

# Shelley MOORE PH.D.



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



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Dr. Shelley Moore




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?

The slide features several large, solid-colored circles in the background. In the bottom left, there is a large orange circle. In the top right, there is a small orange circle, a medium teal circle, a small blue circle, and a large dark blue circle. The text is centered on the left side of the slide.

# How do we “do” Inclusion?



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

Student



Place

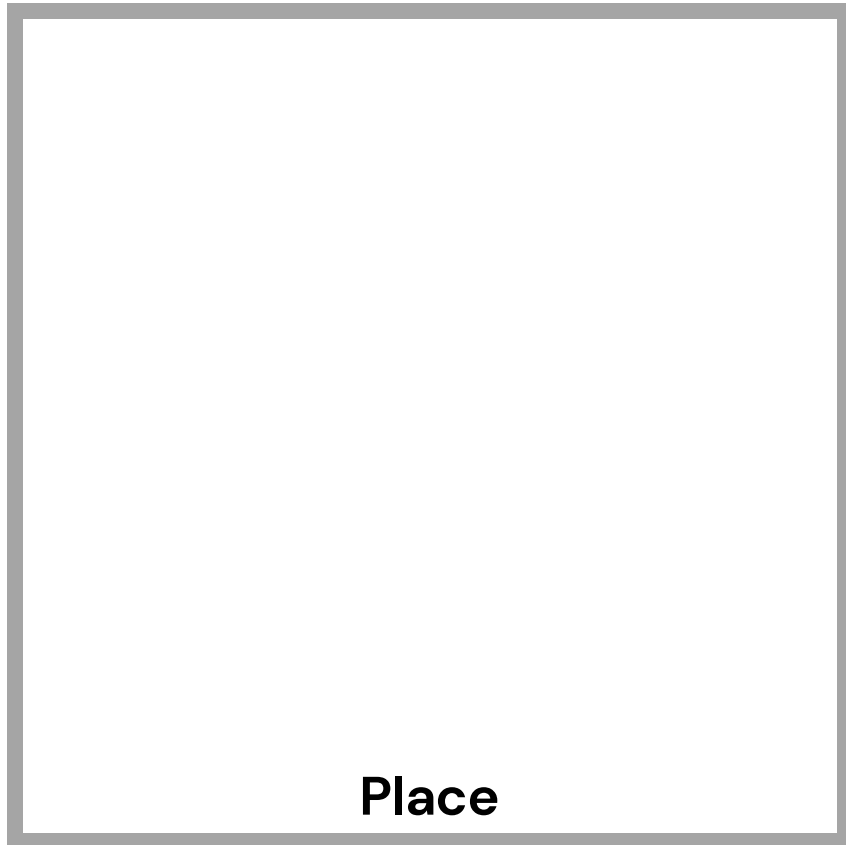
## Historical Special Education

If a student isn't successful:

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



# Shifting the Paradigm: MEDICAL MODEL OF DISABILITY



Student



## Historical Special Education

If student isn't successful:

- Remove the student
- Diagnose the problems in the student
- Fix the student
- Student goes back when they are "ready"

# Shifting the Paradigm: MEDICAL MODEL OF DISABILITY

Student



Place

## Historical Special Education

If student isn't successful:

- Remove the student
- Diagnose the problems in the student
- Fix the student
- Student goes back when they are "ready"

BUT WAIT...

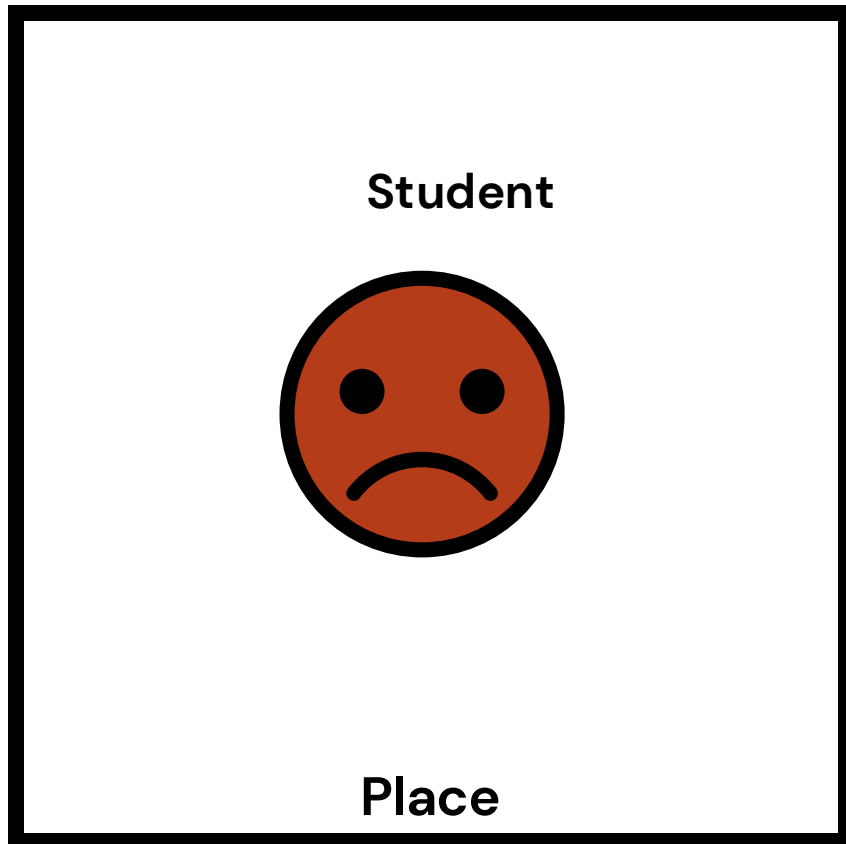
People with disabilities said:



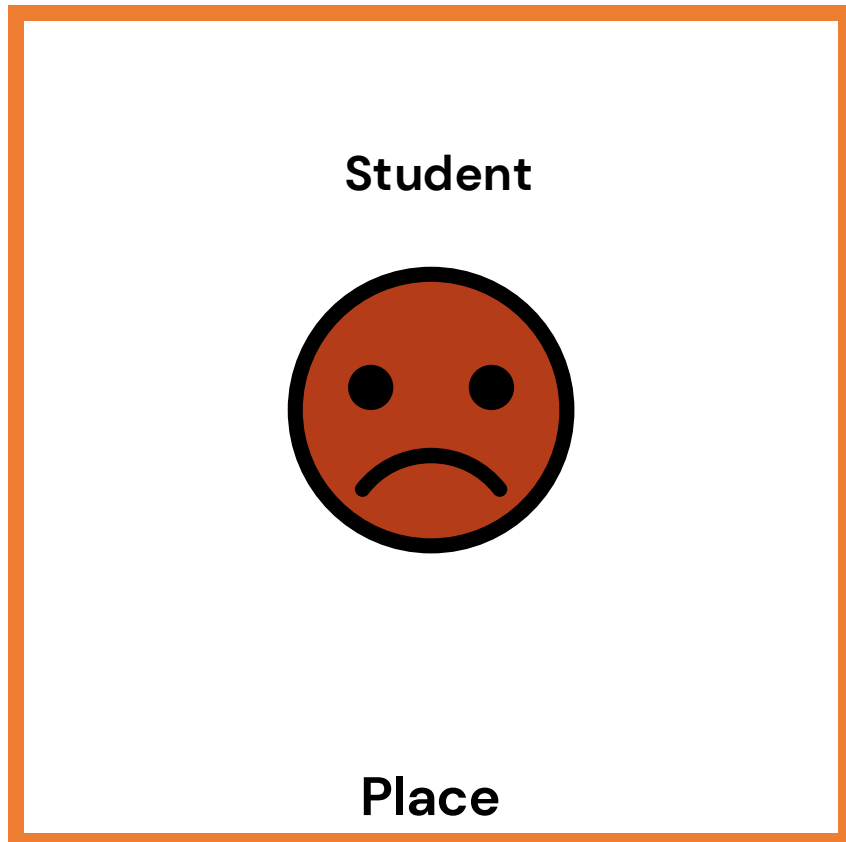
“I am not broken.”

