Learning Outcomes

Big Ideas
Participants will have opportunities to understand that:
- Disability is an identity that is a critical and beneficial component to diverse communities
- Barriers to inclusion are often linked to mindset and negative assumptions towards Disability
- Moving towards more inclusive communities relies on reflection of our own biases towards Disability
- Inclusion is a community effort that requires a shared responsibility, where assumptions are challenged, access is advocated for, and belonging is the goal

Knowledge
Participants will have opportunities to learn about:
- The UDL framework and other inclusive strategies that increase accessibility, engagement & participation, understanding, independence, and self-regulation of learners

Skills & Competencies
Participants will have opportunities to:
- Communicate and collaborate with diverse colleagues
- Reflect on biases and assumptions towards Disability
- Actively participate in complex conceptual problem solving
- Connect to personal experiences and understanding of inclusion
- Choose how they want to be challenged in their learning journey

Q n A

Padlet!

Who are you? What brings you to this place?

- Where is **home** for you?
- What are some of the **roles** you have in your **community**?
- What **identities** do you hold?
- What are some of your **interests**?
- What is a **strength** that you teach to others?
- what is a **life event** that shaped who you are?
- What is something that is **important to know** about you?
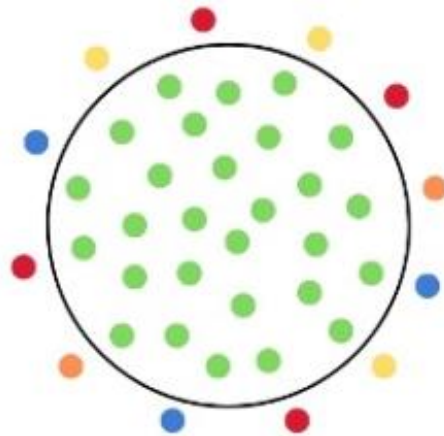- What **brought you here today** to this place?

Shelley
MOORE PH.D.
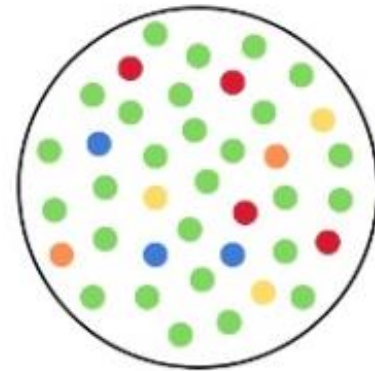
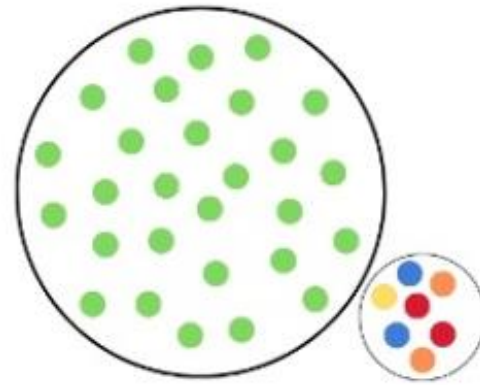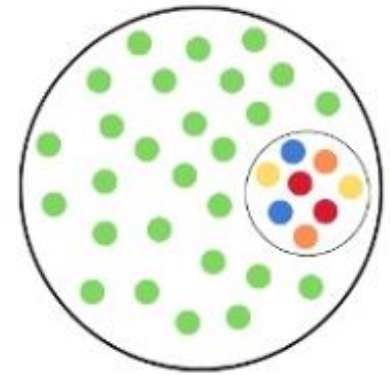# WHAT IS *inclusion* ?

inclusion

exclusion   segregation   integration

WHAT IS
inclusion
?

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2023

On your own or with a partner
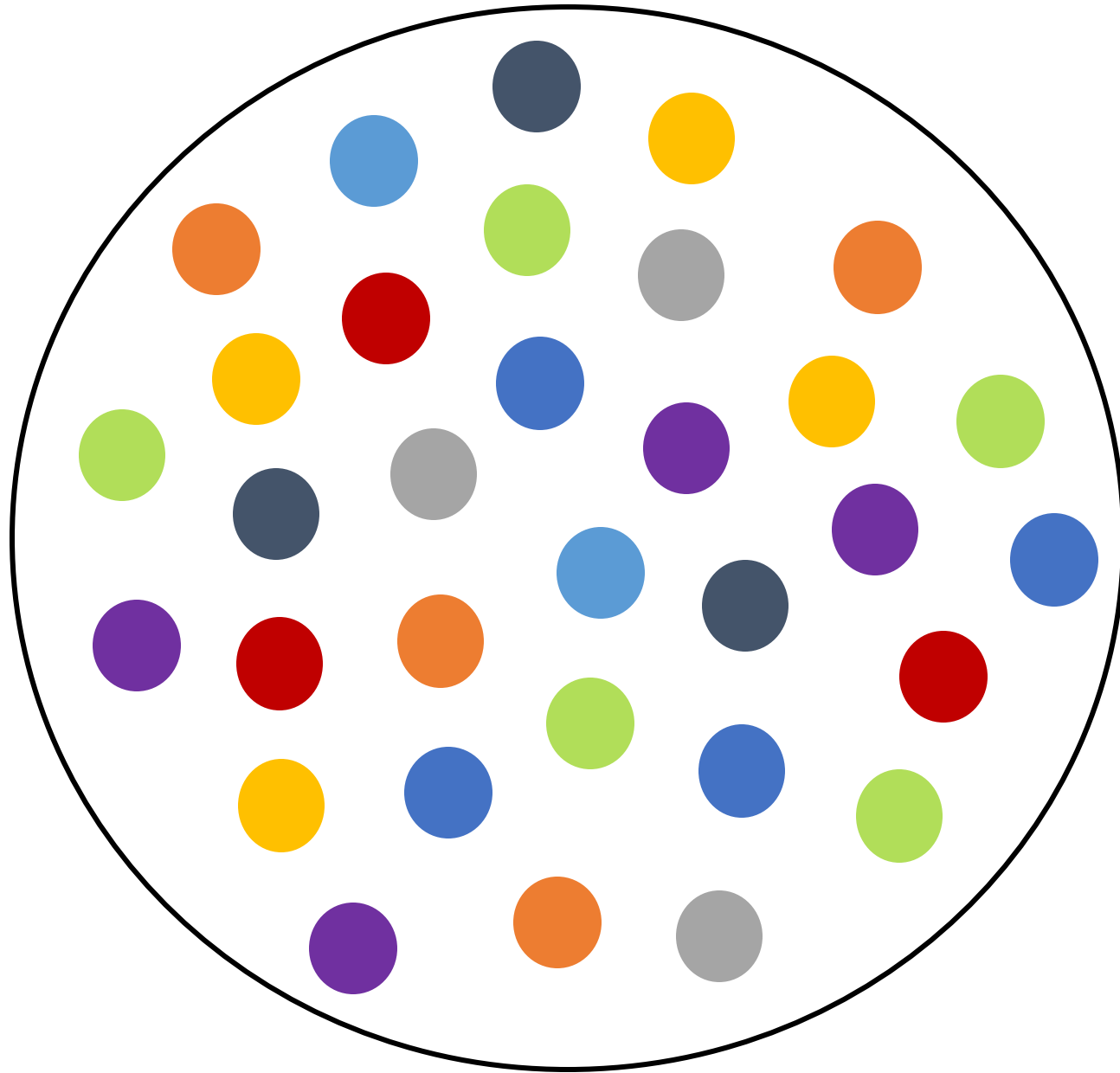
Must: Reflect on inclusion

