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

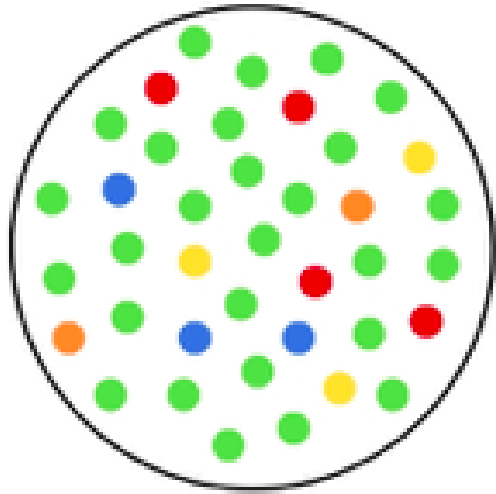
MEAN?

WHAT DOES

inclusion

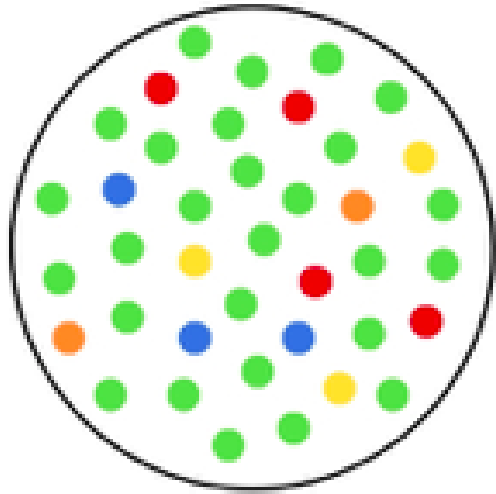
LOOK LIKE?

# How do we do **inclusion** ?

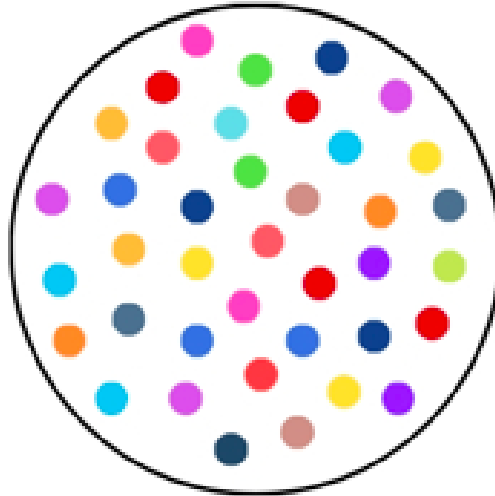


Including  
'special needs' children  
into general education  
classrooms

# How do we do **inclusion** ?

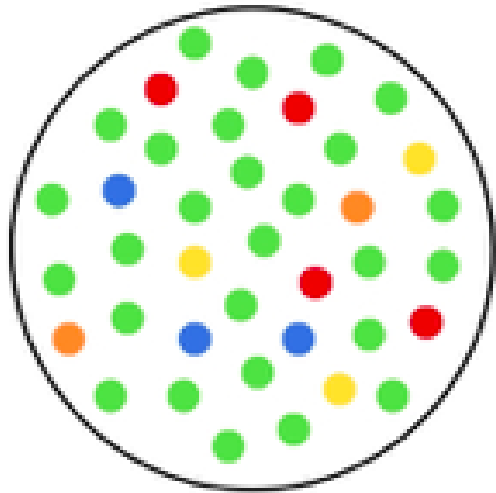


Including  
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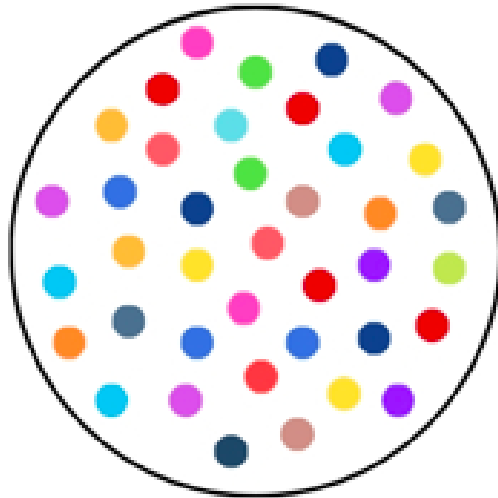


Teaching and designing to  
**diversity**  
(that includes Disability)

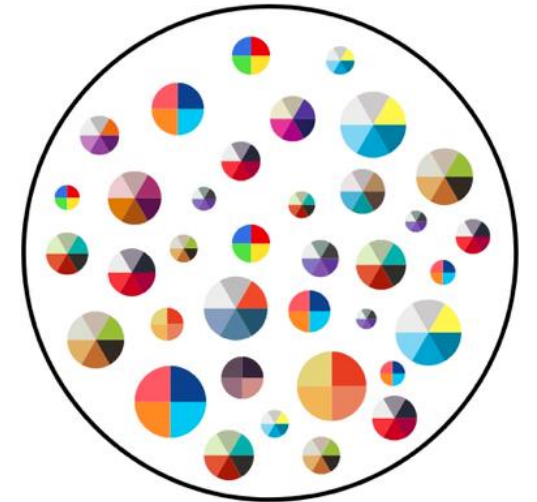
# How do we do **inclusion** ?



