

Shelley  
MOORE PH.D.



@tweetsomemoore



@fivemooreminutes



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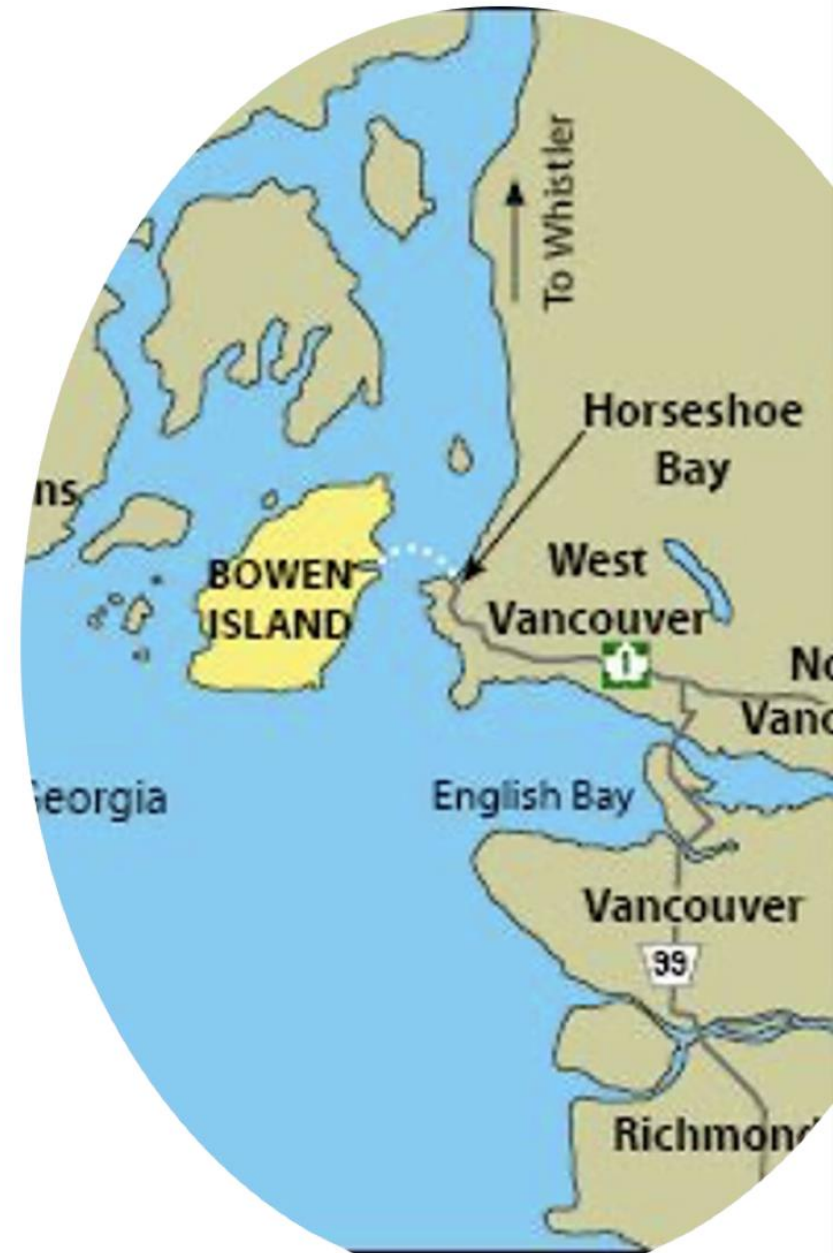


[www.fivemooreminutes.com](http://www.fivemooreminutes.com)

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

# Nexwlélexm (Bowen Island)

- The Islands Trust Council acknowledges that the lands and waters that encompass the Islands Trust Area have been **home to Indigenous peoples** since **time immemorial** and honours the **rich history, stewardship, and cultural heritage** that embody this place we all call home.
- The Islands Trust Council is committed to establishing and maintaining mutually **respectful relationships** between Indigenous and non-Indigenous peoples. Islands Trust states a **commitment to Reconciliation** with the understanding that this commitment is a **long-term relationship-building and healing process**.
- The Islands Trust Council will strive to **create opportunities for knowledge-sharing** and understanding as people come together to **preserve and protect** the special nature of the islands within the **Salish**



WHAT DOES

inclusion

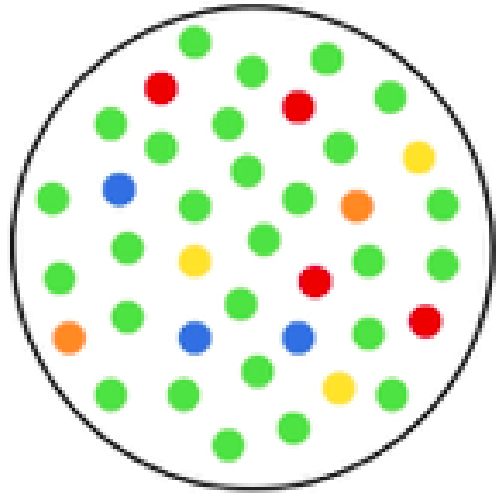
MEAN?

WHAT DOES

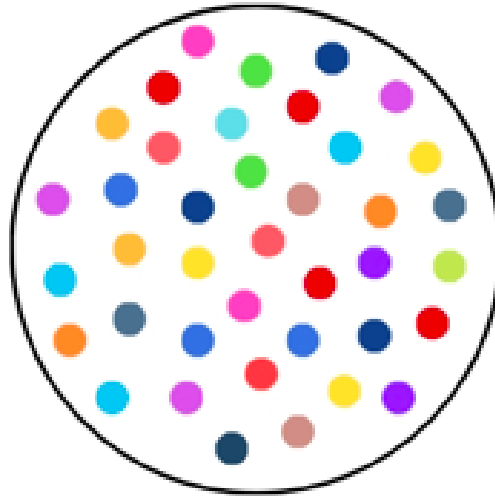
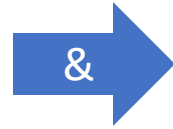
inclusion

LOOK LIKE?

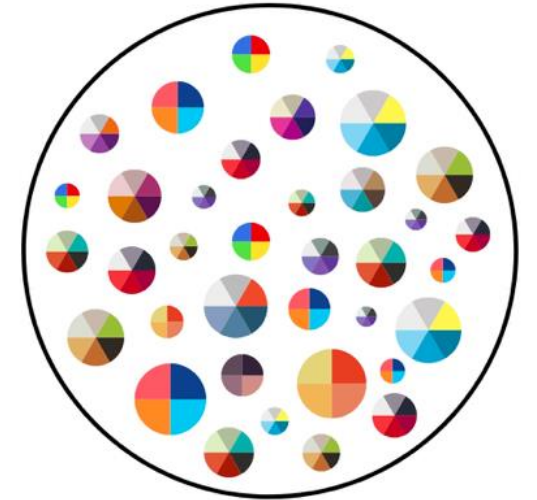
# WHAT IS inclusion ?



How do we include children with disabilities?



How do we respond to communities of diversity?



How do we co-construct conditions for identity?



What is a barrier?

What is a need?

