

Shelley  
MOORE PH.D.



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



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

WHAT DOES

inclusion

MEAN?

WHY DOES

inclusion

MATTER?

WHAT DOES

inclusion

LOOK LIKE?

**WE ARE COMING**

**OUT!**

3rd Edition



# Dealing with Difficult People



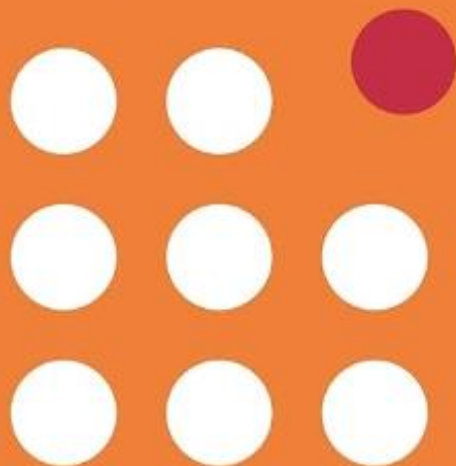
**Roy  
Lilley**



3rd Edition



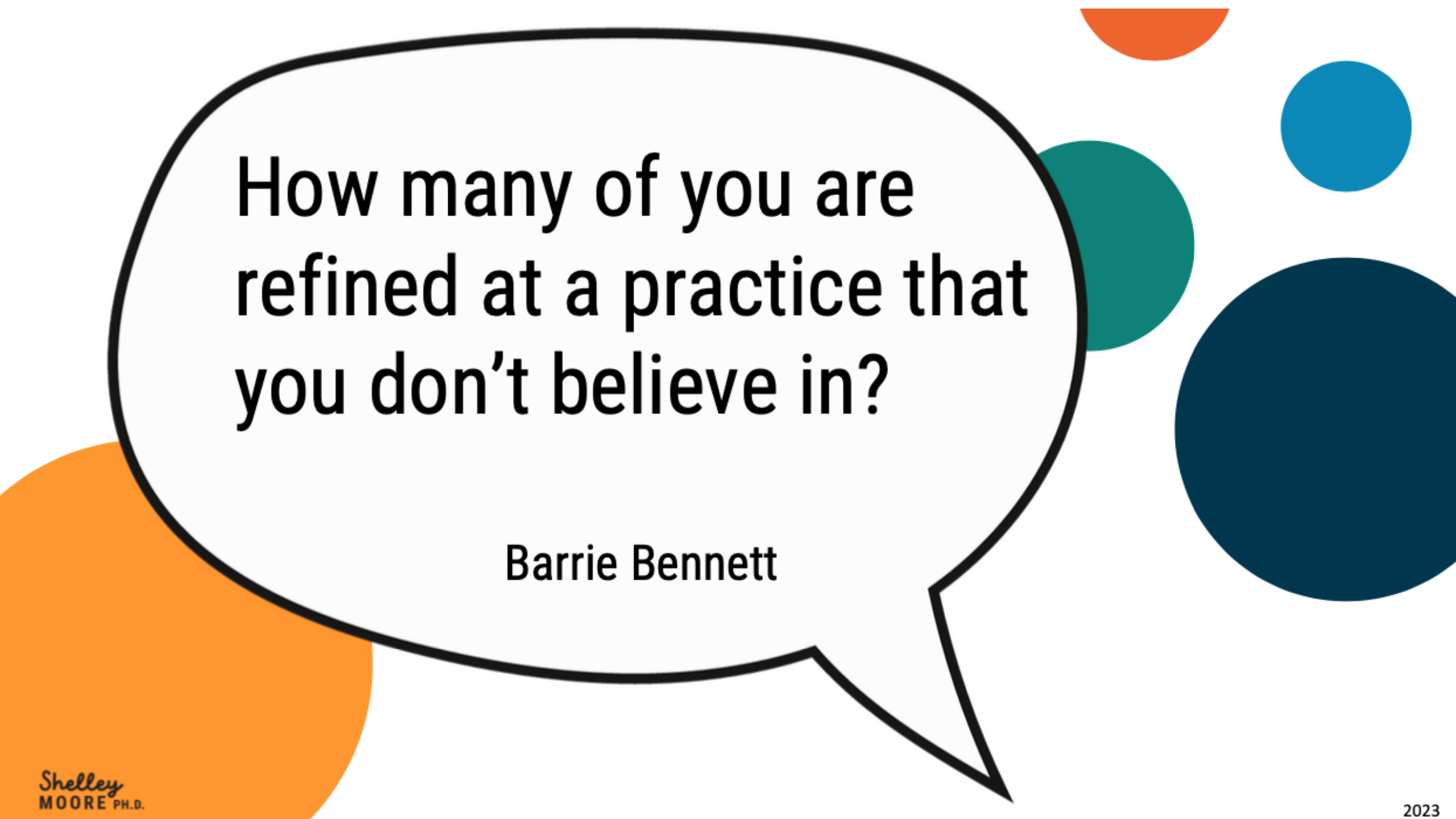
# Dealing with Difficult People



Roy  
Lilley



**“If you bought this book...you are the difficult person.”**



How many of you are  
refined at a practice that  
you don't believe in?

Barrie Bennett



**My educational  
philosophy & beliefs**

**My educational  
practices**





What are you connecting to?

WHAT DOES

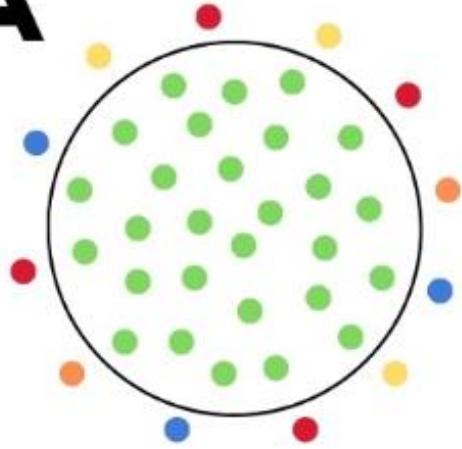
*inclusion*

MEAN?

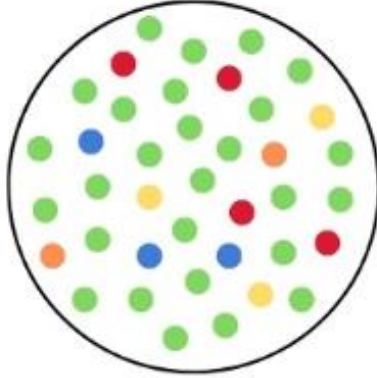
LOOK LIKE?

