

SHELLEY MOORE



@tweetsomemoore



@fivemooreminutes




@fivemooreminutes



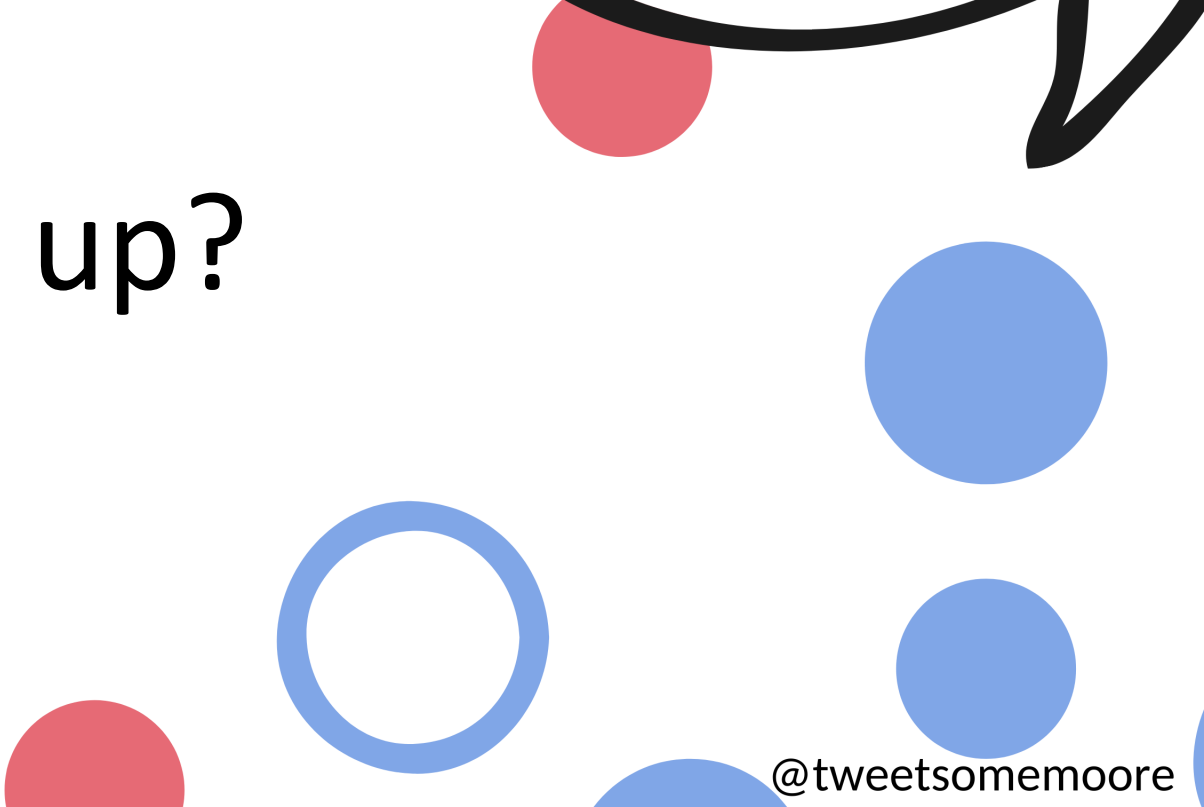
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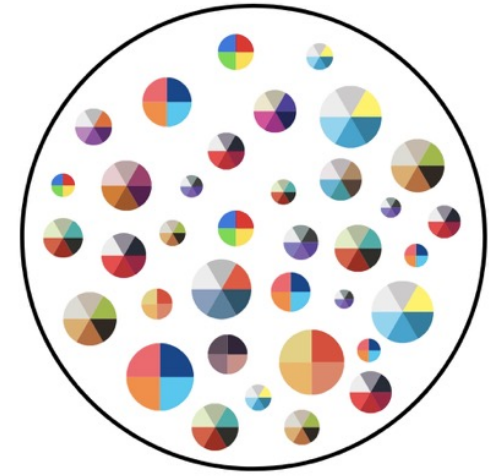
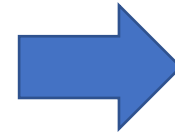
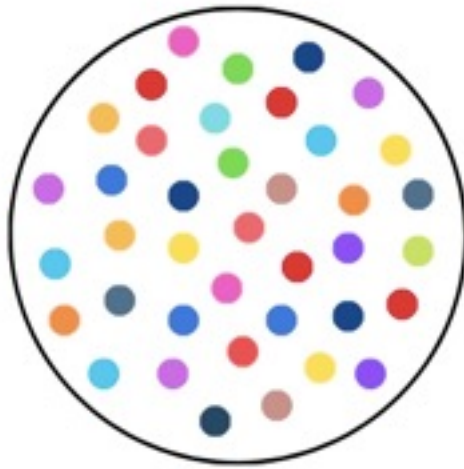
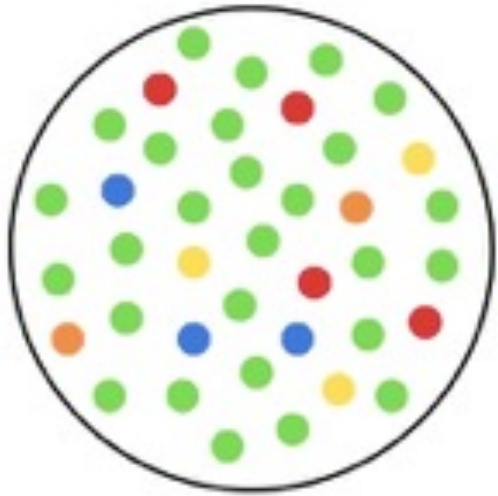




What is a
question coming up?



What is inclusion?



How do we include
people who are
different

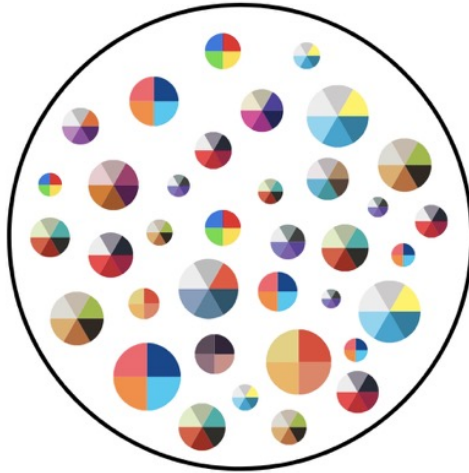
How do we teach
to diversity?

How do we
teach to identity?



What is one useful thing?

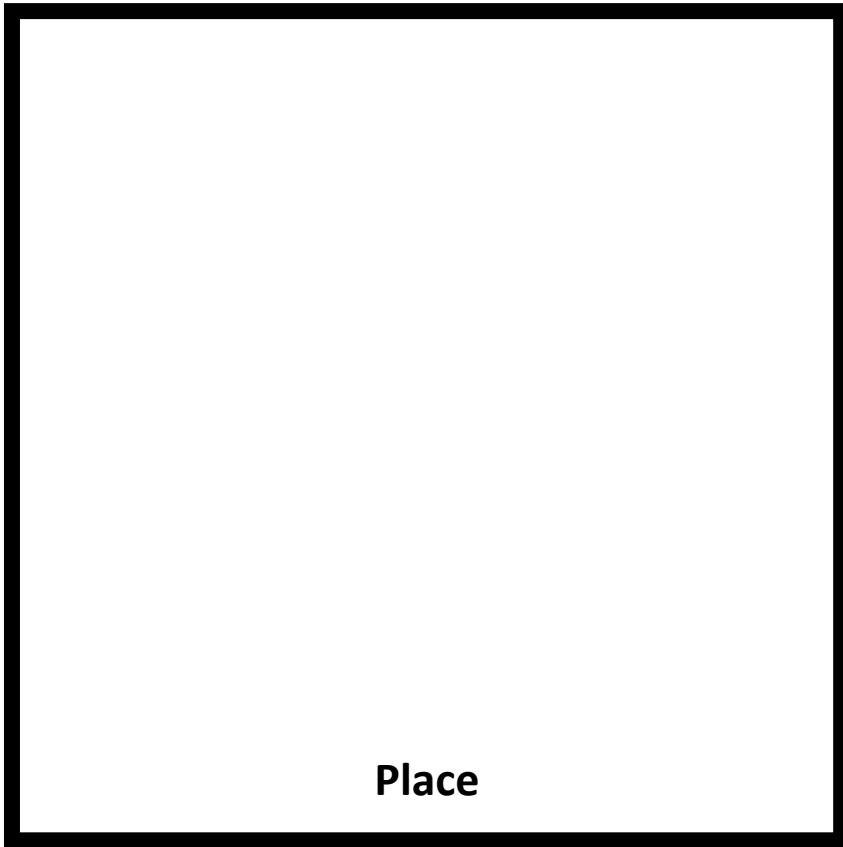
How?



