

# Shelley MOORE PH.D.



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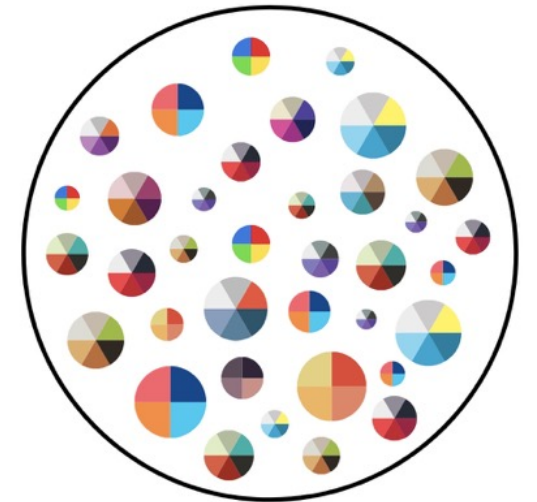
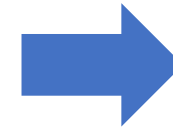
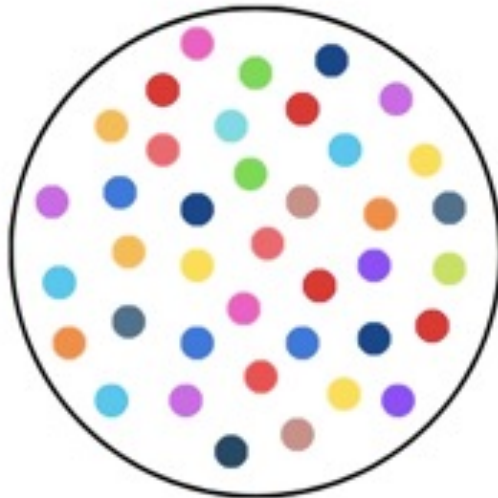
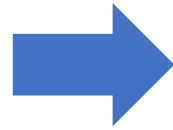
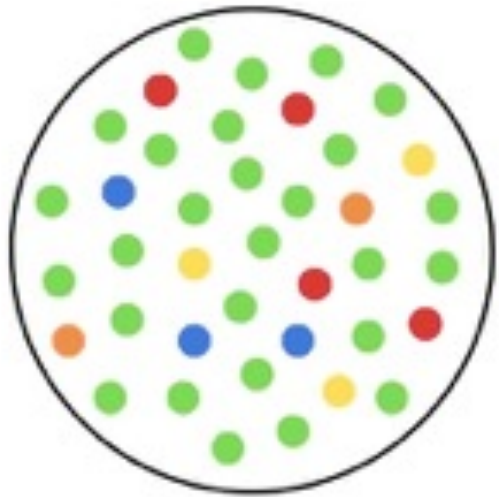
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**WHAT DOES**

