

Shelley MOORE PH.D.



@tweetsomemoore



@fivemooreminutes



@fivemooreminutes



www.fivemooreminutes.com

www.blogsomemoore.com

The background features several large, overlapping circles in shades of orange, blue, and dark blue. The text is positioned in the upper left and lower center areas.

**What stands out from
last session?**

**What are you hoping to
learn more about today?**

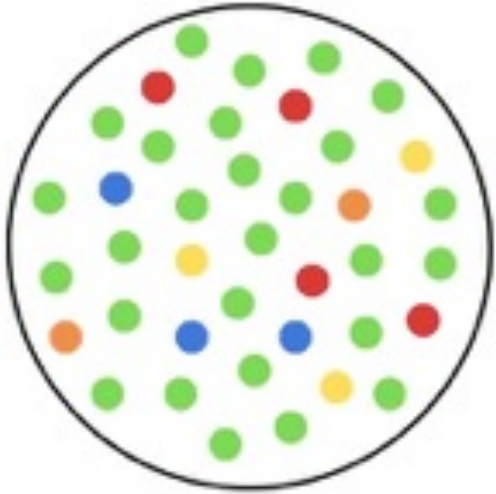
The background features several large, solid-colored circles in shades of orange, blue, and dark blue, scattered across the slide.

WHAT DOES

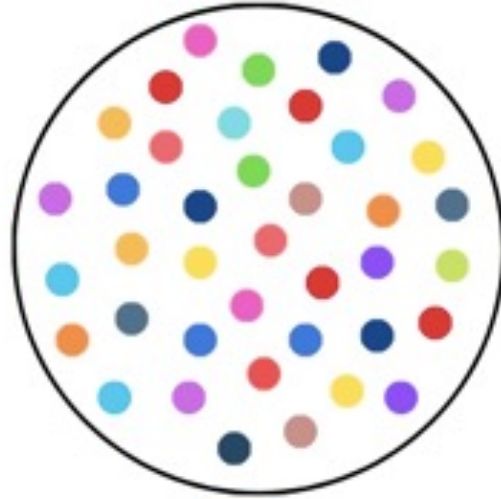
inclusion

LOOK LIKE?

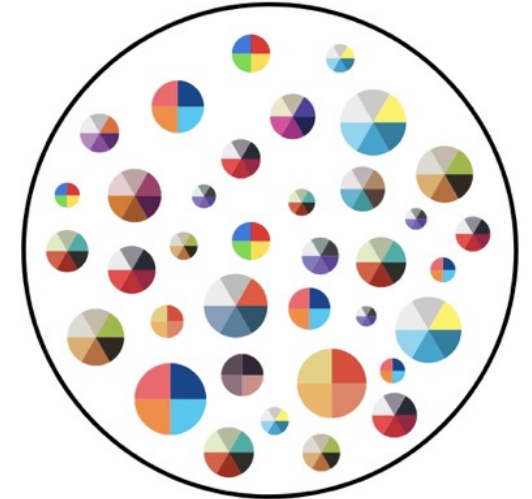
WHAT IS *inclusion*?



Including
'special needs' students
into general education
classrooms



Teaching and designing for
diversity
(that includes Disability)



Creating space for
students to feel confident
and safe to *identify*?
(that includes students
who are Disabled)



How can designing
for one
and support
ALL?



Reducing Barriers

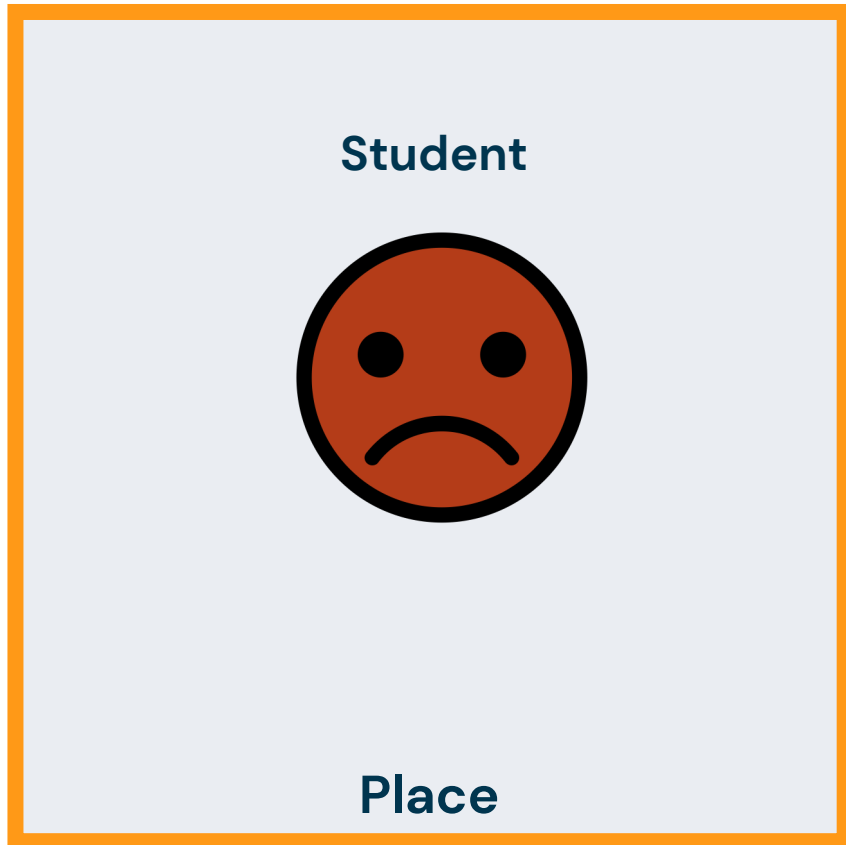


Supporting Needs

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

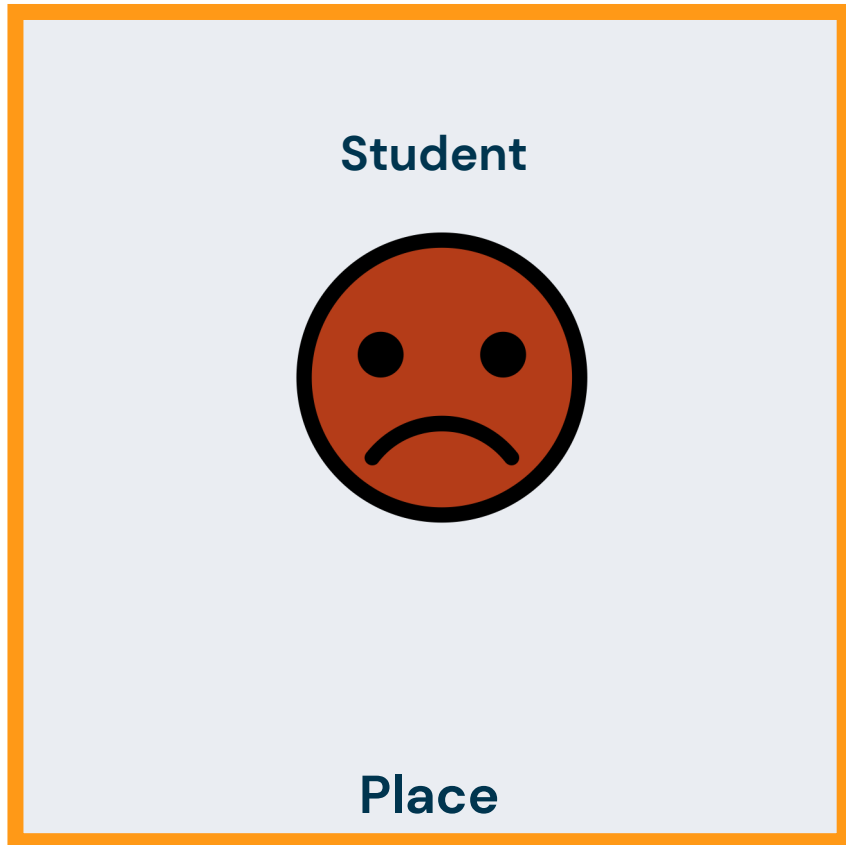


Historical Special Education

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...

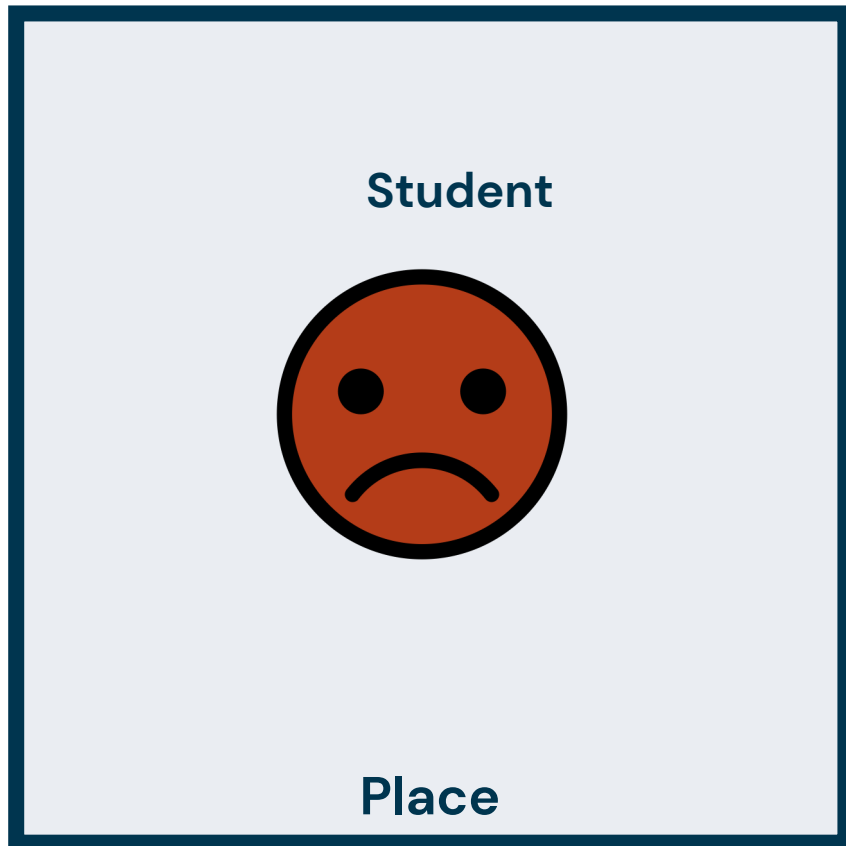
People with disabilities said:



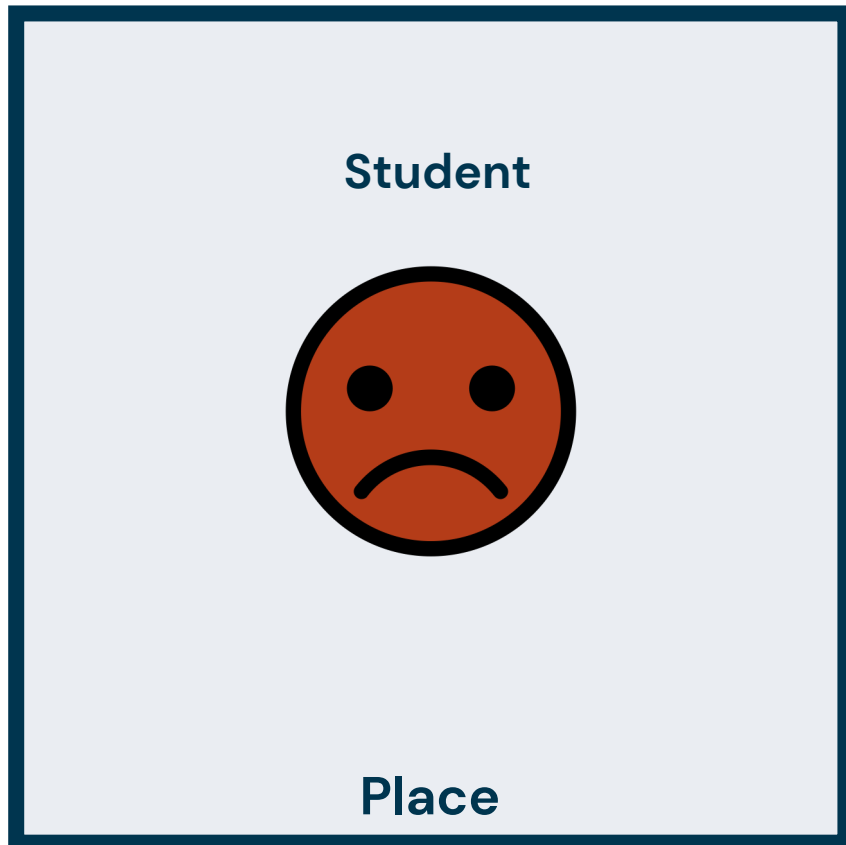
"I am not broken."

"I do not need to be fixed!"

Shifting the Paradigm: SOCIAL MODEL OF DISABILITY



Shifting the Paradigm: SOCIAL MODEL OF DISABILITY



Social Model

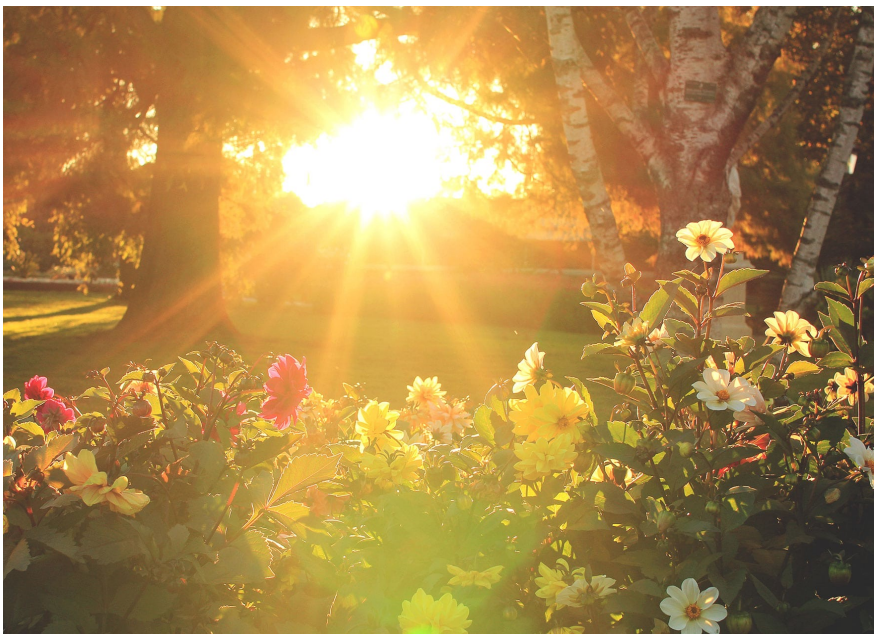
If a **student** isn't successful:

- 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

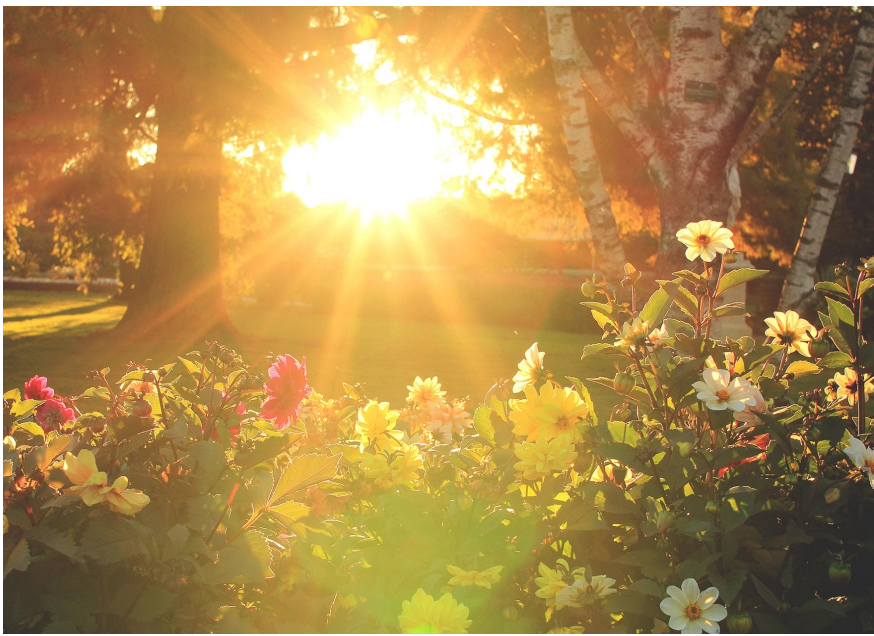


What is happening in the *environment*?

What are the potential *barriers*?

not enough light
not enough water
not enough space

What do all students need to learn?



What is happening in the *environment*?

What are the potential *barriers*?

not enough light
not enough water
not enough space

Universal Design for Learning: What we all need to learn!



Provide multiple means of
Engagement

Affective Networks
The "WHY" of Learning



Provide multiple means of
Representation

Recognition Networks
The "WHAT" of Learning

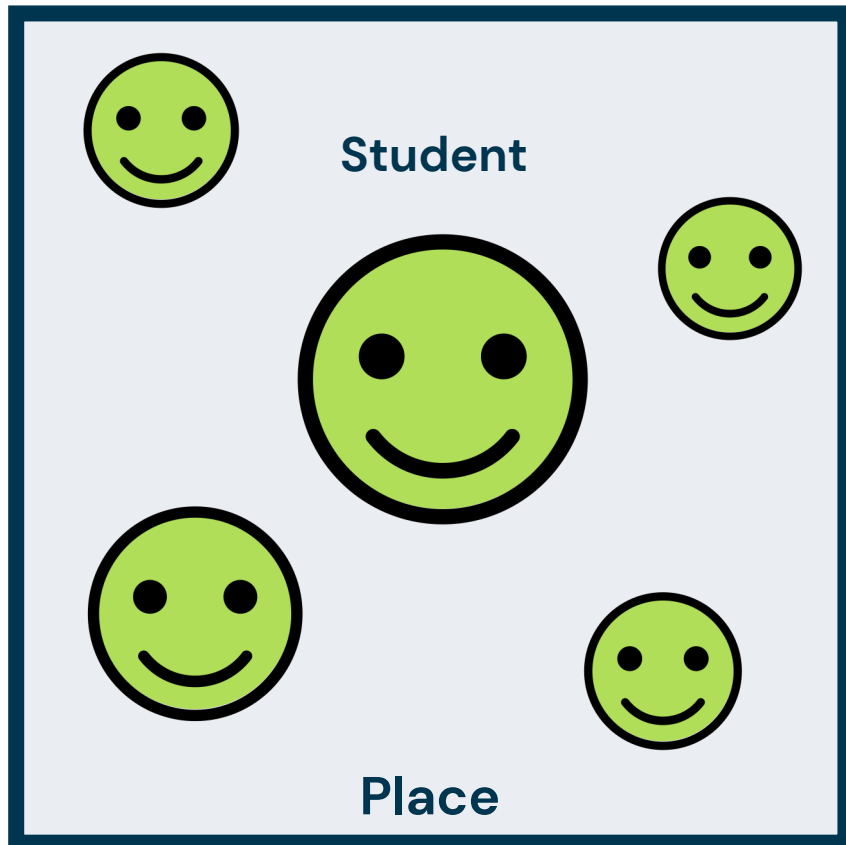


Provide multiple means of
Action & Expression

Strategic Networks
The "HOW" of 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

BUT WAIT...

