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[Dr. Shelley Moore](https://www.facebook.com/Dr.Shelley.Moore)

# Who are you?

With a partner choose from the following:

- Where is **home** for you?
- What is the **traditional territory** where you live?
- What are some of your **roles**?
- What are some of your **identities**?
- What are your **interests** and hobbies?
- What is **important** to you?
- What is a **life event** that shaped who you are?
- What do you **need** to be successful today?
- What is something that you want others to **know about you**?



WHAT DOES

inclusion

MEAN?

On your own, with a partner, or in a

# Reflecting on inclusion

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

WHAT DOES

inclusion

LOOK LIKE?

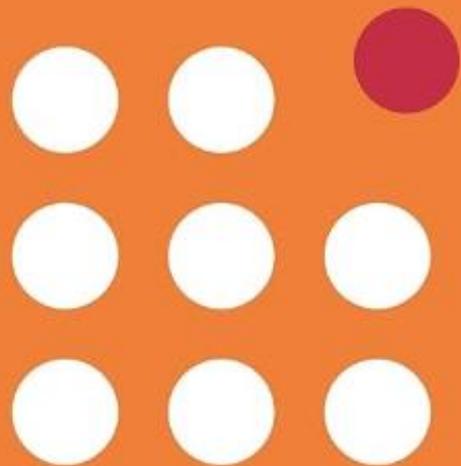
**WE ARE COMING**

**OUT!**

3rd Edition



# Dealing with Difficult People



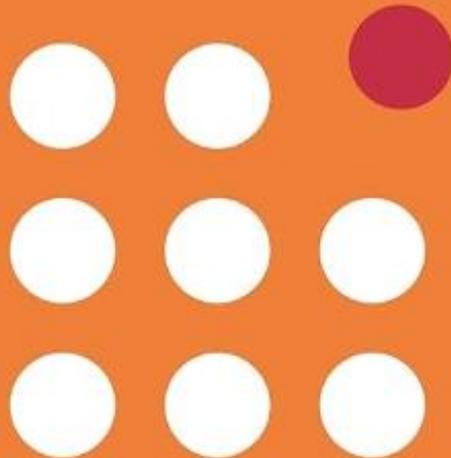
**Roy  
Lilley**



3rd Edition



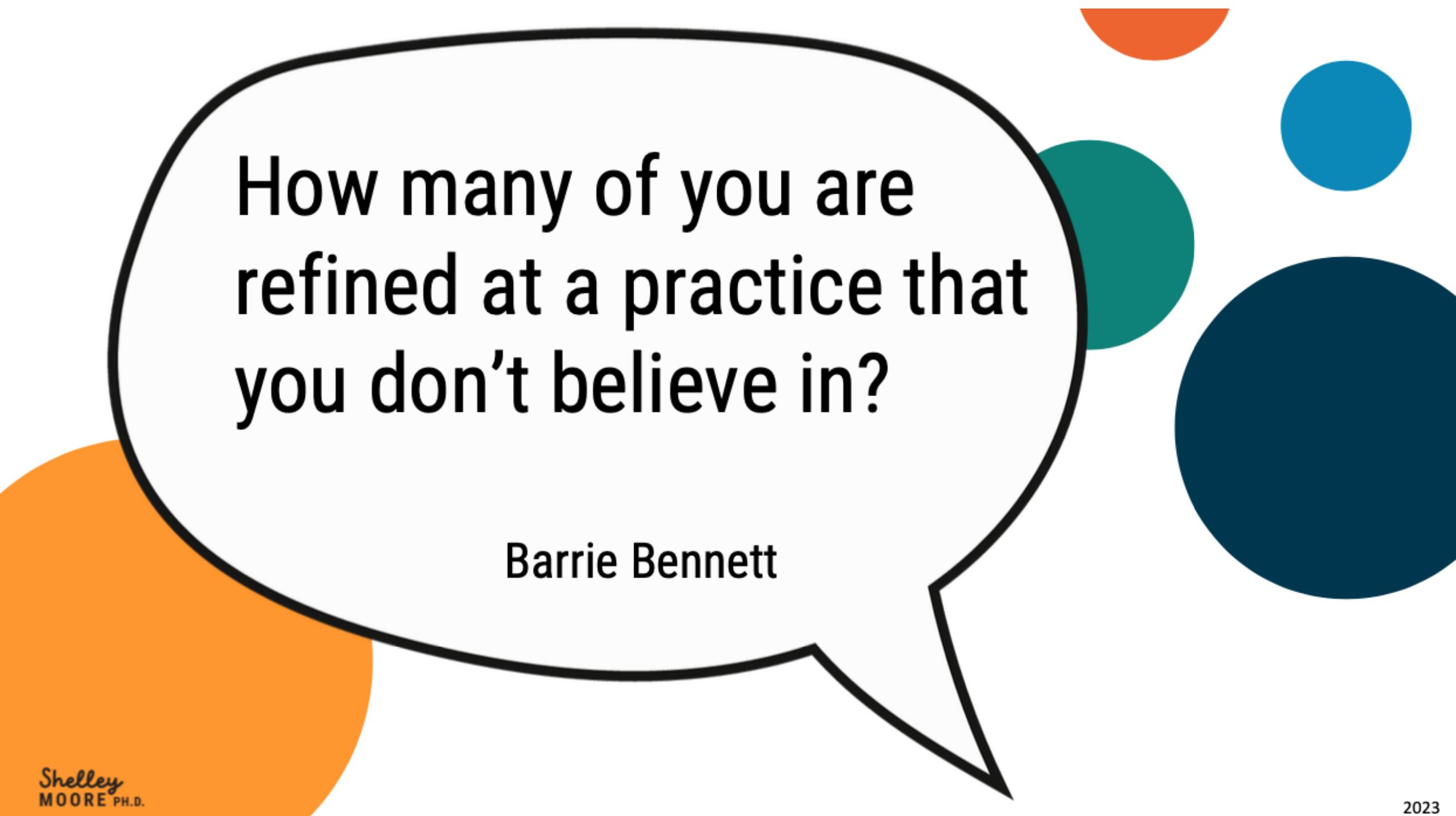
# Dealing with Difficult People



Roy  
Lilley



**“If you bought this book...you  
are the difficult person.”**



How many of you are  
refined at a practice that  
you don't believe in?