Inclusion

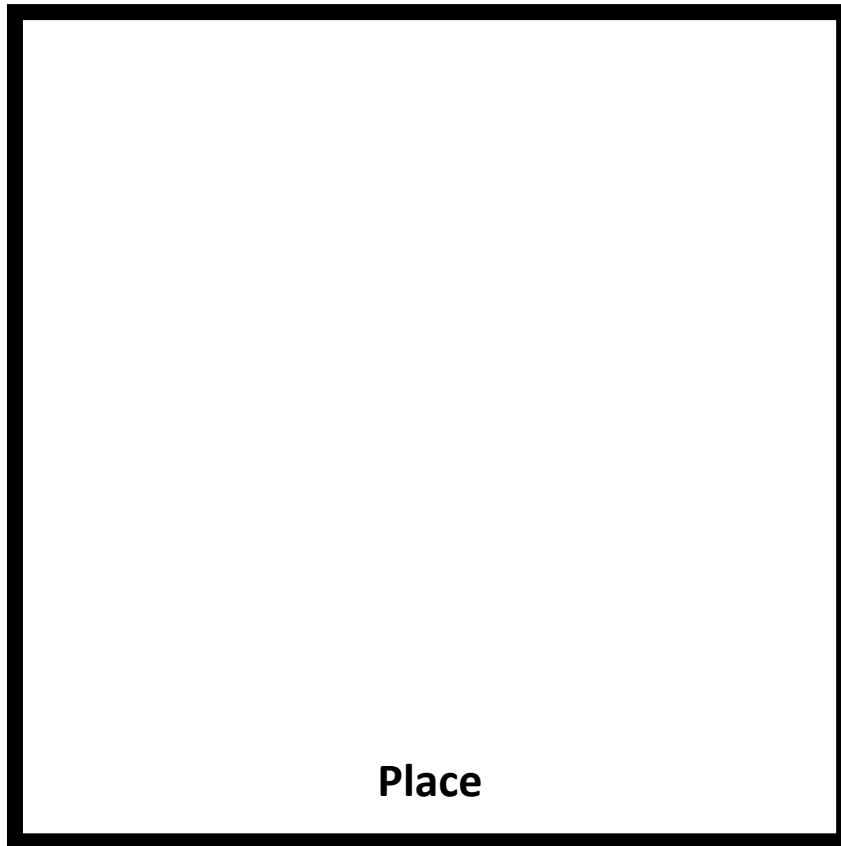
What are **barriers**??





