

Shelley
MOORE PH.D.



www.drshelleymoore.com



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



[@drshelleymoore](mailto:drshelleymoore@drshelleymoore.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

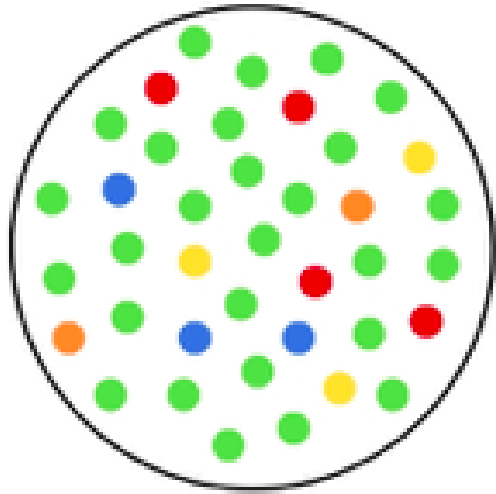
MEAN?

WHAT DOES

inclusion

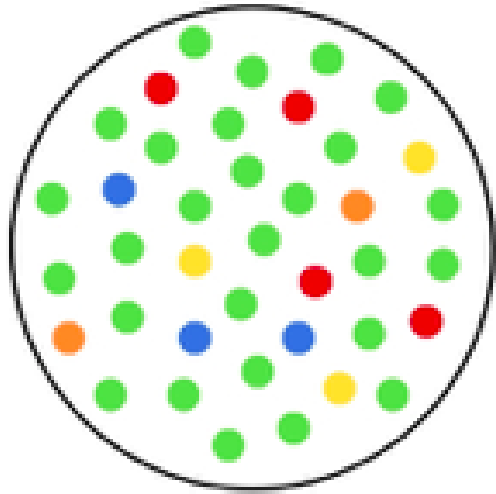
LOOK LIKE?

How do we do inclusion ?

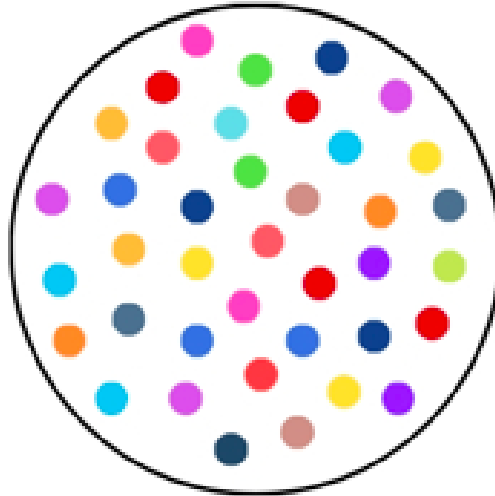


Including
'special needs' children
into general education
classrooms

How do we do **inclusion** ?

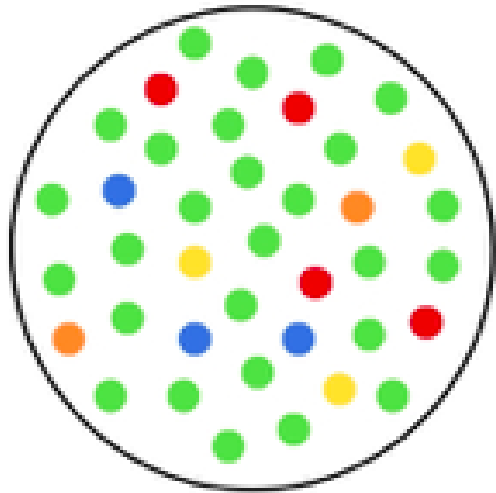


Including
'special needs' children
into general education
classrooms

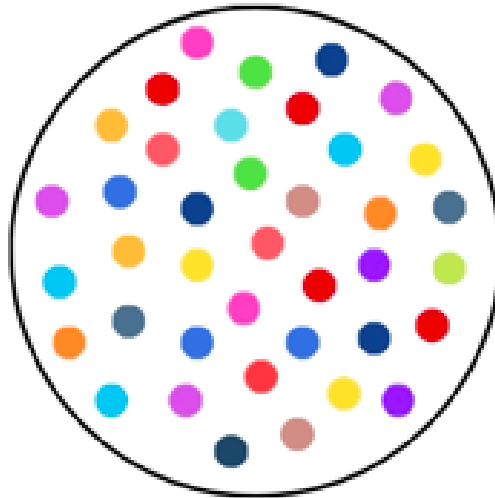


Teaching and designing to
diversity
(that includes Disability)

