

SHELLEY MOORE



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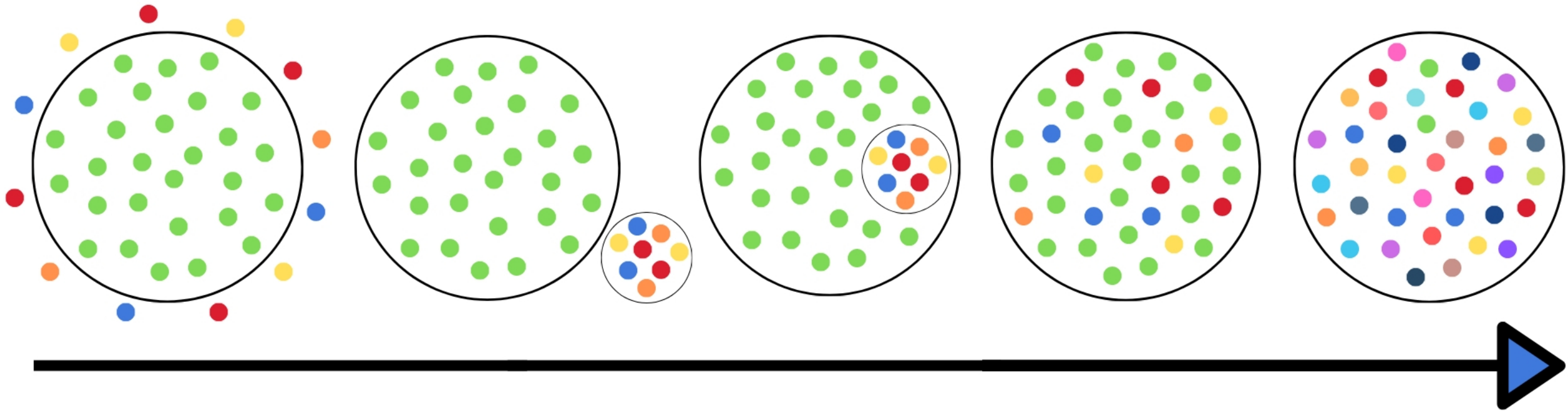
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TALK TO YOUR NEIGHBOUR...

- what is something that is useful so far today?
- what questions are coming up for you?

WHAT IS INCLUSION?



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

The Infrastructure of Inclusion!





The Infrastructure of Inclusion!

SHIFTING OUR SUPPORT MODELS

The cupcake Model



Special Education

Medical Model

The cupcake model



The layered cake model



The layered cake model



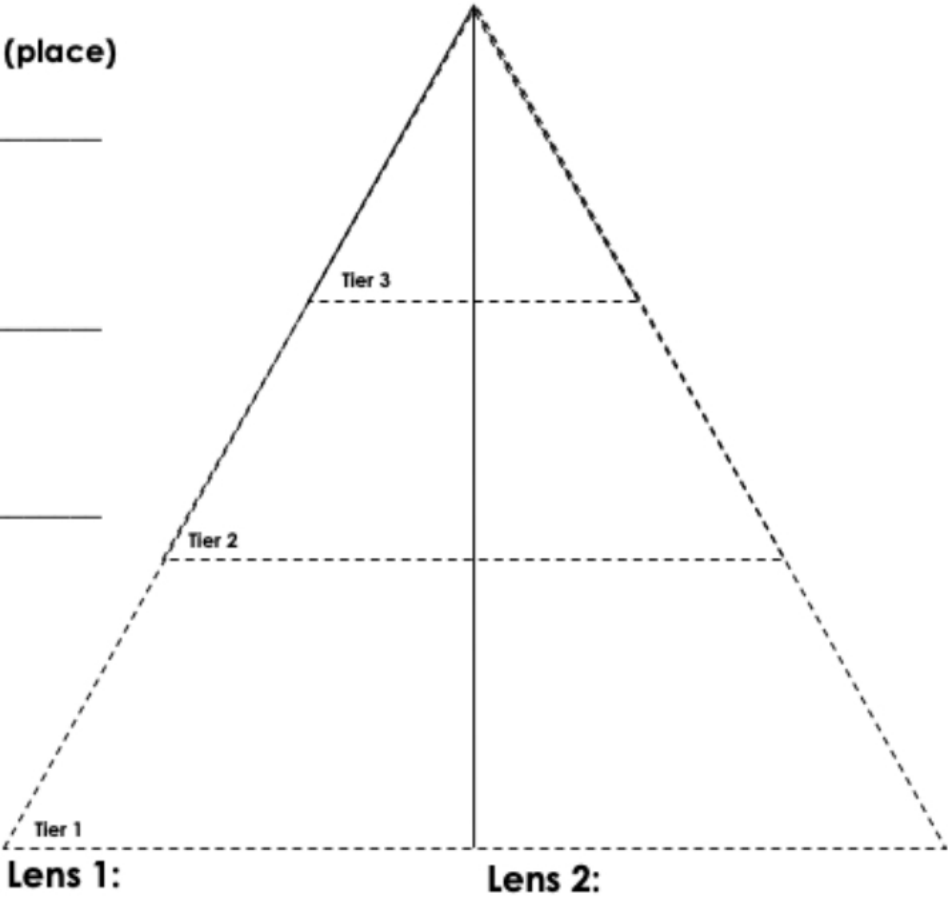
STRATEGY: RTI/MTLS

RTI Triangle

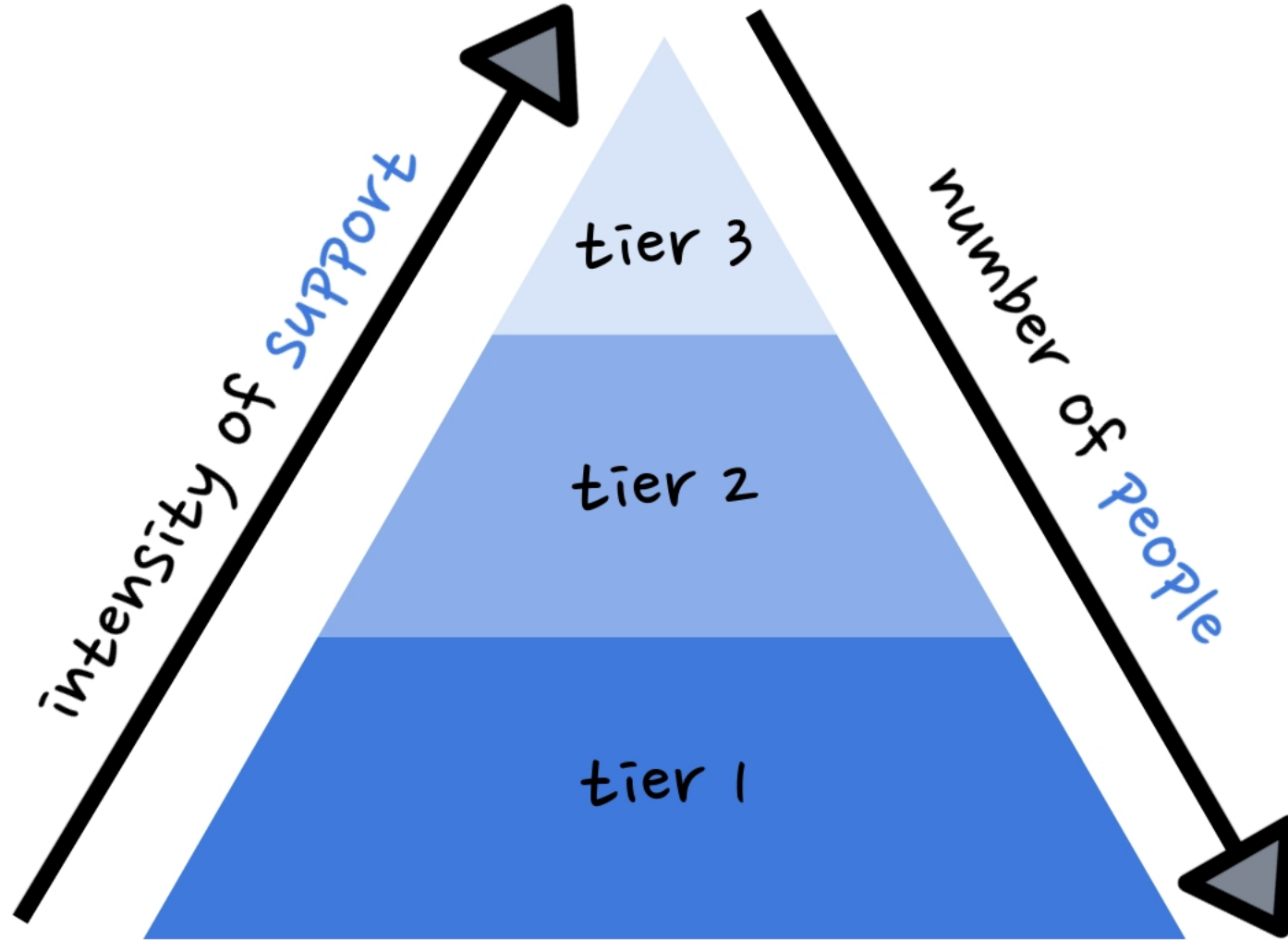
Grade/Course/Subject (place)

Lens 1:

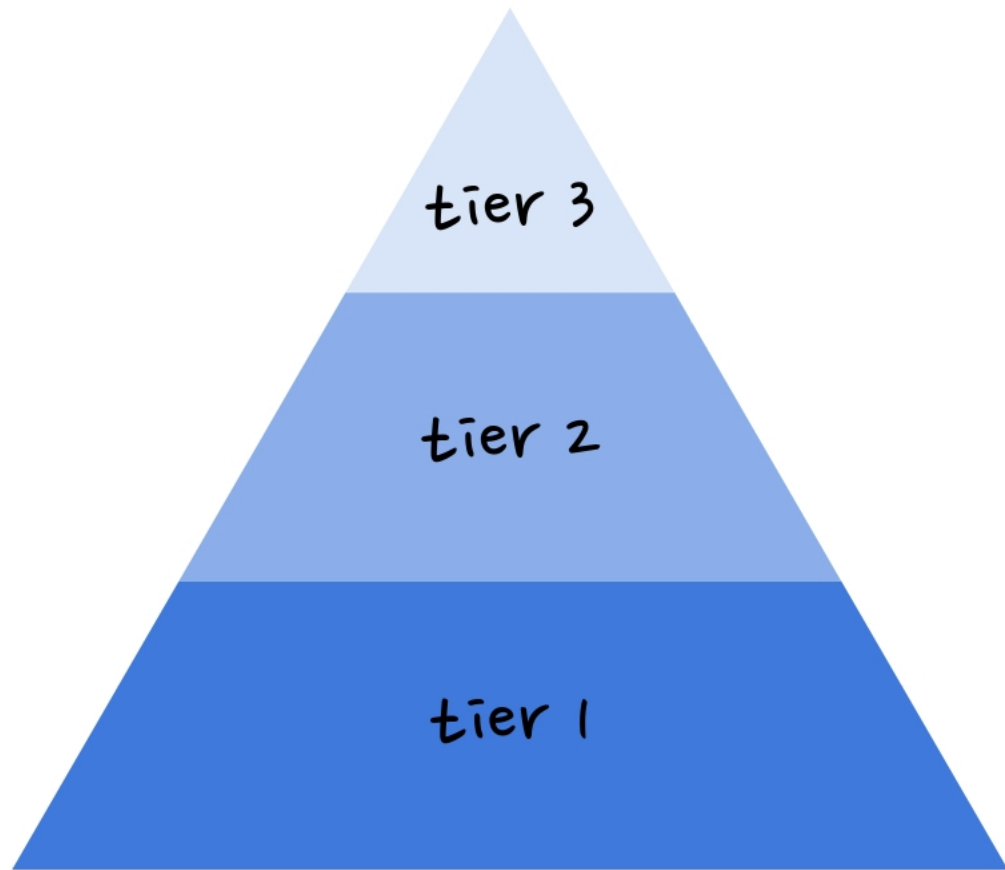
Lens 2:



RTI: RESPONSE TO INTERVENTION

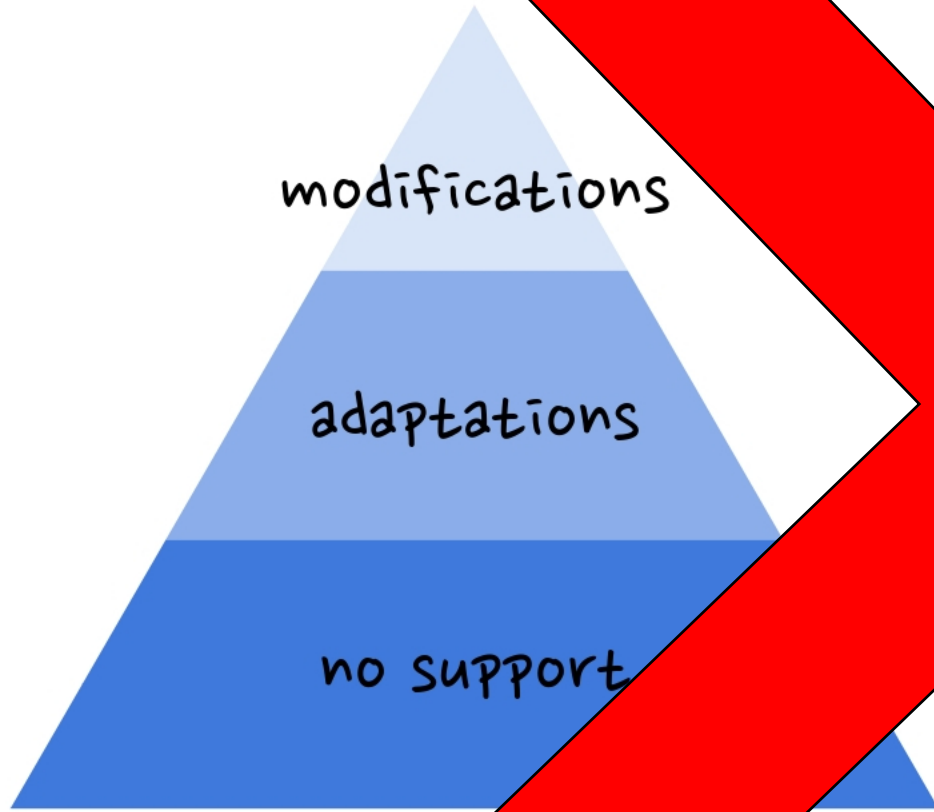


RTI: RESPONSE TO INTERVENTION

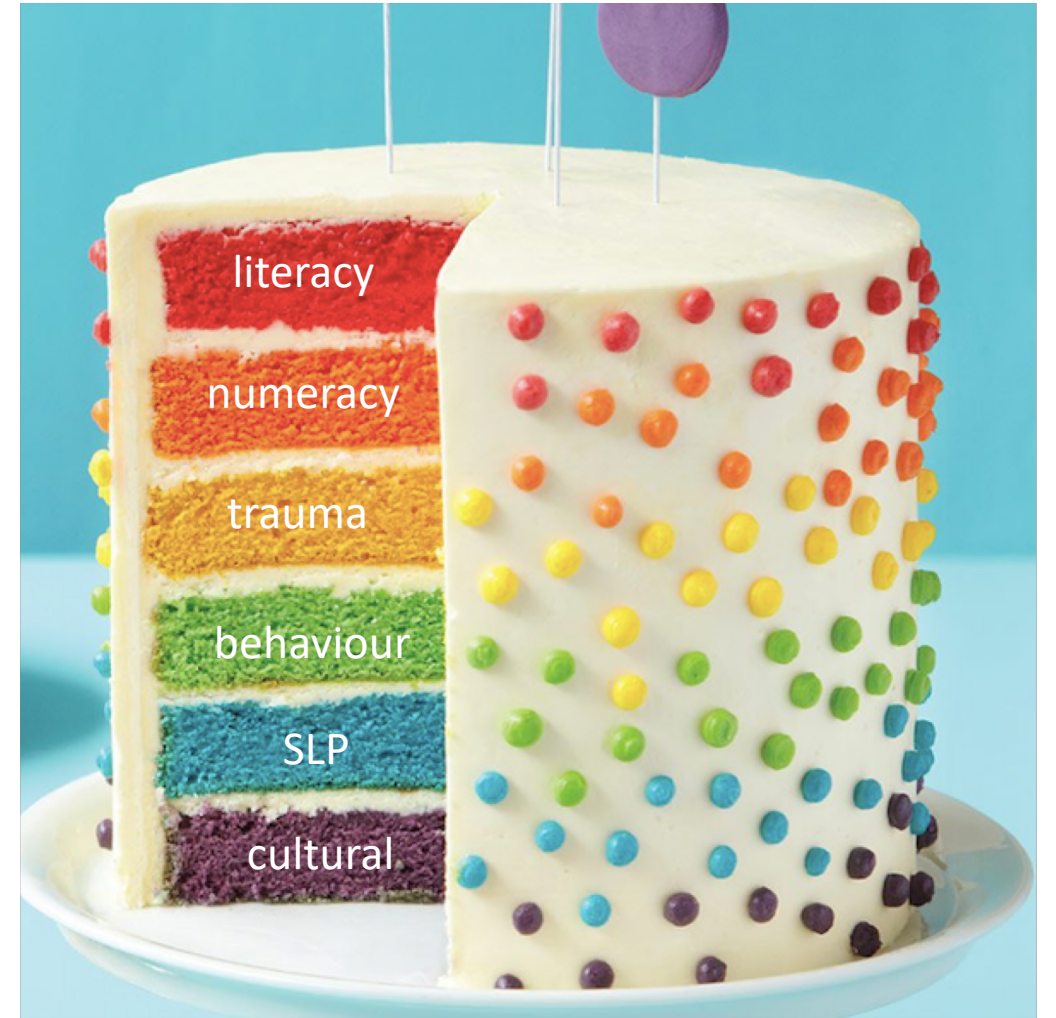
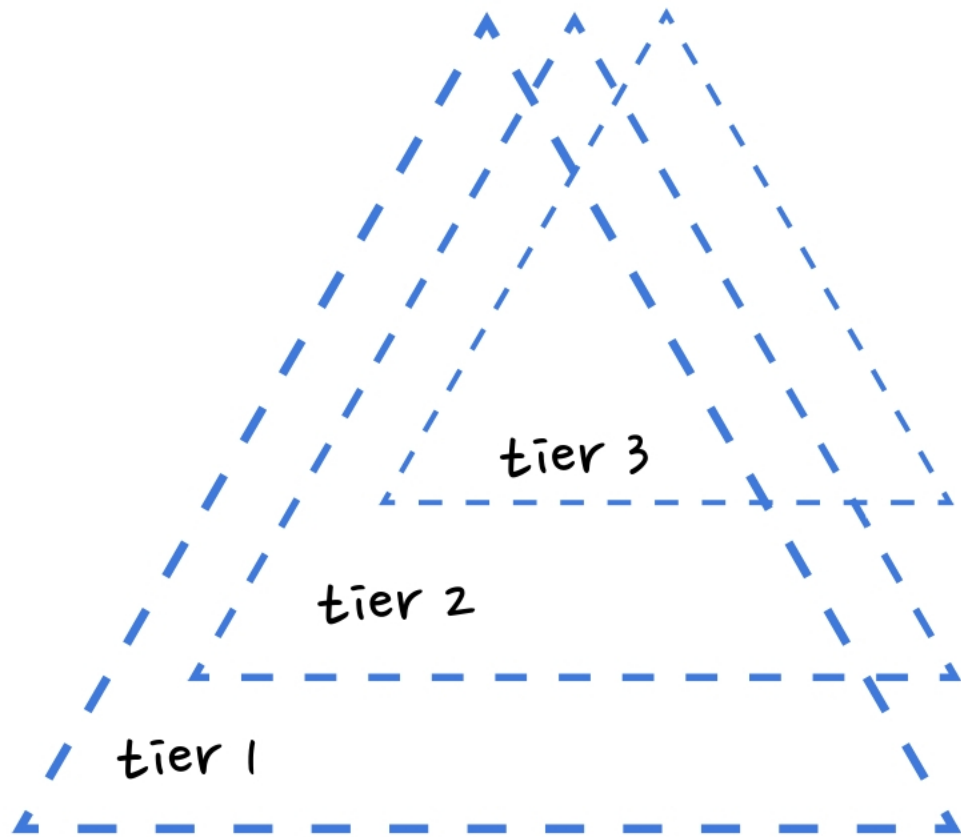


- early intervention of support
- assessment of students
- regulated supports

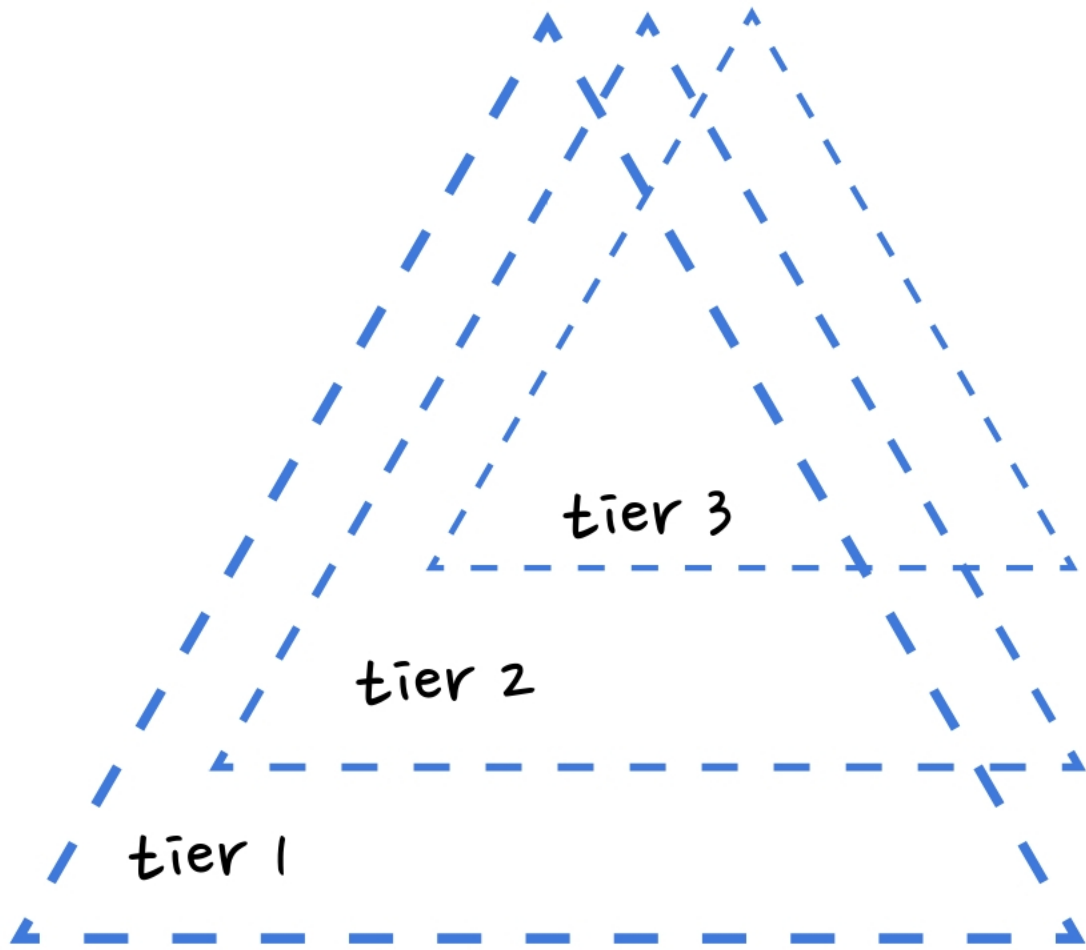
RTI: RESPONSE TO INTERVENTION ??