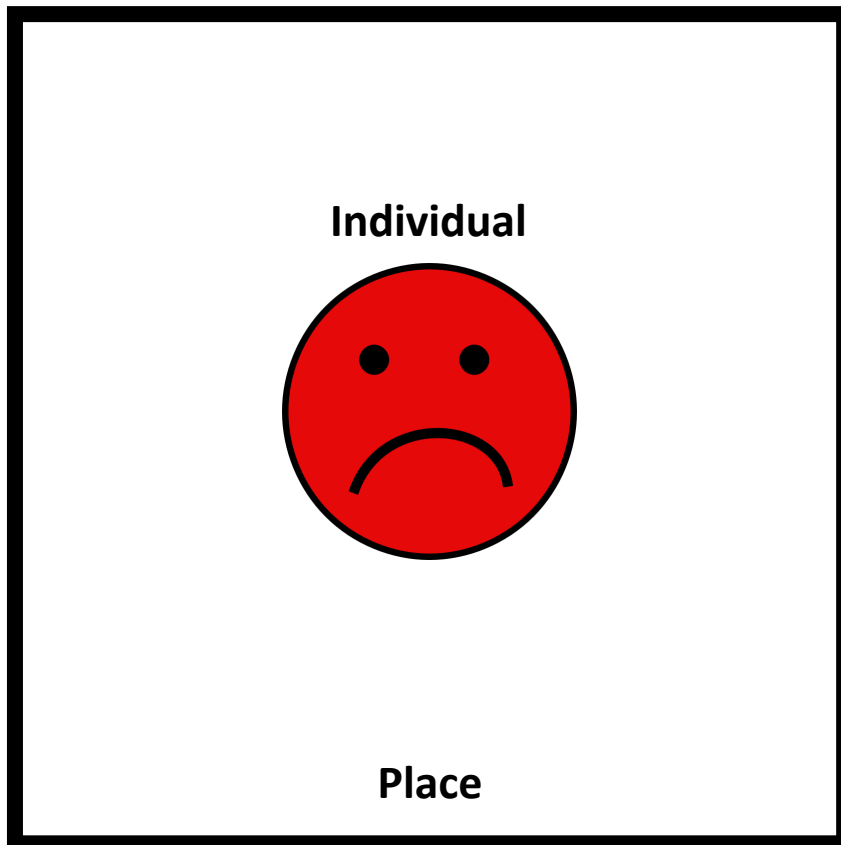
Place

Shifting the Paradigm: Medical Model of Disability



Place

Shifting the Paradigm: Medical Model of Disability



Special Education

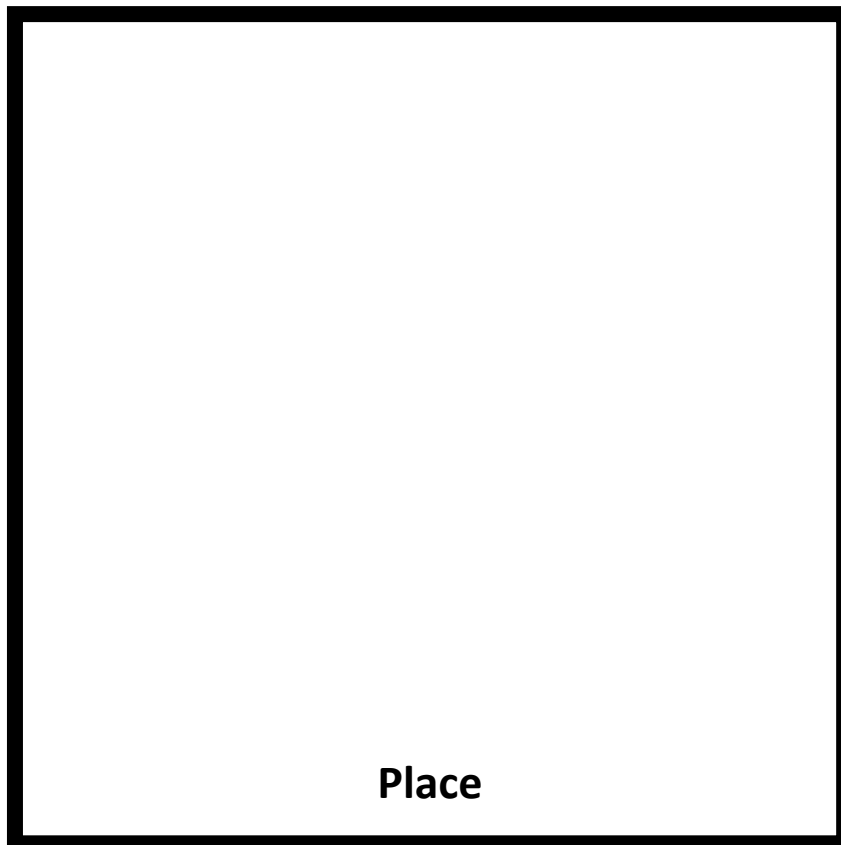
If individual isn't successful

- 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



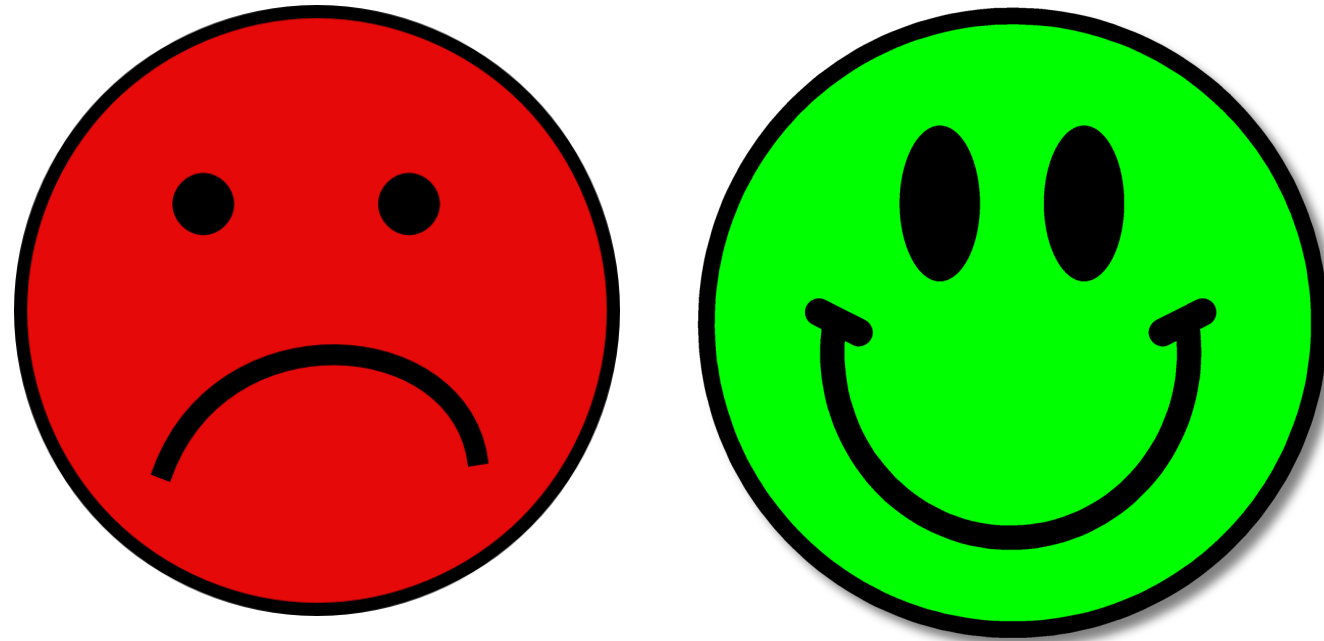
Special Education

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Wait a second....

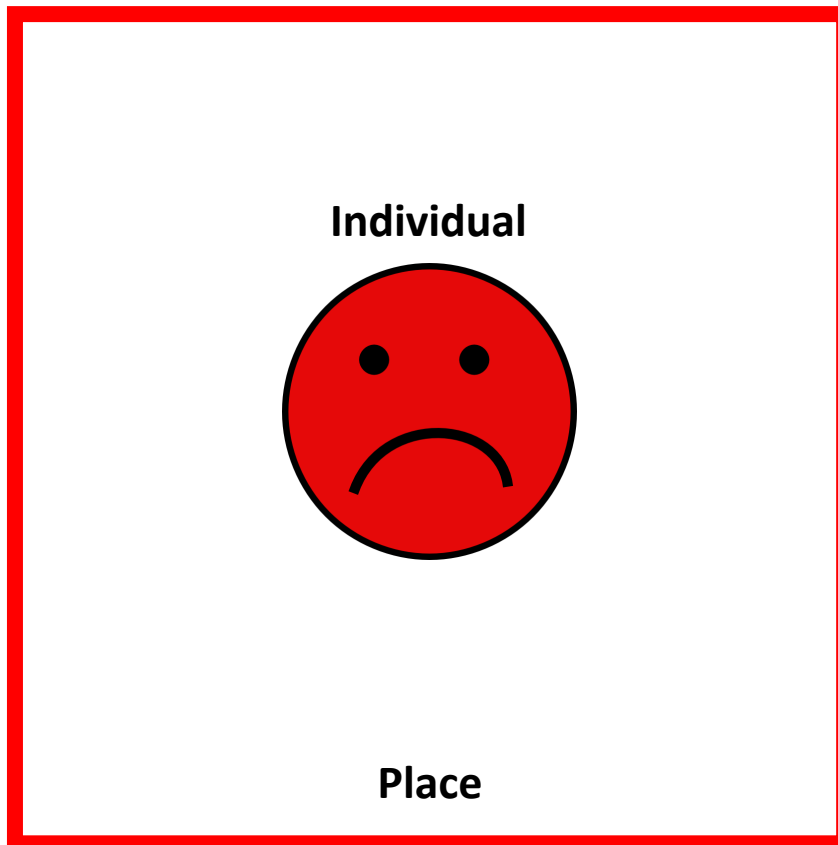
People with disabilities said:



“I am not broken.”

“I do not need to be fixed!”

