

Shelley  
MOORE PH.D.



[www.drshelleymoore.com](http://www.drshelleymoore.com)



[@drshelleymoore](https://www.instagram.com/drshelleymoore)



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



[@drshelleymoore](mailto:drshelleymoore)



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

WHAT DOES

inclusion

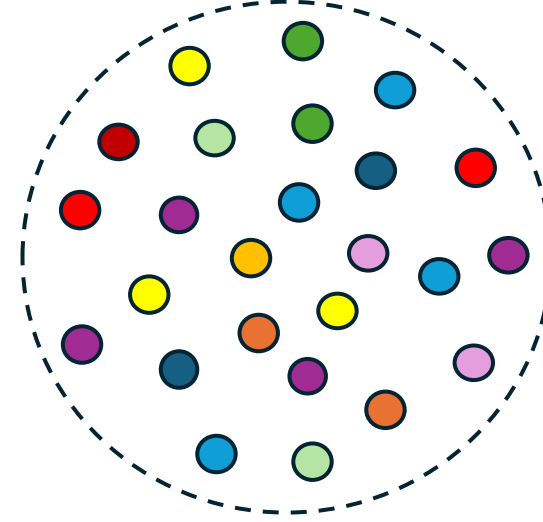
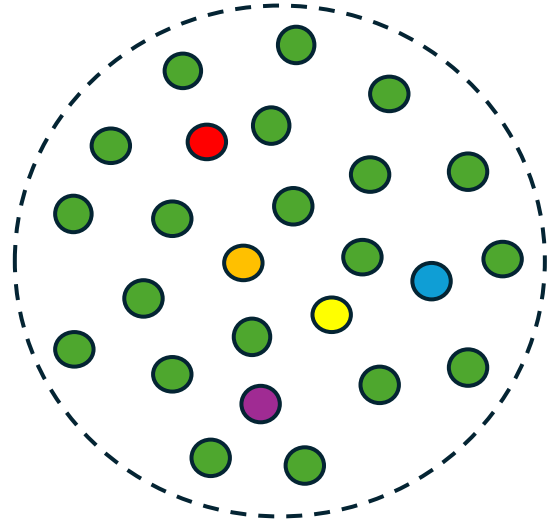
MEAN?

WHAT DOES

inclusion

LOOK LIKE?

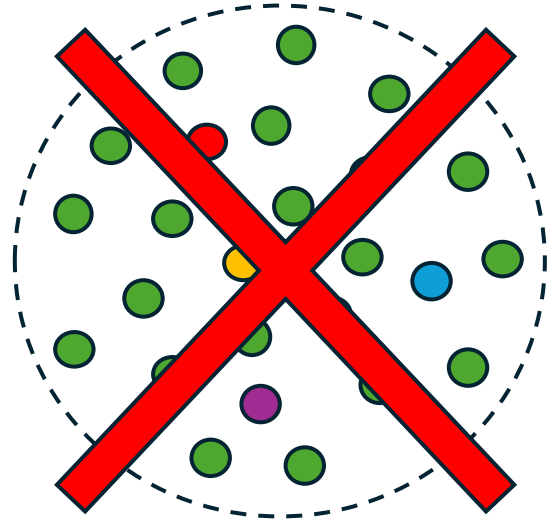
# inclusion looks like...



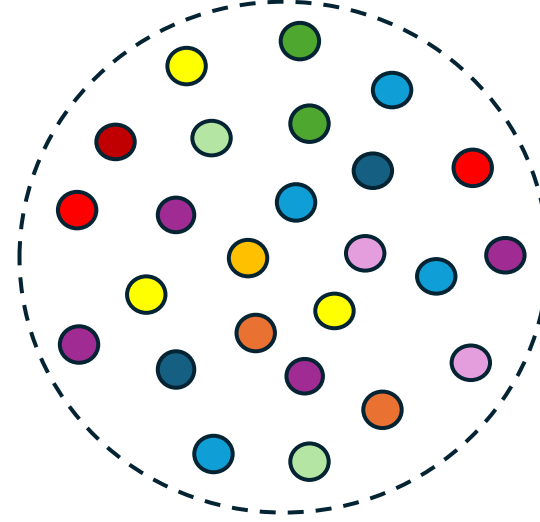
including  
'special needs' students in  
general education  
classrooms

teaching and planning for  
**diversity**  
in grade level classrooms and  
neighbourhood schools  
(where Diversity includes  
Disability)

