

Shelley MOORE PH.D.



@tweetsomemoore



@fivemooreminutes



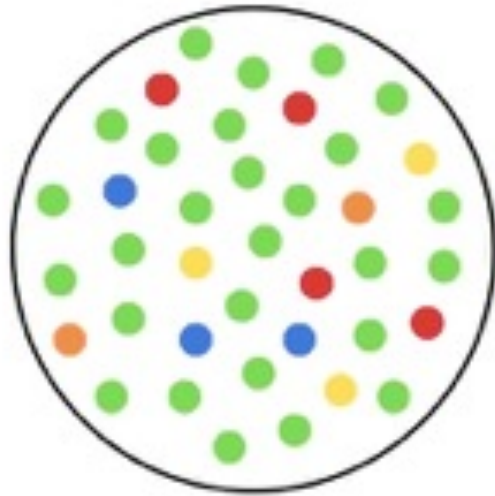
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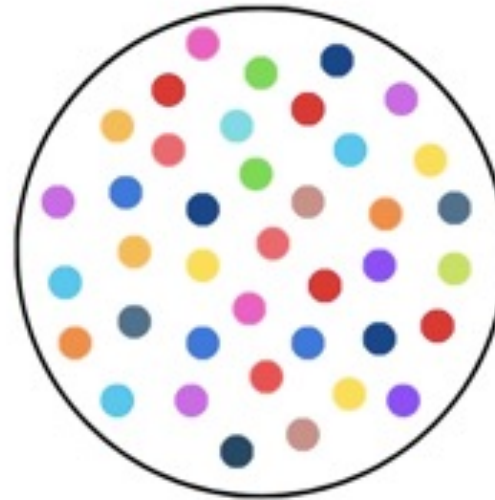
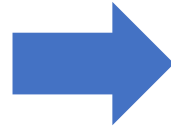
www.fivemooreminutes.com

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WHAT IS *inclusion* ?



How do we
include people
with disabilities?



How do we teach
to *diversity*?

Today's Session: Needs Based Design



Hong Kong

Moore, 2023



Edmonton



San Francisco



The fewer the barriers in a place, the fewer individual supports a person needs.

The less barriers a person in a place, the more independence, safety, belonging and success a person feels



Reducing Barriers



Supporting Needs

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

Place

Shifting the Paradigm: MEDICAL MODEL OF DISABILITY

Student



Place

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"

Shifting the Paradigm: MEDICAL MODEL OF DISABILITY



Student



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"

Shifting the Paradigm: MEDICAL MODEL OF DISABILITY

Student



Place

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"

BUT WAIT...

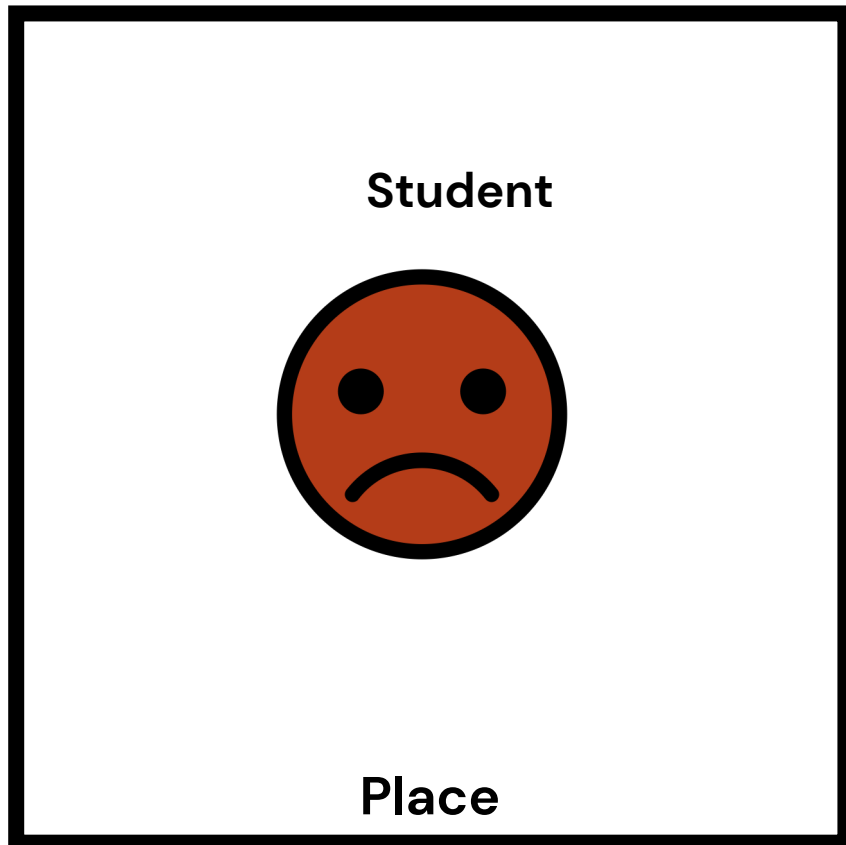
People with disabilities said:



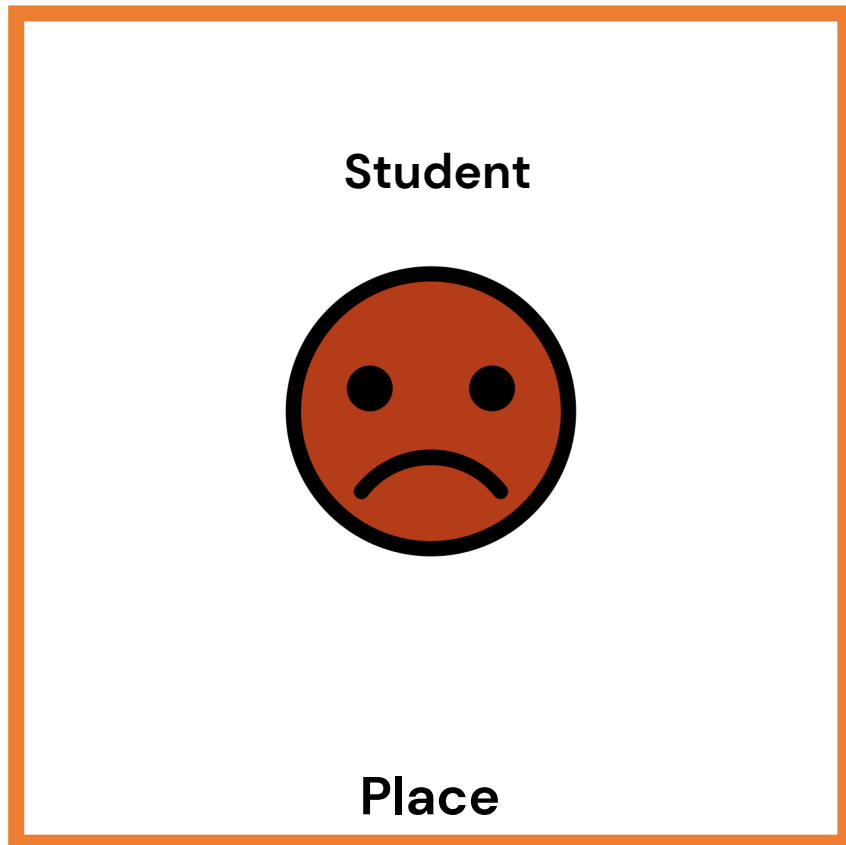
"I am not broken."

"I do not need to be fixed!"

Shifting the Paradigm: SOCIAL MODEL OF DISABILITY



Shifting the Paradigm: SOCIAL MODEL OF DISABILITY



Social Model

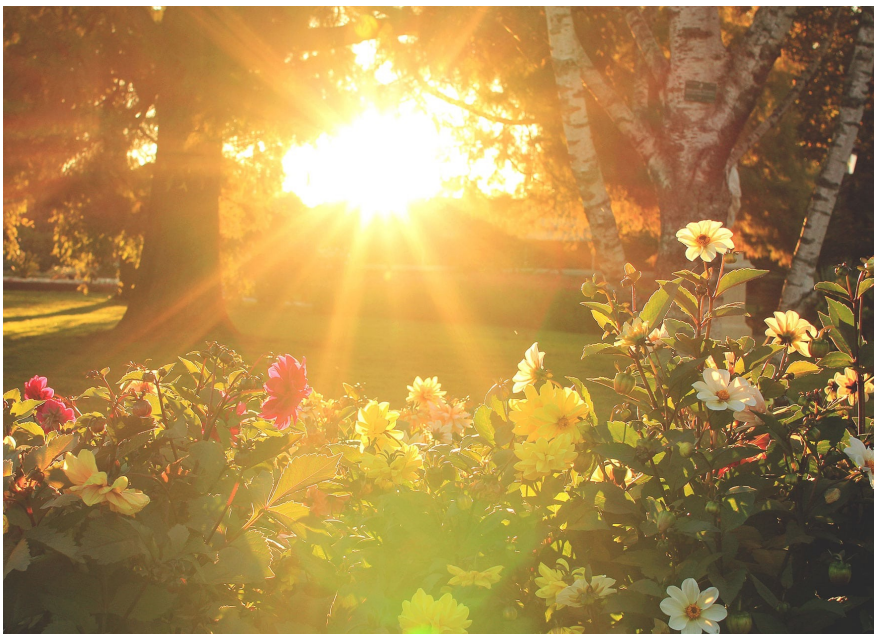
If a **student** isn't successful:

- 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*?