Shifting the Paradigm: Social Model of Disability

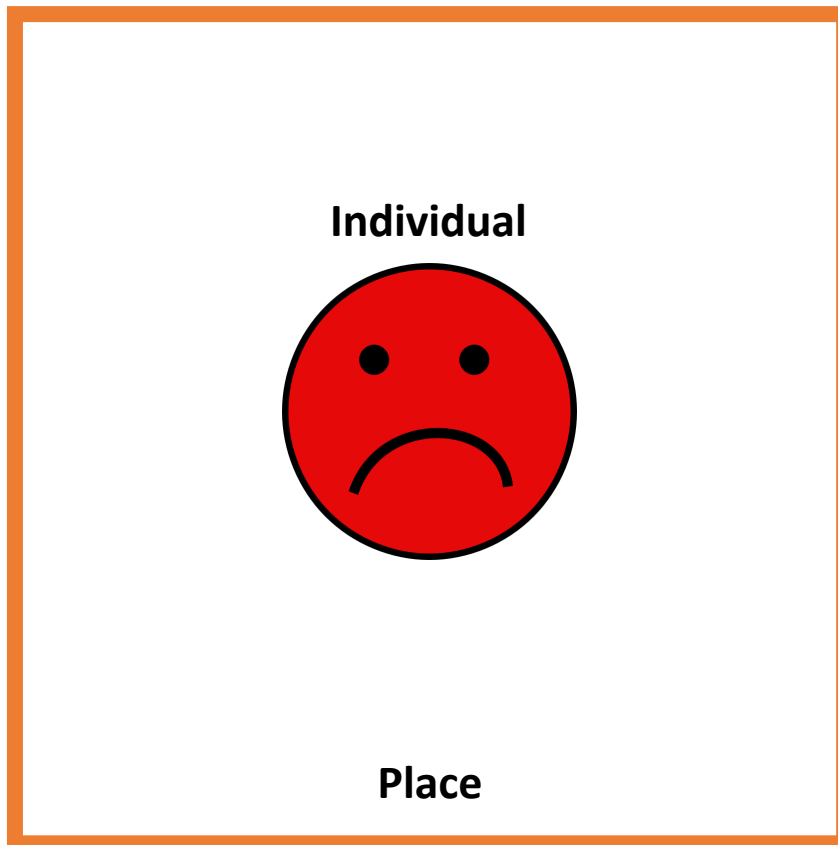


Social Model

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

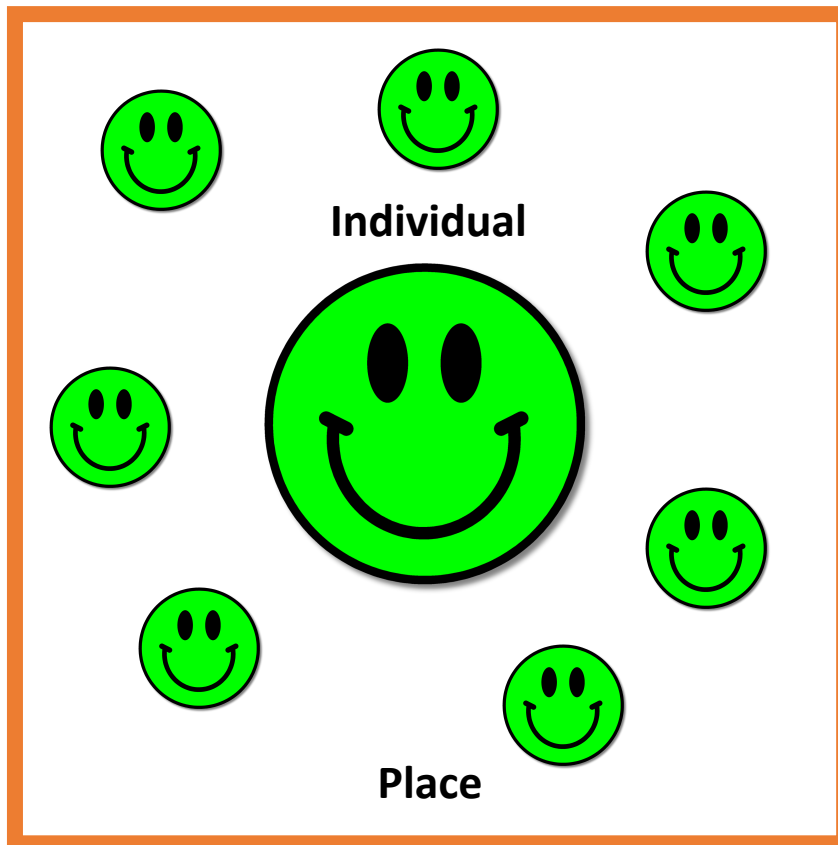


Social Model

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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



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



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

Wait a second....
Teachers said:

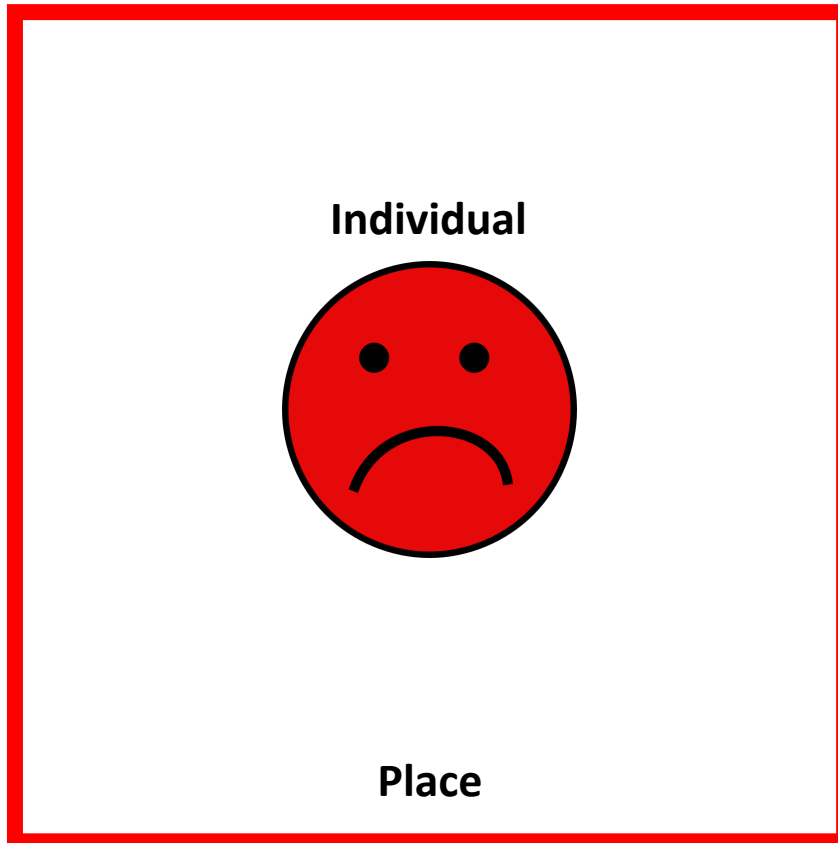


“What about all the individual
needs in a shared place”

Diverse Gardens!



Shifting the Paradigm: Person-Place Model of Need



Inclusive Education

If an individual isn't successful

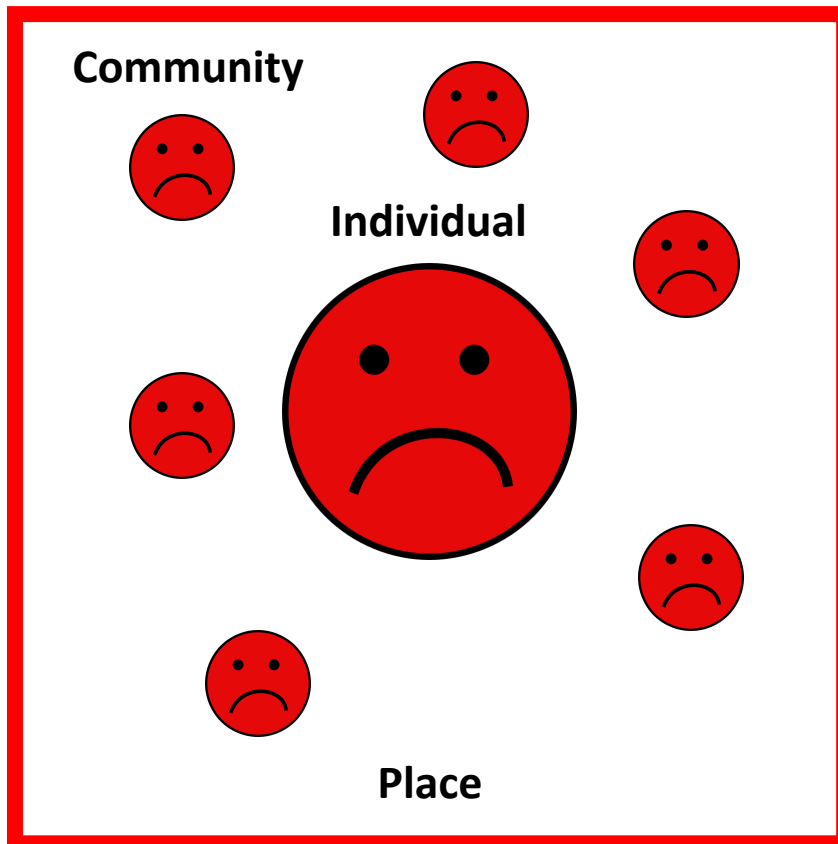
- Determine barriers in place
- Determine needs of the community
- Anticipate supports & strategies based on needs
- Universally apply supports and strategies to ALL

