Shelley MOORE PH.D.

🏠 www.drshelleymoore.com

📷 @drshelleymoore

🦋 @drshelleymoore.bksy.social

🧵 @drshelleymoore

f Dr. Shelley Moore

WHAT DOES *inclusion* MEAN? LOOK LIKE?

Shelley
MOORE PH.D.

2023

WHAT IS Inclusion?

A

B

C

D
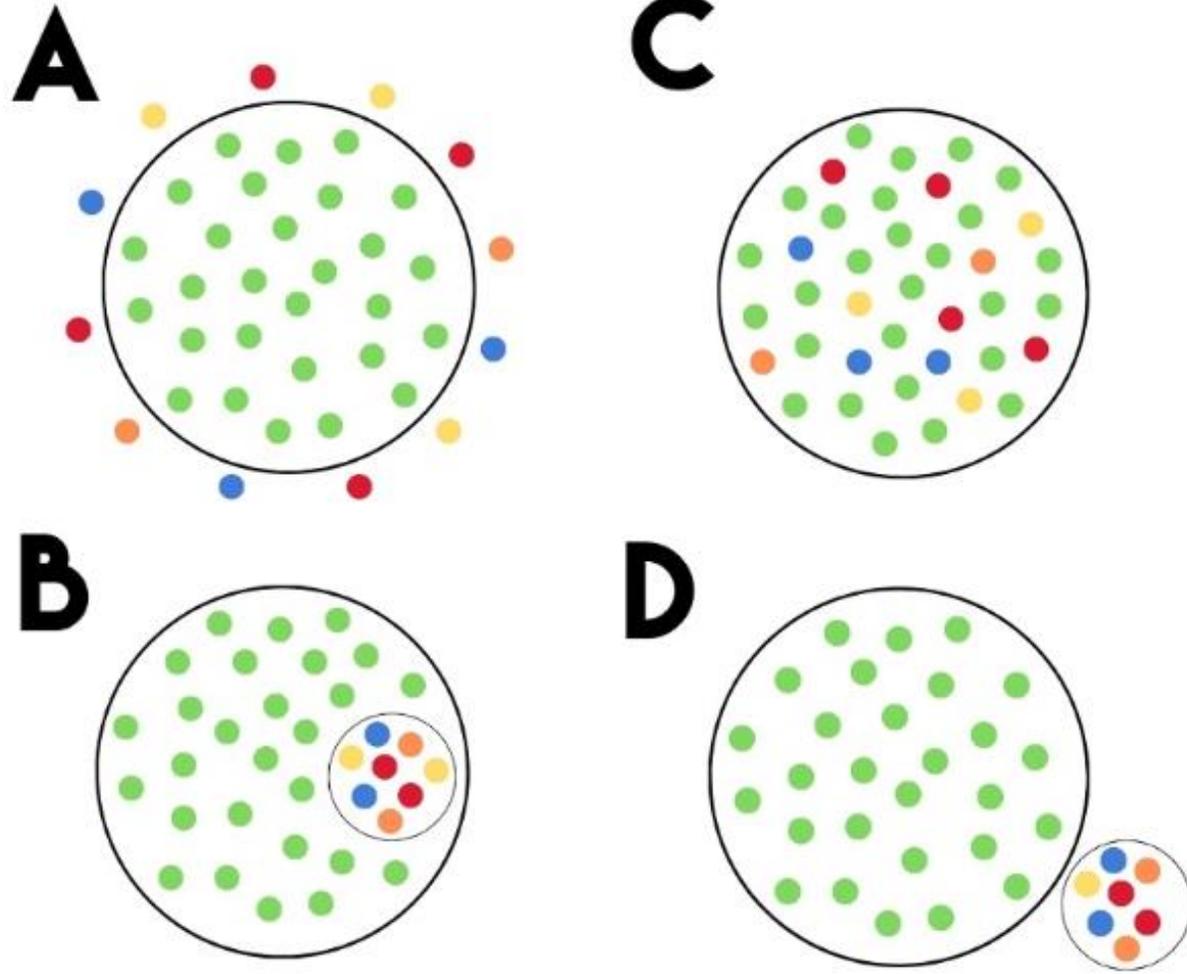
exclusion

integration

inclusion

congregation

segregation

Shelley MOORE PH.D.
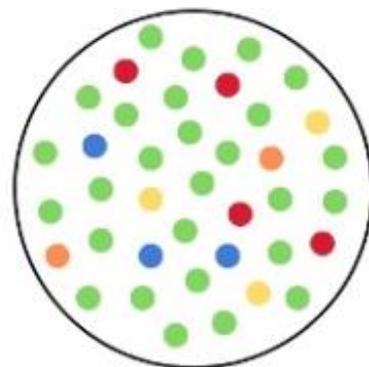
WHAT IS
inclusion ?

inclusion
