Shelley MOORE PH.D.

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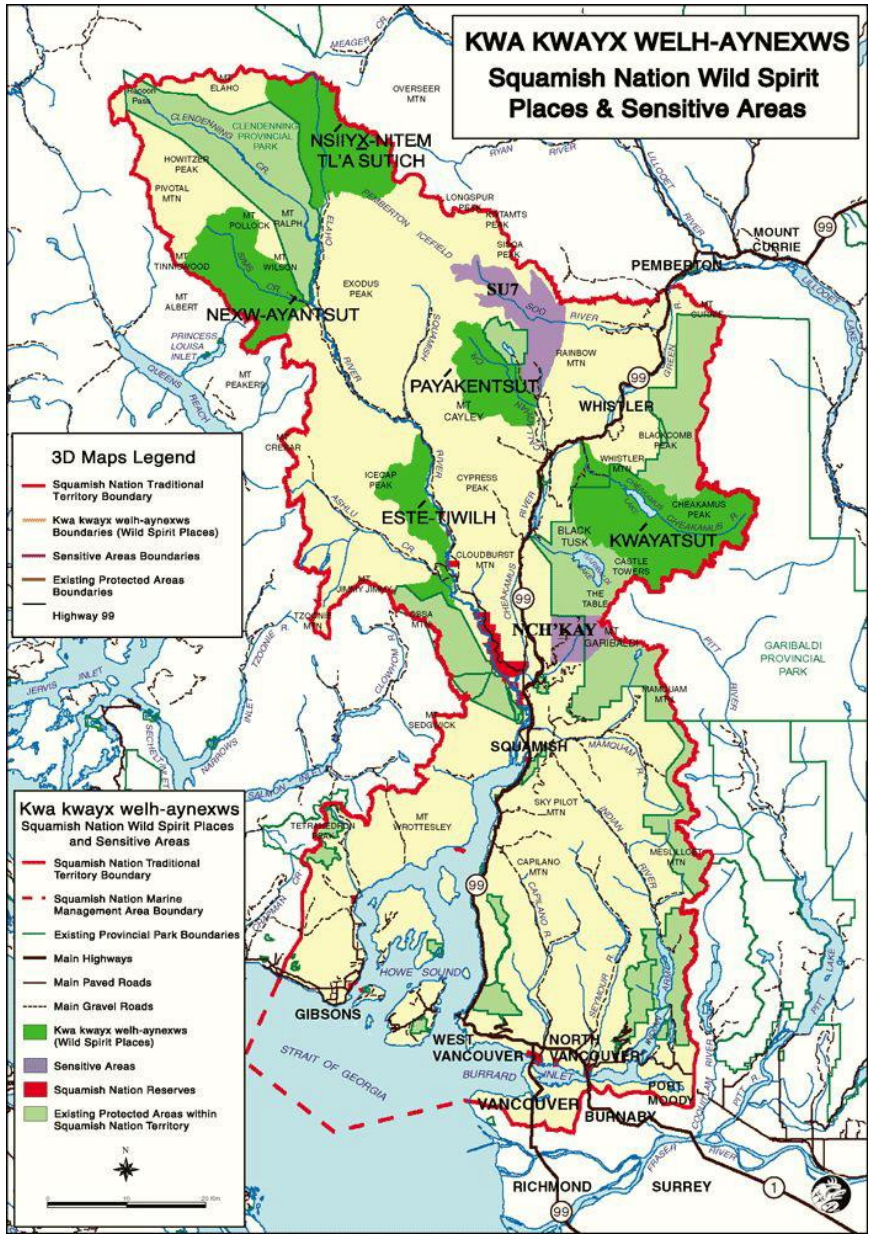