Shifting the Paradigm: Person-Place Model of Need

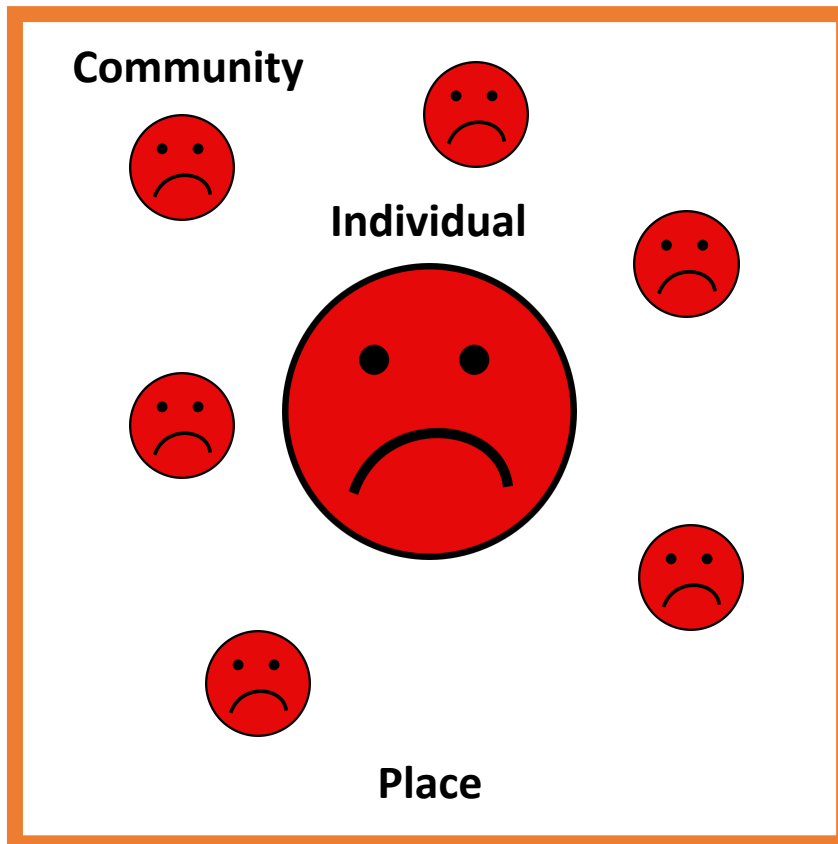
Inclusive Education

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Shifting the Paradigm: Person-Place Model of Need



Inclusive Education

If an individual isn't successful

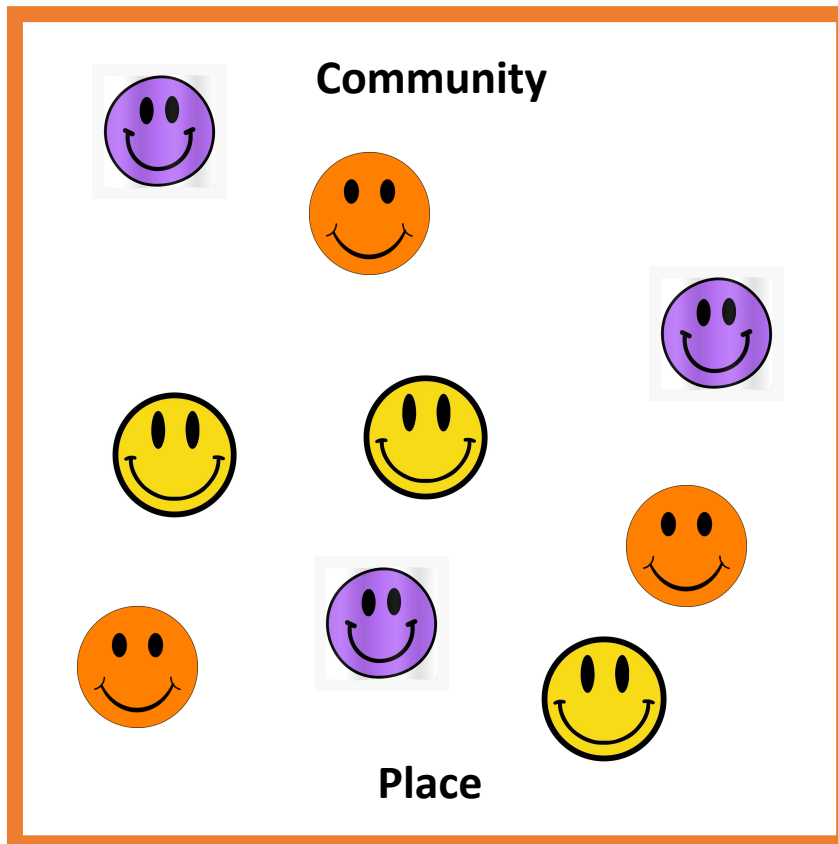
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Shifting the Paradigm: Person-Place Model of Need

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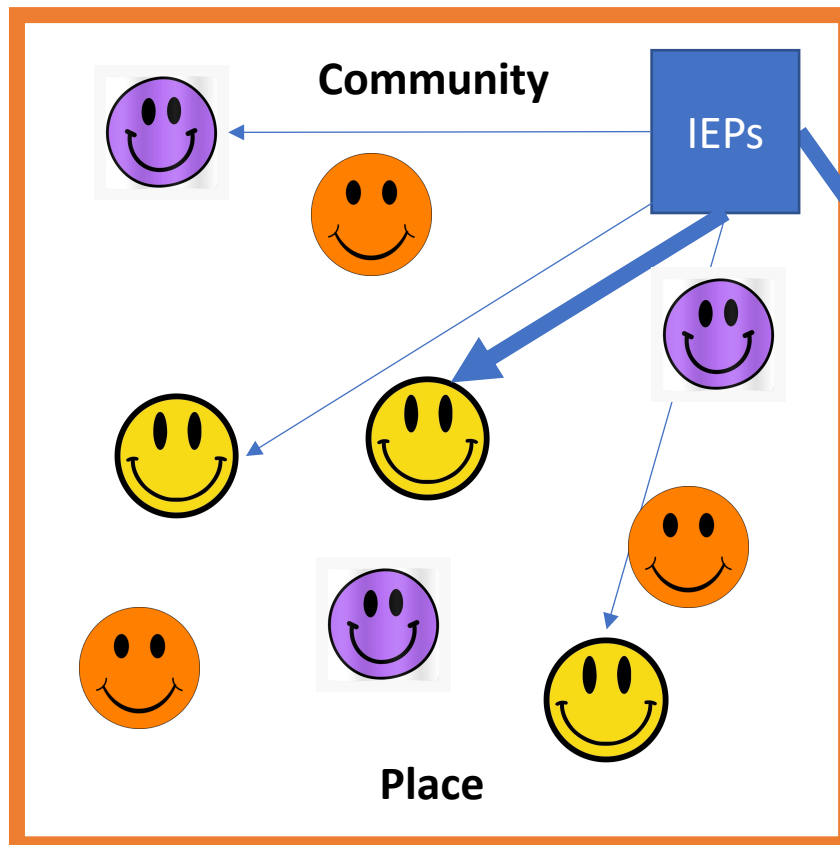
THEN! We look at what individuals need



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

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- 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!





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

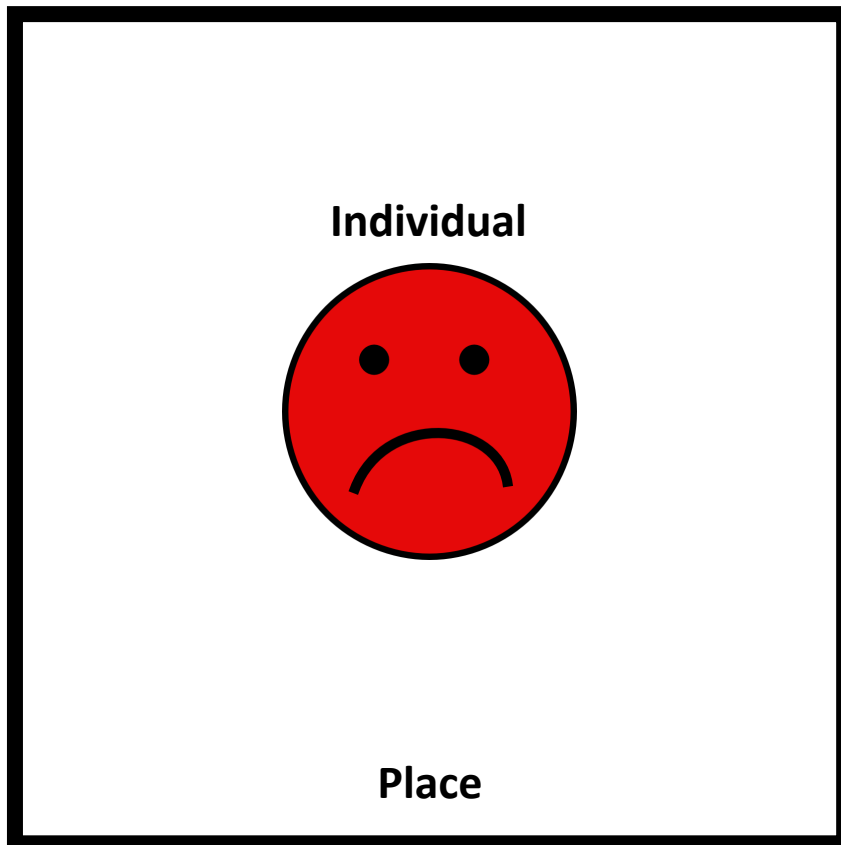
Music, dancing, books, outdoor play, gross motor play, Disney princesses, water and water play, jumping, long hair, fruit, popcorn and ice-cream.

