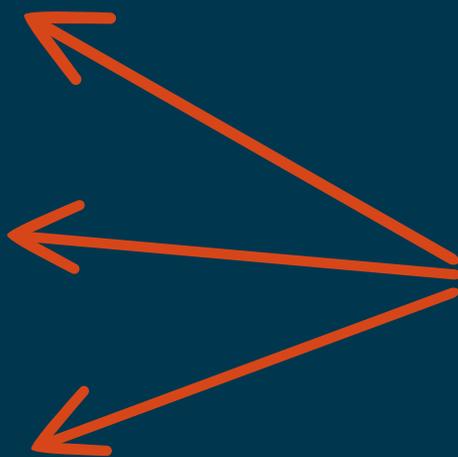




drshelleymoore.com
blogsomemoore.com



drshelleymoore



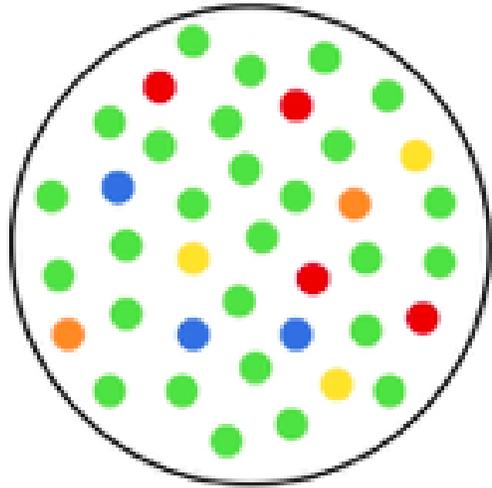
fivemooreminutes

WHAT DOES

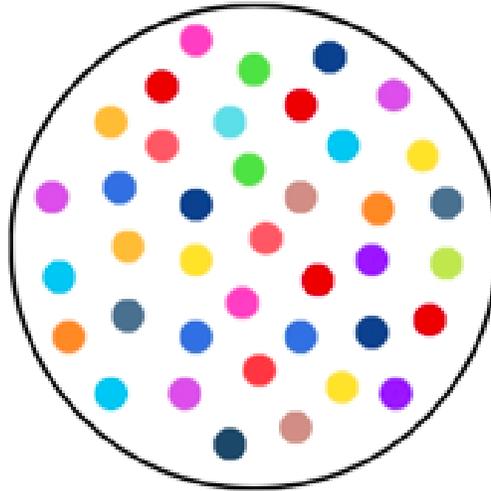
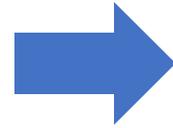
inclusion

MEAN to you?

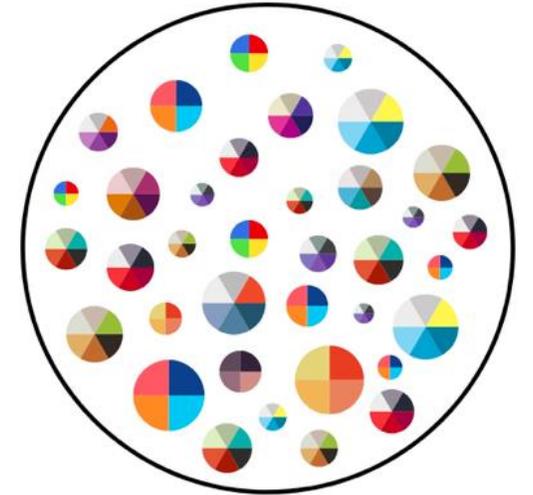
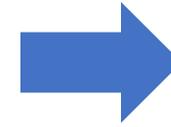
How do we do inclusion ?



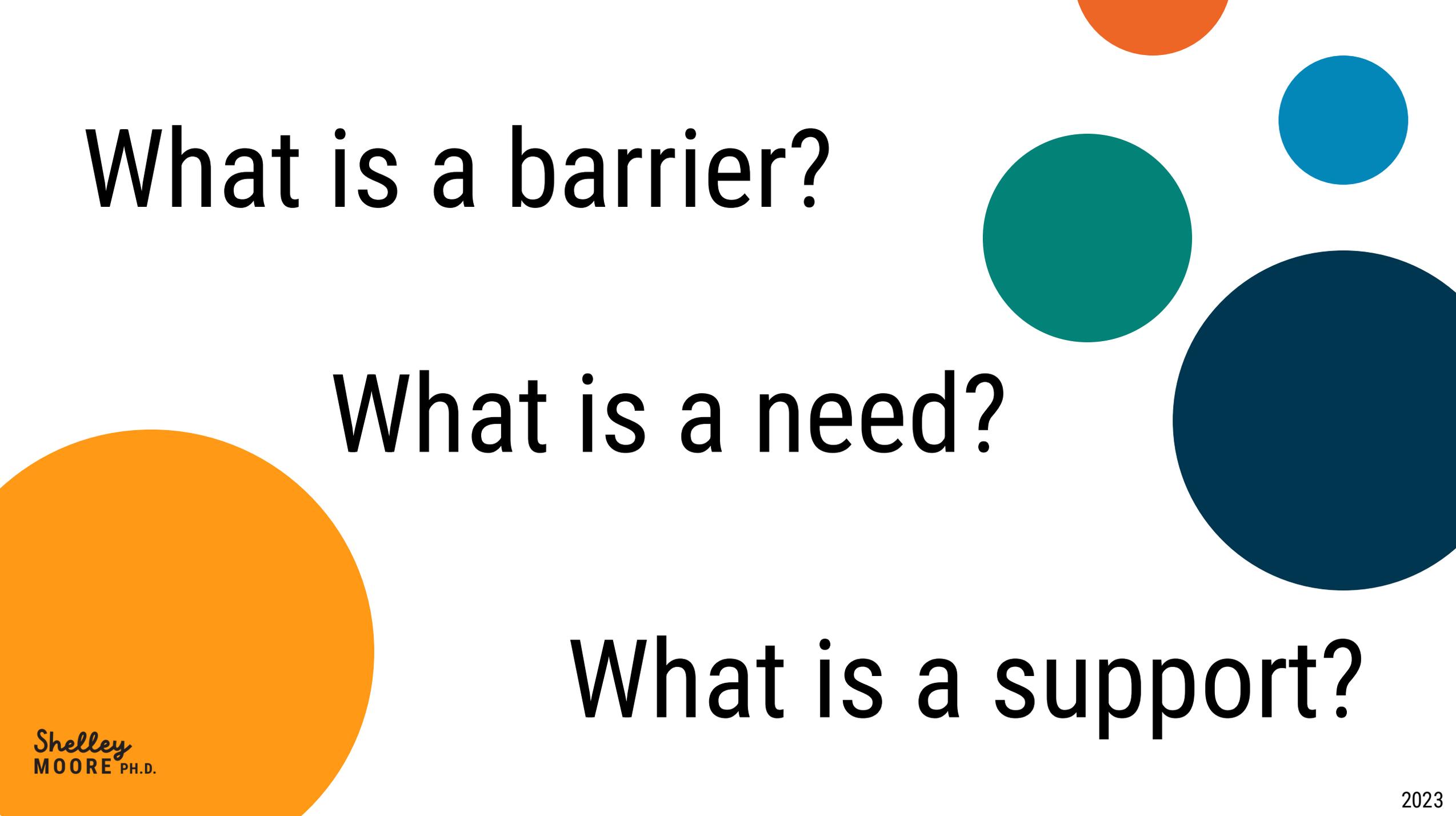
How do we include people with disabilities?



How do we teach to diversity?



How do we teach to identity?



What is a barrier?

What is a need?

What is a support?



The fewer the barriers in a place, the fewer individual supports a person needs.

The less barriers a person in a place, the more independence, safety, belonging and success a person feels





Reducing Barriers

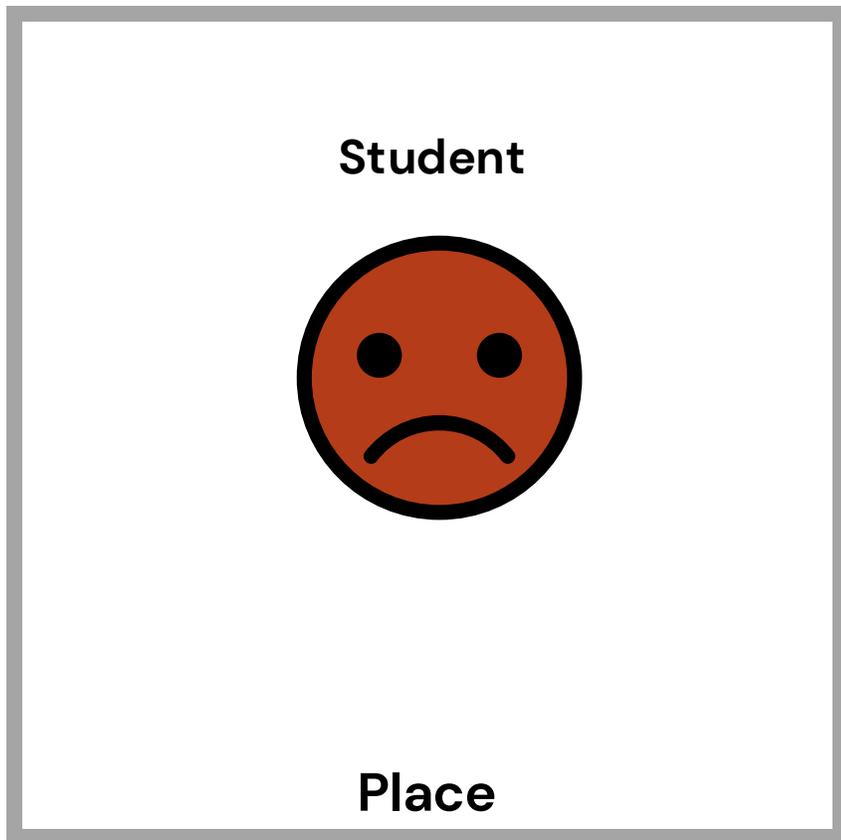


Supporting Needs

Shifting the Paradigm: MEDICAL MODEL OF DISABILITY

Place

Shifting the Paradigm: MEDICAL MODEL OF DISABILITY

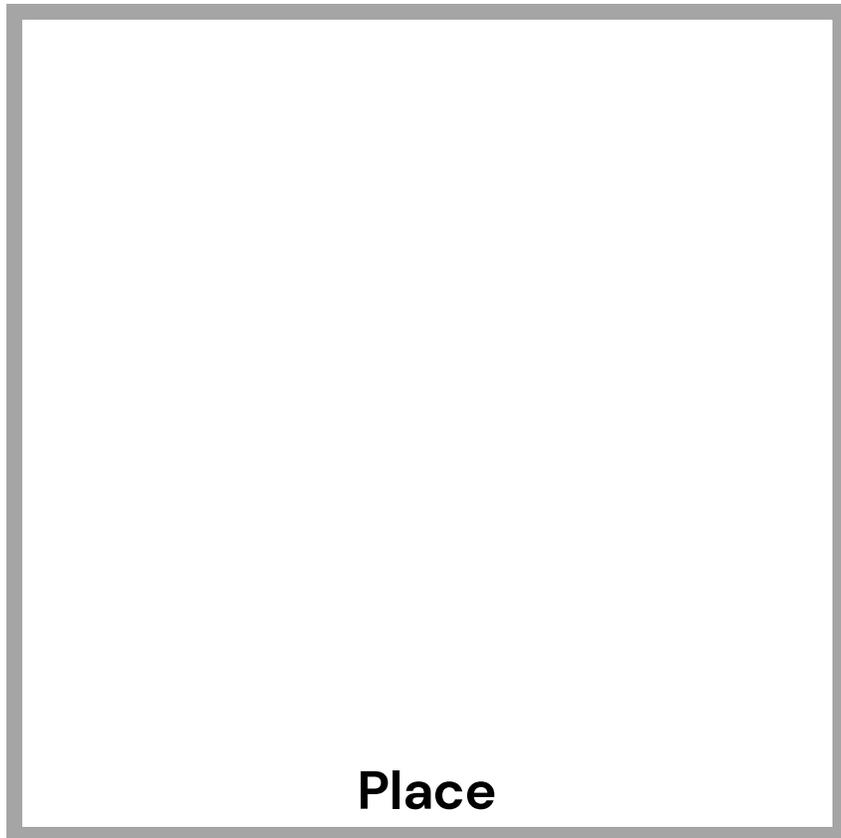


Historical Special Education

If a student isn't successful:

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

Shifting the Paradigm: MEDICAL MODEL OF DISABILITY



Student

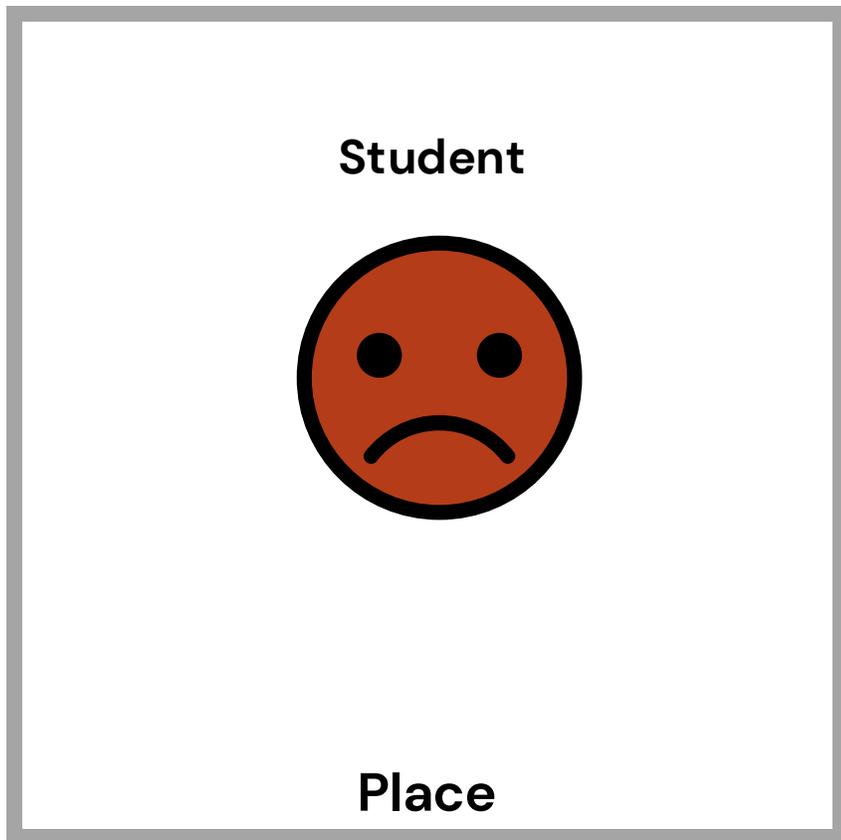


Historical Special Education

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Shifting the Paradigm: MEDICAL MODEL OF DISABILITY



Historical Special Education

If student isn't successful:

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BUT WAIT...

