

# Response to Intervention Workshop

**Shelley Moore**

Aug. 31 & Sept. 1

# WHO ARE WE?

- Who are you? What is your role?
- GET IT OUT!
  - What are your biggest questions/concerns/complaints about inclusion
- GOAL
  - What do you hope to get out of this workshop?

# Inclusion & Diversity

- Before we understand RTI, we need to understand why it is helpful
- To understand why RTI is helpful, we need to understand inclusion and diversity education

**JUMP ON THE**



# Who, What, Where, When, Why & How do we do it???

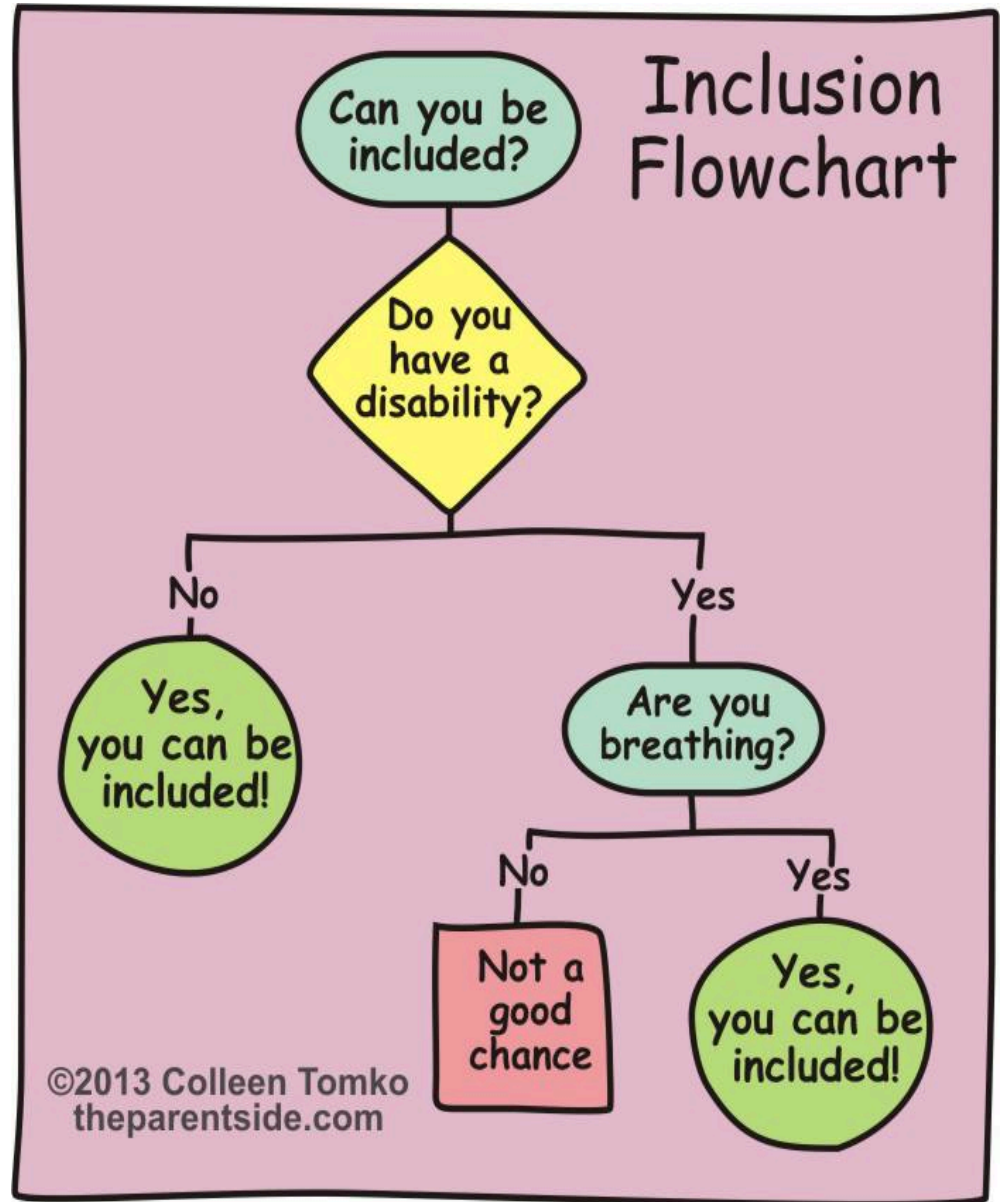


**Who** is inclusion for?  
**Who** does it include?

In philosophy?

In practice?

W  
H  
O  
?



# **What** does inclusion mean?

In philosophy?

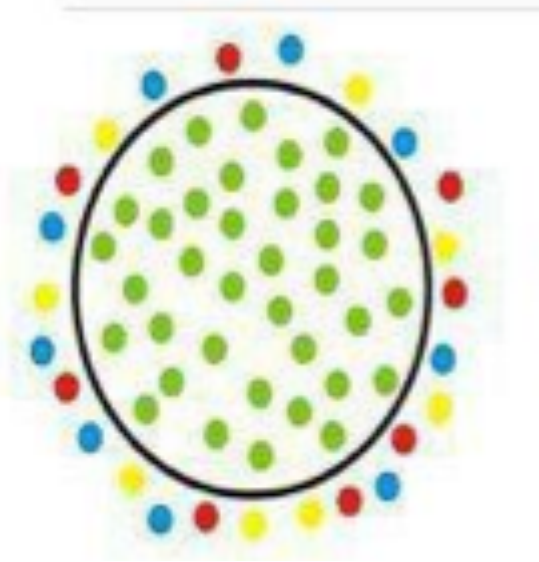
In practice?

# What is Inclusion?

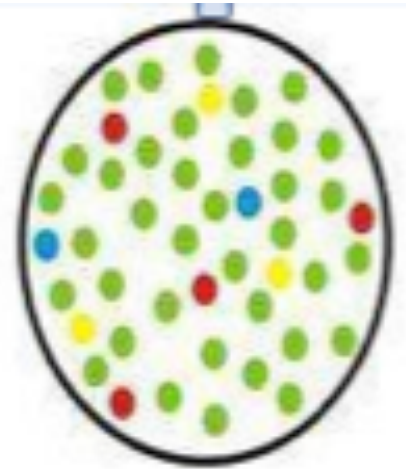
INTEGRATION  
SEGREGATION  
EXCLUSION  
INCLUSION

INCLUSION  
SEGREGATION  
EXCLUSION  
INTEGRATION

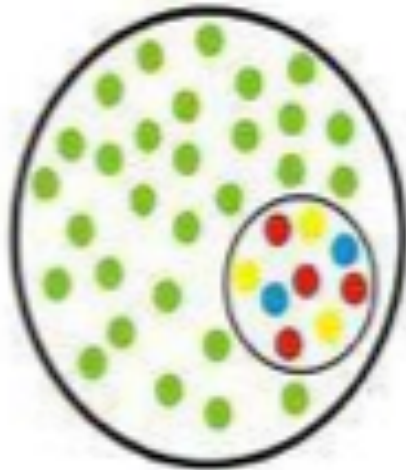
**A**



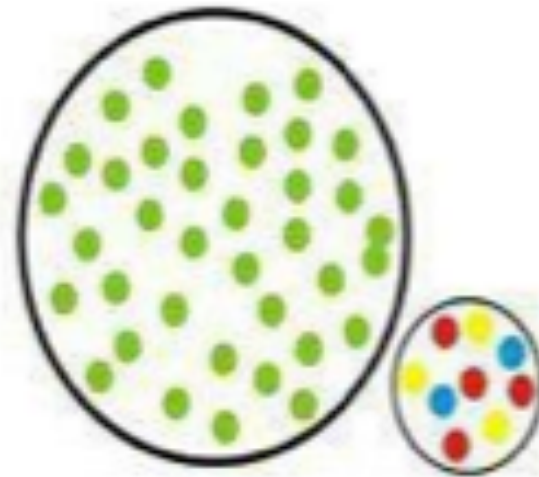
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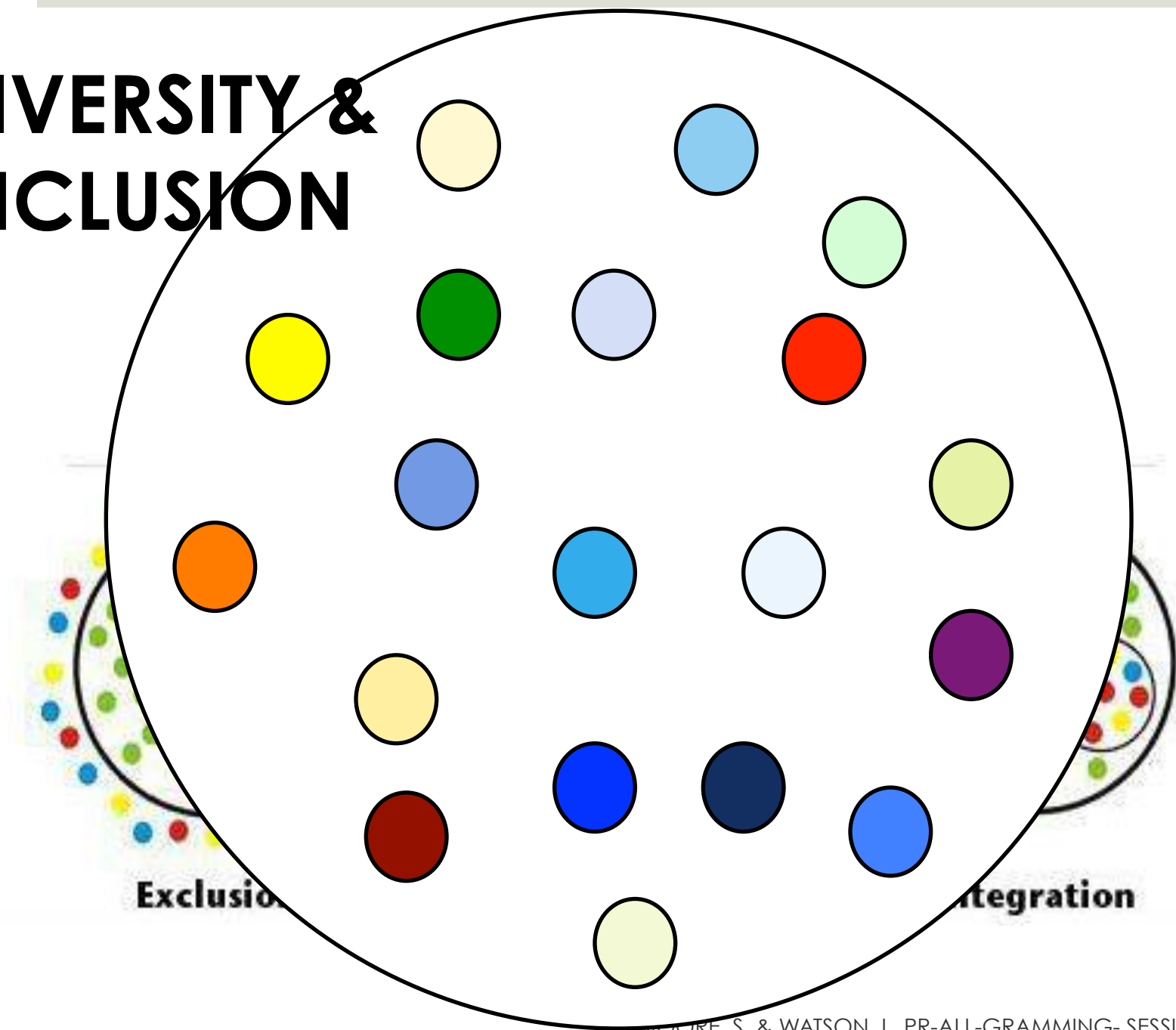
**B**



**D**



# DIVERSITY & INCLUSION



# Inclusion is...

- ❑ Not separated by group
- ❑ Not separated by individual
- ❑ More than physical integration
- ❑ Voluntary
- ❑ Diversity – all of us



# Share with your neighbour...

- What are you thinking?
- What are your questions?
- What connections do you have?

**Where** can inclusion happen?

# Places

- ▣ **Classrooms for Content**

- ▣ Social studies, math, science etc.

- ▣ **Classrooms for Electives**

- ▣ Phys Ed, Music, Home Ec., Art etc.

- ▣ **Activities/spaces inside the school**

- ▣ Hallways, cafeteria, lunch room, assemblies etc.

