

SHELLEY MOORE



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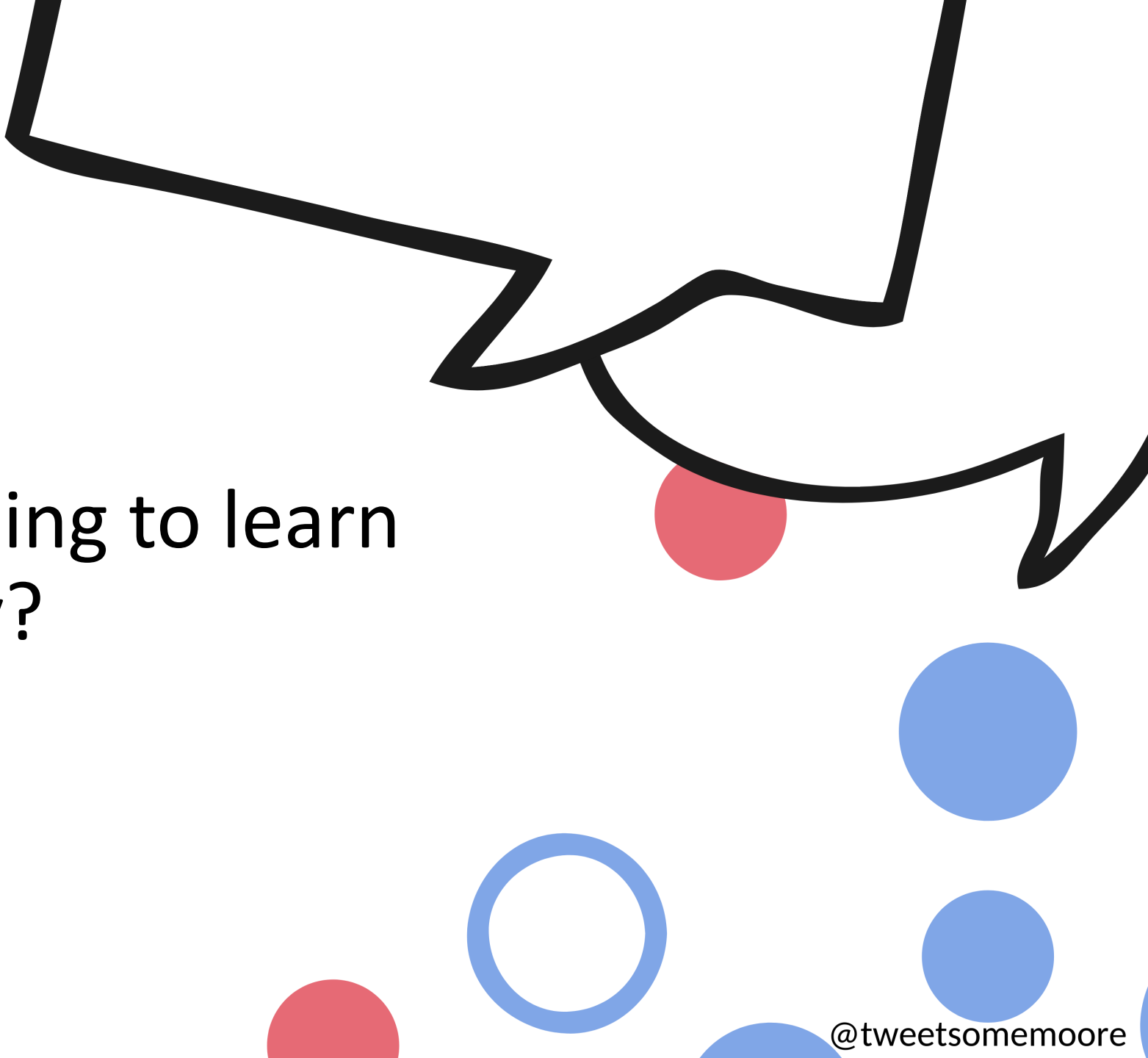
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NEXWLÉLEXM (BOWEN ISLAND)

- 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**.



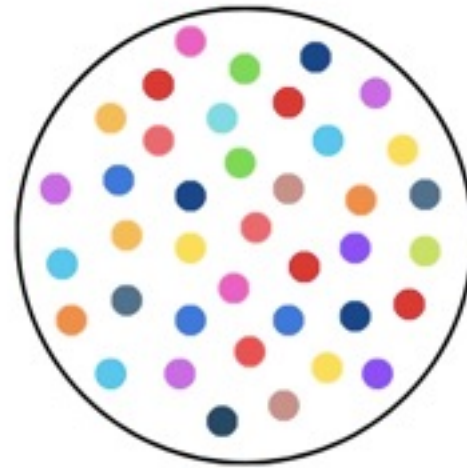
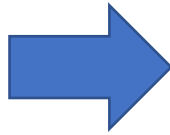
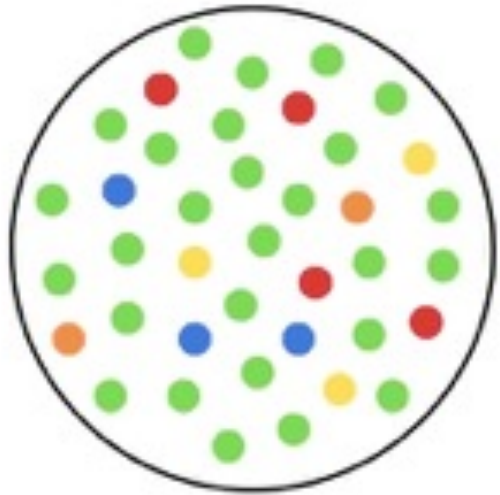
A thick, black, hand-drawn line starts at the top right, zig-zags down and to the left, then curves down and to the right, ending near the center of the image. Below this line are several circles: one solid red circle, one solid blue circle, one blue circle with a white outline, and another solid red circle. The circles are scattered in the bottom right area of the image.

What are you hoping to learn
more about today?



WHAT DOES **INCLUSION** MEAN?

What is inclusion?



How do we include
people who are
different

How do we respond
to diversity?



Now What?!

- Understand WHAT Inclusion is....



Understand WHY it is important...



How to we do it?



SHIFTING OUR SUPPORT MODELS

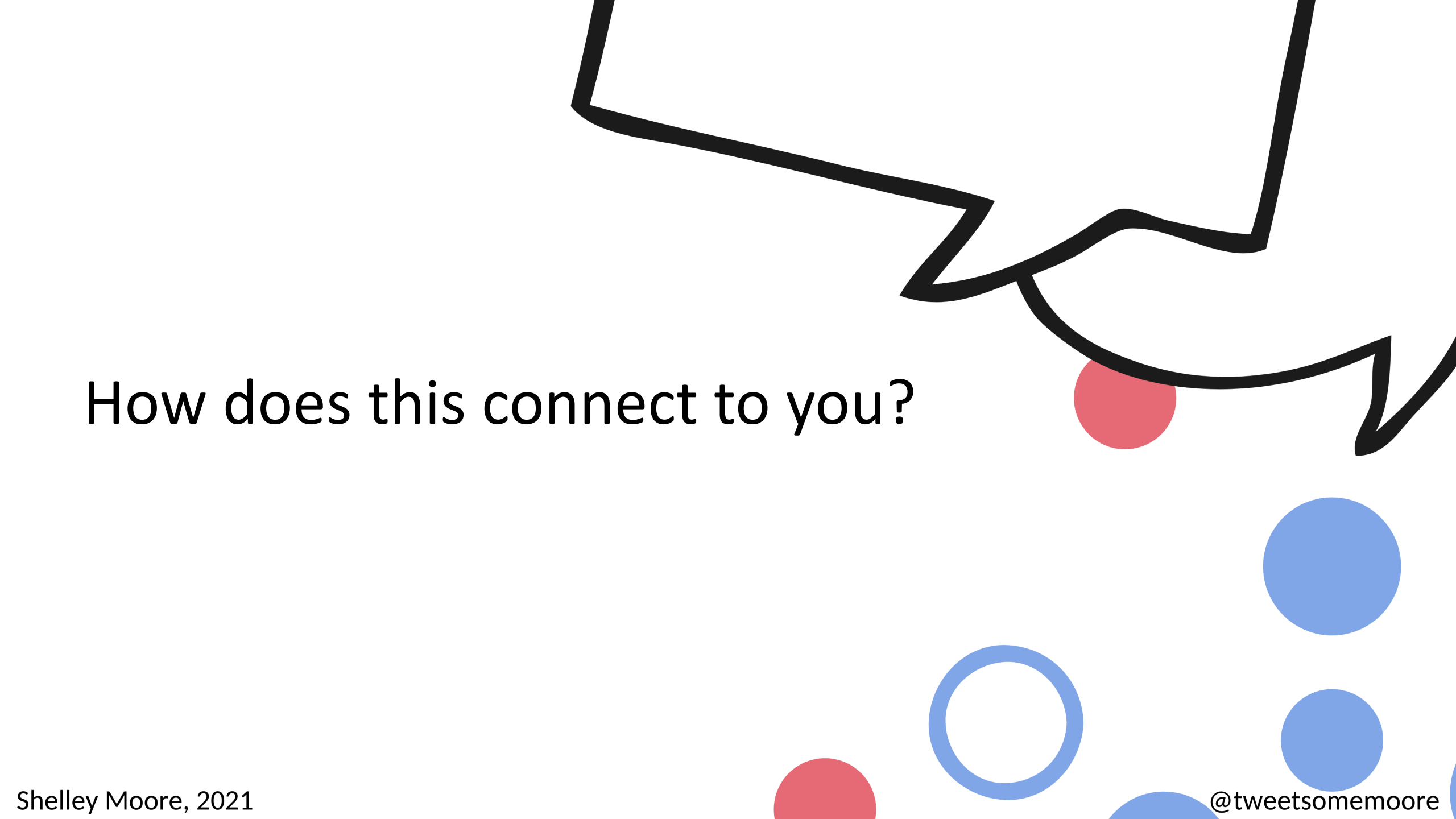
What are **barriers**??