- What does inclusion look like?
- What does inclusion sound like?
- What does inclusion feel like?

Can: Synthesize your ideas about inclusion

- What words can you think of that represent a shared understanding of inclusion?

Could: Share your ideas about inclusion

- Scan this QR code with your phone camera and enter in your big ideas into the word cloud OR,
- Post your big ideas on social media with the hashtag #fivemooreminutes and using the stem "Inclusion is…"

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2024

How do we do inclusion ?
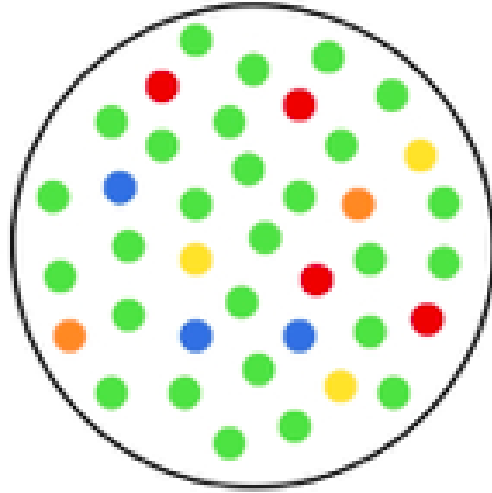
Including students
with special
needs
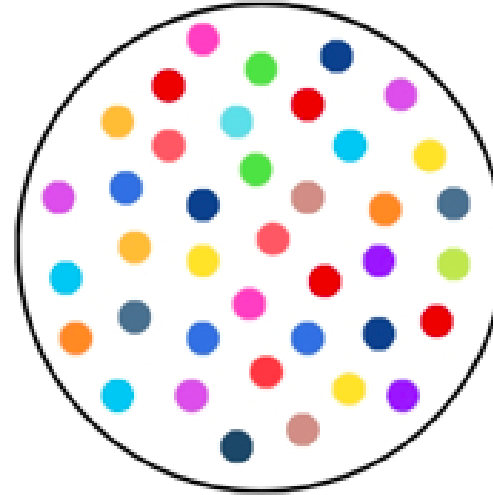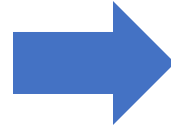
Teaching
to diversity,
including Disability?

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How do we do
inclusion ?

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What is a barrier?

What is a need?

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Reducing Barriers

Supporting Needs

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"When a flower doesn't bloom, you fix the environment in which it grows, not the flower."

–Alexander den Heijer

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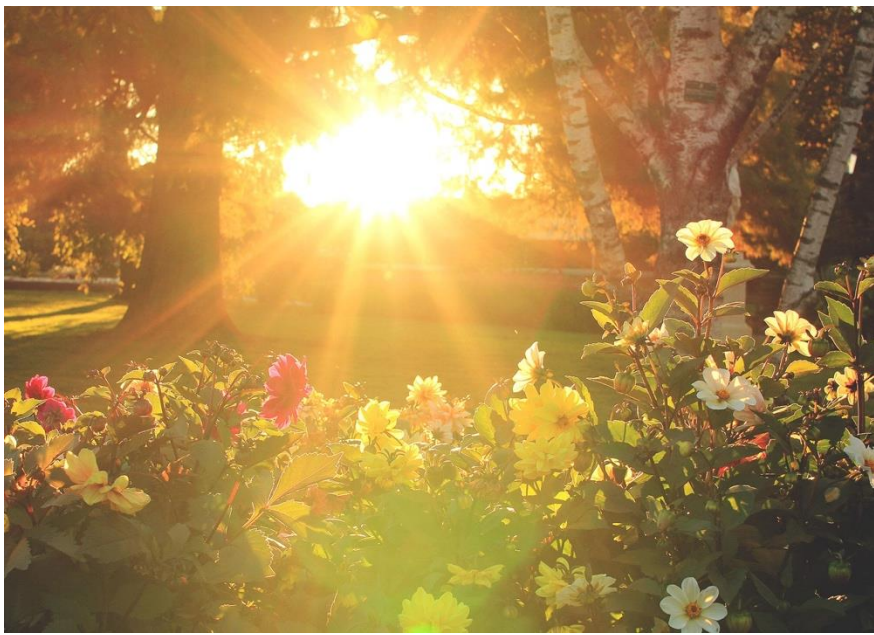
What is happening in the environment?