Teachers said:

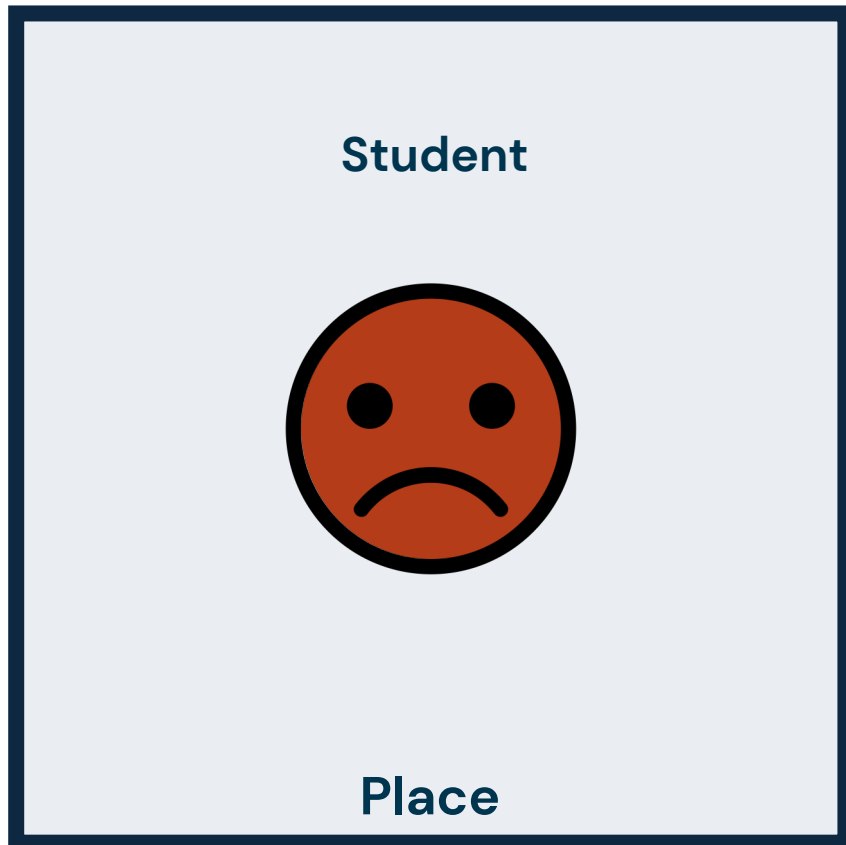


"What about all the different individual needs in a shared place?"

WE HAVE
diverse
GARDENS!



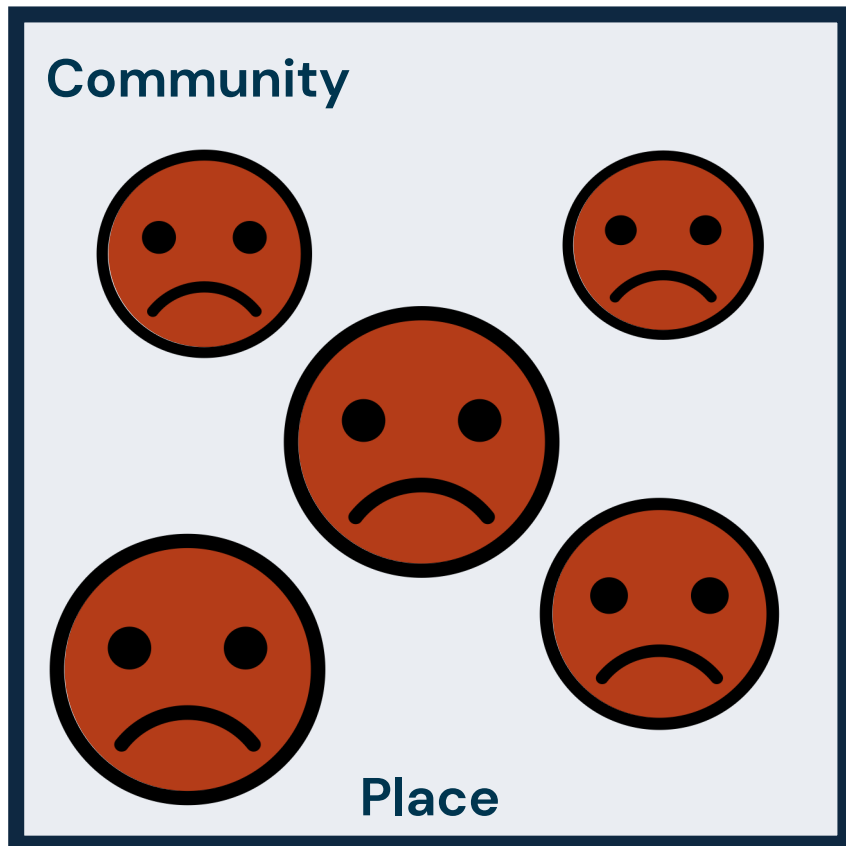
Shifting the Paradigm: PERSON-PLACE MODEL OF NEED



Inclusive Education

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

Shifting the Paradigm: PERSON-PLACE MODEL OF NEED

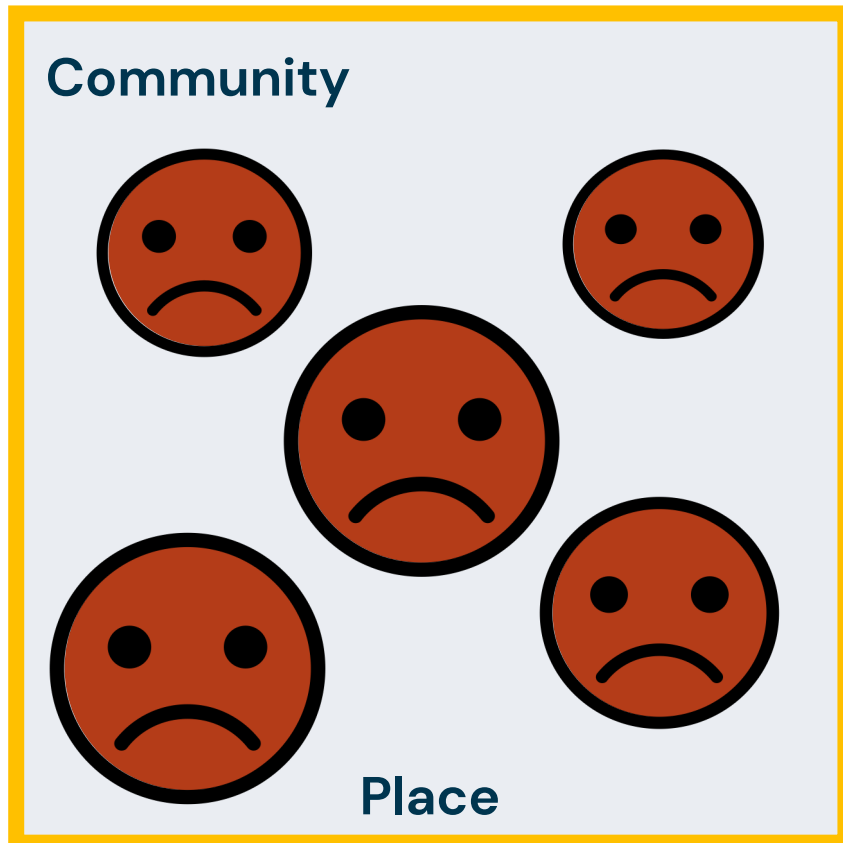


Inclusive Education

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

Universal Design for Learning: What we all need to learn!



Provide multiple means of
Engagement

Affective Networks
The "WHY" of Learning



Provide multiple means of
Representation

Recognition Networks
The "WHAT" of Learning



Provide multiple means of
Action & Expression

Strategic Networks
The "HOW" of Learning



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

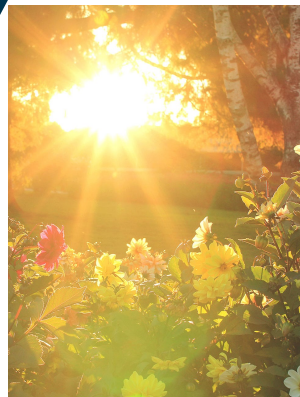
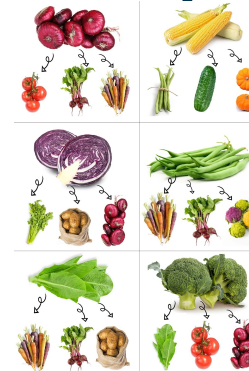
MULTIPLE LAYERS OF SUPPORT



