

SHELLEY MOORE



@tweetsomemoore



@fivemooreminutes



@fivemooreminutes



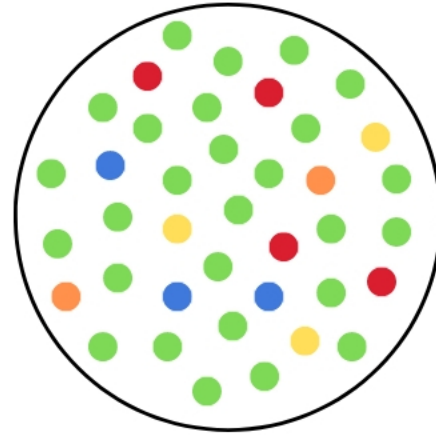
www.fivemooreminutes.com

www.blogsomemoore.com

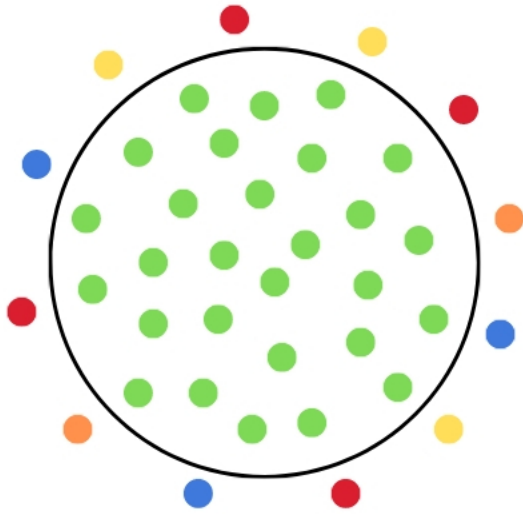




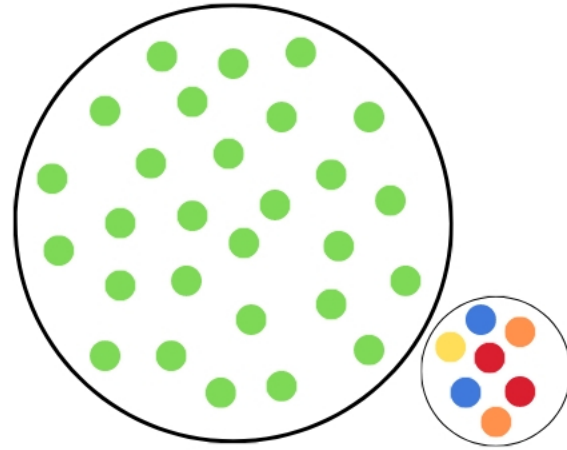
WHAT DOES INCLUSION MEAN?