What are the potential barriers?
not enough light
not enough water
not enough space

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WE HAVE diverse GARDENS!

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

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

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

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Why Student Voice?

Needs more
light

Needs more
moisture

Needs more
space

## The plant TELLS and SHOWS us what it needs

Where do we find information about the needs of a specific plant?

THE SEED PACKET

The back of the seed packet usually includes planting information and specifics, such as when and where to start seeds, how deep to plant them and any other information specific to your plant type and variety.

All seed packets are slightly different and include slightly different information. If you're unsure about anything and your seed packet does not include the information you're looking or, you can Google your plant type and variety for more information.
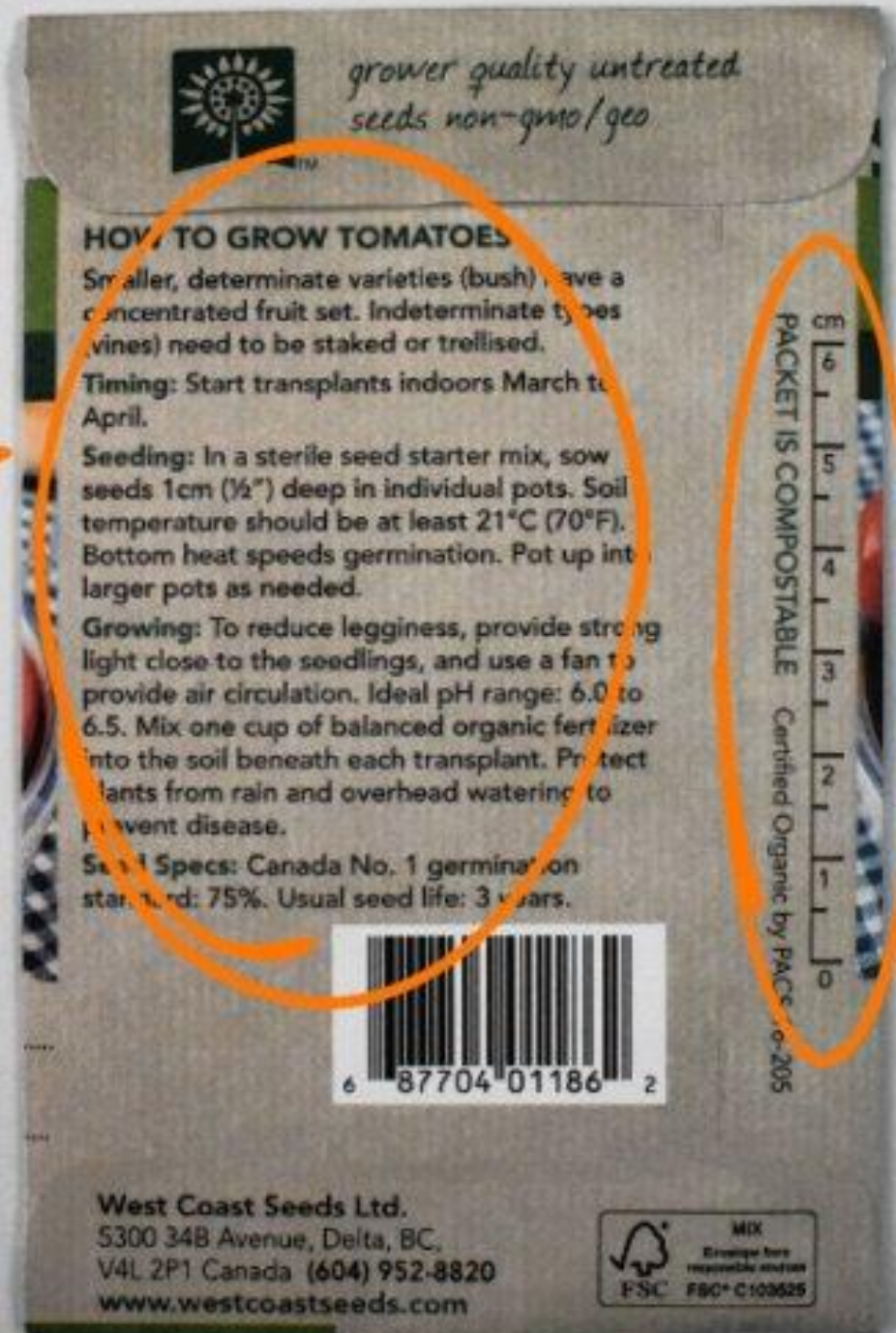
This particular seed packet also comes with a built-in ruler that you can use when planting to help you plant your seeds at the correct depth.

grower quality untreated
seeds non-gmo/geo

HOW TO GROW TOMATOES

Smaller, determinate varieties (bush) have a concentrated fruit set. Indeterminate types (vines) need to be staked or trellised.

Timing: Start transplants indoors March to April.

Seeding: In a sterile seed starter mix, sow seeds 1cm (½") deep in individual pots. Soil temperature should be at least 21°C (70°F). Bottom heat speeds germination. Pot up into larger pots as needed.

Growing: To reduce legginess, provide strong light close to the seedlings, and use a fan to provide air circulation. Ideal pH range: 6.0 to 6.5. Mix one cup of balanced organic fertilizer into the soil beneath each transplant. Protect plants from rain and overhead watering to prevent disease.