- ▣ **Activities/ spaces outside the school**

- ▣ Recess, field trips, extra curricular activities, sports teams etc.

# Purposes

## □ Behaviour

- Goals to help students be included in the physical community

## □ Communication & Interaction

- Goals to help students be included in the social-emotional community

## □ Curricular

- Goals to help students be included in the learning community



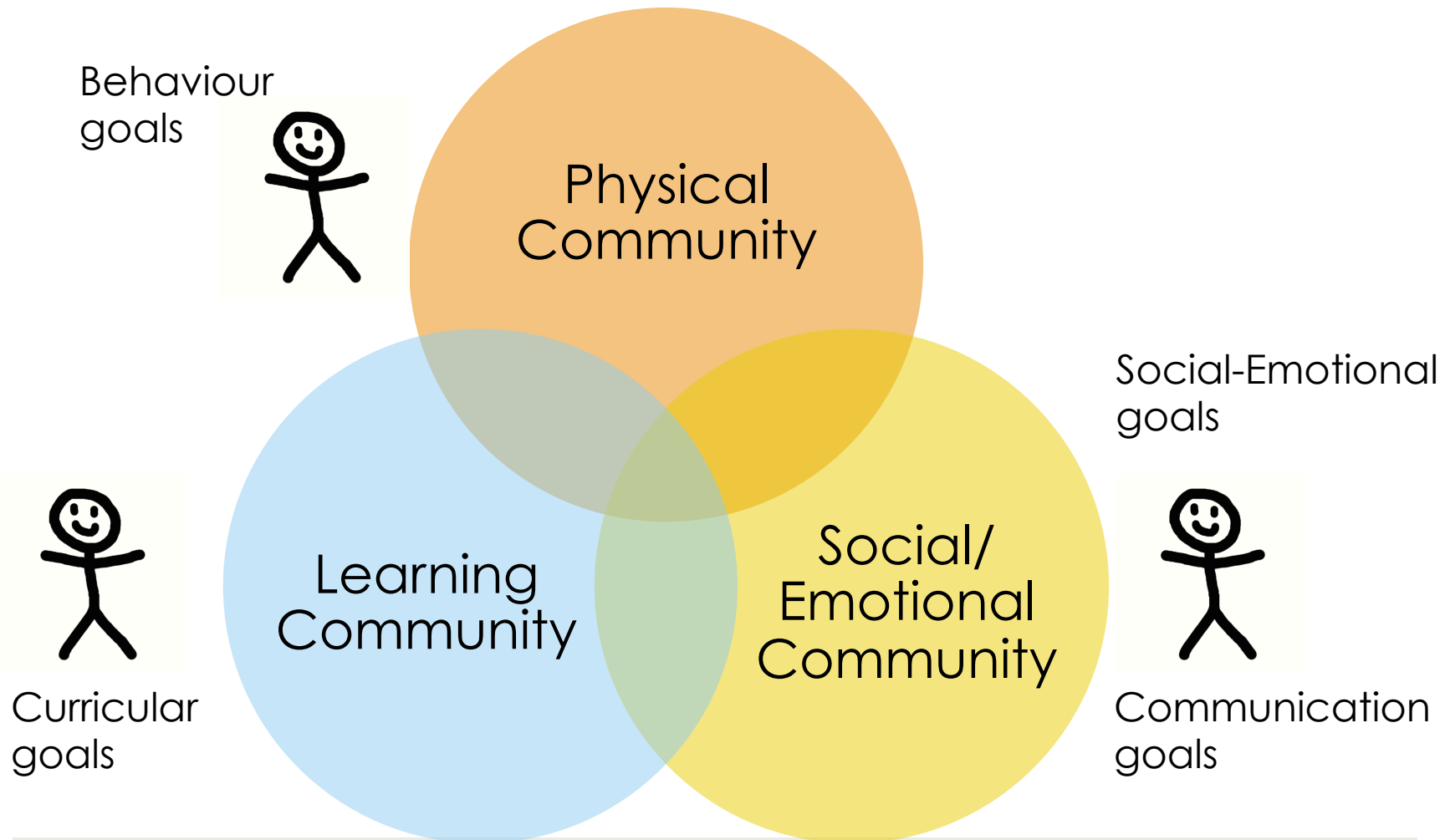
Meaningful **inclusion** (a purpose in a place) ...  
is the difference between  
**inclusion** and  
integration...

This is having a  
**community.**

# THIS IS THE PROBLEM!

- We have hoards of children with goals not connected to any place (not inclusive)
- We hoards of children going to places with no goals (boring)

# Purpose **WITHIN** a Place = Community



# WHERE CAN INCLUSION HAPPEN??

		Behaviour goals	Social/ Communication Goals	Curricular goals
		PURPOSES		
		Physical community	Social Community	Learning Community
PLACES	In elective classrooms	PE, art, music,		
	In content classrooms	Math, science, socials		
	In the school	Lunch, recess, break		
	Extra curricular activities	Off the timetable		

# Share with your neighbour...

- What are you thinking?
- What are your questions?
- What connections do you have?

# Example: Meet Jack

- Jack is a student in grade 8. He has a developmental disability and is modified in all areas of his program
- His classes this semester are
  - 2 resource/life skills blocks
  - 1 Social Studies block
  - 1 Phys Ed block
- Jack was the manager of his soccer team in grade 7, and him and his parents are wondering how he can still be involved at high school



	Physical	Social	Curricular
In Elective classroom: Phys Ed	inclusion	inclusion	inclusion

Jack, a grade 8 student attends a Phys Ed class with his peers.  
His goals are:

- 1. arriving to class on time (physical)
- 2. turn taking and asking to join an activity using his communication book (social)
- 3. in a basketball unit, Jack's goal is to identify a basketball and bounce it 3 times consecutively (curricular)

	Physical	Social	Curricular
In content classrooms: Social Studies	inclusion	inclusion	integration

Jack is registered in a Social Studies 8 class with his peers, these are his goals:

- 1. arriving to class on time
- 2. turn taking and asking to join an activity using his communication book
- What could be done to make Jack's inclusive experience in Social Studies more meaningful?

	physical	social	curricular
Extra curricular activities: Soccer team	exclusion	exclusion	exclusion

Jack is picked up by a school bus and leaves school at a specified time. There is no other opportunity for transportation to get him home.

What could be done to make Jack's inclusive experience in Soccer more meaningful?

## Jack's day

	Physical Community	Social Community	Learning Community
<b>Elective Settings: Phys Ed</b>	inclusion	inclusion	inclusive
<b>Content Settings: Social Studies</b>	inclusion	inclusion	integration
<b>Extra curricular Settings: Soccer team</b>	exclusion	exclusion	Exclusion

# Share with your neighbour...

- What are you thinking?
- What are your questions?
- What connections do you have?

BUT!

- The goal is **not to do everything**
- The goal is to **do something**
- What box stands out for you as a tension?

**...This is your something**

# WHERE TO START?

Behaviour goals

Social/  
Communication Goals

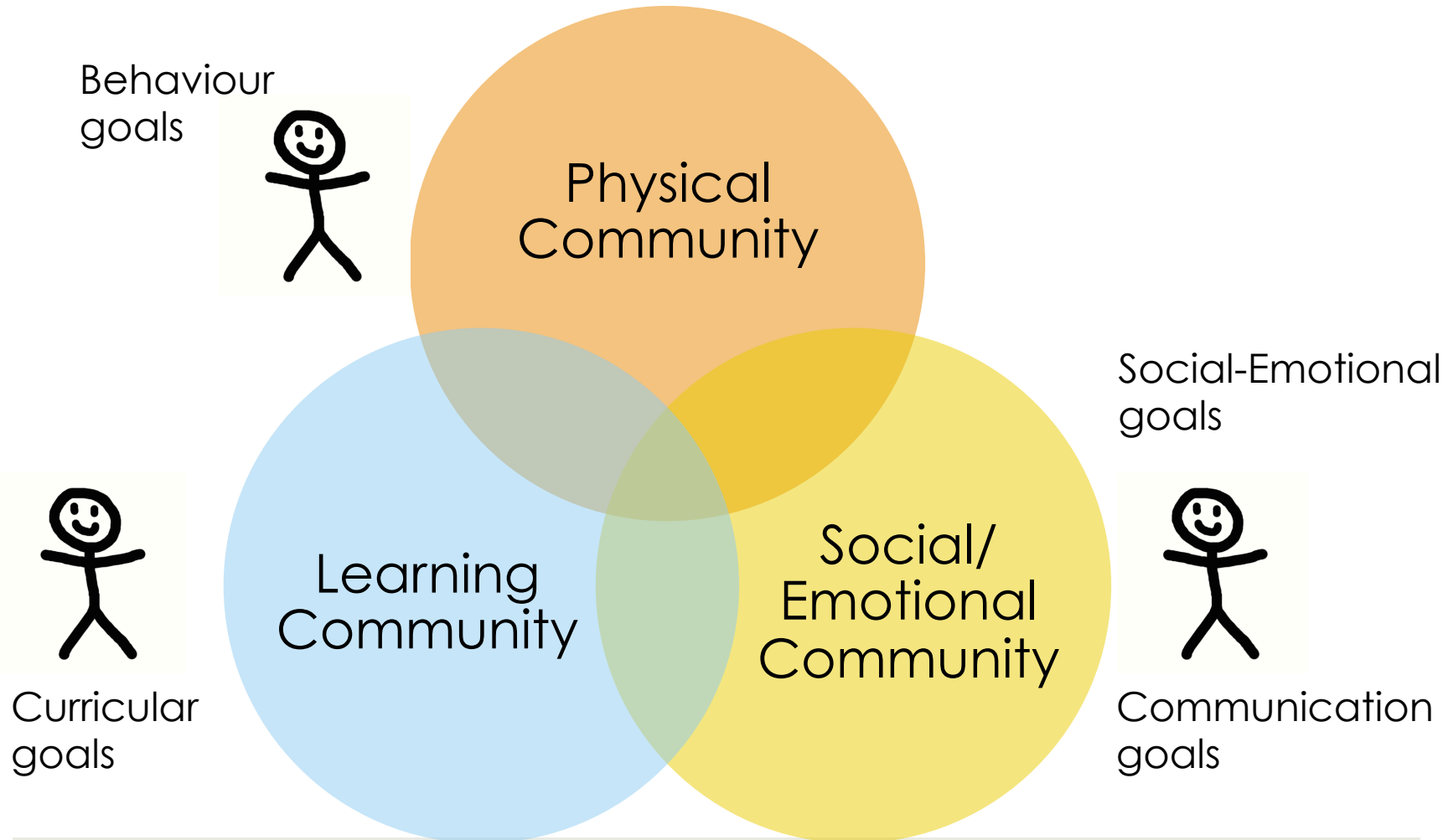
Curricular goals

	Physical community	Social Community	Learning Community
In elective classrooms	PE, art, music,		
In content classrooms	Math, science, socials		
In the school	Lunch, recess, break		
Extra curricular activities	Off the timetable		

# Not just for students with special needs

- Students in a curricular class who have English language learning needs
- Students who have a hard time getting to school
- Students who are gifted and awkward!
- Compartments of kids (athletes, ELL students, Drama kids, etc...)
- Community cannot be forced – but it can be facilitated.

# Purpose **WITHIN** a Place = Community



# Share with your neighbour....

- What is your something?
- Where could you start?
- Who could support you?

## **When** can inclusion happen

There is a myth that inclusion means that all students receive all their support services in the general classroom regardless of behavioural challenges, learning needs and inclusive experiences.

# 100% Inclusion????

Inclusion DOES NOT mean 100% of the time

Inclusion DOES mean we are striving towards it 100% of the time

**inclusion as a practice vs. INCLUSION as a philosophy**

Integrity, Explicit instruction, Functional skills, Community Skills, Remediation

# When can inclusion happen?

- We are inclusive...
  - as long as we are always striving to be more inclusive...in the classroom, in the school, in the community
- We are inclusive...
  - if our goal is to come back and apply skills we have learned in other settings
- We are inclusive...
  - When there is an exit plan?
- We are inclusive...
  - If we start together and end together
- We are inclusive ...
  - If groupings are based on goals and not ability

Inclusion is...

