

Shelley MOORE PH.D.



www.drshelleymoore.com



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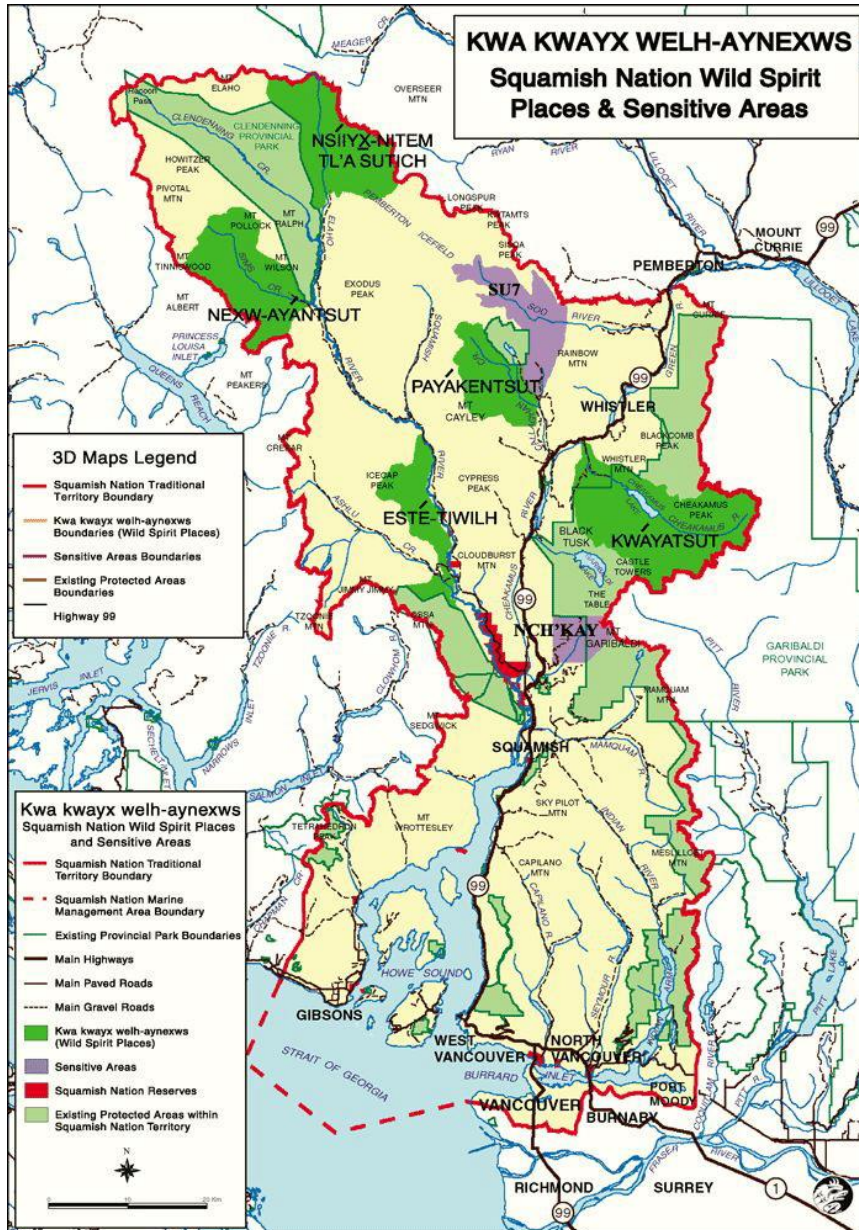
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