

# Shelley MOORE PH.D.



@tweetsomemoore



@fivemooreminutes



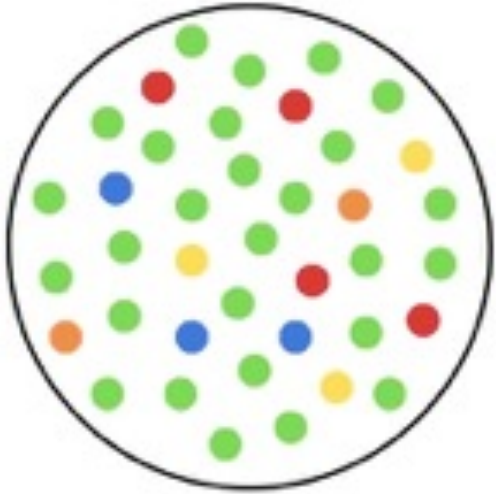
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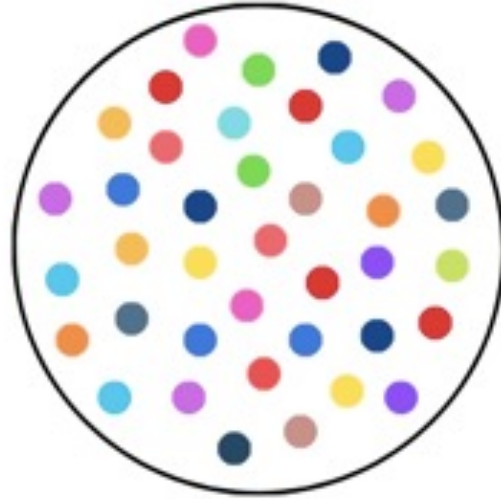
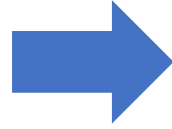
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[www.blogsomemoore.com](http://www.blogsomemoore.com)

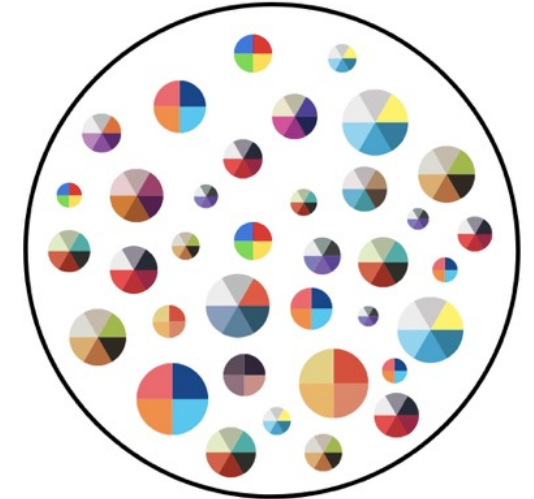
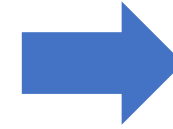
# WHAT IS *inclusion*?



***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? Needs Based Design



# **What is a barrier?**

# **What is a need?**





**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

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...**

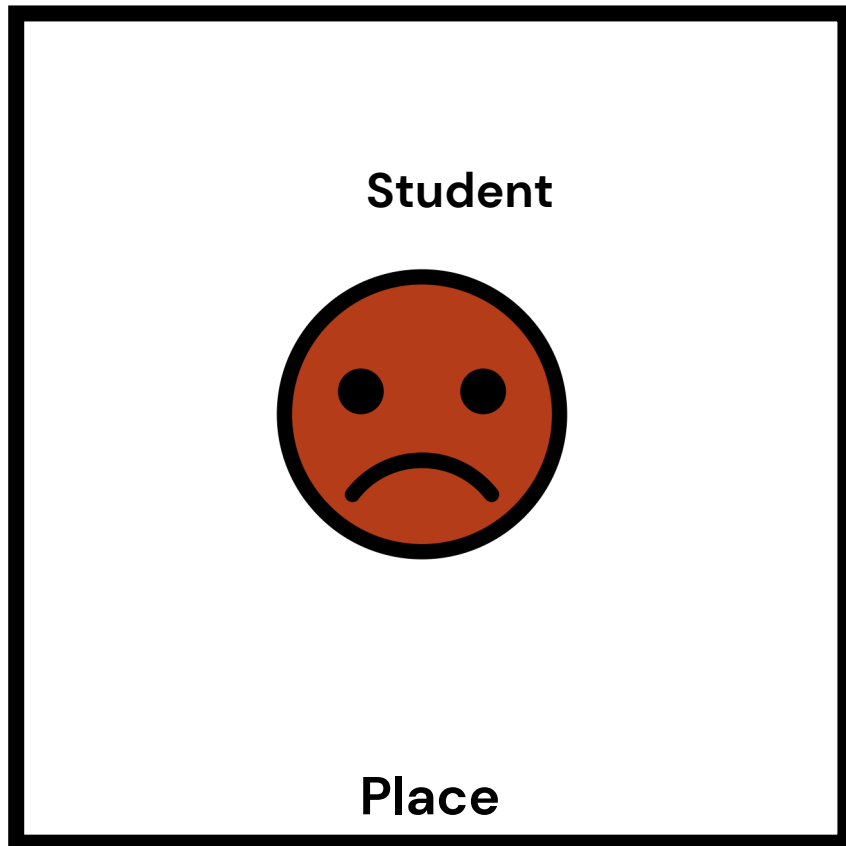
People with disabilities said:



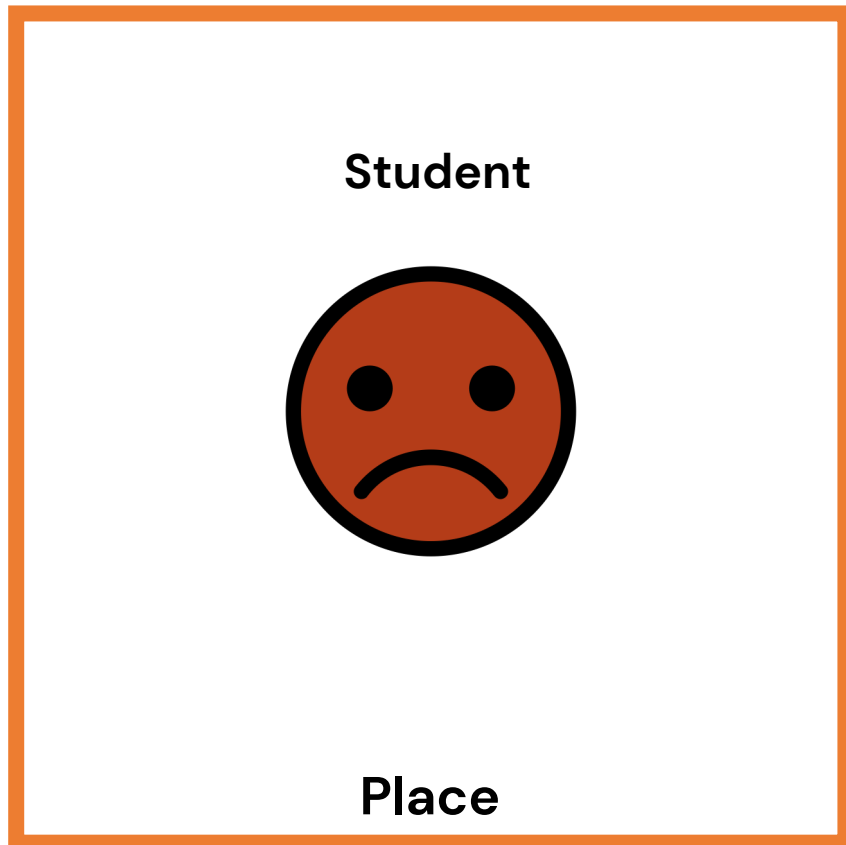
*"I am not broken."*

*"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:

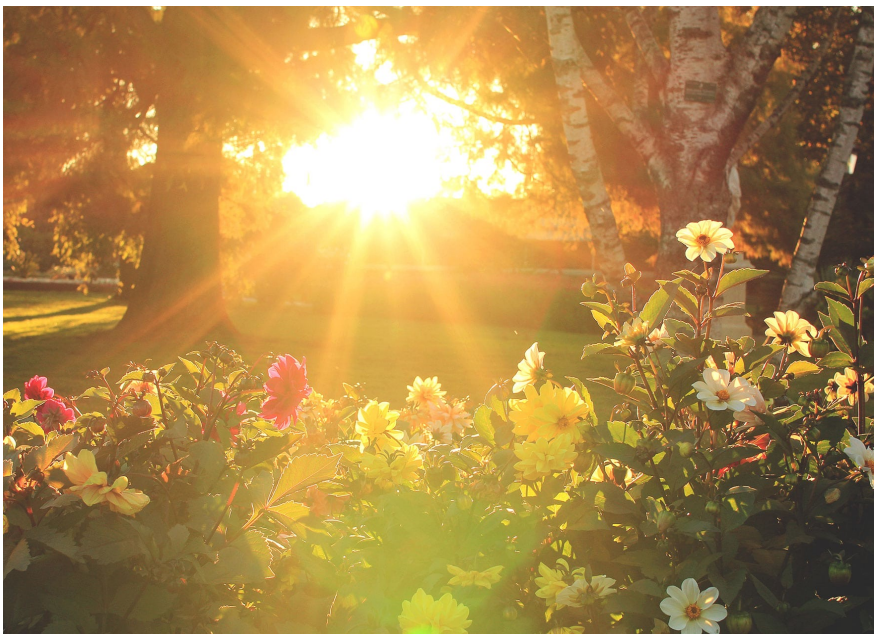
- Diagnose the barriers in the place
- Target the place



"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*?

