# Shelley MOORE PH.D.





@tweetsomemoore



@fivemooreminutes



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www.fivemooreminutes.com www.blogsomemoore.com

# WHAT DOES inclusion







## 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

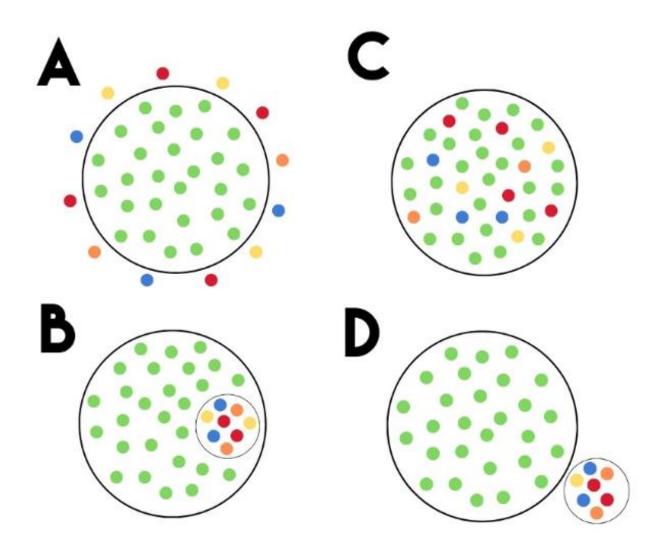




# WHAT DOES inclusion LOOK LIKE?



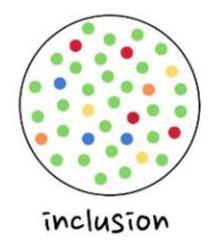
#### WHAT IS Inclusion?

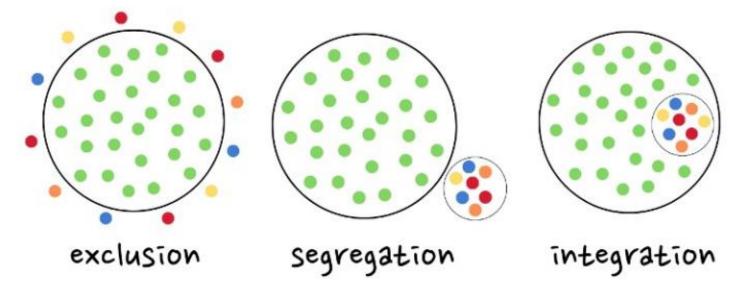


exclusion integration inclusion congregation segregation



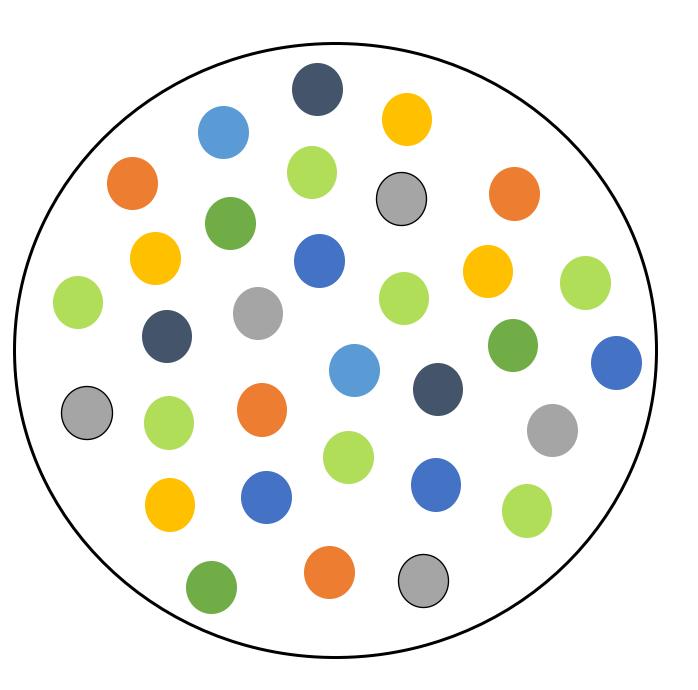
# WHAT IS inclusion?



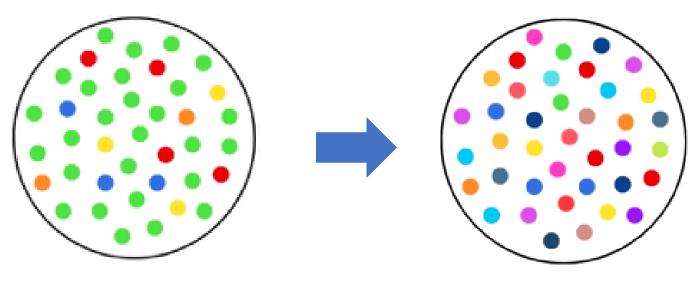




WHAT IS inclusion 2



## WHAT IS inclusion?



Including students with special needs into general education classrooms?

Teaching to the diversity of ALL students, including Disability

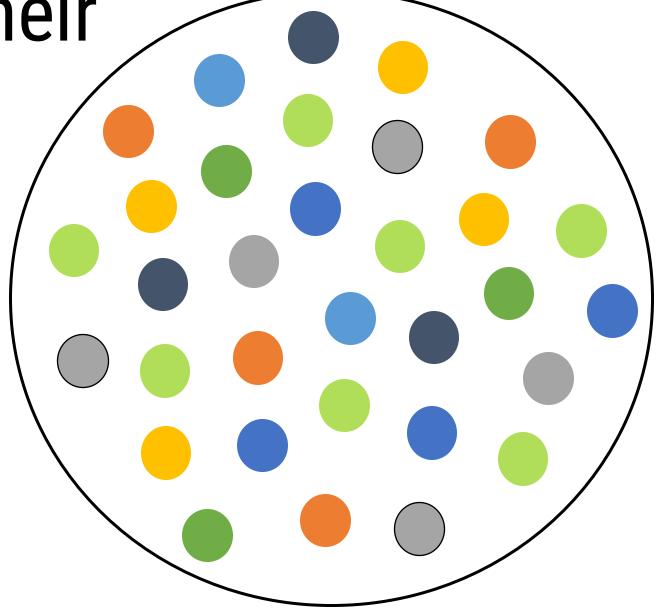
# How do we do

# Inclusion?

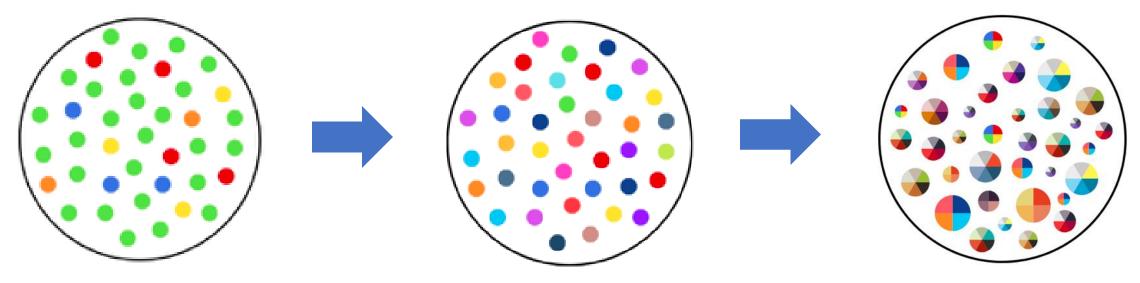


What are their

colours?



### WHAT IS inclusion?

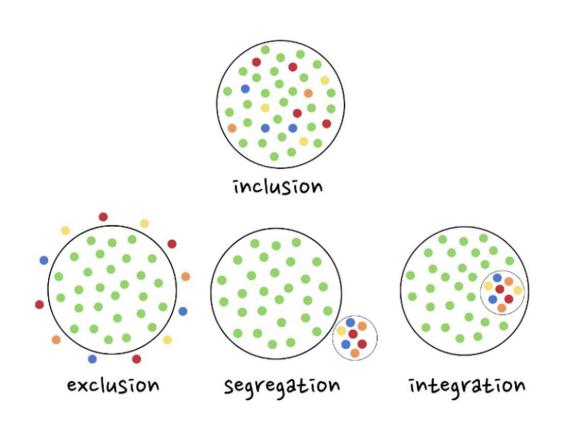


How do we include people with disabilities?

