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@fivemooreminutes

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What stands out from our time together last?

What questions are coming up?

Our plan together:

1. Needs Based Design
2. Curriculum Design part 1
3. Curriculum Design Part 2
4. Inclusive Assessment

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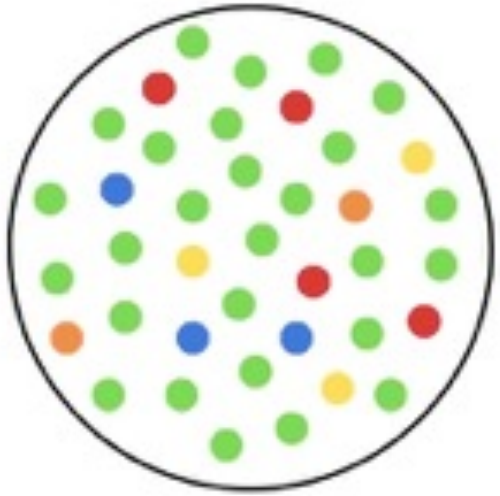
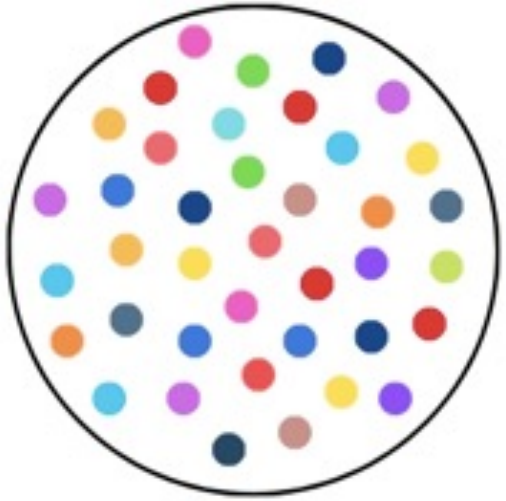
WHAT IS *inclusion* ?



How do we
include students
with disabilities?



How do we respond
to and plan for
communities of
diversity?

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Our plan together:

1. Needs Based Design
2. Curriculum Design part 1
3. Curriculum Design Part 2
4. Inclusive Assessment

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What is a barrier?

What is a need?

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Reducing Barriers

Supporting Needs

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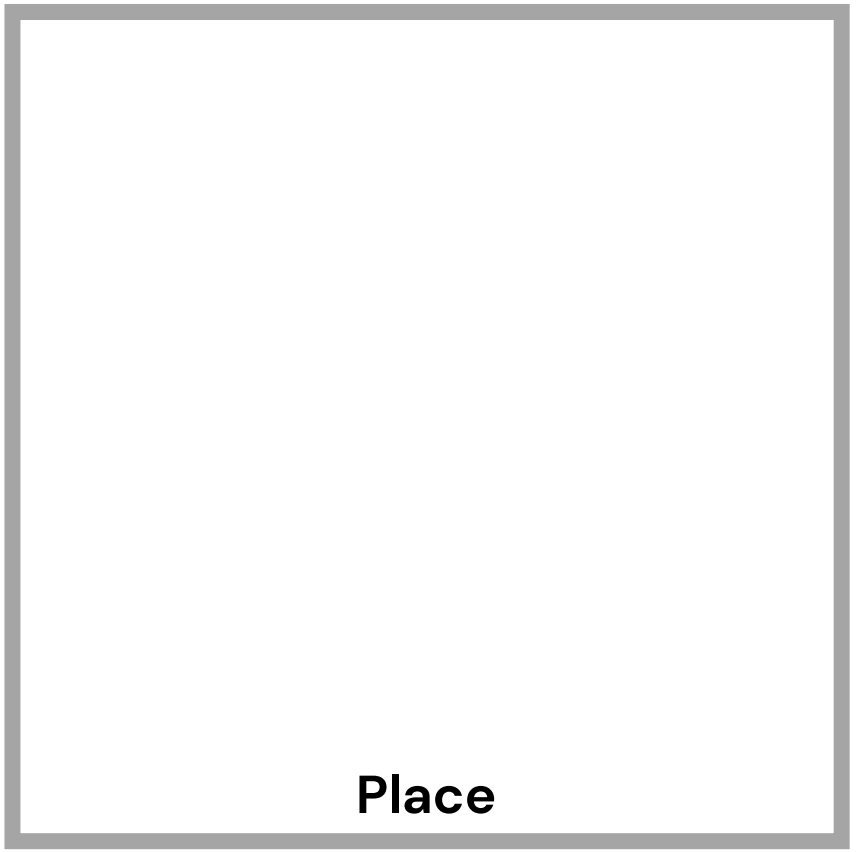
Shifting the Paradigm:
MEDICAL MODEL OF DISABILITY



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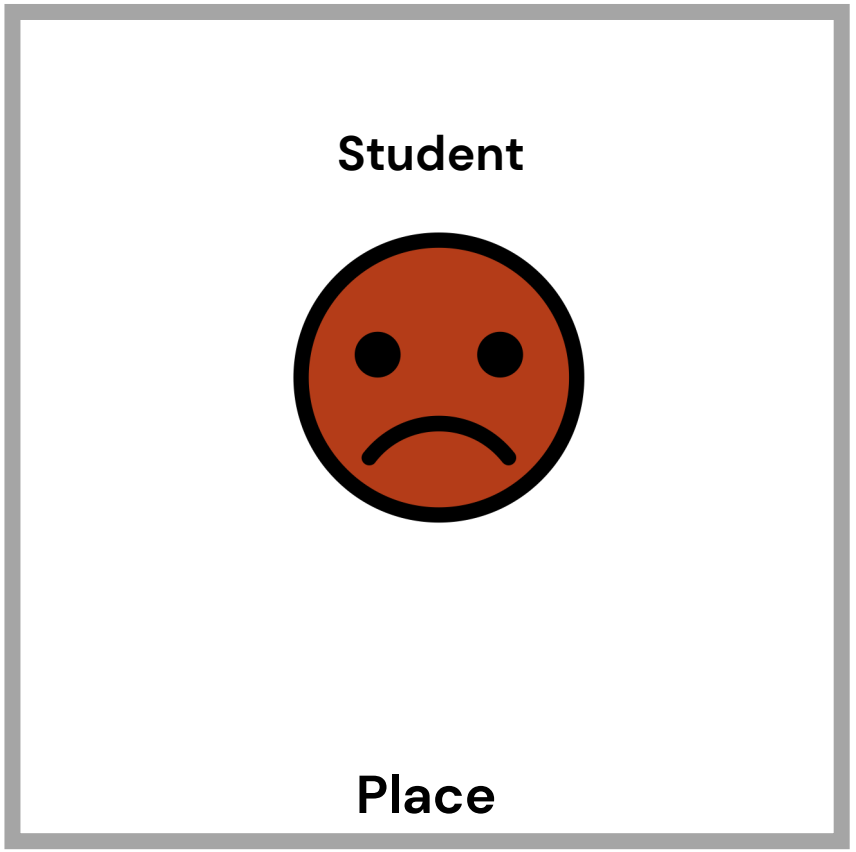
Shifting the Paradigm:
MEDICAL MODEL OF DISABILITY



Historical Special Education

If a student isn't successful:

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

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Shifting the Paradigm:
MEDICAL MODEL OF DISABILITY

Place

Student

Historical Special Education

If student isn't successful:

- Remove the student
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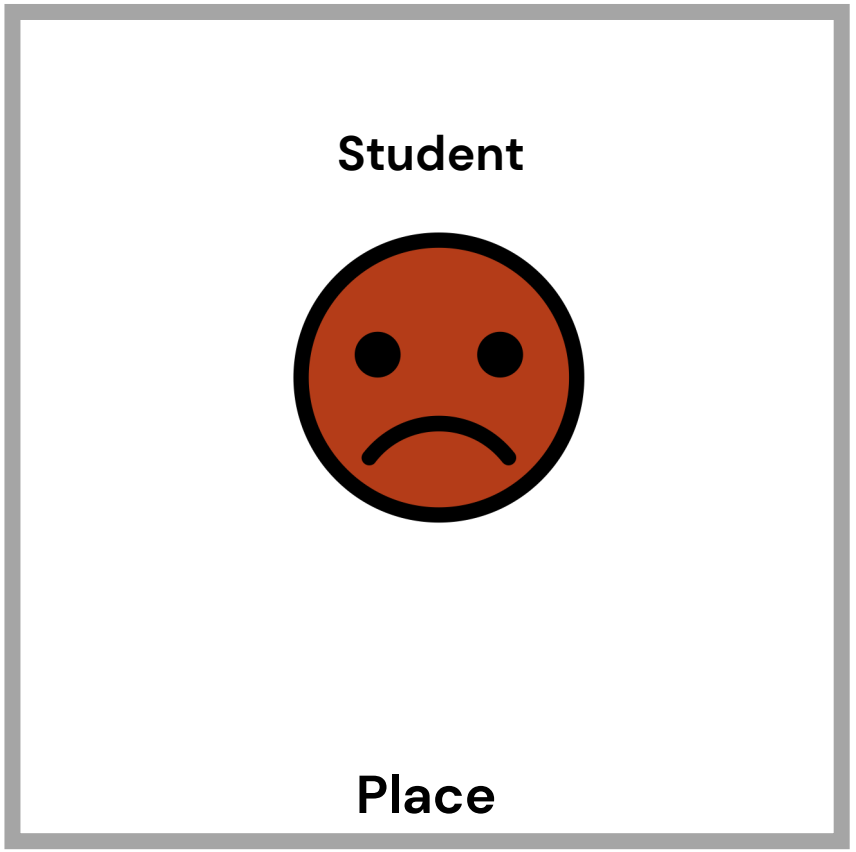
Shifting the Paradigm:
MEDICAL MODEL OF DISABILITY



Historical Special Education

If student isn't successful:

- Remove the student
- Diagnose the problems in the student
- Fix the student
- Student goes back when they are "ready"

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BUT WAIT…

People with disabilities said:

"I am not broken."

