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SMOOREVancouver

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Proud to be an outside pin.

THE Outside Pins

@theoutsidepins

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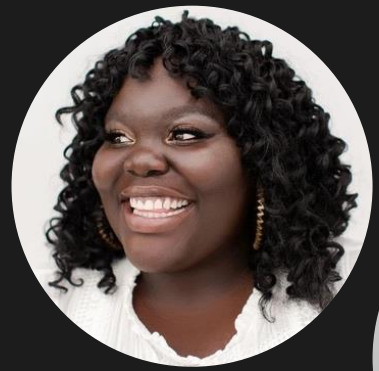
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outside pin consulting

WHAT DOES inclusion MEAN?

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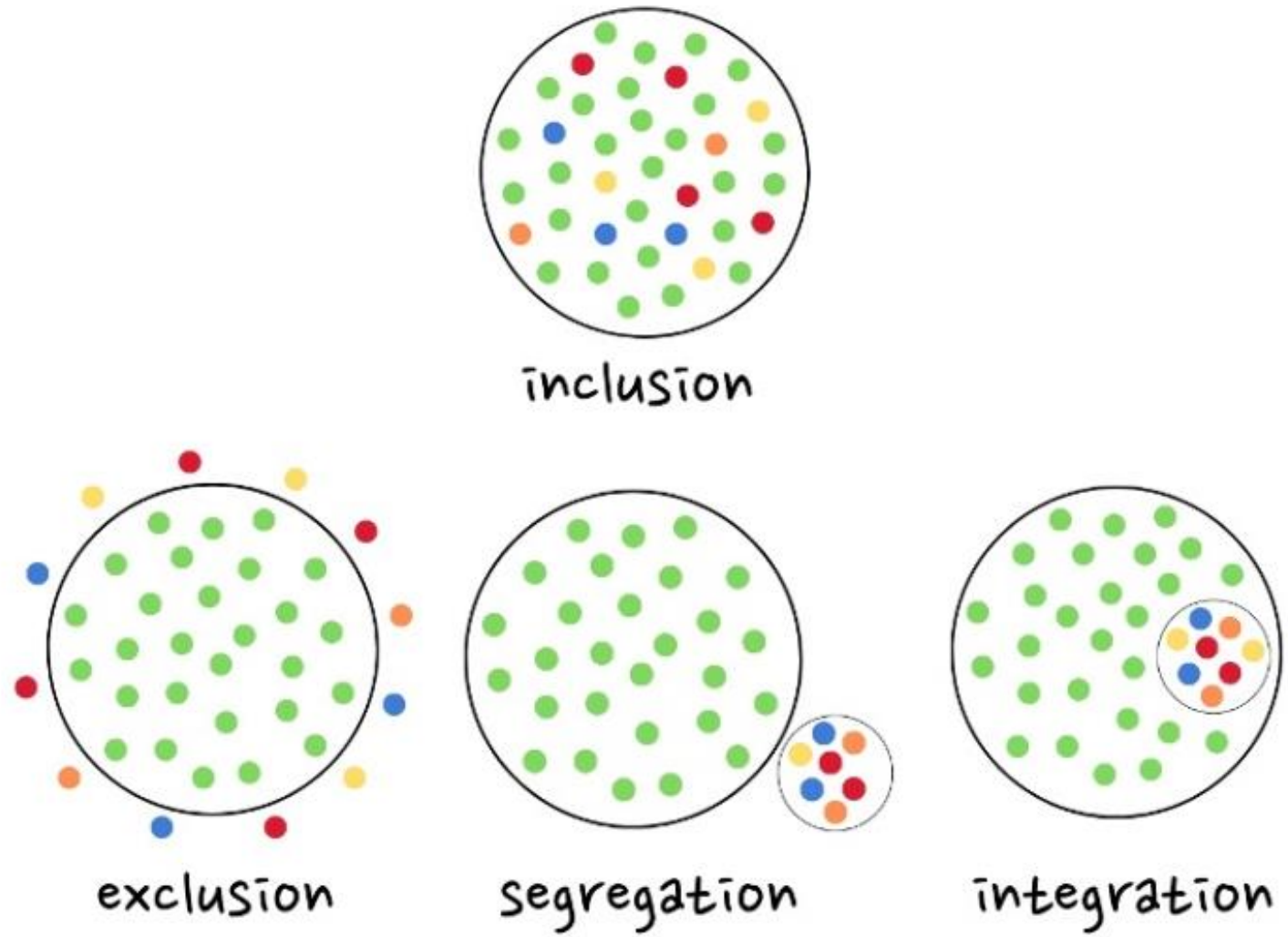
2023

WHAT DOES inclusion LOOK LIKE?

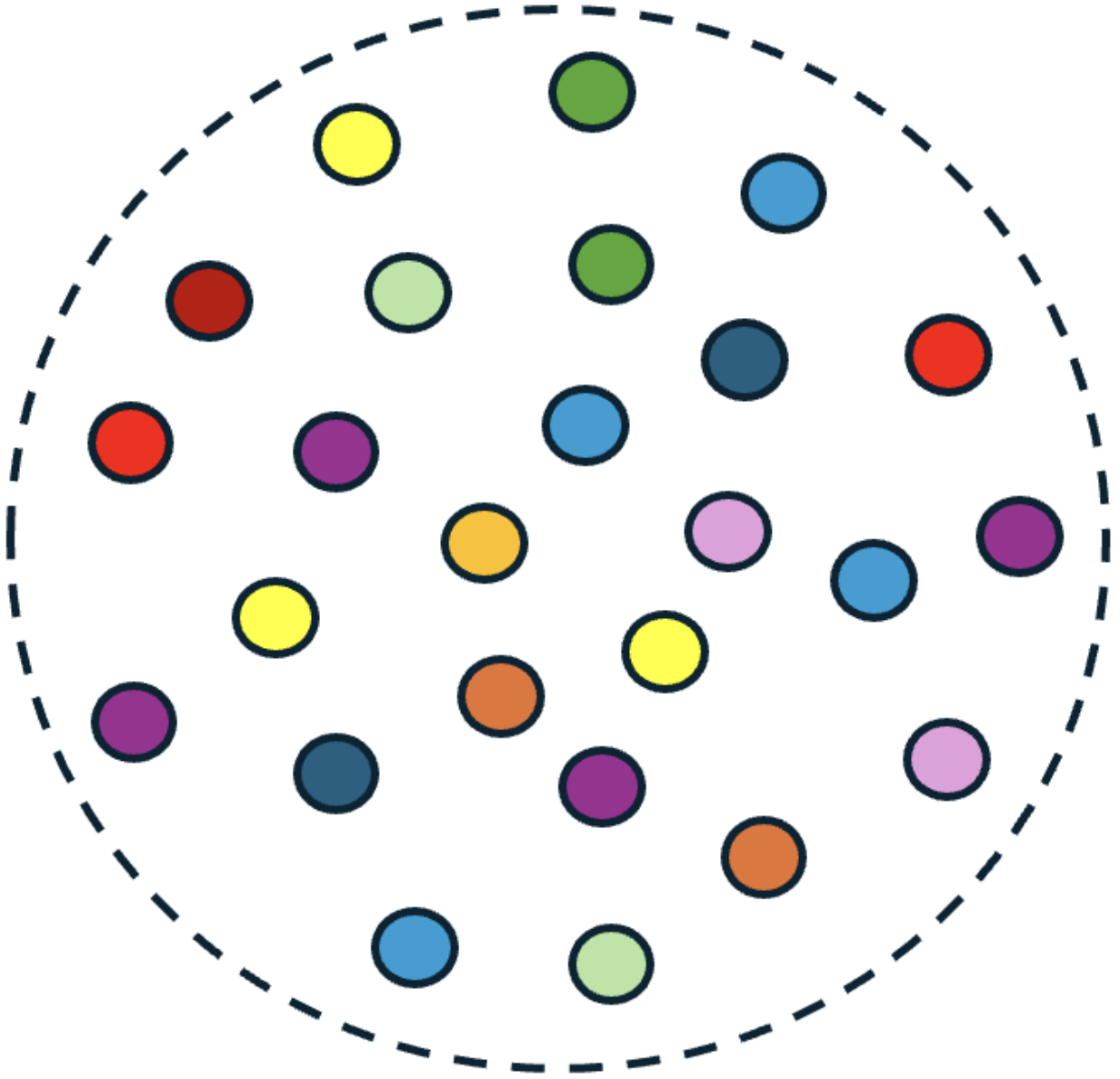
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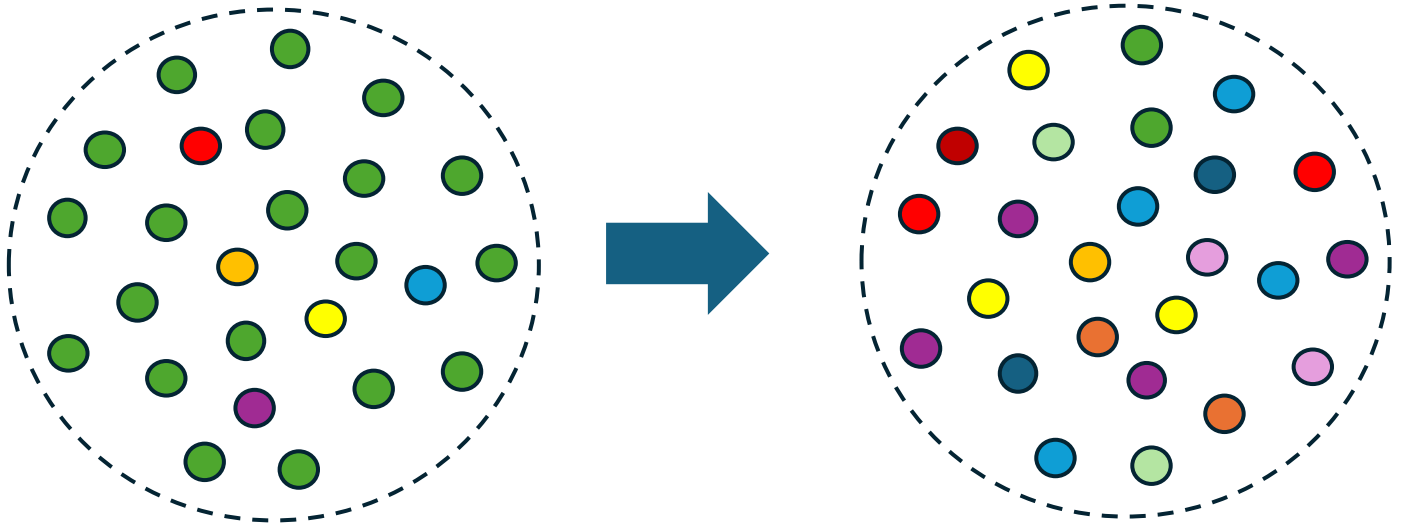
WHAT IS *inclusion*?