RTI: RESPONSE TO INSTRUCTION



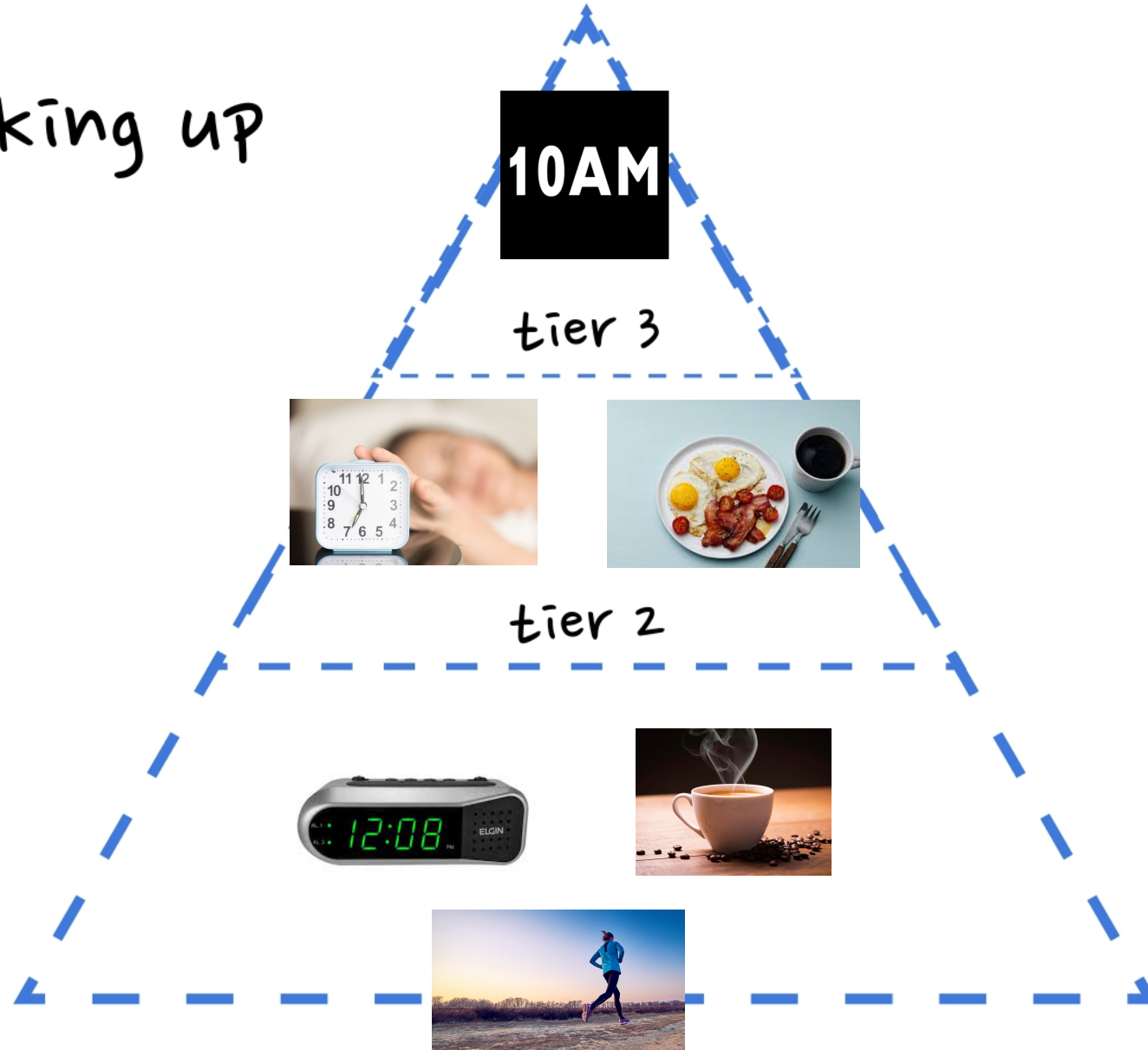
RTI: RESPONSE TO INSTRUCTION



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

RESPONSE TO INSTRUCTION

Lens: Waking up



THE **SUPPORT** EQUATION

RTI + **UDL** = **SRL**

Response to
Instruction

Universal
Design for
Learning

Self Regulation
for
Learning

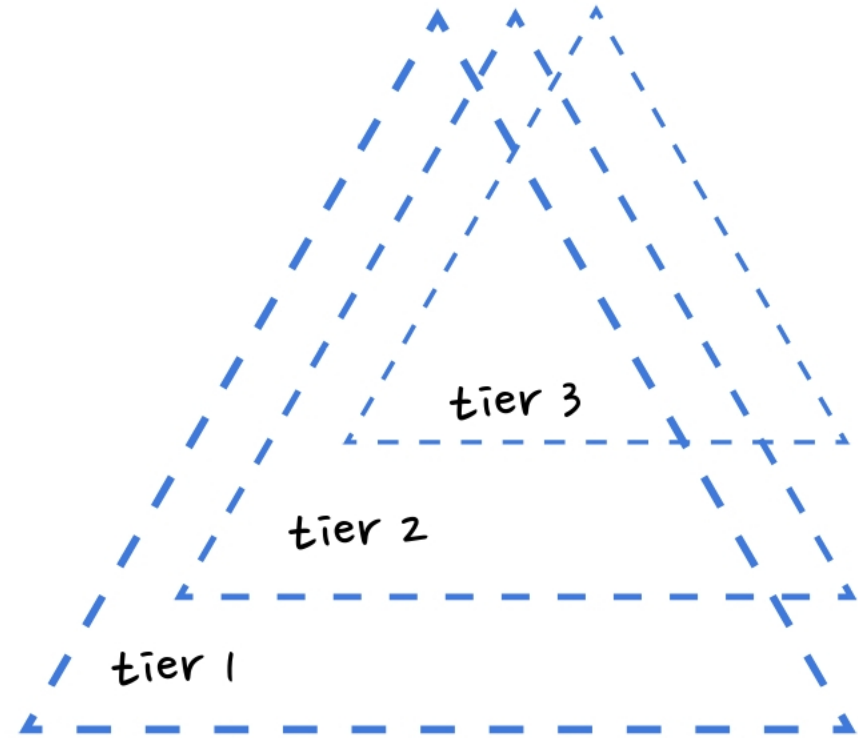
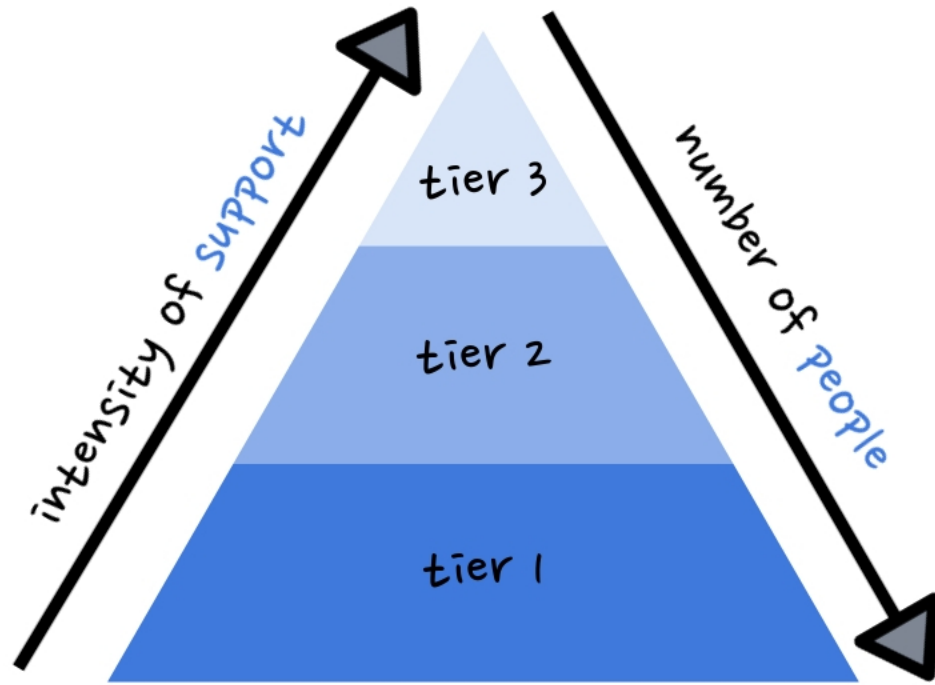


RESPONSE TO INSTRUCTION

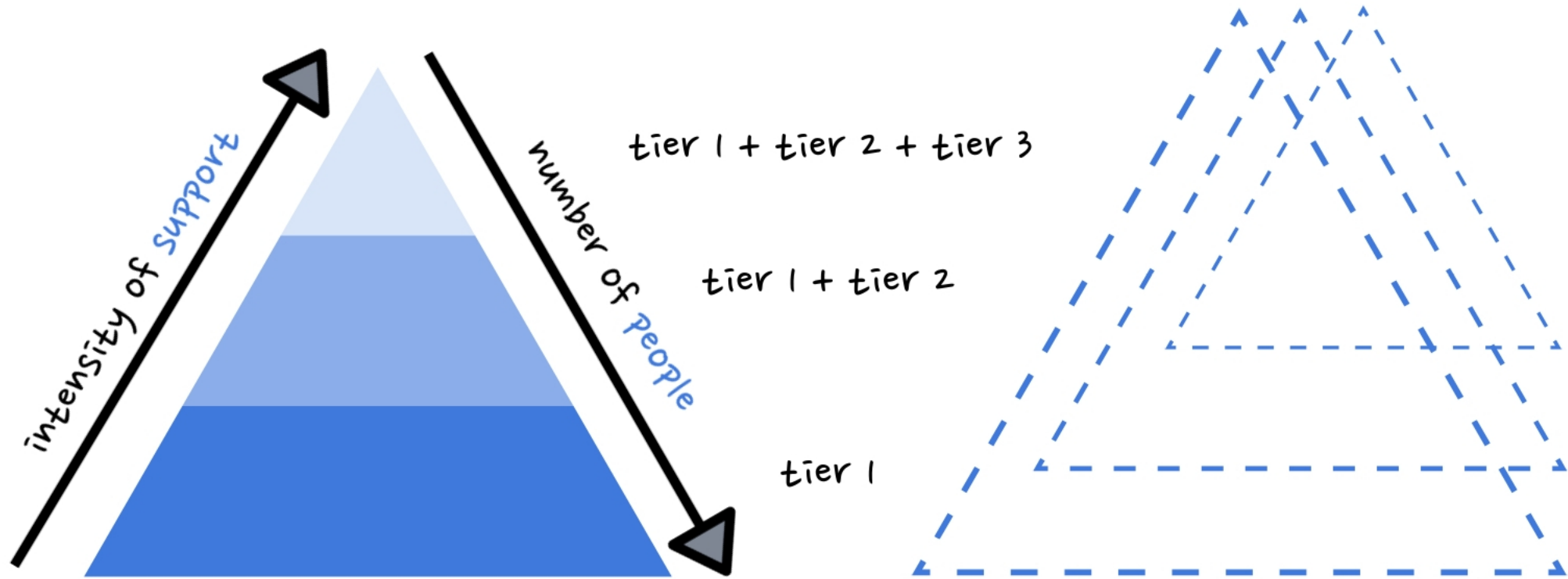
- SUPPORTS are determined BEFORE teaching
- SUPPORTS are designed for specific students
- SUPPORTS are taught to ALL students
- SUPPORTS are available to ALL students



