

# SHELLEY MOORE



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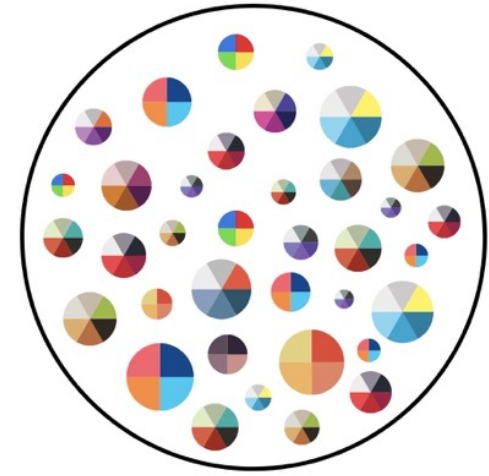
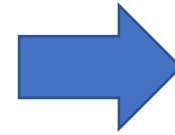
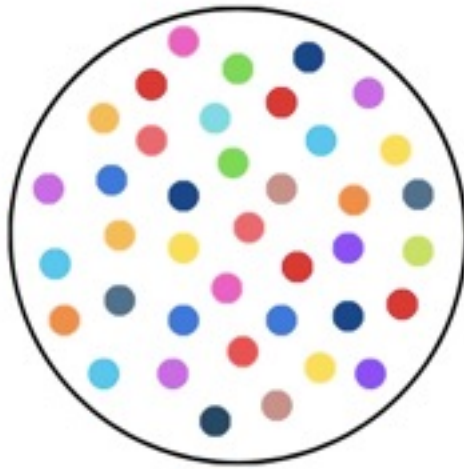
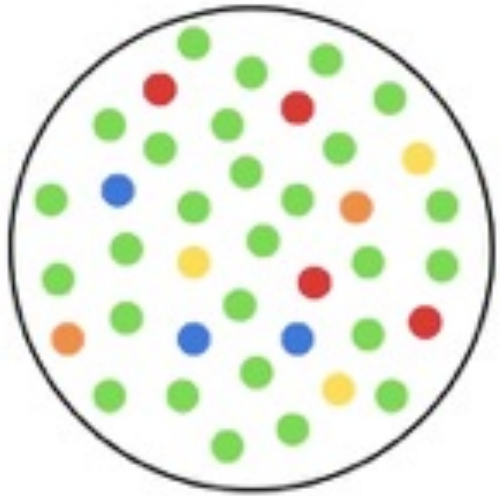
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# WHAT DOES INCLUSION MEAN?

# What is inclusion?



How do we include  
people who are  
different

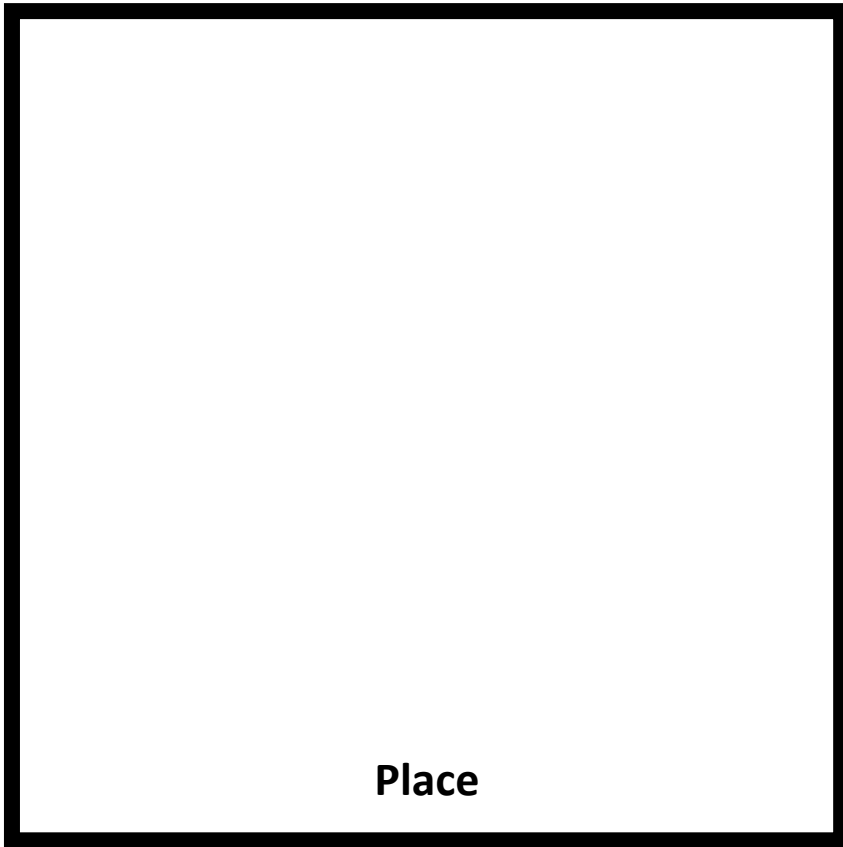
How do we teach  
to diversity?

How do we  
teach to identity?

How can we *shift our thinking*  
& *practice* towards **inclusion**?

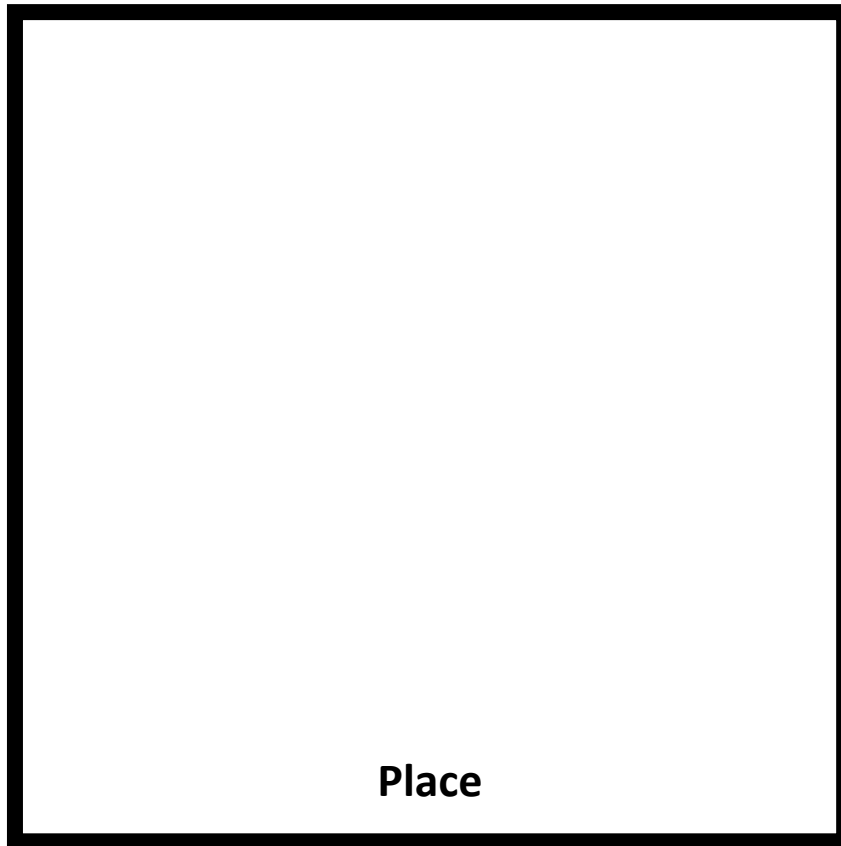


**What is the barrier?**



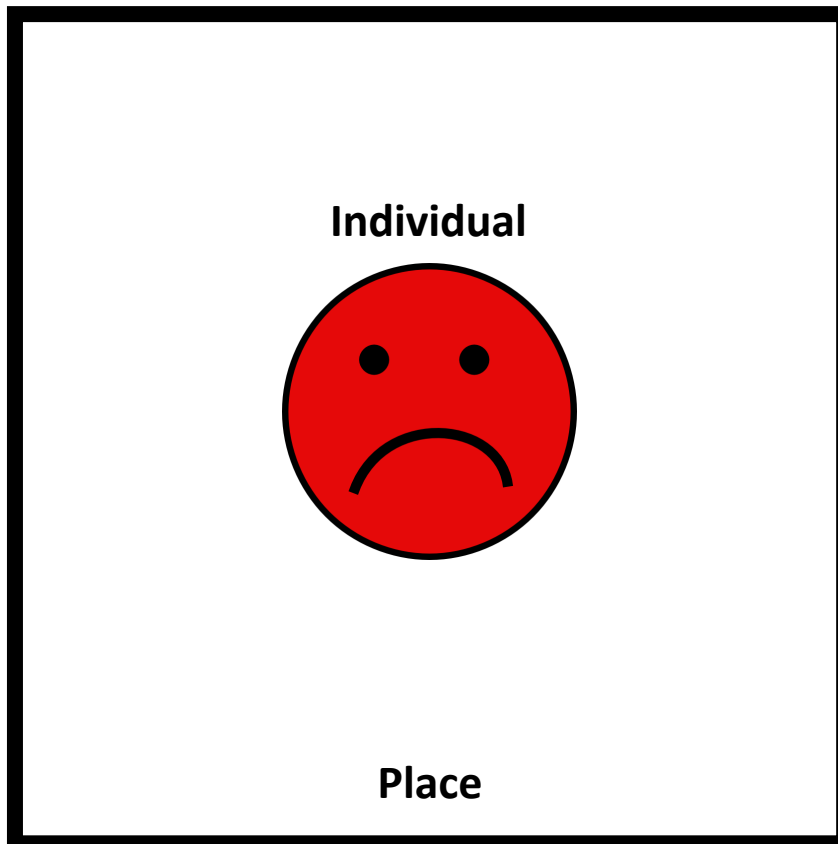
**Place**

# Shifting the Paradigm: Medical Model of Disability



Place

# Shifting the Paradigm: Medical Model of Disability



## Historical Special Education

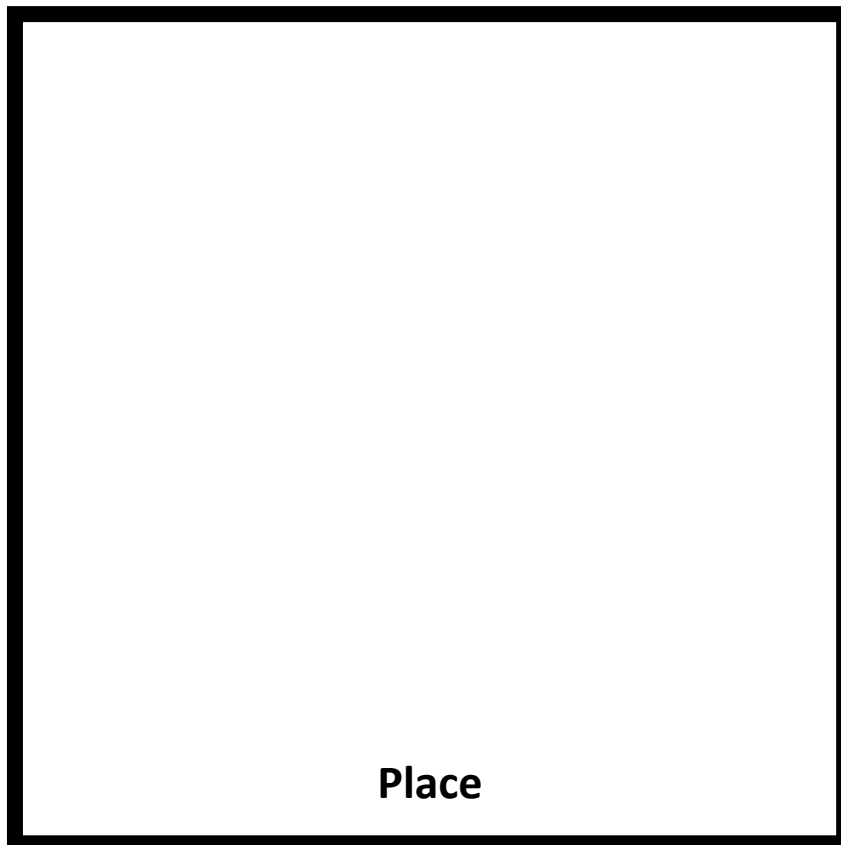
If individual isn't successful

- Remove the individual
- Diagnose the problems in the individual
- Fix the individual
- Individual goes back when they are "ready"
- IEPs are separate from the place





