

# Shelley MOORE PH.D.



@tweetsomemoore



@fivemooreminutes



@fivemooreminutes



[www.fivemooreminutes.com](http://www.fivemooreminutes.com)

[www.blogsomemoore.com](http://www.blogsomemoore.com)

# Who are you?

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



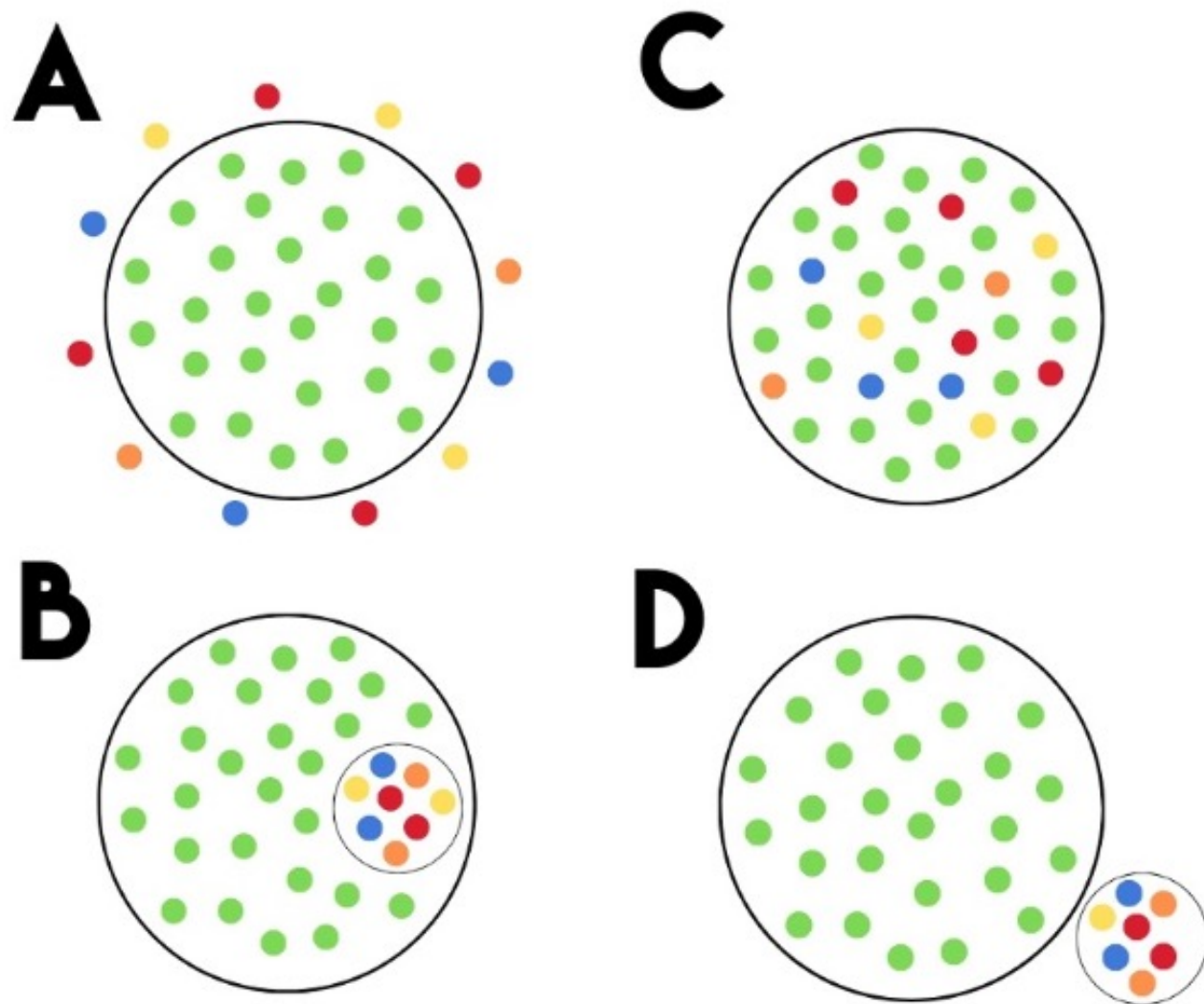
WHAT DOES

*inclusion*

MEAN?

LOOK LIKE?

# WHAT IS *Inclusion*?



**exclusion**

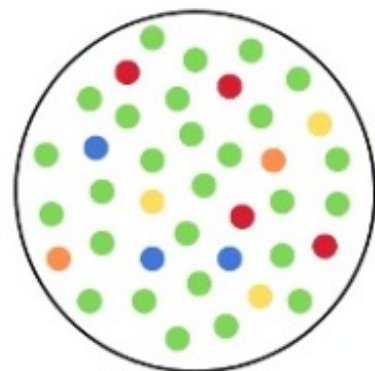
**integration**

*inclusion*

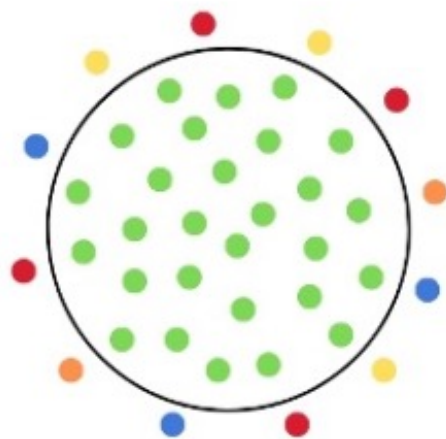
**congregation**

**segregation**

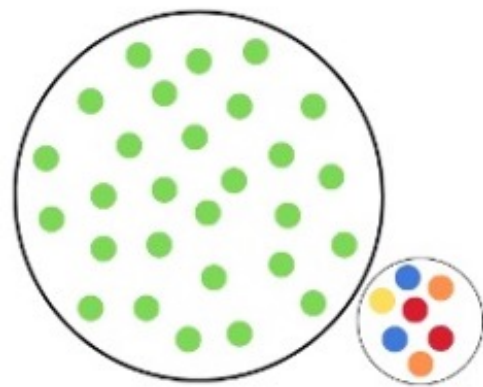
# WHAT IS *inclusion*?



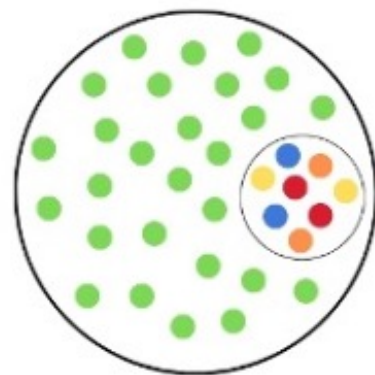
inclusion



exclusion

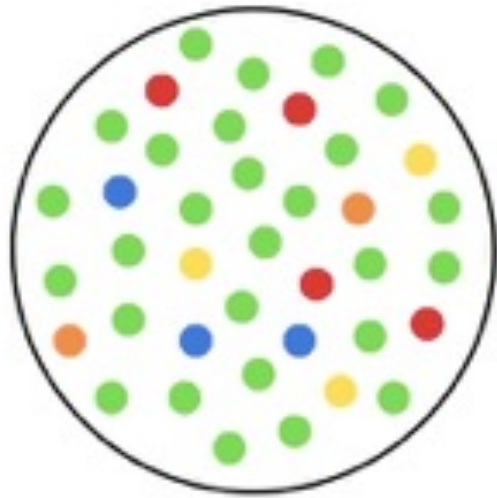


segregation

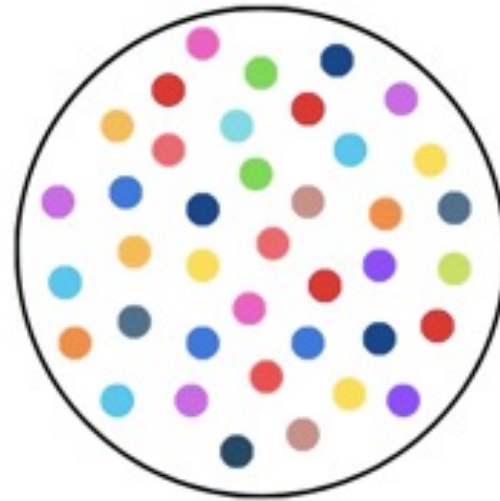
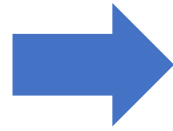


integration

# WHAT IS *inclusion* ?



How do we  
*include* people  
with disabilities?



How do we teach  
to *diversity*?