# Reducing Barriers

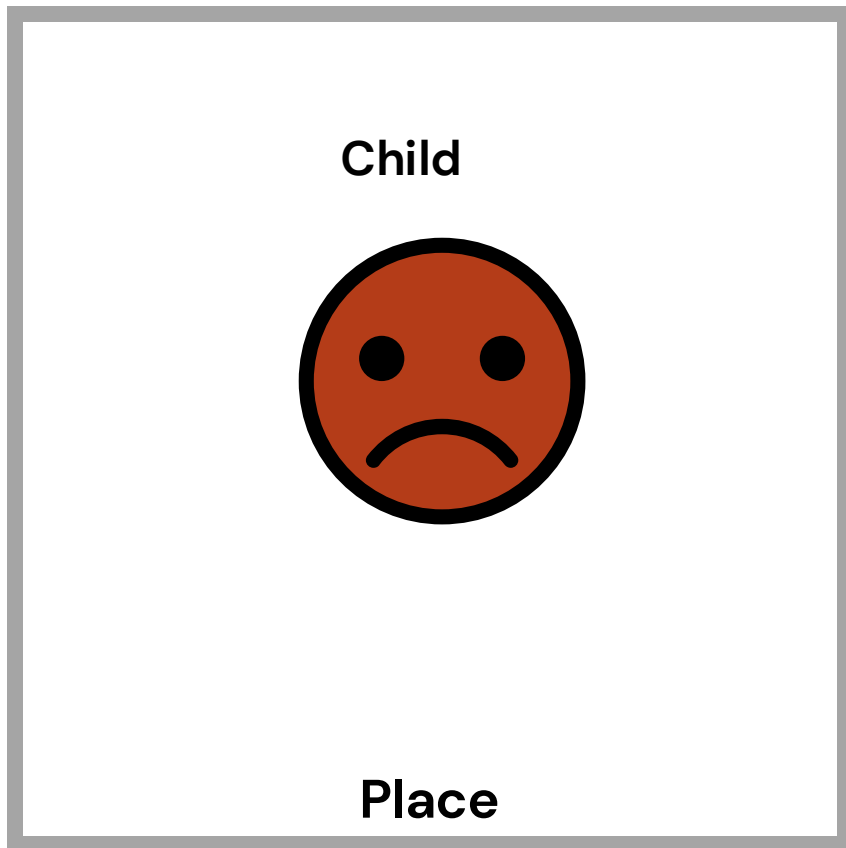


## Supporting Needs

# Shifting the Paradigm: MEDICAL MODEL OF DISABILITY

Place

# Shifting the Paradigm: MEDICAL MODEL OF DISABILITY

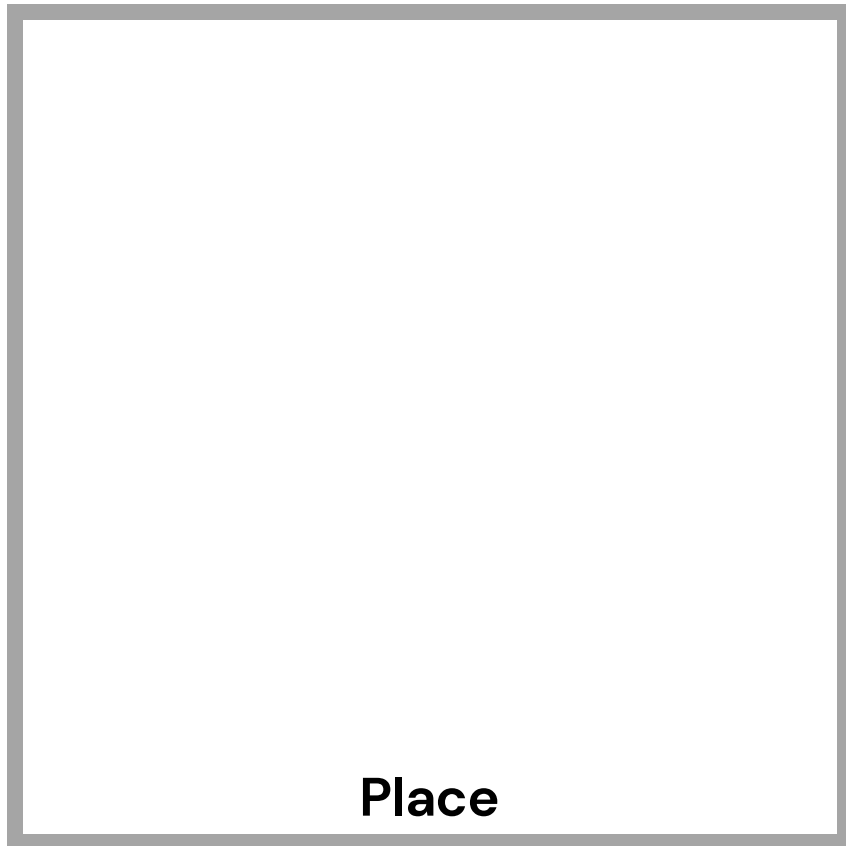


## Historical Special Education

If child isn't successful:

- Remove the child
- Diagnose the problems in the child
- Fix the child
- Child goes back when they are "ready"

# Shifting the Paradigm: MEDICAL MODEL OF DISABILITY



Child

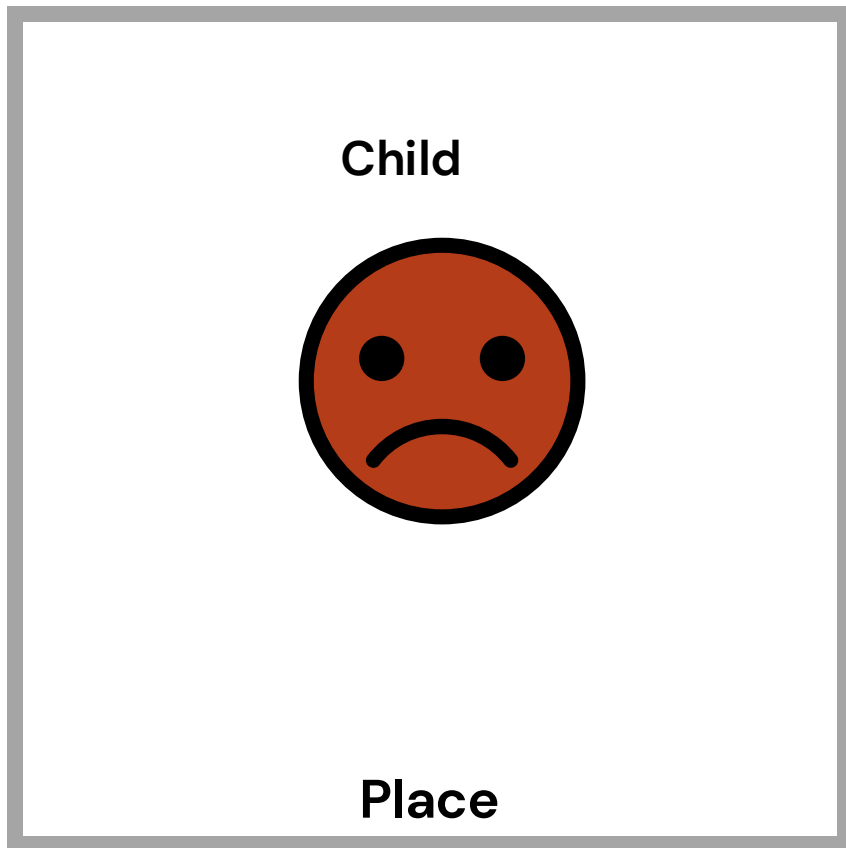


## Historical Special Education

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# Shifting the Paradigm: MEDICAL MODEL OF DISABILITY



## Historical Special Education

If child isn't successful:

- Remove the child
- Diagnose the problems in the child
- Fix the child
- Child goes back when they are "ready"

BUT WAIT...