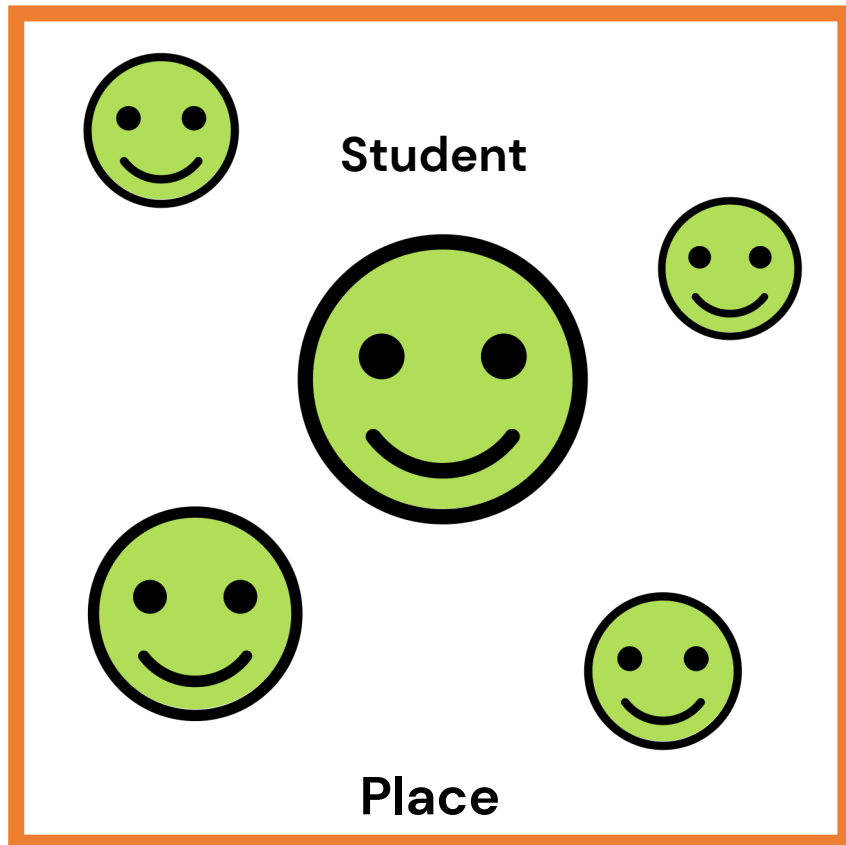
What are the potential *barriers*?

not enough light

not enough water

not enough space

Shifting the Paradigm: SOCIAL MODEL OF DISABILITY



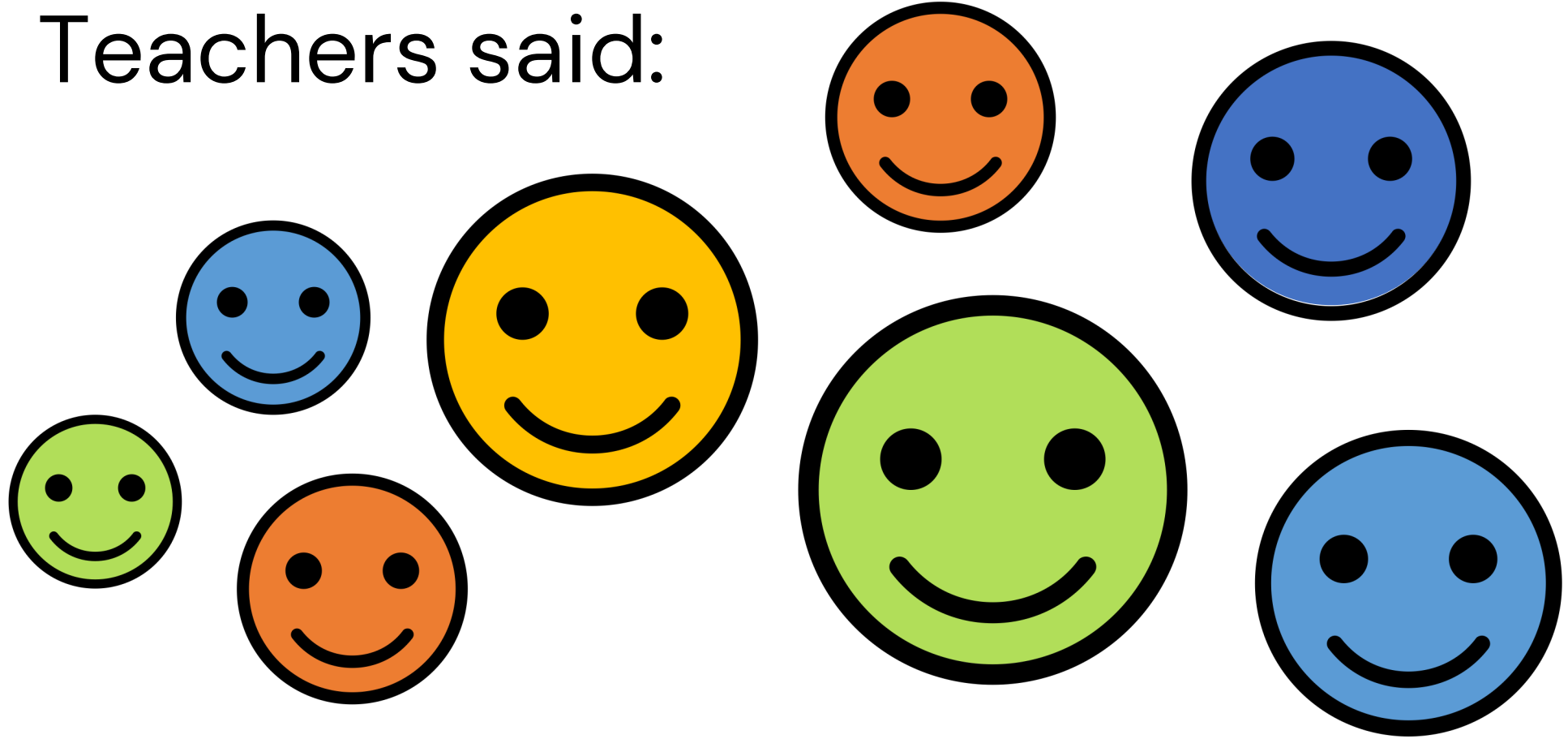
Social Model

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

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

BUT WAIT...

Teachers said:

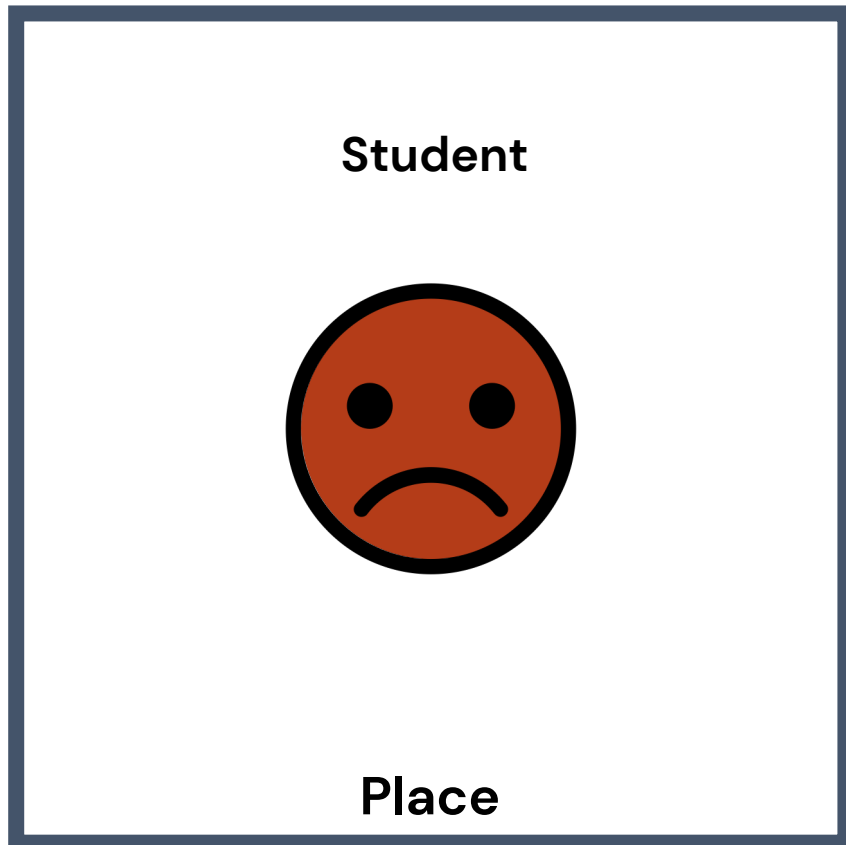


"What about all the different individual needs in a shared place?"

WE HAVE
diverse
GARDENS!



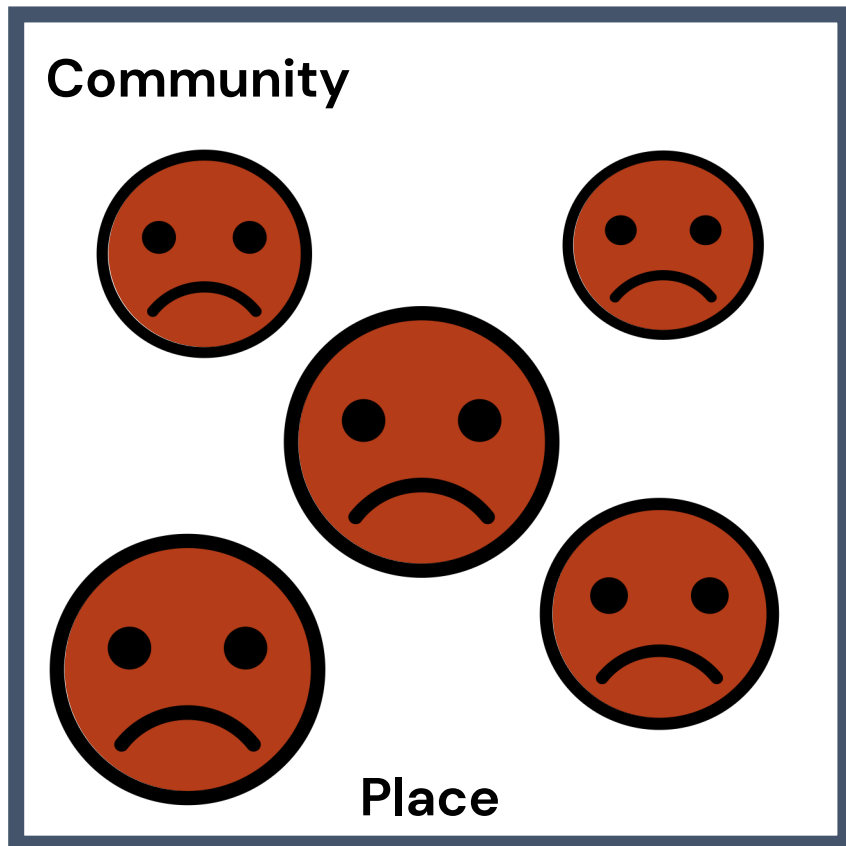
Shifting the Paradigm: PERSON-PLACE MODEL OF NEED



