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Dr. Shelley Moore

How do we do inclusion?

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2023

When the conditions are right, everyone can be successful

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

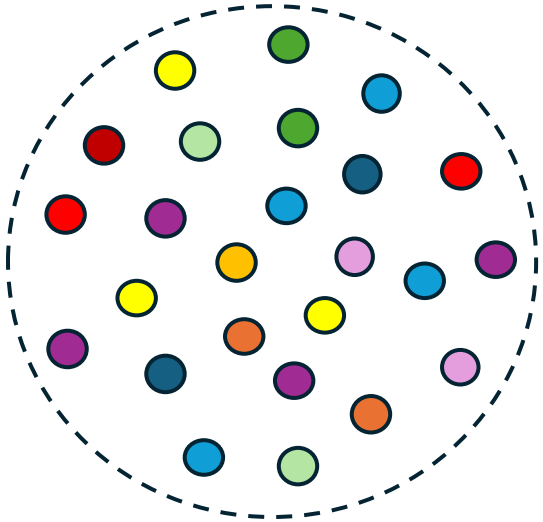
are **PRESUMED** competent and as having **POTENTIAL**	are **PLACED** in and attending inclusive classrooms and schools	are in **PROXIMITY** to and **PARTICIPATING** with **PEERS**	have **PURPOSEFUL** roles and responsibilities	are **PLANNED** for from the start

WHAT DOES inclusion MEAN?

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inclusion is…

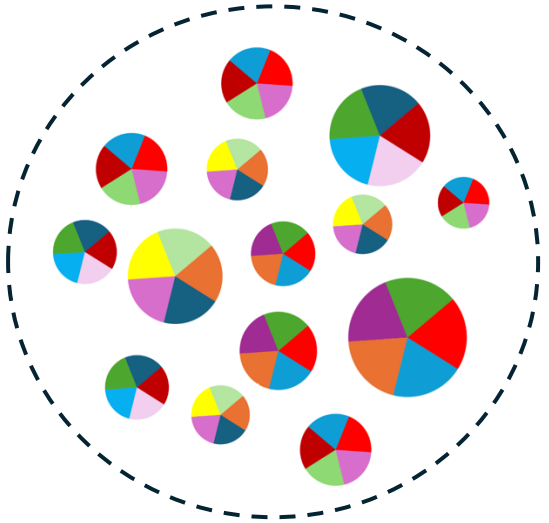


teaching and planning for

diversity

in neighbourhood schools and classrooms (where Diversity includes Disability)

So that students can…



feel confident and safe to

identify

(and where Disability is an identity)

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What is the goal?

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What is the goal?



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What is the goal?



To order a coffee in (and experience) a neighbourhood coffee shop.

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What is the barrier?



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What is the barrier?



The stairs

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Reducing/Eliminating Barriers



Whose responsibility is to fix the stairs?

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If it is the coffee shop’s (the community's) responsibility to fix the stairs, 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 fix the stairs, they need resources (people, time, funding)





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

Resources:

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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?

It is the coffee shop’s (the community's) responsibility to reduce or eliminate the stairs (the barrier)





HELP?! What ramps do we need for our coffee shop?

(because we don't want to lose customers!)



Coffee Shop Owner

THRIVE ACCESSIBILITY AND CONTRACTING

Architects & Contractors who specialize in accessibility



The catalog of accessibly!

What if it is not a coffee shop?



Grade level learning standard in a community classroom

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

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What are the accessibility ramps we need for a classrooms?



Classroom Teachers



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

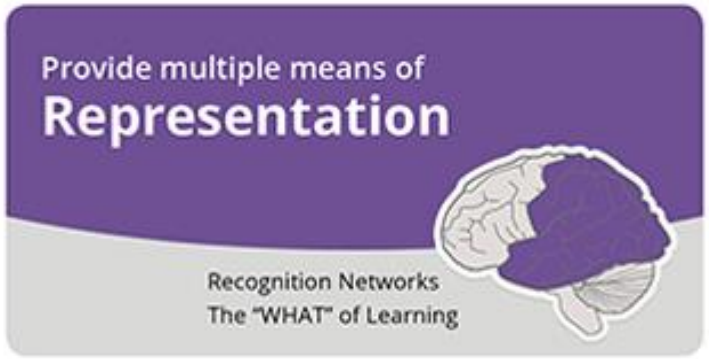


What is the catalog of accessibly in learning?

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

What was the goal (for the children) at the community birthday party?

I can get a balloon at my friend's birthday party

What was the goal (for the balloon guy) at the community birthday party?

I can create conditions for all children to get a balloon at a birthday party

What is the goal (for students) in an inclusive classroom?

I can access and work towards a grade level level learning standard

What was the goal (for educators) in an inclusive classroom?