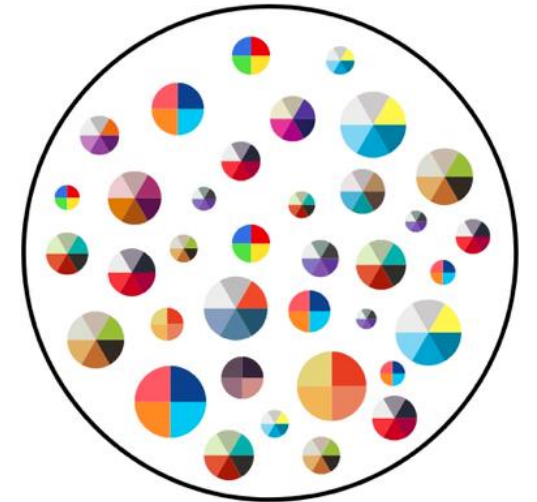
How do we do **inclusion** ?



Including
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classrooms



Teaching and designing to
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(that includes Disability)

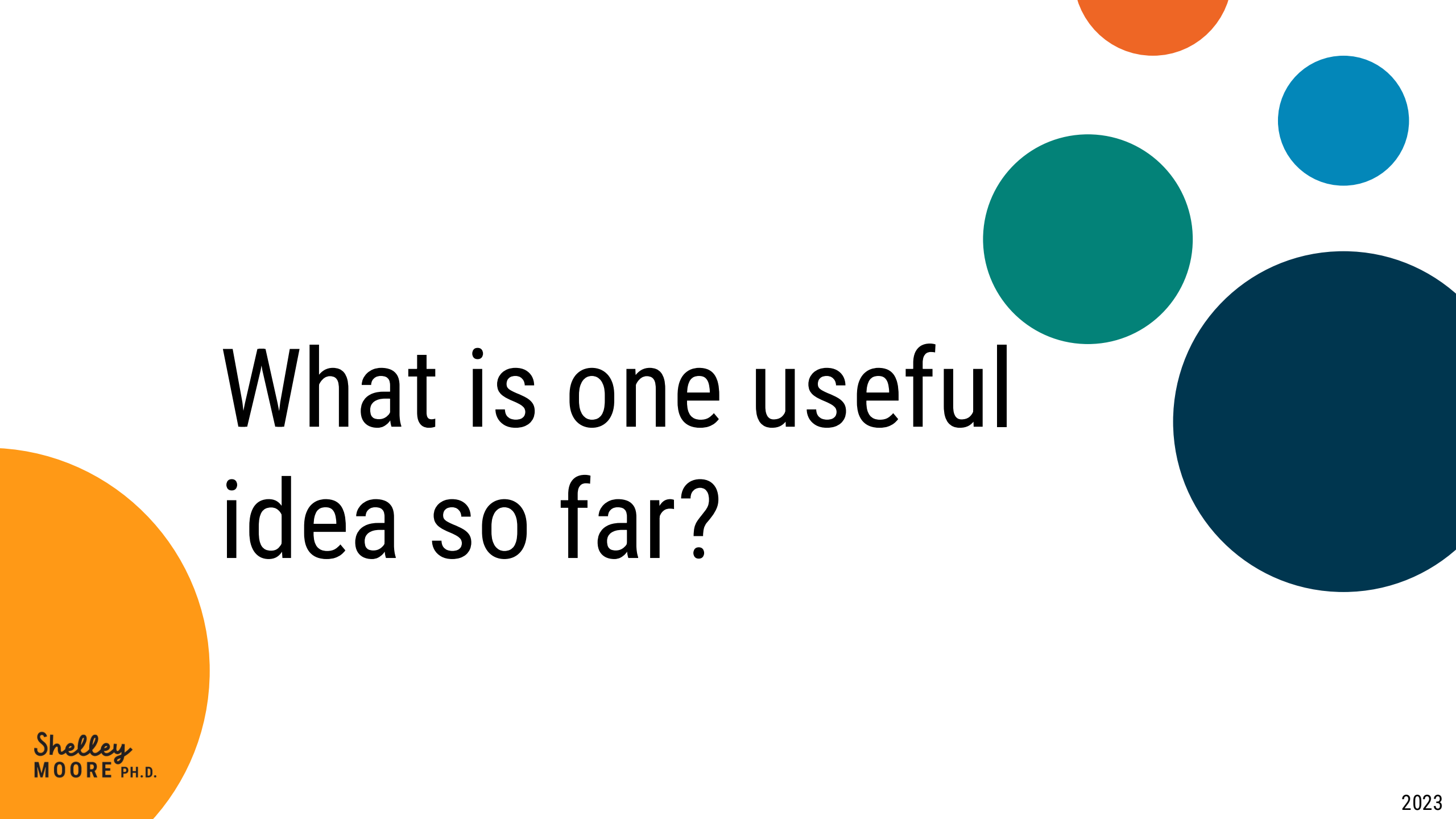


Creating safe spaces for students to
identify
(that includes Disability)

In a world of
UNICORNS

Be a **UNICORN**
that celebrates a
BAT



The background features several large, solid-colored circles in shades of orange, teal, and dark blue, scattered across the top and right sides of the slide.

What is one useful
idea so far?

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

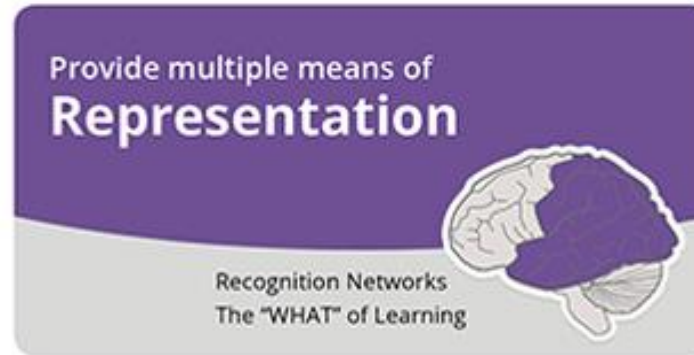


All plants
need space

Universal Design for Learning 3.0






All students
need to be
engaged



All students
need to
understand



All students
need to show
learning

	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)

Principle: Designing Multiple Means of Engagement

What this means		What this might look like in early learning settings (0-2)
Providing ways for children to see themselves, their strengths, and their interests in the learning.		
Access	• 7.1	Give learners meaningful choices in how they learn, work, and show what they know, building ownership and agency.
	• 7.2	Connect learning to students' lives, cultures, interests, and real-world purposes so it feels meaningful.
	• 7.3	Incorporate curiosity, creativity, play, and enjoyment into learning to boost motivation and engagement.
	• 7.4	Create a safe, identity-affirming, and predictable learning environment by reducing stressors, distractions, and bias.
Designing ways to help children engage, even when it gets hard.		
Support	• 8.1	Clearly explain what learners are working toward and why it matters so expectations make sense.
	• 8.2	Provide the right balance of challenge and scaffolds so every learner experiences success and growth.
	• 8.3	Support learners to work together, value each other's contributions, and learn as a community
	• 8.4	Build strong, inclusive relationships so learners feel accepted, valued, and connected.
	• 8.5	Give clear, specific feedback that helps learners know what to do next to improve.
Designing ways for children to feel calm, safe, and ready to engage.		
Executive Function	• 9.1	Help learners understand how their beliefs, expectations, and motivations influence their engagement and learning.
	• 9.2	Support learners in understanding emotions, perspectives, identities, and social dynamics.
	• 9.3	Encourage reflection on learning, behaviour, and collaboration to strengthen growth and self-regulation.
	• 9.4	Teach and model strategies for empathy, repairing harm, and maintaining healthy relationships.

