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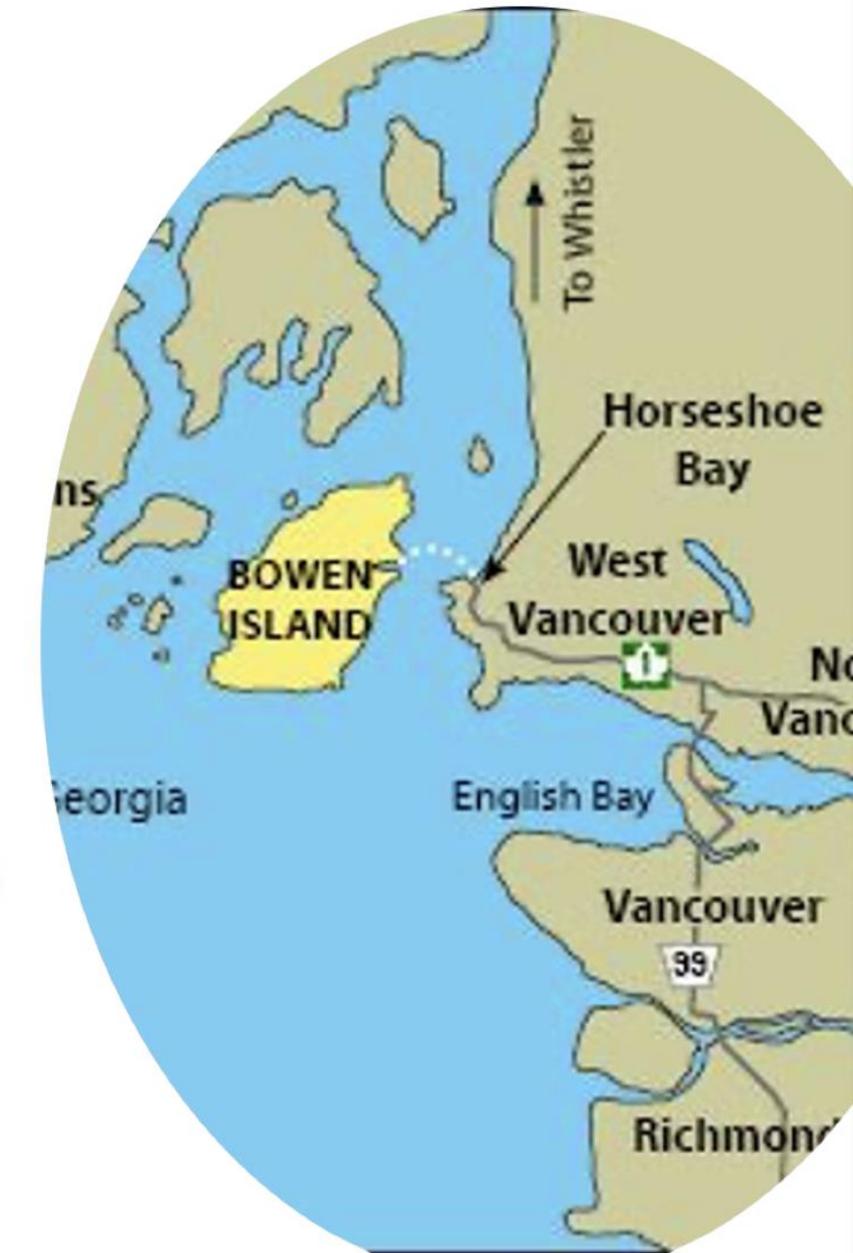
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Dr. Shelley Moore

Nexwlélexm (Bowen Island)

- The Islands Trust Council acknowledges that the lands and waters that encompass the Islands Trust Area have been **home to Indigenous peoples** since **time immemorial** and honours the **rich history, stewardship, and cultural heritage** that embody this place we all call home.
- The Islands Trust Council is committed to establishing and maintaining mutually **respectful relationships** between Indigenous and non-Indigenous peoples. Islands Trust states a **commitment to Reconciliation** with the understanding that this commitment is a **long-term relationship-building and healing process**.
- The Islands Trust Council will strive to **create opportunities for knowledge-sharing** and understanding as people come together to **preserve and protect** the special nature of the islands within the **Salish**



Inclusion is...

...recognizing

...reconciling

...acknowledging

Indigenous ways of knowing and being.



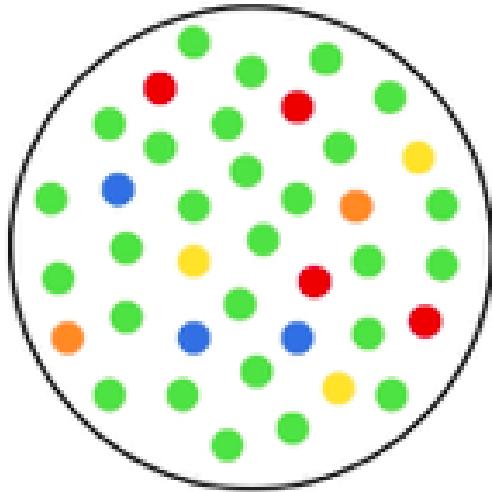
WHAT DOES
inclusion
MEAN?