We can create conditions for all students to access grade level learning standards in an inclusive classroom

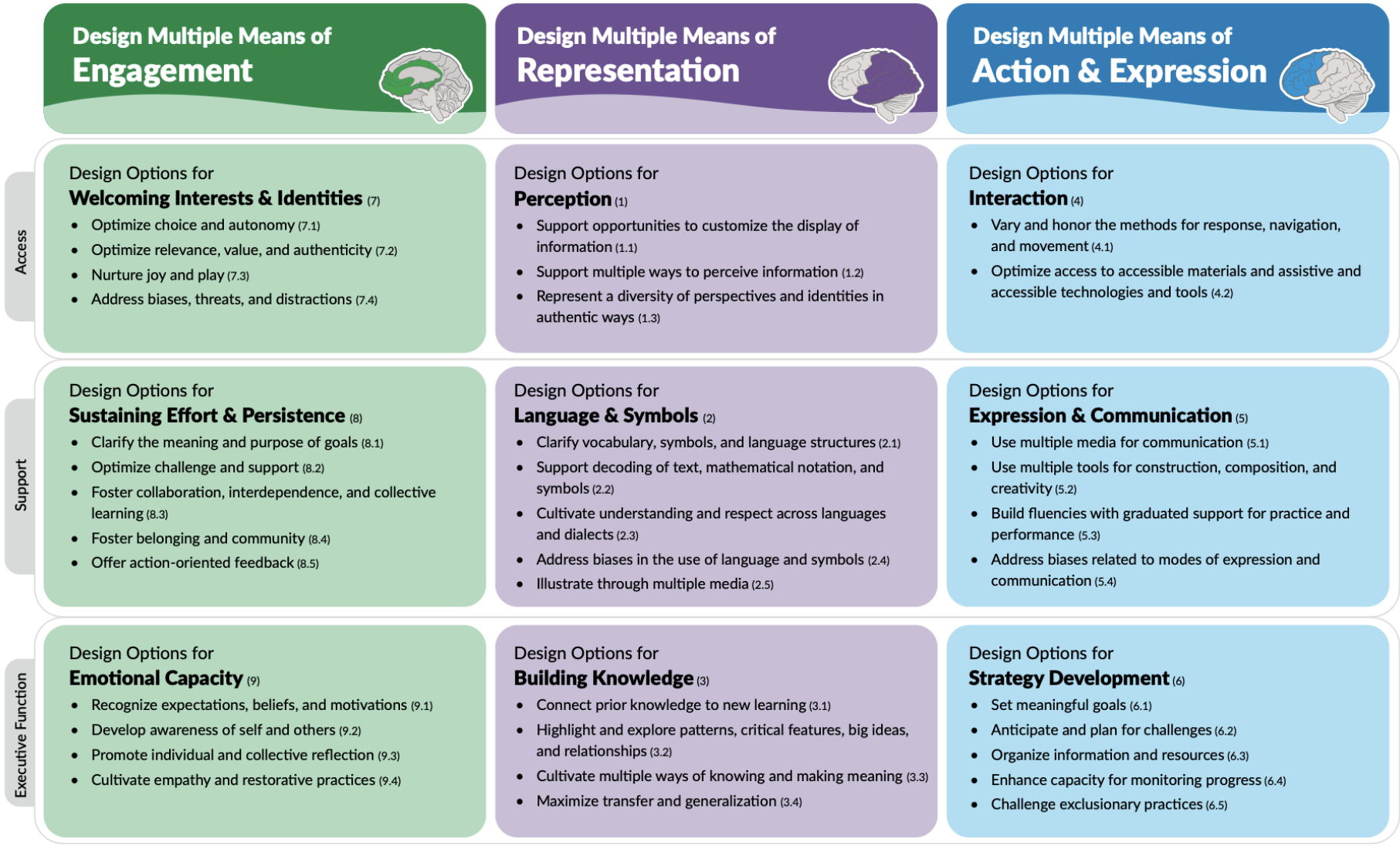
Goal: We can create conditions for all students to access grade level learning standards in an inclusive classroom

I need support engaging

I need support understanding

I need support implementing

The Ramps



CAST | Until learning has no limits®

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Suggested Citation: CAST (2024). Universal Design for Learning Guidelines version 3.0 [graphic organizer]. Lynnfield, MA: Author.

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

Goal: We can create conditions for all students to access grade level learning standards in an inclusive classroom