PERIODIC TABLE OF
PLANT NUTRIENTS

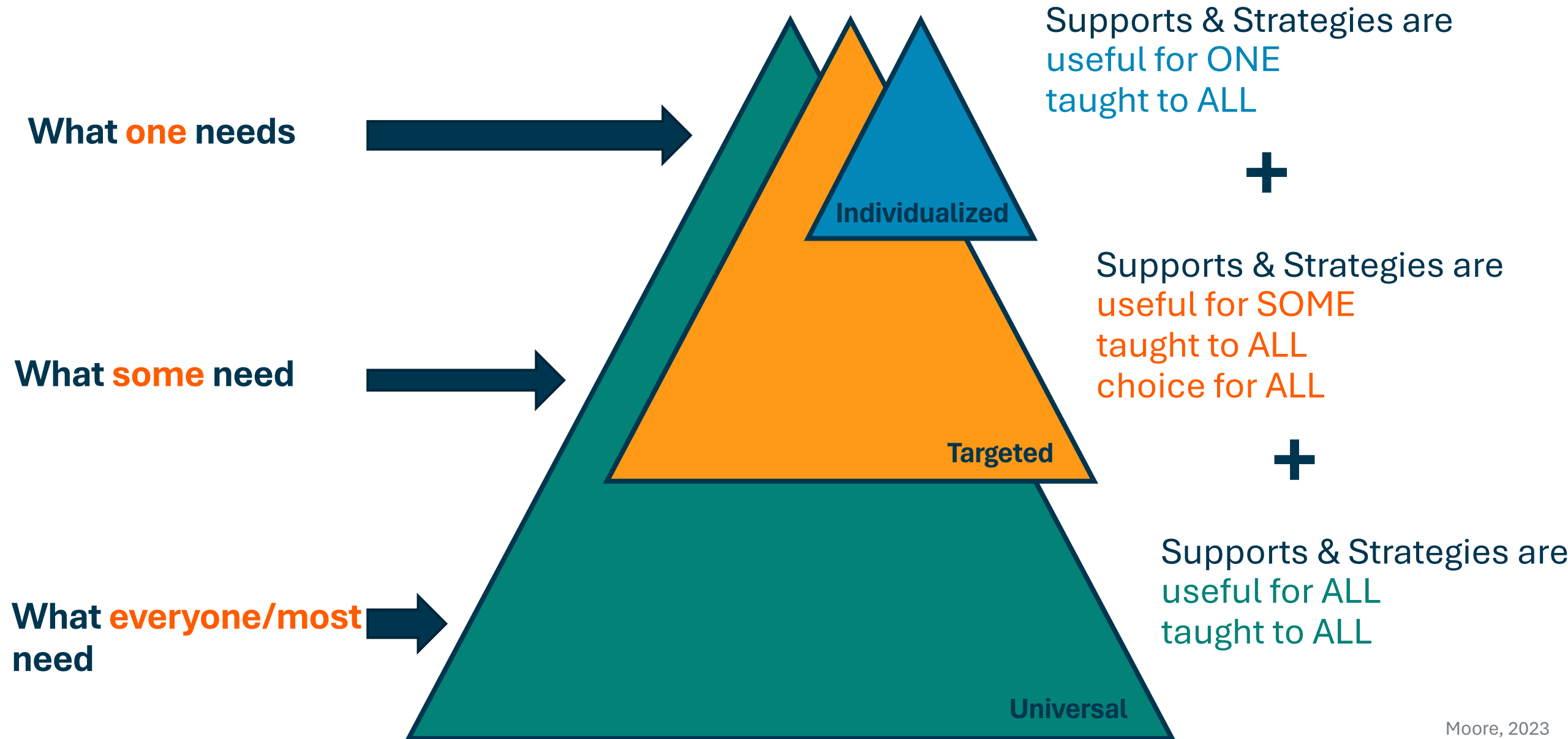
7 N Nitrogen	15 P Phosphorus	19 K Potassium	12 Mg Magnesium	16 S Sulfur	20 Ca Calcium
Primary Macronutrients			Secondary Macronutrients		
5 B Boron	17 Cl Chlorine				
25 Mn Manganese	26 Fe Iron	28 Ni Nickel	29 Cu Copper	30 Zn Zinc	42 Mo Molybdenum
Micronutrients					

Source: Greenandvibrant.com



What connections are you making?

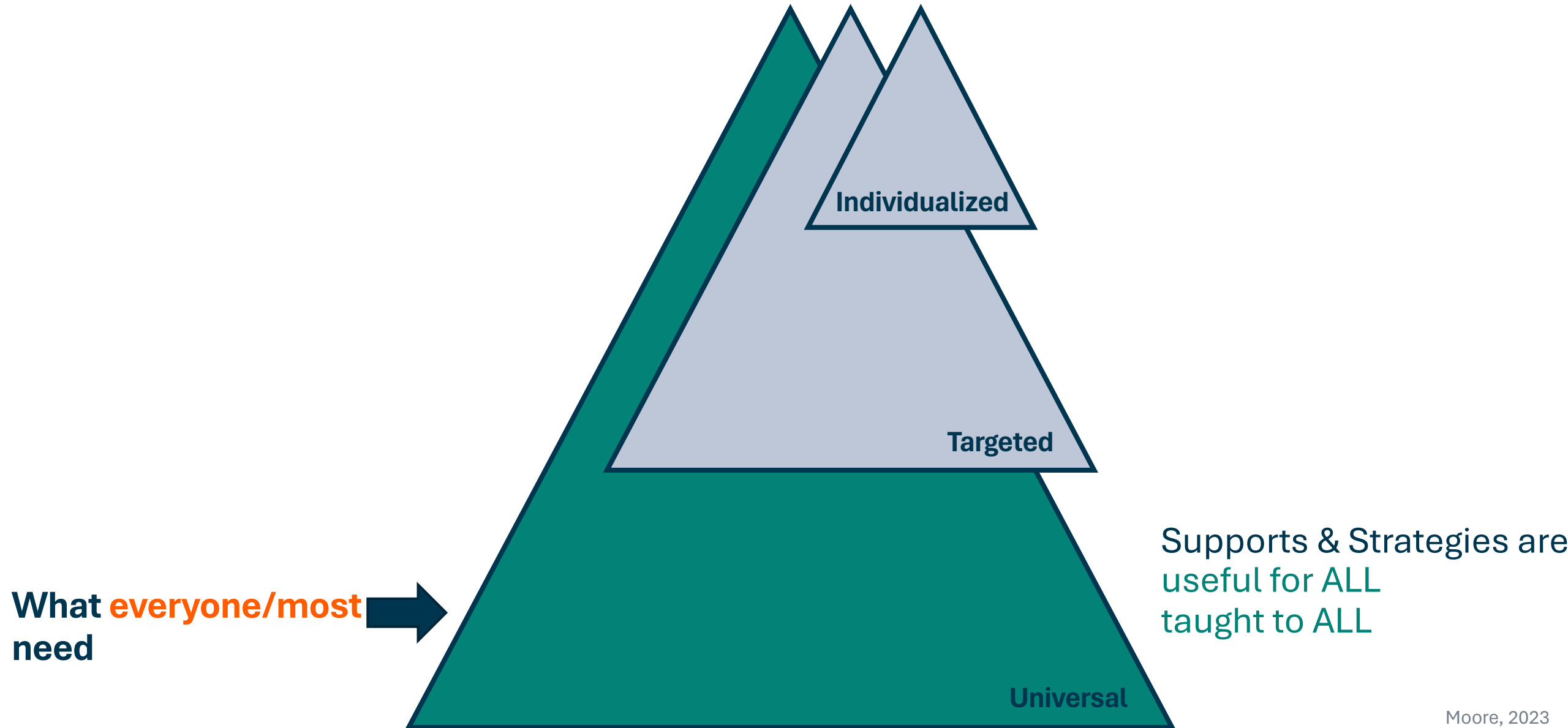
Multiple Layers of Needs Based Support





How do we *plan*
for the disabilities *needs*
of students?

Multiple Layers of Needs Based Support



Shifting the Paradigm: PERSON-PLACE MODEL OF NEED



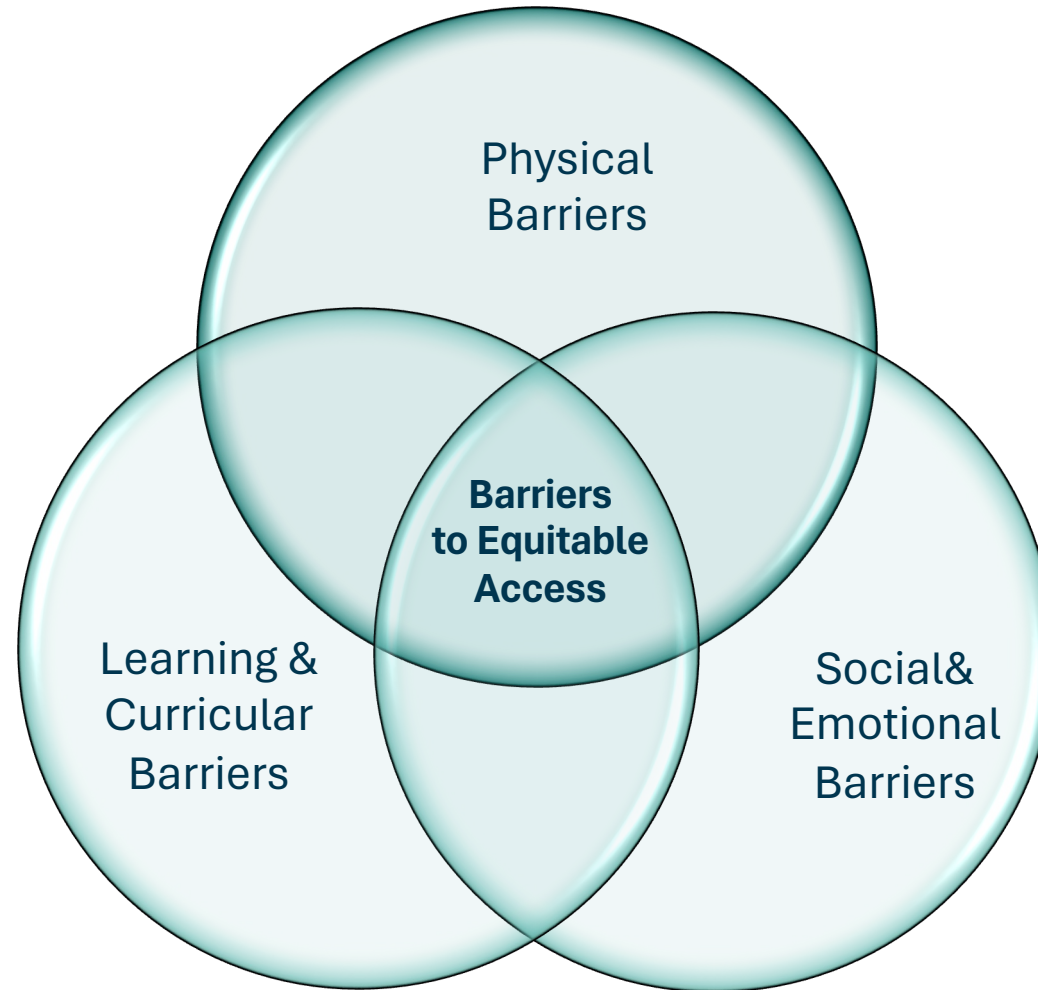
Inclusive Education

FIRST: Identify barriers in place by determining needs of everyone in the community

