

Shelley MOORE PH.D.



@tweetsomemoore



@fivemooreminutes



@fivemooreminutes



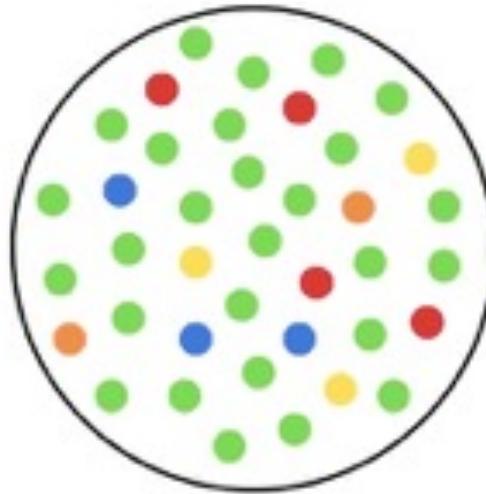
www.fivemooreminutes.com

www.blogsomemoore.com

why do we need

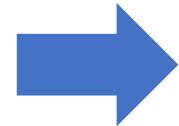
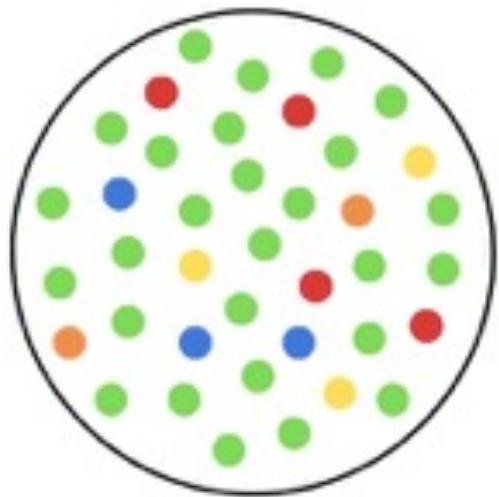
IEPs?

Thinking differently about *ieps*

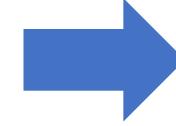
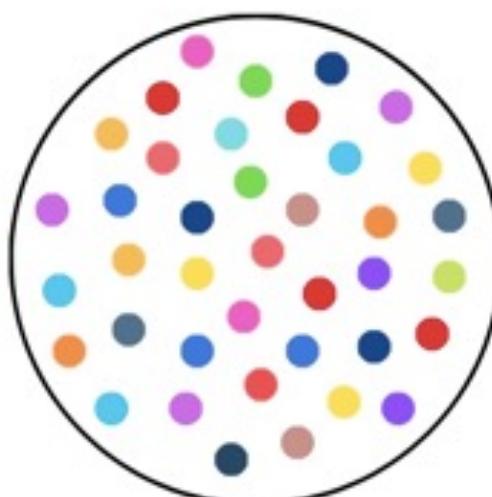


How do we
include people
with disabilities?

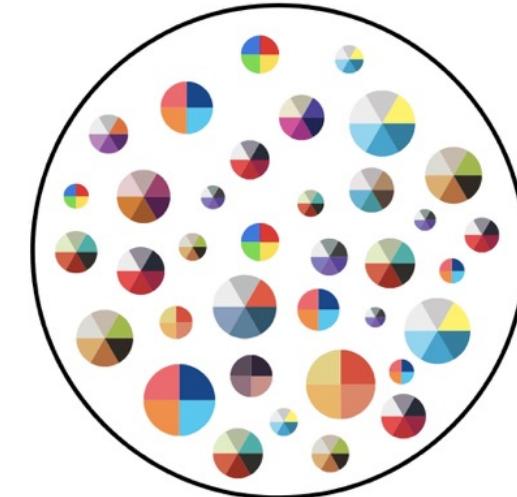
Thinking differently about *ieps*



How do we
include people
with disabilities?



How do we teach
to *diversity*?

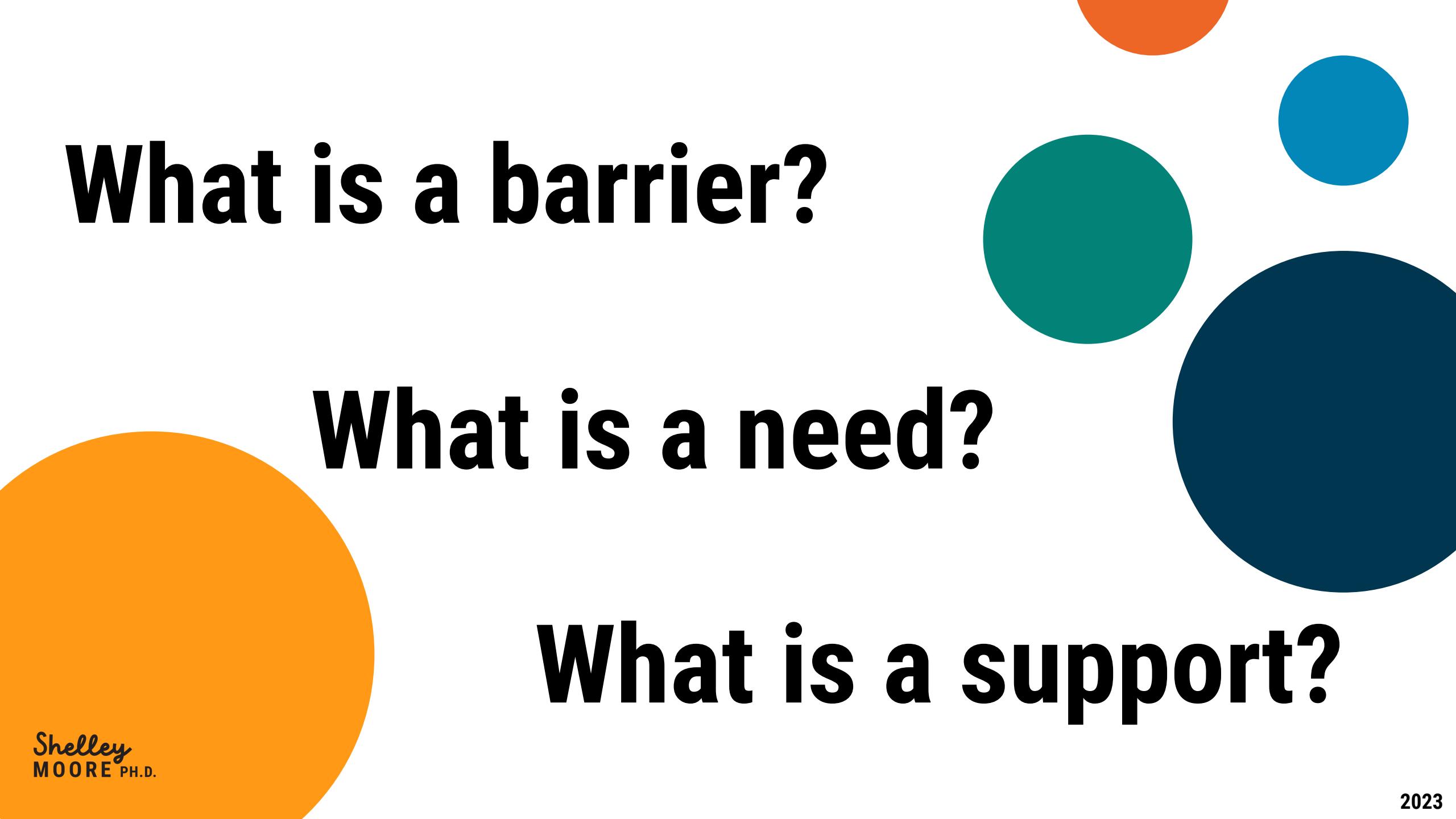


How do we
teach to *identity*?

What is a barrier?

What is a need?