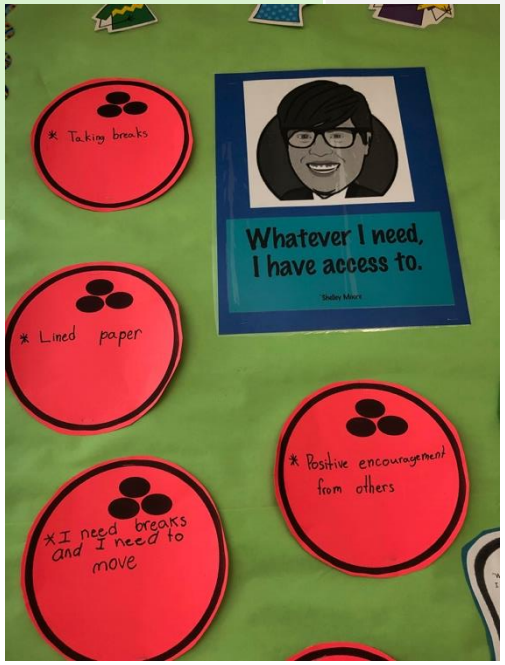
I need support engaging

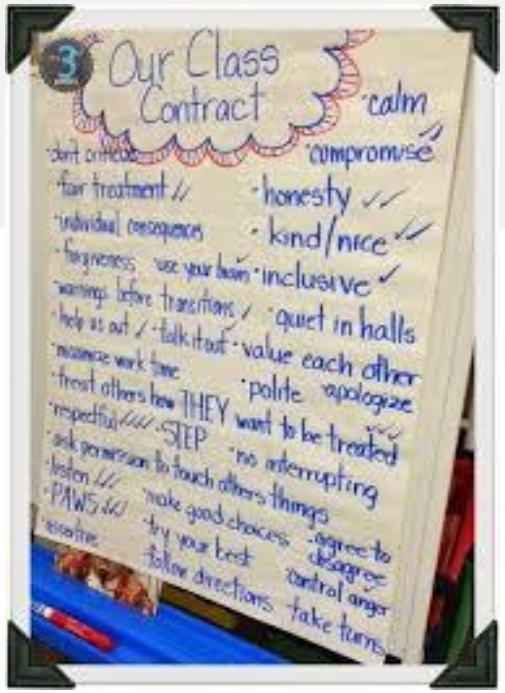
I need support understanding

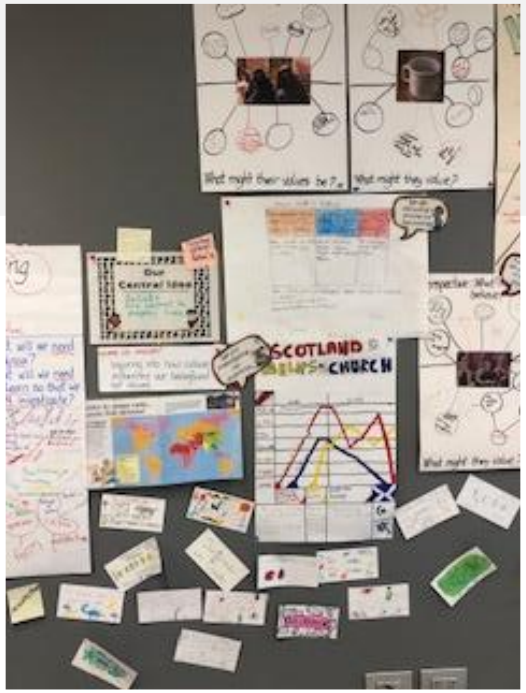
I need support implementing

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 Garde 9 SS assessment activity?
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?

Classroom Support Planning: Collaborative Needs Based Reflection

Target Classroom:	Classroom Teacher(s):	Support Teachers/ Staff:	Date:

Common Needs Based Areas		Students in Mind	Priority	Monitor	N/A
Social–Emotional & Behavioural	Emotional regulation				
	Anxiety, depression & mental health				
	Anger or frustration tolerance				
	Stress management				
	Self-esteem, acceptance & confidence				
	Behavioural regulation				
	Coping skills				
	Trauma or grief				
Executive Functioning	Attention & focus				
	Active memory				
	Impulse control				
	Task initiation				
	Organization				
	Time management				
	Planning & sequencing				
	Flexible thinking				
	Transitioning				
Communication	Receptive communication				
	Expressive communication				
	Social communication				
	Nonverbal communication				
	Oral language				
	Augmented & Alternative Communication (AAC)				
	Language of Instruction				

For a whole class

For an individual

Individual Needs Based Reflection

Name:	Grade:	Date:

1. Look at the following areas of need
2. For each targeted context, reflect on needs and mark an (x) if this an area that you feel like you need support
3. Highlight which needs area would be a priority in each context to support

