

www.blogsomemoore.com

The screenshot shows the homepage of the website 'blogsomemoore'. The header features the site name 'blogsomemoore' and the tagline 'Teaching and Empowering Students with Special Needs'. Below the header is a dark navigation bar with four menu items: 'About', 'App-Tastic', 'Handouts', and 'Resources'. The 'Handouts' menu is currently selected, and a sub-menu is visible with the following items: 'School Districts', 'Conferences', 'Post Secondary', 'Community', and 'Organizations'. The main content area is divided into two columns. The left column contains a 'Conferences' section with a list of items: 'BC Teachers of English Language Arts', 'National Council of Teachers of English', and 'Special Education Association of British Columbia'. The right column contains an 'about.me' section with the name 'Shelley Moore' and the title 'Inclusion Consultant'. Below this are social media icons for Twitter, LinkedIn, and WordPress. At the bottom of the right column, there is a section titled 'You are following this blog' with a sub-header and a paragraph stating 'You are following this blog, along with 895 other amazing people (manage)'.



@tweetsomemoore

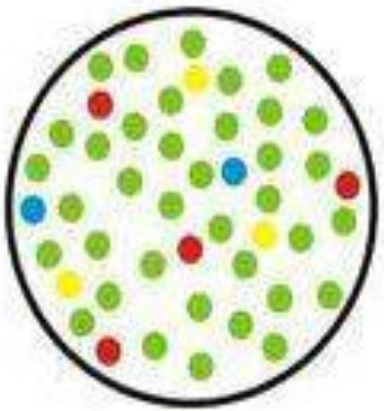


@proudtobeanoutsidepin

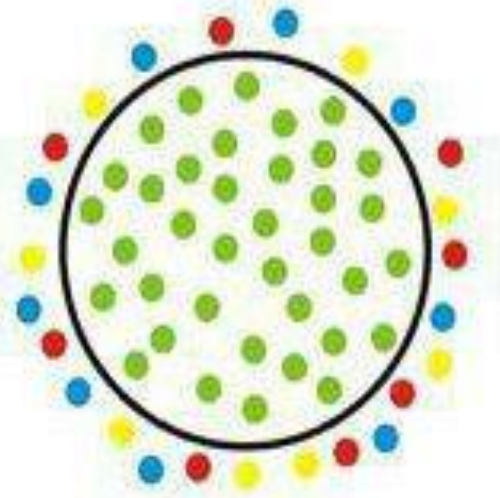
Inclusive Education

- ▣ Questions
- ▣ Goals for today

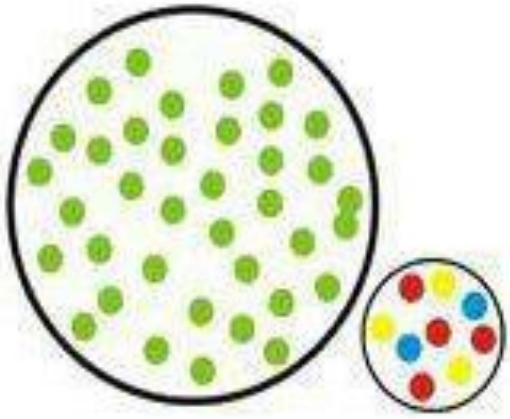
The Rationale



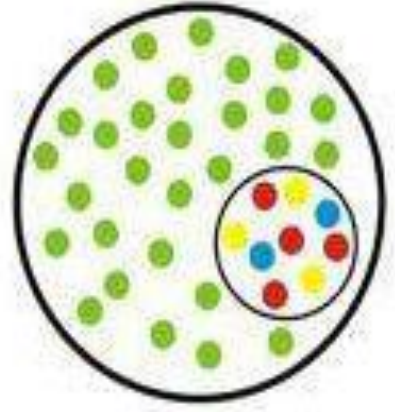
Inclusion



Exclusion

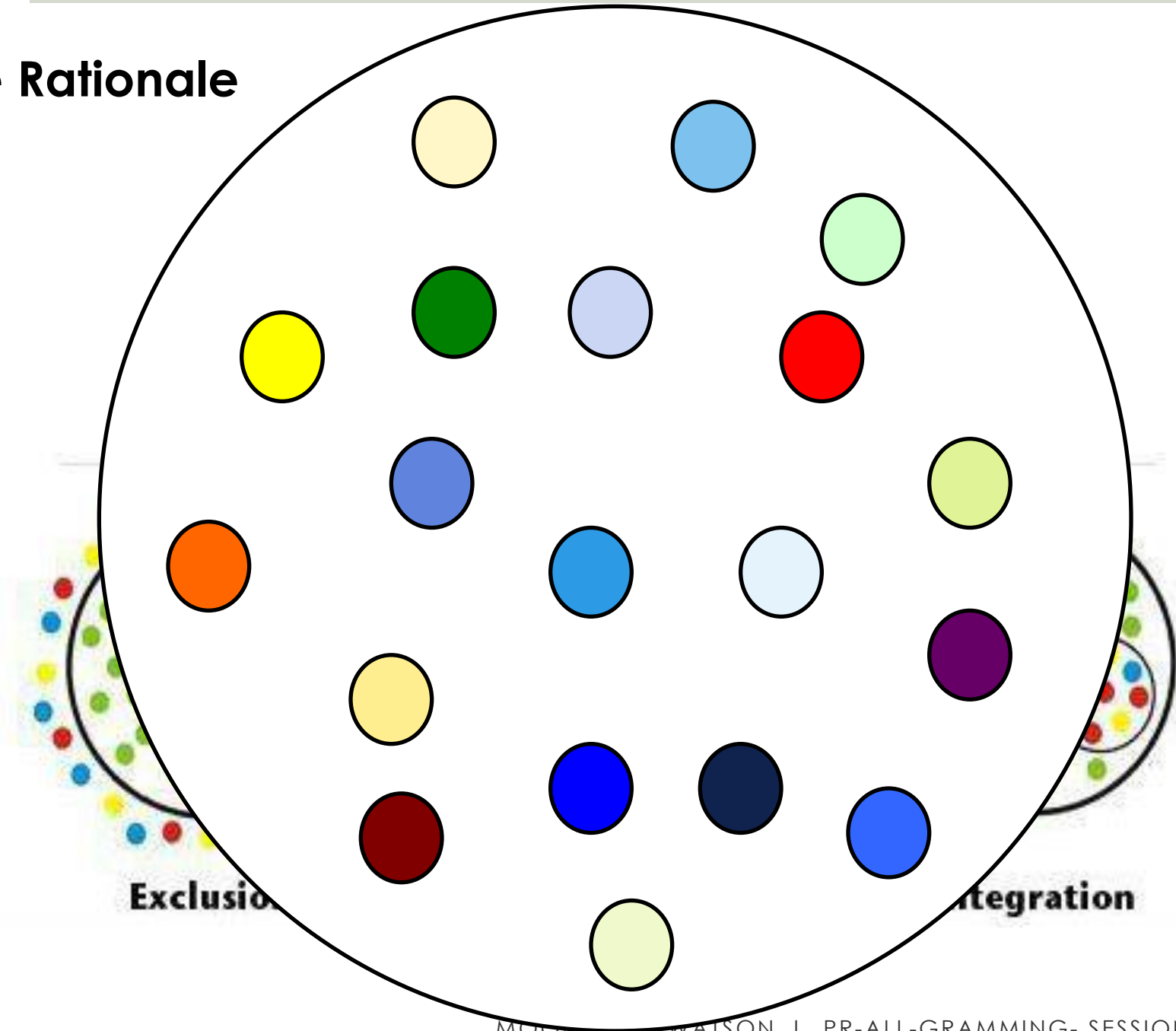


Segregation

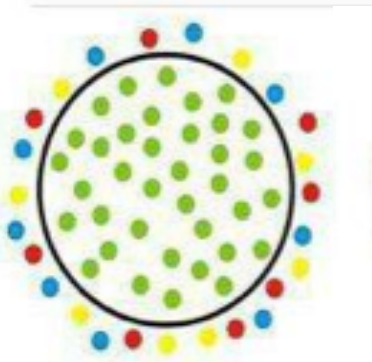


Integration

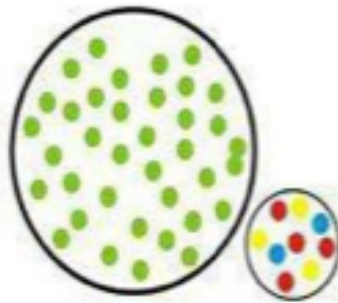
The Rationale



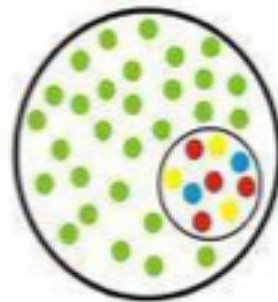
The evolution of inclusion



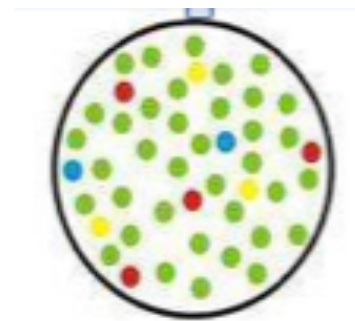
exclusion



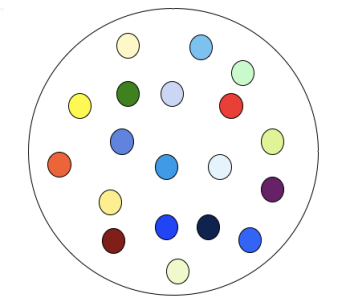
segregation



integration



inclusion



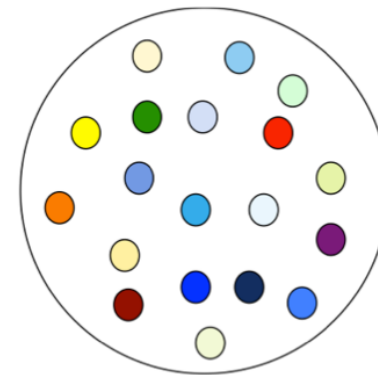
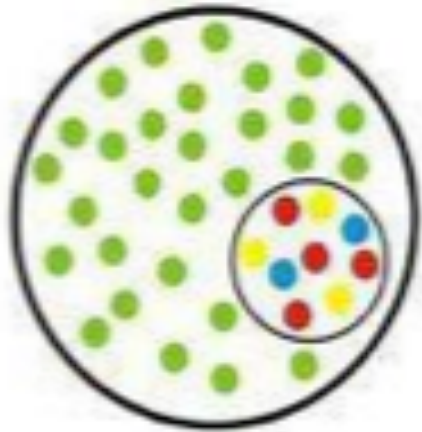
teaching
to diversity



How do we move?

How do we move from...

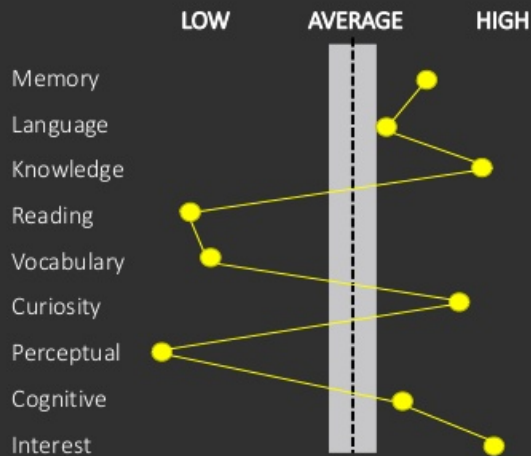
Containers of integration



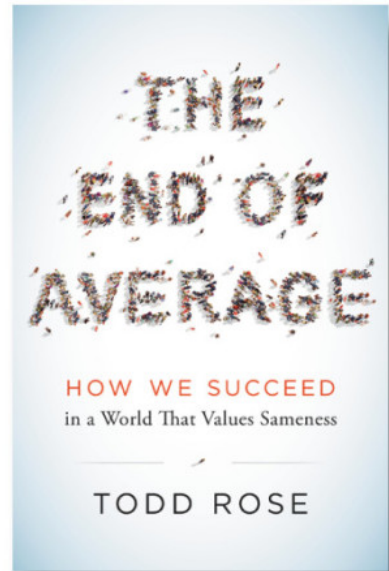
**Communities of
Diversity & Inclusion**

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 build an adjustable curriculum?

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

Who are our pilots!?

