Shelley
MOORE PH.D.

🏠 www.drshelleymoore.com

📷 @drshelleymoore

🦋 @drshelleymoore.bksy.social

🧵 @drshelleymoore

f Dr. Shelley Moore
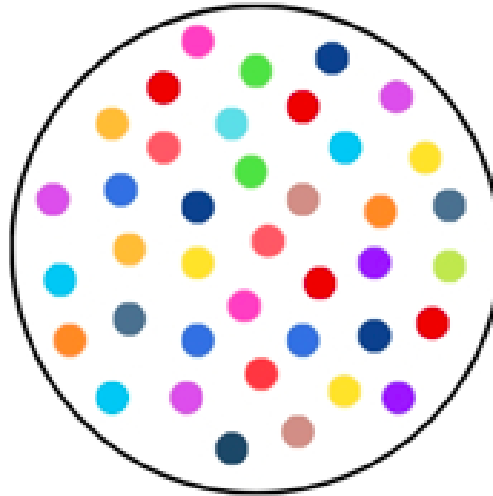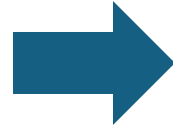
How do we do inclusion ?

Including
'special needs' children into general education classrooms

Teaching and designing for
diversity
(that includes Disability)

Creating safe spaces for students to
identify
(that includes Disability)

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How do we "do" Inclusion?

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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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

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

PERIODIC TABLE OF PLANT NUTRIENTS

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

Multiple Layers of Needs Based Support

What one needs →

Individualized

Supports & Strategies are
useful for ONE
Taught to ALL

+

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

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What are needs?

Increasing Inclusive & Equitable Access by Designing for Individual Needs

Personal & Physical Needs

Learning & Intellectual Needs

Equitable Access

Social & Emotional Needs
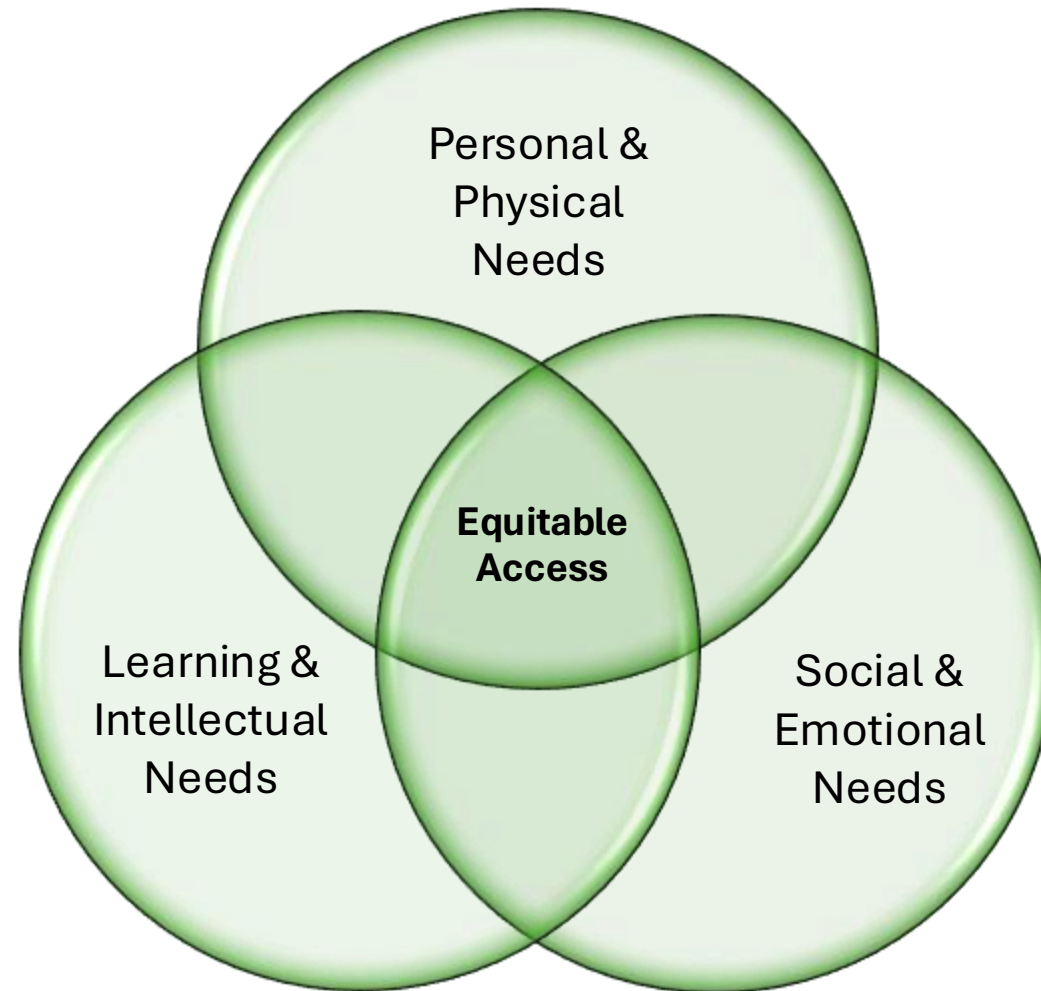
Increasing Inclusive & Equitable Access by Designing for Individual Needs

