

SHELLEY MOORE



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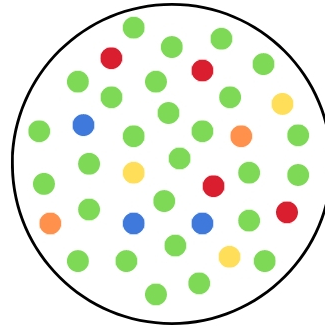
One thing..

- What is one useful thing that you have heard so far today?
- What questions are coming up for you?

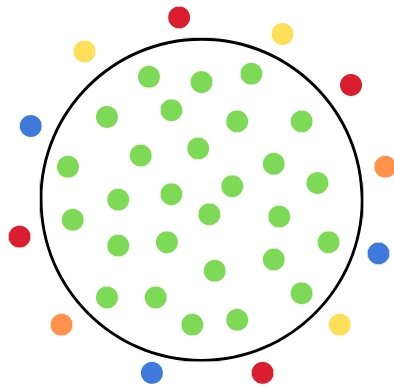


WHAT IS INCLUSION?

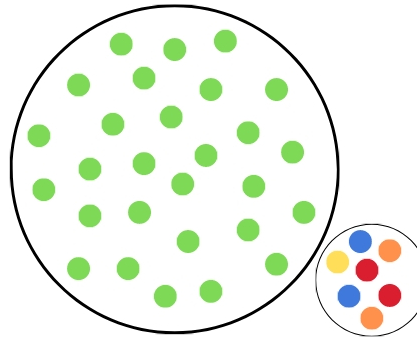
- inclusion is about invitation not force
- inclusion is more than physical integration
- inclusion is responding to diversity not changing the diversity
- inclusion is committing to getting better - living it!



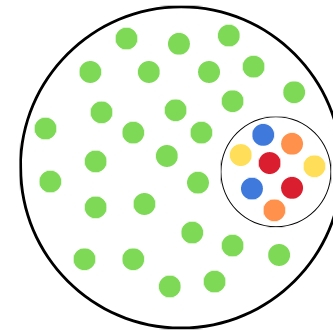
inclusion



exclusion

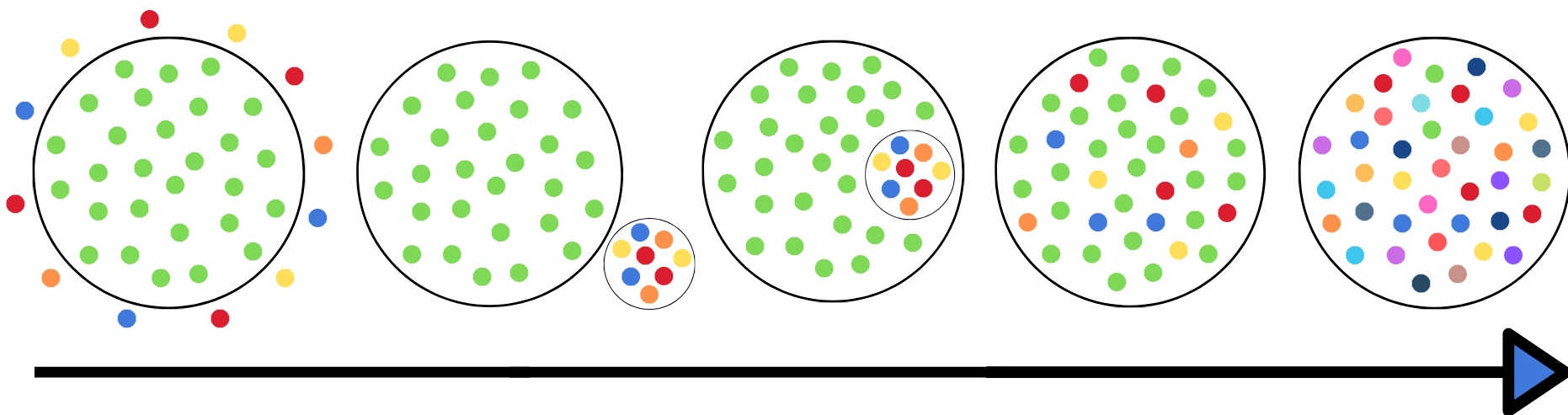


segregation



integration

WHAT IS INCLUSION?



Where are you on this continuum? What's the next step?



WHO IS INCLUSION FOR?

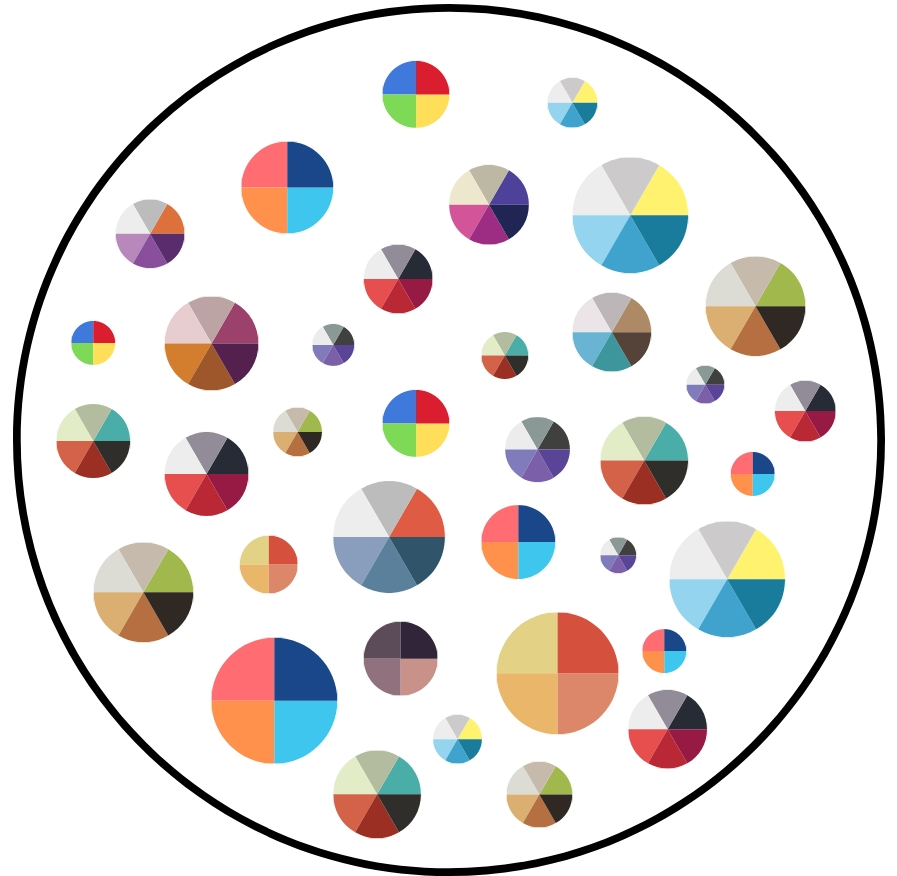
**WHO DOES INCLUSION
INCLUDE?**



WHO IS INCLUSION?



WHO IS INCLUSION?



Shelley Moore, 2019

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What are your
colours?

Do we value ALL
colours equally?



How do we build communities of identity?



How do we build communities of diversity?

How do we move away from groupings based on deficits?



How do we make sure that we are welcoming & valuing all colours?

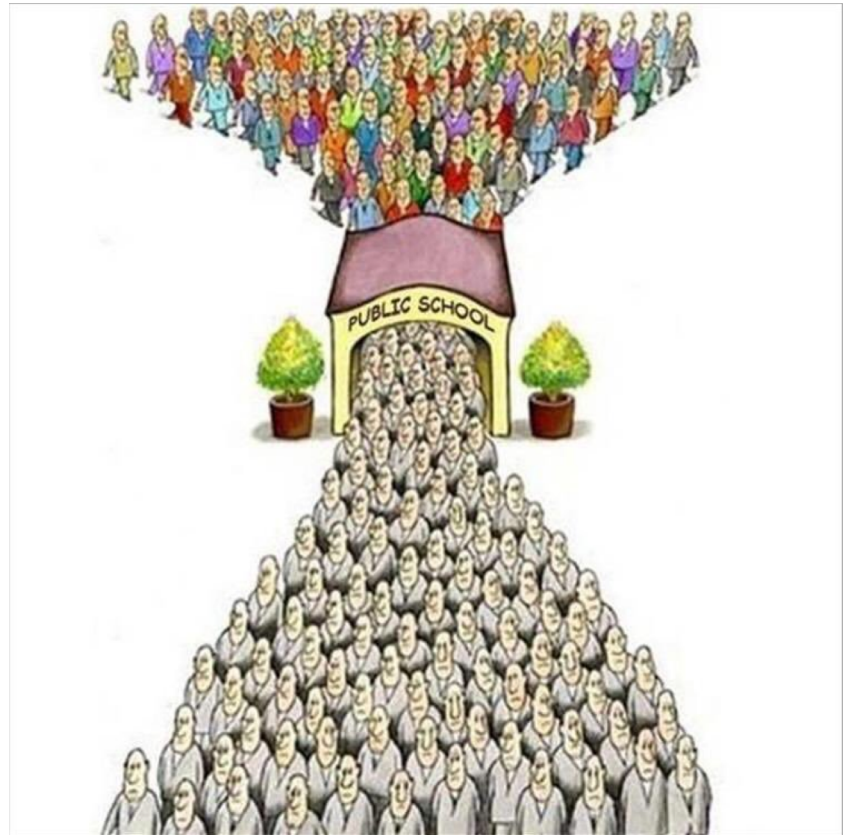


WHO IS INCLUSION?

- inclusion is about identity and diversity
- inclusion is valuing all colours
- inclusion is looking for who is missing
- inclusion is seeing the strengths
- inclusion is ALL of us

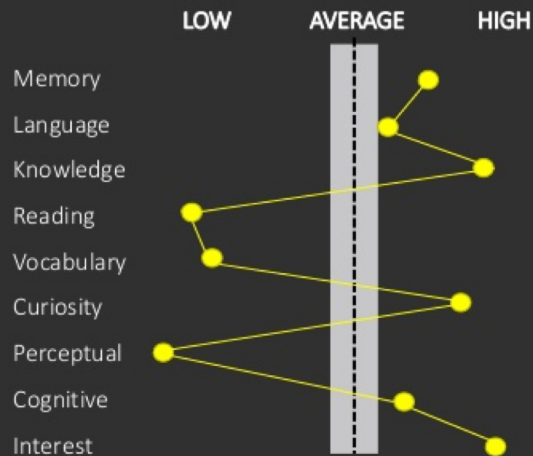
Where did green come from?

■ The “green” kids

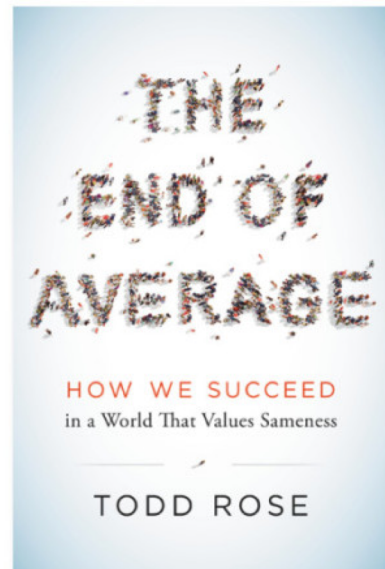


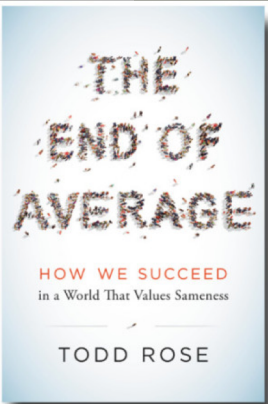
The End of Average!

The average student is a myth



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



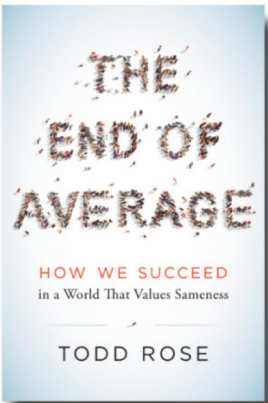


The Airplane Dilemma...

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

AND

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

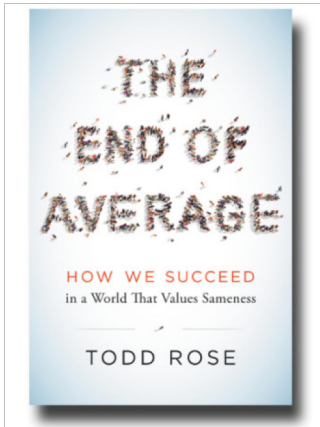


The Curricular Dilemma...

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

AND

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



A solution....