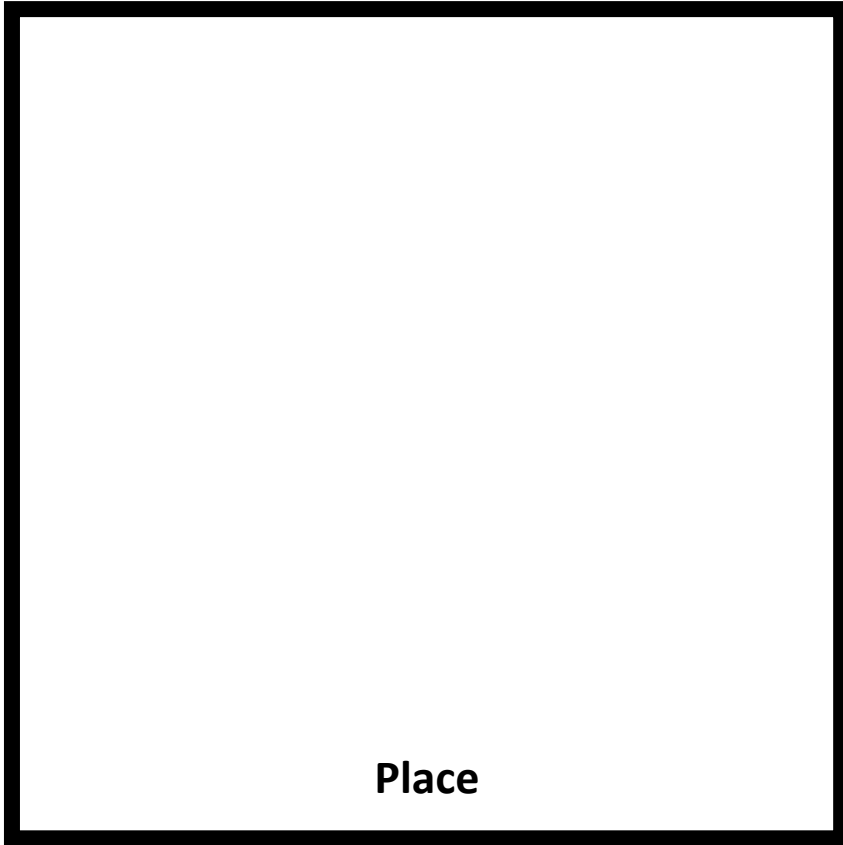
A shift in thinking...

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

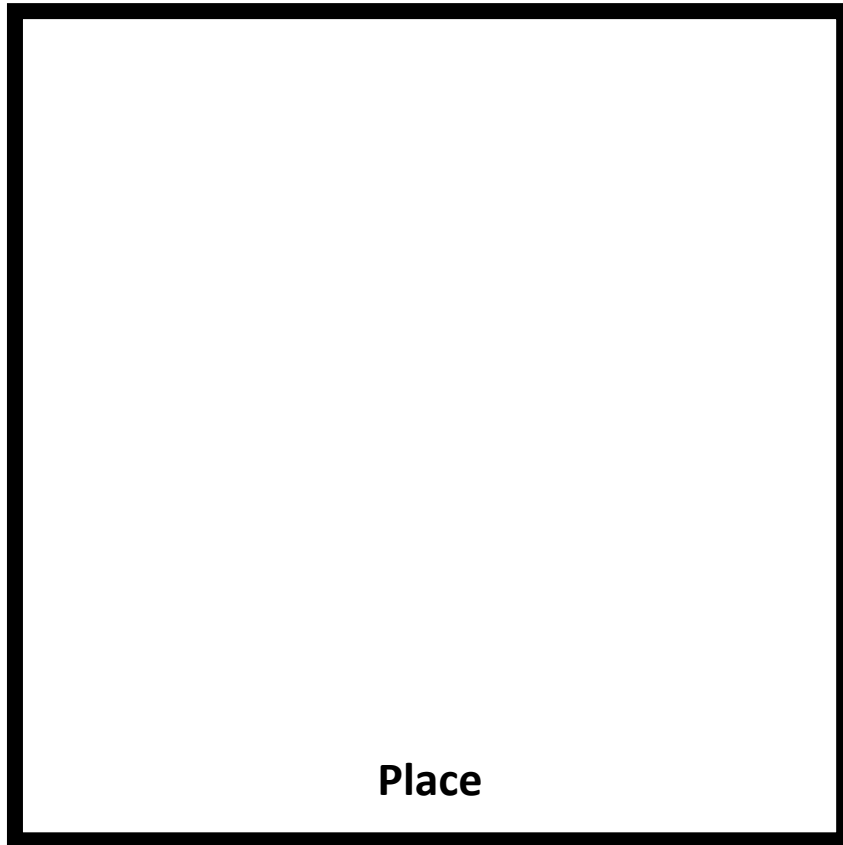
An abstract graphic featuring a thick black line that starts at the top right, curves down and to the left, and then curves back down and to the right. Below this line are several circles: one red circle is positioned near the first curve, and a cluster of four blue circles (three solid, one hollow) is located in the bottom right corner.

How does this connect to you?



