

Shelley  
MOORE PH.D.



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



[@drshelleymoore](https://www.instagram.com/drshelleymoore)



[@drshelleymoore.bksy.social](https://www.bksy.social/@drshelleymoore)



[@drshelleymoore](mailto:drshelleymoore)



Dr. Shelley Moore

WHAT DOES

inclusion

MEAN?

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

## Reflecting on inclusion

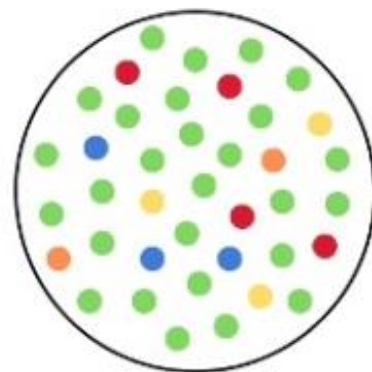
- What does inclusion look like?
- What does inclusion sound like?
- What does inclusion feel like?
- Why does inclusion matter?

WHAT DOES

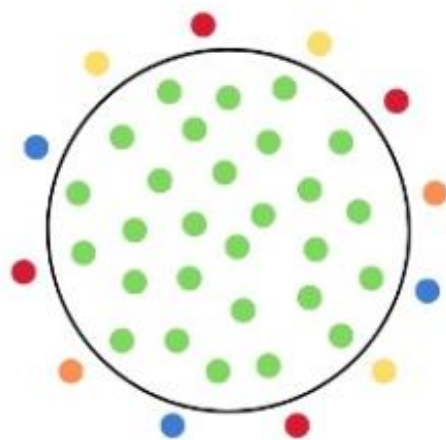
inclusion

LOOK LIKE?

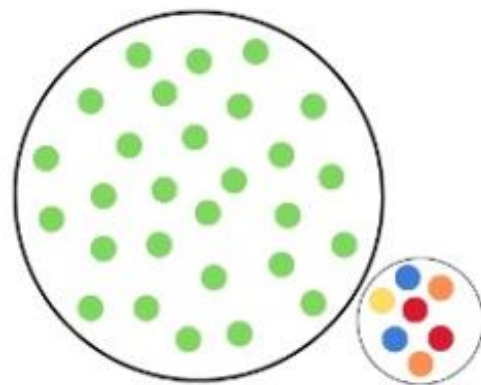
# WHAT IS *inclusion*?



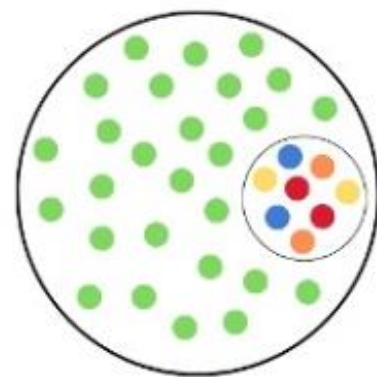
inclusion



exclusion

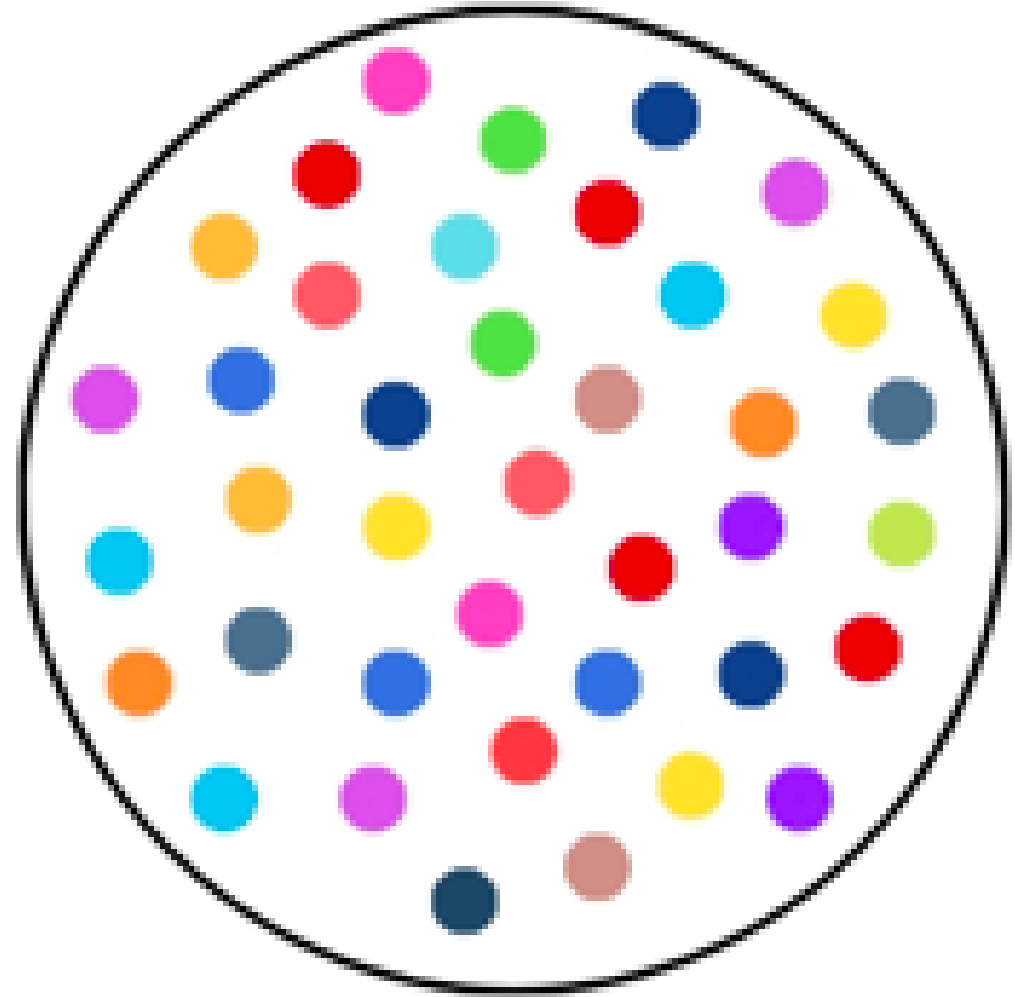


segregation



integration

# WHAT IS inclusion ?

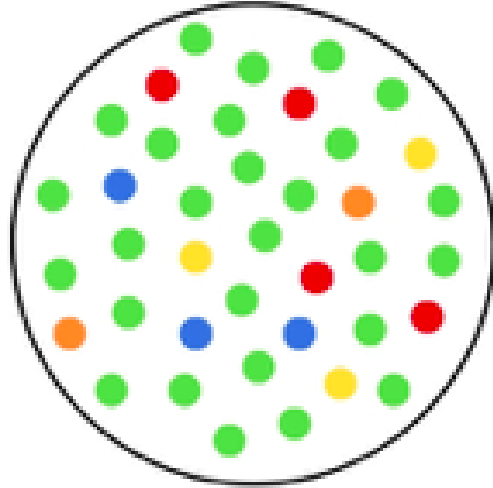


On your own, with a partner, or in a small group

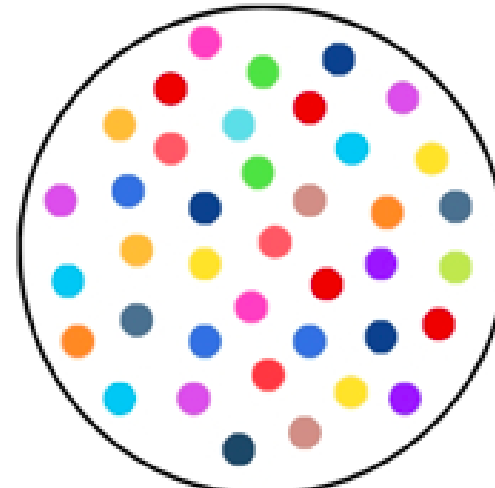
# Making connections

- This reminds me of...
- I remember a time when I felt ...
- I am thinking of a situation where...

# WHAT IS **inclusion** ?

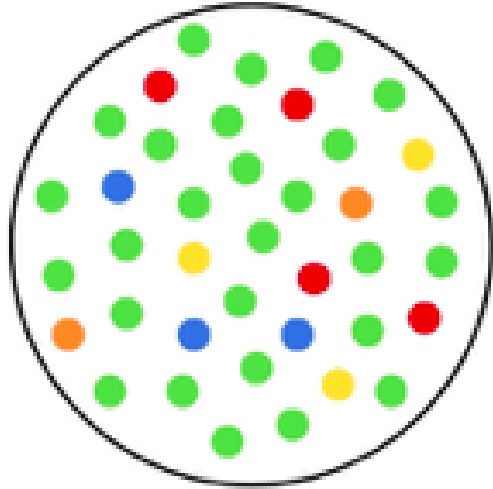


**Including**  
'special needs' students  
into general education  
classrooms

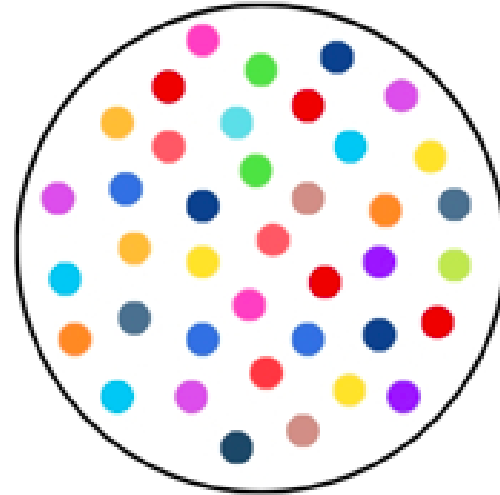
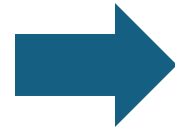


Teaching and designing for  
**diversity**  
(that includes Disability)

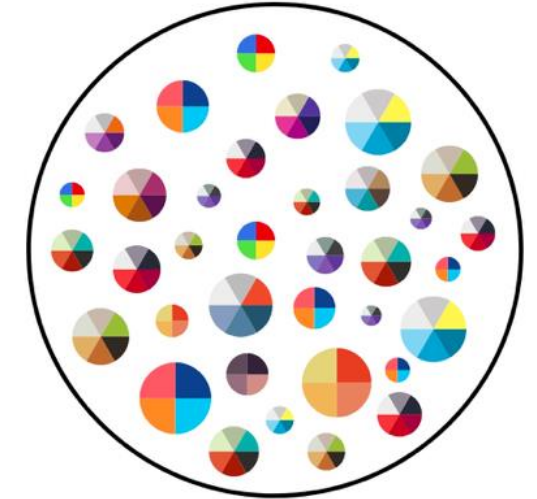
# WHAT IS **inclusion** ?



