

# SHELLEY MOORE



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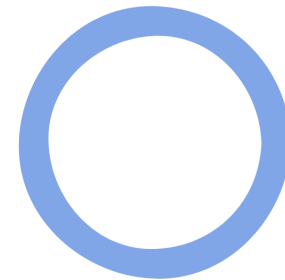
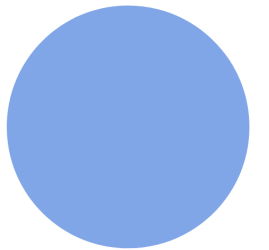
# NEXWLÉLEXM (BOWEN ISLAND)

- The Islands Trust council acknowledges that the lands and waters that encompass the Islands Trust Area have been **home to Indigenous peoples** since **time immemorial** and honours the **rich history, stewardship, and cultural heritage** that embody this place we all call home.
- The Islands Trust council is committed to establishing and maintaining mutually **respectful relationships** between Indigenous and non-Indigenous peoples. Islands Trust states a **commitment to Reconciliation** with the understanding that this commitment is a **long-term relationship-building and healing process**.
- The Islands Trust council will strive to **create opportunities for knowledge-sharing** and understanding as people come together to **preserve and protect** the special nature of the islands within the **Salish Sea**.



Waterfall!

What stands out from  
the last session?





# Now What?!

- Understand **WHAT** Inclusion is....



Understand **WHY** it is important...

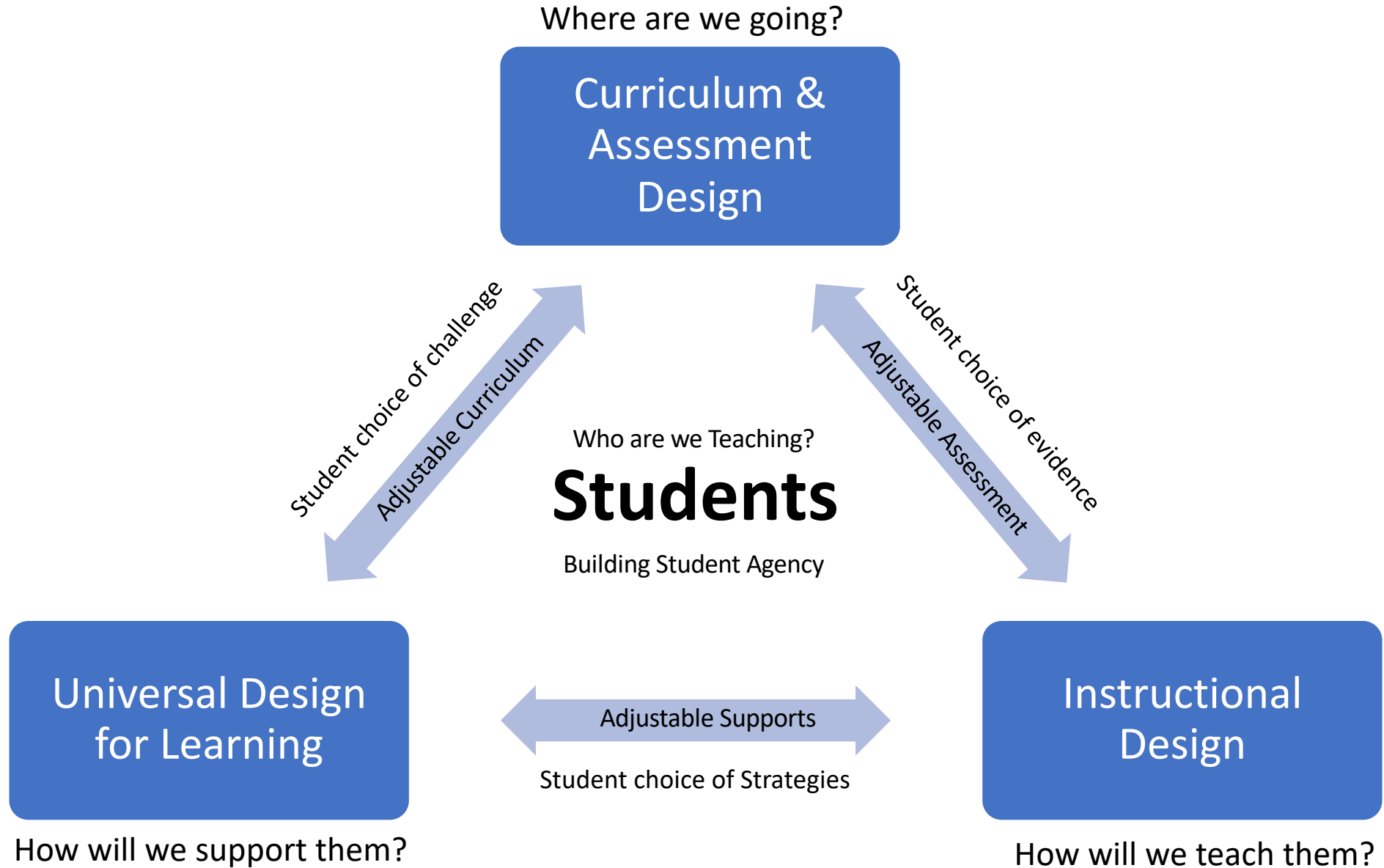


How to we do it?

