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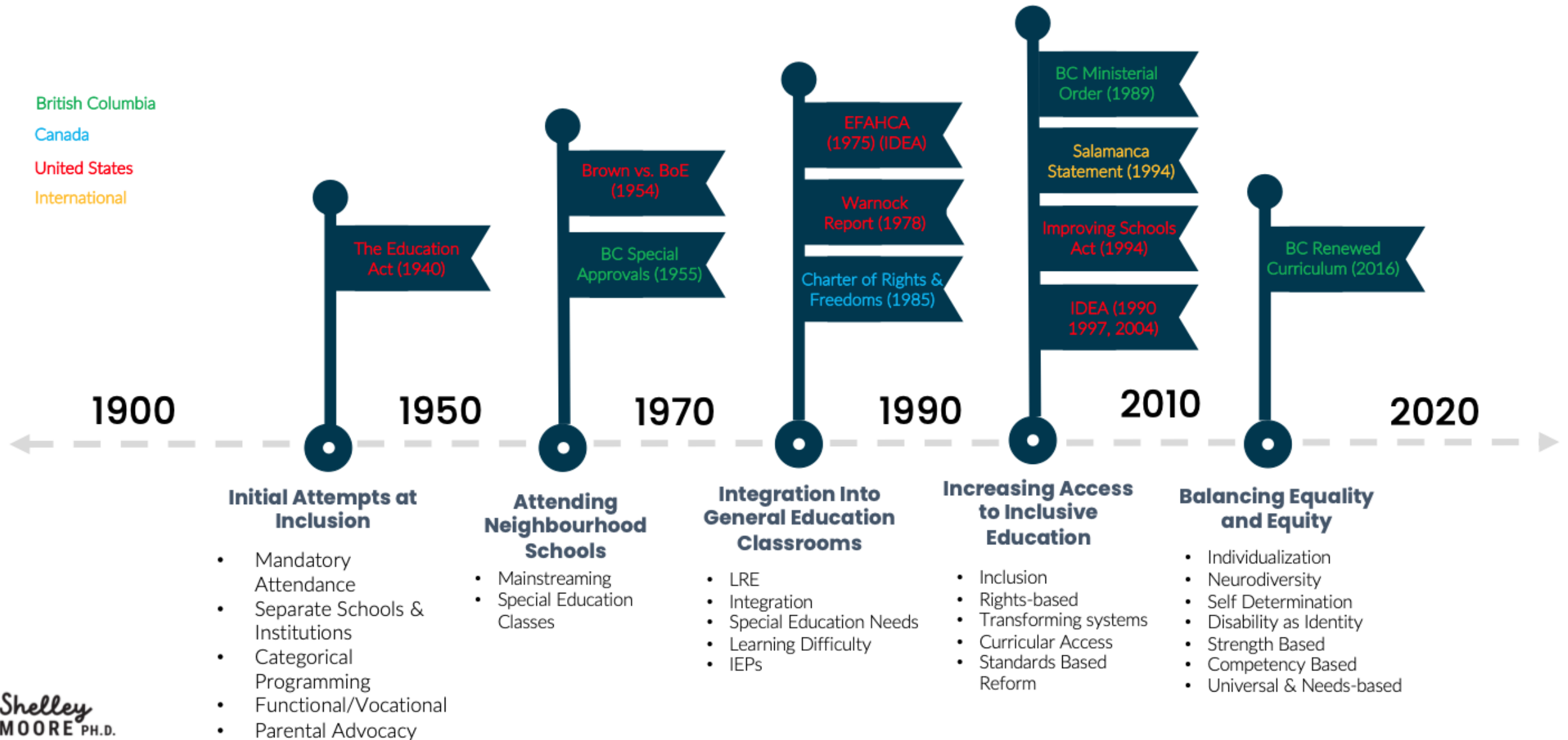
[Dr. Shelley Moore](https://www.facebook.com/Dr.Shelley.Moore)



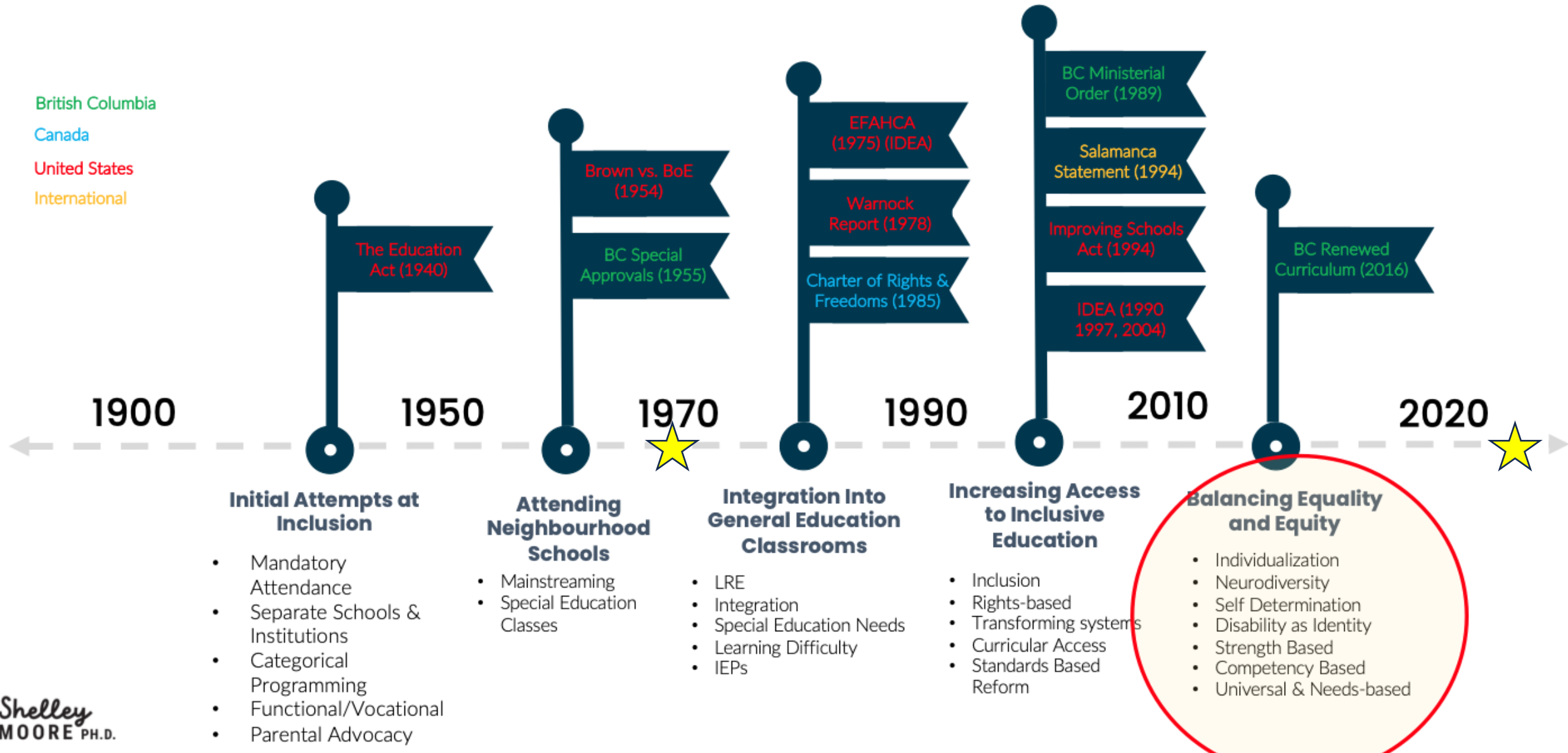
INCLUSION!?

What does this
actually mean today?

History of Inclusive Placements for Students with Disabilities

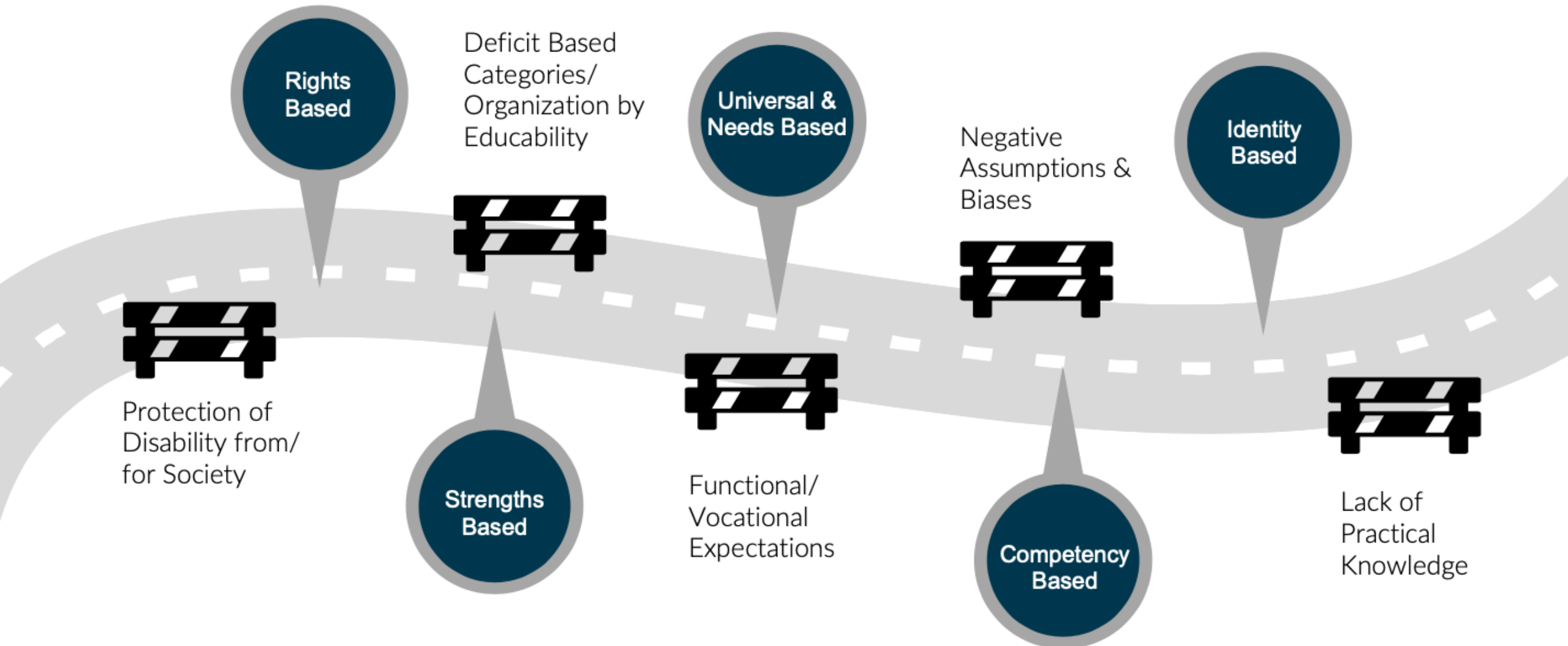


History of Inclusive Placements for Students with Disabilities



What is driving the evolution of grade level inclusive placement?

