

Shelley  
MOORE PH.D.



@tweetsomemoore



@fivemooreminutes



@fivemooreminutes



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

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

**WHAT DOES**

*inclusion*

**MEAN?**

**WHAT DOES**

*inclusion*

**LOOK LIKE?**

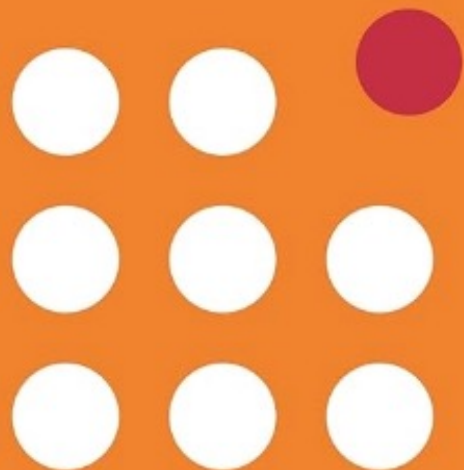
**WE ARE COMING**

**OUT!**

3rd Edition



# Dealing with Difficult People



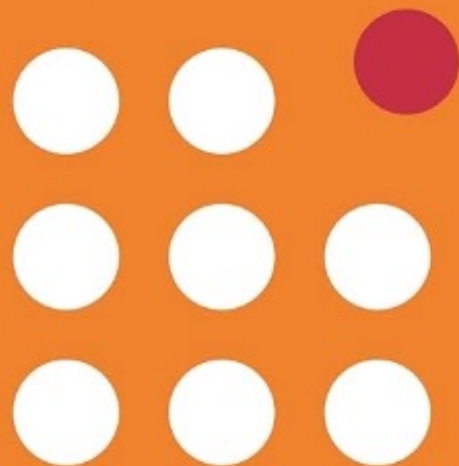
**Roy  
Lilley**



3rd Edition



# Dealing with Difficult People

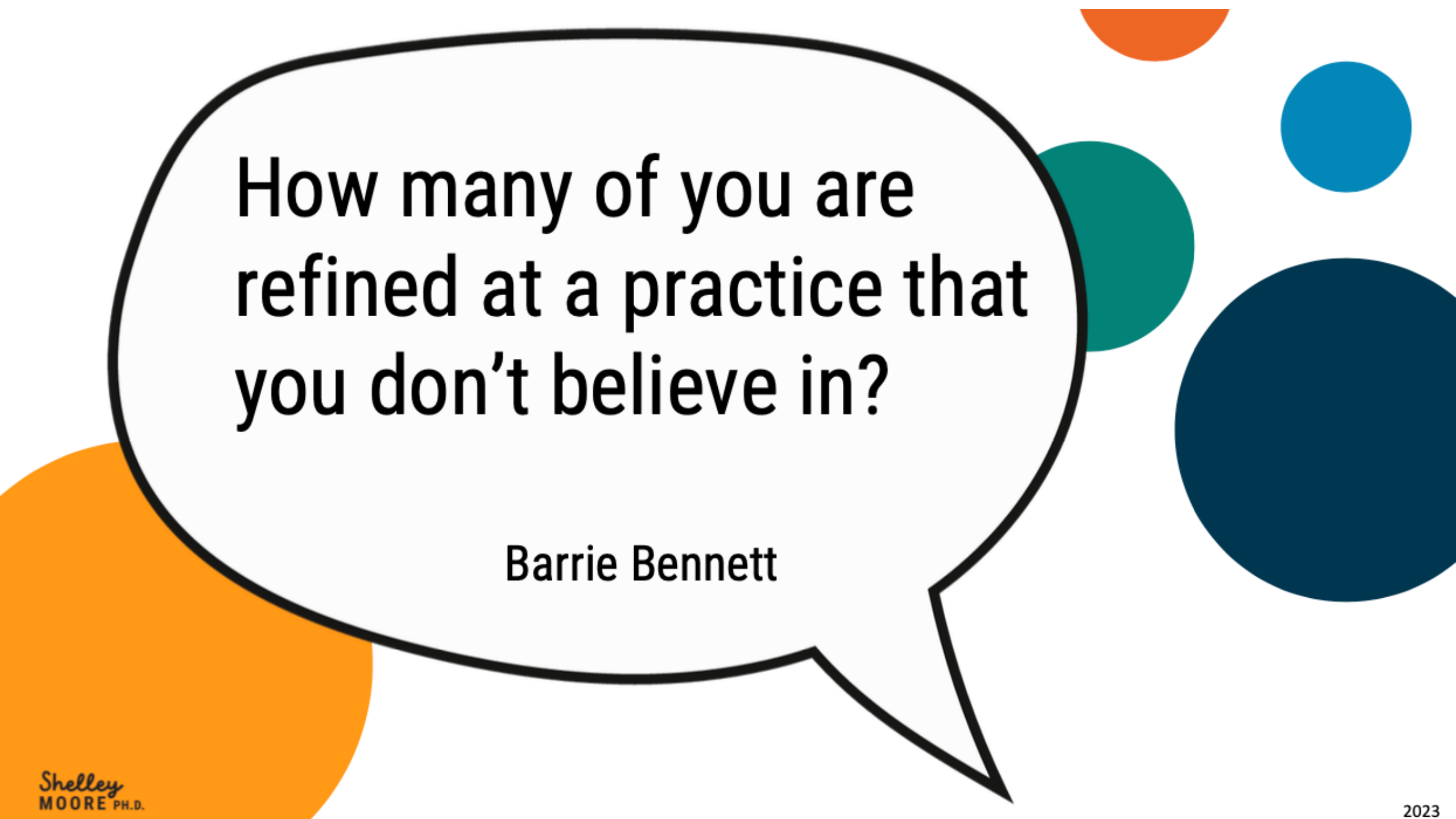


Roy  
Lilley



Shelley  
MOORE PH.D.

**“If you bought this book...you are the difficult person.”**



How many of you are  
refined at a practice that  
you don't believe in?

Barrie Bennett

**My educational  
philosophy & beliefs**

**My educational  
practices**





**What are you connecting to?**

WHAT DOES

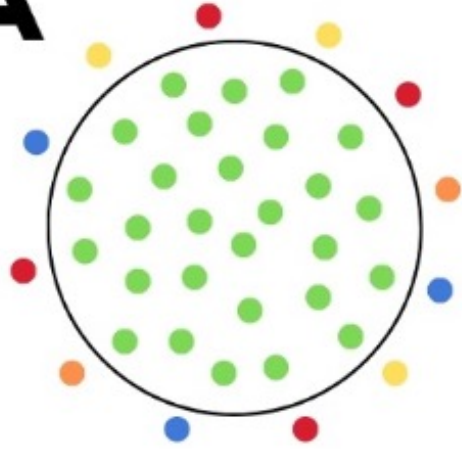
*inclusion*

MEAN?

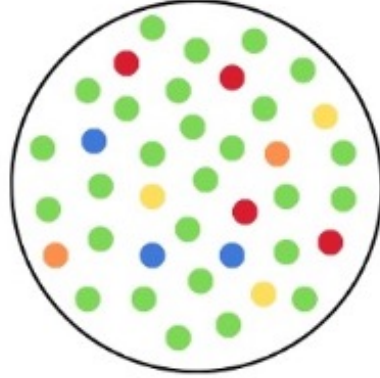
LOOK LIKE?

# WHAT IS *Inclusion*?

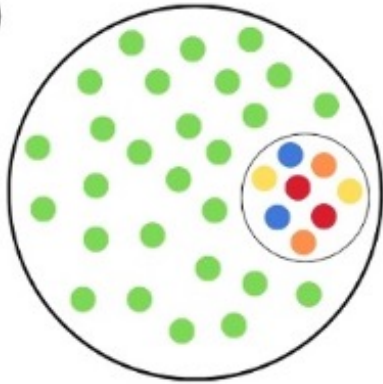
**A**



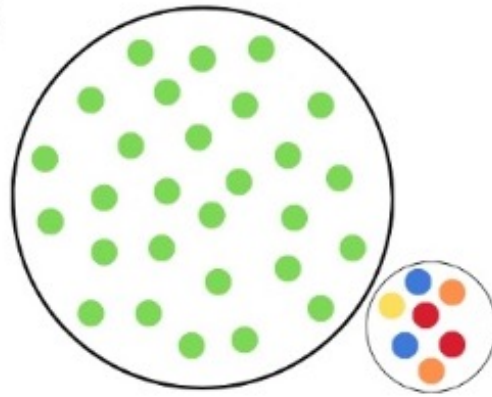
**C**



**B**



**D**



**exclusion**

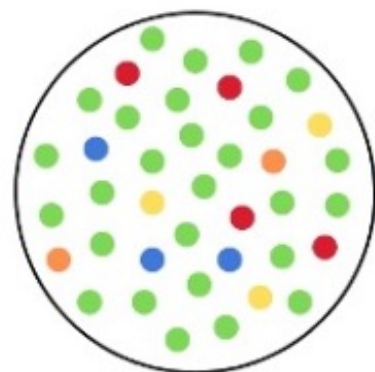
**integration**

*inclusion*

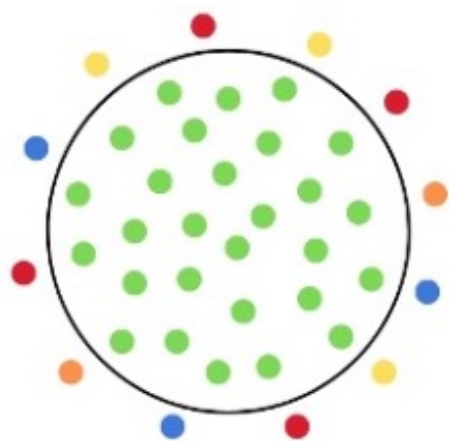
**congregation**

**segregation**

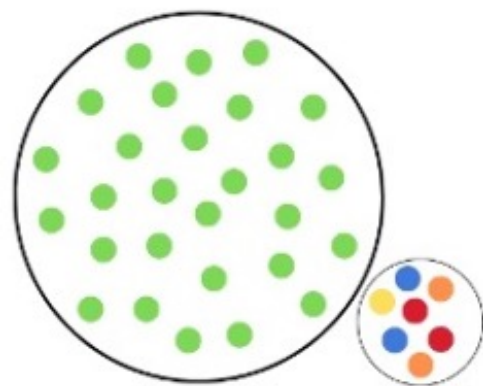
# WHAT IS *inclusion*?