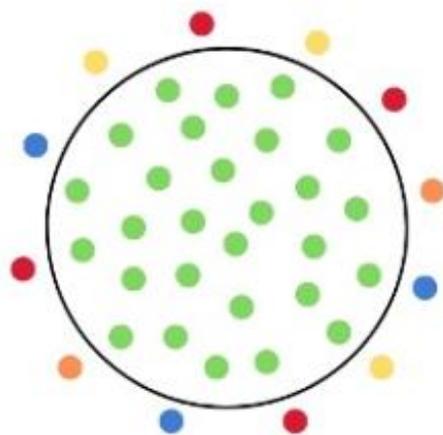
exclusion
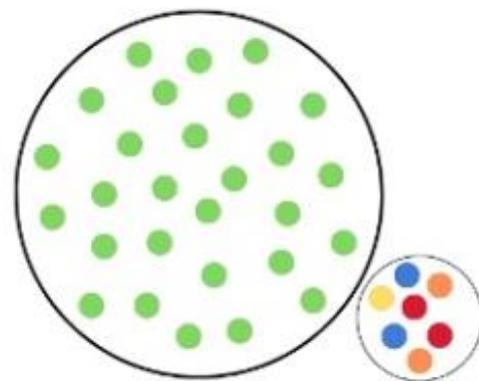
segregation
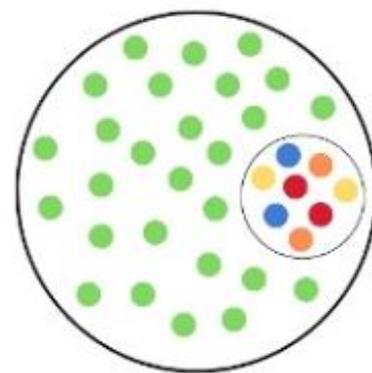
integration
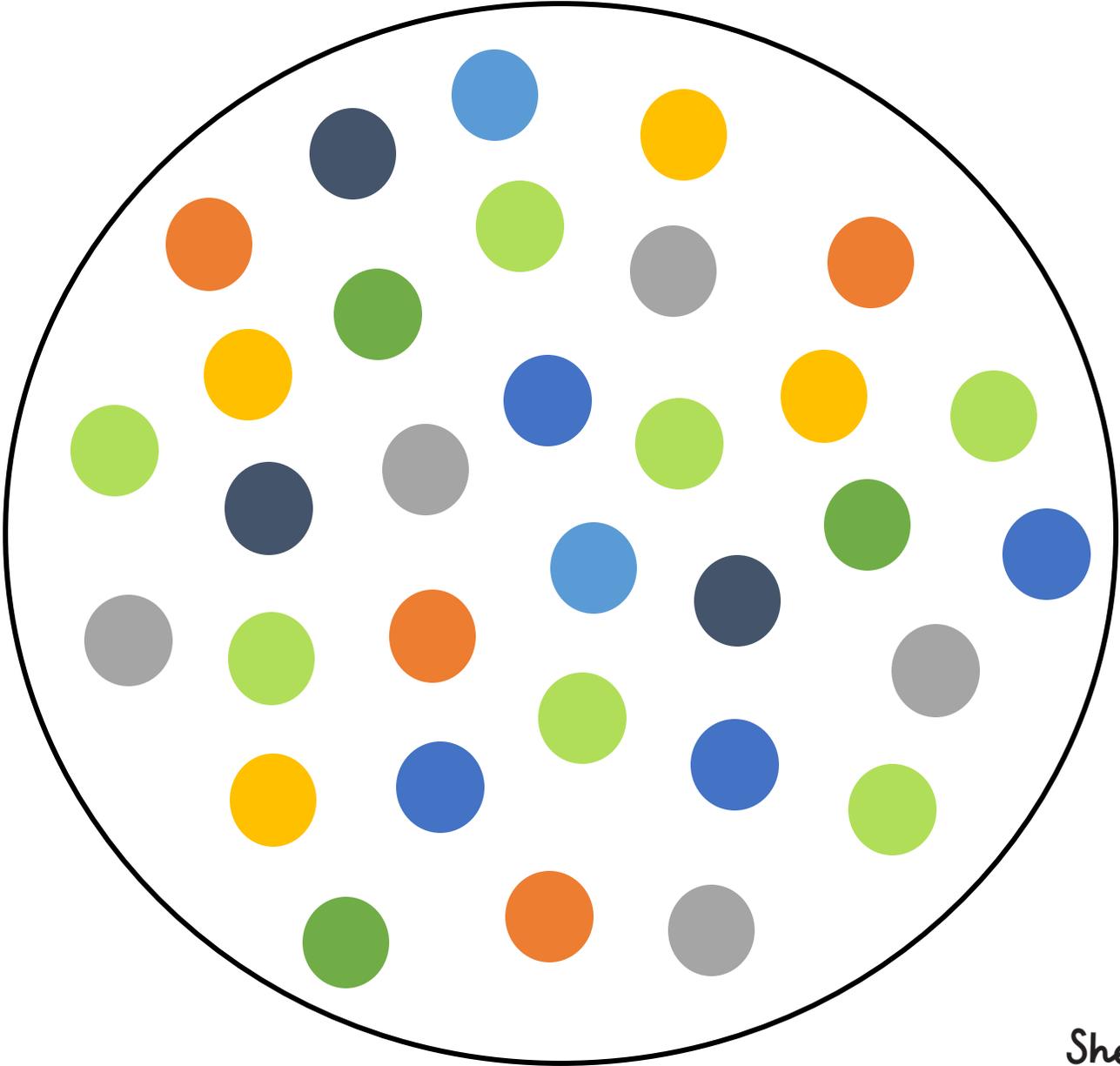
WHAT IS
inclusion
?

