

SHELLEY MOORE



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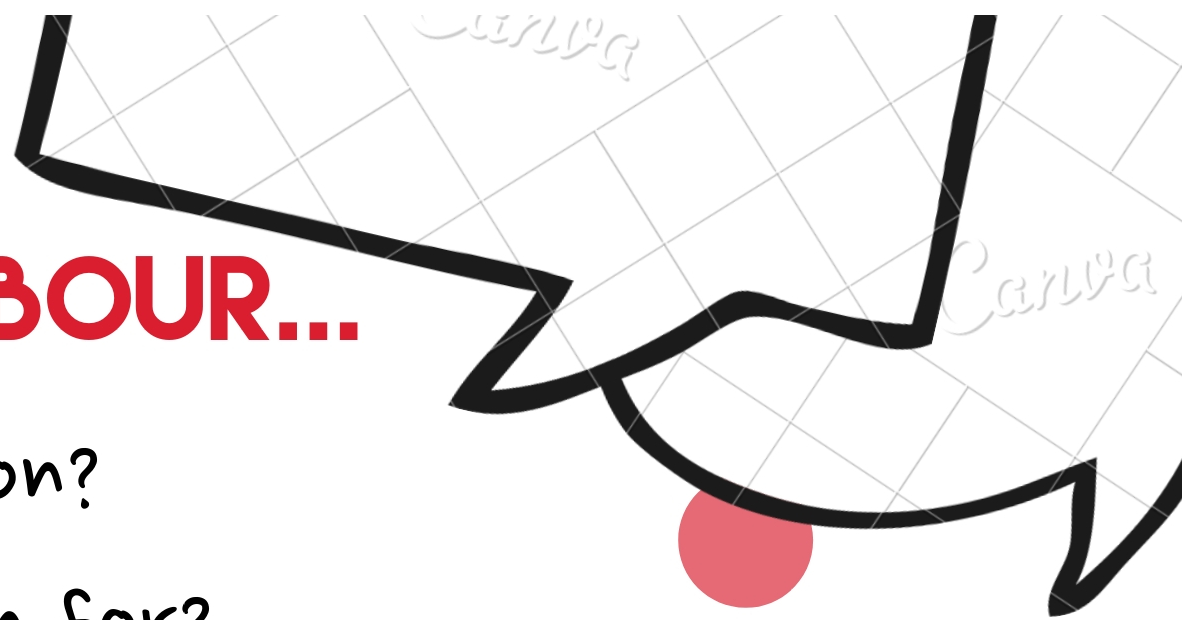
www.blogsomemoore.com



@tweetsomemoore

TALK TO YOUR NEIGHBOUR...

- what is inclusion?
- who is inclusion for?
- where/ when do you see it happening?
- why is it important?





Our goals for today:

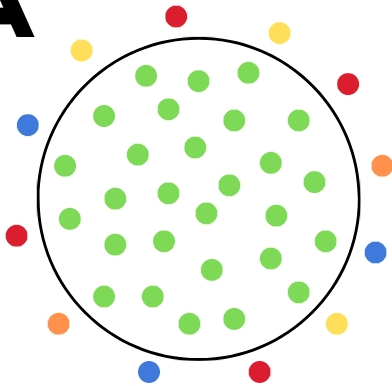
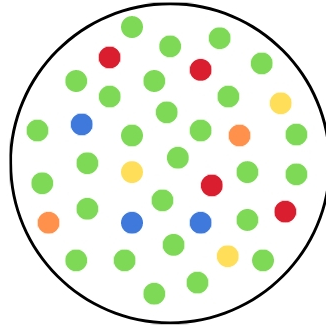
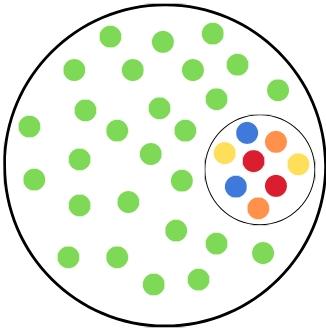
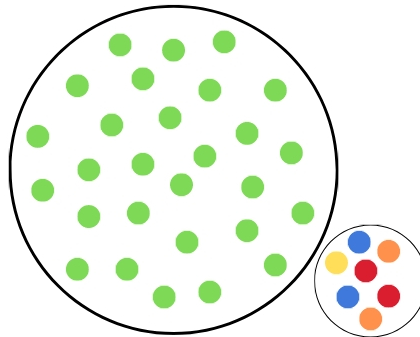
1. We know how inclusion has evolved over time
2. We know why it is important to get to know learners in inclusive classrooms
3. We know strategies that can help me to get to know my learners so I can respond to their needs
4. We can use strategies to get to know the interests, strengths and stretches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



WHAT DOES **INCLUSION** MEAN?

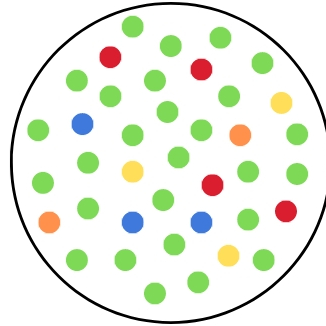


EXCLUSION
INTEGRATION
INCLUSION
SEGREGATION

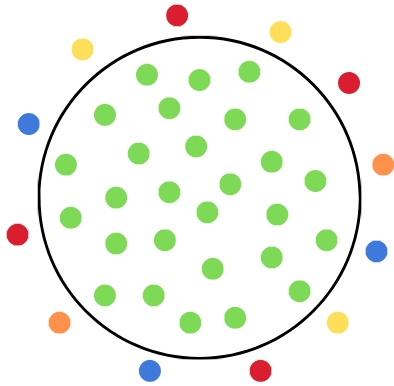
A**C****B****D**

INCLUSION
SEGREGATION
EXCLUSION
INTEGRATION

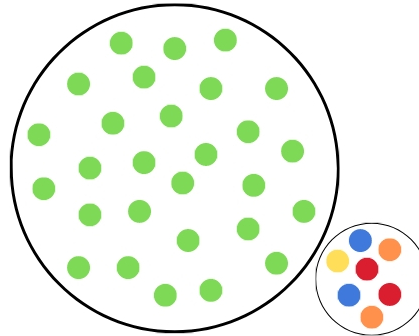
WHAT IS INCLUSION?



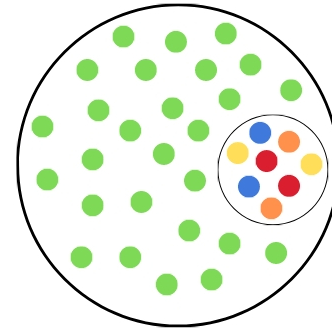
inclusion



exclusion

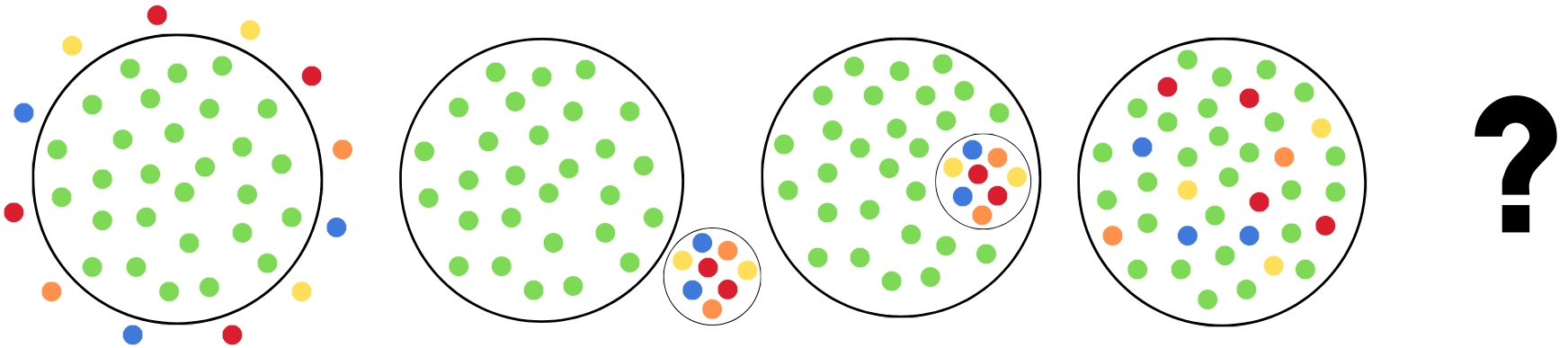


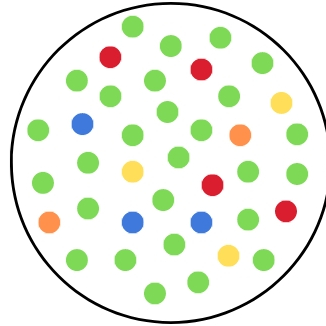
segregation



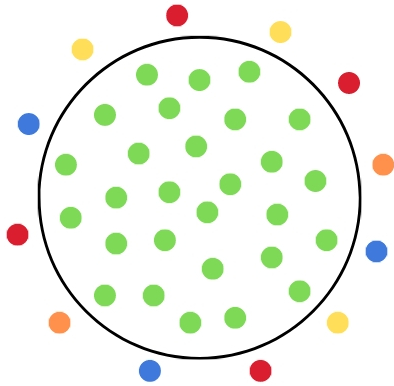
integration

WHAT IS INCLUSION?