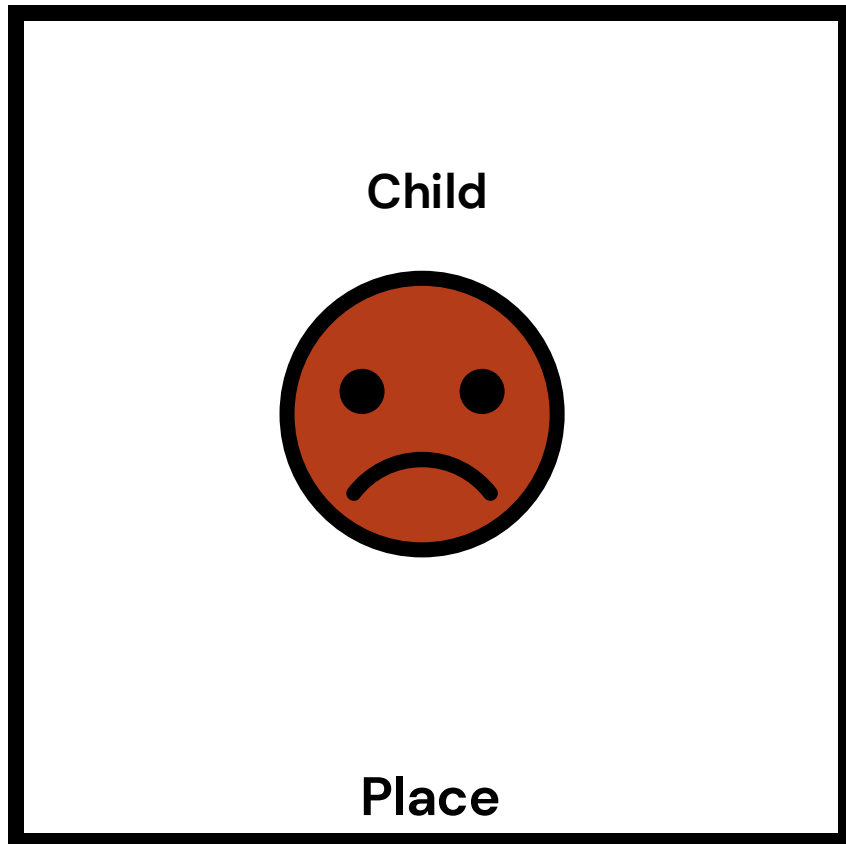
People with disabilities said:



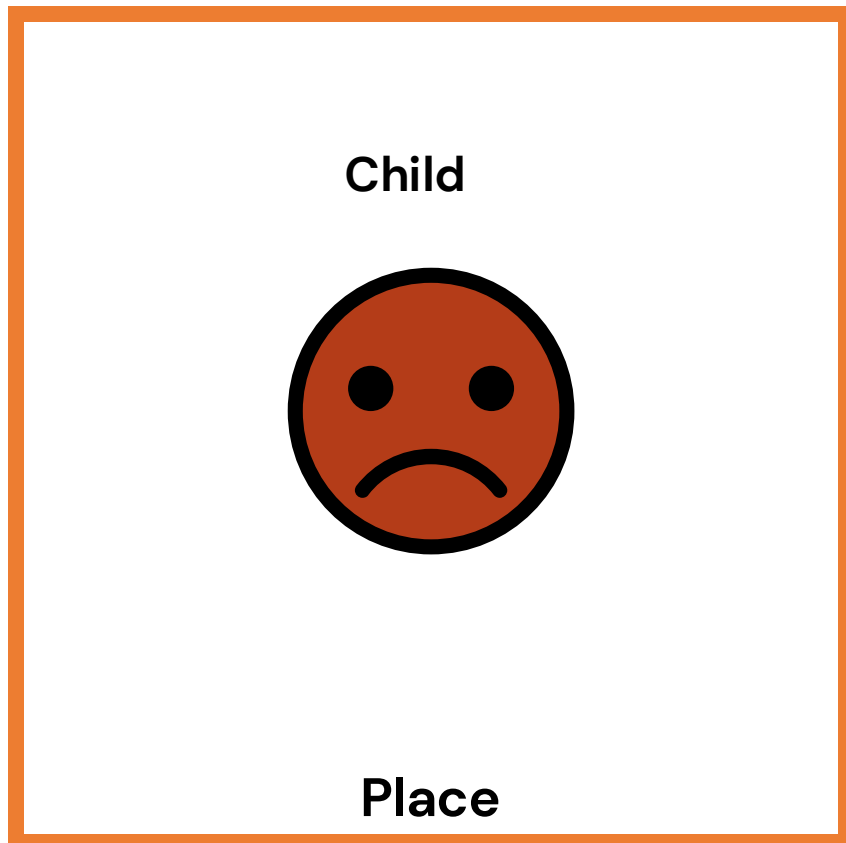
“I am not broken.”

“I do not need to be fixed!”

# Shifting the Paradigm: SOCIAL MODEL OF DISABILITY



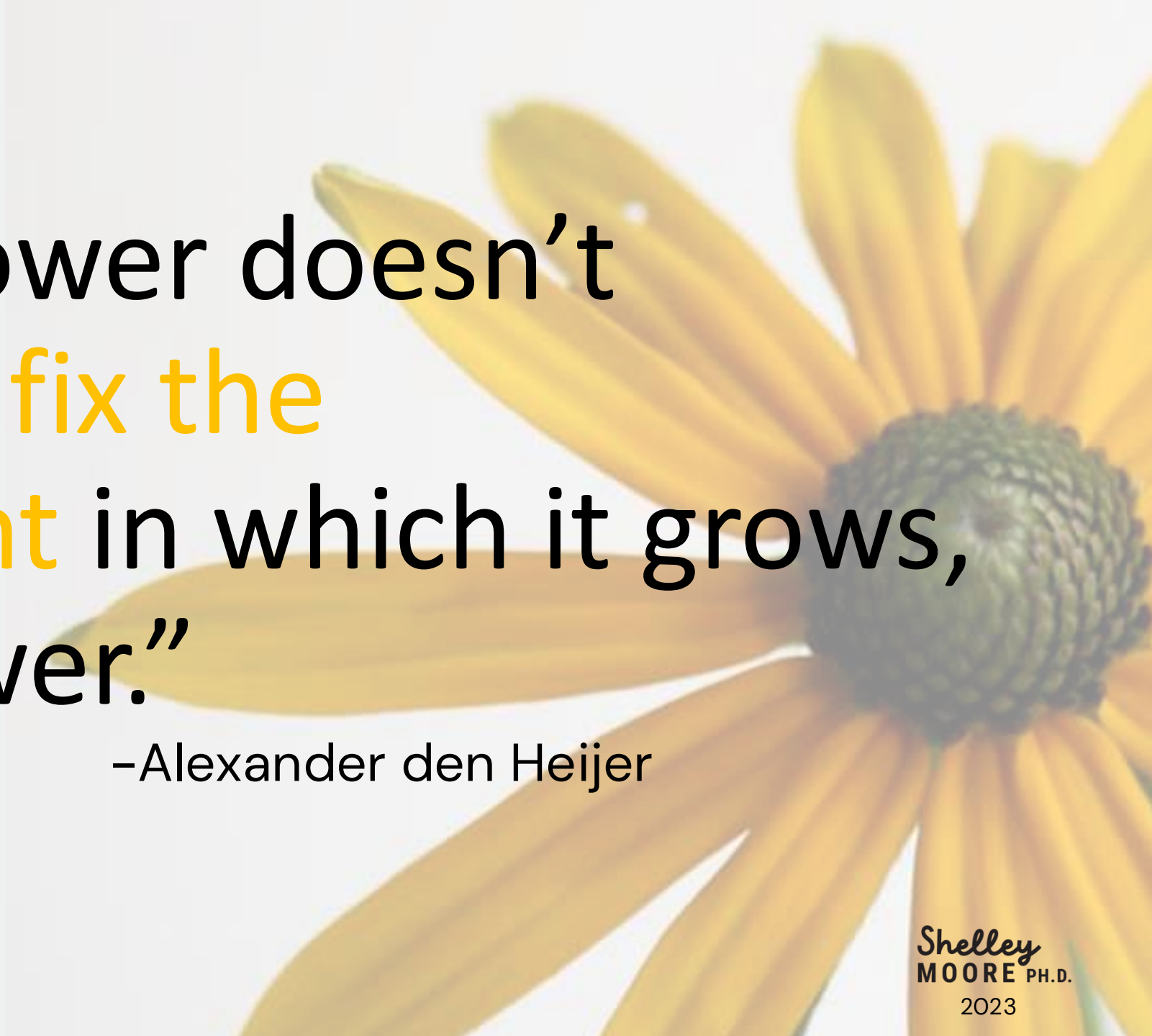
# Shifting the Paradigm: SOCIAL MODEL OF DISABILITY



## **Social Model**

If a child 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?