How do we teach to diversity?

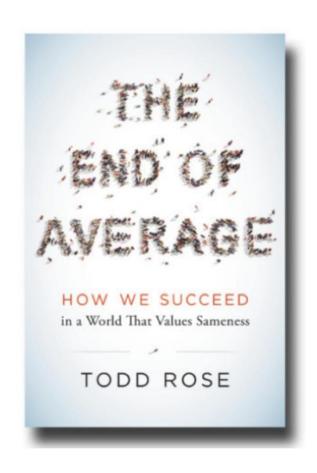
How do we teach to identity?

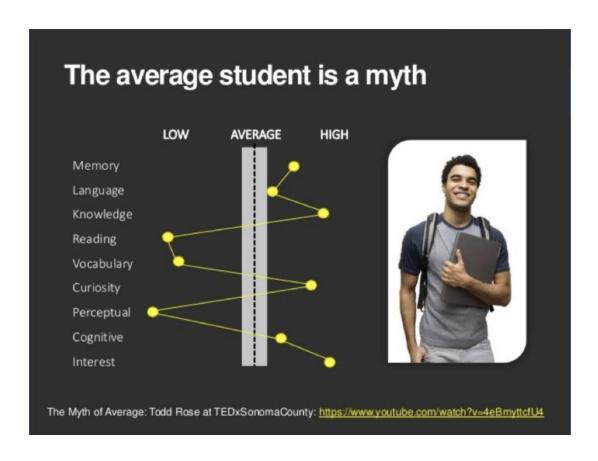
## Where did green come from?





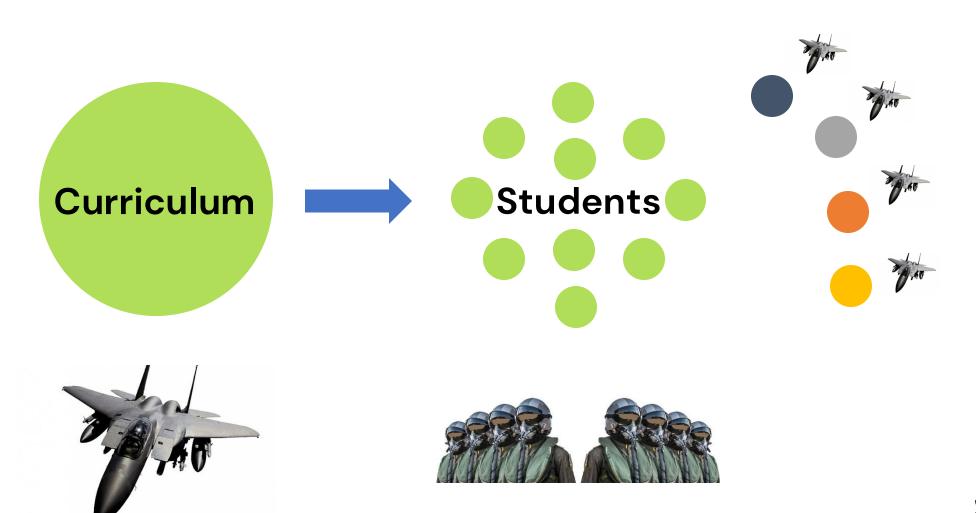
### WHAT IS "normal"?



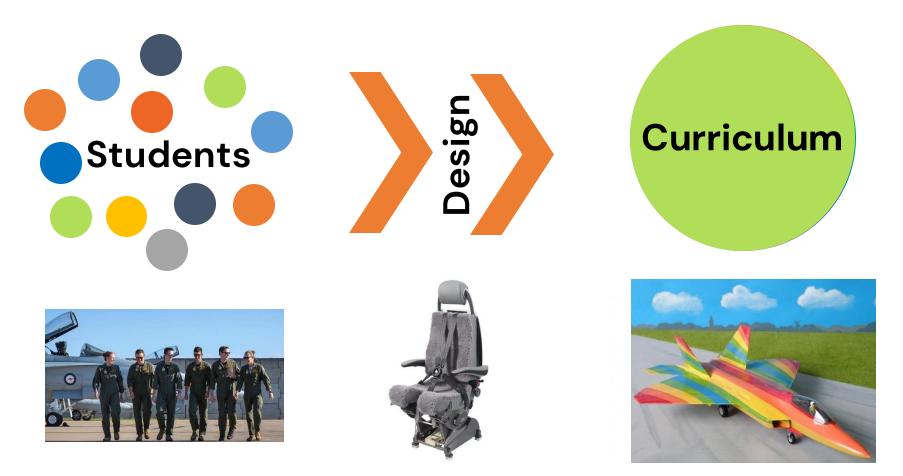


# WHAT IS "average"?

#### WHAT & HOW WE WERE TAUGHT...



# WHAT IF WE ANTICIPATED variability



# INSTEAD OF homogeneity? Shelley

#### HOW DO WE DESIGN AN ADJUSTABLE PLANE?

 Who are the pilots? What are their dimensions?

What kind of planes are they flying?



- How is the plane responsive to the pilot's dimensions?
- How do the pilots make the adjustments they need to fly the plane?

#### HOW DO WE DESIGN AN ADJUSTABLE PLANE?

- Who are the students? What is the range of the variability?
- What is the grade level curriculum that students need to access?



- How is the grade level curriculum responsive to the range of student variability?
- How do we help students to make the adjustments they need to access the grade level curriculum?

What grade level curriculum are we using? What are the learning standards?

#### **CURRICULUM & ASSESSMENT DESIGN**

student thoice of challenge Adjustable Curriculum

#### Students

Who are the pilots? What are their dimensions? Where is their agency?

**NEEDS BASED DESIGN** 

What are the student needs? What barriers are getting in the way? What do student require to navigate needs & barriers?

Adjustable Supports & Strategies

Student choice of tools and actions

#### INSTRUCTIONAL **DESIGN**

How will students show growth within the learning standard? How do we know?

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2023

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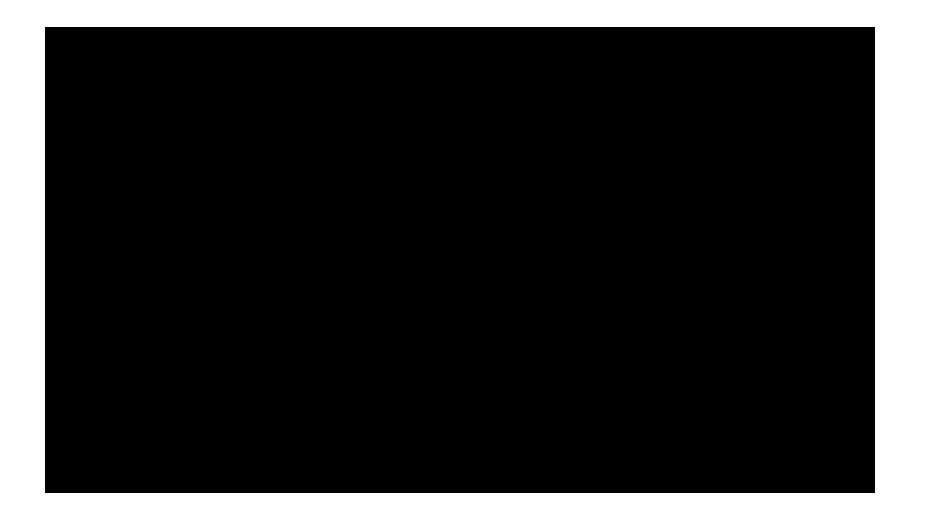
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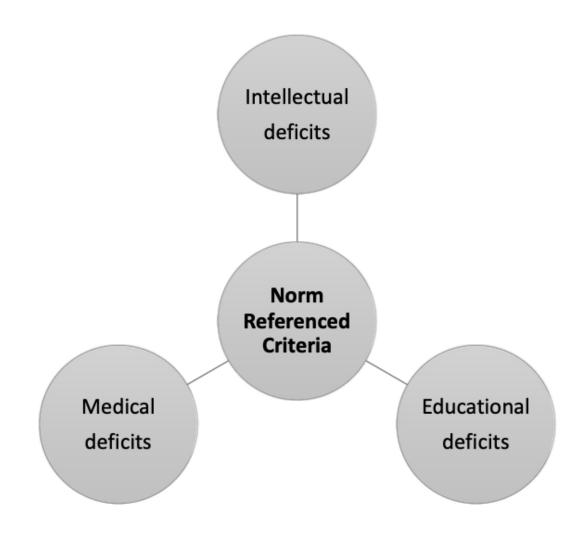
# WHAT IS A strength-based PERSPECTIVE?