WHAT IS
inclusion
?

Education

Political Belief

Work & Career

Age & Life Stage

Race

Family & Community

Appearance

Ability & Disability

Culture(s)

Sexuality

Sex & Gender

Nation of Origin

Roles & Responsibilities

Religion/ Spirituality

Lived Experience

Language & Communication

Shelley MOORE PH.D.
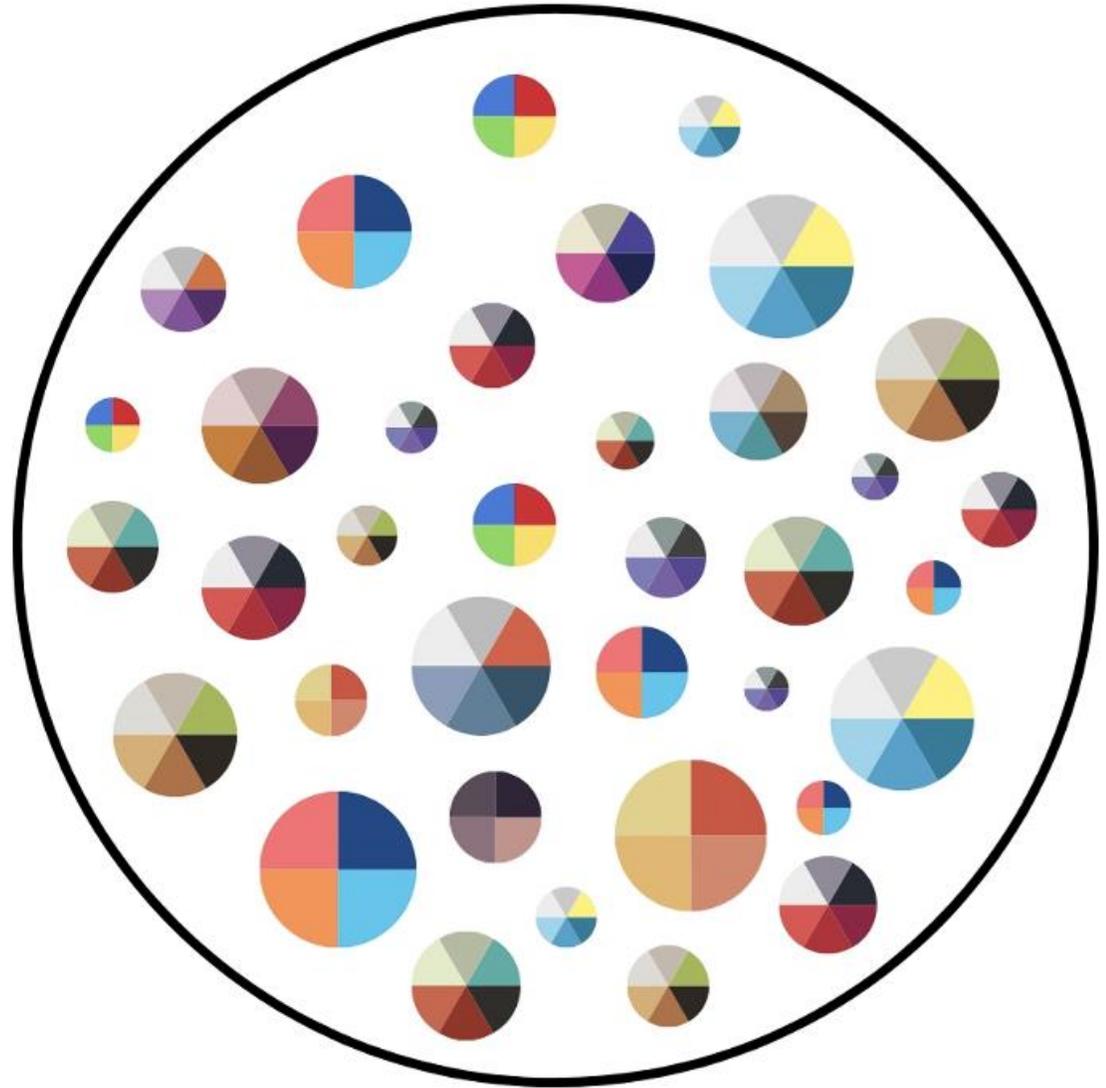
Communities of Identity
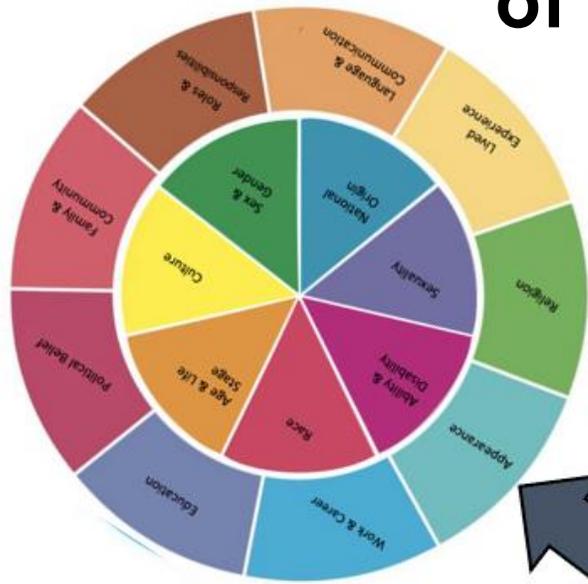
Communities of Diversity

WHAT IS inclusion ?

Shelley MOORE PH.D.

