

# Shelley MOORE PH.D.



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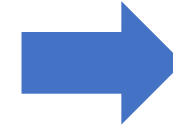
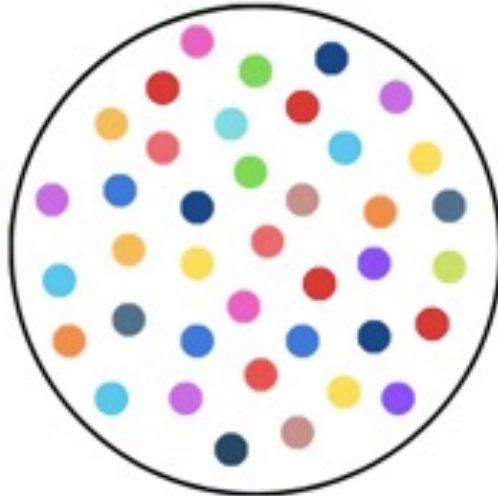
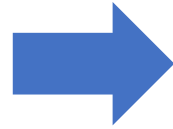
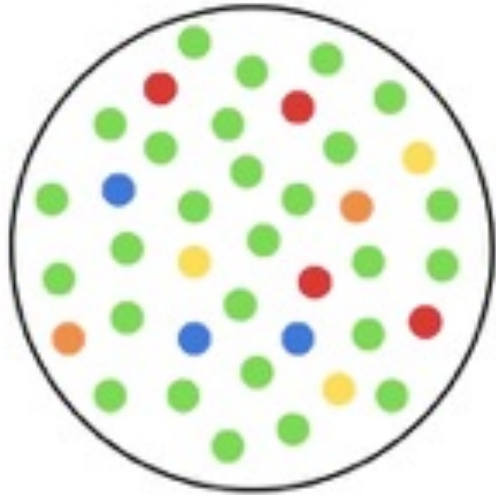
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**WHAT DOES**

*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?**



**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

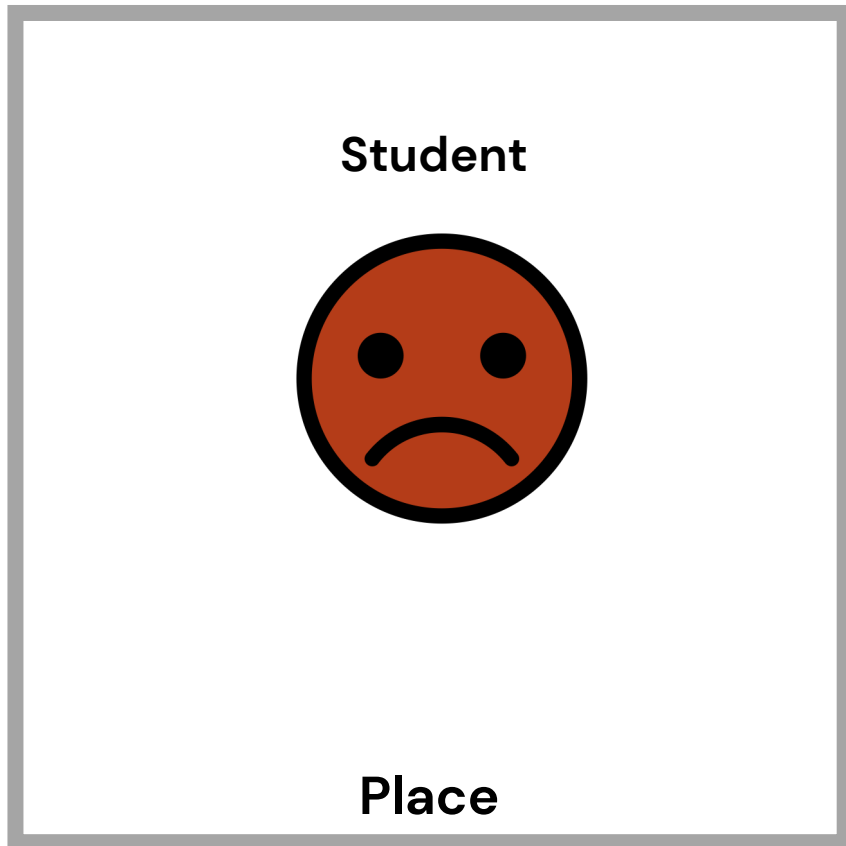


# Supporting Needs

# *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

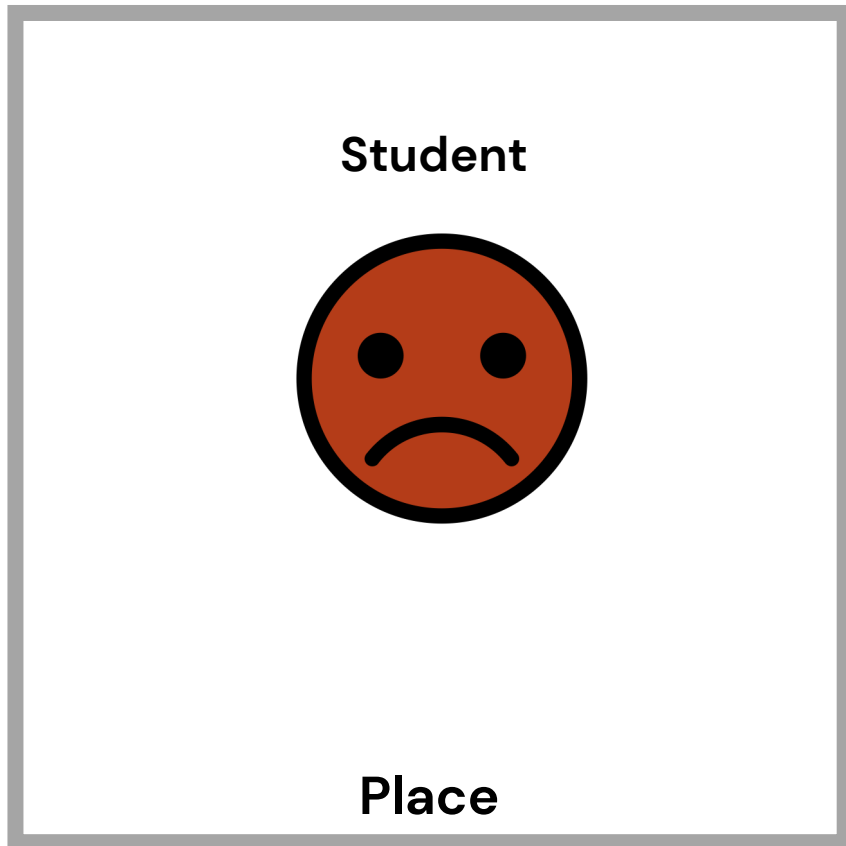


## Historical Special Education

If student isn't successful:

- Remove the student
- Diagnose the problems in the student
- Fix the student
- Student goes back when they are "ready"

# 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...**

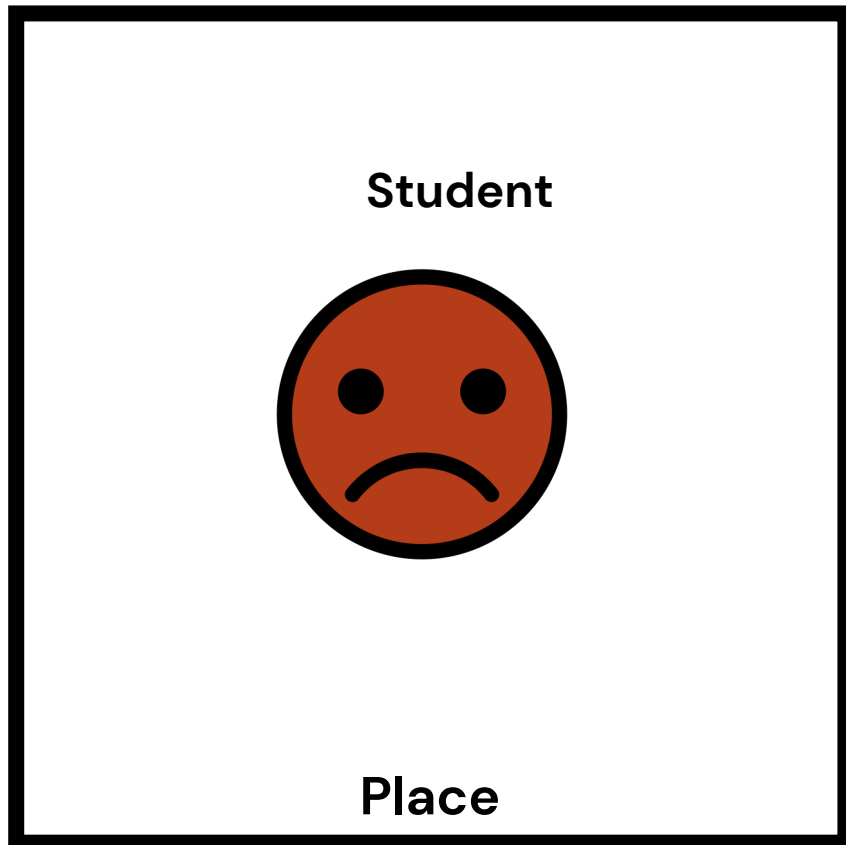
People with disabilities said:



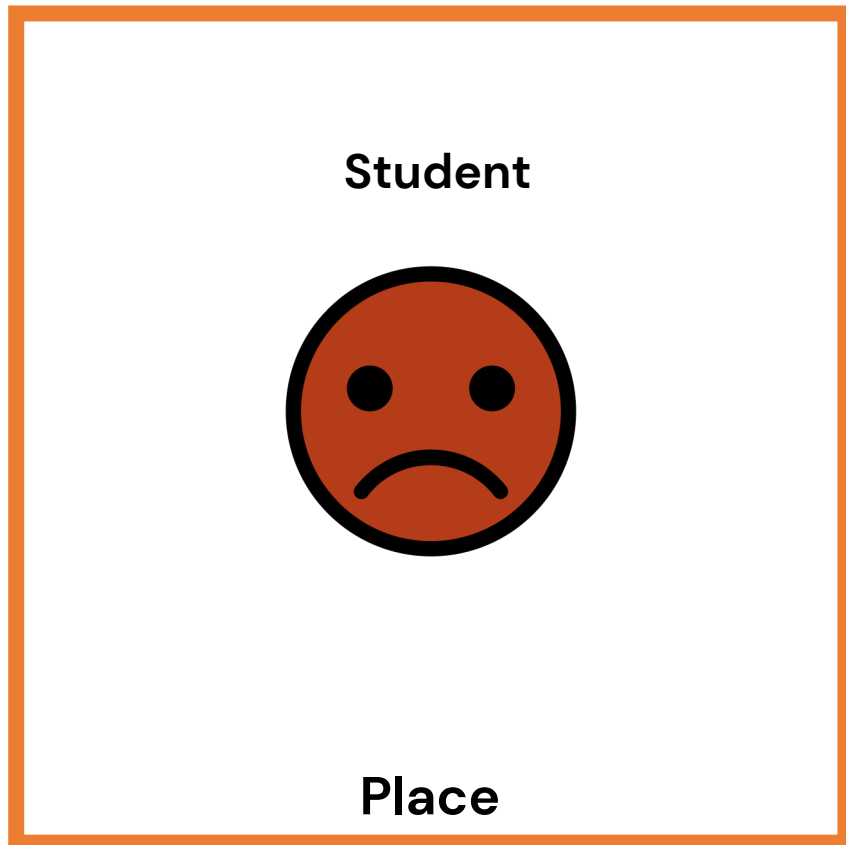
*"I am not broken."*

*"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*?

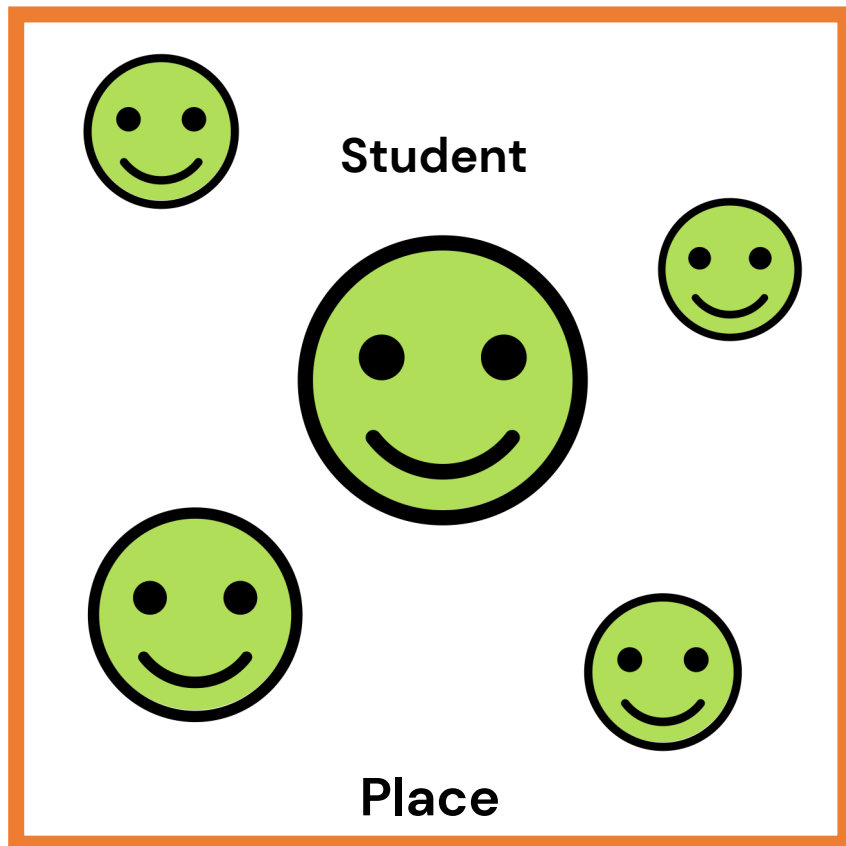
What are the potential *barriers*?

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

**BUT WAIT...**

Teachers said:

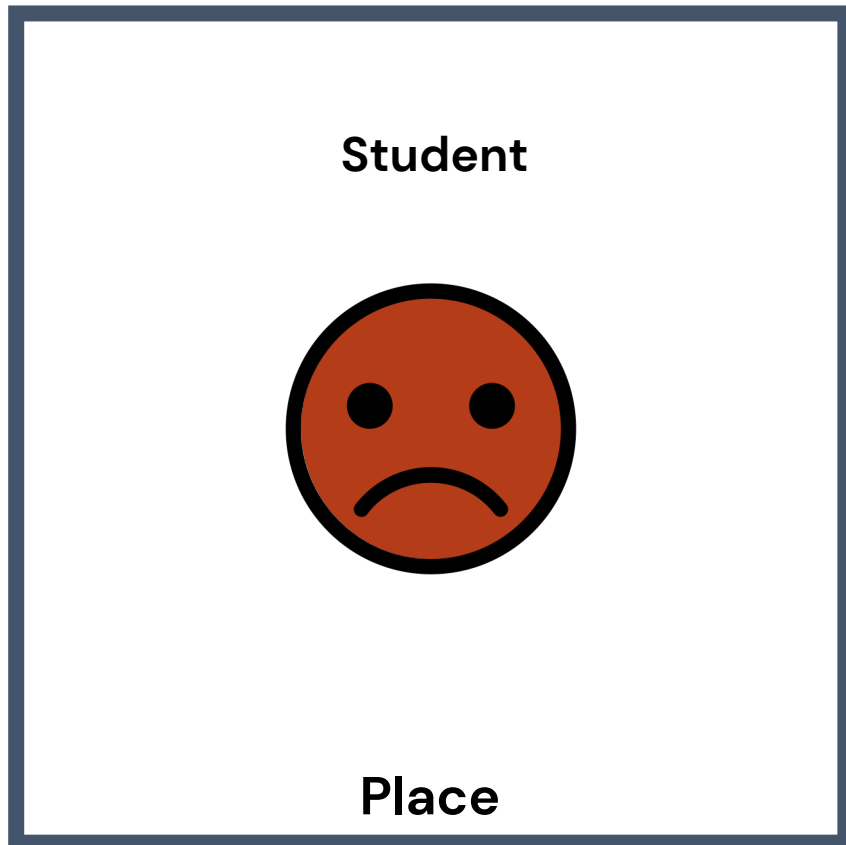


*"What about all the different individual needs in a shared place?"*

**WE HAVE**  
*diverse*  
**GARDENS!**



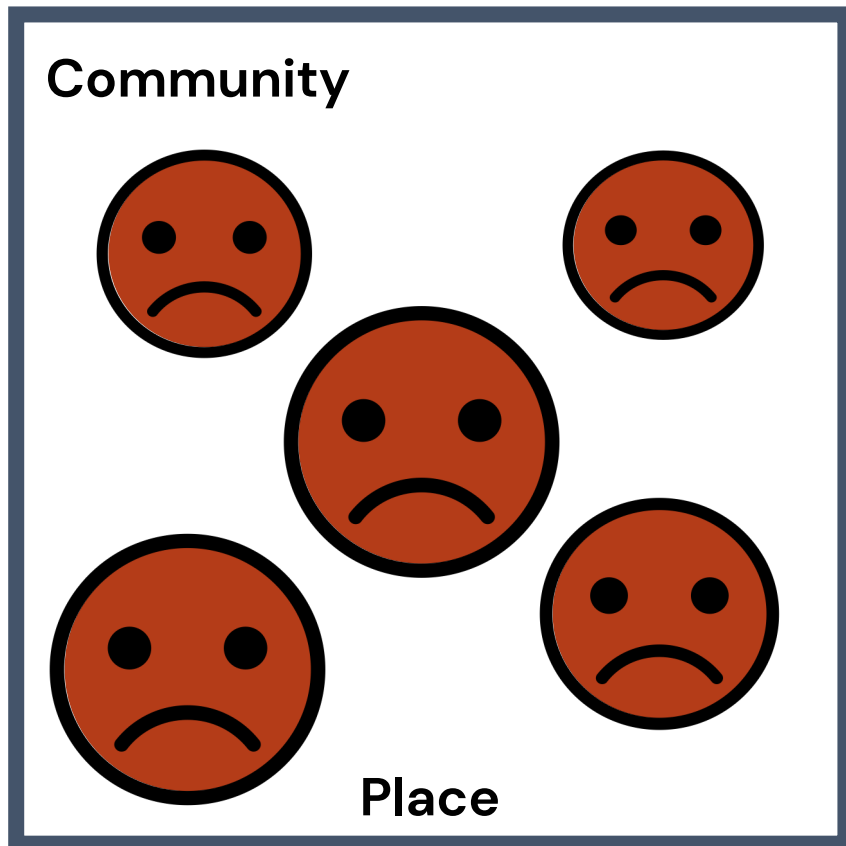
# Shifting the Paradigm: PERSON-PLACE MODEL OF NEED



**Inclusive Education**

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

# Shifting the Paradigm: PERSON-PLACE MODEL OF NEED

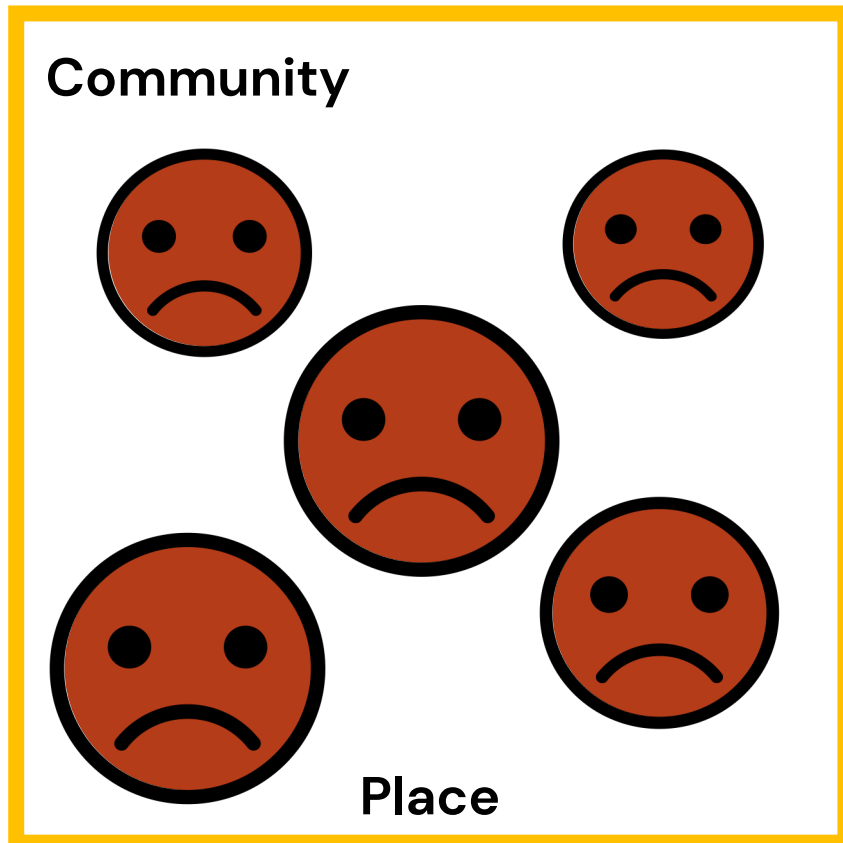


## Inclusive Education

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

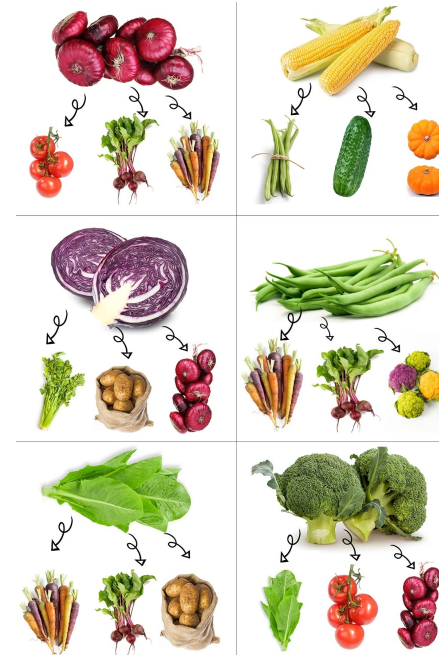
THEN: Reduce or eliminate barriers in place by determining needs of everyone in the community

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



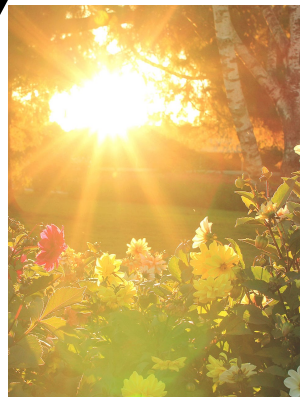
A few plants may need very specific temperatures and humidity levels

# MULTIPLE LAYERS OF SUPPORT



PERIODIC TABLE OF PLANT NUTRIENTS

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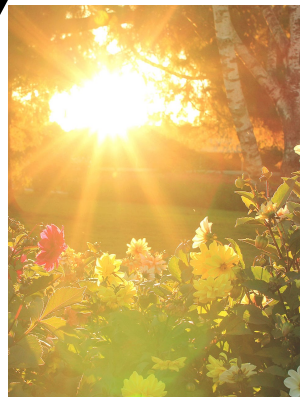