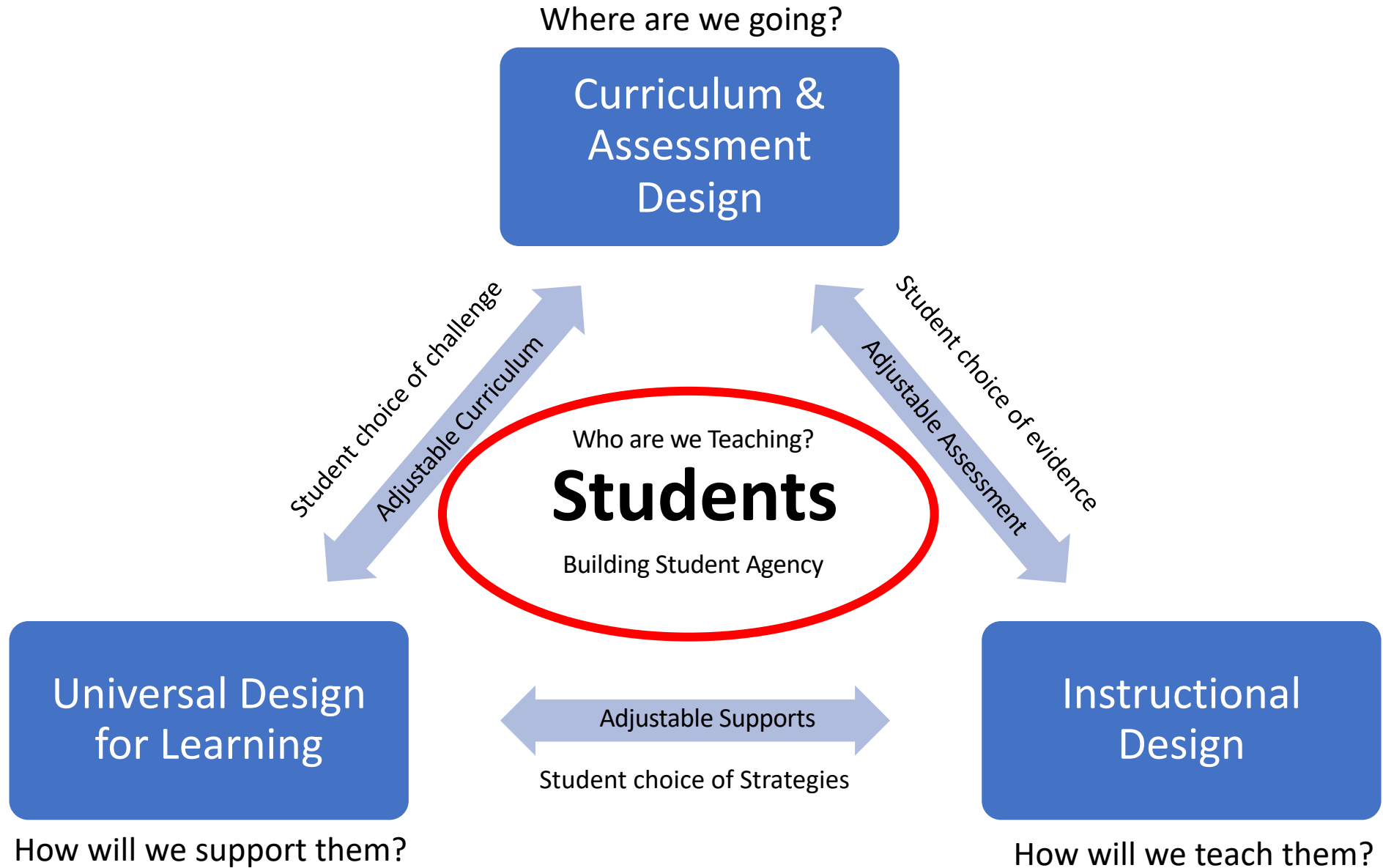
# DESIGN: THE MOST UNDERUTILIZED SUPPORT