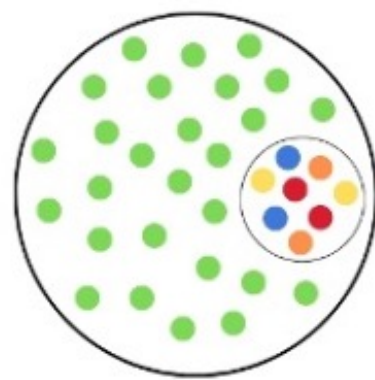
inclusion



exclusion



segregation

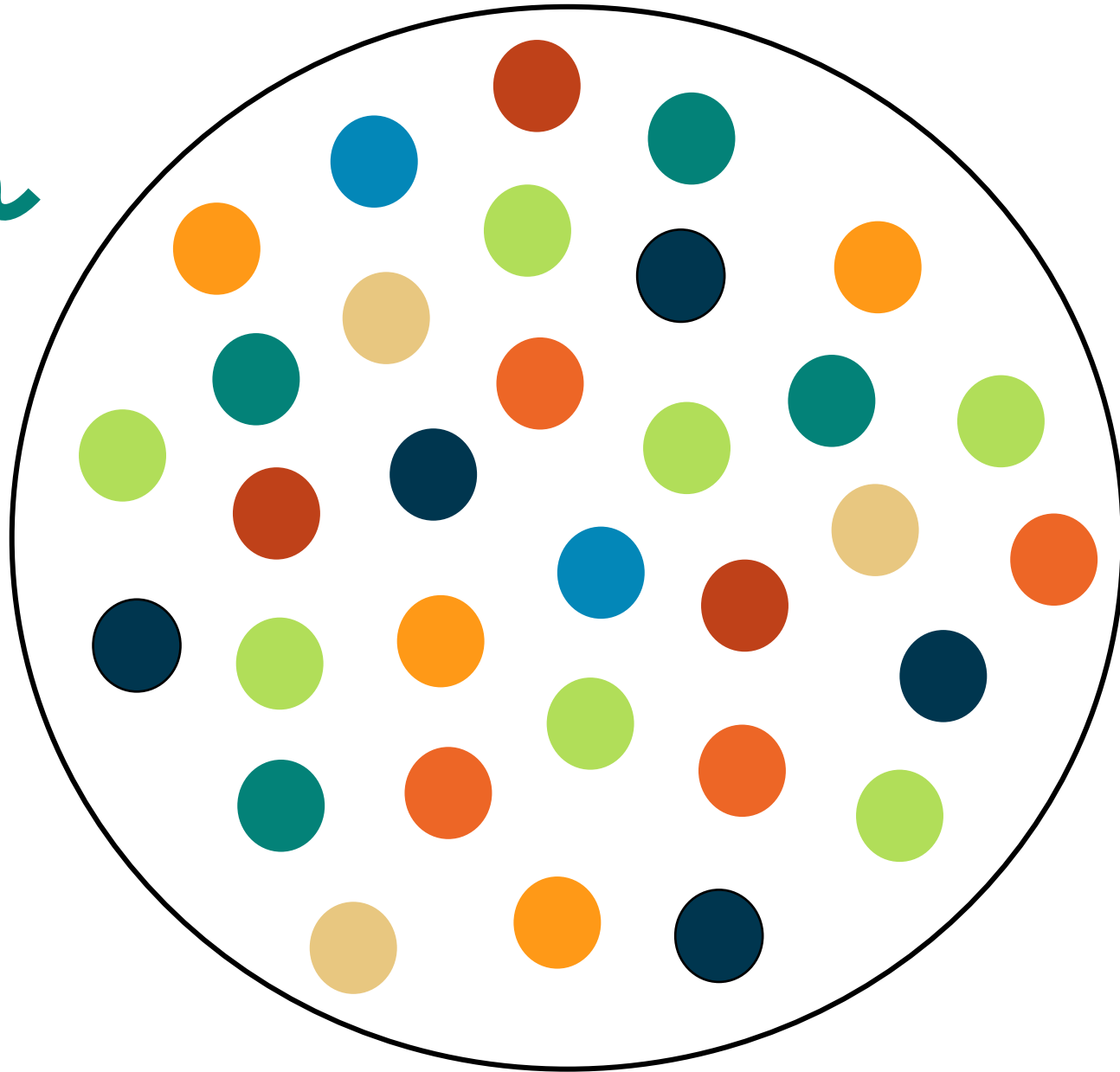


integration



**What questions are coming up?**

# WHAT IS *inclusion* ?

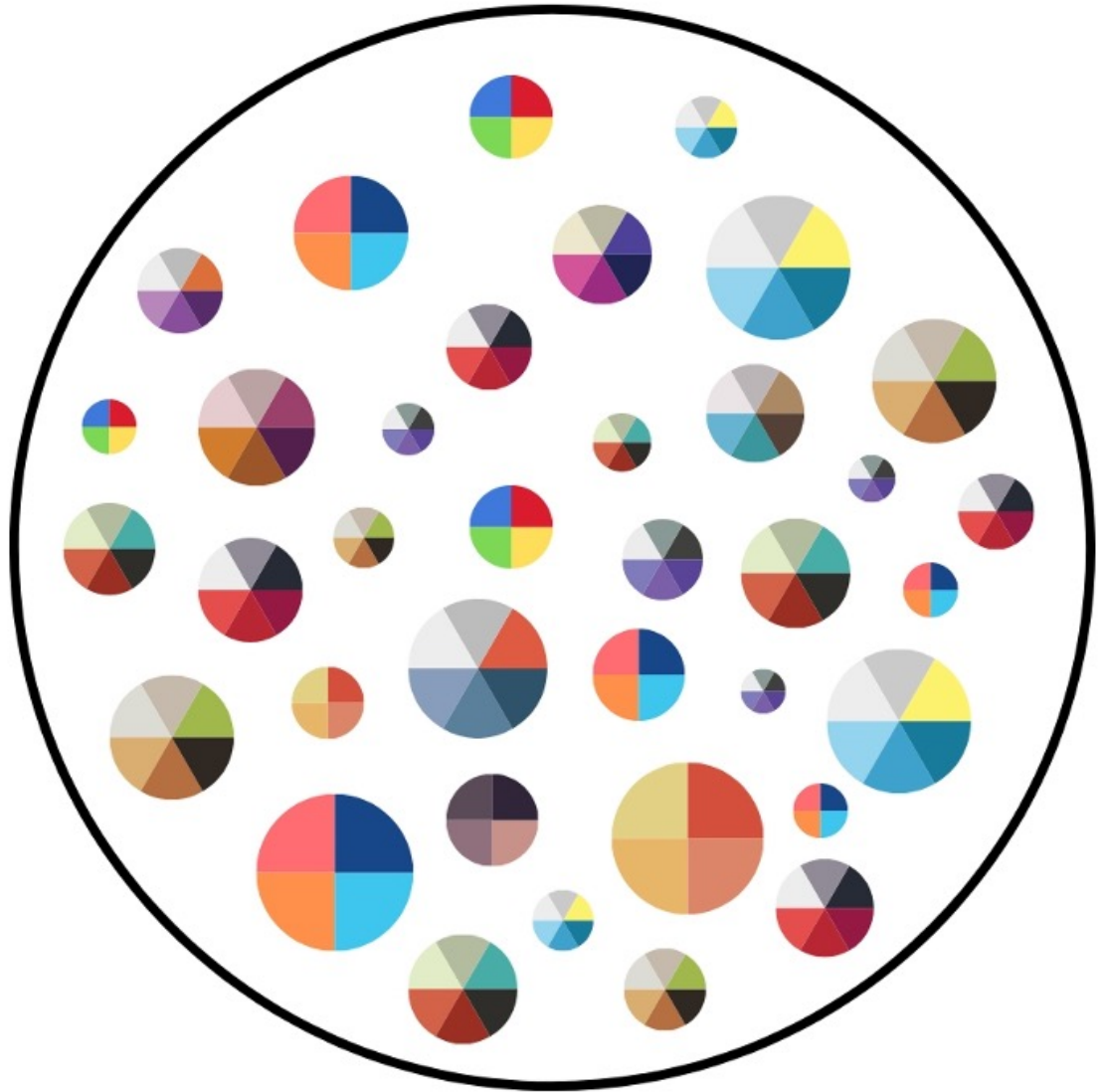




**What is useful so far?**

# WHAT IS *inclusion*

?



# WHAT IS *inclusion*

?