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






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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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



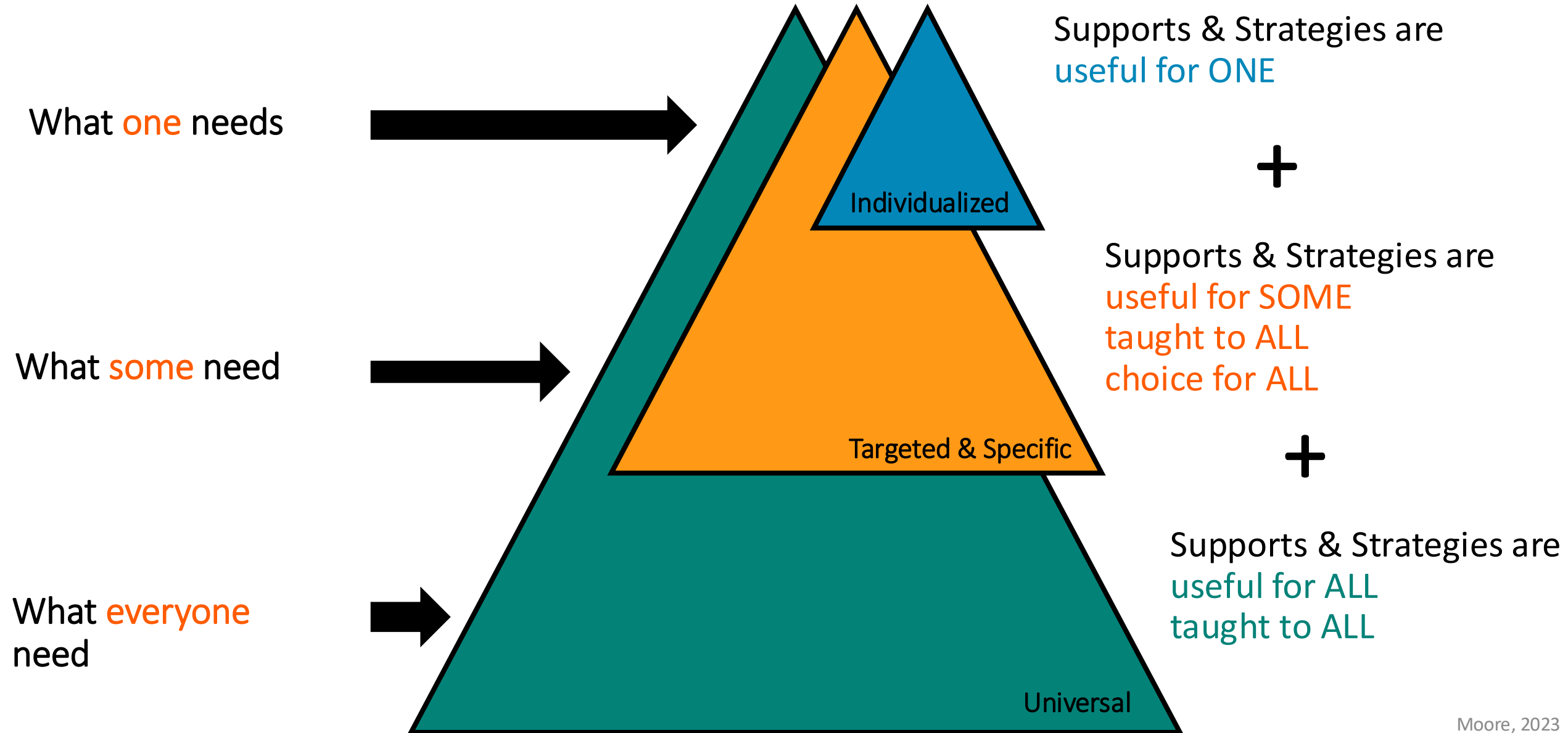
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Primary Macronutrients			Secondary Macronutrients		
5	17				
B Boron	Cl Chlorine				
25	26	28	29	30	42
Mn Manganese	Fe Iron	Ni Nickel	Cu Copper	Zn Zinc	Mo Molybdenum
Micronutrients					

Source: Greenandvibrant.com



# Multiple Layers of Needs Based Support

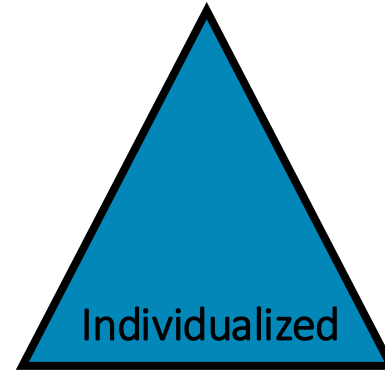


Individual Support Need: Communication (expression)