- **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)**

Physical & Personal Needs

Equitable Access

Learning & Intellectual Needs

Social & Emotional Needs
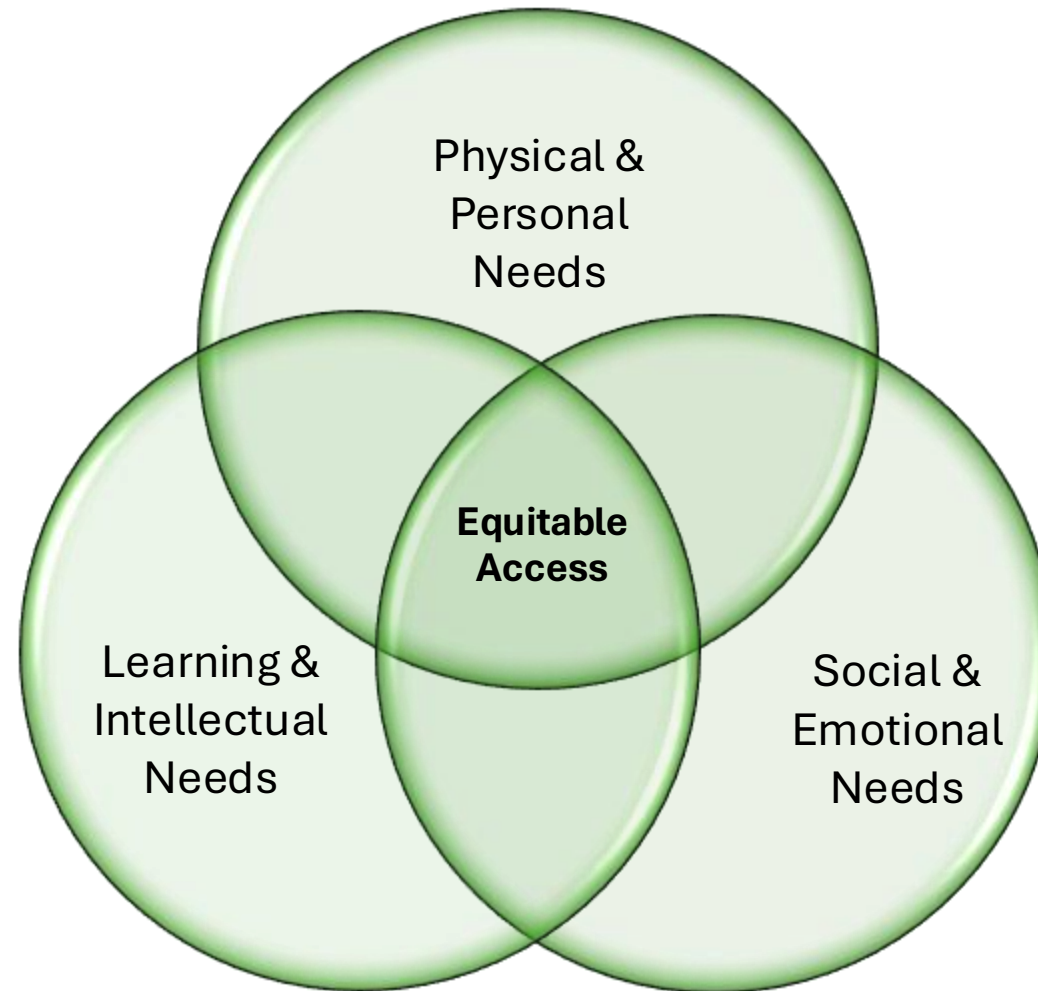
- **Language**
- **Literacy (decoding)**
- **Literacy (understanding)**
- **Literacy (written output)**
- **Literacy (Speaking/ oral language)**
- **Medical**
- **Memory**
- **Numeracy**
- **Personal Care**
- **Physical/Mobility**
- **Self Advocacy**
- **Self Regulation (emotional)**
- **Self Regulation (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:			

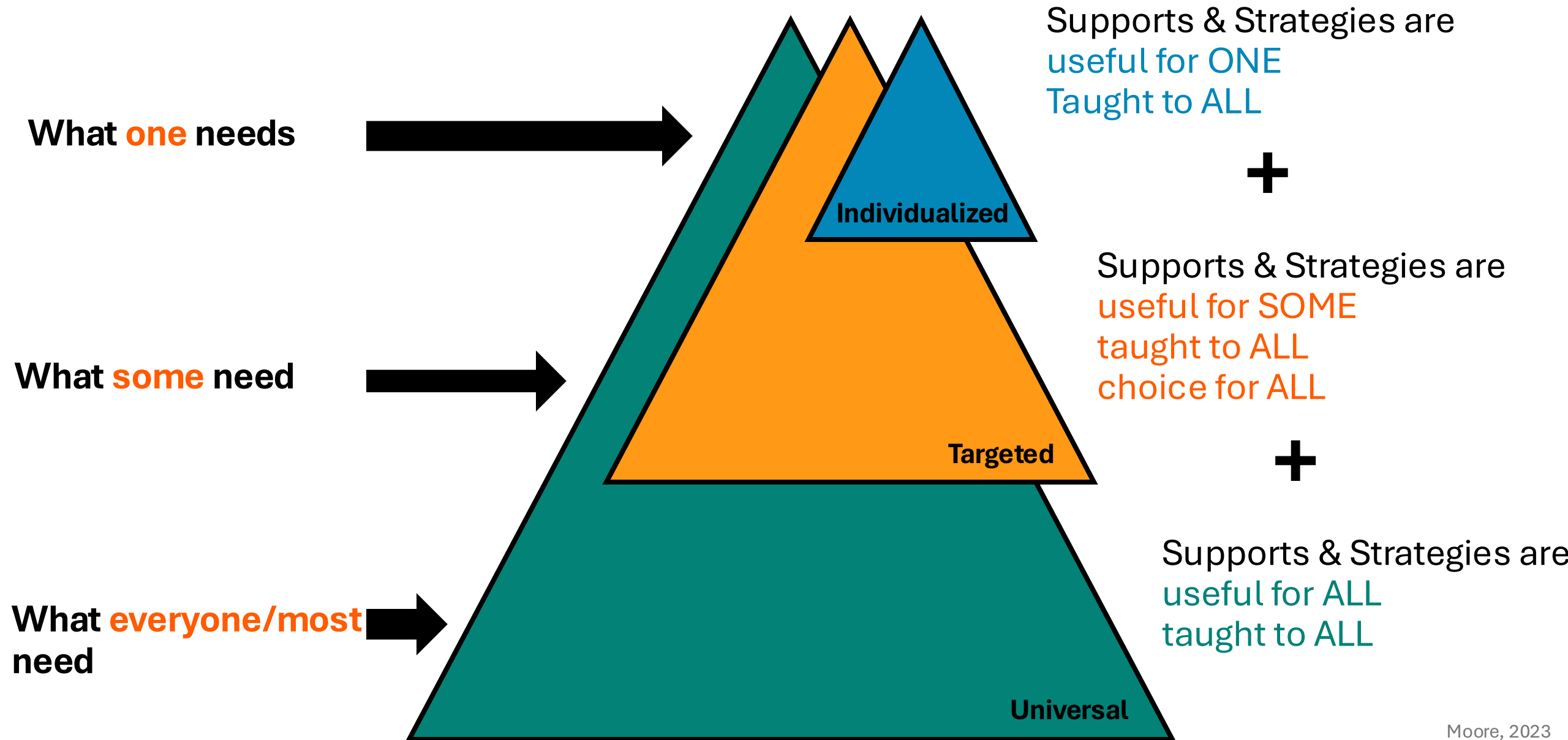| Priority Community Needs	Specialists/Individuals to connect to	Priority Individual Needs	Specialists/Individuals to connect to