# WHAT IS *Inclusion*?

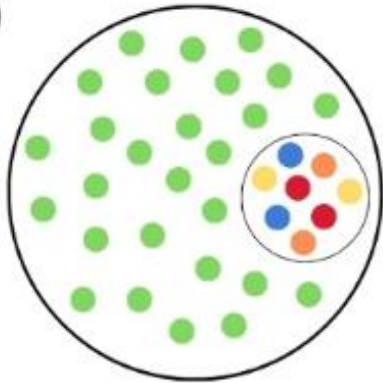
**A**



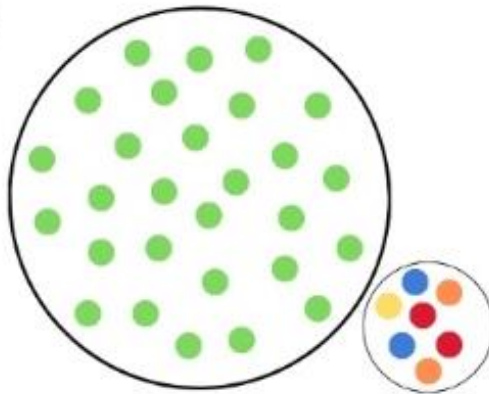
**C**



**B**



**D**



**exclusion**

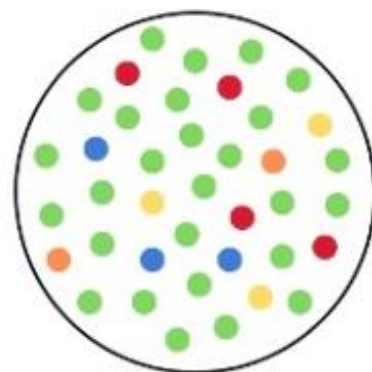
**integration**

*inclusion*

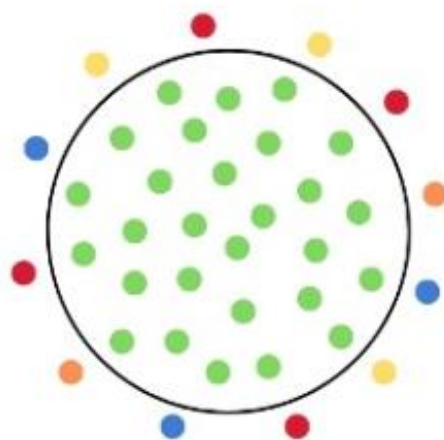
**congregation**

**segregation**

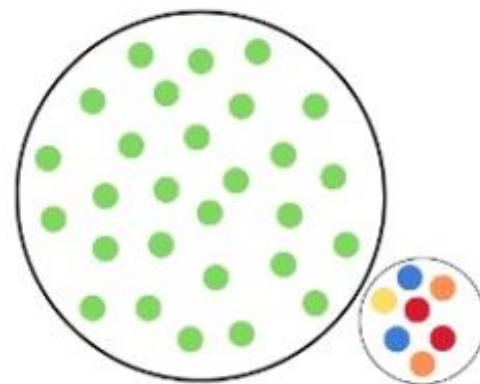
# WHAT IS *inclusion*?