...a never ending  
process of finding  
better ways to  
respond to diversity

# Share with your neighbour...

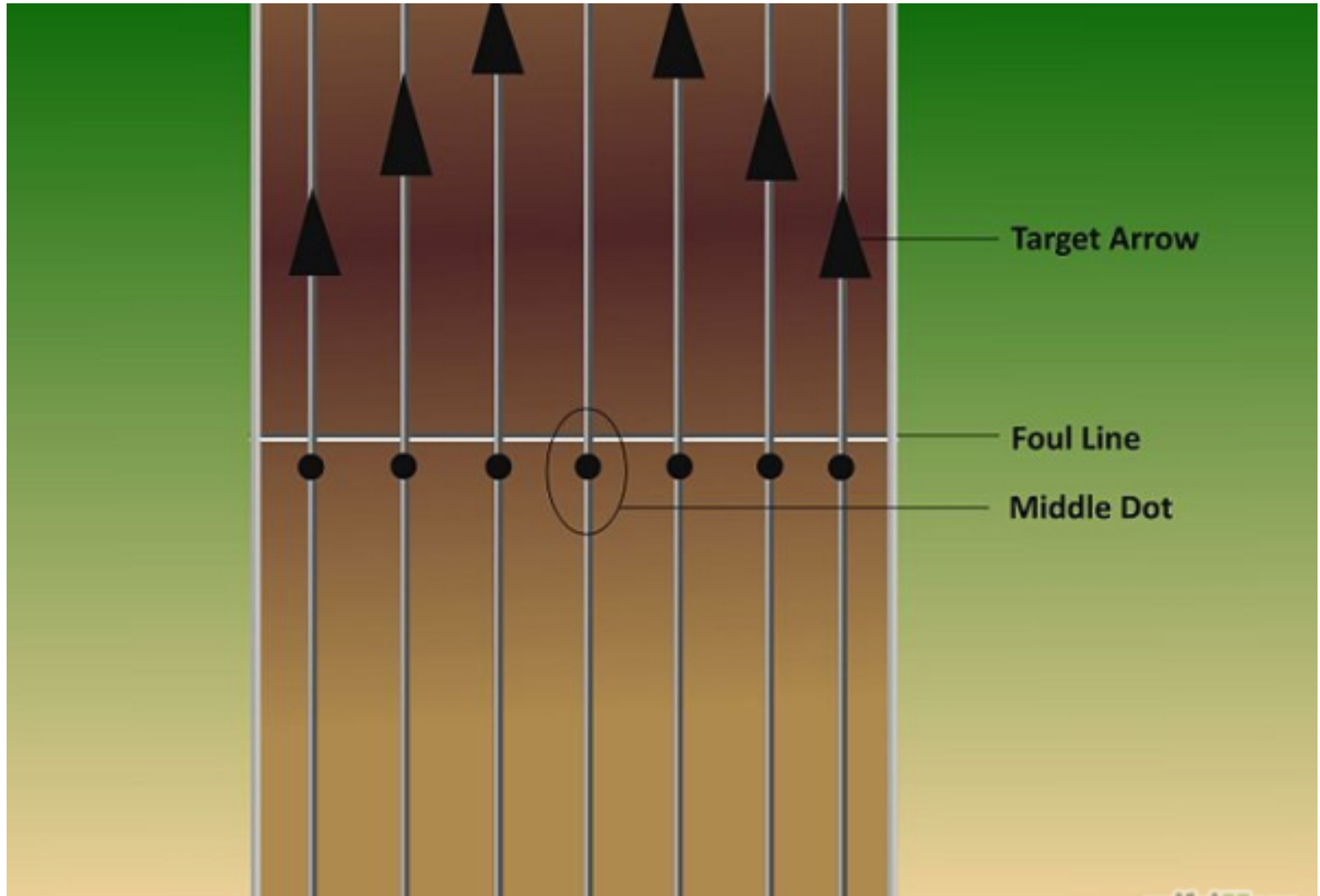
- What are you thinking?
- What are your questions?
- What connections do you have?

# Why is inclusion important?





개인 3회 합계점		4	5	6
최원영	+10	X	X	
최흥민		110	X	X



Target Arrow

Foul Line

Middle Dot

# Share with your neighbour...

- What are you thinking?
- What are your questions?
- What connections do you have?

**How** the heck do we do it?



Why does my re  
someone

I never want  
to hear  
the word  
reflection  
ever again

→  
You should consider  
reflecting on that?

↑  
Well said i

Learning without reflection is a waste. Reflection without learning is dangerous.

*Confucius*

by PETER H. REYNOLDS, creator of *The Dot and Ish*

I'M  
here



Can you hear it?

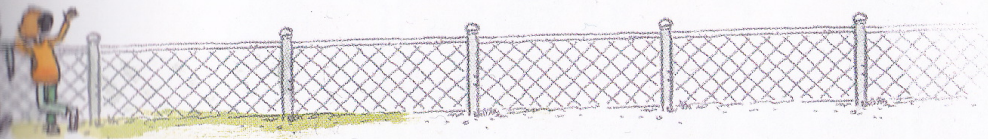
Voices.

Splashes upon splashes of sound.



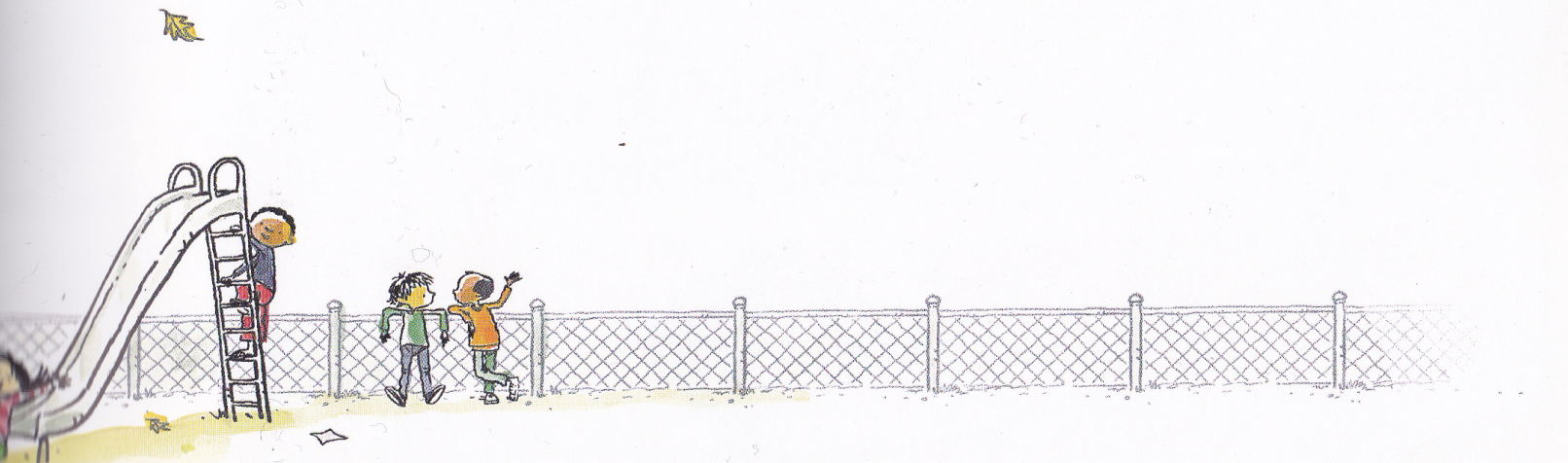
I hear it all  
like one big noise.  
A big drum.  
*Boom. Boom.*

*Boom.*  
*Boom.*





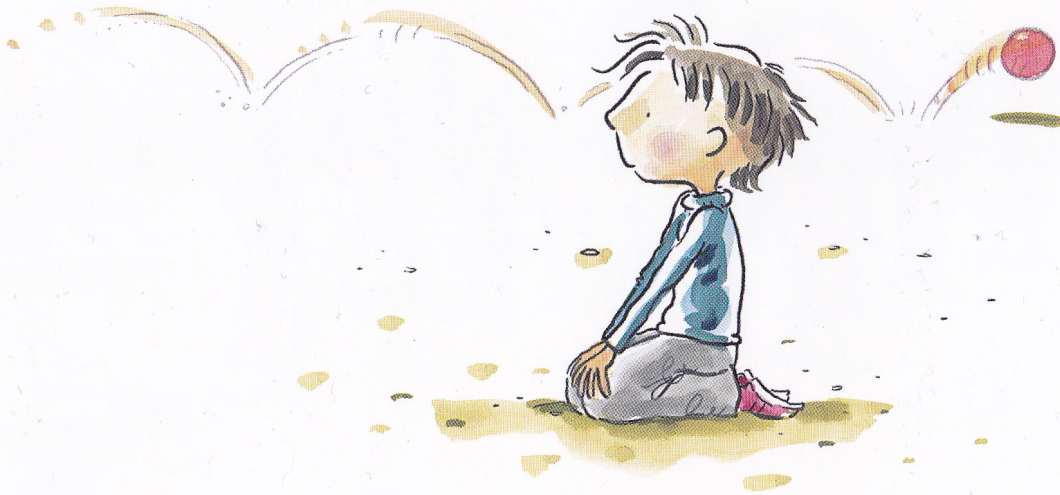
They are there.



I am here.



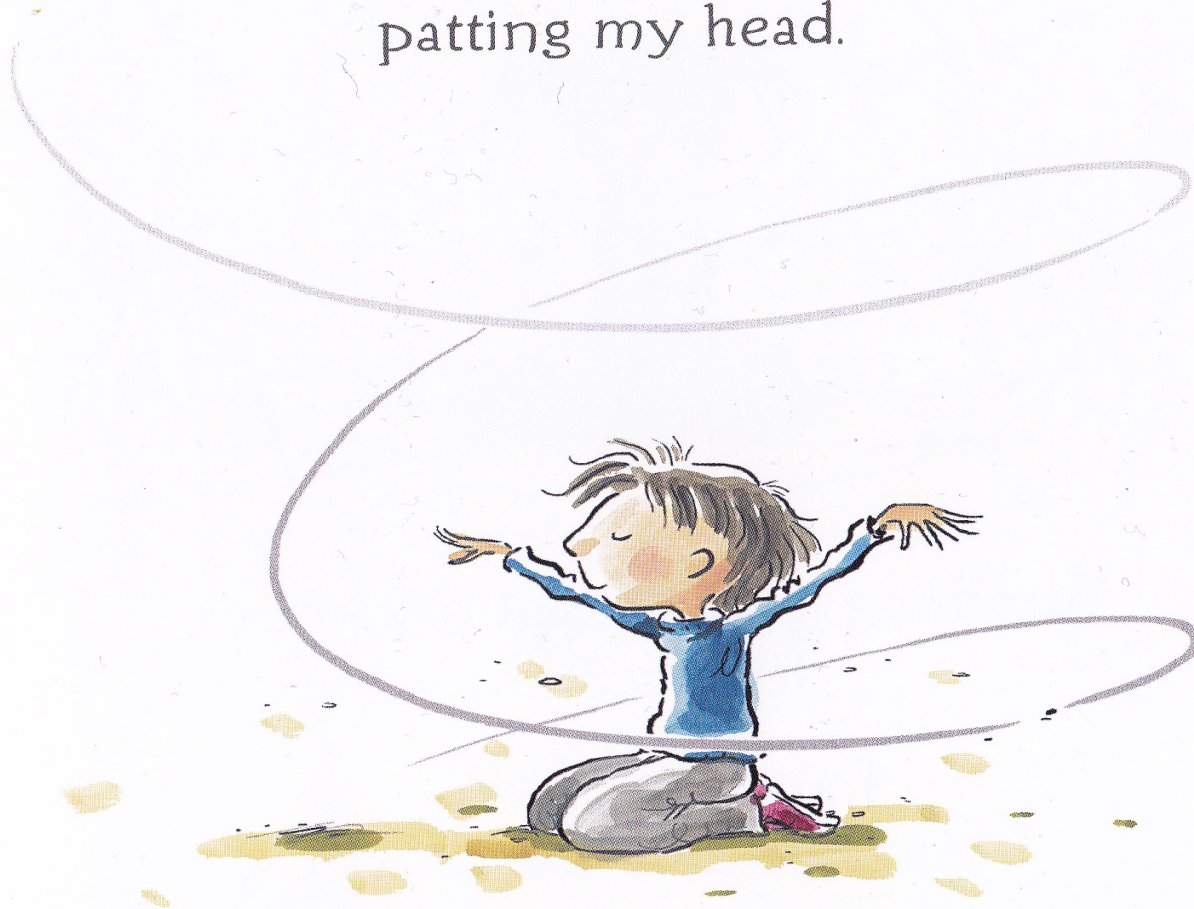
Yes, I'm here.  
I know I am.