Offering two toys to choose from; allowing infants to select a book by reaching; supporting toddlers to choose between two snacks or activities; respecting cues such as turning away or reaching out.

Using familiar objects from home; singing family songs; acknowledging cultural routines; using real household items during play; following infants' interests (e.g., repeatedly shaking a toy because they enjoy sound).

Peek-a-boo, imitation games, movement songs, bubbles, simple cause-and-effect toys; playful interactions during feeding or diapering; responsive laughter and shared joy.

predictable routines; low-stimulation spaces; ensuring babies see themselves represented; calm transitions; warm caregiver tone; reducing loud or sudden sensory input; seating options for stability.

Narrating routines ("Now we're washing hands, then snack"); using picture cues for simple sequences; consistent signals before transitions; showing the next step visually or physically.

Providing toys with increasing complexity; scaffolding walking with hand-under-hand support; modeling actions ("Watch me stack—now you try"); offering secure base for exploration.

Turn-taking games; shared music play; caregiver and toddler co-exploration; simple social games like rolling a ball back and forth; peer parallel play that gradually becomes cooperative.

Displaying family photos; consistent, nurturing caregiver interactions; warm greetings; routines that include every child; using children's names often and respectfully.

Immediate, simple feedback ("You pushed the button—look, it lit up!"); positive reinforcement; mirroring babies' vocalizations and gestures; modeling next steps.

Noticing cues for comfort, stress, or interest; responding to infants' motivations (reaching, pointing, babbling); supporting toddlers to initiate interactions.

Mirror play: naming emotions ("You're sad—you dropped your toy"); pointing to body parts; simple turn-taking; toddler imitation of peers and caregivers.

Helping toddlers reflect through modeling ("You tried again!"); simple choices ("More?"); gestural prompts like shrugging to indicate uncertainty; photo reflection books showing children's own activities.

Modeling gentle touch: caregivers showing empathy ("Ouch, that was loud!"); guiding toddlers to comfort peers (offering a toy or patting gently); naming emotions during social situations.

Principle: Designing Multiple Means of Engagement

What this might look like in early learning settings (3-4)

Designing multiple ways for learners to see, hear, or experience information.			
Access	• 1.1	Allow learners to adjust how information looks so it is easier for them to access and understand (e.g., size, contrast, format).	Children choose between big books and picture books; selecting materials with higher contrast or bigger images; adjusting distance when showing visuals; choosing between print, picture cards, or digital visuals.
	• 1.2	Provide information through more than one sensory channel (visual, auditory, tactile) so all learners can access it.	Using puppets, songs, visuals, and gestures together; hands-on materials (magnets, blocks, loose parts); pairing verbal instructions with pictures; using real objects during lessons (fruit, leaves, tools).
	• 1.3	Ensure materials reflect diverse identities, cultures, and viewpoints in accurate, respectful ways.	Books, posters, dolls, and dramatic-play items showing diverse families, cultures, skin tones, abilities; including children's home-language labels; inviting families to share cultural stories or songs.
Providing multiple tools to help learners make sense of language, math symbols, and subject-specific terms.			
Support	• 2.1	Make sure academic words, phrases, symbols, and language patterns are clearly explained and easy to understand.	Visual vocabulary cards; repeating key words; modeling simple sentence frames ("I need ___"); pointing to symbols in the room (bathroom sign, stop sign); using gestures to support understanding.
	• 2.2	Help learners interpret written text, math symbols, diagrams, charts, and other symbolic forms.	Introducing numbers and shapes visually and physically; matching symbols to pictures; reading simple charts during routines (weather chart); modeling how to follow a picture schedule; pointing out letters in names.
	• 2.3	Value and integrate linguistic diversity, helping learners recognize and respect multiple languages and dialects.	Multilingual greetings; encouraging children to use home languages during play; bilingual books; teachers modeling appreciation for dialect differences; songs or chants in multiple languages.
	• 2.4	Ensure language and visuals do not perpetuate stereotypes or exclusion; teach learners to notice and question bias.	Choosing inclusive stories; ensuring play materials avoid stereotypes; using identity-affirming language ("All kinds of families love each other"); avoiding gendered separation (e.g., not dividing activities into "boys" and "girls").
	• 2.5	Present ideas using varied media—images, audio, video, models, simulations—to deepen understanding.	Using pictures, videos, real objects, movement, and music to explain ideas; drawing diagrams with children; using felt boards, manipulatives, and story props.
Offering multiple pathways for students to learn, connect, and apply new knowledge.			
Executive Function	• 3.1	Help learners link new information to what they already know from school, home, or life experiences.	Starting with familiar routines ("We wash hands at home too!"); asking children what they know about a topic; linking new materials to previous play; using children's home experiences during circle time.
	• 3.2	Make key concepts, patterns, and underlying structures visible so learners understand the "big picture"	Patterning with blocks or beads; sorting by size or color; pointing out story sequences; exploring simple science patterns (light/dark, wet/dry); comparing shapes or objects.
	• 3.3	Support and honour diverse ways of making meaning—cultural, embodied, creative, land-based, and experiential.	Storytelling circles; dramatic play; land-based exploration; art invitations; sensory play; experimenting through trial and error; sharing cultural practices (music, food, celebrations).
	• 3.4	Help learners apply skills and knowledge to new situations, subjects, and real-world contexts.	Encouraging children to use counting during cleanup; connecting outdoor play to indoor learning; applying vocabulary in different contexts; reusing strategies from one activity during another.