# inclusion looks like...

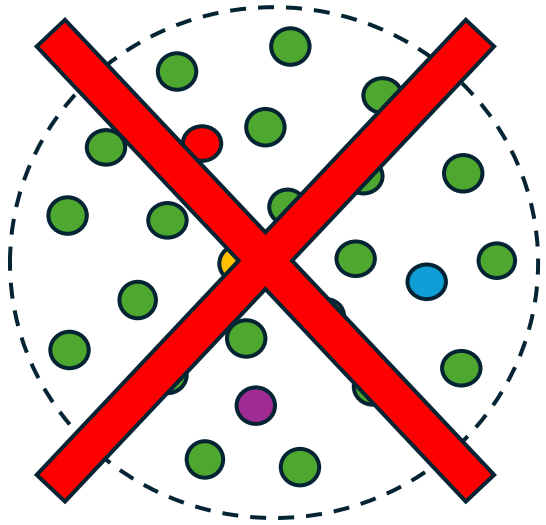


including  
'special needs' students in  
general education  
classrooms

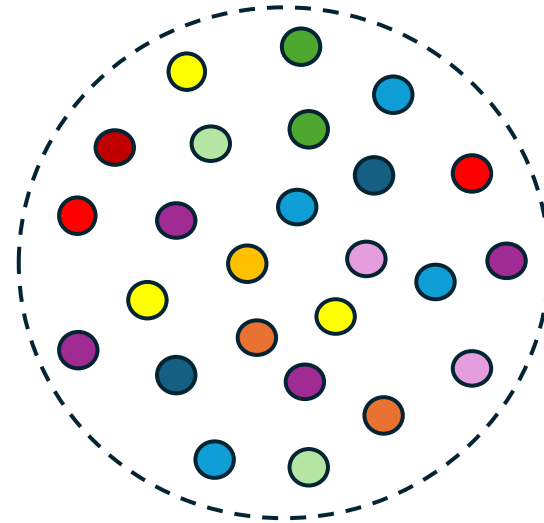
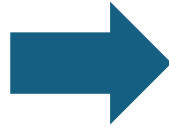


teaching and planning for  
**diversity**  
in grade level classrooms and  
neighbourhood schools  
(where Diversity includes  
Disability)

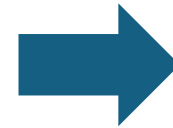
# inclusion looks like...



including  
'special needs' students in  
general education  
classrooms



teaching and planning for  
**diversity**  
in grade level classrooms and  
neighbourhood schools  
(where Diversity includes  
Disability)



# inclusion looks like...



# inclusion looks like...

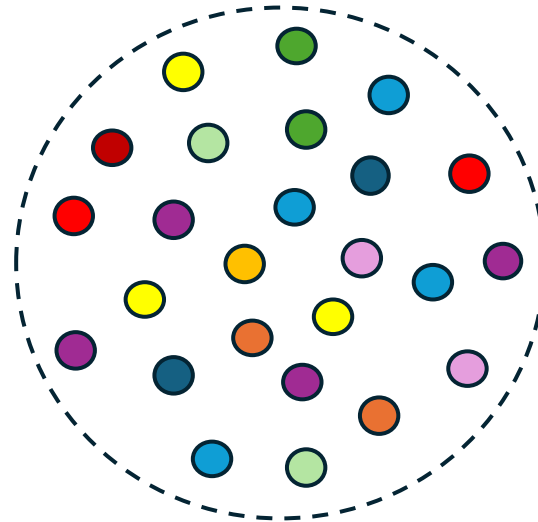
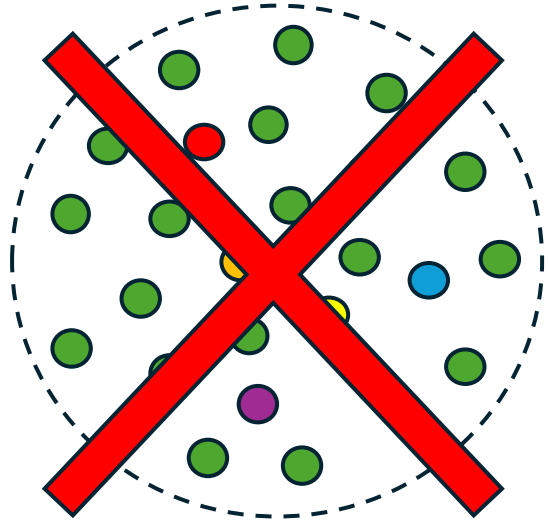


**Communities of Identity**

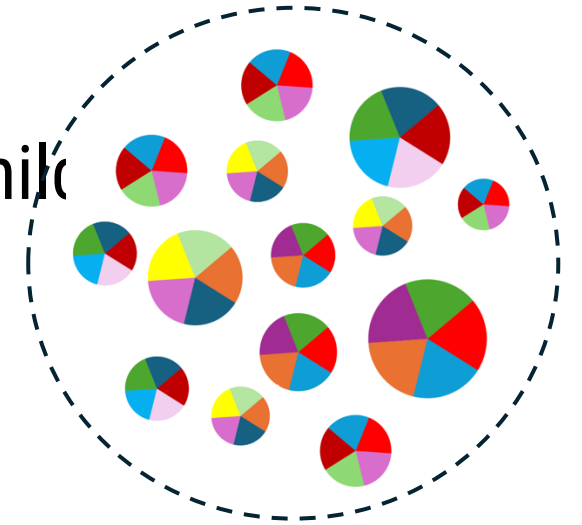


**Communities of Diversity**

# inclusion looks like...



So that children  
can...