Inclusive Education

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

Shifting the Paradigm: PERSON-PLACE MODEL OF NEED

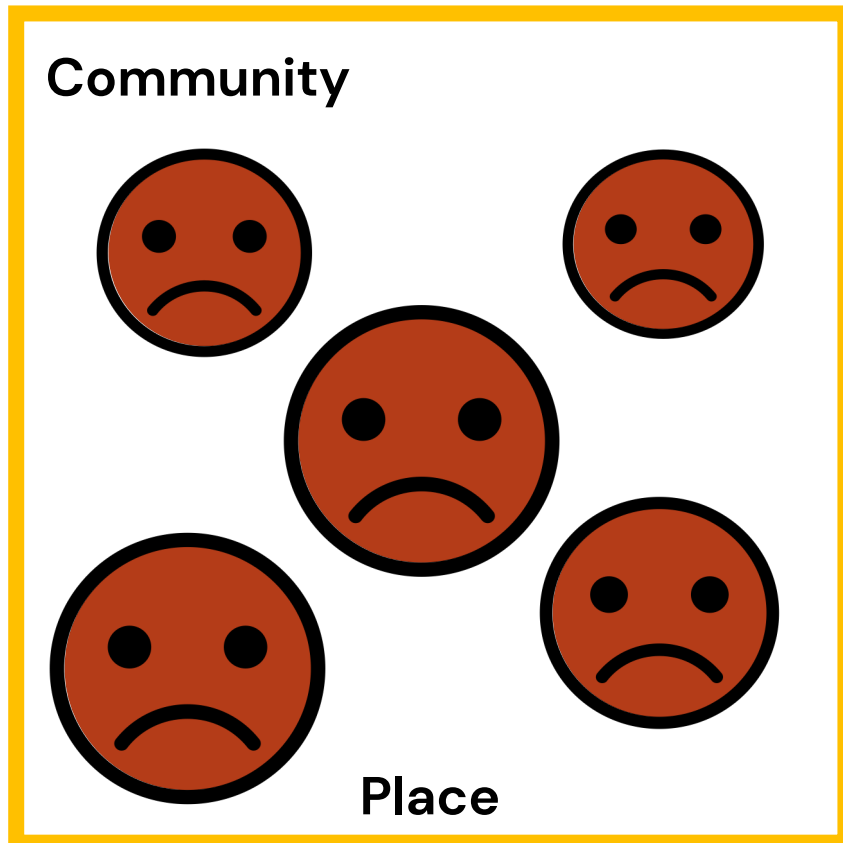


Inclusive Education

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

Shifting the Paradigm: PERSON-PLACE MODEL OF NEED



Inclusive Education

FIRST: Identify barriers in the place

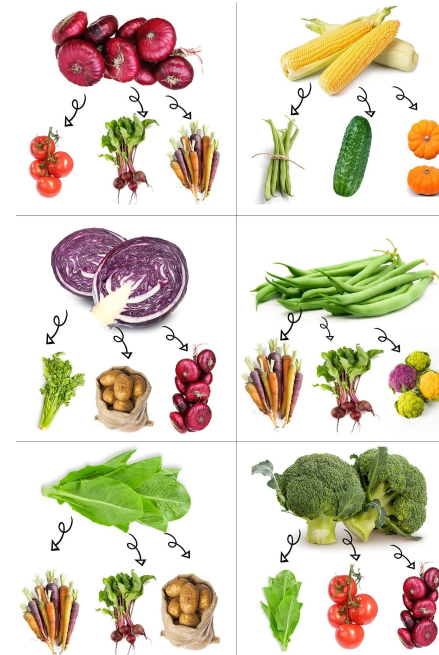
THEN: Reduce or eliminate barriers in place by determining needs of everyone in the community

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

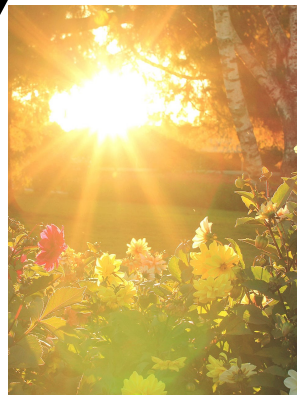
MULTIPLE LAYERS OF SUPPORT



PERIODIC TABLE OF PLANT NUTRIENTS

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Micronutrients					

Source: Greenandvibrant.com



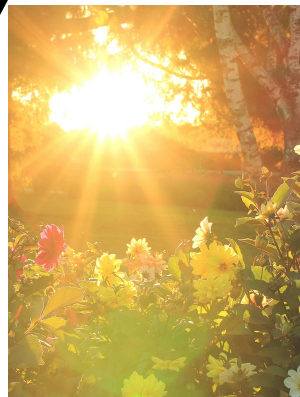
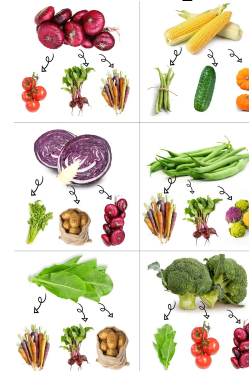
MULTIPLE LAYERS OF SUPPORT



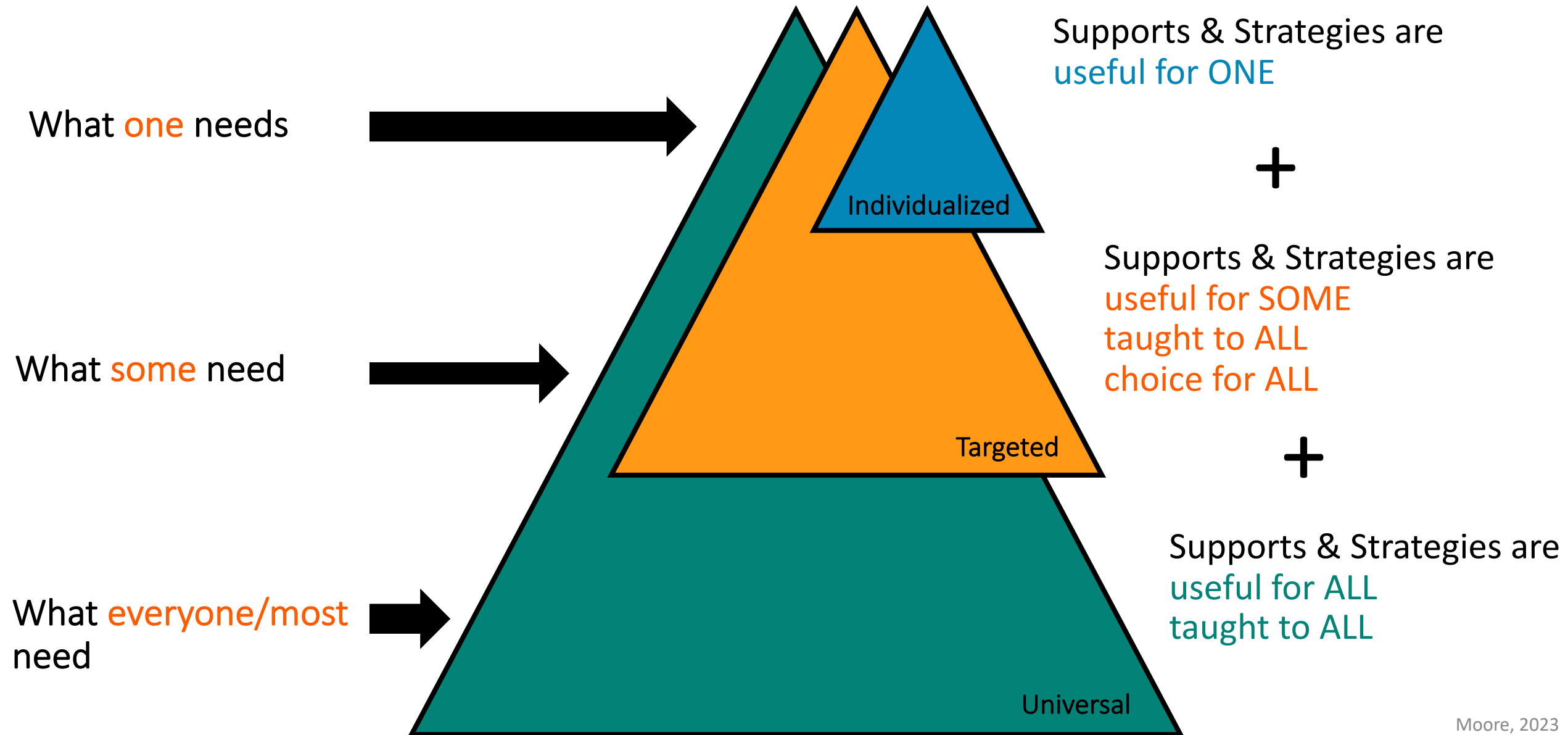
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Micronutrients					