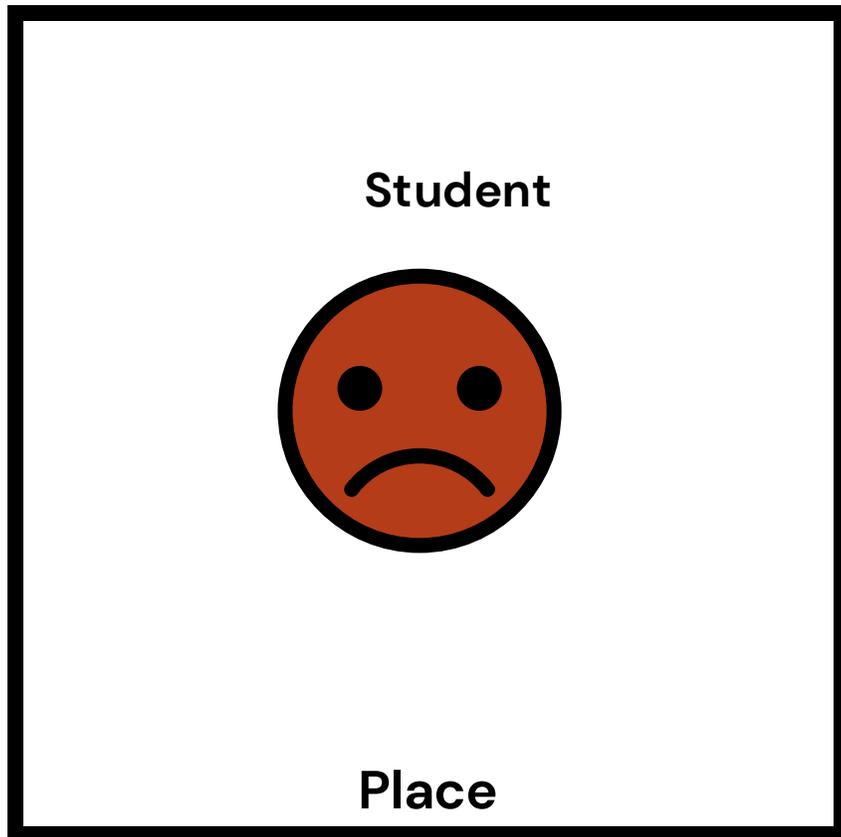
People with disabilities said:



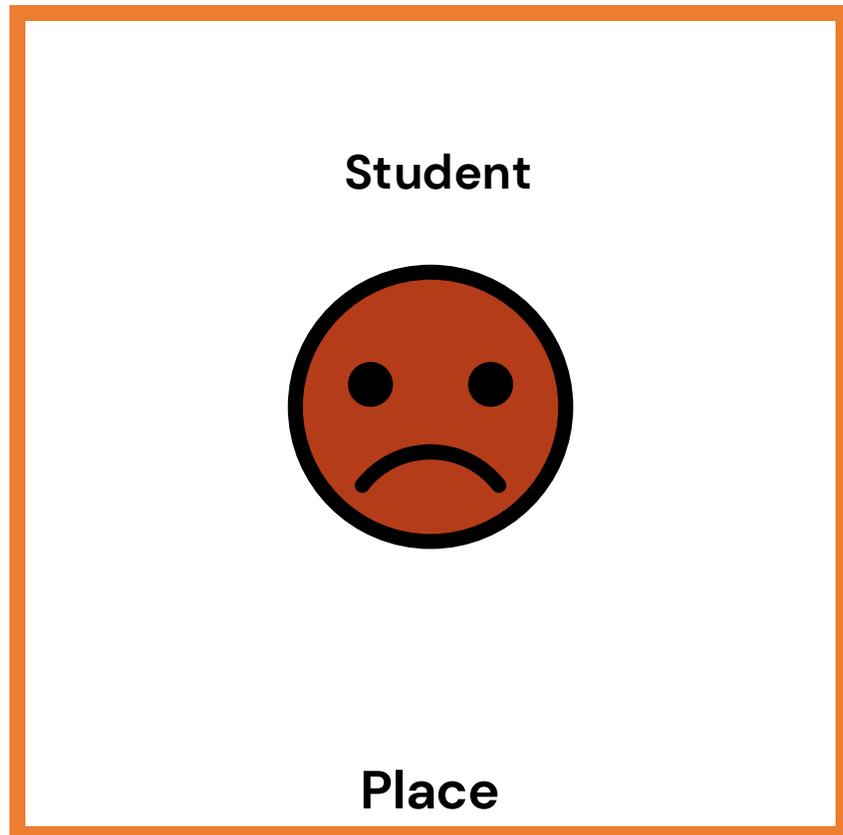
“I am not broken.”

“I do not need to be fixed!”

Shifting the Paradigm: SOCIAL MODEL OF DISABILITY



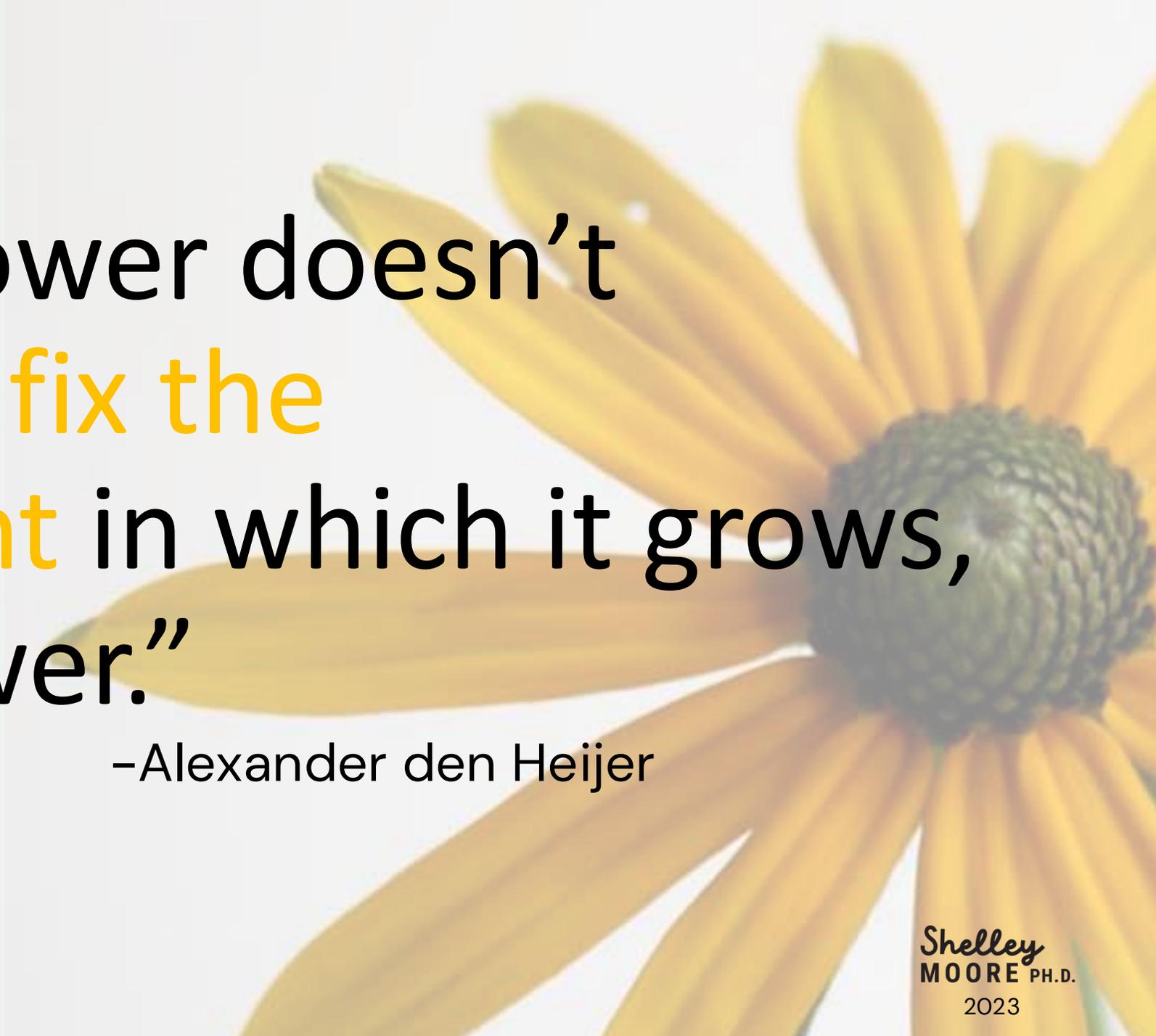
Shifting the Paradigm: SOCIAL MODEL OF DISABILITY



Social Model

If a **student** isn't successful:

- Diagnose the barriers in the place
- Target the place



“When a flower doesn’t bloom, you **fix the environment** in which it grows, not the flower.”

–Alexander den Heijer



What is happening in the environment?

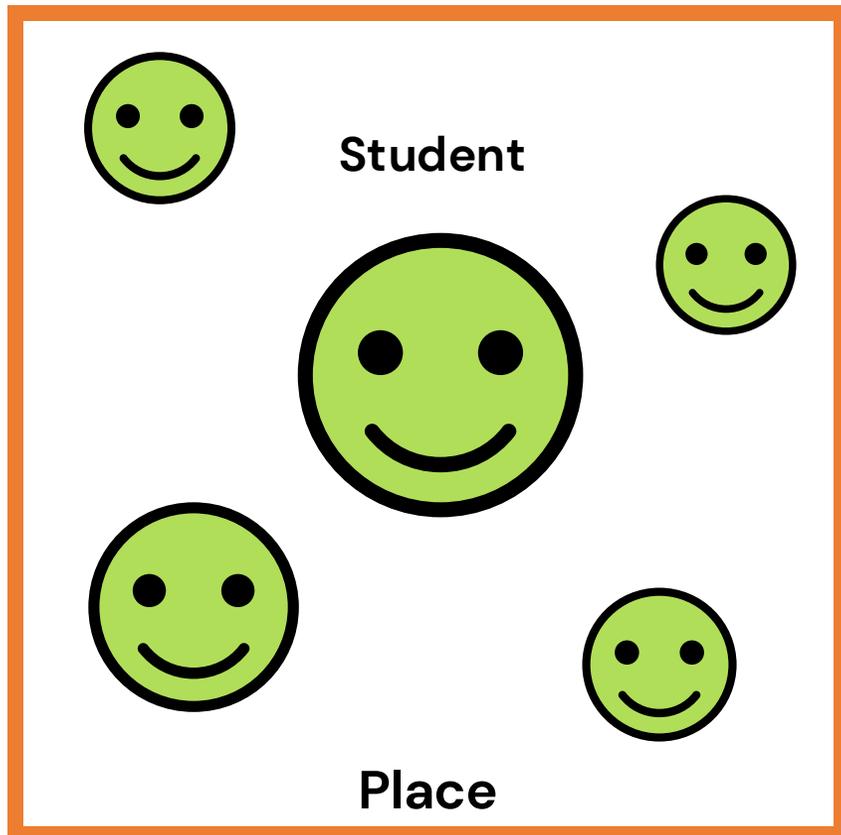
What are the potential barriers?

not enough light

not enough water

not enough space

Shifting the Paradigm: SOCIAL MODEL OF DISABILITY



Social Model

If a **student** isn't successful:

- Diagnose the barriers in the place
- Target the place
- Support **EVERYONE** in the place

BUT WAIT...

Teachers said:

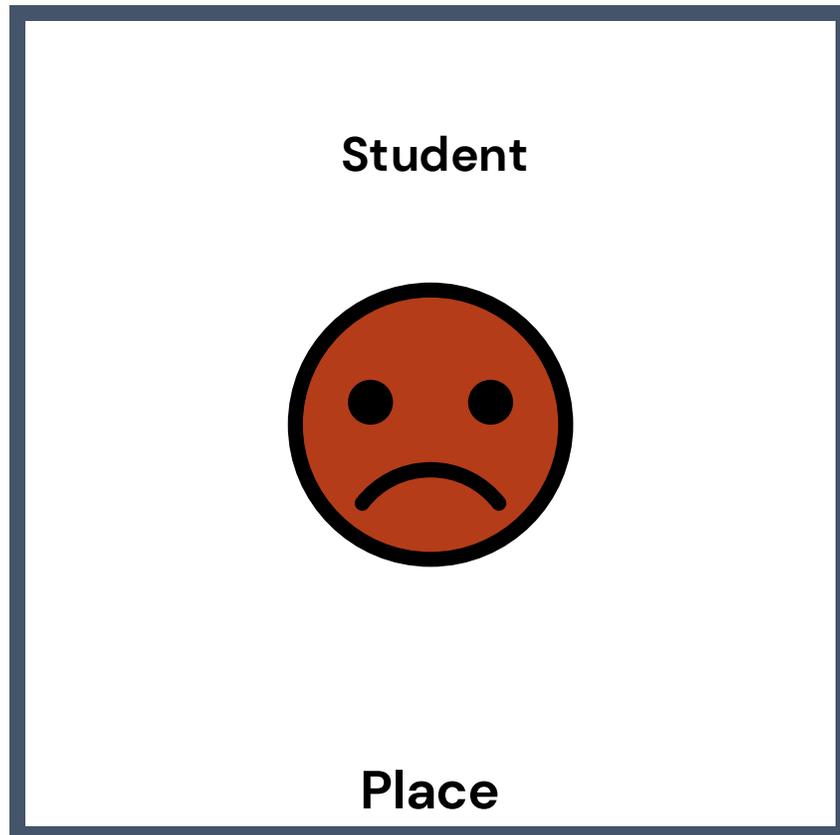


“What about all the different individual needs in a shared place?”

WE HAVE
diverse
GARDENS!



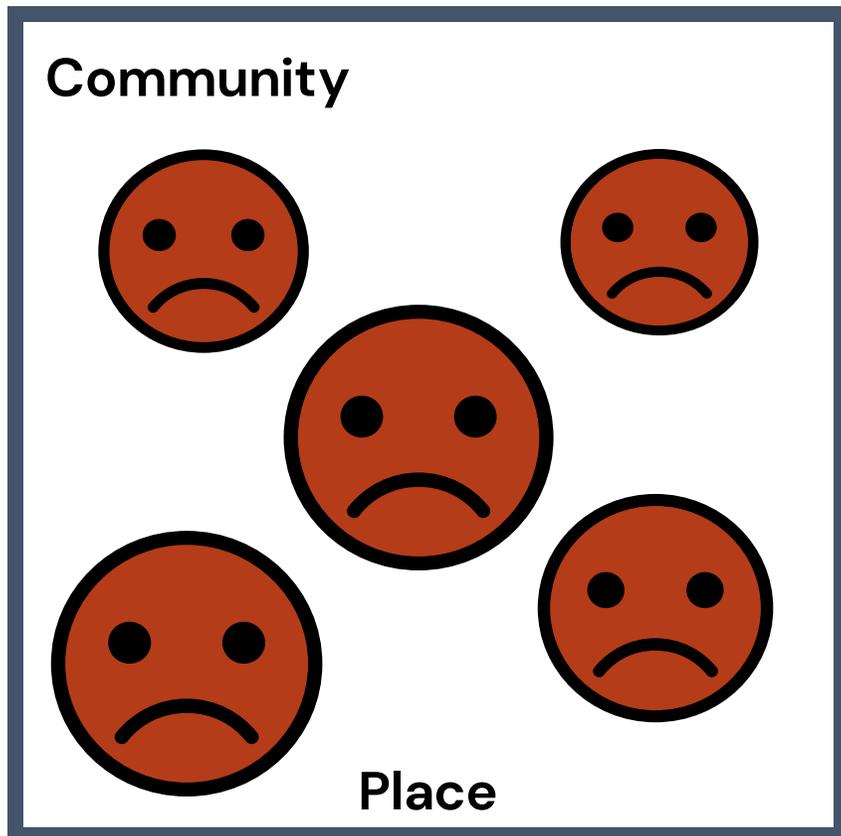
Shifting the Paradigm: PERSON-PLACE MODEL OF NEED



Inclusive Education

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

Shifting the Paradigm: PERSON-PLACE MODEL OF NEED

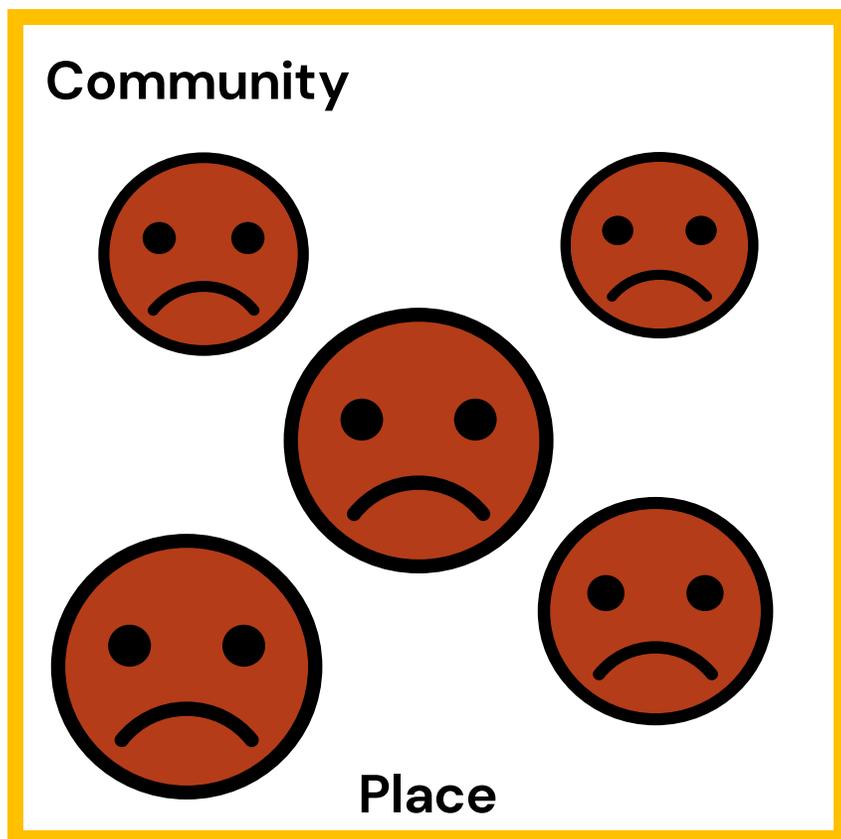


Inclusive Education

If one student is struggling...

