

www.blogsomemoore.com

The screenshot shows the homepage of the website. At the top left, the logo "blogsomemoore" is displayed in a large, white, sans-serif font, with the tagline "Teaching and Empowering Students with Special Needs" underneath in a smaller font. Below the logo is a dark grey navigation bar with four menu items: "About", "App-Tastic", "Handouts", and "Resources". The "Handouts" menu item is highlighted in orange. Below the navigation bar, the main content area is divided into two columns. The left column features a "Conferences" section with a list of links: "School Districts", "Conferences", "Post Secondary", "Community", and "Organizations". The right column contains an "about.me" profile for "Shelley Moore", identifying her as an "Inclusion Consultant". Below this are social media icons for Twitter, LinkedIn, and WordPress. At the bottom of the right column, it says "You are following this blog" and "You are following this blog, along with 895 other amazing people (manage)".



@tweetsomemoore



@proudtobeanoutsidepin

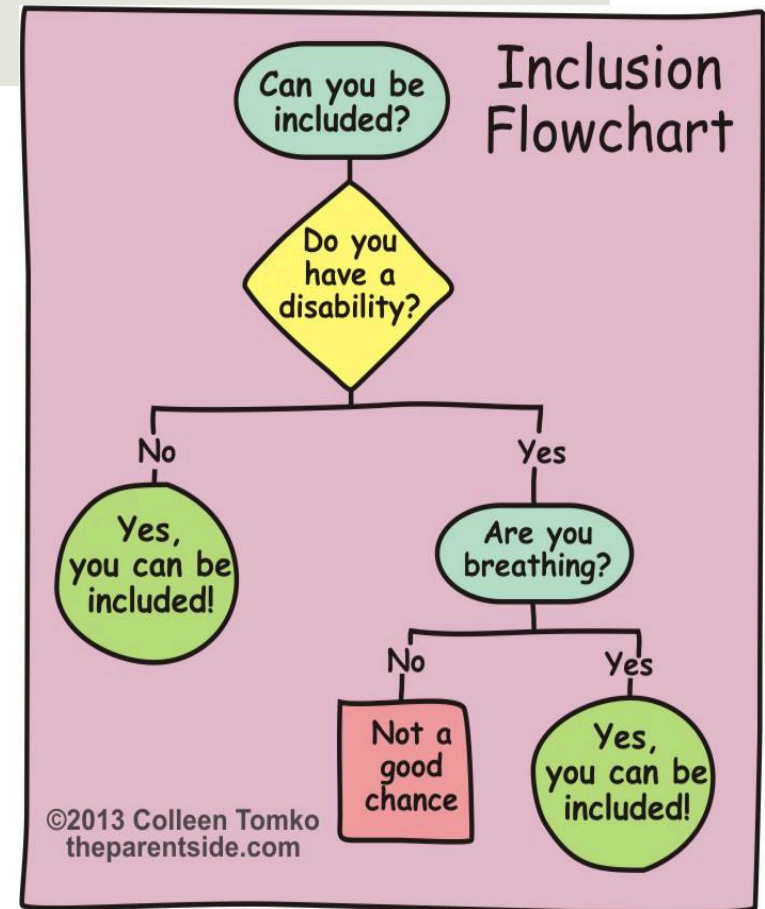
Inclusive Education

- ▣ What does it mean in secondary?
- ▣ What brought you here to this series?
- ▣ What are you hoping to get out of this series?
- ▣ What questions do you have?

Who is inclusion for?
Who does it include?

In philosophy?

In practice?



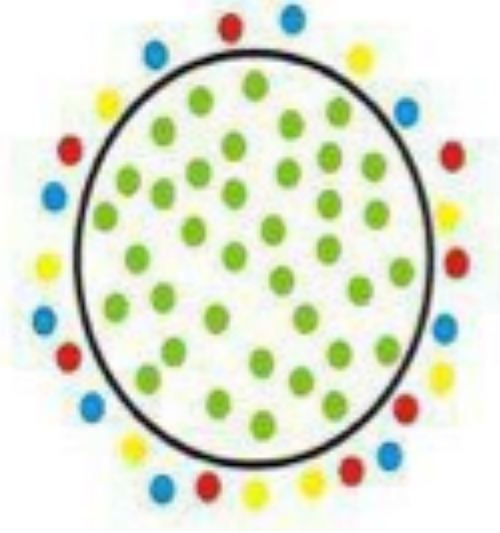
What is Inclusion?

INTEGRATION
SEGREGATION
EXCLUSION
INCLUSION

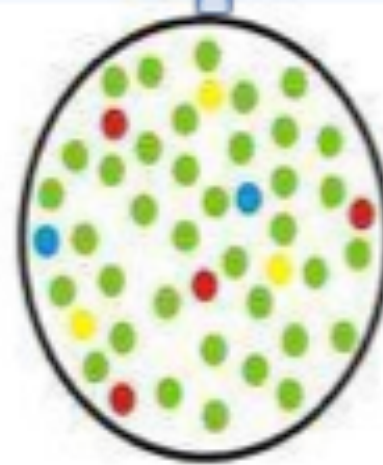
What is Inclusion?