Including  
'special needs' students  
into general education  
classrooms



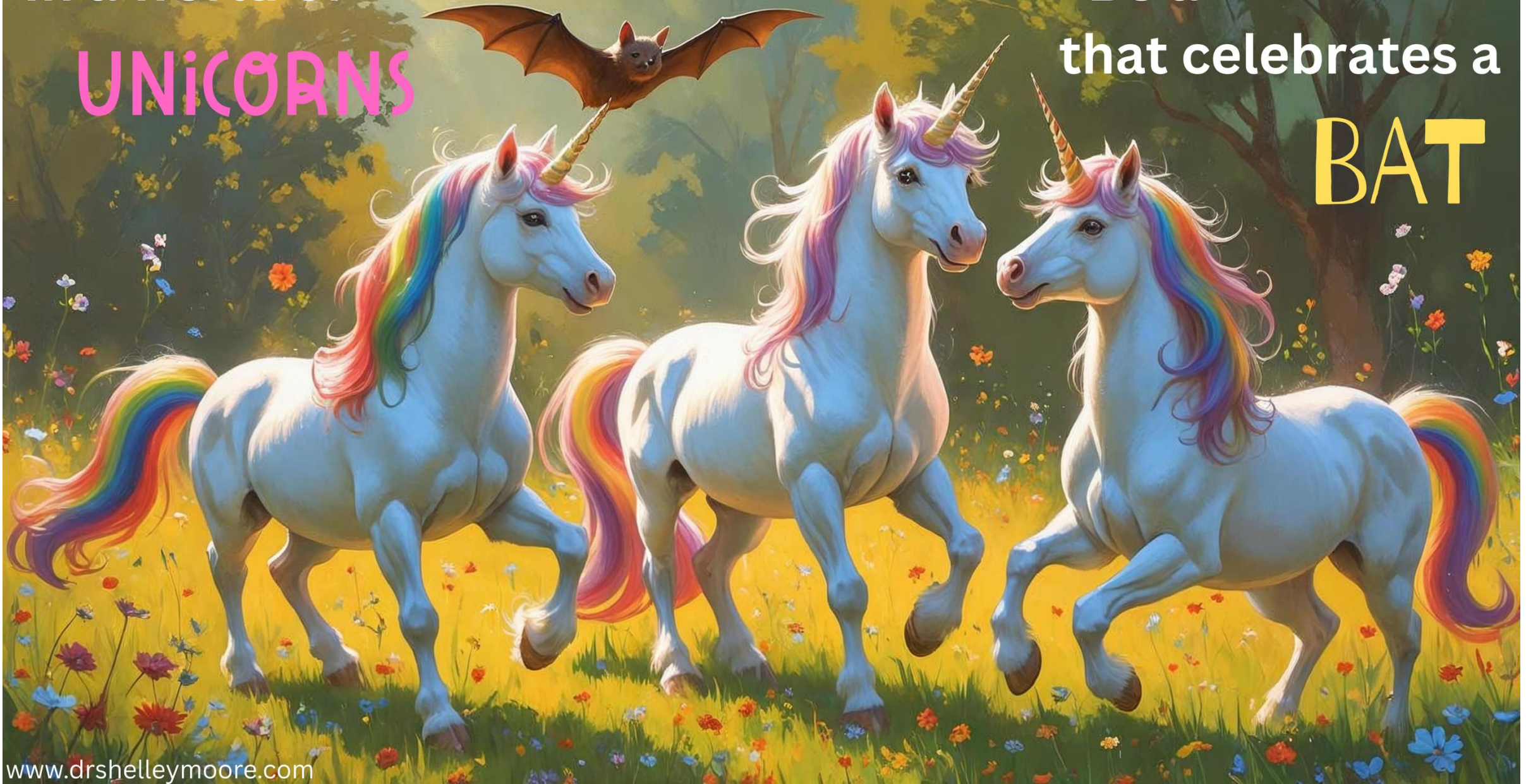
Teaching and designing for  
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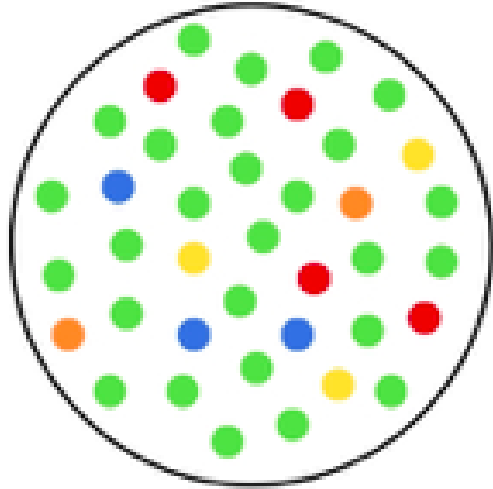
Creating space for  
students to feel confident  
and safe to **identify?**  
(that includes students  
who are Disabled)

In a world of  
**UNICORNS**

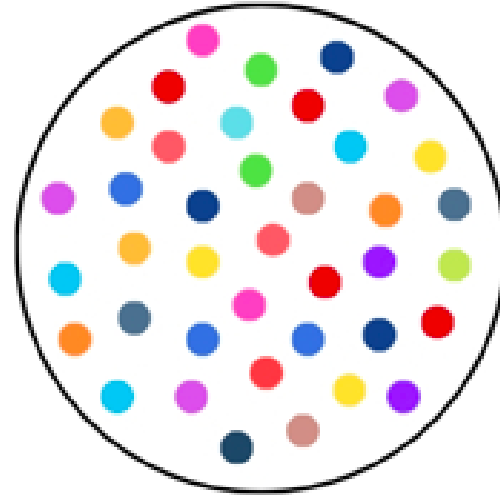
Be a **UNICORN**  
that celebrates a  
**BAT**



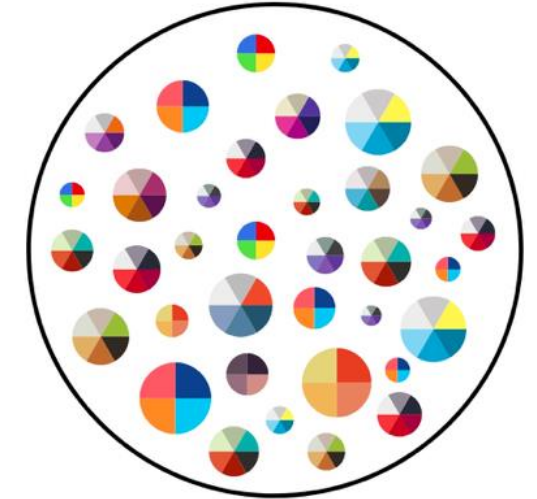
# WHAT IS **inclusion** ?



