

# SHELLEY MOORE



@tweetsomemoore



@fivemooreminutes



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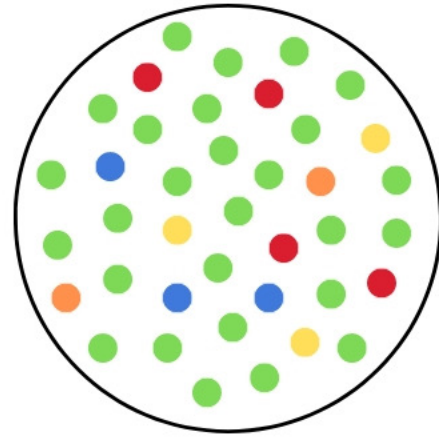
[www.fivemooreminutes.com](http://www.fivemooreminutes.com)

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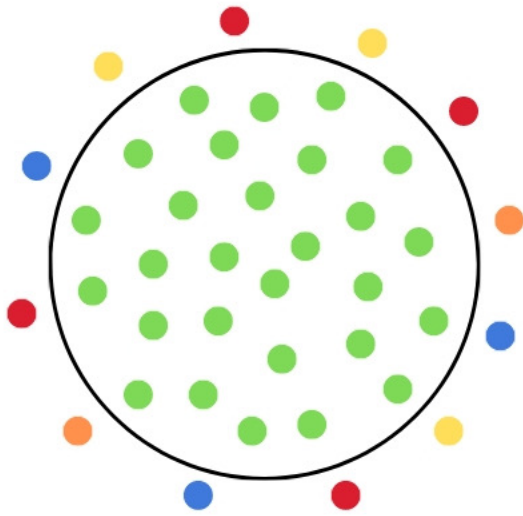




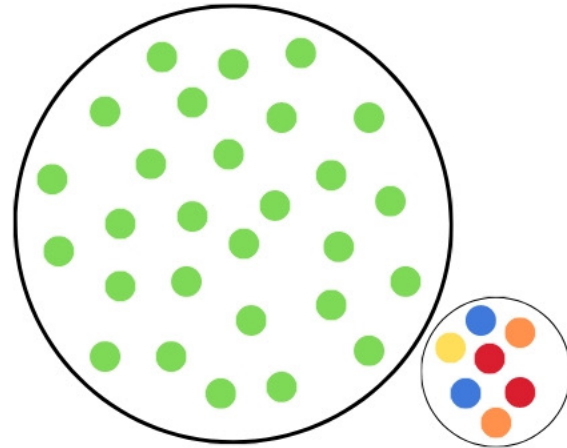
# WHAT DOES INCLUSION MEAN?