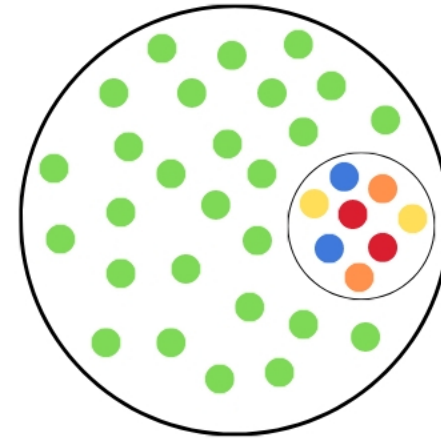
inclusion



exclusion

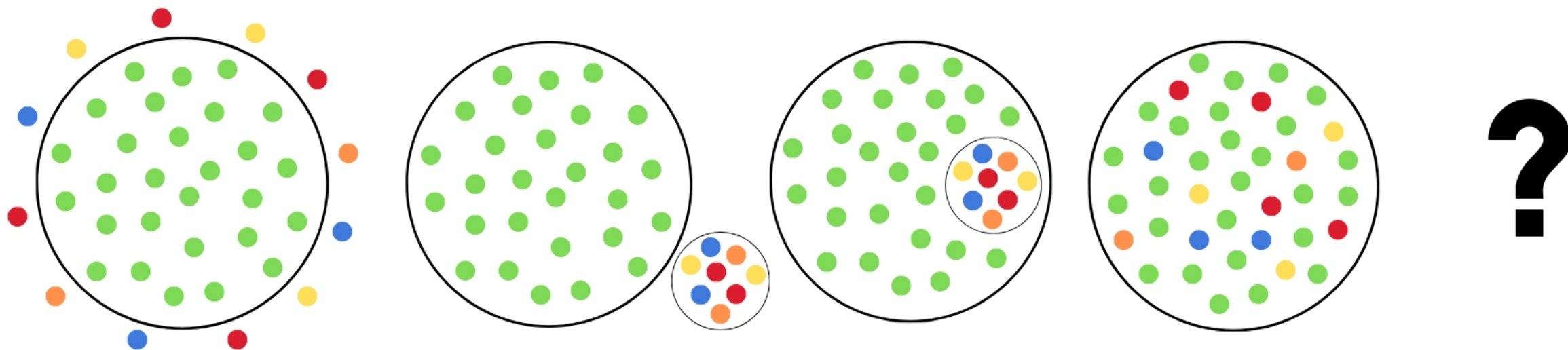


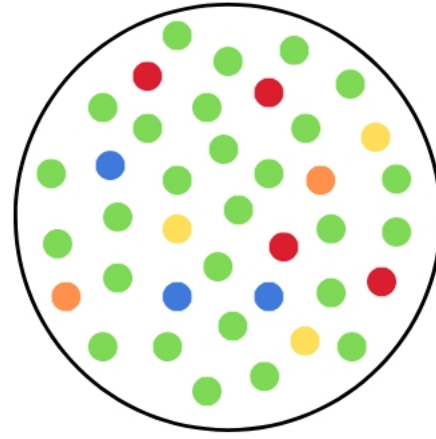
segregation



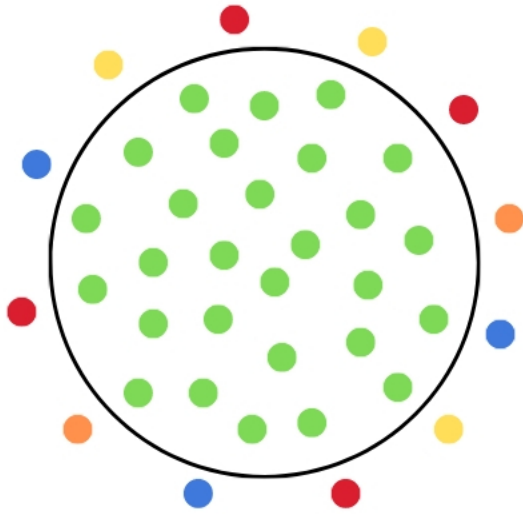
integration

WHAT IS INCLUSION?