...more than one student is struggling

Shifting the Paradigm: PERSON-PLACE MODEL OF NEED



Inclusive Education

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

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

Shifting the Paradigm: PERSON-PLACE MODEL OF NEED



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

PERIODIC TABLE OF PLANT NUTRIENTS

7 N Nitrogen	15 P Phosphorus	19 K Potassium	12 Mg Magnesium	16 S Sulfur	20 Ca Calcium
Primary Macronutrients			Secondary Macronutrients		
5 B Boron	17 Cl Chlorine				
25 Mn Manganese	26 Fe Iron	28 Ni Nickel	29 Cu Copper	30 Zn Zinc	42 Mo Molybdenum
Micronutrients					

Source: Greenandvibrant.com



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



PERIODIC TABLE OF PLANT NUTRIENTS

1	15	19	23	27	31
N Nitrogen	P Phosphorus	K Potassium	Mg Magnesium	S Sulfur	Ca Calcium
Primary Macronutrients			Secondary Macronutrients		
B Boron	Cl Chlorine				
Mn Manganese	Fe Iron	Ni Nickel	Cu Copper	Zn Zinc	Mo Molybdenum
Micronutrients					

Source: Greenandvibrant.com



FIRST! Reduce or eliminate barriers in place by reducing or eliminating barriers for everyone in the community



All plants
need light

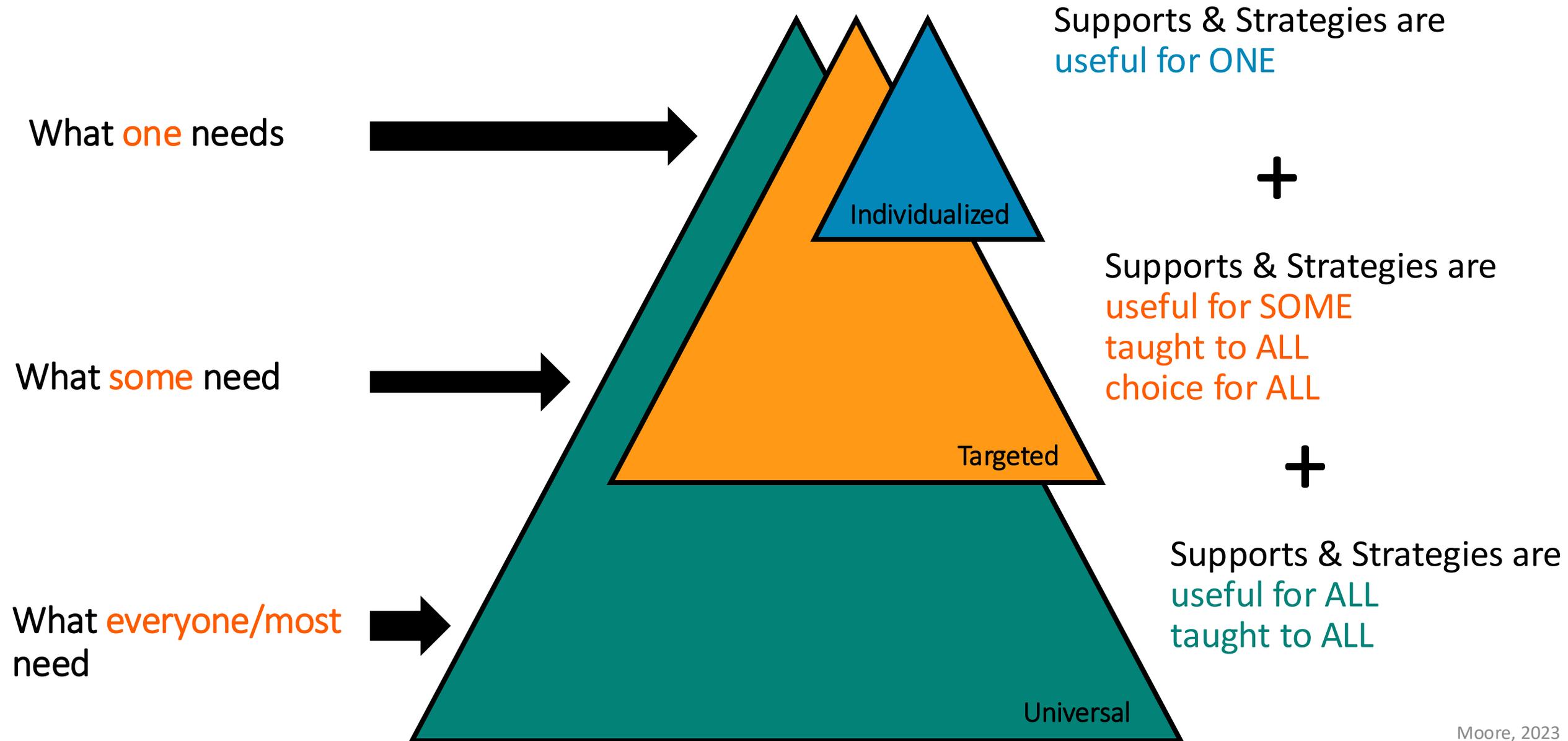


All plants
need moisture



All plants
need space

Multiple Layers of Needs Based Support



Early Learning Framework Principles

- ♦ Children are strong, capable in their uniqueness, and full of potential.
- ♦ Families have the most important role in contributing to children's well-being and learning.
- ♦ Educators are researchers and collaborators.
- ♦ Early years spaces are inclusive.
- ♦ People build connection and reconnection to land, culture, community, and place.
- ♦ Environments are integral to well-being and learning.
- ♦ Play is integral to well-being and learning.
- ♦ Relationships are the context for well-being and learning.
- ♦ Learning is holistic

B.C. Ministry of Education, 2019

First Peoples Principles of Learning

- ♦ Learning ultimately supports the well-being of the self, the family, the community, the land, the spirits, and the ancestors.
- ♦ Learning is holistic, reflexive, reflective, experiential, and relational (focused on connectedness, on reciprocal relationships, and a sense of place).
- ♦ Learning involves recognizing the consequences of one's actions.
- ♦ Learning involves generational roles and responsibilities.
- ♦ Learning recognizes the role of Indigenous knowledge.
- ♦ Learning is embedded in memory, history, and story.
- ♦ Learning involves patience and time.
- ♦ Learning requires exploration of one's identity.
- ♦ Learning involves recognizing that some knowledge is sacred and only shared with permission and/or in certain situations.

First Nations Education Steering Committee, 2012

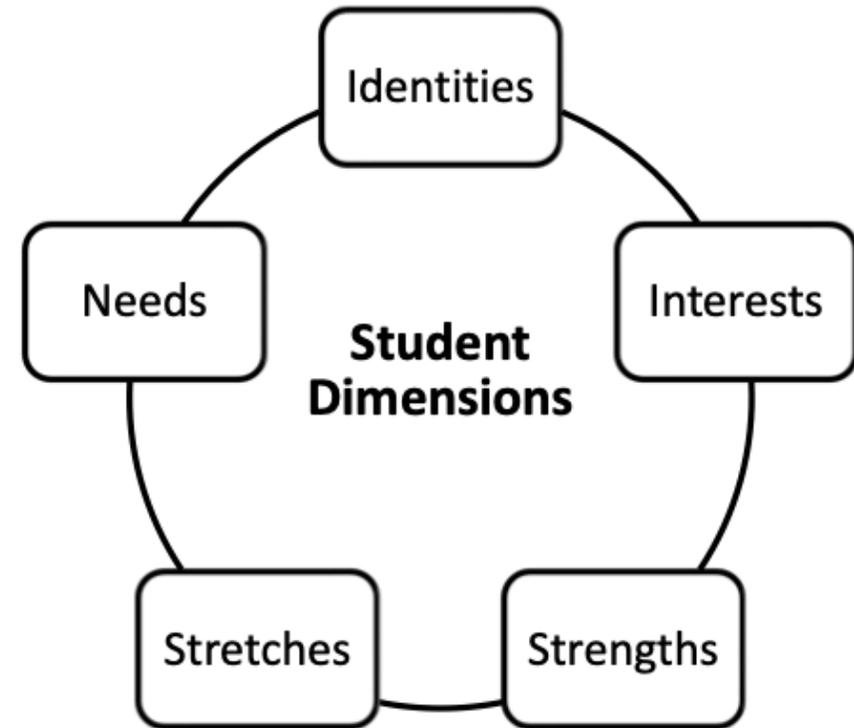
How do we support children's additional needs?



We need to know who the children and family are

Knowing who students are

What **dimensions** can we capture so that we **reduce and eliminate barriers** **AND** **design better** for student **variability**?



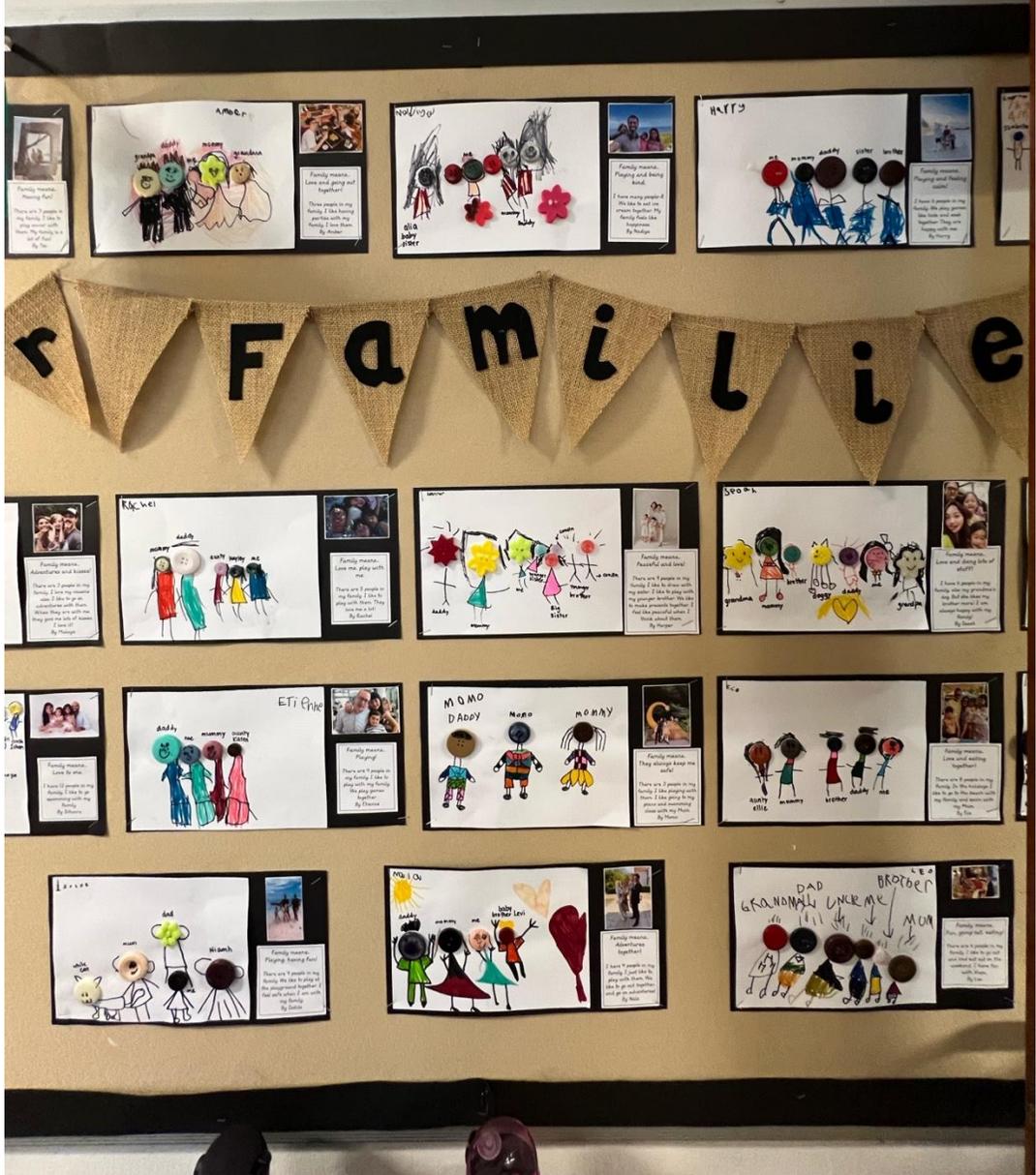
Child and Family Interview

How can we find out what barriers are getting in the way for the children and families in our community?

Getting to Know Children & Family Dimensions – Family Interview				
Child:	Child:	Child:	Child:	Child:
What are the identities of your child and your family?	What are the identities of your child and your family?	What are the identities of your child and your family?	What are the identities of your child and your family?	What are the identities of your child and your family?
What are the interests of your child and your family?	What are the interests of your child and your family?	What are the interests of your child and your family?	What are the interests of your child and your family?	What are the interests of your child and your family?
What are the strengths of your child?				
What is hard for your child in this community? What do they need support with?	What is hard for your child in this community? What do they need support with?	What is hard for your child in this community? What do they need support with?	What is hard for your child in this community? What do they need support with?	What is hard for your child in this community? What do they need support with?
What is getting in the way for your child to feel a sense of belonging and success in this community? What is getting in the way for the family?	What is getting in the way for your child to feel a sense of belonging and success in this community? What is getting in the way for the family?	What is getting in the way for your child to feel a sense of belonging and success in this community? What is getting in the way for the family?	What is getting in the way for your child to feel a sense of belonging and success in this community? What is getting in the way for the family?	What is getting in the way for your child to feel a sense of belonging and success in this community? What is getting in the way for the family?