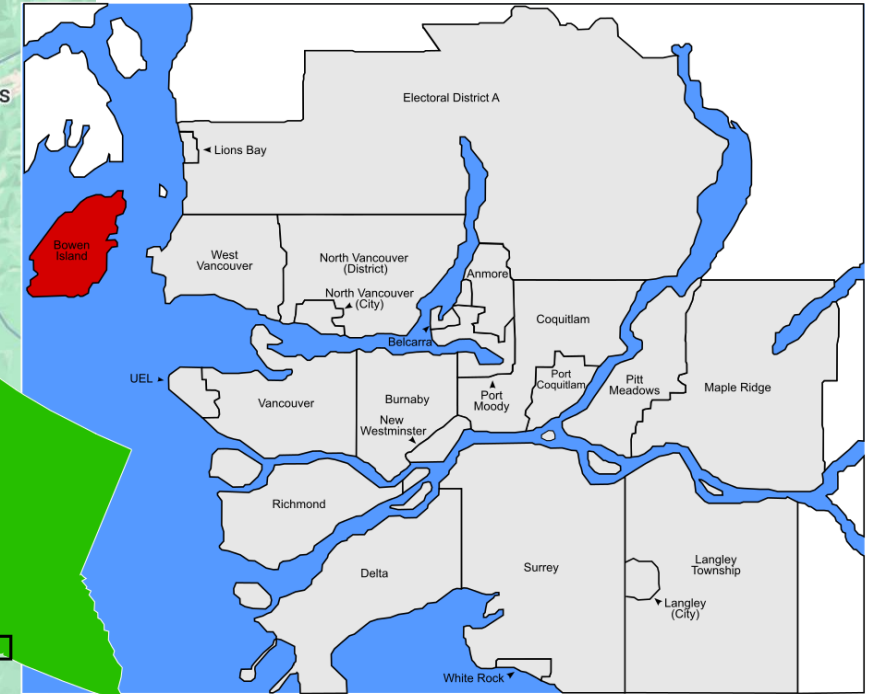
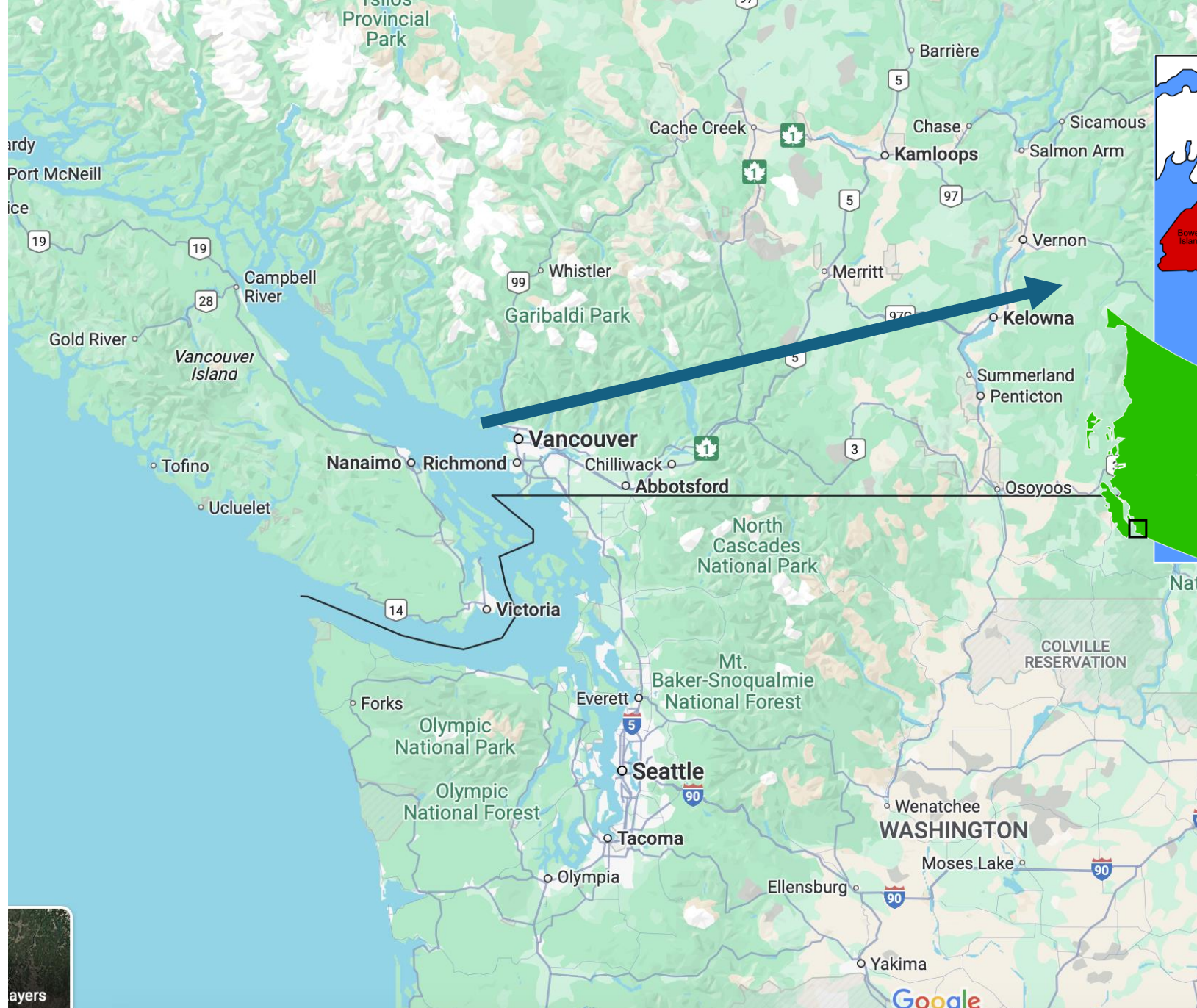
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[Dr. Shelley Moore](https://www.facebook.com/Dr.Shelley.Moore)



