

www.blogsomemoore.com
www.fivemooreminutes.com

The screenshot shows the homepage of the 'blogsomemoore' website. The header features the site name 'blogsomemoore' and the tagline 'Teaching and Empowering Students with Special Needs'. A navigation menu includes 'About', 'App-Tastic', 'Handouts', and 'Resources'. The 'Handouts' menu is expanded, showing sub-categories: 'School Districts', 'Conferences', 'Post Secondary', 'Community', and 'Organizations'. The main content area is titled 'Conferences' and lists several events, including 'BC Teachers of English Language Arts', 'National Council of Teachers of English', and 'Special Education Association of British Columbia'. A sidebar on the right contains an 'about.me' profile for 'Shelley Moore', an 'Inclusion Consultant', and social media icons for Twitter, LinkedIn, and WordPress. Below the icons, it states 'You are following this blog' and 'You are following this blog, along with 895 other amazing people (manage)'.



@tweetsomemoore

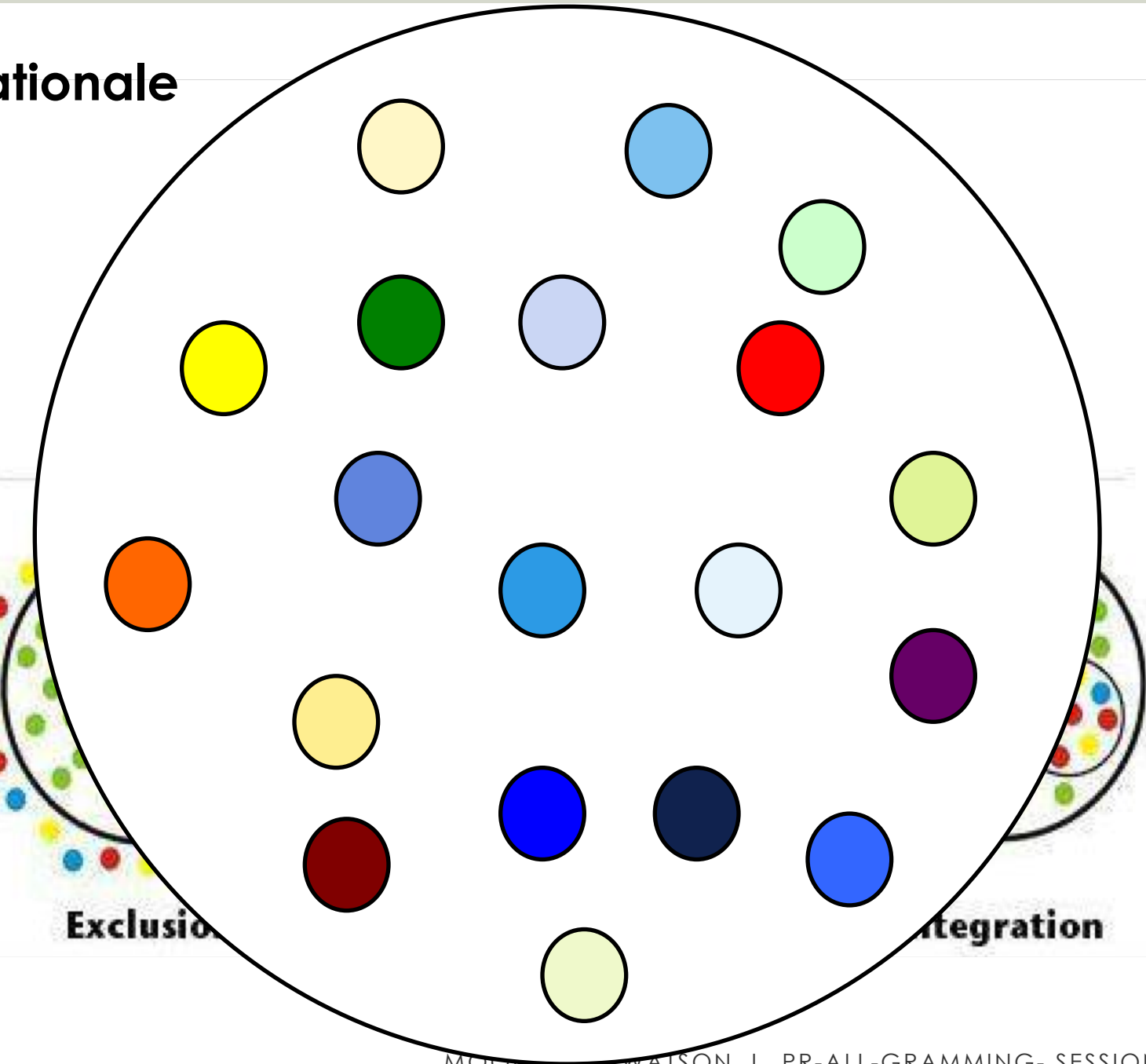


@fivemooreminutes

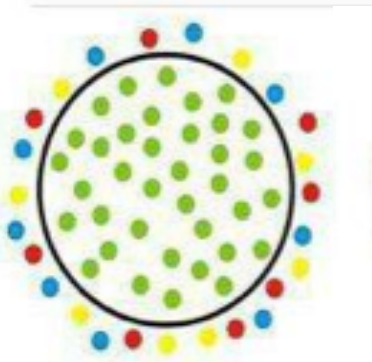
No ONE can do it alone: Inclusion
& BC's Renewed Curriculum

What questions do you have about inclusive education & the renewed curriculum?

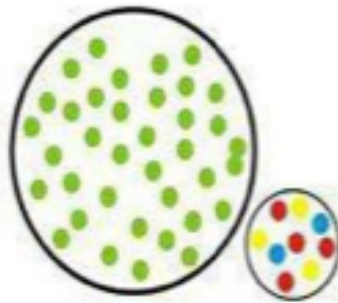
The Rationale



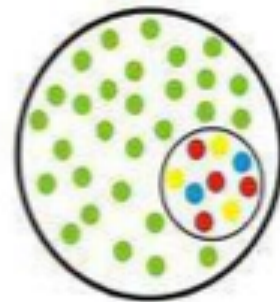
The evolution of inclusion



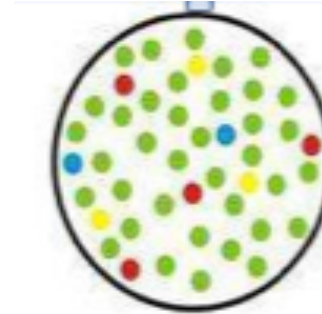
exclusion



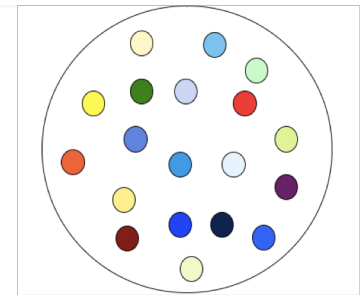
segregation



integration



inclusion



teaching
to diversity



How do we move?

What are your colour(s)?



What are your colour(s)?



Do we value all colours equally?

How do we support communities of **identity**?

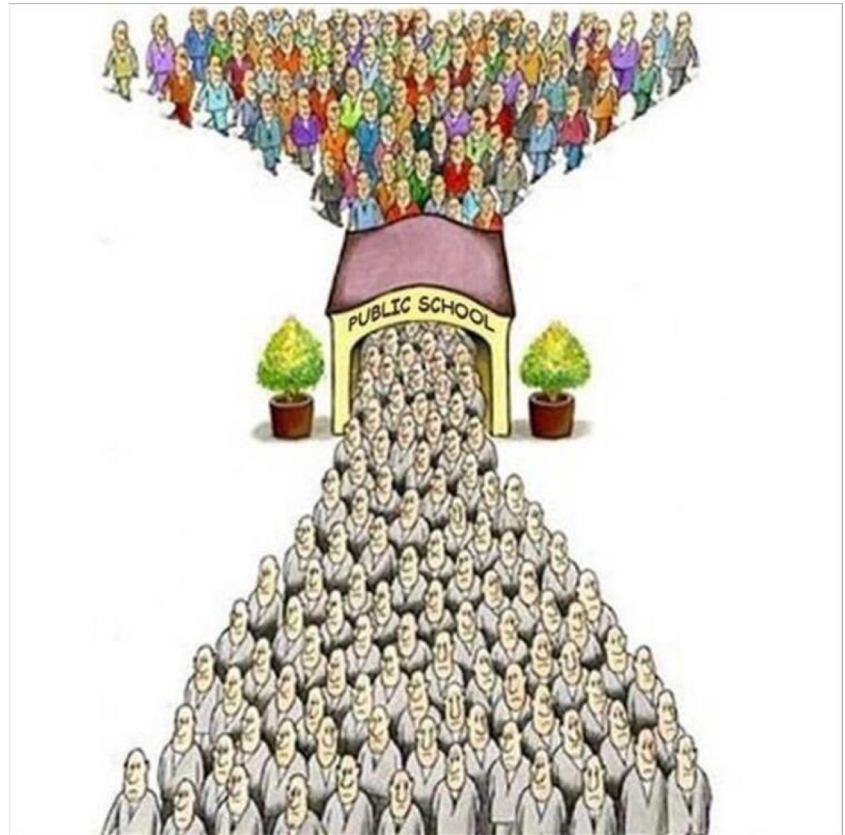
How do we support communities of **diversity**?



How do we move away from groupings of of deficit?

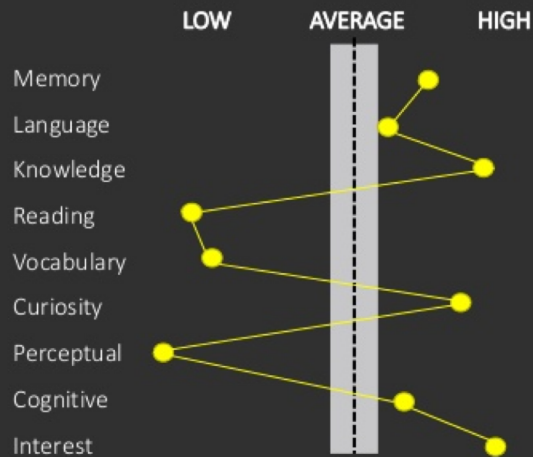
Where did green come from?

■ The “green” kids



The End of Average!