INCLUSION
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INTEGRATION

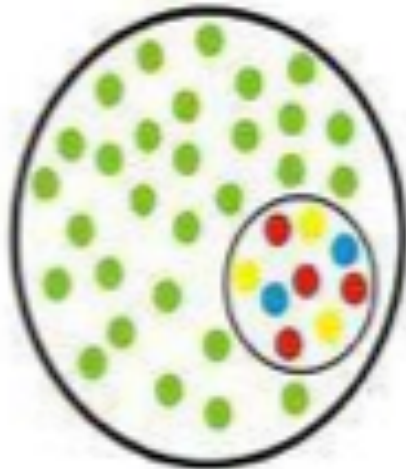
A



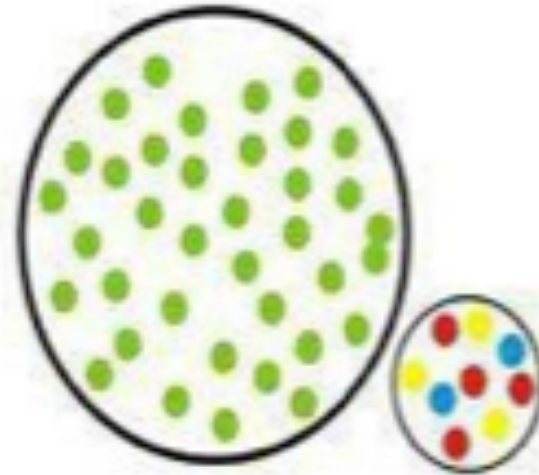
C



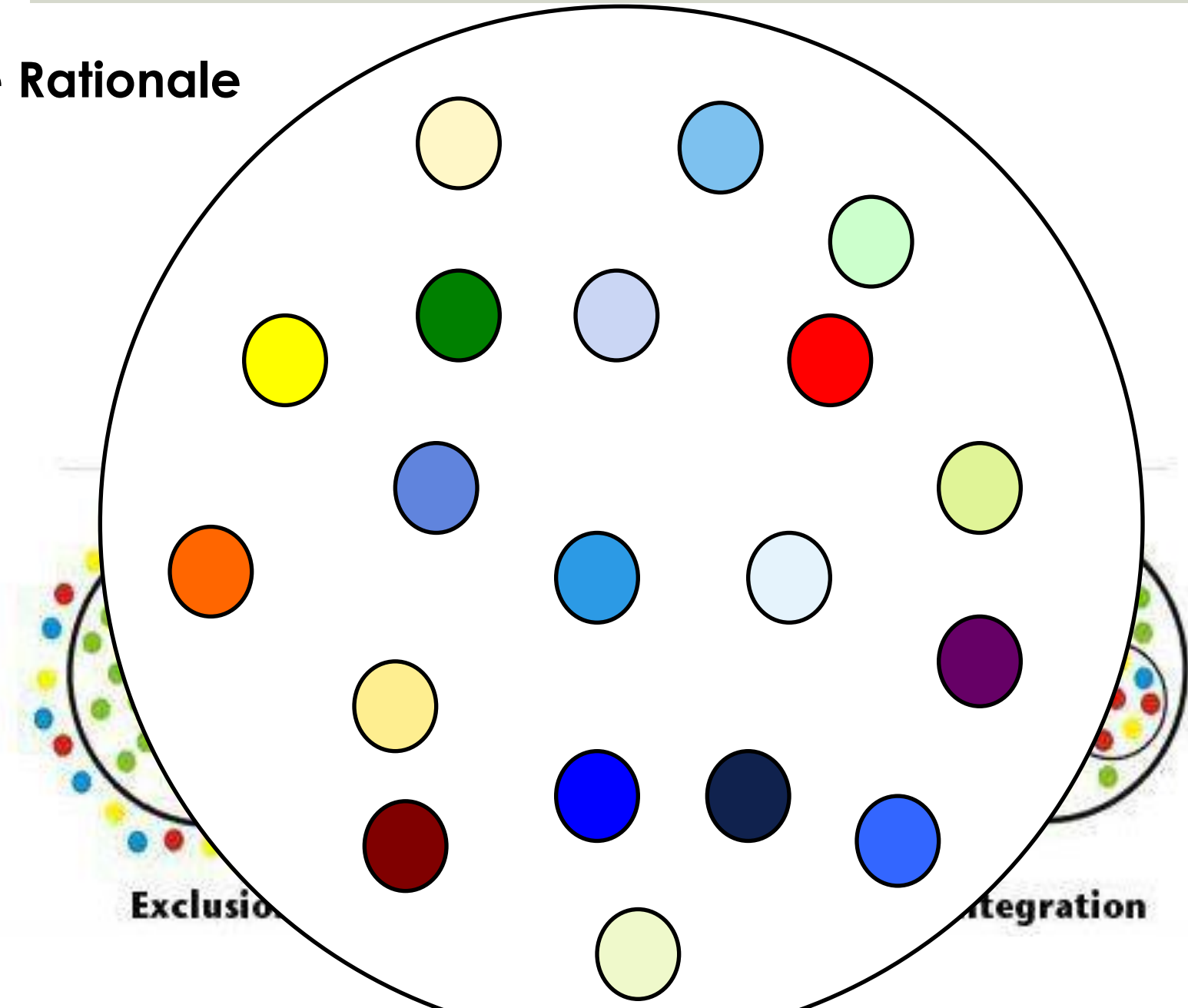
B



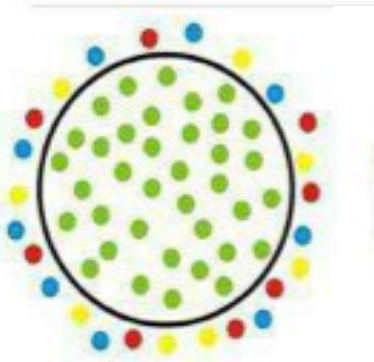
D



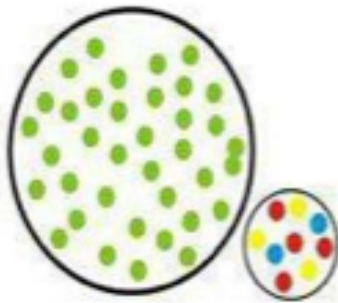
The Rationale



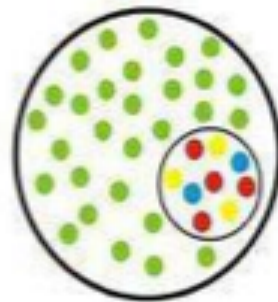
The evolution of inclusion



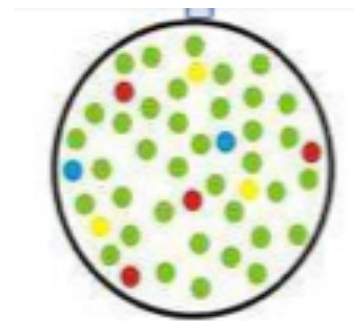
exclusion



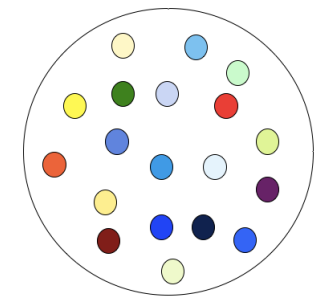
segregation



integration



inclusion



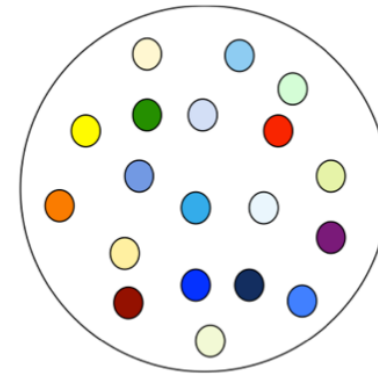
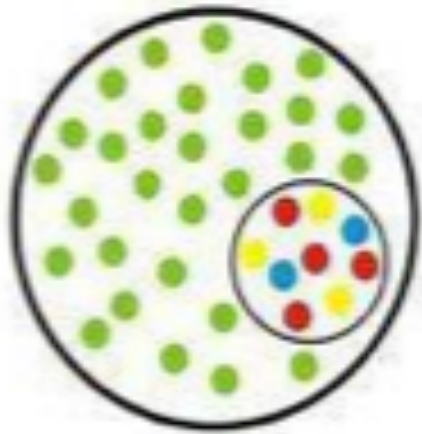
teaching
to diversity



How do we move?

How do we move from...

Containers of integration



Communities of Inclusion

We MUST consider place!

Where can inclusion happen?



- Where are the places that ALL students go in a school or community?



Step 1- Integration:

Finding opportunities for inclusion to happen

- **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.

- What do we have to do to make the places we go have meaning?

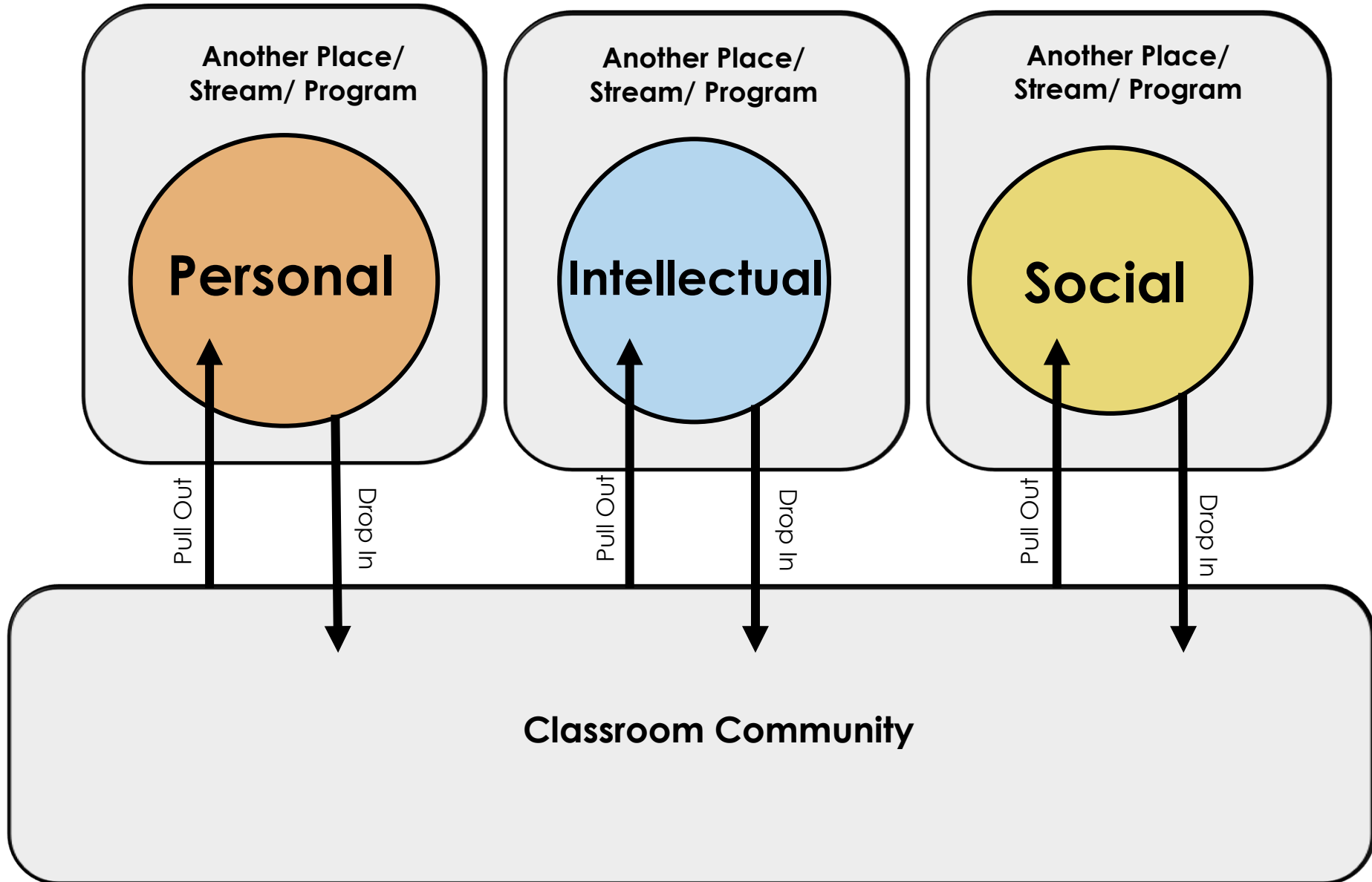


Step 2: Inclusion: Making places purposeful

- **Personal purpose**
 - Goals to help students be included in the physical community
- **Social purpose**
 - Goals to help students be included in the social-emotional community
- **Intellectual purpose**
 - Goals to help students be included in the learning community

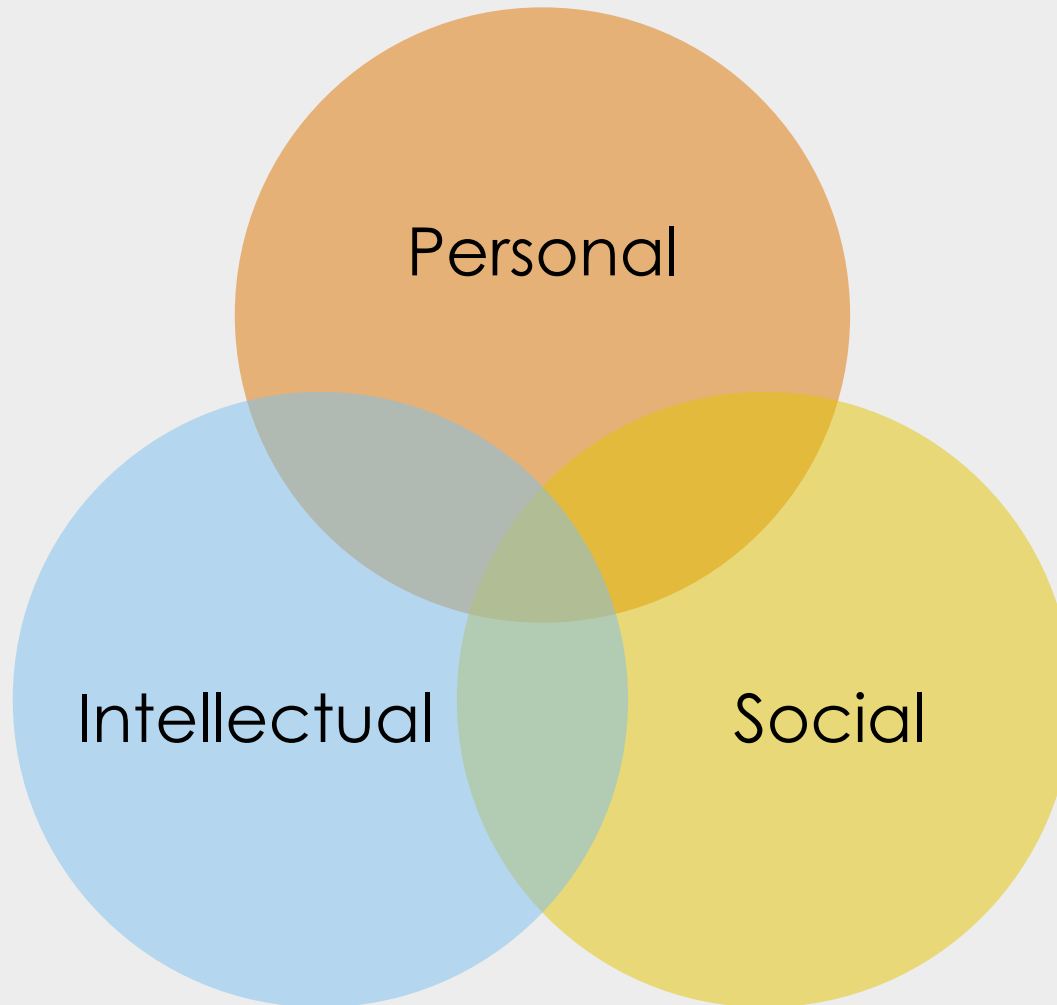


Old Paradigm: Pull students out to address deficit areas and then drop them back into a classroom