Principle: Designing Multiple Means of Engagement

What this means		What this might look like in early learning settings (3-4)
Access	Providing different ways for children to interact	
	<ul style="list-style-type: none">• 4.1 Children can move and respond in ways that feel natural to them.	Children communicate through movement, gesture, vocalizations, AAC, or objects.
	<ul style="list-style-type: none">• 4.2 Materials are usable by all children.	Adapted tools, switch-accessible toys, seating options, and sensory supports are embedded for everyone.
Support	Providing different ways for children to express and communicate	
	<ul style="list-style-type: none">• 5.1 Children communicate using many forms.	Children use drawings, gestures, words, signs, photos, or devices to share ideas.
	<ul style="list-style-type: none">• 5.2 Children have many ways to create and build.	Loose parts, art materials, digital photos, blocks, and recycled materials are available.
	<ul style="list-style-type: none">• 5.3 Children build skills through repeated, supported experiences	Routines provide predictable practice with flexible adult support that fades naturally.
	<ul style="list-style-type: none">• 5.4 All ways of communicating are valued equally.	Non-verbal communication and alternative communication methods are respected and responded to.
Executive Function	Providing different ways for children to be self-determined	
	<ul style="list-style-type: none">• 6.1 Children have purposes that matter to them.	Adults follow children's intentions during play and help name goals simply.
	<ul style="list-style-type: none">• 6.2 Children are supported to prepare for changes or difficulties.	Visual cues, previews, and gentle transitions help children know what's coming next.
	<ul style="list-style-type: none">• 6.3 Children can find and use materials easily.	Clear labels, consistent storage, and predictable routines support independence.
	<ul style="list-style-type: none">• 6.4 Children notice how things are going.	Adults reflect with children using photos or simple language: "That worked differently today."
	<ul style="list-style-type: none">• 6.5 The environment is intentionally inclusive.	Adults redesign spaces and routines so all children can participate meaningfully.

