

# Inclusion in Elementary Classrooms

ERLC

Session 1

Shelley Moore

October 4, 2018





**WHO ARE YOU?**

**What's your role?**

**What is one thing that you  
want to get out of this series**



# Supports & resources for this series

[www.blogsomemoore.com](http://www.blogsomemoore.com)

- templates, articles, slides, links, more resources

## “One without the Other” Book

- Optional further reading
- Available at Amazon

## Twitter

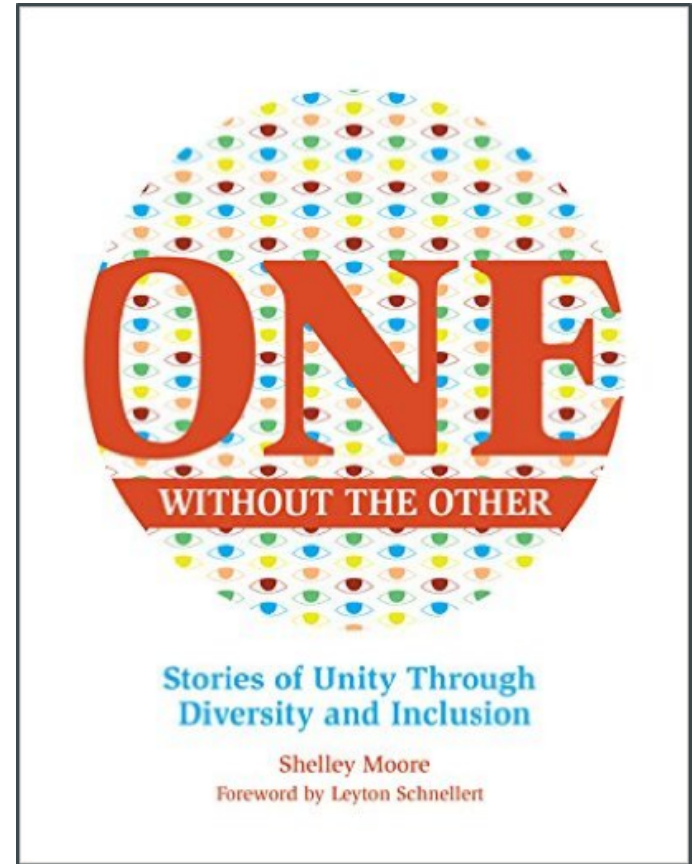
- @tweetsomemoore

## Facebook & Instagram Group

- Five Moore Minutes

## Supplementary Videos

- [www.fivemooreminutes.com](http://www.fivemooreminutes.com)





# How will we celebrate our learning?!

On the afternoon of March 13:

We will share our learning in small groups (3 – 5):

- What is one thing I learned in this series?
- What is one new thing I tried?
- What supported me to shift?
- What is my next step

Choice of format



## Connect Activity: Placemat for Prior Knowledge

At your table groups talk about what it means to be:

- Inclusive
- A learner
- Responsive
- Strength based
- Diverse



# Today's Guiding Question

How does getting to know **learners** from a strength based perspective, help us to respond to their diverse needs in an **inclusive setting**?



# Our goals this today:

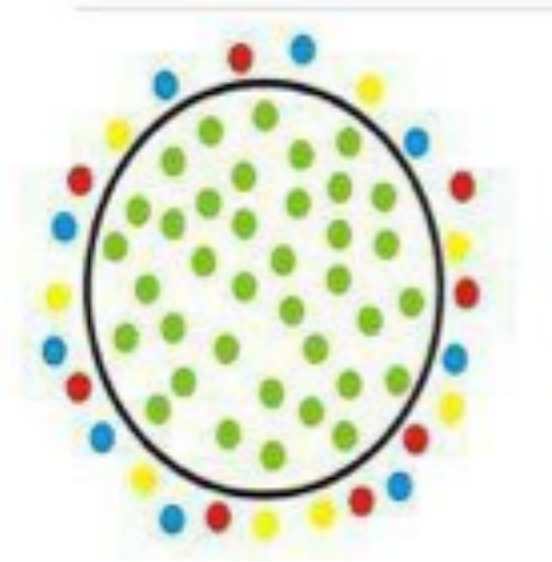
1. I know how inclusion has evolved over time
2. I know why it is important to get to know learners
3. I know strategies that can help me to get to know my learners so I can respond to their needs
4. I can use strategies to get to know the interests, strengths and stretches of my learner(s) so I can respond to their needs

What is  
inclusion?

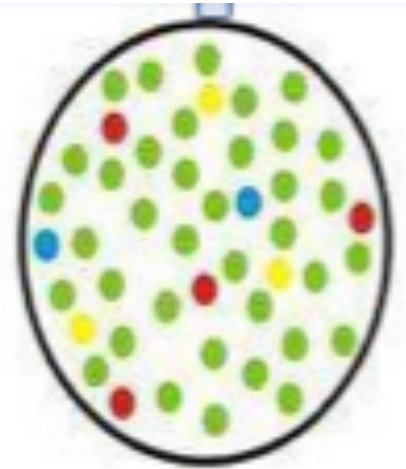
**INTEGRATION**  
**SEGREGATION**  
**EXCLUSION**  
**INCLUSION**