I respectfully acknowledge that I live and work on the island of **Nexwlélexwm** which is part of the unceded and traditional territory of the **Skwxwú7mesh Nation**, who have stewarded this land for generation. I am to share this community in this incredible place in **Átl'ka7tsem**



Bowen Island, British Columbia CANADA

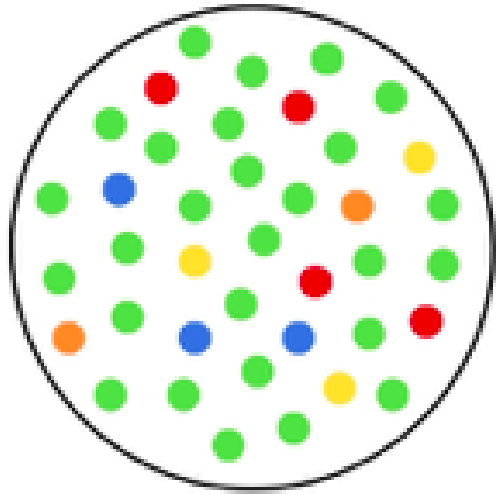


WHAT DOES

inclusion

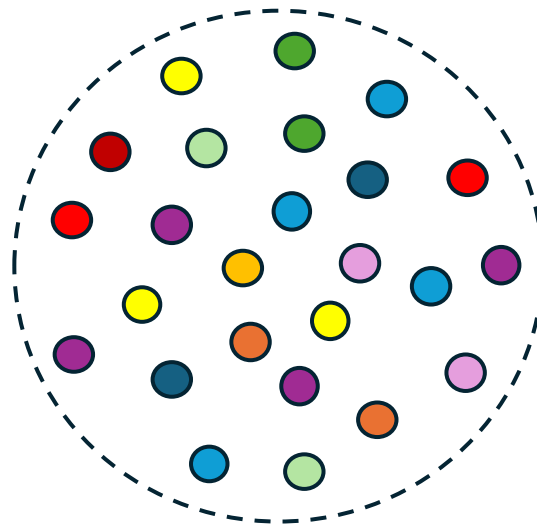
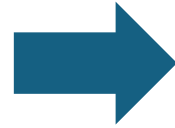
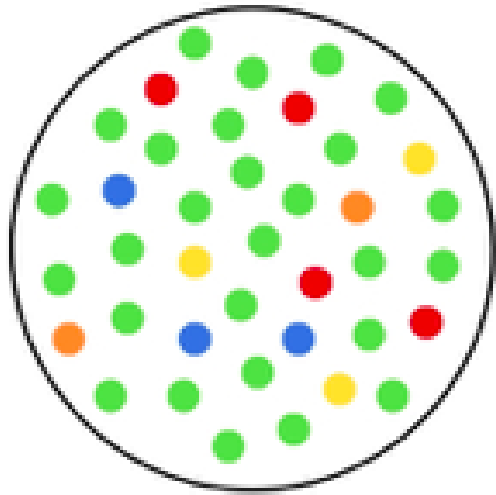
MEAN?