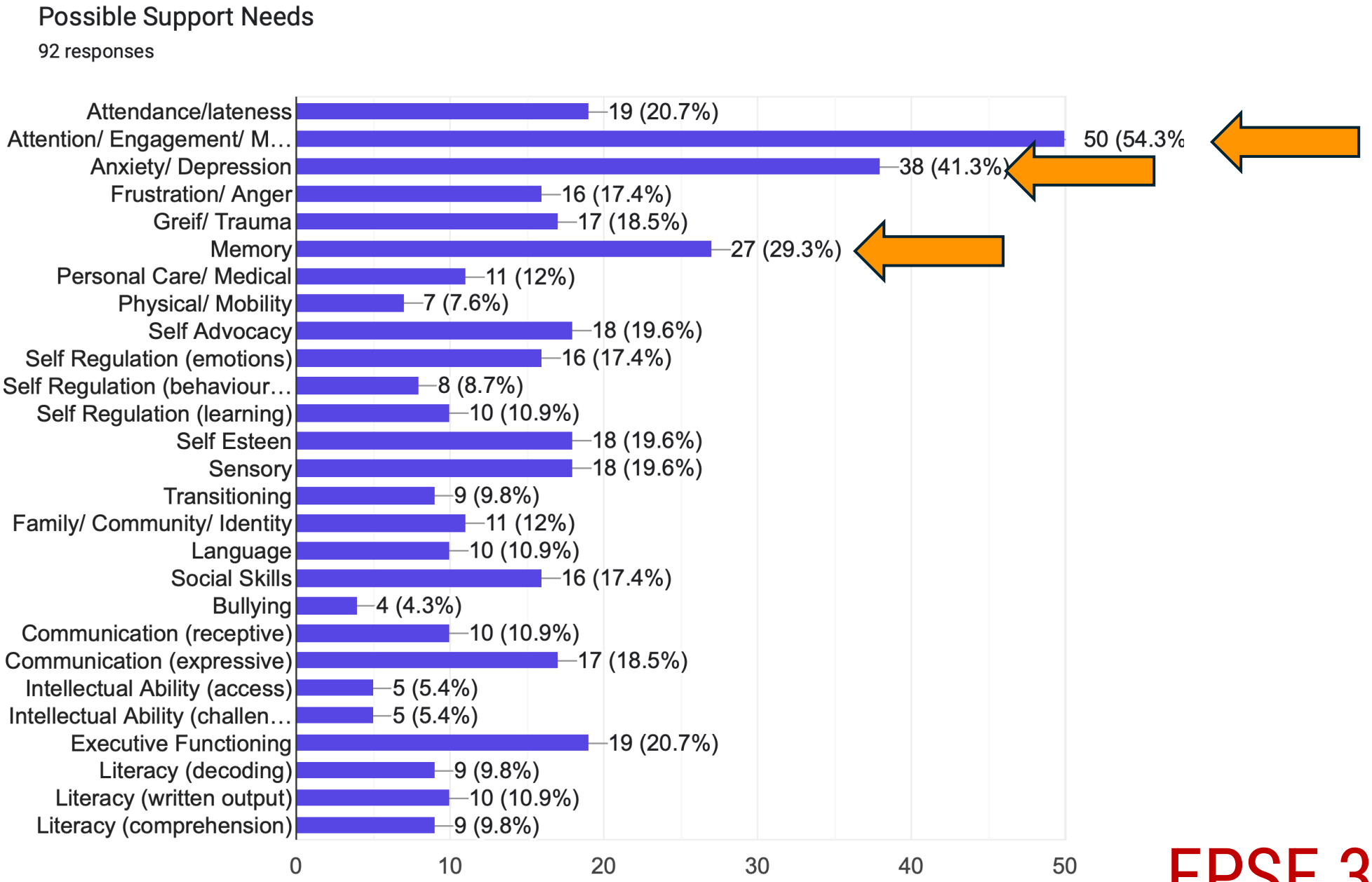
Areas of Need: I need support with...	Context 1 _____	Context 2 _____	Context 3 _____	Context 4 _____	Context 5 _____	Context 5 _____
Getting to school/getting to school/class on time						
Paying Attention/Staying on task						
Feeling anxious/ Depressed						
Eating/Food/Allergies						
Being engaged/Motivated						
Feeling frustrated/ Angry						
Greif/trauma/sadness						
Moving (using my muscles/body)						
Remembering information						
Taking care of my physical/medical needs						
Feeling safe at school						
Advocating for myself						
Managing my emotions						
Managing my behaviour						
Managing my learning						
Not feeling good about myself						

Classroom Support Planning: Collaborative Needs Based Reflection

Target Classroom: Gr 6 Math	Classroom Teacher(s): Adam & Zoe	Support Teachers/ Staff:	Date: Dec 2025

Common Needs Based Areas		Students in Mind	Priority	Monitor	Individual
Social–Emotional & Behavioural	Emotional regulation	APL, CG, ZM			x
	Anxiety, depression & mental health	APL, CG, ZM, KP			x
	Anger or frustration tolerance				
	Stress management				
	Self-esteem, acceptance & confidence	APL, KS, CG			x
	Behavioural regulation				
	Coping skills	CG			x
	Trauma or grief	CG			x
Executive Functioning	Attention & focus	APL, KS, EZ, EE, LDL	x		
	Active memory	CA, APL, KS		x	
	Impulse control				
	Task initiation	CA, APL, KS, EZ, VV, EE	x		
	Organization	APL, KS, GS		x	
	Time management	APL, KS, *	x		
	Planning & sequencing	KS, *	x		
	Flexible thinking	KS			x
	Transitioning				
Communication	Receptive communication	KS			x
	Expressive communication	KS			x
	Social communication				
	Nonverbal communication				
	Oral language				
	Augmented & Alternative Communication (AAC)				
	Language of Instruction				

Common Needs Based Areas		Students in Mind	Priority	Monitor	N/A
Curricular Access	Literacy - Decoding	KS			x
	Literacy - Comprehension	KS	x		
	Literacy - Written output	KS			x
	Literacy - Oral language/speaking				
	Foundational numeracy	CA, KS		x	
	Engagement/motivation	APL, KS			x
	Understanding information	KS			x
	Knowing & using learning strategies	CA, CG			x
	Curricular accessibility				
	Curricular challenge/extension				
Self-Determination, Agency & Independence	Self-awareness & advocacy	CA, APL, CG, AM		x	
	Choice making & goal setting				
	Managing materials & routines				
	Independence/agency	APL, KS, CG			x
	Ownership of learning	APL			x
Social & Interpersonal	Peer relationships	APL, CG			x
	Collaboration & group work				
	Understanding social cues				
	Problem-solving/conflict resolution				
	Belonging & community	APL, CG			x
Physical	Hearing				
	Vision				
	Mobility				
	Motor skills (fine/gross)				
	Sensory				
	Medical				
	Energy or stamina				
	Eating, feeding, and/or allergies				