Source: Greenandvibrant.com



Multiple Layers of Needs Based Support



Multiple Layers of Needs Based Support

Need: Waking up

What **one** needs



Individualized

Supports & Strategies are
useful for **ONE**

+

What **some** need

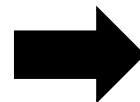


Targeted

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

+

What **everyone/most**
need



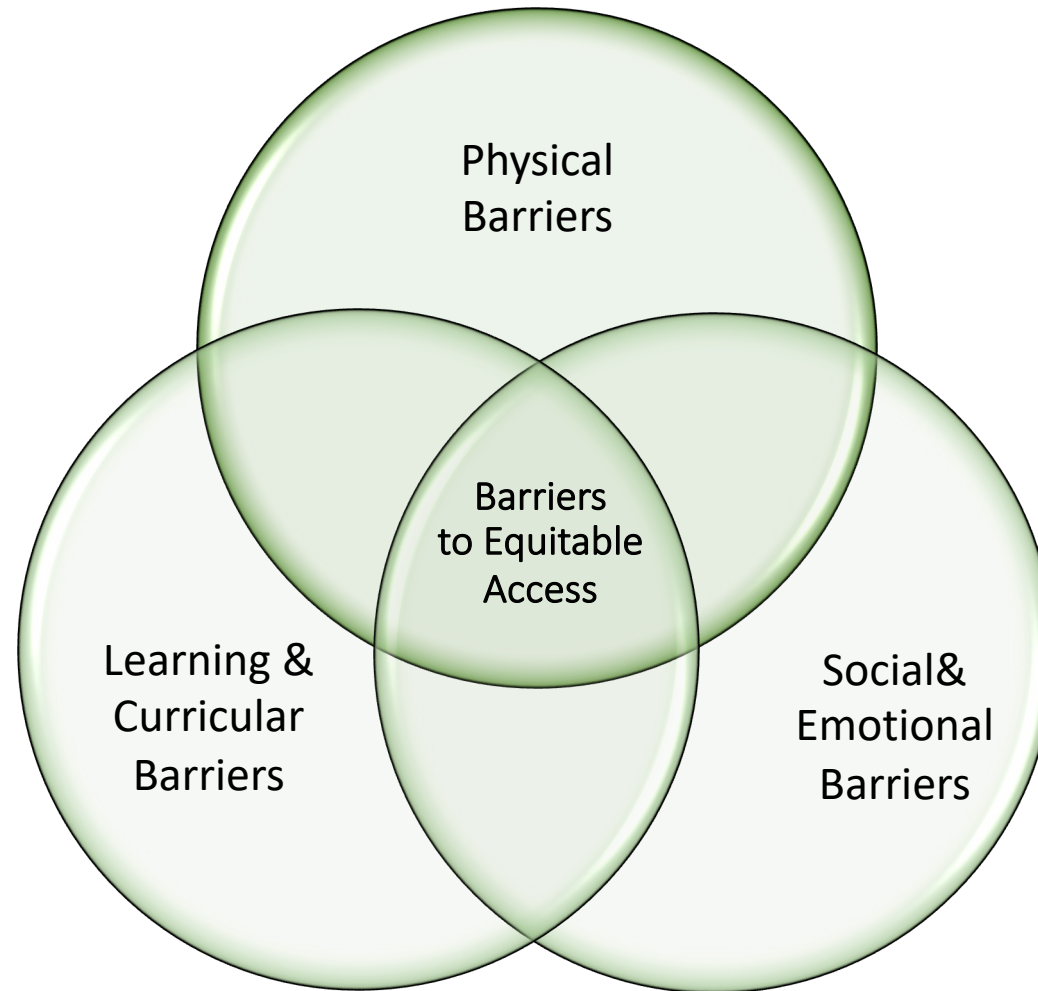
Universal

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

What are barriers?

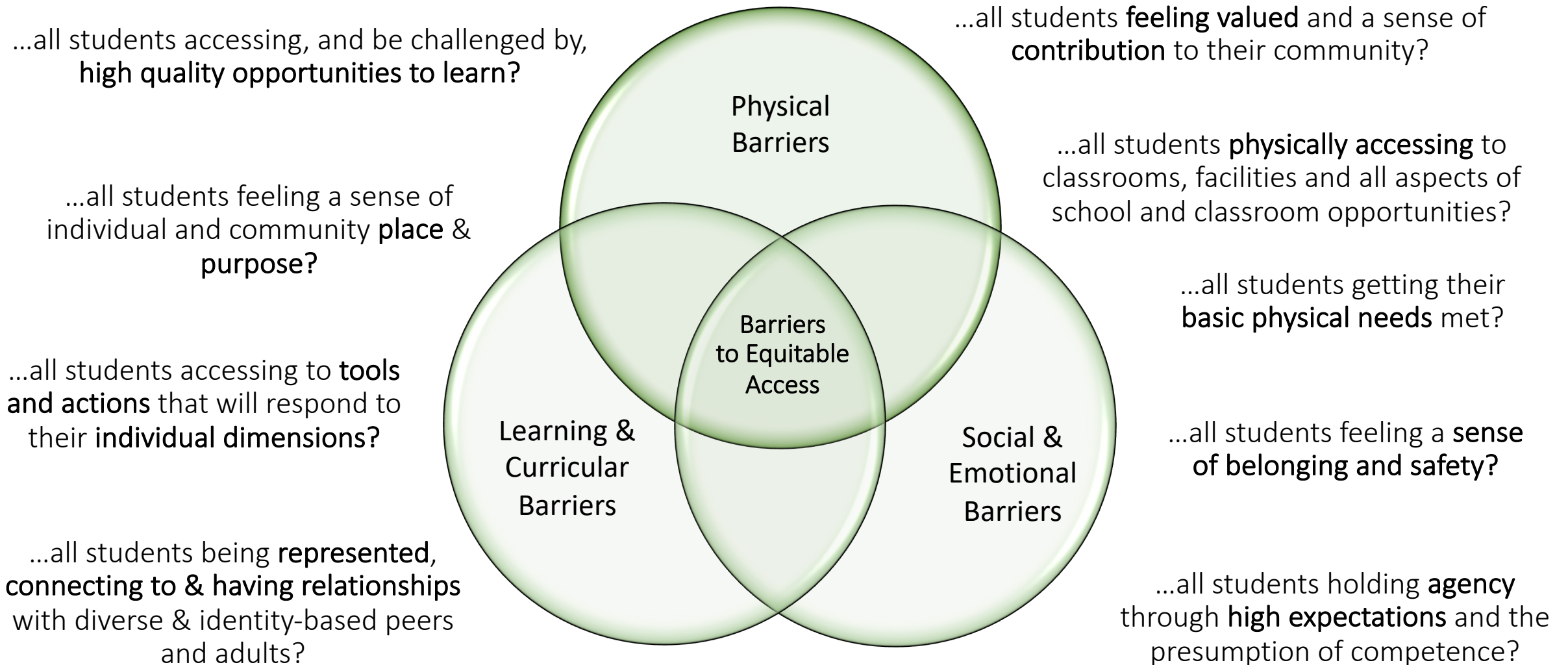


Increasing Inclusive & Equitable Access by Reducing Barriers for All

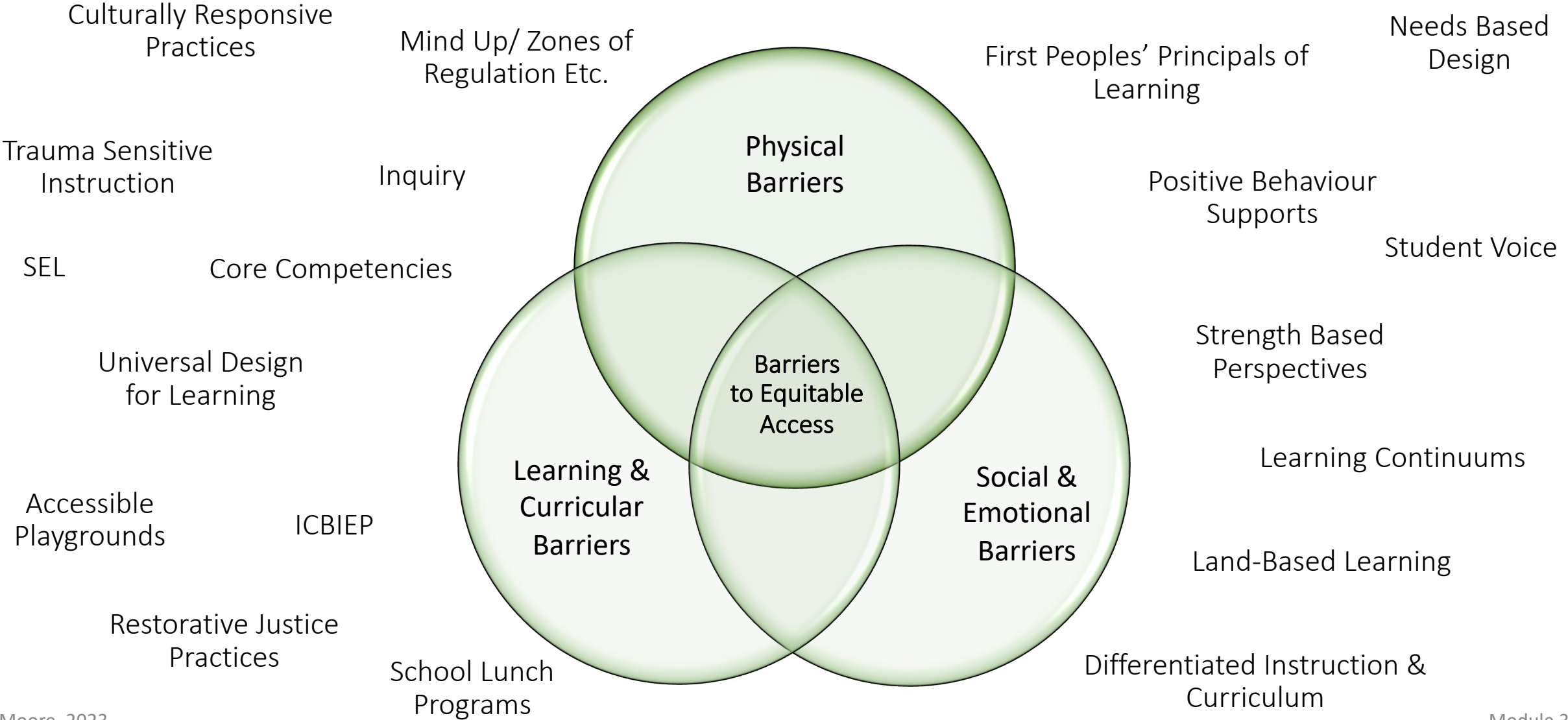


What do all students need?

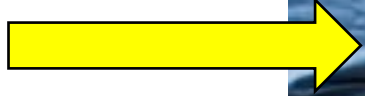
What gets in the way?