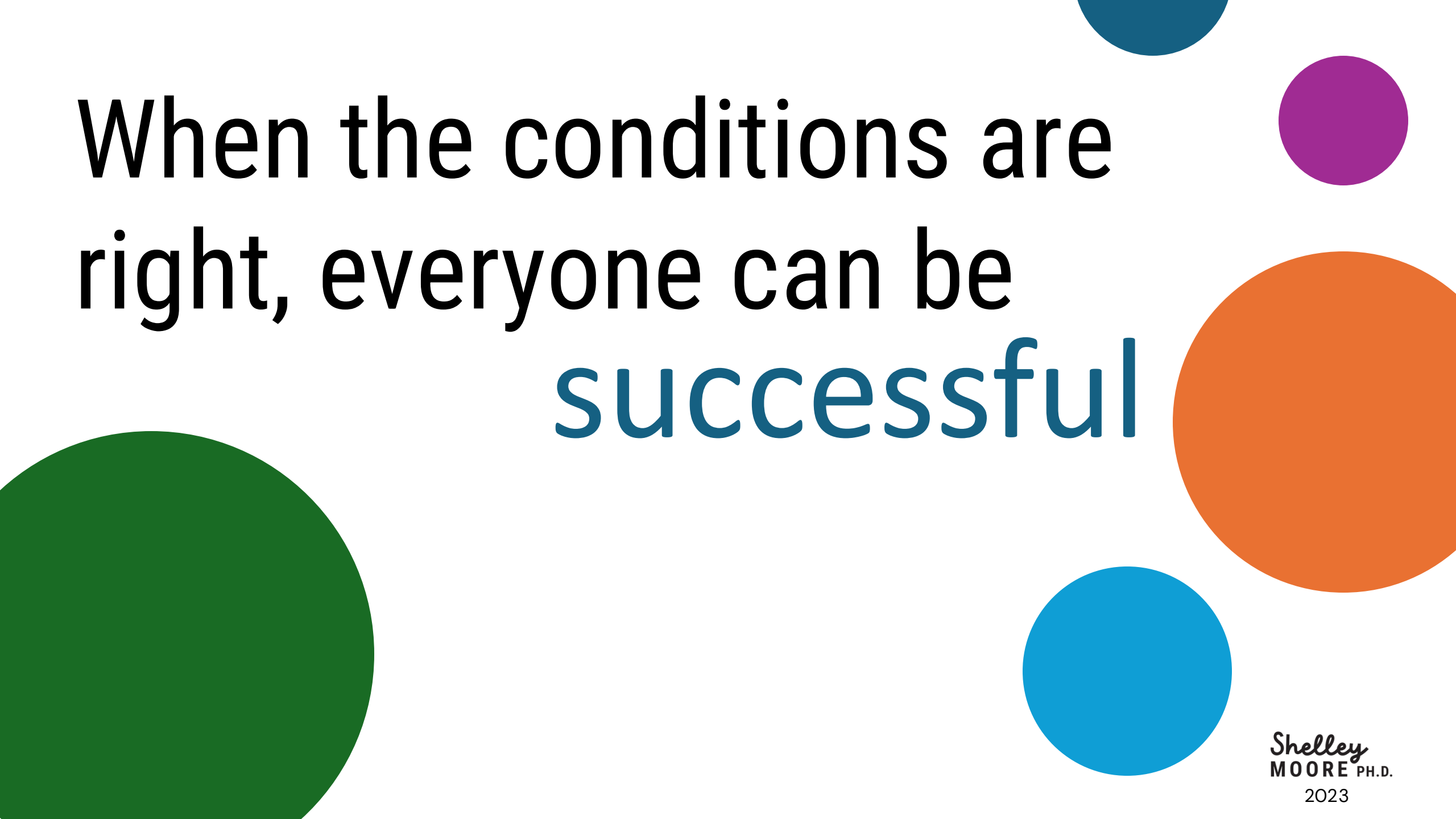
Including  
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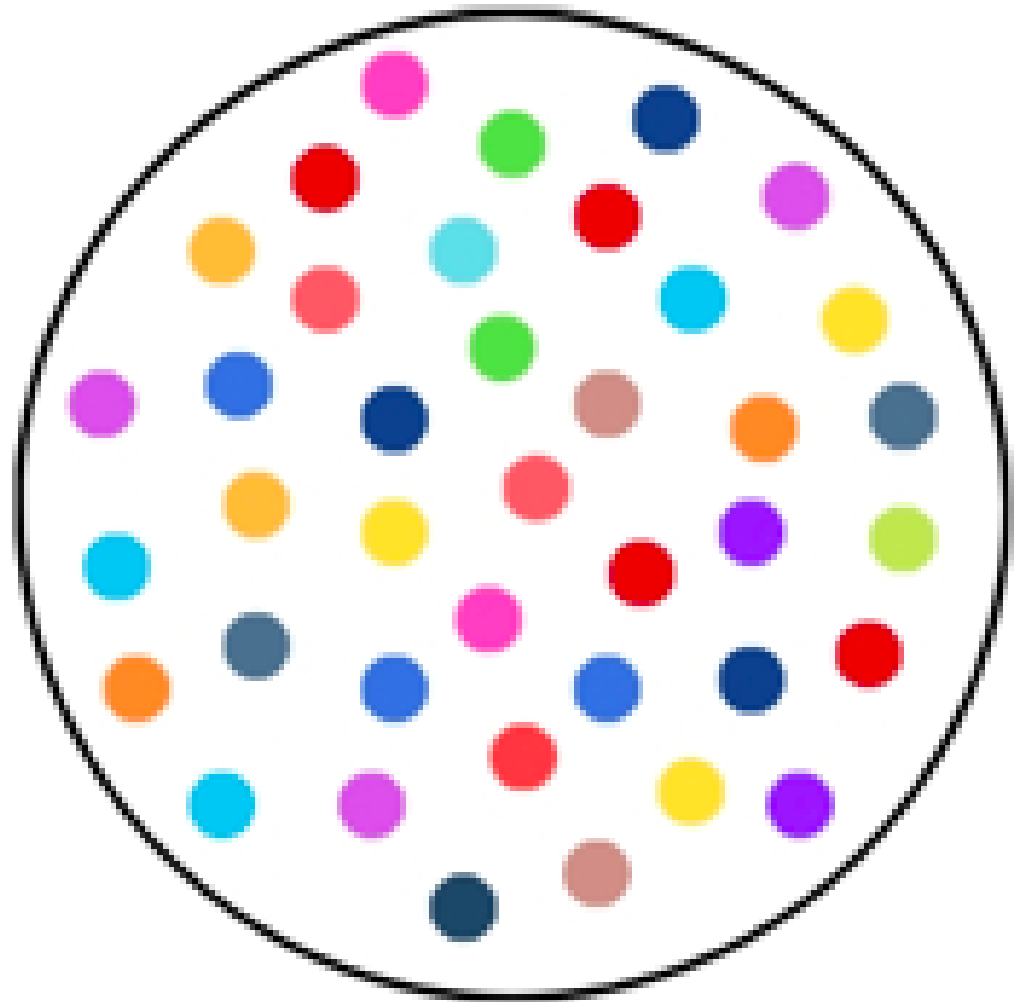
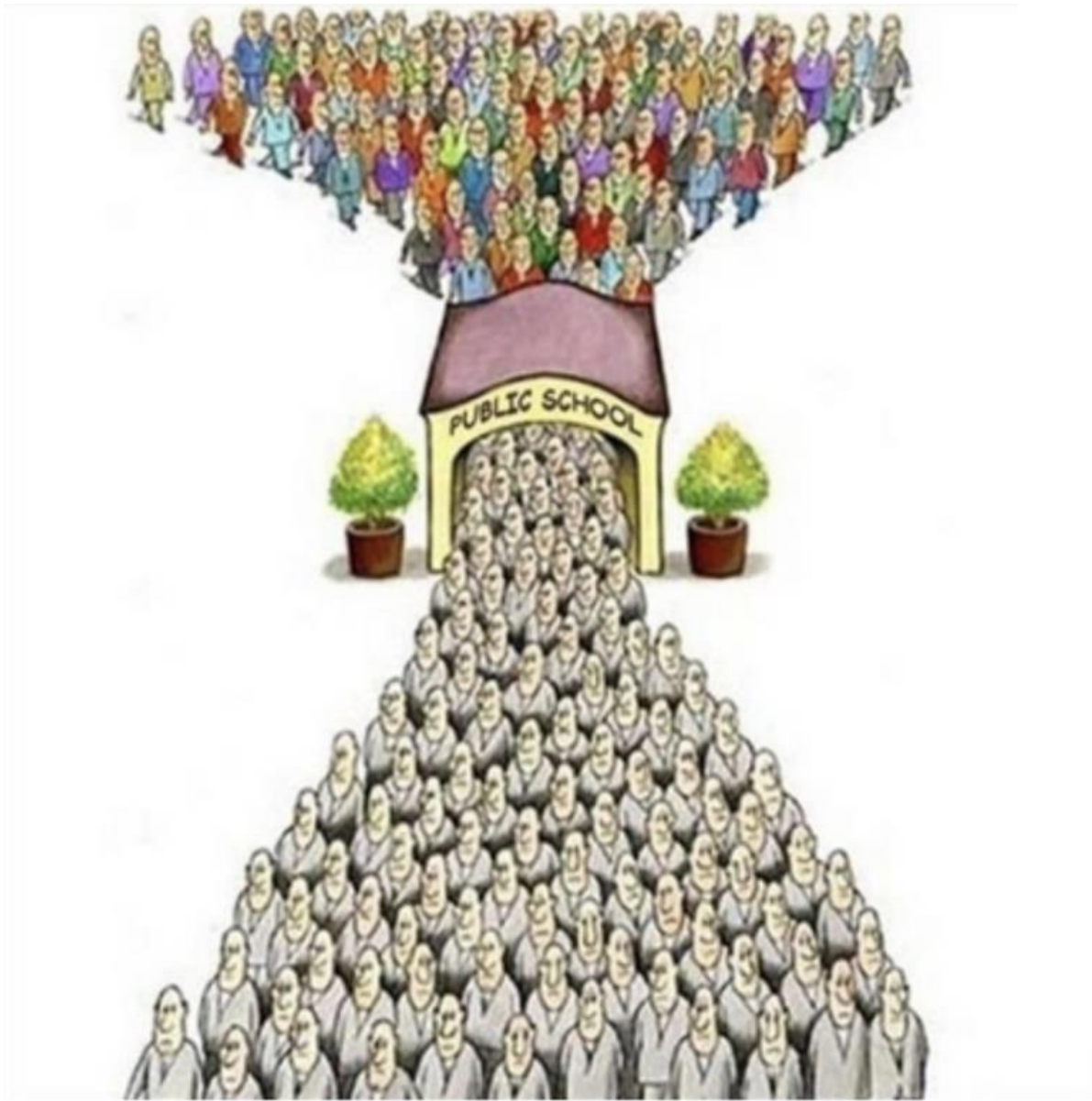
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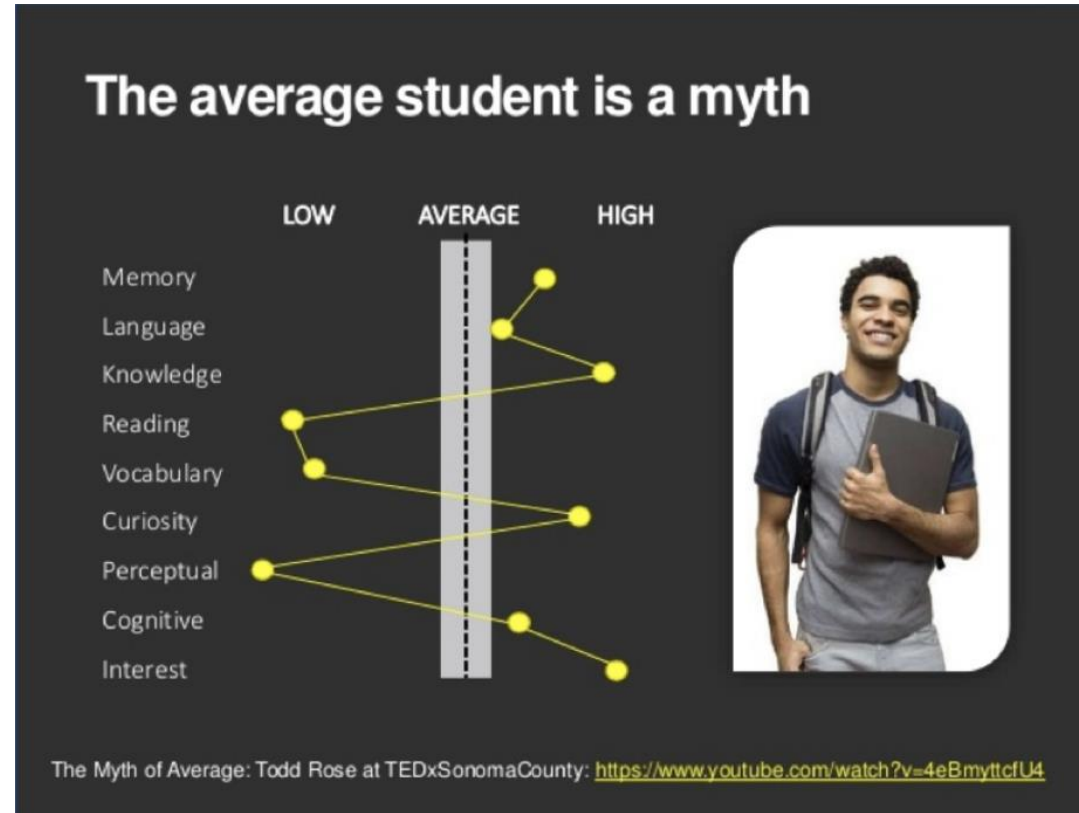
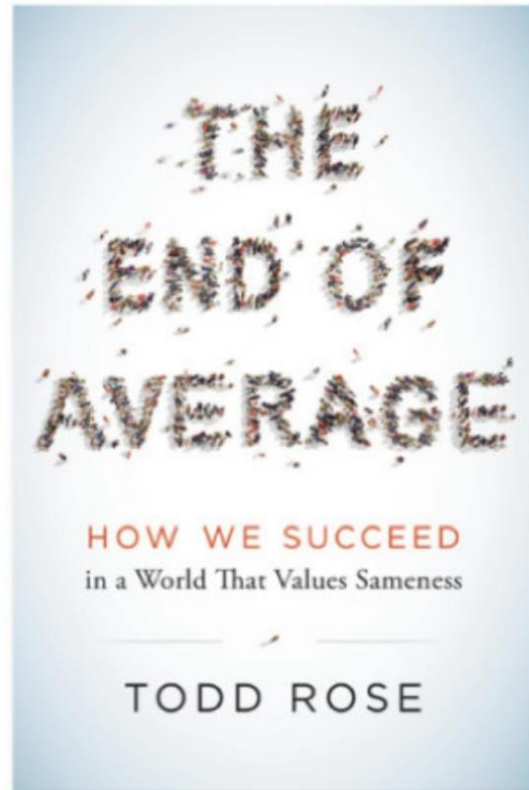
Creating space for  
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(that includes students  
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When the conditions are  
right, everyone can be  
successful

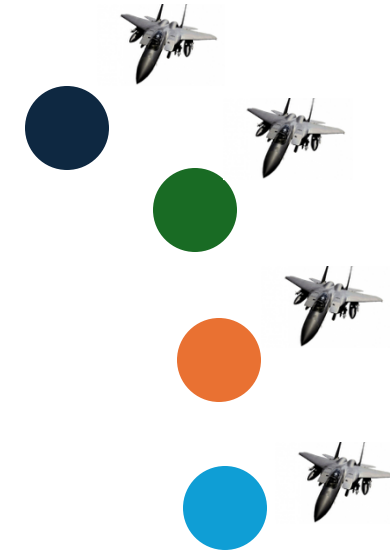
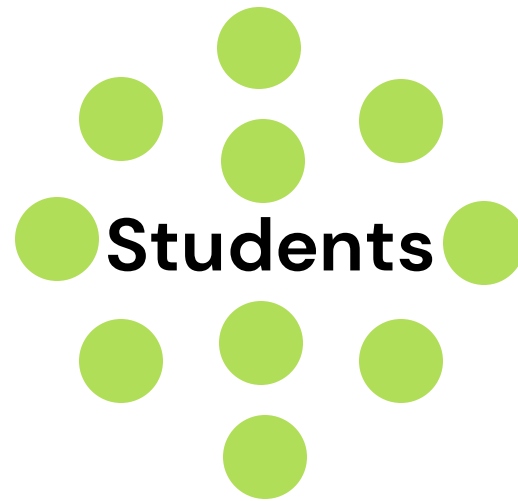
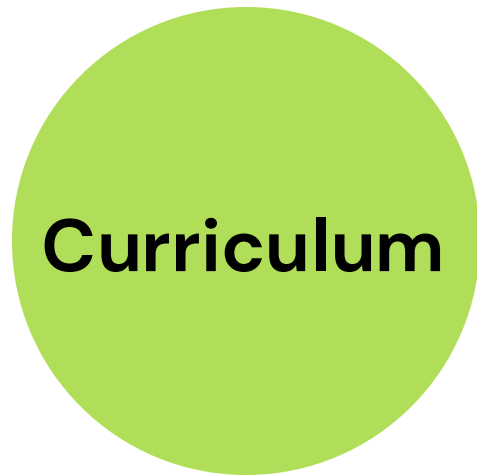


