

Shelley MOORE PH.D.



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

WHAT DOES

inclusion

MEAN?

WE ARE COMING

OUT!

3rd Edition



Dealing with Difficult People



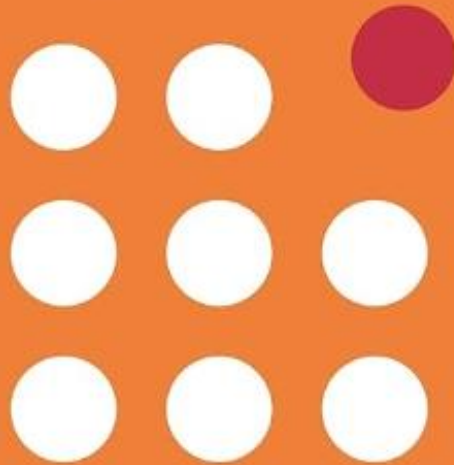
**Roy
Lilley**



3rd Edition



Dealing with Difficult People

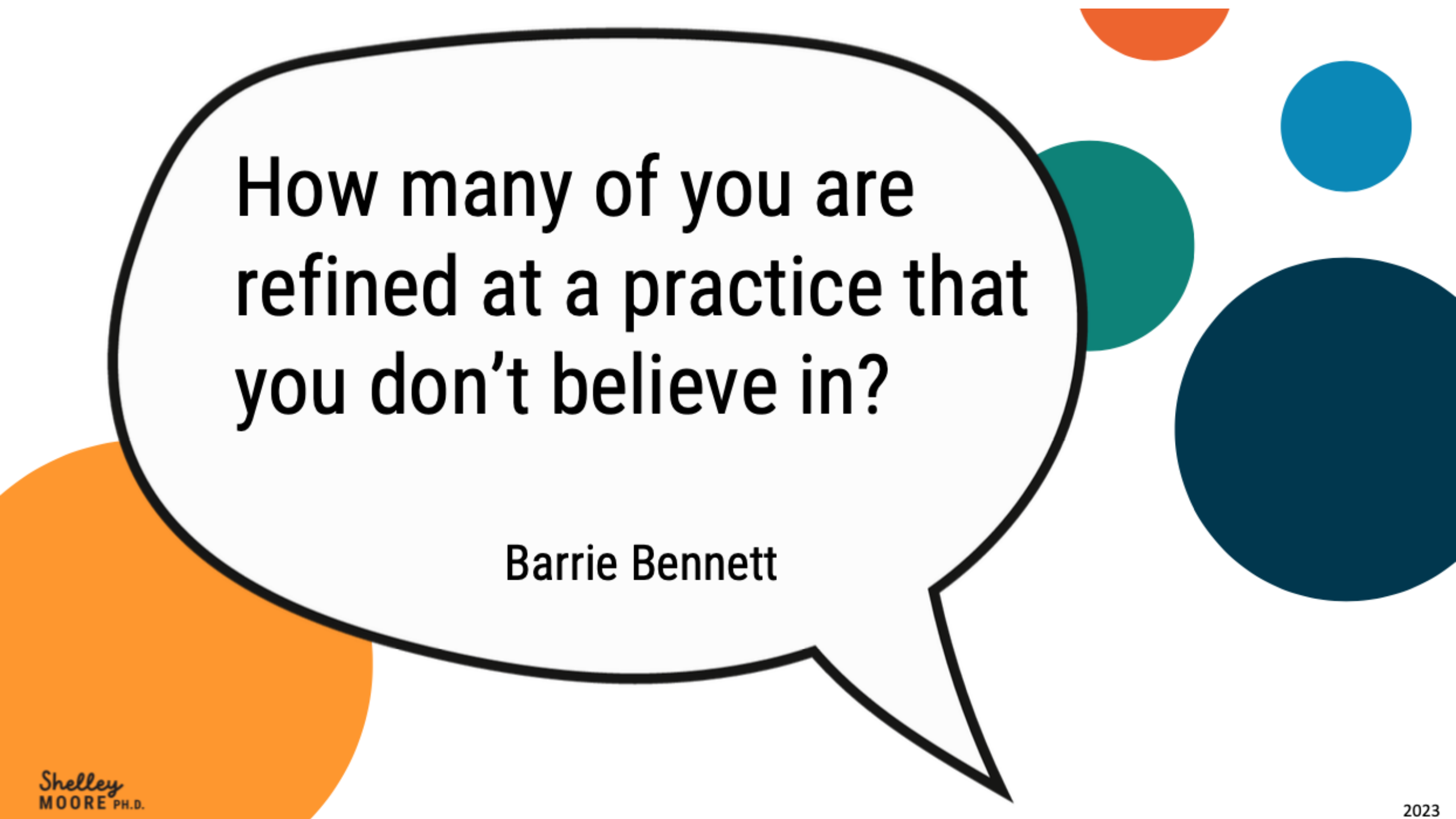


**Roy
Lilley**



Shelley
MOORE PH.D.

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

The background features several overlapping circles in orange, teal, and dark blue. A large white speech bubble with a black outline is centered on the left side, containing the main text.

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

Barrie Bennett



**My educational
philosophy & beliefs**

**My educational
practices**



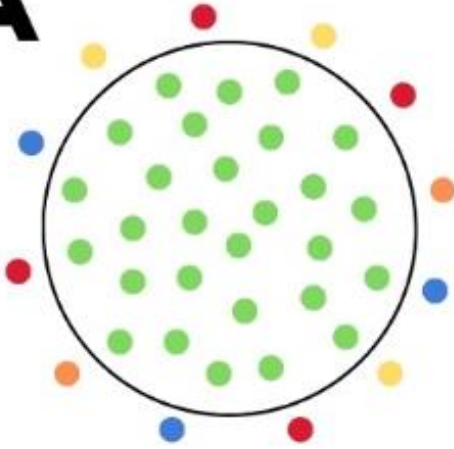
WHAT DOES

inclusion

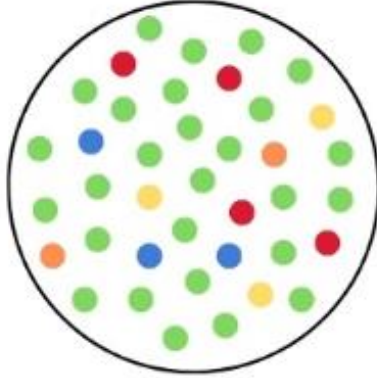
MEAN?

WHAT IS *Inclusion*?