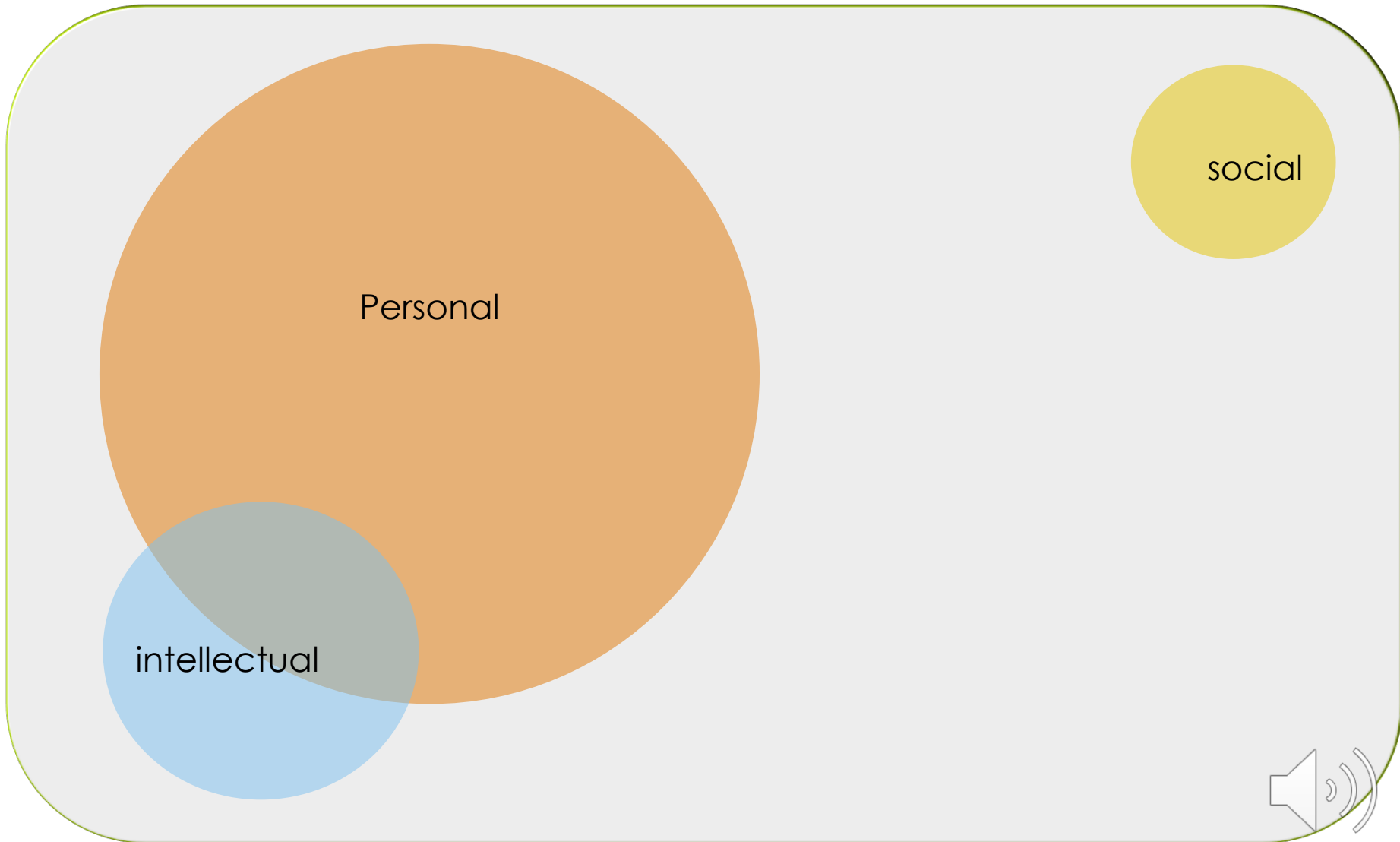


Purposes **IN** a Place: Competency Goals

Place

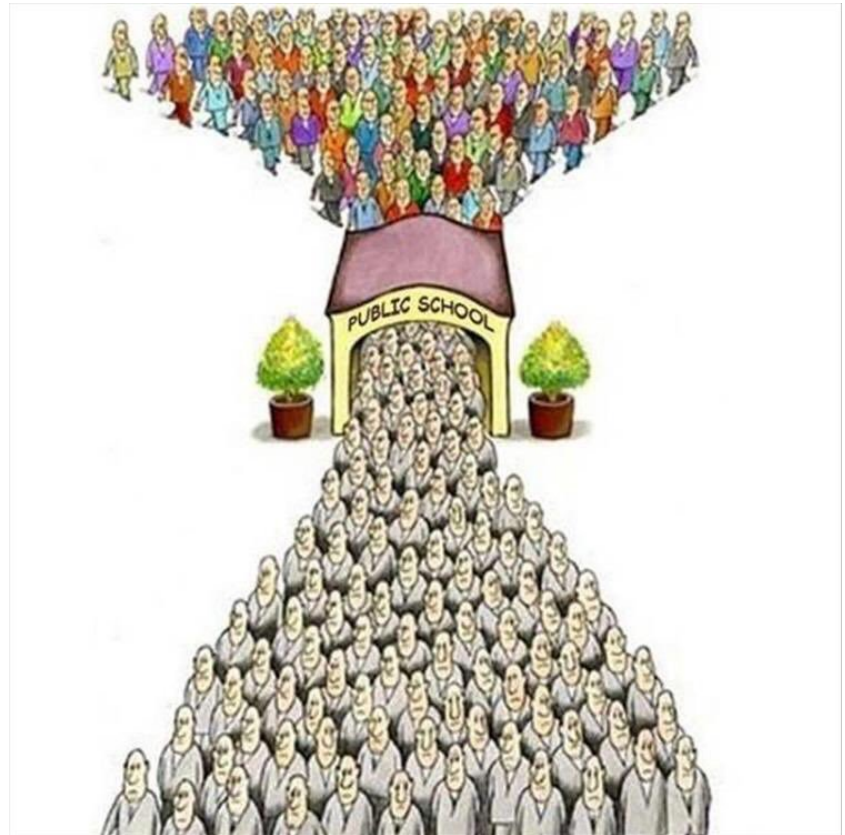


New paradigm: Balance the bubbles (build competencies) in the place of application



Where did green come from?

■ The “green” kids





The evolution of skills...

19th century clerk?

- Being right
- Copying down
- Listening to teacher
- Accepting what you're told
- Working alone
- Sitting still
- Remembering facts
- Showing respect
- Following instructions
- Being evaluated

20th Century

Curriculum
Time-Slotted
One-size-Fits-All
Competitive
Classroom
Text-based
Summative Tests
Learning For School

21st century explorer?

- Being adventurous
- Creating ideas
- Discussing with peers
- Questioning things
- Working with others
- Being active
- Imagining possible solutions
- Showing initiative
- Taking responsibility
- Self-evaluating

The evolution of skills...

@refthinking









(SOURCE: FUTURE OF JOBS REPORT, WORLD ECONOMIC FORUM)

TOP 10 SKILLS IMPORTANT IN THE WORKFORCE

2015

1. Complex Problem Solving 
2. Coordinating with Others 
3. People Management 
4. Critical Thinking 
5. Negotiation 
6. Quality Control 
7. Service Orientation 
8. Judgement and Decision Making 
9. Active Listening 
10. Creativity 

2020

1. Complex Problem Solving 
2. Critical Thinking 
3. Creativity 
4. People Management 
5. Coordinating with Others 
6. Emotional Intelligence 
7. Judgement and Decision Making 
8. Service Orientation 
9. Negotiation 
10. Cognitive Flexibility 

10

Essential Characteristics
OF A
21ST CENTURY EDUCATOR

BY

George Couros



**RELATIONSHIP
BUILDER**



LEARNER



INCLUSIVE



REFLECTIVE



NETWORKED



INNOVATOR



LEADER



STORYTELLER



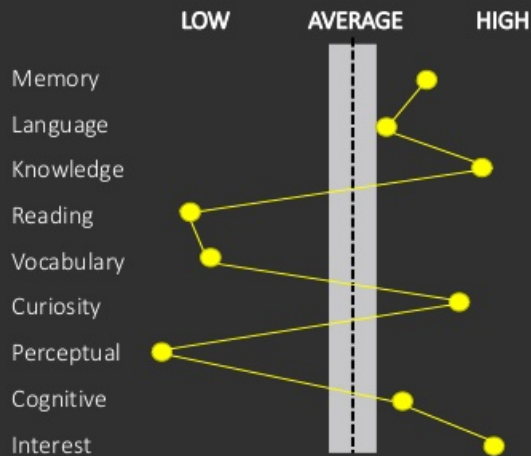
DESIGNER



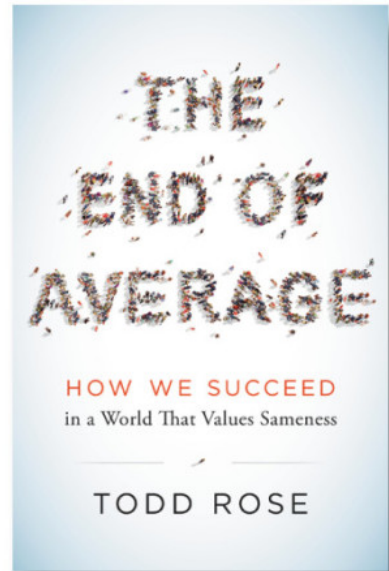
ARTIST

The End of Average!

The average student is a myth



The Myth of Average: Todd Rose at TEDxSonomaCounty: <https://www.youtube.com/watch?v=4eBmyttcfU4>



How do we make an adjustable curriculum?

- Build a curriculum plan that fits the kids vs. kids fitting the curriculum

- We need to find the RANGE!



Teaching to a range of diversity?

- Who are we teaching and what is their range? (the pilots)
- What is the curriculum that we teaching? (the plane)
- How does the curriculum represent the range of our learners? (the adjustments)
- How are we giving students the agency to make the adjustments they need to be successful? (teaching the pilots to fly the plane)

Who are our pilots?

Moving from:

“Where **should** you be, why aren't you here?”

To:

Where are you **now**? What is your next step?

