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Dr. Shelley Moore

WHAT DOES inclusion MEAN?

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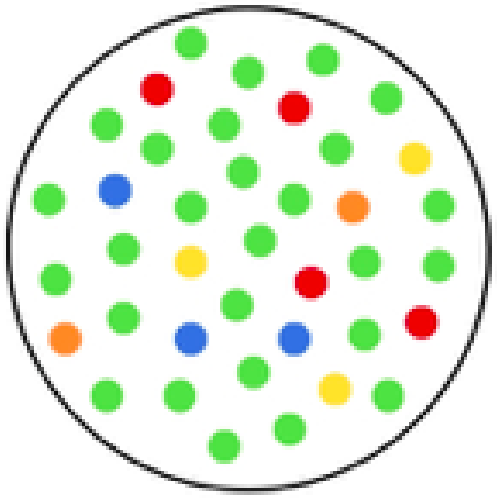
How do we do inclusion ?



Including
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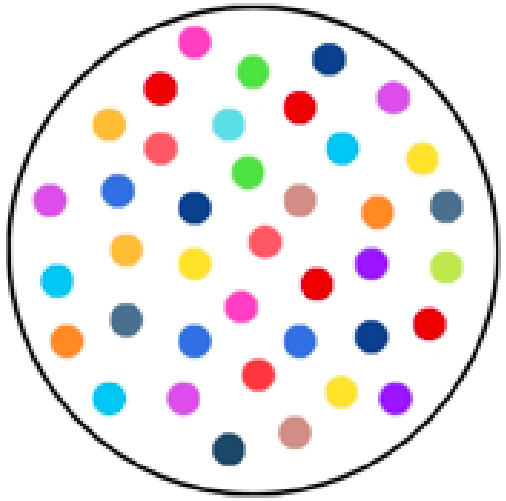
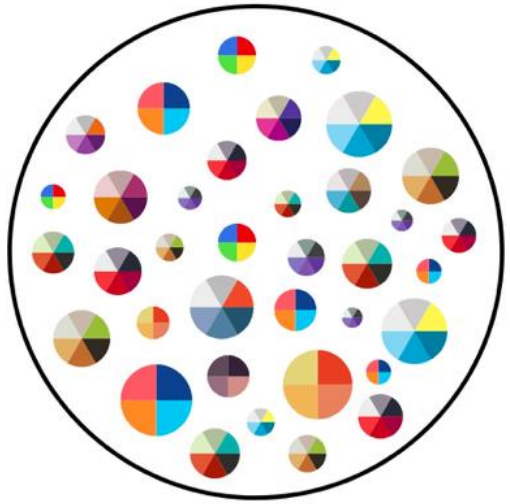


Teaching and designing to
diversity
(that includes Disability)



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

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In a world of
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Be a UNICORN
that celebrates a
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When the conditions are right, everyone can be successful