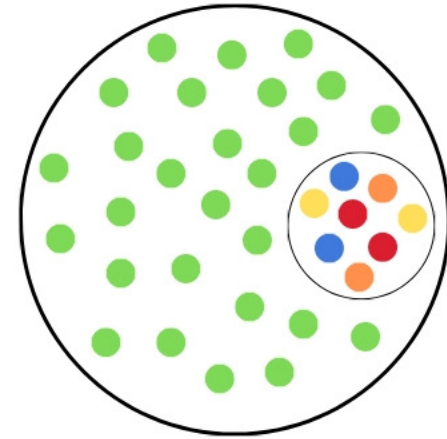
inclusion



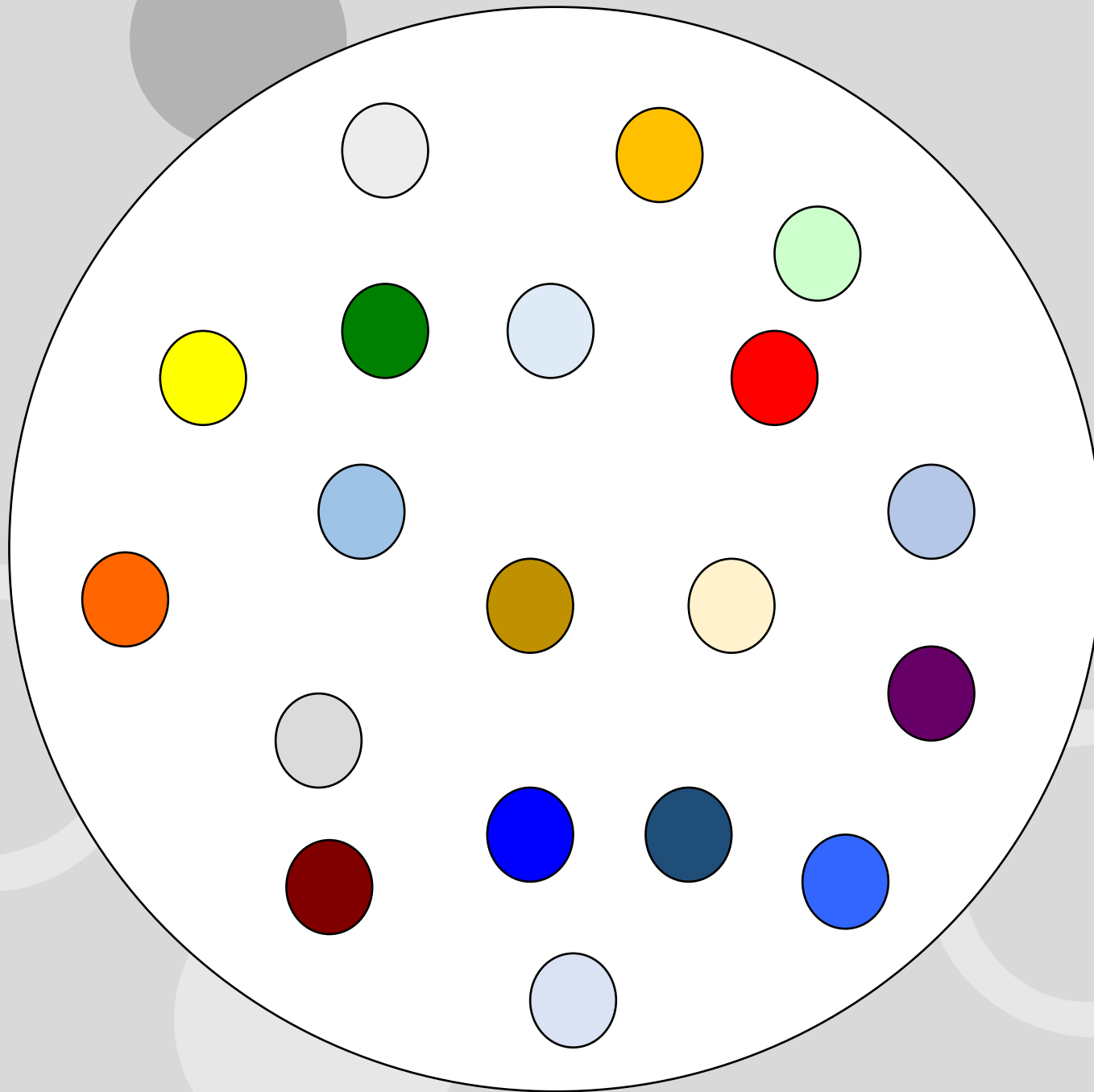
exclusion



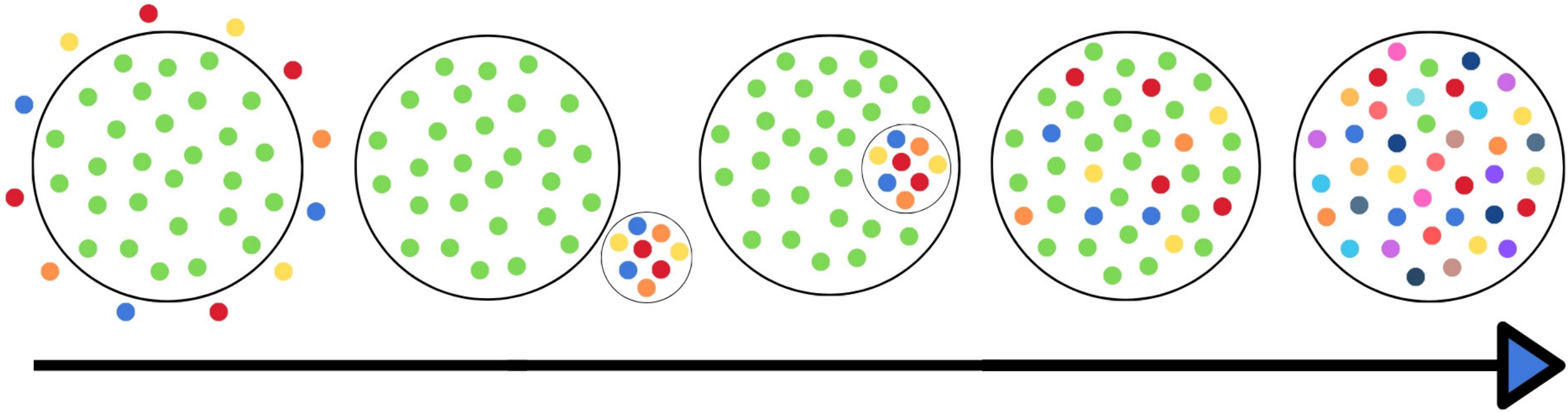
segregation



integration



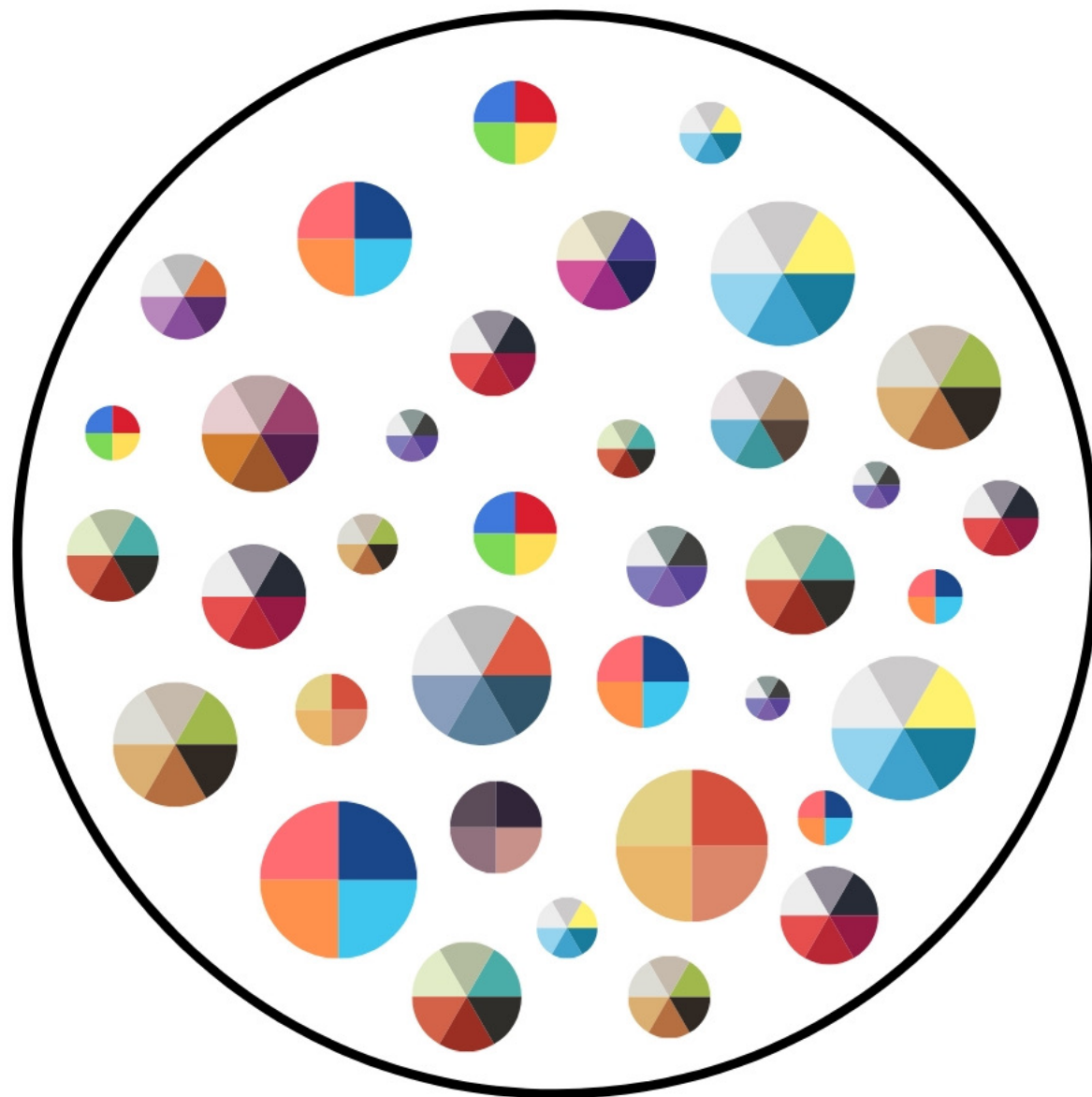
# WHAT IS INCLUSION?



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



# WHO IS INCLUSION?



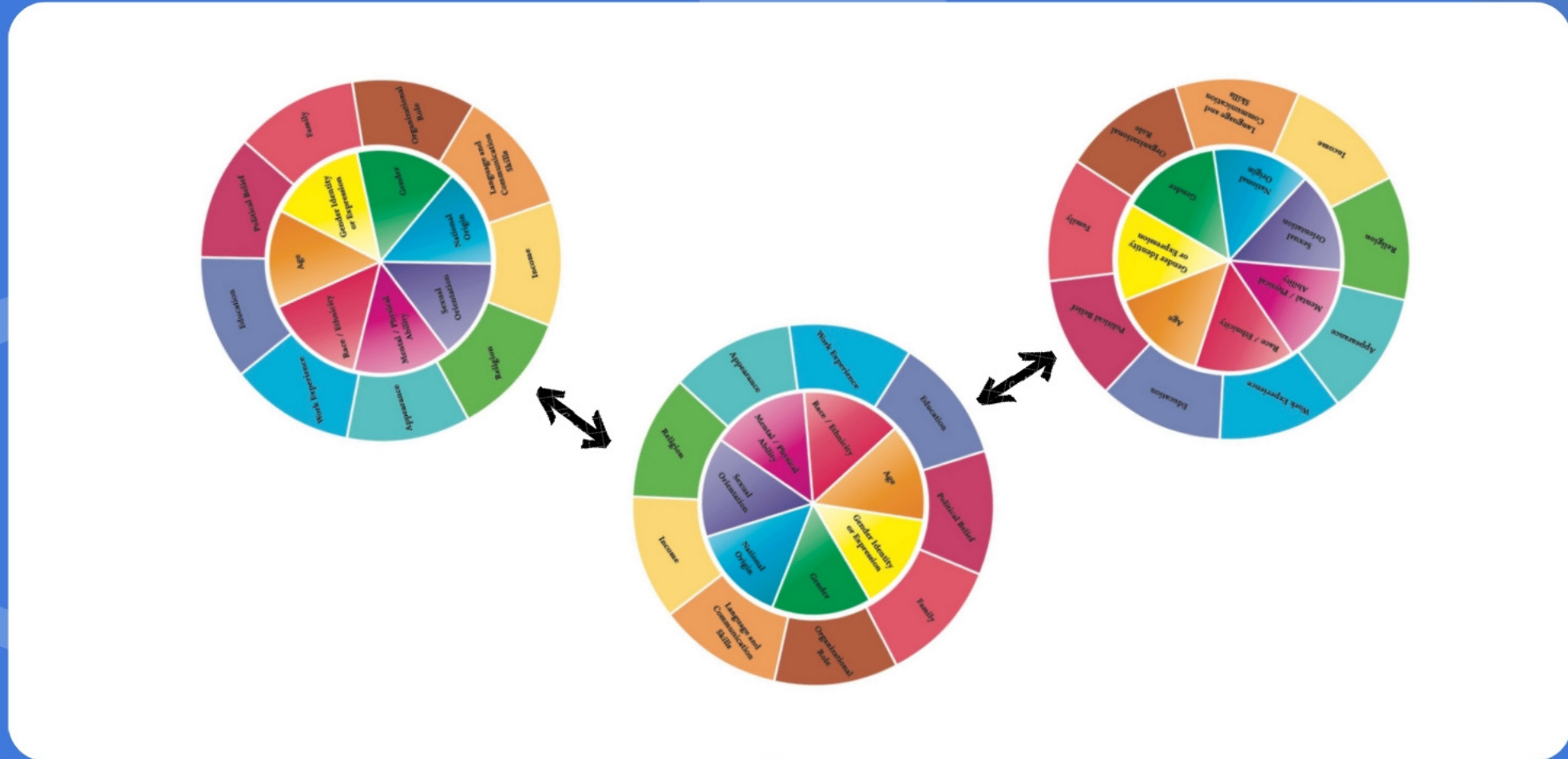
**WHO IS INCLUSION?**

What are your  
colours?