WHAT IS inclusion ?



inclusion is…



including

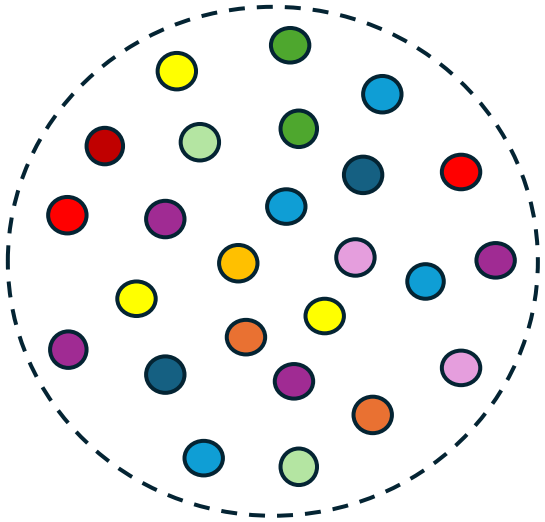
‘special needs’ students in general education classrooms

teaching and planning for

diversity

in neighbourhood schools and classrooms (where Diversity includes Disability)

inclusion is…





teaching and planning for

diversity

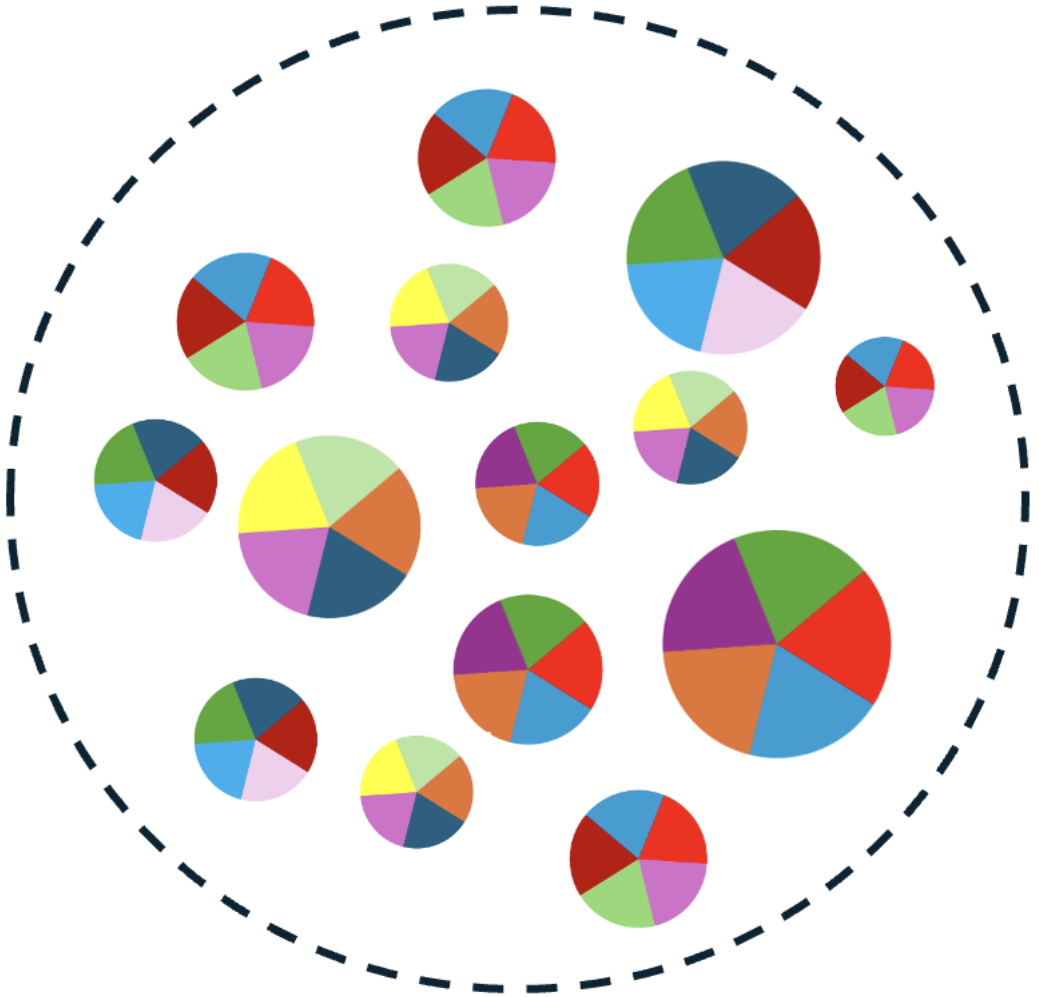
in education

(where Diversity includes Disability)

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inclusion is…





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inclusion is…





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inclusion is…



Communities of Identity

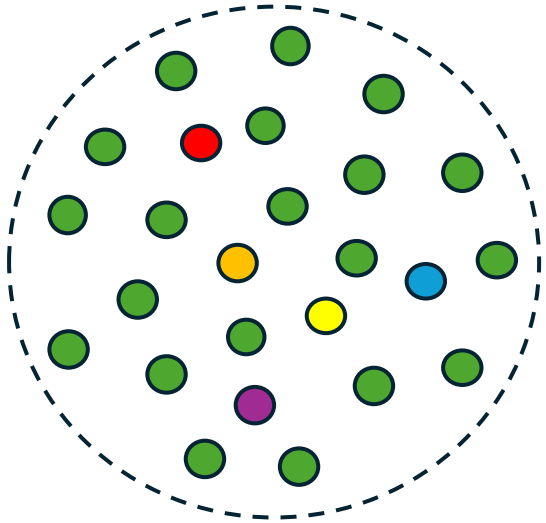




Communities of Diversity

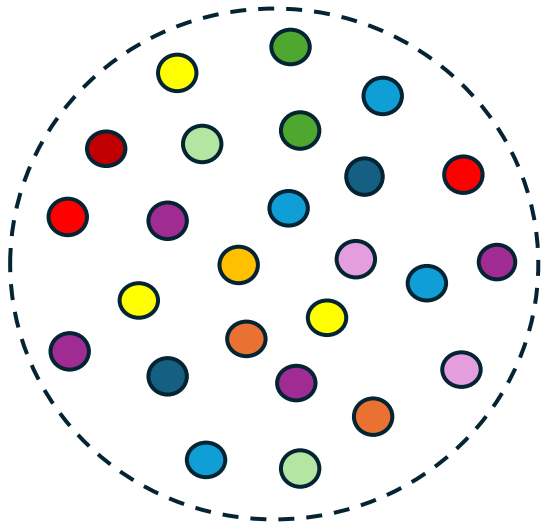
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inclusion is…