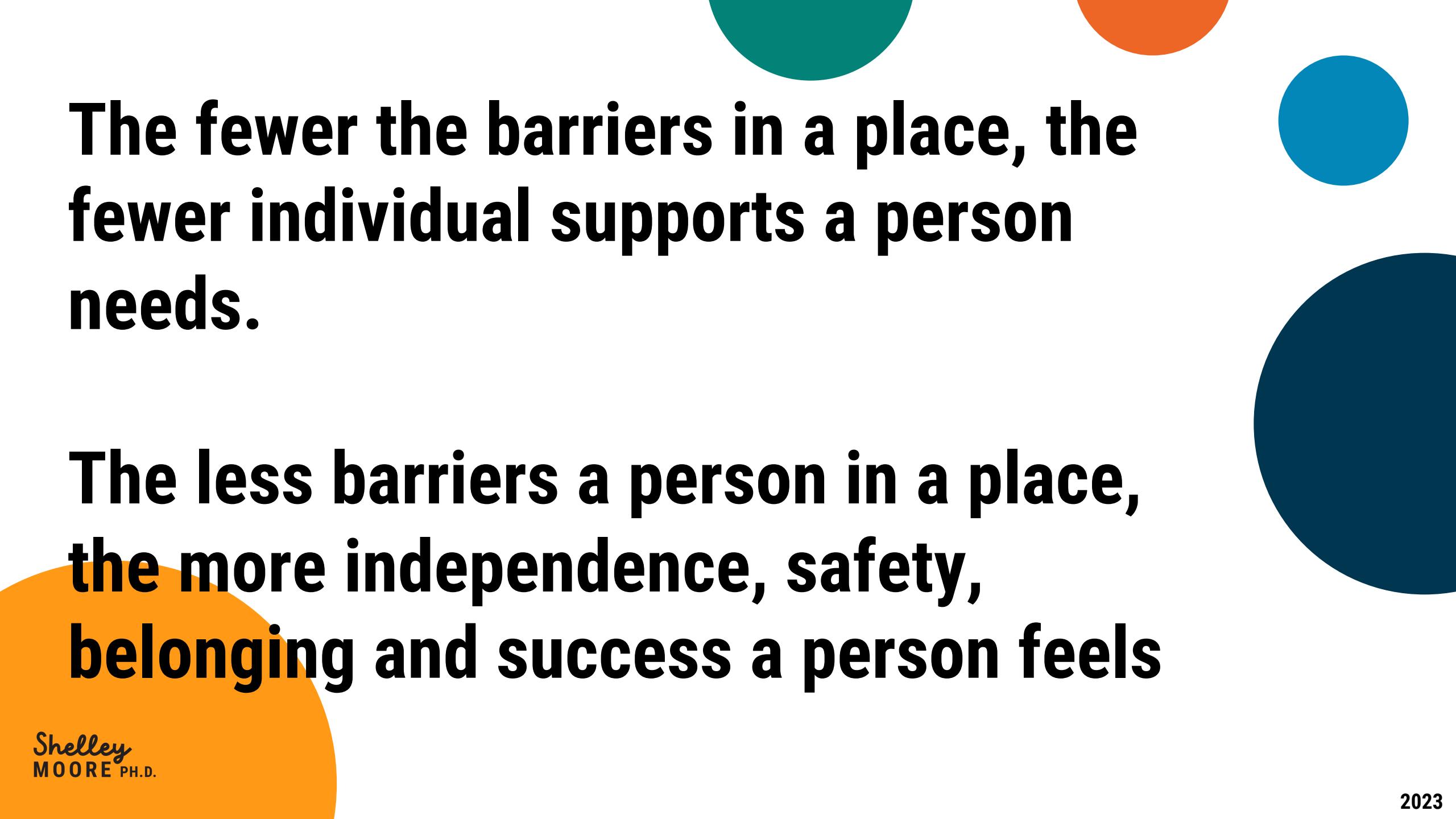
What is a support?



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

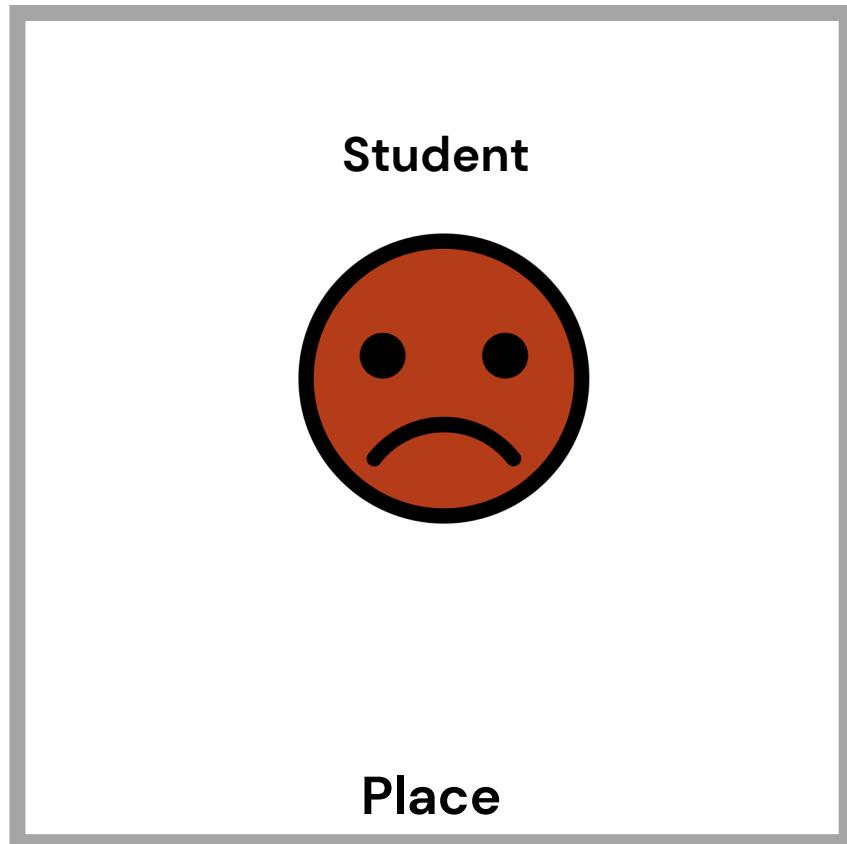
Stair Climbing Wheelchairs



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

Place

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

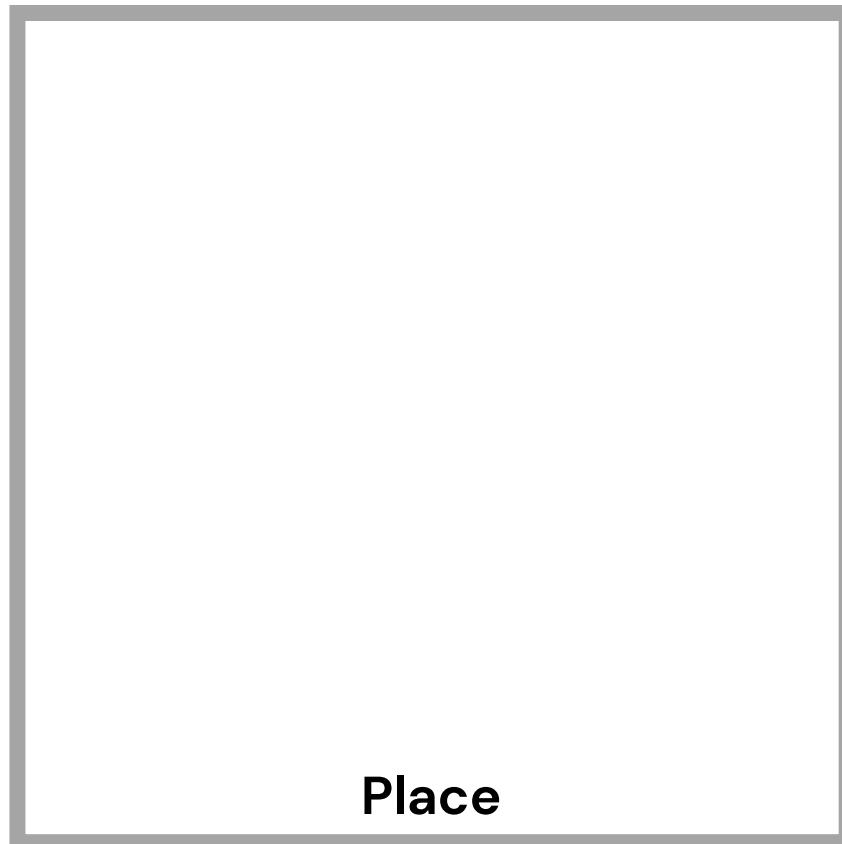


Historical Special Education

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”