Getting to Know Children & Family Dimensions - Family Interview

Child:	Child:	Child:	Child:	Child:
What are the identities of your child and your family?	What are the identities of your child and your family?	What are the identities of your child and your family?	What are the identities of your child and your family?	What are the identities of your child and your family?
What are the interests of your child and your family?	What are the interests of your child and your family?	What are the interests of your child and your family?	What are the interests of your child and your family?	What are the interests of your child and your family?
What are the strengths of your child?				
What is hard for your child in this community? What do they need support with?	What is hard for your child in this community? What do they need support with?	What is hard for your child in this community? What do they need support with?	What is hard for your child in this community? What do they need support with?	What is hard for your child in this community? What do they need support with?
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Home



Twin Sister



Love



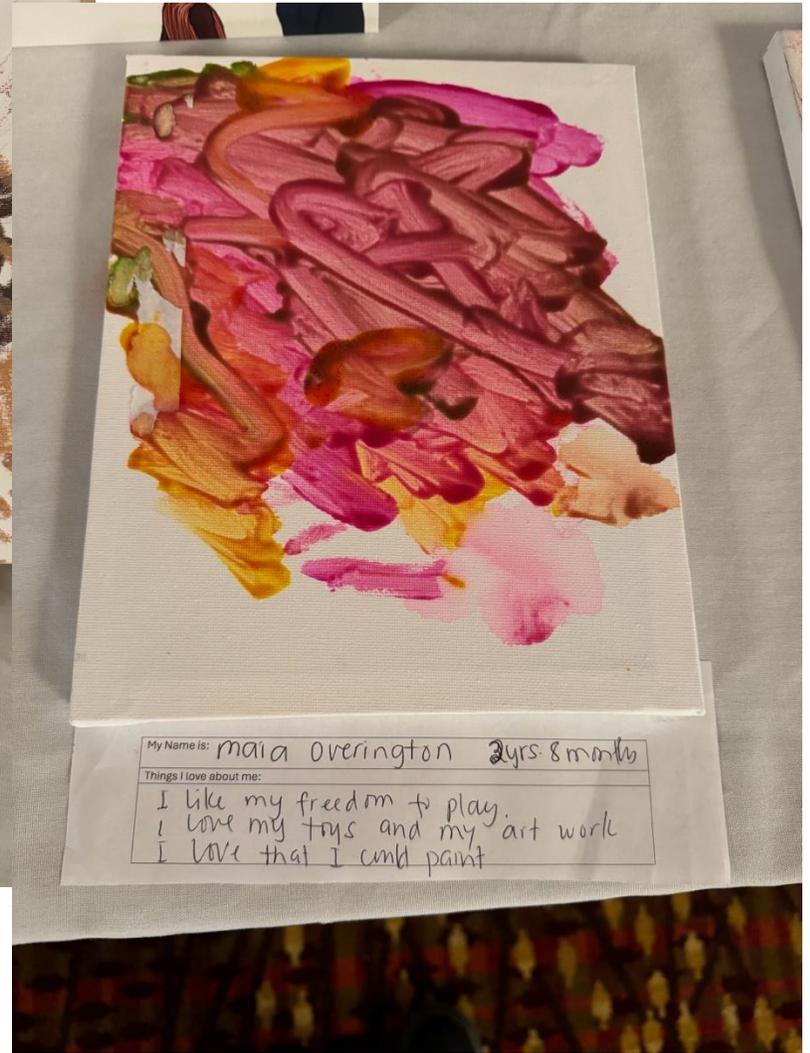
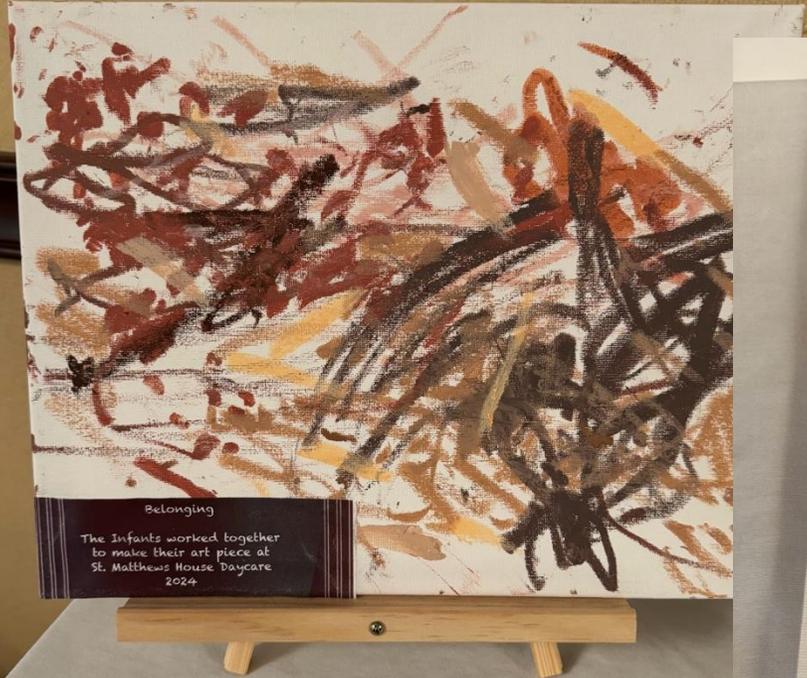
Family

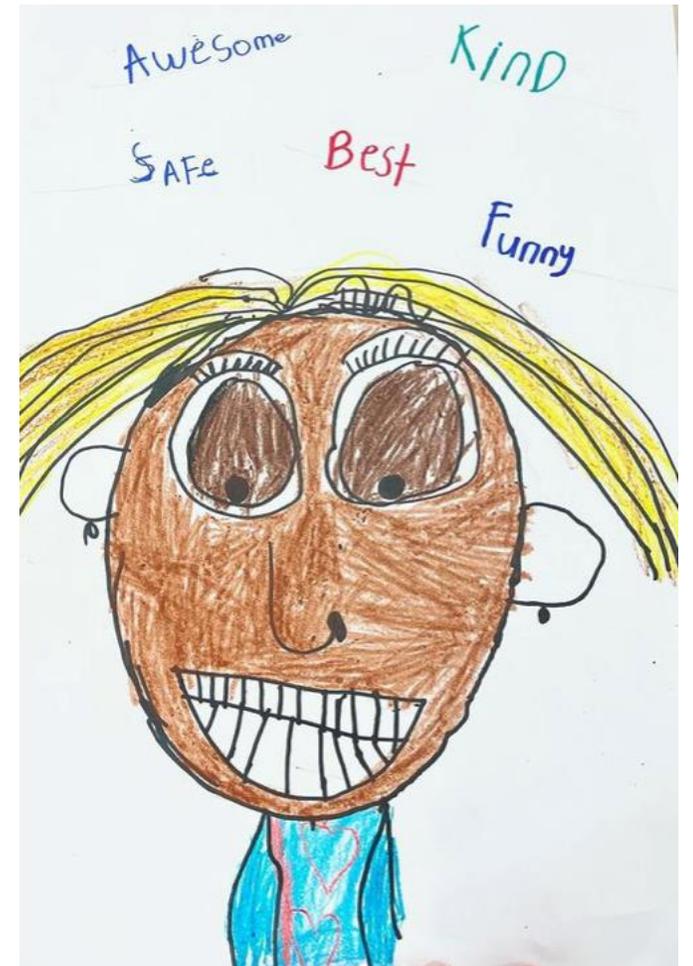
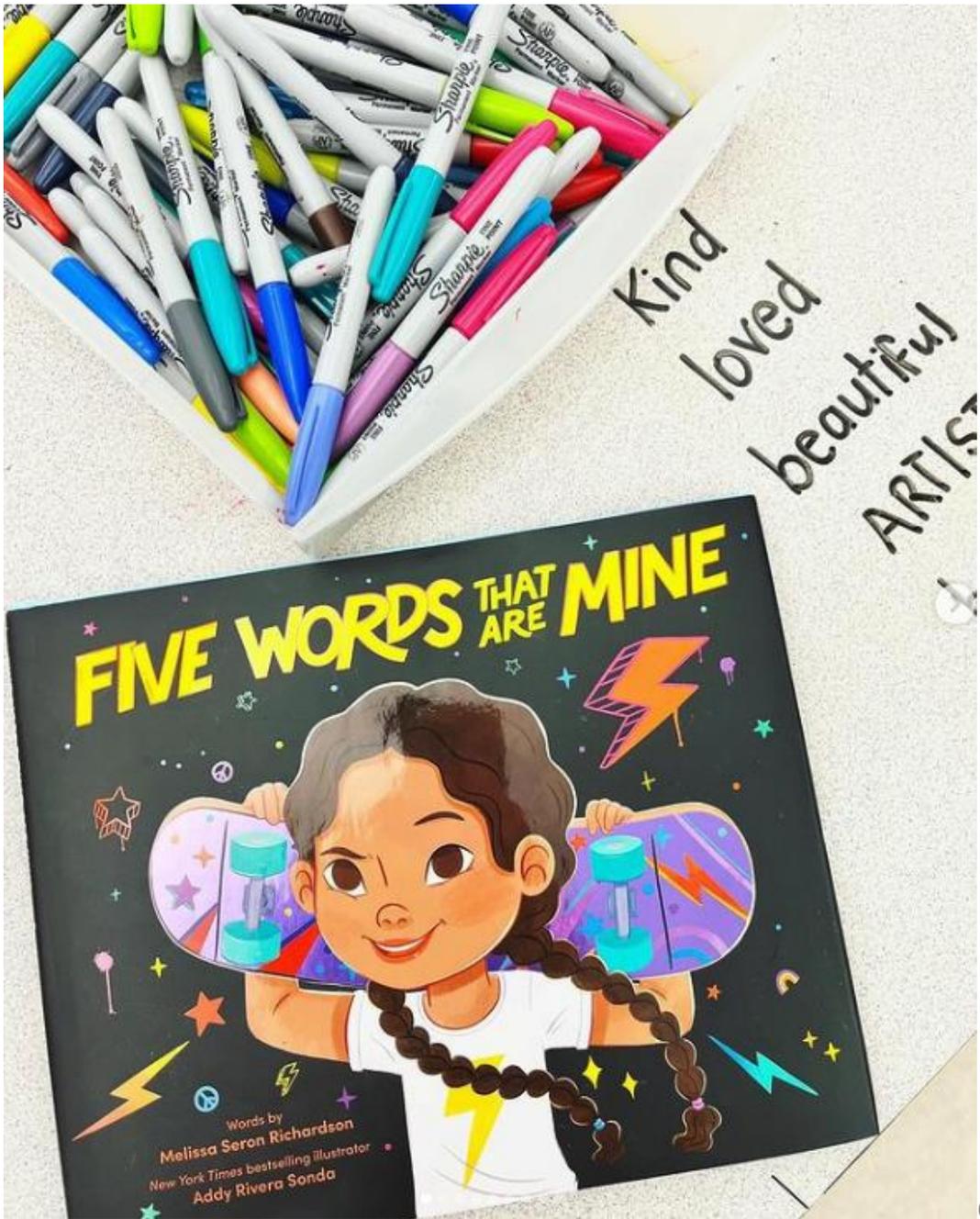


Friends



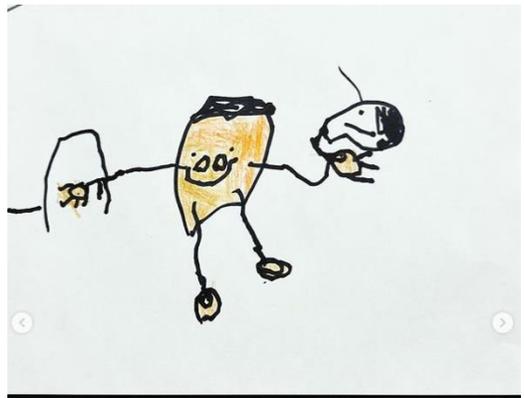
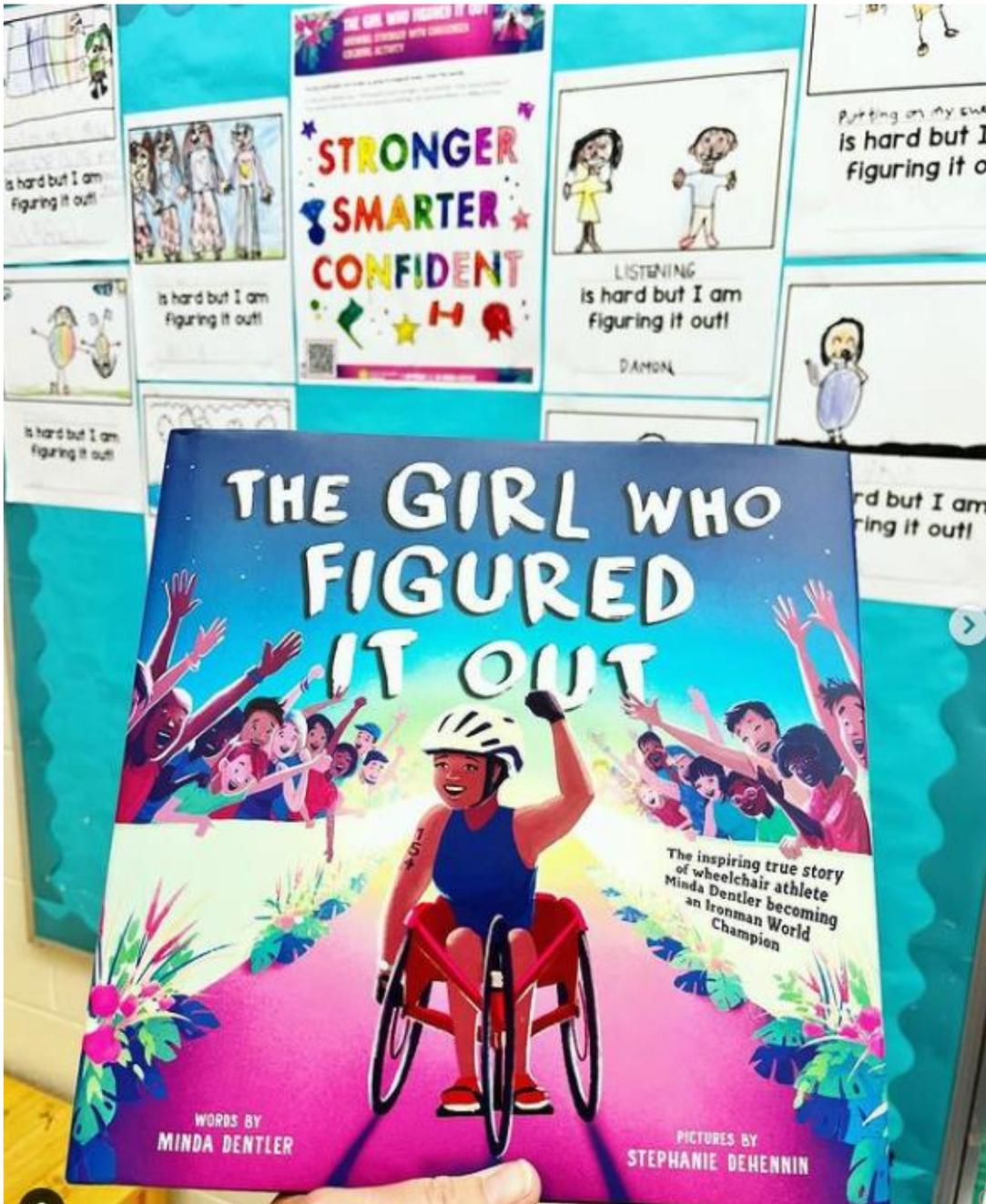
Together-ness





Chrona and Moore, 2025

@mrsmacskinders



Putting on my sweater is hard but I am figuring it out!



singing is hard but I am figuring it out!