including

‘special needs’ students in general education classrooms

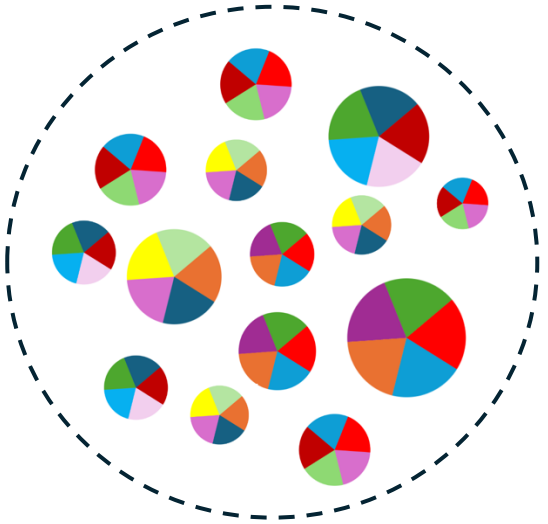


teaching and planning for

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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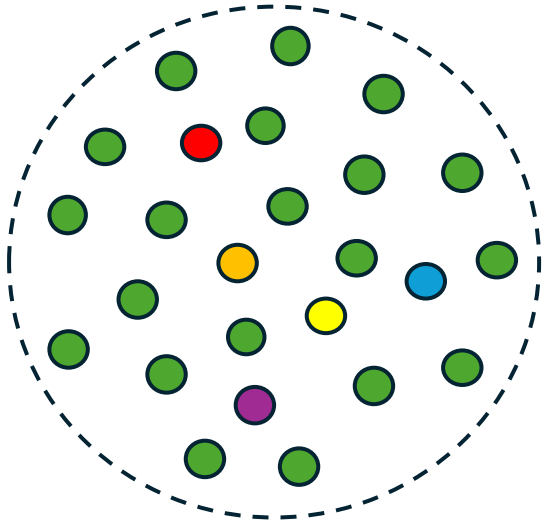


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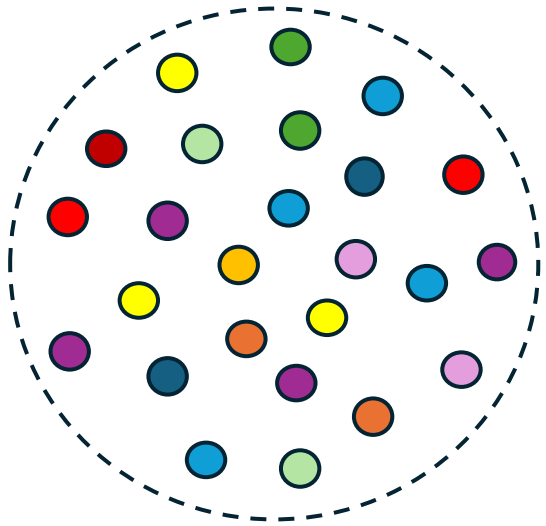


inclusion is…



including

‘special needs’ students in general education classrooms

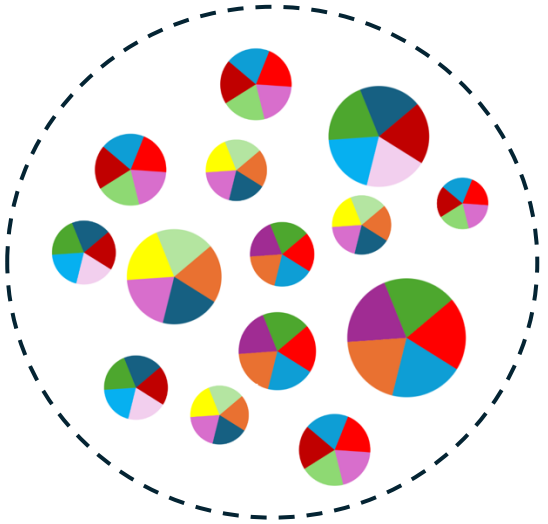


teaching and planning for

diversity

in neighbourhood schools and classrooms (where Diversity includes Disability)

So that students can…



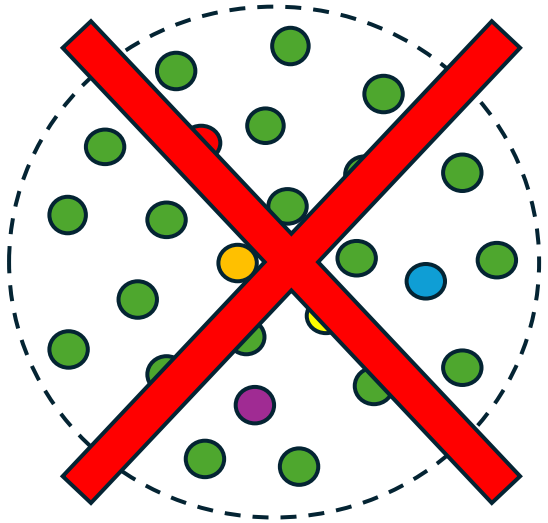
feel confident and safe to

identify

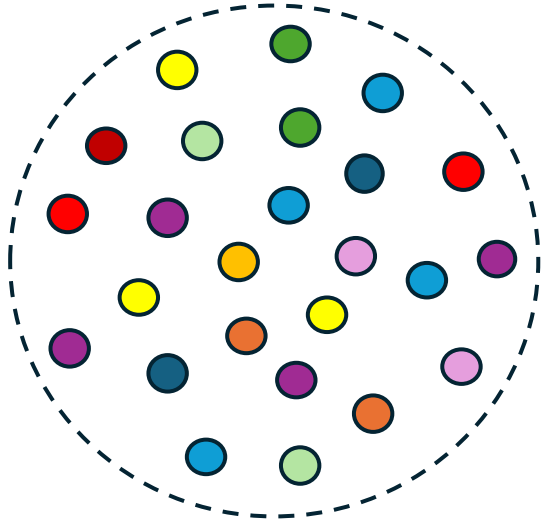
(and where Disability is an identity)

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inclusion is…

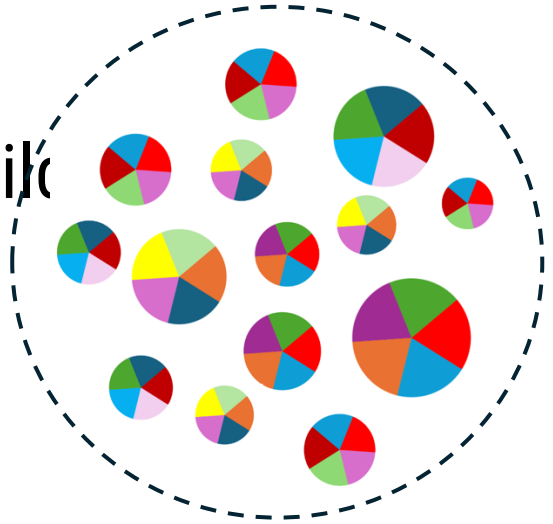


including
'special needs' children in early learning programs



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

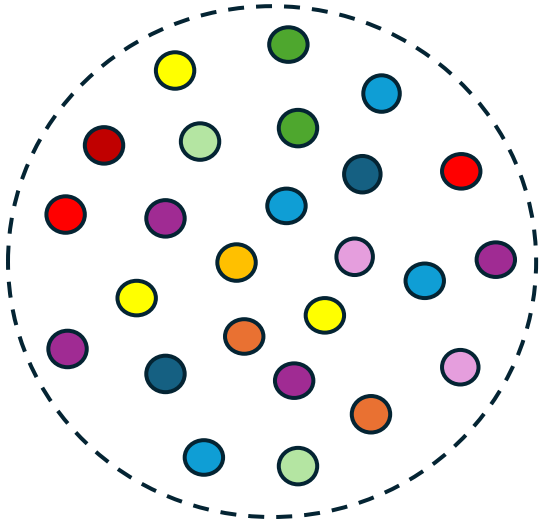
So that chil
can…



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

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inclusion is…

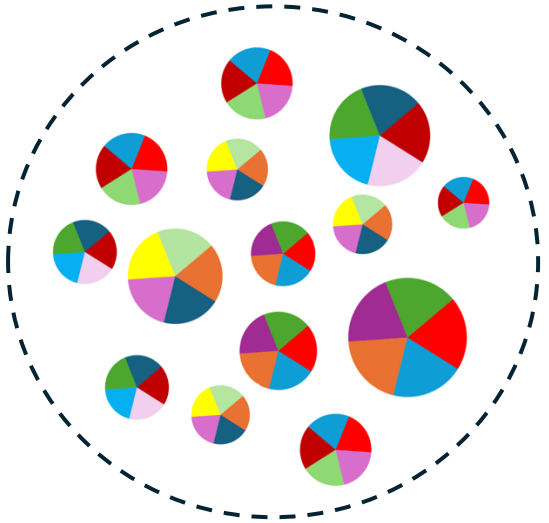


teaching and planning for

diversity

in neighbourhood schools and classrooms (where Diversity includes Disability)

