

Shelley MOORE PH.D.



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www.fivemooreminutes.com

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WHAT DOES

inclusion

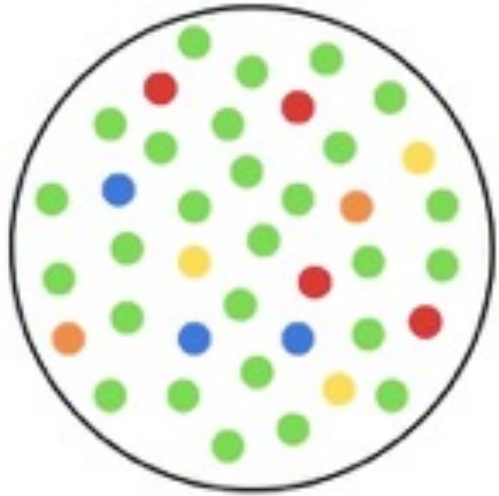
MEAN?

WHAT DOES

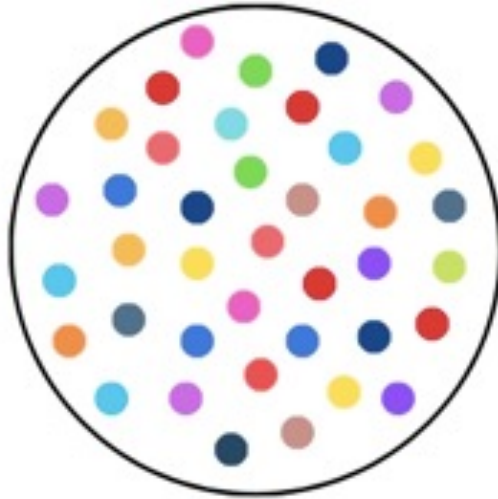
inclusion

LOOK LIKE?

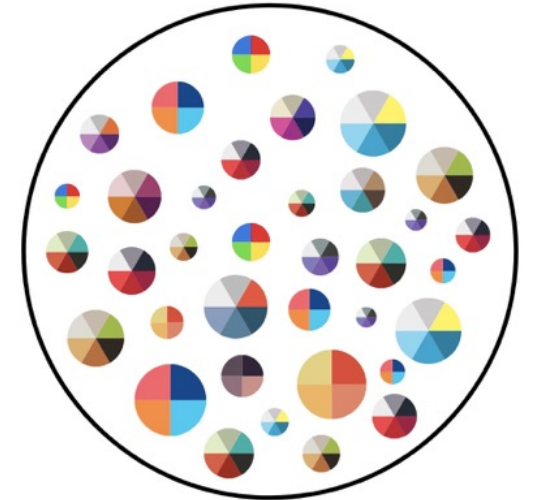
WHAT IS *inclusion* ?



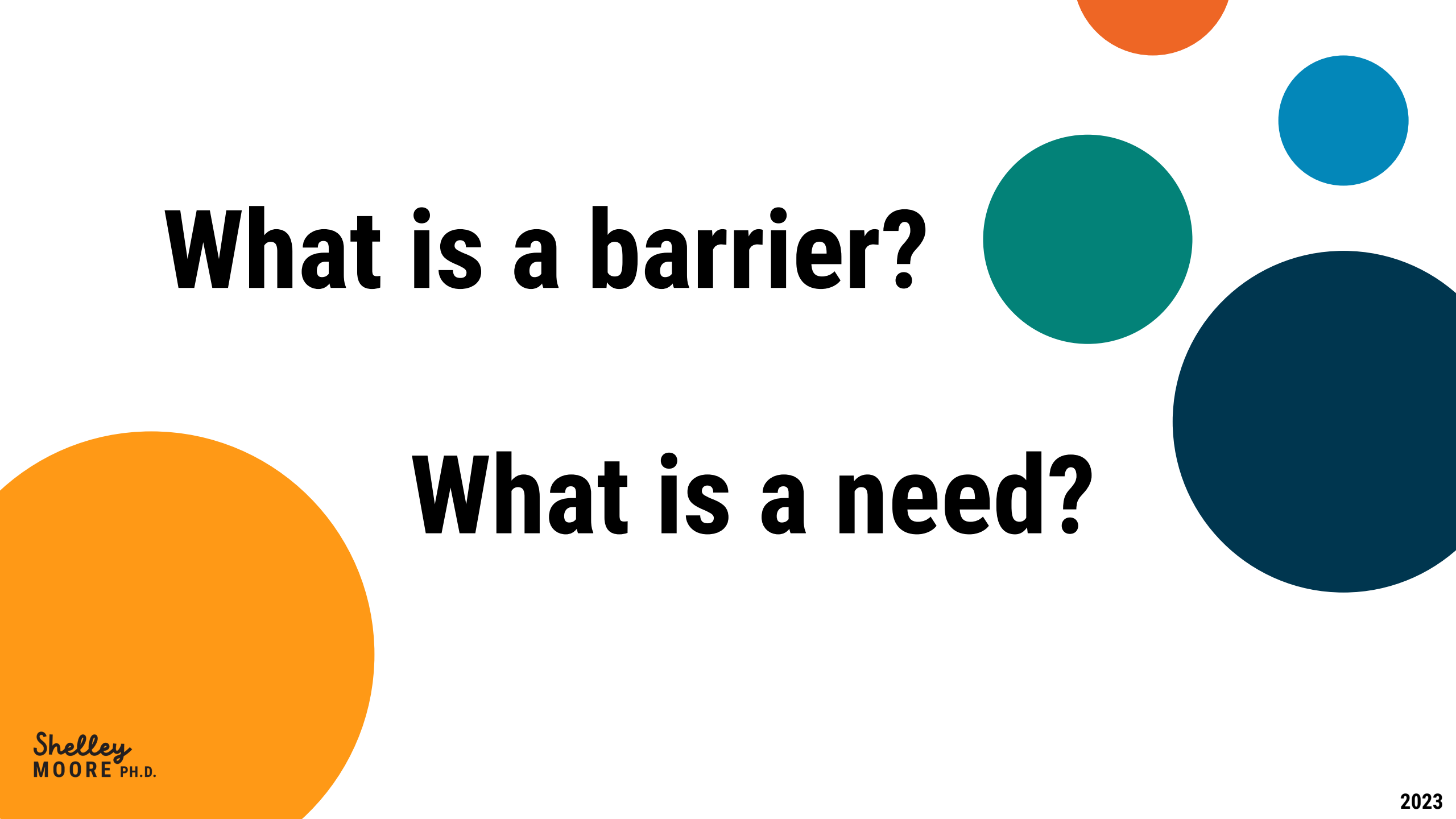
How do we
include people
with disabilities?



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

Child



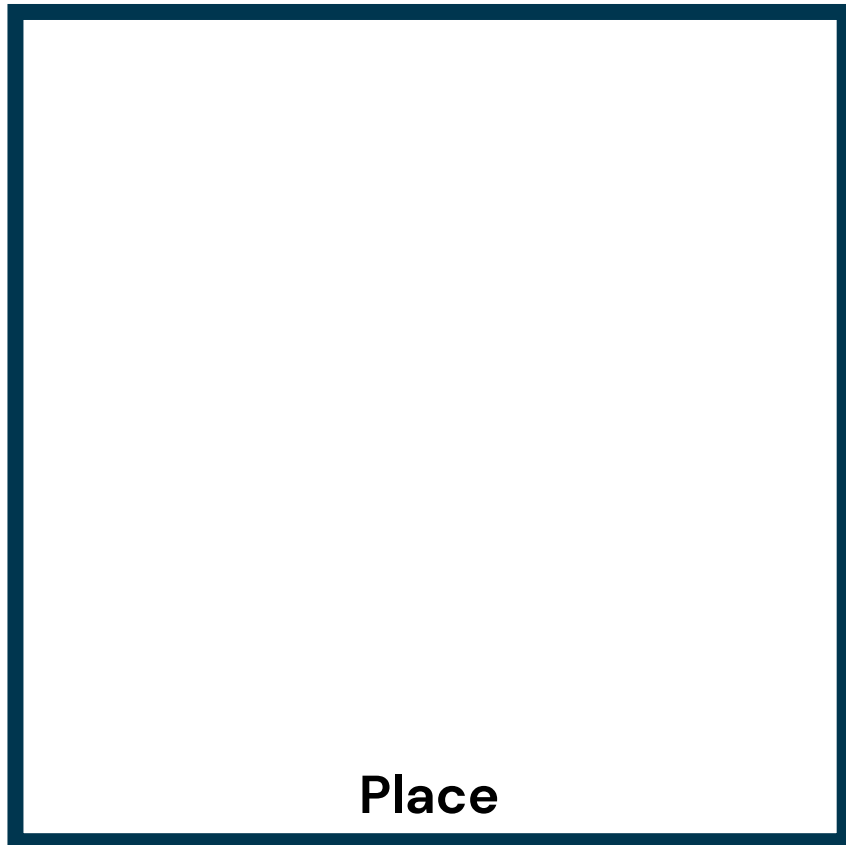
Place

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:

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Shifting the Paradigm: MEDICAL MODEL OF DISABILITY

Child



Place

Historical Special Education

If child isn't successful:

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BUT WAIT...

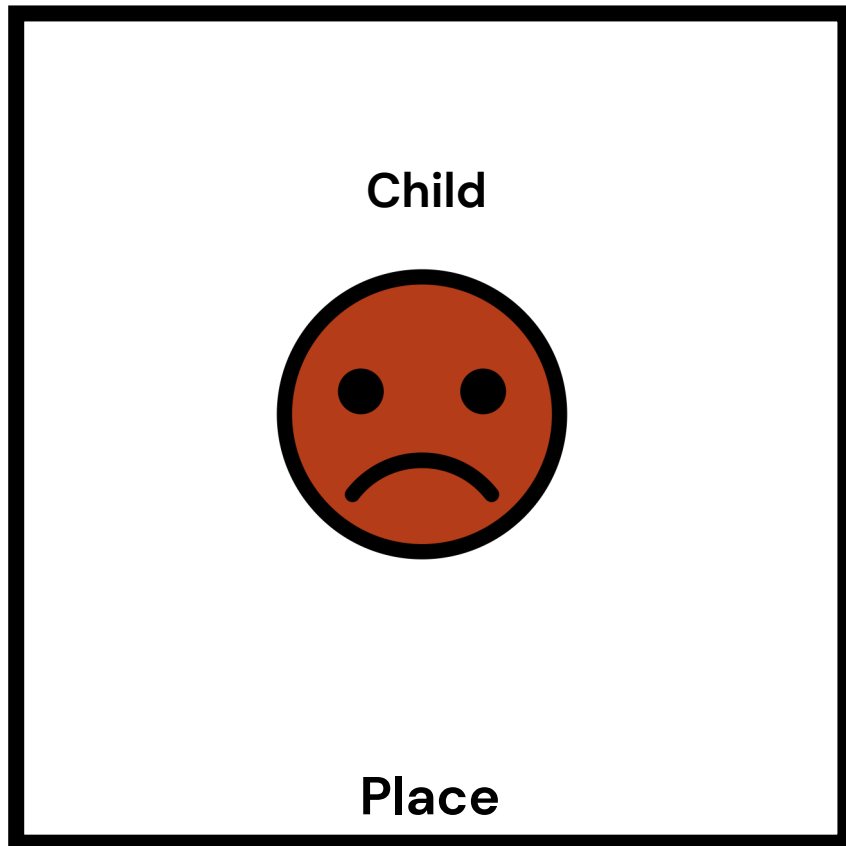
People with disabilities said:



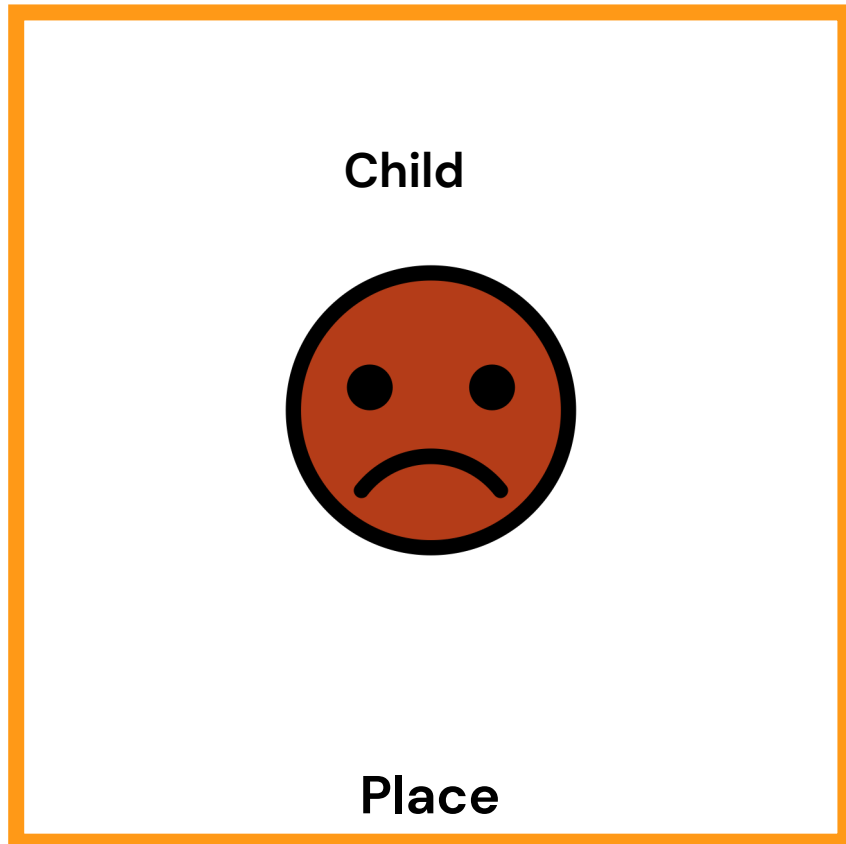
"I am not broken."

"I do not need to be fixed!"

Shifting the Paradigm: SOCIAL MODEL OF DISABILITY



Shifting the Paradigm: SOCIAL MODEL OF DISABILITY



Social Model

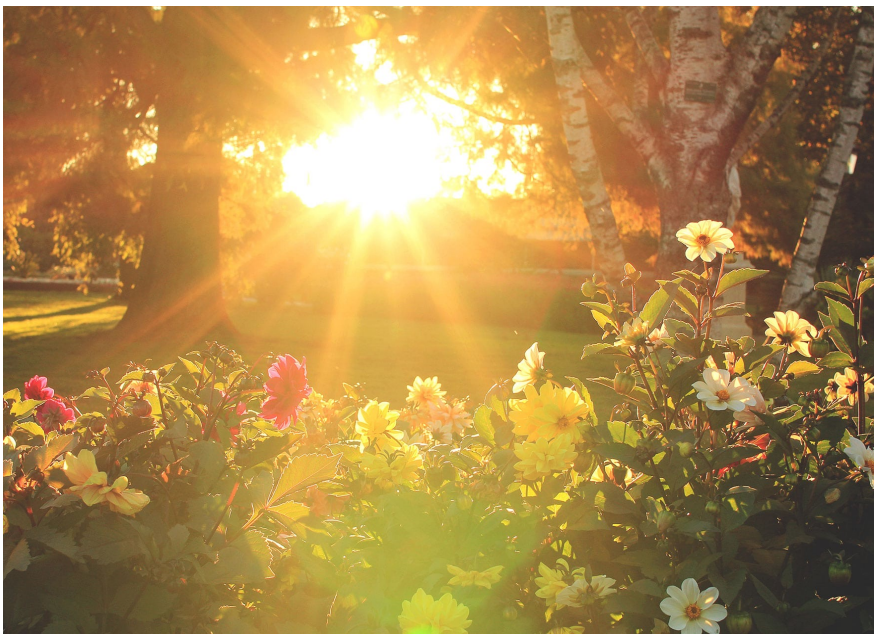
If a child isn't successful:

- 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*?

