

Shelley  
MOORE PH.D.



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@fivemooreminutes



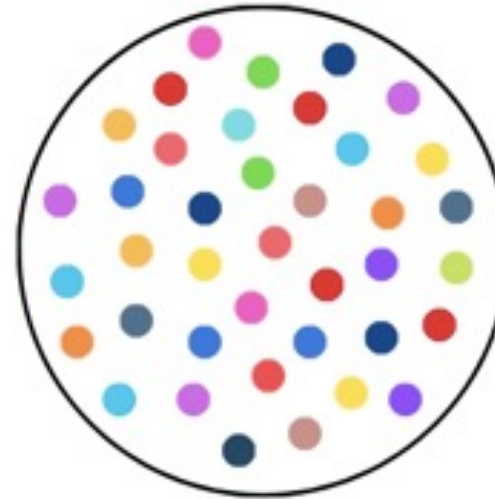
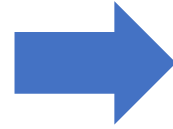
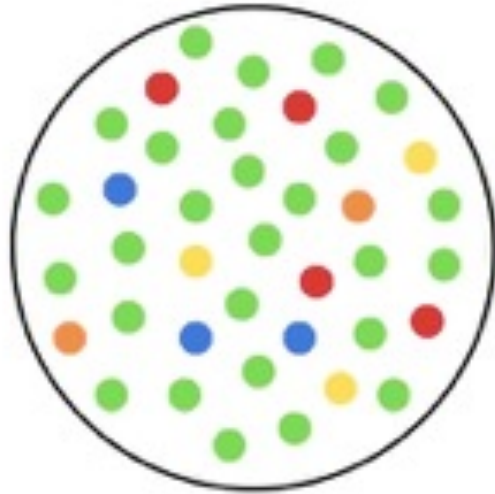
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# WHAT IS *inclusion* ?



How do we *include*  
people with  
disabilities?

How do we teach  
to *diversity*?



What is a barrier?

What is a need?

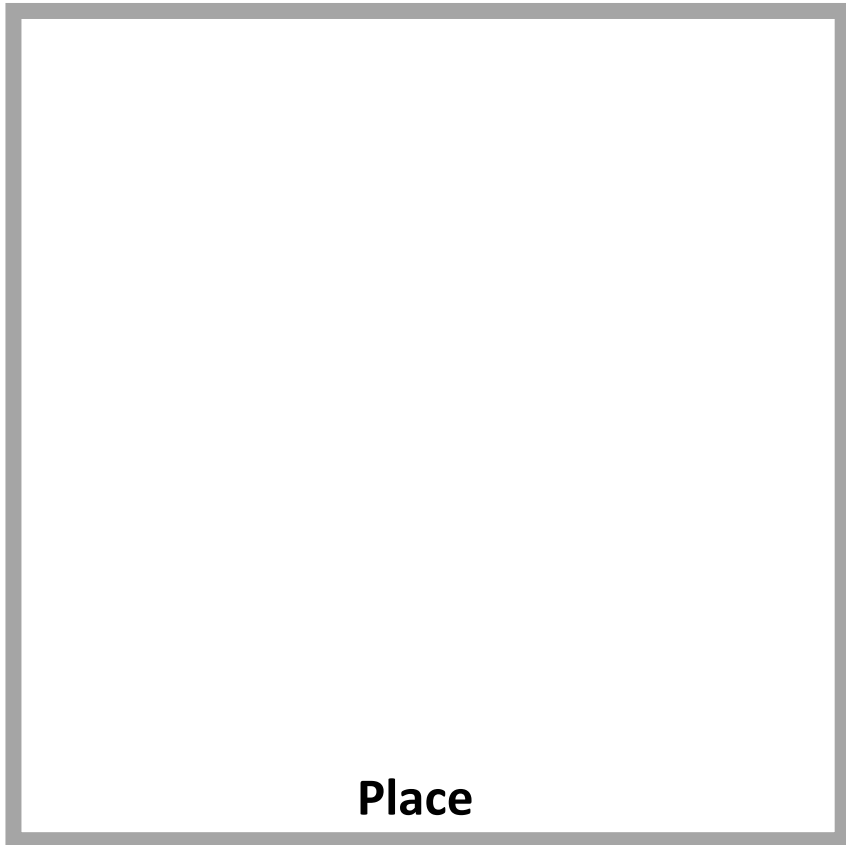
# What is a barrier?



