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Teaching and Empowering Students with Special Needs

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Conference 2015: Planning with All Students in

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[Shelley Moore](#)

Inclusion Consultant

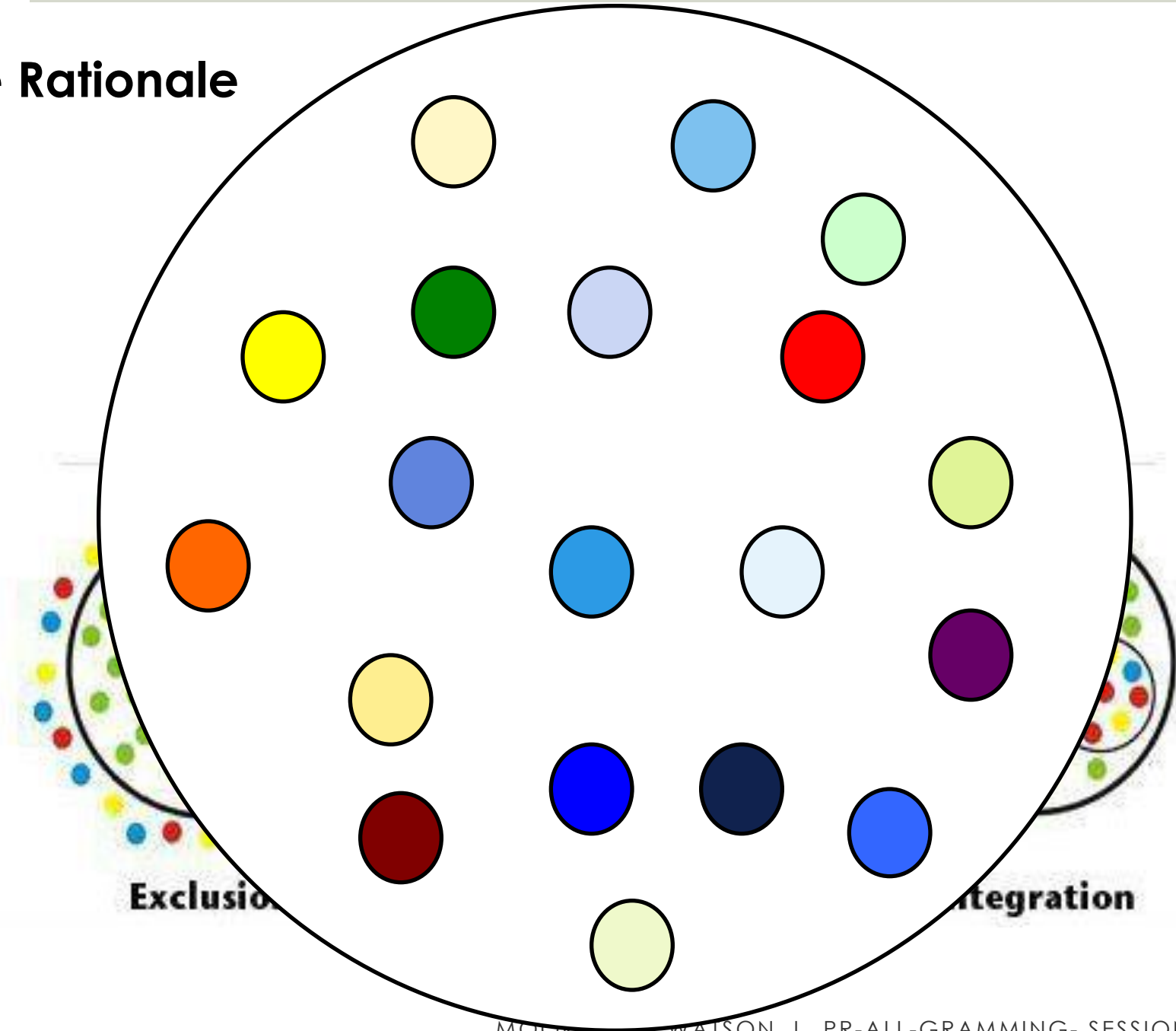


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The Rationale



What are your colour(s)?



Do we value every colour equally?

BCs Renewed Curriculum

□ Place Based

- Where will we implement our plan?
 - What is your curricular place/ community/location/land?
 - Teach skills in the context and transfer out vs. teach out of the context and transfer in

□ Start with Strength

- What can we already do and what do we need to do next?
vs. Where should we be and why aren't we there?