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



Student

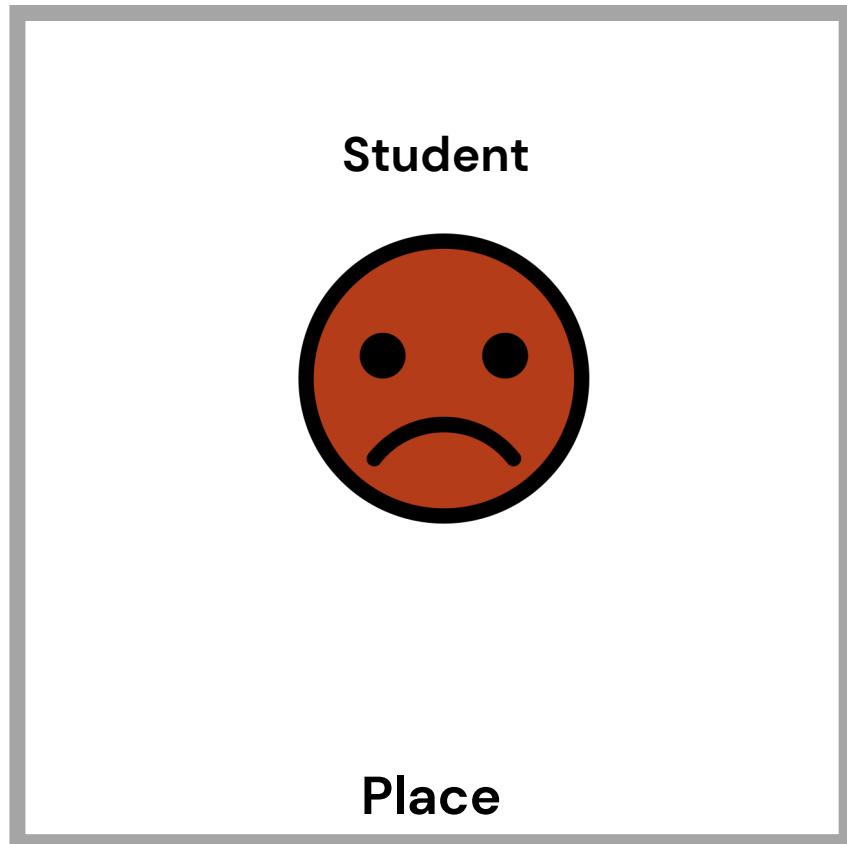


Historical Special Education

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"

BUT WAIT...

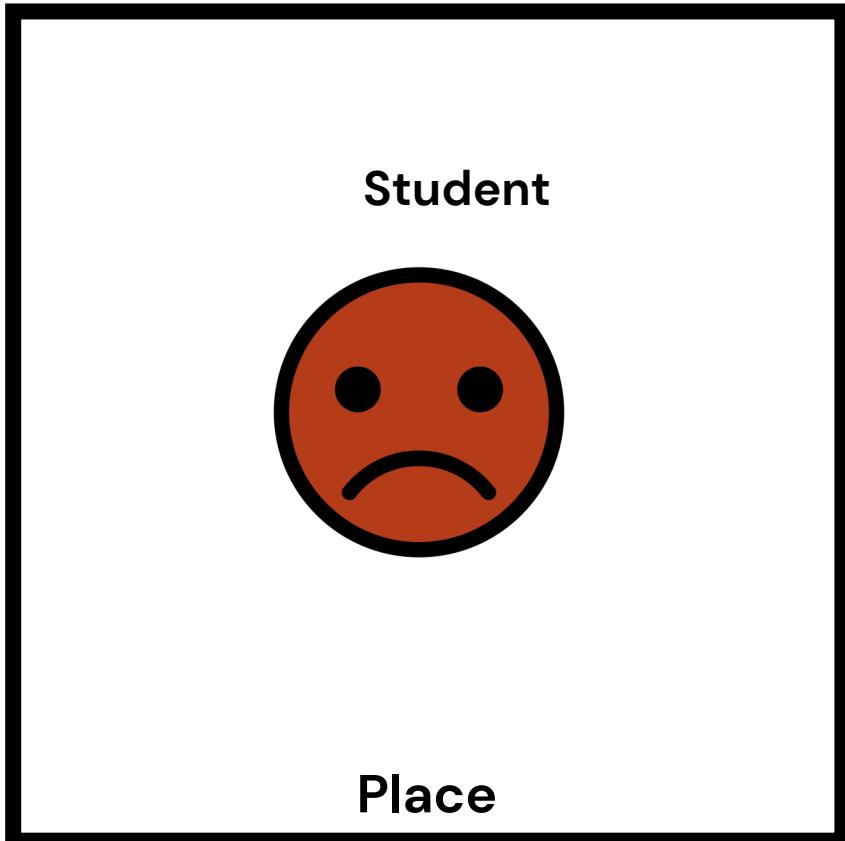
People with disabilities said:



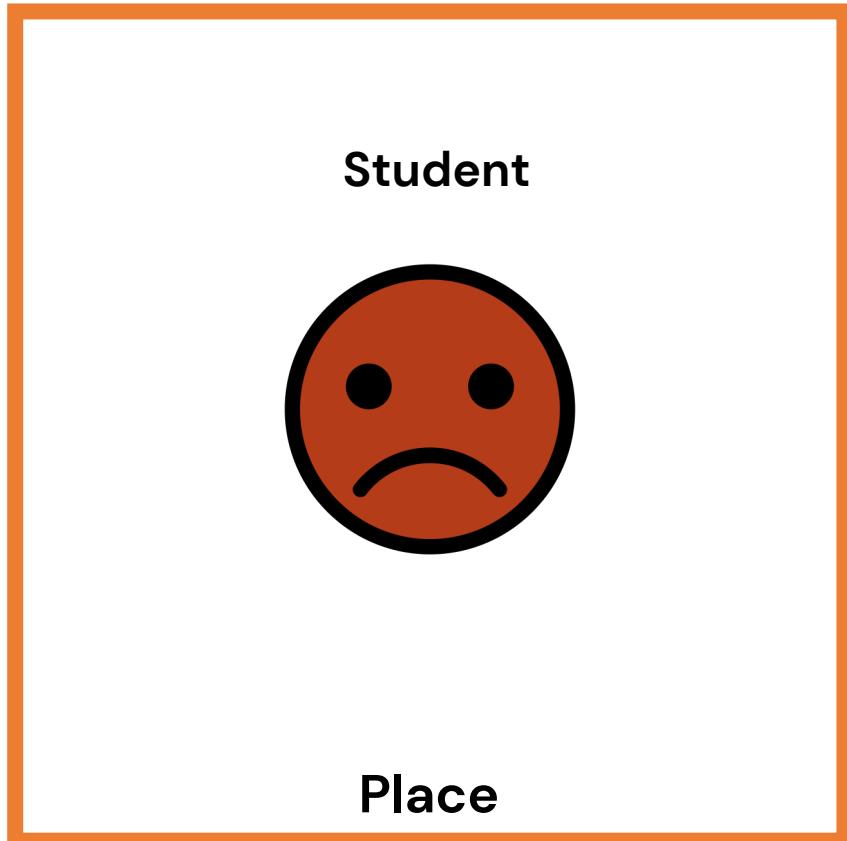
"I am not broken."

"I do not need to be fixed!"

