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@tweetsomemoore

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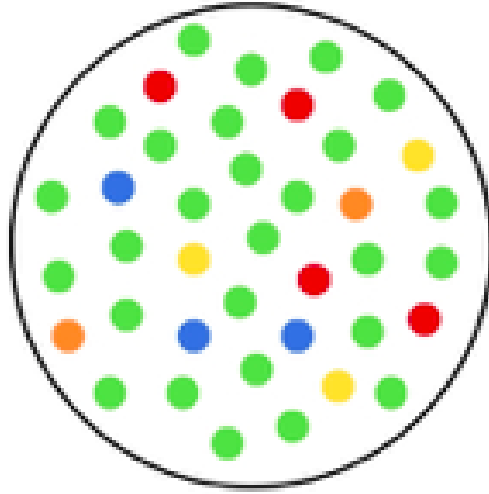
WHAT IS inclusion ?

Including
'special needs' children into general education classrooms
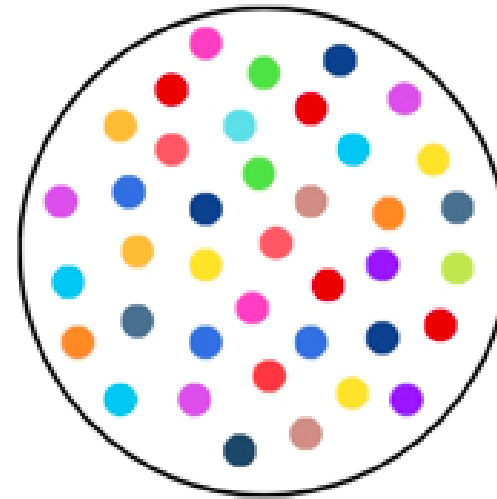
Teaching and designing for diversity
(that includes Disability)

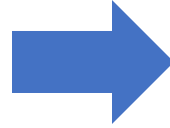# How do we do inclusion ?

Including
'special needs' children
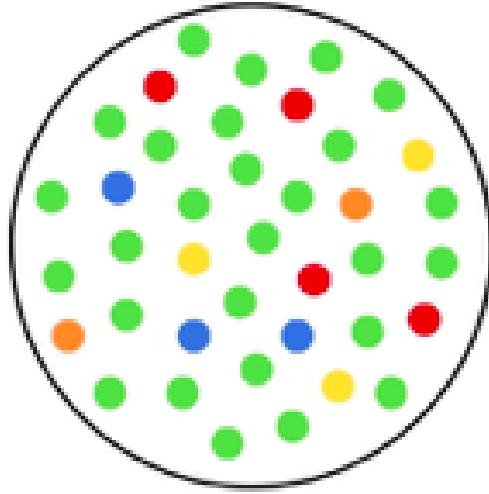into general education
classrooms
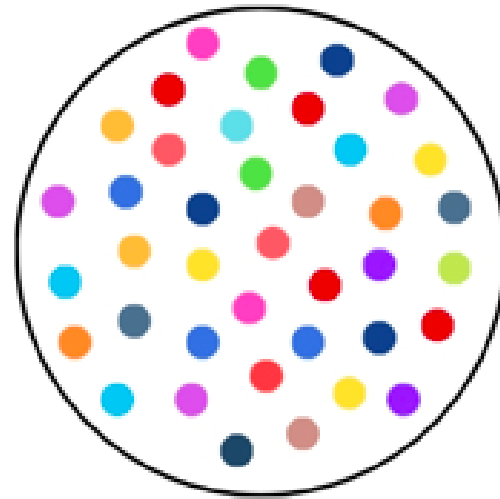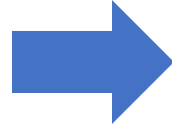
Teaching and designing for
diversity
(that includes Disability)

How…

do we shift our thinking?

do we shift our practice?

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What is a barrier?

What is a need?

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Reducing Barriers

Supporting Needs

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Shifting the Paradigm:
MEDICAL MODEL OF DISABILITY

Place

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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"

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Shifting the Paradigm:
MEDICAL MODEL OF DISABILITY

Place

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"

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Shifting the Paradigm:
MEDICAL MODEL OF DISABILITY

Student

Place

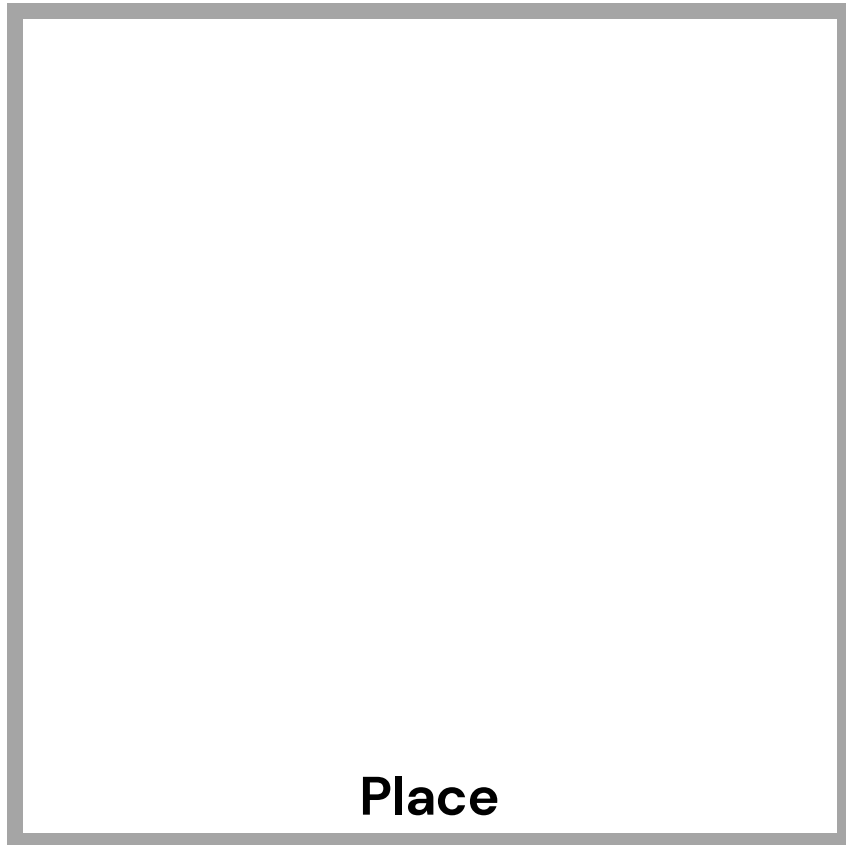**Historical Special Education**

If student isn't successful:

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

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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
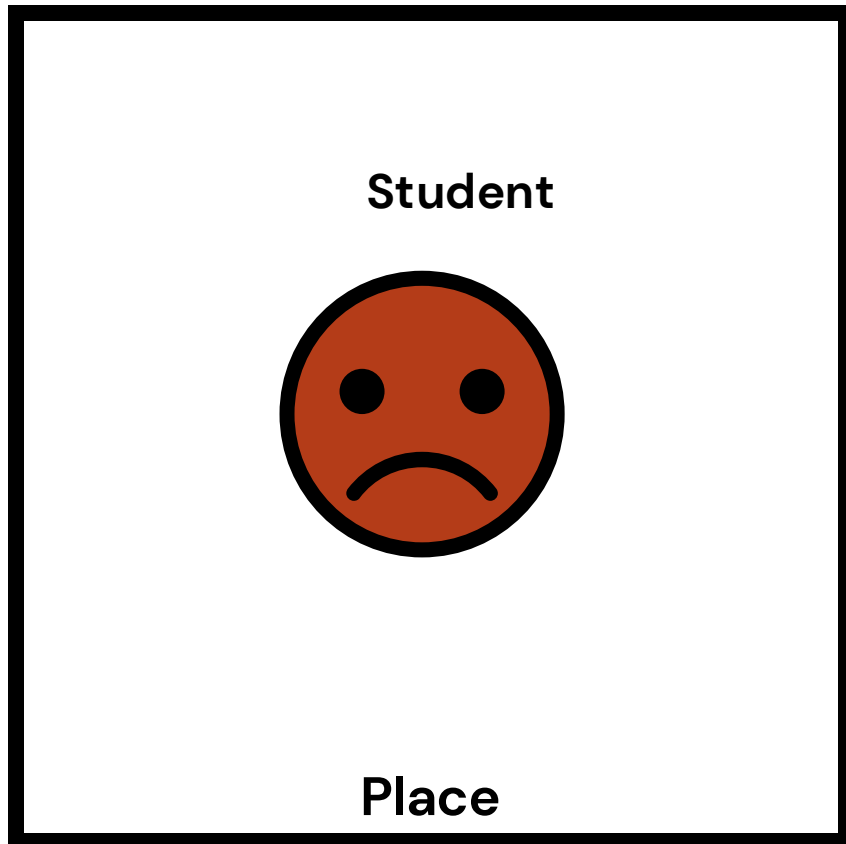
Student

Place

Shifting the Paradigm:
SOCIAL MODEL OF DISABILITY
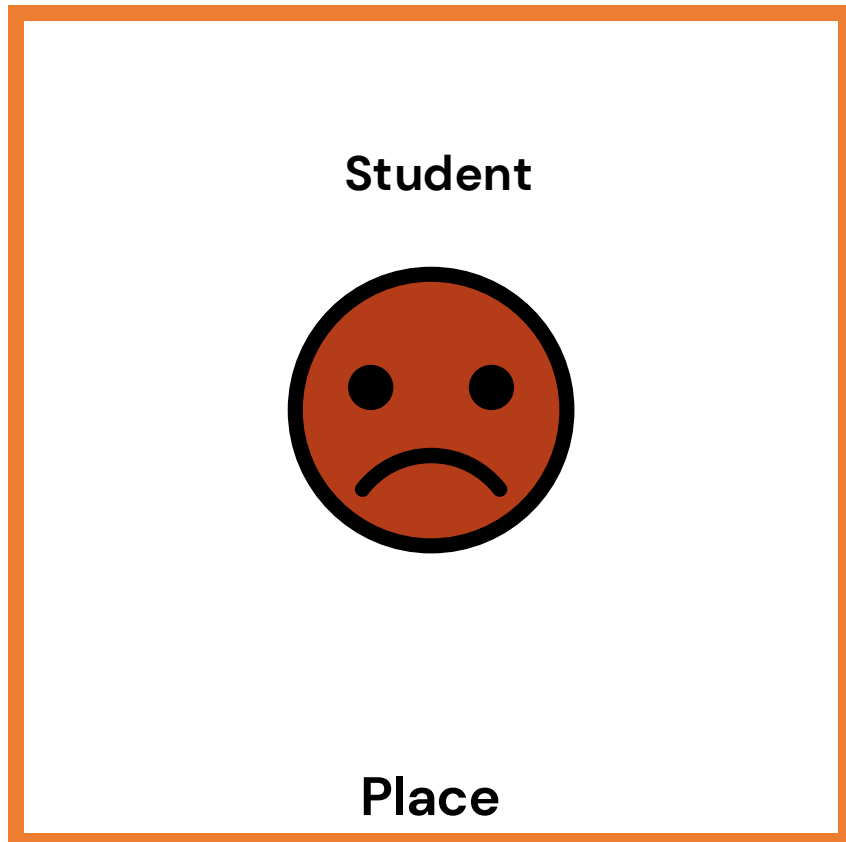
Student

Place

Social Model

If a **student** isn't successful:
- Diagnose the barriers in the place
- Target the place
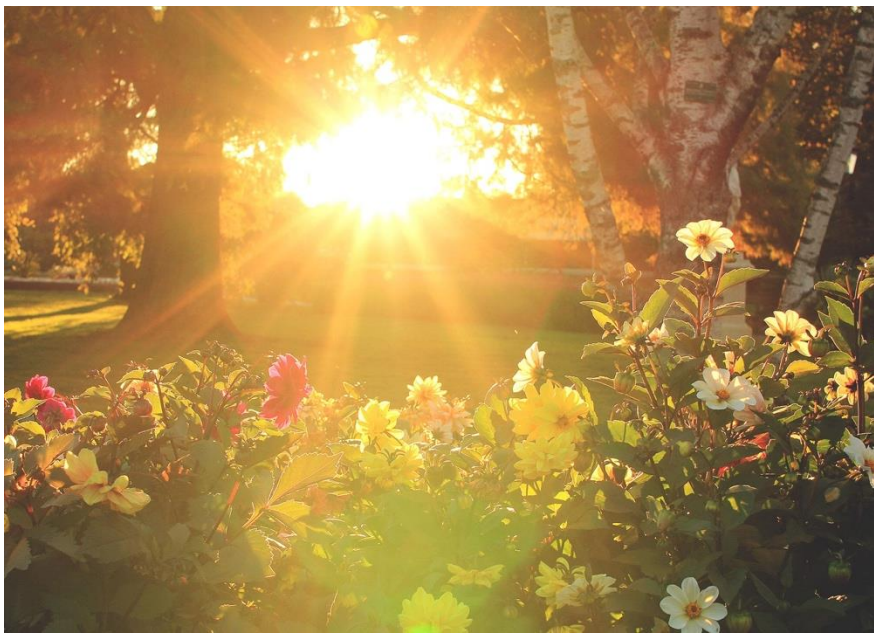
What is happening in the **environment**?