Barrie Bennett



**My educational  
philosophy & beliefs**

**My educational  
practices**



## Reflecting on Barriers

- What is getting in the way of inclusion in classrooms/schools/communities?
- What role does mindset and attitude have on inclusion?
- How do barriers to inclusion effect more than just students with disabilities?

WHAT DOES

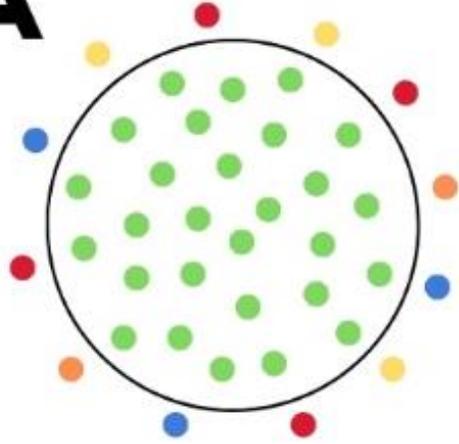
*inclusion*

MEAN?

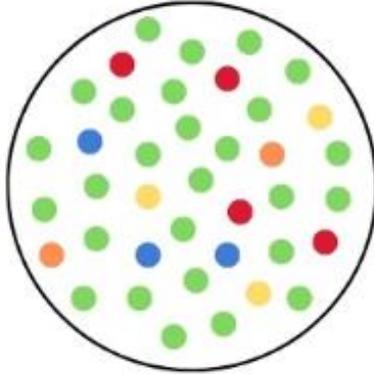
LOOK LIKE?

# WHAT IS *Inclusion*?

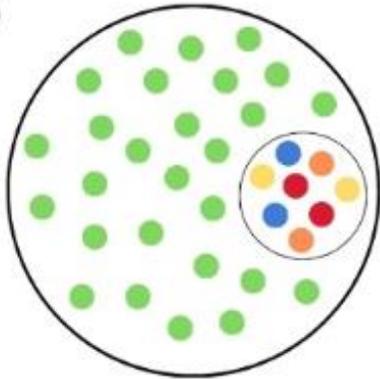
**A**



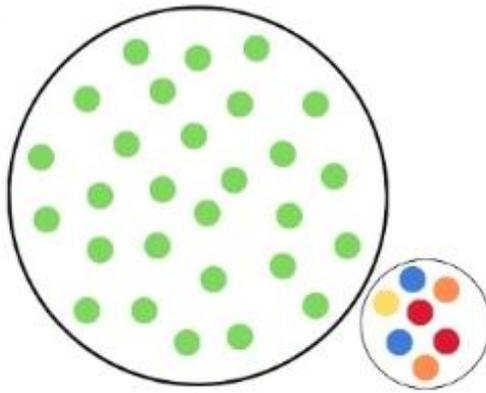
**C**



**B**



**D**



**exclusion**

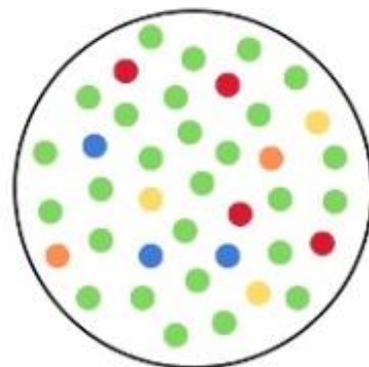
**integration**

*inclusion*

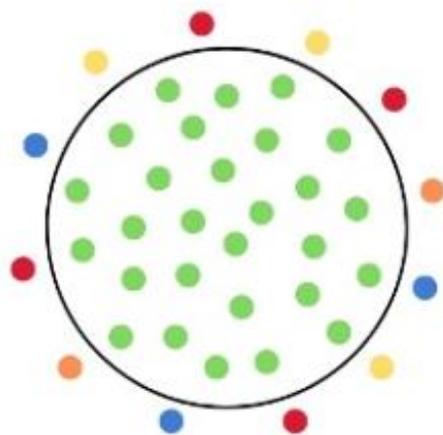
**congregation**

**segregation**

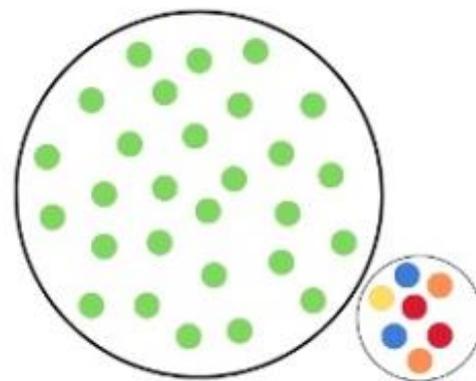
# WHAT IS *inclusion*?