WHAT I'M WORKING ON

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

THEN! We look at what individuals need

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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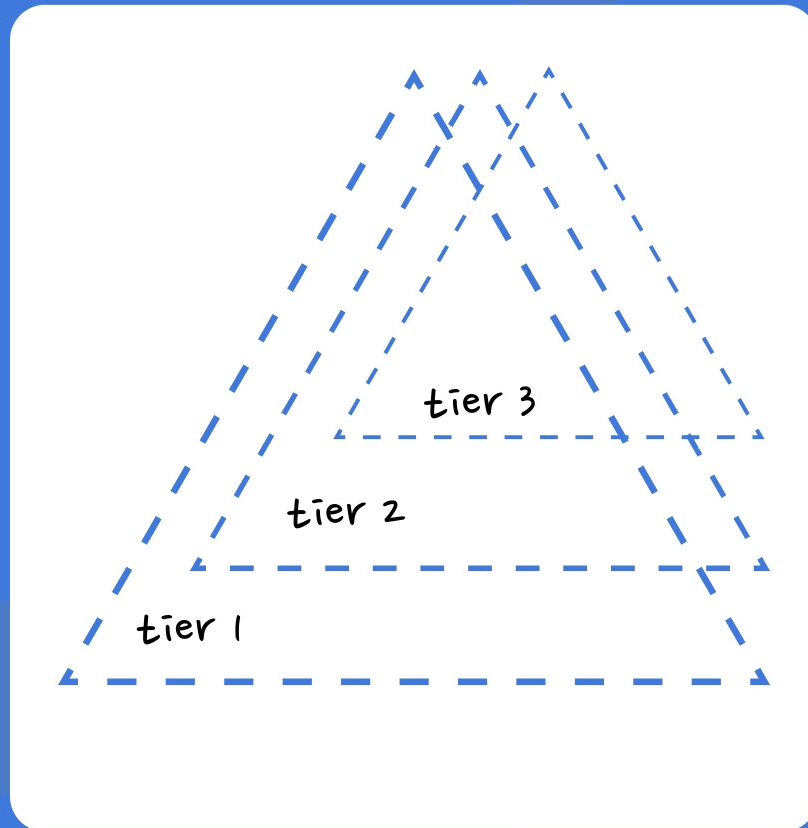
The layered cake model



Shelley Moore, 2019

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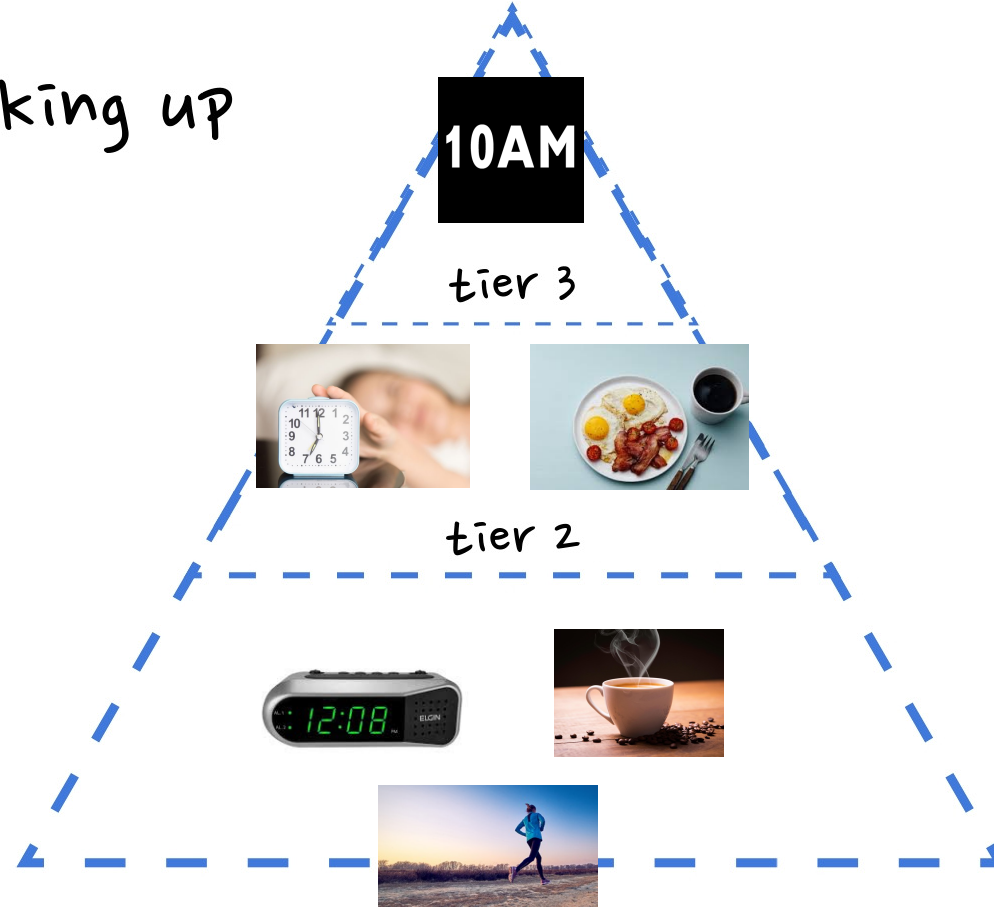
RTI: RESPONSE TO INSTRUCTION



