

Shelley
MOORE PH.D.



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www.fivemooreminutes.com

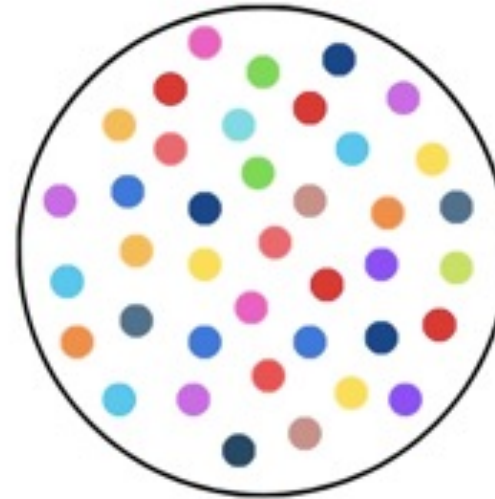
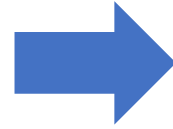
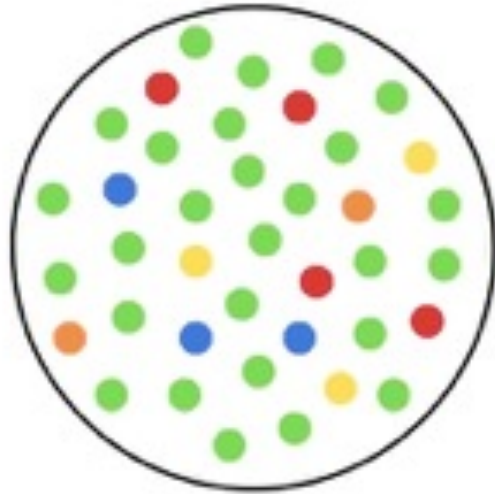
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WHAT DOES

inclusion

MEAN?

WHAT IS *inclusion* ?



How do we *include*
people with
disabilities?

How do we teach
to *diversity*?

How do we “do”

Inclusion?



Hong Kong



Edmonton



San Francisco



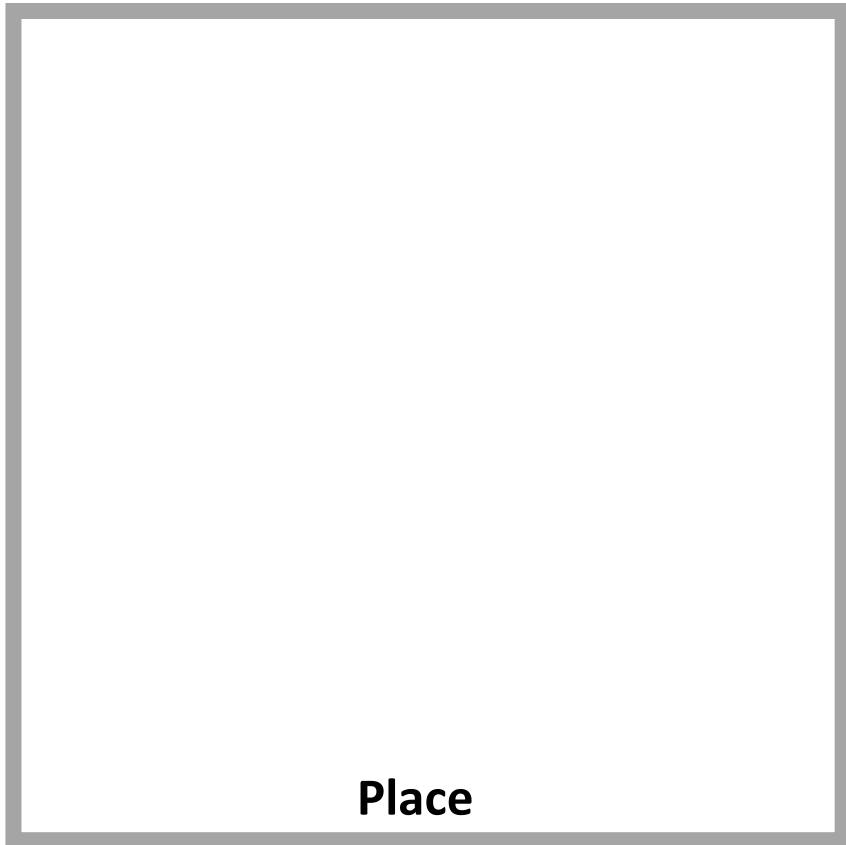
What is a barrier?

What is a need?

What is a barrier?

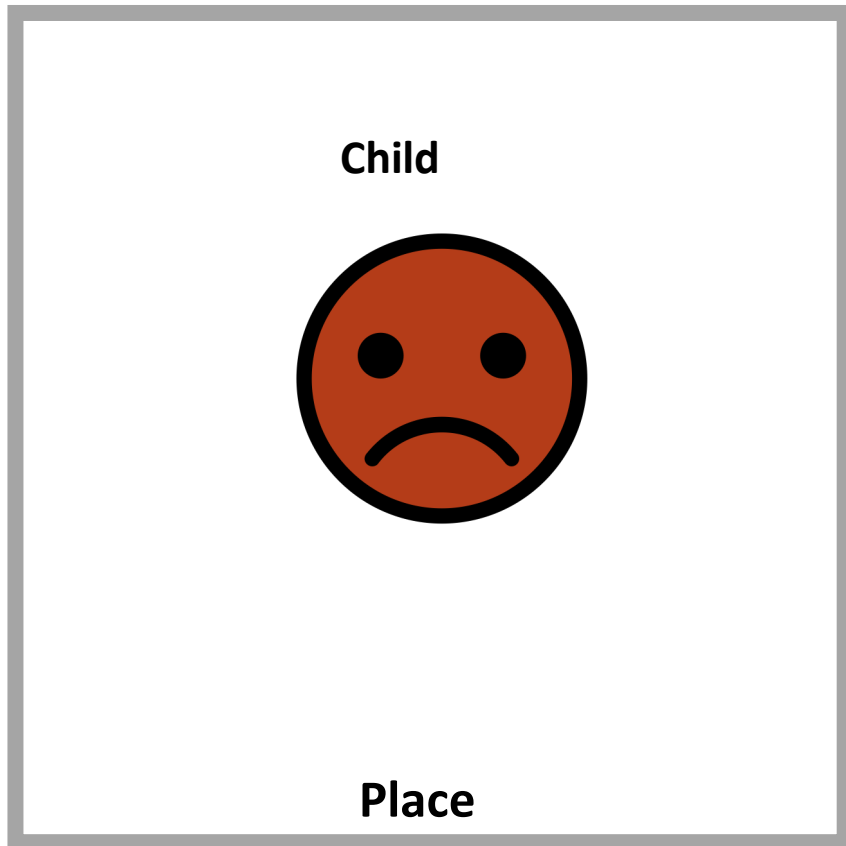


Shifting the Paradigm: MEDICAL MODEL OF DISABILITY



Place

Shifting the Paradigm: MEDICAL MODEL OF DISABILITY

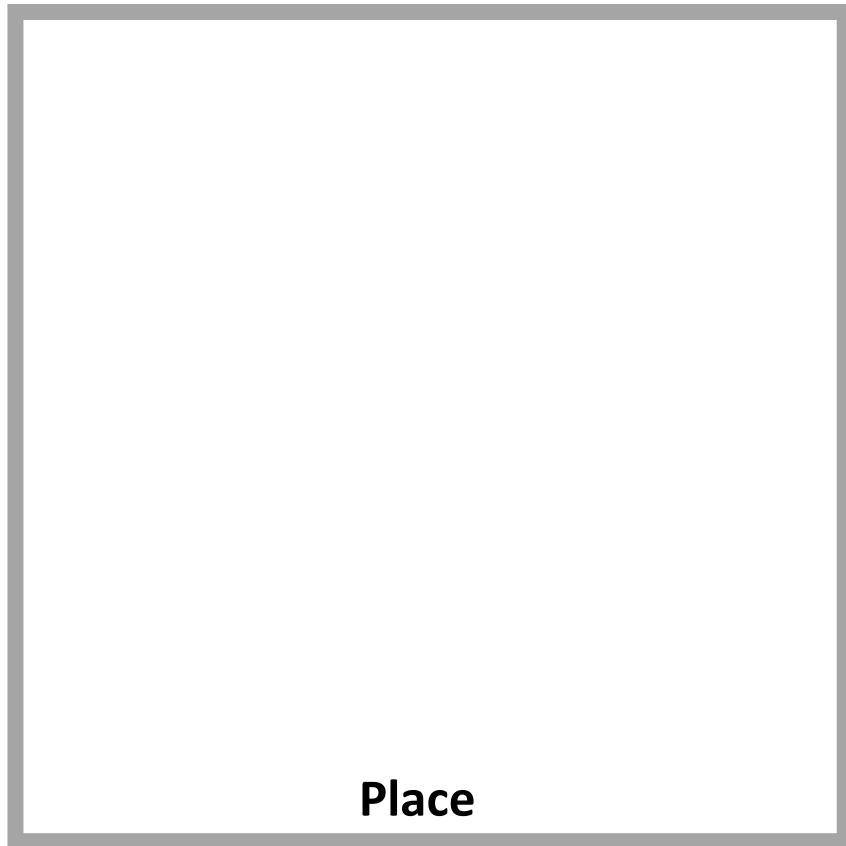


Historical Special Education

If child isn't successful:

- Remove the child
- Diagnose the problems in the child
- Fix the child
- Child goes back when they are "ready"

Shifting the Paradigm: MEDICAL MODEL OF DISABILITY



Child

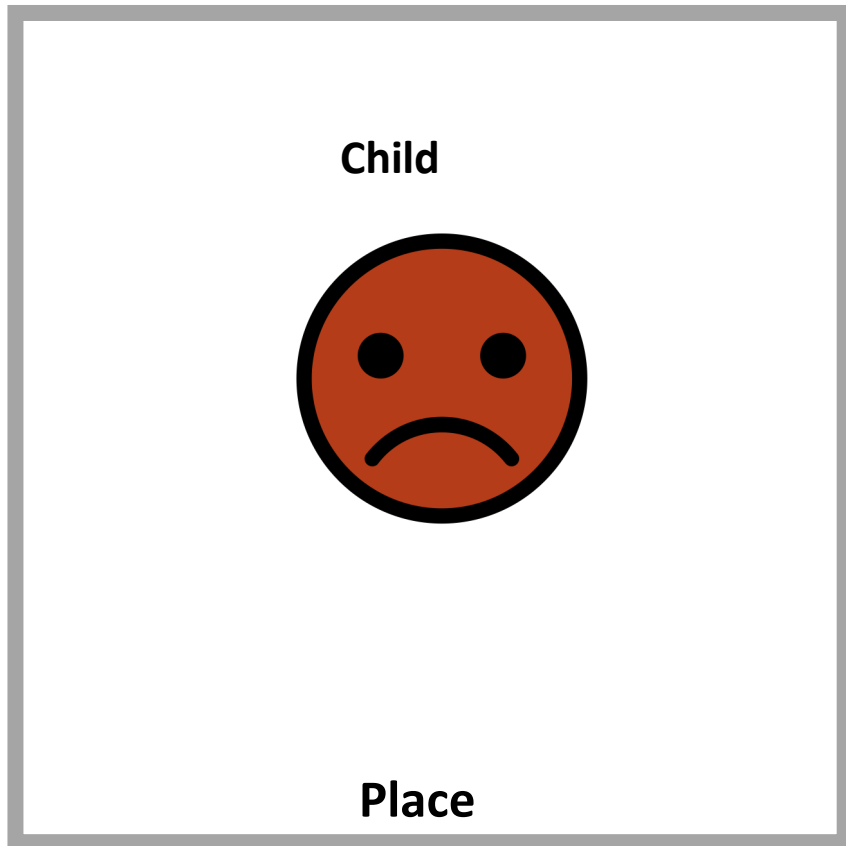


Historical Special Education

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Shifting the Paradigm: MEDICAL MODEL OF DISABILITY



Historical Special Education

If child isn't successful:

- Remove the child
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BUT WAIT...

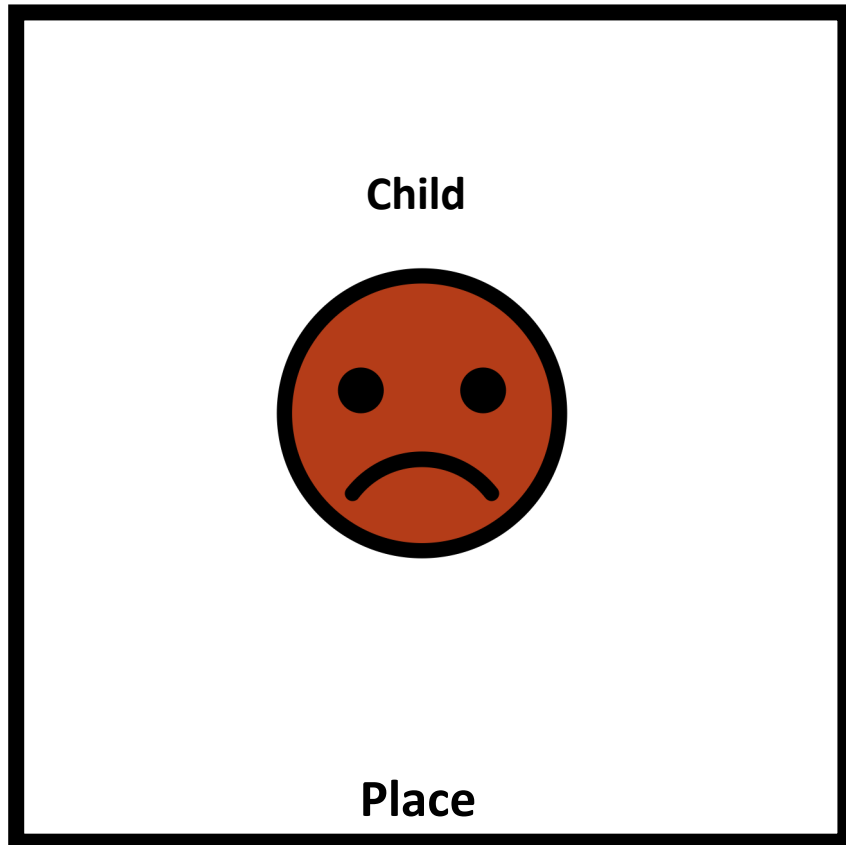
People with disabilities said:



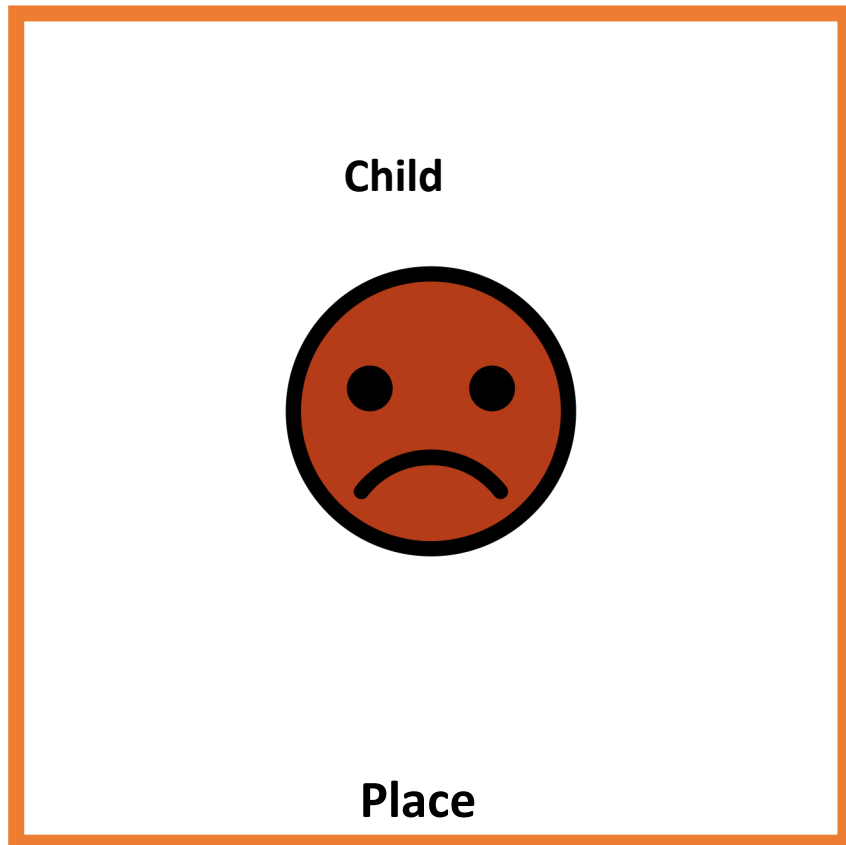
"I am not broken."

"I do not need to be fixed!"

Shifting the Paradigm: SOCIAL MODEL OF DISABILITY



Shifting the Paradigm: SOCIAL MODEL OF DISABILITY



Social Model

If a child isn't successful:

- Diagnose the barriers in the place
- Target the place



"When a flower doesn't bloom,
you **fix the environment** in
which it grows, not the
flower."

-Alexander den Heijer

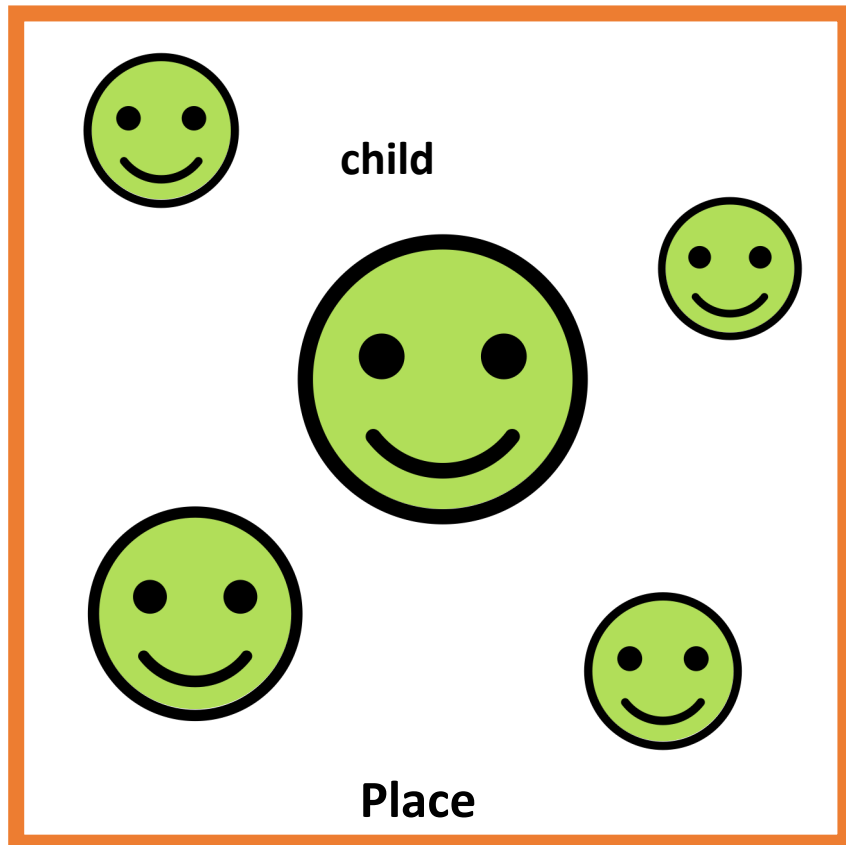


What is happening in the *environment*?

What are the potential *barriers*?

not enough light
not enough water
not enough space

Shifting the Paradigm: SOCIAL MODEL OF DISABILITY



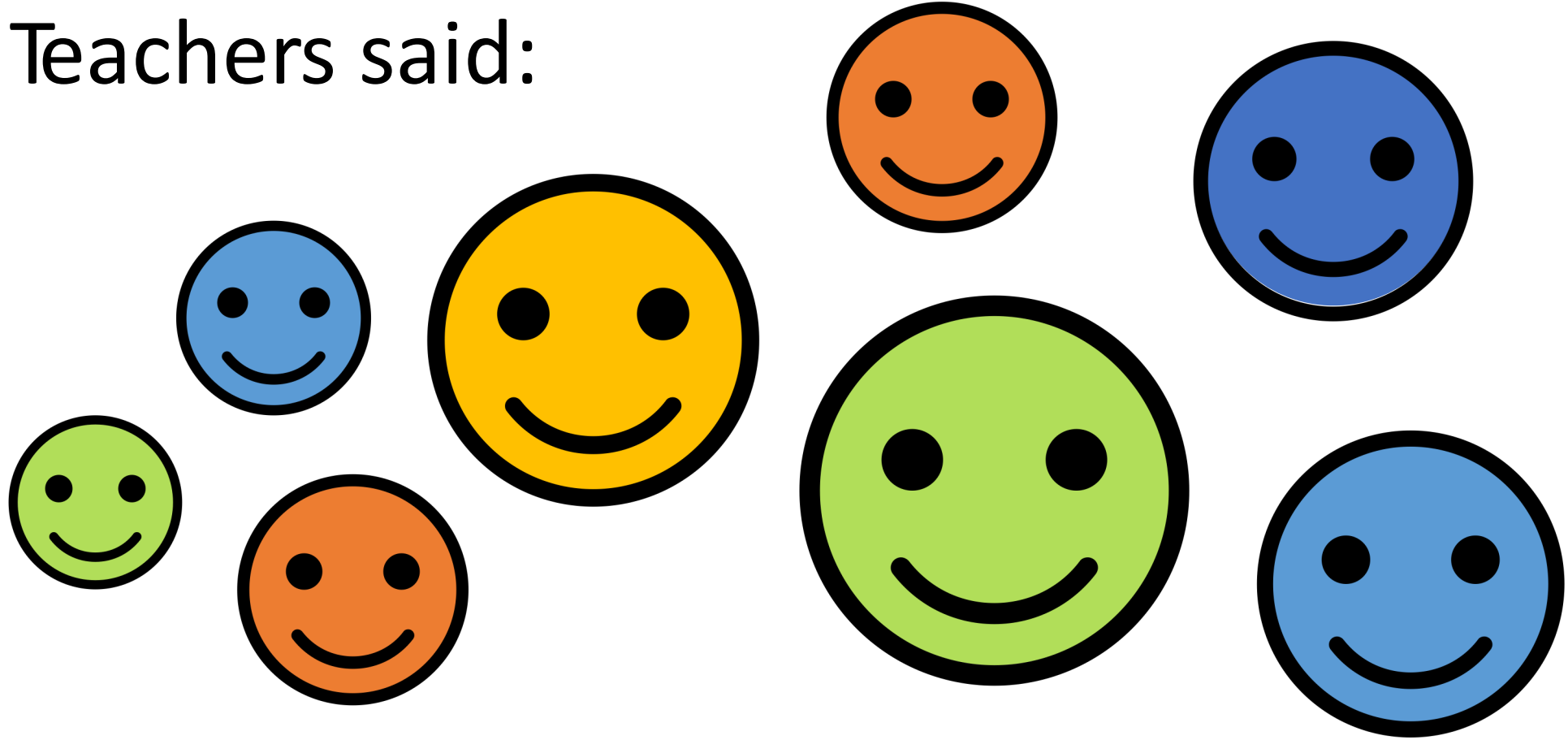
Social Model

If a child isn't successful:

- Diagnose the barriers in the place
- Target the place
- Support EVERYONE in the place

BUT WAIT...

Teachers said:

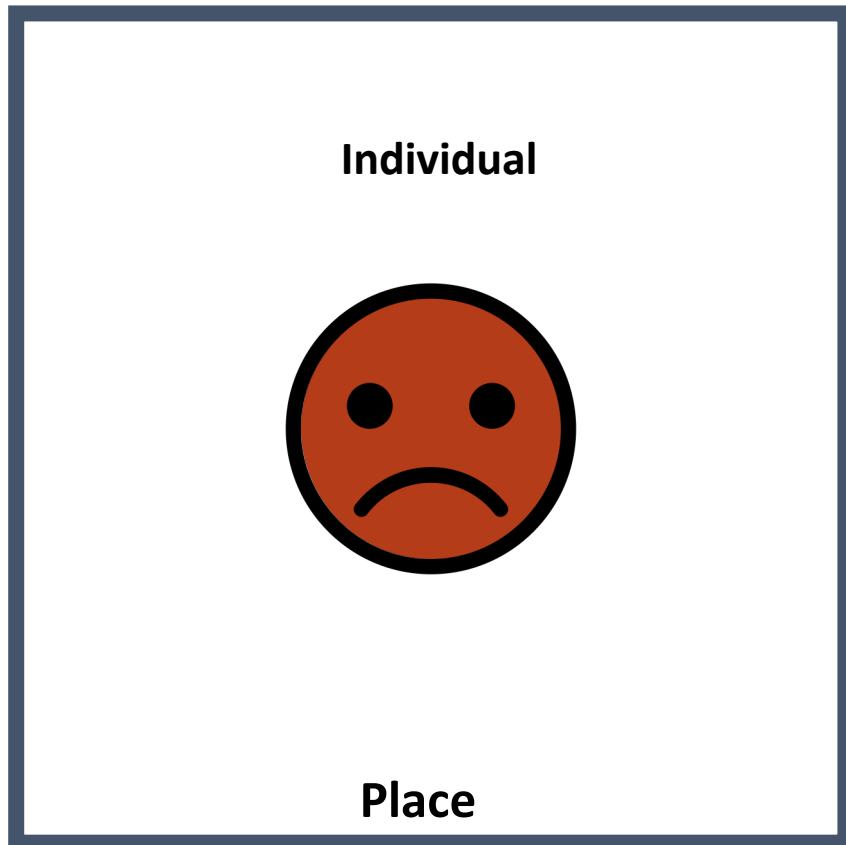


"What about all the different individual needs in a shared place?"

WE HAVE
diverse
GARDENS!



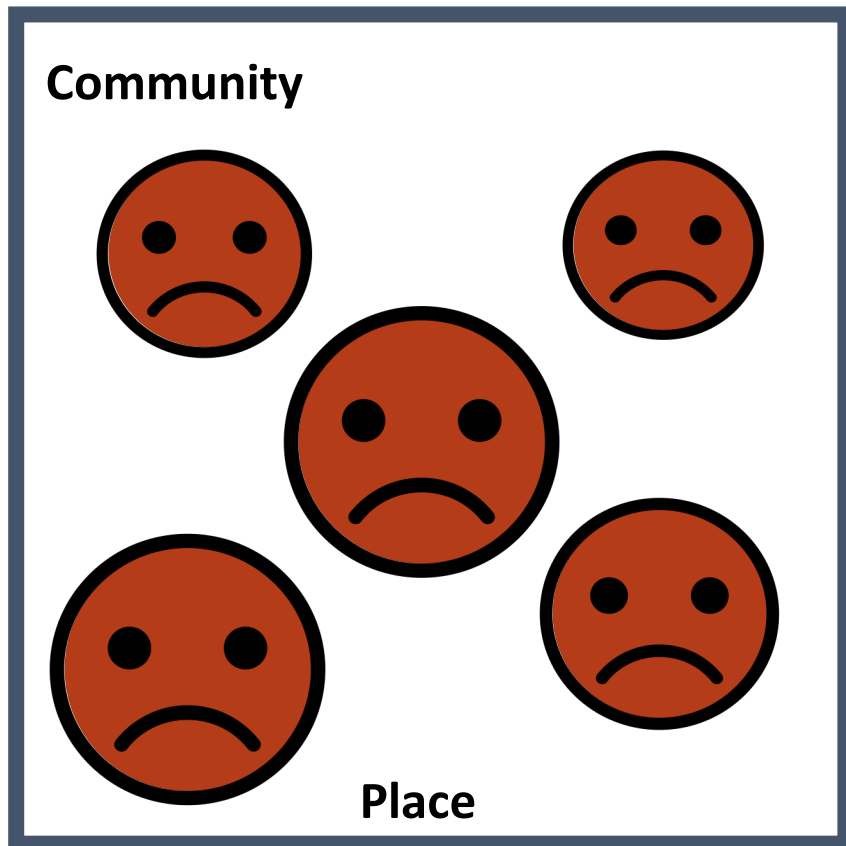
Shifting the Paradigm: PERSON-PLACE MODEL OF NEED



Inclusive Education

If one child is struggling...