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



Shifting the Paradigm: SOCIAL MODEL OF DISABILITY



Social Model

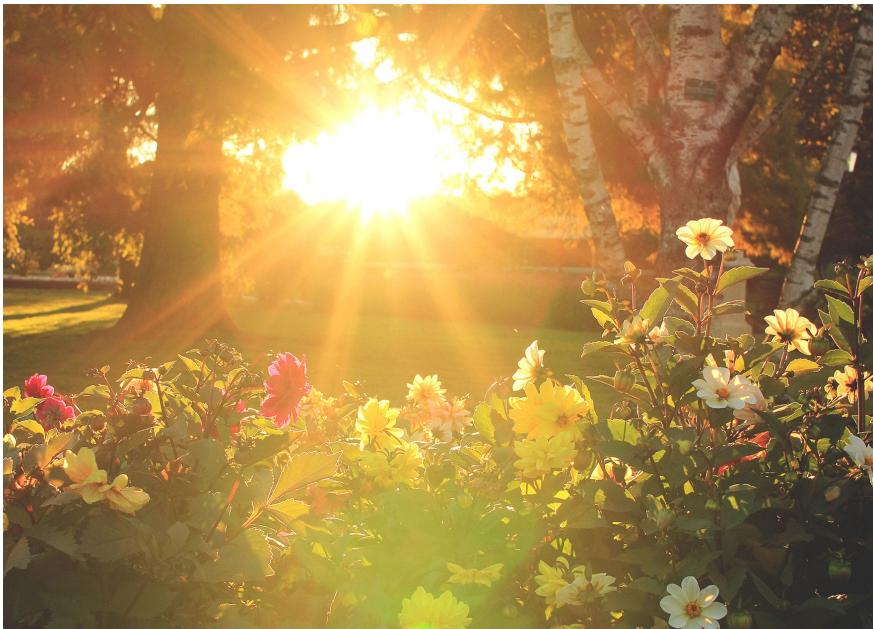
If a **student** isn't successful:

- 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**?

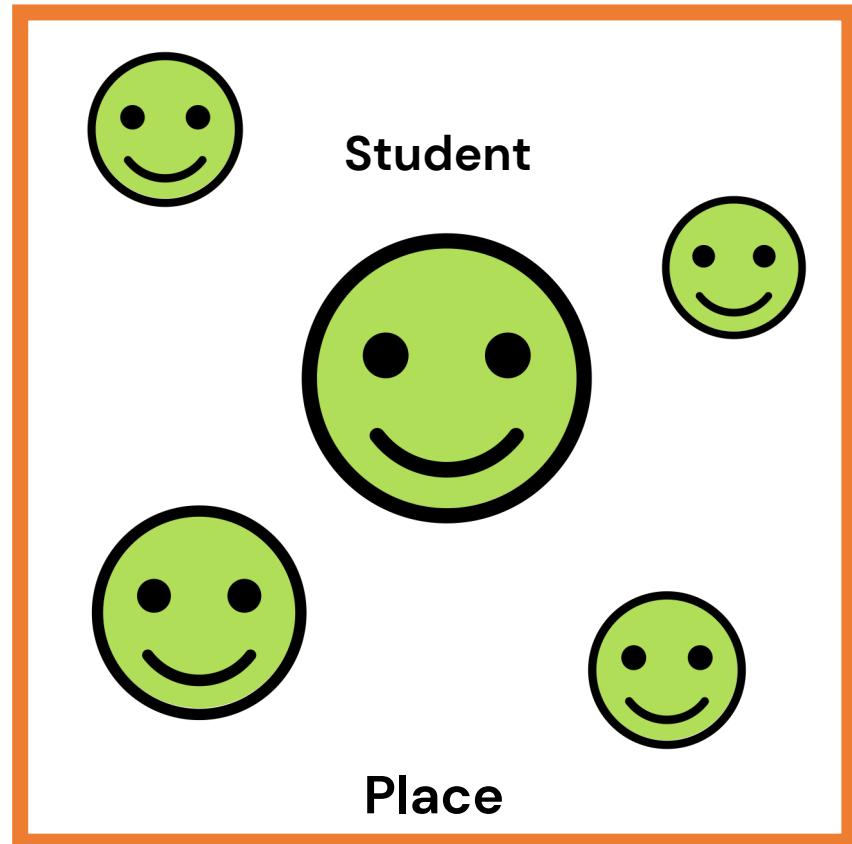
What are the potential **barriers**?

not enough light

not enough water

not enough space

Shifting the Paradigm: SOCIAL MODEL OF DISABILITY



Social Model

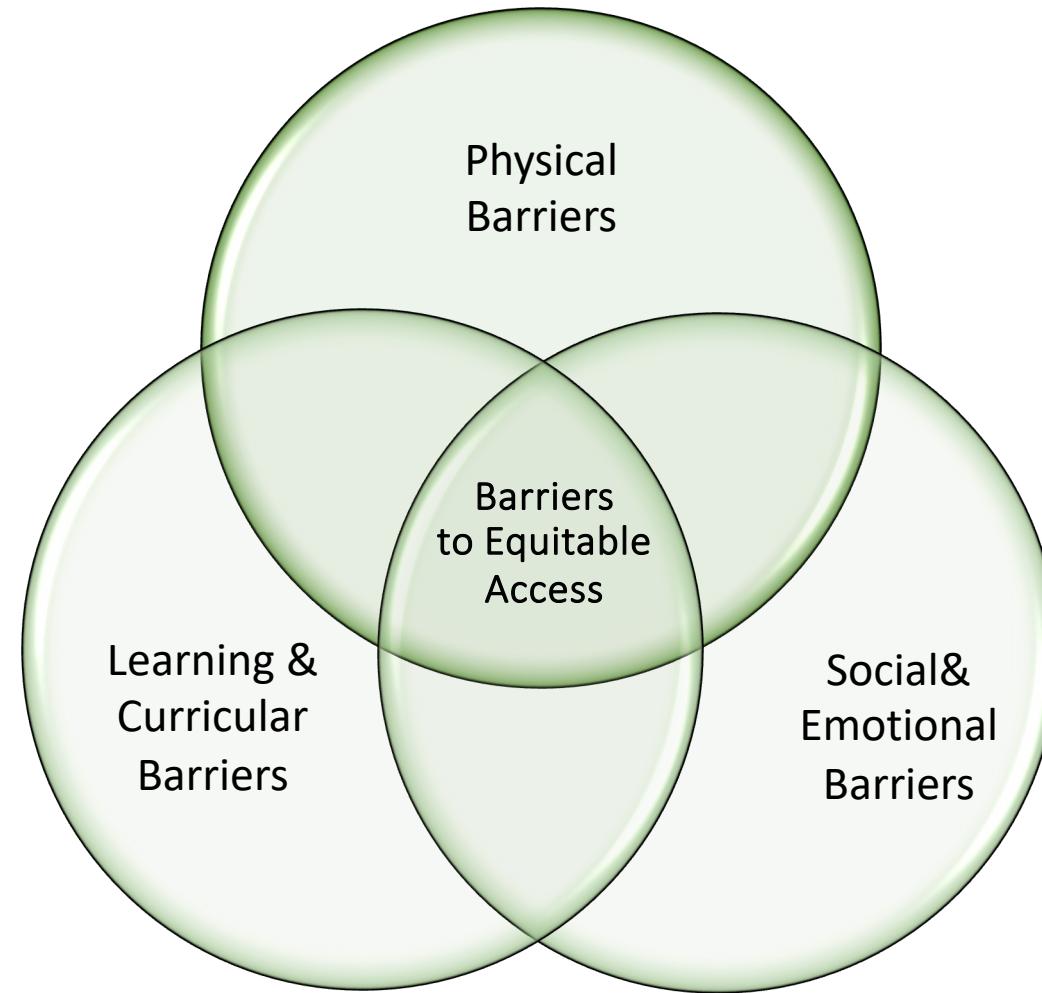
If a **student** isn't successful:

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

What are barriers?