# How can we change the system? Designing with Equity in Mind



# How can we change the system? Designing with Equity in Mind

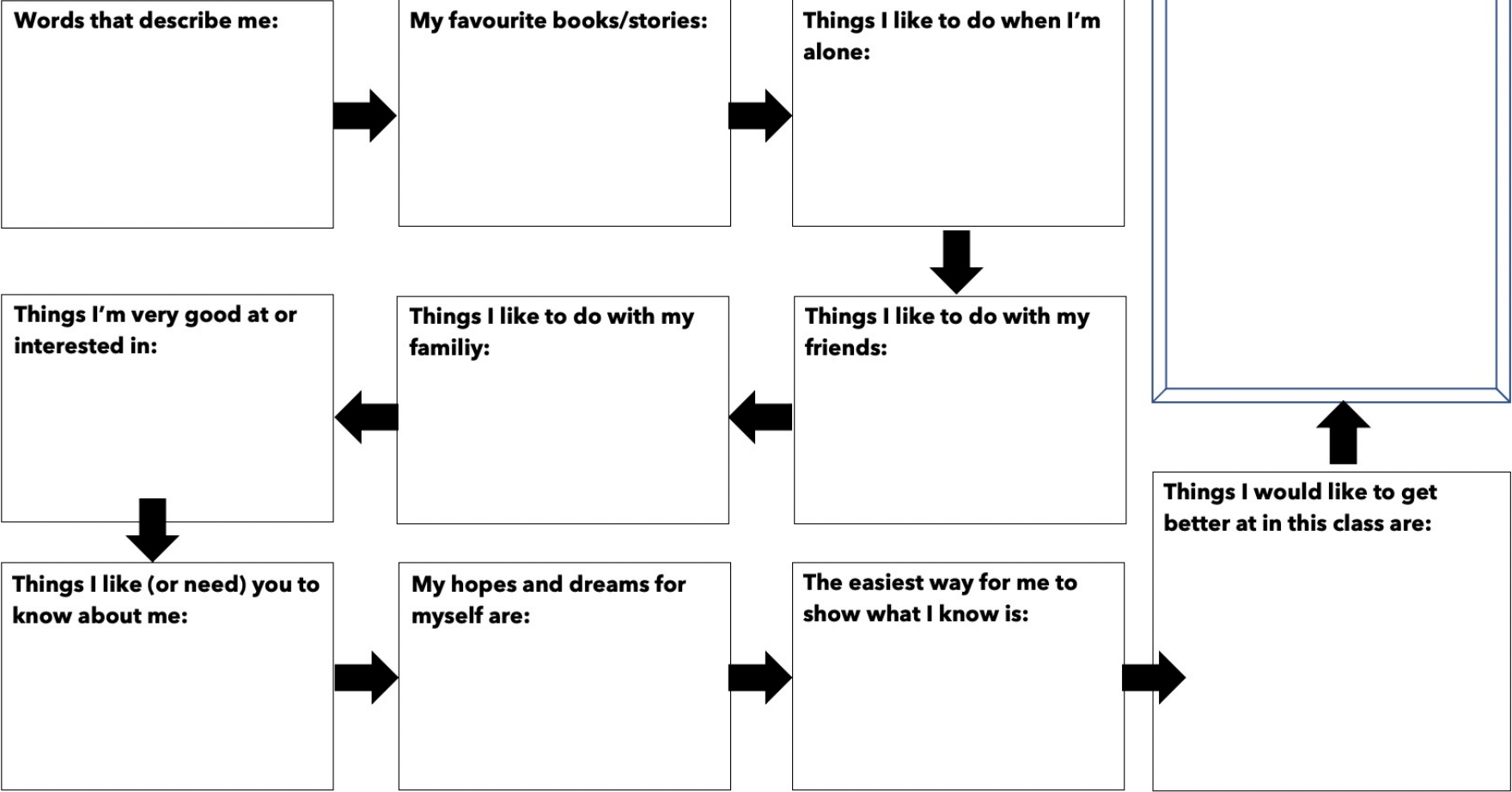


<b>Class Review for :</b>	<b>Teacher:</b>	<b>Date:</b>
I can plan for my students by getting to know the:		
<b>Interests &amp; identities of the class</b>	<b>Classroom Strengths</b>	<b>Classroom Stretches</b>
Based on the interests, strengths and stretches of this class, one goal(s) for these I have for this class is:		
<b>The BIG goal I have for this class:</b>		
I can meet this goal(s) by making a plan:	I can meet this goal(s) by reducing barriers in the classroom:	
<b>Decision:</b> Something I want to try	<b>Decision:</b> Learning Barriers (UDL)	<b>Decision:</b> Equity barriers (Reconciliation)
We can meet this goal(s) by targeting core competencies chosen as a community:		
<b>Decision:</b> Core competencies to target for this class (Decided by the class)		

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# Who Am I?

## Who am I? Profile



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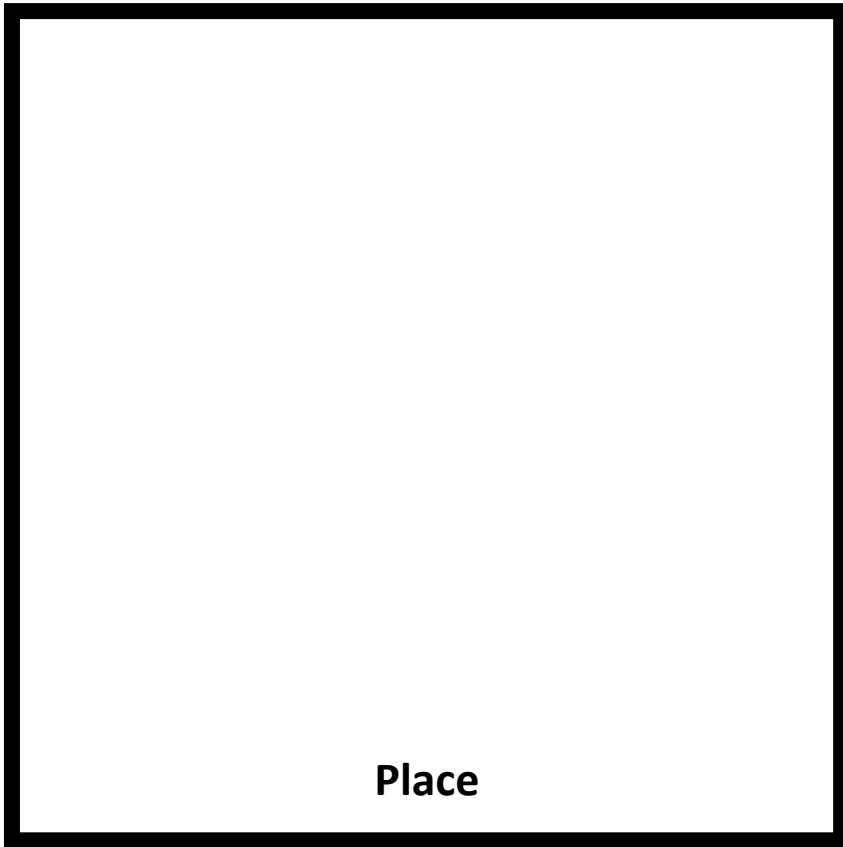
What are **barriers**??



# A shift in thinking...

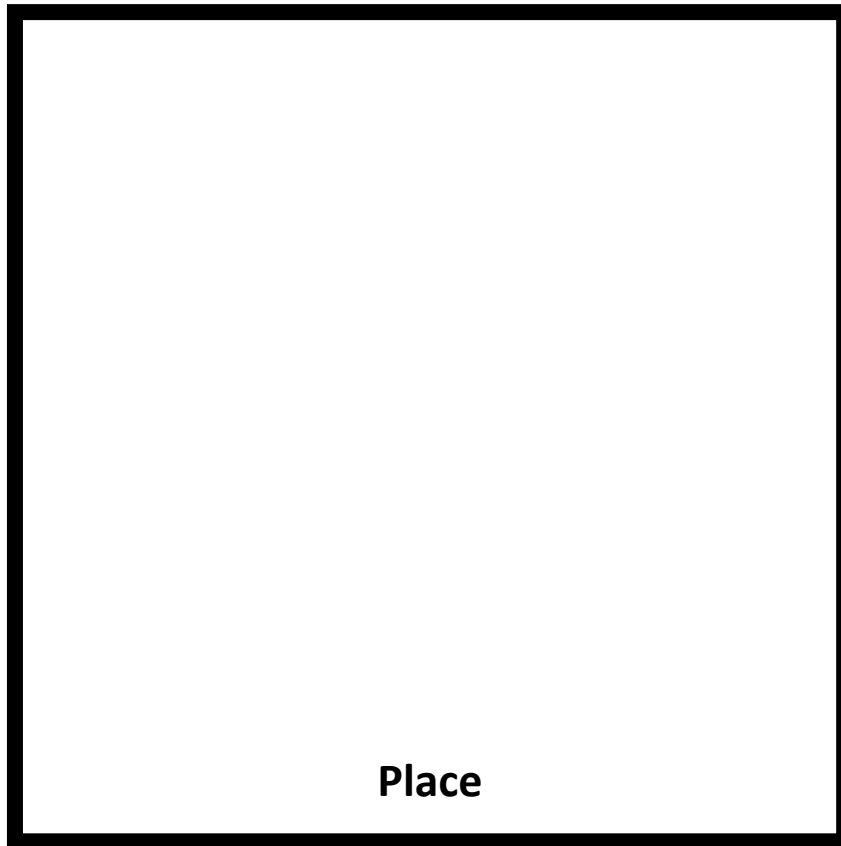
## **There are some things we need to understand:**