I am here.

With the breeze.  
Gentle wind.

I like the soft wind  
patting my head.





Tumbling leaf stops at my knee  
for a visit.

Sailing paper glides  
from the air



to me!

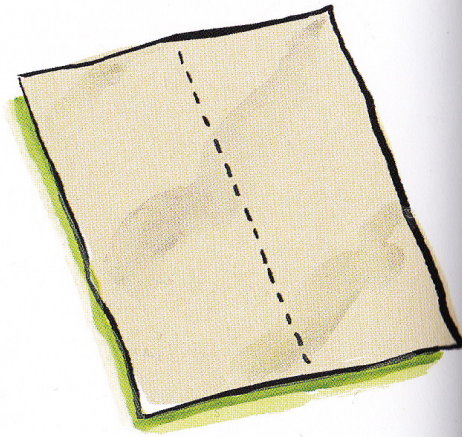
White rectangle.  
How did you find me?



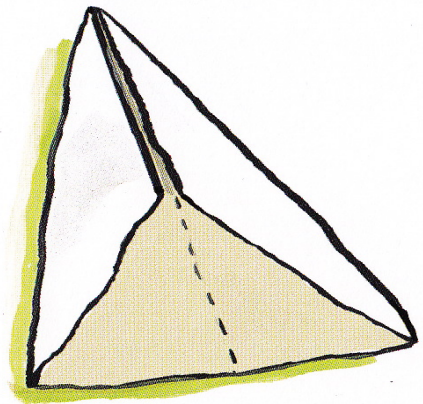
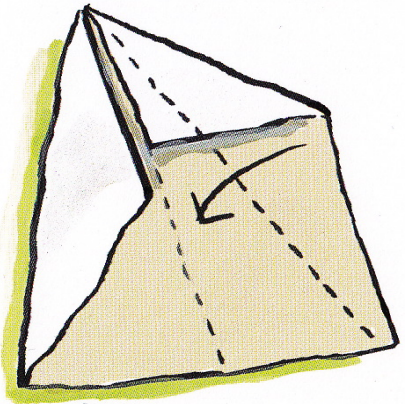
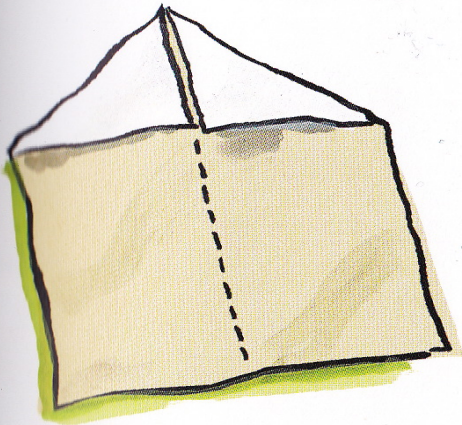
This is not where the paper  
wants to be.



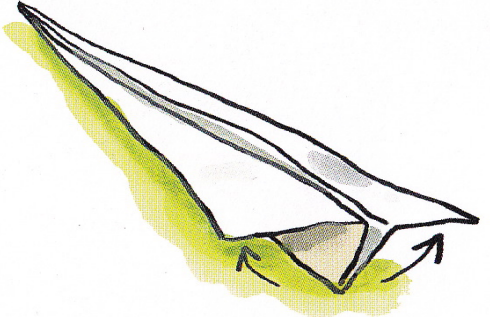
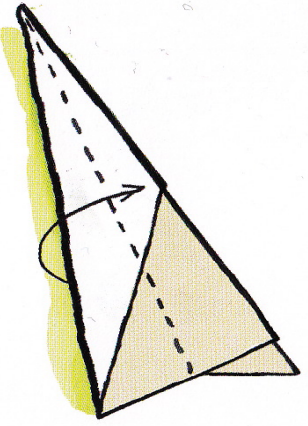
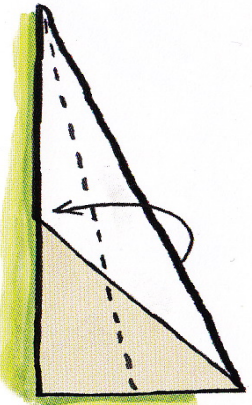
No worries, friend.  
I'm here.



I make a fold.



I fold, fold, fold, fold, fold. . . .



I'm done.

Ready?



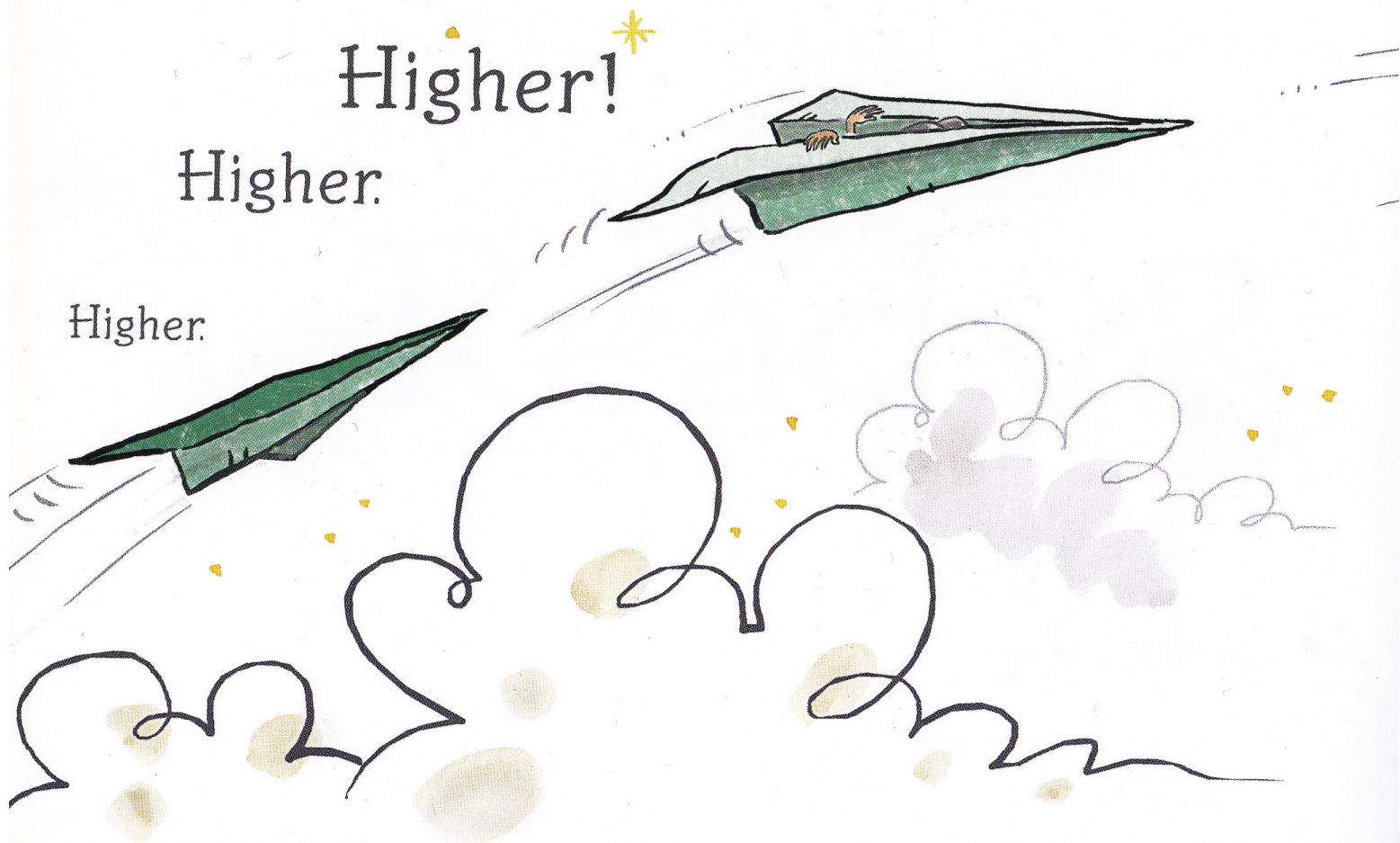
We're off!

Clouds!

Higher!

Higher.

Higher.



And look—

stars!



They sparkle loudly,  
like voices on a playground.  
Splashes upon splashes of sound.

Loudly I shout:

I'm here!

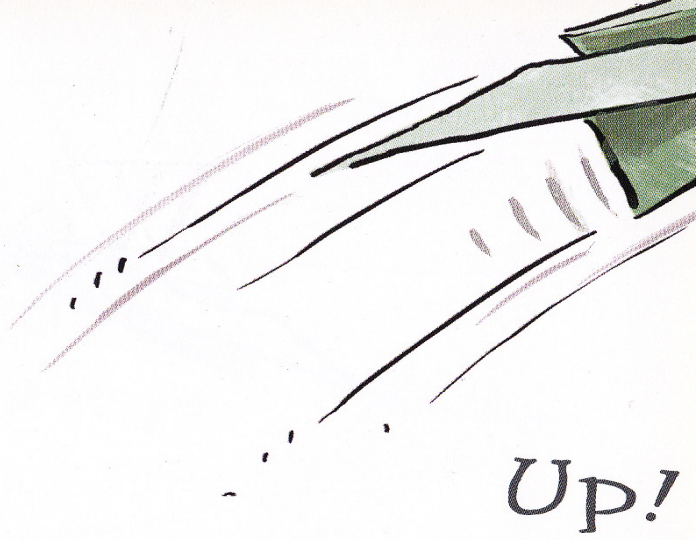




# We've got you!



They've got me!  
My paper airplane and me.  
They run . . .



Up!

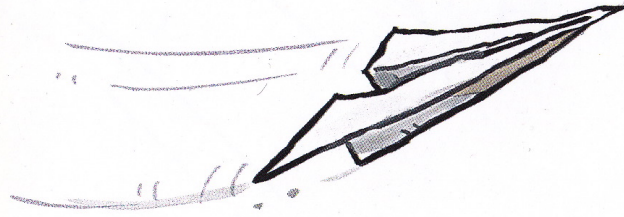
Up.

Up.

up.

and with a **push** they send me back





Paper airplane  
on a breeze.

Gliding back to Earth.

Gliding across the sandy lot, it stops,

and is noticed by someone.

Someone else . . .





who picks up the airplane.

She brings it to me.

My airplane!

Friends.



“I’m here,” says the plane.  
“I’m here,” says the girl’s smile.

Me too. I'm here.

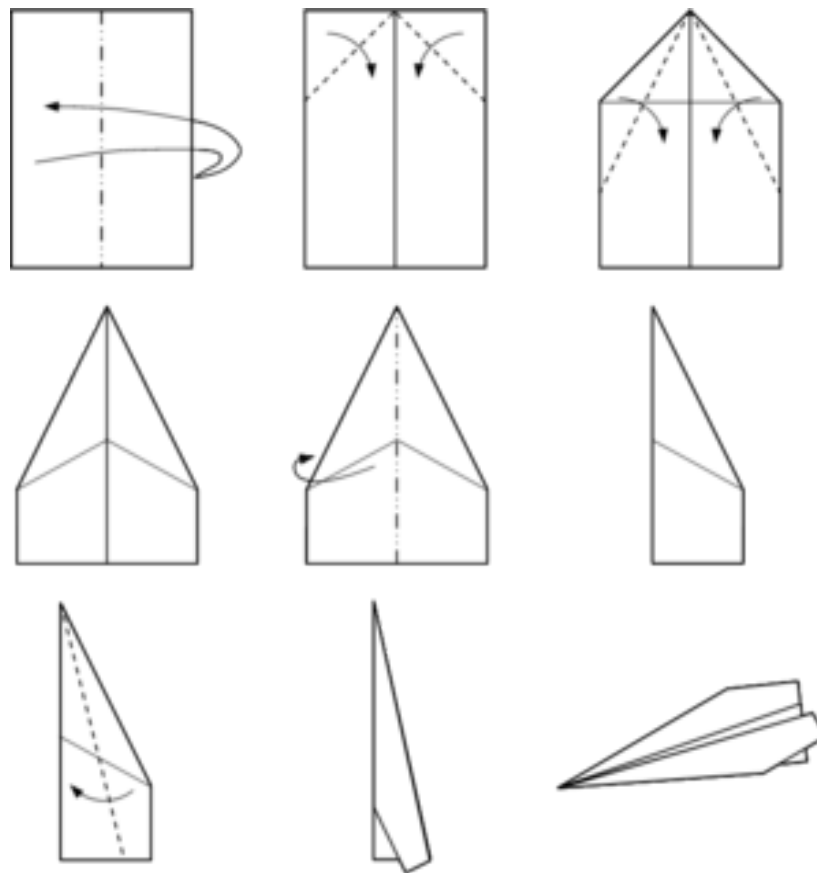


by PETER H. REYNOLDS, creator of *The Dot and Ish*

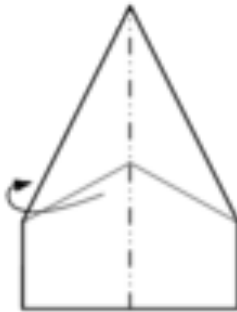
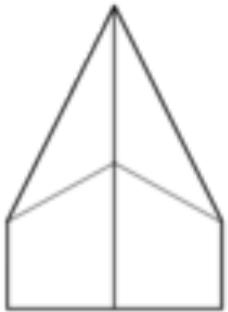
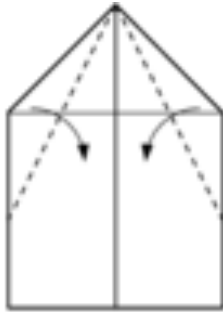
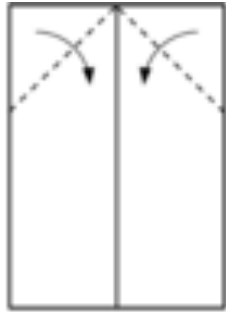
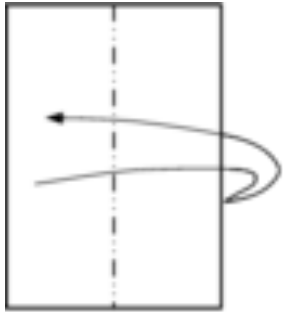
I'M  
HERE