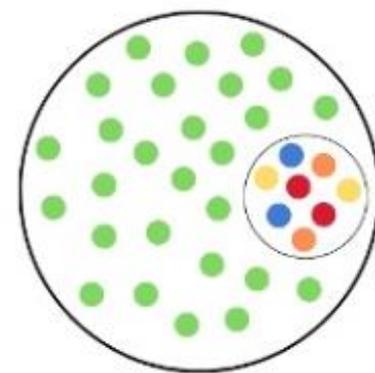
inclusion



exclusion

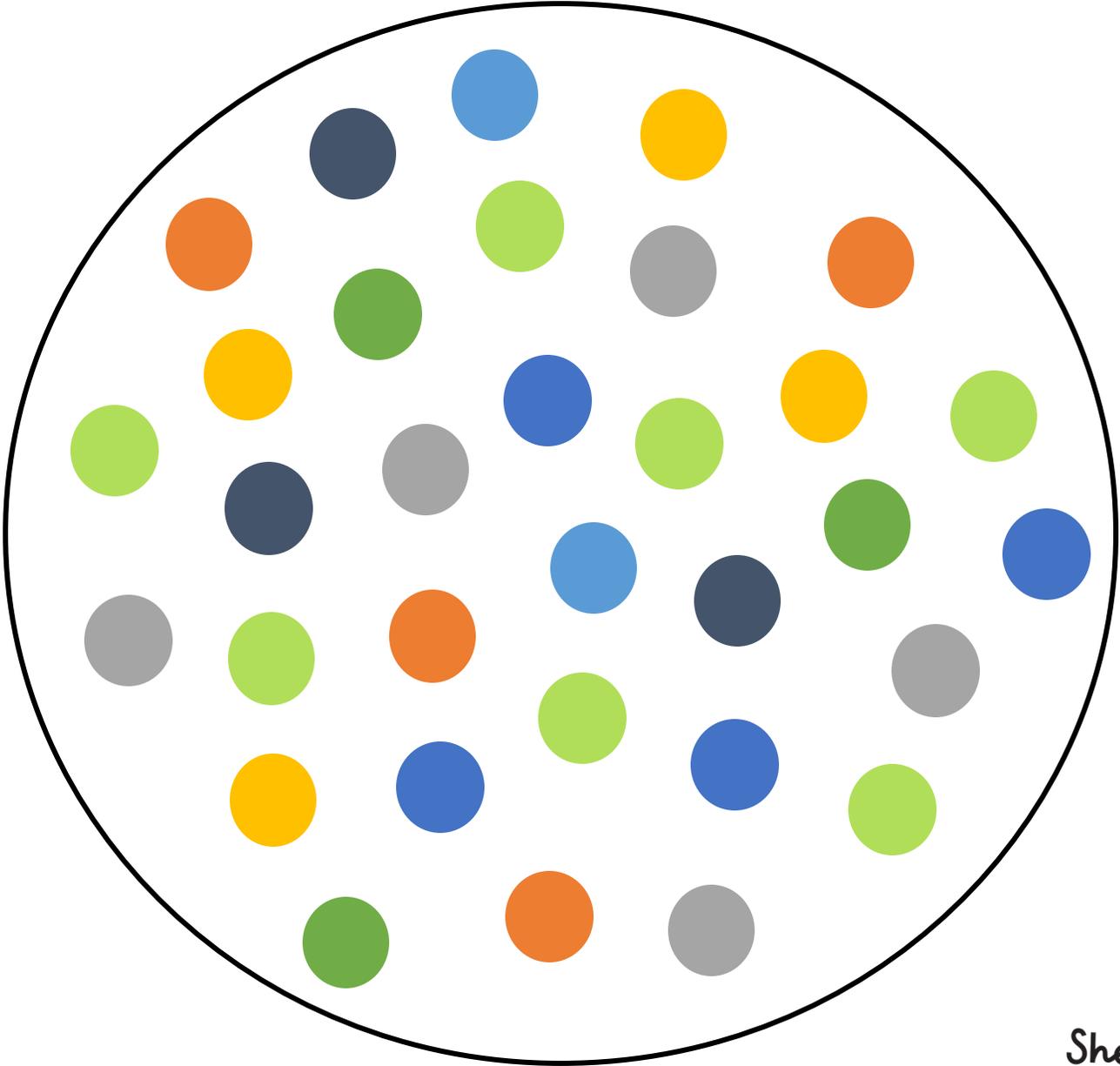


segregation

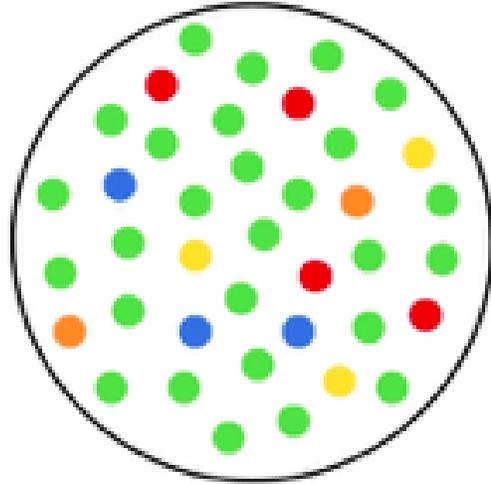


integration

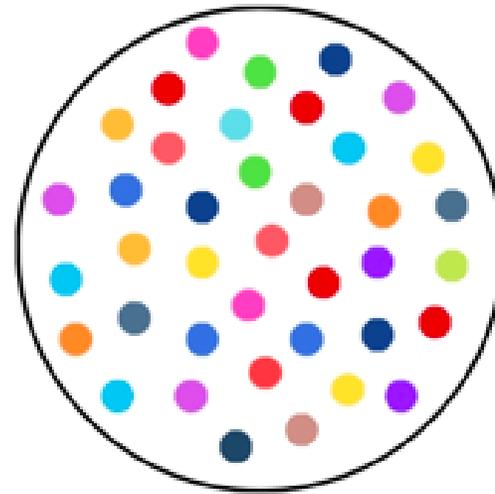
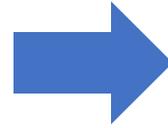
# WHAT IS inclusion ?