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

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



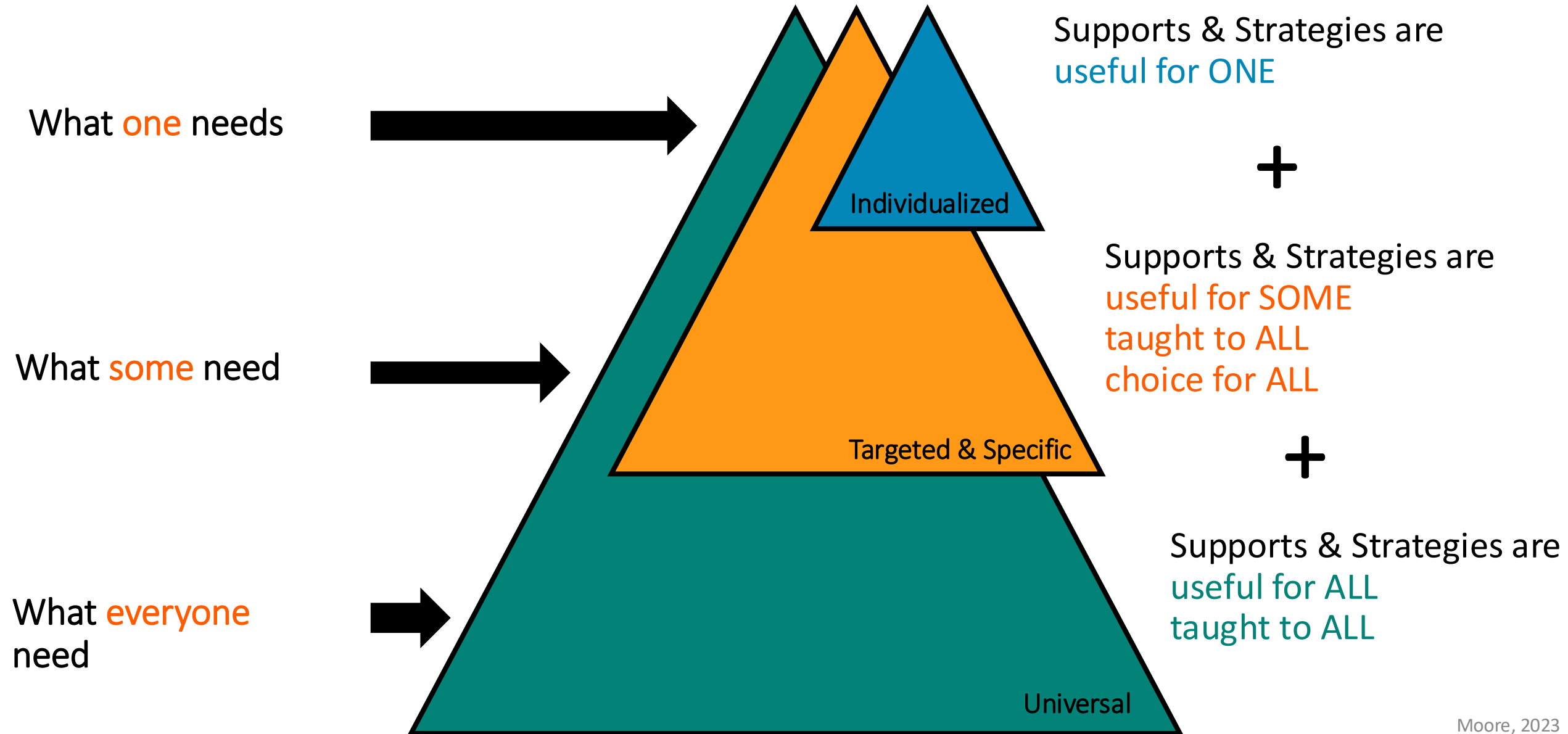
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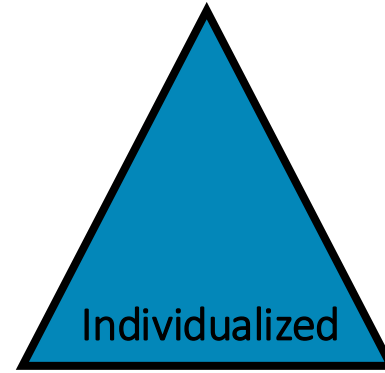


Multiple Layers of Needs Based Support



Supporting the **Bats**...