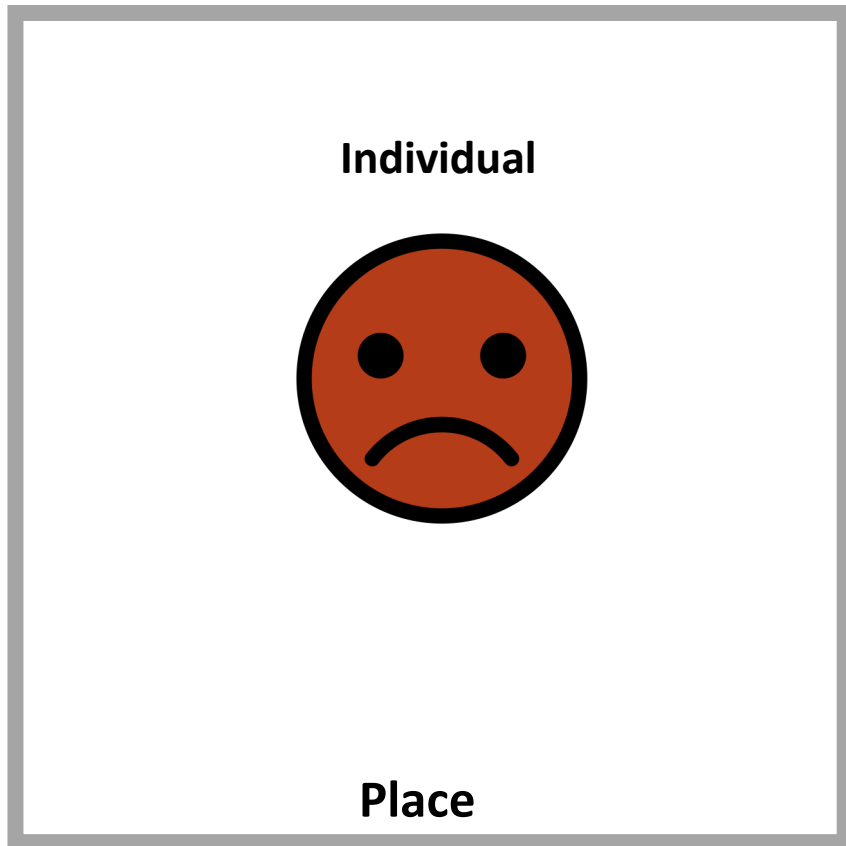
# What is a need?



# *Shifting the Paradigm:* MEDICAL MODEL OF DISABILITY



# Shifting the Paradigm: MEDICAL MODEL OF DISABILITY

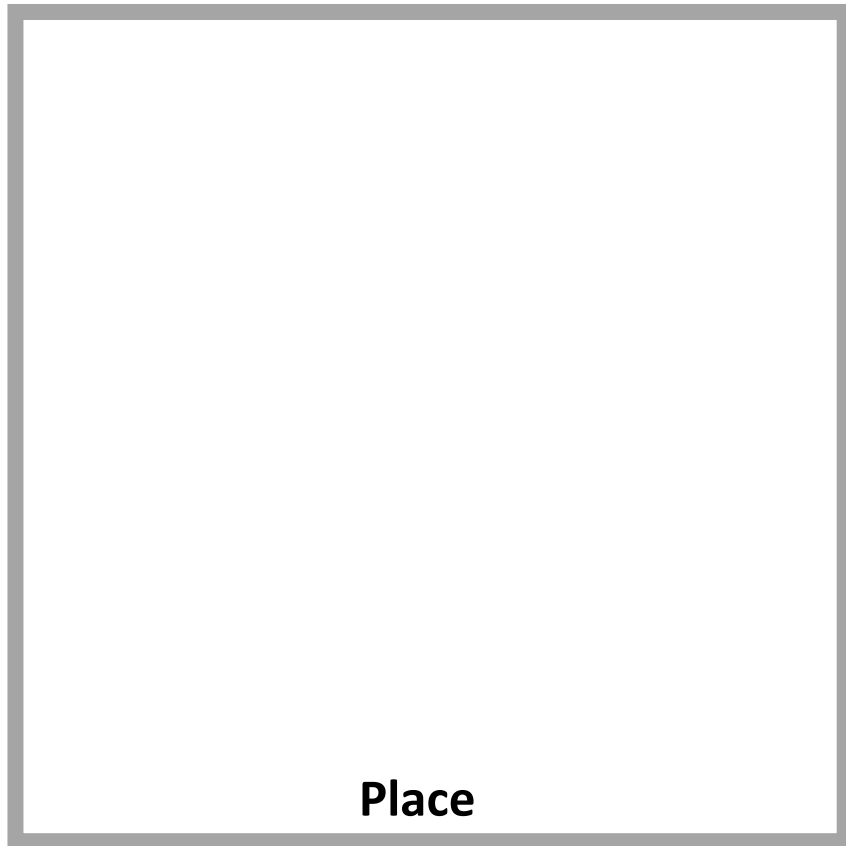


## Historical Special Education

If individual isn't successful:

- Remove the individual
- Diagnose the problems in the individual
- Fix the individual
- Individual goes back when they are "ready"

