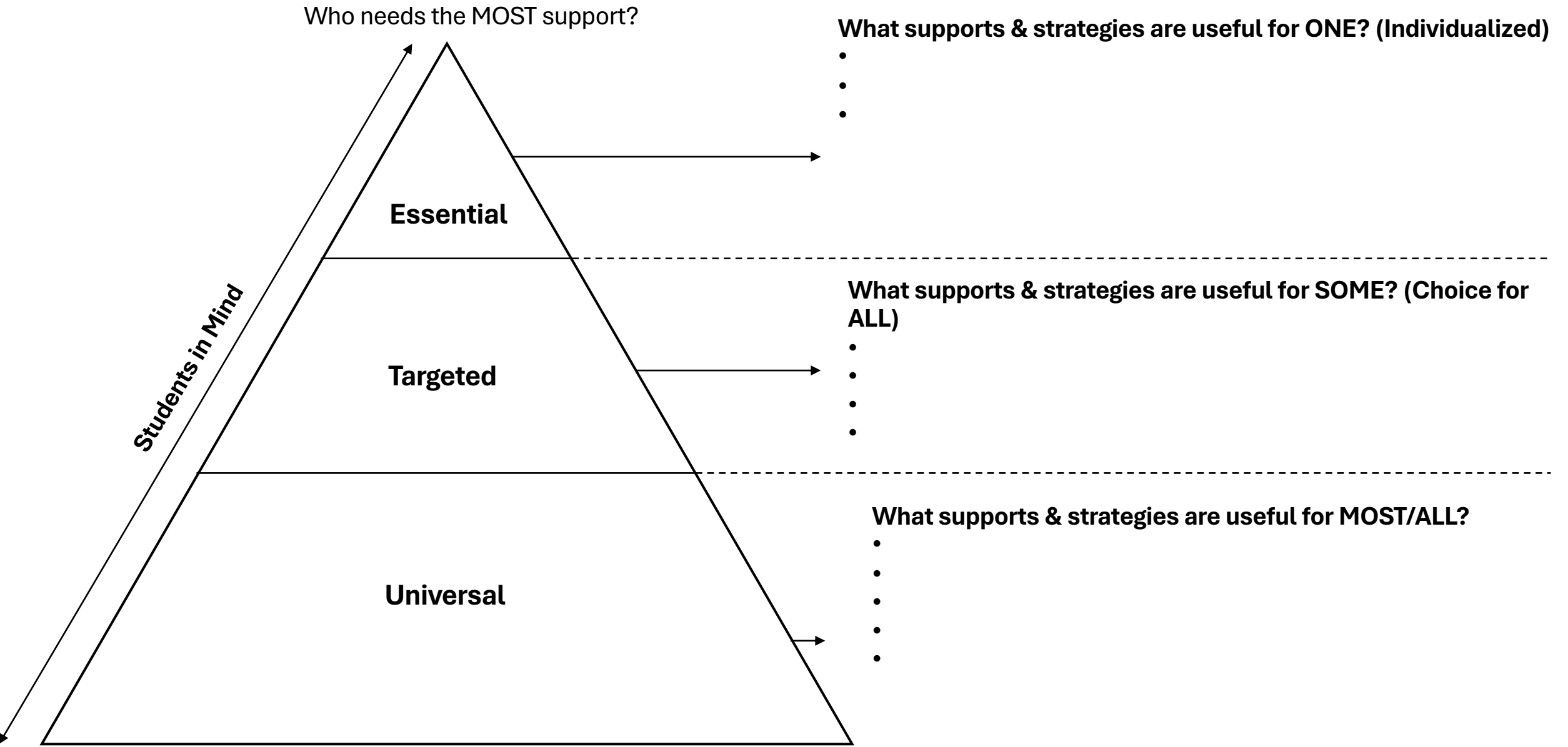
- iPad for visual translation/communication support
- Sentence frames
- Visuals/ objects
- Strategic Pairings
- QSSSA strategy (question, signal, stem, share, assess)
- Allow previewing of information in home language

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

Need:

Students in Mind:



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

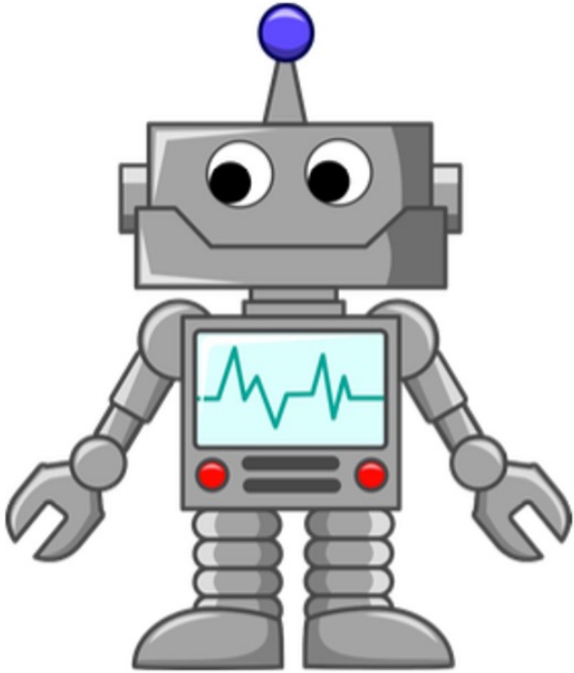
  TEACHERS' GATEWAY TO SPECIAL EDUCATION		
Teaching Strategies & Resources	Key Practices	Glossary
Student Needs	IPRC Exceptionalities	Diagnosed Conditions
Aggression Management Anger/Frustration Management Anxiety Management Articulation Skills Attendance Strategies Attention Skills Assistive Technology 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.teachspeced.ca>

AI – CHAT GPT



“AI” Assistant - Dale



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

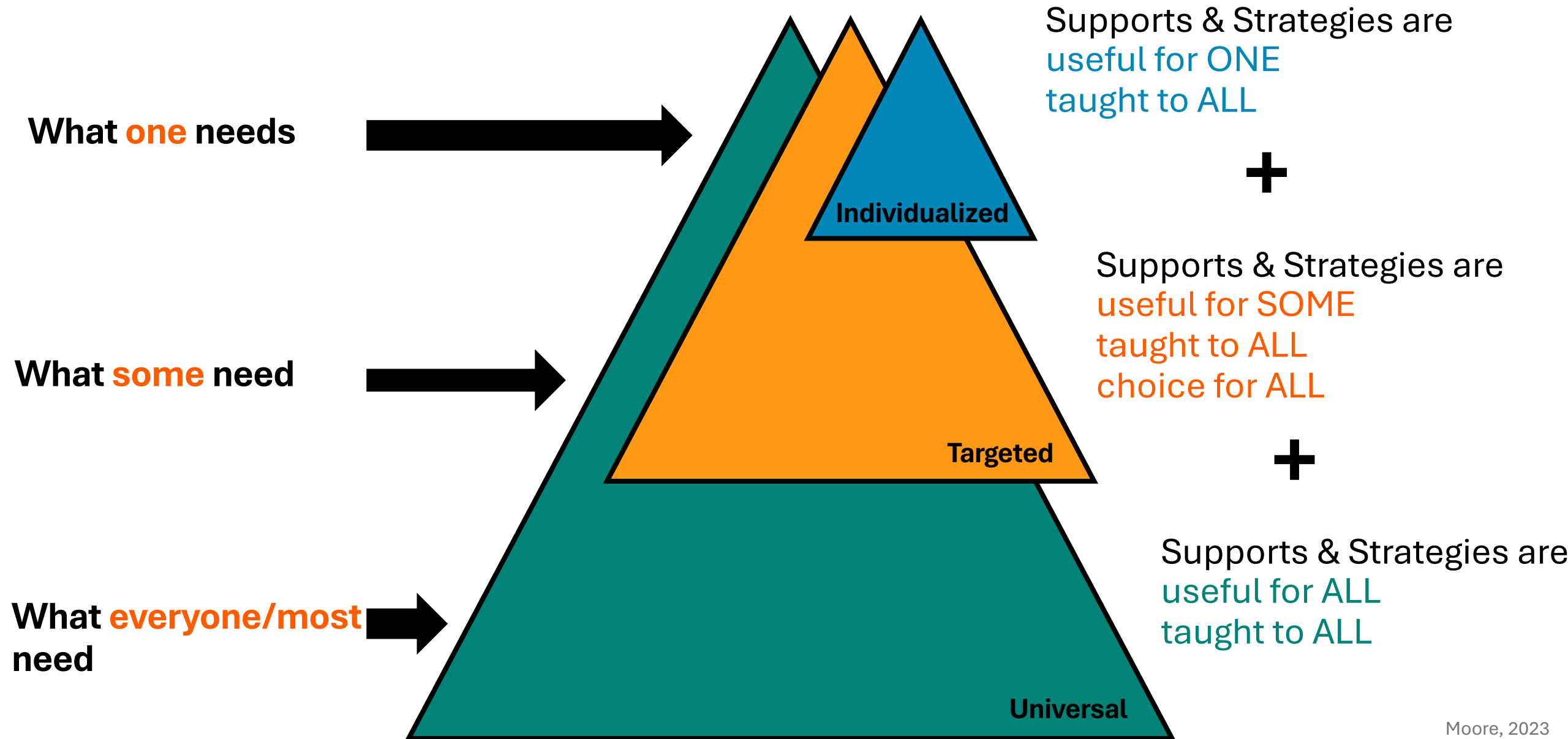
Can you give me some tools and strategies to support Grade 11 students, to manage anxiety needs?