The average student is a myth

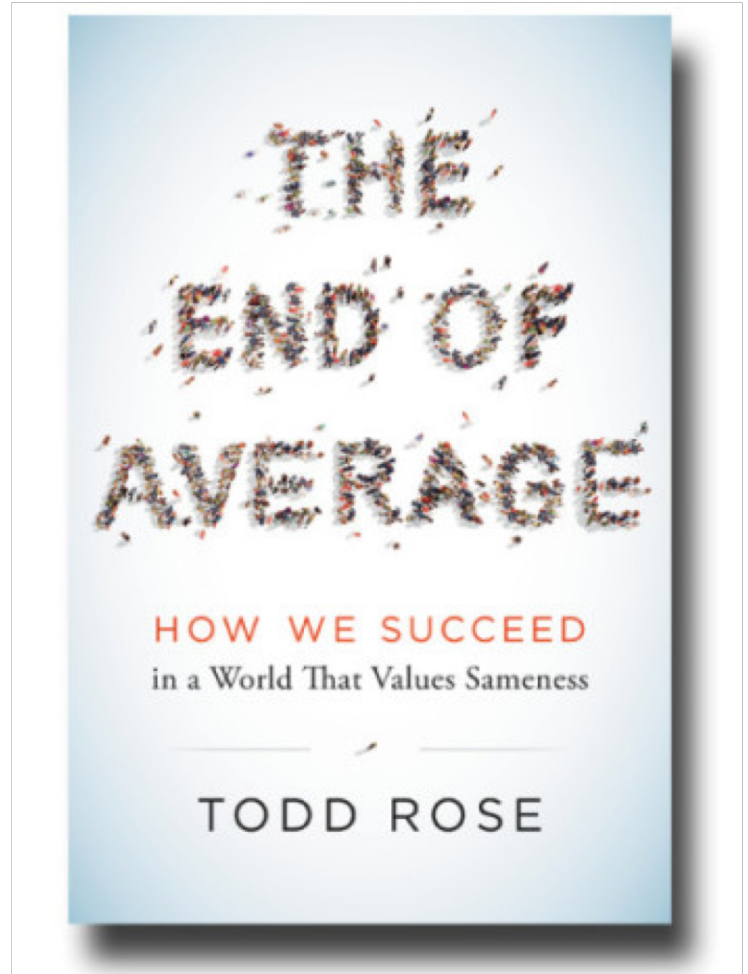


The Myth of Average: Todd Rose at TEDxSonomaCounty: <https://www.youtube.com/watch?v=4eBmyttcfU4>

THE END OF AVERAGE

HOW WE SUCCEED
in a World That Values Sameness

TODD ROSE





THE
END OF
AVERAGE

HOW WE SUCCEED
in a World That Values Sameness

TODD ROSE

The Airplane Dilemma...

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

AND

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



THE
END OF
AVERAGE

HOW WE SUCCEED
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TODD ROSE

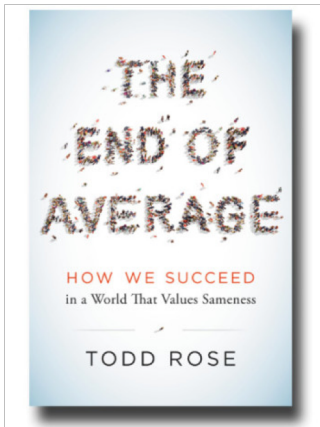
The Curricular Dilemma...

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

AND

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

A solution....



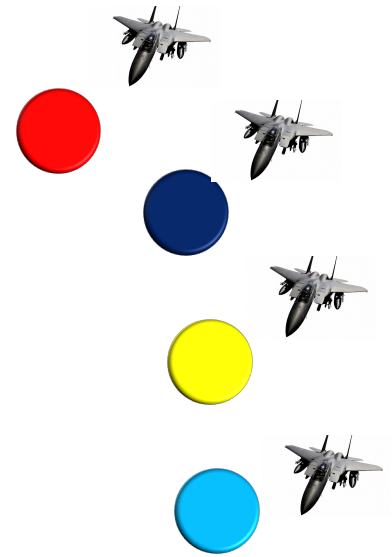
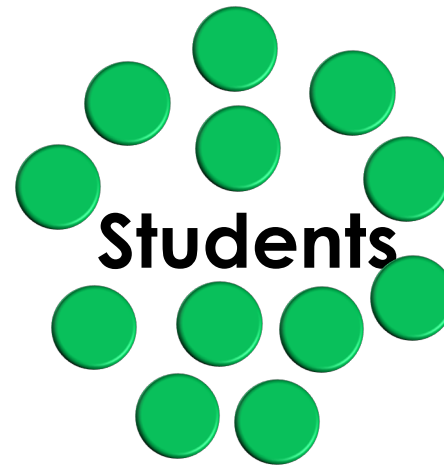
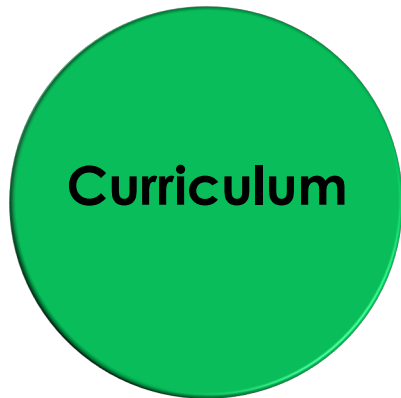
An ADJUSTABLE **plane**, designed for
a range of dimensions

OR

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

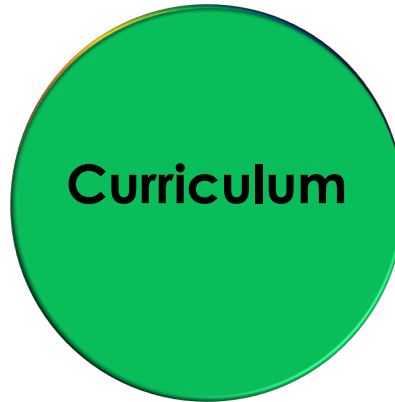
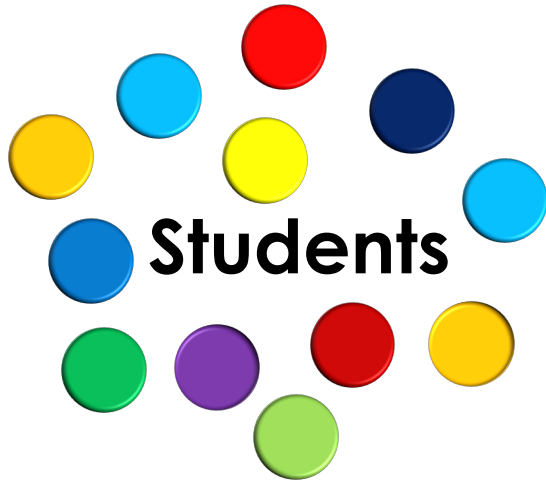


Design is the MOST underutilized support!





Design is the MOST underutilized support!



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**?

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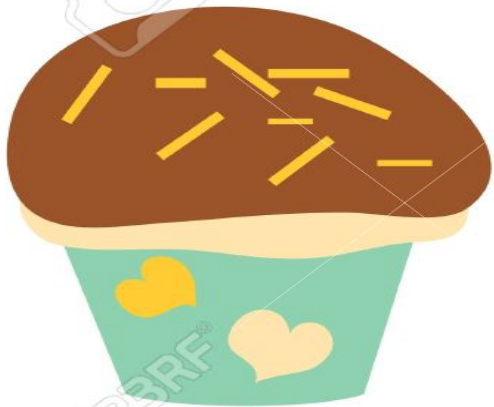
No ONE can do it alone:
Inclusion is not an “I” model