Classroom Support Planning: Collaborative Needs Based Reflection

Target Classroom: 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

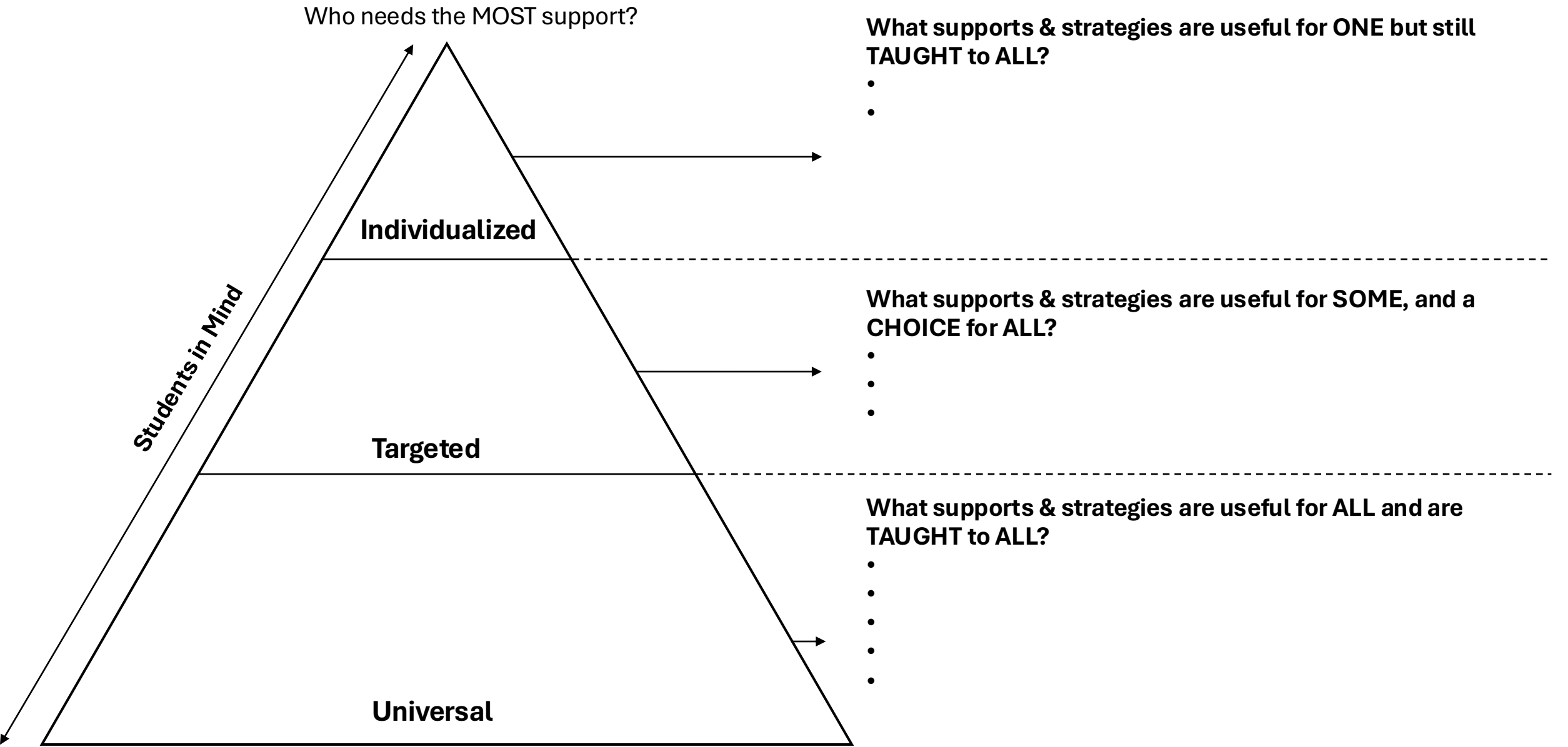| Areas of Need IEP (8) – AA, DC, NC, AC, AM, CS, KP, IO ELL – DG, AM, IO	Students who have this need (Start with target students)	This need impacts the community and/or there is a cluster of students who have this need	This need is being monitored/or is being managed	This is an individual need area 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	

Category	Codes			
Frustration/ Anger	AA, CS		x	
Greif/ Trauma	NC, AM, CS, KP, LC, KM, BQ		x	
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	

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

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Need: **Students in Mind:**

Who needs the MOST support?

