

Shelley MOORE PH.D.



@tweetsomemoore



@fivemooreminutes



@fivemooreminutes



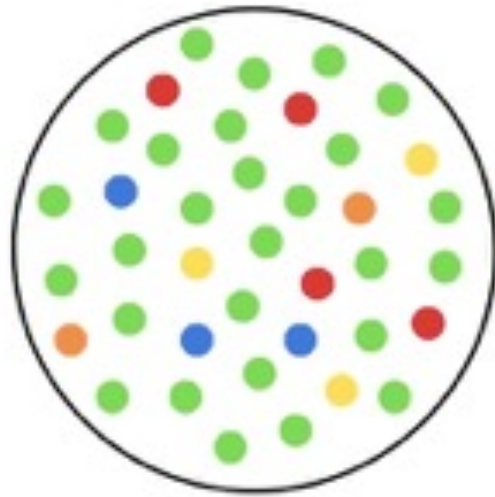
www.fivemooreminutes.com

www.blogsomemoore.com

Why do we need

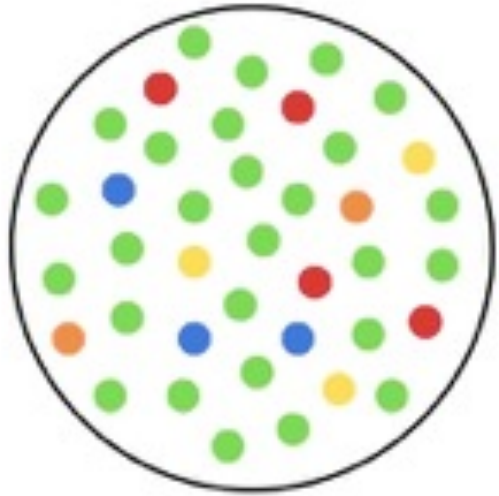
I&P&?

Thinking differently about *ieps*

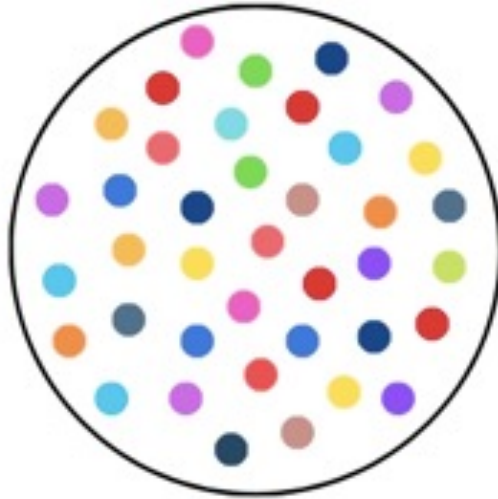
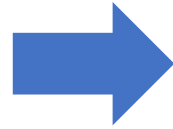


How do we
include people
with disabilities?

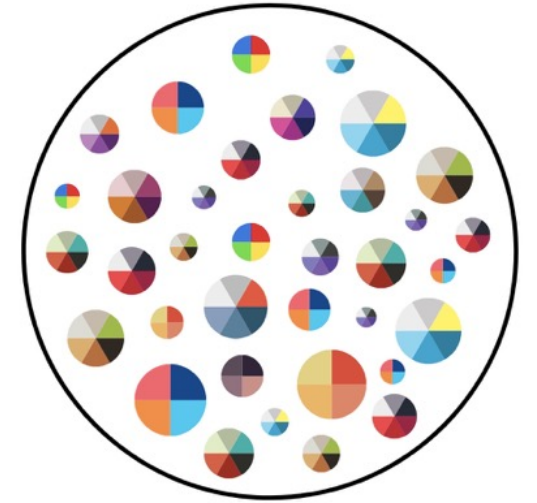
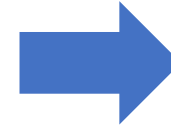
Thinking differently about *ieps*



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

Student



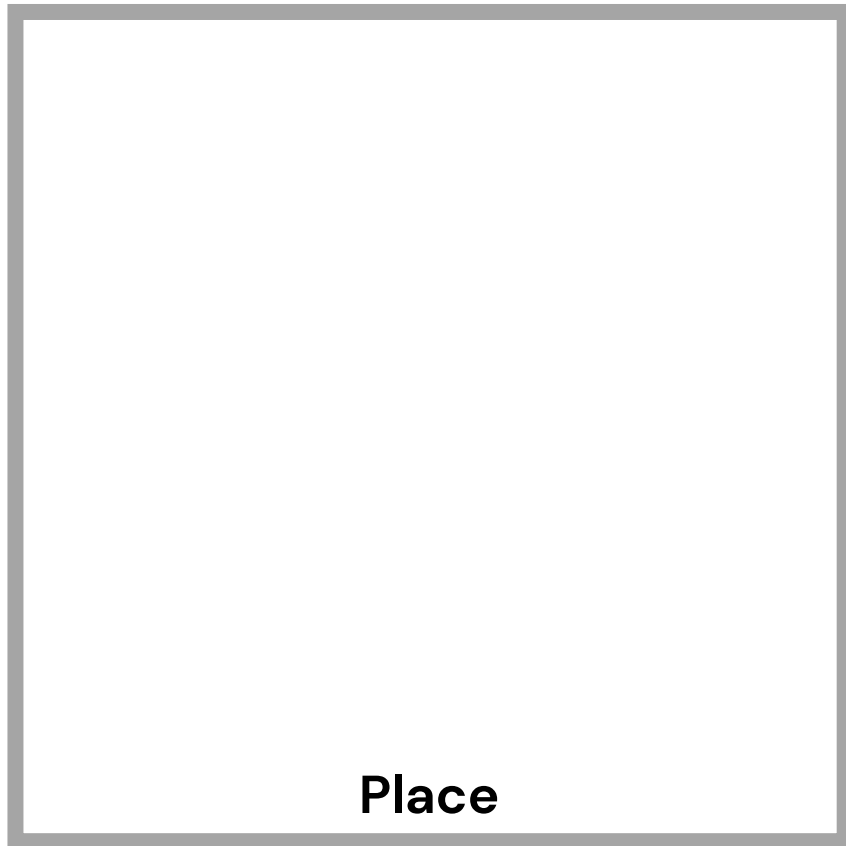
Place

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...

