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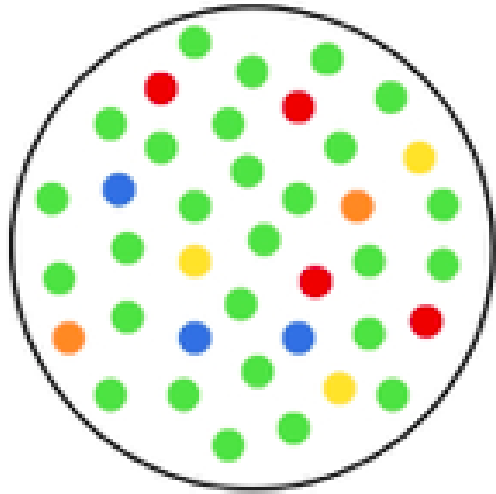
Dr. Shelley Moore

WHAT DOES

inclusion

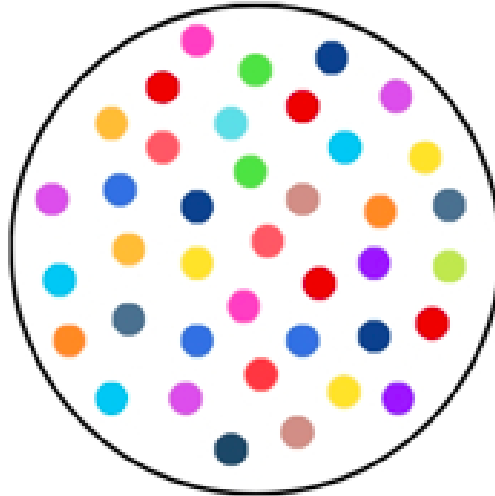
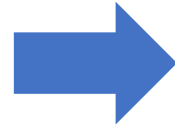
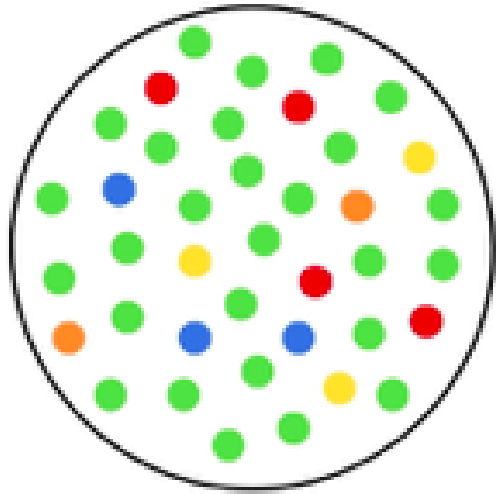
MEAN?

# How do we do **inclusion** ?



Including  
'special needs' children  
into general education  
classrooms

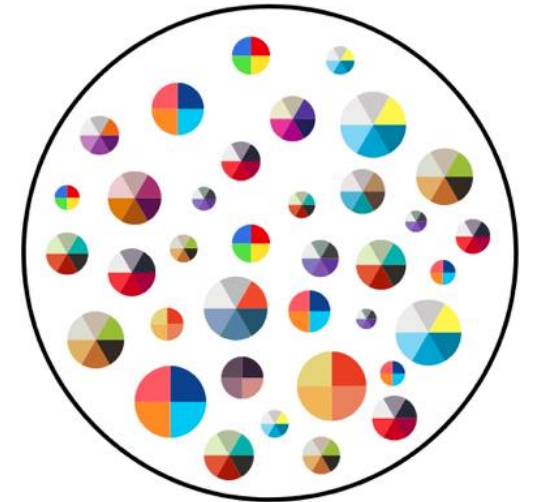
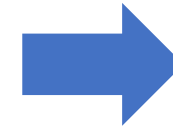
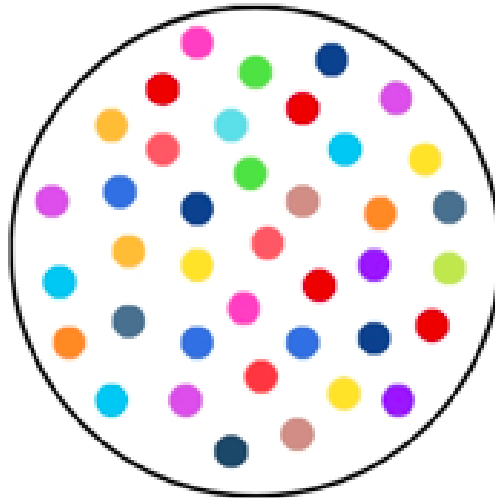
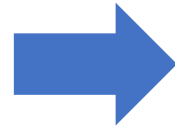
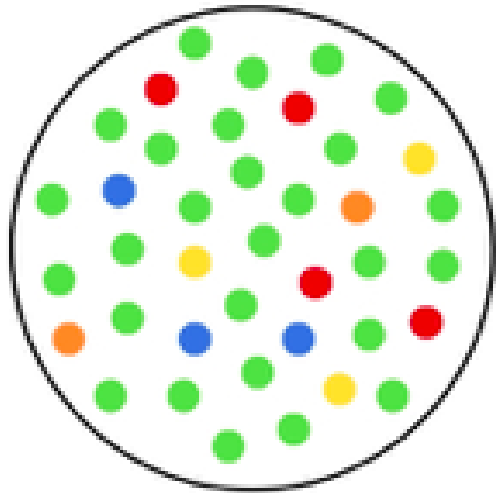
# How do we do **inclusion** ?