# WHAT IS “normal”?

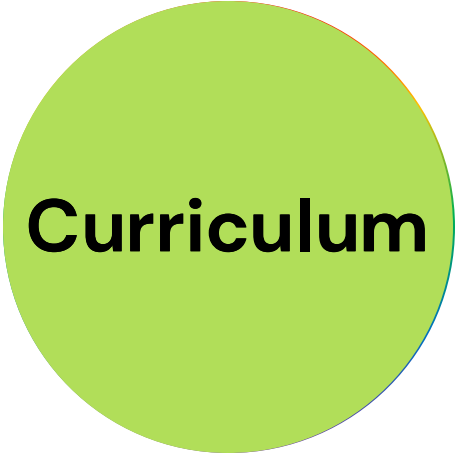
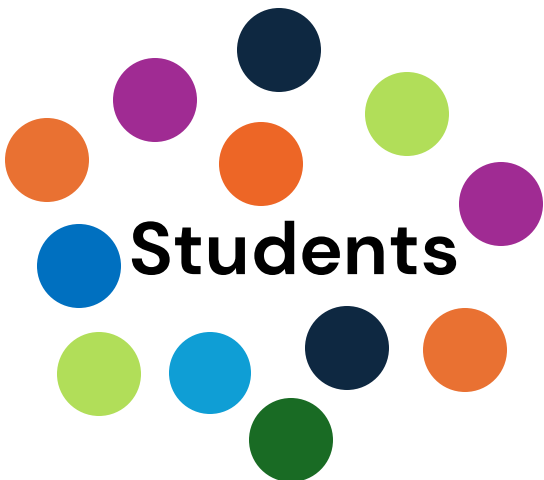


# WHAT IS “average”?

# WHAT & HOW WE WERE TAUGHT..



# WHAT IF WE ANTICIPATED variability



INSTEAD OF homogeneity?

# HOW DO WE DESIGN AN ADJUSTABLE PLANE?

- Who are the **pilots**? What are their **dimensions**?
- What kind of **planes** are they flying?
- How is the plane **responsive** to the pilot's dimensions?
- How do the **pilots make the adjustments** they need to fly the plane?



# HOW DO WE DESIGN AN ADJUSTABLE PLANE?

- Who are the **students**? What is the range of the **variability**?
- What is the **grade level curriculum** that students need to access?
- How is the grade level curriculum **responsive** to the range of student variability?
- How do we help **students to make the adjustments** they need to access the grade level curriculum?



What grade level curriculum are we using?  
What are the learning standards?

## CURRICULUM & ASSESSMENT DESIGN

Student choice of challenge  
Adjustable Curriculum

Student choice of evidence  
Adjustable Assessment

# Students

Who are the pilots?  
What are their dimensions?  
Where is their agency?

## NEEDS BASED DESIGN

What are the student needs?  
What barriers are getting in the way?  
What do student require to navigate needs & barriers?

Adjustable Supports & Strategies  
Student choice of tools and actions

## INSTRUCTIONAL DESIGN

How will students show growth within the learning standard?  
How do we know?

What grade level curriculum are we using?  
What are the learning standards?

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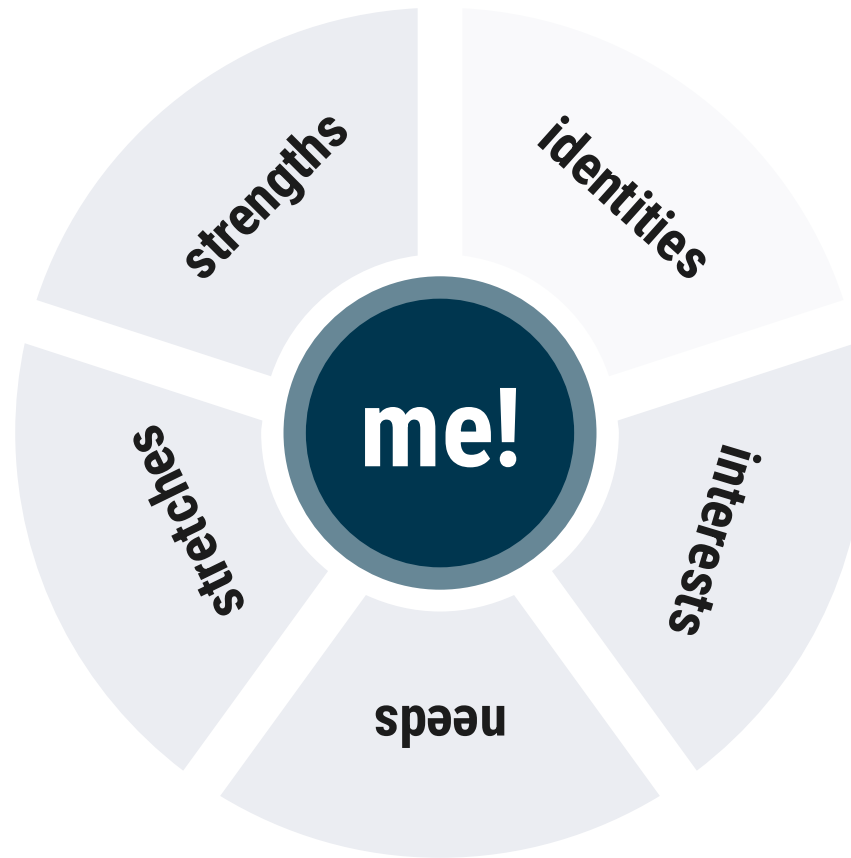
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How will students show growth within the learning standard?  
How do we know?



**We cannot design.. for who a student isn't.**

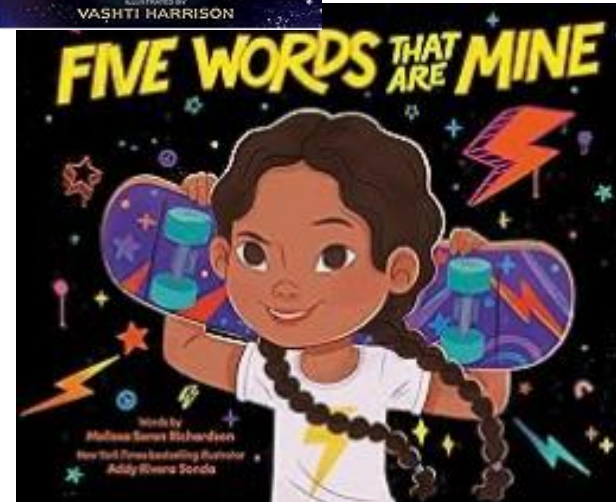
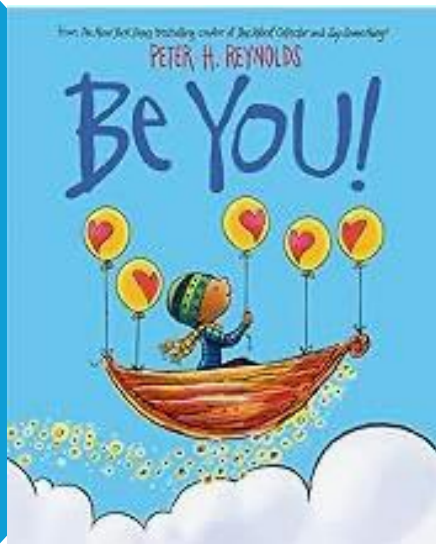
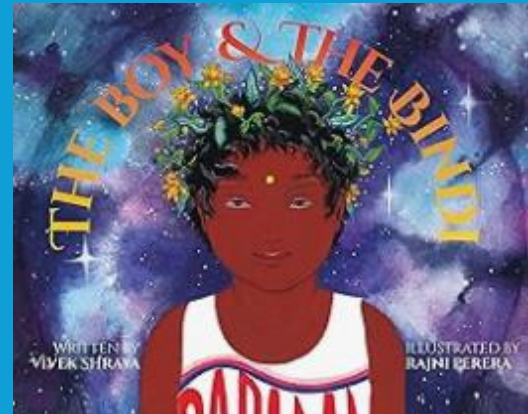
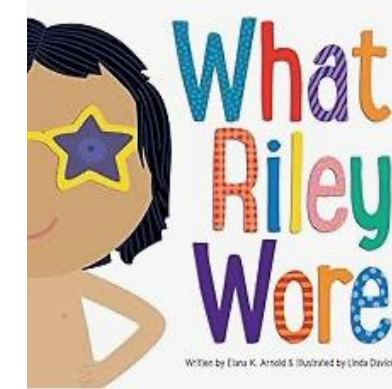
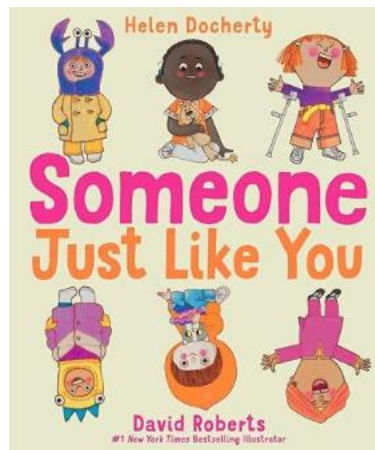
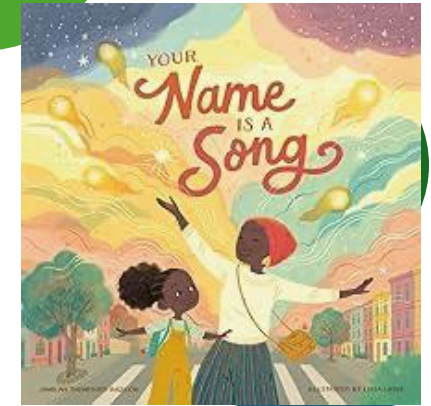
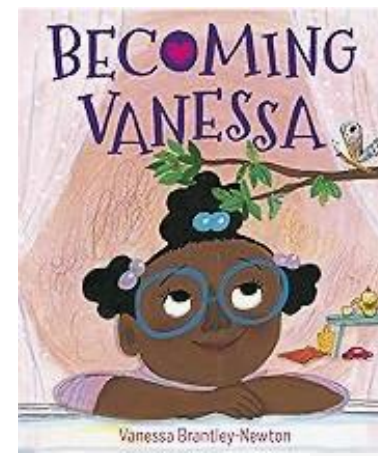
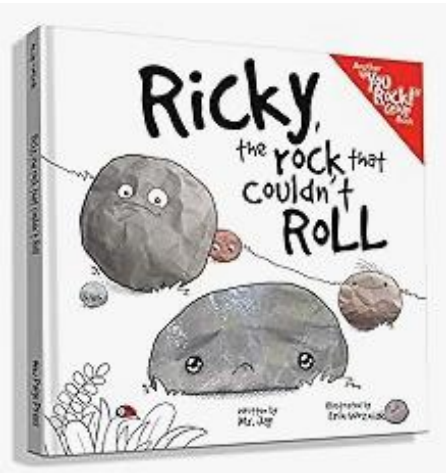
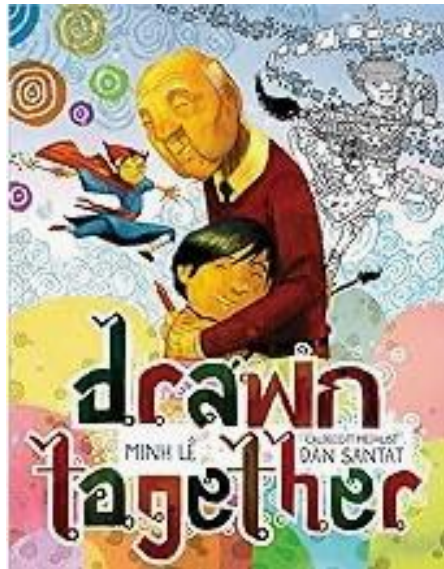
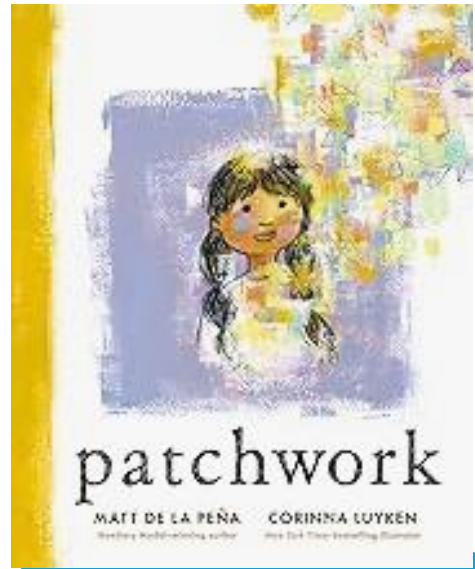
# The Five Dimensions



