# Shelley
# MOORE PH.D.

www.drshelleymoore.com

@drshelleymoore

@drshelleymoore.bksy.social

@drshelleymoore

Dr. Shelley Moore

WHAT DOES

*inclusion*

MEAN?

Shelley
MOORE PH.D.
2023
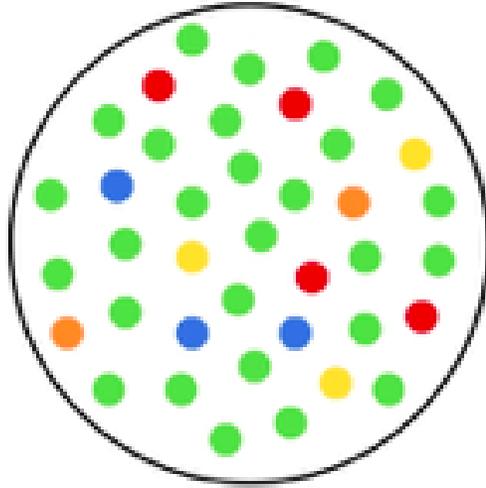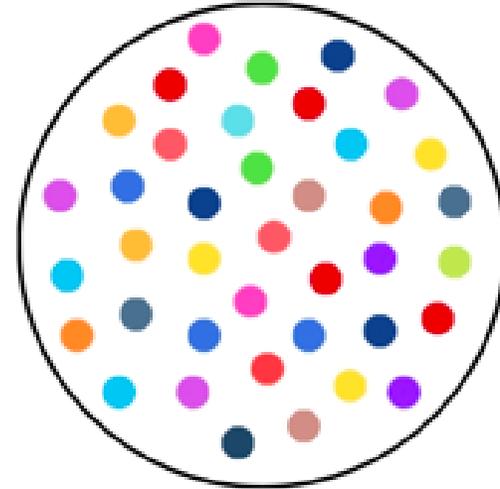
# WHAT IS inclusion ?



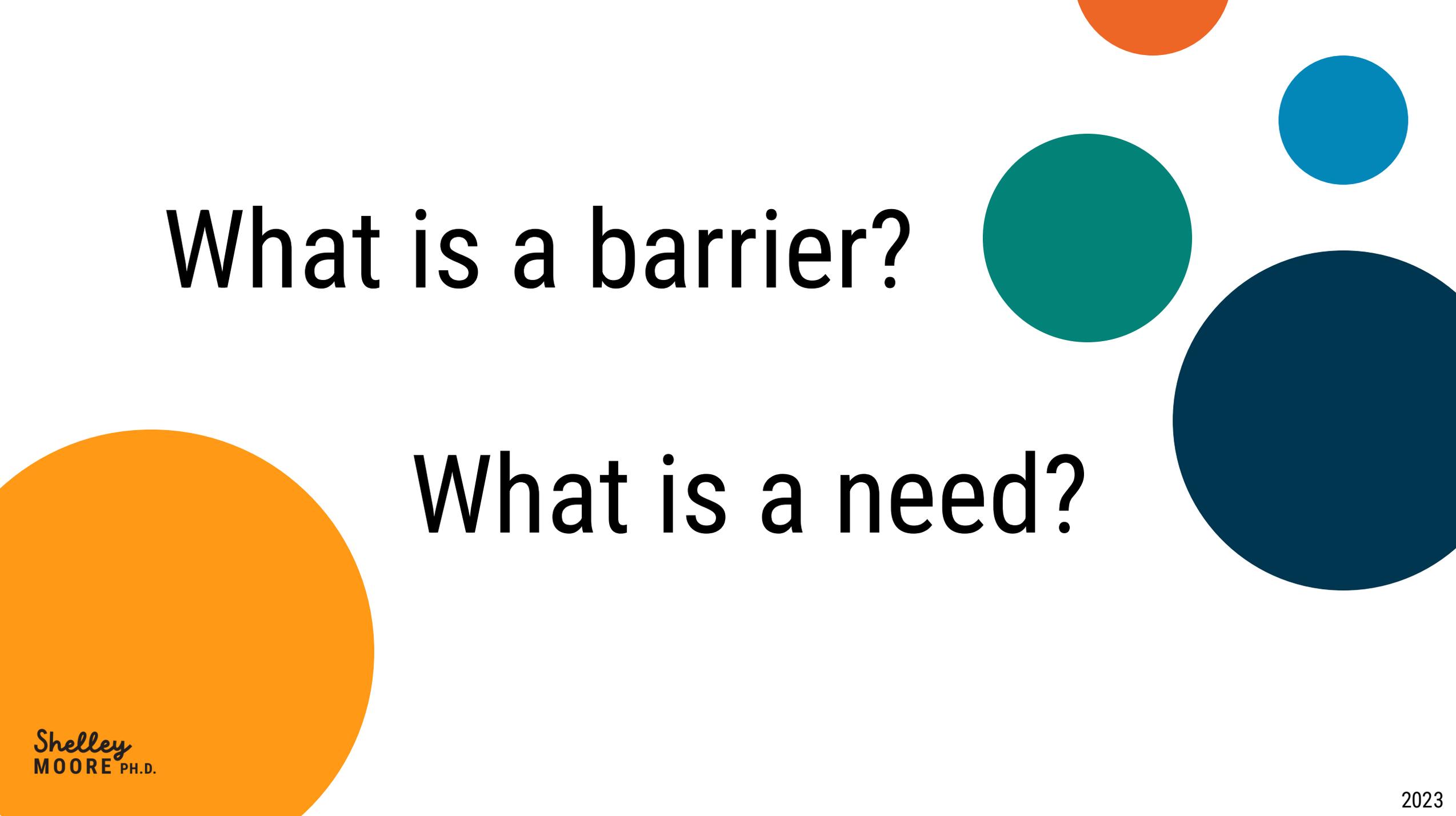**Including**
'special needs' students into general education classrooms

**Teaching and designing for diversity**
(that includes Disability)

Shelley MOORE PH.D.

How do we "do" Inclusion?

# What is a barrier?

# What is a need?

Shelley
MOORE PH.D.

2023

# Reducing Barriers



# Supporting Needs

Shelley
MOORE PH.D.

2023

# Shifting the Paradigm:
## MEDICAL MODEL OF DISABILITY

**Place**
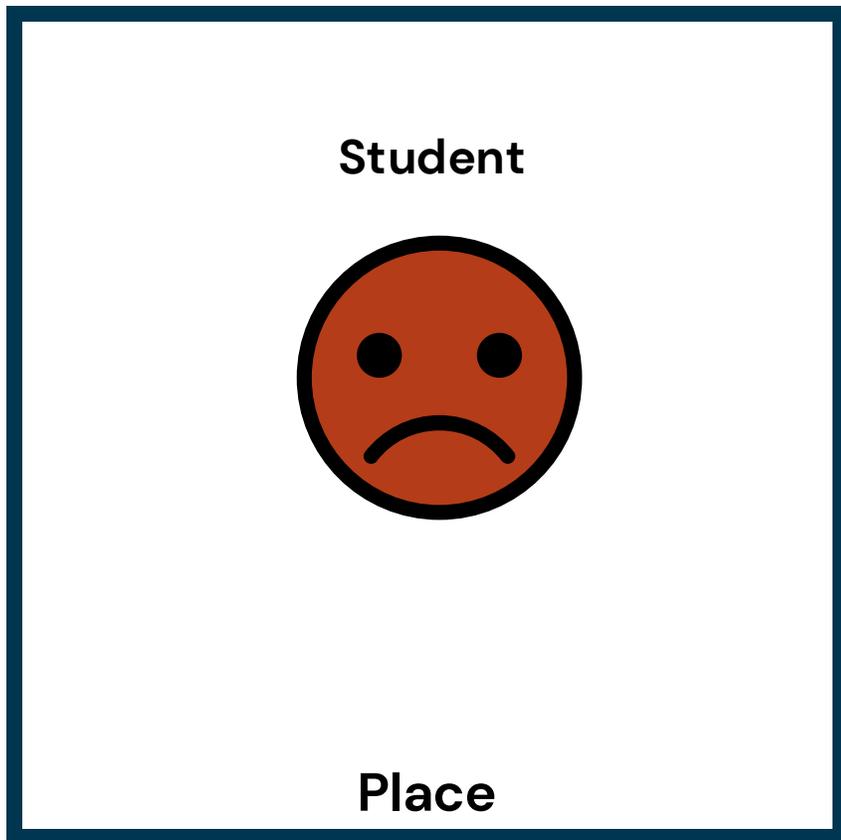
# Shifting the Paradigm:
# MEDICAL MODEL OF DISABILITY

**Student**

**Historical Special Education**

If student isn't successful:

- Remove the student
- Diagnose the problems in the student
- Fix the student
- Student goes back when they are "ready"

**Place**

Shelley
MOORE PH.D.
2023

# Shifting the Paradigm:
## MEDICAL MODEL OF DISABILITY
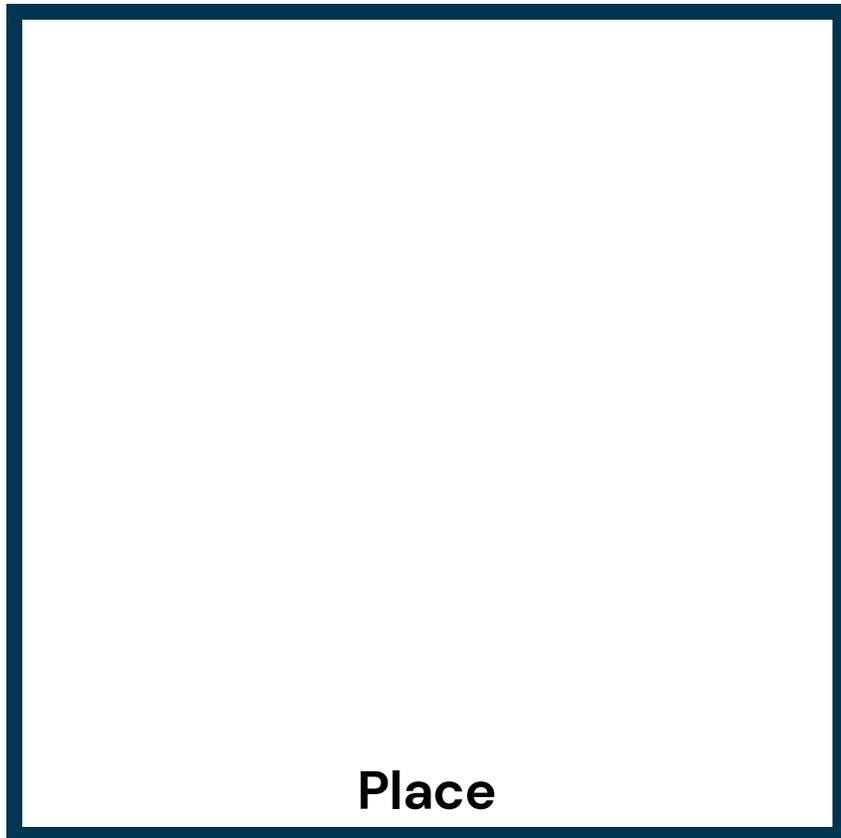
**Student**



**Place**

**Historical Special Education**

If student isn't successful:

- Remove the student
- Diagnose the problems in the student
- Fix the student
- Student goes back when they are "ready"