### WHAT IS A strength-based PERSPECTIVE?



#### Why are students not often viewed through a strength-based perspective?



### A strength-based PERSPECTIVE IS...

- Believing that ANY and ALL students can learn in ANY and ALL contexts because accessing learning does not rely on prerequisites
- Focusing on what students CAN do and where they COULD be, instead of what they CAN'T do and where they SHOULD be
- Build on the strengths of students to contribute to their communities, teach others and facilitate a sense of belonging
- Harness the strengths of students to build on their stretches, or get better at things that are hard

"Even if we are wrong about a students' capabilities to access and learn grade level curriculum with their peers, the consequences of that presumption being wrong are not as dangerous as not holding high expectations."

-Cheryl Jorgenson

# HOW CAN WE shift our practice TOWARDS A

strength-based PERSPECTIVE?

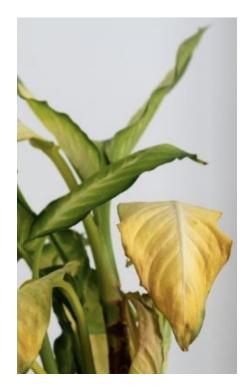


"When a flower doesn't bloom, you fix the environment in which it grows, not the flower."

-Alexander den Heijer



#### Why Student Voice?



Needs more light



Needs more moisture



Needs more space

#### The plant TELLS and SHOWS us what it needs

#### Why is Student Agency Important?

- Student agency is playing a central role in curricular reform movements worldwide for all students, and emphasizes putting students in control of their learning
- Student agency is connected to skills needed for society today and tomorrow and focuses on supporting students to:
  - Make choices
  - Make decisions
  - Solve problems
  - Set goals
  - Self-regulate
  - Self advocate
  - Be self aware

- Ghobary, 2007 Wehmeyer, 2006

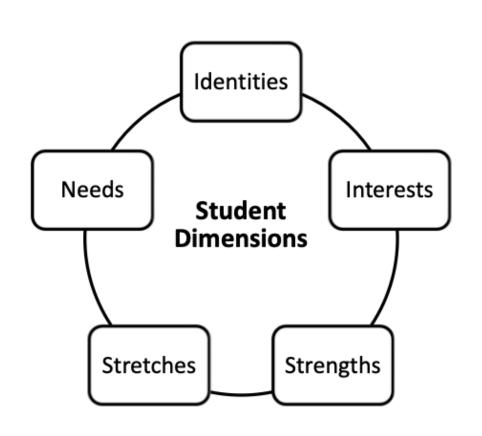
#### How do we support Student Agency?

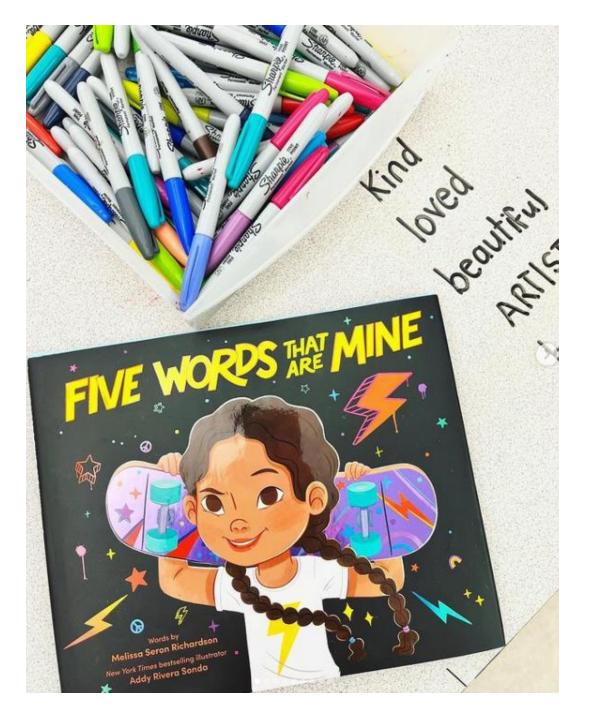
#### All students need to:

- Know who they are as a person and a learner
- Know their strengths & interests
- Know their stretches & needs
- Be included in goal setting and/or understand why a goal is important to their learning and life
- Know and choose what supports and strategies they need to meet a goal
- Know when they have met a goal or how to adjust a goal if needed
- Be able to show how they have met a goal
- Know what a next step in learning could be

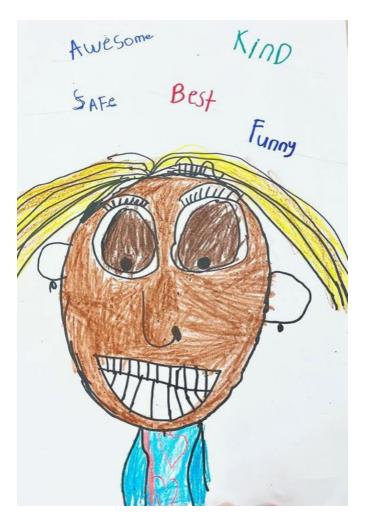
#### Getting to know who the students are

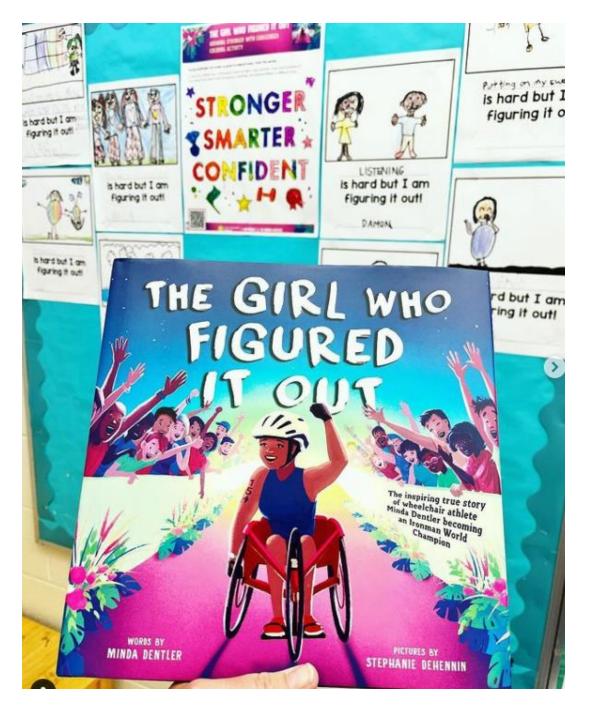
What dimensions can we capture so that we reduce and eliminate barriers AND design better for student variability?

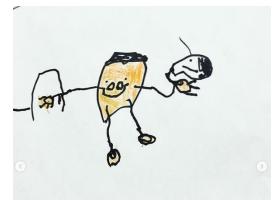




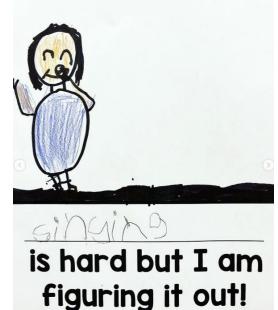


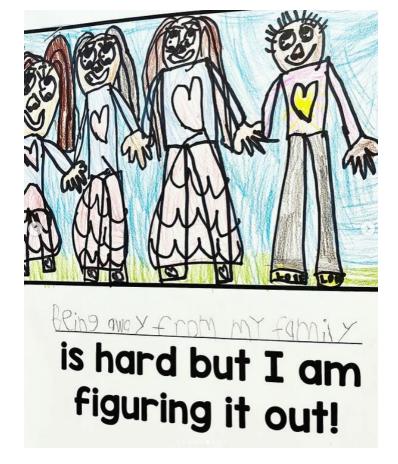






is hard but I am figuring it out!