Class Profile

(Brownlie & King, 2000)

Class Review Recording Form

Classroom Strengths

Classroom Stretches

Interests

Goals

Decisions

Individual Concerns

Medical

Language

Learning

Socio-Emotional

Other

CLASS/COMMUNITY 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

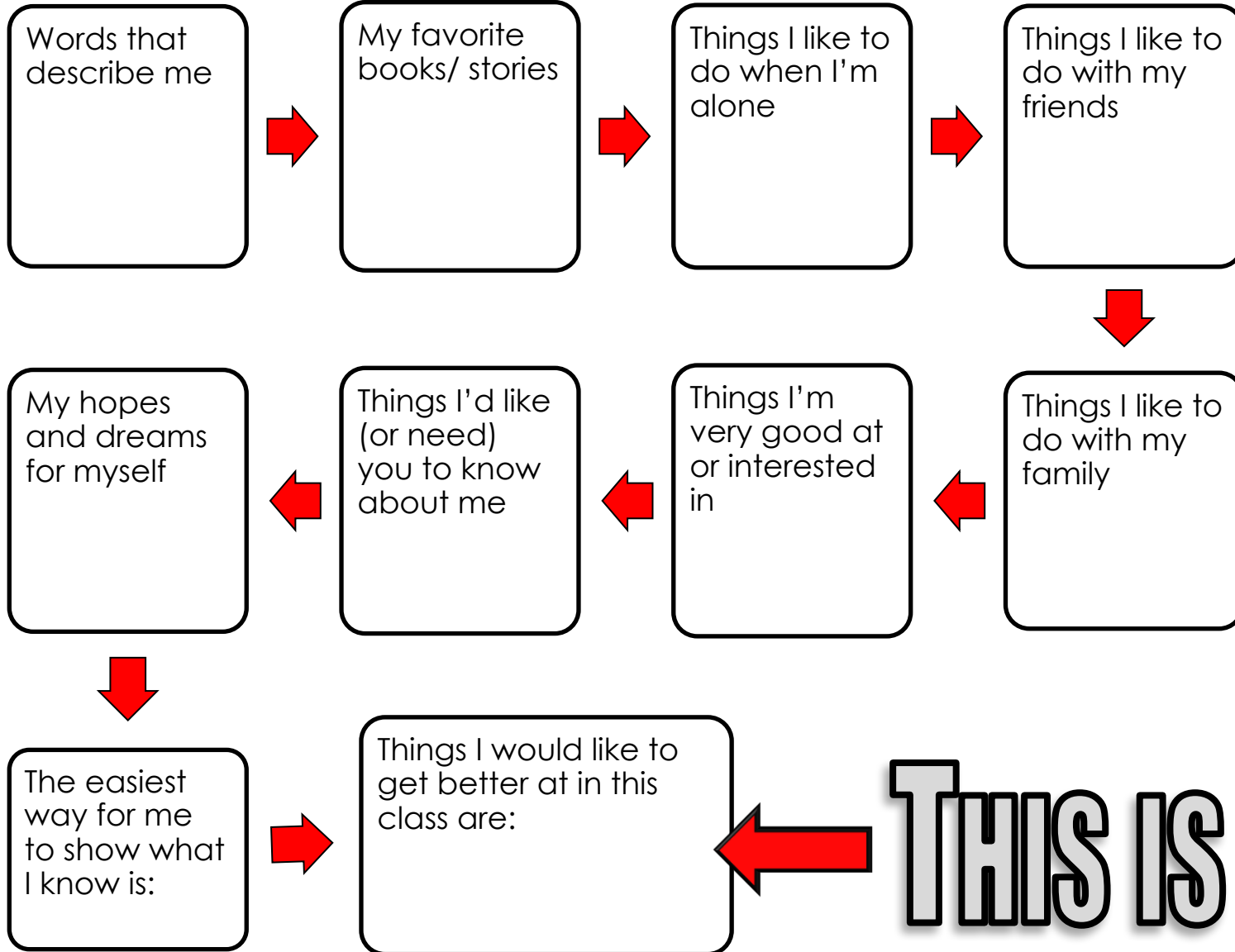
What is useful so far today?

How do we get individuals a part of the process?

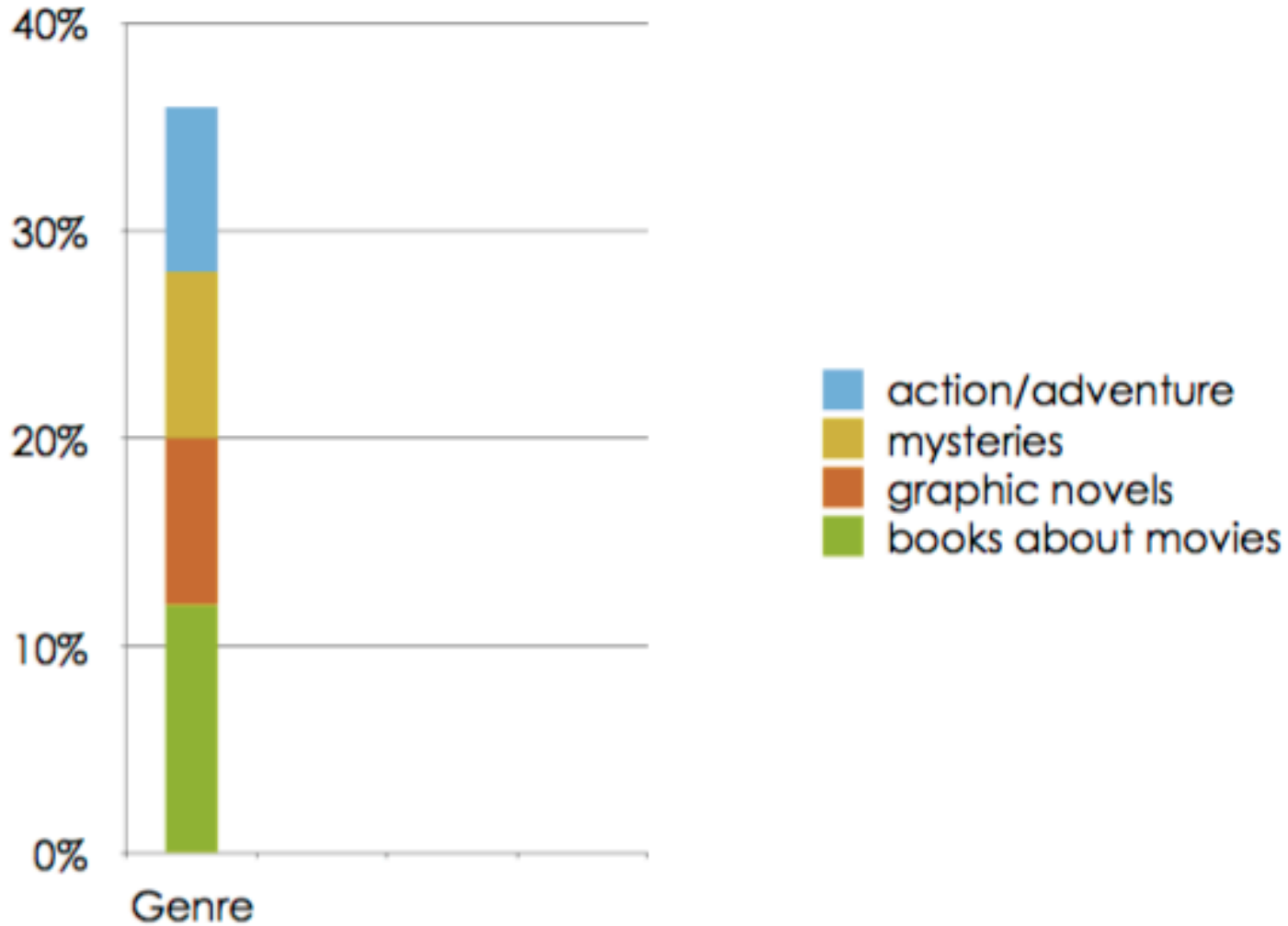
self reports

Who Am I? Profile

Name:

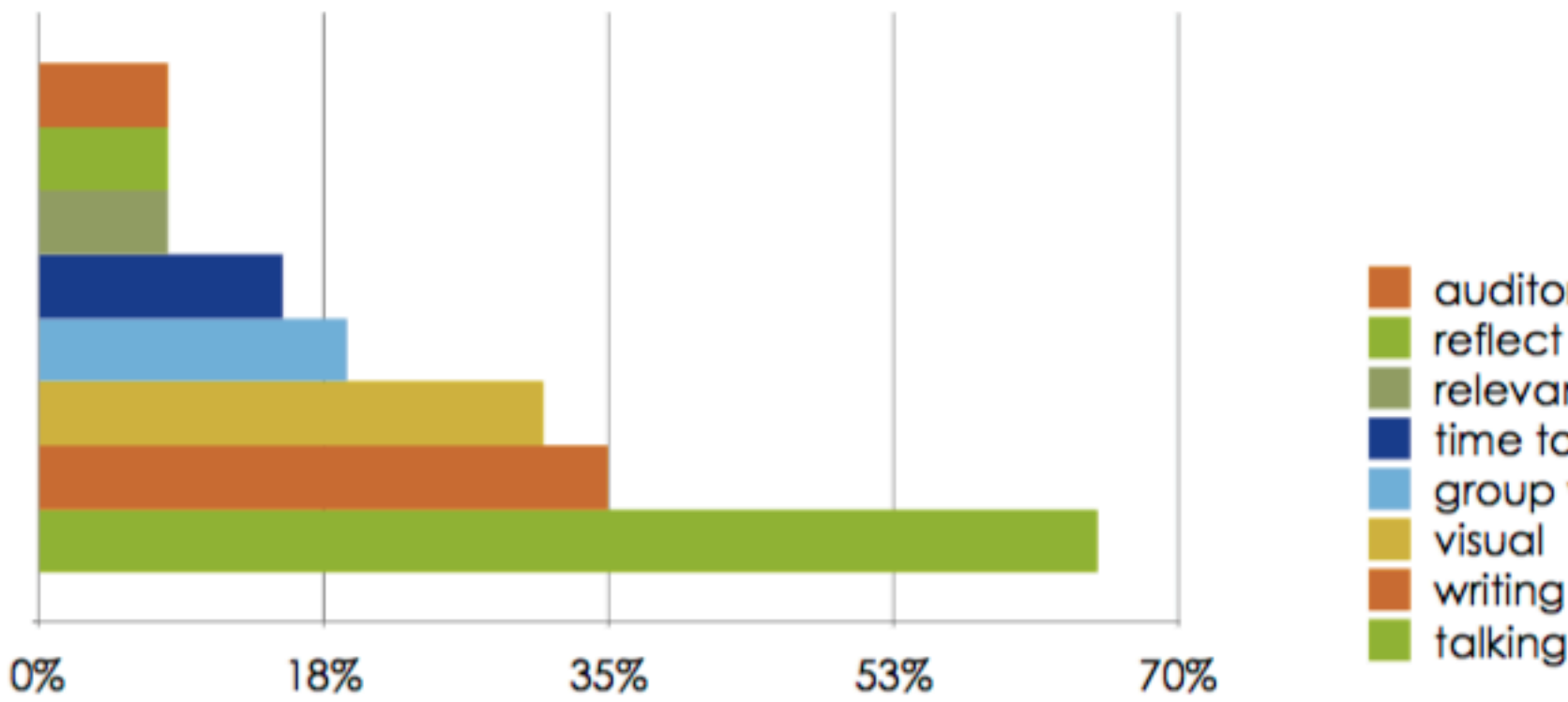


Favourite books/stories...genres



Learn best/ what you need

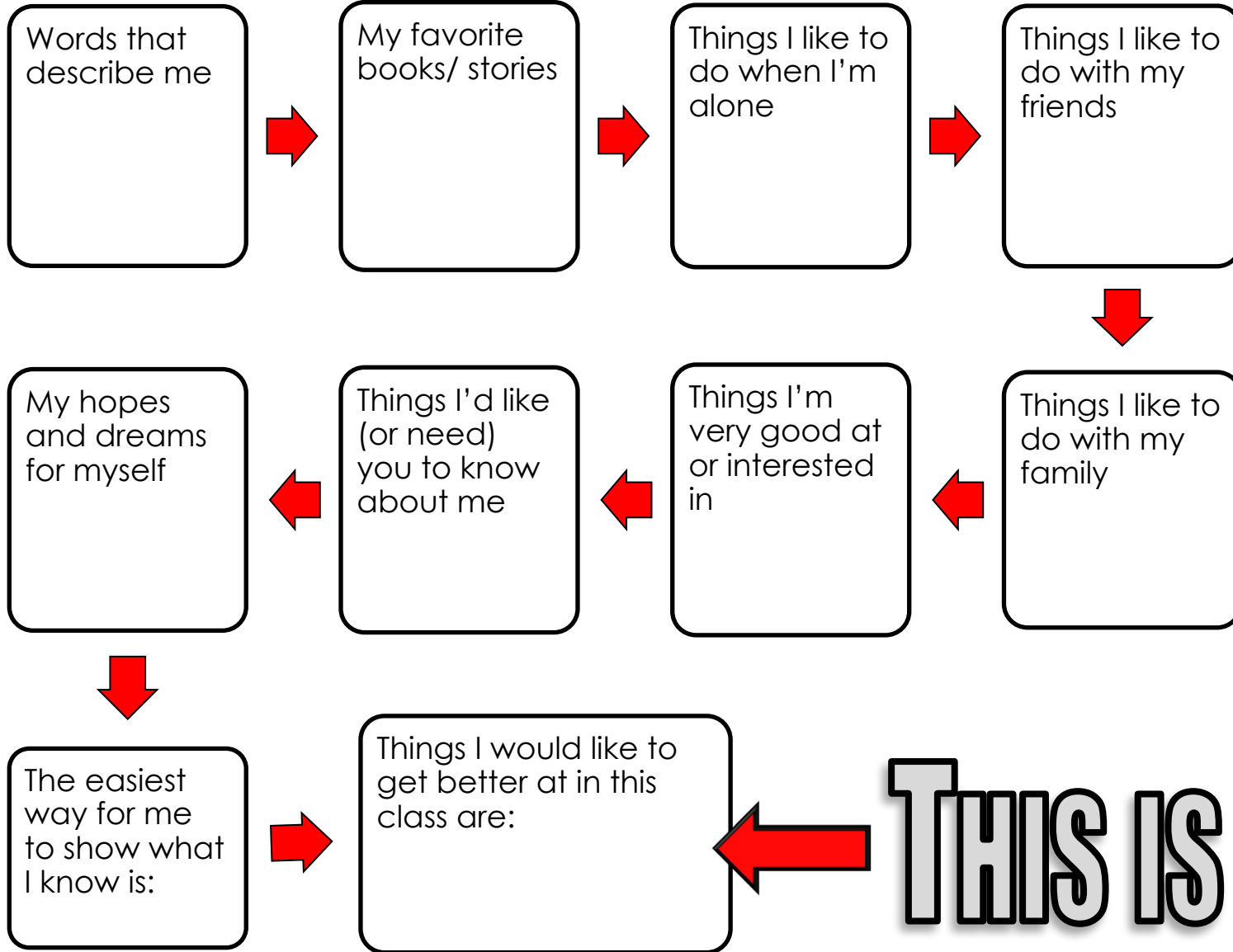
what I need



self reports

Who Am I? Profile

Name:

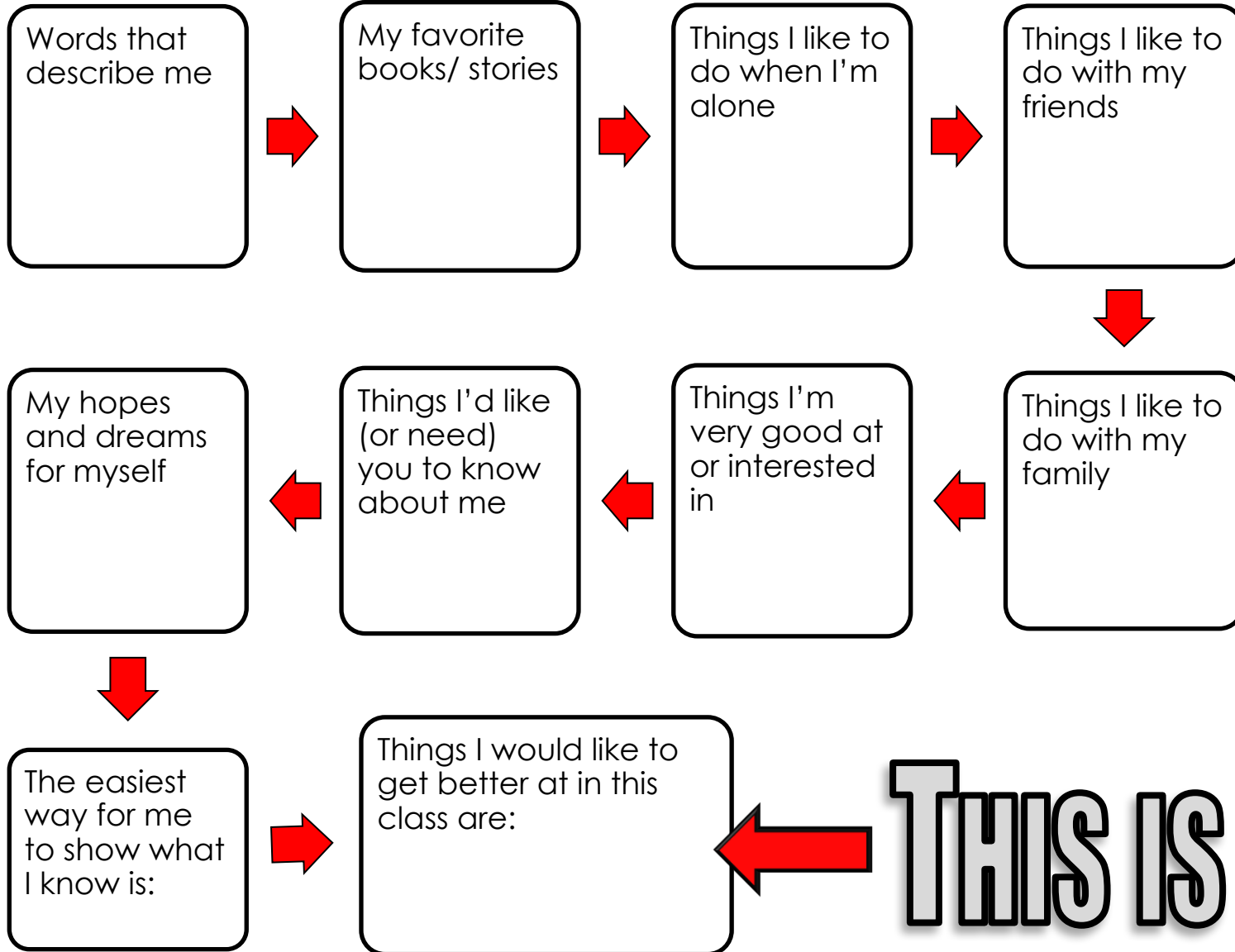


Individual Profiles

self reports

Who Am I? Profile

Name:



Here are a few of my favourite things to do...

I love to

I love to

I love to

Google images



watch movies



+Shelley



Web

Videos

Images

News

Apps

More ▾

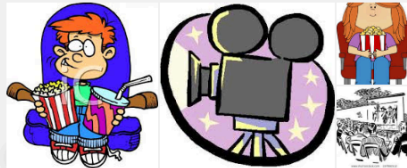
Search tools



SafeSearch ▾



At Home



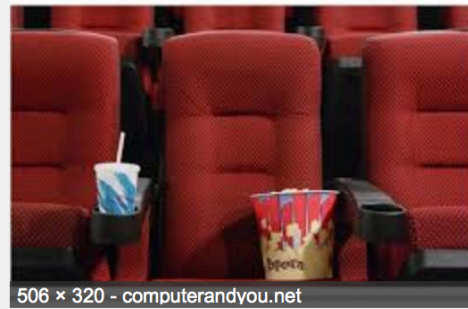
Clipart



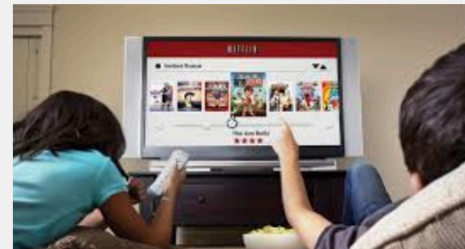
Online



Online For Free Witho...



506 × 320 - computerandyou.net





Here are a few of my favourite things
to do...

I love to watch movies

_____.



I love to cook

_____.



I love to read

_____.

Here are some things that I....

...am good at.

...don't like.

...interested in.

Here are some things that I want to get better at...

...at home.

... at school.

... all the time.

Some things I want to get better at, at home...

- Keep my room clean
- Help out with chore around the house
- Get enough sleep
- Don't sleep too much
- Help with cooking
- Do the dishes
- Do my laundry
- Do all my homework
- Work out



Name: **Susan**

Grade: 12

1	class	Teacher/ EA
A	Cafeteria	Ms. Ho
B	P.E.	Mr. Tuerlings
C	Planning	Ms. Zanikos
D	Resource	Ms. Moore

Some things that I am good at:

Taking photos, dancing, computers, cooking, swimming, video games, with animals, Math, art, reading, science.



Things I really like:

Sleeping, school, swimming, the beach my family, traveling, playground, movies, ride bike



Some things you need to know about me:

I wear glasses. I am good at the computer. Sometimes I take the bus to school. I can do my own locker. I can go to class by my self.

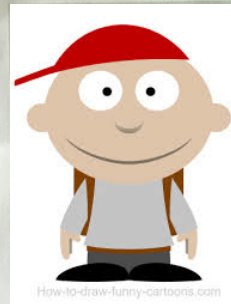


Some things I want to get better at this year:

-to ask for help more often
-change for P.E.
-to get to class on time
-burp quietly



The easiest way to show what I know is: -writing, drawing. Talking, doing it, showing



Name: **Scott**

Grade: 9

1	class	Teacher/ EA
A	Art	Ms Butler
B	science	Ms Pickell
C	APPLS	Ms Moore
D	gym	Steve

Some things that I am good at:

I am good at wii and game cube and painting



Things I really like:

I like internet swimming alouette lake friends



Some things you need to know about me:

im good at swimming and listening to radio and I have a laptop



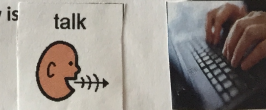
Some things I want to get better at this year:

Computers and making friends



The easiest way to show what I know is

The easiest way is talking and typing.





How-to-draw-funny-cartoons.com

Name: Aron

Grade: 9

1	class	Teacher/ EA
A	Science	Mr. Alexis
B	English	Ms. Jones
C	Resource	Ms. Moore
D	gym	Mr. Dhaliwal

Some things that I am good at:

Studying homework dog walking horse back riding games basketball

Things I really like:

video games basketball animals walking my dog fishing

Some things you need to know about me:

I'm in grade 9 I'm 5'11 and I like basketball a lot I take the bus to school in the morning not afternoon I also do horse back riding in block C. I have autism

Some things I want to get better at this year:

English

The easiest way to show what I know is:

By talking, by asking, by doing it



Name: Ashok

Grade: 10

1	class	Teacher/ EA
A	Foods 9	Ms. Kenakin
B	Social studies 10	Ms. Dunn
C	APPLS	Ms. Moore
D	P.E	Mr. Dhaliwal

Some things that I am good at:

I am really good working on the computer, and video games. I'M also good at drawing.