- Understand the **thinking shift** for how we view **individuals with Disabilities**
- Understand the **role that a context** plays in **teaching** and in barriers that **limit individuals**
- Understand that the **less** a context is **limiting**, the **less support** an individual needs



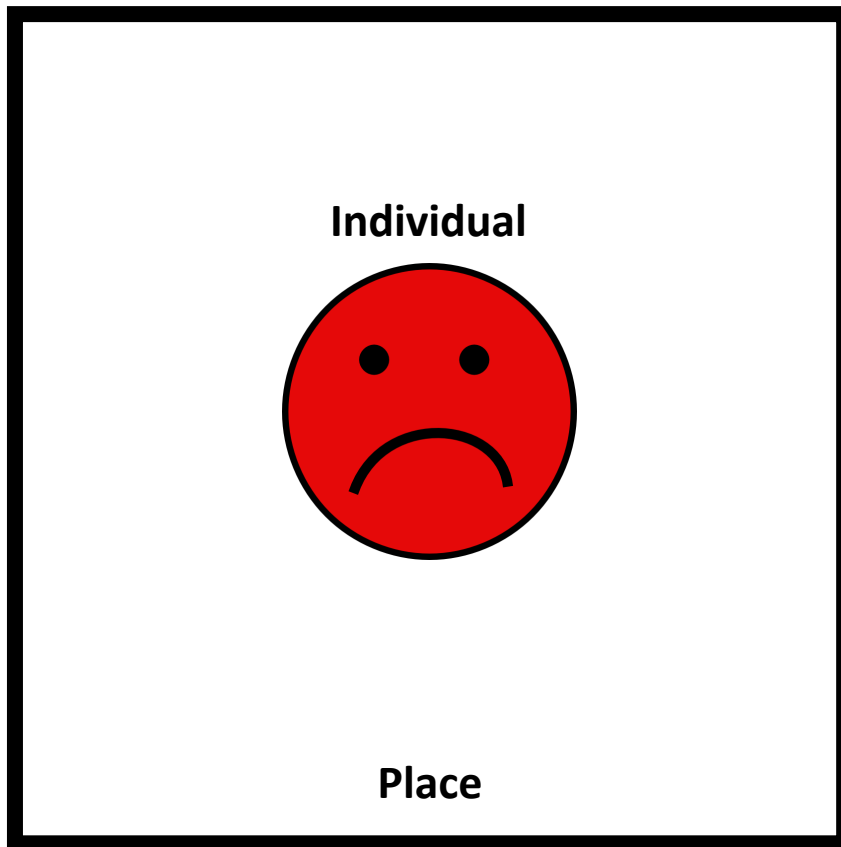
**Place**

# Shifting the Paradigm: Medical Model of Disability



Place

# Shifting the Paradigm: Medical Model of Disability

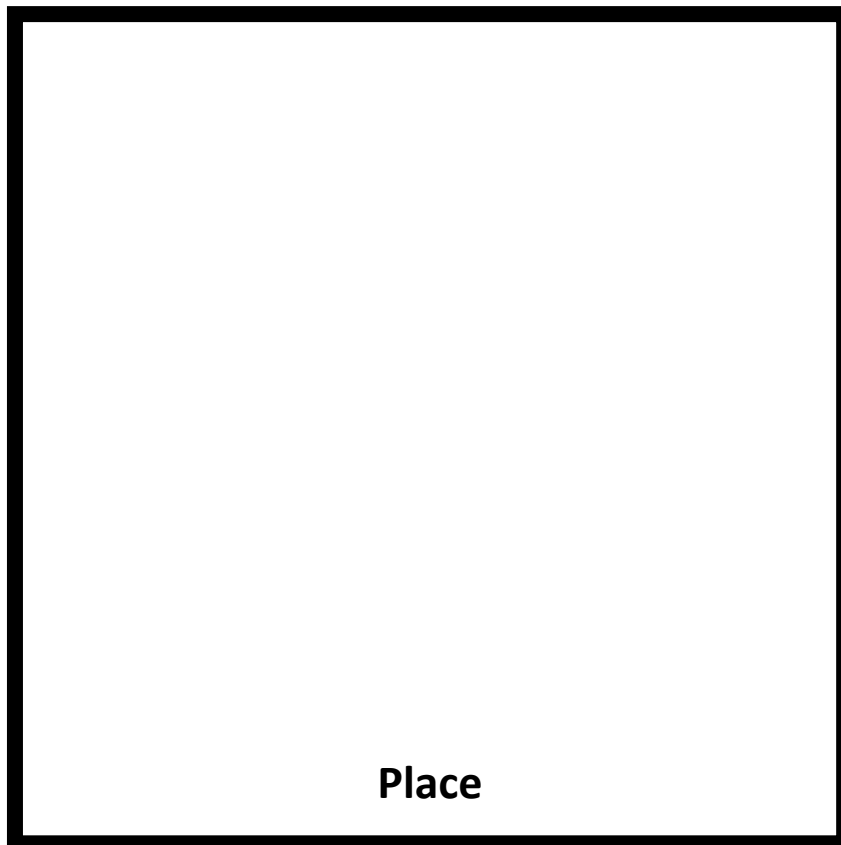