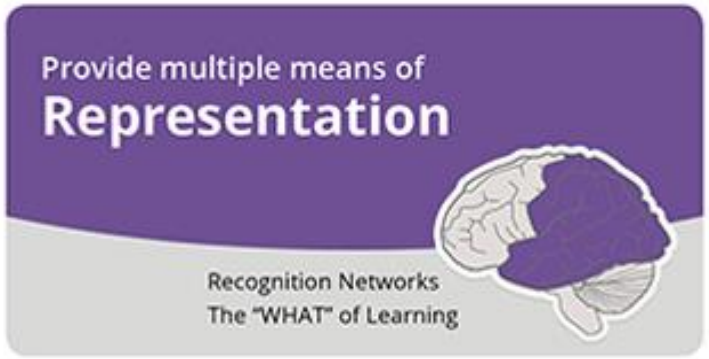


EPSE 317 – 2026

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

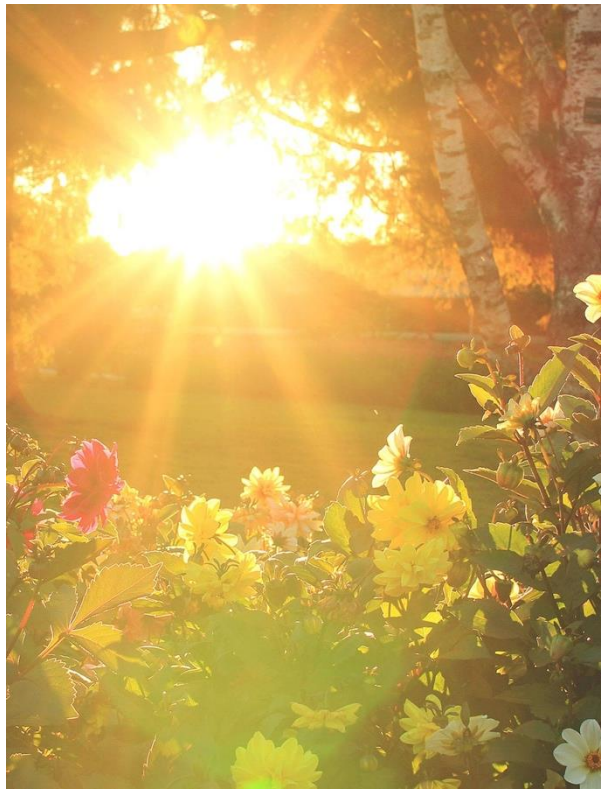


"When a flower doesn't bloom, you fix the environment in which it grows, not the flower."

–Alexander den Heijer

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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

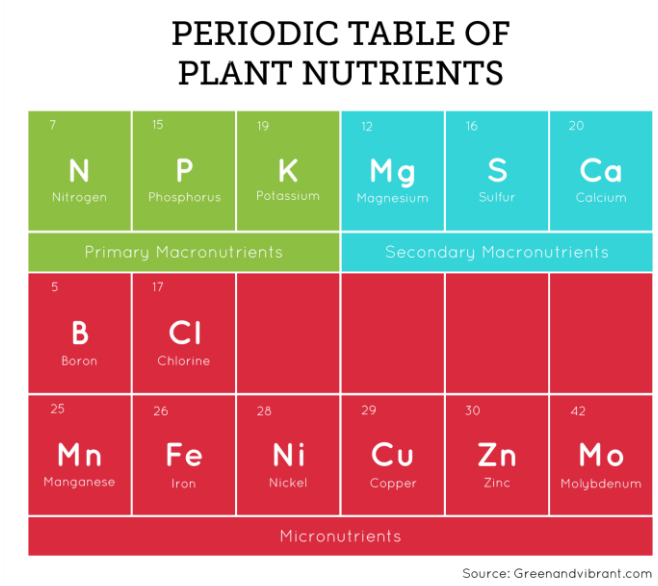


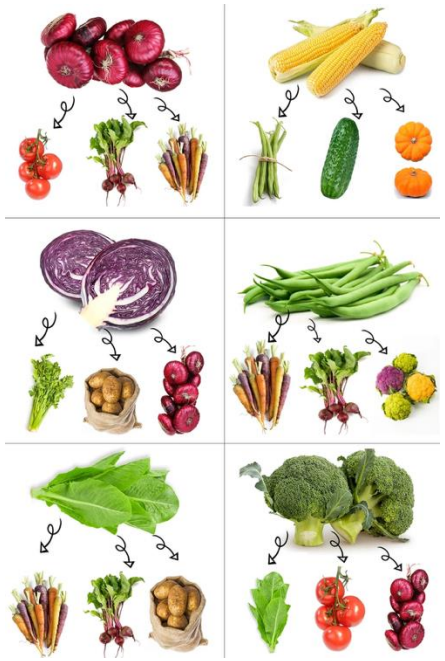
All plants need space

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NEXT! Determine the needs of individuals and anticipate the supports & strategies that they will require in universal ways