# Communities of Identity

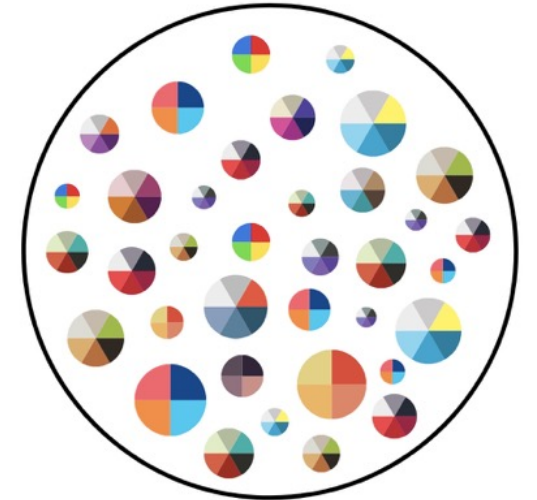
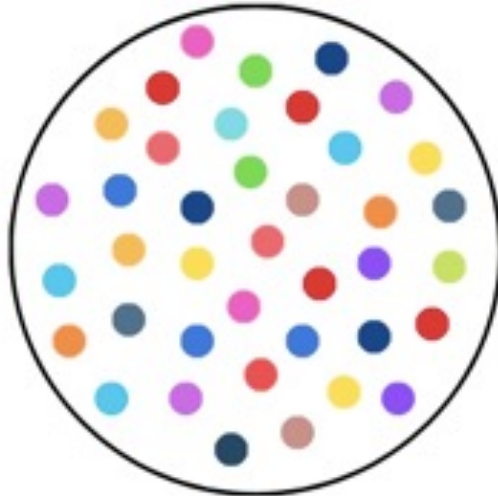
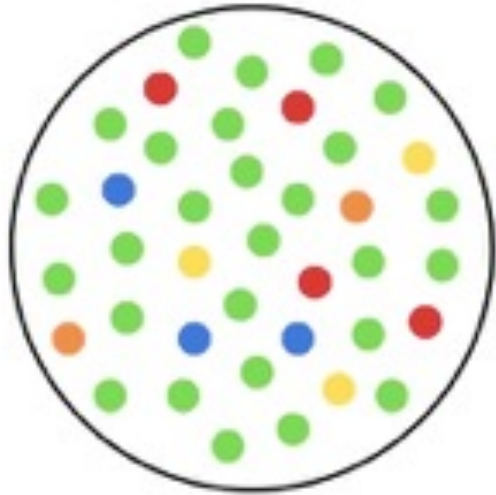


# Communities of Diversity

**WHAT IS**  
*inclusion*

?

# WHAT IS *inclusion* ?



How do we  
*include* people  
with disabilities?

How do we teach  
to *diversity*?

How do we  
teach to *identity*?



**What is a barrier?**

**What is a need?**

# Reducing Barriers



# Supporting Needs

# *Shifting the Paradigm:* **MEDICAL MODEL OF DISABILITY**

Place

# Shifting the Paradigm: MEDICAL MODEL OF DISABILITY

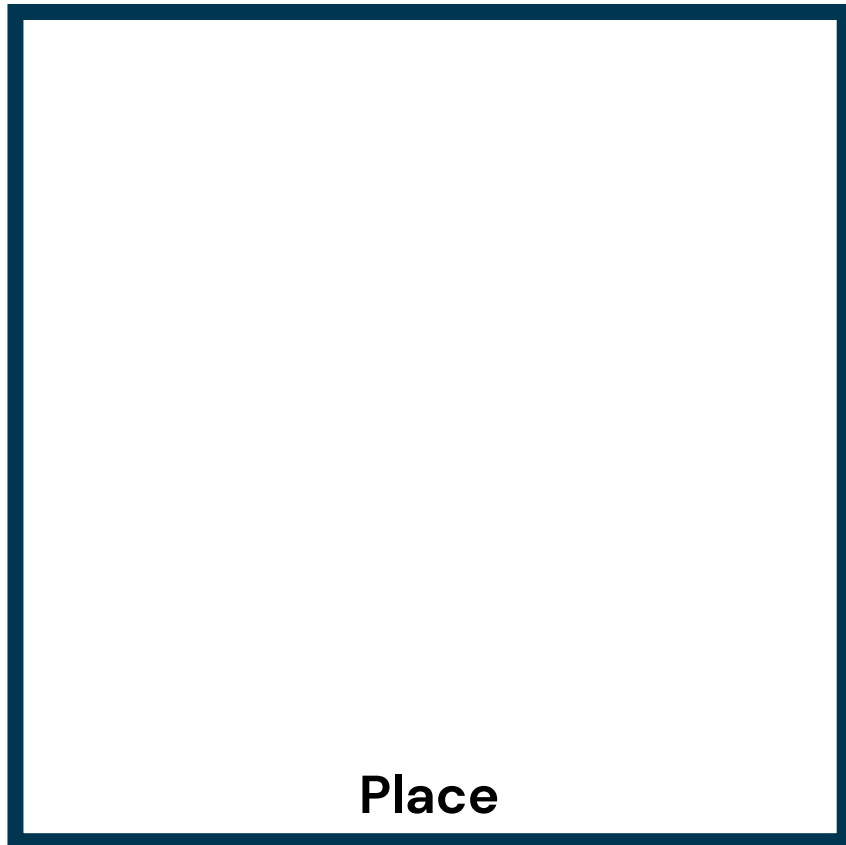


## Historical Special Education

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

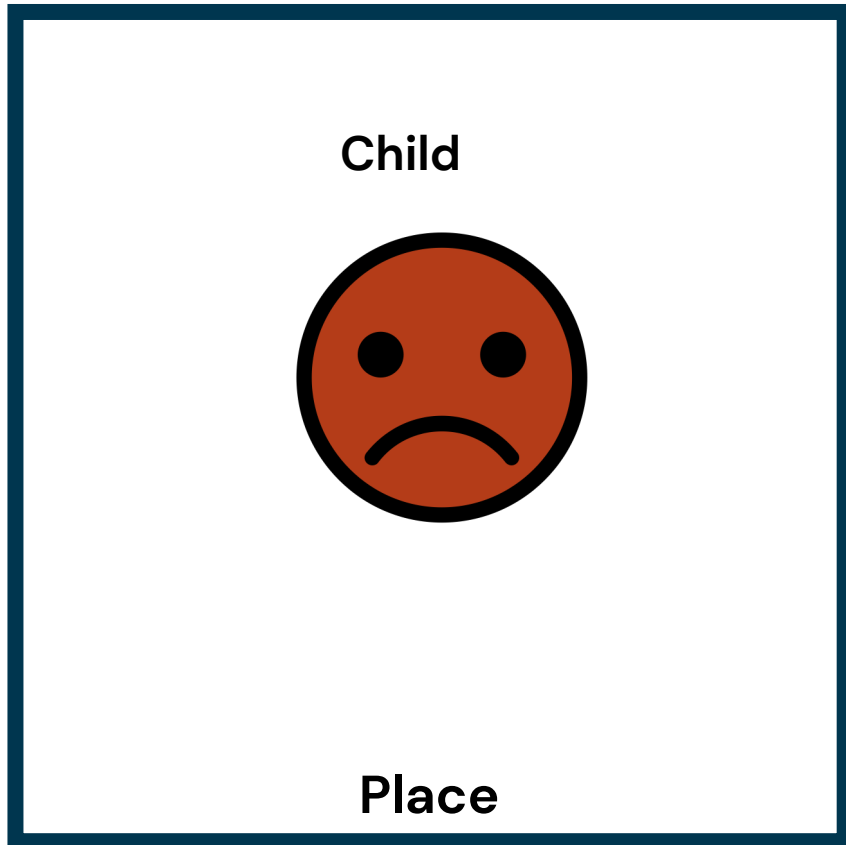


## Historical Special Education

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



## 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"

**BUT WAIT...**

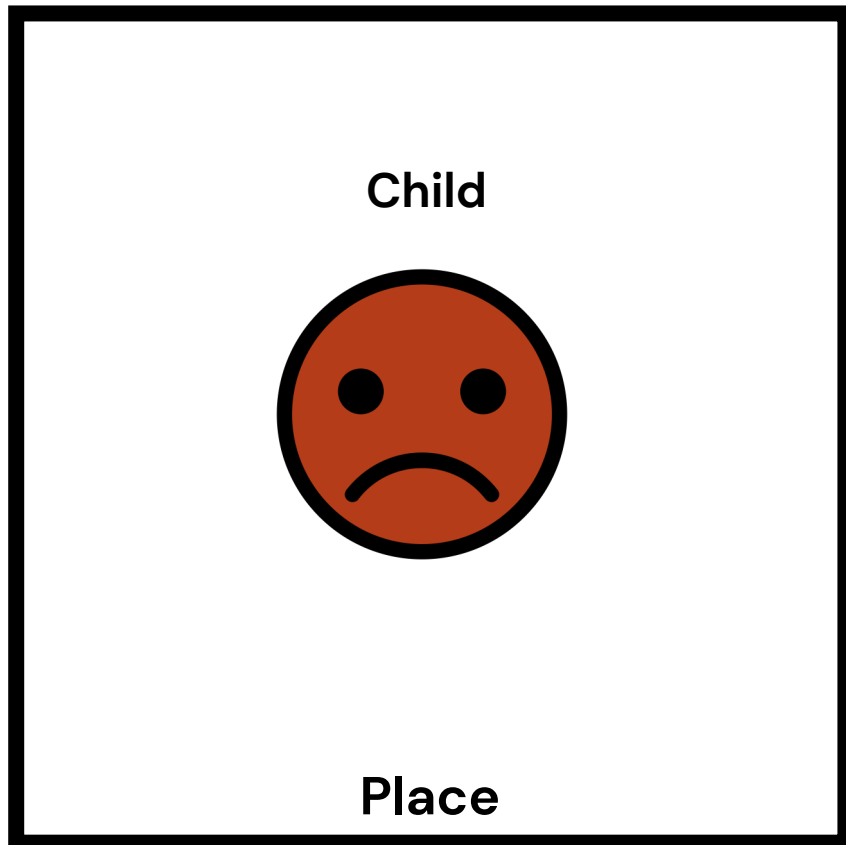
People with disabilities said:



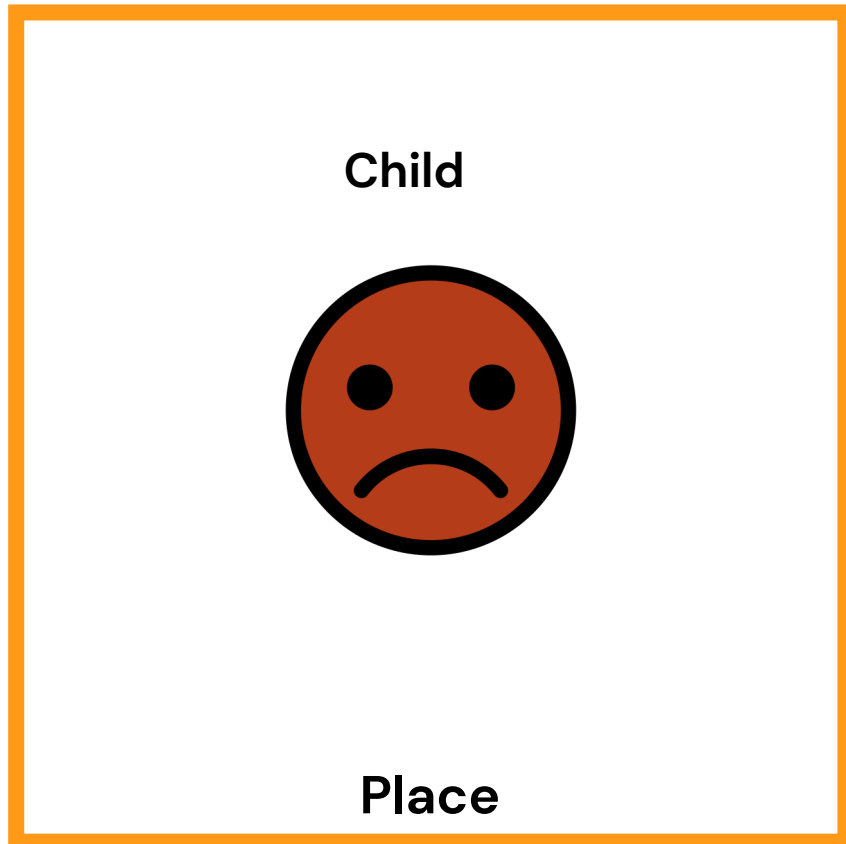
*"I am not broken."*

*"I do not need to be fixed!"*

# Shifting the Paradigm: SOCIAL MODEL OF DISABILITY



# Shifting the Paradigm: SOCIAL MODEL OF DISABILITY



## Social Model

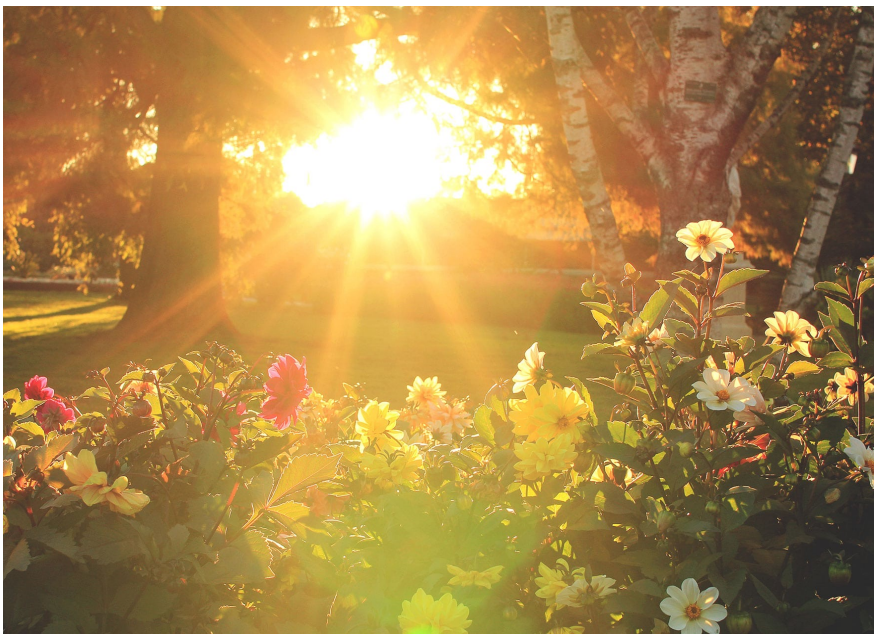
If a child isn't successful:

- 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*?

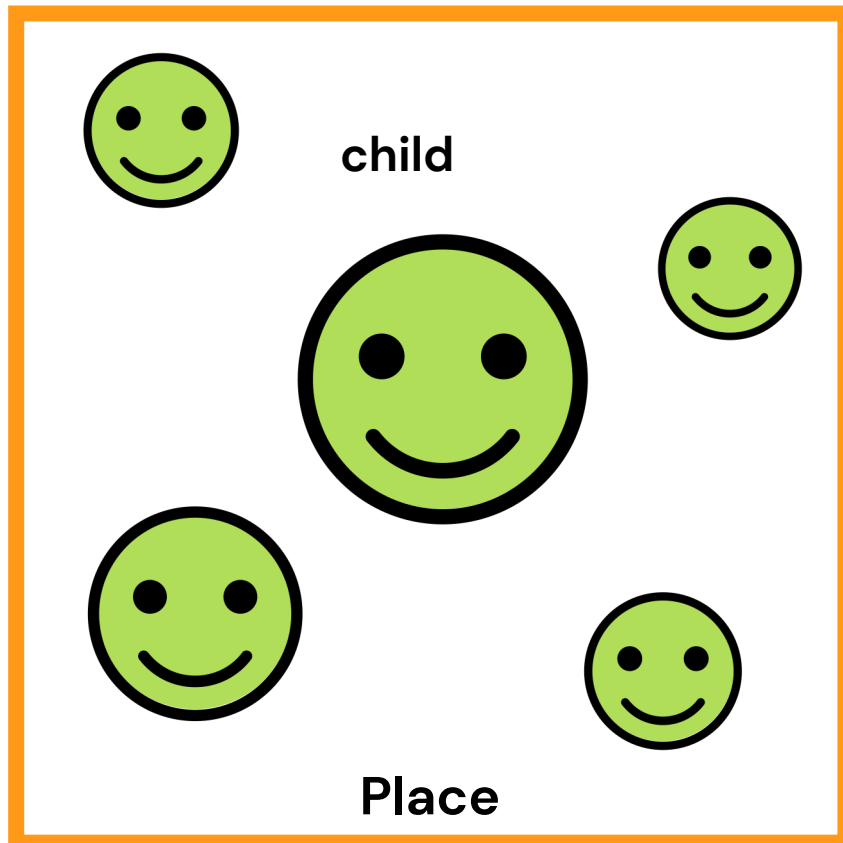
What are the potential *barriers*?

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:

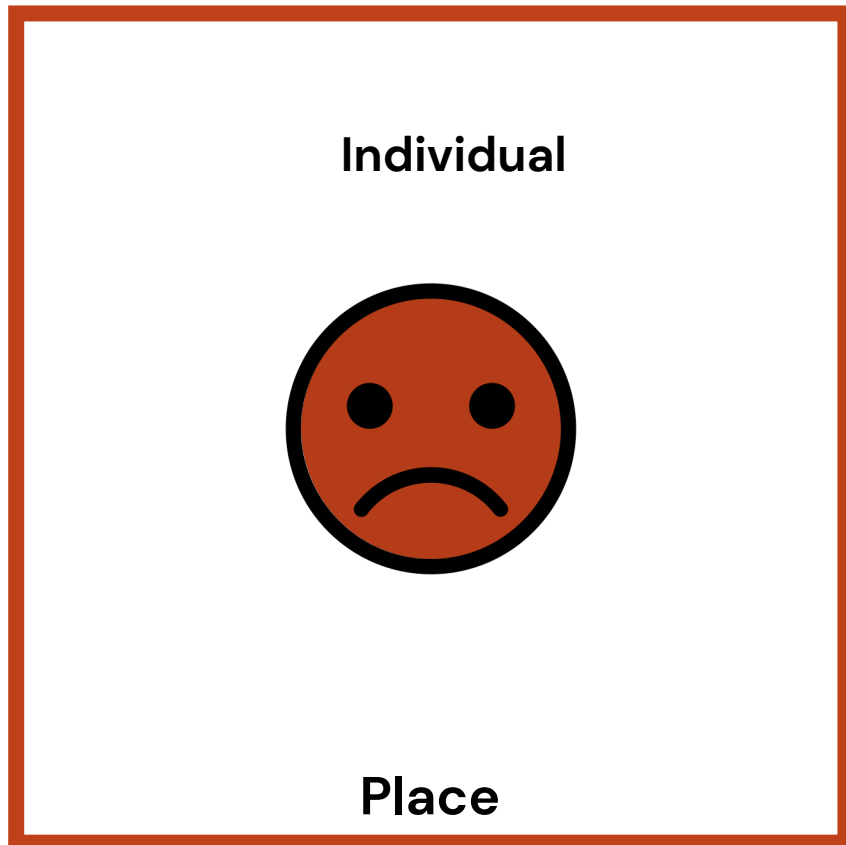


*"What about all the different individual needs in a shared place?"*

**WE HAVE**  
*diverse*  
**GARDENS!**



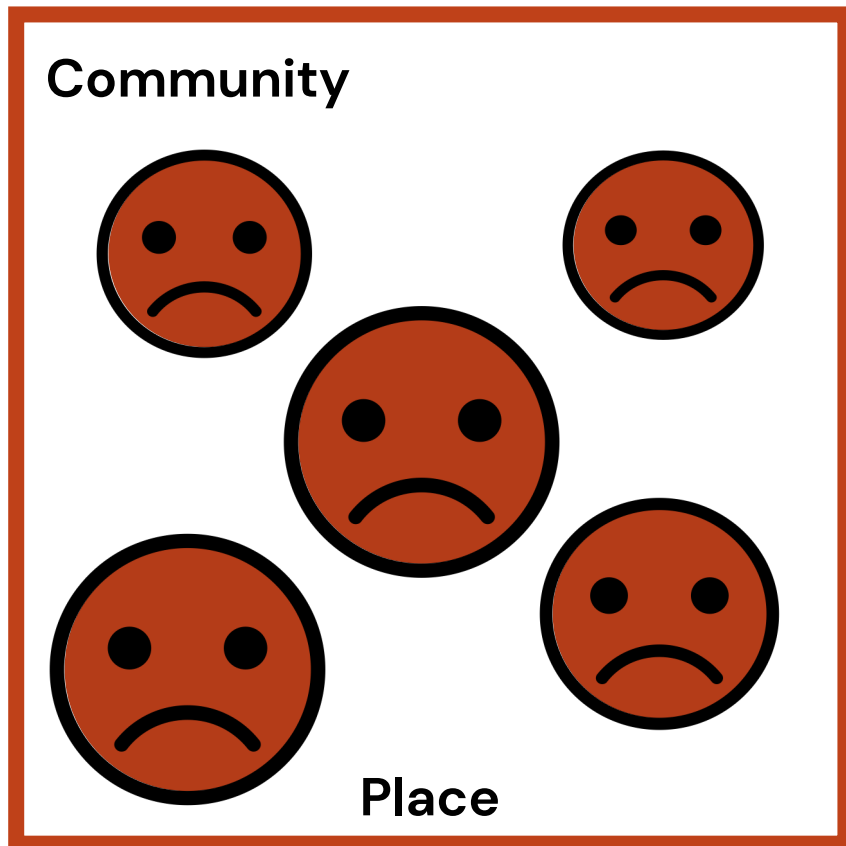
# Shifting the Paradigm: PERSON-PLACE MODEL OF NEED



**Inclusive Education**

If one child is struggling...