Including  
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classrooms

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

# How do we do **inclusion** ?



**Including**  
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classrooms

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

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

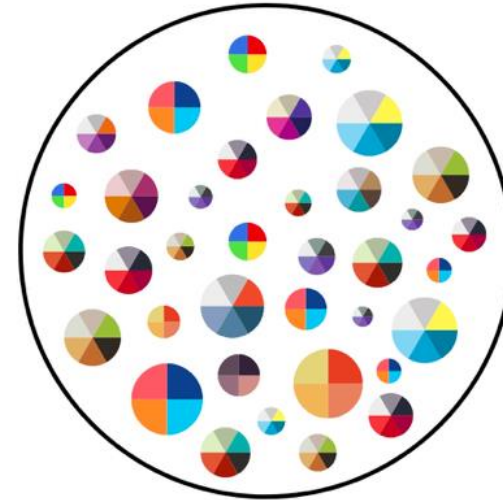
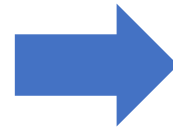
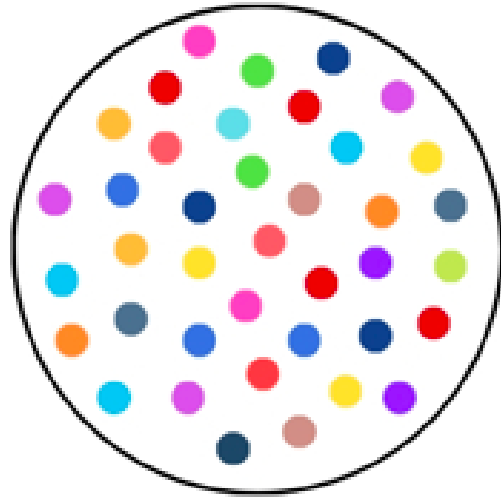
In a world of  
**UNICORNS**

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



When the conditions are  
right, everyone can be  
successful

# How do we do **inclusion** ?



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

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

Goal:



**Goal:** To order and enjoy a coffee in a local coffee shop



**Goal:** To order and enjoy a coffee in a local coffee shop

**Barrier:** What is getting in the way AROUND a person, that is preventing them from meeting a goal

**Barrier:** Stairs



**Goal:** To order and enjoy a coffee in a local coffee shop



**Barrier = Stairs**

**Reduce the Barrier =**

**Goal:** To order and enjoy a coffee in a local coffee shop



**Barrier = Stairs**

**Reduce the Barrier = Ramp**

# 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?

# UDL 3.0: The Ramps for Learning

**Goal:** For children to engage, understand, and show growth in learning

Provide multiple means of  
**Engagement**



Affective Networks  
The "WHY" of Learning

This panel features a green background with a white brain outline. The internal structures of the brain are highlighted in green, representing the affective networks. The text is positioned to the left of the brain.