And then ask yourself:

Is this a tool or strategy:

- **Universal:** useful for everyone
- **Targeted:** a choice for everyone
- **Individualized:** an individualized strategy?

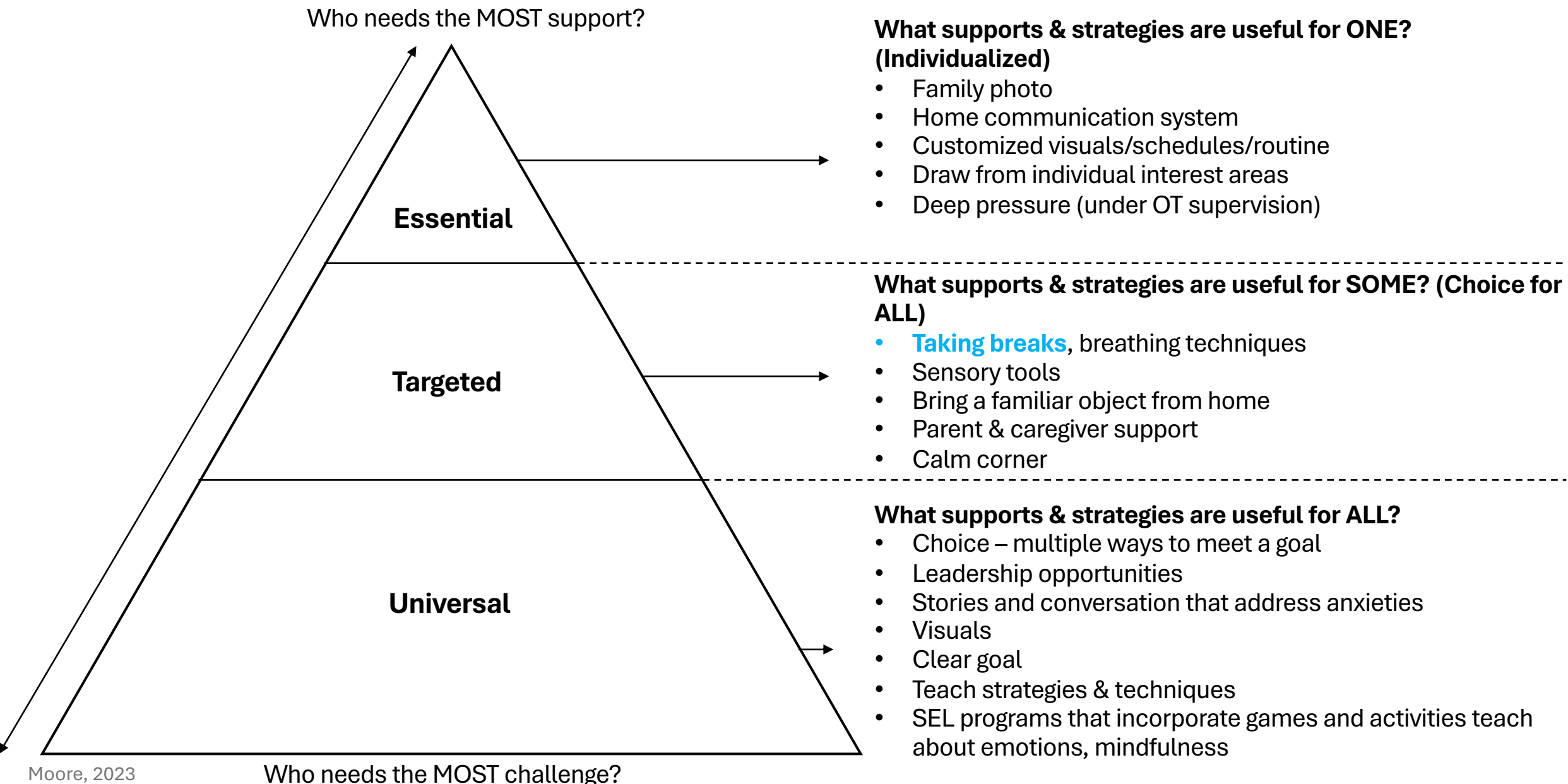
Multiple Layers of Needs Based Support



Context: Grade 2

Need: Anxiety

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



Strategy:



Strategy: taking a 2 min break

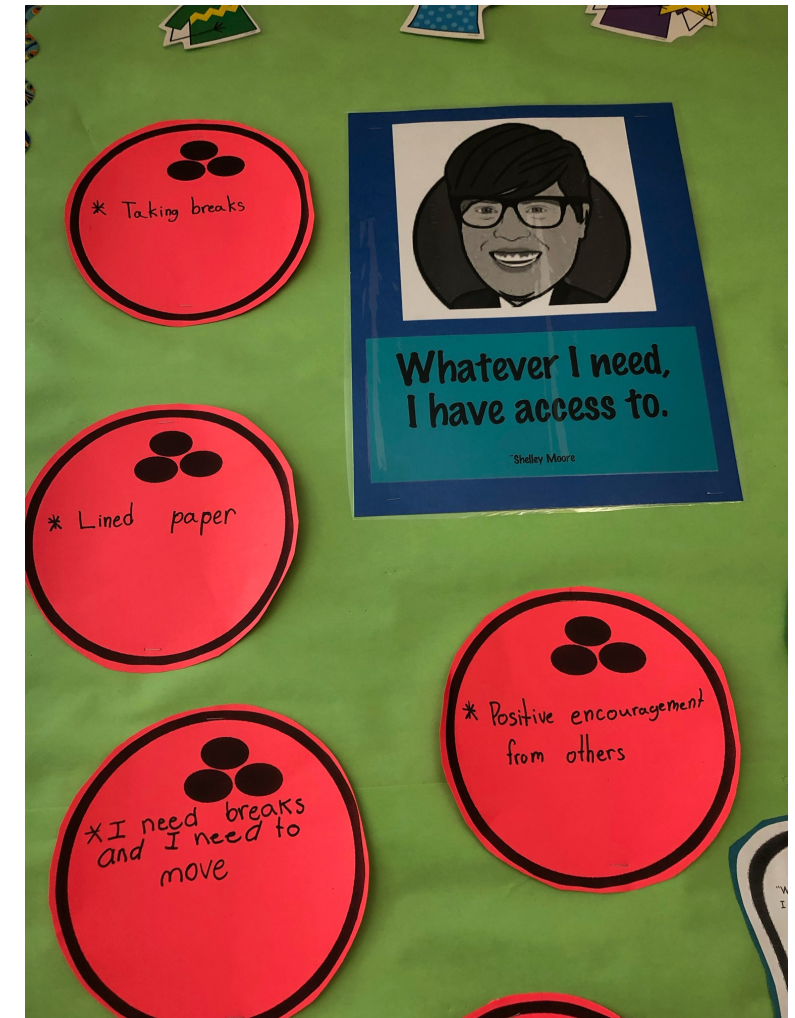
Instruct

- 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

- Was taking a 2 min break useful for me?
- 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