# Shifting the Paradigm: Medical Model of Disability



Individual



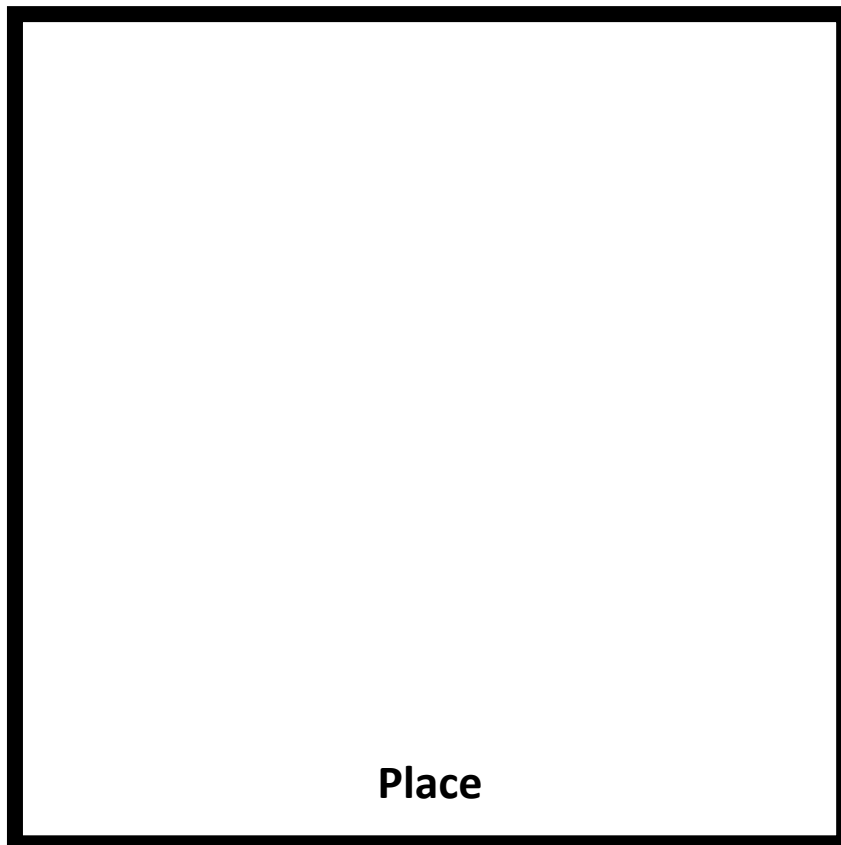
IEP

## Historical Special Education

If individual isn't successful

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# Shifting the Paradigm: Medical Model of Disability



Individual



IEP

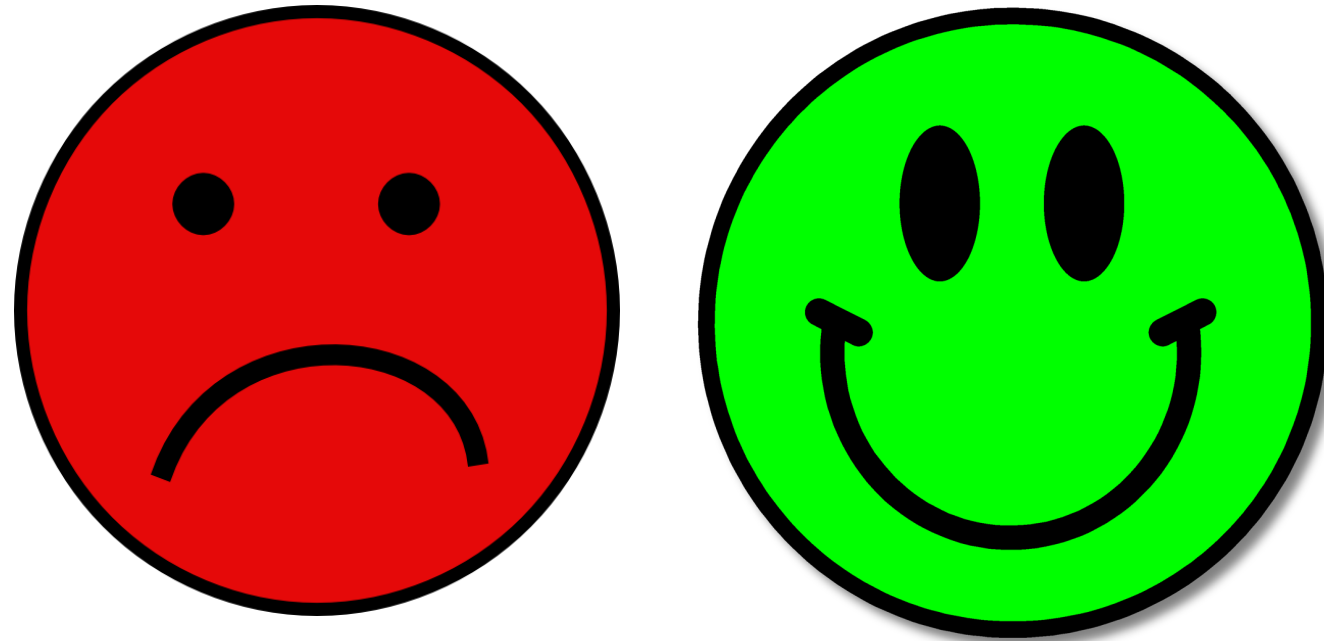
## Historical Special Education

If individual isn't successful

- Remove the individual
- Diagnose the problems in the individual
- Fix the individual
- Individual goes back when they are "ready"
- IEPs are separate from the place

Wait a second....

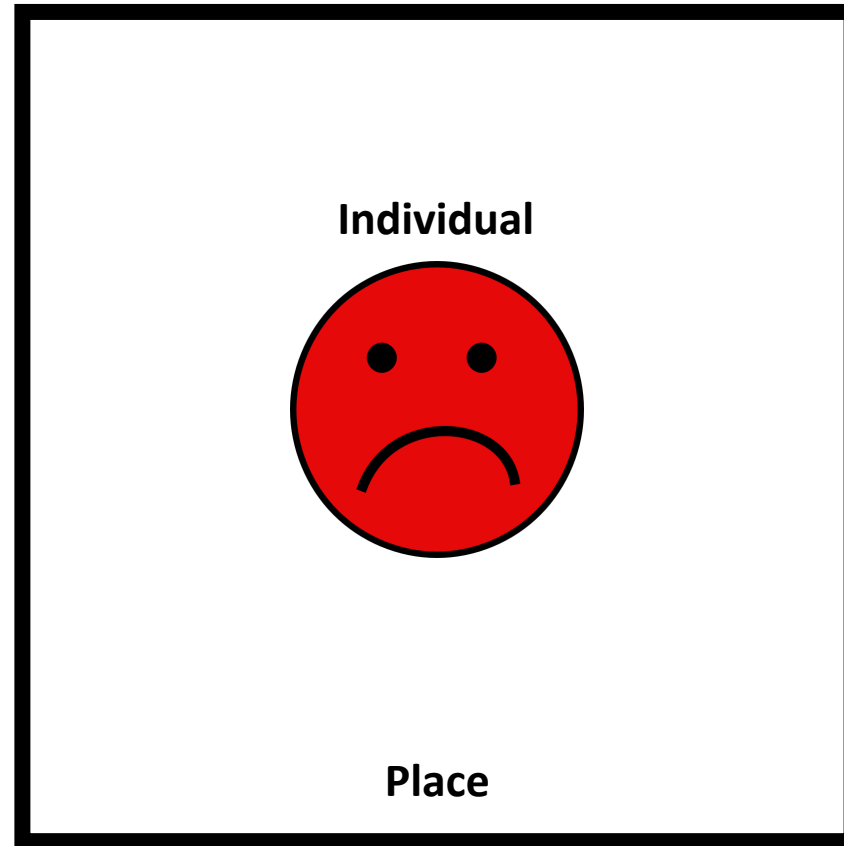
People with disabilities said:



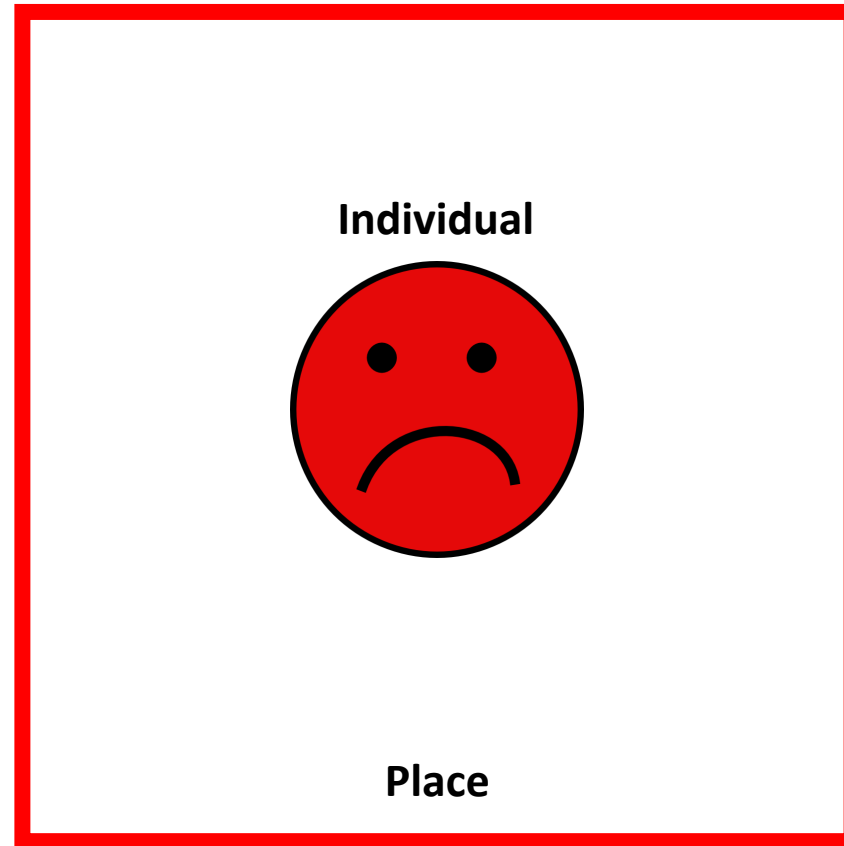
“I am not broken.”