So that students can…

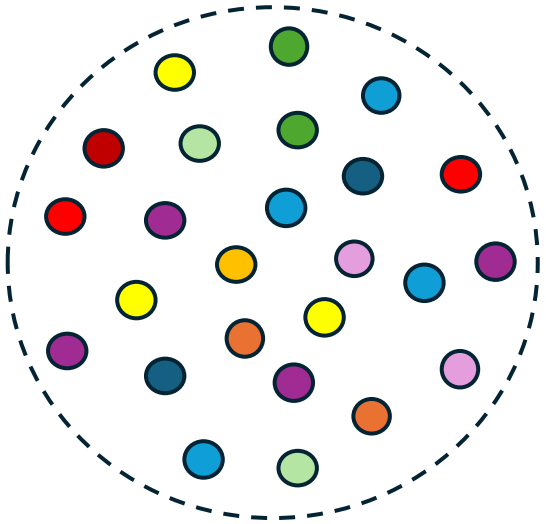


feel confident and safe to

identify

(and where Disability is an identity)

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inclusion is…

teaching and planning for

diversity

in neighbourhood classrooms and schools

so that students can

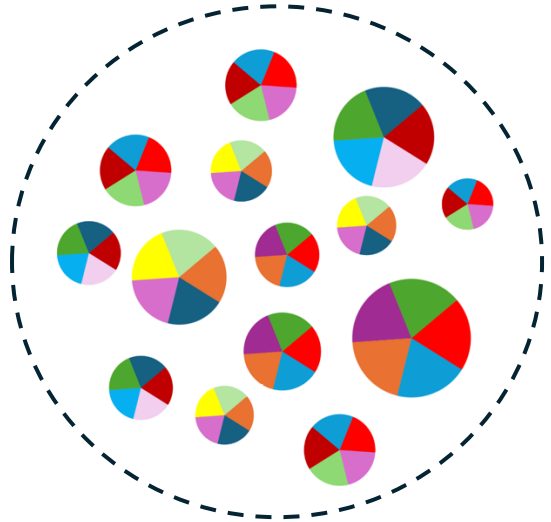
feel confident and safe to

identify,

AND where

Disability

is considered a valued identity in the community.



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How?

When the conditions are right, everyone can be

successful

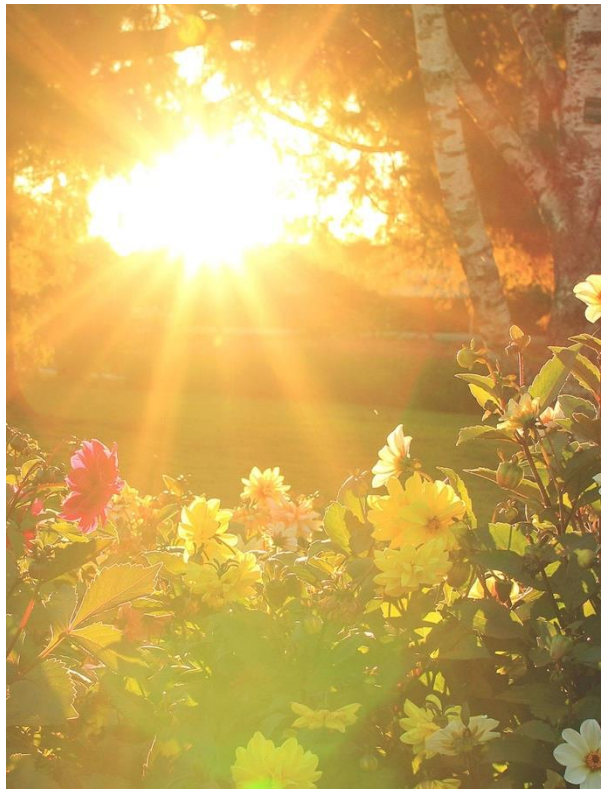


"When a flower doesn't bloom, you fix the environment in which it grows, not the flower."

–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

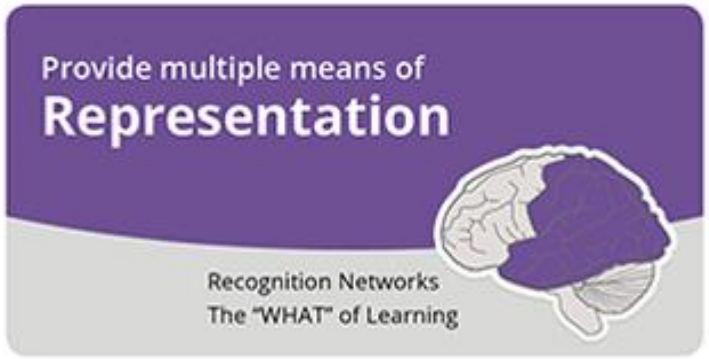
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Universal Design for Learning 3.0



All students need to be engaged



All students need to understand



All students need to show learning

What universal supports & strategies can be taught to reduce barriers for everyone?

	Design Multiple Means of Engagement	Design Multiple Means of Representation	Design Multiple Means of Action & Expression
Access	Design Options for **Welcoming Interests & Identities** (7) • Optimize choice and autonomy (7.1) • Optimize relevance, value, and authenticity (7.2) • Nurture joy and play (7.3) • Address biases, threats, and distractions (7.4)	Design Options for **Perception** (1) • Support opportunities to customize the display of information (1.1) • Support multiple ways to perceive information (1.2) • Represent a diversity of perspectives and identities in authentic ways (1.3)	Design Options for **Interaction** (4) • Vary and honor the methods for response, navigation, and movement (4.1) • Optimize access to accessible materials and assistive and accessible technologies and tools (4.2)
Support	Design Options for **Sustaining Effort & Persistence** (8) • Clarify the meaning and purpose of goals (8.1) • Optimize challenge and support (8.2) • Foster collaboration, interdependence, and collective learning (8.3) • Foster belonging and community (8.4) • Offer action-oriented feedback (8.5)	Design Options for **Language & Symbols** (2) • Clarify vocabulary, symbols, and language structures (2.1) • Support decoding of text, mathematical notation, and symbols (2.2) • Cultivate understanding and respect across languages and dialects (2.3) • Address biases in the use of language and symbols (2.4) • Illustrate through multiple media (2.5)	Design Options for **Expression & Communication** (5) • Use multiple media for communication (5.1) • Use multiple tools for construction, composition, and creativity (5.2) • Build fluencies with graduated support for practice and performance (5.3) • Address biases related to modes of expression and communication (5.4)
Executive Function	Design Options for **Emotional Capacity** (9) • Recognize expectations, beliefs, and motivations (9.1) • Develop awareness of self and others (9.2) • Promote individual and collective reflection (9.3) • Cultivate empathy and restorative practices (9.4)	Design Options for **Building Knowledge** (3) • Connect prior knowledge to new learning (3.1) • Highlight and explore patterns, critical features, big ideas, and relationships (3.2) • Cultivate multiple ways of knowing and making meaning (3.3) • Maximize transfer and generalization (3.4)	Design Options for **Strategy Development** (6) • Set meaningful goals (6.1) • Anticipate and plan for challenges (6.2) • Organize information and resources (6.3) • Enhance capacity for monitoring progress (6.4) • Challenge exclusionary practices (6.5)

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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.