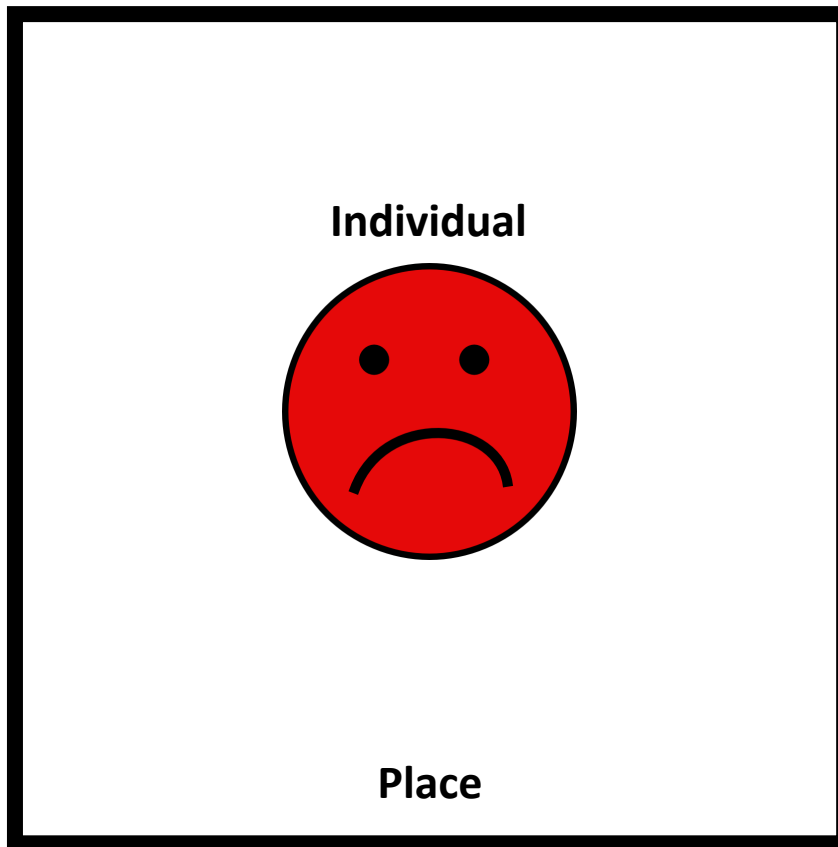
Place

Shifting the Paradigm: Medical Model of Disability



Place

Shifting the Paradigm: Medical Model of Disability



Special Education

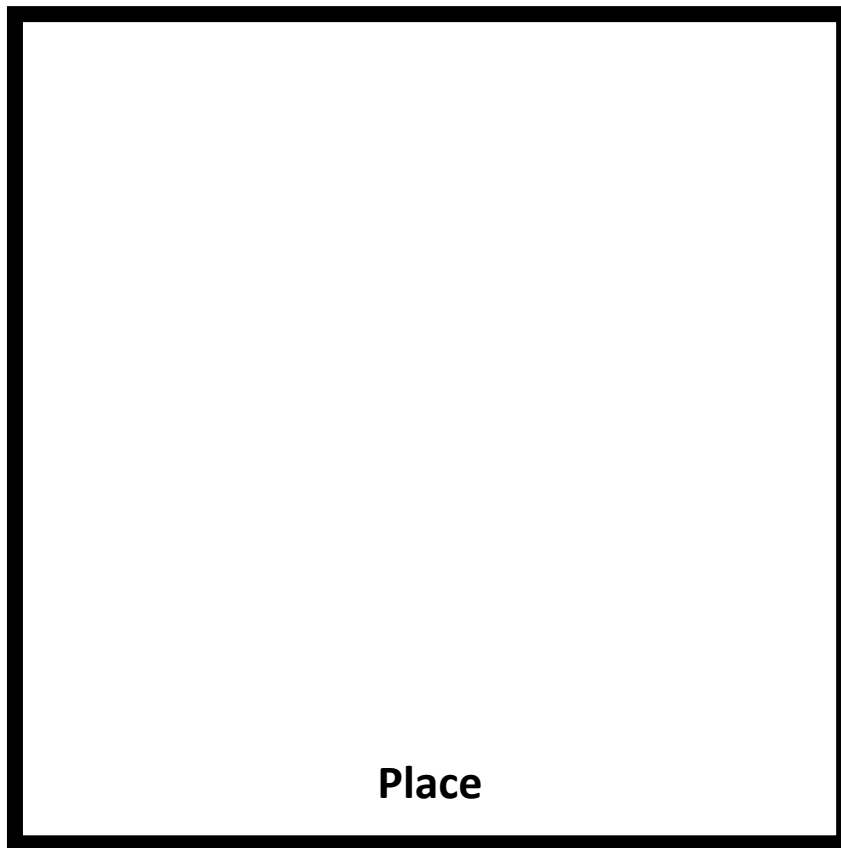
If individual isn't successful

- 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

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



Shifting the Paradigm: Medical Model of Disability



Individual



IEP

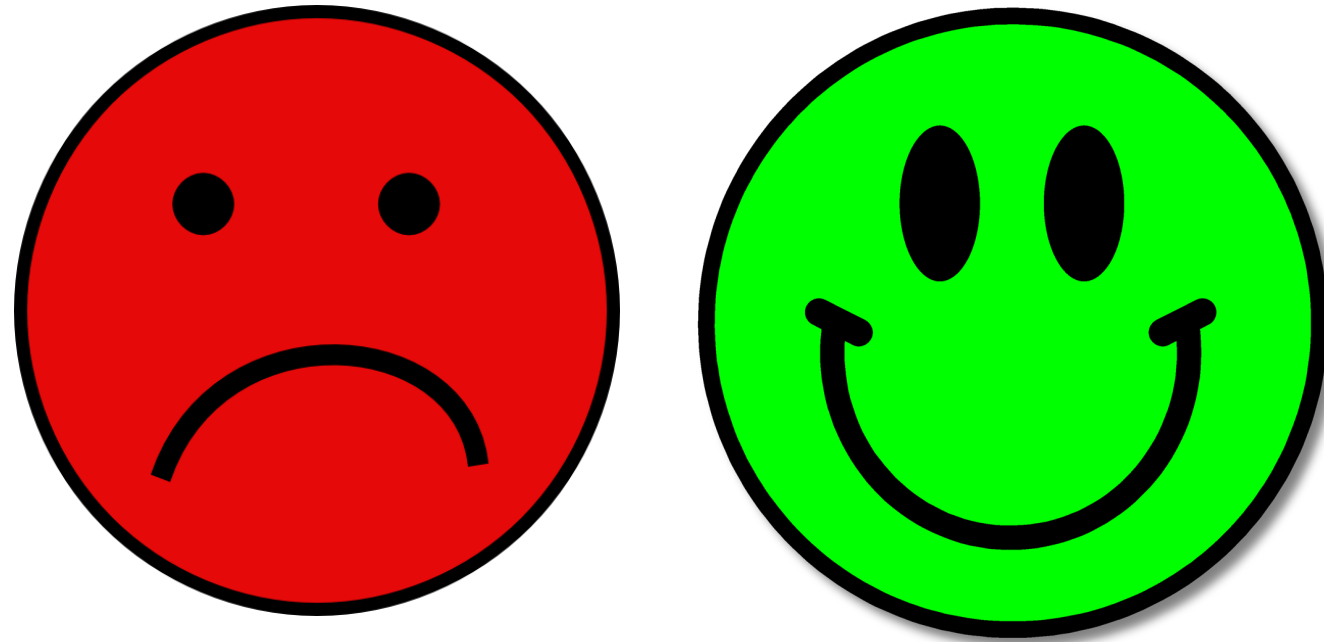


Special Education

If individual isn't successful

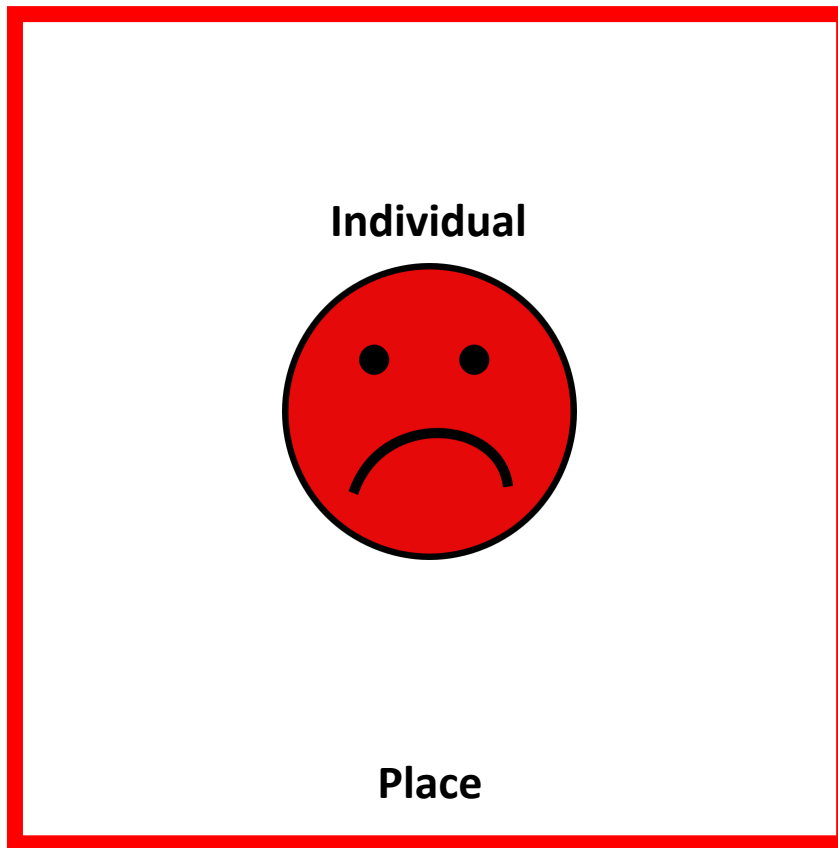
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Wait a second....
People with disabilities said:



“I am not broken.”
“I do not need to be fixed!”

