

Shelley
MOORE PH.D.



www.drshelleymoore.com



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[@drshelleymoore.bksy.social](https://www.blogger.com/profile/12345678901234567890)



[@drshelleymoore](mailto:drshelleymoore@gmail.com)



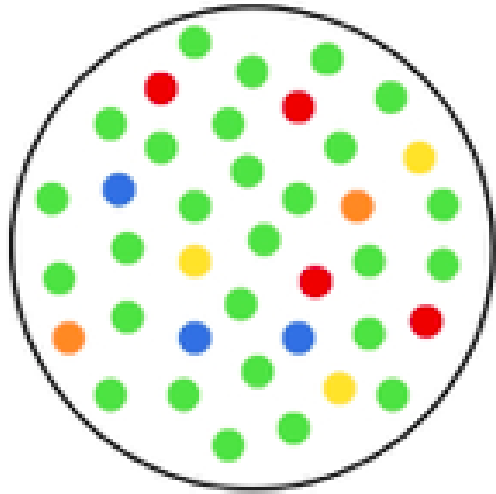
[Dr. Shelley Moore](https://www.facebook.com/Dr.Shelley.Moore)

WHAT DOES

inclusion

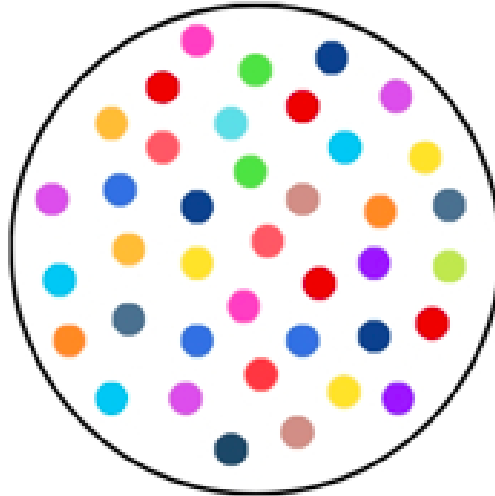
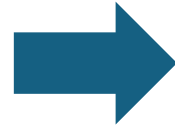
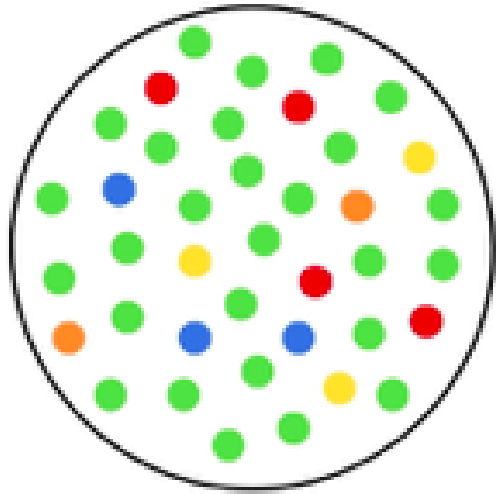
MEAN?

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

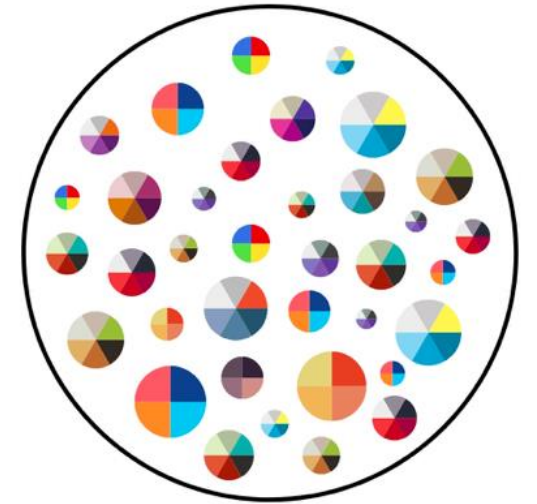
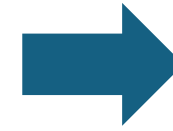
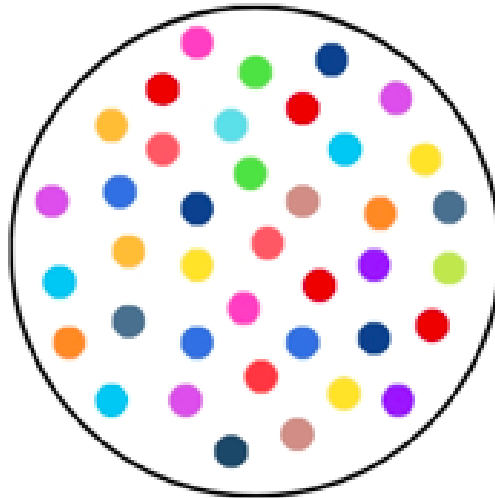
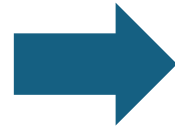
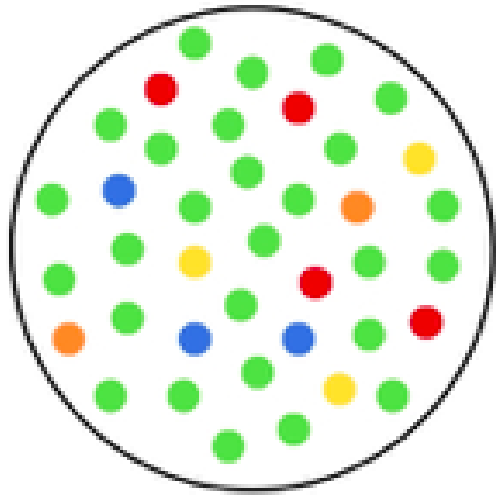
Teaching and designing to
diversity
(that includes Disability)

In a world of
UNICORNS

Be a **UNICORN**
that celebrates a
BAT



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)

When the conditions are
right, everyone can be
successful



What is a barrier?

What is a need?



Reducing Barriers



Using Resources to Reduce Barriers



- Is it effective?
- Is it efficient?
- Does it increase agency?

Using Resources to Reduce Barriers



- Is it effective?
- Is it efficient?
- Does it increase agency?