# Shifting the Paradigm: MEDICAL MODEL OF DISABILITY



Individual

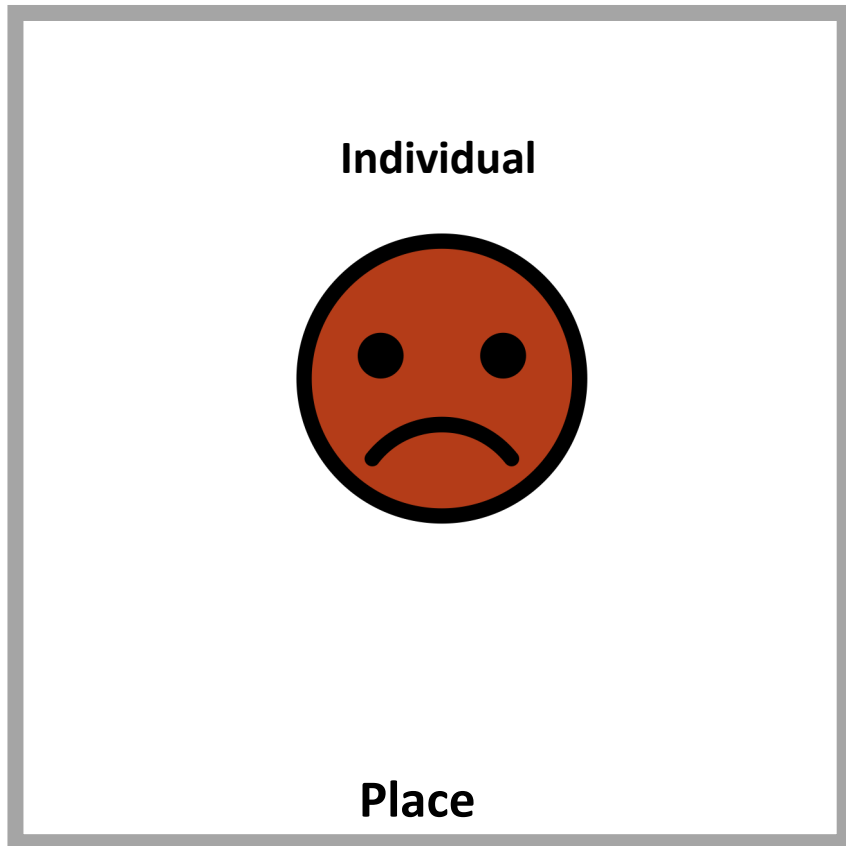


## Historical Special Education

If individual isn't successful:

- Remove the individual
- Diagnose the problems in the individual
- Fix the individual
- Individual goes back when they are "ready"

# Shifting the Paradigm: MEDICAL MODEL OF DISABILITY



## Historical Special Education

If individual isn't successful:

- Remove the individual
- Diagnose the problems in the individual
- Fix the individual
- Individual goes back when they are "ready"

BUT WAIT...

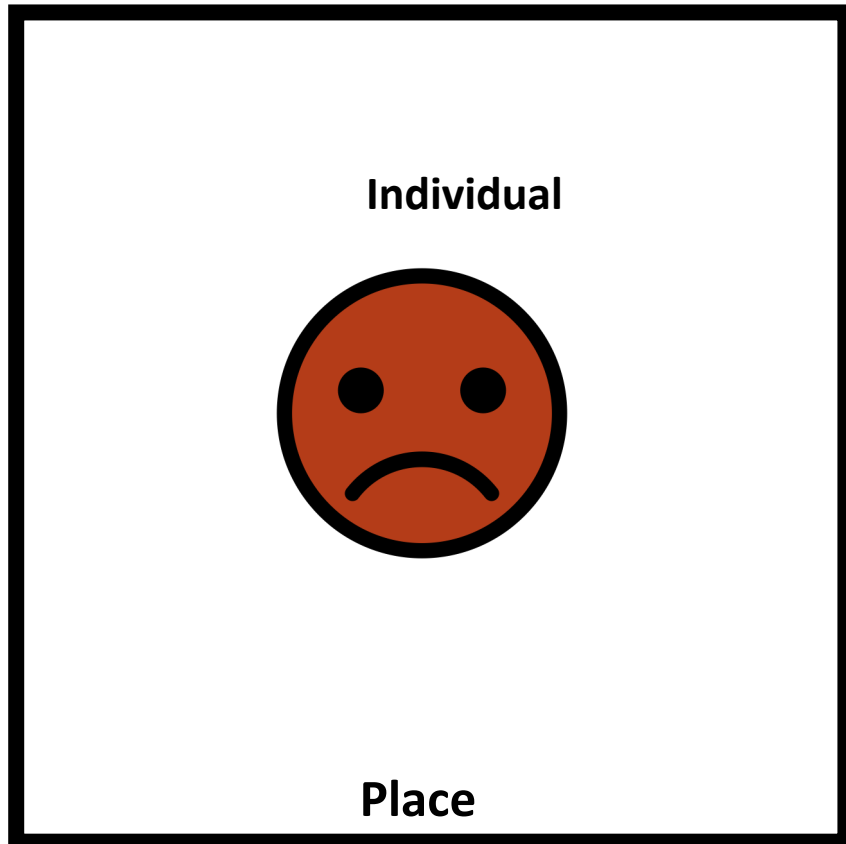
People with disabilities said:



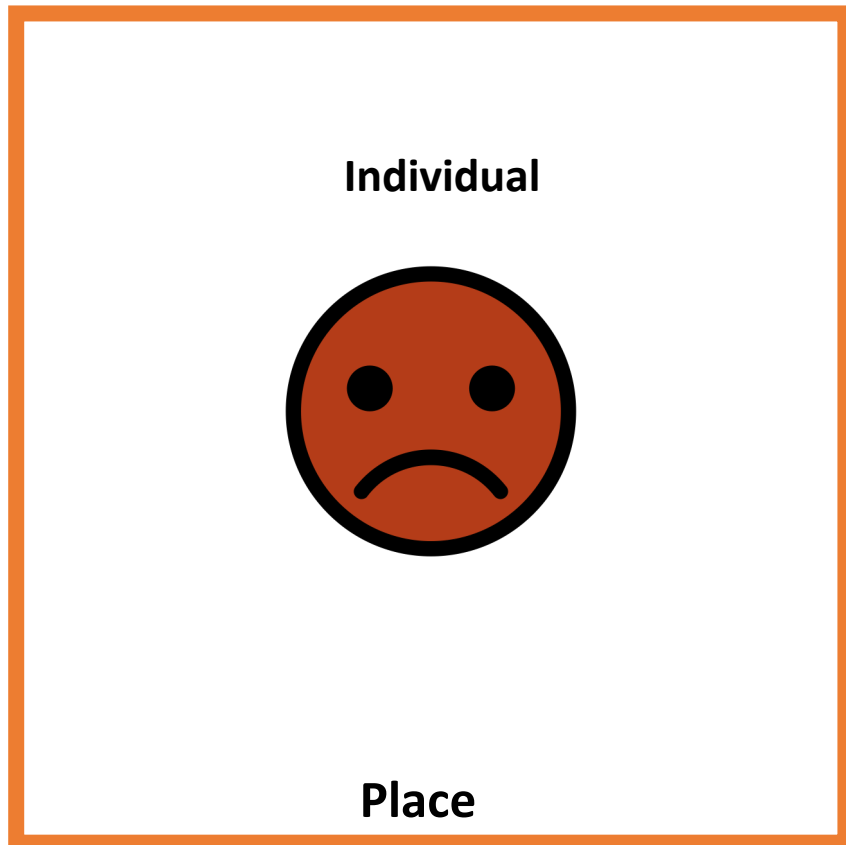
*"I am not broken."*

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

# Shifting the Paradigm: SOCIAL MODEL OF DISABILITY



# Shifting the Paradigm: SOCIAL MODEL OF DISABILITY



## Social Model

If individual 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."

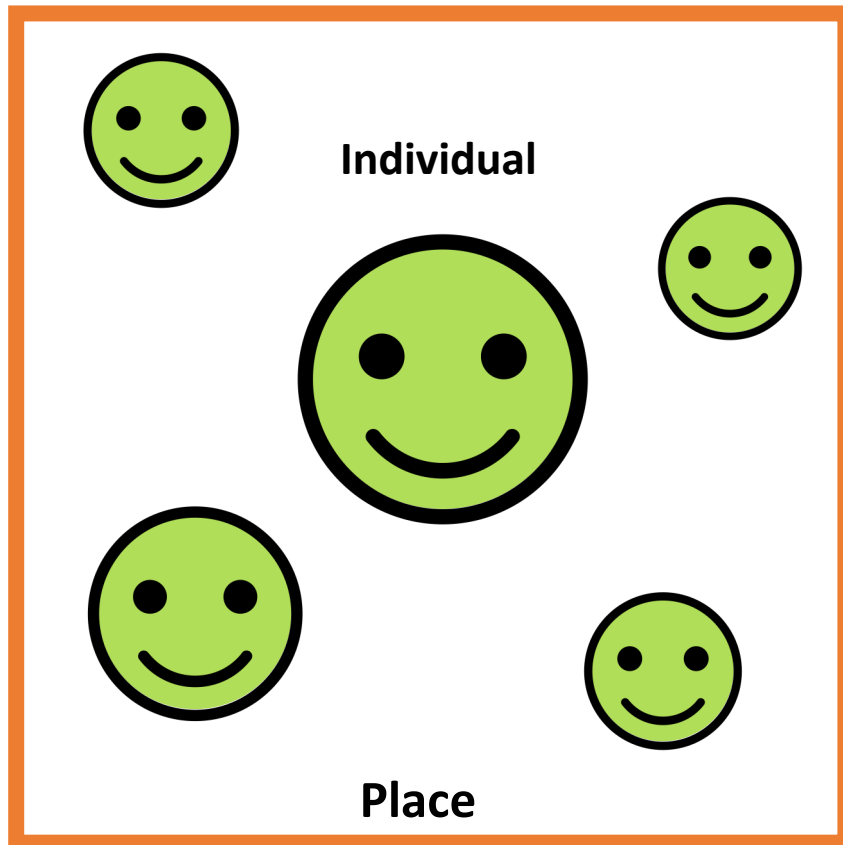
-Alexander den Heijer

What is happening  
in the environment?