“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 **student** isn't successful:

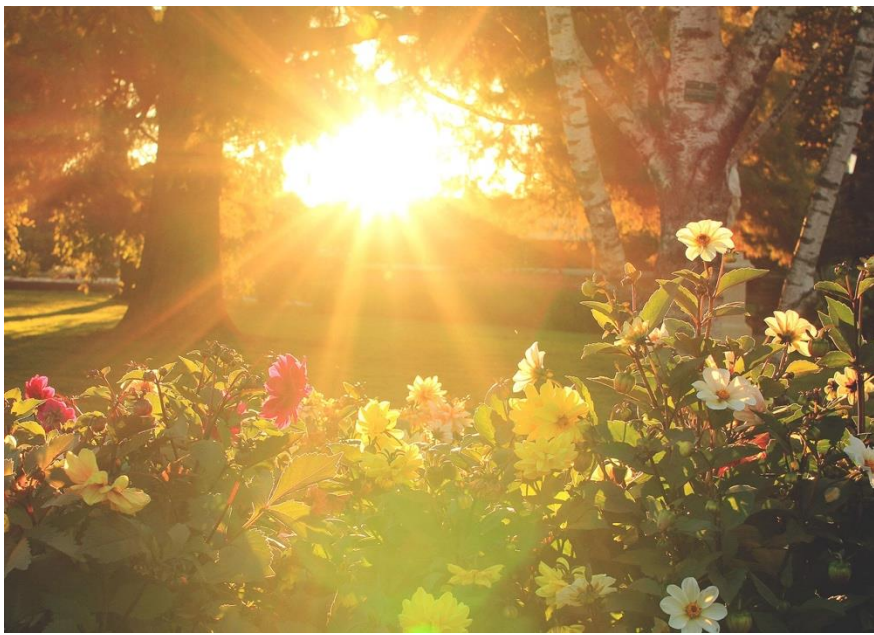
- Diagnose the barriers in the place
- Target the place



“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?

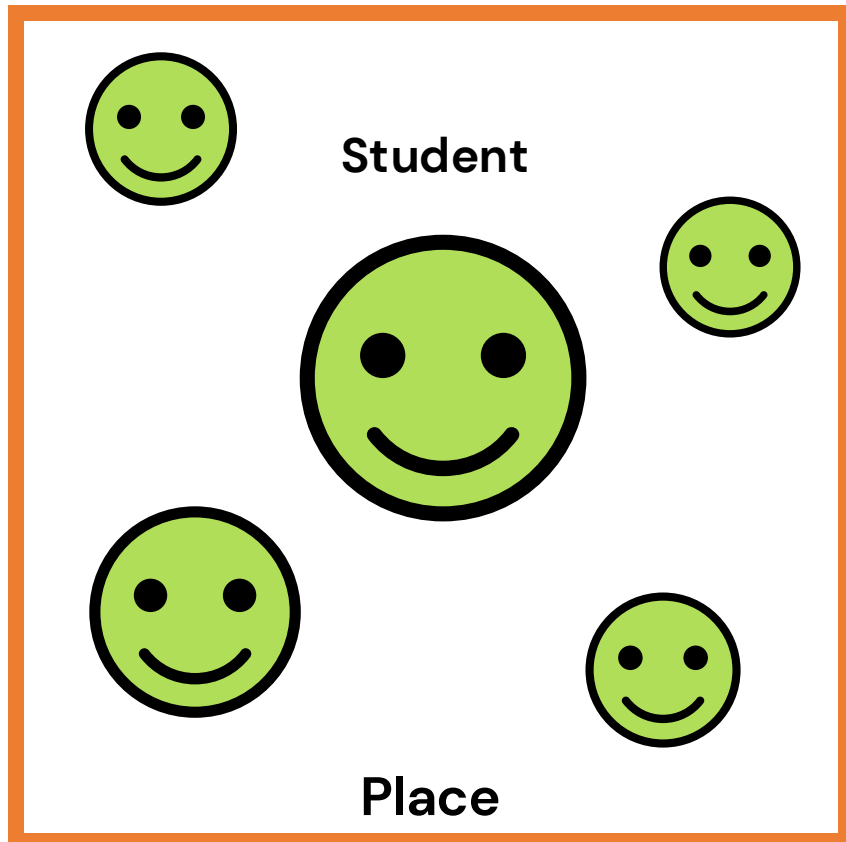
What are the potential barriers?

not enough light

not enough water

not enough space

# Shifting the Paradigm: SOCIAL MODEL OF DISABILITY



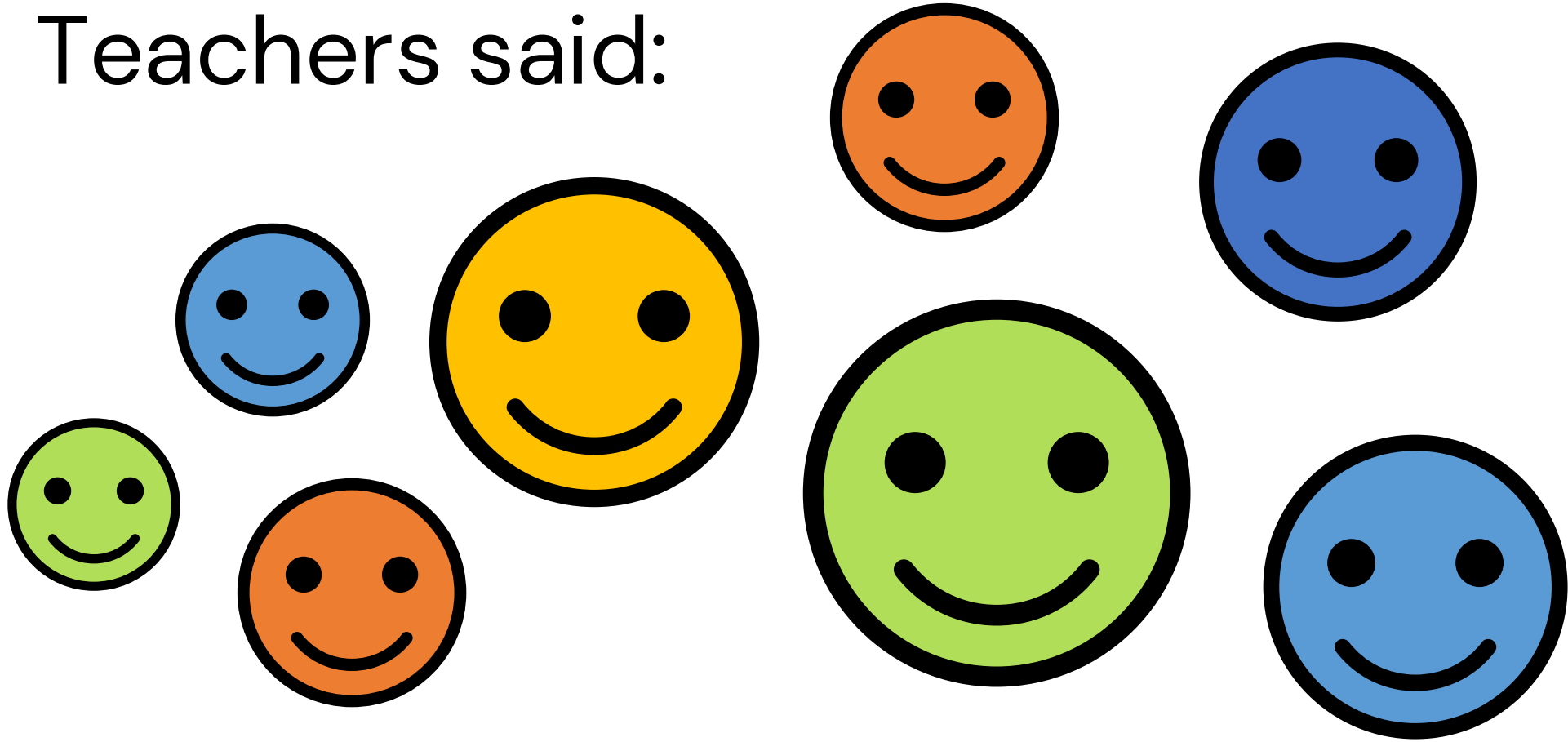
## Social Model

If a **student** isn't successful:

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

BUT WAIT...