*inclusion*

**MEAN to you?**

# How do we do *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?**

**What is a support?**



Hong Kong



Edmonton



San Francisco



Hong Kong Take 2!  
April 2024



**What is a barrier?**

**What is a need?**

**What is a support?**



**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**

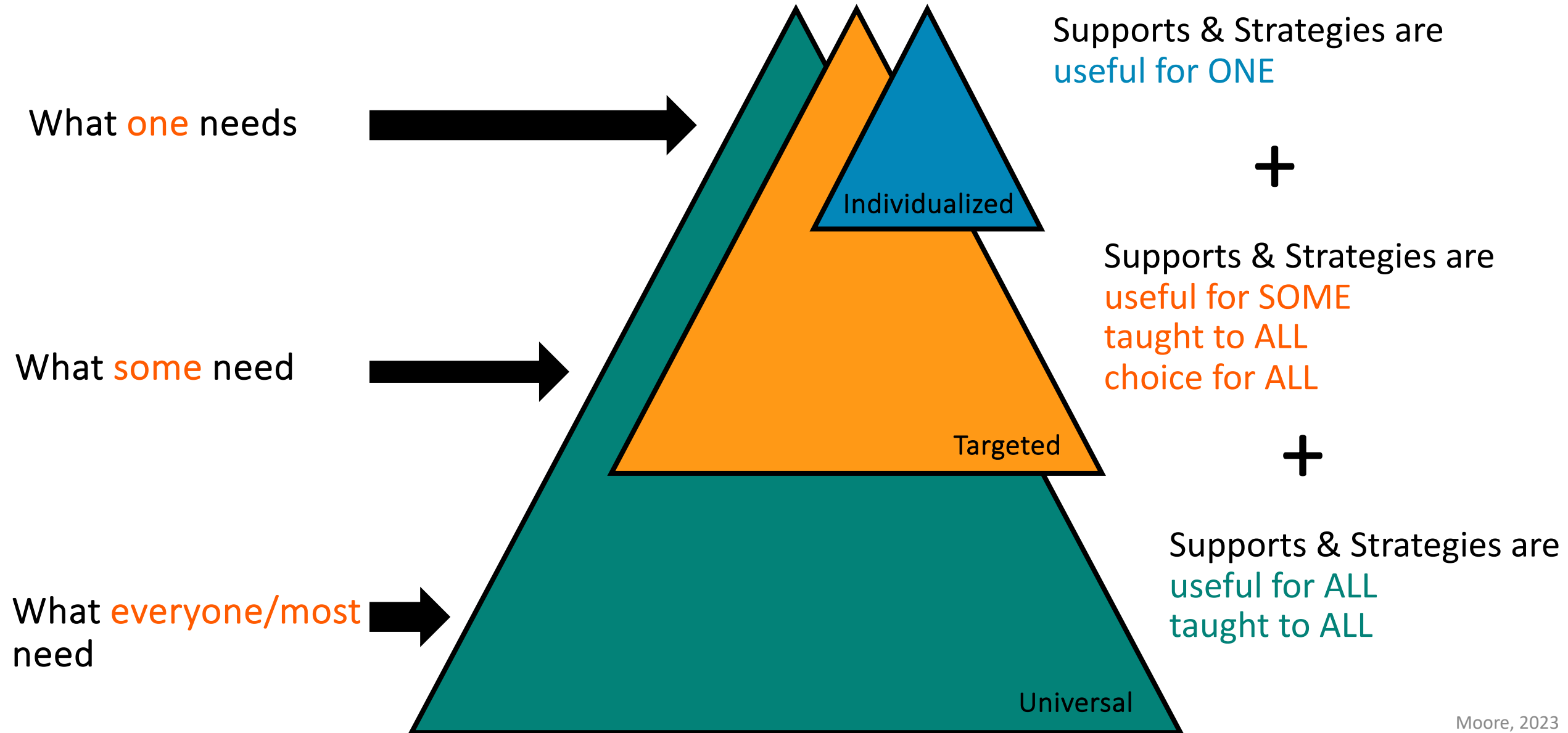


# Reducing Barriers



## Supporting Needs

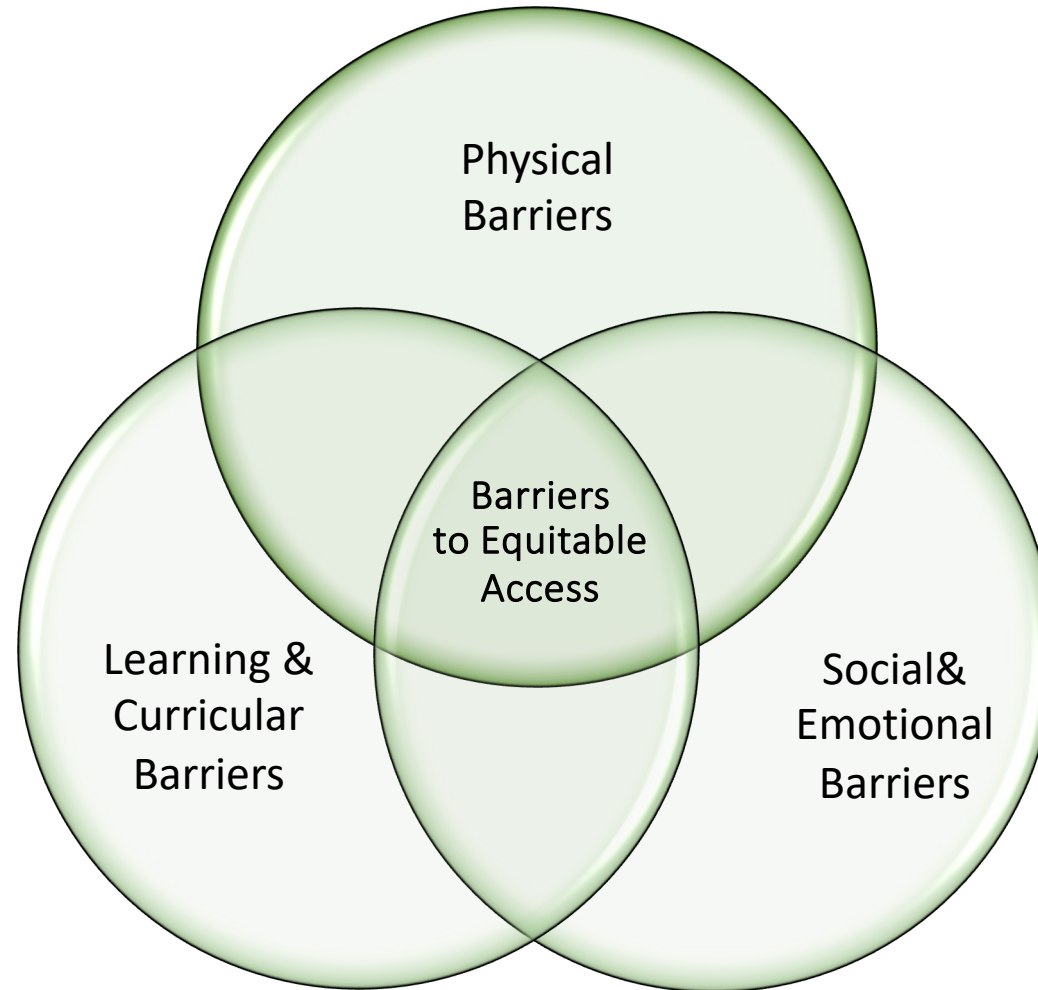
# Multiple Layers of Needs Based Support