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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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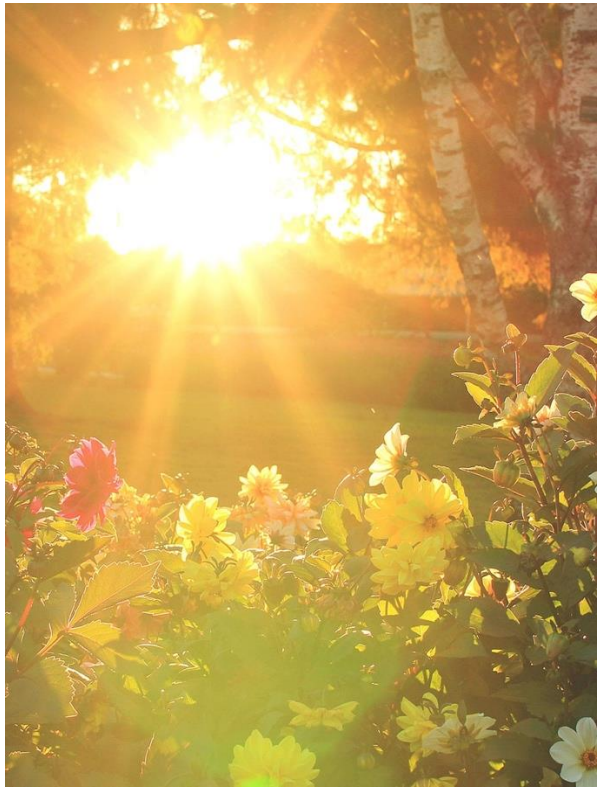
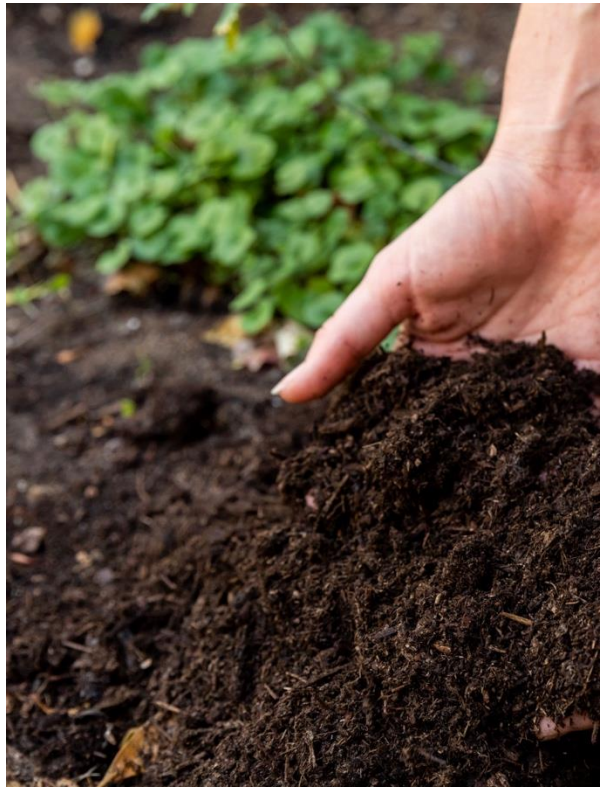
FIRST! Reduce or eliminate barriers in place by reducing or eliminating barriers for everyone in the community



All plants need light

All plants need moisture



All plants need space

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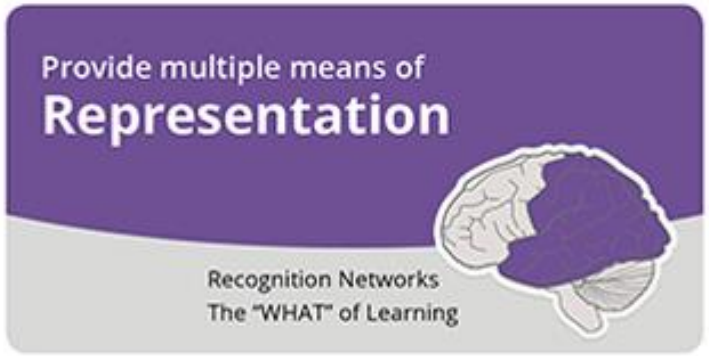
Universal Design for Learning 3.0