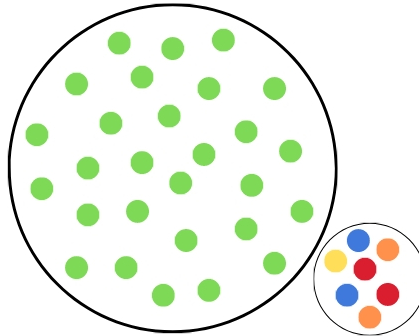




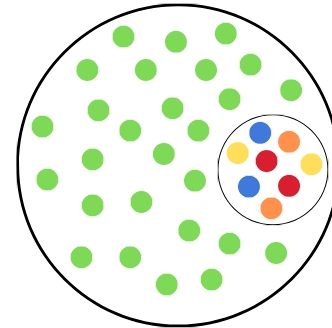
inclusion



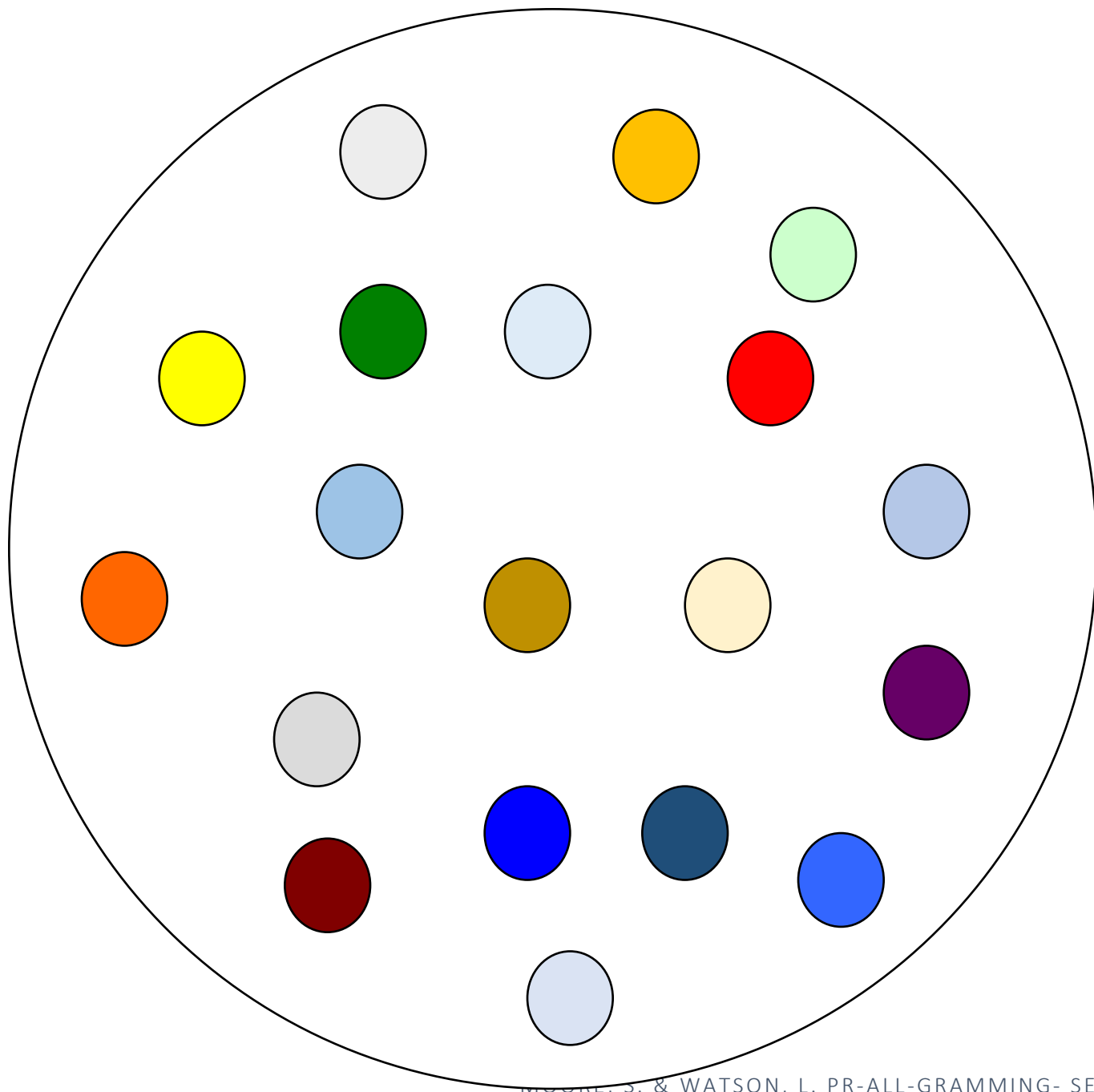
exclusion



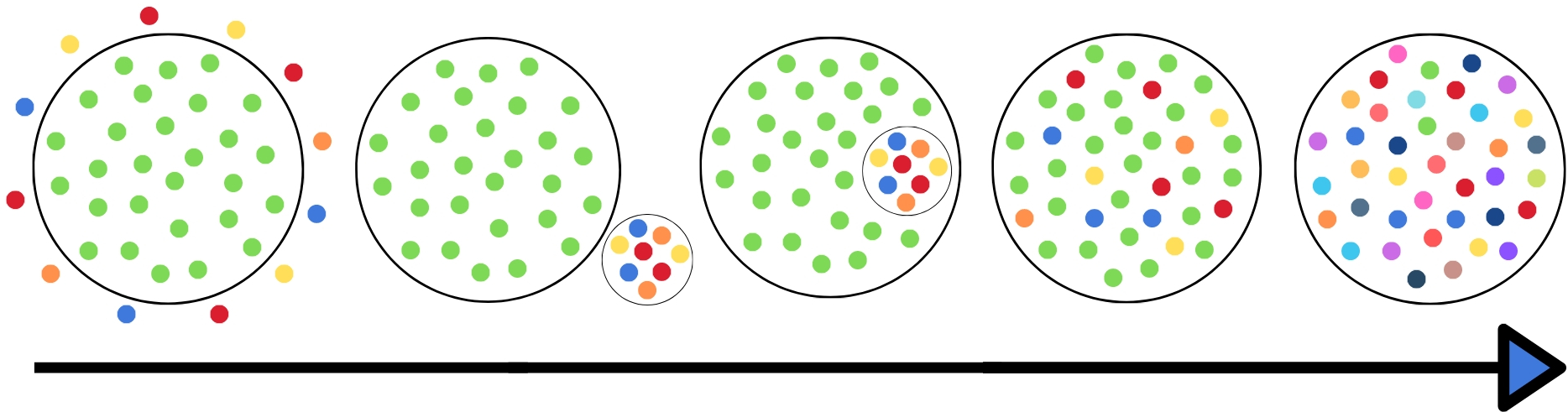
segregation



integration



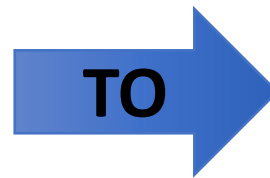
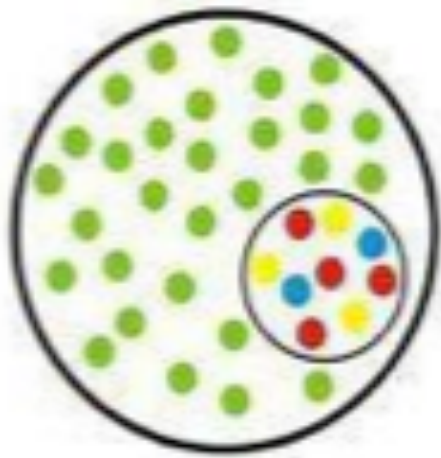
WHAT IS INCLUSION?



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

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

Integration

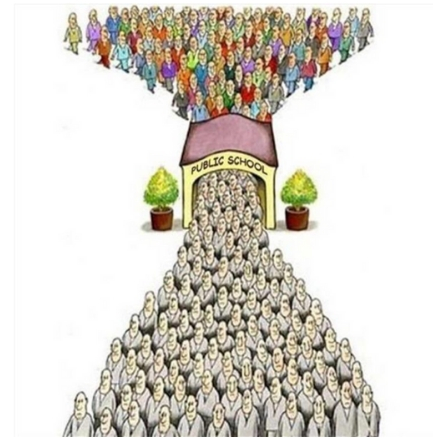
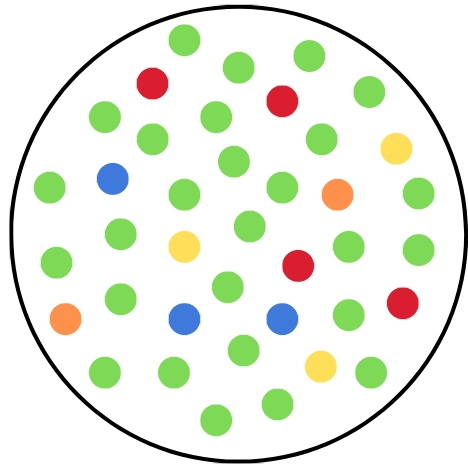


Inclusion



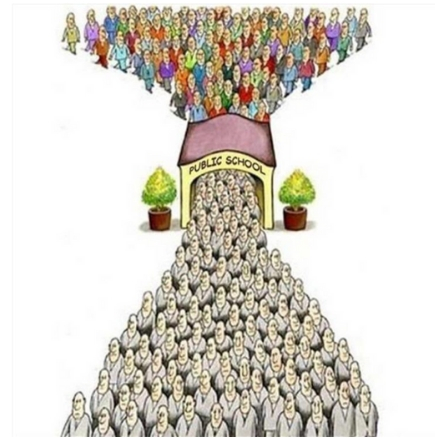
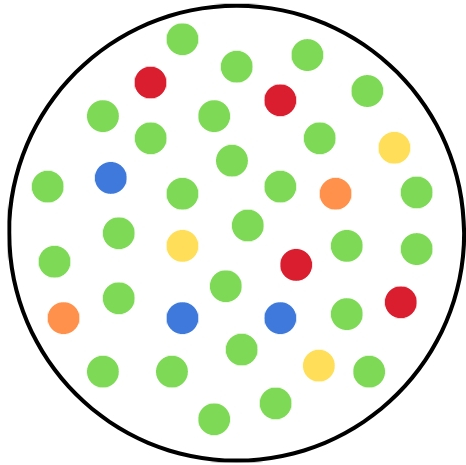
How do we include, learners who are different than the other learners?

WHERE DID **GREEN** COME FROM?





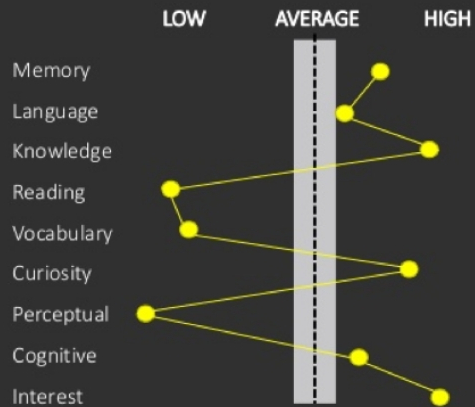
WHERE DID **GREEN** COME FROM?



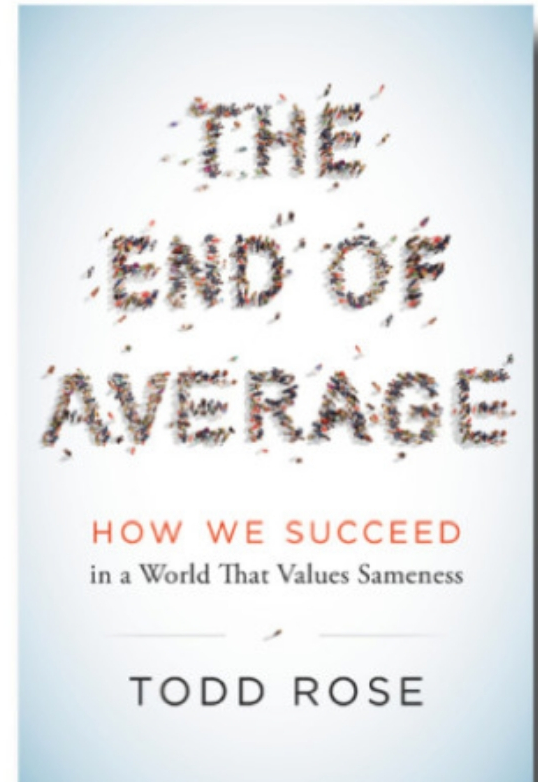
GREEN = **AVERAGE**

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...

Effectiveness: Building individualized
planes for every pilot

Efficiency: Building one standardized
plane for ALL pilots

THE CURRICULUM DILEMMA...

Effectiveness: Building individualized education plans for every student

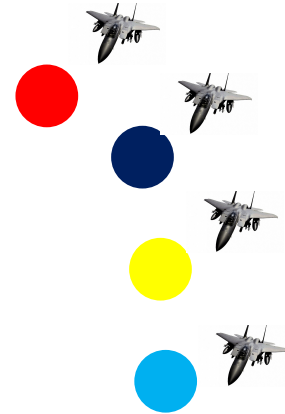
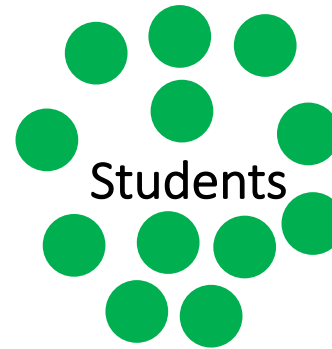
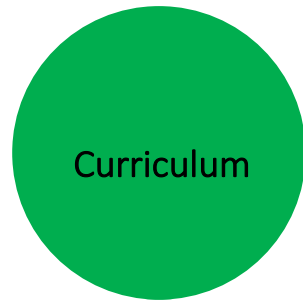
Efficiency: Building one standardized curriculum for ALL students

A SOLUTION?! Effective & Efficient?

An adjustable plane designed for a
range of dimensions

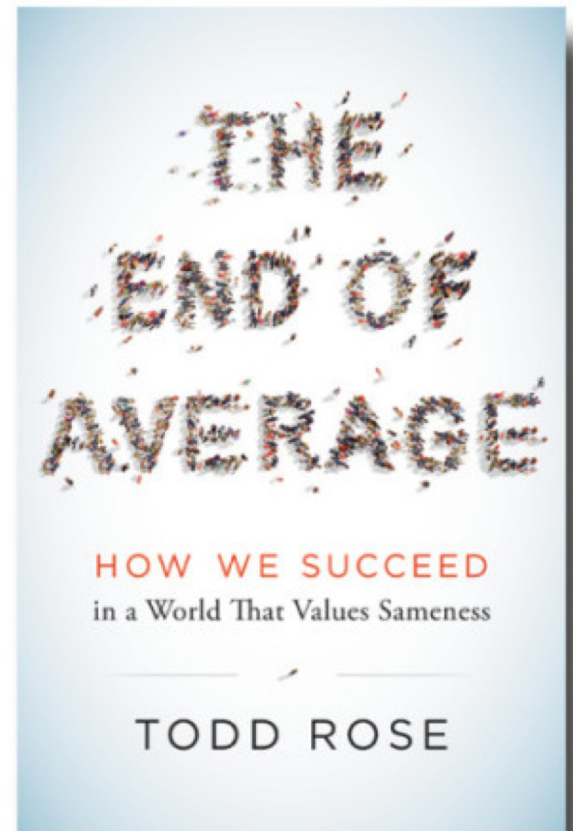
An adjustable curriculum designed for
a range of diversity

WHAT'S THE DIFFERENCE?



DESIGN: THE MOST UNDERUTILIZED SUPPORT





HOW DO WE DESIGN AN ADJUSTABLE AIRPLANE?

- Who are the pilots? What is the range of dimensions?
- What kind of planes are the pilots flying?
- How is the plane responsive to the pilot's dimensions?
- How do the pilots make the adjustments they need to fly the plane?

HOW DO WE **DESIGN** AN ADJUSTABLE **CURRICULUM**?

- Who are the **students**? What is the range of **diversity**?
- What kind of **curricula** are the students learning?
- How is the curriculum **responsive** to the students dimensions?
- How do the students make the **adjustments** they need to use the curriculum?

HOW DO WE **DESIGN** AN ADJUSTABLE **CURRICULUM**?

- Who are the **students**? What is the range of **diversity**?
- What kind of **curricula** are the students learning?
- How is the curriculum **responsive** to the students dimensions?
- How do the students make the **adjustments** they need to 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

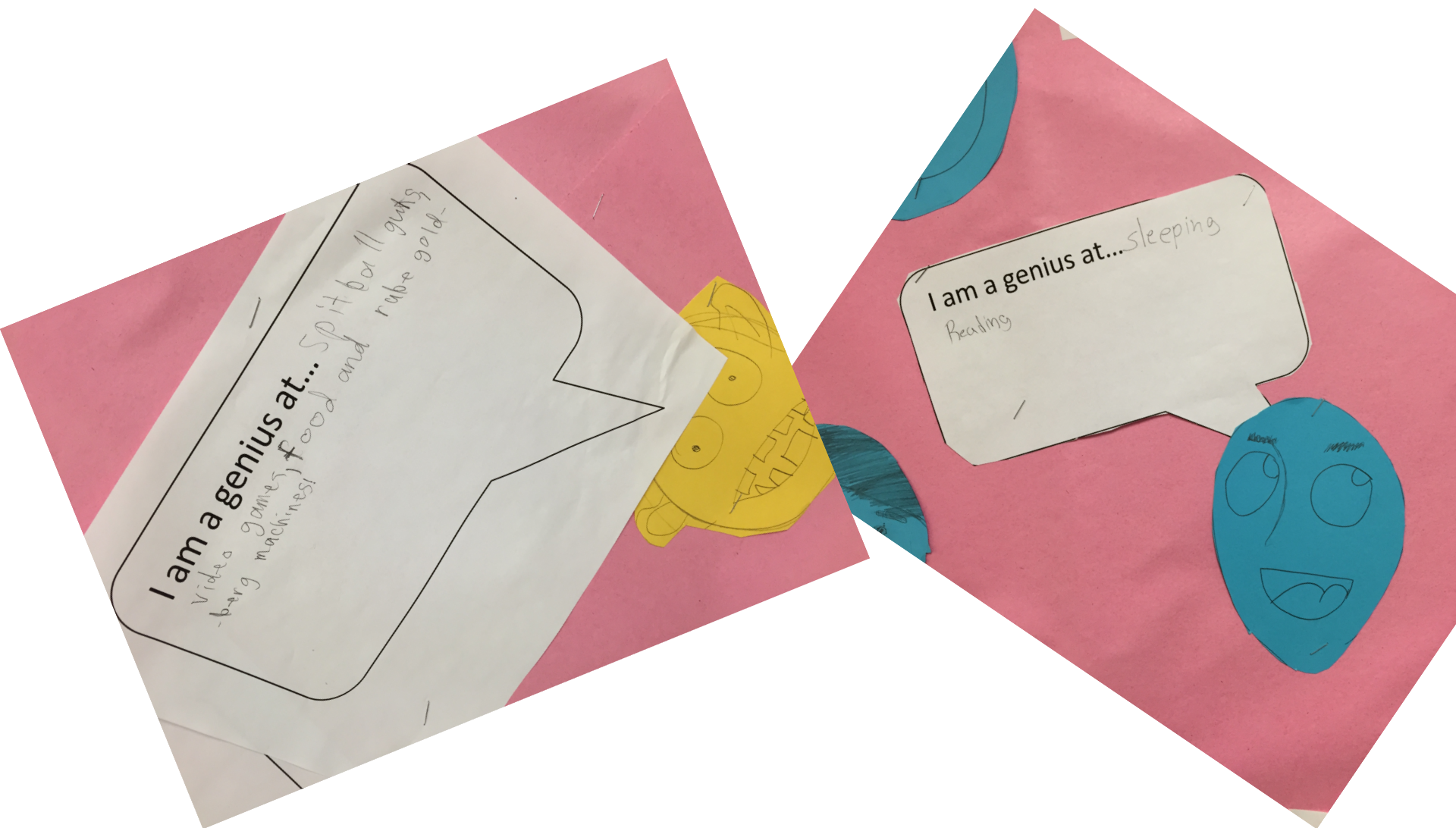




Diversity through a strength based lens

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...