"I do not need to be fixed!"

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Shifting the Paradigm:
SOCIAL MODEL OF DISABILITY

Student

Place

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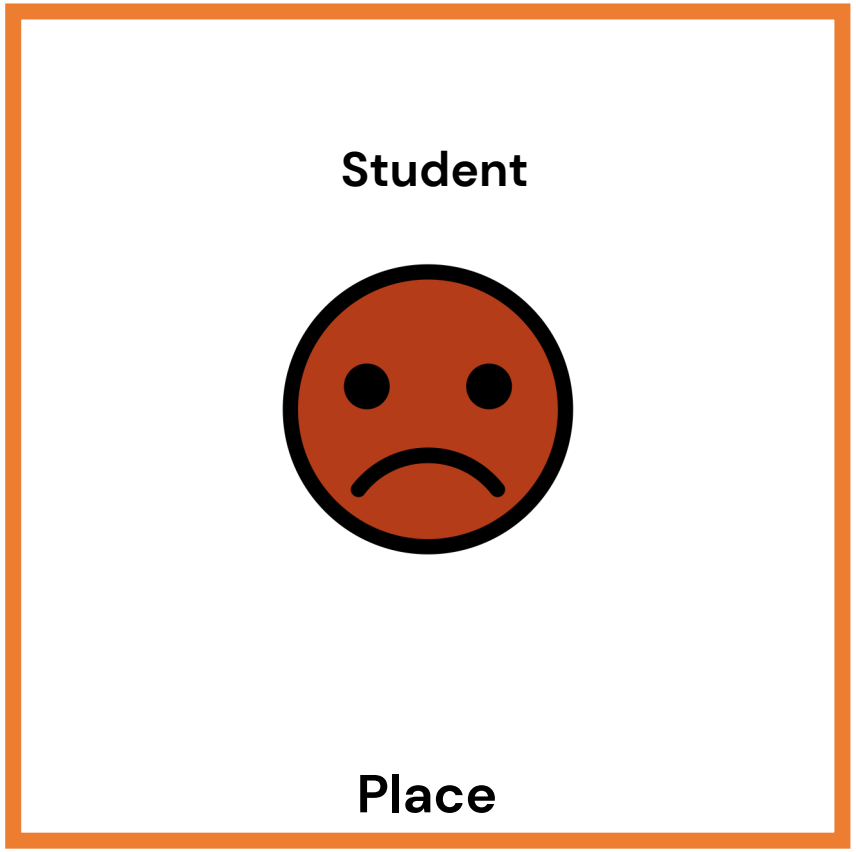
Shifting the Paradigm:
SOCIAL MODEL OF DISABILITY



Social Model

If a **student** isn't successful:

- Diagnose the barriers in the place
- Target the place

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"When a flower doesn't bloom, you fix the environment in which it grows, not the flower."
–Alexander den Heijer
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What is happening in the **environment**?

What are the potential **barriers**?
not enough light
not enough water
not enough space

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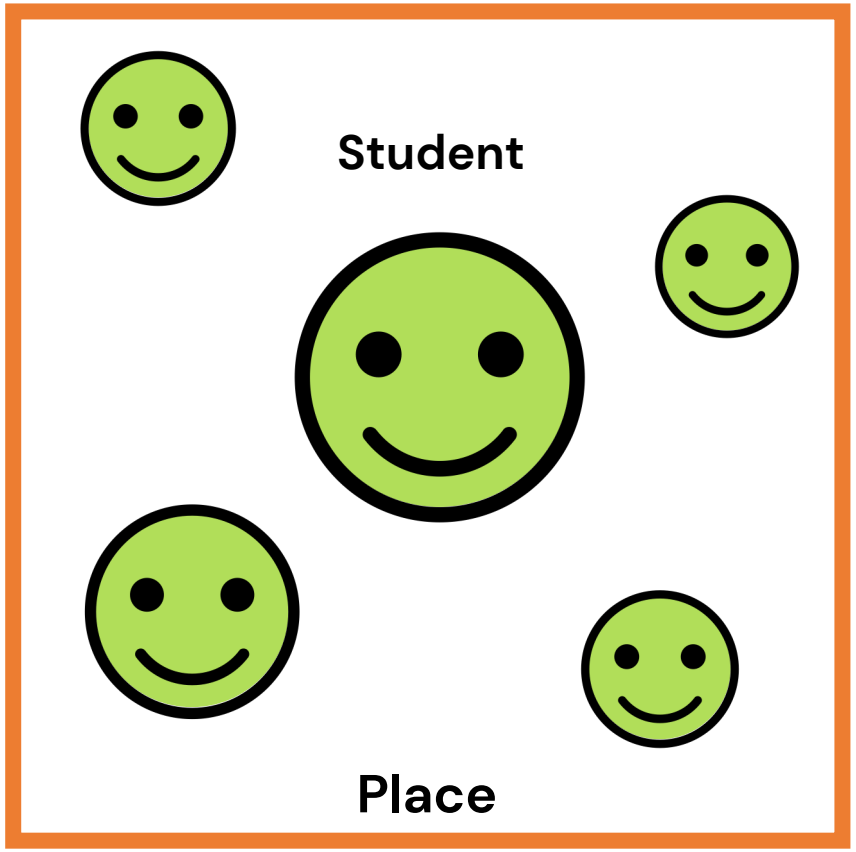
Shifting the Paradigm:
SOCIAL MODEL OF DISABILITY



Social Model

If a **student** isn't successful:

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

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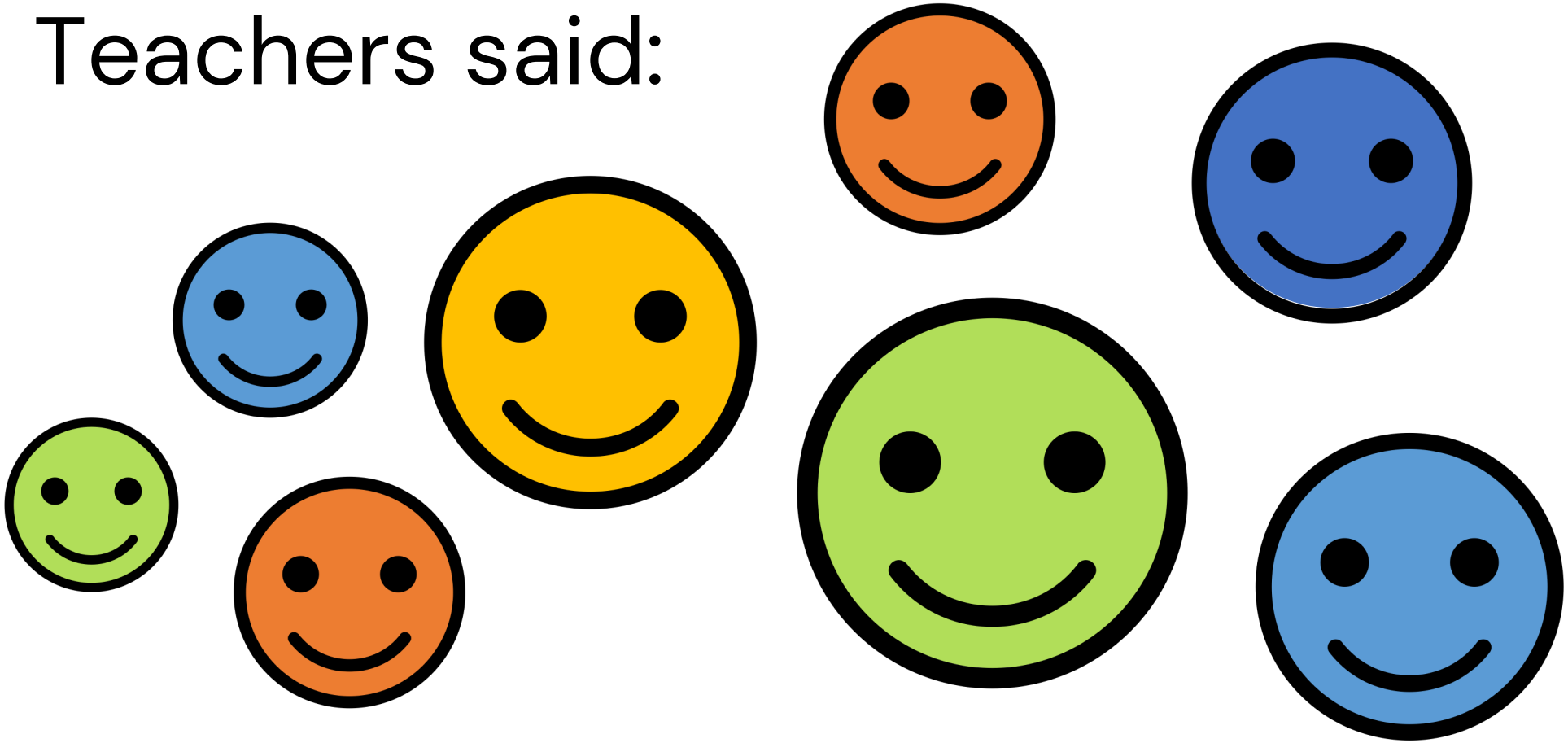
BUT WAIT…

Teachers said:



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

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WE HAVE *diverse* GARDENS!