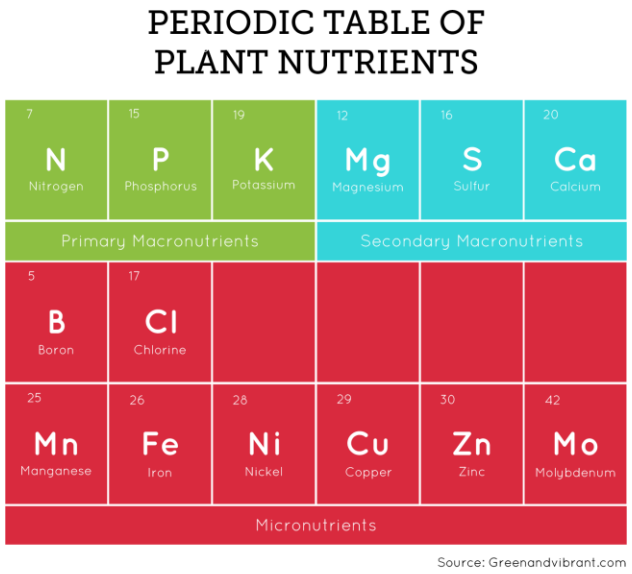
All students need to be engaged



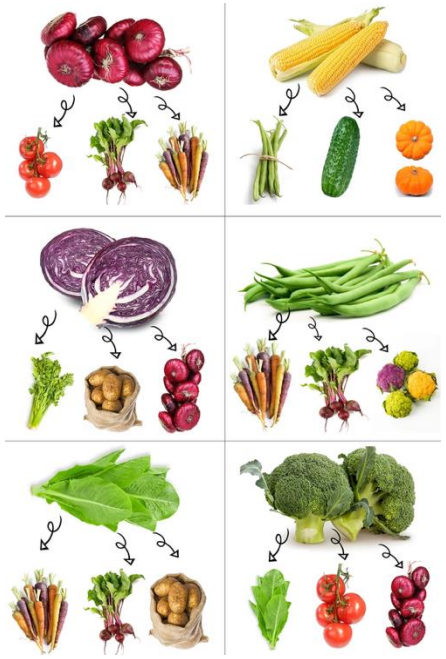
All students need to understand

All students need to show learning

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

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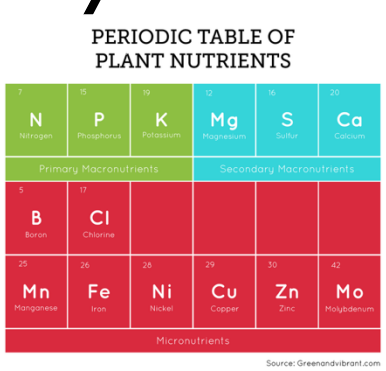
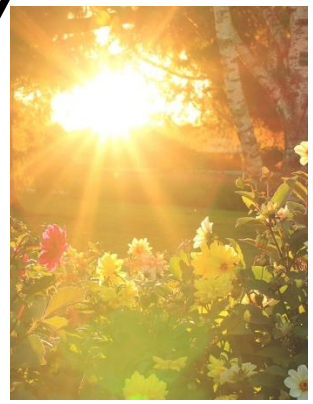
THEN! Determine the needs of individuals and anticipate the supports & strategies that they will require in individualized ways