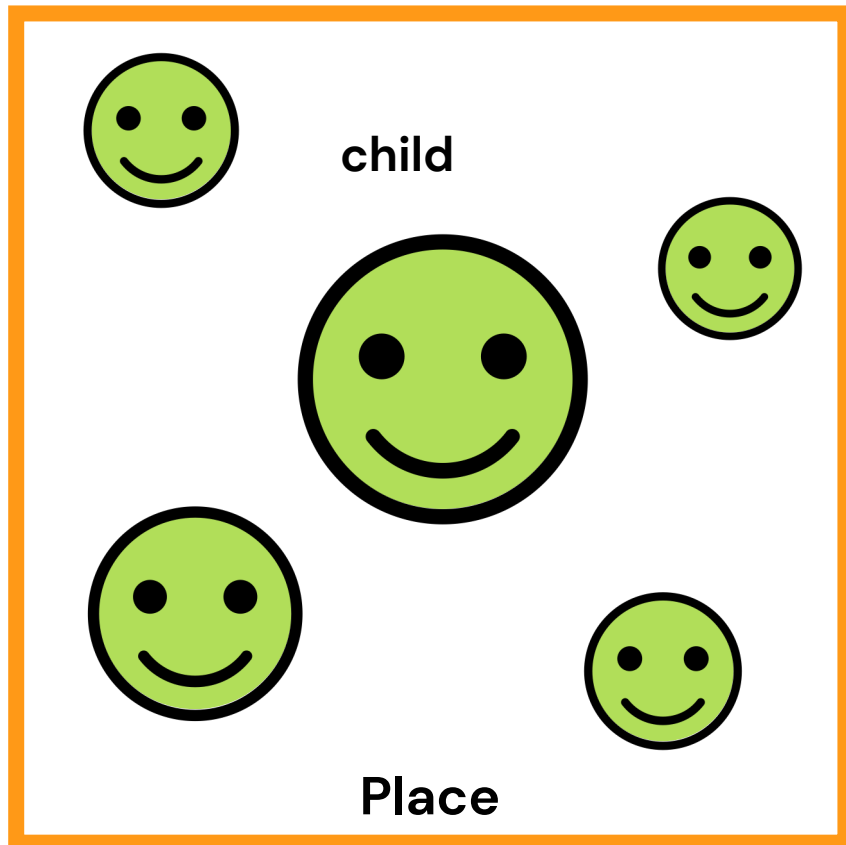
What are the potential *barriers*?

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:

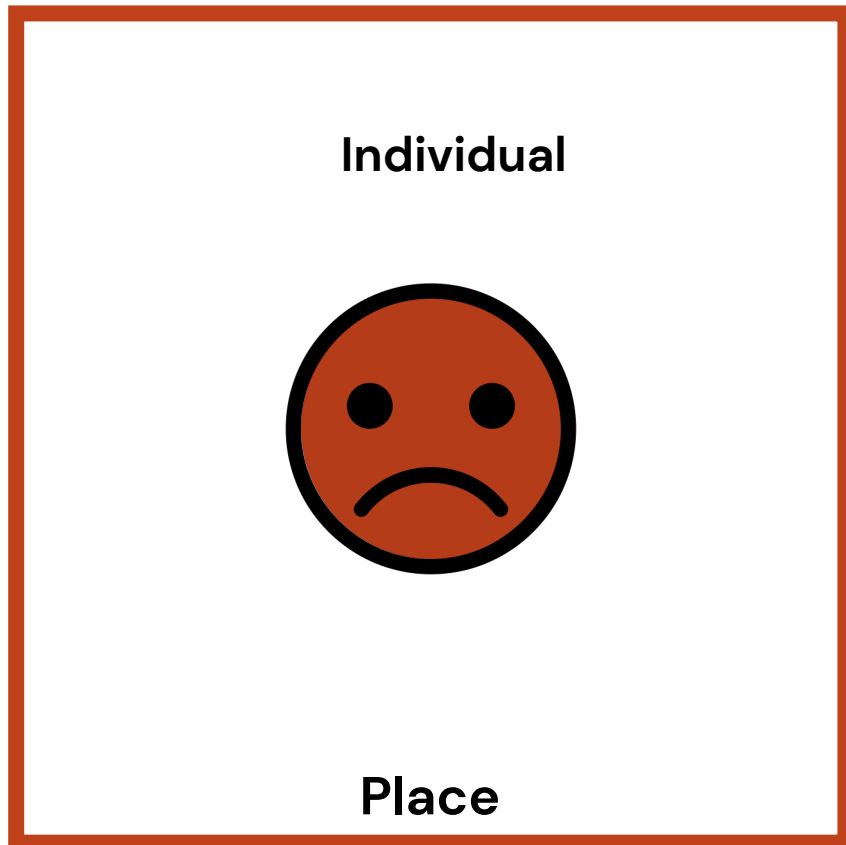


"What about all the different individual needs in a shared place?"

WE HAVE
diverse
GARDENS!



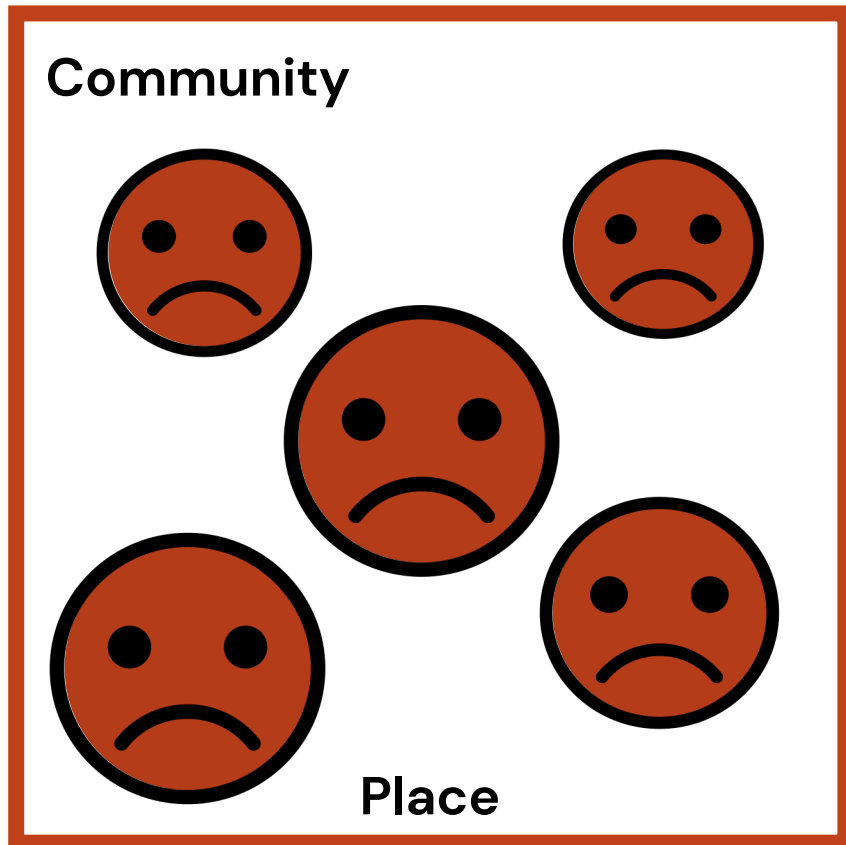
Shifting the Paradigm: **PERSON-PLACE MODEL OF NEED**



Inclusive Education

If one child is struggling...