Chrona and Moore, 2025

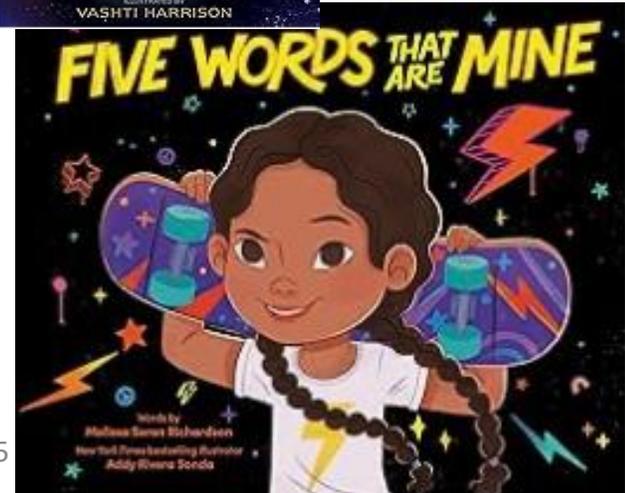
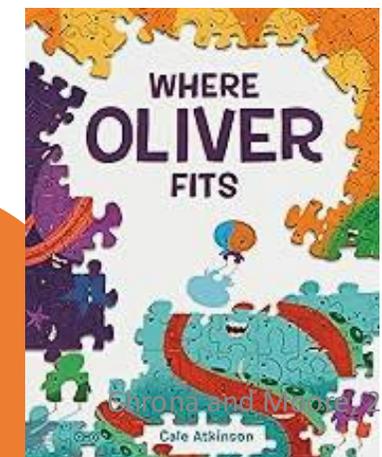
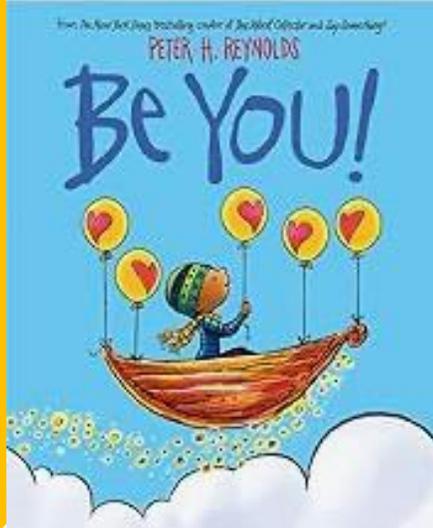
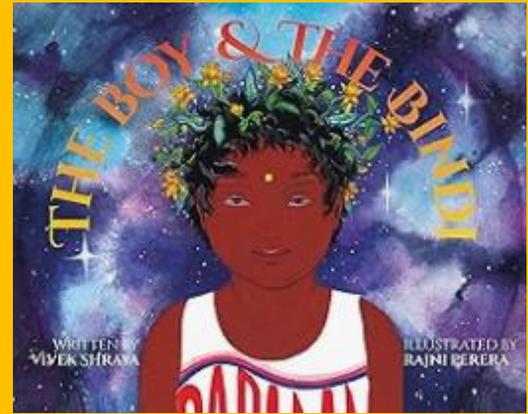
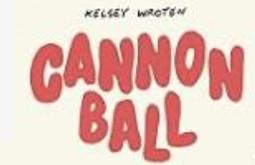
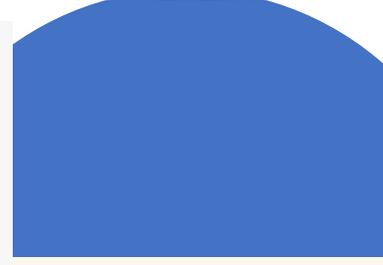
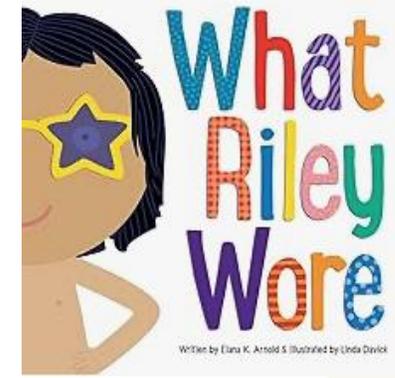
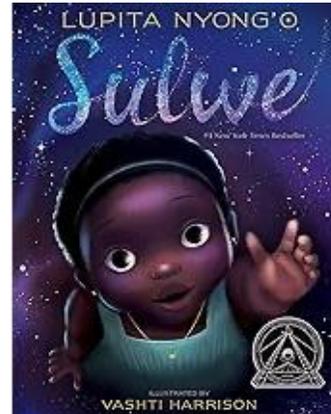
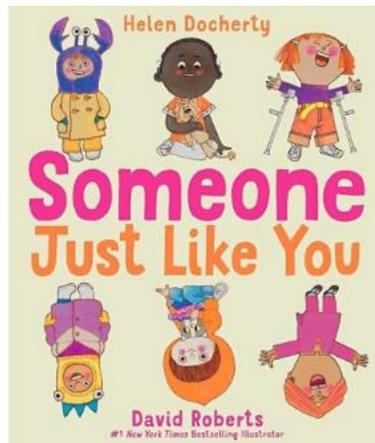
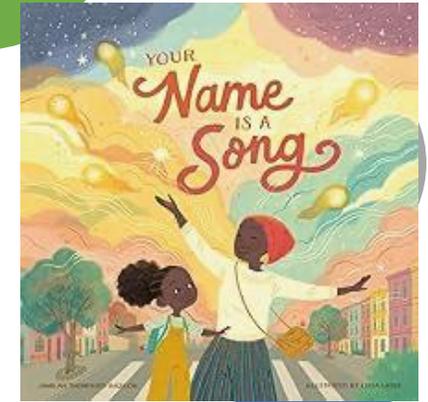
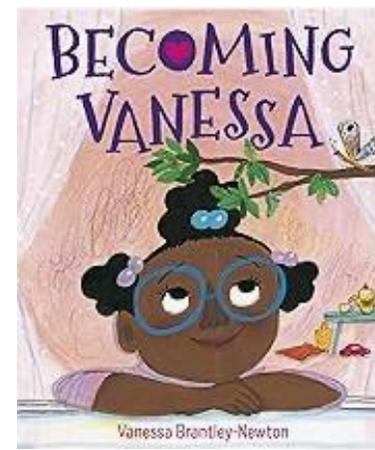
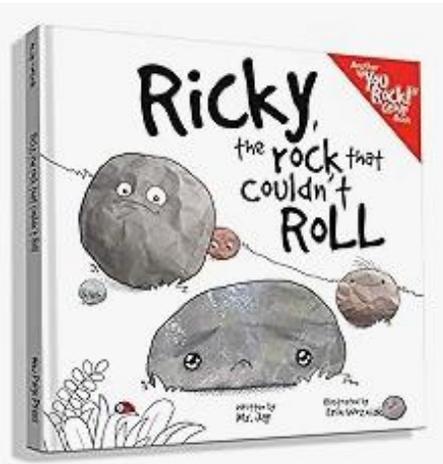
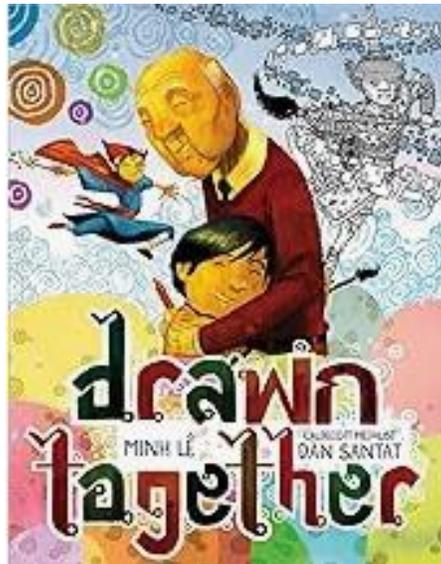
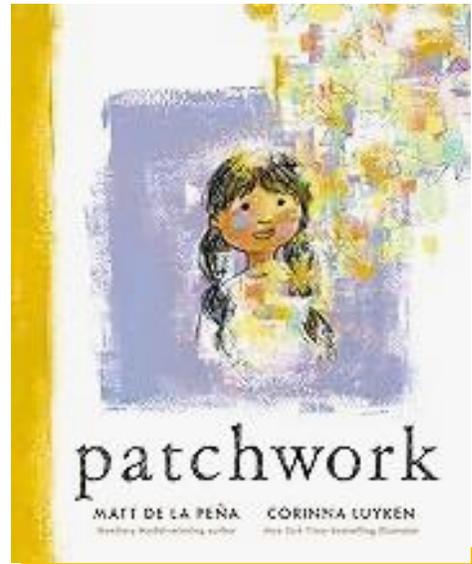


Being away from MY family is hard but I am figuring it out!

@mrsmacskinders

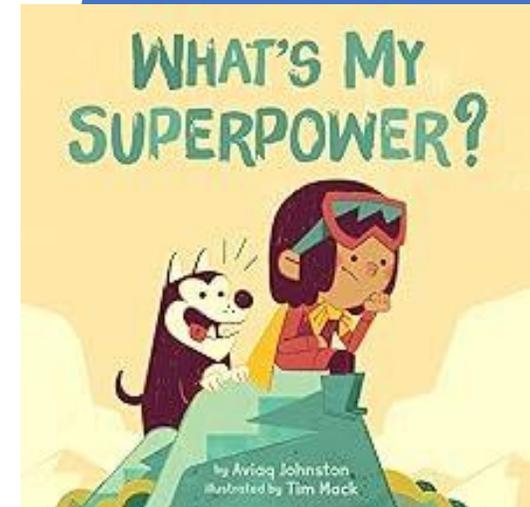
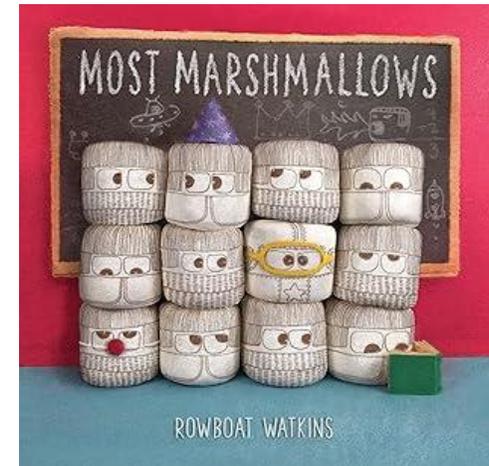
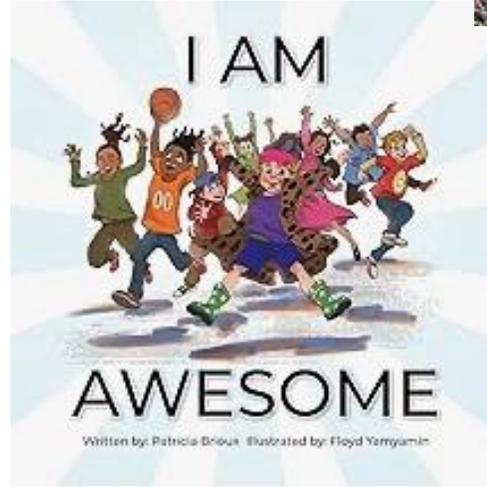
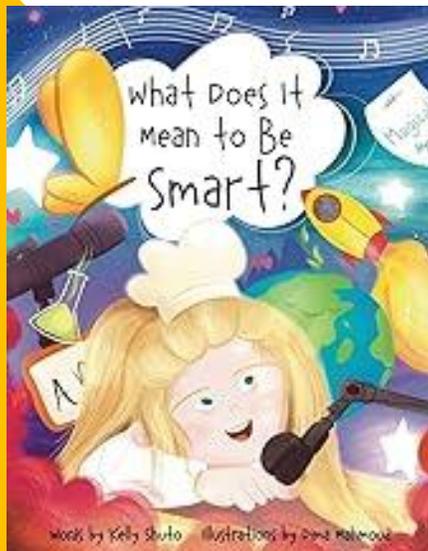
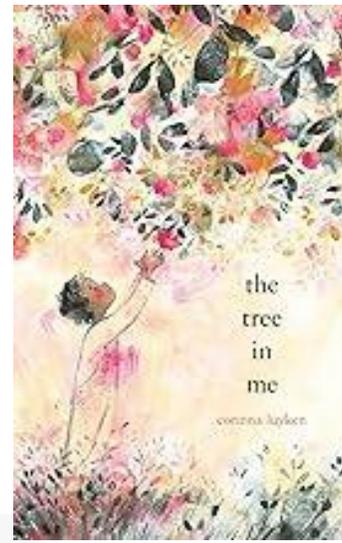
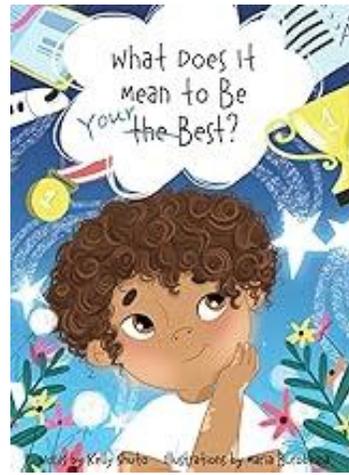
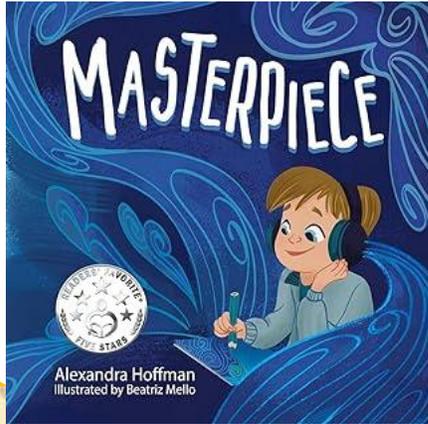
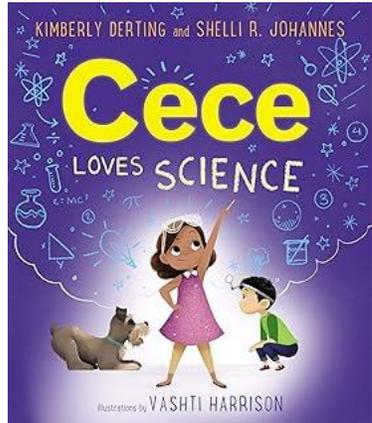
Identity