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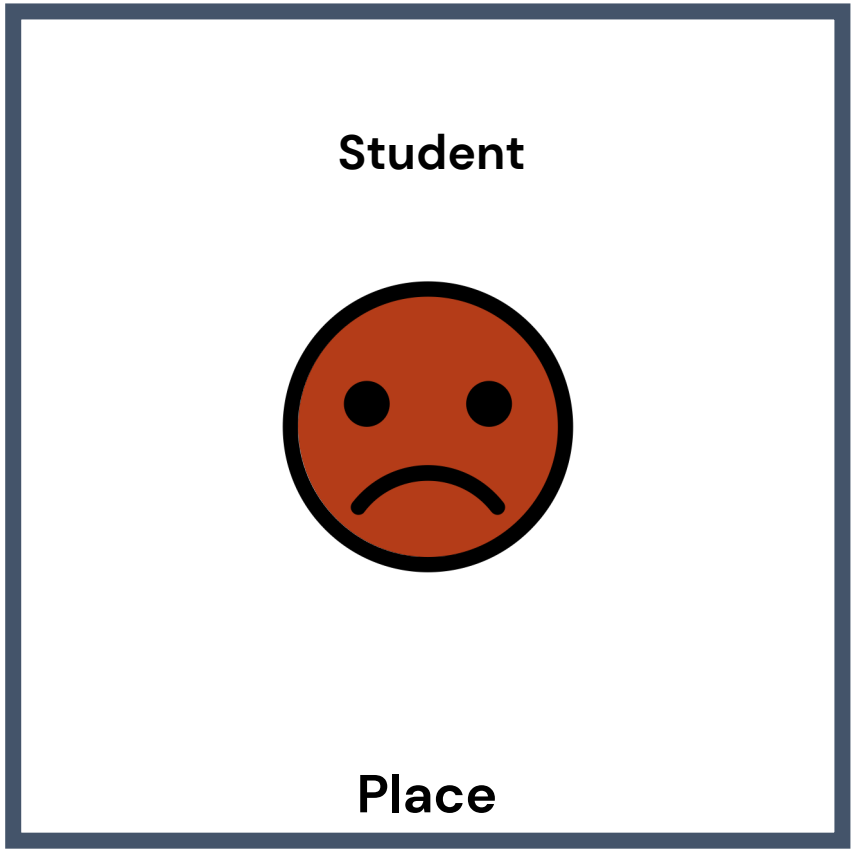
Shifting the Paradigm:
PERSON-PLACE MODEL OF NEED



Inclusive Education

If one **student** is struggling...

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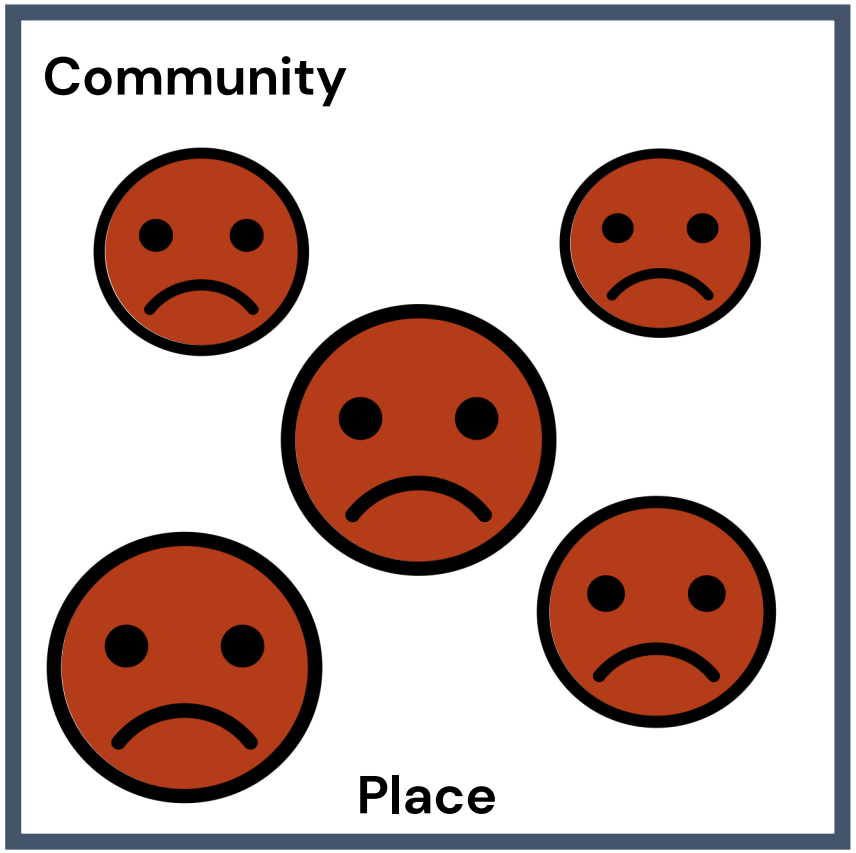
Shifting the Paradigm:
PERSON-PLACE MODEL OF NEED



Inclusive Education

If one student is struggling...

...more than one student is struggling

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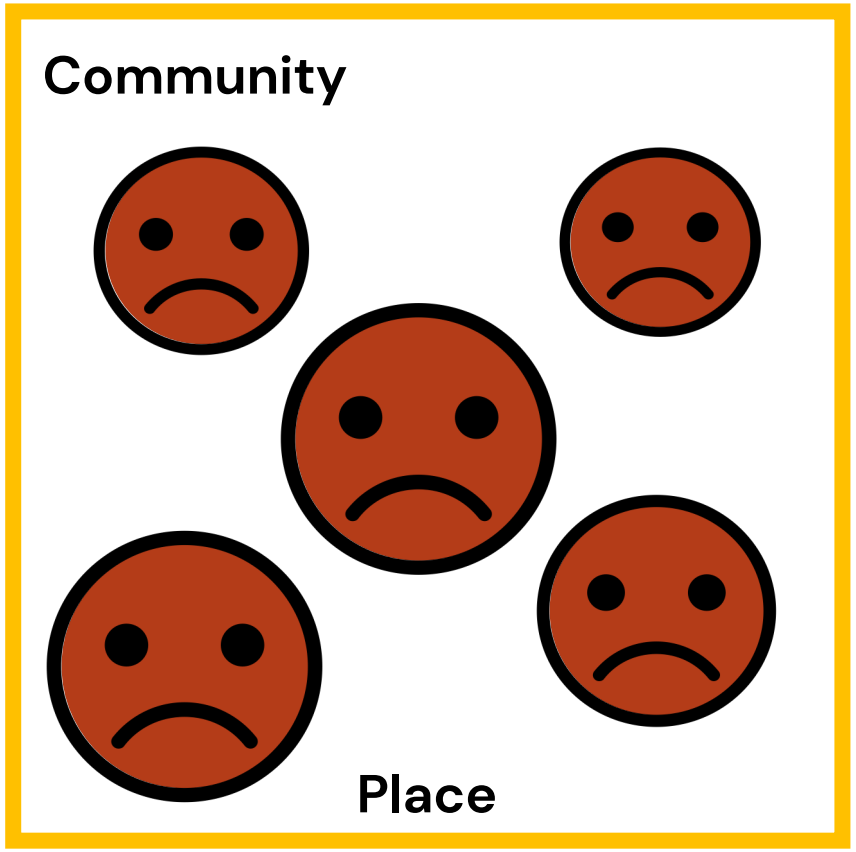
Shifting the Paradigm:
PERSON-PLACE MODEL OF NEED



Inclusive Education

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

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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

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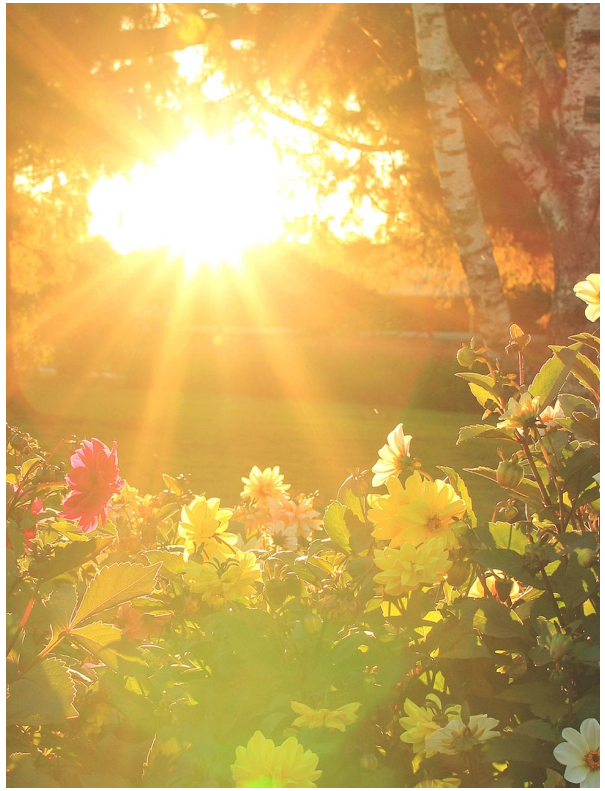
FIRST! Reduce or eliminate barriers in place by reducing or eliminating barriers for everyone in the community