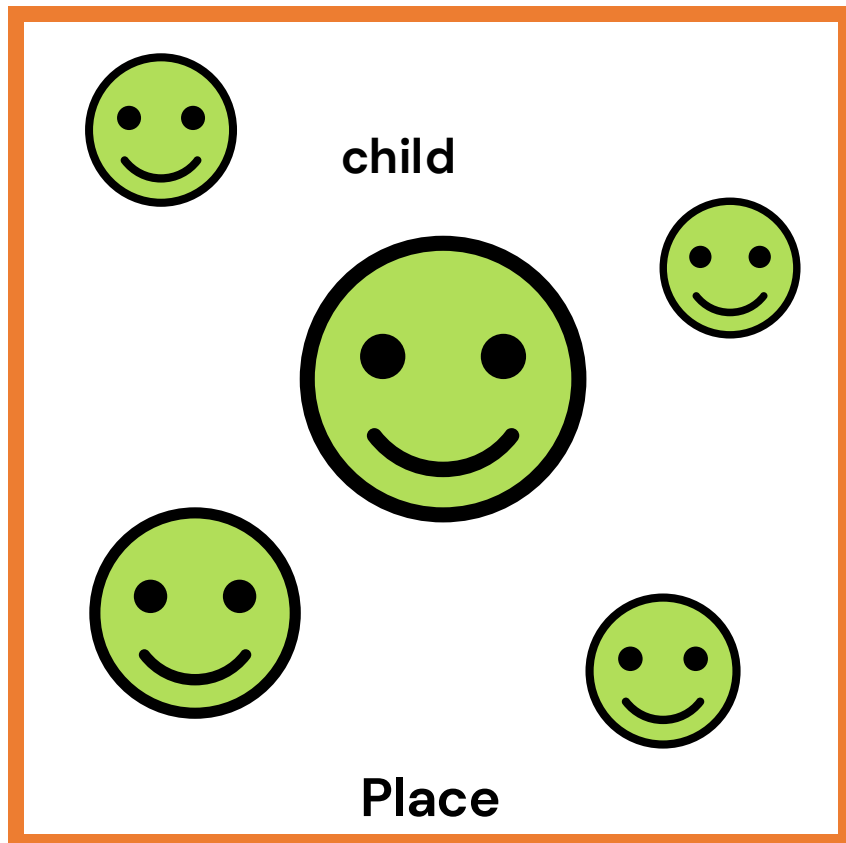
What are the potential barriers?

not enough light

not enough water

not enough space

# Shifting the Paradigm: SOCIAL MODEL OF DISABILITY



## Social Model

If a child isn't successful:

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

BUT WAIT...

Teachers said:

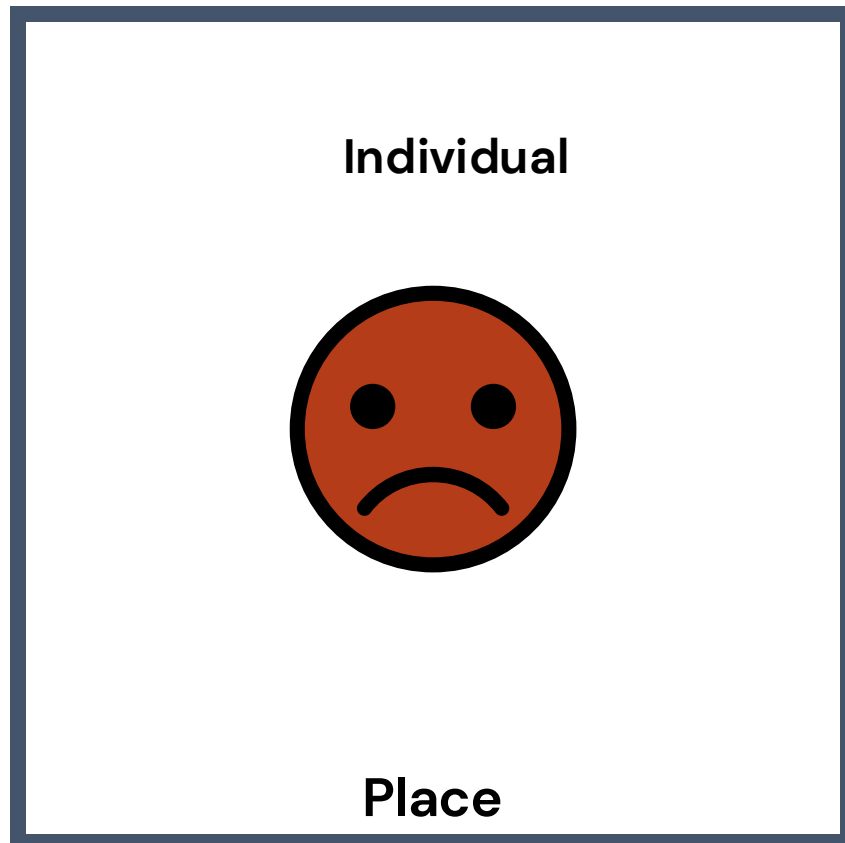


“What about all the different individual needs in a shared place?”

WE HAVE  
*diverse*  
GARDENS!



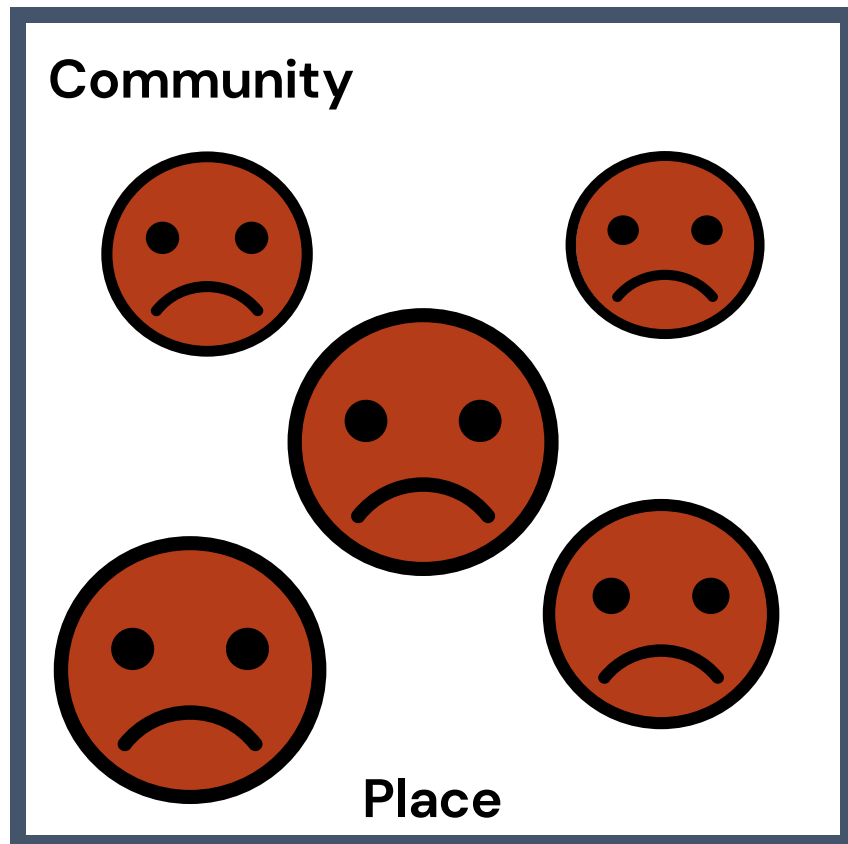
# Shifting the Paradigm: PERSON-PLACE MODEL OF NEED



## Inclusive Education

If one child is struggling...