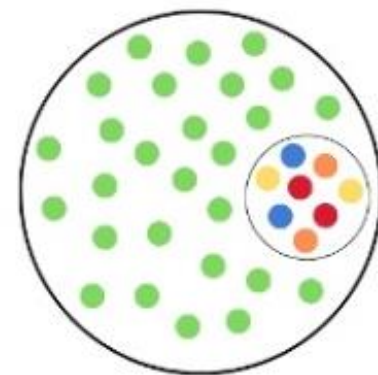
inclusion



exclusion



segregation



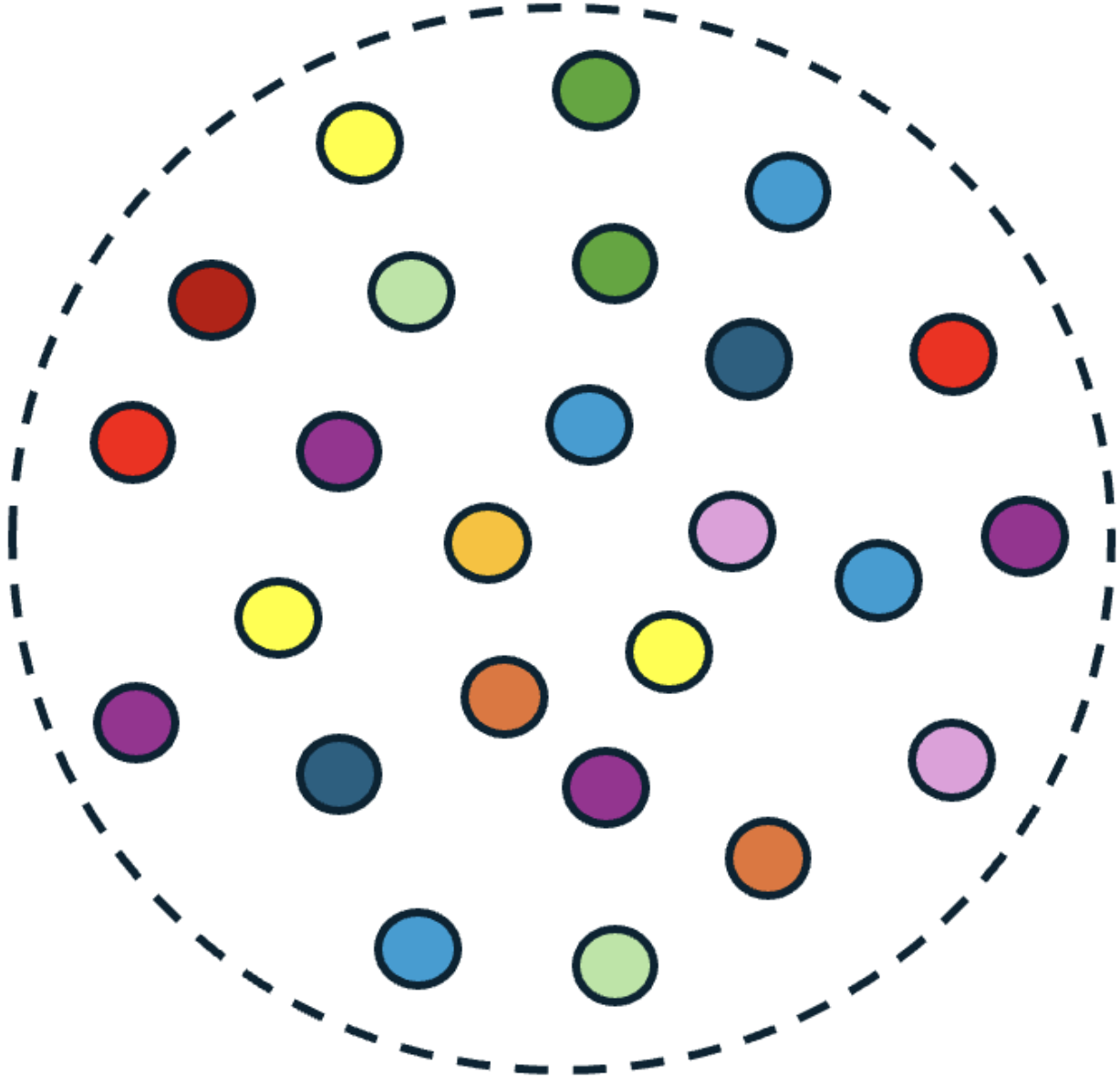
integration



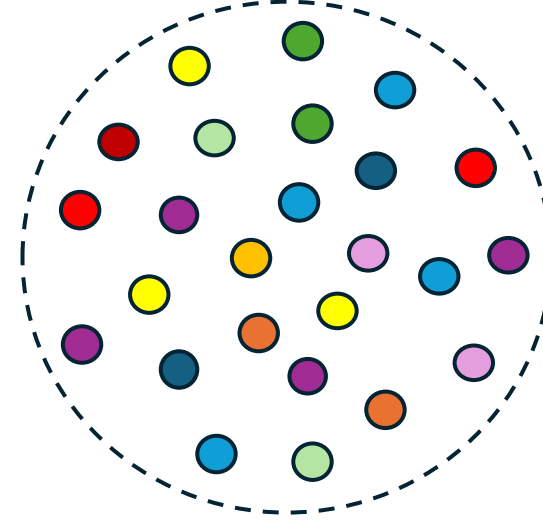
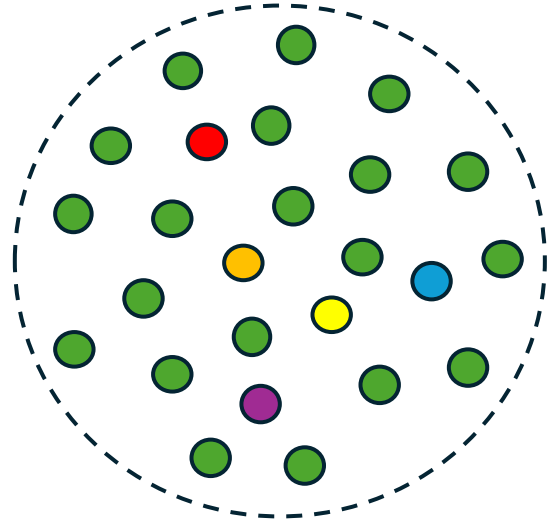
What are you thinking about?

# WHAT IS inclusion

?



# inclusion looks like...



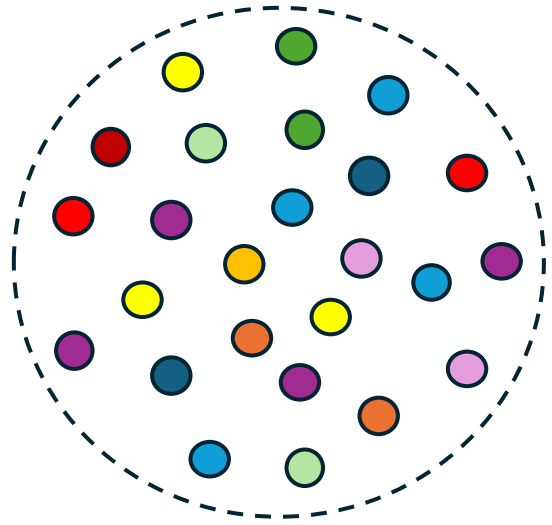
including  
'special needs' students in  
general education

teaching and planning for  
**diversity**  
in education (where  
Diversity includes  
Disability)



What is useful so far?

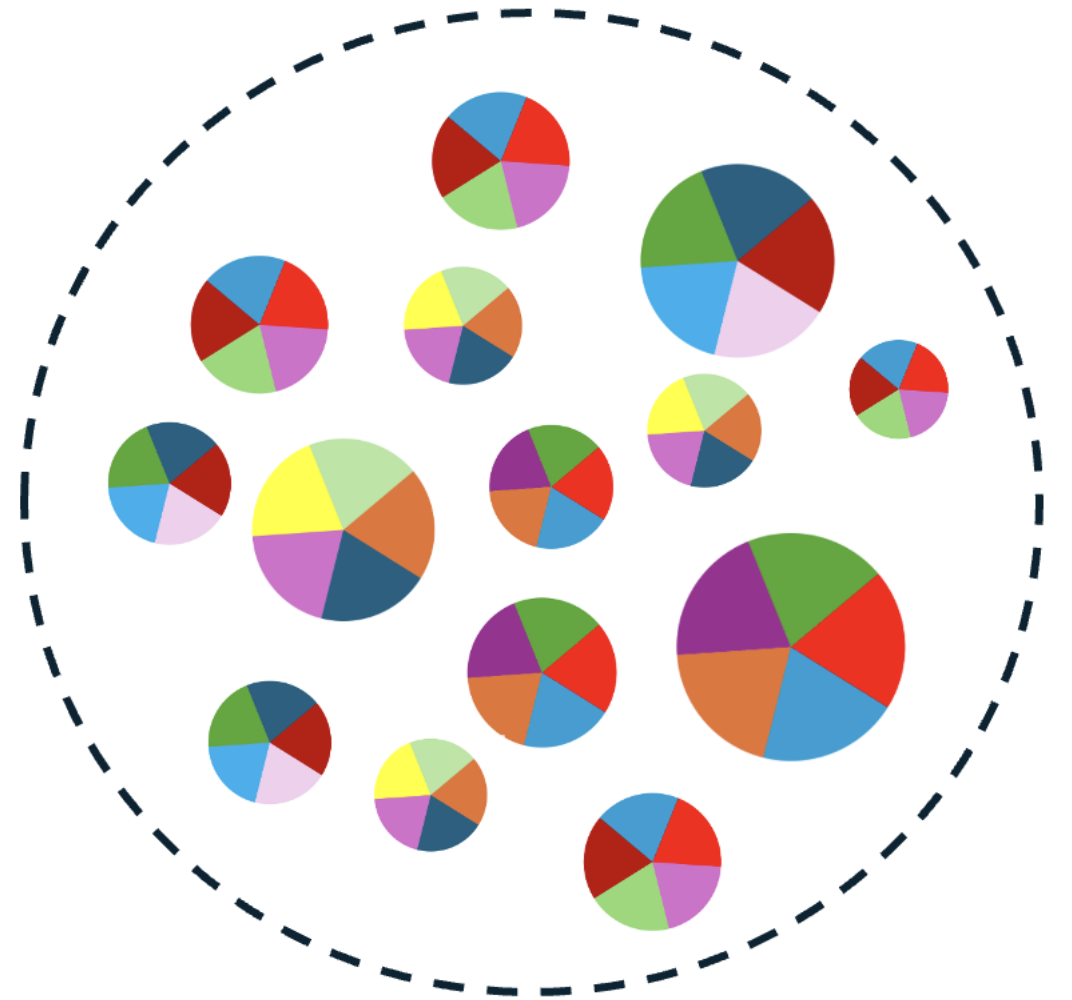
# inclusion looks like...



teaching and planning for  
**diversity**  
in education  
(where Diversity includes  
Disability)

# WHAT IS inclusion

?



# WHAT IS inclusion

?