**We cannot design for who a student isn't.**

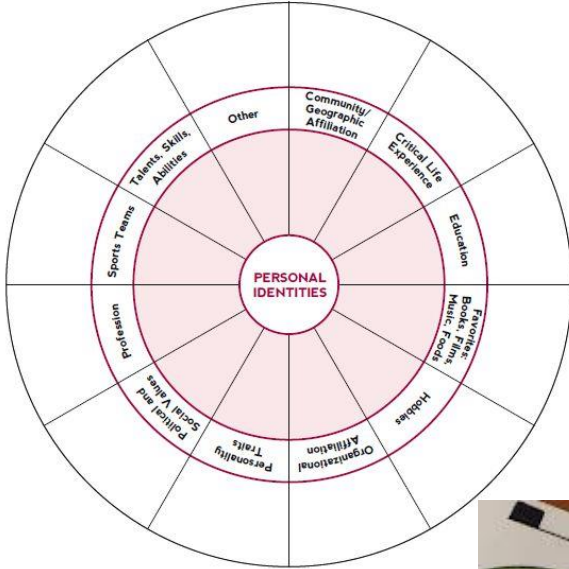
# Identity

@mrsmacskinders

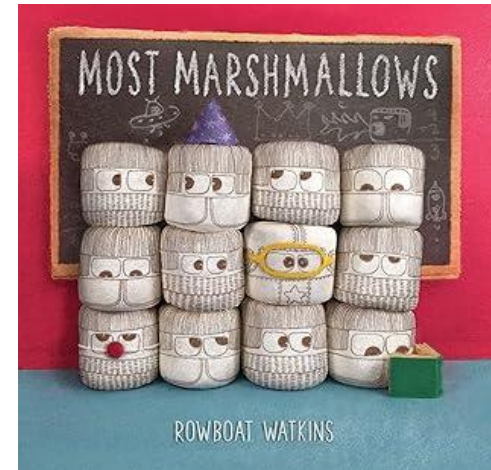
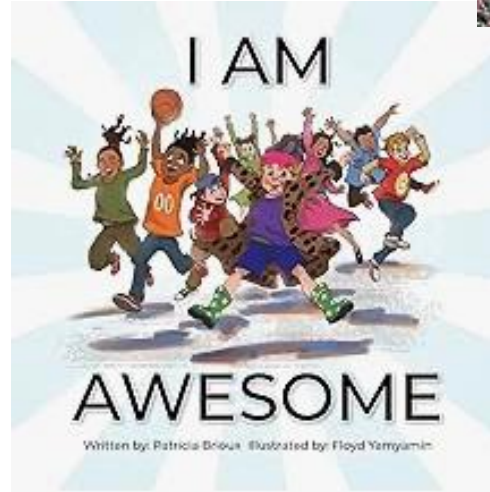
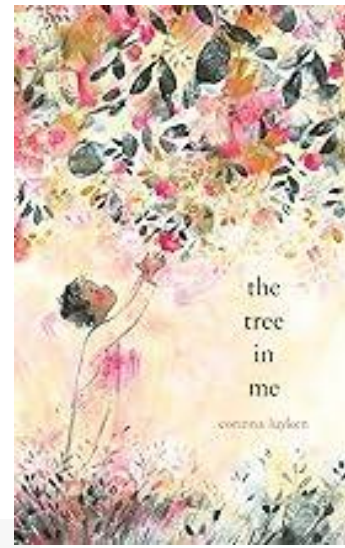
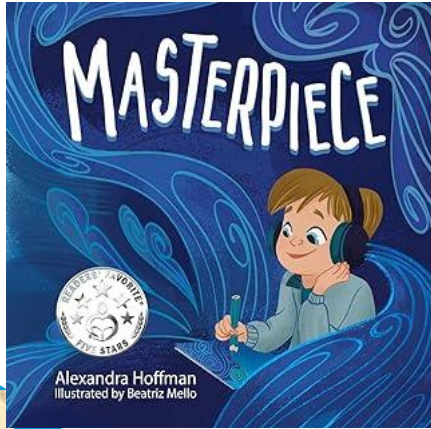
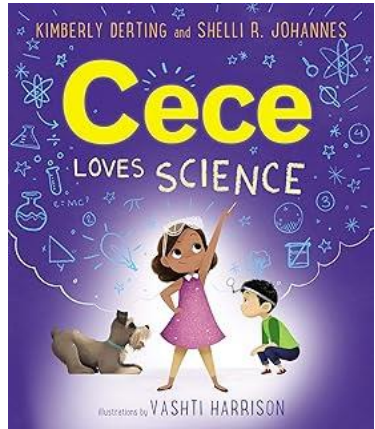


**PERSONAL IDENTITY WHEEL**

Fill in your identity for each of the categories listed. In the inner circle, record the identities that are the most important or salient to you. In the outer circle, record the identities that are less important or salient to you.



# Strengths

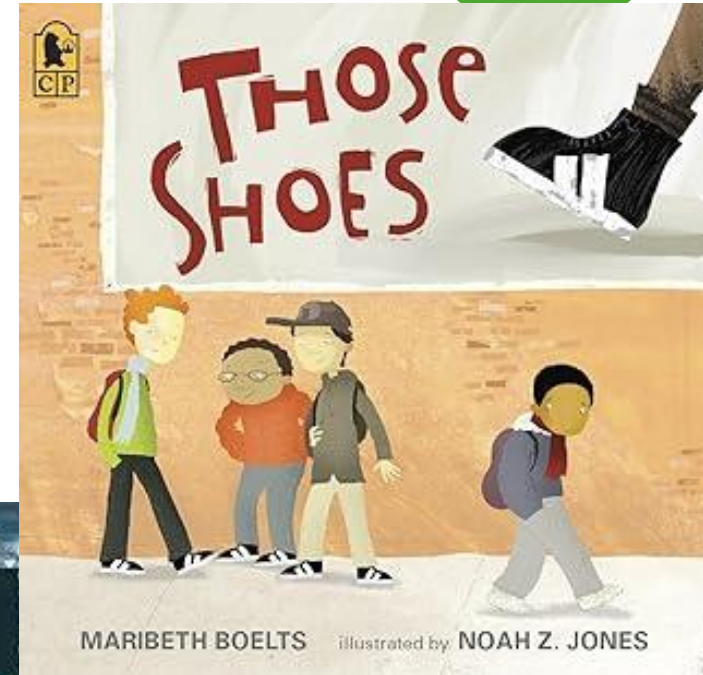
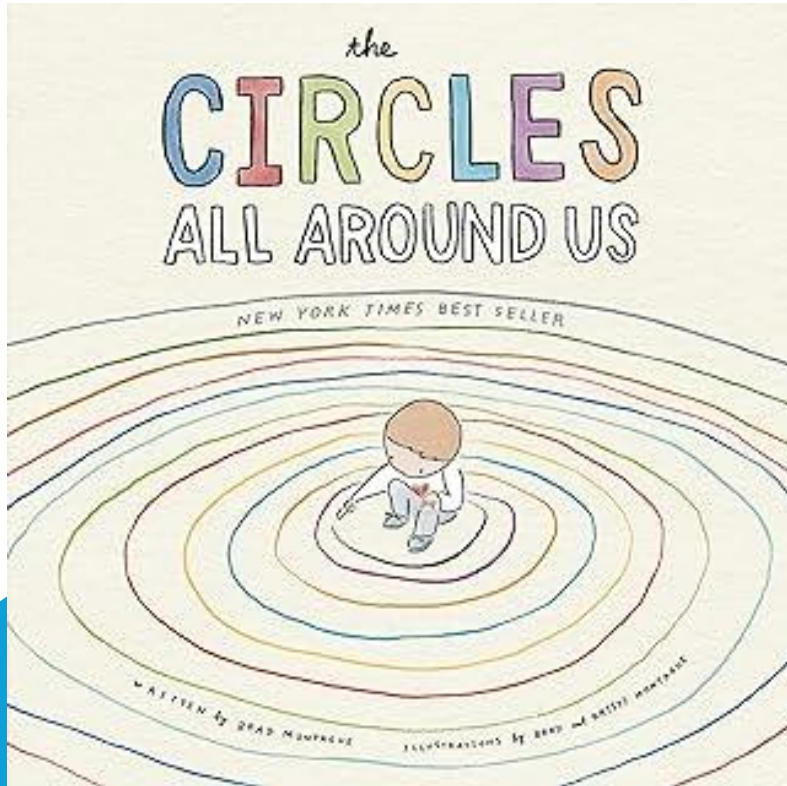