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



# Shifting the Paradigm: SOCIAL MODEL OF DISABILITY



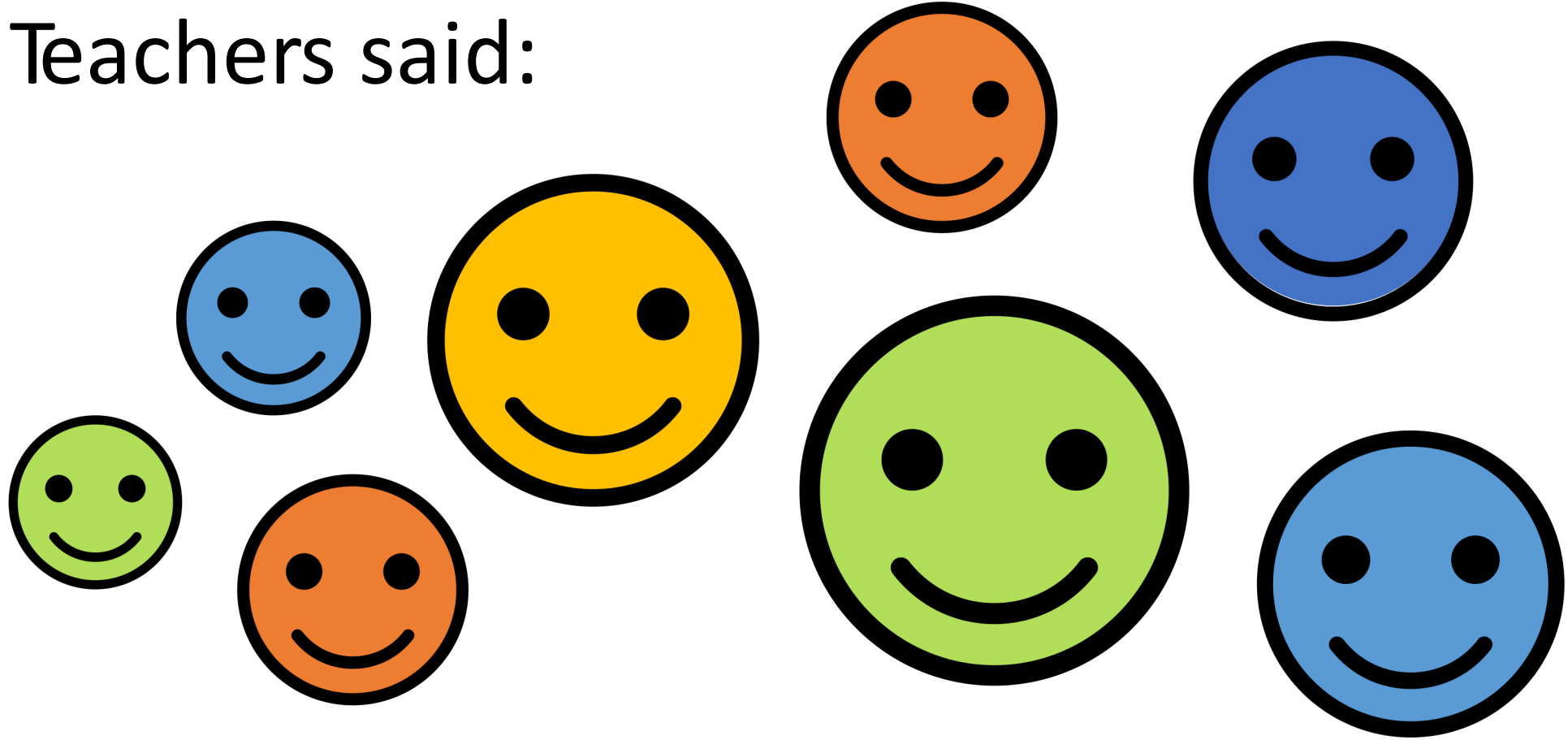
## Social Model

If individual isn't successful:

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

BUT WAIT...

Teachers said:

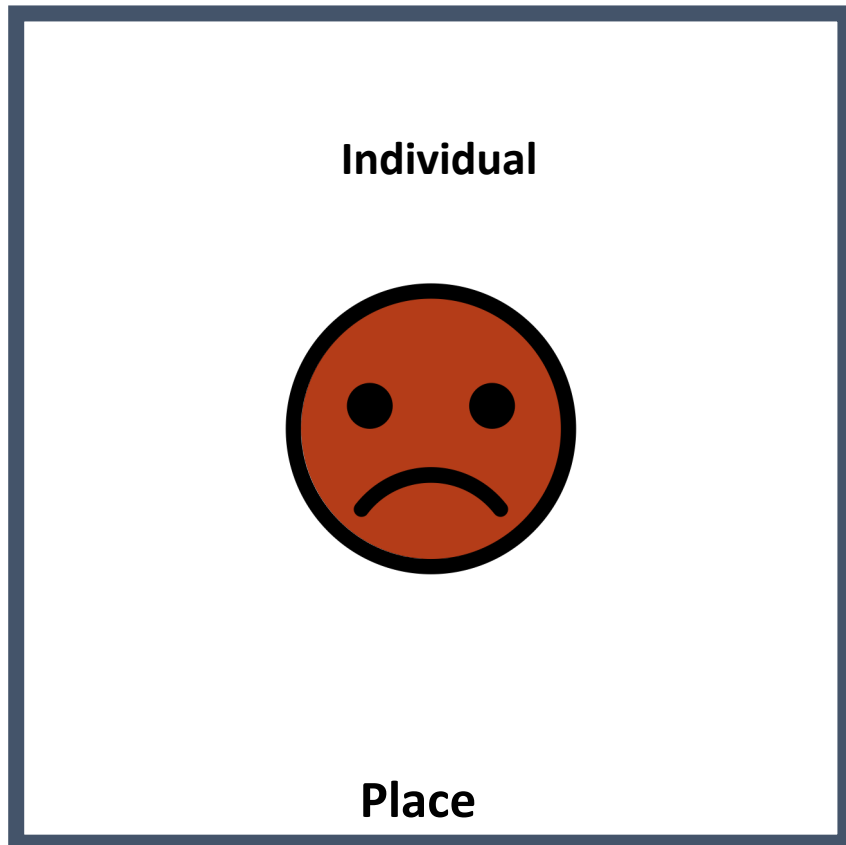


*"What about all the different individual needs in a shared place?"*

WE HAVE  
*diverse*  
GARDENS!