# What is the airplane?



# We're Here



- On your paper airplane write:
  - When have you been...
    - The boy?
  - YOUR NAME

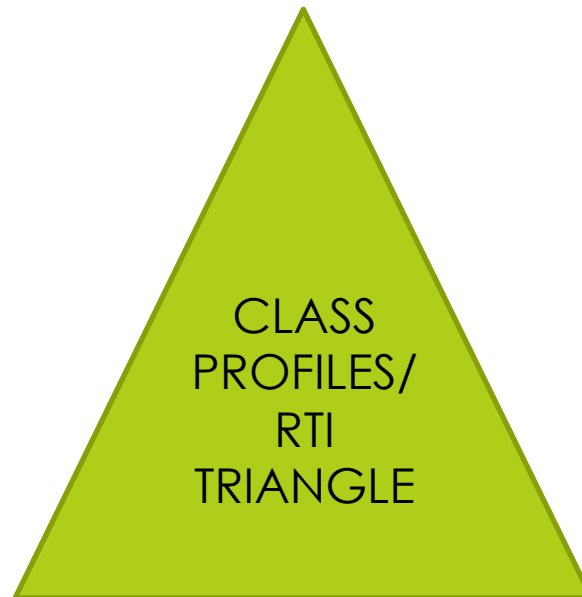
# BIG QUESTION!

- ▣ What is Inclusive Education & Why is it Important?

# How do we do it? First step...

- ▣ “Knowing your learners, is foundational to designing curriculum,” (Childre, 2009)
  - ▣ Not prescriptive
  - ▣ Not one size fits all
  - ▣ Planning for our students needs to represent their unique ecology

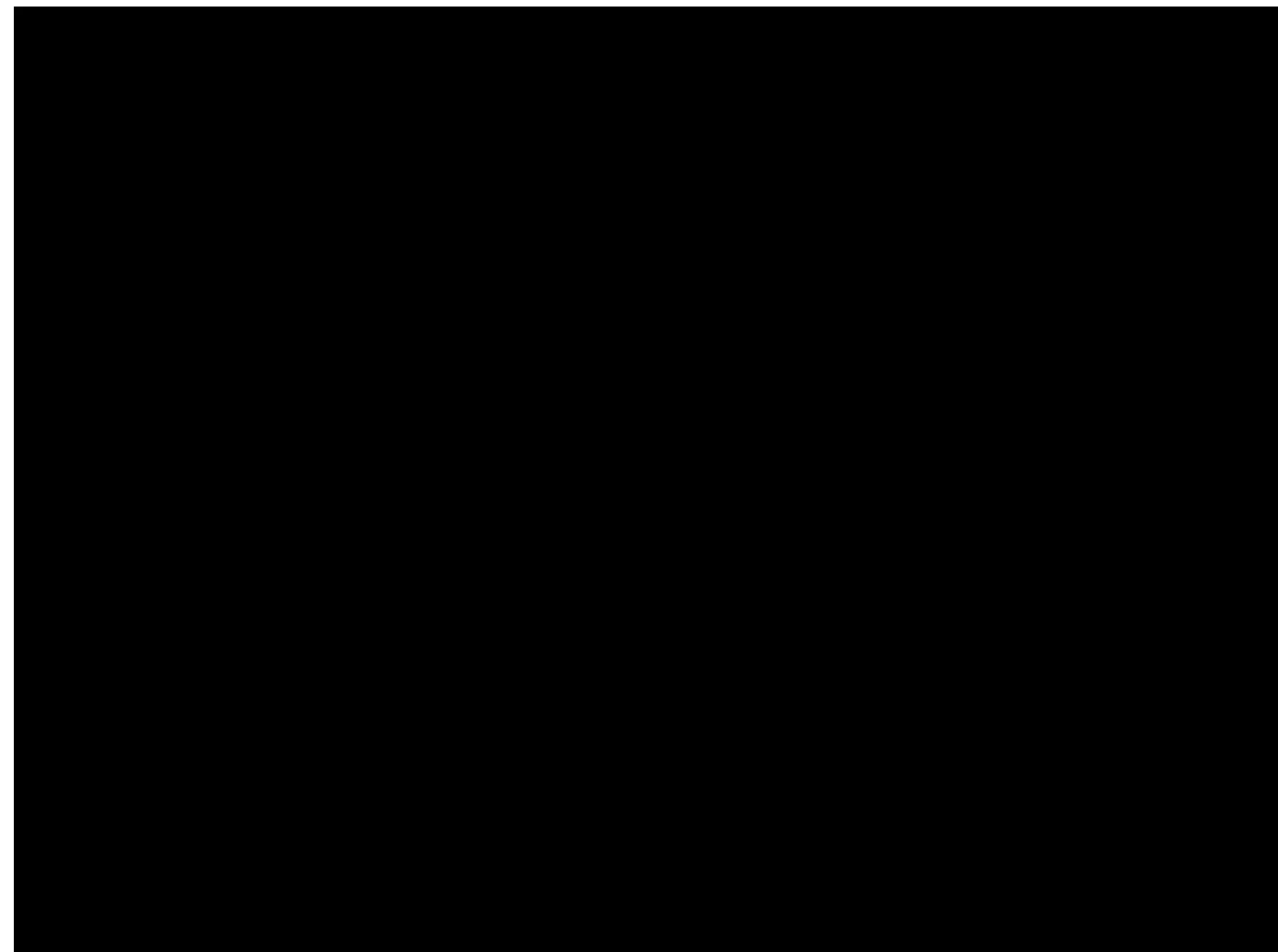
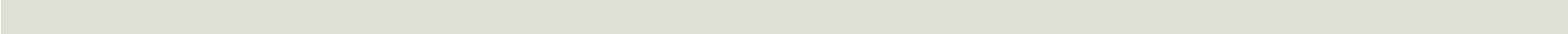
# WHO ARE MY STUDENTS?



# WHAT ARE SOME FRAMEWORKS TO HELP ME?

# Class Profiles

- What are the strengths of the class as a whole?
- What are your concerns for the class as a whole?
- What are your main goals for the class as a whole?
- What decisions can you make to support your students as whole?



# Share with your neighbour...

- What are you thinking?
- What are your questions?
- What connections do you have?

# Class Review

(Brownlie & King, 2000)

Learning in Safe Schools

Class Review Recording Form

Classroom Strengths

Classroom Stretches

Teacher:

Class:

Goals

Decisions

## Individual Concerns

Medical

Language

Learning

Socio-Emotional

Other

# CLASS PROFILE

## Classroom Strengths

- attentive
- good listeners
- ask for help
- like real-life examples/applications
- visual, hands-on learners
- good with text features
- positive towards each other

## Classroom Stretches

- generating their own strategies
- determining importance
- discussion
- self-monitoring
- accessing prior knowledge

Interests: -socializing, sports, performing arts (dance and drama), facebook, reading

## Goals

- Making connections
- Determining Importance
- Applying their learning across the curriculum
- Help students develop planning and self-monitoring strategies
- Be able to write a persuasive piece using research skills

## Decisions

- Before, during, after lesson structure
- Targeted, extended strategy instruction
- Multimodal representation opportunities (differentiation)
- Planning activities, metacognitive steps in lessons

## Individual Concerns

### Medical

Nate: (ADHD)- difficulty with staying focused

### Language

Peter - ESL 2  
Cory , Doug & Allie ESL 3  
- 6 other students ESL 4 and 5

### Learning

Nate, Jason, Lars- frontload, key ideas, adapt outcomes, reduce workload,  
Nate: Alphasmart

### Socio-Emotional

Nate: tunes out, seeks attention, few friends

### Challenge

Izzy, Keisha, Brittney, Glen

# Class Review Recorder Form

## Classroom Strengths

- Kind
- co-operative learners
- visual and kinesthetic learners
- creative
- help + encourage each other
- Love stories

- good listeners
- follows directions

- not risk takers

## Classroom Needs

- Need help problem solving
- Inclusion of all students in social activities
- basic math facts

**Mr. Marcus  
Math 9**

## Goal

- Increase confidence
- learning multiple ways of problem solving

## Decisions

- using math games and manipulatives to increase confidence, competence and math fluency

## Medical

- Fred (OCD)
- Erin (diabetic)
- Derek (DHH)

## Language

- Carsten (LD + ELL)
- Tom (ELL)

## Learning

- Allen (Autism)
- Marley (LD)
- Derek (Cog Delays)

## Social-Emotional

- Fred (Autism)
- Allen (Autism)
- Erin (shuts down)

## Other

- Lonnie (gifted)
- Marley (gifted)

# Where do we get the data? What do we do with it?



## **Collecting Information**

Everyone

- Assessments
- Observations
- Student self report
- Previous teachers

More information

- File review
- Parent  
Questionnaires

## **Compiling Information**

- Class Profile
  - Strengths
  - Stretches
  - Decisions
  - Goals

# Student self reports

Who Am I? Profile

Name: \_\_\_\_\_

Words that describe me

My favorite books/ stories

Things I like to do when I'm alone

Things I like to do with my friends

My hopes and dreams for myself

Things I'd like (or need) you to know about me

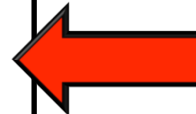
Things I'm very good at or interested in