Shifting the Paradigm: PERSON-PLACE MODEL OF NEED

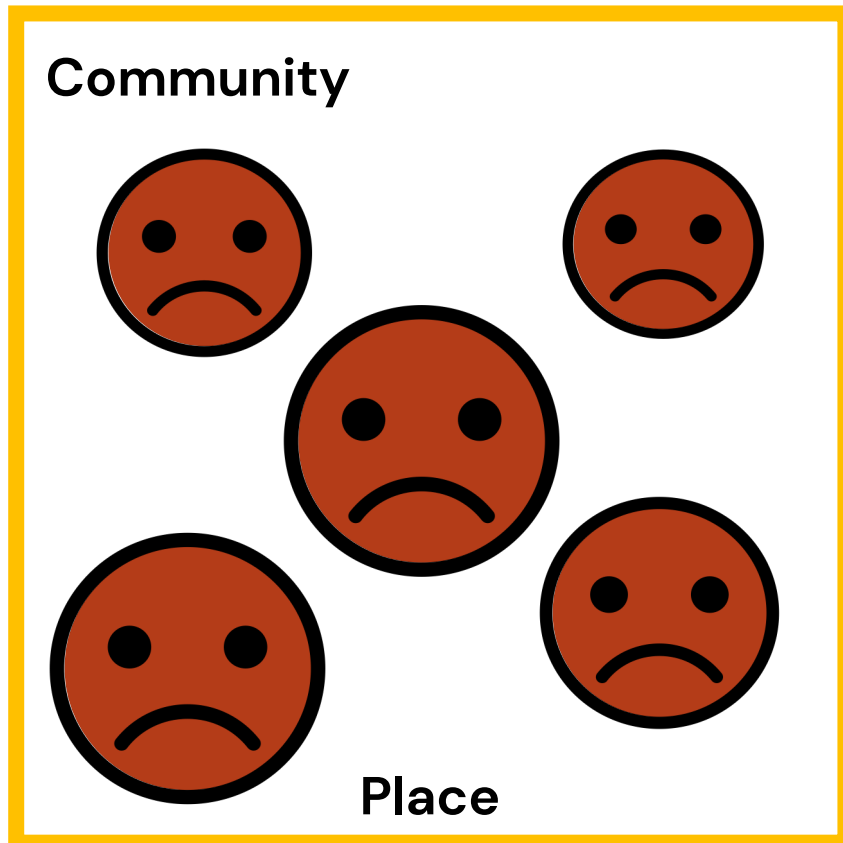


Inclusive Education

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

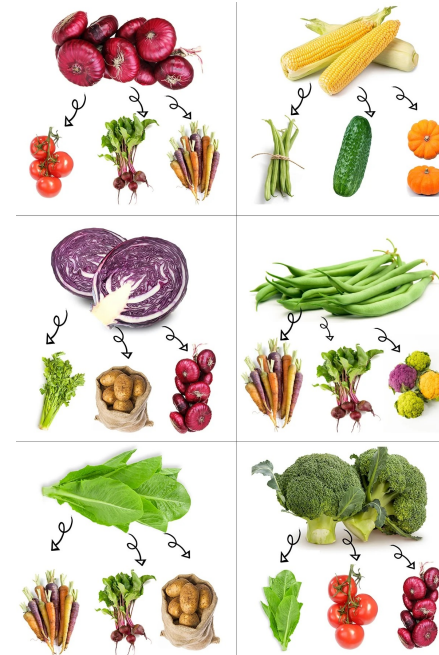
THEN: Reduce or eliminate barriers in place by determining needs of everyone in the community

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

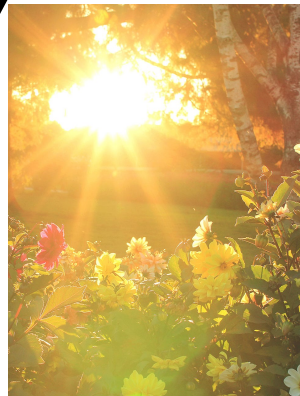
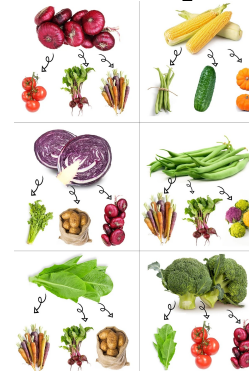
MULTIPLE LAYERS OF SUPPORT



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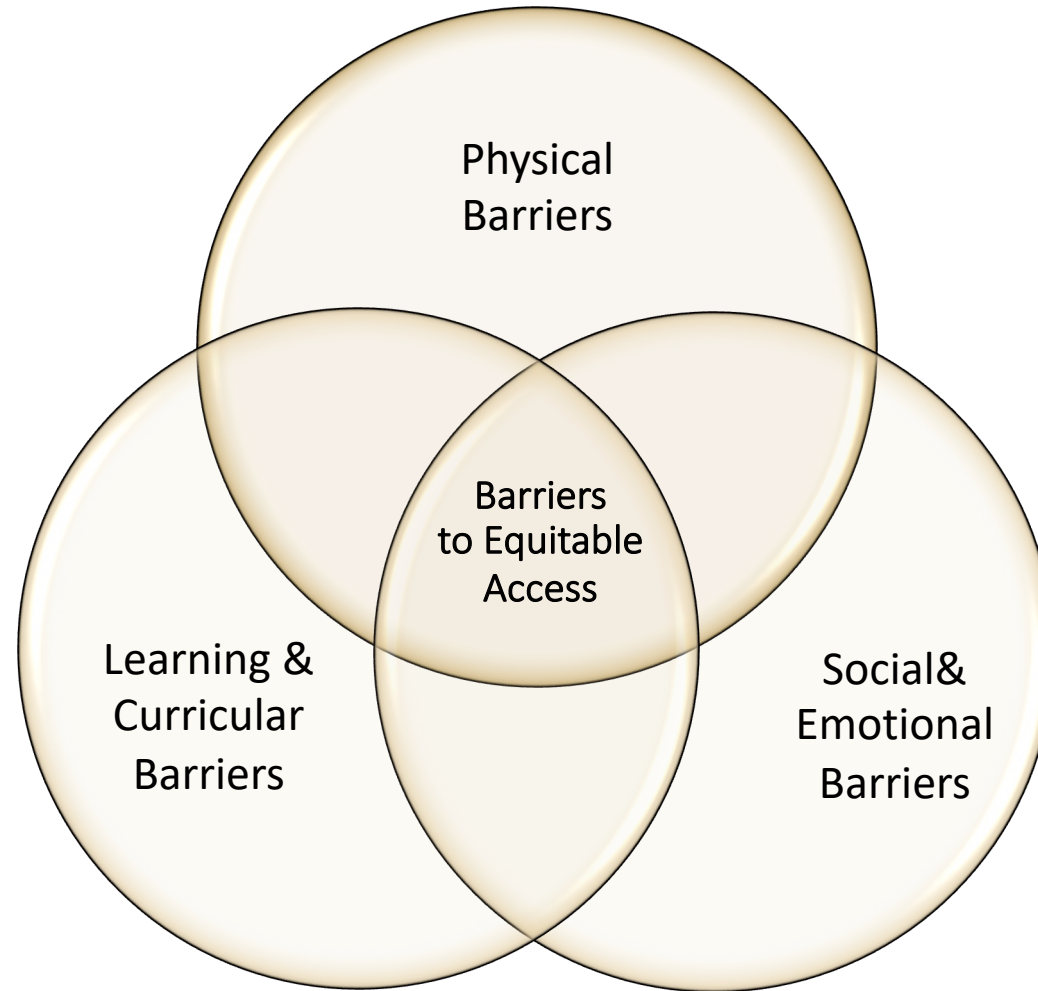
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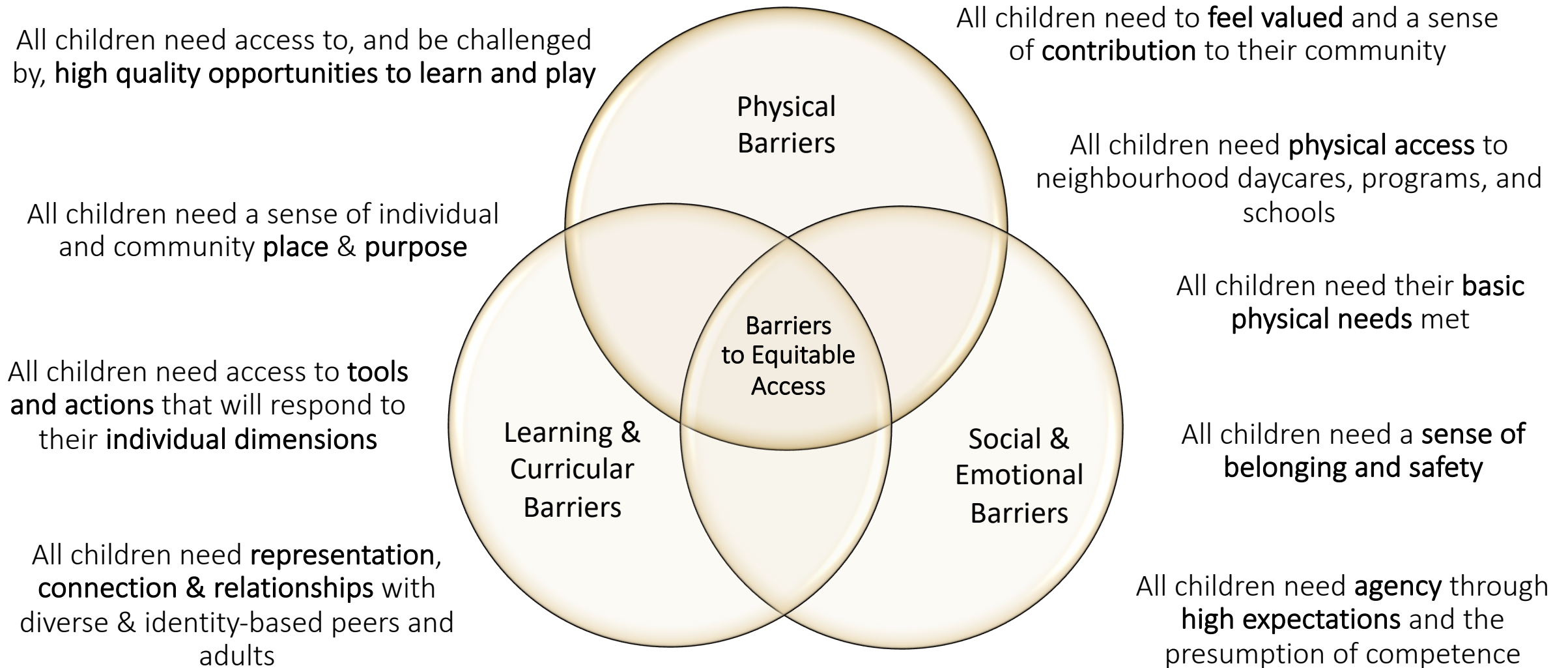
What are barriers?