Increasing Inclusive & Equitable Access by Reducing Barriers for All



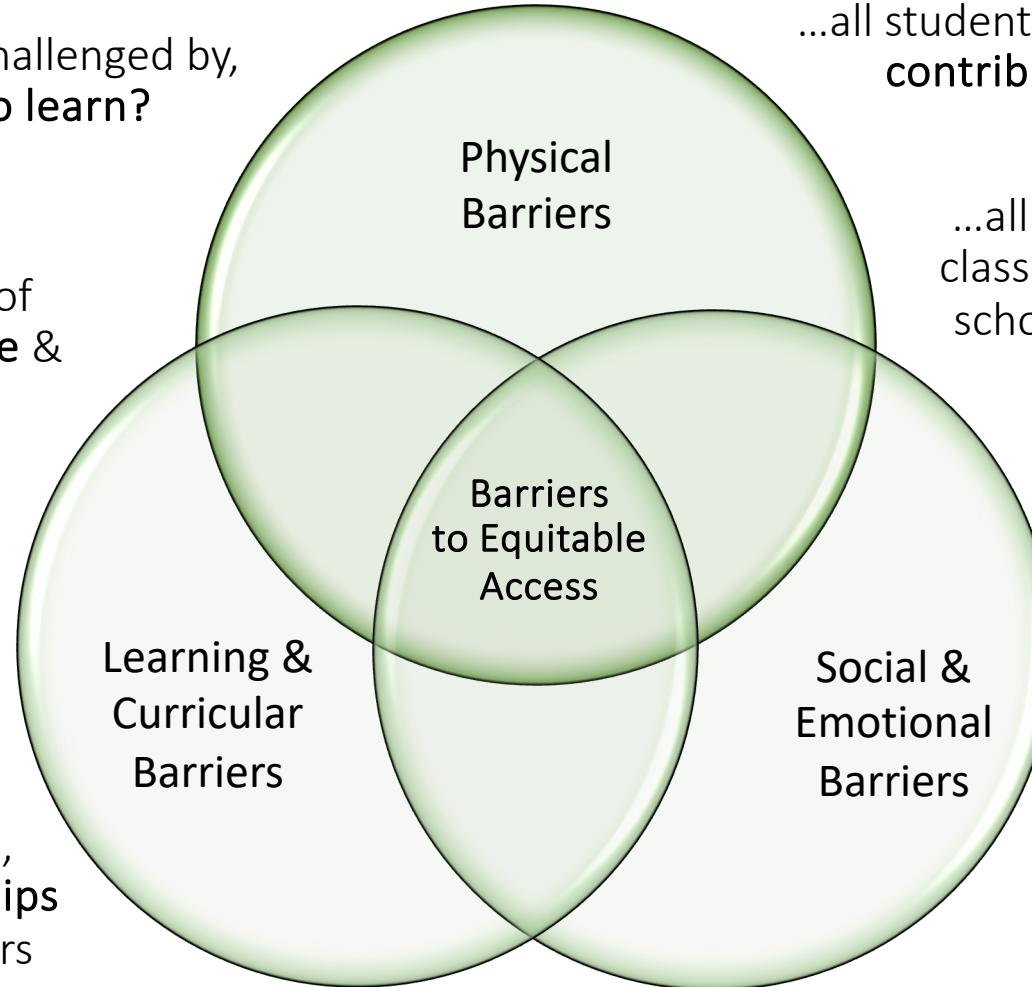
What do all students need? What gets in the way?

...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?

Student Self Determination
& Agency

Examples of Initiatives that Reduce Barriers for ALL

Standards Based Assessment

Culturally Responsive Practices

Mind Up/ Zones of Regulation Etc.

Trauma Sensitive Instruction

SEL

Core Competencies

Universal Design for Learning

Accessible Playgrounds

Restorative Justice Practices

Inquiry

Physical Barriers

First Peoples' Principles of Learning

Needs Based Design

Student Voice

Strength Based Perspectives

Learning & Curricular Barriers

Social & Emotional Barriers

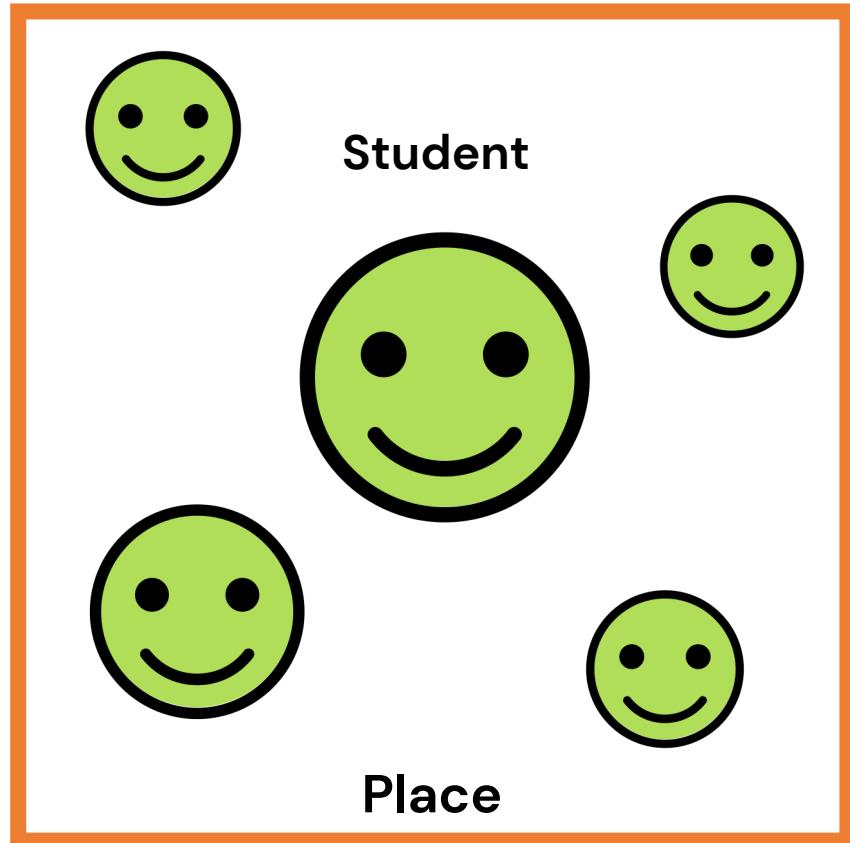
School Lunch Programs

Differentiated Instruction & Curriculum

Learning Continuums

Land-Based Learning

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

What are barriers?



BUT WAIT...

Teachers said:

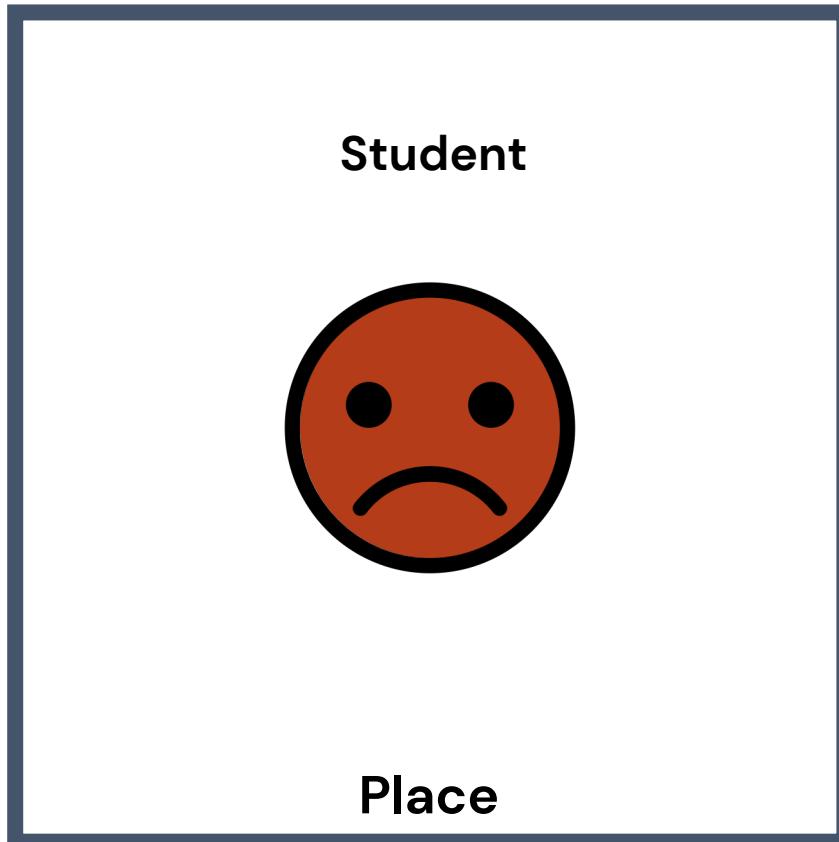


*"What about all the different
individual needs in a shared place?"*

WE HAVE
diverse
GARDENS!