RESPONSE TO INSTRUCTION



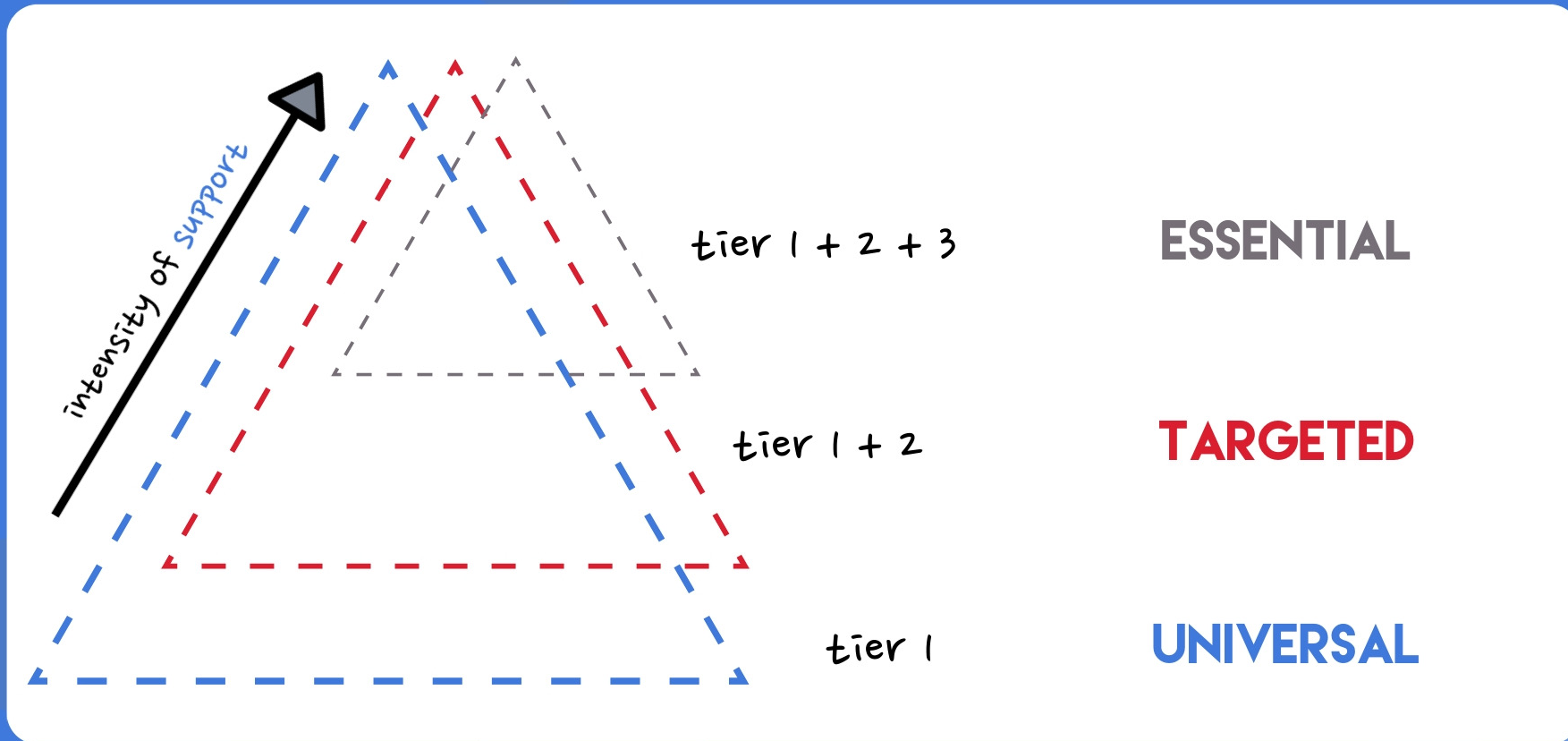
Lens: waking up



Shelley Moore, 2019

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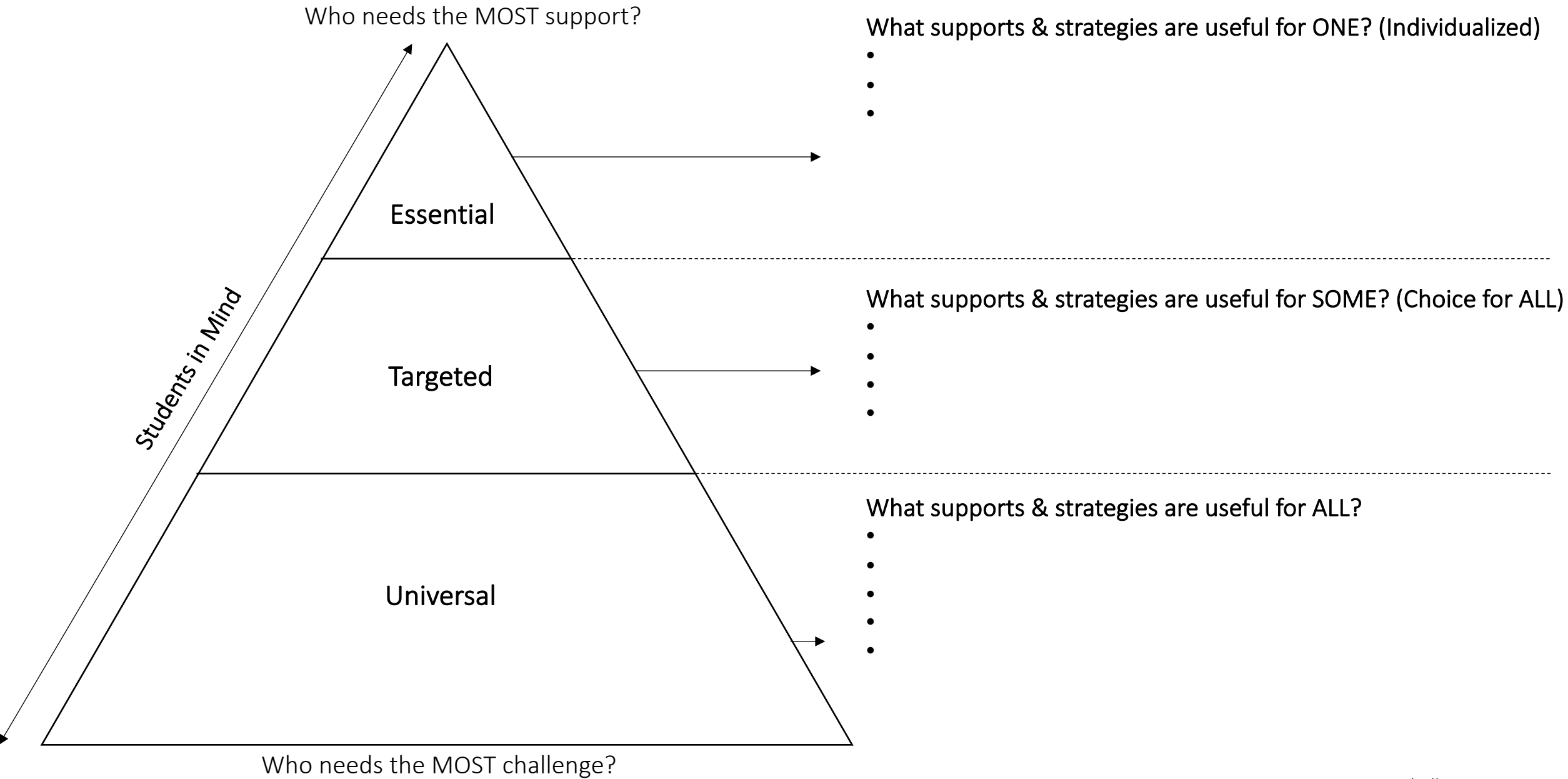
RTI/MTLS



Planning for ALL

Need:

Students in Mind:



Planning for ALL
Grade 6/7

Need: Anxiety

Students in Mind:

Who needs the MOST support?

What supports & strategies are useful for ONE? (Individualized)

Essential

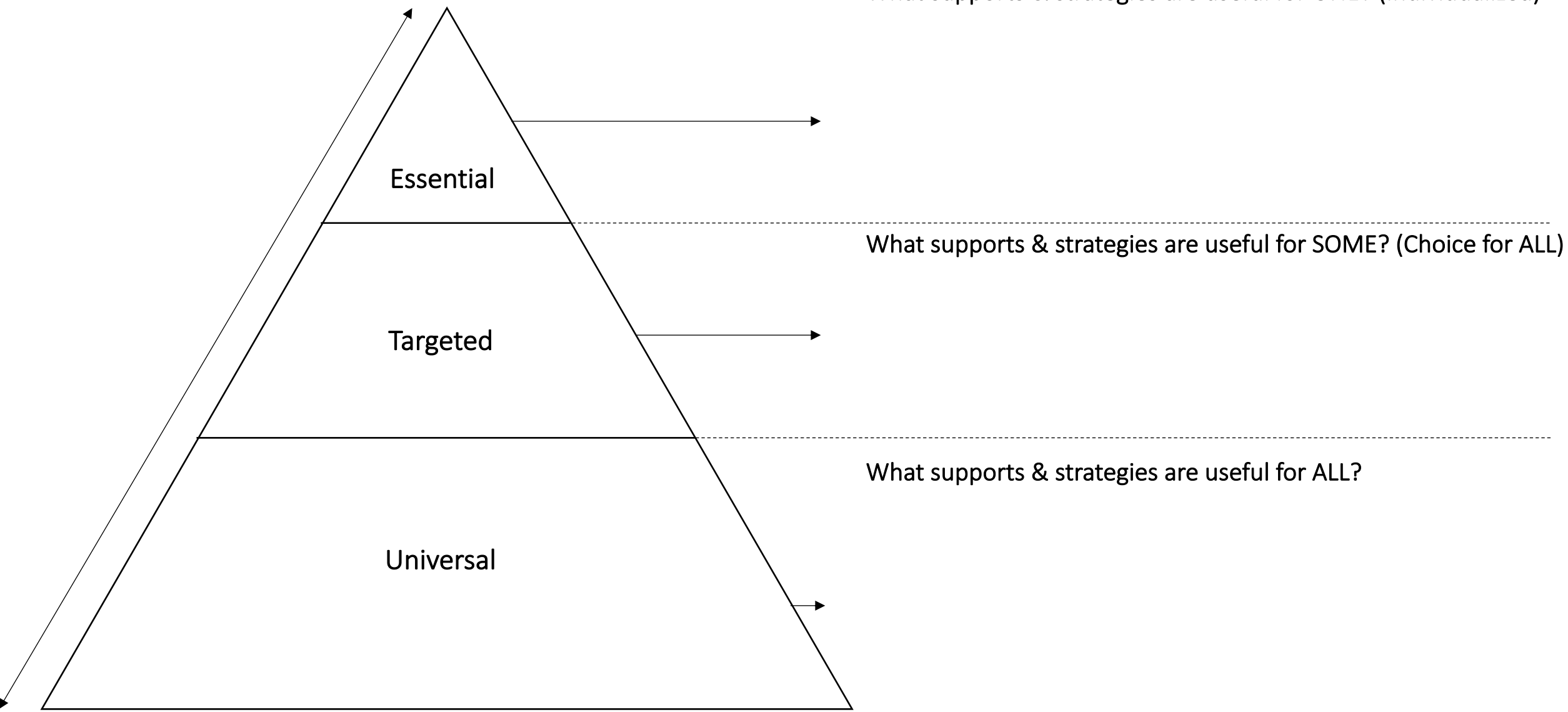
What supports & strategies are useful for SOME? (Choice for ALL)