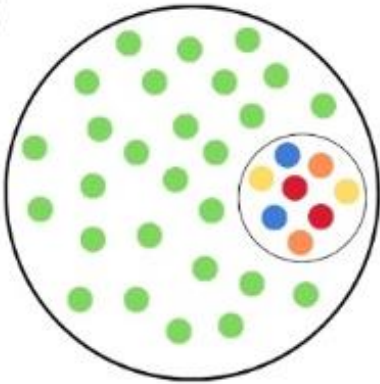
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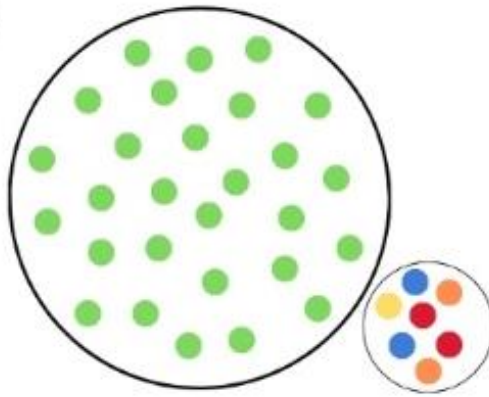
C



B



D



exclusion

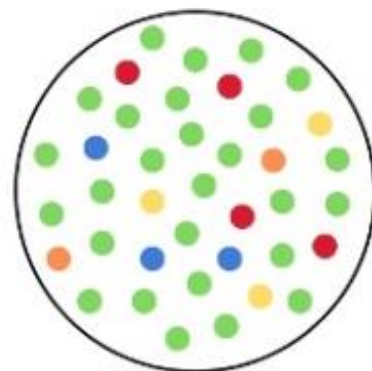
integration

inclusion

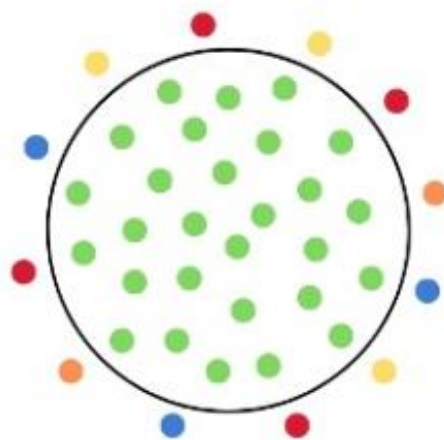
congregation

segregation

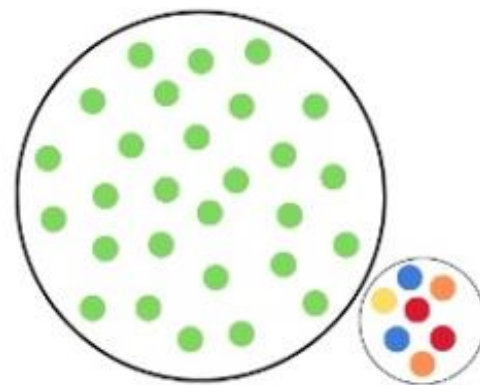
WHAT IS *inclusion*?