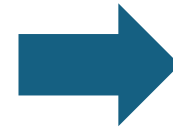
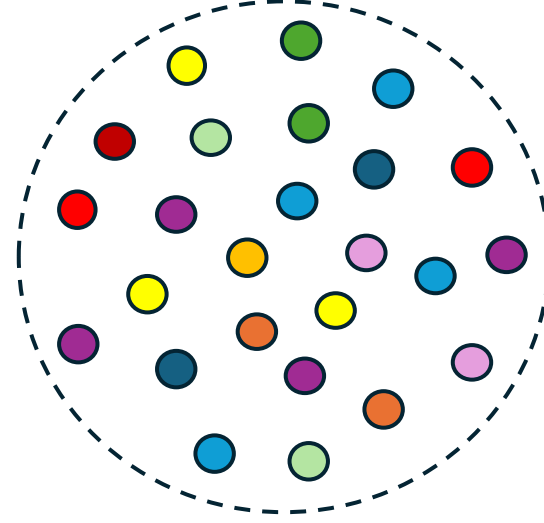
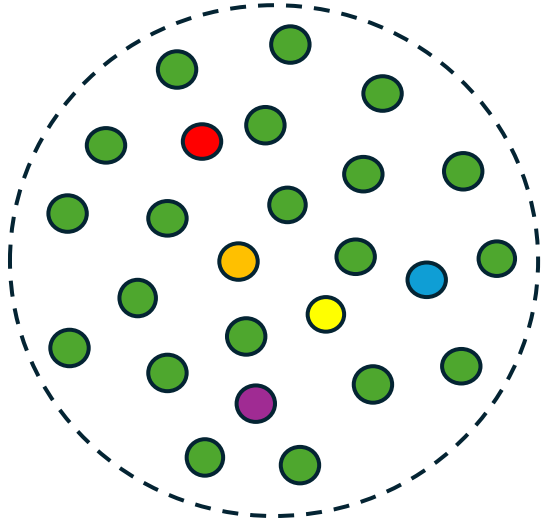


including  
'special needs' students in  
general education  
classrooms

teaching and planning for  
**diversity**  
in grade level classrooms and  
neighbourhood schools  
(where Diversity includes  
Disability)

feel confident and safe to  
**identify**  
(and where Disability is an  
identity)

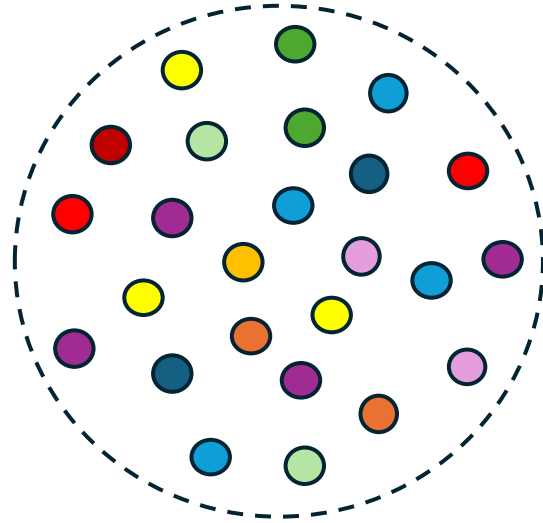
# inclusion looks like...



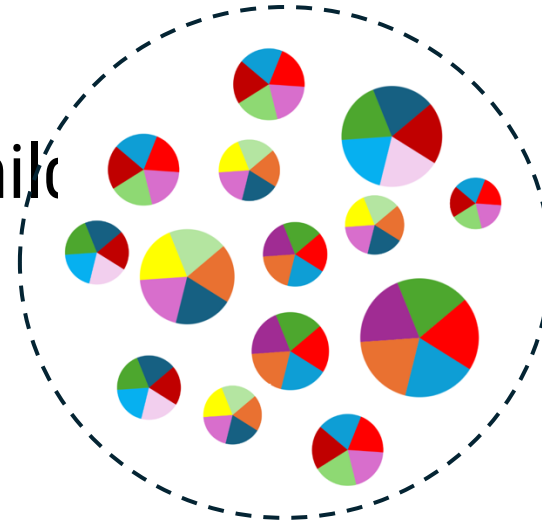
including  
'special needs' students in  
general education  
classrooms

teaching and planning for  
**diversity**  
in grade level classrooms and  
neighbourhood schools  
(where Diversity includes  
Disability)

# inclusion is...



So that children  
can...