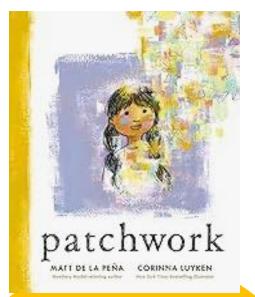


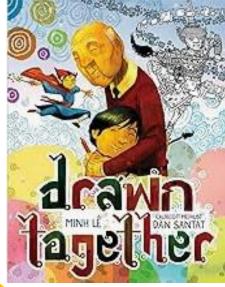


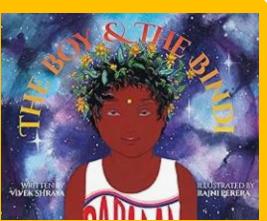


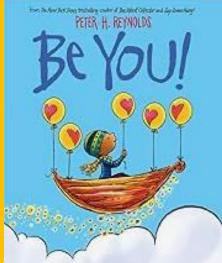


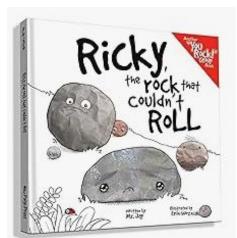
# Identity @mrsmacskinders

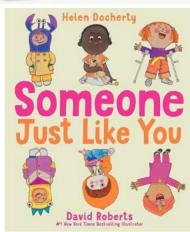


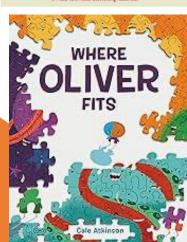


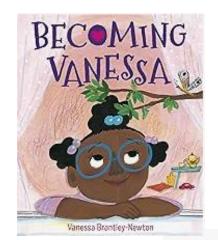




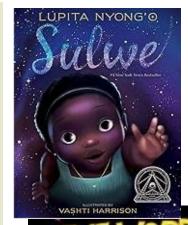


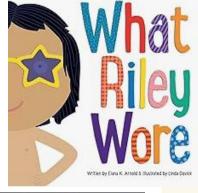








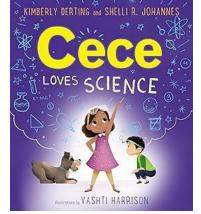








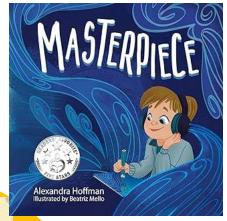
### Strengths

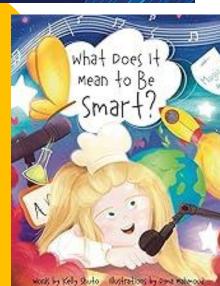


what Does It Mean to Be

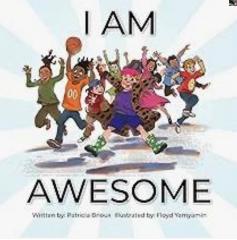
Brave?

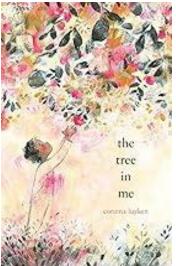
west by Kely Shoto Sustrations by mana Burdaina



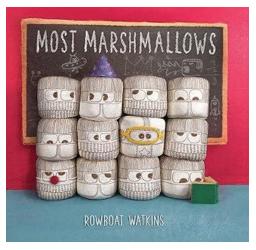










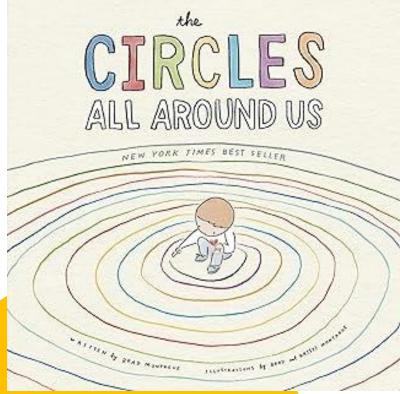




### Interests

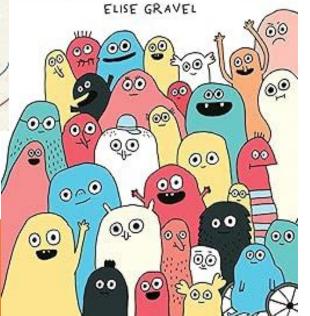
@mrsmacskinders

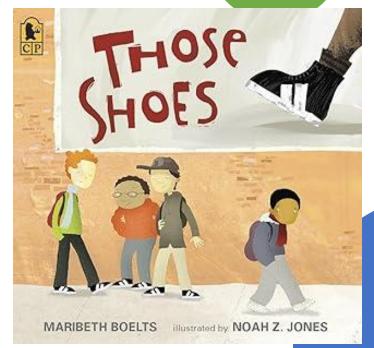
### Needs





### EVERYBODY!



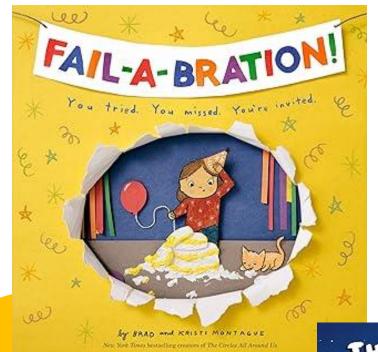


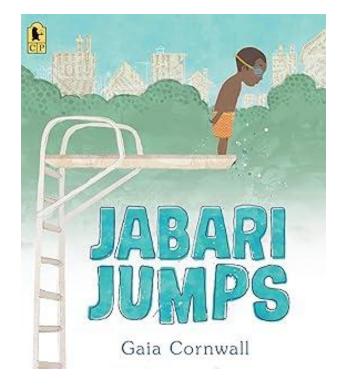


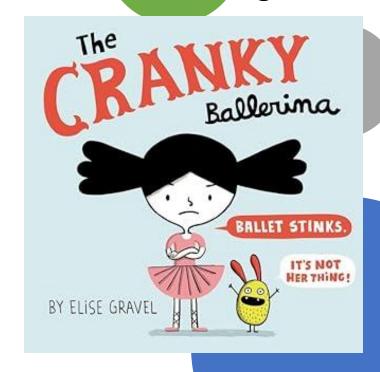




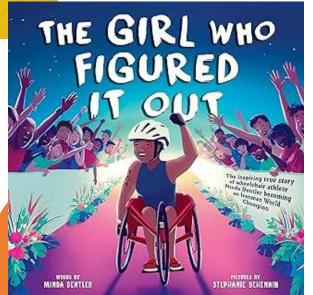
### Stretches

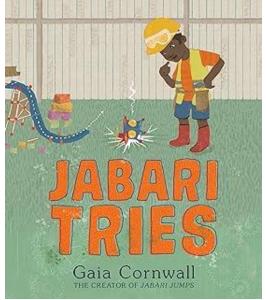


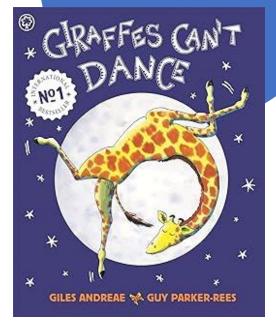






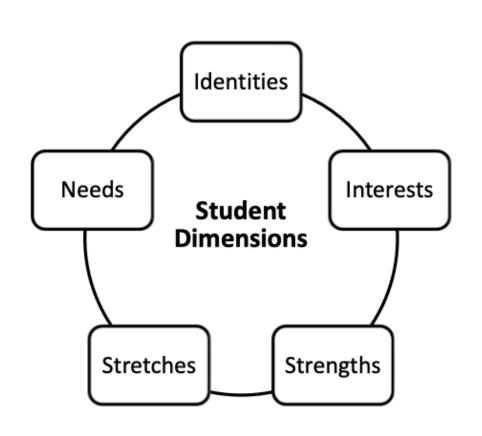






### Getting to know who the students are

What dimensions can we capture so that we reduce and eliminate barriers AND design better for student variability?



### Who are you? What are your dimensions?

#### Who am I? (Identities)

#### What do I love? (Interests)

#### What am I good at? (Strengths)

#### How do I want to grow? (Stretches)

#### What makes it hard for me to grow? (Needs)

How do you identify?

What are some words that describe you?