WHAT DOES

inclusion

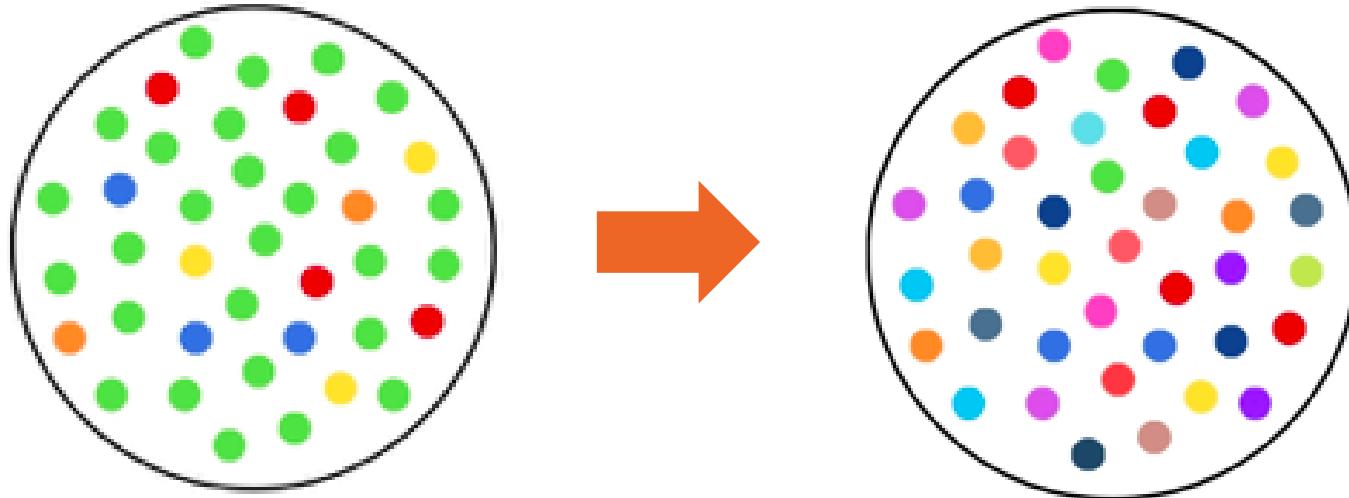
LOOK LIKE?

How do we do inclusion ?



Including
'special needs' children
into general education
classrooms

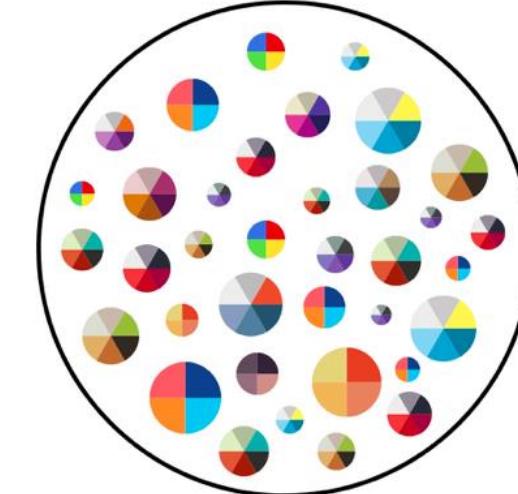
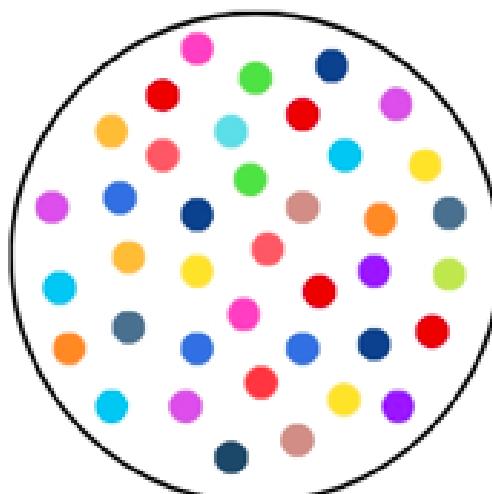
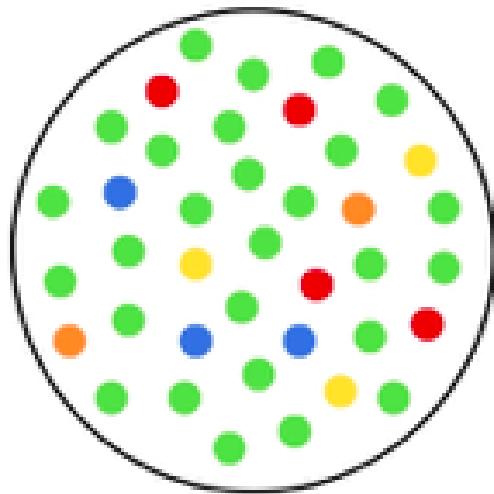
How do we do inclusion ?