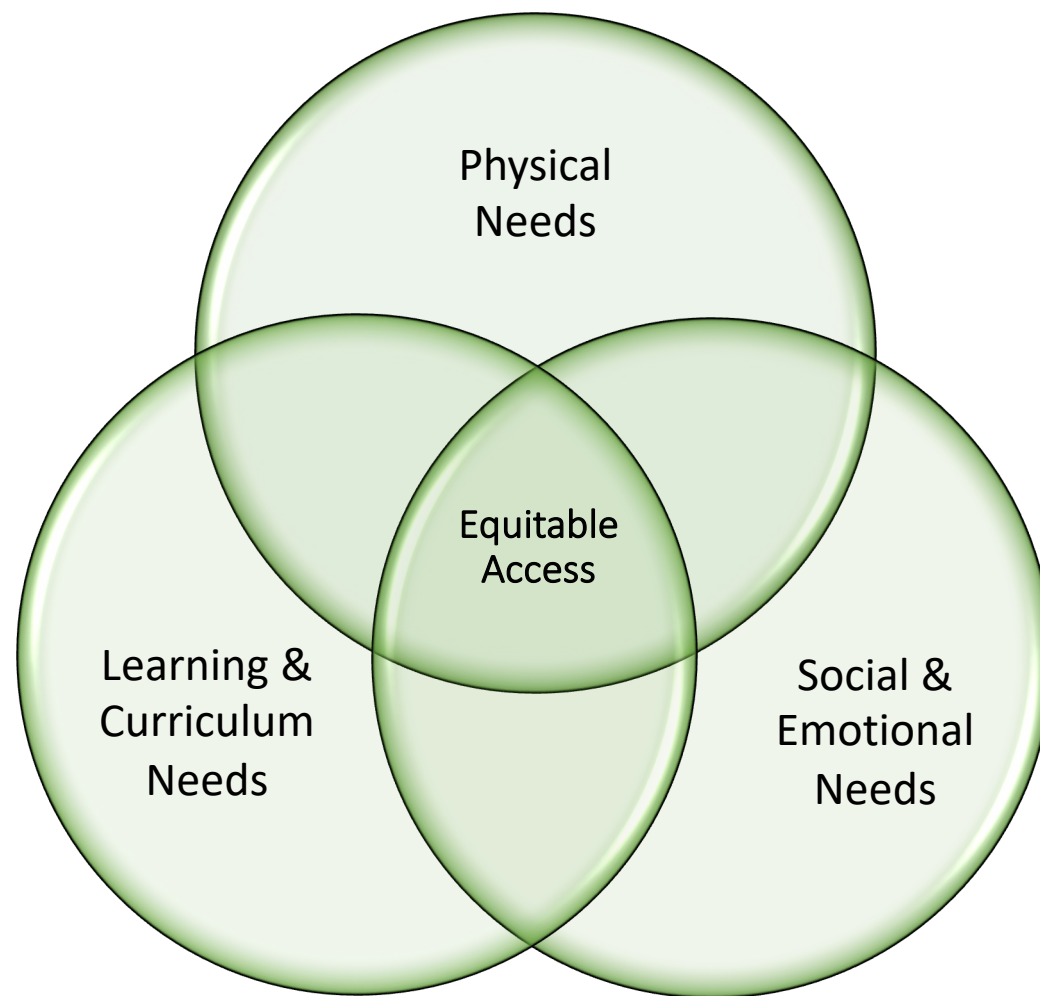
Examples of Initiatives that Reduce Barriers for ALL



What are needs?

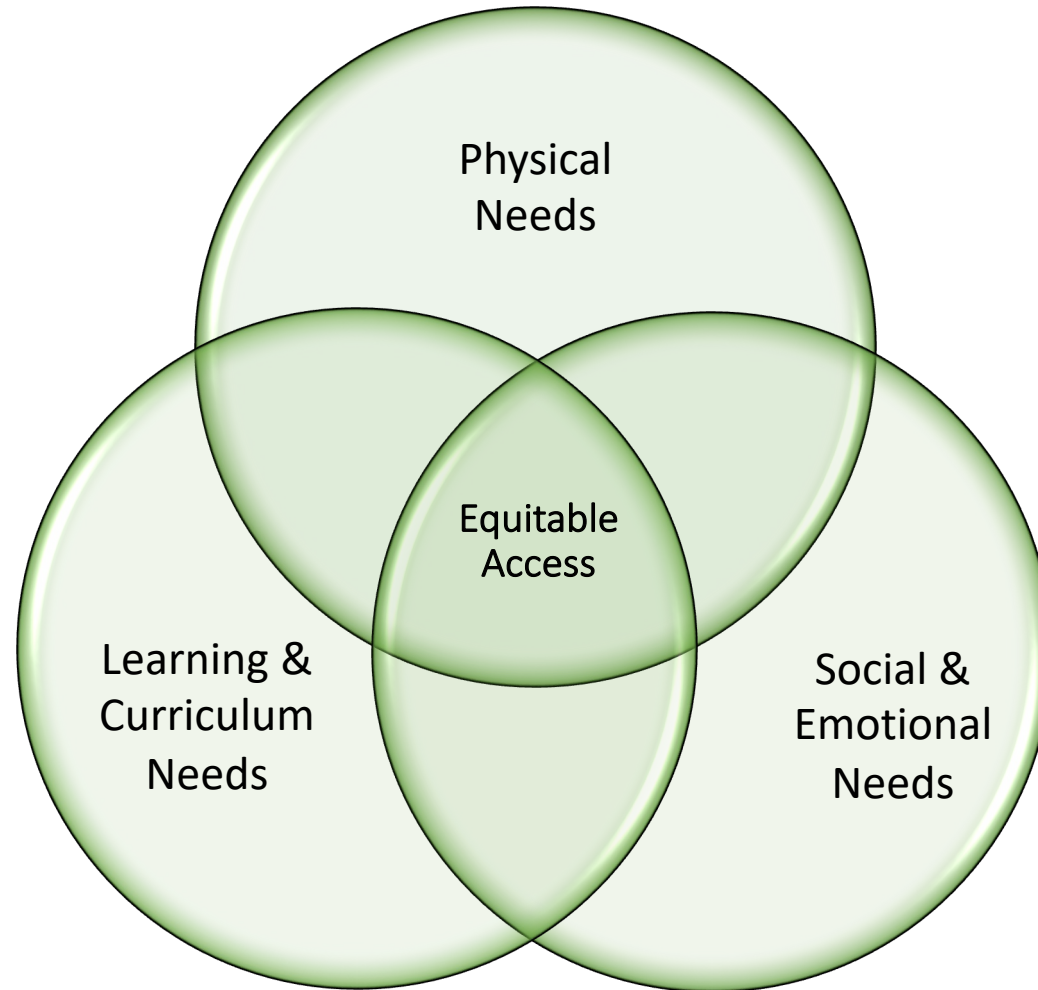


Increasing Inclusive & Equitable Access by Designing for Individual Needs



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 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)				

Intellectual Ability (extend)				
Language				
Literacy (decoding)				
Literacy (understanding)				
Literacy (written output)				
Literacy (oral language/speaking)				
Medical				
Memory				
Mental Health				
Numeracy				
Personal Care				
Personal Safety				
Physical/Mobility				
Self-Advocacy				
Self-Regulation (emotional)				
Self-Regulation (behavioural)				
Self-Regulation (learning)				
Self Esteem				
Self-Harm/ Self Injurious Behaviour				
Sensory				
Social Skills				
Transitioning				
Other:				
Other:				



Priority Community Needs	Specialists/Individuals to connect to	Priority Individual Needs	Specialists/Individuals to connect to

Classroom Support Planning: Collaborative Needs Based Reflection

Target Classroom:

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Date:

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6. Determine priority classroom needs to develop Classroom Support Plan



Areas of Need Choices (EC, HN) Life Skills (KD, IN) Resource (JC)	Students who have this need (underline students who have IEP/504)	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	JA			x
Attention	JA, RM		x	
Anxiety/ Depression	GA, LB, JA, ES, KR, GS	x		
Bullying				
Communication (receptive)				
Communication (expressive)	GA, LB		x	
Eating/Food/Allergies	LB			x
Engagement/Motivation	LB, JA, ES, NS	x		
Executive Functioning	MA, LB, JA	x		
Family/Community/Identity	JA, ES, JK, LE	x		
Frustration/ Anger	JA, ES		x	
Greif/ Trauma	GA, LB, JA, ES, KK	x		
Gross/Fine Motor Skills	LB, BB			x
Intellectual Ability (access)	GA, MA		x	
Intellectual Ability (extend)	BW, IM, MB		x	

Language				
Literacy (decoding)	MA, KR, TP, AD		x	
Literacy (understanding)	GA, MA, KR, TP, AD		x	
Literacy (written output)	MA, LB, KR, TP, AD		x	
Literacy (oral language/speaking)	GA		x	
Medical				
Memory				
Mental Health				
Numeracy	ES, KR			
Personal Care	GA			x
Personal Safety				
Physical/Mobility				
Self-Advocacy	LB			x
Self-Regulation (emotional)	GA, JA, ES	x		
Self-Regulation (behavioural)	ES	x		
Self-Regulation (learning)				
Self Esteem	LB, JA, ES	x		
Self-Harm/ Self Injurious Behaviour				
Sensory				
Social Skills	GA, LB, JA, ES	x		
Transitioning	JA, ES	x		
Other:				
Other:				

Priority Community Needs	Specialists/Individuals to connect to	Priority Individual Needs	Specialists/Individuals to connect to
Anxiety/ emotional self- Regulation	Counsellors – Jessica		
Family support/ trauma	Counsellors – Jessica, Community Schools – Diana		
Literacy	Title – Kori, Mica, Melissa		
Engagement/ Motivation	Sarah, Shelley, Jasmine, Kim		