INCLUSION  
SEGREGATION  
EXCLUSION  
INTEGRATION

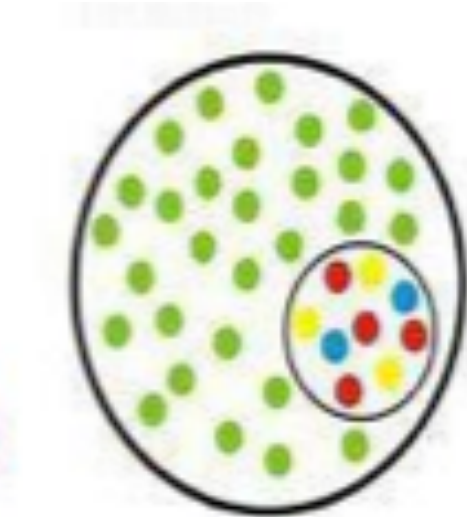
**A**



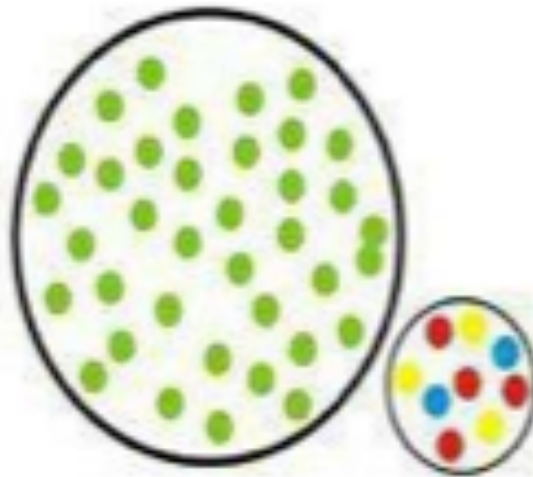
**C**

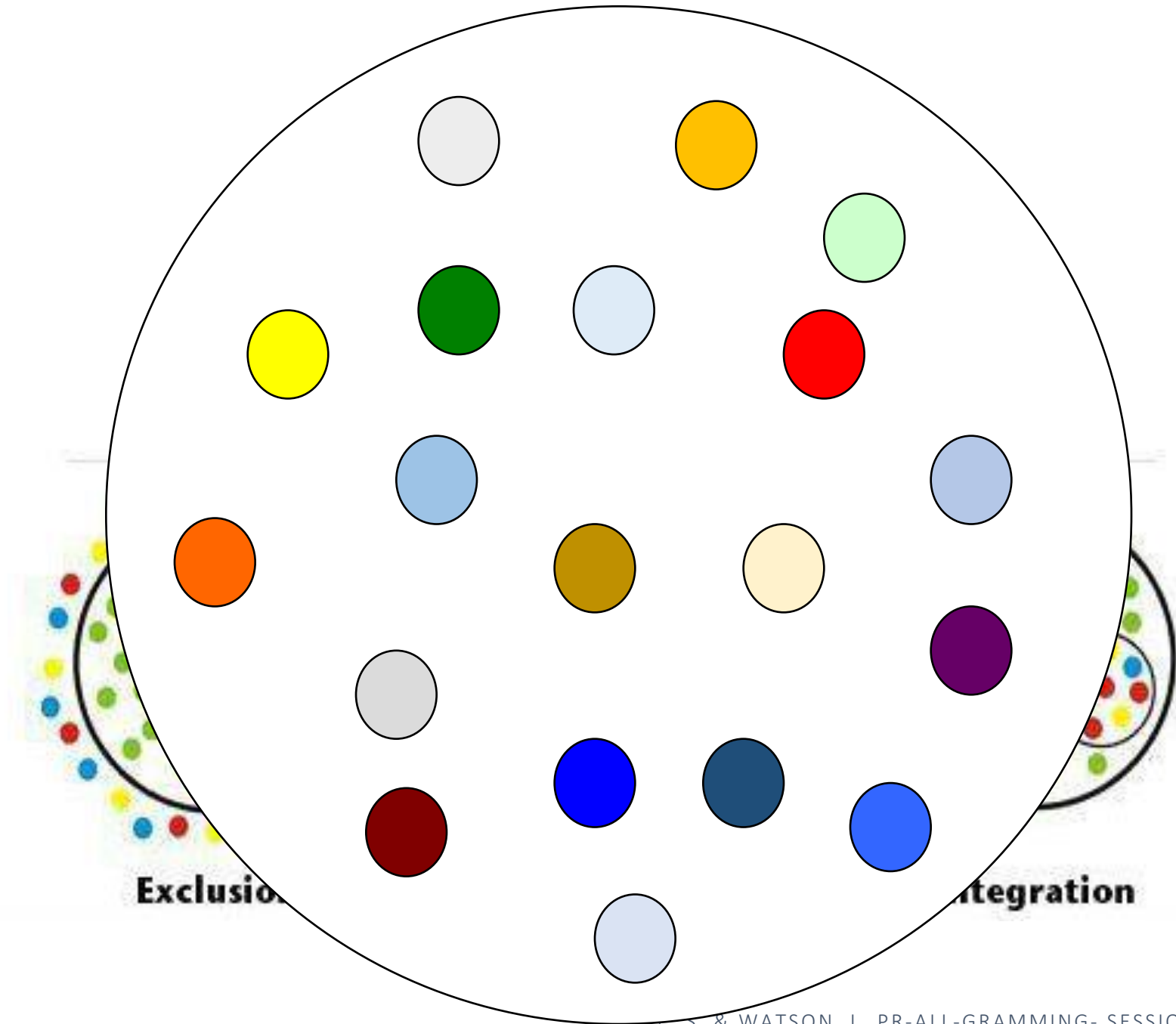


**B**



**D**

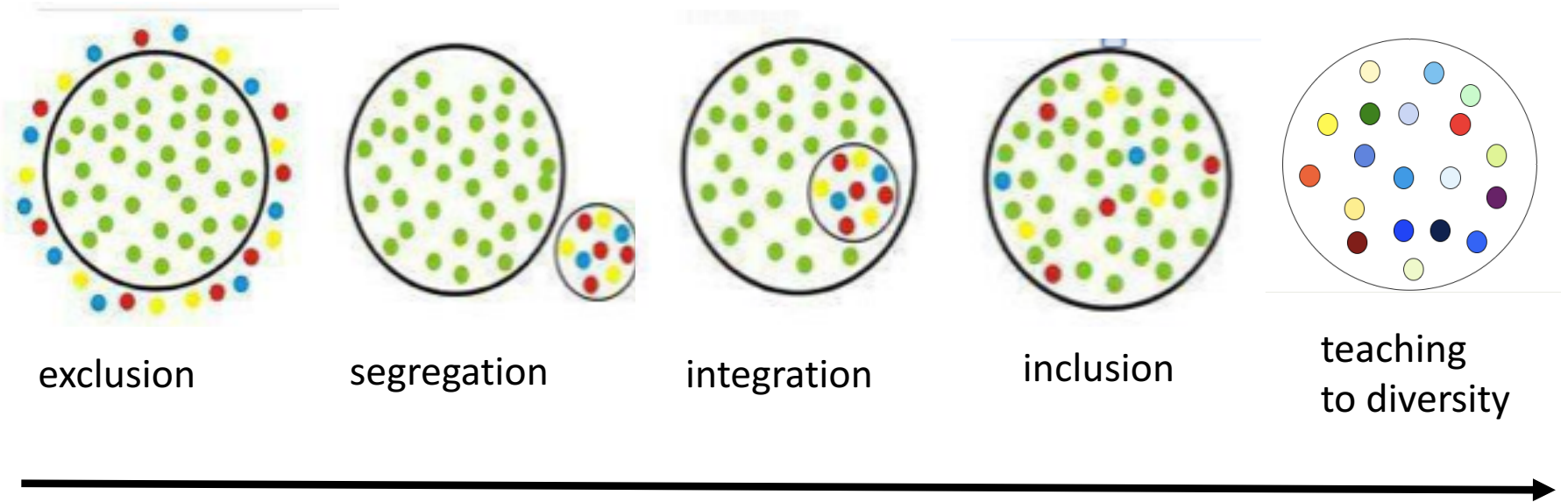




**Exclusion**

**Integration**

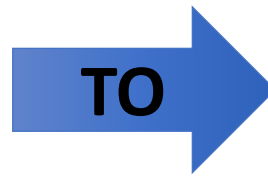
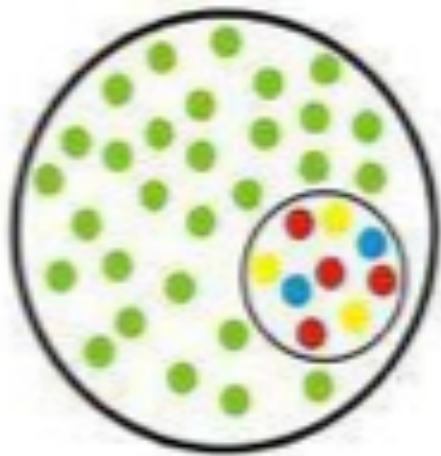
# The evolution of inclusion



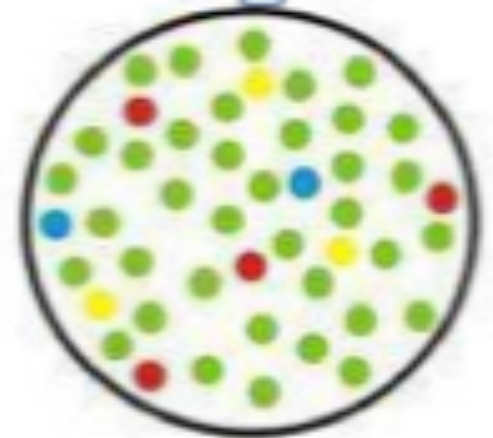
How do we move?

For a long time, this has been the goal...

**Integration**



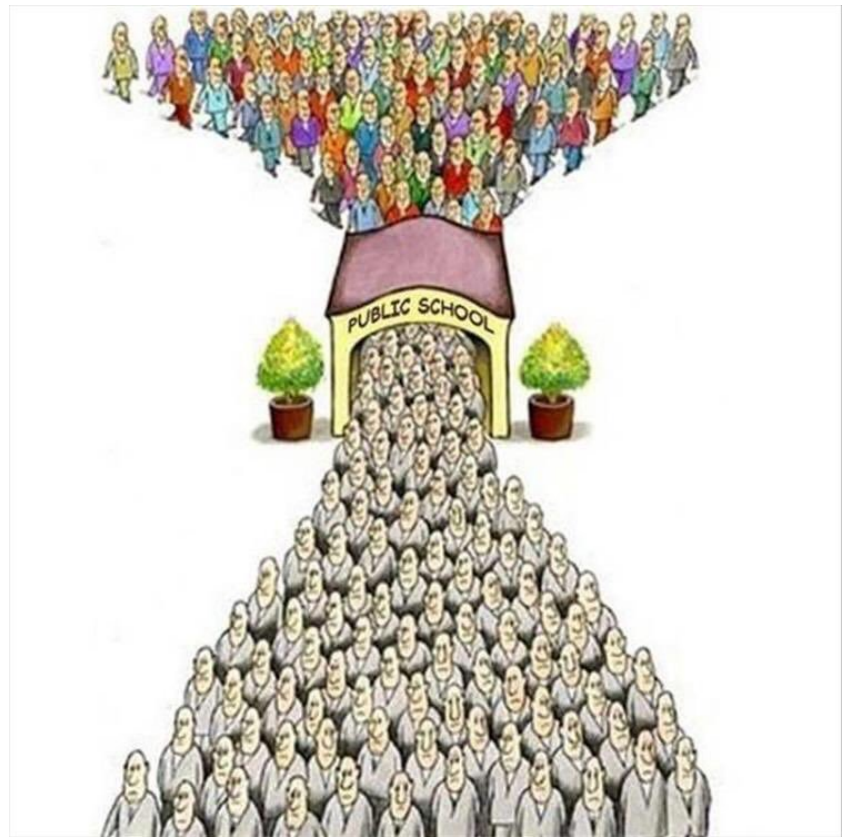
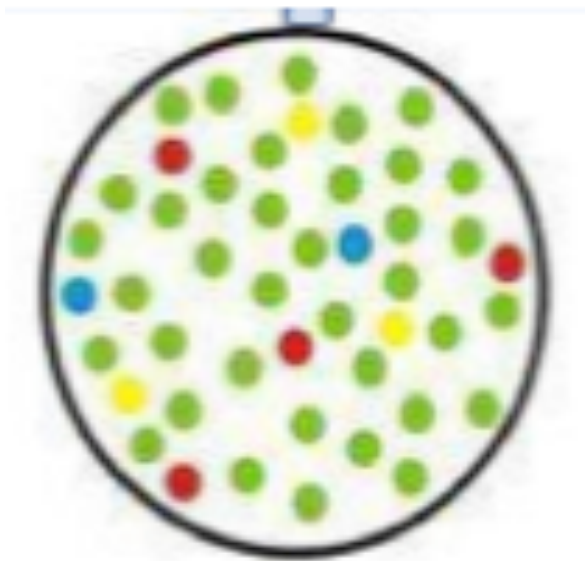
**Inclusion**



How do we include, learners who are different than the other learners?

# What is a learner?

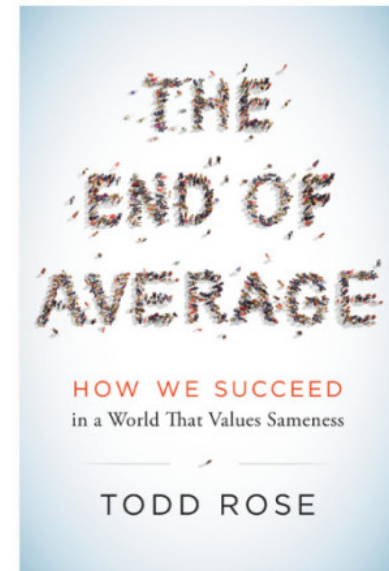
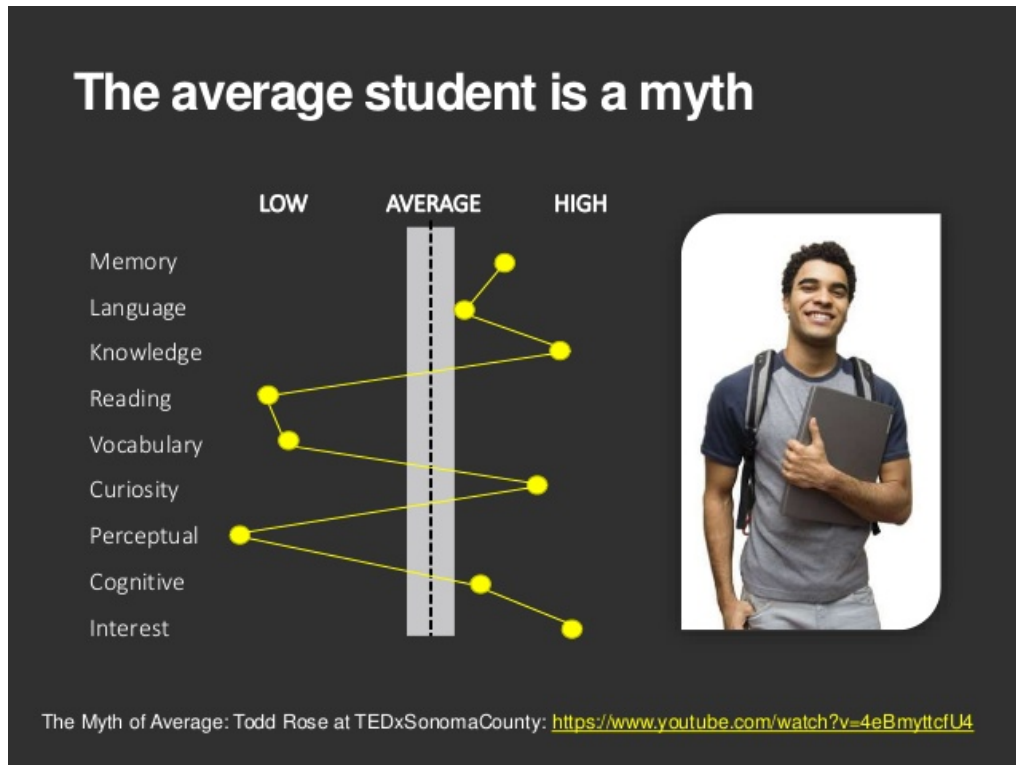
## What kind of learner are we trying to create?