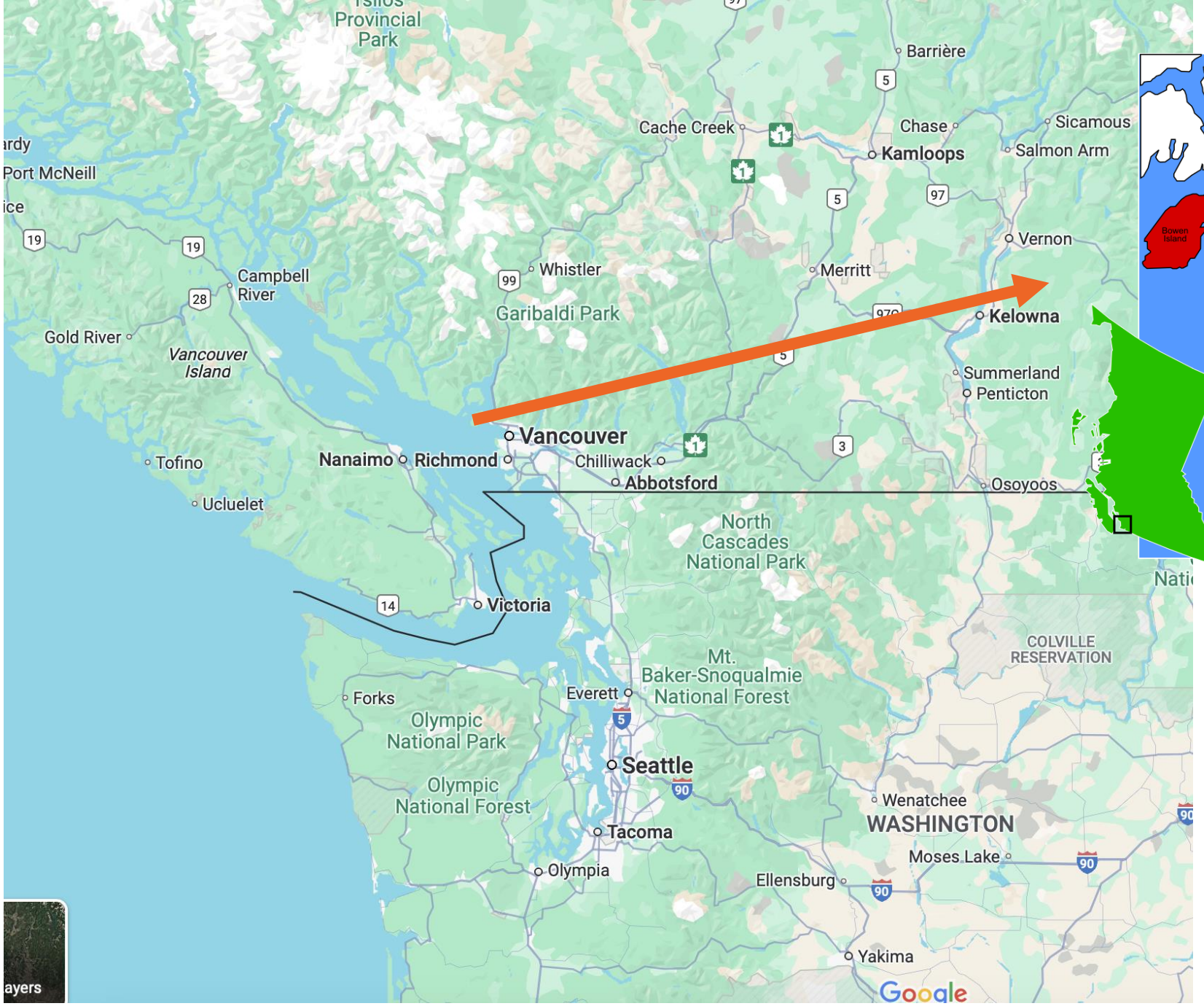
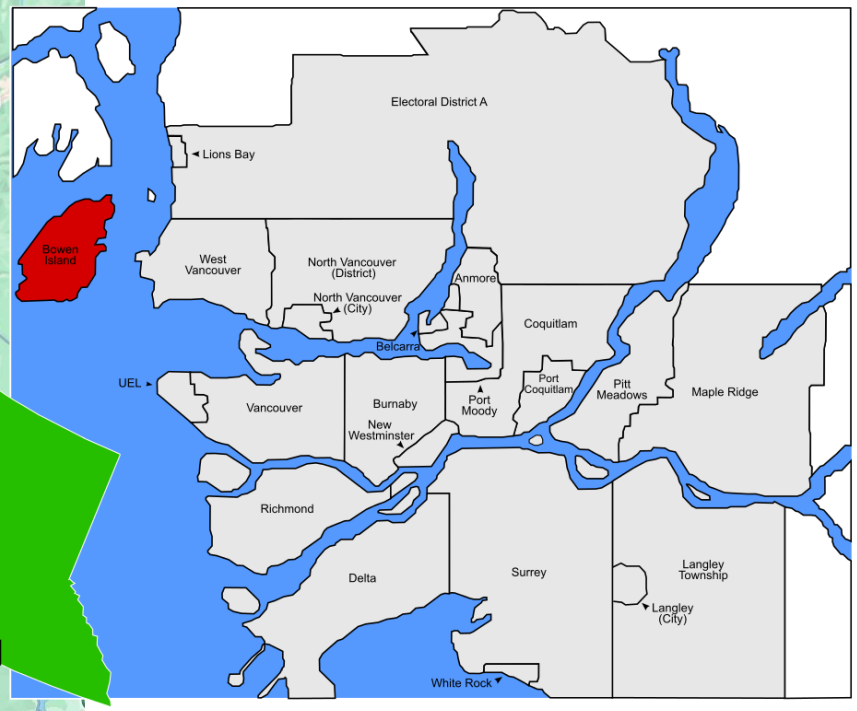
Dr. Shelley Moore