Shelley
MOORE PH.D.
2023
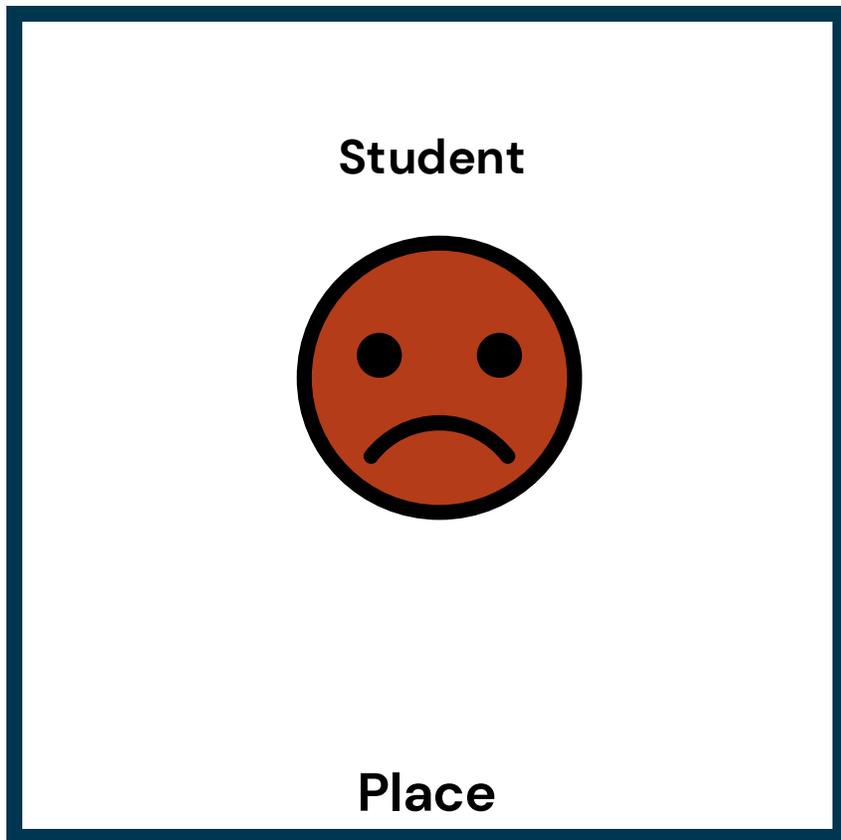
# BUT WAIT…
## People with disabilities said:



"I am not broken."
"I do not need to be fixed!"

# Shifting the Paradigm:
# SOCIAL MODEL OF DISABILITY
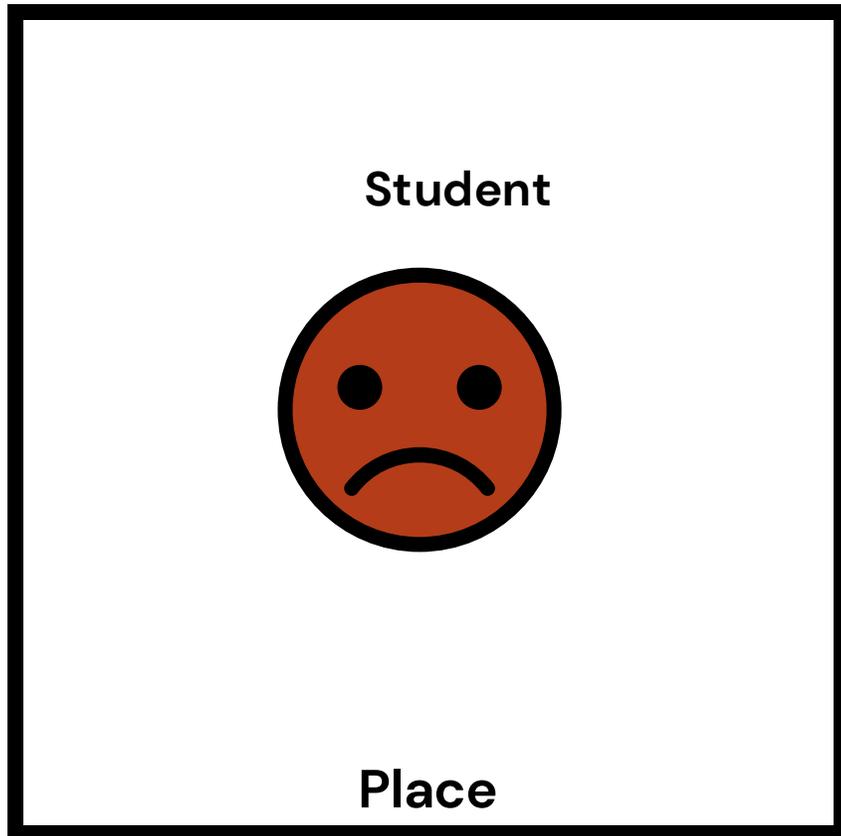


Student

Place

Shelley
MOORE PH.D.
2023

# Shifting the Paradigm:
# SOCIAL MODEL OF DISABILITY

**Student**

**Place**

## Social Model

If a **student** isn't successful:
- Diagnose the barriers in the place
- Target the place

Shelley
MOORE PH.D.
2023
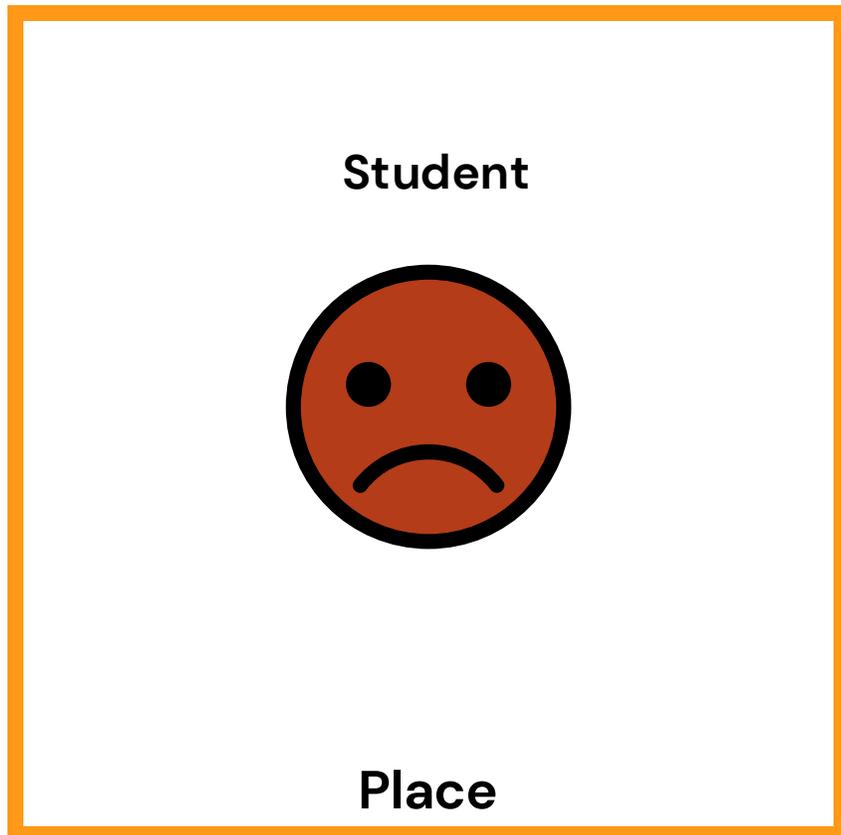
"When a flower doesn't bloom, you fix the environment in which it grows, not the flower."

–Alexander den Heijer

Shelley
MOORE PH.D.
2023
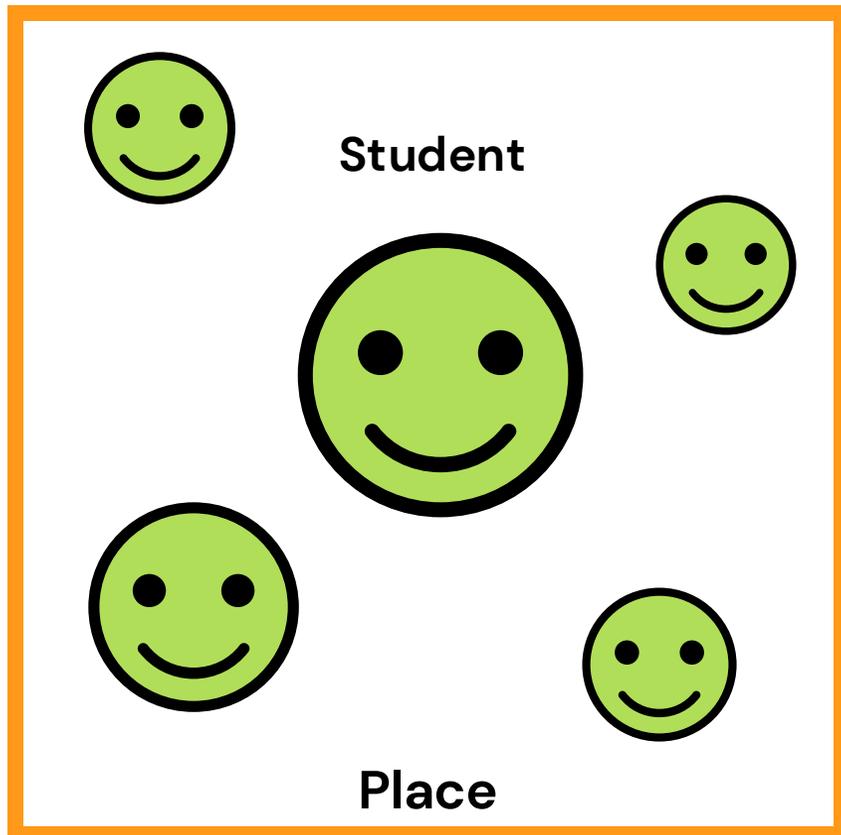
# Shifting the Paradigm:
## SOCIAL MODEL OF DISABILITY

Student

Place

**Social Model**

If a **student** isn't successful:
- Diagnose the barriers in the place
- Target the place
- Support EVERYONE in the place

Shelley
MOORE PH.D.
2023

BUT WAIT...
    Teachers said:

"What about all the different individual needs in a shared place?"

WE HAVE
diverse
GARDENS!