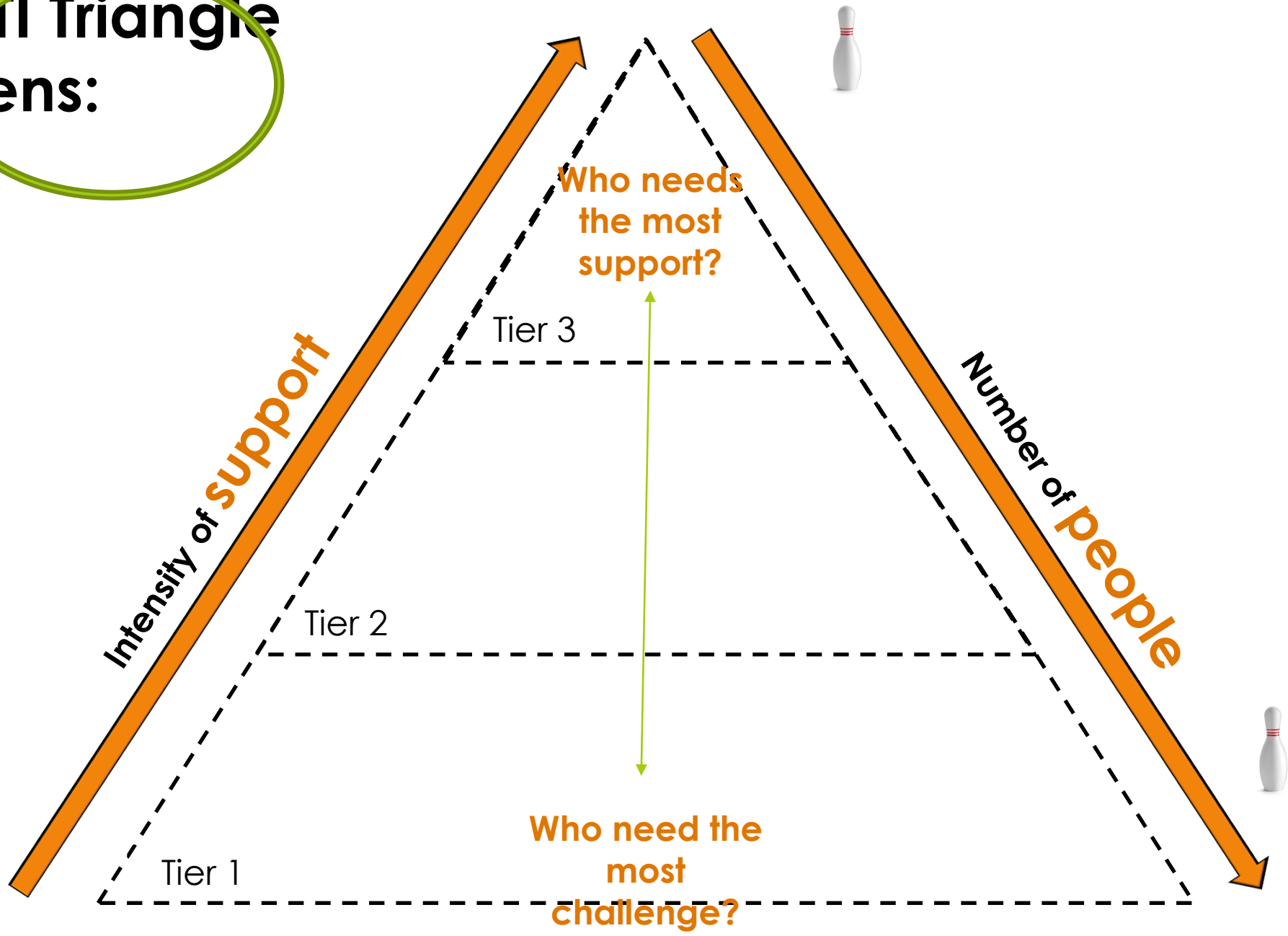


**WHO
are we?**

RTI

Response to Instruction

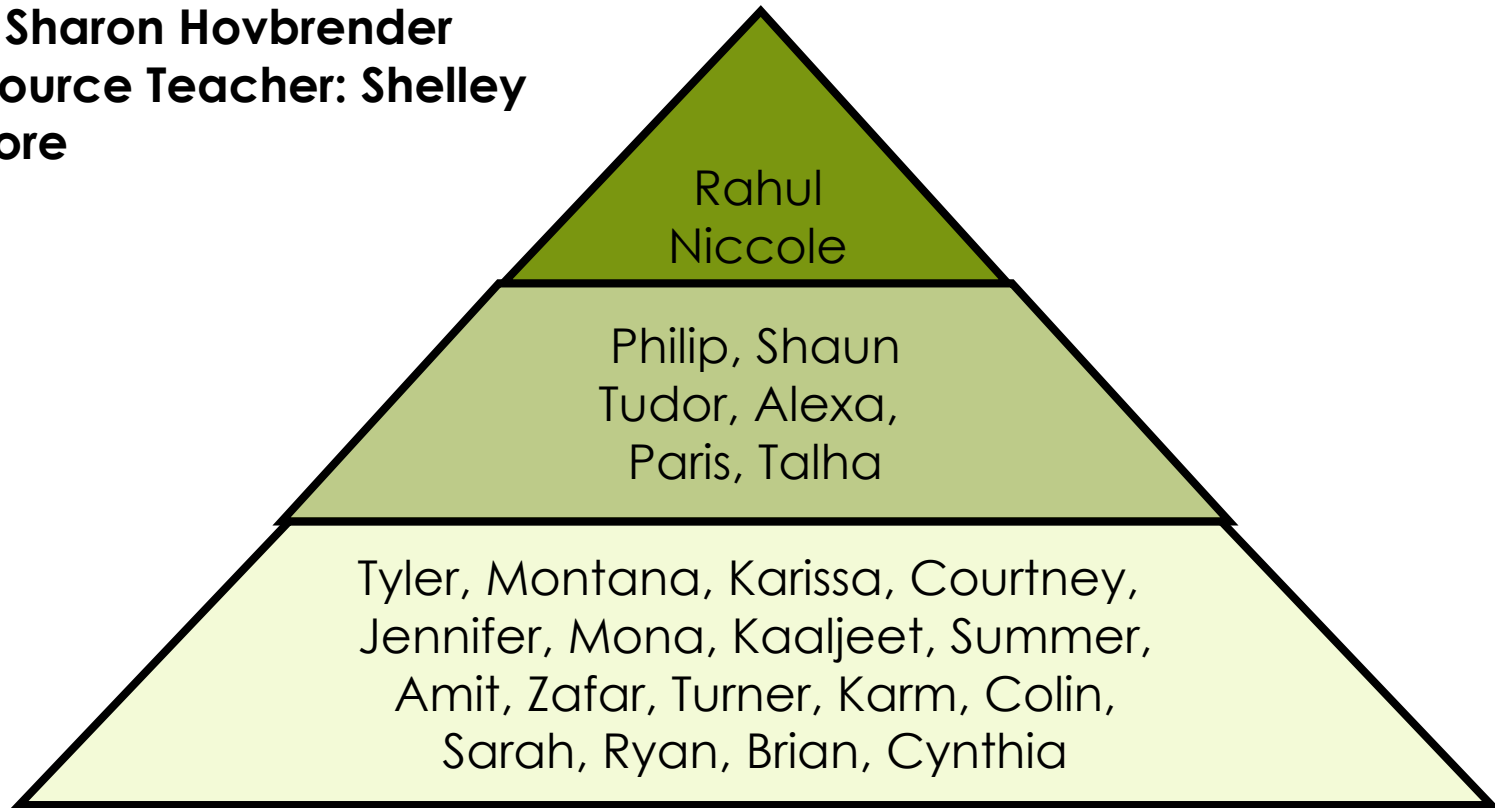
RRI Triangle Lens:



Lens: Grade 9 – Social Studies

Teacher: Bryce Miller

EA: Sharon Hovbrender
Resource Teacher: Shelley Moore



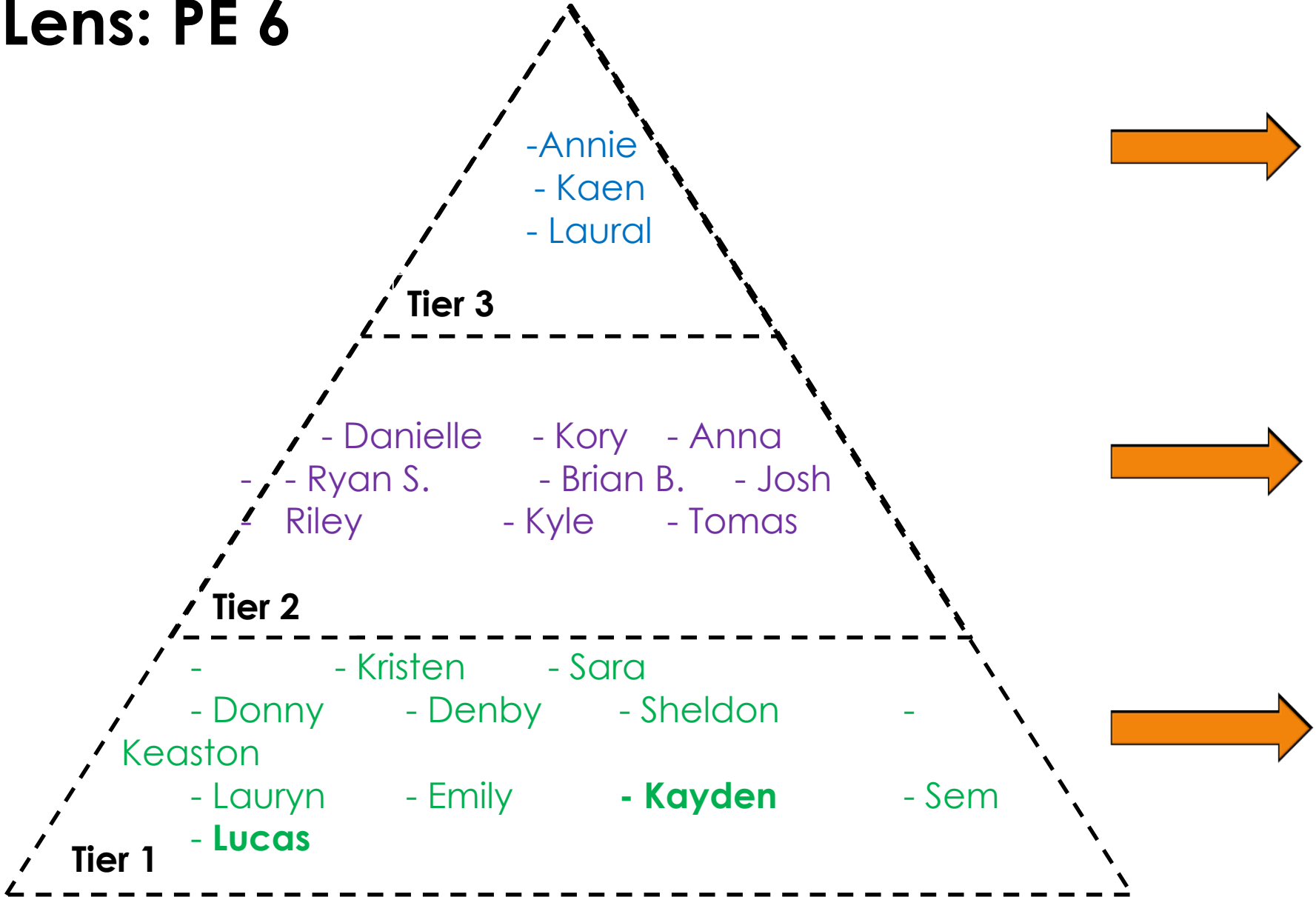
RTI Triangle

Lens: Math 10



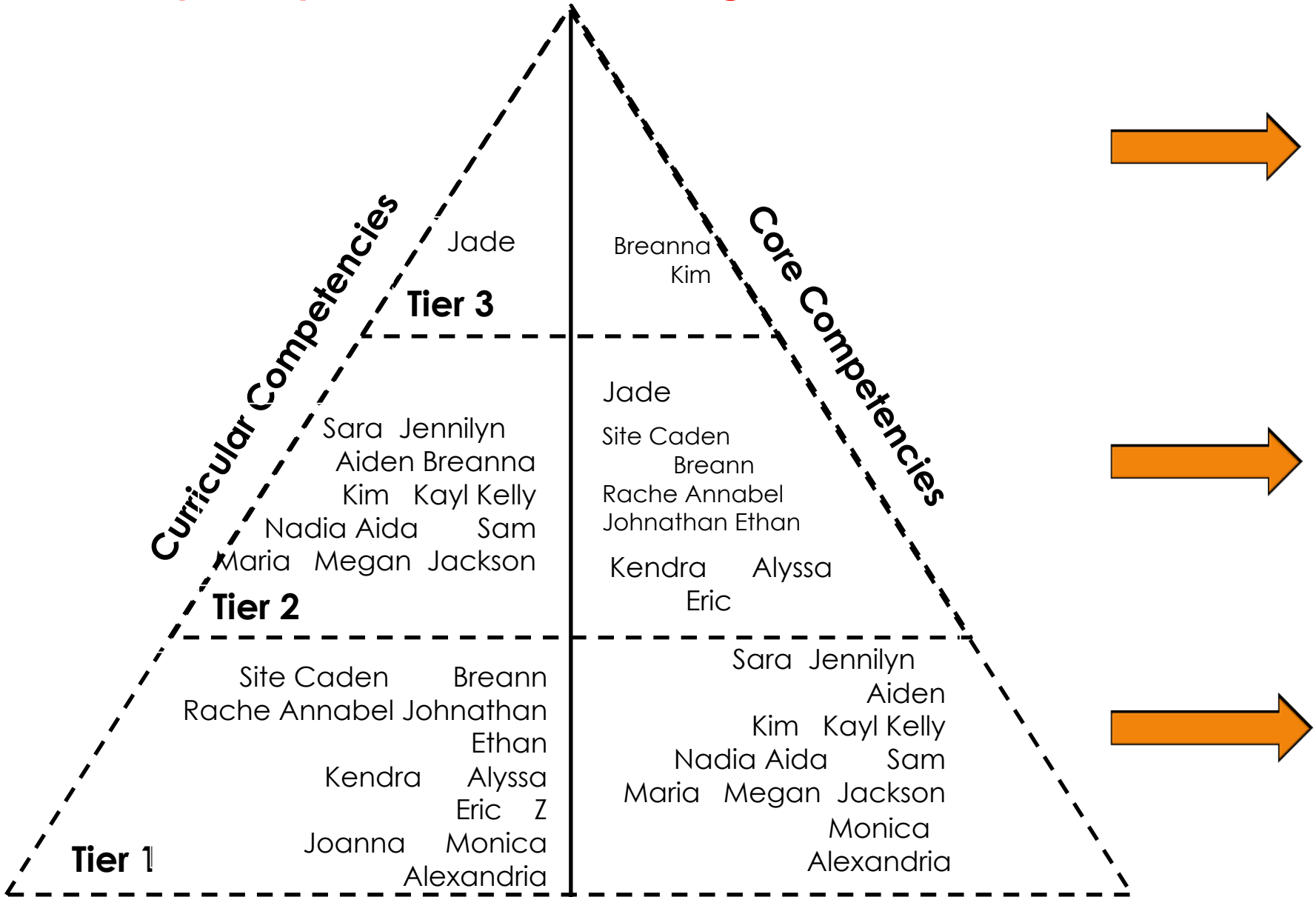
RTI Triangle

Lens: PE 6