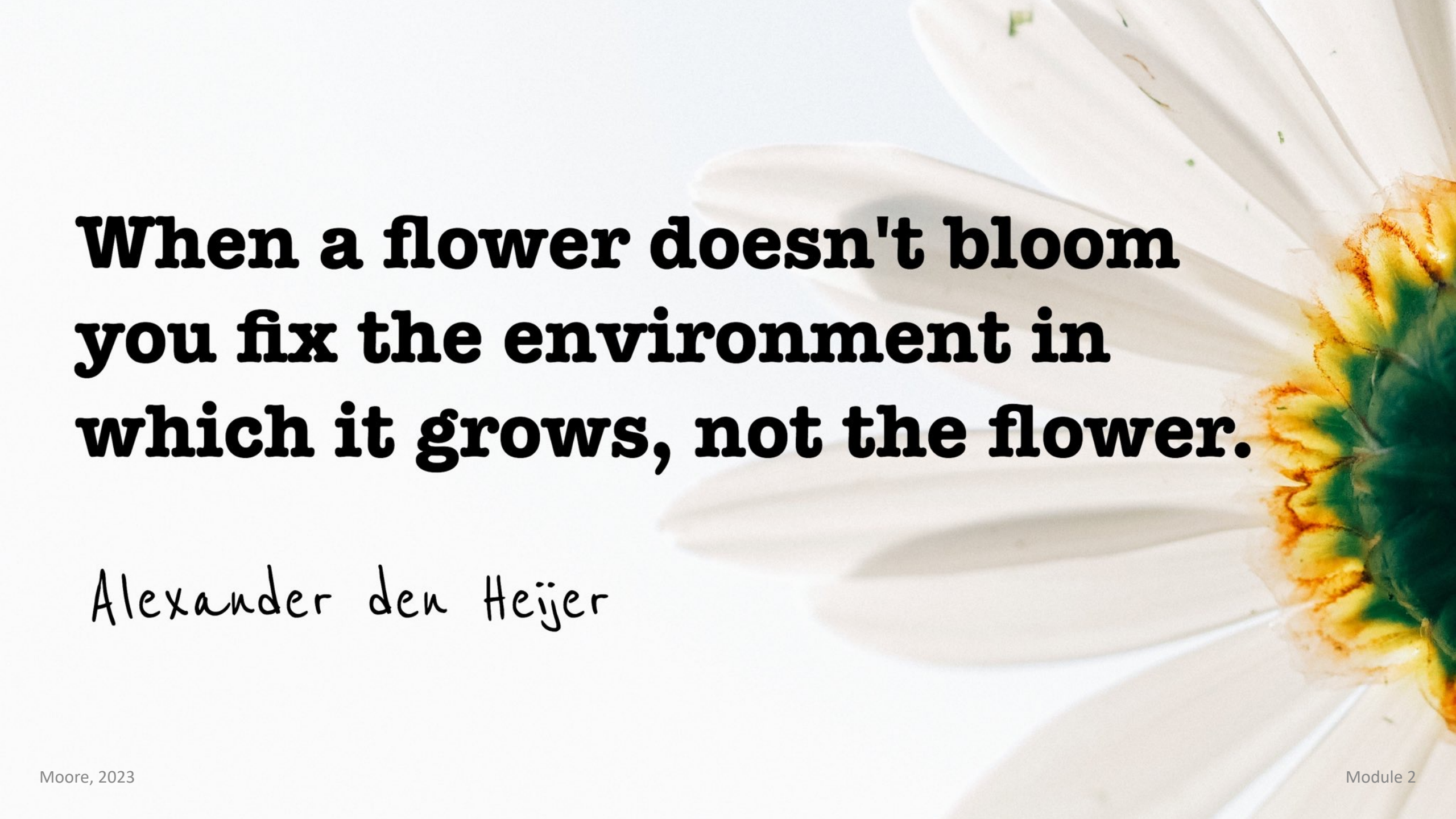
“I do not need to be fixed!”

# Shifting the Paradigm: Social Model of Disability



# Shifting the Paradigm: Social Model of Disability

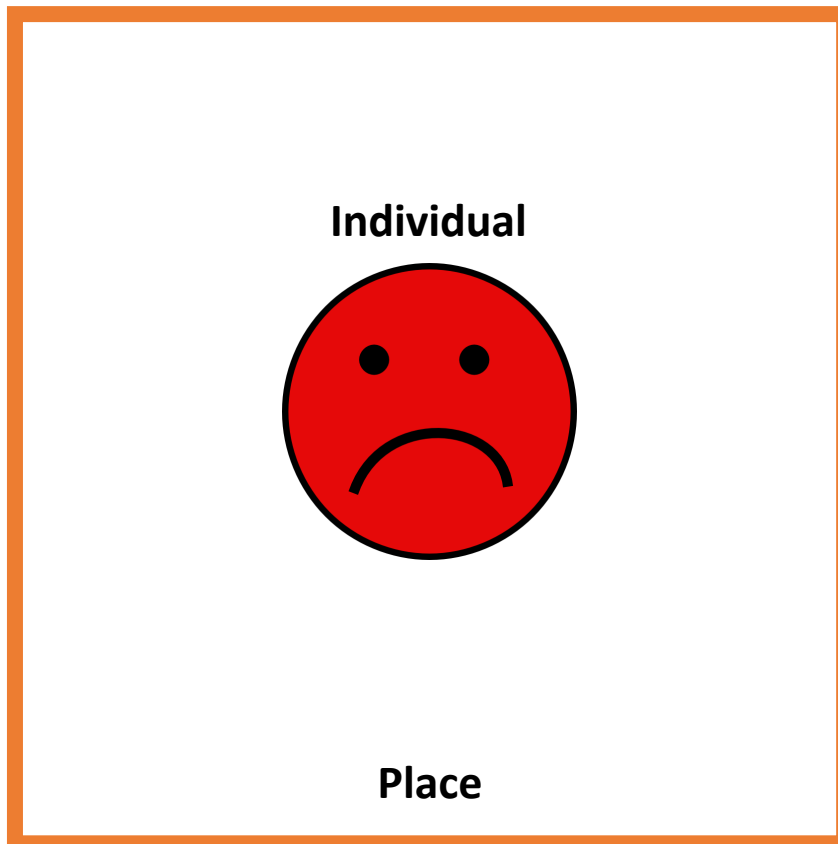




**When a flower doesn't bloom  
you fix the environment in  
which it grows, not the flower.**

Alexander den Heijer

# Shifting the Paradigm: Social Model of Disability



## **Social Model**

If individual isn't successful

- Diagnose the barriers in the place
- Target the place



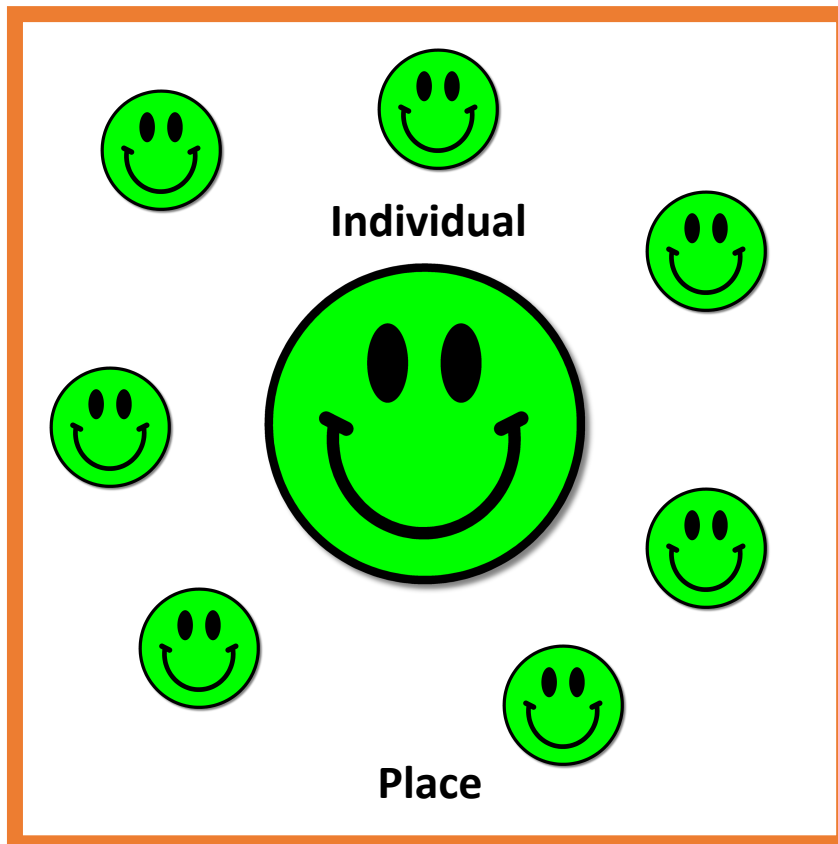
What is happening in the environment?

What are the potential barriers?