Shelley
MOORE PH.D.
2023
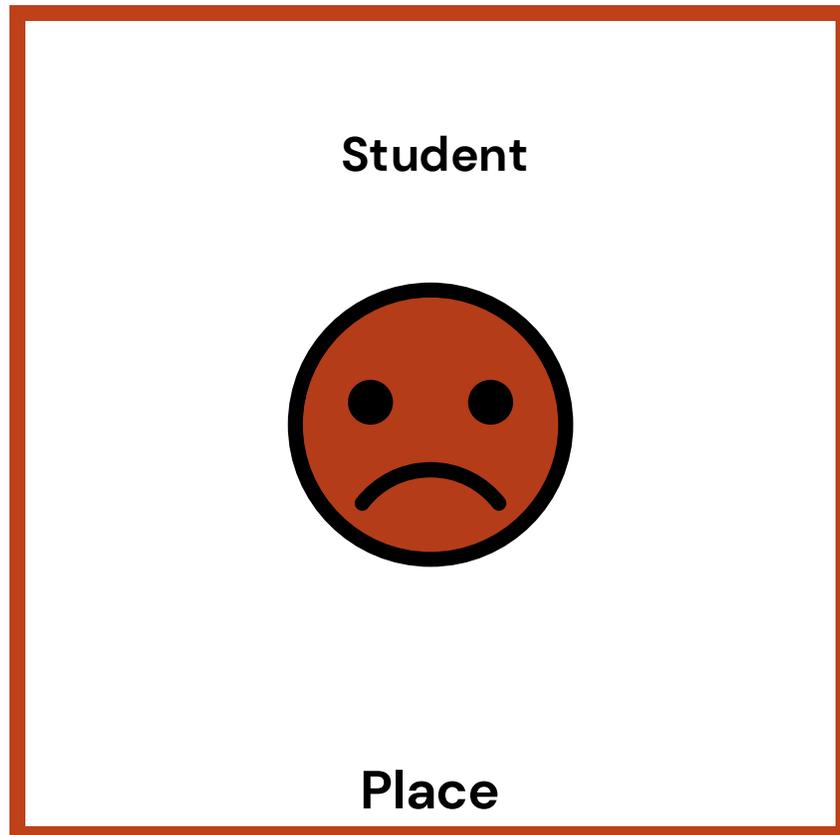
# Shifting the Paradigm:
# PERSON-PLACE MODEL OF NEED

Student

Place

**Inclusive Education**

If one **student** is struggling...

*Shelley*
**MOORE** PH.D.
2023

# Shifting the Paradigm:
# PERSON-PLACE MODEL OF NEED



Community

Place

**Inclusive Education**

If one student is struggling...

...more than one student is struggling

Shelley
MOORE PH.D.
2023

# Shifting the Paradigm:
# PERSON-PLACE MODEL OF NEED
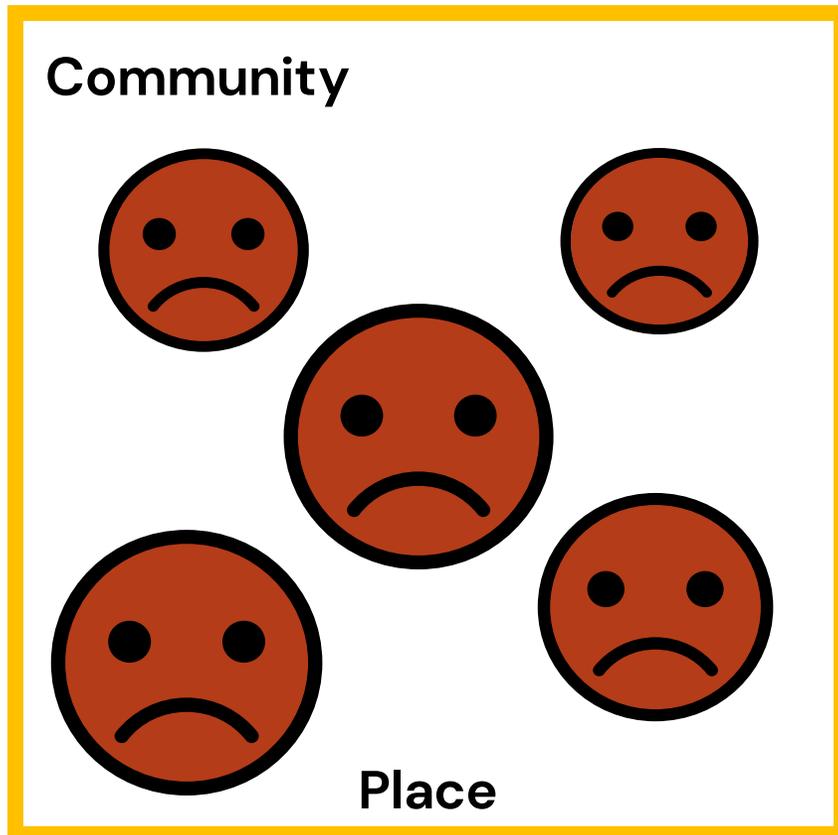


**Inclusive Education**

FIRST: Identify barriers in place by determining needs of everyone in the community

Shelley
MOORE PH.D.
2023

# 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

# Shifting the Paradigm:
# PERSON-PLACE MODEL OF NEED


Community / Place

**Inclusive Education**

FIRST: Identify barriers in the place
THEN: Reduce or eliminate barriers in place by determining needs of everyone in the community

# 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

# 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

# Multiple Layers of Needs Based Support



What **one** needs →

Individualized

Supports & Strategies are
useful for ONE

**+**

What **some** need →

Targeted

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

**+**

What **everyone/most** need →

Universal

Supports & Strategies are
useful for ALL
taught to ALL

Moore, 2023

# MULTIPLE LAYERS OF
# SUPPORT

# What do all students need?

...all students accessing, and be challenged by, **high quality opportunities to learn?**

...all students **feeling valued** and a sense of **contribution** to their community?

...all students feeling a sense of individual and community **place & purpose?**

...all students **physically accessing** to classrooms, facilities and all aspects of school and classroom opportunities?

...all students accessing to **tools and actions** that will respond to their **individual dimensions?**

...all students getting their **basic physical needs** met?

...all students being **represented, connecting to & having relationships** with diverse & identity-based peers and adults?

...all students feeling a **sense of belonging and safety?**

...all students holding **agency** through **high expectations** and the presumption of competence?

Physical & Personal Access

Learning & Curricular Access

Social & Emotional Access

Equitable Access

Moore, 2023
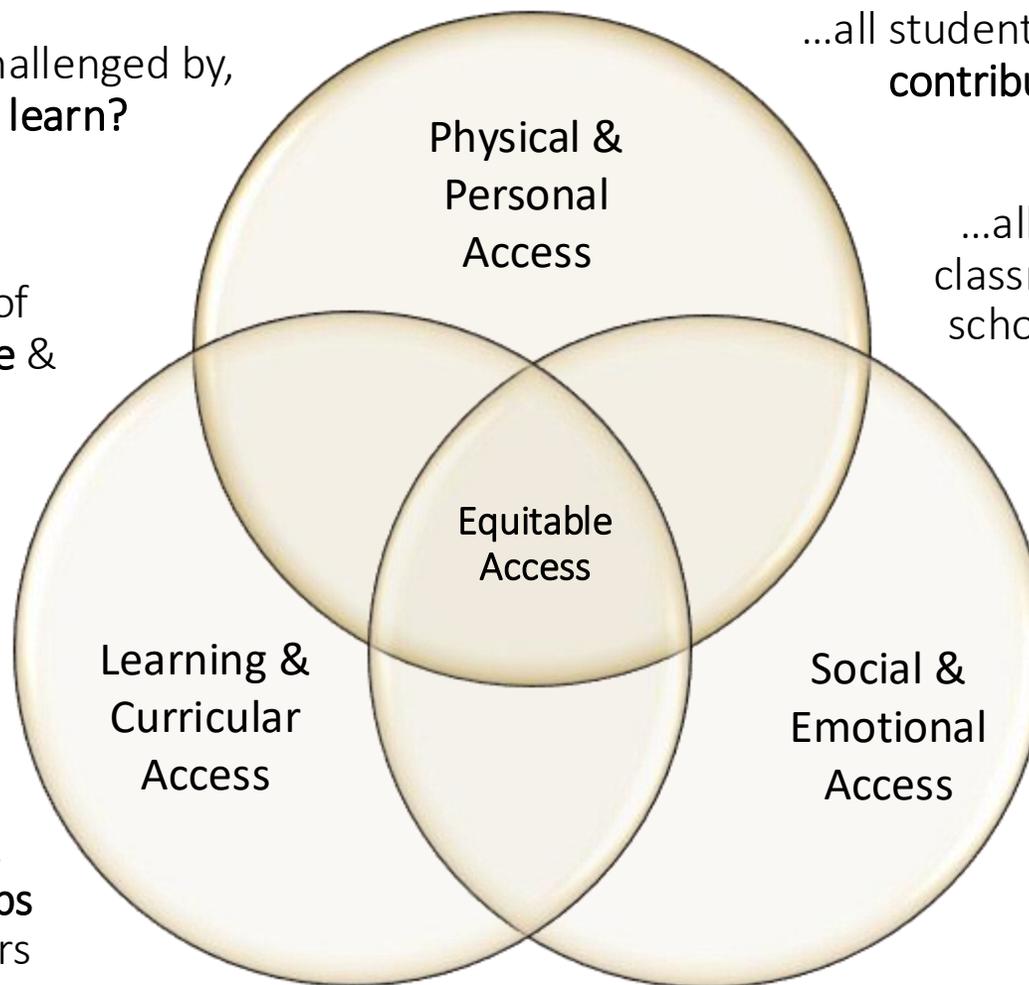
# Increasing Inclusive & Equitable Access by Designing for Needs
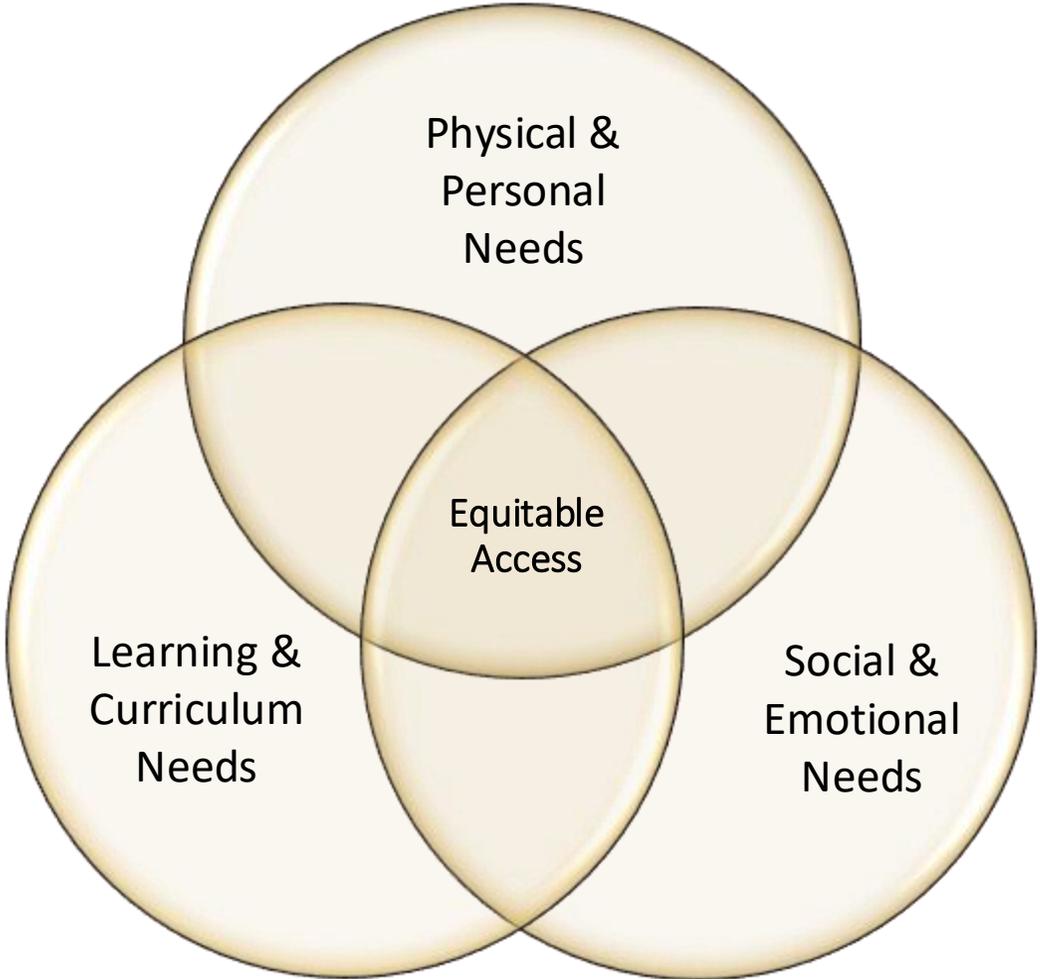
# Increasing Inclusive & Equitable Access
## by Designing for Needs

