Dr. Shelley Moore



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Dr. Shelley Moore

SMOOREVancouver

Shelley MOORE PH.D.

Proud to be an outside pin.

WHAT DOES inclusion MEAN?

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2023

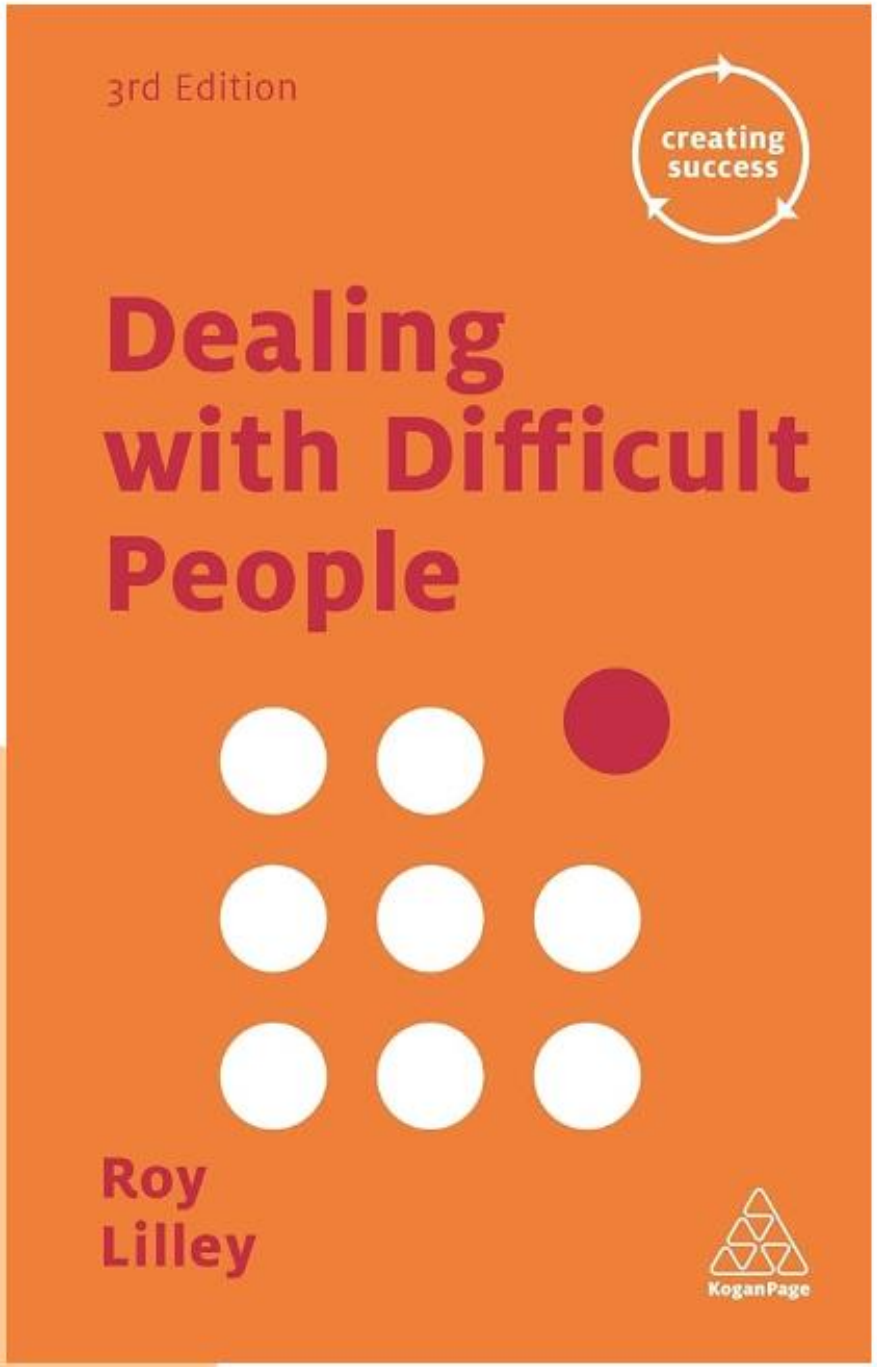
WHAT DOES inclusion LOOK LIKE?

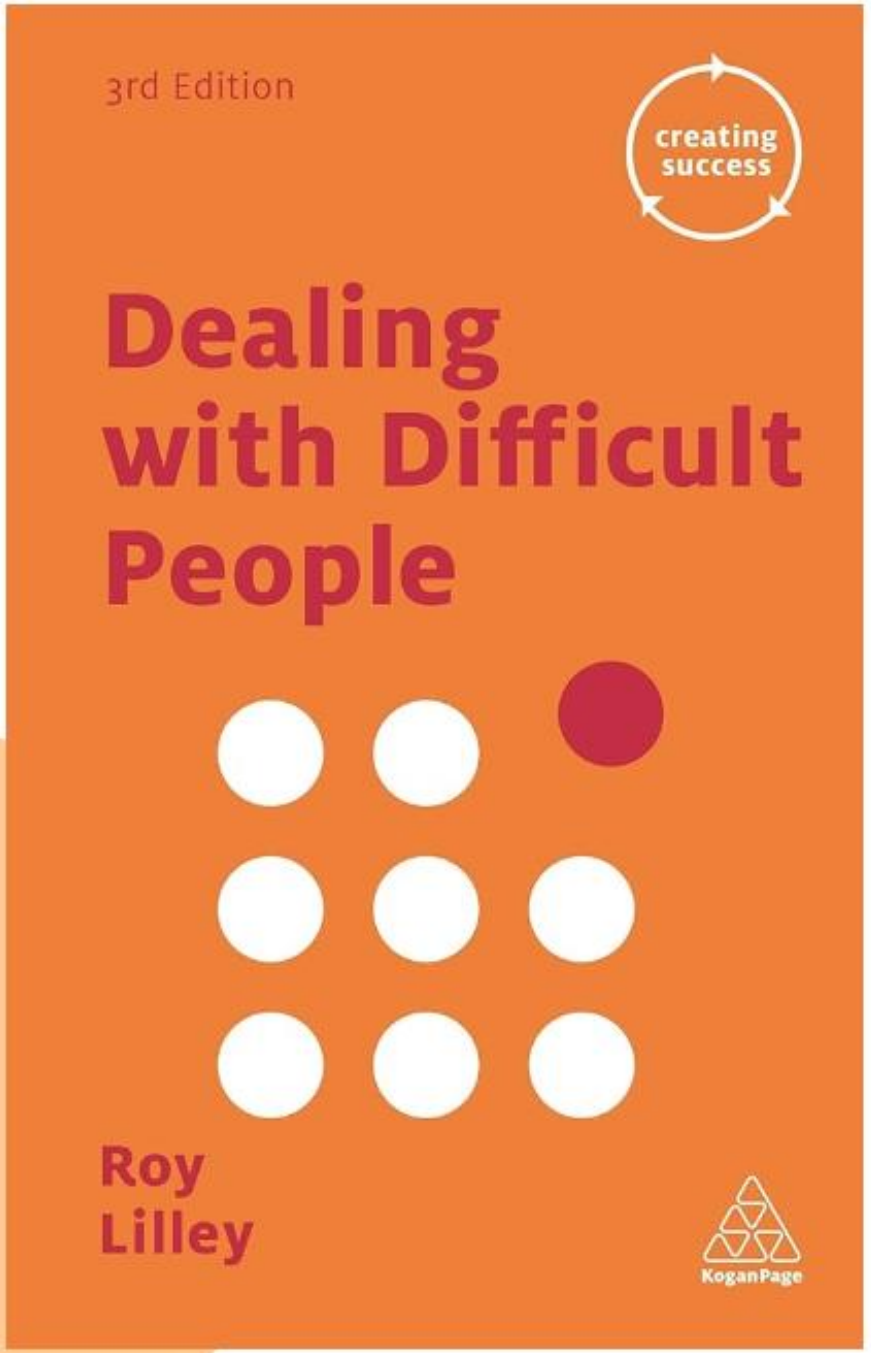
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2023

WE ARE COMING

OUT!