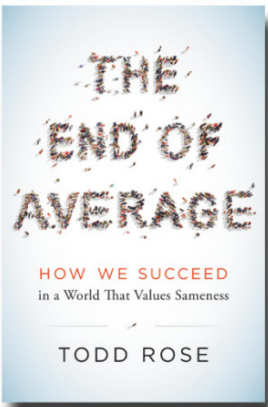




# What is a learner?

## What kind of learner are we trying to create?



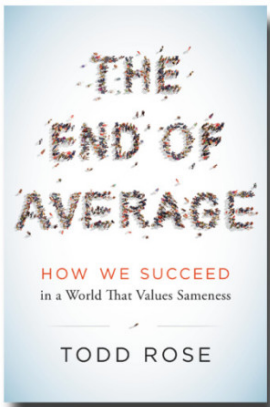


# The Airplane Dilemma...

Designing INDIVIDUAL **planes** for every **pilot** is not efficient!

AND

Designing ONE **plane** for EVERY **pilot** is not effective!

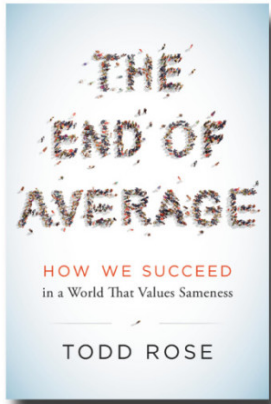


# The Curricular Dilemma...

Designing INDIVIDUAL **curricula** for every **learner** is not efficient!

AND

Designing ONE **curriculum** for EVERY **student** is not effective!



# A solution....

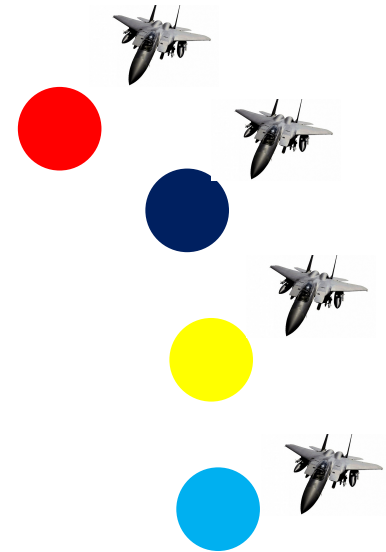
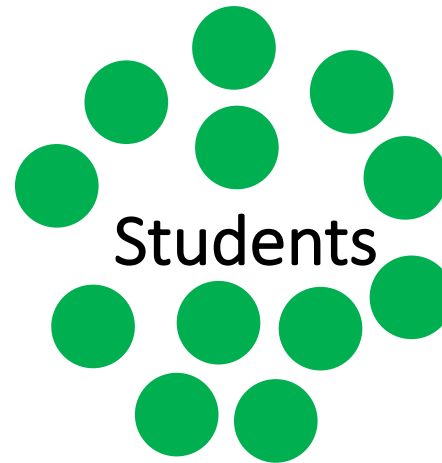
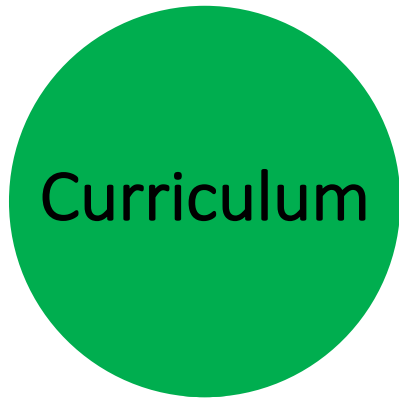
An ADJUSTABLE **plane**, designed for a  
range of dimensions

OR

An ADJUSTABLE **curriculum**, designed for a  
range of diversity



# Design is the MOST underutilized support!



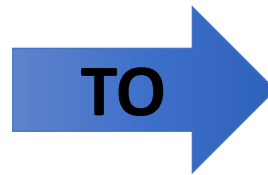
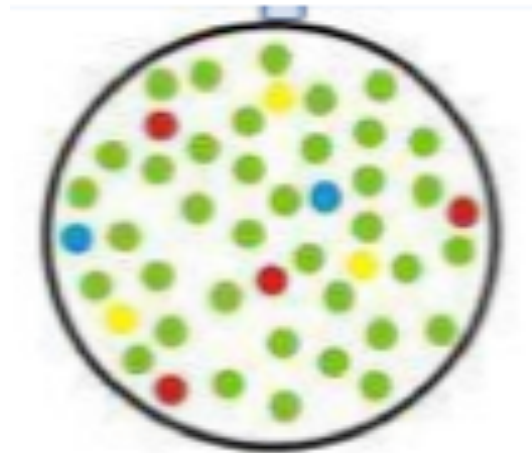


# Design is the MOST underutilized support!

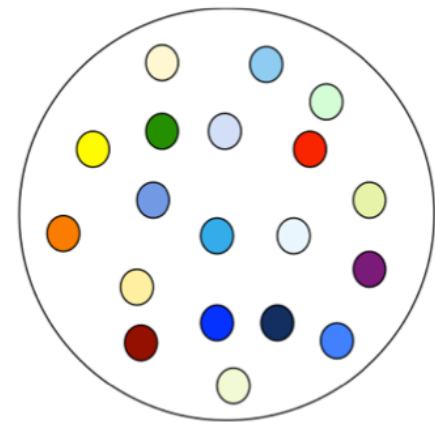


This a new goal of changing curricula...

**Inclusion**



**Teaching to  
Diversity**



Not “including” difference, but “teaching to”  
the difference

# How can we design an adjustable **plane**?

- **Who are our pilots?**
  - Getting to know who the pilots are and their range of dimensions
- **What is the plane they are flying?**
  - Designing planes with purpose in mind (e.g. fighter plane, cargo plane, passenger plane, etc.)
- **How is the plane responsive to the pilots dimensions?**
  - Designing planes with both access and extension as well as considering specific supports needed for this group of pilots
- **How are we teaching pilots to make the adjustments they need to fly the plane?**
  - Pilots knowing what they need to fit into and fly the plane

# How can we design an adjustable **curriculum**?

- **Who are our Learners?**

- Getting to know who are learners are and their their range of diversity

- **What is the curriculum we are using?**

- Designing curriculum with goals in mind (e.g. math, reading, behaviour, home Ec, etc.)

- **How is the curriculum responsive to the learners?**

- Designing curriculum with both access and challenge as well as considering specific supports needed for this group of learners

- **How are we teaching students to make the adjustments they need to use the curriculum?**

- Students knowing what they need to fit into and use the curriculum



# How can we design an adjustable curriculum?

- Who are our Learners
  - Getting to know who are learners are and their their range of diversity



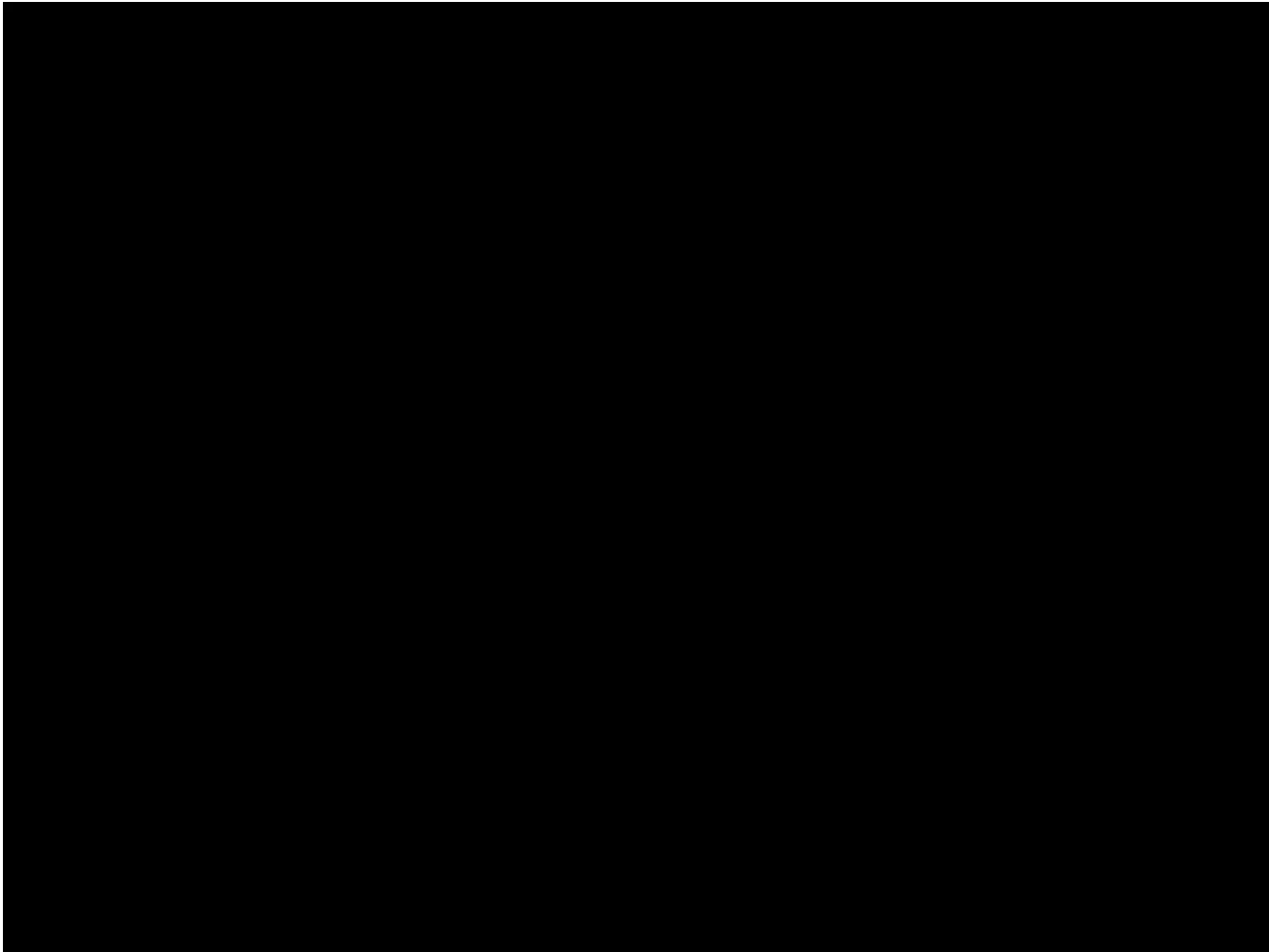


# Diversity through a strength based lens

Learning about the diversity of learners is like finding their dimensions, we aim to capture what they bring, not what they are missing or cannot do...