- not enough light
- not enough water
- not enough space



# Shifting the Paradigm: Social Model of Disability

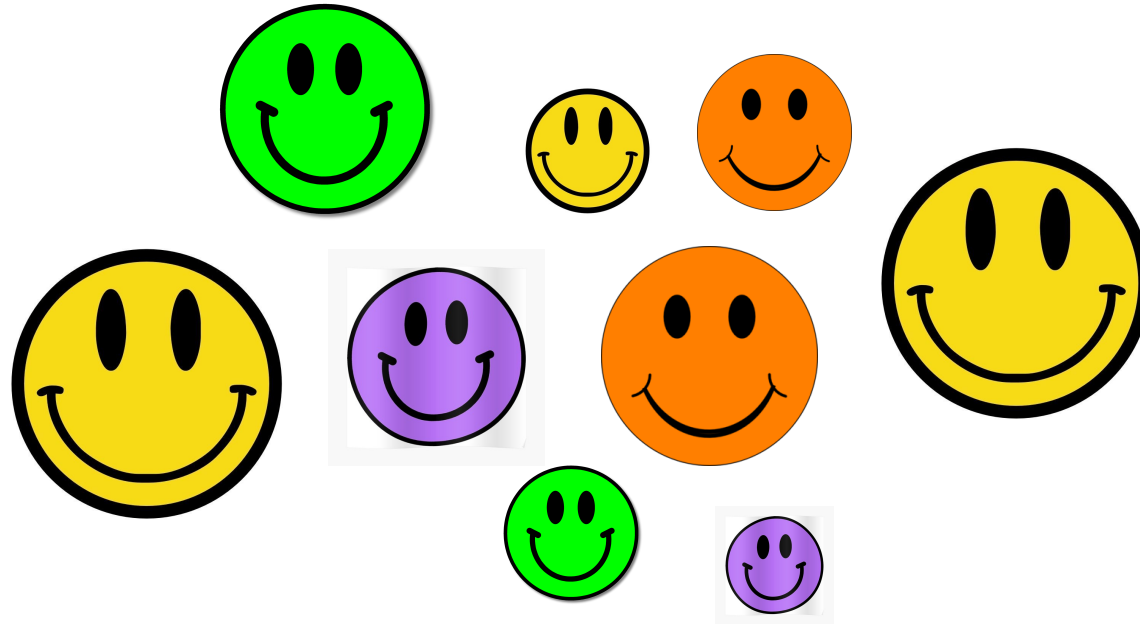


## **Social Model**

If individual isn't successful

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

Wait a second....  
Teachers said:

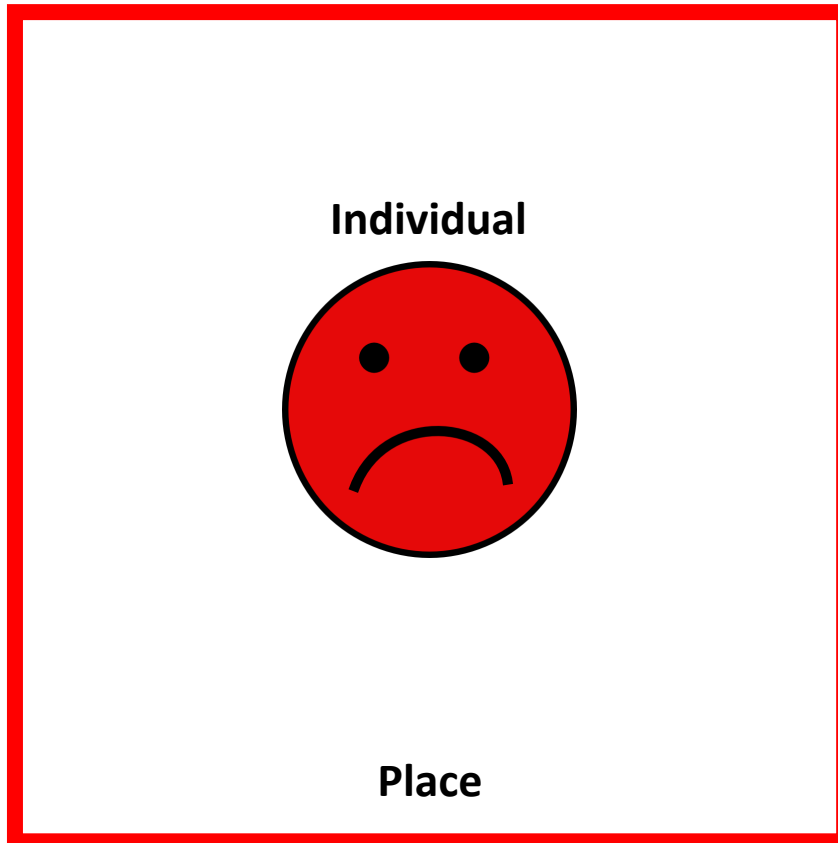


“What about all the different individual needs in a shared place”

# We Have Diverse Gardens!



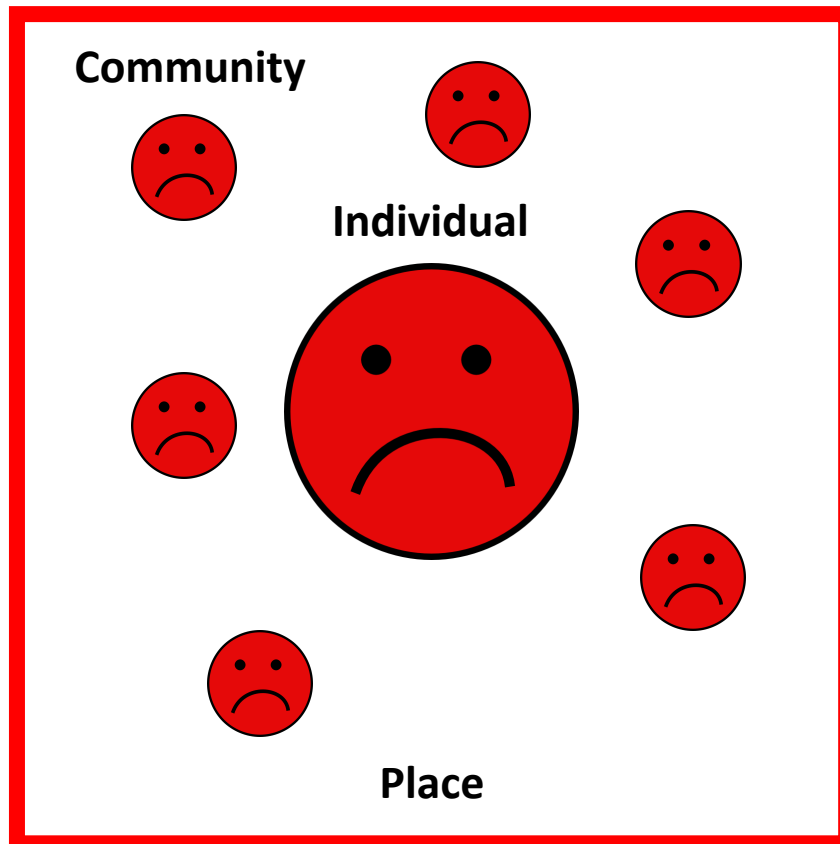
# Shifting the Paradigm: Person-Place Model of Need



## **Inclusive Education**

If one student is struggling...

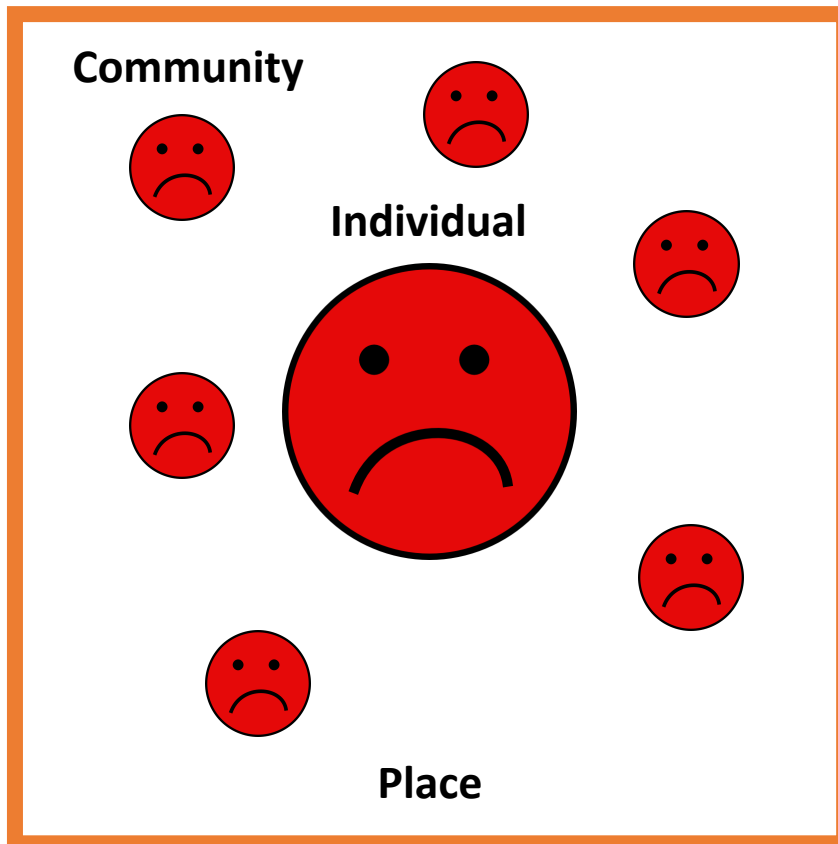
# Shifting the Paradigm: Person-Place Model of Need



## **Inclusive Education**

More than one student is struggling

# Shifting the Paradigm: Person-Place Model of Need



## Inclusive Education

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

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



All plants need  
light

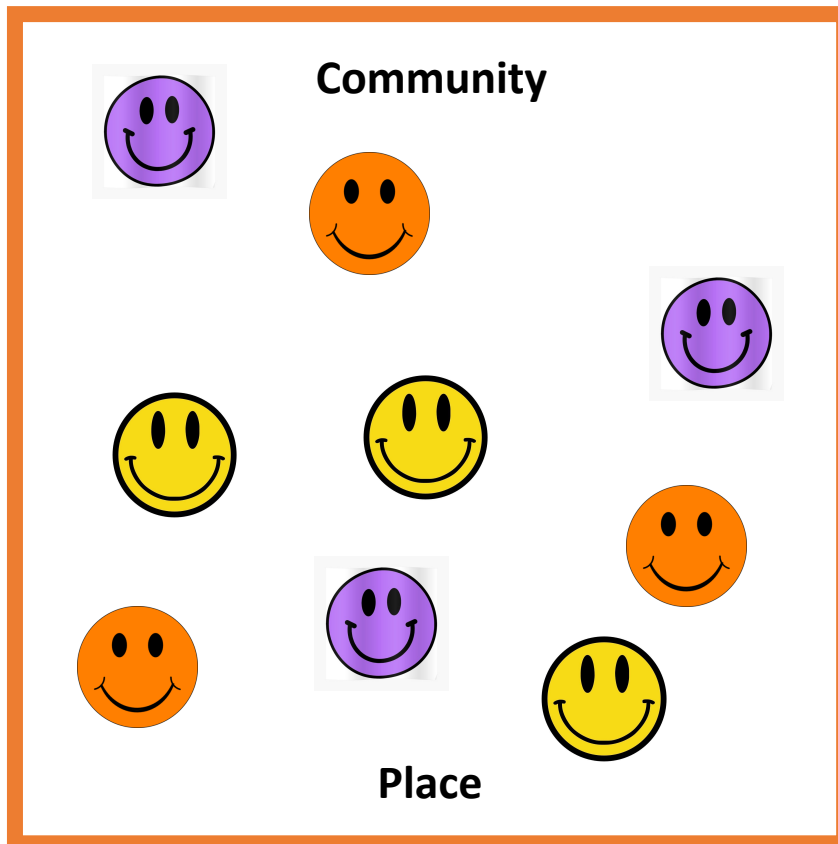


All plants need  
moisture



All plants need  
space

# Shifting the Paradigm: Person-Place Model of Need



## Inclusive Education

- THEN: Reduce or eliminate barriers in place by determining needs of everyone in the community
- Determine the needs of individuals and anticipate the supports & strategies that they will require