# How...

**do we shift our thinking?**

**do we shift our practice?**

# Reducing Barriers



## Supporting Needs

# *Shifting the Paradigm:* **MEDICAL MODEL OF DISABILITY**

Place

# Shifting the Paradigm: MEDICAL MODEL OF DISABILITY

Student



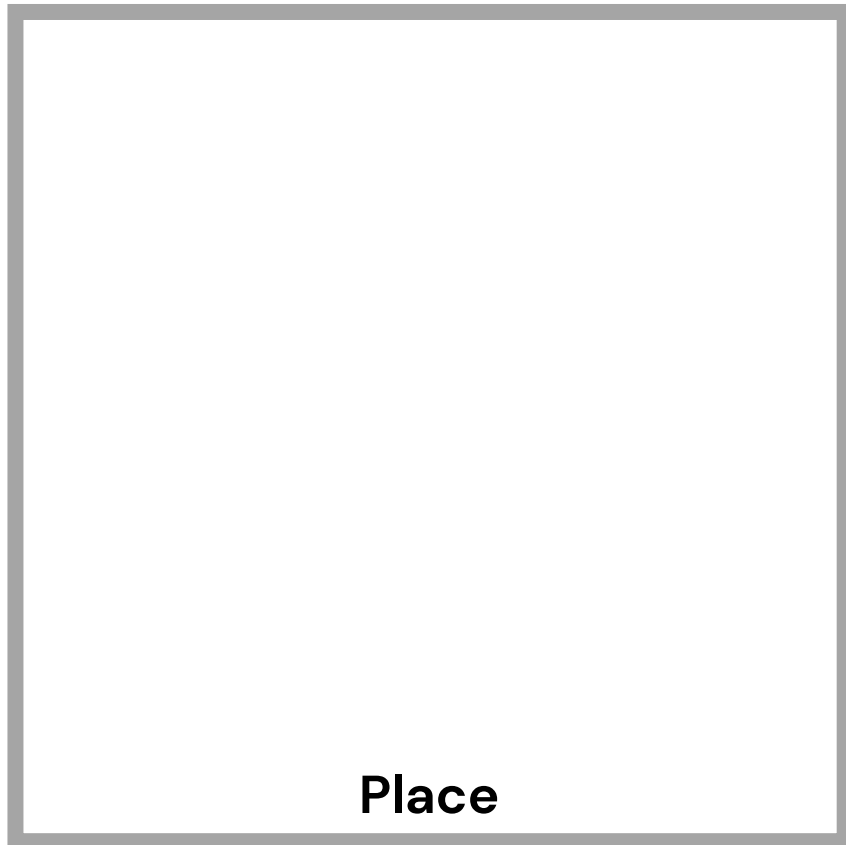
Place

## Historical Special Education

If a student isn't successful:

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

# Shifting the Paradigm: MEDICAL MODEL OF DISABILITY



Student



## Historical Special Education

If student isn't successful:

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

# Shifting the Paradigm: MEDICAL MODEL OF DISABILITY

Student



Place

## Historical Special Education

If student isn't successful:

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

**BUT WAIT...**

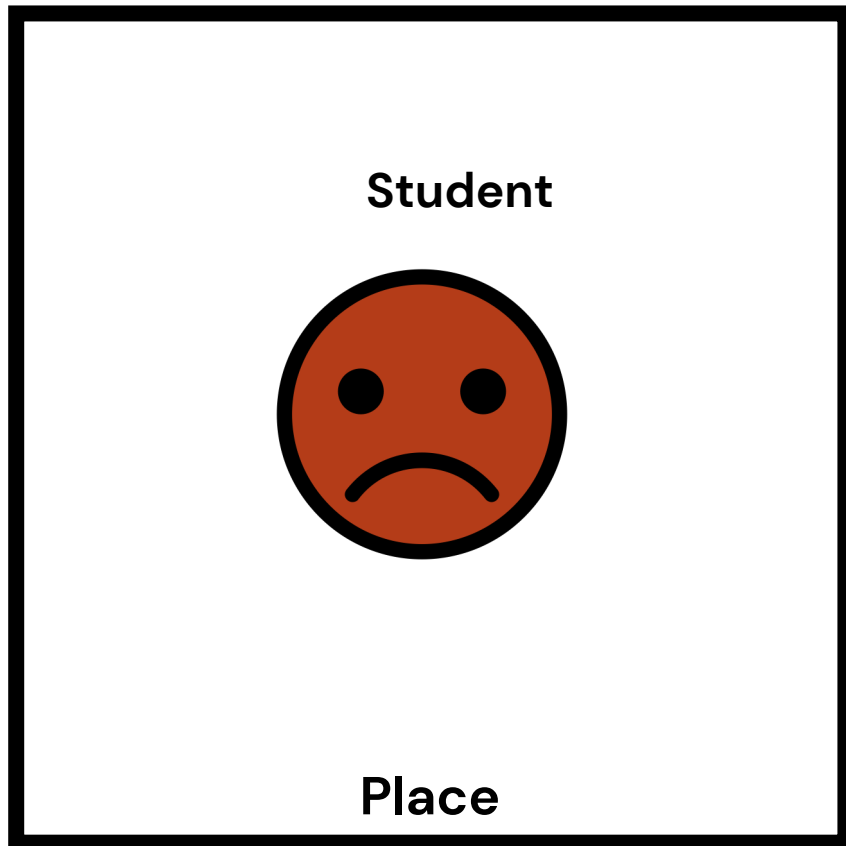
People with disabilities said:



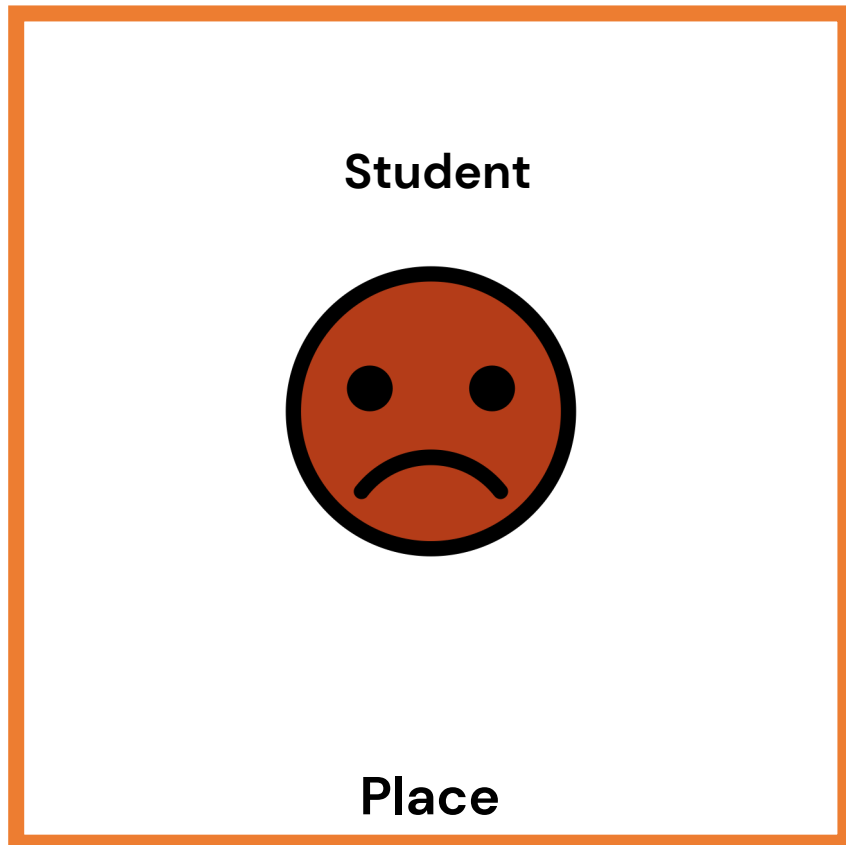
*"I am not broken."*

*"I do not need to be fixed!"*

# Shifting the Paradigm: SOCIAL MODEL OF DISABILITY



# Shifting the Paradigm: SOCIAL MODEL OF DISABILITY



## Social Model

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

- Diagnose the barriers in the place
- Target the place



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

–Alexander den Heijer

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



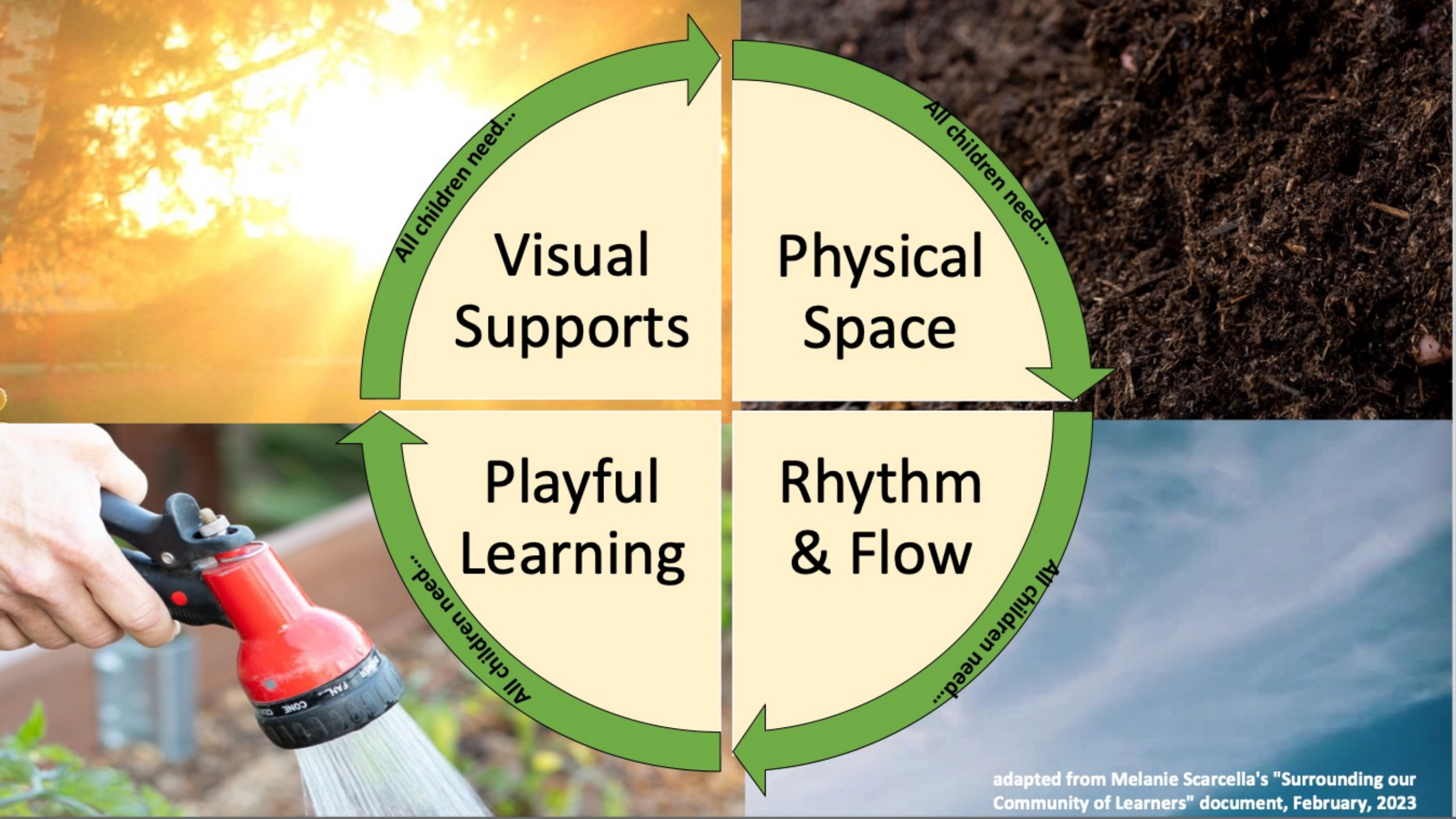
All plants  
need light



All plants  
need moisture



All plants  
need space



All children need...

Visual  
Supports

All children need...

Physical  
Space

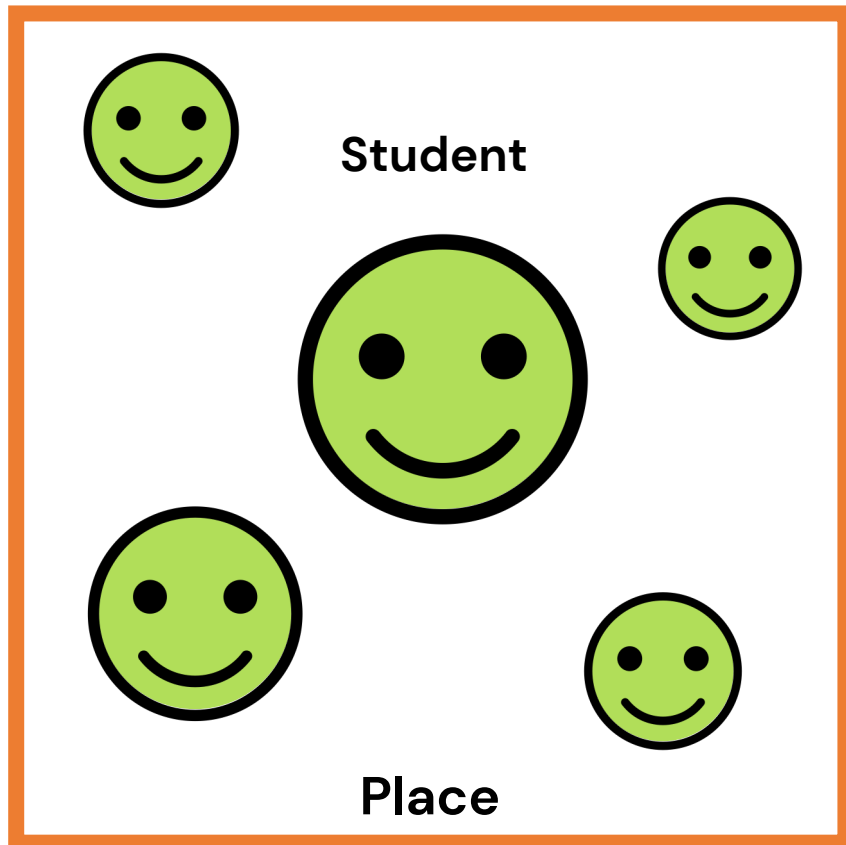
All children need...

Rhythm  
& Flow

All children need...

Playful  
Learning

# Shifting the Paradigm: SOCIAL MODEL OF DISABILITY



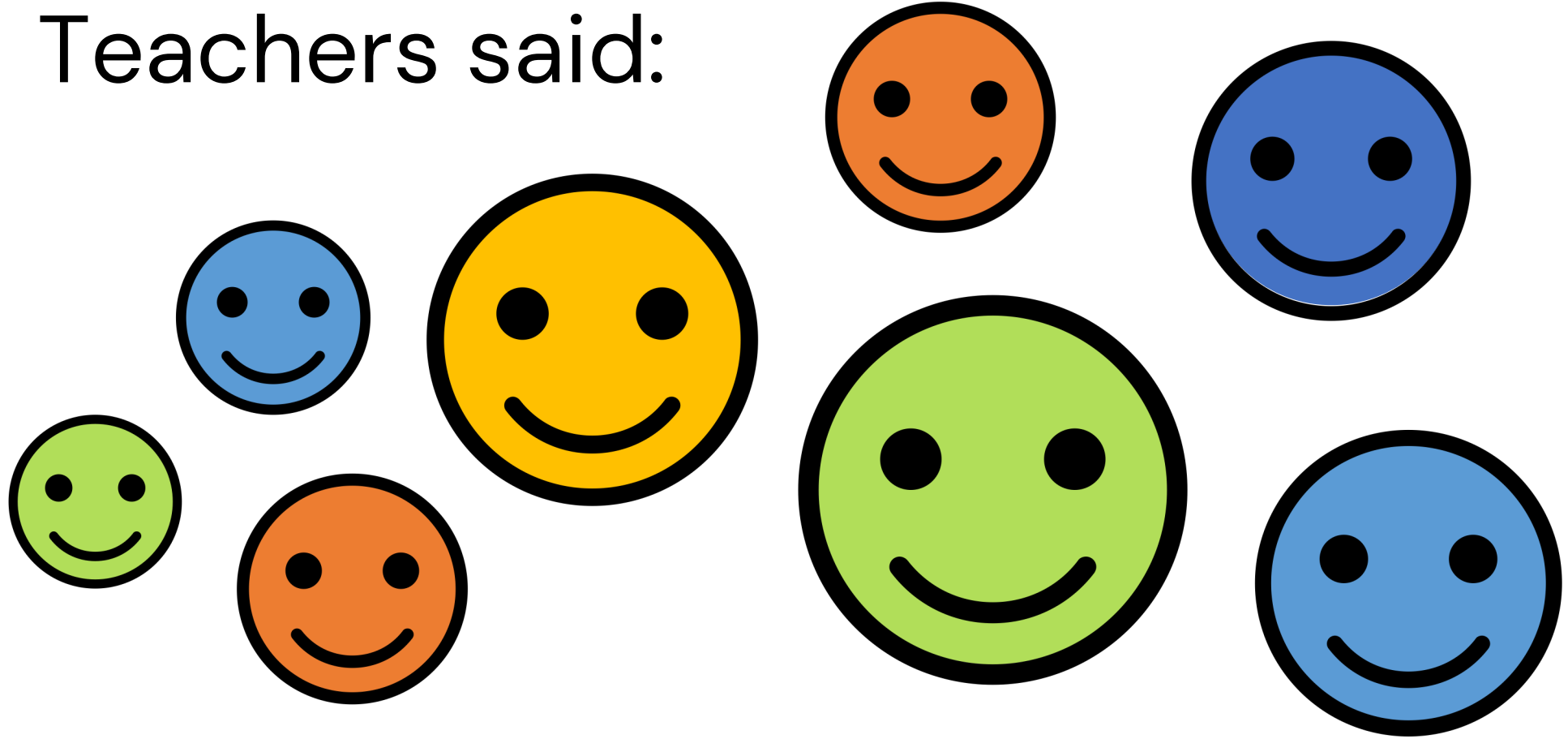
## Social Model

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

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

# BUT WAIT...

Teachers said:

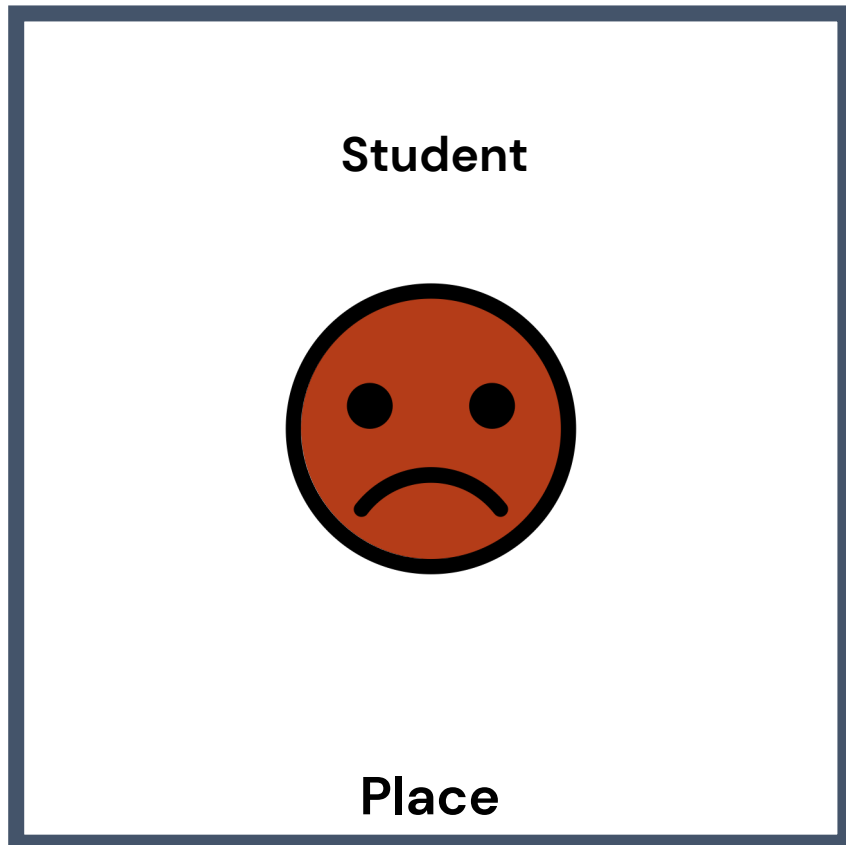


*"What about all the different individual needs in a shared place?"*

**WE HAVE**  
*diverse*  
**GARDENS!**



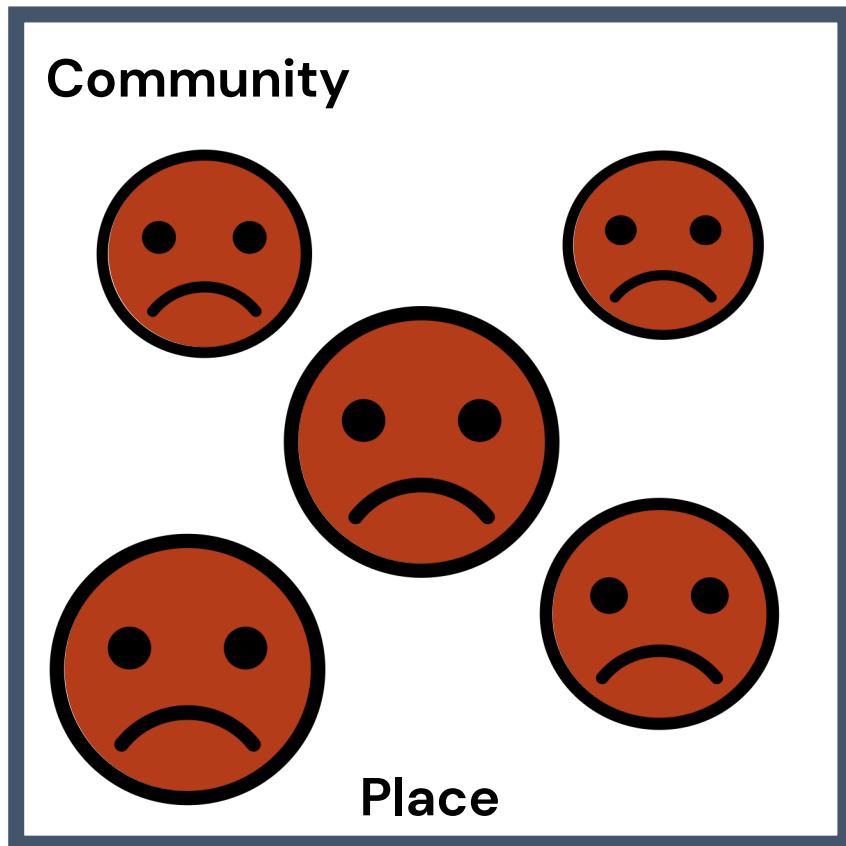
# Shifting the Paradigm: PERSON-PLACE MODEL OF NEED



**Inclusive Education**

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

# Shifting the Paradigm: PERSON-PLACE MODEL OF NEED

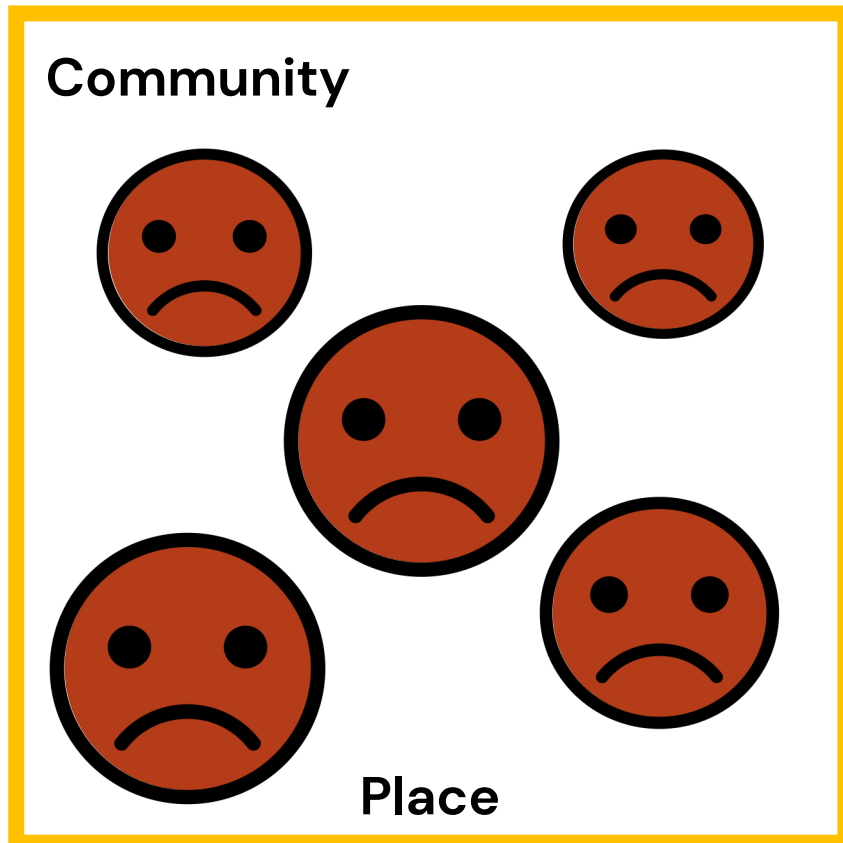


## Inclusive Education

If one student is struggling...

...more than one student is struggling

# Shifting the Paradigm: PERSON-PLACE MODEL OF NEED



## Inclusive Education

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

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



All plants  
need light



All plants  
need moisture



All plants  
need space

# Shifting the Paradigm: PERSON-PLACE MODEL OF NEED



## Inclusive Education

FIRST: Identify barriers in the place

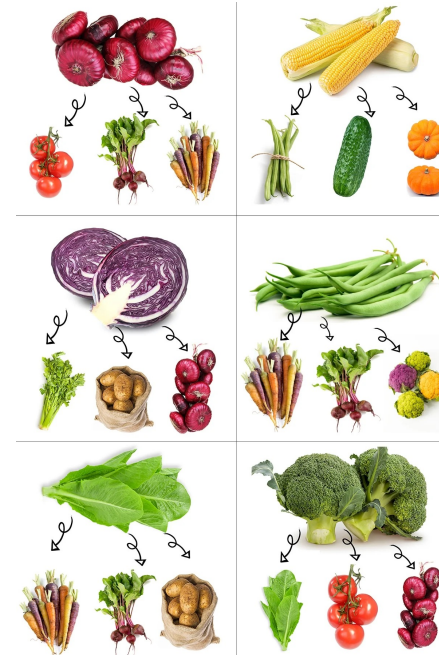
THEN: Reduce or eliminate barriers in place by determining needs of everyone in the community

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

PERIODIC TABLE OF  
PLANT NUTRIENTS

7 N Nitrogen	15 P Phosphorus	19 K Potassium	12 Mg Magnesium	16 S Sulfur	20 Ca Calcium
Primary Macronutrients			Secondary Macronutrients		
5 B Boron	17 Cl Chlorine				
25 Mn Manganese	26 Fe Iron	28 Ni Nickel	29 Cu Copper	30 Zn Zinc	42 Mo Molybdenum
Micronutrients					

Source: Greenandvibrant.com



Some plants need  
added nutrients

Some plants need  
companions

THEN! Determine the needs of individuals and anticipate the supports & strategies that they will require in **individualized** ways