teaching and planning for  
**diversity**  
in grade level classrooms and  
neighbourhood schools  
(where Diversity includes  
Disability)

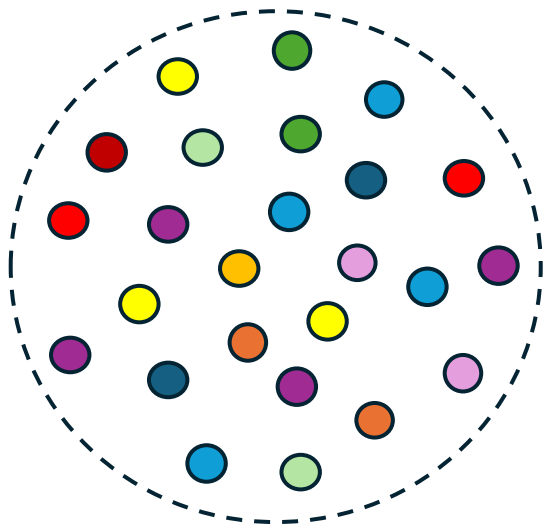
feel confident and safe to  
**identify**  
(and where Disability is an  
identity)

In a world of  
**UNICORNS**

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



[www.drshelleymoore.com](http://www.drshelleymoore.com)



**inclusion** looks like...

teaching and planning for  
**diversity**

in grade level classrooms and  
neighbourhood schools

**so that students can**

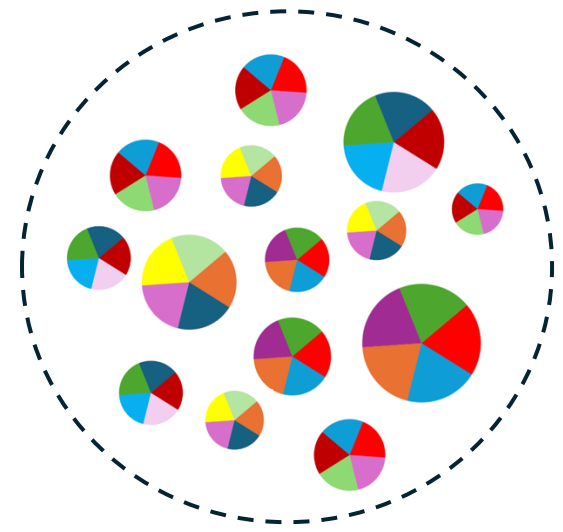
feel confident and safe to

identify,

AND where

**disability**

is consider a valued identity in the community.



When the conditions are  
right, everyone can be  
successful

What is a **goal**?

What is a **barrier**?

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 brain's limbic system, including the amygdala and hippocampus, is highlighted in green. Below the brain, the text reads 'Affective Networks' and 'The "WHY" of Learning'.

Provide multiple means of  
**Representation**



Recognition Networks  
The "WHAT" of Learning

This panel features a purple background with a white brain outline. The occipital and parietal lobes are highlighted in purple. Below the brain, the text reads 'Recognition Networks' and 'The "WHAT" of Learning'.

Provide multiple means of  
**Action & Expression**

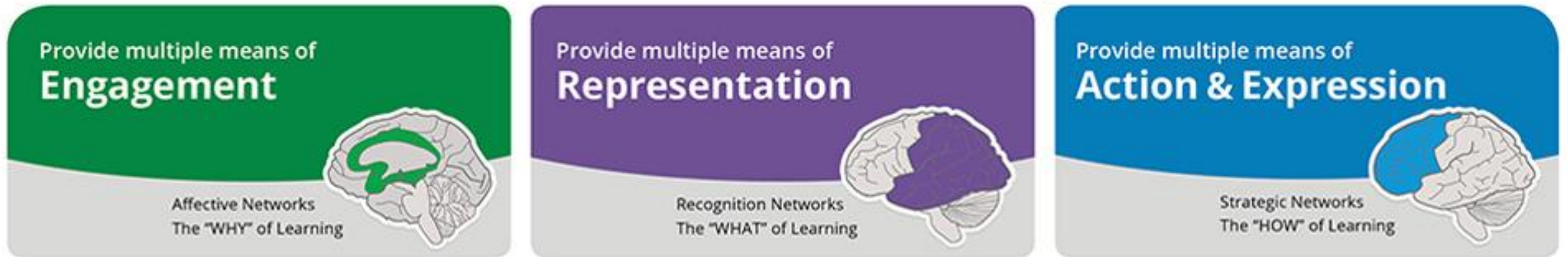


Strategic Networks  
The "HOW" of Learning

This panel features a blue background with a white brain outline. The frontal and motor cortex areas are highlighted in blue. Below the brain, the text reads 'Strategic Networks' and 'The "HOW" of Learning'.