@mrsmacskinders

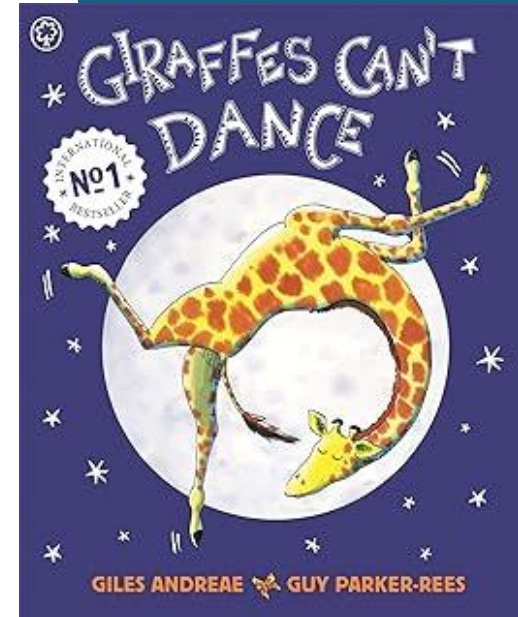
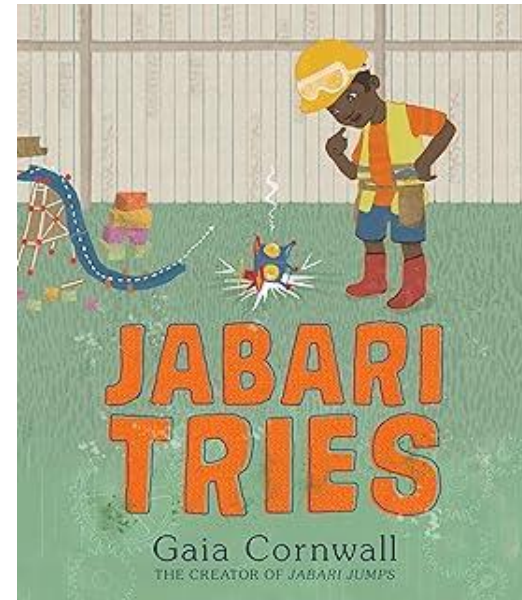
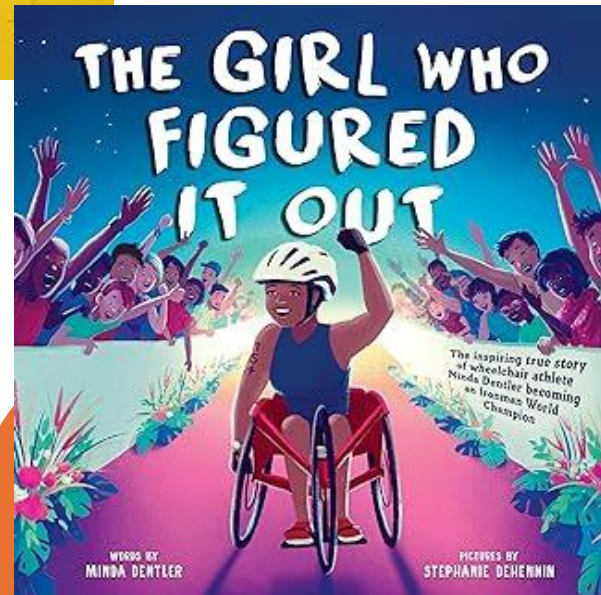
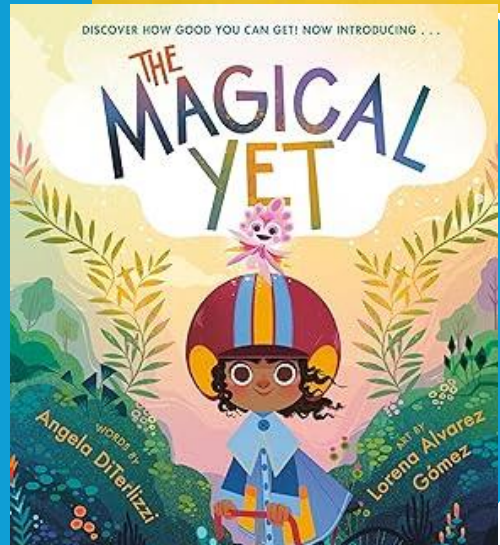
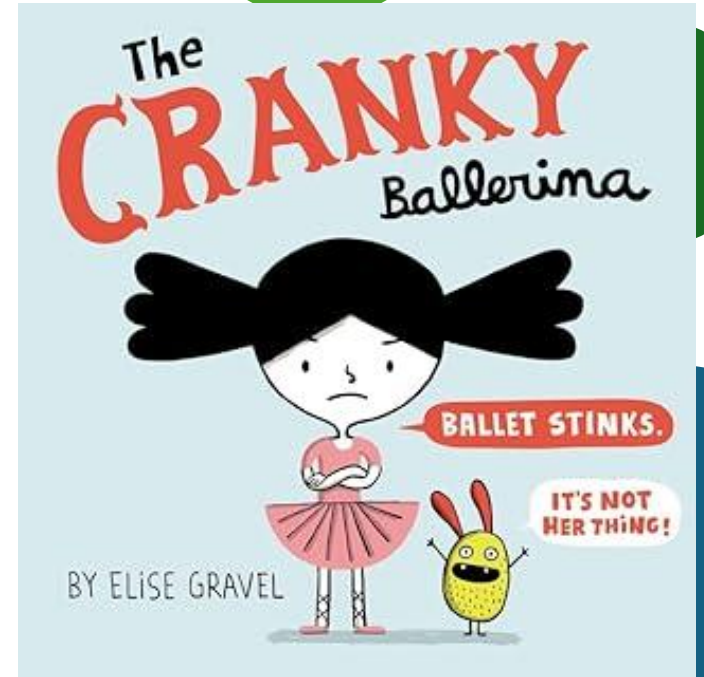
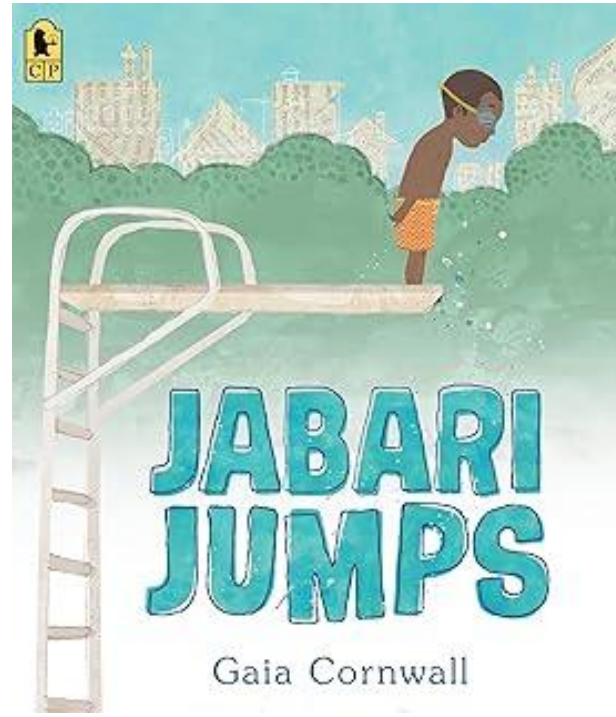
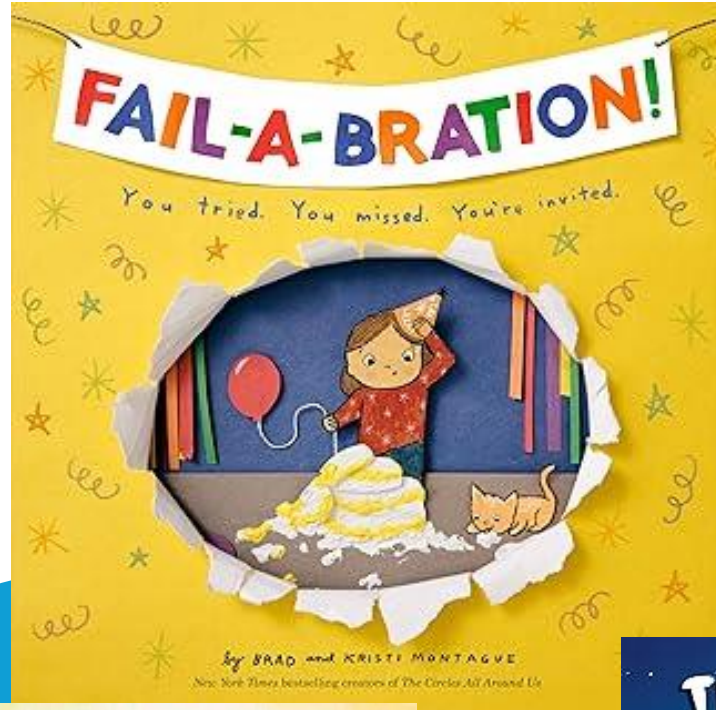
# Interests