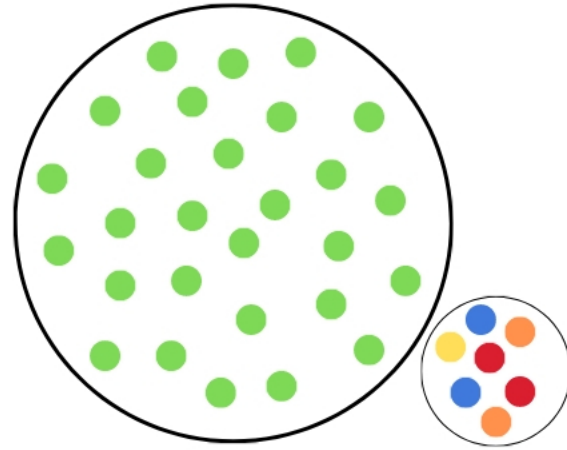




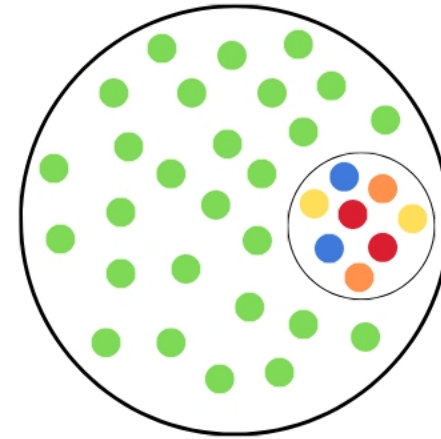
inclusion



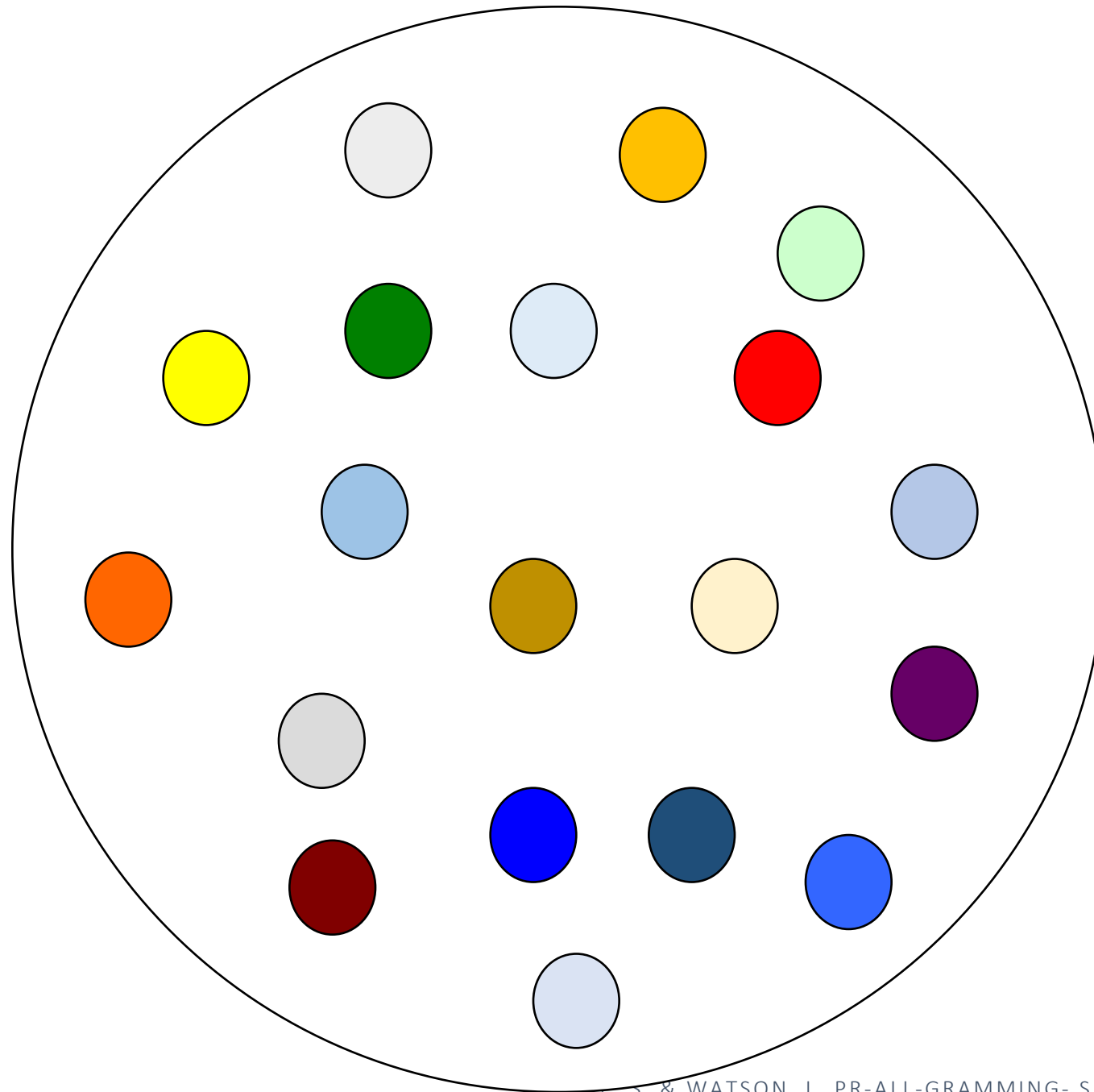