Including
'special needs' children
into general education
classrooms

Teaching and designing to
diversity
(that includes Disability)

How do we do inclusion ?



Including
'special needs' children
into general education
classrooms

Teaching and designing to
diversity
(that includes Disability)

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

In a world of
UNiCORNs

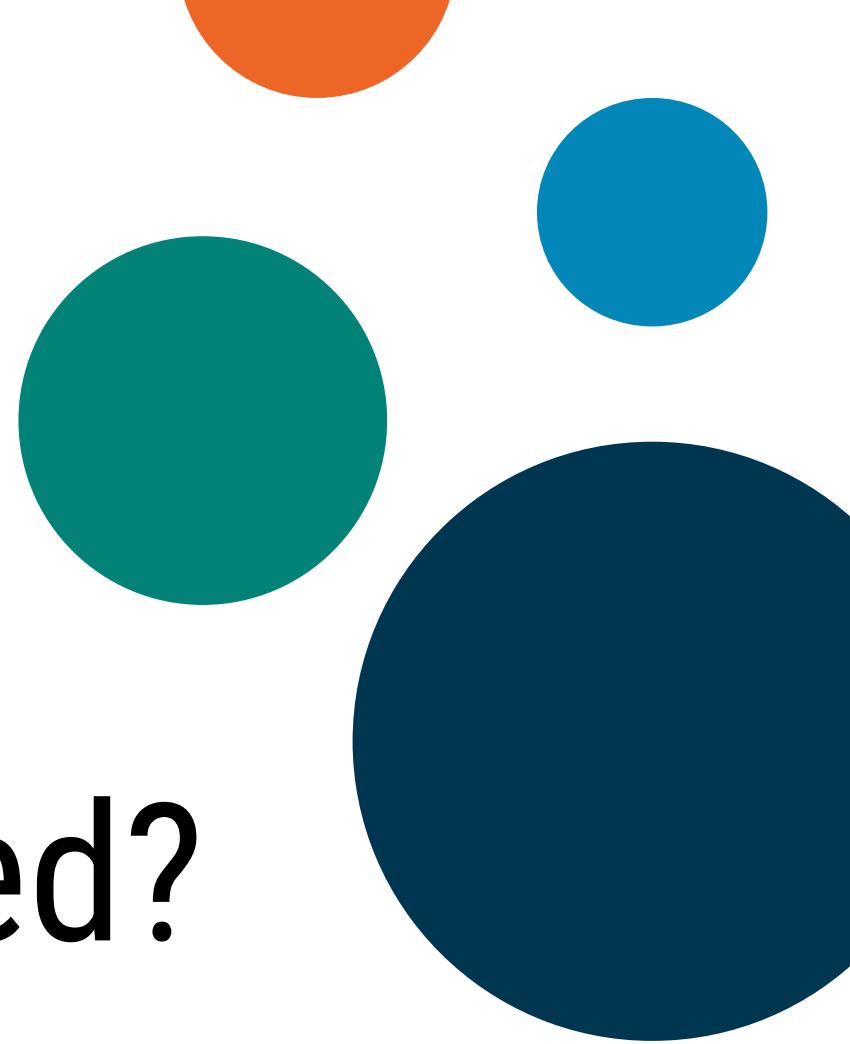
Be a **UNiCORN**
that celebrates a
BAT



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

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

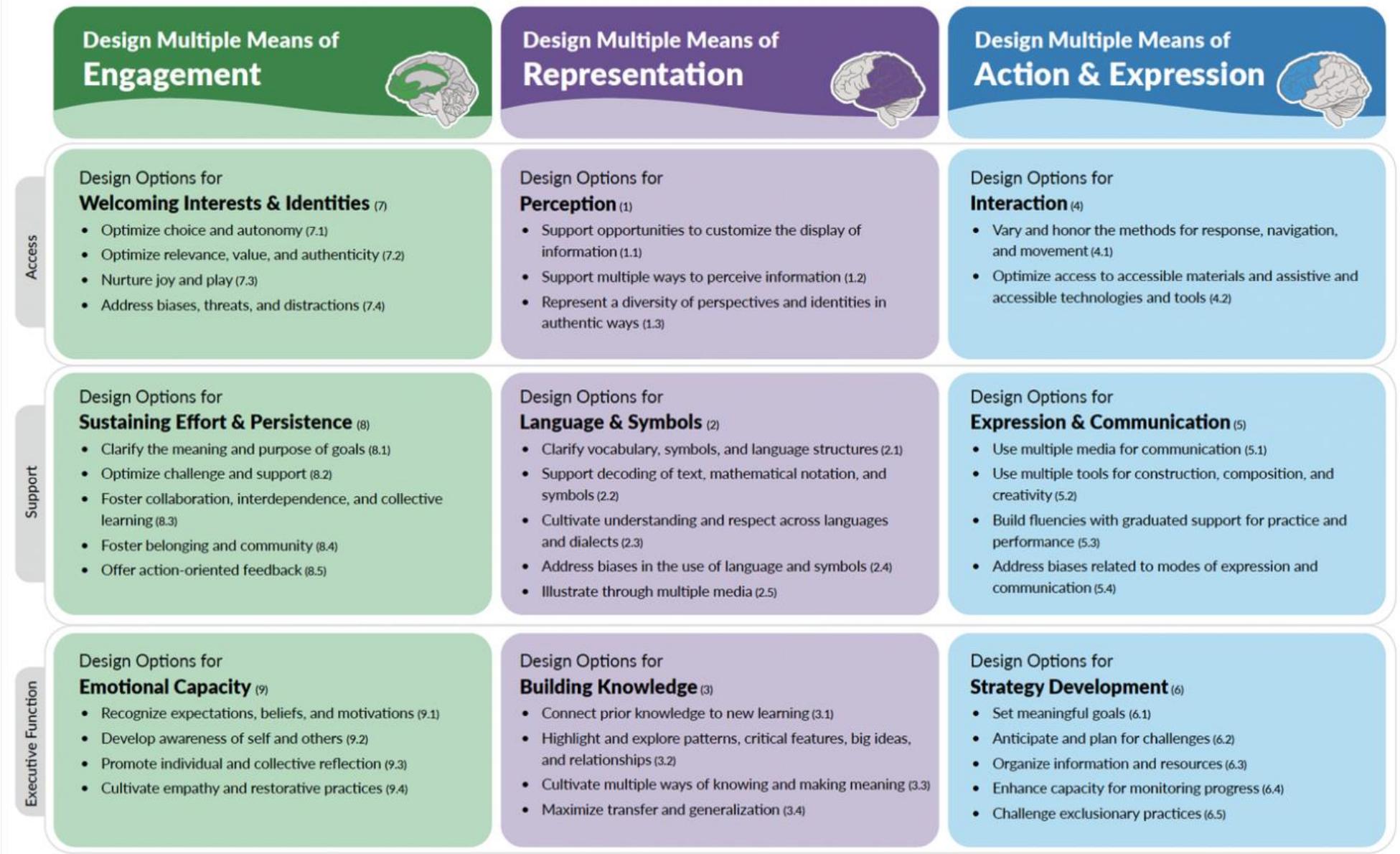
Strategic Networks
The "HOW" of Learning