# Connect Activity: Video & Discussion Question


What's the difference between strength & deficit based thinking?



# Class Profile

(adapted from Brownlie & King, 2000)

Group Strengths



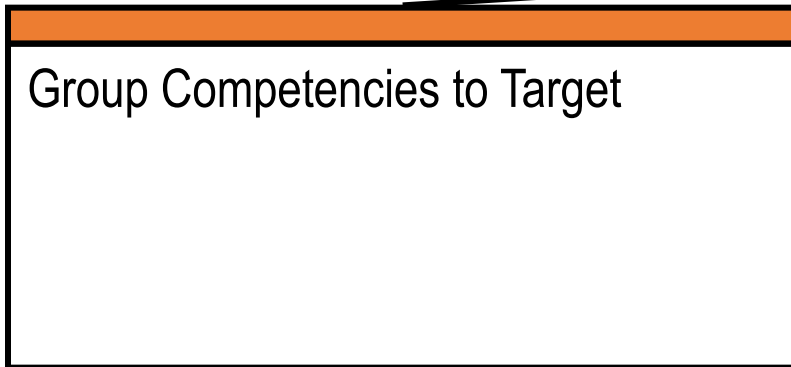
Group Stretches



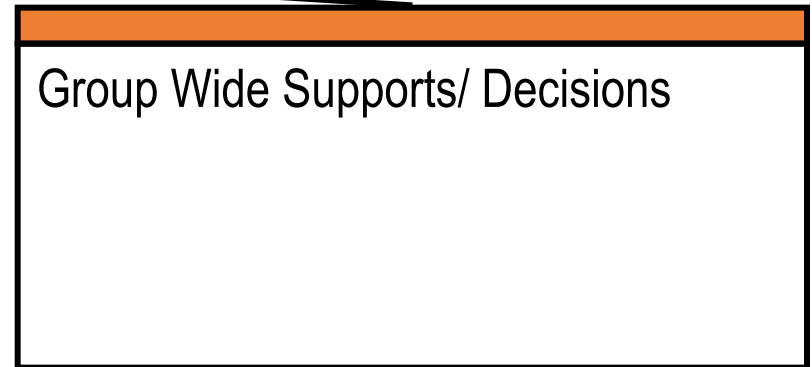
Interests:



Group Competencies to Target



Group Wide Supports/ Decisions



Individual Concerns				
Medical	Language	Learning	Socio-Emotional	Other

# Class Profile

(Adapted from Brownlie & King, 2000)

## Class Strengths

Diverse! Parents, teachers, administrators, outside agencies/ consultants, educational assistants, advocates, cultures, religions, languages, provinces,

Thinkers outside the box, willing to try new things, will ask the hard questions, love to learn, organized, on task, making complex things manageable, creative, research, creative solutions, open mind, attentive, curious, seeing the big picture, variety of experiences, collaborators, technology, bossy,

## Class Stretches

Sometimes get distracted, supporting and explaining ideas to others, taking back information and teaching others how to use the new curriculum, working with curriculum so that it is both accessible and challenging, hard things are easier to ignore than to change, assumptions, difficulty trying to shift the education system, the BC curriculum website, working smarter not harder, understanding what inclusion is, funding?, how does assessment fit?, not a lot of experience with disability, stubborn, difference between adaptations, modifications and inclusive supports, supporting people to navigate the system, developing/using Big Ideas, HOW to be inclusive, feeling ok with not knowing, not a lot of background knowledge, supporting parents to shift their mindset, discouraged, pace of change,

**Interests:** Healthy, active, teaching, caring, people, painter, family, fishing, education, design/planning, inclusion, laughing, cooking, reading, music, friend, travelling, languages, eating, knitting, dogs, art,

## Class Core Competencies to Target

## Class Supports & Structures

Breaks, movement, talk time, creative ways to share my learning (e.g. dance), visuals, fluorescent lights – no, time to think and reflect, need connections, movement, connecting to own experiences to keep it relevant, coffee, hugs, seeing growth, wine, laughing, discussions, not being put on the spot, writing, handouts, non judgmental peers, speaking, resources, working alone, engaging activities, a cool classroom, sleep, stories, asking questions, lots of examples, working in small groups, space for introverts, low pressure, quiet space, pen and paper, encouragement, notes, repetition, place to stand, access to internet and translator, videos, shape of the day, tea, metaphors, stretch breaks, laptop, choice of where to sit (proximity), spelling doesn't matter,

## Individual Concerns

### Physical

Back trouble, knee pain, negotiating cancer,

### Language

English not first language

### Learning

Learning disability, ADHD, distracted, slow processing, nervous in large group, sometimes gaze off – but still listening, OCD, concussion affecting memory,

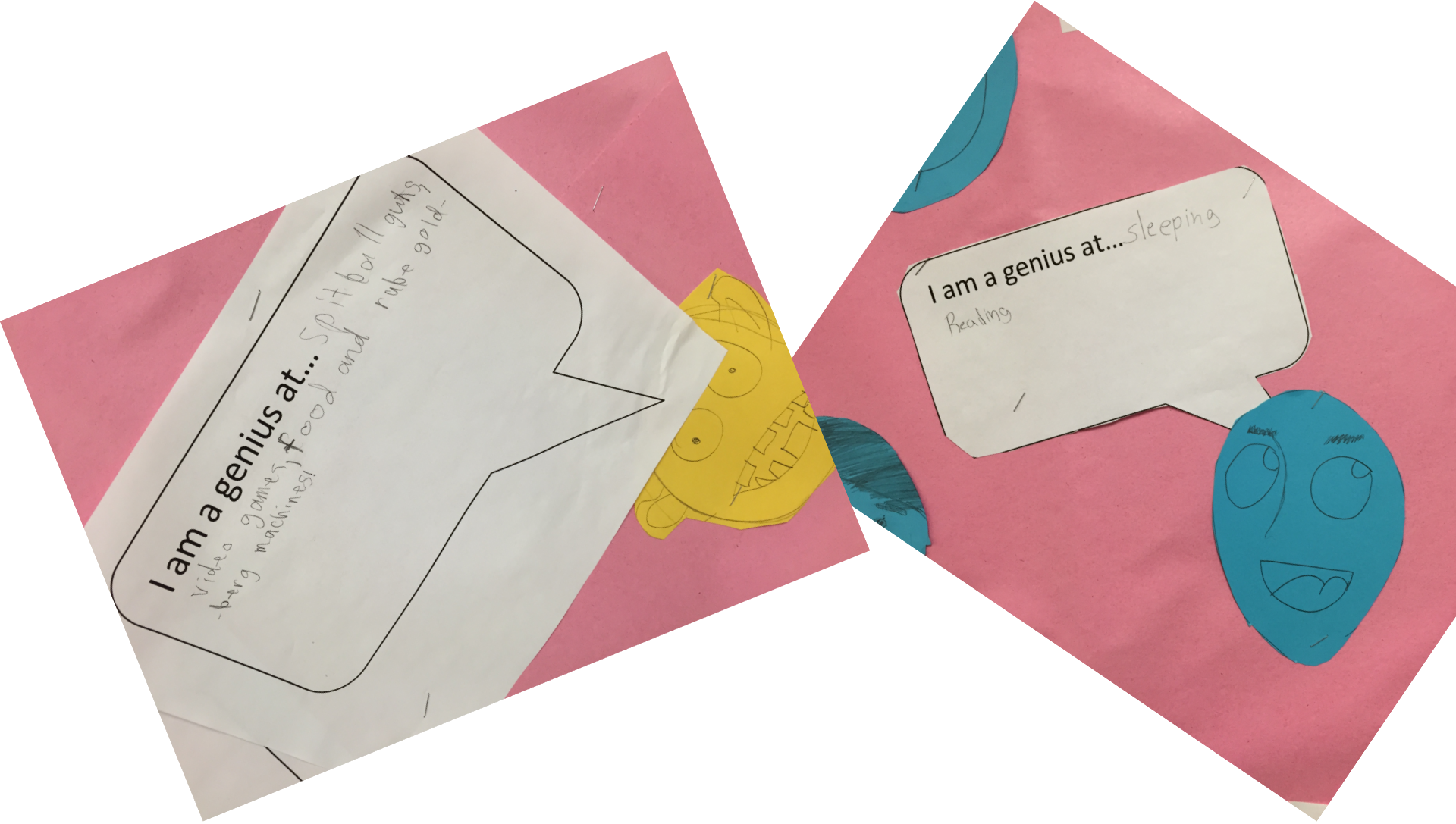
### Socio-Emotional

Anxiety, might get called out to be a parent, fear of birds, shy, parent recently passed away, jetlag

### Other

Harvard graduate, podcaster, twin,

# What are strengths?





## What are strengths?

You cannot give your  
gifts away, until you  
know what gifts you  
bring!