# Shifting the Paradigm: PERSON-PLACE MODEL OF NEED

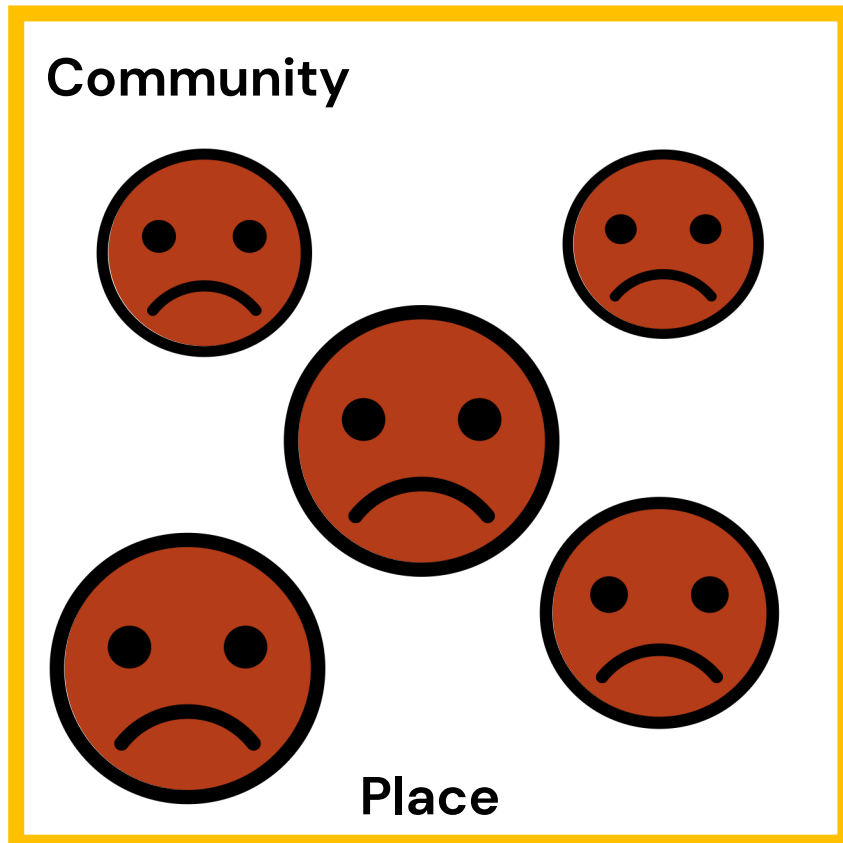


## Inclusive Education

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

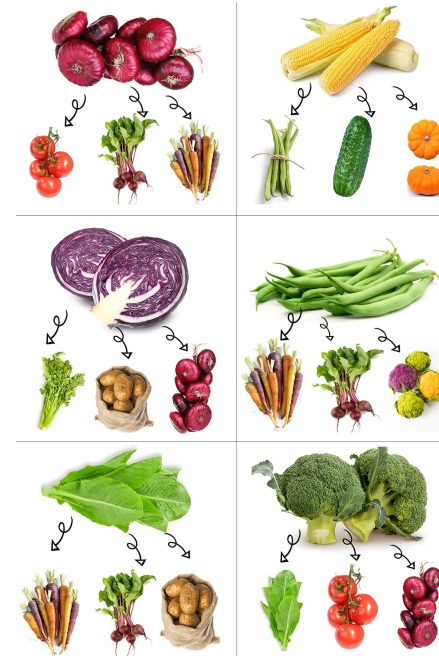
THEN: Reduce or eliminate barriers in place by determining needs of everyone in the community

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



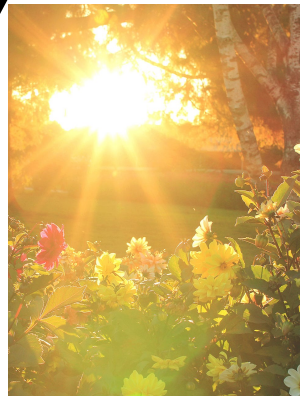
A few plants may need very specific temperatures and humidity levels

# MULTIPLE LAYERS OF SUPPORT



PERIODIC TABLE OF PLANT NUTRIENTS

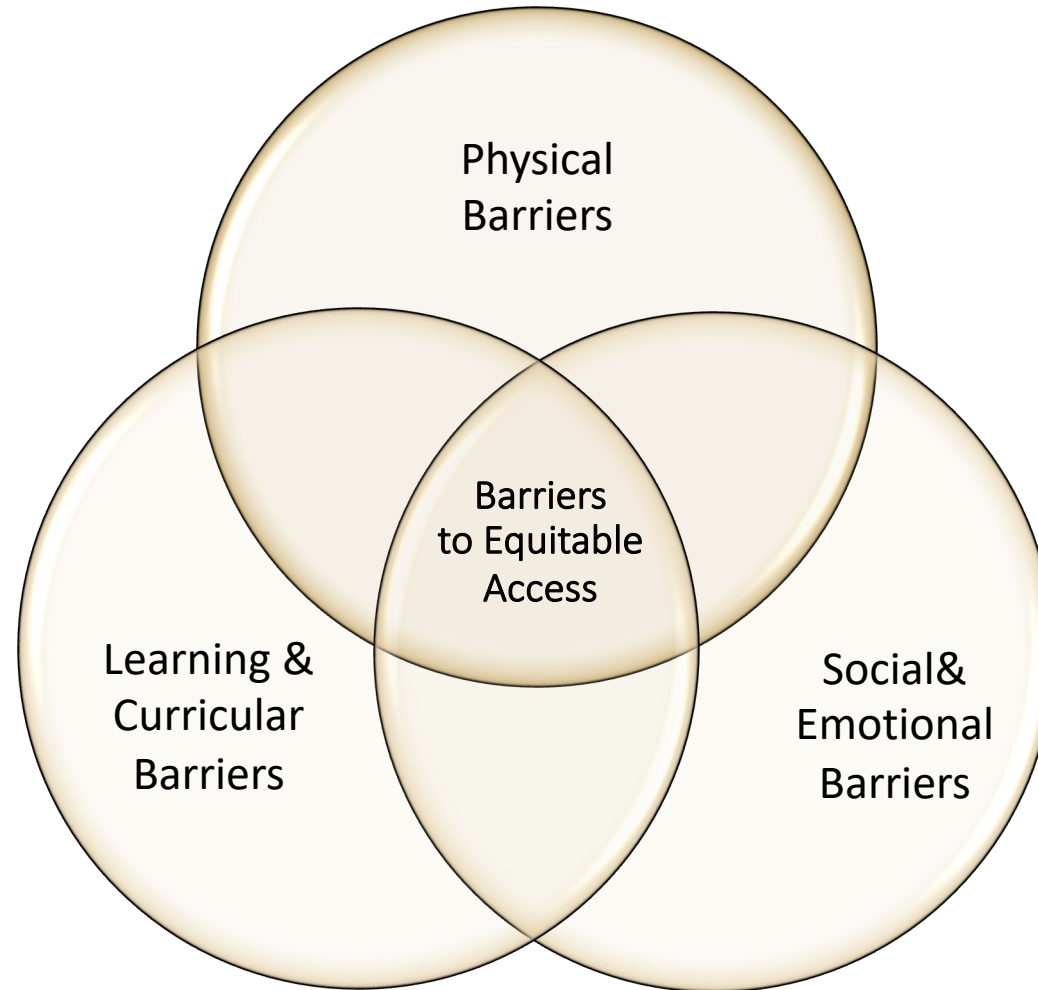
7 N Nitrogen	15 P Phosphorus	19 K Potassium	12 Mg Magnesium	16 S Sulfur	20 Ca Calcium
Primary Macronutrients			Secondary Macronutrients		
5 B Boron	17 Cl Chlorine				
25 Mn Manganese	26 Fe Iron	28 Ni Nickel	29 Cu Copper	30 Zn Zinc	42 Mo Molybdenum
Micronutrients					