What are strengths?





What are strengths?

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

Monique Gray Smith

Class Profile

(adapted from Brownlie & King, 2000)

Group Strengths

Group Stretches

Interests:

Class Wide Supports/ Decisions

Group Competencies to Target

Individual Concerns				
Medical	Language	Learning	Socio-Emotional	Other

COMPETENCIES OVERVIEW



Students are the artists, scientists, thinkers, innovators and leaders of the future. They will be tasked with solving the problems of today, while imagining and creating a new tomorrow. Competencies are critical for equipping students with the knowledge, skills and attitudes that they will need to successfully navigate their personal journeys in learning, living and working.

Students use and develop competencies when they encounter unfamiliar or challenging situations. Competencies help students draw and build upon what they know, how they think and what they can do. In school, students develop and apply competencies through subject-area content and learning experiences. Alberta's curriculum promotes development of the following competencies, which are a streamlined expression of the competencies identified in the *Ministerial Order on Student Learning* (#001/2013):

CRITICAL THINKING

PROBLEM SOLVING

MANAGING INFORMATION

CREATIVITY AND INNOVATION

COMMUNICATION

COLLABORATION

CULTURAL AND GLOBAL CITIZENSHIP

PERSONAL GROWTH AND WELL-BEING

Alberta students develop competencies to achieve their full potential as lifelong learners and active citizens, today and in the future.

Class Profile

Matt Grey – Math 6

Class Review Recording Form

Classroom Strengths

- social, funny, aware of their needs, move
- They want to do well
-

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

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,

Class wide competencies

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

Individual Considerations

Medical

Language
A.P. – ELL
F.A - ELL

Learning
CH - LD

Socio-Emotional
CH (withdrawn)

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

Who Am I? Profile

Name:

The form is a flowchart with eight boxes connected by red arrows. The flow starts at the top left, moves right through four boxes, then down to a second row of four boxes, then down to a third row with two boxes, and finally right to a large box. A large stylized text 'THIS IS ME!' is at the bottom right with an arrow pointing to the final box.

```
graph LR; A[Words that describe me] --> B[My favorite books/ stories]; B --> C[Things I like to do when I'm alone]; C --> D[Things I like to do with my friends]; D --> E[Things I like to do with my family]; E --> F[Things I'm very good at or interested in]; F --> G[Things I'd like (or need) you to know about me]; G --> H[My hopes and dreams for myself]; H --> I[The easiest way for me to show what I know is:]; I --> J[Things I would like to get better at are:]; K[THIS IS ME!] --> J
```

Words that describe me

My favorite books/ stories

Things I like to do when I'm alone

Things I like to do with my friends

Things I like to do with my family

Things I'm very good at or interested in

Things I'd like (or need) you to know about me

My hopes and dreams for myself

The easiest way for me to show what I know is:

Things I would like to get better at are:

THIS IS ME!

Student Dimension Inventory (Confidential)

Class:

Name	Interests and strengths	Supports needed to be successful	Important things to know/ Remember

Class Profile

(adapted from Brownlie & King, 2000)

Group Strengths

Group Stretches

Interests:

Class Wide Supports/ Decisions

Group Competencies to Target

Individual Concerns				
Medical	Language	Learning	Socio-Emotional	Other



What is useful so far?



SHIFTING OUR **SUPPORT** MODELS

The cupcake Model



Special Education
Medical Model

The cupcake model



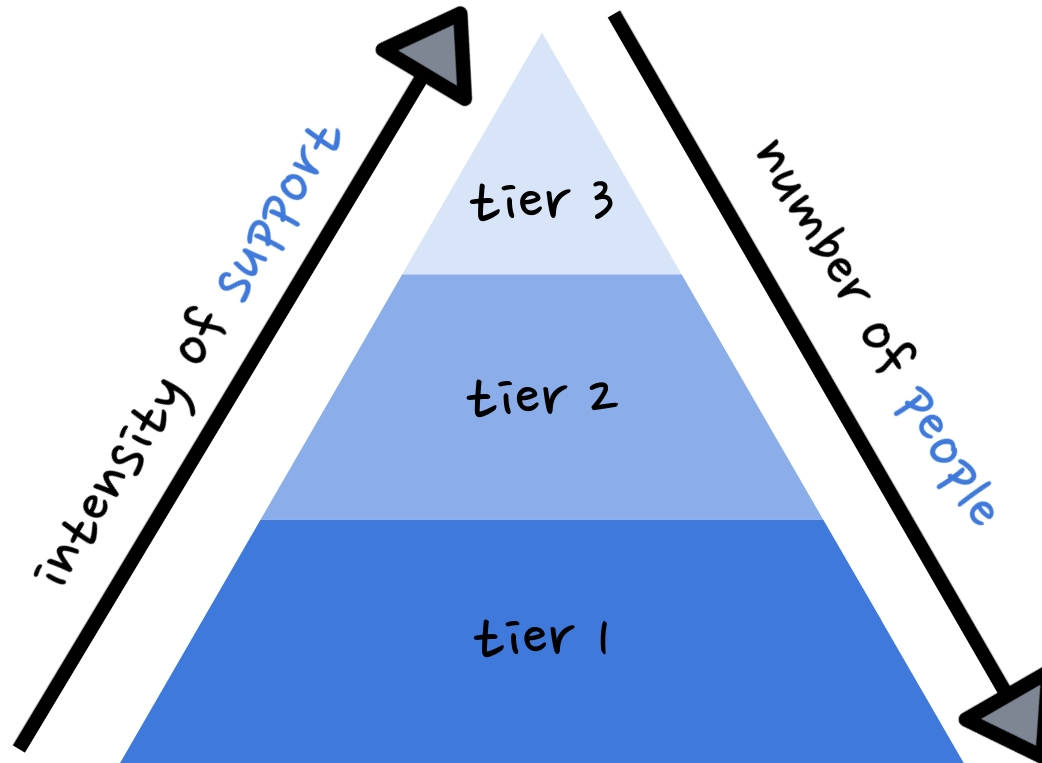
The layered cake model



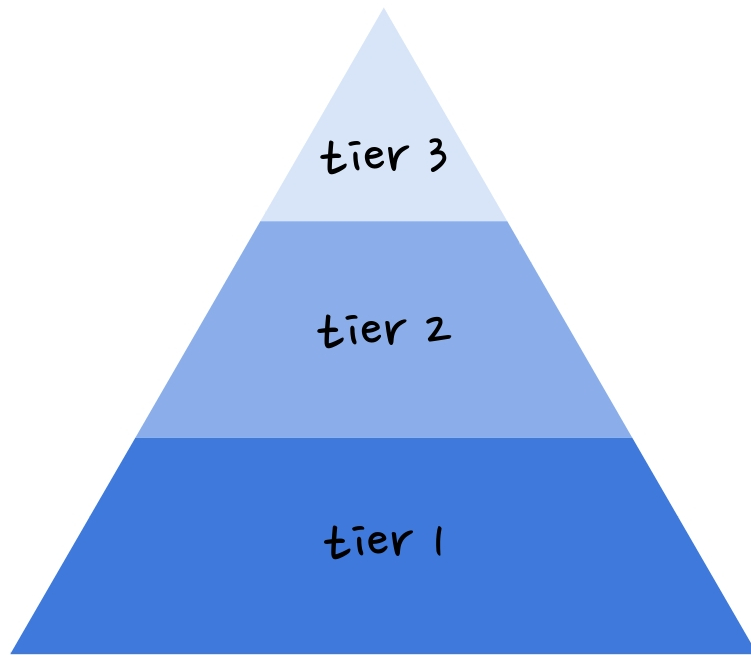
The layered cake model



RTI: RESPONSE TO INTERVENTION



RTI: RESPONSE TO INTERVENTION



- early intervention of support
- assessment of students
- regulated supports

RTI: RESPONSE TO INTERVENTION ??

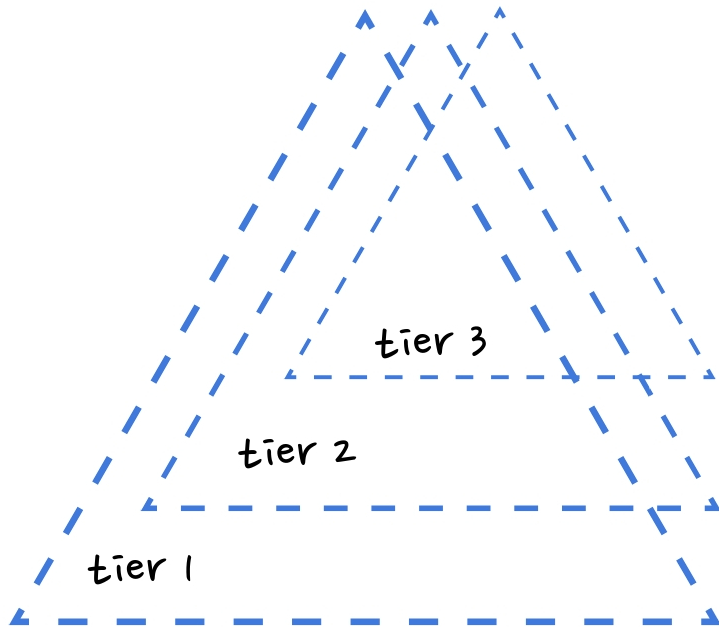
modifications

adaptations

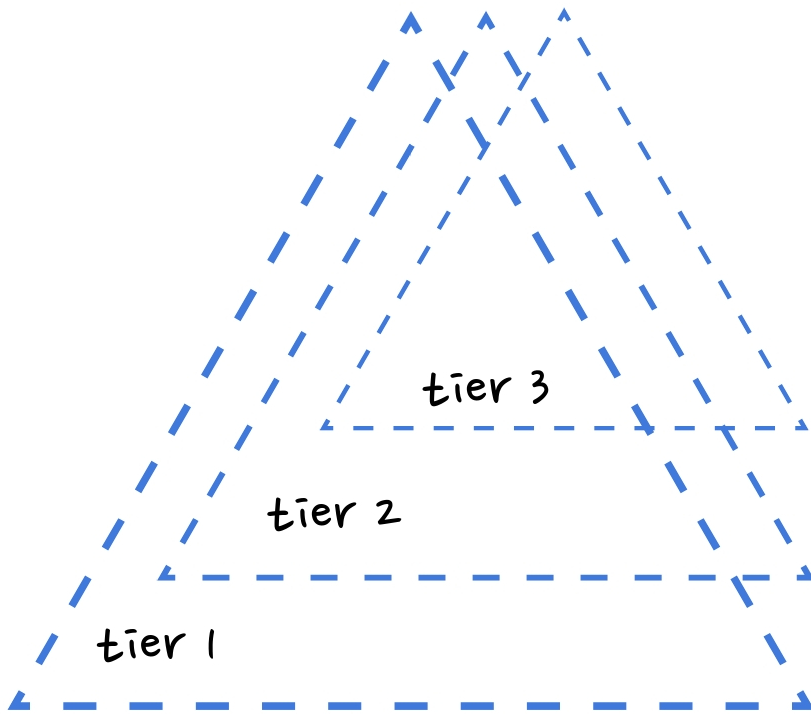
no support



RTI: RESPONSE TO INSTRUCTION



RTI: RESPONSE TO INSTRUCTION



- early instruction of support
- assessment of the environment
- universal supports

RESPONSE TO INSTRUCTION

- supports are determined BEFORE teaching
- supports are designed for specific students
- supports are taught to ALL students
- supports are available to ALL students