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

# Supporting the **Bats**...

What **one** needs

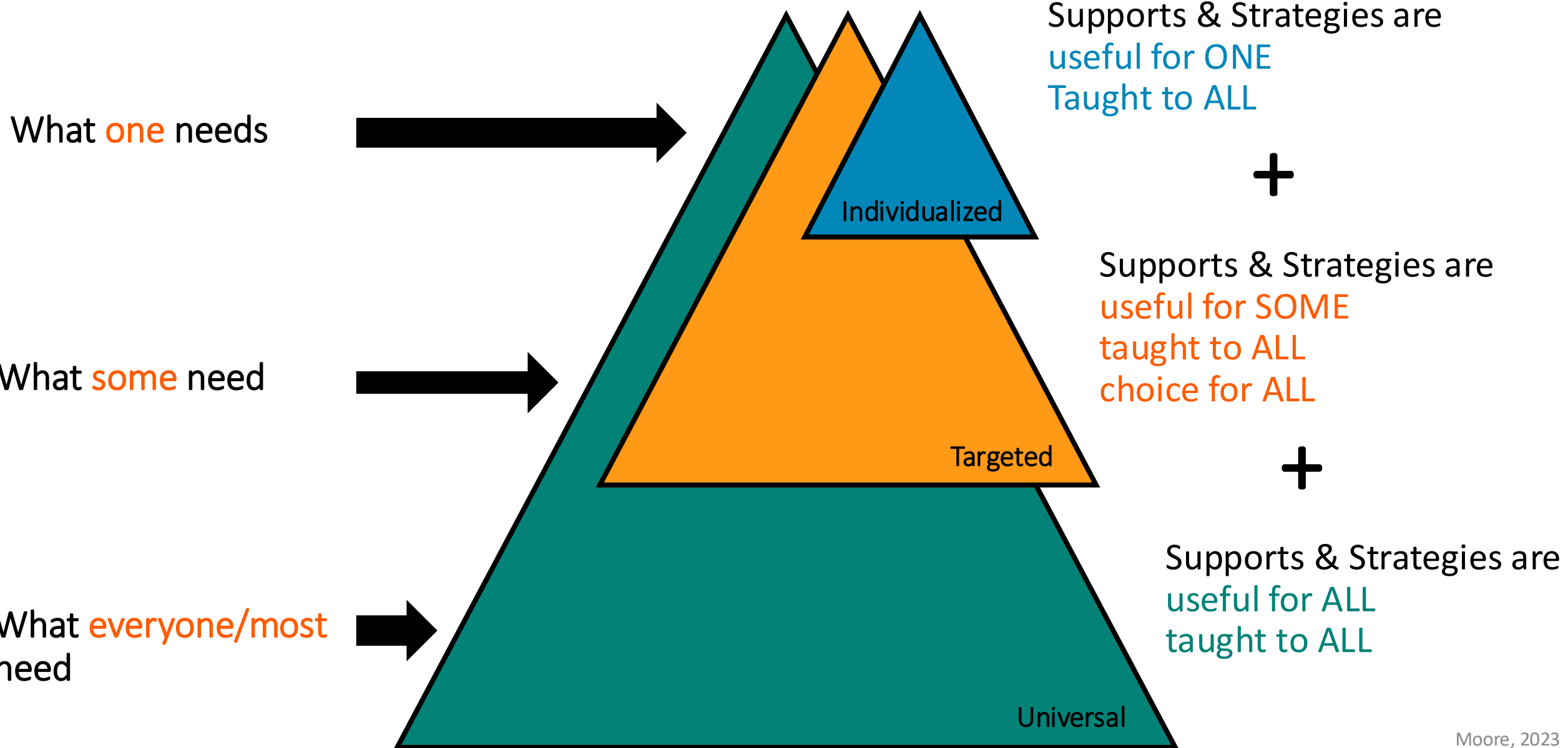



Supports & Strategies are  
useful for **ONE**

## Individualized Strategy or Support: using an AAC device



# Supporting the Unicorns...



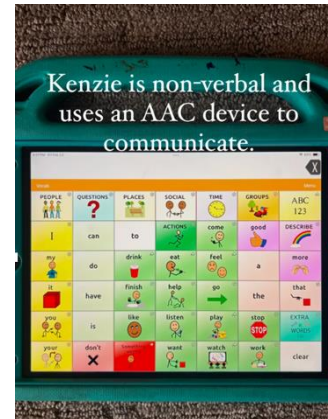
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**Other support needs:** engagement, motivation, identity, community, language, literacy (oral), self advocacy, self esteem, self regulation, social skills