I respectfully acknowledge that I live and work on the island of **Nexwlélexwm** which is part of the unceded and traditional territory of the **Skwxwú7mesh Nation**, who have stewarded this land for generation. I am to share this community in this incredible place in **Átl'ka7tsem**





Bowen Island, British Columbia CANADA

WHAT DOES inclusion look like?

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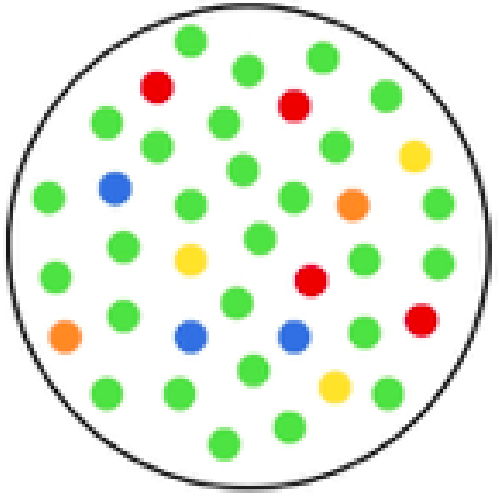
What does inclusion look like?



Including
'special needs' children
into general education
classrooms

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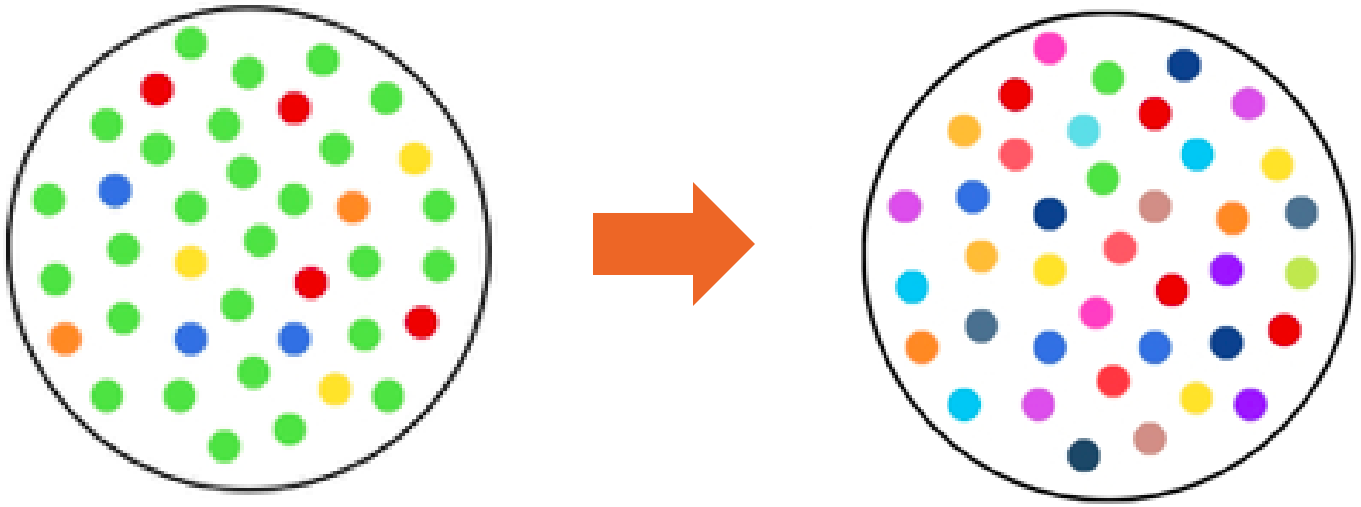
What does inclusion look like?



Including
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Teaching and designing to
diversity
(that includes Disability)

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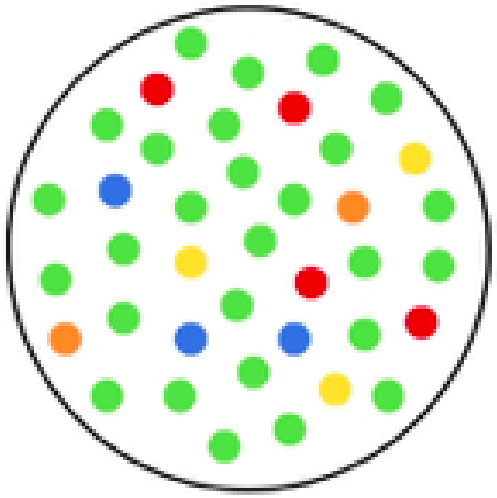

Including
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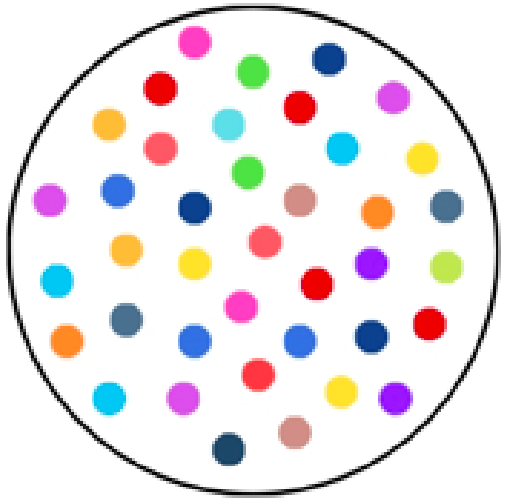