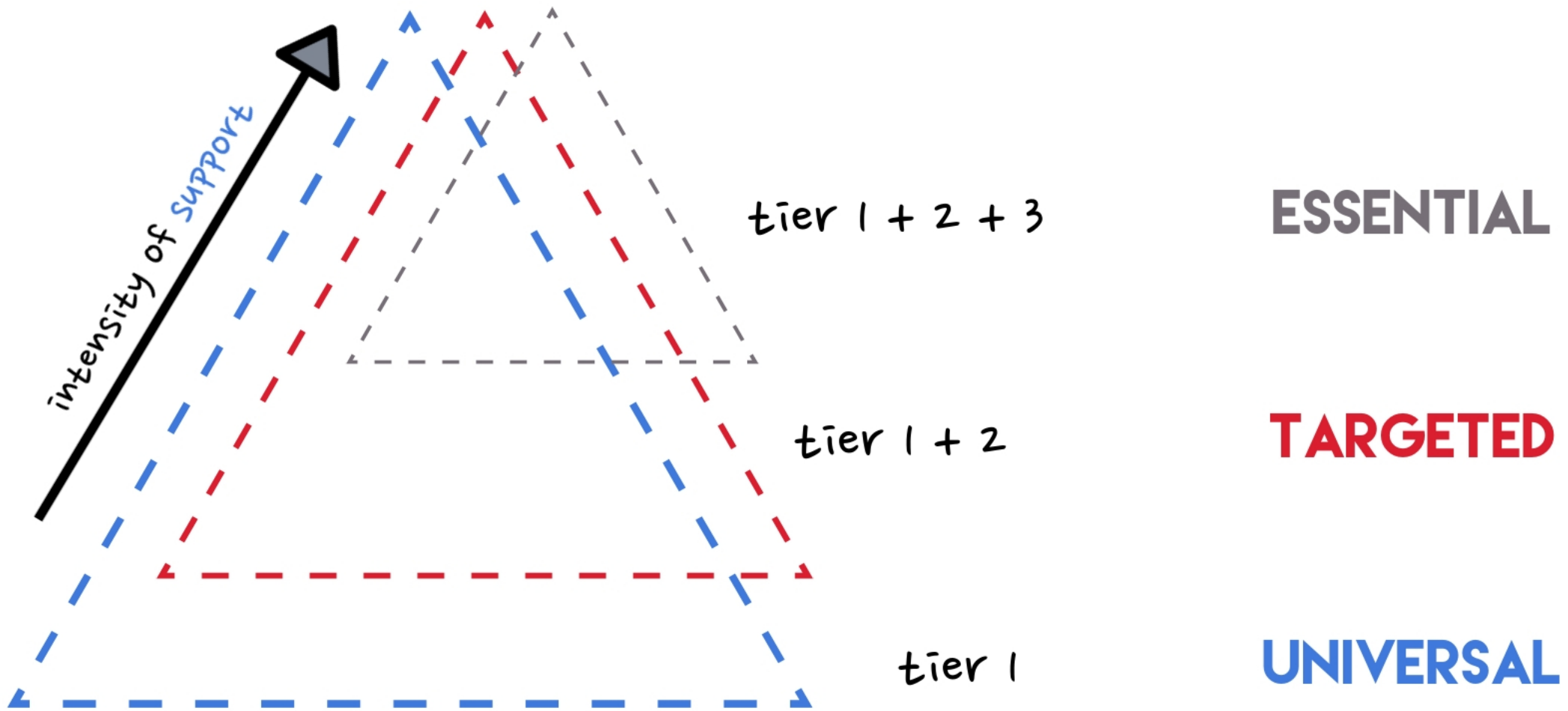
Multi Tiered Levels of Support (MTLS)



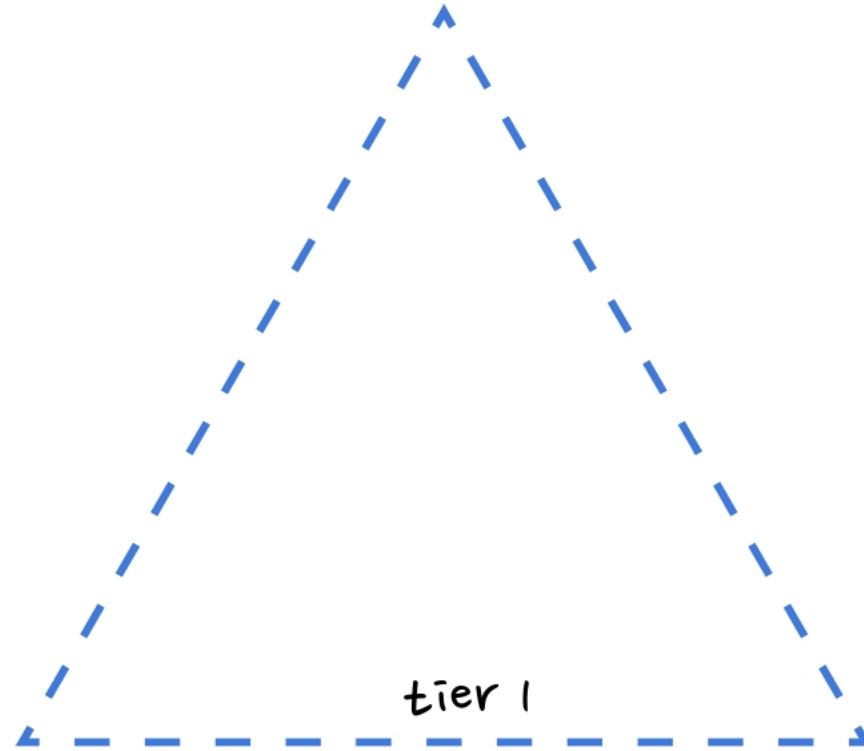
Multi Tiered Levels of Support (MTLS)



RTI/MTLS



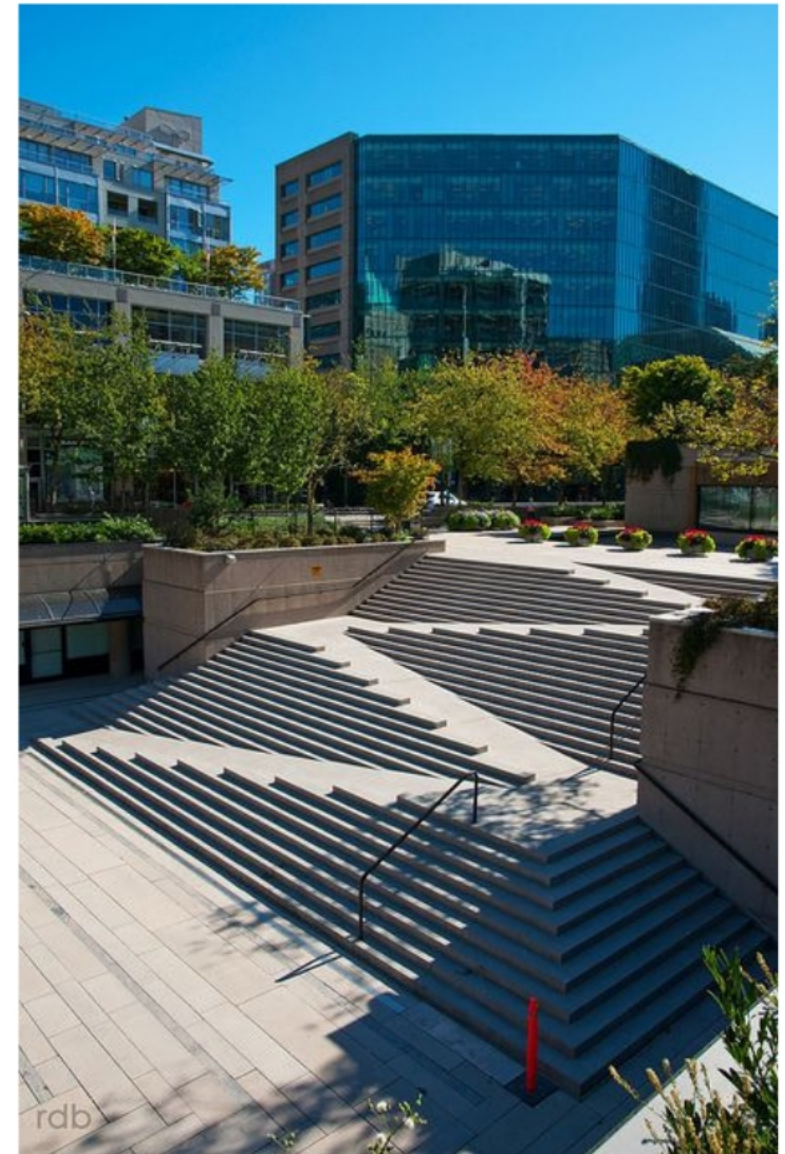
RTI/MTLS: UNIVERSAL SUPPORTS



Designed for one or more; useful for ALL

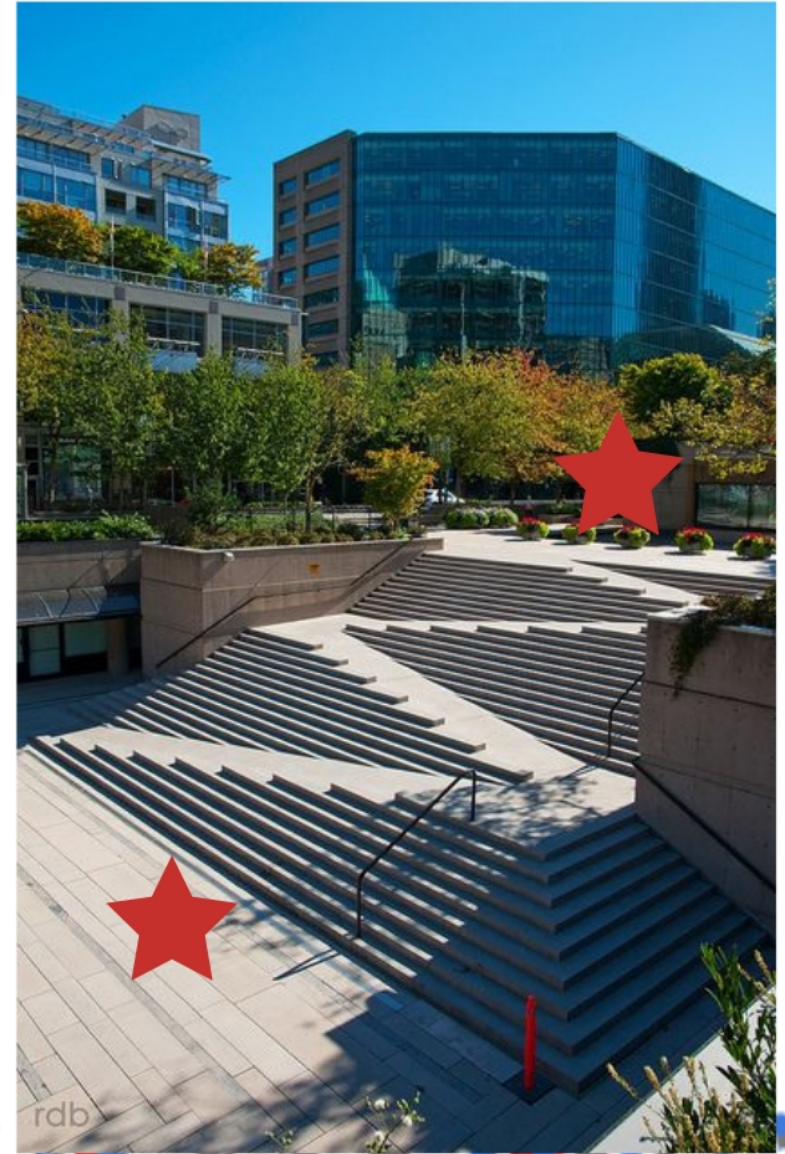
UNIVERSAL SUPPORTS

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**?