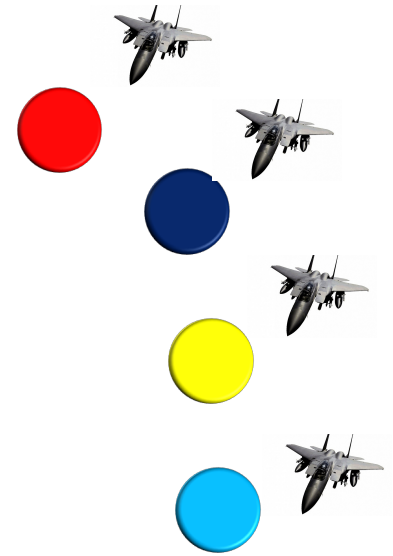
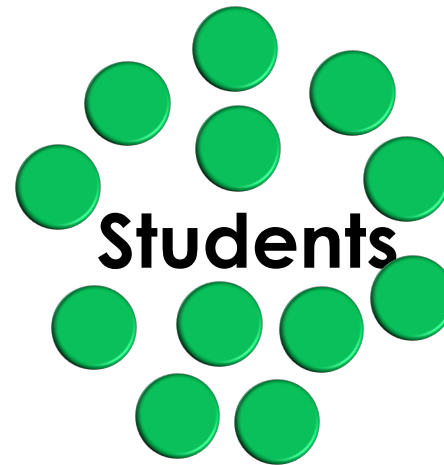
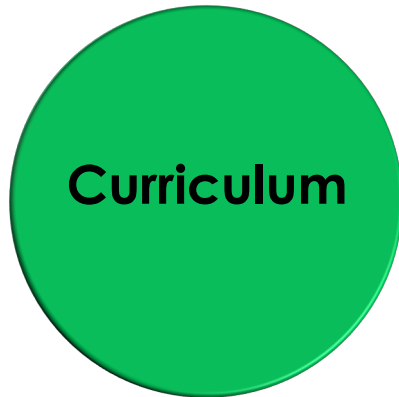
An ADJUSTABLE **plane**, designed for
a range of dimensions

OR

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

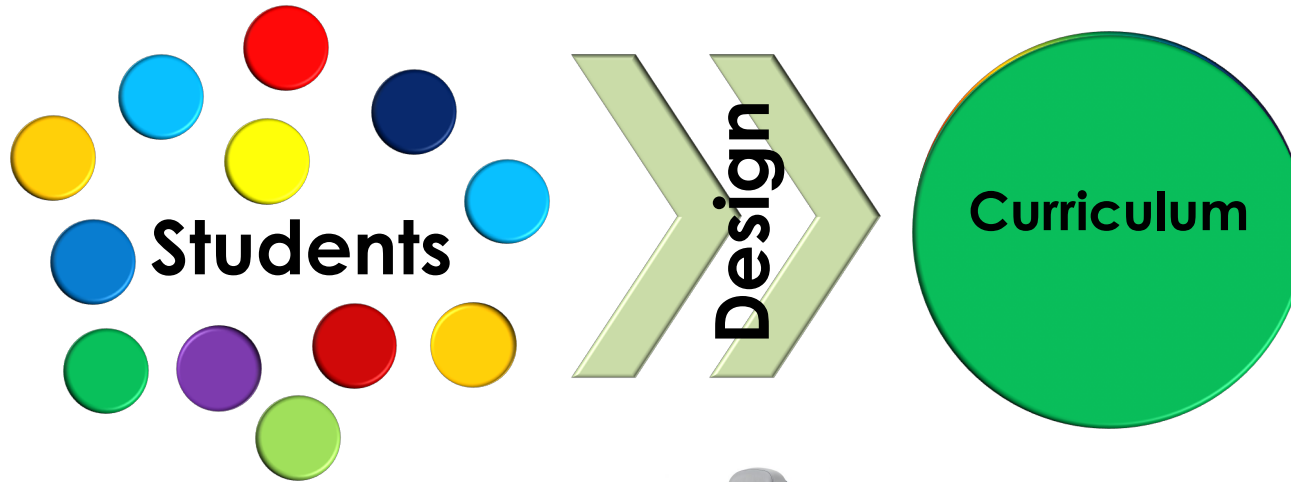


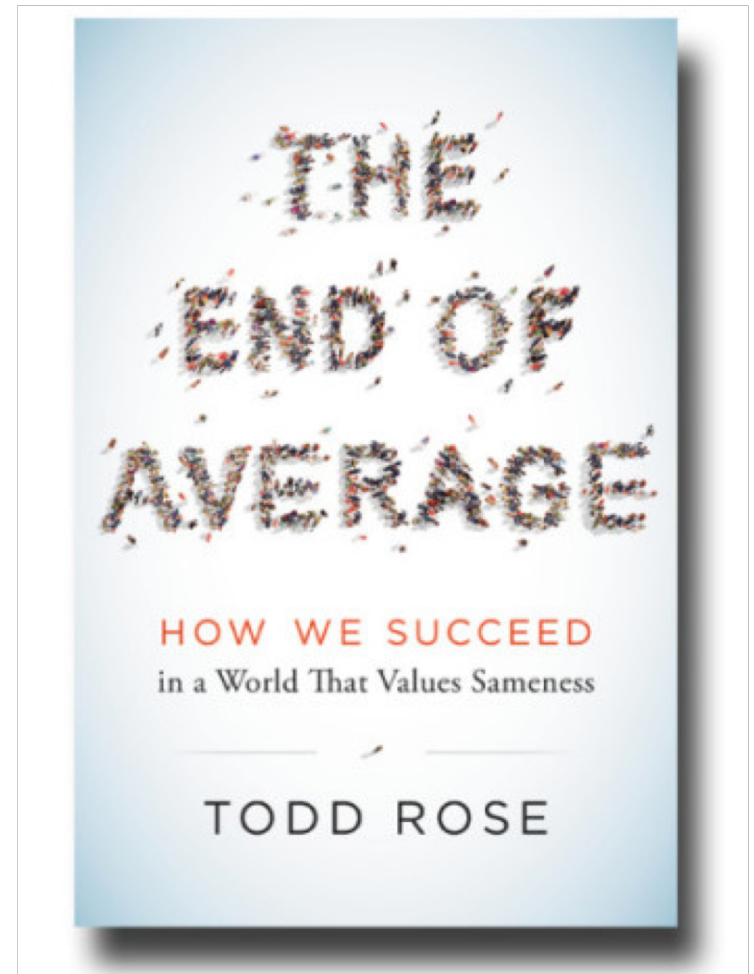
**Design is the MOST
underutilized support!**





**Design is the MOST
underutilized support!**





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**?

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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



How can we design an adjustable curriculum?

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

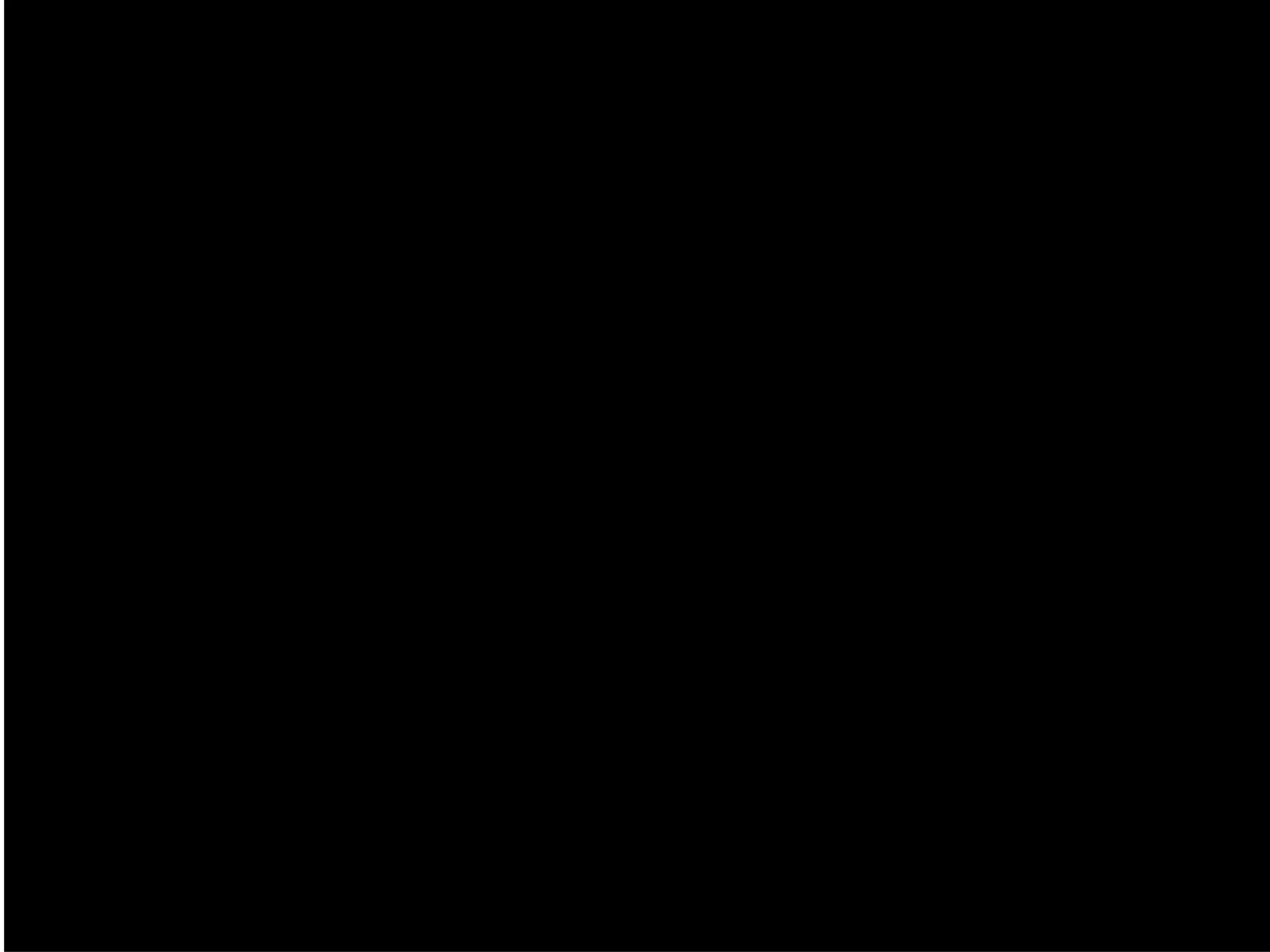




Learning with diversity through a strength based lens

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...

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



Class Profile:

(adapted from Brownlie & King, 2000)

Group Strengths

Group Stretches

Interests:

Class Wide Universal Supports/
Decisions

Class Wide Core Competencies to
Target

Individual Considerations

Medical

Language

Learning

Socio-Emotional

Other

Class Profile: Grade 9

(Brownlie & King, 2000)

Classroom Strengths

- Social, funny, technology/ gaming
- Aware of their needs, know their strengths
- Advocate for help
- Need to move
- They want to do well
- Being outside

Classroom Stretches

- Building more strategies to SRL
- Balancing social and productivity/ learning
- Managing the use of supports and space
- Being responsible and self aware to support self and others
- Attention

Interests: friends, each other, grades are a motivator, movies, comics, video games

Class wide supports/structures

- Flexible seating, choice of representing learning, hands on learning, assessment connected to curricular competencies, multiple intelligence structures/ supports, time to work together, growth mindset, get outside for learning, games for learning activities

Class wide competencies

- Communication (strength)
- Personal awareness & responsibility
- Creative thinking

Individual Considerations

Medical
K.M. (FAS)

Language
A.P. – ELL
F.A - ELL

Learning
CH – LD
PA, RG, MK, KM

Socio-Emotional
CH (withdrawn)
MK, OW

Self Regulation
KL (movement)
IH, TK, BM
(handing in things)

Class Profile:

(adapted from Brownlie & King, 2000)

Group Strengths

Group Stretches

Interests:

Class Wide Universal Supports/
Decisions

Class Wide Core Competencies to
Target

Individual Considerations

Medical

Language

Learning

Socio-Emotional

Other

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

We can effectively teach all students in our community



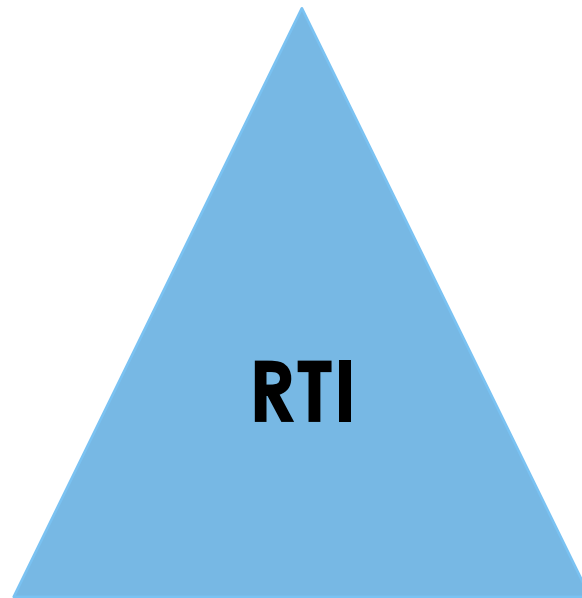
Collaborative support models



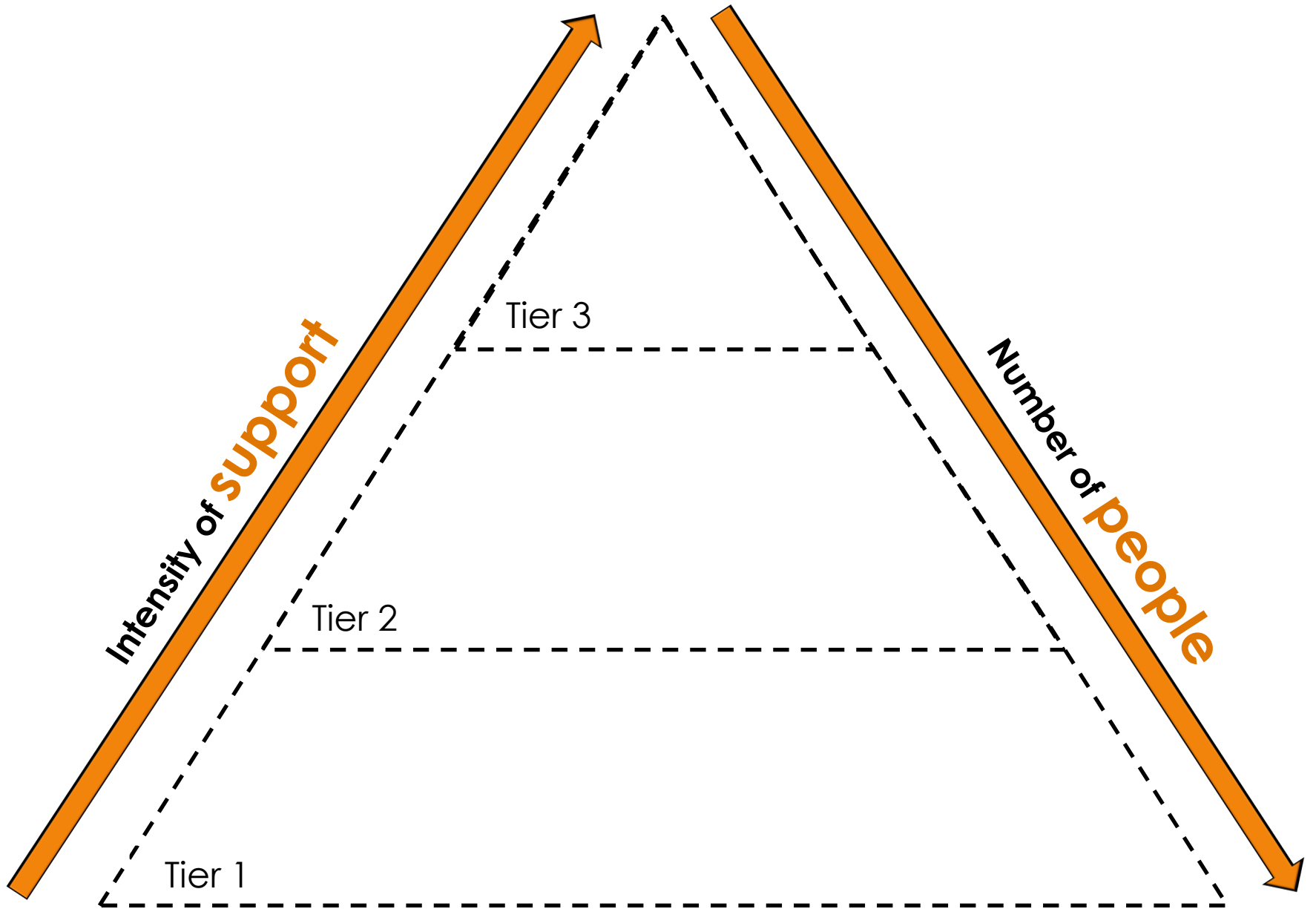




Supporting ALL Learners



Response to Intervention



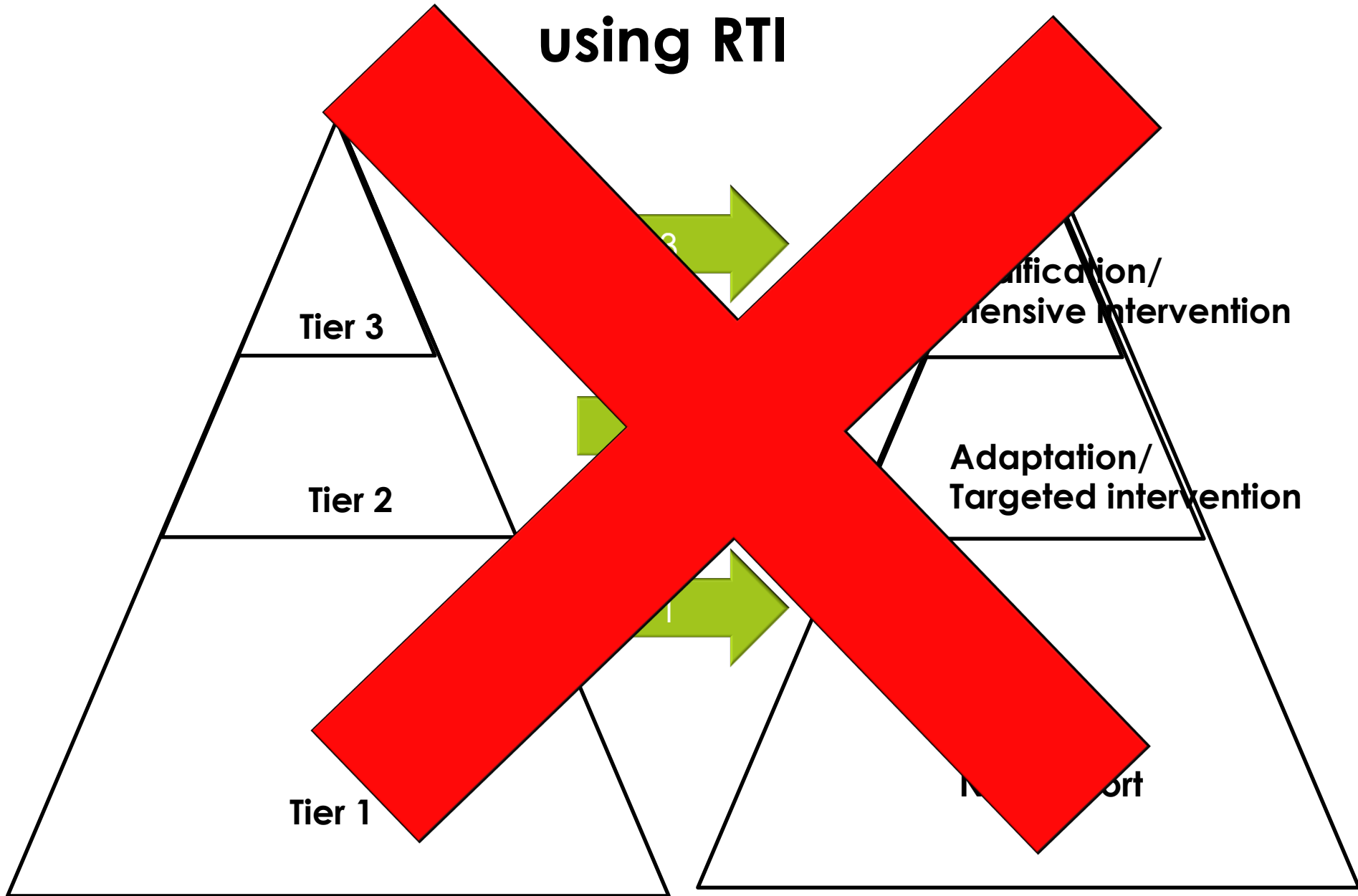
The role of special education historically...

Early intervention of **support**

Assess the Kids Early

Educators regulate their supports

Designing Supports for a DIVERSE group using RTI





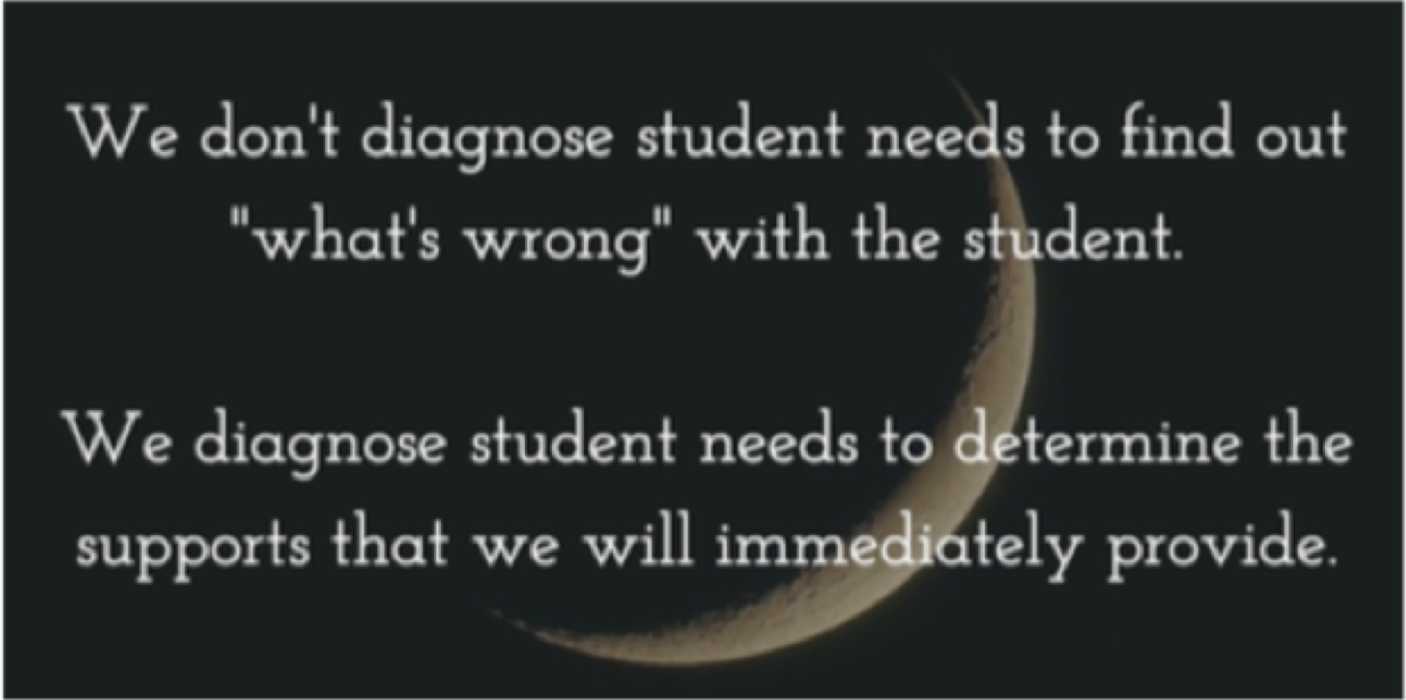
Adaptations and Modifications vs. Inclusive Supports

- ▣ 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**



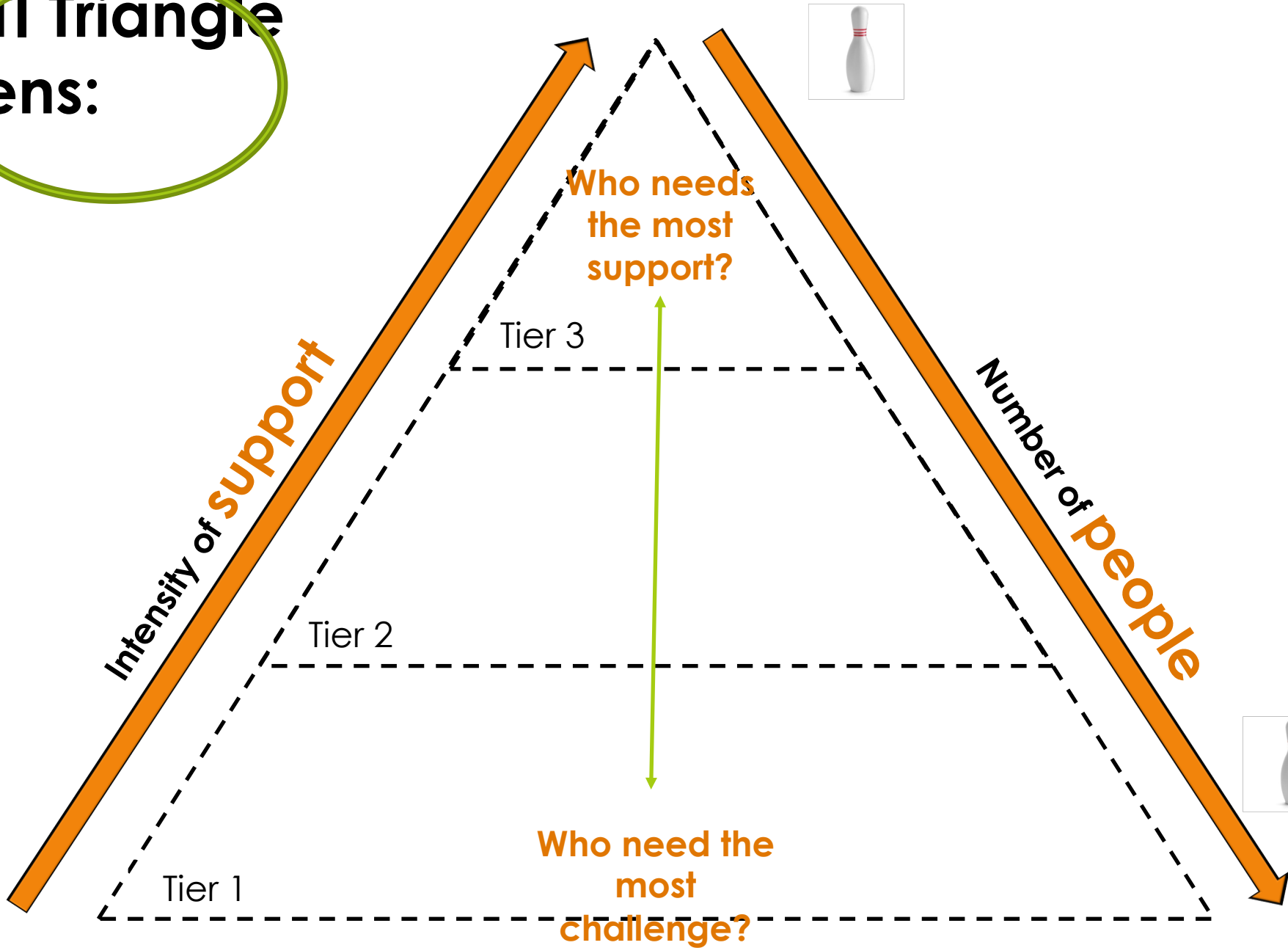
We don't diagnose student needs to find out
"what's wrong" with the student.