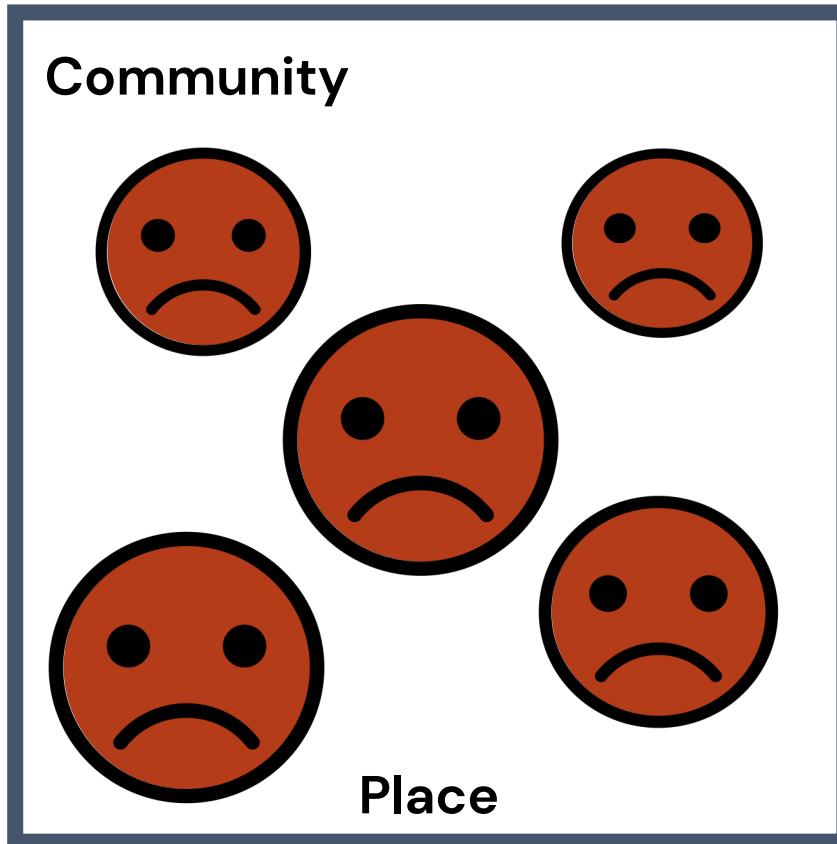
Shifting the Paradigm: **PERSON-PLACE MODEL OF NEED**



Inclusive Education

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

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

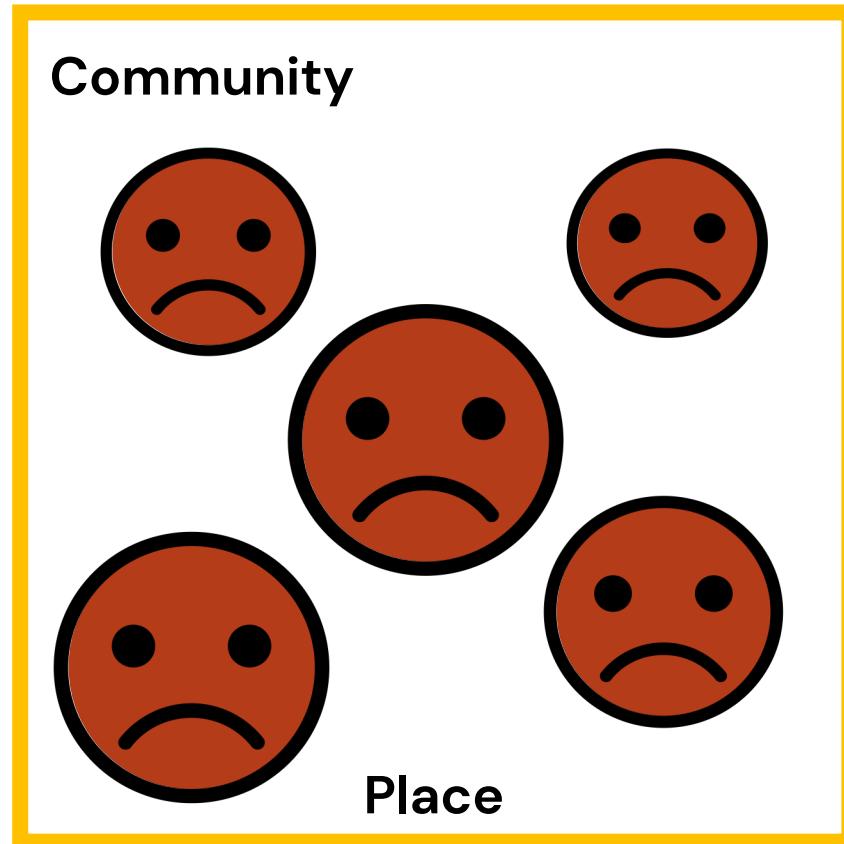


Inclusive Education

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

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! 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

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

PERIODIC TABLE OF PLANT NUTRIENTS

| | | | | | |
|------------------------|------------|-----------|--------------------------|--------|------------|
| 7 | 15 | 19 | 12 | 16 | 20 |
| N | P | K | Mg | S | Ca |
| Nitrogen | Phosphorus | Potassium | Magnesium | Sulfur | Calcium |
| Primary Macronutrients | | | Secondary Macronutrients | | |
| 5 | 17 | | | | |
| B | Cl | | | | |
| Boron | Chlorine | | | | |
| 25 | 26 | 28 | 29 | 30 | 42 |
| Mn | Fe | Ni | Cu | Zn | Mo |
| Manganese | Iron | Nickel | Copper | Zinc | 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

| | | | | | | | | | | | |
|------------------------|----|----|----|----|----|----|----|----|----|----|----|
| 7 | N | 15 | P | 19 | K | 12 | Mg | 16 | S | 20 | Ca |
| Primary Macronutrients | | | | | | | | | | | |
| 9 | B | 17 | Cl | | | | | | | | |
| 25 | Mn | 26 | Fe | 28 | Ni | 29 | Cu | 30 | Zn | 42 | Mo |
| Micronutrients | | | | | | | | | | | |

Source: Greenandvibrant.com



Multiple Layers of Needs Based Support

Need: Waking up

What **one** needs



Individualized

Supports & Strategies are
useful for **ONE**



What **some** need

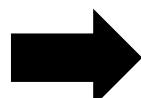


Targeted

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



What **everyone/most**
need



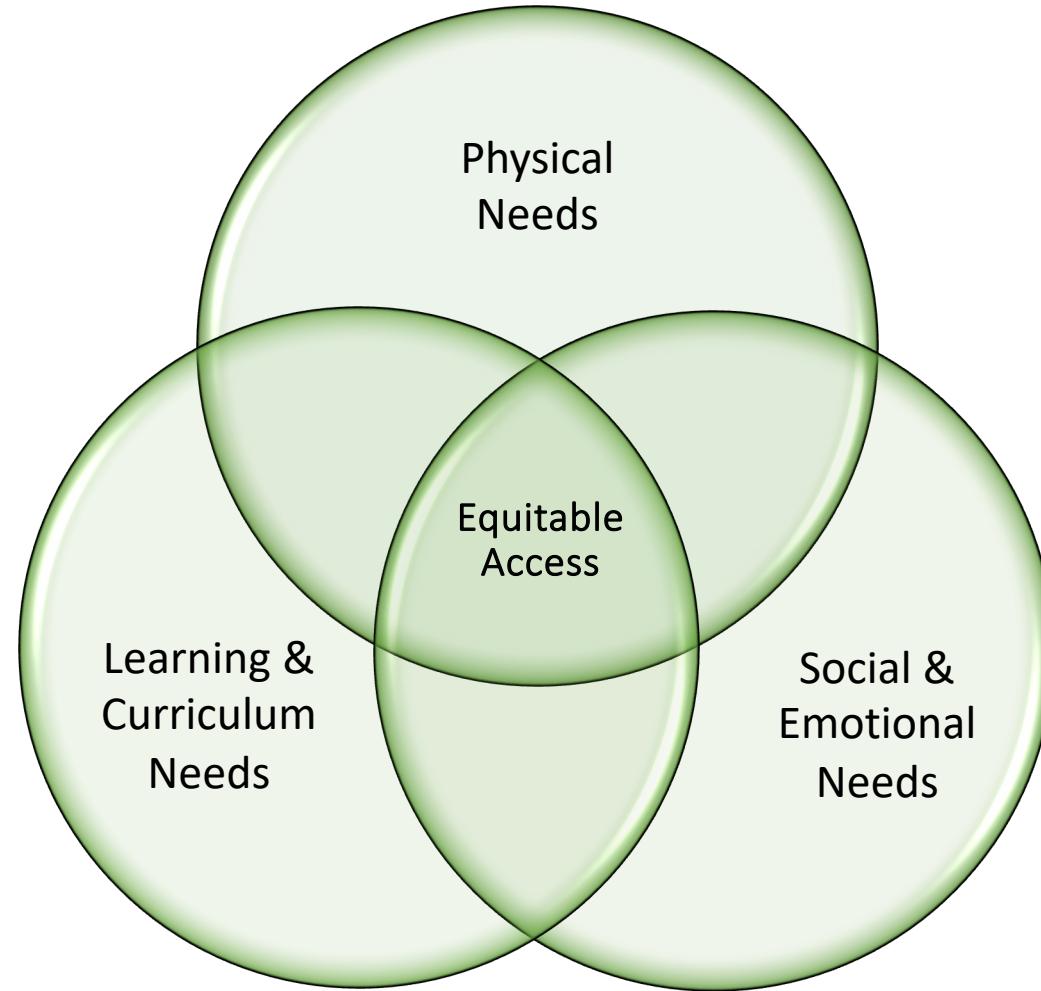
Universal

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

What are needs?