Provide multiple means of  
**Representation**



Recognition Networks  
The "WHAT" of Learning

This panel features a purple background with a white brain outline. The internal structures of the brain are highlighted in purple, representing the recognition networks. The text is positioned to the left of the brain.

Provide multiple means of  
**Action & Expression**

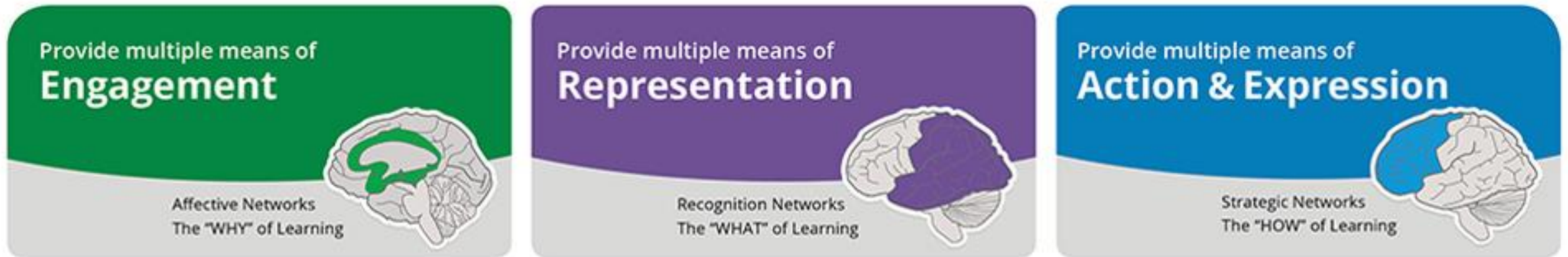


Strategic Networks  
The "HOW" of Learning

This panel features a blue background with a white brain outline. The internal structures of the brain are highlighted in blue, representing the strategic networks. The text is positioned to the left of the brain.



# UDL 3.0: The Ramps for Learning

**Goal:** For children to engage, understand, and show growth in learning

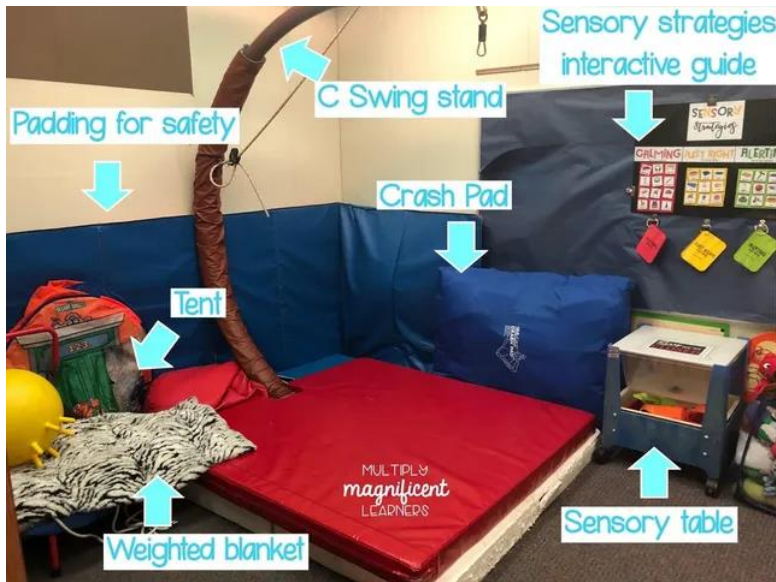


**Barriers:** What is getting in the way AROUND a child, that is preventing them from meeting a goal

# Reducing Barriers: Building the ramps in learning

	<b>Design Multiple Means of Engagement</b> 	<b>Design Multiple Means of Representation</b> 	<b>Design Multiple Means of Action &amp; Expression</b> 
Access	<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>
Support	<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>
Executive Function	<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>

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><b>7.4</b></p> <p><b>Address biases, threats, and distractions</b></p>	<p>Educators intentionally create <b>safe, predictable, and inclusive environments</b> 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><b>Reduce sensory threat:</b> 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><b>Emotional + relational safety:</b> 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 Ramp Indicator:**

**Principle:**

**What this means in teacher and family friendly language?**

**What this looks like in a  
(describe grade, subject area, goal, activity etc.)?**

When the conditions are  
right, everyone can be  
successful

# Using Resources to Eliminating Barriers



Anticipating **Variability** from the Start

# Using Resources to Support Needs




Determining Ramps Based on Needs

# IPPs rely on the Universal Structures for it to be Effective



- Is it effective?
- Does it increase agency?