## Special Education

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

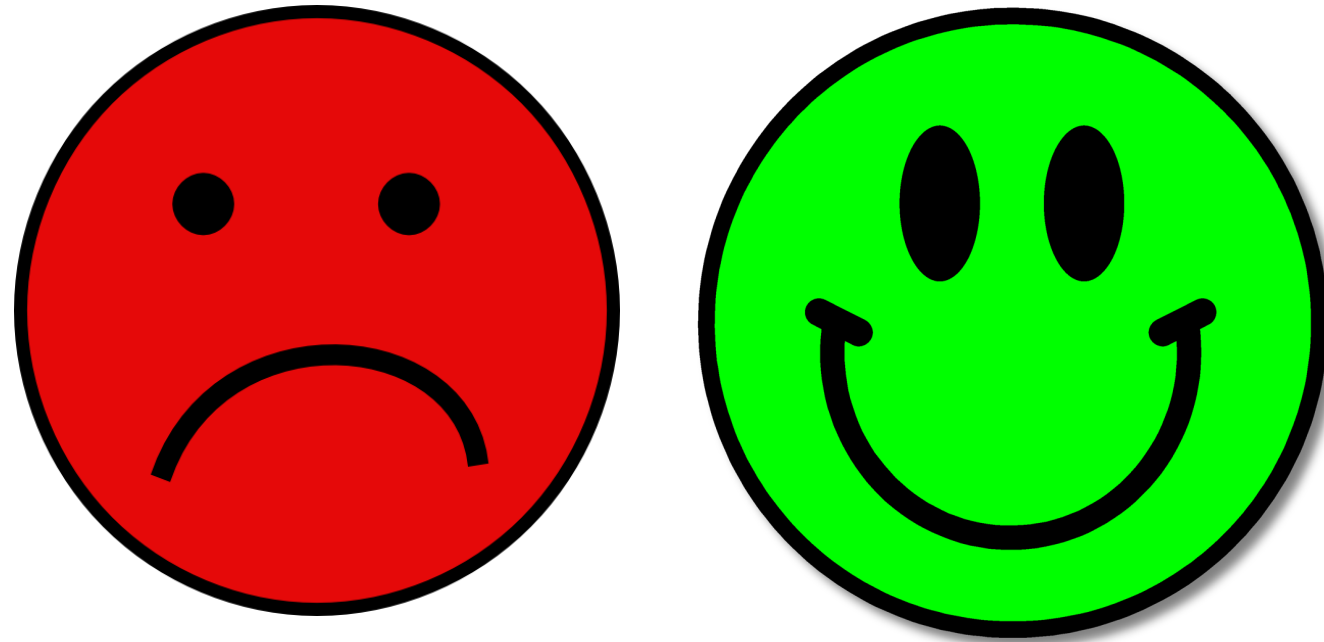
- Remove the individual
- Diagnose the problems in the individual
- Fix the individual
- Individual goes back when they are "ready"
- IEPs are separate from the place

If a flower  
isn't thriving  
in a garden...



Wait a second....

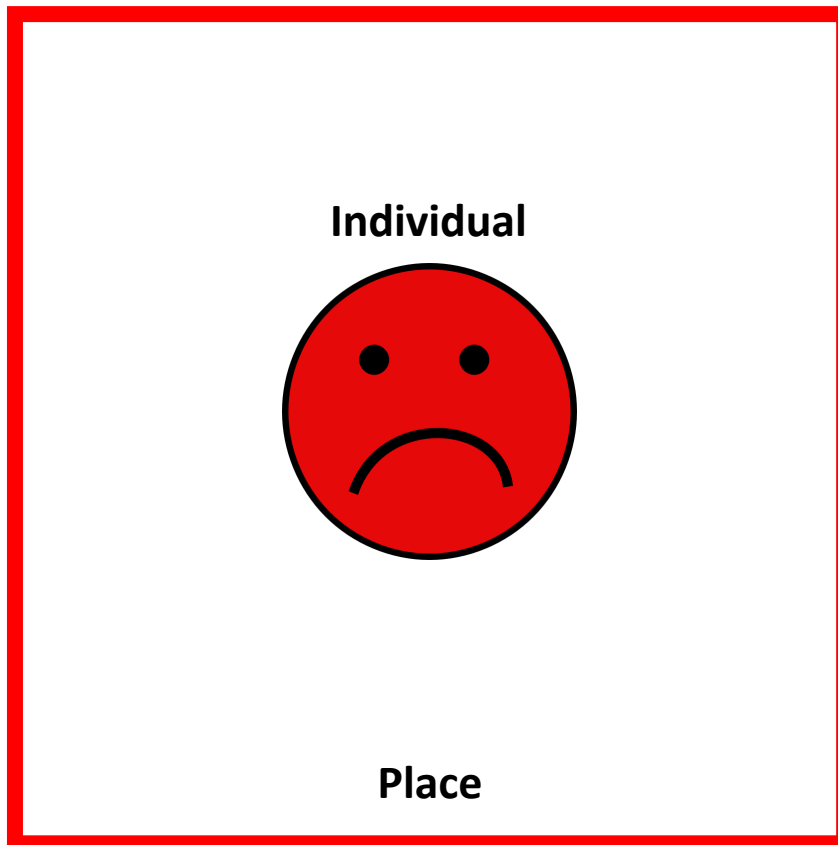
People with disabilities said:



“I am not broken.”

“I do not need to be fixed!”