What **one** needs

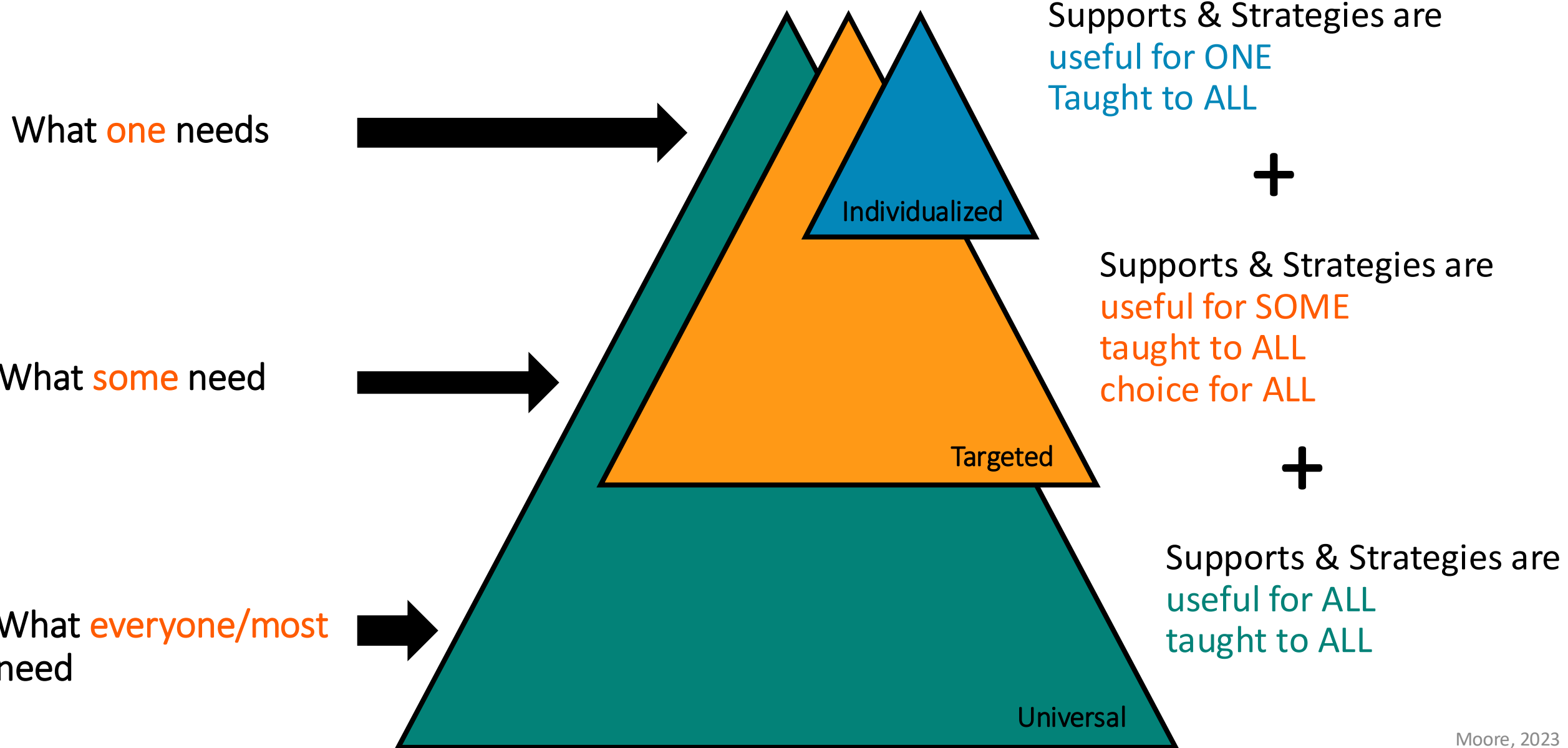


Supports & Strategies are
useful for **ONE**

Individualized Strategy or Support: using an AAC device



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):

