

# SHELLEY MOORE



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# Think Back!

**What do you remember from last session?**

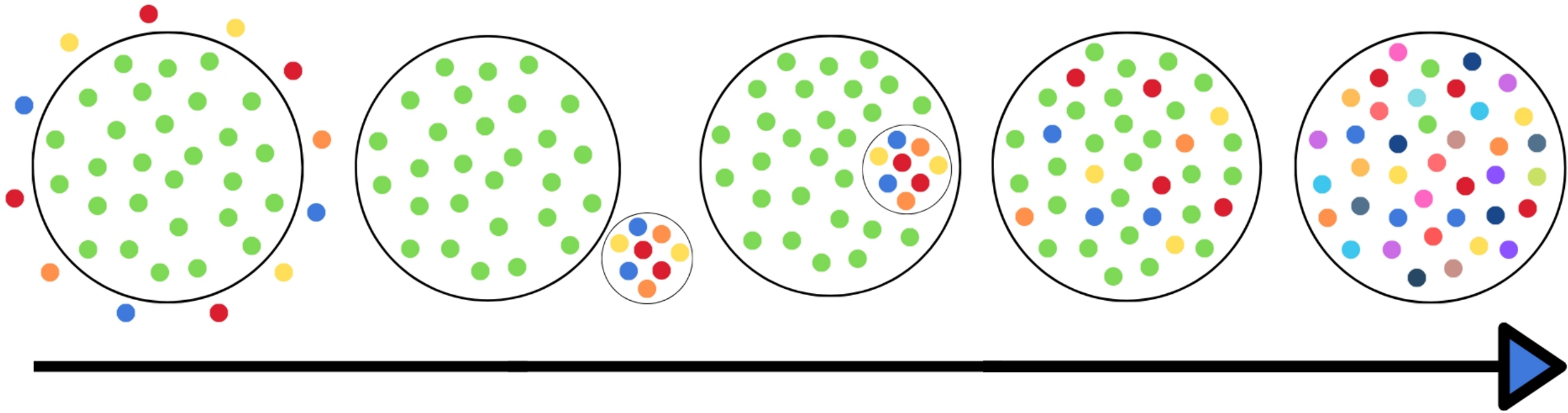
**What have you tried?**

**What did you notice?**

**What questions have come up?**

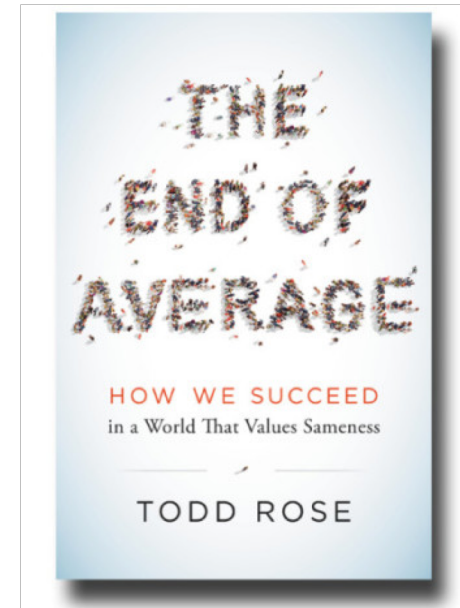
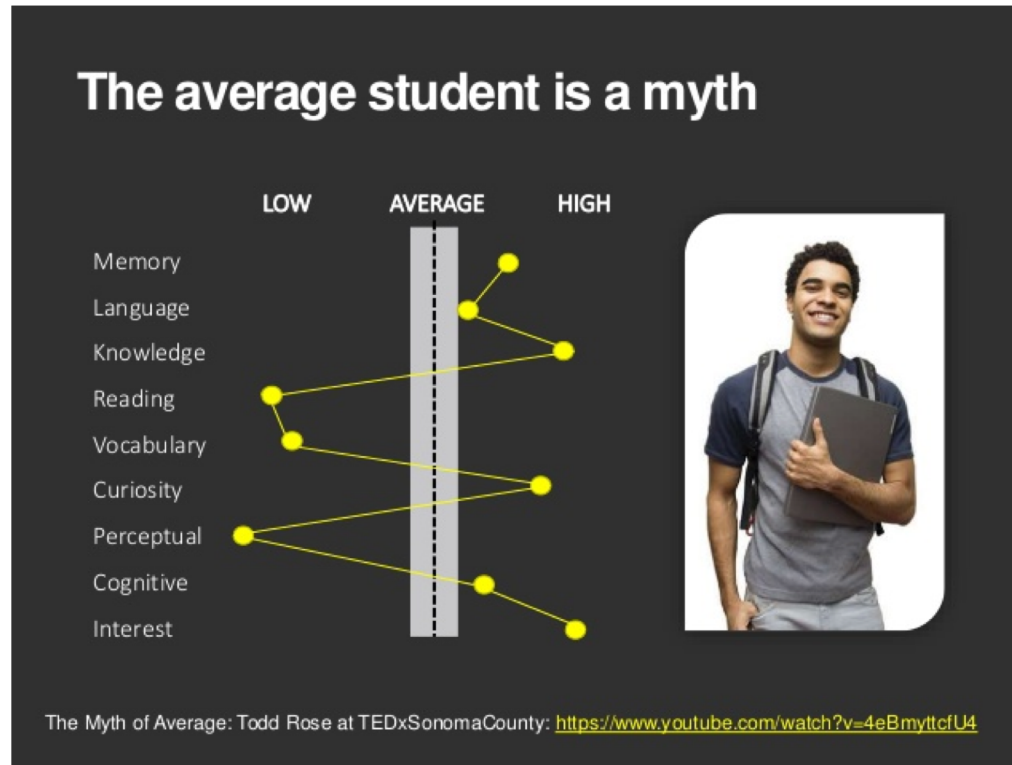
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Inclusive Education: It's not more work, it's different work!