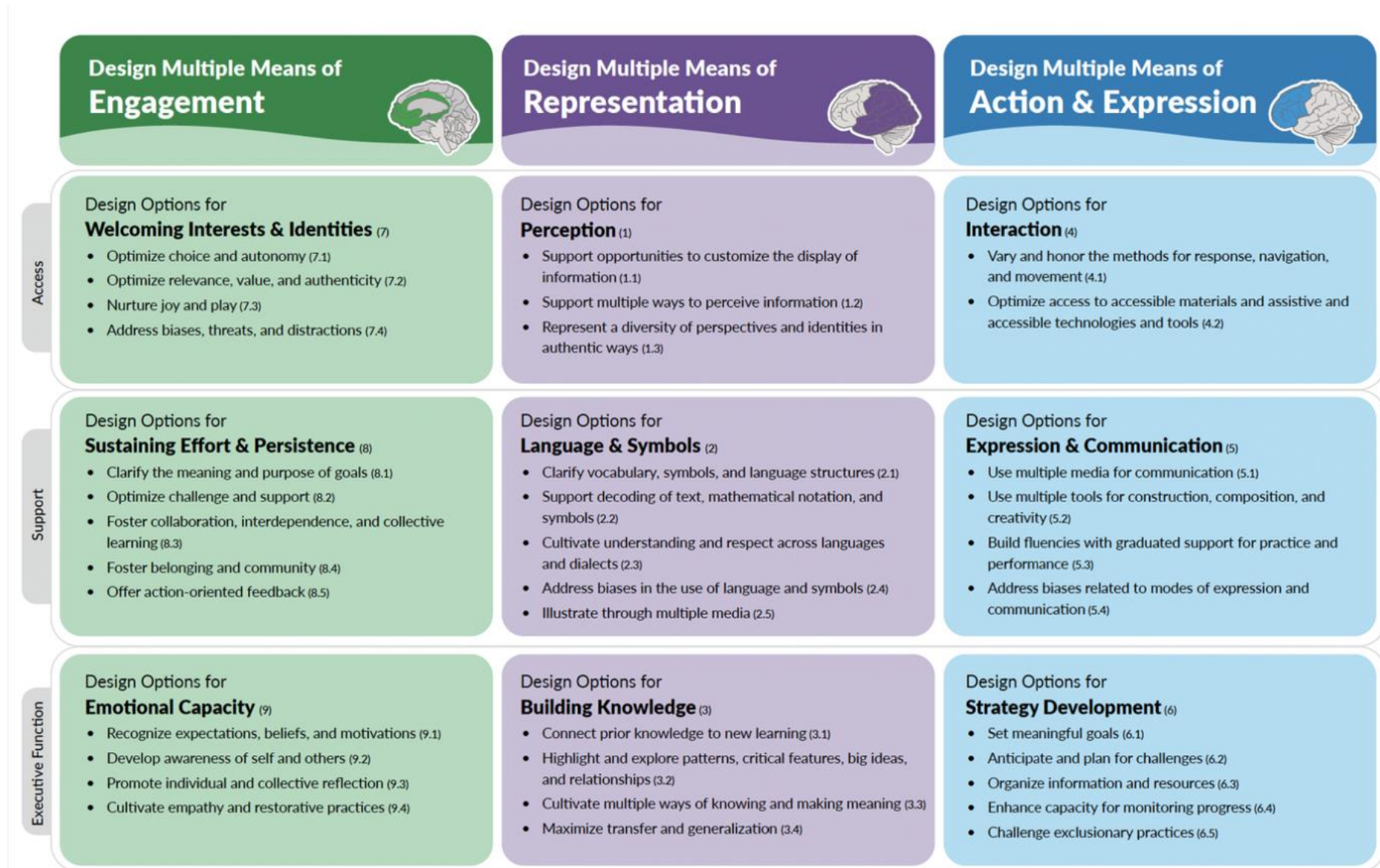
# UDL 3.0: The Ramps for Learning

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

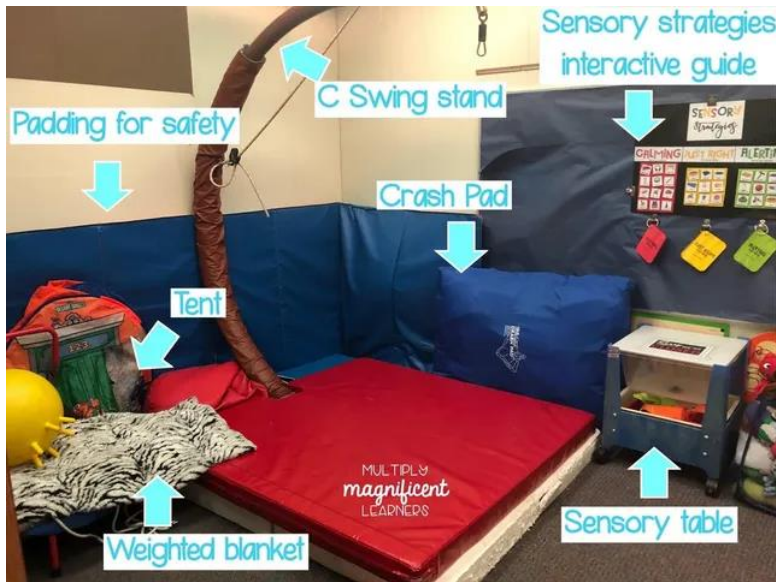


**Barriers:** What is getting in the way AROUND a child, that is preventing them from meeting a goal

# Reducing Barriers: Building the ramps in learning



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:**

**Principle:**

**What this means in educator and family friendly language**

**What this looks like for children ages \_\_\_\_\_**

Blank area for notes or examples related to the UDL Ramp.

Blank area for notes or examples related to the Principle.