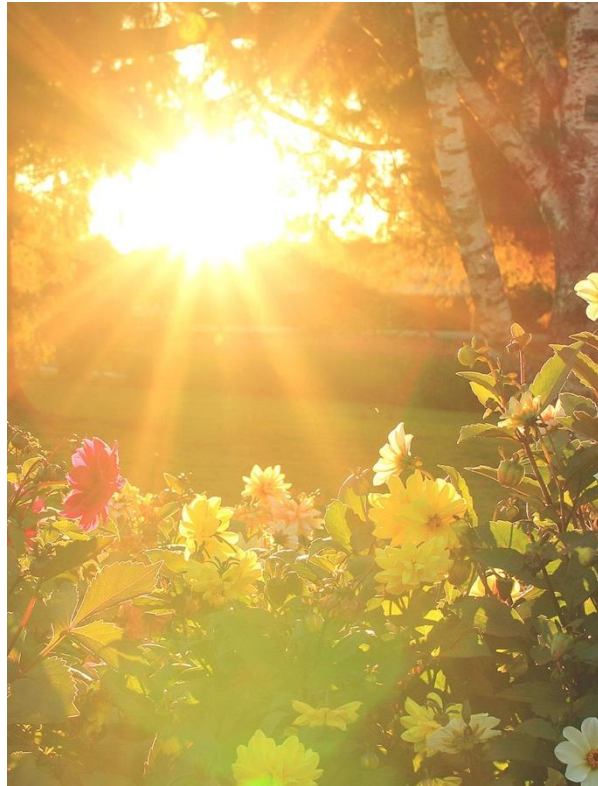
A chair is only **EFFECTIVE** if there are ramps to use it on.