@mrsmacskinders



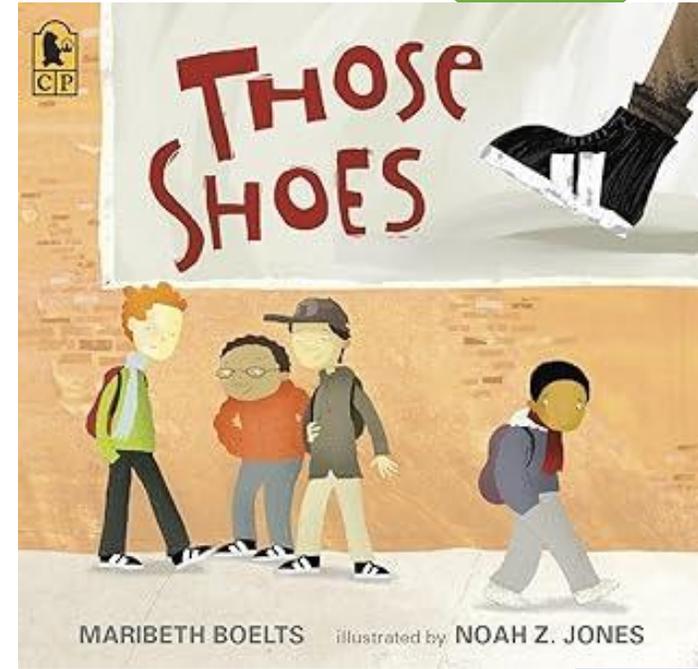
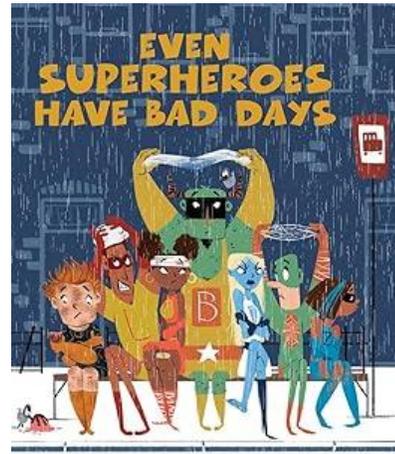
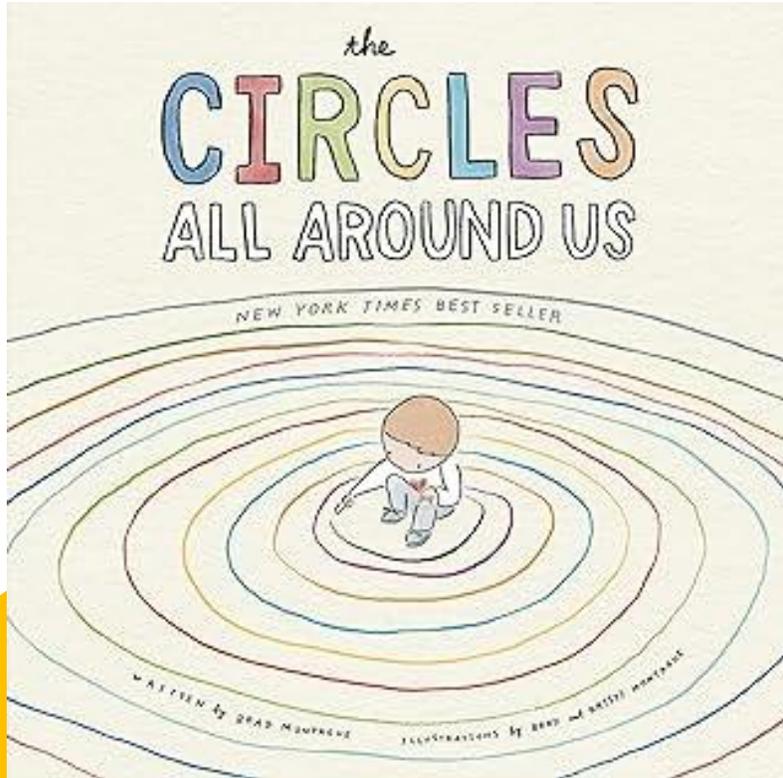
Chriona and Iv... 2025

Strengths



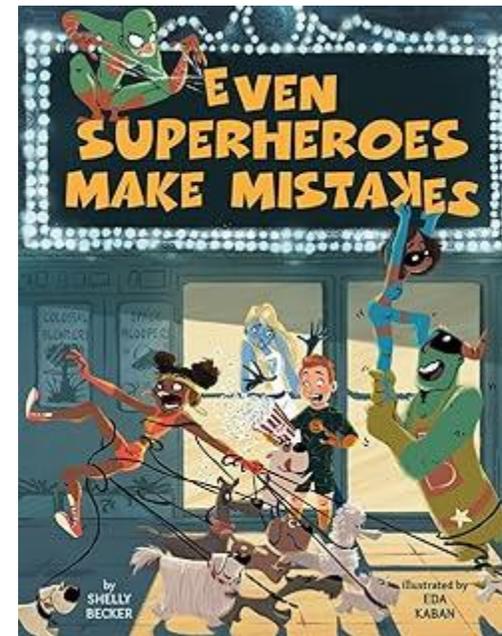
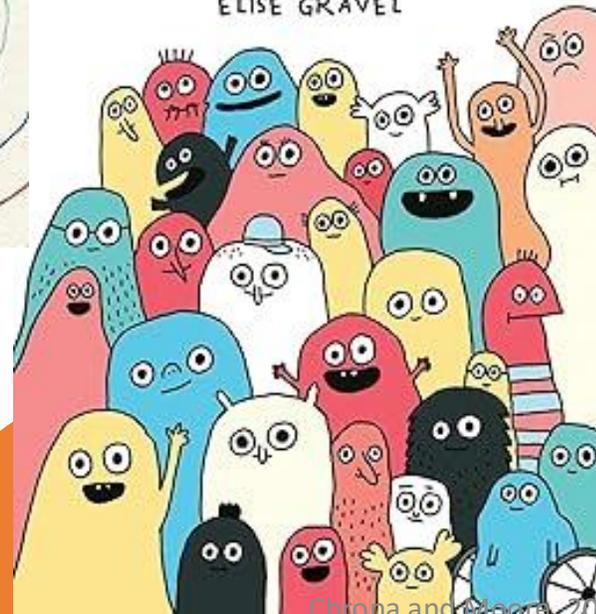
Interests

Needs

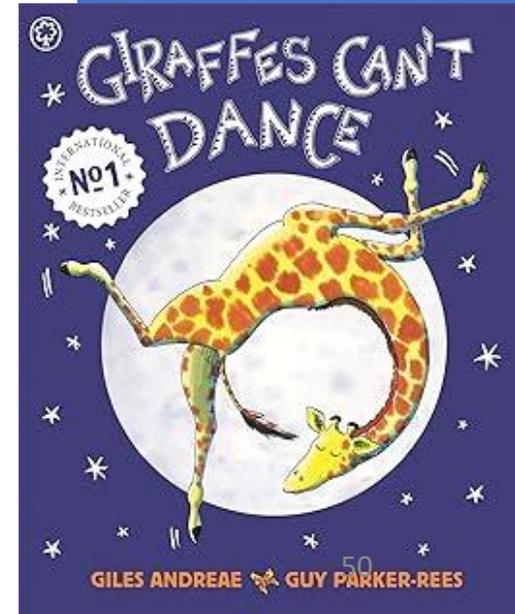
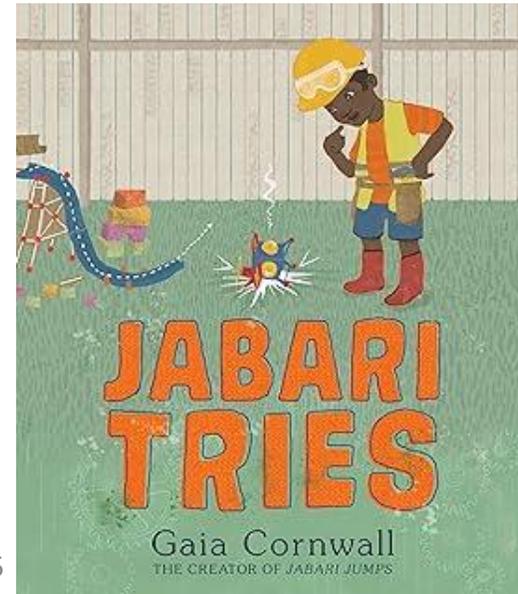
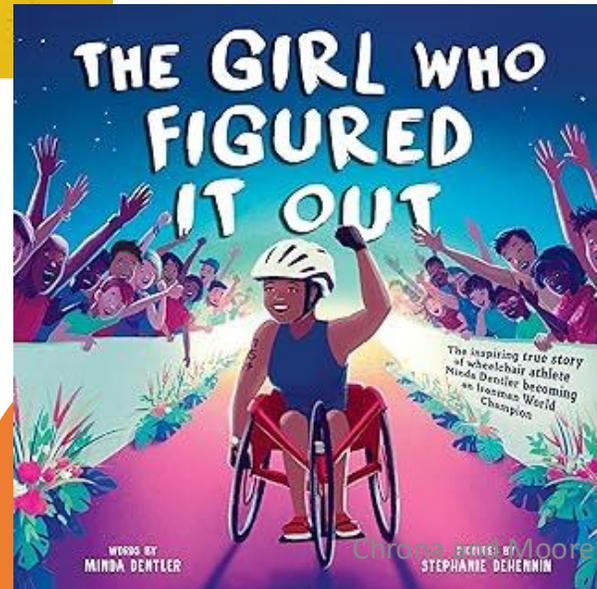
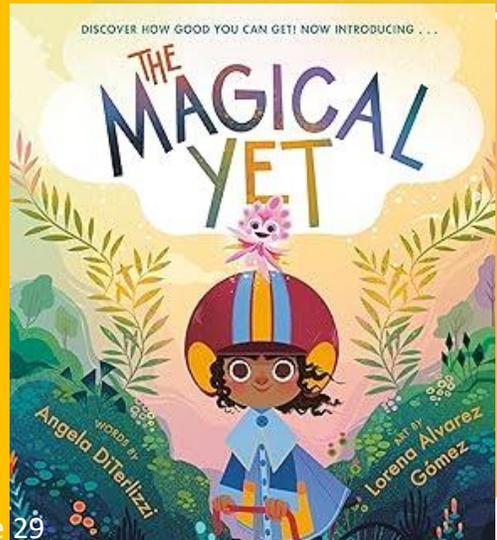
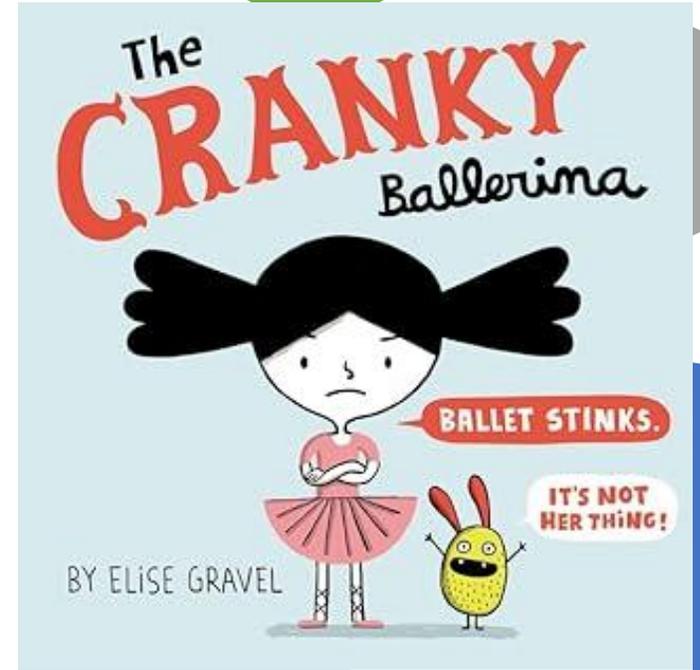
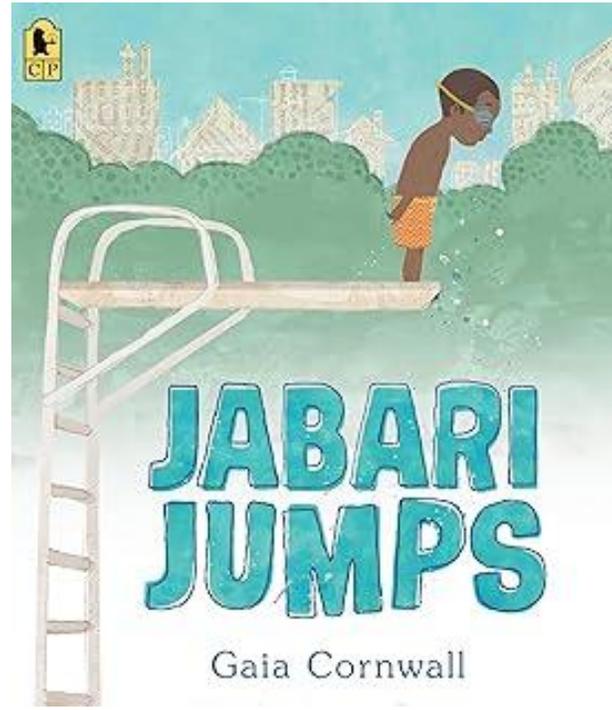
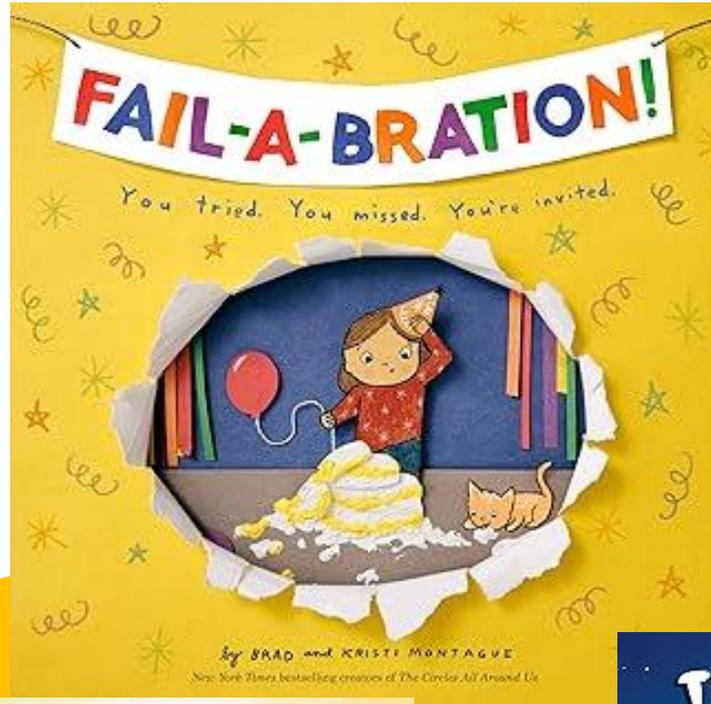


EVERYBODY!