All plants need light

All plants need moisture

All plants need space

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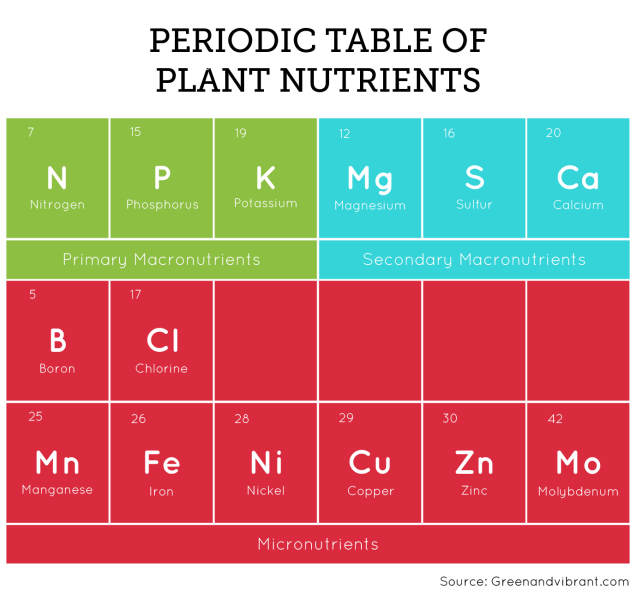
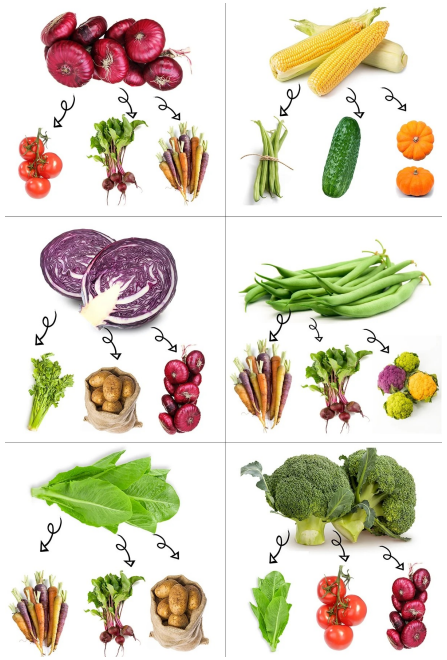
NEXT! Determine the needs of individuals and anticipate the supports & strategies that they will require in universal ways



Some plants need added nutrients



Some plants need companions

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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

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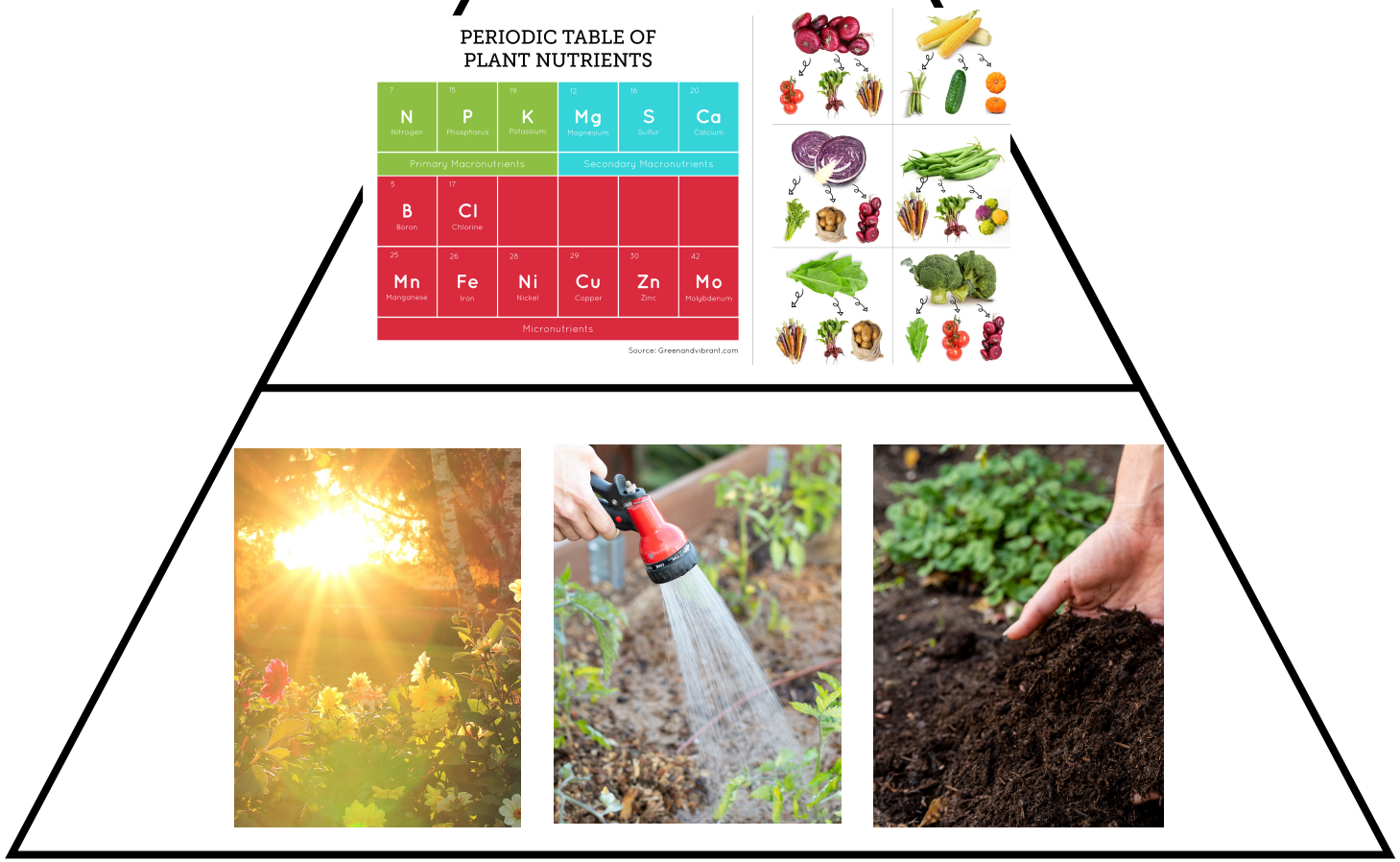
MULTIPLE LAYERS OF SUPPORT



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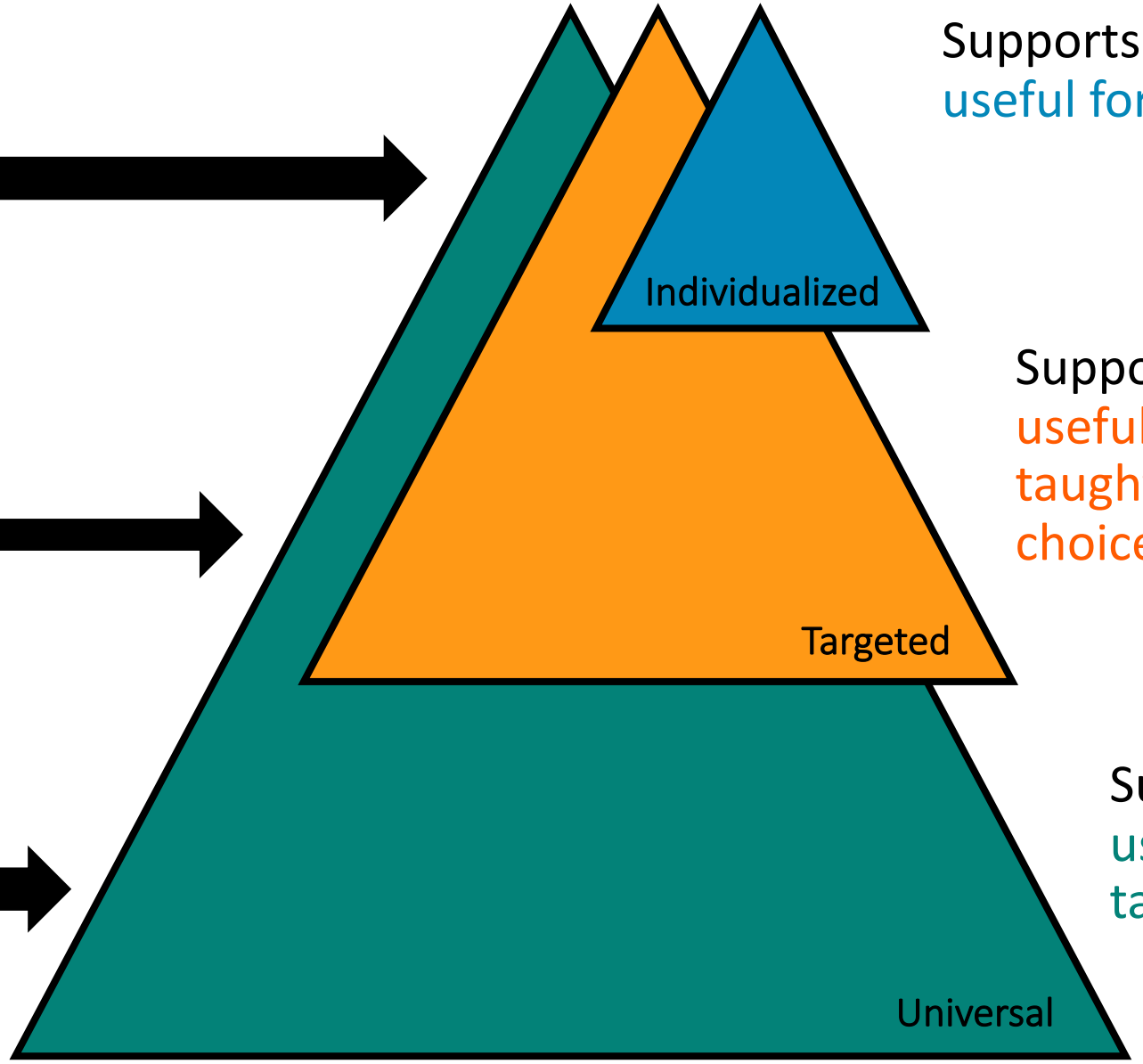
Multiple Layers of Needs Based Support