# Shifting the Paradigm: PERSON-PLACE MODEL OF NEED

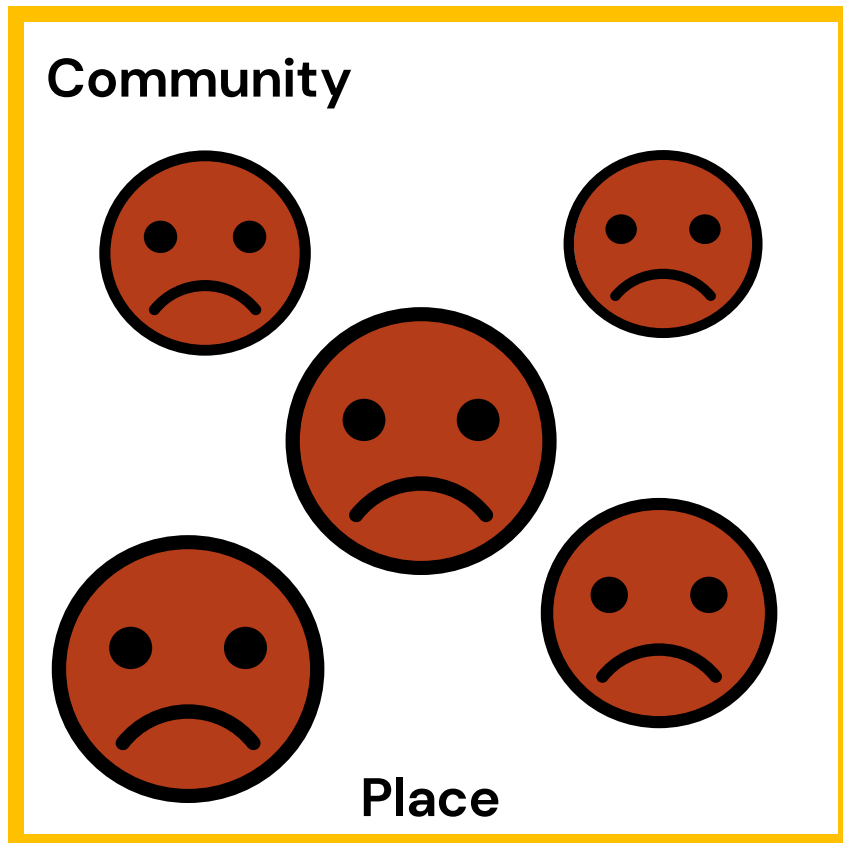


## Inclusive Education

If one child is struggling...

...more than one child 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

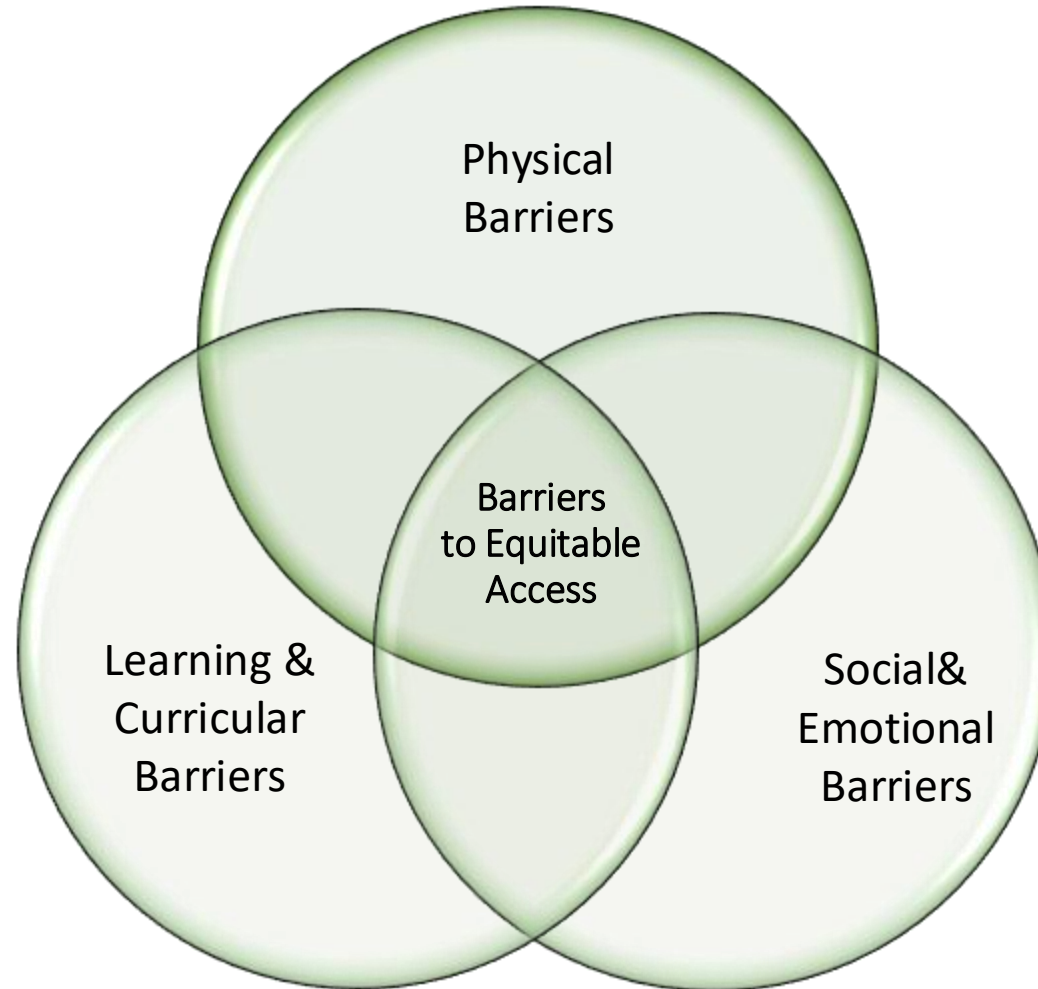
1	15	19	17	16	20
<b>N</b> Nitrogen	<b>P</b> Phosphorus	<b>K</b> Potassium	<b>Mg</b> Magnesium	<b>S</b> Sulfur	<b>Ca</b> Calcium
Primary Macronutrients			Secondary Macronutrients		
<b>B</b> Boron	<b>Cl</b> Chlorine				
<b>Mn</b> Manganese	<b>Fe</b> Iron	<b>Ni</b> Nickel	<b>Cu</b> Copper	<b>Zn</b> Zinc	<b>Mo</b> Molybdenum
Micronutrients					



# What are barriers?



# Increasing Inclusive & Equitable Access by Reducing and Eliminating Barriers



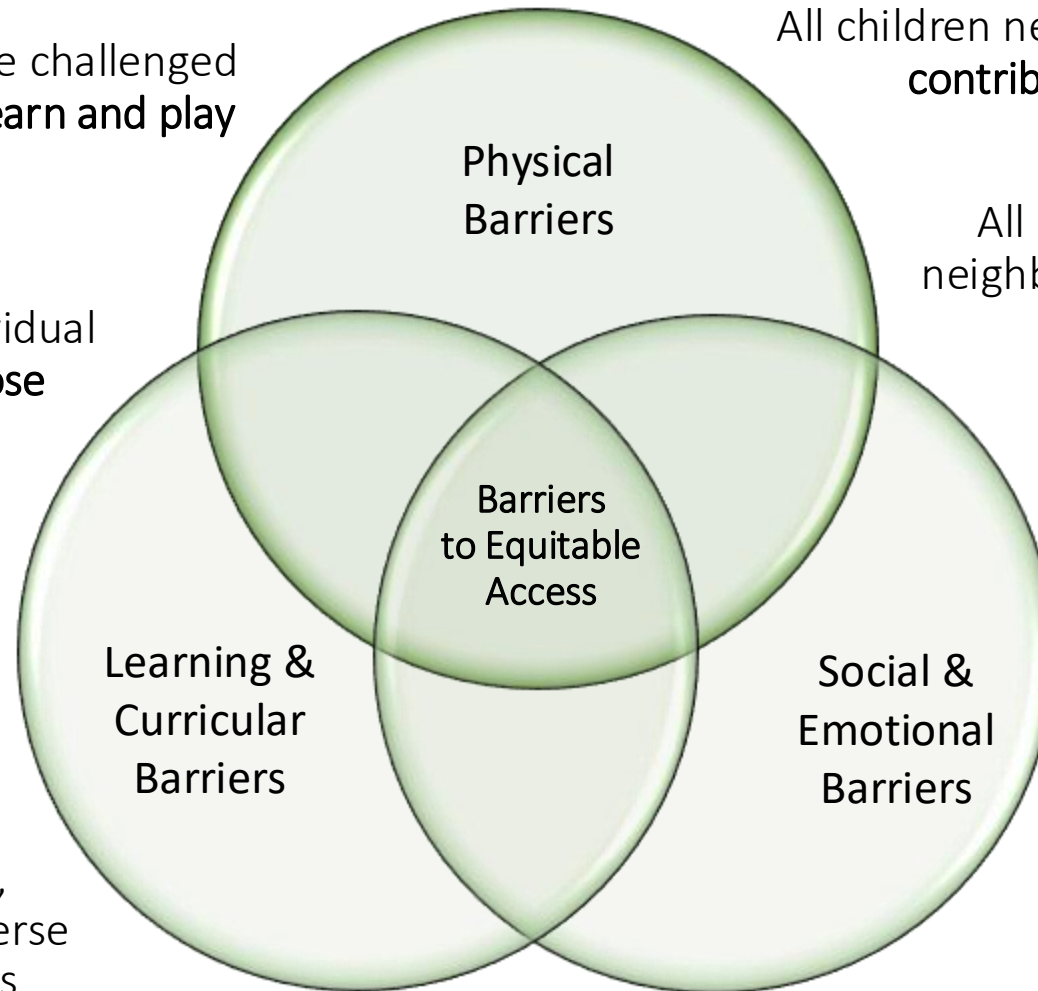
# Increasing Inclusive & Equitable Access by Reducing and Eliminating Barriers