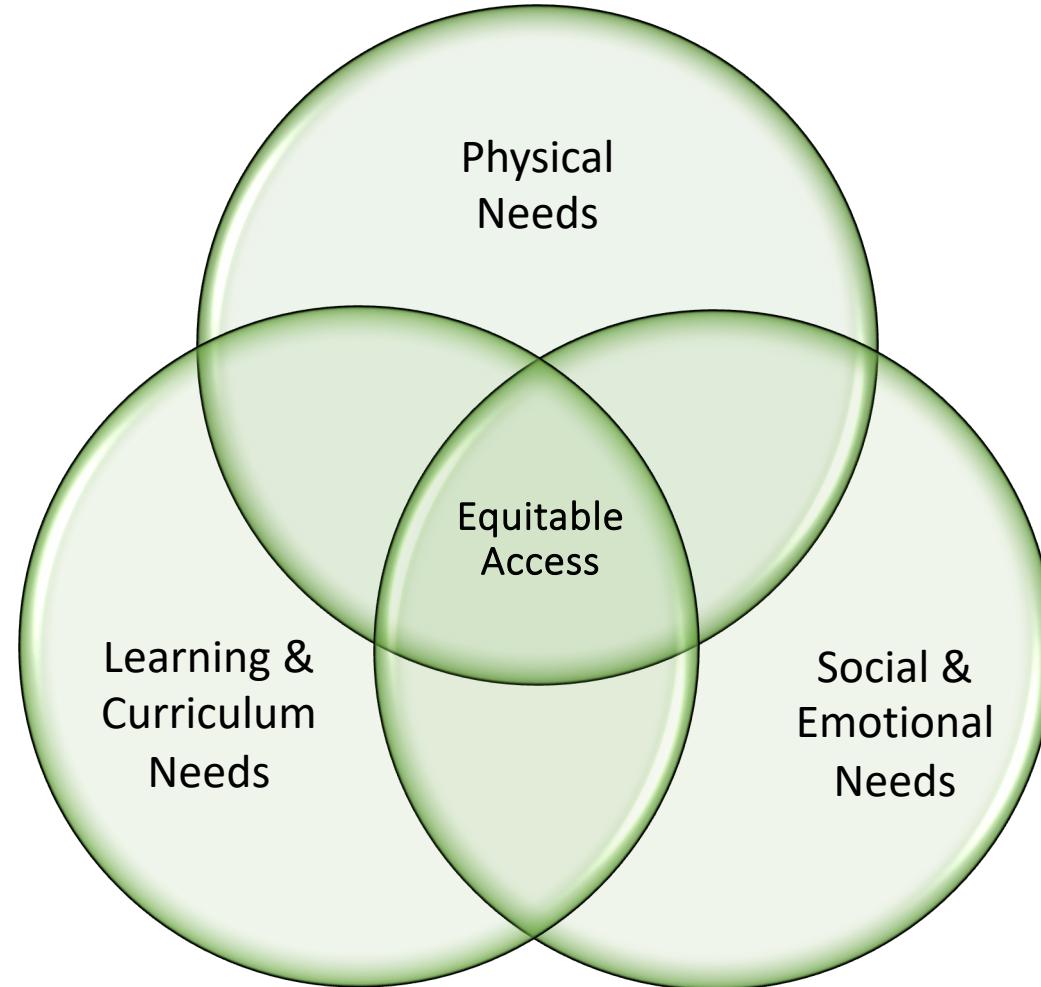


Increasing Inclusive & Equitable Access by Designing for Individual Needs



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)



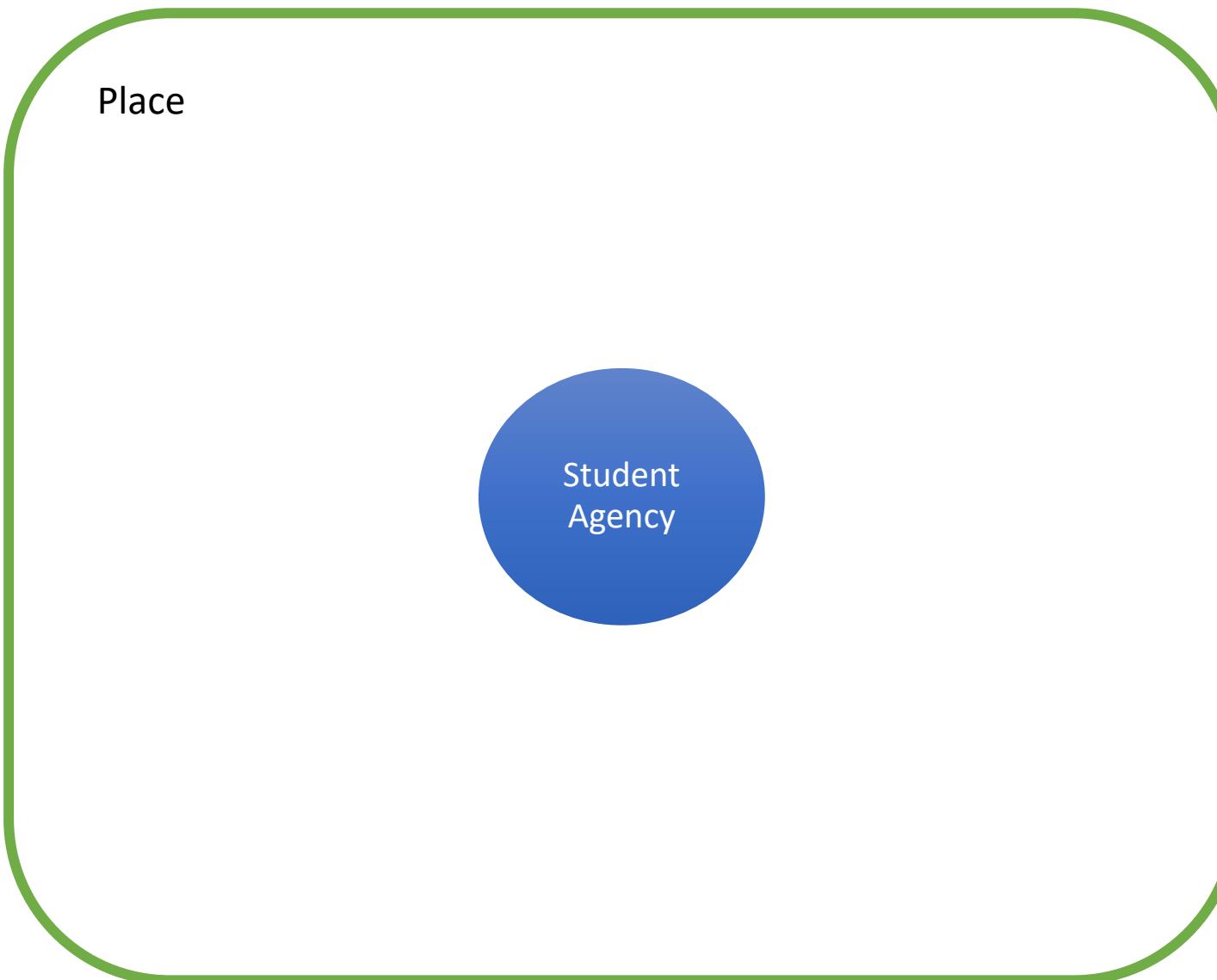
- Language
- Literacy (decoding)
- Literacy (understanding)
- Literacy (written output)
- Literacy (Speaking/ oral language)
- Medical
- Memory
- Numeracy
- Personal Care
- Physical/Mobility
- Self Advocacy
- Self Regulation (emotional)
- Self Regulation (behavioural)
- Self Regulation (learning)
- Self Esteem
- Self Harm
- Sensory
- Social Skills
- Transitioning
- Vision and/or hearing