3rd Edition
creating success
Dealing with Difficult People
Roy Lilley
KoganPage



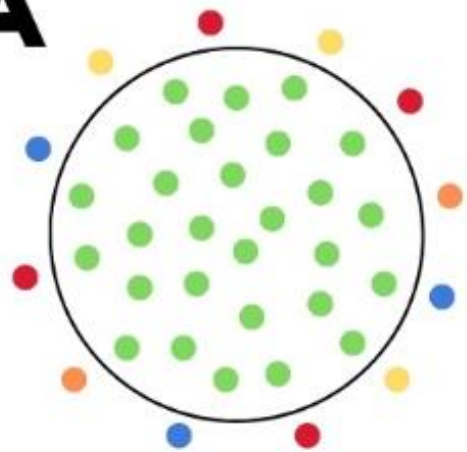
"If you bought this book….you are the difficult person."

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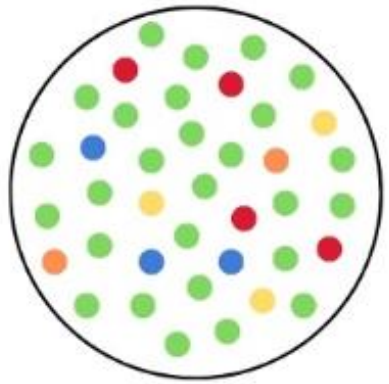
2023