Multiple Layers of Needs Based Support

Need: Waking up

What **one** needs



Individualized

Supports & Strategies are
useful for **ONE**

+

What **some** need

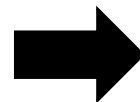


Targeted

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

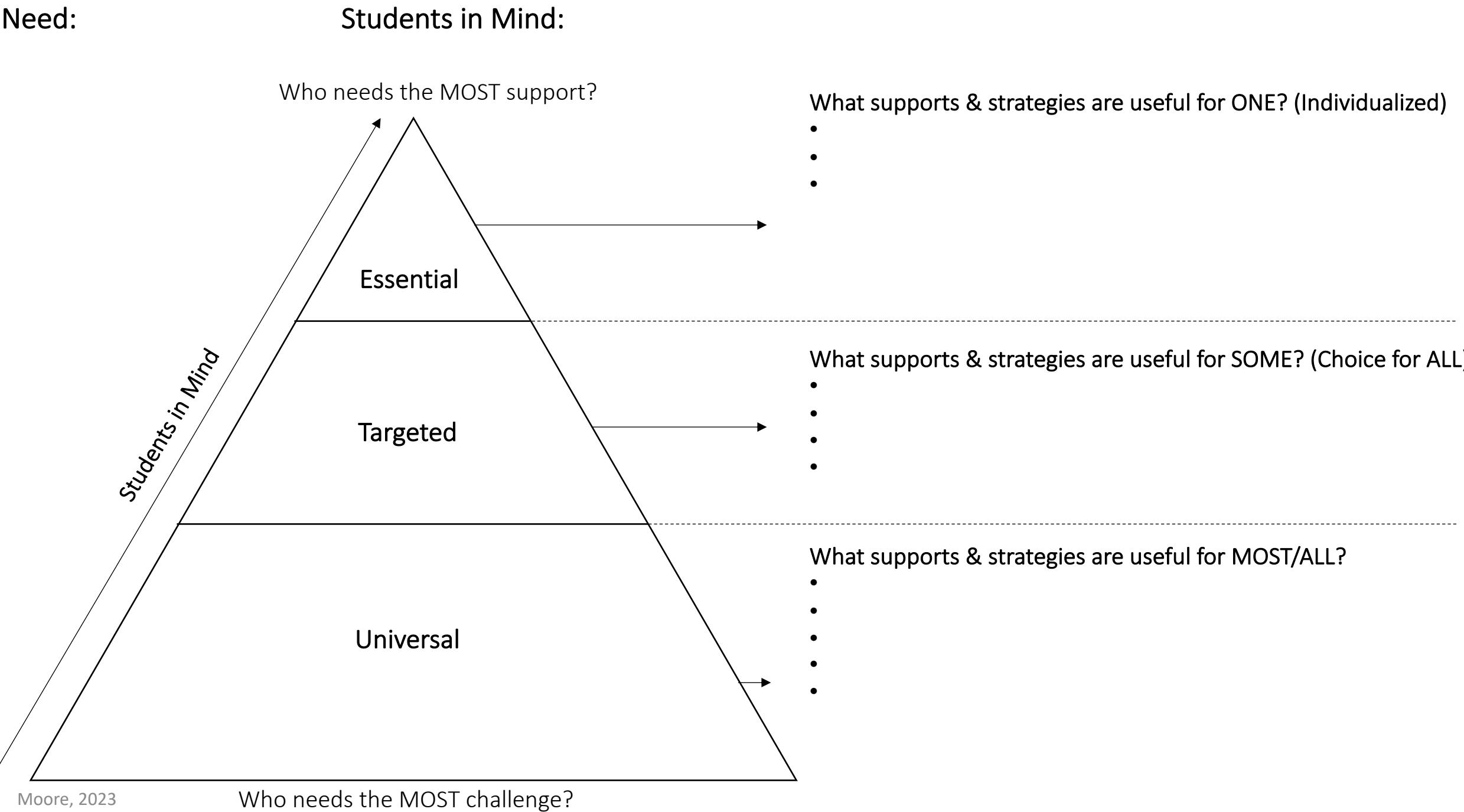
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What **everyone/most**
need



Universal

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



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

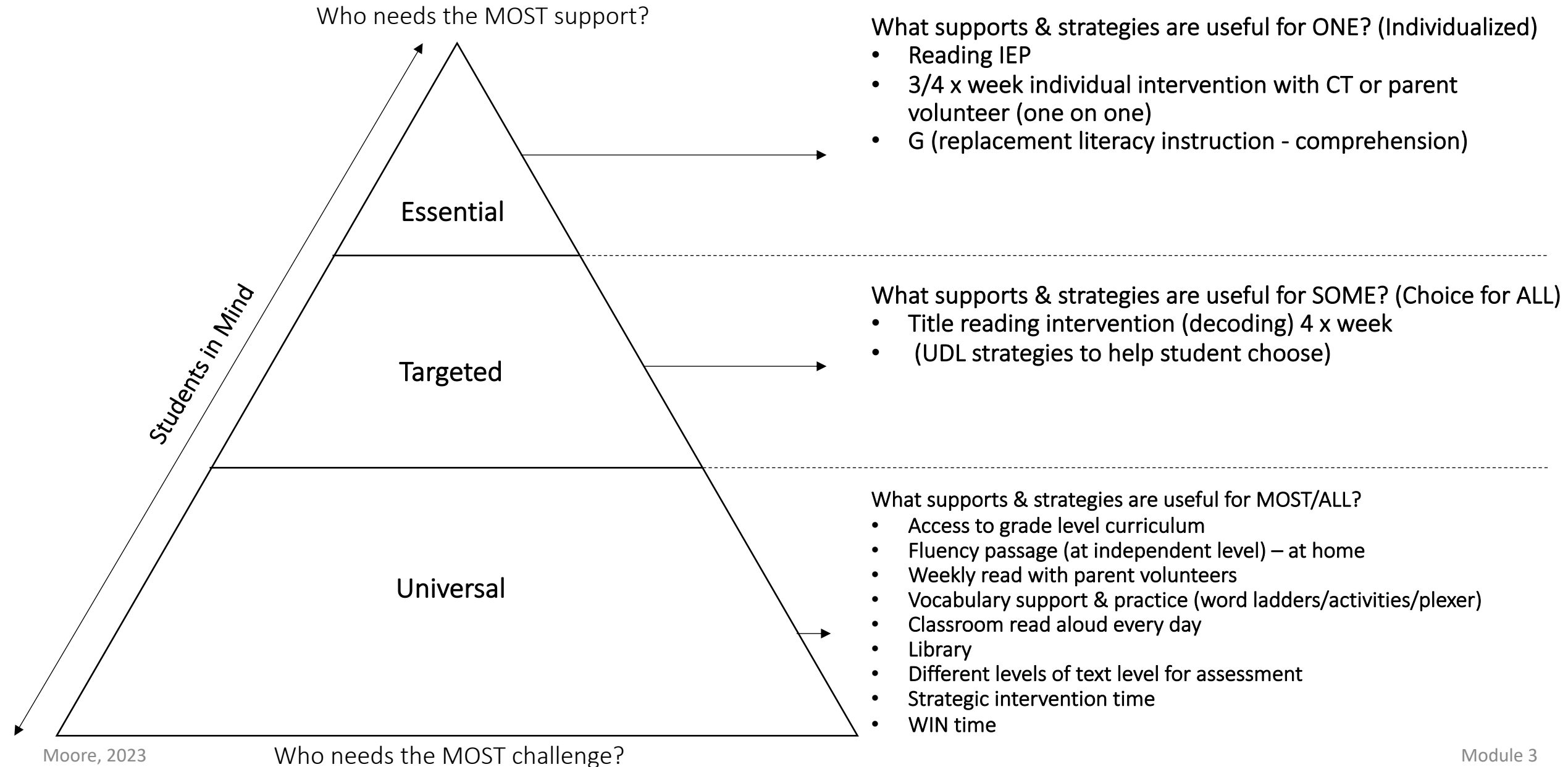
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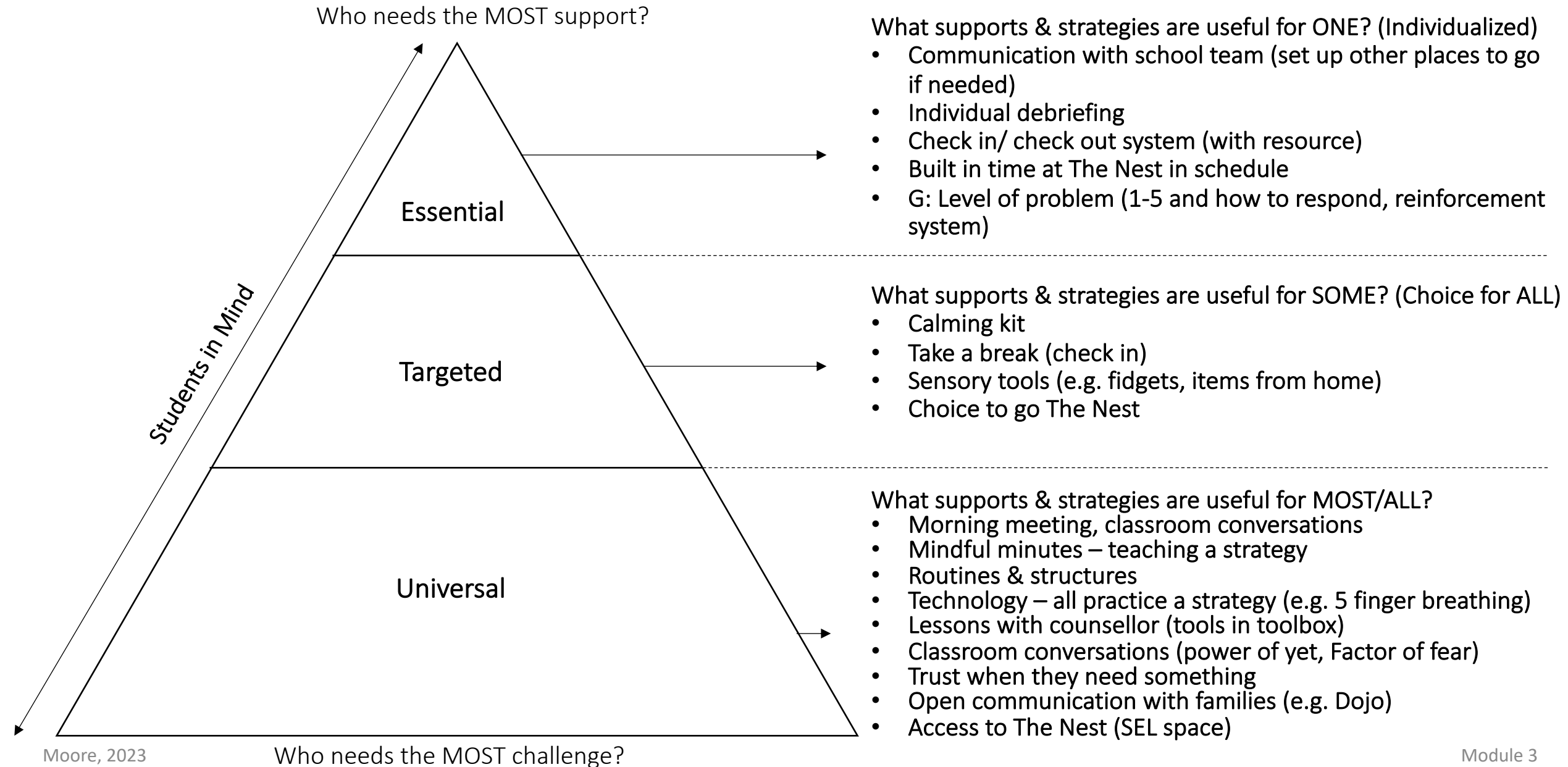
What supports & strategies are useful for SOME? (Choice for ALL)