Shifting the Paradigm: PERSON-PLACE MODEL OF NEED

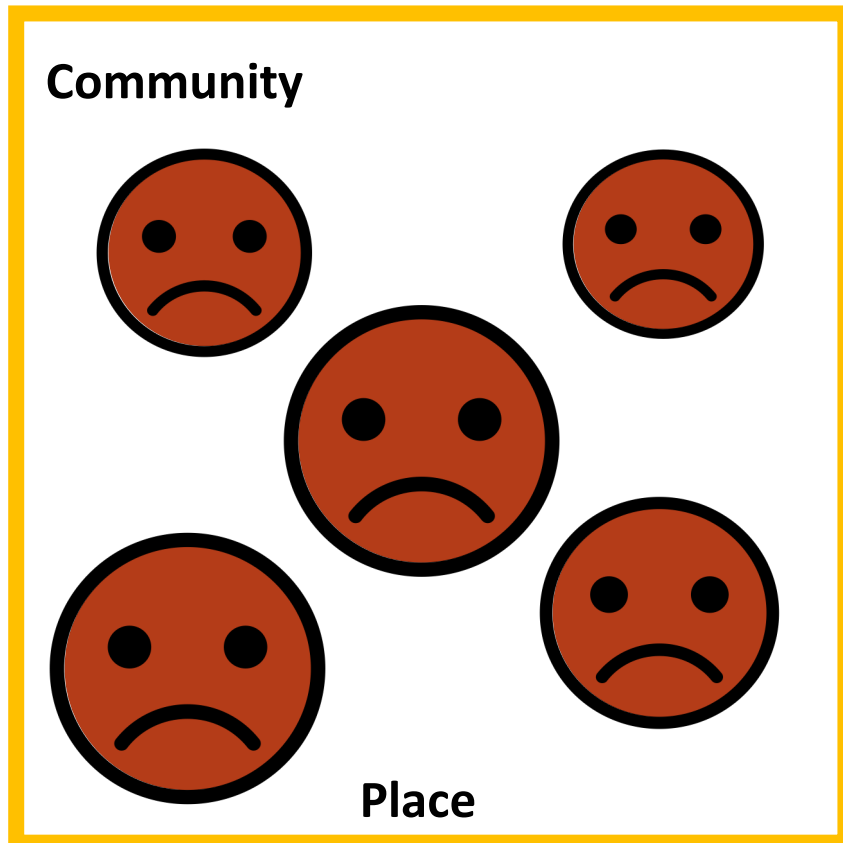


Inclusive Education

If one child is struggling...

...more than one child is
struggling

Shifting the Paradigm: PERSON-PLACE MODEL OF NEED



Inclusive Education

FIRST: Identify barriers in place by determining needs of everyone in the community

FIRST! Reduce or eliminate barriers in place by reducing or eliminating barriers for everyone in the community



All plants need
light



All plants need
moisture



All plants need
space

Shifting the Paradigm: PERSON-PLACE MODEL OF NEED



Inclusive Education

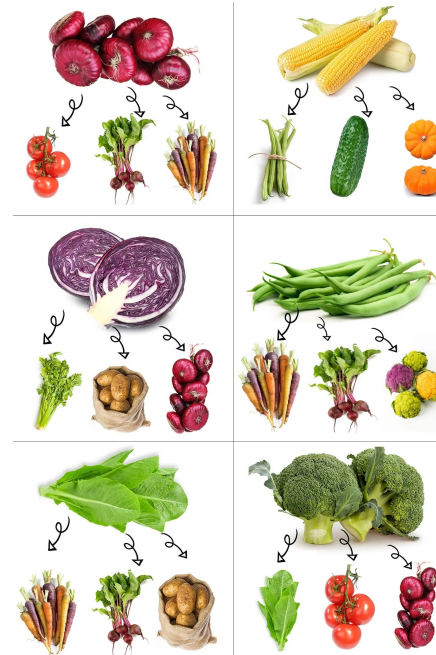
FIRST: Identify barriers in the place
THEN: Reduce or eliminate barriers
in place by determining needs of
everyone in the community

NEXT! Determine the needs of individuals and anticipate the supports & strategies that they will require in **universal** ways

PERIODIC TABLE OF PLANT NUTRIENTS

7 N Nitrogen	15 P Phosphorus	19 K Potassium	12 Mg Magnesium	16 S Sulfur	20 Ca Calcium
Primary Macronutrients			Secondary Macronutrients		
5 B Boron	17 Cl Chlorine				
25 Mn Manganese	26 Fe Iron	28 Ni Nickel	29 Cu Copper	30 Zn Zinc	42 Mo Molybdenum
Micronutrients					

Source: Greenandvibrant.com



Some plants need added nutrients

Some plants need companions

THEN! Determine the needs of individuals and anticipate the supports & strategies that they will require in **individualized** ways



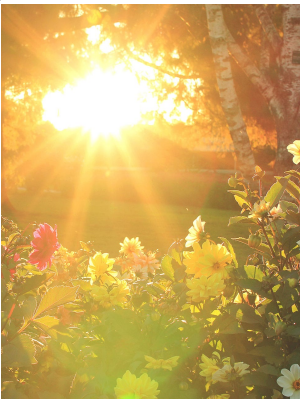
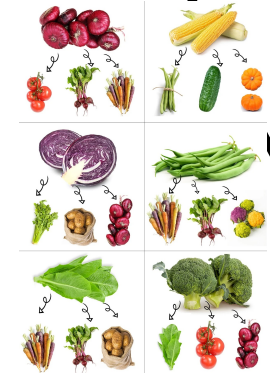
A few plants may need very specific temperatures and humidity levels

MULTIPLE LAYERS OF SUPPORT



PERIODIC TABLE OF PLANT NUTRIENTS

7 N Nitrogen	15 P Phosphorus	19 K Potassium	12 Mg Magnesium	16 S Sulfur	20 Ca Calcium
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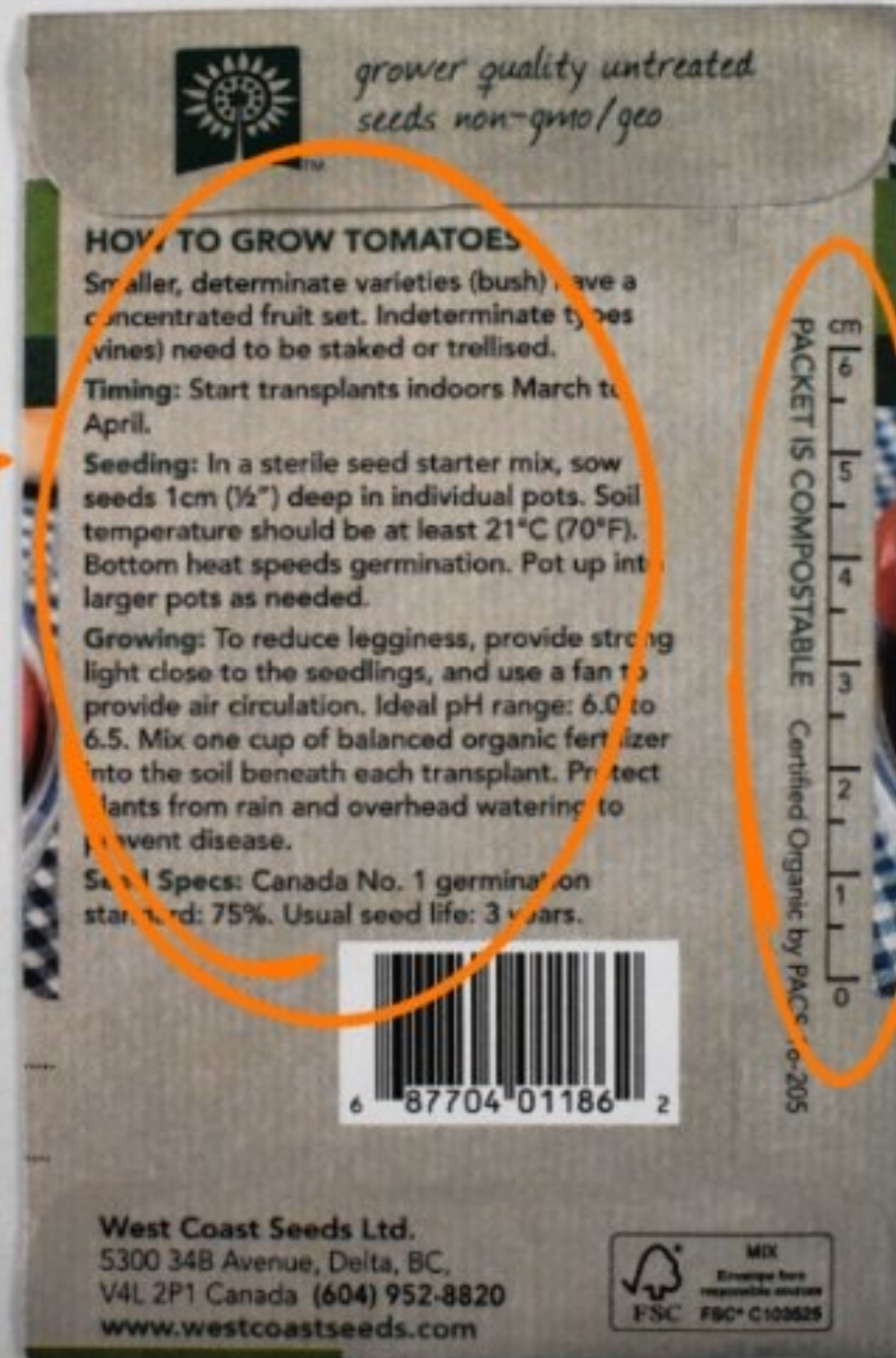
Where do we find information about the needs of a specific plant?



THE SEED PACKET

The back of the seed packet usually includes planting information and specifics, such as when and where to start seeds, how deep to plant them and any other information specific to your plant type and variety.

All seed packets are slightly different and include slightly different information. If you're unsure about anything and your seed packet does not include the information you're looking for, you can Google your plant type and variety for more information.

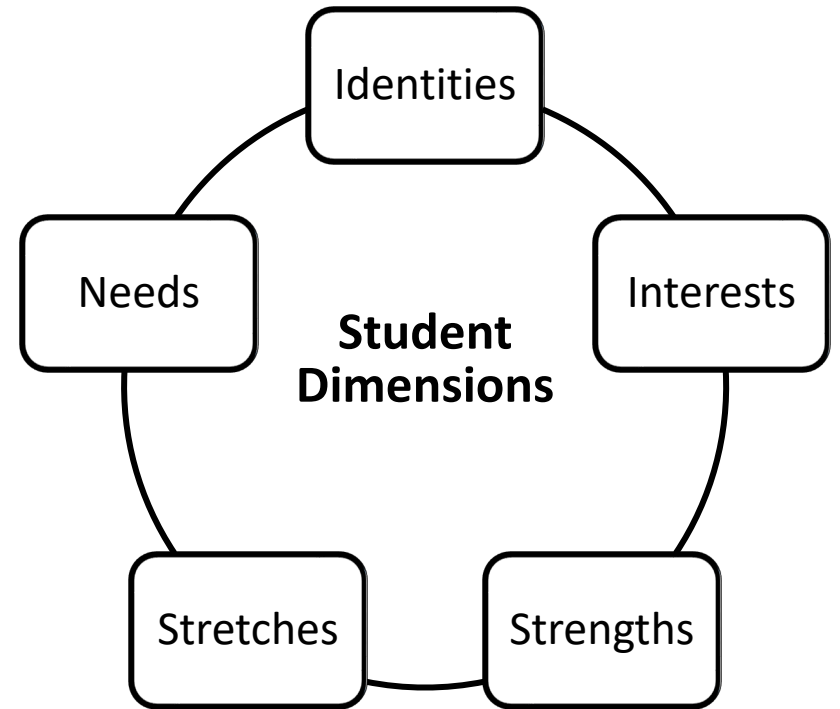


This particular seed packet also comes with a built-in ruler that you can use when planting to help you plant your seeds at the correct depth.

THE SEED PACKET

By letting them tell and show us what they need to grow

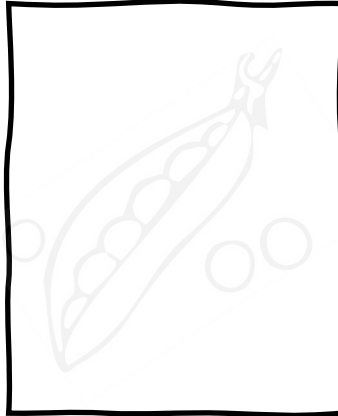
What **dimensions** can we capture children's dimensions in ways that allow for the child, family, and community voice?



Growth Year: _____

Name: _____

Grade: _____



Identities: I am...

- _____
- _____
- _____
- _____
- _____

Interests: I really like and/or what to learn more about:

- _____
- _____

Strengths: I am really good at and/or could teach others:

- _____
- _____
- _____
- _____

Goals: I want to grow in these areas:

1. _____
2. _____
3. _____

Needs: I need this support in these areas to grow:

- _____
- _____
- _____
- _____

Supports: I need this in my garden to grow:

- _____
- _____
- _____

Barriers: This is what makes it hard for me to grow:

- _____
- _____
- _____

Thank You For helping me GROW

Strategy 1: My I.E.Pea Seed Packet

Growth Year:

Name: Conor G.

Grade: K



Identities: I am...

- Joyful, funny & dramatic!
- I am so loving!
- I use English, visual and ASL languages to communicate
- I am part of the DS community and have a strong inclusive school community
- My family enjoys some Caribbean traditions and food because that is where my mom grew up!