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

Shifting the Paradigm:
SOCIAL MODEL OF DISABILITY
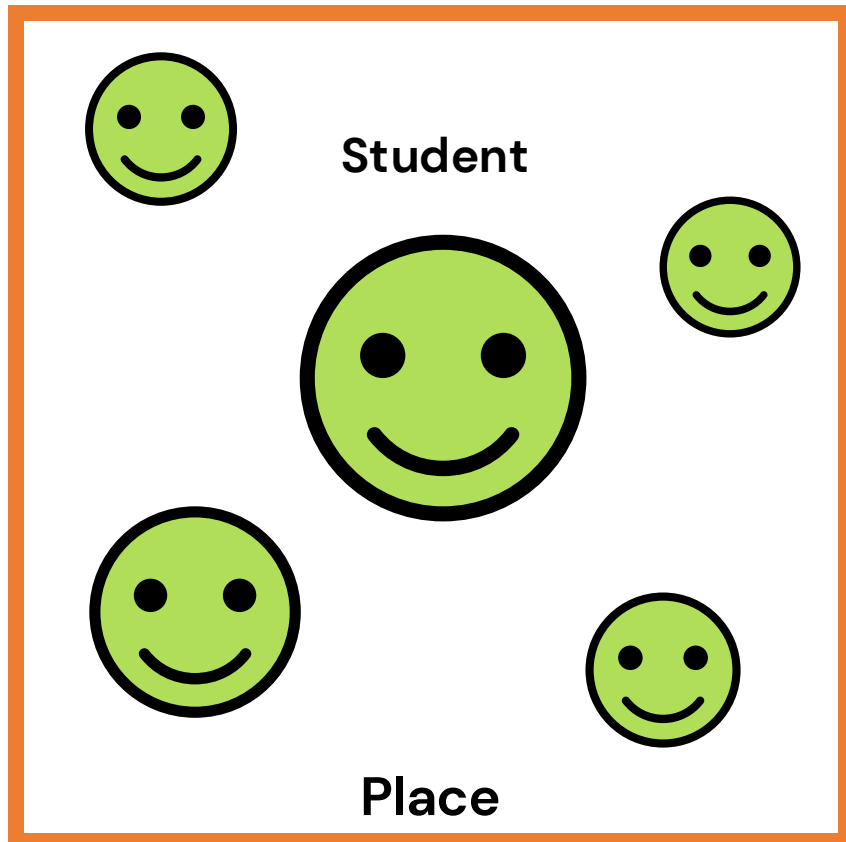
Student

Place

Social Model

If a **student** isn't successful:
- Diagnose the barriers in the place
- Target the place
- Support EVERYONE in the place

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BUT WAIT...
        Teachers said:

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

WE HAVE diverse GARDENS!

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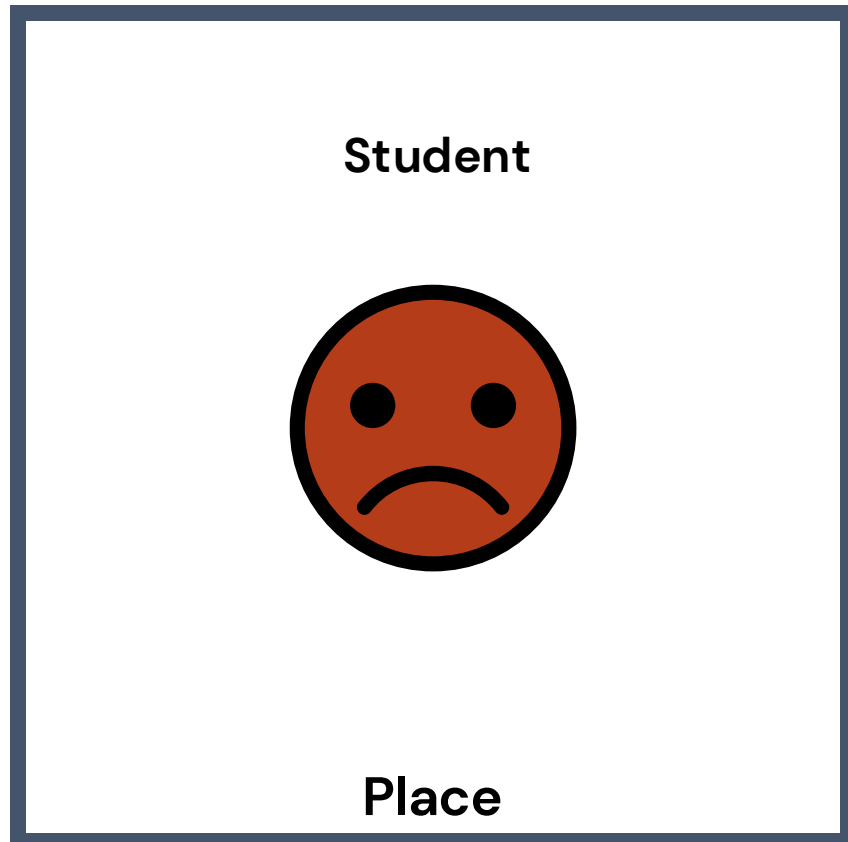
Shifting the Paradigm:
PERSON-PLACE MODEL OF NEED

Student

Place

Inclusive Education

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

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Shifting the Paradigm:
PERSON-PLACE MODEL OF NEED
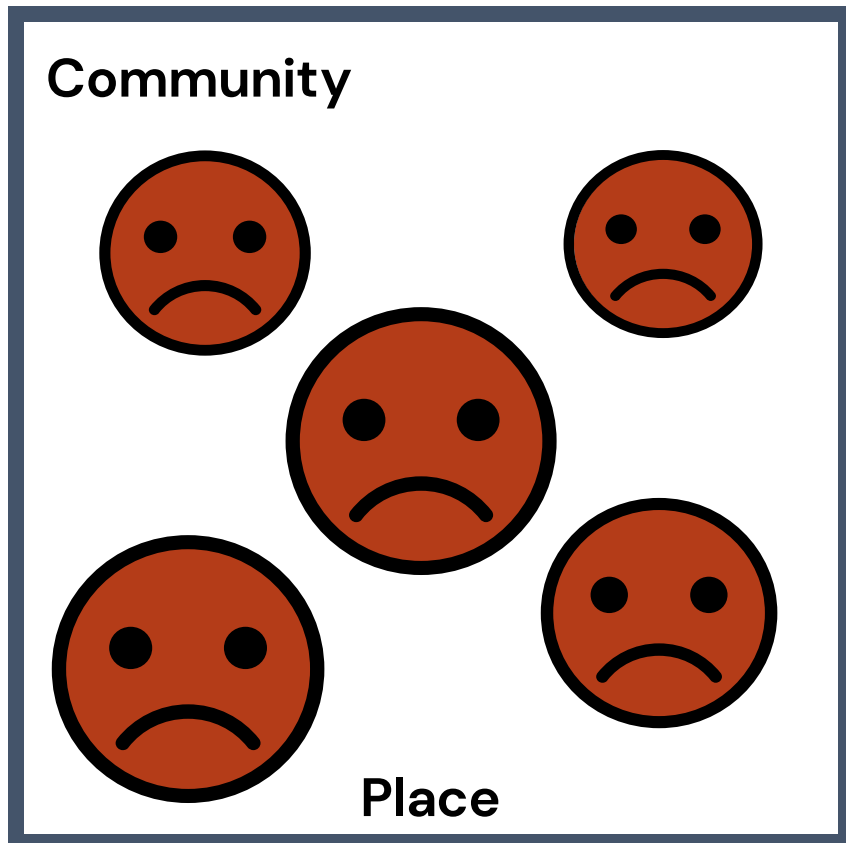
Community

Place

Inclusive Education

If one student is struggling...