Seed Specs: Canada No. 1 germination standard: 75%. Usual seed life: 3 years.

PACKET IS COMPOSTABLE   Certified Organic by PACS ...o-205

cm
6
5
4
3
2
1
0

6 87704 01186 2

West Coast Seeds Ltd.
5300 34B Avenue, Delta, BC,
V4L 2P1 Canada (604) 952-8820
www.westcoastseeds.com

FSC   FSC® C103525   MIX

THE
SEED
PACKET

Shelley
MOORE PH.D.
2023

My I.E.Pea Seed Packet

Growth Year: _____

Name: _____   **Grade:** _____

Identities: I am...

- _____
- _____
- _____
- _____
- _____

Interests: I really like and/or what to learn more about:

- _____
- _____

Strengths: I am really good at and/or could teach others:

- _____
- _____
- _____
- _____

Goals: I want to grow in these areas:

1. _____
2. _____
3. _____

Needs: I need this support in these areas to grow:

- _____   - _____
- _____   - _____
- _____   - _____

Supports: I need this in my garden to grow:

- _____
- _____
- _____

Barriers: This is what makes it hard for me to grow:

- _____
- _____
- _____

Thank You For helping me GROW

Help us get to know: _____   **Date:** _____

Person connected to _____	Identities	Interests	Strengths	Stretches	Needs
Who are you and how do you know _____?	What words would you use to describe _____? What groups is _____ connected to in their community?	What is _____ interested in? What do they like to do on their own? With their friends? Family? Community?	What is _____ good at? What can they teach others?	What is hard for _____? What do you think _____ wants to get better at?	What does _____ need support with? What is important for people to know about _____?
Person 1:					
Person 2:					
Person 3:					
Person 4:					

Help us get to know Juni?

	Identities	Interests	Strengths	Stretches	Needs
Who are you and how do you know Juni?	What words would you use to describe Juni? What groups is Juni connected to in their community?	What is Juni interested in? What do they like to do on their own? With their friends? Family? Community?	What is Juni good at? What can they teach others?	What is hard for Juni? What do you think Juni wants to get better at?	What does Juni need support with? What is important for people to know about Juni?
Person 1: Rita Grandmother	Kind, strong, smart	watching me sew, taking pictures, listening to music	Patience, she notices everything	Waking up! Trying new things	She needs time and patience. If she is upset or frustrated, she needs space
Person 2: Frank Dad	Athletic, joyful, Ukrainian, church	Watching the baking shows , fishing with me	A great listener, being present	Independence, changes in routine	I think she worries a lot; I need others to know that she needs reassurance sometimes
Person 3: Kiran Family Friend	funny	Football! She loves the BC lions, movies, going for walks	making you feel so important, spreads joy, makes everyone laugh	Friendships, spending more time with her peers	Sharing her thinking, communicating. She has come such a long way!
Person 4:Matty Cousin	Fun, we play a lot together	Whale sharks, camping, swimming	Playing with me	Its hard for Juni to talk sometimes, but I know when she likes something, and she likes me	using her iPad to help her talk

Help us get to know Juni?

Date: Dec 2022

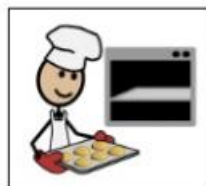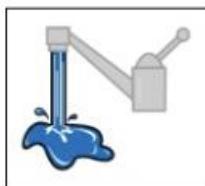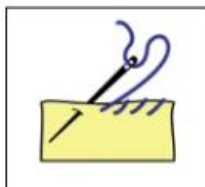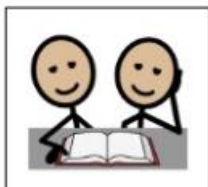|	Identities	Interests	Strengths	Stretches	Needs
Who are you and how do you know Juni?	What words would you use to describe Juni? What groups is Juni connected to in their community?	What is Juni interested in? What do they like to do on their own? With their friends? Family? Community?	What is Juni good at? What can they teach others?	What is hard for Juni? What do you think Juni wants to get better at?	What does Juni need support with? What is important for people to know about Juni?
Person 1: Mr. Lopez Classroom Teacher	Strong, smart, a learner	Getting read to, books, you tube, science	Connecting with her peers	Communicating, independence, asking to help when she needs it	She needs support with her reading (decoding) and her communication with the device
Person 2: Benny Educational Assistant	Funny, curious	Fashion, her friends, books, magazines, her iPad	She knows what she likes and doesn't like and lets us know	Making friends, communicating or using strategies before she gets too frustrated	She needs a chance to rest throughout the day and breaks
Person 3: Ms. Turner SLP	joyful	Sights and sounds around her, being social	Using her iPad to communicate	Building friendships, communicating what she needs	She needs her device available to her, she needs to be around her peers
Person 4: Jesse Classmate	Funny, sometimes she's loud	Playing games, hanging out with her friends	Being happy, making people laugh	I think talking is hard for her	she needs to be around us, her friends

Help us get to know Juni?   **Date: Dec 2022**

	Identities	Interests	Strengths	Stretches	Needs
Who are you and how do you know Juni?	What words would you use to describe Juni? What groups is Juni connected to in their community?	What is Juni interested in? What do they like to do on their own? With their friends? Family? Community?	What is Juni good at? What can they teach others?	What is hard for Juni? What do you think Juni wants to get better at?	What does Juni need support with? What is important for people to know about Juni?
Person 1: Mr. Lopez Classroom Teacher	Strong, smart, a learner	Getting read to, books, you tube, science	Connecting with her peers	Communicating, independence, asking to help when she needs it	She needs support with her reading (decoding) and her communication with the device
Person 2: Benny Educational Assistant	Funny, curious	Fashion, her friends, books, magazines, her iPad	She knows what she likes and doesn't like and lets us know	Making friends, communicating or using strategies before she gets too frustrated	She needs a chance to rest throughout the day and breaks
Person 3: Ms. Turner SLP	joyful	Sights and sounds around her, being social	Using her iPad to communicate	Building friendships, communicating what she needs	She needs her device available to her, she needs to be around her peers
Person 4: Jesse Classmate	Funny, sometimes she's loud	Playing games, hanging out with her friends	Being happy, making people laugh	I think talking is hard for her	she needs to be around us, her friends