Shifting the Paradigm: Social Model of Disability

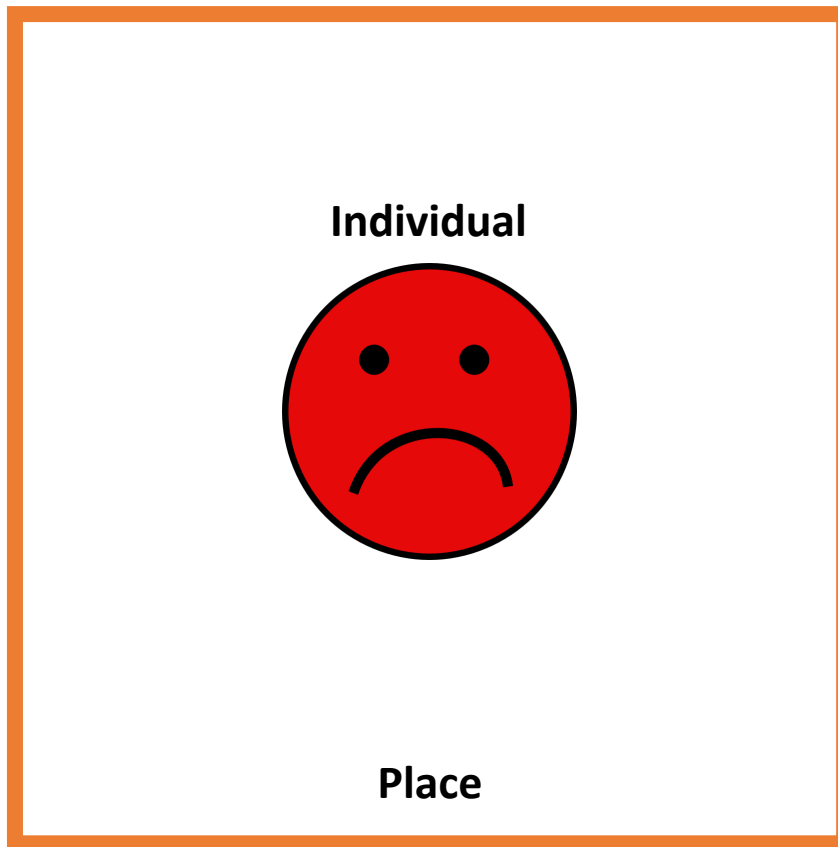


Social Model

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

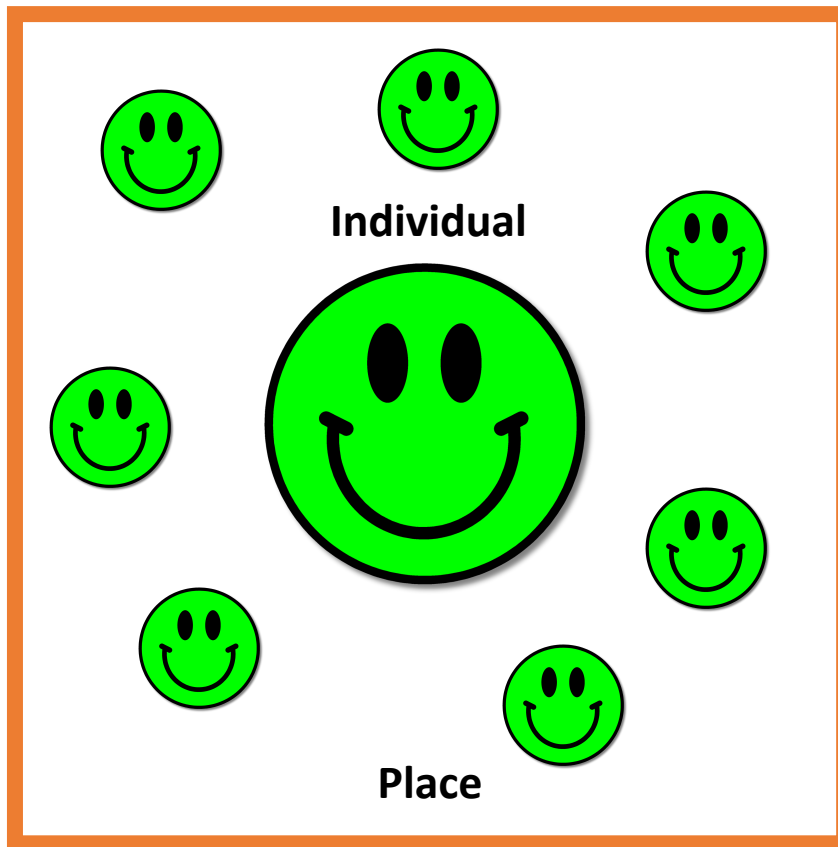


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Shifting the Paradigm: Social Model of Disability



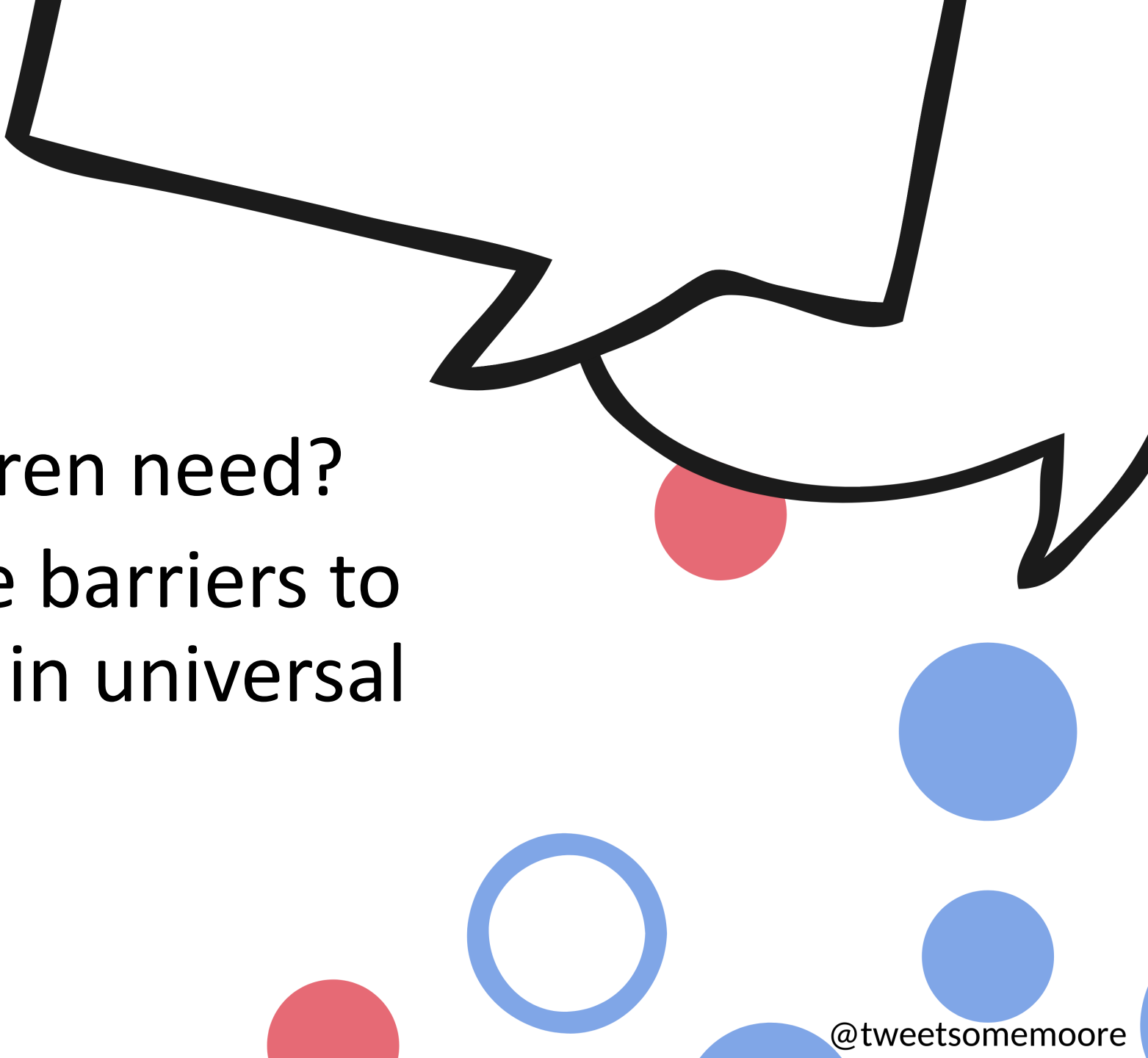
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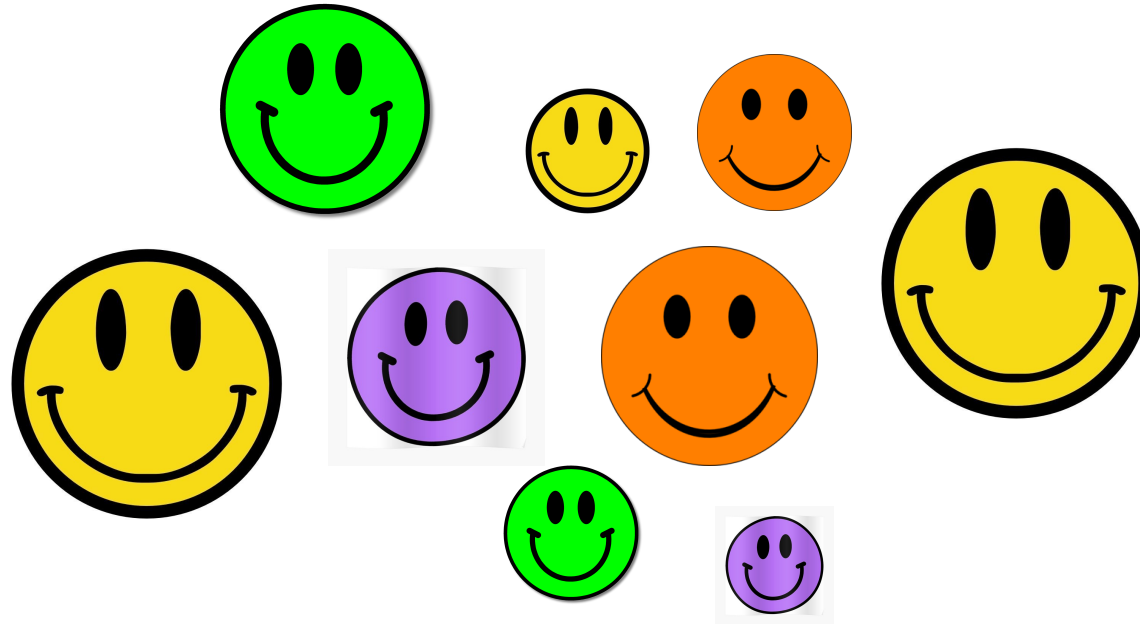


