



Great Beginnings

Secondary

How can we create inclusive educational programs that are meaningful and balanced for students with the most significant disabilities as they enter secondary settings?

Great Beginnings looks at how teams can collaboratively program plan for students who need the most support as they enter secondary school. This series describes how students transition to more inclusive settings in manageable steps, while also ensuring they are receiving the programming and supports that match their needs and ability. With a secondary lens, teams will also plan with the aim to balance support, while also challenging students to become more independent as they transition into adulthood.

Strength Based Planning

How do we get to know our learners interests, strengths and stretches in multiple settings?
What is the vision for the student moving forward into adulthood?

Inclusive Communities

What are the multiple contexts for this student and how can we move towards more inclusive and diverse spaces and places in the school and community?

Setting Goals for Success

How do we create meaningful goals for students that act as a guide for the roles and responsibilities within their inclusive contexts?



Based in Vancouver, British Columbia Canada, Shelley Moore consults locally, provincially and beyond. Her presentations include school, district and provincial professional development days throughout British Columbia, as well as various leading conferences throughout North America, including CEC, IRA and NCTE. Her interactive presentations are constructed based on contexts of specific schools and communities and integrate theory and practices of inclusion, special education, curriculum and technology. She completed an undergraduate degree in Special Education at the University of Alberta, her masters at Simon Fraser University, and is currently a PhD student at the University of British Columbia