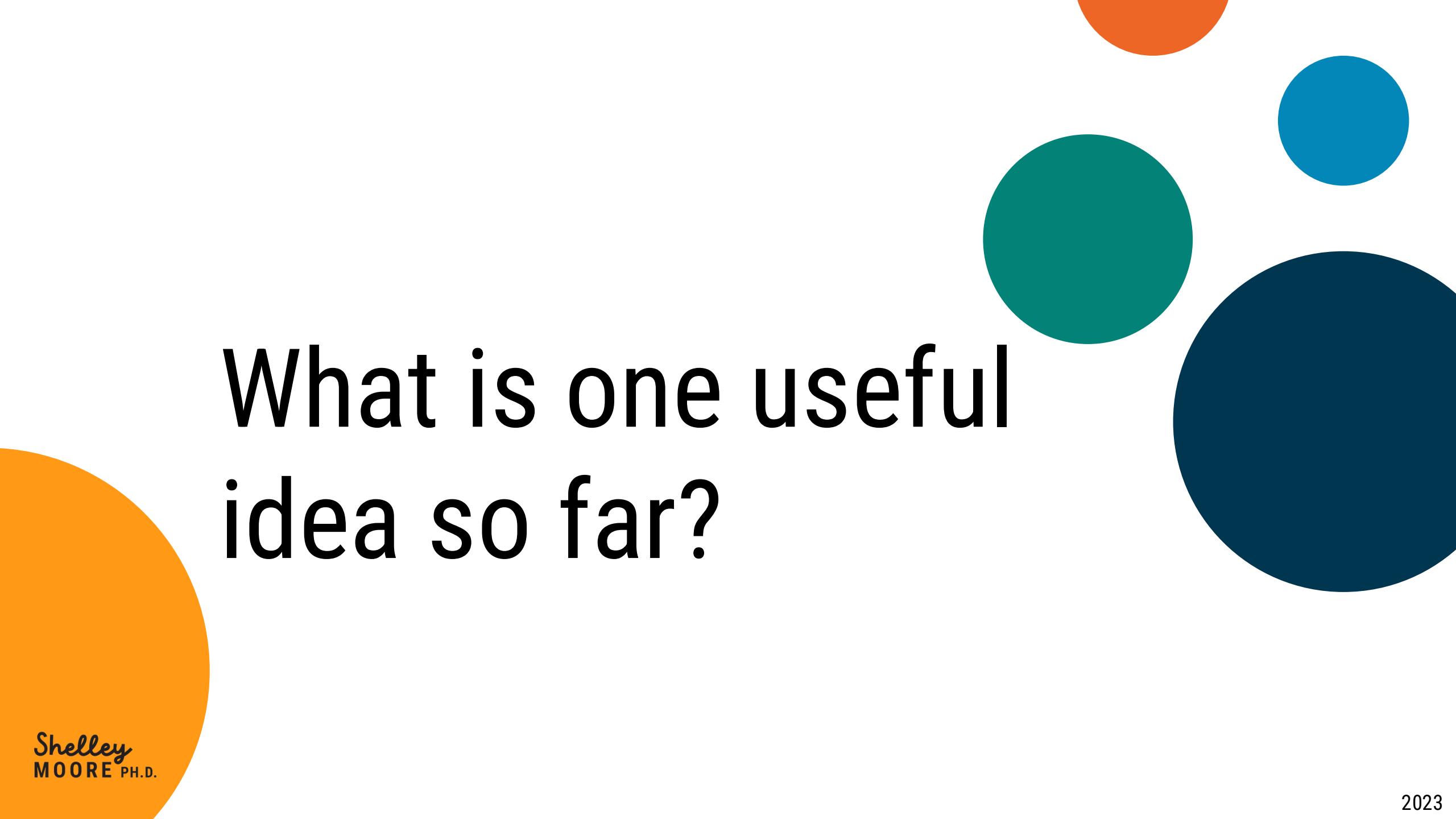


All students
need to be
engaged

All students
need to
understand

All students
need to show
learning





What is one useful idea so far?

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



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Universal Design for Learning 3.0

Provide multiple means of
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The "WHY" of Learning



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Provide multiple means of
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Strategic Networks
The "HOW" of Learning



All students
need to be
engaged

All students
need to
understand

All students
need to show
learning

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

PERIODIC TABLE OF PLANT NUTRIENTS

7	15	19	12	16	20
N	P	K	Mg	S	Ca
Nitrogen	Phosphorus	Potassium	Magnesium	Sulfur	Calcium
Primary Macronutrients			Secondary Macronutrients		
5	17				
B	Cl				
Boron	Chlorine				
25	26	28	29	30	42
Mn	Fe	Ni	Cu	Zn	Mo
Manganese	Iron	Nickel	Copper	Zinc	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



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
9 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



Multiple Layers of Needs Based Support

What **one** needs



Individualized

Supports & Strategies are
useful for **ONE**



What **some** need



Targeted & Specific

Supports & Strategies are
useful for **SOME**
taught to **ALL**
choice for **ALL**



What **everyone**
need

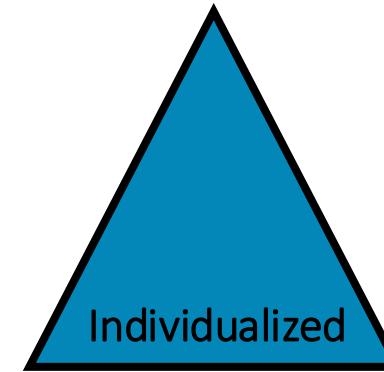


Universal

Supports & Strategies are
useful for **ALL**
taught to **ALL**

Supporting the Bats...