ELISE GRAVEL

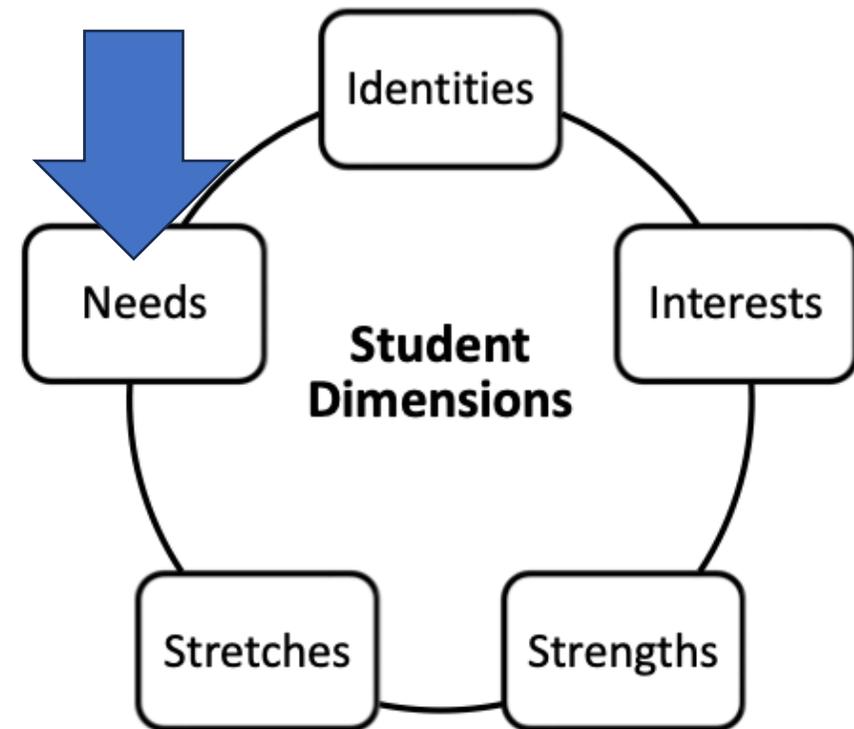


Stretches



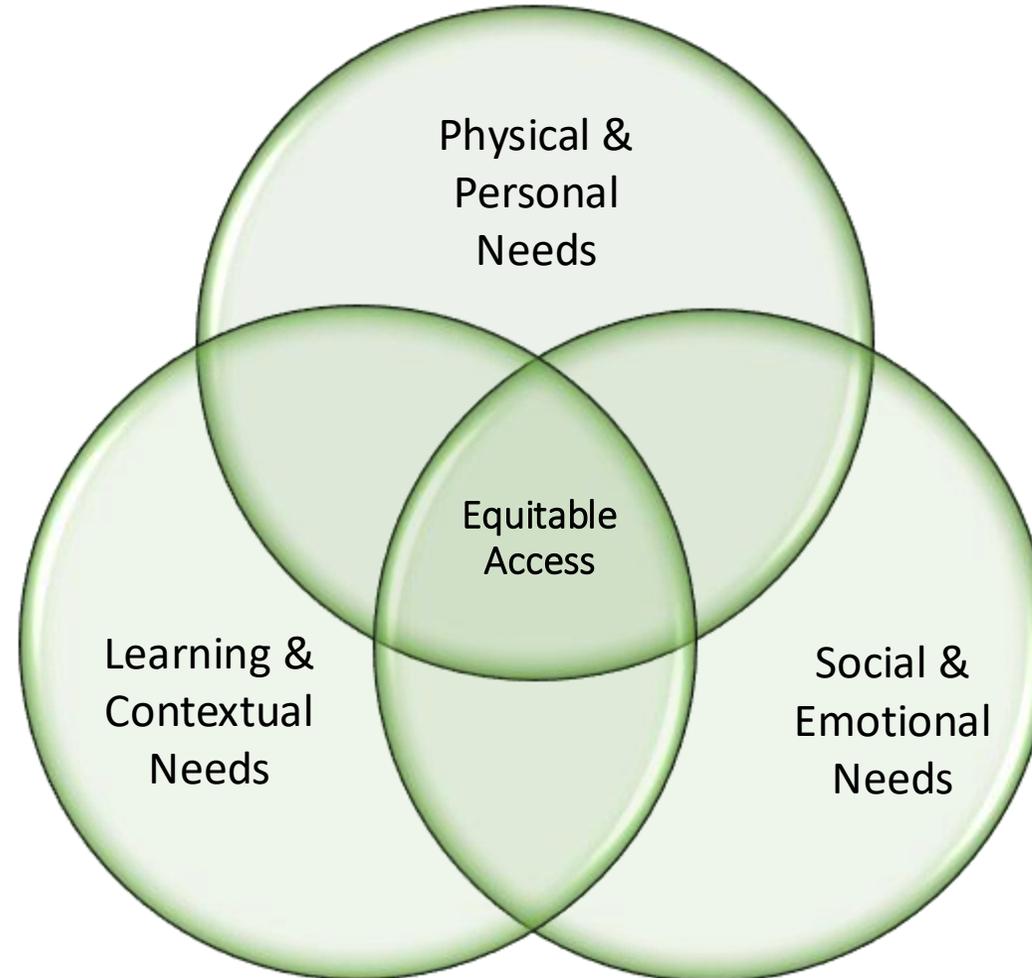
Knowing who students are

What **dimensions** can we capture so that we **reduce and eliminate barriers** **AND** **design better** for student **variability**?



Increasing Inclusive & Equitable Access by Designing for Individual 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)



- 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

Community Dimensions

Identities	Interests	Strengths	Stretches	Needs
Cultural: Indigenous, Japanese, German, Indo-Canadian, Mexican Family: 2 mom family, single parent families, extended families, separated/divorced families, adopted Language: French, English, German, AAC Neurodiversity: Autism	painting, playing, songs, books/stories, being outside, music and dancing, each other, their families, different places in the world, the baby in M's belly,	playing, moving, hands on exploring, curiosity, kind, inclusive, funny, imaginative, expressive, resourceful	Managing big feelings, building independence, sharing/taking turns, cleaning up/putting toys/items away	Fine and gross motor, rest, eating, language development/ speaking, concept of time

Collaborative Team Questions & Goals

What big questions do we have for this group:
 How do we use the adults in the space effectively to manage all the different needs?
 How can we support families who need support managing their child's needs at home?

Collaborative Team Decisions: What needs can we target for this community?

Anxiety	Communication	Gross/Fine Motor Skills	Transitioning
AM, IO, LC, AY	AA, DC, NC, AC, AM, CS, KP, IO, AY, BQ	AA, DC, NC, AC, AM, CS, IO, DG, AY, CV, BQ	AA, DC, NC, AC, AM, CS, IO, DG, LC, CV

Collaborative Team Decisions: What can we do to reduce barriers for children and families?

What works well for this group? - routine, play and movement, quiet and calm time, choice of where to play, access to food and snacks anytime, short and purposeful activities, time outdoors (end of day especially)	How can we continue to reduce barriers for children and families? Build a layered community support plan
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Community Support Planning: Collaborative Needs Based Reflection

Target Classroom: Maple Room	Classroom Teacher(s): SA, AH	Support Teachers/Staff: TC, LK	Date: Jan 2025
<ol style="list-style-type: none"> 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 (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
Attendance/ Lateness	DC, NC, CS, KP, DG, BQ		x	
Attention	DC, NC, KP, IO, DG, JL, CV, KM		x	
Anxiety/Sadness	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 (pre concepts)	AA, DC, NC, AC, AM, CS, KP, IO, DG, BQ	x		
Literacy (oral language/speaking)	AA, DC, NC, AC, AM, CS, IO, LC, CV, BQ	x		
Medical	AM, CS			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 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:				

Multiple Layers of Support

What one needs
Needs of **individual**
students



Supports & Strategies are
useful for ONE

Individualized

+

What some need
Needs of **individual**
students



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

Targeted

+

What everyone needs
Reducing/ Eliminating
Barriers for the
place/community



Supports & Strategies are
useful for ALL
taught to **ALL**

Universal

Context:

Children 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)

-
-
-
-

Targeted

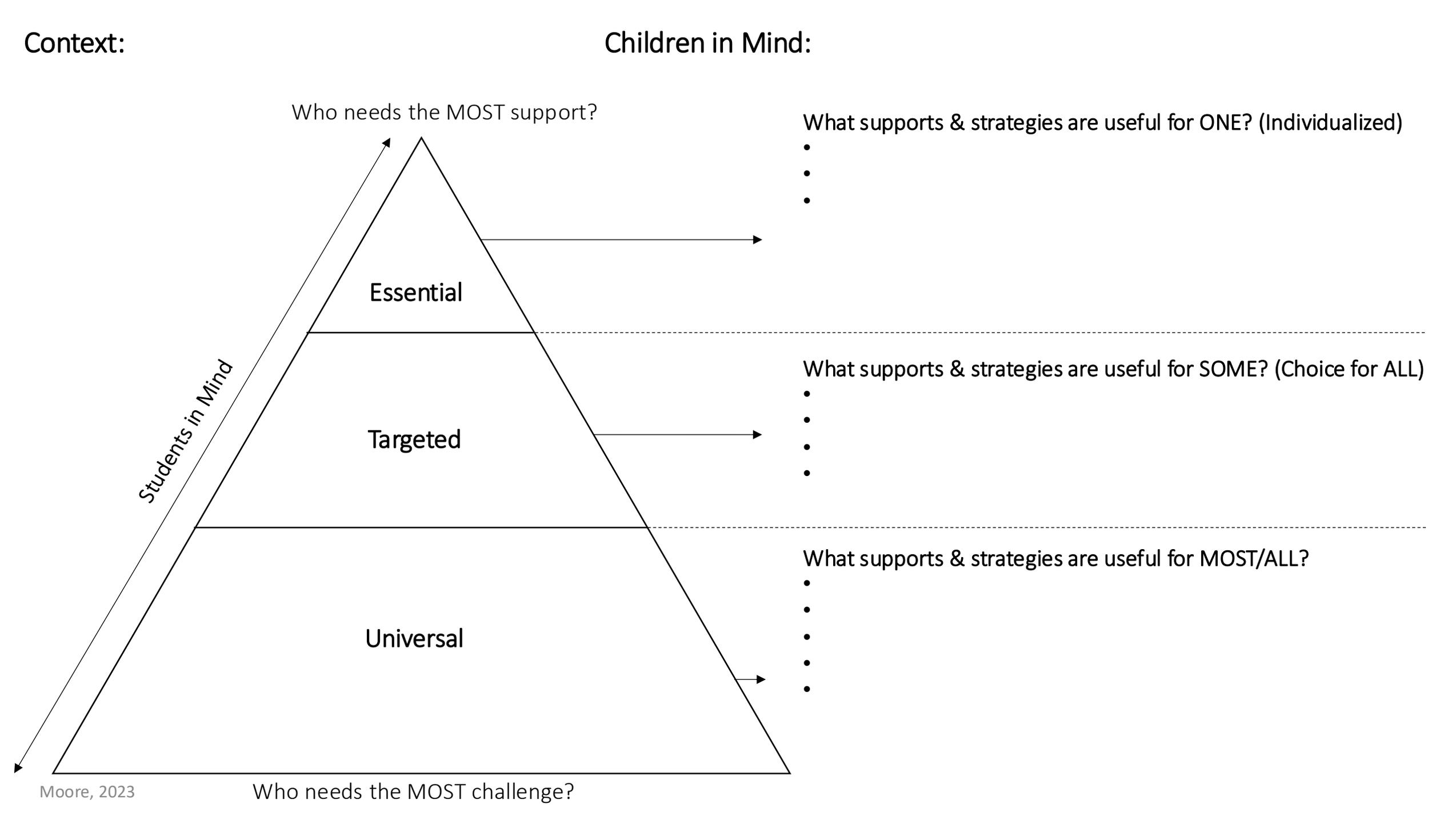
What supports & strategies are useful for MOST/ALL?

-
-
-
-
-

Universal

Students in Mind

Who needs the MOST challenge?



Context: Early Years (age 2-3)

Need: Anxiety

Children in Mind: AM, IO, LC, AY

Who needs the MOST support?

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

-
-
-

Essential

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

-
-
-
-

Targeted

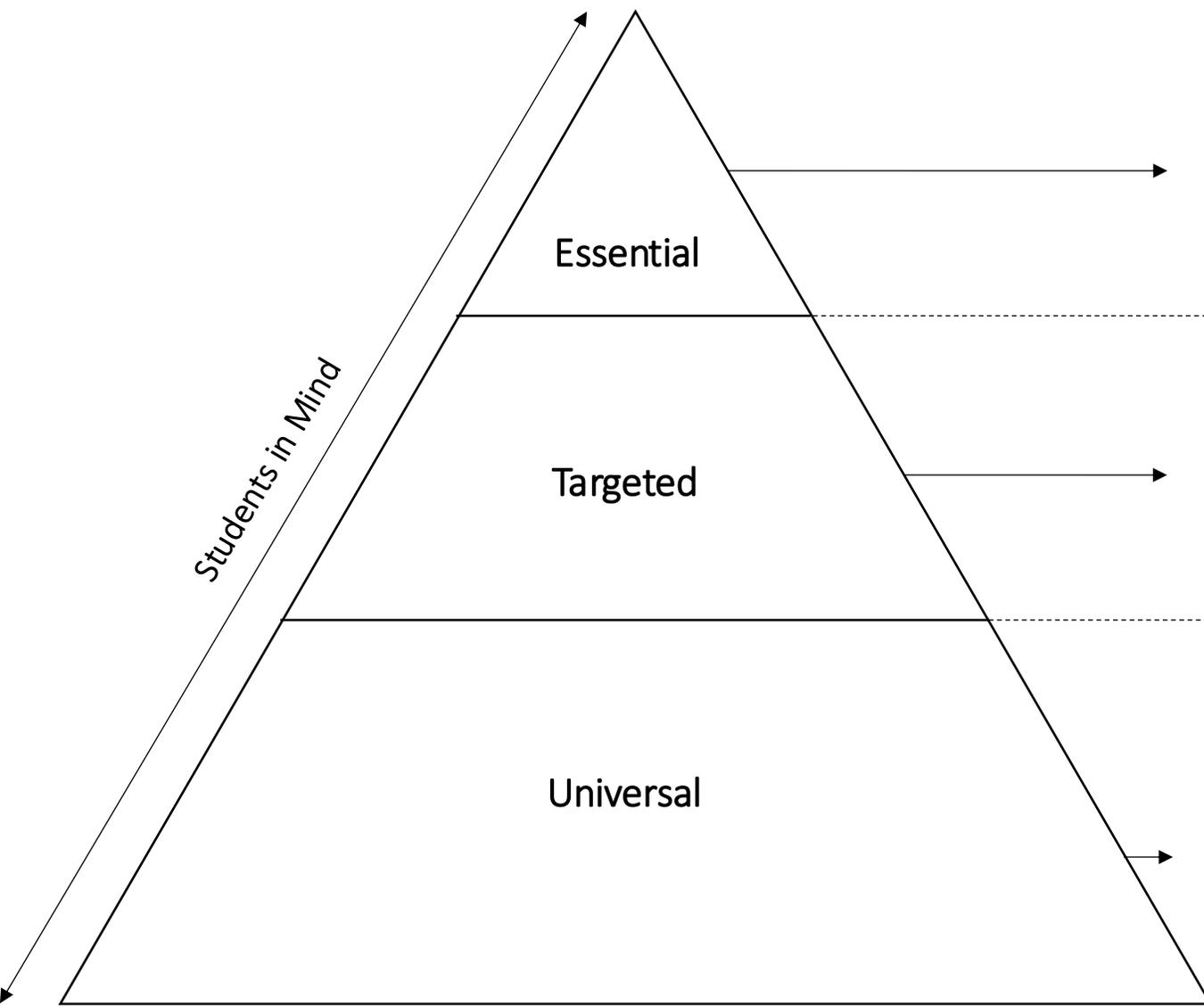
What supports & strategies are useful for MOST/ALL?

-
-
-
-
-

Universal

Who needs the MOST challenge?

Students in Mind



Who needs the MOST support?