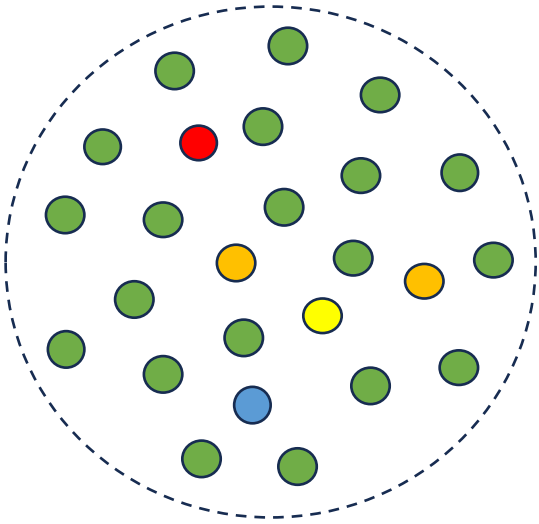
What barriers are getting in the way of grade level inclusive placement?



What are we advocating for today?

- **Neurodiversity:** all brains work differently; there is no one way or right way to think and learn
- **Individualization:** all students are valued and responded to; they are not forced to conform to a status quo or dominant group
- **Self Determination:** all students need to have agency in their educational journey
- **Disability as Identity:** Disability is an identity (not a problem) that we need to appreciate and celebrate like any identity, and we NEED disability in all of our communities
- **Strength & Competency-Based Learning:** all students can learn and grow, looking at what students could do instead of what they should do
- **Universal and Needs Based:** all students need tools to manage their needs (not fix their deficits) & what works for one, works for many

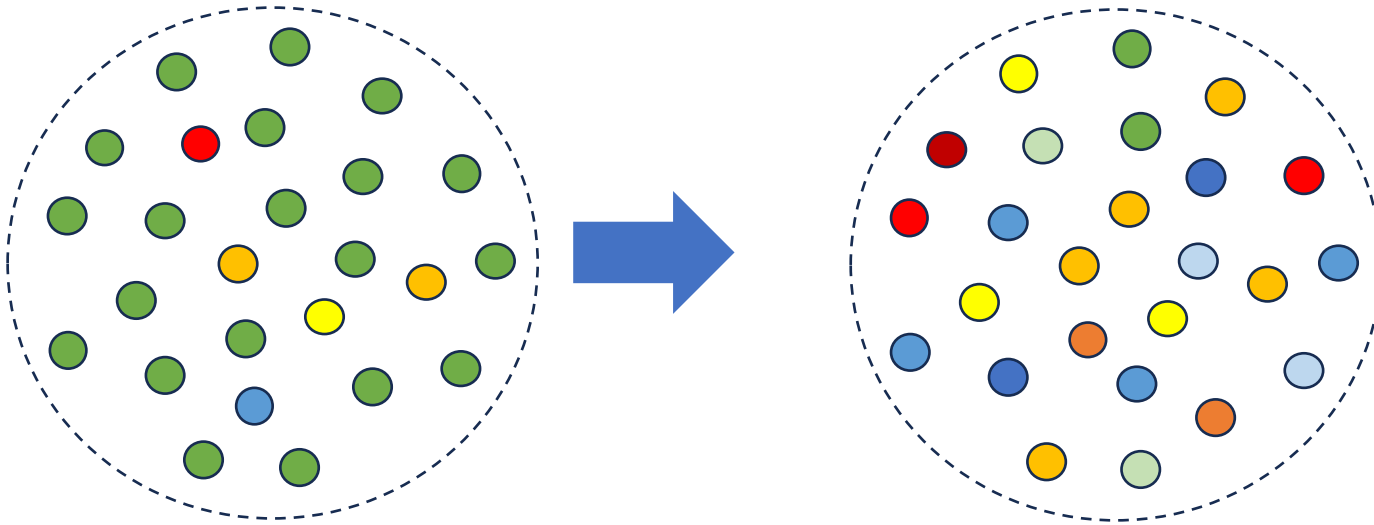
inclusion looks like...



including

'special needs' students in
grade level general
education classroom

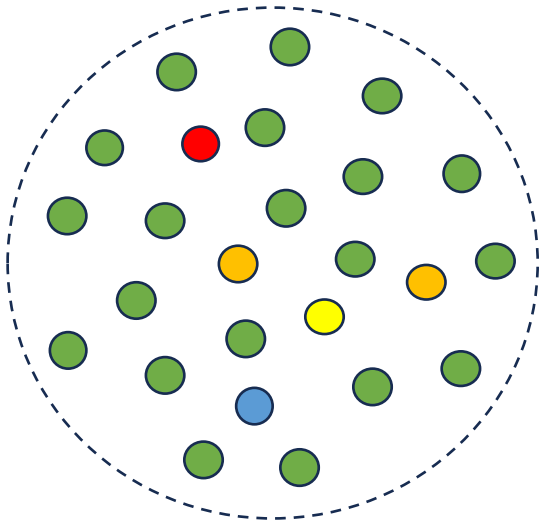
inclusion looks like...



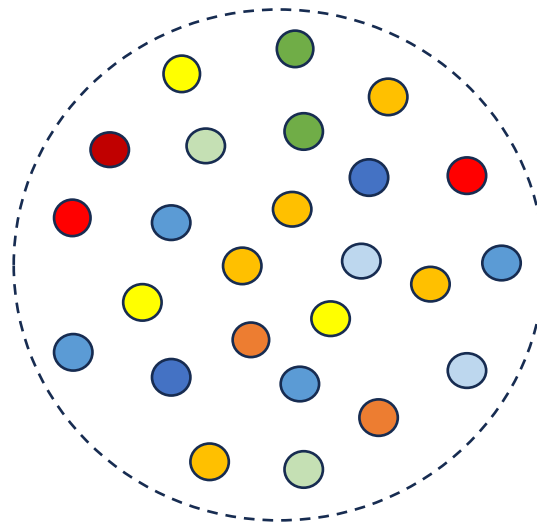
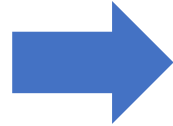
including
'special needs' students in
grade level general
education classroom

teaching and planning for
diversity
in grade level general
education classrooms
(where Diversity includes
Disability)

inclusion looks like...

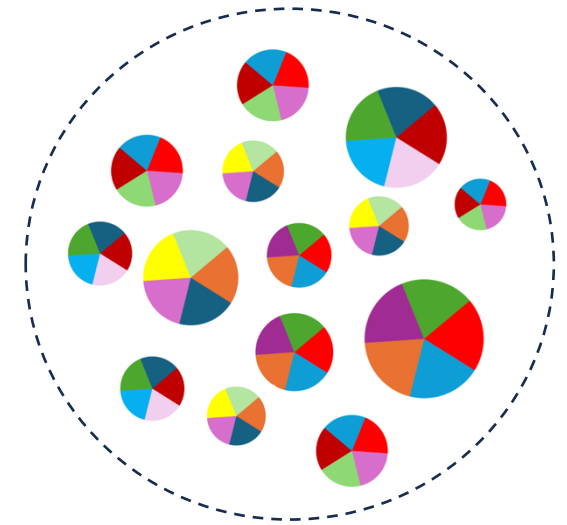


including
'special needs' students in
grade level general
education classroom



teaching and planning for
diversity
in grade level general
education classrooms
(where Diversity includes
Disability)

So that
students
can...



feel confident and safe to
identify
in ALL classrooms and schools
(and where Disability is an
identity)

In a world of
UNICORNS

Be a **UNICORN**
that celebrates a
BAT



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The background features several large, semi-transparent circles in blue, orange, yellow, and grey, scattered across the slide.

When the **conditions** are
right, everyone can be
successful

Guiding Conditions of **inclusion** describe that all students...

are **PRESUMED**
competent and
as having
POTENTIAL
(positive mindset)

are **PLACED** in
and attending
inclusive
classrooms and
schools

are in **PROXIMITY**
to and
PARTICIPATING
with **PEERS**

have
PURPOSEFUL
roles and
responsibilities

are **PLANNED** for
from the start

Using the 5Ps

Context

This proposal outlines a two-year system-wide initiative with the Ottawa Catholic School Board (OCSB) to implement and deepen inclusive practices grounded in Dr. Shelley Moore's 5Ps Framework, Universal Design for Learning (UDL), and Ontario's Equity and Inclusive Education Strategy. The plan focuses on building capacity in secondary schools through a cohort model, combining live professional development, data collection, and leadership coaching.

Theory of Action

If OCSB staff engage in ongoing professional learning, guided reflection, and data-informed collaboration aligned to the 5Ps Framework, then instructional teams and school leaders will develop inclusive mindsets, apply UDL-aligned practices, and co-design school systems that foster equitable access, belonging, and learner agency for all students.

System-Level Outcomes by 2027

- Shared inclusive language and design lens across targeted secondary sites
- Increased access to inclusive education for students with disabilities
- Principal-led inclusive practices embedded into school and board goals
- Structures for sustainable, site-based PD aligned to the 5Ps
- Portfolio of artifacts (lesson redesigns, IEPs, student voice) demonstrating inclusive transformation

Year 1: Building Foundations

Focus: Listening, Learning, Launching Inclusive Practice

The first year focuses on creating a shared understanding of the 5Ps, collecting baseline data, connecting with schools, and establishing site-specific inclusion goals. It includes live professional development sessions from January to May, and a celebration of progress in *June*.

Structure & Scope

- **Cohort Model:** 2-year support cycle for each cohort of targeted secondary school sites
- **Parallel PD Journey:** Collaborative, inquiry-oriented, ongoing and situated professional development and learning experiences for both educators and administrators
- **Blended Delivery:** In-person site visits, virtual coaching, and resources for deeper learning
- **Data-Driven:** Collection and analysis of site-based data aligned to the 5Ps
- **Ontario-Aligned:** All coaching and PD will map directly to site goals and be aligned to district strategic priorities, ensuring coherence and avoiding initiative overload

Year 2: Deepening and Scaling

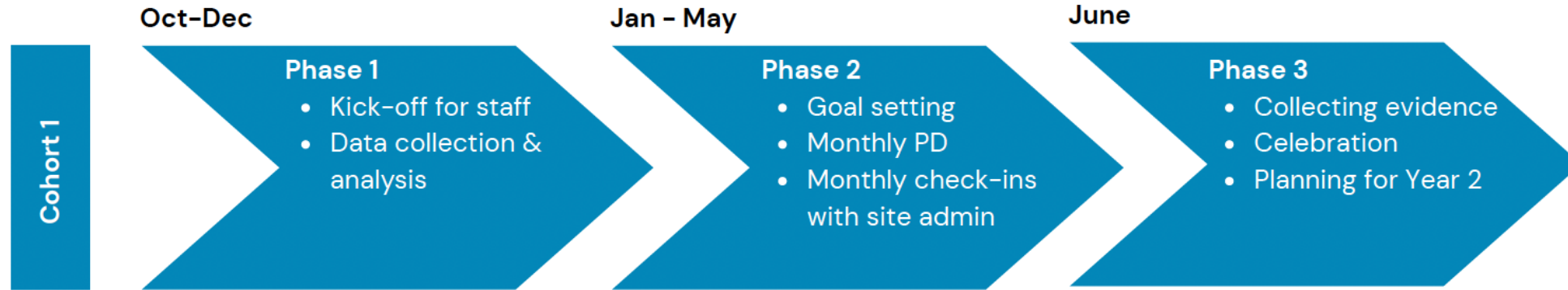
Focus: Implementation, Leadership, and System Coherence

The second year shifts focus to deepening and scaling the 5Ps through targeted implementation and leadership capacity building.