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

PERIODIC TABLE OF PLANT NUTRIENTS

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

Source: Greenandvibrant.com



Some plants need added nutrients

Some plants need companions

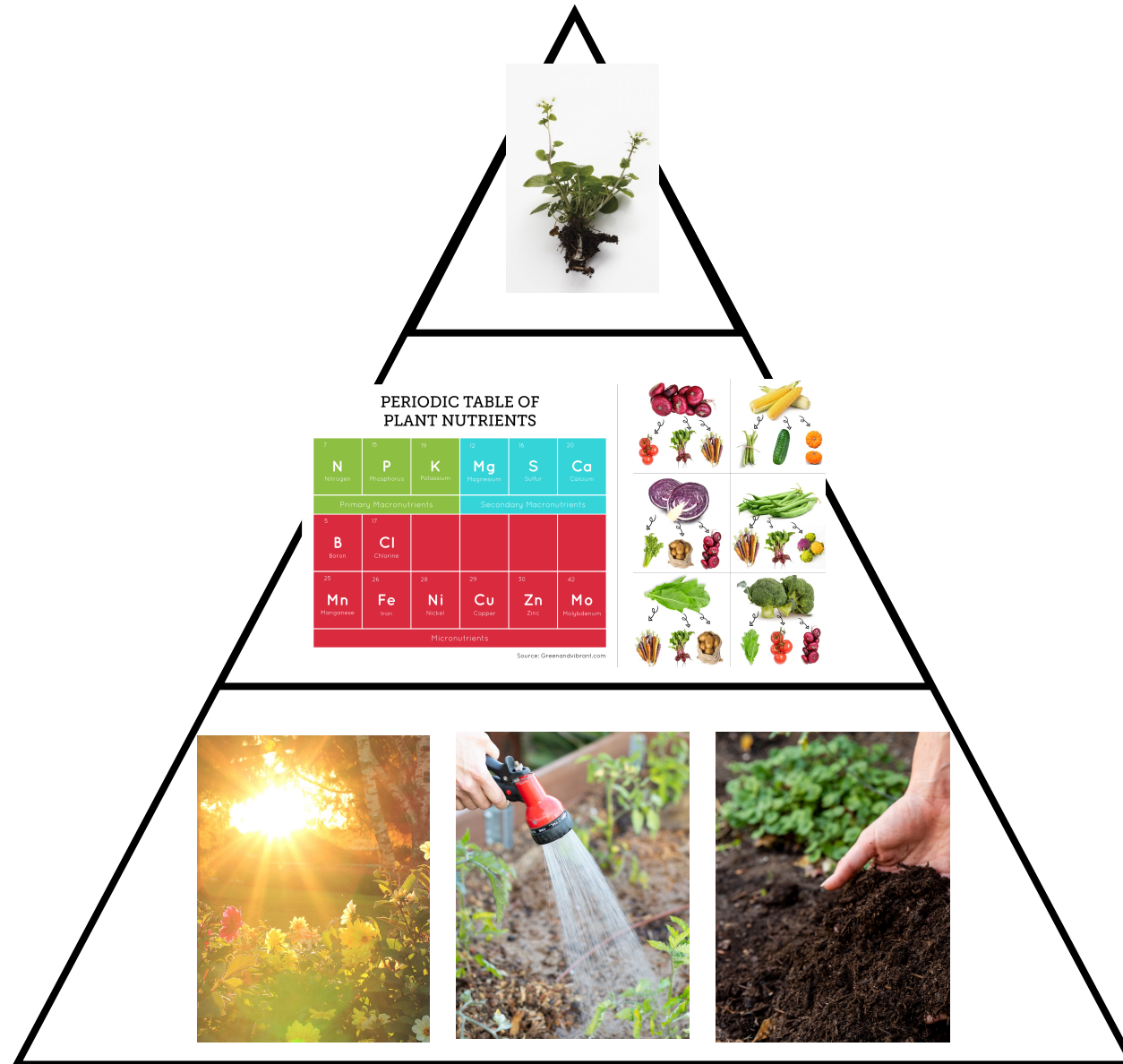
THEN! Determine the needs of individuals and anticipate the supports & strategies that they will need



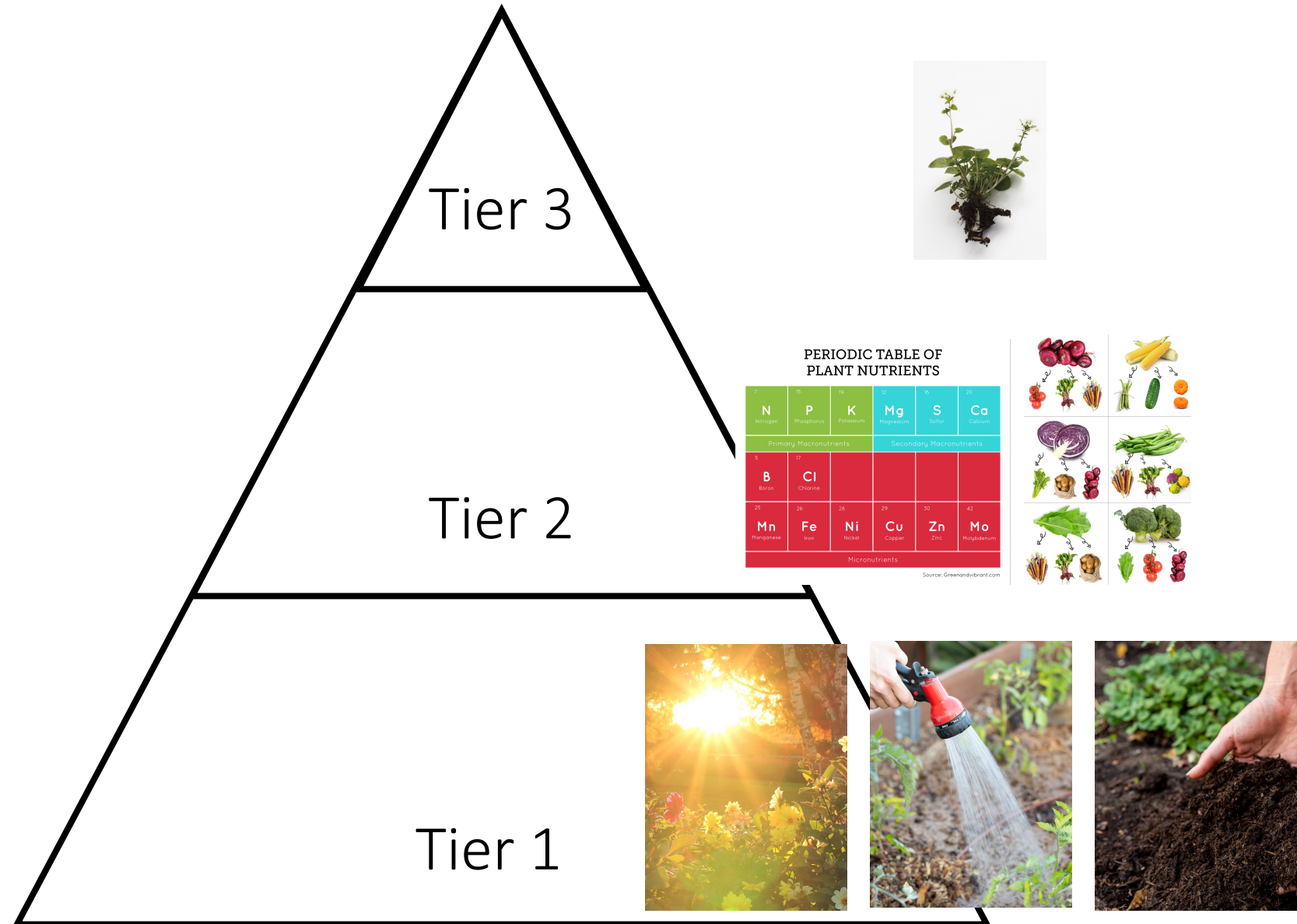
A few plants may  
need very specific  
temperatures &  
humidity levels

How can we *shift our*  
*practices* towards **inclusion**?

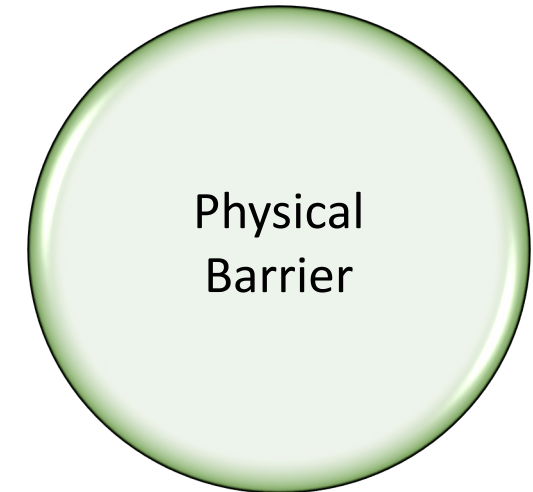
# Multiple Layers of Support



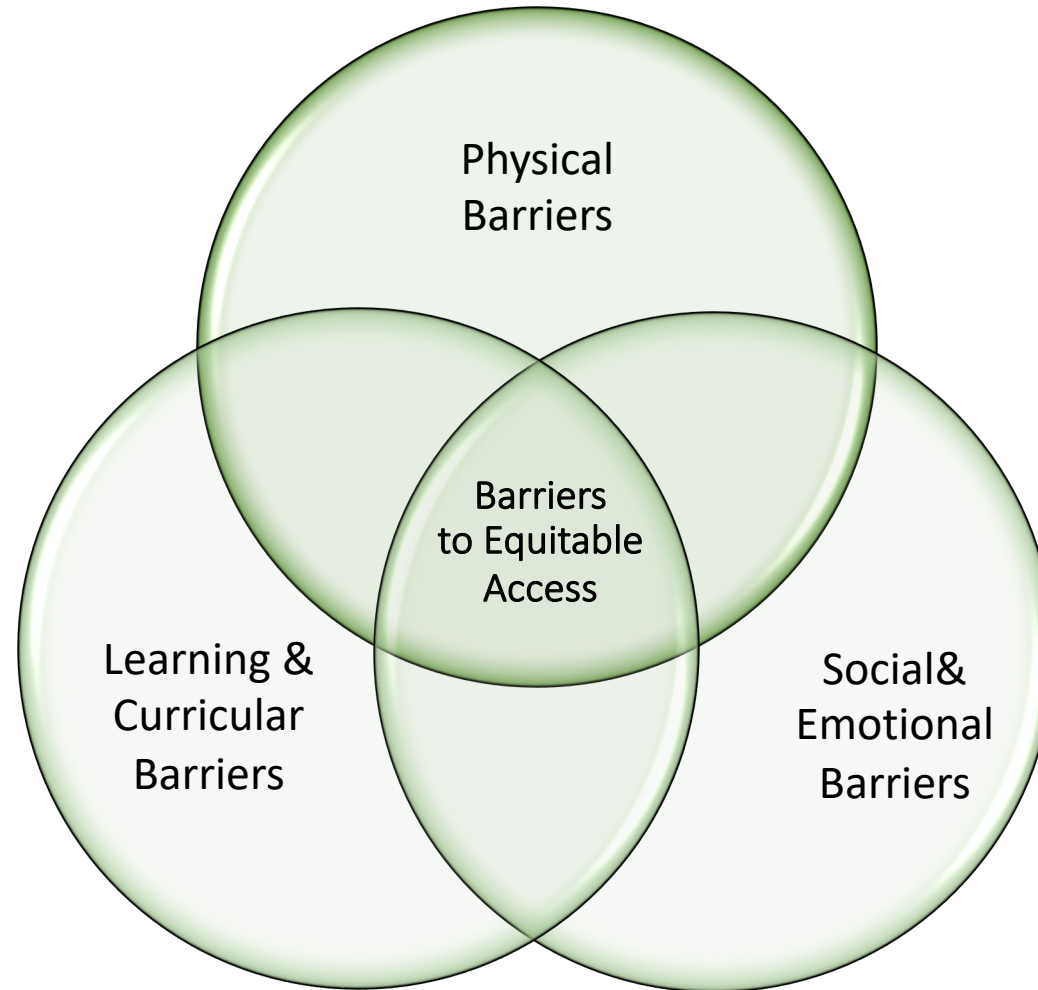
# RTI: Response to Instruction/Intervention