A few plants may need very specific temperatures and humidity levels

MULTIPLE LAYERS OF SUPPORT





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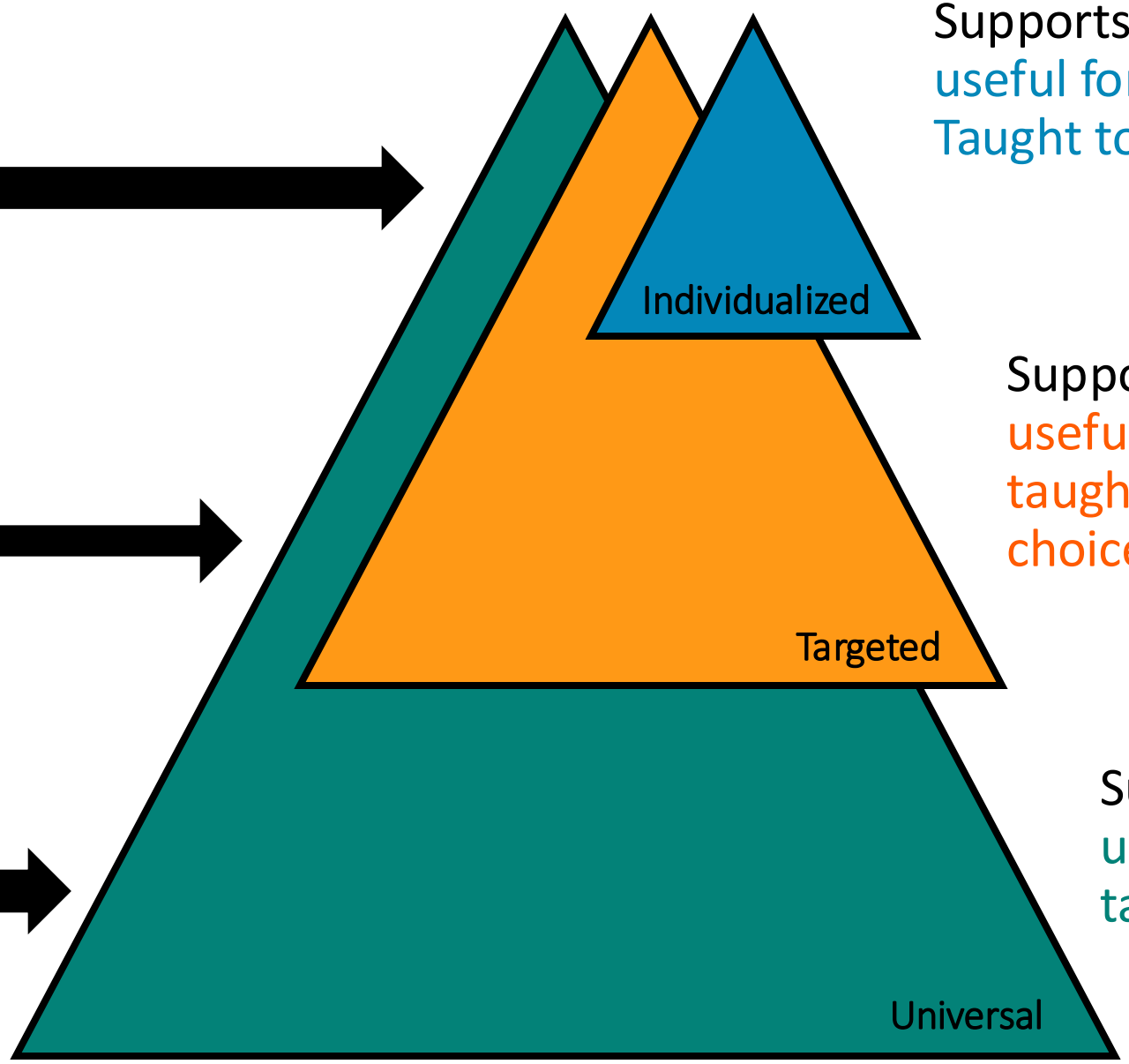
Multiple Layers of Needs Based Support

What one needs

What some need

What everyone/most need



Supports & Strategies are
useful for ONE
Taught to ALL

+

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

+

Supports & Strategies are
useful for ALL
taught to ALL

Moore, 2023

Support Need: Identity/Family/Community

Other support needs: Anxiety, self esteem, engagement/ motivation needs

Strategy or Support: Create a family wall that allows students to hold photos

Individualized (Good for ONE/ Taught to ALL):

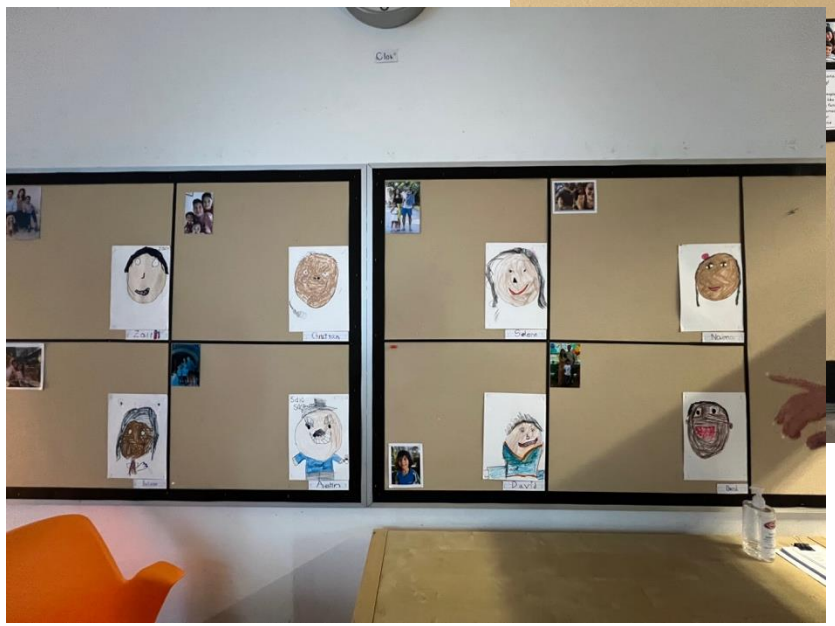
- 8.3, 6.5 Photos are of each individual students' family/ community