WHAT IS inclusion ?
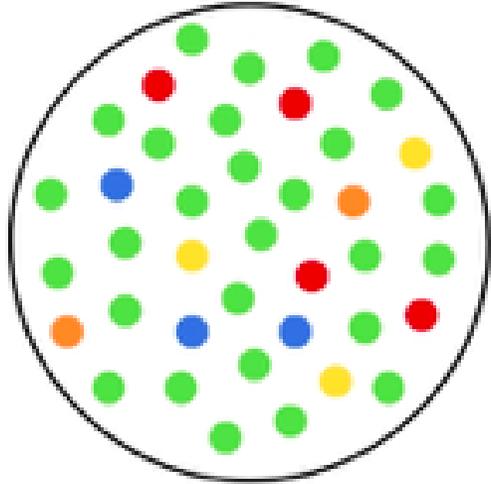
Including
'special needs' students
into general education
classrooms
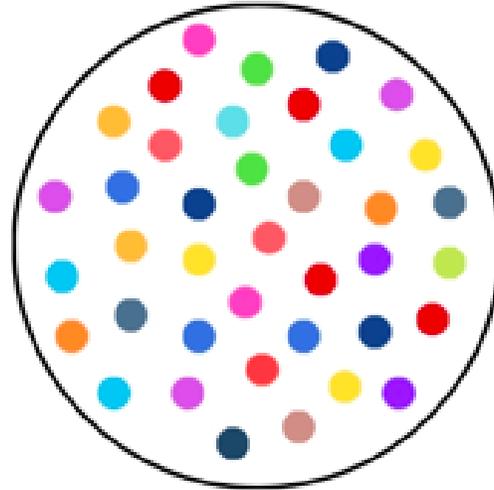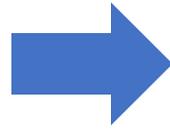
Teaching and designing for
diversity
(that includes Disability)
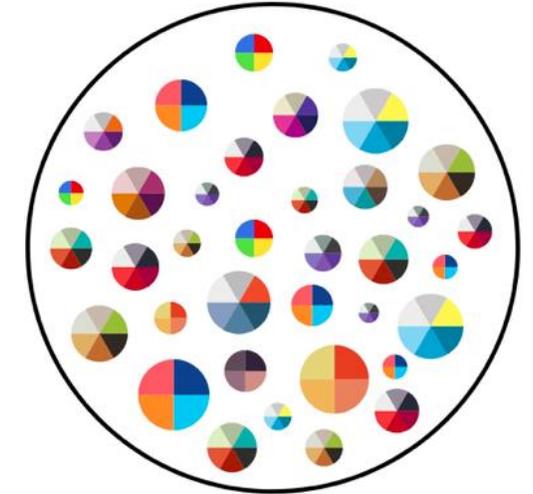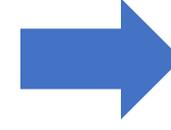
Creating space for
students to feel confident
and safe to **identify?**
(that includes students
who are Disabled)

HOW do we DO inclusion ?