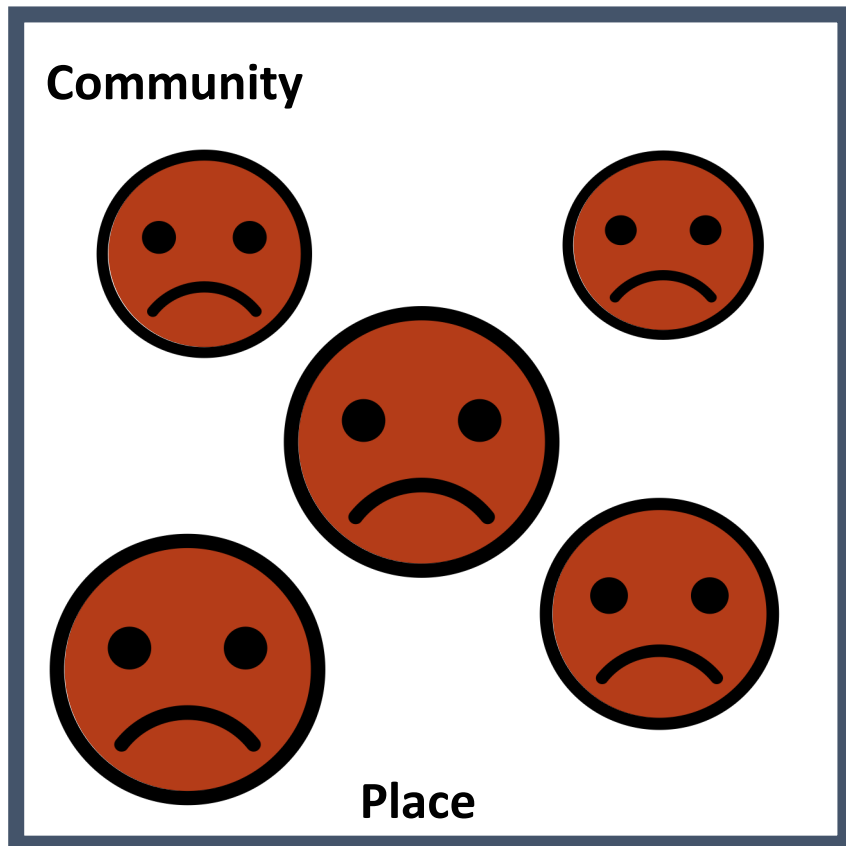
# Shifting the Paradigm: PERSON-PLACE MODEL OF NEED



## Inclusive Education

If one student is struggling...

# Shifting the Paradigm: PERSON-PLACE MODEL OF NEED

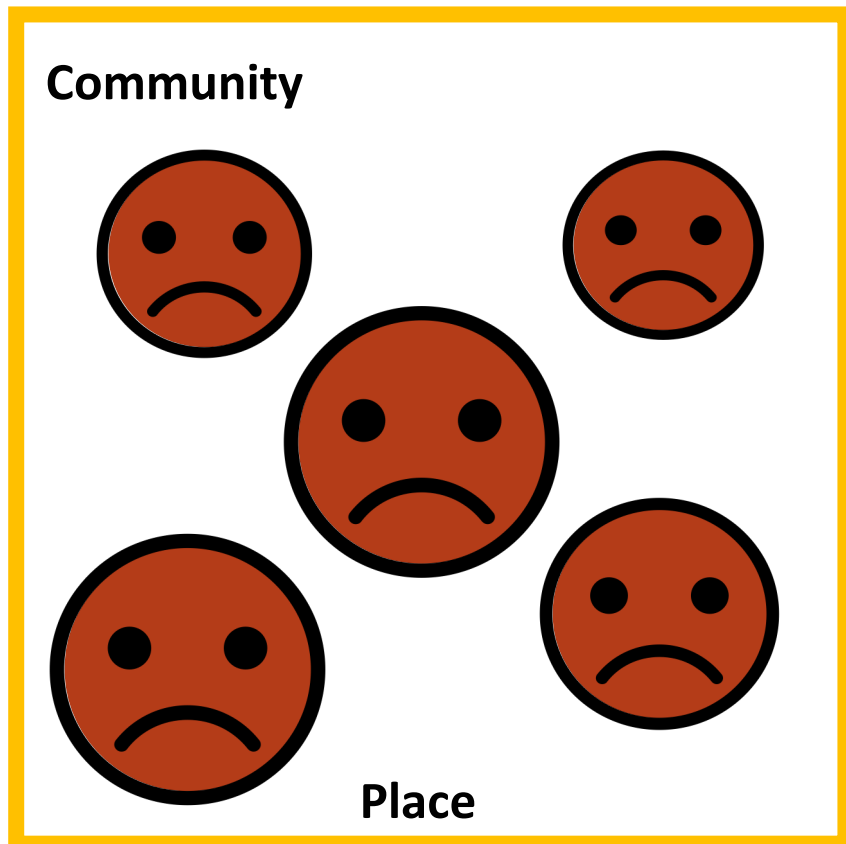


## Inclusive Education

If one student is struggling...