Using Resources to Eliminating Barriers

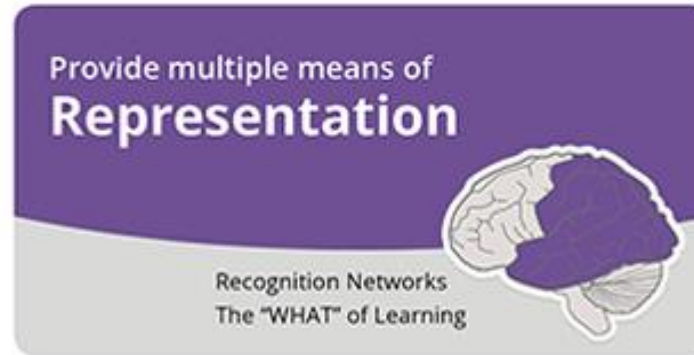


Anticipating **Variability** from the Start

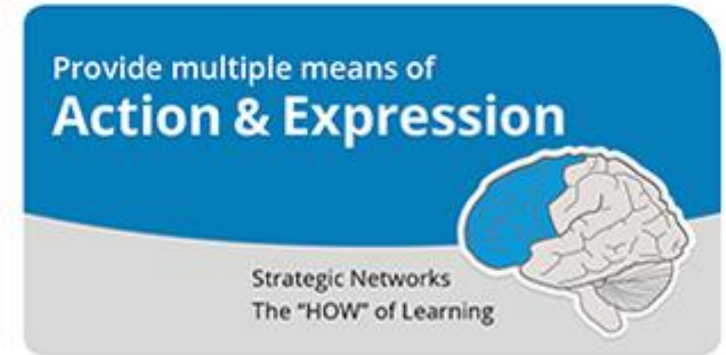
Universal Design for Learning 3.0






All students
need to be
engaged



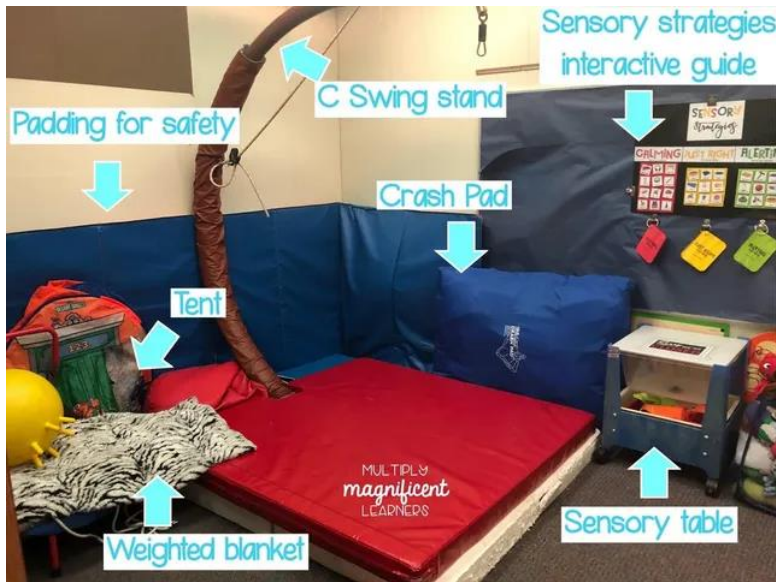
All students
need to
understand



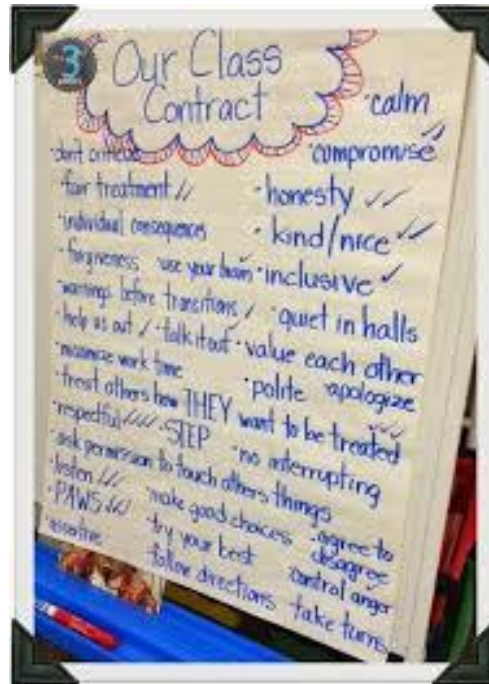
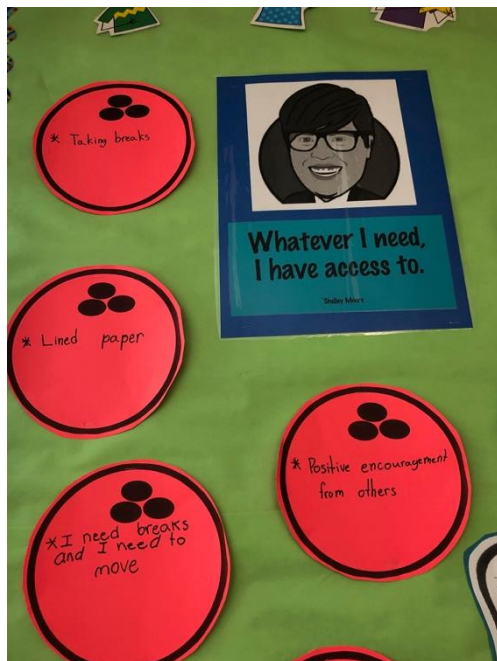
All students
need to show
learning