## 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

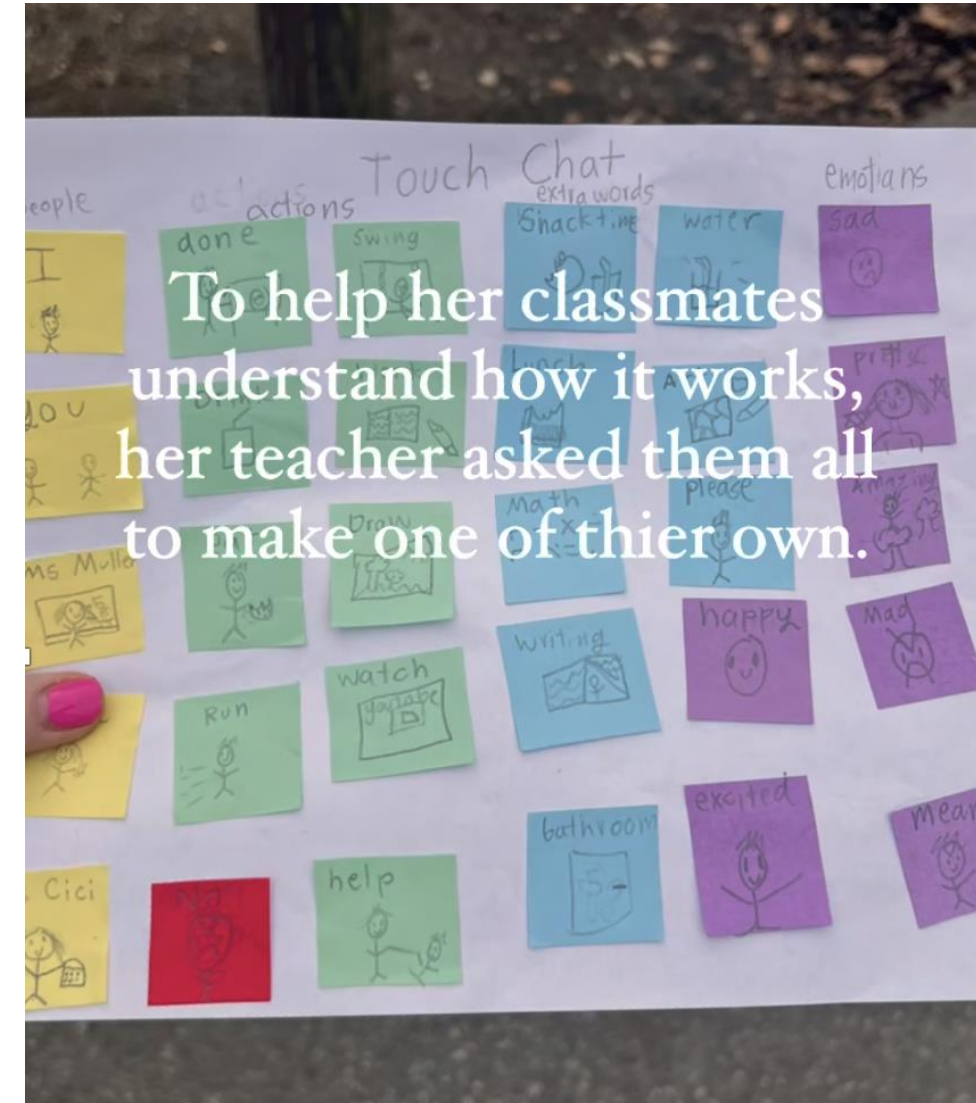


Targeted (Good for Some; Choice to ALL):

- 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):

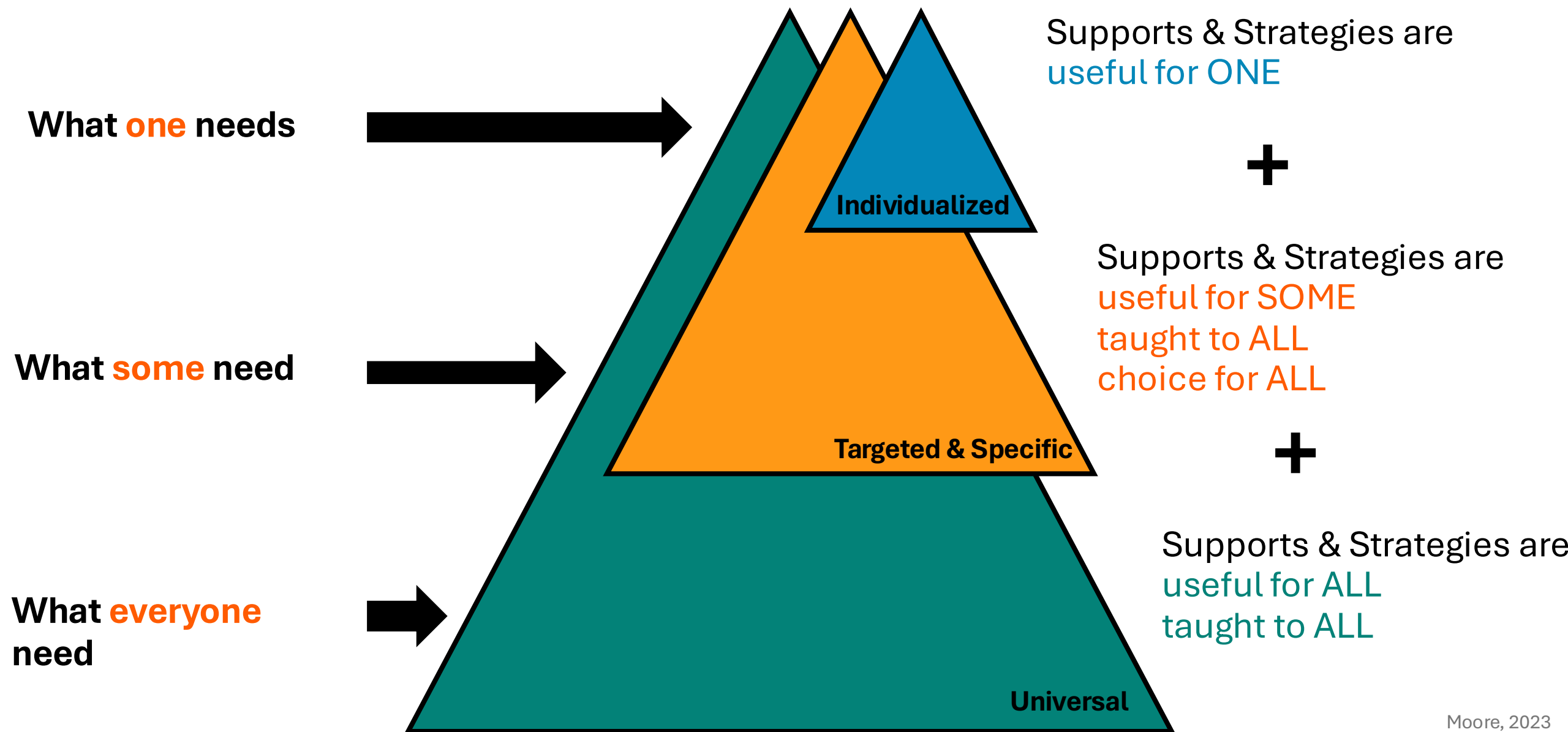
- 4.2 – optimize access to accessible materials, assistive technologies and tools (teach all students about all technologies and tools)
- 5.2 – use multiple tools for construction, composition and creativity (teach all students how to use technologies and tools)
- 5.4 – address bias related to modes of expression (teach all students about people who use different technologies and tools)



