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**?

5 min

WHAT DOES *inclusion* MEAN? LOOK LIKE?

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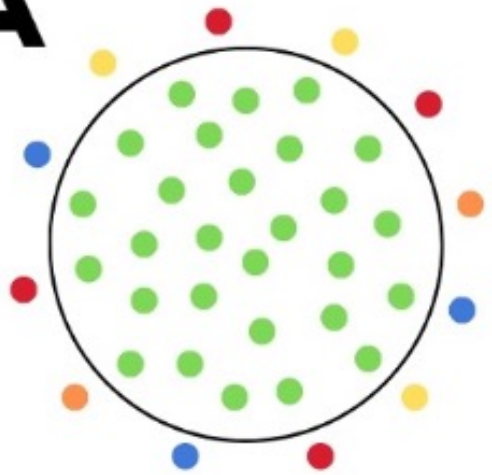
WHAT IS Inclusion?

A



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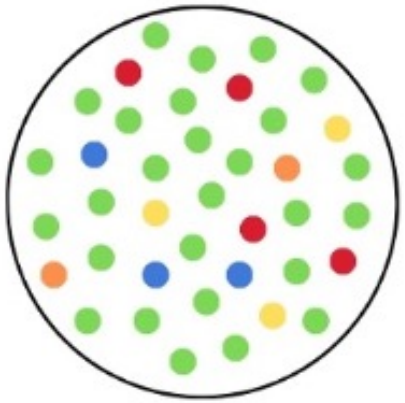

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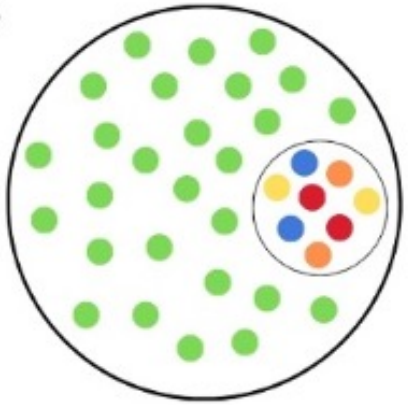

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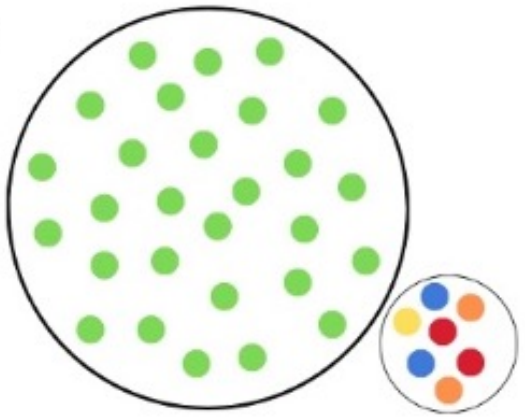


exclusion

integration

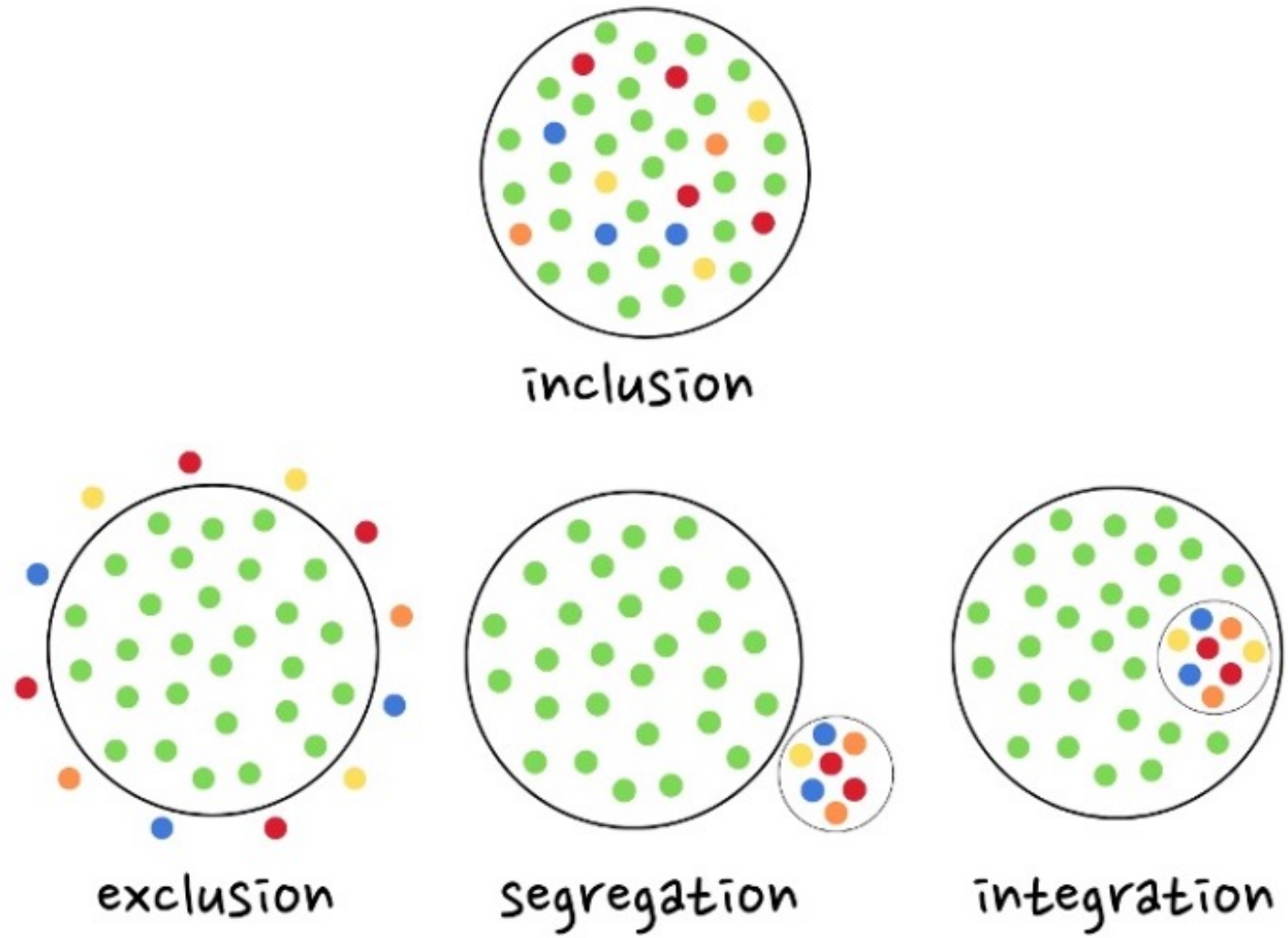
inclusion

congregation

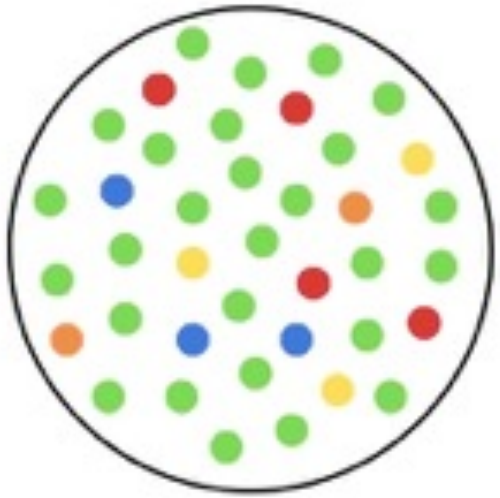
segregation

Shelley

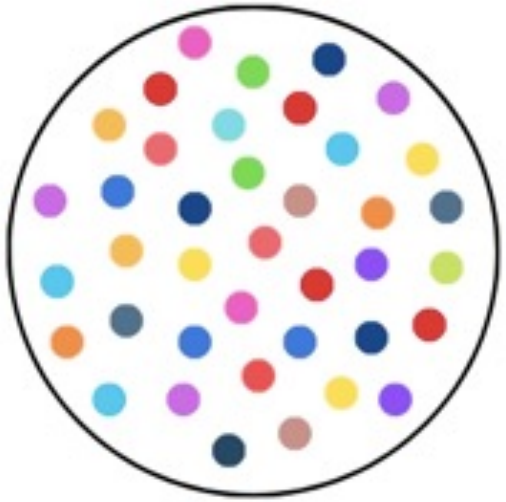
WHAT IS *inclusion*?



WHAT IS *inclusion* ?



How do we
include people
with disabilities?



How do we teach
to ***diversity***?

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How…

do we shift our thinking?

do we shift our practice?

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Reducing Barriers

Supporting Needs

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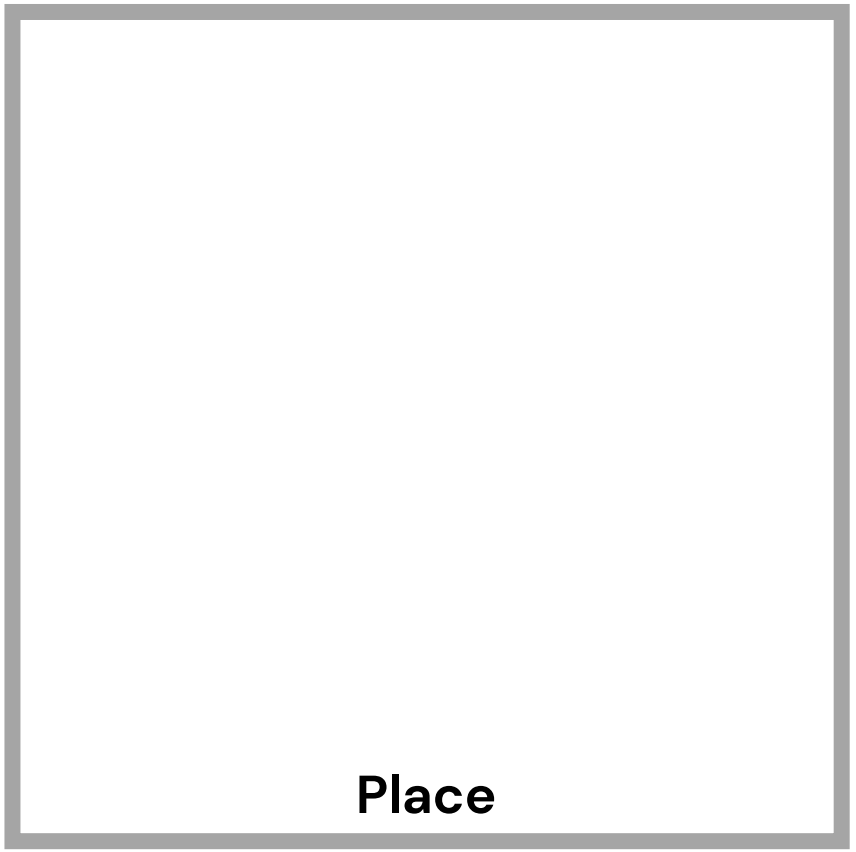
Shifting the Paradigm:
MEDICAL MODEL OF DISABILITY



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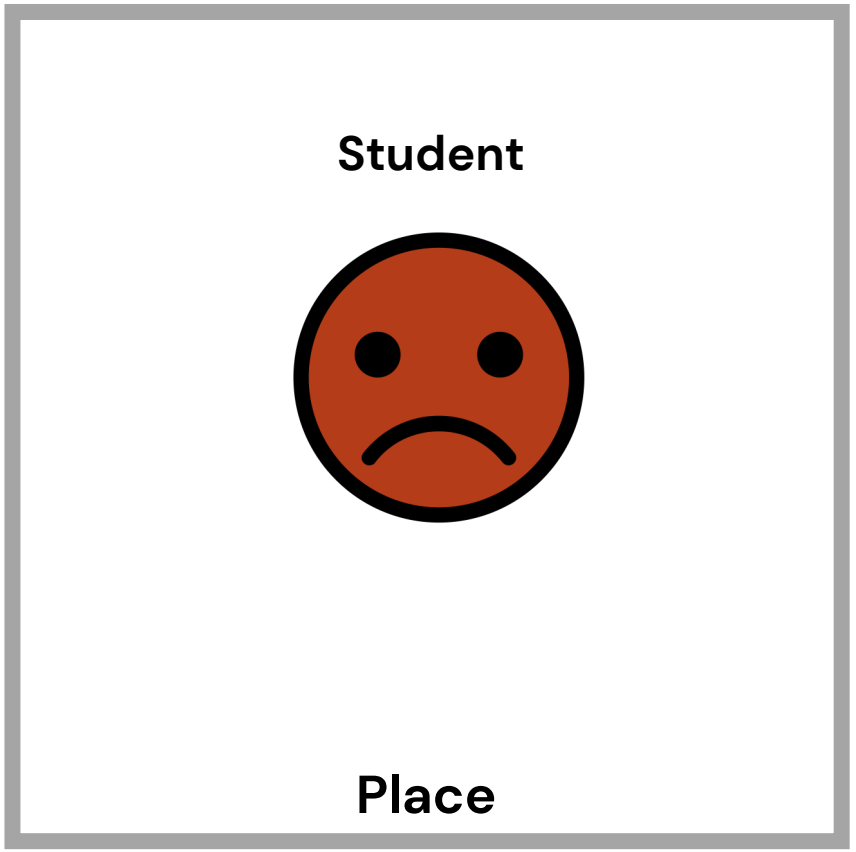
Shifting the Paradigm:
MEDICAL MODEL OF DISABILITY



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"

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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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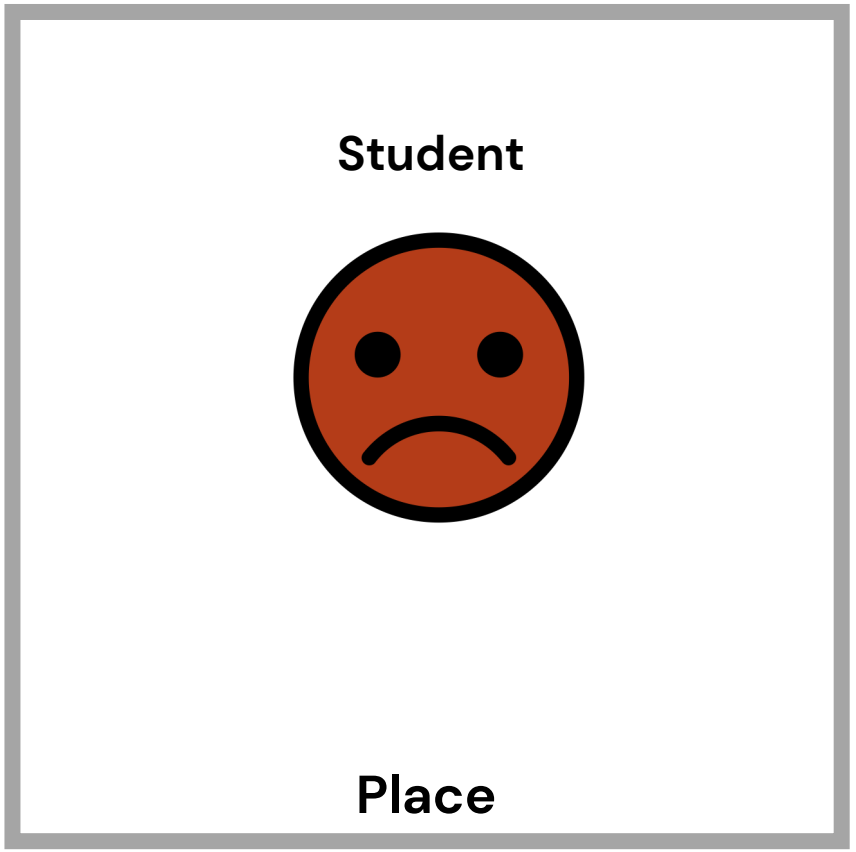
Shifting the Paradigm:
MEDICAL MODEL OF DISABILITY



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!"