A few plants may need very specific temperatures and humidity levels

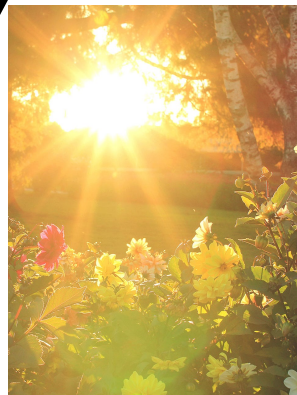
# MULTIPLE LAYERS OF SUPPORT



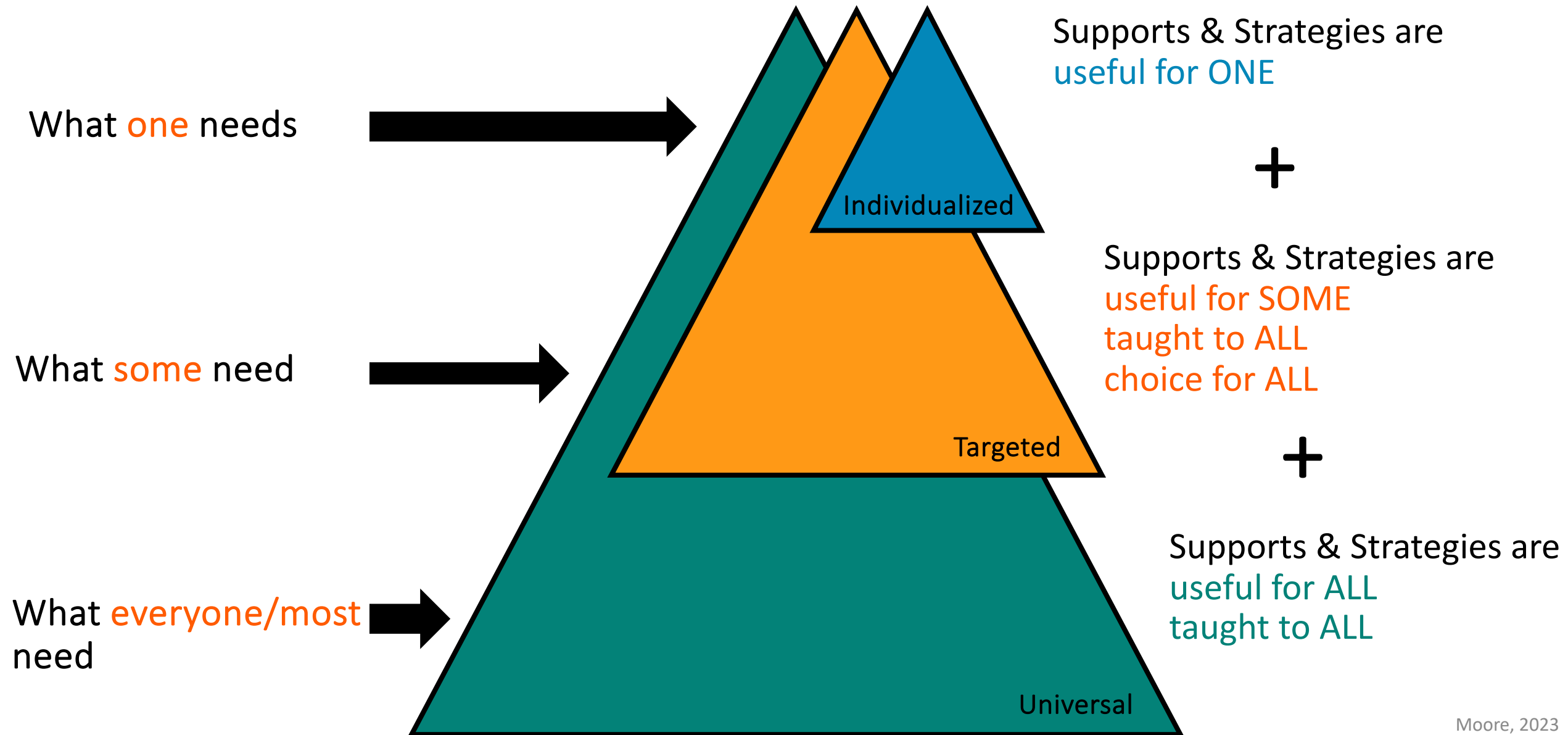
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Micronutrients					

Source: Greenandvibrant.com



# Multiple Layers of Needs Based Support





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

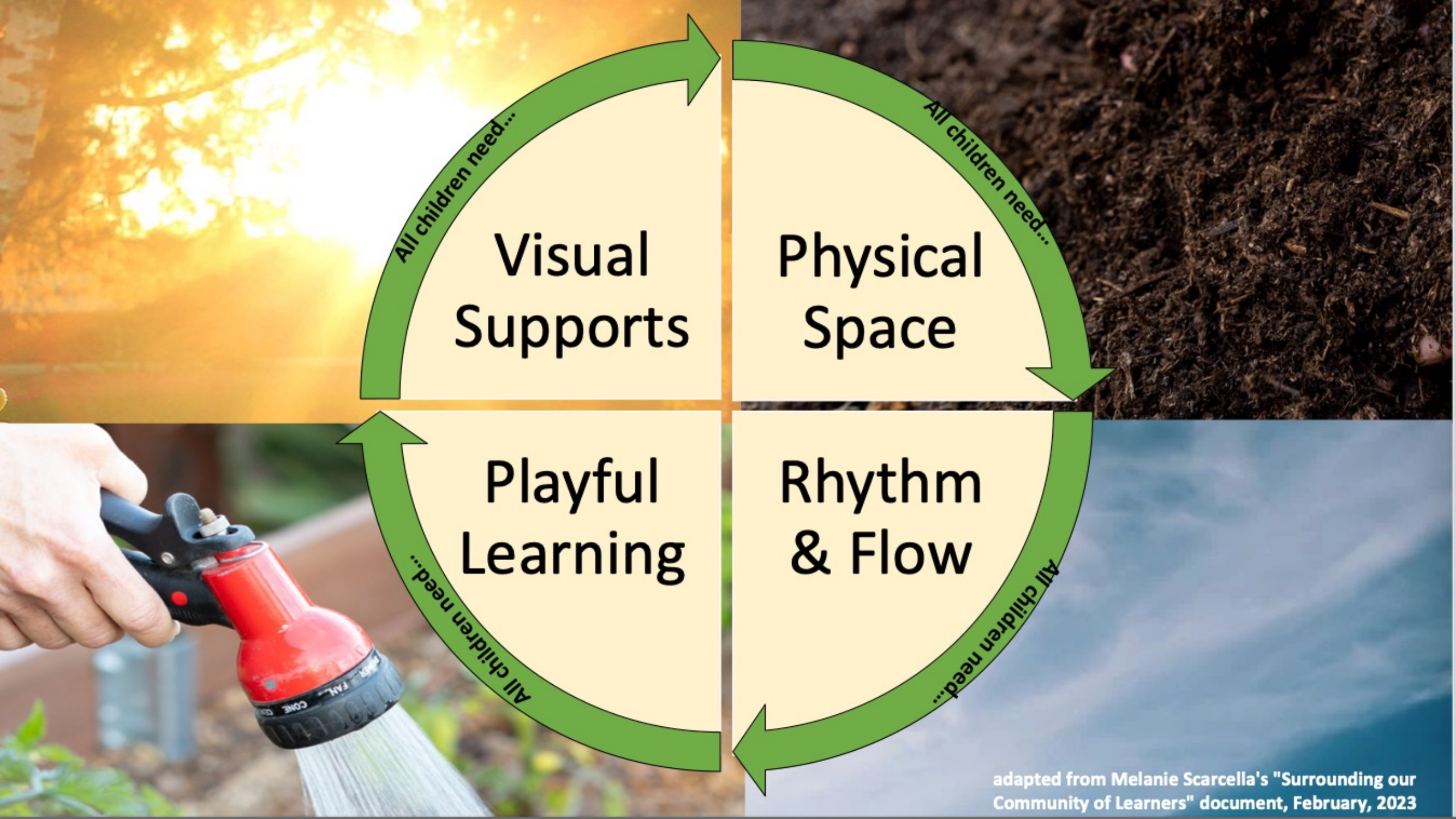


# **What is a barrier?**

# **What is a need?**

# First, we reduce barriers





All children need...

Visual  
Supports

All children need...

Physical  
Space

All children need...

Rhythm  
& Flow

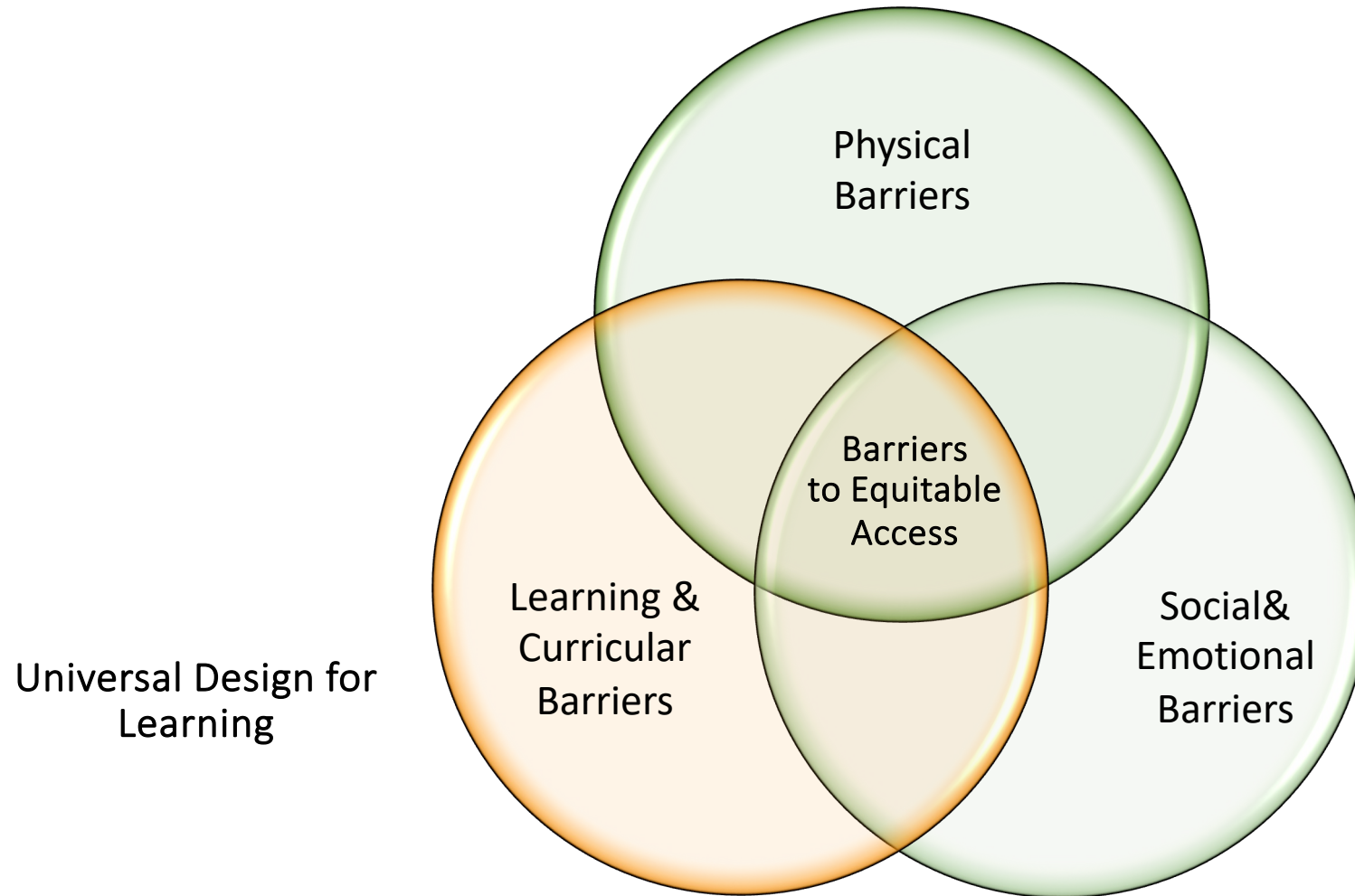
All children need...