Building my Student profile: What are my INTERESTS?
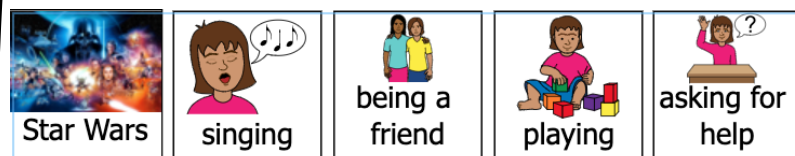
Growth Year: 2022

Name: Juniper   **Grade: 2**
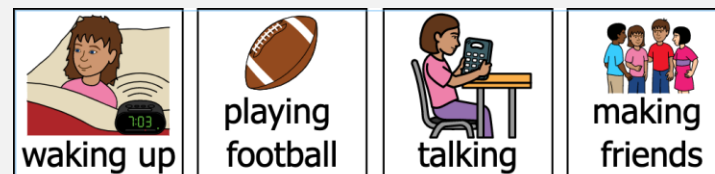
Identities: I am…

kind	a friend	funny
an athlete	Ukrainian	smart

Interests: I really like and/or what to learn more about:

reading	whale sharks	Star Wars	fashion	Great British Baking Show
camping	BC lions	taking pictures	salmon in river	dancing

Strengths: I am really good at and/or could teach others:

Star Wars	singing	being a friend	playing	asking for help

Goals: I want to grow in these areas:

waking up	playing football	talking	making friends

Needs: I need this support to grow:
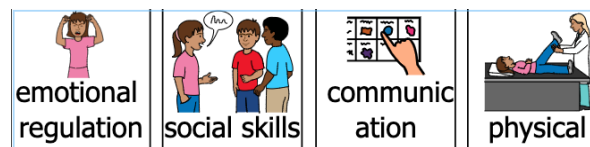
emotional regulation	social skills	communication	physical

Supports: I need this in my garden to grow:

patience	my peers	a plan	visuals	my talker

Barriers: This is what makes it hard for me to grow:

being rushed	no one asks me	writing	no visuals	ignored
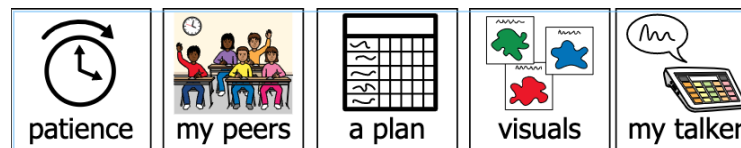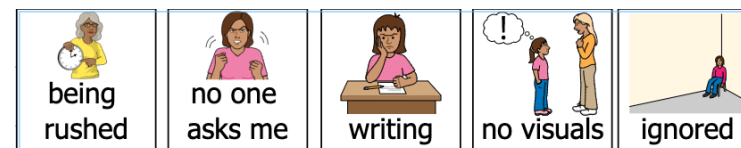
Thank You For helping me GROW

Student Voice

Moore, 2023

How do we plan for the ~~disabilities~~ needs of children & youth?

Multiple Layers of Needs Based Support

What **one** needs

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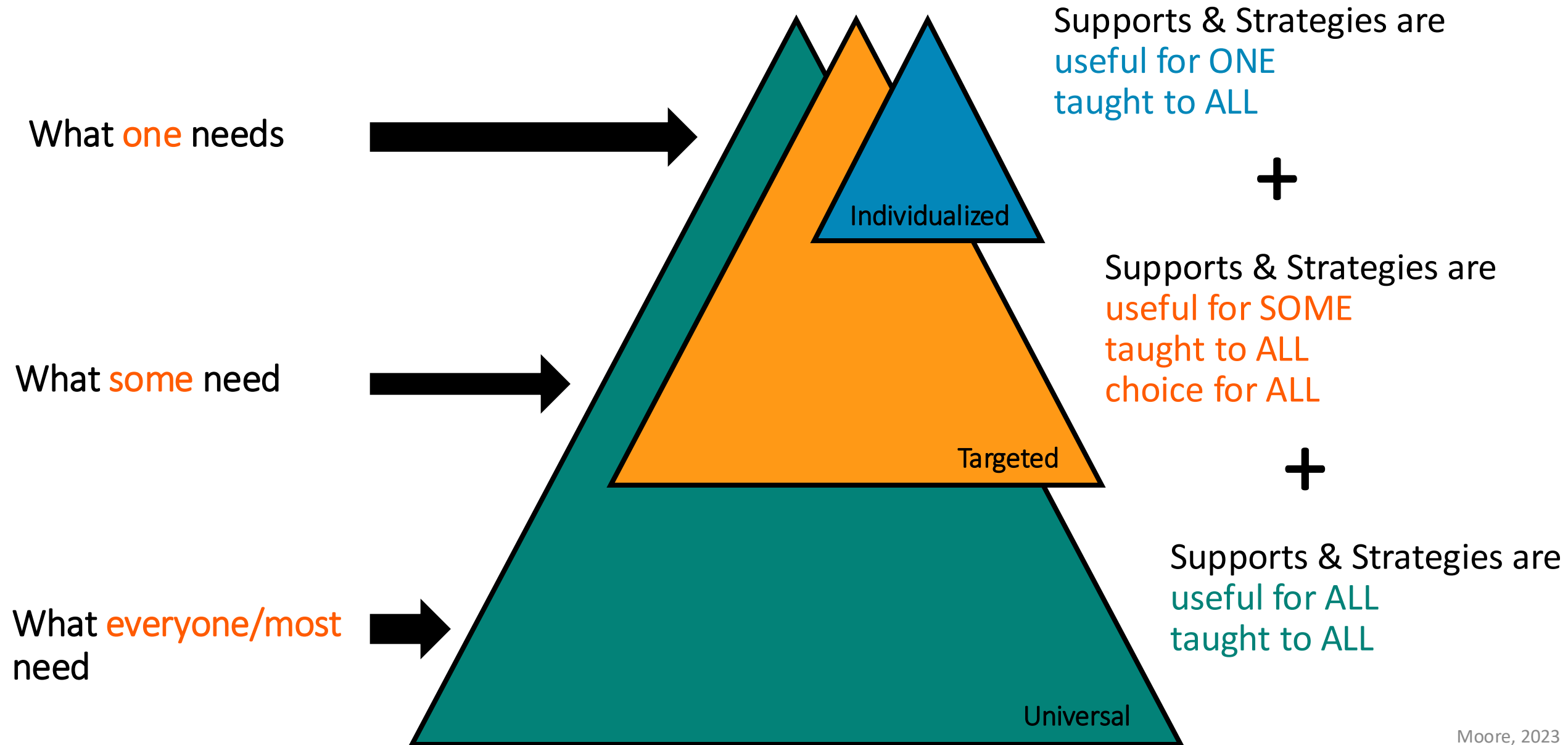**useful for ONE**
taught to ALL