WHAT IS *Inclusion?*

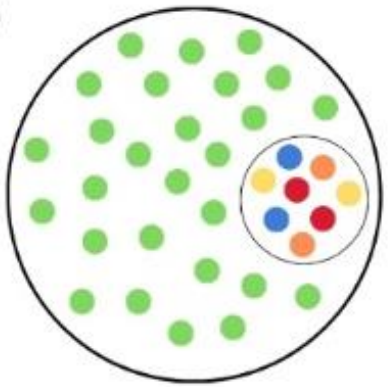
A



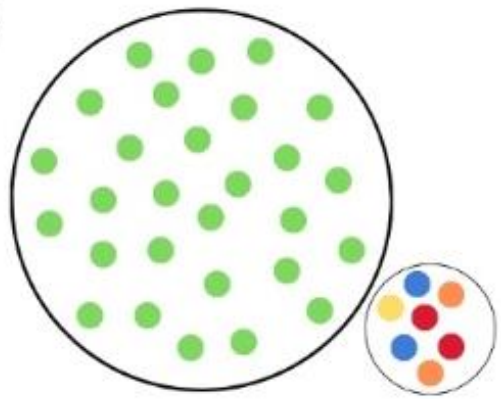
C



B



D



exclusion

integration

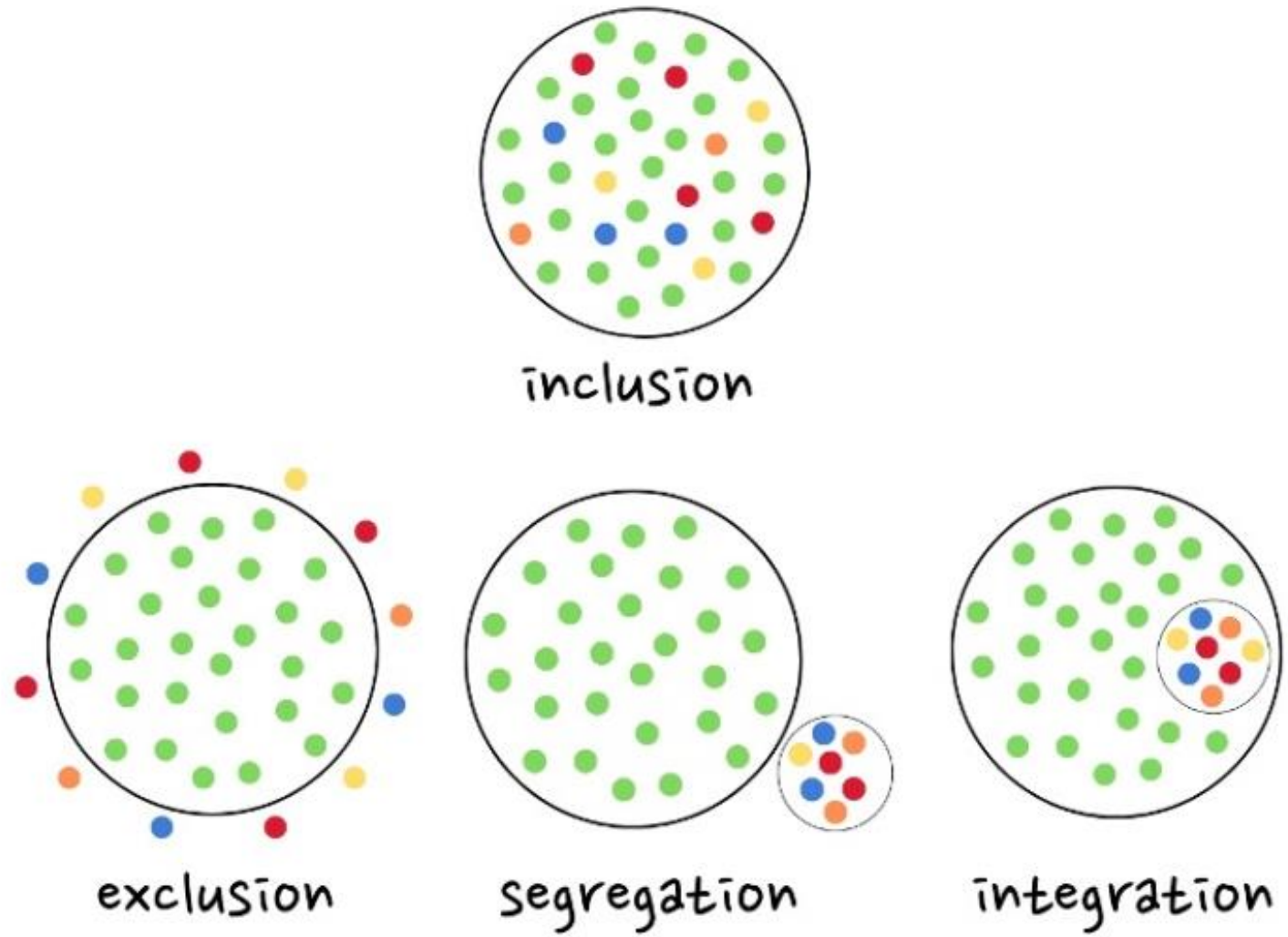
inclusion

congregation

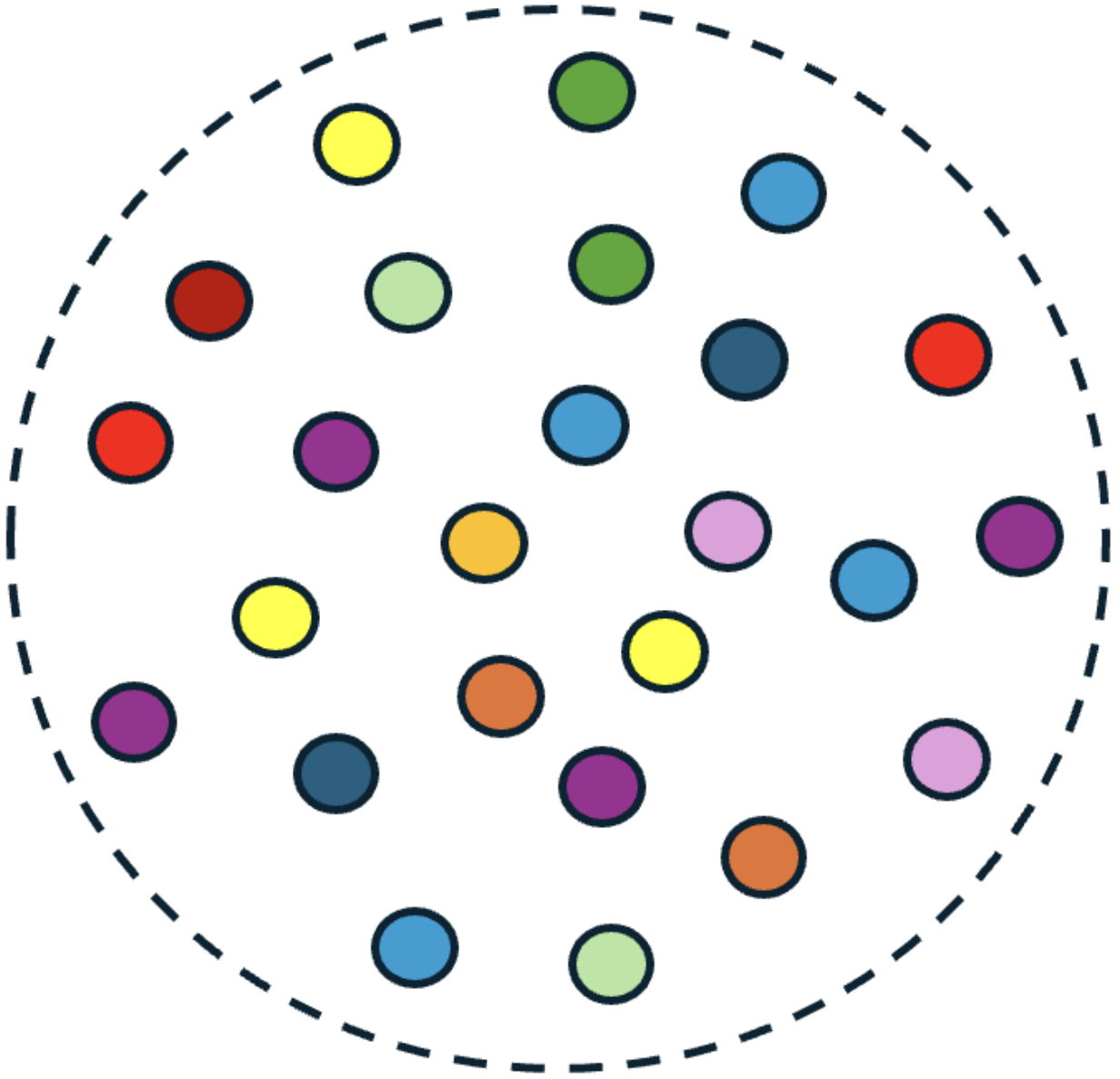
segregation

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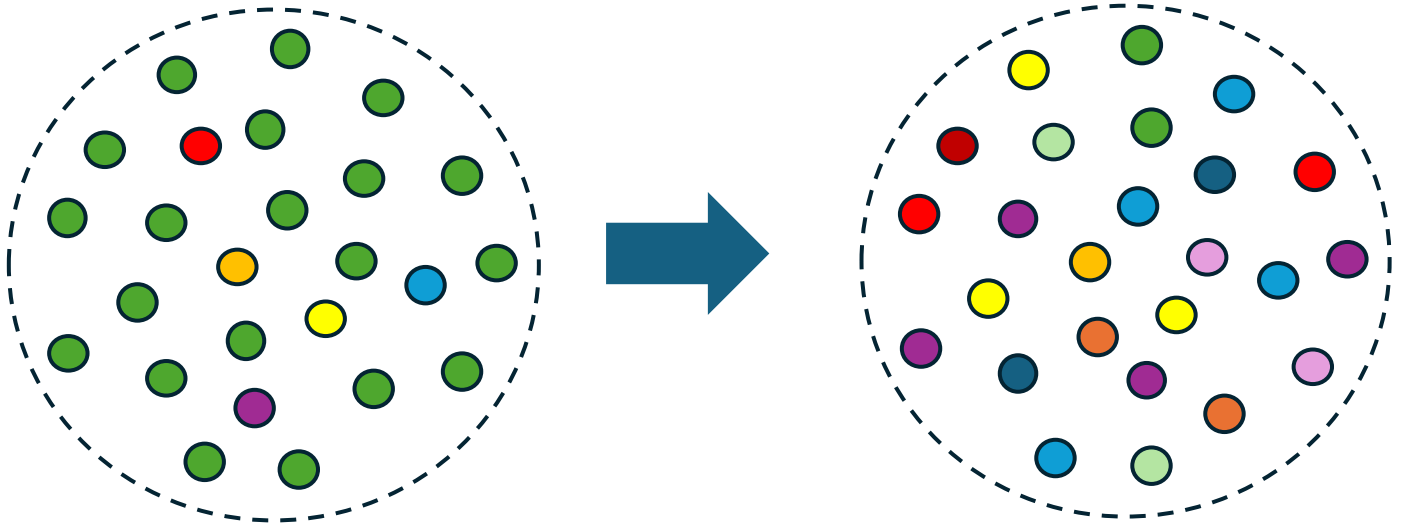
WHAT IS *inclusion*?