Shelley
MOORE PH.D.
2023

When the conditions are right, everyone can be *successful*
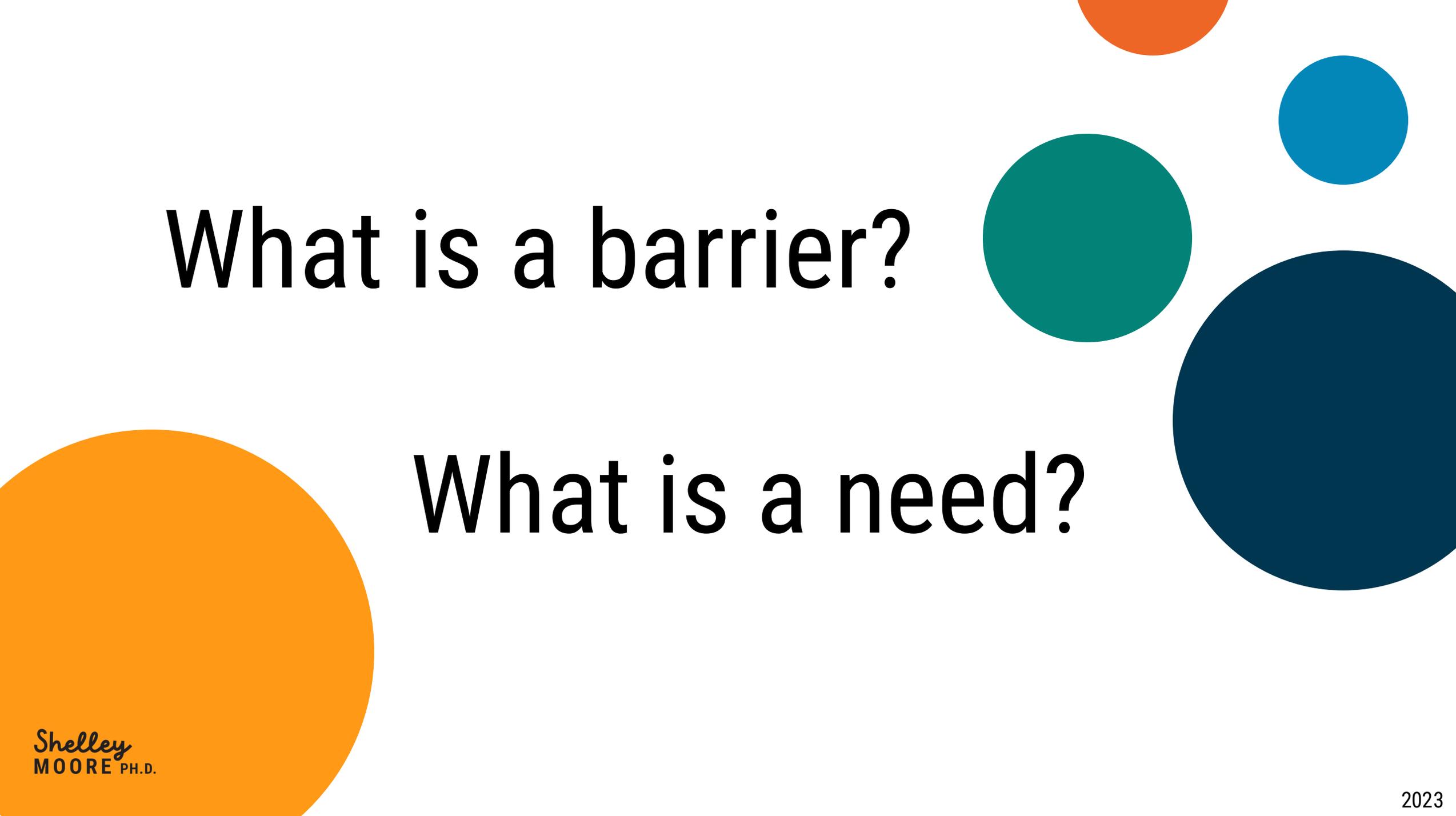
What is a barrier?

What is a need?

Reducing Barriers

Supporting Needs

Shelley MOORE PH.D.

2023

"When a flower doesn't bloom, you fix the environment in which it grows, not the flower."

–Alexander den Heijer

Shelley
MOORE PH.D.
2023

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

Shelley
MOORE PH.D.
2023

Universal Design for Learning 3.0

Provide multiple means of
Engagement
Affective Networks
The "WHY" of Learning

Provide multiple means of
Representation
Recognition Networks
The "WHAT" of Learning

Provide multiple means of
Action & Expression
Strategic Networks
The "HOW" of Learning

All students need to be engaged
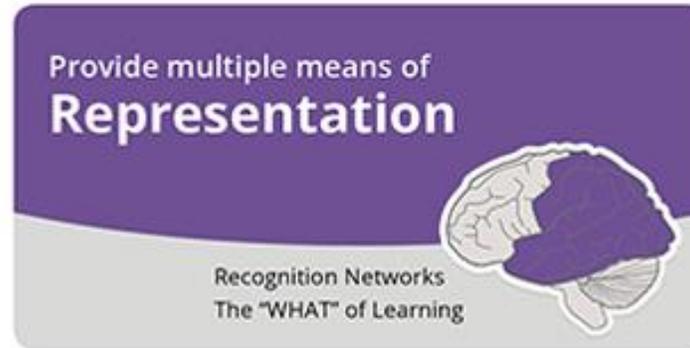
All students need to understand