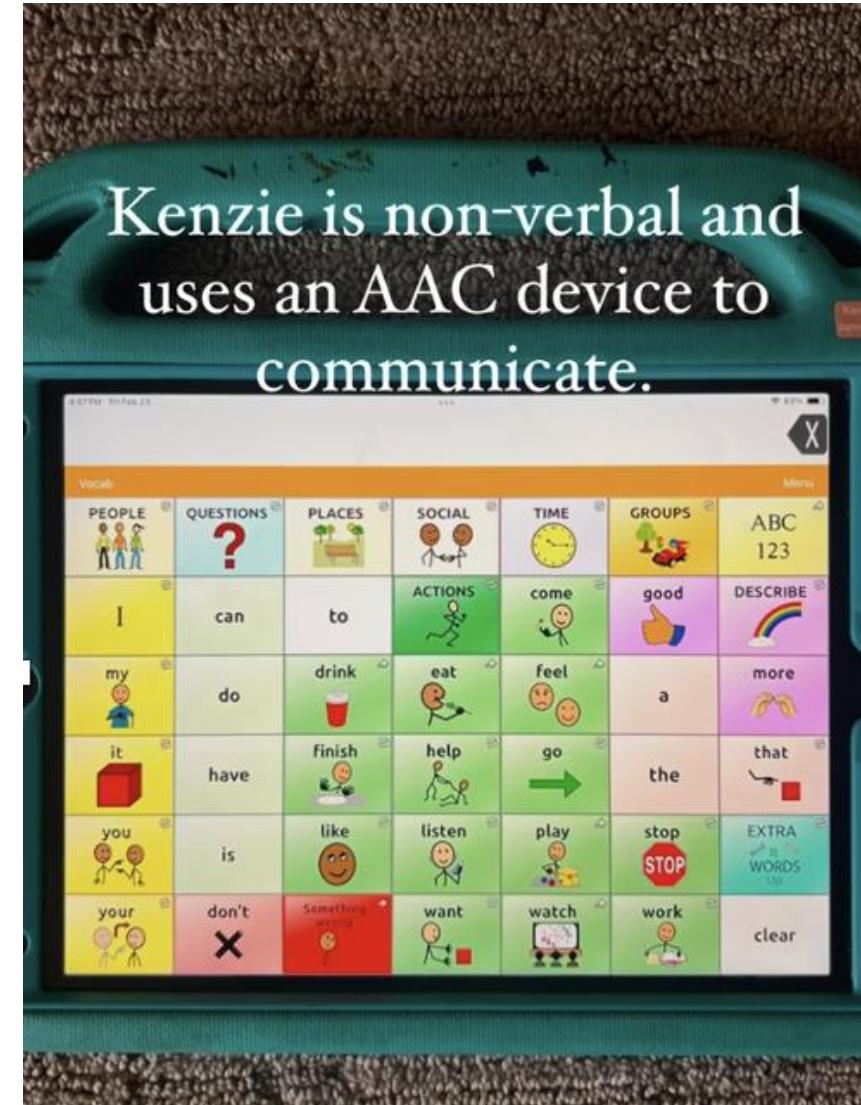
What **one** needs



Supports & Strategies are
useful for **ONE**

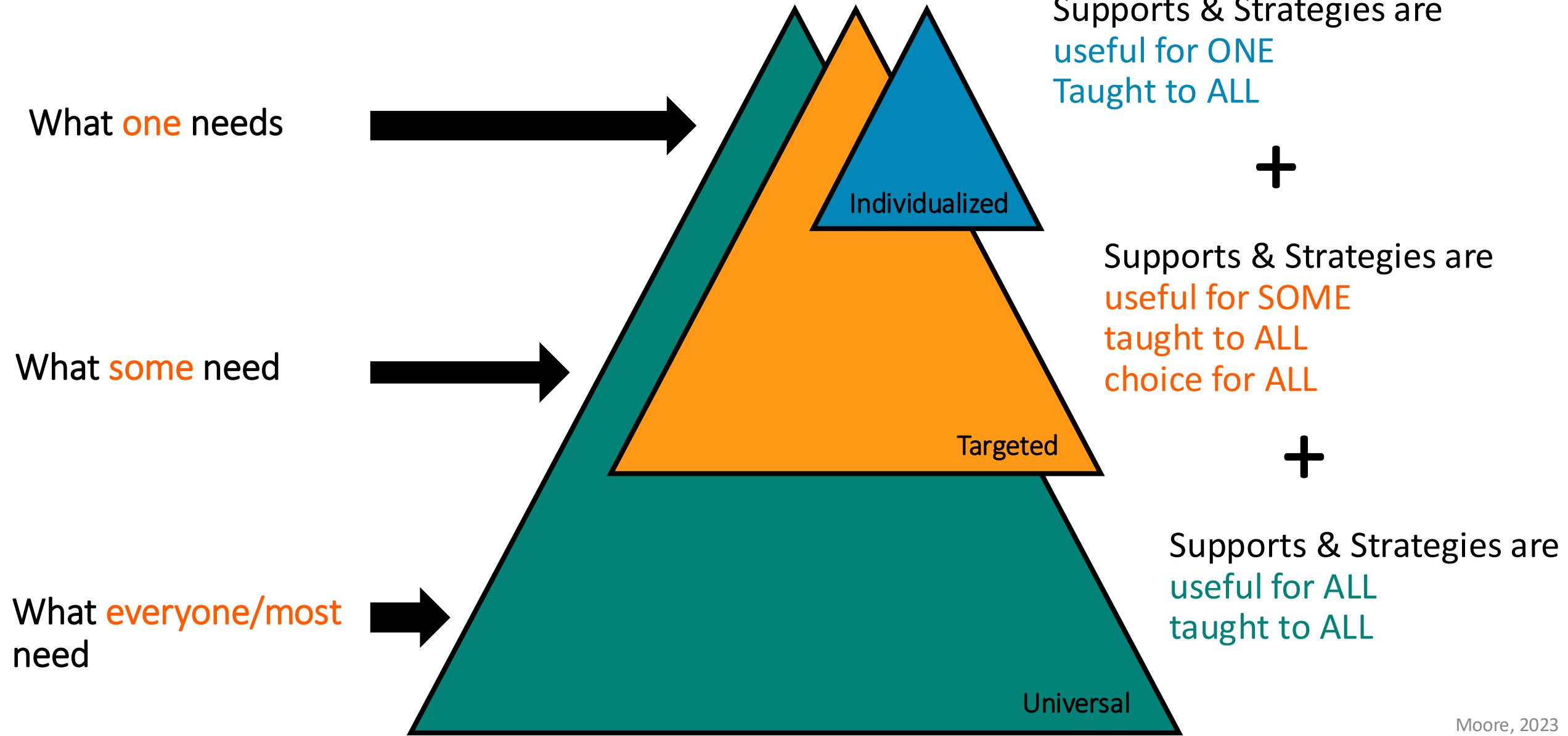
Individual Support Need: Communication (expression),

Individualized Strategy or Support: using an AAC device



@katie_jameson

Supporting the Unicorns...