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

Assess the Environment

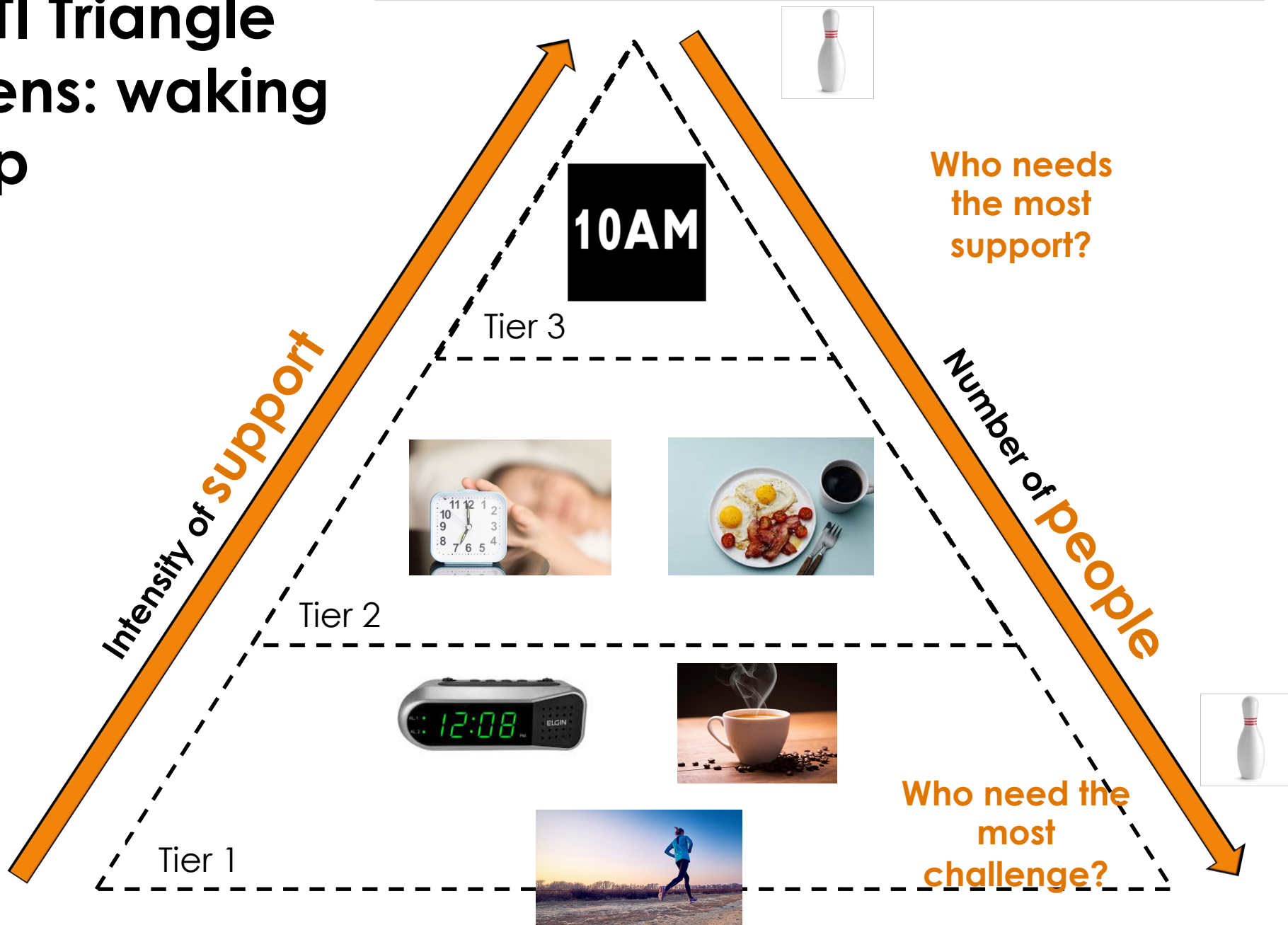
Teach the Supports to ALL

RIT Triangle Lens:



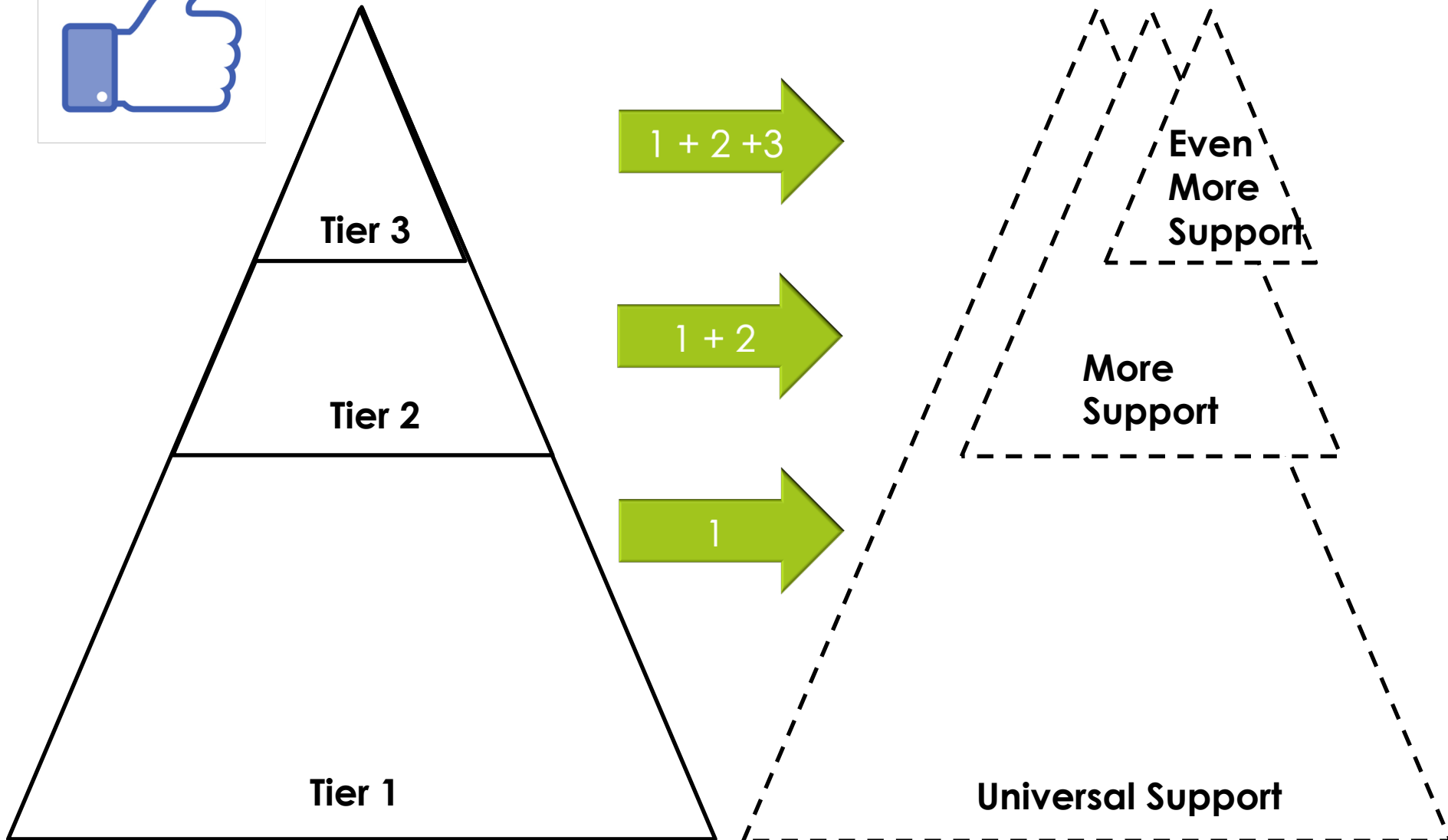
RTI Triangle

Lens: waking up

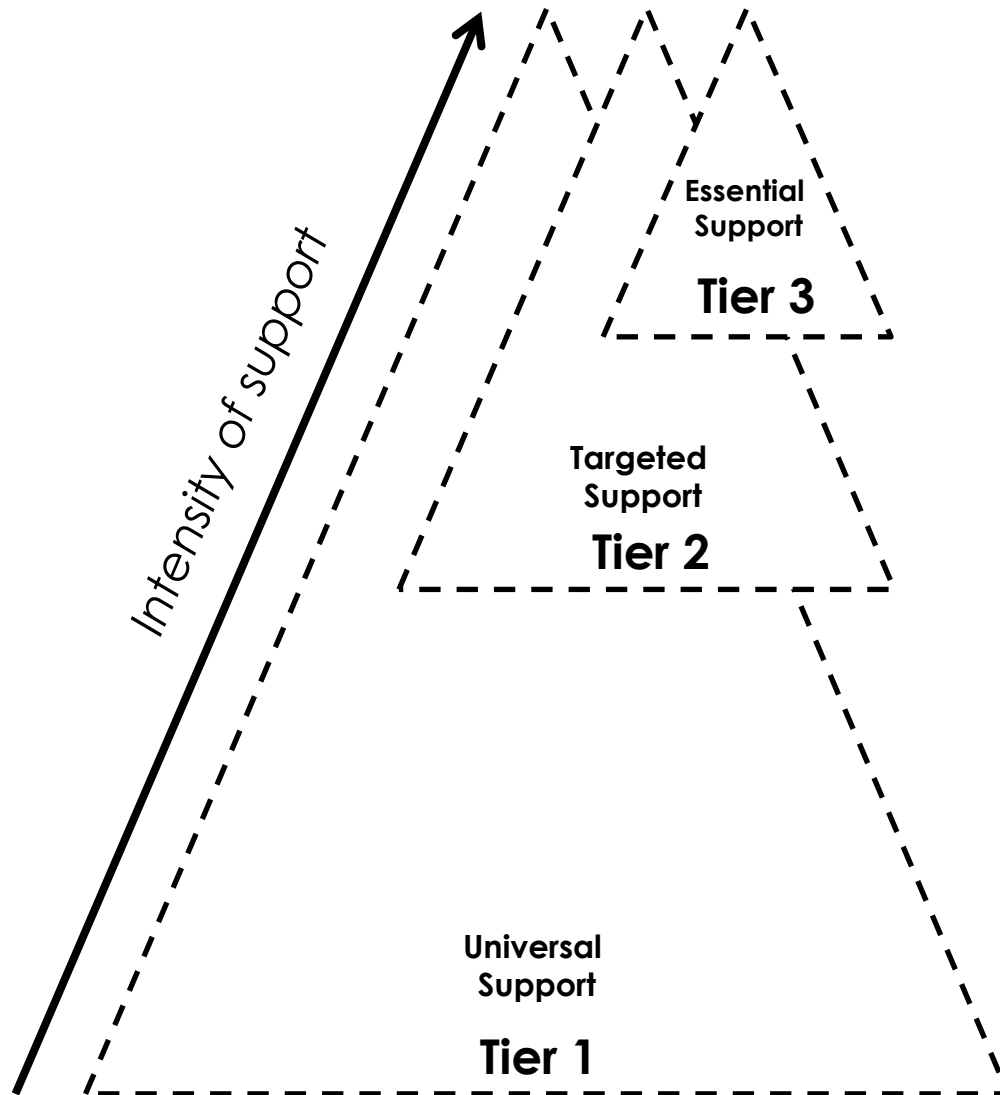




Designing Supports for a DIVERSE group



Continuum of Inclusive Supports



Designed for 1
Useful for 1

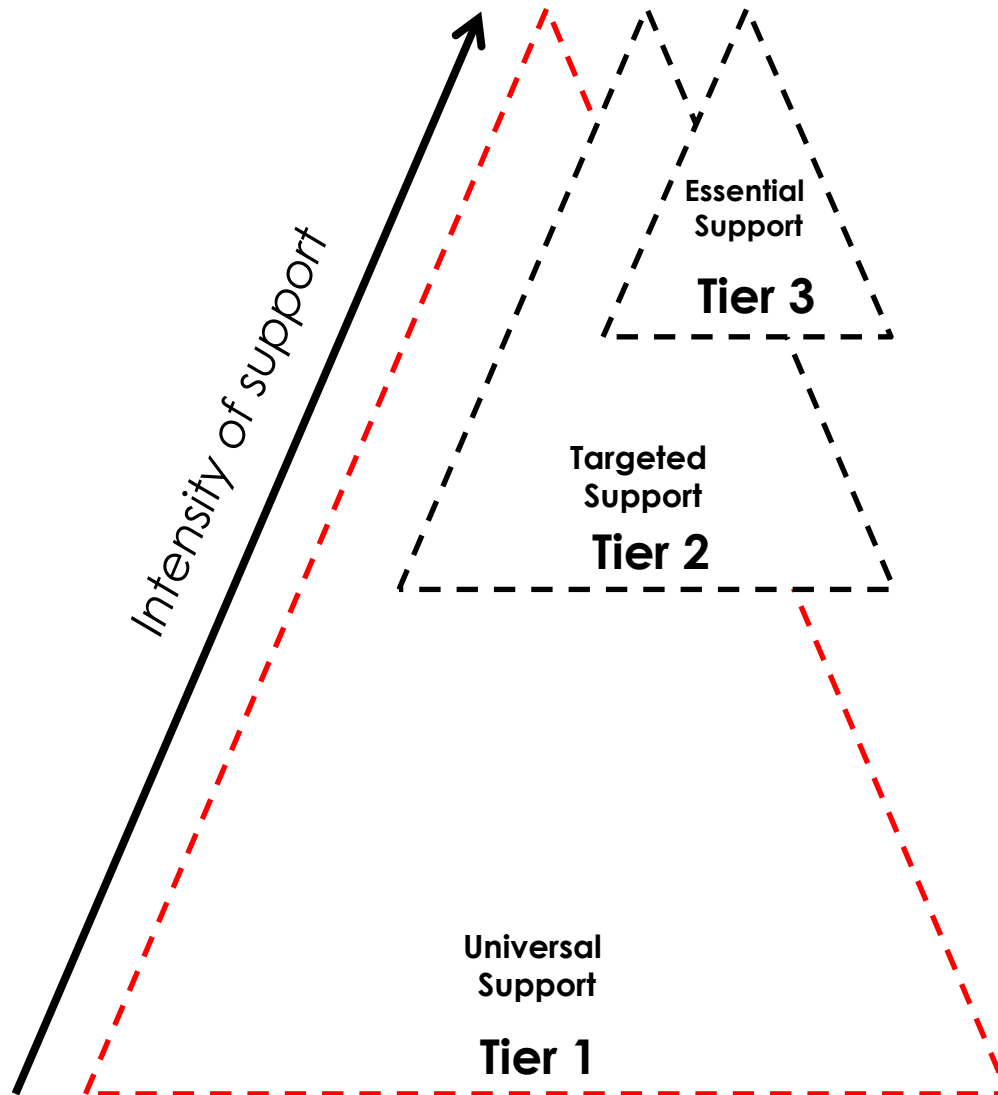


Designed for 1 or more
Useful for some



Designed for 1 or more
Useful for ALL

Continuum of Inclusive Supports



Designed for 1
Useful for 1



Designed for some
Useful for some



Designed for 1 or more
Useful for ALL

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 (1)