+

Individualized

What **some** need

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

+

Targeted

What **everyone/most** need

Supports & Strategies are
useful for ALL
taught to ALL

Universal

Moore, 2023
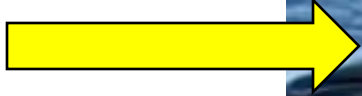
Q n A

Padlet

What are needs?

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:			

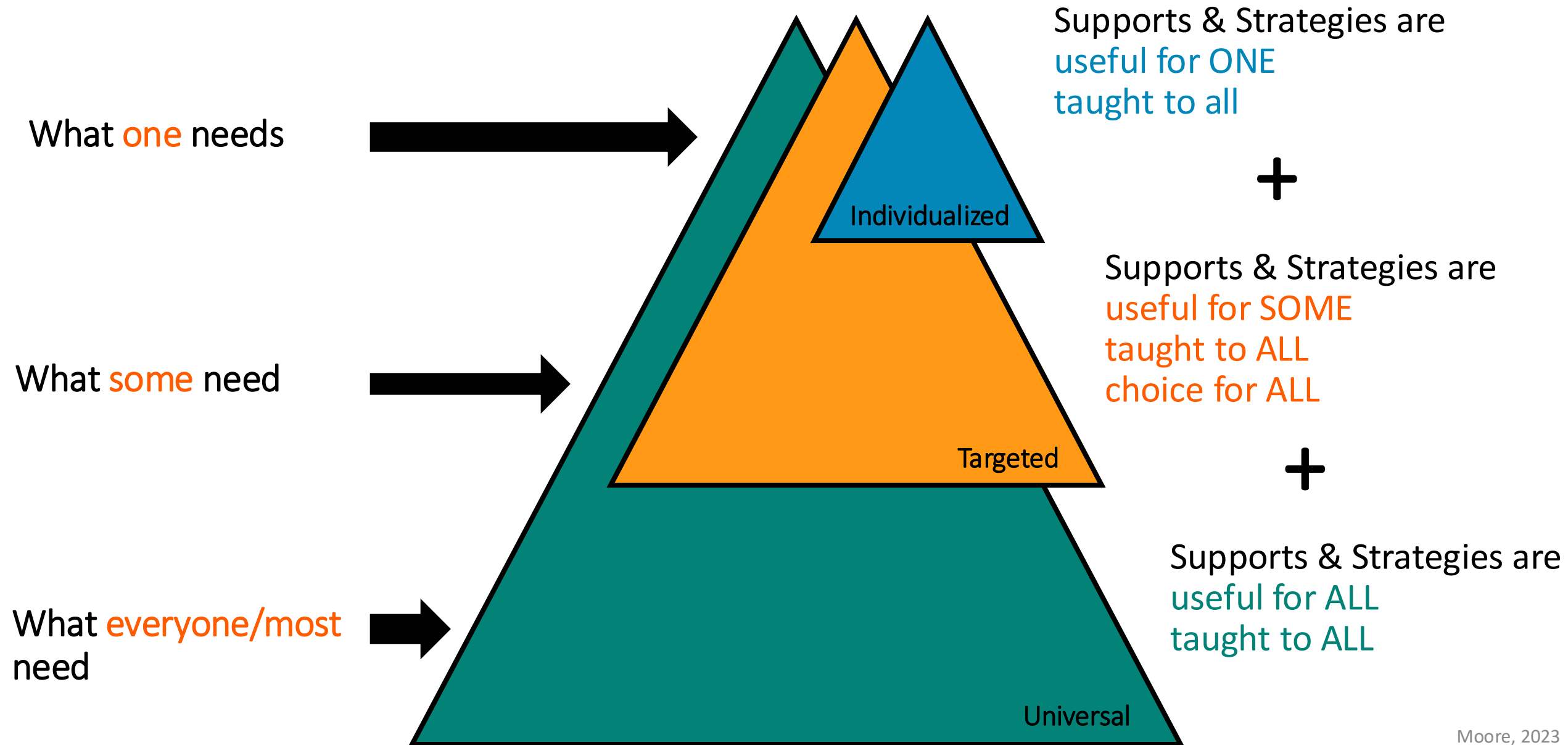| Priority Community Needs	Specialists/Individuals to connect to	Priority Individual Needs	Specialists/Individuals to connect to