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Shifting the Paradigm:
SOCIAL MODEL OF DISABILITY

Student

Place

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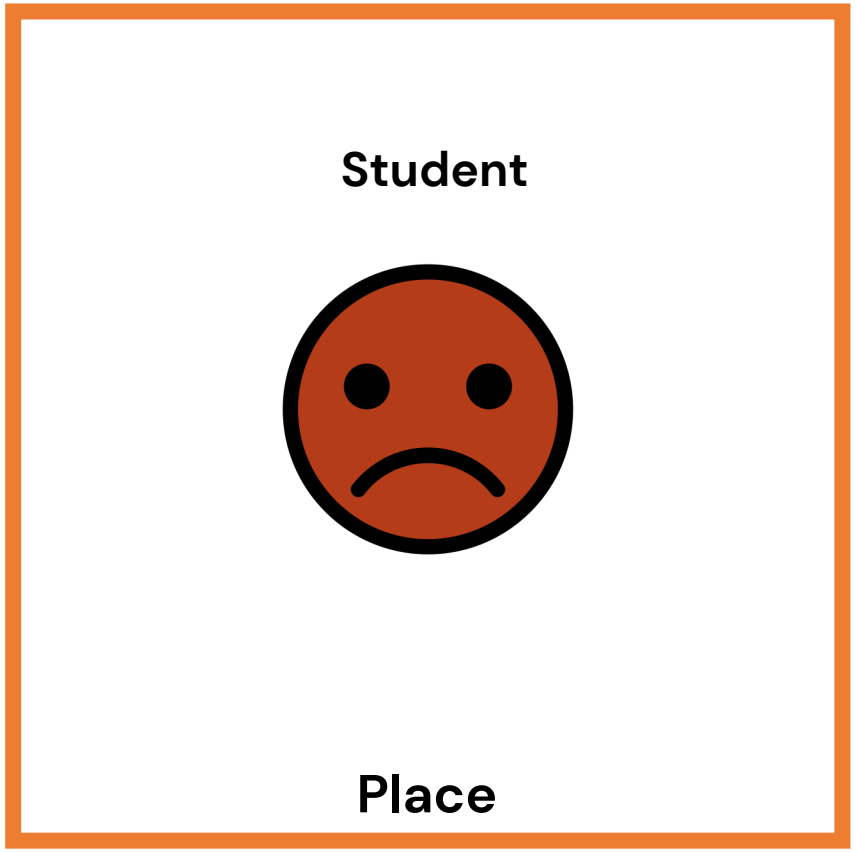
Shifting the Paradigm:
SOCIAL MODEL OF DISABILITY



Social Model

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

- Diagnose the barriers in the place
- Target the place

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"When a flower doesn't bloom, you fix the environment in which it grows, not the flower."
–Alexander den Heijer
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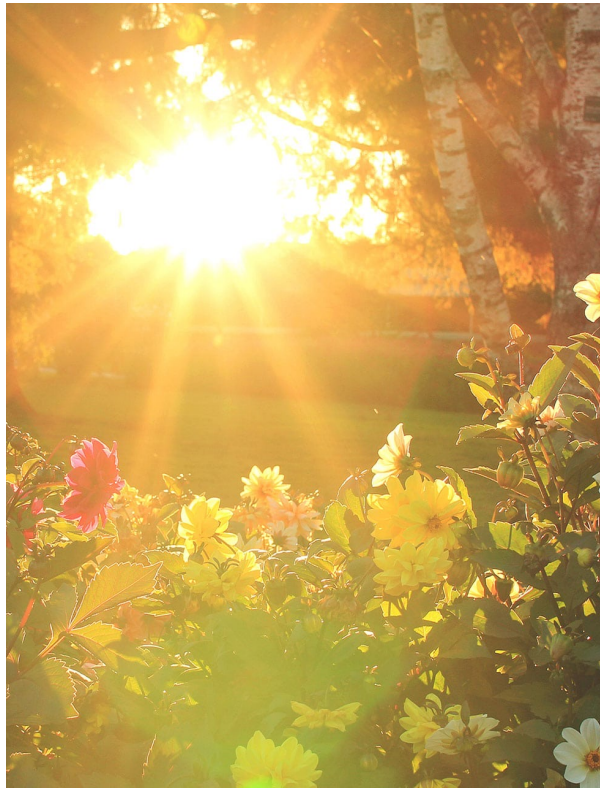
FIRST! Reduce or eliminate barriers in place by reducing or eliminating barriers for everyone in the community



All plants need light

All plants need moisture

All plants need space

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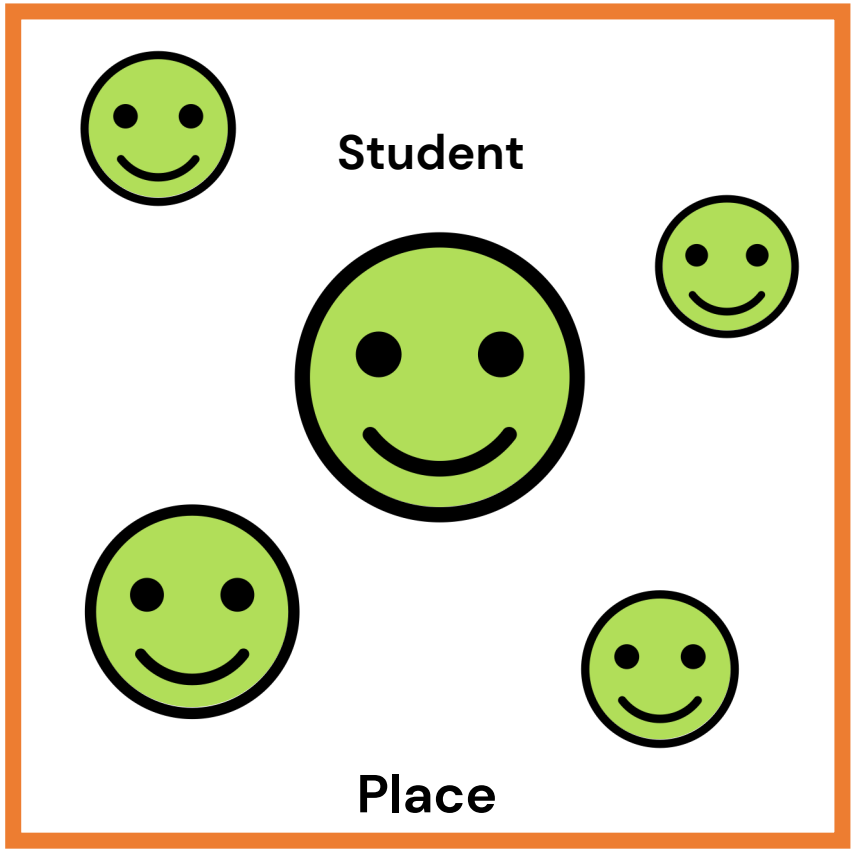
Shifting the Paradigm:
SOCIAL MODEL OF DISABILITY



Social Model

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

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

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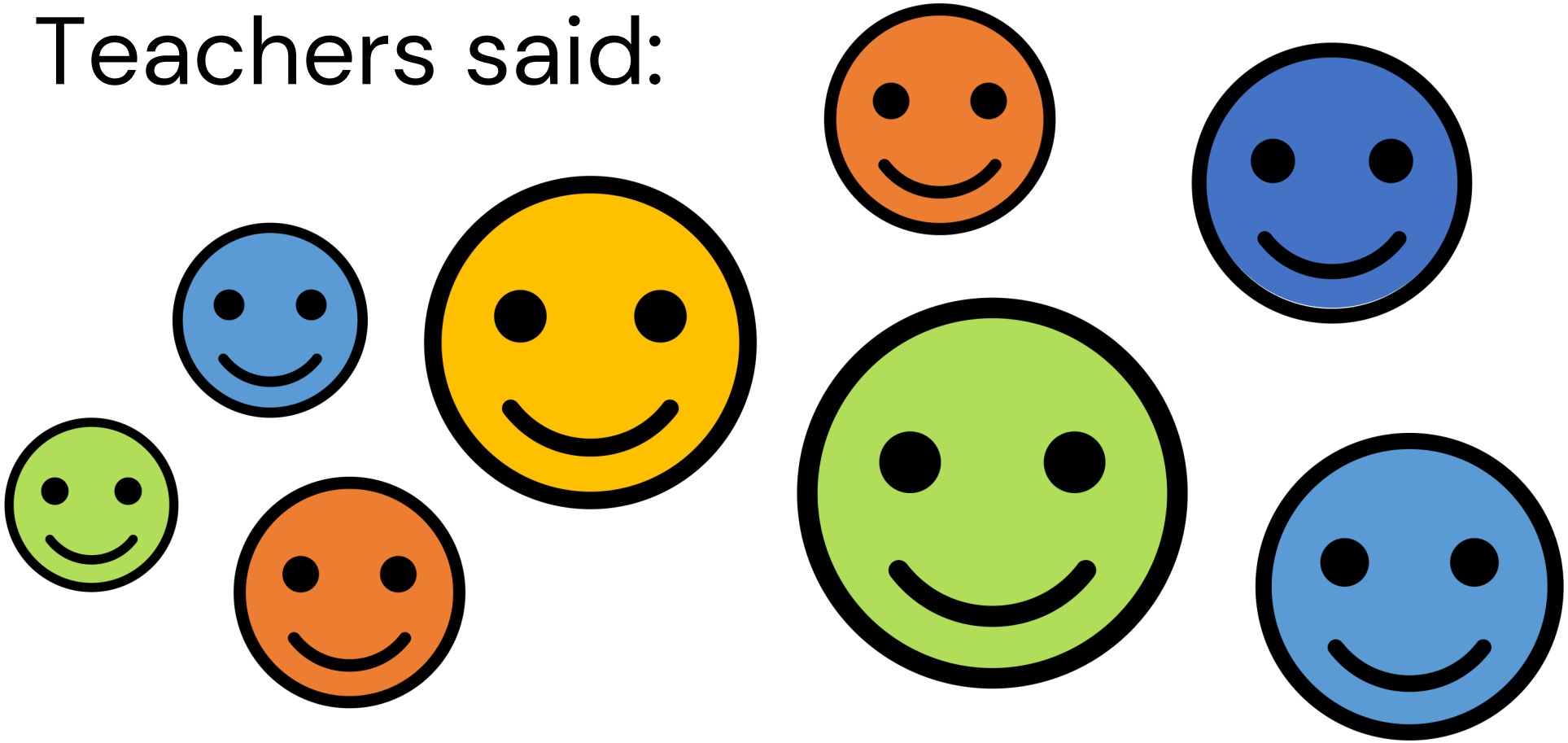
BUT WAIT…

Teachers said:



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

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WE HAVE *diverse* GARDENS!

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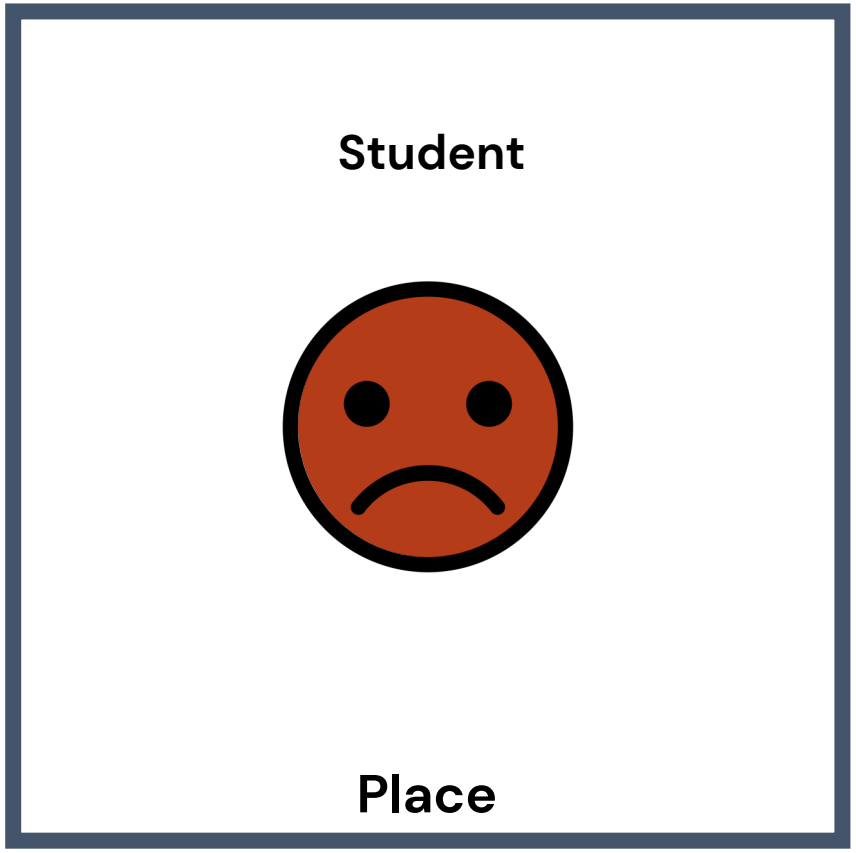
Shifting the Paradigm:
PERSON-PLACE MODEL OF NEED



Inclusive Education

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

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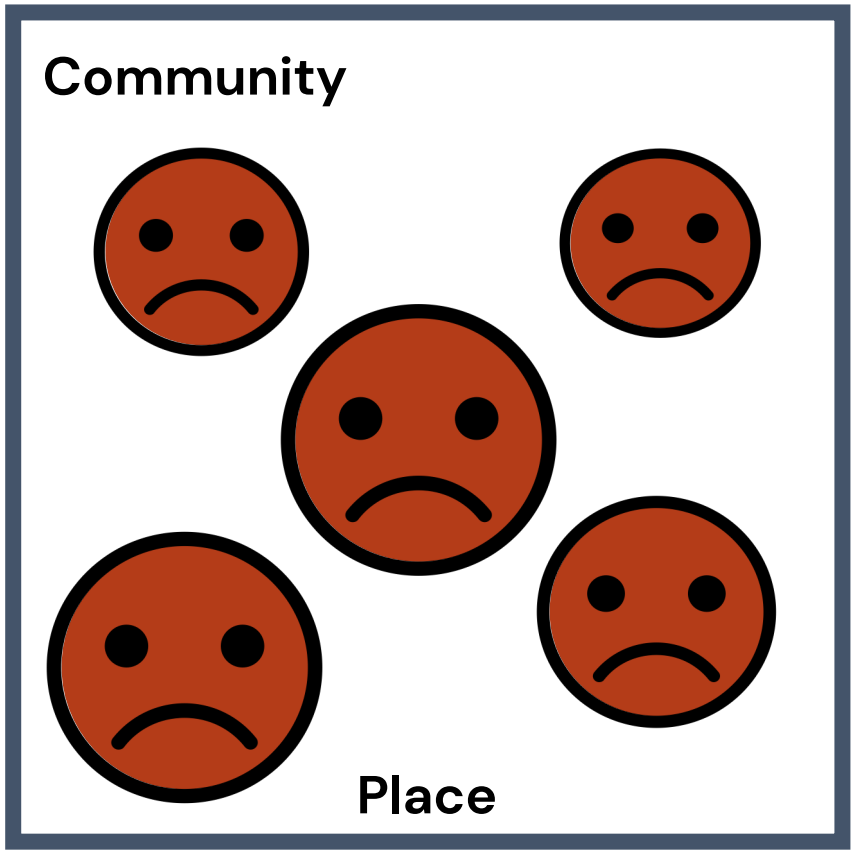
Shifting the Paradigm:
PERSON-PLACE MODEL OF NEED



Inclusive Education

If one student is struggling...