□ Responsive

- What competencies do we need to target?
 - As an individual
 - As a group as a whole

□ Continuums of Success

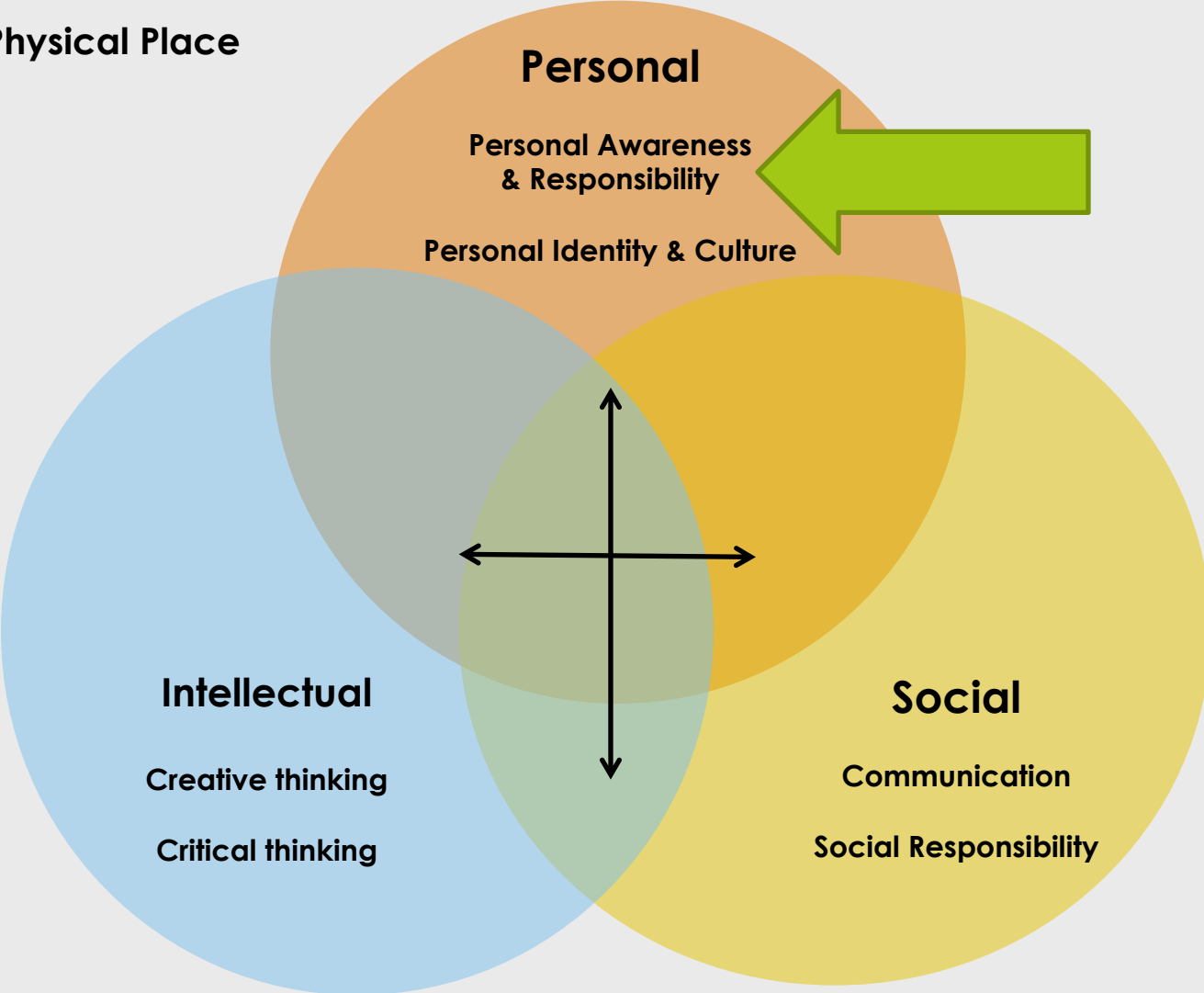
- What is our range?
 - Who needs the most support?
 - Who needs the most challenge?