Playful  
Learning

# Adding Ramps!



# Adding Ramps to Learning



# 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





## How UDL connects to the 4P's of Play Based Learning

- **Prepare** for new learning? (Engagement)
- **Present** new information (Representation)
- **Practice** that allows new information to be processed (Representation)
- **Perform** by sharing learning (Expression)

# Universal Design for Learning: Connecting to PLAY!

## Present...

Making playful learning conscious through explicit instruction; “name it”



## Prepare...

Helping students getting ready for new learning through intentional opportunities for exploration and play



## Practice...

Opportunities for students to practice learning in a playful, guided and supportive way



## Perform...

Students sharing and showing their learning through play, so evidence of their growth can be captured, and feedback given

# Universal Design for Learning: The Ramp for Learning

## Universal Design for Learning Guidelines



# Universal Design for Learning: The Ramp for Learning

Teacher Team UDL Guidelines Self-Assessment & Target Area Planner

Date:

UDL Language: Engagement			Accessible Language	
UDL Guideline	Providing Multiple Means of Engagement		Student Engagement	
7	Provide options for recruiting interest	Target Area	We can support students to be interested in what they are learning about by:	What this can look like in a _____ context
7.1	<ul style="list-style-type: none"> <li>Optimizing individual choice and autonomy</li> </ul>	<input type="checkbox"/>	<ul style="list-style-type: none"> <li>giving students choice and control over what they are learning about in ways that align with their interests, preferences, and needs</li> </ul>	
7.2	<ul style="list-style-type: none"> <li>Optimizing relevance, value &amp; authenticity</li> </ul>	<input type="checkbox"/>	<ul style="list-style-type: none"> <li>making learning relevant to the student's lives and connecting it to real world problems that are important to the students</li> </ul>	
7.3	<ul style="list-style-type: none"> <li>Minimize threats &amp; distractions</li> </ul>	<input type="checkbox"/>	<ul style="list-style-type: none"> <li>reducing distractions in the classroom and building a safe place for students to take risks</li> </ul>	

# Universal Design for Learning: The Ramp for Learning

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7	Provide options for recruiting interest	Target Area	We can support students to be interested in what they are learning about by:	What this can look like in a Kindergarten context
7.1	<ul style="list-style-type: none"> <li>Optimizing individual choice and autonomy</li> </ul>	<input type="checkbox"/>	<ul style="list-style-type: none"> <li>giving students choice and control over what they are learning about in ways that align with their interests, preferences, and needs</li> </ul>	Allow students to choose which center they want to explore; choice of tools and materials to use; choice of seating options, choice of interest-based activity (e.g. dinosaurs, dancing, numbers etc.)
7.2	<ul style="list-style-type: none"> <li>Optimizing relevance, value &amp; authenticity</li> </ul>	<input type="checkbox"/>	<ul style="list-style-type: none"> <li>making learning relevant to the student's lives and connecting it to real world problems that are important to the students</li> </ul>	Thematic units that connect to interests; making learning connections to community and events in the students' world; using inclusive and diverse learning materials and experiences that reflect who the students are; real world problems to solve and performance tasks to show their learning.
7.3	<ul style="list-style-type: none"> <li>Minimize threats &amp; distractions</li> </ul>	<input type="checkbox"/>	<ul style="list-style-type: none"> <li>reducing distractions in the classroom and building a safe place for students to take risks</li> </ul>	Classrooms that are organized and promote a sense of calm, visuals and colours to help students locate and access materials; keeping visual displays purposeful and simple, neutral or calming colours, blinds to reduce brightness; limit use of over-head lighting, reduce noise by using carpets, soft background noise or music, white noise; opportunities for students to create individual work spaces or quiet areas where they can focus, comfortable seating

# Universal Design for Learning: The Ramp for Learning

8	Providing options for sustaining Effort & Persistence	Target Area	We can support students to be motivated by:	What this can look like in a Kindergarten context
8.1	<ul style="list-style-type: none"> <li>Heighten Salience of goals and objectives</li> </ul>	<input type="checkbox"/>	<ul style="list-style-type: none"> <li>clearly communicating learning goals/ intentions and why tasks and activities matter</li> </ul>	Visual displays that show learning goals and objectives in student friendly language and visuals, goals of the week or month; graphic organizers to visually show goals and how they can be broken down into smaller steps (learning continuum), Talk through the learning target before each lesson using student friendly language and concrete examples; visual timelines to show the sequence of goals or objectives throughout the day, use visuals to representant each goals or objective; conference with students to help them set their own goals in learning
8.2	<ul style="list-style-type: none"> <li>Vary demands and resources to optimize challenge</li> </ul>	<input type="checkbox"/>	<ul style="list-style-type: none"> <li>scaffolding learning by starting with accessibility and adding on challenge in goals and tasks</li> </ul>	Offer a variety of activities at learning centers that include sensory and kinesthetic learning opportunities, make activities open ended so there is more than one solution, allow students to choose how to engage with learning (drawing, writing, building), offer different levels of complexity in centers and tasks, provide a range of tools and strategies to help students understand concepts (manipulatives, graphic organizers, visual aids etc.); encourage students to work together in diverse strength groupings; work with student to set individual learning goals that reflect the complexity of understanding
8.3	<ul style="list-style-type: none"> <li>Foster collaboration and community</li> </ul>	<input type="checkbox"/>	<ul style="list-style-type: none"> <li>building a community where learners work together by teaching collaboration and group work skills</li> </ul>	Cooperative diverse learning groups, weekly or daily buddy systems where students support each other with tasks, finding materials etc.; class meetings to discuss interest, share experiences, practice communication and team work skills; shared reading, writing and math activities where students work together to explore text; long terms collaborative projects where student work together to achieve a common goal; rotating classroom jobs where student have community responsibilities and shared ownership
8.4	<ul style="list-style-type: none"> <li>Increase mastery-oriented feedback</li> </ul>	<input type="checkbox"/>	<ul style="list-style-type: none"> <li>providing ongoing formative feedback that is relevant, clear, accessible, and timely</li> </ul>	Personalized and intentional feedback; offering clear next steps; individual goal setting about learning; learning continuums, asset-based rubrics, checklist that highlight what students can do and where that can move next

# Universal Design for Learning: The Ramp for Learning

9	Provide options for Self-Regulation	Target Area	We can support learners to effective at coping and engaging successfully with the learning environment by:	What this can look like in a Kindergarten context
9.1	<ul style="list-style-type: none"> <li>Promote expectations and beliefs that optimize motivation</li> </ul>	<input type="checkbox"/>	<ul style="list-style-type: none"> <li>helping students set learning goals that build confidence and help them take ownership of their learning</li> </ul>	Create warm and welcoming classroom that fosters a sense of belonging, and positive interactions, display student work, celebrate growth and reinforce positively to motivate and build self-confidence; clearly communicate learning goals in student friendly way; break large goals and tasks into smaller more manageable steps; provide visual cues that outline learning process of the day and/or week; encourage student choice and agency; foster collaboration – working in pairs or small groups to share ideas, understanding and support one another; connect learning to real life situations and interests; celebrate effort and progress (not just goals or outcomes) to foster a growth mindset
9.2	<ul style="list-style-type: none"> <li>Facilitate personal coping skills and strategies</li> </ul>	<input type="checkbox"/>	<ul style="list-style-type: none"> <li>teaching how to manage emotional responses &amp; about healthy emotional responses and interactions</li> </ul>	Calm corner for all students to use when they need a break or feel overwhelmed, build space with students and include cushions, sensory tools, to help them relax and regain focus; teach students how to recognize and express their emotions; teach simple breathing exercises; SEL routines to build emotional self-regulation & problem solving; visual schedules that outline the daily activities; allow students to choose activities that reflect their comfort levels; mindfulness activities to help students be aware of their thoughts and feelings; teach problem solving strategies to help student think critically, identify problems, brainstorm solutions, make a plan and evaluate outcomes
9.3	<ul style="list-style-type: none"> <li>Develop self-assessment and reflection</li> </ul>	<input type="checkbox"/>	<ul style="list-style-type: none"> <li>by helping students to increase their awareness of how they are progressing towards their goal &amp; how to learn from their mistakes</li> </ul>	Learning journals to help students reflect on their learning experiences (what they learned, challenges they faced, what to do next time); Goal setting, portfolio assessment (collect samples of evidence over time of their learning, have student choose their "best" pieces and share what they are proud of in connection of a learning goal