# Inclusive IEP Supports & Strategies

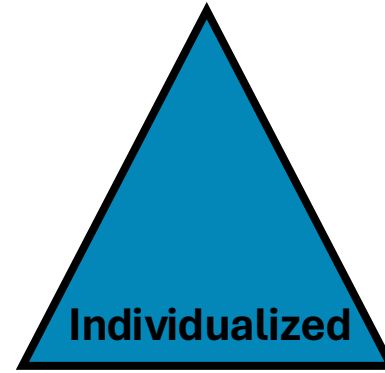
<b>Priority Need Area</b>	<b>Universal Design for Learning Indicators that will reduce barriers</b> (Teach to All; Useful to all)	<b>Specific &amp; Targeted Supports &amp; Strategies that will increase agency</b> (Teach to All; Useful to Some)	<b>Individualized Supports &amp; Strategies that will increase access</b> (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

# Multiple Layers of Needs Based Support



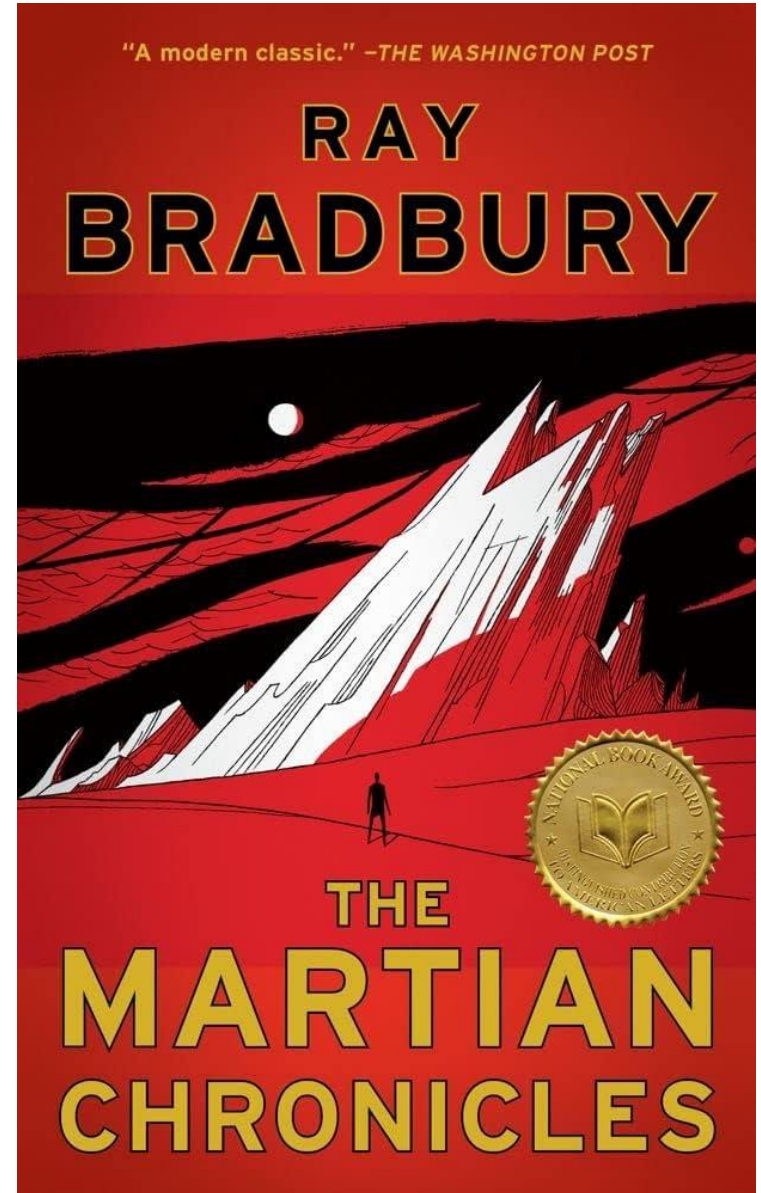
# Supporting the **Bats**...