Example: Grade 6/7 class

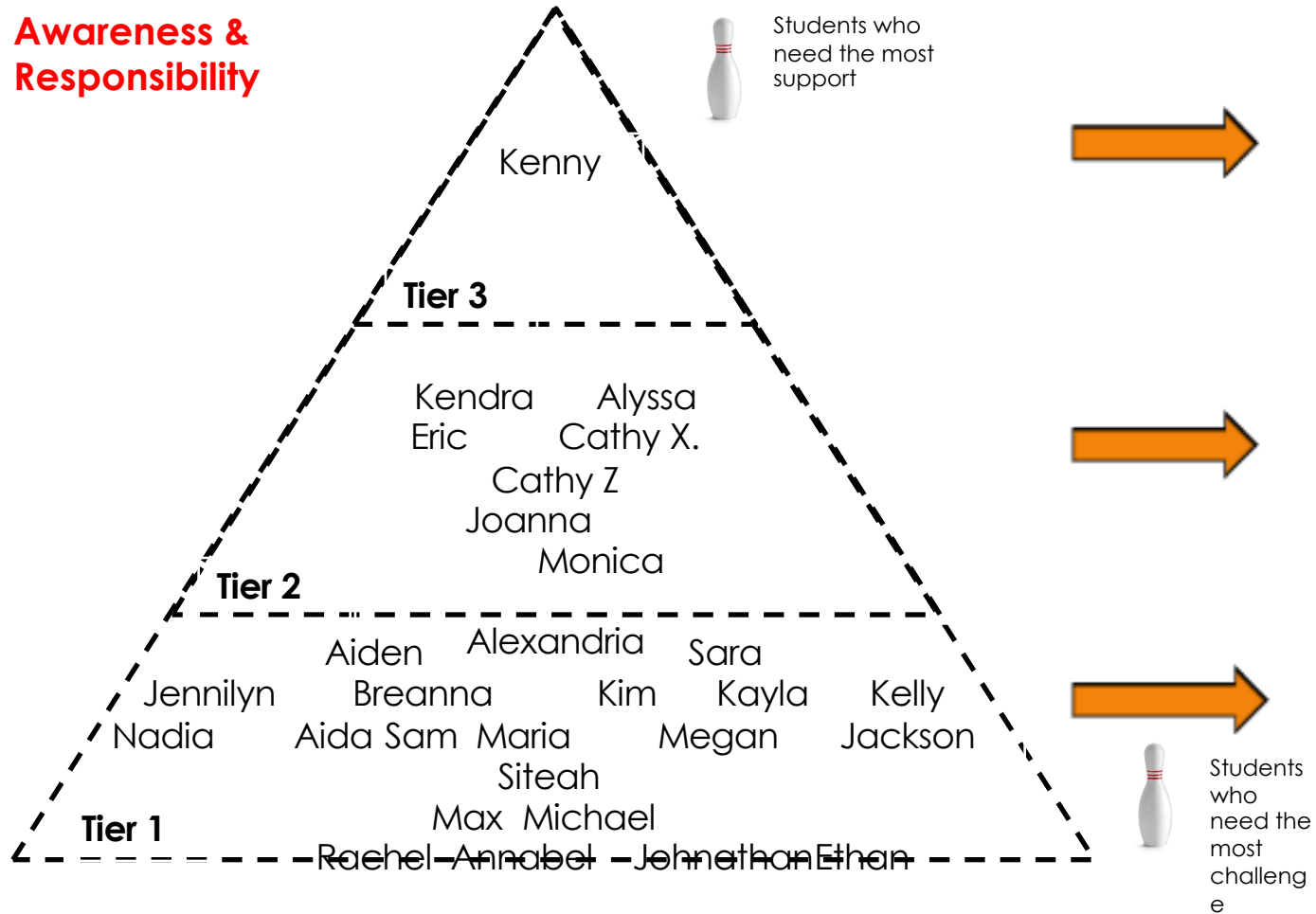
- **Inclusive Learning Communities Project**
- **Classroom Teacher/ Resource Teacher/ Facilitator**
- **Inquiry question:** How can we plan with the Core Competencies in BC Redesigned Curriculum, to respond to the diversity of our students

Example: Grade 6/7 Class

The Physical Place



RTI Triangle
Lens: Personal Awareness & Responsibility



Set of Profiles: Personal Awareness and Responsibility Competency

These profile descriptions include the three facets that underpin the Personal Awareness and Responsibility Competency: self-determination, self-regulation, and well-being. The three facets are interrelated and are embedded within the profile descriptions, which are written from a student's point of view.

PROFILE	DESCRIPTION
 1	<p>With support, I can show a sense of accomplishment and joy, and express some wants, needs, and preferences. I can sometimes recognize emotions. I can participate in activities that support my well-being.</p>
 2	<p>In a safe, supportive environment, I can share my ideas and accomplishments, and accept responsibility for my actions. I can use strategies that increase my feeling of well-being and help me manage my feelings and emotions. I can connect my actions with both positive and negative consequences. I make decisions about my activities and, with support, take some responsibility for my physical and emotional well-being. I can express my wants and needs and celebrate my efforts and accomplishments.</p>
 3	<p>I can recognize my strengths and use strategies to focus, manage stress, and accomplish my goals. I can be focused and determined. I can set realistic goals, use strategies to accomplish them, and persevere with challenging tasks. I can tell when I am becoming angry, upset, or frustrated, and I have strategies to calm myself. I can make choices that benefit my well-being and keep me safe in my community, including my online interactions. I advocate for myself and my ideas; I accept myself.</p>
 4	<p>I can recognize my value and advocate for my rights. I take responsibility for my choices, my actions, and my achievements. I can set priorities; implement, monitor, and adjust a plan; and assess the results. I take responsibility for my learning, seeking help as I need it. I use strategies for working toward a healthy and balanced lifestyle, for dealing with emotional challenges, and for finding peace in stressful times. I know how to find the social support I need. I have valuable ideas to share; I can imagine and work toward change in myself and in the world.</p>
 5	<p>I can identify my strengths and limits, find internal motivation, and act on opportunities for self-growth. I take responsibility for making ethical decisions. I can take ownership of my goals, learning, and behaviour; I act on what is best, over time, in terms of my goals and aspirations. I recognize the implications of my choices and consult with others who may be affected by my decisions. I sustain a healthy and balanced lifestyle. I am aware of my personal journey and reflect on my experiences as a way of enhancing my well-being and dealing with challenges. I can advocate for myself in stressful situations. I take the initiative to inform myself about controversial issues and take ethical positions.</p>