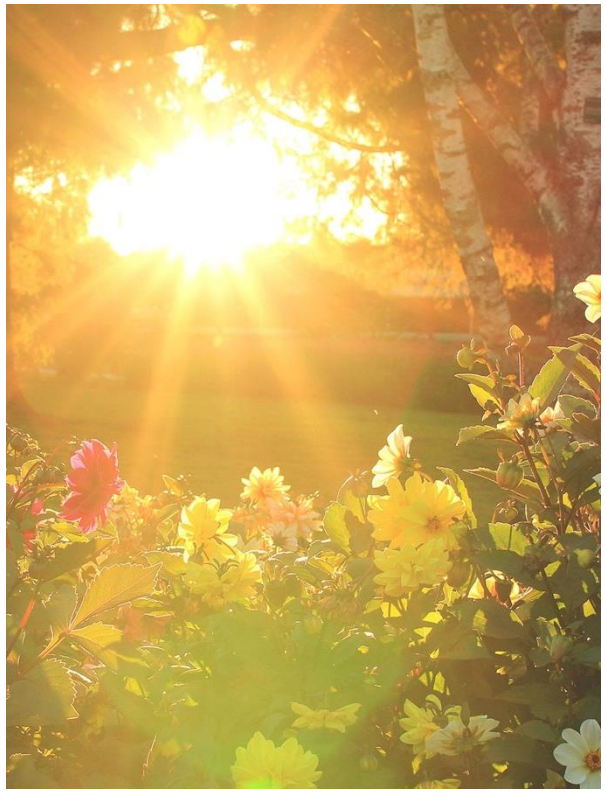
The Universal Design for Learning Guideline 3.0 in Plain Language: Representation

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)	Give learners different ways to adjust how information is shown so it works best for them.	I can 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)	Provide information in different formats so all learners can access and understand it	I can 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)	Include a variety of cultures, experiences, identities, and viewpoints in meaningful and accurate ways	I see people, cultures, experiences, and ideas that reflect the real world and help me understand different perspectives
Design Options for Language & Symbols		
Clarify vocabulary, symbols, and language structures (2.1)	Help learners understand the words, symbols, and language patterns used in learning.	I get support to understand new words, symbols, and the way language is used
Support decoding of text, mathematical notation, and symbols (2.2)	Help learners understand written text, maths symbols, formulas, and other symbols.	get support to understand words, symbols, numbers, and mathematical ideas
Cultivate understanding and respect across languages and dialects (2.3)	Value and support different languages, ways of speaking, and cultural background	My language, culture, and way of speaking are respected, and I learn about others too
Address biases in the use of language and symbols (2.4)	Help learners recognize and challenge unfair assumptions, stereotypes, or exclusion in language and symbols	learn to notice when words, images, or symbols might be unfair or leave people out
Illustrate through multiple media (2.5)	Use different types of media to explain ideas and support understanding	I can 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)	Help learners link what they already know to new ideas and experiences.	I can 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)	Help learners identify important ideas, patterns, connections, and relationships.	I can find important ideas, notice patterns, and make connections between things I am learning
Cultivate multiple ways of knowing and making meaning (3.3)	Encourage learners to understand and express ideas in different ways, drawing on diverse perspectives and experiences	I can learn, think about, and show my understanding in different ways
Maximize transfer and generalization (3.4)	Help learners apply what they have learned in new situations and contexts.	I can use what I have learned in different situations and for new challenges

The Universal Design for Learning Guideline 3.0 in Plain 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)	Provide different ways for learners to participate, move through learning, and show what they know.	I can choose different ways to participate, move, and respond during learning
Optimize access to accessible materials and assistive and accessible technologies and tools (4.2)	Ensure learners can access and use the tools, technologies, and resources they need to learn	I can 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)	Provide different ways for learners to communicate their ideas and understanding.	I can share my ideas using different formats, such as speaking, writing, drawing, recording, or creating
Use multiple tools for construction, composition, and creativity (5.2)	Provide a range of tools and resources for learners to create, build, and express ideas.	I can use different tools and resources to create, design, and show my thinking
Build fluencies with graduated support for practice and performance (5.3)	Provide support that helps learners build skills and confidence over time.	I 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)	Recognize and value different ways of communicating and expressing understanding.	Different ways of communicating and showing learning are valued and respected
Executive Function: Design Options for Strategy Development		
Set meaningful goals (6.1)	Help learners create goals that are relevant, purposeful, and important to them.	I can set goals that matter to me and help me grow
Anticipate and plan for challenges (6.2)	Help learners think ahead and prepare strategies for overcoming difficulties.	I can think about challenges I might face and plan ways to deal with them
Organize information and resources (6.3)	Support learners to manage information, materials, time, and resources effectively.	I can organize my information, resources, and learning tasks so I can be successful.
Enhance capacity for monitoring progress (6.4)	Help learners track, reflect on, and evaluate their progress toward goals.	I can check my progress, reflect on my learning, and make improvements
Challenge exclusionary practices (6.5)	Identify and address barriers, rules, or practices that unfairly exclude people from learning opportunities	I can help create a learning environment where everyone feels included, valued, and able to participate

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

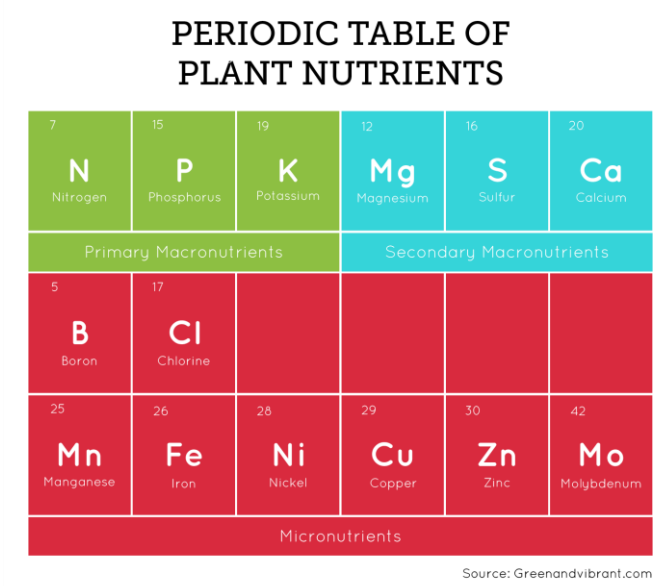


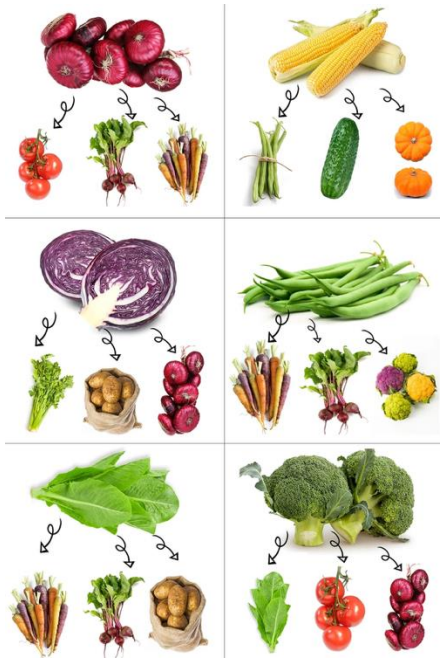
All plants need space

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2023

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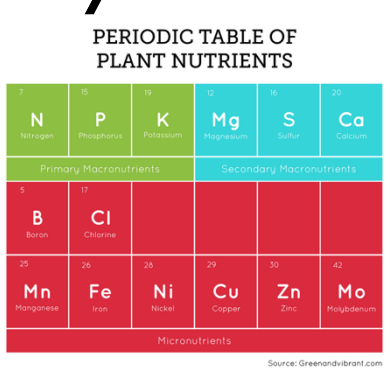
THEN! Determine the needs of individuals and anticipate the supports & strategies that they will require in individualized ways

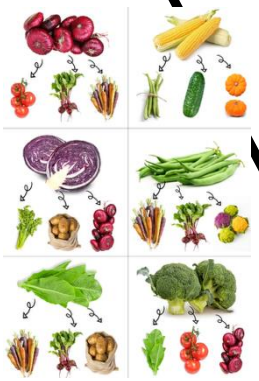


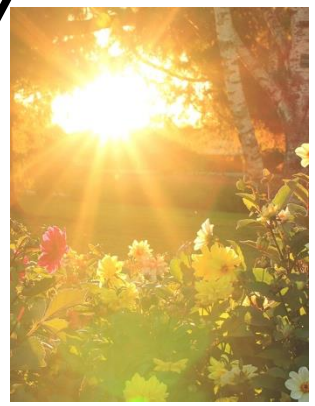
A few plants may need very specific temperatures and humidity levels

MULTIPLE LAYERS OF SUPPORT

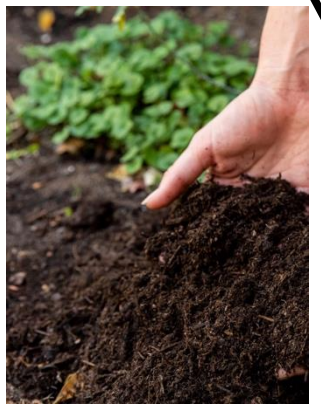










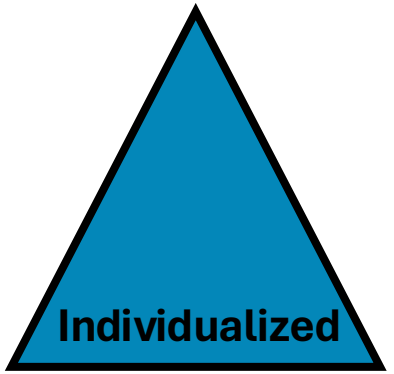


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Supporting the Bats…

What one needs





Supports & Strategies are useful for ONE

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Individual Support Need: Communication (expression),