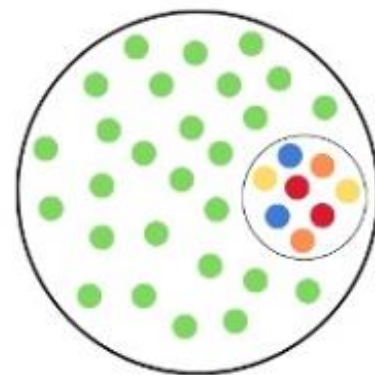
inclusion



exclusion

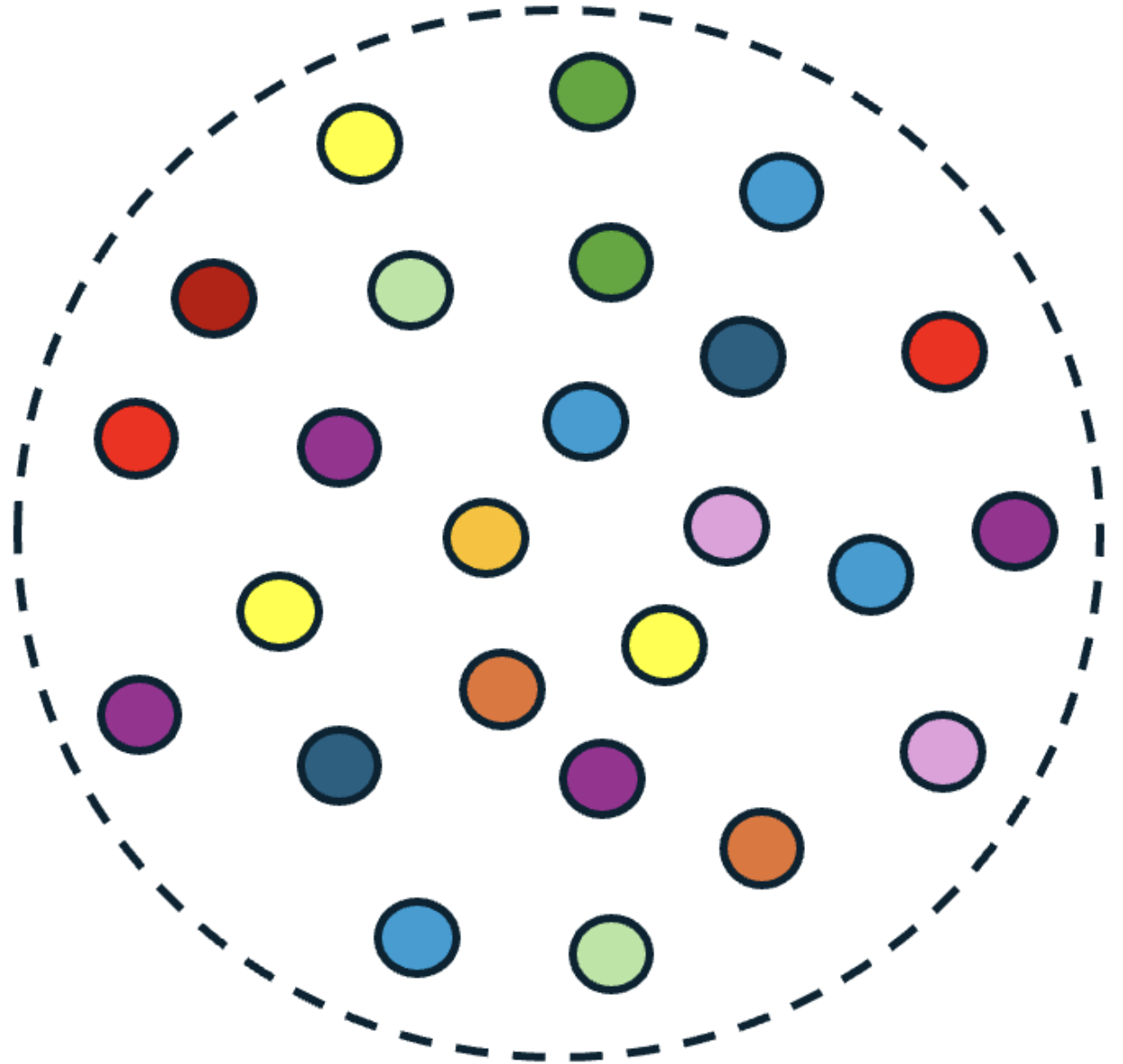


segregation

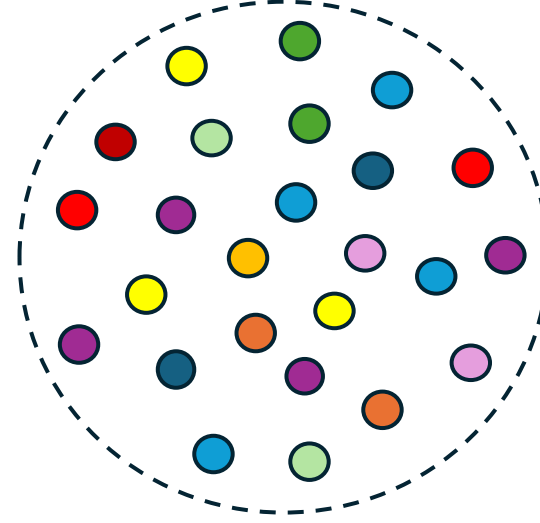
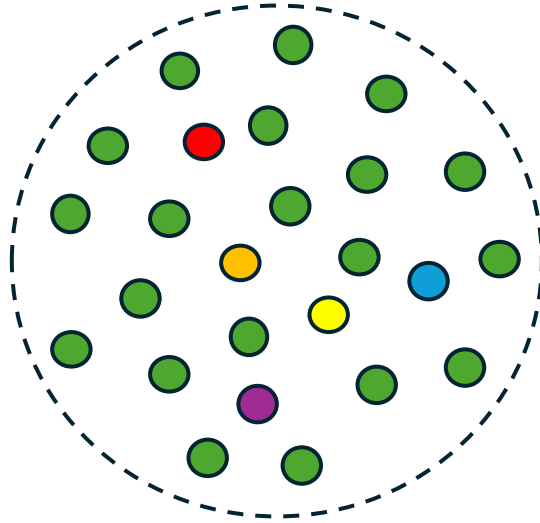


integration

WHAT IS
inclusion ?



inclusion is...



including
'special needs' students in
general education
classrooms

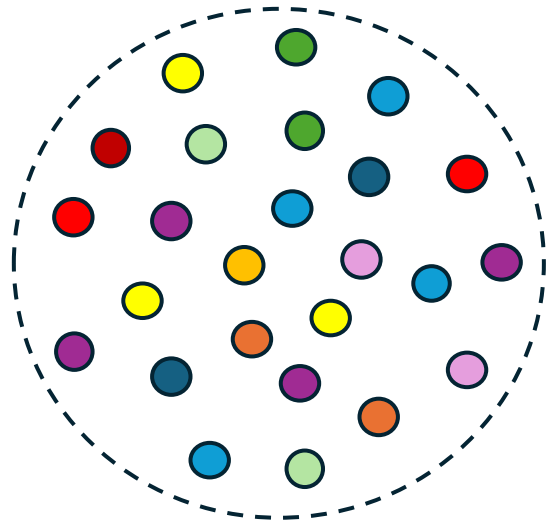
teaching and planning for
diversity
in neighbourhood schools
and classrooms
(where Diversity includes
Disability)

In a world of
UNICORNS

Be a **UNICORN**
that celebrates a
BAT

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inclusion is...

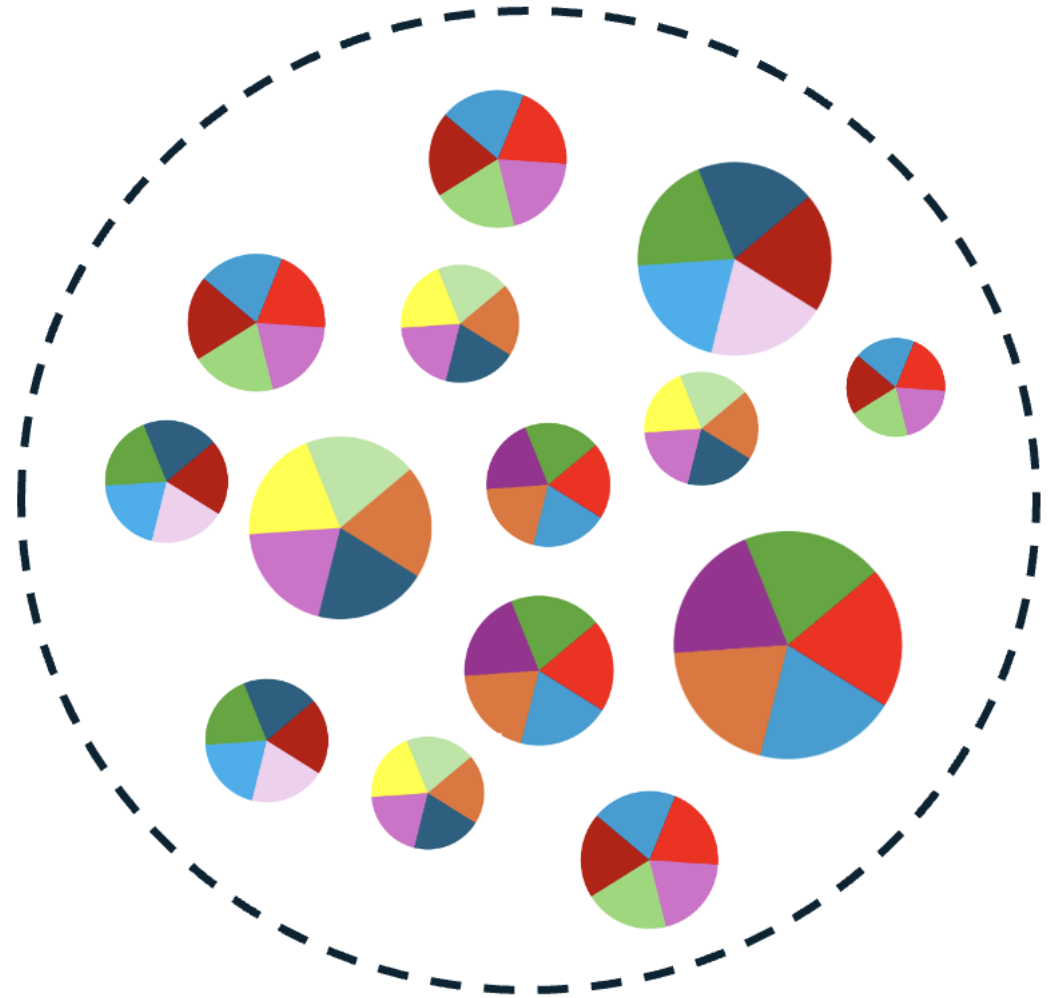


teaching and planning for
diversity
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WHAT IS inclusion ?



WHAT IS inclusion ?



WHAT IS inclusion ?