We can effectively teach all students in our community



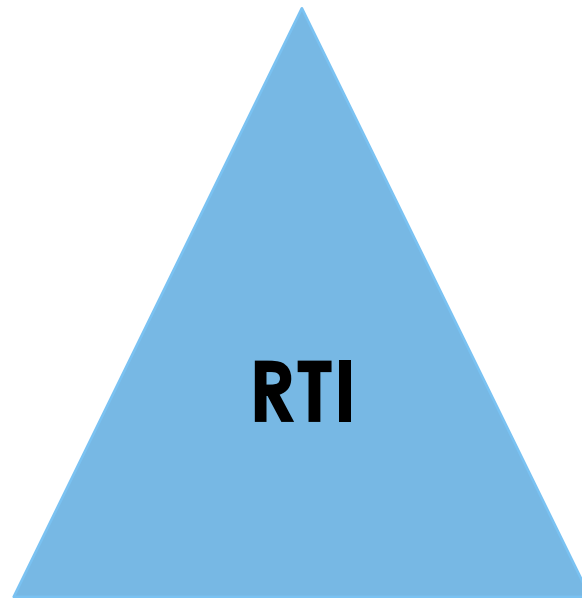
Collaborative support models



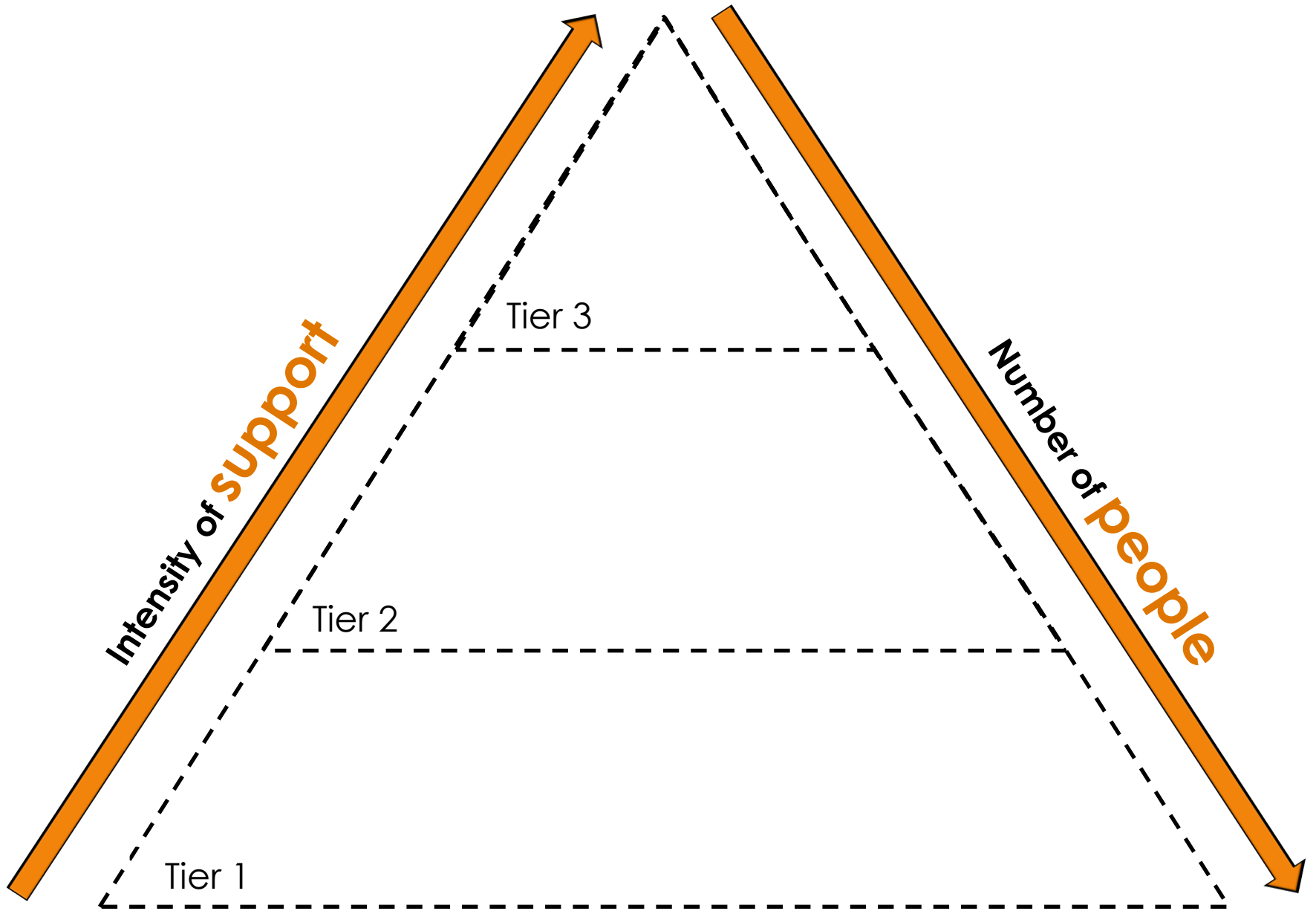




Supporting ALL Learners



Response to Intervention



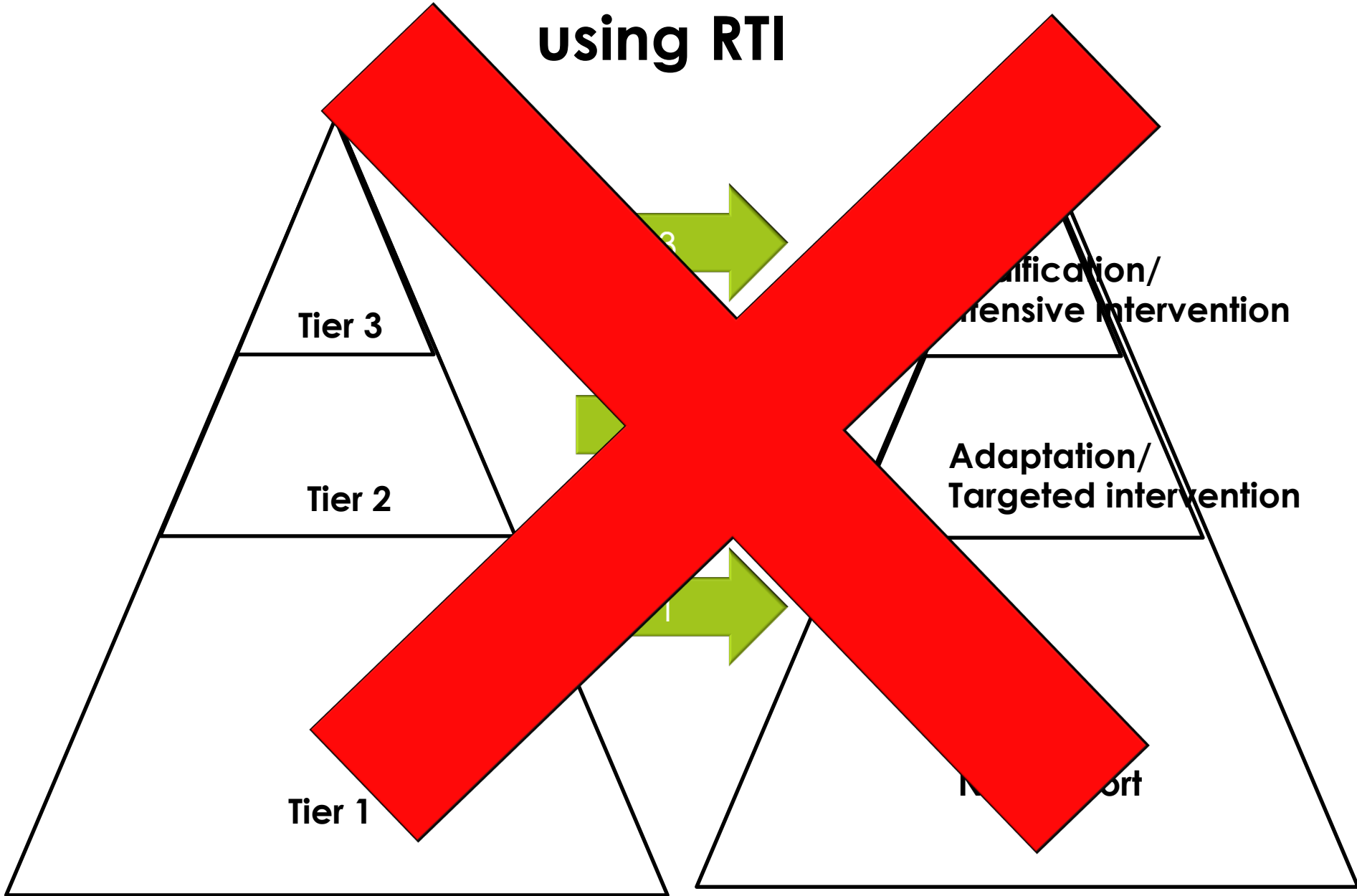
The role of special education historically...

Early intervention of **support**

Assess the Kids Early

Educators regulate their supports

Designing Supports for a DIVERSE group using RTI





Adaptations and Modifications vs. Inclusive Supports

- Supports are designed for specific students **BEFORE** teaching
- **ALL** students **can access** supports regardless of ability **DURING** teaching
- **No need** to do any **accommodations** after the fact

Evolving Support structures...

Instruction

Early ~~intervention~~ of **support**

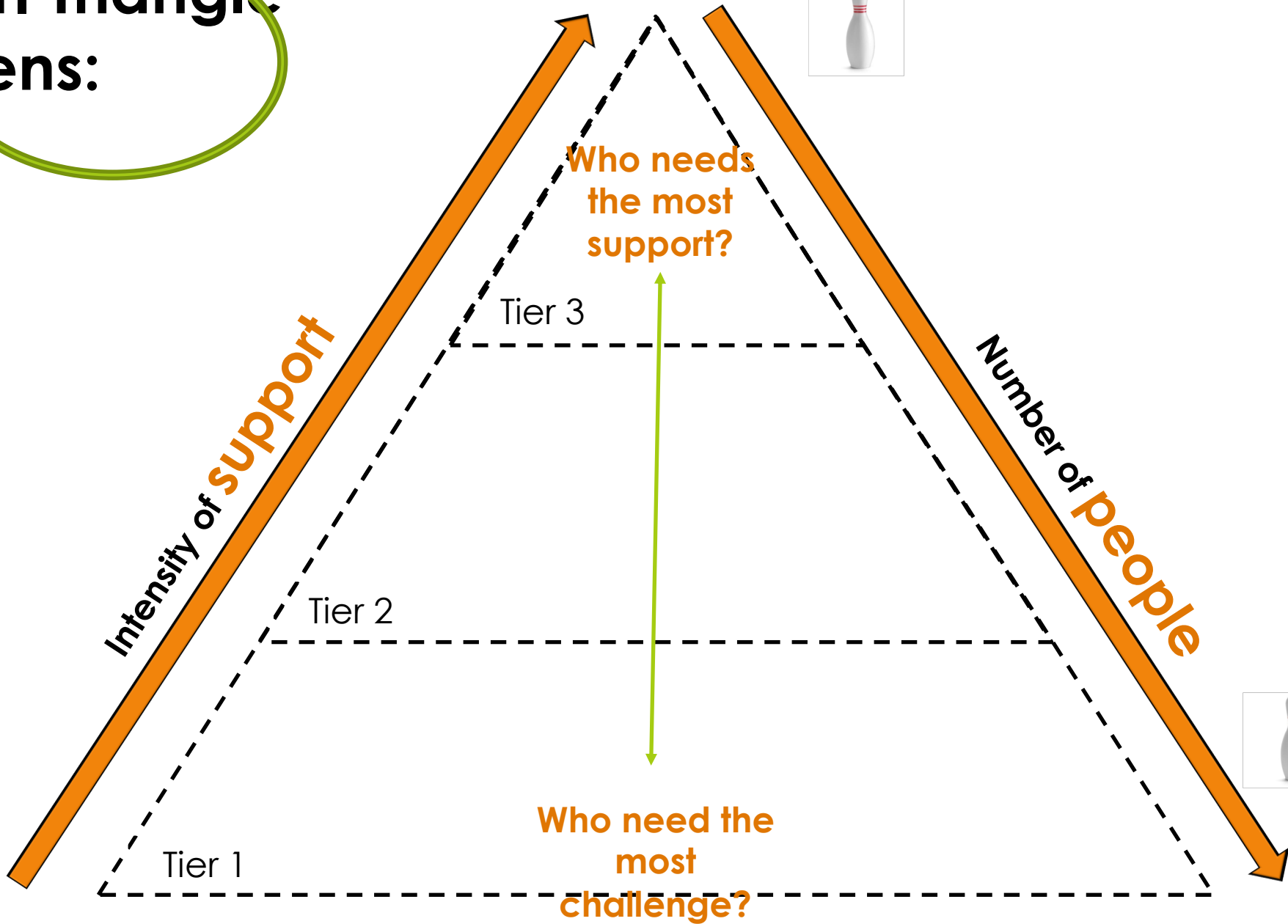
We don't diagnose student needs to find out
"what's wrong" with the student.