Things I like to do with my family

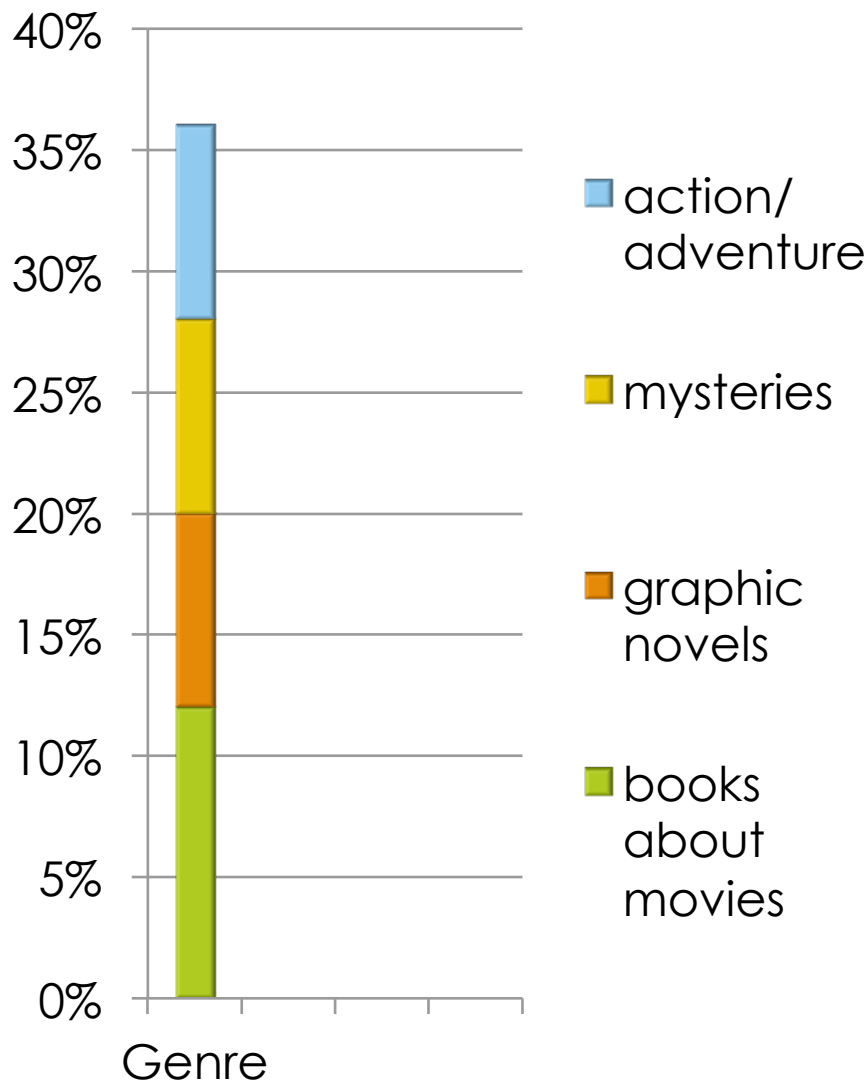
The easiest way for me to show what I know is:

Things I would like to get better at in this class are:

**THIS IS ME!**



# Favourite books/stories...genres



If this were your class:

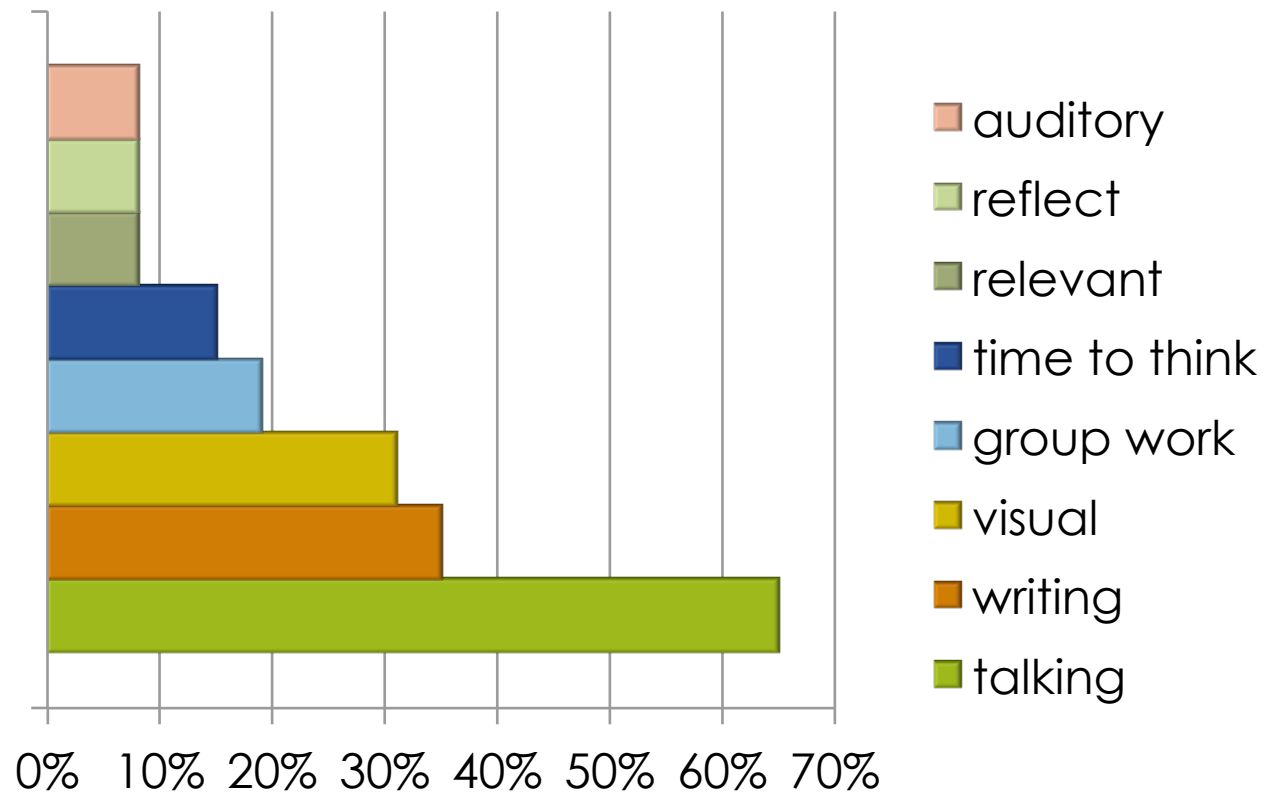
- what are some interests?
- what strengths do you notice?
- what stretches do you notice?
- What are some goals you would set?
- How will you meet these goals?

# Learn best/ what you need

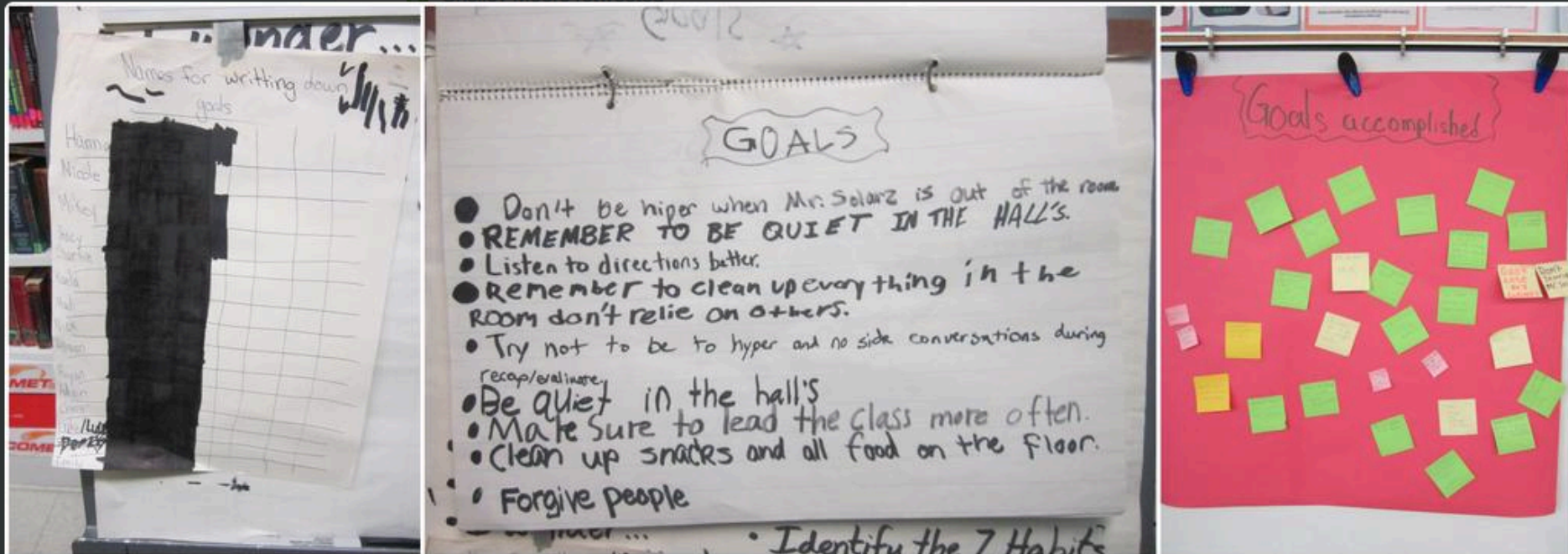
If this were your class:

- what are some interests?
- what strengths do you notice?
- what stretches do you notice?
- What are some goals you would set?
- How will you meet these goals?

How I learn/ what I need



# Get the students involved!



Paul Solarz @PaulSolarz · Jul 13

A3 - We set whole class goals every day & individual goals once per week. Students lead it all! (See pics) #LearnLAP



14

35



# Share with your neighbour...

- What are you thinking?
- What are your questions?
- What connections do you have?

# Who am I teaching?

Response to Intervention (RTI)

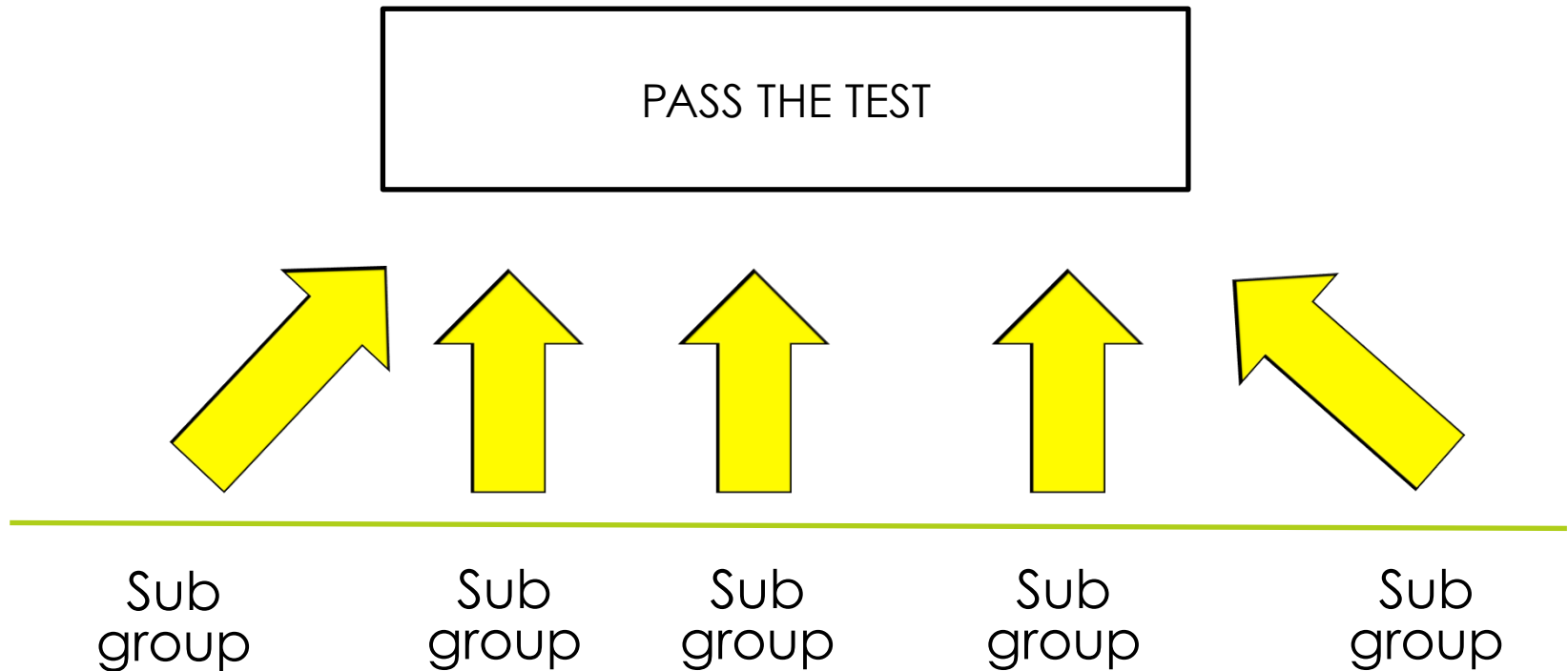
# Response to Intervention

- ▣ Some core assumptions
  - ▣ The educational system can effectively teach ALL children
  - ▣ Early Intervention is critical (catching kids BEFORE they fall)
  - ▣ A multi-tiered service delivery model is necessary
  - ▣ Research based interventions implemented