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

# 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.



“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

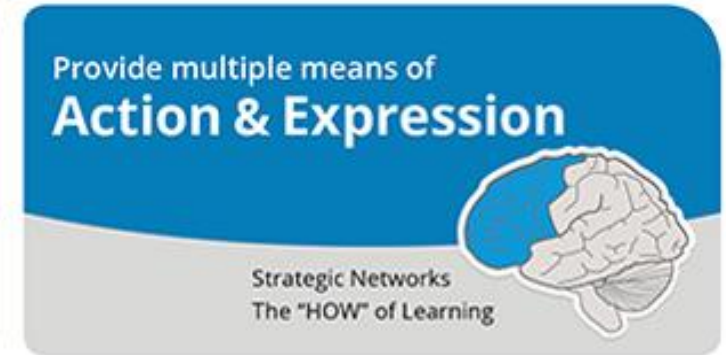
# Universal Design for Learning 3.0



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



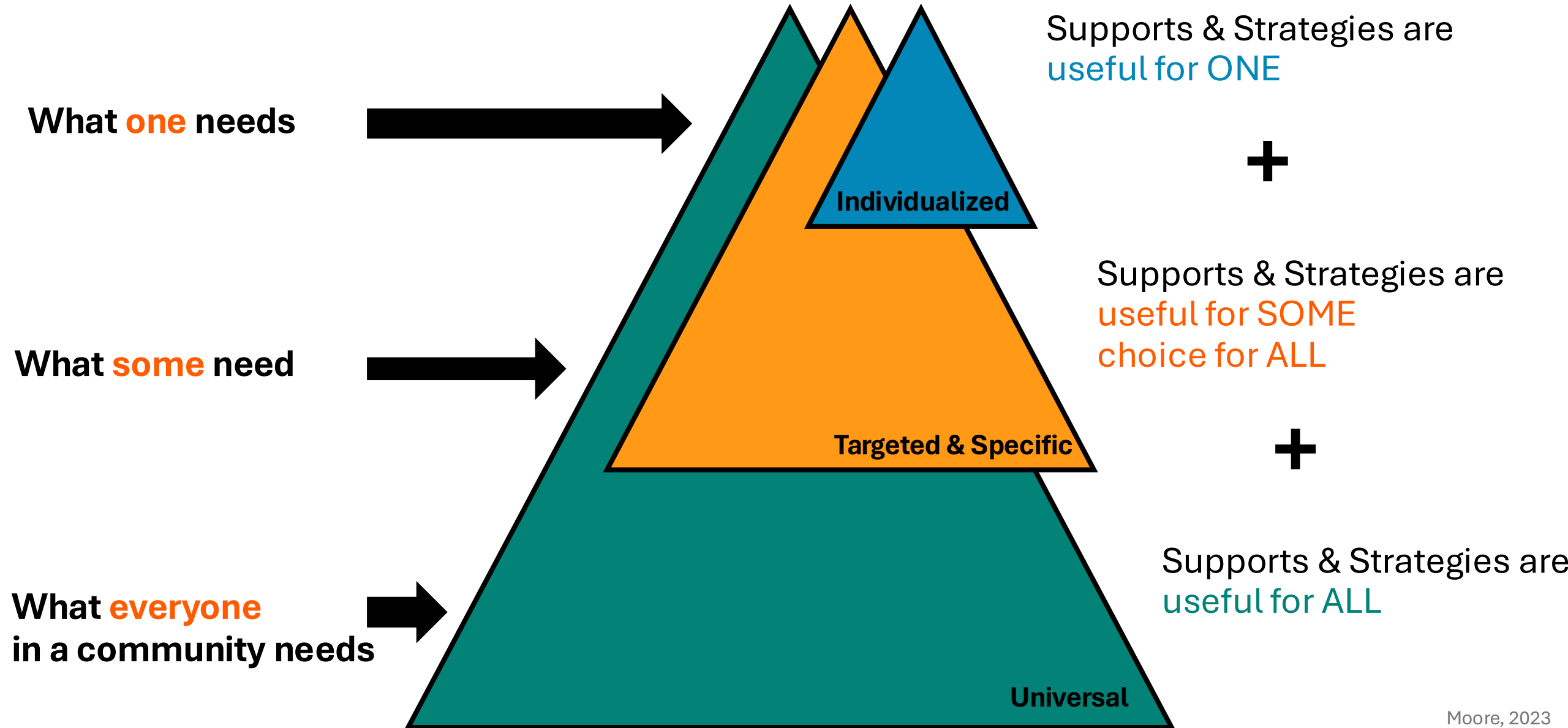