	Design Multiple Means of Engagement 	Design Multiple Means of Representation 	Design Multiple Means of Action & Expression 
Access	<p>Design Options for Welcoming Interests & Identities (7)</p> <ul style="list-style-type: none">• 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)	<p>Design Options for Perception (1)</p> <ul style="list-style-type: none">• 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)	<p>Design Options for Interaction (4)</p> <ul style="list-style-type: none">• 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)
Support	<p>Design Options for Sustaining Effort & Persistence (8)</p> <ul style="list-style-type: none">• 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)	<p>Design Options for Language & Symbols (2)</p> <ul style="list-style-type: none">• 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)	<p>Design Options for Expression & Communication (5)</p> <ul style="list-style-type: none">• 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)
Executive Function	<p>Design Options for Emotional Capacity (9)</p> <ul style="list-style-type: none">• 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)	<p>Design Options for Building Knowledge (3)</p> <ul style="list-style-type: none">• 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)	<p>Design Options for Strategy Development (6)</p> <ul style="list-style-type: none">• 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)

UDL 3.0 Indicator	What this means in teacher friendly language	What might look like in a grade 2 classroom?	What this might look like arriving to school
<p>7.4</p> <p>Address biases, threats, and distractions</p>	<p>Educators intentionally create safe, predictable, and inclusive environments where children experience <u>emotional security</u>, see their <u>identities reflected</u>, and have <u>multiple ways to participate</u> and succeed.</p>	<p>Reduce sensory threat: Multiple zones (active / social / quiet). Kids can opt out of noisy activities without losing belonging. Clear noise expectations and access to sensory tools</p>	<p>Emotional + relational safety: Staff assume kids may be tired, hungry, overstimulated; there's a decompression routine (snack, quiet corners, low-demand entry) before expectations ramp up.</p>



UDL 3.0 Indicator	What this means in teacher friendly language	What might look like in a grade 8 class?	What might look like as an assessment activity?
9.3 Promote individual and collective reflection	Educators intentionally create opportunities for children to <u>think about their experiences</u> , <u>notice their feelings</u> , <u>recognize their growth</u> , and <u>share ideas with others</u> .	Community reflection: Groups set norms, revisit them, and reflect on belonging and safety (“What helped us feel included today?”).	Choice-based reflection: Kids choose how to reflect—talk, sketch, photo captions, short audio/video, comic strip, or “show me” demonstration.



UDL 3.0 Indicator	What this means in teacher friendly language	What this might look like in _____	What this might look like in _____

UDL 3.0 Indicator	What this means in teacher friendly language	What this might look like in _____	What this might look like in _____

UDL 3.0 Indicator	What this means in teacher friendly language	What this might look like in _____	What this might look like in _____

How to use UDL to support Unicorns?

- Understand the different kinds of ramps
- Notice what you are already doing
- Learn about new kind of ramps
- Build your repertoire of UDL ramps over time
- Try out different ramp and notice what works
- Shifting from Intuition to Intention

What is one useful idea so far today?

Using Resources to Eliminating Barriers



Anticipating **Variability** from the Start

Using Resources to Support Needs



Determining Ramps Based on Needs

Using Resources to Support Needs



- Is it effective?
- Does it increase agency?

Determining Ramps Based on Needs

IPPs rely on the Universal Structures for it to be Effective

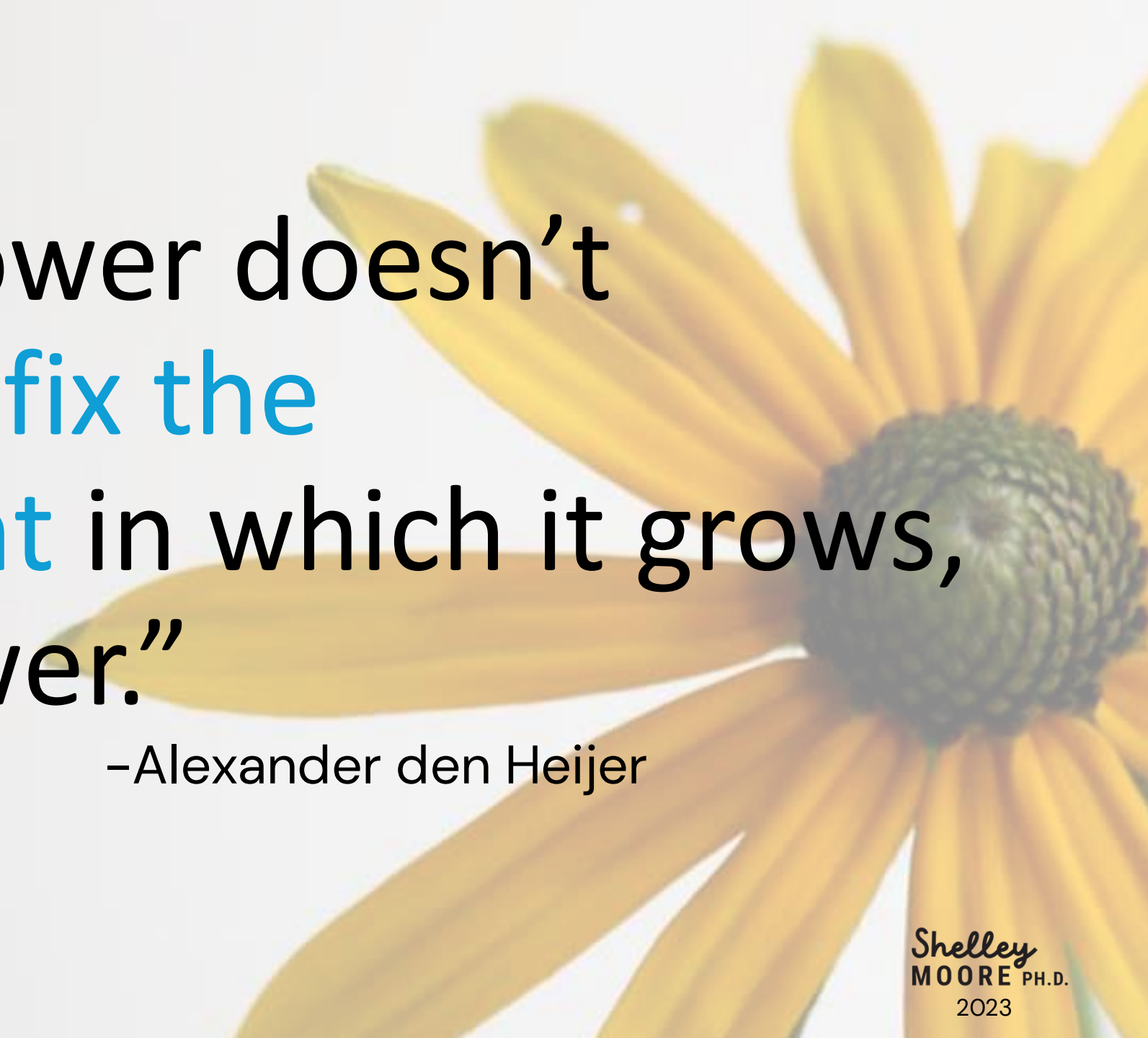


- Is it effective?
- Does it increase agency?