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

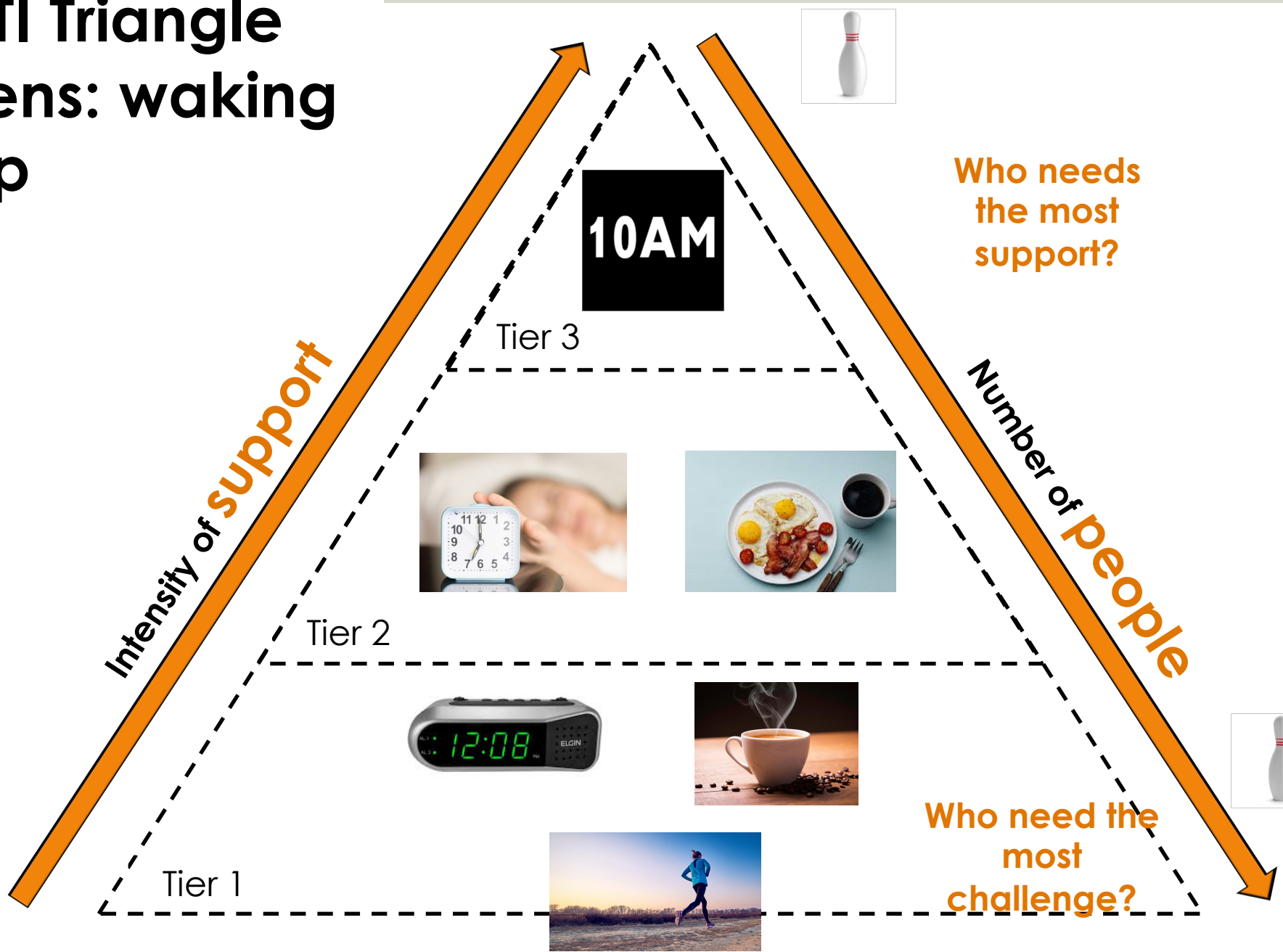
Assess the Environment

Teach the Supports to ALL

RTI Triangle Lens:

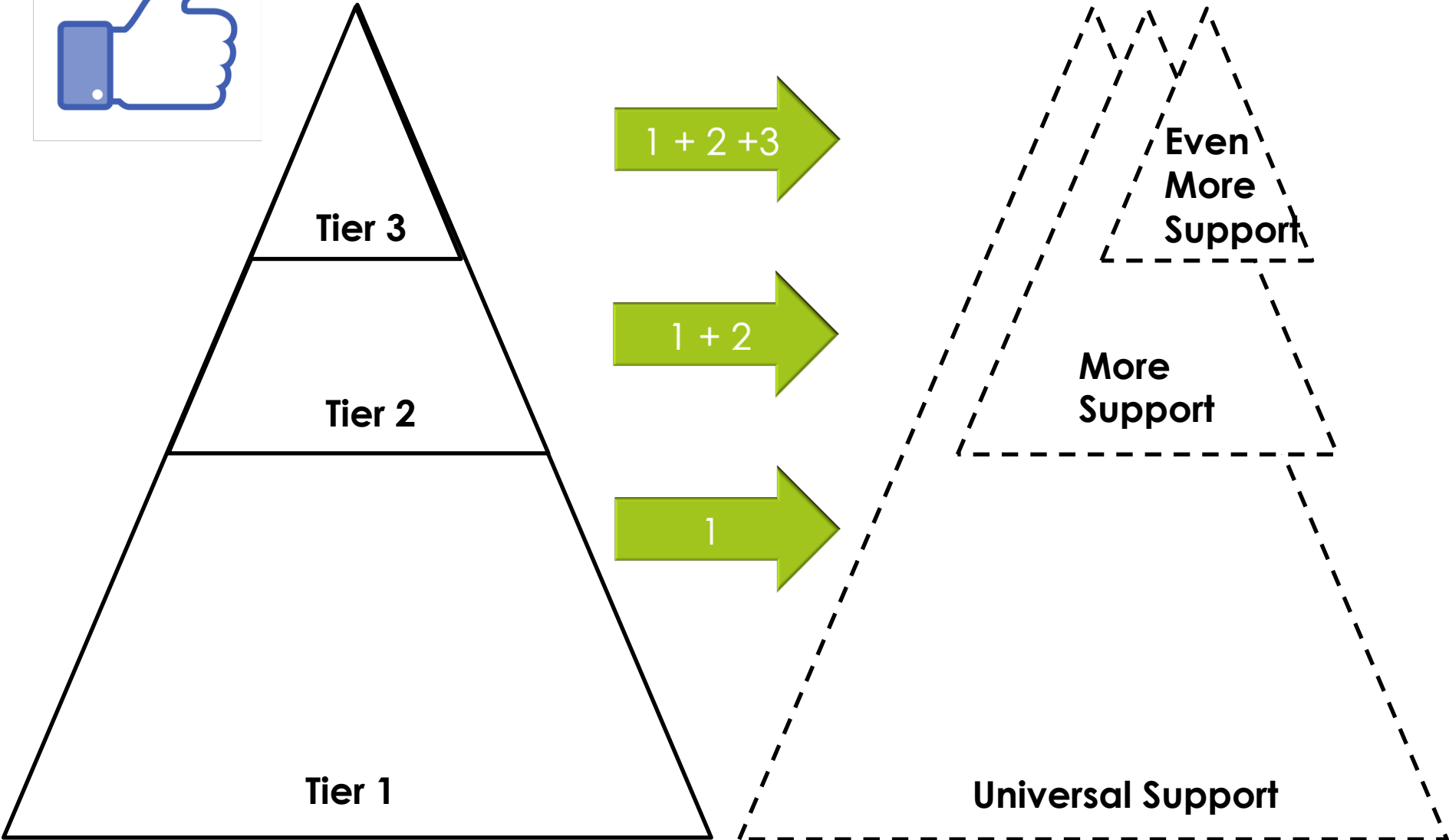


RTI Triangle Lens: waking up

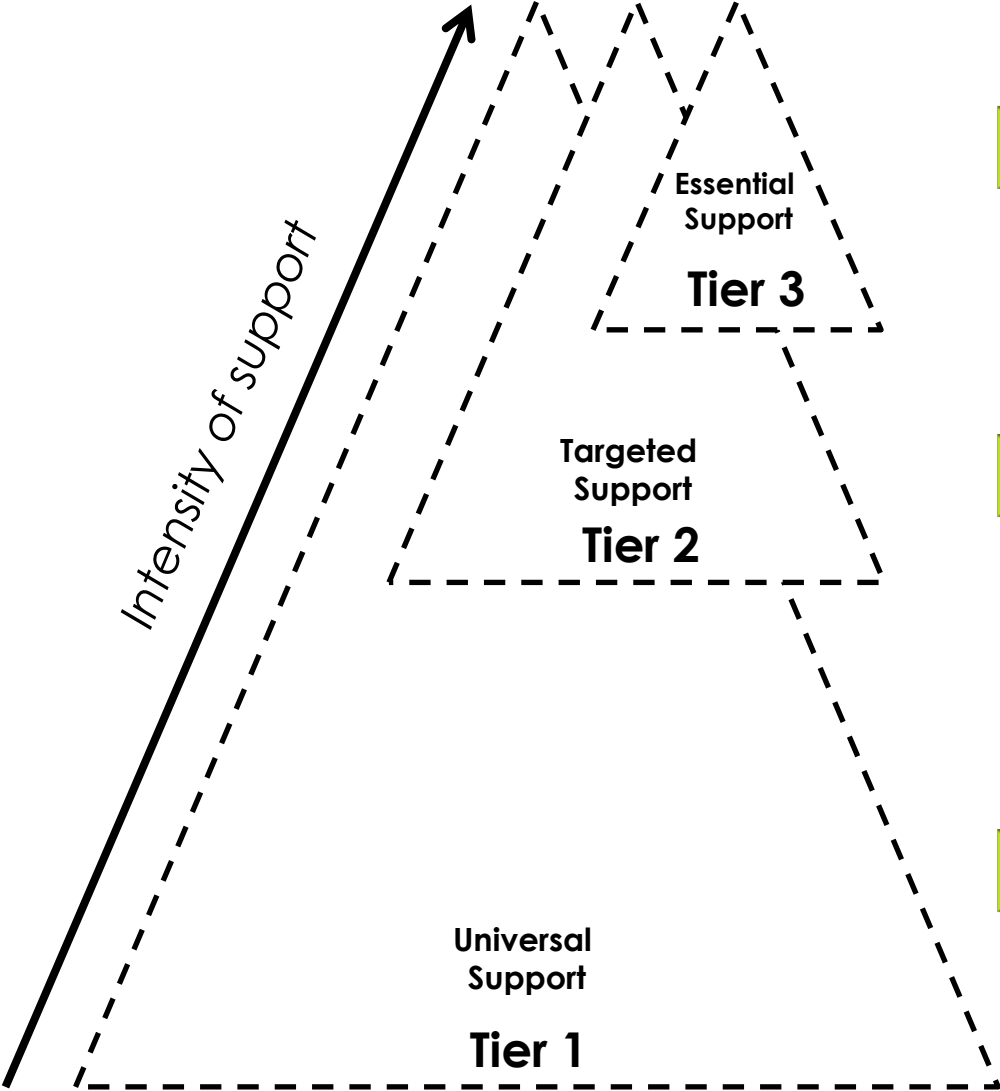




Designing Supports for a DIVERSE group



Continuum of Inclusive Supports



Designed for 1
Useful for 1

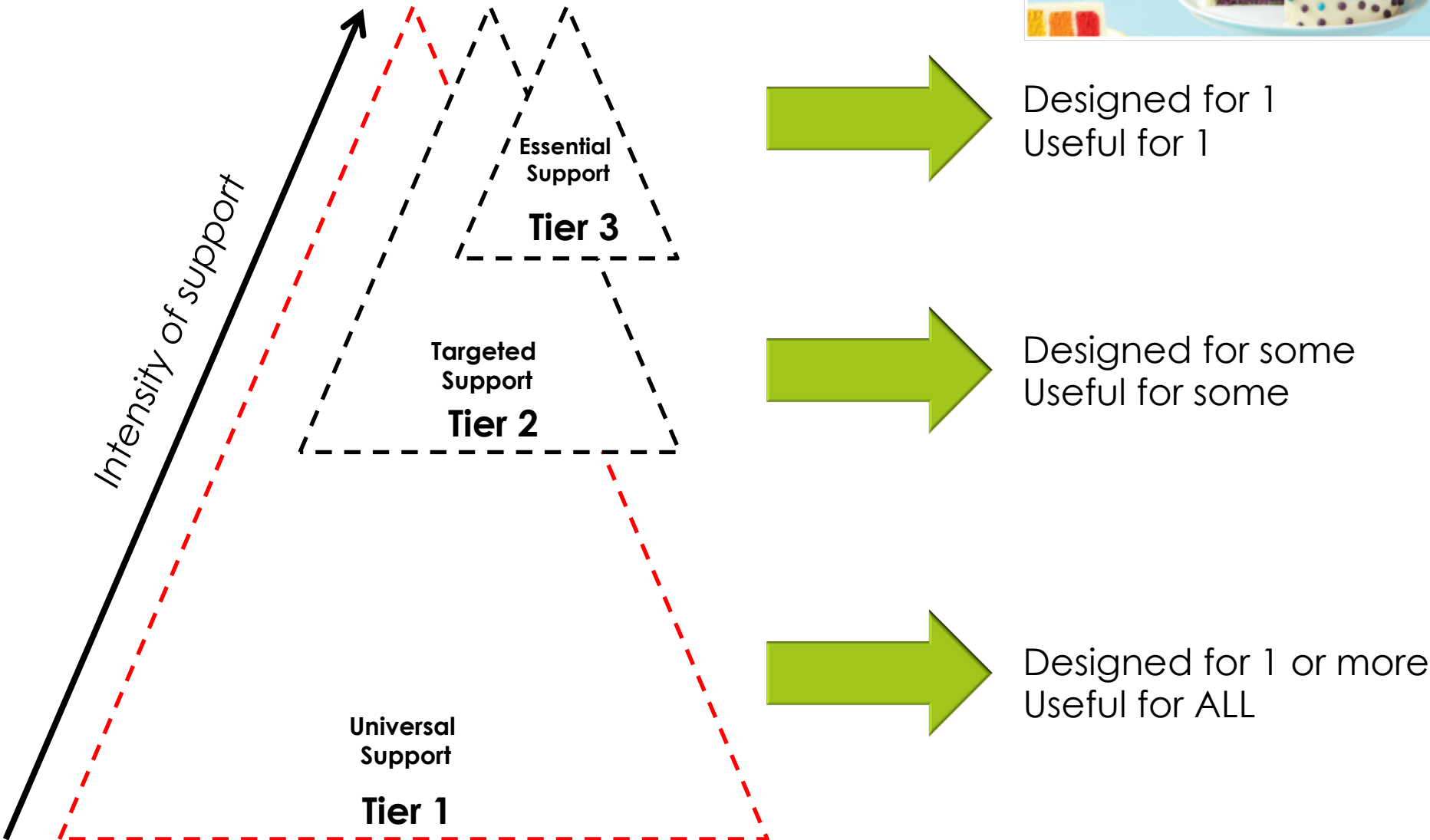


Designed for 1 or more
Useful for some



Designed for 1 or more
Useful for ALL

Continuum of Inclusive Supports



Access & Choice UDL



What supports are **necessary** to create **access**?
(the ramp)



What supports are available for students to **choose** from that **highlight their strengths**?
(the stairs or the ramp)

Supports for ALL learners: The Intellectual Ramps to Meet a Goal

Universal Design for Learning Guidelines



Provide Multiple Means of
Engagement



Provide Multiple Means of
Representation



Provide Multiple Means of
Action & Expression

Connecting Phase - WHY

- Most accessible
- Prior knowledge
- Hook
- Drawing from multiple resources & perspectives/text

Processing Phase - WHAT

- New Information (content)
- Moving information from short term to long term memory – processing (competencies)
- Varying complexity of goals

Transforming/ Personalizing Phase - HOW

- Reflecting on learning
- Metacognition
- Demonstrating learning
- Connecting learning to self/life

Provide multiple means of **Engagement**



Affective Networks
The "WHY" of Learning

Provide multiple means of **Representation**



Recognition Networks
The "WHAT" of Learning

Provide multiple means of **Action & Expression**



Strategic Networks
The "HOW" of Learning

Access

Provide options for **Recruiting Interest** (7)

- Optimize individual choice and autonomy (7.1)
- Optimize relevance, value, and authenticity (7.2)
- Minimize threats and distractions (7.3)

Provide options for **Perception** (8)

- Offer ways of customizing the display of information (8.1)
- Offer alternatives for auditory information (8.2)
- Offer alternatives for visual information (8.3)

Provide options for **Physical Action** (9)

- Vary the methods for response and navigation (9.1)
- Optimize access to tools and assistive technologies (9.2)

Build

Provide options for **Sustaining Effort & Persistence** (8)

- Heighten salience of goals and objectives (8.1)
- Vary demands and resources to optimize challenge (8.2)
- Foster collaboration and community (8.3)
- Increase mastery-oriented feedback (8.4)

Provide options for **Language & Symbols** (2)

- Clarify vocabulary and symbols (2.1)
- Clarify syntax and structure (2.2)
- Support decoding of text, mathematical notation, and symbols (2.3)
- Promote understanding across languages (2.4)
- Illustrate through multiple media (2.5)

Provide options for **Expression & Communication** (5)

- Use multiple media for communication (5.1)
- Use multiple tools for construction and composition (5.2)
- Build fluencies with graduated levels of support for practice and performance (5.3)

Internalize

Provide options for **Self Regulation** (9)

- Promote expectations and beliefs that optimize motivation (9.1)
- Facilitate personal coping skills and strategies (9.2)
- Develop self-assessment and reflection (9.3)

Provide options for **Comprehension** (3)

- Activate or supply background knowledge (3.1)
- Highlight patterns, critical features, big ideas, and relationships (3.2)
- Guide information processing and visualization (3.3)
- Maximize transfer and generalization (3.4)

Provide options for **Executive Functions** (6)

- Guide appropriate goal-setting (6.1)
- Support planning and strategy development (6.2)
- Facilitate managing information and resources (6.3)
- Enhance capacity for monitoring progress (6.4)

Goal

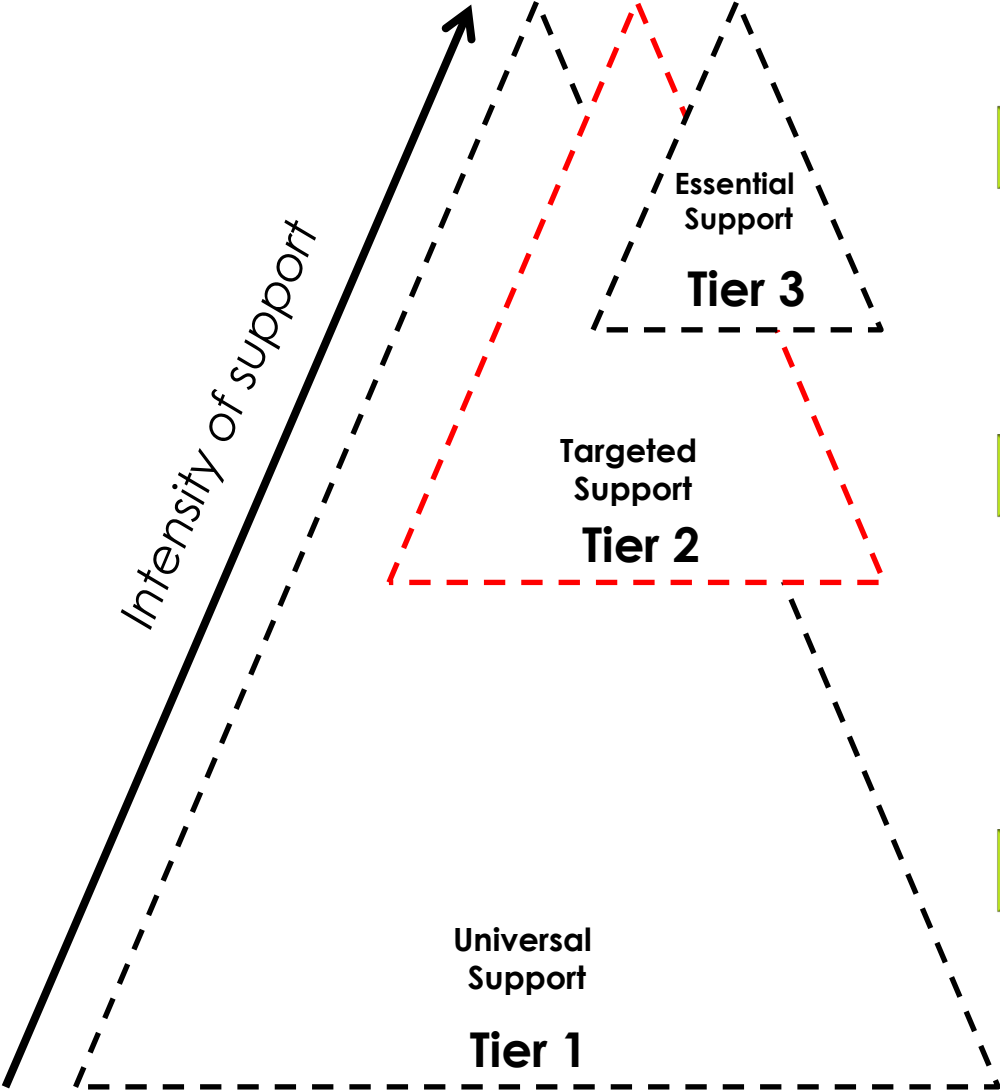
Expert learners who are...