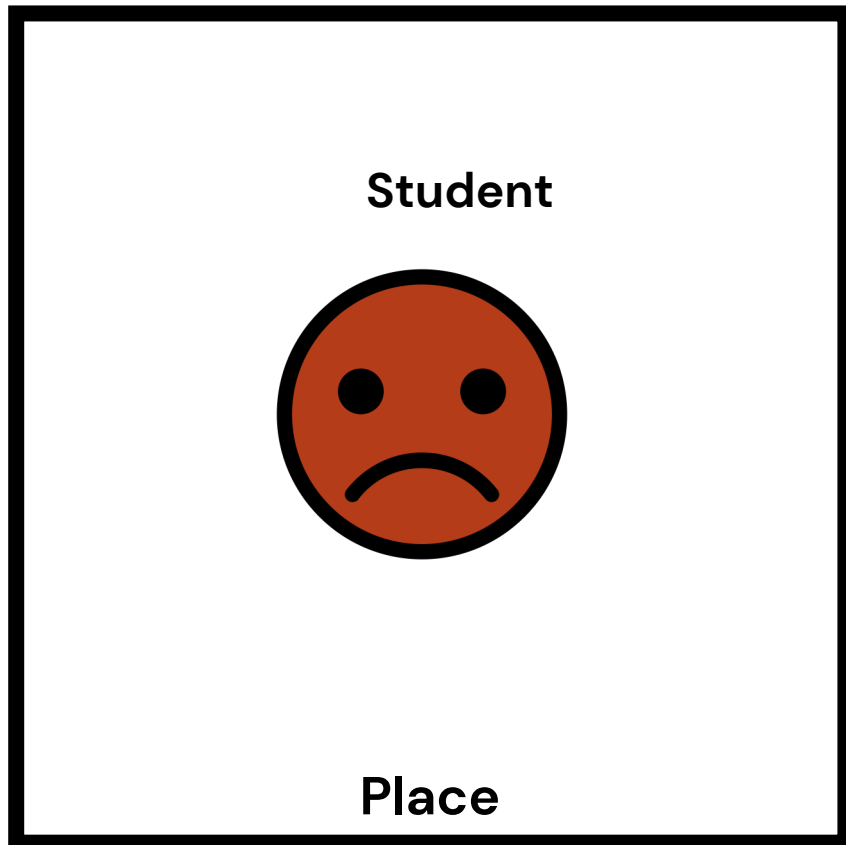
People with disabilities said:



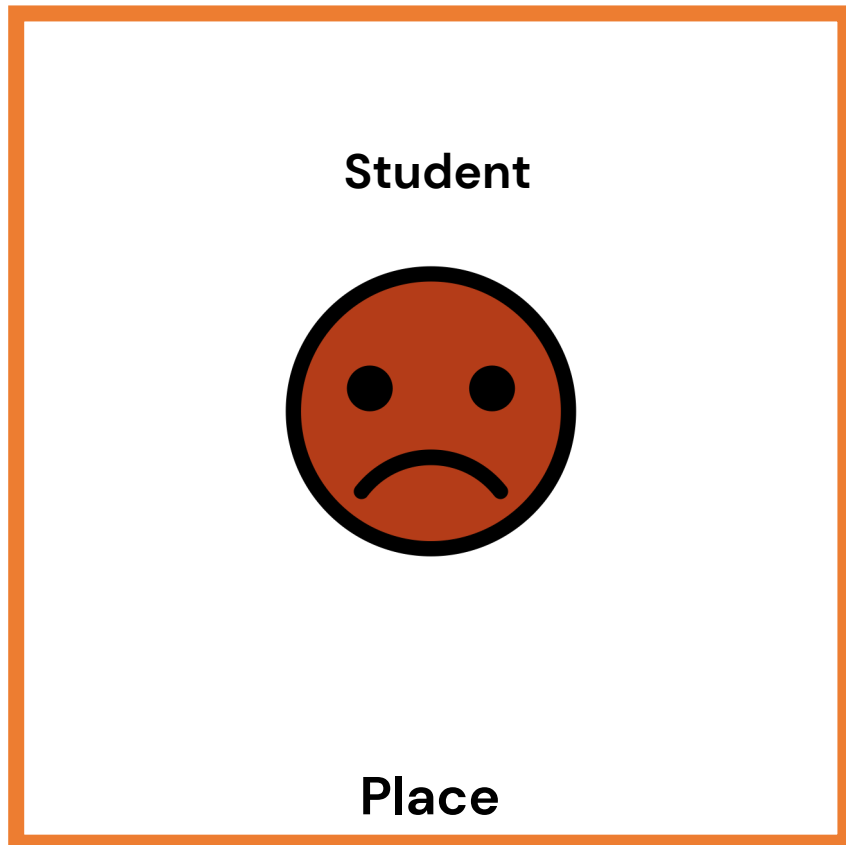
"I am not broken."

"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*?

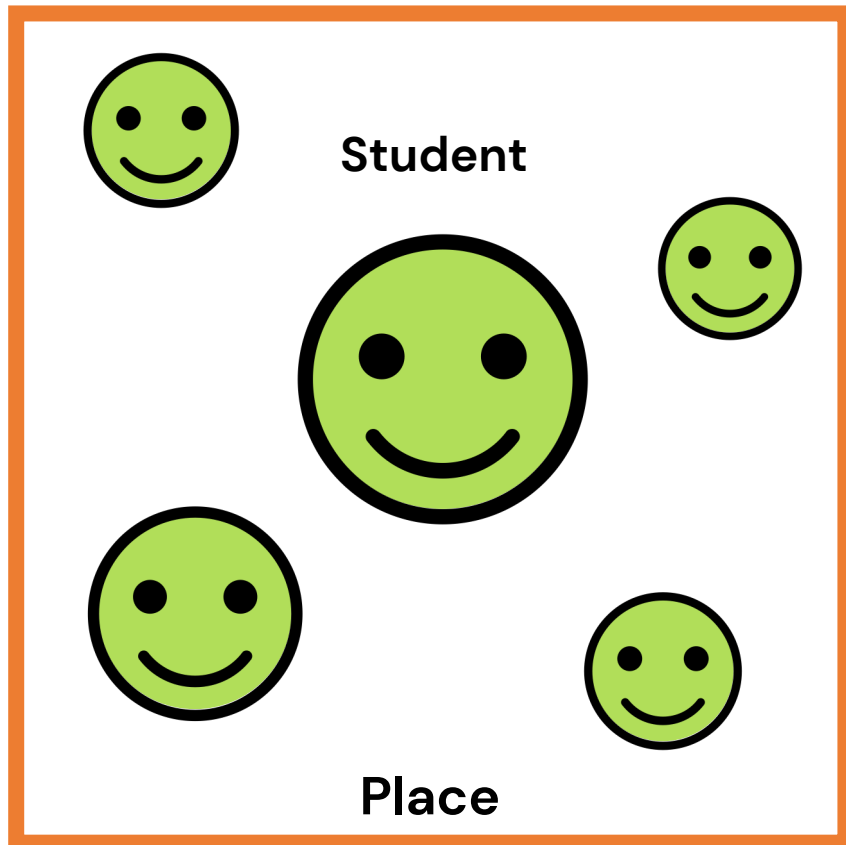
What are the potential *barriers*?