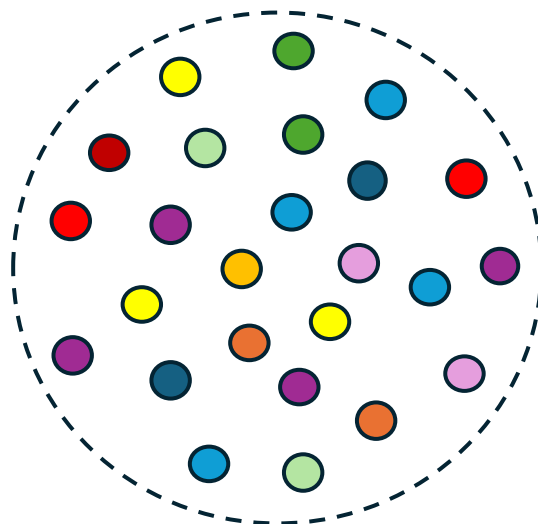
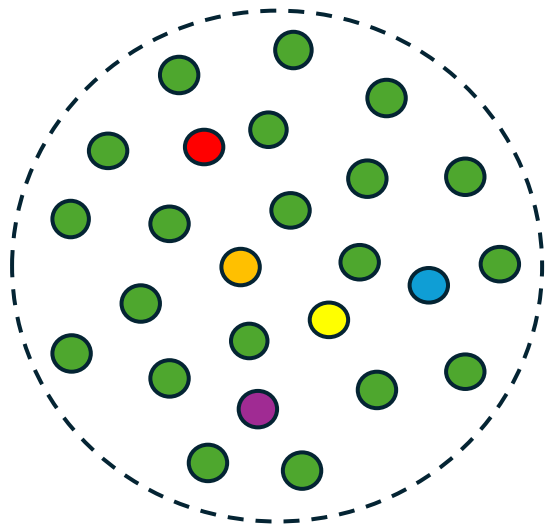
Communities
of **Identity**



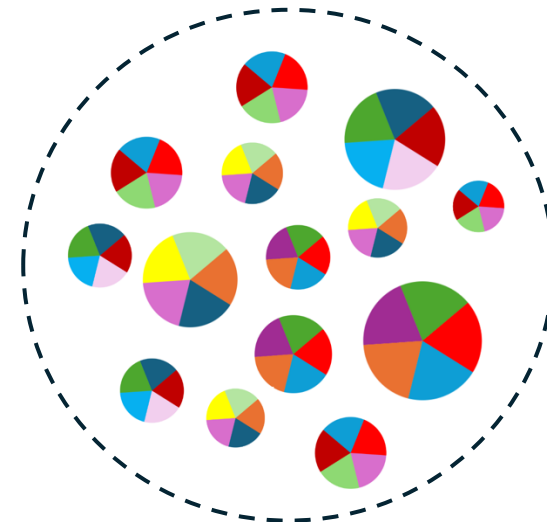
Communities
of **Diversity**



inclusion is...



So that
students
can...

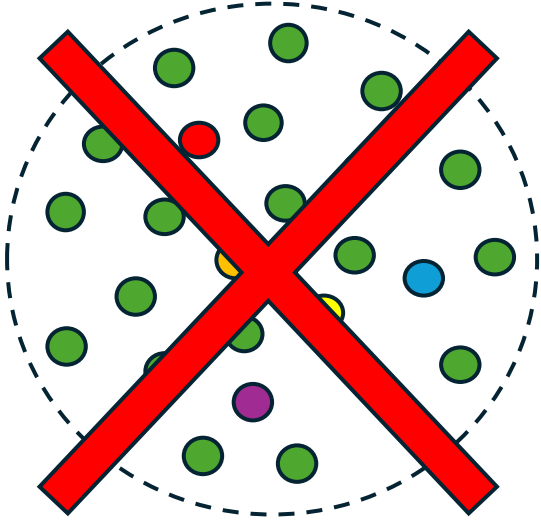


including
'special needs' students in
general education
classrooms

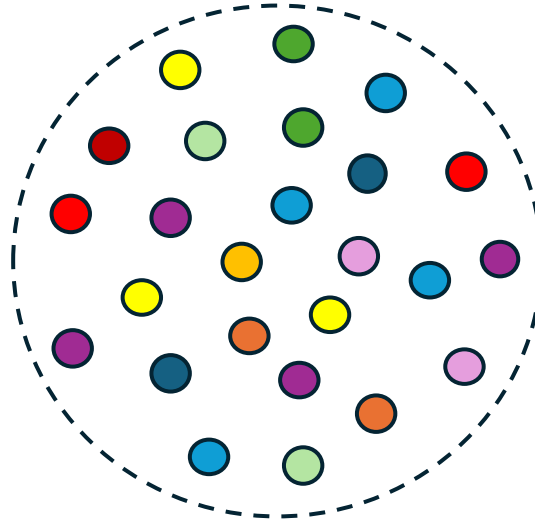
teaching and planning for
diversity
in neighbourhood schools
and classrooms
(where Diversity includes
Disability)

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

inclusion looks like...

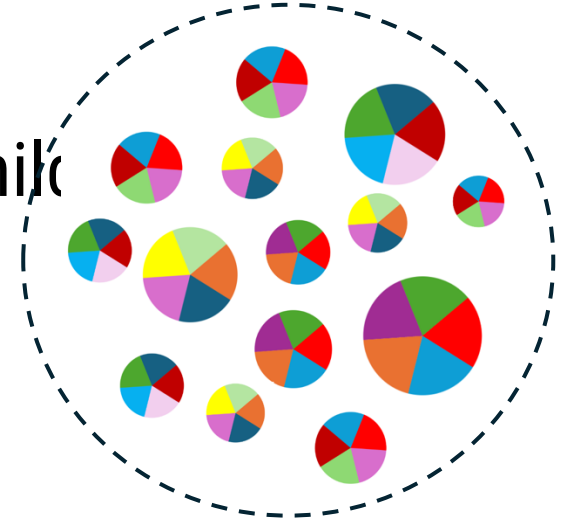


including
'special needs' children in
early learning programs



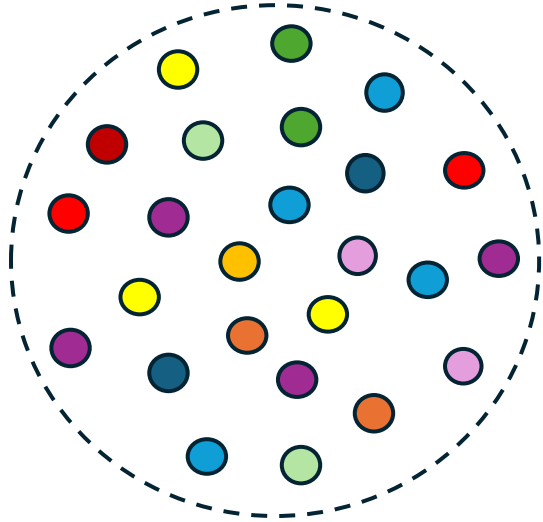
teaching and planning for
diversity
in early learning programs
(where Diversity includes
Disability)

So that children
can...

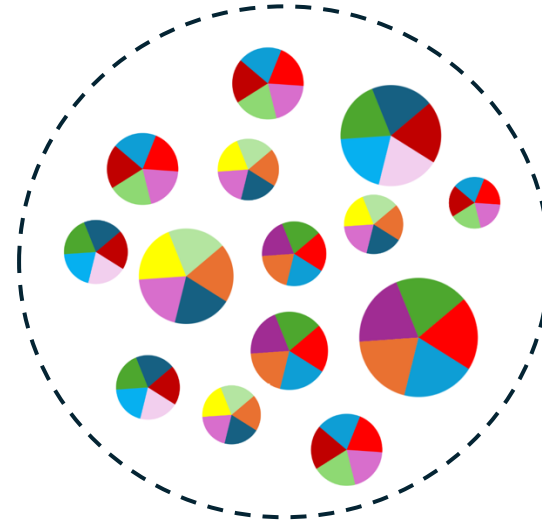


feel confident and safe to
identify
(and where Disability is an
identity)

inclusion is...