What **one** needs



Supports & Strategies are  
useful for **ONE**

Example  
Grade 10 English



# Differentiated Accommodations

- Modified Text/Task:



Words I need to know...

**Earth**

**home**

**Mars**

**Y**

**safe**

**danger**

**old**

**young**

This is **Earth**.



**Earth** is a planet.

This is **Mars**.



**Mars** is a planet.

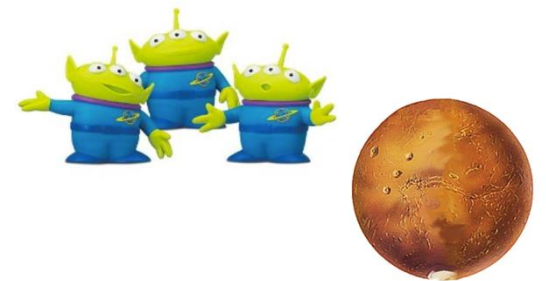
These are **Humans**.



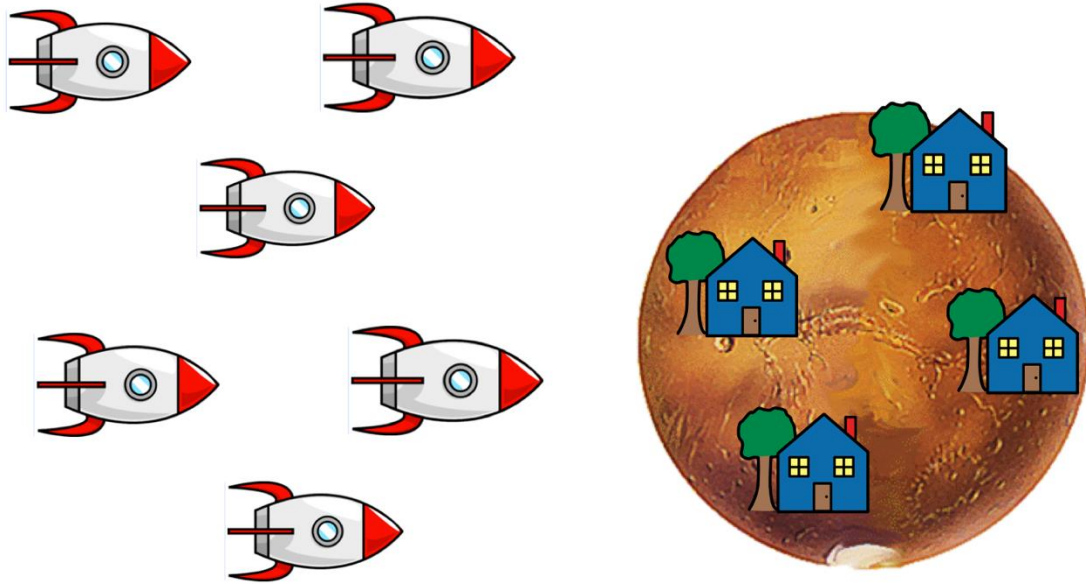
**Humans** live on **Earth**.



These are **Martians**.