Interests: I really like and/or what to learn more about:

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

Strengths: I am really good at and/or could teach others:

- Visual, musical, following routines
- helping the teacher, receptive language, empathetic, motivated to please, reading
- I can help my classmates to understand that with the right supports in place, you are capable of anything. Even if others (or yourself) think that you can't

Goals: I want to grow in these areas:

1. Being aware of when I am/ am not safe
2. Communicating what I need and want
3. Social connections and interactions
4. Fine motor skills
5. Being independent

Needs: I need this support in these areas to grow:

- Communication
- Social Skills
- Physical
- Hearing
- Vision

Supports: I need this in my garden to grow:

- Being respected and included in all aspects of community, "first/then" language, lots of praise, time for transition with verbal and visual cues, lots of repetition, appropriate supports and strategies, patience, getting a specific job, silly and exciting language

Barriers: This is what makes it hard for me to grow:

- Negative or forceful comments, expectations without supports or strategies in place, bring rushed, taking behaviour personally, unclear directions, too many instructions at once, when people assume that I am not capable

Thank You For helping me GROW

Student &
Family/
Community
Voice

Student Dimension Interview

Help us get to know: _____

Date: _____

Person connected to _____	Identities	Interests	Strengths	Stretches	Needs
Who are you and how do you know _____?	What words would you use to describe _____? What groups is _____ connected to in their community?	What is _____ interested in? What do they like to do on their own? With their friends? Family? Community?	What is _____ good at? What can they teach others?	What is hard for _____? What do you think _____ wants to get better at?	What does _____ need support with? What is important for people to know about _____?
Person 1:					
Person 2:					
Person 3:					
Person 4:					

Help us get to know: _____

Date: _____

Person connected to _____	Identities	Interests	Strengths	Stretches	Needs
Who are you and how do you know _____?	What words would you use to describe _____? What groups is _____ connected to in their community?	What is _____ interested in? What do they like to do on their own? With their friends? Family? Community?	What is _____ good at? What can they teach others?	What is hard for _____? What do you think _____ wants to get better at?	What does _____ need support with? What is important for people to know about _____?
Person 1:					
Person 2:					
Person 3:					
Person 4:					

Help us get to know Juni?

Date: Dec 2022

	Identities	Interests	Strengths	Stretches	Needs
Who are you and how do you know Juni?	<p>What words would you use to describe Juni?</p> <p>What groups is Juni connected to in their community?</p>	<p>What is Juni interested in?</p> <p>What do they like to do on their own? With their friends? Family? Community?</p>	<p>What is Juni good at?</p> <p>What can they teach others?</p>	<p>What is hard for Juni?</p> <p>What do you think Juni wants to get better at?</p>	<p>What does Juni need support with?</p> <p>What is important for people to know about Juni?</p>
Person 1: Rita Grandmother	Kind, strong, smart	watching me sew, taking pictures, listening to music	Patience, she notices everything	Waking up! Trying new things	She needs time and patience. If she is upset or frustrated, she needs space
Person 2: Frank Dad	Athletic, joyful, Ukrainian, church	Watching the baking shows , fishing with me	A great listener, being present	Independence, changes in routine	I think she worries a lot; I need others to know that she needs reassurance sometimes
Person 3: Kiran Family Friend	funny	Football! She loves the BC lions, movies, going for walks	making you feel so important, spreads joy, makes everyone laugh	Friendships, spending more time with her peers	Sharing her thinking, communicating. She has come such a long way!
Person 4:Matty Cousin	Fun, we play a lot together	Whale sharks, camping, swimming	Playing with me	Its hard for Juni to talk sometimes, but I know when she likes something, and she likes me	using her iPad to help her talk

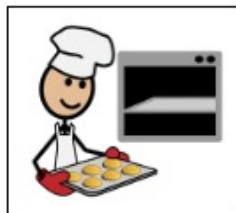
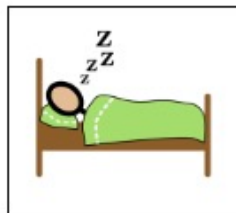
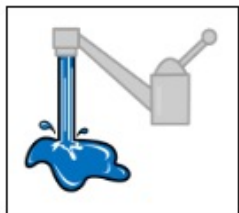
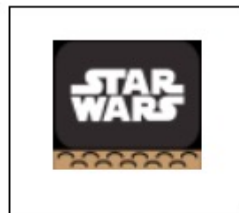
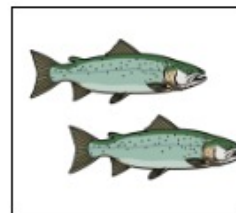
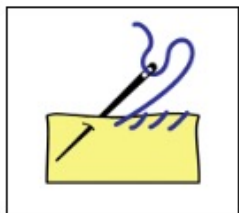
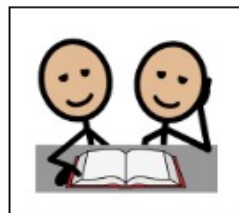
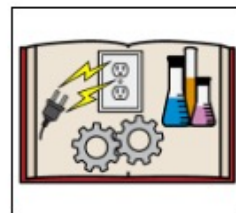
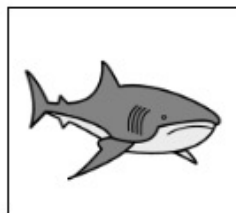
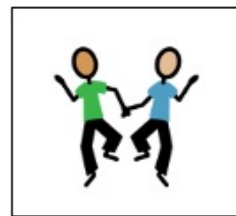
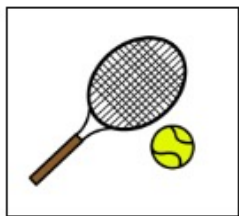
Help us get to know Juni?

Date: Dec 2022

	Identities	Interests	Strengths	Stretches	Needs
Who are you and how do you know Juni?	<p>What words would you use to describe Juni?</p> <p>What groups is Juni connected to in their community?</p>	<p>What is Juni interested in?</p> <p>What do they like to do on their own? With their friends? Family? Community?</p>	<p>What is Juni good at?</p> <p>What can they teach others?</p>	<p>What is hard for Juni?</p> <p>What do you think Juni wants to get better at?</p>	<p>What does Juni need support with?</p> <p>What is important for people to know about Juni?</p>
Person 1: Mr. Lopez Classroom Teacher	Strong, smart, a learner	Getting read to, books, you tube, science	Connecting with her peers	Communicating, independence, asking to help when she needs it	She needs support with her reading (decoding) and her communication with the device
Person 2: Benny Educational Assistant	Funny, curious	Fashion, her friends, books, magazines, her iPad	She knows what she likes and doesn't like and lets us know	Making friends, communicating or using strategies before she gets too frustrated	She needs a chance to rest throughout the day and breaks
Person 3: Ms. Turner SLP	joyful	Sights and sounds around her, being social	Using her iPad to communicate	Building friendships, communicating what she needs	She needs her device available to her, she needs to be around her peers
Person 4: Jesse Classmate	Funny, sometimes she's loud	Playing games, hanging out with her friends	Being happy, making people laugh	I think talking is hard for her	she needs to be around us, her friends



Building my Student profile: What are my INTERESTS?



Growth Year: 2022

Name: Juniper

Grade: 2








Identities: I am...

 kind	 a friend	 funny
 an athlete	 Ukrainian	 smart





Interests: I really like and/or what to learn more about:

 reading	 whale sharks	 Star Wars	 fashion	 Great British Baking Show
 camping	 BC lions	 taking pictures	 salmon in river	 dancing





Strengths: I am really good at and/or could teach others:

 Star Wars	 singing	 being a friend	 playing	 asking for help
--------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------




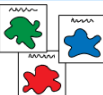

Goals: I want to grow in these areas:

 waking up	 playing football	 talking	 making friends
--------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------





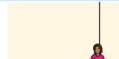
Needs: I need this support to grow:

 emotional regulation	 social skills	 communication	 physical
-------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------

Supports: I need this in my garden to grow:

 patience	 my peers	 a plan	 visuals	 my talker
-------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------

Barriers: This is what makes it hard for me to grow:

 being rushed	 no one asks me	 writing	 no visuals	 ignored
-------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------

Thank You For helping me GROW

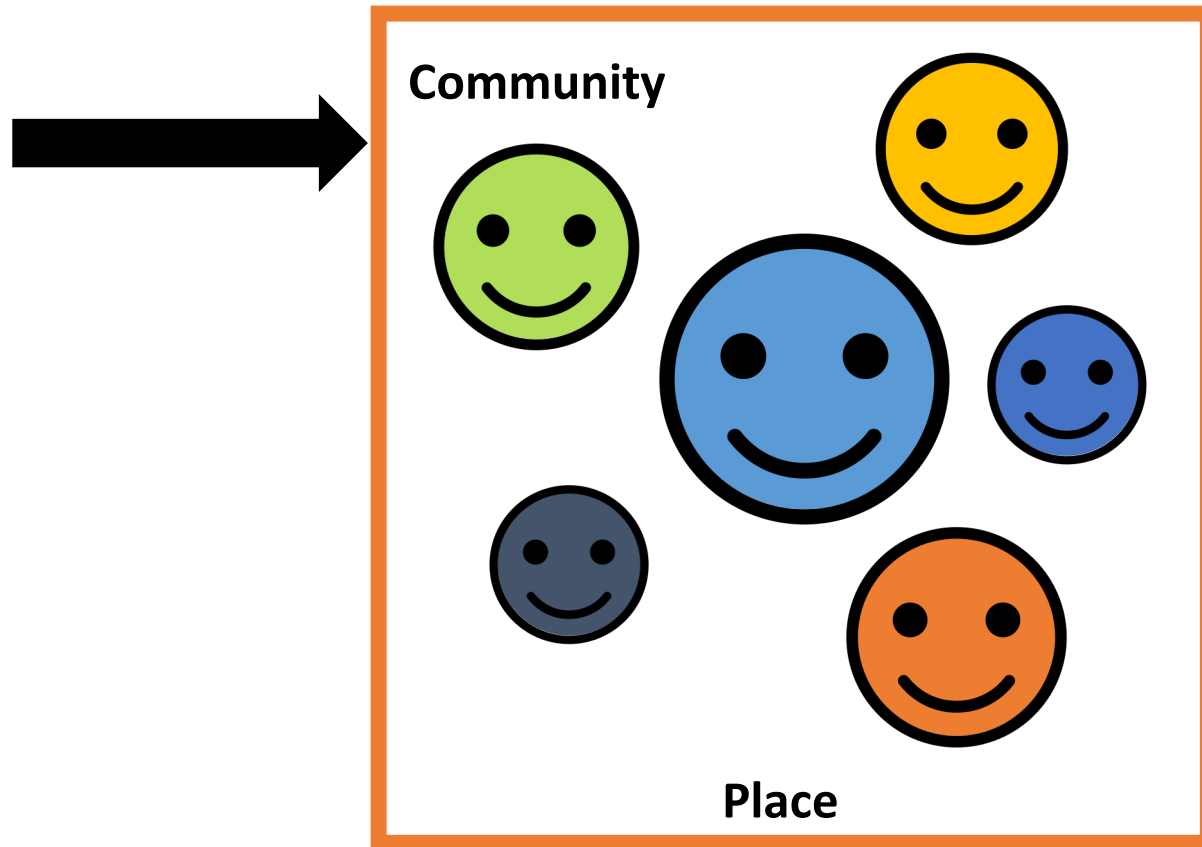
Student Voice

HOW do we *anticipate*

and reduce *barriers*

for *all* children?

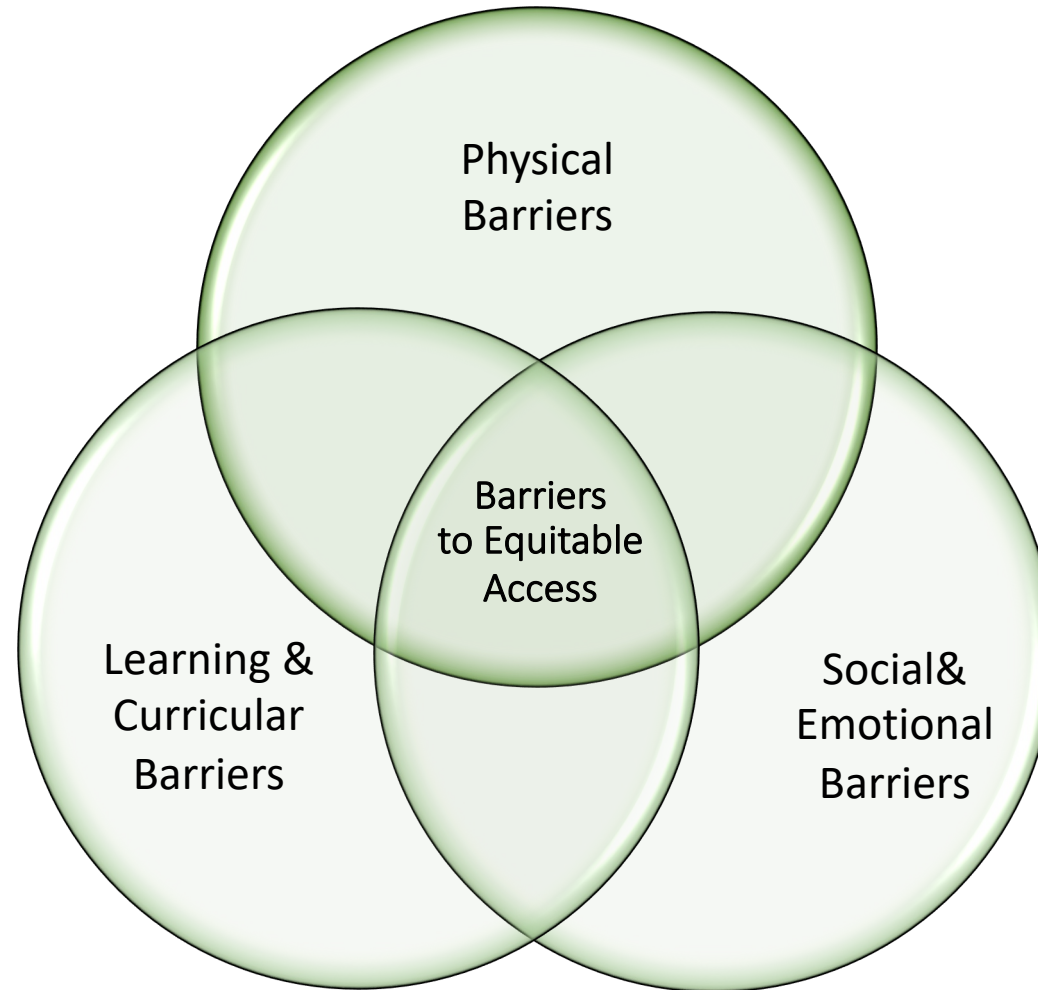
Shifting the Paradigm: PERSON-PLACE MODEL OF NEED



What are barriers?