not enough light

not enough water

not enough space

Shifting the Paradigm: SOCIAL MODEL OF DISABILITY



Social Model

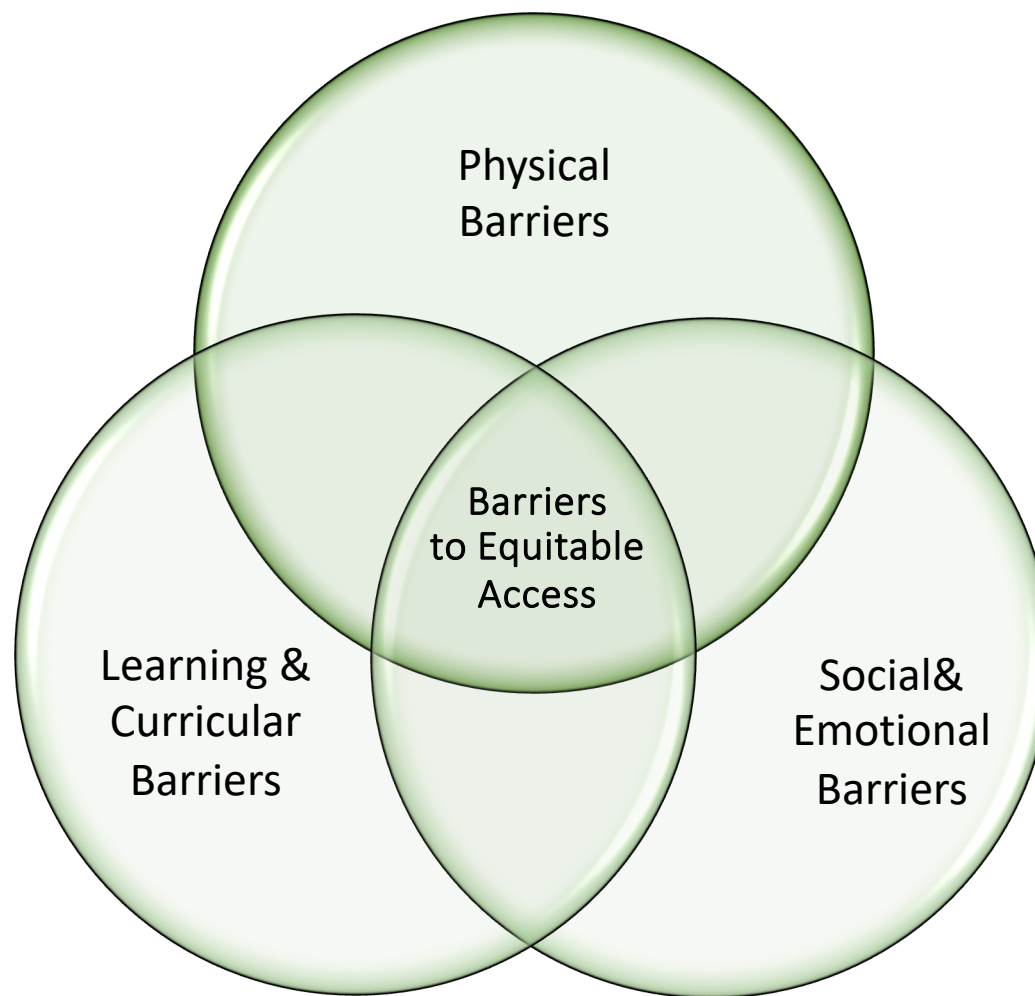
If a **student** isn't successful:

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

What are barriers?

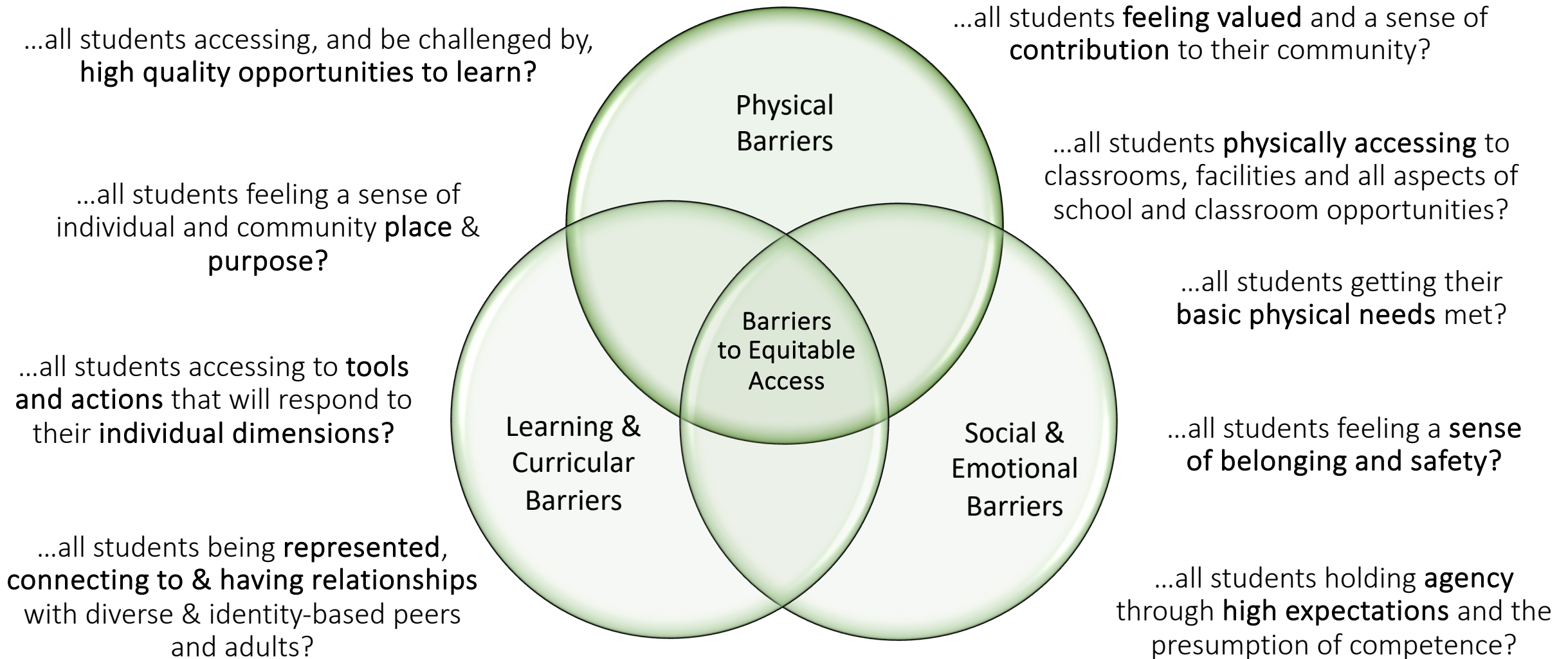


Increasing Inclusive & Equitable Access by Reducing Barriers for All



What do all students need?