WHAT IS inclusion ?



inclusion is…



including

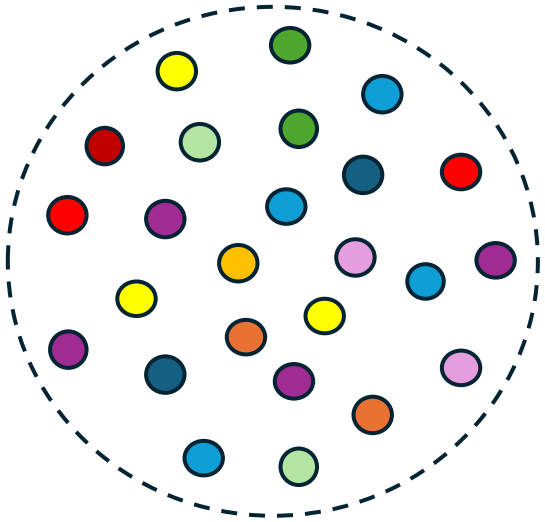
‘special needs’ students in general education classrooms

teaching and planning for

diversity

in neighbourhood schools and classrooms (where Diversity includes Disability)

inclusion is…





teaching and planning for

diversity

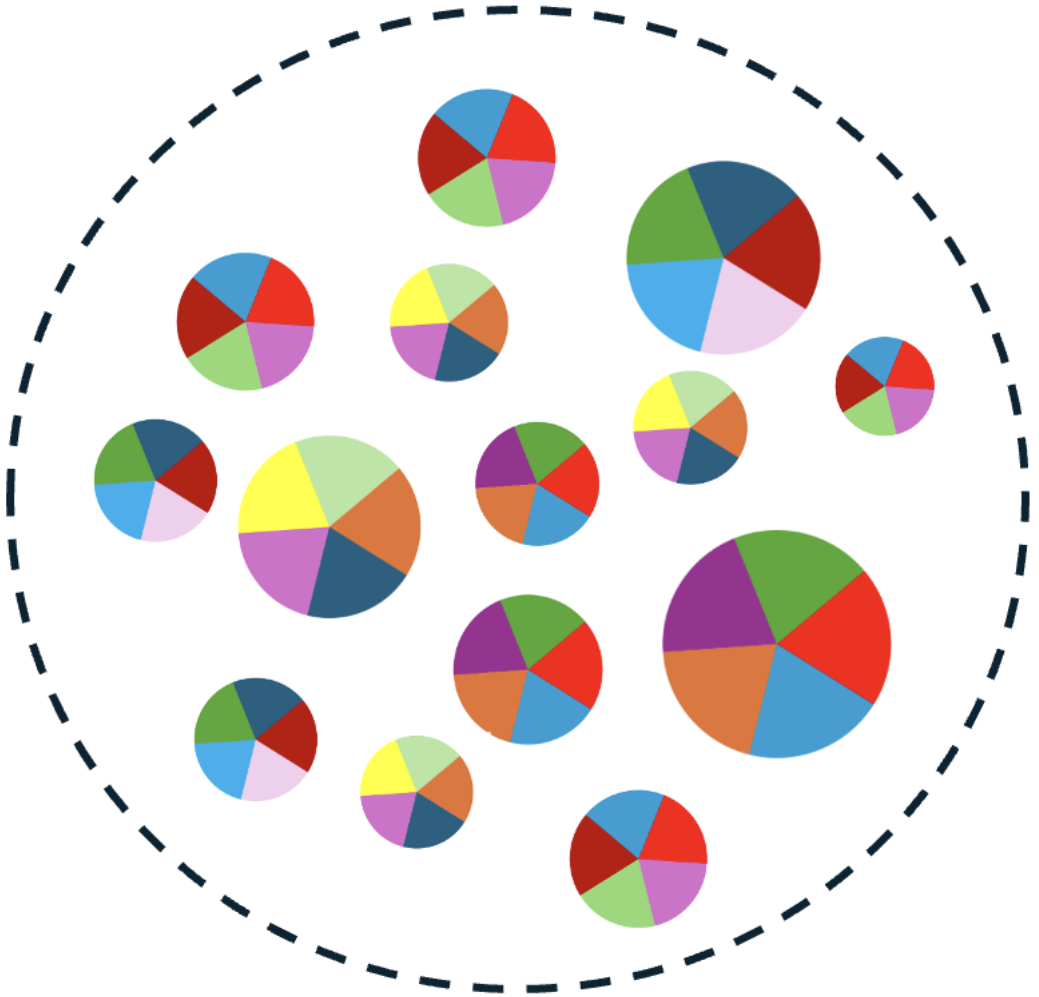
in education

(where Diversity includes Disability)

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inclusion is…





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inclusion is…





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2023

inclusion is…



Communities of Identity





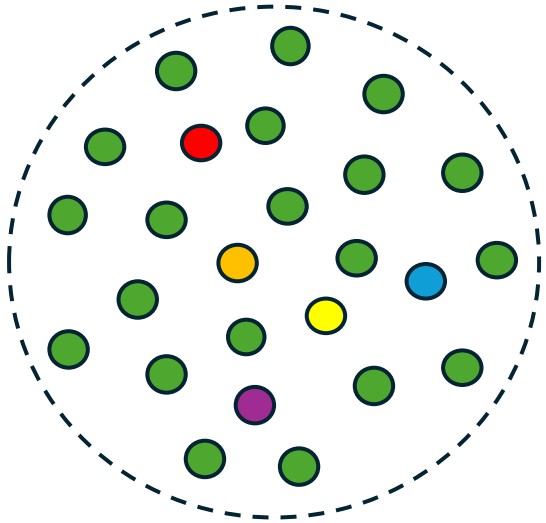
Communities of Diversity

Shelley MOORE PH.D.



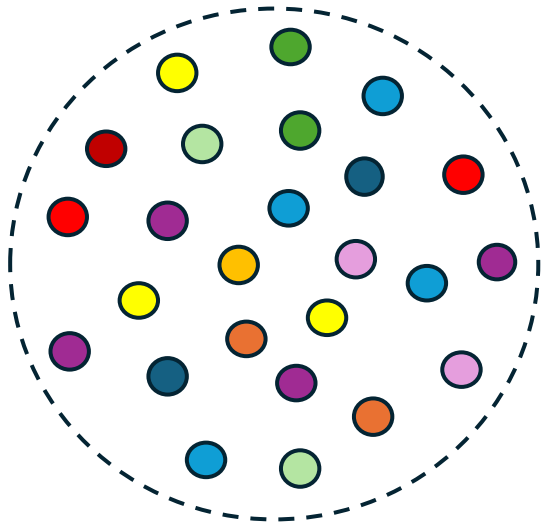
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inclusion is…



including

‘special needs’ students in general education classrooms

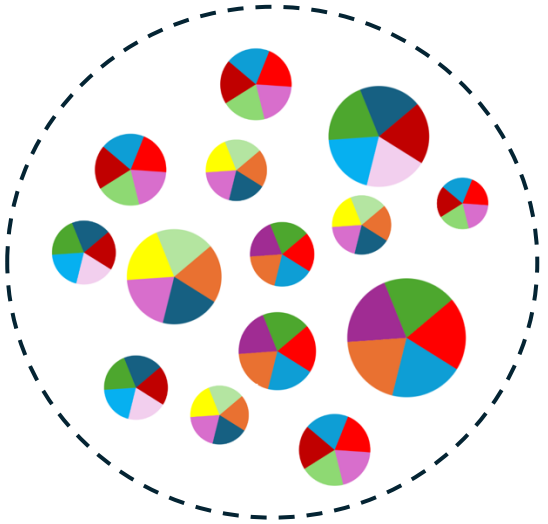


teaching and planning for

diversity

in neighbourhood schools and classrooms (where Diversity includes Disability)