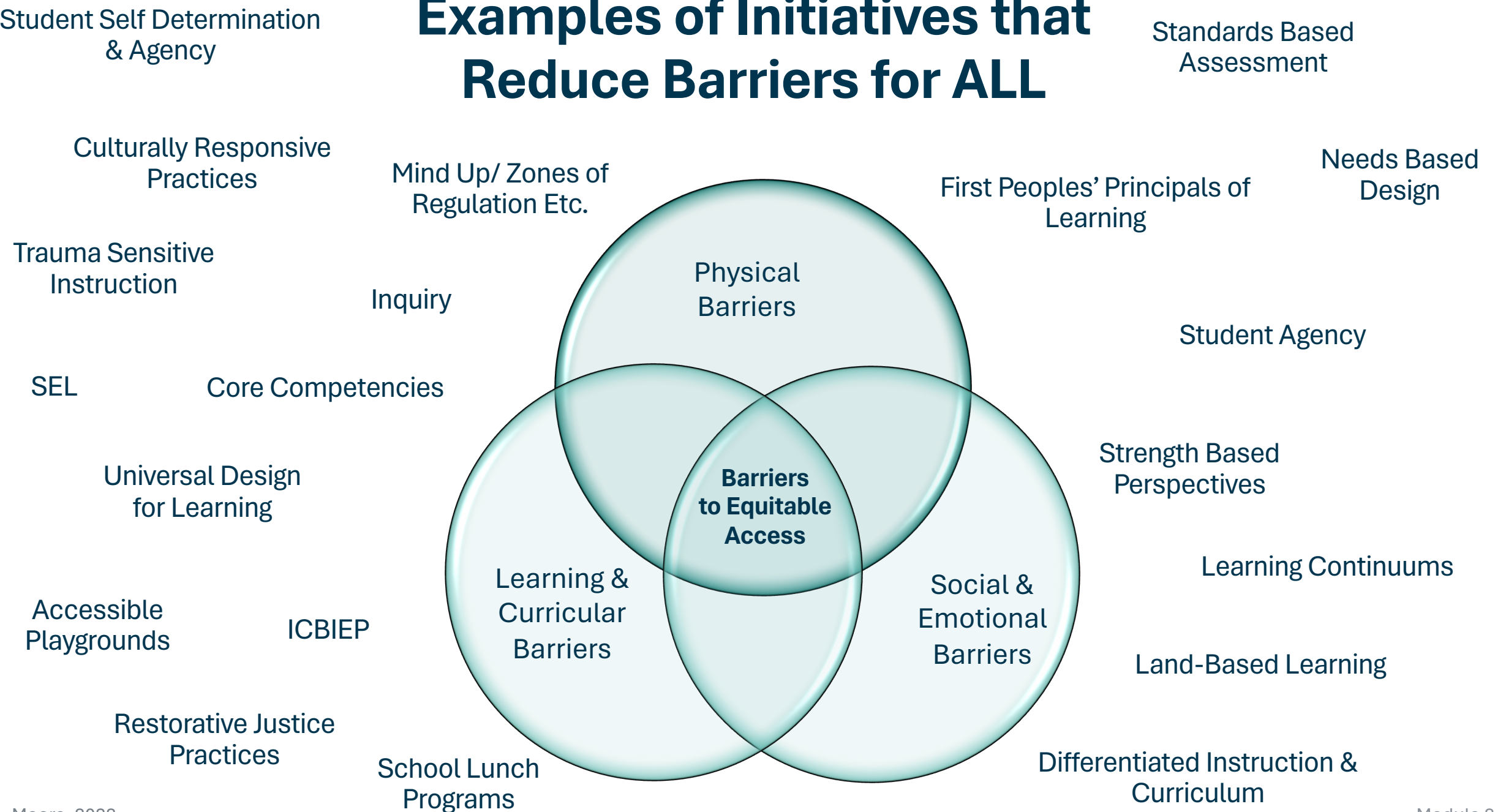
What are barriers?



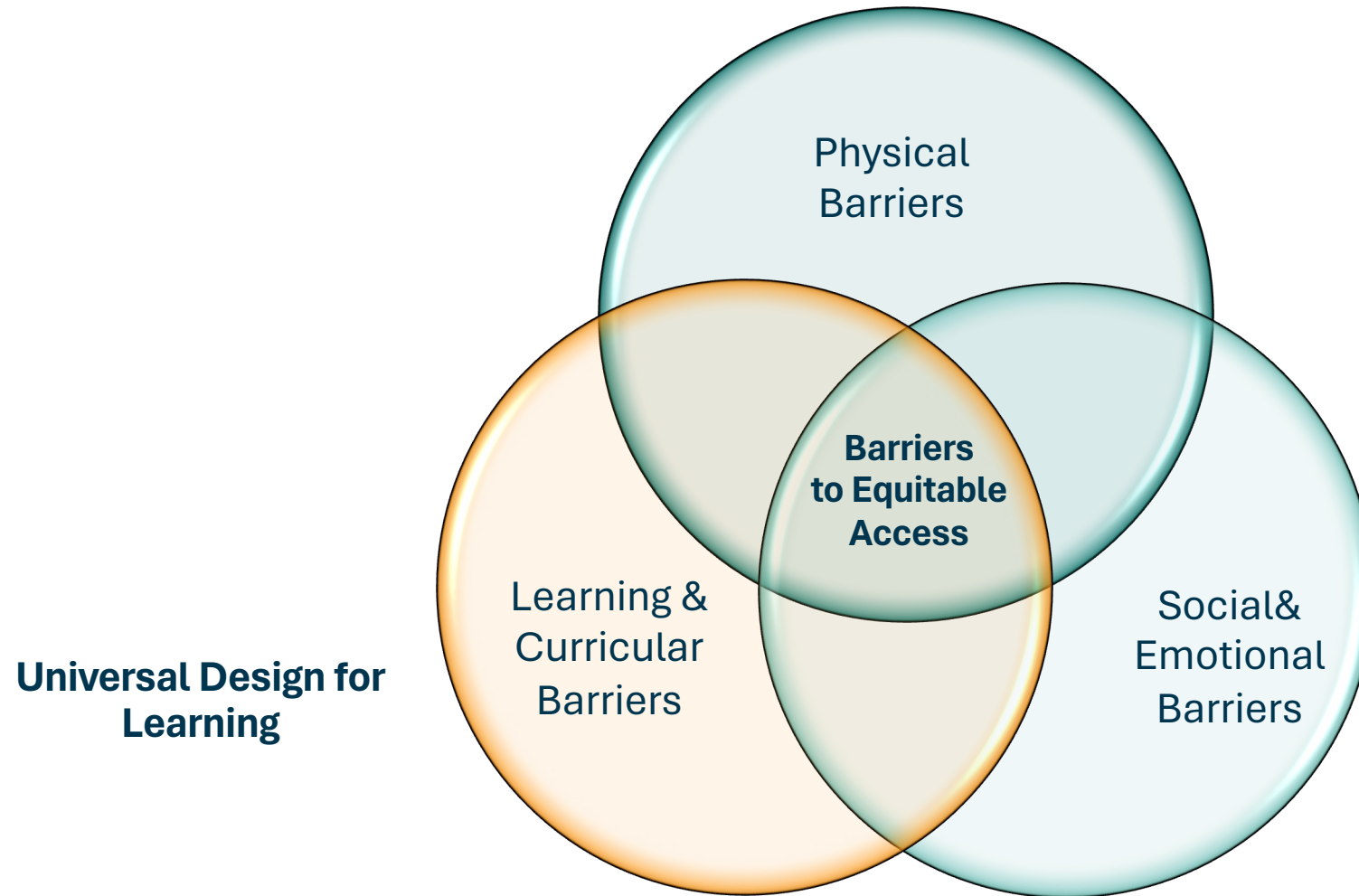
Increasing Inclusive & Equitable Access by Reducing Barriers for All



Examples of Initiatives that Reduce Barriers for ALL



Adding Ramps to Learning



Universal Design for Learning: The Ramps for Learning

Provide multiple means of
Engagement

Affective Networks
The "WHY" of Learning



Provide multiple means of
Representation

Recognition Networks
The "WHAT" of Learning



Provide multiple means of
Action & Expression

Strategic Networks
The "HOW" of Learning



What are barriers?



What are needs?