# What are barriers?



# Increasing Inclusive & Equitable Access by Reducing Barriers for All



# Examples of Initiatives that Reduce Barriers for ALL

Student Self Determination & Agency

Standards Based Assessment

Culturally Responsive Practices

Mind Up/ Zones of Regulation Etc.

First Peoples' Principles of Learning

Needs Based Design

Trauma Sensitive Instruction

Inquiry

Physical Barriers

Student Voice

SEL

Core Competencies

Barriers to Equitable Access

Strength Based Perspectives

Universal Design for Learning

Learning Continuums

Accessible Playgrounds

ICBIEP

Learning & Curricular Barriers

Social & Emotional Barriers

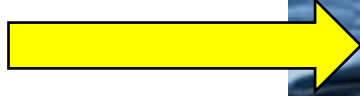
Land-Based Learning

Restorative Justice Practices

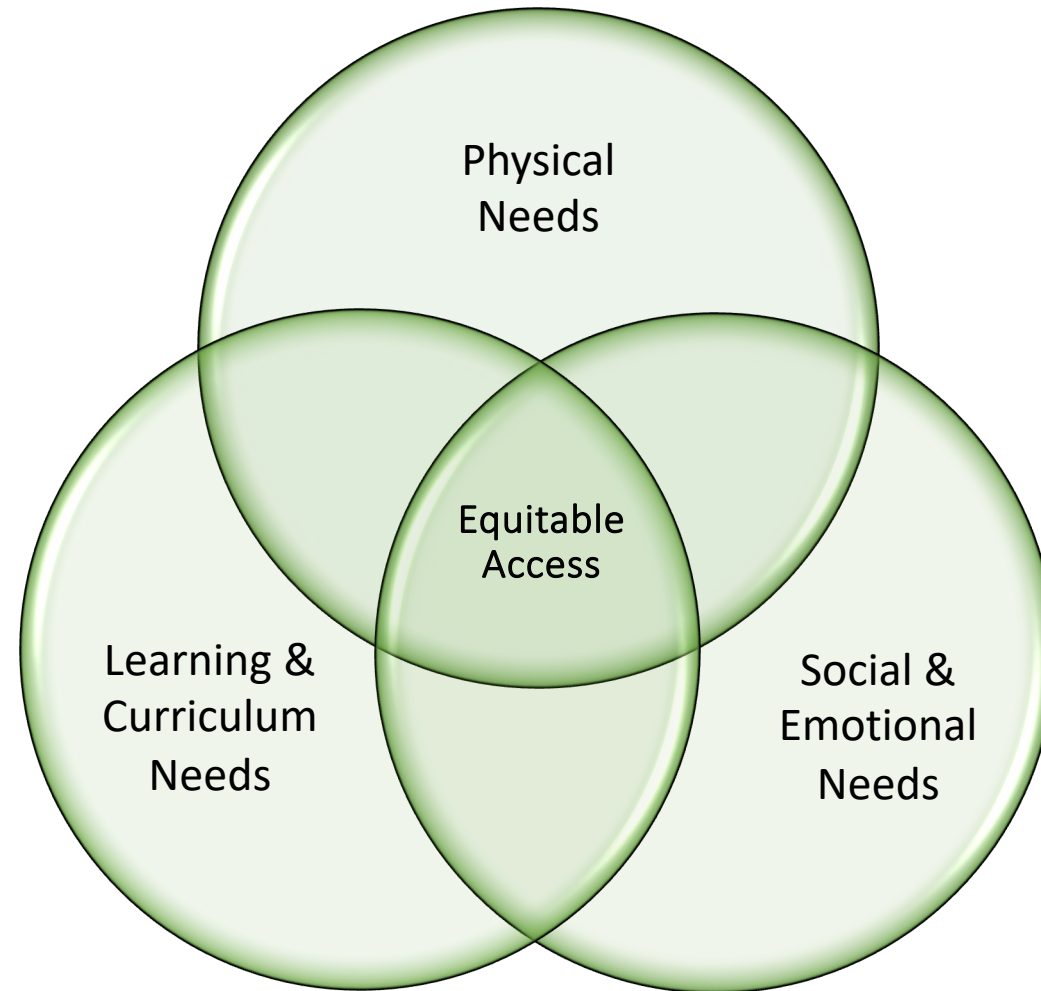
School Lunch Programs

Differentiated Instruction & Curriculum

# What are needs?

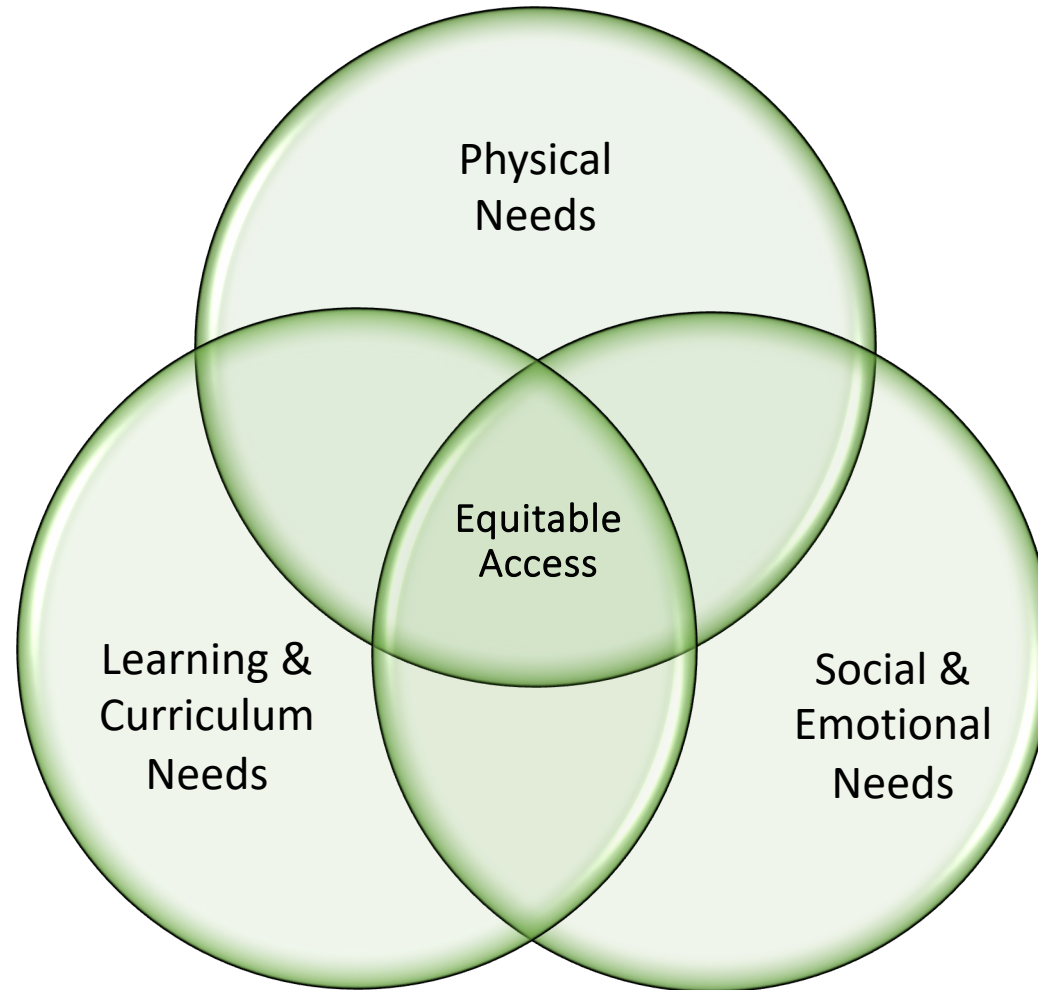


# Increasing Inclusive & Equitable Access by Designing for Individual Needs



# 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

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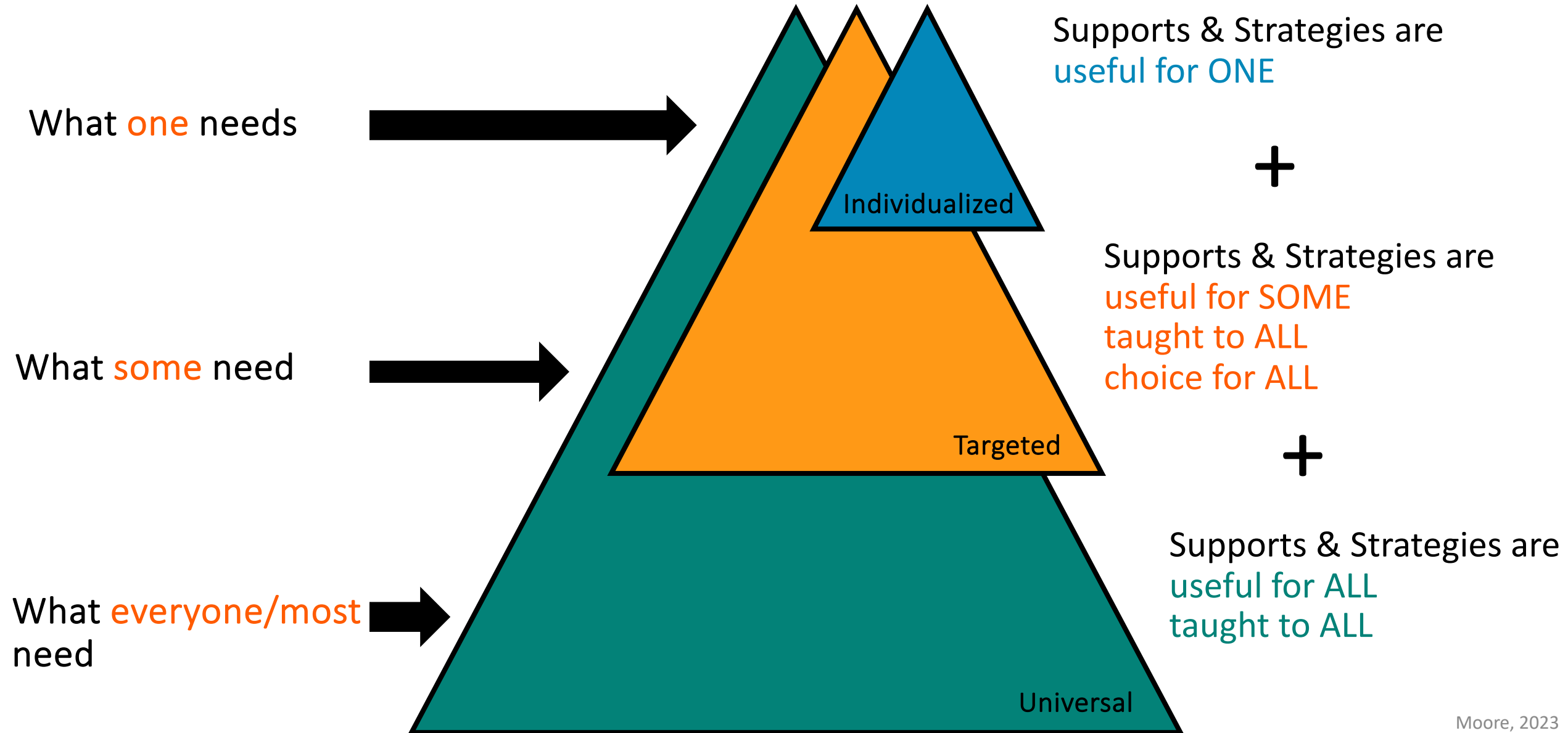