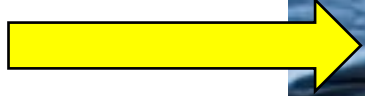
Increasing Inclusive & Equitable Access by Reducing and Eliminating Barriers



Increasing Inclusive & Equitable Access by Reducing and Eliminating Barriers

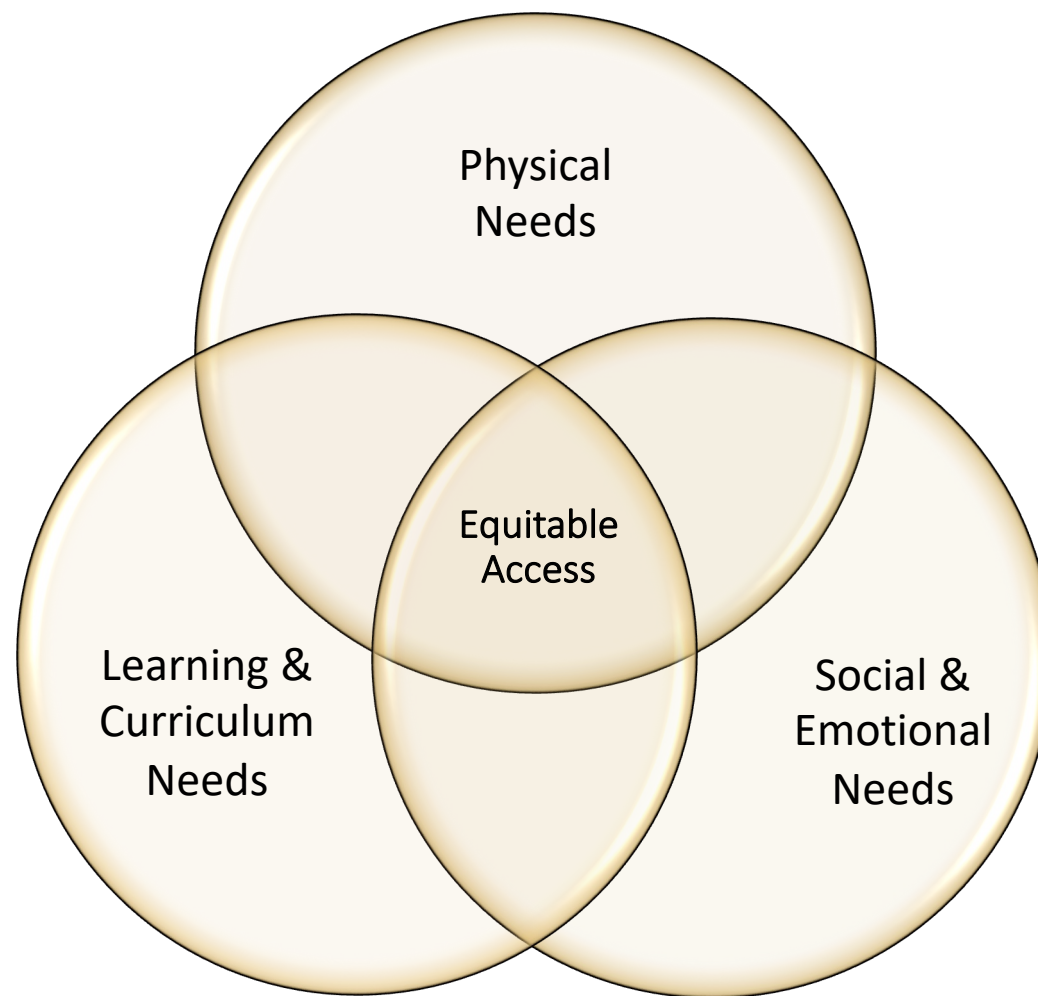


What are needs?



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 does not need support for this right now
Anger or Frustration	AB, SS	☐	x	☐
Anxiety	AB, AD	☐	☐	x
Articulation	AD, FP	☐	☐	x
Attendance	AD, FP, ST	☐	x	x
Assistive Technology	AB	☐	☐	x
Attention	AB, AD, KP	☐	x	☐
Vision	☐	☐	☐	☐
Bullying	AB	☐	x	☐
Central Auditory Processing	☐	☐	☐	☐
Communication	AB, AD	x	☐	☐
Hearing	☐	☐	☐	☐
Depression/Sadness	AB, ST	☐	☐	x
Eating/ Food	☐	☐	☐	☐
Emotional Regulation	AB, KP	x	☐	☐
English Language Skills	SS	☐	☐	☐
Engagement/ Motivation	AB, AD	☐	x	☐
Executive Functioning	FP, ST, SS	x	☐	☐
Fine Motor Skills	☐	☐	☐	☐
Gambling	☐	☐	☐	☐
Greif Management	AB, ST	x	☐	☐
Gross Motor Skills	☐	☐	☐	☐
Hearing	☐	☐	☐	☐
Identity	AB, AD	x	☐	☐
Intellectual Ability	AD	☐	☐	x
Listening Comprehension	AD	☐	☐	x
Low Vision	☐	☐	☐	☐
Memory	AD	☐	☐	x
Mental Health	AB, ST	☐	x	☐
Metacognition	AB, ST, KP	x	☐	☐
Mobility	☐	☐	☐	☐