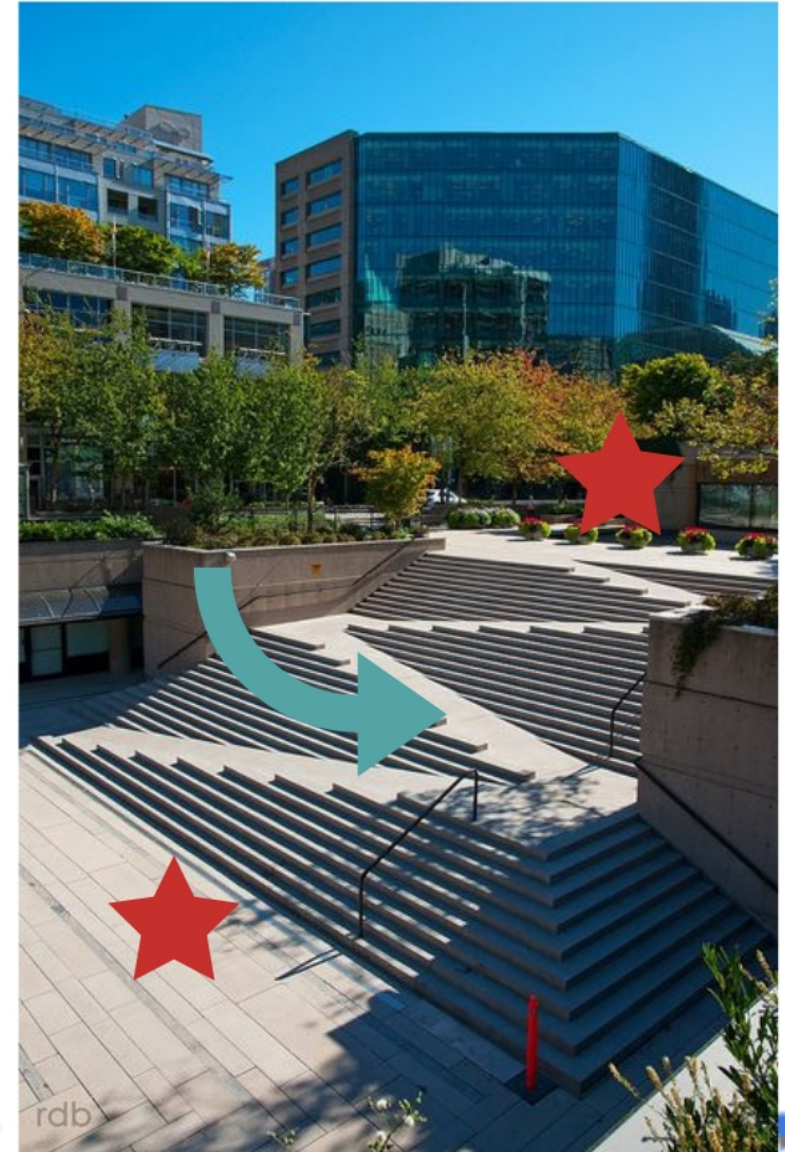
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WHAT ARE THE STAIRS/ RAMPS FOR LEARNING?

Universal Design for Learning Guidelines



Provide Multiple Means of
Engagement

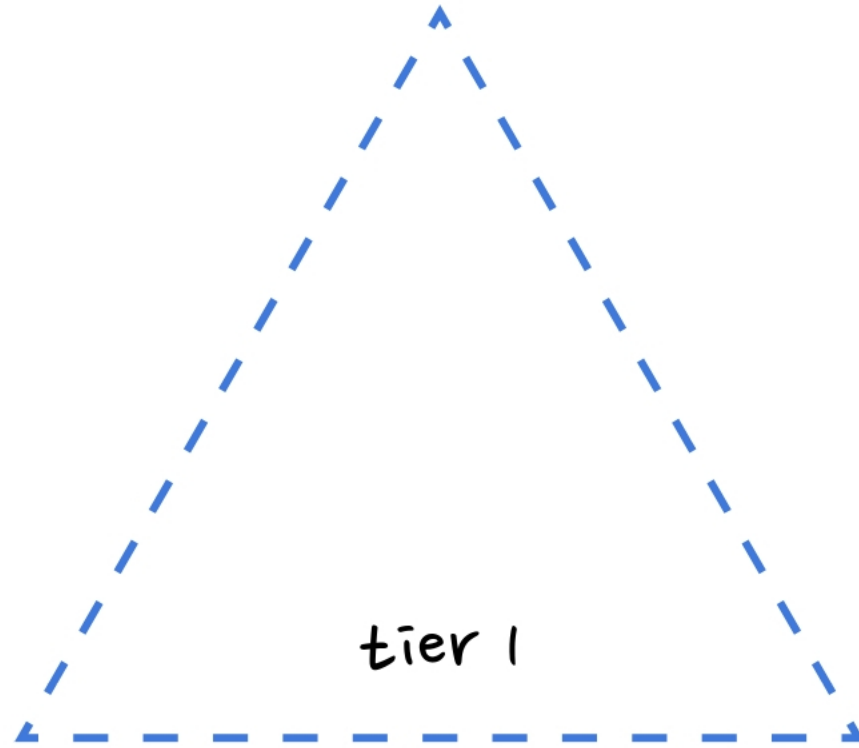


Provide Multiple Means of
Representation



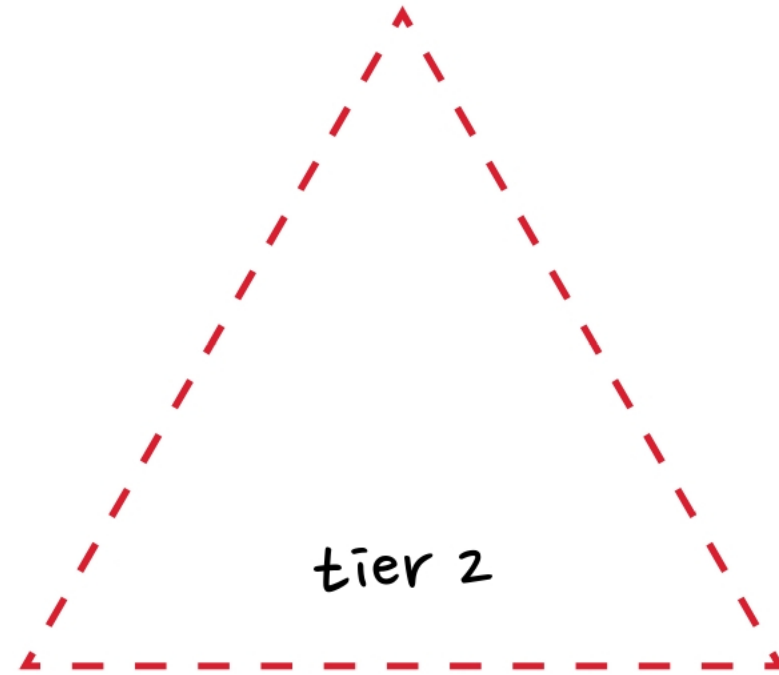
Provide Multiple Means of
Action & Expression