Complete the statement: I am

What communities are you and your family a part of?

What are your pro nouns?

What place do you call home?

What languages do you speak?

What cultures, races or nations do you identify with?

Are there any disabilities that you identify with?

What brings you joy?

What are some of your favourite things/ activities?

What are some things that you do with your family and friends?

What do you wish you could spend more time doing?

What do you want to learn more about?

What do you want to learn how to do?

What would you do if you had a full day off?

What do you like to learn/ read about?

What kinds of shows/ movies/ books do you like? What feels easy to you?

What do you know a lot about?

What perspective do you bring to conversations?

What are you really good at?

How can I help others? (Strengths)

What could you teach to someone else?

Why is your family/ class/group so lucky to have you?

How do you help out at home? In other activities?

What do you do that brings other people joy?

What is a goal that you have for yourself?

What do you want to get better at?

What is something you want to learn more about?

What do you wish you could do more of?

What is an area that you need some practice in?

What could you work on now, that will help you in the future?

What do you need support for at school?

What do you wish you could do more of without help?

What makes it hard for you to learn?

What helps you learn best?

What makes it hard for you to pay attention/focus?

Do you prefer to work alone or in a group?

What makes it hard to get to school/ go to class?

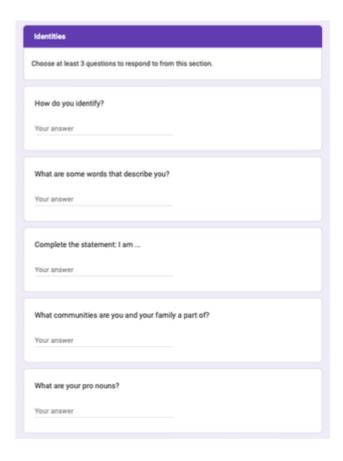
What do you wish was different about school?

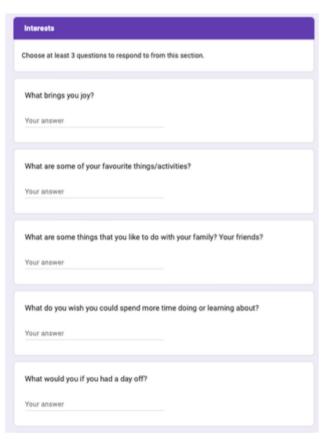
What materials/tools do you need in a classroom?

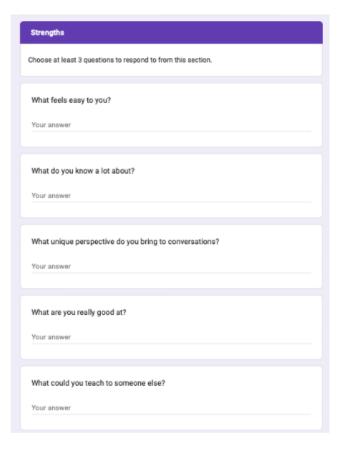
What is important for your teacher to know about you?

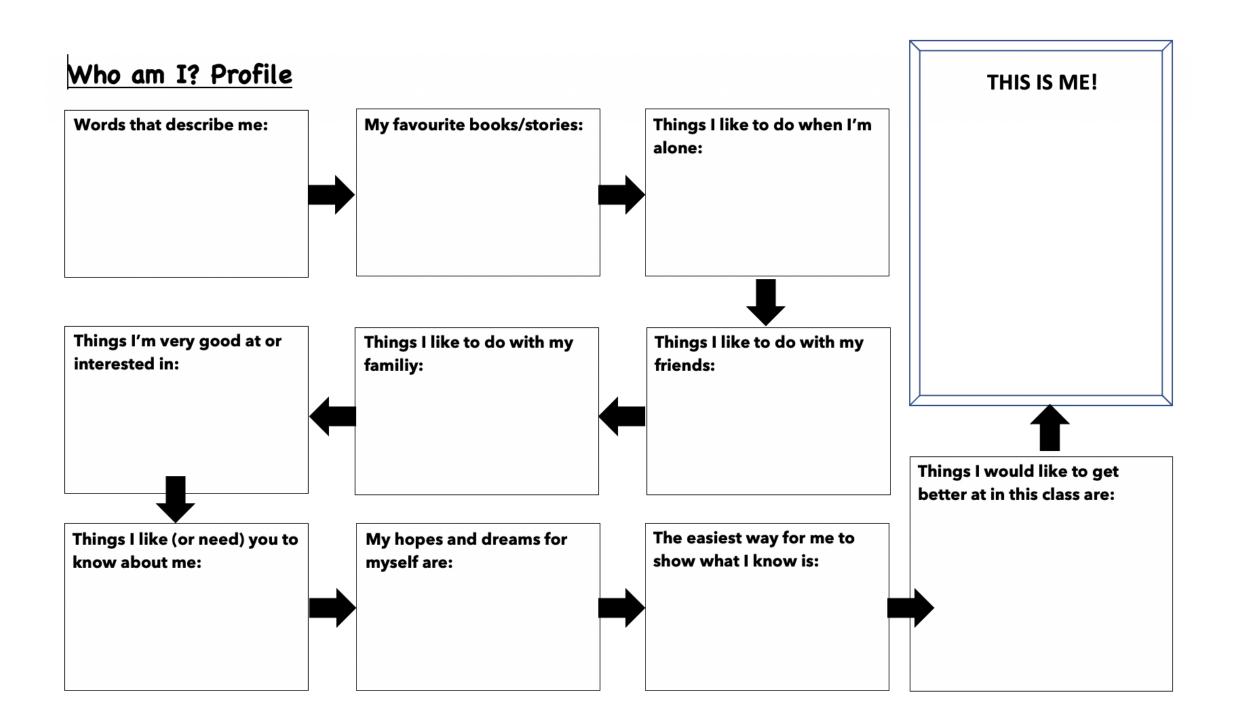
### Google Form:

### https://forms.gle/6CaTcpW3sSQnQnCp7









Child:	Child:	Child:	Child:	Child:
What are the <b>identities</b> of your child and your family?	What are the <b>identities</b> of your child and your family?	What are the <b>identities</b> of your child and your family?	What are the <b>identities</b> of your child and your family?	What are the <b>identities</b> of your child and your family?
What are the <b>interests</b> of your child and your family?	What are the <b>interests</b> of your child and your family?	What are the <b>interests</b> of your child and your family?	What are the <b>interests</b> of your child and your family?	What are the <b>interests</b> of your child and your family?
What are the <b>strengths</b> of your child?				
What is hard for your child in this community? What do they need support with?	What is hard for your child in this community? What do they need support with?	What is hard for your child in this community? What do they need support with?	What is hard for your child in this community? What do they need support with?	What is hard for your child in this community? What do they need support with?
What is <b>getting in the way</b> for your child to feel a sense of belonging and success in this community? What is getting in the way for the family?	What is <b>getting in the way</b> for your child to feel a sense of belonging and success in this community? What is getting in the way for the family?	What is <b>getting in the way</b> for your child to feel a sense of belonging and success in this community? What is getting in the way for the family?	What is <b>getting in the way</b> for your child to feel a sense of belonging and success in this community? What is getting in the way for the family?	What is <b>getting in the way</b> for your child to feel a sense of belonging and success in this community? What is getting in the way for the family?

acting to know children a ranny billerisions - ranning interview

## What is one useful

idea so far?



What grade level curriculum are we using? What are the learning standards?

#### **CURRICULUM & ASSESSMENT DESIGN**

student thoice of challenge richlim

Ajlustable

Students

Who are the pilots? What are their dimensions? Where is their agency?

Adjustable Supports & Strategies

Student choice of tools and actions

**NEEDS BASED DESIGN** 

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#### INSTRUCTIONAL **DESIGN**

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### CURRICULUM & ASSESSMENT DESIGN

Student Choice of Challenge Curiculum

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### Students

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### INSTRUCTIONAL DESIGN

How will students show growth within the learning standard?
How do we know?

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### NEEDS BASED DESIGN

What are the student needs?
What barriers are getting in the way?
What do student require to navigate
needs & barriers?