A chair is only **EFFECTIVE** if there are ramps to use it on.

How to use UDL to support unicorns (and bats)?

- Notice the needs in your community (unicorns and bats)
- Prioritize a needs area
- Use UDL to create a foundation to support the need for the unicorns
- Layer on additional supports and instruction for the bats



“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

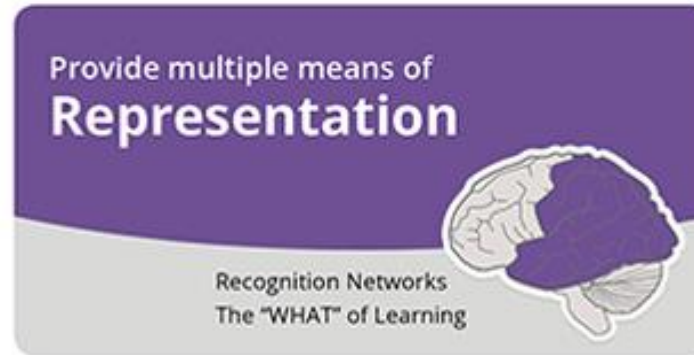


All plants
need space

Universal Design for Learning 3.0





All students
need to be
engaged



All students
need to
understand



All students
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	Design Multiple Means of Engagement 	Design Multiple Means of Representation 	Design Multiple Means of Action & Expression 
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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

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

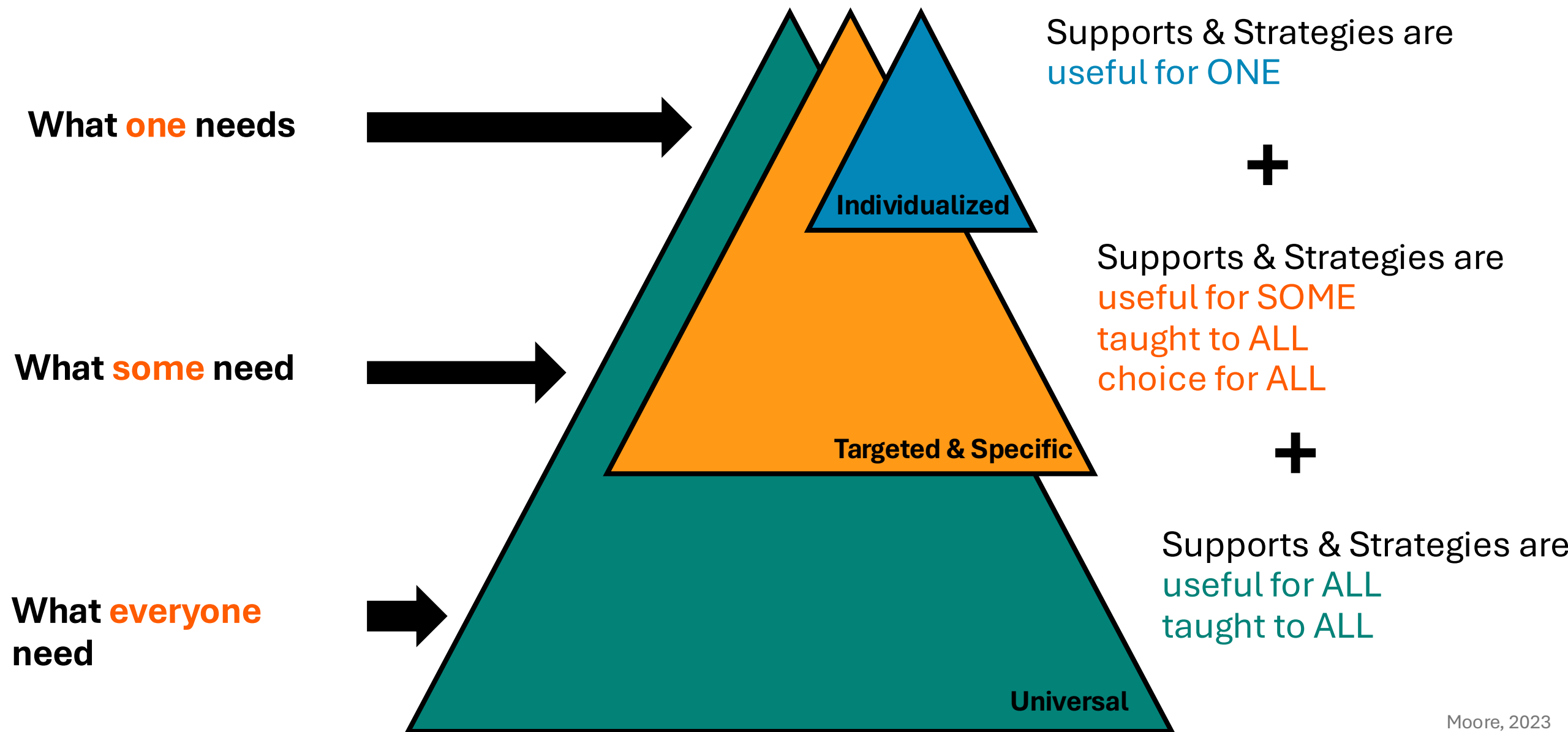


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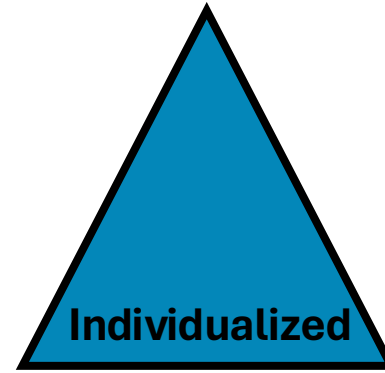