RTI/MTLS: UNIVERSAL SUPPORTS



Designed for one or more; useful for ALL

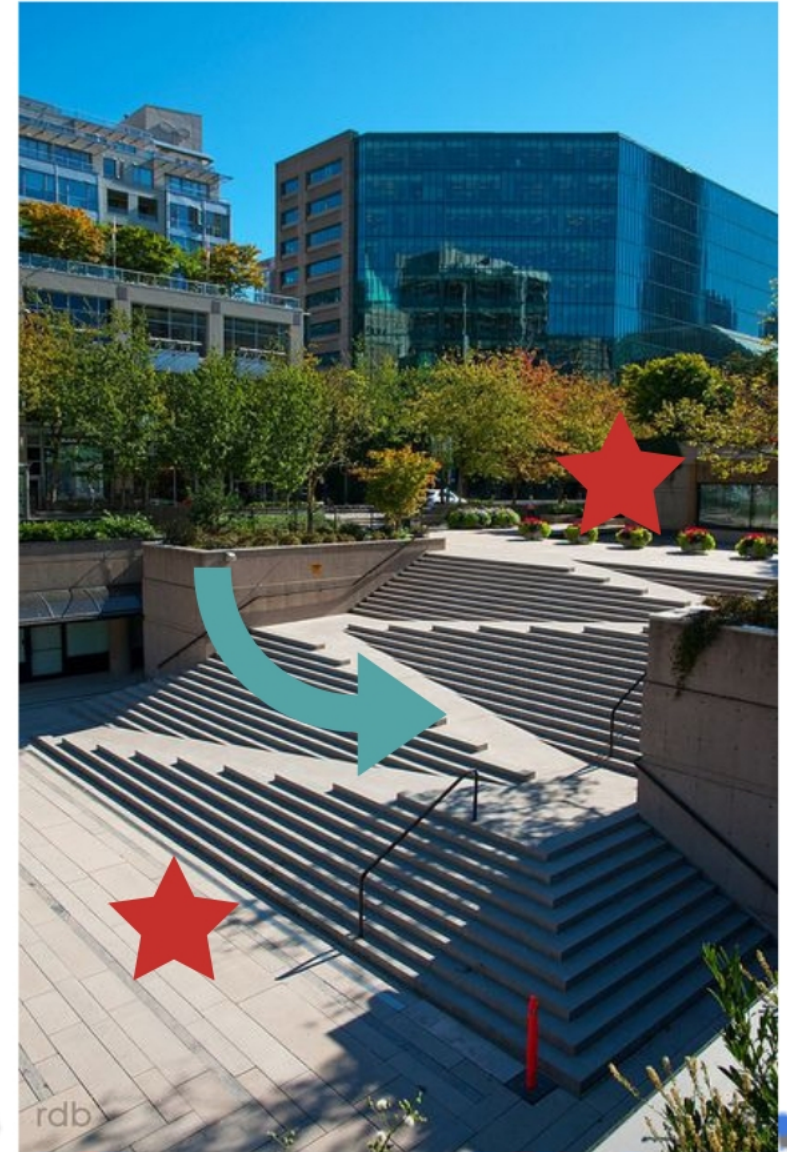
RTI/MTLS: **TARGETED** SUPPORTS



Designed for one or more; useful for some

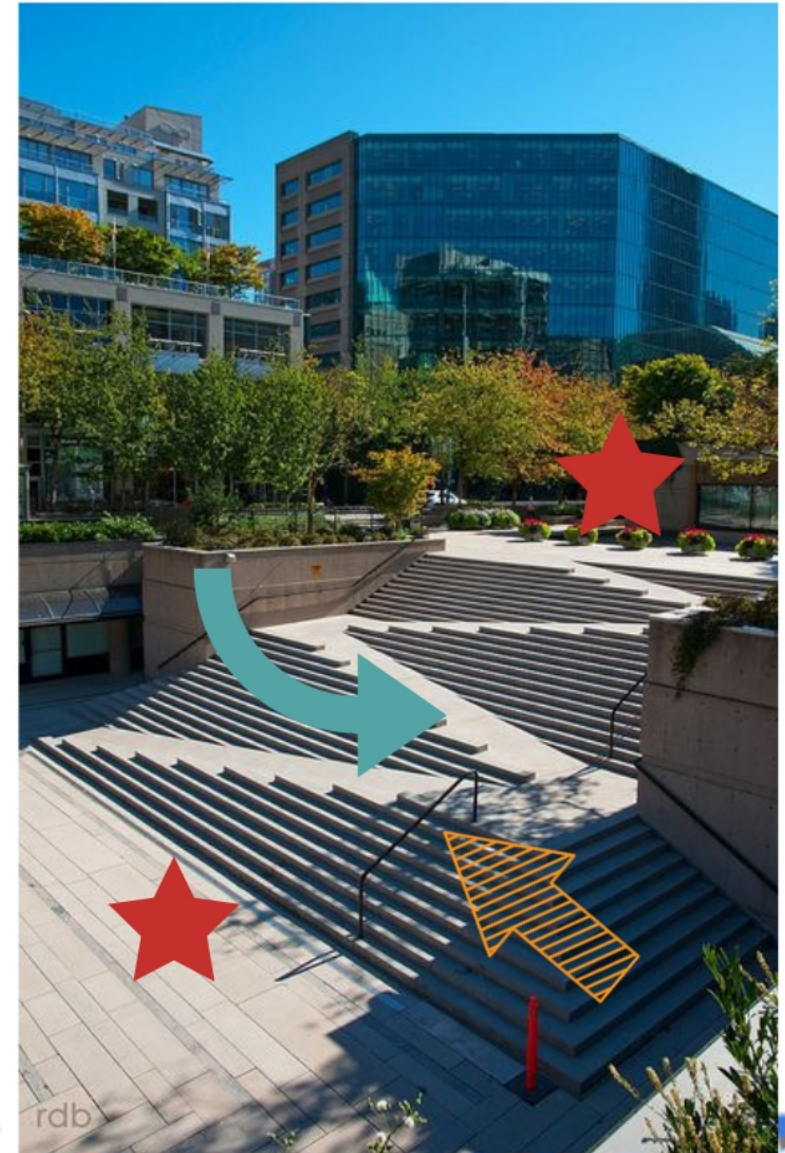
TARGETED SUPPORTS

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

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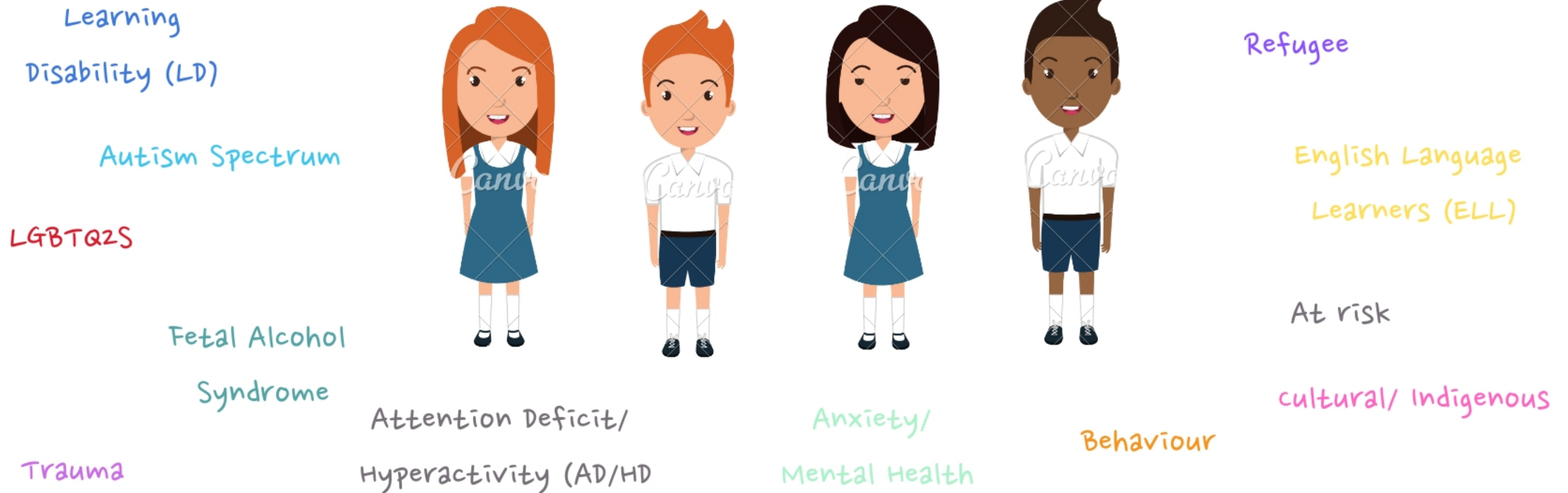
TARGETED SUPPORTS

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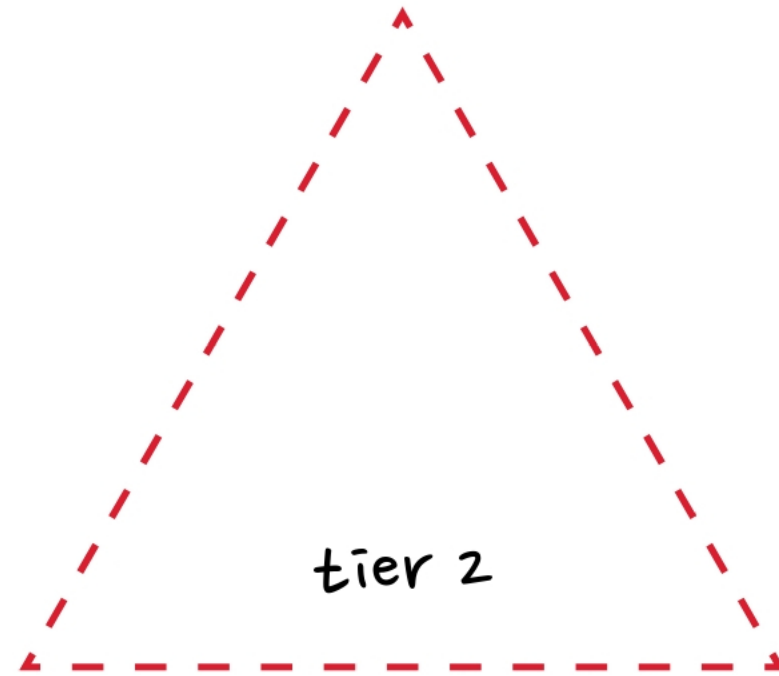


WHAT ARE THE RAILS FOR LEARNING?

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

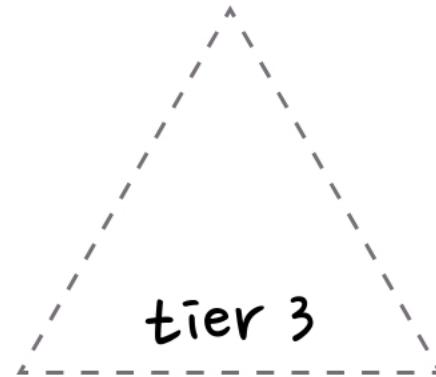


RTI/MTLS: **TARGETED** SUPPORTS



Designed for one or more; useful for some

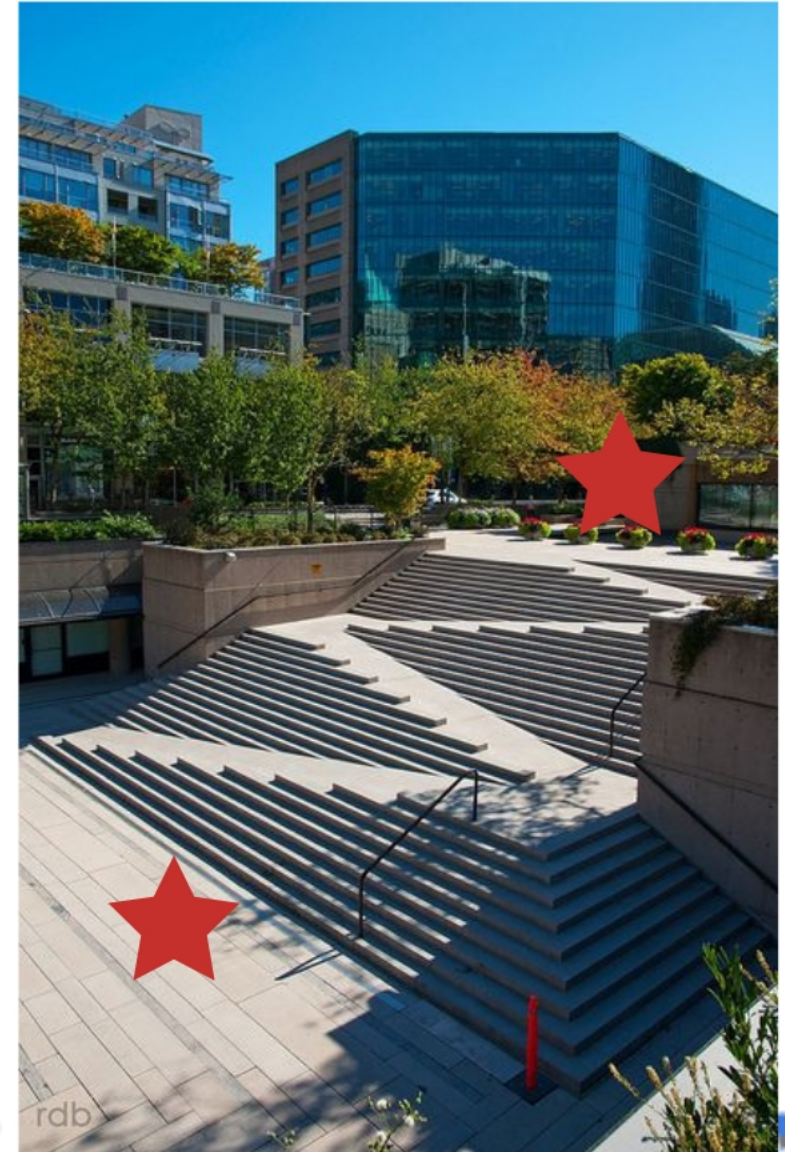
RTI/MTLS: ESSENTIAL SUPPORTS



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?

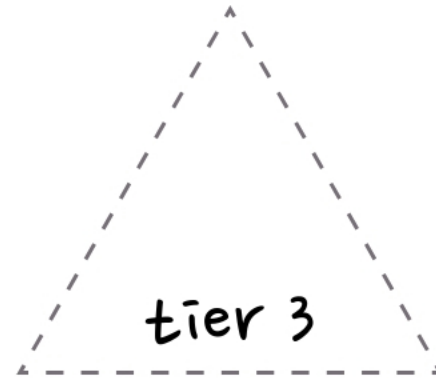


WHAT ARE INDIVIDUALIZED SUPPORTS FOR LEARNING?

What essential supports are needed to meet the goal?