Do we value ALL  
colours equally?



# How do we build communities of identity?



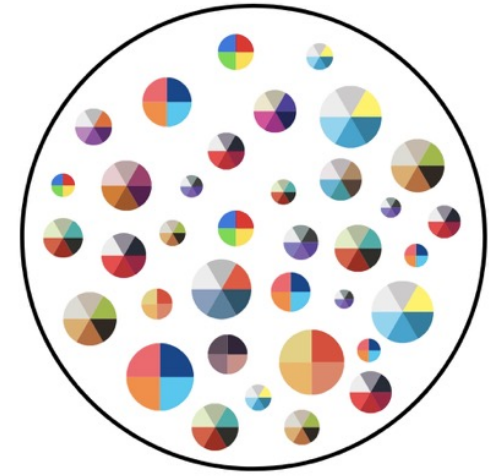
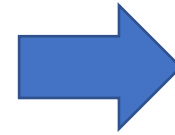
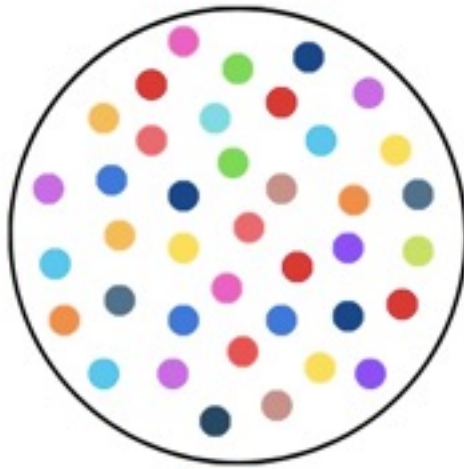
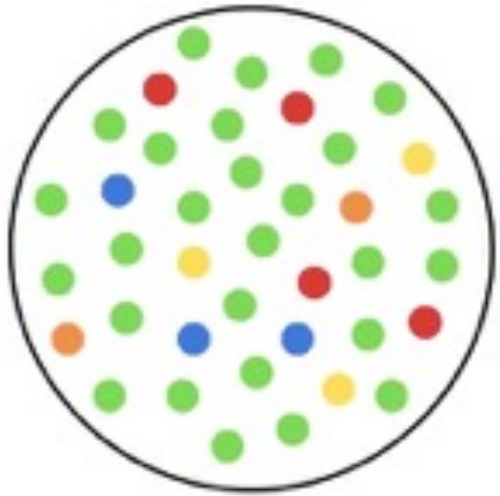
# How do we build communities of diversity?

How do we move away from groupings based on deficits?



How do we make sure that we are welcoming & valuing all colours?

# What is inclusion?



How do we include  
people who are  
different

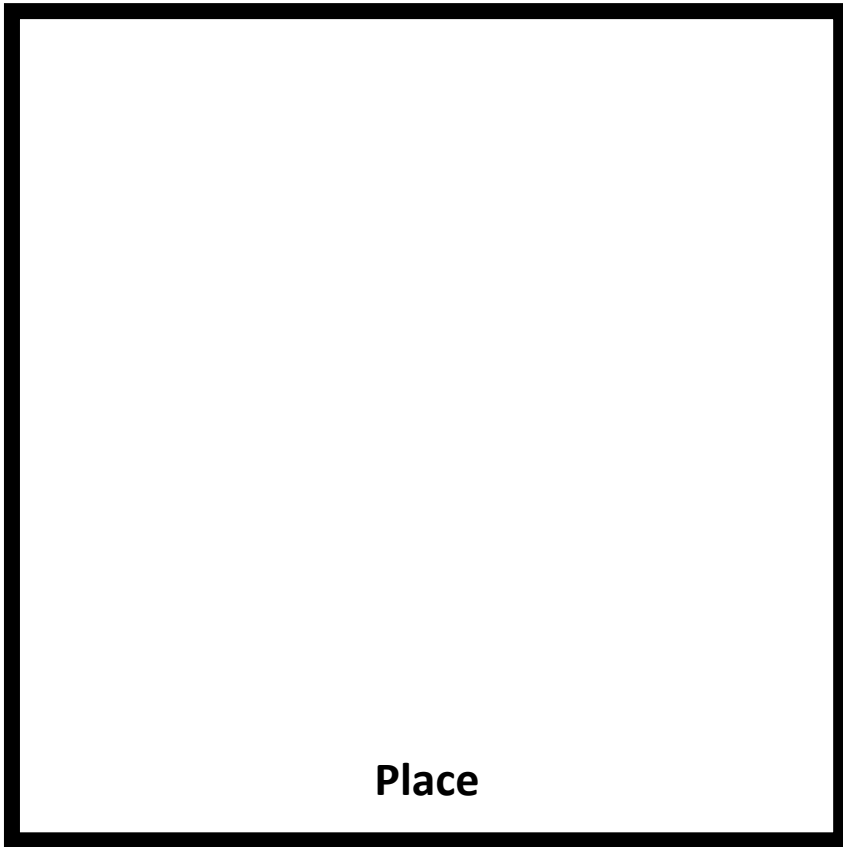
How do we teach  
to diversity?

How do we  
teach to identity?

What are your  
colours?

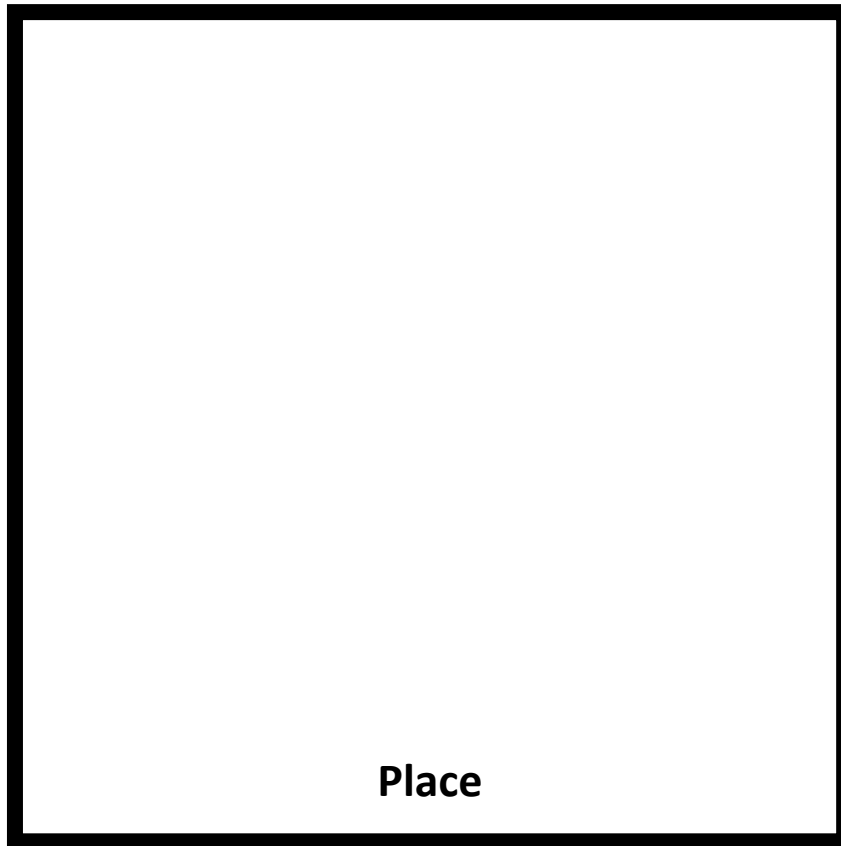
Do we value ALL  
colours equally?