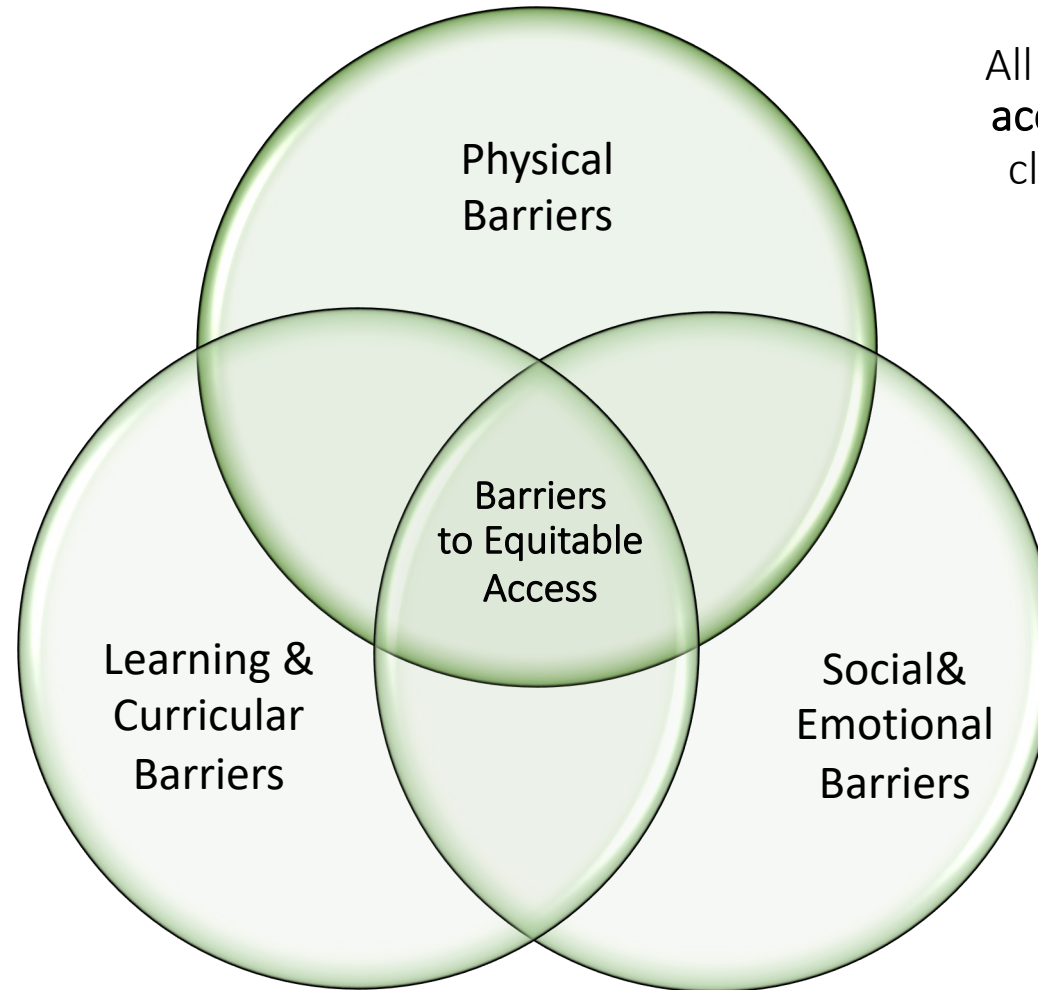
# What is a Barriers?



# Increasing Inclusive & Equitable Access by Reducing and Eliminating Barriers



# Increasing Inclusive & Equitable Access by Reducing and Eliminating Barriers

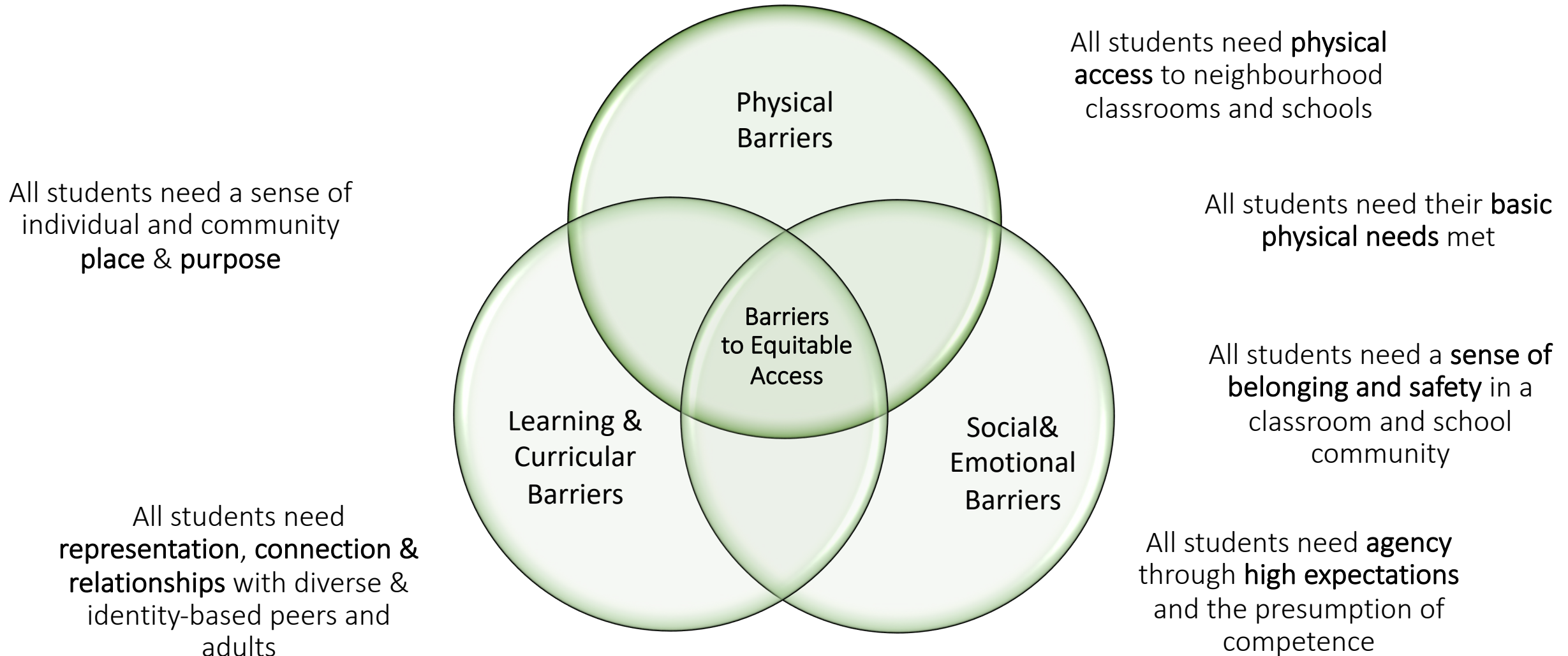


All students need **physical access** to neighbourhood classrooms and schools

All students need their **basic physical needs** met



# Increasing Inclusive & Equitable Access by Reducing and Eliminating Barriers



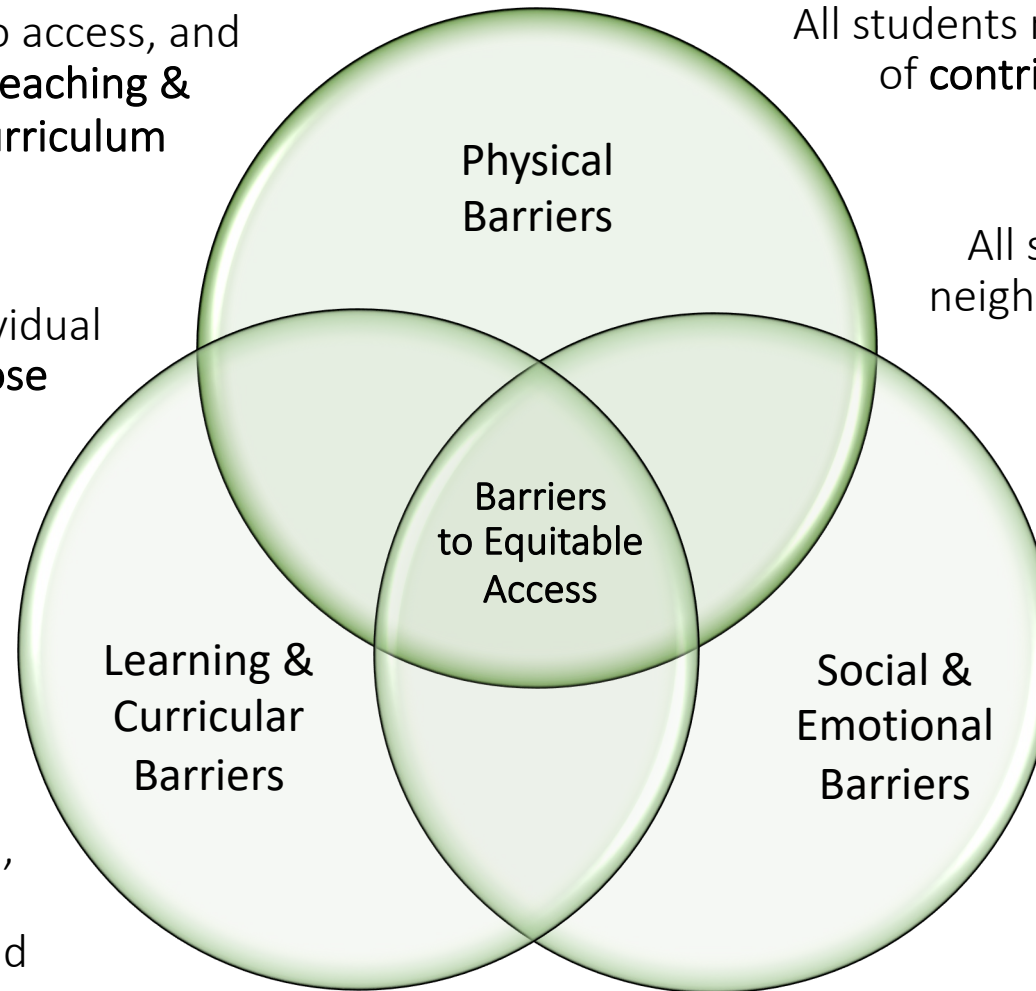
# Increasing Inclusive & Equitable Access by Reducing and Eliminating Barriers

All students need opportunities to access, and be challenged by, **high quality teaching & learning** within **grade level curriculum**

All students need a sense of individual and community **place & purpose**

All students need access to **tools and actions** that will respond to their **individual dimensions**

All students need **representation, connection & relationships** with diverse & identity-based peers and adults



All students need to **feel valued** and a sense of **contribution** to their community

All students need **physical access** to neighbourhood classrooms and schools

All students need their **basic physical needs** met

All students need a **sense of belonging and safety** in a classroom and school community

All students need **agency** through **high expectations** and the presumption of competence

# Universal Approaches Useful to ALL, Taught to ALL

Student Self Determination  
& Agency

Standards Based  
Assessment

Culturally Responsive  
Practices

Mind Up/ Zones of  
Regulation Etc.