What is happening in the environment?
What does everyone need?

A thick, black, hand-drawn line starts at the top center, goes down and to the right, then curves back up and to the left, ending in a small loop. Several red and blue circles are scattered around the line. One red circle is near the end of the line. There are three blue circles: one is a solid circle, and two are hollow circles with blue outlines.

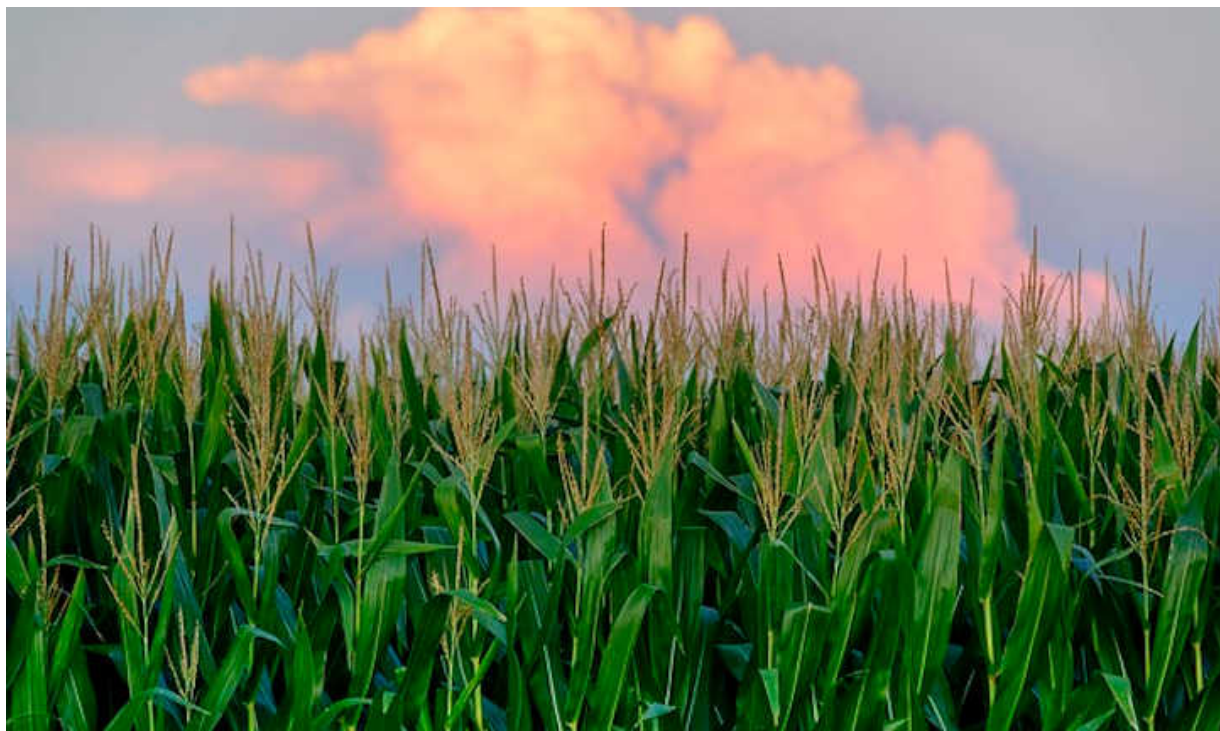
What do ALL children need?
How do we reduce barriers to
meet these needs in universal
ways?

Wait a second....
Teachers said:



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

Diverse Gardens!