What gets in the way?



Examples of Initiatives that Reduce Barriers for ALL

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

Student Voice

SEL

Core Competencies

Strength Based
Perspectives

Universal Design
for Learning

Accessible
Playgrounds

ICBIEP

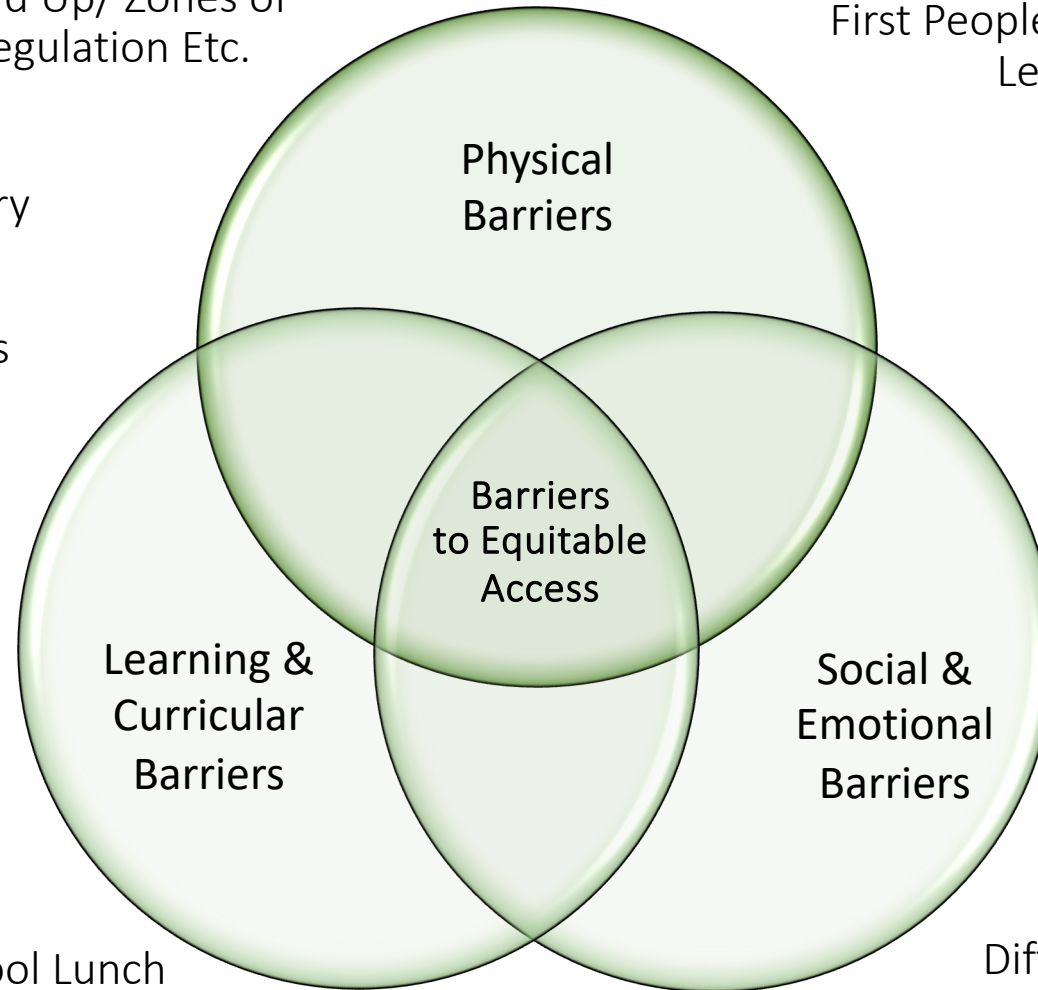
Learning Continuums

Restorative Justice
Practices

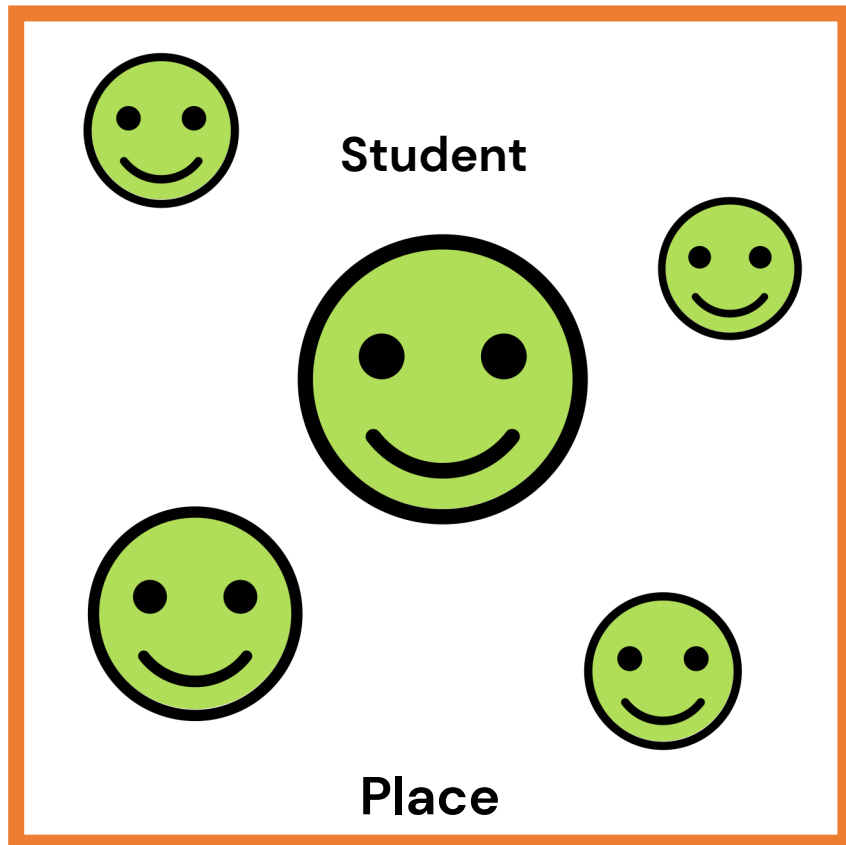
School Lunch
Programs

Differentiated Instruction &
Curriculum