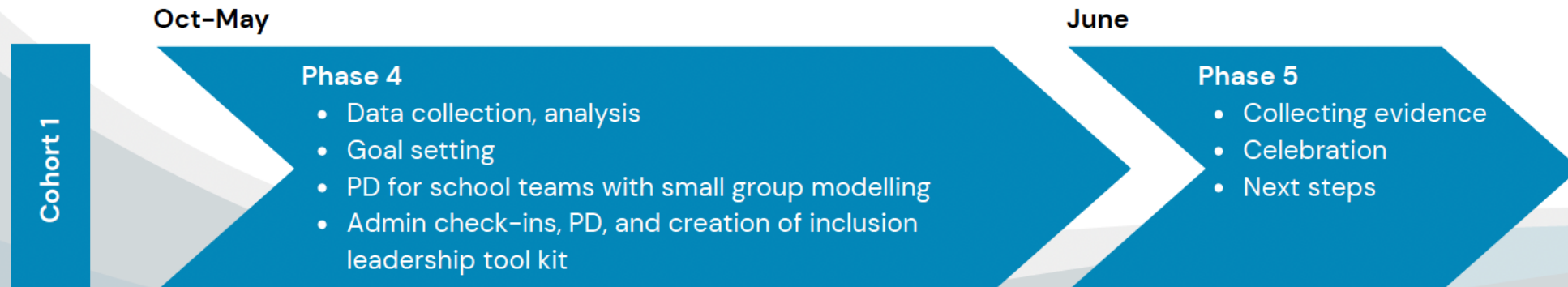
Educators and administrators will engage in parallel professional learning; educators will focus on inclusive planning for ALL, while administrators will build their capacity to support continued professional learning for all staff. The facilitators will model strategies and share tools and resources for participants to build their inclusion toolkits.

Timeline: An Overview

Year 1 - 2025/2026



Year 2 - 2026/2027



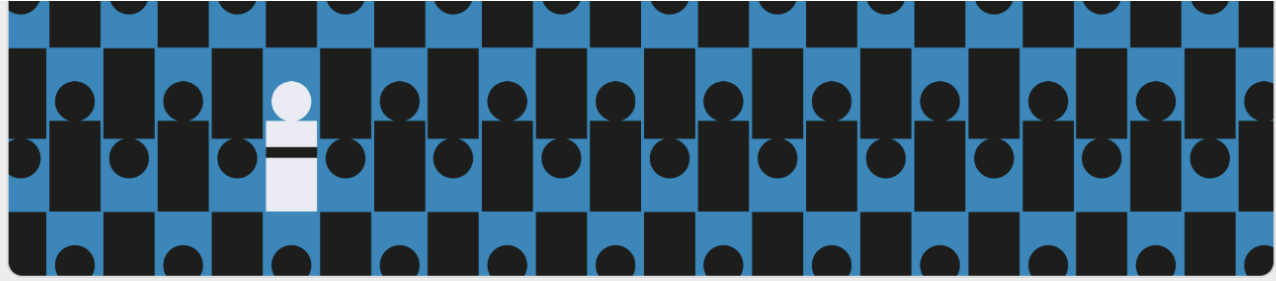
How we collected data reflecting the 5Ps

YEAR 1, OCT-DEC

Listening

Kick Off & Data
Collection

PRIORITY AREA	DATA METHODS	DATA COLLECTION FORMAT
Positive attitudes towards inclusion and the competence of students	• focus groups with staff and students • online surveys • in-person interviews	in-person/ virtual
Placement & presence in inclusive classrooms & schools	• focus groups with staff and students • student schedule review • in-person interviews • classroom observations • school walk throughs	in-person/ virtual
Proximity & participation in shared experiences with peers	• focus groups with staff and students • online surveys • in-person interviews • classroom observations • school walk throughs	in-person/ virtual
Purposeful goals in inclusive placements	• focus groups with staff and students • IEP review • online surveys • in-person interviews	in-person/ virtual
Planning inclusively for all students from the start	• focus groups with staff and students • online surveys • in-person interviews • classroom observations	in-person/ virtual



Inclusive Practices Survey

This survey helps us understand how inclusion is experienced from multiple perspectives (students, staff, and families). Each section focuses on what typically happens in your setting in classrooms, departments, or school systems without any right or wrong answers. Your reflections will help identify strengths, patterns, and barriers related to inclusion and instructional practice.

Please respond based on your current school. If you work at more than one, complete a separate survey for each.

* Indicates required question

What school are you connected to? *

Your answer



Observer	District & School				Date				
Expected, Not Present	Access/Awareness	Essential Attitudes	Developing Practices	Confident Collaboration (4)	Extending Growth		Classroom 1	Classroom 2	Classroom 3
						Grade/Subject Observe			
POSITIVE ATTITUDES & PRESUMING COMPTENCY									
Environment									
Not observed	Classrooms reflect a commitment to student learning and care, though materials and visuals may not yet fully represent the diversity of all learners.	Inclusive materials, visuals, and flexible spaces are becoming more visible, signaling a belief that all learners belong and can engage meaningfully.	The classroom environment reflects diversity and student identity through displays, accessible tools, and learner choice.	Learning spaces are co-created with students to promote belonging, flexibility, and shared responsibility.	Classrooms are universally designed to promote autonomy and independence. Students select materials, tools, and strategies that best support their learning.	Rating Comments (Grows/Glows)			
Instructional Practices									
Not observed	Instruction is structured with consistent expectations for all learners; educators begin to notice when some students may need additional options to show what they know.	Educators begin proactively integrating scaffolds (e.g., visuals, sentence starters, manipulatives) to promote understanding for everyone.	Lessons intentionally include multiple pathways to access, participate, and demonstrate learning. Supports are embedded, not added after difficulty.	Co-teaching and co-planning models support varied learner needs through universally designed instruction.	Students co-design lessons and assessments, applying strategies that highlight their strengths. Educators intentionally showcase learner expertise and self-advocacy.	Rating Comments (Grows/Glows)			

Observer		District & School			Date					
Expected, Not Present	Access/Awarness	Essential Attitudes	Developing Practices	Confident Collaboration (4)	Extending Growth		Classroom 1	Classroom 2	Classroom 3	
						Grade/Subject Observer				
PLANNING FOR ALL STUDENTS										
Environment										
Not observed	Learning spaces are organized with care and consistency. Educators begin noticing where barriers might exist in materials, movement, or access.	Flexible tools and visual supports (e.g., manipulatives, choice boards, technology) are available and beginning to be used by more students.	The classroom environment is intentionally designed for flexibility, with multiple spaces, tools, and supports visible and accessible to everyone.	Accessibility and universal design are evident across all spaces. Tools, visuals, and assistive technology are built into routines and available to everyone.	Classrooms are universally designed to celebrate and sustain learner agency. Students help shape routines, spaces, and tools that reflect their needs.	Rating Comments (Grows/Glows)				
Instructional Practices										
Not observed	Lessons are thoughtfully designed for the whole class, with adaptations introduced as needed when challenges arise.	Educators are experimenting with strategies that provide options for engagement and expression. Supports are being added earlier and with intention.	Lessons demonstrate UDL principles: multiple means of engagement, representation, and expression are built into instruction. Educators adjust instruction based on observed variability.	General and special educators, specialists, and support staff co-plan to integrate SDI and UDL seamlessly. Instruction anticipates barriers before they appear.	Lesson design anticipates and embraces variability. Students lead learning reflections, contribute ideas for accessibility, and use self-selected supports.	Rating Comments (Grows/Glows)				

Positive Attitudes Towards Disability Presuming Competence & Potential in ALL students