Multiple Layers of Needs Based Support



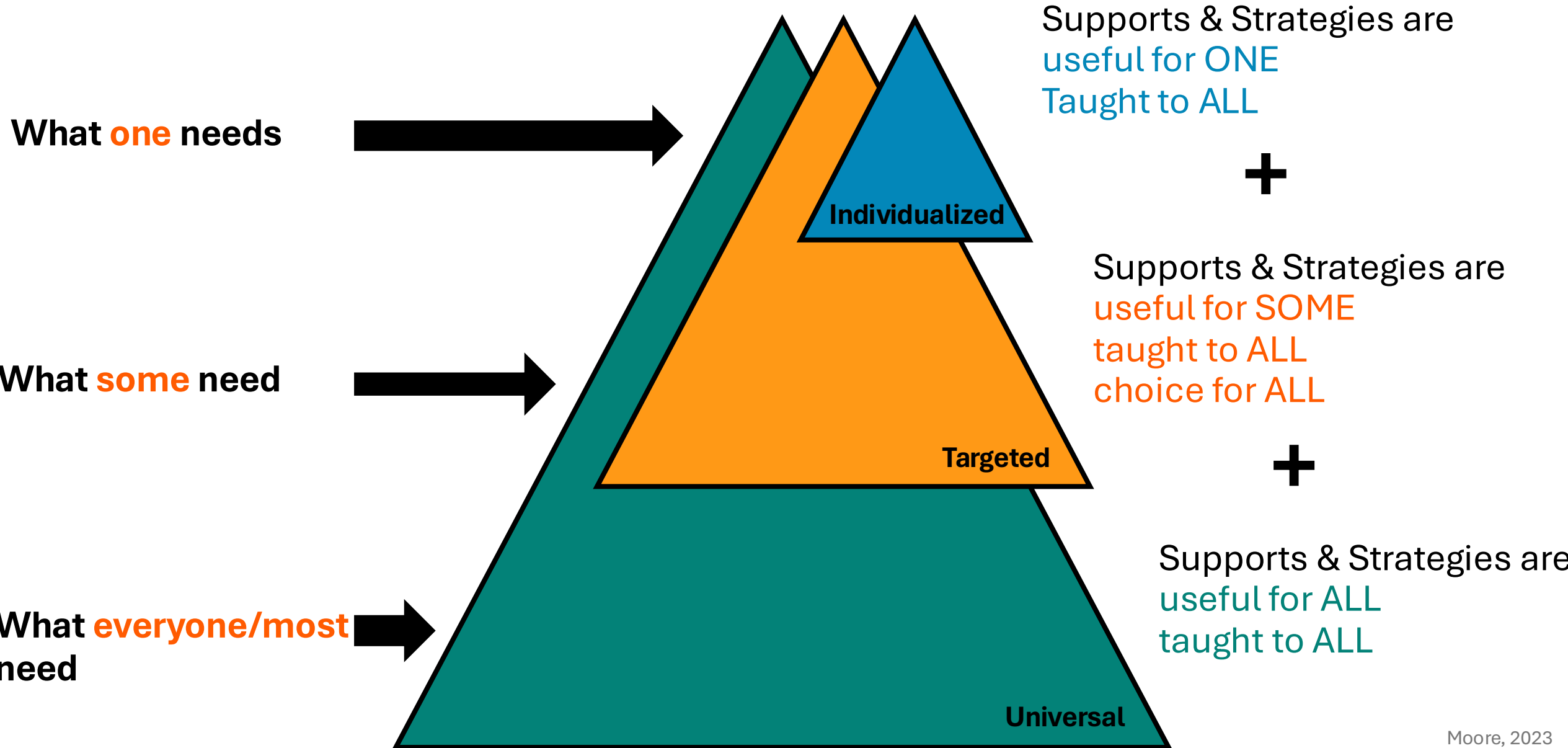
Supporting the **Bats**...

What **one** needs

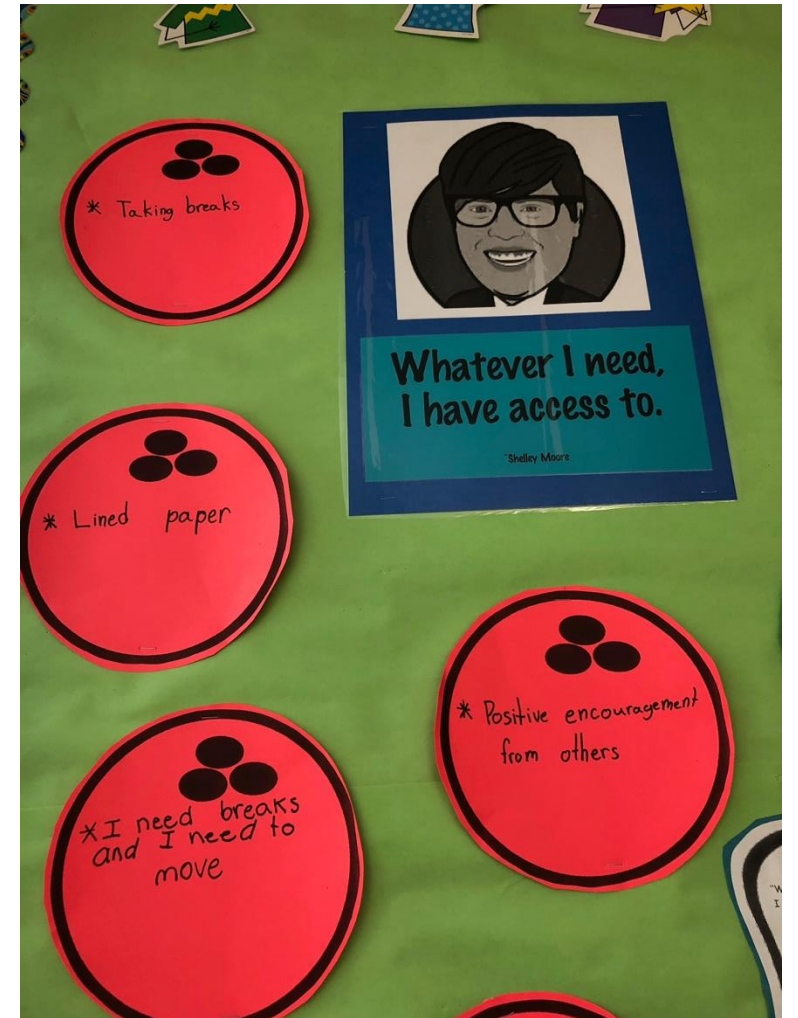


Supports & Strategies are
useful for **ONE**

Supporting the **Unicorns**...