What one needs

What some need

What everyone needs



Supports & Strategies are
useful for ONE

+

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

+

Supports & Strategies are
useful for ALL
taught to ALL

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What are barriers?

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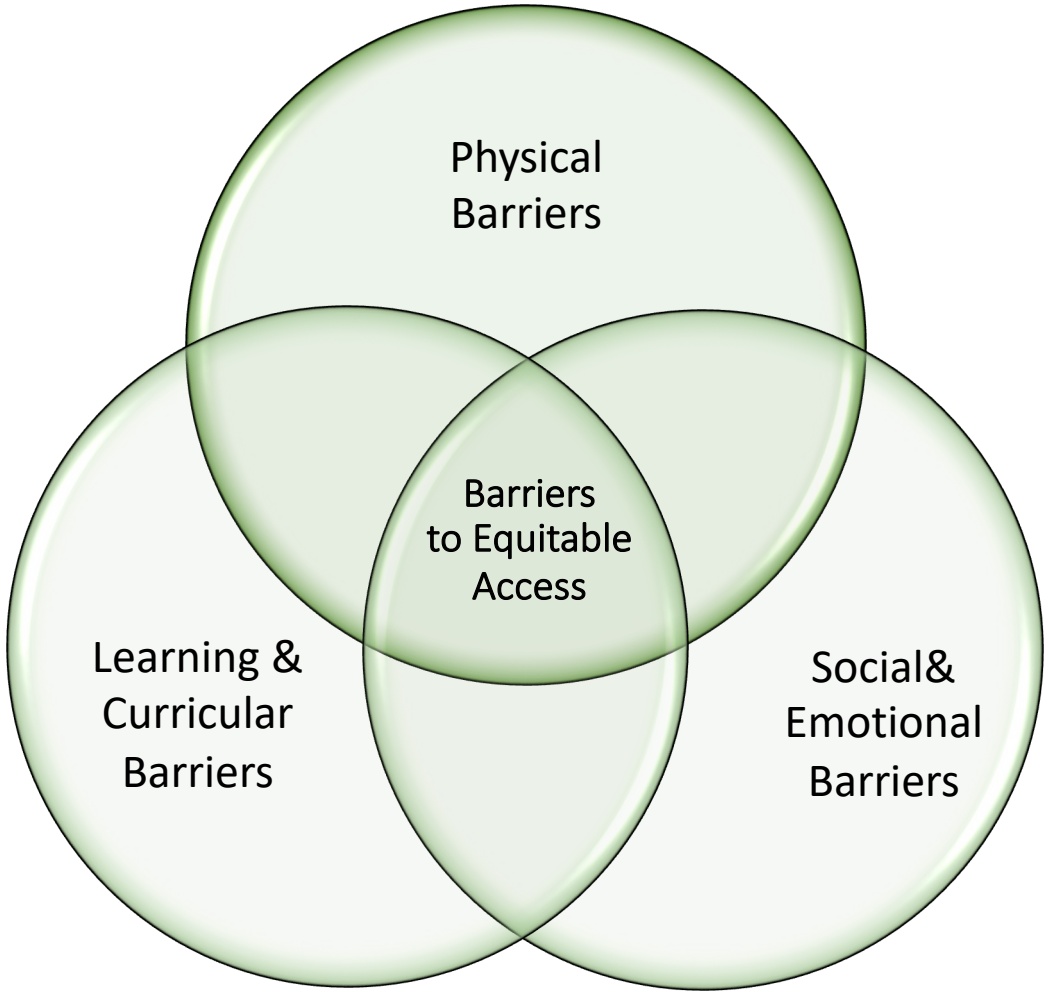
What stands out from our time together last?

What questions are coming up?

Increasing Inclusive & Equitable Access
What do all students need? What gets in the way?



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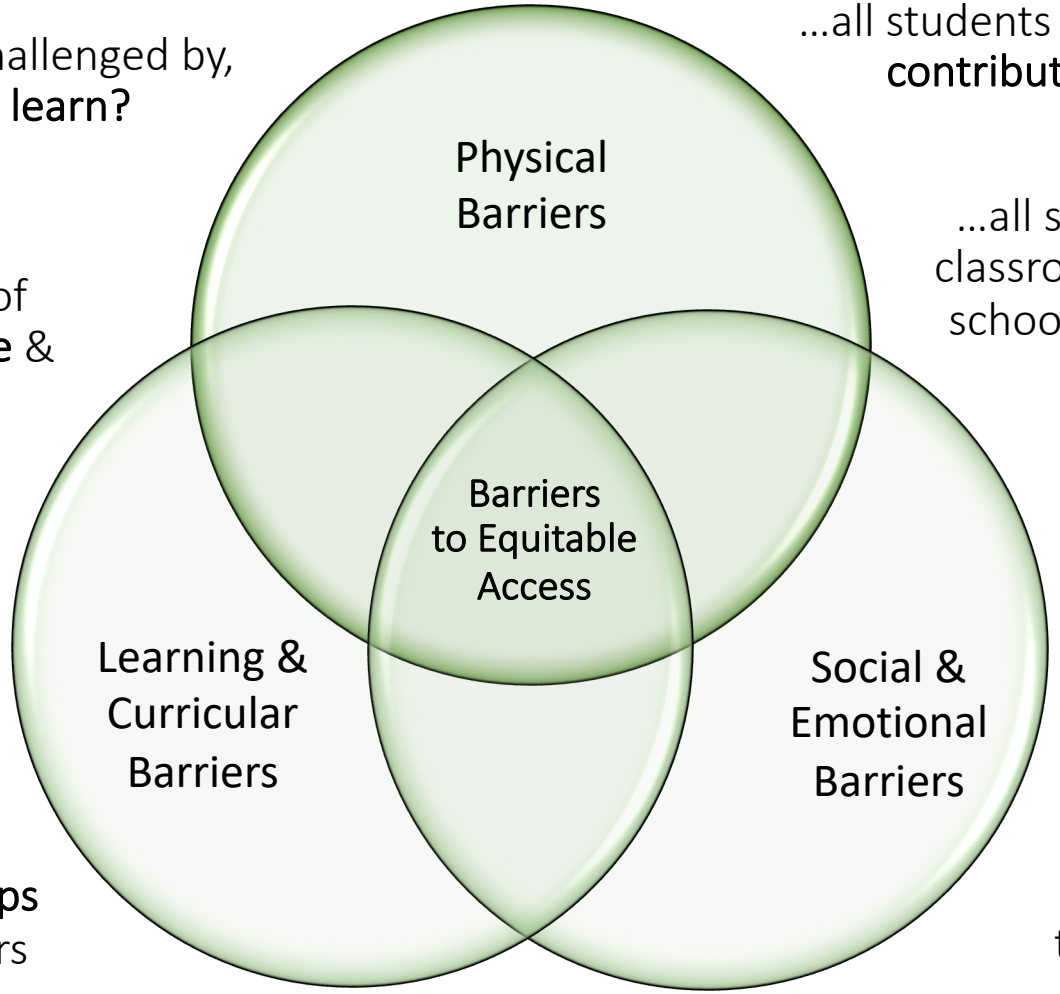
What do all students need?
What barriers get in the way of…

…all students accessing, and be challenged by, **high quality opportunities to learn?**

…all students feeling a sense of individual and community **place** & **purpose?**

…all students accessing to **tools and actions** that will respond to their **individual dimensions?**

…all students being **represented**, **connecting to & having relationships** with diverse & identity-based peers and adults?