# What are barriers?



# Increasing Inclusive & Equitable Access by Reducing and Eliminating Barriers



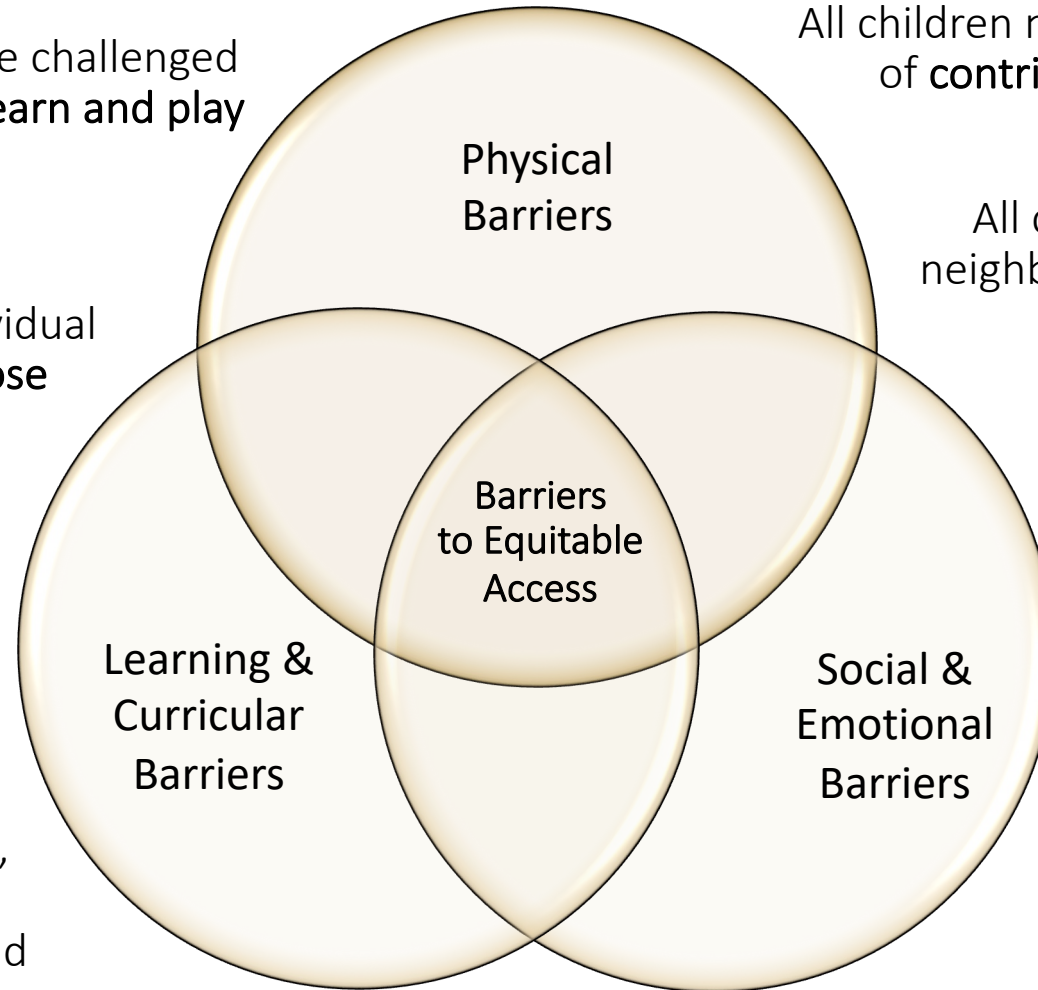
# Increasing Inclusive & Equitable Access by Reducing and Eliminating Barriers

All children need access to, and be challenged by, **high quality opportunities to learn and play**

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

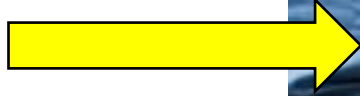
All children need **physical access** to neighbourhood daycares, programs, and schools

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

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

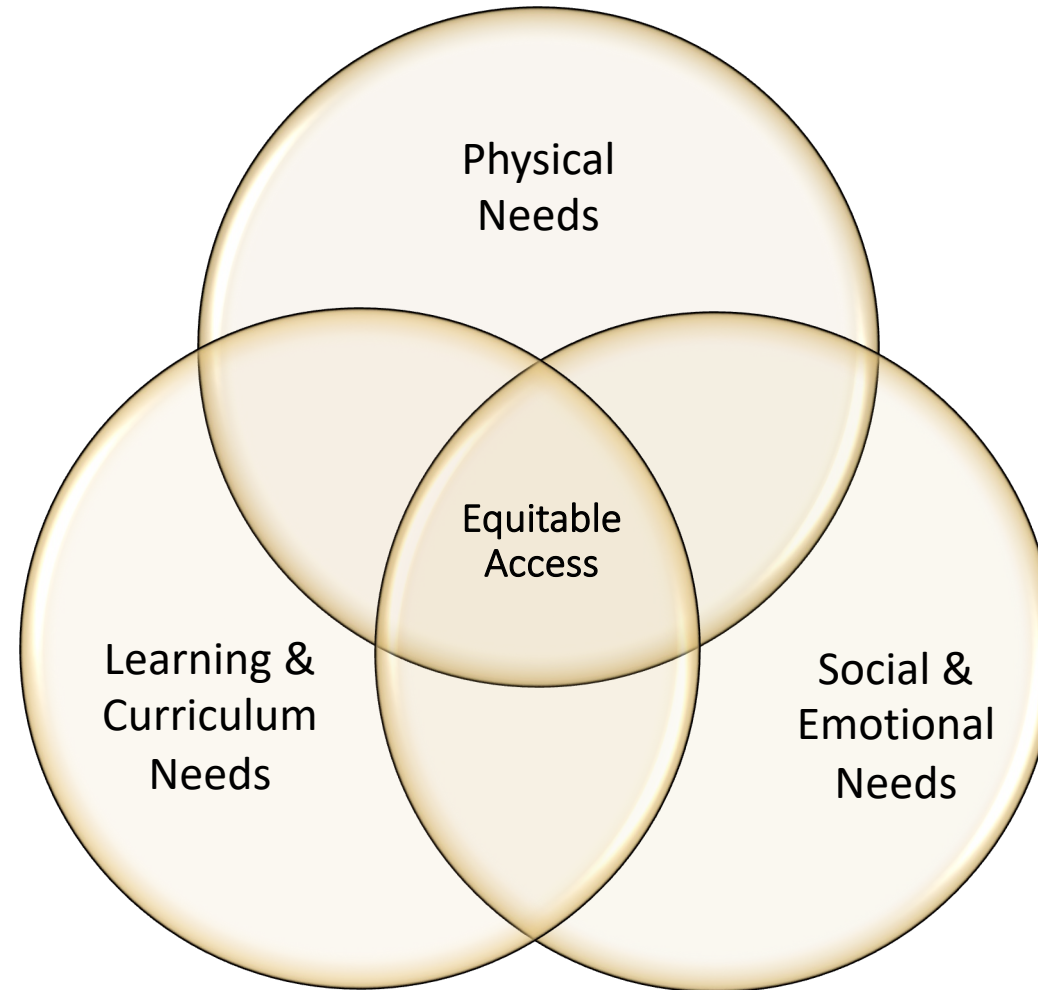
All children need **agency** through **high expectations** and the presumption of competence

# What are needs?



# 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

**Classroom Support Plan: Need Based Reflection**

**Target Classroom: Gr. 8 Humanities**

**Classroom Teacher(s): M.B.**

**Date: Fall 2022**

1. Look at the following areas of need as a school team (classroom teacher, support teacher, outside/community consultants, educational assistants, etc.)
2. Record needs from student IEP (Individual Education Plan) and/or LSP (Learner Support Plan)
3. You can refer to individual assessments & recommendations as well as specific areas of expertise to determine need(s) (e.g., SLP, OT, D/HH Teacher etc.)
4. Decide which additional needs are affecting learning in the classroom (needs can reflect one or more students but are not disabilities. For example, "Autism" is not a need)
5. Prioritize needs for development of classroom support plan

Areas of Need AB - G, Q, H AD - Q JR, MH, PR, MP, MB FP, KP, SS, ST	This is an IEP/LSP needs based area	Our classroom community needs support for this immediately	Our classroom community needs support for this soon	Our classroom community <b>does not need support</b> for this right now
Anger or Frustration	AB, SS	<input type="checkbox"/>	x	<input type="checkbox"/>
Anxiety	AB, AD	<input type="checkbox"/>	<input type="checkbox"/>	x
Articulation	AD, FP	<input type="checkbox"/>	<input type="checkbox"/>	x
Attendance	AD, FP, ST	<input type="checkbox"/>	x	x
Assistive Technology	AB	<input type="checkbox"/>	<input type="checkbox"/>	x
Attention	AB, AD, KP	<input type="checkbox"/>	x	<input type="checkbox"/>
Vision	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Bullying	AB	<input type="checkbox"/>	x	<input type="checkbox"/>
Central Auditory Processing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Communication	AB, AD	x	<input type="checkbox"/>	<input type="checkbox"/>
Hearing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Depression/Sadness	AB, ST	<input type="checkbox"/>	<input type="checkbox"/>	x
Eating/ Food	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Emotional Regulation	AB, KP	x	<input type="checkbox"/>	<input type="checkbox"/>
English Language Skills	SS	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Engagement/ Motivation	AB, AD	<input type="checkbox"/>	x	<input type="checkbox"/>
Executive Functioning	FP, ST, SS	x	<input type="checkbox"/>	<input type="checkbox"/>
Fine Motor Skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Gambling	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Greif Management	AB, ST	x	<input type="checkbox"/>	<input type="checkbox"/>
Gross Motor Skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Hearing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Identity	AB, AD	x	<input type="checkbox"/>	<input type="checkbox"/>
Intellectual Ability	AD	<input type="checkbox"/>	<input type="checkbox"/>	x
Listening Comprehension	AD	<input type="checkbox"/>	<input type="checkbox"/>	x
Low Vision	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Memory	AD	<input type="checkbox"/>	<input type="checkbox"/>	x
Mental Health	AB, ST	<input type="checkbox"/>	x	<input type="checkbox"/>
Metacognition	AB, ST, KP	x	<input type="checkbox"/>	<input type="checkbox"/>
Mobility	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Non-Verbal Reasoning	FP	<input type="checkbox"/>	x	<input type="checkbox"/>
Organization	AB, AD, FP, KP	x	<input type="checkbox"/>	<input type="checkbox"/>
Personal Care	AB	<input type="checkbox"/>	<input type="checkbox"/>	x
Personal Safety	AB	<input type="checkbox"/>	<input type="checkbox"/>	x
Phonological Processing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Processing Speed	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Self Esteem	AB, AD, KP	x	<input type="checkbox"/>	<input type="checkbox"/>
Self- Advocacy	FP, SS	x	<input type="checkbox"/>	<input type="checkbox"/>
Self-Harm/ Suicide Management	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Self-Regulation	AB, AD	x	<input type="checkbox"/>	<input type="checkbox"/>
Sensory Integration	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Sequencing	FP	<input type="checkbox"/>	<input type="checkbox"/>	x
Social Skills	AB	<input type="checkbox"/>	<input type="checkbox"/>	x
Substance Abuse	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Task Initiation	AB, AD, KP, SS	x	<input type="checkbox"/>	<input type="checkbox"/>
Time Management	AB, AD, KP	x	<input type="checkbox"/>	<input type="checkbox"/>
Transition	AB	x	<input type="checkbox"/>	<input type="checkbox"/>
Verbal Ability	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Visual-Motor Skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Visual Spatial Processing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