PERIODIC TABLE OF PLANT NUTRIENTS

7	15	19	12	16	20
N Nitrogen	P Phosphorus	K Potassium	Mg Magnesium	S Sulfur	Ca Calcium
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

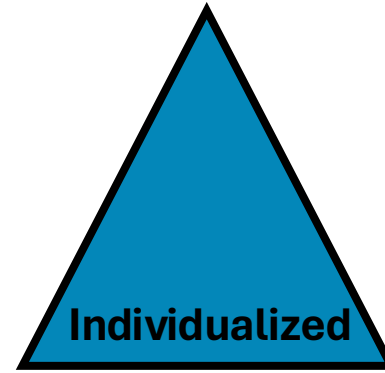


# Multiple Layers of Needs Based Support



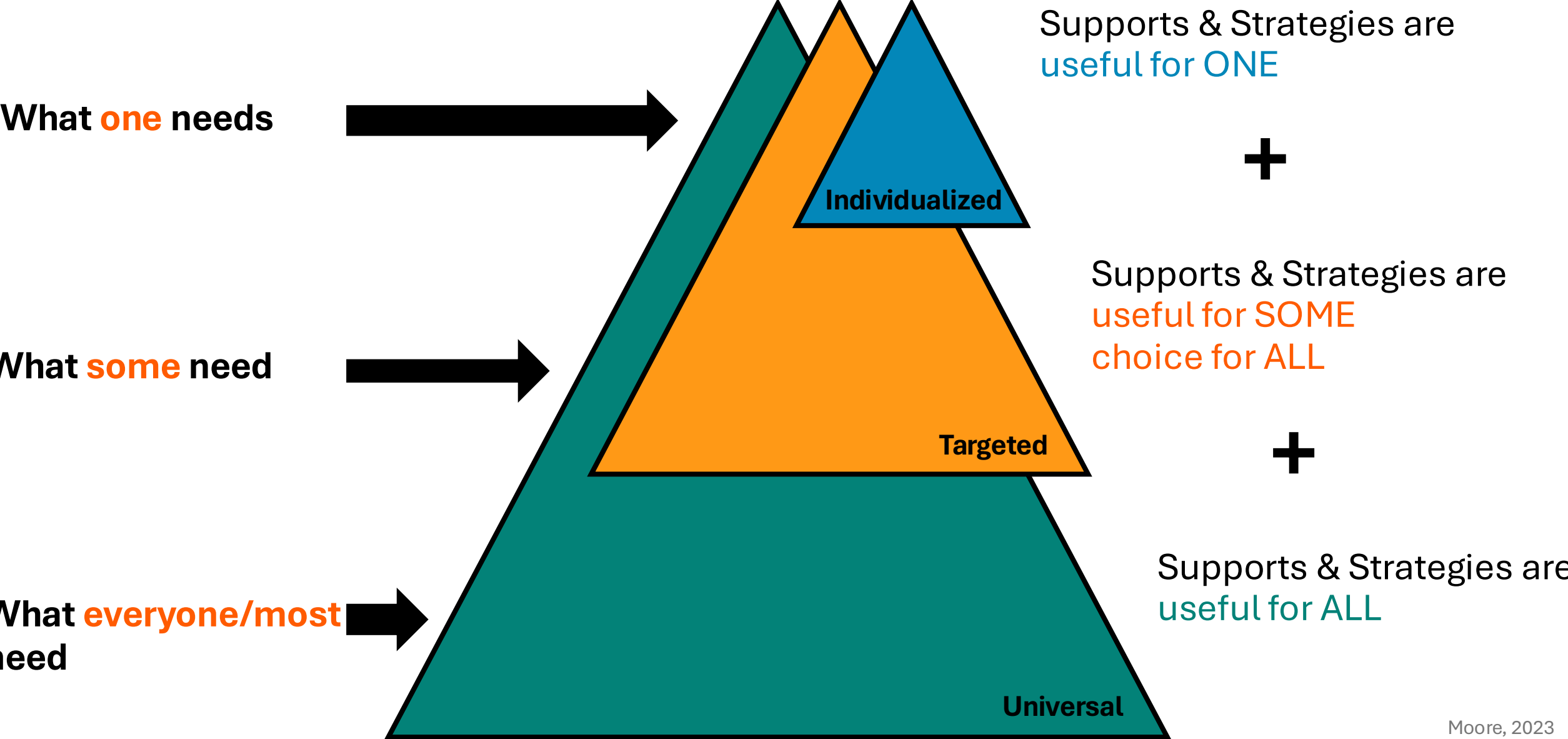
# Advocating for **Bats**...