...more than one student is struggling

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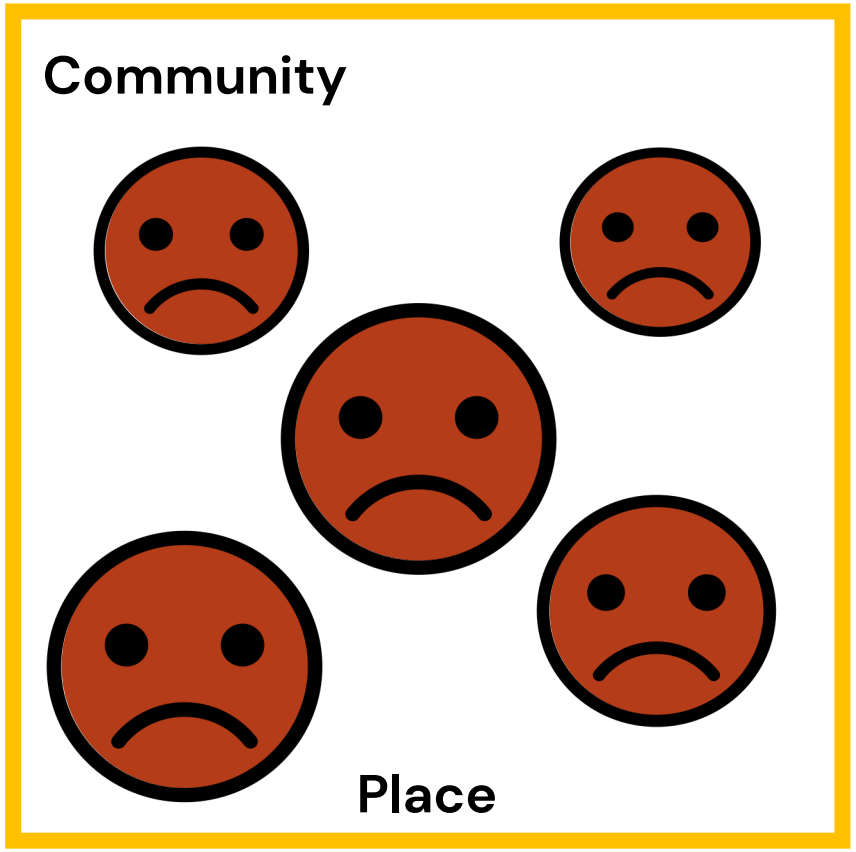
Shifting the Paradigm:
PERSON-PLACE MODEL OF NEED



Inclusive Education

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

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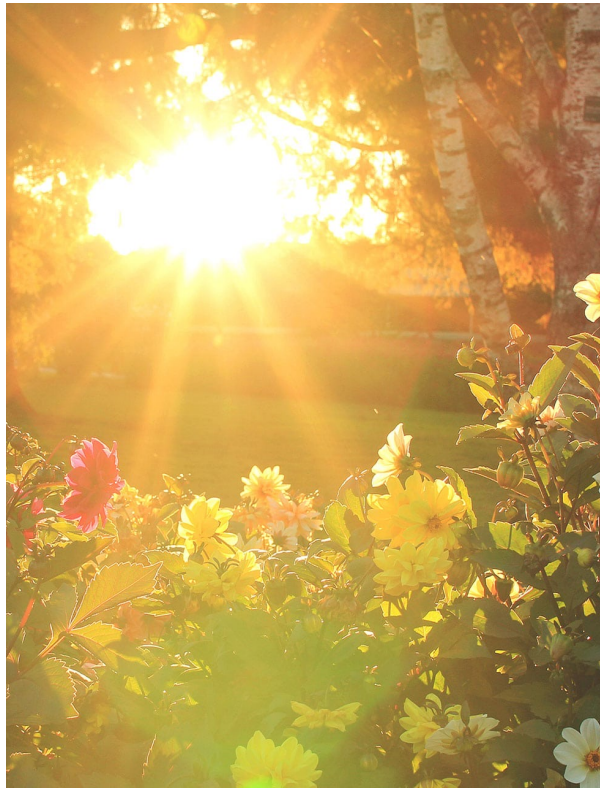
FIRST! Reduce or eliminate barriers in place by reducing or eliminating barriers for everyone in the community



All plants need light

All plants need moisture

All plants need space

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Shifting the Paradigm:
PERSON-PLACE MODEL OF NEED

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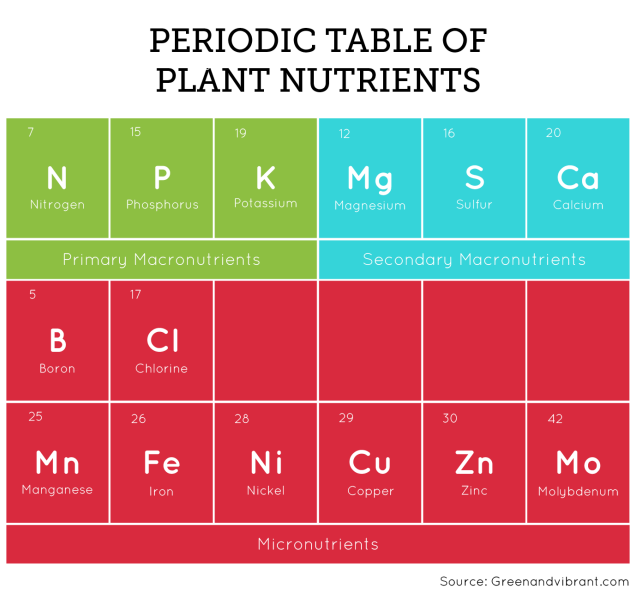
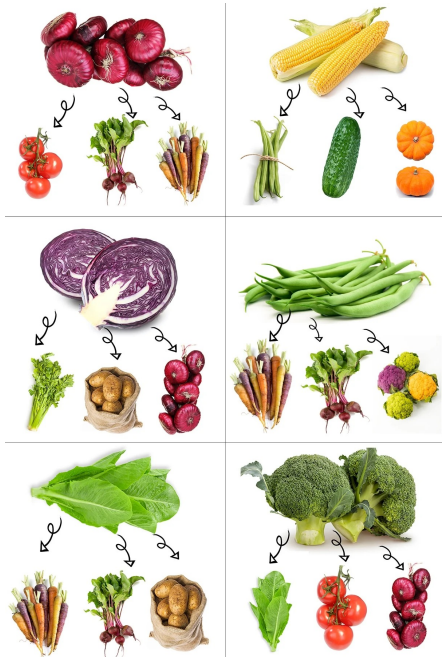
NEXT! Determine the needs of individuals and anticipate the supports & strategies that they will require in universal ways



Some plants need added nutrients



Some plants need companions

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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

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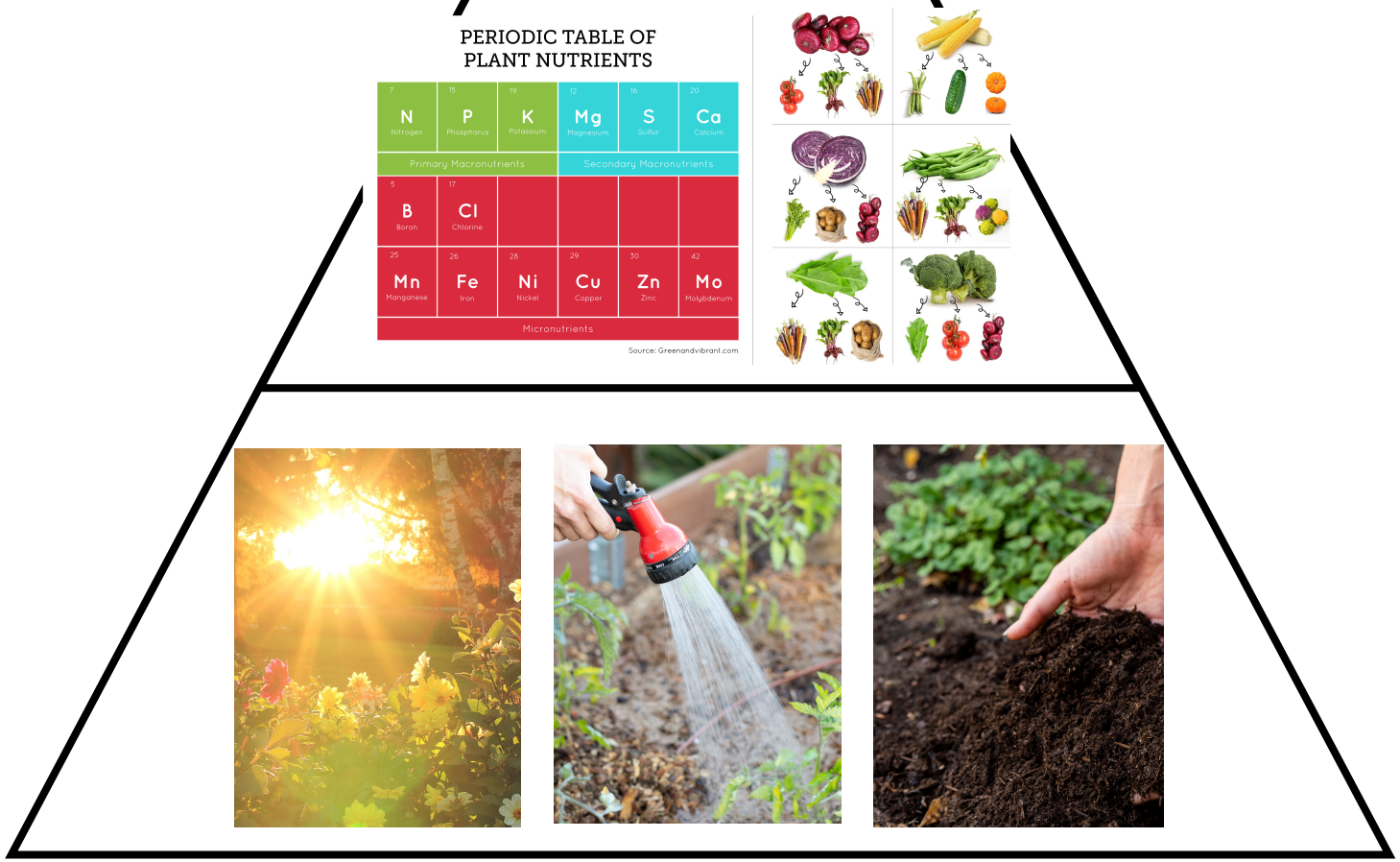
MULTIPLE LAYERS OF SUPPORT



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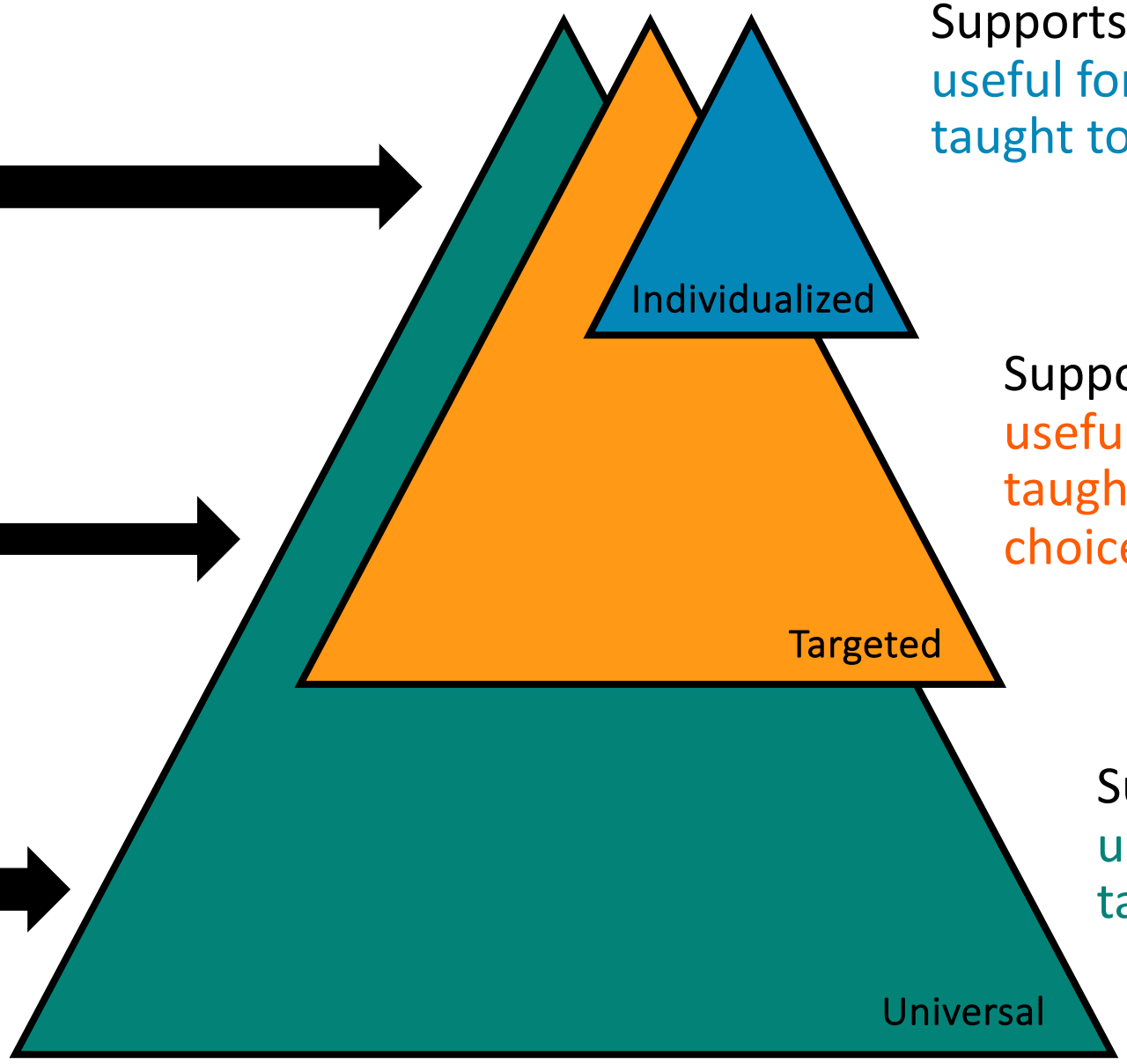
Multiple Layers of Needs Based Support