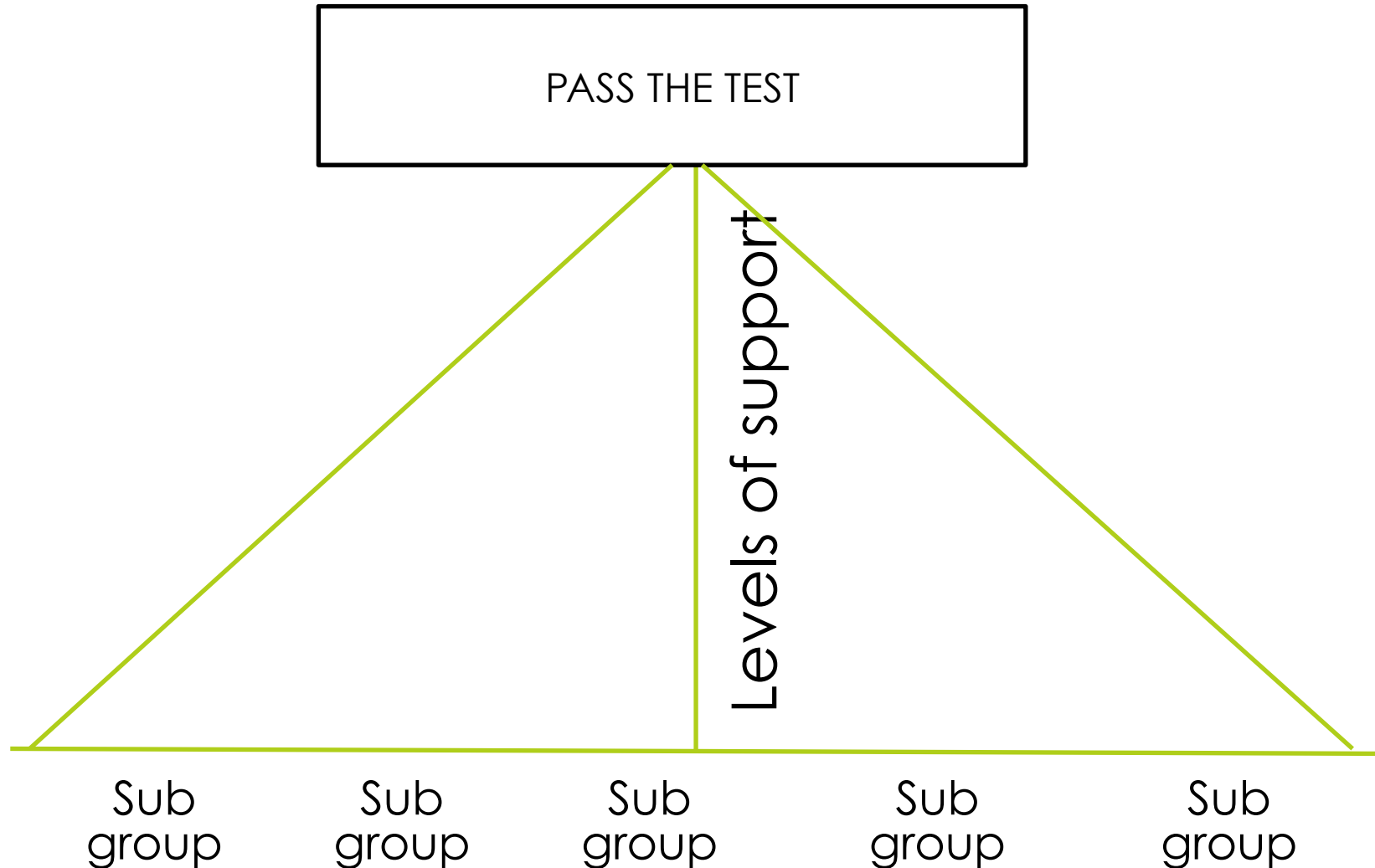
# RTI

- A multi-tiered system for planning and delivering instruction.
- The “tiered” model—often illustrated as a triangle with three levels. Each level represents a grouping of students whose differing needs are met with additional intensive instructional approaches

# No Child Left Behind

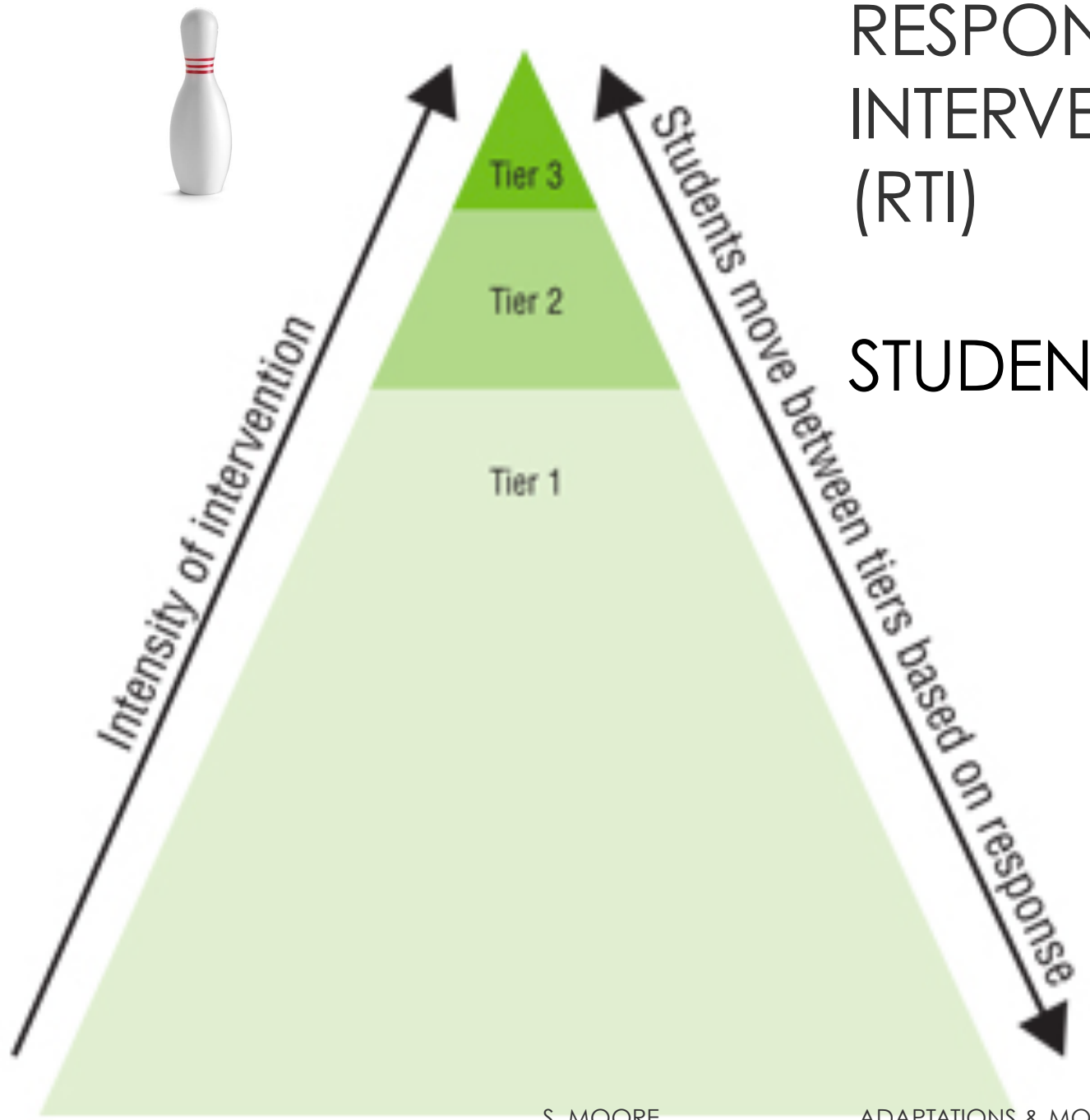


# Not enough...



# RESPONSE TO INTERVENTION (RTI)

## STUDENTS



# RTI Triangle – fine print!!!!

## ▣ USING RTI

- ▣ We can use these tiered levels to strategically group students to help us plan for differentiated levels
- ▣ Non-categorical – students can fall into a tier depending on the day, subject, supports in place etc.
- ▣ It is only a planning tool, it is **not** how students are grouped physically in spaces
- ▣ Students can move between tiers freely

**Lens: Social Studies 9**  
**Teacher: Bryce Miller**

**EA: Sharon Hovbrender**  
**Resource Teacher: Shelley Moore**



Rahul  
Niccole

Philip, Shaun  
Tudor, Alexa,  
Paris, Talha

Tyler, Montana, Karissa, Courtney,  
Jennifer, Mona, Kaaljeet, Summer,  
Amit, Zafar, Turner, Karm, Colin,  
Sarah, Ryan, Brian, Cynthia



**Regular Outcomes**

# Share with your neighbour...

- What are you thinking?
- What are your questions?
- What connections do you have?