Increasing Inclusive & Equitable Access by Reducing and Eliminating Barriers



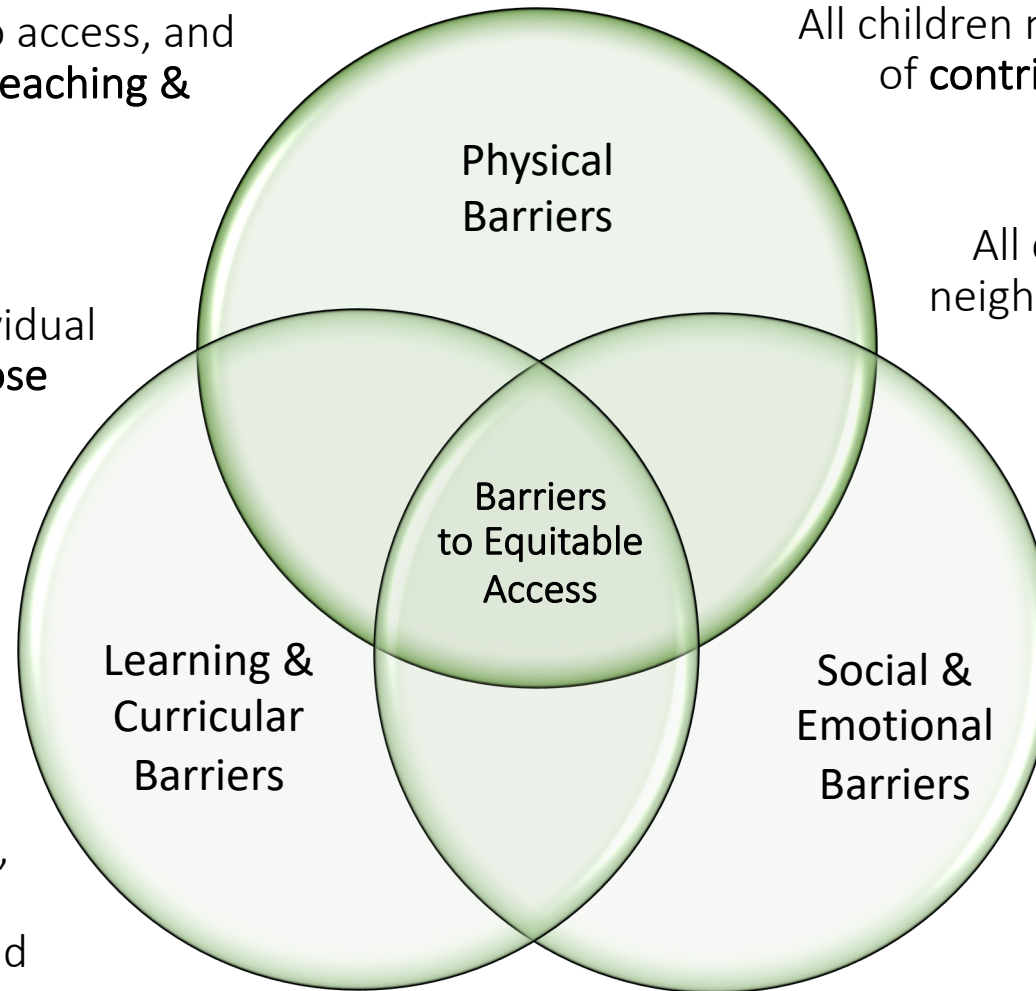
Increasing Inclusive & Equitable Access by Reducing and Eliminating Barriers

All children need opportunities to access, and be challenged by, **high quality teaching & learning**

All children need a sense of individual and community **place & purpose**

All children need access to **tools and actions** that will respond to their **individual dimensions**

All children need **representation, connection & relationships** with diverse & identity-based peers and adults



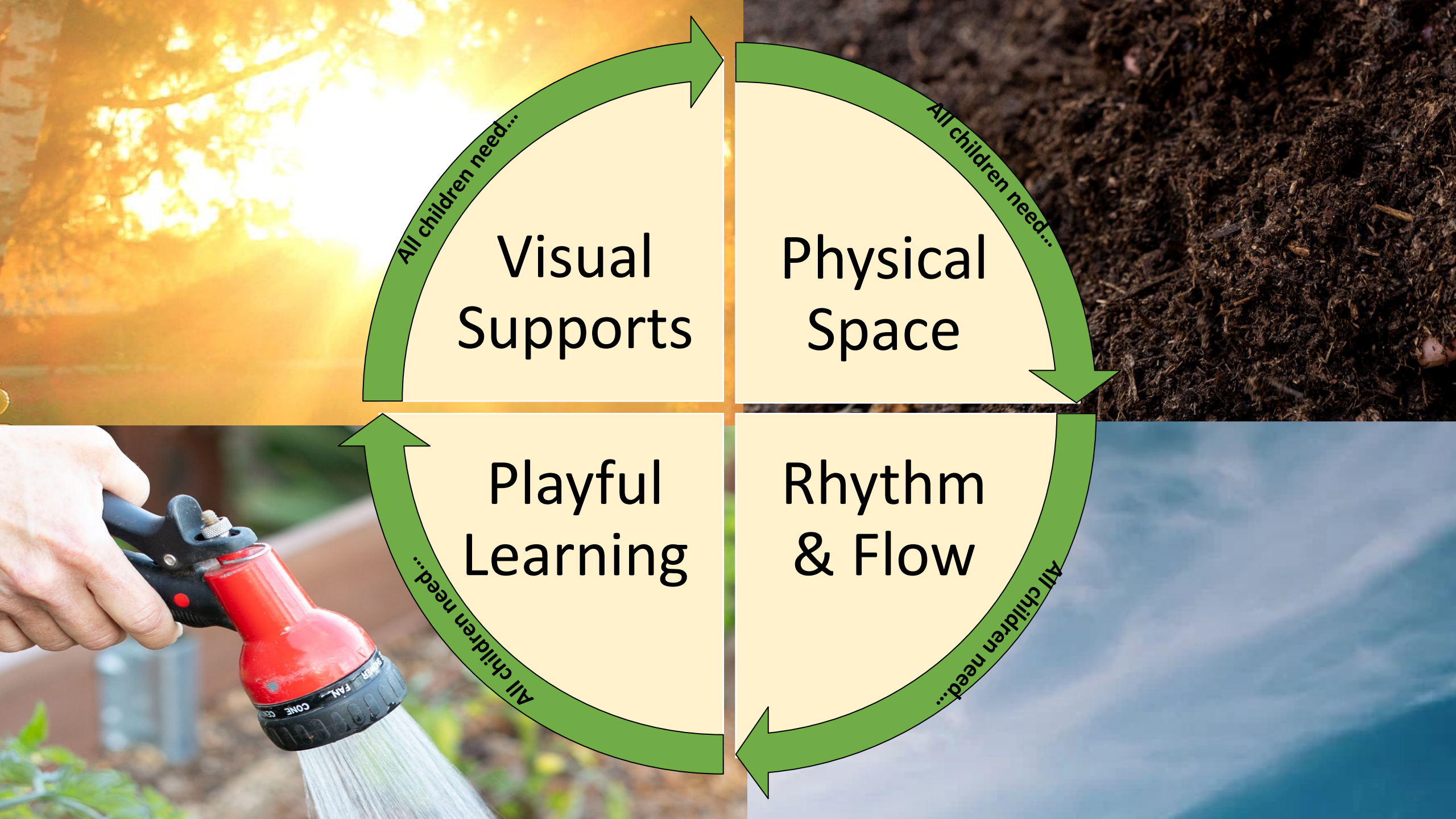
All children need to **feel valued** and a sense of **contribution** to their community

All children need **physical access** to neighbourhood classrooms and schools

All children need their **basic physical needs** met

All children need a **sense of belonging and safety**

All children need **agency** through **high expectations** and the presumption of competence



All children need...

Visual
Supports

All children need...

Physical
Space

All children need...

Playful
Learning

All children need...

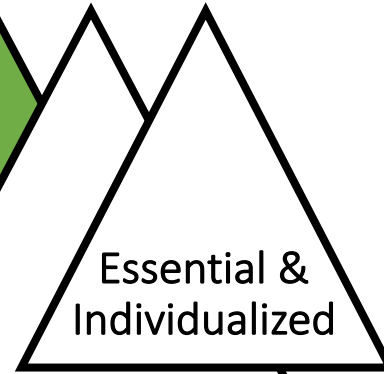
Rhythm
& Flow

Multiple Layers of Support/ Response to Instruction

What one needs
Needs of **individual**
students



Supports & Strategies are
useful for ONE
taught to ALL

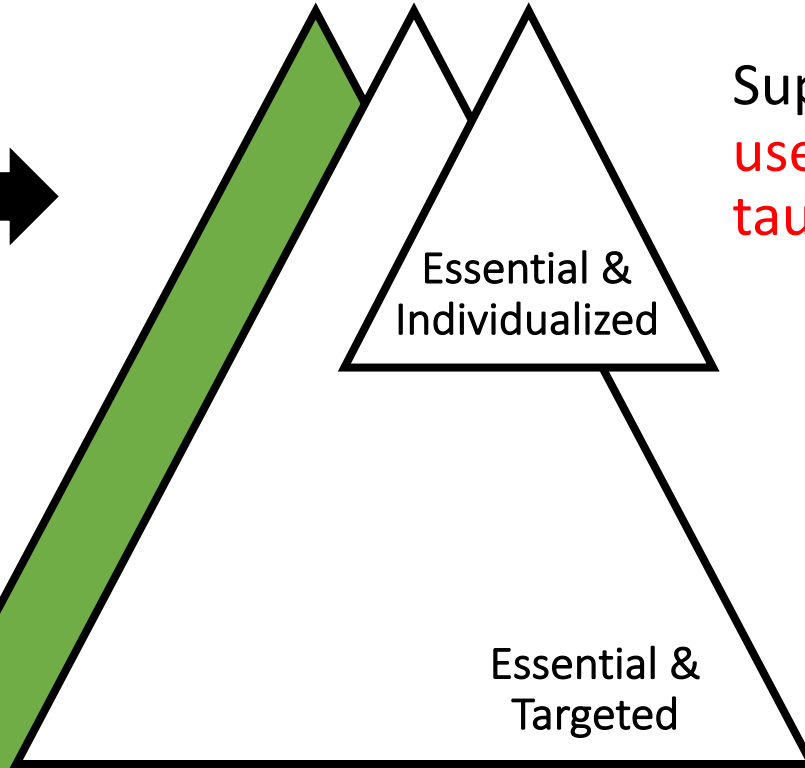


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What some need
Needs of **individual**
students



Supports & Strategies are
useful for SOME
taught to ALL
choice for ALL

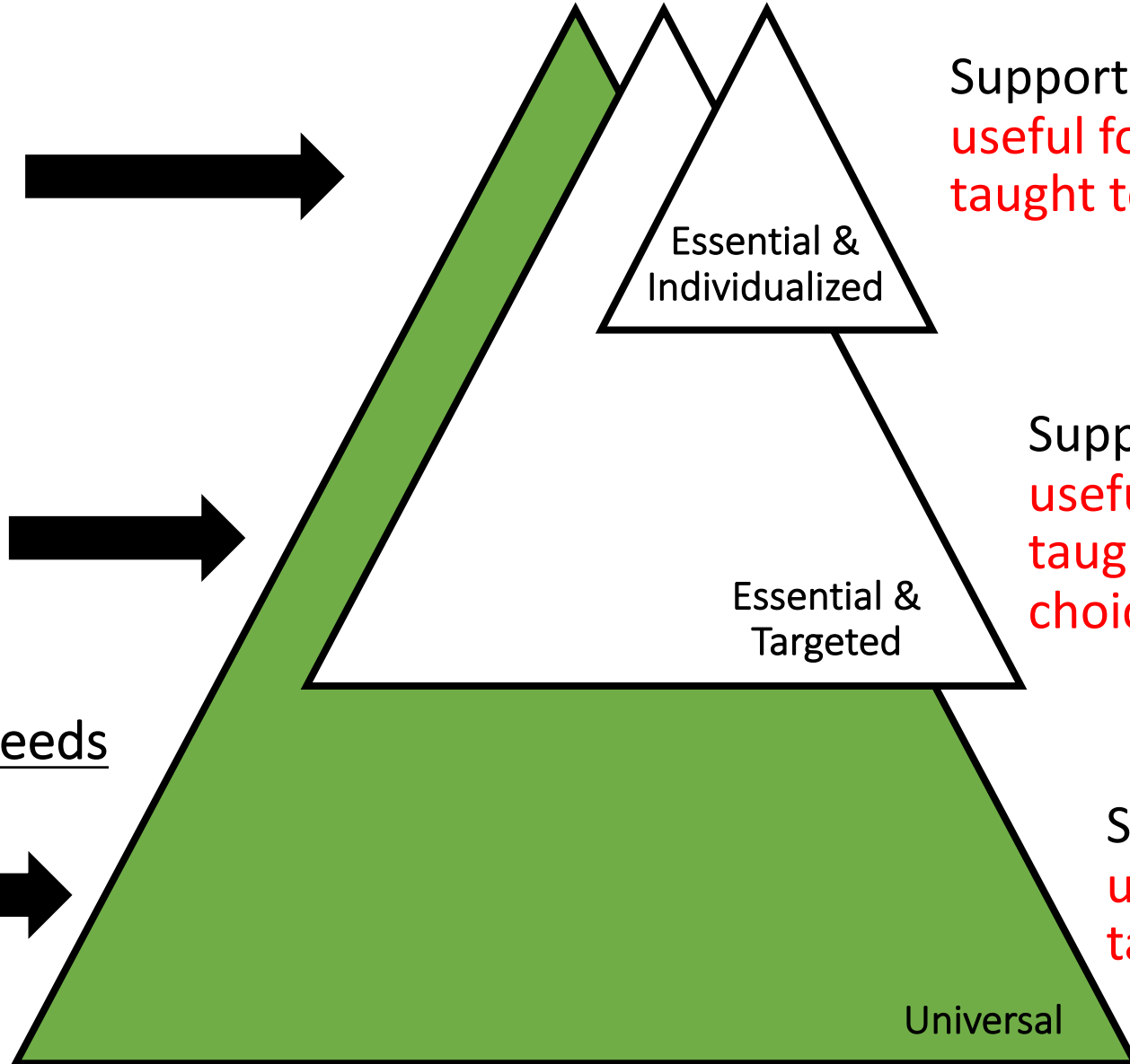


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What most/ everyone needs
Reducing/ Eliminating
Barriers for the
place/community