What one needs

What some need

What everyone/most need



Supports & Strategies are
useful for ONE
taught to ALL

+

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

+

Supports & Strategies are
useful for ALL
taught to ALL

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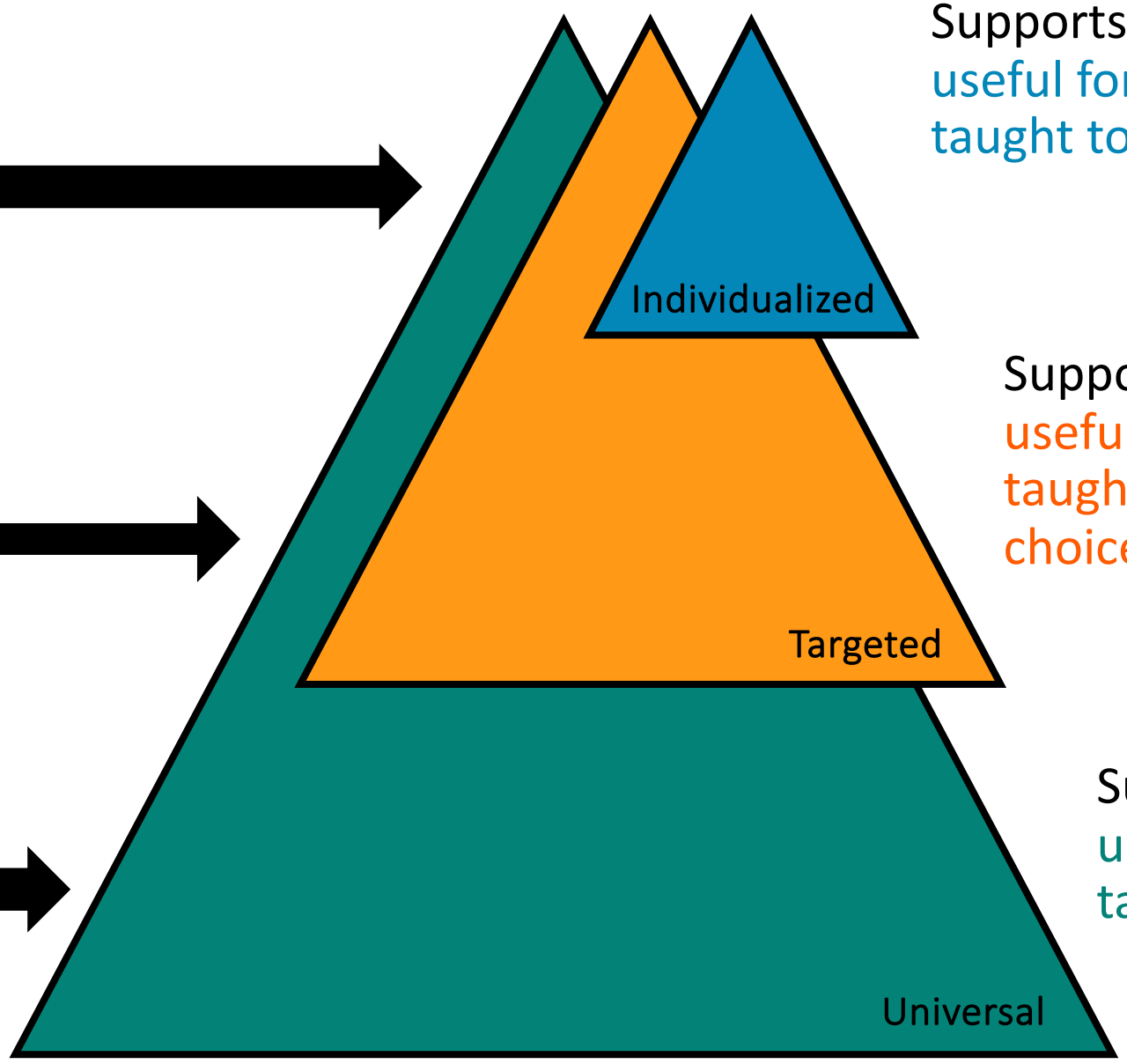
Useful take aways so far

Multiple Layers of Needs Based Support

What one needs

What some need

What everyone/most need



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useful for SOME
taught to ALL
choice for ALL

+

Supports & Strategies are
useful for ALL
taught to ALL

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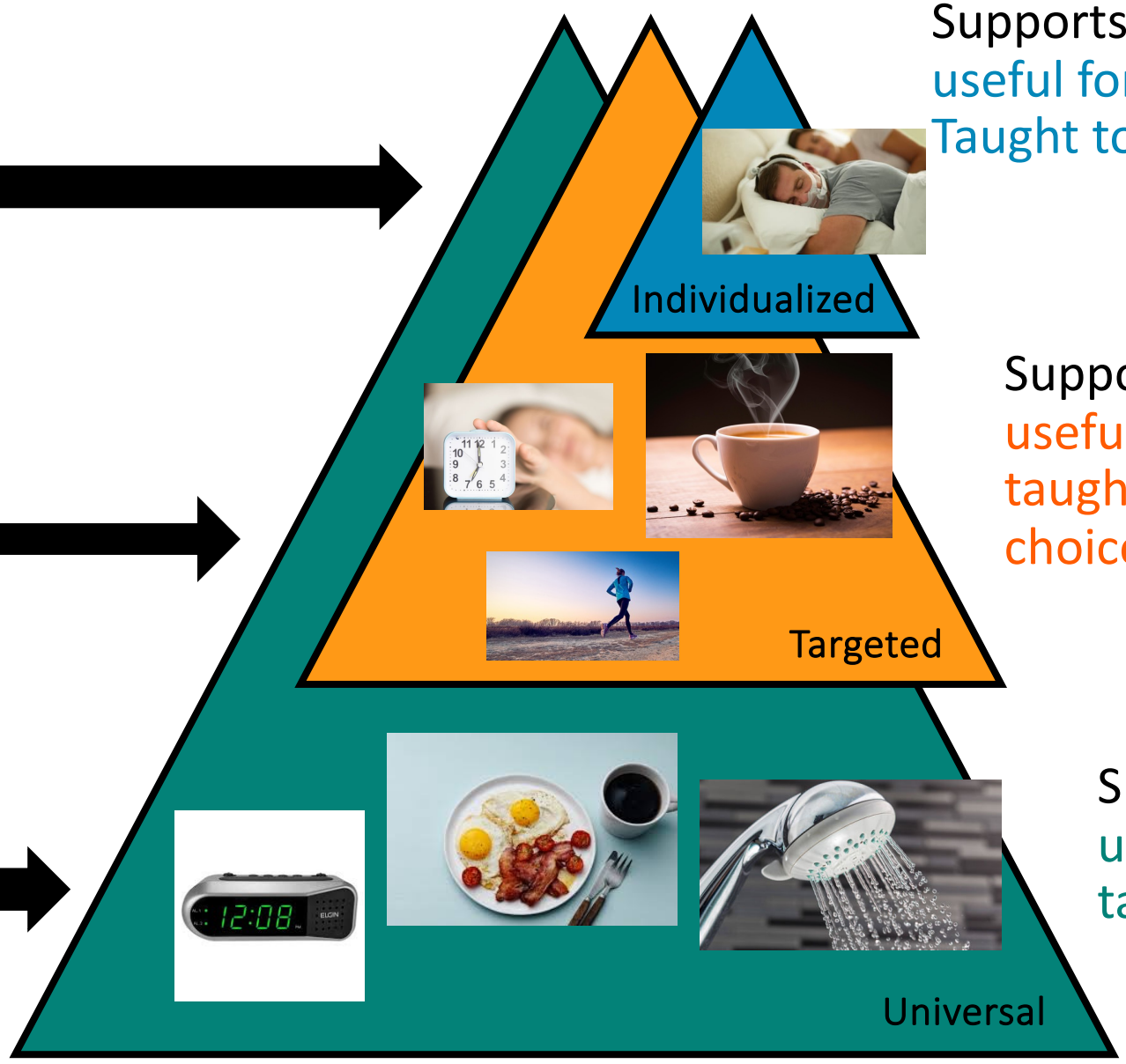
Multiple Layers of Needs Based Support

Need: Waking up

What one needs

What some need

What everyone/most need



Supports & Strategies are
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+

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

+

Supports & Strategies are
useful for ALL
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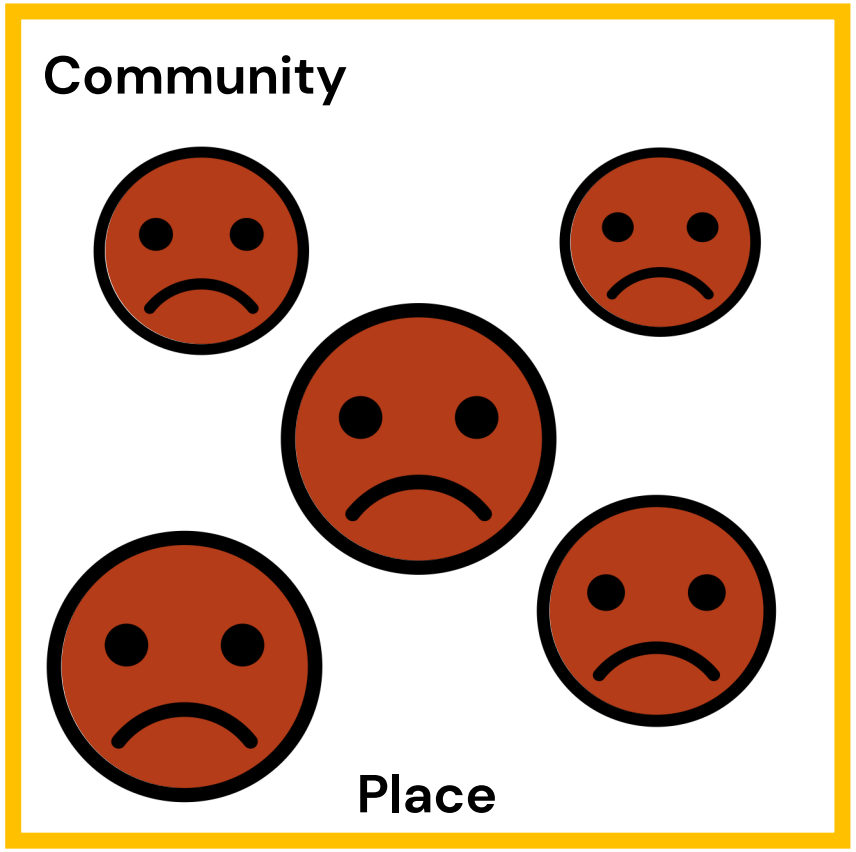
How do we *plan* for the ~~disabilities~~ *needs* of students?

Shifting the Paradigm:
PERSON-PLACE MODEL OF NEED



Inclusive Education

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

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First, we reduce barriers

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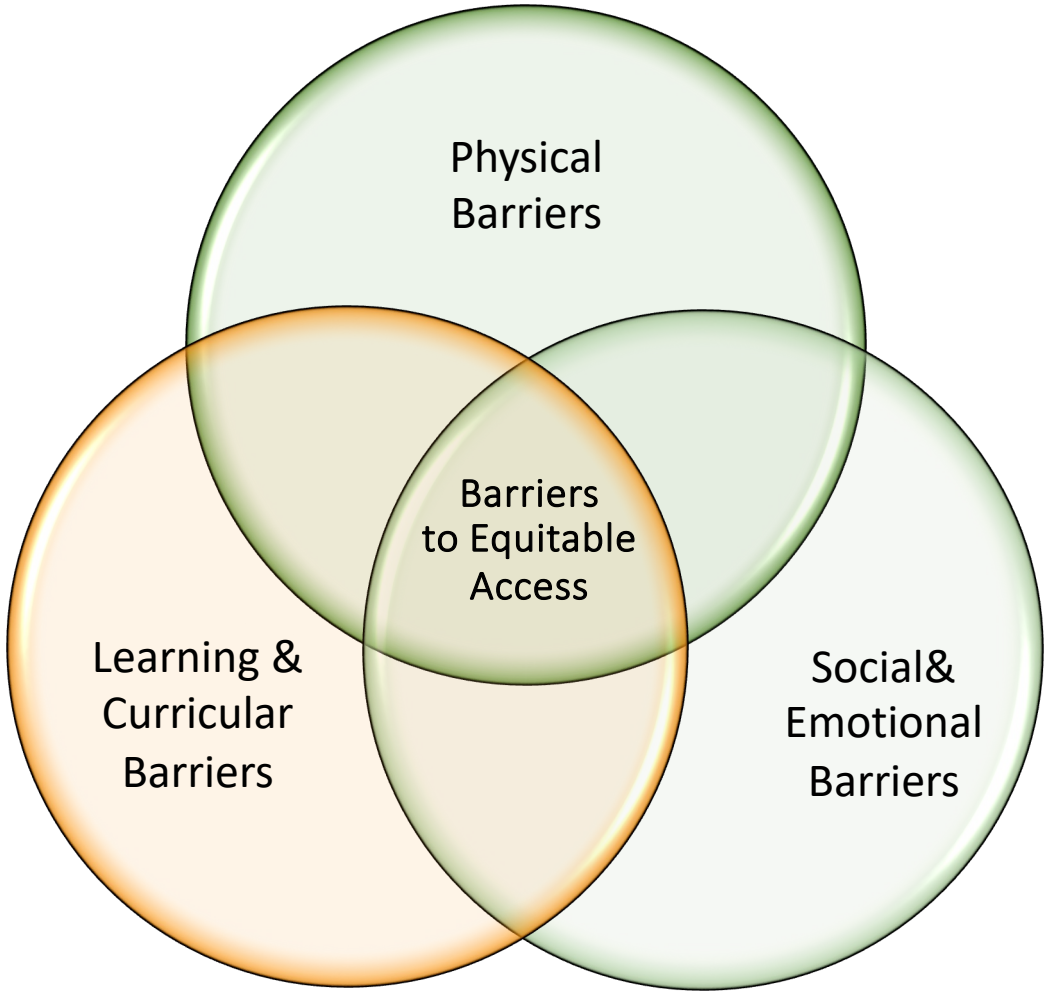
2023