...more than one student 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



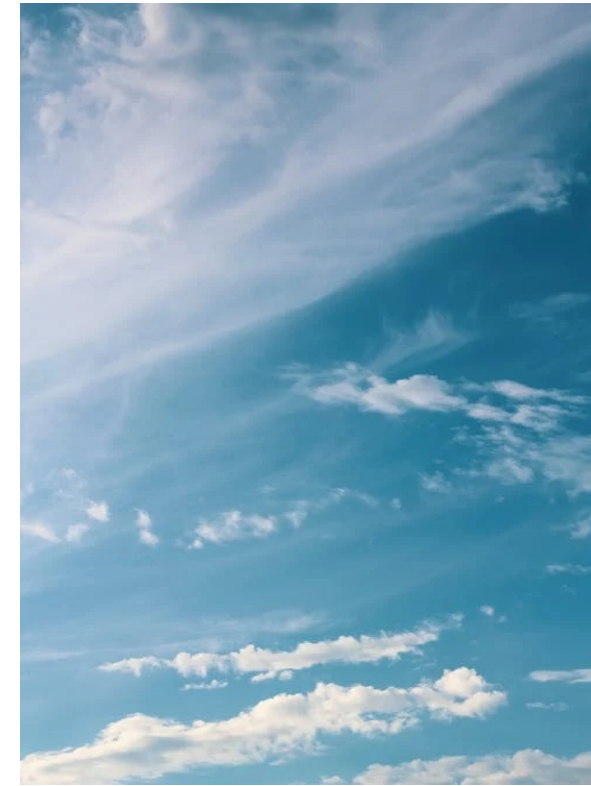
All plants need  
light



All plants need  
moisture



All plants need  
space



All plants need  
air

# 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

# First, we reduce barriers



The background features several large, semi-transparent circles in blue, orange, and grey. The text is centered and reads: "How do we *anticipate* and reduce *barriers* for *all* students?"

How do we *anticipate*  
and reduce *barriers*  
for *all* students?