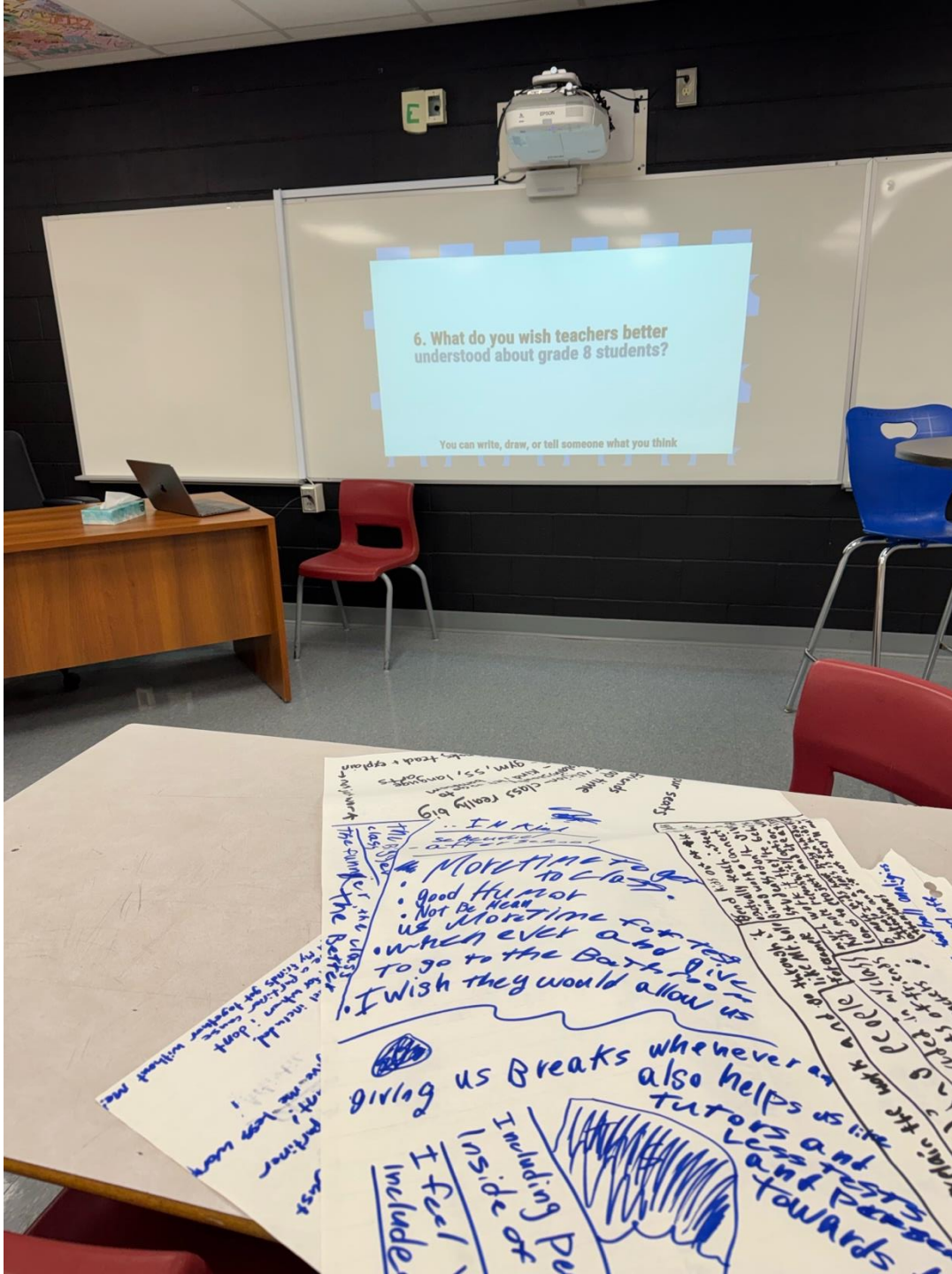
	Access	Essential	Developing	Confident	Extending
	Awareness	Attitudes	Practices	Collaboration & Communication	Personal & Professional Growth
Indicators of Success and Next Steps	- I am aware of the variety of disabilities in the community - I am aware that there are students who may not be included in their classroom/ school communities - I know what inclusion is and know that it evolves over time - I am aware of how students with disabilities are perceived by the school community - I am aware of what language to use when describing students with disabilities - I address students with disabilities in age-appropriate tones and their privacy and integrity is respected - I am aware that Disability is an identity to be celebrated as unique contribution to diverse communities	- I have a positive attitude towards disability and inclusion - I understand why inclusion is important - I understand that perceptions of disability influence decisions about educational placement and programming - I understand the value in including all students' voice in educational decision making - I know what ableism is and am noticing examples of ableism in my classroom and school communities - I understand why Disability needs to also be considered in diversity, inclusion and equity (DEI) oriented initiatives - I know how to describe/describe students in ways that are Disability affirming and non-ableist that avoid derogatory terms that perpetuate negative stereotypes	- I am trying/supporting inclusive practices in my classrooms - I know how to/ am getting to know my students from strength-based perspectives - I know how to/ am using strength-based perspectives as part of my data collection and assessment techniques that inform my practice - I include Disabled students' voice in decision making processes in my classroom (and ensuring communication tools are available to do so)	- I am working collaboratively to better understand and enact inclusive practices in my classroom and school - I am learning about disability from multiple perspectives - I am advocating for increasing access and opportunity for students with disabilities to be enrolled in grade level classrooms - I am intentionally taking action to combat ableism in my school community - I am advocating for resources to increase accessibility and situate Disability and Inclusion as a critical and equity-oriented practice - I provide space for respond to students when they self-advocate	- I am reflecting on my hidden bias towards disability and inclusion - I understand and recognize when my experiences, beliefs and attitudes are the barrier to inclusion and/or the success of a student with a disability - I am engaging in learning and growth opportunities to learn more about, and from, Disabled perspectives - I challenge Disability stereotypes (e.g. inspiration porn, infantilization etc.) and correct misconceptions that I encounter in others - I display allyship by leading by example and influencing others around me to contribute to a more inclusive culture in the school and community

Positive Attitudes Towards Disability Presuming Competence & Potential in ALL students

	Access	Essential	Developing	Confident	Extending
	Awareness	Attitudes	Practices	Collaboration & Communication	Personal & Professional Growth
Indicators of Success and Next Steps	- Staff are aware of the variety of disabilities in the community - Staff are aware that there are students who may not be included in their classroom/ school communities - Staff have a common understanding of what inclusion is - Staff are aware of how students with disabilities are perceived by the school community - Staff are aware of what language to use when describing students with disabilities - Staff respectfully address students with disabilities in age-appropriate tones and their privacy and integrity is respected - Staff is aware that Disability is an identity to be celebrated as unique contribution to diverse communities	- Staff have a positive attitude towards disability and inclusion - Staff have a common understanding about why inclusion is important - Staff understand that perceptions of disability influence decisions about educational placement and programming - Staff understand value in including all students' voice in educational decision making - Staff know what ableism is and are noticing examples of ableism in classroom and school communities - Staff understand why Disability needs to also be considered in diversity, inclusion and equity (DEI) oriented initiatives - Staff know how to/ can describe students in ways that are Disability affirming and non-ableist that avoid derogatory terms that perpetuate negative stereotypes	- Staff members are trying inclusive practices in their classrooms - Staff are getting to know students from a strength-based perspective - Staff are using strength-based perspectives as part of their data collection and assessment techniques that inform their practice - Community and school-based job activities are an inclusive experience and not the sole responsibility of students with disabilities and not done during instructional time - Educational programming and enrollment is based on equal opportunity not ability levels - Staff are including Disabled students' voice in decision making processes (and ensuring communication tools are available to do so)	- Staff are working together to better understand and enact inclusive practices in their classroom and school - Staff are learning about disability from multiple perspectives - Staff are advocating for inclusion and increasing access and opportunity for disability in classrooms and schools - Staff are intentionally taking action to combat ableism in their school community and beyond - Staff are advocating for resources that increase accessibility and situate Disability and Inclusion as a critical and equity-oriented practice - Staff provide space for (and are responsive when) students self-advocate	- Staff are constantly reflecting on their hidden bias towards disability and inclusion - Staff recognize when their experiences, beliefs and attitudes are the barrier to inclusion and/or the success of a student with a disability - Staff are engaging in learning and growth opportunities to learn more about, and from, Disabled perspectives - Staff challenge Disability stereotypes (e.g. inspiration porn, infantilization etc.) and correct misconceptions that they encounter in others - Staff display allyship by leading by example and influencing others around them to contribute to a more inclusive culture in the school and community

Place: Students with Disabilities are Placed in Inclusive Grade Level Classrooms and Neighbourhood Schools

	Access	Essential	Developing	Confident	Extending
	Awareness	Attitudes	Practices	Collaboration & Communication	Personal & Professional Growth
Indicators of Success and Next Steps	- School has a self-contained and/or segregated program for students with disabilities and are aware that a shift towards more inclusive programming needs to occur - Staff are aware that there are students missing from their classroom and/or school community - Staff are aware of barriers to enrollment, including physical facilities, learning materials, technology, professional development, attitudes, etc. - Staff have been provided research and had opportunities to hear from self-advocates and families with lived experience on the value and impact of inclusive enrollment and attendance - All students are enrolled in a grade-based homeroom classroom with their peers	- Students with disabilities are enrolled in interest and strength based elective classes with their peers - Decisions on enrollment are influenced by positive attitudes and beliefs of the classroom teacher towards Disability and inclusion - Staff are working towards increasing enrollment for students with disabilities who have not historically attended the school and/or classrooms with peers - Attendance of students with disabilities in increasing/ a plan is in place to increase attendance in enrolled classes - Students and families are consulted about which classes to enroll student with disabilities in - Students with disabilities are enrolled in classes first to ensure there is adequate space - Enrollment numbers for students with disabilities in elective and academic classrooms are increasing	- Attendance and retention rates of students with disabilities who are enrolled reflect rate of students without disabilities - School keeps track of and decreases disproportionality data including disciplinary actions, school completion, graduation, enrollment and attendance rates - All students attend school for the full number of hours as directed by law - Students with disabilities are given equal opportunity to enroll and attend any elective and academic class with their peers - All students with disabilities are attending grade level classes with their peers - Students with Disabilities receive supplemental services outside of instructional time	- Classroom teachers are collaborating with support teachers and support staff to ensure placement within the class in purposeful - School is receiving positive feedback from students and families about enrollment and attendance - School is offering information about the importance of diversity and inclusion, that include Disability - School has a process of reporting and tracking exclusionary events and practices - School implements a layered support model that allows for services to be offered to students in ways that are anchored and universal	- Staff are seeking out missing Disabled voices in their classes and advocating for inclusive placement for students with disabilities - Staff are addressing bias in the disproportionality of data being gathered - Staff are addressing exclusion being reported by students and families - Staff are provided opportunities and attending professional development on universal design and layered support models - Staff are provided opportunities to collaborate to support students in universal and needs based ways



6. What do you wish teachers better understood about grade 8 students?

You can write, draw, or tell someone what you think

all my friends got together without me!
except for whom I don't
have a partner cause
you! I feel included.
#2

#1
- To be kind to all
- To be part of something
- They give me less work
- They let me partner
up it I want!
- They let me partner
send me.
- I want to go to
it: want to go to
3#-they ask me
resource and don't just
ask me.

Y Y Y

if I talk to someone
work I get sent res

We are treated different
b/c we are resource

- don't single us out

funny is
okay

- subs send us
straight to resources
- act like something
is wrong with

- Sometimes embarrassed
we feel
religion
LA Math - picked on

most classes
I feel included in
don't get mad
when we forget
charge cords
To be kind to others
I spoke to others
I forgot
charge cords
To be kind to others
I spoke to others
I forgot
charge cords

- I like the
resource room
when it works

- I asked for a pencil

- gets put on the spot

allow phones, I choose where to work

Sometimes in language
I feel left out

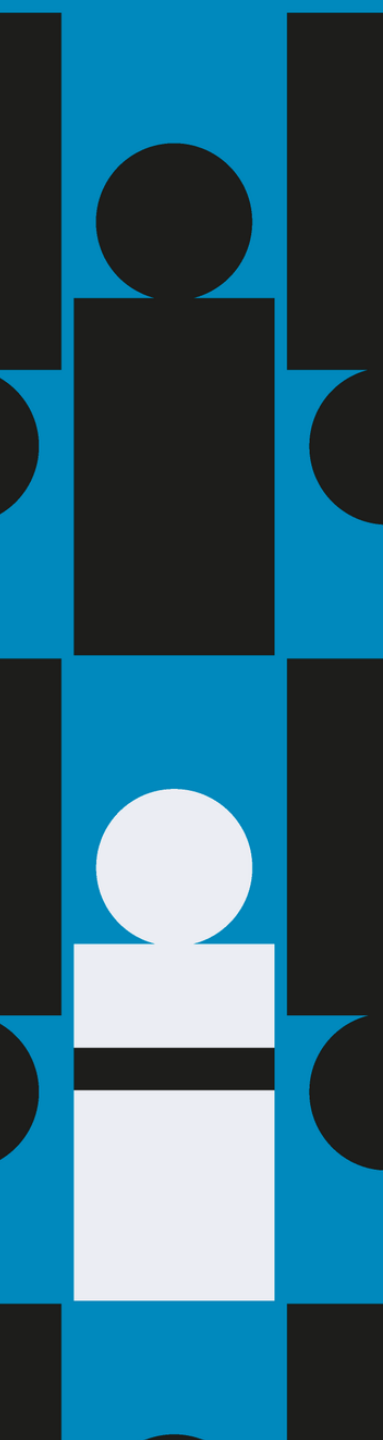
Math

Even though you don't know
someone well you are kind and
let them be around you
and friends
Let us sit
wherever, have fun
Chris