- Attention
- Anxiety
- Communication (receptive)
- Communication (expressive)
- Eating/Food
- Engagement/Motivation
- Executive functioning
- Family/community and/or identity
- Frustration/ Anger
- Grief/ Trauma
- Gross and/or Fine motor
- Intellectual ability (access)
- Intellectual ability (challenge)

**Physical & Personal Needs**

**Equitable Access**

**Learning & Curriculum Needs**

**Social & Emotional Needs**
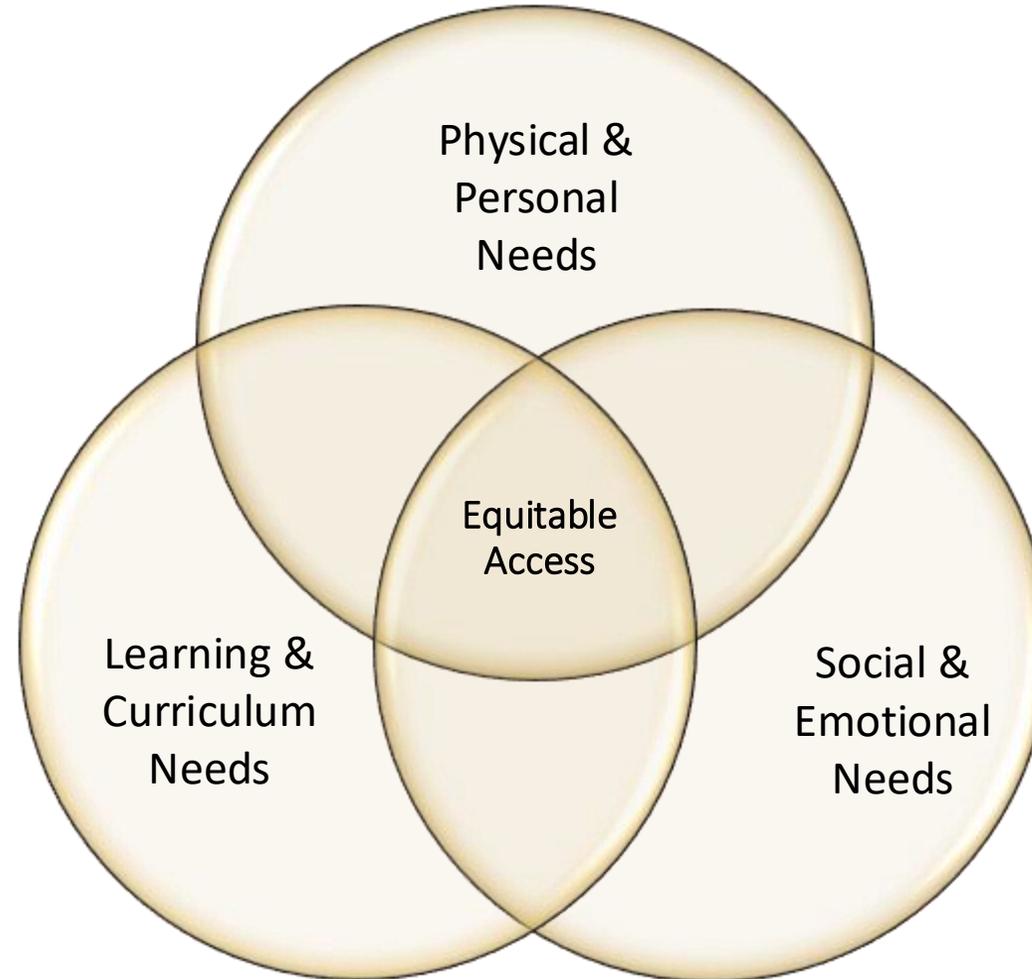
- Language
- Literacy (decoding)
- Literacy (understanding)
- Literacy (written output)
- Literacy (Speaking/ oral language)
- Medical
- Memory
- Numeracy
- Personal Care
- Physical/Mobility
- Self Advocacy
- Self Regulation (emotional)
- Self Regulation (behavioural)
- Self Regulation (learning)
- Self Esteem
- Self Harm
- Sensory
- Social Skills
- Transitioning
- Vision and/or hearing

Moore, 2023

# Classroom Support Planning: Collaborative Needs Based Reflection

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

1. Look at the following areas of need as a team
2. Record needs for students who have IEPs (Individual education plan) and/or LSPs (learning support plan)
3. You can refer to individual assessments and recommendations as well as specialists to determine needs if useful
4. Record needs for students in class who do not have IEP or LSP
5. Look for clusters of need and reflect on community impact
6. Determine priority classroom needs to develop Classroom Support Plan

| Areas of Need | Students who have this need (underline students who have IEP/LSPs) | This need impacts the community and/or there is a cluster of students who have this need | This need can be managed over time and/or not critical | This is an individual need area and/or community does not need support in this area |
|---|---|---|---|---|
| Addiction | | | | |
| Attendance/ Lateness | | | | |
| Attention | | | | |
| Anxiety/ Depression | | | | |
| Bullying | | | | |
| Communication (receptive) | | | | |
| Communication (expressive) | | | | |
| Eating/Food/Allergies | | | | |
| Engagement/Motivation | | | | |
| Executive Functioning | | | | |
| Family/Community/Identity | | | | |
| Frustration/ Anger | | | | |
| Greif/ Trauma | | | | |
| Gross/Fine Motor Skills | | | | |
| Intellectual Ability (access) | | | | |

| | | | | |
|---|---|---|---|---|
| Intellectual Ability (extend) | | | | |
| Language | | | | |
| Literacy (decoding) | | | | |
| Literacy (understanding) | | | | |
| Literacy (written output) | | | | |
| Literacy (oral language/speaking) | | | | |
| Medical | | | | |
| Memory | | | | |
| Mental Health | | | | |
| Numeracy | | | | |
| Personal Care | | | | |
| Personal Safety | | | | |
| Physical/Mobility | | | | |
| Self-Advocacy | | | | |
| Self-Regulation (emotional) | | | | |
| Self-Regulation (behavioural) | | | | |
| Self-Regulation (learning) | | | | |
| Self Esteem | | | | |
| Self-Harm/ Self Injurious Behaviour | | | | |
| Sensory | | | | |
| Social Skills | | | | |
| Transitioning | | | | |
| Other: | | | | |
| Other: | | | | |

| Priority Community Needs | Specialists/Individuals to connect to | Priority Individual Needs | Specialists/Individuals to connect to |
|---|---|---|---|
| | | | |
| | | | |
| | | | |
| | | | |

# Classroom Support Planning: Collaborative Needs Based Reflection

| Target Classroom: Thee Kindergarten | Classroom Teacher(s): LM | Support Teachers/Staff: | Date: Nov 2024 |
|---|---|---|---|

1. Look at the following areas of need as a team
2. Record needs for students who have IEPs (individual education plan) and/or LSPs (learning support plan)
3. You can refer to individual assessments and recommendations as well as specialists to determine needs if useful
4. Record needs for students in class who do not have IEP or LSP
5. Look for clusters of need and reflect on community impact
6. Determine priority classroom needs to develop Classroom Support Plan

| Areas of Need<br>IEP (8) – AA, DC, NC, AC, AM, CS, KP, IO<br>ELL – DG, AM, IO | Students who have this need<br><br>(Start with target students) | This need impacts the community and/or there is a cluster of students who have this need | This need is being monitored/or is being managed | This is an individual need area and/or community does not need support in this area |
|---|---|---|---|---|
| Addiction | | | | x |
| Attendance/ Lateness | DC, NC, CS, KP, DG, BQ | | x | |
| Attention | DC, NC, KP, IO, DG, JL, CV, KM | | x | |
| Anxiety/ Depression | AM, IO, LC, AY | | x | |
| Bullying | JL, KM, CV | | x | |
| Communication (receptive) | AA, DC, AC, AM, CS, IO, DG, AY, BQ | x | | |
| Communication (expressive) | AA, DC, NC, AC, AM, CS, KP, IO, AY, BQ | x | | |
| Eating/Food/Allergies | AM, CS | | | x |
| Engagement/Motivation | NC, KP, IO, DG, JL, LC, AY, CV, BQ | | x | |
| Executive Functioning | AA, DC, NC, AC, AM, CS, KP, IO, DG, AY, CV, BQ | x | | |
| Family/Community/Identity | DC, NC, CS, KP, LC | | x | |
| Frustration/ Anger | AA, CS | | x | |
| Greif/ Trauma | NC, AM, CS, KP, LC, KM, BQ | | x | |
| Gross/Fine Motor Skills | AA, DC, NC, AC, AM, CS, IO, DG, AY, CV, BQ | x | | |
| Intellectual Ability (access) | DC, AM, CS, CV, BQ | | x | |
| Intellectual Ability (extend) | DC, AC, AM, CS, DG, CV, BQ | | x | |

| | | | | |
|---|---|---|---|---|
| Language | AA, DC, NC, AC, AM, CS, IO, CV, BQ | x | | |
| Literacy (decoding) | AA, DC, NC, AC, AM, CS, KP, IO, DG, LD, LC, KM, AY, CV, BQ | | x | |
| Literacy (understanding) | AA, DC, NC, AC, AM, CS, KP, IO, DG, BQ | x | | |
| Literacy (written output) | AA, DC, NC, AC, AM, CS, KP, IO, DG, LD, LC, KM, AY, CV, BQ | | x | |
| Literacy (oral language/speaking) | AA, DC, NC, AC, AM, CS, IO, LC, CV, BQ | x | | |
| Medical | AM, CS | | | x |
| Memory | DC, NC, AM, CS, IO, DG, BQ | | x | |
| Mental Health | AM, CS, LC, KM | | x | |
| Numeracy | AA, DC, NC, AC, AM, CS, IO, AY, BQ | | x | |
| Personal Care | CS, IO, AY | | x | |
| Personal Safety | CS, KM | | x | |
| Physical/Mobility | | | | x |
| Self-Advocacy | AC, AM, CS, CS, IO, KM, LC, AY | | x | |
| Self-Regulation (emotional) | AA, DC, NC, CS, LC | | x | |
| Self-Regulation (behavioural) | AA, DC, NC, CS | | x | |
| Self-Regulation (learning) | AA, DC, AC, CS, KP, IO, DG, KM, BQ | x | | |
| Self Esteem | NC, AC, AM, IO, LC, KM, AY | | x | |
| Self-Harm/ Self Injurious Behaviour | CS | | x | |
| Sensory | AA, DC, CS, DG, BQ | | x | |
| Social Skills | AA, DC, NC, AM, CS, IO, LC, AY | | x | |
| Transitioning | AA, DC, NC, AC, AM, CS, IO, DG, LC, CV | x | | |
| Other: | | | | |
| Other: | | | | |

| Priority Community Needs | Specialists/Individuals to connect to | Priority Individual Needs | Specialists/Individuals to connect to |
|---|---|---|---|
| Communication (expressive/receptive) | | | |
| Fine & Gross Motor Skills | | | |
| Executive Functioning | | | |
| SRL | | | |

| Class Review: THEE KINDERGARTEN | School Team: LM & SM | Date: November 2024 |
|---|---|---|