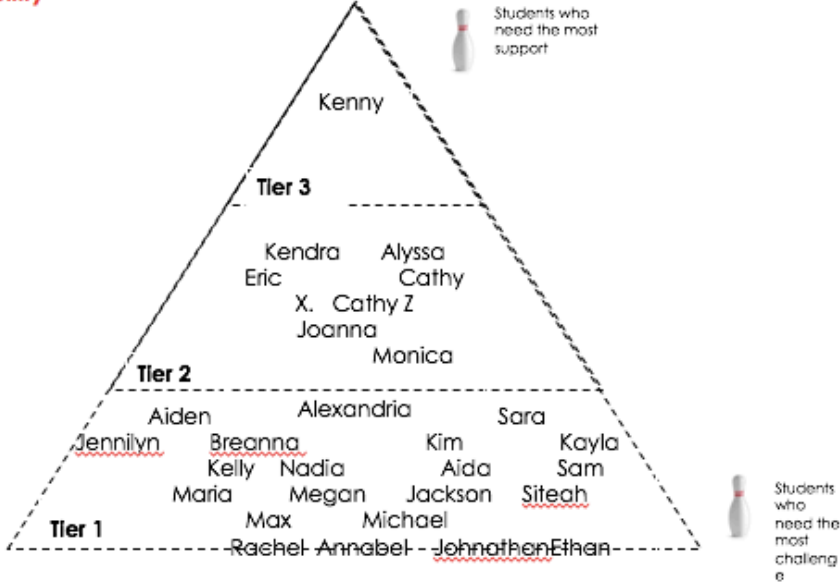
Making the plan!

Backwards Design

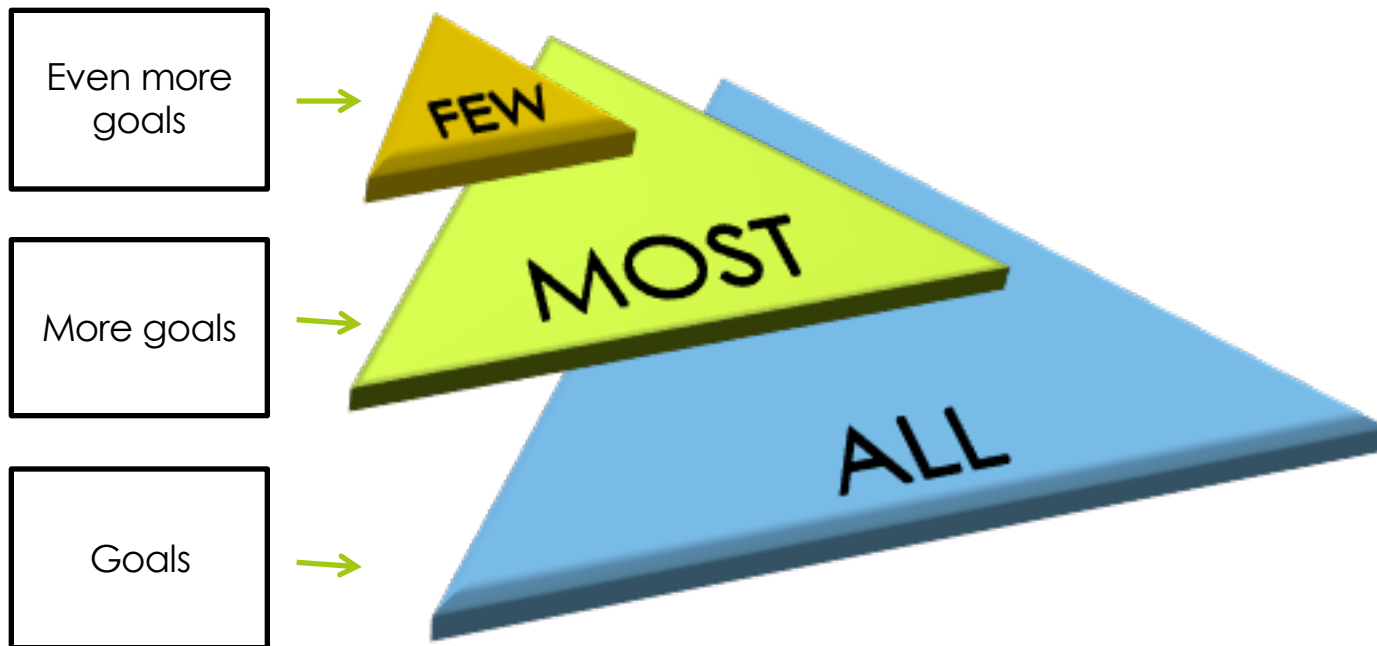
- **Essential Question:** What does it mean to be personally aware and responsible and how can this help me in my life inside and outside of school?
- **Key concepts:** Self determination/ Self Regulation
- **Key Vocabulary:** goal, celebrate, effort, accomplishment, persevere, advocate, plan, initiative
- **Performance tasks**
 - 1. create a 3D model that represents your understanding of being personally aware & responsible
 - Choose to work individually or with a partner, choose level of challenge
 - 2. Describe how being personally aware & responsible connects to and can help you in your own life
 - Choose from writing a letter, drawing a comic, having a meeting; choose level of challenge