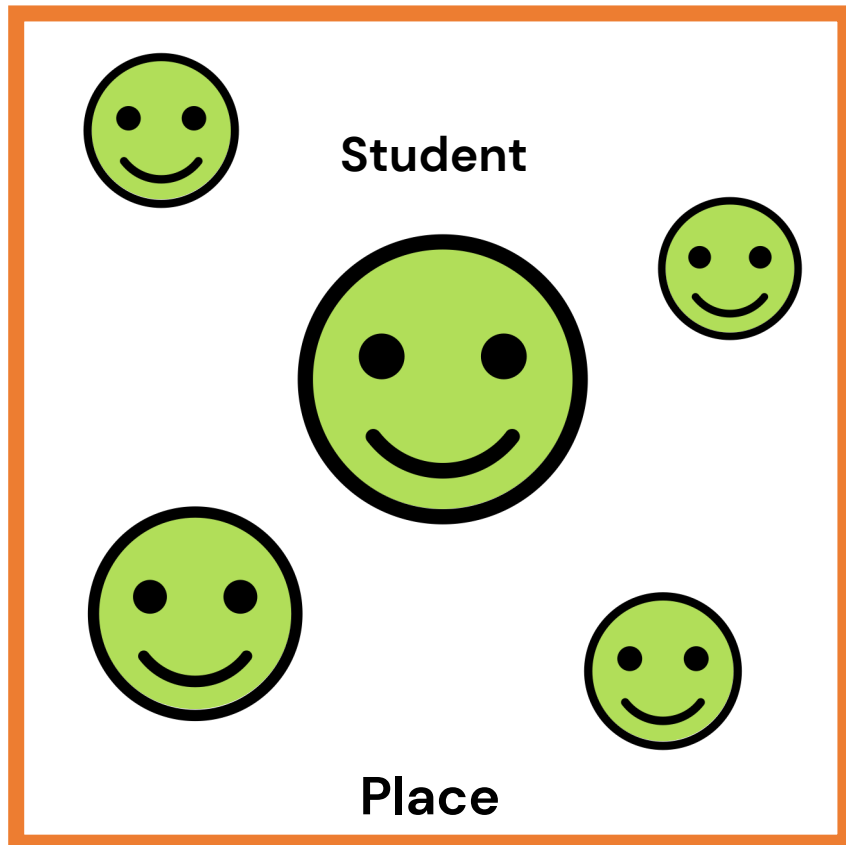
not enough light

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

# BUT WAIT...

Teachers said:

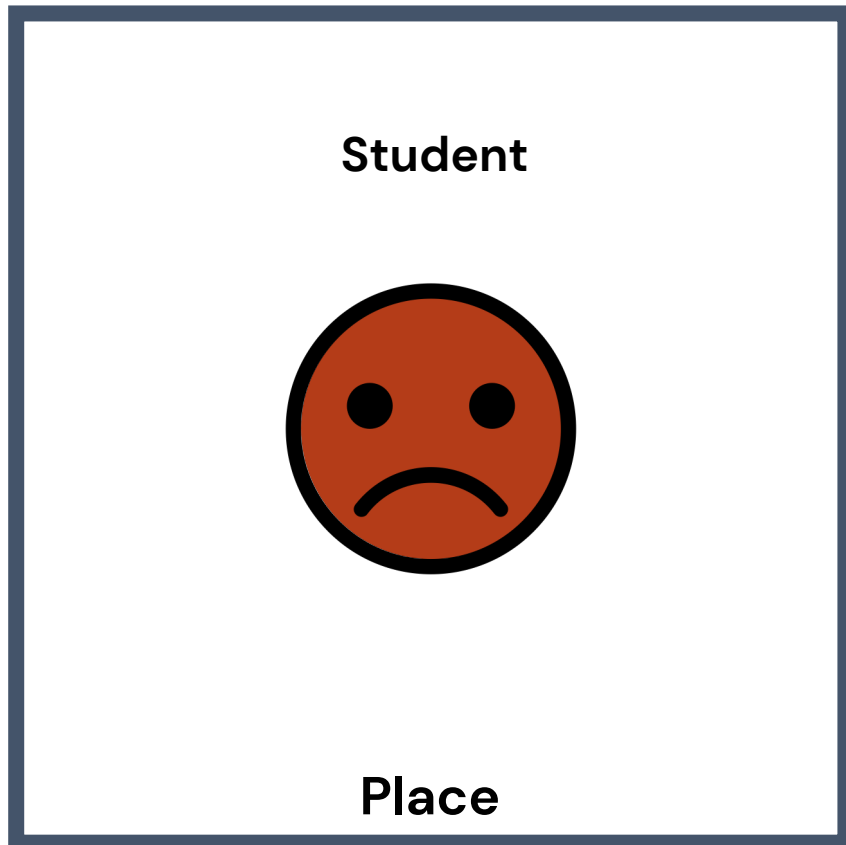


*"What about all the different individual needs in a shared place?"*

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



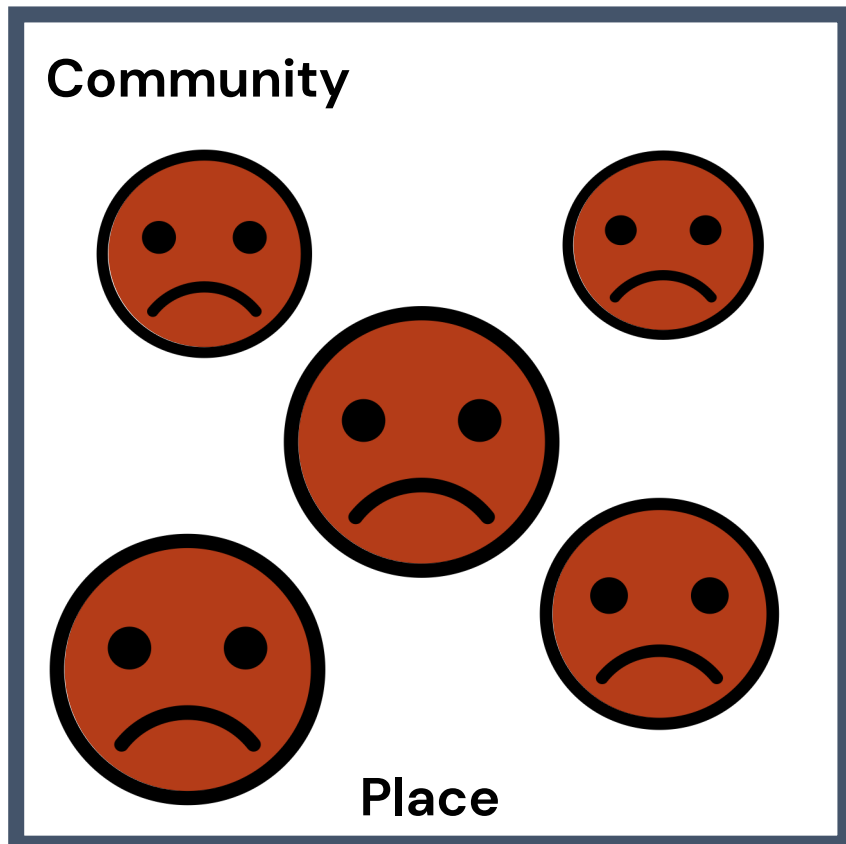
# Shifting the Paradigm: PERSON-PLACE MODEL OF NEED