# WHAT IS **inclusion** ?

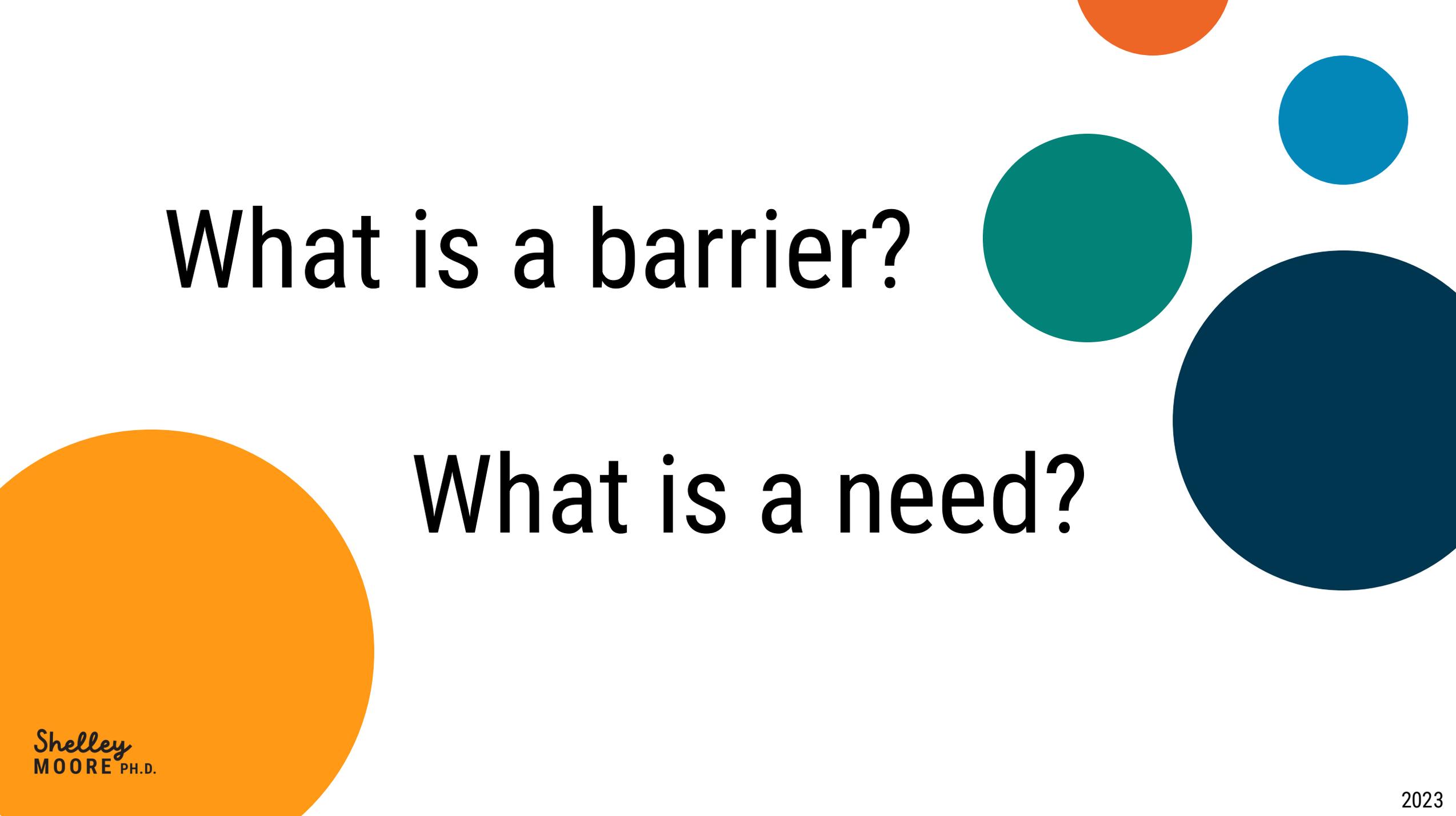


Including  
'special needs' students  
into general education  
classrooms



Teaching and designing for  
**diversity**  
(that includes Disability)

When the conditions are  
right, everyone can be  
successful



What is a barrier?

What is a need?



# Reducing Barriers



## Supporting Needs



“When a flower doesn’t bloom, you **fix the environment** in which it grows, not the flower.”