Supports & Strategies are
useful for ALL
taught to ALL



Universal Approaches Useful to ALL, Taught to ALL

Student Self Determination
& Agency

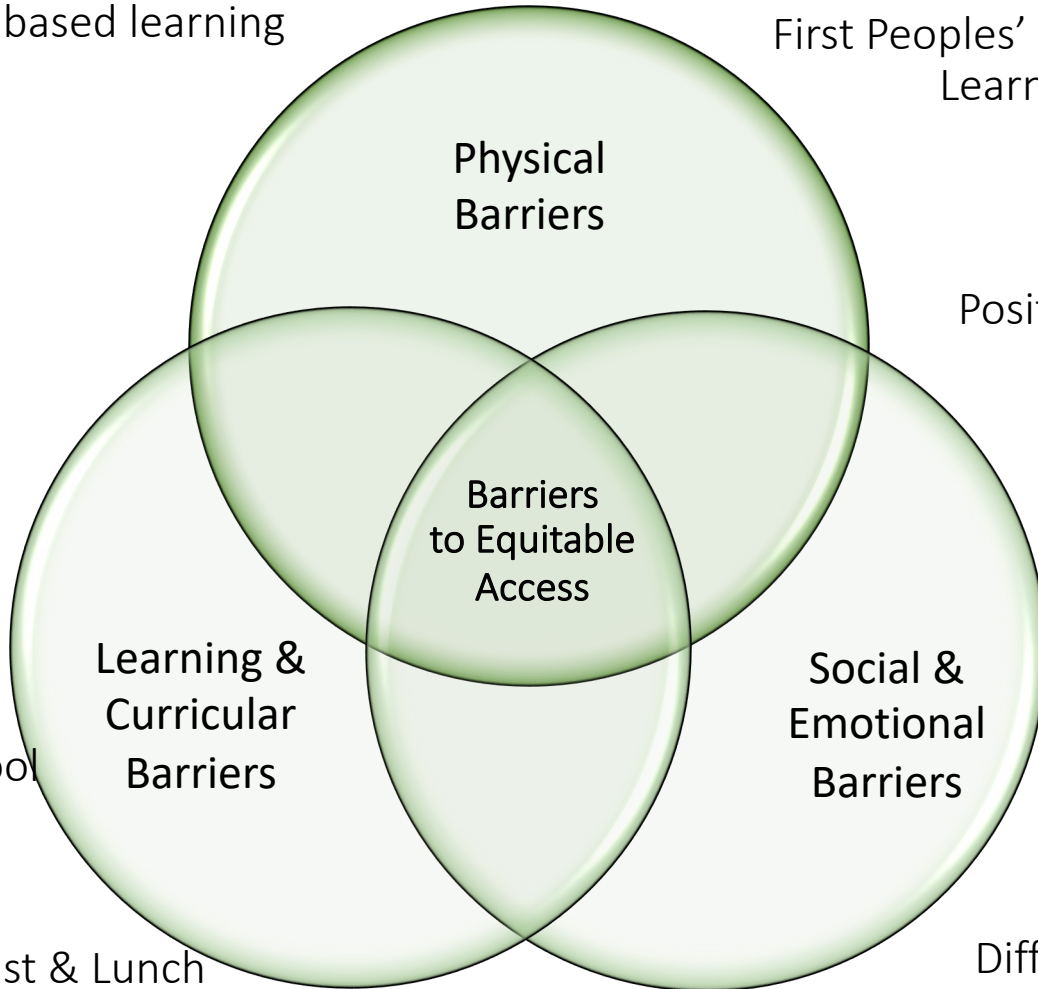
Standards Based
Assessment

Needs Based
Design

Culturally Responsive
Practices

Play based learning

First Peoples' Principles of
Learning



Inquiry

SOGI

Trauma Sensitive
Instruction

Positive Behaviour
Supports

RTI/RTI/MTLS/MTSS

Strong Start

Strength Based
Perspectives

Universal Design
for Learning

Early Learning Frameworks

Accessible
Playgrounds


Before/After School
Programs

Land-Based Learning

Restorative
Practices

Breakfast & Lunch
Programs

Differentiated Instruction &
Curriculum

A decorative graphic consisting of several overlapping circles in various shades of orange, teal, blue, and dark blue, scattered across the right side and bottom of the slide.

What initiatives are
in place to reduce
barriers to equity in
your context?

How do we provide *supports*

for individual *student*





needs?

Community Reviews

Class Review:		School Team:		Date:	
We can plan for our students by getting to know the:					
Class Identities	Class Interests	Classroom Strengths	Classroom Stretches		
Based on the interests, strengths and stretches of this class, some goal(s) that we have are:					
Some BIG goals we have for this class:					
We can meet these goals by reflecting on what is working, and making some decisions to try something new					
What works well for this class?			What do we still want to try?		
We can meet these goals by responded to the needs of this class					
Need:	Need:	Need:	Need:	Need:	

The Class Review – Brownlie, F & King, J, 2011

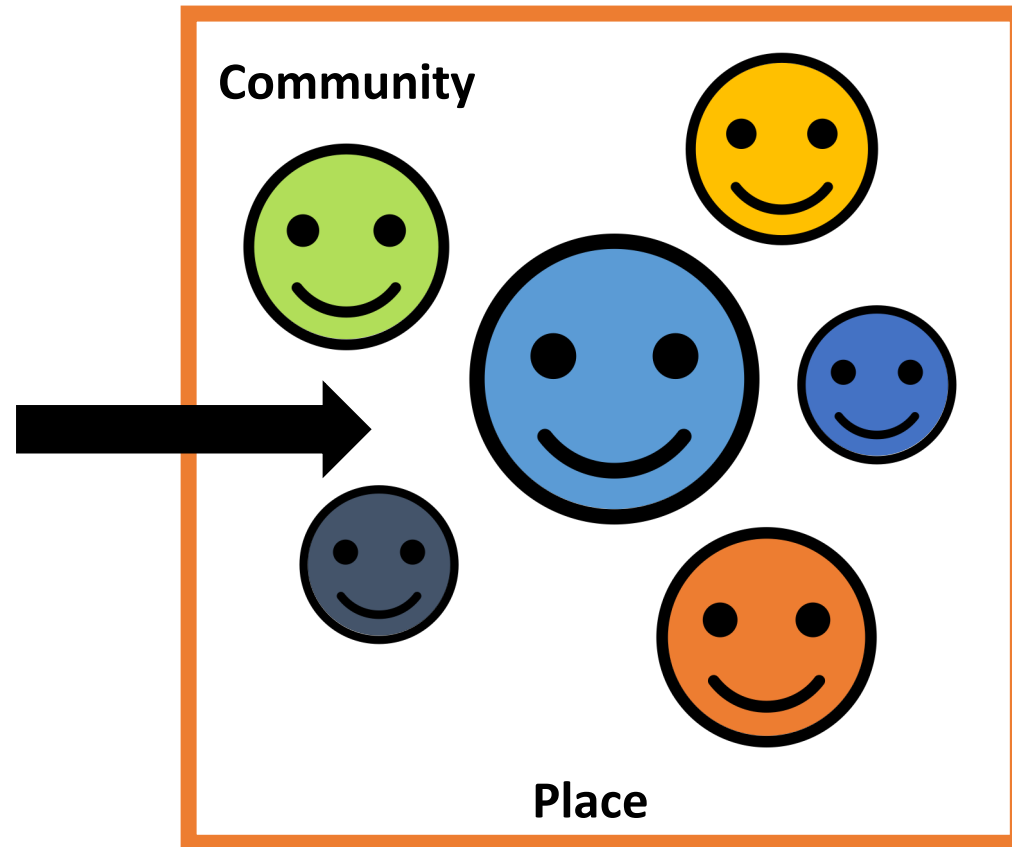
adapted by S. Moore, 2022

Class Review:		School Team:		Date:	
We can plan for our students by getting to know the:					
Class Identities	Class Interests	Classroom Strengths	Classroom Stretches		
 Children's Dimensions					
Based on the interests, strengths and stretches of this class, some goal(s) that we have are:					
Some BIG goals we have for this class:					
 Collaborative Team Goals					
We can meet these goals by reflecting on what is working, and making some decisions to try something new					
What works well for this class?			What do we still want to try?		
 Collaborative Team Decisions					
We can meet these goals by responded to the needs of this class					
Need:	Need:	Need:	Need:	Need:	
 Prioritized Needs to Target					

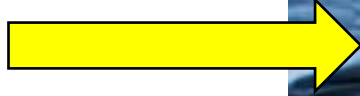
BIG PICTURE CLASS REVIEW

Class Review for:	Teacher:	Date:
We can plan for our students by getting to know the:		
Interests & Identities the class (Passions)	Classroom Strengths (SuperPowers)	Classroom Stretches (Possibilities)
Based on the interests, strengths and stretches of this class:		
The BIG question or inquiry and wonder I have for this class:		

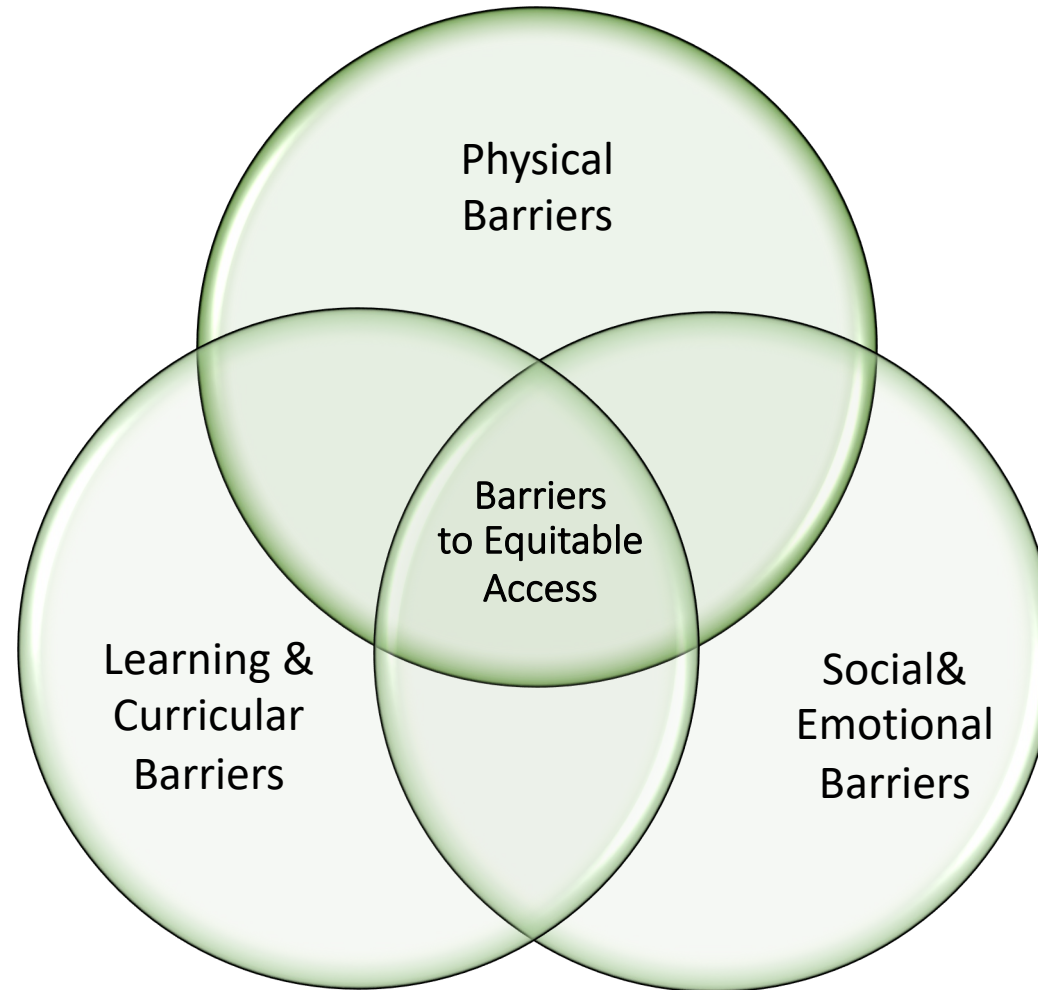
Shifting the Paradigm: PERSON-PLACE MODEL OF NEED



What are needs?