**Inclusive Education**

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

# Shifting the Paradigm: PERSON-PLACE MODEL OF NEED

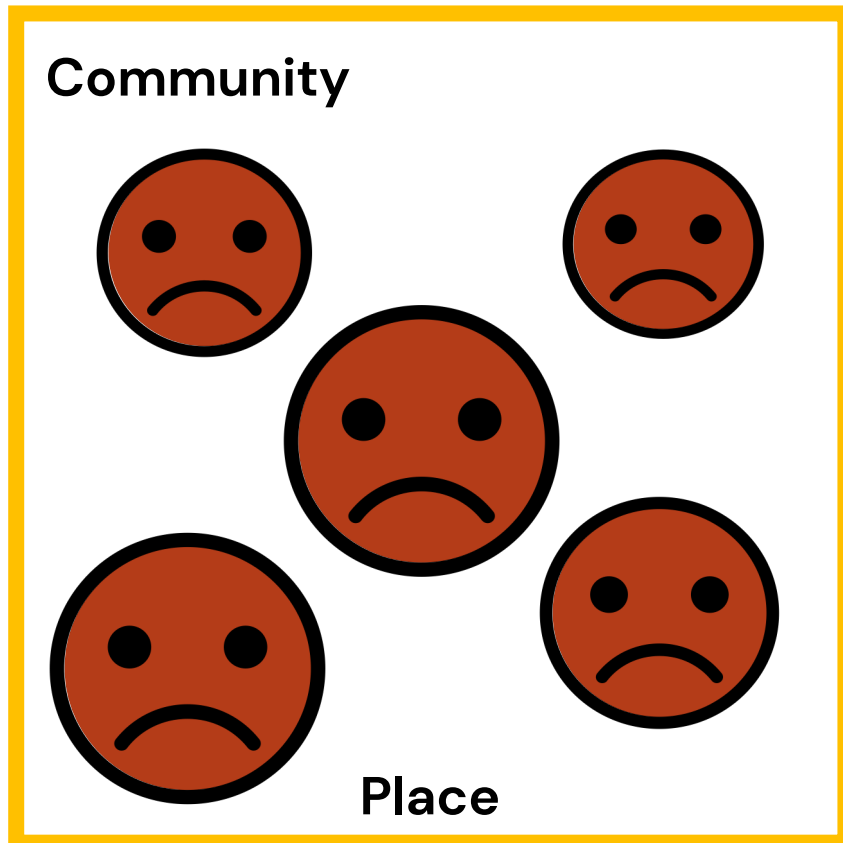


## Inclusive Education

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

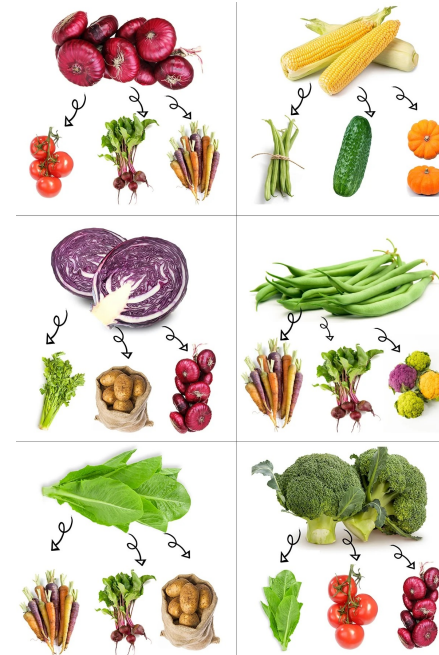
THEN: Reduce or eliminate barriers in place by determining needs of everyone in the community

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

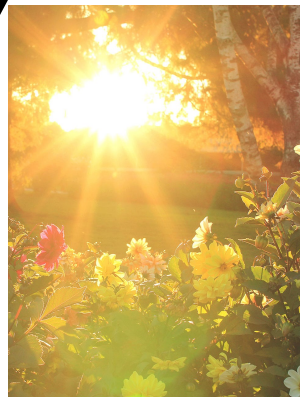


# MULTIPLE LAYERS OF SUPPORT



PERIODIC TABLE OF PLANT NUTRIENTS

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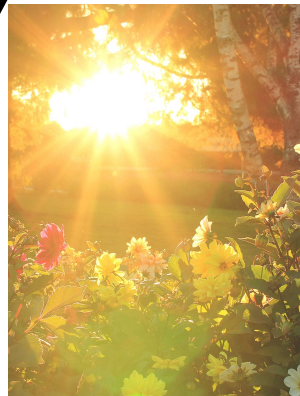
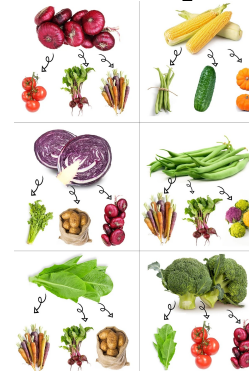
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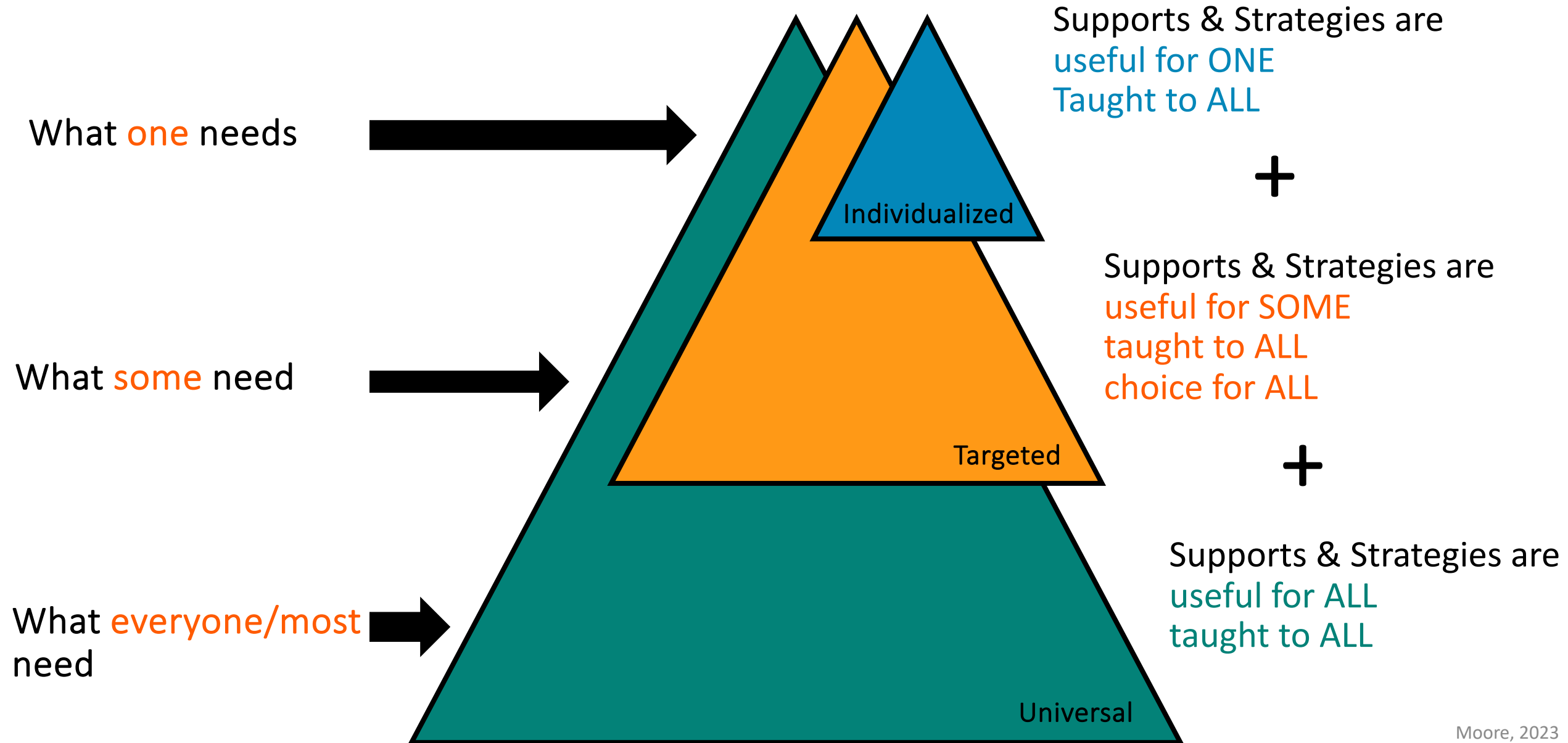