–Alexander den Heijer

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

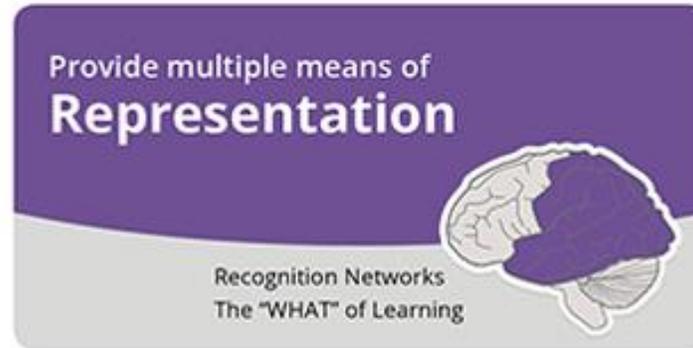


All plants  
need space

# Universal Design for Learning 3.0



All students  
need to be  
engaged



All students  
need to  
understand



All students  
need to show  
learning

	<b>Design Multiple Means of Engagement</b> 	<b>Design Multiple Means of Representation</b> 	<b>Design Multiple Means of Action &amp; Expression</b> 
<b>Access</b>	<p>Design Options for <b>Welcoming Interests &amp; Identities</b> (7)</p> <ul style="list-style-type: none"><li>• Optimize choice and autonomy (7.1)</li><li>• Optimize relevance, value, and authenticity (7.2)</li><li>• Nurture joy and play (7.3)</li><li>• Address biases, threats, and distractions (7.4)</li></ul>	<p>Design Options for <b>Perception</b> (1)</p> <ul style="list-style-type: none"><li>• Support opportunities to customize the display of information (1.1)</li><li>• Support multiple ways to perceive information (1.2)</li><li>• Represent a diversity of perspectives and identities in authentic ways (1.3)</li></ul>	<p>Design Options for <b>Interaction</b> (4)</p> <ul style="list-style-type: none"><li>• Vary and honor the methods for response, navigation, and movement (4.1)</li><li>• Optimize access to accessible materials and assistive and accessible technologies and tools (4.2)</li></ul>
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<b>Executive Function</b>	<p>Design Options for <b>Emotional Capacity</b> (9)</p> <ul style="list-style-type: none"><li>• Recognize expectations, beliefs, and motivations (9.1)</li><li>• Develop awareness of self and others (9.2)</li><li>• Promote individual and collective reflection (9.3)</li><li>• Cultivate empathy and restorative practices (9.4)</li></ul>	<p>Design Options for <b>Building Knowledge</b> (3)</p> <ul style="list-style-type: none"><li>• Connect prior knowledge to new learning (3.1)</li><li>• Highlight and explore patterns, critical features, big ideas, and relationships (3.2)</li><li>• Cultivate multiple ways of knowing and making meaning (3.3)</li><li>• Maximize transfer and generalization (3.4)</li></ul>	<p>Design Options for <b>Strategy Development</b> (6)</p> <ul style="list-style-type: none"><li>• Set meaningful goals (6.1)</li><li>• Anticipate and plan for challenges (6.2)</li><li>• Organize information and resources (6.3)</li><li>• Enhance capacity for monitoring progress (6.4)</li><li>• Challenge exclusionary practices (6.5)</li></ul>