# WHAT IS inclusion ?

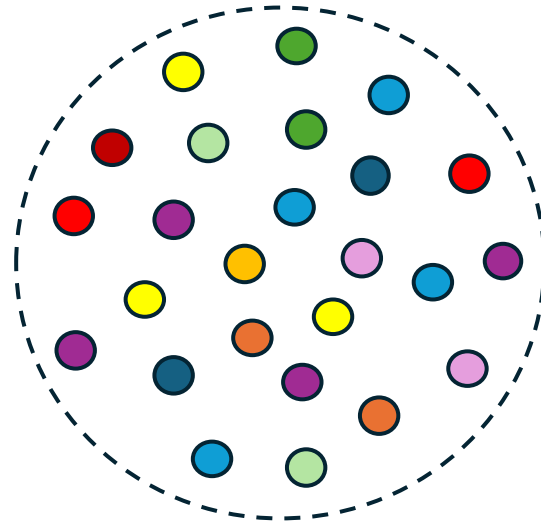
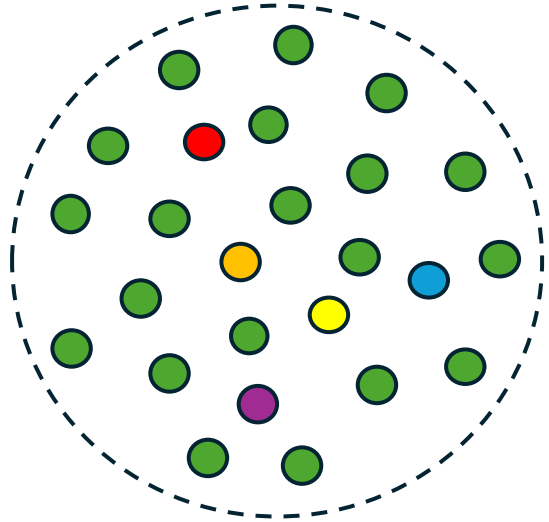


Communities of **Identity**

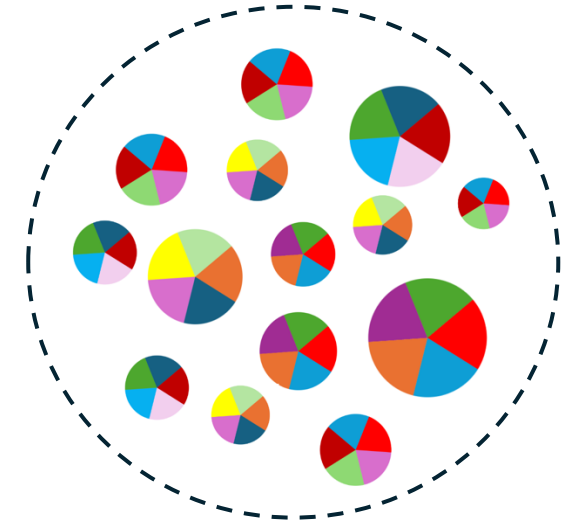


Communities of **Diversity**

# inclusion looks like...



So that  
students  
can...



**including**  
'special needs' students in  
general education

teaching and planning for  
**diversity**  
in education  
(where Diversity includes  
Disability)

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

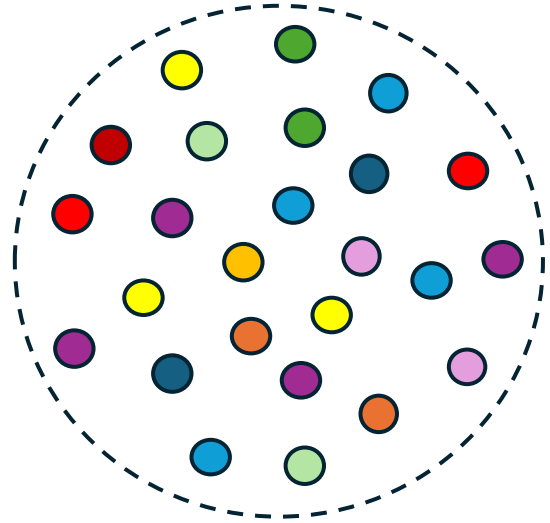
In a world of  
**UNICORNS**

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

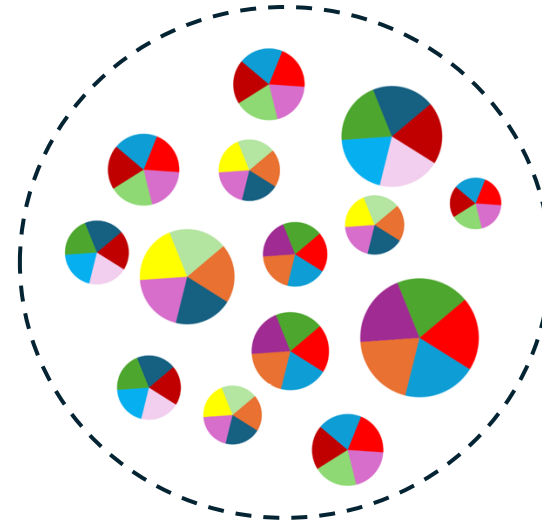


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# inclusion looks like...



So that  
students  
can...



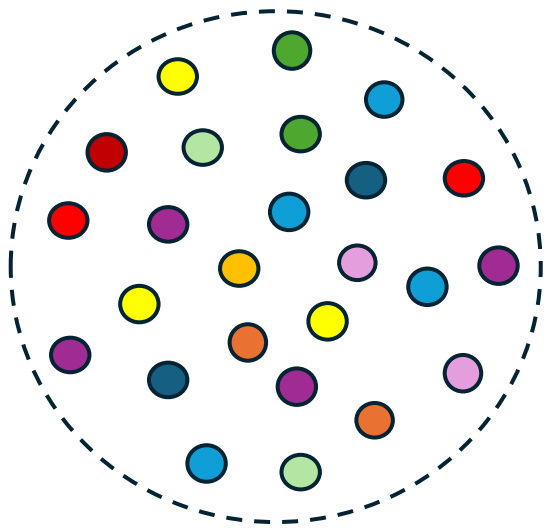
teaching and planning for  
**diversity**  
in education  
(where Diversity includes  
Disability)

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

WHAT DOES

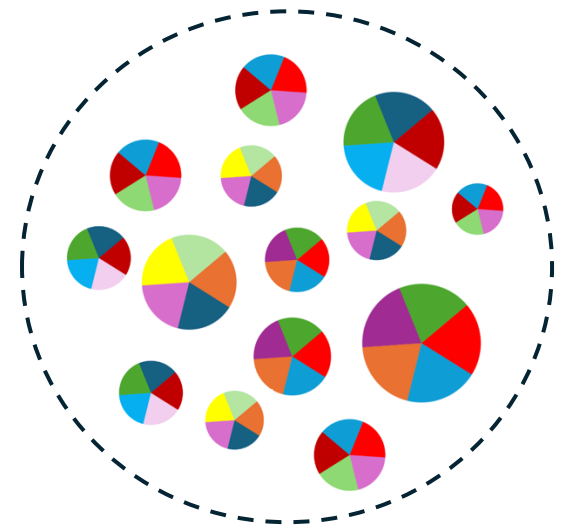
inclusion

LOOK LIKE?