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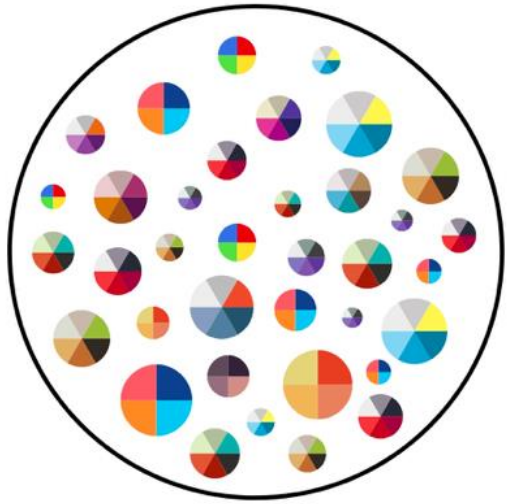

Creating safe spaces for students to
identify
(that includes Disability)

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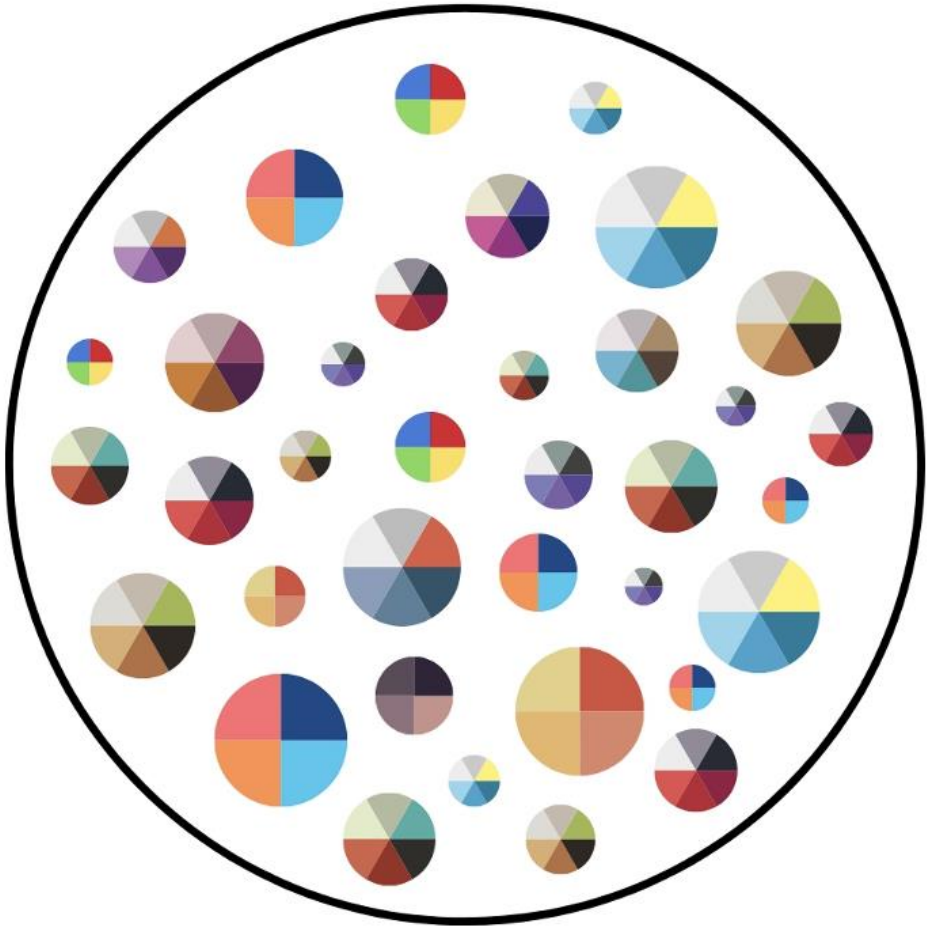
What does inclusion look like?



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What does inclusion look like?

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What does inclusion look like?

Communities of Identity

Communities of Diversity

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In a world of
UNICORNS
Be a UNICORN
that celebrates a
BAT
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How?