exclusion



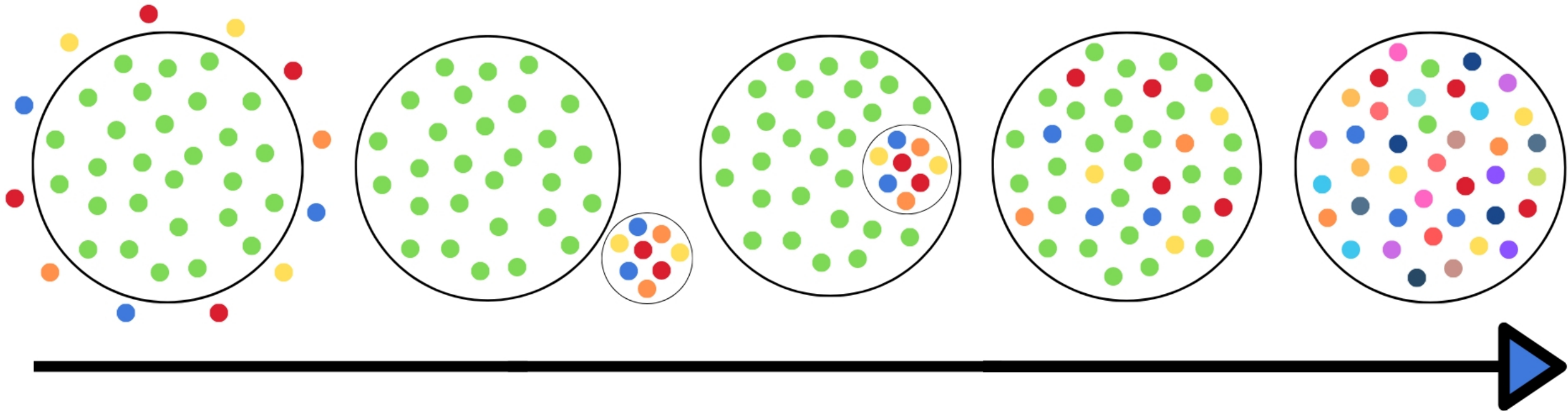
segregation



integration



WHAT IS INCLUSION?