All children need access to, and be challenged by, **high quality opportunities to learn and play**

All children need a sense of individual and community **place & purpose**

All children need access to **tools and actions** that will respond to their **individual dimensions**

All children need **representation, connection & relationships** with diverse & identity-based peers and adults



All children need to **feel valued** and a sense of **contribution** to their community

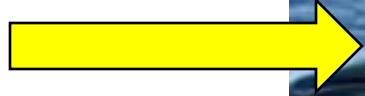
All children need **physical access** to neighbourhood daycares, programs, and schools

All children need their **basic physical needs** met

All children need a **sense of belonging and safety**

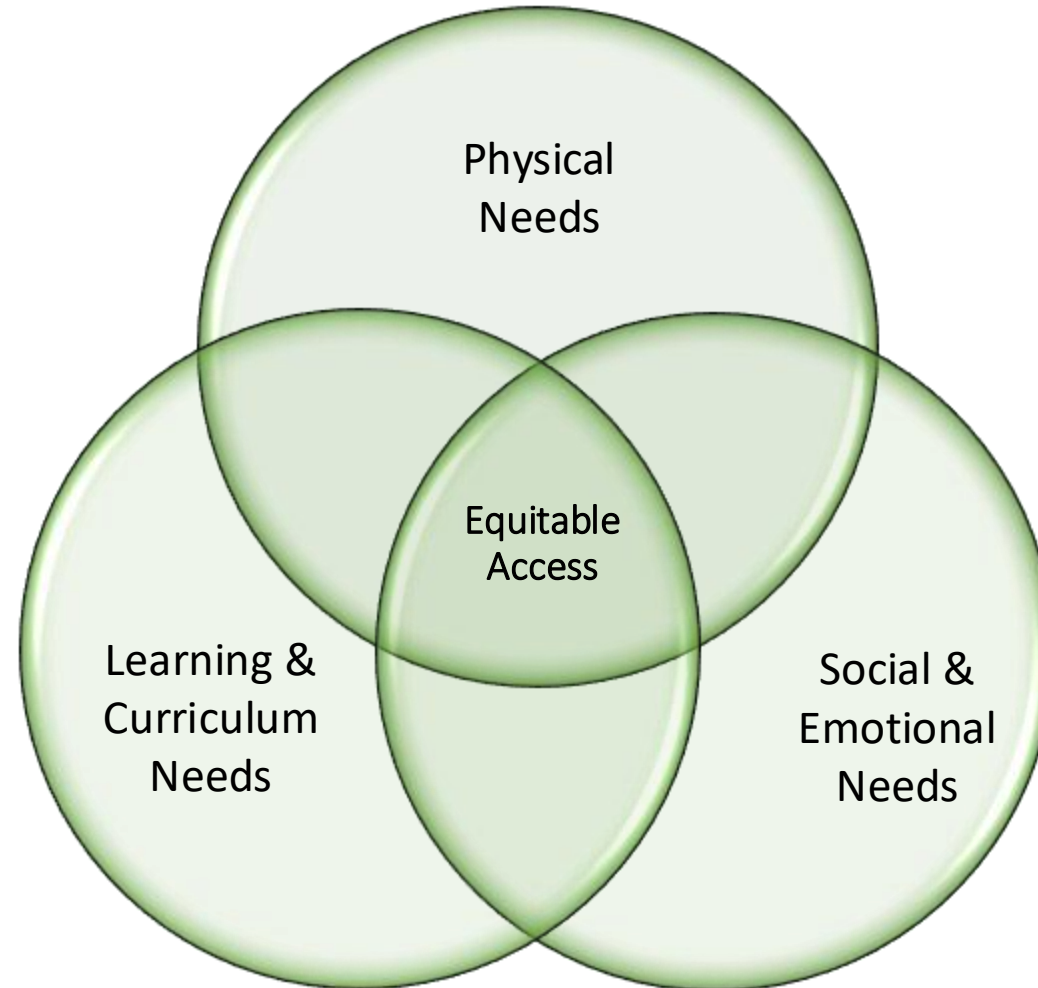
All children need **agency** through **high expectations** and the presumption of competence

# What are 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

# Multiple Layers of Support/ Response to Instruction

What one needs  
Needs of **individual**  
**students**



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

+

What some need  
Needs of **individual**  
**students**



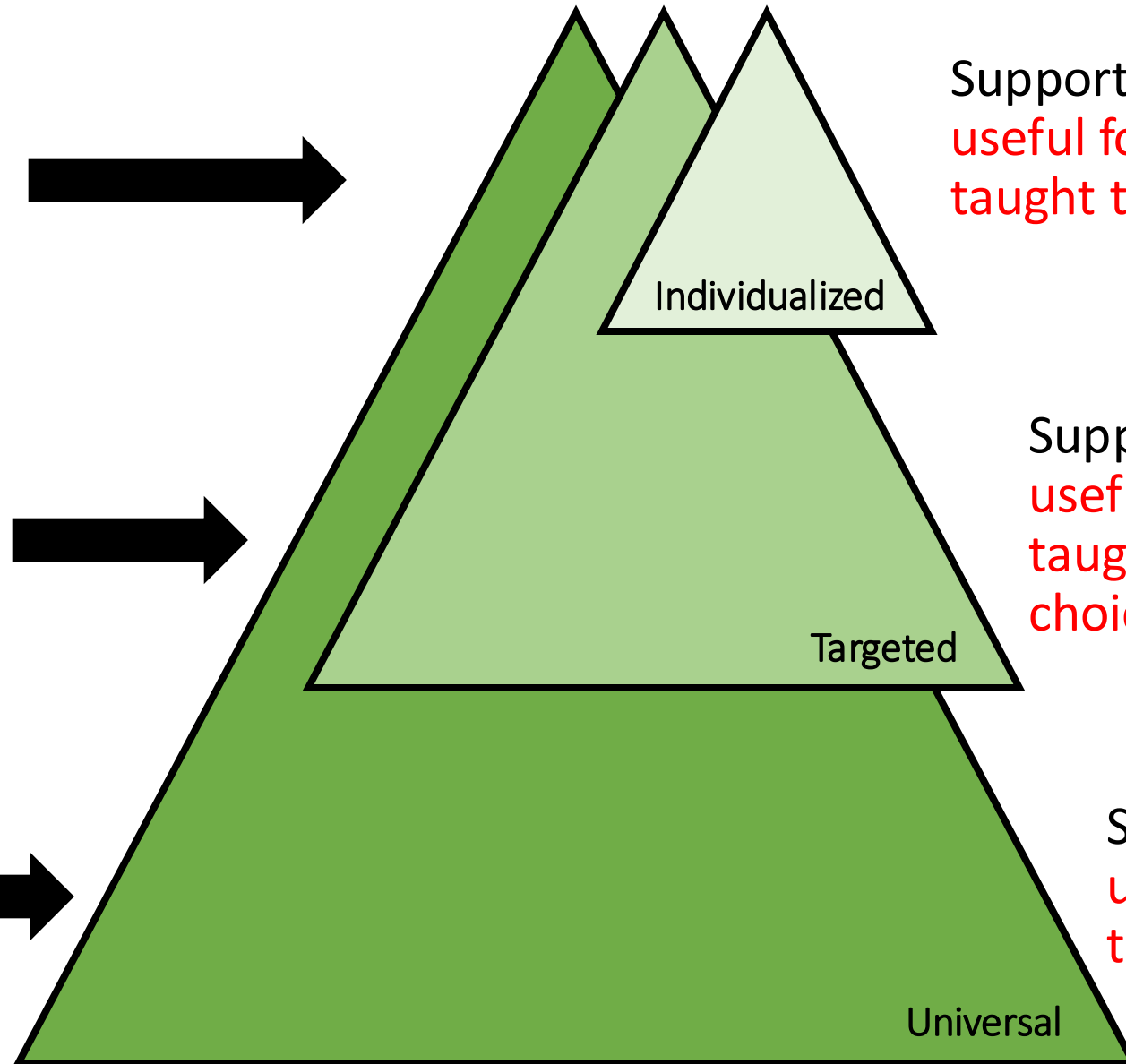
Supports & Strategies are  
**useful for SOME**  
**taught to ALL**  
**choice for ALL**