Some plants need added nutrients

Some plants need companions

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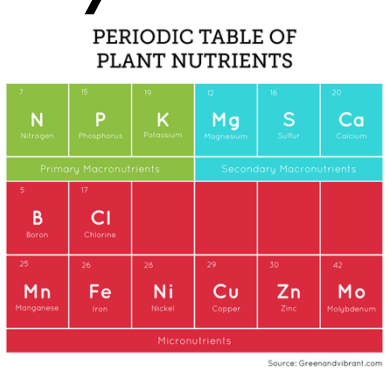
THEN! Determine the needs of individuals and anticipate the supports & strategies that they will require in individualized ways

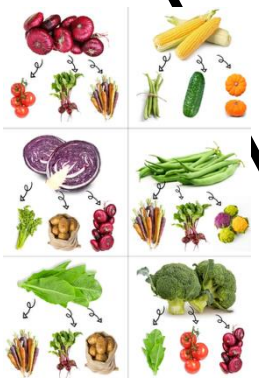


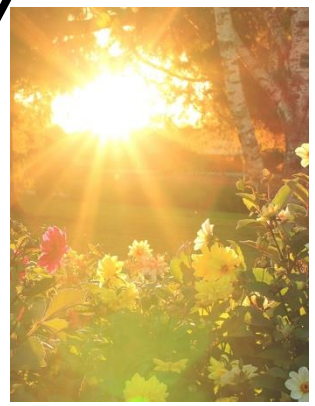
A few plants may need very specific temperatures and humidity levels

MULTIPLE LAYERS OF SUPPORT

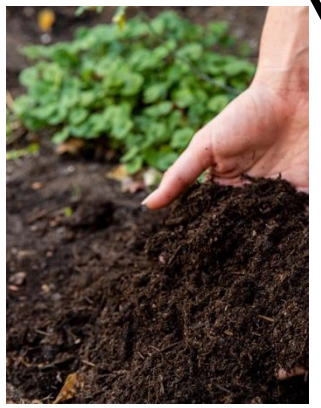












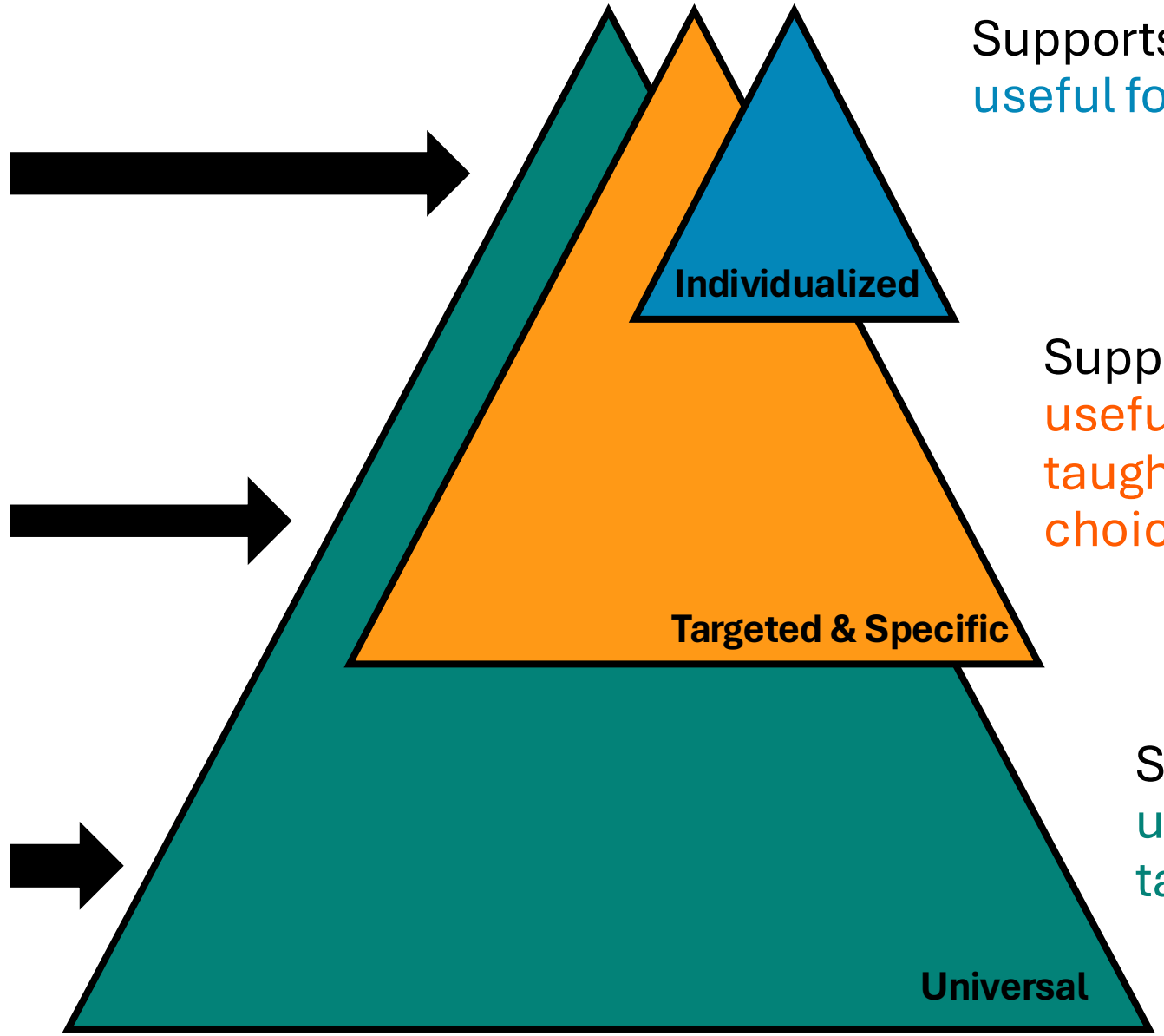
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2023