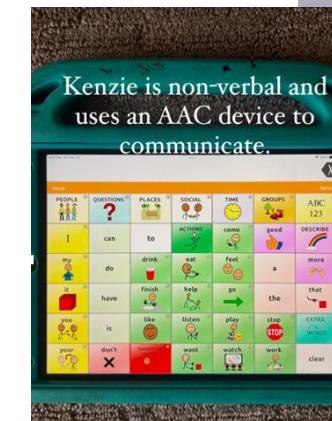
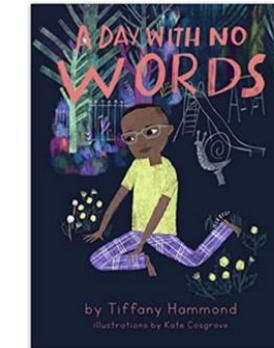


Other support needs: engagement, motivation, identity, community, language, literacy (oral), self advocacy, self esteem, self regulation, social skills

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

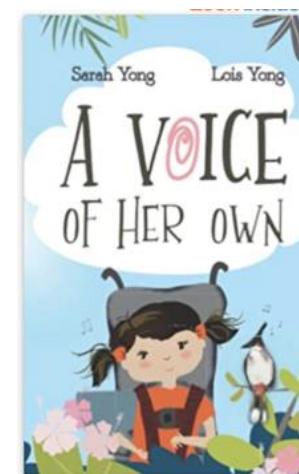
Individualized (Good for ONE/ Taught to ALL):

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



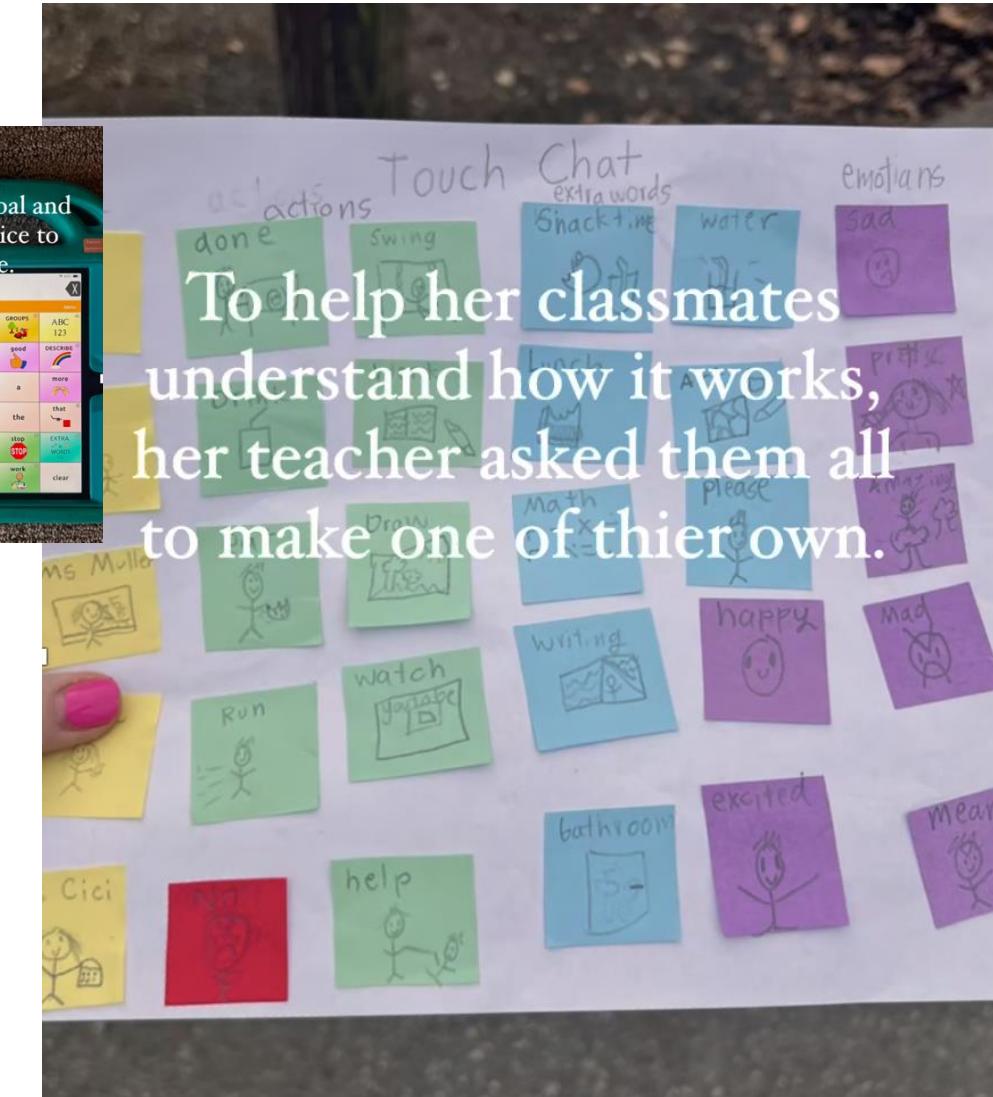
Targeted (Good for Some; Choice to ALL):