# MULTIPLE LAYERS OF SUPPORT



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Micronutrients					



# Multiple Layers of Needs Based Support

Need: Waking up

What **one** needs



Individualized

Supports & Strategies are useful for **ONE**

+

What **some** need

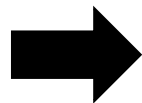


Targeted

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

+

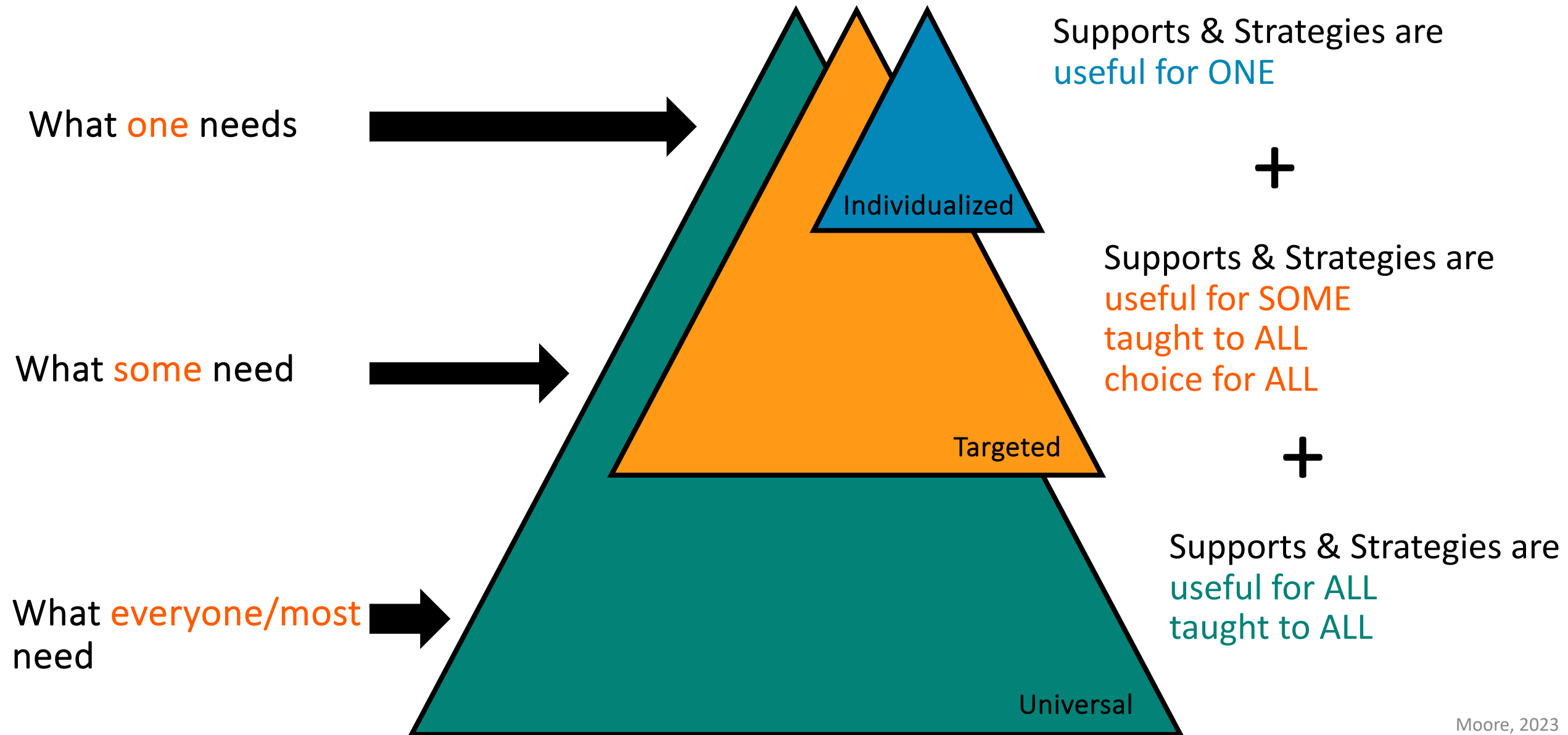
What **everyone/most** need



Universal

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

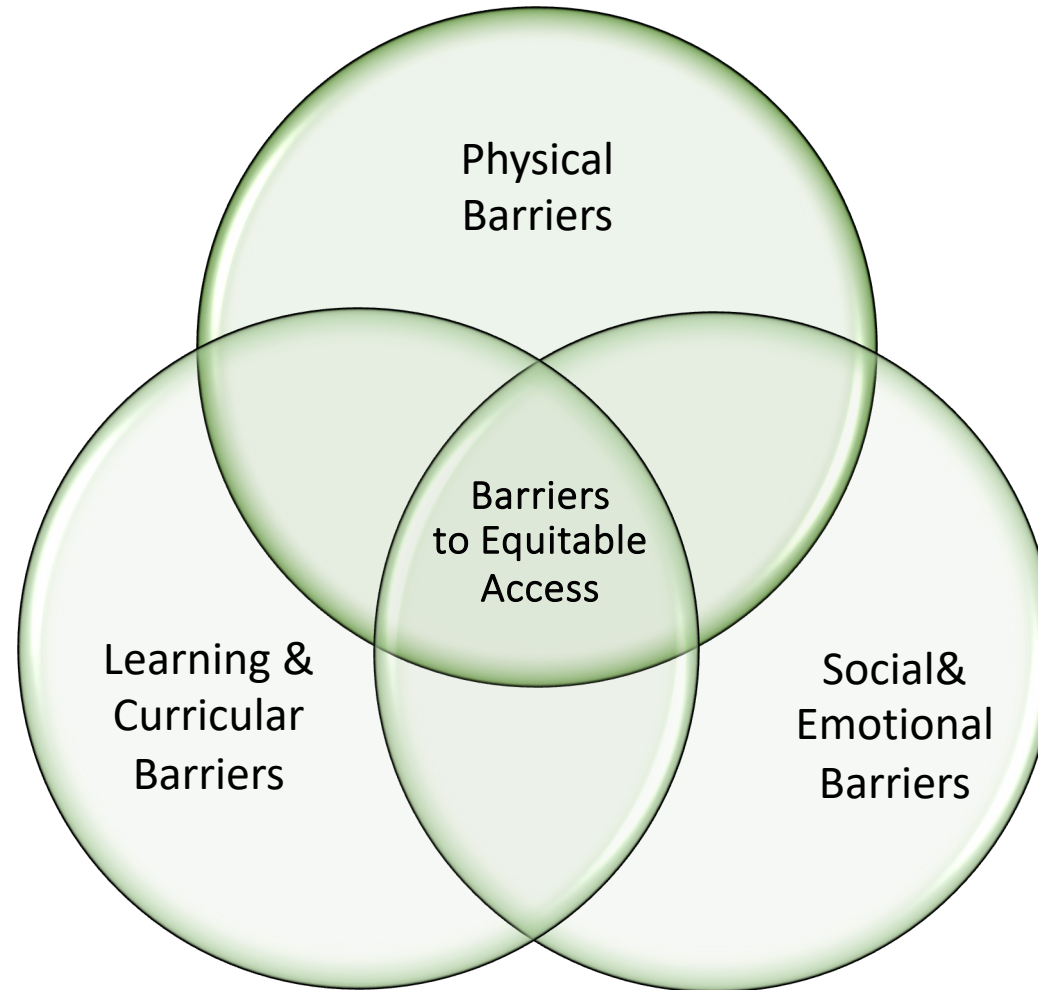
# Multiple Layers of Needs Based Support



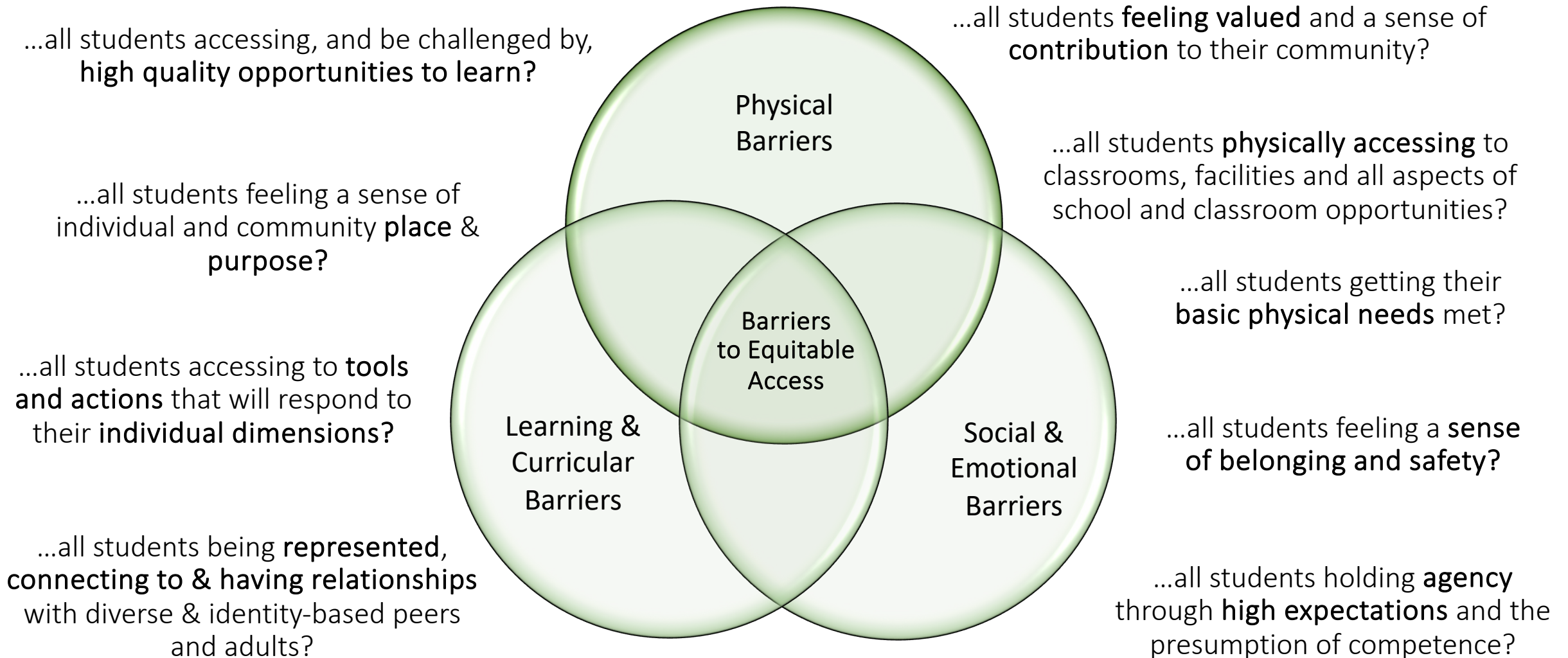
# What are barriers?