## Class Dimensions

| Class Identities | Class Interests | Classroom Strengths | Classroom Stretches |
|---|---|---|---|
| *Student Perspectives:*<br>• Blackfoot, Athletic, Hilarious, Artists, Kind, a Friend, a Helper, Sister, Brother, Grandbaby, the Baby<br><br>*Team Perspectives:*<br>• 8 B, 8 G<br>• Newcomer families,<br>• Pakistan, Nigeria, Indigenous (Reserve land),<br>• Non-speaking, Pre speaking,<br>• English, Tagalog, Blackfoot | *Student Perspectives:*<br>• Art, be an artist/ creative, big cats, cooking, how to be a chef, learning new languages (Blackfoot)<br><br>*Team Perspectives:*<br>• Outdoor learning, play, being outside and discovering, tools – trying new things, how to be leaders, how to change the world/ make an impact | *Student Perspectives:*<br>• Kind, helpers, big hearts, making people happy/ laugh/ feel good, readers, retell/tell a story, art<br><br>*Team Perspectives:*<br>• Aware, curious, big hearts, confident, engaged, joyful, happy, helping others, awe, energetic, motivated, eager to learn, creativity (art, loose parts, think differently, think outside the box) unique | *Student Perspectives:*<br>• Reading, writing, using writing tools, independence (solve problem, tie show, do this without help)<br><br>*Team Perspectives:*<br>• Being part of a community that isn't their family, first time out in the world outside their family (lining up, sharing space, taking turns), feel valued in a new community, how to contribute to a community |

## Class Needs

| Need: Communication (receptive) | Need: Communication (expressive) | Need: Executive Functioning | Need: Gross/Fine Motor | Need: Self Regulation of Learning |
|---|---|---|---|---|
| AA, DC, NC, AC, AM, CS, KP, IO, AY, BQ | AA, DC, NC, AC, AM, CS, KP, IO, AY, BQ | AA, DC, NC, AC, AM, CS, KP, IO, DG, AY, CV, BQ | AA, DC, NC, AC, AM, CS, IO, DG, AY, CV, BQ | AA, DC, AC, CS, KP, IO, DG, KM, BQ |

## Team Goals

**Some big questions and/or goals that we have for this class:**
• How can we help this group of students become a part of, be responsible in and contribute to, make a difference in a community outside of their home?
• How can our community honour the many diverse and unique abilities, while also meet the needs of the community, each other, and themselves?
• How do help students be aware of who they are and what they need and how that is different (and okay) than others? (identity and advocacy)?

## Team Reflections & Decisions

| What works well for this class? | What else can we do to reduce barriers for this class? |
|---|---|
| • Food, fresh air, and fun<br>• Movement, voice & choice, goal setting, involving them in problem solving as a community | |

| Class Review for: Ms. Hinz Grade 8: CREW, Humanities & Science | School: Nechako Valley Secondary School | Date: October 17, 2023 |
|---|---|---|

## We can plan for our students by getting to know their dimensions:

| Identities | Interests | Strengths | Stretches |
|---|---|---|---|
| **Culture/Race:** Canadian, Indigenous, American, Philippines<br>**Disability:** Autism, ADHD Intellectual Disability, Behavioral, Learning Disability<br>**Language:** English, French, Filipino<br>**SOGI:**12 identify as F, 16 identify as M<br>**Family:** Rural families, large families, x generation families, mixed and blended families, international families, farming and forestry families | Outdoors, dirt biking, hunting, horses, art, music, reading, football, hockey, volleyball, soccer, ruby, painting, cooking, computers, gaming, movies, band, agriculture, farming, | Kind hearted, help take care of class pet Gizmo, love hands on activities, athletic, competitive, artistic, inquiry learning, asking questions , open to learning different perspectives, love being outside, helping others | Listening when others are speaking, self-regulation, coming to class prepared, transitions, following directions,, writing, decision making, taking risks , dealing with anxiety, being quiet when asked . |

## Based on student dimensions we can ask questions and set some goals:

| Some questions we have about this class: | Some goals we have for this class: |
|---|---|
| • How can we create a learning environment to meet everyone's needs and goals<br>• How can we learn self regulation  and ways to deal with anxiety and stress<br>• How can we incorporate more hands on learning and inquiry based learning given time and resource restraints<br>• How can we incorporate  more of the   Indigenous principals  of learning | • To be open to try new things<br>• To build self confidence and self esteem<br>• To learn that its ok to make mistakes and try again |

## We can respond to student dimensions by reducing and eliminating barriers for everyone:

| What have we tried that is working: | What do we still want to try: |
|---|---|
| • Student choice<br>• Games and visuals to help learning<br>• Outdoor land based learning<br>• Reward system for positive behavior<br>• Creating a safe and inclusive classroom environment where all learners are welcomed | • Incorporating more SEL strategies in the classroom to help support all learners<br>• Build a more needs based classroom to help support all learners<br>• Teach self regulation skills and strategies<br>• Finding ways to build self esteem and self confidence |

## We can respond to student dimensions by determining and prioritizing individual needs: (This is based on Student IEPs, observations made by Ms. Hinz (Class teacher) and help from Ms. Wall (Class EA)

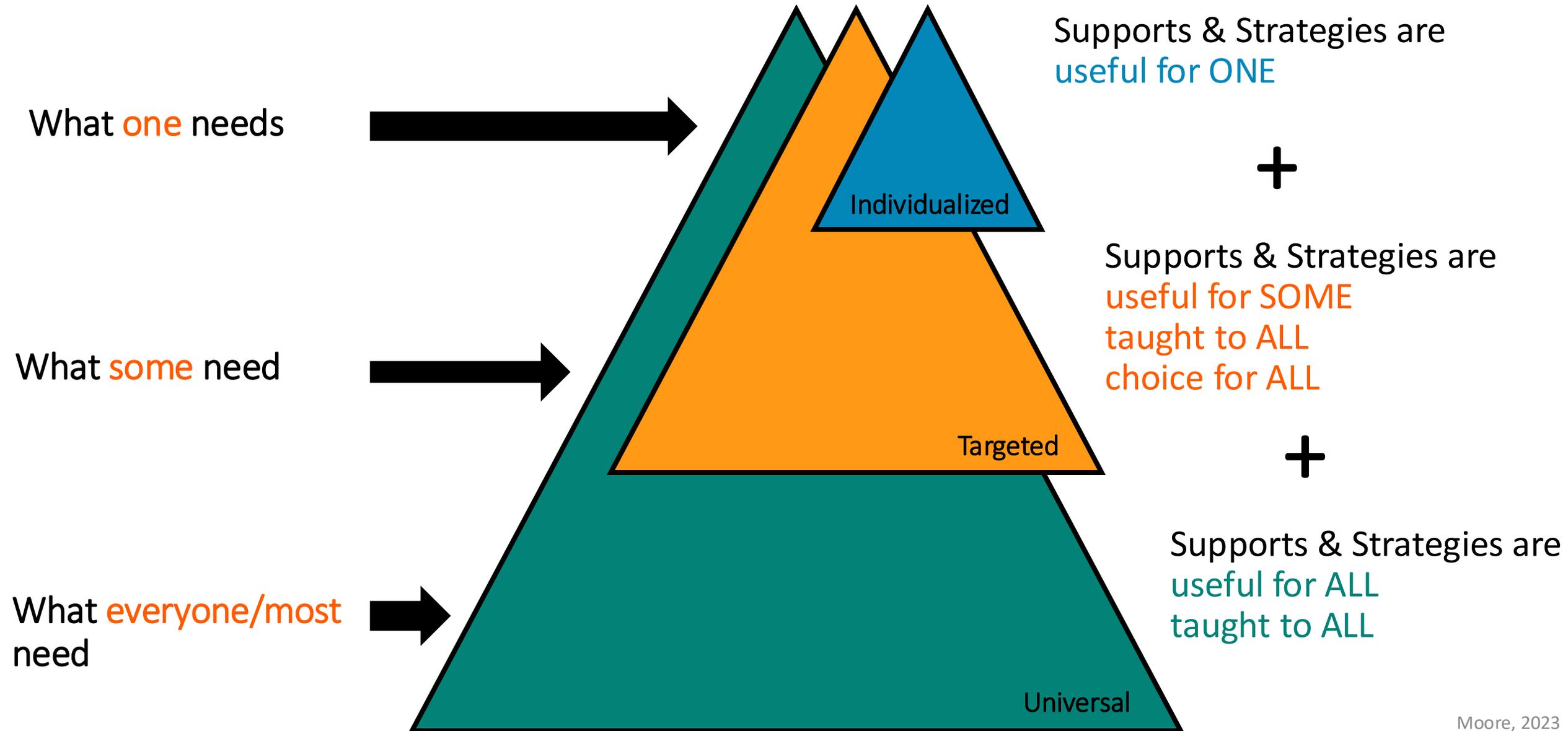| Need: Organization<br>Everyone | Need: Social Skills<br>LB, HS, WS, CA, , JM | Need: Transitions<br>LB, HS, WS, CA,,JM, everyone | Need: Language and Reading<br>LB, HS, WS, CA,JM | Need: SEL and Self regulation<br>LB, HS,WS,CA,JM, Everyone |
|---|---|---|---|---|

**\* Also an IEP Need Area**

# Multiple Layers of Needs Based Support

What one needs →

Individualized

Supports & Strategies are
useful for ONE

+

What some need →

Targeted

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

+

What everyone/most
need →

Universal

Supports & Strategies are
useful for ALL
taught to ALL

Moore, 2023

Need:

Students in Mind:

Who needs the MOST support?

What supports & strategies are useful for ONE? (Individualized)
- •
- •
- •

Essential

What supports & strategies are useful for SOME? (Choice for ALL)
- •
- •
- •
- •

Students in Mind

Targeted

What supports & strategies are useful for MOST/ALL?
- •
- •
- •
- •

Universal

Moore, 2023

Who needs the MOST challenge?