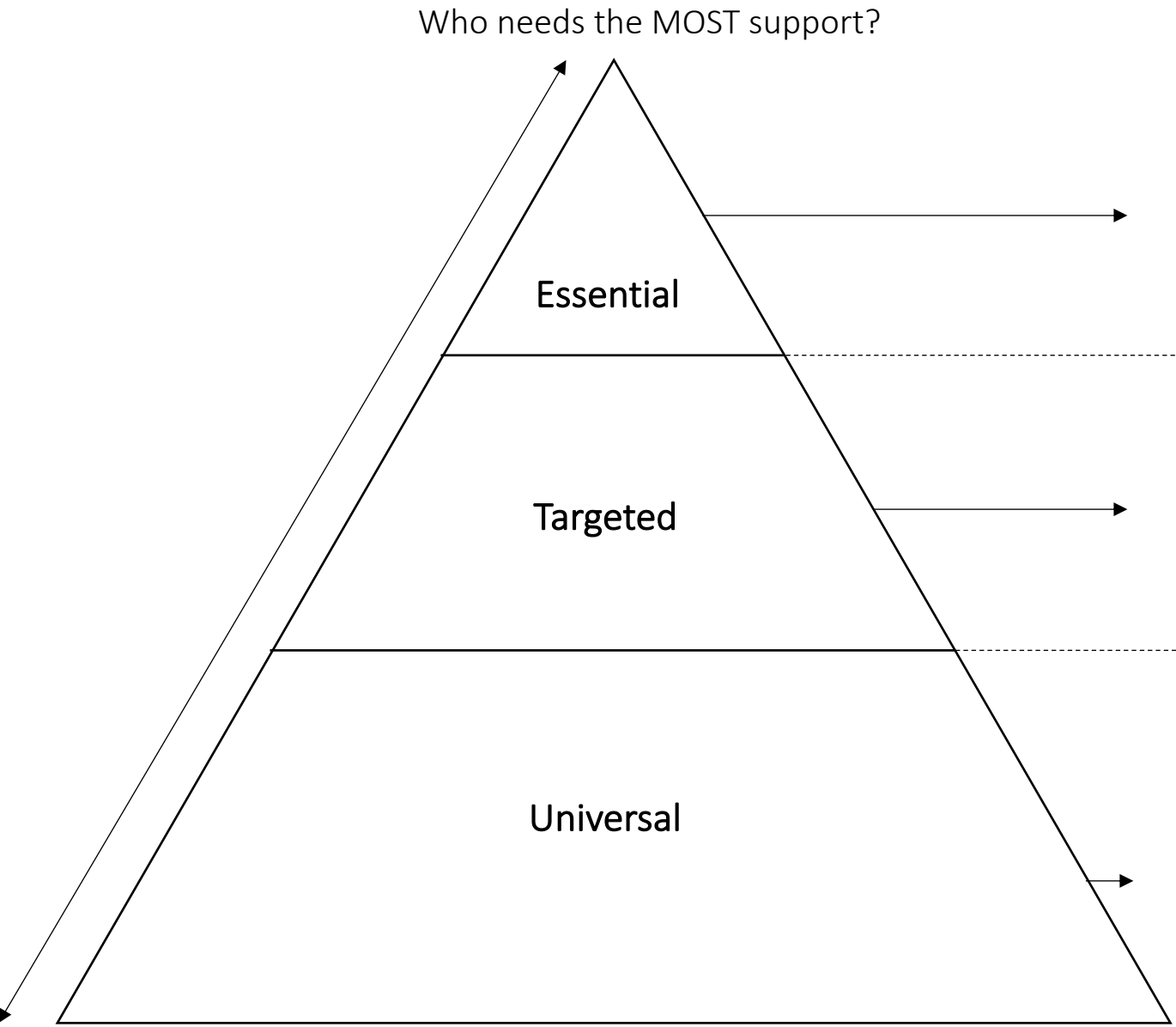
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What supports & strategies are useful for MOST/ALL?

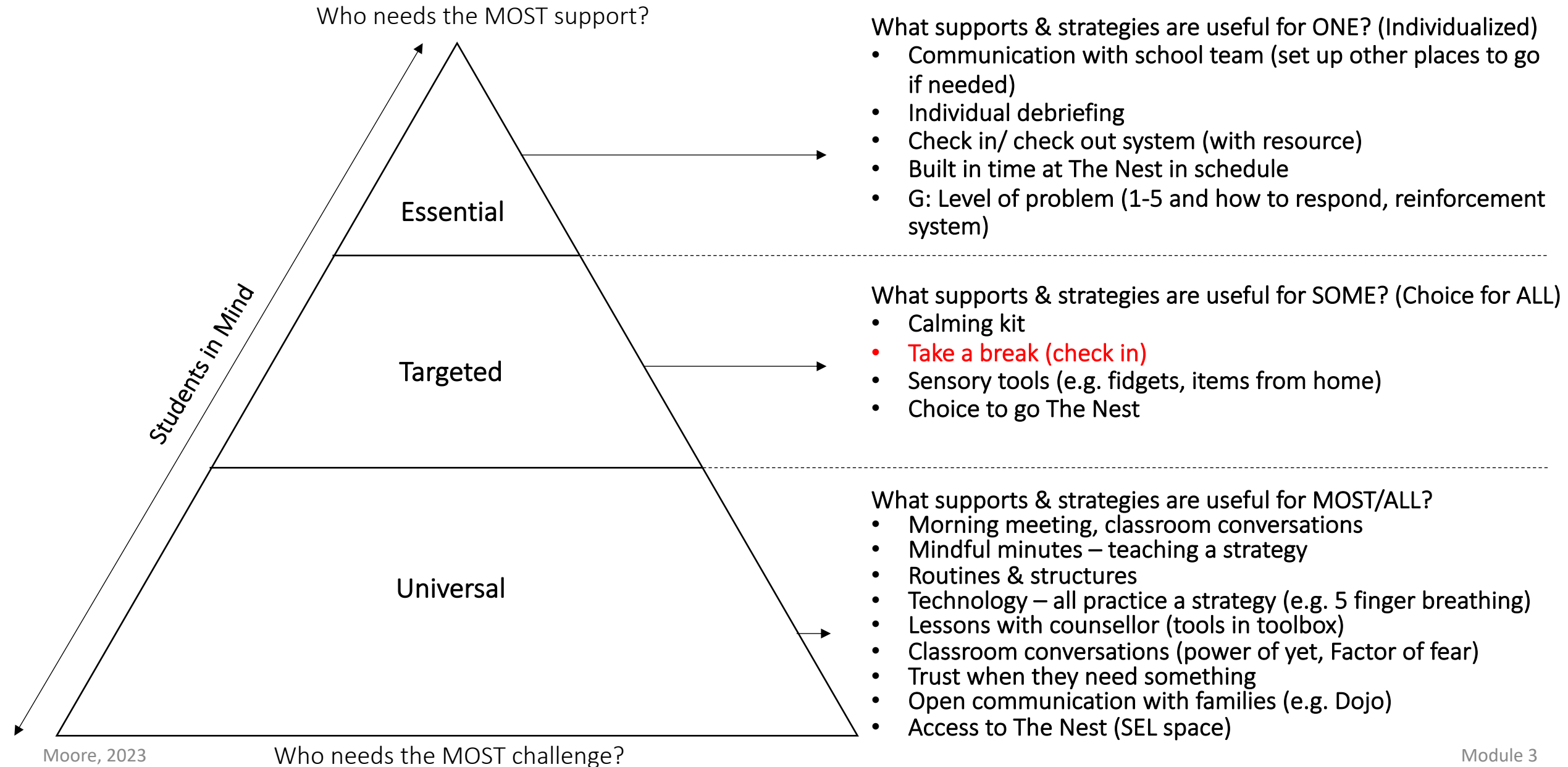
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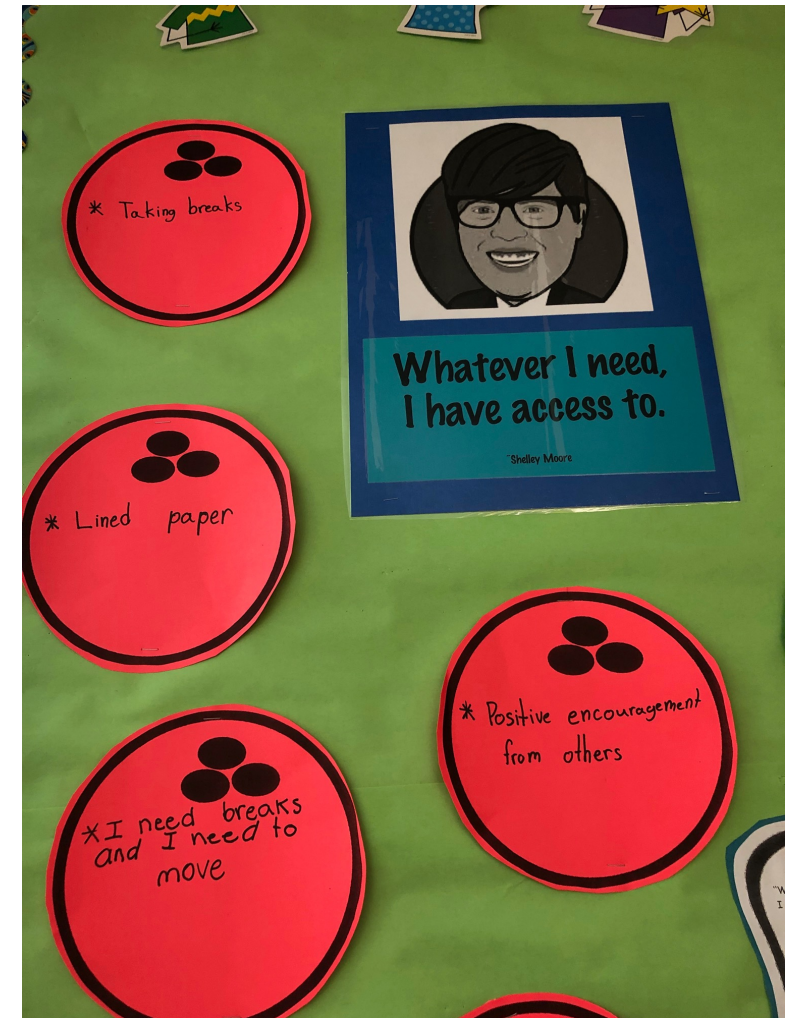