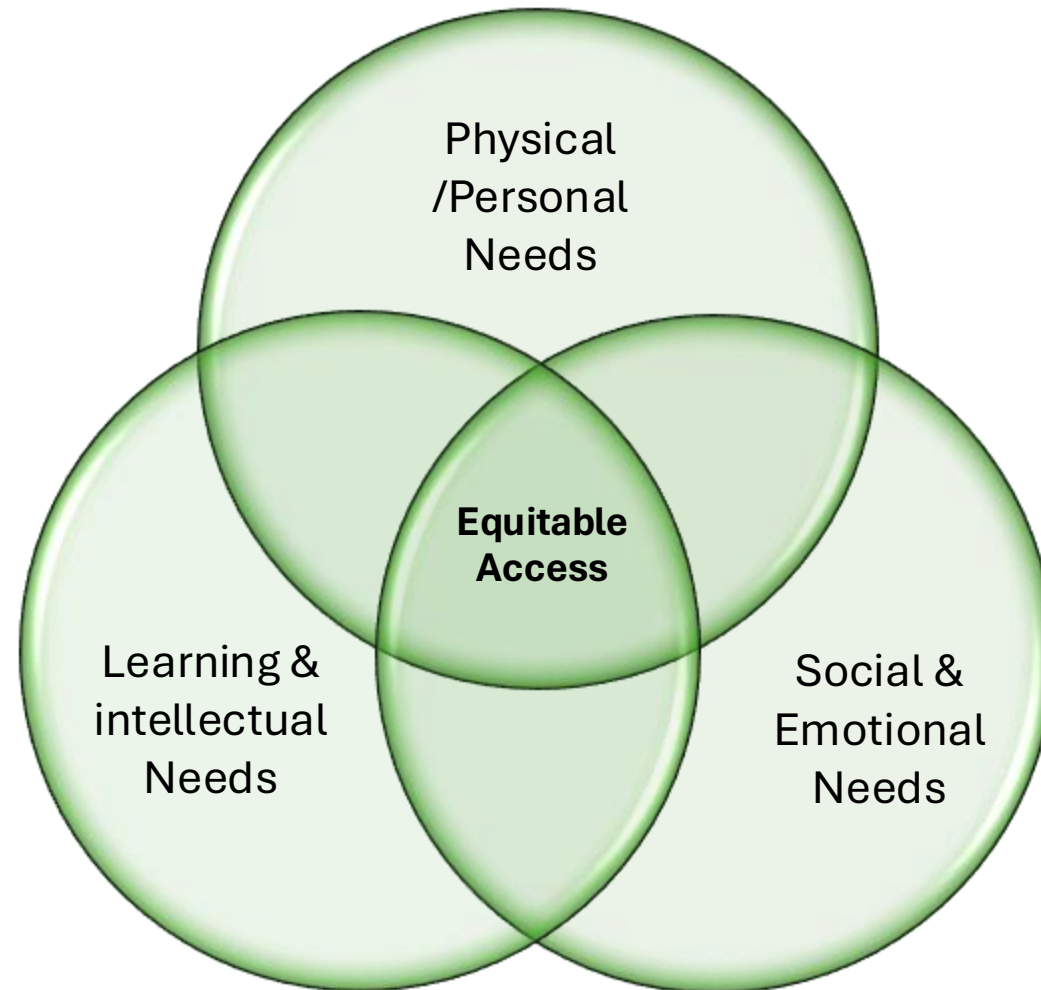
# Needs



# Stretches

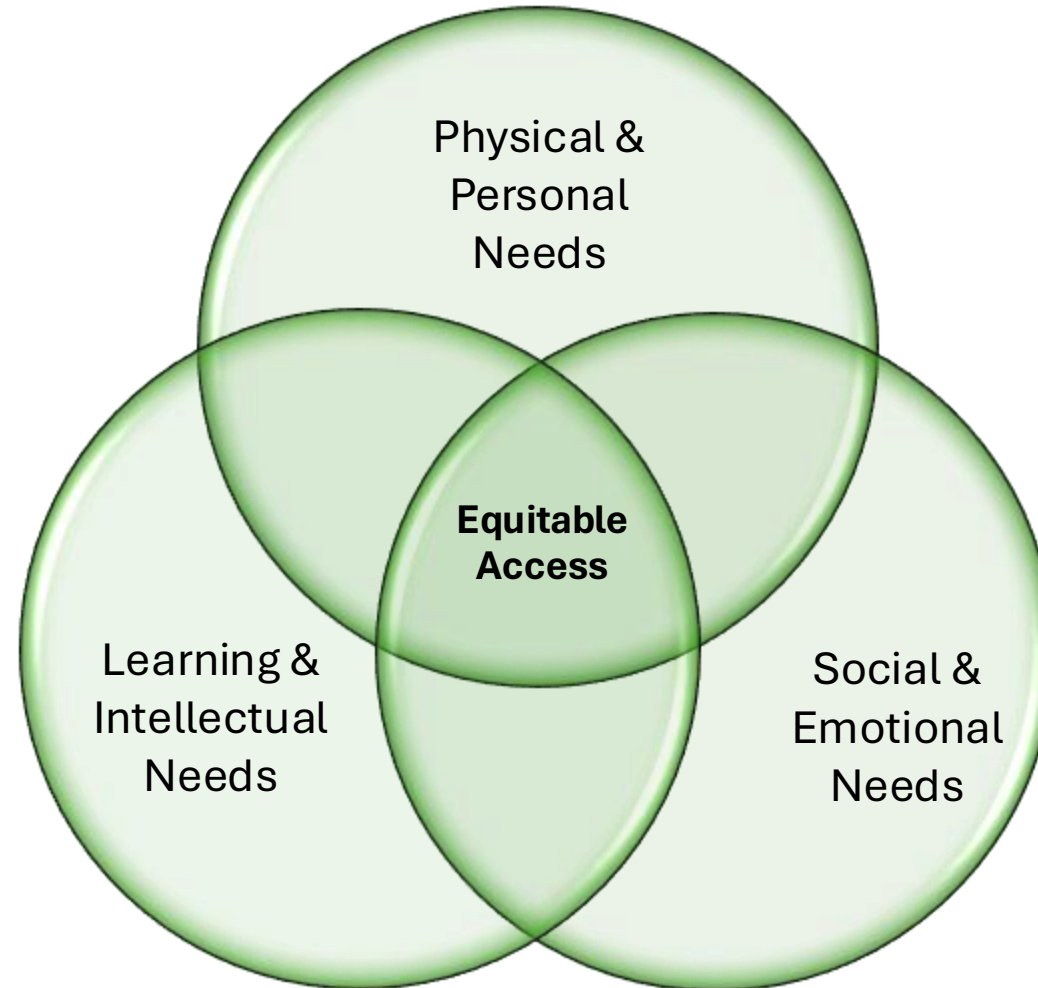


# Increasing Inclusive & Equitable Access by Designing for Individual Needs



# 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

## Individual Needs Based Reflection

Name:	Grade:	Date:
<ol style="list-style-type: none"> <li>1. Look at the following areas of need</li> <li>2. For each targeted context, reflect on needs and mark an (x) if this an area that you feel like you need support</li> <li>3. Highlight which needs area would be a priority in each context to support</li> </ol>		



Areas of Need: I need support with...	Context 1	Context 2	Context 3	Context 4	Context 5	Context 5
Getting to school/getting to school/class on time						
Paying Attention/Staying on task						
Feeling anxious/ Depressed						
Eating/Food/Allergies						
Being engaged/Motivated						
Feeling frustrated/ Angry						
Greif/trauma/sadness						
Moving (using my muscles/body)						
Remembering information						
Taking care of my physical/medical needs						
Feeling safe at school						
Advocating for myself						
Managing my emotions						
Managing my behaviour						
Managing my learning						
Not feeling good about myself						

Harming/hurting myself						
Feeling overwhelmed in my senses (Noise/volume/brightness)						
Transitioning from one activity/class to the next						
Feeling discriminated against						
Understanding French/English						
Making/ keeping friends						
I am getting bullied						
I bully others						
Speaking/ Presenting						
Understanding what is said to me						
Understanding what is taught/what I am supposed to do						
Feeling like I need to be challenged (school feels too easy)						
Reading Skills						
Writing Skills						
Math skills						

# Google Form:

<https://forms.gle/6CaTcpW3sSQnQnCp7>



Identities	Interests	Strengths
Choose at least 3 questions to respond to from this section.	Choose at least 3 questions to respond to from this section.	Choose at least 3 questions to respond to from this section.
How do you identify? Your answer _____	What brings you joy? Your answer _____	What feels easy to you? Your answer _____
What are some words that describe you? Your answer _____	What are some of your favourite things/activities? Your answer _____	What do you know a lot about? Your answer _____
Complete the statement: I am ... Your answer _____	What are some things that you like to do with your family? Your friends? Your answer _____	What unique perspective do you bring to conversations? Your answer _____
What communities are you and your family a part of? Your answer _____	What do you wish you could spend more time doing or learning about? Your answer _____	What are you really good at? Your answer _____
What are your pro nouns? Your answer _____	What would you do if you had a day off? Your answer _____	What could you teach to someone else? Your answer _____

<b>Class Review:</b>		<b>School Team:</b>		<b>Date:</b>	
<b>Class Dimensions</b>					
<b>Class Identities</b> <i>Student Perspectives:</i>   <i>Team Perspectives:</i>		<b>Class Interests</b> <i>Student Perspectives:</i>   <i>Team Perspectives:</i>		<b>Classroom Strengths</b> <i>Student Perspectives:</i>   <i>Team Perspectives:</i>	
<b>Class Needs</b>					
<b>Need:</b>	<b>Need:</b>	<b>Need:</b>	<b>Need:</b>	<b>Need:</b>	<b>Need:</b>
<b>Team Goals</b>					
<b>Some big questions and/or goals that we have for this class:</b>					
<b>Team Reflections &amp; Decisions</b>					
<b>What works well for this class?</b>			<b>What else can we do to reduce barriers for this class?</b>		



<b>Class Review:</b>	<b>School Team:</b>	<b>Date:</b>
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**Class Dimensions**

<b>Class Identities</b>	<b>Class Interests</b>	<b>Classroom Strengths</b>	<b>Classroom Stretches</b>
 <b>Student Dimensions</b> 			

**Class Needs**



<b>Need:</b>	<b>Need:</b>	<b>Need:</b>	<b>Need:</b>	<b>Need:</b>
 <b>Prioritized Needs to Target</b> 				

**Team Goals**

Some big questions and/or goals that we have for this class:

 <b>Collaborative Team Goals</b> 	
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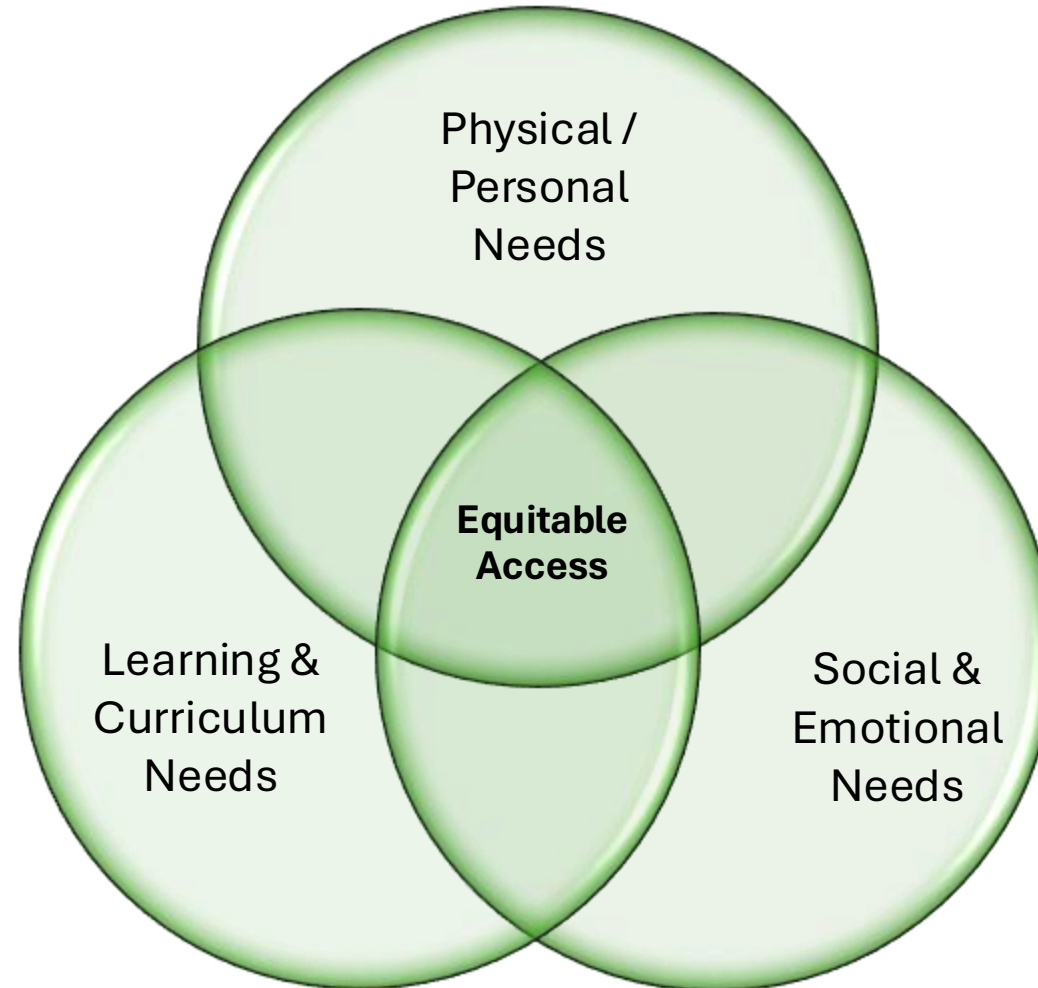
**Team Reflections & Decisions**

<b>What works well for this class?</b>	<b>What else can we do to reduce barriers for this class?</b>
 <b>Collaborative Team Decisions</b> 	