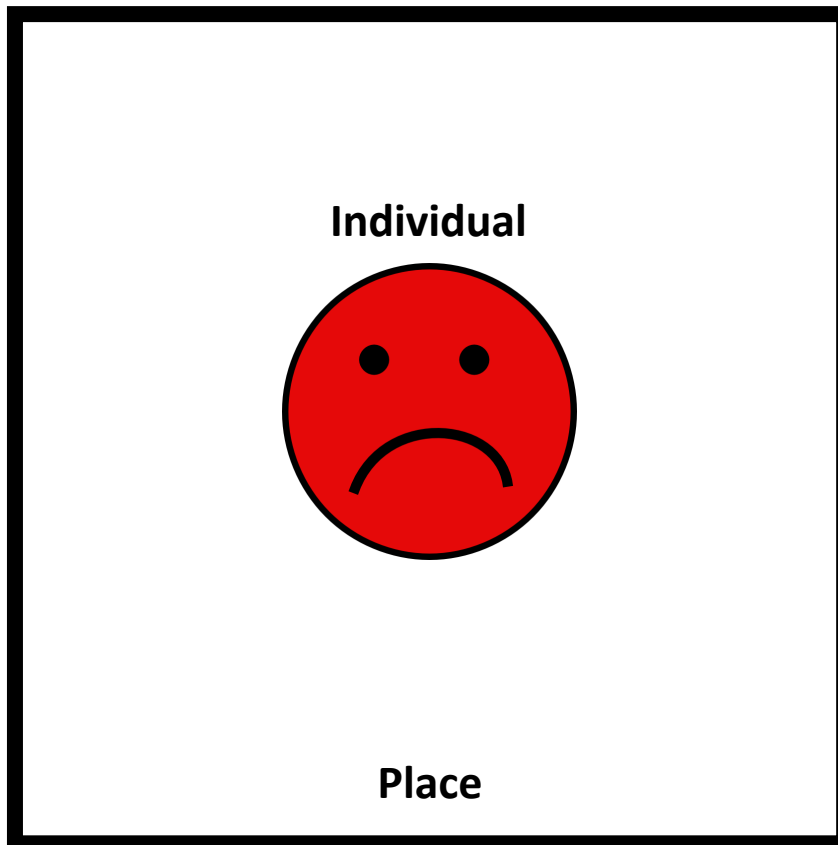
**Place**

# Shifting the Paradigm: Medical Model of Disability



Place

# Shifting the Paradigm: Medical Model of Disability



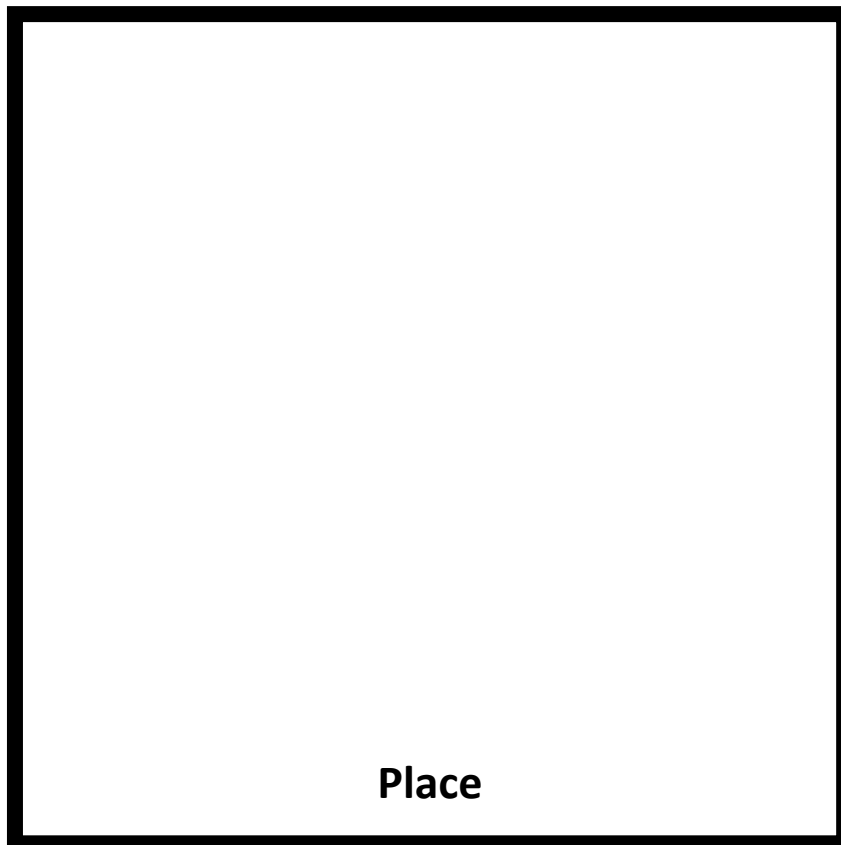
## Special Education

If individual isn't successful

- Remove the individual
- Diagnose the problems in the individual
- Fix the individual
- Individual goes back when they are "ready"
- IEPs are separate from the place



# Shifting the Paradigm: Medical Model of Disability



Individual



IEP

## Special Education

If individual isn't successful

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# The cupcake Model

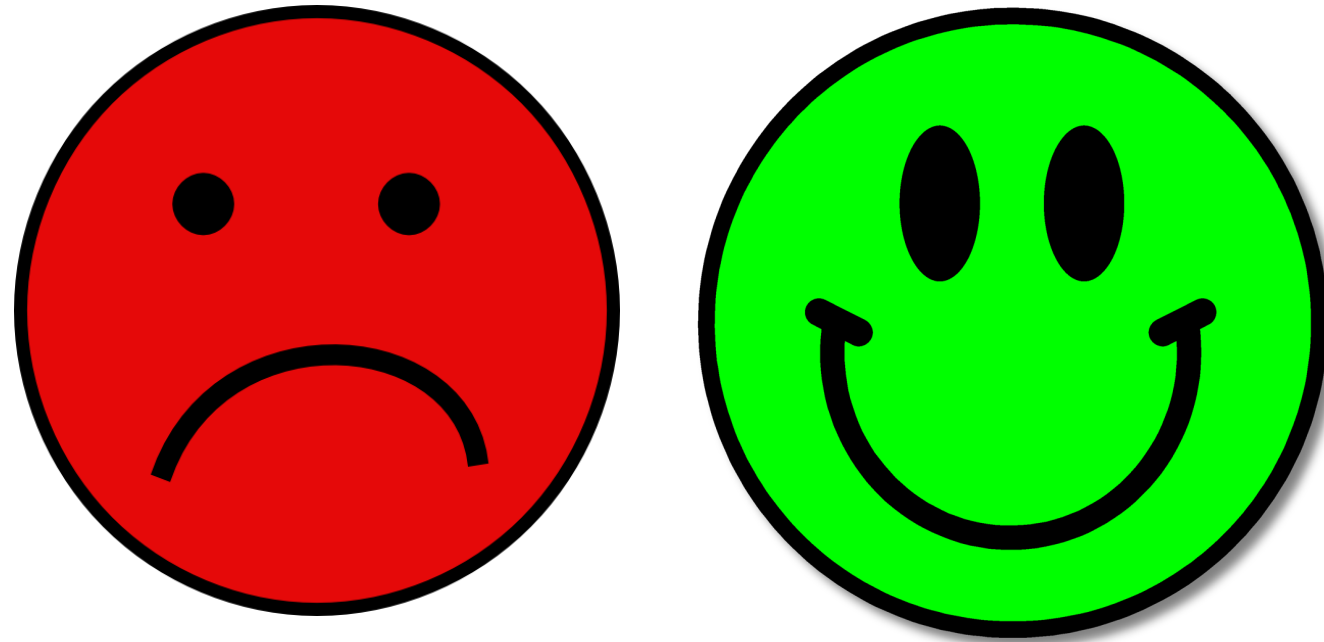


Special Education

Medical Model

Wait a second....

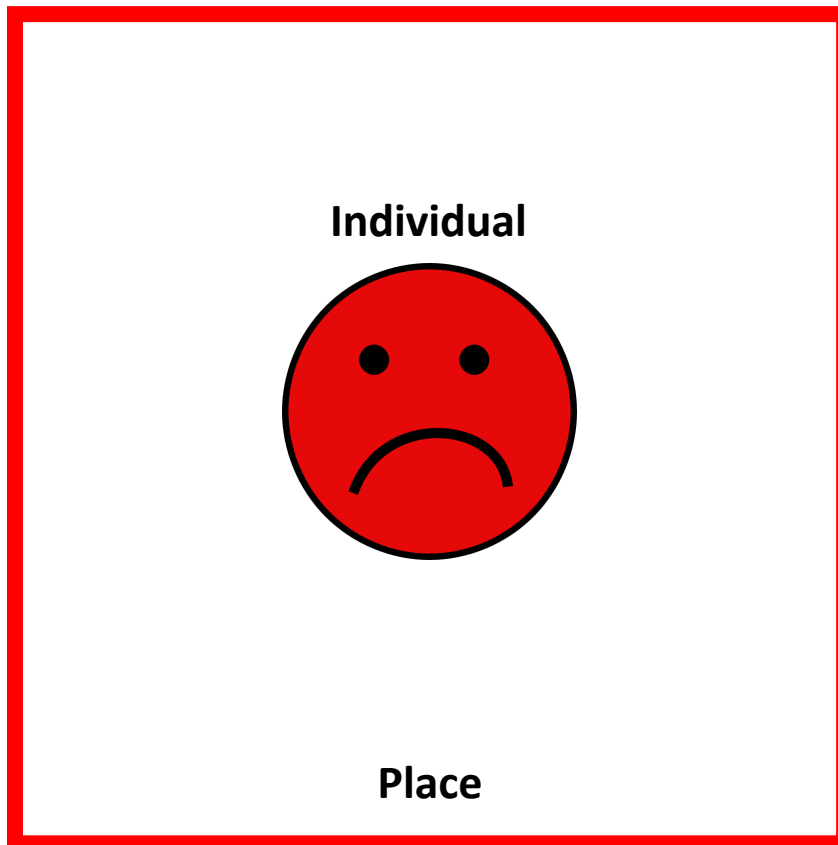
People with disabilities said:



“I am not broken.”