Individualized Strategy or Support: using technology to help Kenzie to communicate





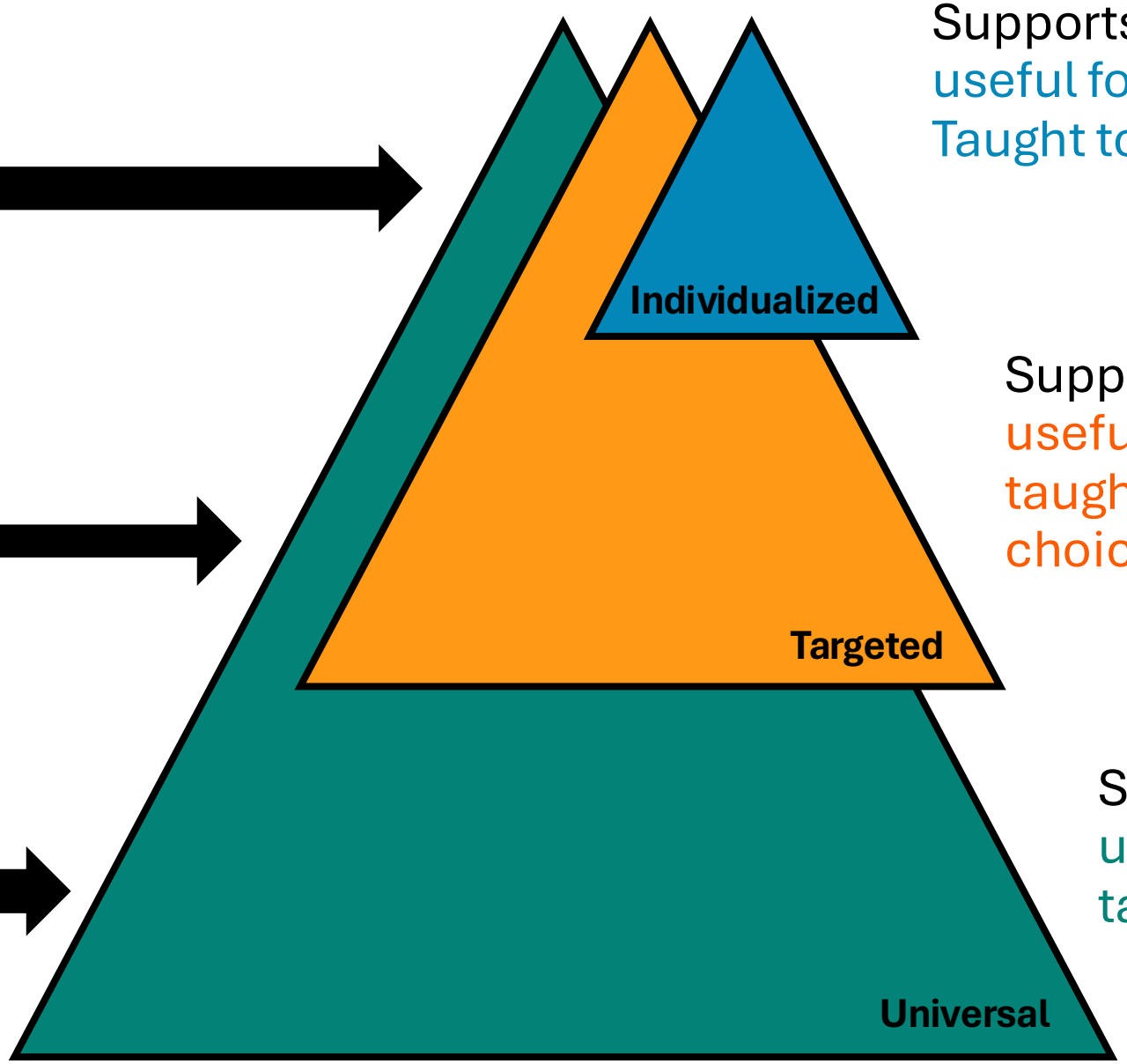
@katie__jameson

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)

@katie__jameson

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):

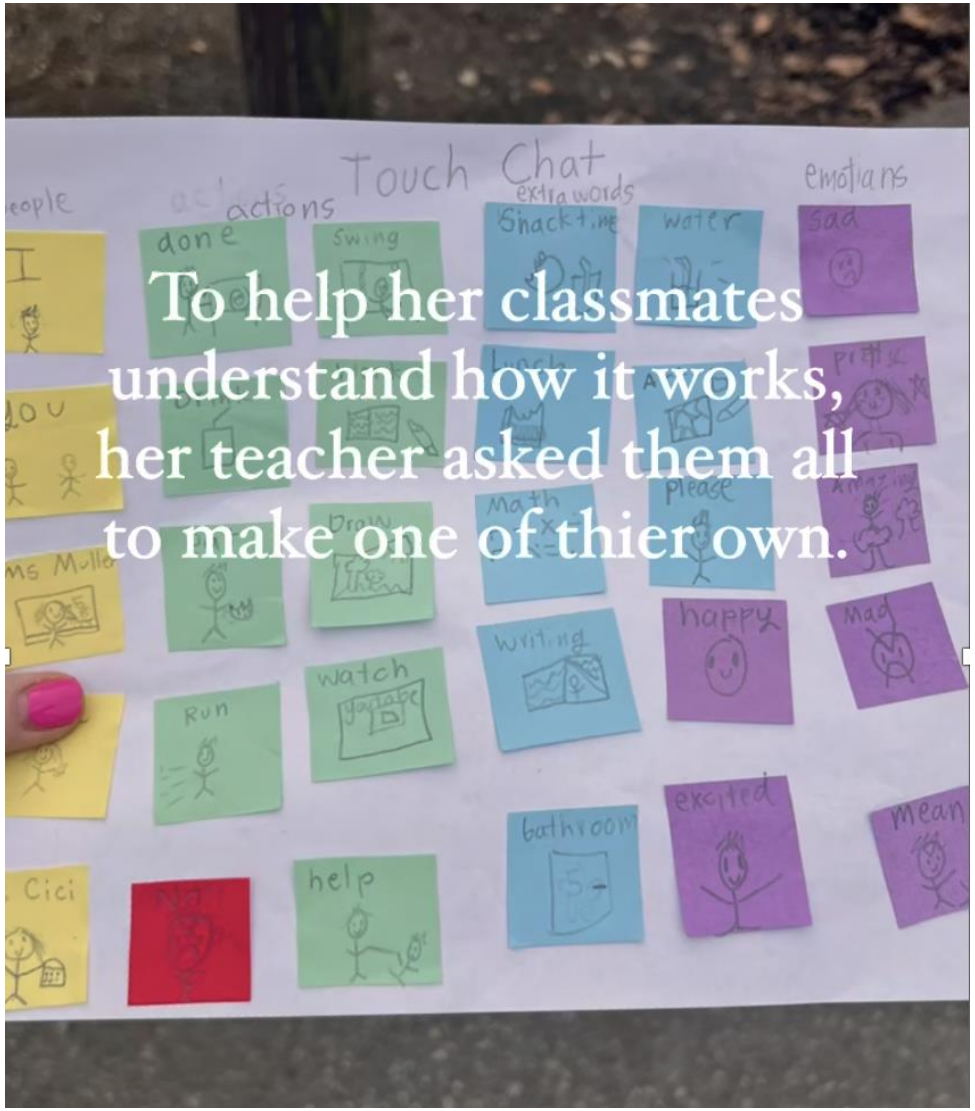
- 4.2, 5.2, 5.4 – Kenzie's touch chat AAC device

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 – optimize access to accessible materials, assistive technologies and tools (teach all students about all technologies and tools)
- 5.2 – use multiple tools for construction, composition and creativity (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



Universalized Support Need: Communication (expression)

@katie__jameson

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):