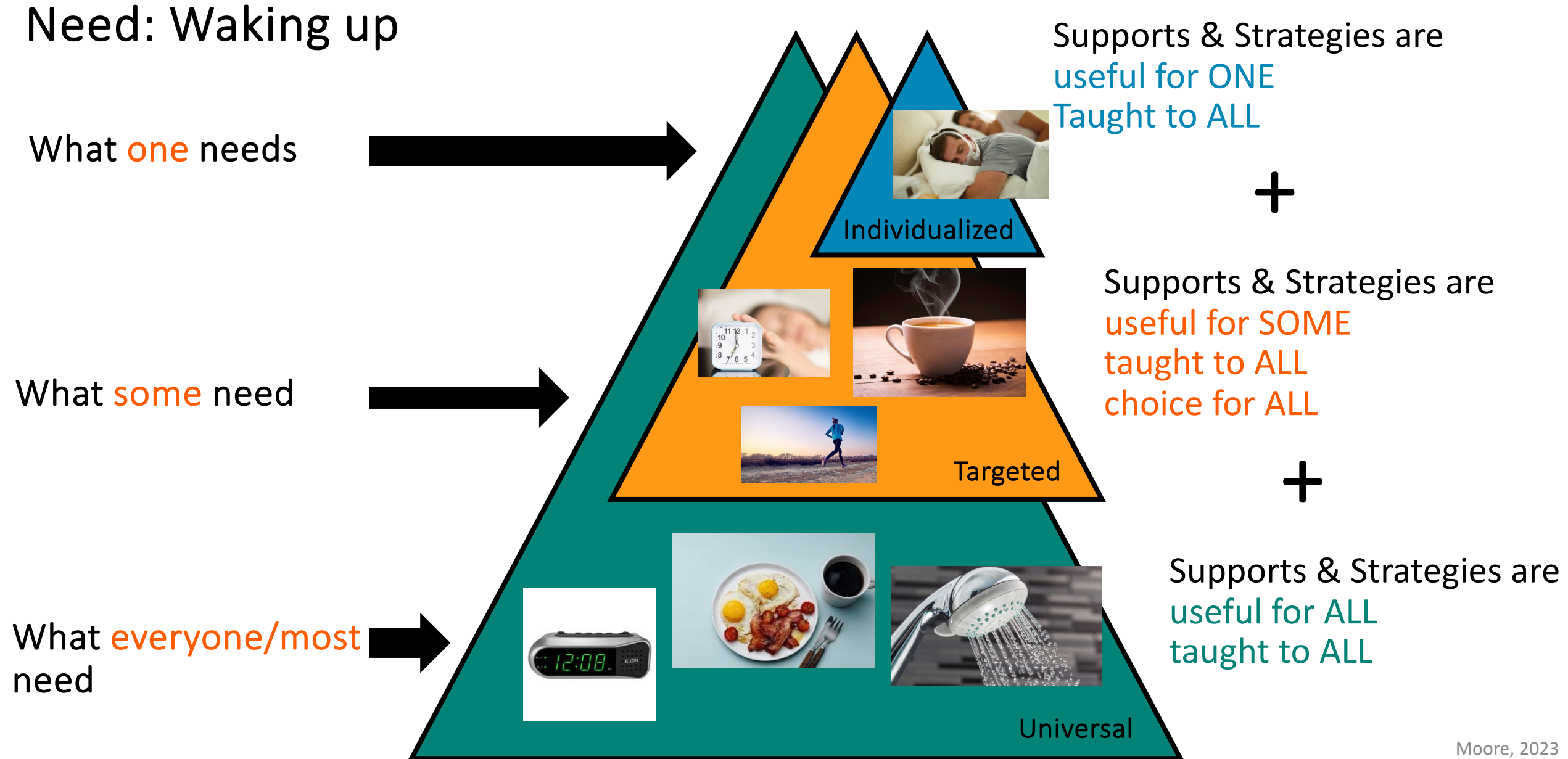


How do we *plan*  
for the disabilities *needs*  
of students?

# Multiple Layers of Needs Based Support



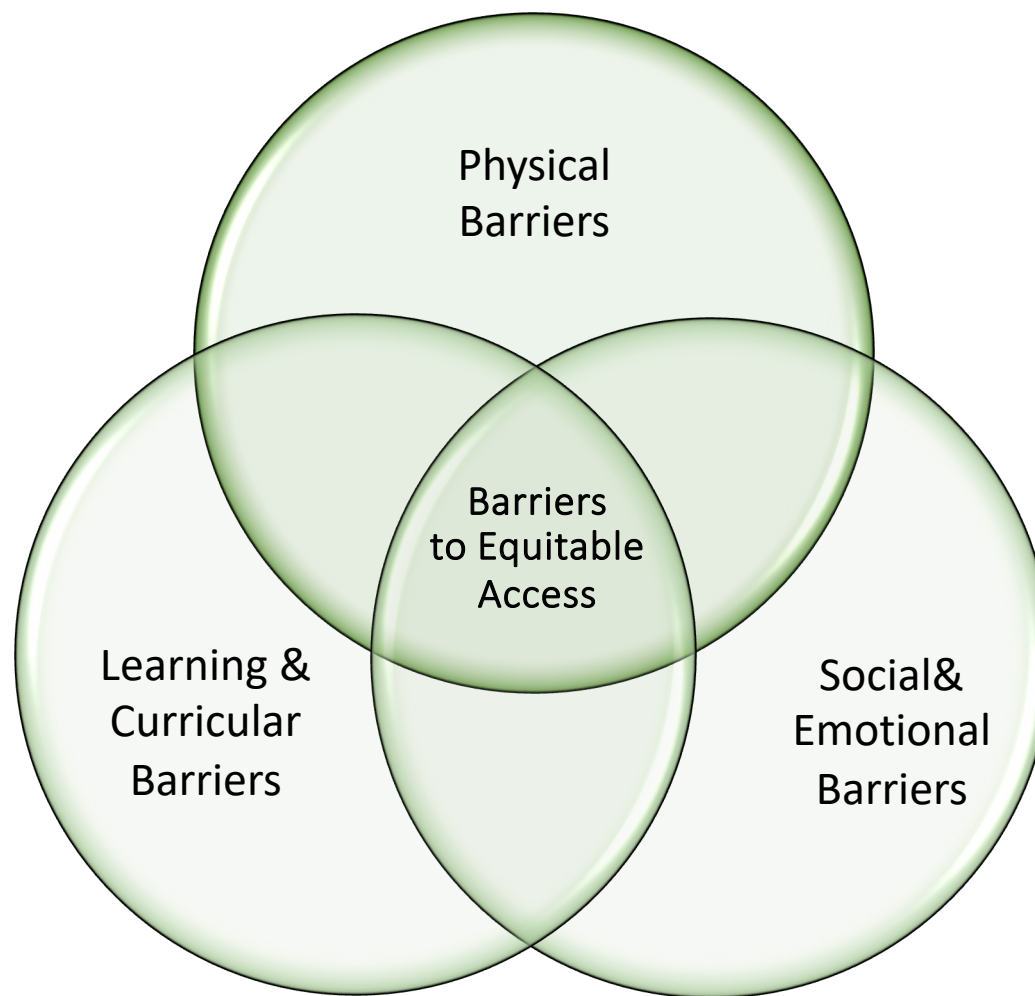
# Multiple Layers of Needs Based Support