Strategy:



Strategy: taking a 2 min break

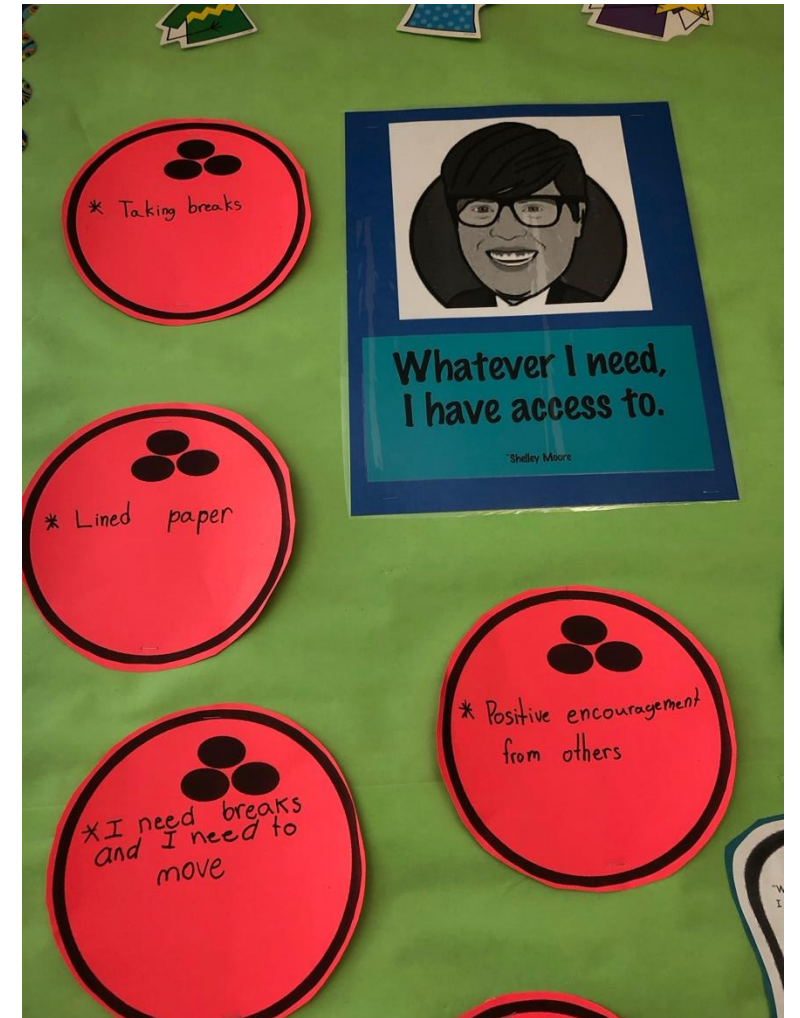
Instruct

- What is a 2 min break?
- Why is a 2 min break useful?
- How do I use a 2 min break as a **tool** or an **action**?
 - What does a 2 min break *look* like when I use it?
 - What does a 2 min break *sound* like when I use it?
 - What does a 2 min break *feel* like when I use it?

Practice (1 – 2 weeks)

Reflect

- Was taking a 2 min break useful for me?
- How will I know when I *need* a 2 min break?
- How will I know when I *don't need* a 2 min break?