Areas of Need School Team Reflection

S. Moore, 2022 - Adapted from www.sped.ca

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

What are the priority needs for this class?	What additional needs are impacting learning?
1. Metacognition 2. Organization 3. Self Esteem 4. Task Initiation 5. Communication	1. Anxiety 2. Intellectual ability 3. Mental health 4. Personal safety 5. Social skills

Areas of Need School Team Reflection

S. Moore, 2022 - Adapted from www.sped.ca

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



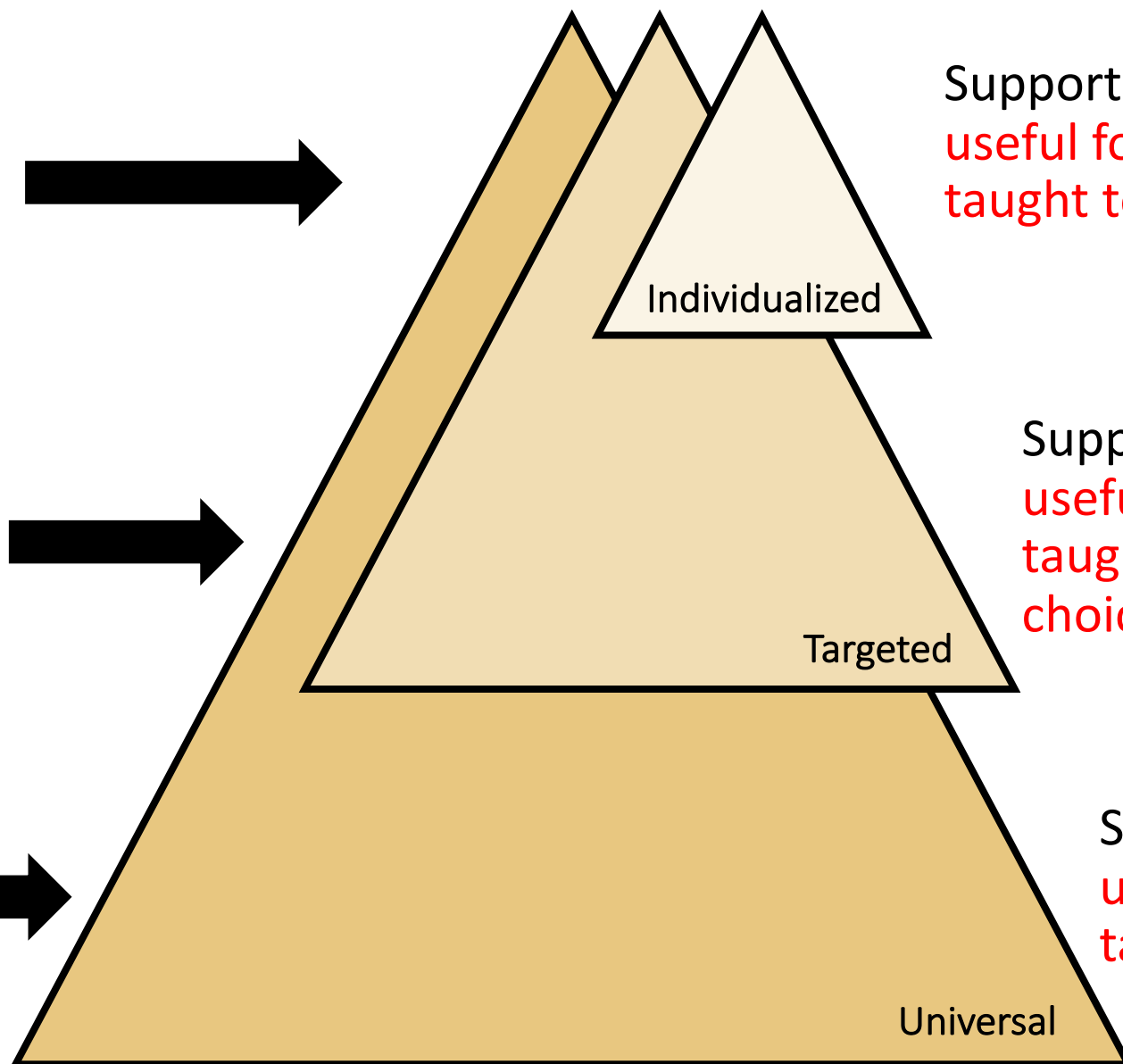
Supports & Strategies are
useful for SOME
taught to ALL
choice for ALL