- Optimize individual choice and autonomy (1.1)
- Optimize relevance, value, and authenticity (1.2)
- Minimize threats and distractions (1.3)

Provide options for Perception (1)

- Offer ways of customizing the display of information (1.1)
- Offer alternatives for auditory information (1.2)
- Offer alternatives for visual information (1.3)

Provide options for Physical Action (1)

- Vary the methods for response and navigation (1.1)
- Optimize access to tools and assistive technologies (1.2)

Build

Provide options for Sustaining Effort & Persistence (2)

- Heighten salience of goals and objectives (2.1)
- Vary demands and resources to optimize challenge (2.2)
- Foster collaboration and community (2.3)
- Increase mastery-oriented feedback (2.4)

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 (2)

- Use multiple media for communication (2.1)
- Use multiple tools for construction and composition (2.2)
- Build fluencies with graduated levels of support for practice and performance (2.3)

Internalize

Provide options for Self Regulation (3)

- Promote expectations and beliefs that optimize motivation (3.1)
- Facilitate personal coping skills and strategies (3.2)
- Develop self-assessment and reflection (3.3)

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 (3)

- Guide appropriate goal-setting (3.1)
- Support planning and strategy development (3.2)
- Facilitate managing information and resources (3.3)
- Enhance capacity for monitoring progress (3.4)

Goal

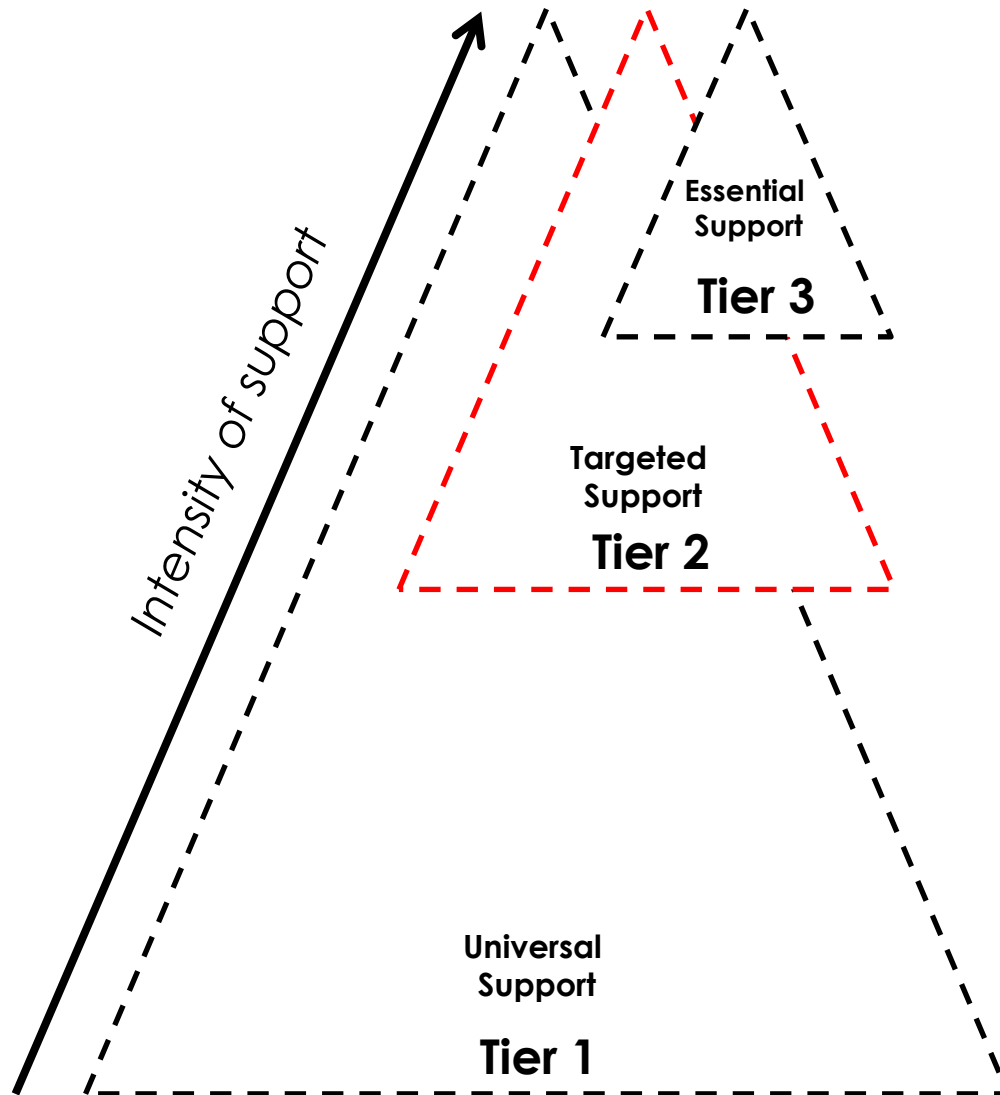
Expert learners who are...

Purposeful & Motivated

Resourceful & Knowledgeable

Strategic & Goal-Directed

Continuum of Inclusive Supports



Designed for 1
Useful for 1

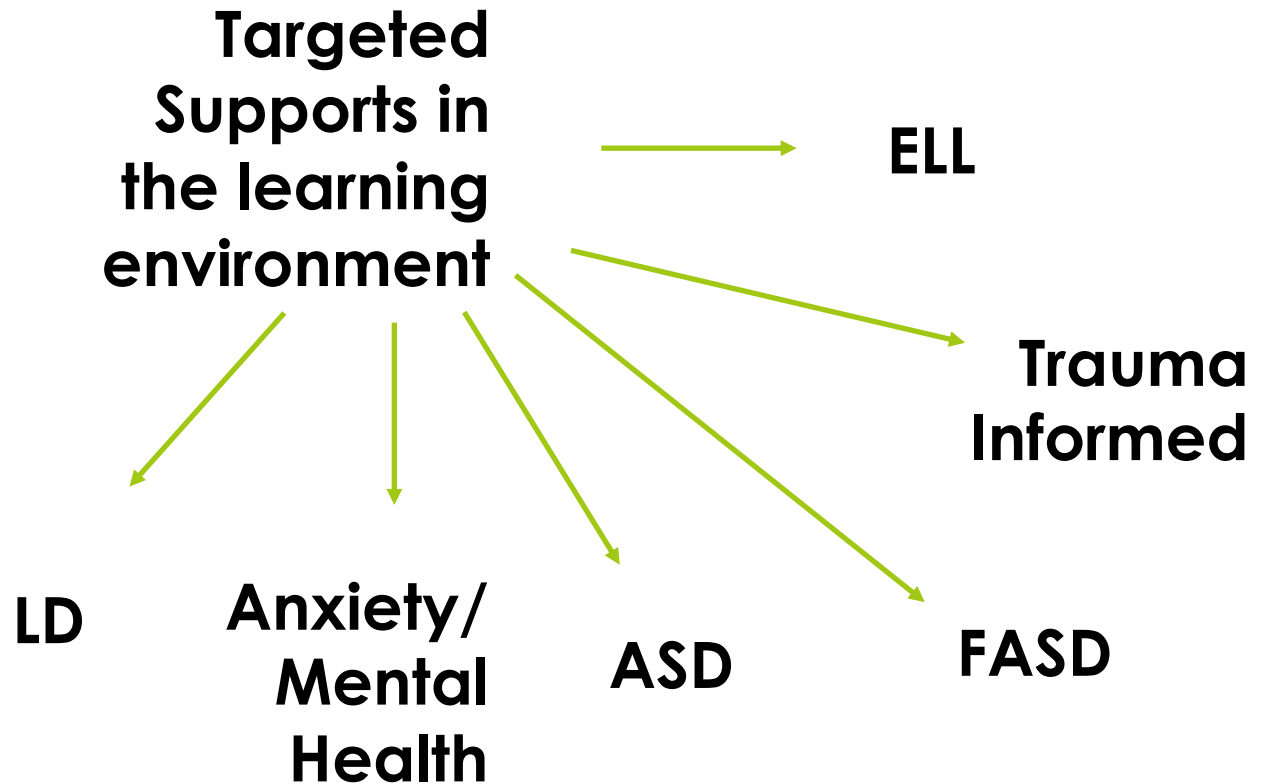


Designed for some
Useful for some

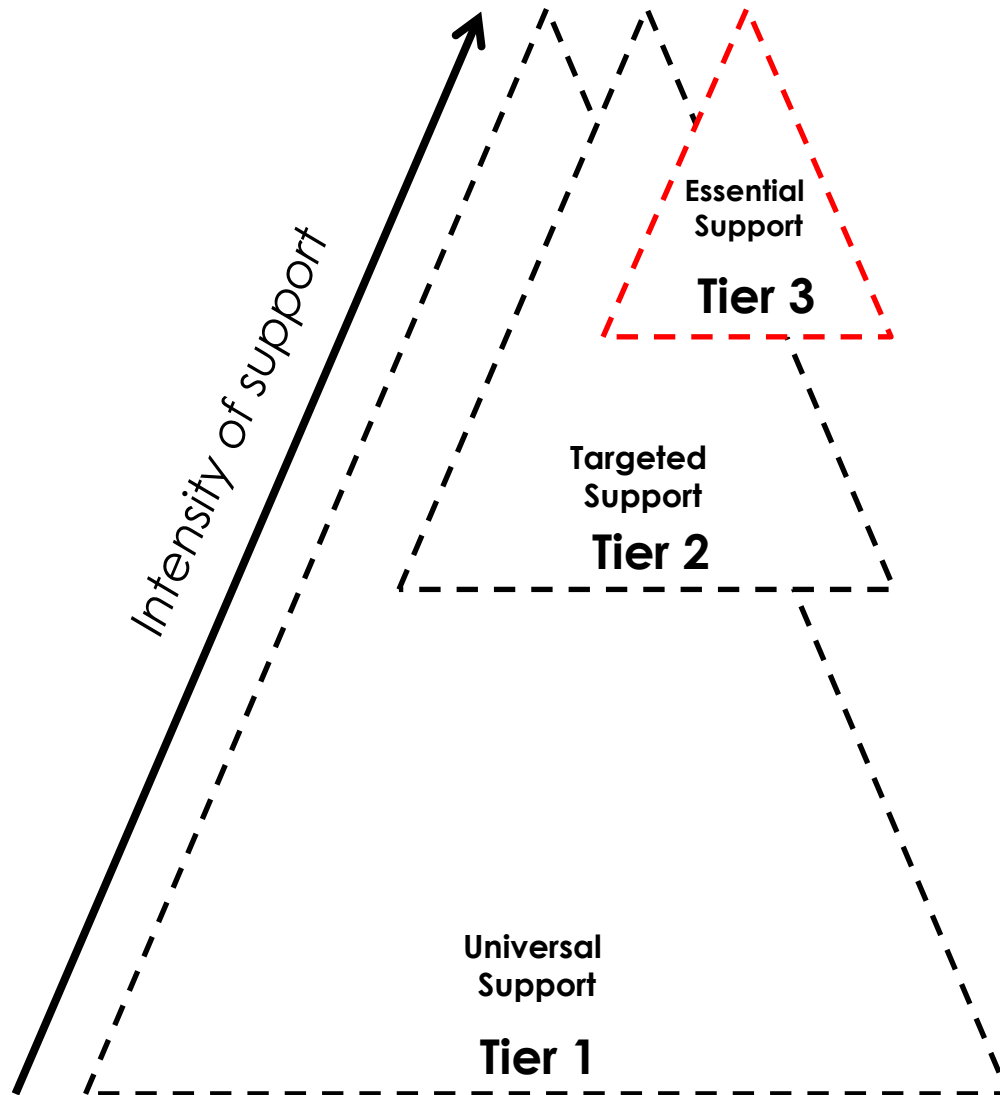


Designed for 1 or more
Useful for ALL

Targeted Support!