Classroom Support Planning: Collaborative Needs Based Reflection

Target Classroom: Thee Kindergarten	Classroom Teacher(s): LM	Support Teachers/Staff:	Date: Nov 2024

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 IEP (8) – AA, DC, NC, AC, AM, CS, KP, IO ELL – DG, AM, IO	Students who have this need (Start with target students)	This need impacts the community and/or there is a cluster of students who have this need	This need is being monitored/or is being managed	This is an individual need area and/or community does not need support in this area
Addiction				x
Attendance/ Lateness	DC, NC, CS, KP, DG, BQ		x	
Attention	DC, NC, KP, IO, DG, JL, CV, KM		x	
Anxiety/ Depression	AM, IO, LC, AY		x	
Bullying	JL, KM, CV		x	
Communication (receptive)	AA, DC, AC, AM, CS, IO, DG, AY, BQ	x		
Communication (expressive)	AA, DC, NC, AC, AM, CS, KP, IO, AY, BQ	x		
Eating/Food/Allergies	AM, CS			x
Engagement/Motivation	NC, KP, IO, DG, JL, LC, AY, CV, BQ		x	
Executive Functioning	AA, DC, NC, AC, AM, CS, KP, IO, DG, AY, CV, BQ	x		
Family/Community/Identity	DC, NC, CS, KP, LC		x	
Frustration/ Anger	AA, CS		x	
Greif/ Trauma	NC, AM, CS, KP, LC, KM, BQ		x	

S
M

Gross/Fine Motor Skills	AA, DC, NC, AC, AM, CS, IO, DG, AY, CV, BQ	x		
Intellectual Ability (access)	DC, AM, CS, CV, BQ		x	
Intellectual Ability (extend)	DC, AC, AM, CS, DG, CV, BQ		x	
Language	AA, DC, NC, AC, AM, CS, IO, CV, BQ	x		
Literacy (decoding)	AA, DC, NC, AC, AM, CS, KP, IO, DG, LD, LC, KM, AY, CV, BQ		x	
Literacy (understanding)	AA, DC, NC, AC, AM, CS, KP, IO, DG, BQ	x		
Literacy (written output)	AA, DC, NC, AC, AM, CS, KP, IO, DG, LD, LC, KM, AY, CV, BQ		x	
Literacy (oral language/speaking)	AA, DC, NC, AC, AM, CS, IO, LC, CV, BQ	x		
Medical	AM, CS			x
Memory	DC, NC, AM, CS, IO, DG, BQ		x	
Mental Health	AM, CS, LC, KM		x	
Numeracy	AA, DC, NC, AC, AM, CS, IO, AY, BQ		x	
Personal Care	CS, IO, AY		x	
Personal Safety	CS, KM		x	
Physical/Mobility				x
Self-Advocacy	AC, AM, CS, CS, IO, KM, LC, AY		x	
Self-Regulation (emotional)	AA, DC, NC, CS, LC		x	
Self-Regulation (behavioural)	AA, DC, NC, CS		x	
Self-Regulation (learning)	AA, DC, AC, CS, KP, IO, DG, KM, BQ	x		
Self Esteem	NC, AC, AM, IO, LC, KM, AY		x	
Self-Harm/ Self Injurious Behaviour	CS		x	
Sensory	AA, DC, CS, DG, BQ		x	
Social Skills	AA, DC, NC, AM, CS, IO, LC, AY		x	
Transitioning	AA, DC, NC, AC, AM, CS, IO, DG, LC, CV	x		
Other:				
Other:				

Multiple Layers of Needs Based Support

What **one** needs

Supports & Strategies are useful for ONE taught to all

Individualized

+

What **some** need

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

Targeted

+

What **everyone/most** need

Supports & Strategies are useful for ALL taught to ALL

Universal

Moore, 2023

Context:

Children in Mind:

Who needs the MOST support?

What supports & strategies are useful for ONE? (Individualized)
-
-
-

Students in Mind

Essential

What supports & strategies are useful for SOME? (Choice for ALL)
-
-
-
-

Targeted

What supports & strategies are useful for MOST/ALL?
-
-
-
-

Universal

Moore, 2023

Who needs the MOST challenge?

Context: Early Years (age 3-4)   Need: Anxiety   Children in Mind: PS, LT, CT, EW, MJ, FT, IO

Who needs the MOST support?

What supports & strategies are useful for ONE? (Individualized)
-
-
-

Essential

Students in Mind

What supports & strategies are useful for SOME? (Choice for ALL)
-
-
-
-

Targeted

What supports & strategies are useful for MOST/ALL?
-
-
-
-

Universal

Moore, 2023   Who needs the MOST challenge?

Context: Early Years (age 3-4)

Need: Anxiety

Children in Mind: PS, LT, <u>CT</u>, EW, MJ, FT, IO

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
- Leadership opportunities
- Stories and conversation that address anxieties
- Visuals
- Routine
- Music and relaxation techniques
- SEL instruction that incorporate games and activities teach about emotions, mindfulness

Universal

Moore, 2023

Who needs the MOST challenge?