All students need to show learning

See: https://udlguidelines.cast.org/

Design Multiple Means of Engagement

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)

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)

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 Multiple Means of Representation

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 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 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 Multiple Means of Action & Expression

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)

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)

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)

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

PERIODIC TABLE OF PLANT NUTRIENTS

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
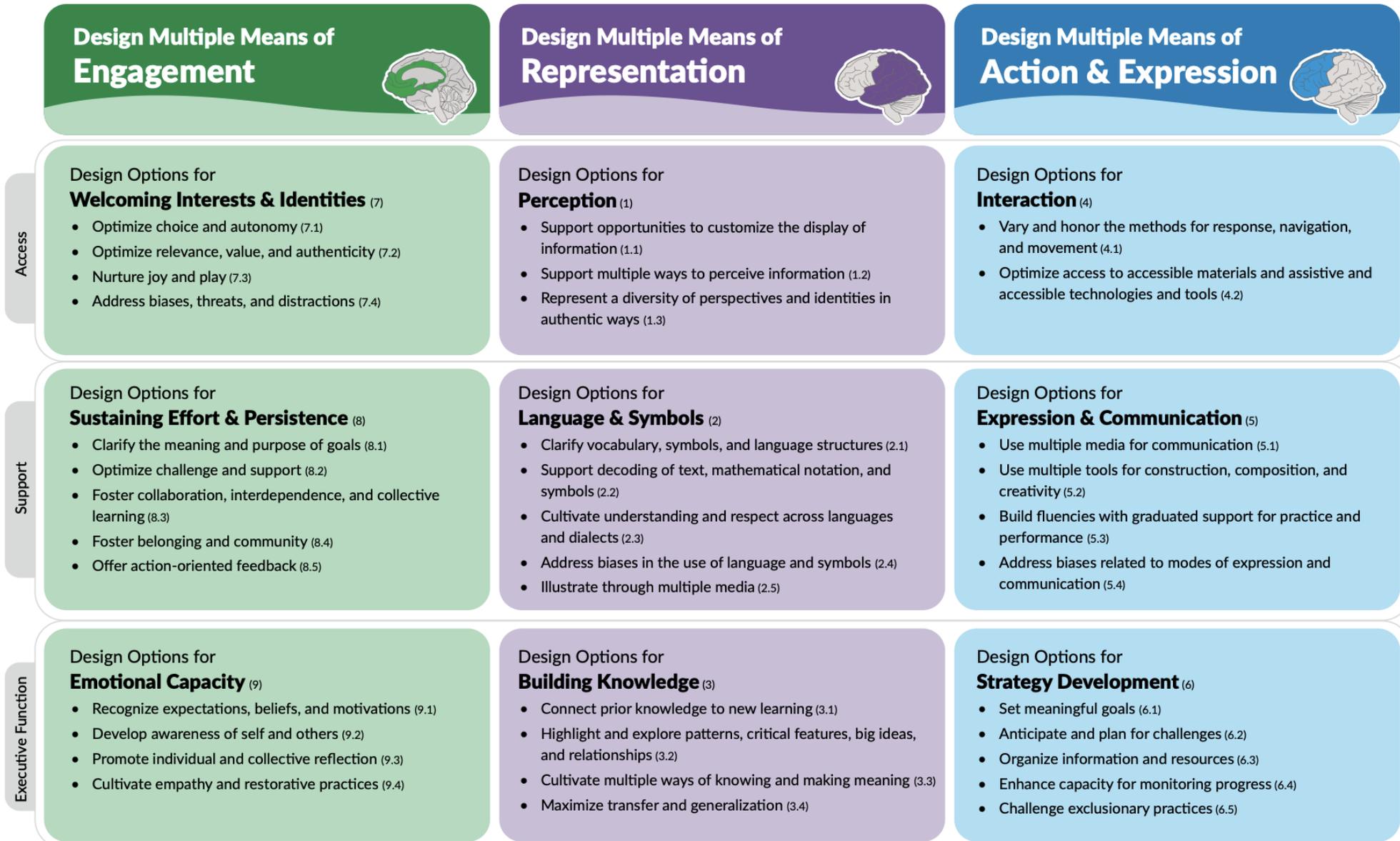
MULTIPLE LAYERS OF
SUPPORT