...more than one student is struggling

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Shifting the Paradigm:
PERSON-PLACE MODEL OF NEED
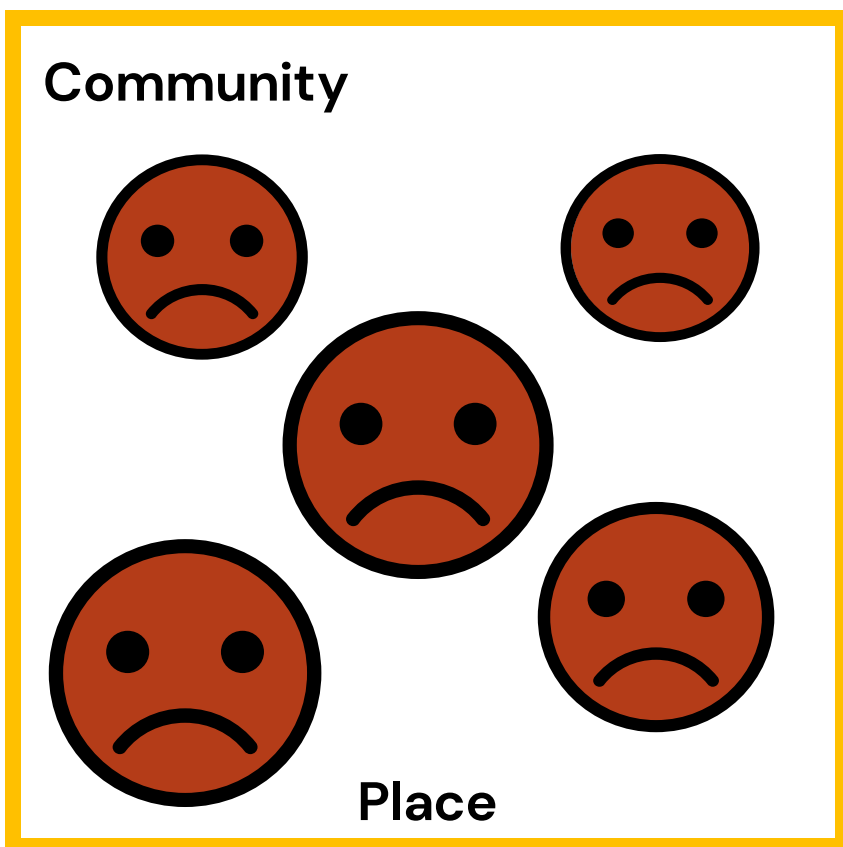
Community

Place

Inclusive Education

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

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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

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Shifting the Paradigm:
PERSON-PLACE MODEL OF NEED

Community

Place

Inclusive Education

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

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NEXT! Determine the needs of individuals and anticipate the supports & strategies that they will require in universal ways

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 one needs

Supports & Strategies are
useful for ONE
taught to all

Individualized

+

What some need

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

Targeted

+

What everyone/most
need

Supports & Strategies are
useful for ALL
taught to ALL

Universal

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What are barriers?

Universal Design for Learning: The Ramp for Learning

Provide multiple means of
Engagement

Affective Networks
The "WHY" of Learning

Provide multiple means of
Representation

Recognition Networks
The "WHAT" of Learning

Provide multiple means of
Action & Expression

Strategic Networks
The "HOW" of Learning

What are needs?

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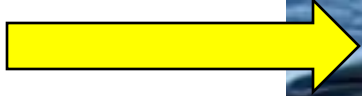
Increasing Inclusive & Equitable Access by Designing for Individual Needs
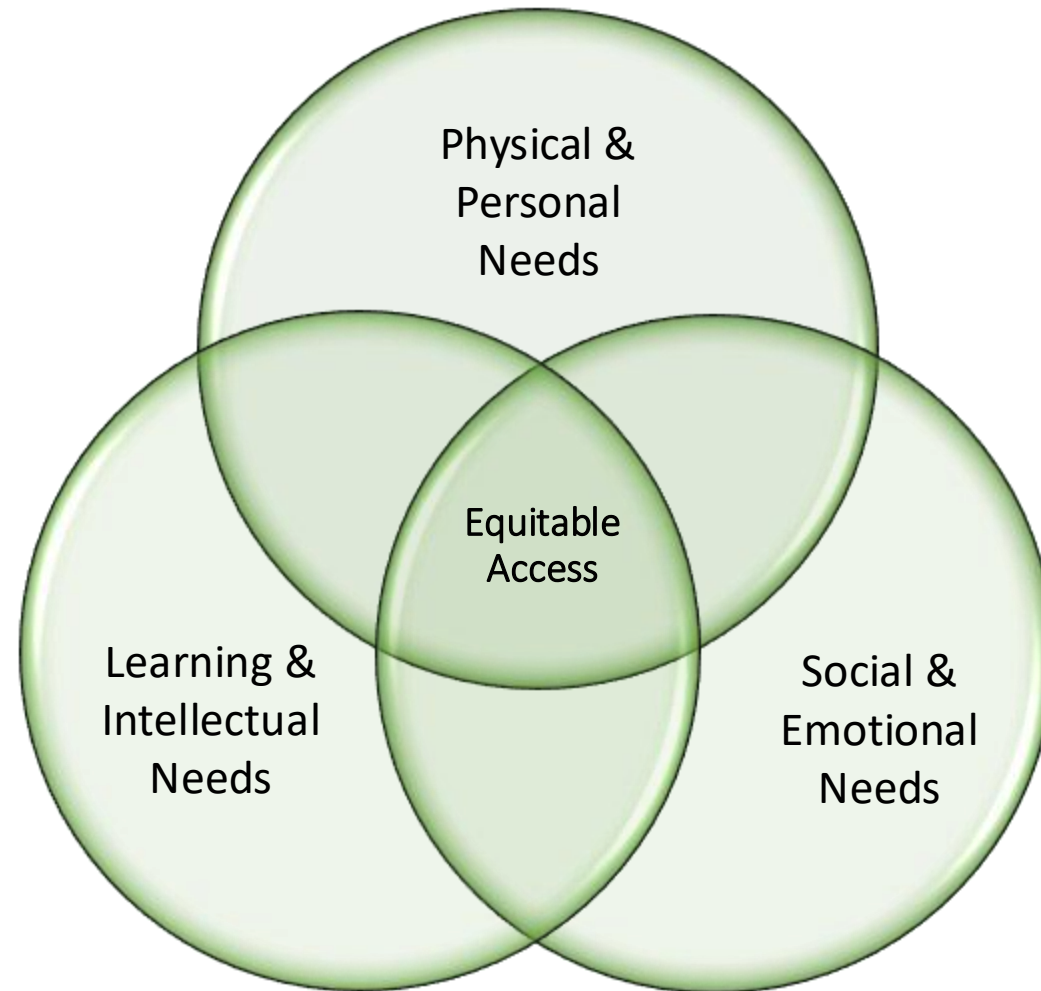
One useful thing so far!