Teachers said:



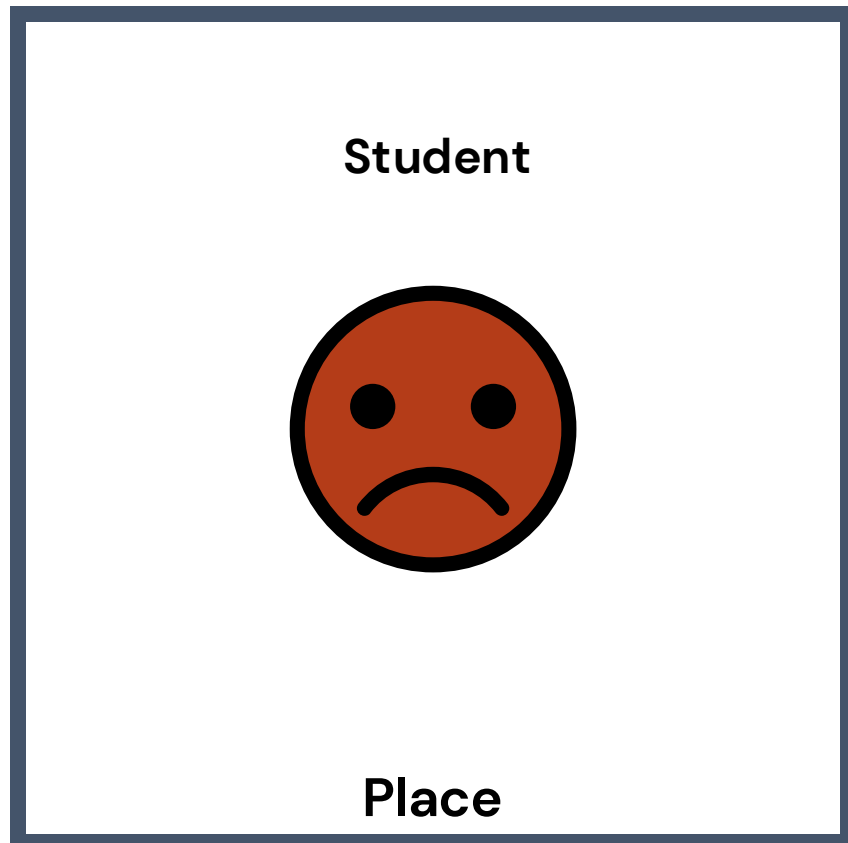
“What about all the different individual needs in a shared place?”



WE HAVE  
*diverse*  
GARDENS!



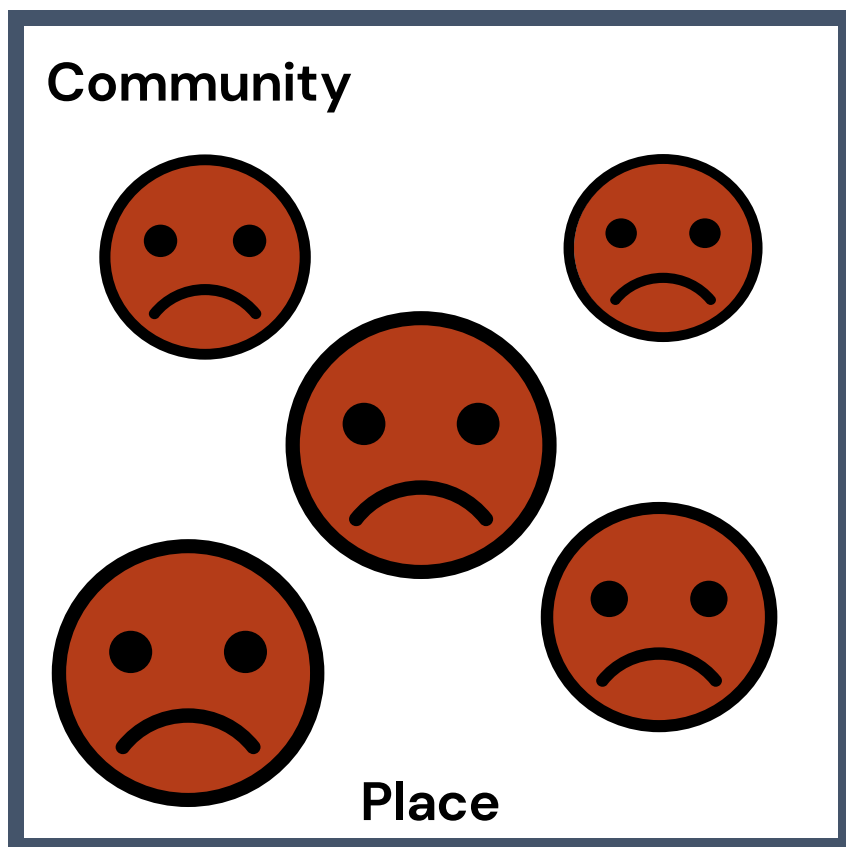
# Shifting the Paradigm: PERSON-PLACE MODEL OF NEED



## Inclusive Education

If one **student** is struggling...

# Shifting the Paradigm: PERSON-PLACE MODEL OF NEED



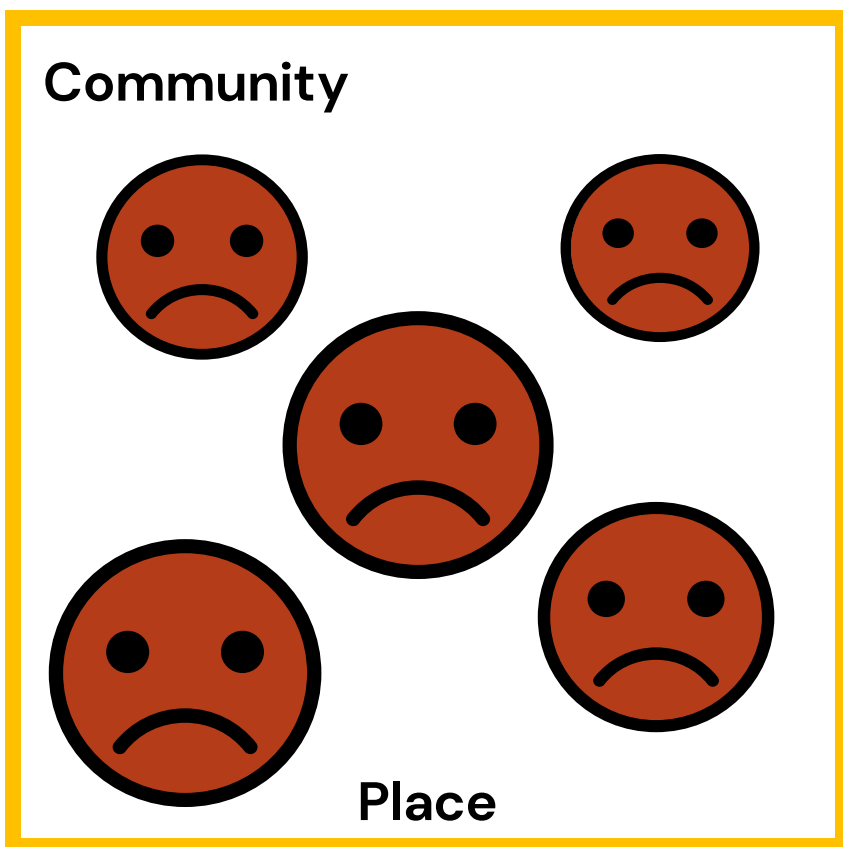
## Inclusive Education

If one student is struggling...