# 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

Self Regulation Learning

First Peoples' Principles of Learning

Needs Based Design

Trauma Sensitive Instruction

Inquiry

Harnessing Student Voice & Agency

SEL

Competency-Based Learning

Strength Based Perspectives

Universal Design for Learning

Barriers to Equitable Access

Learning Continuums

Accessible Playgrounds

ICBIEP

Learning & Curricular Barriers

Social & Emotional Barriers

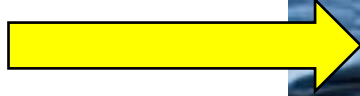
Land-Based Learning

Restorative Justice Practices

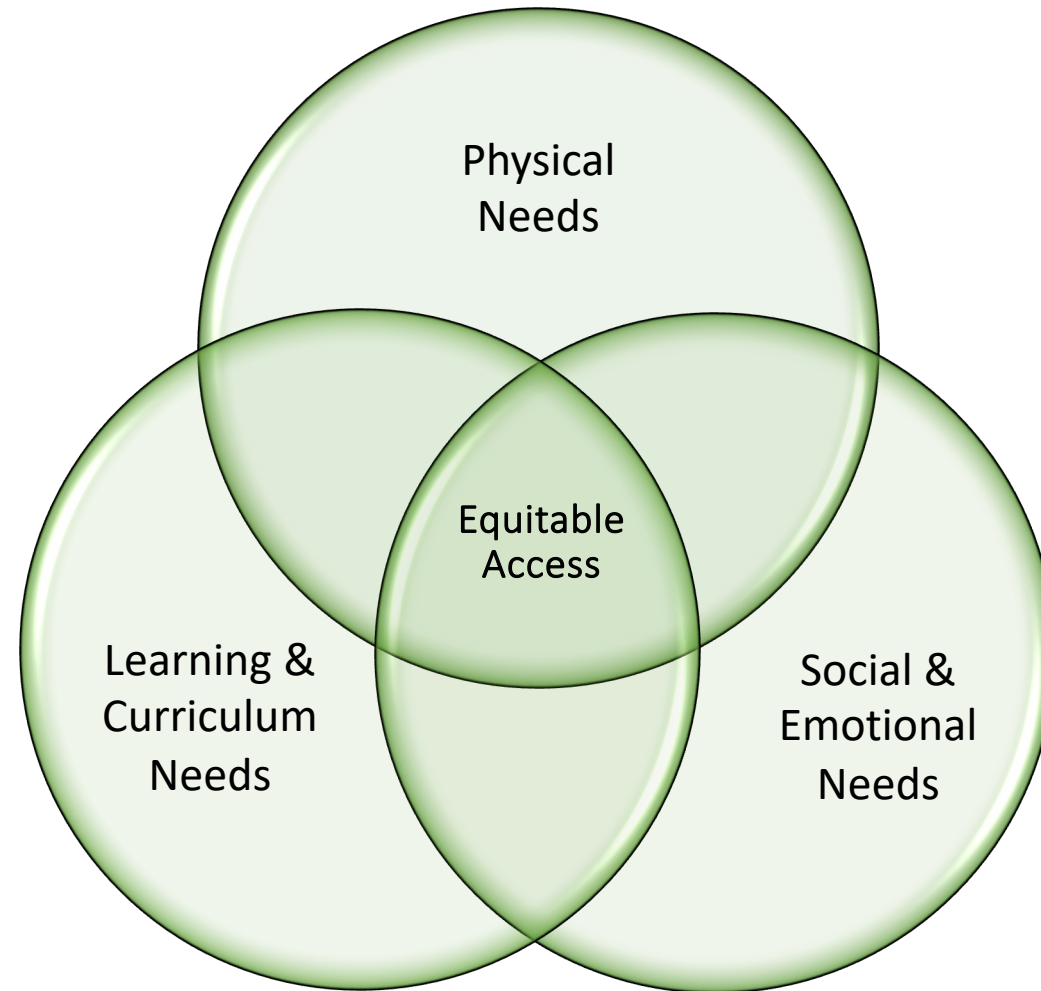
School Lunch Programs

Differentiated Instruction & Curriculum

# What are needs?

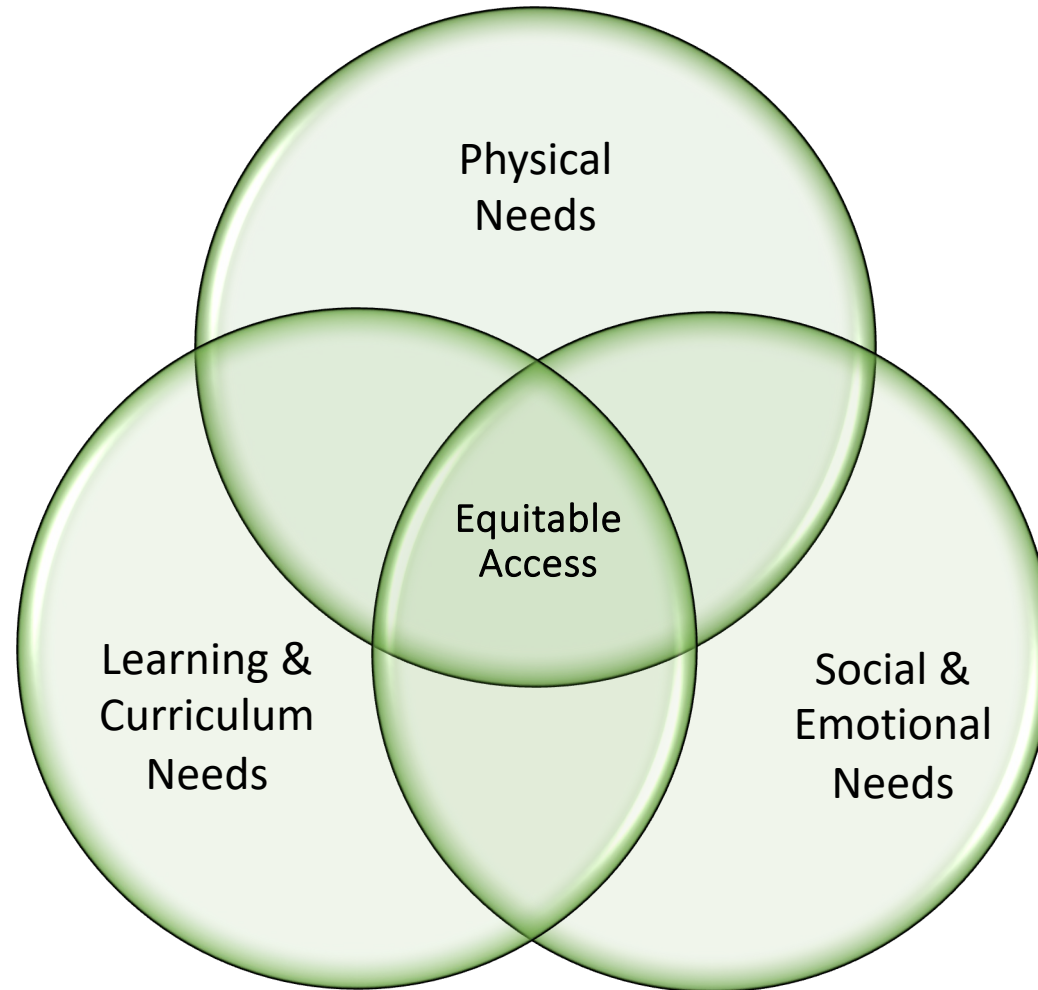


# Increasing Inclusive & Equitable Access by Designing for Individual Needs



# 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

## Classroom Support Planning: Collaborative Needs Based Reflection

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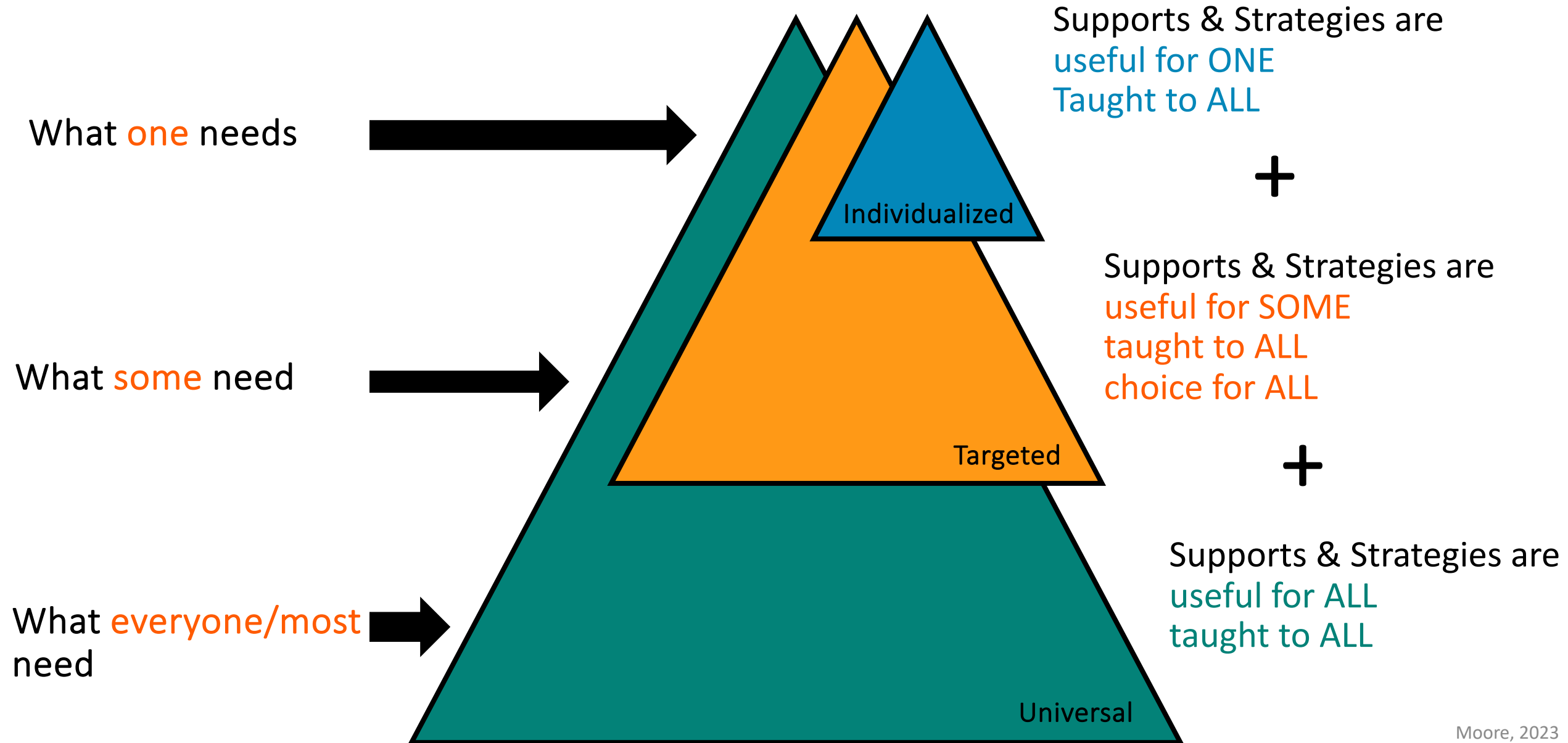


Areas of Need <span style="color: red;">Choices (EC, HN)</span> <span style="color: blue;">Life Skills (KD, IN)</span> <span style="color: green;">Resource (JC)</span>	Students who have this need  (underline students who have <u>IEP/504</u> )	This need impacts the community and/or there is a cluster 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	<span style="color: red;">JA</span>			x
Attention	<span style="color: red;">JA, RM</span>		x	
Anxiety/ Depression	<span style="color: red;">GA, LB, JA, ES, KR, GS</span>	x		
Bullying				
Communication (receptive)				
Communication (expressive)	<span style="color: red;">GA, LB</span>		x	
Eating/Food/Allergies	<span style="color: red;">LB</span>			x
Engagement/Motivation	<span style="color: red;">LB, JA, ES, NS</span>	x		
Executive Functioning	<span style="color: red;">MA, LB, JA</span>	x		
Family/Community/Identity	<span style="color: red;">JA, ES, JK, LE</span>	x		
Frustration/ Anger	<span style="color: red;">JA, ES</span>		x	
Greif/ Trauma	<span style="color: red;">GA, LB, JA, ES, KK</span>	x		
Gross/Fine Motor Skills	<span style="color: red;">LB, BB</span>			x
Intellectual Ability (access)	<span style="color: red;">GA, MA</span>		x	
Intellectual Ability (extend)	<span style="color: red;">BW, IM, MB</span>		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)