# 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

Positive Behaviour  
Supports

Student Voice

SEL

Core Competencies

Universal Design  
for Learning

Barriers  
to Equitable  
Access

Strength Based  
Perspectives

Accessible  
Playgrounds

UDL

Learning Continuums

Learning &  
Curricular  
Barriers

Social &  
Emotional  
Barriers

Land-Based Learning

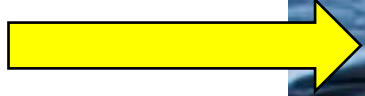
Restorative Justice  
Practices

School Lunch  
Programs

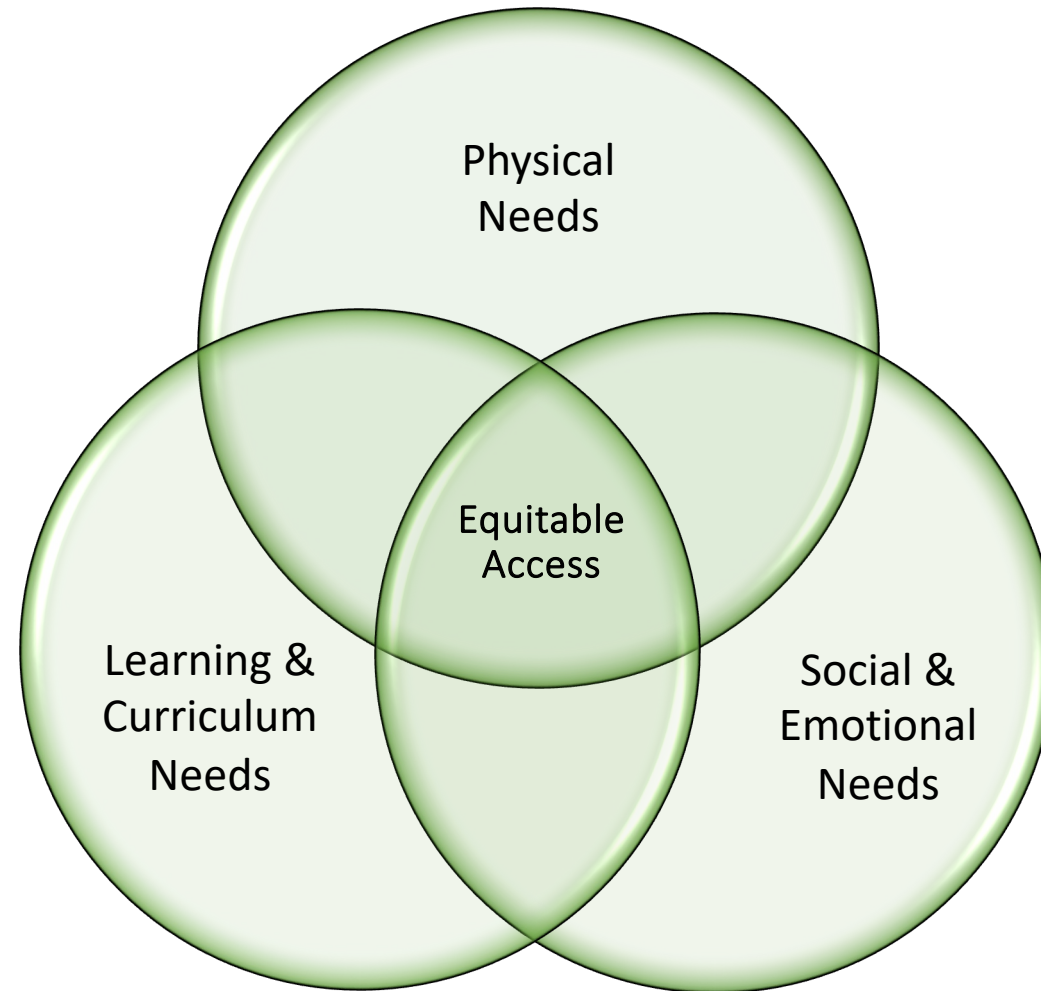
Differentiated Instruction &  
Curriculum



# What are needs?

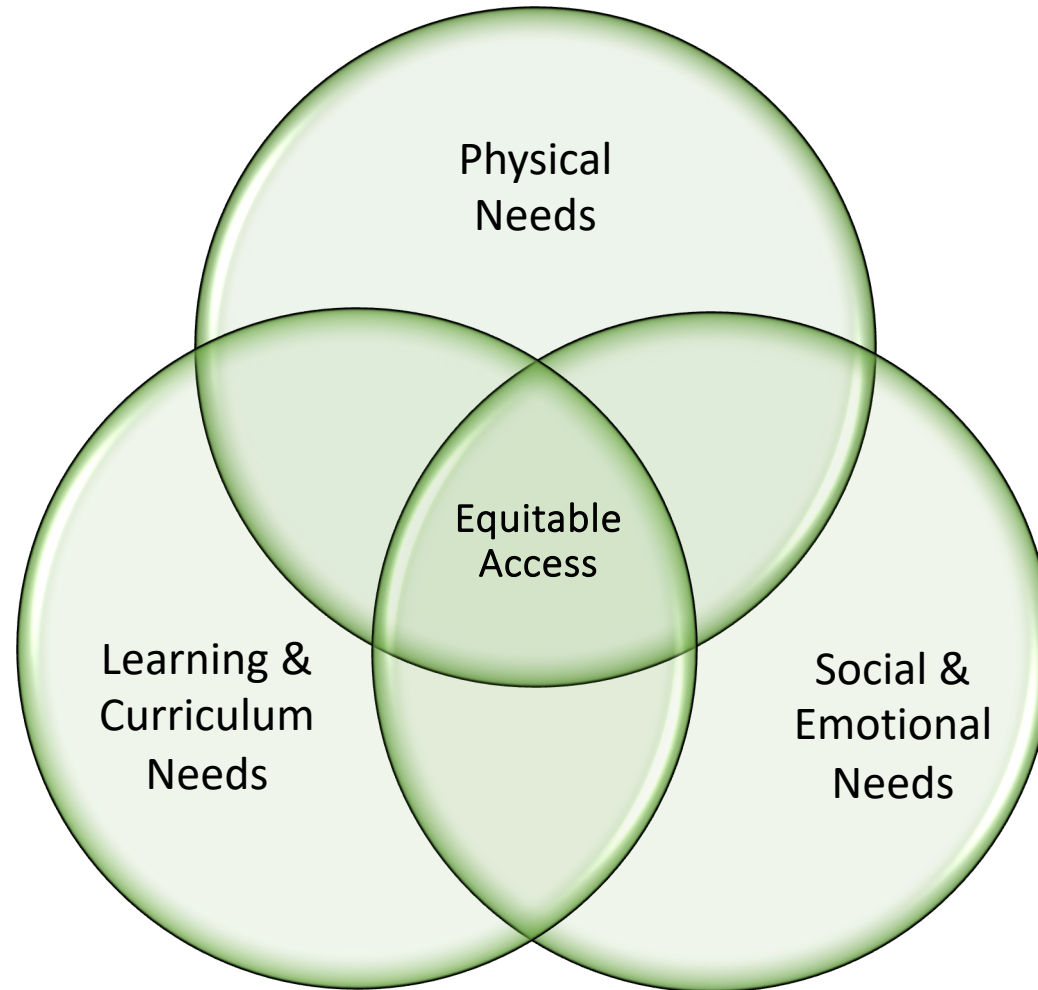


# Increasing Inclusive & Equitable Access by Designing for Individual Needs



# 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

**Target Classroom:**

**Classroom Teacher(s):**

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5. Look for clusters of need and reflect on community impact
6. Determine priority classroom needs to develop Classroom Support Plan



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		

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)