...more than one student 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



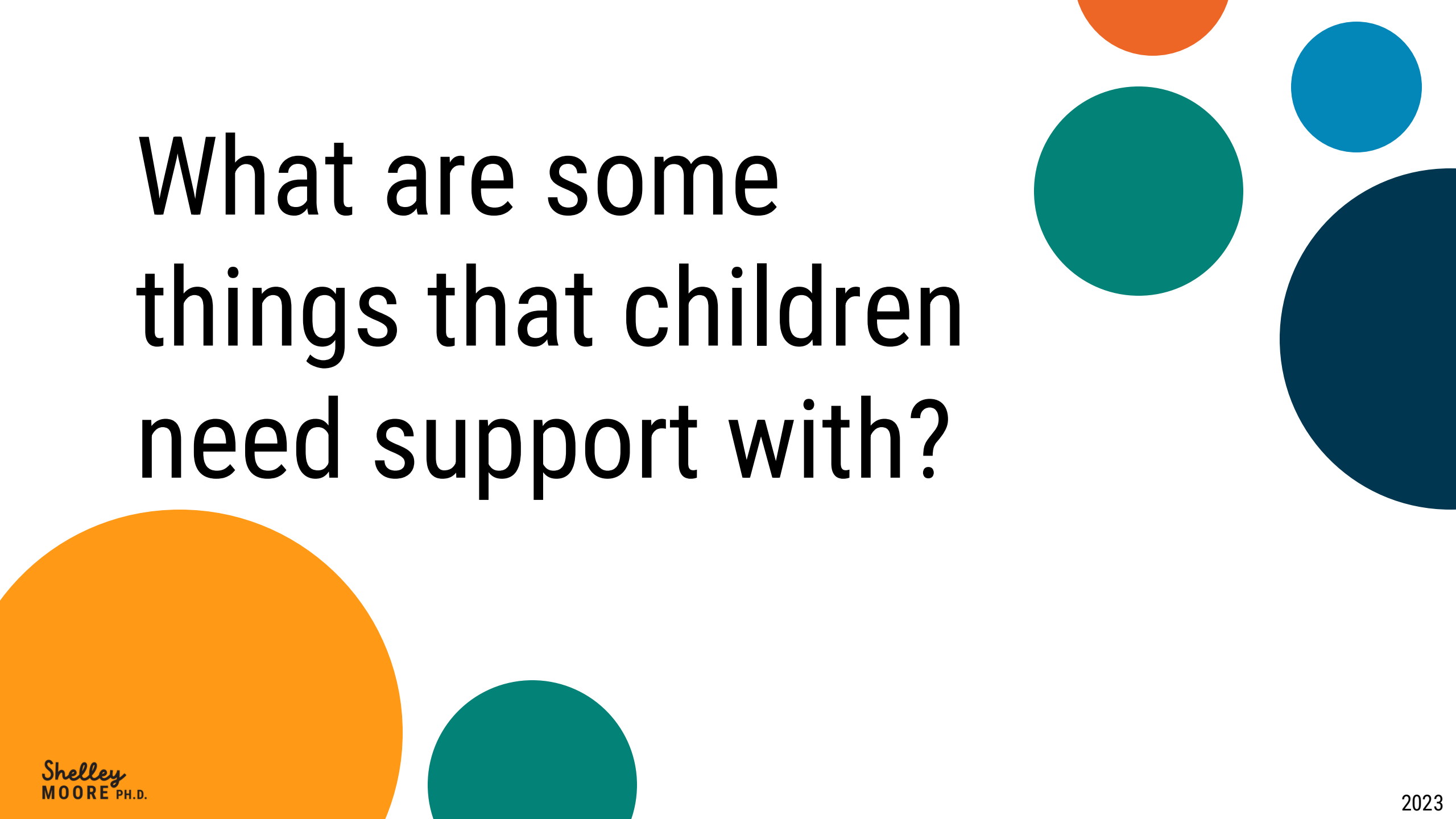
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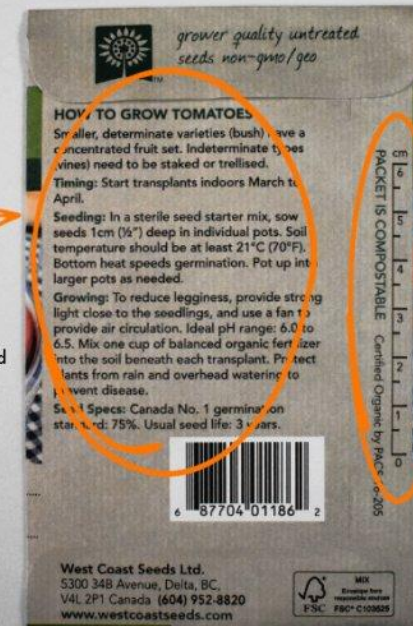
What are some  
things that children  
need support with?

# The SEED PACKET



The back of the seed packet usually includes planting information and specifics, such as when and where to start seeds, how deep to plant them and any other information specific to your plant type and variety.


All seed packets are slightly different and include slightly different information. If you're unsure about anything and your seed packet does not include the information you're looking for, you can Google your plant type and variety for more information.



This particular seed packet also comes with a built-in ruler that you can use when planting to help you plant your seeds at the correct depth.

Growth Year: \_\_\_\_\_

Name: \_\_\_\_\_
Grade: \_\_\_\_\_



**Identities: I am...**

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

**Interests: I really like and/or what to learn more about:**

- \_\_\_\_\_
- \_\_\_\_\_

**Strengths: I am really good at and/or could teach others:**

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

**Goals: I want to grow in these areas:**

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

**Needs: I need this support in these areas to grow:**

• _____	• _____
• _____	• _____
• _____	• _____

**Supports: I need this in my garden to grow:**

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

**Barriers: This is what makes it hard for me to grow:**

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

Thank You For helping me GROW

# Strategy 1:

## My I.E.Pea Seed Packet

Growth Year:

Name: Conor G.

Grade: 1

**Identities: I am...**

- Joyful, funny & dramatic!
- I am so loving!
- I use English, visual and ASL languages to communicate
- I am part of the DS community and have a strong inclusive school community
- My family enjoys some Caribbean traditions and food because that is where my mom grew up!