Purposeful & Motivated

Resourceful & Knowledgeable

Strategic & Goal-Directed

Continuum of Inclusive Supports



Designed for 1
Useful for 1

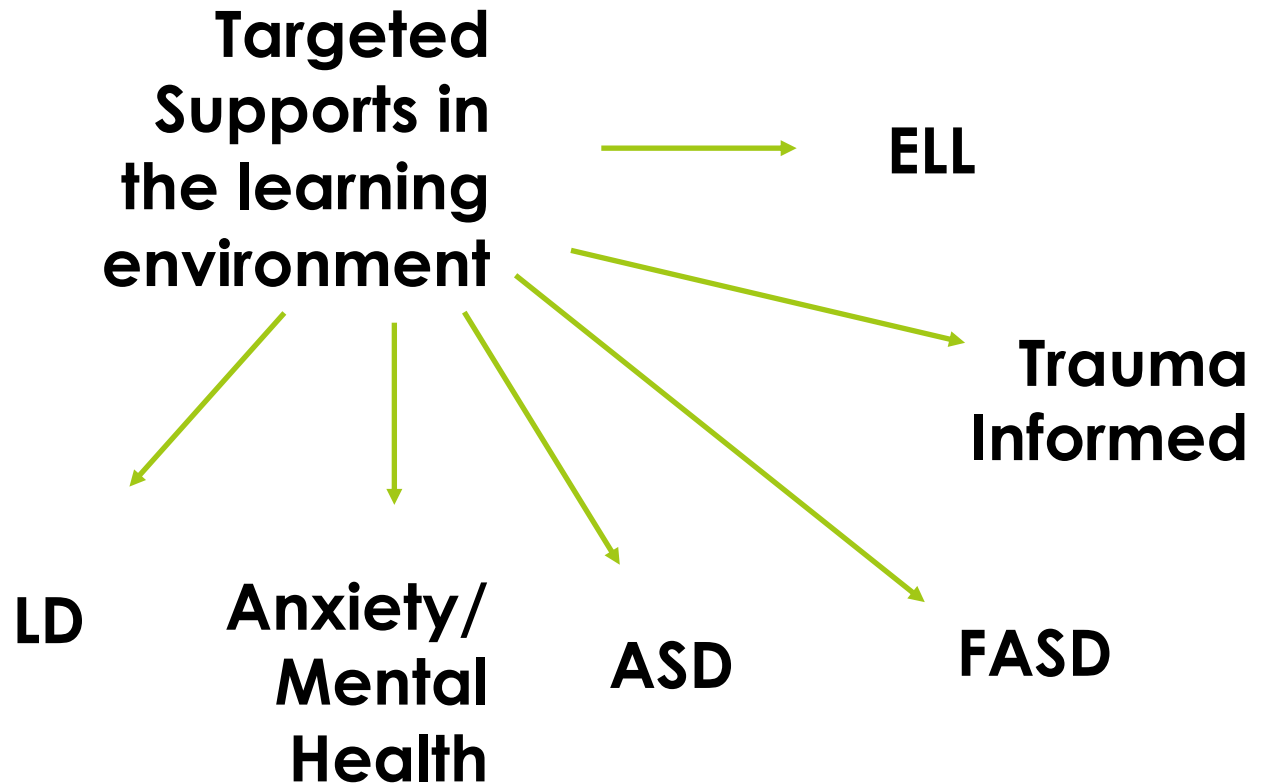


Designed for some
Useful for some

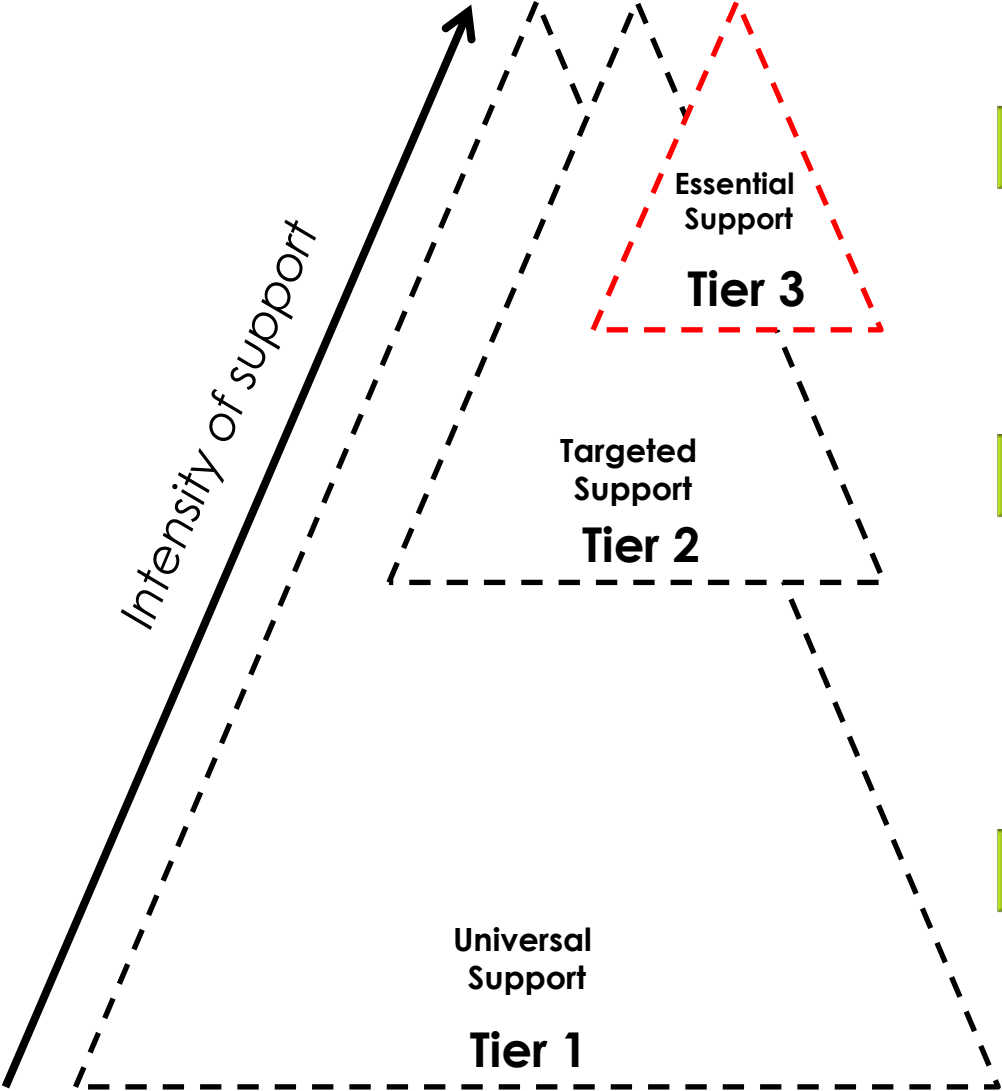


Designed for 1 or more
Useful for ALL

Targeted Support!