INSTRUCTIONA

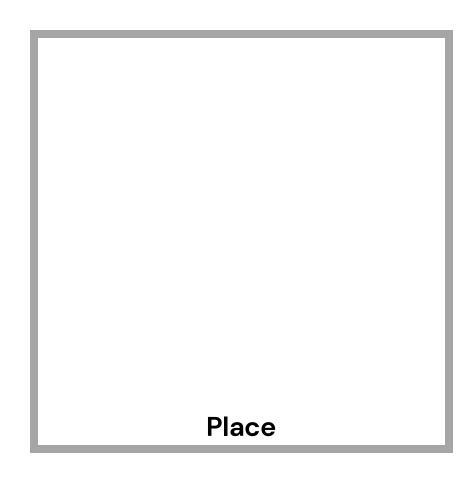
Reducing Barriers



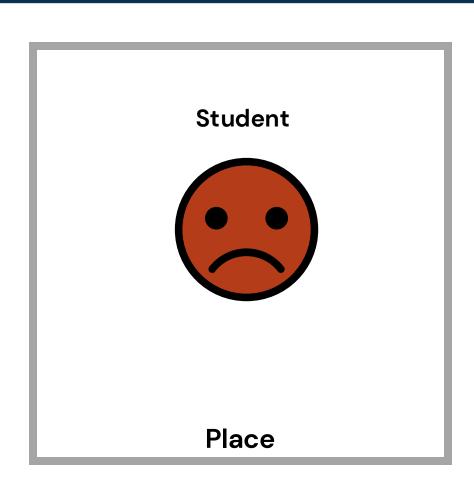


### Supporting Needs

### Shifting the Paradigm: MEDICAL MODEL OF DISABILITY



### Shifting the Paradigm: MEDICAL MODEL OF DISABILITY



#### **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



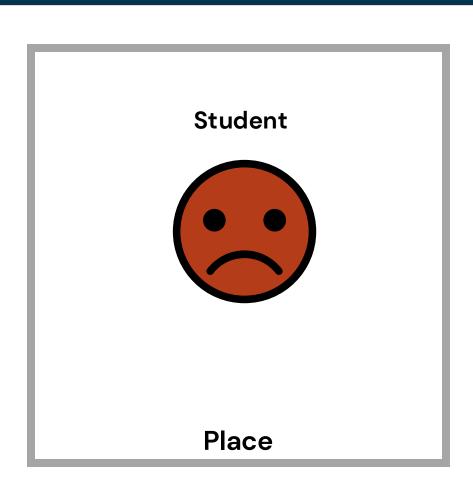
#### **Historical Special Education**

If student isn't successful:

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**Place** 

### Shifting the Paradigm: MEDICAL MODEL OF DISABILITY



#### **Historical Special Education**

If student isn't successful:

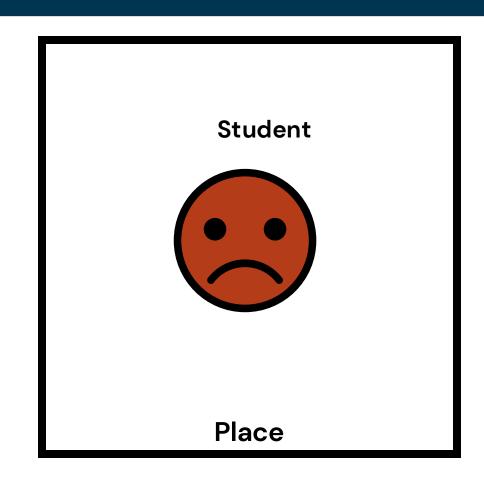
- Remove the student
- Diagnose the problems in the student
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### BUT WAIT... People with disabilities said:

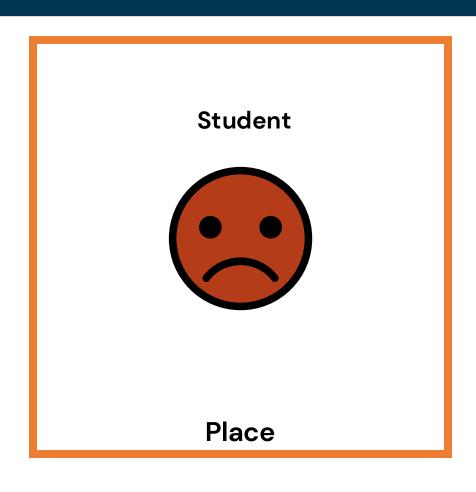


"I am not broken."
"I do not need to be fixed!"

### 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





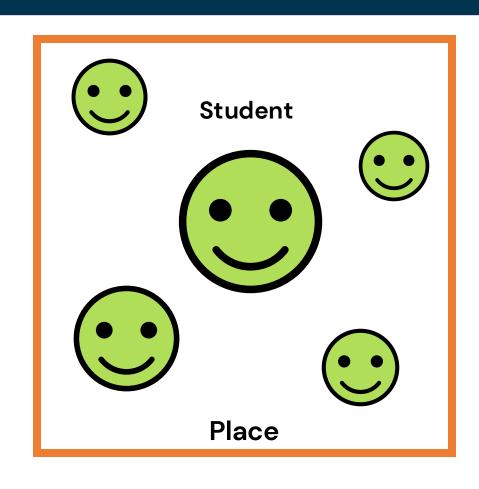




What is happening in the environment?

What are the potential barriers? not enough light not enough water not enough space

### Shifting the Paradigm: SOCIAL MODEL OF DISABILITY

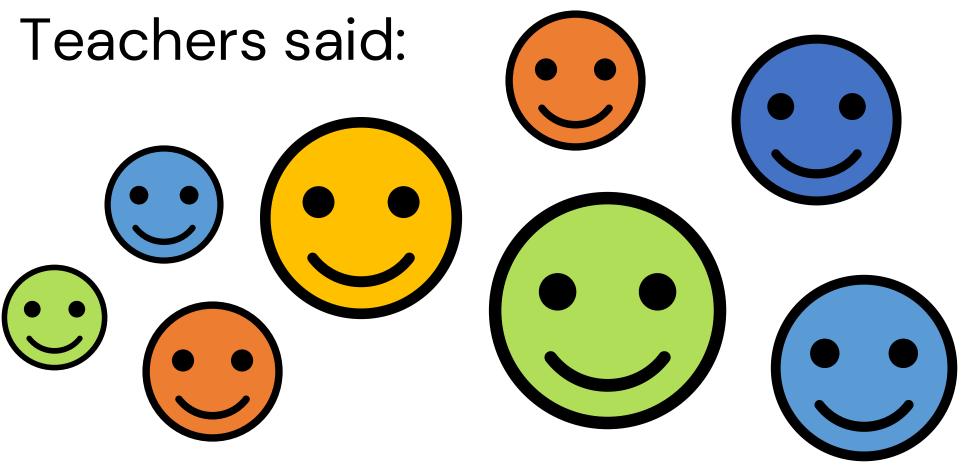


#### Social Model

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

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

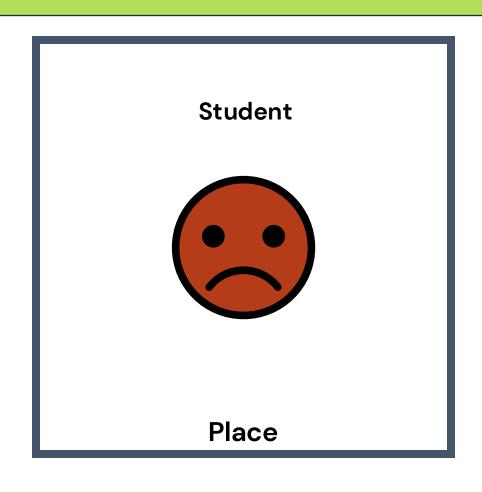
### BUT WAIT...



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

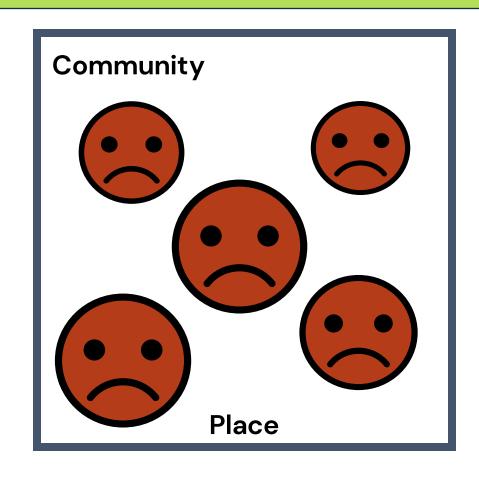
## WEHAVE diverse GARDENS!