Shifting the Paradigm: PERSON-PLACE MODEL OF NEED

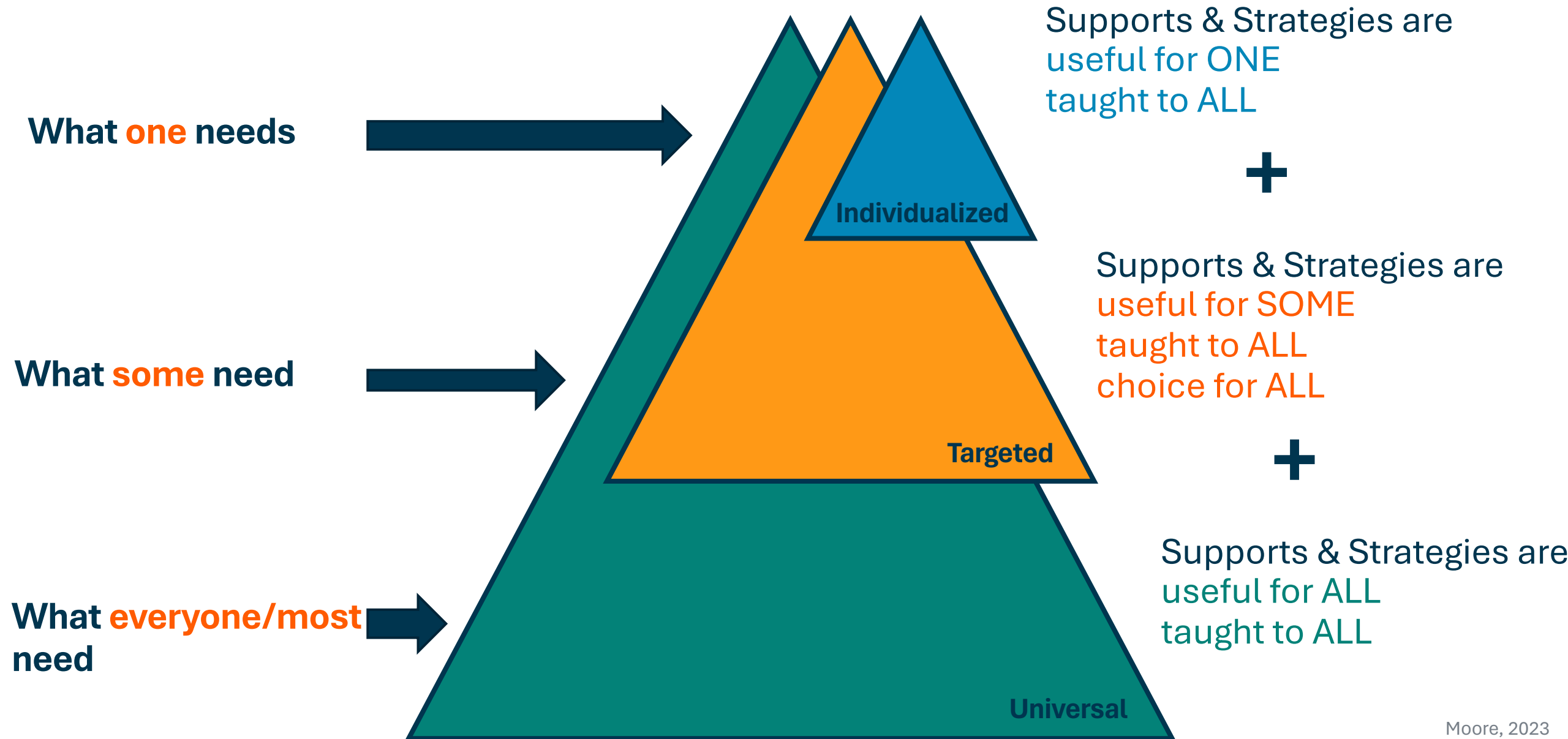


Inclusive Education

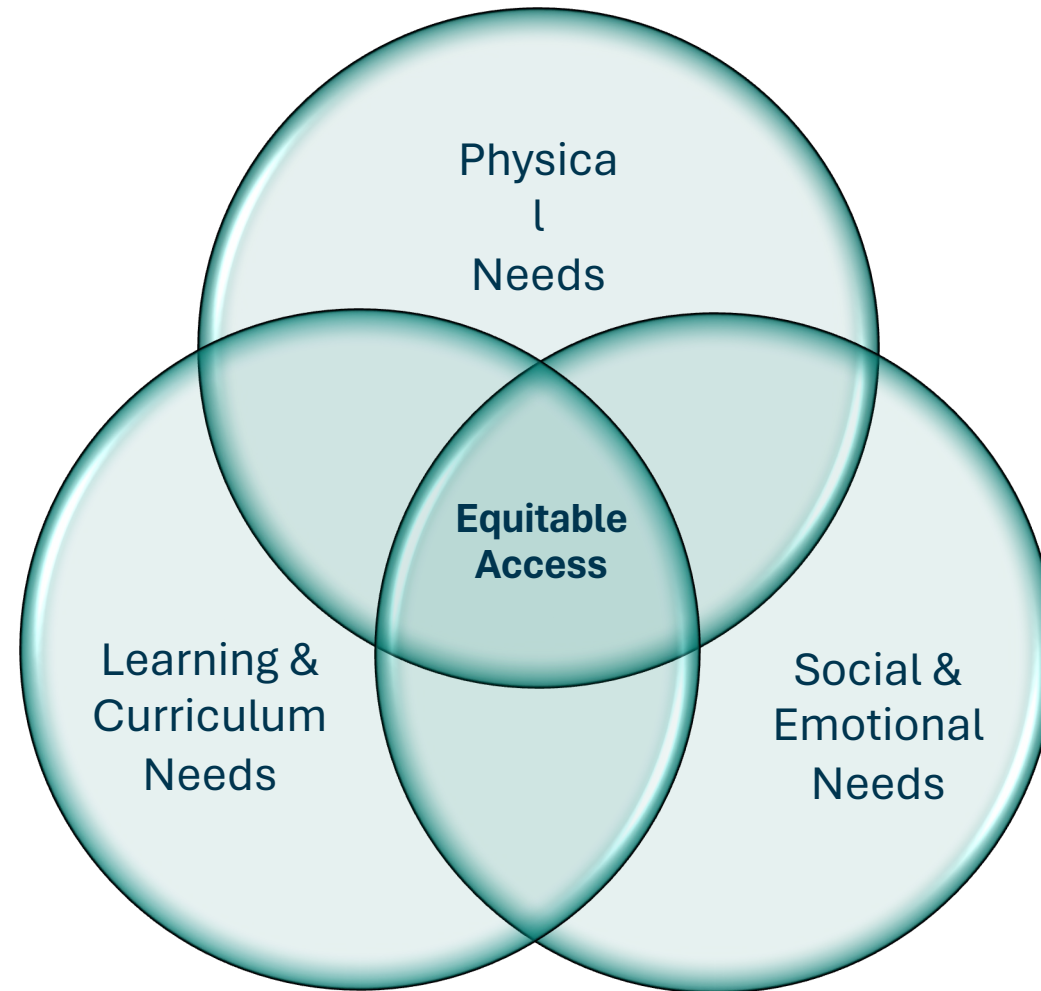
FIRST: Identify barriers in the place

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

Multiple Layers of Needs Based Support

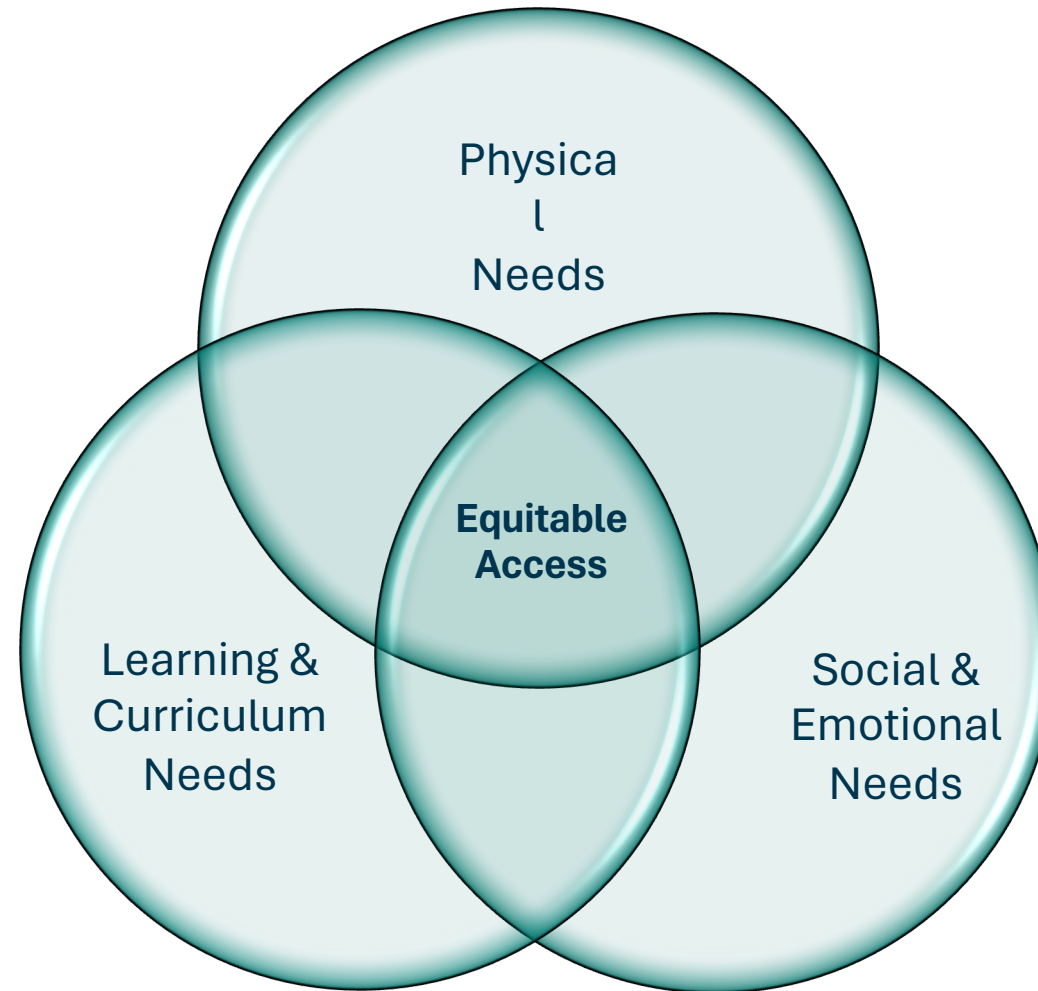


Increasing Inclusive & Equitable Access by Designing for Individual Needs



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)