What supports & strategies are useful for ONE but still TAUGHT to ALL?
-
-

Students in Mind

Individualized

What supports & strategies are useful for SOME, and a CHOICE for ALL?
-
-
-

Targeted

What supports & strategies are useful for ALL and are TAUGHT to ALL?
-
-
-
-
-

Universal

Moore, 2023   Who needs the MOST challenge?

Need: **Students in Mind:**

Who needs the MOST support?

What supports & strategies are useful for ONE but still TAUGHT to ALL?
- What neurodiverse affirming IEPs goals and objectives can be targeted?
- Do we need to personalize any class-wide support and strategy that is being taught?

Individualized

What supports & strategies are useful for SOME, and a CHOICE for ALL?
- How do we make sure that all students know how to use supports and strategies so they can determine when and if they need them?
- What specific supports and strategies to all students learn about and have access to?

Targeted

What supports & strategies are useful for ALL and are TAUGHT to ALL?
- What skills or competencies can we target?
- What supports and strategies can we teach to everyone?
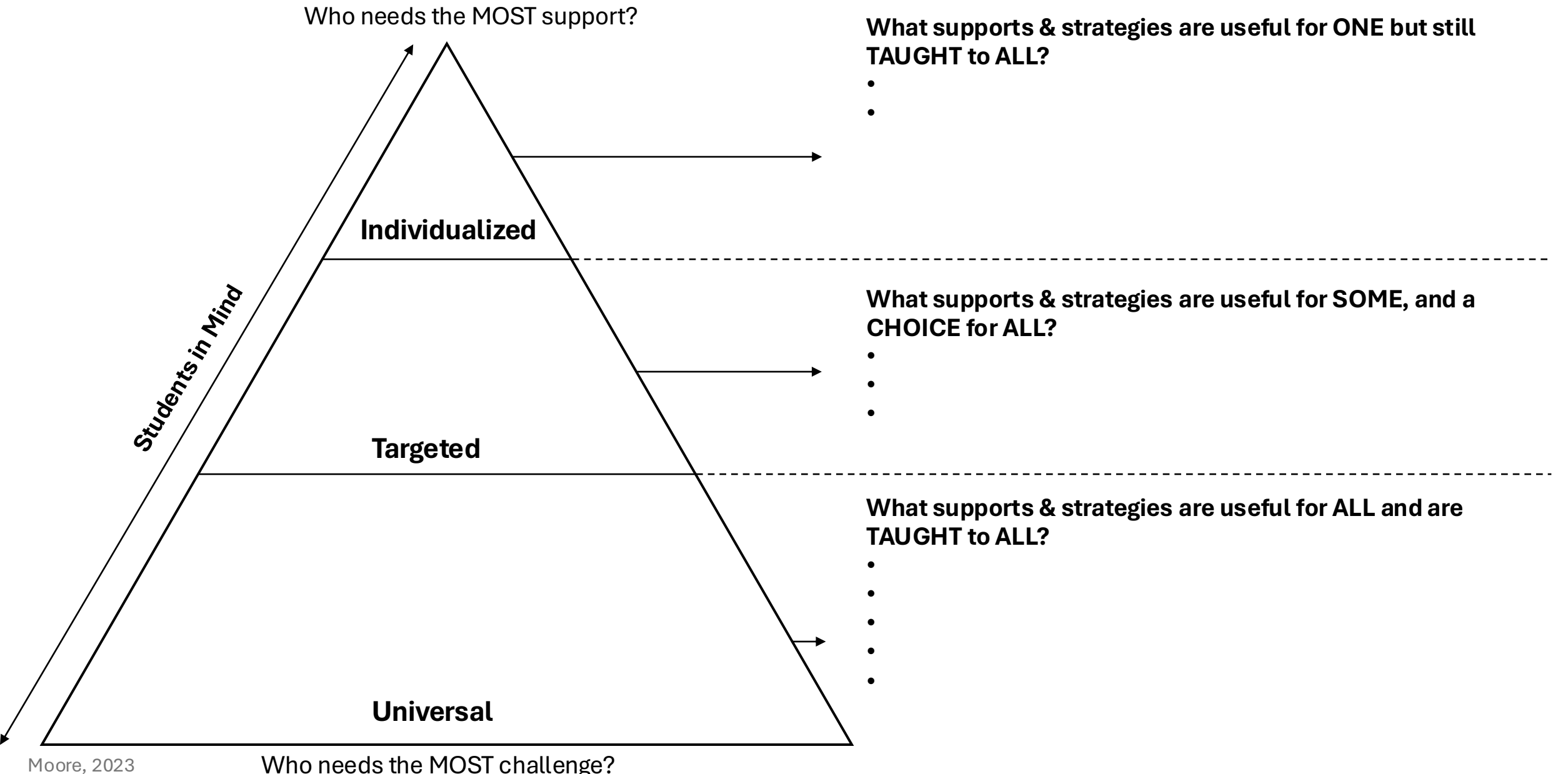- How do the supports and strategies we teach to everyone reflect UDL guidelines that reduce barriers?
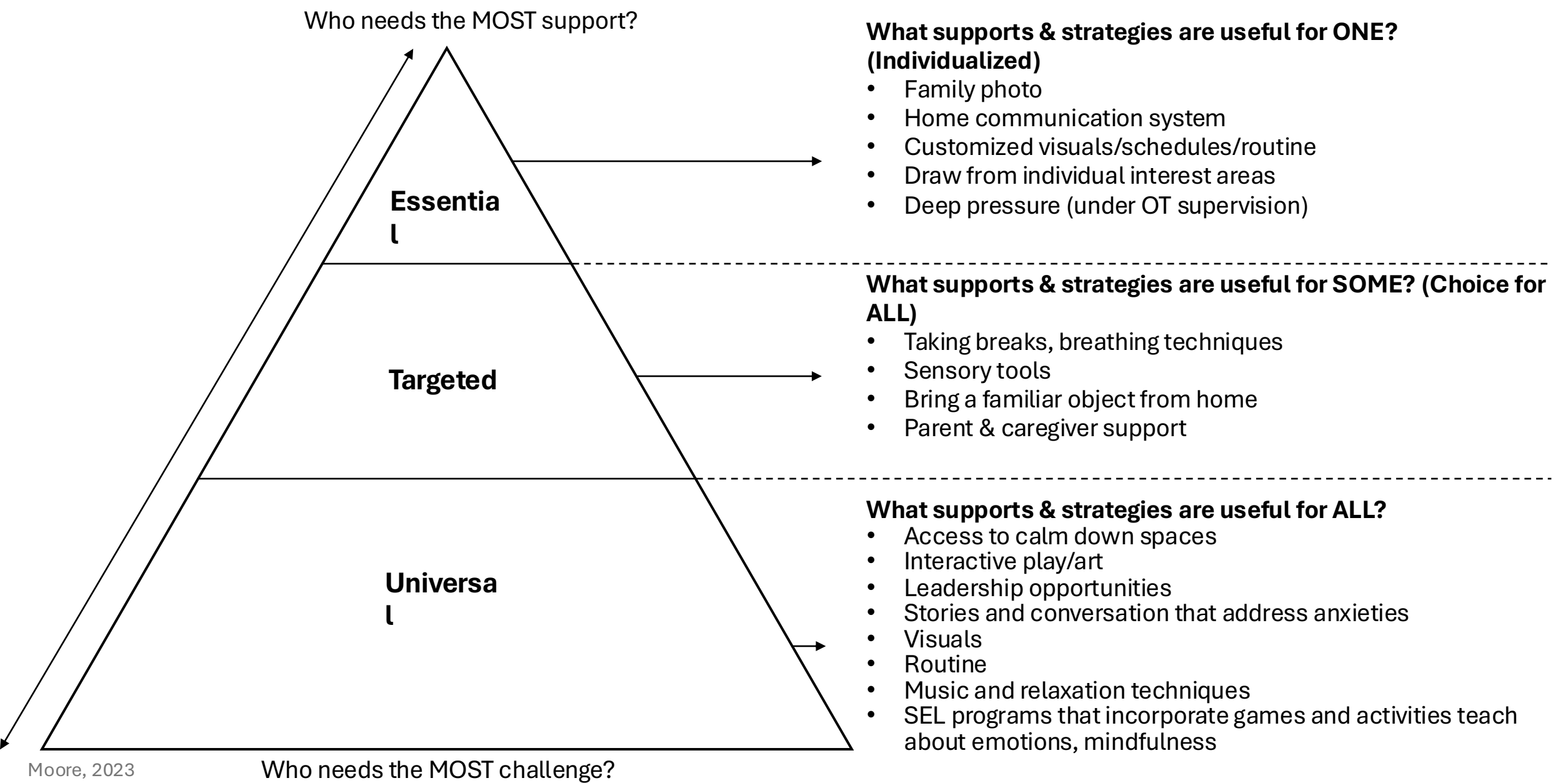
Universal