When the conditions are right, everyone can be

successful

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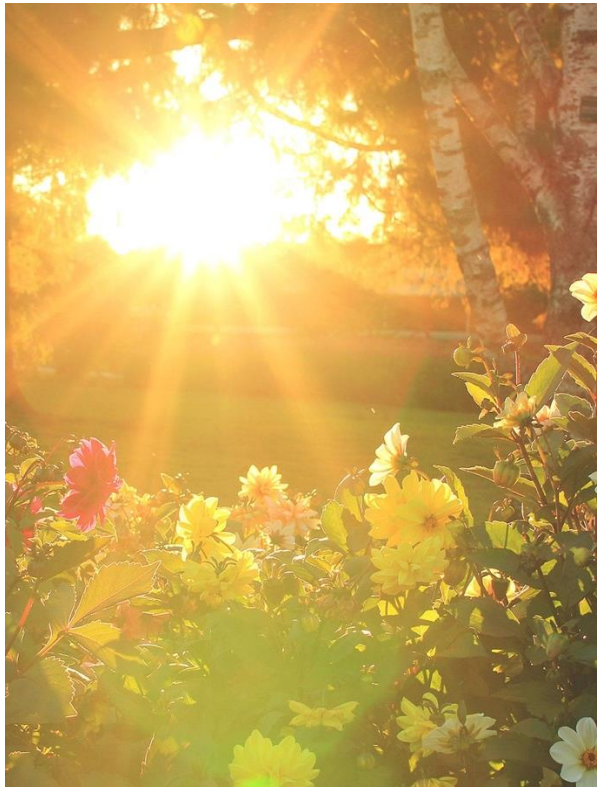
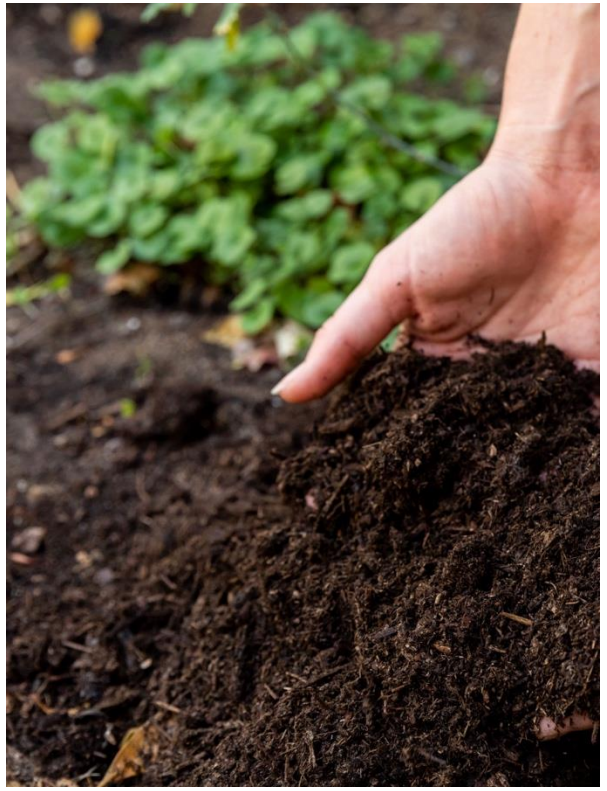
FIRST! Reduce or eliminate barriers in place by reducing or eliminating barriers for everyone in the community



All plants need light

All plants need moisture



All plants need space

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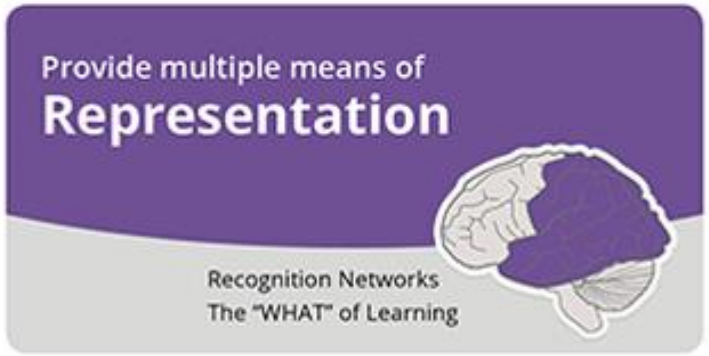
Universal Design for Learning 3.0

All students need to be engaged



All students need to understand

All students need to show learning

What universal supports & strategies can be taught to reduce barriers for everyone?

	Design Multiple Means of Engagement	Design Multiple Means of Representation	Design Multiple Means of Action & Expression
Access	Design Options for **Welcoming Interests & Identities** (7) • Optimize choice and autonomy (7.1) • Optimize relevance, value, and authenticity (7.2) • Nurture joy and play (7.3) • Address biases, threats, and distractions (7.4)	Design Options for **Perception** (1) • Support opportunities to customize the display of information (1.1) • Support multiple ways to perceive information (1.2) • Represent a diversity of perspectives and identities in authentic ways (1.3)	Design Options for **Interaction** (4) • Vary and honor the methods for response, navigation, and movement (4.1) • Optimize access to accessible materials and assistive and accessible technologies and tools (4.2)
Support	Design Options for **Sustaining Effort & Persistence** (8) • Clarify the meaning and purpose of goals (8.1) • Optimize challenge and support (8.2) • Foster collaboration, interdependence, and collective learning (8.3) • Foster belonging and community (8.4) • Offer action-oriented feedback (8.5)	Design Options for **Language & Symbols** (2) • Clarify vocabulary, symbols, and language structures (2.1) • Support decoding of text, mathematical notation, and symbols (2.2) • Cultivate understanding and respect across languages and dialects (2.3) • Address biases in the use of language and symbols (2.4) • Illustrate through multiple media (2.5)	Design Options for **Expression & Communication** (5) • Use multiple media for communication (5.1) • Use multiple tools for construction, composition, and creativity (5.2) • Build fluencies with graduated support for practice and performance (5.3) • Address biases related to modes of expression and communication (5.4)
Executive Function	Design Options for **Emotional Capacity** (9) • Recognize expectations, beliefs, and motivations (9.1) • Develop awareness of self and others (9.2) • Promote individual and collective reflection (9.3) • Cultivate empathy and restorative practices (9.4)	Design Options for **Building Knowledge** (3) • Connect prior knowledge to new learning (3.1) • Highlight and explore patterns, critical features, big ideas, and relationships (3.2) • Cultivate multiple ways of knowing and making meaning (3.3) • Maximize transfer and generalization (3.4)	Design Options for **Strategy Development** (6) • Set meaningful goals (6.1) • Anticipate and plan for challenges (6.2) • Organize information and resources (6.3) • Enhance capacity for monitoring progress (6.4) • Challenge exclusionary practices (6.5)