“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

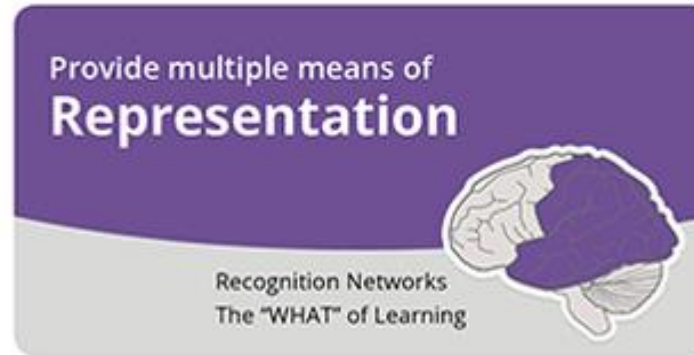


All plants  
need space

# Universal Design for Learning 3.0



All students  
need to be  
engaged



All students  
need to  
understand



All students  
need to show  
learning

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

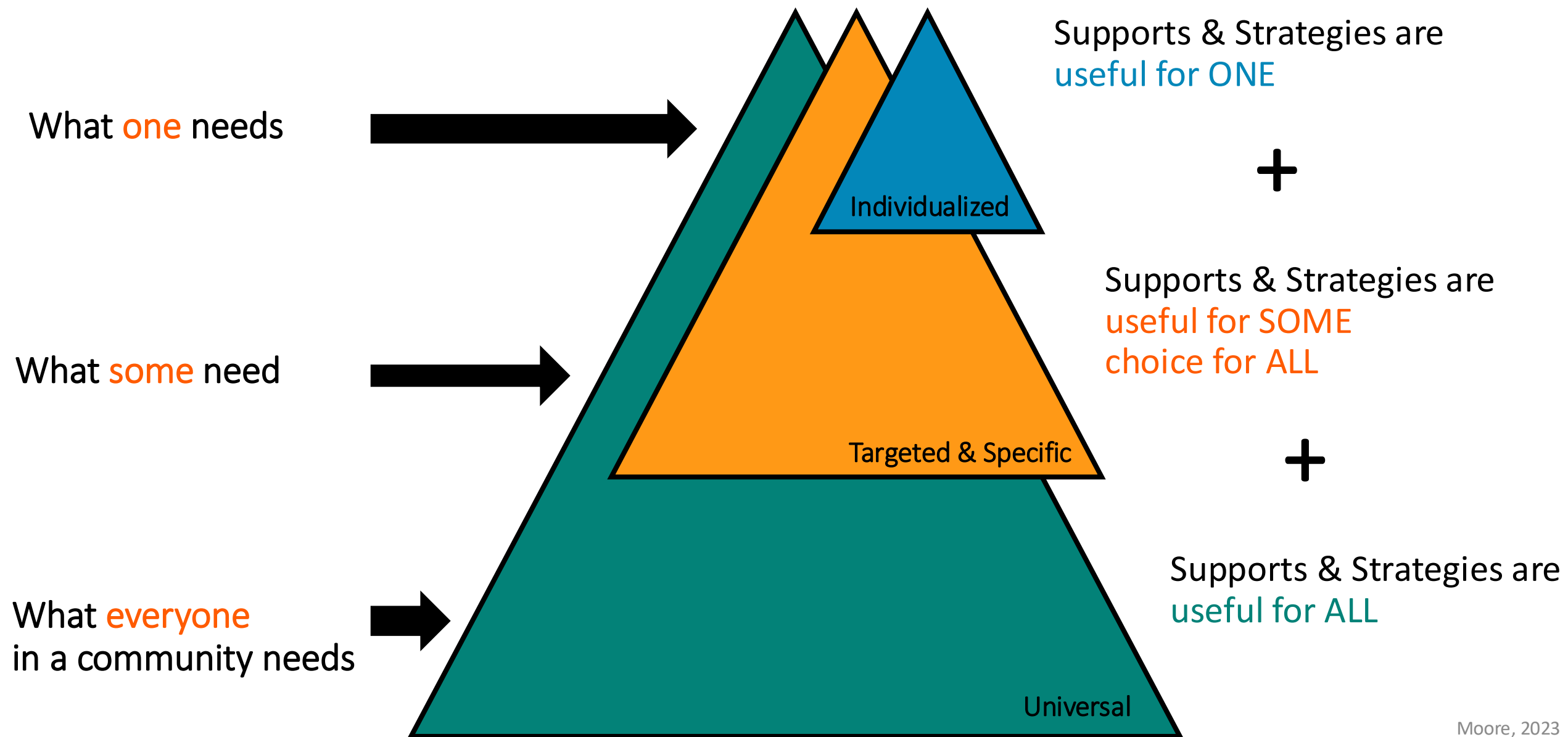


PERIODIC TABLE OF PLANT NUTRIENTS

7	15	19	17	16	20
N Nitrogen	P Phosphorus	K Potassium	Mg Magnesium	S Sulfur	Ca Calcium
Primary Macronutrients			Secondary Macronutrients		
5	17				
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Micronutrients					