- 
- 
- 
- 

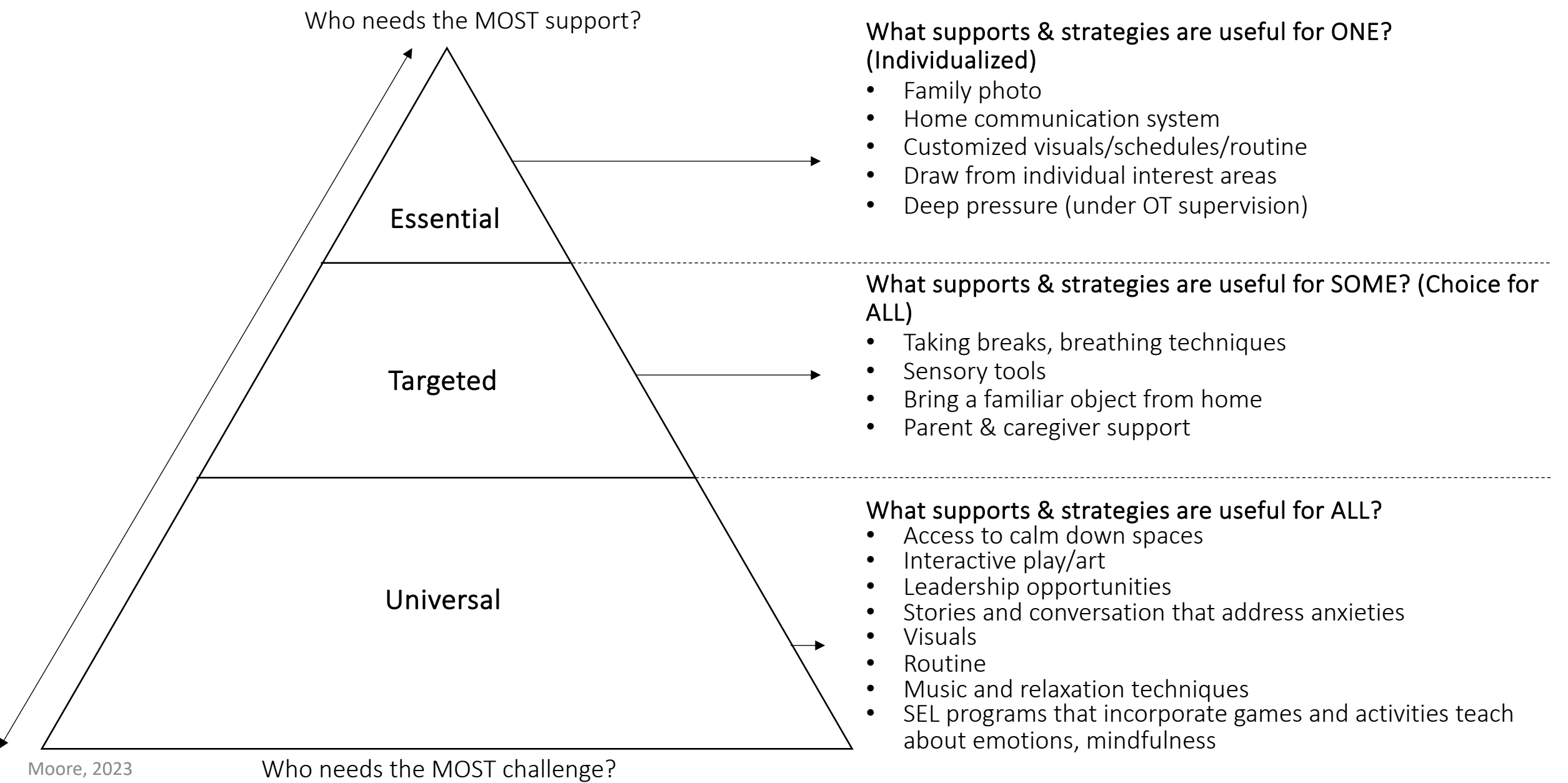
Targeted

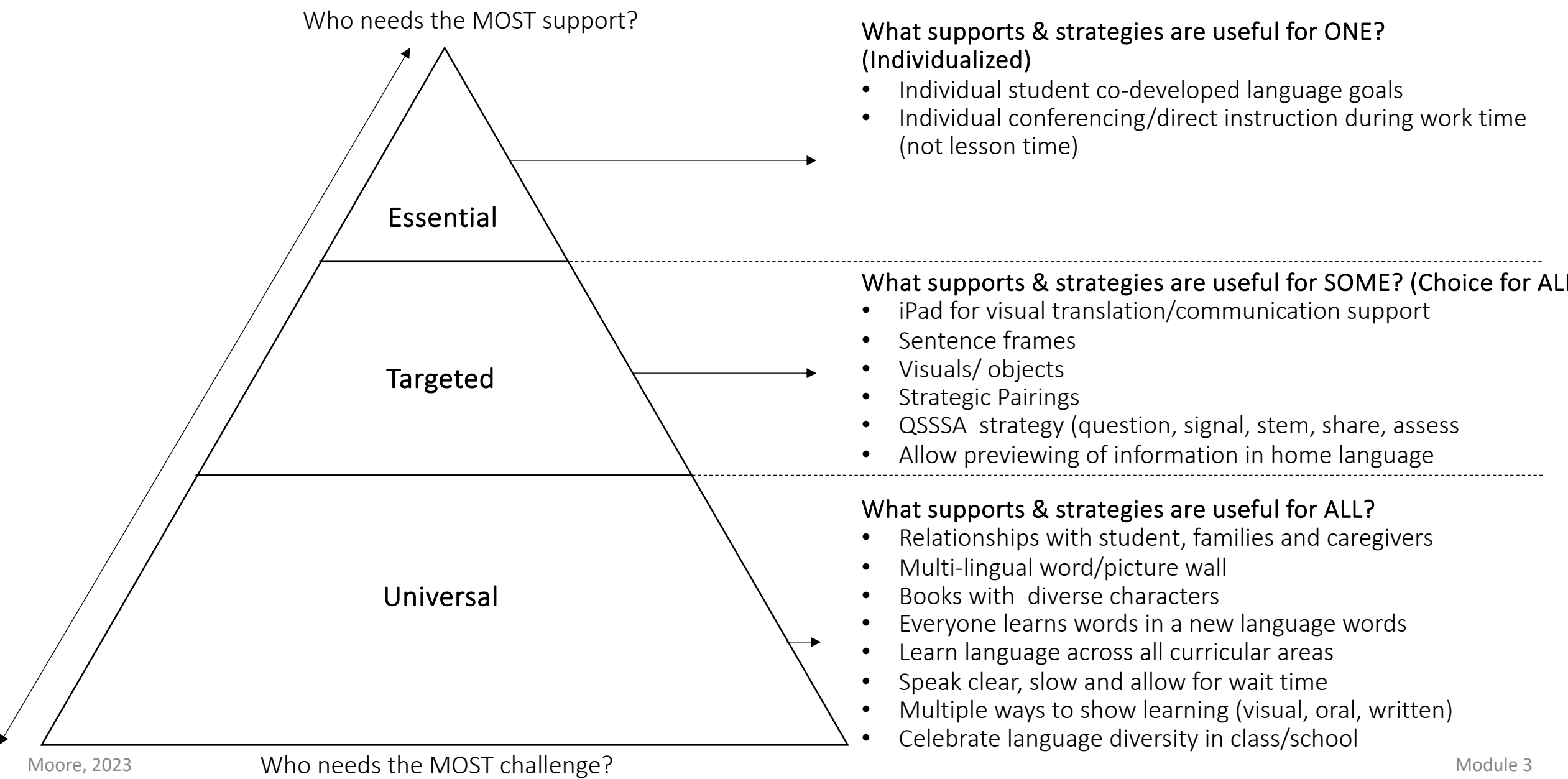
What supports & strategies are useful for MOST/ALL?

- 
- 
- 
- 
- 

Universal

Who needs the MOST challenge?





[www.teachspeced.ca](http://www.teachspeced.ca)



**TEACHERS' GATEWAY TO  
SPECIAL EDUCATION**

**PASSAGE À L'ENSEIGNEMENT  
POUR LES BESOINS SPÉCIAUX**

**ENTER**

**ENTREZ**

**OTF**  
Your Voice. Your Strength.  
Ontario Teachers' Federation

**FEO**  
Votre voix. Votre force.  
Fédération des enseignantes et  
des enseignants de l'Ontario

Français

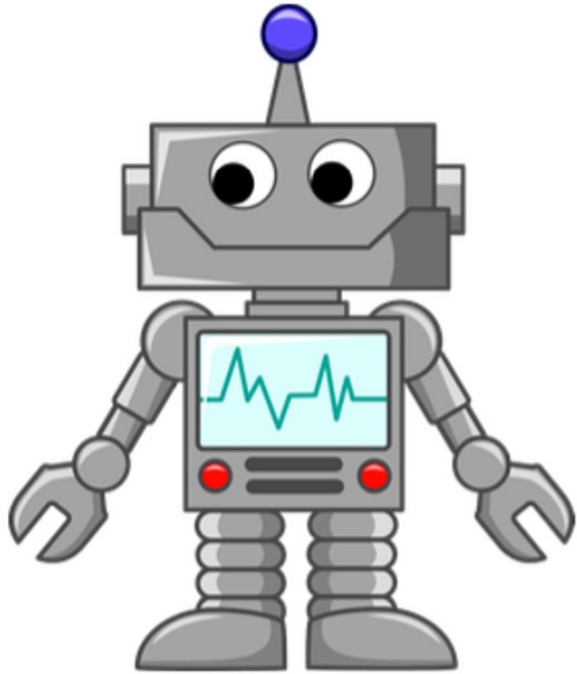


# AI – CHAT GPT





# “AI” Assistant - Dale



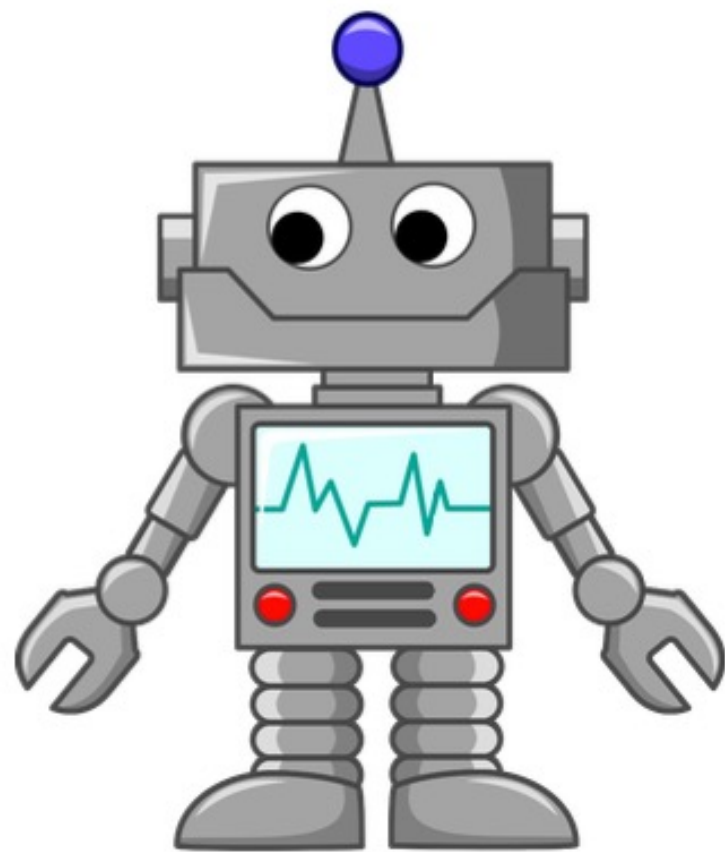
Can you give me some tools and strategies to support (who) to manage (need) needs?