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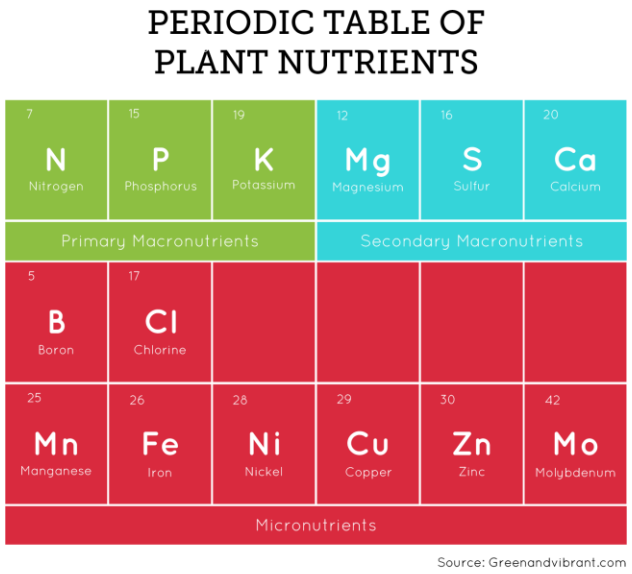
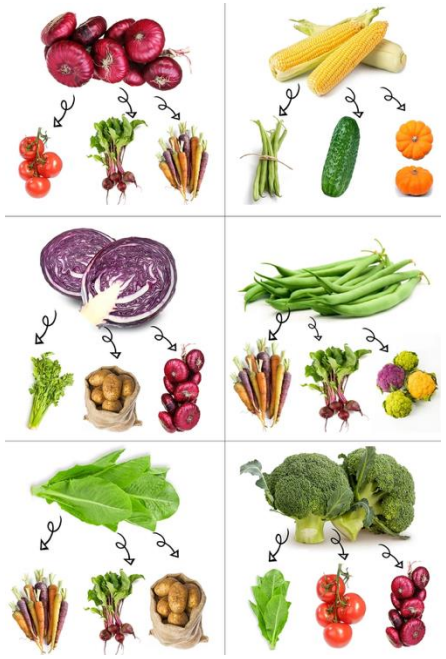
Suggested Citation: CAST (2024). Universal Design for Learning Guidelines version 3.0 [graphic organizer]. Lynnfield, MA: Author.

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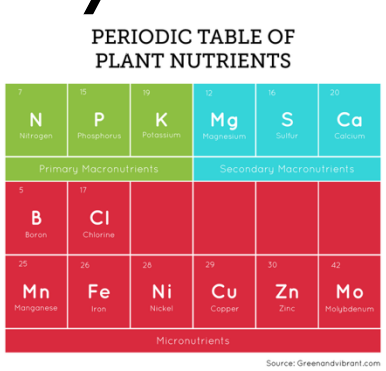
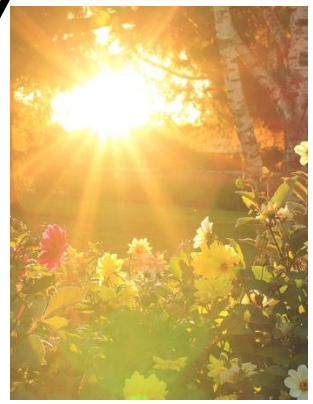
THEN! Determine the needs of individuals and anticipate the supports & strategies that they will require in individualized ways

A few plants may need very specific temperatures and humidity levels

MULTIPLE LAYERS OF SUPPORT





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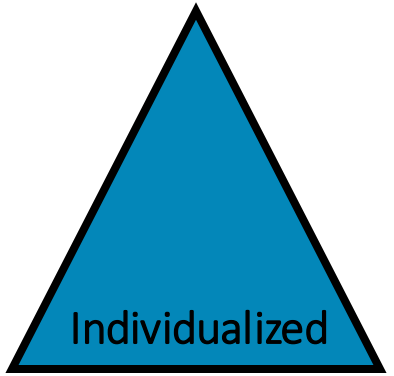
Supporting the Bats…