THE **SUPPORT** EQUATION

$$\text{RTI} + \text{UDL} = \text{SRL}$$

Response to
Instruction

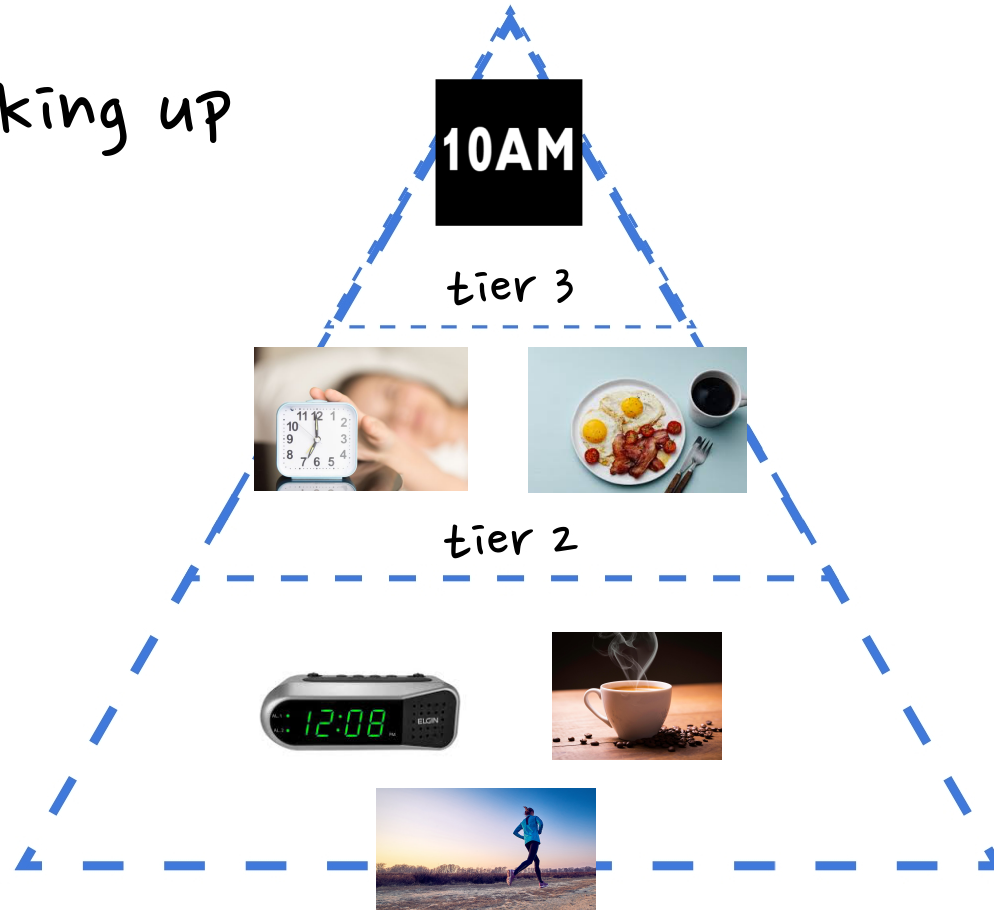
Universal
Design for
Learning

Self Regulation
for
Learning



RESPONSE TO INSTRUCTION

Lens: waking up



Shelley Moore, 2019

@tweetsomemoore

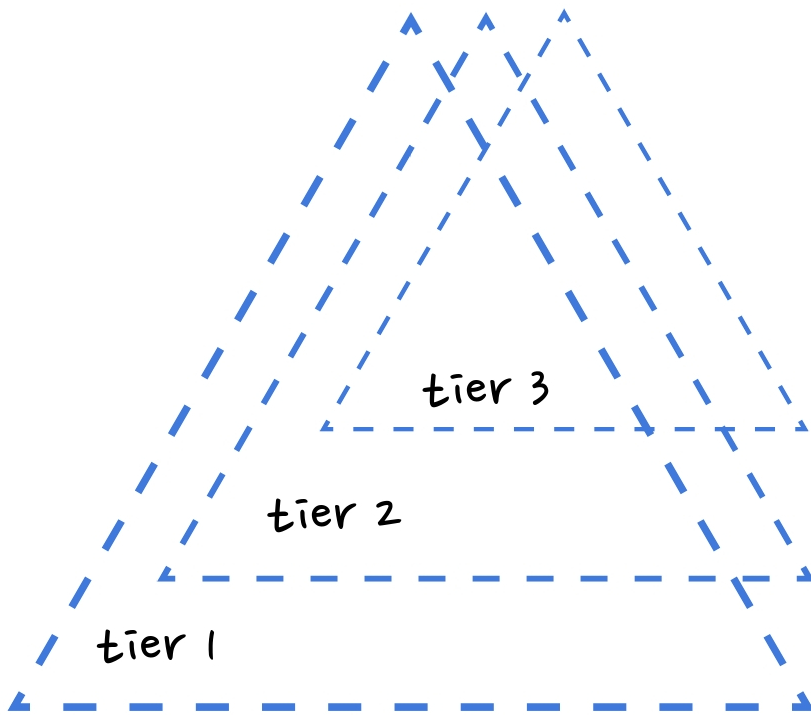
The cupcake model



The layered cake model



RTI: RESPONSE TO INSTRUCTION



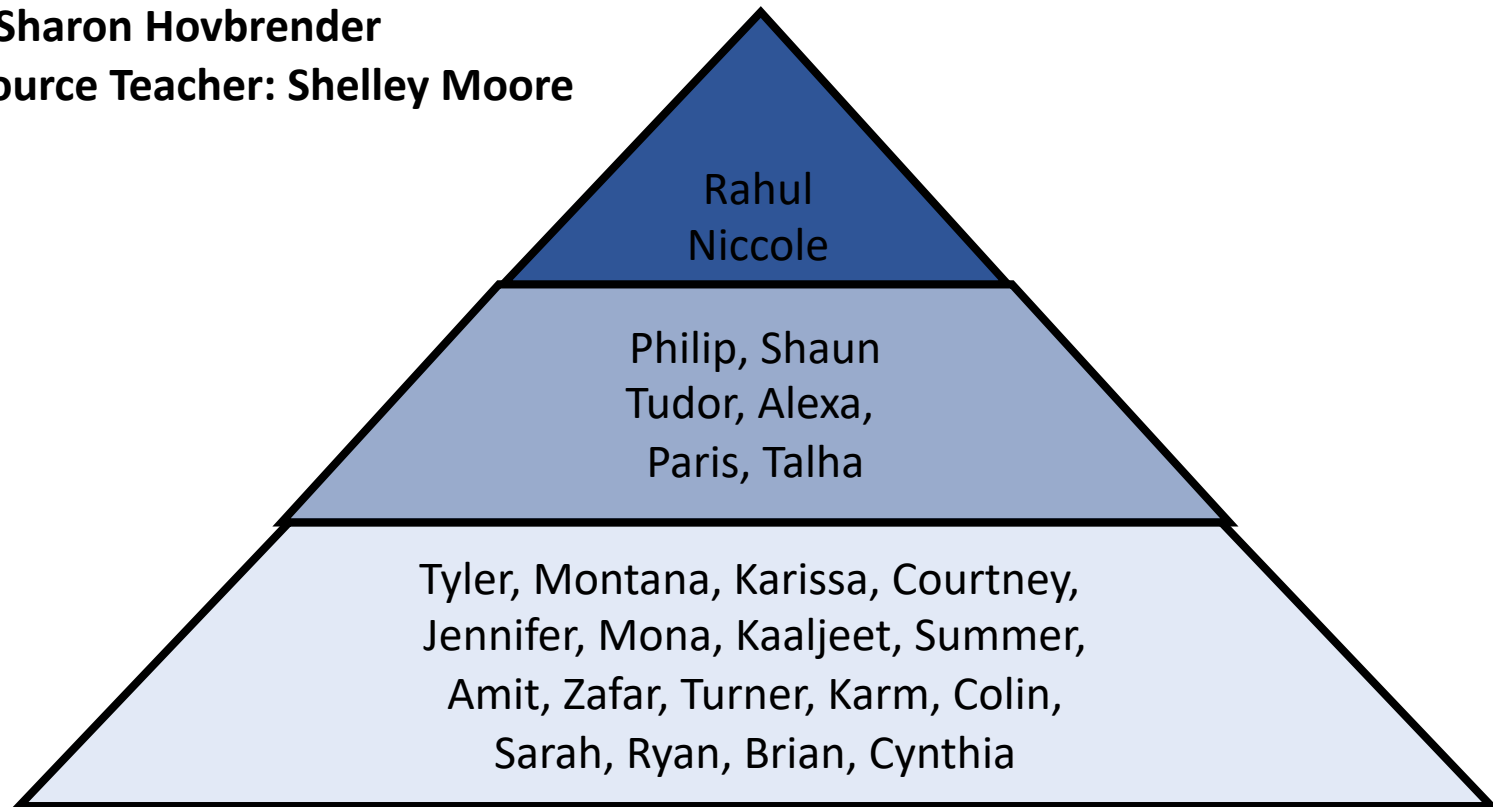
- early instruction of support
- assessment of the environment
- universal supports