Areas of Need Choices (EC, HN) Life Skills (KD, IN) Resource (JC)	Students who have this need  (underline students who have IEP/504)	This need impacts the community and/or there is a cluster of students who have this need	This need can be managed over time and/or not critical	This is an individual need 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:

Students 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)

- 
- 
- 
- 

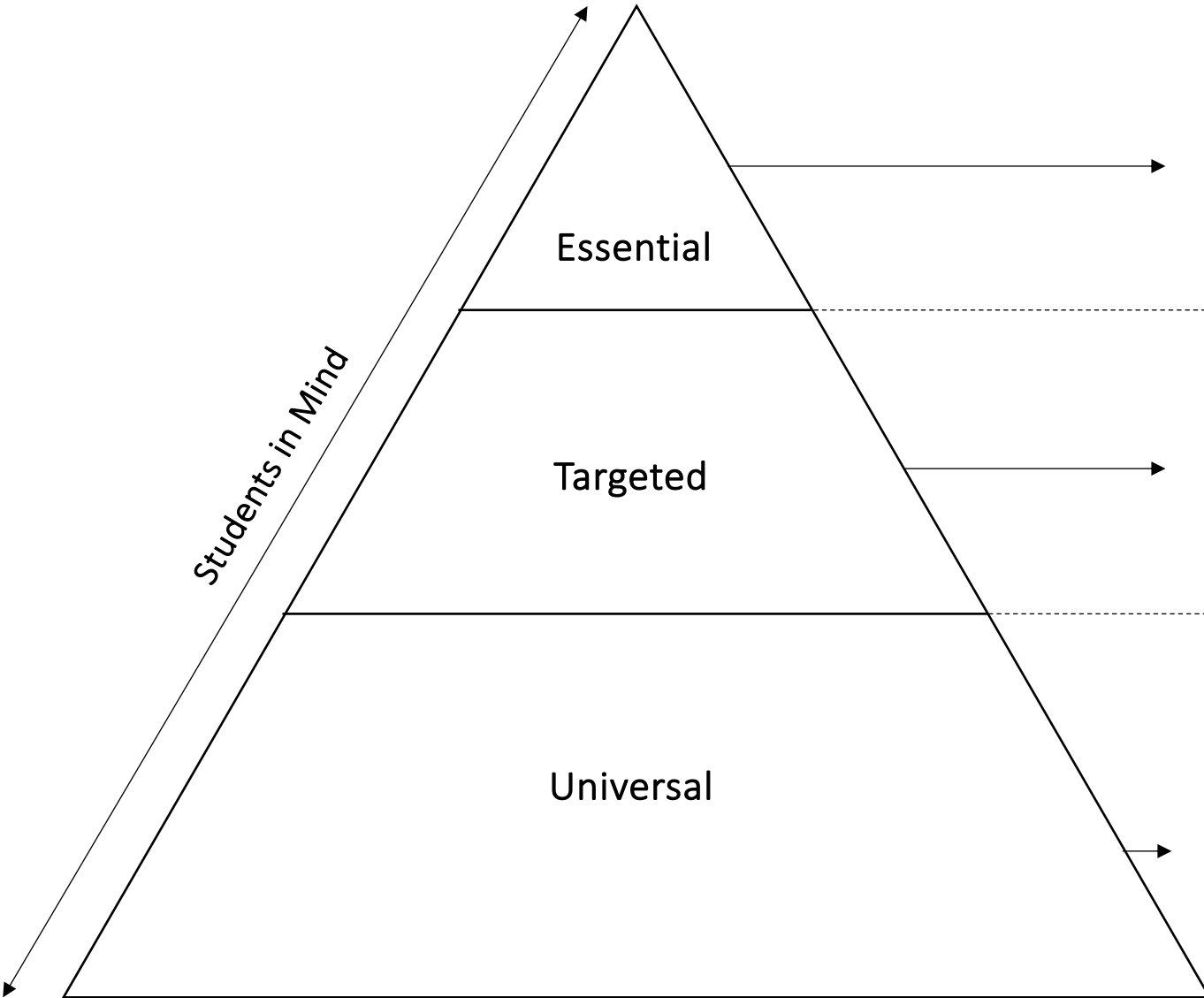
Targeted

What supports & strategies are useful for MOST/ALL?