<p>What are the priority needs for this class?</p> <ol style="list-style-type: none"> <li>1. Metacognition</li> <li>2. Organization</li> <li>3. Self Esteem</li> <li>4. Task Initiation</li> <li>5. Communication</li> </ol>	<p>What additional needs are impacting learning?</p> <ol style="list-style-type: none"> <li>1. Anxiety</li> <li>2. Intellectual ability</li> <li>3. Mental health</li> <li>4. Personal safety</li> <li>5. Social skills</li> </ol>
--	--

## Classroom Support Planning: Collaborative Needs Based Reflection

**Target Classroom:**

**Classroom Teacher(s):**

**Support Teachers/Staff:**

**Date:**

1. Look at the following areas of need as a team
2. Record needs for students who have IEPs (Individual education plan) and/or LSPs (learning support plan)
3. You can refer to individual assessments and recommendations as well as specialists to determine needs if useful
4. Record needs for students in class who do not have IEP or LSP
5. Look for clusters of need and reflect on community impact
6. Determine priority classroom needs to develop Classroom Support Plan

Areas of Need	Students who have this need  (underline students who have IEP/LSPs)	This need impacts the community and/or there is a cluster of students who have this need	This need can be managed over time and/or not critical	This is an individual need area and/or community does not need support in this area
Addiction				
Attendance/ Lateness				
Attention				
Anxiety/ Depression				
Bullying				
Communication (receptive)				
Communication (expressive)				
Eating/Food/Allergies				
Engagement/Motivation				
Executive Functioning				
Family/Community/Identity				
Frustration/ Anger				
Greif/ Trauma				
Gross/Fine Motor Skills				
Intellectual Ability (access)				

# Multiple Layers of Support/ Response to Instruction

What one needs  
Needs of **individual**  
**students**



Supports & Strategies are  
**useful for ONE**  
**taught to ALL**

+

What some need  
Needs of **individual**  
**students**



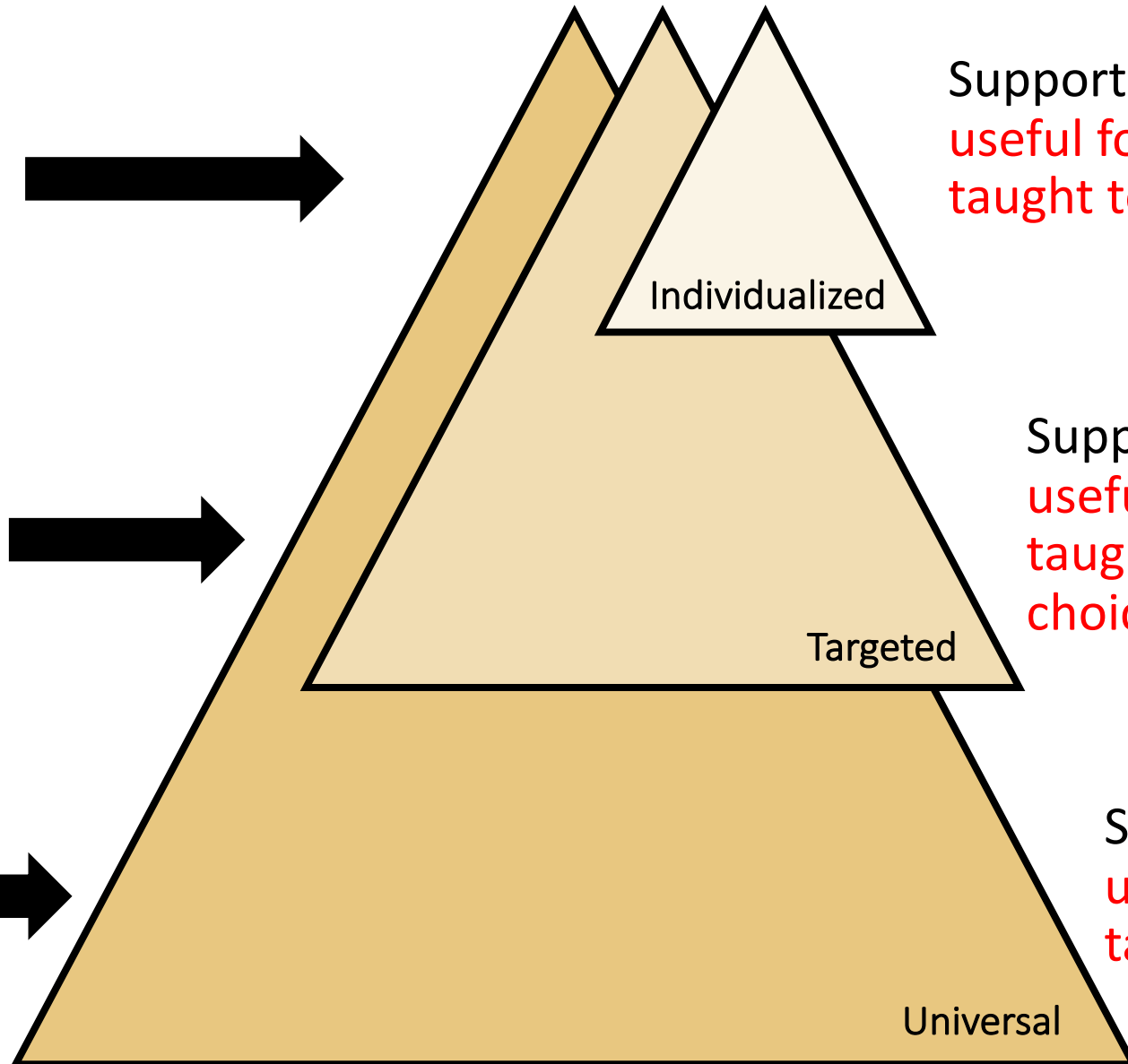
Supports & Strategies are  
**useful for SOME**  
**taught to ALL**  
**choice for ALL**

+

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



Supports & Strategies are  
**useful for ALL**  
**taught to ALL**



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

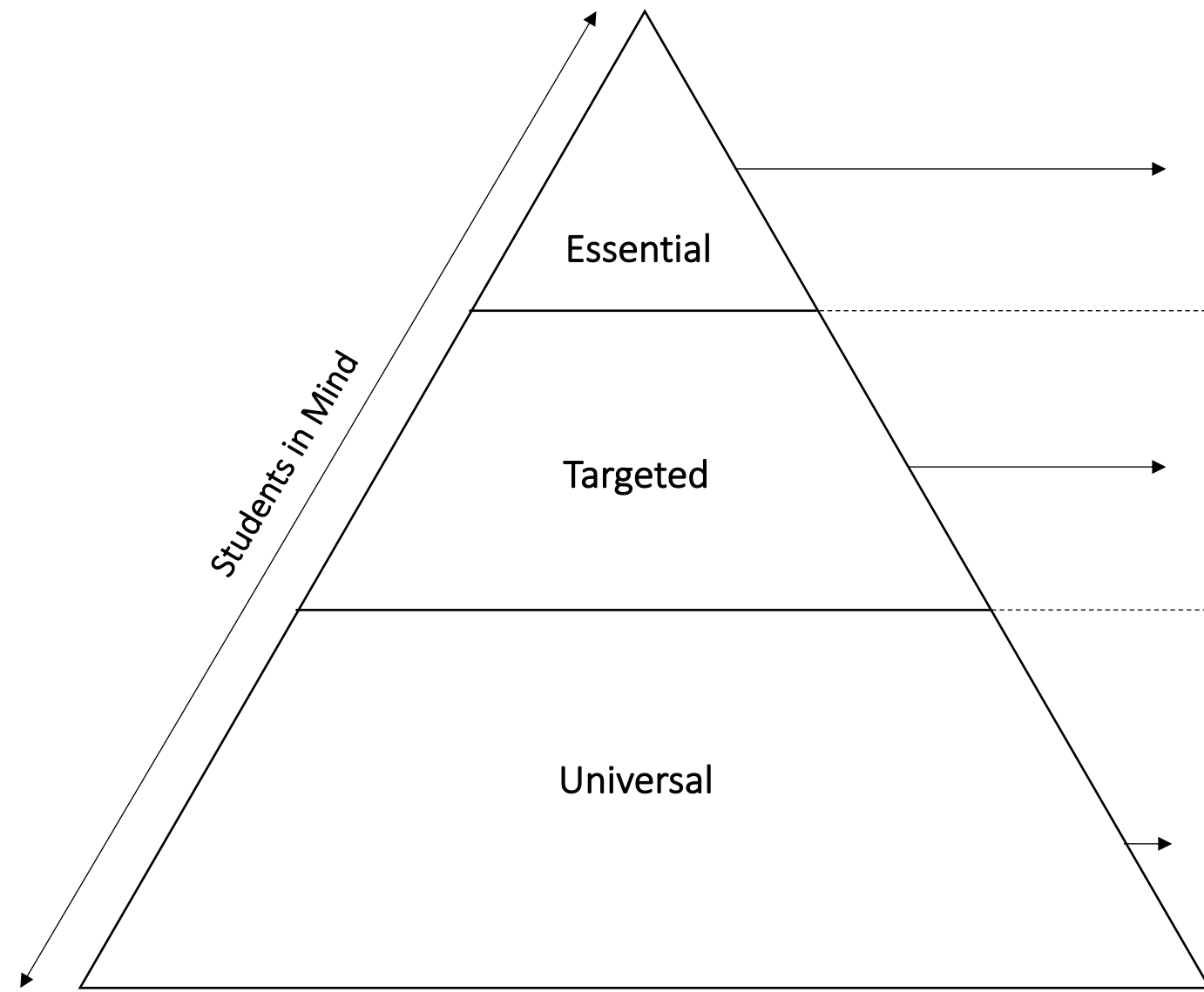
What supports & strategies are useful for MOST/ALL?