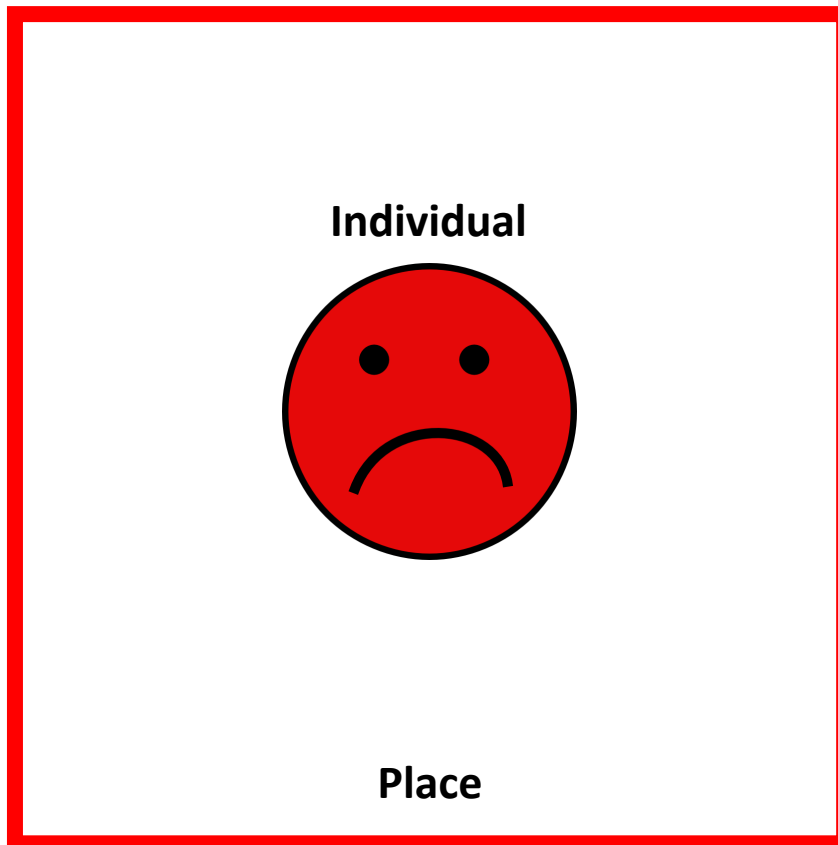


Shifting the Paradigm: Person-Place Model of Need

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

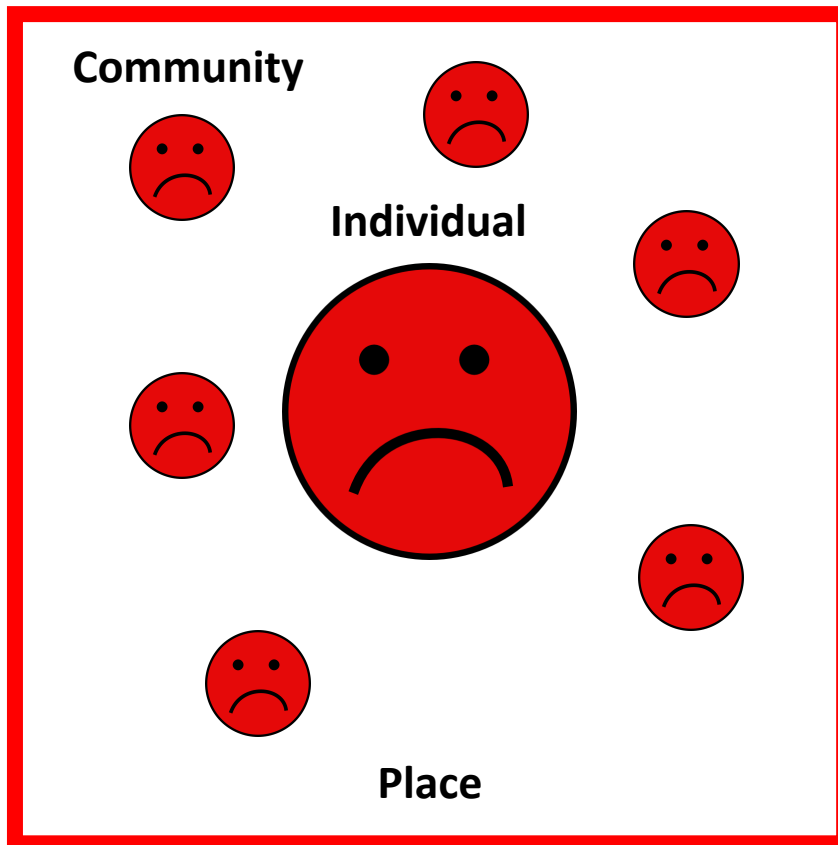


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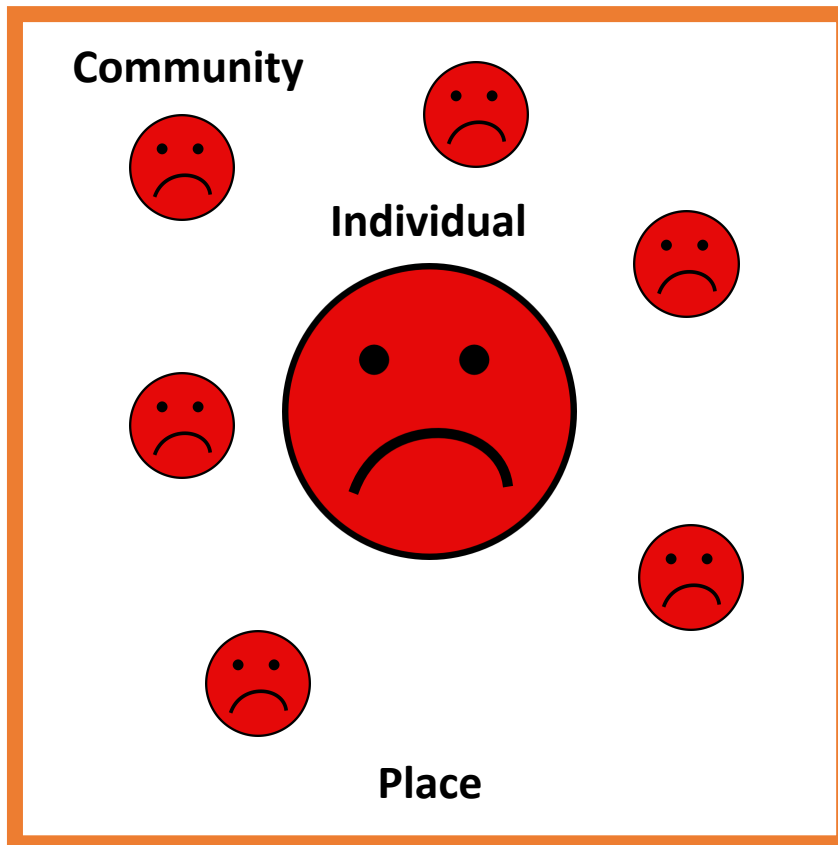


Shifting the Paradigm: Person-Place Model of Need

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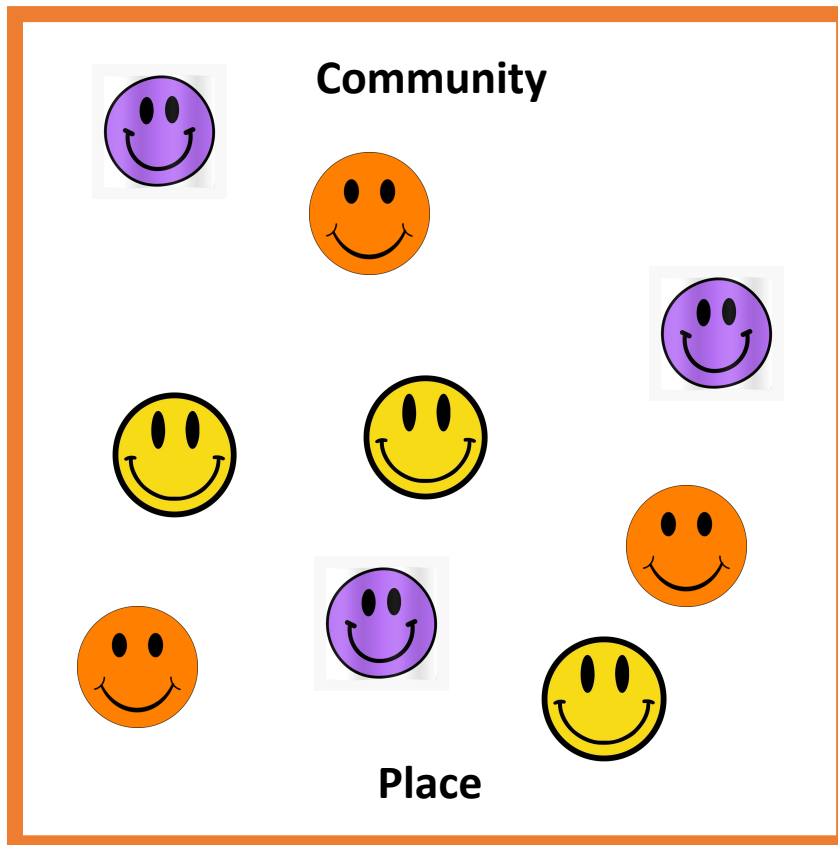


Shifting the Paradigm: Person-Place Model of Need

Inclusive Education

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THEN! We look at what individuals need