Adding Ramps to Learning

Universal Design for Learning



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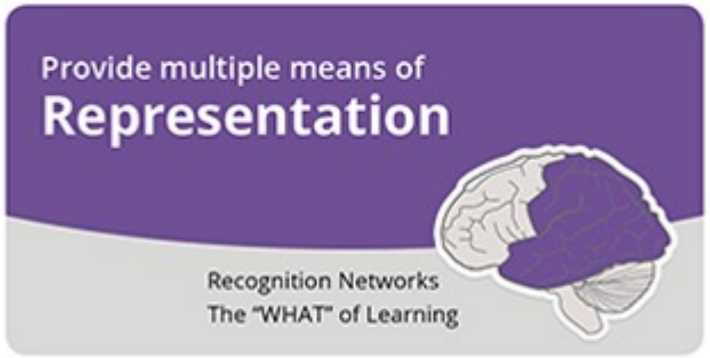
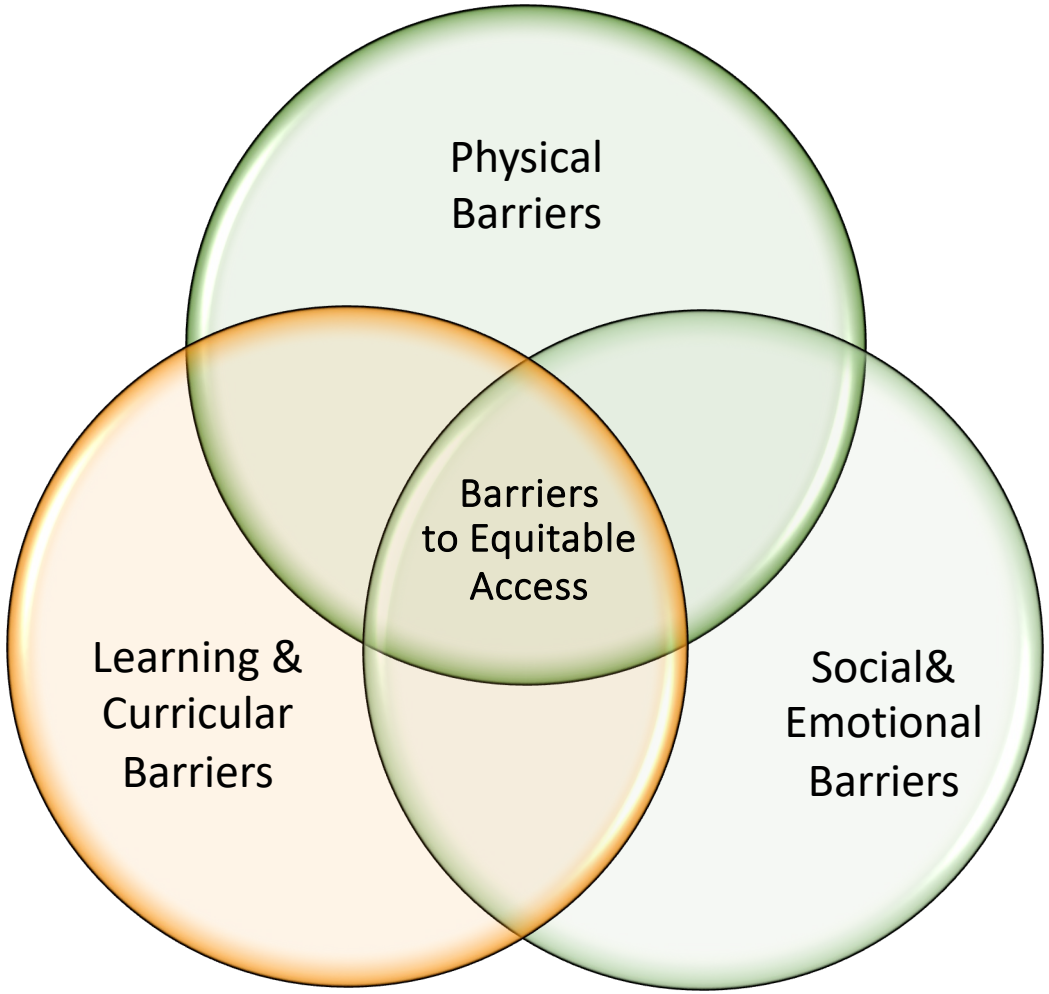
Universal Design for Learning: The Ramp for Learning



Adding Ramps to Learning

Universal Design for Learning



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First, we reduce barriers

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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

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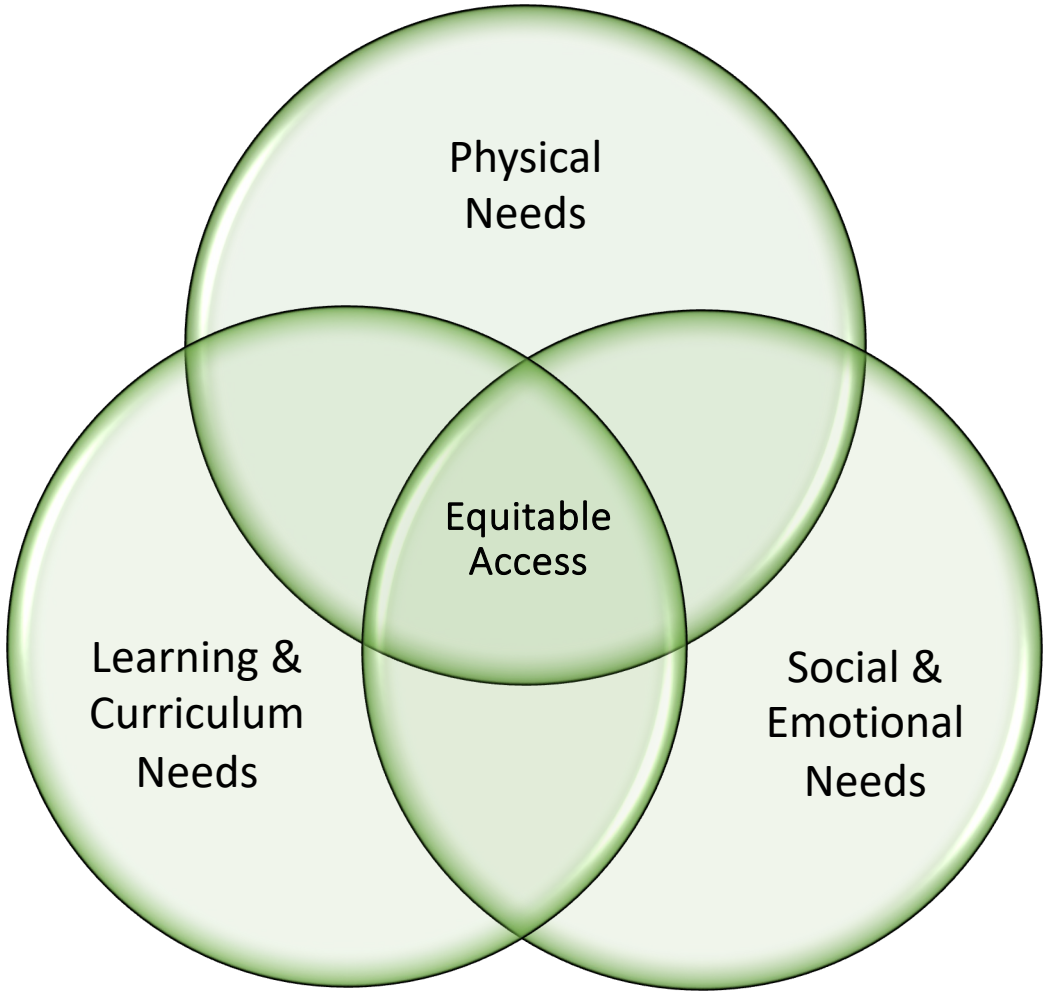
Then, we look at needs

Increasing Inclusive & Equitable Access by Designing for Individual Needs



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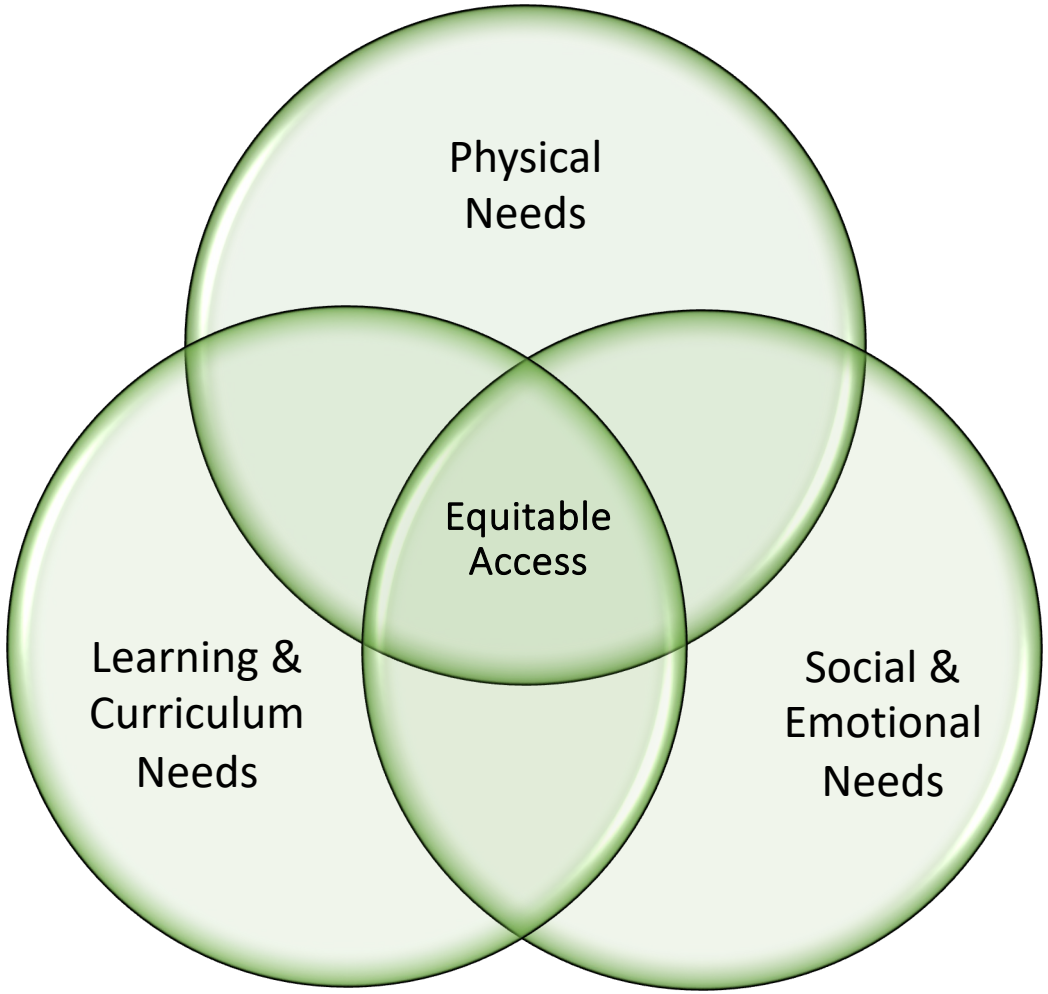
Increasing Inclusive & Equitable Access by Designing for Individual Needs

- 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)				

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: **Classroom Teacher(s):** **Support Teachers/Staff:** **Date:**

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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 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:				

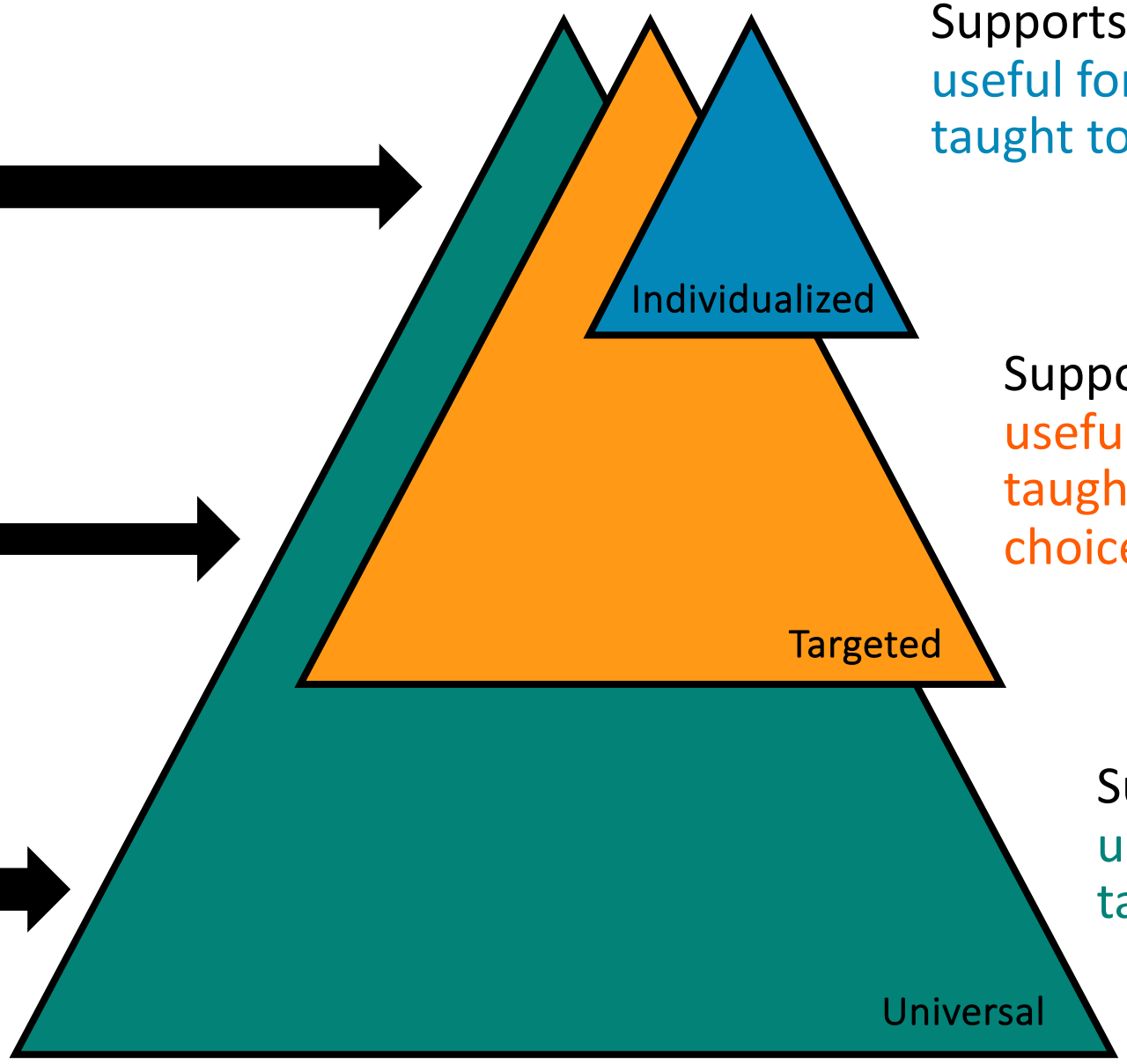
Priority Community Needs	Specialists/Individuals to connect to	Priority Individual Needs	Specialists/Individuals to connect to
Anxiety/ emotional self- Regulation	**Counsellors - Jessica**		
Family support/ trauma	**Counsellors – Jessica, Community Schools - Diana**		
Literacy	**Title – Kori, Mica, Melissa**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