How do we do inclusion ?



Including
'special needs' students
into general education
classrooms

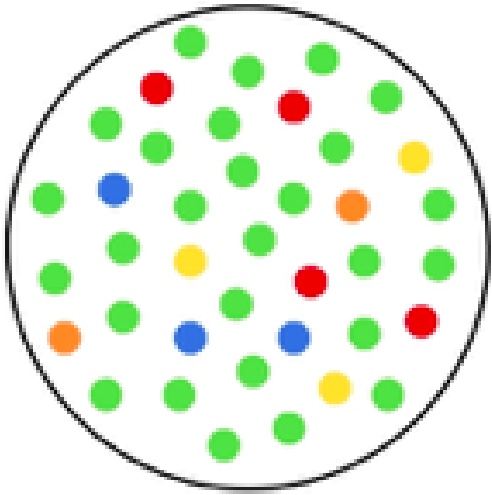
How do we do inclusion ?



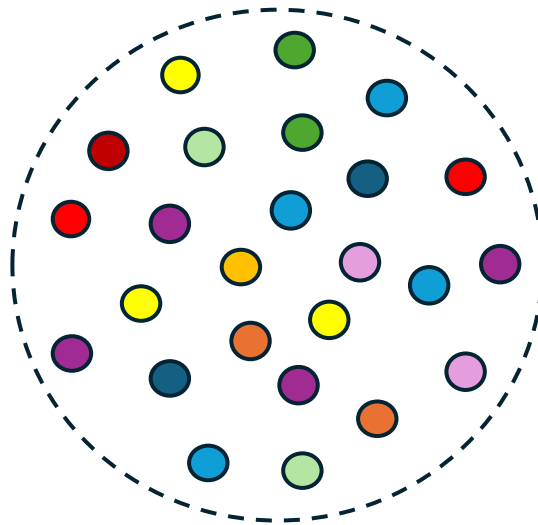
Including
'special needs' students
into general education
classrooms

teaching and planning for
diversity
in inclusive classrooms
(where Diversity includes
Disability)

How do we do **inclusion** ?

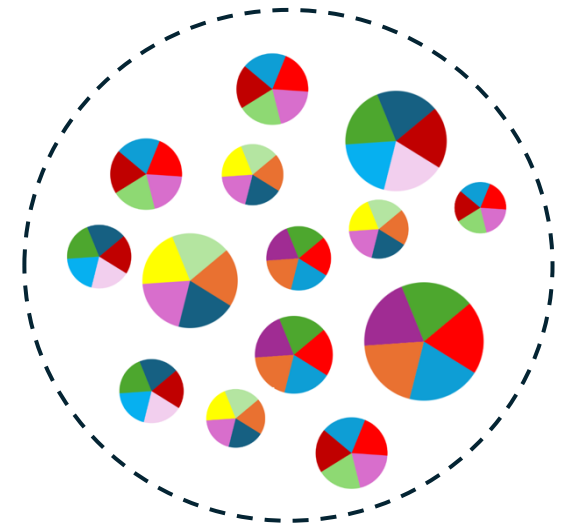


Including
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into general education
classrooms



teaching and planning for
diversity
in inclusive classrooms
(where Diversity includes
Disability)

So that
students
can...