Shelley
MOORE PH.D.
2023

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

Design Multiple Means of Engagement

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)

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)

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 Multiple Means of Representation

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 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 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 Multiple Means of Action & Expression

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)

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)

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)

One useful idea so far

Shelley
MOORE PH.D.
2023

Multiple Layers of Needs Based Support

What **one** needs

What **some** need

What **everyone/most** need

Individualized

Targeted

Universal

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

Supporting one...

What one needs ➡️

Supports & Strategies are useful for ONE

Individualized

Supporting ALL...

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

Moore, 2023

Universalized Support Need: Communication (expression)

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

A DAY WITH NO WORDS
by Tiffany Hammond
illustrations by Kate Cosgrove

Kenzie is non-verbal and uses an AAC device to communicate.

Sarah Yong   Lois Yong
A VOICE OF HER OWN

To help her classmates understand how it works, her teacher asked them all to make one of thier own.

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)	4.2 – optimize access to accessible materials, assistive technologies and tools (provide access to and teach all students about different technologies and tools) 5.2 – use multiple tools for construction, composition and creativity (model & 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)	4.2, 5.2 – AAC, PECS, text to speech, speech to text, word predictions, apps- Stoybird, Pictello 5.4 – include books with characters that use communication technologies	4.2, 5.2: KJ – Touch chat AAC
Intellectual Ability (Access)	8.2 - optimise challenge & support (scaffold goals and activities that increase in challenge for all students) 8.3 - foster collaboration, interdependence and collective learning (design accessible and scaffolded activities that create shared learning experiences) 1.2 - support multiple ways to perceive information (options of text at different accessibility levels and modalities for learning content) 3.3 - cultivate multiple ways of knowing and meaning making (design activities that utilize multiple modalities	8.2 – access point to learning standards, activities 8.3 – accessible & shared activities, collaboration roles in groups 1.2 – visuals, multi-media, diverse text levels 3.3 - activities that include visual, written, oral, kinesthetic ways of understanding	1.2 - KJ - content preloading into touch chat, individualized text at emergent literacy level

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)	4.2 – optimize access to accessible materials, assistive technologies and tools (provide access to and teach all students about different technologies and tools) 5.2 – use multiple tools for construction, composition and creativity (model & 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)	4.2, 5.2 – AAC, PECS, text to speech, speech to text, word predictions, apps- Stoybird, Pictello 5.4 – include books with characters that use communication technologies	4.2, 5.2: KJ – Touch chat AAC
Intellectual Ability (Access)	8.2 - optimise challenge & support (scaffold goals and activities that increase in challenge for all students) 8.3 - foster collaboration, interdependence and collective learning (design accessible and scaffolded activities that create shared learning experiences) 1.2 - support multiple ways to perceive information (options of text at different accessibility levels and modalities for learning content) 3.3 - cultivate multiple ways of knowing and meaning making (design activities that utilize multiple modalities	8.2 – access point to learning standards, activities 8.3 – accessible & shared activities, collaboration roles in groups 1.2 – visuals, multi-media, diverse text levels 3.3 - activities that include visual, written, oral, kinesthetic ways of understanding	1.2 - KJ - content preloading into touch chat, individualized text at emergent literacy level

See: https://udlguidelines.cast.org/

Design Multiple Means of Engagement

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)

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)

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 Multiple Means of Representation

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 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 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 Multiple Means of Action & Expression

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)

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)

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)

Final Reflections

What is one useful idea?

What is one thing you want to try?

What is a question that you have?

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.

🏠 www.drshelleymoore.com

📷 @drshelleymoore

🦋 @drshelleymoore.bksy.social

🧵 @drshelleymoore

f Dr. Shelley Moore