**inclusion** looks like...

teaching and planning for  
**diversity**  
in education



so that students can

feel confident and safe to

identify,

AND where

**disability**

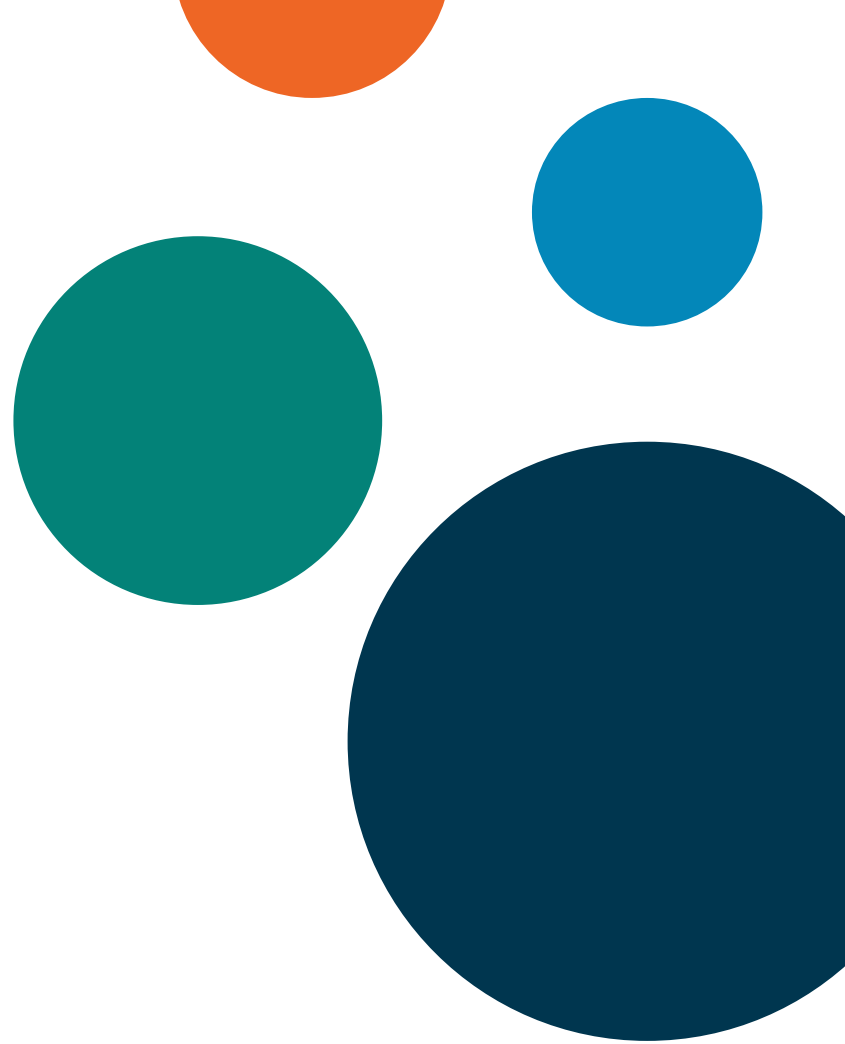
is consider a valued identity in the community.

When the conditions are  
right, everyone can be  
successful



What is a 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

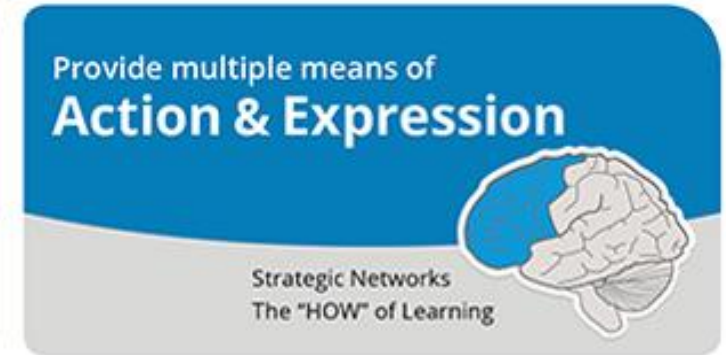
# Universal Design for Learning 3.0






All students  
need to be  
engaged



All students  
need to  
understand



All students  
need to show  
learning

	<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>
<b>Support</b>	<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>
<b>Executive Function</b>	<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>