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)

Physical & Personal Needs

Learning & Intellectual Needs

Equitable Access

Social & Emotional Needs
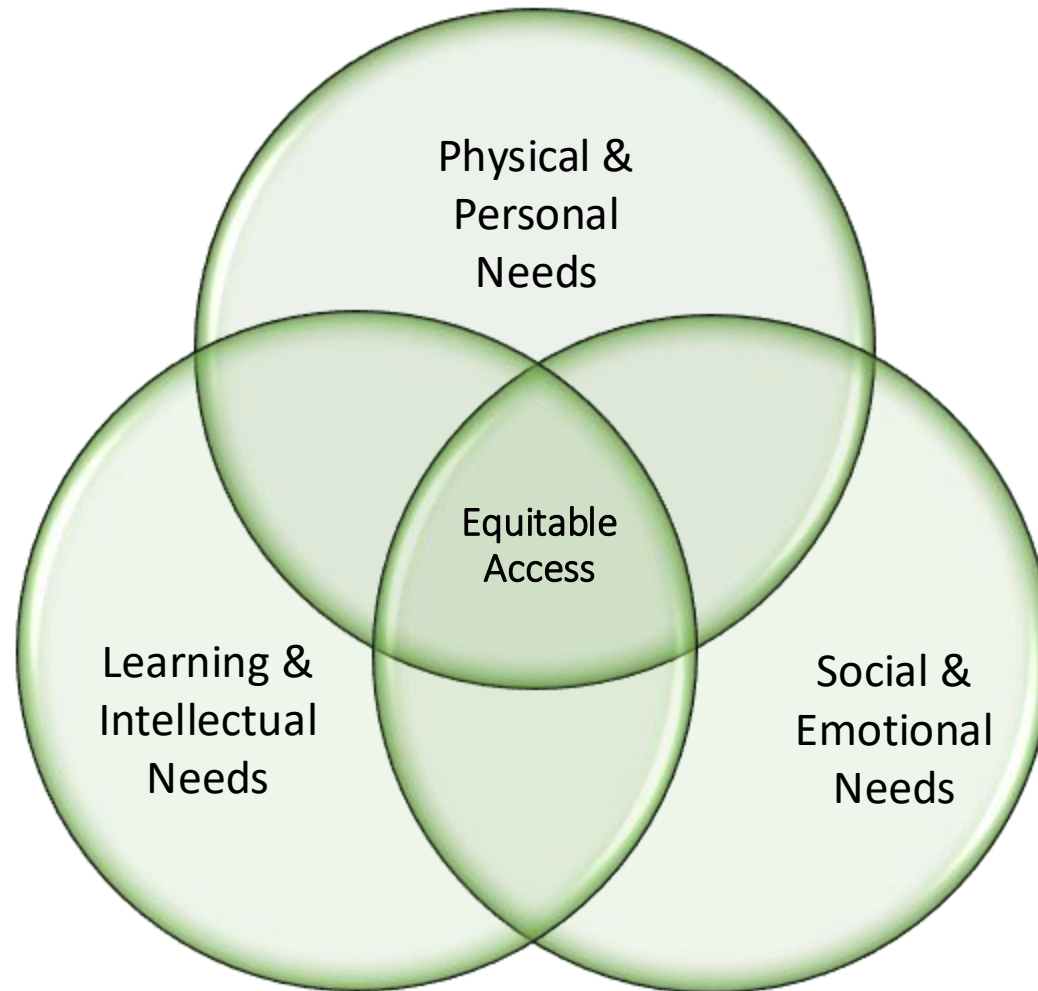
- Language
- Literacy (decoding)
- Literacy (understanding)
- Literacy (written output)
- Literacy (Speaking/ oral language)
- Medical
- Memory
- Numeracy
- Personal Care
- Physical/Mobility
- Self Advocacy
- Self Regulation (emotional)
- Self Regulation (behavioural)
- Self Regulation(learning)
- Self Esteem
- Self Harm
- Sensory
- Social Skills
- Transitioning
- Vision and/or hearing

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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

Target Classroom: Thee Kindergarten	Classroom Teacher(s): LM	Support Teachers/Staff:	Date: Nov 2024

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 IEP (8) – AA, DC, NC, AC, AM, CS, KP, IO ELL – DG, AM, IO	Students who have this need (Start with target students)	This need impacts the community and/or there is a cluster of students who have this need	This need is being monitored/or is being managed	This is an individual need area and/or community does not need support in this area
Addiction				x
Attendance/ Lateness	DC, NC, CS, KP, DG, BQ		x	
Attention	DC, NC, KP, IO, DG, JL, CV, KM		x	
Anxiety/ Depression	AM, IO, LC, AY		x	
Bullying	JL, KM, CV		x	
Communication (receptive)	AA, DC, AC, AM, CS, IO, DG, AY, BQ	x		
Communication (expressive)	AA, DC, NC, AC, AM, CS, KP, IO, AY, BQ	x		
Eating/Food/Allergies	AM, CS			x
Engagement/Motivation	NC, KP, IO, DG, JL, LC, AY, CV, BQ		x	
Executive Functioning	AA, DC, NC, AC, AM, CS, KP, IO, DG, AY, CV, BQ	x		
Family/Community/Identity	DC, NC, CS, KP, LC		x	

Area	Codes			
Frustration/ Anger	AA, CS		x	
Greif/ Trauma	NC, AM, CS, KP, LC, KM, BQ		x	
Gross/Fine Motor Skills	AA, DC, NC, AC, AM, CS, IO, DG, AY, CV, BQ	x		
Intellectual Ability (access)	DC, AM, CS, CV, BQ		x	
Intellectual Ability (extend)	DC, AC, AM, CS, DG, CV, BQ		x	
Language	AA, DC, NC, AC, AM, CS, IO, CV, BQ	x		
Literacy (decoding)	AA, DC, NC, AC, AM, CS, KP, IO, DG, LD, LC, KM, AY, CV, BQ		x	
Literacy (understanding)	AA, DC, NC, AC, AM, CS, KP, IO, DG, BQ	x		
Literacy (written output)	AA, DC, NC, AC, AM, CS, KP, IO, DG, LD, LC, KM, AY, CV, BQ		x	
Literacy (oral language/speaking)	AA, DC, NC, AC, AM, CS, IO, LC, CV, BQ	x		
Medical	AM, CS			x
Memory	DC, NC, AM, CS, IO, DG, BQ		x	
Mental Health	AM, CS, LC, KM		x	
Numeracy	AA, DC, NC, AC, AM, CS, IO, AY, BQ		x	
Personal Care	CS, IO, AY		x	
Personal Safety	CS, KM		x	
Physical/Mobility				x
Self-Advocacy	AC, AM, CS, CS, IO, KM, LC, AY		x	
Self-Regulation (emotional)	AA, DC, NC, CS, LC		x	
Self-Regulation (behavioural)	AA, DC, NC, CS		x	
Self-Regulation (learning)	AA, DC, AC, CS, KP, IO, DG, KM, BQ	x		
Self Esteem	NC, AC, AM, IO, LC, KM, AY		x	