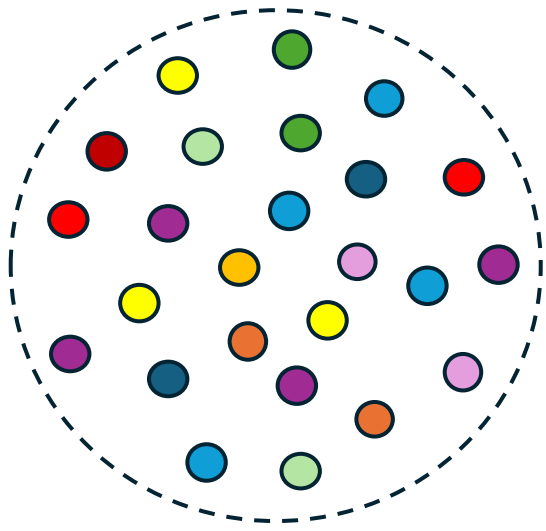


So that
students
can...



teaching and planning for
diversity
in neighbourhood schools
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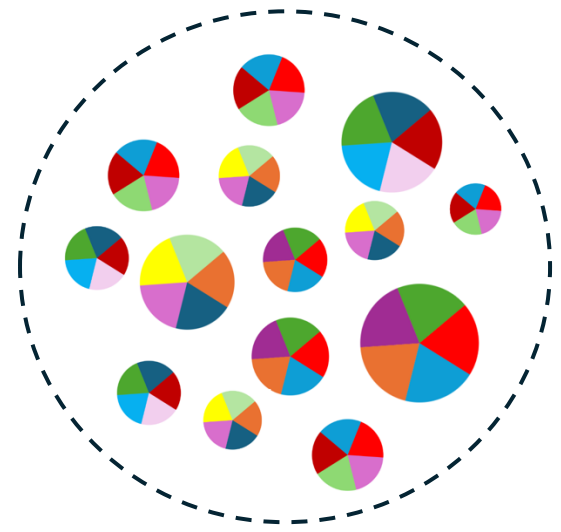


inclusion looks like...

teaching and planning for
diversity
in neighbourhood classrooms
and schools

so that students can
feel confident and safe to
identify,
AND where
disability

is considered a valued identity in the community.

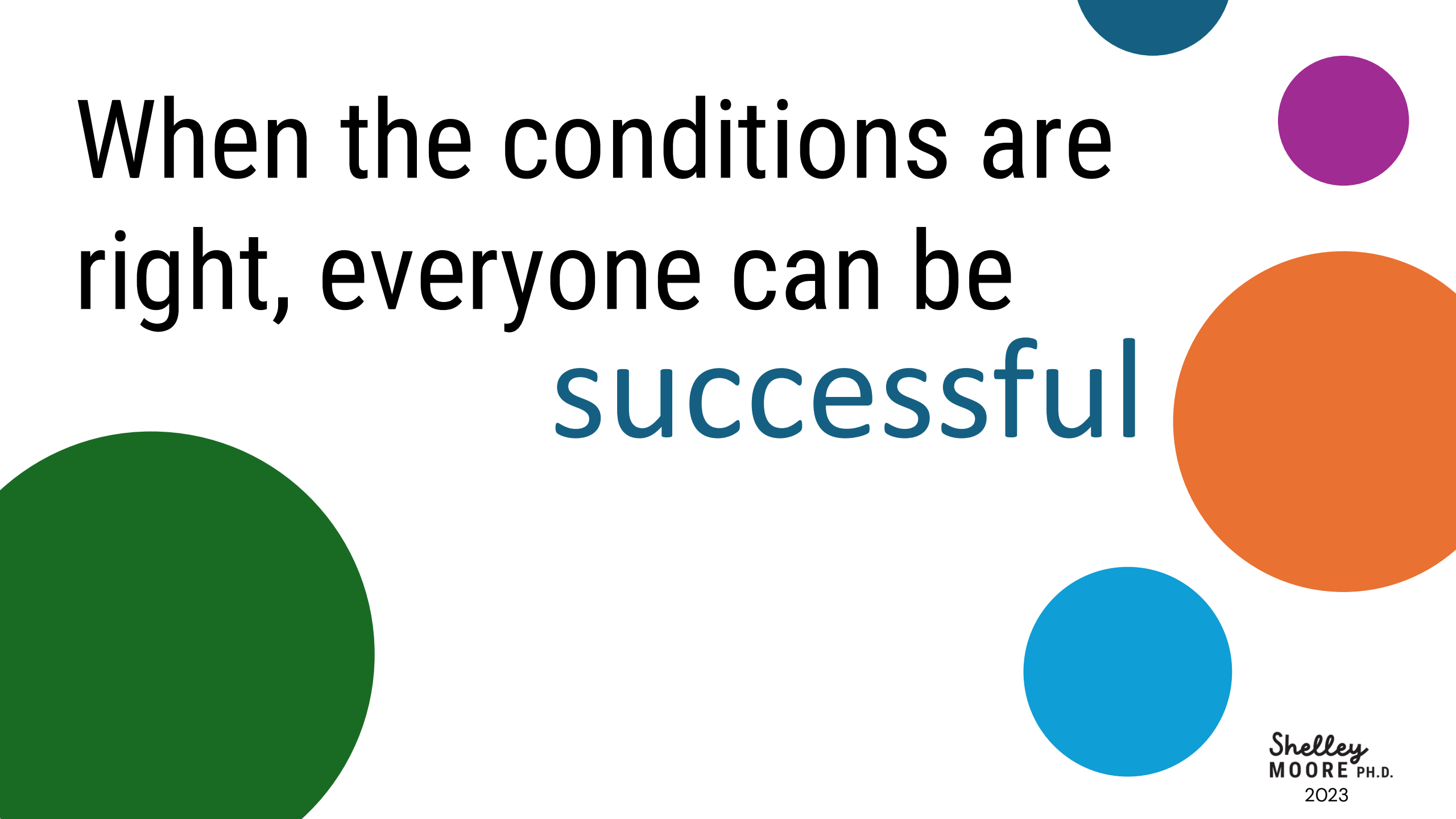


In a world of
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that celebrates a
BAT

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How do we do inclusion ?

The background features several large, solid-colored circles in various shades: dark green, blue, orange, purple, and teal, 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

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

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What is the goal?

What is the goal?



What is the goal?



To go to (and experience) a neighbourhood coffee shop. This could look like, ordering a coffee, working, visiting, drawing, listening to music etc.

What is the barrier?



What is the barrier?



The stairs

Reducing/Eliminating Barriers



Whose responsibility
is it to reduce the
barrier?

If it is the coffee shop's (the community's) responsibility to reduce the barrier, they need **resources** (people, time, funding)



How are we using resources to remove the barriers so that a person can meet the goal?

Resources:

- Are they effective?
- Are they efficient?
- Do they increase agency?

If it is the coffee shop's (the community's) responsibility to reduce the barrier, they need **resources** (people, time, funding)



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Resources:

- Are they effective?
- Are they efficient?
- Do they increase agency?