**Interests: I really like and/or what to learn more about:**

- Music, dancing, books, outdoor play, Disney princesses, water and water play, jumping, long hair, fruit, popcorn, ice cream

**Strengths: I am really good at and/or could teach others:**

- Visual, musical, following routines
- helping the teacher, receptive language, empathetic, motivated to please, reading
- I can help my classmates to understand that with the right supports in place, you are capable of anything. Even if others (or yourself) think that you can't

**Goals: I want to grow in these areas:**

1. Being aware of when I am/ am not safe
2. Communicating what I need and want
3. Social connections and interactions
4. Fine motor skills
5. Being independent

**Needs: I need this support in these areas to grow:**

- Communication
- Social Skills
- Physical
- Hearing
- Vision

**Supports: I need this in my garden to grow:**

- Being respected and included in all aspects of community, "first/then" language, lots of praise, time for transition with verbal and visual cues, lots of repetition, appropriate supports and strategies, patience, getting a specific job, silly and exciting language

**Barriers: This is what makes it hard for me to grow:**

- Negative or forceful comments, expectations without supports or strategies in place, being rushed, taking behaviour personally, unclear directions, too many instructions at once, when people assume that I am not capable

Thank You For helping me GROW

Student &  
Family/  
Community  
Voice

Help us get to know: \_\_\_\_\_

Date: \_\_\_\_\_

Person connected to _____	Identities	Interests	Strengths	Stretches	Needs
Who are you and how do you know _____?	What words would you use to describe _____? What groups is _____ connected to in their community?	What is _____ interested in? What do they like to do on their own? With their friends? Family? Community?	What is _____ good at?  What can they teach others?	What is hard for _____?  What do you think _____ wants to get better at?	What does _____ need support with?  What is important for people to know about _____?
Person 1:					
Person 2:					
Person 3:					
Person 4:					

## Help us get to know Juni?

Date: Dec 2022

	Identities	Interests	Strengths	Stretches	Needs
Who are you and how do you know Juni?	<p>What words would you use to describe Juni?</p> <p>What groups is Juni connected to in their community?</p>	<p>What is Juni interested in?</p> <p>What do they like to do on their own? With their friends? Family? Community?</p>	<p>What is Juni good at?</p> <p>What can they teach others?</p>	<p>What is hard for Juni?</p> <p>What do you think Juni wants to get better at?</p>	<p>What does Juni need support with?</p> <p>What is important for people to know about Juni?</p>
<b>Person 1: Rita Grandmother</b>	Kind, strong, smart	watching me sew, taking pictures, listening to music	Patience, she notices everything	Waking up! Trying new things	She needs time and patience. If she is upset or frustrated, she needs space
<b>Person 2: Frank Dad</b>	Athletic, joyful, Ukrainian, church	Watching the baking shows , fishing with me	A great listener, being present	Independence, changes in routine	I think she worries a lot; I need others to know that she needs reassurance sometimes
<b>Person 3: Kiran Family Friend</b>	funny	Football! She loves the BC lions, movies, going for walks	making you feel so important, spreads joy, makes everyone laugh	Friendships, spending more time with her peers	Sharing her thinking, communicating. She has come such a long way!
<b>Person 4:Matty Cousin</b>	Fun, we play a lot together	Whale sharks, camping, swimming	Playing with me	Its hard for Juni to talk sometimes, but I know when she likes something, and she likes me	using her iPad to help her talk



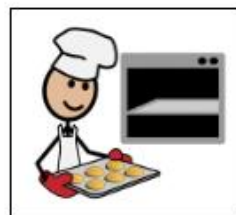
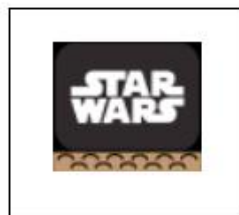
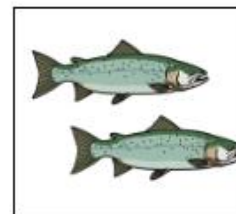
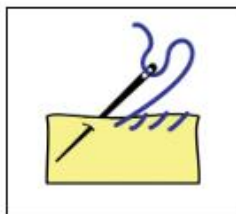
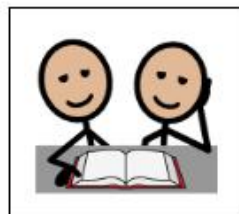
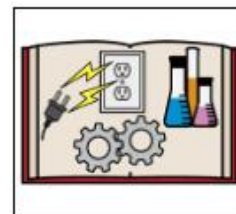
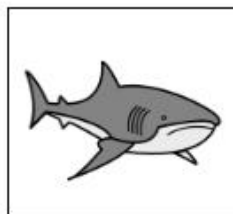
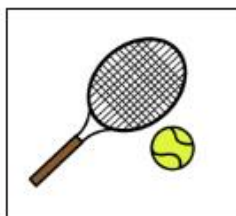
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Who are you and how do you know Juni?	<p>What words would you use to describe Juni?</p> <p>What groups is Juni connected to in their community?</p>	<p>What is Juni interested in?</p> <p>What do they like to do on their own? With their friends? Family? Community?</p>	<p>What is Juni good at?</p> <p>What can they teach others?</p>	<p>What is hard for Juni?</p> <p>What do you think Juni wants to get better at?</p>	<p>What does Juni need support with?</p> <p>What is important for people to know about Juni?</p>
<b>Person 1: Mr. Lopez</b> <b>Classroom Teacher</b>	Strong, smart, a learner	Getting read to, books, you tube, science	Connecting with her peers	Communicating, independence, asking to help when she needs it	She needs support with her reading (decoding) and her communication with the device
<b>Person 2: Benny</b> <b>Educational Assistant</b>	Funny, curious	Fashion, her friends, books, magazines, her iPad	She knows what she likes and doesn't like and lets us know	Making friends, communicating or using strategies before she gets too frustrated	She needs a chance to rest throughout the day and breaks
<b>Person 3: Ms. Turner</b> <b>SLP</b>	joyful	Sights and sounds around her, being social	Using her iPad to communicate	Building friendships, communicating what she needs	She needs her device available to her, she needs to be around her peers
<b>Person 4: Jesse</b> <b>Classmate</b>	Funny, sometimes she's loud	Playing games, hanging out with her friends	Being happy, making people laugh	I think talking is hard for her	she needs to be around us, her friends



## Building my Student profile: What are my INTERESTS?



Growth Year: 2022

Name: Juniper

Grade: K

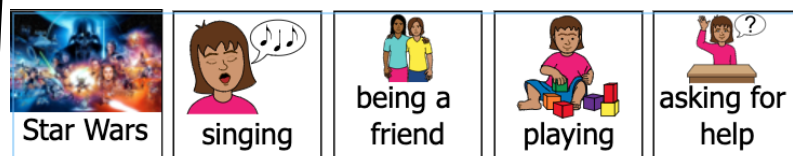
Identities: I am...



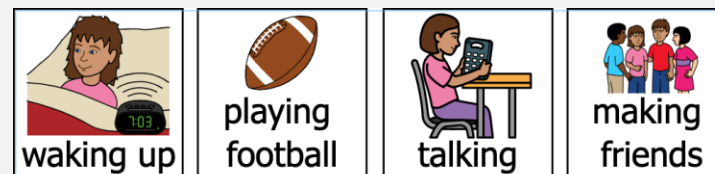
Interests: I really like and/or what to learn more about:



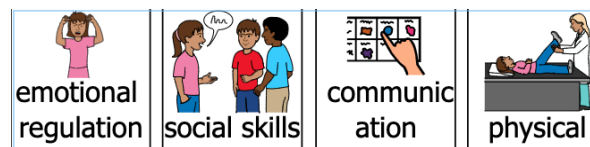
Strengths: I am really good at and/or could teach others:



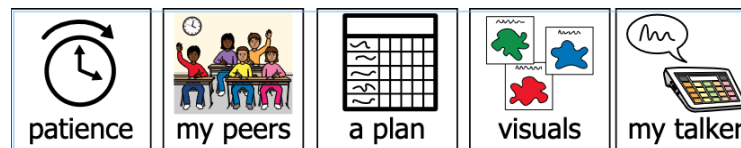
Goals: I want to grow in these areas:



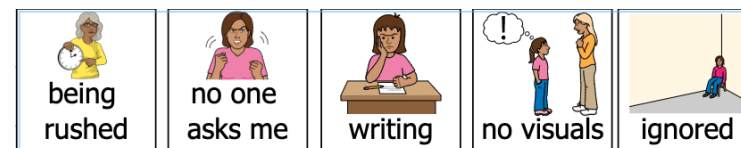
Needs: I need this support to grow:



Supports: I need this in my garden to grow:



Barriers: This is what makes it hard for me to grow:



Thank You For helping me GROW

# Student Voice

# MULTIPLE LAYERS OF SUPPORT



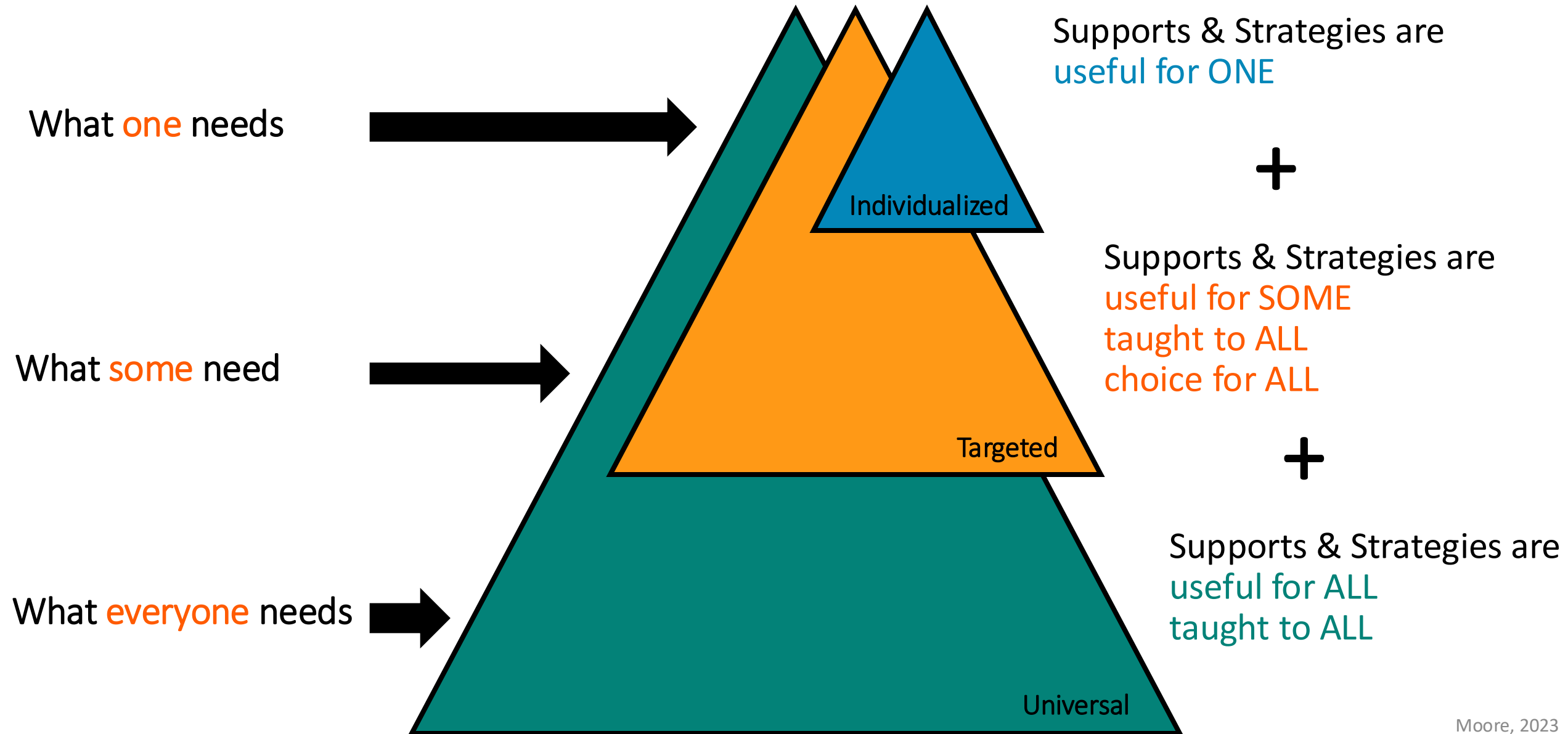
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Source: Greenandvibrant.com



# Multiple Layers of Needs Based Support





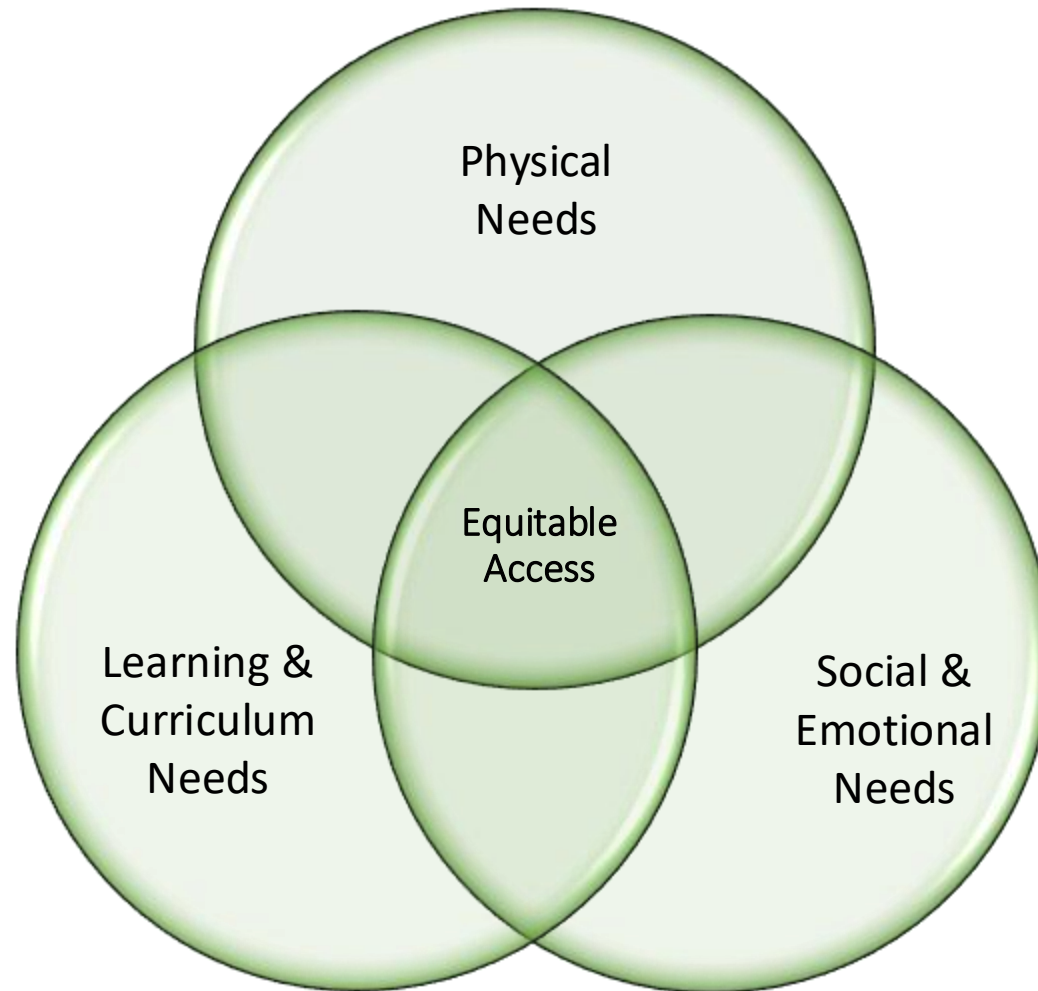
# What are needs?