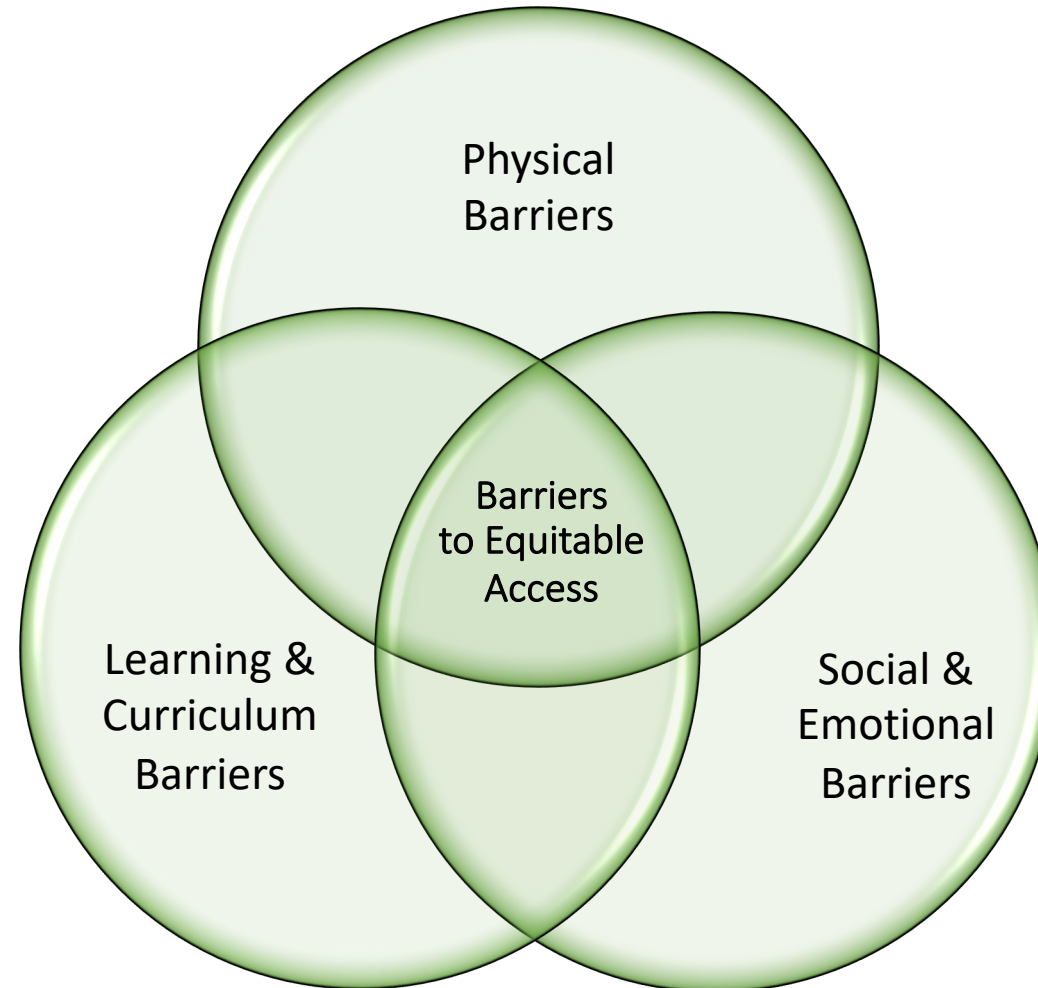


Increasing Inclusive & Equitable Access by Reducing and Eliminating Barriers



Increasing Inclusive & Equitable Access by Designing for Individual Needs

- Attention
- Anxiety
- Communication (receptive)
- Communication (expressive)
- Eating/Food
- Engagement/Motivation
- Executive functioning
- Family/community and/or identity
- Frustration/ Anger
- Grief/ Trauma
- Gross and/or Fine motor
- Intellectual ability (access)
- Intellectual ability (challenge)



- Language
- Literacy (decoding)
- Literacy (understanding)
- Literacy (written output)
- Literacy (Speaking/ oral language)
- Medical
- Memory
- Numeracy
- Personal Care
- Physical/Mobility
- Self Advocacy
- Self Regulation (emotional)
- Self Regulation (behavioural)
- Self Regulation(learning)
- Self Esteem
- Self Harm
- Sensory
- Social Skills
- Transitioning
- Vision and/or hearing

Multiple Layers of Support/ Response to Instruction

What one needs
Needs of **individual**
students



Supports & Strategies are
useful for ONE
taught to ALL

Essential &
Individualized

+

What some need
Needs of **individual**
students



Supports & Strategies are
useful for SOME
taught to ALL
choice for ALL

Essential &
Targeted

+

What everyone needs
Reducing/ Eliminating
Barriers for the
place/community



Supports & Strategies are
useful for ALL
taught to ALL

Universal

Context:

Children 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

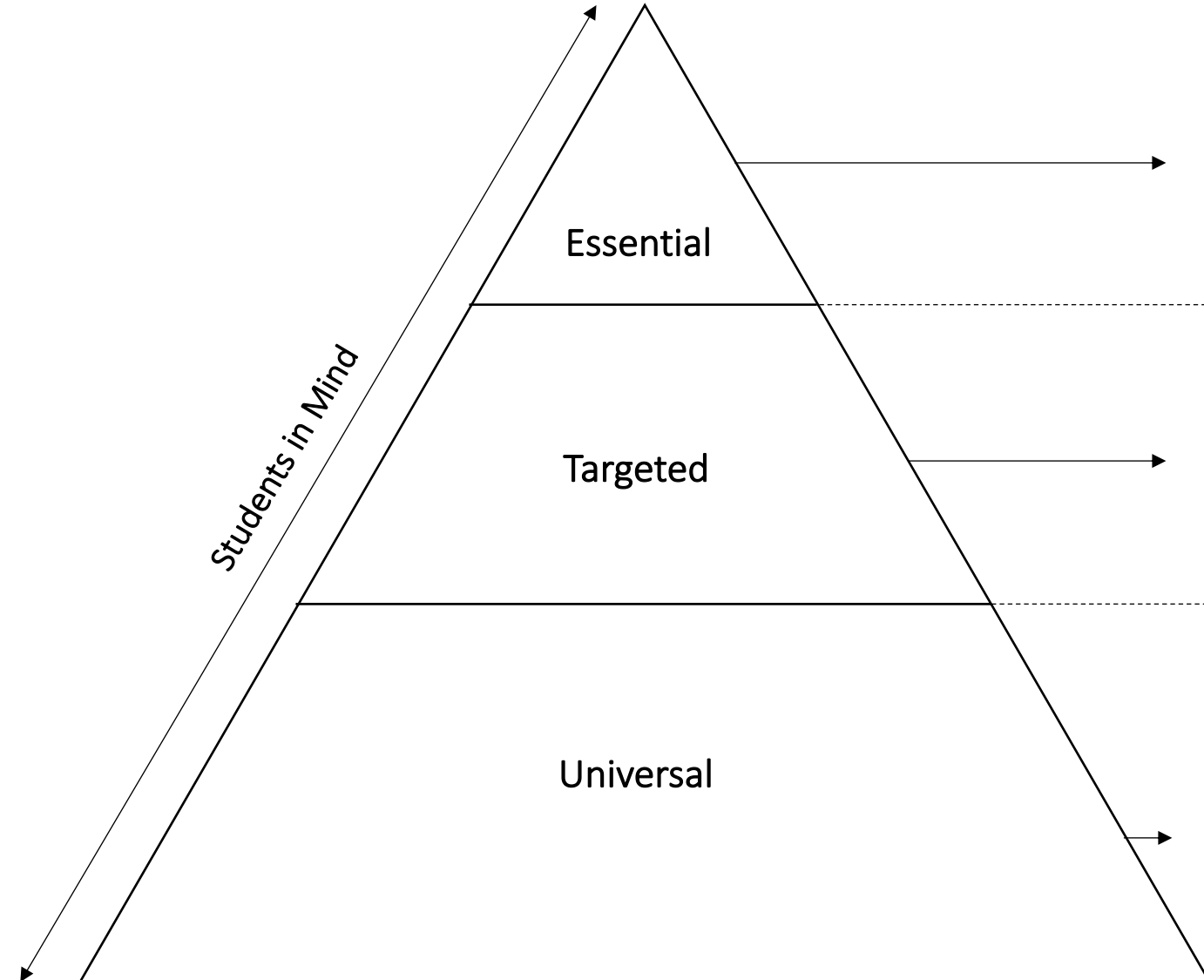
What supports & strategies are useful for MOST/ALL?

-
-
-
-
-

Universal

Who needs the MOST challenge?

Students in Mind



Context: Daycare (2-4 years)

Need: Anxiety

Children in Mind: PS, LT, CT, EW, MJ, FT, IO

Who needs the MOST support?

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

-
-
-

Essential

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

-
-
-
-

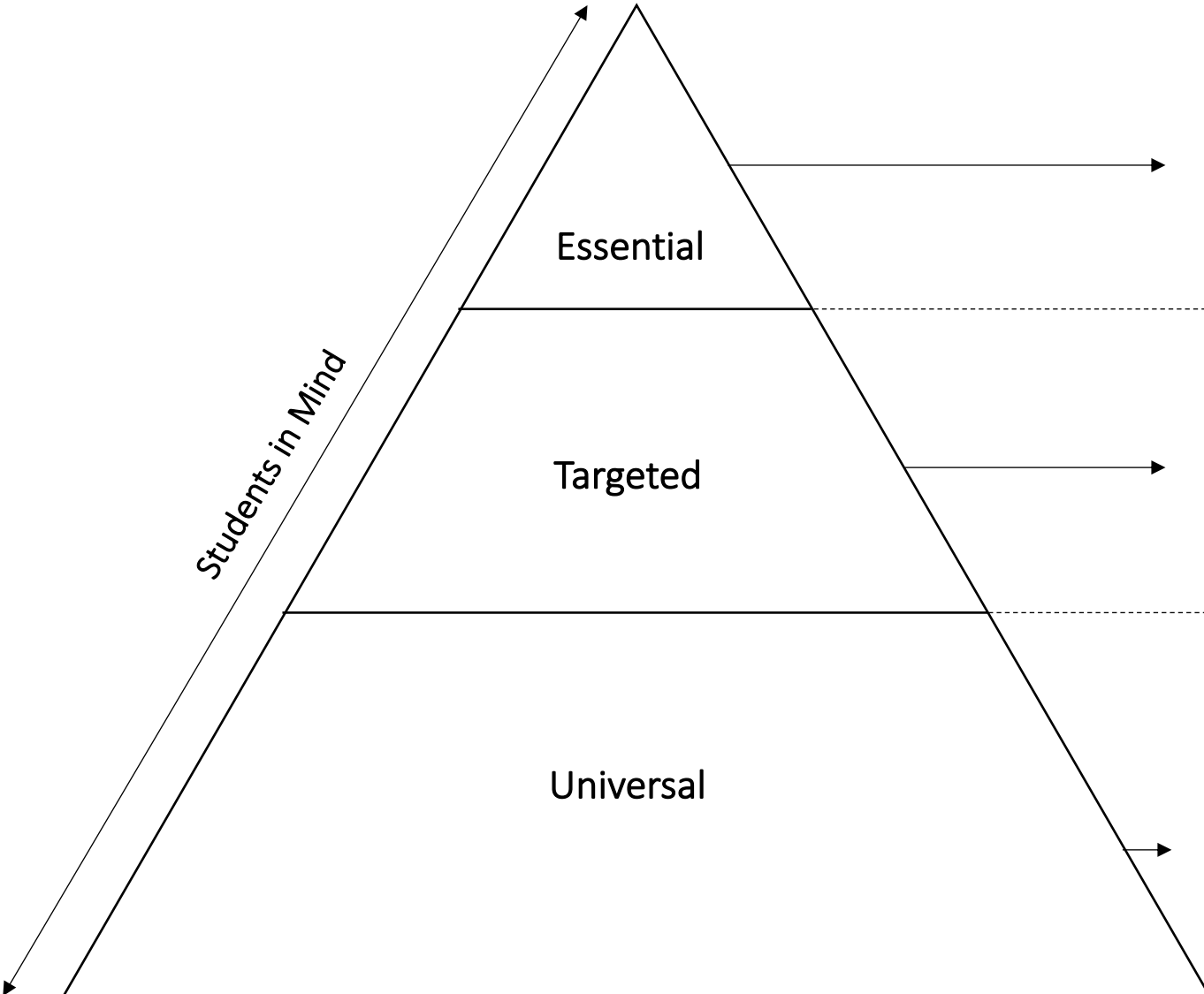
Targeted

What supports & strategies are useful for MOST/ALL?

-
-
-
-
-

Universal

Who needs the MOST challenge?



Context:
Daycare (2-4 years)

Need: Anxiety

Children in Mind: PS, LT, CT, EW, MJ, FT, IO

Who needs the MOST support?

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

- Family photo
- Home communication system
- Customized visuals/schedules/routine
- Draw from individual interest areas
- Deep pressure (under OT supervision)

Essential

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

- Taking breaks, breathing techniques
- Sensory tools
- Bring a familiar object from home
- Parent & caregiver support

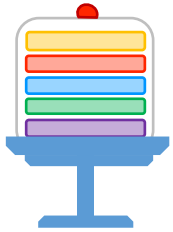
Targeted

What supports & strategies are useful for ALL?

- Access to calm down spaces
- Interactive play/art therapy
- Leadership opportunities
- Stories and conversation that address anxieties
- Visuals
- Routine
- Music and relaxation techniques
- SEL programs that incorporate games and activities teach about emotions, mindfulness

Universal

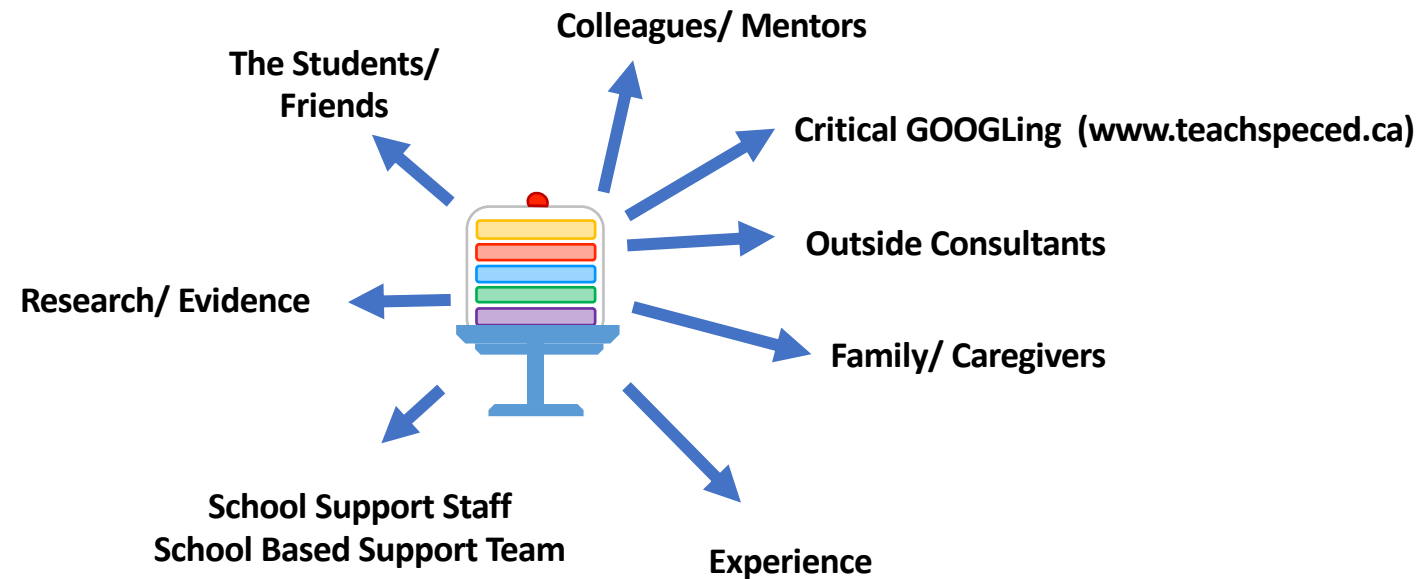
Who needs the MOST challenge?



Layered Support Cake of Love: Classroom Support Plan



How do we figure out supports or strategies students need?