So that students can…



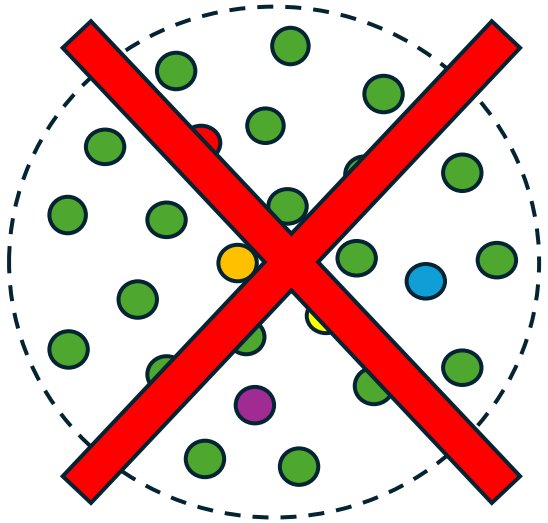
feel confident and safe to

identify

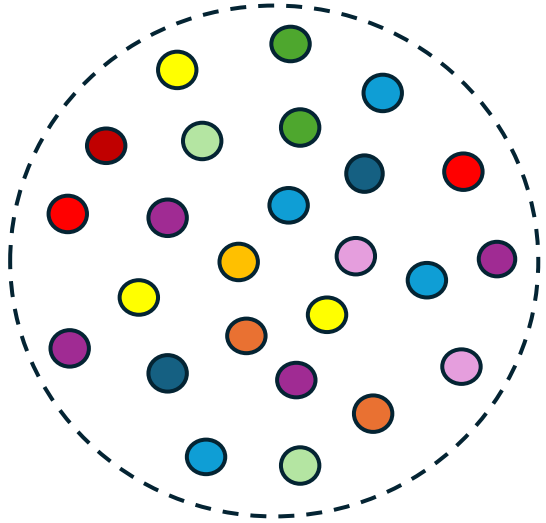
(and where Disability is an identity)

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inclusion is…

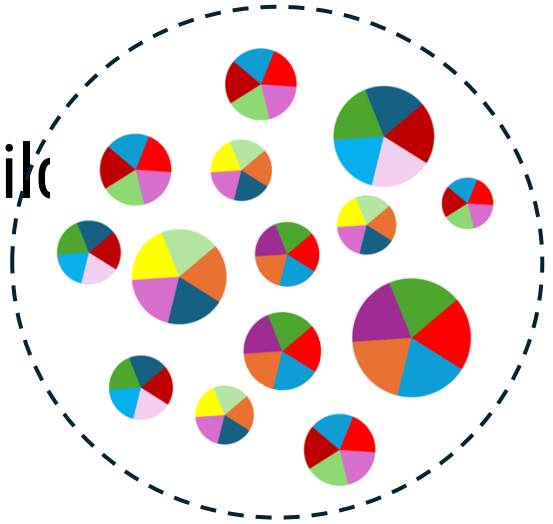


including
'special needs' children in early learning programs



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

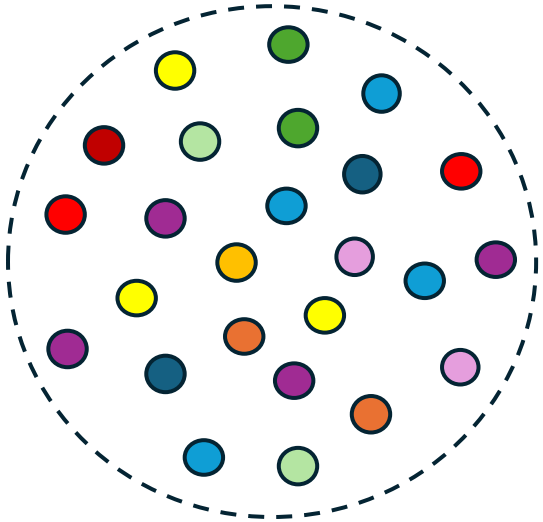
So that chil
can…



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

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inclusion is…

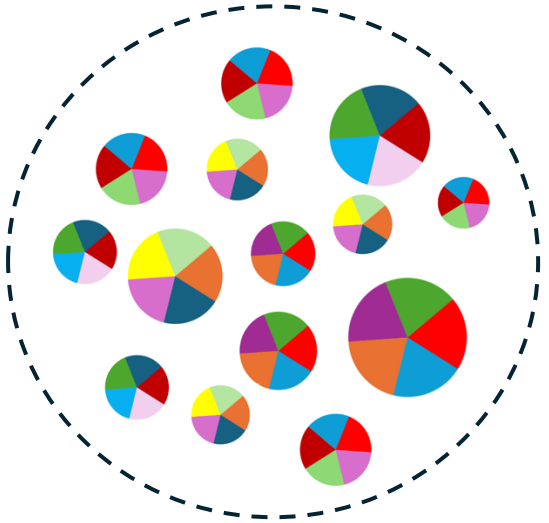


teaching and planning for

diversity

in neighbourhood schools and classrooms (where Diversity includes Disability)

So that students can…

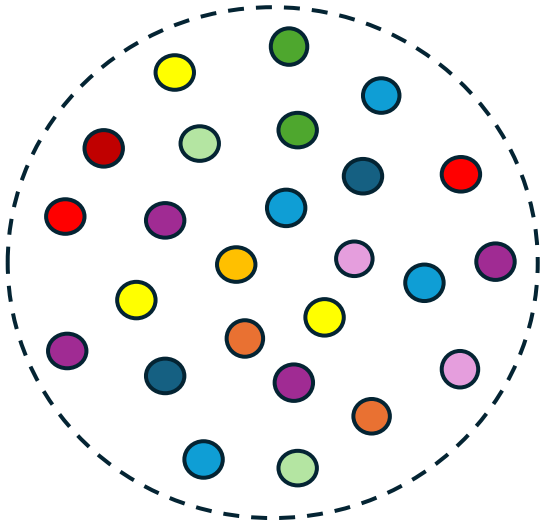


feel confident and safe to

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

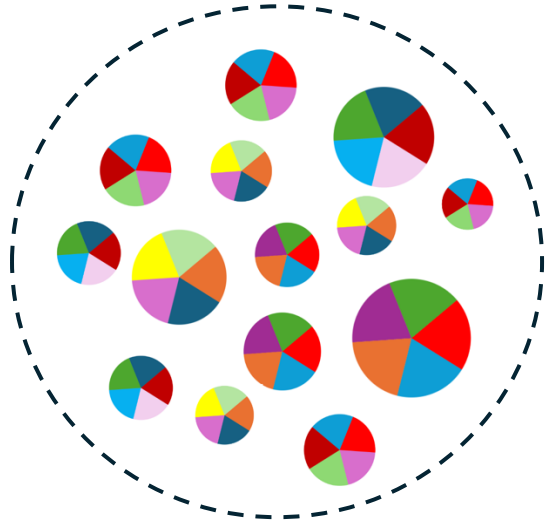
feel confident and safe to

identify,

AND where

Disability

is considered a valued identity in the community.