Setting the Goals!

RTI Triangle
Lens: Personal Awareness & Responsibility

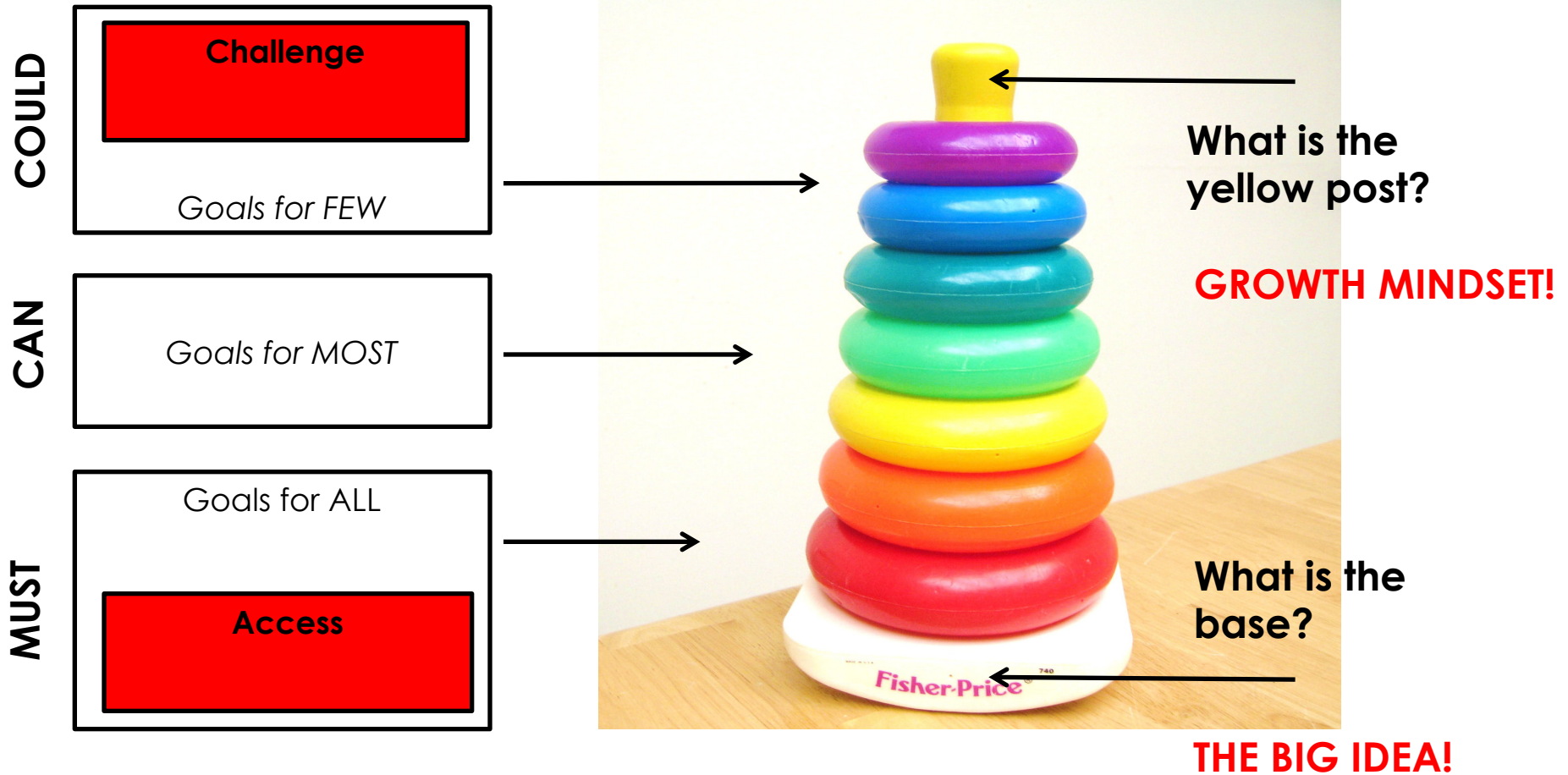


Start from access, build on challenge: Planning Pyramid



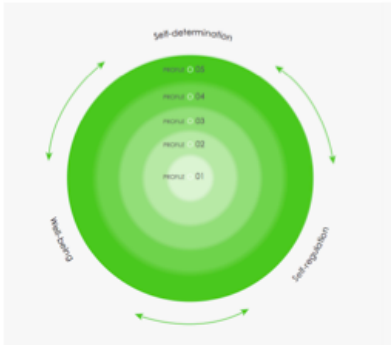
How to design an adjustable curriculum

Range of GOALS



Setting the Goals!

Personal Awareness & Responsibility



Set of Profiles: Personal Awareness and Responsibility Competency

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Start from access, build on challenge: Planning Pyramid

Goal for FEW

- I can take **initiative** and make change in myself and the world (self determination)
- I can adjust a plan that I have made to meet a goal (self regulation)



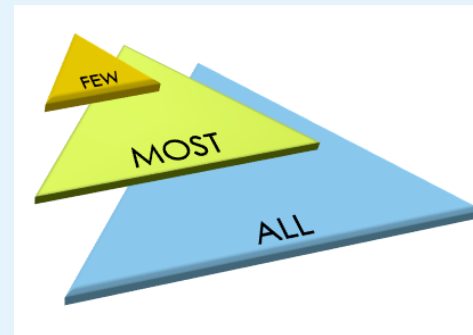
Goal for MOST

- I can **advocate** for my myself and my ideas (self determination)
- I can implement a **plan** that I have made to meet a **goal** (self regulation)