- **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):

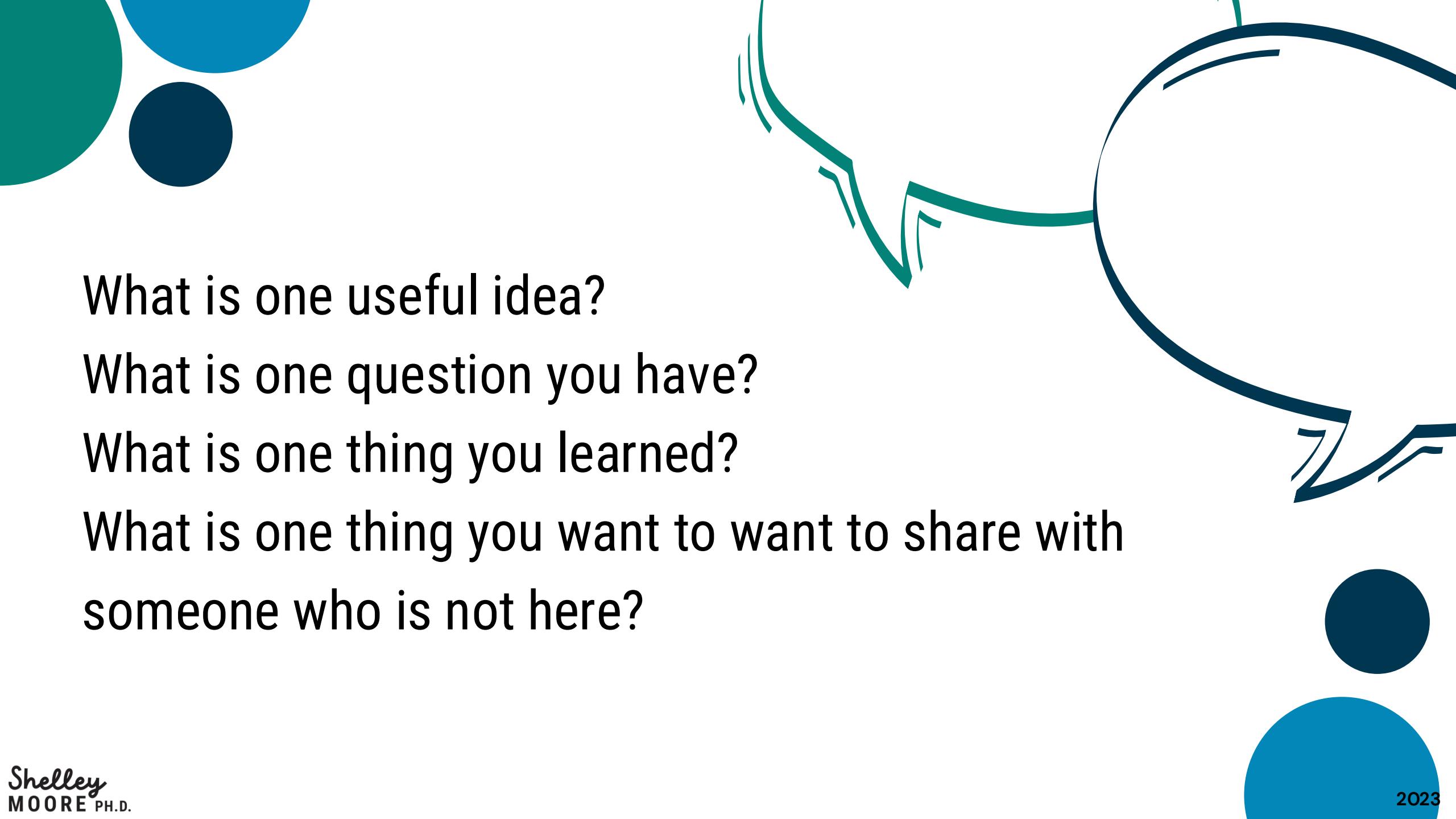
- **4.2** – teach all students about all technologies and tools
- **5.2** – teach all students how to use technologies and tools
- **5.4** – teach all students about people who use different technologies and tools



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)	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

When the conditions are
right, everyone can be
successful



What is one useful idea?

What is one question you have?

What is one thing you learned?

What is one thing you want to share with
someone who is not here?

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