Multiple Layers of Needs Based Support

What one needs

What some need

What everyone/most need



Supports & Strategies are
useful for ONE
taught to ALL

+

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

+

Supports & Strategies are
useful for ALL
taught to ALL

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Need: Students in Mind:

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

-
-
-

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

-
-
-
-

What supports & strategies are useful for MOST/ALL?

-
-
-
-
-

Context: Grade 5

Need: Anxiety

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

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)

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

What supports & strategies are useful for ALL?

- Choice – multiple ways to meet a goal
- Leadership opportunities
- Stories and conversation that address anxieties
- Visuals
- Clear goal
- Music and relaxation techniques
- SEL programs that incorporate games and activities teach about emotions, mindfulness

Planning for ALL
Grade 6

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

Need: Students in Mind:

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

-
-
-

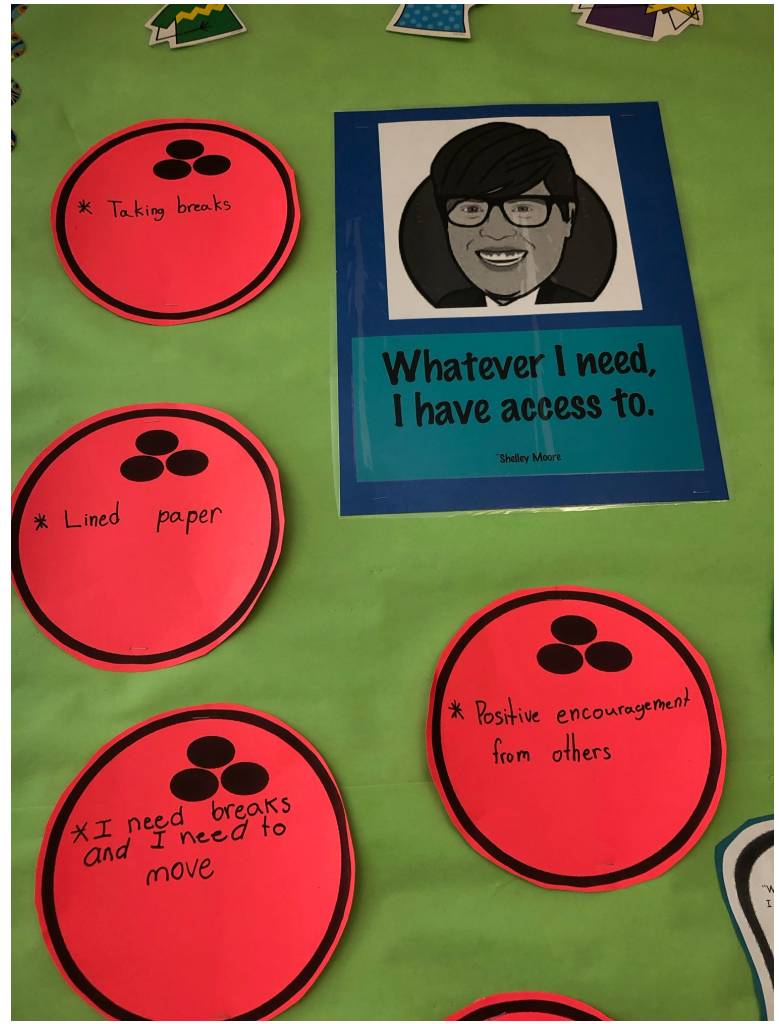
What supports & strategies are useful for SOME? (Choice for ALL

-
-
-
-

What supports & strategies are useful for MOST/ALL?

-
-
-
-
-

Strategy:


* Taking breaks
Whatever I need, I have access to.
Shelley Moore
* Lined paper
* Positive encouragement from others
*I need breaks and I need to move

Strategy: taking a 2 min break

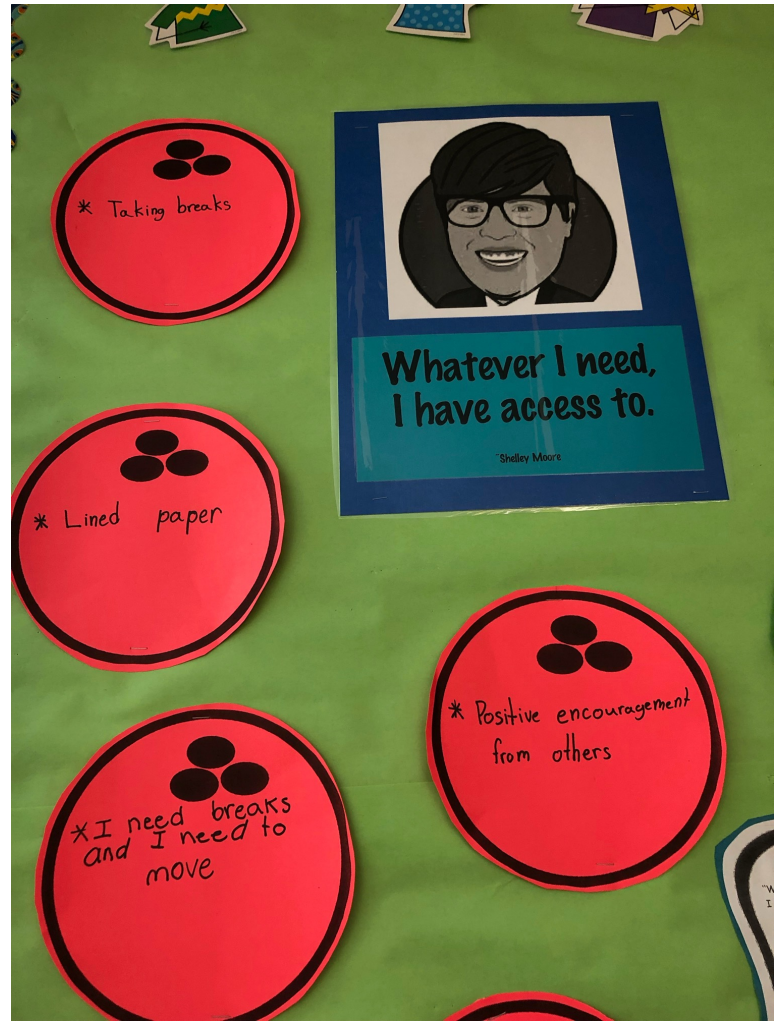
Instruct

- 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

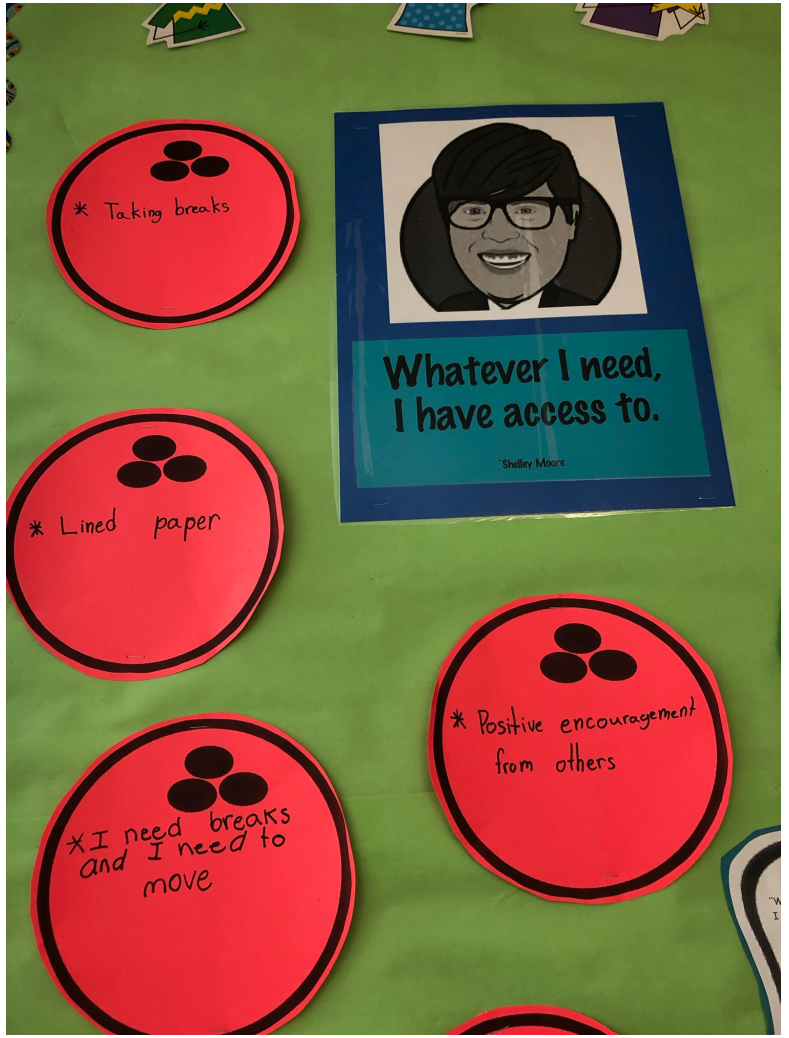
Instruct

- 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 chuinking 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

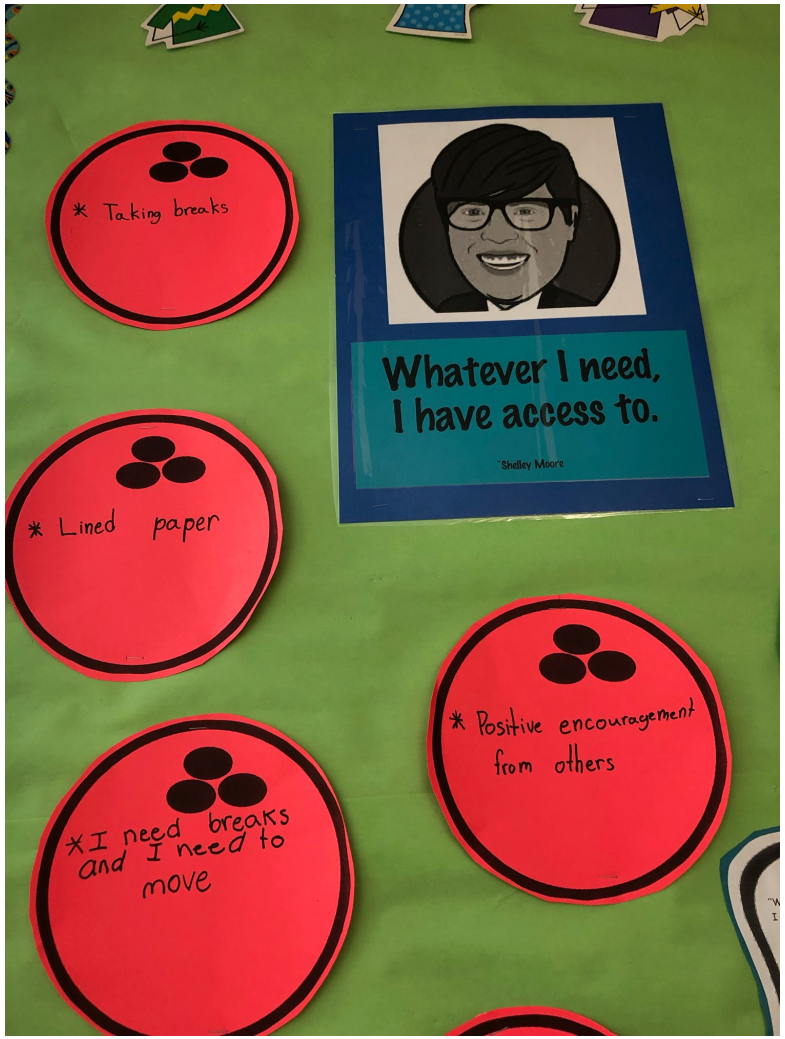
Access points

Sensory tools

Snacks/ water

Hats

Vocabulary lists



Useful take aways so far

Teaching & Reflecting on Strategies:

Working in a small group/ on my own

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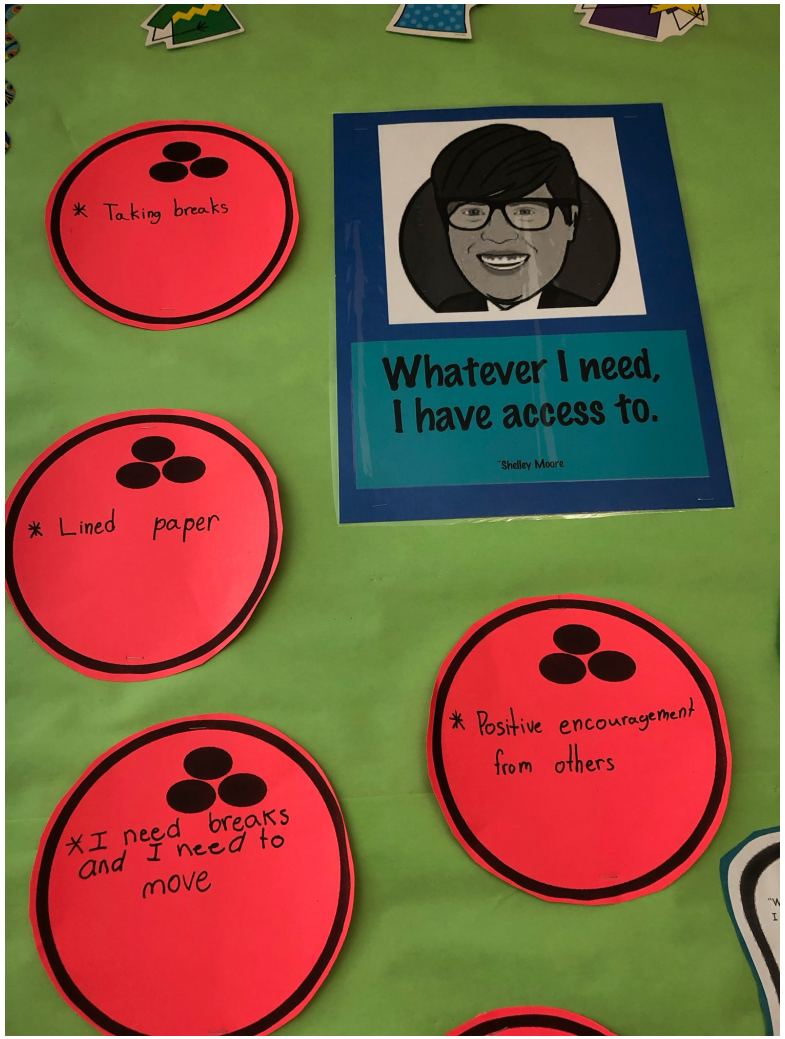


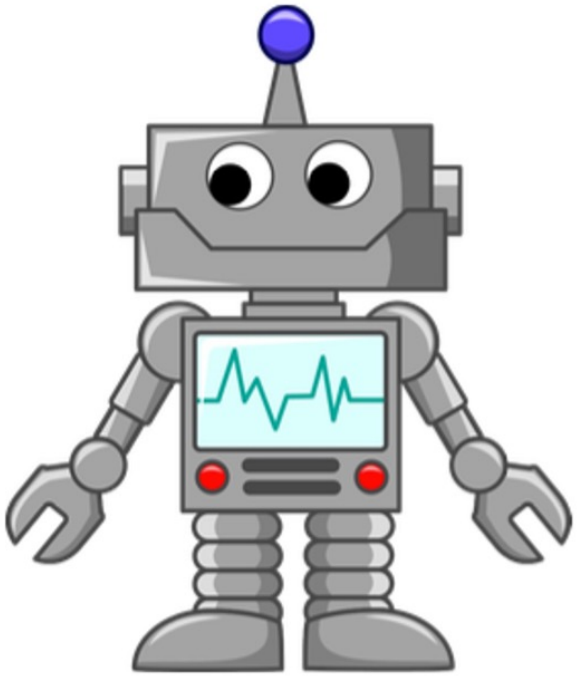
www.teachspeced.ca

Supports & Strategies

https://www.teachspeced.ca

AI – CHAT GPT

“AI” Assistant - Dale



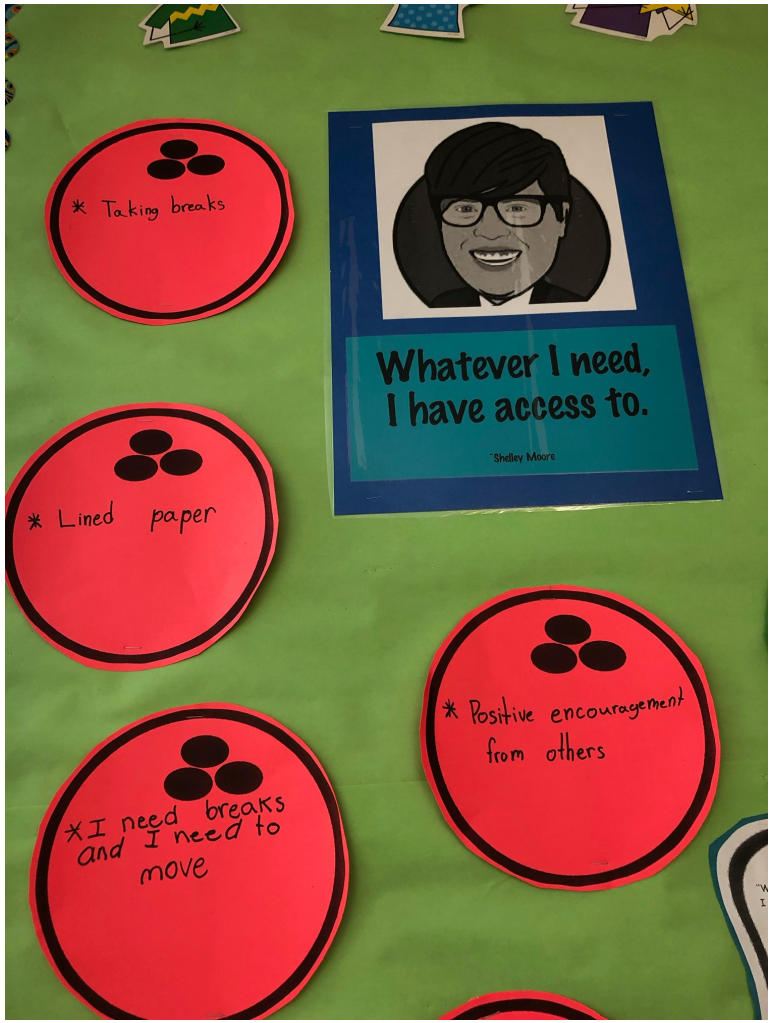
Can you give me some tools and strategies to support (who) to manage (need) needs?

Can you give me some tools and strategies to support grade 5 students, to manage anxiety needs?

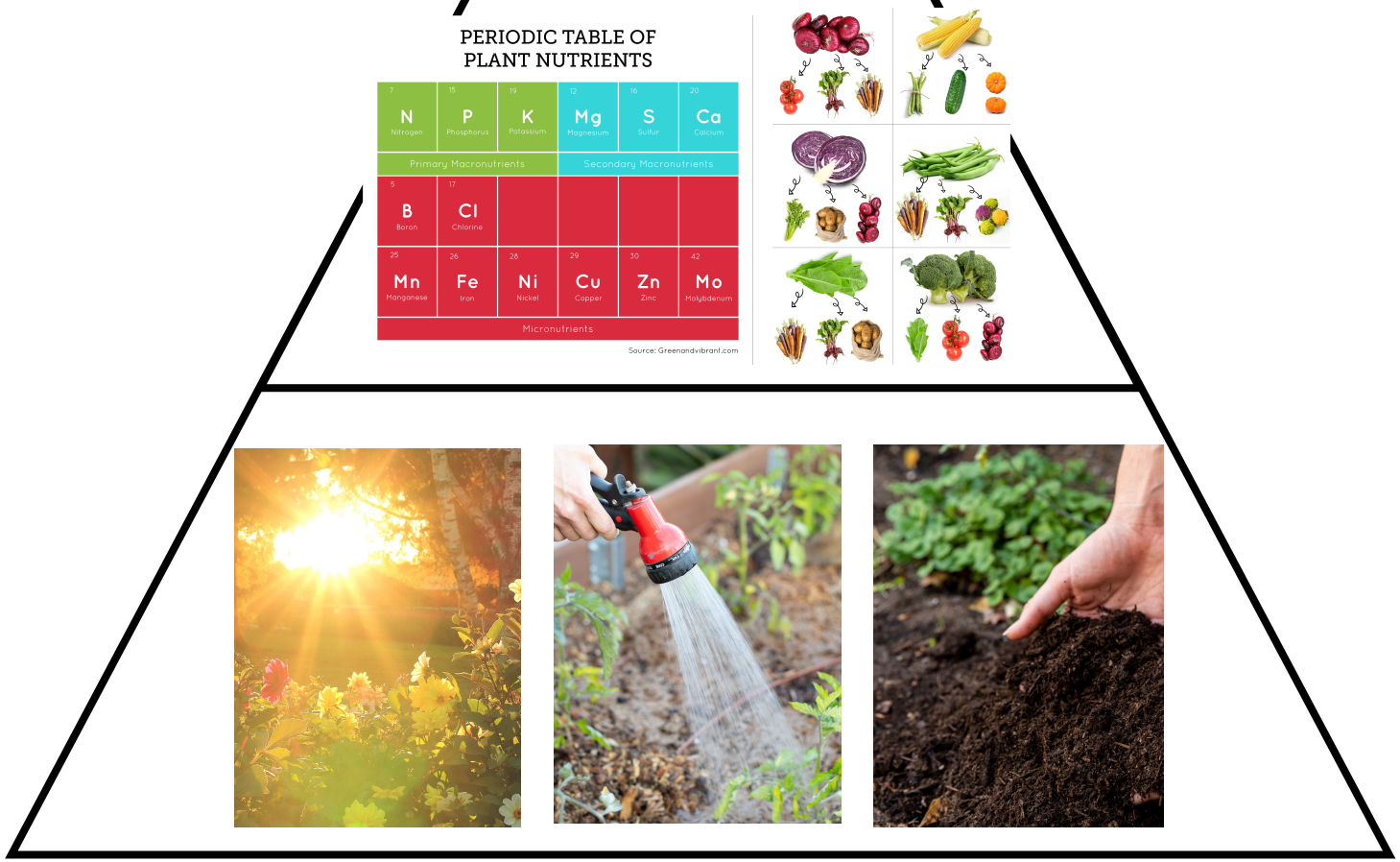
And then ask yourself:
Is this a tool or strategy:

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

What strategies work for you?



MULTIPLE LAYERS OF SUPPORT

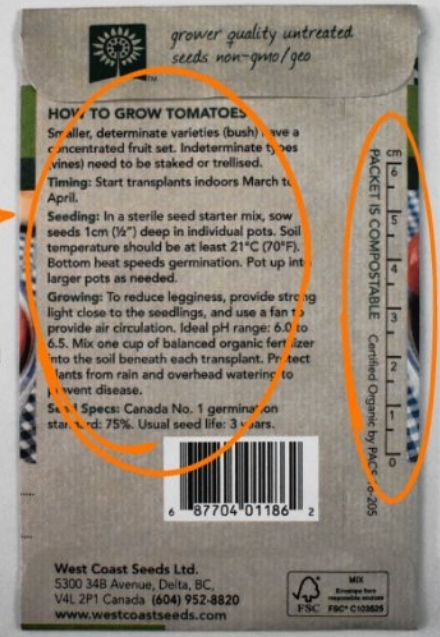


Shelley MOORE PH.D.
2023

The SEED PACKET

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

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

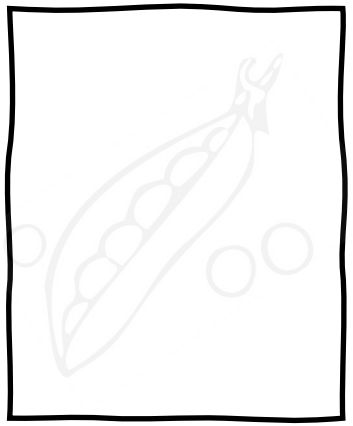


This particular seed packet also comes with a built-in ruler that you can use when planting to help you plant your seeds at the correct depth.

My I.E.Pea Seed Packet

Growth Year: _____

Name: _____ **Grade:** _____



Identities: I am…

- _____
- _____
- _____
- _____
- _____

Interests: I really like and/or what to learn more about:

- _____
- _____

Strengths: I am really good at and/or could teach others:

- _____
- _____
- _____
- _____

Goals: I want to grow in these areas:

1. _____
2. _____
3. _____

Needs: I need this support in these areas to grow:

- _____
- _____
- _____
- _____
- _____
- _____

Supports: I need this in my garden to grow:

- _____
- _____
- _____

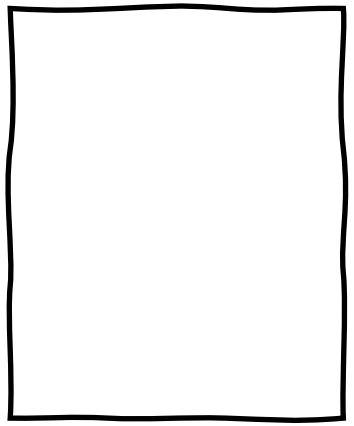
Barriers: This is what makes it hard for me to grow:

- _____
- _____
- _____

Thank You For helping me GROW

Growth Year:

Name: Conor G. **Grade: 1**



Identities: I am…

- Joyful, funny & dramatic!
- I am so loving!
- I use English, visual and ASL languages to communicate
- I am part of the DS community and have a strong inclusive school community
- My family enjoys some Caribbean traditions and food because that is where my mom grew up!

Interests: I really like and/or what to learn more about:

- Music, dancing, books, outdoor play, Disney princesses, water and water play, jumping, long hair, fruit, popcorn, ice cream

Strengths: I am really good at and/or could teach others:

- Visual, musical, following routines
- helping the teacher, receptive language, empathetic, motivated to please, reading

- I can help my classmates to understand that with the right supports in place, you are capable of anything. Even if others (or yourself) think that you can't

Goals: I want to grow in these areas:

1. **Being aware of when I am/ am not safe**
2. **Communicating what I need and want**
3. **Social connections and interactions**
4. **Fine motor skills**
5. **Being independent**

Needs: I need this support in these areas to grow:

- Communication
- Social Skills
- Physical
- Hearing
- Vision

Supports: I need this in my garden to grow:

- Being respected and included in all aspects of community, "first/then" language, lots of praise, time for transition with verbal and visual cues, lots of repetition, appropriate supports and strategies, patience, getting a specific job, silly and exciting language

Barriers: This is what makes it hard for me to grow:

- Negative or forceful comments, expectations without supports or strategies in place, bring rushed, taking behaviour personally, unclear directions, too many instructions at once, when people assume that I am not capable

Thank You For helping me GROW

Student & Family/ Community Voice

Help us get to know: _____ Date: _____

Person connected to _____	Identities	Interests	Strengths	Stretches	Needs
Who are you and how do you know _____?	What words would you use to describe _____? What groups is _____ connected to in their community?	What is _____ interested in? What do they like to do on their own? With their friends? Family? Community?	What is _____ good at? What can they teach others?	What is hard for _____? What do you think _____ wants to get better at?	What does _____ need support with? What is important for people to know about _____?
Person 1:					
Person 2:					
Person 3:					
Person 4:					

Help us get to know Juni?