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



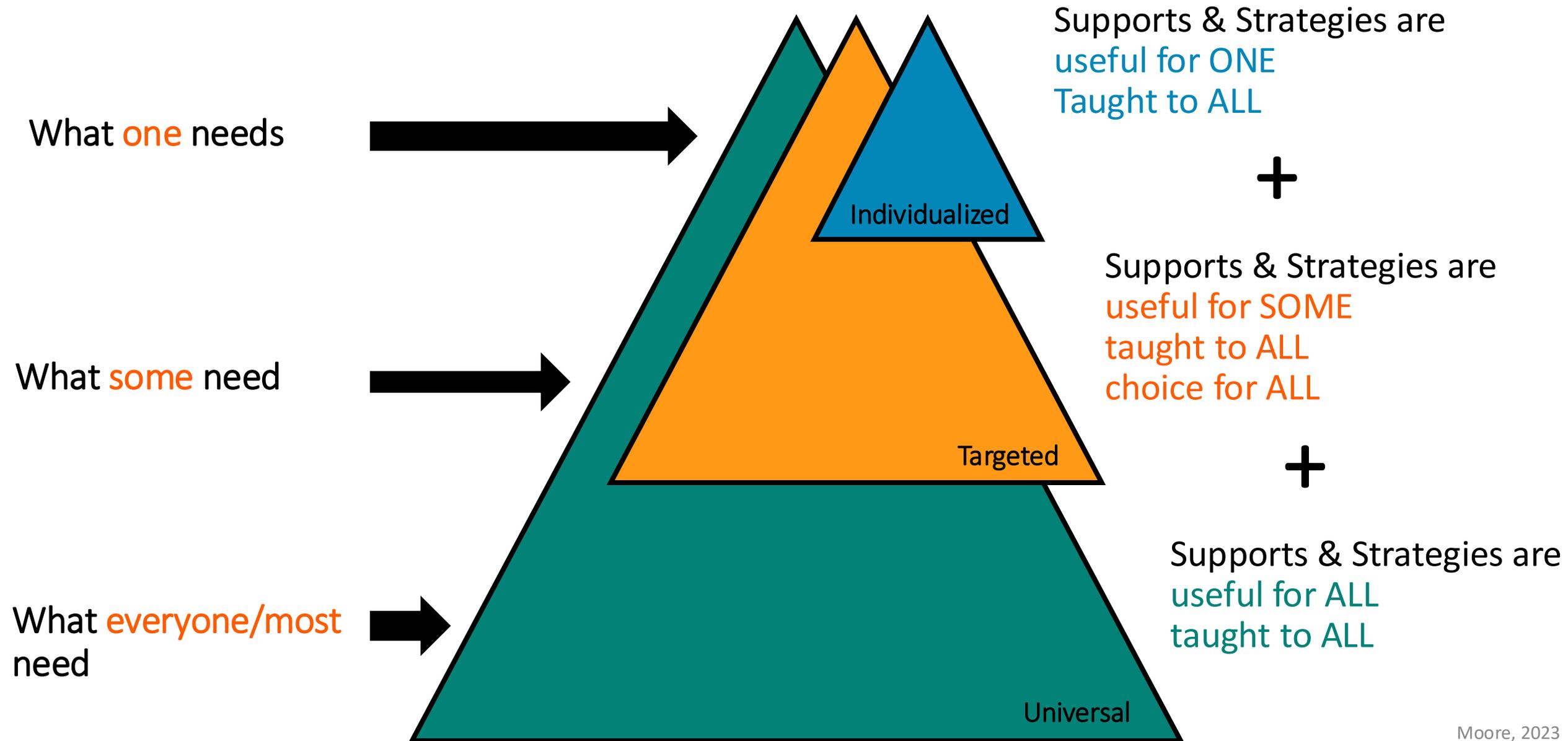
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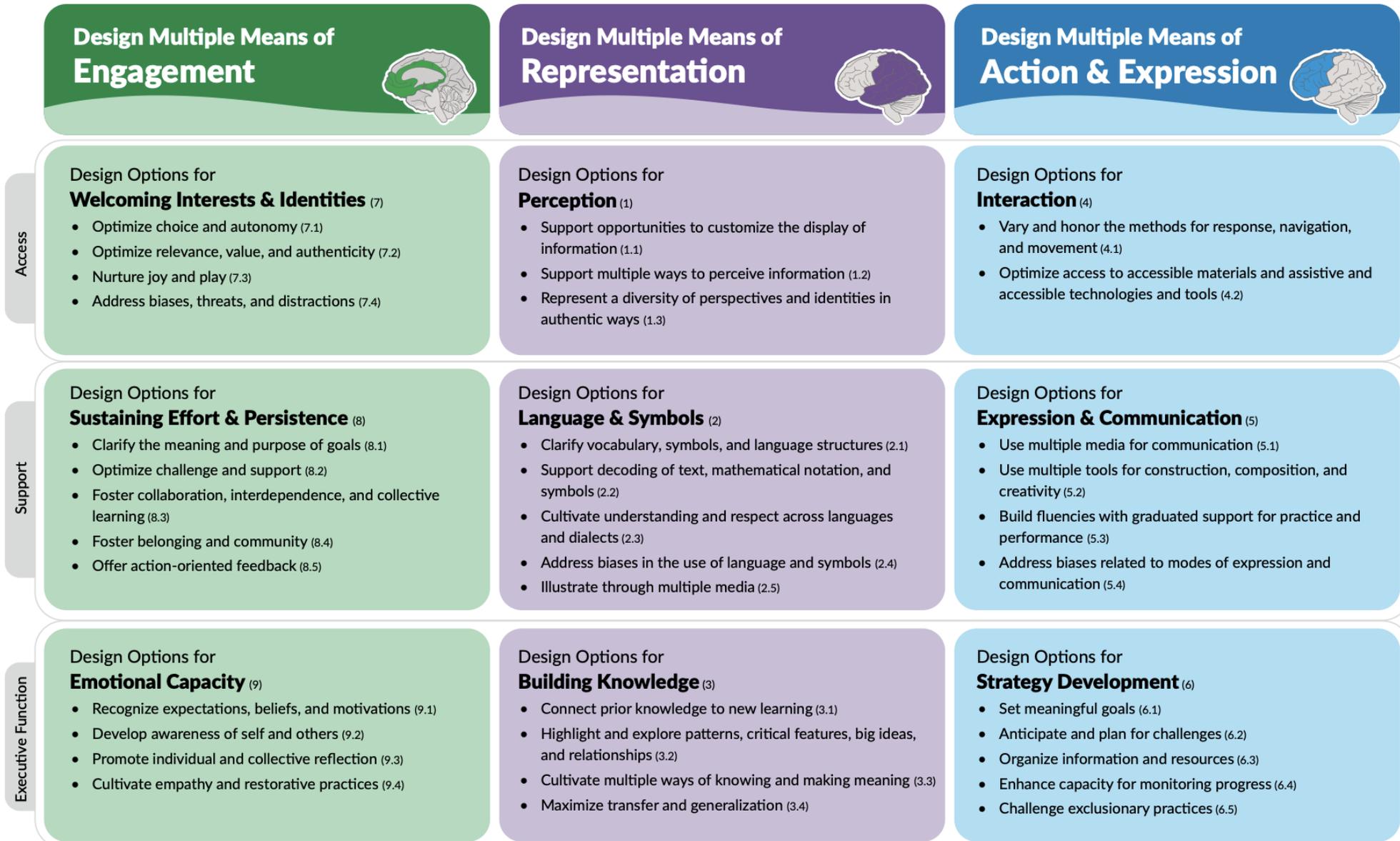
Source: Greenandvibrant.com



# Multiple Layers of Needs Based Support



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

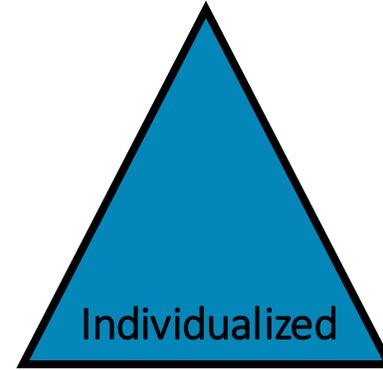


Individual Support Need: Communication (expression)