+

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

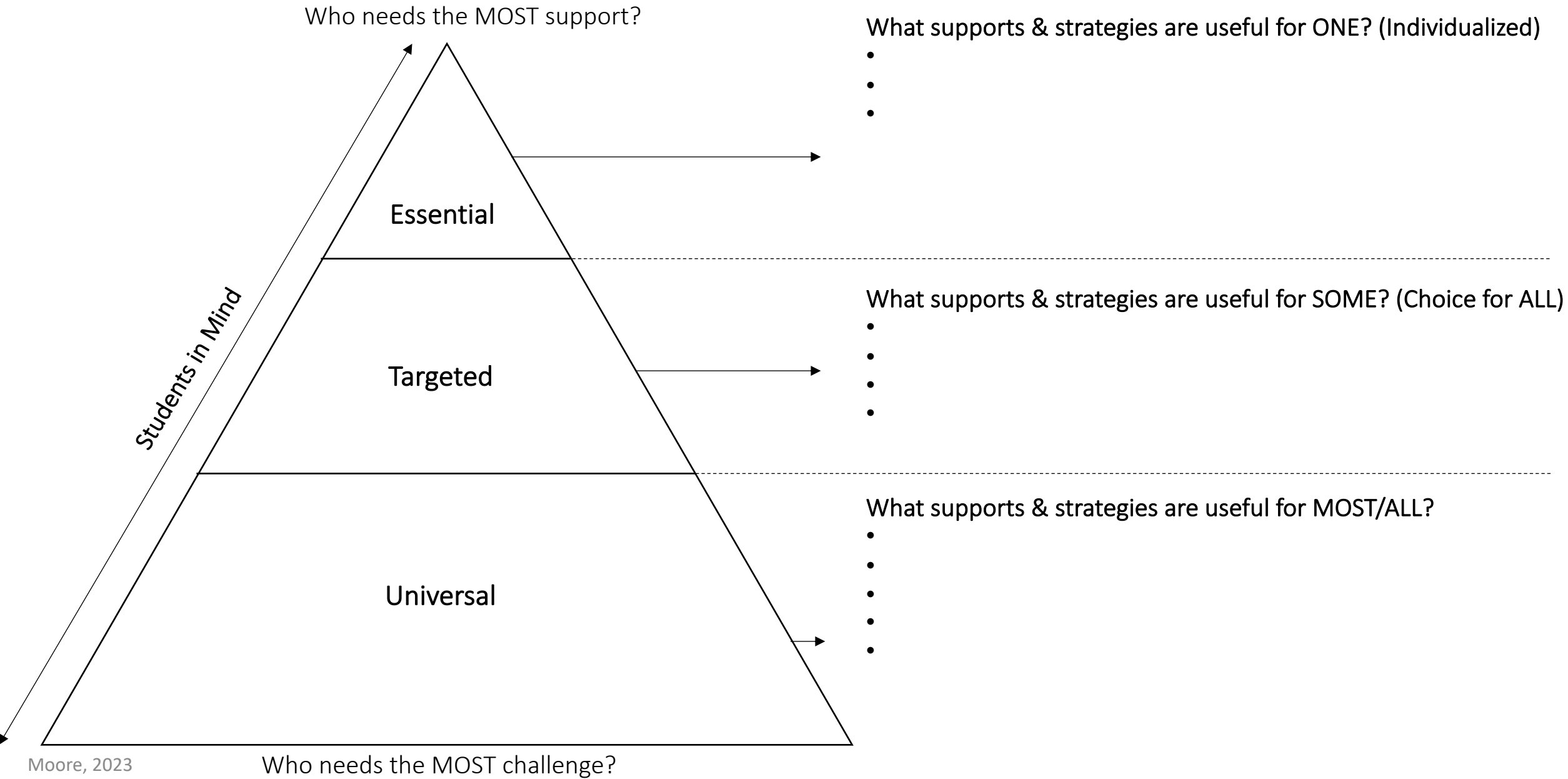


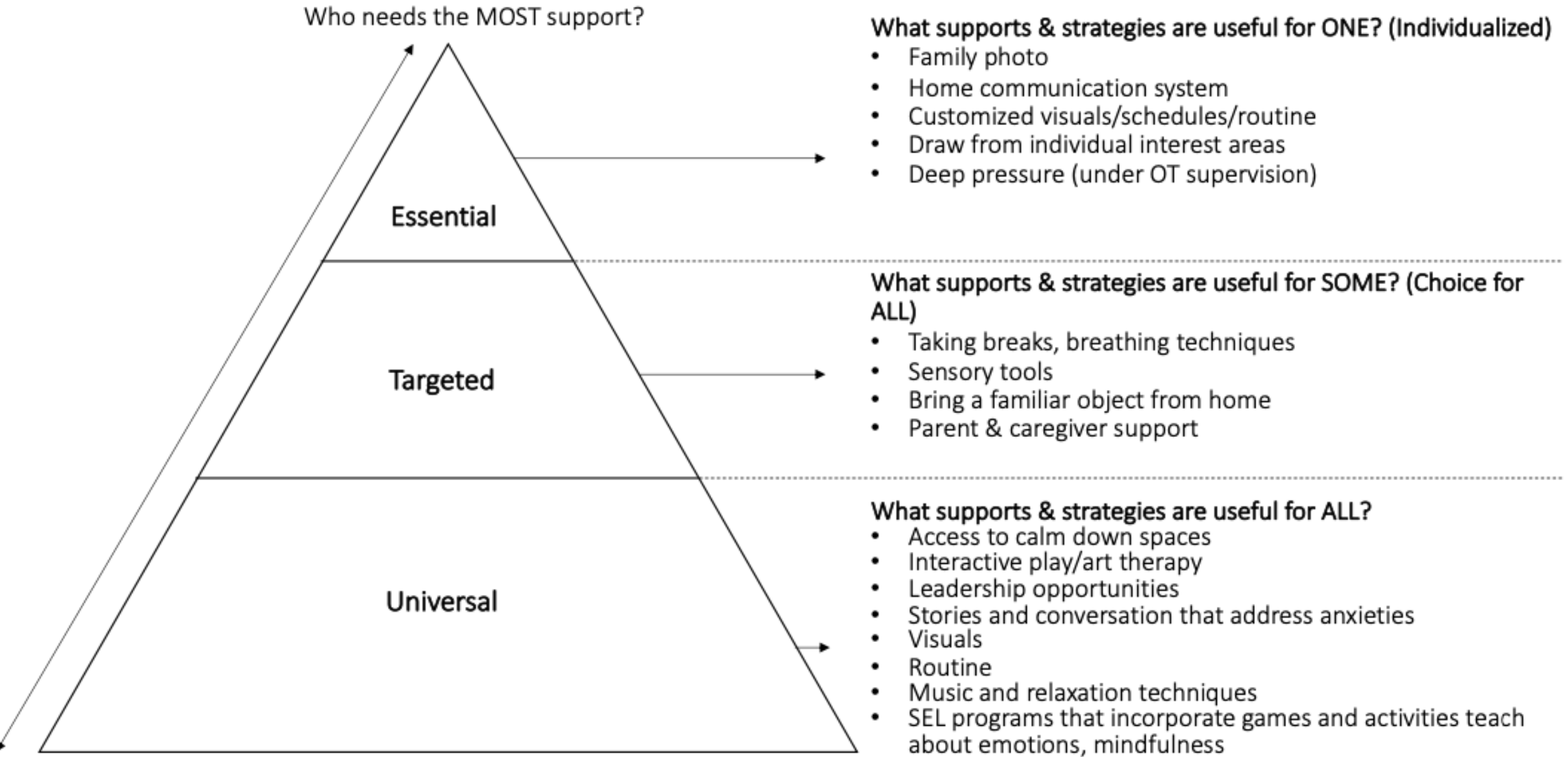
Supports & Strategies are
useful for ALL
taught to ALL



Context:

Children in Mind:





Who needs the MOST support?

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?

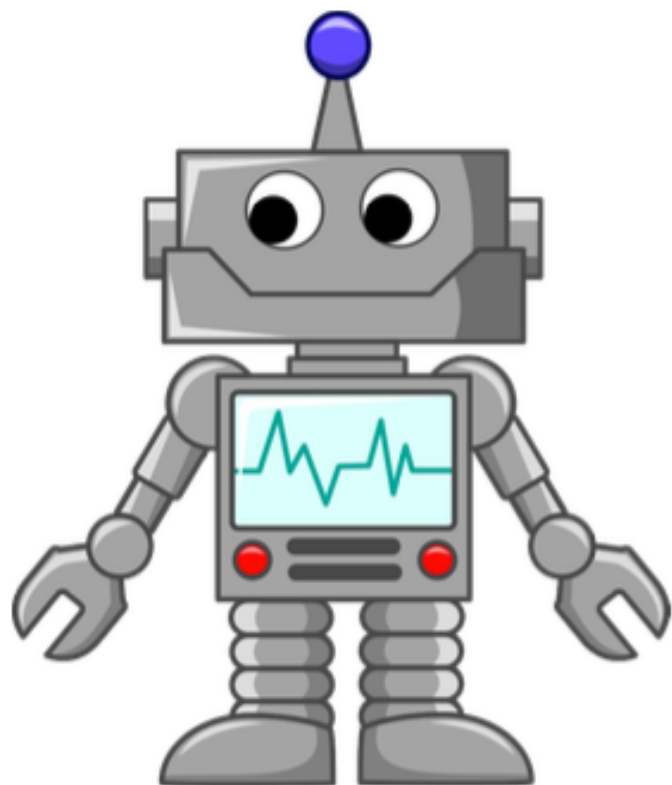
Practice (1 – 2 weeks)

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?



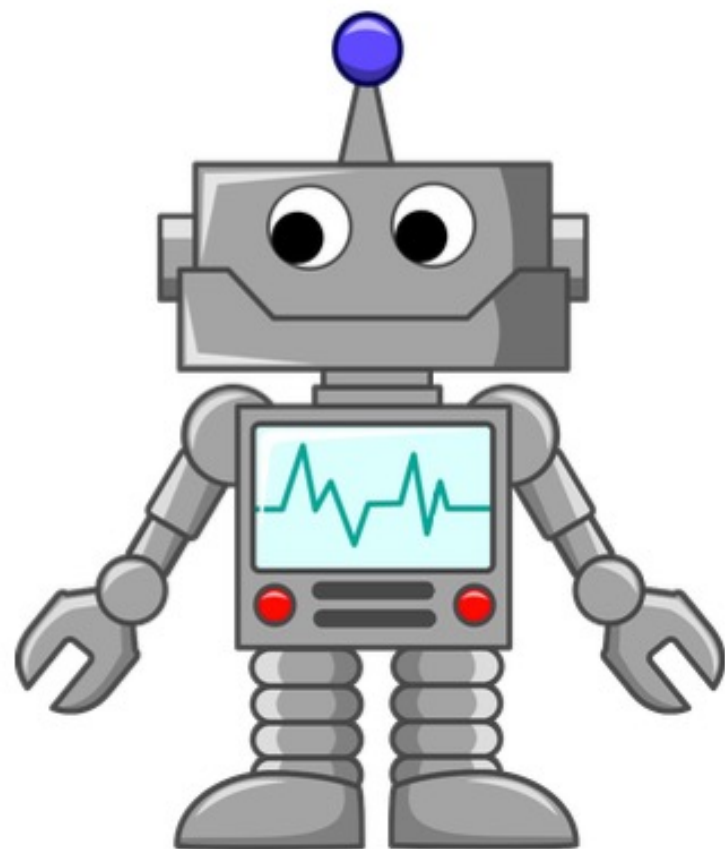
My AI assistant "Dale"



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!