Continuum of Inclusive Supports



Designed for 1
Useful for 1



Designed for some
Useful for some



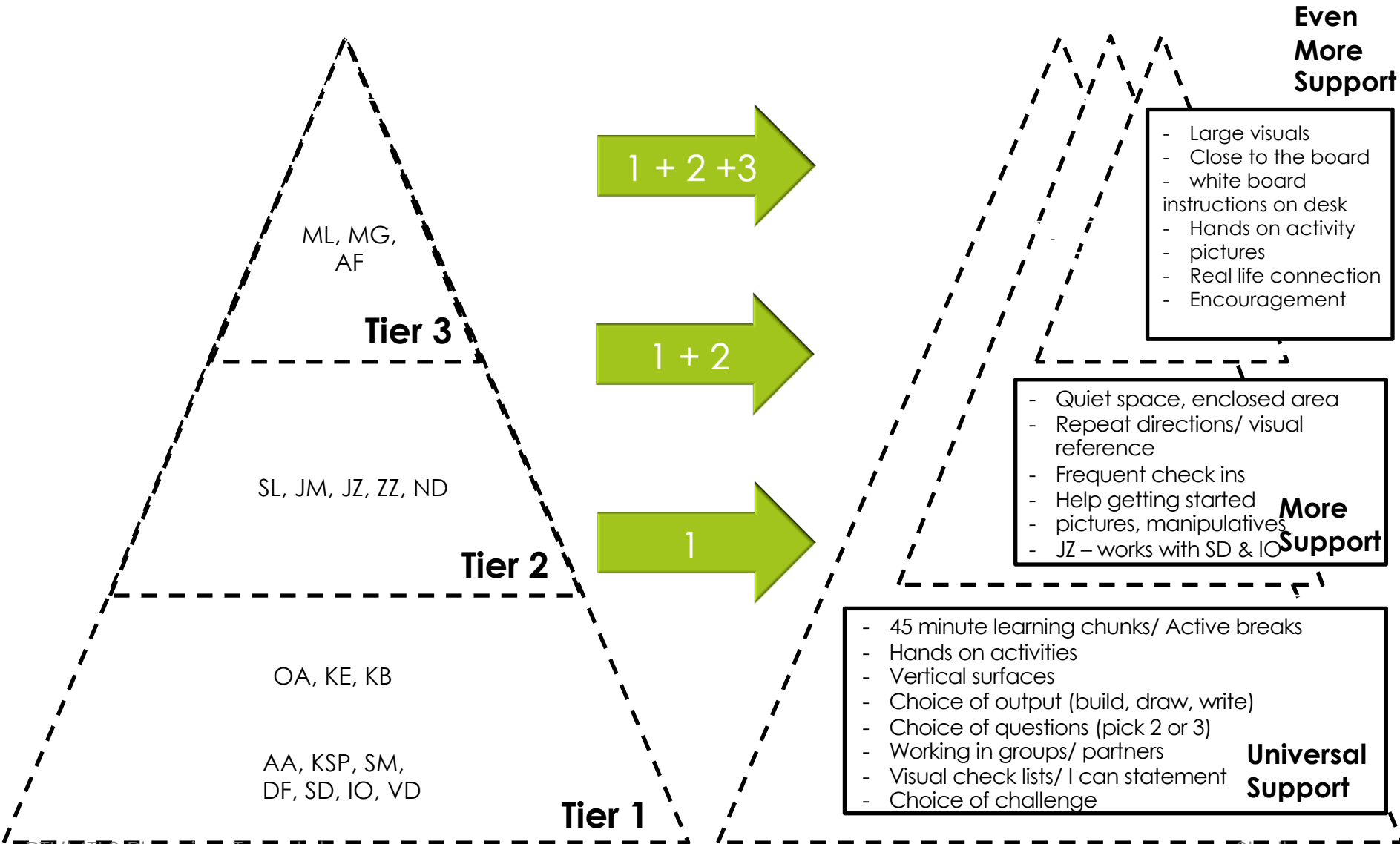
Designed for 1 or more
Useful for ALL

Essential Supports



Designing Supports for Diverse Classes

Lens: Math 5/6



RTI Triangle

Grade/Course/Subject (place)

Grade 9 Socials

Curricular Lens:

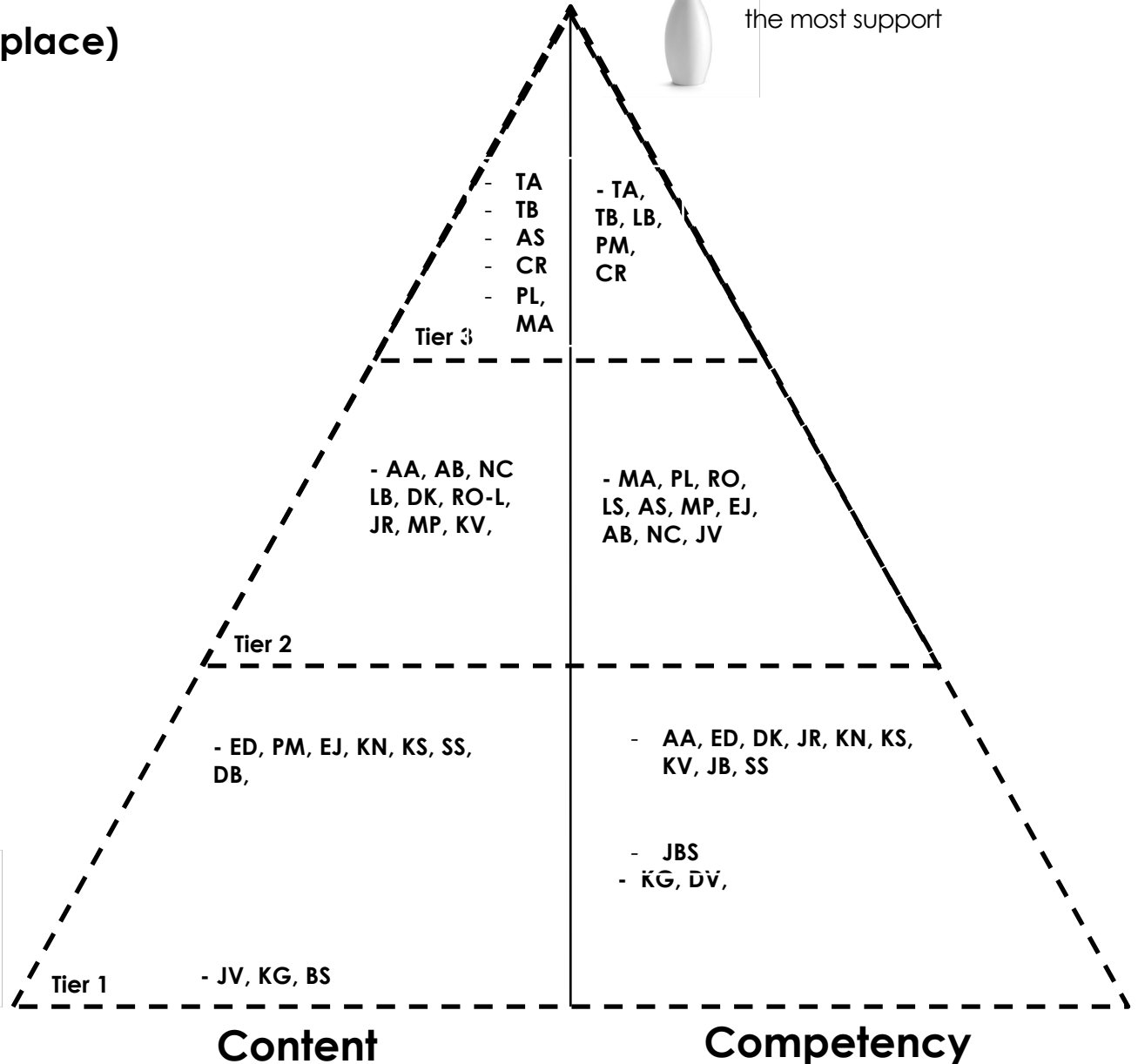
Literacy/ Content

Competency Lens:

Behaviour



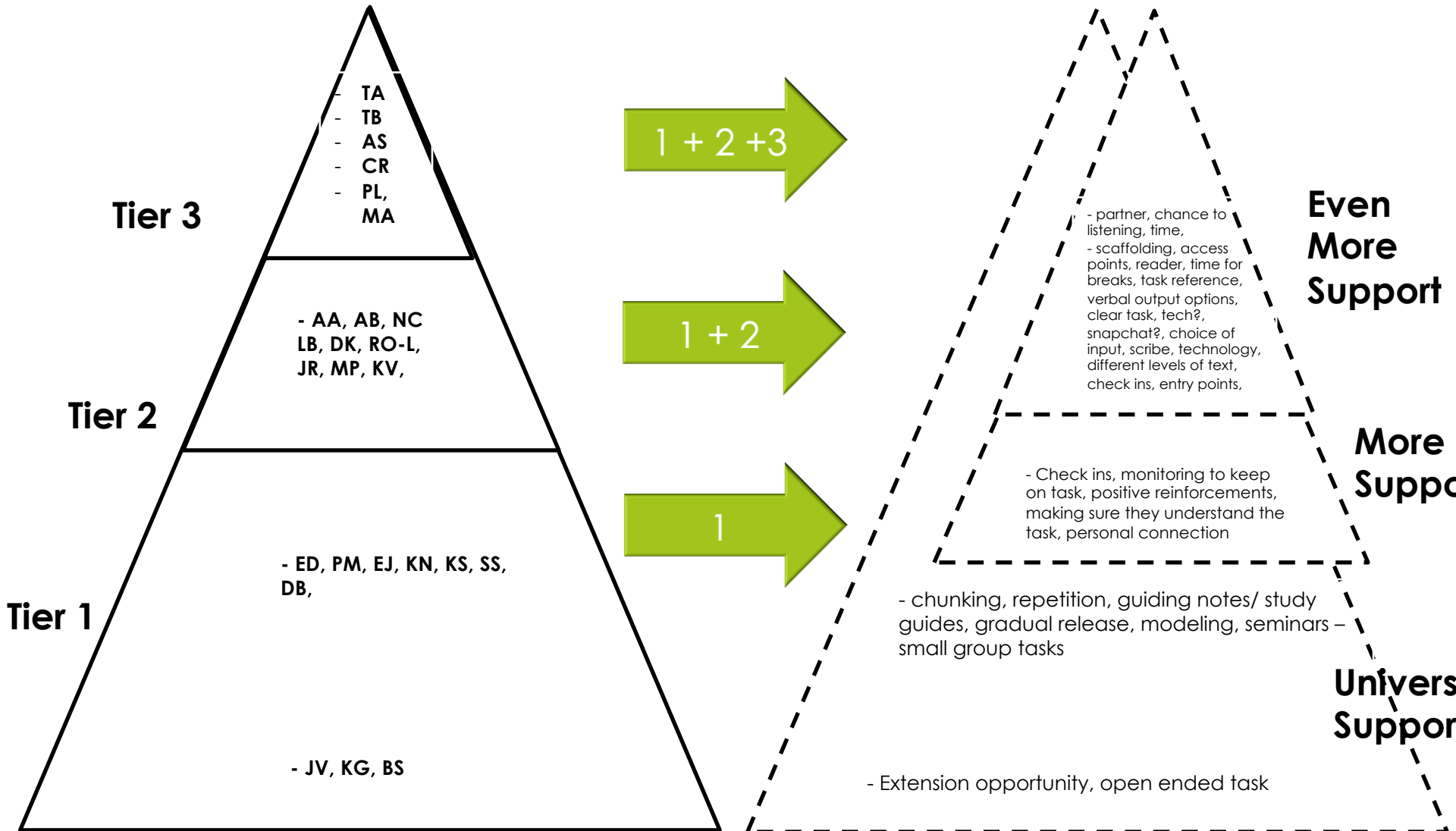
Students who need the most support



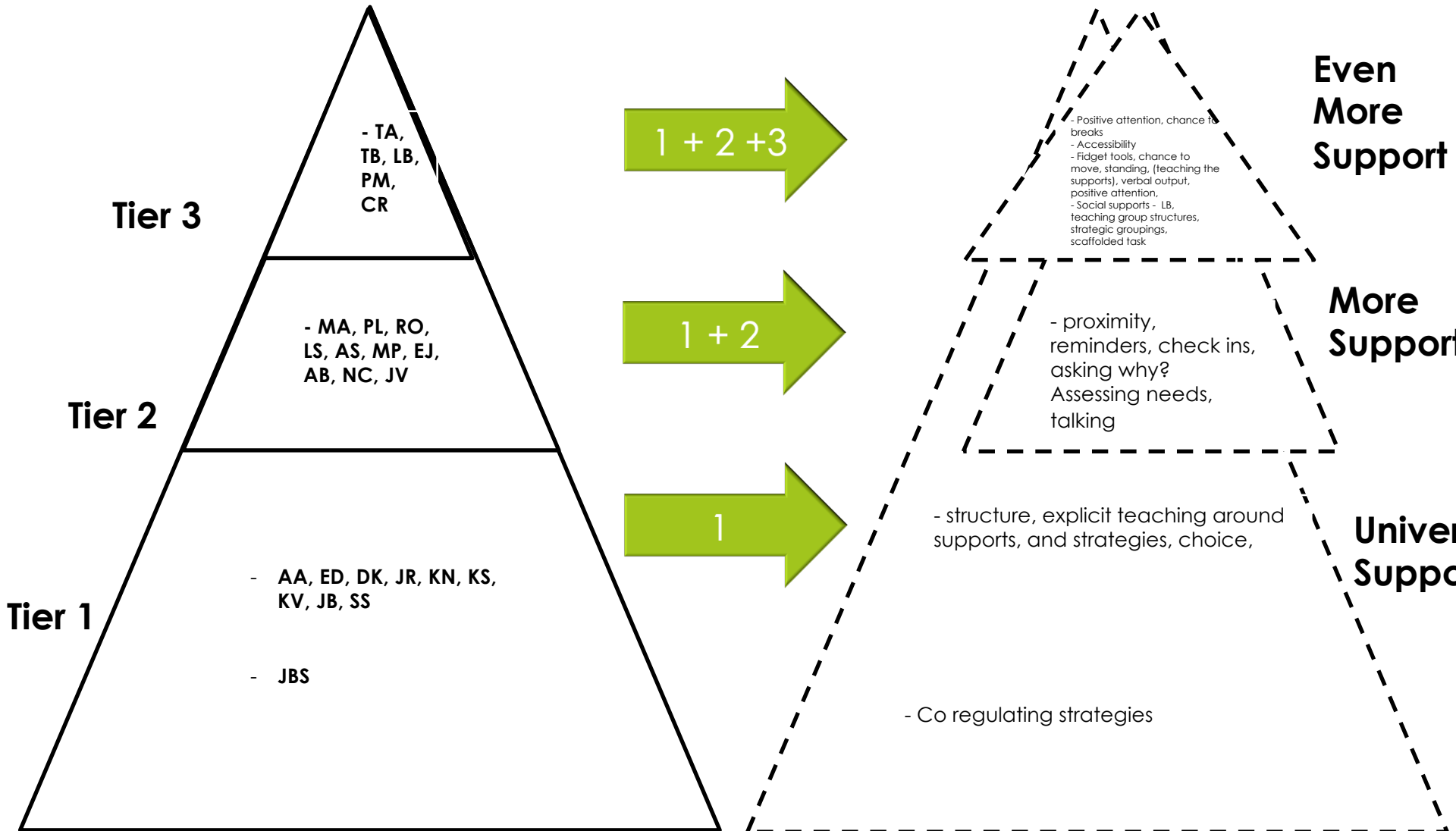
Students who need the most challenge



Designing Supports for a DIVERSE group - LITERACY



Designing Supports for a DIVERSE group - BEHAVIOUR



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

□ Who are our **Learners**?

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

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□ 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

Keep in mind...

“It is not about finding the answer...It is about finding out what is useful.”

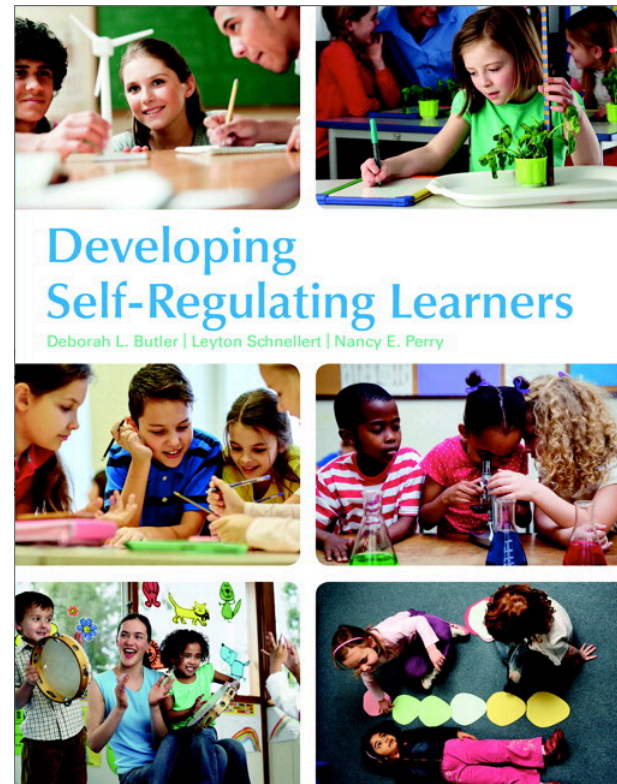
▣ Bruce Beirsto

One thing..

- ▣ What is one USEFUL thing from today?
- ▣ What can you take back with you to your context?

Recommended Resources

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

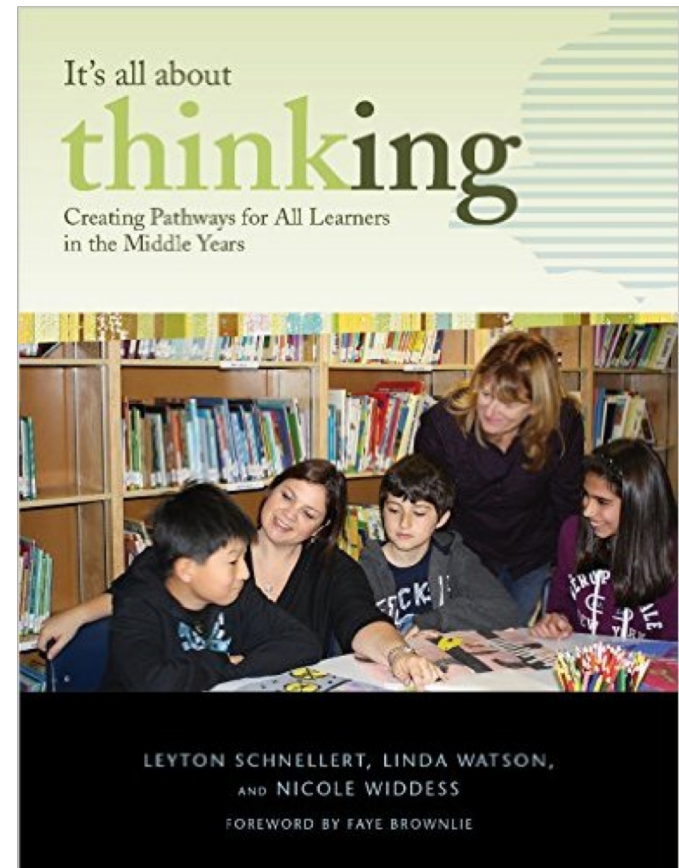


Schnellert, L., Watson, L., & N. Widdess (2015). *It's all about thinking: Building pathways for all learners in the middle years*. Portage and Main. Chapter One.

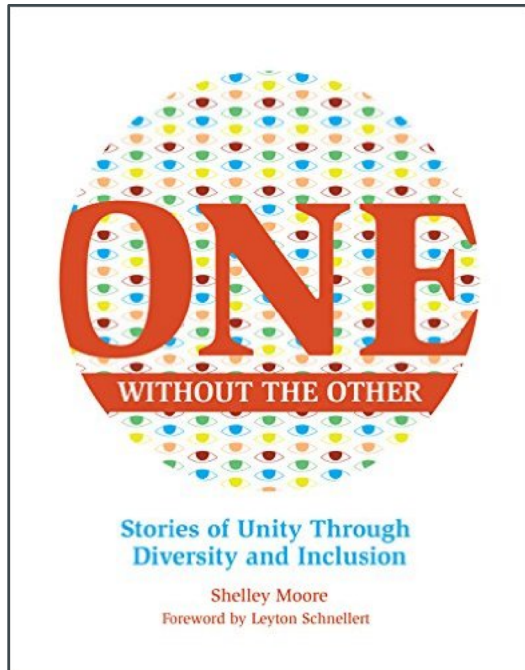
Brownlie, F., Fullerton, C., & Schnellert, L. (2011). *It's all about thinking: Collaborating to support all learners in mathematics and science*. Portage and Main. Chapter One.

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.

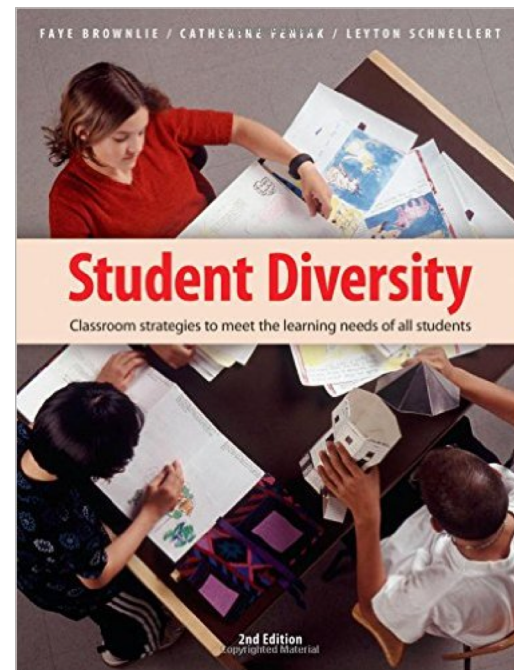
Schnellert, L., Dato, M., Ediger, K., & Panas, J. (2009). *Pulling together: Integrating inquiry, assessment, & instruction in today's English classroom*. Pembroke. Chapter One.



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



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



New Edition this Fall!!!

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