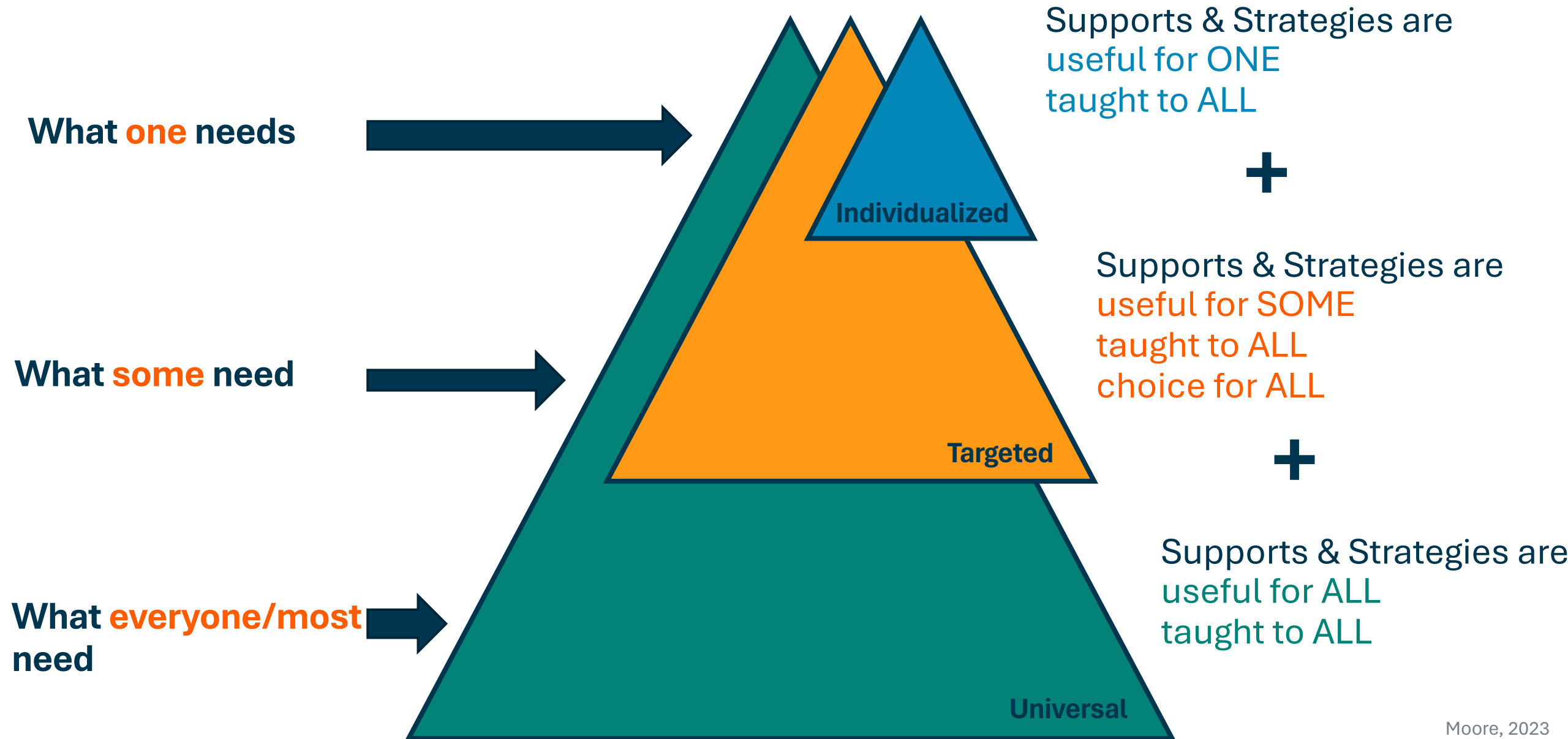


- Language
- Literacy (decoding)
- Literacy (understanding)
- Literacy (written output)
- Literacy (Speaking/ oral language)
- Medical
- Memory
- Numeracy
- Personal Care
- Physical/Mobility
- Self Advocacy
- Self Regulation (emotional)
- Self Regulation (behavioural)
- Self Regulation(learning)
- Self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