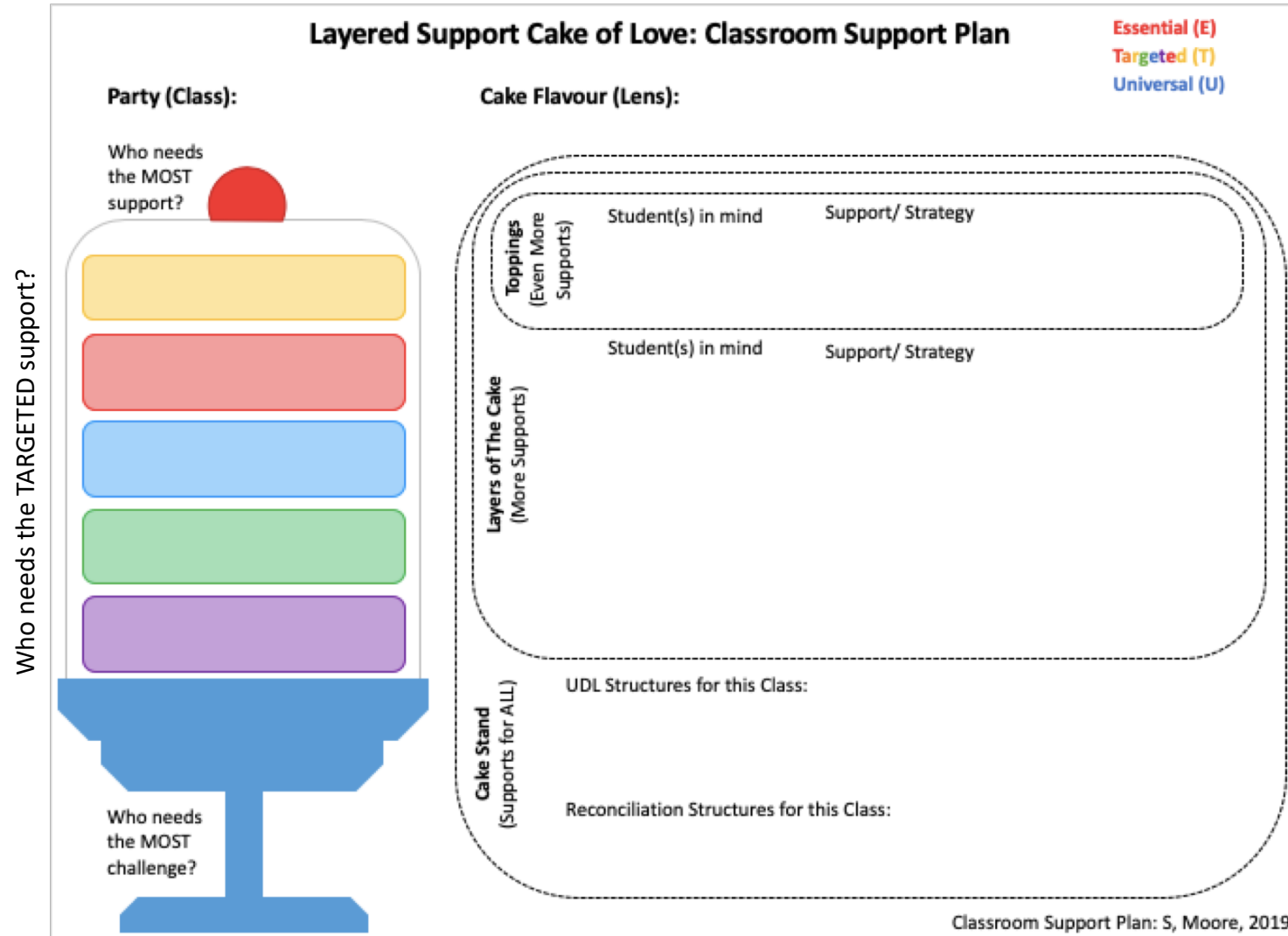


RTI/MTLS: ESSENTIAL SUPPORTS



Designed for one; useful for one

STRATEGY: RTI/MTLS

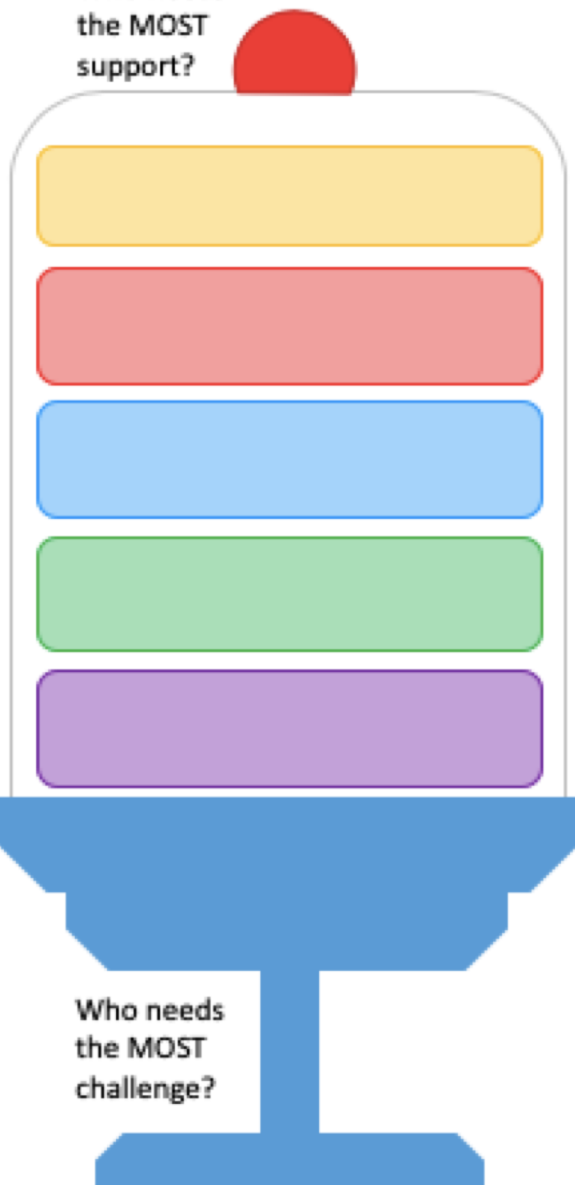


Layered Support Cake of Love: Classroom Support Plan

Essential (E)
Targeted (T)
Universal (U)

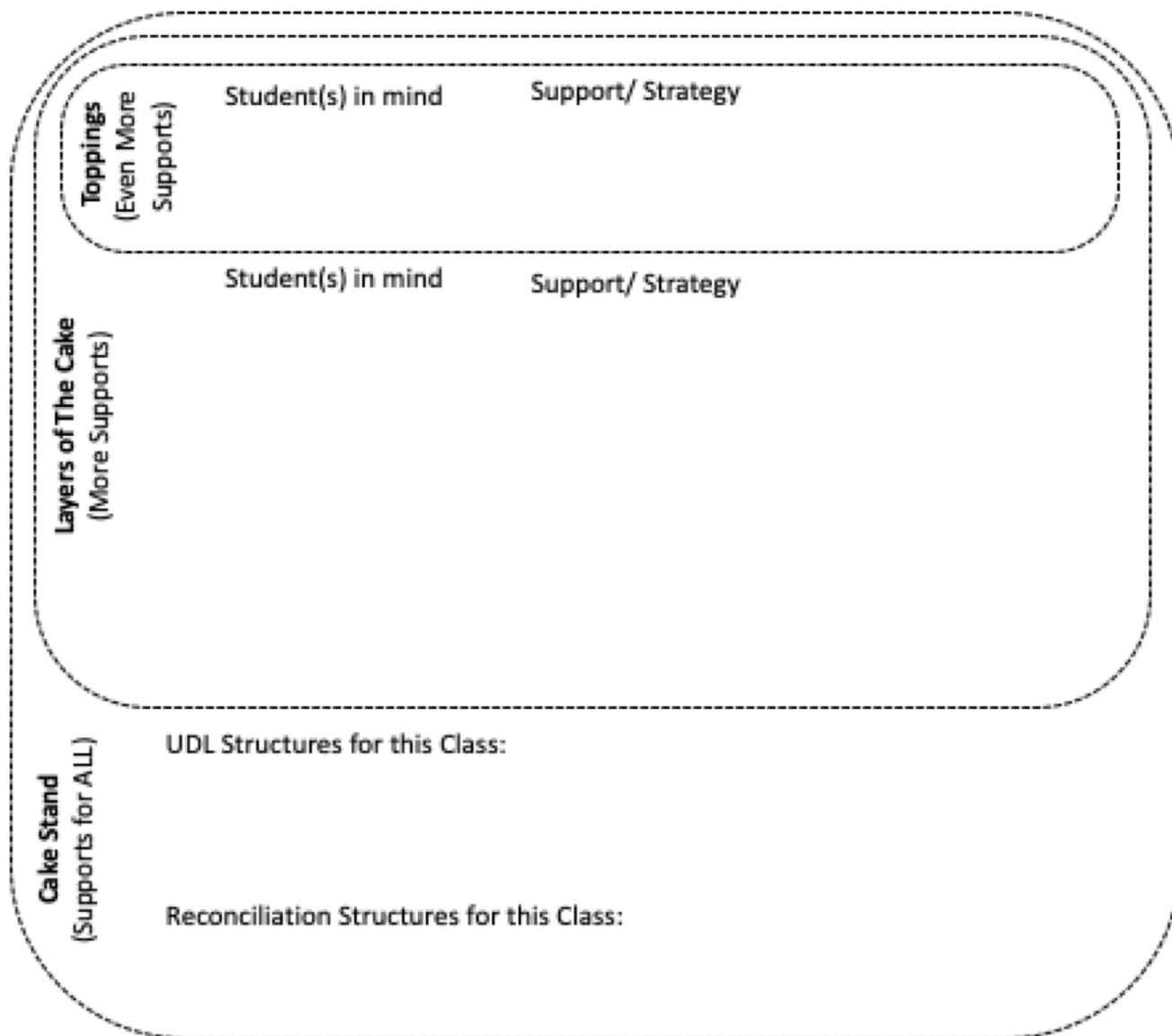
Party (Class):

Who needs the MOST support?



Who needs the TARGETED support?

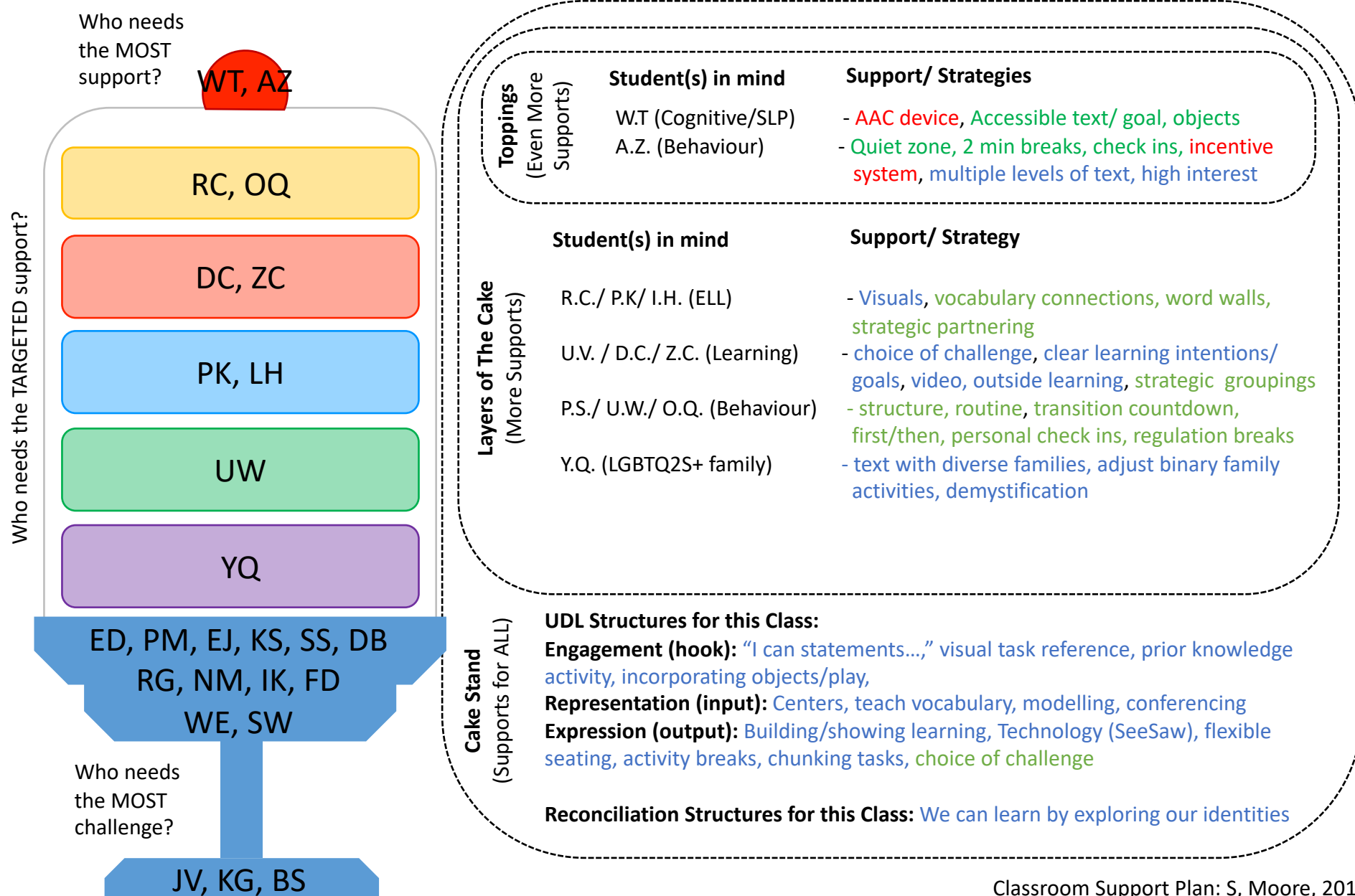
Cake Flavour (Lens):