+

What everyone needs  
Reducing/ Eliminating  
Barriers for the  
**place/community**



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



Context:

Children 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

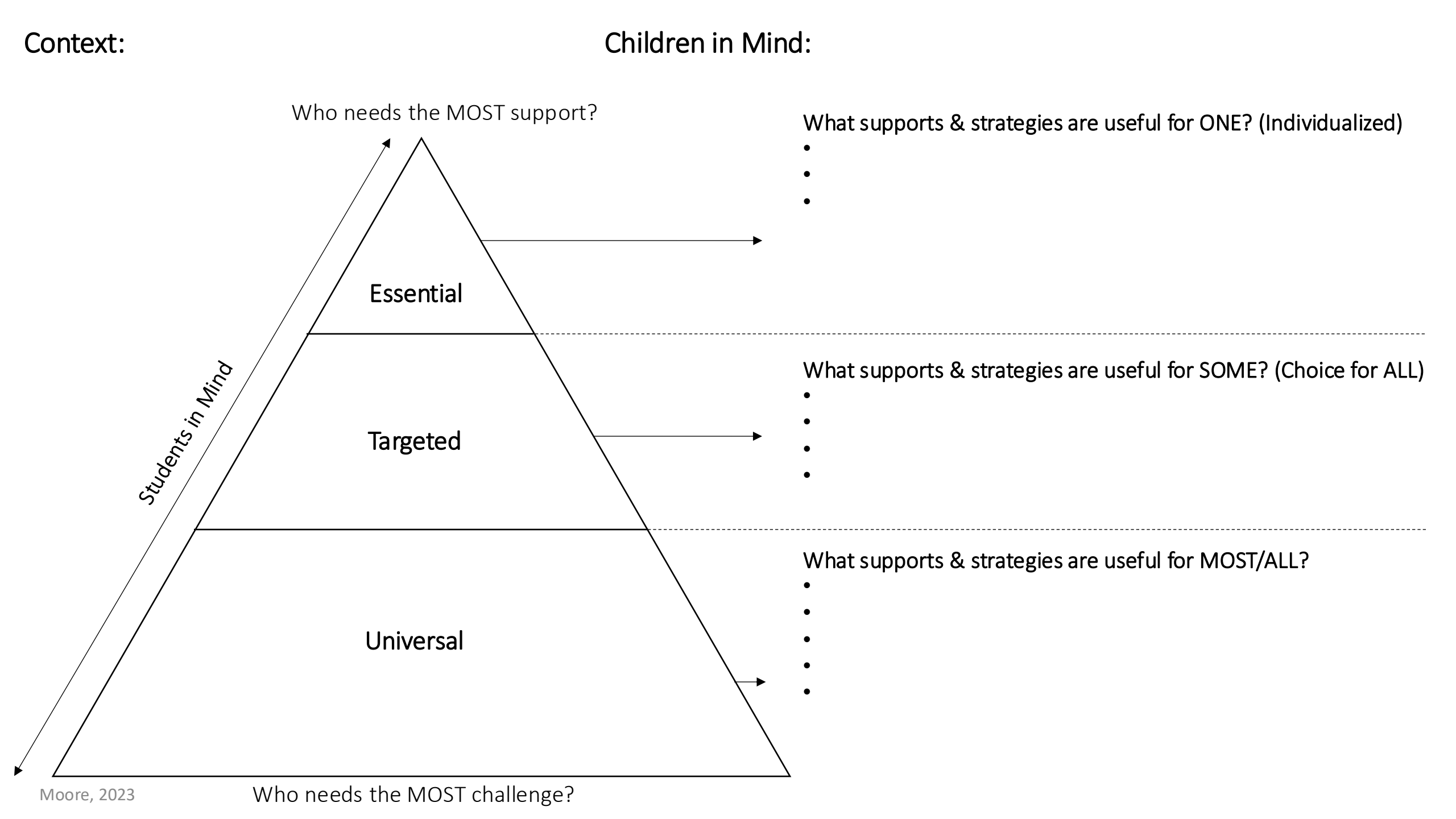
What supports & strategies are useful for MOST/ALL?

- 
- 
- 
- 
- 

Universal

*Students in Mind*

Who needs the MOST challenge?



Context: Early Years (age 3-5)