Targeted (Good for Some; Choice to ALL):

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

Universal (Good for ALL; Taught to ALL):

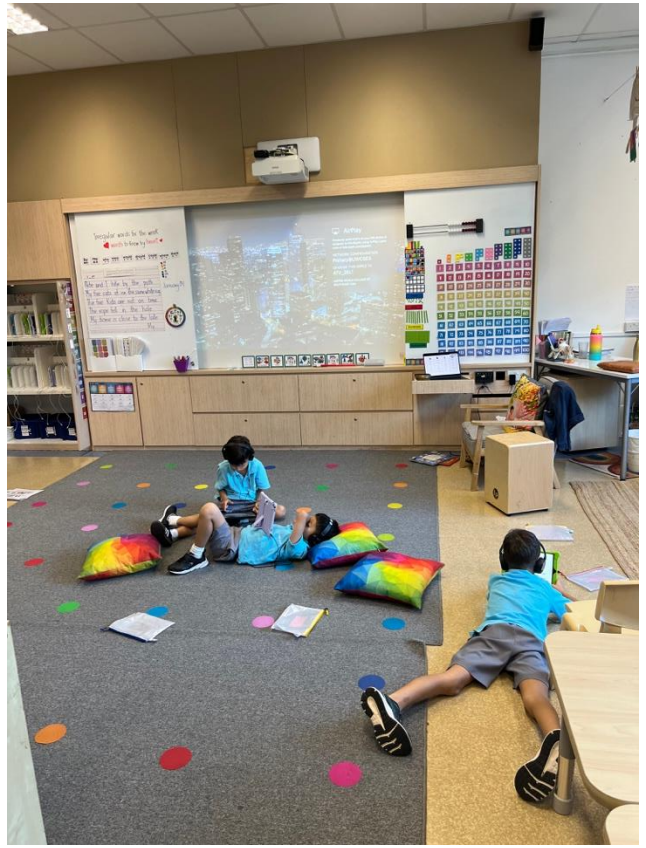
- 8.3: Foster Belonging & Community - Everyone shares who is in their family/ who is important to them
- 6.5: Challenge Exclusionary Practices – Ensure there are a variety of crayons colours to reflect different skin tones of students in the class

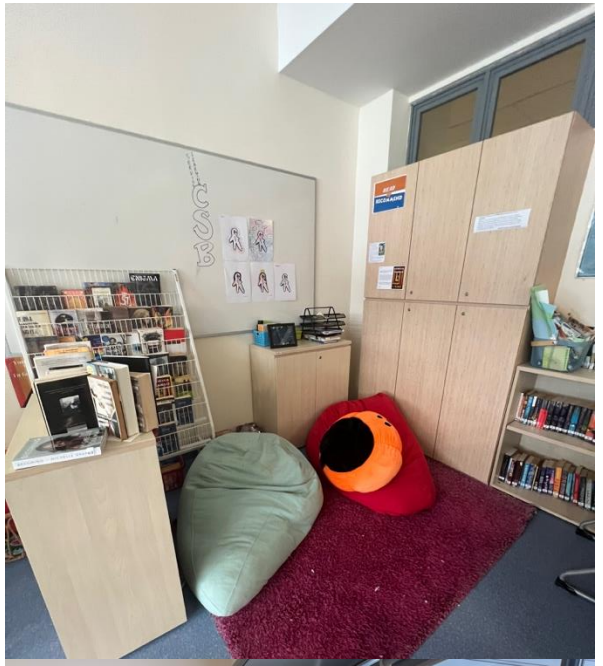


Support Need: Self regulation (emotionally, behavioral, learning)