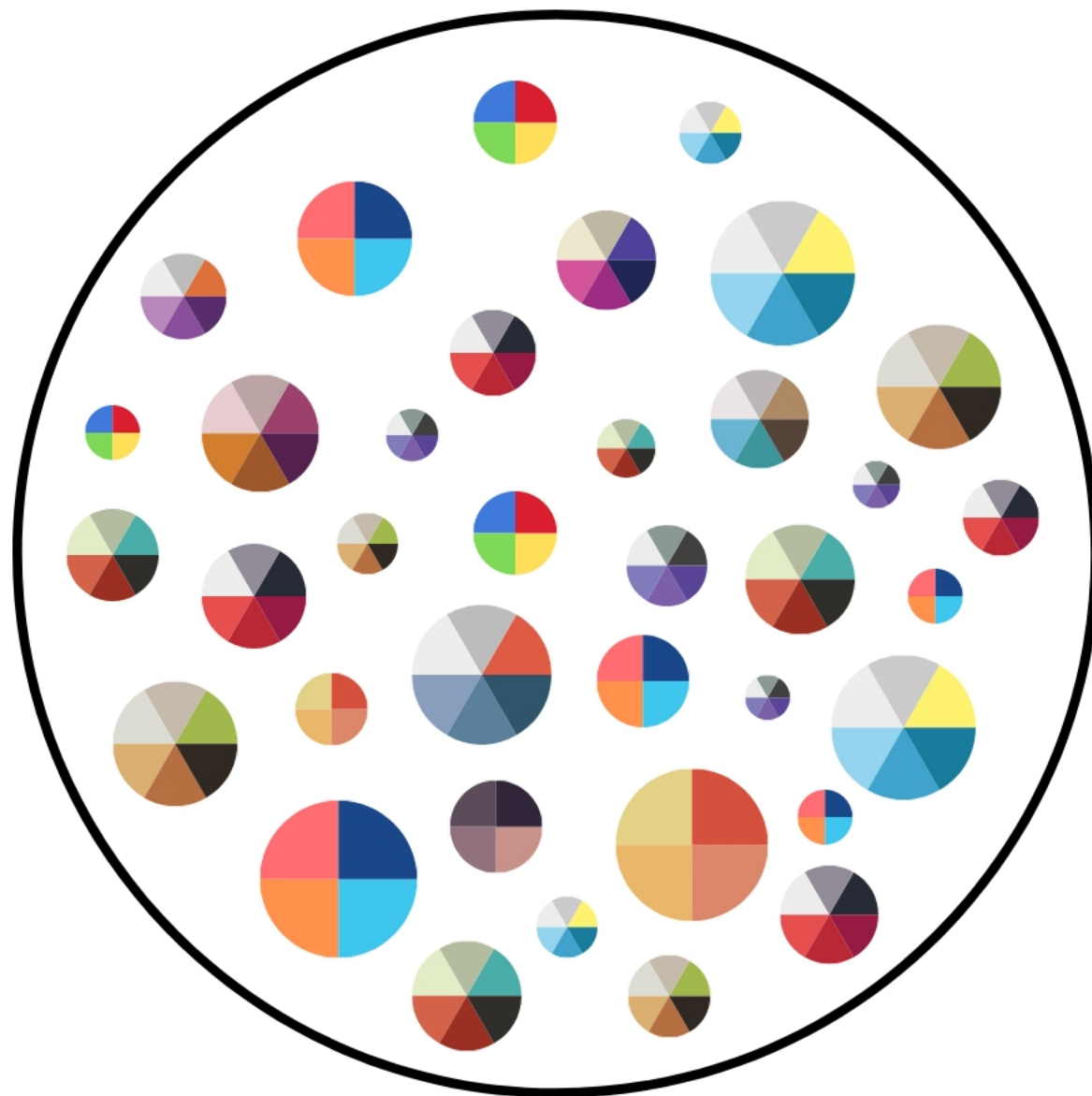
Where are you on this continuum? What's the next step?



WHO IS INCLUSION?



WHO IS INCLUSION?