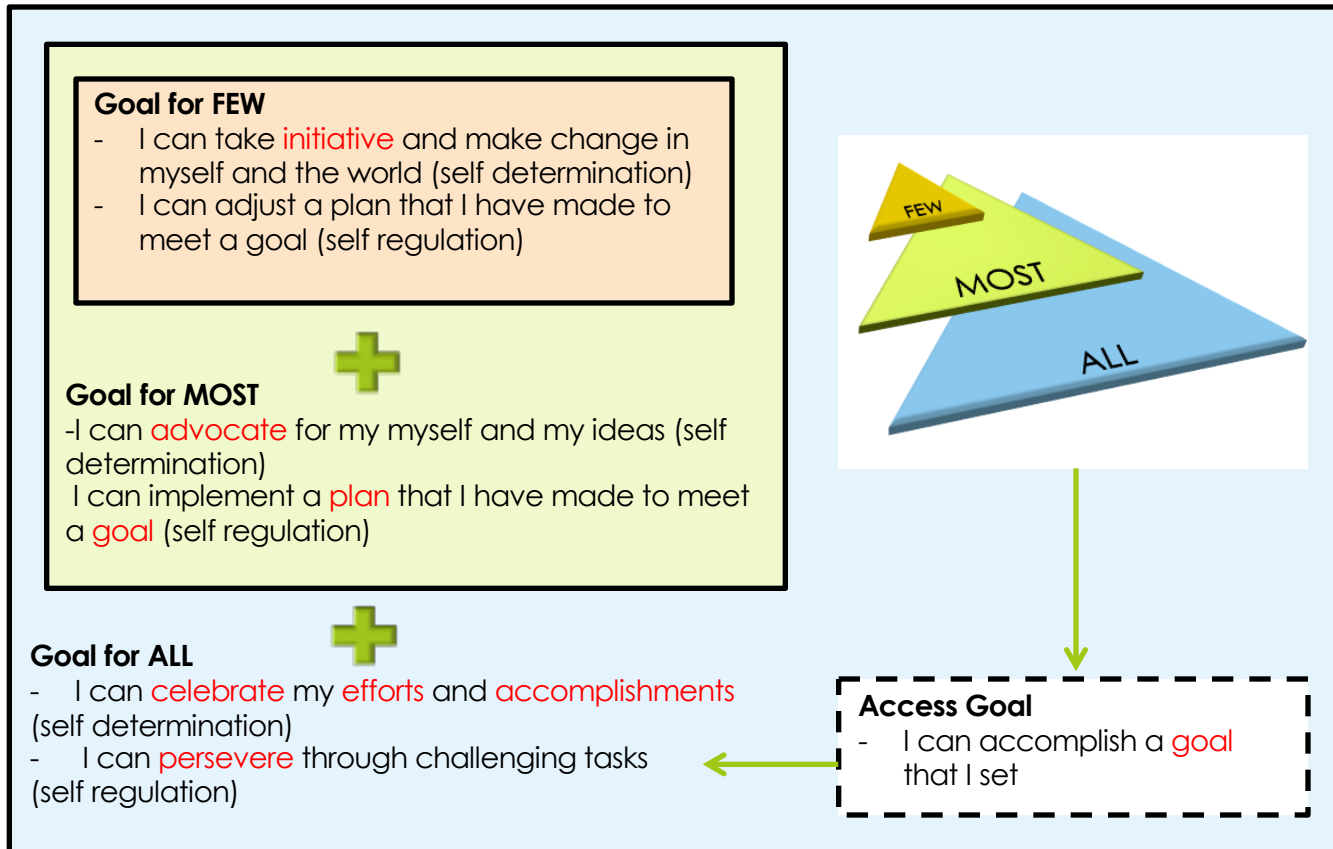


Goal for ALL

- I can **celebrate** my **efforts** and **accomplishments** (self determination)
- I can **persevere** through challenging tasks (self regulation)



Extend access and/or challenge



The Lessons!

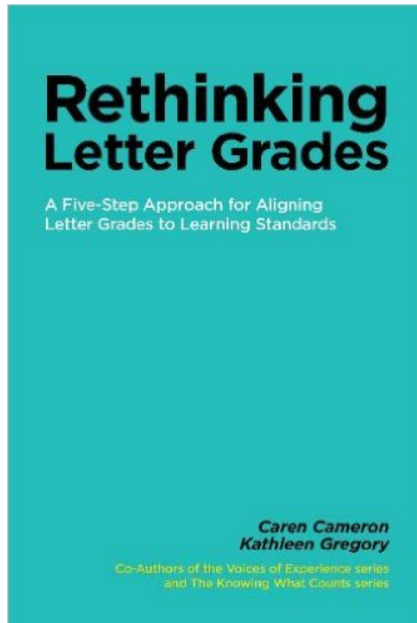


One thing..

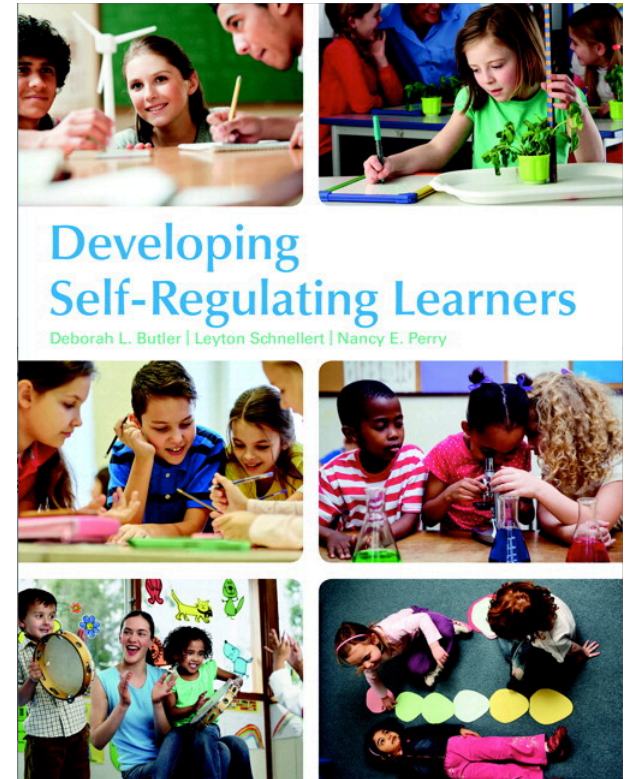
- ▣ What is one USEFUL thing from today?
- ▣ What do you want to try?
- ▣ What is your next steps?
- ▣ What can you let go of?
- ▣ Who are your nuts!?

Recommended Resources

Butler, D. L., Schnellert, L., & Perry, N. E. (2016). *Developing self-regulating learners*. Don Mills, ON: Pearson.



Cameron, C & Gregory, K. (2014). *Rethinking Letter Grades*. Portage & Main: Winnepeg, MN.