First Peoples' Principles of  
Learning

Needs Based  
Design

Inquiry

Trauma Sensitive  
Instruction

Physical  
Barriers

SOGI

Competencies/ 21<sup>st</sup> Century  
Learning

Positive Behaviour  
Supports

Strength Based  
Perspectives

Universal Design  
for Learning

Barriers  
to Equitable  
Access

Learning Continuums

Learning &  
Curricular  
Barriers

Social &  
Emotional  
Barriers

Land-Based Learning

Accessible  
Playgrounds

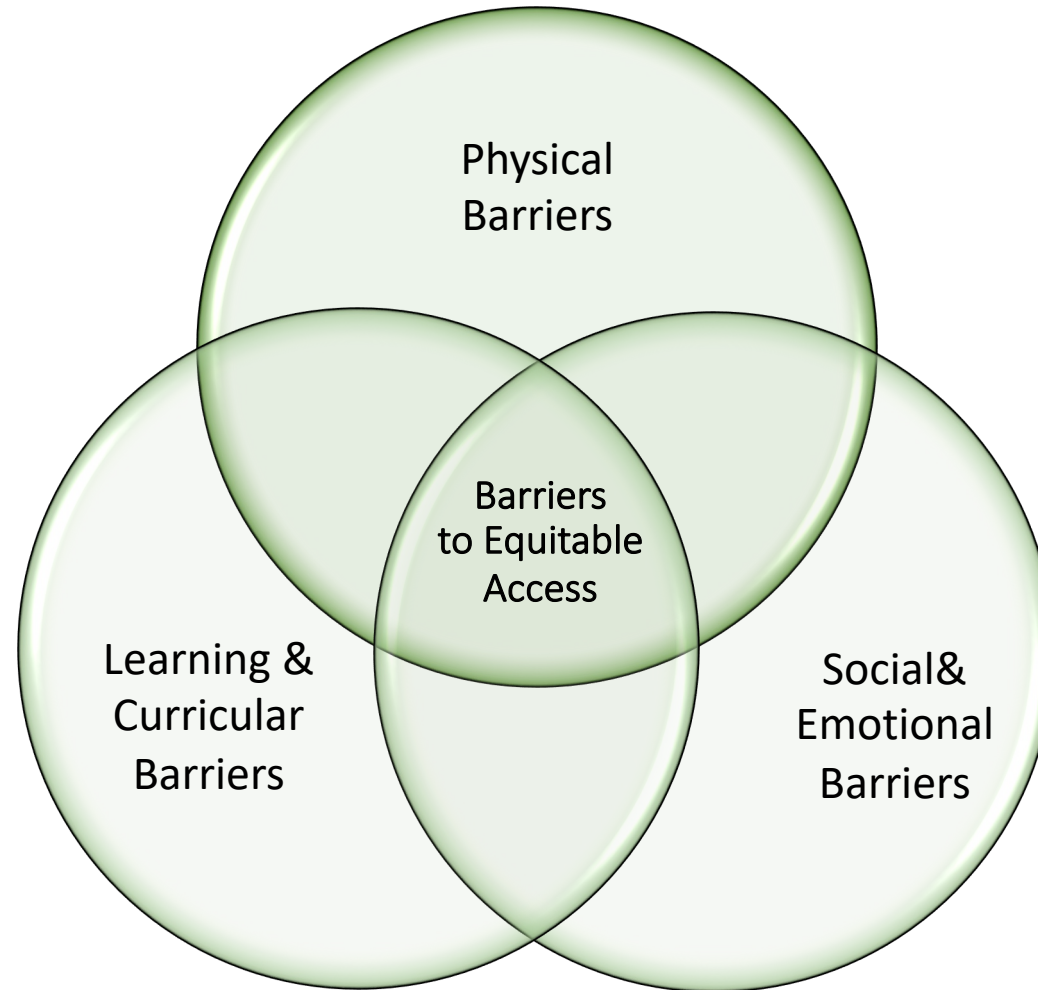
ICBIEP

Restorative  
Practices

School Lunch  
Programs

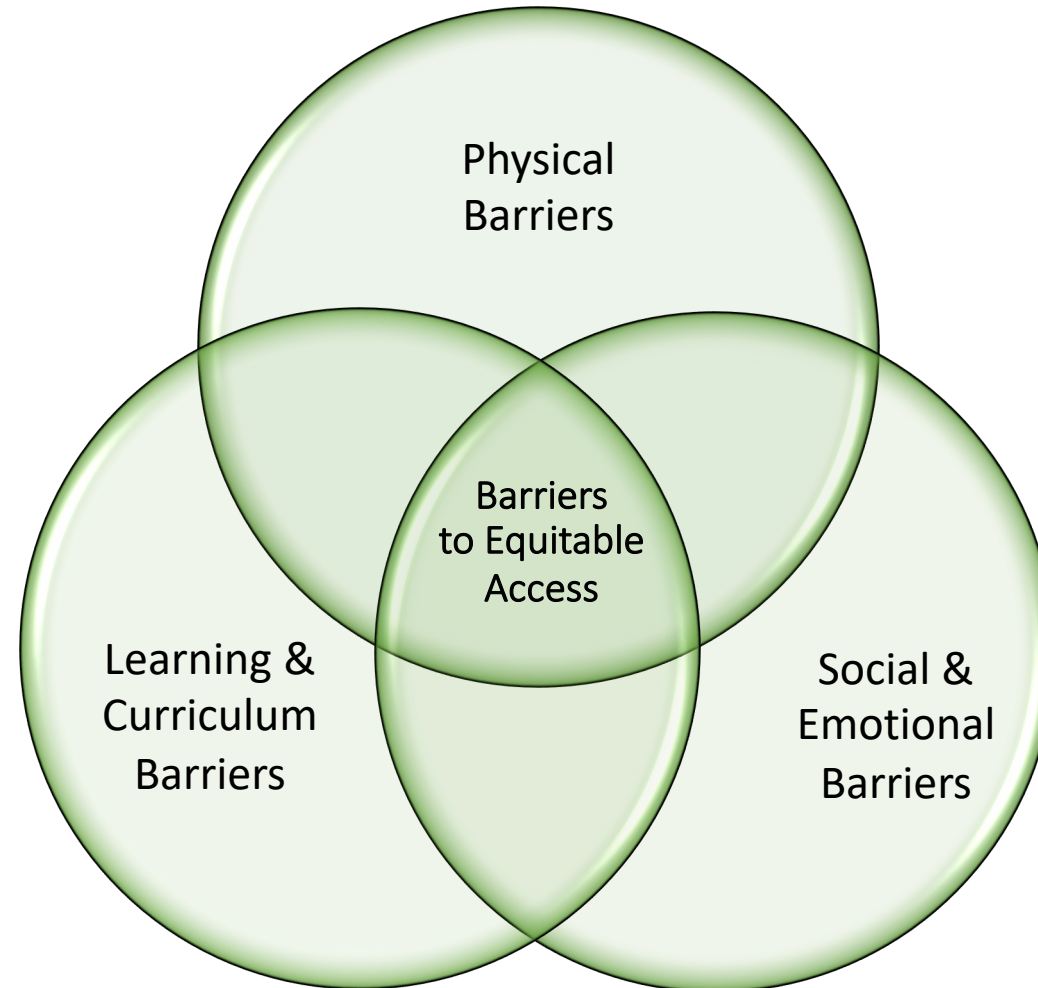
Differentiated Instruction &  
Curriculum

# Increasing Inclusive & Equitable Access by Reducing and Eliminating Barriers



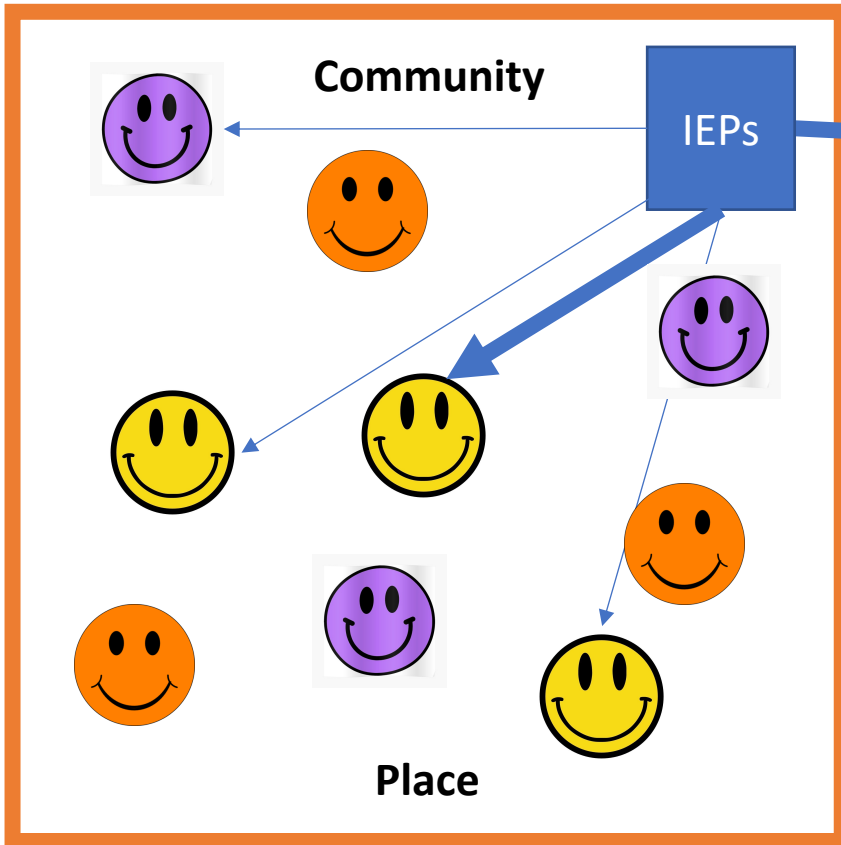
# Increasing Inclusive & Equitable Access by Designing for Individual needs

- Addiction
- Attendance
- Attention
- Anxiety and/or depression
- Bullying
- 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

# What about IEPs?



## IEP

- Communicates needs of individual
- Communicates supports & strategies that individual needs
- Universally applied to and available to all

Where do we find the information about the needs of a specific plant?