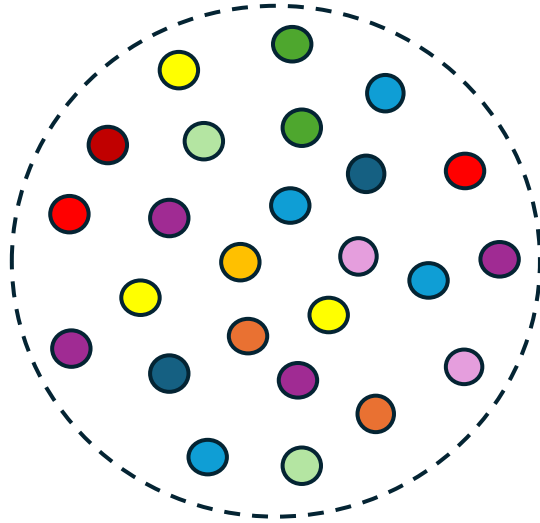
feel confident and safe to
identify
(and where Disability is an
identity)

In a world of
UNiCORNS

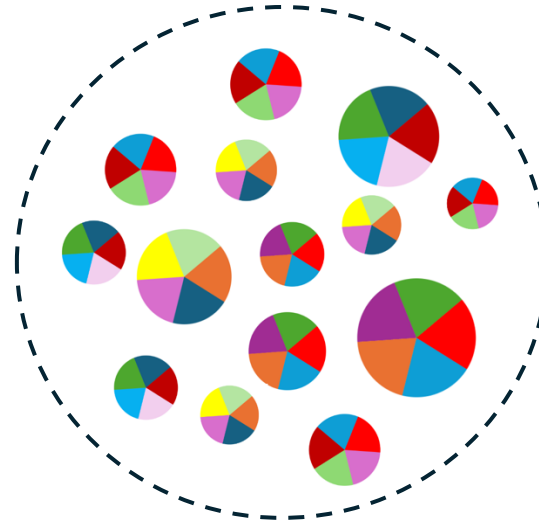
Be a **UNiCORN**
that celebrates a
BAT



inclusion is...



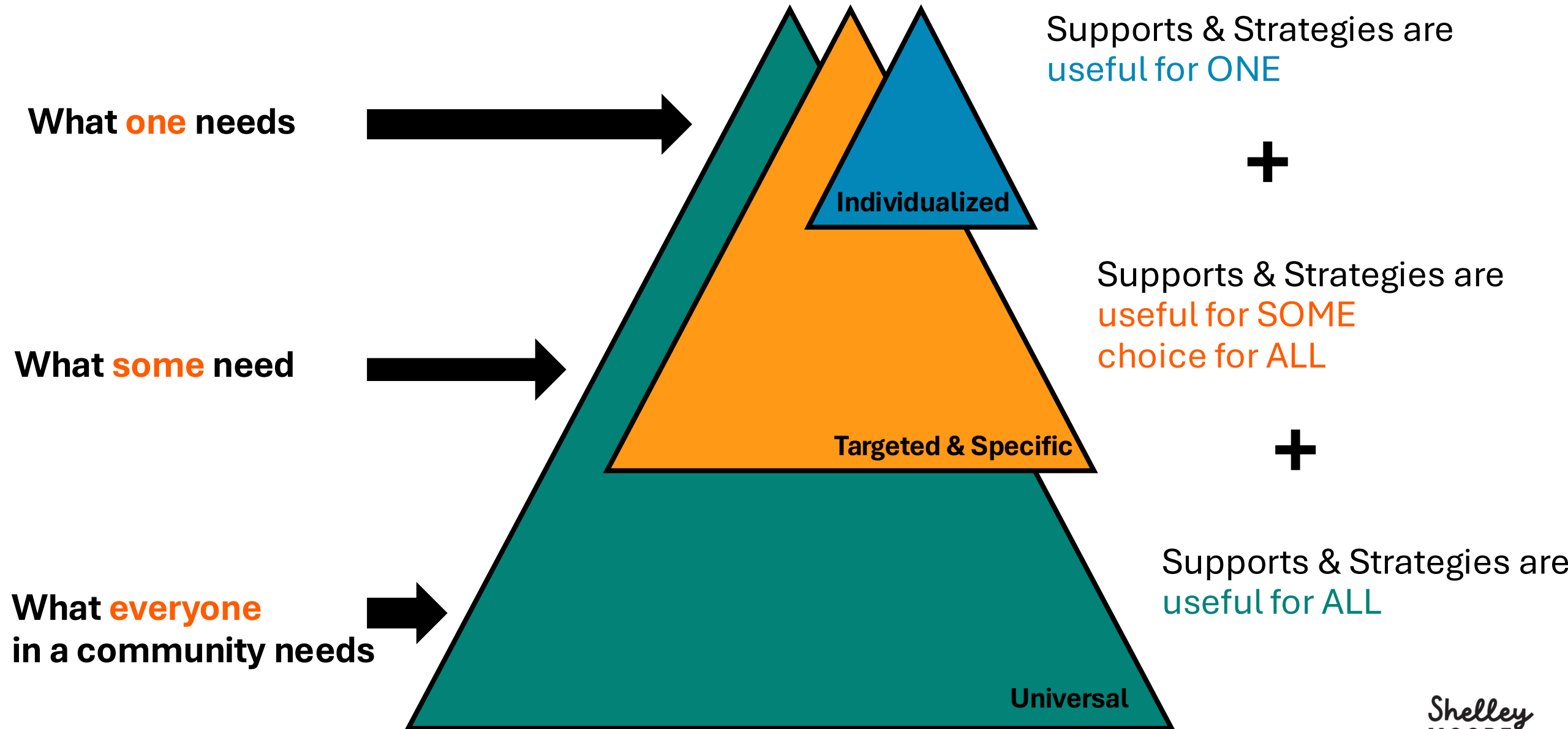
So that
students
can...