- 
- 
- 
- 
- 

Universal

*Students in Mind*

Who needs the MOST challenge?



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?

Who needs the MOST support?

Essential

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

- Individual student co-developed language goals
- Individual conferencing/direct instruction during work time (not lesson time)

Targeted

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

- iPad for visual translation/communication support
- Sentence frames
- Visuals/ objects
- Strategic Pairings
- QSSSA strategy (question, signal, stem, share, assess)
- Allow previewing of information in home language

Universal

**What supports & strategies are useful for ALL?**

- Relationships with student, families and caregivers
- Multi-lingual word/picture wall
- Books with diverse characters
- Everyone learns words in a new language words
- Learn language across all curricular areas
- Speak clear, slow and allow for wait time
- Multiple ways to show learning (visual, oral, written)
- Celebrate language diversity in class/school

# Strategy: taking a 2 min break

## Instruct

- What is a 2 min break?
- Why is a 2 min break useful?
- How do I use a 2 min break as a **tool** or an **action**?
  - What does a 2 min break *look* like when I use it?
  - What does a 2 min break *sound* like when I use it?
  - What does a 2 min break *feel* like when I use it?

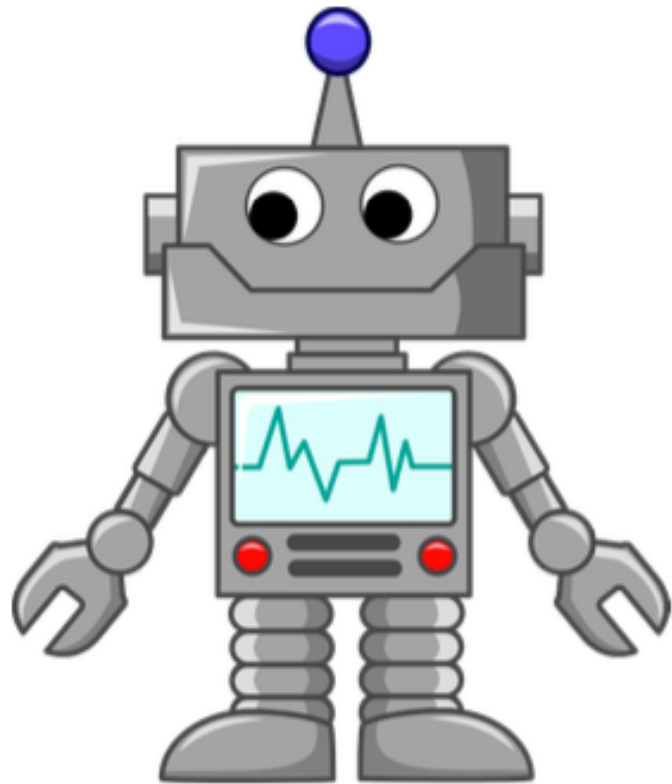
## Practice (1 – 2 weeks)

## Reflect

- How will I know when I *need* a 2 min break?
- How will I know when I *don't need* a 2 min break?



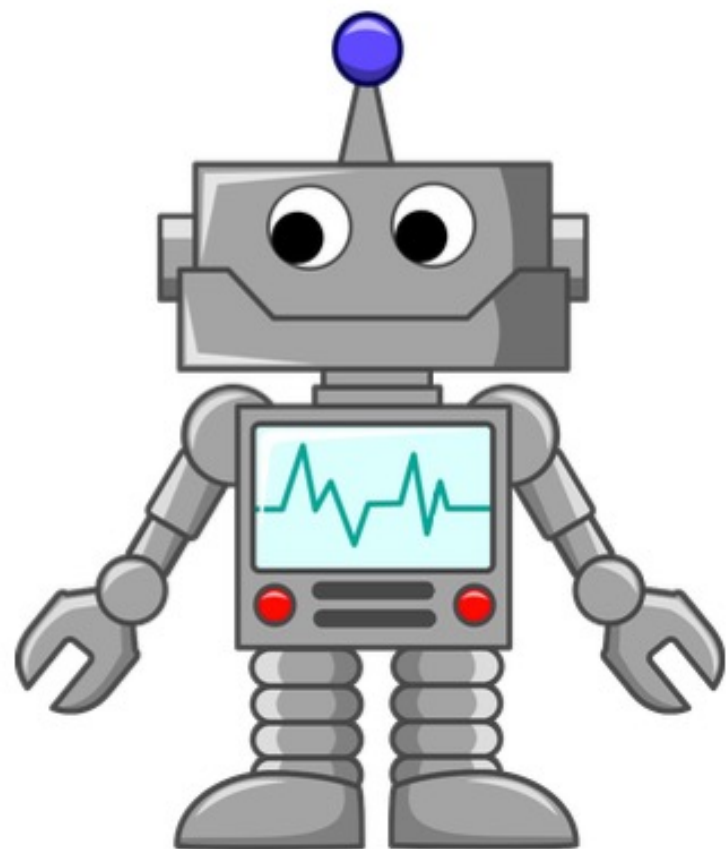
# My AI assistant "Dale"



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*)?

# Remember!

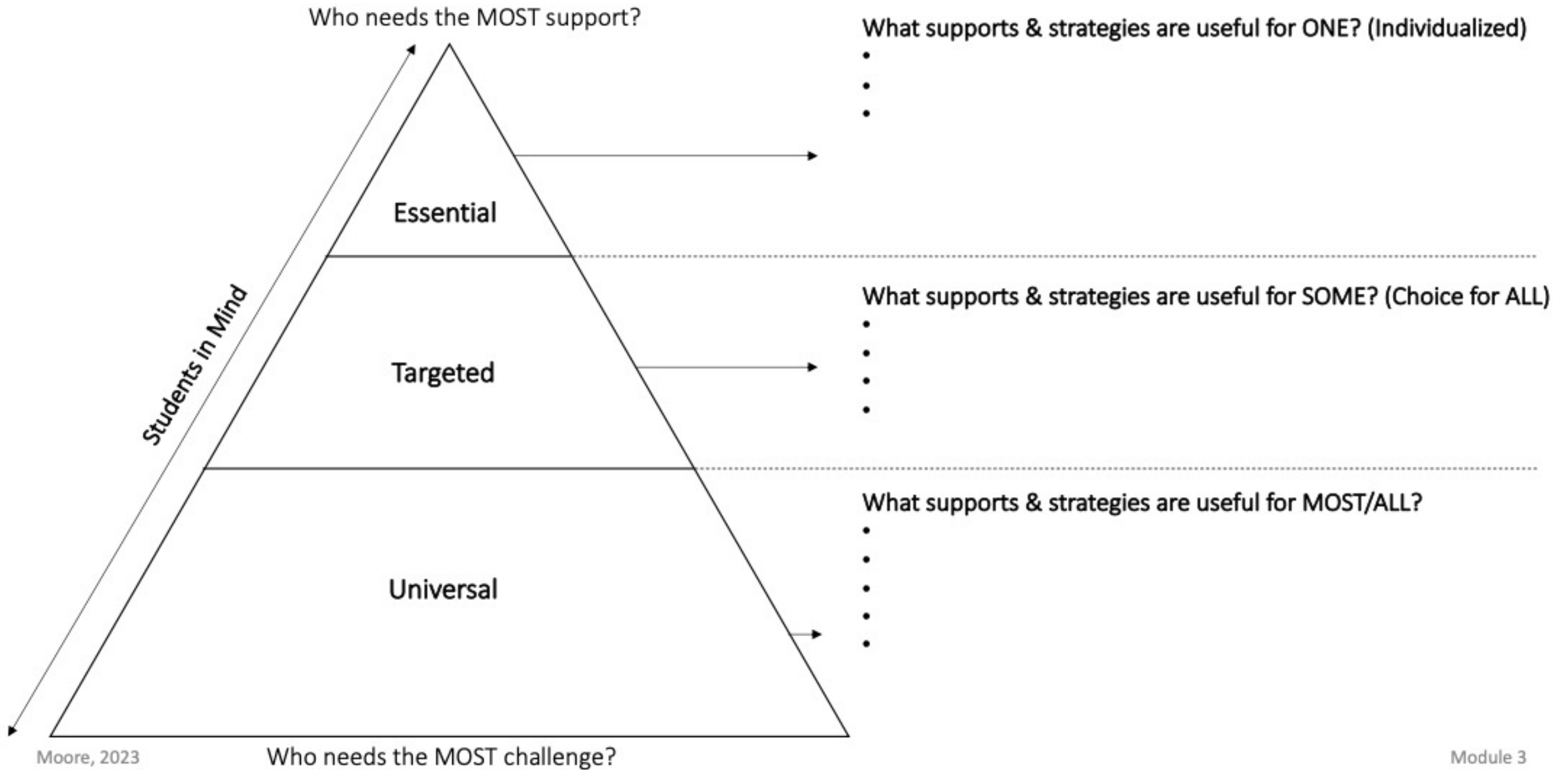


It is important to not be **ableist** in our prompts:

- 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**.

Context:

Children in Mind:





**What is one useful idea?**

**What is one thing you want to try?**

**What is one thing you want to think about?**

**What is one thing you want to learn more about?**

**What is one thing you want to share with someone  
who is not here today?**



THANK YOU!

*Shelley*  
**MOORE** PH.D.

**GET IN TOUCH**

Email: [bookings@drshelleymoore.com](mailto:bookings@drshelleymoore.com)

**LEARN MORE**

Web: [www.drshelleymoore.com](http://www.drshelleymoore.com)