What **one** needs

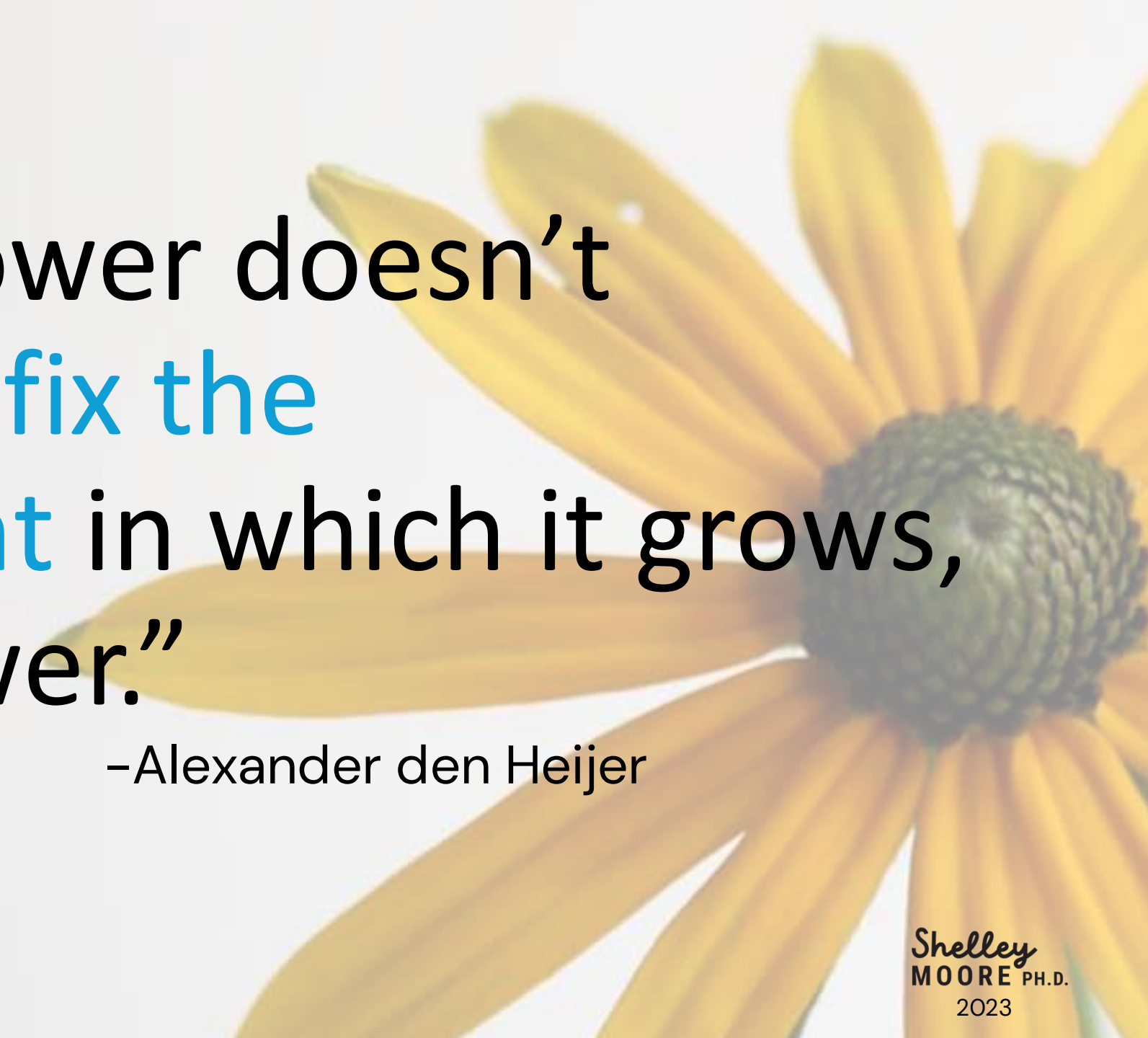


Supports & Strategies are  
useful for **ONE**

# Advocating for **Unicorns**...







“When a flower doesn’t bloom, you **fix the environment** in which it grows, not the flower.”

-Alexander den Heijer

Shelley  
MOORE PH.D.



[www.drshelleymoore.com](http://www.drshelleymoore.com)



[@drshelleymoore](https://www.instagram.com/drshelleymoore)



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



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



Dr. Shelley Moore