What one needs



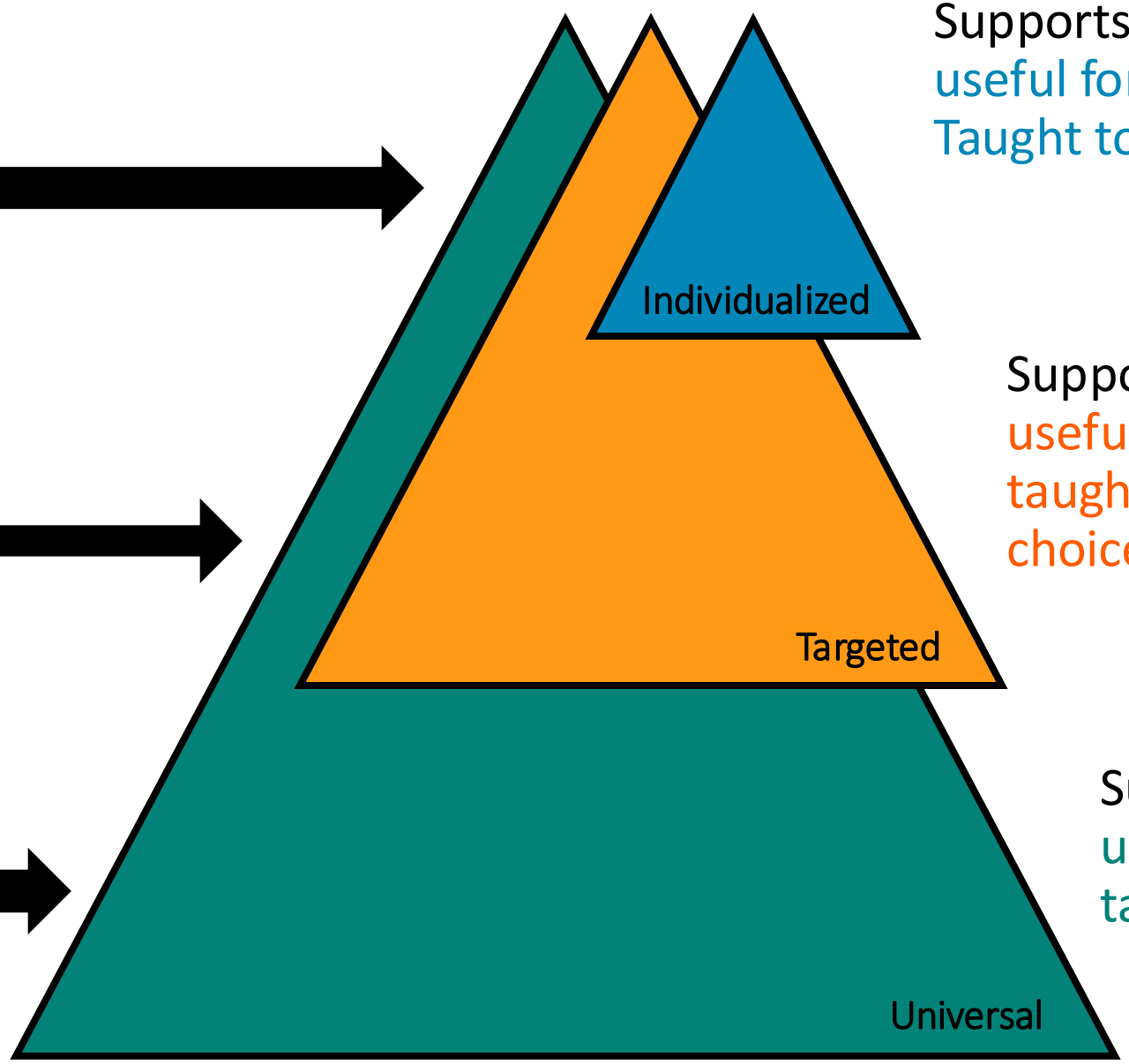
Supports & Strategies are useful for ONE

Supporting the Unicorns…

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

Universalized Support Need: Communication (expression)

@katie__jameson

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

Universalized Strategy or Support: using technology to help everyone to communicate

Individualized (Good for ONE/ Taught to ALL):