Some findings from the data collection of the 5Ps

**Pillar 1: Positive Attitudes towards
inclusion and presuming competence in
ALL students**



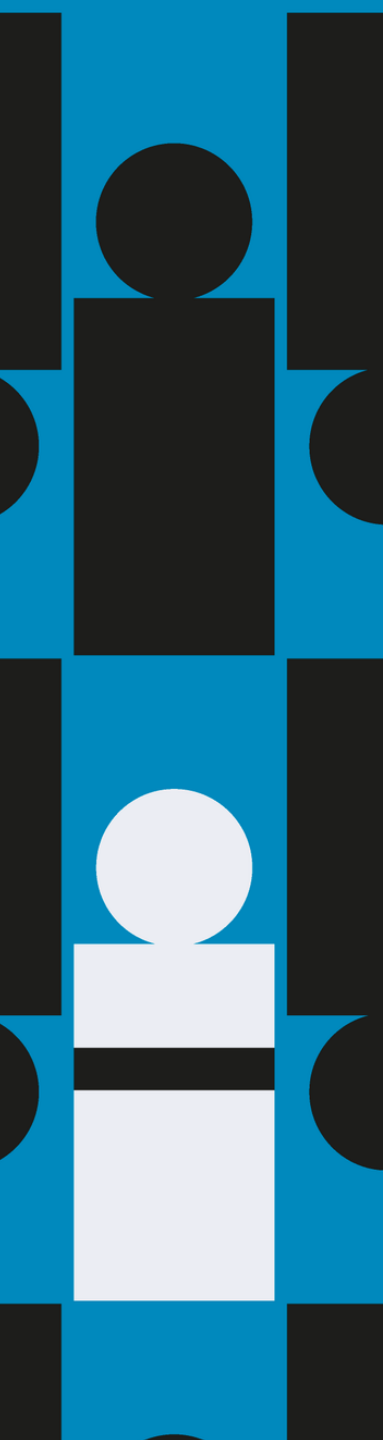
Theme 1

Visible disability gets compassion; invisible disability gets misread

Students describe a split: when disability is visible, staff are more likely to respond with respect and accommodation; when needs are invisible (e.g., neurodivergence/mental health), students describe being interpreted as defiant rather than needing access supports.

Student — Student Focus Group

“If someone comes in... in a wheelchair... the teachers are giving them... respect... But when you’re someone who struggles with an invisible disability... they don’t see disability. They see defiance.”



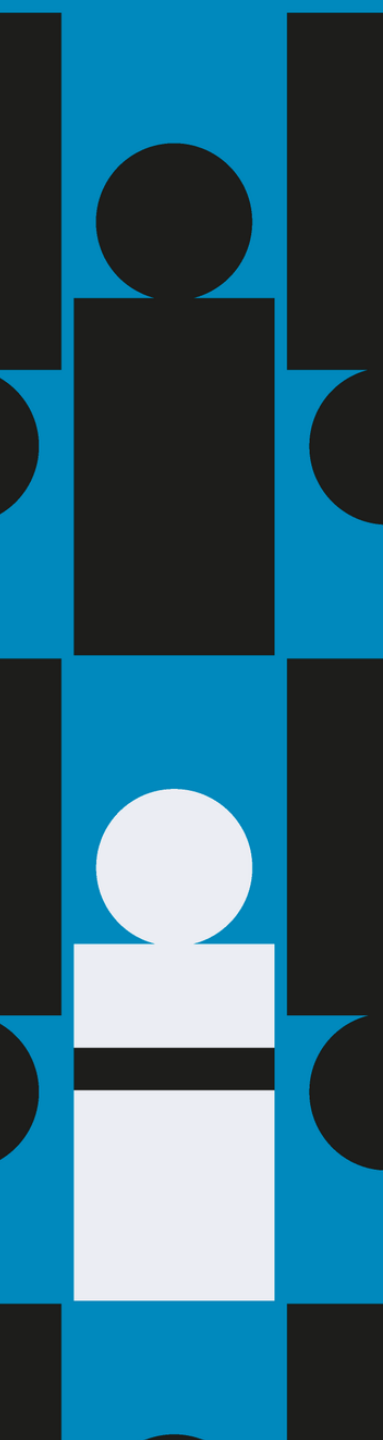
Pillar 2: **Placed and **attending** grade level inclusive classrooms**

What do you notice?

Student Representation Analyzed Total students (2176)			Representation
Ontario Ministry Category or Grouping	% of sample	Ontario Prevalence	
Behaviour (1)	• 0.05%	• 1-3 %	• Underrepresented
Communication			
- Autism (7)	• 0.3 %	• 2-4%	• Underrepresented
- Language Impairment (13)	• 0.6%	• 2-4%	• Underrepresented
- Learning Disability (17)	• 0.8%	• 8-15%	• Underrepresented
- Speech Impairment (0)	• 0%	• 1-3%	• No representation
- Deaf & Hard of Hearing (1)	• 0.05%	• 0.2-0.5%	• Underrepresented
Intellectual			
- Mild Intellectual (8)	• 0.4%	• 1-2%	• Underrepresented
- Developmental Disability (0)	• 0%	• 1-2%	• No representation
- Gifted (0)	• 0%	• 1-2%	• No representation
Physical			
- Physical Disability (0)	• 0%	• 0.1%	• No representation
- Blind/Low Vision (0)	• 0%	• 0.3%	• No representation
Multiple (4)	• 0.2%	• 0.5-1%	• Underrepresented
ELL (266)	• 12.2 %	• 10-25%	• Proportionally represented
Self Identified Indigenous (57)	• 2.6%	• 2-5%	• Proportionally represented

What do you notice?

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ON Categories		Behavioural	Communicational	Intellectual	Physical	Multiple	ELL	Indigenous
Grade level	LBP		Autism (2) Lang Im (4)	Mild (1)			ELL (88)	I (3)
	STP		Autism (2) Lang Im (6)	Mild (2)		Multi (2)	ELL (159)	I (25)
Grade Level/ De-streamed	LBP	Behav (1)	Lang Im (1)		D/HH (1)	Multi (1)	ELL (48)	I (6)
	STP		Lang Im (2)			Multi (1)	ELL (14)	I (6)
Grade level/ Streamed	LBP						ELL (14)	I (0)
	STP		Autism (1)				ELL (23)	I (3)
Locally Developed (not grade level)	LBP		Autism (1)	Mild (3)			ELL 17)	I (6)
	STP		Autism (1)	Mild (2)			ELL (3)	I (3)

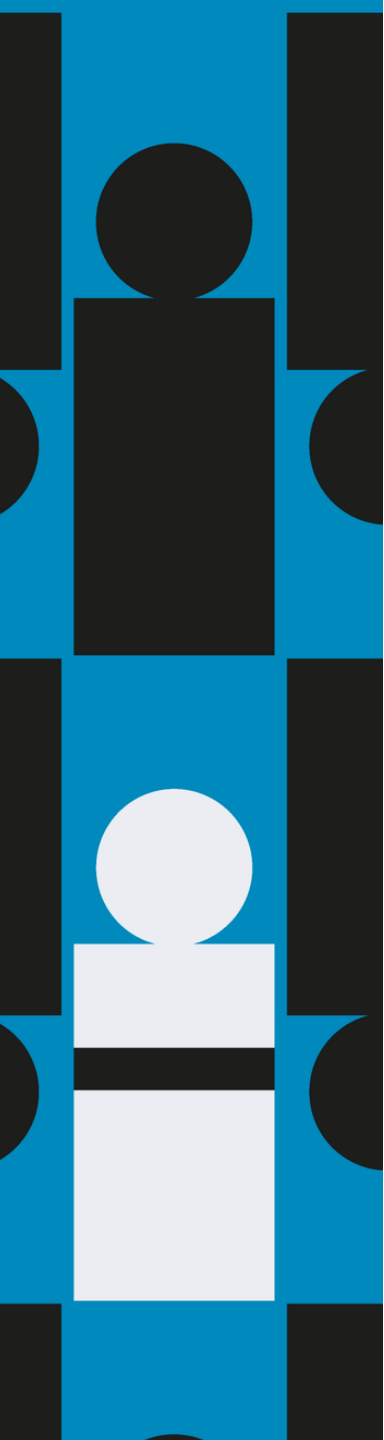


What does this data tell us?

- Students who are ELL have **the most access** to grade level inclusive classes
- Students with language impairments are **largely supported within grade level classes**, rather than streamed
- **Some** students with **Autism and multiple exceptionalities** have **access to grade level classes** (although numbers are small)
- Students with **mild intellectual** have **limited access** to grade level inclusive classes
- There are still some groups who have **no access to grade level classes** (developmental disabilities, behaviour etc.)
- **Access to grade level classes varies significantly by school** for Indigenous students



Some data-based
decisions being made
reflecting the 5Ps



Data Based Decisions

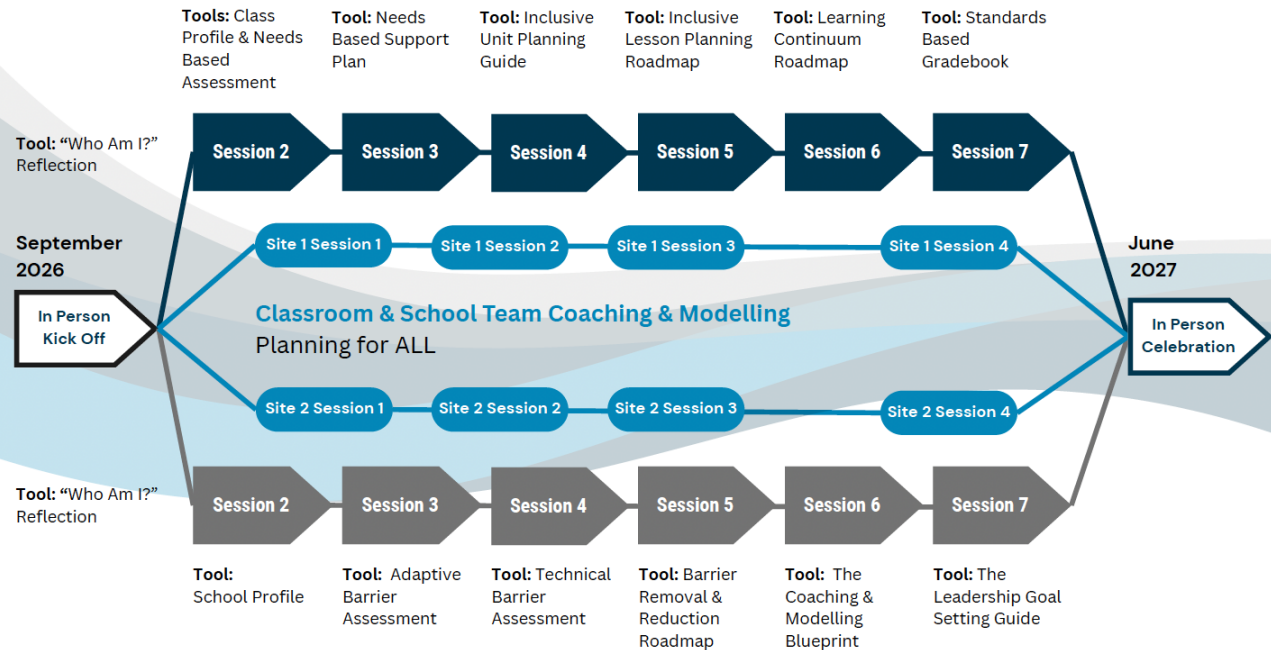
- Intentional placement of students with intellectual disabilities in grade level classes (they are getting scheduled first)
- Paraprofessionals assigned to classes not individual students
- Intentional scheduling (and facilitation) of collaboration time for classroom and support teachers
- **Ongoing, inquiry oriented & collaborative professional development and coaching**
 - For collaborative teams
 - For school leadership