Lens: Grade 9 – Social Studies

Teacher: Bryce Miller

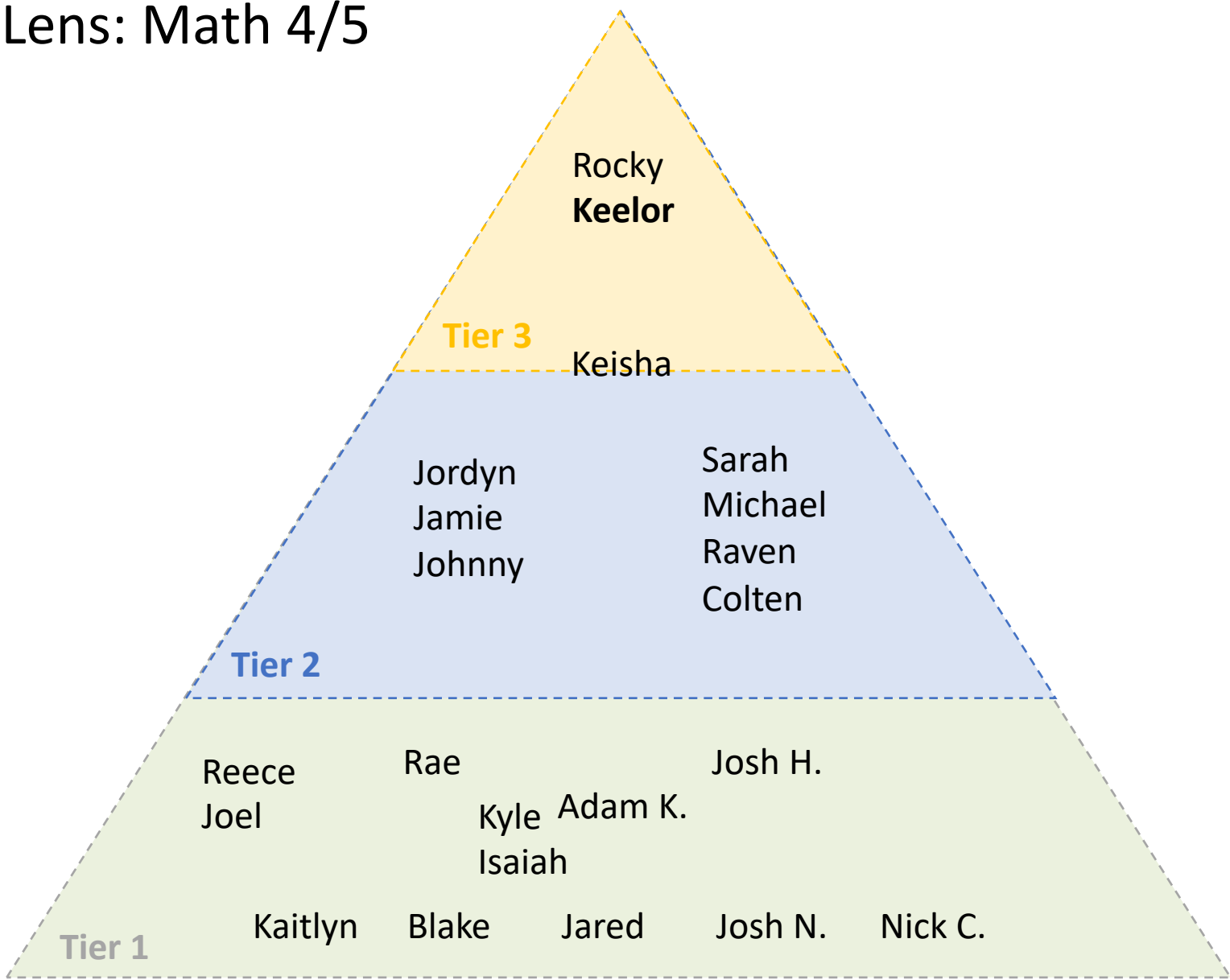
EA: Sharon Hovbrender

Resource Teacher: Shelley Moore



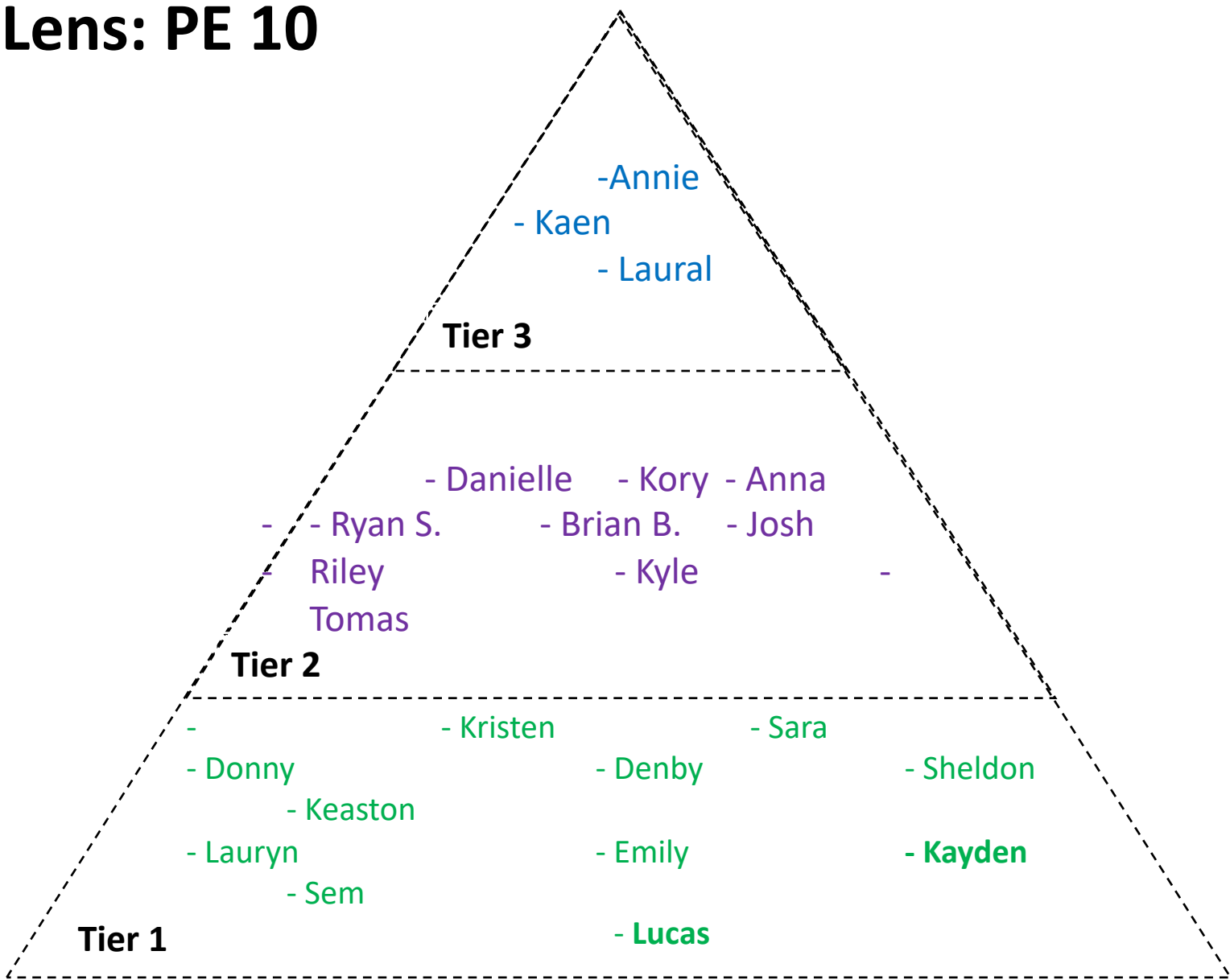
RTI Triangle

Lens: Math 4/5

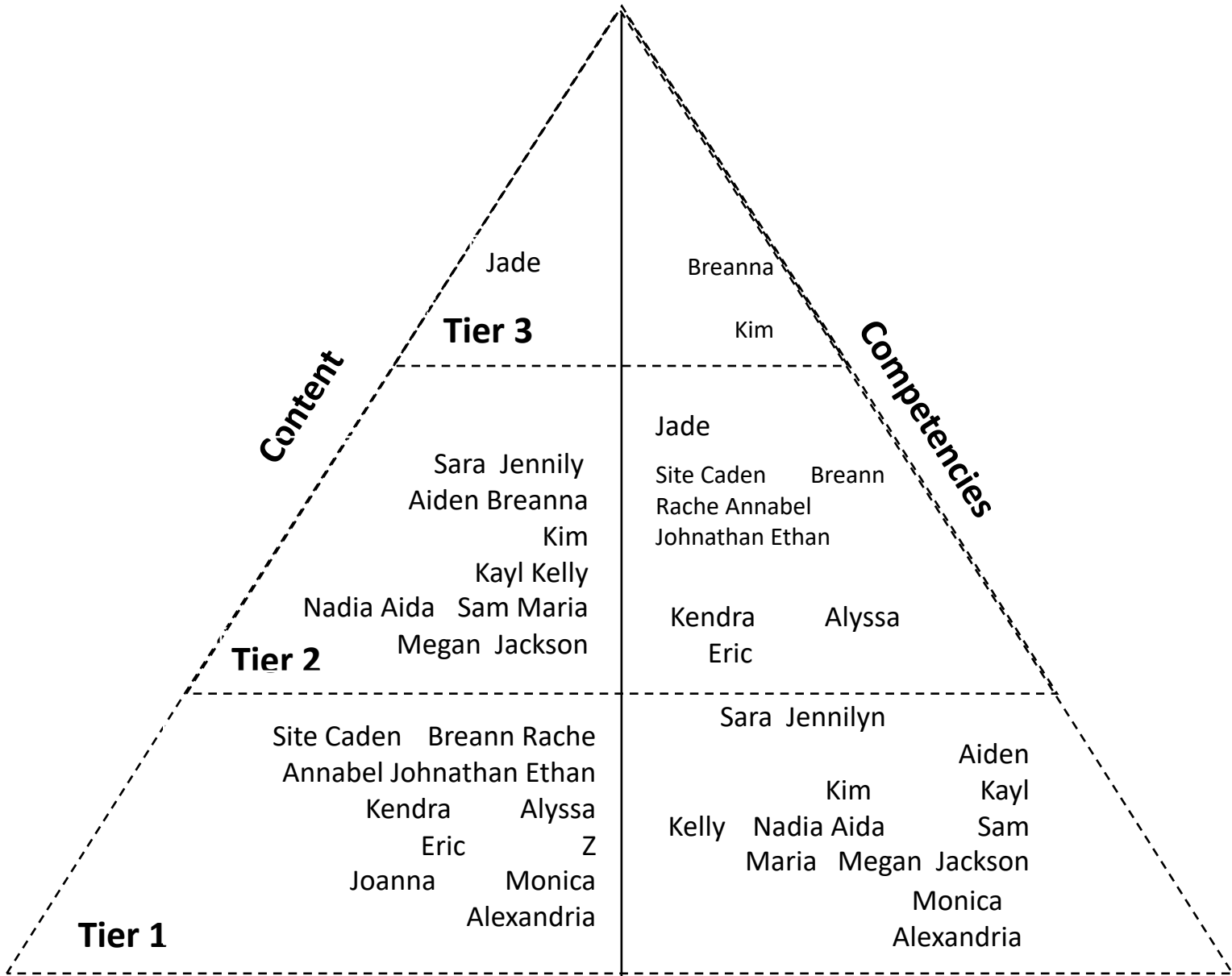


RTI Triangle

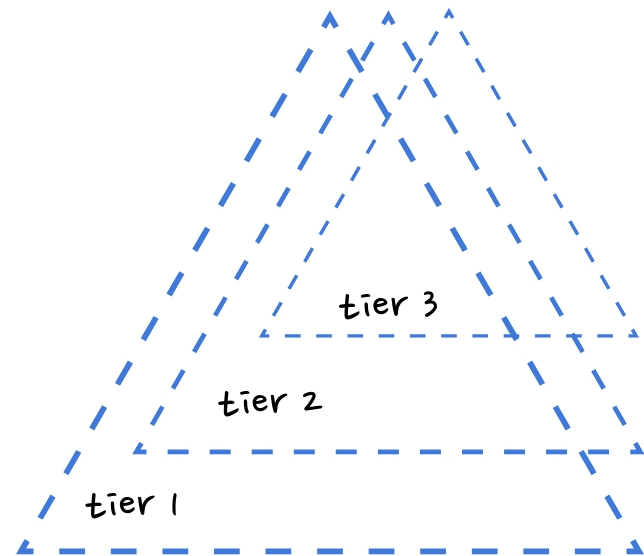
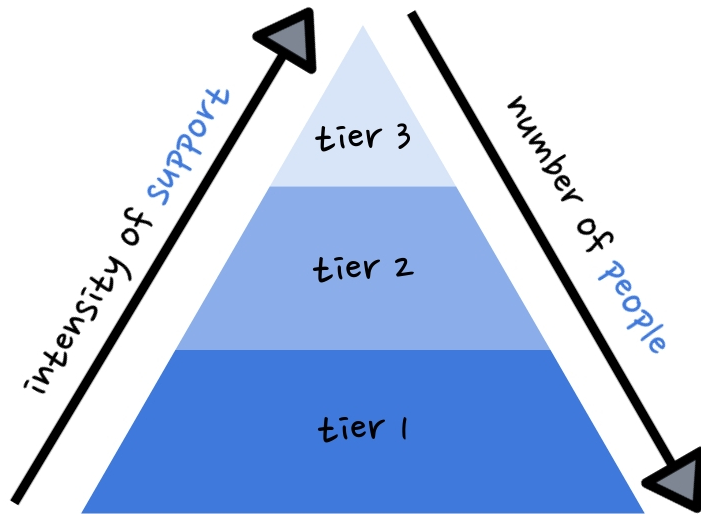
Lens: PE 10



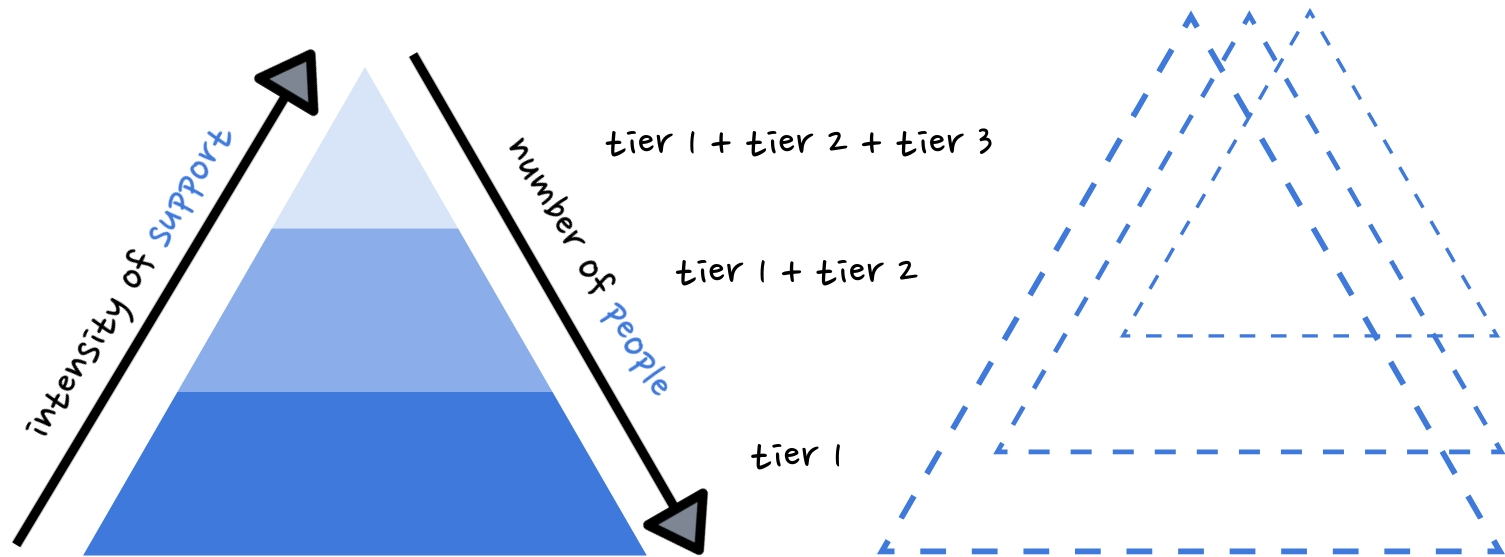
RTI Triangle: Kindergarten
Lenses: Math Shape & Space/Creative Thinking



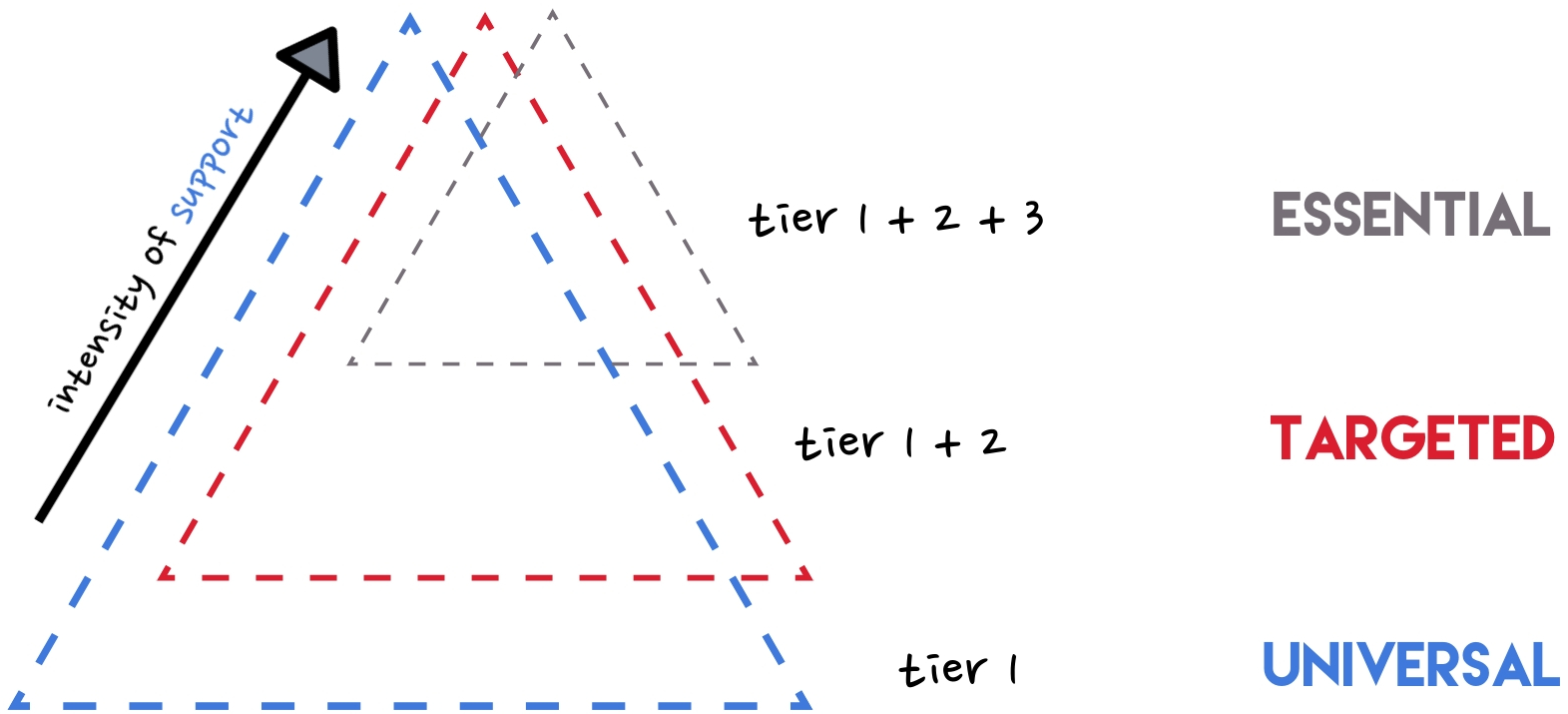
Multi Tiered Levels of Support (MTLS)



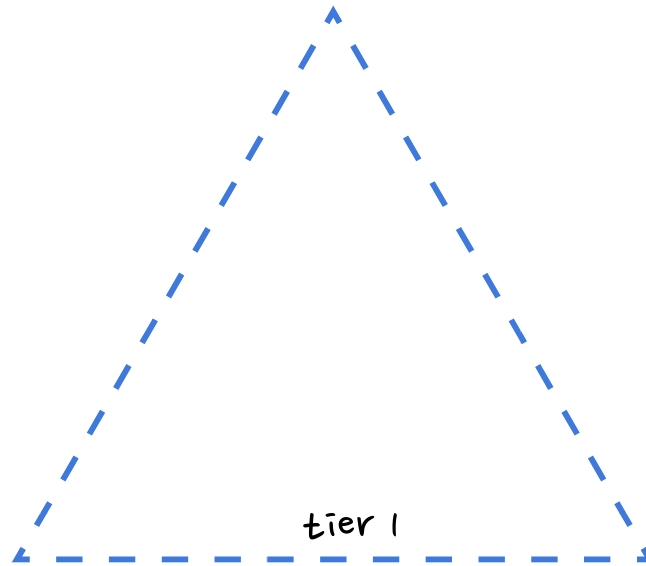
Multi Tiered Levels of Support (MTLS)