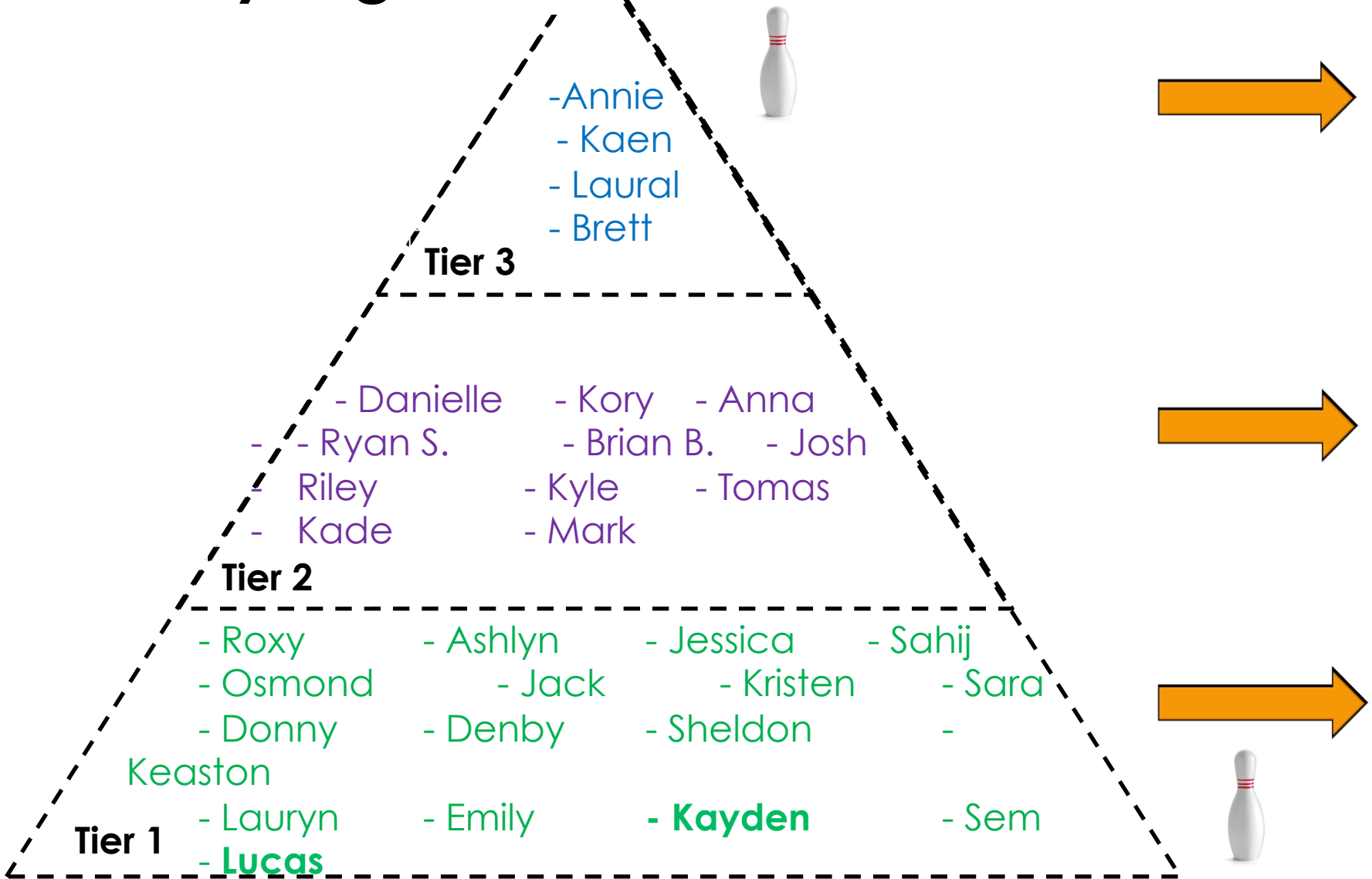
# RTI Triangle

Lens: English 8



# RTI Triangle

## Lens: Gym grade 3/4

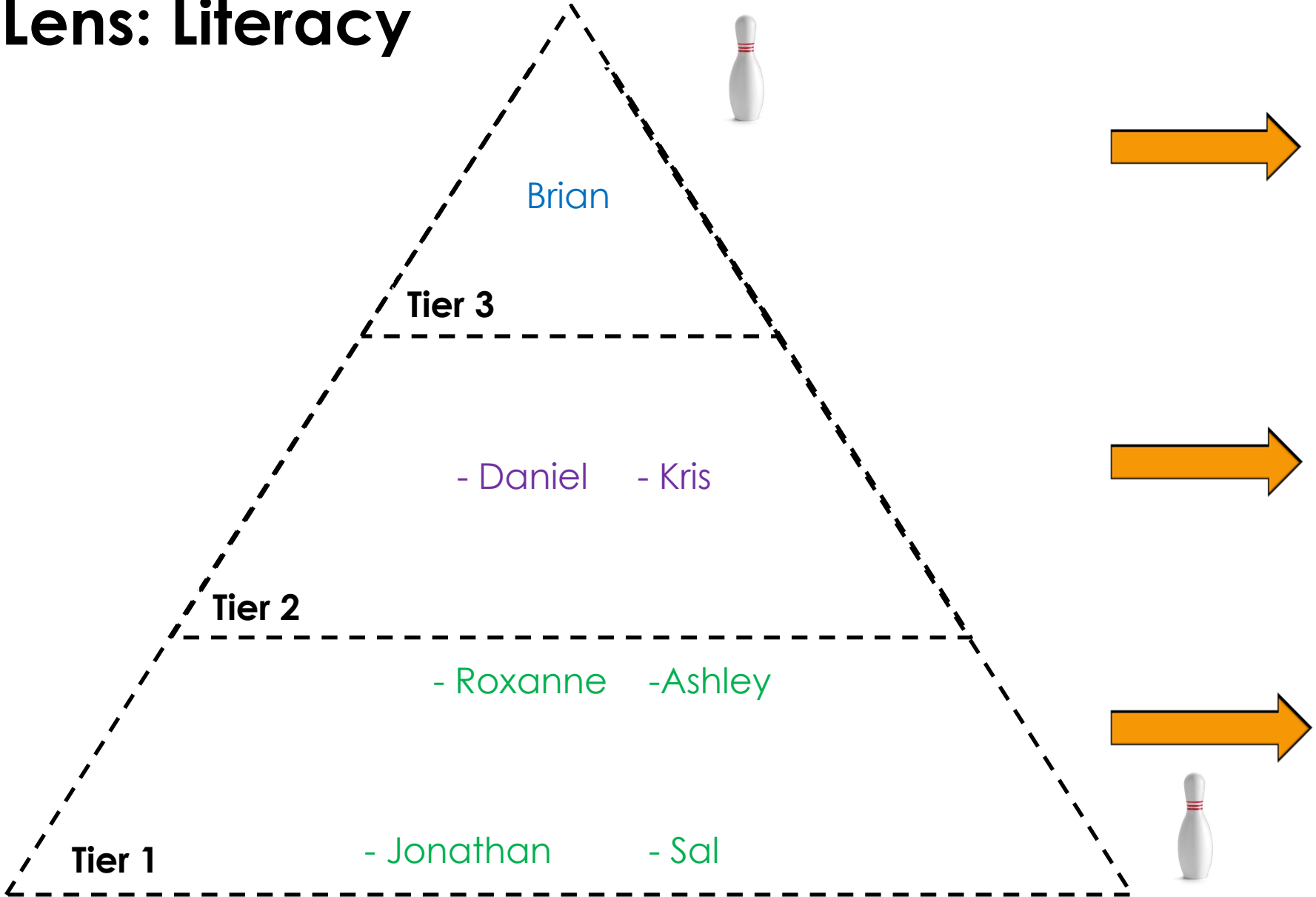


# What about smaller class sizes

- RTI can be used for any group size
- Even when working with a smaller group of students there will be students who need more or less support.
- Every setting can be differentiated, and a multi tiered approach can be used for example ,in resource room settings, guided reading groups, or life skill classes and as well

# RTI Triangle: Resource K-6

## Lens: Literacy



# It can work for ANY PURPOSE

## ▣ Curricular

- ▣ Literacy, numeracy, social studies, Phys Ed, Sewing, critical thinking...

## ▣ Behavioural

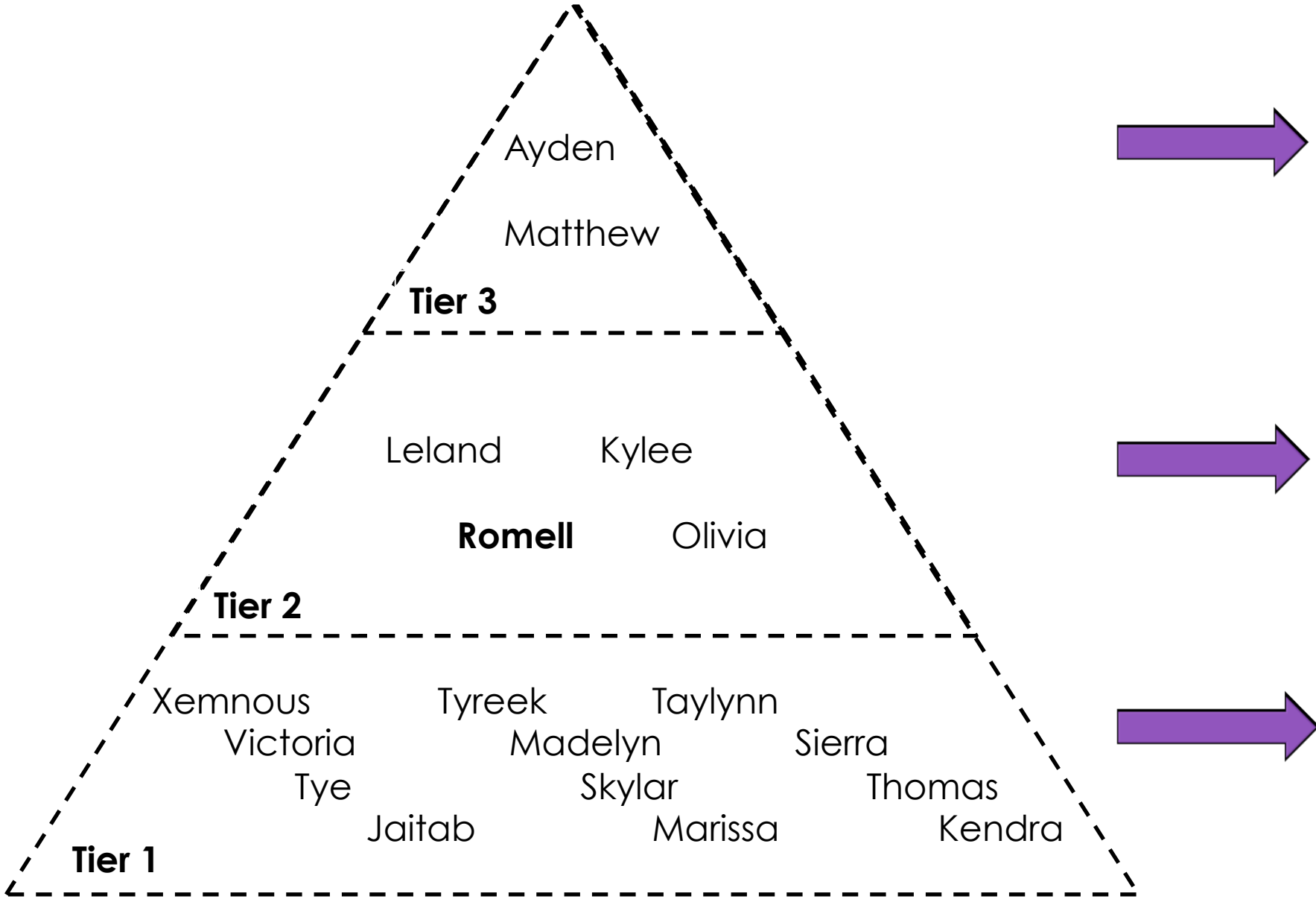
- ▣ Following directions, arriving on time, doing homework...

## ▣ Social Emotional

- ▣ Social responsibility, helping others, working together, ...

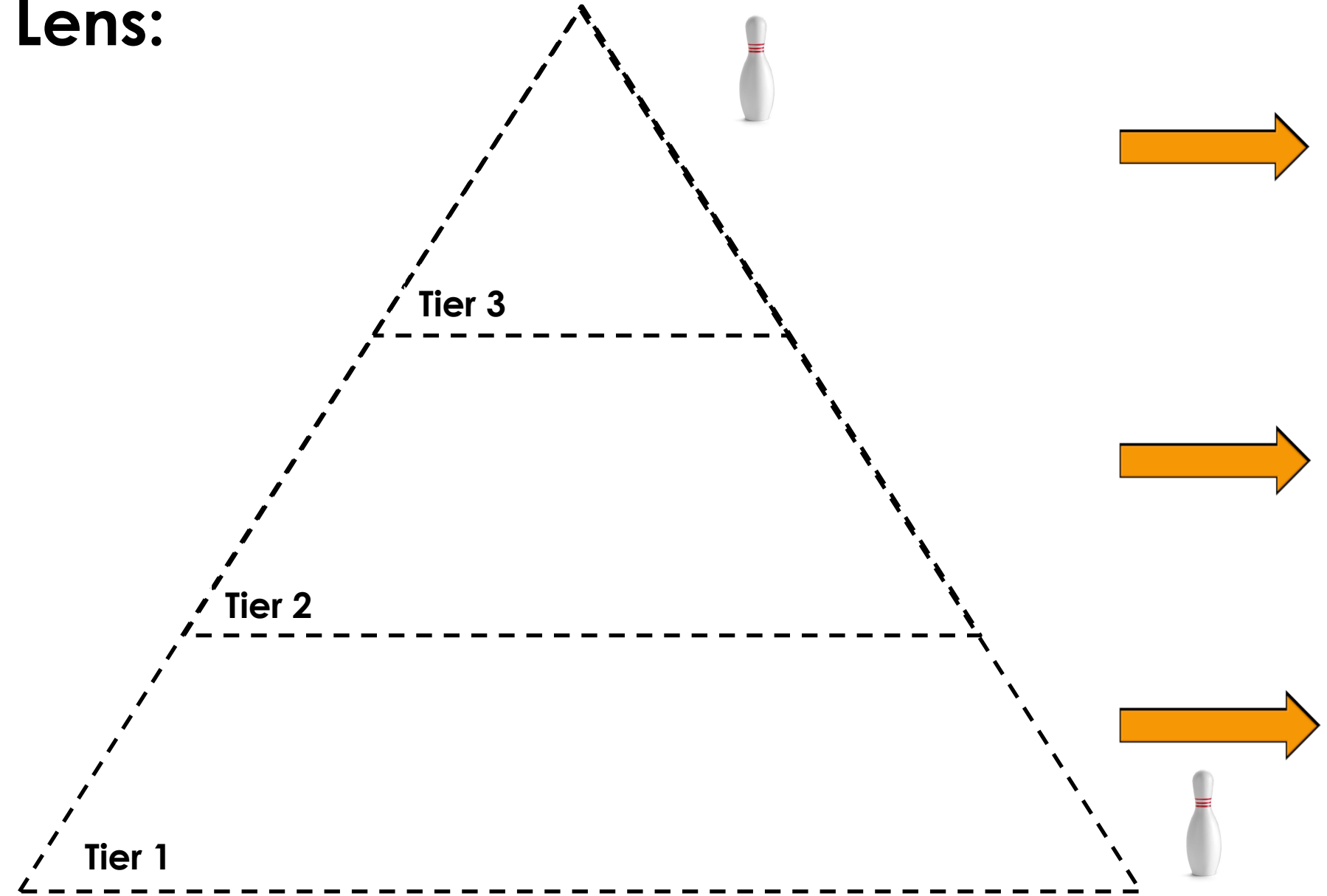
# RTI Triangle

Lens: Social/Emotional: communicating feelings



# RTI Triangle

## Lens:



# Share with your neighbour...

- What are you thinking?
- What are your questions?
- What connections do you have?

# Share one thing...

- What will you remember in ten years?
- What is one thing you will tell someone else about?
- What is one thing you want to try?