# 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

## 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

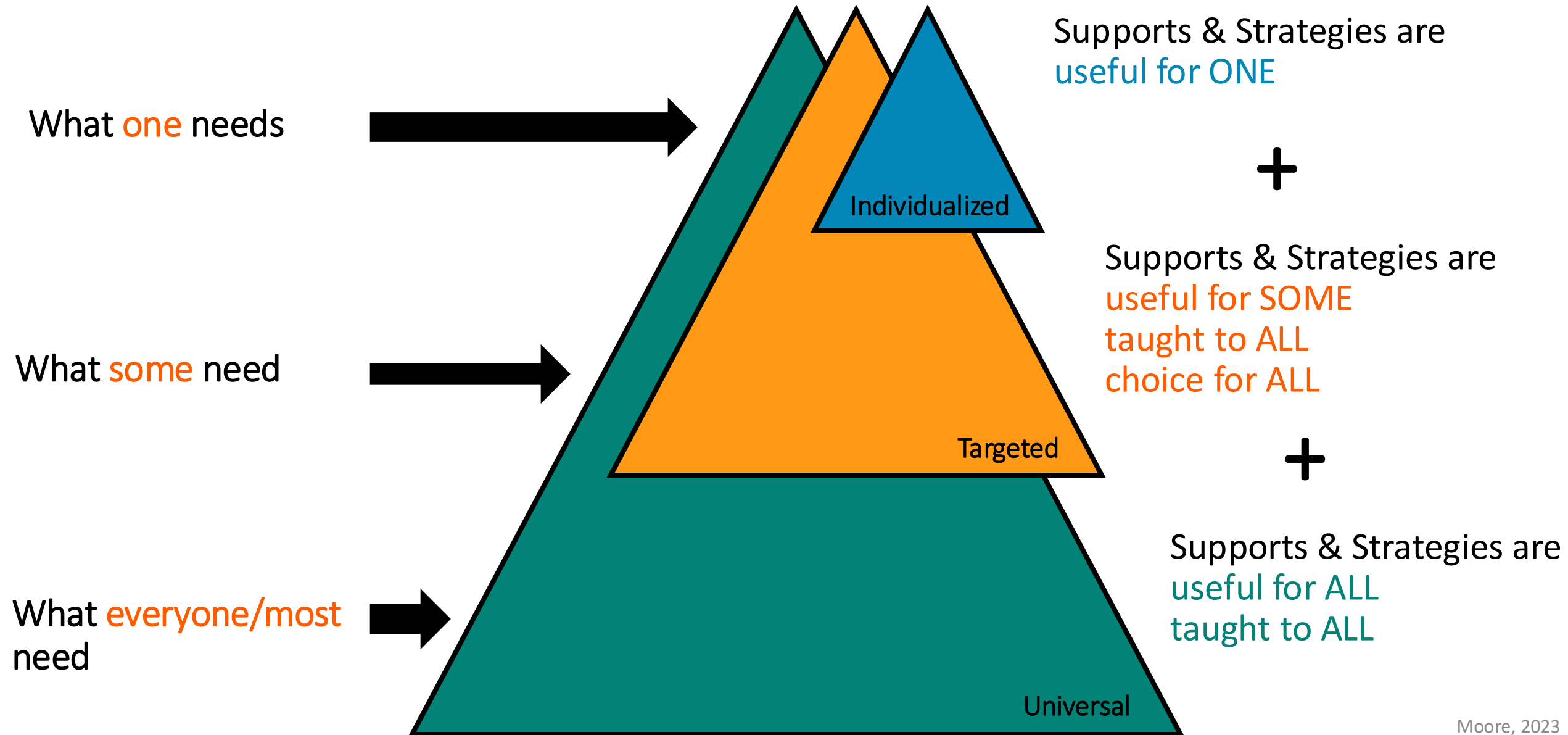
Areas of Need	Students who have this need (underline students who have IEP/LSPs)	This need impacts the community and/or there is a cluster of students who have this need	This need can be managed over time and/or not critical	This is an individual need area and/or community does not need support in this 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:				



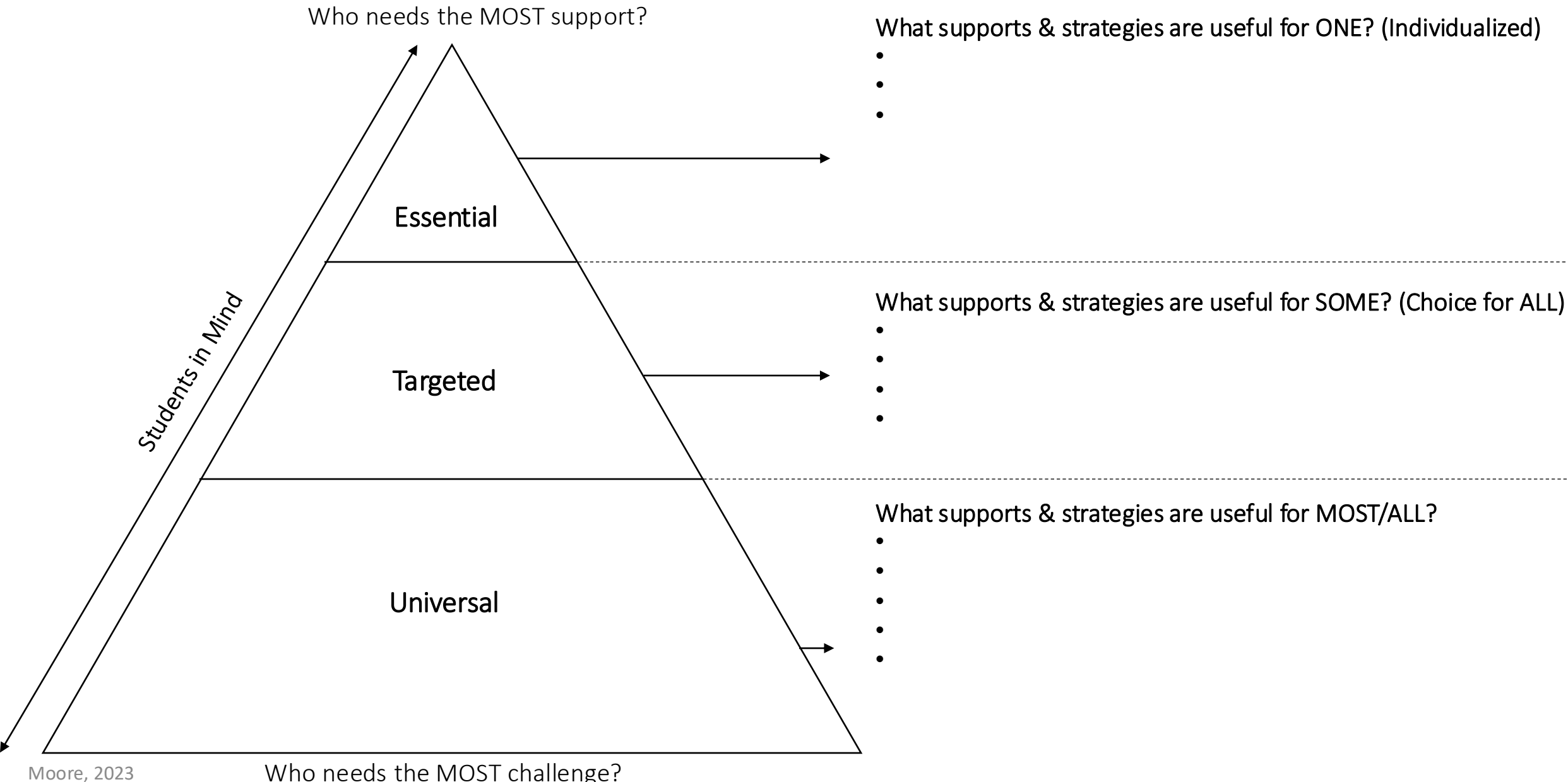
Priority Community Needs	Specialists/Individuals to connect to	Priority Individual Needs	Specialists/Individuals to connect to