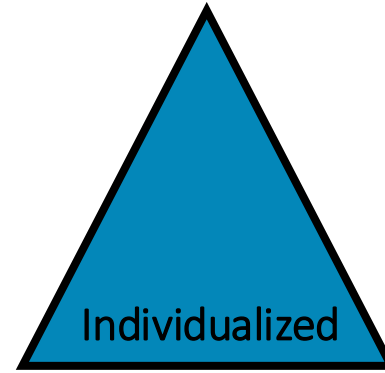


# Multiple Layers of Needs Based Support



# Advocating for **Bats**...

What **one** needs

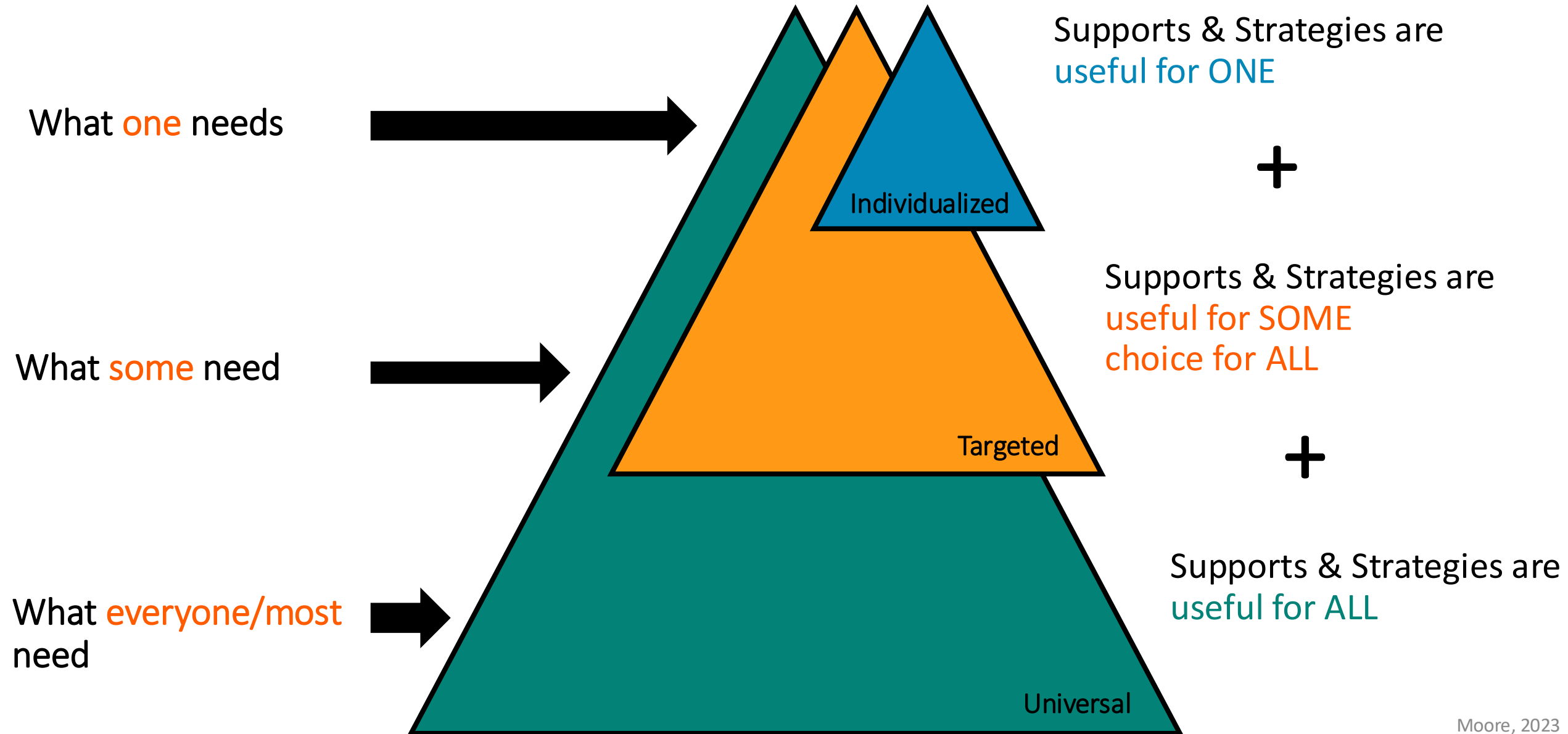


Supports & Strategies are  
useful for **ONE**

## Individualized Strategy or Support: using an AAC device



# Advocating for **Unicorns**...



**Universalized Support Need:** Communication (expression)

**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):**

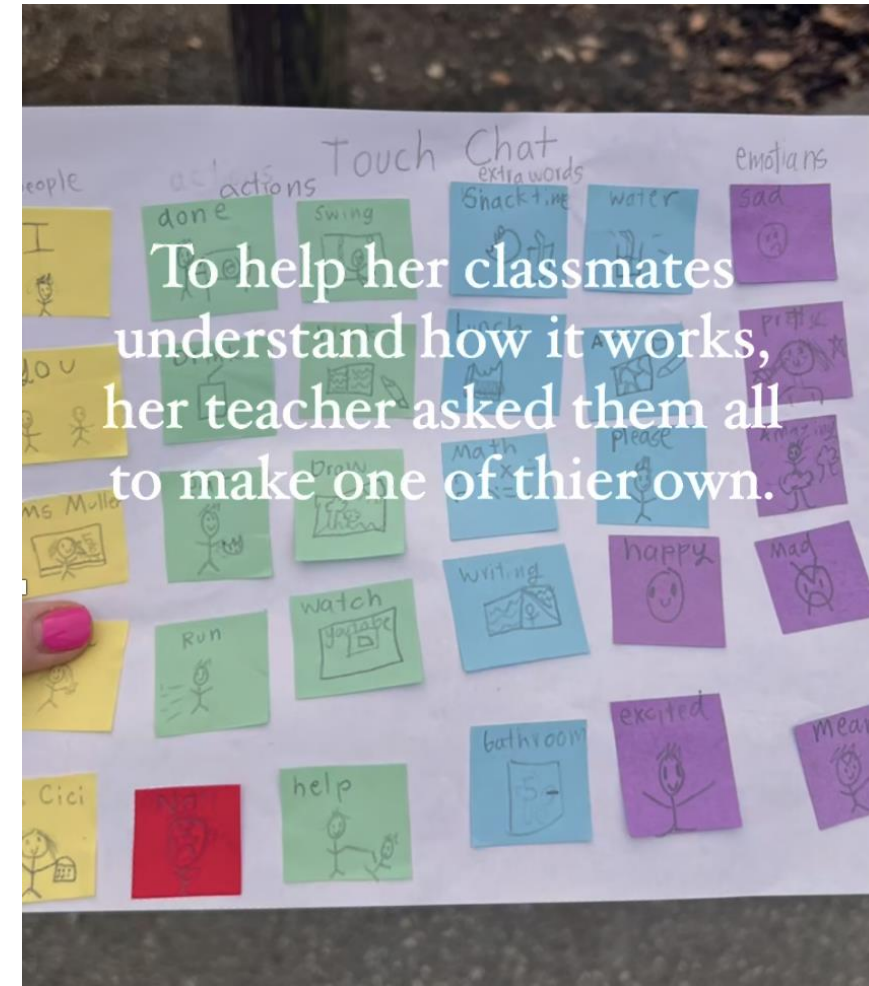
- 4.2, 5.2, 5.4 – Kenzie’s touch chat AAC device

**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)



To help her classmates understand how it works, her teacher asked them all to make one of their own.

# 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 &amp; 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 &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 - KJ - content preloading into touch chat, individualized text at emergent literacy level</p>

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<b>Class:</b>		<b>Teaching Team:</b>		<b>Year:</b>
<b>Step 1:</b> Describe the conditions (e.g. class, subject area or task, location and curriculum etc.)				
<b>Step 2:</b> Determine one priority needs area				
<b>Step 3:</b> Choose 1-3 high impact UDL 3.0 indicators that will reduce barriers for this needs area and in these conditions		<b>Step 4:</b> Determine some specific supports (tools) and strategies (actions) that reflect UDL 3.0 indicator (insert UDL indicator)	<b>Step 5:</b> Individualize these supports and strategies for (describe target student)?	
<b>UDL 3.0 #</b>	What does this UDL 3.0 indicator mean in these conditions?			
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# Building a Needs-Based Support Plan

Clas: Grade 4 Literacy		Planning Team:	Year:
<b>Step 1:</b> Describe the <b>conditions</b> (e.g. class or student, subject area or task, location and curriculum etc.)		I am supporting the literacy skills in a Grade 4 class in British Columbia, Canada	