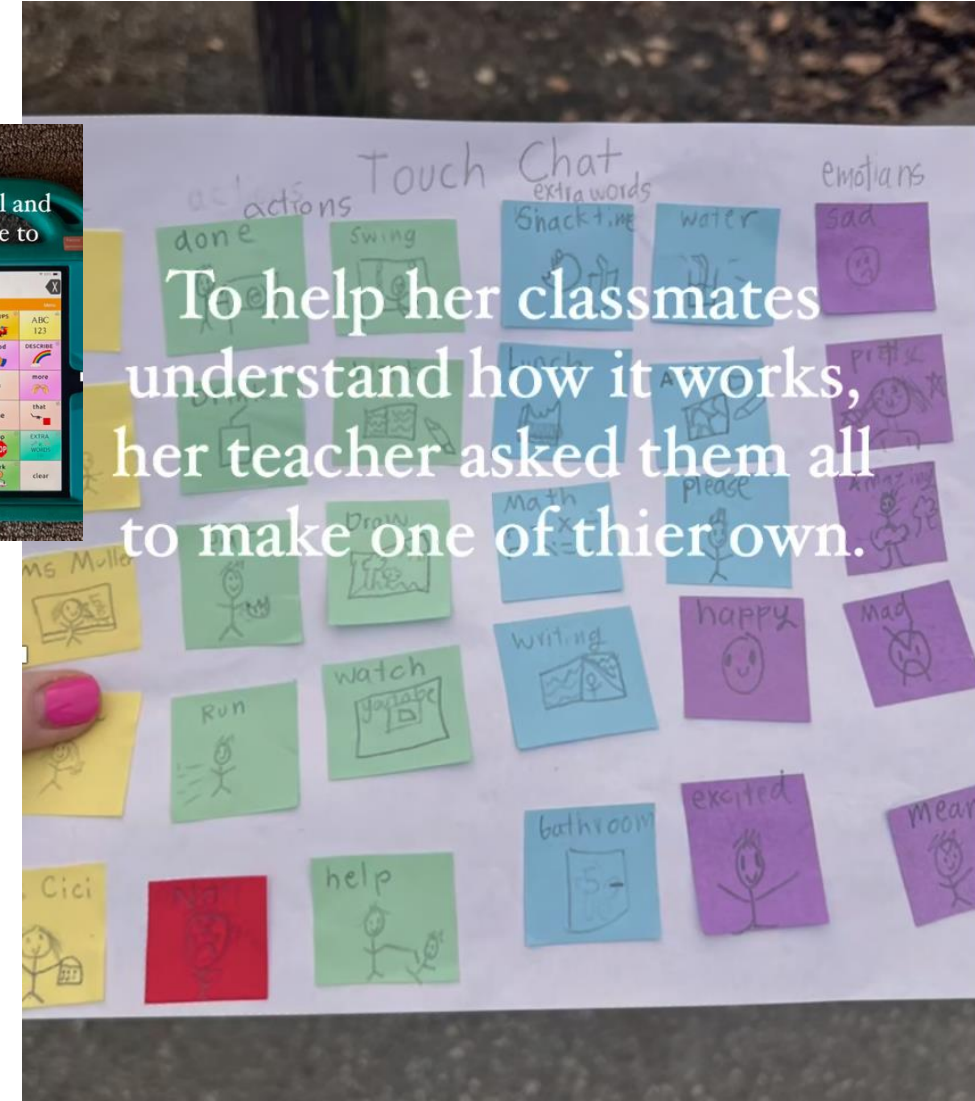
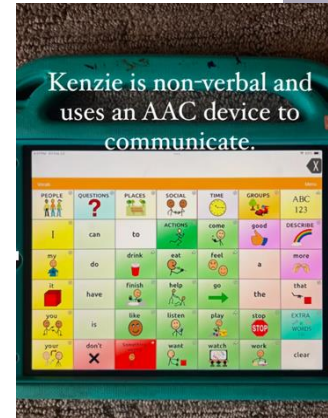
- 4.2, 5.2, 5.4 – Kenzie’s touch chat AAC device

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)	<p>4.2 – optimize access to accessible materials, assistive technologies and tools (provide access to and teach all students about different technologies and tools)</p> <p>5.2 – use multiple tools for construction, composition and creativity (model & teach all students how to use technologies and tools)</p> <p>5.4 – address bias related to modes of expression (teach all students about people who use different technologies and tools)</p>	<p>4.2, 5.2 – AAC, PECS, text to speech, speech to text, word predictions, apps- Stoybird, Pictello</p> <p>5.4 – include books with characters that use communication technologies</p>	<p>4.2, 5.2: KJ – Touch chat AAC</p>
Intellectual Ability (Access)	<p>8.2 - optimise challenge & 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 & 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 - KJ - 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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[@drshelleymoore](mailto:drshelleymoore@drshelleymoore.com)



Dr. Shelley Moore