**Individualized Strategy or Support: using an ACC device**

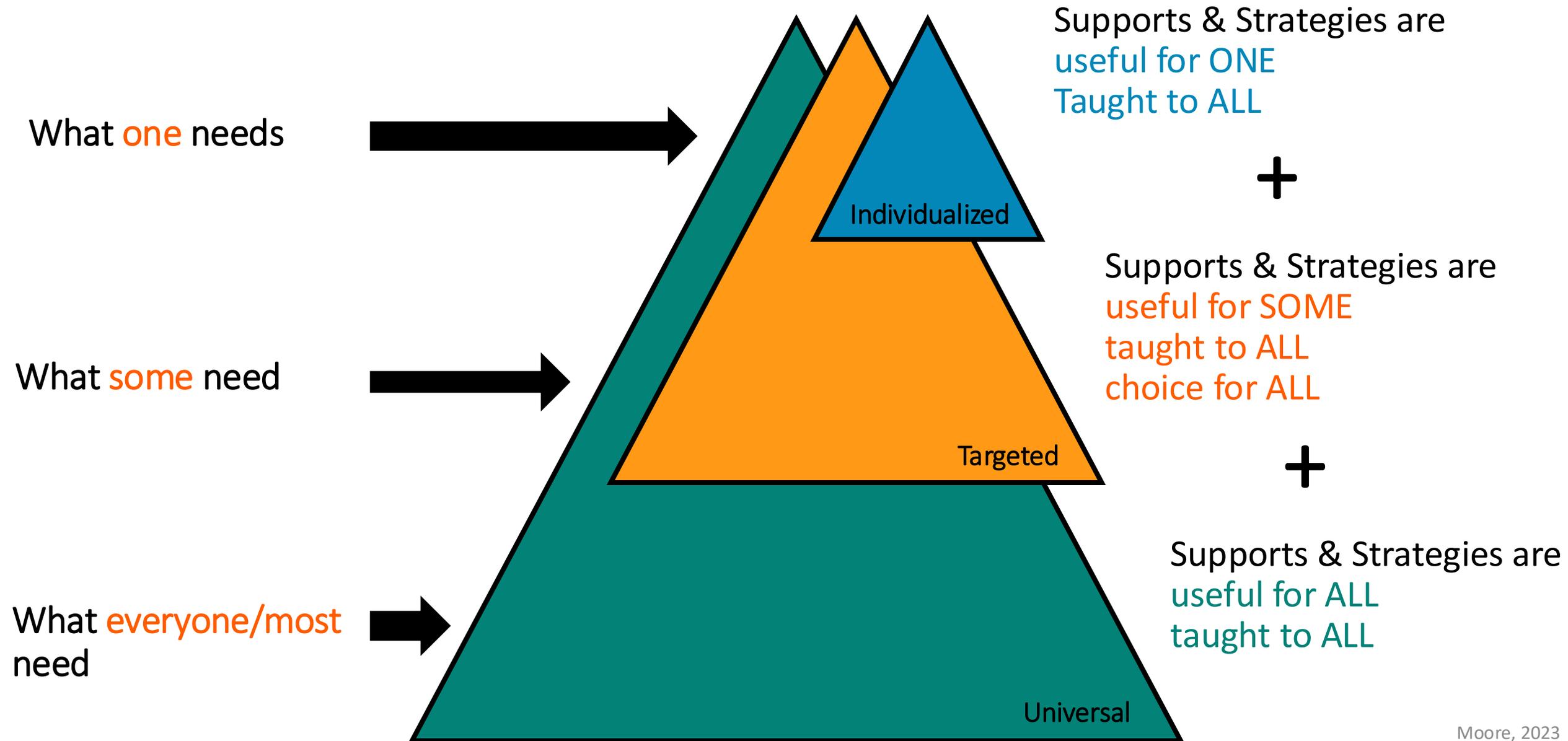
# Supporting the **Bats**...

What **one** needs



Supports & Strategies are  
useful for **ONE**

# Supporting the Unicorns...



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):

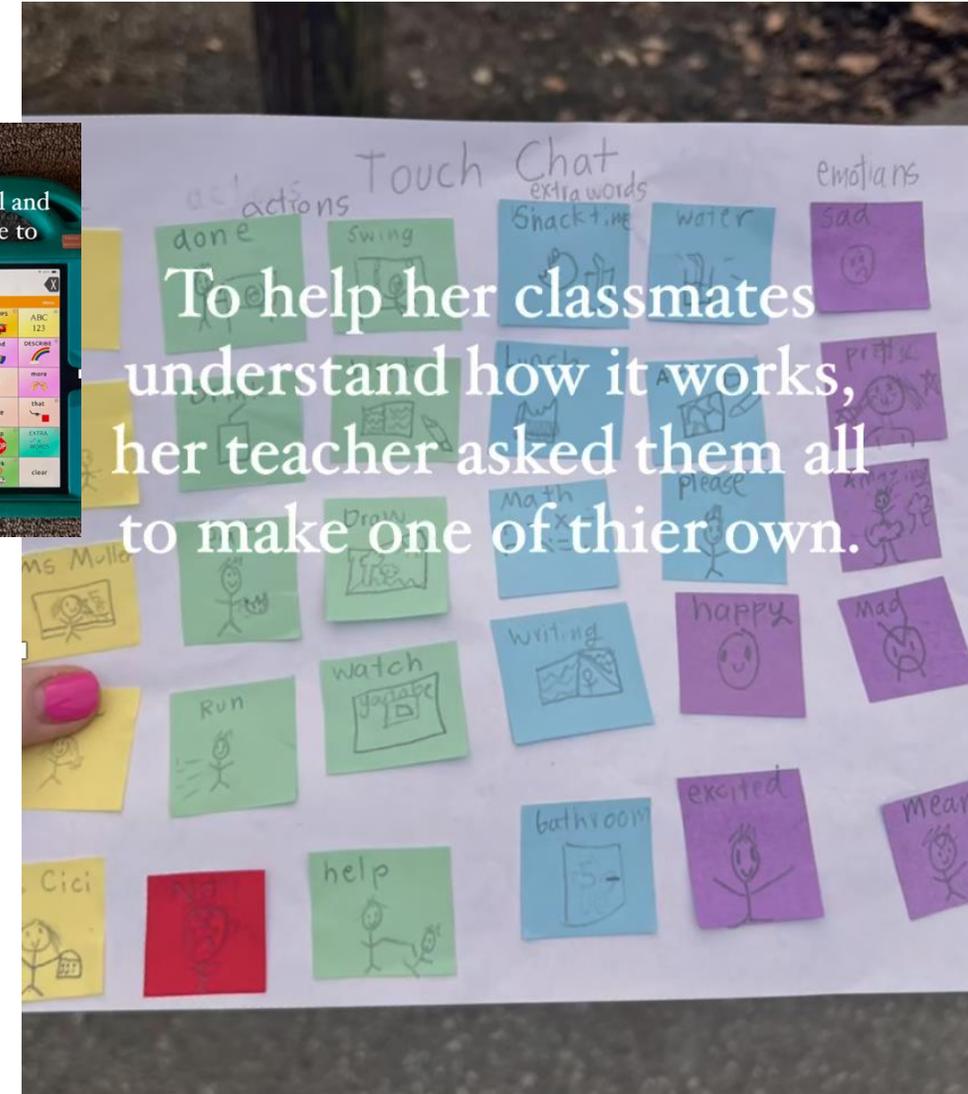
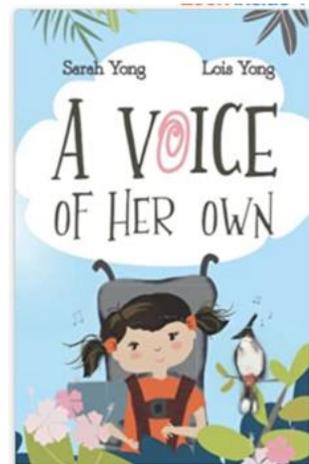
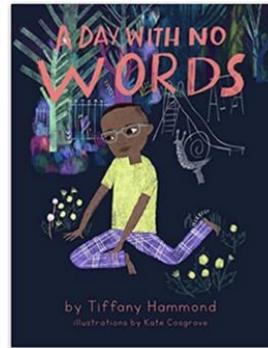
- 4.2, 5.2, 5.4 – Kenzie’s touch chat AAC device