- 
- 
- 
- 
- 

Universal

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

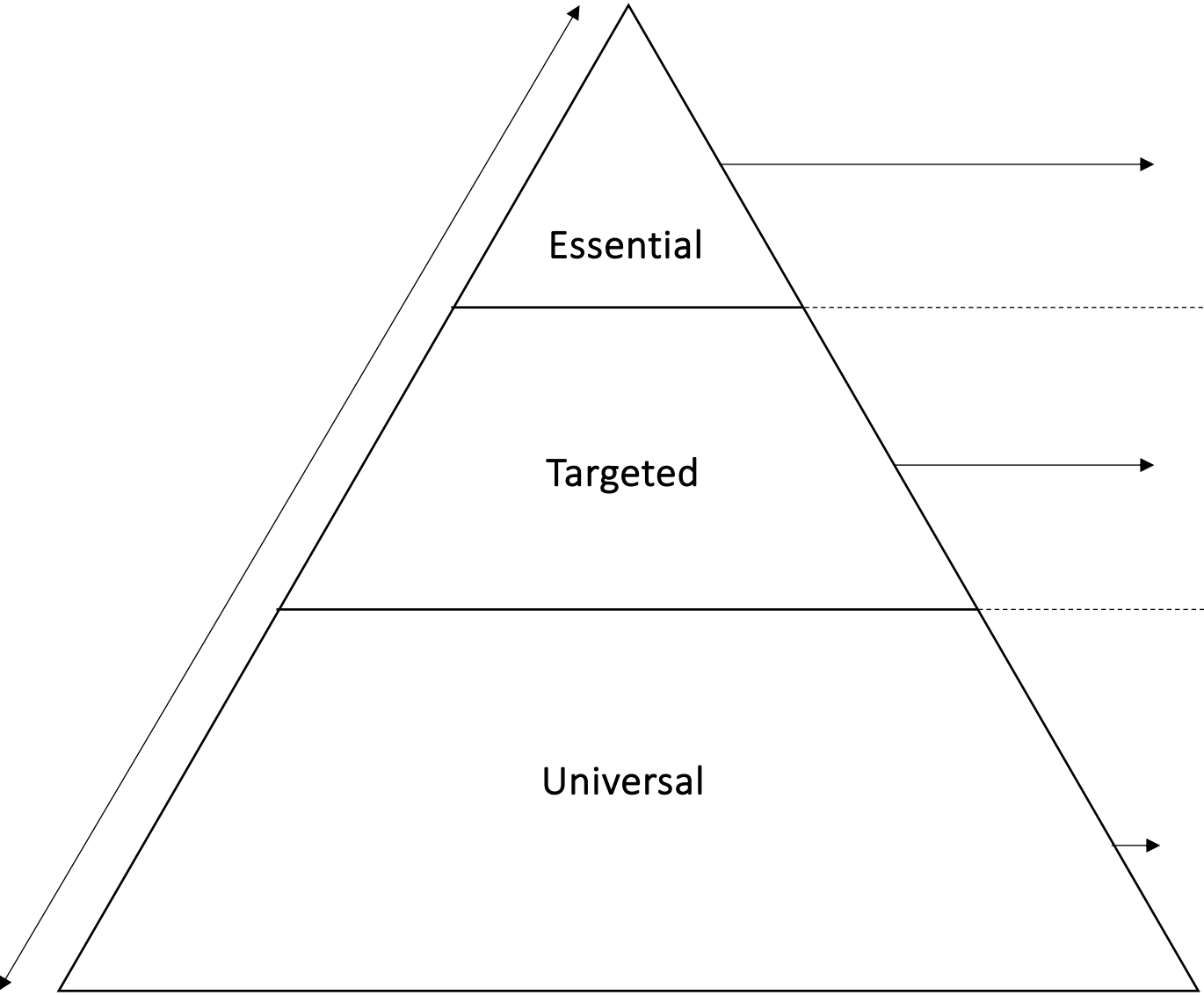
**Targeted**

**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?

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

- Communication with school team (set up other places to go if needed)
- Individual debriefing
- Check in/ check out system (with resource)
- Built in time at The Nest in schedule
- G: Level of problem (1-5 and how to respond, reinforcement system)

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

- Calming kit
- Take a break (check in)
- Sensory tools (e.g. fidgets, items from home)
- Choice to go The Nest

What supports & strategies are useful for MOST/ALL?