# Universal Design for Learning: The Ramp for Learning

Teacher Team UDL Guidelines Self-Reflection & Target Goal Planner

Date:

UDL Language: Expression			Accessible Language	
UDL Guideline	Providing Multiple Means of Action & Expression		Student Communication of Learning	
4	Providing options for physical action	Target Area	We can provide options for students to communicate using tools and assistive technology by:	What this can look like in a _____ context
4.1	<ul style="list-style-type: none"><li>Vary the methods for response and navigation</li></ul>	<input type="checkbox"/>	<ul style="list-style-type: none"><li>providing tools/ assistive technologies to support motor skills to interact with instructional materials (i.e. alternatives to pencil/paper)</li></ul>	
4.2	<ul style="list-style-type: none"><li>Optimize access to tools and assistive technologies</li></ul>	<input type="checkbox"/>	<ul style="list-style-type: none"><li>providing support and teaching how to use tools effectively (i.e. teaching how to use tools/assistive technologies as supports)</li></ul>	

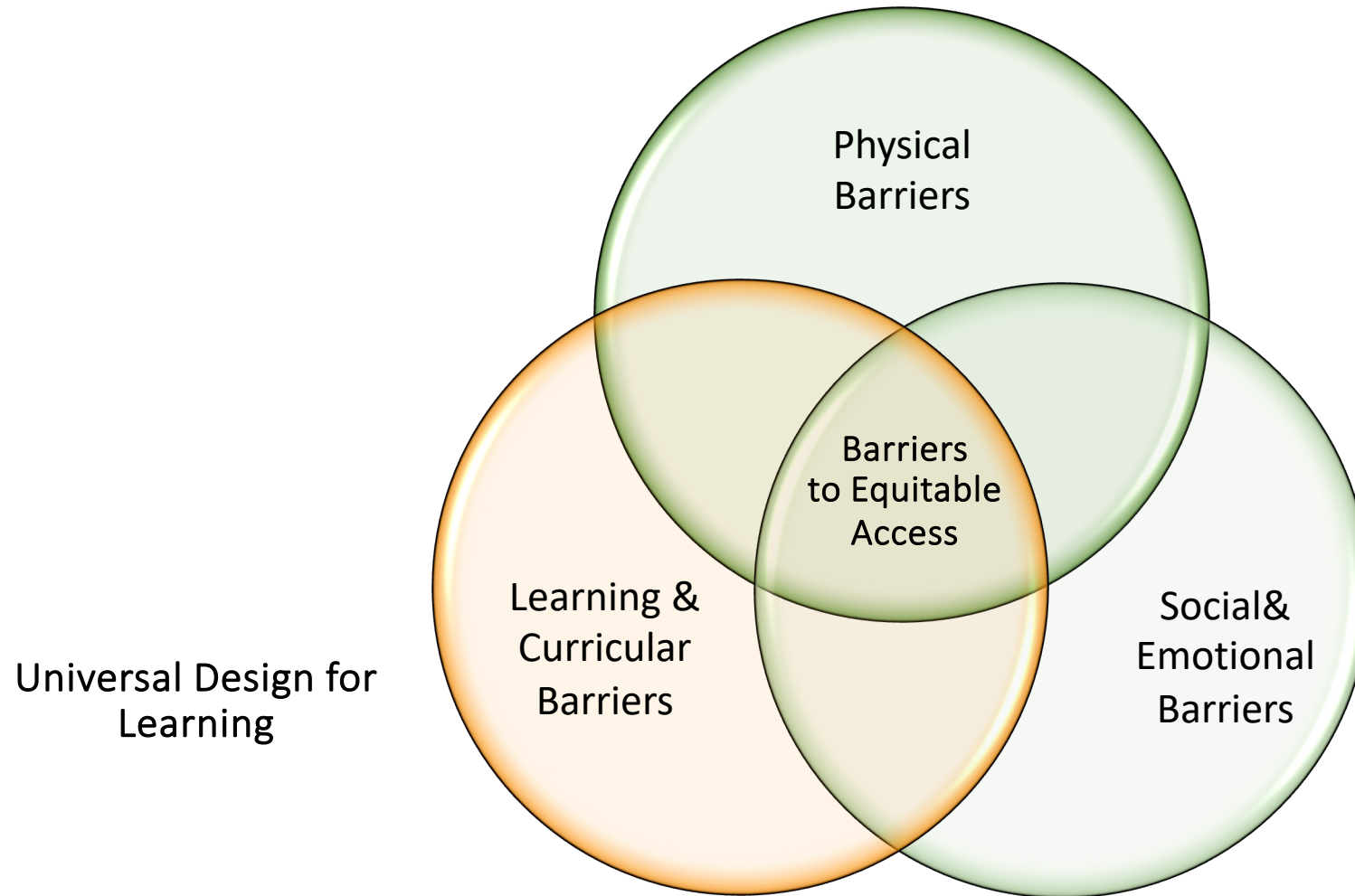
# Universal Design for Learning: The Ramp for Learning

Teacher Team UDL Guidelines Self-Reflection & Target Goal Planner

Date:

UDL Language: Representation			Accessible Language	
UDL Guideline	Providing Multiple Means of Representation		Student Understanding	
1	Provide options for perception	Target Area	We can present new information to students so that they understand it by:	What this can look like in a _____ context
1.1	<ul style="list-style-type: none"><li>Offer ways of customizing the display of information</li></ul>	<input type="checkbox"/>	<ul style="list-style-type: none"><li>Sharing information in formats that are flexible</li></ul>	
1.2	<ul style="list-style-type: none"><li>Offer alternatives for auditory information</li></ul>	<input type="checkbox"/>	<ul style="list-style-type: none"><li>Utilizing modalities that compliment auditory information (visuals, tactile, movements etc.)</li></ul>	
1.3	<ul style="list-style-type: none"><li>Offer alternatives for visual information</li></ul>	<input type="checkbox"/>	<ul style="list-style-type: none"><li>Utilizing modalities that compliment visual information (descriptions, objects, auditory clues, reader)</li></ul>	

# Adding Ramps to Learning



# First, we reduce barriers



# Then, we look at needs



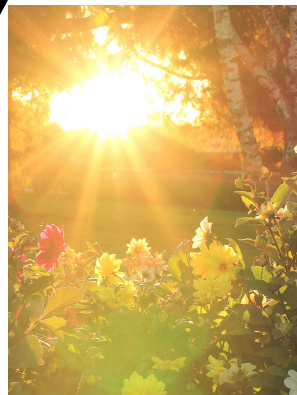
# MULTIPLE LAYERS OF SUPPORT



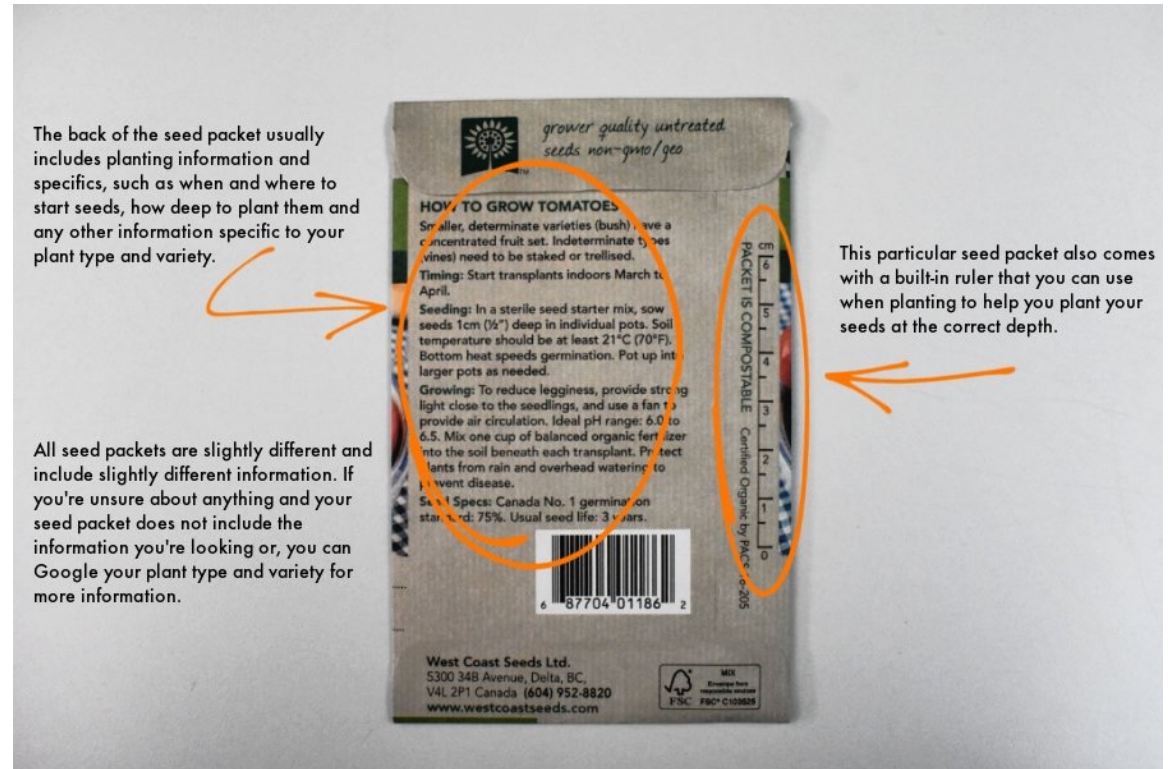
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Micronutrients					