#### **Inclusive Education**

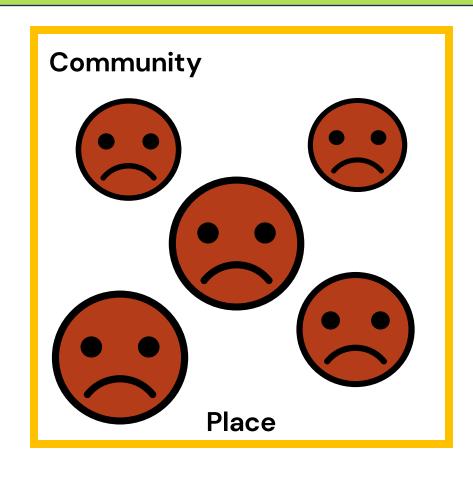
If one **student** is struggling...



#### **Inclusive Education**

If one student is struggling...

...more than one student is struggling



#### **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



#### **Inclusive Education**

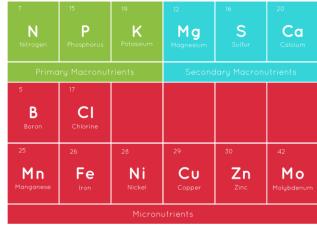
FIRST: Identify barriers in the

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



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

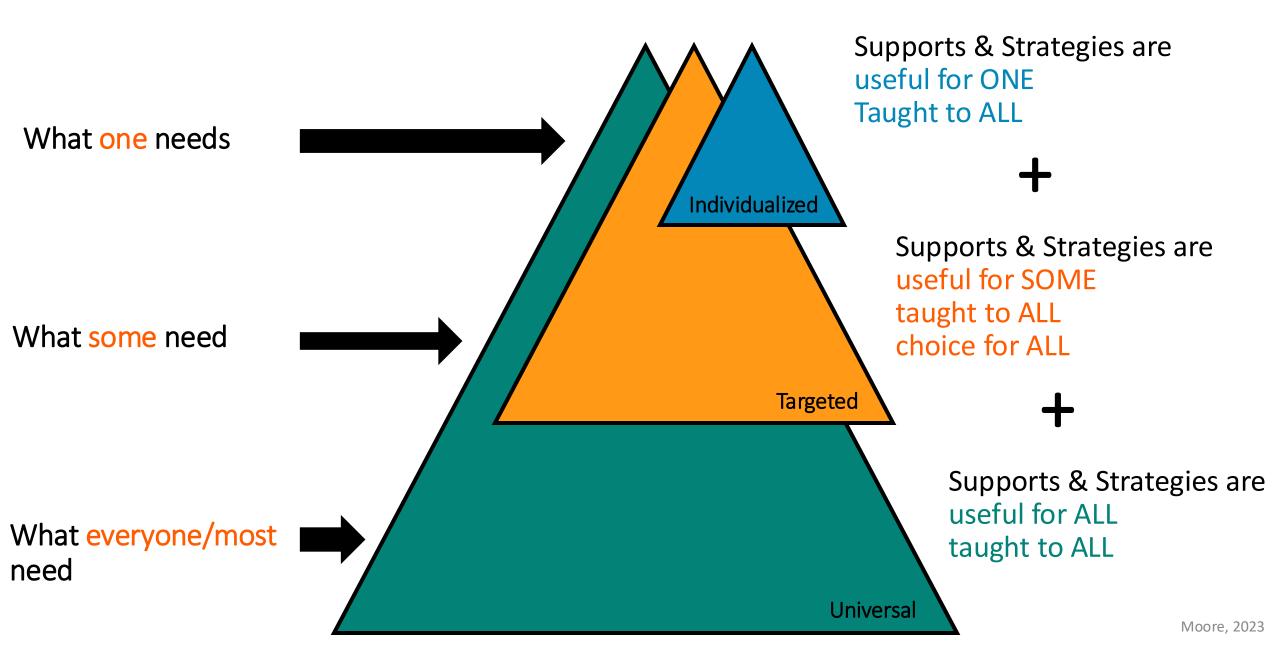
### MULTIPLE LAYERS OF SUPPORT



### MULTIPLE LAYERS OF SUPPORT



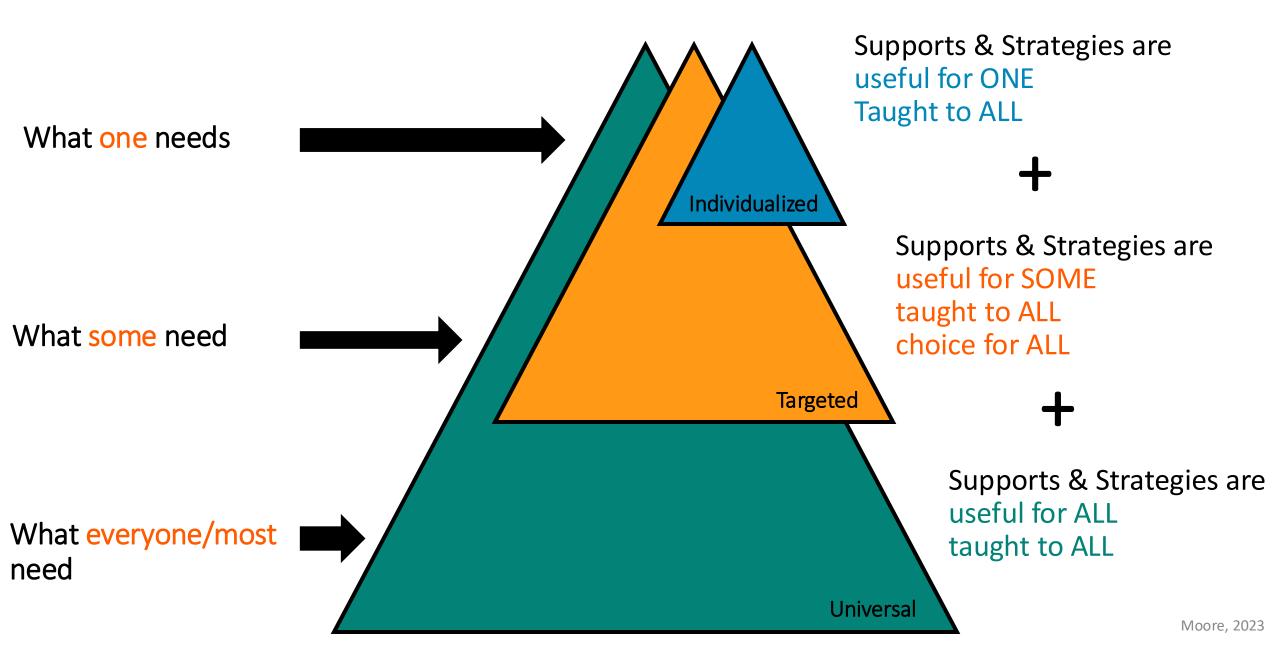
### Multiple Layers of Needs Based Support