- Morning meeting, classroom conversations
- Mindful minutes – teaching a strategy
- Routines & structures
- Technology – all practice a strategy (e.g. 5 finger breathing)
- Lessons with counsellor (tools in toolbox)
- Classroom conversations (power of yet, Factor of fear)
- Trust when they need something
- Open communication with families (e.g. Dojo)
- Access to The Nest (SEL space)

Students in Mind

Essential

Targeted

Universal

Who needs the MOST support?

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

- Reading IEP
- 3/4 x week individual intervention with CT or parent volunteer (one on one)
- G (replacement literacy instruction - comprehension)

Essential

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

- Title reading intervention (decoding) 4 x week
- (UDL strategies to help student choose)

Targeted

What supports & strategies are useful for MOST/ALL?

- Access to grade level curriculum
- Fluency passage (at independent level) – at home
- Weekly read with parent volunteers
- Vocabulary support & practice (word ladders/activities/plexer)
- Classroom read aloud every day
- Library
- Different levels of text level for assessment
- Strategic intervention time
- WIN time

Universal

Students in Mind

Who needs the MOST challenge?

# Planning for ALL Grade 10 Humanities

Need: Multi Lingual

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

Who needs the MOST support?

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

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

Essential

**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

Targeted

**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

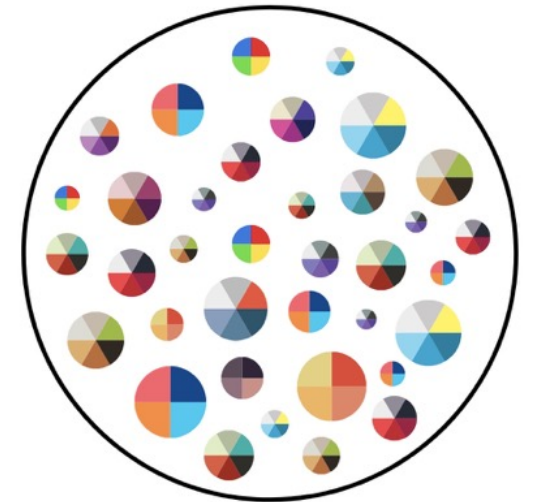
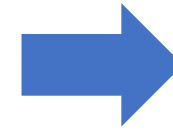
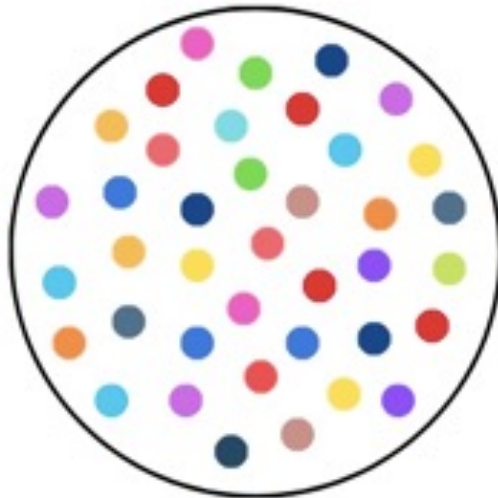
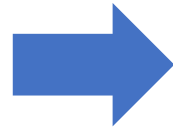
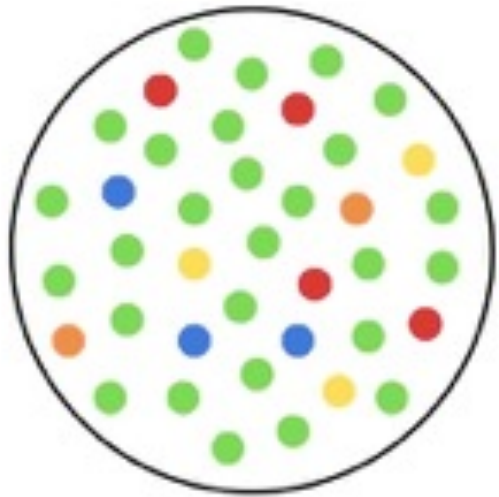
Universal

Who needs the MOST challenge?

# Needs based support planning:

- **is designing for one student, but supports many**
- **focuses on changing the environment, not the student**
- **aligns with UDL, self regulation, and self determination practices**

# How do we do *inclusion* ?



How do we  
*include* people  
with disabilities?

How do we teach  
to *diversity*?

How do we  
teach to *identity*?



**What is one useful idea?**

**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?**

# Q n A

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