Guiding Principles of a Renewed IEP

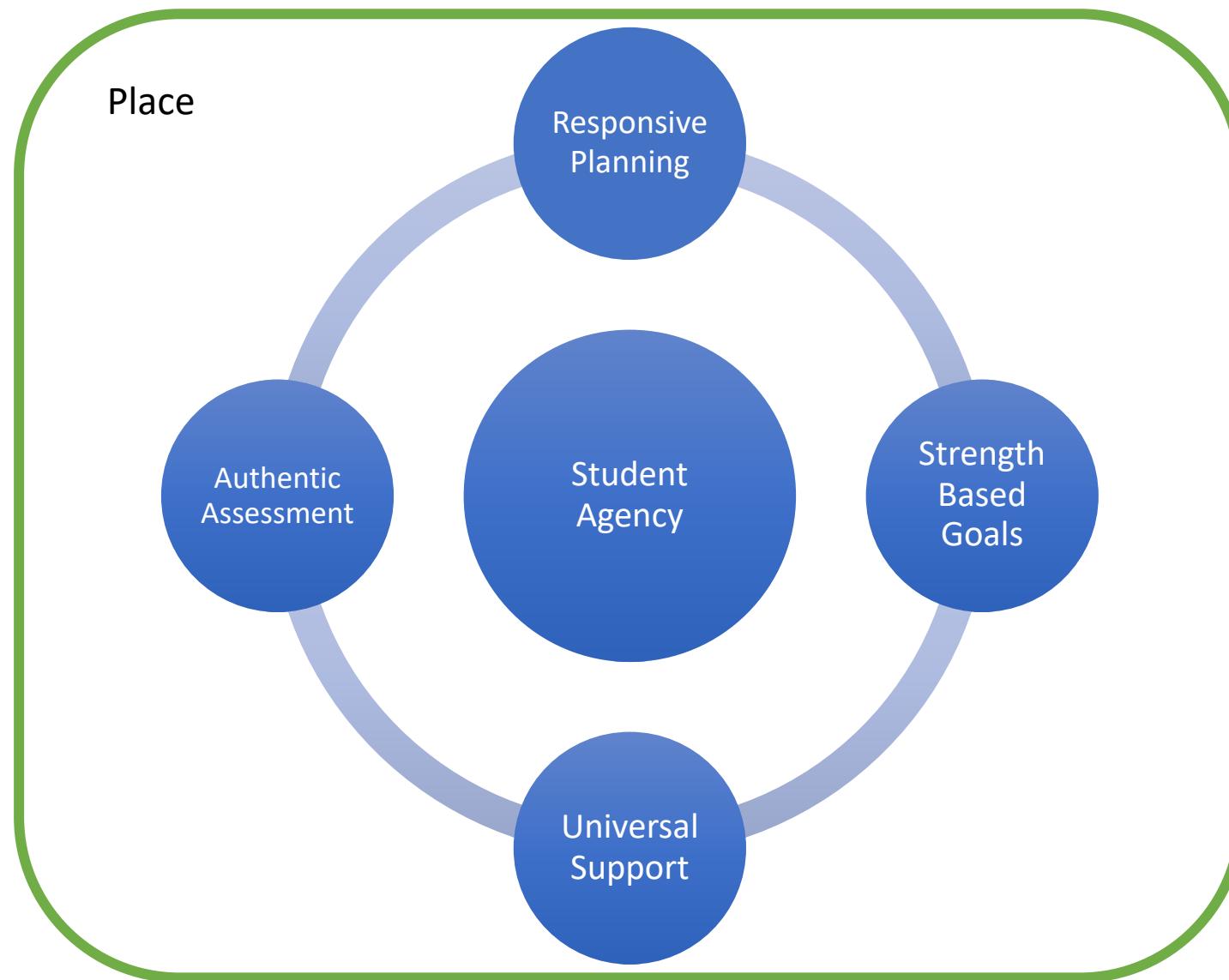
Place

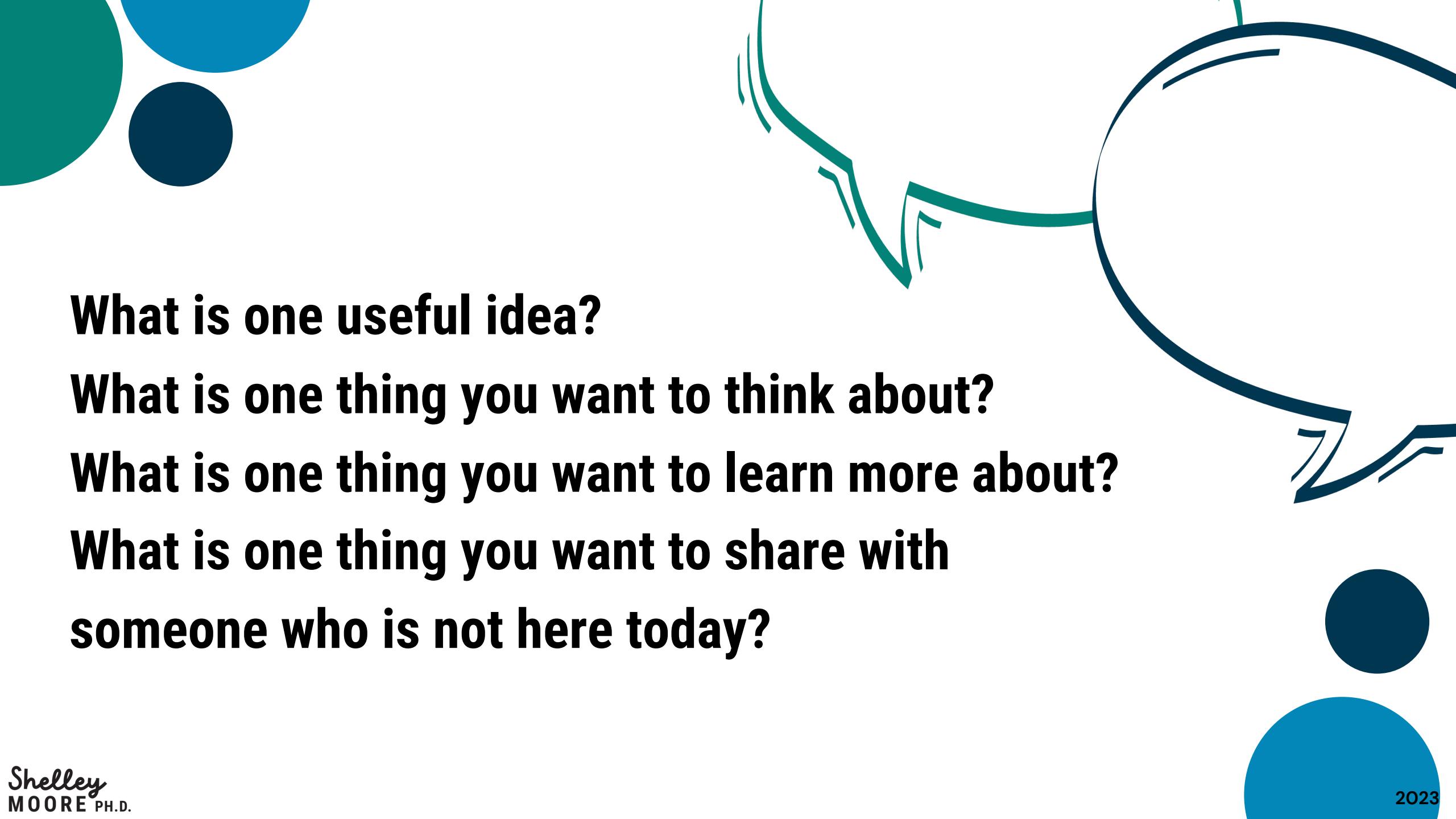


Guiding Principles of a Renewed IEP



Guiding Principles of a Renewed IEP





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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2023

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