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How do we do Inclusion?

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2023


In a world of
UNICORNS
Be a UNICORN
that celebrates a
BAT
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When the conditions are right, everyone can be successful

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2023

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?


In a world of
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Be a UNICORN
that celebrates a
BAT
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When the conditions are right, everyone can be successful

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2023

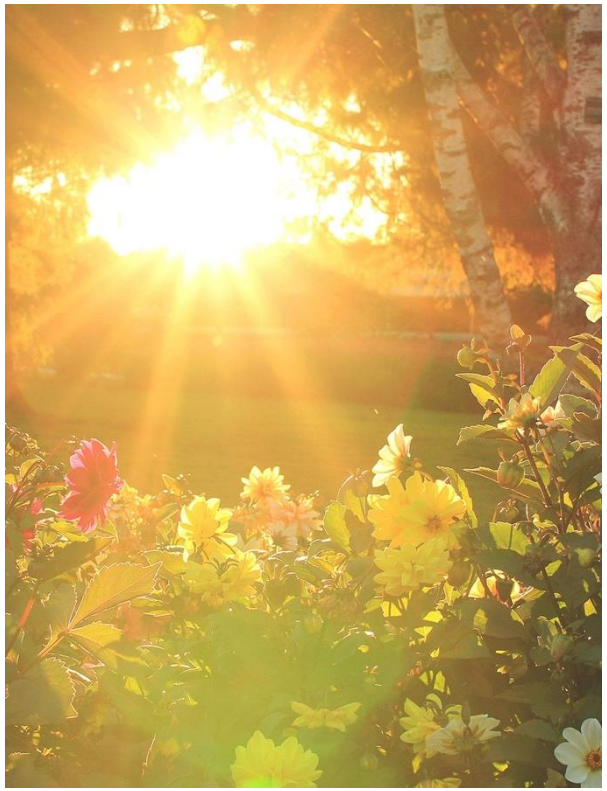


"When a flower doesn't bloom, you fix the environment in which it grows, not the flower."

–Alexander den Heijer

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2023

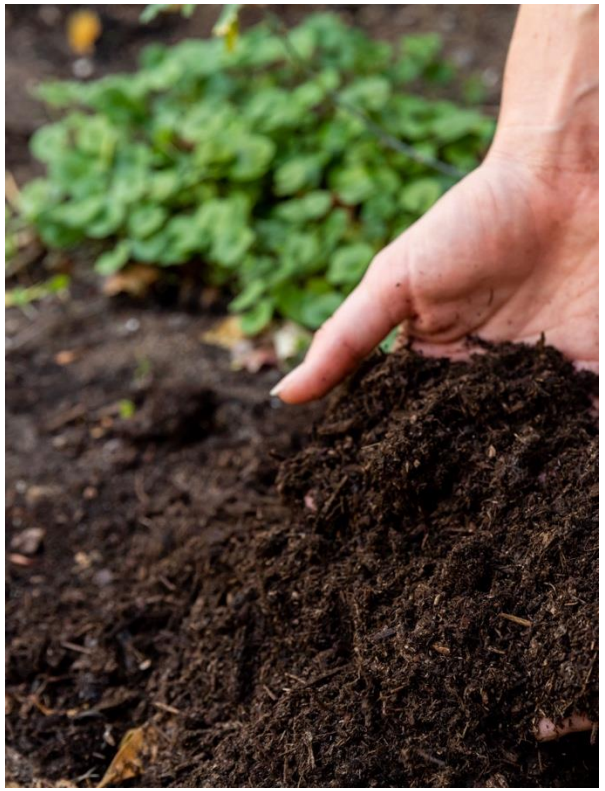
What is the goal of a plant?
What do all plants need to meet that goal?



All plants need light



All plants need moisture



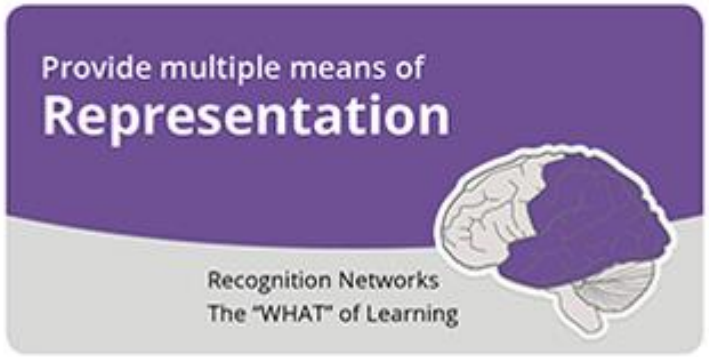
All plants need space

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What is the learning goal for students? What do all students need to meet that goal?



Everyone can be engaged



Everyone can understand

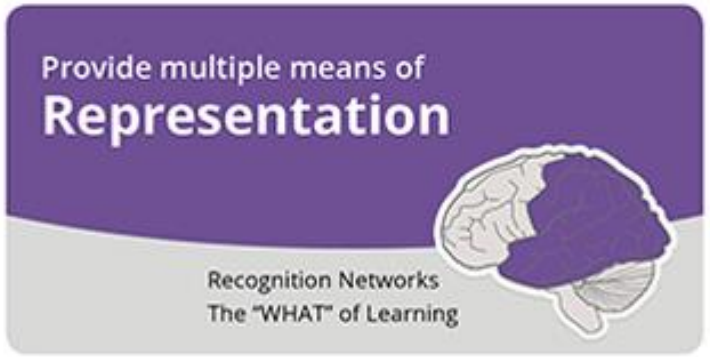


Everyone can participate and show growth

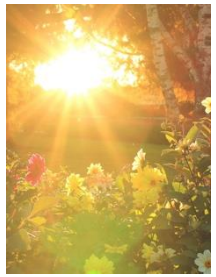
Universal Design for Learning 3.0

What is the learning goal for students? What do all students need to meet that goal?