**Martians** live on **Mars**.

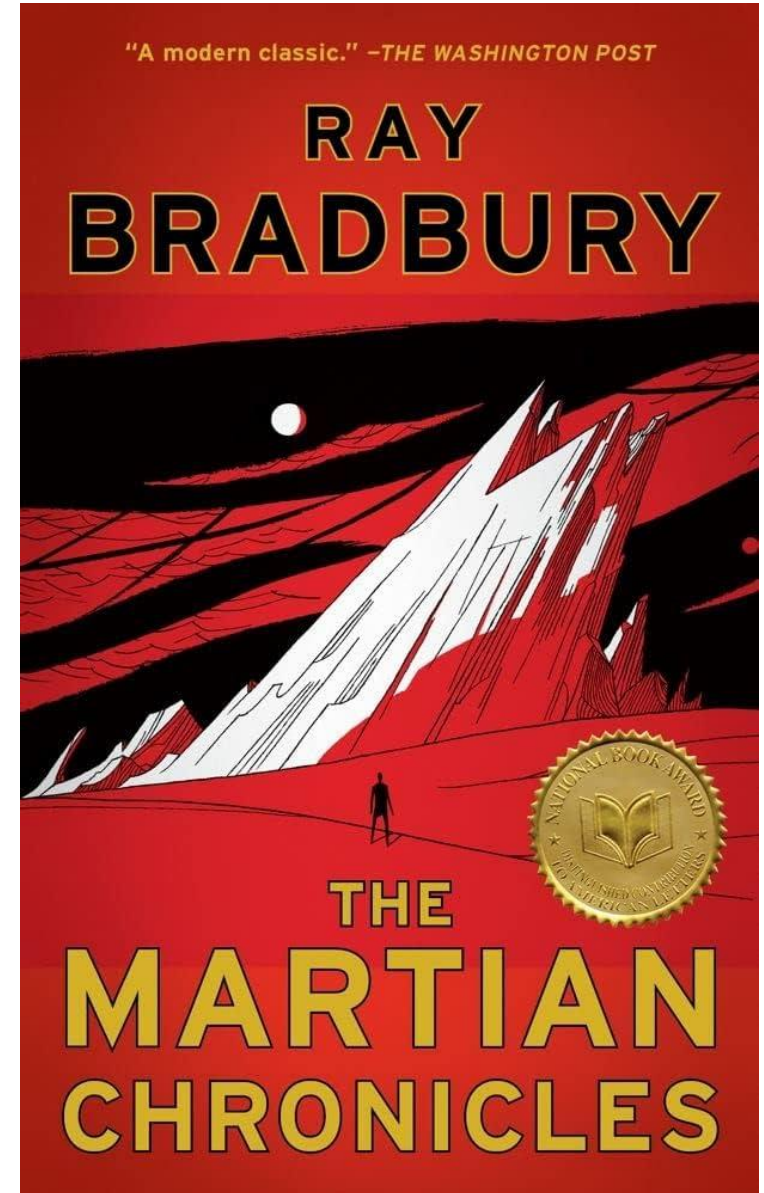


**More and more Humans  
kept coming to Mars.**

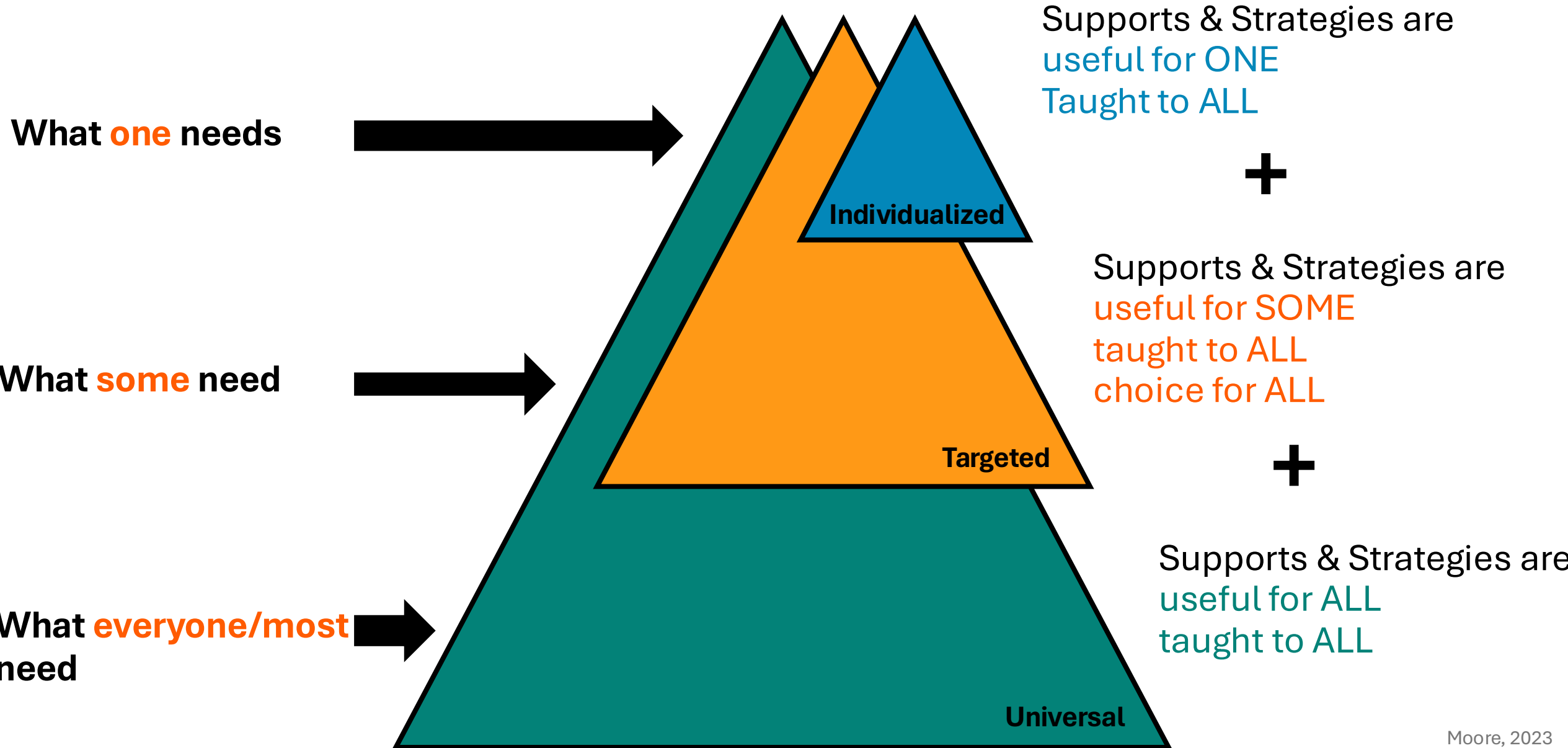
**And more and more they  
tried to make it look like  
Earth.**