# 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

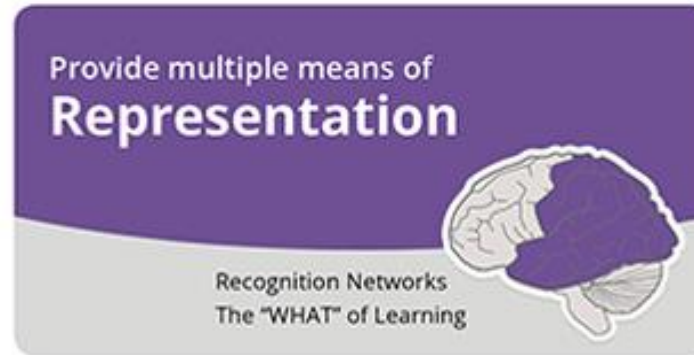


All plants  
need space

# 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

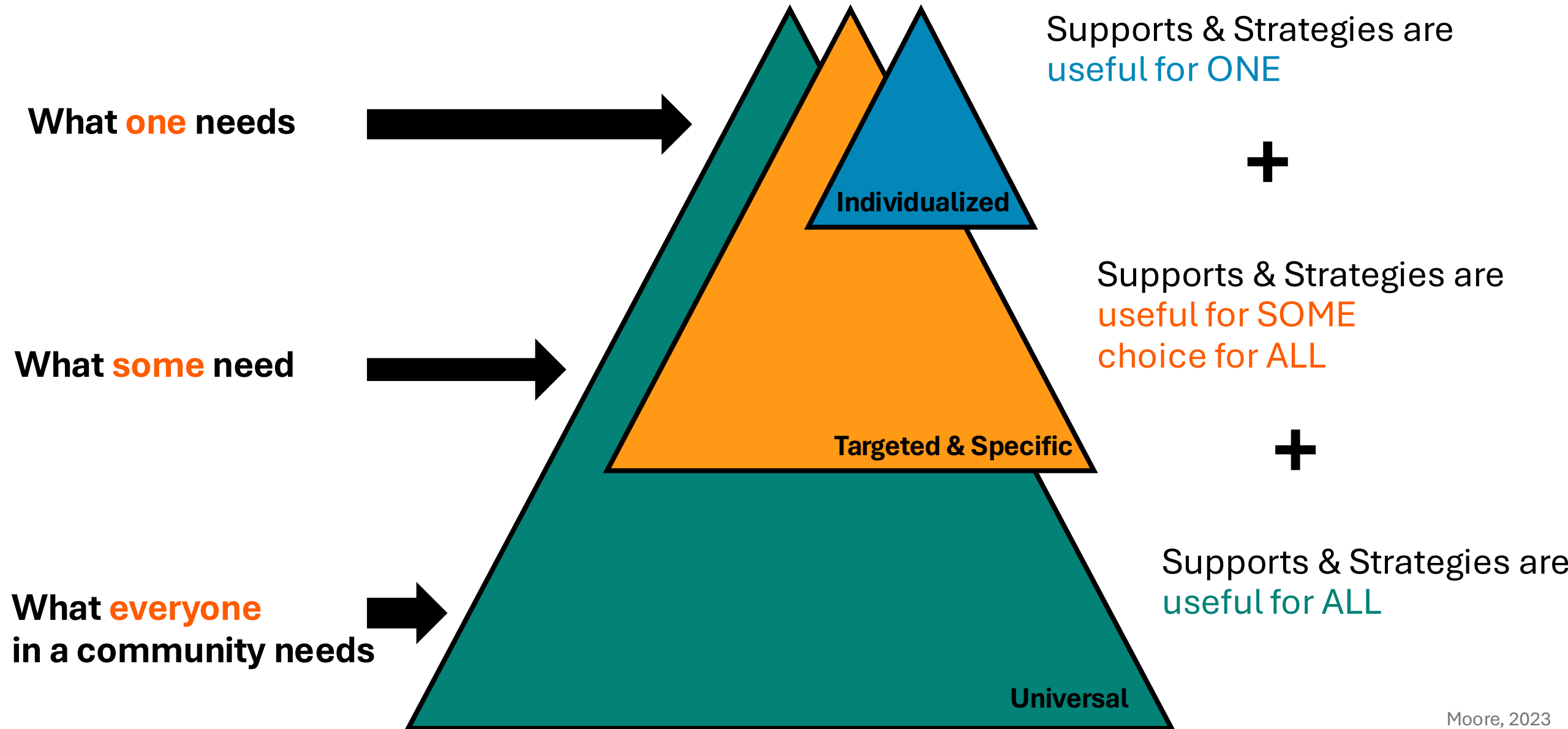


PERIODIC TABLE OF PLANT NUTRIENTS

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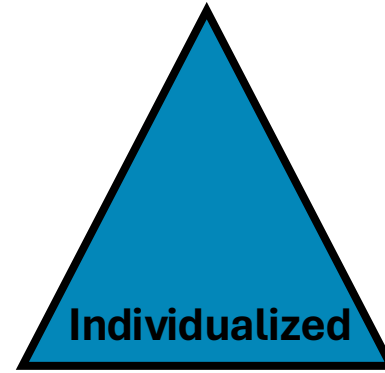


# Multiple Layers of Needs Based Support



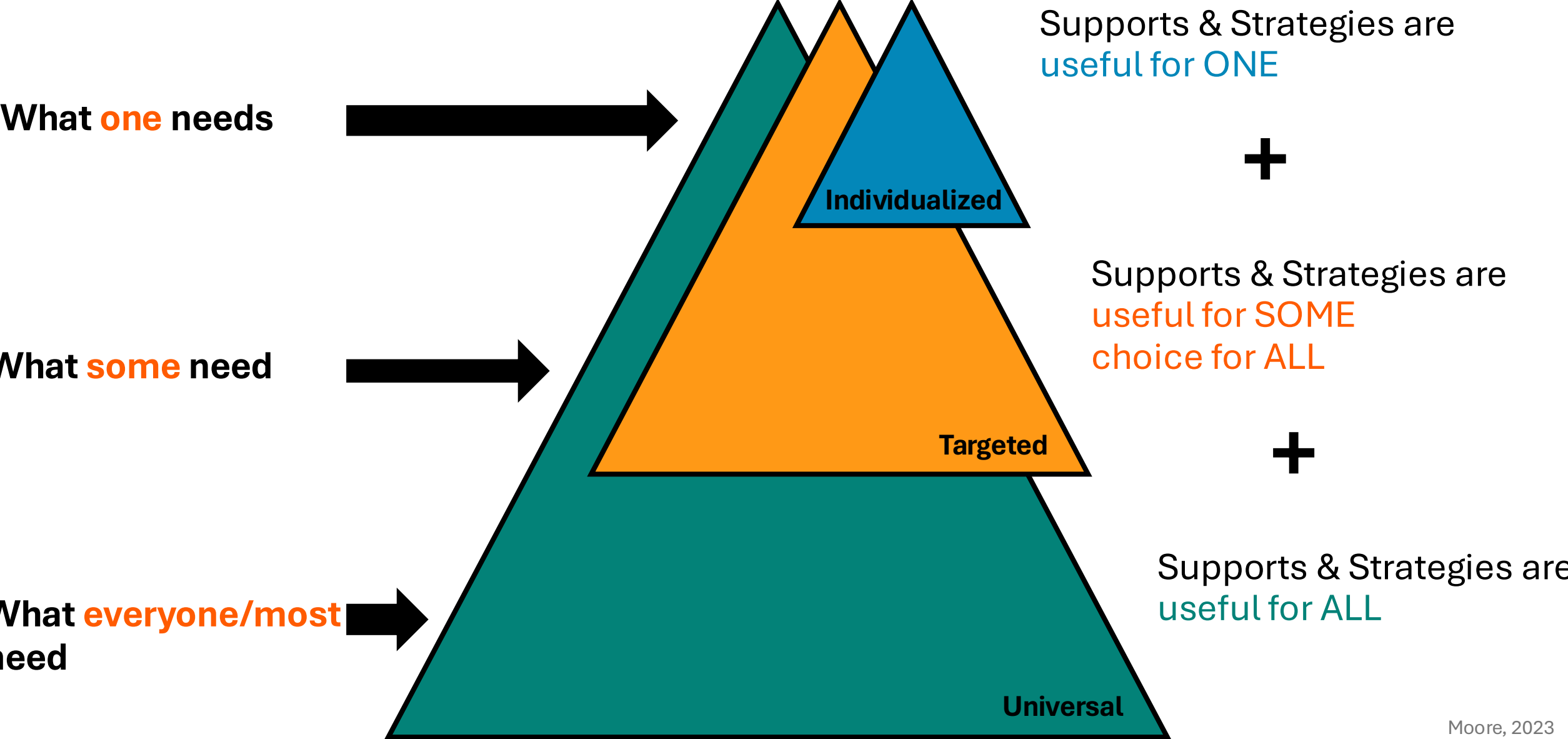
# Advocating for **Bats**...