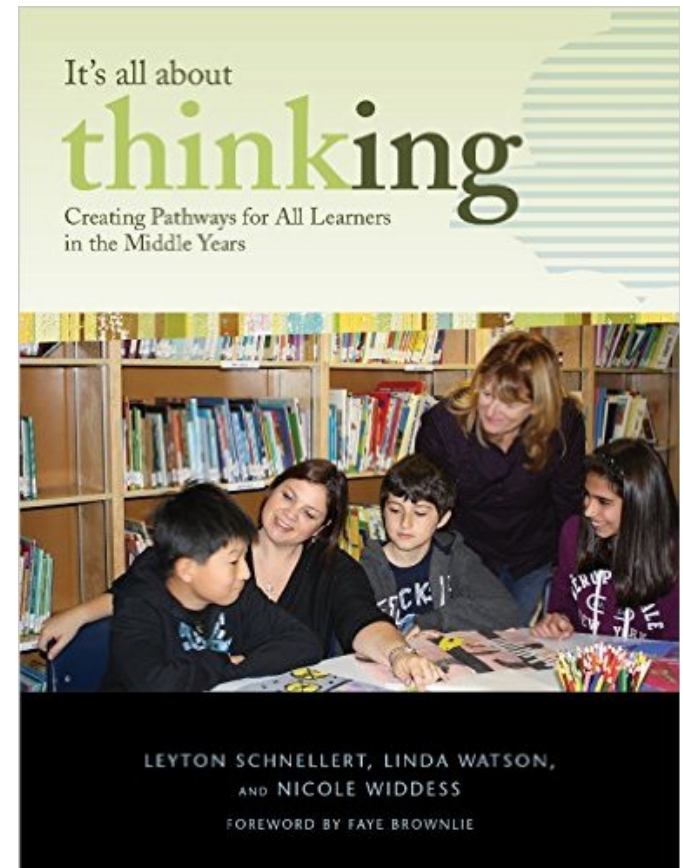


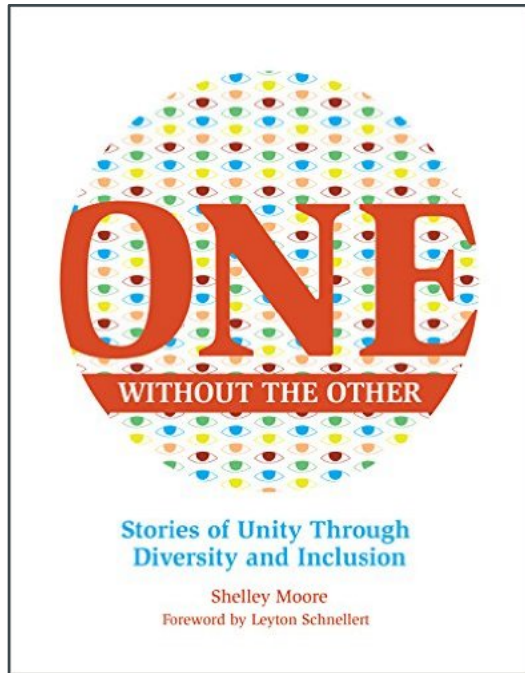
Schnellert, L., Watson, L., & N. Widdess (2015). *It's all about thinking: Building pathways for all learners in the middle years*. Portage and Main. Chapter One.

Brownlie, F., Fullerton, C., & Schnellert, L. (2011). *It's all about thinking: Collaborating to support all learners in mathematics and science*. Portage and Main. Chapter One.

Brownlie, F., & Schnellert, L. (2009). *It's all about thinking: Collaborating to support all learners in social studies, English, & humanities*. Portage and Main. Chapter One.

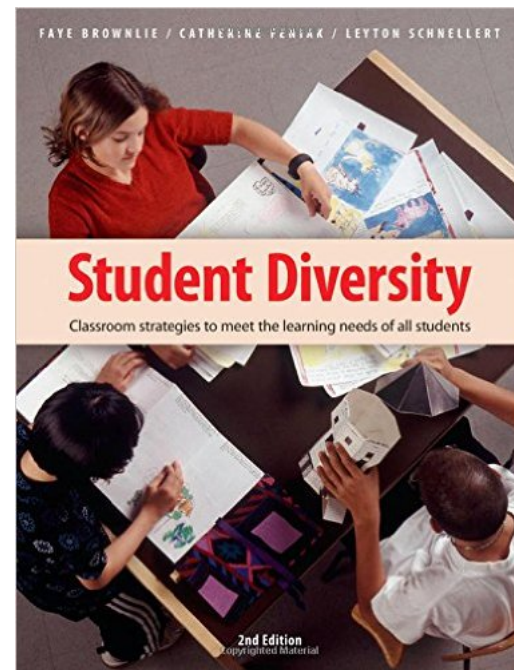
Schnellert, L., Dato, M., Ediger, K., & Panas, J. (2009). *Pulling together: Integrating inquiry, assessment, & instruction in today's English classroom*. Pembroke. Chapter One.





Moore, S. (2016). *One without the other: Stories of unity through diversity and inclusion*. Portage & Main.

Brownlie, F., Feniak, C., & L. Schnellert (2006). *Student diversity*. Pembroke.



New Edition this Fall!!!

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