# Shifting the Paradigm: Social Model of Disability

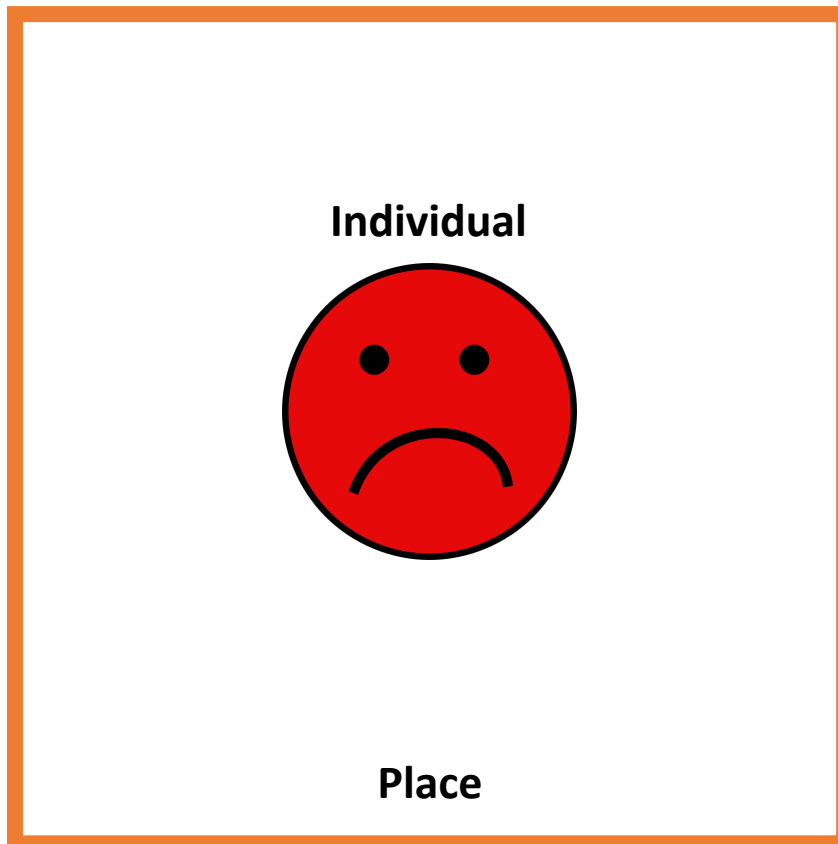


## **Social Model**

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**

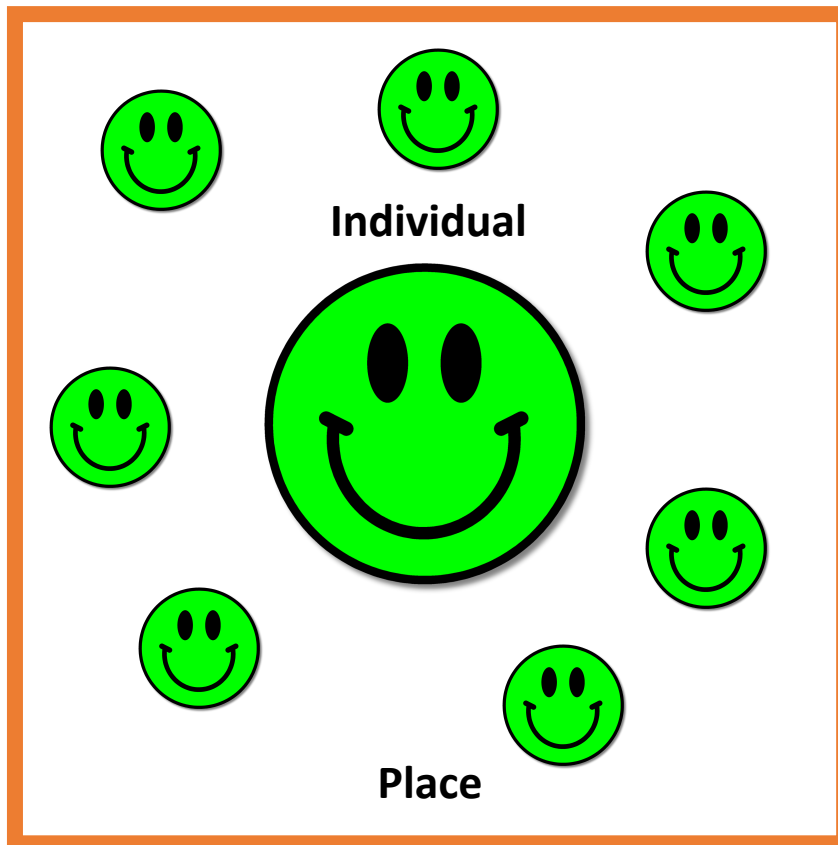
If individual isn't successful

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



What is happening in the environment?