If it is the coffee shop's (the community's) responsibility to **reduce** or **eliminate** the barrier



HELP?! What **ramps** do we need for our coffee shop? (because we don't want to lose customers!)



Coffee Shop
Owner



Architects &
Contractors who
specialize in
accessibility



The catalog of accessibly!

What if it is not a coffee shop?



Grade level learning standard.

What are the ramps we can build in our classrooms, so that students have access to learning?

What are the accessibility **ramps** we need for a classroom?



Classroom Teachers



Classroom, School and District educators, collaborators, and consultants who specialize in accessibility in learning



What is the catalog of accessibly in learning?

The Ramps for Learning: Universal Design for Learning 3.0



All students
need to be
engaged

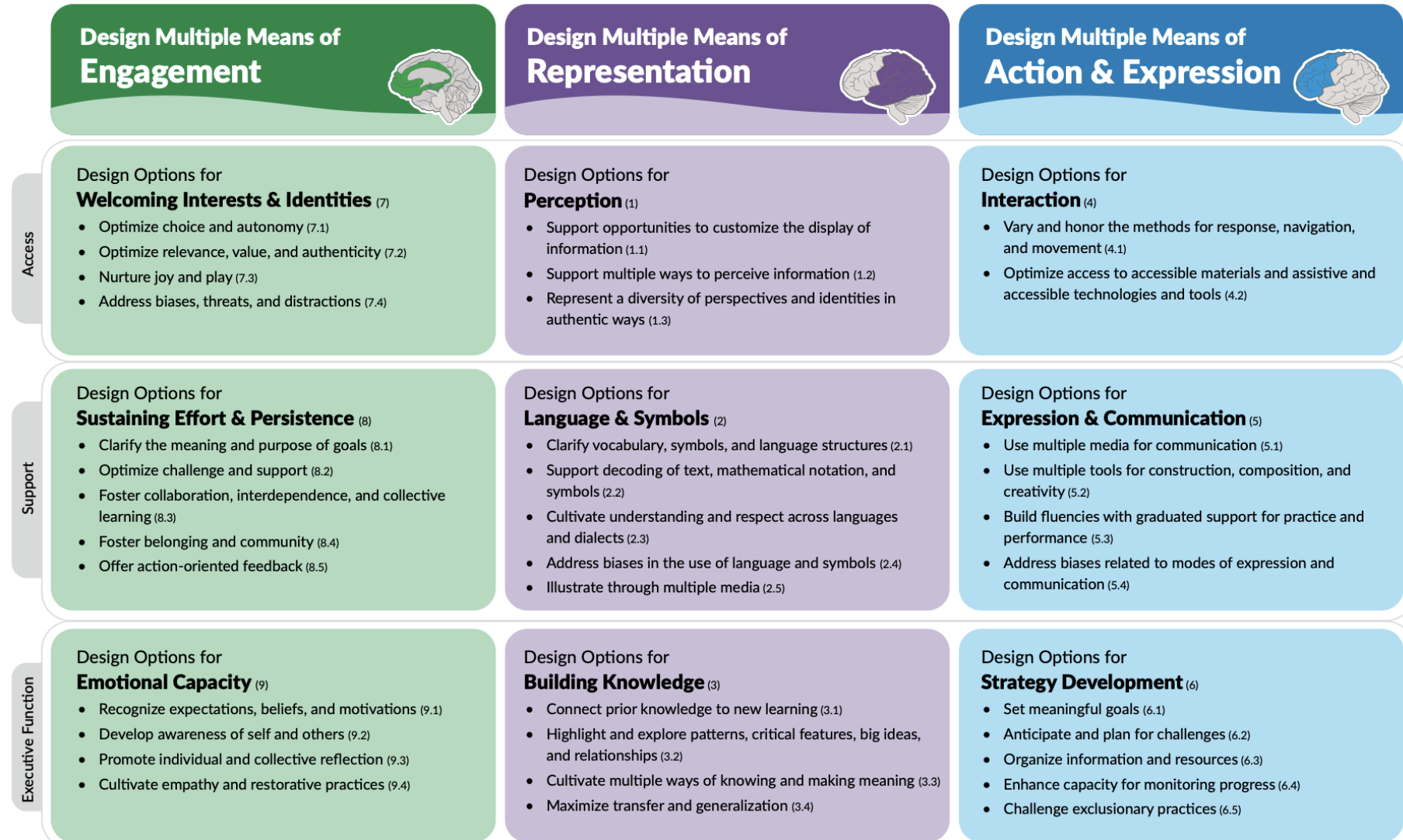


All students
need to
understand



All students
need to show
learning

The Ramps



The Universal Design for Learning Guideline 3.0 in Accessible Language: Engagement

UDL Language	Plain Language	Student Friendly Language
Design Multiple Means of Engagement		
Access: Design options for Welcoming Interests and Identities		
Optimize choice and autonomy (7.1)	We can provide meaningful choices in how students learn, participate, and show what they know.	I need to be able to make choices about what I learn about
Optimize relevance, value, and authenticity (7.2)	We can connect learning to students' interests, goals, experiences, and real-life situations	I need to be able to see how my learning connects to my life, interests, and future goals.
Nurture joy and play (7.3)	We can create opportunities for curiosity, creativity, exploration, and enjoyment in learning.	I need to be able to have fun while I learn, explore ideas, and be creative.
Address biases, threats, and distractions (7.4)	We can create a safe, inclusive environment that reduces barriers, stress, and distractions.	I need to be able to learn in a space where I feel safe, respected, and focused.
Support: Design Options for Sustaining Effort & Persistence		
Clarify the meaning and purpose of goals (8.1)	We can make learning goals clear and help students understand why they matter.	I need to be able to understand what I am learning and why it is important.
Optimize challenge and support (8.2)	We can provide the right balance of challenge and support to help all students succeed.	I need to be able to work on challenging tasks with the support I need to be successful.
Foster collaboration, interdependence, and collective learning (8.3)	We can create opportunities for students to learn with and from one another.	I need to be able to work with others, share ideas, and learn together.
Foster belonging and community (8.4)	We can build a learning community where every student feels valued and included.	I need to be able to feel like I belong and that I am an important part of my learning community.
Offer action-oriented feedback (8.5)	We can provide feedback that helps students understand next steps and improve their learning	I need to be able to receive feedback that helps me know what to do next.
Executive Function: Design Options for Emotional Capacity		
Recognize expectations, beliefs, and motivations (9.1)	We can help students understand how their thoughts, beliefs, and motivations affect learning	I need to be able to understand what motivates me and how my thinking affects my learning.
Develop awareness of self and others (9.2)	We can support students in understanding their strengths, needs, emotions, and relationships with others.	I need to be able to understand myself, my feelings, and how I interact with others.
Promote individual and collective reflection (9.3)	We can provide opportunities for students to reflect on their learning and growth individually and with others.	I need to be able to think about my learning, celebrate growth, and learn from my experiences.
Cultivate empathy and restorative practices (9.4)	We can foster empathy, understanding, and positive ways to repair and strengthen relationships.	I need to be able to understand others' perspectives and help build positive relationships when challenges occur.