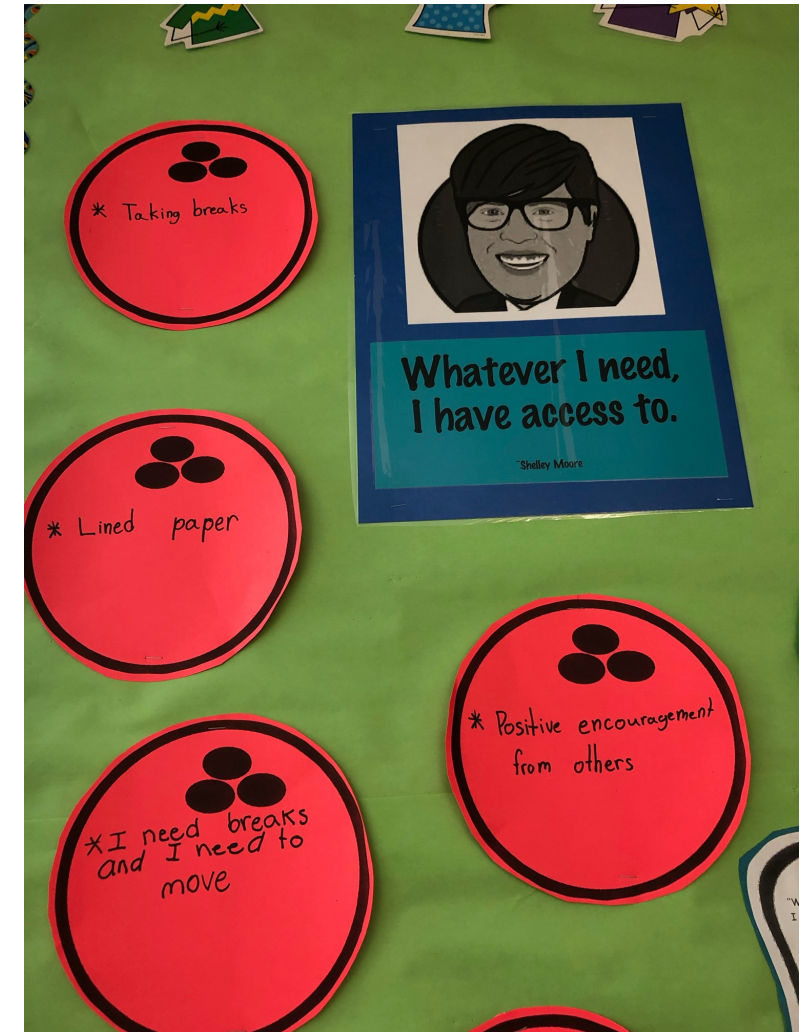
Instruct

- 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

- Was taking chunking useful for me?
- 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/ on my own