# Shifting the Paradigm: Social Model of Disability

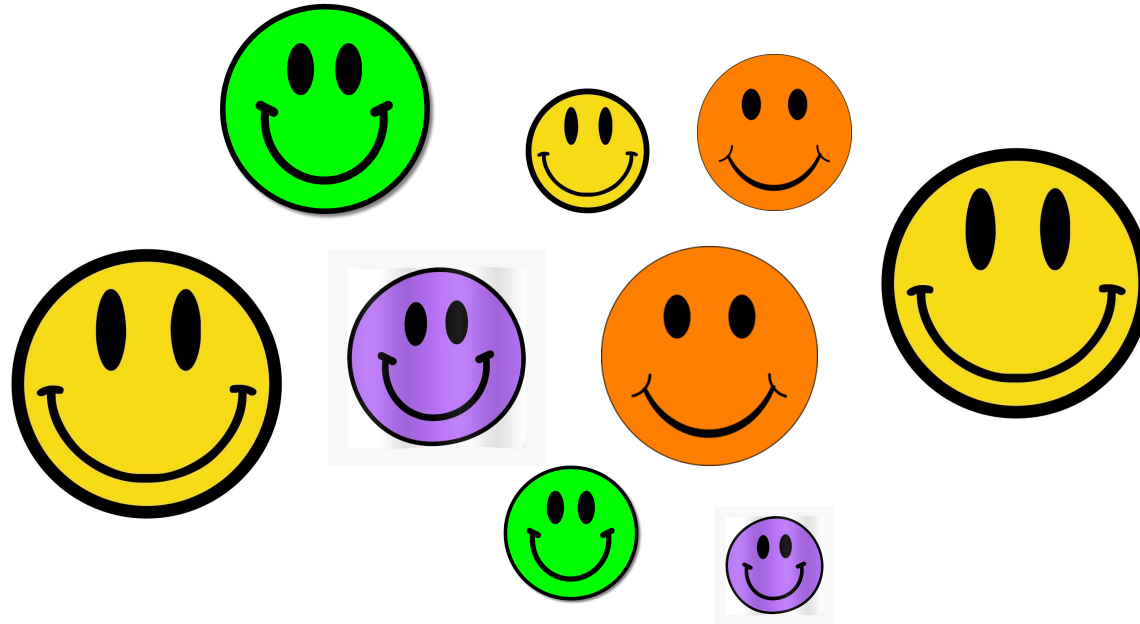


## Social Model

If individual isn't successful

- Diagnose the problems in the place
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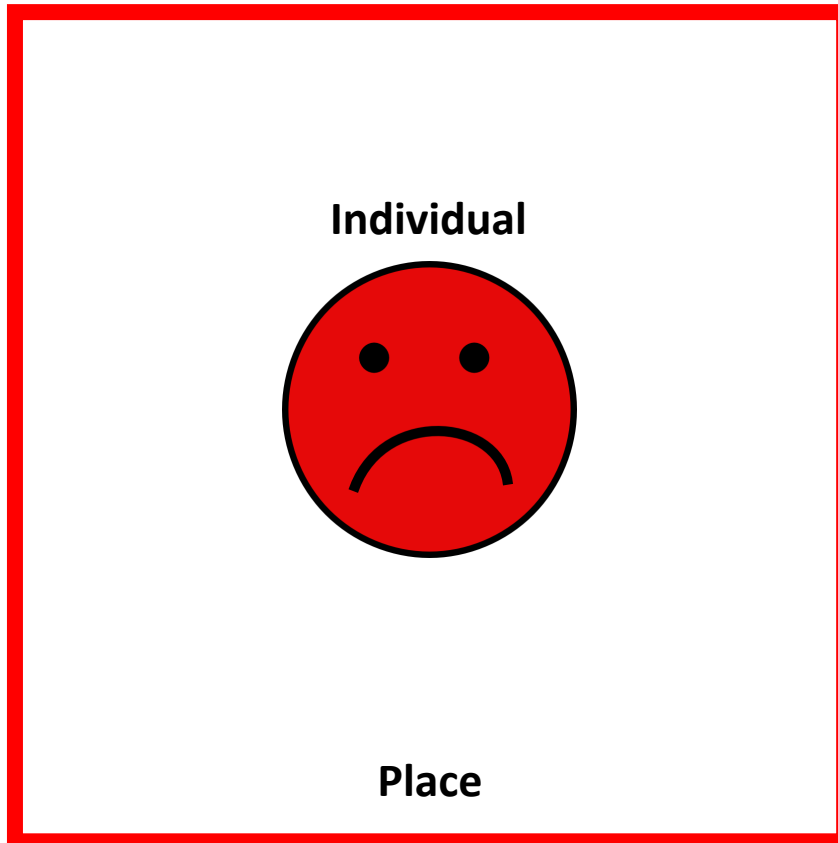
Wait a second....  
Teachers said:



“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

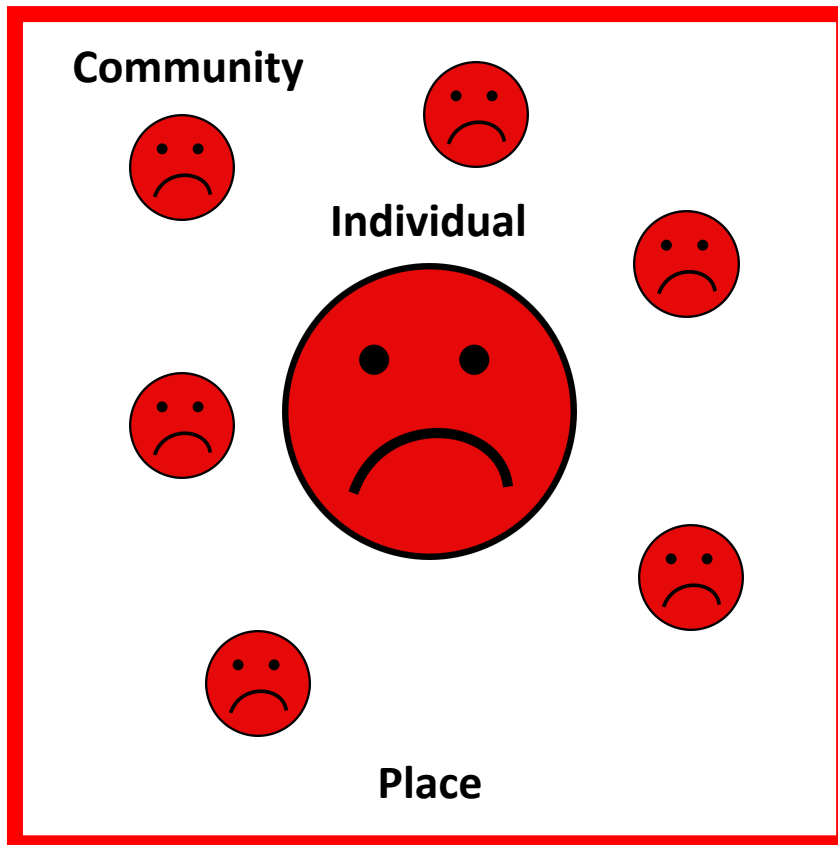
- Determine barriers in place
- Determine needs of the community
- Anticipate supports & strategies based on needs
- Universally apply supports and strategies to ALL

# Shifting the Paradigm: Person-Place Model of Need

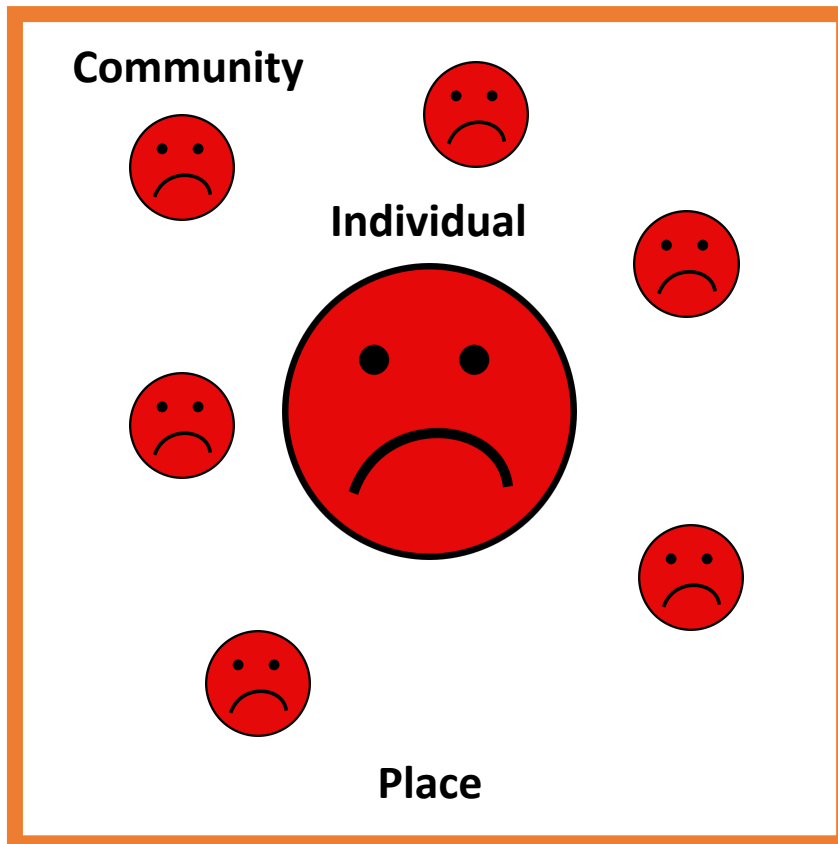
## Inclusive Education

If an individual isn't successful

- Determine barriers in place
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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