Land-Based Learning



Shifting the Paradigm: SOCIAL MODEL OF DISABILITY



Social Model

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

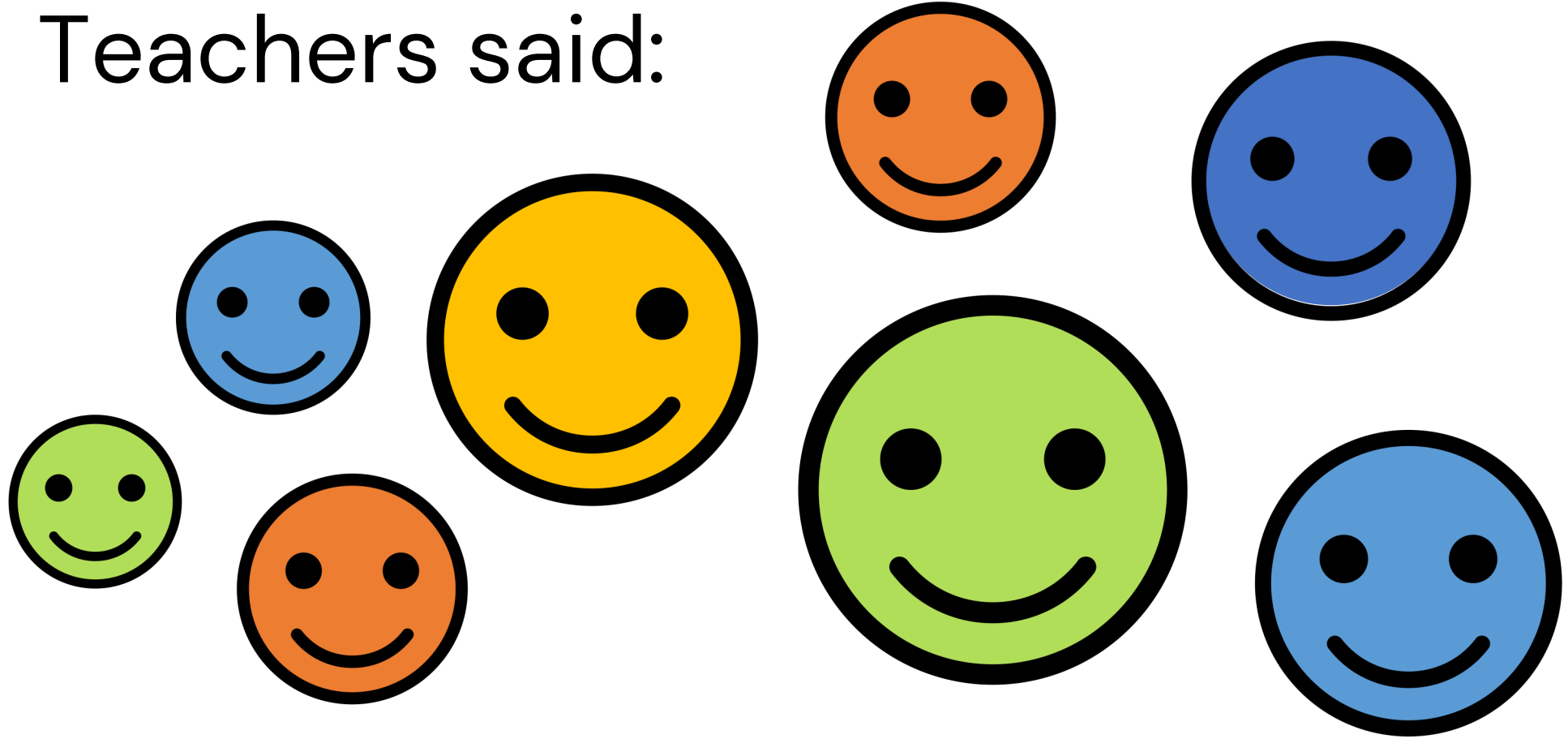
- Diagnose the barriers in the place
- Target the place
- Support EVERYONE in the place

What are barriers?



BUT WAIT...

Teachers said:

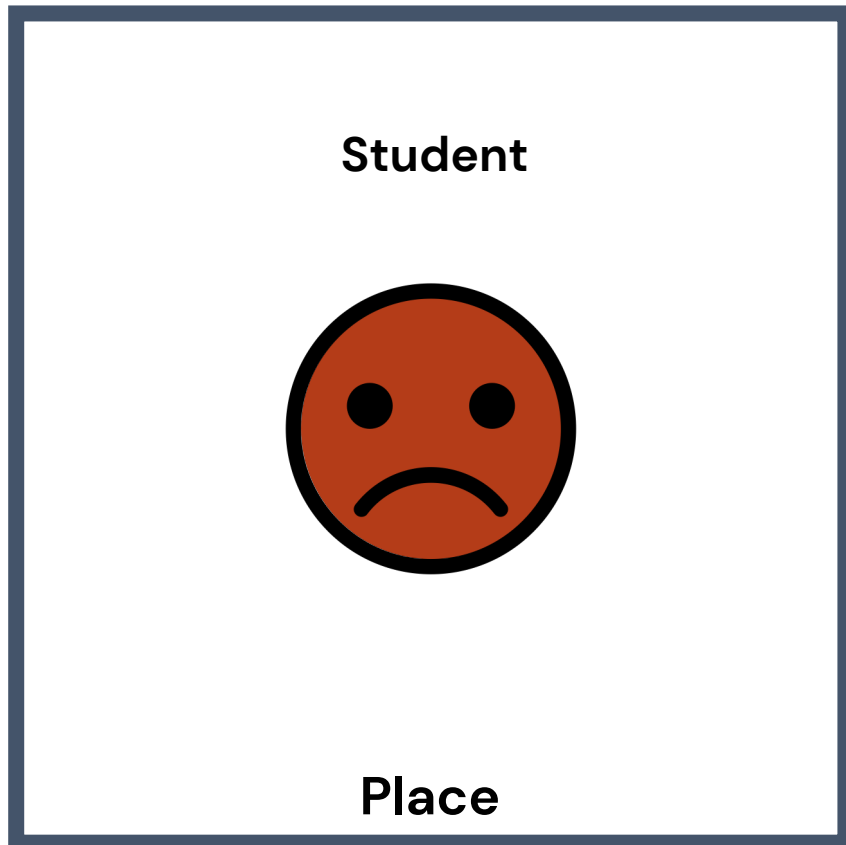


"What about all the different individual needs in a shared place?"

WE HAVE
diverse
GARDENS!