Quiet space

Loud space

Visuals

Schedule/ agenda

Standing desks

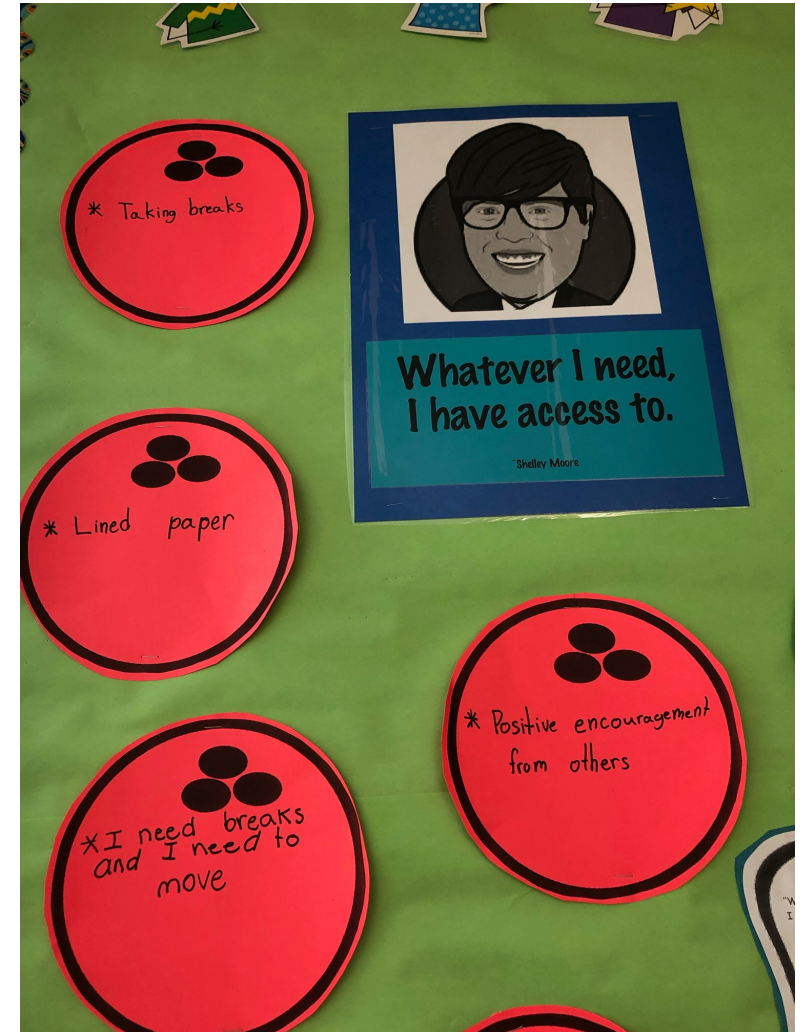
Access points

Sensory tools

Snacks/ water

Hats

Vocabulary lists





Useful take aways so far

Teaching & Reflecting on Strategies:

Working in a small group/ on my own