FIRST! We look at what needs everyone needs

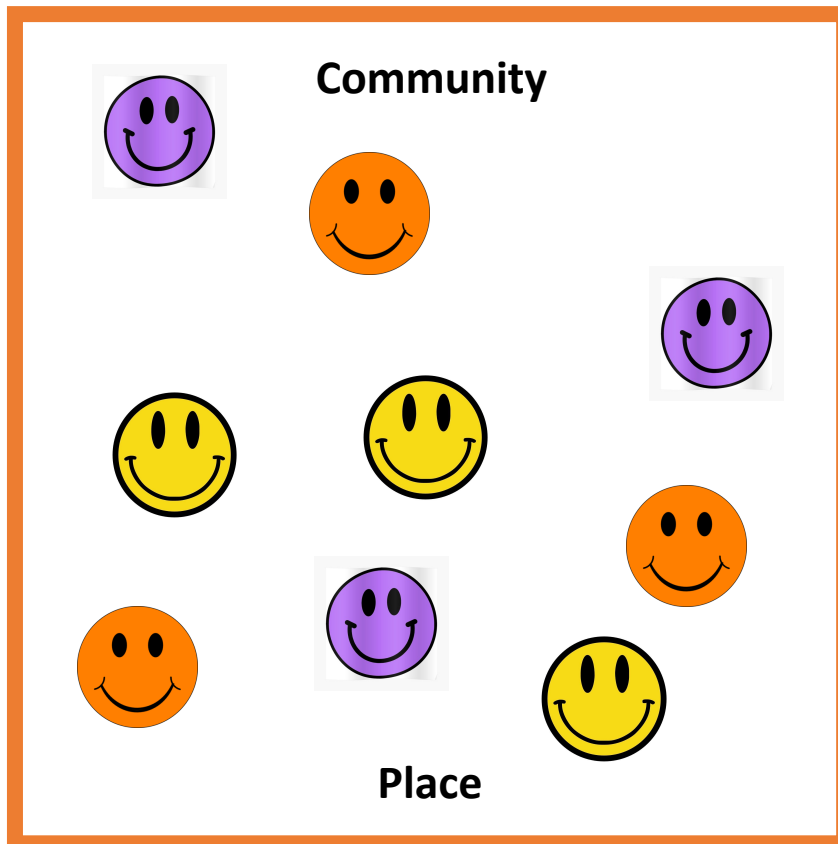


# Shifting the Paradigm: Person-Place Model of Need

## 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



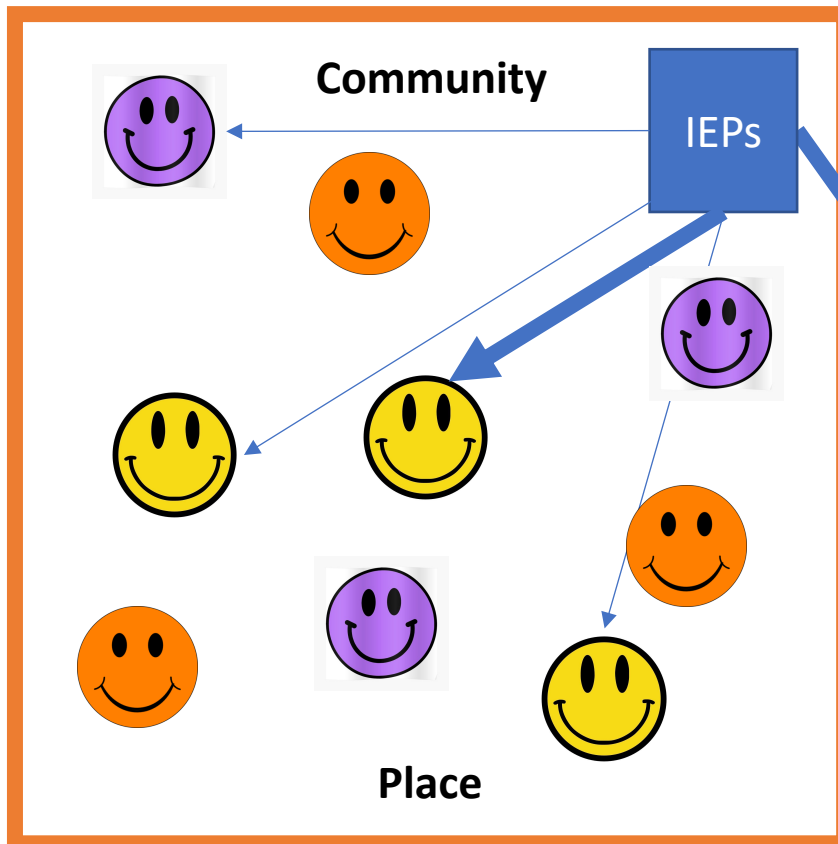
# THEN! We look at what individuals need



## TOP 4 PEST-REPELLING PLANTS

 <p><b>CATNIP</b> for aphids, beetles, caterpillars and shield bugs</p>	 <p><b>DILL</b> for aphids, caterpillars, shield bugs and spider mites</p>
 <p><b>MINT</b> for aphids, beetles, caterpillars, shield bugs and whiteflies</p>	 <p><b>NASTURTIIUM</b> for aphids, beetles, caterpillars and shield bugs</p>

# 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!

What are **barriers**??

PHYSICAL

To  
LEARNING



To  
EQUITY

How can we **REDUCE** barriers??

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