…all students **feeling valued** and a sense of **contribution** to their community?

…all students **physically accessing** to classrooms, facilities and all aspects of school and classroom opportunities?

…all students getting their **basic physical needs** met?

…all students feeling a **sense of belonging and safety?**

…all students holding **agency** through **high expectations** and the presumption of competence?

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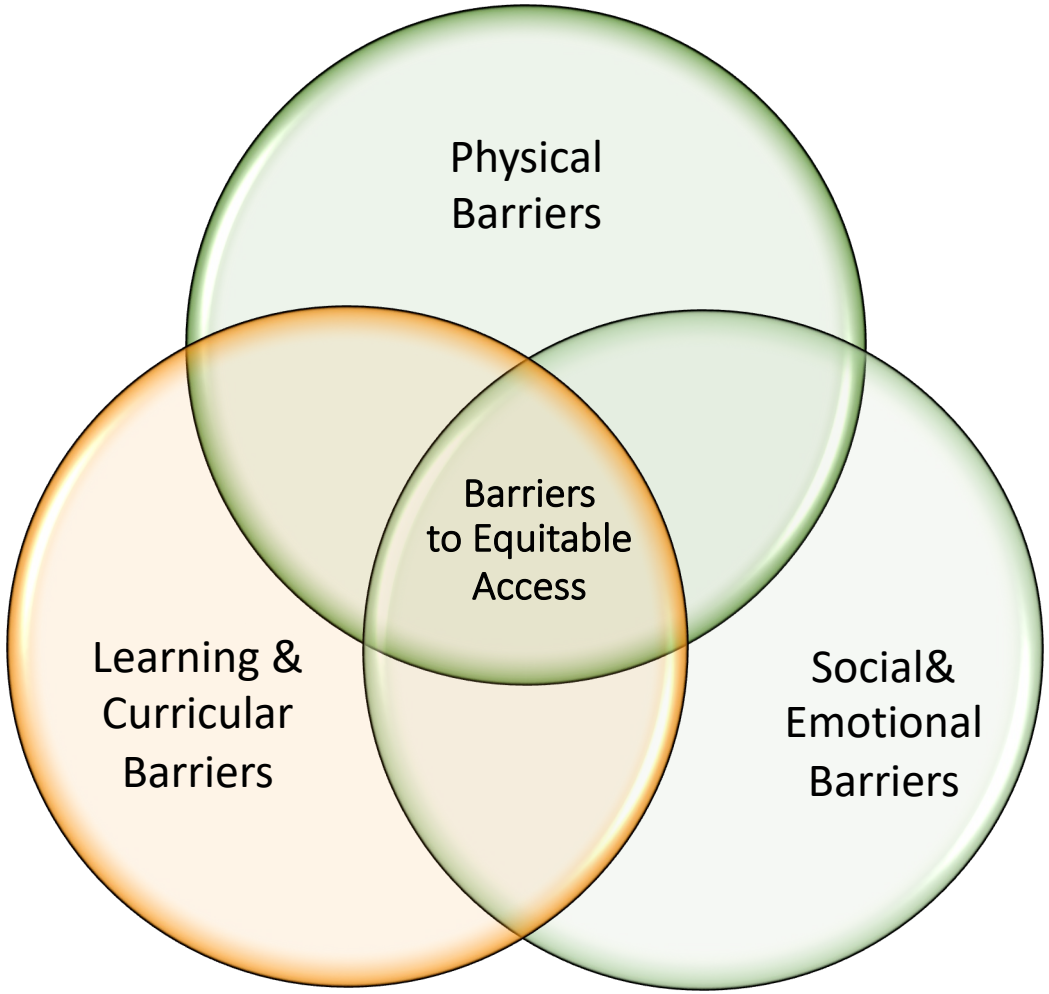
Increasing Inclusive & Equitable Access by Reducing and Eliminating Barriers



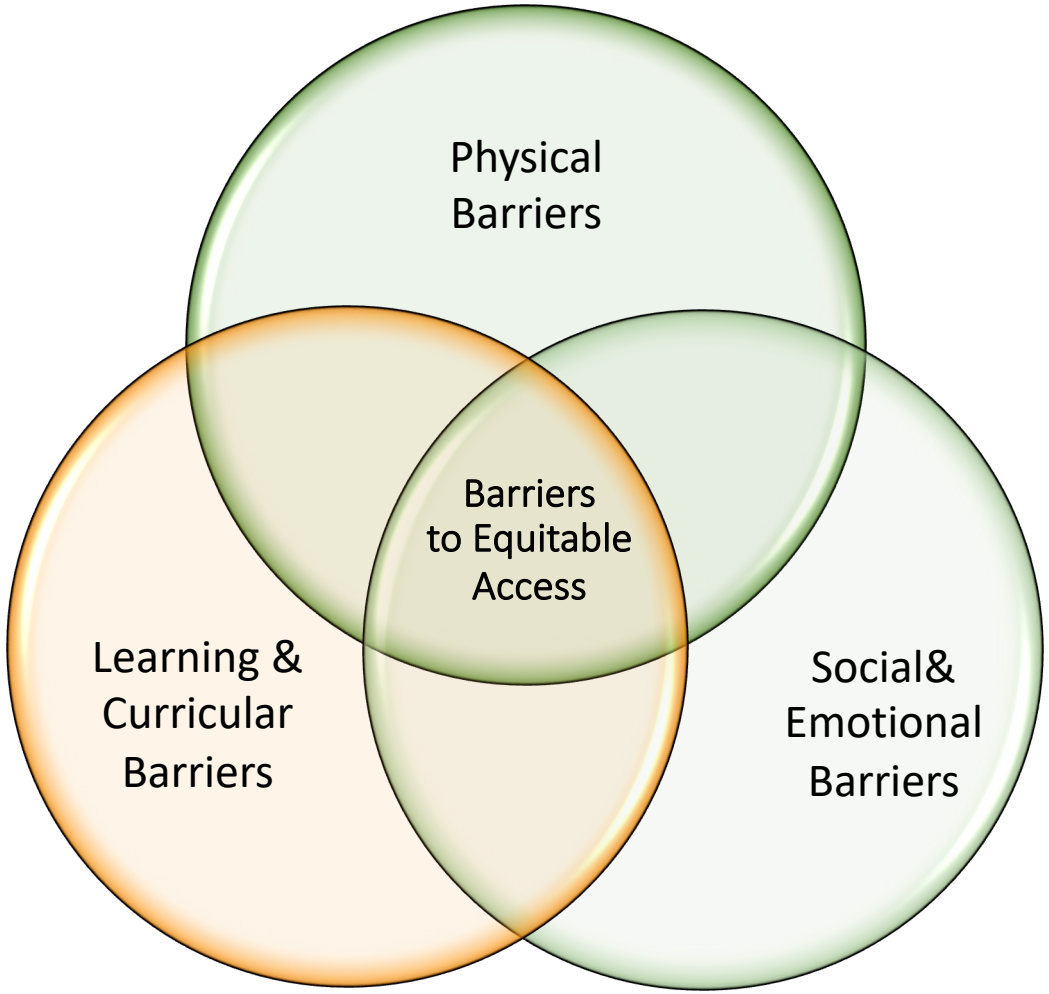
Needs Based Design

Universal Design for Learning

Backwards Design

Planning Pyramid

Increasing Inclusive & Equitable Access by Reducing and Eliminating Barriers



Needs Based Design

Universal Design for Learning

Backwards Design

Planning Pyramid

What are needs?

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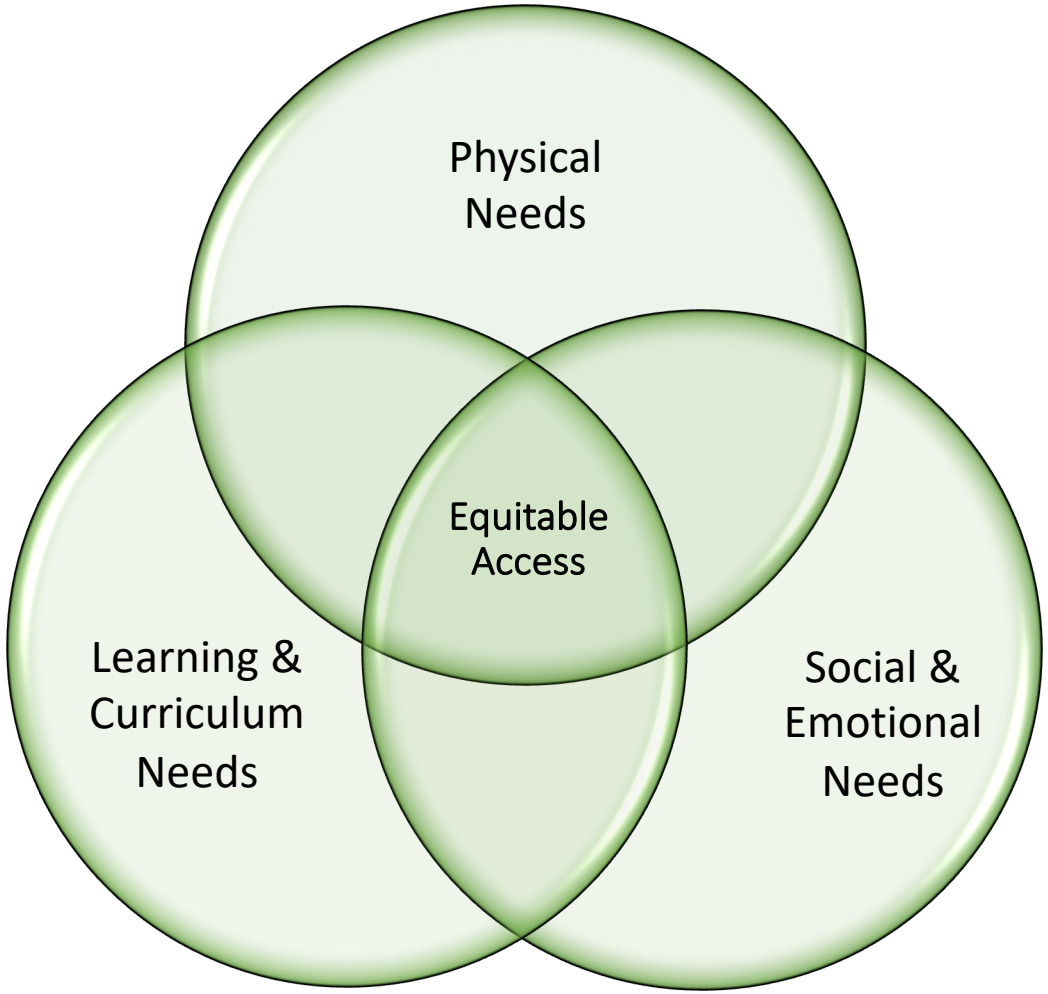
Increasing Inclusive & Equitable Access by Designing for Individual Needs