Multiple Layers of Needs Based Support

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

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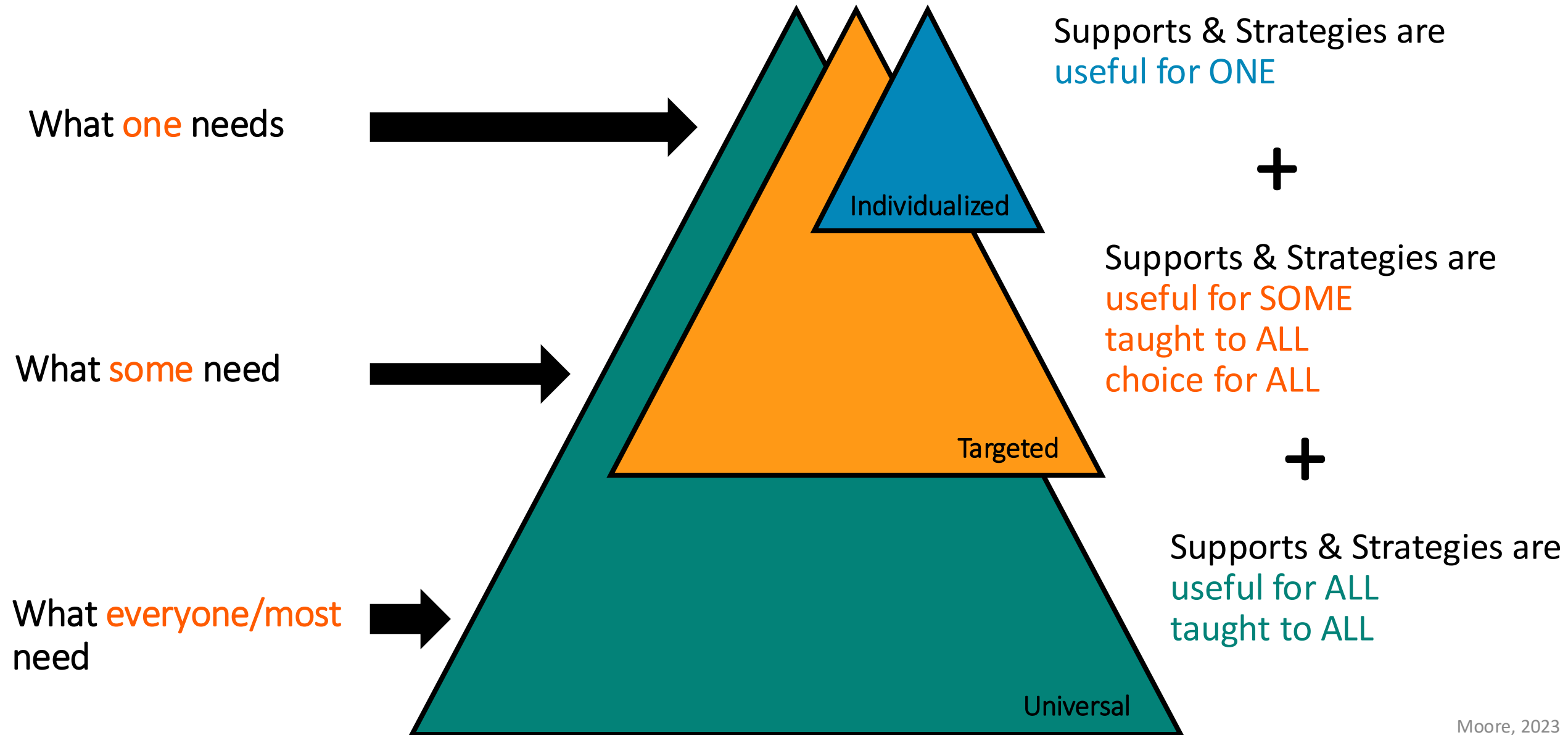
Context: Students in Mind:

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

Students in Mind

Moore, 2023   Who needs the MOST challenge?

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)
-
-
-

Students in Mind

Essential

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

Targeted

What supports & strategies are useful for MOST/ALL?
-
-
-
-
-

Universal

Moore, 2023   Who needs the MOST challenge?

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

Moore, 2023   Who needs the MOST challenge?

Planning for ALL
Grade 9 Humanities

Need: Multilingual Learners

Who needs the MOST support?
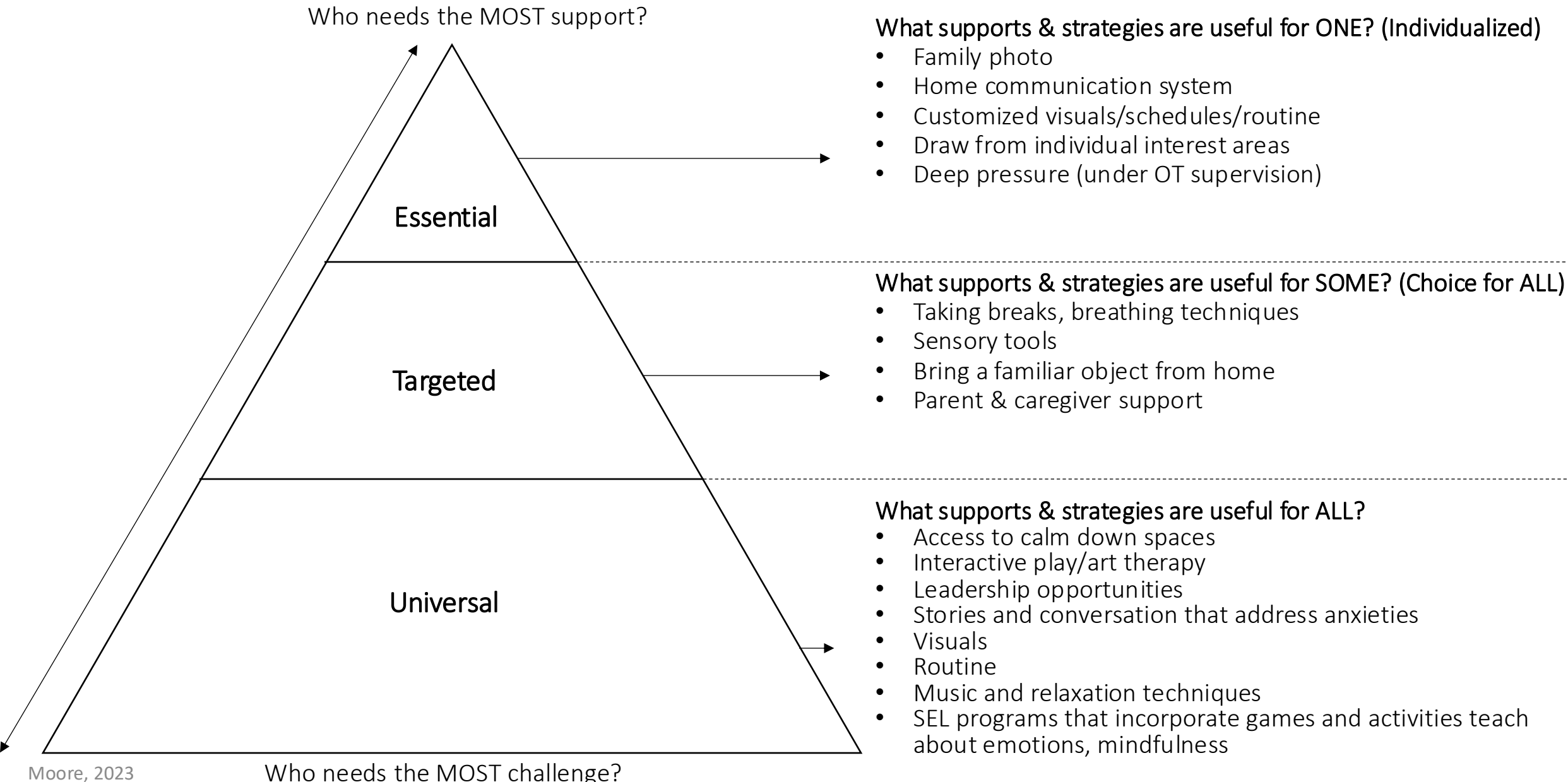
What supports & strategies are useful for ONE? (Individualized)
- Individual student co-developed language goals
- Individual conferencing/direct instruction during work time (not lesson time)