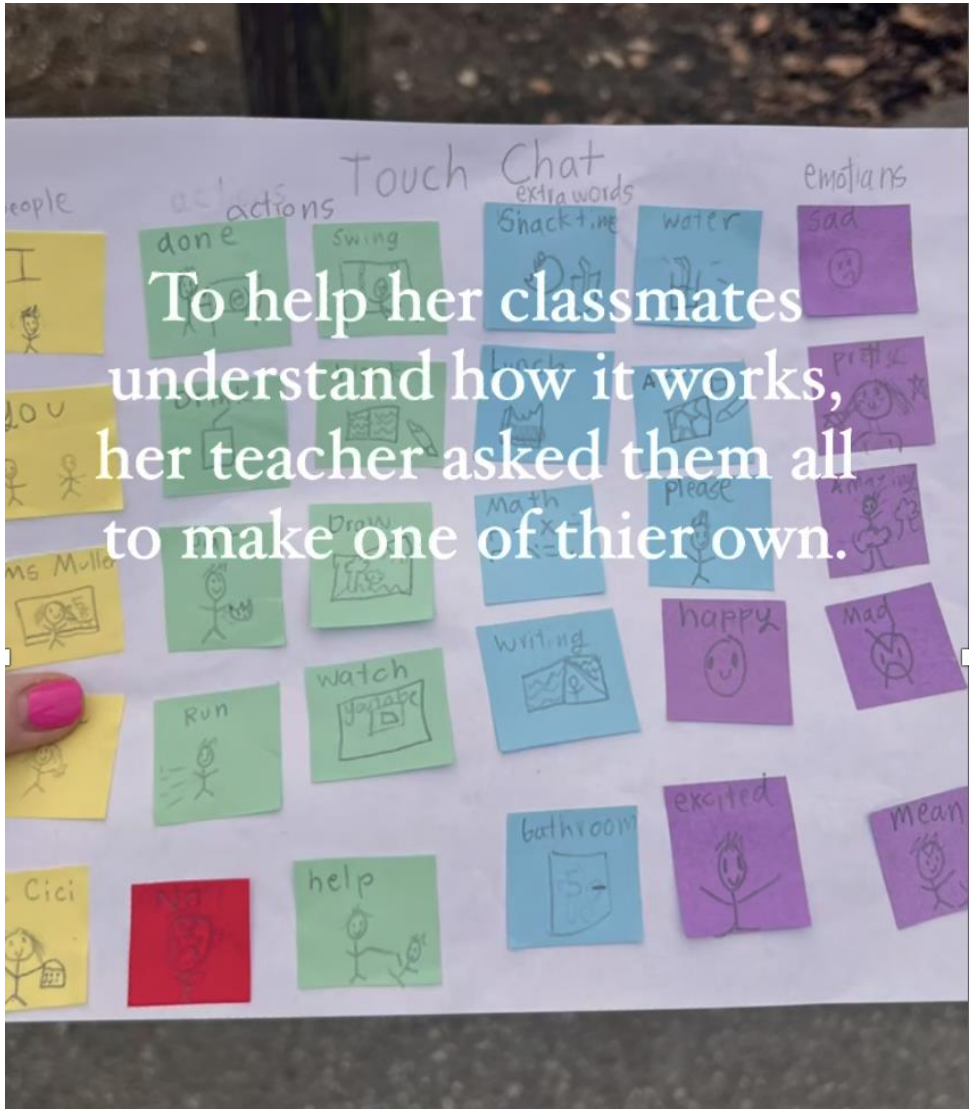
- 4.2, 5.2, 5.4 – Kenzie's touch chat AAC device

Targeted (Good for Some; Choice to ALL):

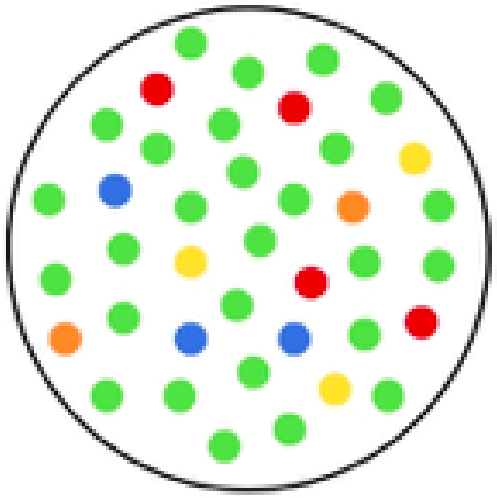
- 4.2, 5.2, 5.4 – choosing and using specific tools (AAC device, drawing/visuals, text to speech, word prediction, Storybird, Pictello)

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



What does inclusion look like?



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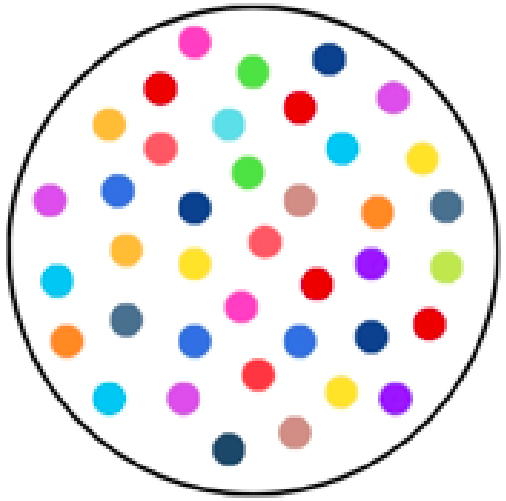

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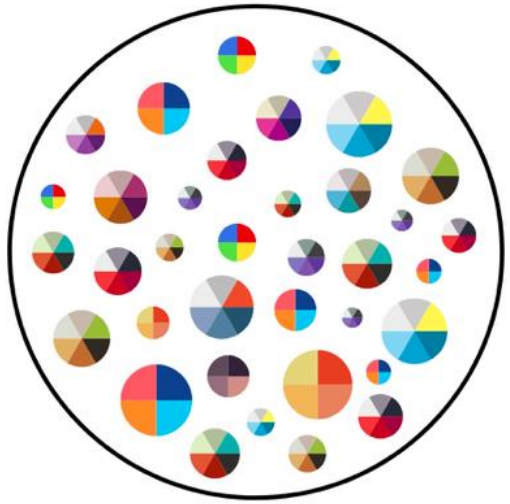

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