- 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	☐	☐	☐	☐

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

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)				

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?

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
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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				
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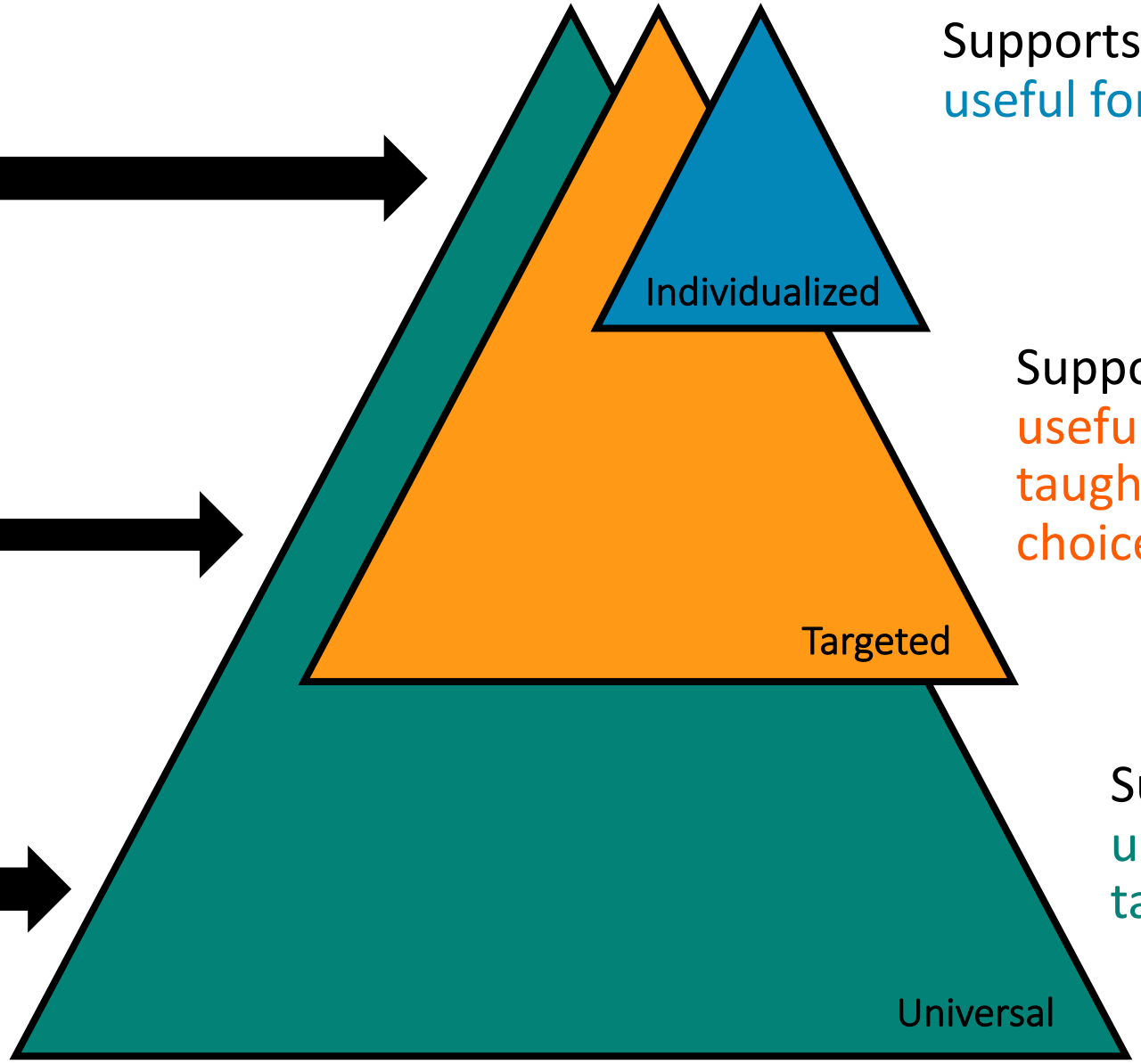
Executive Functioning				
Family/Community/Identity				
Frustration/ Anger				
Greif/ Trauma				
Gross/Fine Motor Skills				
Intellectual Ability (access)				

Multiple Layers of Needs Based Support

What one needs

What some need

What everyone/most need



Supports & Strategies are
useful for ONE

+

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

+

Supports & Strategies are
useful for ALL
taught to ALL

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Context:

Children in Mind:

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

-
-
-

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

-
-
-
-

What supports & strategies are useful for MOST/ALL?

-
-
-
-
-

Context: Grade 2

Need: Anxiety

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

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

-
-
-

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

-
-
-
-

What supports & strategies are useful for MOST/ALL?

-
-
-
-
-

Context: Grade 2

Need: Anxiety

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

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)

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

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

Planning for ALL
Grade 9 Humanities

Need: Multilingual Learners

Students in Mind: HP, LG, AF, LD , LD, SS, WR

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

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

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

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?

Strategy: chunking text

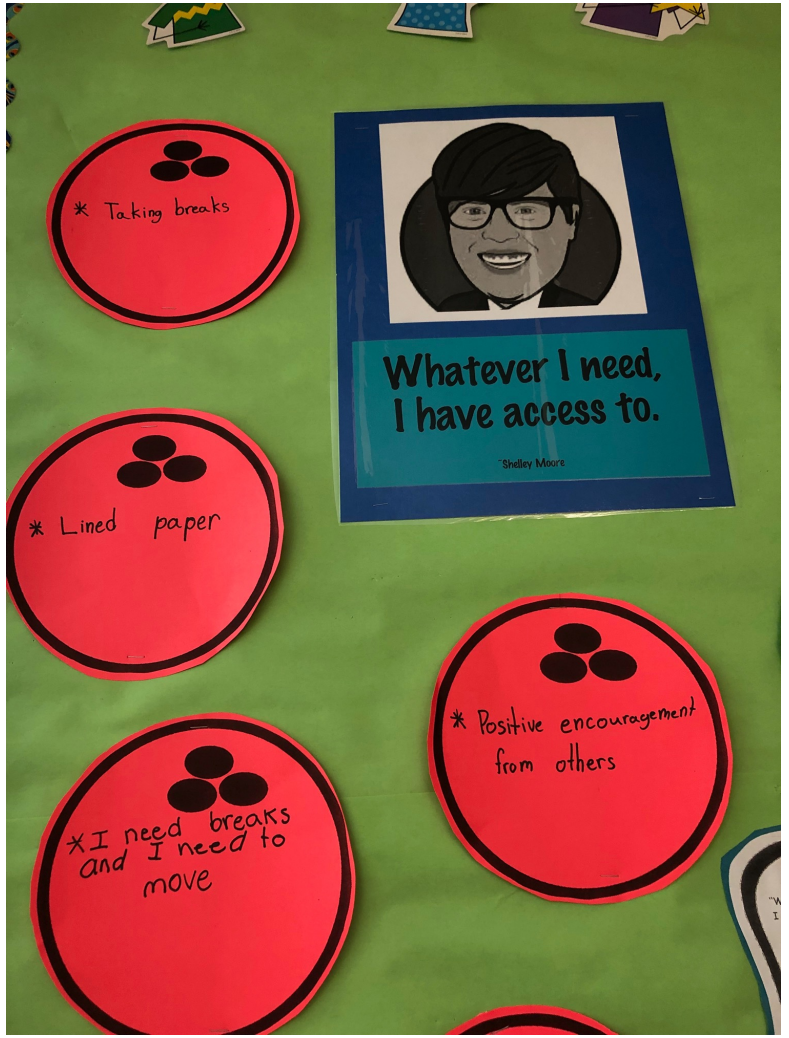
Instruct

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

Practice (1 – 2 weeks)