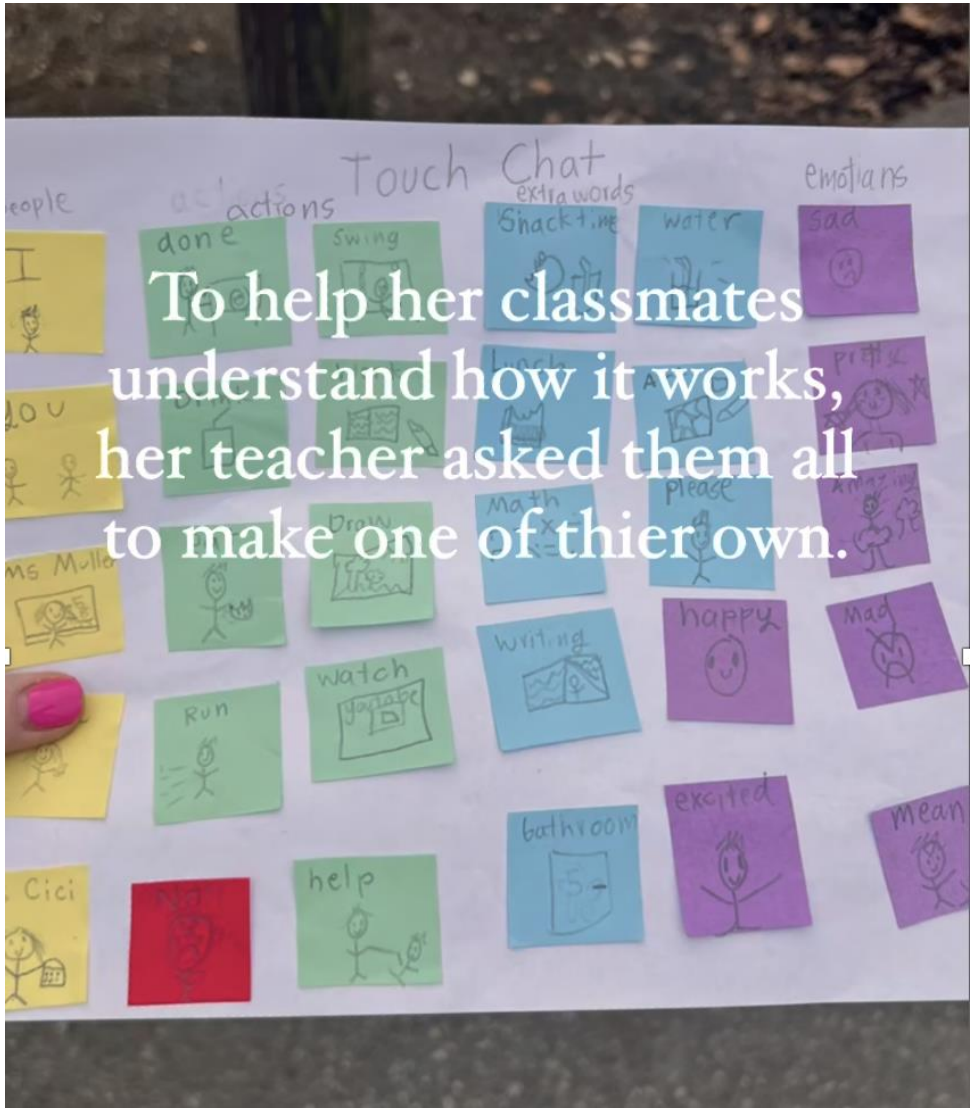
- 4.2, 5.2, 5.4 – choosing and using specific tools (AAC device, drawing/visuals, text to speech, word prediction, Storybird, Pictello, Everway)

Universal (Good for ALL; Taught to ALL):

- 4.2 – optimize access to accessible materials, assistive technologies and tools (teach all students about all technologies and tools)
- 5.2 – use multiple tools for construction, composition and creativity (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







Inclusive Needs-Based Support Plan

Priority Need Area	**Communication**	**Specific Targeted Need**	**Expressive**
UDL 3.0 Supports & Strategies (Useful for all)		**Targeted & Specific Strategies (Choice for all)**	**Individualized Supports (Useful for one)**
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, Everway 5.4 – include books with characters that use communication technologies	4.2, 5.2: KJ – Touch chat AAC

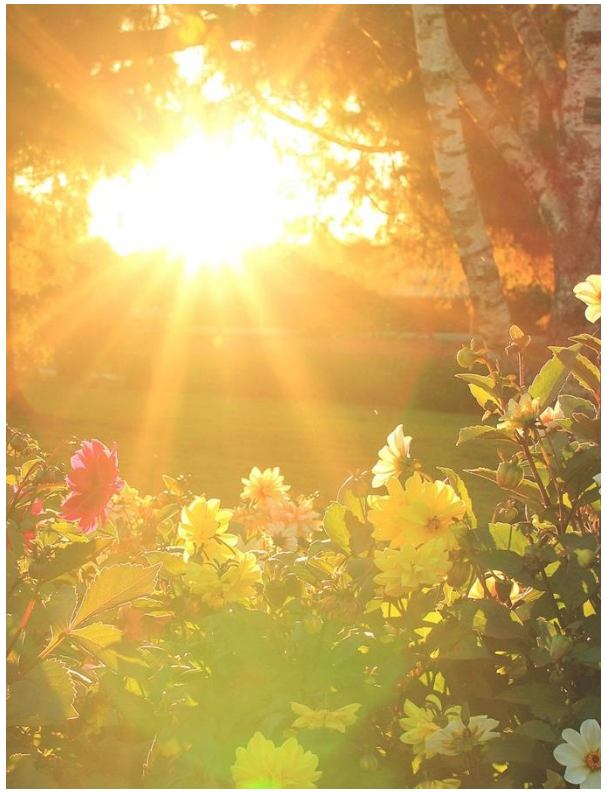
Priority Need Area	**Curricular Access**	**Specific Targeted Need**	**Intellectual**
UDL 3.0 Supports & Strategies (Useful for all)		**Targeted & Specific Strategies (Choice for all)**	**Individualized Supports (Useful for one)**
8.2 - optimise challenge & support (scaffold goals and activities that 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

Priority Need Area:

Universal & Targeted Supports & Strategies

Individualized Supports & Strategies:

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

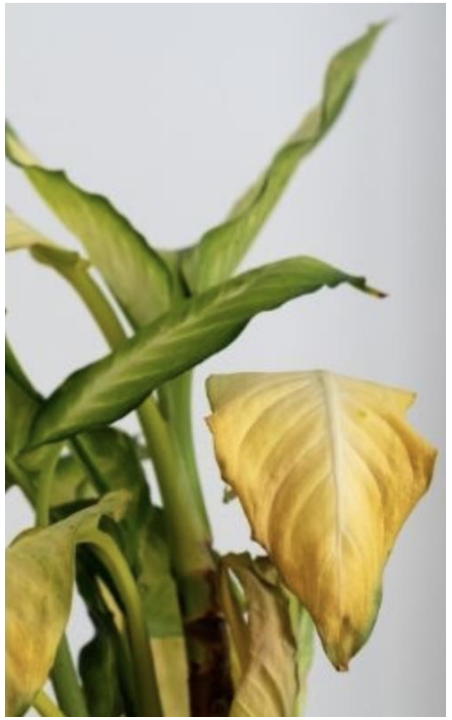


All plants need space

Shelley MOORE PH.D.

2023

How do we know if a plant is not thriving?



Needs more light



Needs more moisture



Needs more space

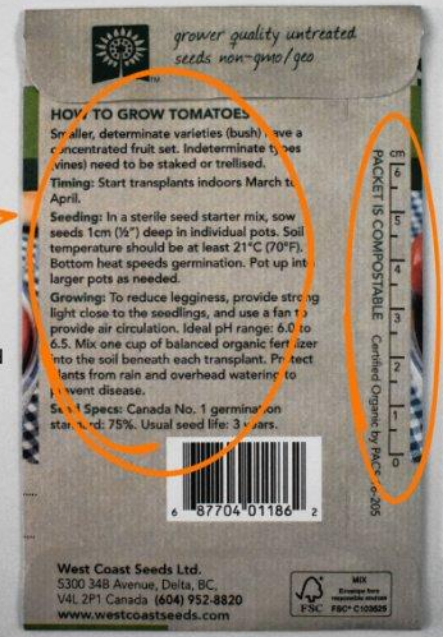
The plant TELLS and SHOWS us what it needs

The SEED PACKET



The back of the seed packet usually includes planting information and specifics, such as when and where to start seeds, how deep to plant them and any other information specific to your plant type and variety.

All seed packets are slightly different and include slightly different information. If you're unsure about anything and your seed packet does not include the information you're looking or, you can Google your plant type and variety for more information.



This particular seed packet also comes with a built-in ruler that you can use when planting to help you plant your seeds at the correct depth.

My I.E.Pea Seed Packet

Growth Year: _____

Name: _____ Grade: _____



Identities: I am...

- _____
- _____
- _____
- _____
- _____

Interests: I really like and/or what to learn more about:

- _____
- _____

Strengths: I am really good at and/or could teach others:

- _____
- _____
- _____
- _____

Goals: I want to grow in these areas:

1. _____
2. _____
3. _____

Needs: I need this support in these areas to grow:

- _____
- _____
- _____
- _____
- _____
- _____

Supports: I need this in my garden to grow:

- _____
- _____
- _____

Barriers: This is what makes it hard for me to grow:

- _____
- _____
- _____

Thank You For helping me GROW

Help us get to know: _____ **Date: _____**

Person connected to _____	Identities	Interests	Strengths	Stretches	Needs
Who are you and how do you know _____?	What words would you use to describe _____? What groups is _____ connected to in their community?	What is _____ interested in? What do they like to do on their own? With their friends? Family? Community?	What is _____ good at? What can they teach others?	What is hard for _____? What do you think _____ wants to get better at?	What does _____ need support with? What is important for people to know about _____?
Person 1:					
Person 2:					
Person 3:					
Person 4:					

Help us get to know Juni?