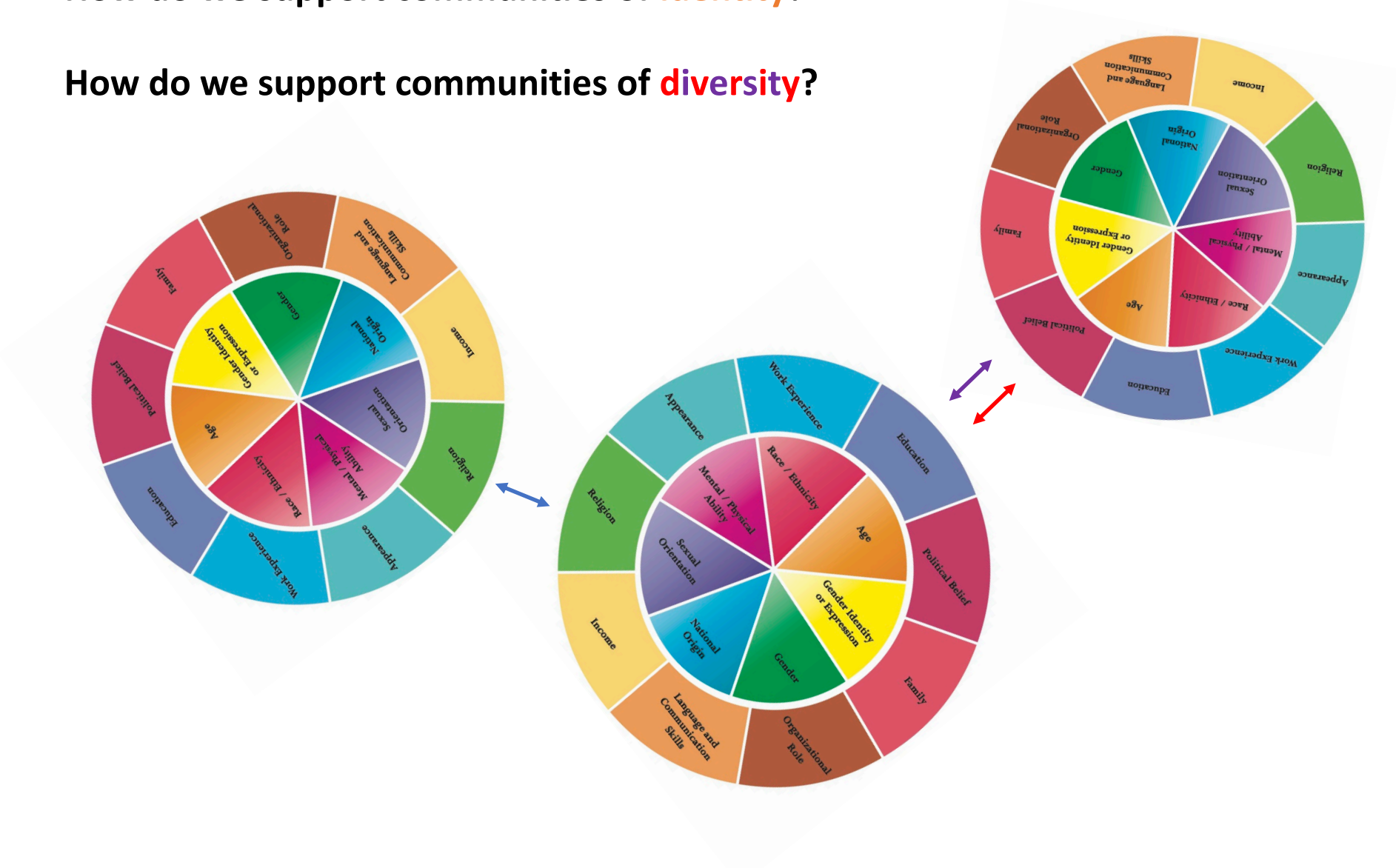
What are your
colours?

Do we value ALL
colours equally?

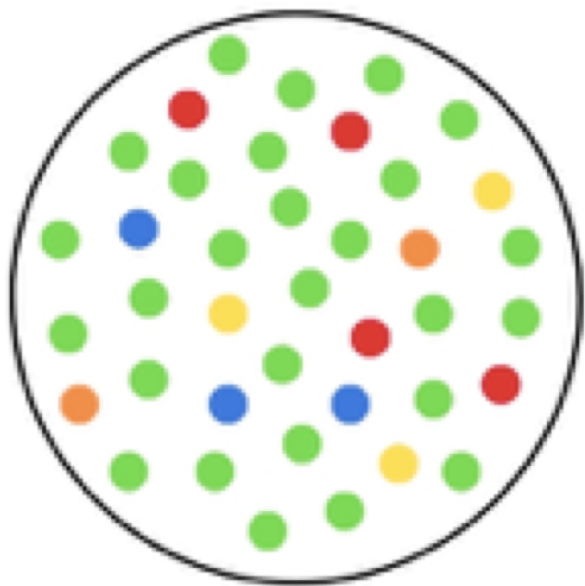


How do we support communities of **identity**?