Targeted

What supports & strategies are useful for ALL?

Universal

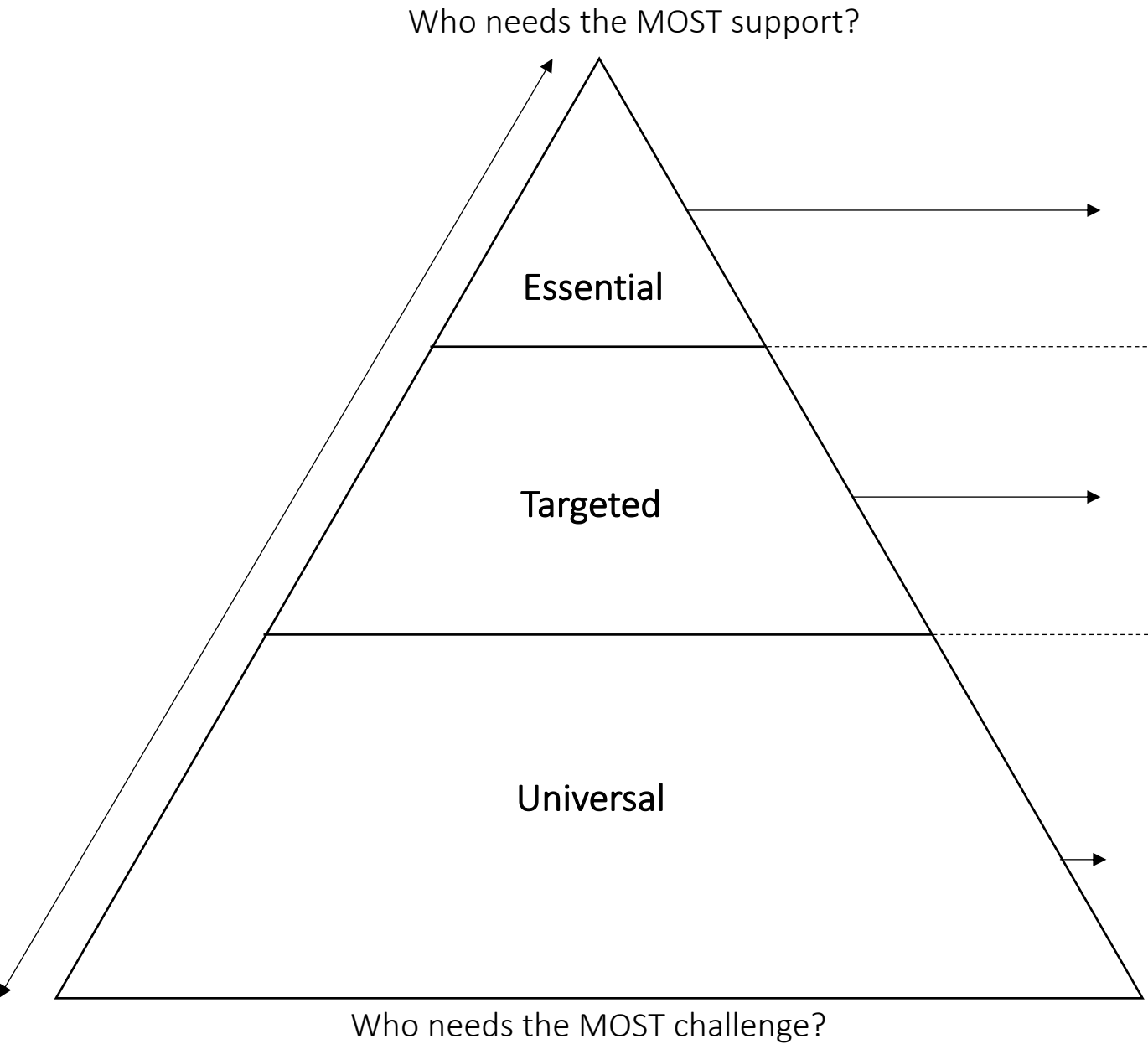
Who needs the MOST challenge?



Planning for ALL Grade 6/7

Need: Anxiety

Students in Mind: RM, TC



What supports & strategies are useful for ONE? (Individualized)

- Family photo
- RM - One on one morning check in with a trusted adult in the school (5-10 min with librarian when he arrives to school)

What supports & strategies are useful for SOME? (Choice for ALL)

- Taking breaks
- Parent check ins
- Home communication book
- Bring a familiar object from home

What supports & strategies are useful for ALL?

- Choice
- Target and teach self advocacy skills/ anxiety management skills/ Calming strategies
- Open ended tasks (not one answer or one way to complete a task)
- Leadership opportunities in class/ school
- Welcome students when they arrive, even if they are late

www.teachspeced.ca



TEACHERS' GATEWAY TO
SPECIAL EDUCATION



Teaching Strategies & Resources

Key Practices

Glossary

FAQs



Student Needs

Aggression Management
Anger/Frustration Management
Anxiety Management
Articulation Skills
Attendance Strategies
Attention Skills
Assistive Technology Skills
Blind/Vision Impaired
Bullying Management Skills
Central Auditory Processing
Deafness
Depression/Sadness Management
Disengagement/Motivation Strategies
Eating Disorder Strategies
Emotional Regulation
English Language Skills
Executive Function
Fine Motor Skills
Gambling Disorder
Grief Management
Gross Motor Skills
Hearing
Intellectual Ability – High
Intellectual Ability – Low
Listening Comprehension Skills
Low Vision
Memory Skills

IPRC Exceptionalities

Autism Spectrum Disorder (ASD)
Behaviour
Blind and Low Vision
Deaf and Hard of Hearing
Developmental Disability (DD)
Giftedness
Language Impairment
Learning Disabilities (LD)
Mild Intellectual Disabilities
Multiple Exceptionalities
Physical Disability
Speech Impairment

Diagnosed Conditions

Acquired Brain Injury
Alcohol-Related Neuro-developmental Disorder (ARND)
Angelman Syndrome
Anxiety Disorders
Attention Deficit Hyperactivity Disorder (ADHD)
Auditory Processing Disorder (Central)
Autism Spectrum Disorder (ASD)
Bipolar Disorder
Blind/Vision Impaired
Brain Injury
Cerebral Palsy (CP)
Conduct Disorder (CD)
Concussions
Cystic Fibrosis (CF)
Deafness
Depression Disorders
Down Syndrome
Eating Disorders
Epilepsy
Fetal Alcohol Syndrome/Fetal Alcohol Effects (FAS/FAE)
Fragile X Syndrome
Gambling Disorder
Intellectual Disabilities
Klinefelter's Syndrome
Learning Disabilities/Specific Learning Disorders
Muscular Dystrophy (MD)
Neurological Disabilities

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