- What supports & strategies are useful for ONE? (Individualized)**
- Individual student co-developed language goals
 - Individual conferencing/direct instruction during work time (not lesson time)
-
- What supports & strategies are useful for SOME? (Choice for ALL)**
- iPad for visual translation/communication 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



Strategy: taking a 2 min break

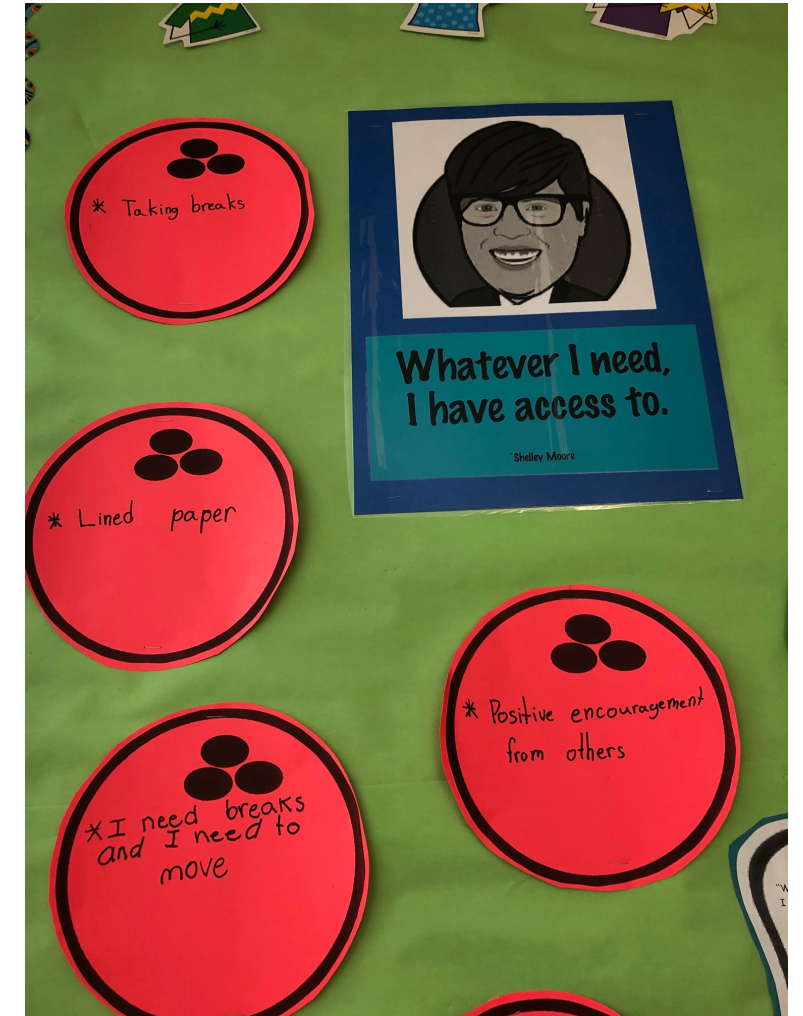
Instruct

- 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

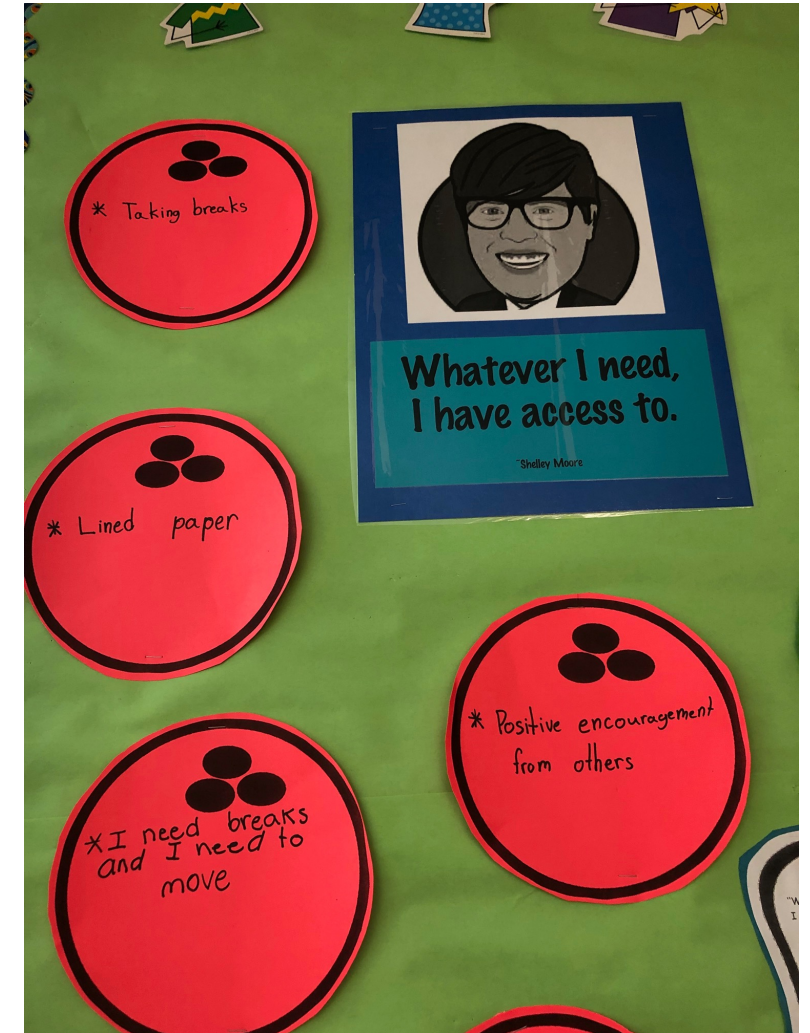
Instruct

- 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

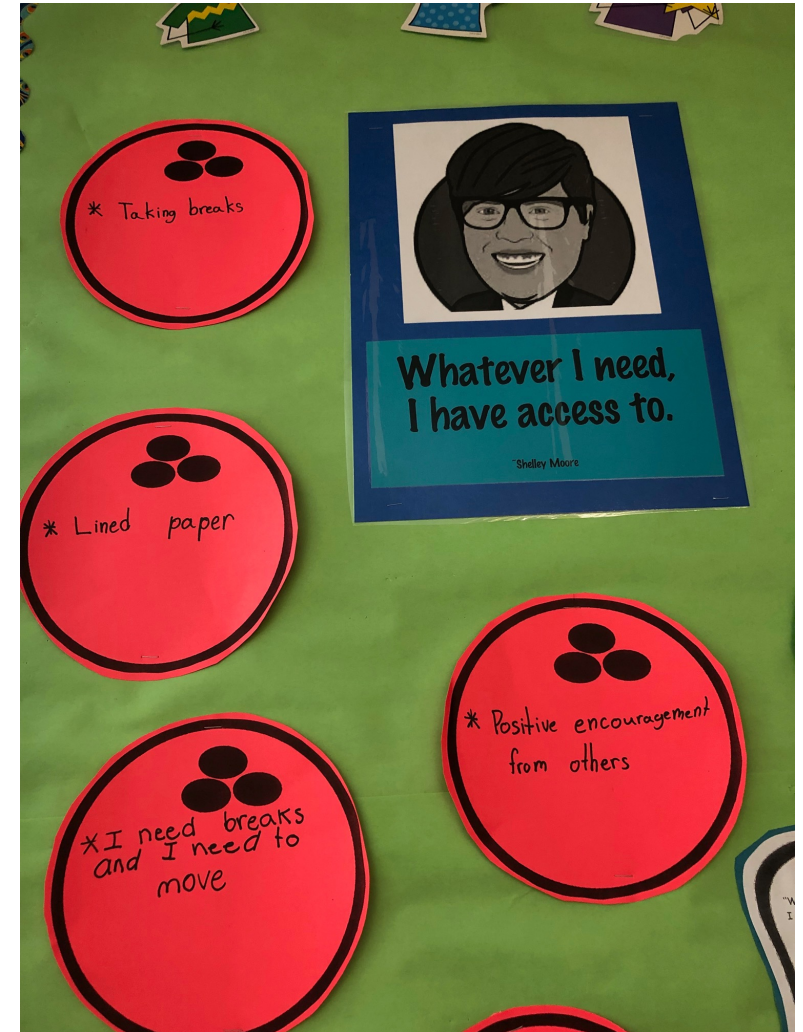
standing desks

access points

sensory tools

Snacks/ water

hats



Your job with your teacher candidate partner

1. Complete a Needs Based Reflection on your class and prioritize 1 needs-based area to target
2. Reflect on strategies already in place and add 3–5 strategies to create a needs-based support plan
3. Support your teacher candidate to introduce and teach a needs-based strategy to the class
4. Reflect on what you notice?

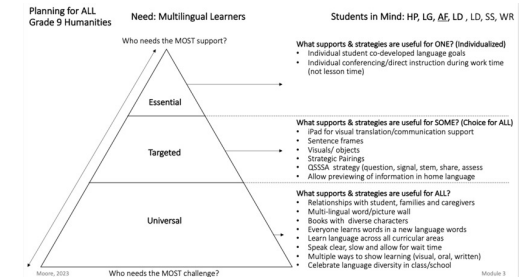
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Area of Need	Students who have this need (underline students who have IEP/LIP)	This need impacts the community and/or there is a cluster of students who have this need	This need can be managed over time and/or not critical	This is an individual need area and/or community does not need support in this area
Attention				
Attendance/Lateness				
Anxiety				
Anxiety/Depression				
Behavior				
Communication (receptive)				
Communication (expressive)				
Eating/Food Allergies				
Engagement/Motivation				
Executive Functioning				
Family/Community/Identity				
Friendship/Friend				
Gifted/Talents				
Gross/Motor Skills				
Intellectual Ability (access)				

Collaborative Needs Based Reflection Dr. Shelley Moore, 2023



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