How do we support communities of **diversity**?



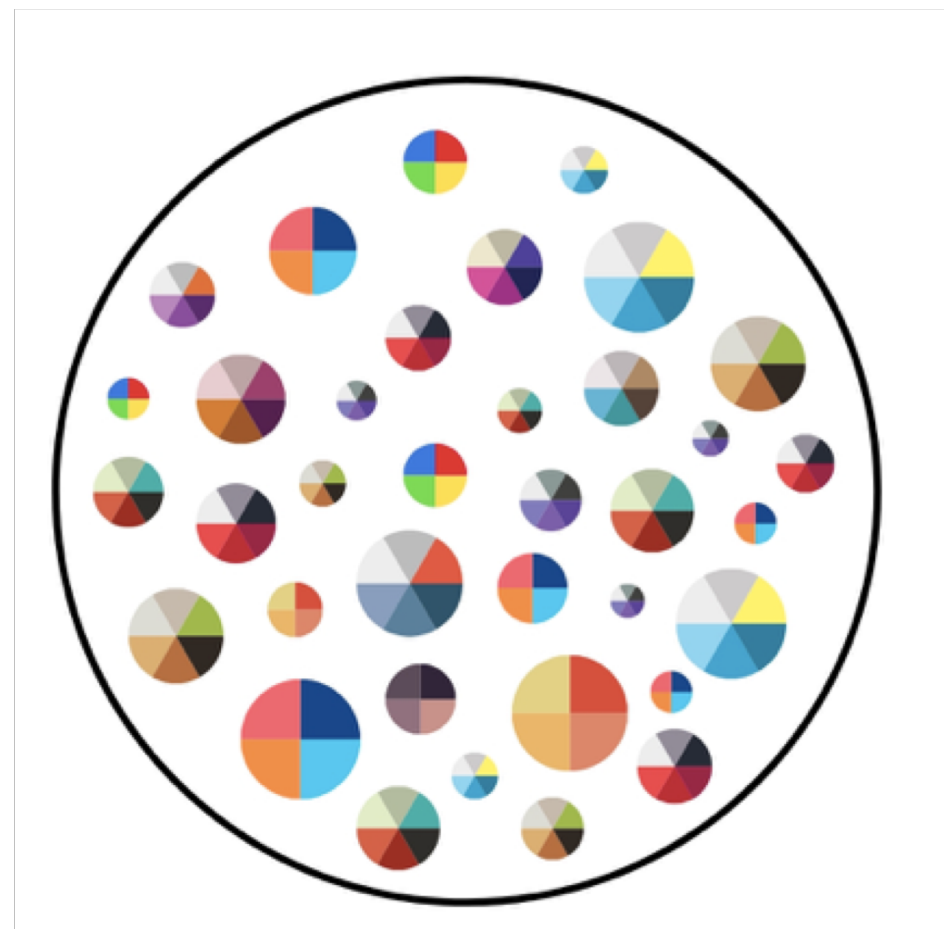
How do we move **away** from groups of deficit?



How do we
including people
who are different

How do we teach to diversity?

VS.



Strengths

Identities

Interests

Goals

What are student **dimensions** that we can capture
(so that we can design for them)?