Students in Mind

Moore, 2023
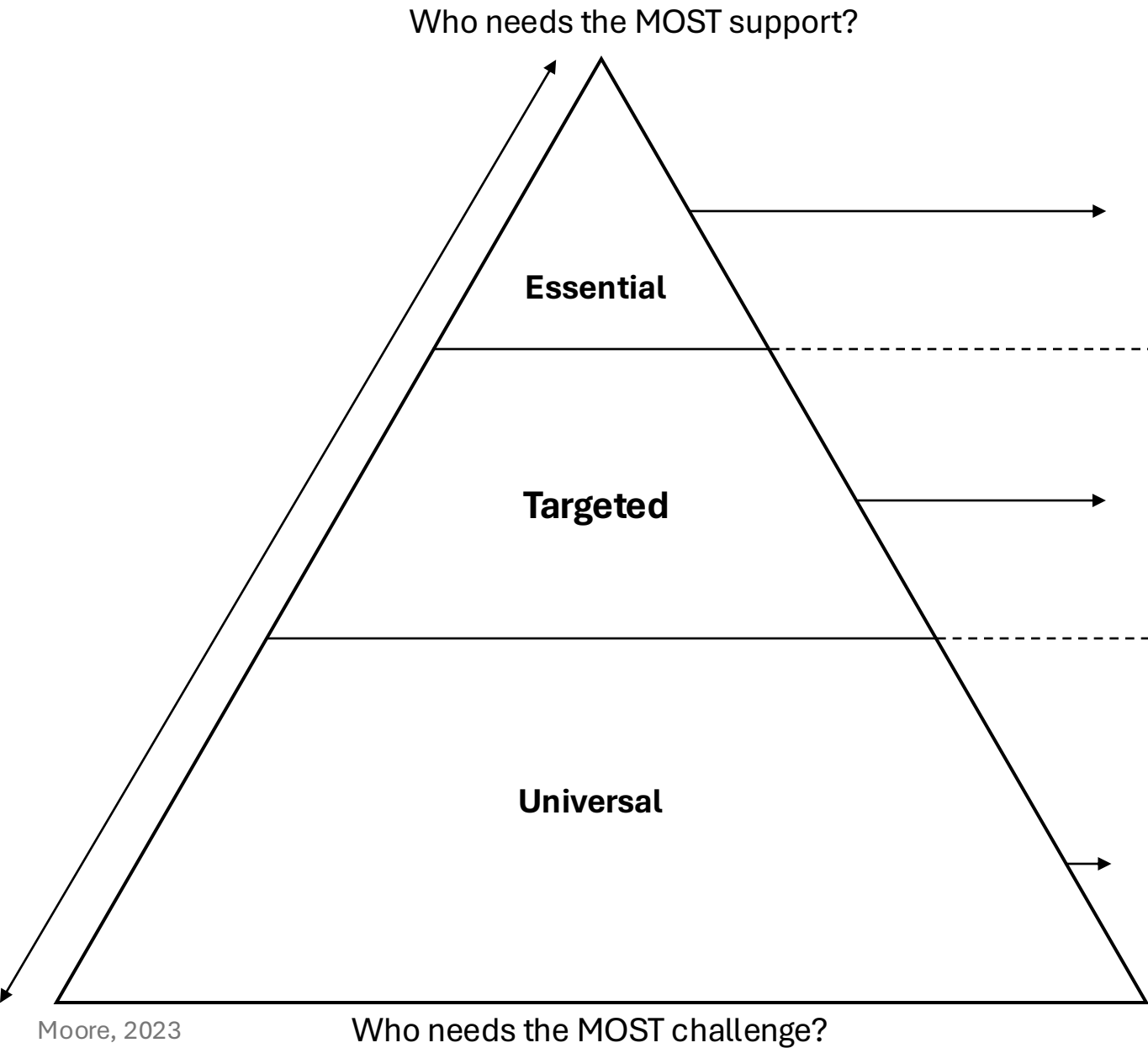
Who needs the MOST challenge?