Layered Support Cake of Love: Classroom Support Plan

Essential (E)
Targeted (T)
Universal (U)

Party (Class): Grade 2 Cake Flavour (Lens): Literacy



Layered Support Cake of Love: Classroom Support Plan

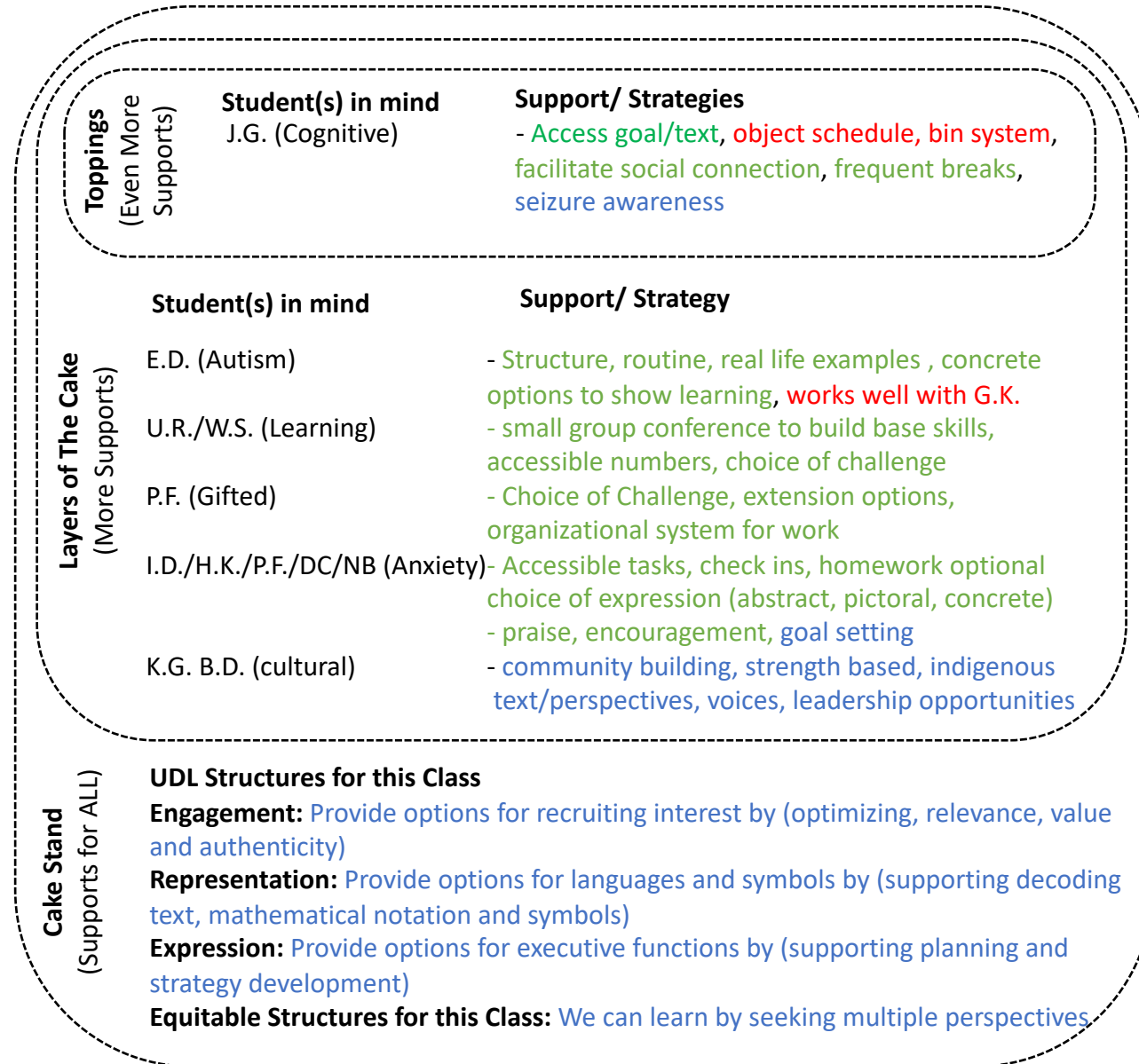
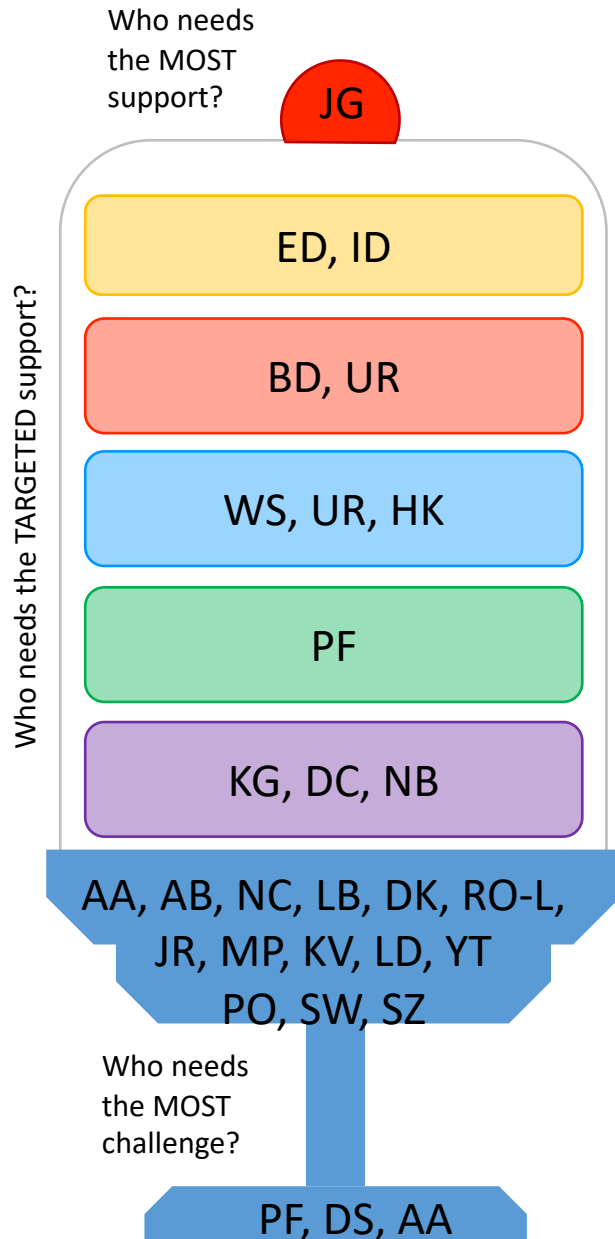
Essential (E)

Targeted (T)

Universal (U)

Party (Class): Grade 10

Cake Flavour (Lens): Math



Class Review for: _____

Teacher(s): _____

(adapted from Brownlie & King, 2000)

Interests

Classroom Strengths

Classroom Stretches

Class Wide Structures

Class Wide Goals/ Competencies

Individual Considerations

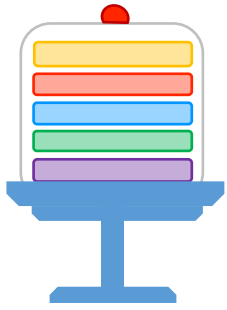
Medical

Language

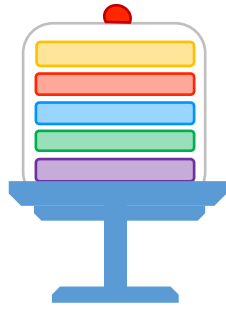
Learning

Socio-Emotional

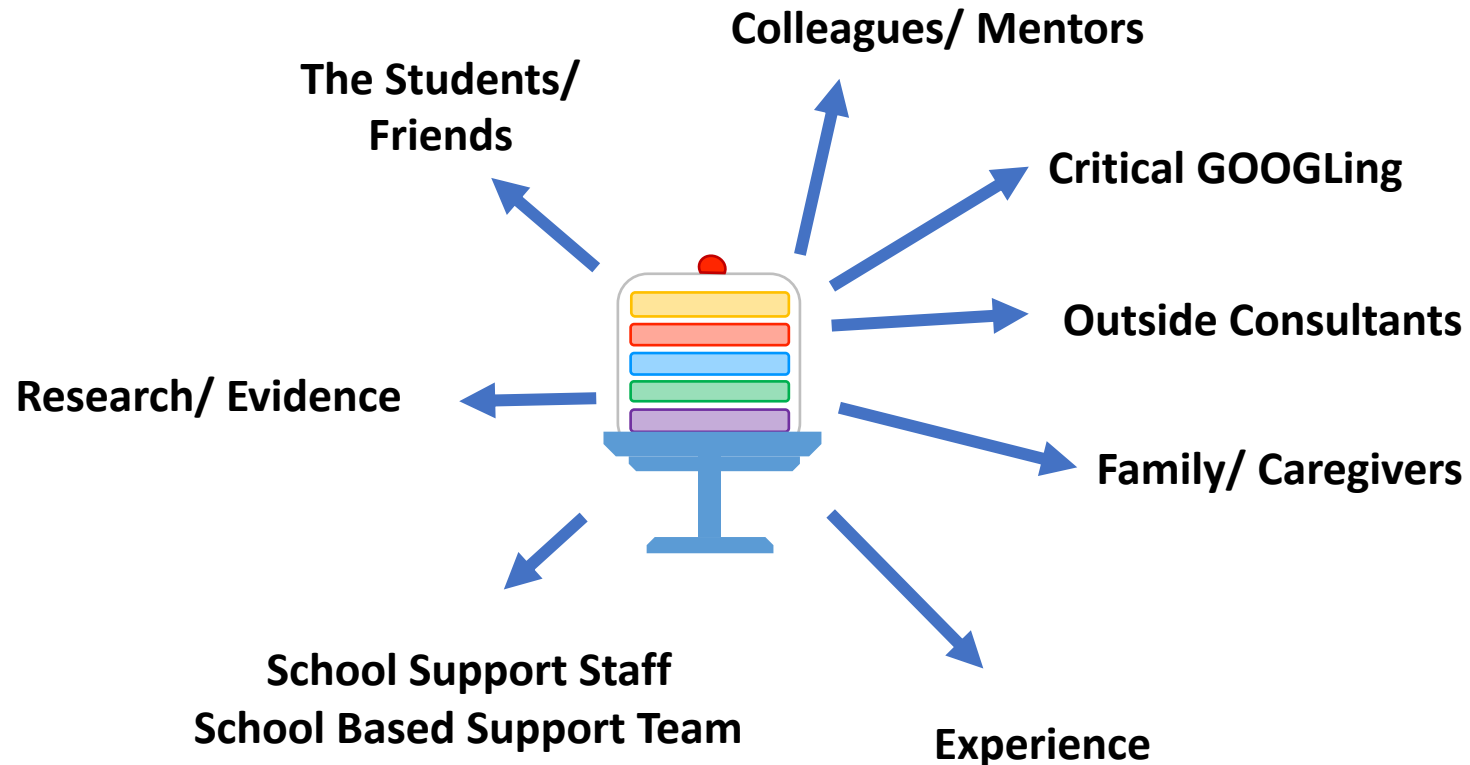
Other



Layered Support Cake of Love: Classroom Support Plan



How do we figure out supports or strategies students need?



What to stay connected?!



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