“I do not need to be fixed!”

# Shifting the Paradigm: Social Model of Disability

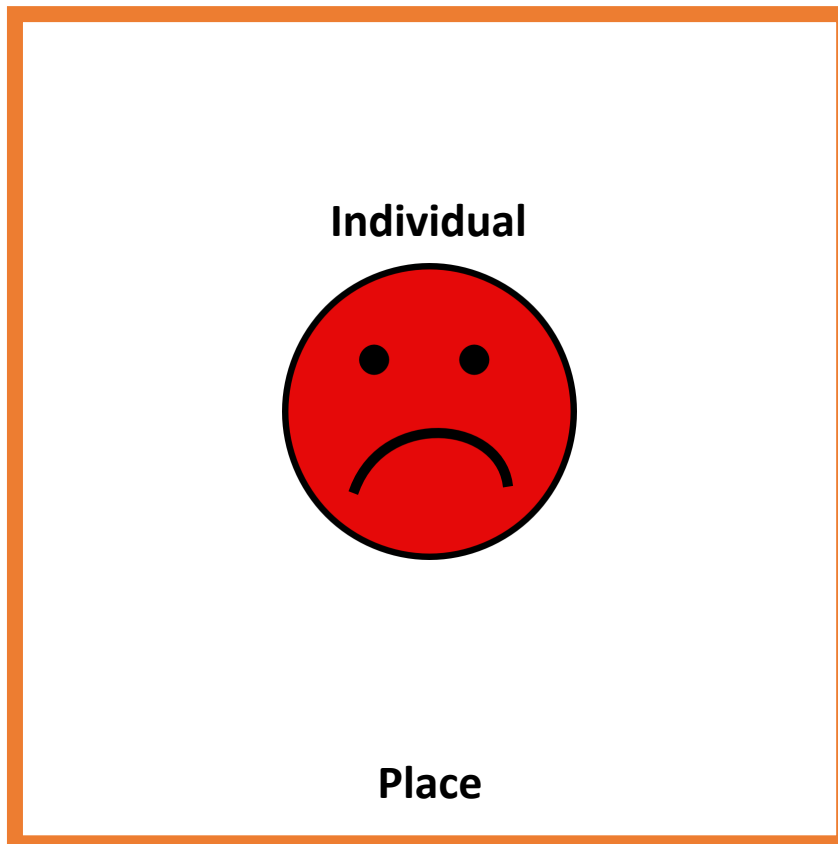


## **Social Model**

If individual isn't successful

- Diagnose the problems in the place
- Fix the place
- Support everyone in the place

# Shifting the Paradigm: Social Model of Disability

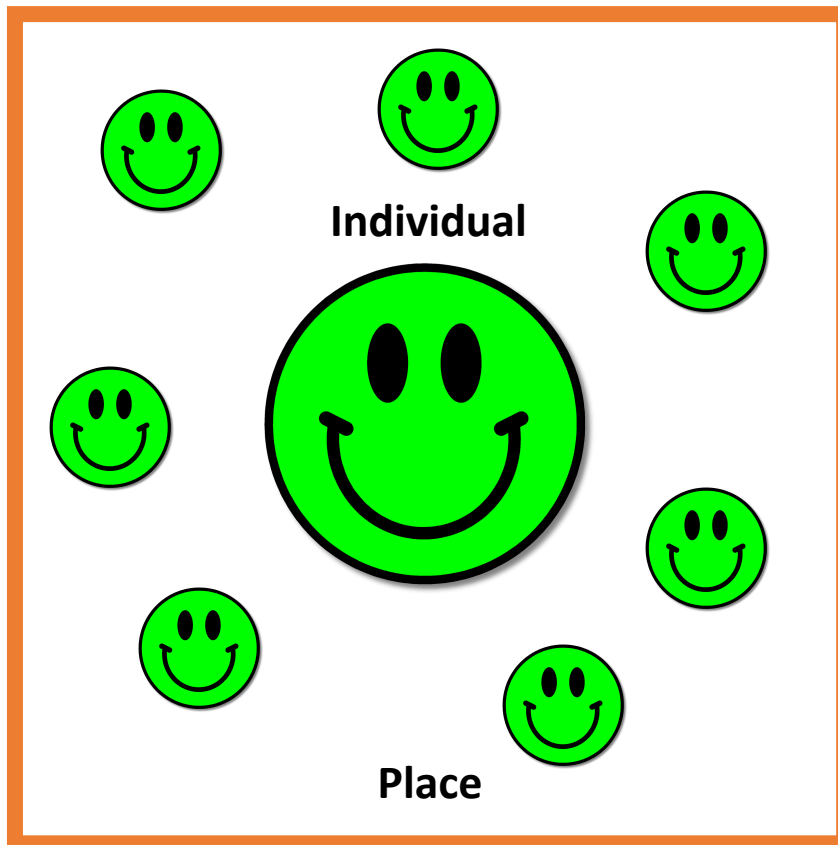


## **Social Model**

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# Shifting the Paradigm: Social Model of Disability