- 
- 
- 
- 

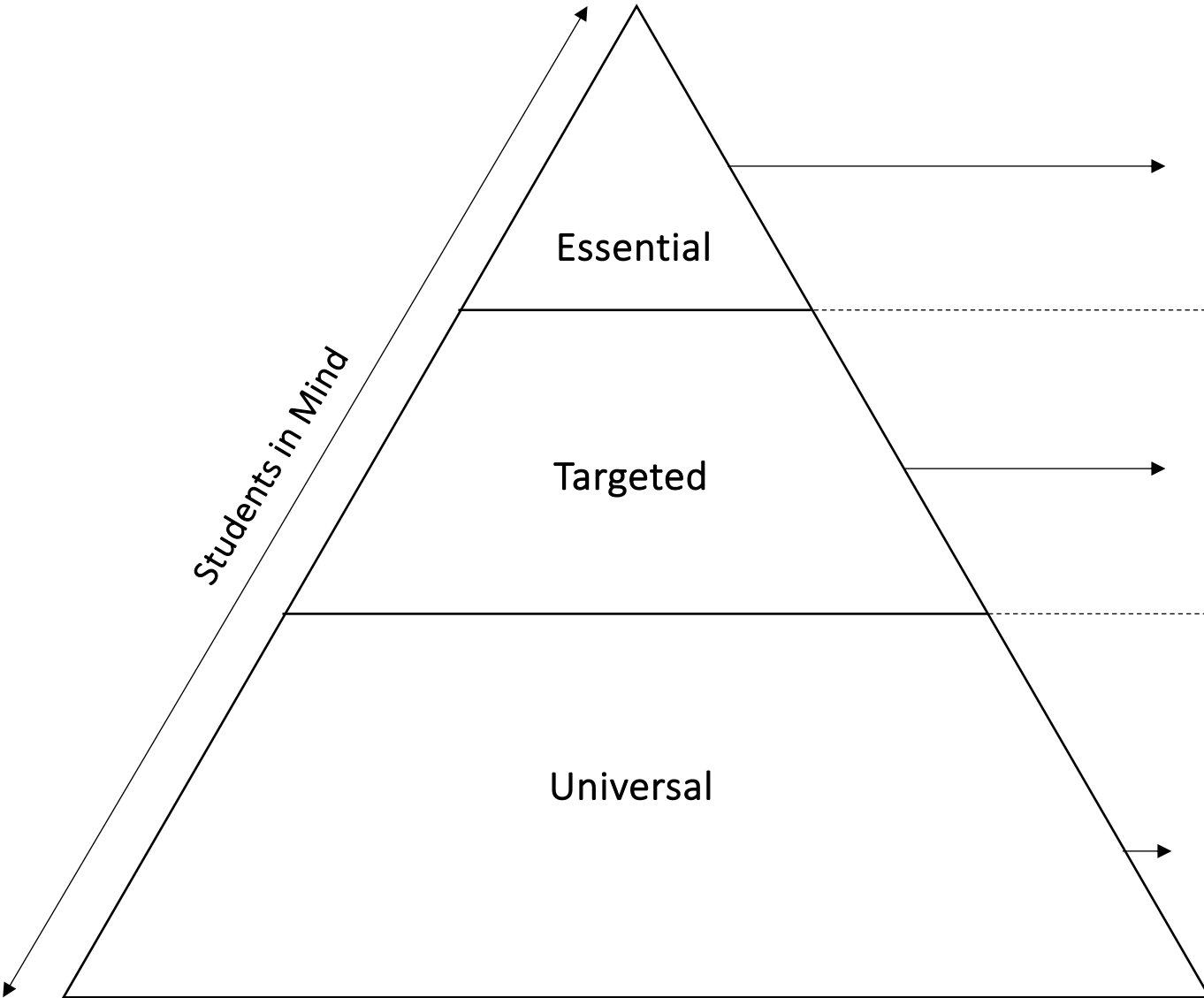
Targeted

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

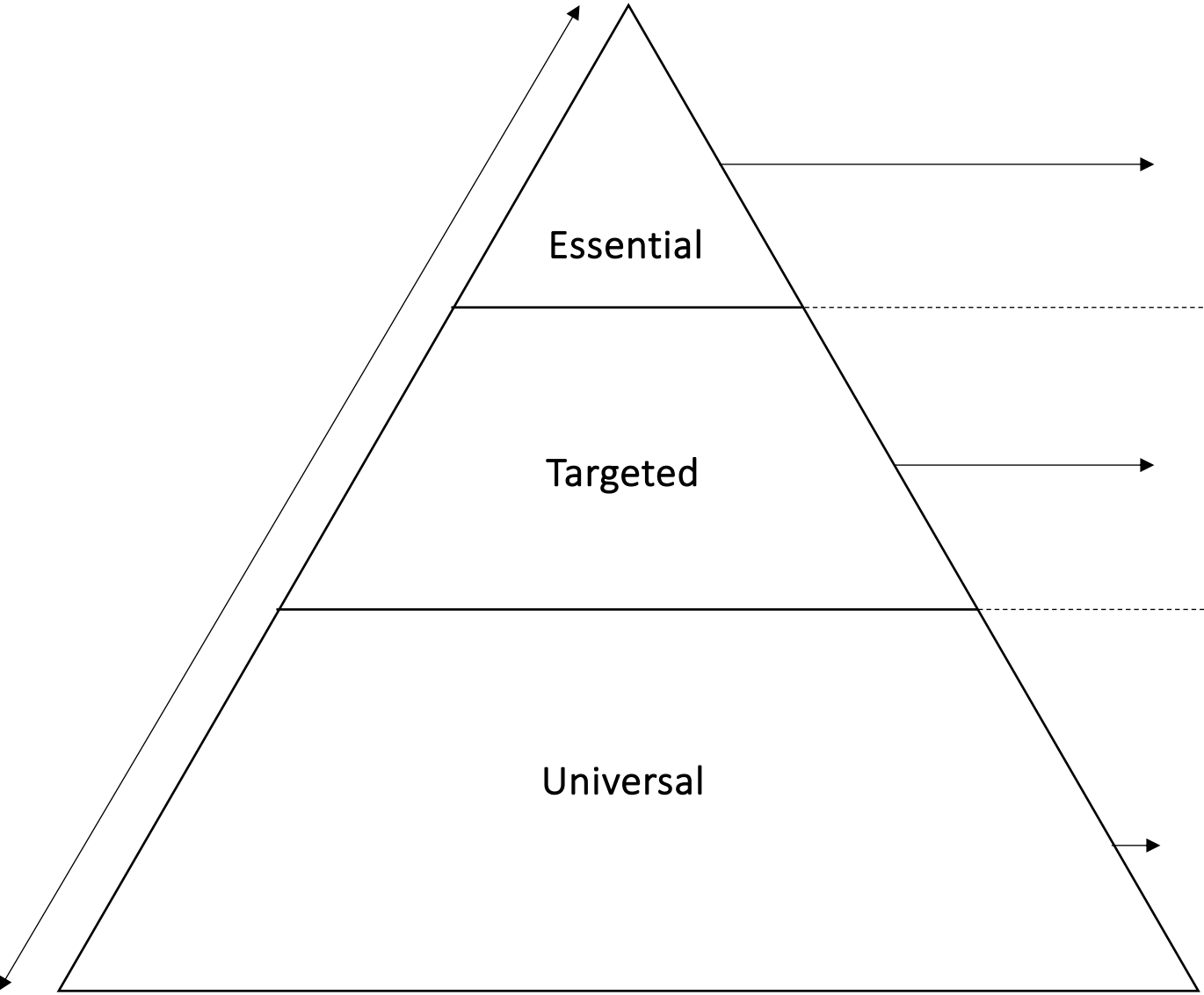
**Targeted**

**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)

Essential

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

Targeted

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)

Universal

Students in Mind

Who needs the MOST challenge?

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

Who needs the MOST challenge?

Students in Mind

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**

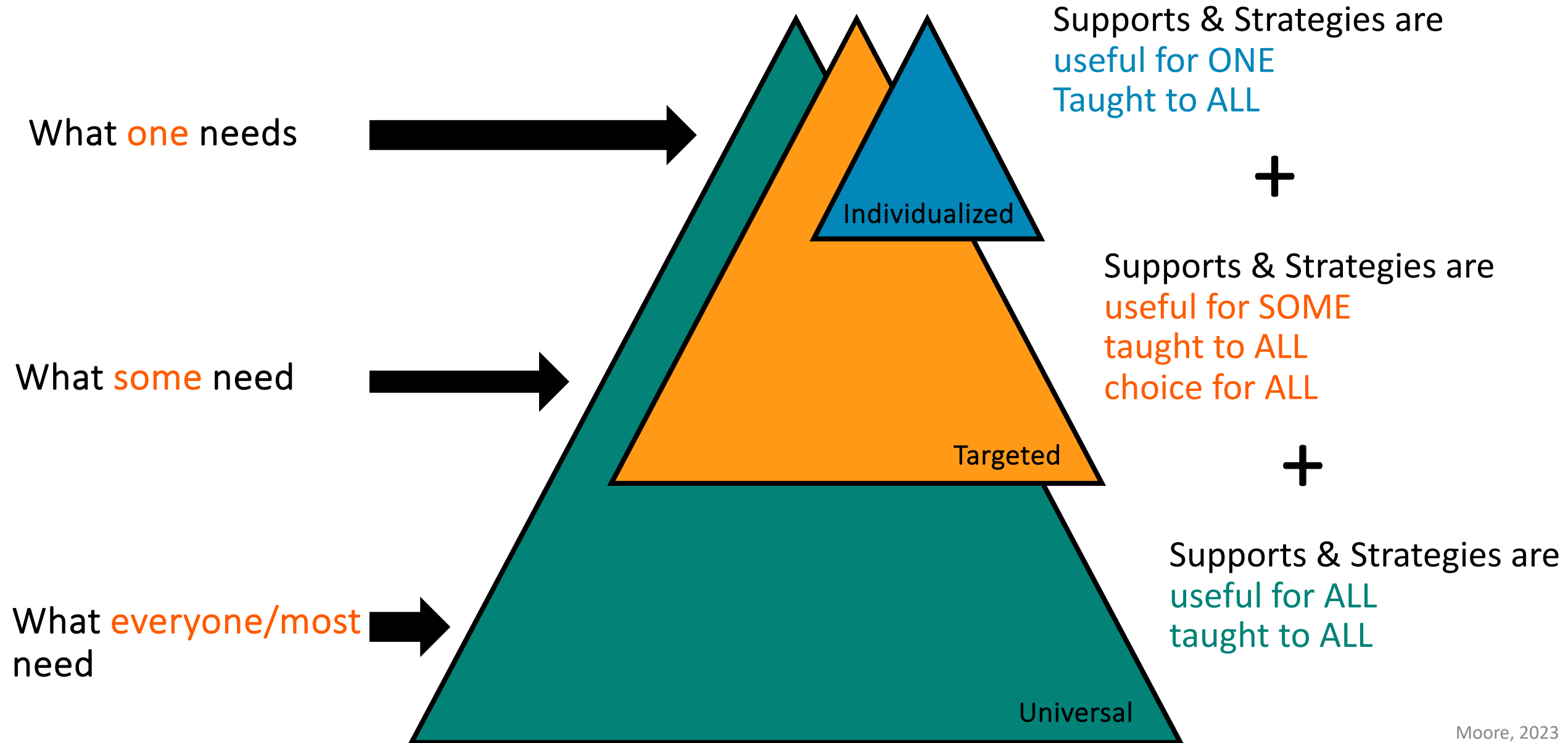
**What supports & strategies are useful for ALL?**

- 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?