**What needs do you
manage in your own life?**

**What supports and/or
strategies increase your
independence?**

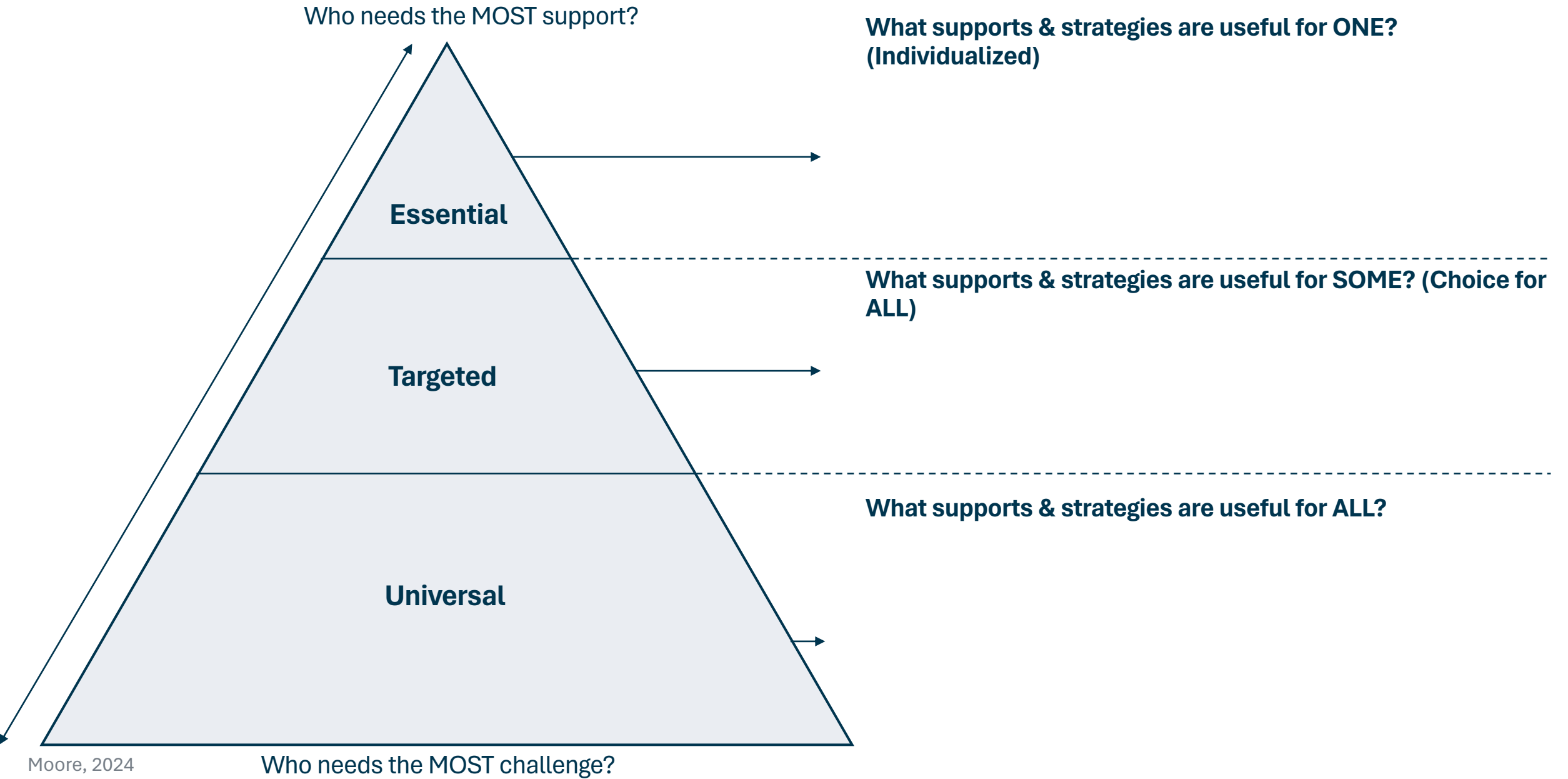
Multiple Layers of Needs Based Support



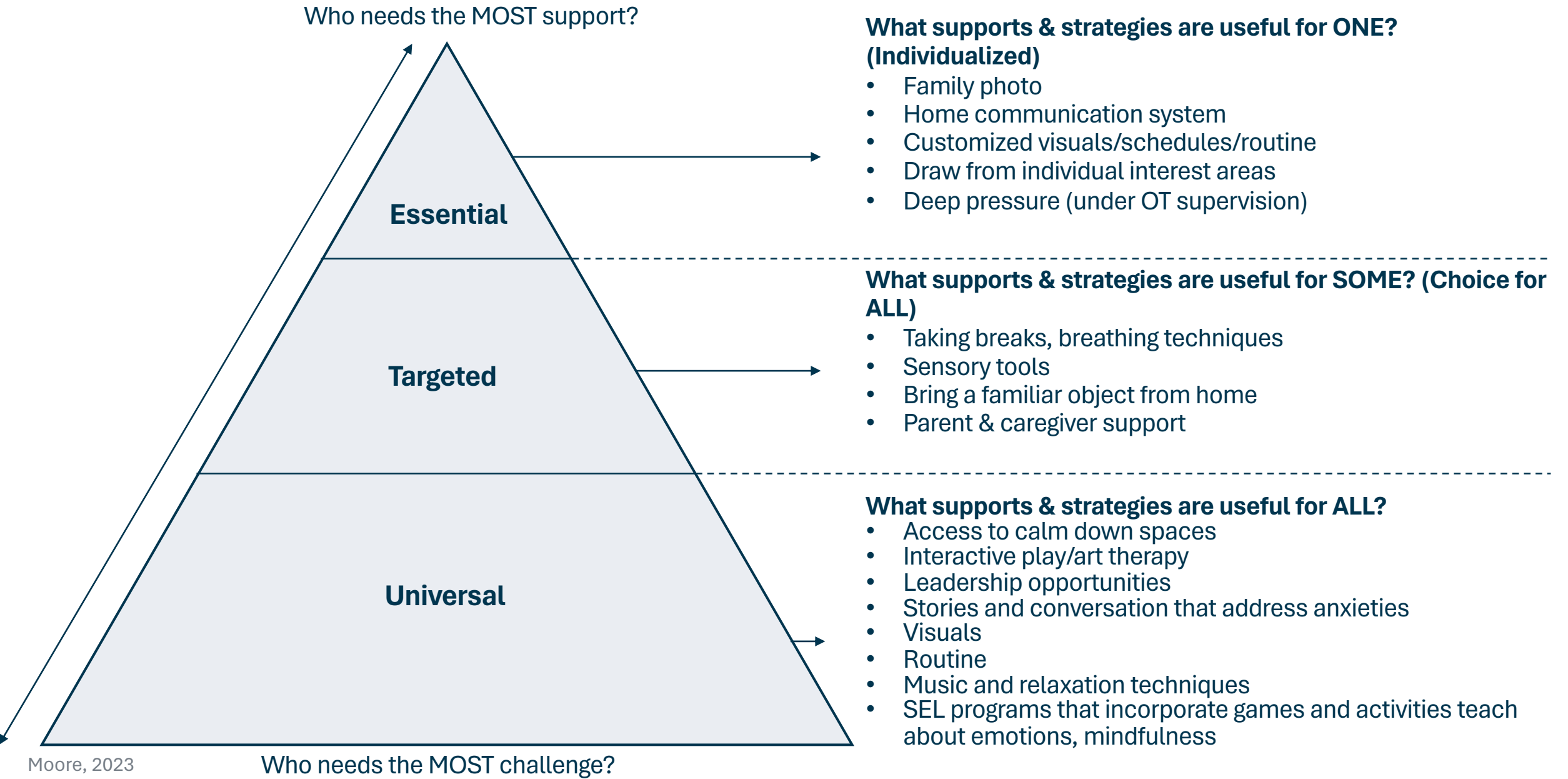
Context: Grade 2

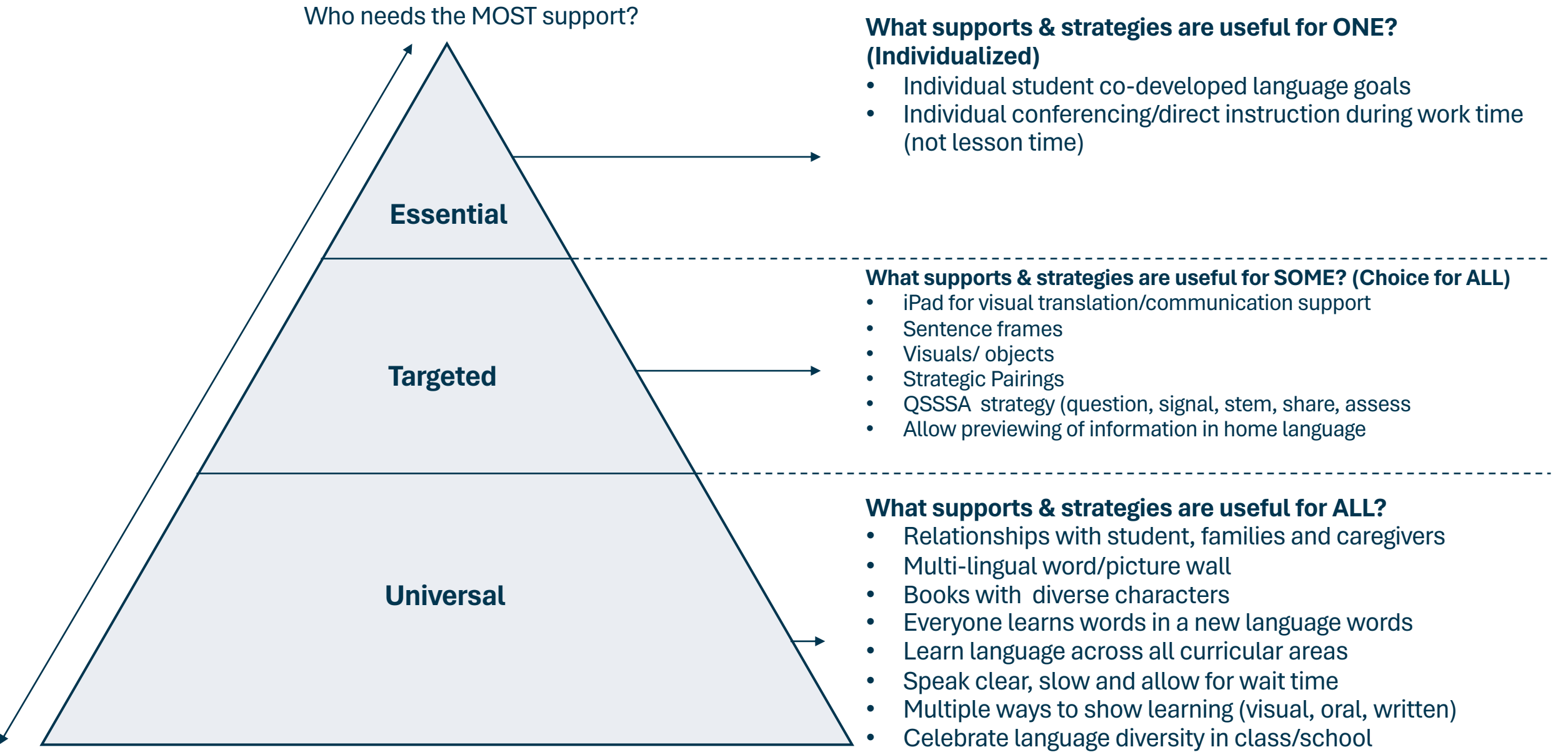
Need: Social-Emotional - Anxiety

Students in Mind: PS, LT, CT, EW, MJ, FT, IO



**What are some supports
and/or strategies that
could help a 7-year-old
manage their anxiety at
school?**





Is it Universal? Targeted? Individualized?

Strategy/Action: Create a family wall that allows students to hold photos

1. Universal (Good for ALL/Most; Taught to ALL):

- Everyone shares who is in their family/ who is important to them
- A variety of crayons colours to reflect different skin tones

2. Targeted (Good for Some; Choice to ALL):

- Students can choose to take their family of the wall and put at their desk or in their pockets when they need

3. Individualized (Good for ONE/ Taught to ALL):

- Photos are of each individual students' family/community

Supports Needs:

Anxiety, identity, family, community, self esteem, engagement/motivation



Is it Universal? Targeted? Individualized?

Support/Tool: A quiet/calm spot in the classroom

Universal (Good for ALL/Most; Taught to ALL):

- Teach as a tool to everyone

Targeted (Good for Some; Choice to ALL):

- Students can choose when/if they need to go to the quiet spot

Individualized (Good for ONE; Taught to ALL):

- A basket of individual tools/ books/ activities specific to a particular student to use in the quiet spot

Supports Needs:

Anxiety, Frustration, Trauma, Self Advocacy, Self regulation (behavioral, emotional), Self Esteem, Sensory, Transitioning



Is it Universal? Targeted? Individualized?

Support/ Tool: Flexible Seating

Universal: Good for ALL/MOST; Taught to ALL

- Everyone is taught all the options, everyone tries out the options, everyone reflects on the options, students choose which options work for them

Targeted: Good for SOME; Choice to ALL

- A particular seating option (bean bags, low table, pedal desk, pillows etc.)

Individualized: ???

Supports Needs:

Attention, Anxiety, Engagement/Motivation, Eating/Food, Executive Functioning, Frustration, Self Advocacy, Self regulation (emotionally, behavioral, learning), Self Esteem, Sensory, Transitioning



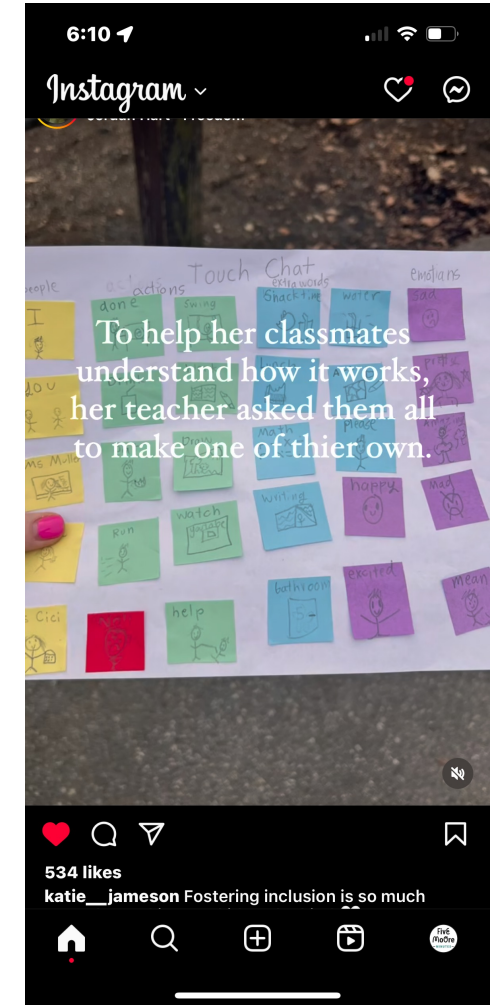
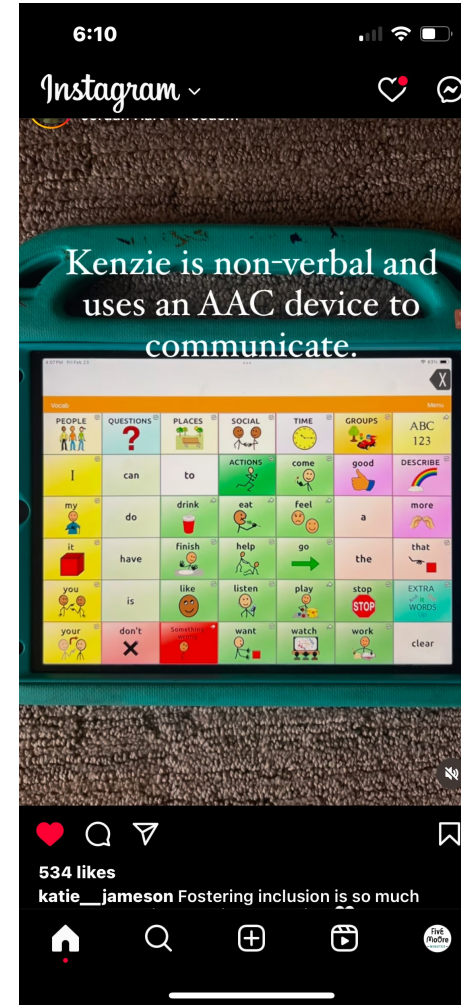
Is it Universal? Targeted? Individualized?

Support/ Tool: AAC Device

Individualized (Useful for ONE; Taught to ALL

- Specially designed for Kenzie

Supports Need: Communication (expression), engagement, motivation, identity, community, language, literacy (oral), self advocacy, self esteem, self regulation, social skills



@katie__jameson

The background features several large, solid-colored circles in orange, blue, and dark blue, scattered across the slide. The text is centered and reads:

How can designing
for one
and support
ALL?

In the chat box...

Reflecting on your *learning*

- One thing I learned today is...
- I used to think....but now I think ...
- After today, something I want to learn more about is...



How can design using
curriculum
in ways that maintain the
integrity
of the diversity?

Shelley MOORE PH.D.



@tweetsomemoore



@fivemooreminutes



@fivemooreminutes



www.fivemooreminutes.com

www.blogsomemoore.com