<b>Step 2:</b> This class needs support with ( <b>priority needs area</b> ) specifically ( <b>specific need</b> )		<b>Social-Emotional &amp; Behavioural: Coping Skills</b>	
<b>Step 3:</b> What high impact <b>UDL 3.0 indicators</b> that will <b>reduce barriers</b> for this needs area and in these conditions		<b>Step 4:</b> Determine some <b>specific supports</b> (tools) and <b>strategies</b> (actions) that reflect UDL 3.0 indicator (insert UDL indicator)?	<b>Step 5:</b> <b>Individualize</b> these <b>supports</b> and <b>strategies</b> for (describe target student)?
<b>UDL 3.0 # 9.1</b> Recognize expectations, beliefs, and motivations	<b>What does this UDL 3.0 indicator mean in practice in this context?</b> Helping students to notice and name what they are feeling <i>while learning</i>	Feelings → Coping Strategy Chart Teach and model self talk and coping language	Personal self talk prompts
<b>UDL 3.0 # 9.2</b> Develop awareness of self and others	<b>What does this UDL 3.0 indicator mean in practice in this context?</b> Helping students to understand <i>why</i> they feel the way they do about a task	Feelings + Body Signals Chart “Think About Others” Prompts Name and Notice Emotions in the Moment using characters in books e.g. what might they be feeling/how do you know?	What Might They Be Feeling? – pictures of individual scenarios (e.g. student left out, student stuck)
<b>UDL 3.0 # 9.3</b> Promote individual and collective reflection	<b>What does this UDL 3.0 indicator mean in practice in this context?</b> Helping students to think back on their experience and learn what helped them cope	Reflection Prompts e.g. one thing I tried, one thing I’m proud of, one thing I want to try Classroom anchor chart – what can we do when learning feels hard, one-minute reflections e.g. what helped you today?	Mini visual reference for what help student e.g. when learning feel hard, I can....