Things I really like:

I really like to design cars and I like hanging out with family and friends.

Some things you need to know about me:

Things you need to know about me is I'M a fun loving guy that's in a wheelchair and I really like people around me. And another thing you need to know about me is that my wheelchair is not a ride.

Some things I want to get better at this year:

This year I want to get better at making friends, helping others, and not worrying.

The easiest way to show what I know is:

Writing, talking, and drawing.



Name: Ryan
Grade: 11
Teacher: Mrs. Smith

I like to play hockey and play video games and basketball. Those are my fun things to do.

I like to ride my bike outside I can go so fast on my bike. My favourite sport to watch is hockey. I like to see my uncles at their house.

Sometimes I can't see when things are small. It is too hard to see. I can take notes when they are really far for me to see it. I take the school bus to go home every day.

I would like to learn math and how to do more things on the computer. I would also like to make more friends at school.

The easiest way for me to show my learning is to type it.



Name: David M.

Grade: 8

Teacher: Ms. Wayne

My name is David. I am in grade 8. I go to McNair Secondary. I am good at PE and Reading and Art, but I need help with Science, Math.

When I have free time I like to watch movies and play video games.

Some things that help me are when people speak clear and not too fast. I also have a hard time when people are bossy to me.

Other things that really help me are when I can sit near the front of the class. When I can have directions it helps if they can be repeated and if they are given to me one at a time, or if they are written as a list on the board.

Sometimes I can't see well so font that is large and dark help me. And if I am feeling tired I might need a break from that is hard.

I work best when I am by myself or with one other person.

I like when my teachers have a sense of humour and tell me when I am doing a good job.

Who are our pilots!?

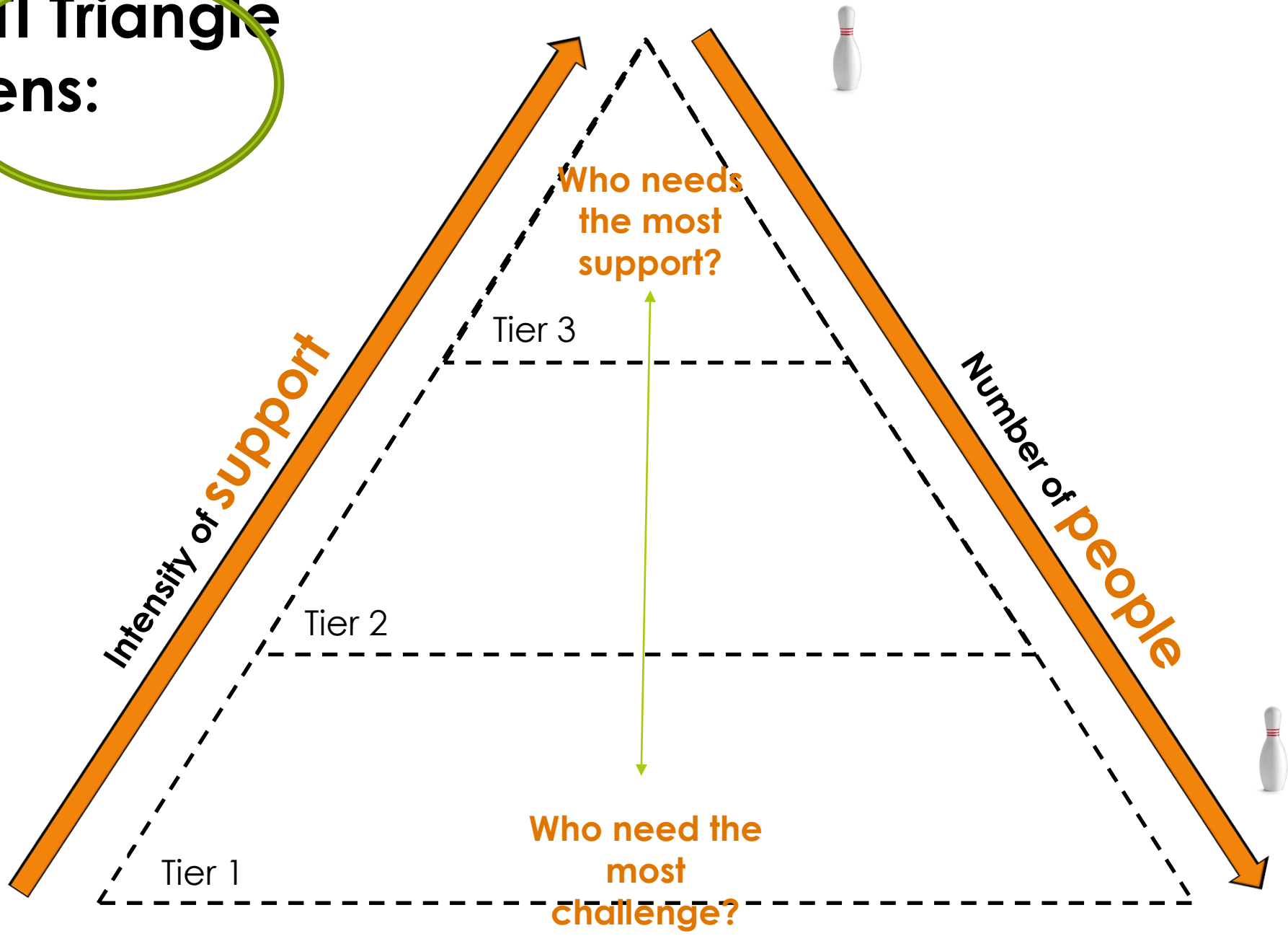


**WHO
are we?**

RTI

Response to Instruction

RRI Triangle Lens:

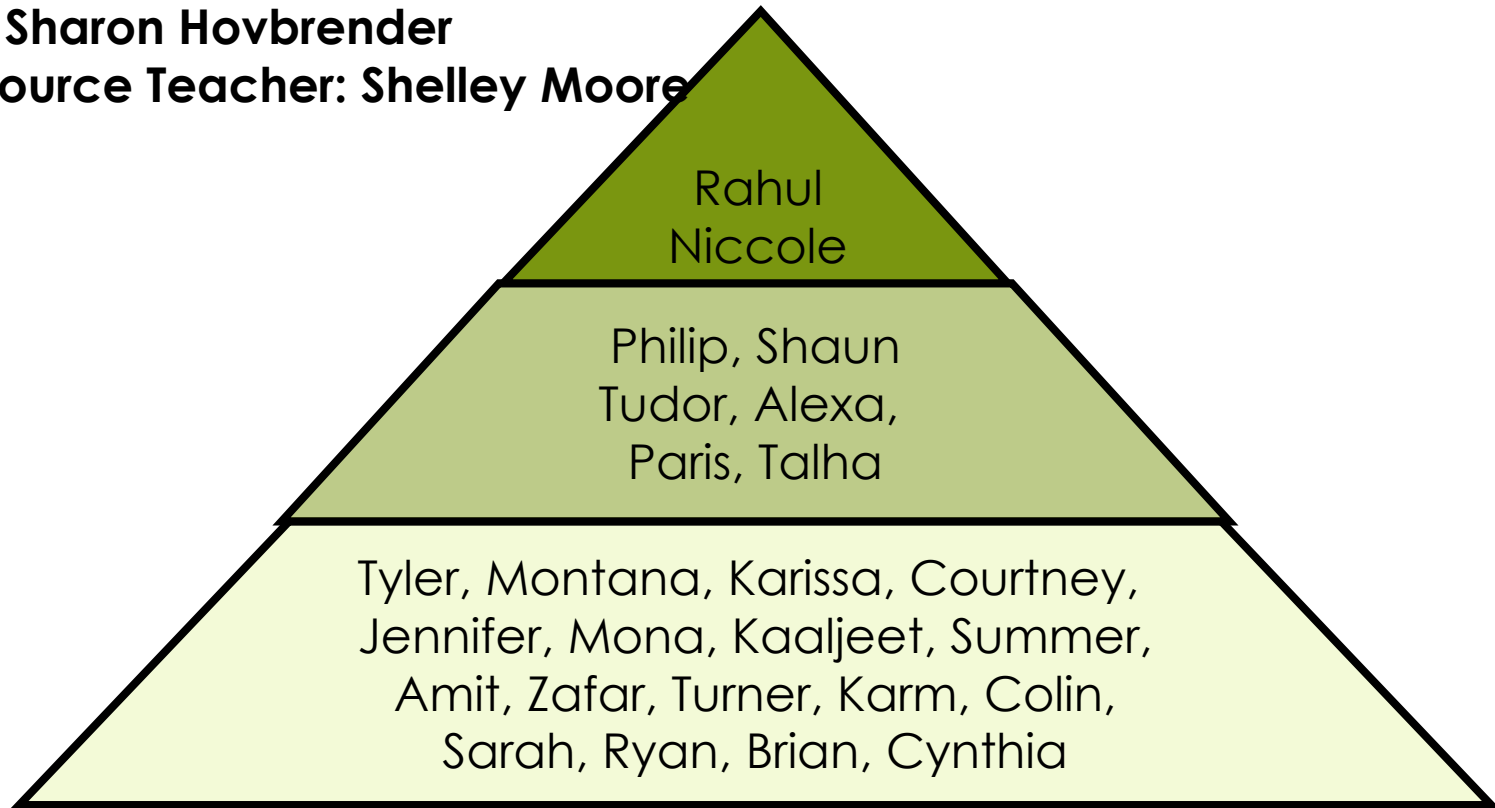


Lens: Grade 9 – Social Studies

Teacher: Bryce Miller

EA: Sharon Hovbrender

Resource Teacher: Shelley Moore



Regular Outcomes

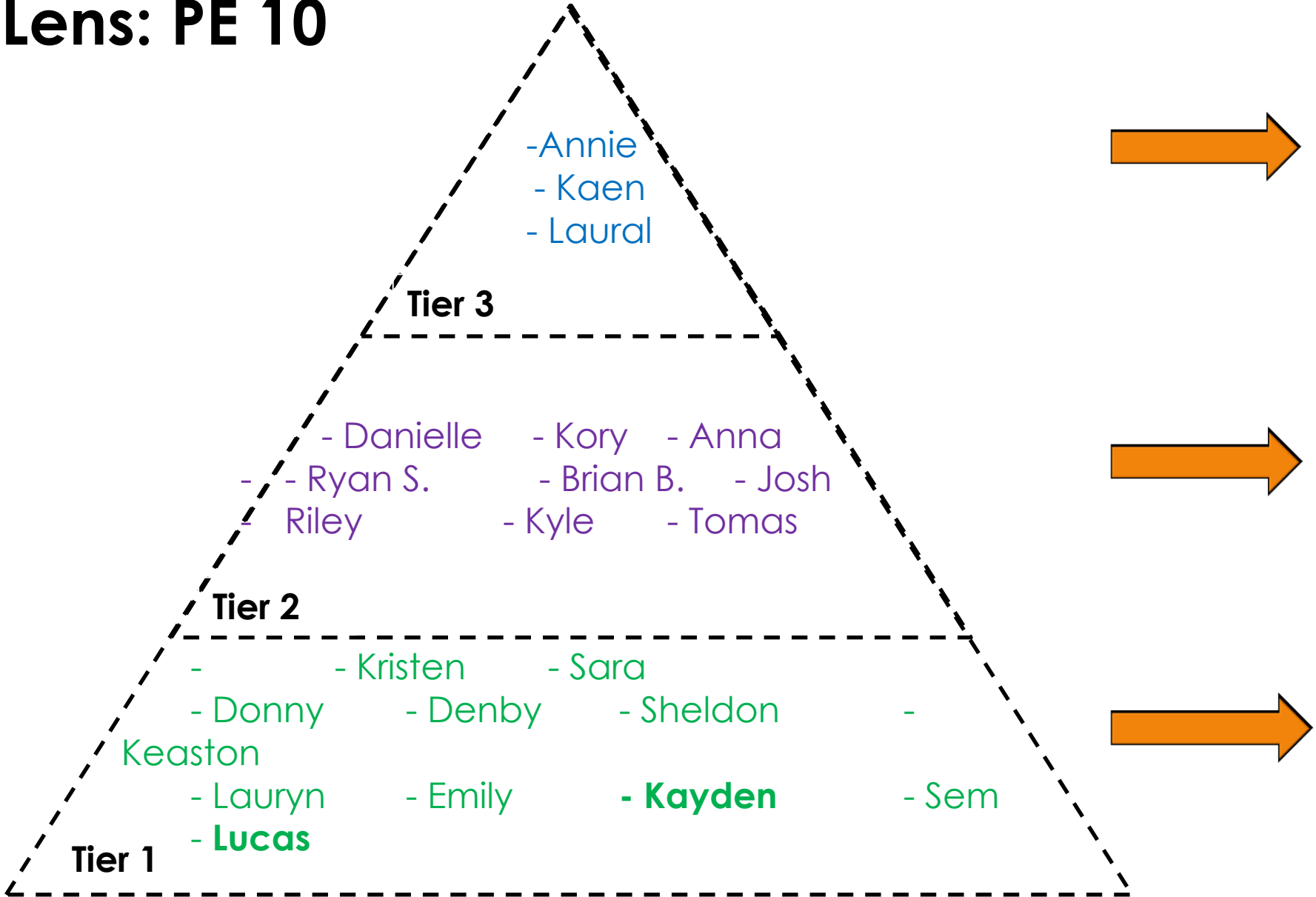
RTI Triangle

Lens: Math 8



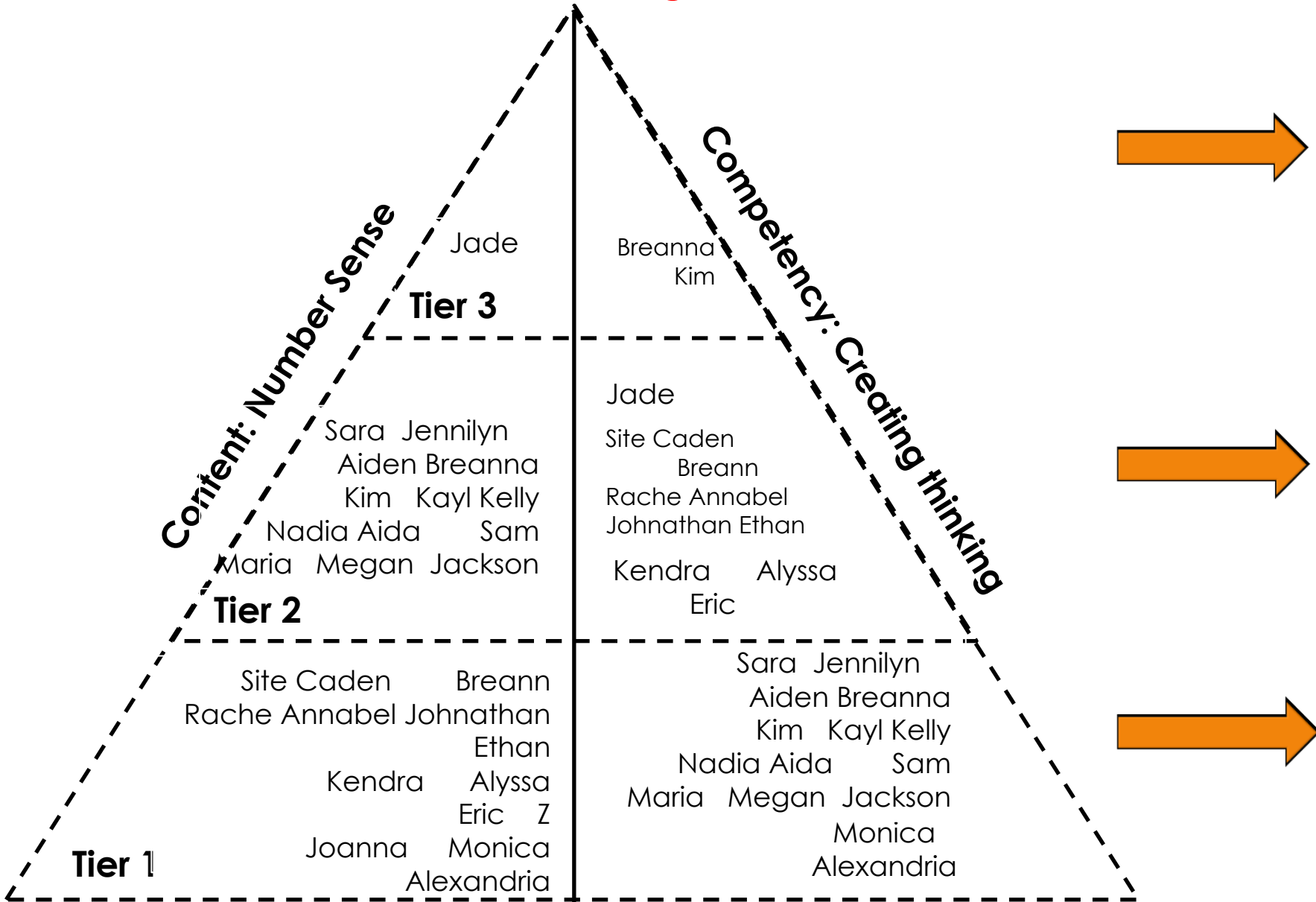
RTI Triangle

Lens: PE 10



RTI Triangle: Social Studies 11

Lens: Social Studies/Critical thinking



Class Profile

(Brownlie & King, 2000)

Class Review Recording Form

Classroom Strengths

Classroom Stretches

Interests

Goals

Decisions

Individual Concerns

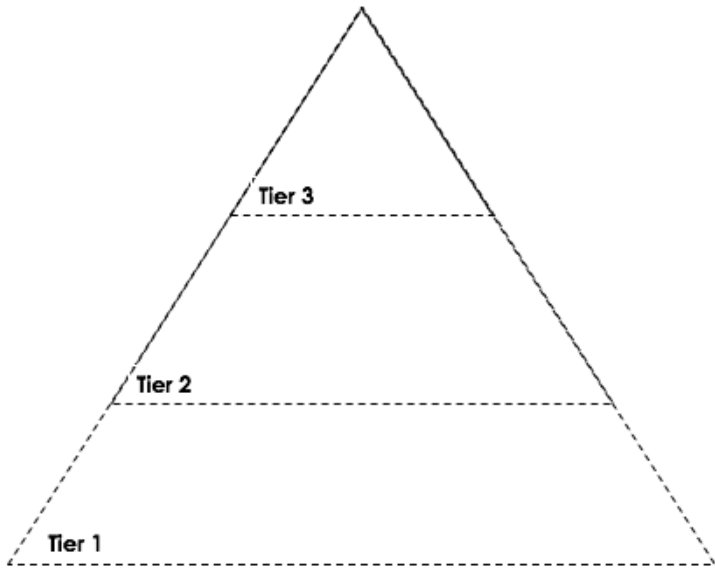
Medical

Language

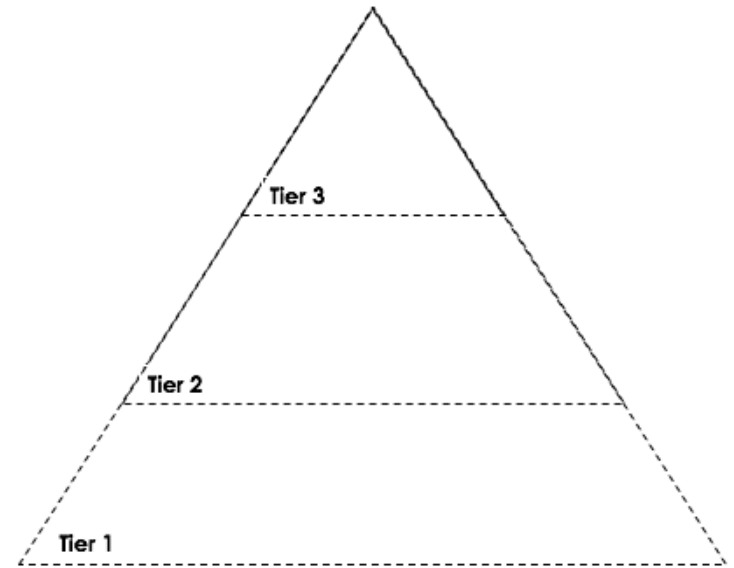
Learning

Socio-Emotional

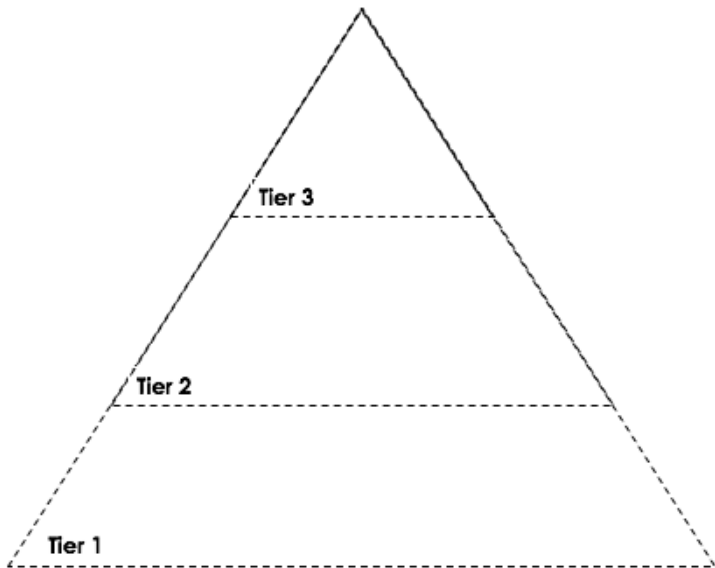
Other



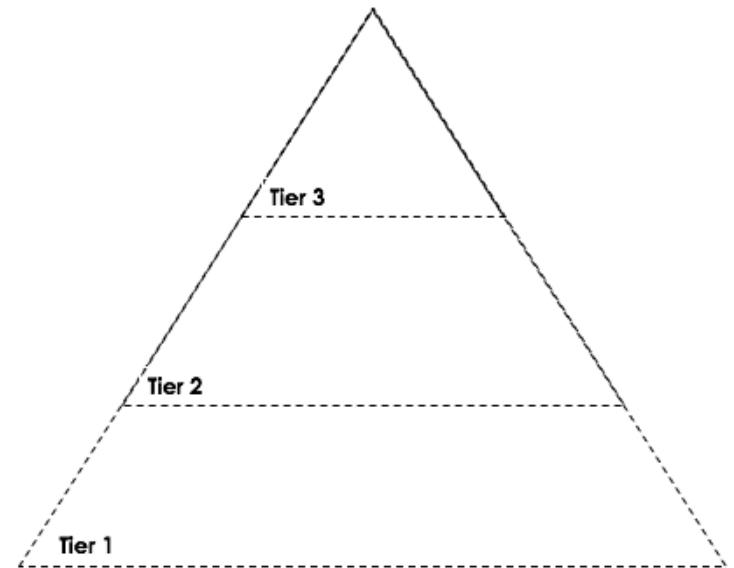
Literacy



Numeracy



Behaviour



Social Emotional

Response to Instruction (RTI)