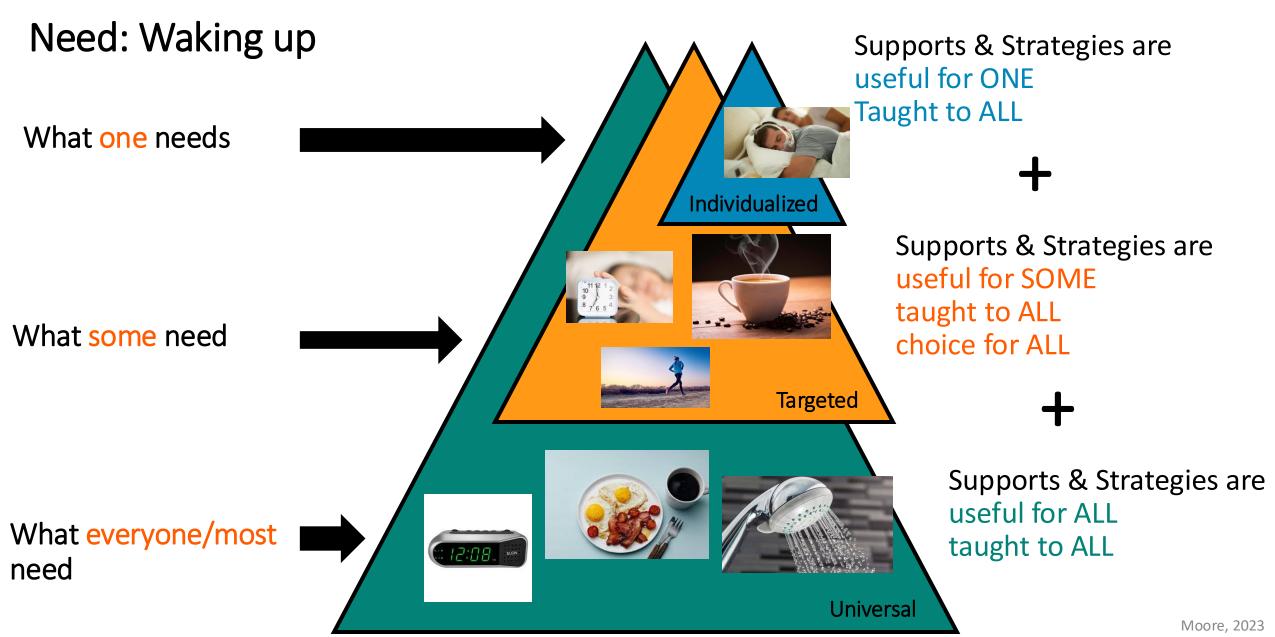


# How do we plan for the disabilities needs of students?

### Multiple Layers of Needs Based Support



## Multiple Layers of Needs Based Support

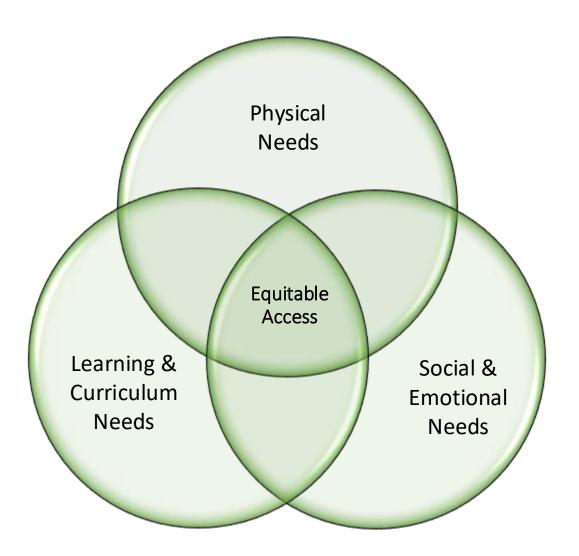


## What are needs?



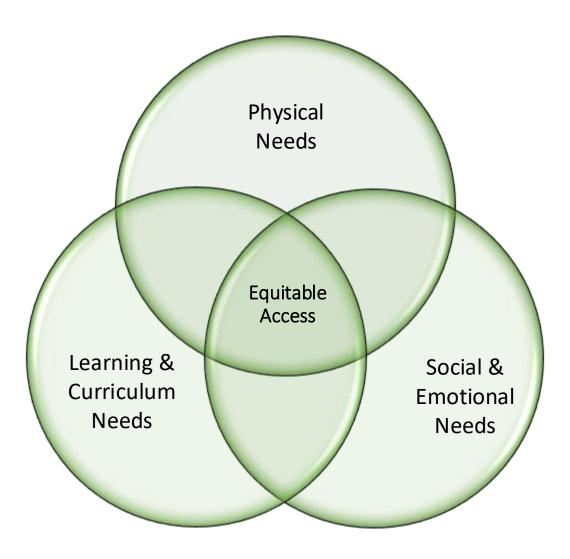


## Increasing Inclusive & Equitable Access by Designing for Individual Needs



## 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

#### 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)				

	I

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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- 5. Look for clusters of need and reflect on community impact
- 6. Determine priority classroom needs to develop Classroom Support Plan

Areas of Need Choices (EC, HN) Life Skills (KD, IN) Resource (JC)	Students who have this need  (underline students	This need impacts the community and/or there is a cluster of students	This need can be managed over time and/or not	This is an individual need area and/or community does not need support in this
Resource (JC)	who have <u>IEP/504)</u>	who have this need	critical	area
Addiction				
Attendance/ Lateness	JA			х
Attention	JA, RM		х	
Anxiety/ Depression	GA, LB, JA, ES, KR, GS	x		
Bullying				
Communication (receptive)				
Communication (expressive)	GA, LB		х	
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		х	

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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	х		
Transitioning	JA, ES	х		
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		

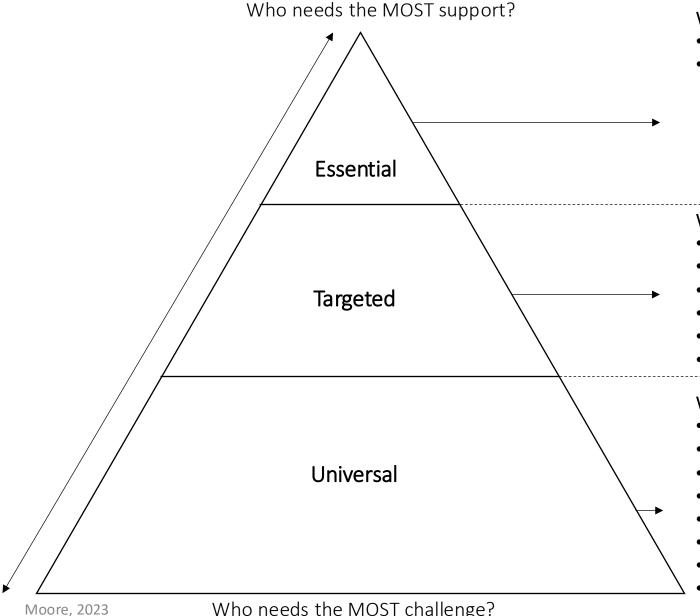
Students in Mind: Need: Who needs the MOST support? What supports & strategies are useful for ONE? (Individualized) Essential Students in Mind What supports & strategies are useful for SOME? (Choice for ALL) Targeted What supports & strategies are useful for MOST/ALL? Universal Who needs the MOST challenge? Moore, 2023

Context: Early Years (gr 2) **Need:** Anxiety Children 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 **Targeted** Parent & caregiver support What supports & strategies are useful for ALL? Access to calm down spaces Interactive play/art Leadership opportunities Universal Stories and conversation that address anxieties Visuals Routine Music and relaxation techniques SEL programs that incorporate games and activities teach about emotions, mindfulness Who needs the MOST challenge? Moore, 2023

Planning for ALL **Grade 9 Humanities** 

**Need: Multilingual Learners** 

Students in Mind: HP, LG, AF, LD , LD, SS, WR



#### 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

What grade level curriculum are we using? What are the learning standards?

## **CURRICULUM & ASSESSMENT DESIGN**

student choice of challenge Adjustable Curriculum

## Students

Who are the pilots? What are their dimensions? Where is their agency?

## **NEEDS BASED DESIGN**

What are the student needs? What barriers are getting in the way? What do student require to navigate needs & barriers?

Adjustable Supports & Strategies

Student choice of tools and actions

## **INSTRUCTIONAL DESIGN**

How will students show growth within the learning standard? How do we know?

Shelley

2023

Students in Mind: Need: Who needs the MOST support? What supports & strategies are useful for ONE? (Individualized) Essential Students in Mind 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? Moore, 2023

## 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

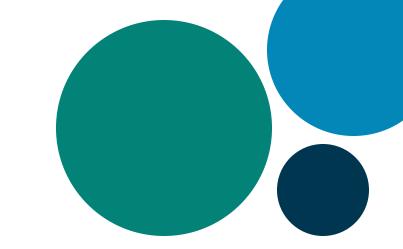
hats



## What's next for you?

- What is one useful idea?
- What is one thing you want to try?
- 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?

Its not about changing everything, its about changing something.





# Shelley MOORE PH.D.





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