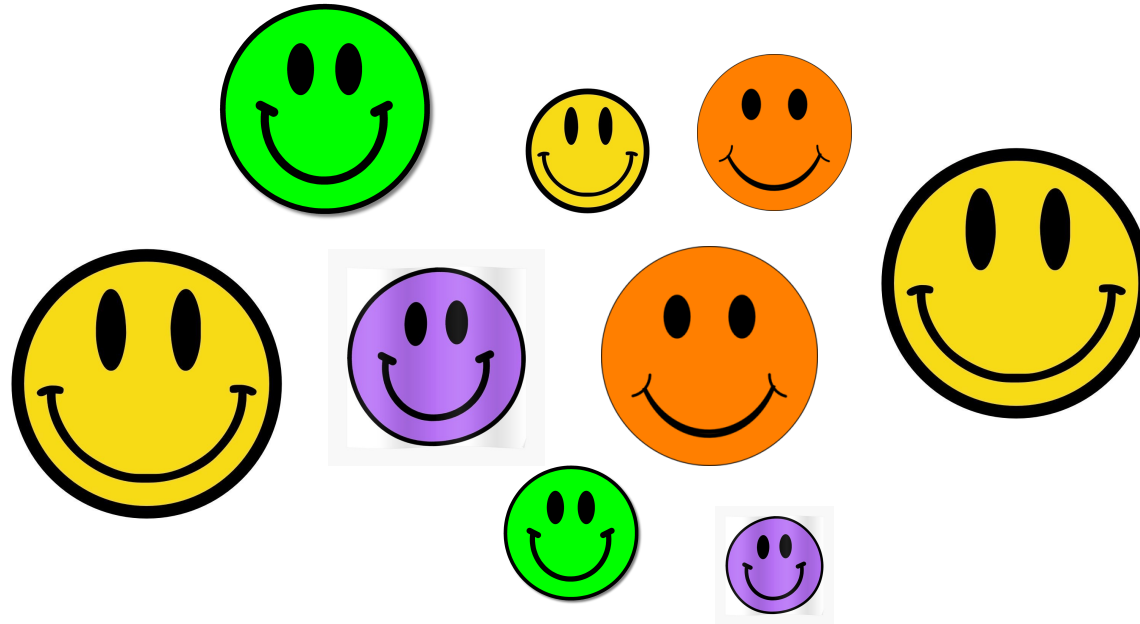


## Social Model

If individual isn't successful

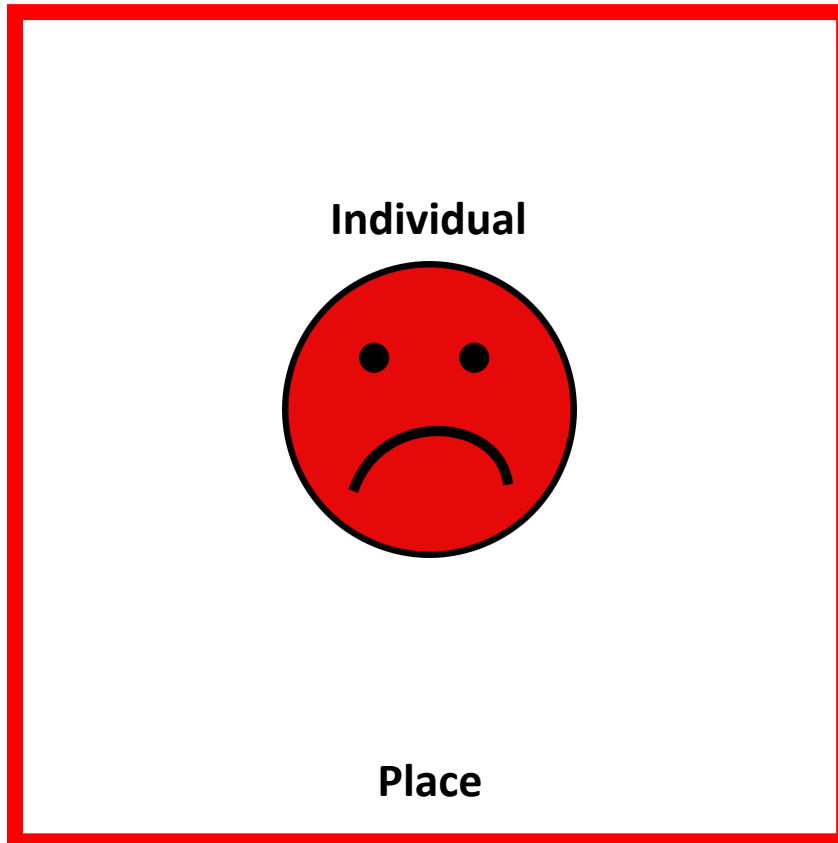
- Diagnose the problems in the place
- Fix the place
- Support everyone in the place

Wait a second....  
Teachers said:



“What about all the individual  
needs in a shared place”

# Shifting the Paradigm: Person-Place Model of Need



## **Inclusive Education**

If an individual isn't successful

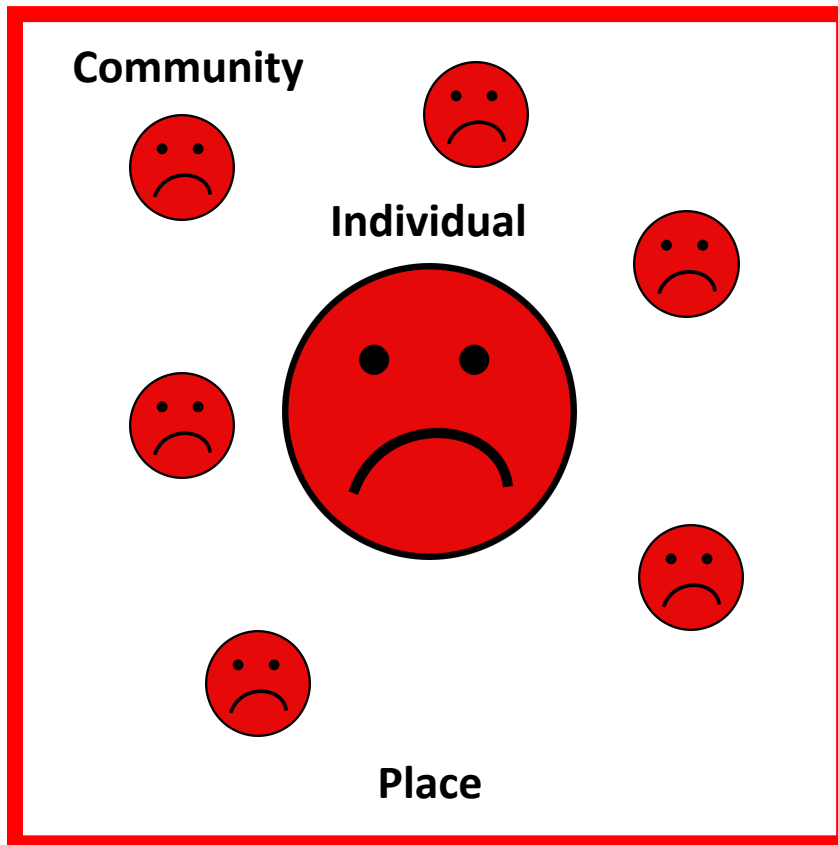
- Determine barriers in place
- Determine needs of the community
- Anticipate supports & strategies based on needs
- Universally apply supports and strategies to ALL

# Shifting the Paradigm: Person-Place Model of Need

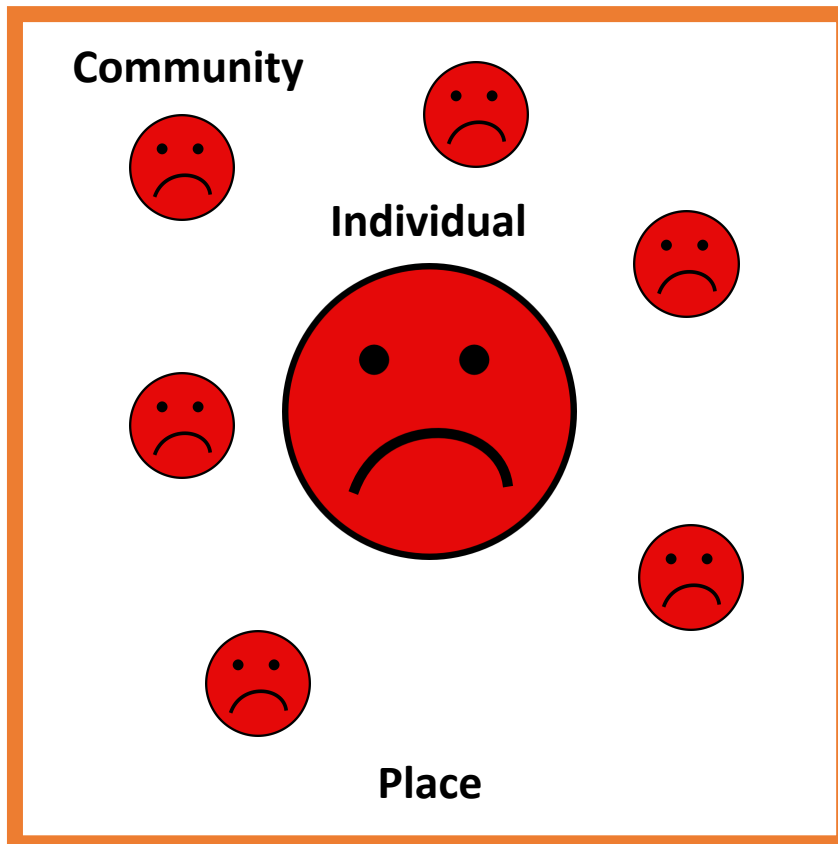
## Inclusive Education

If an individual isn't successful

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# Shifting the Paradigm: Person-Place Model of Need



## Inclusive Education

If an individual isn't successful

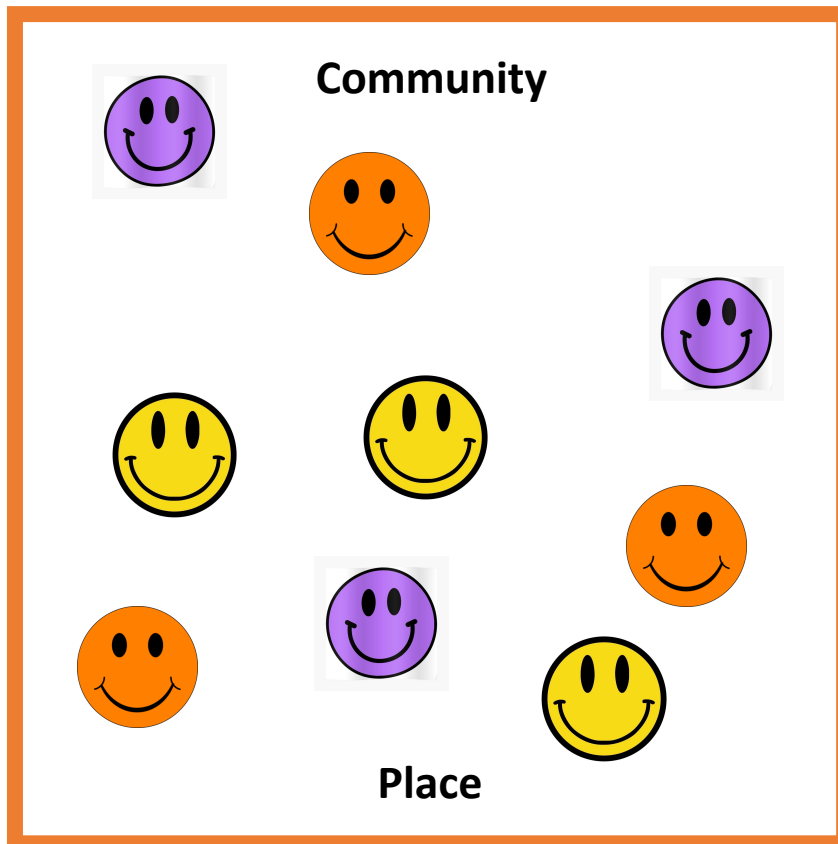
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# Shifting the Paradigm: Person-Place Model of Need