Can you give me some tools and strategies to support a grade 5 student with Down Syndrome, to manage anxiety needs?

And then ask yourself:

- Is this a strategy that is useful for everyone, a choice for everyone, or is it an individualized strategy?

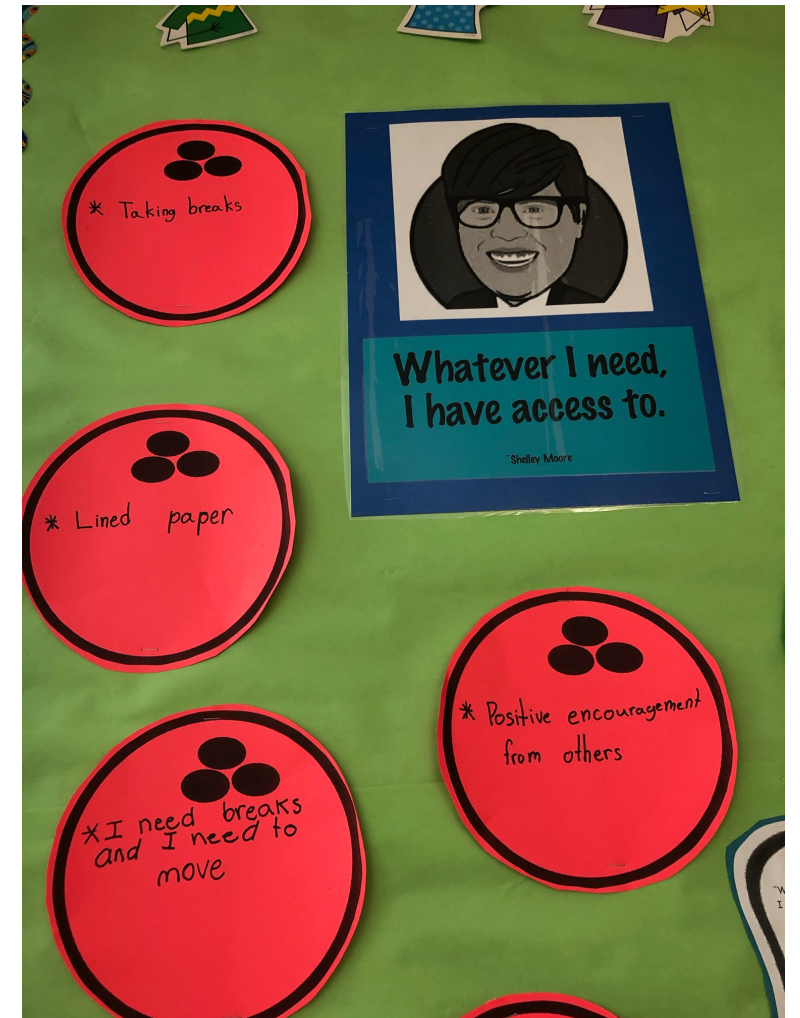
# Remember!



It is important to not be **ableist** in our prompts:

- e.g. instead of saying: “**a student who can’t talk**” you could say, “**a student who uses objects, gestures and sounds to communicate**”
- Share what **they CAN do**, not **what they can’t**.