# Multiple Layers of Needs Based Support



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)

Essential

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

Targeted

What supports & strategies are useful for MOST/ALL?

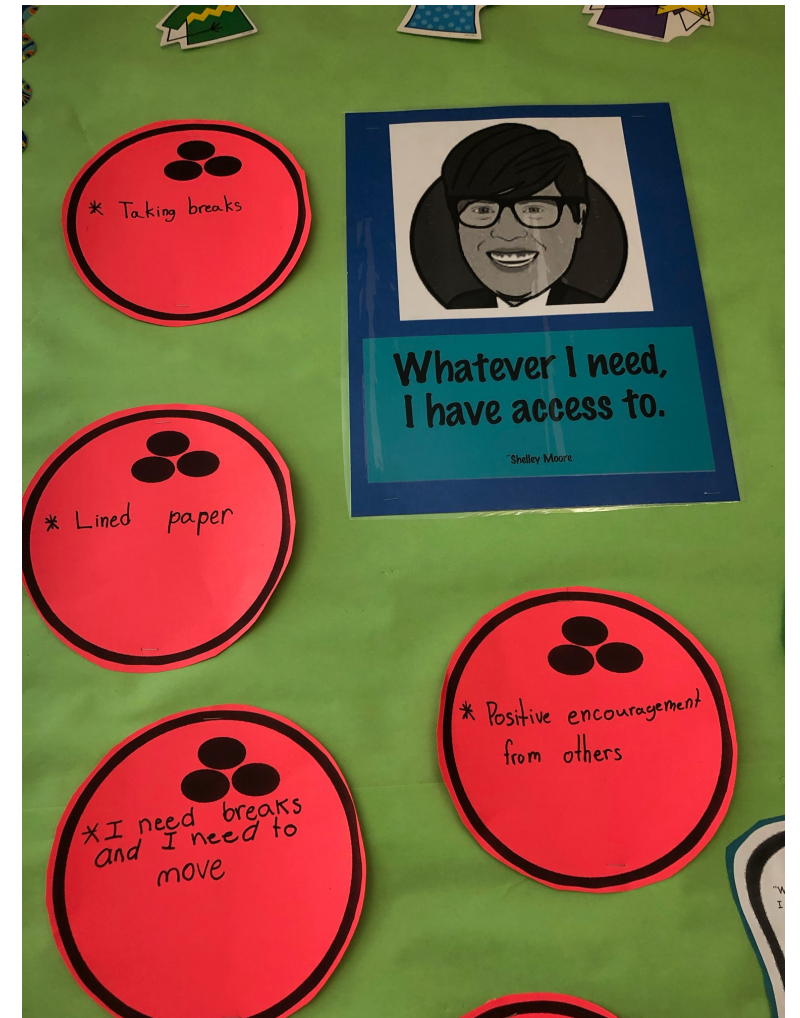
- Morning meeting, classroom conversations
- Mindful minutes – teaching a strategy
- Routines & structures
- Technology – all practice a strategy (e.g. 5 finger breathing)
- Lessons with counsellor (tools in toolbox)
- Classroom conversations (power of yet, Factor of fear)
- Trust when they need something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

Universal

Students in Mind

Who needs the MOST challenge?