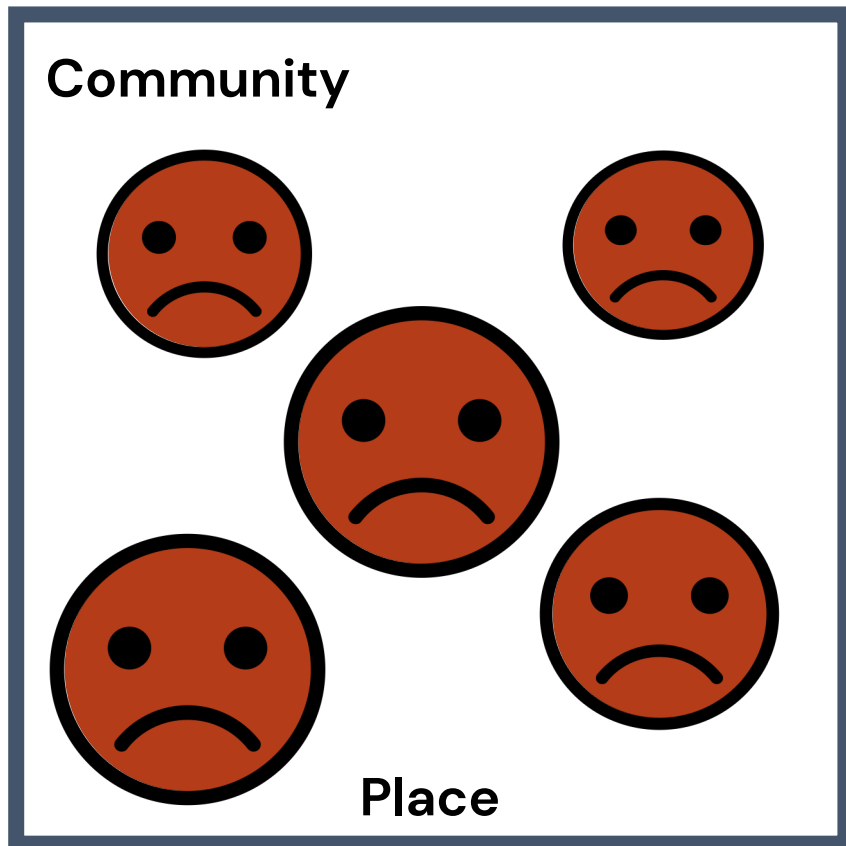
Shifting the Paradigm: PERSON-PLACE MODEL OF NEED



Inclusive Education

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

Shifting the Paradigm: PERSON-PLACE MODEL OF NEED

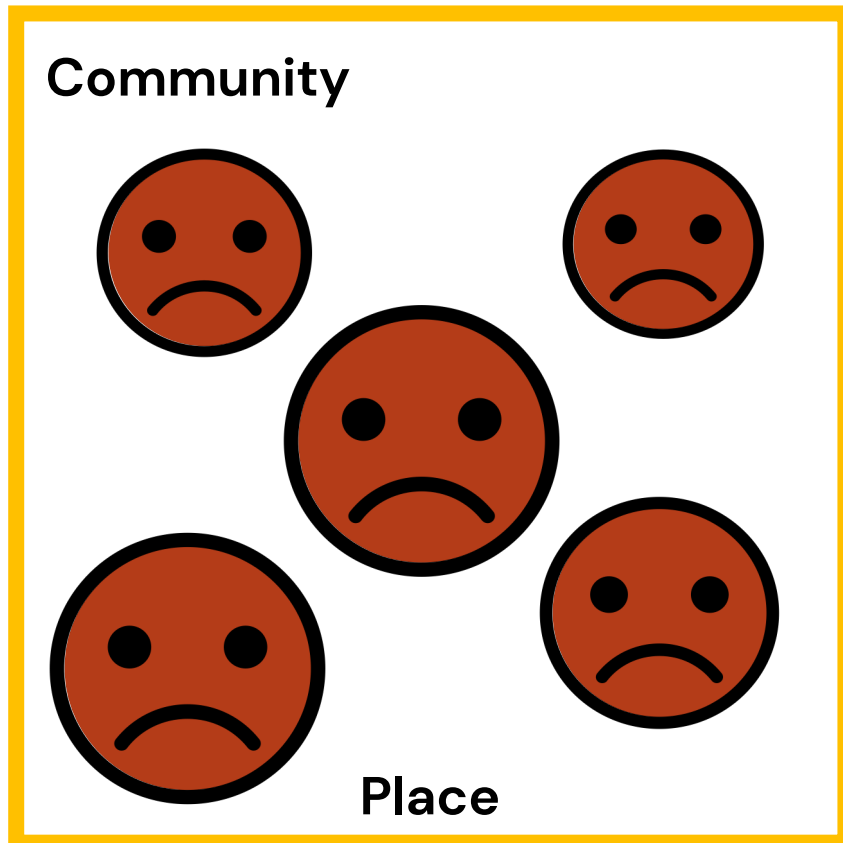


Inclusive Education

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 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



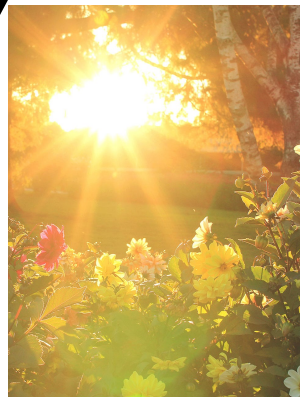
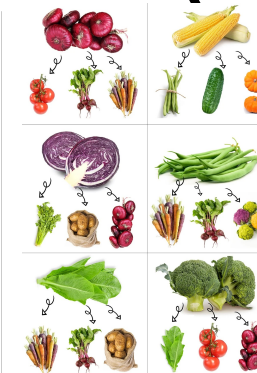
A few plants may need very specific temperatures and humidity levels