Other support needs: Frustration, Trauma, Self Advocacy, Self Esteem, Transitioning, Engagement, Self Advocacy, Sensory, Physical, Attention

Strategy or Support: Flexible Seating





Individualized (Good for ONE/ Taught to ALL):

- 7.1: Individualized student baskets with special items that they can take with them specific locations (e.g. books, sensory tools, photos, visuals, etc.),

Targeted (Good for Some; Choice to ALL):

- 7.1: Calm/quiet corner, standing desks, floor pillows, pedal desks
- 9.2: Create a schedule of flexible seating options

Universal (Good for ALL; Taught to ALL):

- 7.1: Optimize Choice & Autonomy – Teach all students how to use flexible seating options
- 9.2: Develop an Awareness of Self & Others – Reflecting with all students about when/why to use different flexible seating options

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

Strategy or Support: using technology to help us to communicate

Individualized (Good for ONE/ Taught to ALL):

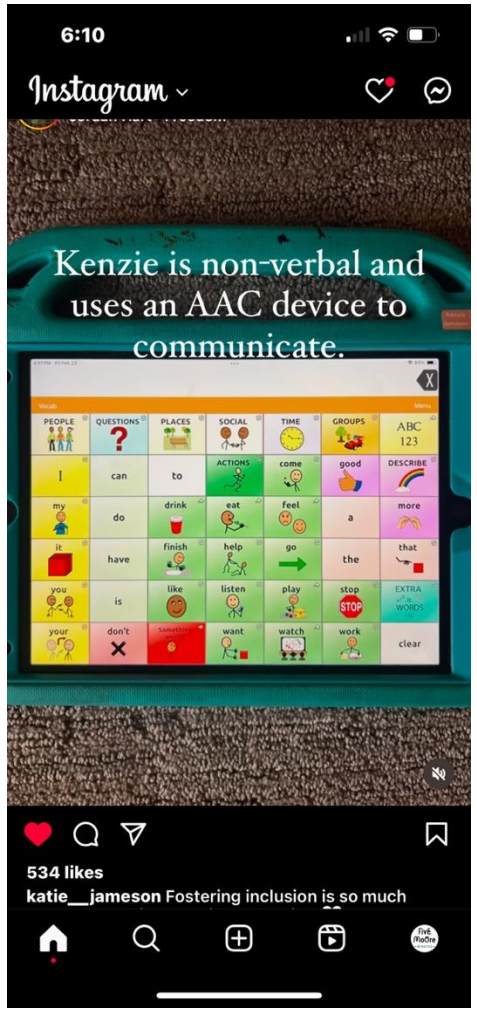
- 4.2, 5.2, 5.4 – Kenzie's touch chat AAC device

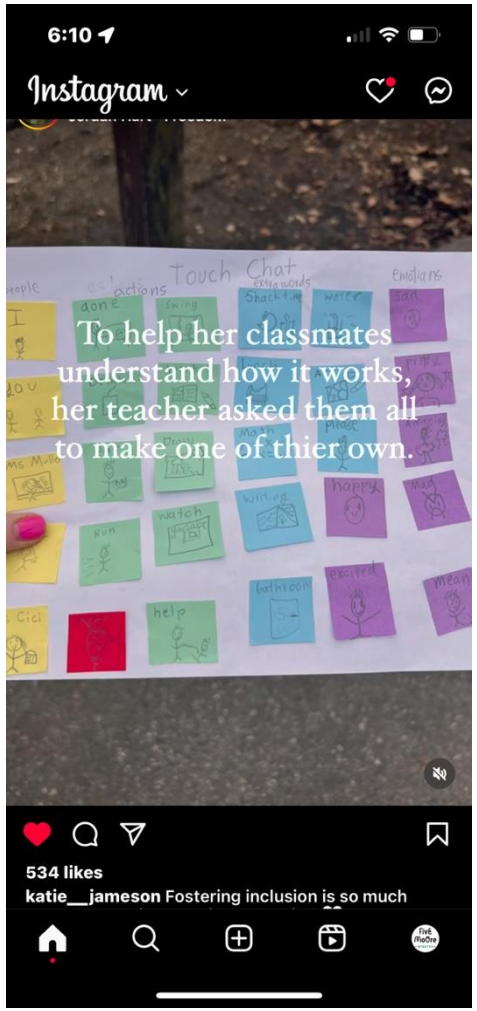
Targeted (Good for Some; Choice to ALL):