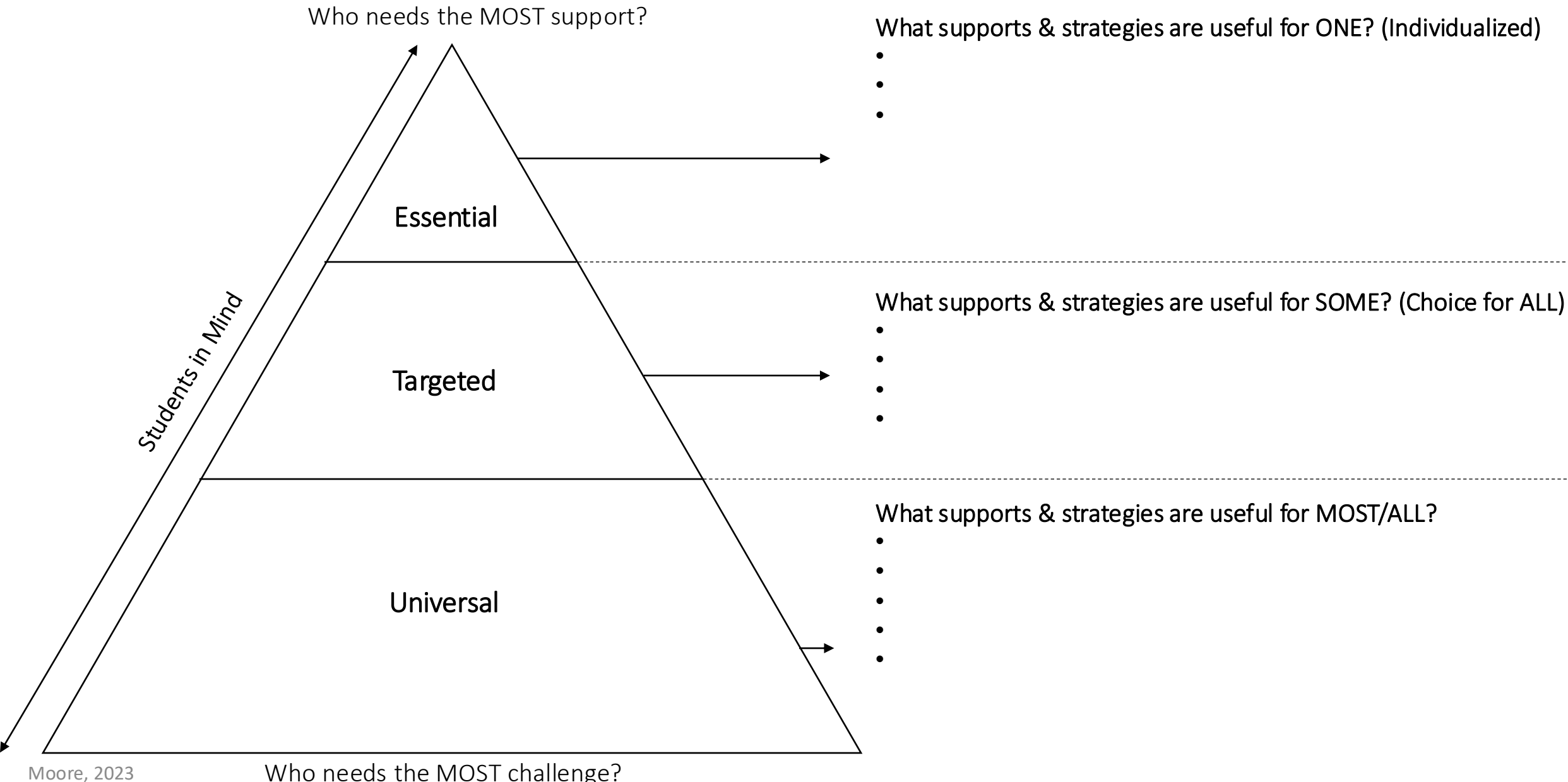
# Multiple Layers of Needs Based Support



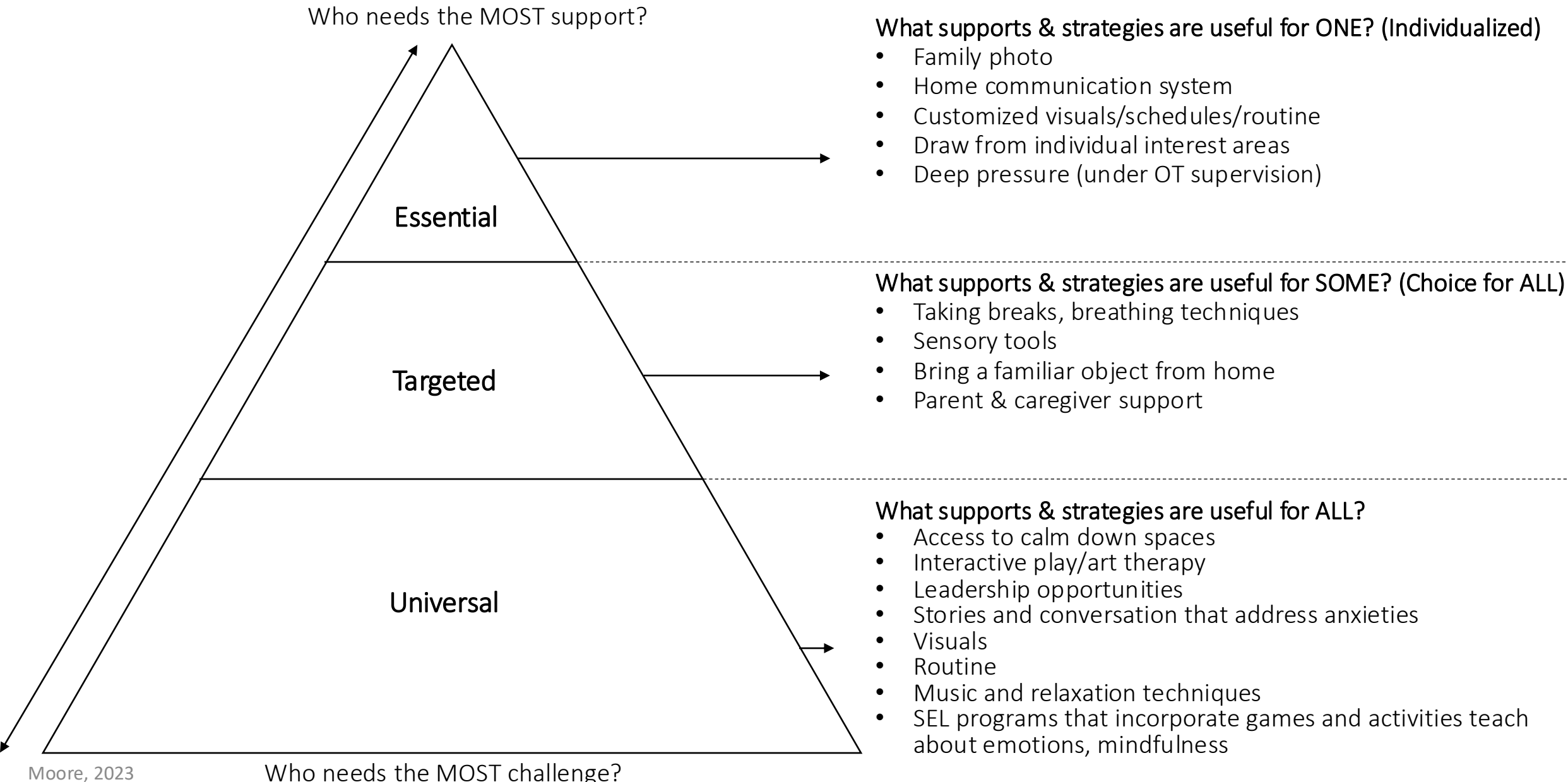
Context:

Children in Mind:











What is one useful idea?

What is one thing you want to try?

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?

Shelley  
MOORE PH.D.



@tweetsomemoore



@fivemooreminutes



@fivemooreminutes



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