MULTIPLE LAYERS OF SUPPORT



PERIODIC TABLE OF PLANT NUTRIENTS

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					



Multiple Layers of Needs Based Support

Need: Waking up

What **one** needs



Individualized

Supports & Strategies are
useful for **ONE**

+

What **some** need

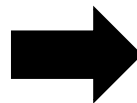


Targeted

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

+

What **everyone/most**
need



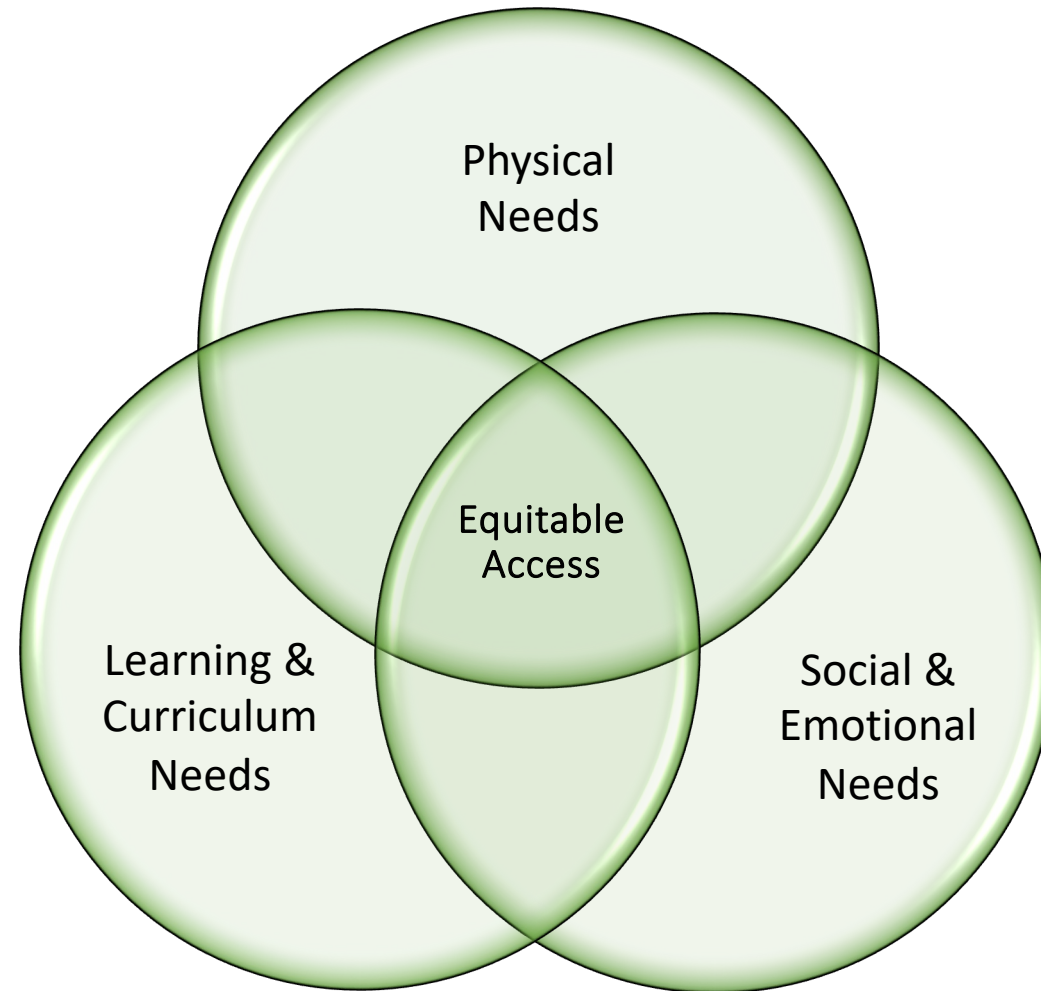
Universal

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

What are needs?

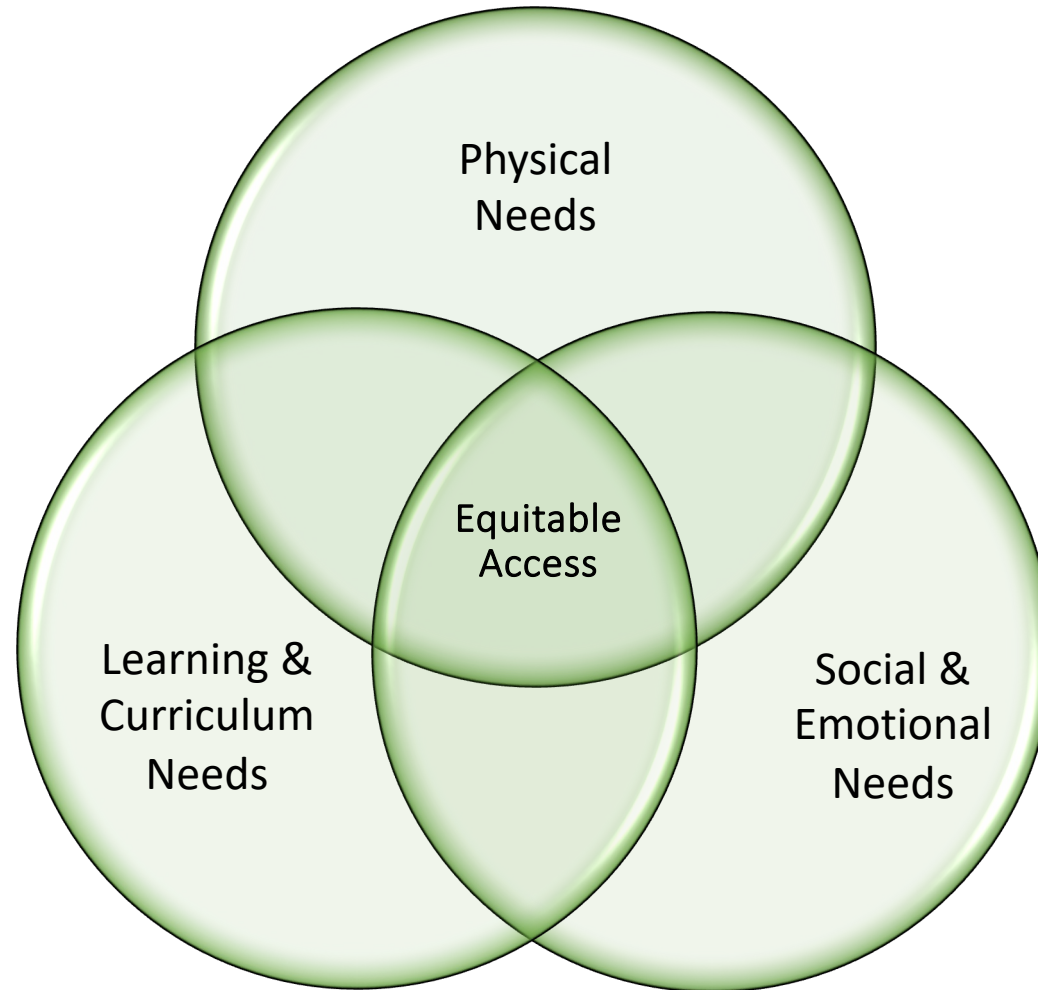


Increasing Inclusive & Equitable Access by Designing for Individual Needs



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)