Continuum of Inclusive Supports



Designed for 1
Useful for 1



Designed for some
Useful for some



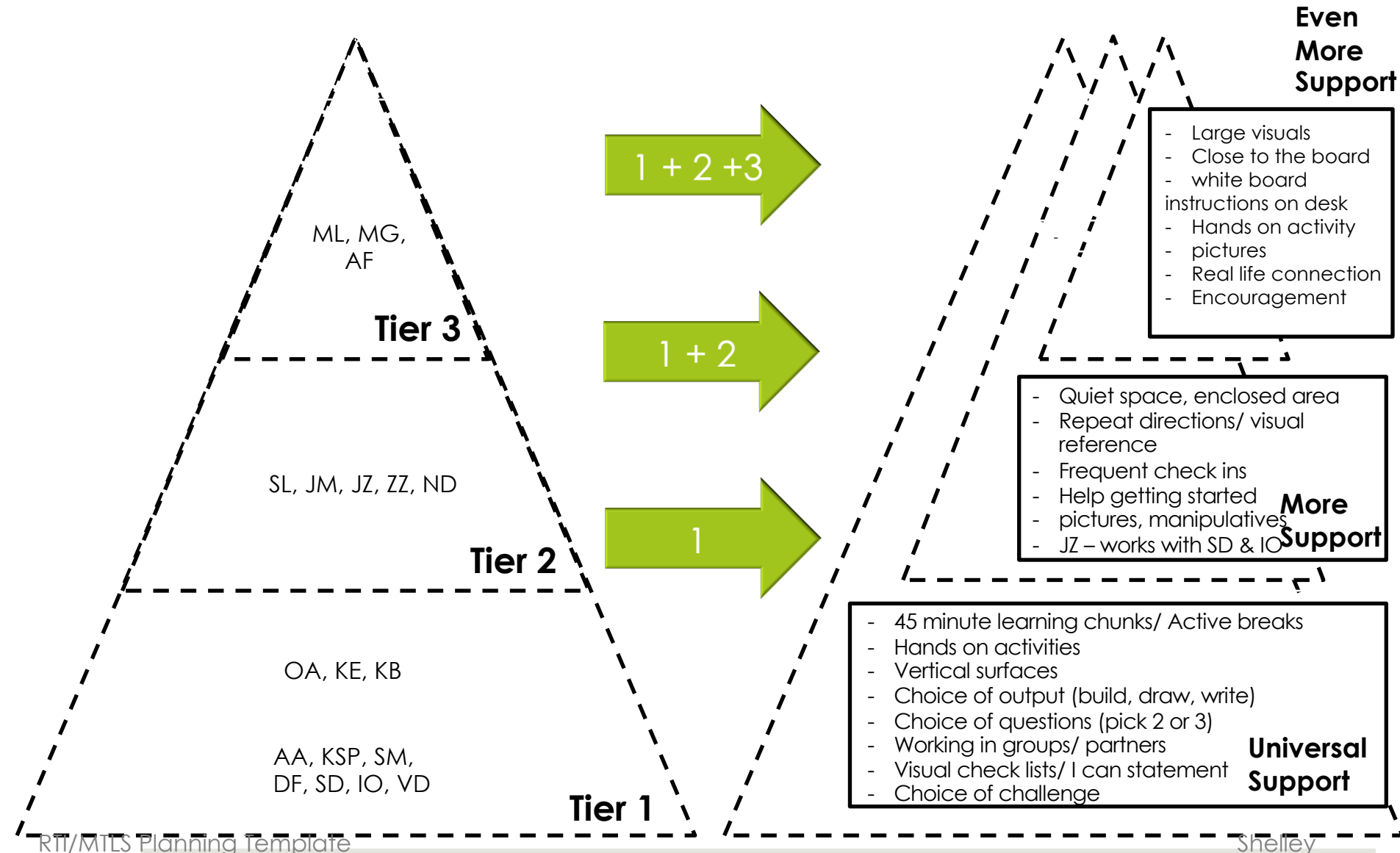
Designed for 1 or more
Useful for ALL

Essential Supports



Designing Supports for Diverse Classes

Lens: Math 8/9



RTI Triangle

Grade/Course/Subject (place)

Grade 9 Socials

Curricular Lens:

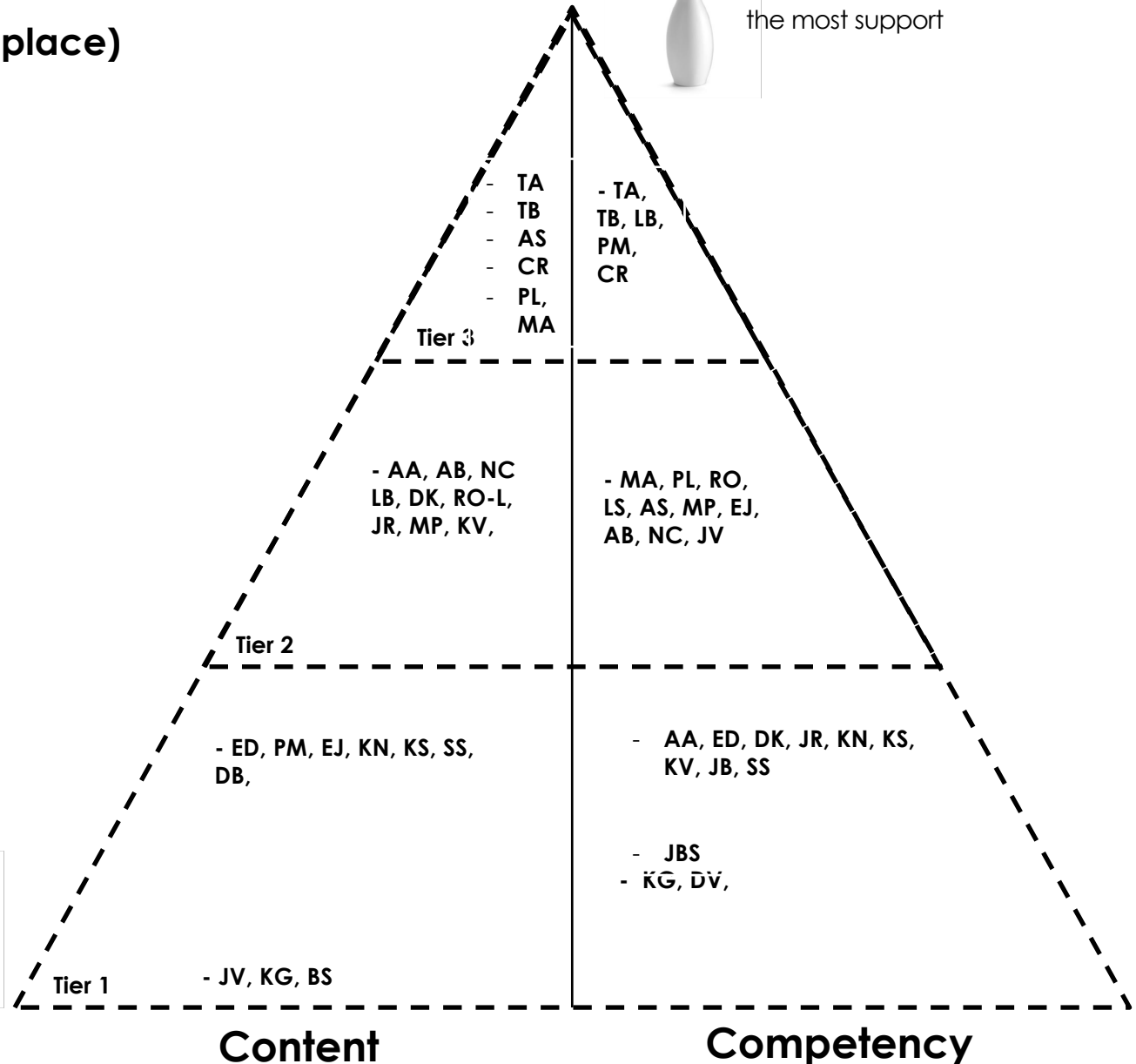
Literacy/ Content

Competency Lens:

Behaviour



Students who need the most support

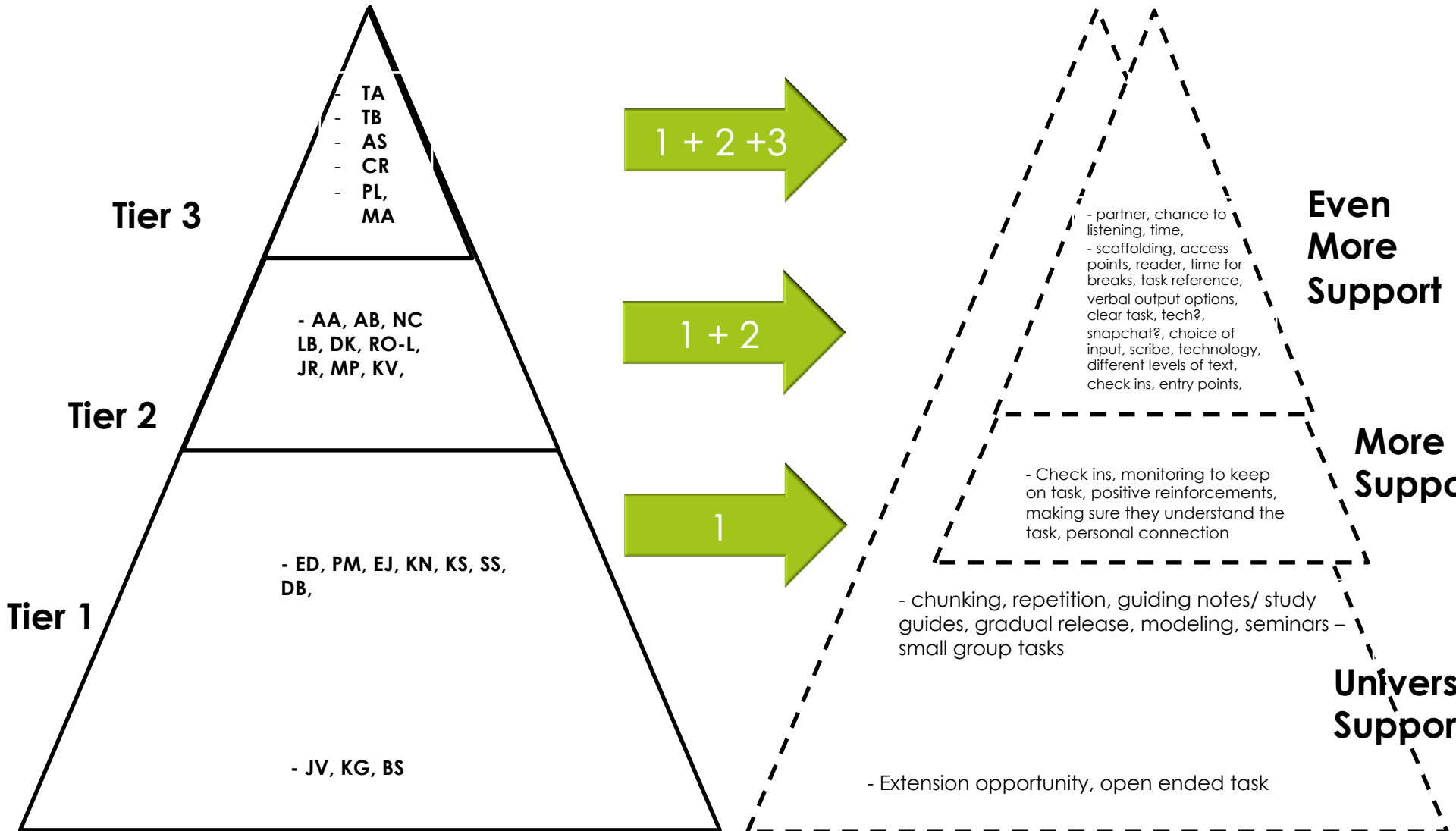


Students who need the most challenge



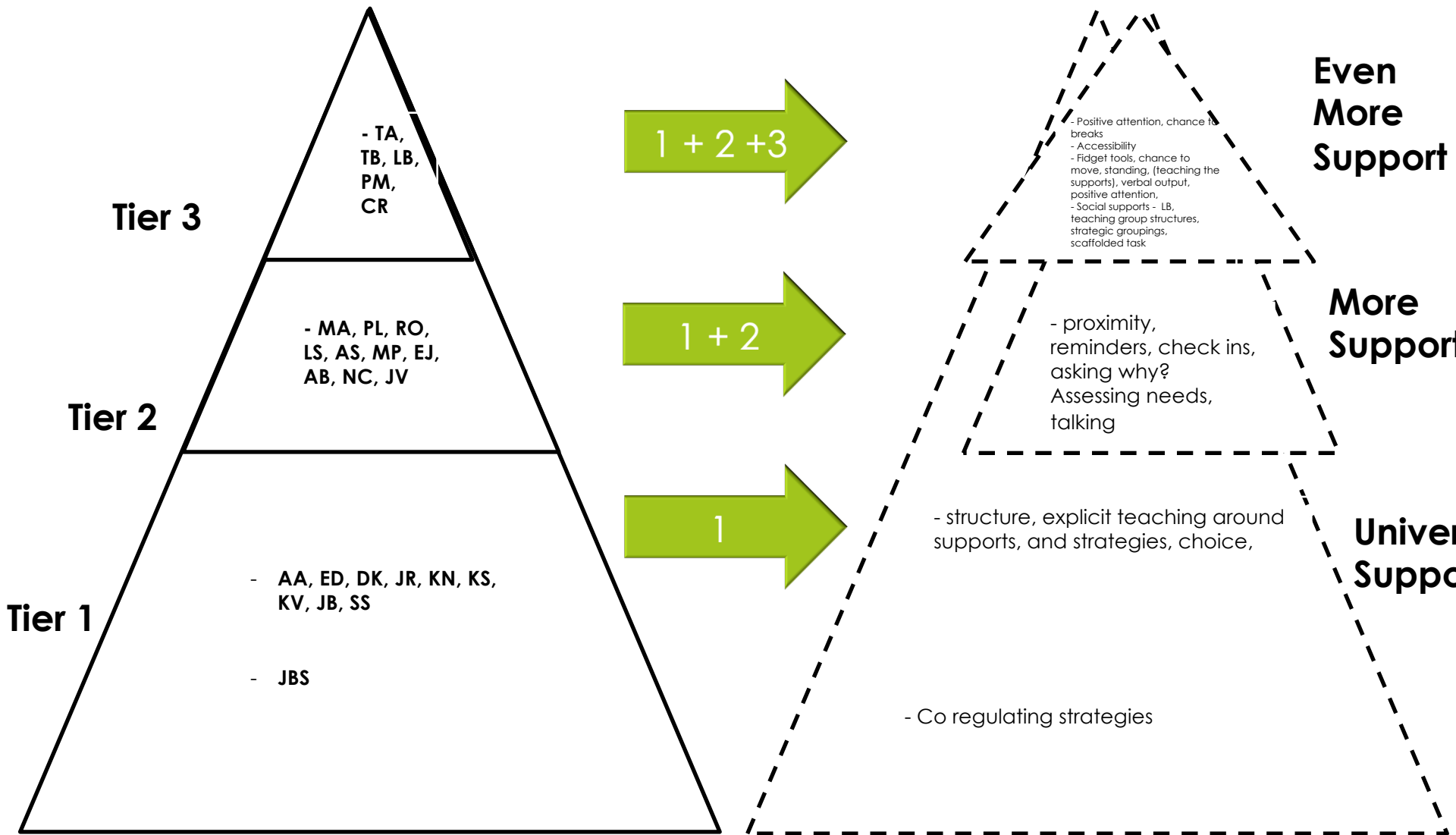
Designing Supports for a DIVERSE group

- LITERACY



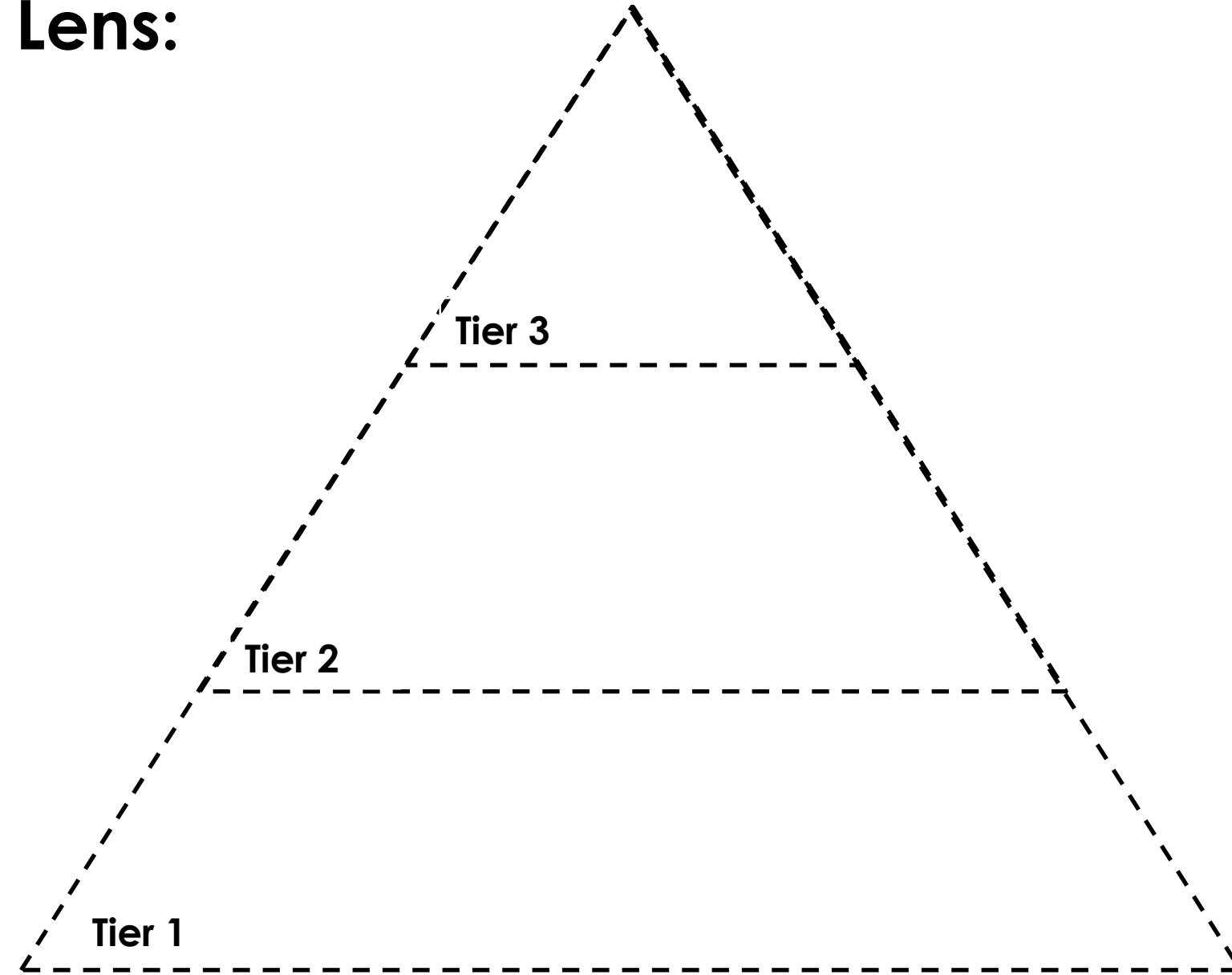
Designing Supports for a DIVERSE group

- BEHAVIOUR



RTI Triangle

Lens:



RTI Triangle

Grade/Course/Subject (place)

Lens 1:

Lens 2:



Students who need the most support

Tier 3

Tier 2

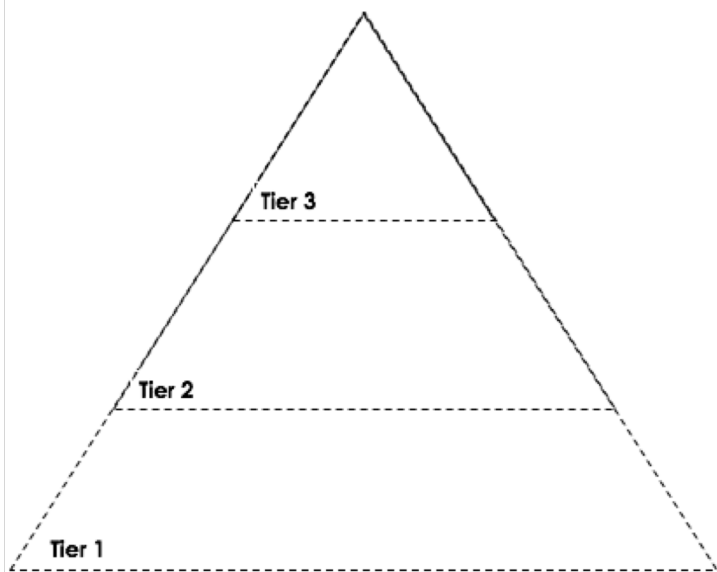
Tier 1

Students who need the most challenge

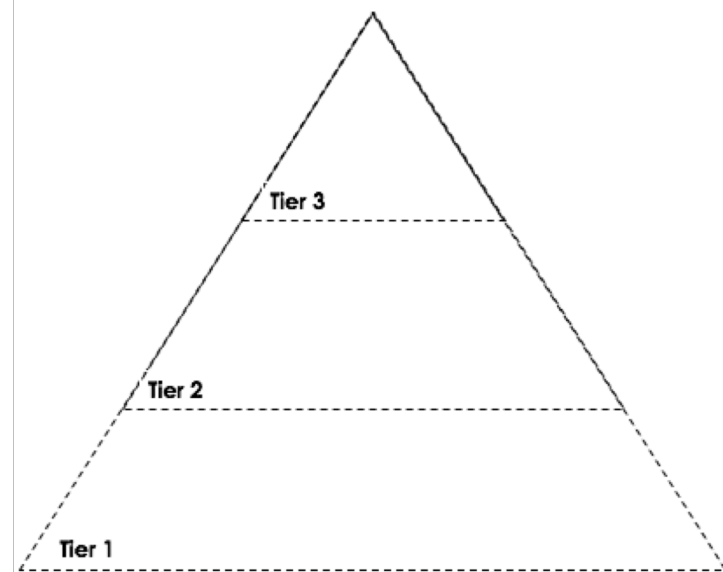


Curricular

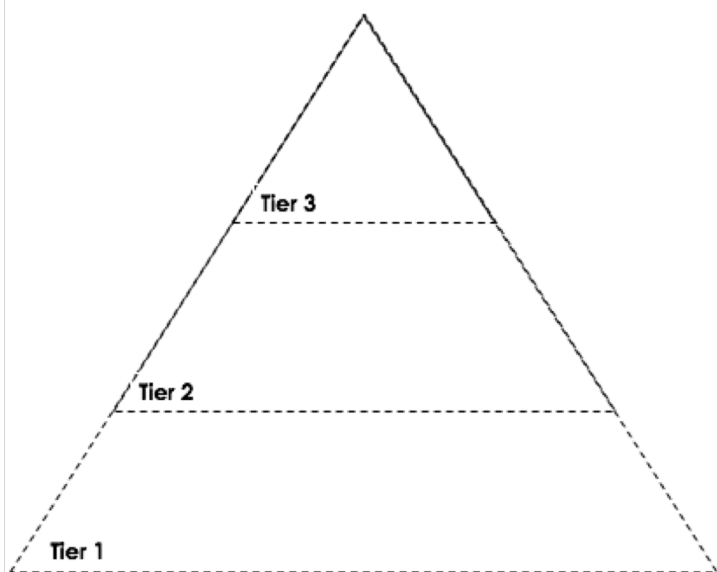
Competency



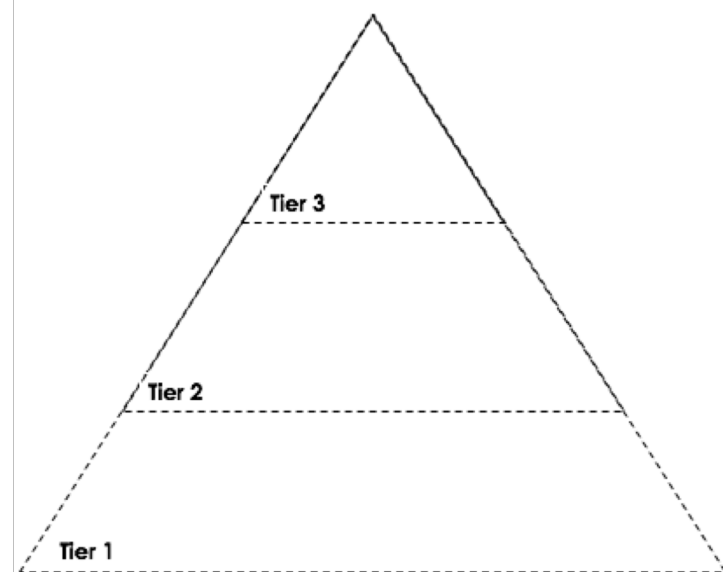
Literacy



Numeracy

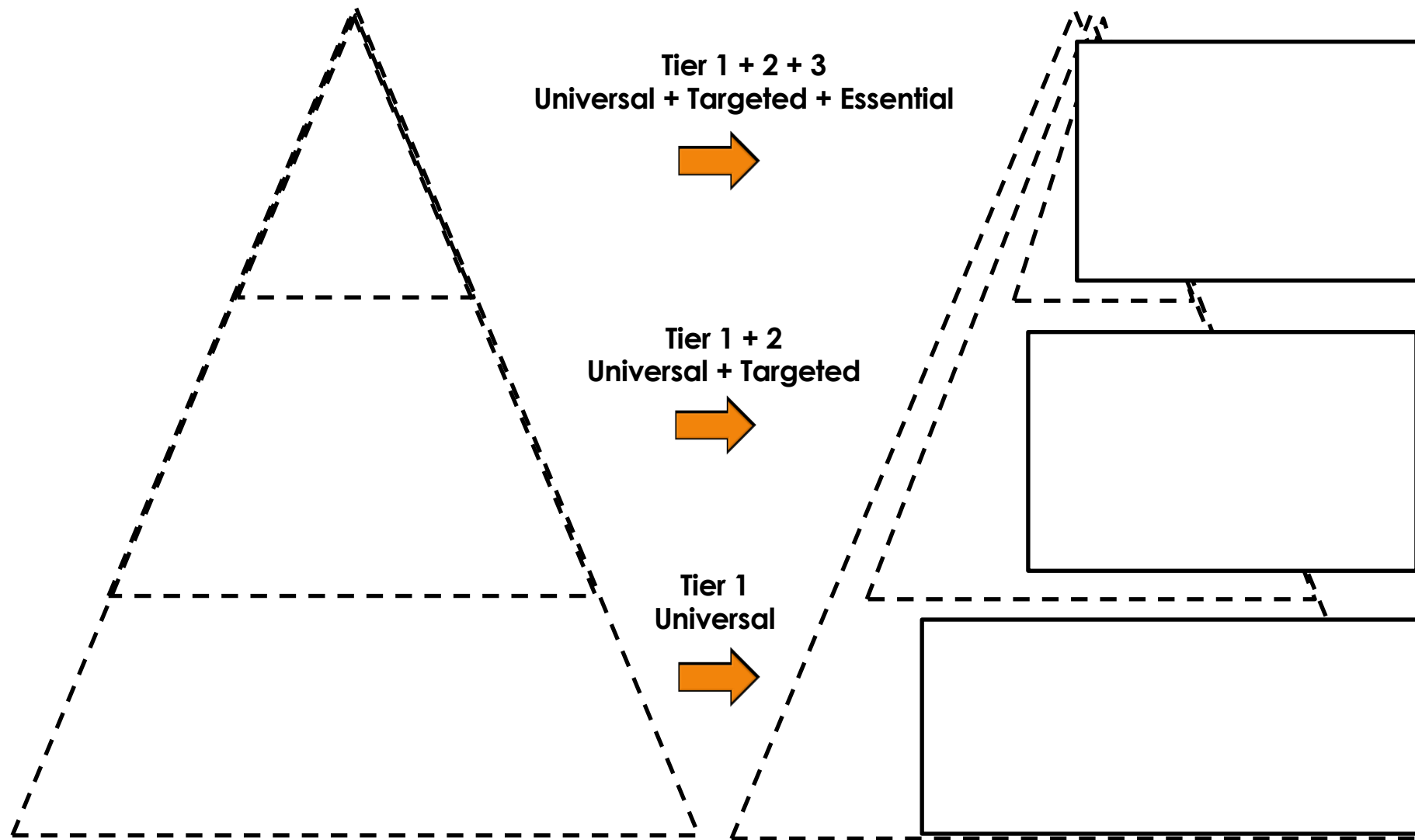


Behaviour



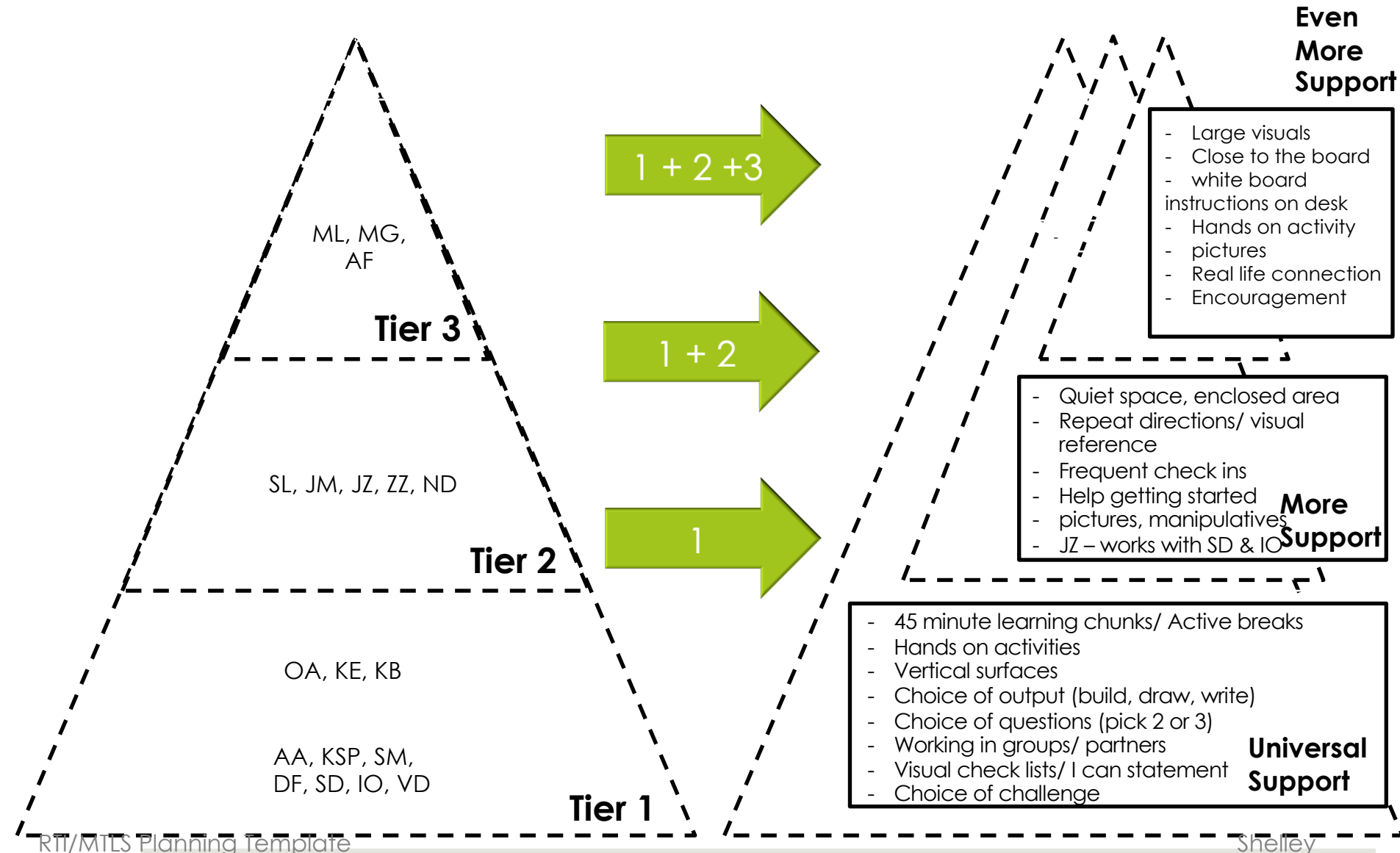
Social Emotional

RTI Support Plan: Lens:



Designing Supports for Diverse Classes

Lens: Math 8/9



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?

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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.”

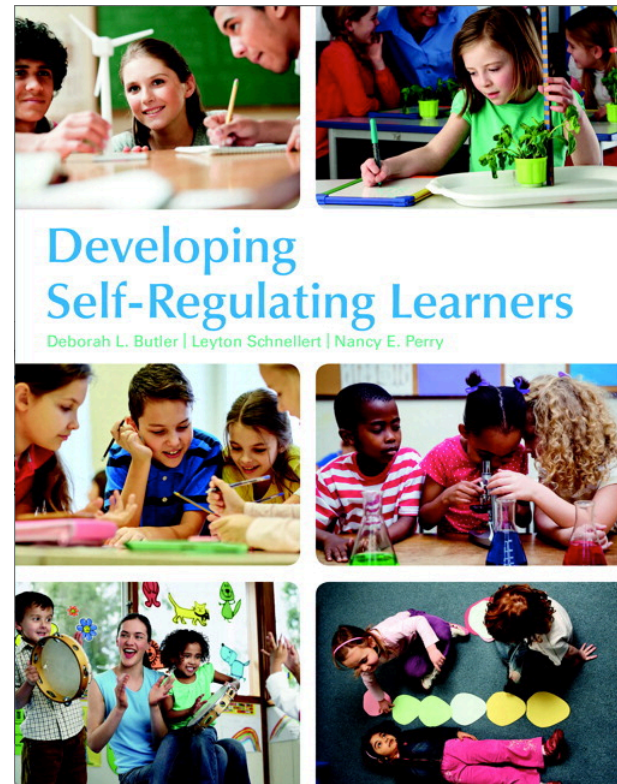
 Bruce Beirsto

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.

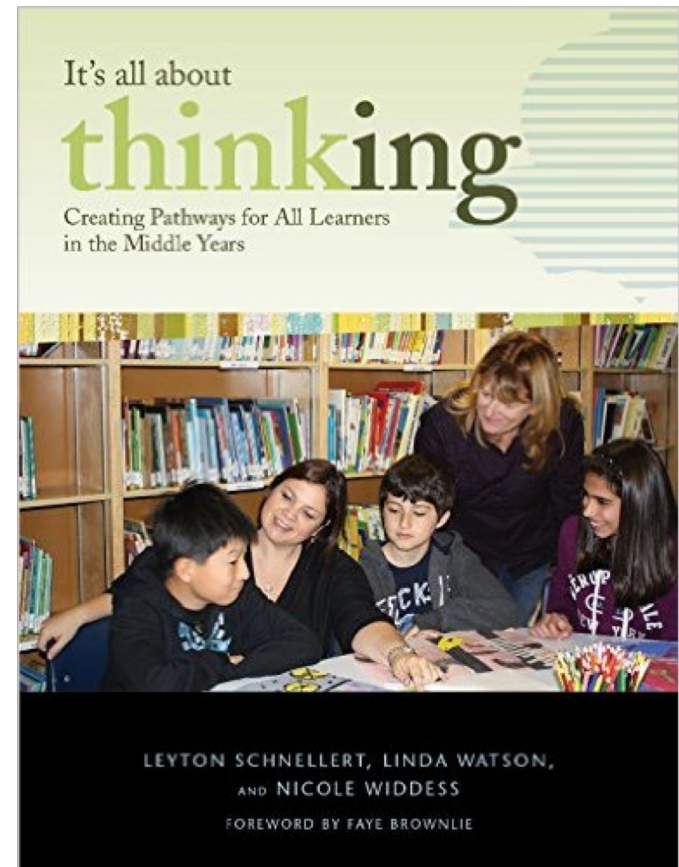


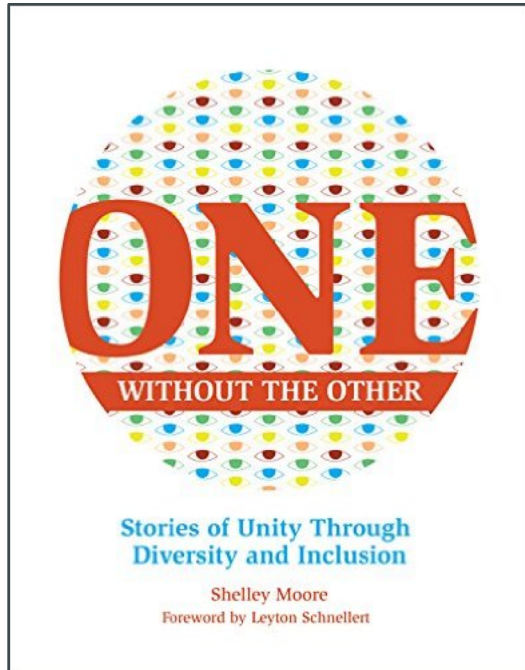
Schnellert, L., Watson, L., & N. Widdess (2015). *It's all about thinking: Building pathways for all learners in the middle years*. Portage and Main. Chapter One.

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.

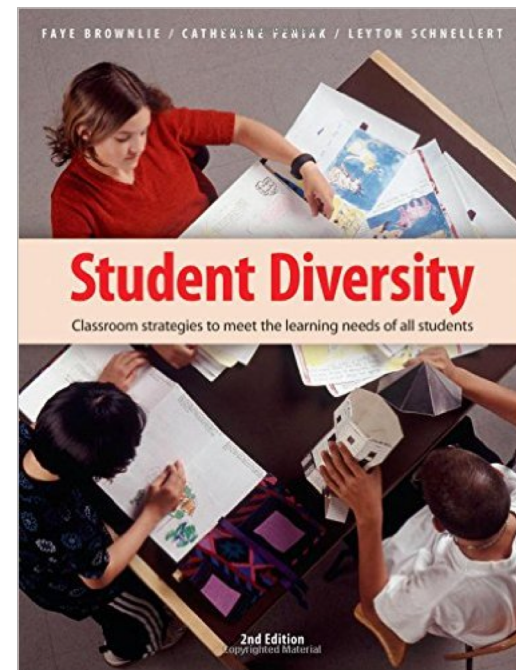
Schnellert, L., Dattoo, M., Ediger, K., & Panas, J. (2009). *Pulling together: Integrating inquiry, assessment, & instruction in today's English classroom*. Pembroke. Chapter One.





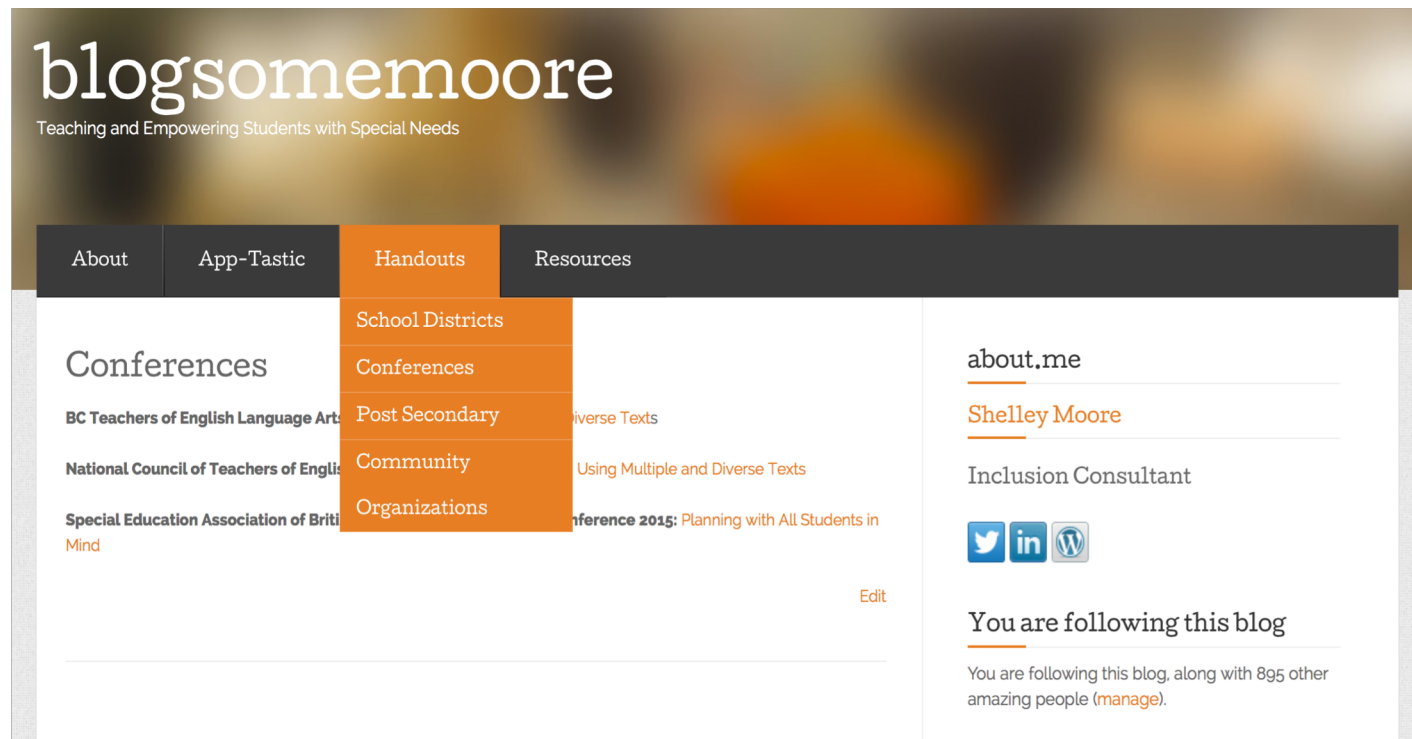
Moore, S. (2016). *One without the other: Stories of unity through diversity and inclusion*. Portage & Main.

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



New Edition this Fall!!!

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