Class Review: Gr 7 Math/Science		School Team: PJS Middle		Date: Feb 2024	
<b>Class Dimensions</b>					
<b>Class Identities:</b> Families – half are in split families 2 families navigating cancer, 1 parent in rehab Grade – 4/5 combined Cultures: Kenyan, Caucasian, Japanese, Ethiopia, Hispanic, Pacific Islander, Religion: Christian, Language: English		<b>Class Interests:</b> Competition, trivia, puzzles, word games, brain teasers, riddles, working with friends, choice, being creative, stories and read aloud, art, service, kindergarten buddies		<b>Classroom Strengths:</b> Creating, social, healthy competition, fair, protective, aware, helping others, working with others, leadership, being aware of others, allowing others to lead, socially awareness & responsible, understanding, strong academically overall (gr 4), reading, motivated intrinsically	
<b>Classroom Stretches:</b> Waiting, their turn, not always getting your way/ what you want, being aware that what is “easy” is not easy for everyone, being aware of diverse abilities, empathy and mindful of how what we say affects others, stamina, justifying their learning, deep thinking and sharing of their learning, too comfortable sometimes					
<b>Targeted Class Needs</b>					
Need: Anxiety/ Emotional Regulation <b>GA, LB, JA, ES, KR, GS</b>		Need: Engagement/ Motivation <b>LB, JA, ES, NS</b>		Need: Trauma/ Family Needs <b>GA, LB, JA, ES, JK, LE</b>	
Need: Literacy <b>GA, MA, KR, TP, AB</b>					
<b>Collaborative Team Questions</b>					
E: How to support literacy needs? How do we make sure they are ready for middle school? S: How do we teach them to manage their needs (anxiety etc.) so they are ready for middle school and have to navigate such a different context? C: How to support students who are not participating and often not attending? How to engage and motivate without pushing too hard?					
<b>Collaborative Team Decisions:</b>					
What works well for this class? - Natural consequences, honesty & fairness, competition, roles & responsibilities as students, conversations		What do we still want to try? Strategies to increase self advocacy  UDL Strategies to reduce barriers to engagement - Make learning relevant to students’ lives - Scaffolding learning (access to challenge)		UDL Strategies to reduce barriers to representation - Highlighting patterns in language systems - Using multi-media - Focus on building prior knowledge - Include processing tasks in lesson design UDL Strategies to reduce barriers to Expression - Guiding students through self assessment and goal setting - Model the use of supports and strategies	

# 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

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Areas of Need <span style="color: red;">Choices (EC, HN)</span> <span style="color: blue;">Life Skills (KD, IN)</span> <span style="color: green;">Resource (JC)</span>	Students who have this need  (underline students who have <u>IEP/504</u> )	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	<span style="color: red;">JA</span>			x
Attention	<span style="color: red;">JA</span> , <span style="color: red;">RM</span>		x	
Anxiety/ Depression	<span style="color: red;">GA</span> , <span style="color: red;">LB</span> , <span style="color: red;">JA</span> , <span style="color: blue;">ES</span> , <span style="color: red;">KR</span> , <span style="color: red;">GS</span>	x		
Bullying				
Communication (receptive)				
Communication (expressive)	<span style="color: red;">GA</span> , <span style="color: red;">LB</span>		x	
Eating/Food/Allergies	<span style="color: red;">LB</span>			x
Engagement/Motivation	<span style="color: red;">LB</span> , <span style="color: red;">JA</span> , <span style="color: blue;">ES</span> , <span style="color: red;">NS</span>	x		
Executive Functioning	<span style="color: red;">MA</span> , <span style="color: red;">LB</span> , <span style="color: red;">JA</span>	x		
Family/Community/Identity	<span style="color: red;">JA</span> , <span style="color: blue;">ES</span> , <span style="color: red;">JK</span> , <span style="color: red;">LE</span>	x		
Frustration/ Anger	<span style="color: red;">JA</span> , <span style="color: blue;">ES</span>		x	
Greif/ Trauma	<span style="color: red;">GA</span> , <span style="color: red;">LB</span> , <span style="color: red;">JA</span> , <span style="color: blue;">ES</span> , <span style="color: red;">KK</span>	x		
Gross/Fine Motor Skills	<span style="color: red;">LB</span> , <span style="color: red;">BB</span>			x
Intellectual Ability (access)	<span style="color: red;">GA</span> , <span style="color: red;">MA</span>		x	
Intellectual Ability (extend)	<span style="color: red;">BW</span> , <span style="color: red;">IM</span> , <span style="color: red;">MB</span>		x	

Language				
Literacy (decoding)	MA, KR, TP, AD		x	
Literacy (understanding)	GA, MA, KR, TP, AD		x	
Literacy (written output)	MA, LB, KR, TP, AD		x	
Literacy (oral language/speaking)	GA		x	
Medical				
Memory				
Mental Health				
Numeracy	ES, KR			
Personal Care	GA			x
Personal Safety				
Physical/Mobility				
Self-Advocacy	LB			x
Self-Regulation (emotional)	GA, JA, ES	x		
Self-Regulation (behavioural)	ES	x		
Self-Regulation (learning)				
Self Esteem	LB, JA, ES	x		
Self-Harm/ Self Injurious Behaviour				
Sensory				
Social Skills	GA, LB, JA, ES	x		
Transitioning	JA, ES	x		
Other:				
Other:				

Priority Community Needs	Specialists/Individuals to connect to	Priority Individual Needs	Specialists/Individuals to connect to
Anxiety/ emotional self- Regulation	Counsellors - Jessica		
Family support/ trauma	Counsellors - Jessica, Community Schools - Diana		
Literacy	Title - Kori, Mica, Melissa		
Engagement/ Motivation	Sarah, Shelley, Jasmine, Kim		

What grade level curriculum are we using?  
What are the learning standards?

# CURRICULUM & ASSESSMENT DESIGN

Student choice of challenge  
Adjustable Curriculum

Student choice of evidence  
Adjustable Assessment

# Students

Who are the pilots?  
What are their dimensions?  
Where is their agency?

Adjustable Supports & Strategies  
Student choice of tools and actions

# NEEDS BASED DESIGN

What are the student needs?  
What are the barriers?  
What do students require to navigate needs & barriers?

# INSTRUCTIONAL DESIGN

How will students show growth within the learning standard?  
How do we know?



What is a barrier?

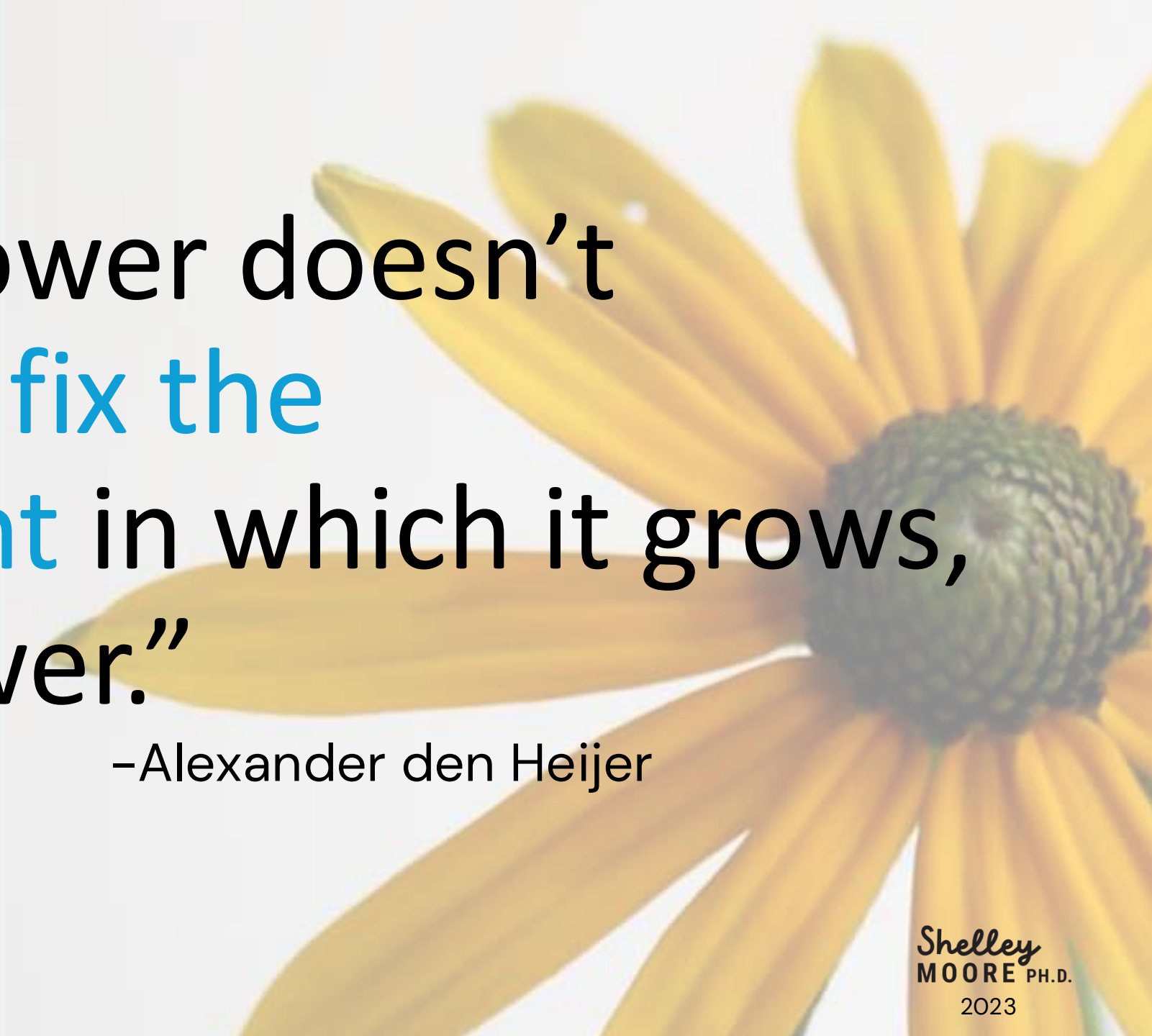
What is a need?



# 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>
<b>Support</b>	<p>Design Options for <b>Sustaining Effort &amp; Persistence</b> (8)</p> <ul style="list-style-type: none"><li>• Clarify the meaning and purpose of goals (8.1)</li><li>• Optimize challenge and support (8.2)</li><li>• Foster collaboration, interdependence, and collective learning (8.3)</li><li>• Foster belonging and community (8.4)</li><li>• Offer action-oriented feedback (8.5)</li></ul>	<p>Design Options for <b>Language &amp; Symbols</b> (2)</p> <ul style="list-style-type: none"><li>• Clarify vocabulary, symbols, and language structures (2.1)</li><li>• Support decoding of text, mathematical notation, and symbols (2.2)</li><li>• Cultivate understanding and respect across languages and dialects (2.3)</li><li>• Address biases in the use of language and symbols (2.4)</li><li>• Illustrate through multiple media (2.5)</li></ul>	<p>Design Options for <b>Expression &amp; Communication</b> (5)</p> <ul style="list-style-type: none"><li>• Use multiple media for communication (5.1)</li><li>• Use multiple tools for construction, composition, and creativity (5.2)</li><li>• Build fluencies with graduated support for practice and performance (5.3)</li><li>• Address biases related to modes of expression and communication (5.4)</li></ul>
<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>