RTI/MTLS



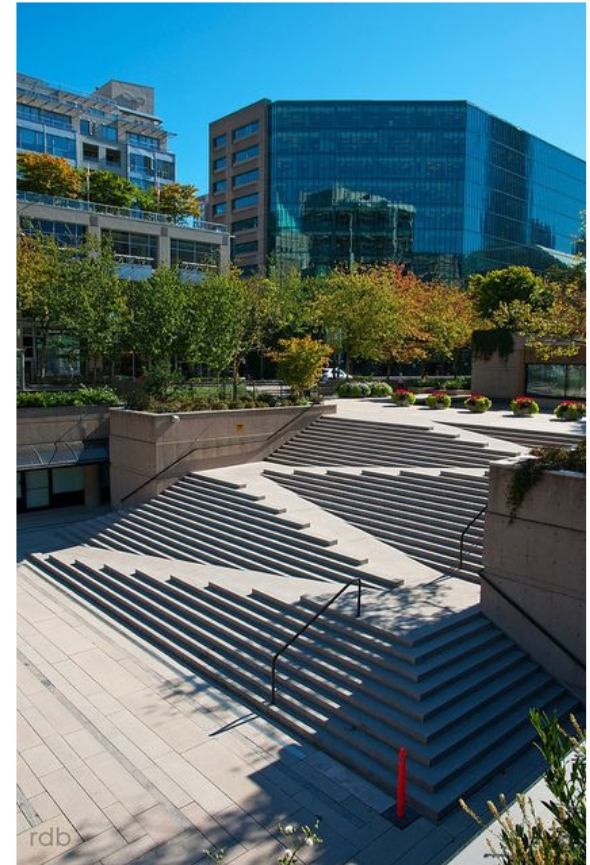
RTI/MTLS: **UNIVERSAL** SUPPORTS



Designed for one or more; useful for ALL

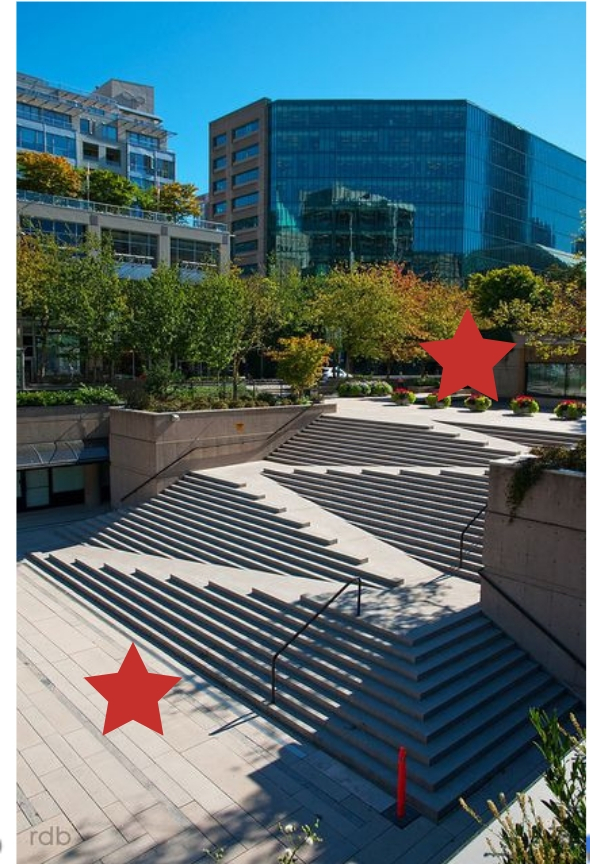
UNIVERSAL SUPPORTS

1. What is the **goal**?
2. What **supports** are necessary to **access** the **goal**?
3. How do we make the **supports** **available** as to **ALL**?



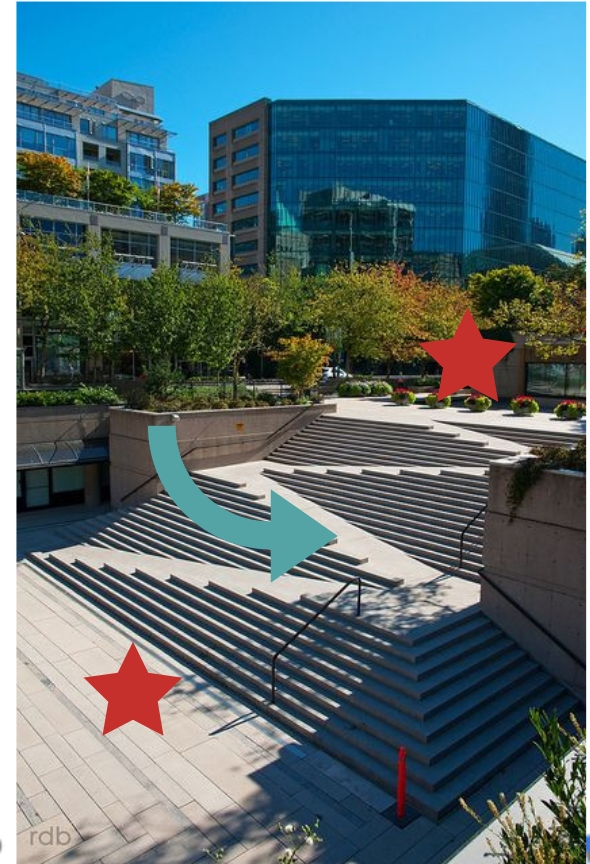
UNIVERSAL SUPPORTS

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UNIVERSAL SUPPORTS

1. What is the **goal**?
2. What **supports** are necessary to **access** the **goal**?
3. How do we make the **supports** available to **ALL**?





UNIVERSAL DESIGN

Equal opportunities in LIFE

Equitable plantain & design

universal supports



UNIVERSAL DESIGN FOR LEARNING

Equal opportunities in EDUCATION

Equitable planning & design

universal supports

WHAT ARE THE STAIRS/ RAMPS FOR LEARNING?

Universal Design for Learning Guidelines



Provide Multiple Means of
Engagement

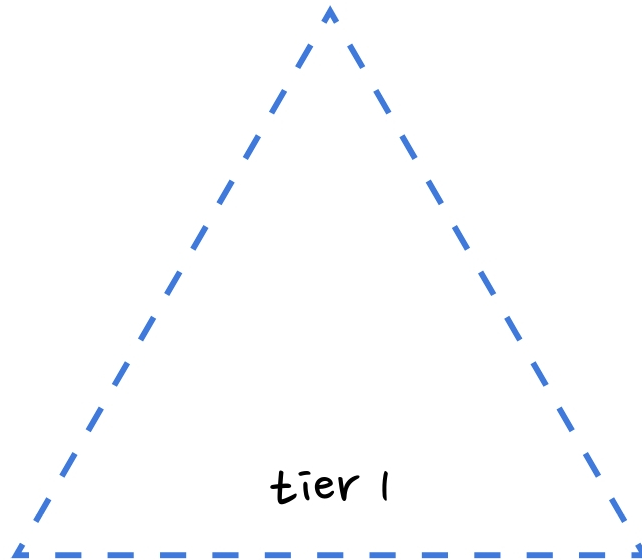


Provide Multiple Means of
Representation



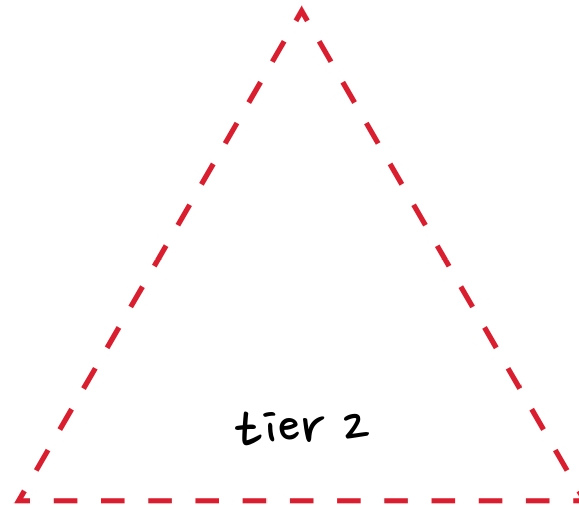
Provide Multiple Means of
Action & Expression

RTI/MTLS: **UNIVERSAL** SUPPORTS



Designed for one or more; useful for ALL

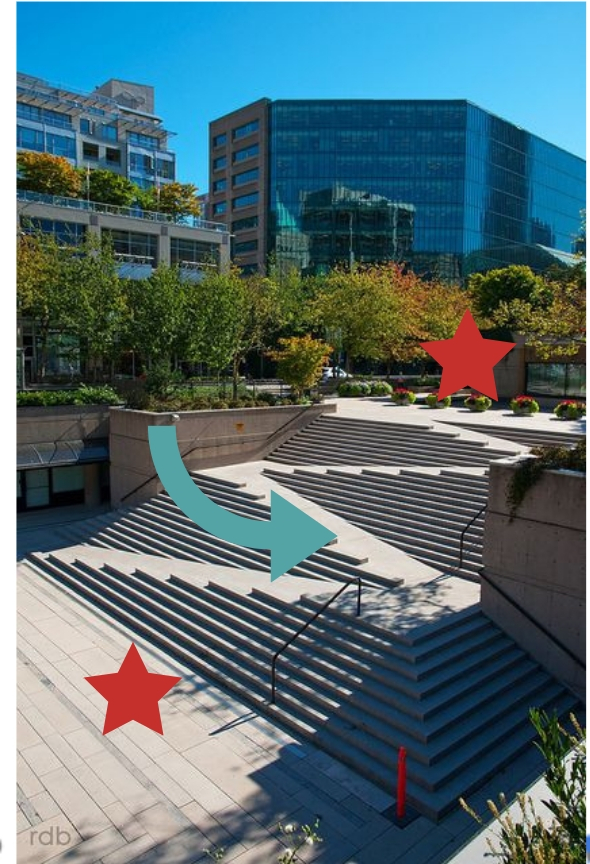
RTI/MTLS: **TARGETED** SUPPORTS



Designed for one or more; useful for some

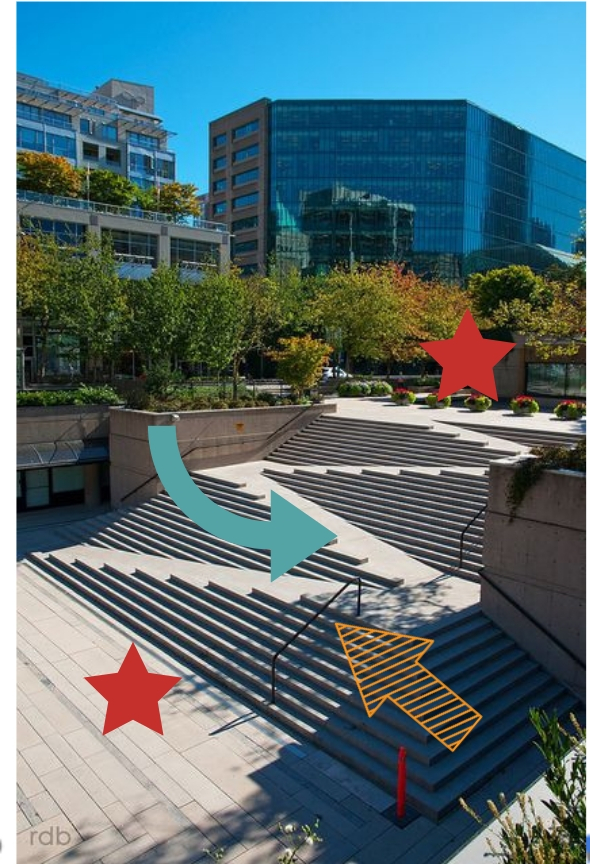
TARGETED SUPPORTS

1. What is the **goal**?
2. What **MORE SUPPORTS** are necessary to **access** the goal?
3. How do we make the **SUPPORTS** available as a **choice** for others?



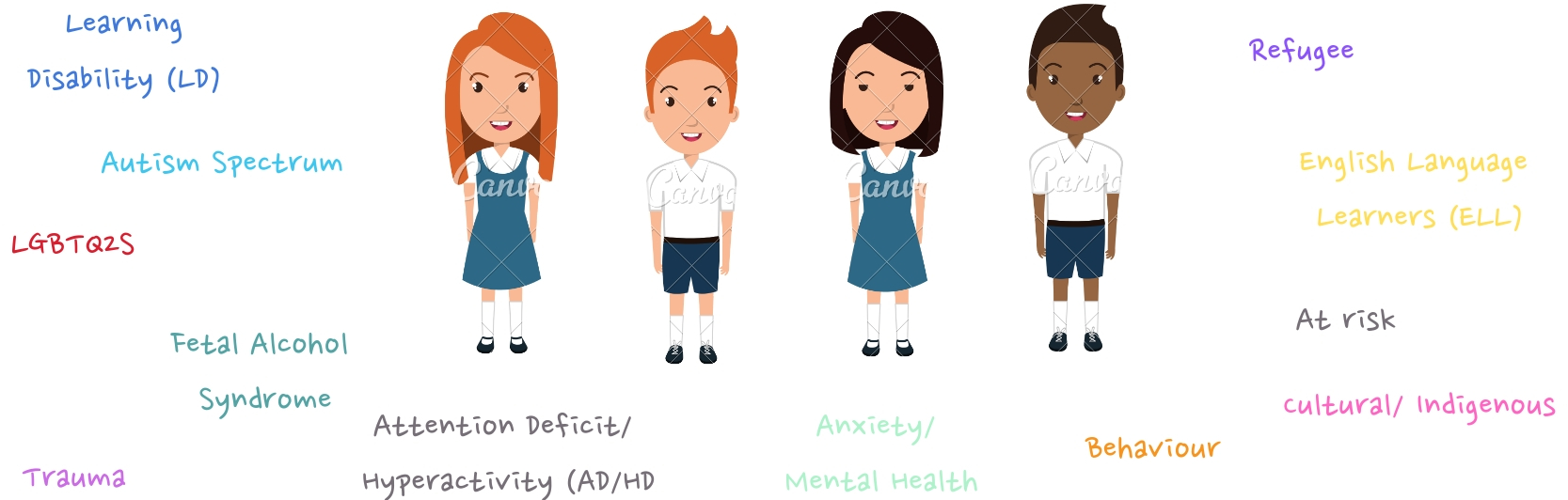
TARGETED SUPPORTS

1. What is the **goal**?
2. What **MORE SUPPORTS** are necessary to **access** the goal?
3. How do we make the **SUPPORTS** available as a **choice** for others?