Need: Anxiety   **Students in Mind:**

Who needs the MOST support?

What supports & strategies are useful for ONE but still TAUGHT to ALL?
-
-

Individualized

What supports & strategies are useful for SOME, and a CHOICE for ALL?
-
-
-

Students in Mind

Targeted

What supports & strategies are useful for ALL and are TAUGHT to ALL?
-
-
-
-
-

Universal

Moore, 2023   Who needs the MOST challenge?

Context: Early Years (K)   **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 programs that incorporate games and activities teach about emotions, mindfulness

Universal

Moore, 2023   Who needs the MOST challenge?

Planning for ALL
Grade 8 Humanities

Need: Multilingual Learners

Students in Mind: HP, LG, <u>AF</u>, LD , LD, SS, WF

Who needs the MOST support?

Essential

Targeted

Universal

**What supports & strategies are useful for ONE? (Individualized)**
- Individual student co-developed language goals
- Individual conferencing/direct instruction during work time (not lesson time)

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

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

Moore, 2023

Who needs the MOST challenge?
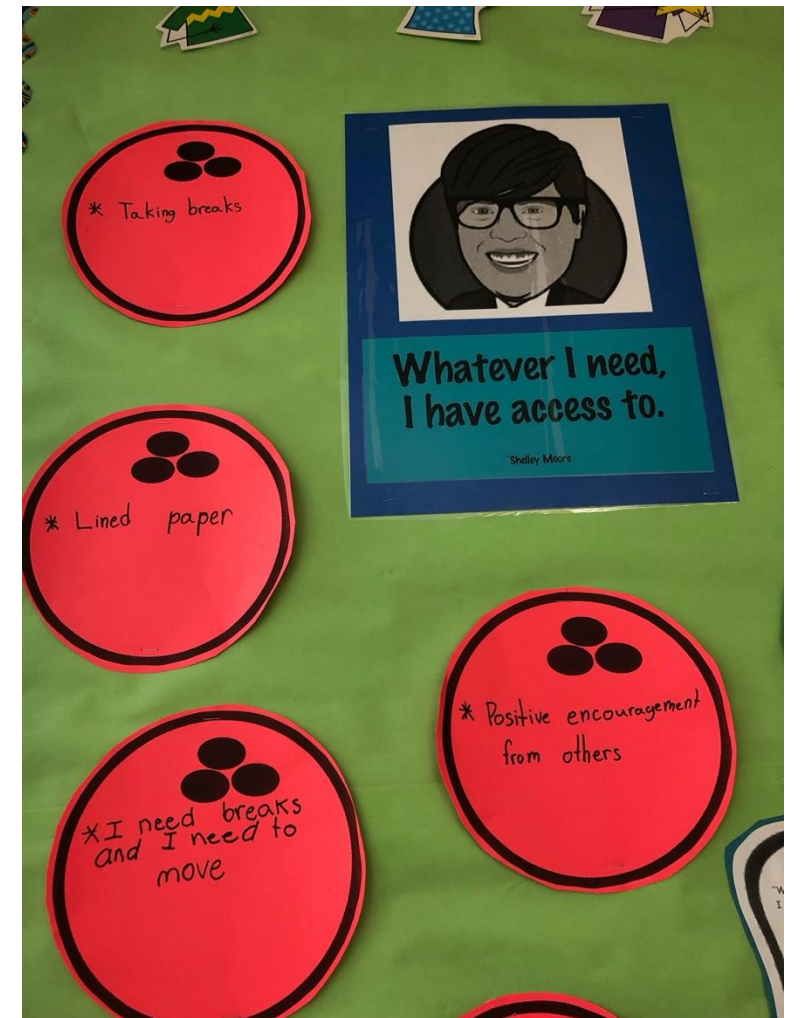
# Strategy: taking a **2 min break**