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

www.teachspeced.ca

Supports & Strategies

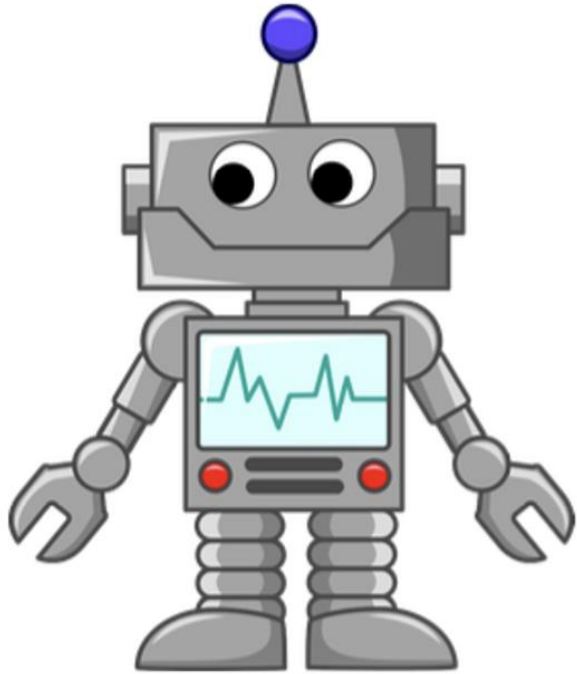https://www.teachspeced.ca

"AI" Assistant - Dale

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

Can you give me some tools and strategies to support 3-4 year olds to manage executive functioning needs?

And then ask yourself:
- Is this a strategy that is useful for everyone, a choice for everyone, or is it an individualized strategy?
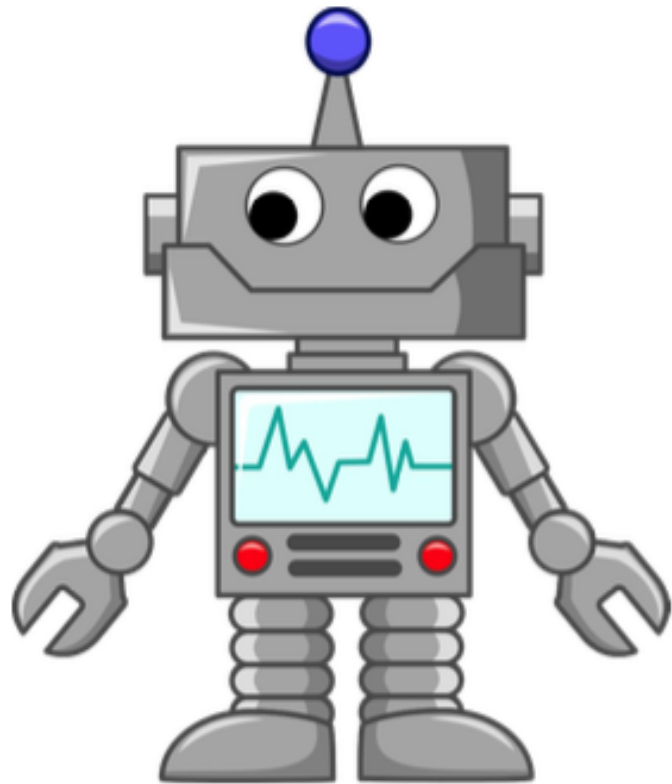
"AI" Assistant - Dale

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 3 year old with 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?
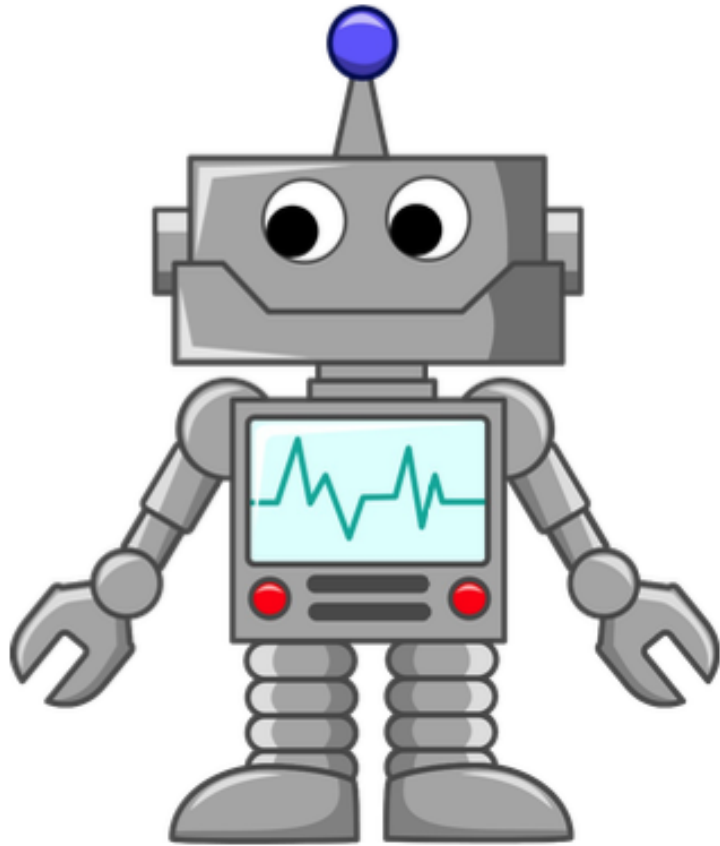
My AI assistant "Dale"

Can you give me some universal tools and strategies to support children aged (*age*) manage (*need*)?

Can you give me additional individualized tools or strategies to support a specific student who has (*diagnosis* or *disability*) and loves (*interest area*)?

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.

With your group

Must: **Reflect on your   learning   from today**
- One thing I learned today is...
- I used to think....but now I think ....
- After today, something I want to learn more about is...

Can: **What helped you   learn   today**
- What helped you stay engaged? Pay attention? Remember ideas?
- What strategies could you pull into your own practice?
- Text or email an appreciation message to someone who you see already doing inclusive work

Could: **Spread your   learning   from today**
- How will you draw on your learning today to take action in your own contexts?
- What is your first action to move your practice forward? What support will you need to take action?

Shelley
MOORE PH.D.   2024

2024