Essential

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

Targeted

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

Universal

Moore, 2023   Who needs the MOST challenge?

Range of Supports & Strategies

Recipe for the cake

Students...		Strategies & Supports		
Who needs the most support J.W.		**Universal Support** (Good for ALL)	**Targeted Support** (CHOICE for ALL)	**Essential Support** (Good for ONE)
Need Cognitive	**J.W.**	Start lesson with accessible task, teach all students, how to learn with J.W., community building activities, manipulatives and concrete learning objects, agenda for the day	Access Point to curriculum (Math IEP goal), breaks, visual agenda on board that matches AAC device, strategic partnering, calculator	AAC Device, social role on class, works well with Y.T., glasses
Need Vision	**R.P**	Large print & high contrast outline of handouts, do not change furniture floor plan	Sitting close proximity to front of class	Magnifier, Vision support from Ms. G
Need Trauma	**H.L., U.B**	Make personal connection daily, snacks, drinks allowed, chunk task into an essential portion, **take 2 min breaks**	Quiet zone in class, breaks, allow time to leave if needed, follow up later if they leave	Check in before class with Ms. H, might be late
Need EAL/ multi lingual	**Y.I., O.R., B, F, N.M**	Teach important vocabulary for a lesson, visuals, manipulatives & visuals, strategic partnering, subject word wall, everyone learns local Indigenous language	Individual word/picture banks	Translator, preview content in dominant language
Need Anxiety	**R.M.**	Choice of challenge, choice of support options, target advocacy skills and risk-taking opportunities, open ended tasks (not one answer), learn about anxiety and teach anxiety management strategies	Taking breaks, choice of where to work, homework optional, parent check ins,	Check ins with Ms. H once a week
Who needs the most challenge I.K., R.M.				

Range of Student Need

Layers of the cake

Strategy: taking a 2 min break
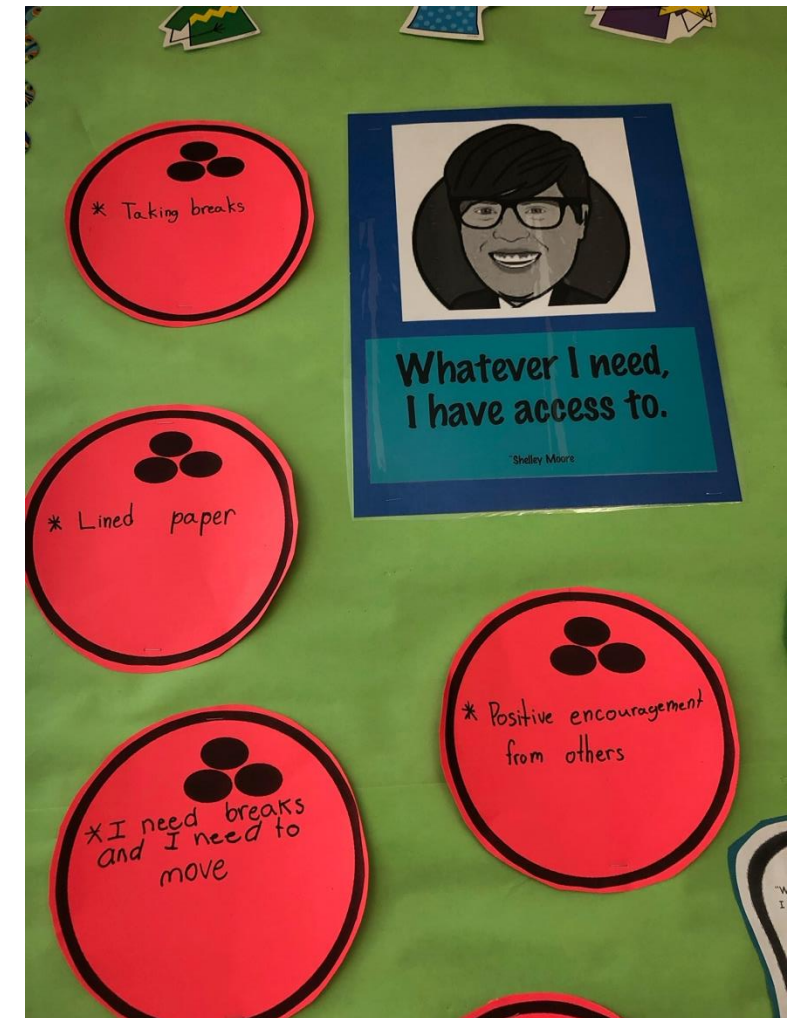
Strategy: taking a 2 min break

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?
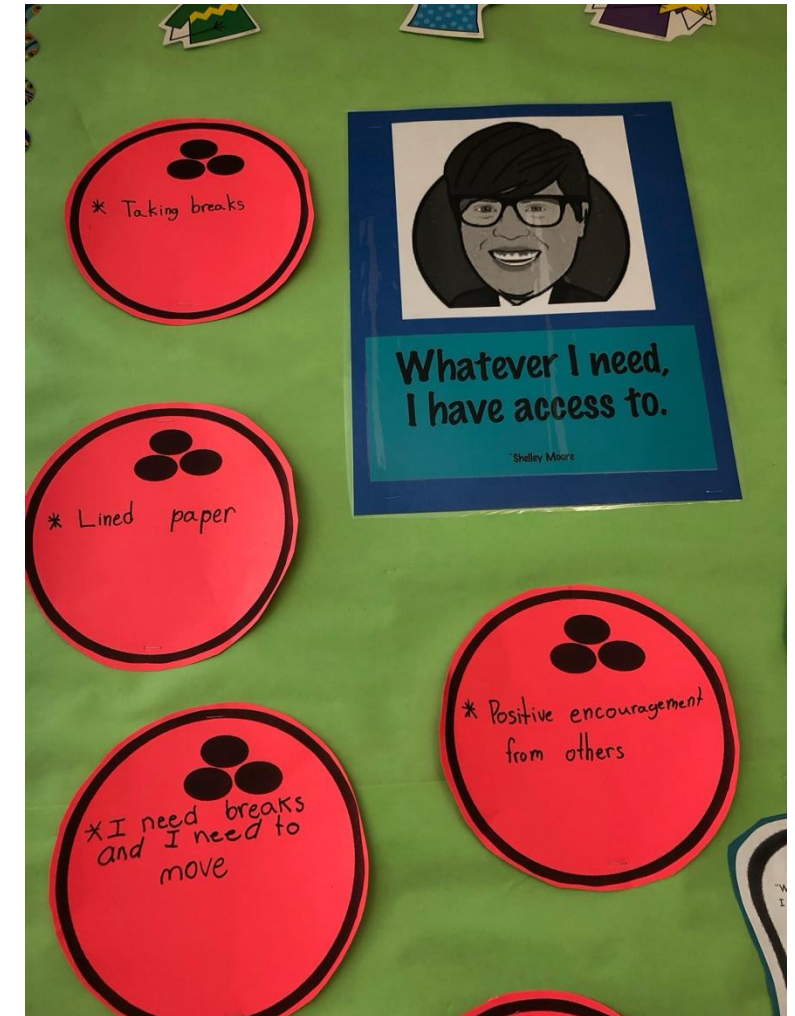
Strategy: chunking text