Weaving Together Our Learning Over Time

Year 2 Phase 4

Educator PD - Site 1 & 2

Building an Educator Tool Kit



Admin & Leadership PD

Building a Leadership Toolkit

PD Session Descriptions & Tool Alignment

SESSIONS	EDUCATOR & STAFF PD	ADMIN & LEADERSHIP PD
In Person Kick Off	Considering Inclusive Frameworks to Plan for All How we understand inclusion is shifting. Rather than trying to include a few students who are different, we are striving to teach TO the difference. In this kick-off session we will look at how we can integrate multiple inclusive frameworks that might guide collaborative planning teams to design for diversity, rather than retrofit for deficits.	
	Educator Self-Reflection Tool	Leader Self-Reflection Tool
Virtual Session 2	Getting to Know Learners From a Strength-Based Perspective In this session, we will look at how we can use student voice to capture individual and class dimensions, that can be used for planning from a positive and responsive perspective.	Understanding a School Community with Compassion In this session we will look at how we can use staff voice to capture individual and school dimensions, that can be used for planning from a positive and responsive perspective.
	Class Profile & Needs-Based Assessment Tool	Staff Dimension Survey & School Profile Tool
Virtual Session 3	Designing Needs-Based Classroom Support Plans In this session, we will look at how we can anticipate and prioritize student needs in secondary classrooms, remove and reduce barriers, and determine universal supports and strategies to increase equity and access.	Uncovering Adaptive Barriers Through Curiosity In this session, we will look at how we can address adaptive barriers to shift practice by examining mindsets, beliefs, and mental models.
	Needs-Based Support Planning Tool	Adaptive Environmental Assessment Tool
Virtual Session 4	Inclusive Curricular Design Part 1 In this session, we will integrate Backwards Design and high impact Universal Design for Learning strategies to create coherent grade level and standards based unit plans for all students.	Uncovering Technical Barriers Through Creativity In this session, we will look at how we can address technical barriers to shift practice by examining mindsets, beliefs, and mental models.
	Standards Based Unit Planning Tool	Technical Environmental Assessment Tool



How could you use the 5Ps!

1. Guiding conditions of inclusion describe that all students...

are presumed competent

are enrolled in and attending grade level classes

are within proximity to and participating in shared learning experiences with peers

have purposeful roles and responsibilities

are planned for from the start

2. Teacher professional development that...

supports collaboration and the changing roles of educators & support staff

is situated, ongoing, and inquiry based

3. Systems frameworks that ...

are anchored in Universal Design for Learning & Layered, Needs Based Support Models

are moving away from a deficit-oriented models of special education and IEPs

School & District Infrastructure

Teacher & Staffing Infrastructure

Student Infrastructure

Guiding Conditions of **inclusion** describe that all students...

are **PRESUMED**
competent and
as having
POTENTIAL
(positive mindset)

are **PLACED** in
and attending
inclusive
classrooms and
schools

are in **PROXIMITY**
to and
PARTICIPATING
with **PEERS**

have
PURPOSEFUL
roles and
responsibilities

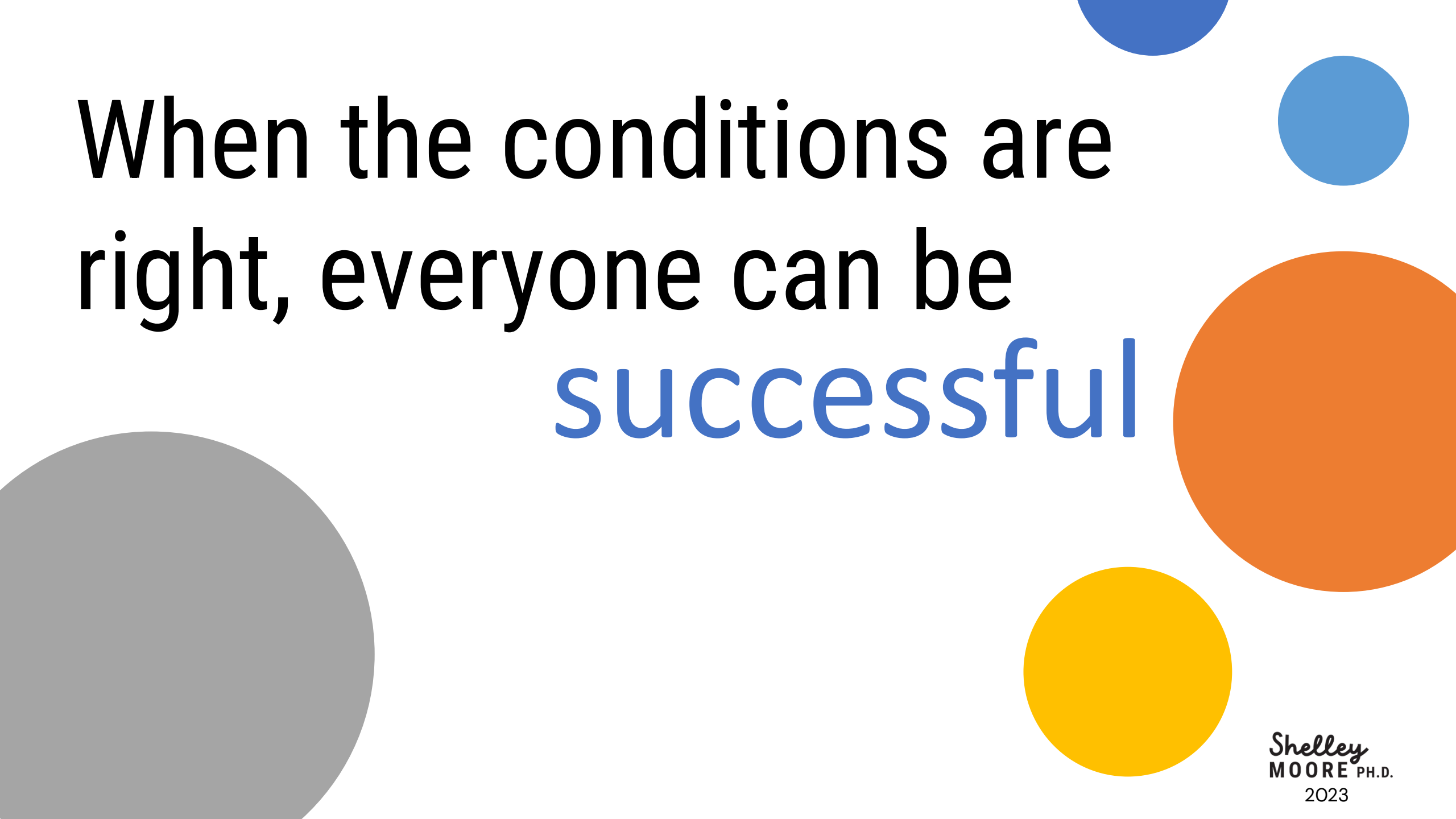
are **PLANNED** for
from the start

In a world of
UNICORNS

Be a **UNICORN**
that celebrates a
BAT



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The background features several large, semi-transparent circles in blue, orange, yellow, and grey, scattered across the slide.

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?

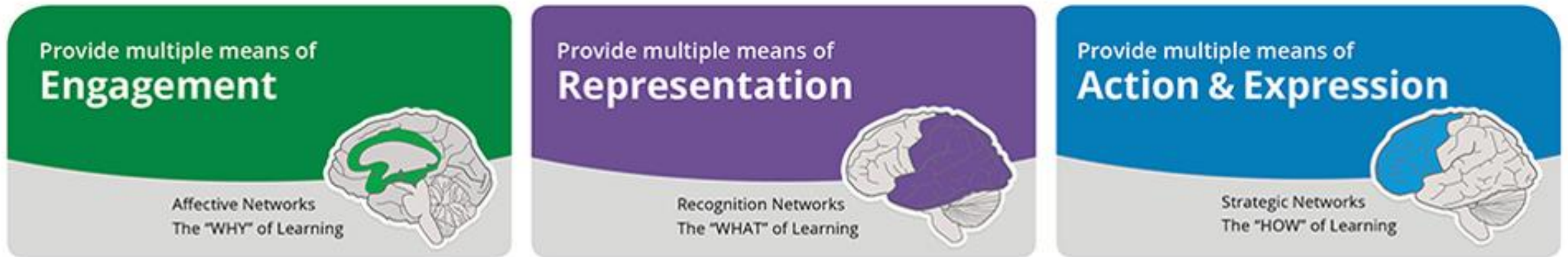
Using Resources to Reduce Barriers



- Is it effective?
- Is it efficient?
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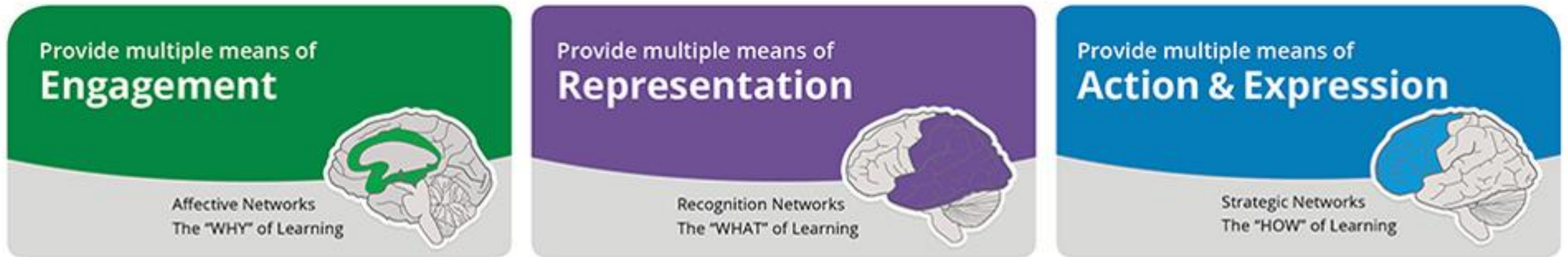
UDL 3.0: The Ramps for Learning