Multiple Layers of Needs Based Support

What one needs

What some need

What everyone need



Supports & Strategies are useful for ONE

+

Supports & Strategies are useful for SOME
taught to ALL
choice for ALL

+

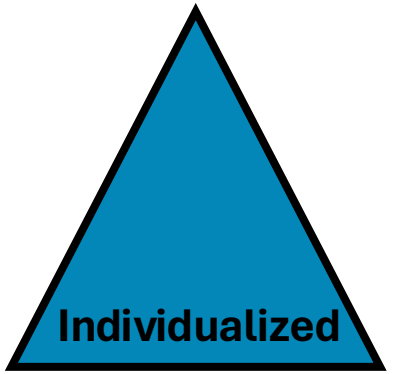
Supports & Strategies are useful for ALL
taught to ALL

Moore, 2023

Supporting the Bats…

What one needs





Supports & Strategies are useful for ONE

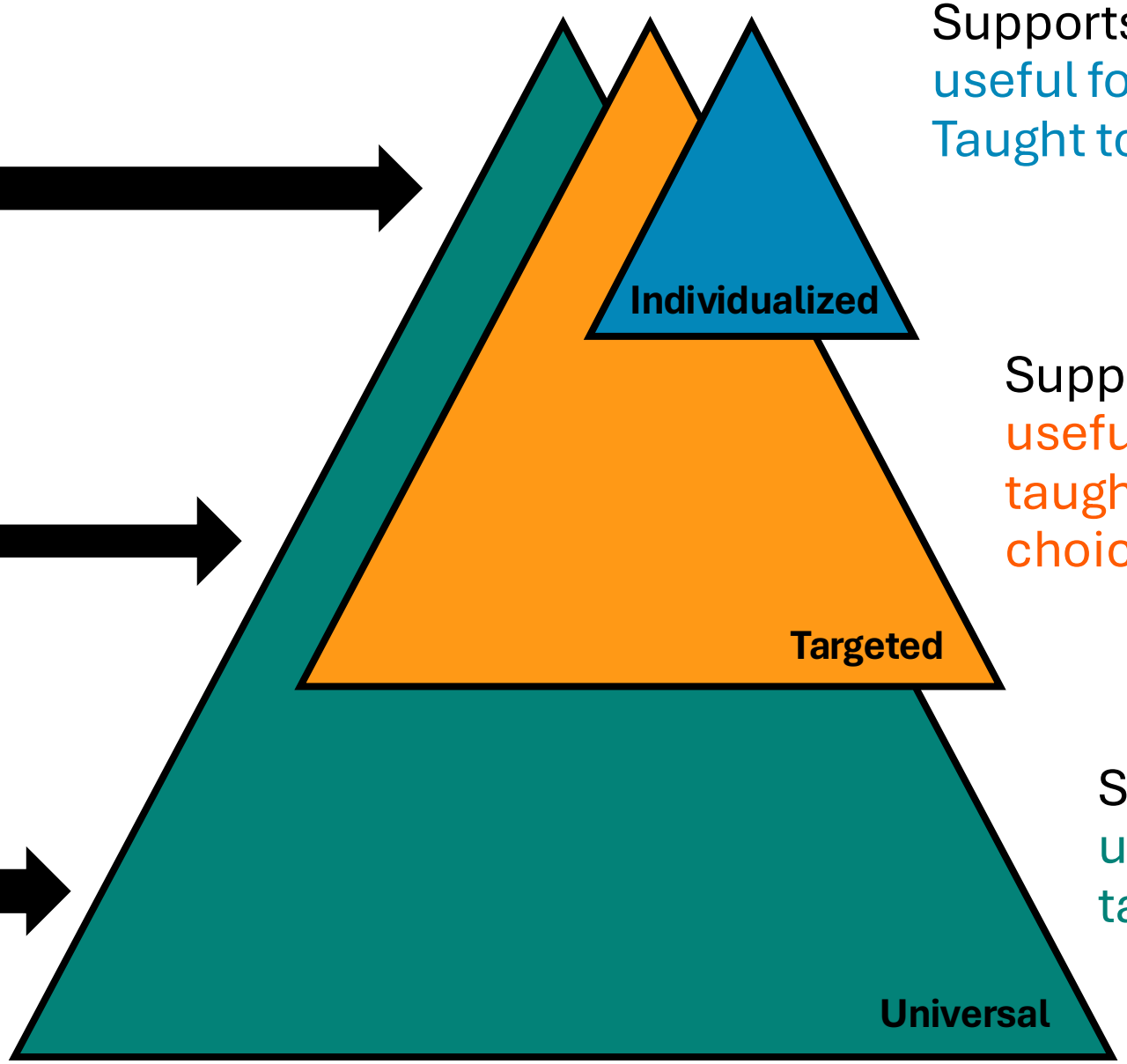
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Supporting the Unicorns...