Strategies

Needs

Barriers

Supports

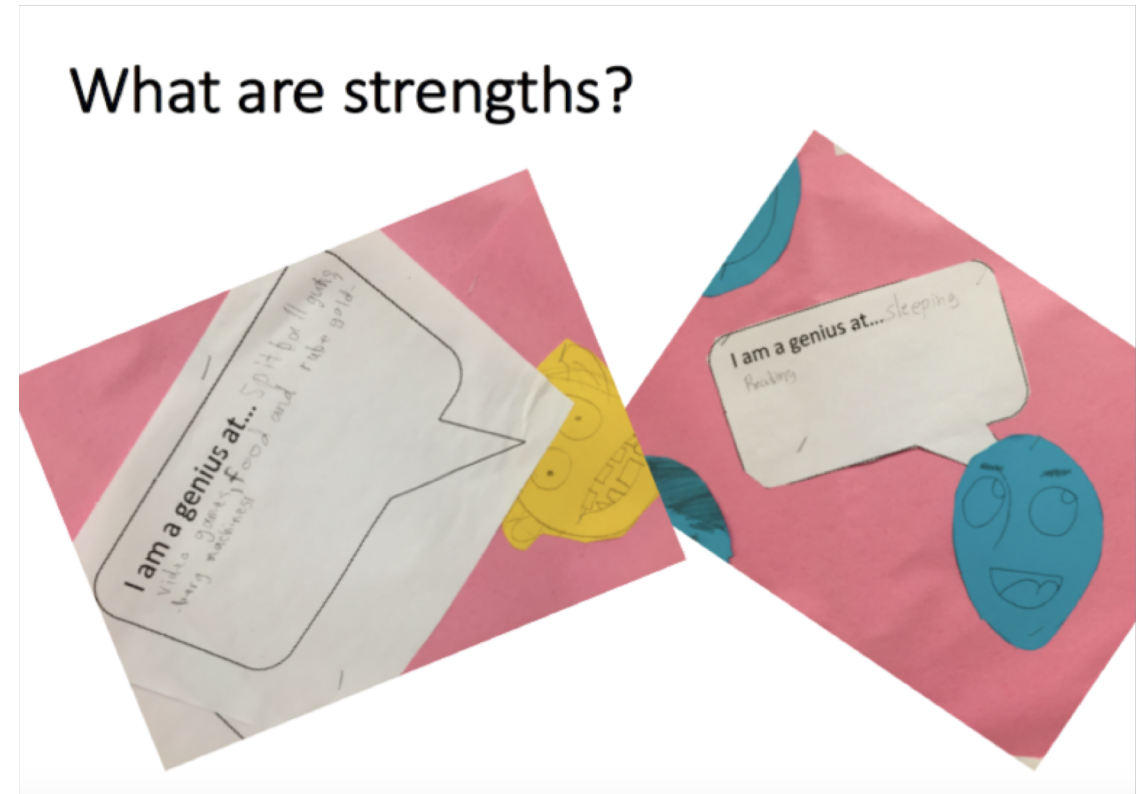
What are our identities?

- Student/ Family determined
- What communities do I belong to?
- What colours are bright for me?
- What colours are important to me?
- What colours are areas of strength or passion?
- What colours are bright at school?
- What colours are bright outside of school?
- Example: I am Danish, I am a teacher, I am Canadian, I am a wife



What are my **strengths**??

- Student/ Family/ Teacher/ Support Staff generated
- What are some things that I am really good at?
- What are things I can do on my own?
- What are some things that I can help others with or teach to others?
- Example: telling stories, finding metaphors, communicating visually, speaking, taking naps/ relaxing



Shifting Our Perspectives

Every **strength** has a corresponding **challenge** and every challenge has a corresponding strength.

The inattentive child may be a **deep thinker**.

The uncooperative may be a **natural leader**.

The emotionally charged may be gifted with **exceptional empathy**.

The rule defying child may be an out of the box **innovator**.

When faced with challenging behaviour, **look for the corresponding strength** and **focus on nurturing that gift** and **coping skills** for the challenging area.

That is the essence of **working with**, instead of against, **children**.

L. R. Knost

Strengths

Identities

Interests

Stretches

What are student **dimensions** that we can capture
(so that we can design for them)?

Strategies

Needs

Barriers

Supports

What to stay connected?!



SHELLEY MOORE



@tweetsomemoore



@fivemooreminutes



@fivemooreminutes



www.fivemooreminutes.com

www.blogsomemoore.com



Shelley Moore, 2019

@tweetsomemoore