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

- Family photo
- Home communication system
- Customized visuals/schedules/routine
- Draw from individual interest areas

Essential

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

- Taking breaks, breathing techniques
- Sensory tools
- Bring a familiar object from home
- Parent & caregiver support

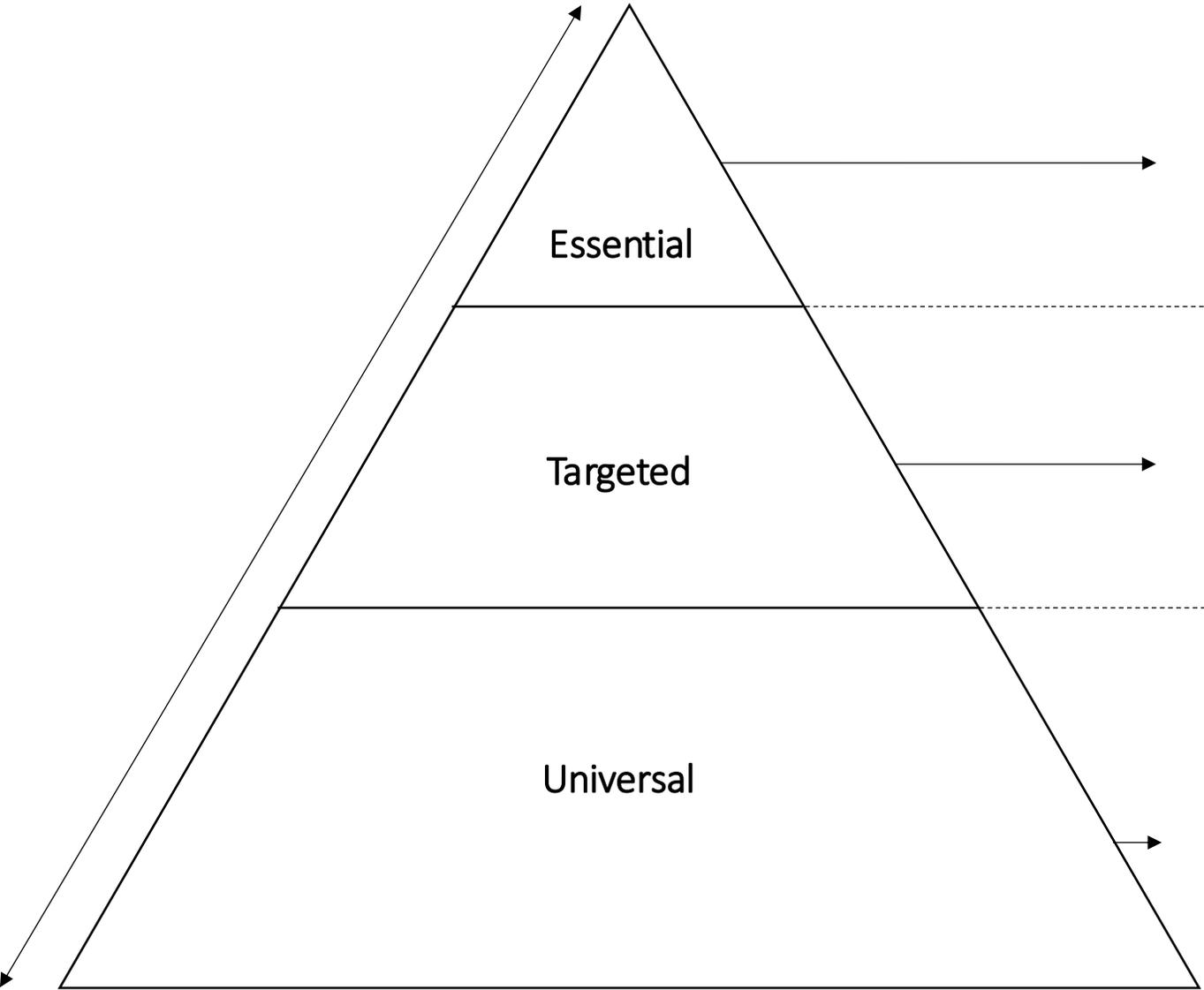
Targeted

What supports & strategies are useful for ALL?

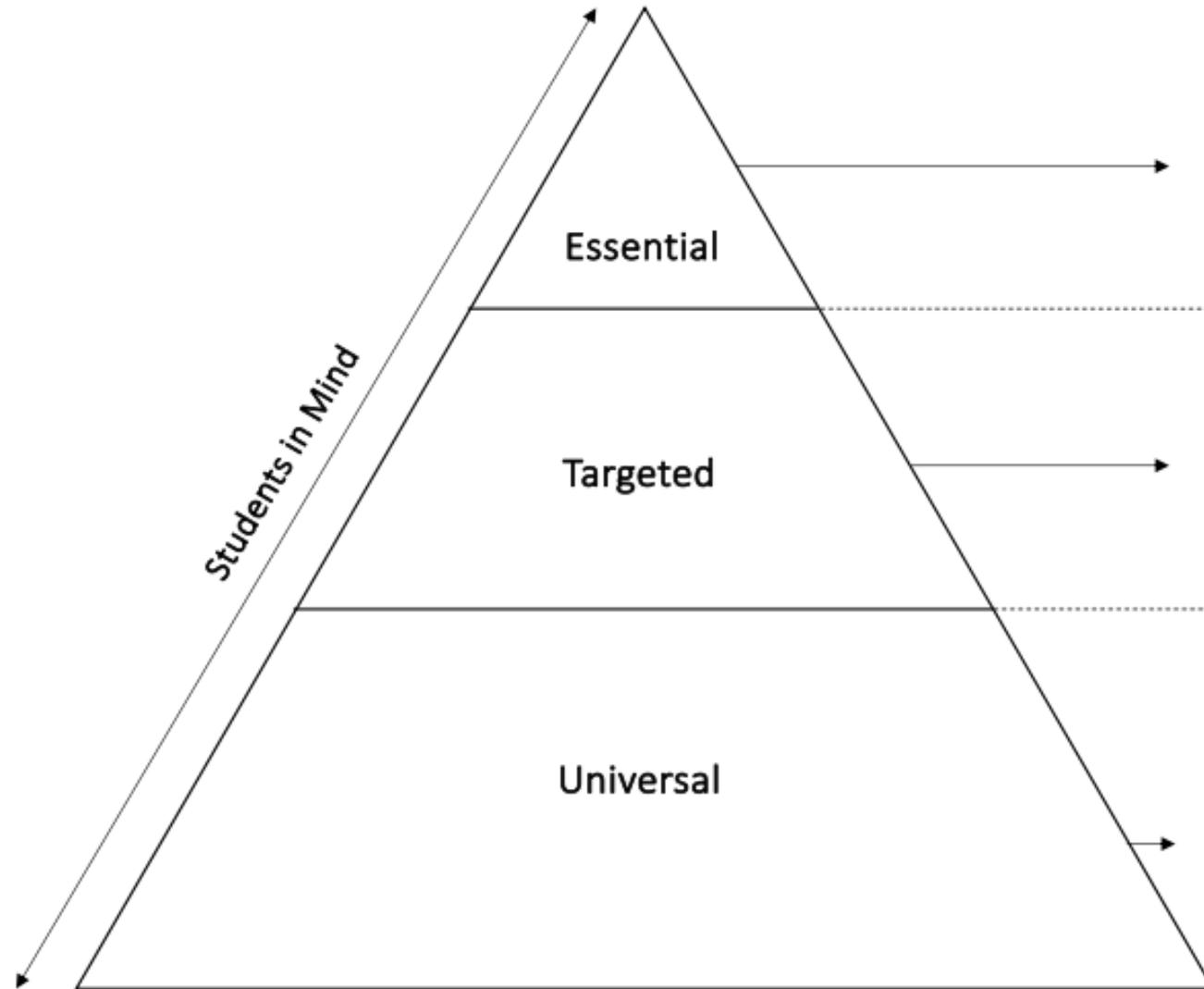
- Access to calm down spaces
- Interactive play/art therapy
- Leadership opportunities
- Stories and conversation that address anxieties
- Visuals
- Routine
- Music and relaxation techniques
- SEL programs that incorporate games and activities teach about emotions, mindfulness

Universal

Who needs the MOST challenge?



Who needs the MOST support?



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

- Connect to interests (fairies, books, computer, small sensory items, visually oriented)
- Personalized interest-based visual daily/weekly schedule

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

- Yes-no sandwich
- quiet corner
- thumbs up/thumbs down visuals for understanding
- sensory oriented cues (bell, visuals, peer cues, verbal prompts)

What supports & strategies are useful for MOST/ALL?

- Visual Supports: Visual timetable, visual timers, outdoors visuals, video/story modelling
- Rhythm & Flow: cues to know when it is time to transition, motivating activity after (choice time, soft start), full class lessons about how to transition from breaks
- Physical Space: lift buddy, transition buddy
- Playful Learning: strategic partnering, positive behavior social stories

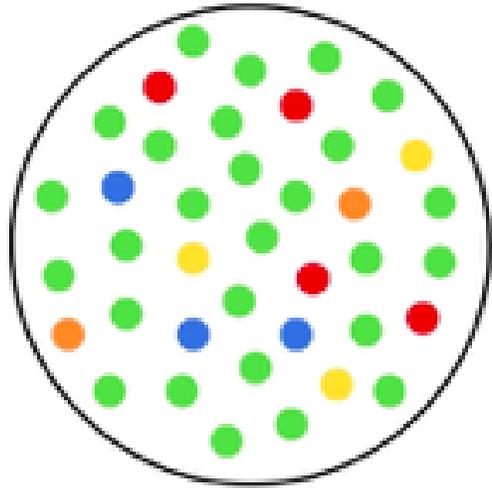
Needs based support planning:

- is designing for one child, but supports many
- focuses on changing the environment, not the child
- aligns with Universal Design for Learning, self regulation, and self-determining practices

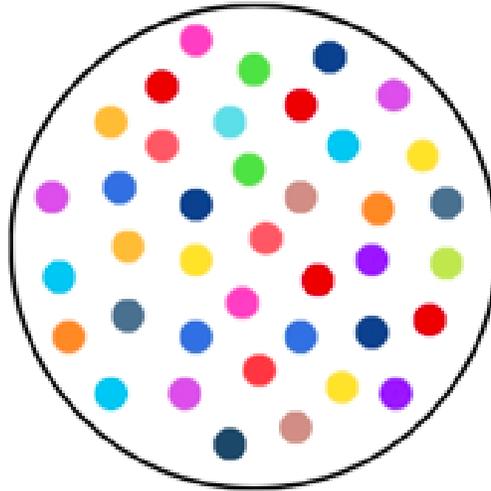
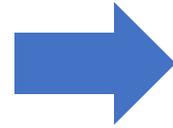
How do the practices talked about today, align with:

Early Learning Framework Principles	First Peoples Principles of Learning
<ul style="list-style-type: none">♦ Children are strong, capable in their uniqueness, and full of potential.♦ Families have the most important role in contributing to children's well-being and learning.♦ Educators are researchers and collaborators.♦ Early years spaces are inclusive.♦ People build connection and reconnection to land, culture, community, and place.♦ Environments are integral to well-being and learning.♦ Play is integral to well-being and learning.♦ Relationships are the context for well-being and learning.♦ Learning is holistic <p>B.C. Ministry of Education, 2019</p>	<ul style="list-style-type: none">♦ Learning ultimately supports the well-being of the self, the family, the community, the land, the spirits, and the ancestors.♦ Learning is holistic, reflexive, reflective, experiential, and relational (focused on connectedness, on reciprocal relationships, and a sense of place).♦ Learning involves recognizing the consequences of one's actions.♦ Learning involves generational roles and responsibilities.♦ Learning recognizes the role of Indigenous knowledge.♦ Learning is embedded in memory, history, and story.♦ Learning involves patience and time.♦ Learning requires exploration of one's identity.♦ Learning involves recognizing that some knowledge is sacred and only shared with permission and/or in certain situations. <p>First Nations Education Steering Committee, 2012</p>

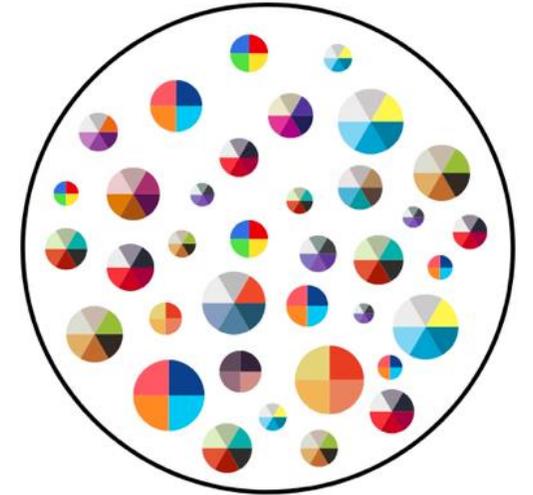
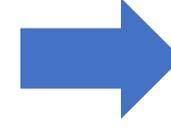
How does the **BC Early Learning Framework** and **First Peoples Principles of Learning** align with our evolving understanding of **Inclusion**?



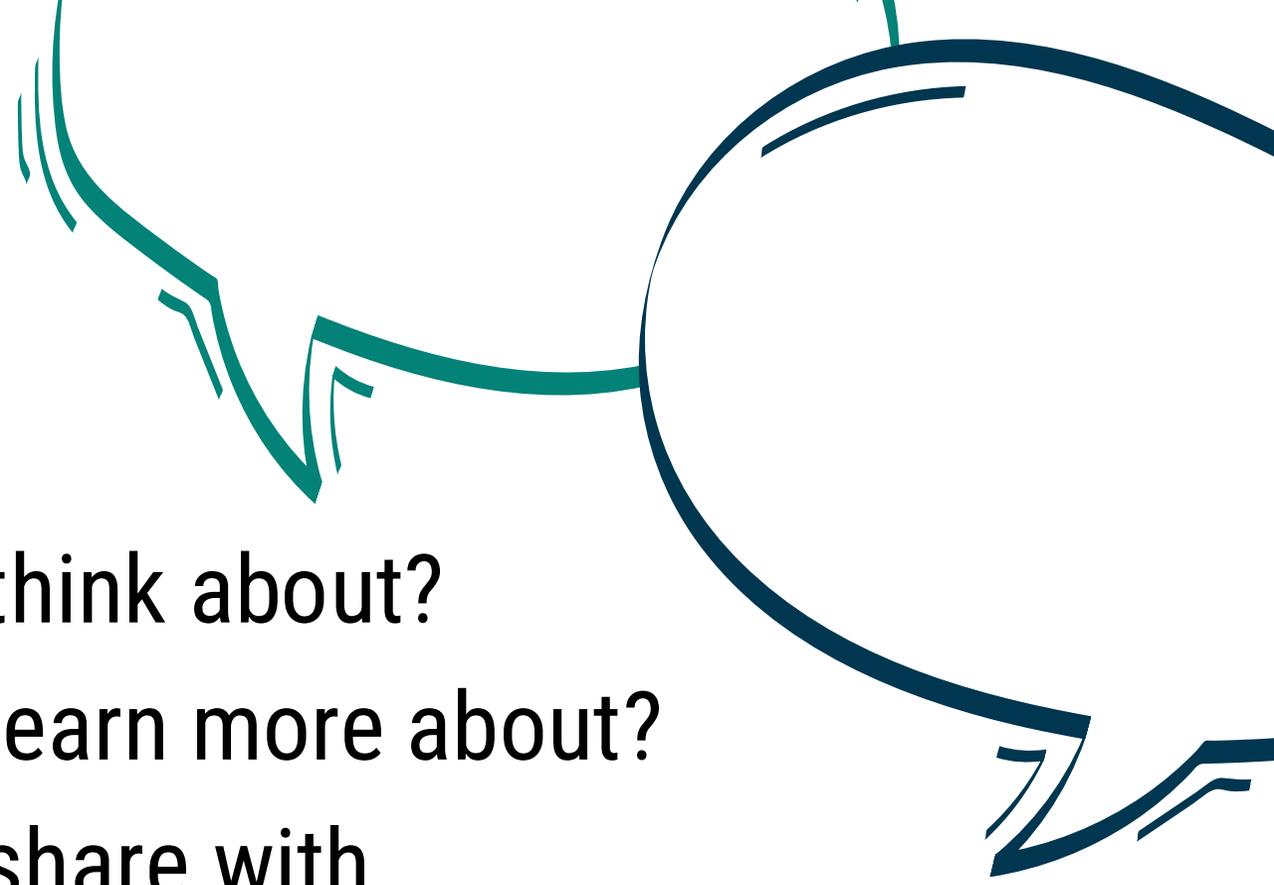
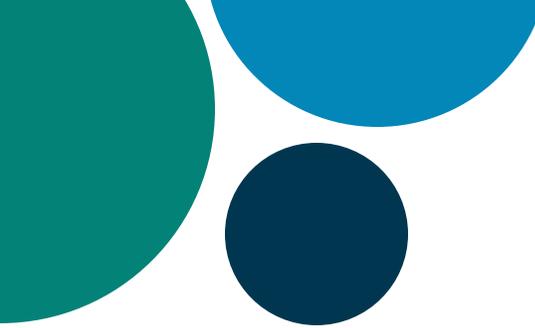
How do we include people with disabilities?



How do we teach to diversity?



How do we teach to identity?



What is one useful idea?

What is one thing you want to think about?

What is one thing you want to learn more about?

What is one thing you want to share with
someone who is not here today?

What is a question that you still have?

WHAT DOES

inclusion

MEAN to you?



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fivemooreminutes