The Universal Design for Learning Guideline 3.0 in Accessible Language: Representation

UDL Language	Plain Language	Student Friendly Language
Design Multiple Means of Representation		
Design Options for Perception		
Support opportunities to customize the display of information (1.1)	We can give learners different ways to adjust how information is shown so it works best for them.	I need to be able to choose how I see information, such as changing the size, colour, layout, or format to help me learn
Support multiple ways to perceive information (1.2)	We can provide information in different formats so all learners can access and understand it	I need to be able to learn information in different ways, such as reading it, listening to it, watching it, or using images and diagrams
Represent a diversity of perspectives and identities in authentic ways (1.3)	We can include a variety of cultures, experiences, identities, and viewpoints in meaningful and accurate ways	I need to be able to see people, cultures, experiences, and ideas that reflect the real world to help me understand different perspectives
Design Options for Language & Symbols		
Clarify vocabulary, symbols, and language structures (2.1)	We can help learners understand the words, symbols, and language patterns used in learning.	I need to be able to get support to understand new words, symbols, and the way language is used
Support decoding of text, mathematical notation, and symbols (2.2)	We can help learners understand written text, math symbols, formulas, and other symbols.	I need to be able to get support to understand words, symbols, numbers, and mathematical ideas
Cultivate understanding and respect across languages and dialects (2.3)	We can value and support different languages, ways of speaking, and cultural background	I need to be able to see that my language, culture, and way of speaking are respected, and I need to learn about others' too
Address biases in the use of language and symbols (2.4)	We can help learners recognize and challenge unfair assumptions, stereotypes, or exclusion in language and symbols	I need to be able to learn about how to notice when words, images, or symbols might be unfair or leave people out
Illustrate through multiple media (2.5)	We can use different types of media to explain ideas and support understanding	I need to be able to learn through pictures, videos, audio, demonstrations, models, and other formats
Executive Function: Design Options for Building Knowledge		
Connect prior knowledge to new learning (3.1)	We can help learners link what they already know to new ideas and experiences.	I need to be able to connect new learning to things I already know, have done, or have experienced
Highlight and explore patterns, critical features, big ideas, and relationships (3.2)	We can help learners identify important ideas, patterns, connections, and relationships.	I need to be able to find important ideas, notice patterns, and make connections between things I am learning
Cultivate multiple ways of knowing and making meaning (3.3)	We can encourage learners to understand and express ideas in different ways, drawing on diverse perspectives and experiences	I need to be able to learn, think about, and show my understanding in different ways
Maximize transfer and generalization (3.4)	We can help learners apply what they have learned in new situations and contexts.	I need to be able to use what I have learned in different situations and for new challenges

The Universal Design for Learning Guideline 3.0 in Accessible Language: Expression

UDL Language	Plain Language	Student Friendly Language
Design Multiple Means of Action & Expression		
Access: Design Options for Interaction		
Vary and honor the methods for response, navigation, and movement (4.1)	We can provide different ways for learners to participate, move through learning, and show what they know.	I need to be able to choose different ways to participate, move, and respond during learning
Optimize access to accessible materials and assistive and accessible technologies and tools (4.2)	We can ensure learners can access and use the tools, technologies, and resources they need to learn	I need to be able to use tools and technology that help me access and engage with my learning
Support: Design Options for Expression & Communication		
Use multiple media for communication (5.1)	We can provide different ways for learners to communicate their ideas and understanding.	I need to be able to share my ideas using different formats, such as speaking, writing, drawing, recording, or creating
Use multiple tools for construction, composition, and creativity (5.2)	We can provide a range of tools and resources for learners to create, build, and express ideas.	I need to be able to use different tools and resources to create, design, and show my thinking
Build fluencies with graduated support for practice and performance (5.3)	We can provide support that helps learners build skills and confidence over time.	I need to be able to get the support I need to practise, improve, and become more confident in my learning
Address biases related to modes of expression and communication (5.4)	We can recognize and value different ways of communicating and expressing understanding.	I need to be able to see that my ways of communicating and showing learning are valued and respected
Executive Function: Design Options for Strategy Development		
Set meaningful goals (6.1)	We can help learners create goals that are relevant, purposeful, and important to them.	I need to be able to set goals that matter to me and help me grow
Anticipate and plan for challenges (6.2)	We can help learners think ahead and prepare strategies for overcoming difficulties.	I need to be able to think about challenges I might face and plan ways to deal with them
Organize information and resources (6.3)	We can support learners to manage information, materials, time, and resources effectively.	I need to be able to organize my information, resources, and learning tasks so I can be successful.
Enhance capacity for monitoring progress (6.4)	We can help learners track, reflect on, and evaluate their progress toward goals.	I need to be able to check my progress, reflect on my learning, and make improvements
Challenge exclusionary practices (6.5)	We can identify and address barriers, rules, or practices that unfairly exclude people from learning opportunities	I need to be able to be a part of creating a learning environment where everyone feels included, valued, and able to participate

UDL 3.0 Indicator	What this means in teacher friendly language	What this might look like in (describe context)	What this might look like in (describe context)

UDL 3.0 Indicator	What this means in teacher friendly language	What might look like in a grade 9 SS class?	What might look like as a Grade 9 SS assessment activity?
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9.3 Promote individual and collective reflection

Educators intentionally create opportunities for students to:

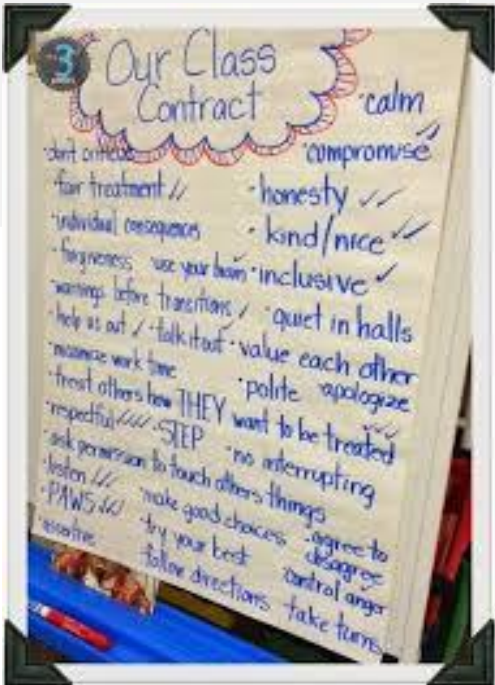
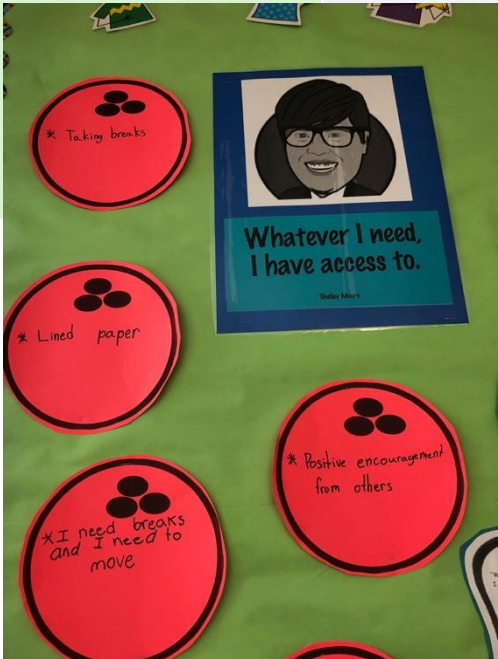
- think about their experiences
- notice their feelings about learning
- recognize their growth
- share ideas & learning with others.