TOP 4 PEST-REPELLING PLANTS

CATNIP

for aphids, beetles, caterpillars and shield bugs

DILL

for aphids, caterpillars, shield bugs and spider mites

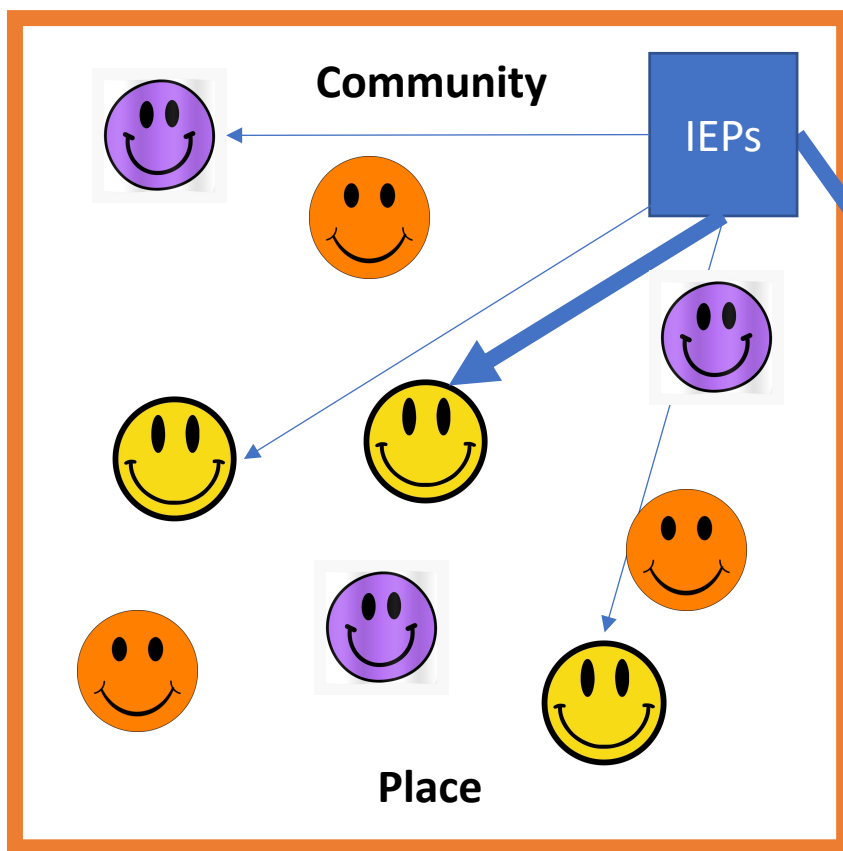
MINT

for aphids, beetles, caterpillars, shield bugs and whiteflies

NASTURTIUM

for aphids, beetles, caterpillars and shield bugs

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
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- 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!





CONOR GIBBONS
AGE 6
GRADE 1

VISION STATEMENT

We want Conor to be respected and included in all aspects of community. Conor will be included in general education throughout his time in school. Conor will be supported to reach his full potential whilst embracing his differences, and guided to work with his strengths. We believe school will prepare Conor for future independence in college and the workplace. We envision Conor living a happy, purpose-filled and independent life surrounded by love, support and acceptance.

STRENGTHS

- visual learner
- following routines
- helping teacher
- musical
- receptive language
- empathetic
- following clear, step by step instructions
- motivated to please

WHAT DOESN'T WORK

- negative or forceful commands
- expectations without accommodation
- being rushed
- taking his behaviour personally
- unclear directions or directions with too many instructions

WHAT WORKS FOR ME

- "first this, then this" language
- lots and lots of praise
- time for transition with verbal and visual cues
- lots of repetition
- appropriate accommodations
- patience
- giving him a job
- silly and exciting language

CONOR LOVES

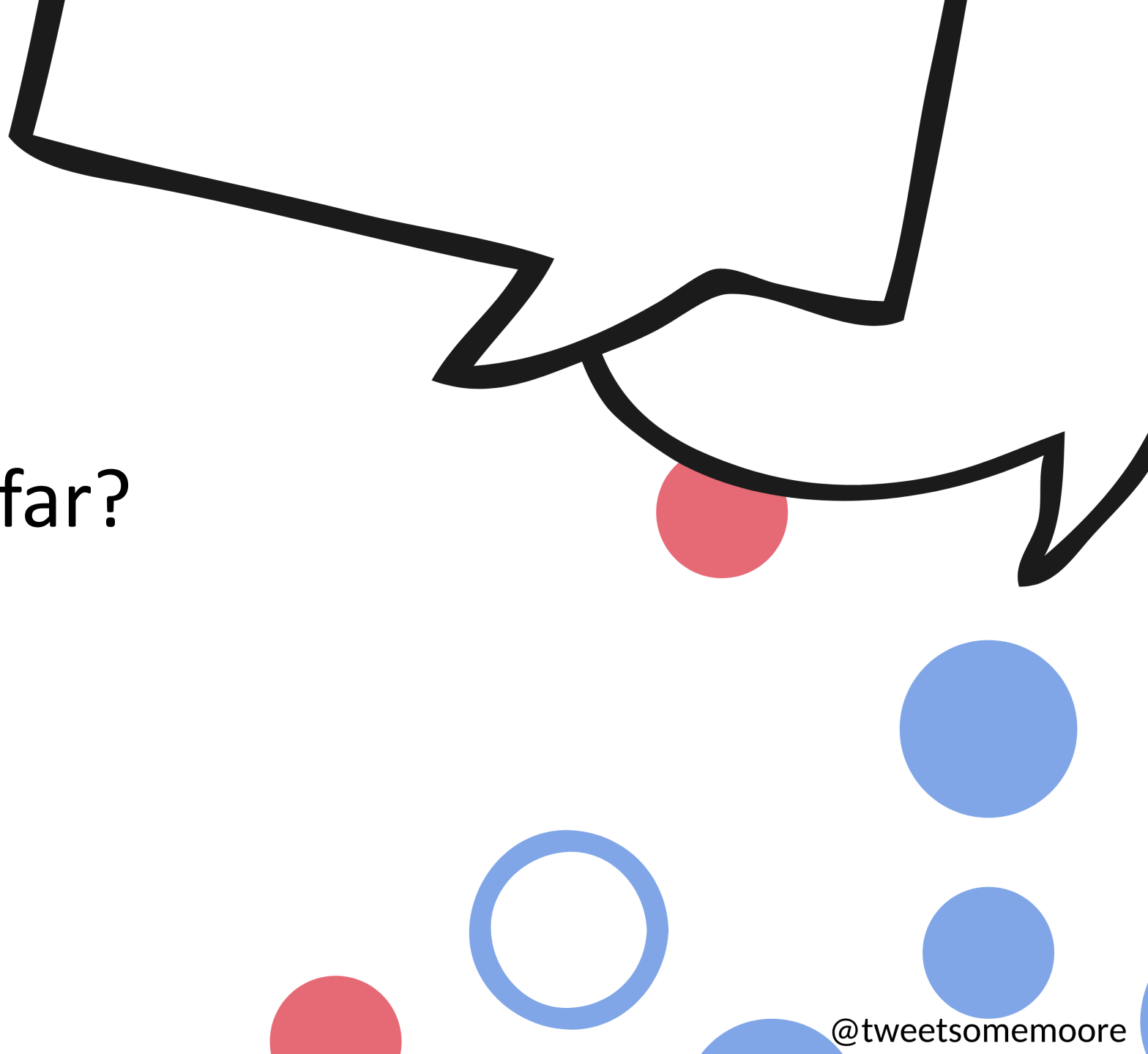
Music, dancing, books, outdoor play, gross motor play, Disney princesses, water and water play, jumping, long hair, fruit, popcorn and ice-cream.