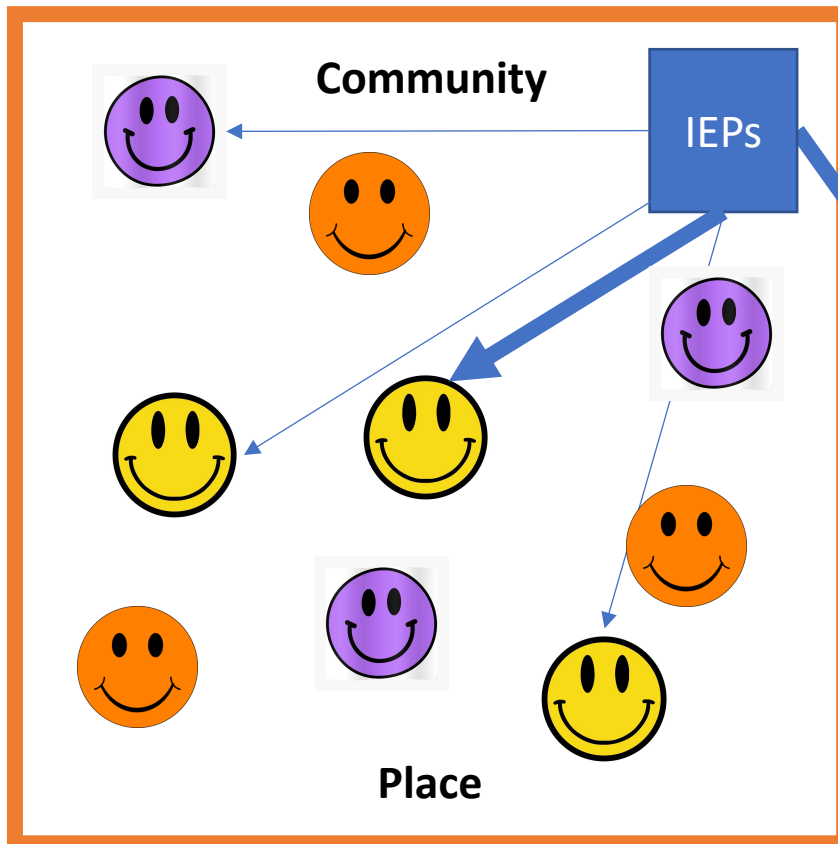
## Inclusive Education

If an individual isn't successful

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# Shifting the Paradigm: Person-Place Model of Need



## Inclusive Education

If an individual isn't successful

- Determine barriers in place
- Determine needs of the community
- Anticipate supports & strategies based on needs
- Universally apply supports and strategies to ALL

## IEP

- Communicates barriers of individual
- Communicates needs of individual
- Communicates supports & strategies of individual
- Universally applied to everyone in the community
- Blueprint for the place!

# The cupcake Model



Special Education

Medical Model

## The cupcake model



Shelley Moore, 2019

## The layered cake model



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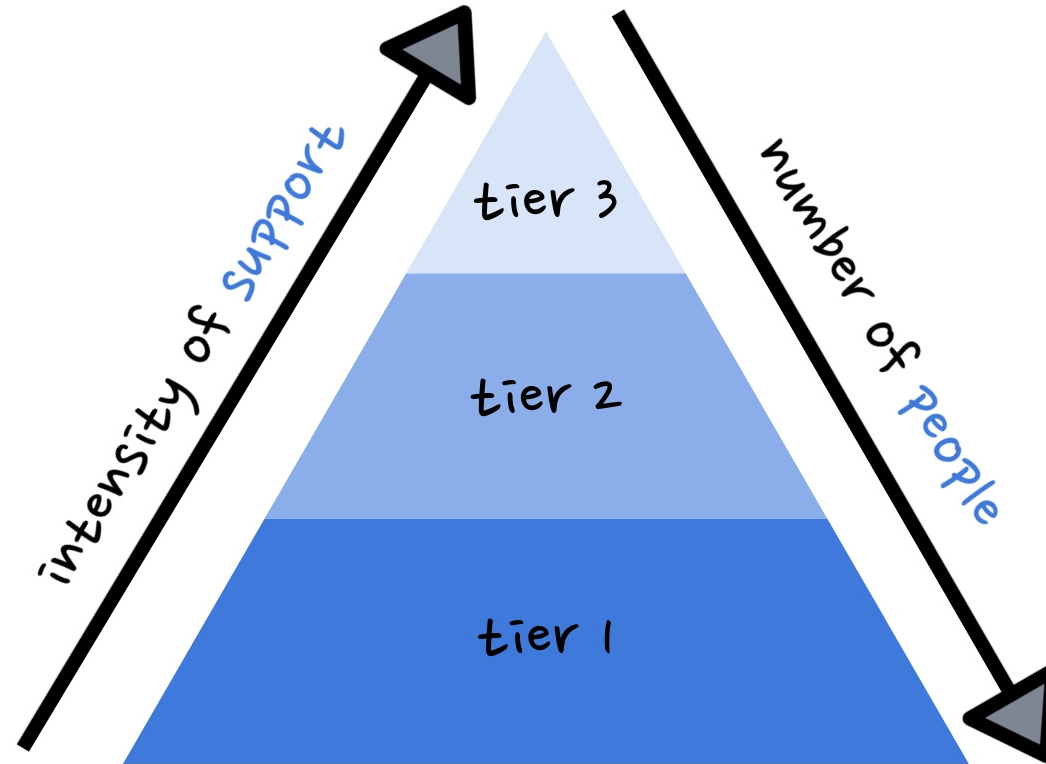
# The layered cake model



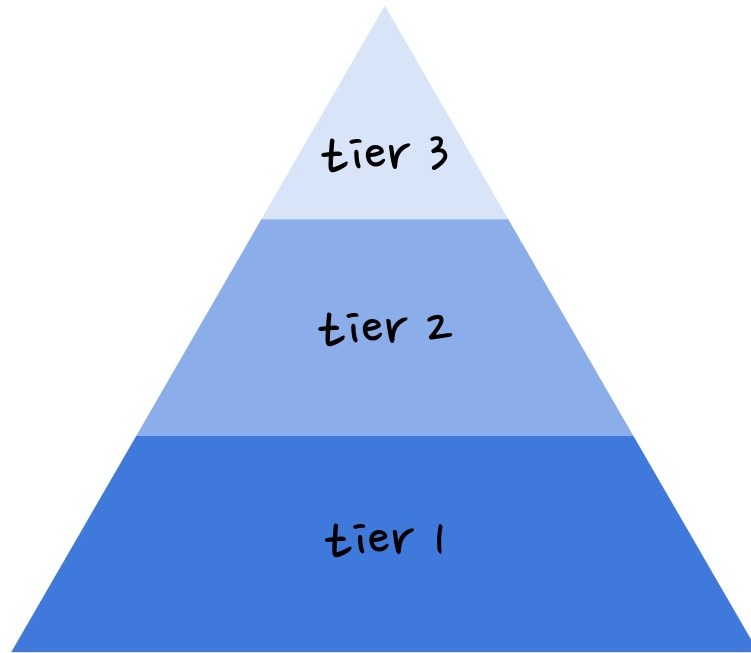
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# RTI: RESPONSE TO INTERVENTION