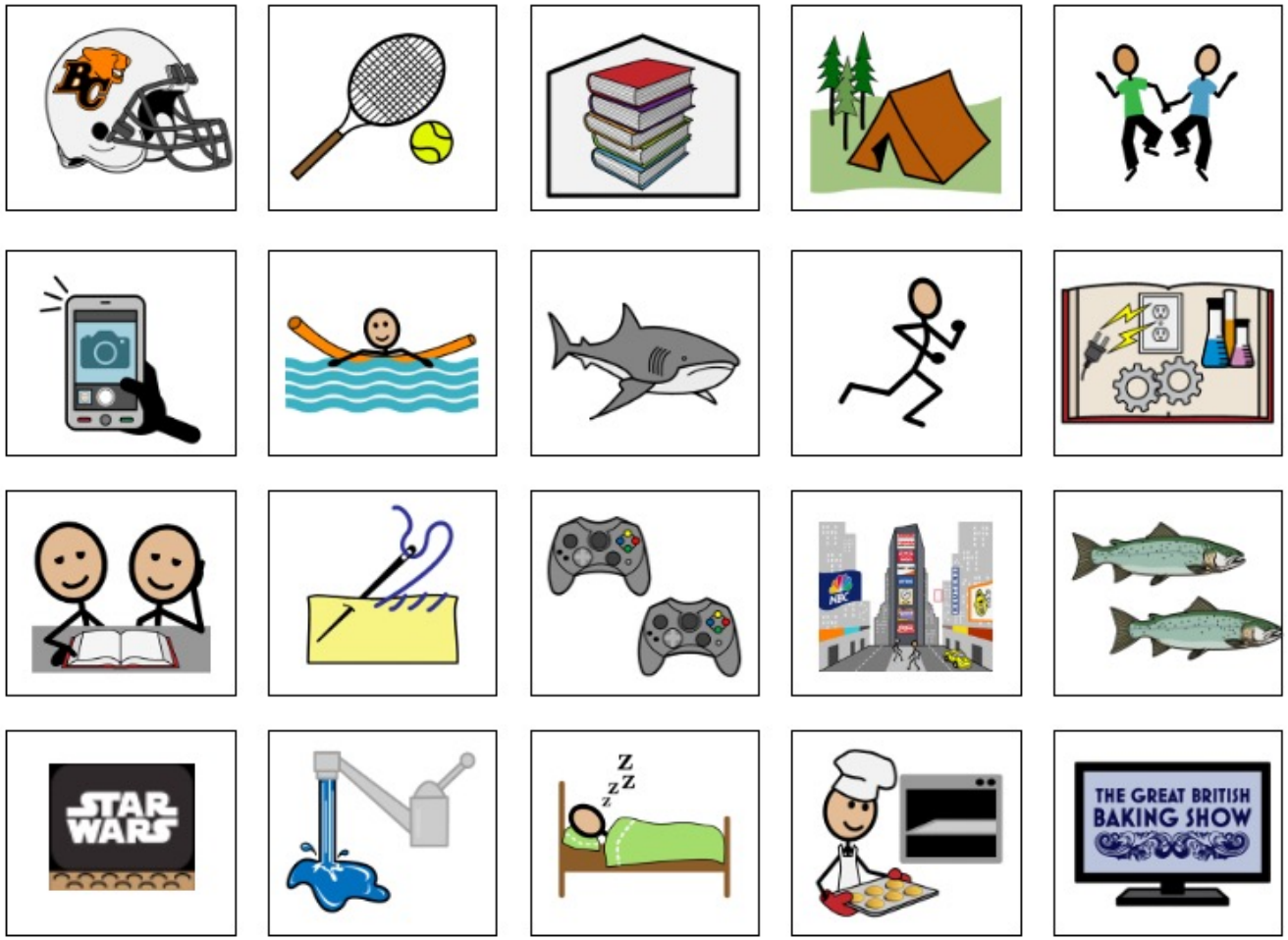
Date: Dec 2022

	Identities	Interests	Strengths	Stretches	Needs
Who are you and how do you know Juni?	What words would you use to describe Juni? What groups is Juni connected to in their community?	What is Juni interested in? What do they like to do on their own? With their friends? Family? Community?	What is Juni good at? What can they teach others?	What is hard for Juni? What do you think Juni wants to get better at?	What does Juni need support with? What is important for people to know about Juni?
Person 1: Rita Grandmother	Kind, strong, smart	watching me sew, taking pictures, listening to music	Patience, she notices everything	Waking up! Trying new things	She needs time and patience. If she is upset or frustrated, she needs space
Person 2: Frank Dad	Athletic, joyful, Ukrainian, church	Watching the baking shows , fishing with me	A great listener, being present	Independence, changes in routine	I think she worries a lot; I need others to know that she needs reassurance sometimes
Person 3: Kiran Family Friend	funny	Football! She loves the BC lions, movies, going for walks	making you feel so important, spreads joy, makes everyone laugh	Friendships, spending more time with her peers	Sharing her thinking, communicating. She has come such a long way!
Person 4:Matty Cousin	Fun, we play a lot together	Whale sharks, camping, swimming	Playing with me	Its hard for Juni to talk sometimes, but I know when she likes something, and she likes me	using her iPad to help her talk

Help us get to know Juni? **Date: Dec 2022**

	Identities	Interests	Strengths	Stretches	Needs
Who are you and how do you know Juni?	What words would you use to describe Juni? What groups is Juni connected to in their community?	What is Juni interested in? What do they like to do on their own? With their friends? Family? Community?	What is Juni good at? What can they teach others?	What is hard for Juni? What do you think Juni wants to get better at?	What does Juni need support with? What is important for people to know about Juni?
Person 1: Mr. Lopez Classroom Teacher	Strong, smart, a learner	Getting read to, books, you tube, science	Connecting with her peers	Communicating, independence, asking to help when she needs it	She needs support with her reading (decoding) and her communication with the device
Person 2: Benny Educational Assistant	Funny, curious	Fashion, her friends, books, magazines, her iPad	She knows what she likes and doesn't like and lets us know	Making friends, communicating or using strategies before she gets too frustrated	She needs a chance to rest throughout the day and breaks
Person 3: Ms. Turner SLP	joyful	Sights and sounds around her, being social	Using her iPad to communicate	Building friendships, communicating what she needs	She needs her device available to her, she needs to be around her peers
Person 4: Jesse Classmate	Funny, sometimes she's loud	Playing games, hanging out with her friends	Being happy, making people laugh	I think talking is hard for her	she needs to be around us, her friends

Building my Student profile: What are my INTERESTS?



Growth Year: 2022

Name: Juniper **Grade: K**

Identities: I am…

kind	a friend	funny
an athlete	Ukrainian	smart

Interests: I really like and/or what to learn more about:

reading	whale sharks	Star Wars	fashion	Great British Bakinig Show
camping	BC lions	taking pictures	salmon in river	dancing

Strengths: I am really good at and/or could teach others:

Star Wars	singing	being a friend	playing	asking for help

Goals: I want to grow in these areas:

waking up	playing football	talking	making friends

Needs: I need this support to grow:

emotional regulation	social skills	communication	physical

Supports: I need this in my garden to grow:

patience	my peers	a plan	visuals	my talker

Barriers: This is what makes it hard for me to grow:

being rushed	no one asks me	writing	no visuals	ignored

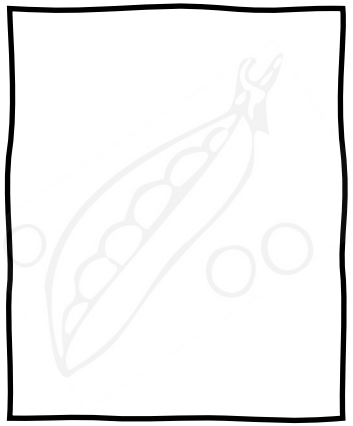
Thank You For helping me GROW

Student Voice

My I.E.Pea Seed Packet

Growth Year: _____

Name: _____ **Grade:** _____



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- _____
- _____
- _____

Goals: I want to grow in these areas:

1. _____
2. _____
3. _____

Needs: I need this support in these areas to grow:

- _____
- _____
- _____
- _____
- _____
- _____

Supports: I need this in my garden to grow:

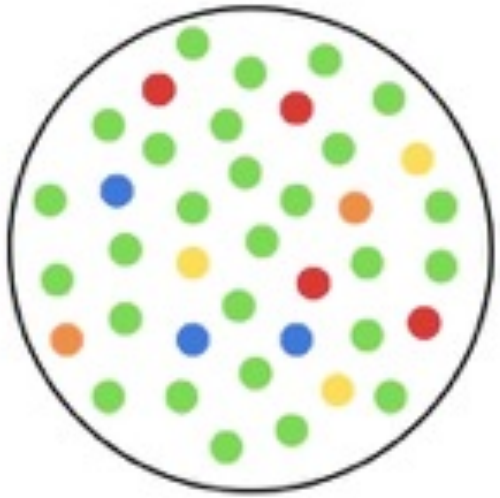
- _____
- _____
- _____

Barriers: This is what makes it hard for me to grow:

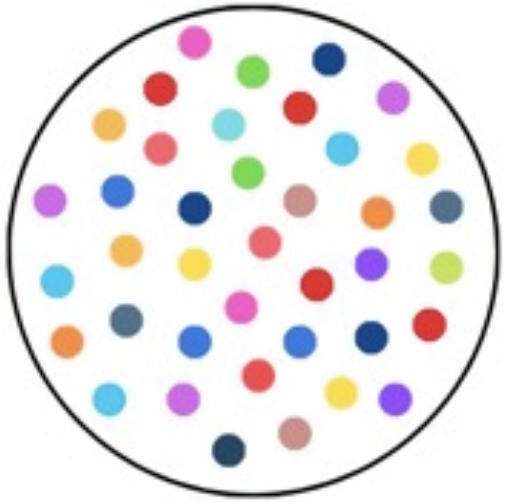
- _____
- _____
- _____

Thank You For helping me GROW

WHAT IS *inclusion* ?



How do we
include people
with disabilities?



How do we teach
to ***diversity***?

Shelley
MOORE PH.D.
2023

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?

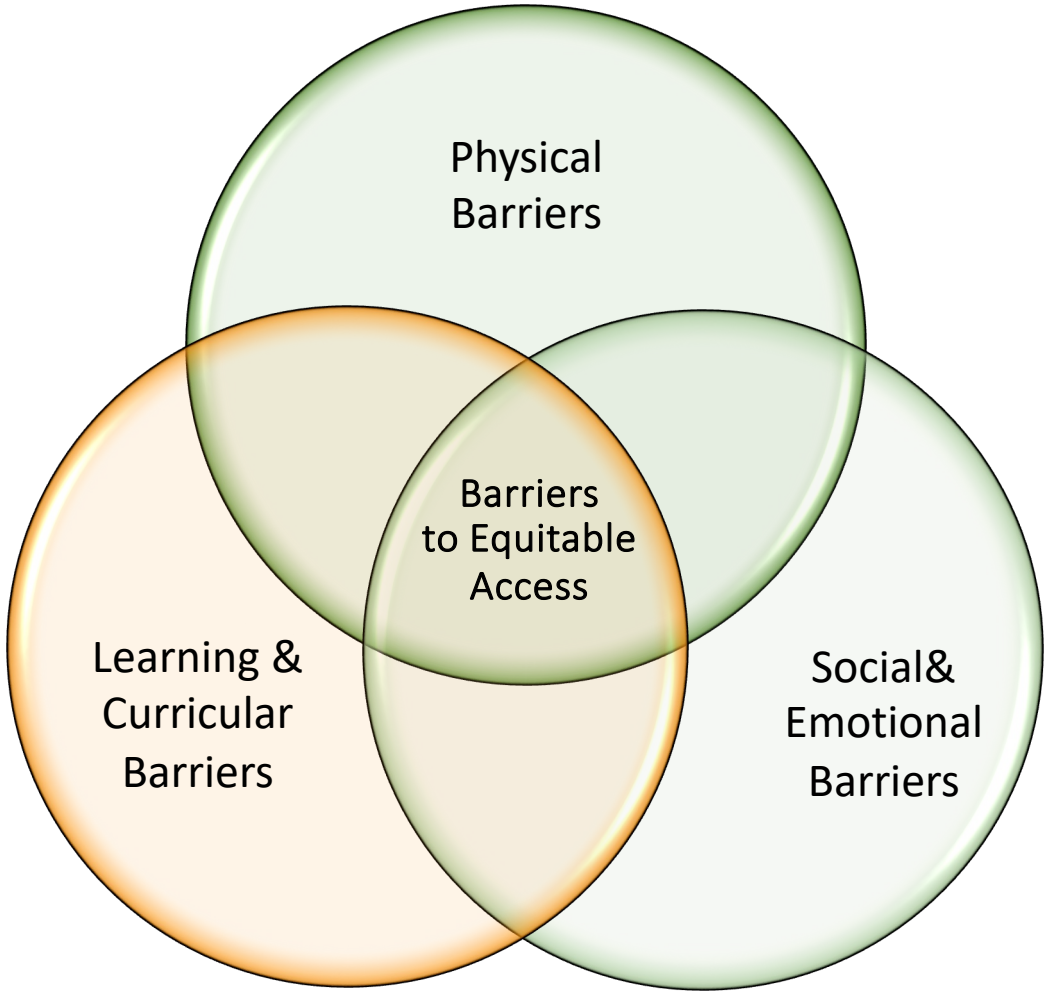
What is one ting you want to share with someone who is not here today?

Reducing Barriers Through Inclusive & Universal Curriculum Design

Shelley MOORE PH.D.

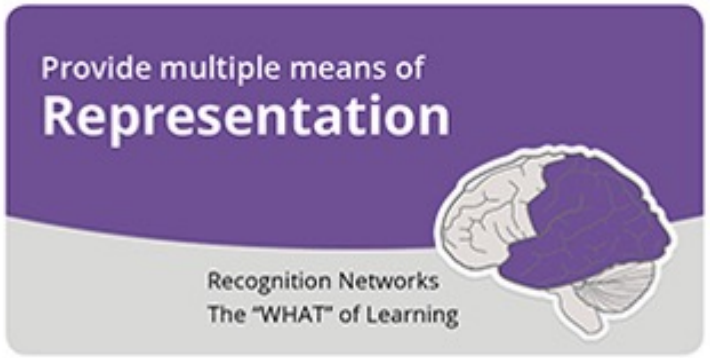
Adding Ramps to Learning

Universal Design for Learning



Moore, 2023

Universal Design for Learning: The Ramp for Learning



Shelley MOORE PH.D.

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