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



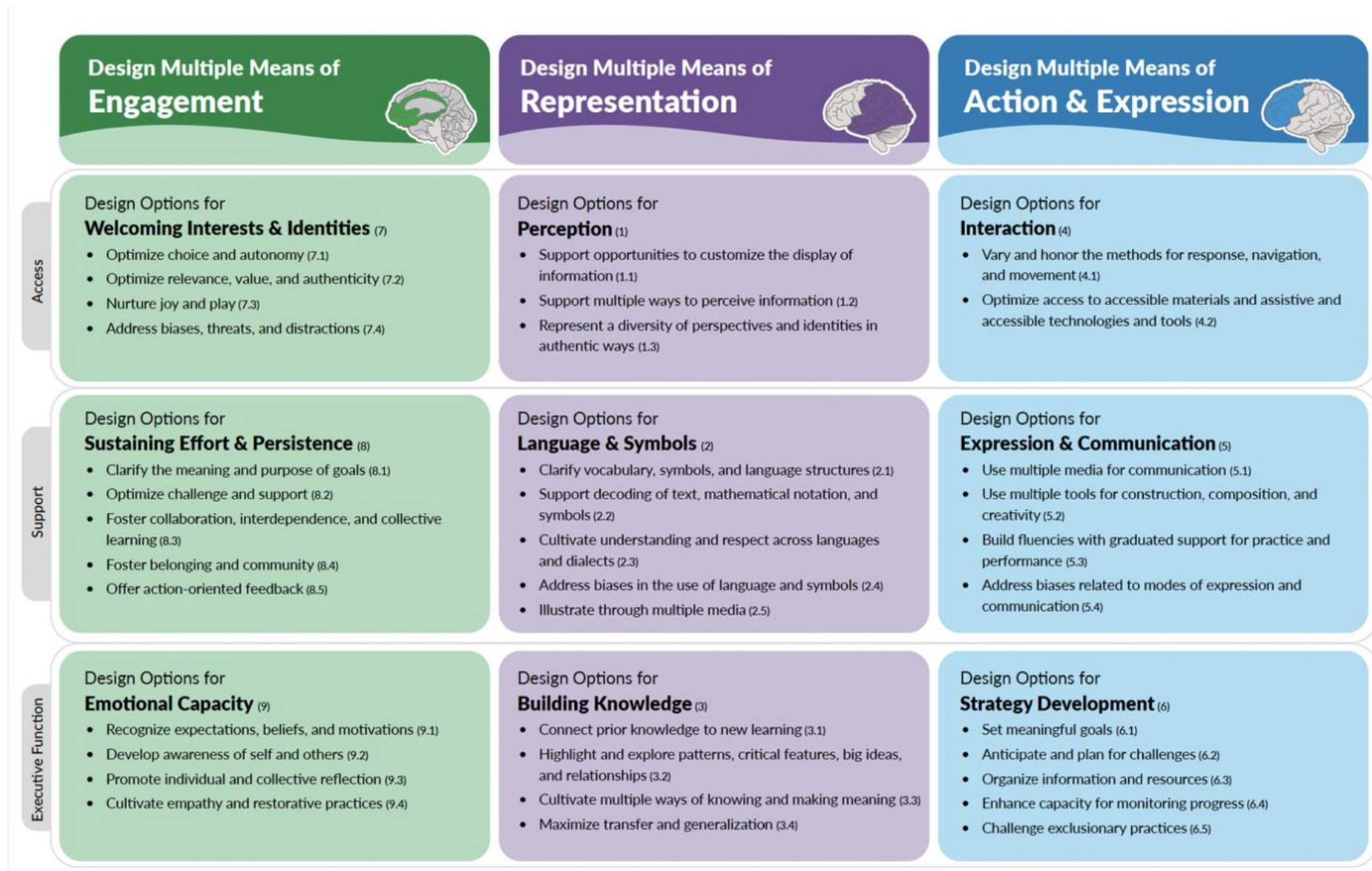
UDL 3.0: The Ramps for Learning

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

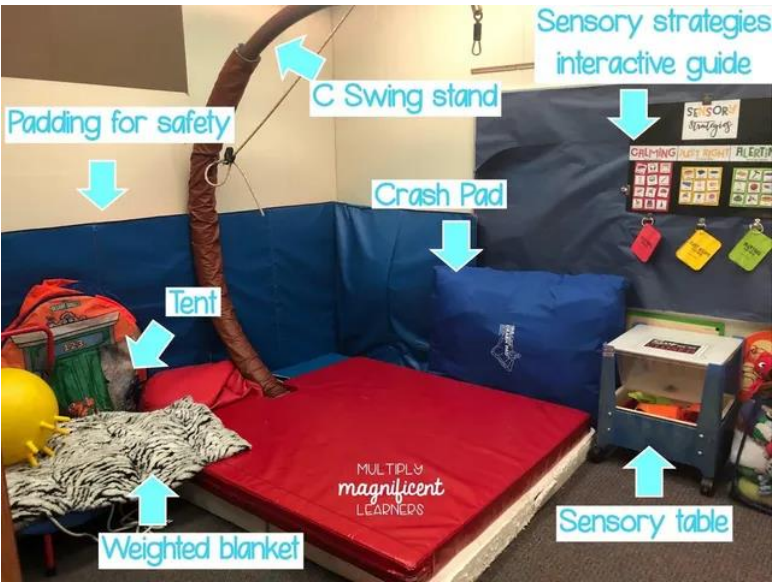


Barriers: What is getting in the way AROUND a child, that is preventing them from meeting a goal

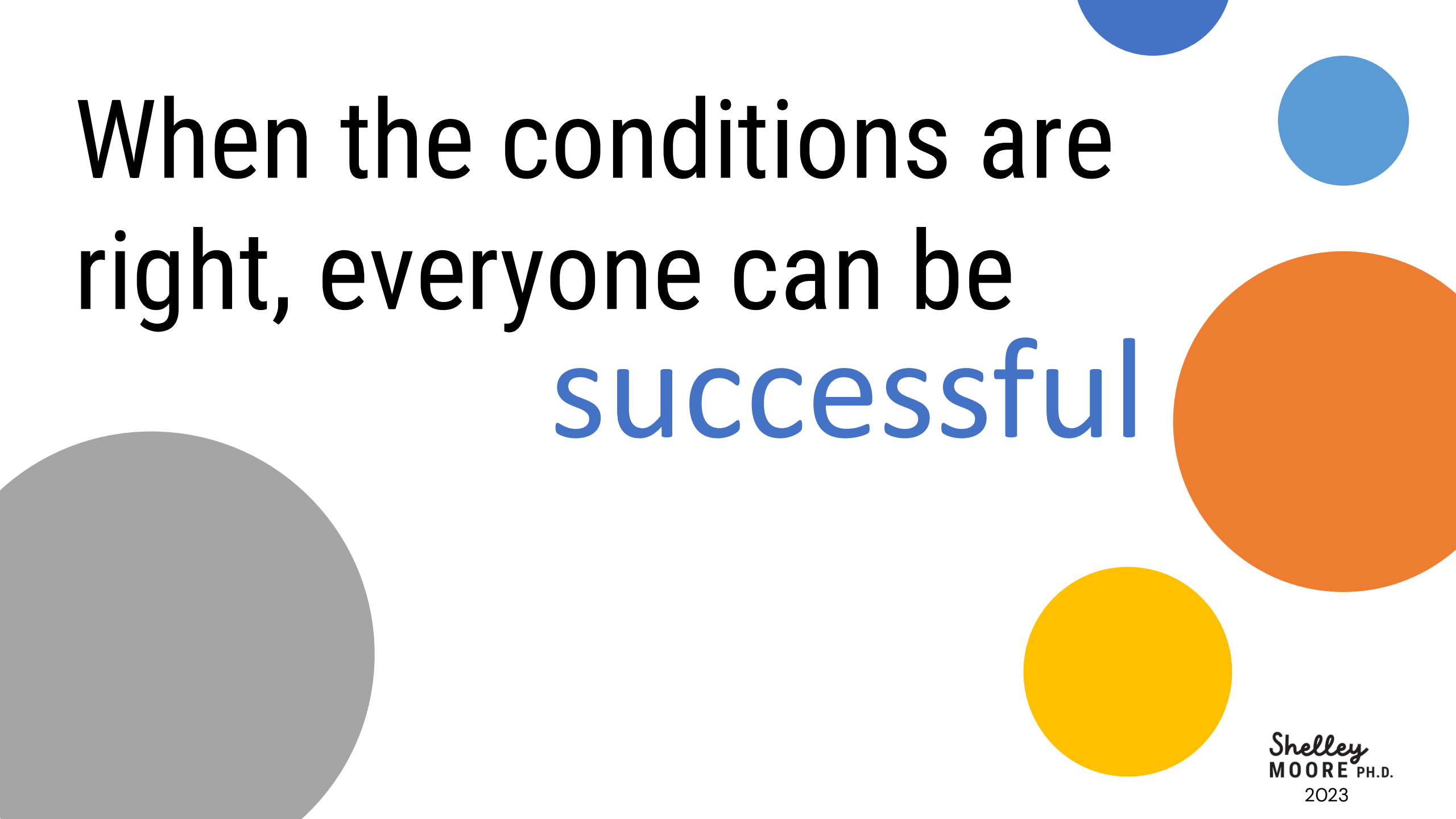
Reducing Barriers: Building the ramps in learning



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
7.4 Address biases, threats, and distractions	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.	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	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.