WHAT I'M WORKING ON

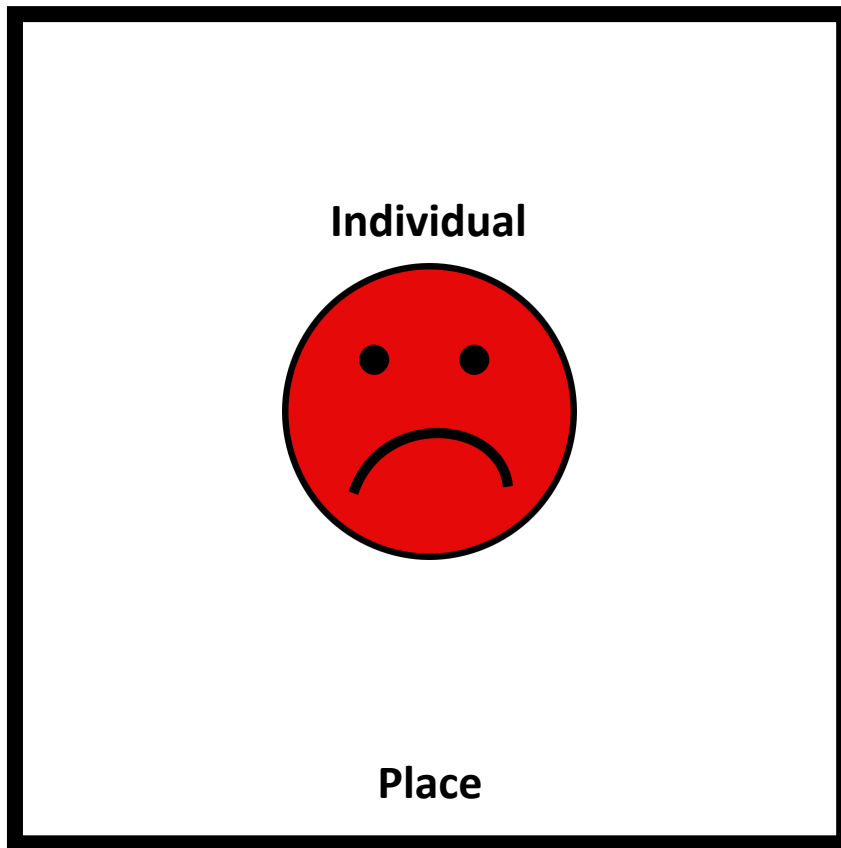
- safety awareness
- communication
- social interaction skills
- fine motor skills

THEN! We look at what individuals need

What is useful so far?



Shifting the Paradigm: Medical Model of Disability



Special Education

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The cupcake Model



Special Education
Medical Model

The cupcake model



Shelley Moore, 2019

The layered cake model



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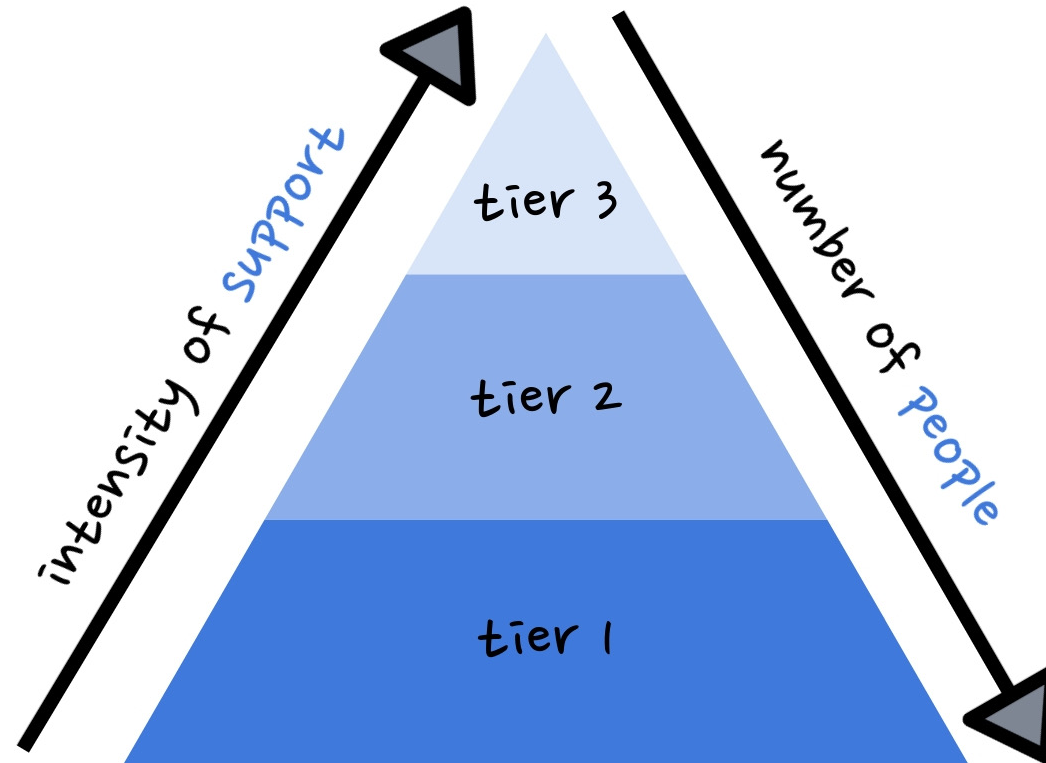
The layered cake model

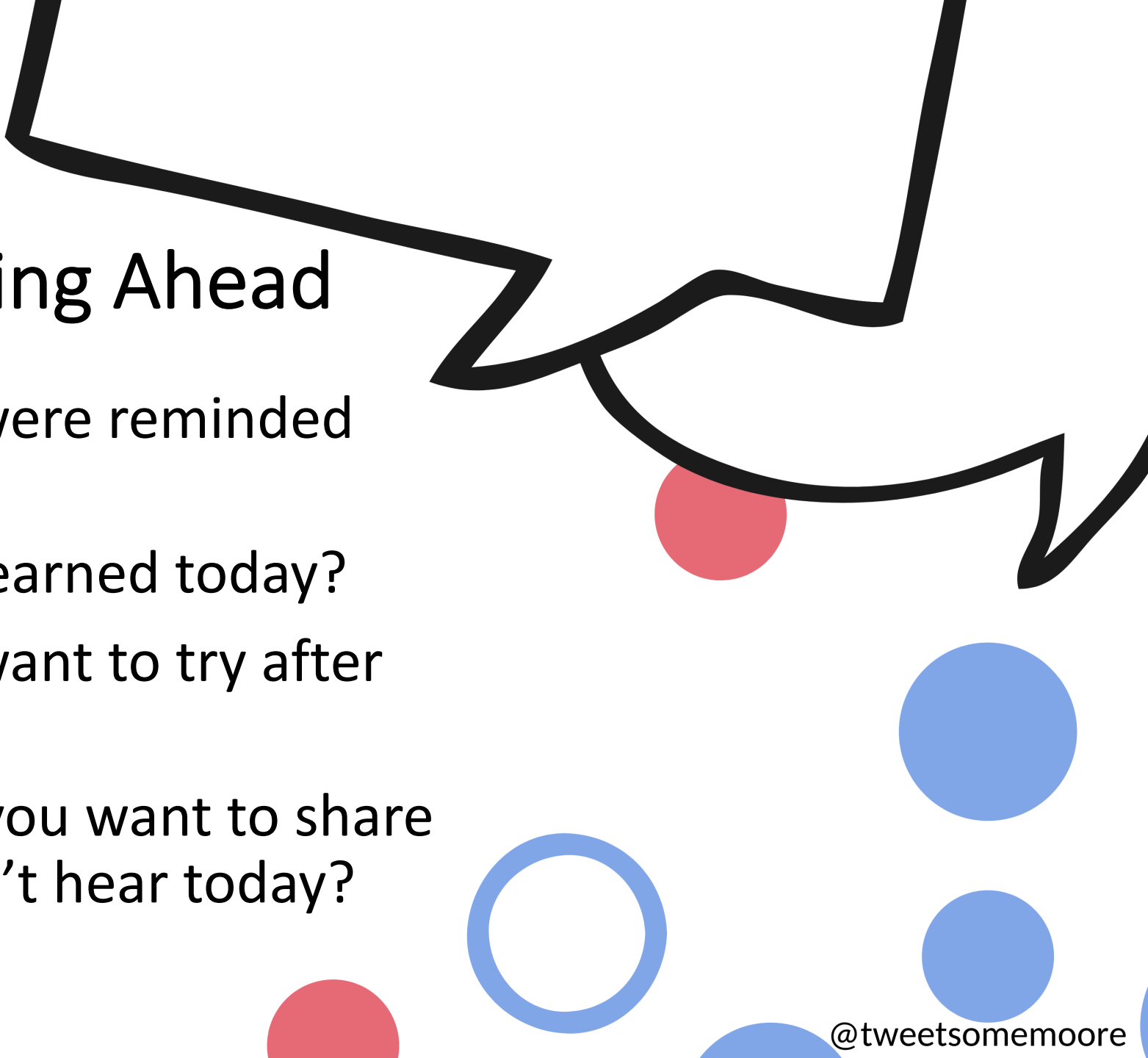


Shelley Moore, 2019

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RTI: RESPONSE TO **INTERVENTION**





Thinking Back, Looking Ahead

- What is something you were reminded about today?
- What is something you learned today?
- What is something you want to try after today?
- What is something that you want to share with someone who wasn't hear today?

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