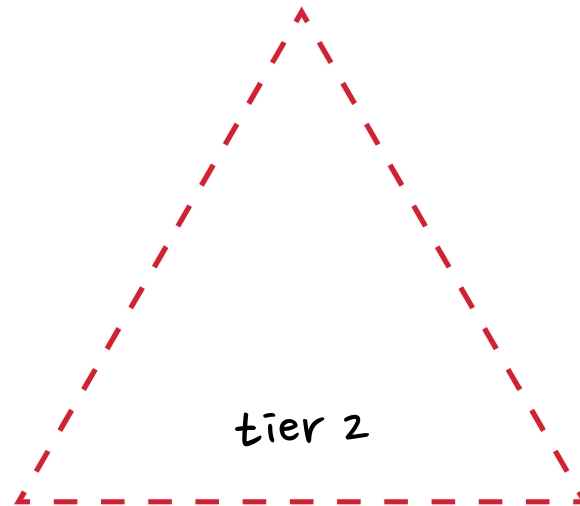


WHAT ARE THE RAILS FOR LEARNING?

What additional supports are needed for targeted needs to meet the goal?

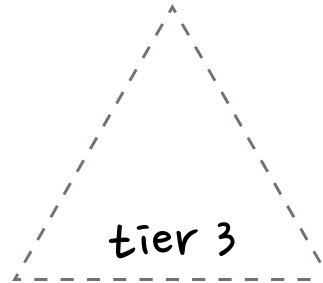


RTI/MTLS: **TARGETED** SUPPORTS



Designed for one or more; useful for some

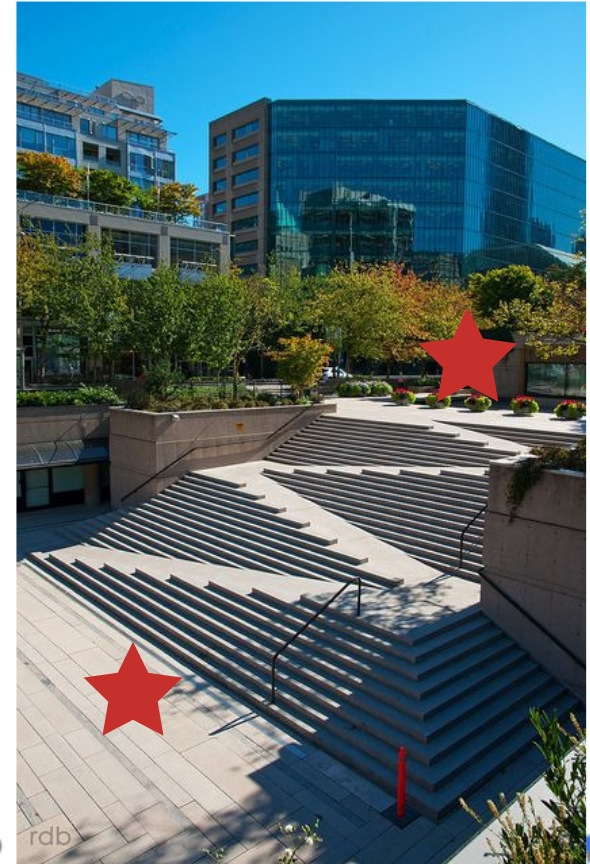
RTI/MTLS: ESSENTIAL SUPPORTS



Designed for one; useful for one

ESSENTIAL SUPPORTS

1. What is the **goal**?
2. What **EVEN MORE SUPPORTS** are necessary to **access** the goal?
3. How do we **teach** everyone about the **SUPPORT** so that we can **advocate** for ourselves **and** each other?



WHAT ARE INDIVIDUALIZED SUPPORTS FOR LEARNING?

What essential supports are needed to meet the goal?



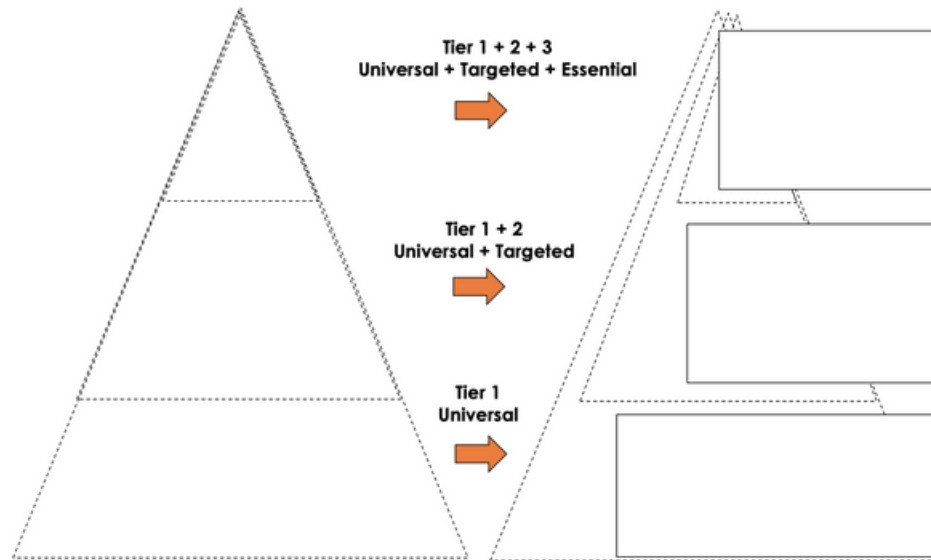
RTI/MTLS: ESSENTIAL SUPPORTS



Designed for one; useful for one

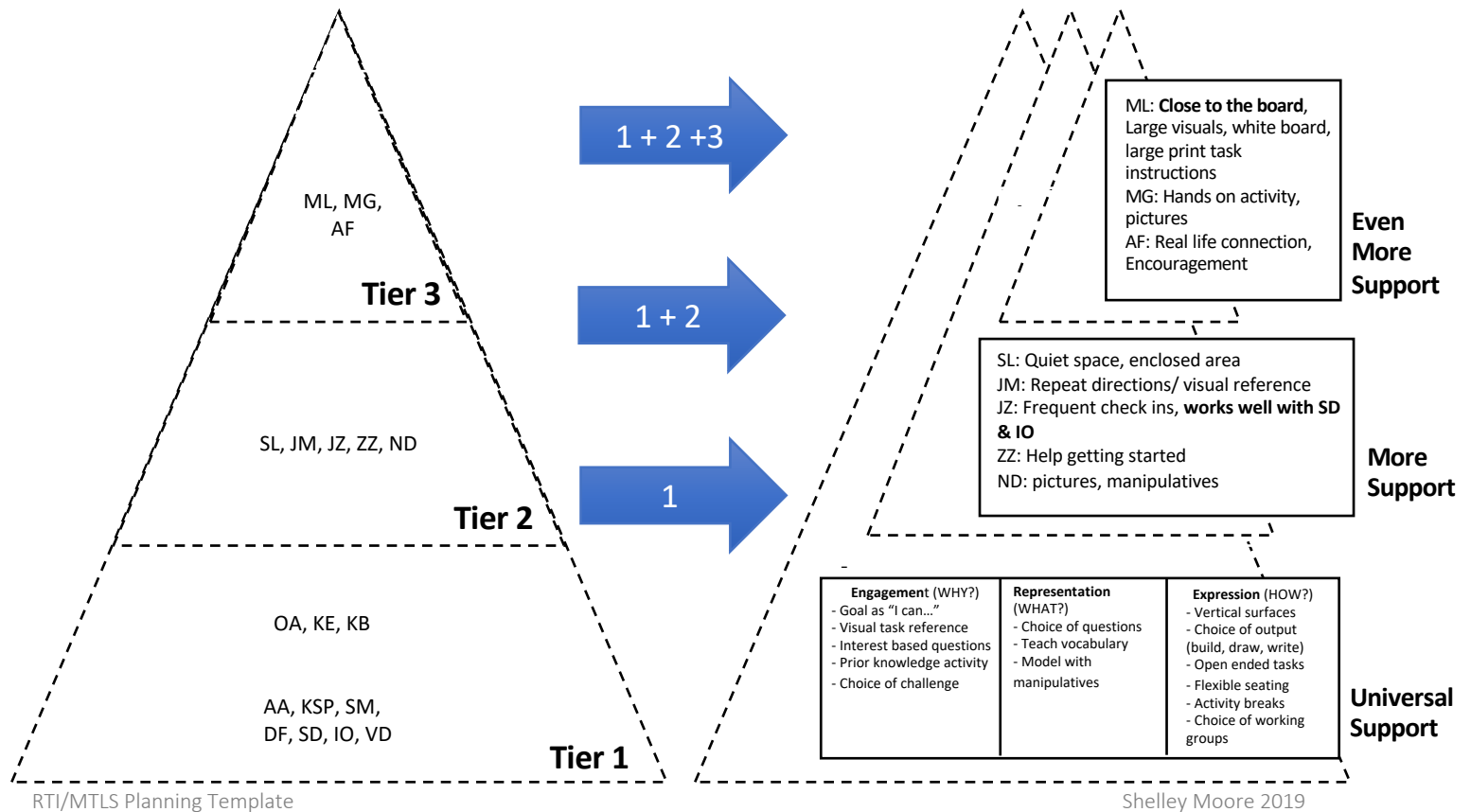
STRATEGY: RTI/MTLS

**RTI Support Plan:
Lens:**



Designing Supports for Diverse Classes

Lens: Math 6



RTI Triangle

Grade/Course/Subject (place)

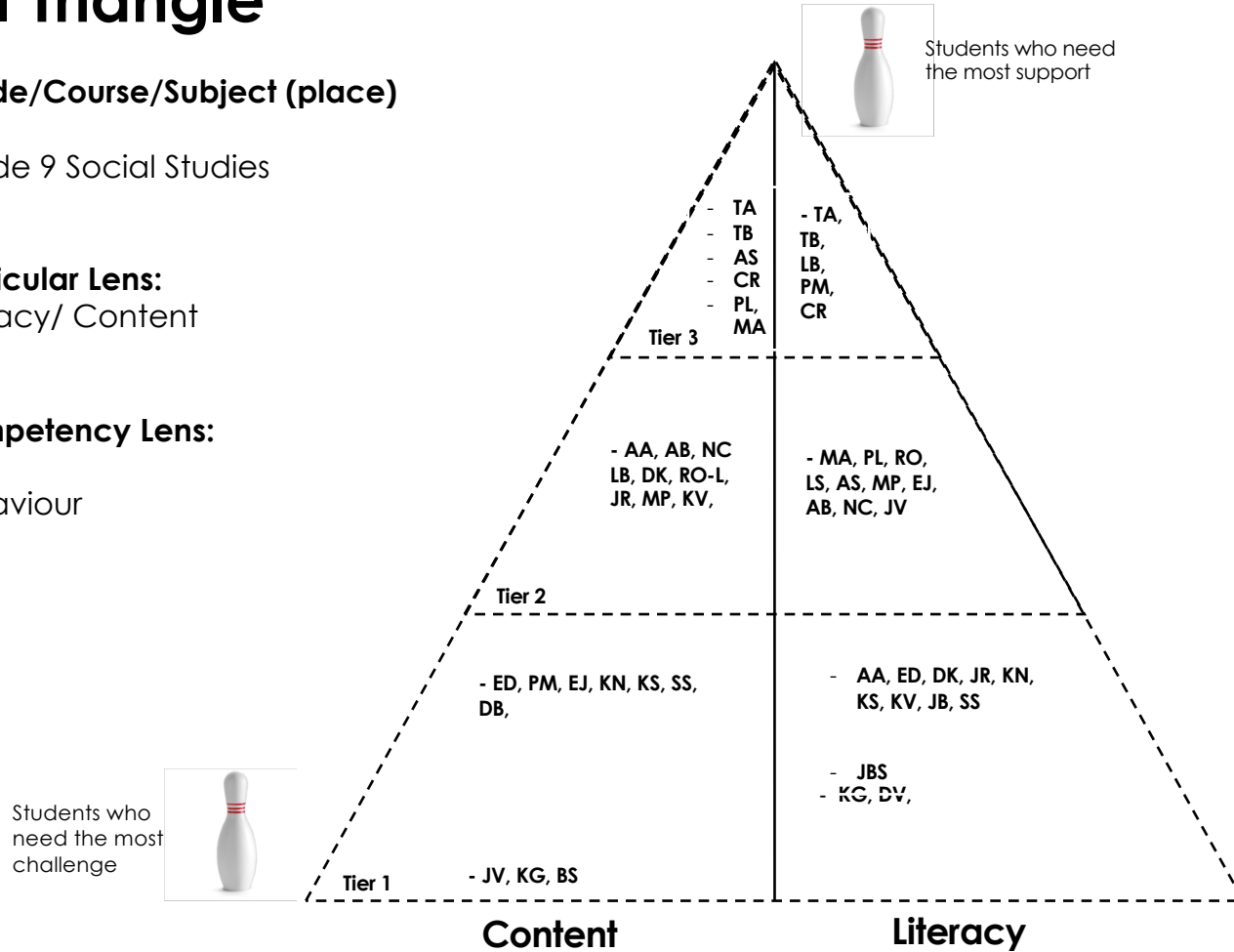
Grade 9 Social Studies

Curricular Lens:

Literacy/ Content

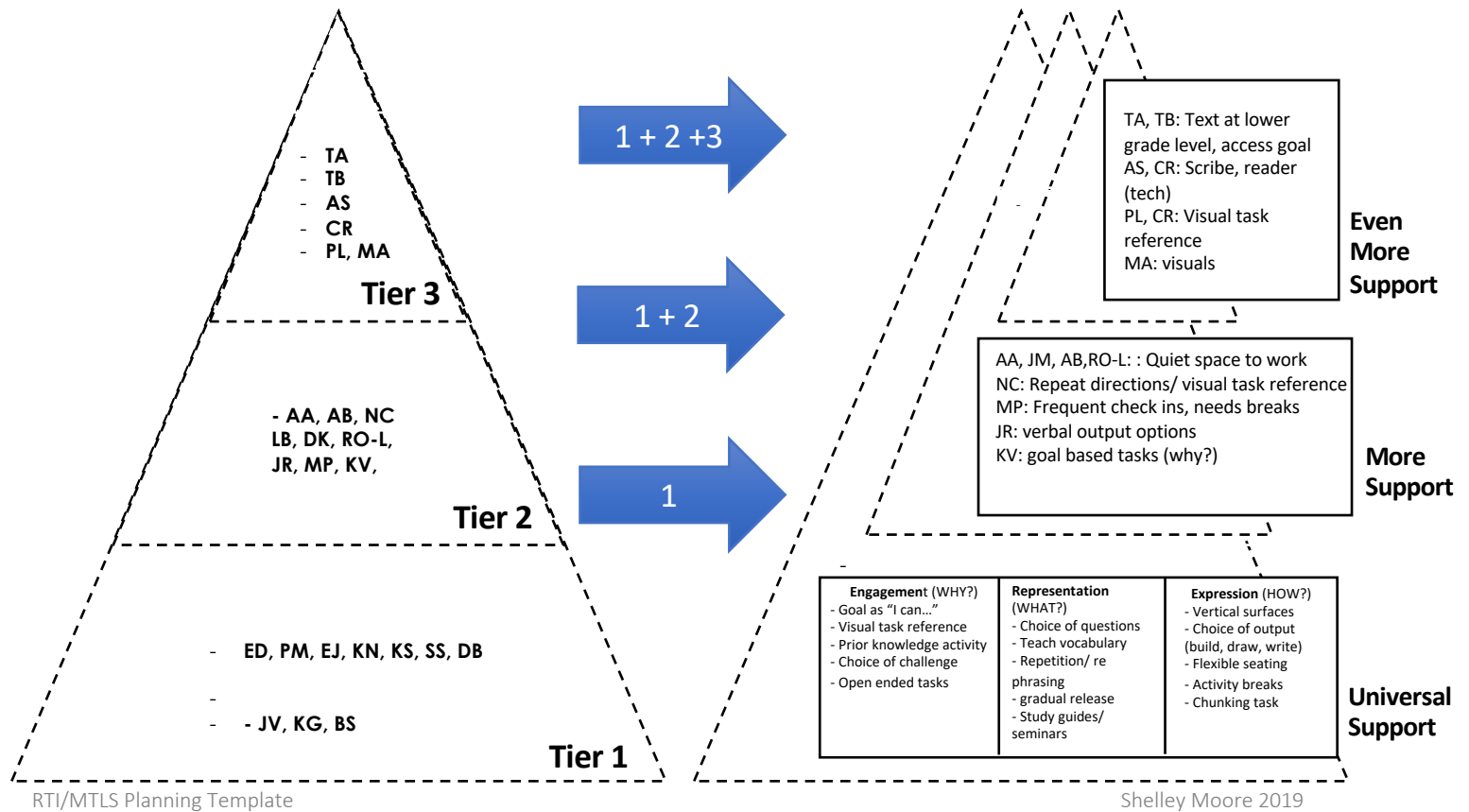
Competency Lens:

Behaviour



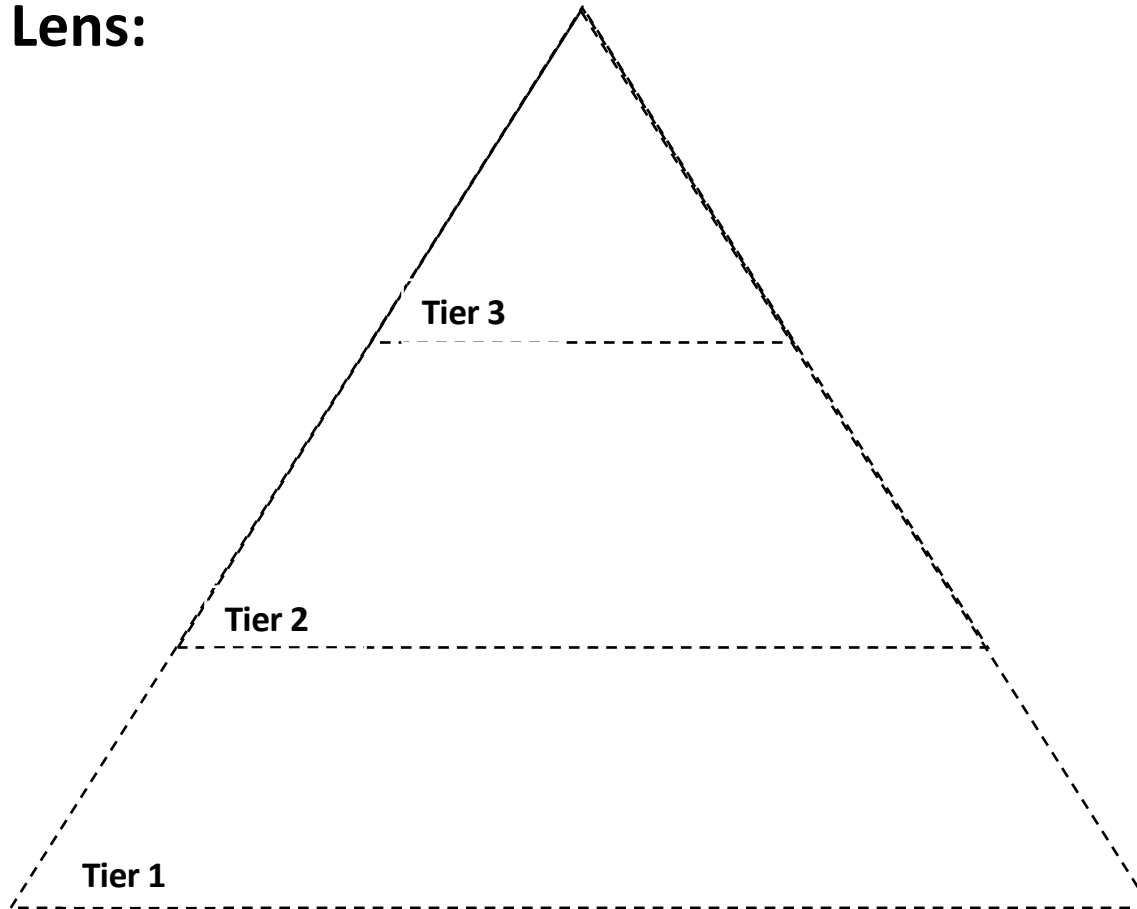
Designing Supports for Diverse Classes

Lens: Social Studies 9 - Content



RTI Triangle

Lens:



RTI Triangle

Grade/Course/Subject (place)

Lens 1:

Lens 2:

Students who
need the most
challenge



Tier 1

Lens 1

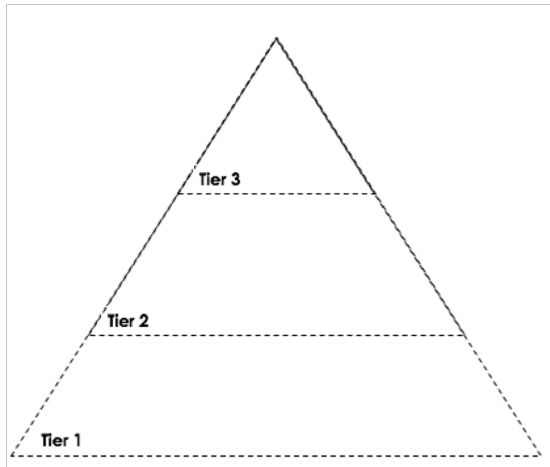
Tier 2

Tier 3

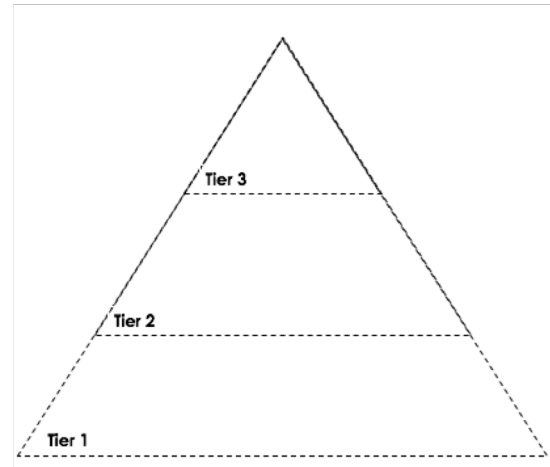
Lens 2



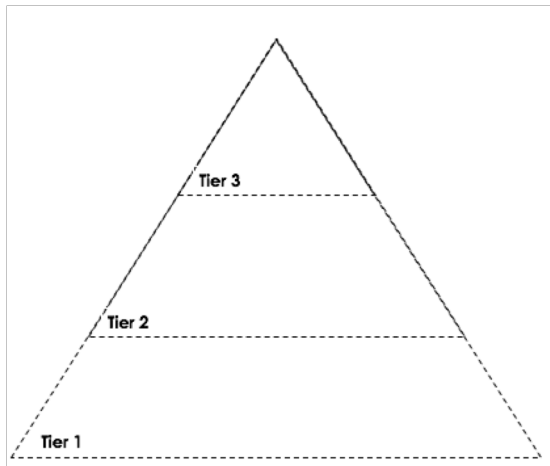
Students who need
the most support



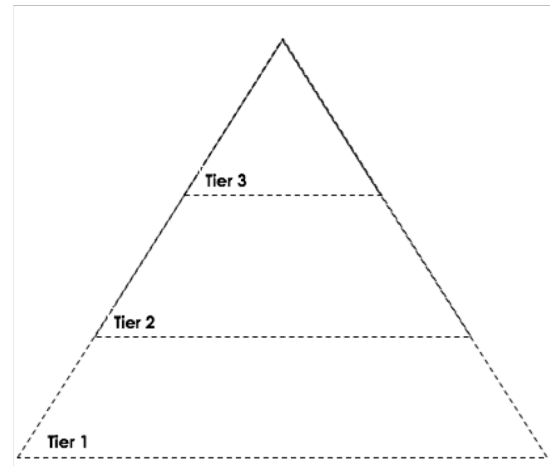
Literacy



Numeracy

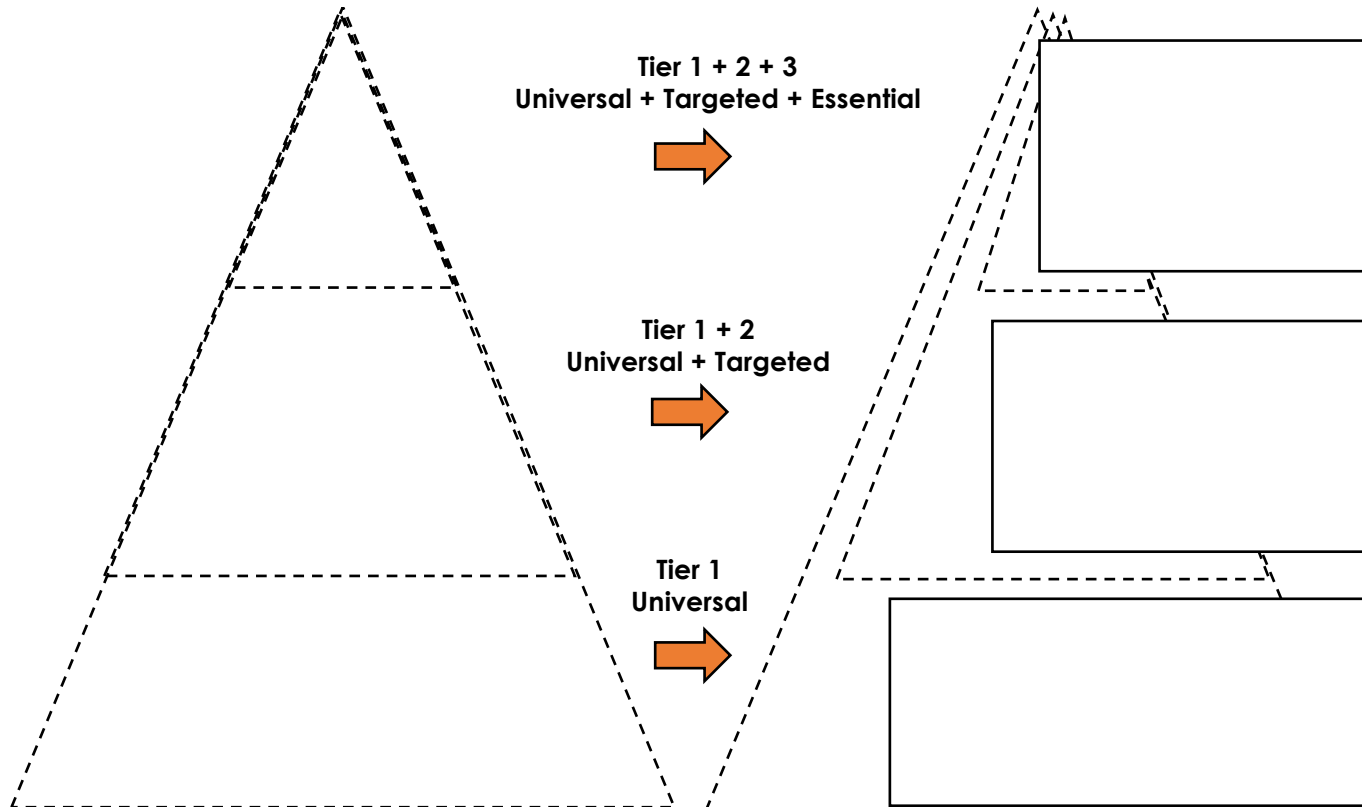


Behaviour



Social Emotional

RTI Support Plan: Lens:





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"/>



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



Supports & resources for this series

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