Strategy: chunking text

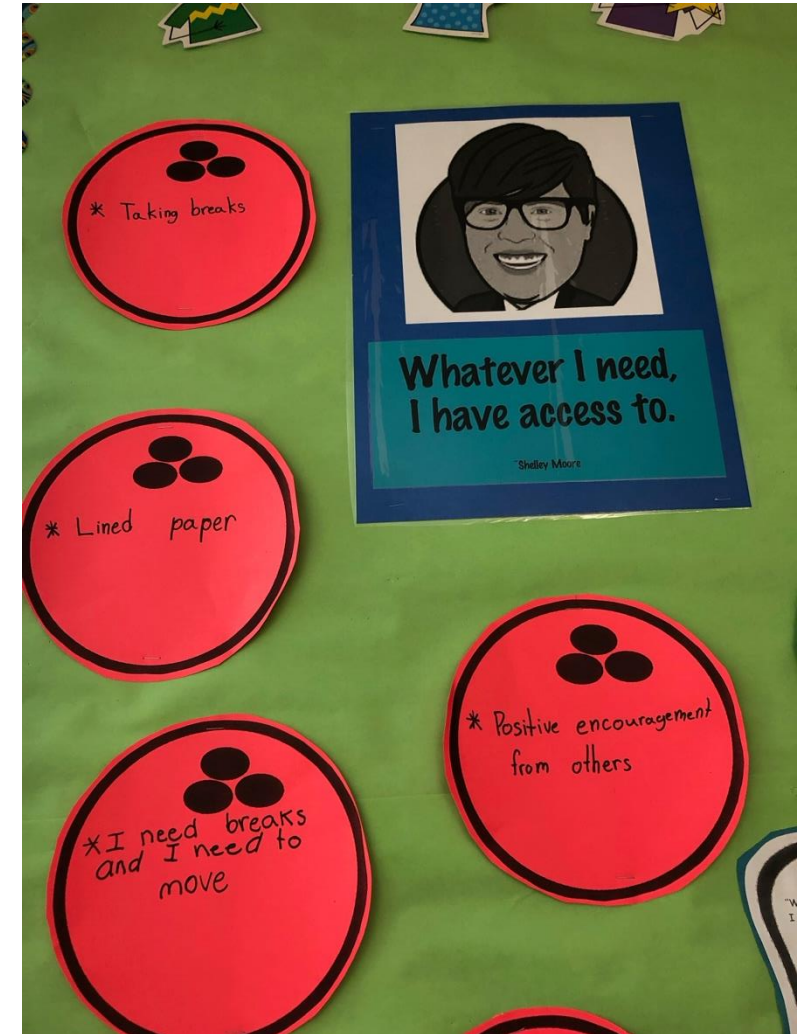
Instruct

- What is **chunking text**?
- Why is **chunking text** useful?
- How do I **chunk text** as a **tool** or an **action**?
 - What does **chunking text** *look* like when I use it?
 - What does **chunking text** *sound* like when I use it?
 - What does **chunking text** *feel* like when I use it?

Practice (1 – 2 weeks)

Reflect

- Was taking **chunking** useful for me?
- How will I know when I *need* to **chunk text** ?
- How will I know when I *don't need* **chunk text** ?



Teaching & Reflecting on Strategies:

Working in a small group/ on my own

Quiet space

Loud space

Visuals

Schedule/ agenda

Standing desks

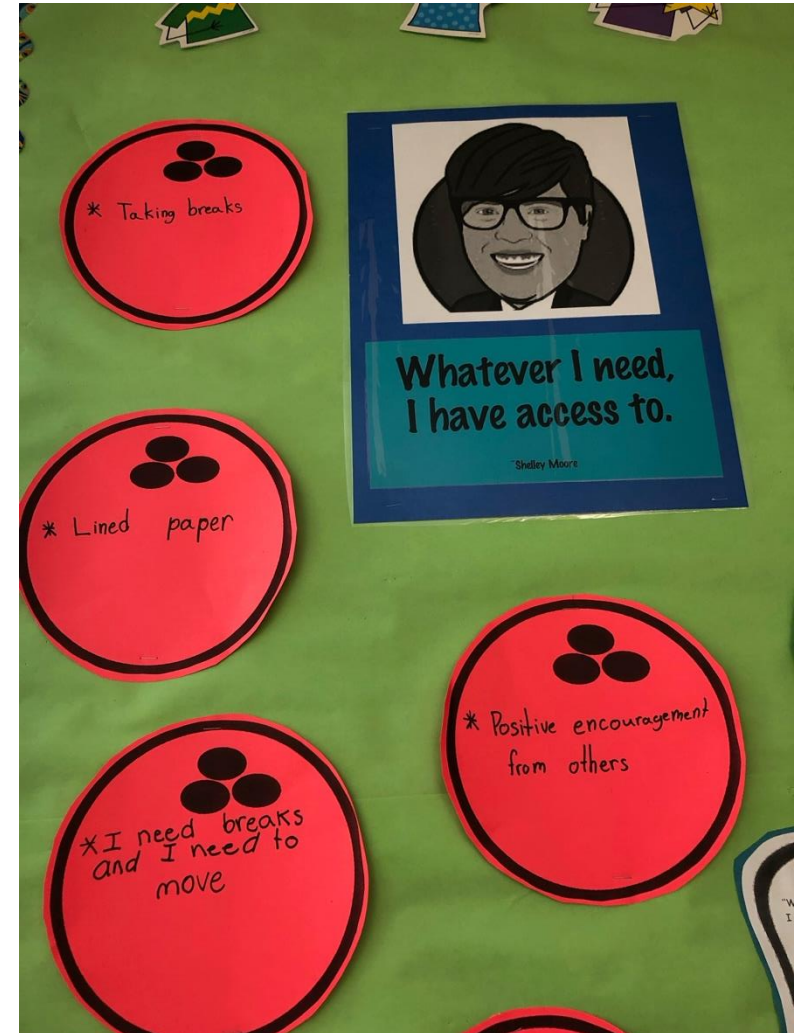
Access points

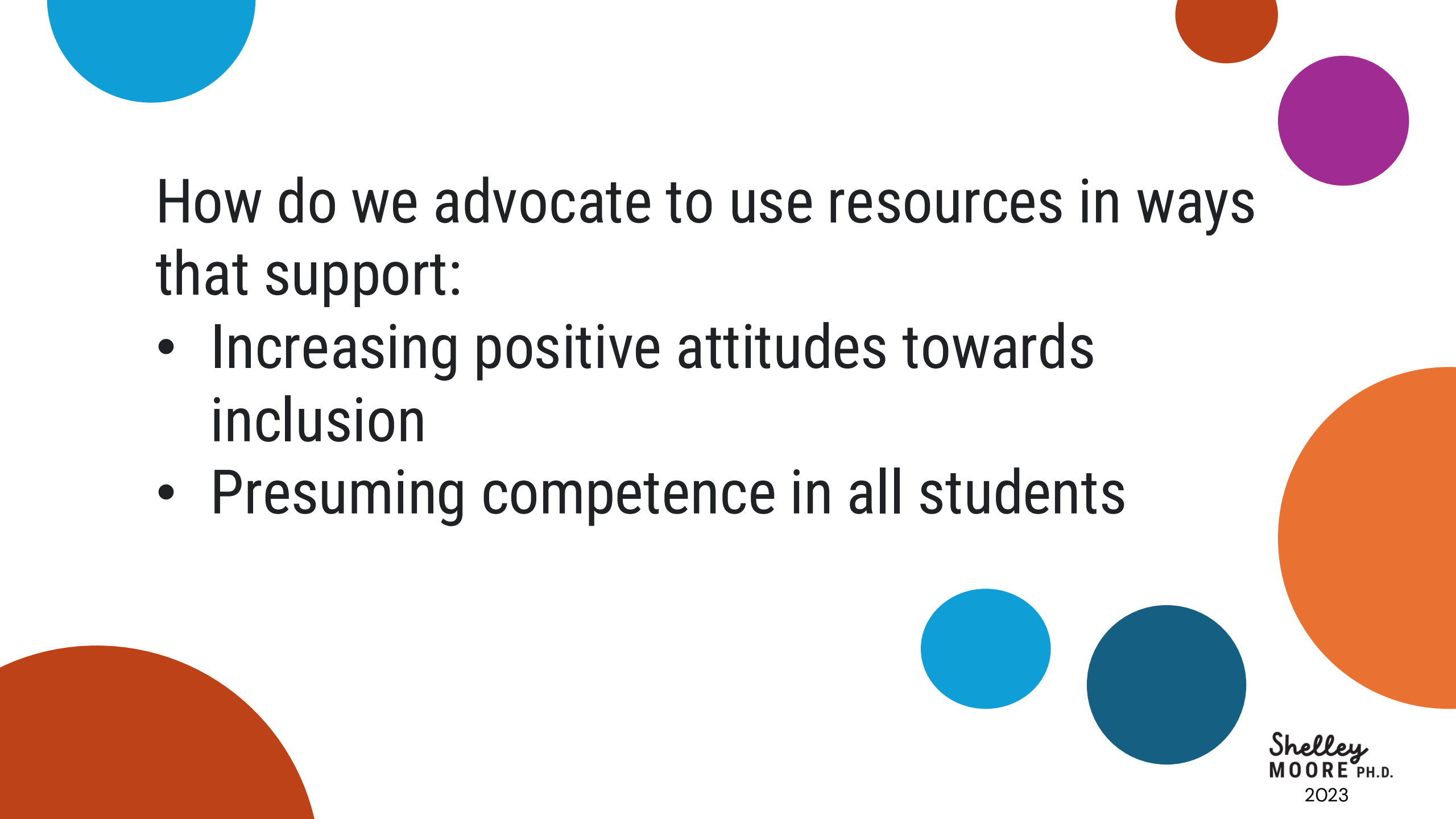
Sensory tools

Snacks/ water

Hats

Vocabulary lists





How do we advocate to use resources in ways that support:

- Increasing positive attitudes towards inclusion
- Presuming competence in all students

What can we say to help our colleagues to help them to presume competence:

- What strengths have you noticed in this students that we can build on?
- What is the goal? How do you think this student could show their learning best?
- Are there some things we could adjust that could help this student to participate more?

What can we say to help our colleagues to help them better understand inclusion?

- How can we support this student to stay for this activity?
- What could we do to make this activity more accessible for the class?
- I am noticing that students are really engaged right now...I wonder if...

What can we say to help our colleagues to help them to have a strength-based perspective?

- What do you think the student is trying to communicate?
- I think many students might benefit from ...
- Which peers could we pull in to help support this student?
- How could we create more opportunities for peer interaction?

The background features several large, semi-transparent circles in shades of blue, orange, and purple, scattered across the white space. The text is centered in a large, bold, black font.

Notice – Wonder - Suggest

Notice – Wonder – Try

What could you say if another colleague says to you about a student:

“This is just too hard they aren’t going to get it”

“We need to be realistic about what they can do”

“They will be too disruptive if they stay for this activity”

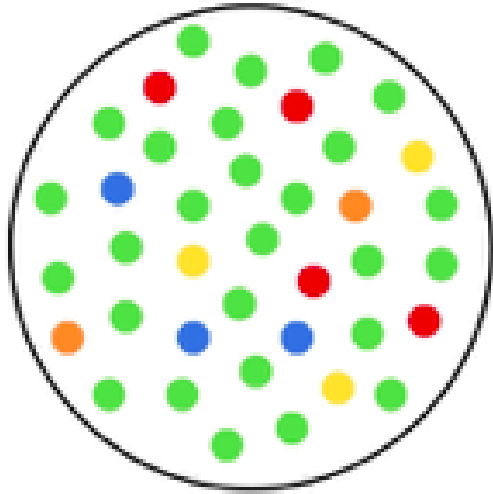
“They can’t do this independently”

“They are choosing to not participate”

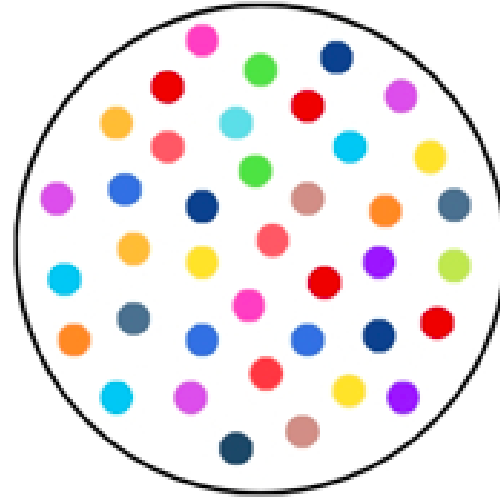
“What about the learning of the other kids”

“Just take them out”

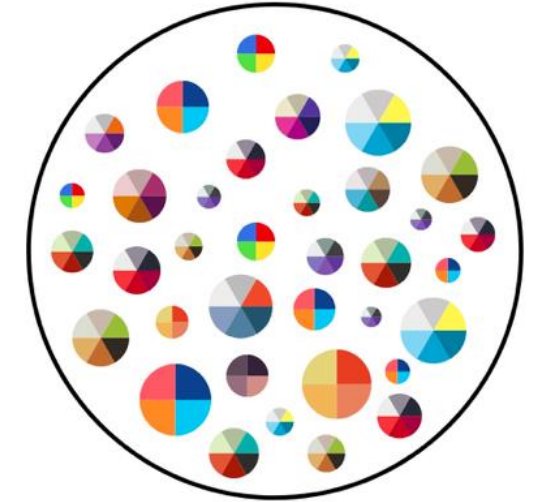
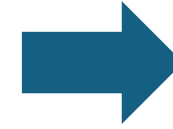
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Teaching and designing for
diversity
(that includes Disability)



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

When the conditions are
right, everyone can be
successful



What is one useful idea?

What is one thing you learned?

What is one thing you want to try?

What is one question you still have?