# Strategy: taking a 2 min break



# Strategy: taking a 2 min break

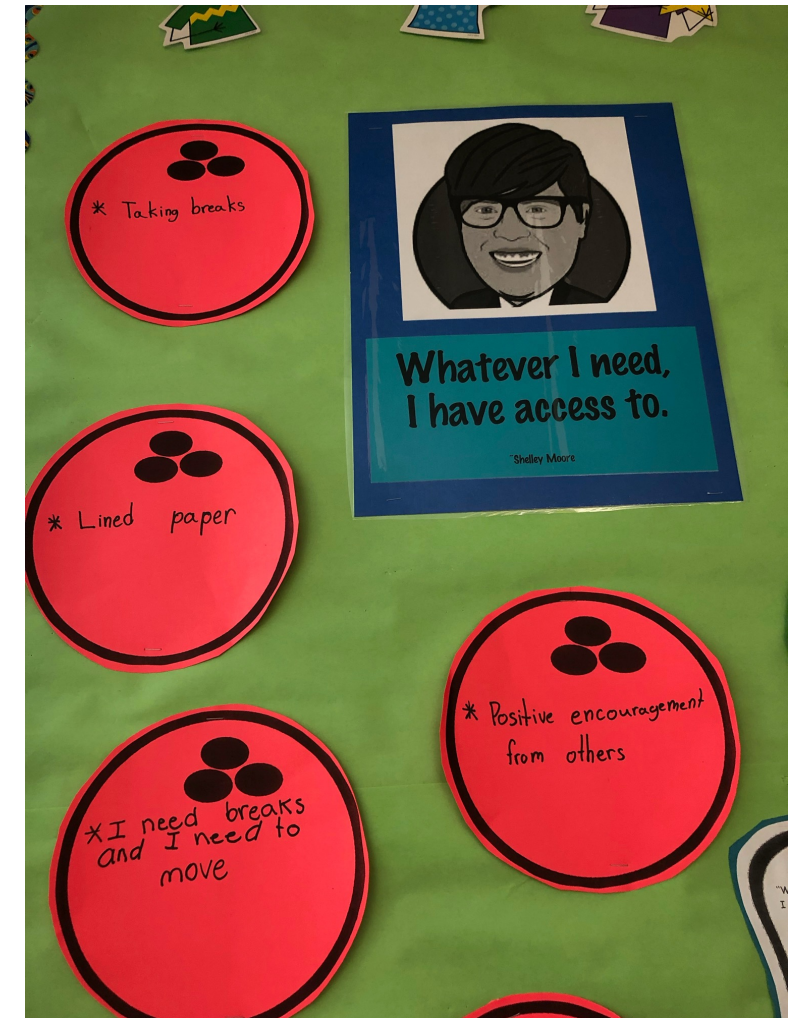
## Instruct

- 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

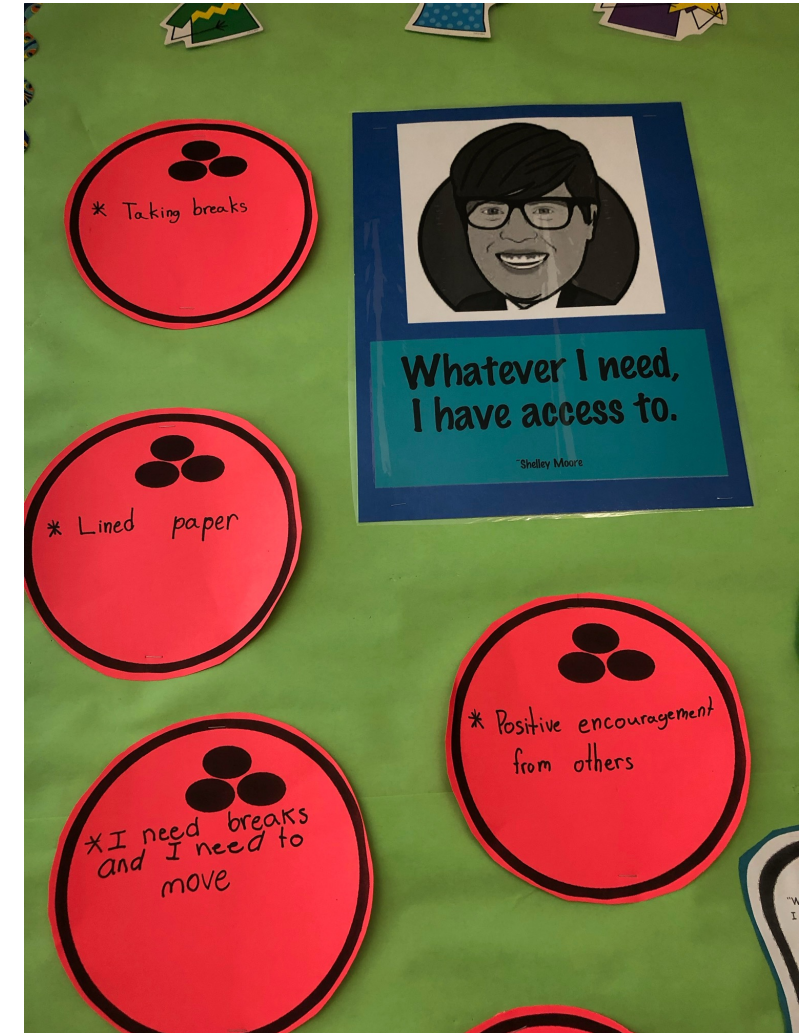
## Instruct

- 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

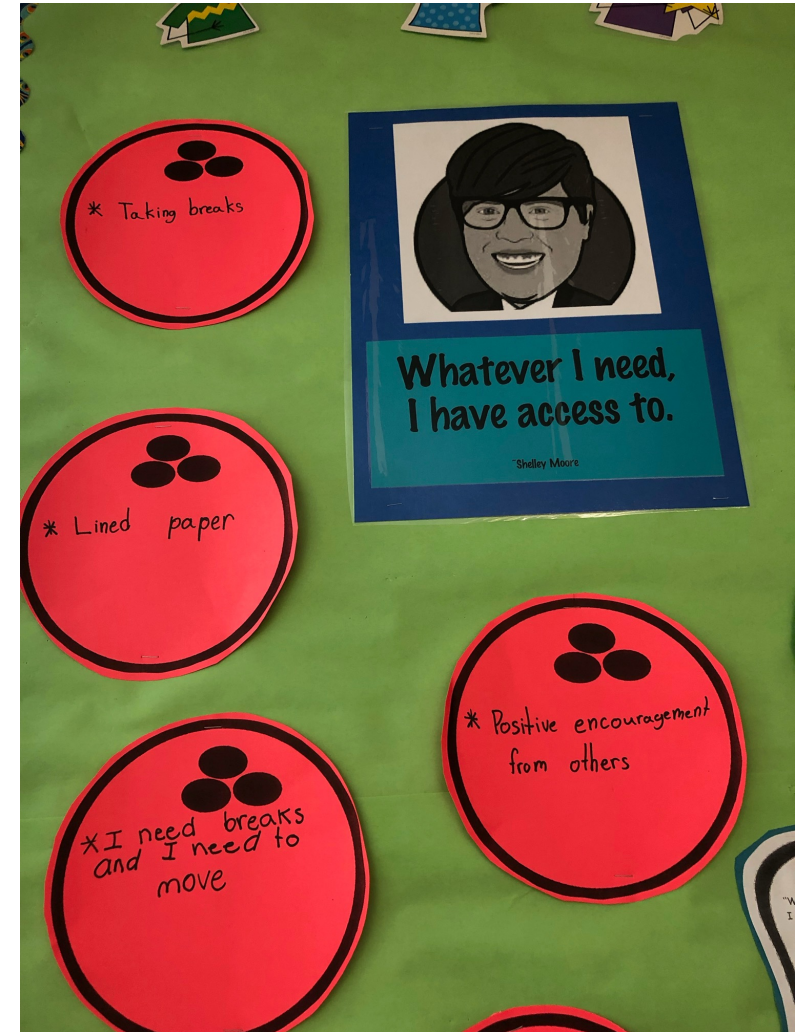
standing desks

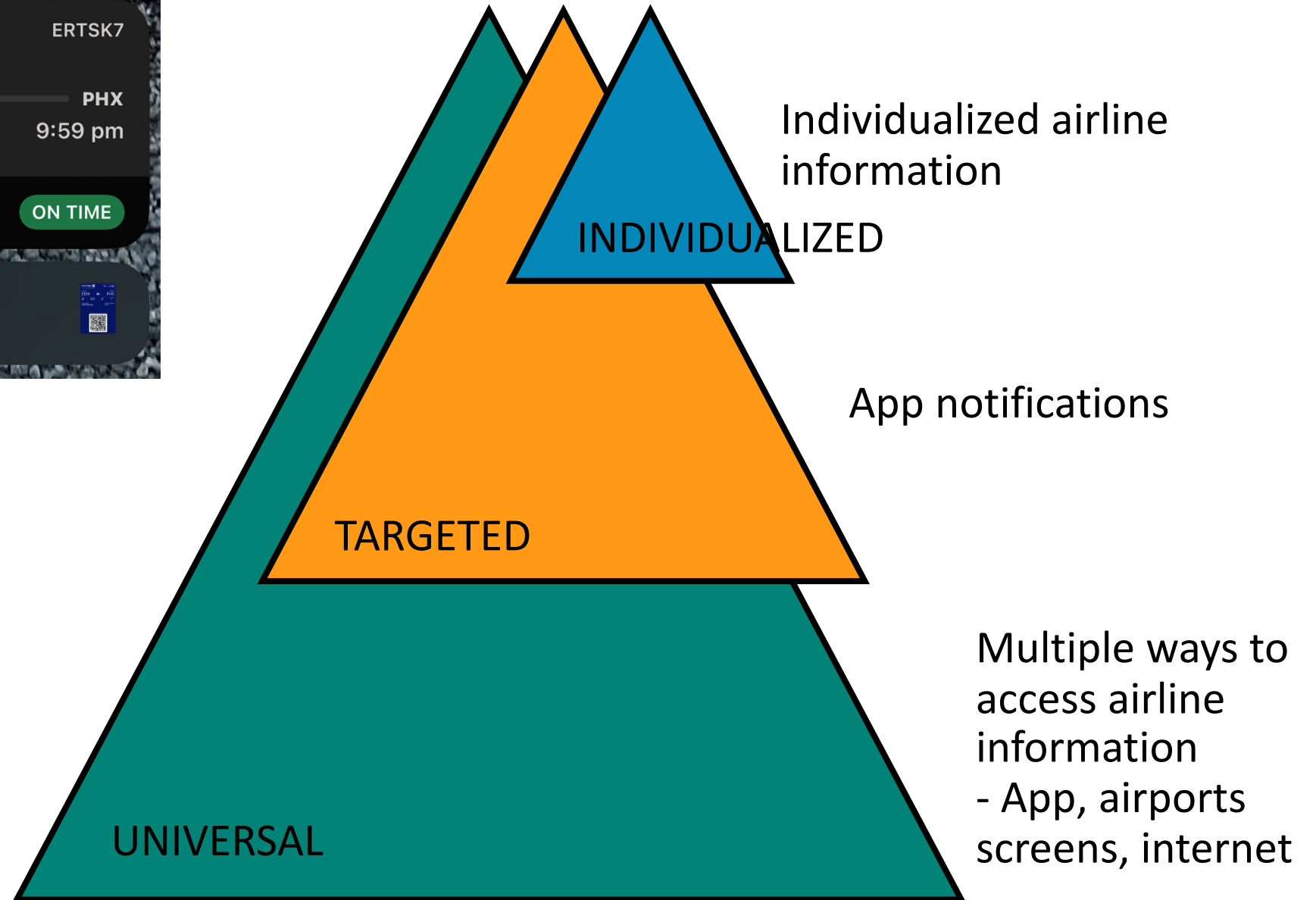
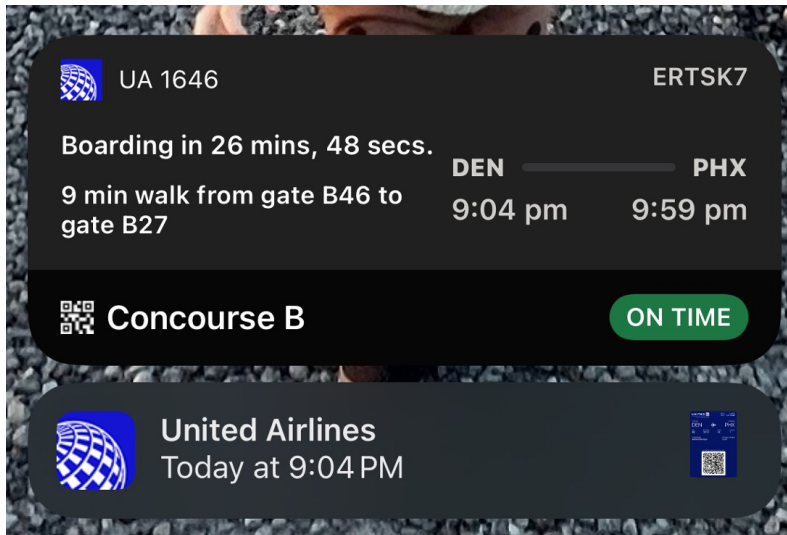
access points

sensory tools

Snacks/ water

hats







# **FiNAL REFLECTIONS**

**What is one useful idea?**

**What is one thing you want to try?**

**What is a question that you have?**

**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?**

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