What **one** needs



Supports & Strategies are  
useful for **ONE**

# 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):

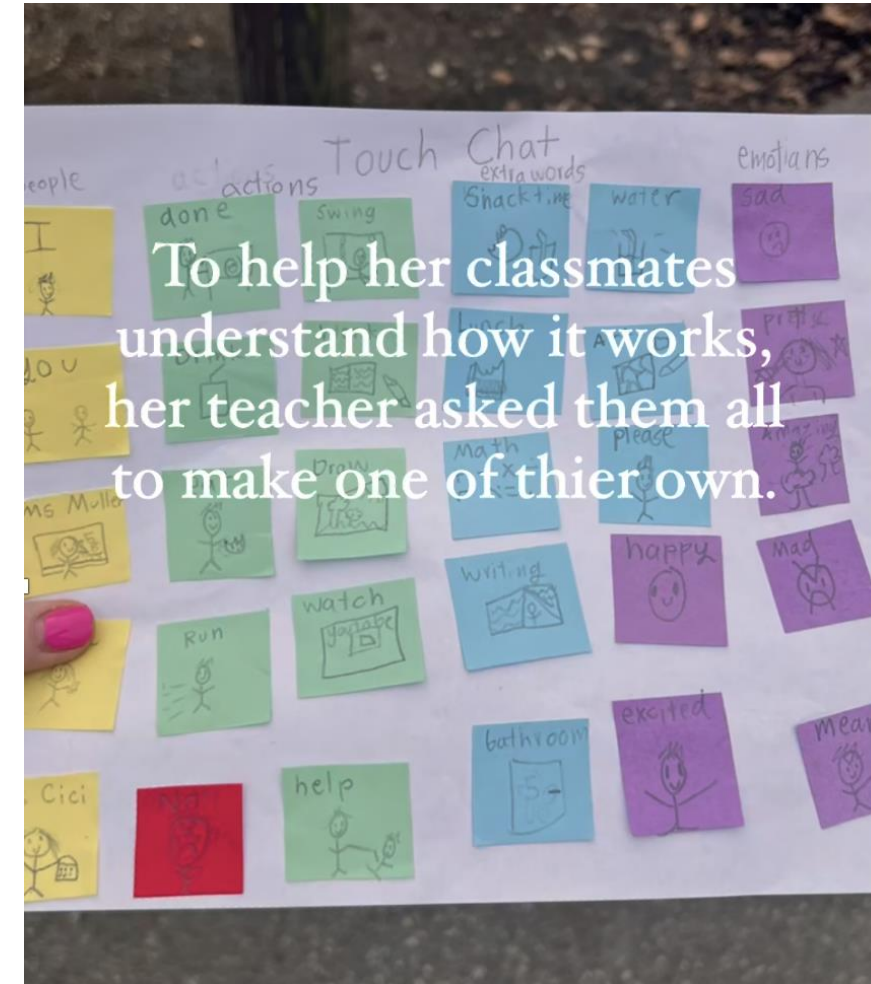
- Kenzie's touch chat AAC device

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


- choosing and using specific tools (AAC device, drawing/visuals, text to speech, word prediction, Storybird, Pictello)

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

- teach all students about (and how to use) all technologies and tools
- teach all students about people who communicate in different ways



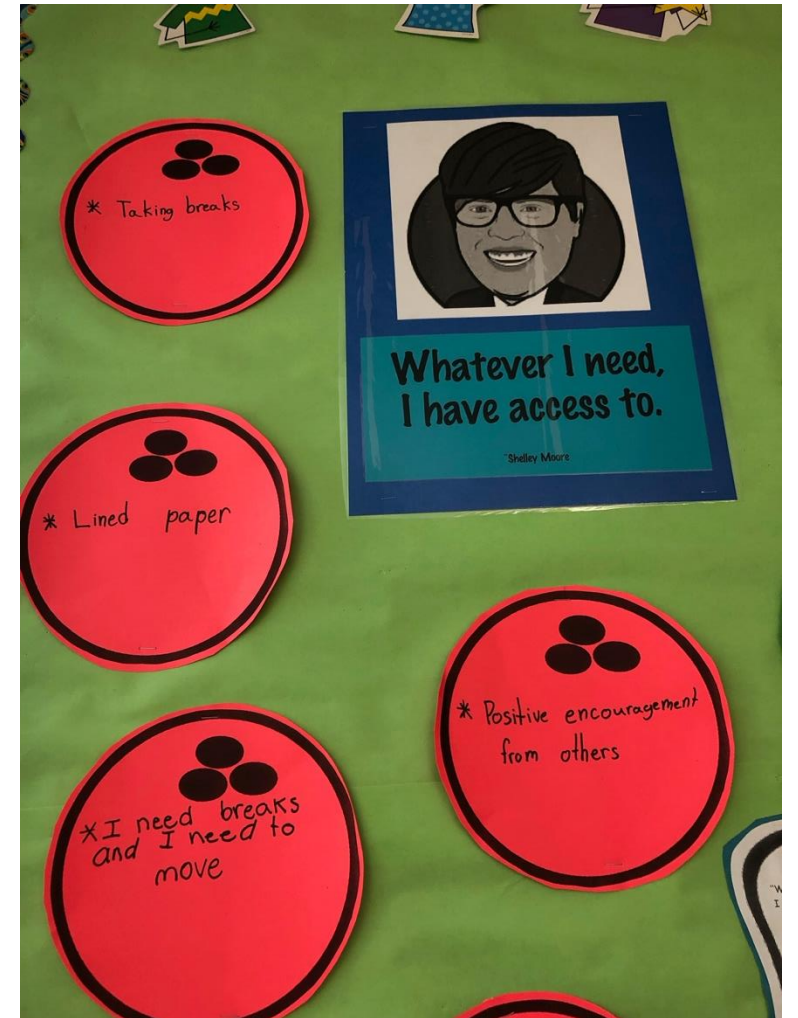
To help her classmates understand how it works, her teacher asked them all to make one of their own.