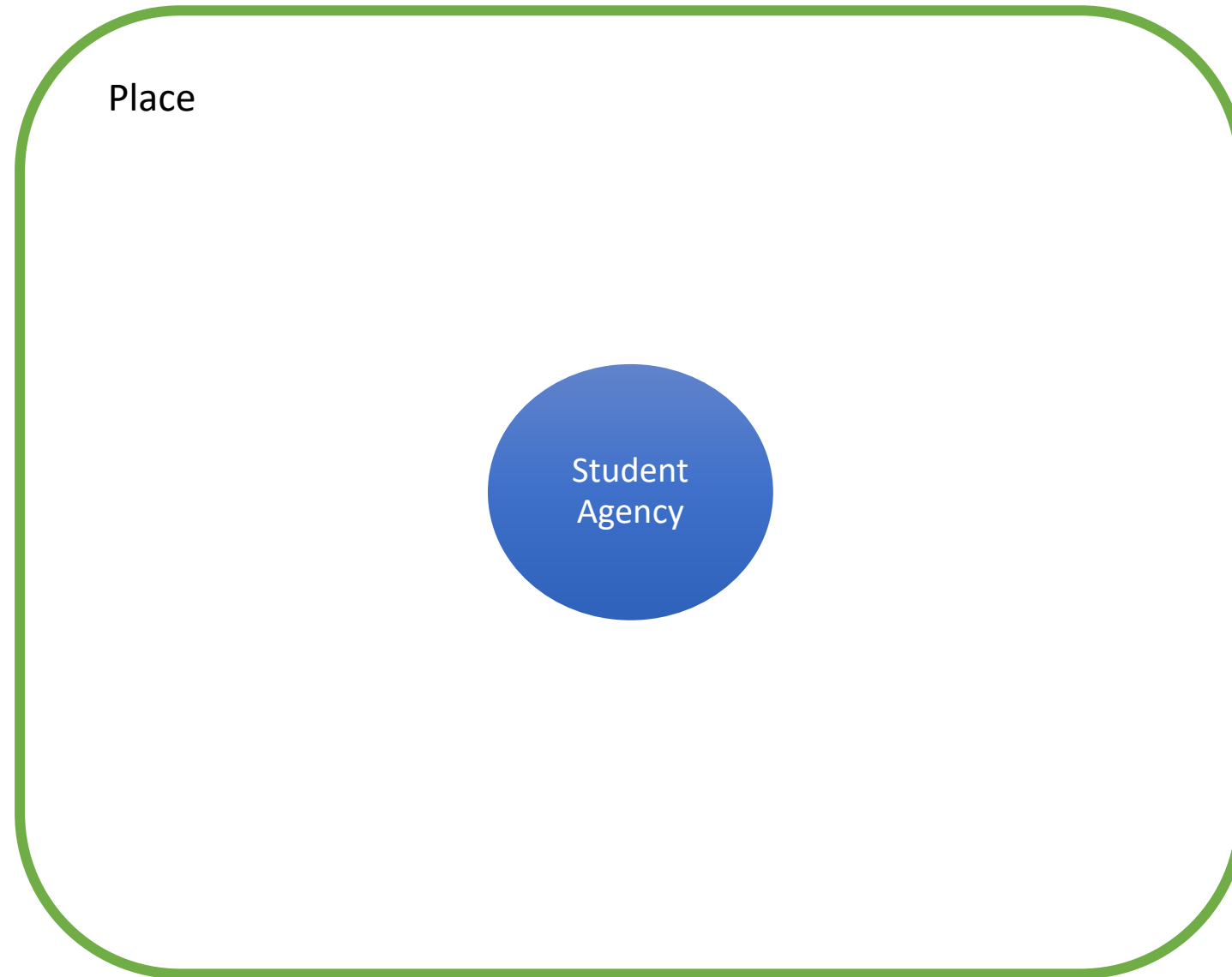


- Language
- Literacy (decoding)
- Literacy (understanding)
- Literacy (written output)
- Literacy (Speaking/ oral language)
- Medical
- Memory
- Numeracy
- Personal Care
- Physical/Mobility
- Self Advocacy
- Self Regulation (emotional)
- Self Regulation (behavioural)
- Self Regulation(learning)
- Self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

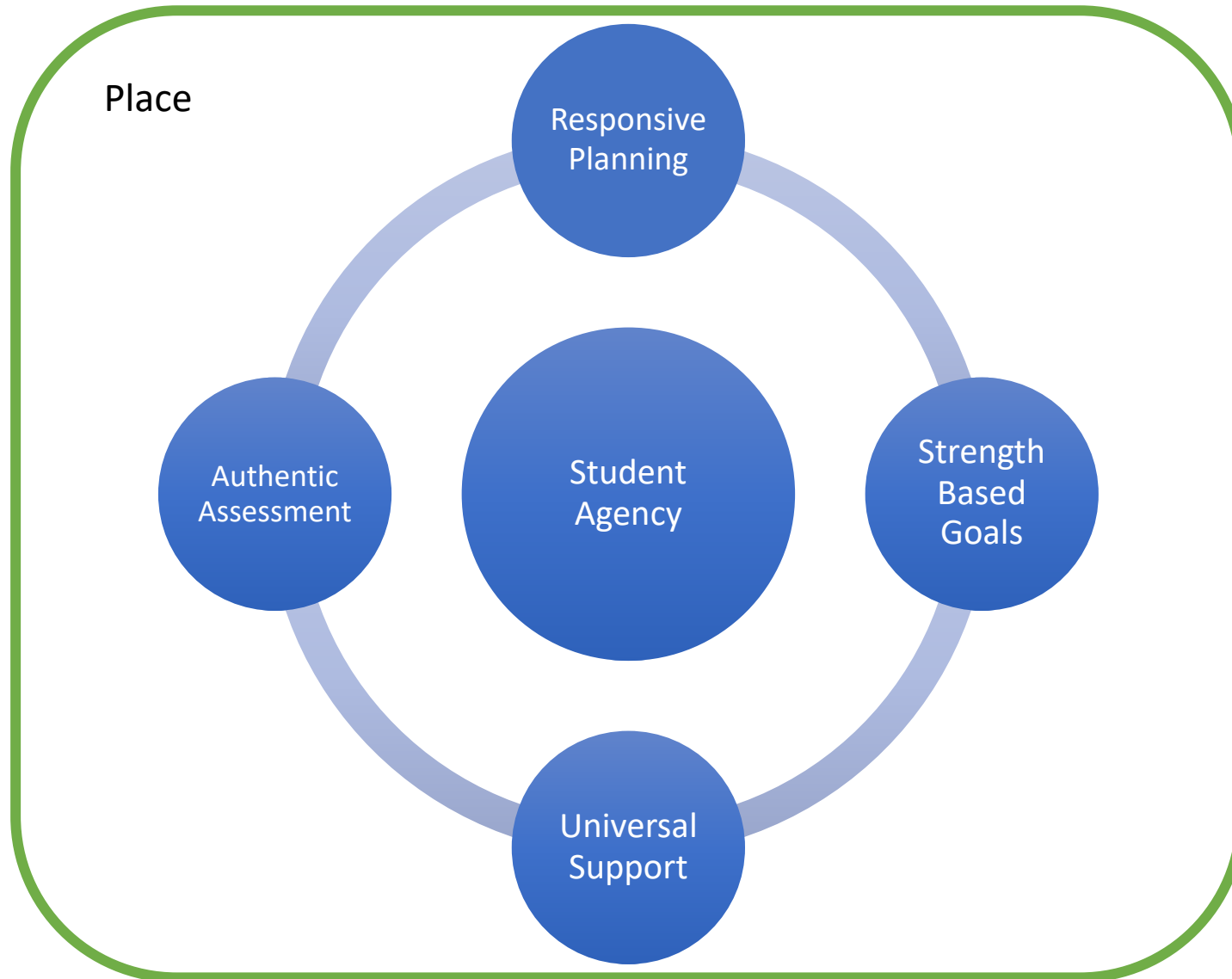
Guiding Principles of a Renewed IEP

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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