teaching and planning for
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in inclusive classrooms
(where Diversity includes
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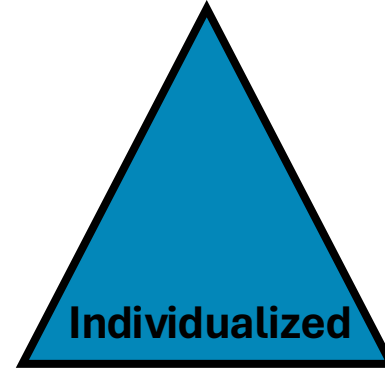
Multiple Layers of Needs Based Support



Supporting the **Bats**...



What **one** needs

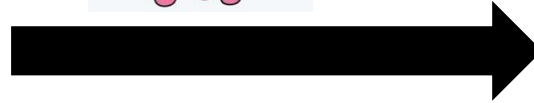


Supports & Strategies are
useful for **ONE**

Supporting the **Unicorns** to Support the **Bats**



What **one** needs



Supports & Strategies are
useful for **ONE**



Individualized

What **some** need

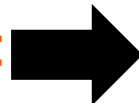


Supports & Strategies are
useful for **SOME**
choice for **ALL**



Targeted

What **everyone/most**
need



Supports & Strategies are
useful for **ALL**

Universal

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

Individualized (Good for ONE/ Taught to ALL):