What one needs

What some need

What everyone/most need



Supports & Strategies are
useful for ONE
Taught to ALL

+

Supports & Strategies are
useful for SOME
taught to ALL
choice for ALL

+

Supports & Strategies are
useful for ALL
taught to ALL

Moore, 2023

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):

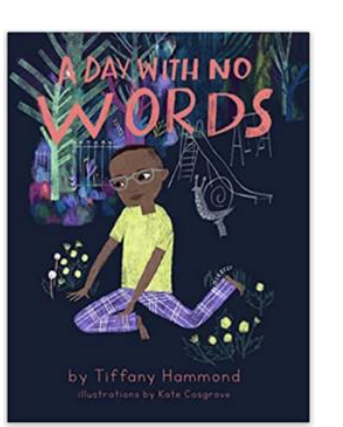
- **4.2, 5.2, 5.4 –** Kenzie's touch chat AAC device

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)

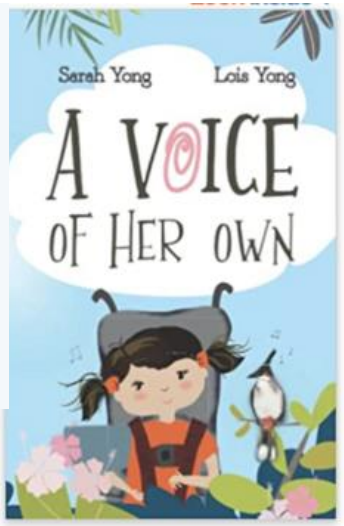
Universal (Good for ALL; Taught to ALL):

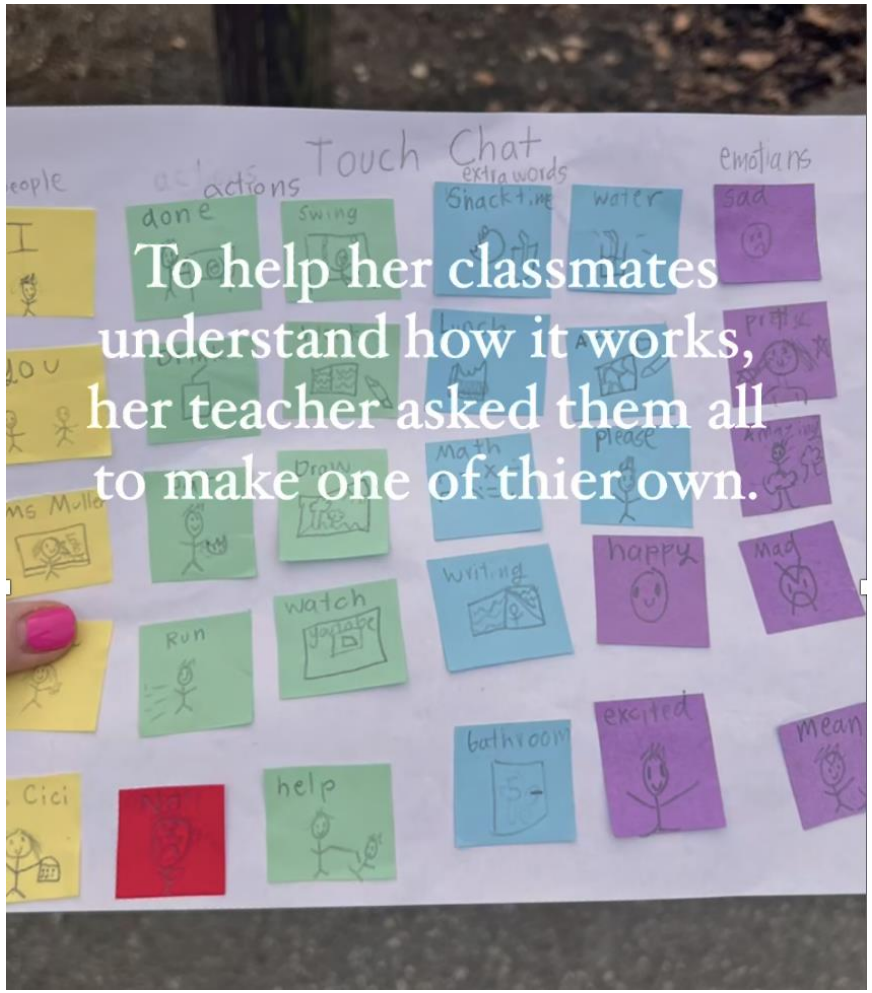
- **4.2 –** teach all students about all technologies and tools
- **5.2 –** teach all students how to use technologies and tools
- **5.4 -** teach all students about people who use different technologies and tools











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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

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)
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What is one useful idea?

What is one thing you learned?

What is one thing you want to try?

What is one question you still have?

When the conditions are right, everyone can be successful

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2023

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