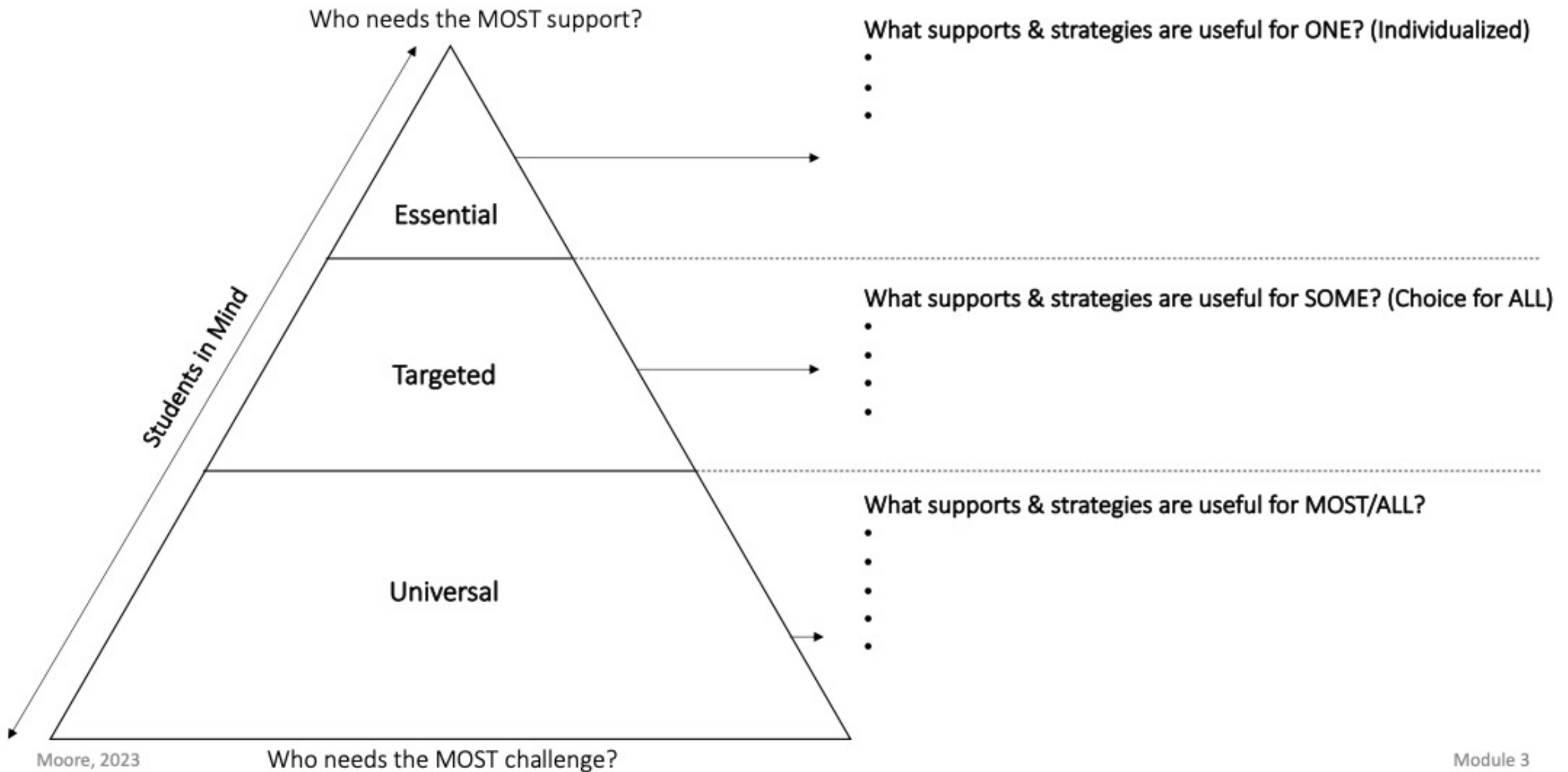


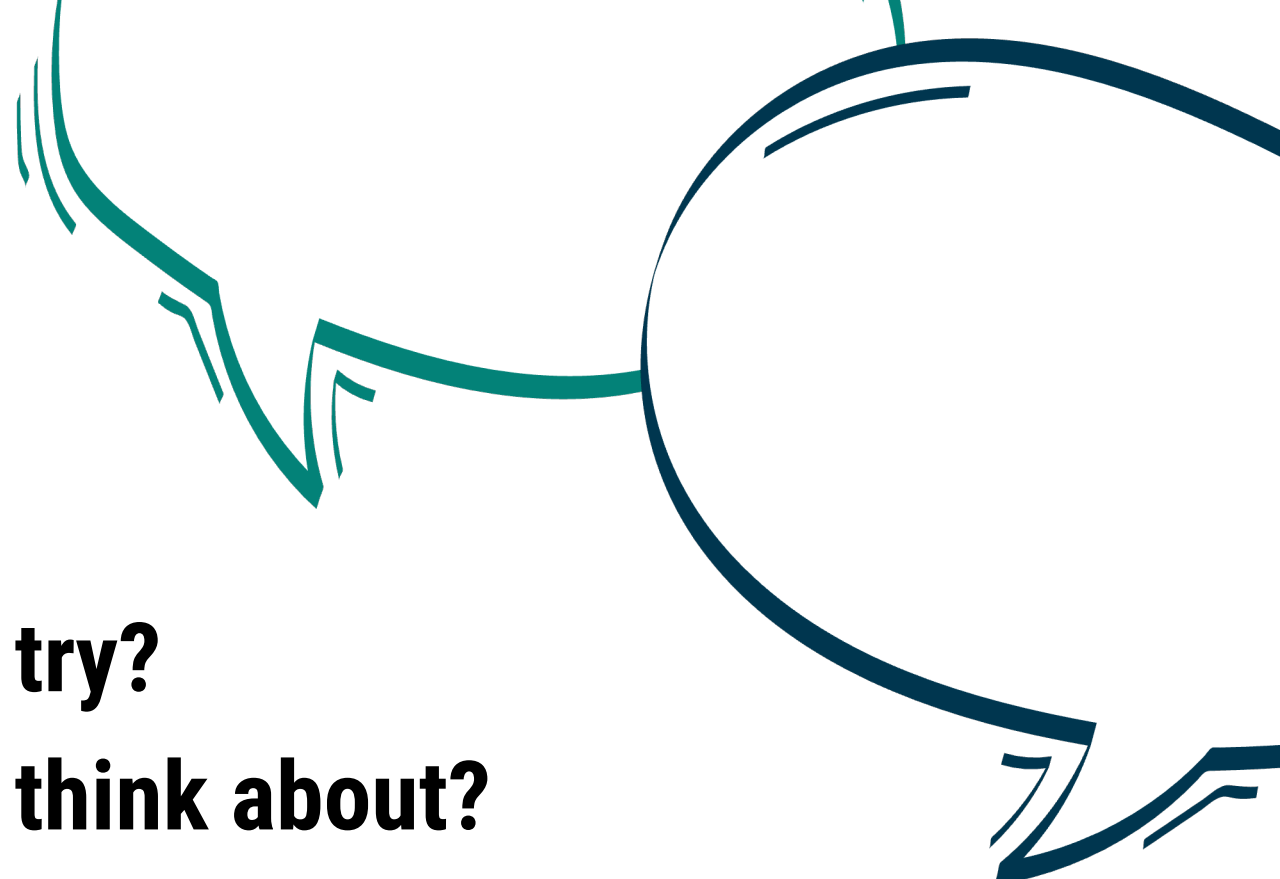
It is important to not be **ableist** in our prompts:

- 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

LEARN MORE

Web: www.drshelleymoore.com