# Forwards Design

- A lot of work for one student/ no one else benefits from the resources
- Focus is on task not goals
- The student may be able to meet the goals, just not using this text or doing this task
- The task is evaluated, not the goal
- Reading The Martian Chronicles is not a learning goal
- Compromising evaluation



# Supporting the **Unicorns**...



	<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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**Universalized Support Need: literacy**

## **Universalized Strategy or Support: Using a multiple and diverse text set**

**Individualized (Good for ONE/ Taught to ALL):**

- Accessible text individual text

**Targeted (Good for Some; Choice to ALL):**

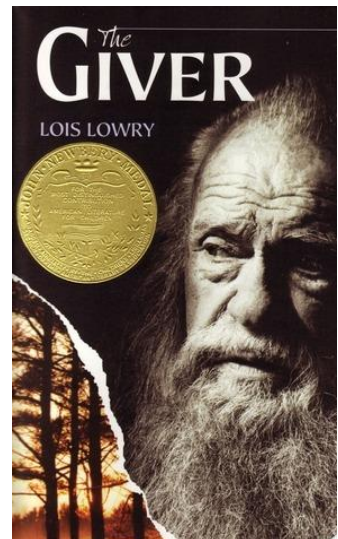
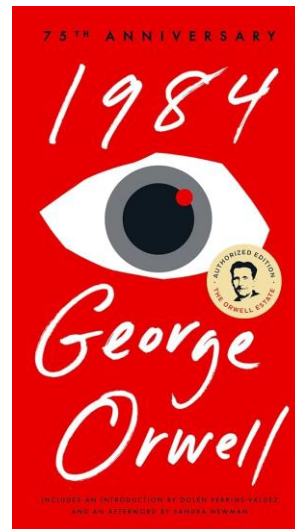
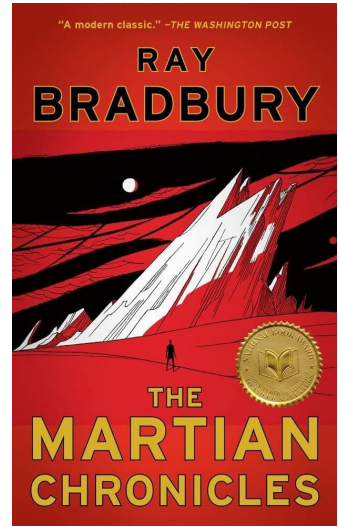
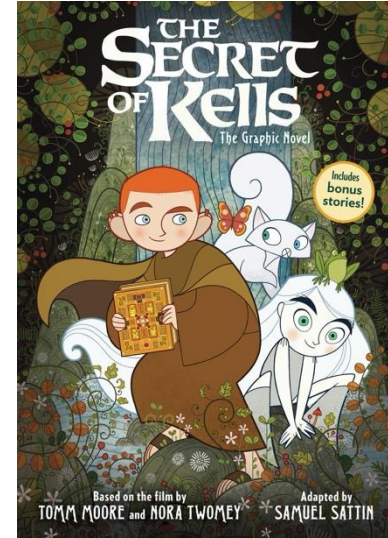
- Use picture books, graphic novels, videos, visuals, chapter books
- Text organized around big idea or theme

**Universal (Good for ALL; Taught to ALL):**

- 8.2 – clarify purpose and goals
- 7.1 – nurture joy & play
- 7.2 – optimize relevance, value & authenticity
- 8.2 – optimize challenge and support
- 1.2 – support multiple ways to perceive information

Grade Level Themes

- Analyze themes of colonization, human nature and consequences of technology
- Explore character motivations and change
- Examine symbolism, imagery and foreshowing



# Inclusive IEP Supports & Strategies

<b>Priority Need Area</b>	<b>Universal Design for Learning Indicators that will reduce barriers</b> (Teach to All; Useful to all)	<b>Specific &amp; Targeted Supports &amp; Strategies that will increase agency</b> (Teach to All; Useful to Some)	<b>Individualized Supports &amp; Strategies that will increase access</b> (Teach to All; Useful for One)
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 – S.A. content preloading into touch chat, individualized text at emergent literacy level</p>

When the conditions are  
right, everyone can be  
successful

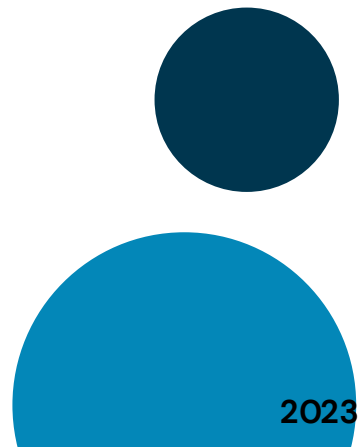


What is one useful idea?

What is one question you have?

What is one thing you learned?

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



Shelley  
MOORE PH.D.



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