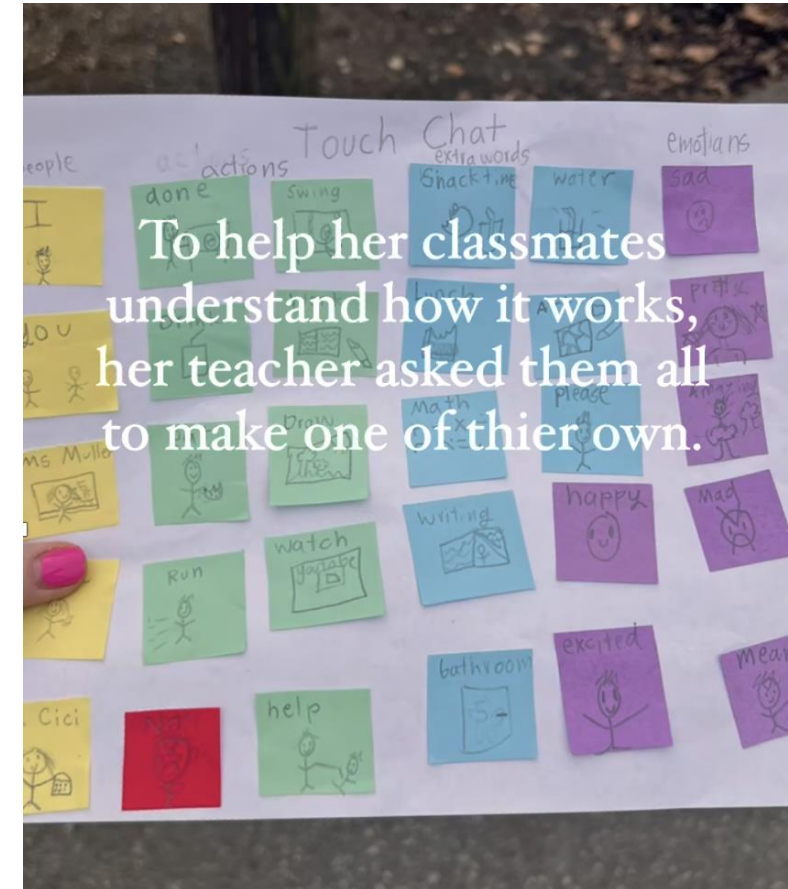
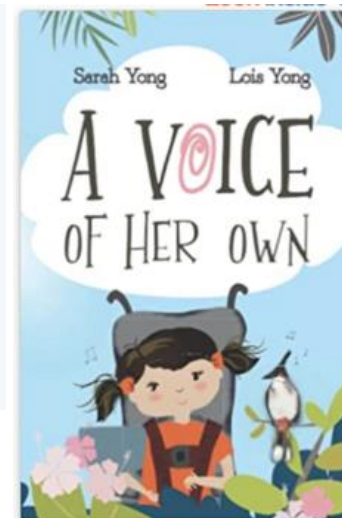
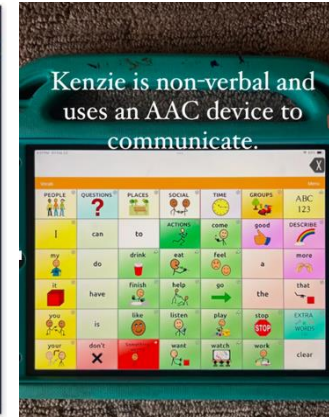
- **4.2, 5.2, 5.4** – Kenzie’s touch chat AAC device

Targeted (Good for Some; Choice to ALL):

- **4.2, 5.2, 5.4** – choosing and using specific tools (AAC device, drawing/visuals, text to speech, word prediction, Storybird, Pictello)

Universal (Good for ALL; Taught to ALL):

- **4.2** – teach all students about all technologies and tools
- **5.2** – teach all students how to use technologies and tools
- **5.4** - teach all students about people who use different technologies and tools



Inclusive IEP Supports & Strategies

Priority Need Area	Universal Design for Learning Indicators that will reduce barriers (Teach to All; Useful to all)	Specific & Targeted Supports & Strategies that will increase agency (Teach to All; Useful to Some)	Individualized Supports & Strategies that will increase access (Teach to All; Useful for One)
Communication (expression)	4.2 – optimize access to accessible materials, assistive technologies and tools (provide access to and teach all students about different technologies and tools) 5.2 – use multiple tools for construction, composition and creativity (model & 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)	4.2, 5.2 – AAC, PECS, text to speech, speech to text, word predictions, apps- Stoybird, Pictello 5.4 – include books with characters that use communication technologies	4.2, 5.2: KJ – Touch chat AAC
Intellectual Ability (Access)	8.2 - optimise challenge & support (scaffold goals and activities that increase in challenge for all students) 8.3 - foster collaboration, interdependence and collective learning (design accessible and scaffolded activities that create shared learning experiences) 1.2 - support multiple ways to perceive information (options of text at different accessibility levels and modalities for learning content) 3.3 - cultivate multiple ways of knowing and meaning making (design activities that utilize multiple modalities	8.2 – access point to learning standards, activities 8.3 – accessible & shared activities, collaboration roles in groups 1.2 – visuals, multi-media, diverse text levels 3.3 - activities that include visual, written, oral, kinesthetic ways of understanding	1.2 - KJ - content preloading into touch chat, individualized text at emergent literacy level

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