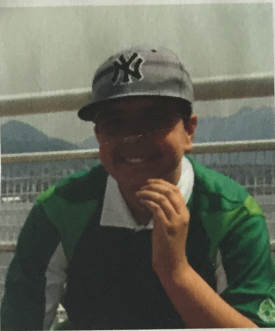










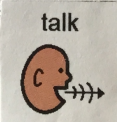
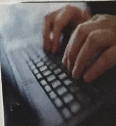
Monique Gray Smith



# Who are our learners/ pilots?

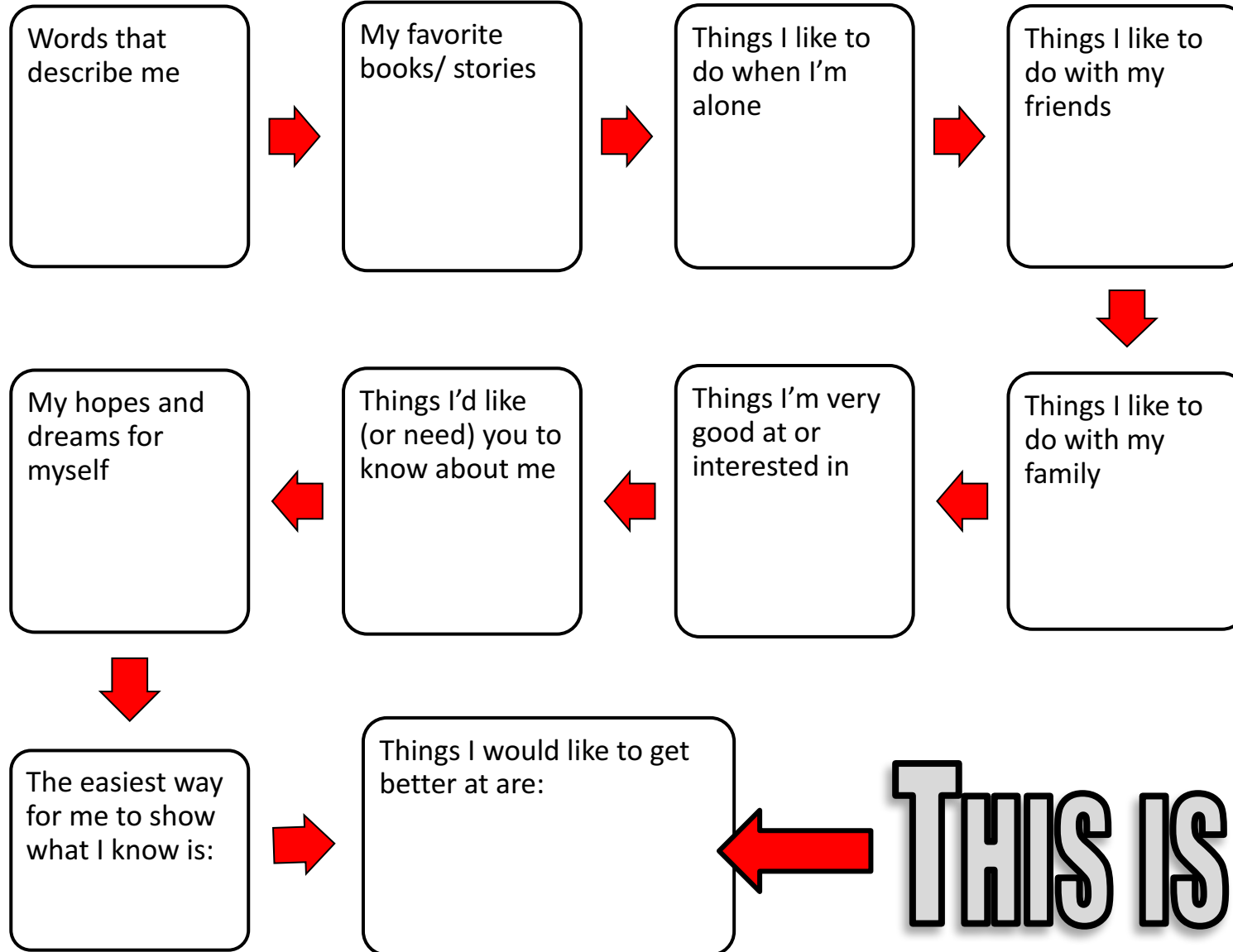
- “Knowing your learners is foundational to designing curriculum” (Childre, 2009)
  - Not what they are missing, but what they bring (dimensions)
  - Planning for our class needs to represent their unique ecology
  - Figuring out all the ‘**colours**’ in the community!
  - Not trying to make everyone the same colour

# Individual Profiles

	Name: Stephen Alblas		
	Grade: 9		
	1	class	Teacher/ EA
	A	Art	Ms Butler
	B	science	Ms Pickell
	C	APPLS	Ms Moore
D	gym	Steve	
<b>Some things that I am good at:</b> I am good at wii and game cube and painting			
  			
<b>Things I really like:</b> I like internet swimming alouette lake friends			
  			
<b>Some things you need to know about me:</b> im good at swimming and listening to radio and I have a laptop			
 			
<b>Some things I want to get better at this year:</b> Computers and making friends			
 			
<b>The easiest way to show what I know is</b> The easiest way is talking and typing.			
 			

# Who Am I? Profile

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





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



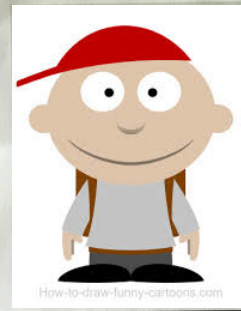
**Some things you need to know about me:** I wear glasses. I am good at the computer. Sometimes I take the bus to school. I can do my own locker. I can go to class by my self.



**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, drawingi. 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



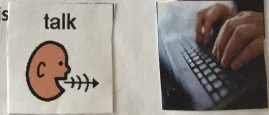
**Some things I want to get better at this year:** friends

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: 4  
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.

# Individual Profiles

**Strength Based Student Profile**

**Name:** \_\_\_\_\_ **School:** \_\_\_\_\_ **Class:** \_\_\_\_\_ **Grade:** \_\_\_\_\_

This is a picture of me	<p>Some words that describe me are:</p>  <p>Some things that I am interested in are:</p>
-------------------------	--

The best ways for me to show what I know are:

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Some things that I need to you to know about me are:

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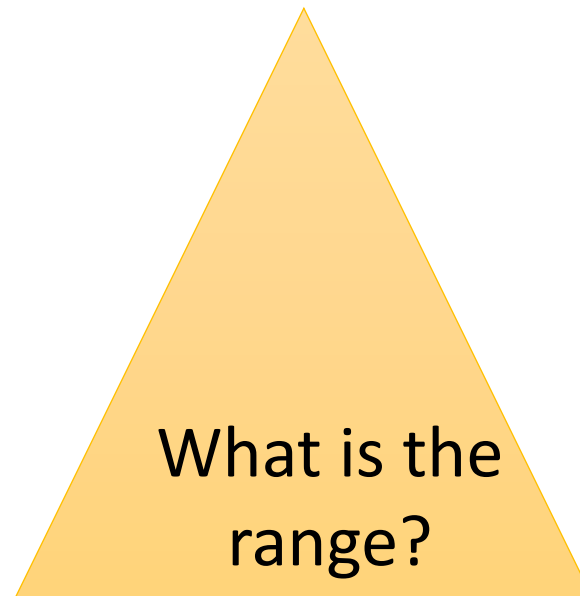
Some things that I want to get better at this year are:

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My Goal Areas	Strengths <small>(What I am good at/ know a lot about)</small>	Stretches <small>(what I still need support with/ need to get better at)</small>
<b>Personal Goals</b> <small>(Things I can do on my own)</small>		
<b>Social Goals</b> <small>(Things I can do with other people)</small>		
<b>Intellectual Goals</b> <small>(Things I can learn and think about)</small>		

Strength Based Student Profile, adapted from Schnellert & Brownlie, 2011 Shelley Moore, 2017