UDL Ramp:		Principle:
What this means in educator and family friendly language	What this looks like for children ages _____	



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



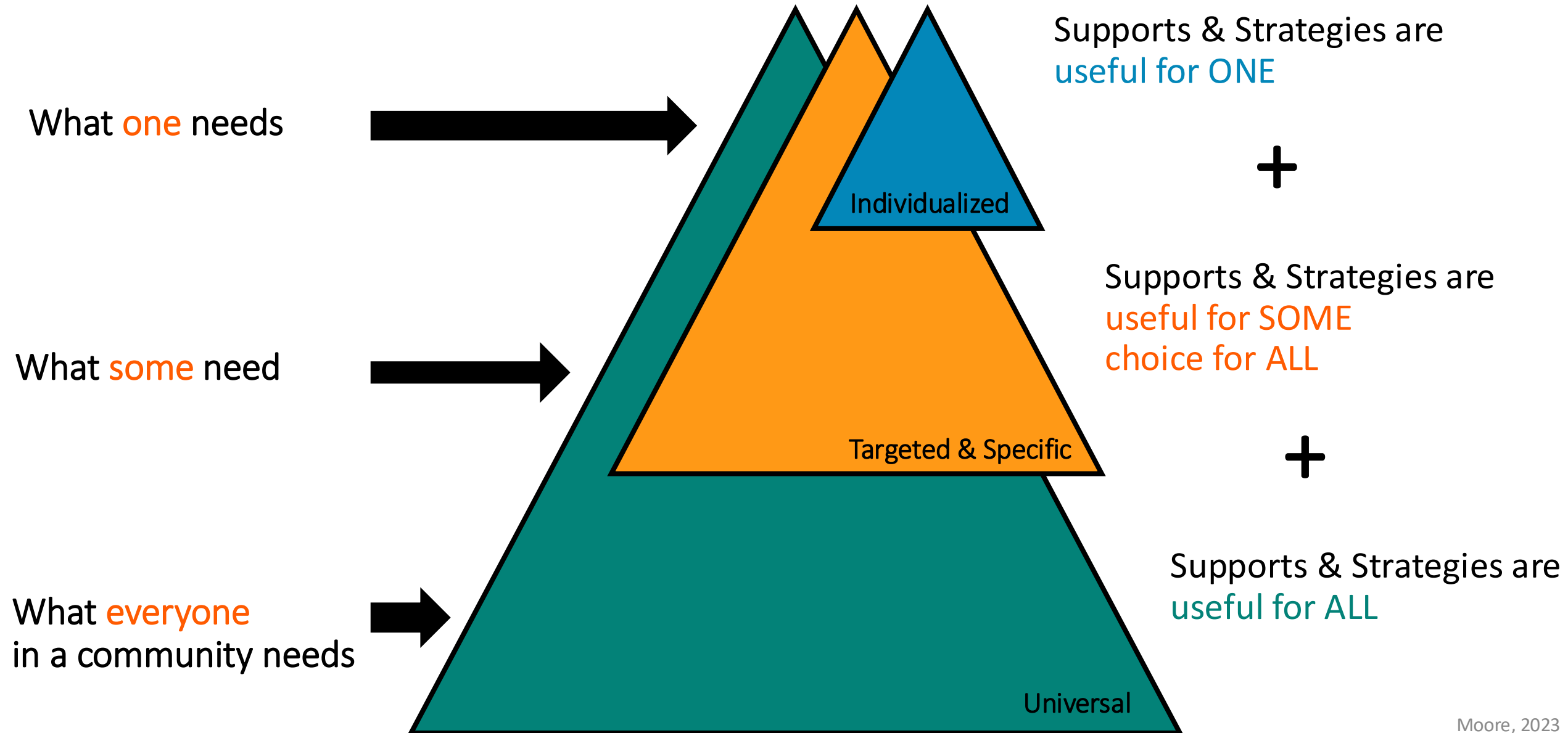
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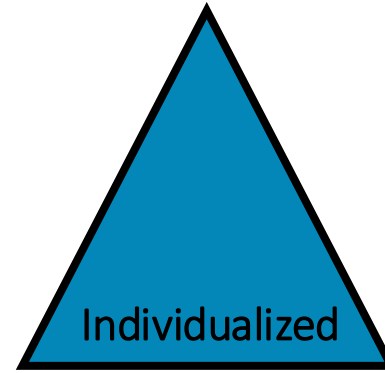


Multiple Layers of Needs Based Support



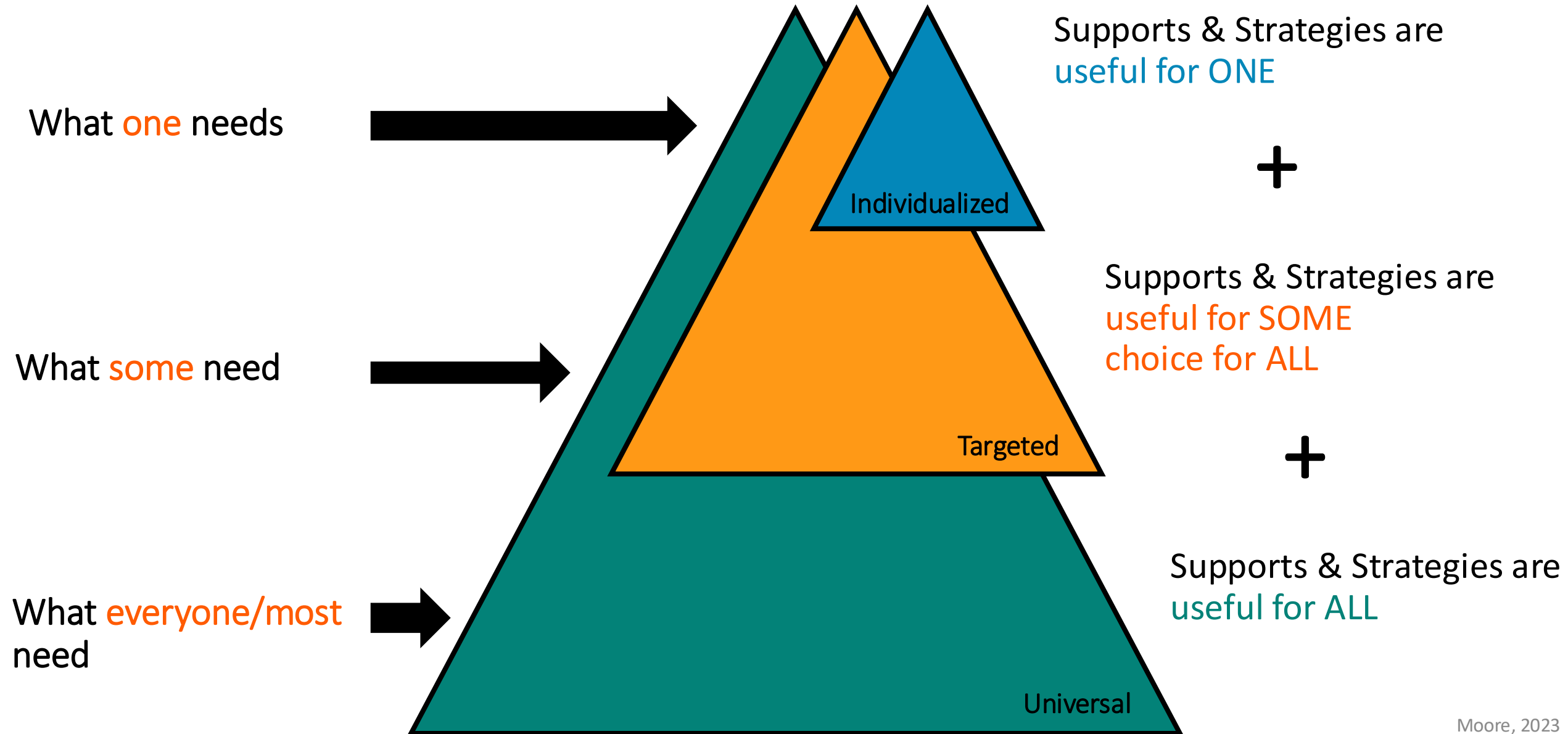
Advocating for **Bats**...

What **one** needs



Supports & Strategies are
useful for **ONE**

Advocating for **Unicorns**...



Universalized Support Need: Communication (expression)

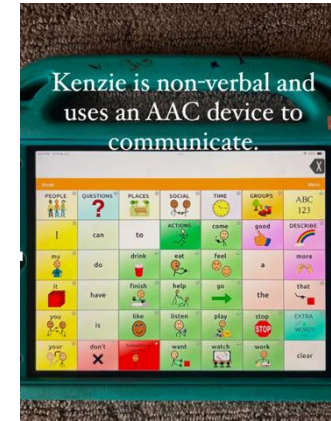
Other support needs: engagement, motivation, identity, community, language, literacy (oral), self advocacy, self esteem, self regulation, social skills



Universalized Strategy or Support: using technology to help **everyone** to communicate

Individualized (Good for ONE/ Taught to ALL):

- Kenzie's touch chat AAC device

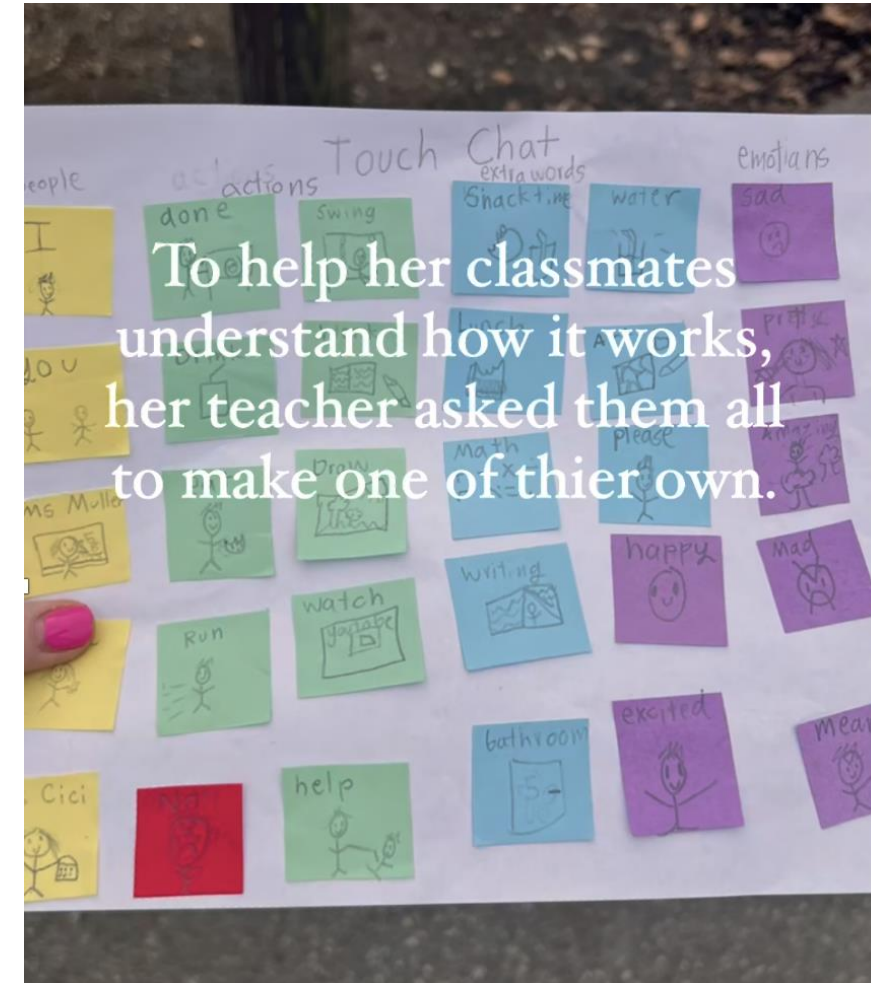


Targeted (Good for Some; Choice to ALL):

- 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.

Shelley MOORE PH.D.



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