Example activity/ strategy:

- **Community reflection:** Student groups set norms, revisit them, and reflect on belonging and safety e.g. What helped us feel included today?; What helped us learn today?

Example activity/ strategy:

- **“We can” learning statements reflections:** Students choose how to show their learning of a we can statement to each other e.g. talking, sketch, photo captions, short audio/video, comic strip, or “show me” demonstration.



The Ramps!



Is that ALL we need?

Building a ramp for everyone is step 1!



This person still needs a chair for the ramp to be useful

What about the individual?

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

Barrier: Stairs

Needs:



What about the individual?

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

Barrier: Stairs

Needs: Physical



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

Barrier: Stairs

Needs: Physical

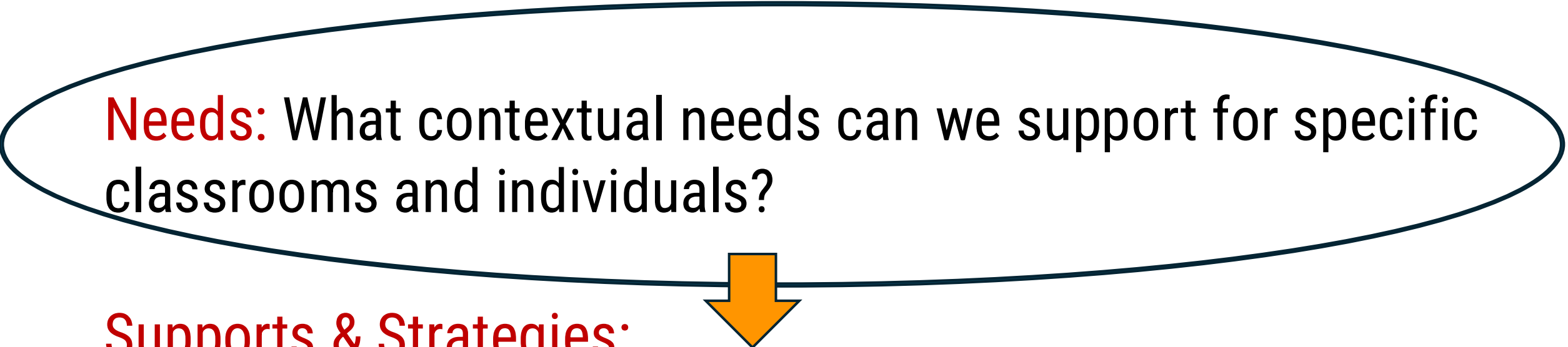
Supports & Strategies:
Chair, automated door,
space to maneuver



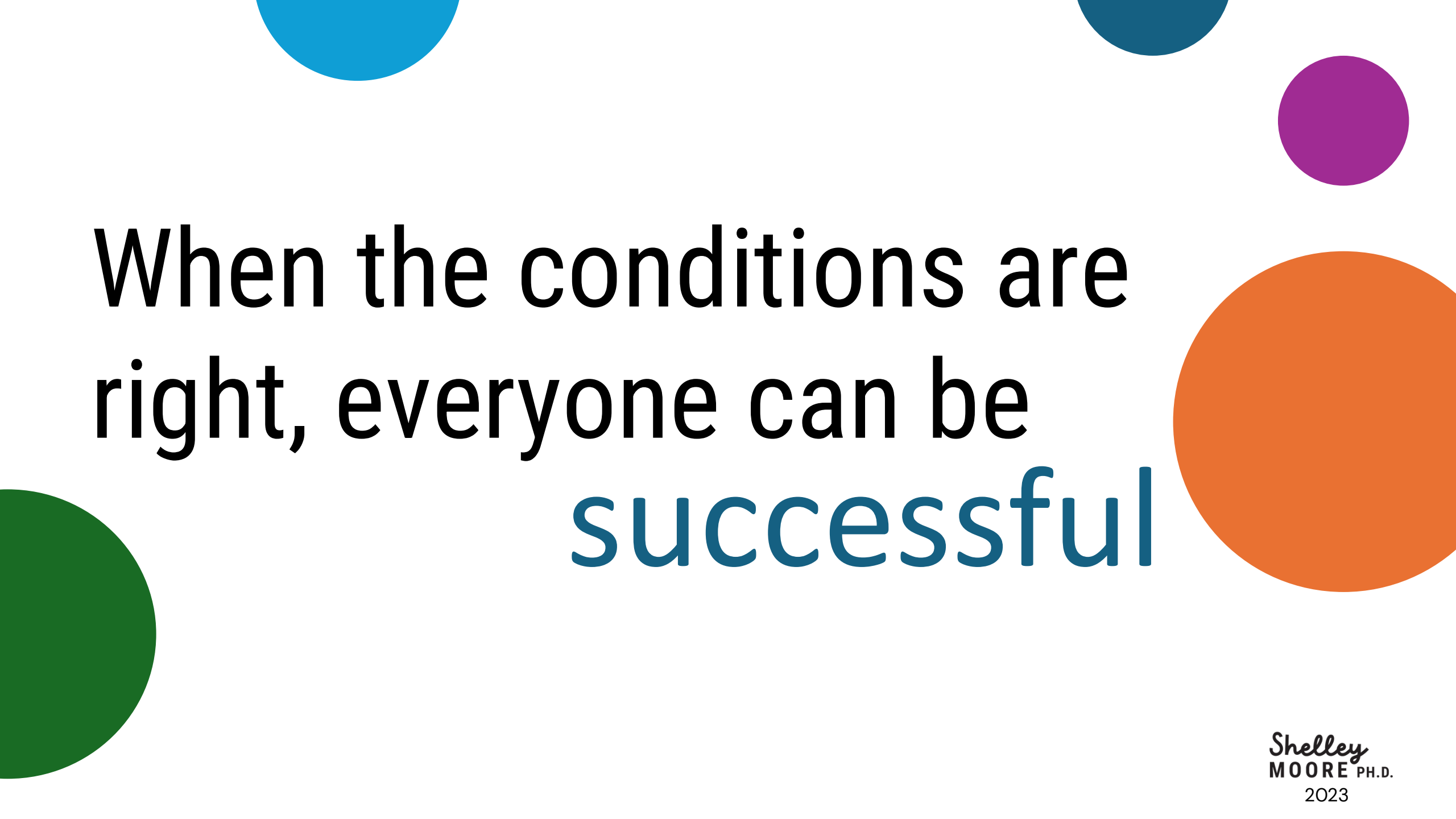
Goal: What are we learning?

Barrier: How do we build ramps to increase access for all students?

Needs: What contextual needs can we support for specific classrooms and individuals?



Supports & Strategies:
What tools & actions (supports & strategies) can we teach to all students that increase their independence and agency within this context?

The slide features several large, solid-colored circles in the background: a blue circle at the top left, a dark teal circle at the top right, a purple circle at the top right, a large orange circle on the right side, and a green circle on the bottom left.

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Dr. Shelley Moore