# Who are our pilots? What are their dimensions?



**instruction**  
**Response to Intervention**

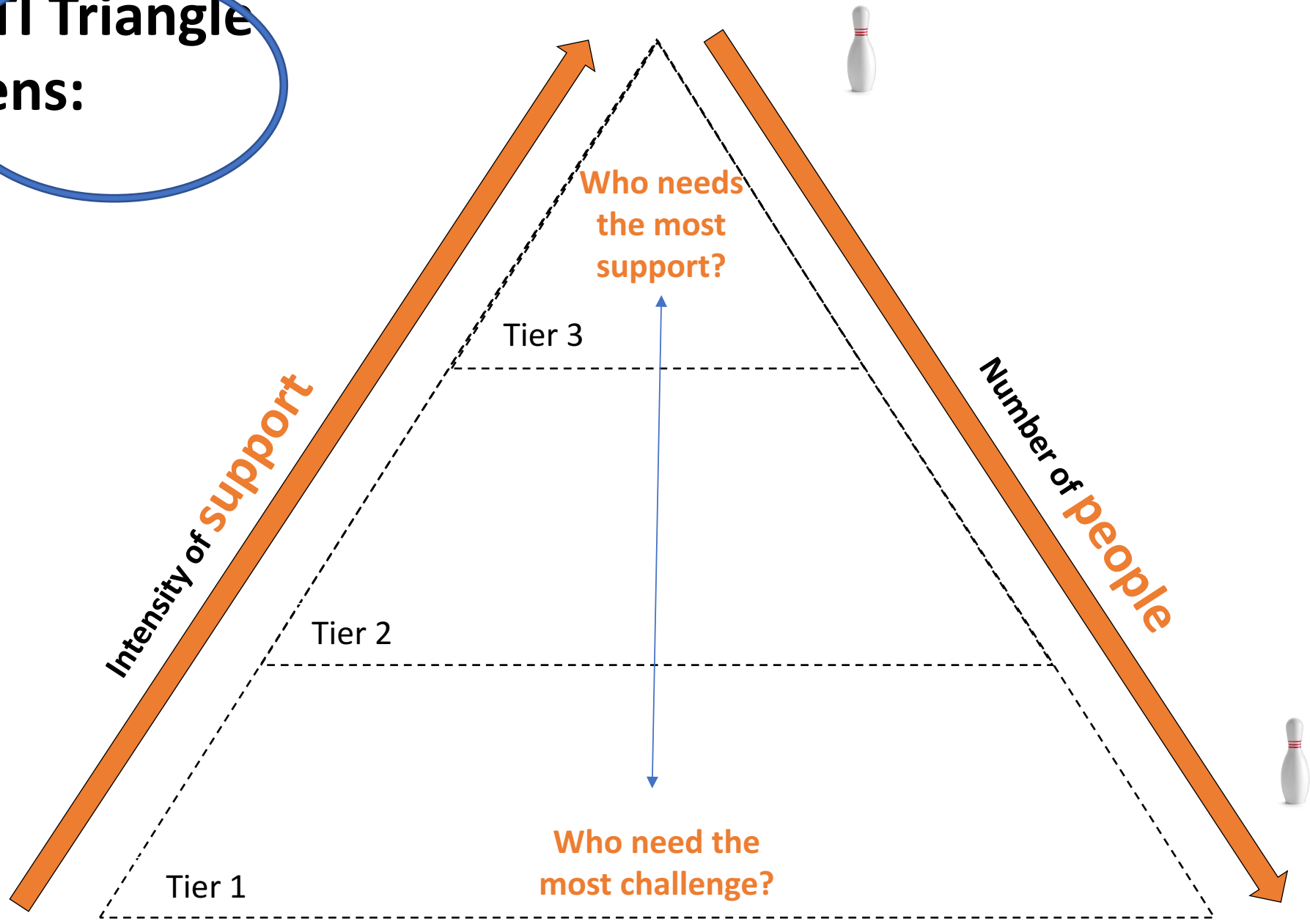
# instruction

## ~~Response to Intervention (RTI)~~

### **Four** assumptions to RTI

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

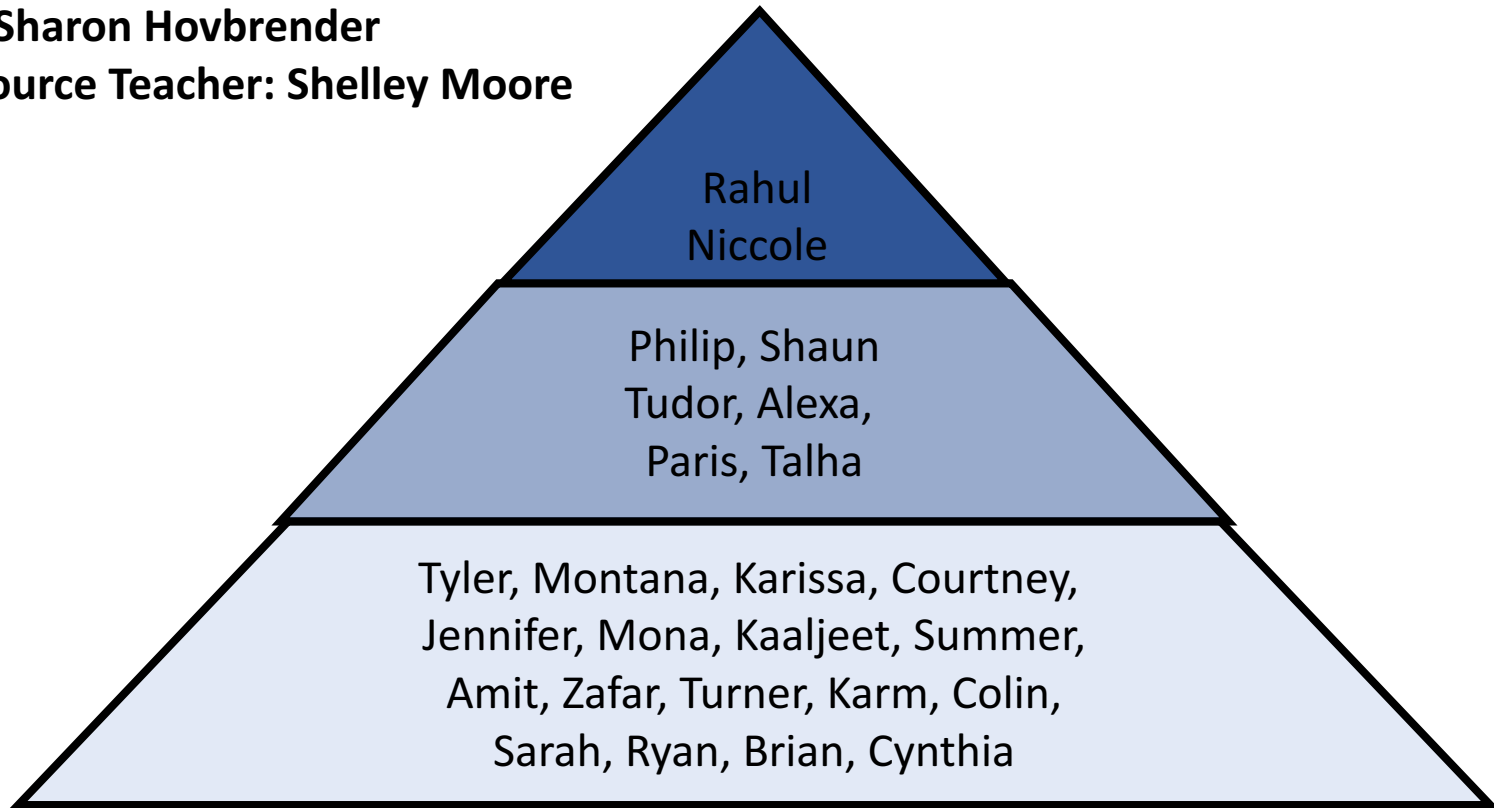
# RTI Triangle Lens:



# Lens: Grade 6 – Social Studies

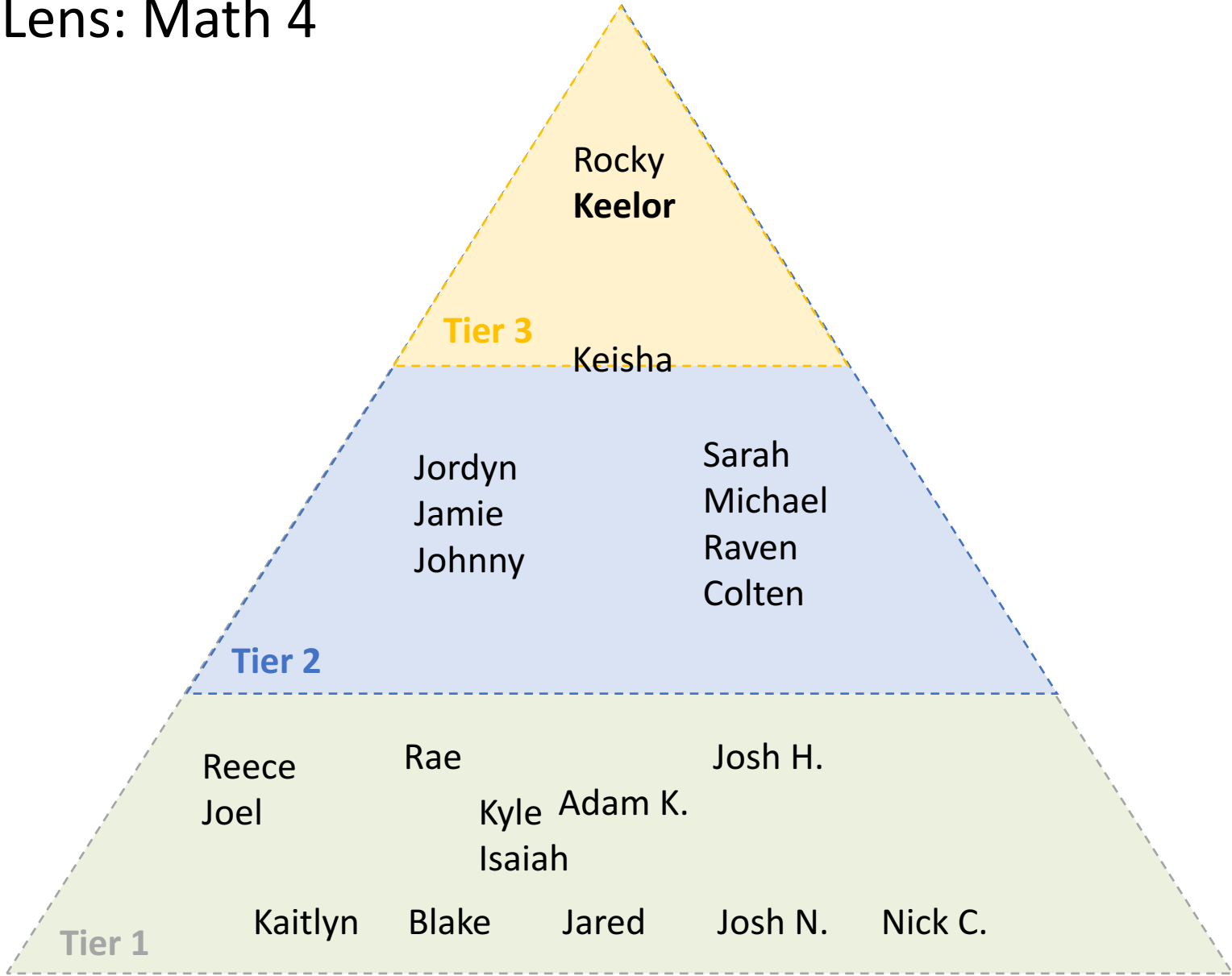
## Teacher: Bryce Miller

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



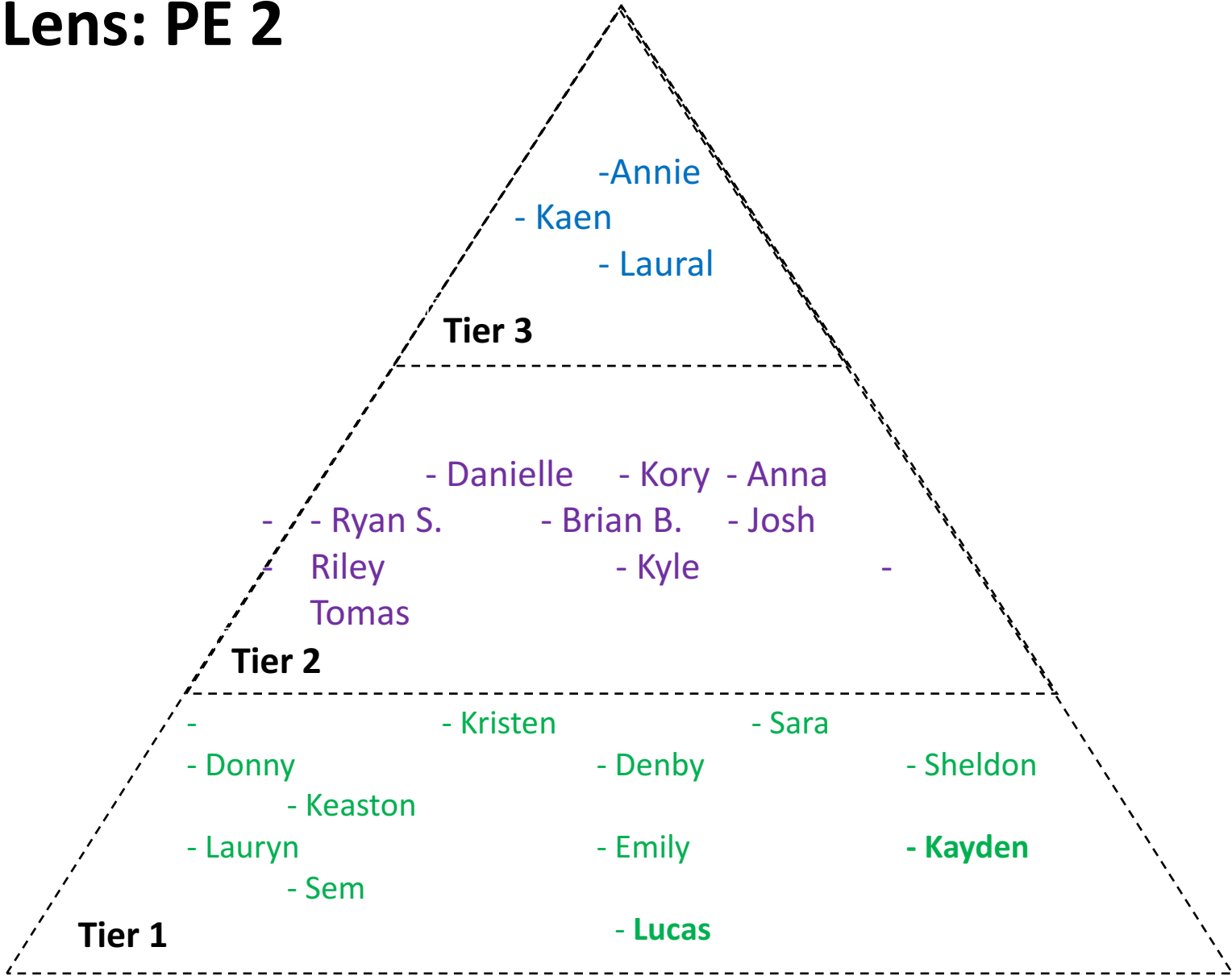
# RTI Triangle

Lens: Math 4



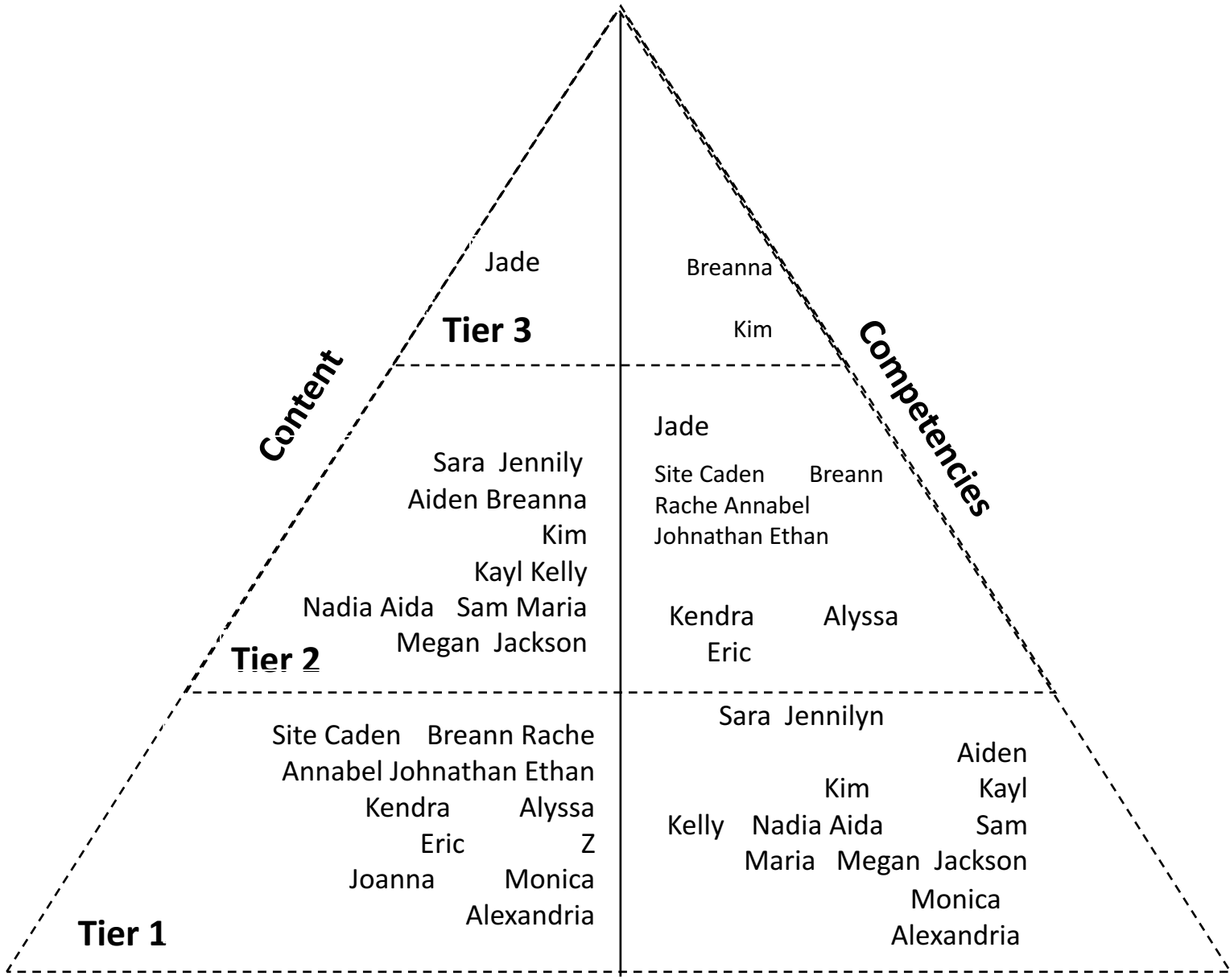
# RTI Triangle

## Lens: PE 2



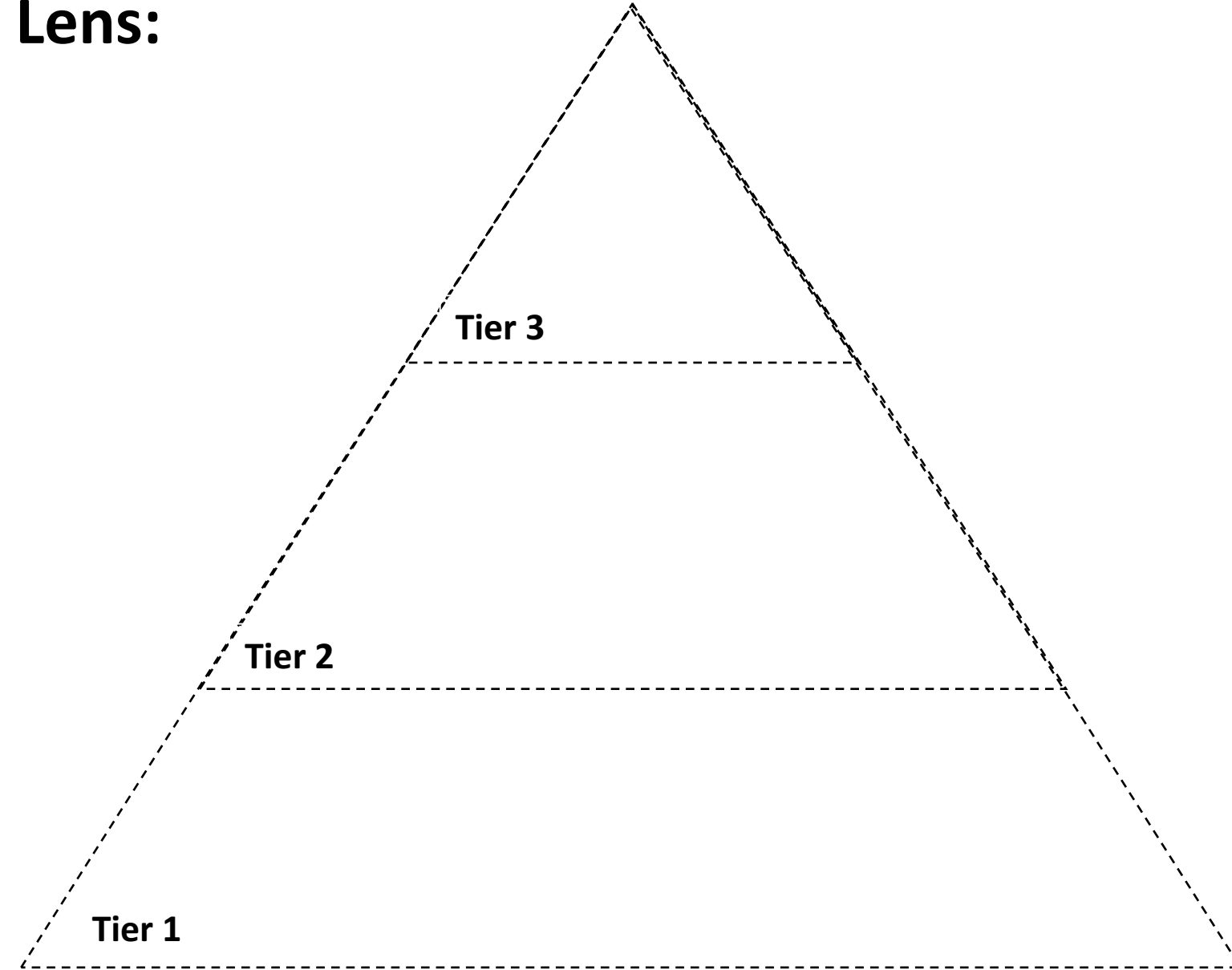
# RTI Triangle: Kindergarten

## Lenses: Math Shape & Space/Creative Thinking



# RTI Triangle

Lens:



# RTI Triangle

**Context: (class, grade, subject area, place)**

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**Lens 1:**

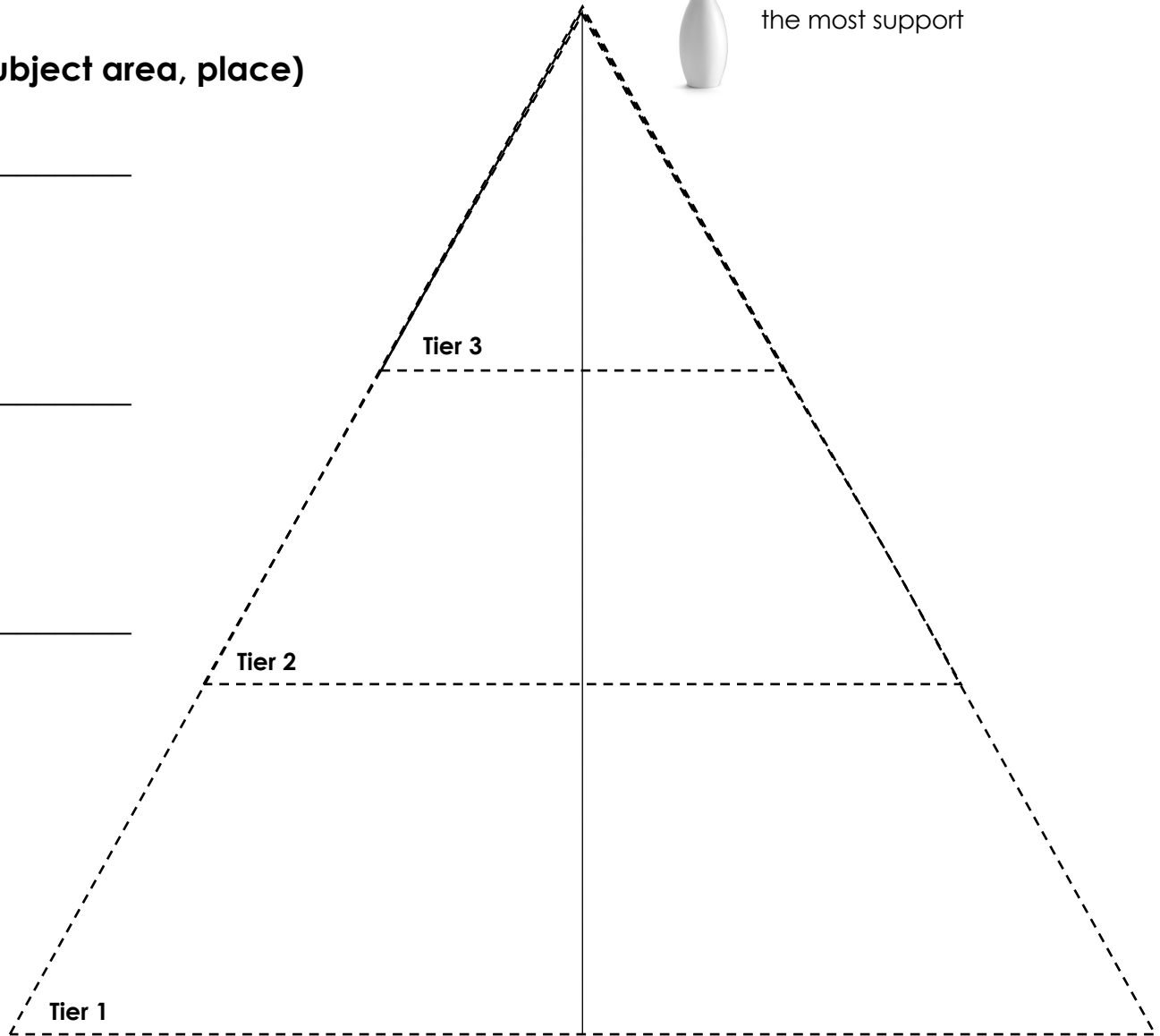
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**Lens 2:**

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Learners who need  
the most support

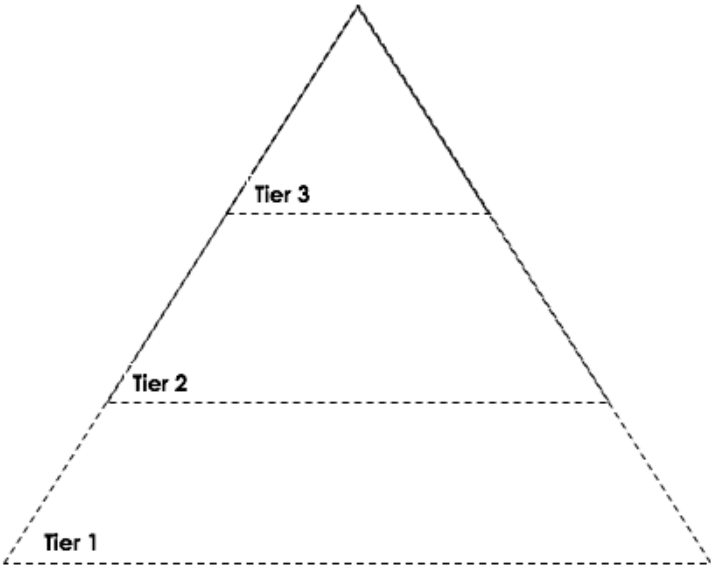


Learners who  
need the most  
challenge

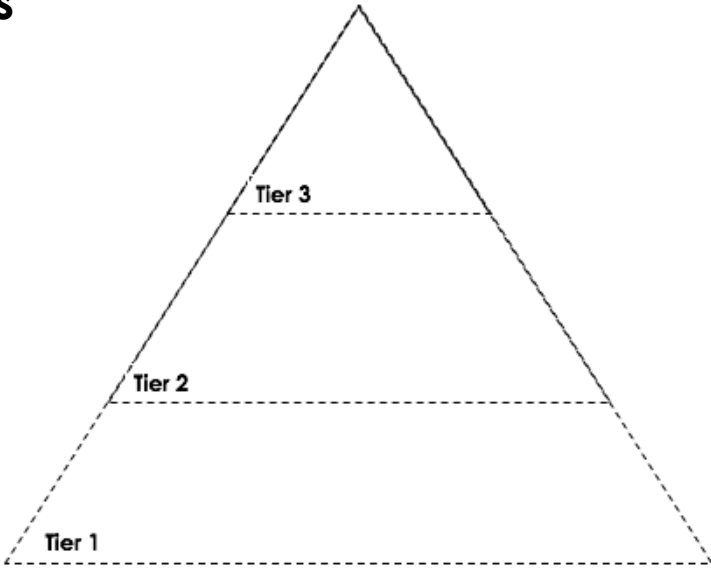


**Tier 1**

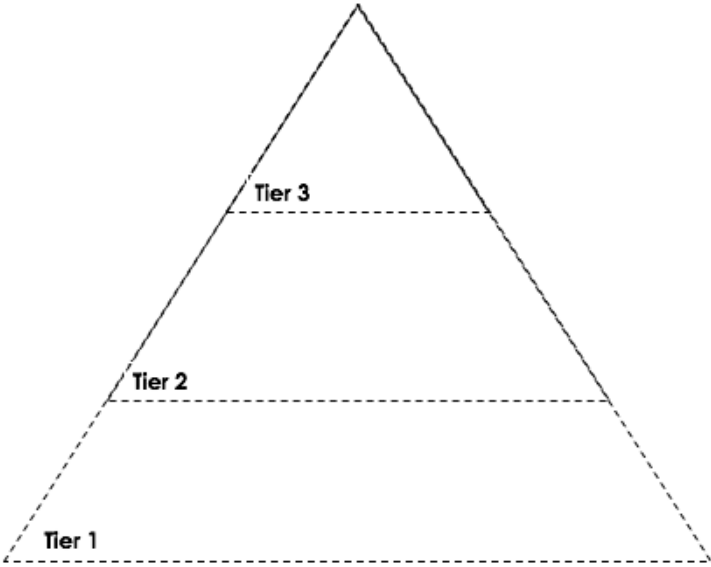
# School Goals



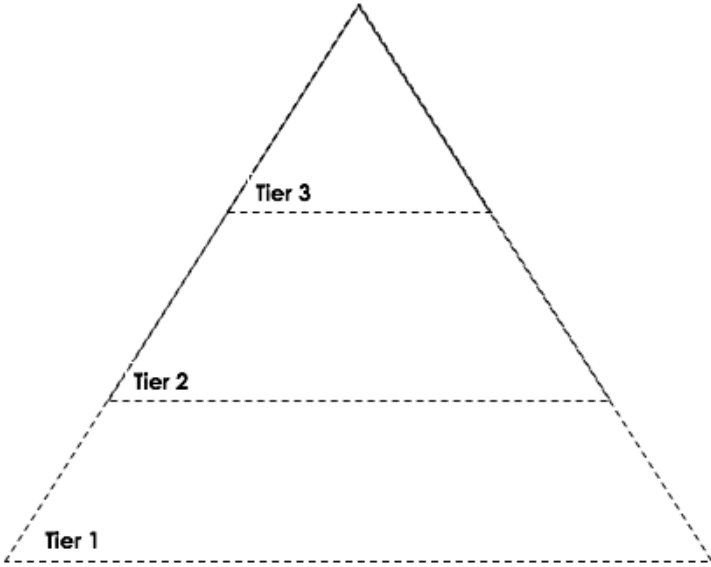
**Literacy**



**Numeracy**



**Behaviour**



**Social Emotional**



## Strength based vs. Deficit based

- Why aren't you green, what's wrong with you?
- What is your colour, how do we make you brighter?
- How do we learn from and respond to each others' brightness?



# Processing Activity: Build a Profile

## Your job (20 minutes, in groups):

Start here

GO as far as you can...



You **NEED** to: Share a learner profile that you know

You **MUST**: Create either an individual OR a group profile

You **CAN**: Create an RTI profile through a specific lens

You **COULD**: Create a double lens RTI profile

You **CAN TRY** to: Create an RTI school profile or multiple class profiles aligned to school goals



# Processing Activity: Build a Profile

## SUPPORTS

### You can:

- Choose your level of challenge
- You can talk, others can record your ideas for you
- Take a break if you need (stretch, get water, stand, walk)
- Choose where to work (here, in a quieter place)



# Today's Guiding Question

How does getting to know **learners** from a strength based perspective, help us to respond to their diverse needs in an **inclusive setting**?



# Transforming & Personalizing Activity: Guiding Question Reflection

## Reflect & Share

On your own: Reflect (5 min)

- Respond to the daily guiding question
- Write, type, draw

With a partner: Share (2 min)

- Share your take-aways from today



# Our goals today

	I got it!	I need support
1. I know how inclusion has evolved over time	<input type="checkbox"/>	<input type="checkbox"/>
2. I know why it is important to get to know learners	<input type="checkbox"/>	<input type="checkbox"/>
3. I know strategies that can help me to get to know my learners so I can respond to their needs	<input type="checkbox"/>	<input type="checkbox"/>
4. I can use strategies to get to know the interests, strengths and stretches of my learner(s) so I can respond to their needs	<input type="checkbox"/>	<input type="checkbox"/>