# 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 for, 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.

# How do we know if a plant is not thriving?



Needs more  
light



Needs more  
moisture



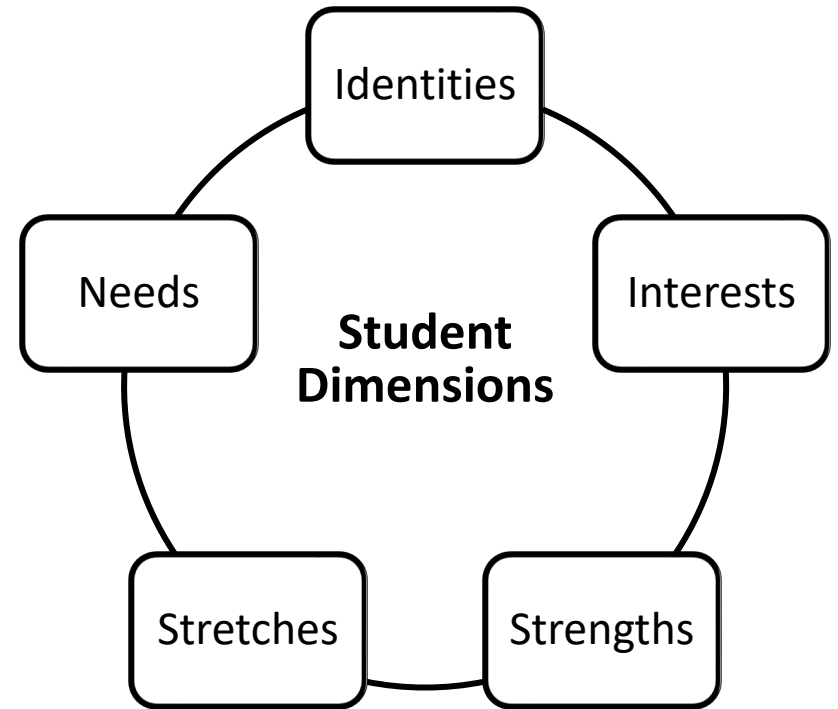
Needs more  
space

The plant **TELLS** and **SHOWS** us what it needs



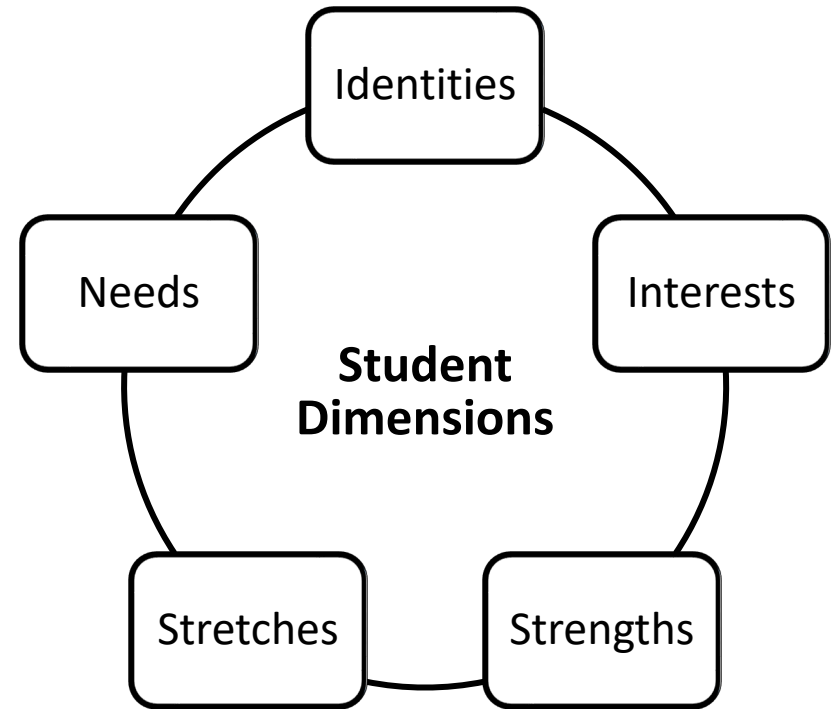
# Getting to know who the students are...

What **dimensions** can we capture student dimensions in ways that allow for student, family, and community voice?



...by listening to what *they* are telling and showing us what *they* need to grow

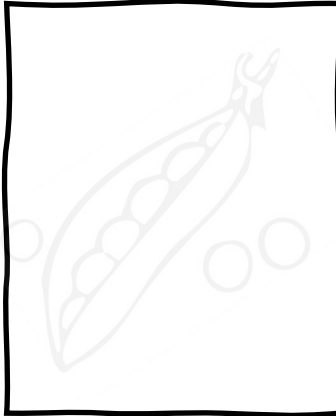
What **dimensions** can we capture student dimensions in ways that allow for student, family, and community voice?



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:

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

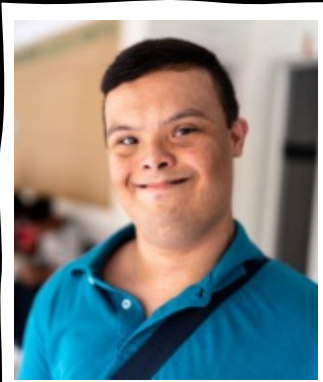
Thank You For helping me GROW

# Seed Packet I.E. Pea

Growth Year: 2022

Name: Joshua I.

Grade: 11



**Identities: I am...**

- Happy, Helpful, friendly, strong
- I speak English and Spanish to communicate
- I am from Maple Ridge, BC
- I use he/him pronouns
- I am part of a school community
- I am a younger brother

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

- I like to work with my friends and be on student council at school, I like my Drama class. I want to learn about places in the world that I want to travel to like Egypt

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

- I am good at organizing and being on time. I am a good friend
- I could teach others about student council and about what I learn about Egypt when I learn about it
- I have good ideas and I am good at math

**Goals: I want to grow in these areas:**

1. I want to learn more about different countries
2. I want to learn how to be a good leader
3. I want to get a job

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

- communication
- literacy (understanding)
- emotional regulation
- Social skills

**Supports: I need this in my garden to grow:**

- Helping me be prepared for what I need to do ahead of time, working with my friends who understand me, post it notes to write down my ideas and thinking, when someone check in on me to see if I understand, sometimes I need more time to do things, I need breaks, pictures and visuals, learning about things that are interesting

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

- Sitting for a long time, when I don't know what to do, when I have to work by myself with an EA, when something is too hard, when there are only words and no pictures, when people do things for me because they think I can't do it

Thank You For helping me GROW

# Student Voice

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

# Student Dimension Interview

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: \_\_\_\_\_

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?	<p>What words would you use to describe Juni?</p> <p>What groups is Juni connected to in their community?</p>	<p>What is Juni interested in?</p> <p>What do they like to do on their own? With their friends? Family? Community?</p>	<p>What is Juni good at?</p> <p>What can they teach others?</p>	<p>What is hard for Juni?</p> <p>What do you think Juni wants to get better at?</p>	<p>What does Juni need support with?</p> <p>What is important for people to know about Juni?</p>
<b>Person 1: Rita Grandmother</b>	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
<b>Person 2: Frank Dad</b>	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
<b>Person 3: Kiran Family Friend</b>	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!
<b>Person 4:Matty Cousin</b>	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



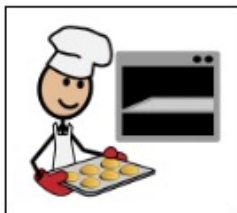
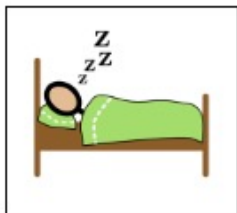
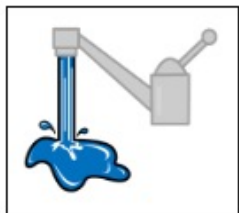
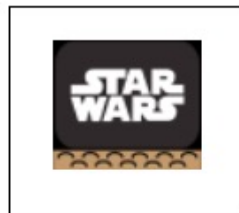
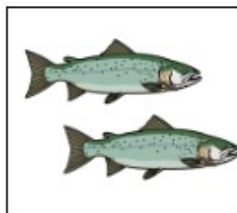
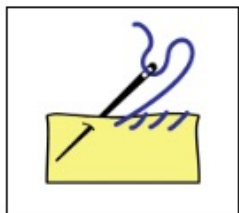
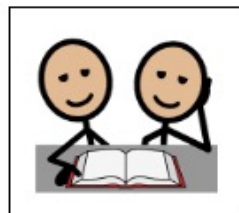
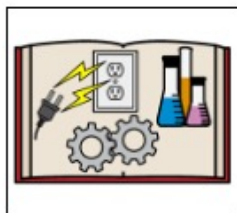
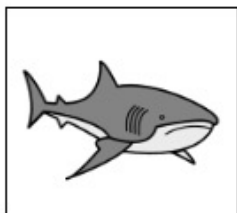
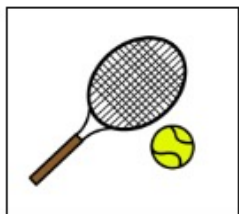
## Help us get to know Juni?

Date: Dec 2022

	Identities	Interests	Strengths	Stretches	Needs
Who are you and how do you know Juni?	<p>What words would you use to describe Juni?</p> <p>What groups is Juni connected to in their community?</p>	<p>What is Juni interested in?</p> <p>What do they like to do on their own? With their friends? Family? Community?</p>	<p>What is Juni good at?</p> <p>What can they teach others?</p>	<p>What is hard for Juni?</p> <p>What do you think Juni wants to get better at?</p>	<p>What does Juni need support with?</p> <p>What is important for people to know about Juni?</p>
<b>Person 1: Mr. Lopez Classroom Teacher</b>	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
<b>Person 2: Benny Educational Assistant</b>	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
<b>Person 3: Ms. Turner SLP</b>	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
<b>Person 4: Jesse Classmate</b>	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: 2








**Identities: I am...**

 kind	 a friend	 funny
 an athlete	 Ukrainian	 smart





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

 reading	 whale sharks	 Star Wars	 fashion	 Great British Baking Show
 camping	 BC lions	 taking pictures	 salmon in river	 dancing



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

 Star Wars	 singing	 being a friend	 playing	 asking for help
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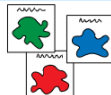

**Goals: I want to grow in these areas:**

 waking up	 playing football	 talking	 making friends
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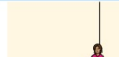
**Needs: I need this support to grow:**

 emotional regulation	 social skills	 communication	 physical
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**Supports: I need this in my garden to grow:**

 patience	 my peers	 a plan	 visuals	 my talker
---	---	---	--	--

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

 being rushed	 no one asks me	 writing	 no visuals	 ignored
---	---	--	---	--

Thank You For helping me GROW

# Student Voice

How is your **thinking** shifting??  
How will your **practice** shift?

# SHELLEY MOORE



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