Class: Grade 2       Need: Literacy       Students in Mind: **GA, MA**, K**R**, **TP, AD**
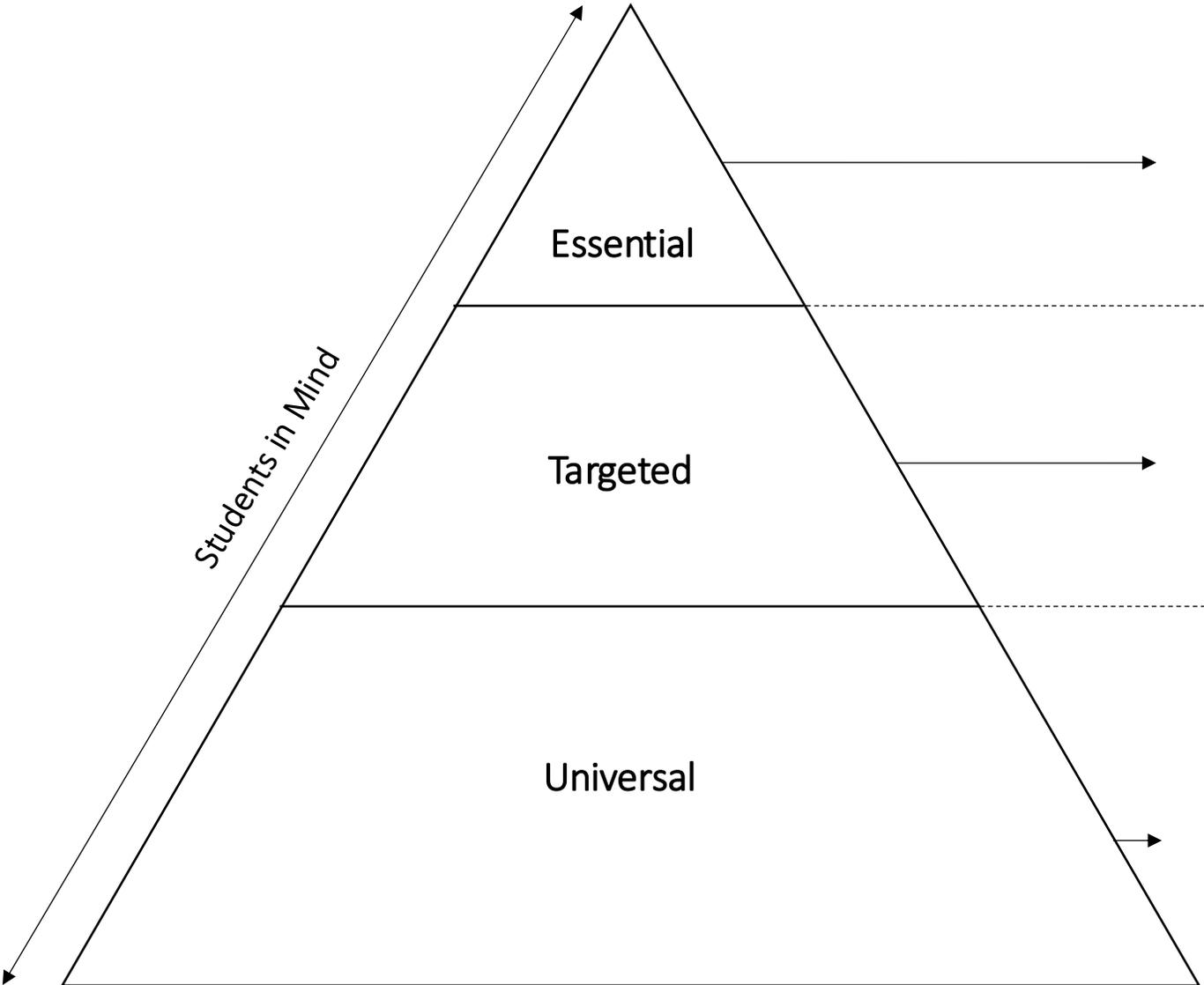
Who needs the MOST support?
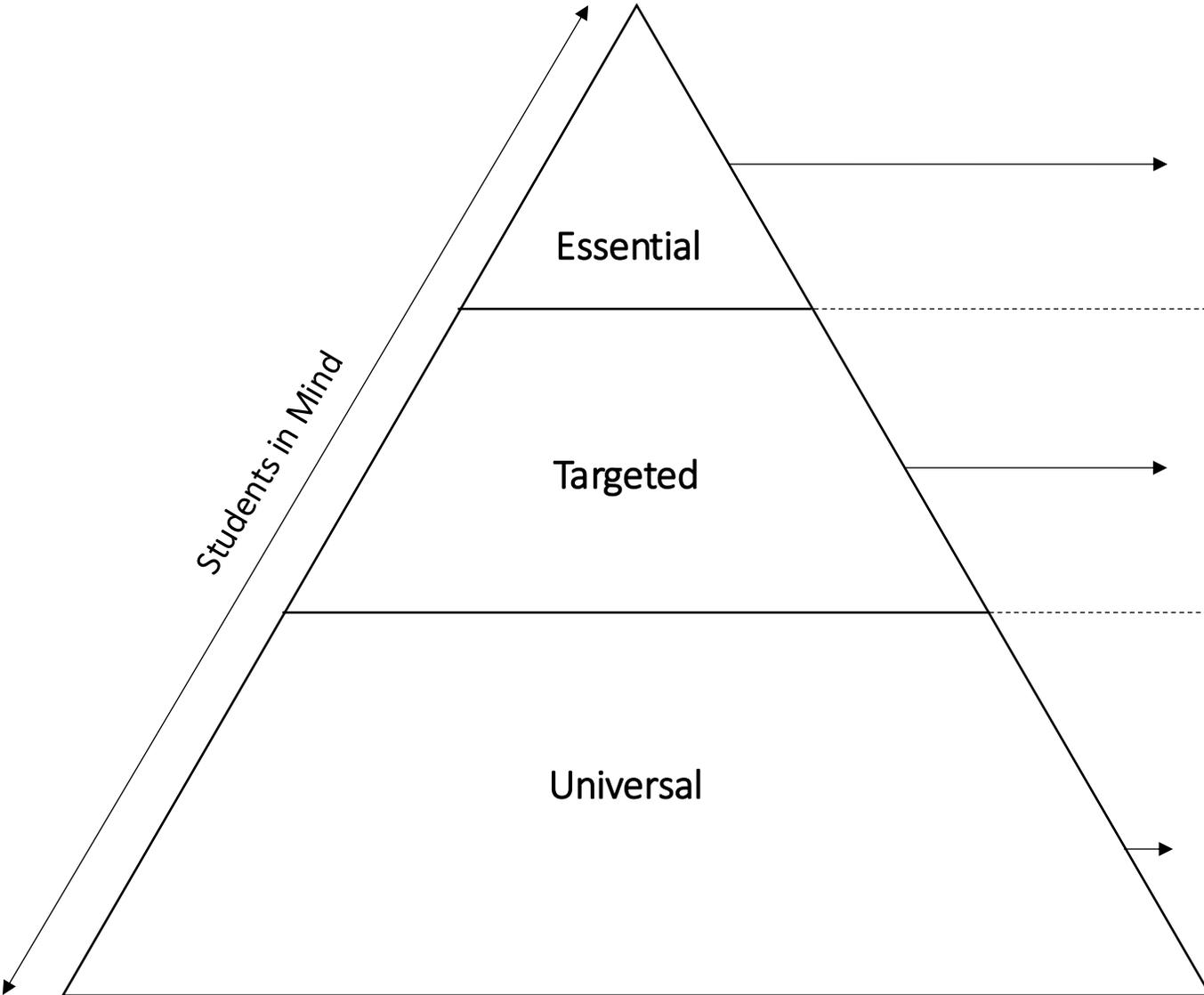
**What supports & strategies are useful for ONE? (Individualized)**
- Reading IEP
- 3/4 x week individual intervention with CT or parent volunteer (one on one)
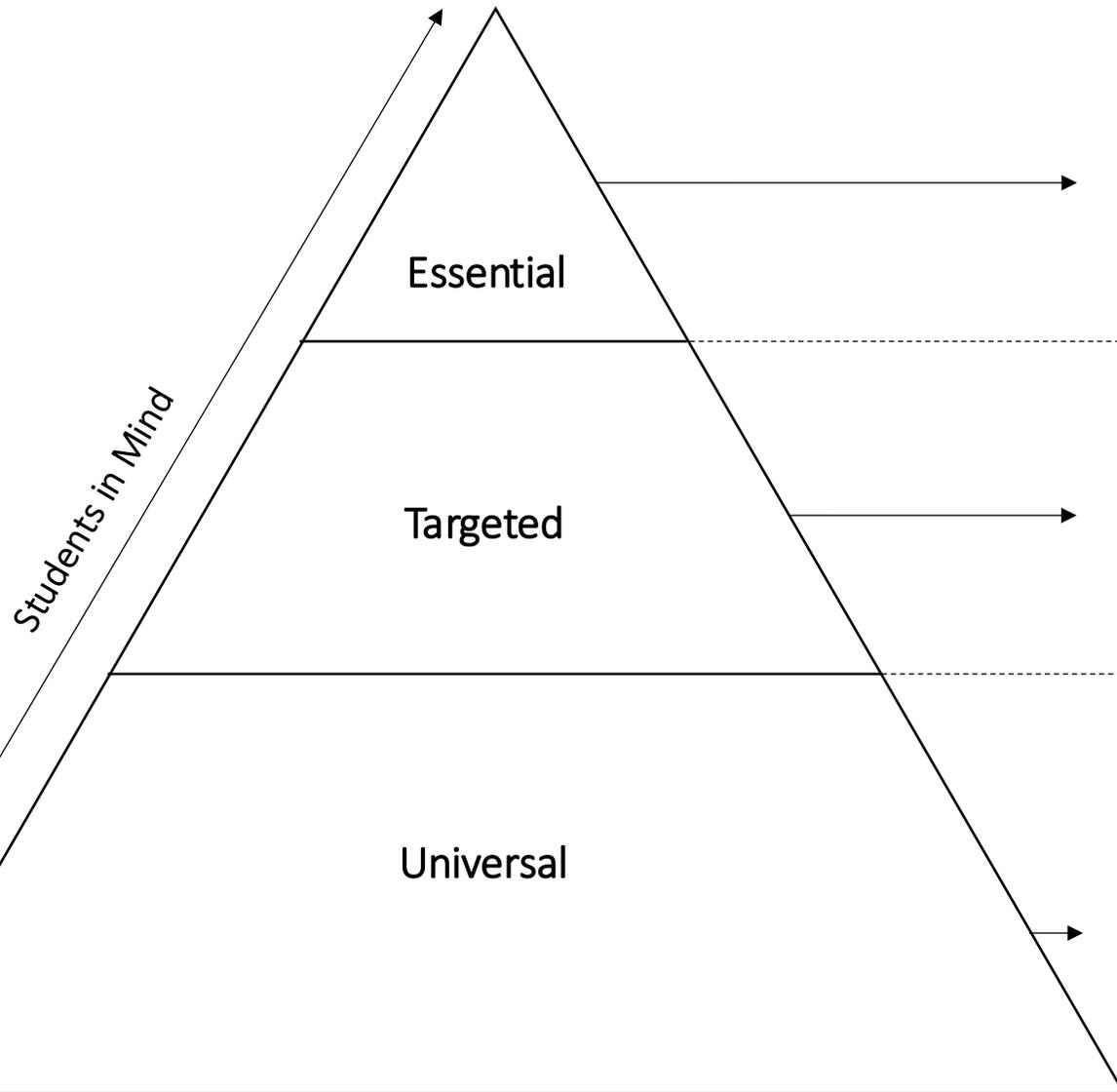- G (replacement literacy instruction - comprehension)

Essential

Students in Mind

**What supports & strategies are useful for SOME? (Choice for ALL)**
- Title reading intervention (decoding) 4 x week
- UDL strategies to help student choose)

Targeted

**What supports & strategies are useful for MOST/ALL?**
- Access to grade level curriculum
- Fluency passage (at independent level) – at home
- Weekly read with parent volunteers
- Vocabulary support & practice (word ladders/activities/plexer)
- Classroom read aloud every day
- Library
- Different levels of text level for assessment
- Strategic intervention time
- WIN time

Universal

Class: Grade 4          Need: emotional self regulation          Students in Mind: GA, LB, JA, ES, KR, GS

Who needs the MOST support?

Students in Mind

Essential

Targeted

Universal

Who needs the MOST challenge?