# Building a Needs-Based Support Plan

Clas: Math 7		Planning Team: SM & GH	Year: Jan 2026
<b>Step 1:</b> Describe the <b>conditions</b> (e.g. class or student, subject area or task, location and curriculum etc.)		I am supporting a Grade 7 Math class in British Columbia, Canada	
<b>Step 2:</b> This class needs support with ( <b>priority needs area</b> ) specifically ( <b>specific need</b> )		<b>Executive Functioning: Attention and Focus</b>	
<b>Step 3:</b> What high impact <b>UDL 3.0 indicators</b> that will <b>reduce barriers</b> for this needs area and in these conditions		<b>Step 4:</b> Determine some <b>specific supports</b> (tools) and <b>strategies</b> (actions) that reflect UDL 3.0 indicator (insert UDL indicator)?	<b>Step 5:</b> <b>Individualize</b> these <b>supports</b> and <b>strategies</b> for (describe target student)?
<b>UDL 3.0 # 7.2</b> Optimize relevance, value, and authenticity	<b>What does this UDL 3.0 indicator mean in practice in this context?</b> Students need to know and think: <i>"Is this worth paying attention to."</i>	<ul style="list-style-type: none"> <li>- Why this matters visuals prompt: A small box on on lesson slides or graphic organizers (e.g. This is used when..., You might se this in..."</li> <li>- Immediate Application of concept</li> <li>- Offer Controlled Choice (e.g. choose 1 of 3 contexts)</li> </ul>	Include individualized interest area for option Have a "start here" sticky arrow post it note
<b>UDL 3.0 # 6.2</b> Support planning and strategy development	<b>What does this UDL 3.0 indicator mean in practice in this context?</b> Students don't just need to <i>do</i> math—they need help answering: <i>"How do I even start this?"</i>	<ul style="list-style-type: none"> <li>- Math Game Plan visual</li> <li>- Strategy anchor chart</li> <li>- Colour coded problem solving</li> </ul>	Individual desk sized reference
<b>UDL 3.0 # 6.4</b> Enhance capacity for monitoring progress	<b>What does this UDL 3.0 indicator mean in practice in this context?</b> Students need support to answer: <i>"Am I on track right now? How do I know"</i>	<ul style="list-style-type: none"> <li>- Progress Check Trackers</li> <li>- "Traffic Light" Self-Assessment System</li> <li>- 1-Minute Reflection Routine</li> </ul>	Personal check ins using prompts "where are you on the checklist?" "What's next?"



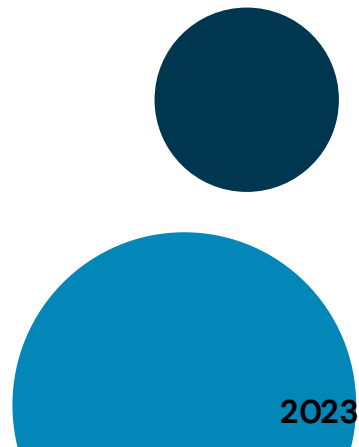
What is one useful idea?

What is one thing you want to try?

What is one thing you want to think about?

What is one thing you want to learn more about?

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



Shelley  
MOORE PH.D.



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