Four assumptions to RTI

1. We can effectively teach all students in our community
2. Early instruction of support
3. Research based instruction
4. Shifting our support models

1. **We** can effectively teach all students in our community



2. Early instruction of **support**

We don't diagnose student needs to find out "what's wrong" with the student.

We diagnose student needs to determine the supports that we will immediately provide.

3. Research Based **Instruction**

The most dangerous phrase in the language is "we've always done it this way."



4. **Shifting** our support models



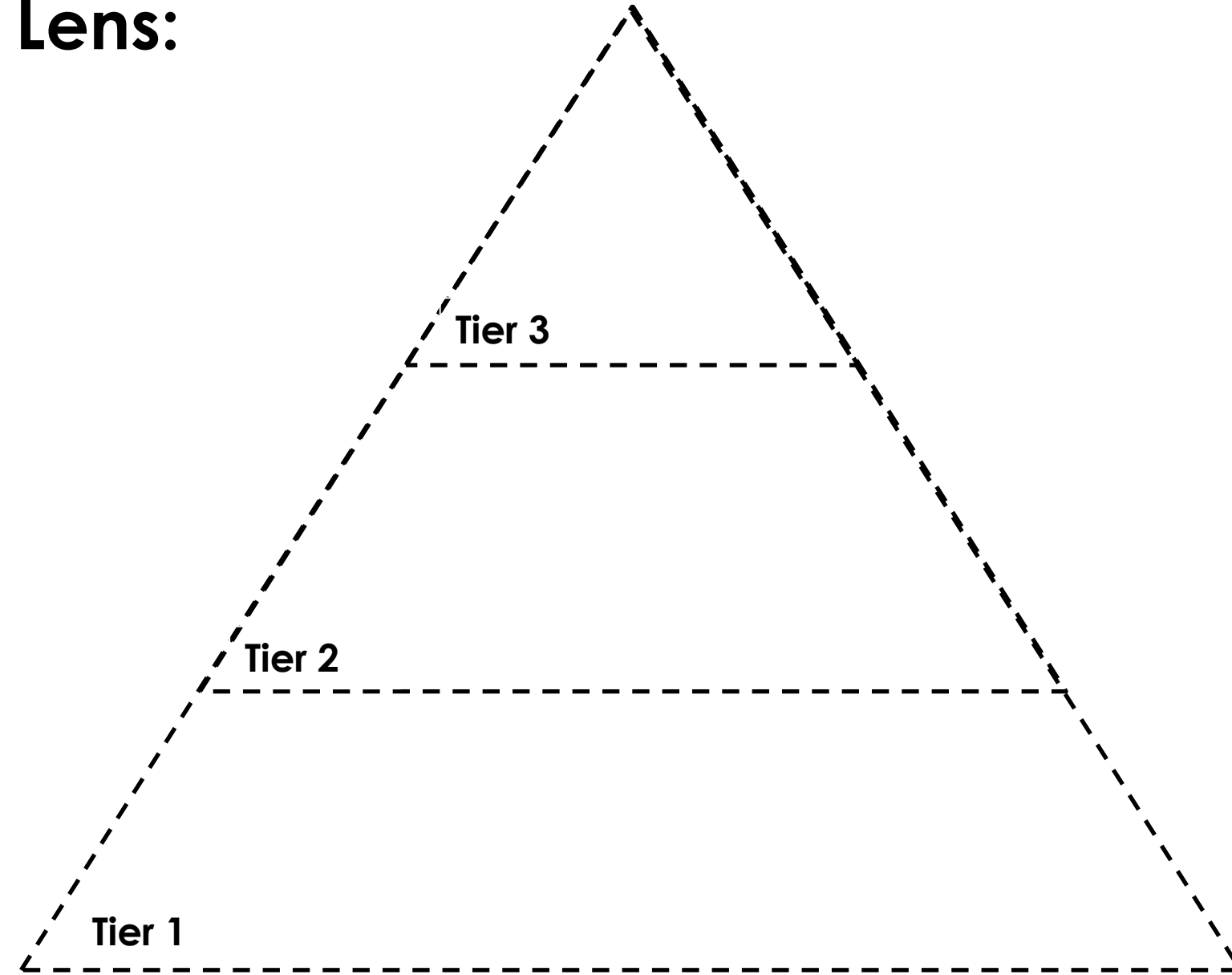
Response to Instruction (RTI)

Four assumptions to RTI

1. We can effectively teach all students in our community
2. Early instruction of support
3. Research based instruction
4. Shifting our support models

RTI Triangle

Lens:



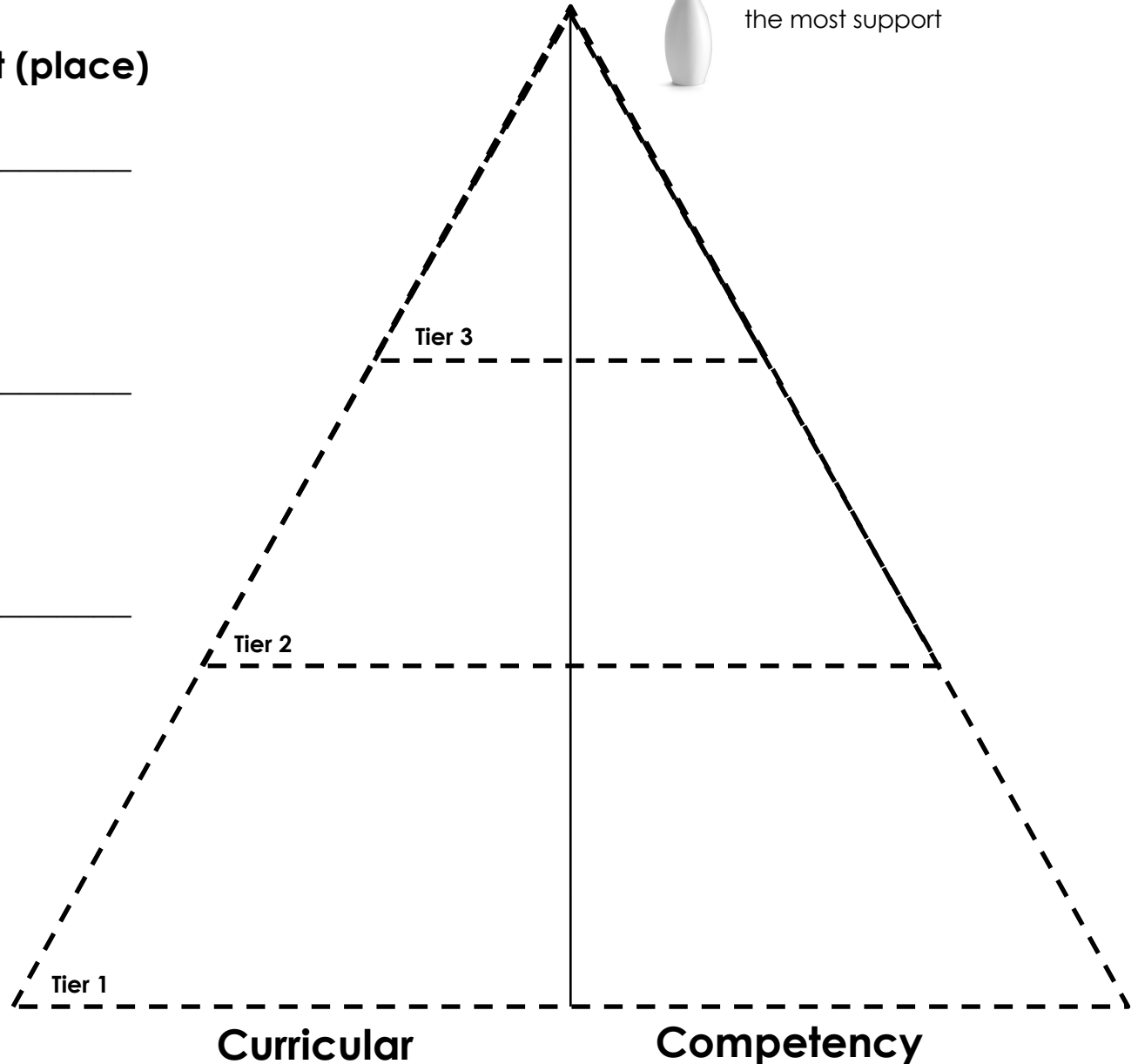
RTI Triangle

Grade/Course/Subject (place)

Lens 1:

Lens 2:

Students who need
the most support



Students who
need the most
challenge



Tier 1

Tier 3

Tier 2

Curricular

Competency

Teaching to a range of diversity?

- Who are we teaching and what is their range? (the pilots)
- What is the curriculum that we teaching? (the plane)
- How does the curriculum represent the range of our learners? (the adjustments)
- How are we giving students the agency to make the adjustments they need to be successful? (teaching the pilots to fly the plane)

Making a plan!

- What is one thing that is useful from today?
- What is one thing you are going to try?
- What is your first step?
- Who can support you?

Next time!

- Bring back an artifact!
 - Something you tried
 - Something you noticed

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Teaching and Empowering Students with Special Needs

About

App-Tastic

Handouts

Resources

Conferences

BC Teachers of English Language Arts

National Council of Teachers of English

Special Education Association of British Columbia
Mind

School Districts

Conferences

Post Secondary

Community

Organizations

Multiple and Diverse Texts

Using Multiple and Diverse Texts

Conference 2015: Planning with All Students in

Edit

[about.me](#)

[Shelley Moore](#)

Inclusion Consultant



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