What supports & strategies are useful for ONE? (Individualized)
- Communication with school team (set up other places to go if needed)
- Individual debriefing
- Check in/ check out system (with resource)
- Built in time at The Nest in schedule
- G: Level of problem (1-5 and how to respond, reinforcement system)

What supports & strategies are useful for SOME? (Choice for ALL)
- Calming kit
- Take a break (check in)
- Sensory tools (e.g. fidgets, items from home)
- Choice to go The Nest

What supports & strategies are useful for MOST/ALL?
- Morning meeting, classroom conversations
- Mindful minutes – teaching a strategy
- Routines & structures
- Technology – all practice a strategy (e.g. 5 finger breathing)
- Lessons with counsellor (tools in toolbox)
- Classroom conversations (power of yet, Factor of fear)
- Trust when they need something
- Open communication with families (e.g. Dojo)
- Access to The Nest (SEL space)

Grade 9 Humanities

Need: Multilingual Learners

Students in Mind: HP, LG, AF, LD , LD, SS, WR

Who needs the MOST support?

**What supports & strategies are useful for ONE? (Individualized)**
- Individual student co-developed language goals
- Individual conferencing/direct instruction during work time (not lesson time)
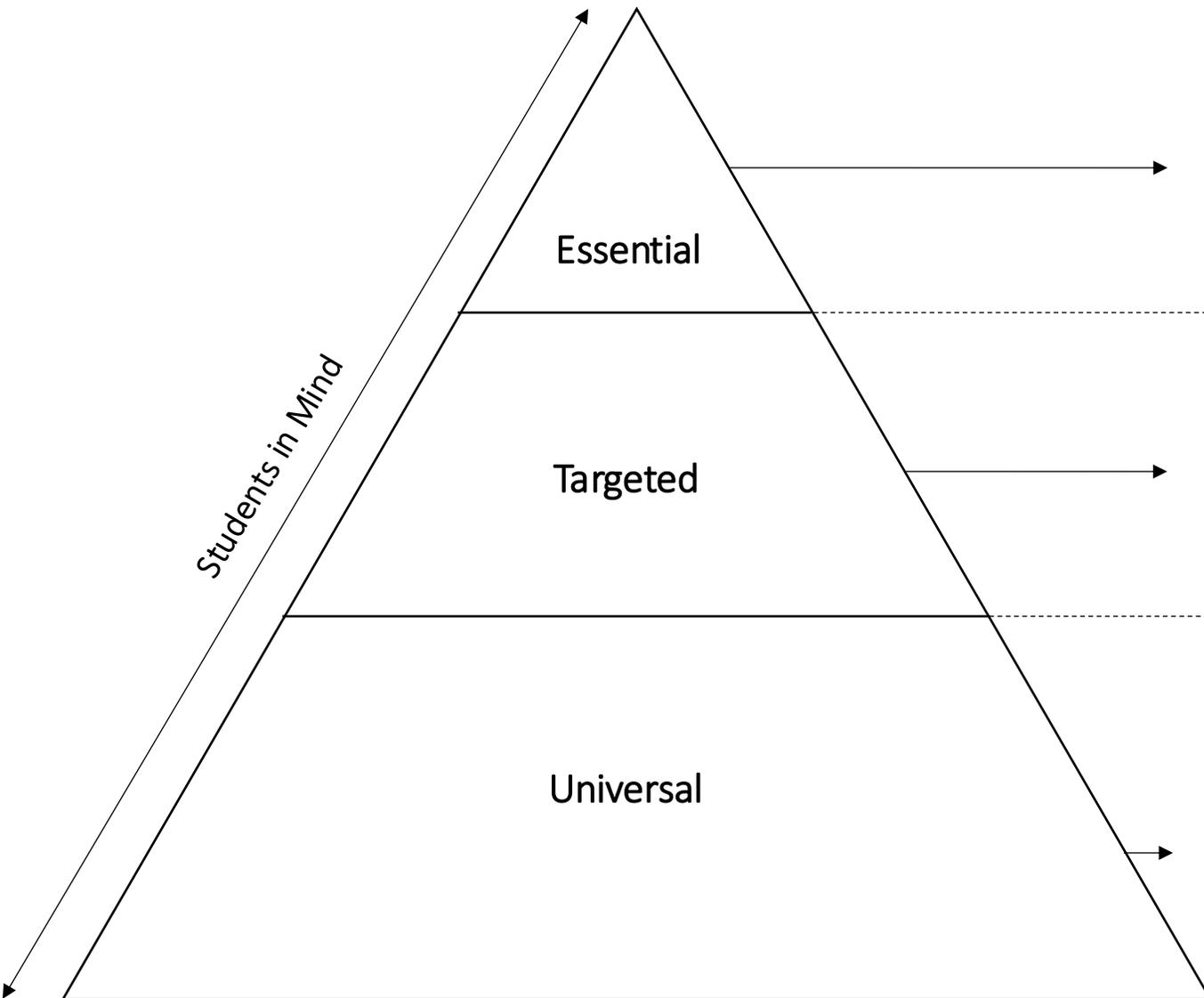
Essential

**What supports & strategies are useful for SOME? (Choice for ALL)**
- iPad for visual translation/communication support
- Sentence frames
- Visuals/ objects
- Strategic Pairings
- QSSSA  strategy (question, signal, stem, share, assess
- Allow previewing of information in home language

Targeted

**What supports & strategies are useful for ALL?**
- Relationships with student, families and caregivers
- Multi-lingual word/picture wall
- Books with  diverse characters
- Everyone learns words in a new language words
- Learn language across all curricular areas
- Speak clear, slow and allow for wait time
- Multiple ways to show learning (visual, oral, written)
- Celebrate language diversity in class/school

Universal

Who needs the MOST challenge?

Class: Grade 4          Need: anxiety/emotional self regulation          Students in Mind: GA, LB, JA, ES, KR, GS

Who needs the MOST support?

What supports & strategies are useful for ONE? (Individualized)
- Communication with school team (set up other places to go if needed)
- Individual debriefing
- Check in/ check out system (with resource)
- Built in time at The Nest in schedule
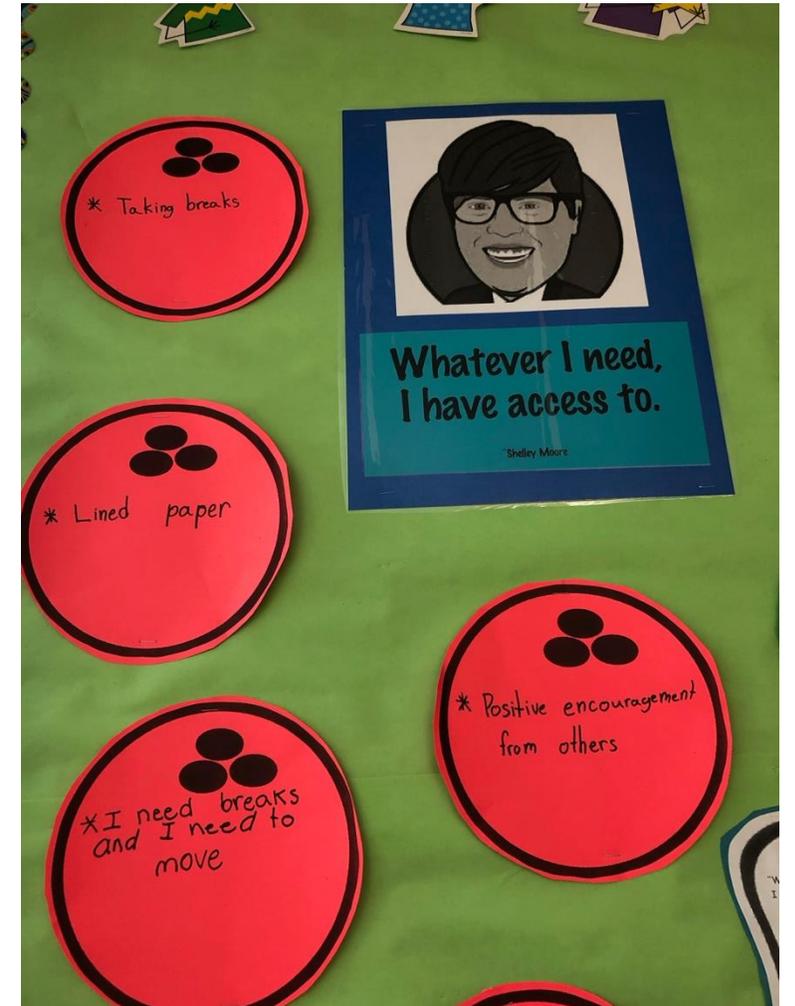- G: Level of problem (1-5 and how to respond, reinforcement system)

**Essential**

**Students in Mind**

What supports & strategies are useful for SOME? (Choice for ALL)
- Calming kit
- Take a break (check in)
- Sensory tools (e.g. fidgets, items from home)
- Choice to go The Nest

**Targeted**

What supports & strategies are useful for MOST/ALL?
- Morning meeting, classroom conversations
- Mindful minutes – teaching a strategy
- Routines & structures
- Technology – all practice a strategy (e.g. 5 finger breathing)
- Lessons with counsellor (tools in toolbox)
- Classroom conversations (power of yet, Factor of fear)
- Trust when they need something
- Open communication with families (e.g. Dojo)
- Access to The Nest (SEL space)

**Universal**

# Strategy: taking a 2 min break

# Strategy: taking a 2 min break

## Instruct

- What is a 2 min break?
- Why is a 2 min break useful?
- How do I use a 2 min break as a **tool** or an **action**?
  - What does a 2 min break *look* like when I use it?
  - What does a 2 min break *sound* like when I use it?
  - What does a 2 min break *feel* like when I use it?

## Practice (1 – 2 weeks)

## Reflect

- How will I know when I *need* a 2 min break?
- How will I know when I *don't need* a 2 min break?
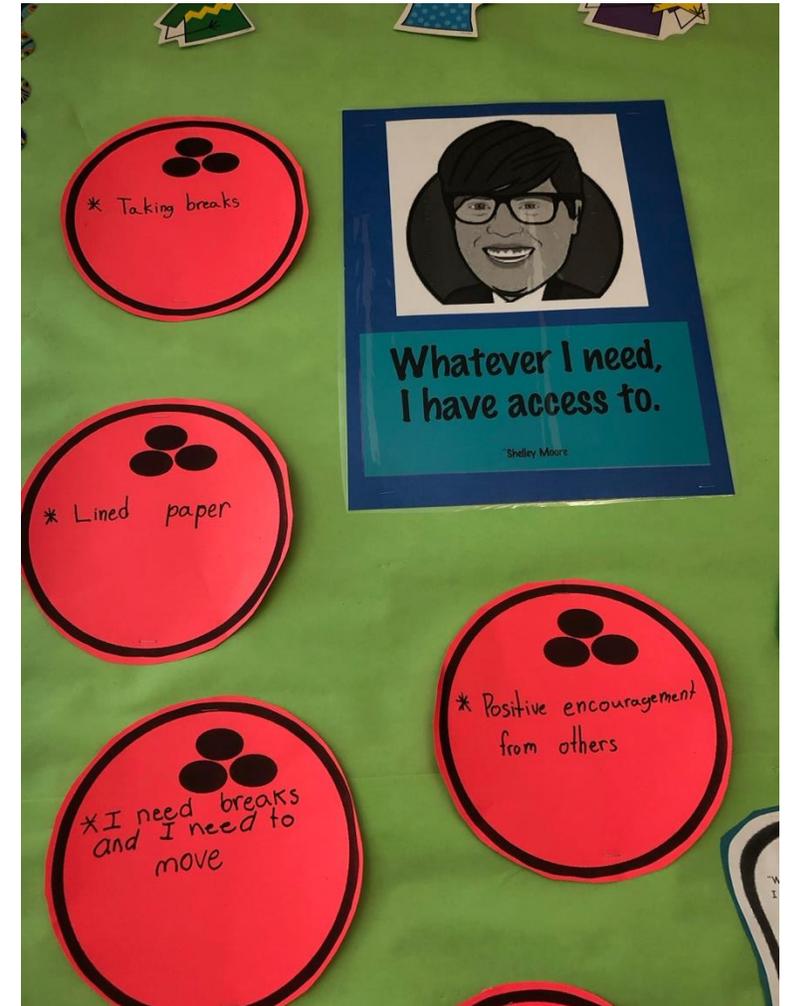
# Strategy: chunking text

**Instruct**

- What is chunking text?