Date: Dec 2022

	Identities	Interests	Strengths	Stretches	Needs
Who are you and how do you know Juni?	What words would you use to describe Juni? What groups is Juni connected to in their community?	What is Juni interested in? What do they like to do on their own? With their friends? Family? Community?	What is Juni good at? What can they teach others?	What is hard for Juni? What do you think Juni wants to get better at?	What does Juni need support with? What is important for people to know about Juni?
Person 1: Rita Grandmother	Kind, strong, smart	watching me sew, taking pictures, listening to music	Patience, she notices everything	Waking up! Trying new things	She needs time and patience. If she is upset or frustrated, she needs space
Person 2: Frank Dad	Athletic, joyful, Ukrainian, church	Watching the baking shows , fishing with me	A great listener, being present	Independence, changes in routine	I think she worries a lot; I need others to know that she needs reassurance sometimes
Person 3: Kiran Family Friend	funny	Football! She loves the BC lions, movies, going for walks	making you feel so important, spreads joy, makes everyone laugh	Friendships, spending more time with her peers	Sharing her thinking, communicating. She has come such a long way!
Person 4:Matty Cousin	Fun, we play a lot together	Whale sharks, camping, swimming	Playing with me	Its hard for Juni to talk sometimes, but I know when she likes something, and she likes me	using her iPad to help her talk

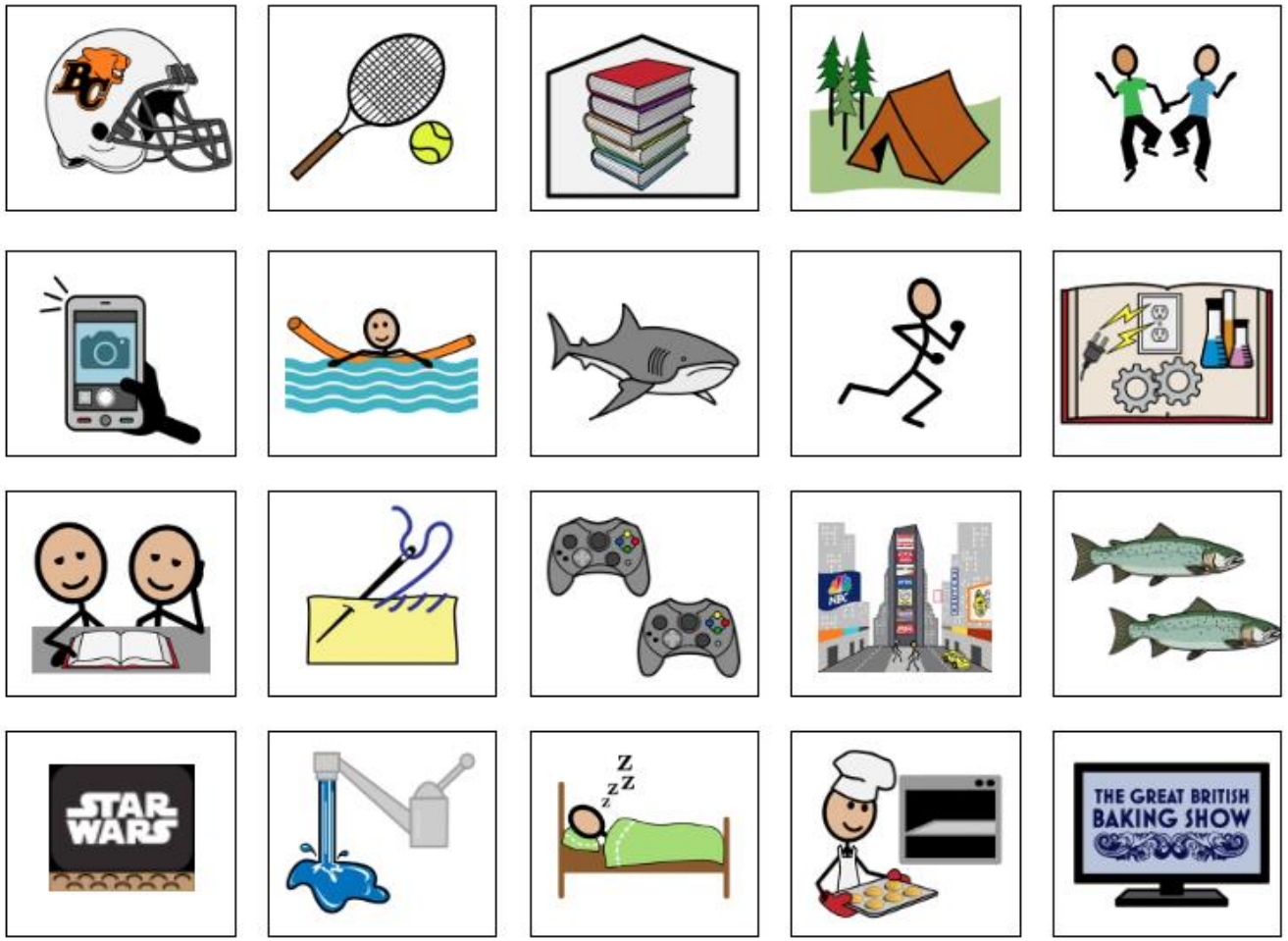
Help us get to know Juni?

Date: Dec 2022

	Identities	Interests	Strengths	Stretches	Needs
Who are you and how do you know Juni?	What words would you use to describe Juni? What groups is Juni connected to in their community?	What is Juni interested in? What do they like to do on their own? With their friends? Family? Community?	What is Juni good at? What can they teach others?	What is hard for Juni? What do you think Juni wants to get better at?	What does Juni need support with? What is important for people to know about Juni?
Person 1: Mr. Lopez Classroom Teacher	Strong, smart, a learner	Getting read to, books, you tube, science	Connecting with her peers	Communicating, independence, asking to help when she needs it	She needs support with her reading (decoding) and her communication with the device
Person 2: Benny Educational Assistant	Funny, curious	Fashion, her friends, books, magazines, her iPad	She knows what she likes and doesn't like and lets us know	Making friends, communicating or using strategies before she gets too frustrated	She needs a chance to rest throughout the day and breaks
Person 3: Ms. Turner SLP	joyful	Sights and sounds around her, being social	Using her iPad to communicate	Building friendships, communicating what she needs	She needs her device available to her, she needs to be around her peers
Person 4: Jesse Classmate	Funny, sometimes she's loud	Playing games, hanging out with her friends	Being happy, making people laugh	I think talking is hard for her	she needs to be around us, her friends



Building my Student profile: What are my INTERESTS?



Growth Year: 2022

Name: Juniper **Grade: K**

Identities: I am...



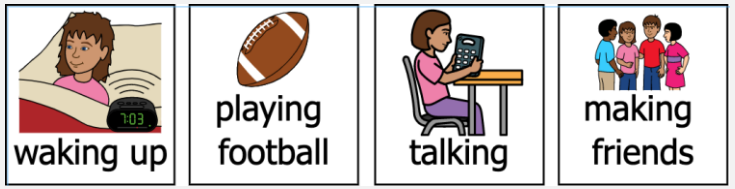
Interests: I really like and/or what to learn more



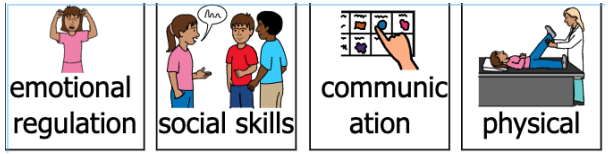
Strengths: I am really good at and/or could teach others:



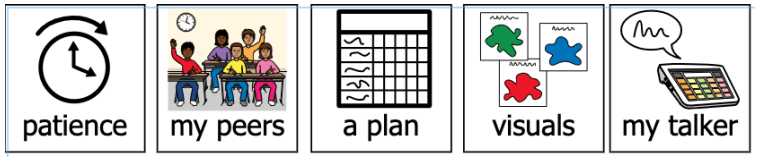
Goals: I want to grow in these areas:



Needs: I need this support to grow:



Supports: I need this in my garden to grow:



Barriers: This is what makes it hard for me to grow:



Thank You For helping me GROW

Student Voice

Comments, Connections & Questions

- one idea that stood out to you today?
- One thing that connects to what you are already doing?
- one new thing you want to try or learn more about?
- one question you want to ask?



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