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

-Alexander den Heijer

# Strategy:



# Strategy: taking a 2 min break

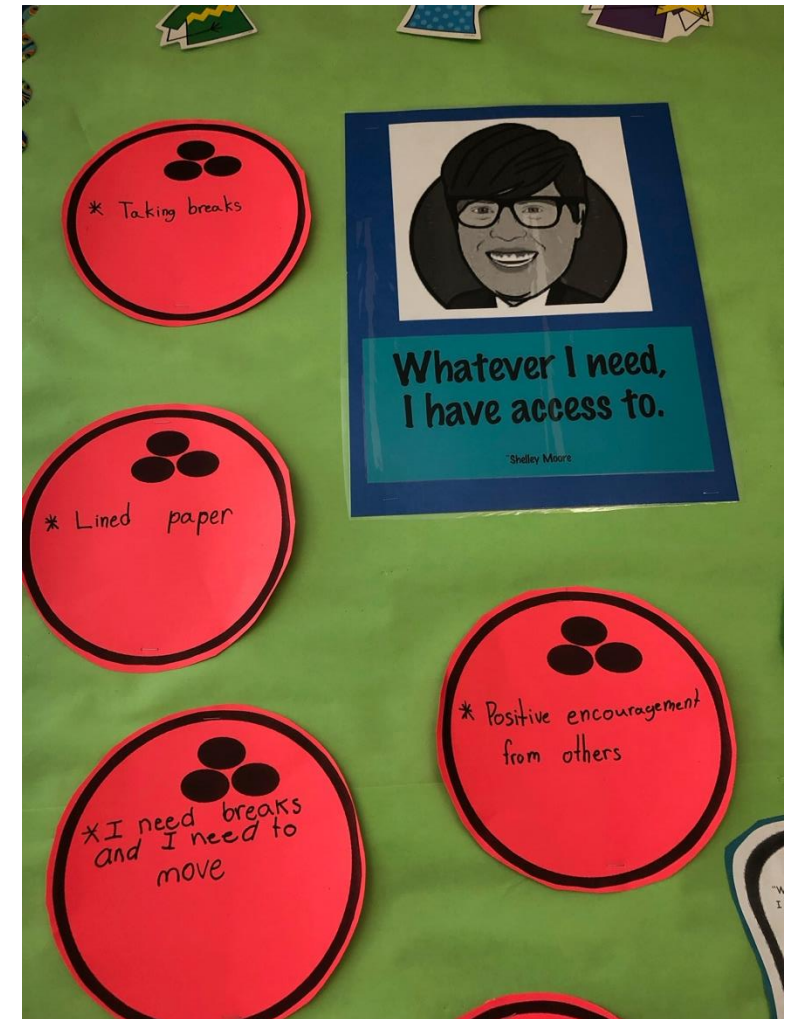
## Instruct

- 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

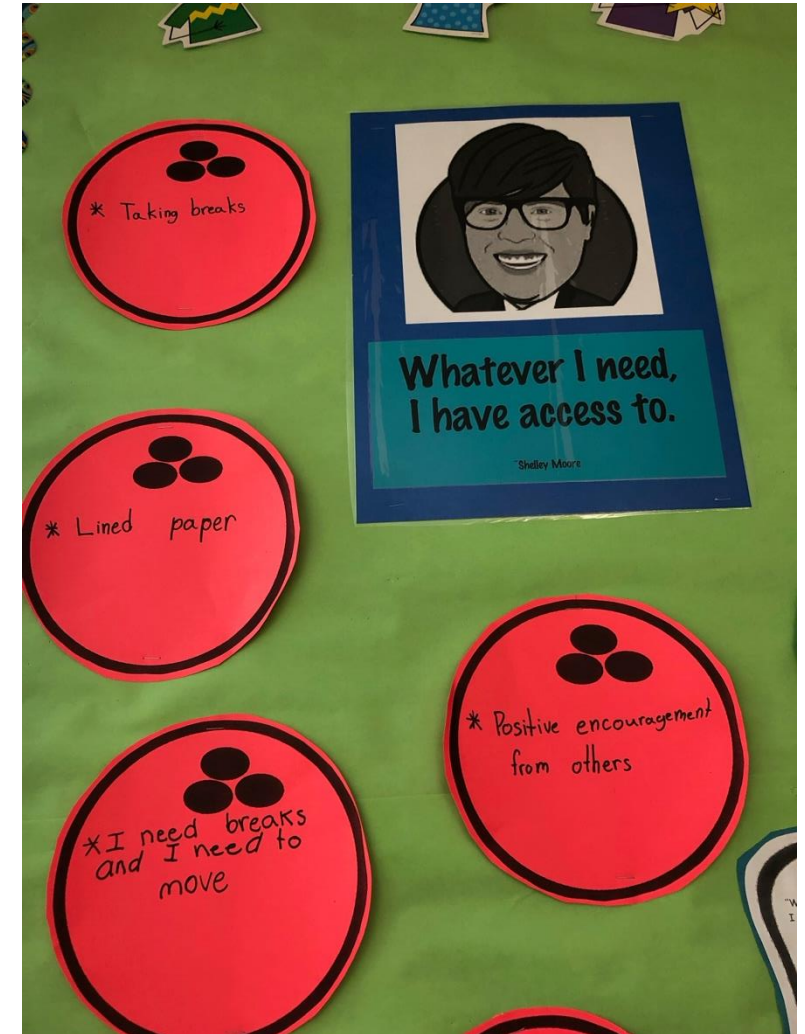
## Instruct

- 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

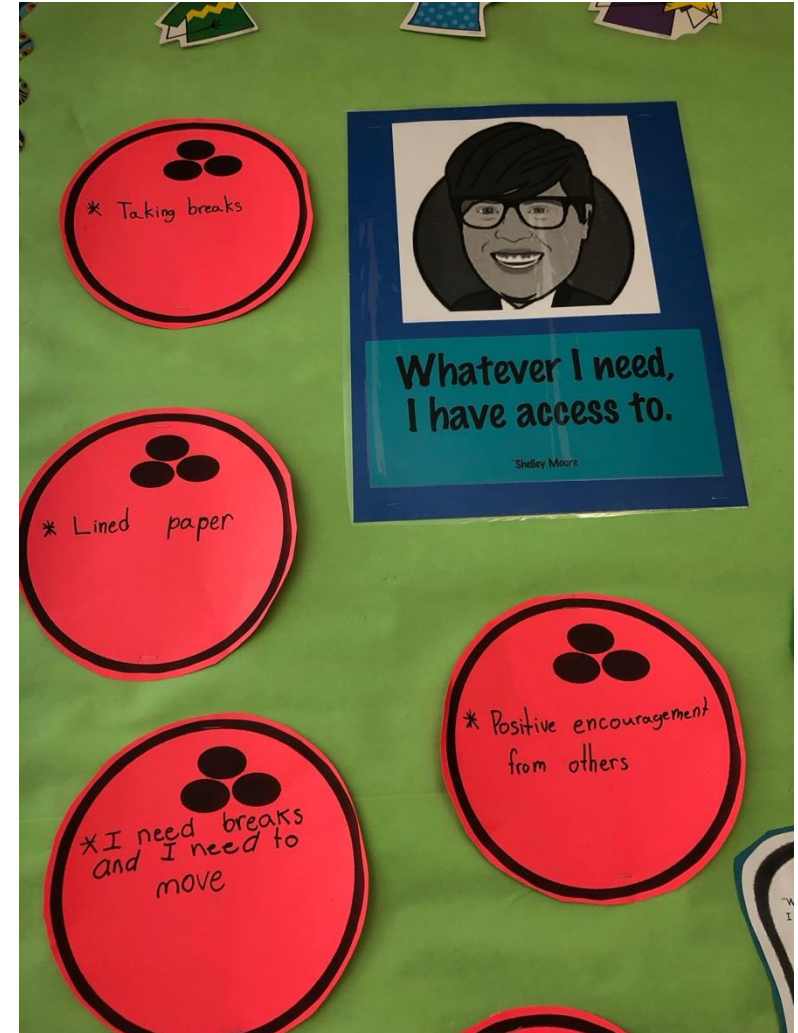
Access points

Sensory tools

Snacks/ water

Hats

Vocabulary lists



What is your  
useful  
thing?

WHY DOES

inclusion

MATTER

in research?

Shelley  
MOORE PH.D.



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