Quiet space

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Schedule/ agenda

Standing desks

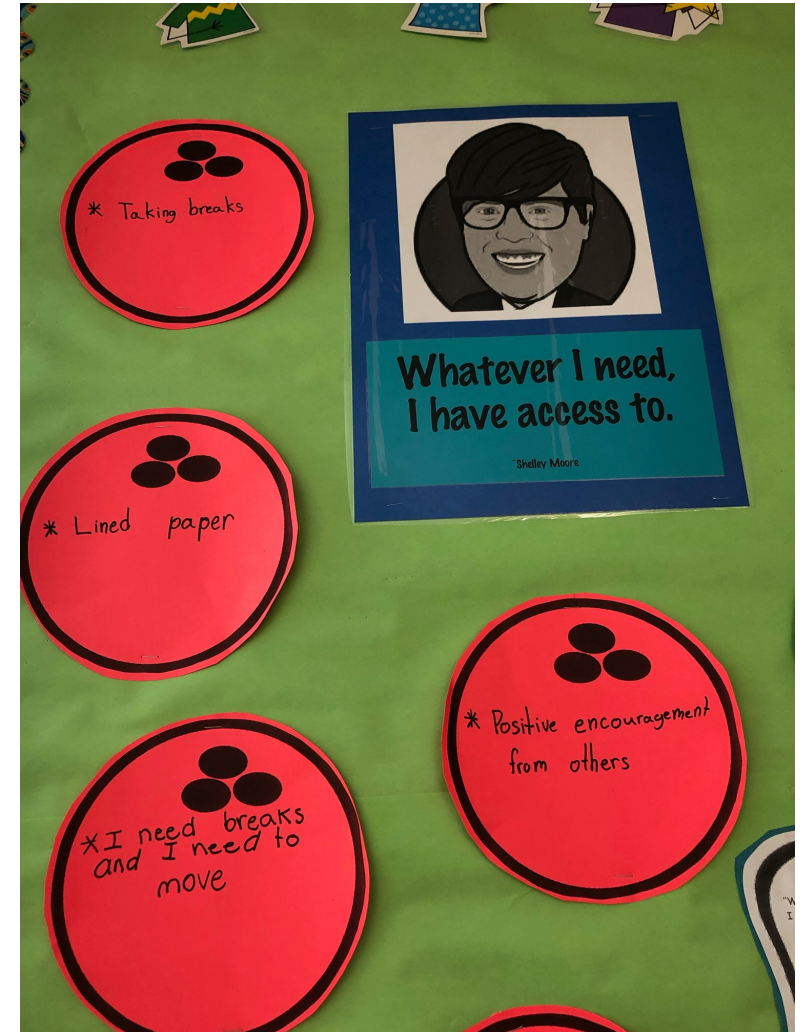
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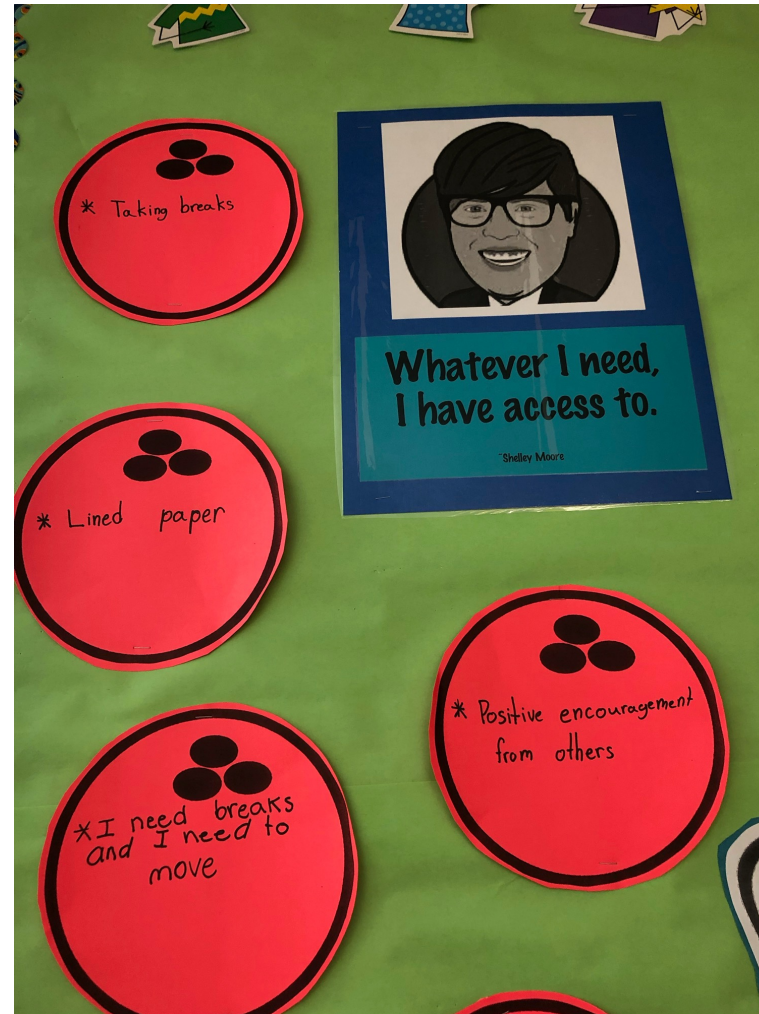
Snacks/ water