- Why is chunking text useful?

- How do I chunk text as a **tool** or an **action**?
    - What does chunking text *look* like when I use it?
    - What does chunking text *sound* like when I use it?
    - What does chunking text *feel* like when I use it?

**Practice (1 – 2 weeks)**

**Reflect**

- How will I know when I *need* to chunk text ?

- How will I know when I *don't need* chunk text ?
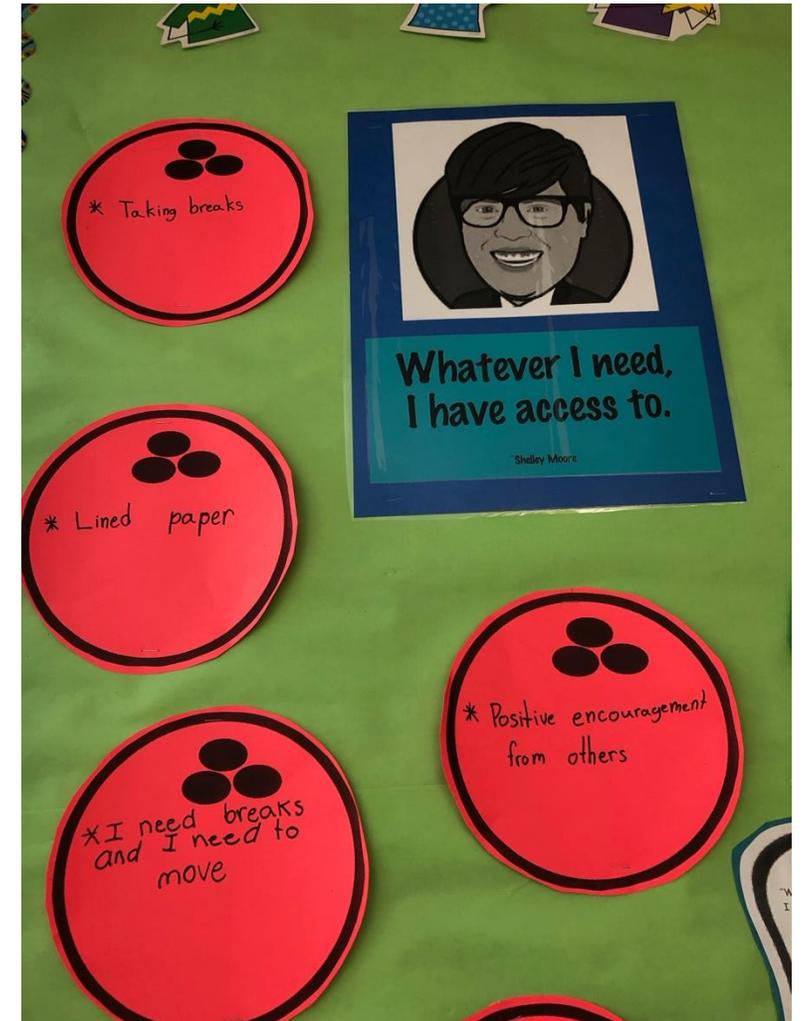
# Teaching & Reflecting on Strategies:

working in a small group

quiet space

loud space

visuals

schedule/ agenda

standing desks

access points

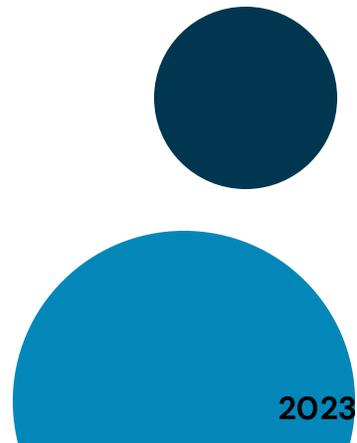sensory tools

Snacks/ water

hats
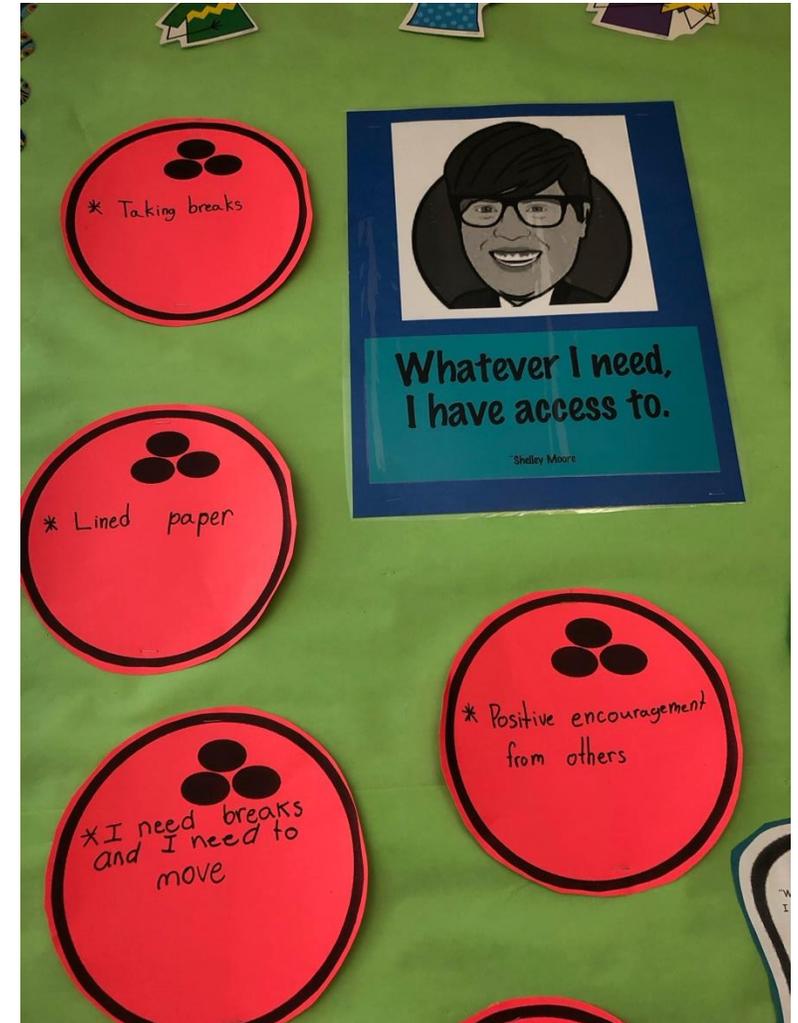
# www.teachspeced.ca
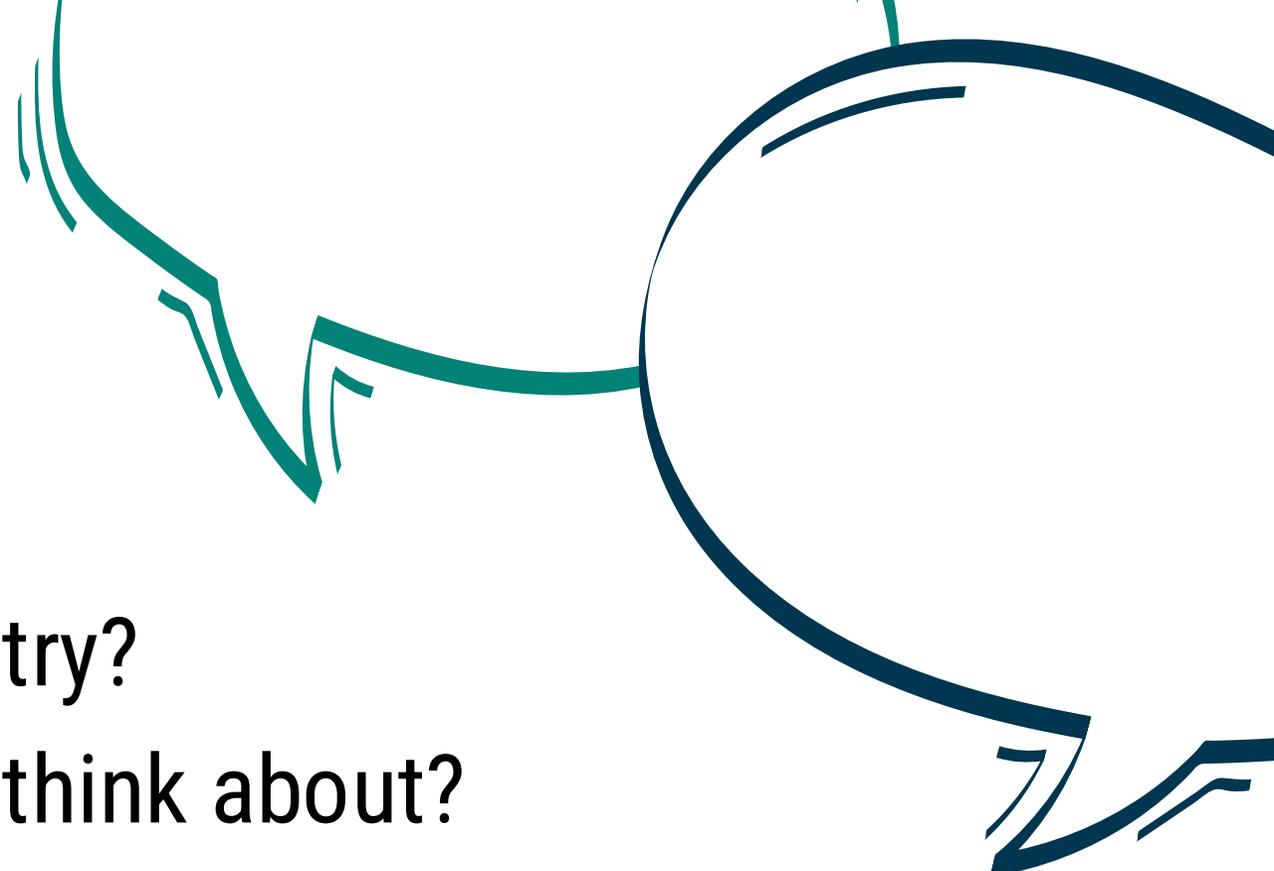
What is one useful idea?

What is one thing you want to try?

What is one thing you want to think about?

What is one thing you want to learn more about?

What is one ting you want to share with someone

who is not here today?

2023

**Shelley MOORE PH.D.**

🏠 www.drshelleymoore.com

📷 @drshelleymoore

🦋 @drshelleymoore.bksy.social

🧵 @drshelleymoore

f Dr. Shelley Moore