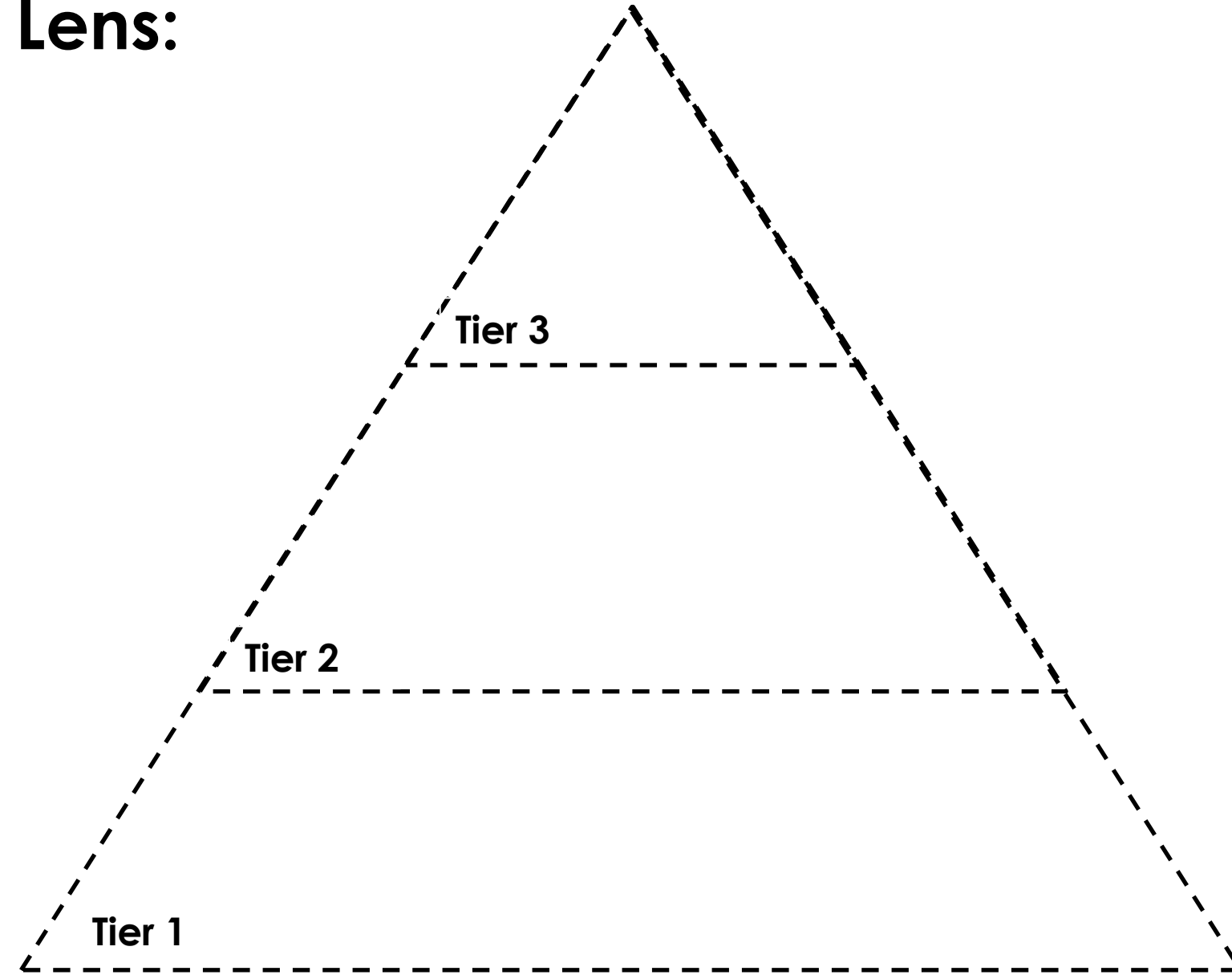
RTI Triangle: Kindergarten

Lens: **Shape & Space/Creative thinking**



RTI Triangle

Lens:



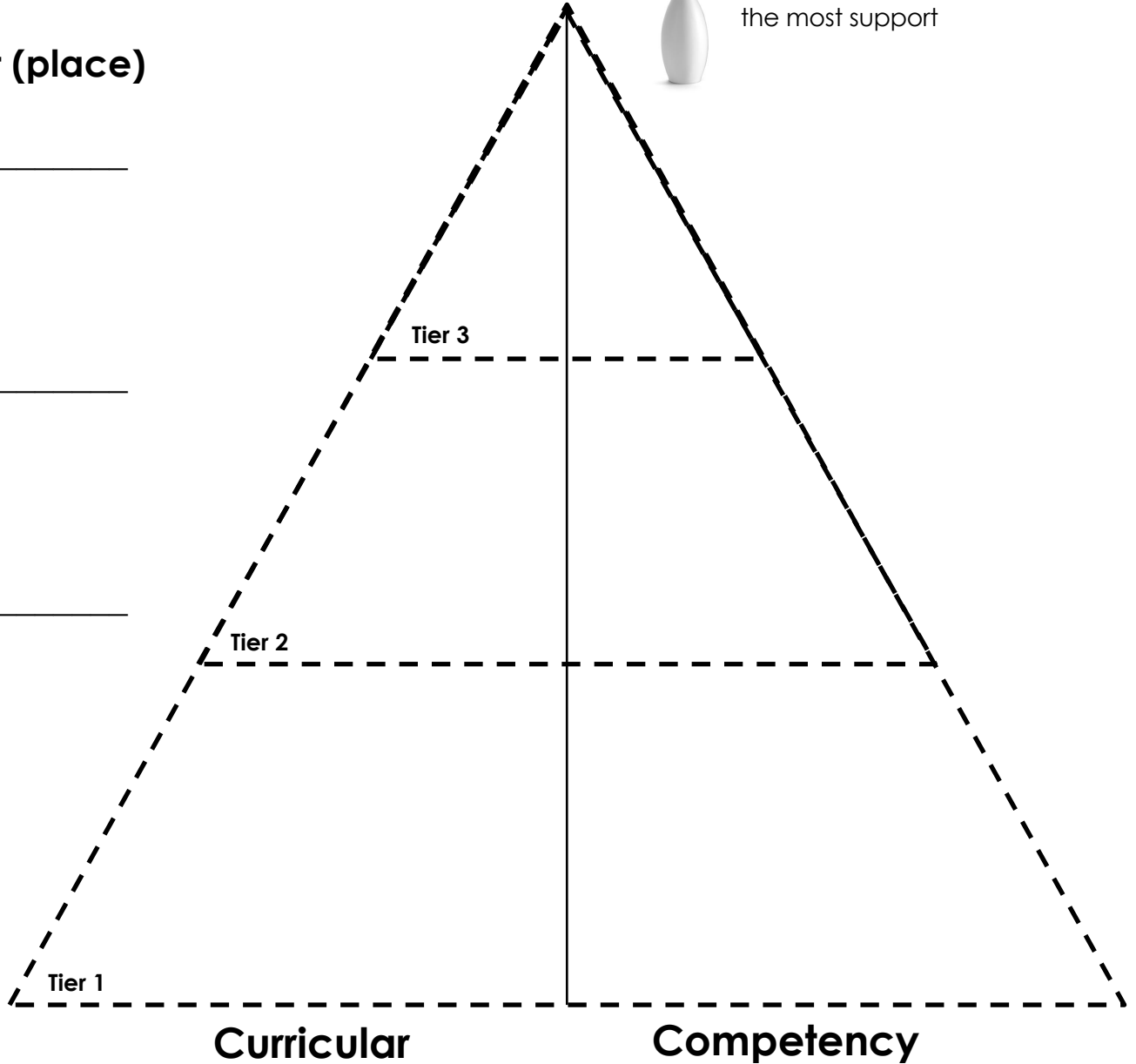
RTI Triangle

Grade/Course/Subject (place)

Lens 1:

Lens 2:

Students who need
the most support

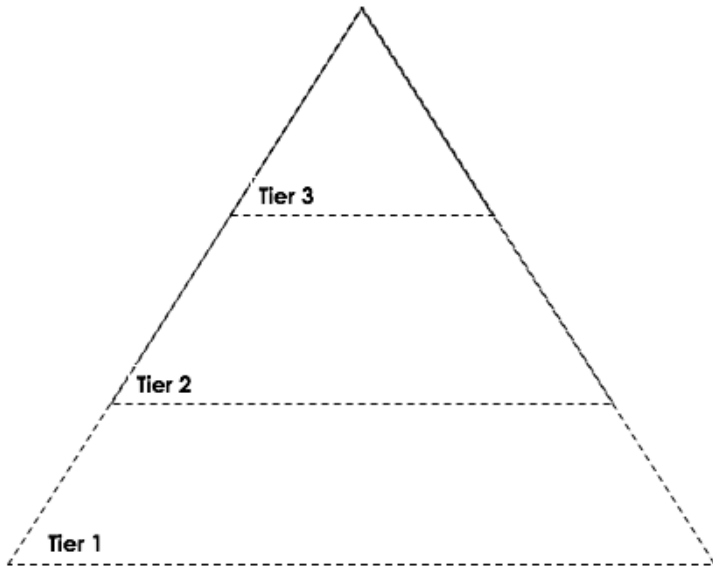


Students who
need the most
challenge

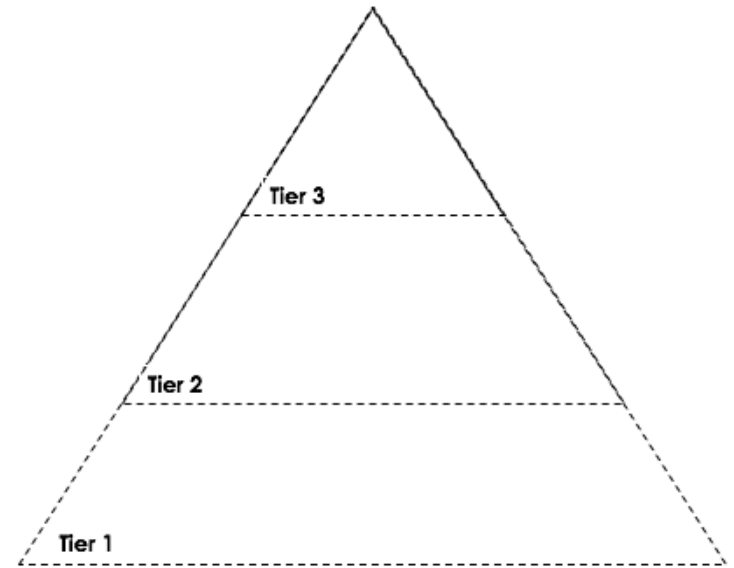


Curricular

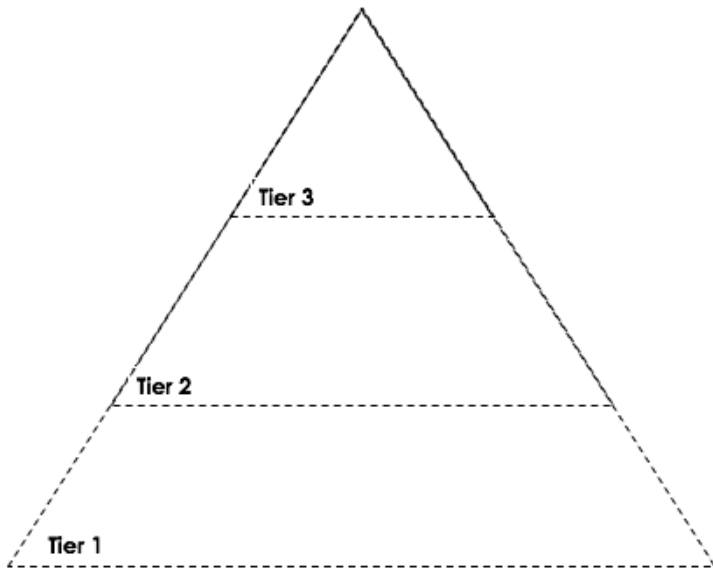
Competency



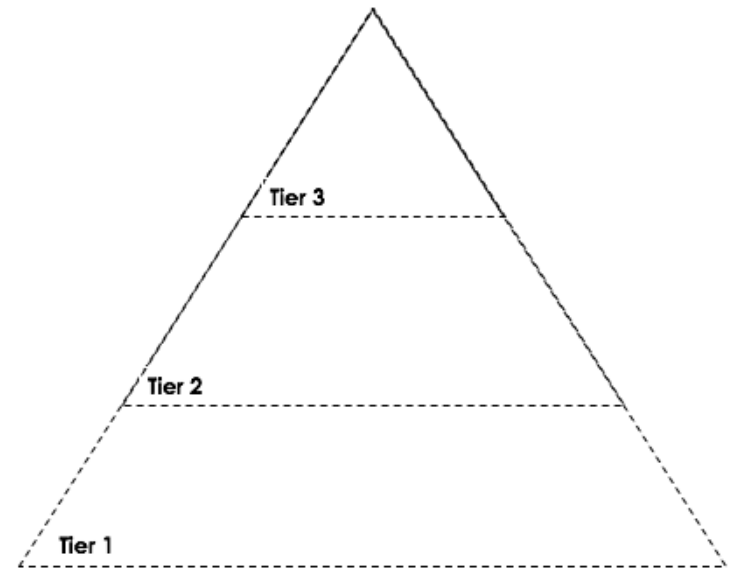
Literacy



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



Menu

For Support Teachers



- **Co-teaching**
- **Working with small groups**
- **Co-planning**
- **Observation & Consultation**
- **Finding/creating materials & resources**
- **Setting up technology**
- **Supporting an EA**

Brownlie & King, 2011

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.