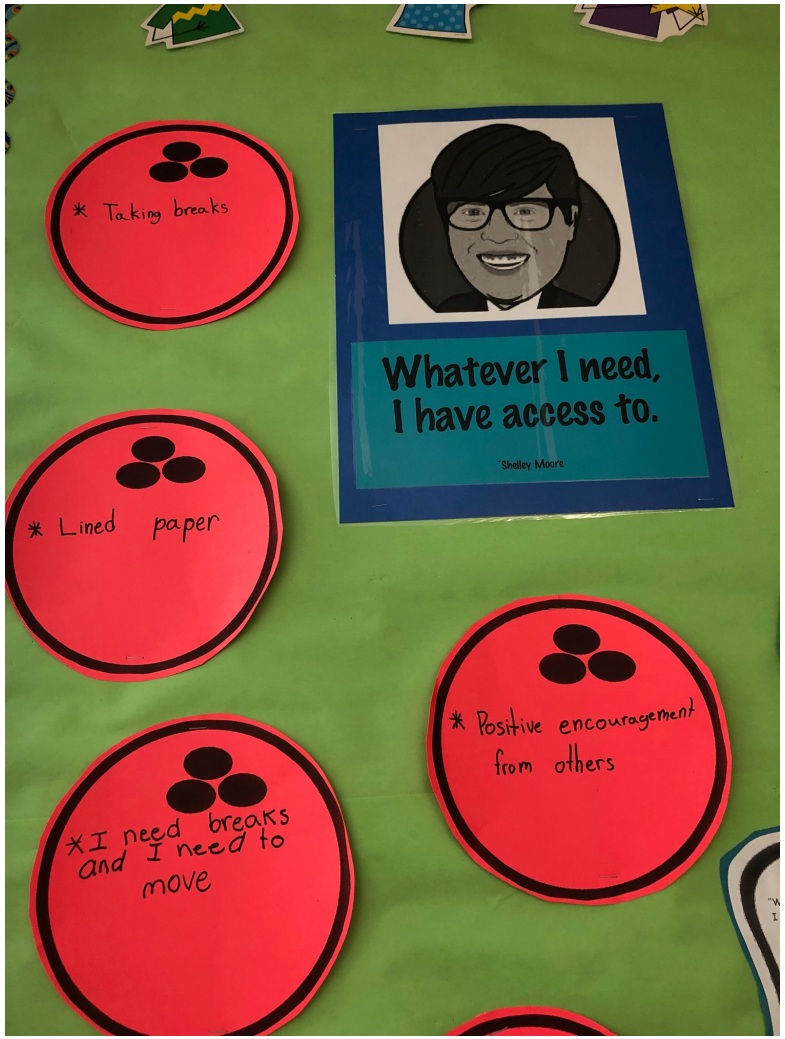
Reflect

- How will I know when I *need* to chunk text ?
- How will I know when I *don't need* chunk text ?



Teaching & Reflecting on Strategies:

working in a small group
quiet space
loud space
visuals
schedule/ agenda
standing desks
access points
sensory tools
Snacks/ water
gum
hats



Classroom Support Plan

Teacher(s): Mrs. P | Supportive Staff: Ms. C (EA), Mr. J (ST), Ms. H (counselor), Ms. G (Vision Support Teacher), Ms. K (ELL) | Class: Grade 4

Range of Supports & Strategies

Recipe for the cake

Range of Student Need

Layers of the cake

Students…		**Strategies & Supports**		
Who needs the most support J.W.		**Universal Support** (Good for ALL)	**Targeted Support** (CHOICE for ALL)	**Essential Support** (Good for ONE)
Need Cognitive	**J.W.**	Start lesson with accessible task, teach all students, how to learn with J.W., community building activities, manipulatives and concrete learning objects, agenda for the day	Access Point to curriculum (Math IEP goal), breaks, visual agenda on board that matches AAC device, strategic partnering, calculator	AAC Device, social role on class, works well with Y.T., glasses
Need Vision	**R.P**	Large print & high contrast outline of handouts, do not change furniture floor plan	Sitting close proximity to front of class	Magnifier, Vision support from Ms. G
Need Trauma	**H.L., U.B**	Make personal connection daily, snacks, drinks allowed, chunk task into an essential portion, **take 2 min breaks**	Quiet zone in class, breaks, allow time to leave if needed, follow up later if they leave	Check in before class with Ms. H, might be late
Need ELL/ multi lingual	**Y.I., O.R., B, F, N.M**	Teach important vocabulary for a lesson, visuals, manipulatives & visuals, strategic partnering, subject word wall, everyone learns local Indigenous language	Individual word/picture banks	Translator, preview content in dominant language
Need Anxiety	**R.M.**	Choice of challenge, choice of support options, target advocacy skills and risk-taking opportunities, open ended tasks (not one answer), learn about anxiety and teach anxiety management strategies	Taking breaks, choice of where to work, homework optional, parent check ins,	Check ins with Ms. H once a week
Who needs the most challenge I.K., R.M.				

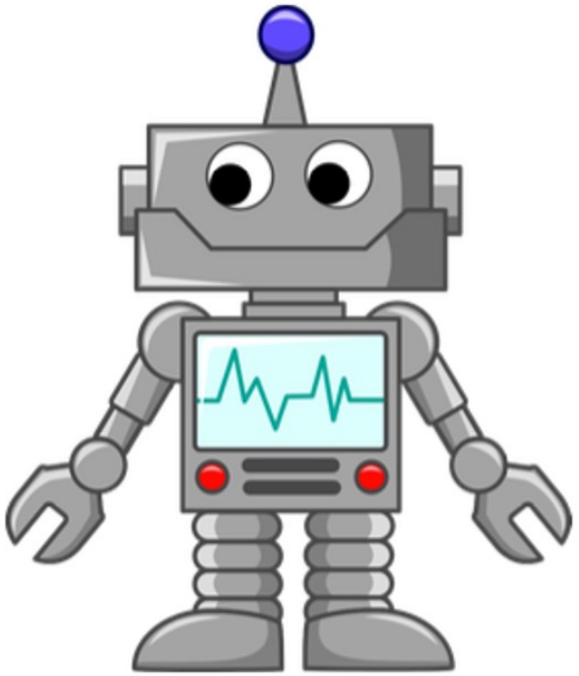
Dr. Shelley Moore, 2023

Supports & Strategies

https://www.teachspeced.ca

AI – CHAT GPT

“AI” Assistant - Dale



Can you give me some l tools and strategies to support students in grade (grade) manage their need for (need)?

Can you give me some tools and strategies to support student in grade 9 manage their need for executive functioning?

And then ask yourself:
- Is this a strategy that is useful for all students, some students or is it an individualized strategy?

These strategies will help increase access by reducing barriers for student needs

Classroom Support Planning: Collaborative Needs Based Reflection

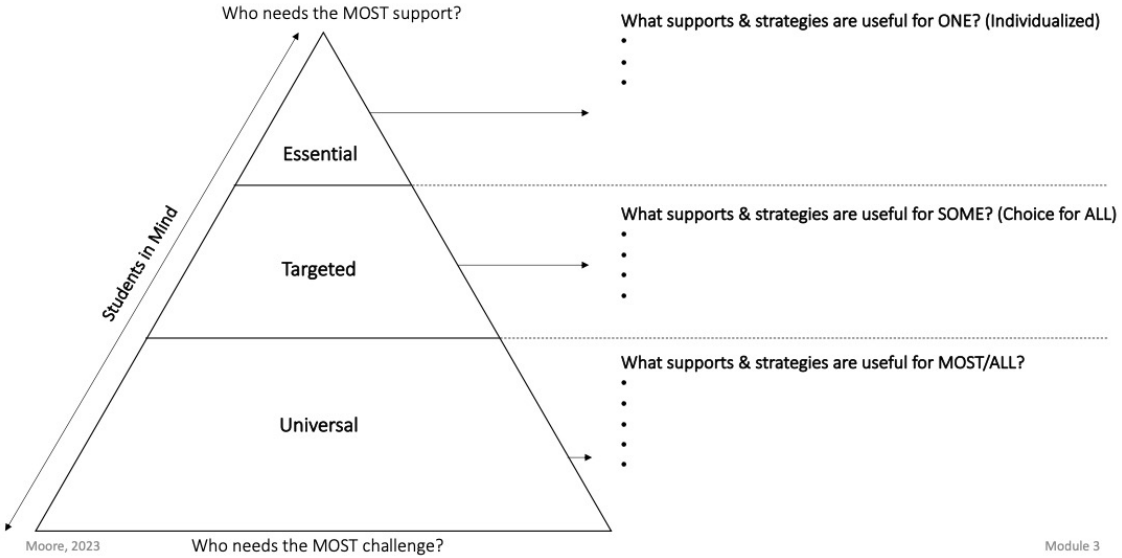
Target Classroom: **Classroom Teacher(s):** **Support Teachers/Staff:** **Date:**

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)				

Collaborative Needs Based Reflection Dr. Shelley Moore, 2023

Context: Children in Mind:



Next Step: Reducing barriers through curriculum design

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?

Shelley MOORE PH.D.

@tweetsomemoore

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