Source: Greenandvibrant.com



# The SEED PACKET

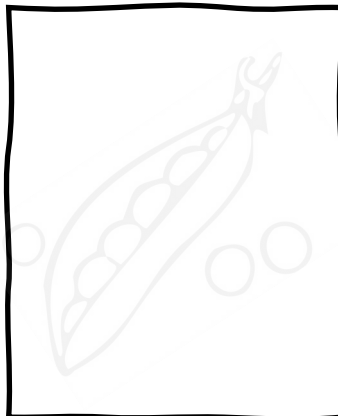


# My I.E.Pea Seed Packet

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, being 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?	<p>What words would you use to describe Juni?</p> <p>What groups is Juni connected to in their community?</p>	<p>What is Juni interested in?</p> <p>What do they like to do on their own? With their friends? Family? Community?</p>	<p>What is Juni good at?</p> <p>What can they teach others?</p>	<p>What is hard for Juni?</p> <p>What do you think Juni wants to get better at?</p>	<p>What does Juni need support with?</p> <p>What is important for people to know about Juni?</p>
<b>Person 1: Rita Grandmother</b>	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
<b>Person 2: Frank Dad</b>	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
<b>Person 3: Kiran Family Friend</b>	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!
<b>Person 4:Matty Cousin</b>	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

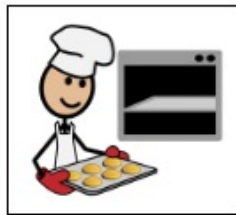
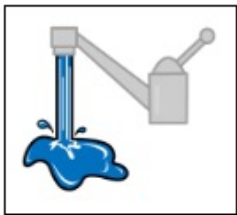
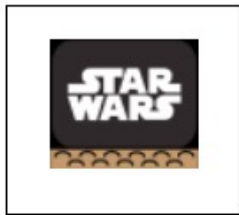
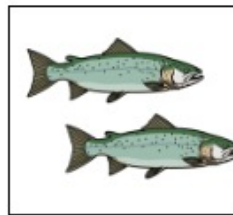
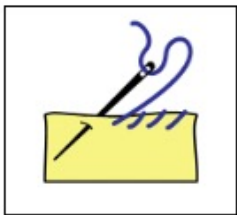
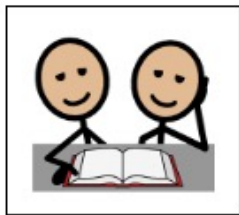
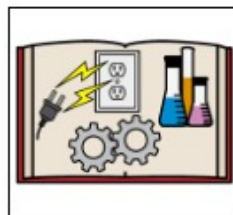
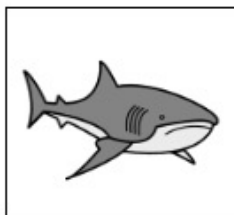
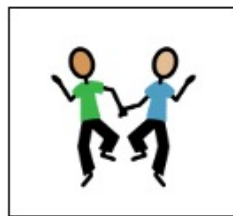
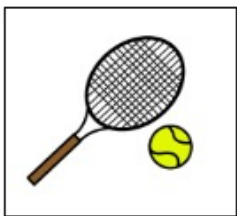
## Help us get to know Juni?

Date: Dec 2022

	Identities	Interests	Strengths	Stretches	Needs
Who are you and how do you know Juni?	<p>What words would you use to describe Juni?</p> <p>What groups is Juni connected to in their community?</p>	<p>What is Juni interested in?</p> <p>What do they like to do on their own? With their friends? Family? Community?</p>	<p>What is Juni good at?</p> <p>What can they teach others?</p>	<p>What is hard for Juni?</p> <p>What do you think Juni wants to get better at?</p>	<p>What does Juni need support with?</p> <p>What is important for people to know about Juni?</p>
<b>Person 1: Mr. Lopez</b> <b>Classroom Teacher</b>	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
<b>Person 2: Benny</b> <b>Educational Assistant</b>	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
<b>Person 3: Ms. Turner</b> <b>SLP</b>	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
<b>Person 4: Jesse</b> <b>Classmate</b>	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

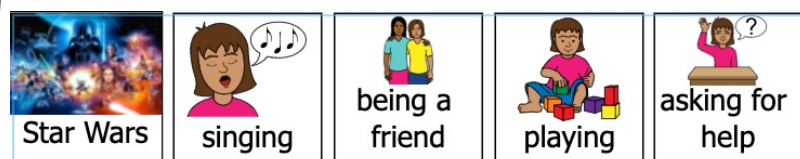
Identities: I am...



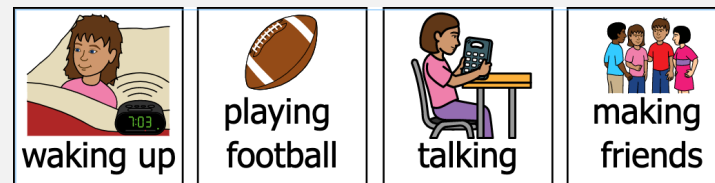
Interests: I really like and/or what to learn more about:



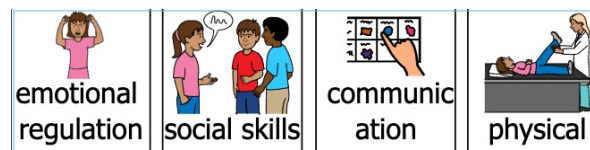
Strengths: I am really good at and/or could teach others:



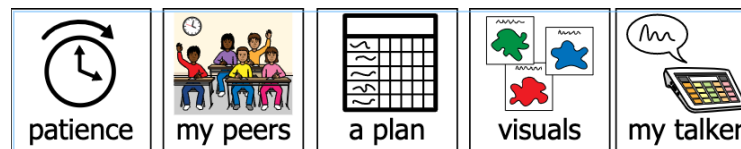
Goals: I want to grow in these areas:



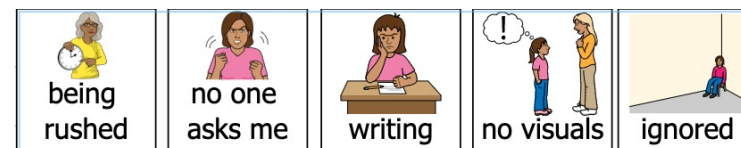
Needs: I need this support to grow:



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

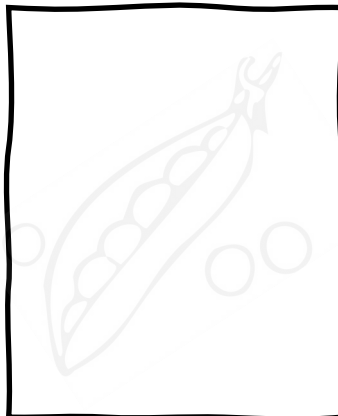
# Student Voice

# 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:**

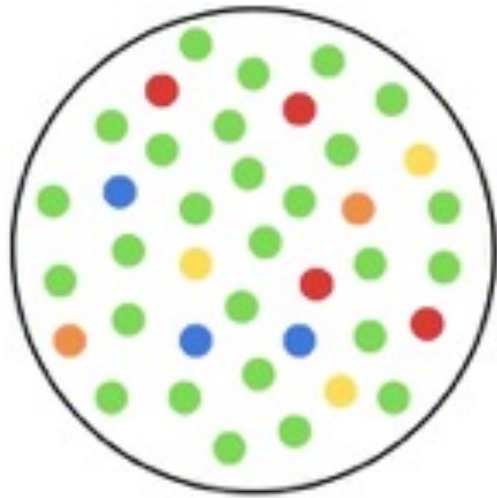
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**Barriers: This is what makes it hard for me to grow:**

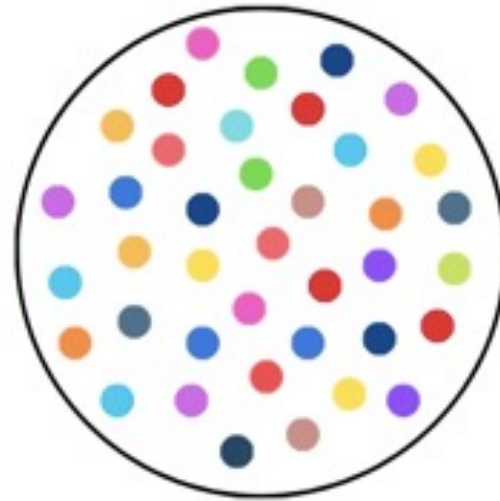
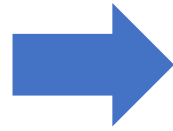
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Thank You For helping me GROW

# WHAT IS *inclusion* ?



How do we  
*include* people  
with disabilities?



How do we teach  
to *diversity*?



**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?**

# Shelley MOORE PH.D.



@tweetsomemoore



@fivemooreminutes



@fivemooreminutes



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