# Strategy: taking a 2 min break



# Strategy: taking a 2 min break

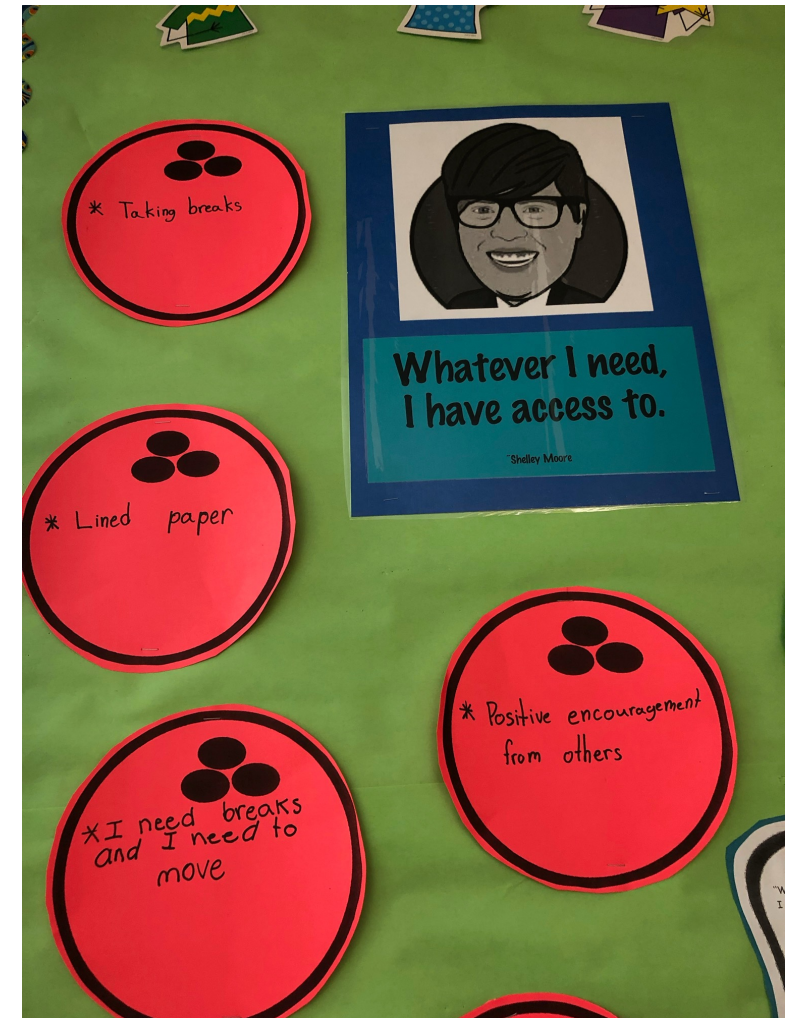
## Instruct

- 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

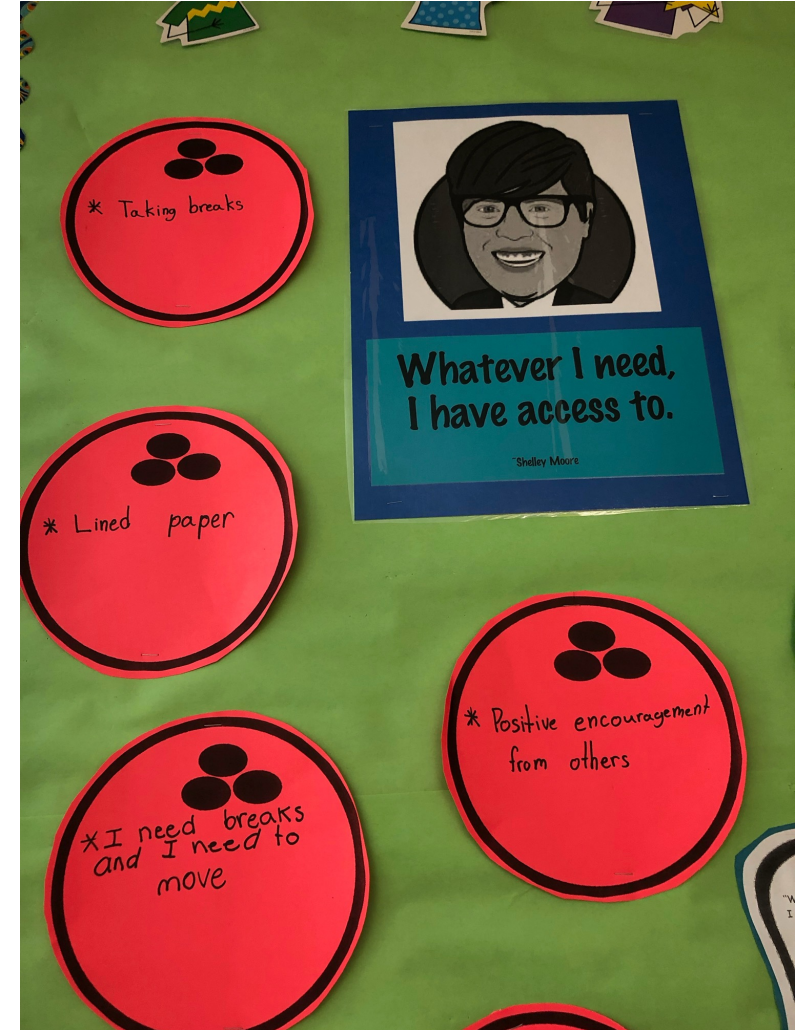
standing desks

access points

sensory tools

Snacks/ water

hats



# Needs based support planning:

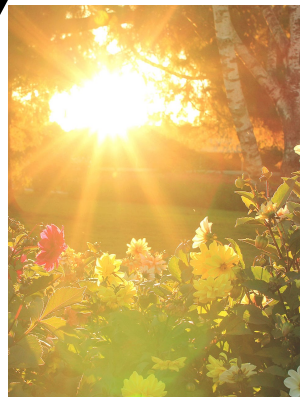
- **is designing for one student, but supports many**
- **focuses on changing the environment, not the student**
- **aligns with UDL, self regulation, and self determination practices**

# MULTIPLE LAYERS OF SUPPORT

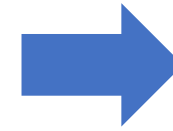
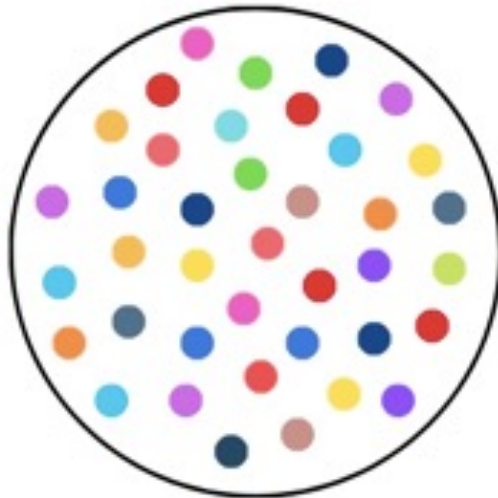
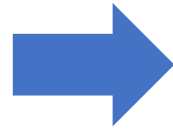
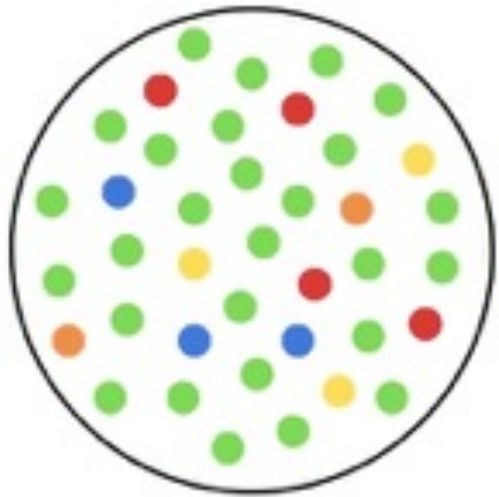


PERIODIC TABLE OF PLANT NUTRIENTS

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					



# 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?**

Shelley  
MOORE PH.D.



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