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



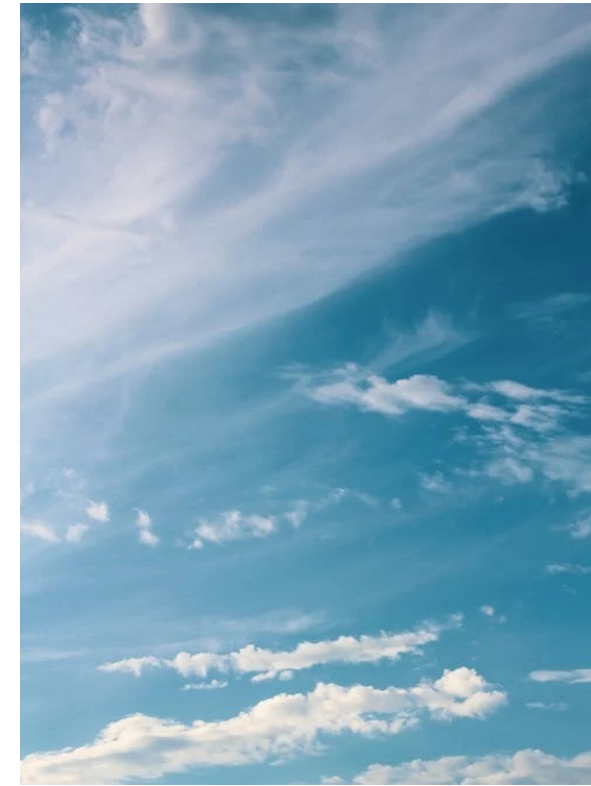
All plants need  
light



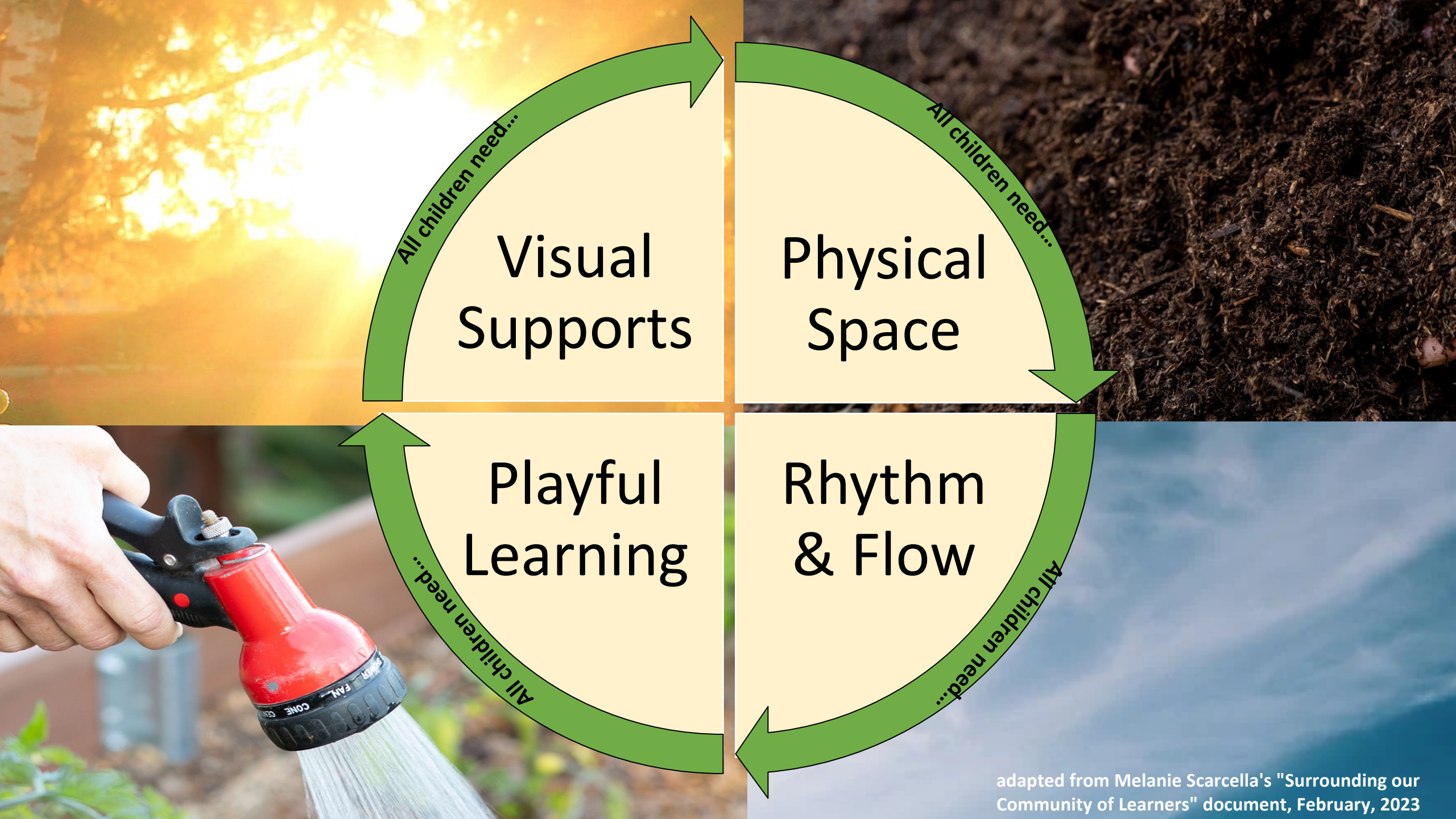
All plants need  
moisture



All plants need  
space



All plants need  
air



All children need...

Visual  
Supports

All children need...

Physical  
Space

All children need...

Playful  
Learning

All children need...

Rhythm  
& Flow

# Then, we look at needs



How do we find out the

*individual* needs

of students?

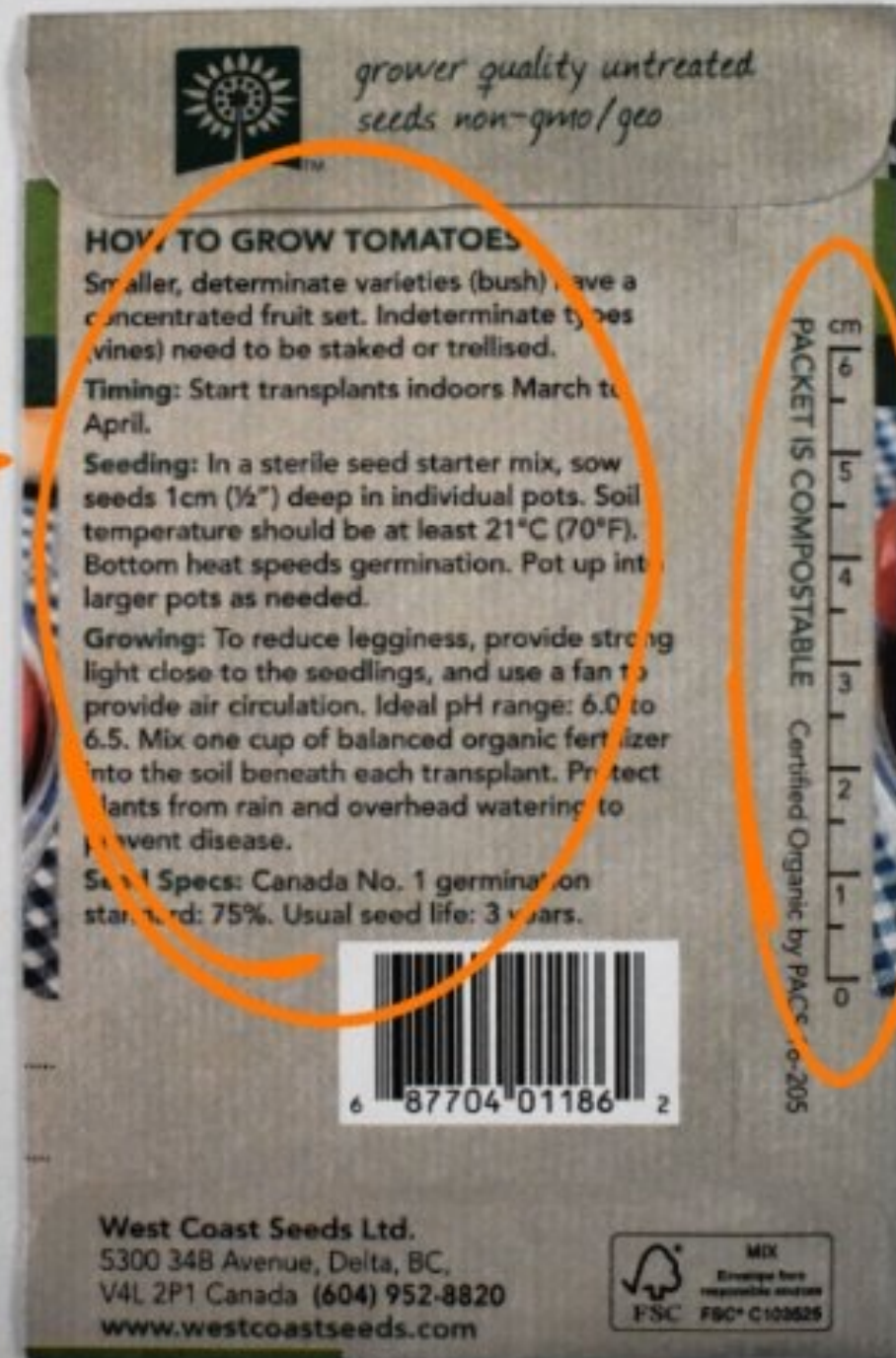
Where do we find information about the needs of a specific plant?



# 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



# BIG PICTURE CLASS REVIEW

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

# 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

# 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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