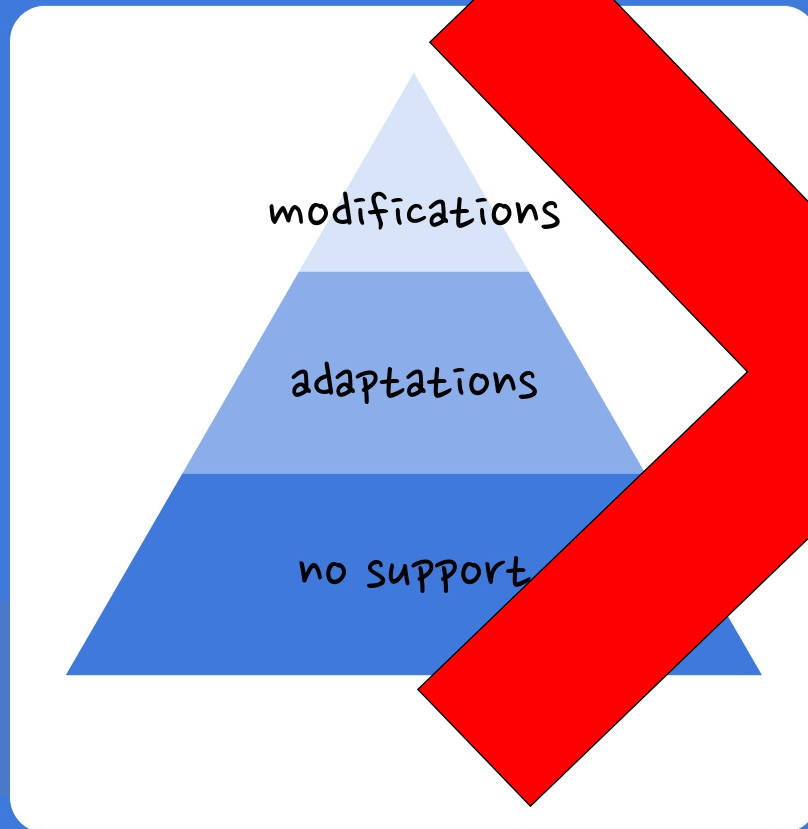


# RTI: RESPONSE TO INTERVENTION

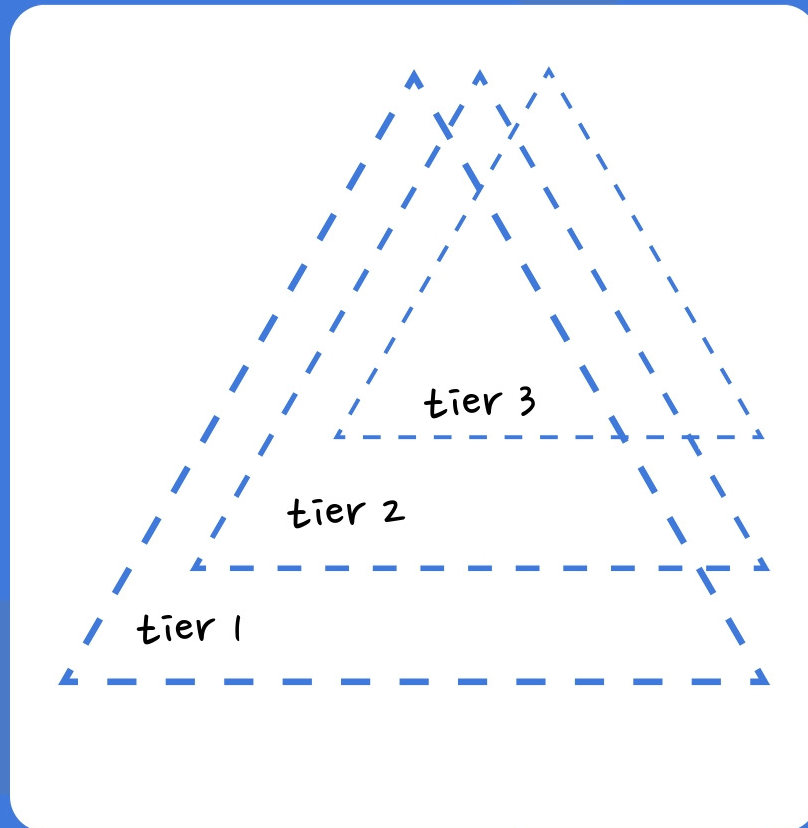


- early intervention of support
- assessment of students
- regulated supports

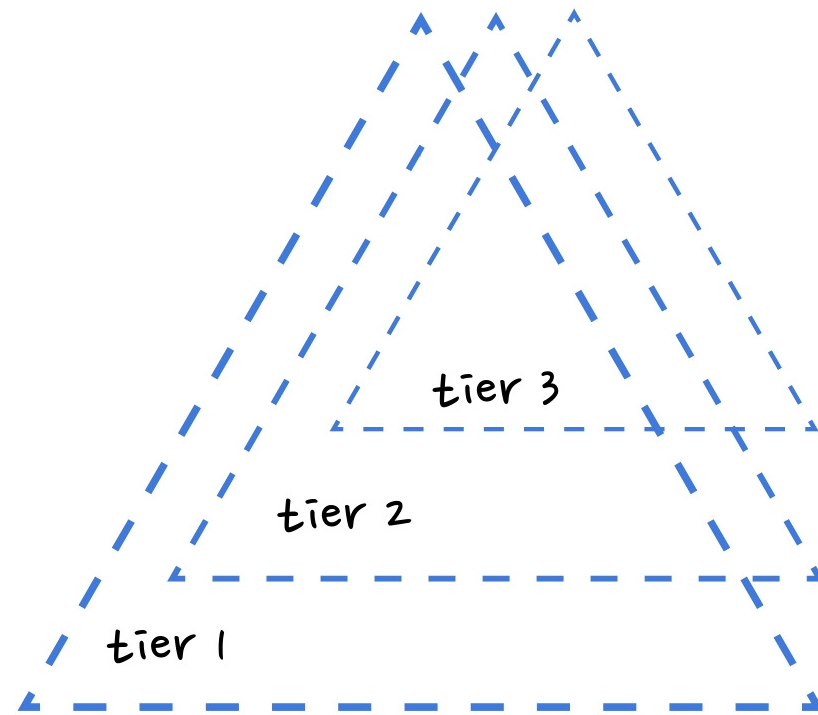
# RTI: RESPONSE TO INTERVENTION ??



# RTI: RESPONSE TO INSTRUCTION



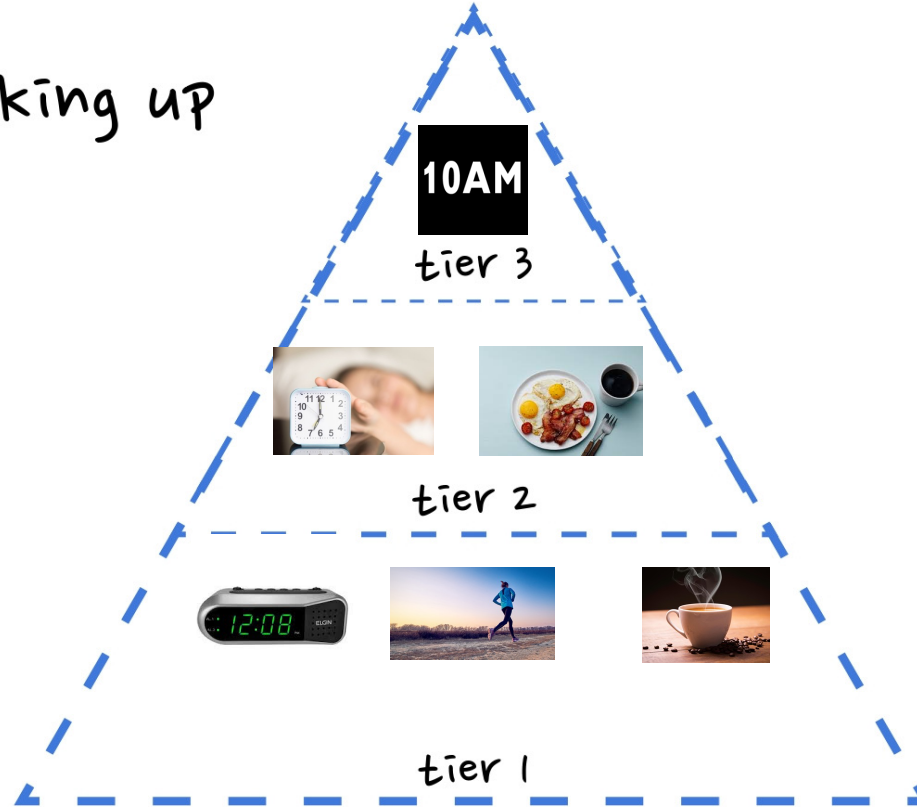
# RTI: RESPONSE TO INSTRUCTION



- early instruction of support
- assessment of the environment
- universal supports


# RESPONSE TO INSTRUCTION

Lens: waking up




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What do you see is  
**ALREADY** happening  
in your context?



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