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

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

- 
- 
- 
- 

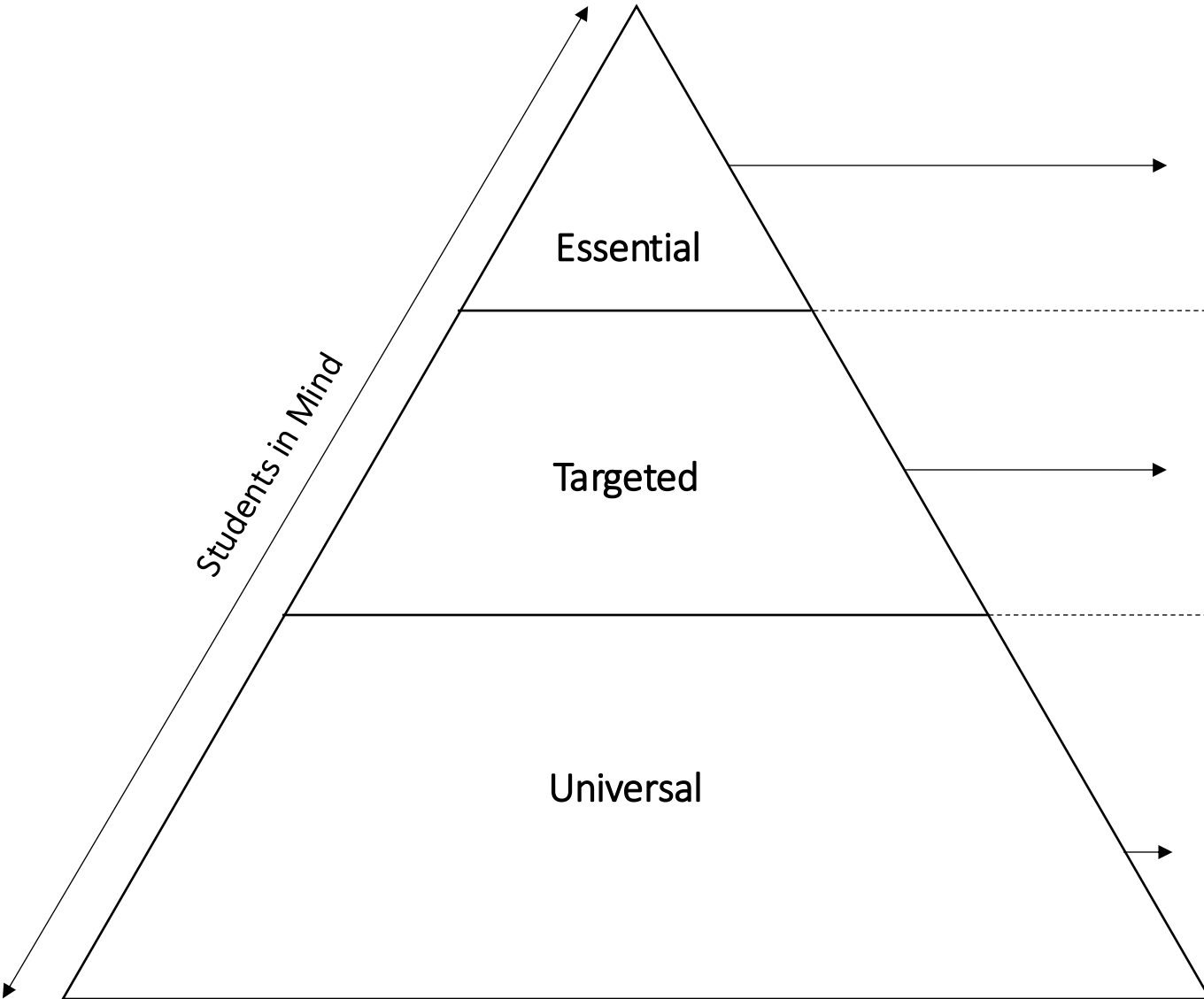
Targeted

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

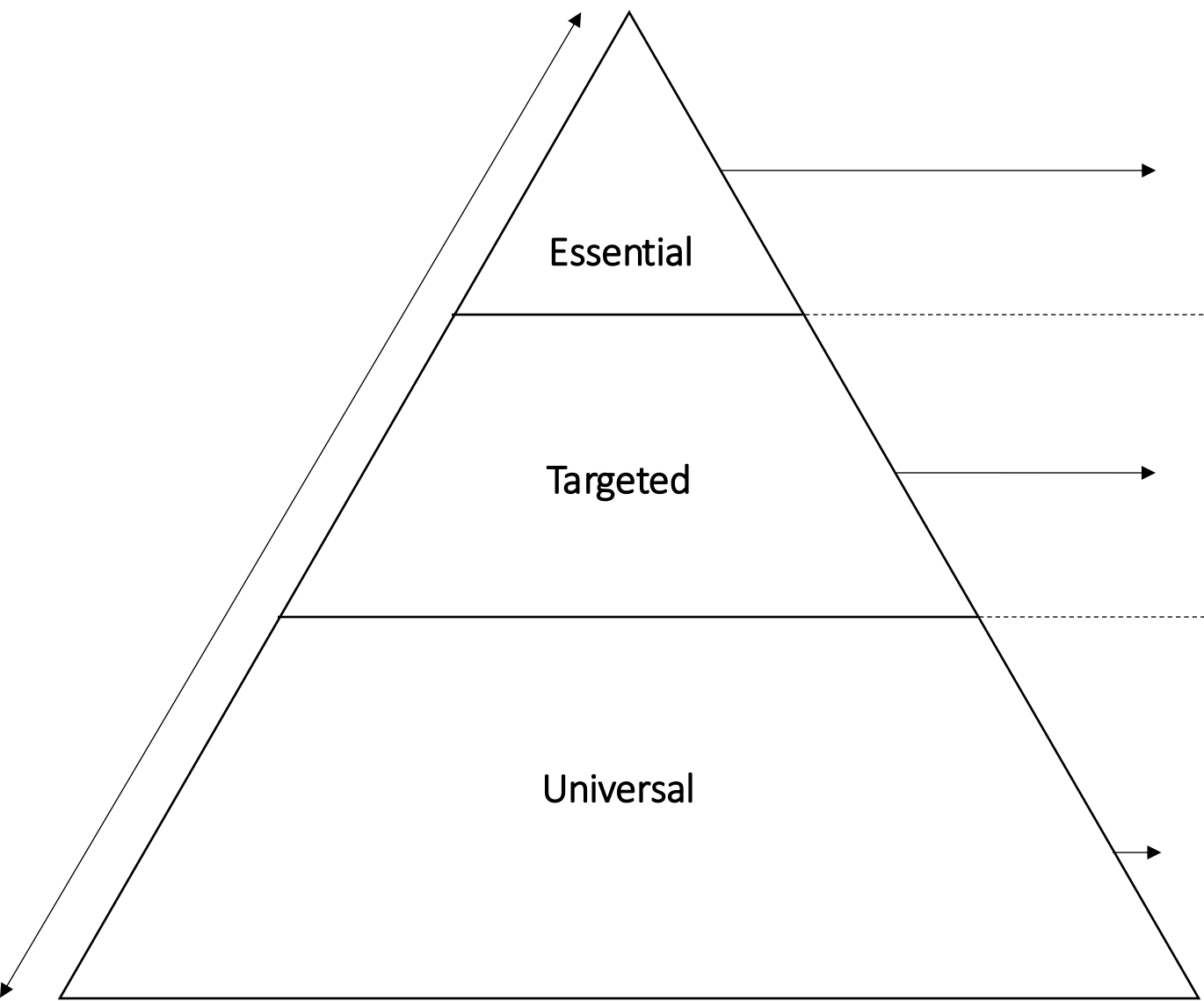
**Targeted**

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

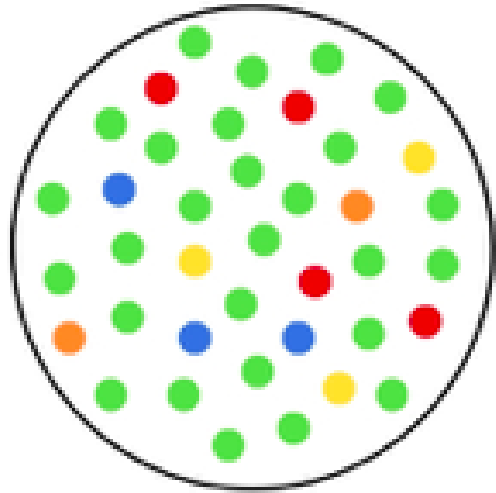
- Access to calm down spaces
- Interactive play/art therapy
- Leadership opportunities
- Stories and conversation that address anxieties
- Visuals
- Routine
- Music and relaxation techniques
- SEL programs that incorporate games and activities teach about emotions, mindfulness

**Universal**

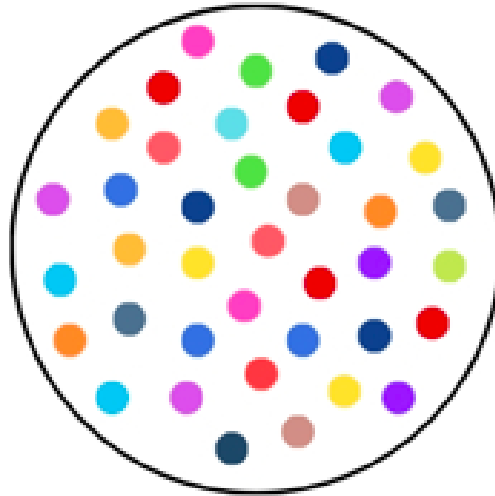
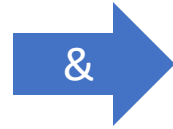
Who needs the MOST challenge?



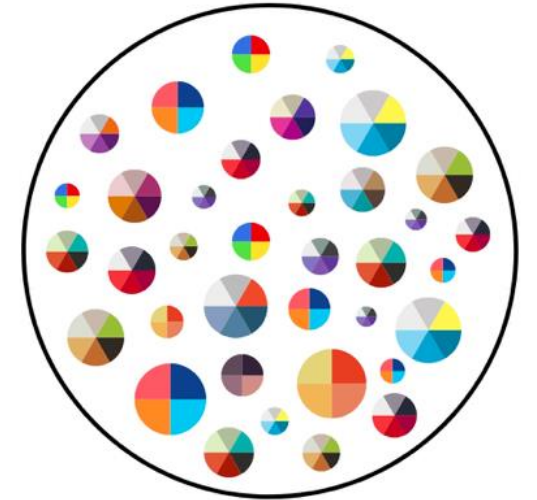
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