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 ?
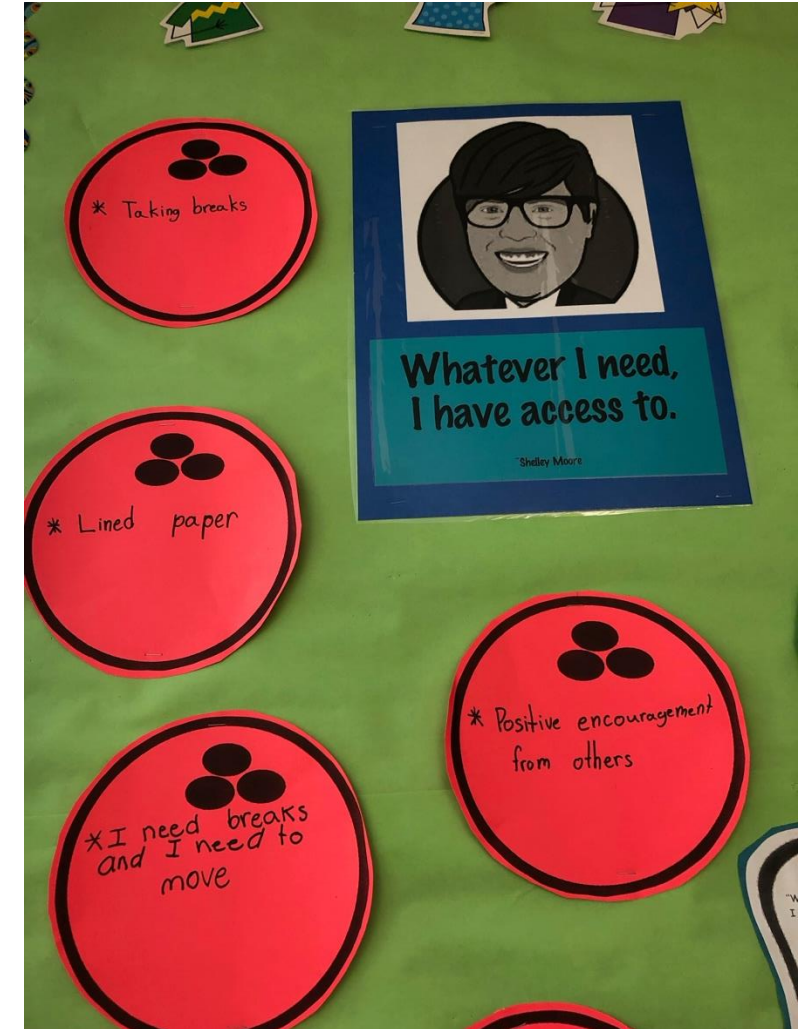
Teaching & Reflecting on Strategies:

working in a small group

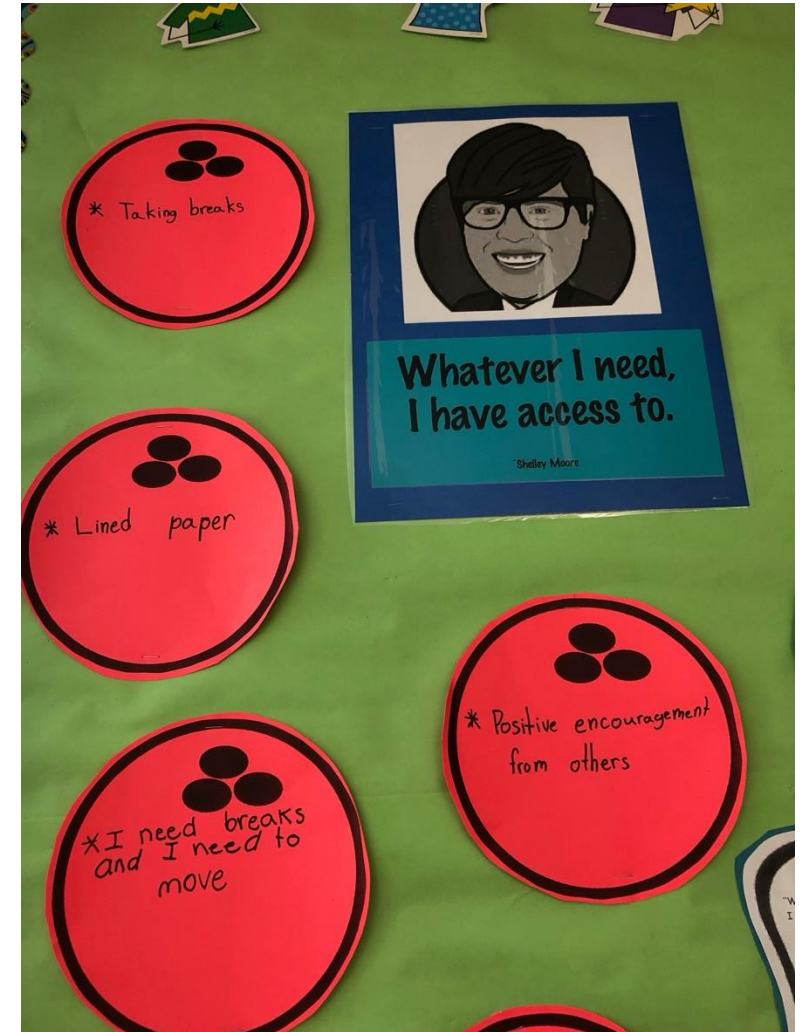quiet space

loud space

visuals

schedule/ agenda

standing desks

access points

sensory tools

Snacks/ water

hats

Needs based support planning:

- is designing for one student, but supports many

- focuses on changing the environment, not the student

- aligns with UDL, self regulation, and self determination practices

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Q n A Share out

What is one useful idea or something you want to try?

What is one thing you want to think about or learn more about?

What is one question that you still have?