Everyone can be engaged

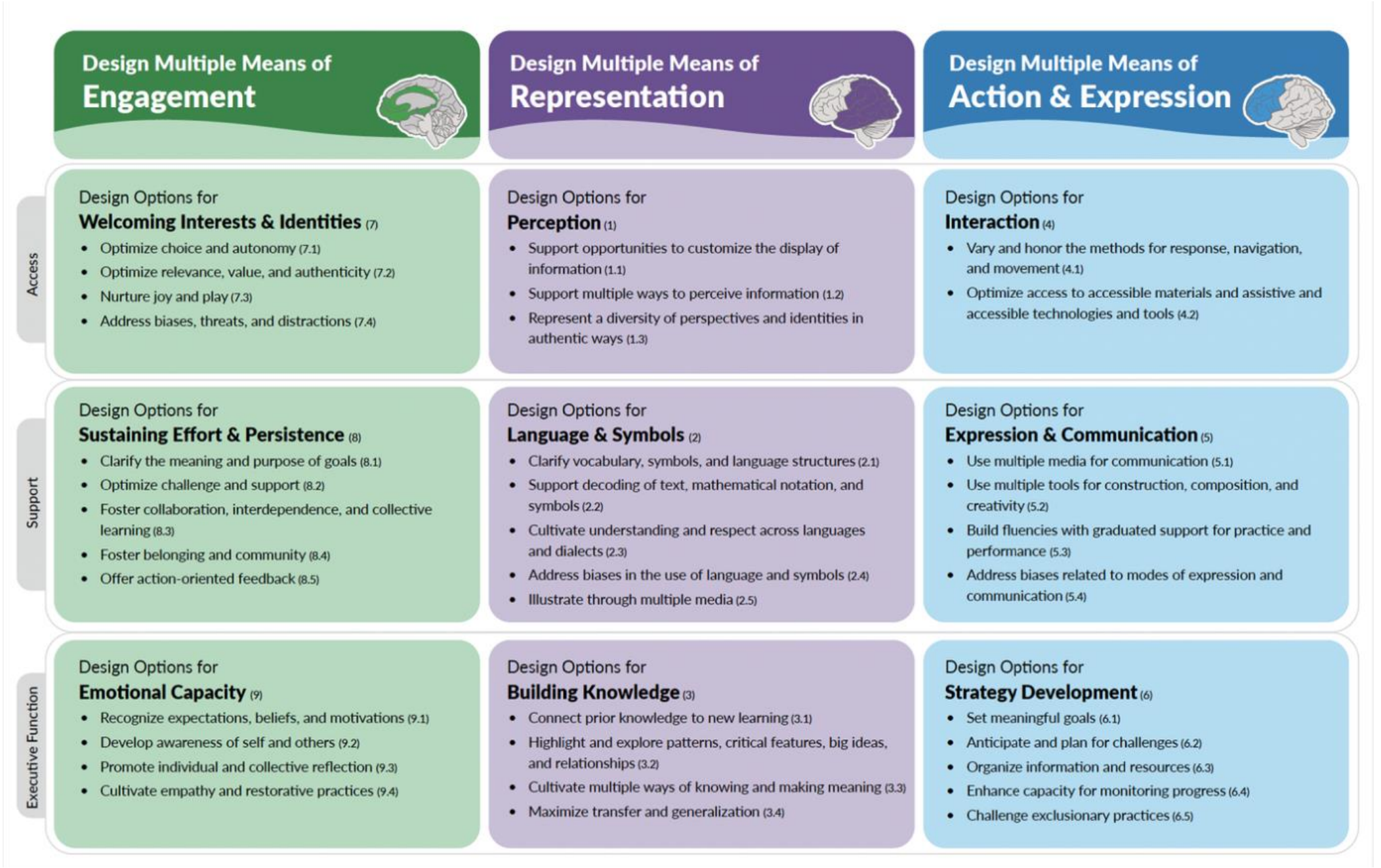


Everyone can understand



Everyone can participate and show growth

Universal Design for Learning 3.0



See: https://udlguidelines.cast.org/

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

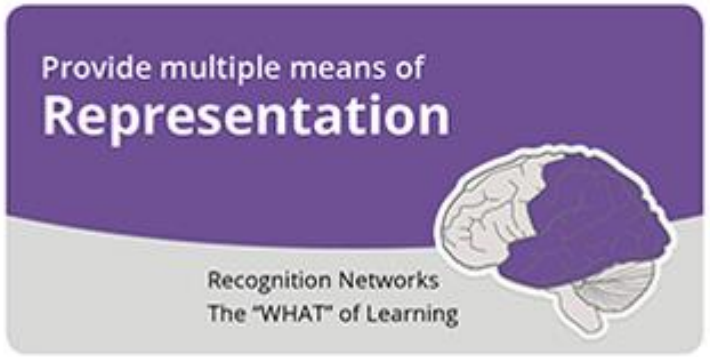
UDL Language	Plain Language	Student Friendly Language
Design Multiple Means of Representation		
Design Options for Perception		
Support opportunities to customize the display of information (1.1)	Give learners different ways to adjust how information is shown so it works best for them.	I can choose how 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

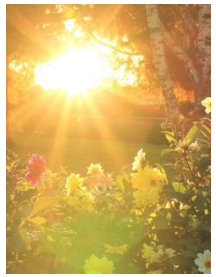
UDL Language	Plain Language	Student Friendly Language
Design Multiple Means of Action & Expression		
Access: Design Options for Interaction		
Vary and honor the methods for response, navigation, and movement (4.1)	Provide different ways for learners to participate, move through learning, and show what 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

What is the learning goal for students? What do all students need to meet that goal?









Everyone can be engaged



Everyone can understand



Everyone can participate and show growth

Universal Design for Learning 3.0

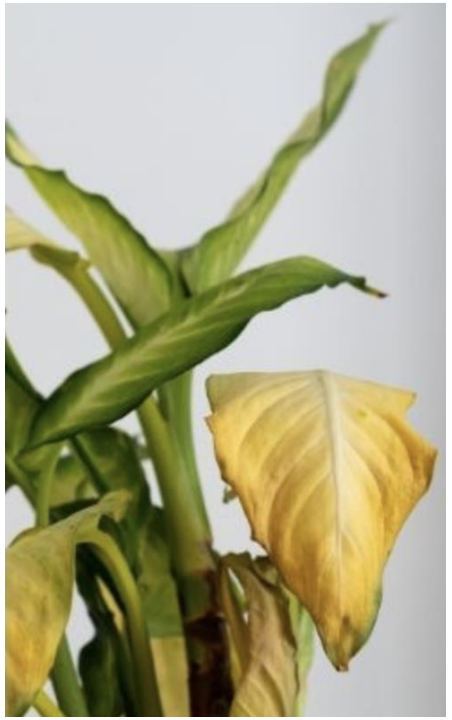


"When a flower doesn't bloom, you fix the environment in which it grows, not the flower."

–Alexander den Heijer

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2023

How do we know if a plant is not thriving?



Needs more light



Needs more moisture



Needs more space

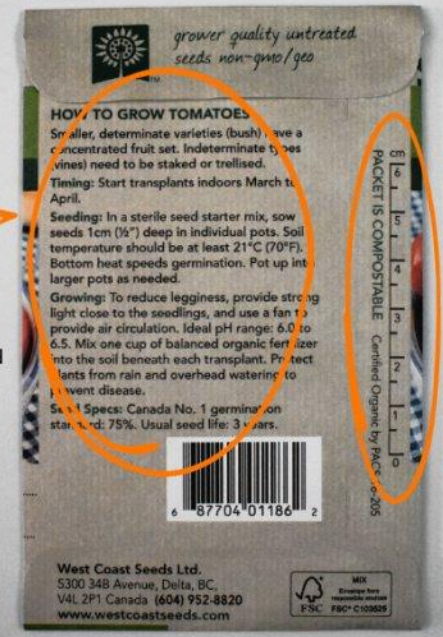
The plant TELLS and SHOWS us what it needs

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:

- _____
- _____
- _____

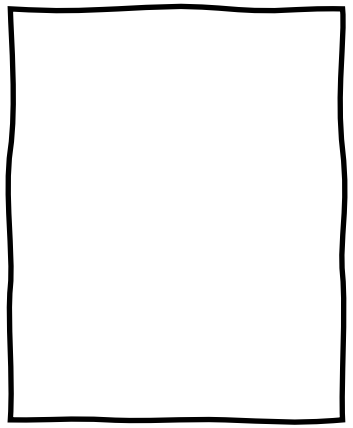
Barriers: This is what makes it hard for me to grow:

- _____
- _____
- _____

Thank You For helping me GROW

Growth Year:

Name: Conor G.
Grade: 1



Identities: I am…

- Joyful, funny & dramatic!
- I am so loving!
- I use English, visual and ASL languages to communicate
- I am part of the DS community and have a strong inclusive school community
- My family enjoys some Caribbean traditions and food because that is where my mom grew up!