Hats

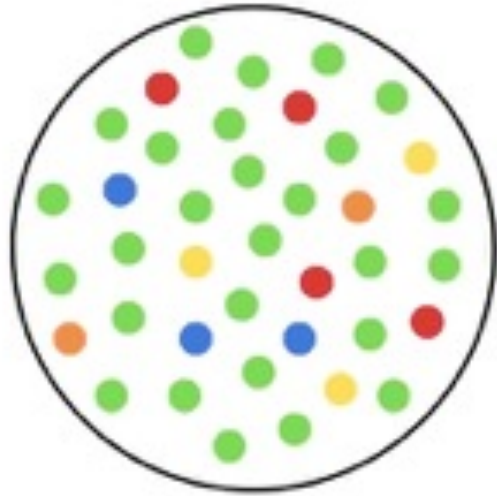
Vocabulary lists



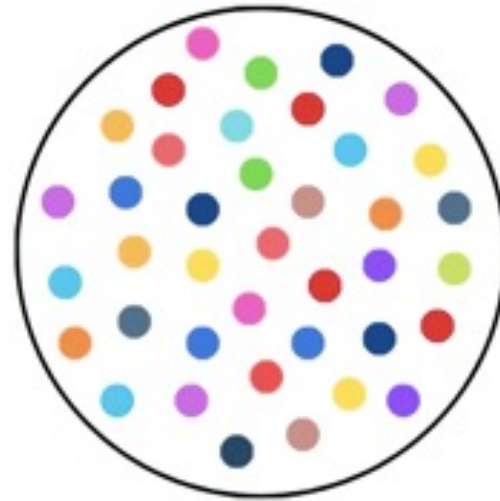
What strategies work for you?



WHAT IS *inclusion* ?



How do we
include people
with disabilities?



How do we teach
to *diversity*?



What is one useful idea?

What is one question you have?

What is one thing you learned?

**What is one thing you want to want to share with
someone who is not here?**

Shelley MOORE PH.D.



@tweetsomemoore



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