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?
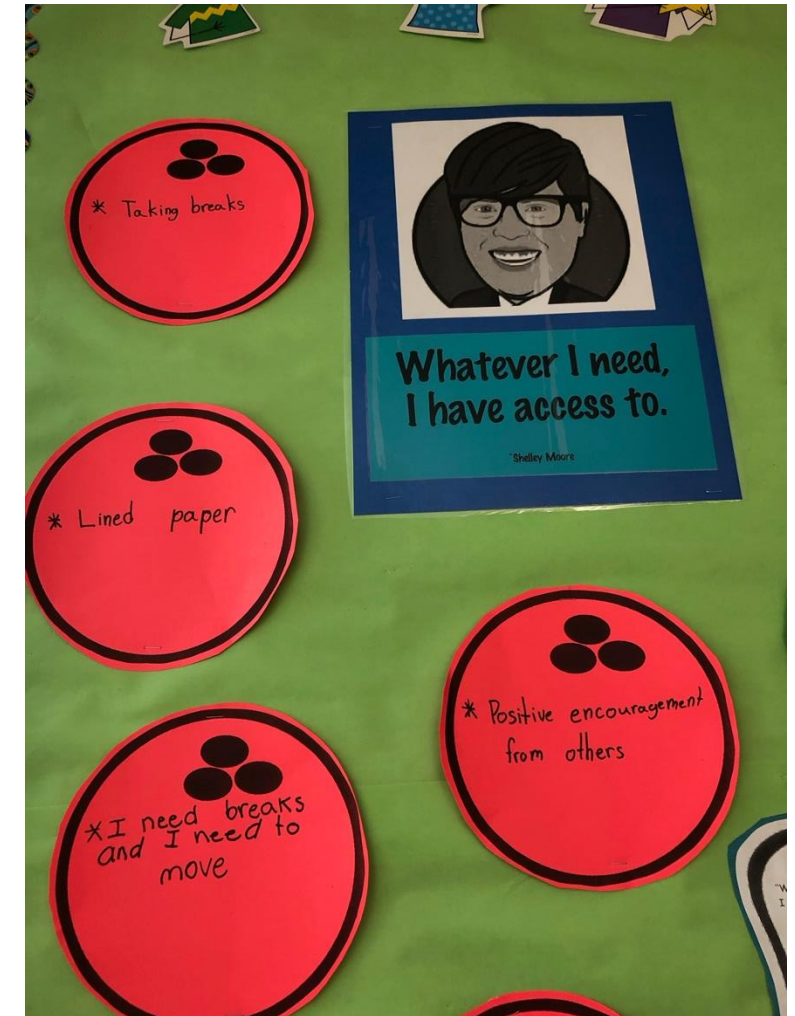
Strategy: chunking text

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 ?

Whatever I need, I have access to.
- Shelley Moore

*Taking breaks

*Lined paper

*Positive encouragement from others

*I need breaks and I need to move
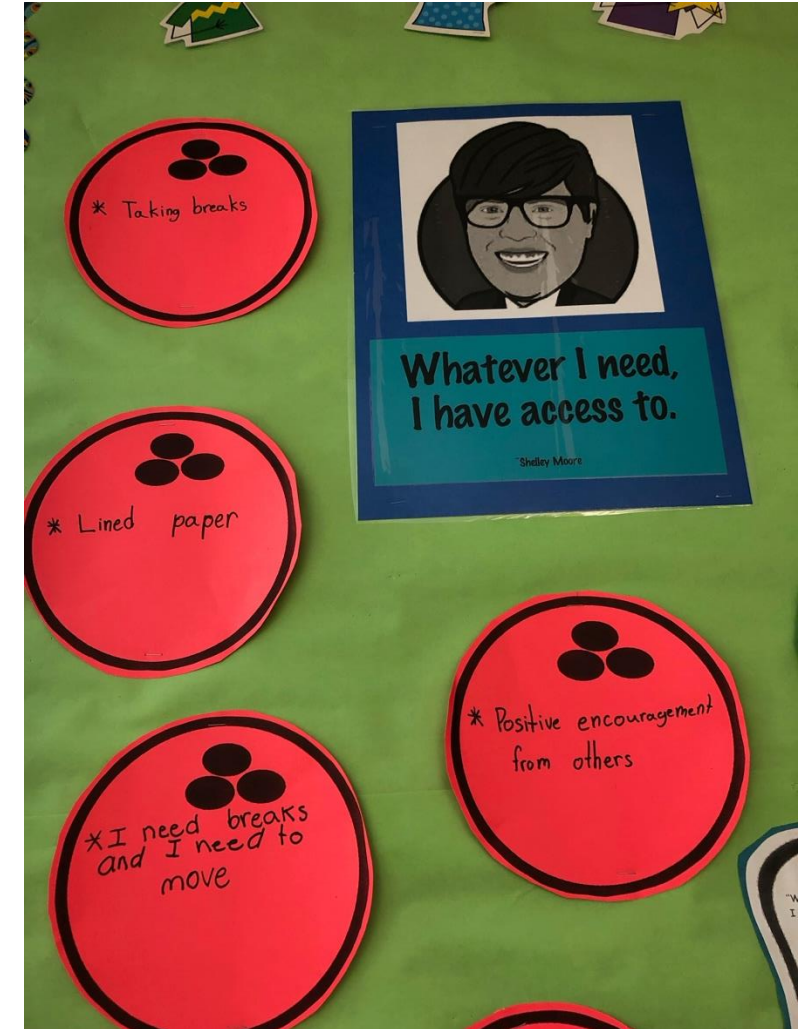
Teaching & Reflecting on Strategies:

working in a small group

quiet space

loud space

visuals

schedule/ agenda

standing desks
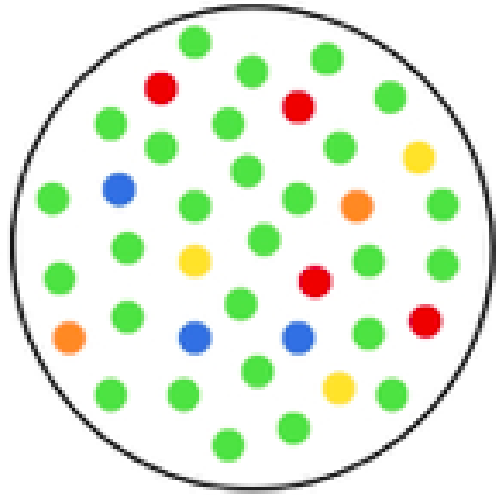
access points

sensory tools
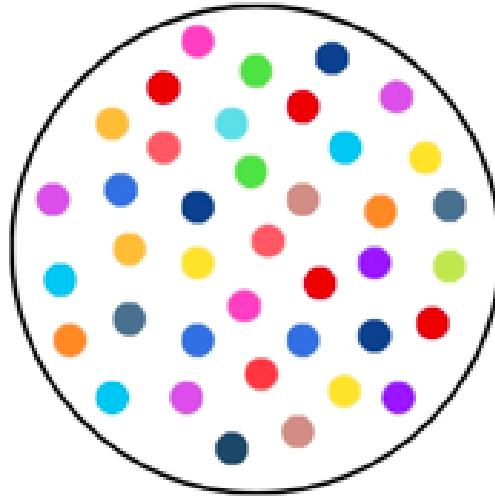
Snacks/ water

hats
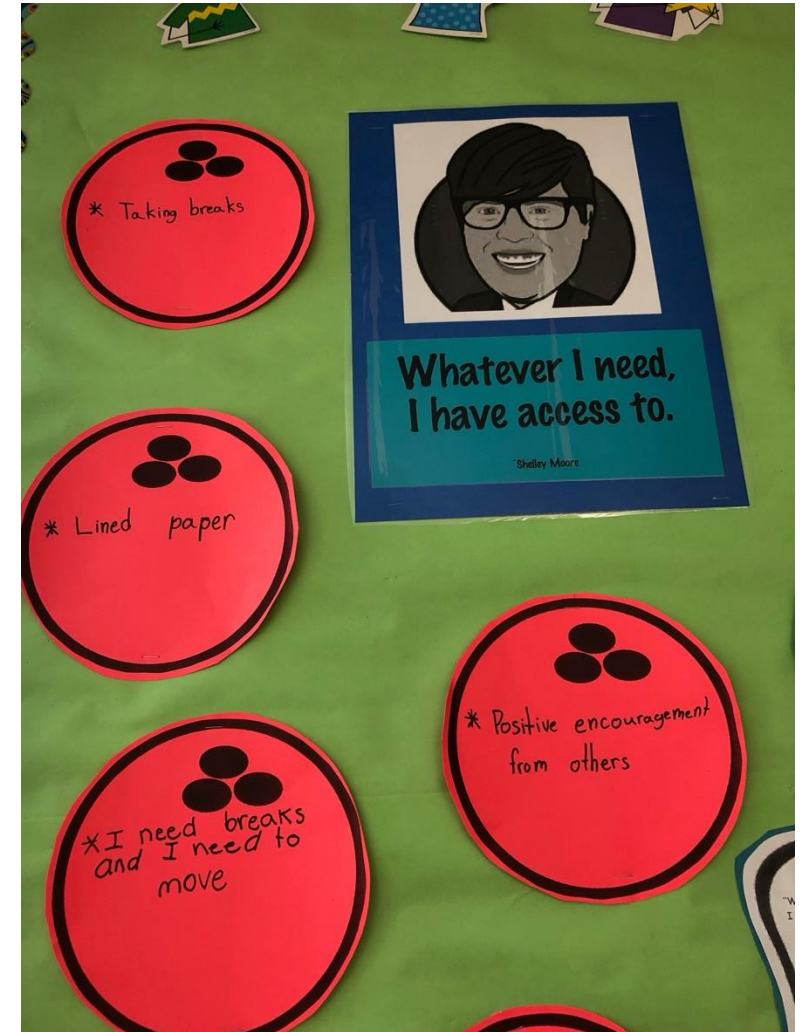
Needs based support planning:

- is designing for one student, but supports many

- focuses on changing the environment, not the student

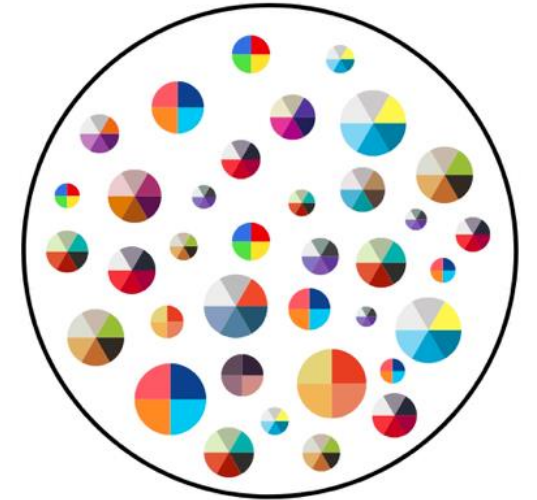- aligns with UDL, self regulation, and self determination practices

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How do we do inclusion ?

Including
'special needs' children into general education classrooms

Teaching and designing for diversity
(that includes Disability)

Creating safe spaces for students to identify
(that includes Disability)
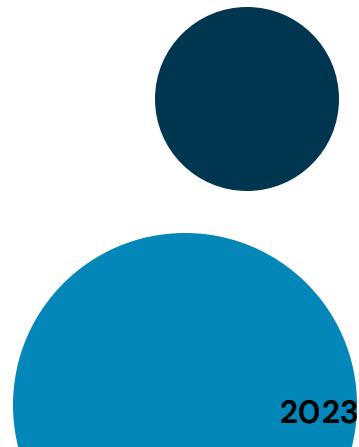
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What is one useful idea?

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?

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f Dr. Shelley Moore