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

- Music, dancing, books, outdoor play, Disney princesses, water and water play, jumping, long hair, fruit, popcorn, ice cream

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

- Visual, musical, following routines
- helping the teacher, receptive language, empathetic, motivated to please, reading

- I can help my classmates to understand that with the right supports in place, you are capable of anything. Even if others (or yourself) think that you can't

Goals: I want to grow in these areas:

1. **Being aware of when I am/ am not safe**
2. **Communicating what I need and want**
3. **Social connections and interactions**
4. **Fine motor skills**
5. **Being independent**

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

- Communication
- Social Skills
- Physical
- Hearing
- Vision

Supports: I need this in my garden to grow:

- Being respected and included in all aspects of community, "first/then" language, lots of praise, time for transition with verbal and visual cues, lots of repetition, appropriate supports and strategies, patience, getting a specific job, silly and exciting language

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

- Negative or forceful comments, expectations without supports or strategies in place, bring rushed, taking behaviour personally, unclear directions, too many instructions at once, when people assume that I am not capable

Thank You For helping me GROW

Student & Family/ Community Voice

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

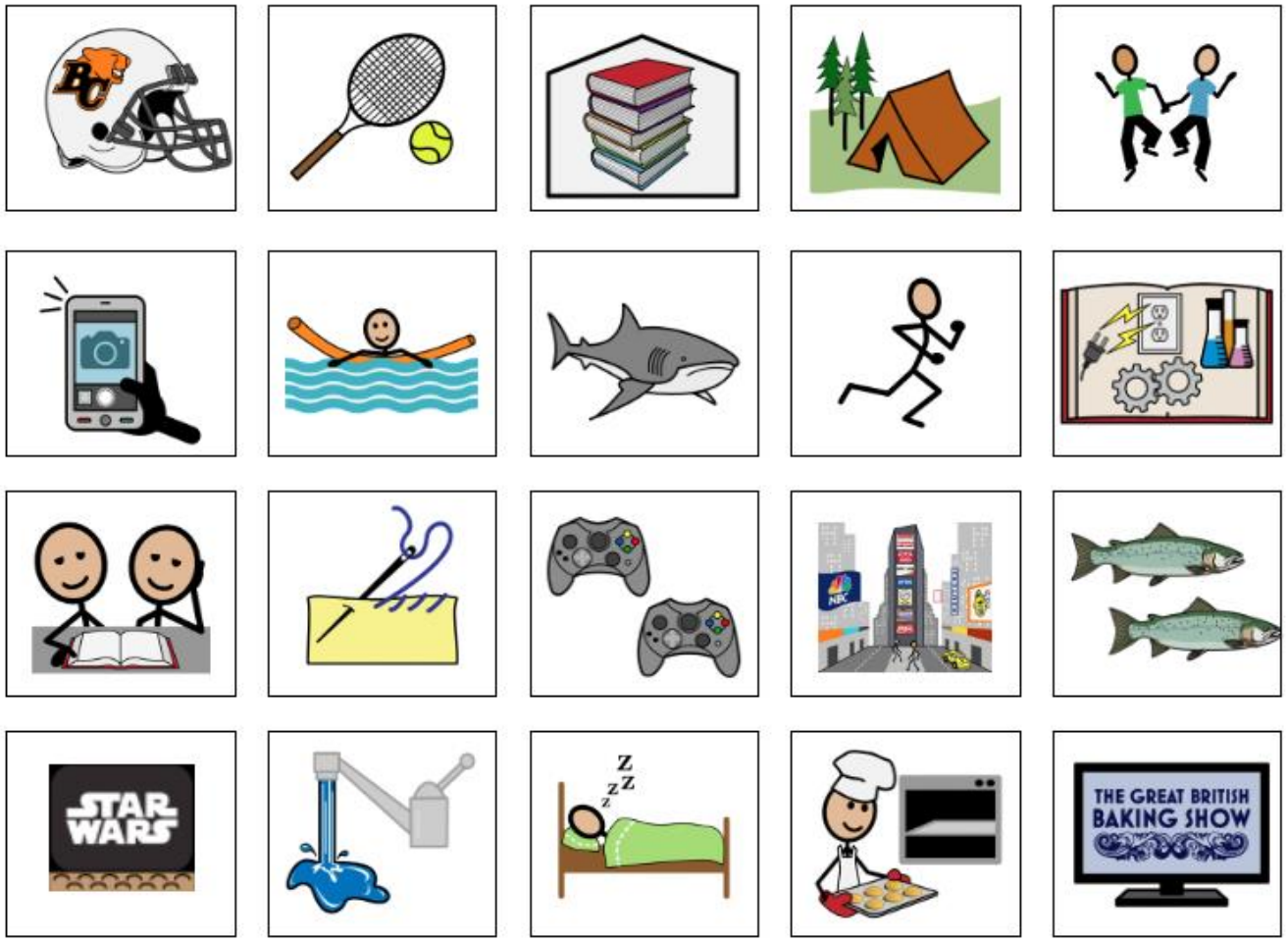
Help us get to know Juni?

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...



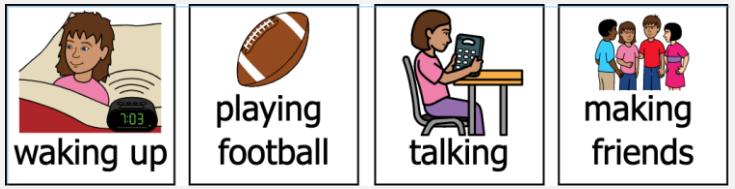
Interests: I really like and/or what to learn more



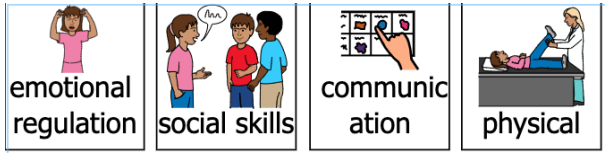
Strengths: I am really good at and/or could teach others:



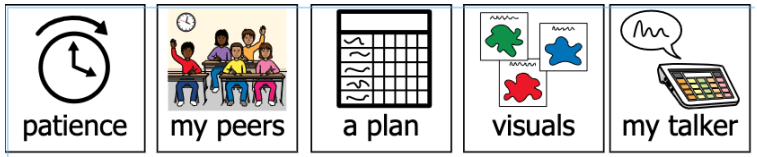
Goals: I want to grow in these areas:



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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