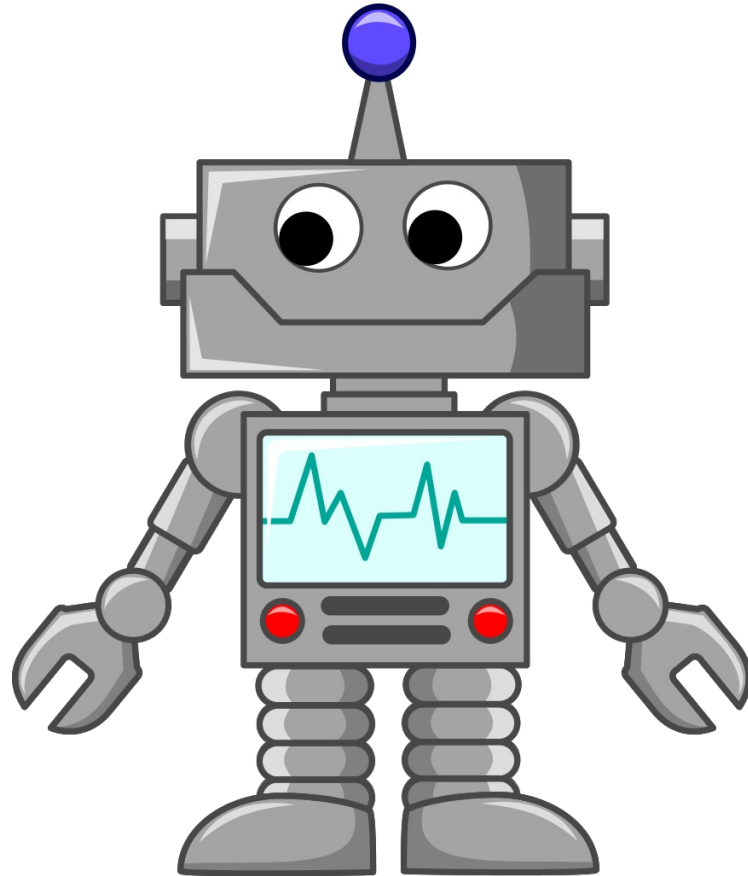
AI – CHAT GPT



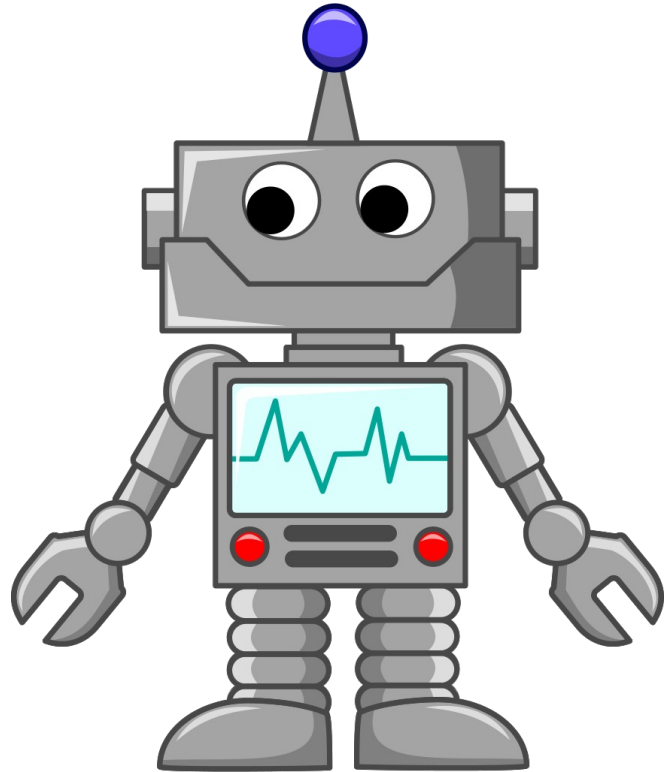
AI – CHAT GPT



My AI assistant “Dale”



My AI assistant “Dale”



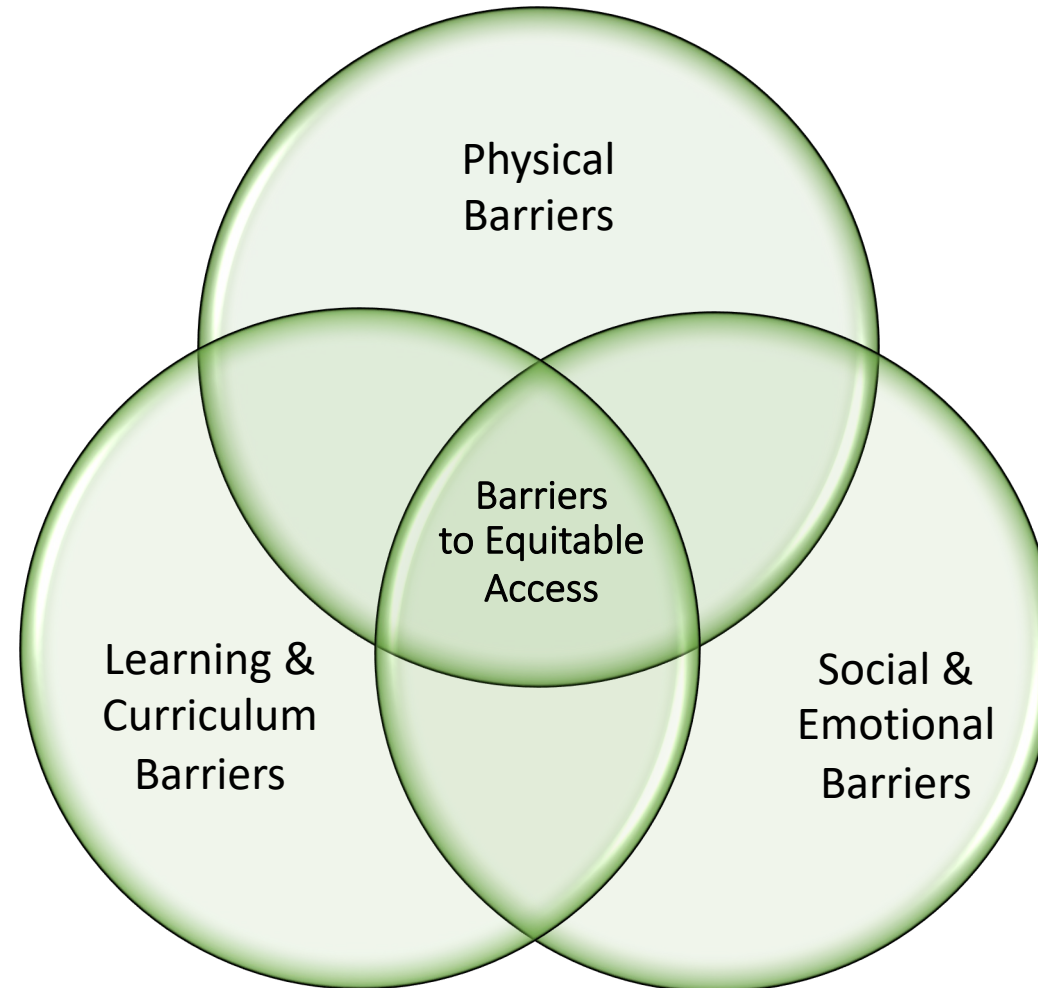
Can you give me some **universal** tools and strategies to support children aged (*age*) manage (*need*)?

Can you give me additional **individualized** tools or strategies to support a specific student who has (*diagnosis or disability*) and loves (*interest area*)?

Can you give me additional **individualized** tools or strategies to support a specific student who has (*describe how they communicate*) and loves (*interest area*)?

Increasing Inclusive & Equitable Access by Designing for Individual Needs

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- Self Regulation(learning)
- Self Esteem
- Self Harm
- Sensory
- Social Skills
- Transitioning
- Vision and/or hearing

Context:

Children 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)

-
-
-
-

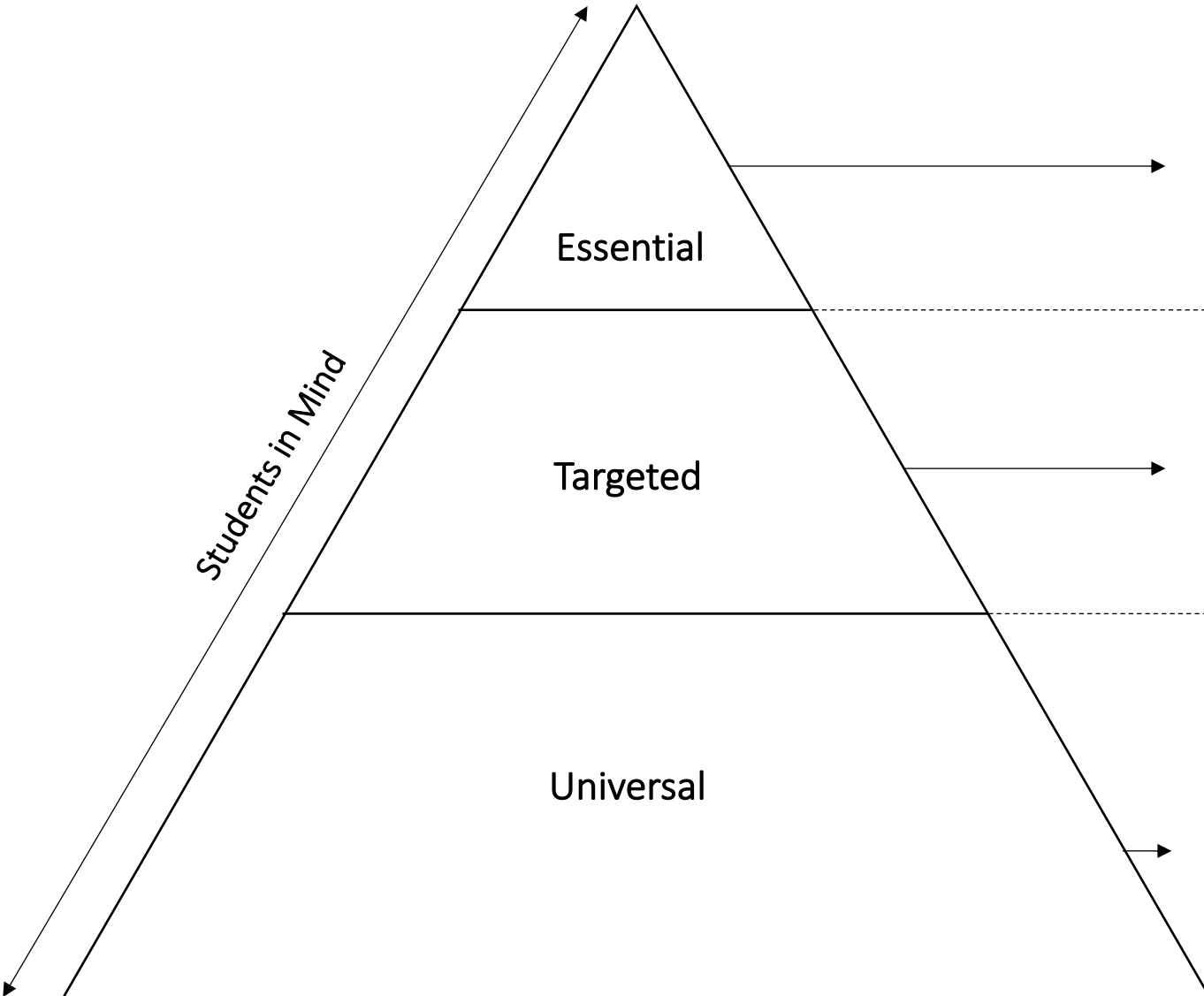
Targeted

What supports & strategies are useful for MOST/ALL?

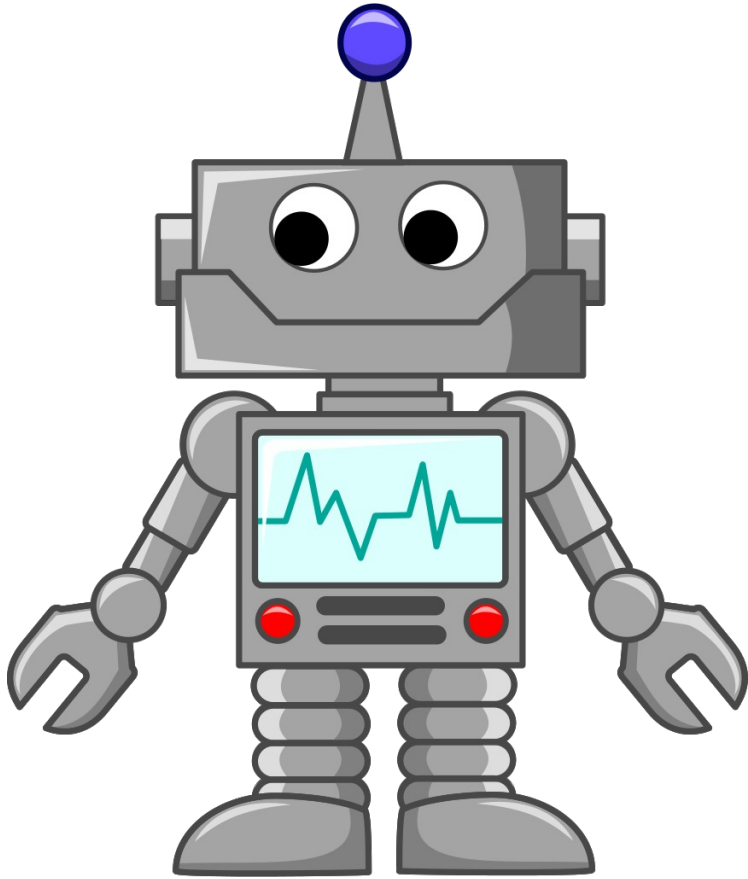
-
-
-
-
-

Universal

Who needs the MOST challenge?



Remember!



It is important to not be **ableist** in our prompts:

- e.g. instead of saying: “a **student who can't talk**” you could say, “a **student who uses objects, gestures and sounds to communicate**”
- Share what **they CAN** do, not **what they can't**.

Thinking Back, Looking Forward

- 1 thing you are already doing
- 1 thing you learned today
- 1 thing you want to try
- 1 thing you want to share
- 1 thing you want to learn more about

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