- 4.2, 5.2, 5.4 – choosing and using specific tools (AAC device, drawing/visuals, text to speech, word prediction, Storybird, Pictello)

Universal (Good for ALL; Taught to ALL):

- 4.2 – optimize access to accessible materials, assistive technologies and tools (teach all students about all technologies and tools)
- 5.2 – use multiple tools for construction, composition and creativity (teach all students how to use technologies and tools)
- 5.4 – address bias related to modes of expression (teach all students about people who use different technologies and tools



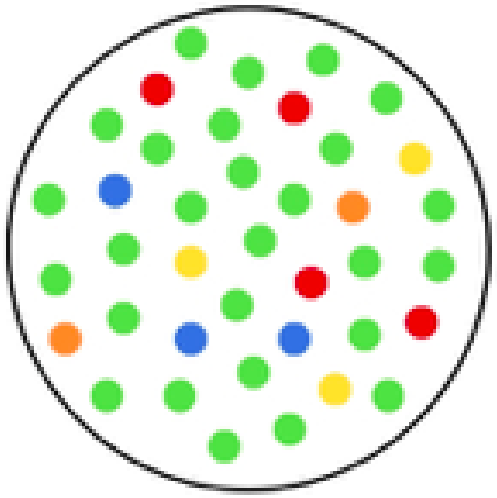


@katie__jameson

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

How do we do inclusion ?



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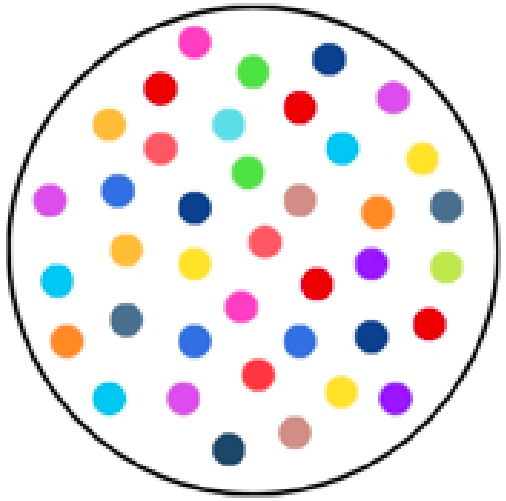

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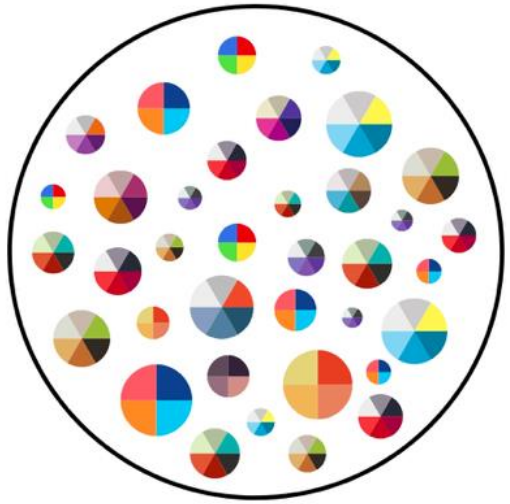

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What is one useful idea?

What is one question you have?

What is one thing you learned?

What is one thing you want to want to share with someone who is not here?

THANK YOU!

Shelley MOORE PH.D.

GET IN TOUCH

Email: bookings@drshelleymoore.com

LEARN MORE

Web: www.drshelleymoore.com