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)

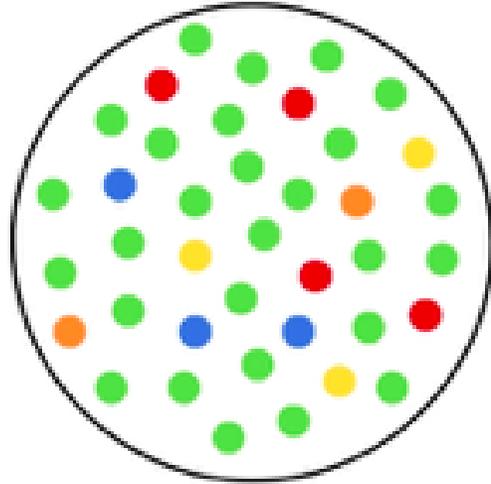


# Inclusive IEP Supports & Strategies

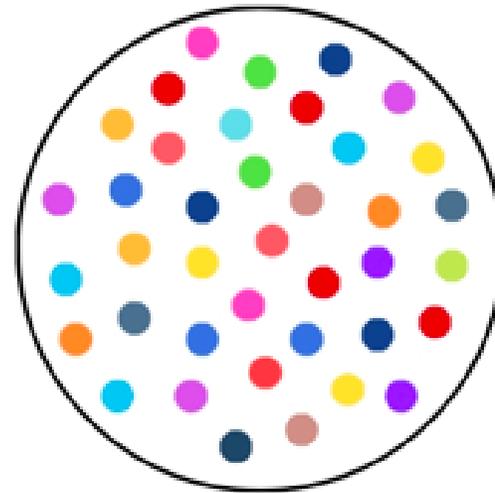
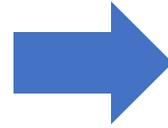
Priority Need Area	Universal Design for Learning Indicators that will reduce barriers (Teach to All; Useful to all)	Specific & Targeted Supports & Strategies that will increase agency (Teach to All; Useful to Some)	Individualized Supports & Strategies that will increase access (Teach to All; Useful for One)
Communication (expression)	<p>4.2 – optimize access to accessible materials, assistive technologies and tools (provide access to and teach all students about different technologies and tools)</p> <p>5.2 – use multiple tools for construction, composition and creativity (model &amp; teach all students how to use technologies and tools)</p> <p>5.4 – address bias related to modes of expression (teach all students about people who use different technologies and tools )</p>	<p>4.2, 5.2 – AAC, PECS, text to speech, speech to text, word predictions, apps- Stoybird, Pictello</p> <p>5.4 – include books with characters that use communication technologies</p>	<p>4.2, 5.2: KJ – Touch chat AAC</p>
Intellectual Ability (Access)	<p>8.2 - optimise challenge &amp; support (scaffold goals and activities that increase in challenge for all students)</p> <p>8.3 - foster collaboration, interdependence and collective learning (design accessible and scaffolded activities that create shared learning experiences)</p> <p>1.2 - support multiple ways to perceive information (options of text at different accessibility levels and modalities for learning content)</p> <p>3.3 - cultivate multiple ways of knowing and meaning making (design activities that utilize multiple modalities</p>	<p>8.2 – access point to learning standards, activities</p> <p>8.3 – accessible &amp; shared activities, collaboration roles in groups</p> <p>1.2 – visuals, multi-media, diverse text levels</p> <p>3.3 - activities that include visual, written, oral, kinesthetic ways of understanding</p>	<p>1.2 - KJ - content preloading into touch chat, individualized text at emergent literacy level</p>

	<b>Design Multiple Means of Engagement</b> 	<b>Design Multiple Means of Representation</b> 	<b>Design Multiple Means of Action &amp; Expression</b> 
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# WHAT IS **inclusion** ?



Including  
'special needs' students  
into general education  
classrooms



Teaching and designing for  
**diversity**  
(that includes Disability)

In a world of  
**UNICORNS**

Be a **UNICORN**  
that celebrates a  
**BAT**



When the conditions are  
right, everyone can be  
successful

# On your own, with a partner, or in a small group

## Reflecting on your learning

- One thing I learned today is...
- One thing that affirmed my understanding is...
- I used to think....but now I think ....
- One thing I want to share with someone who was not here today is...
- After today, something I want to learn more about is...

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MOORE PH.D.



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