Assess the Environment

Teach the supports

3. Research based **Instruction** that is **goal** based, not **task** based

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



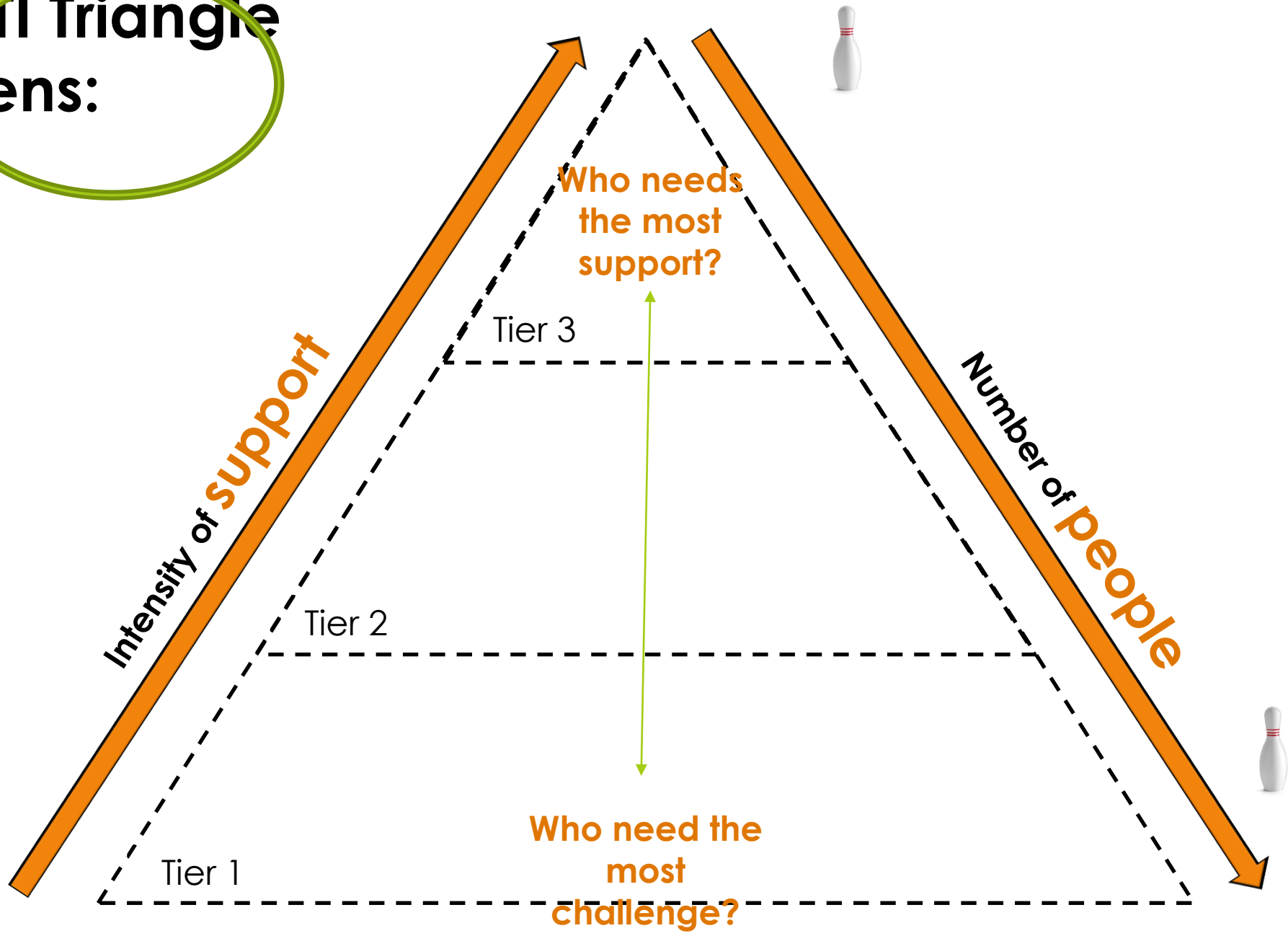
Differentiating goals, not activities

4. **Shifting** our support models

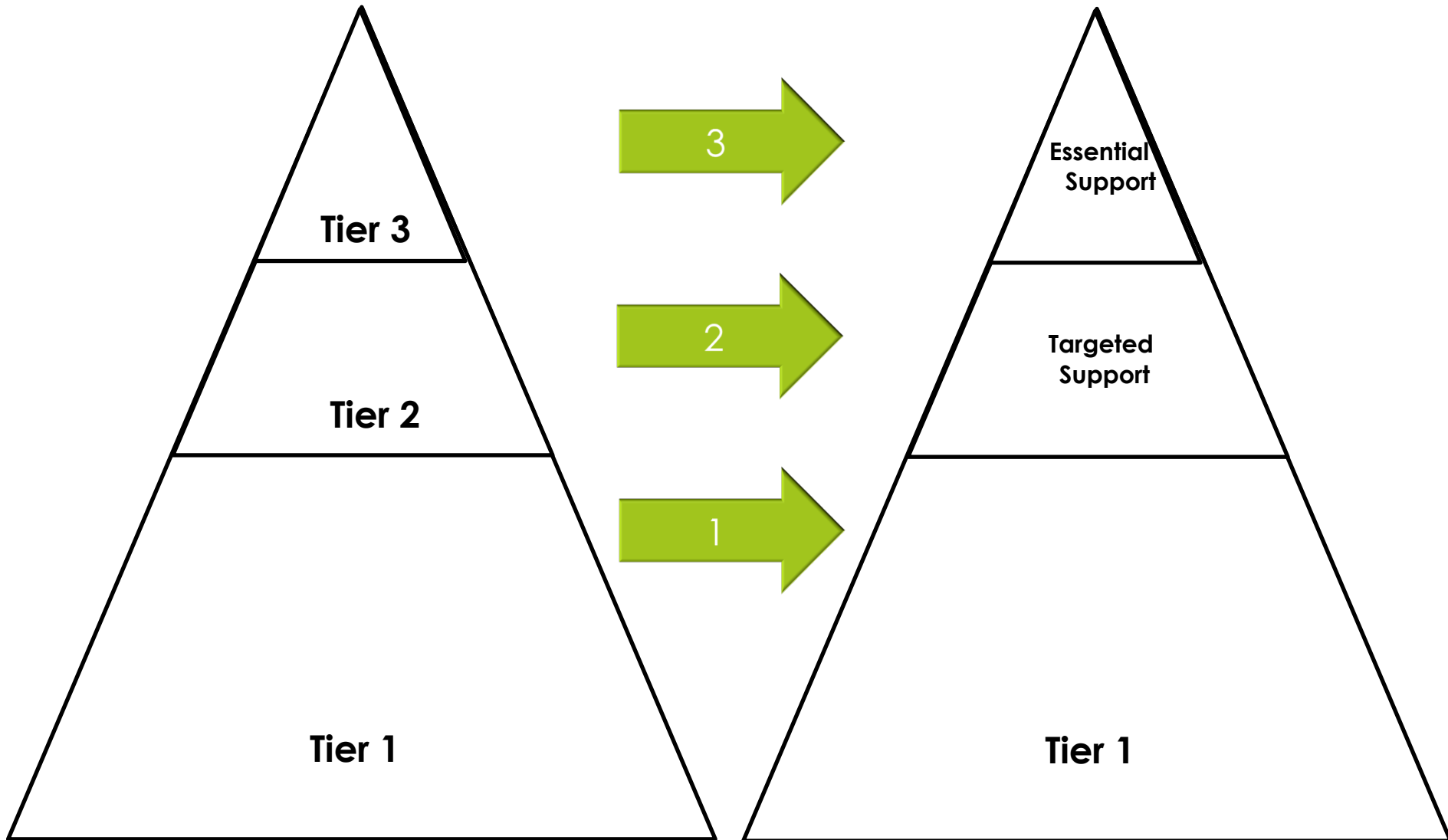




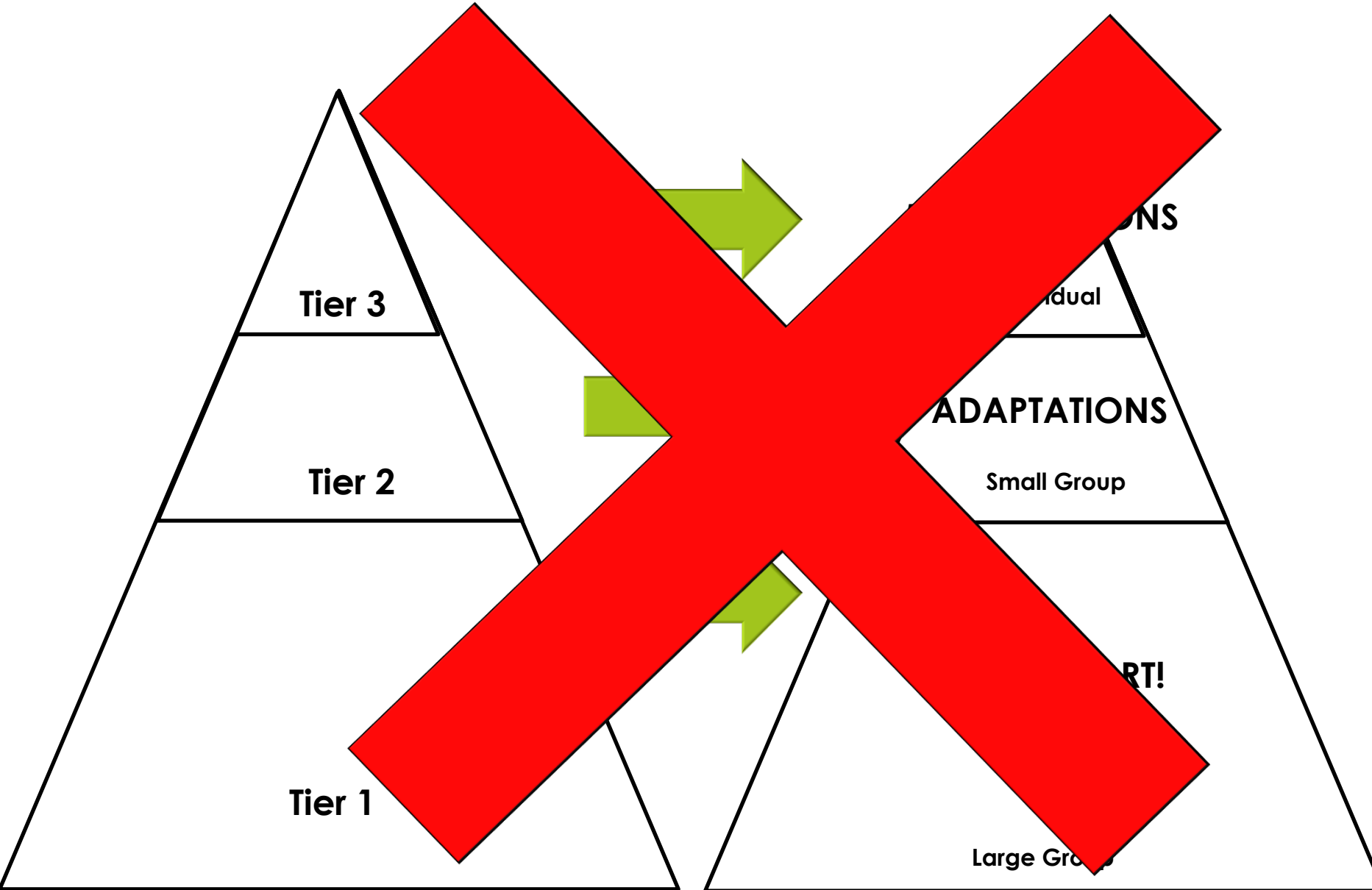
RRI Triangle Lens:



Designing Supports for a DIVERSE group



Designing Supports for a DIVERSE group



Desianina Supports for a DIVERSE group



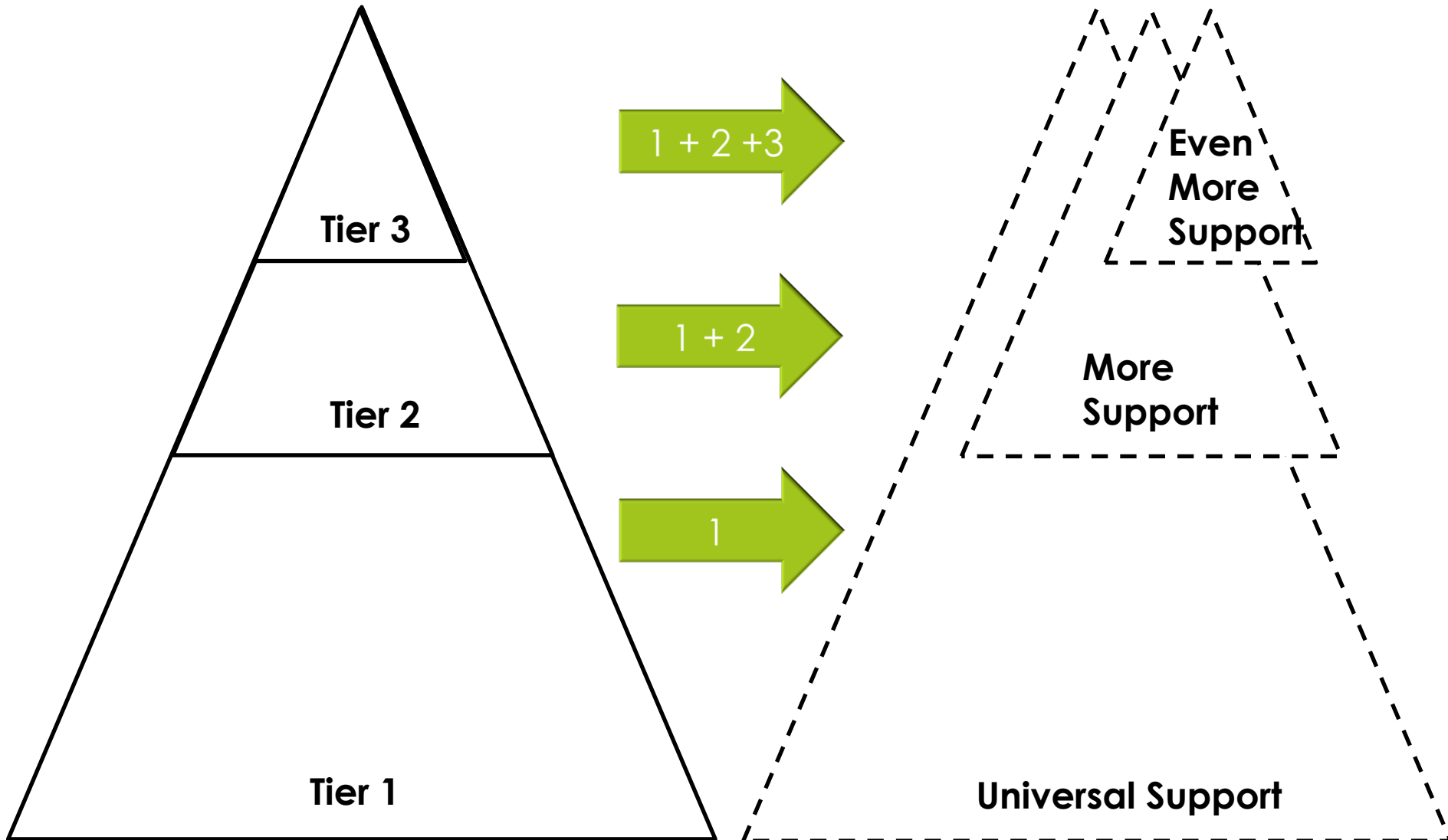
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Adaptations and Modifications vs. Inclusive Supports

- ▣ Supports are designed for specific students
- ▣ **ALL** students **can access** supports regardless of ability in the teaching and learning phase

Designing Supports for a DIVERSE group



How do bake a layered support cake of rainbow love?



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)

Think & Reflect

- What is useful for you today?
- How could this connect to your own context?
- What questions do you still have?

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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

Using 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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