# WHAT IS INCLUSION?



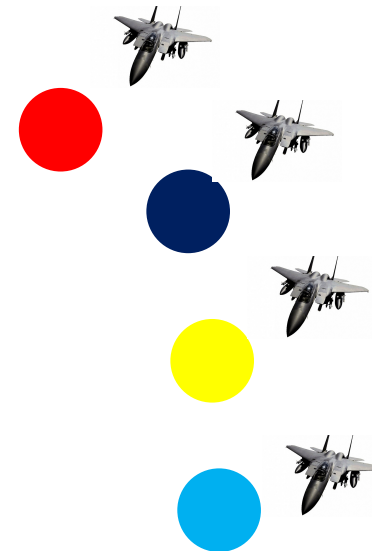
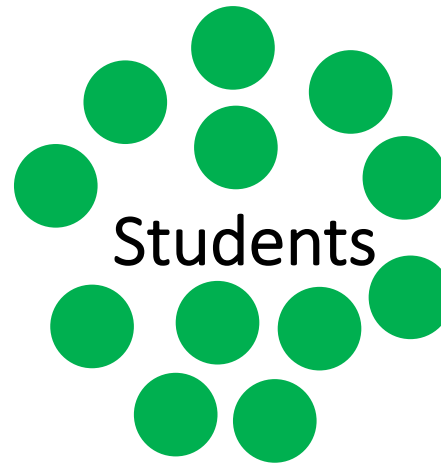
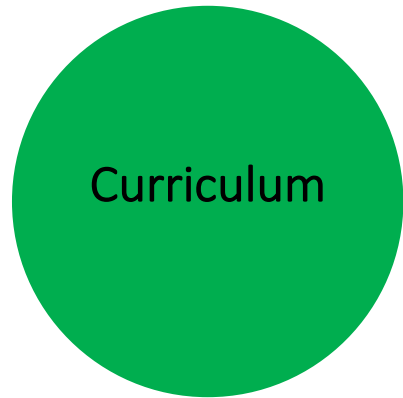
Where are you on this continuum? What's the next step?

# The End of Average!





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

# The Infrastructure of Inclusion!



# Infrastructure



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Inclusive Education: It's not more work, it's different work!



# 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)

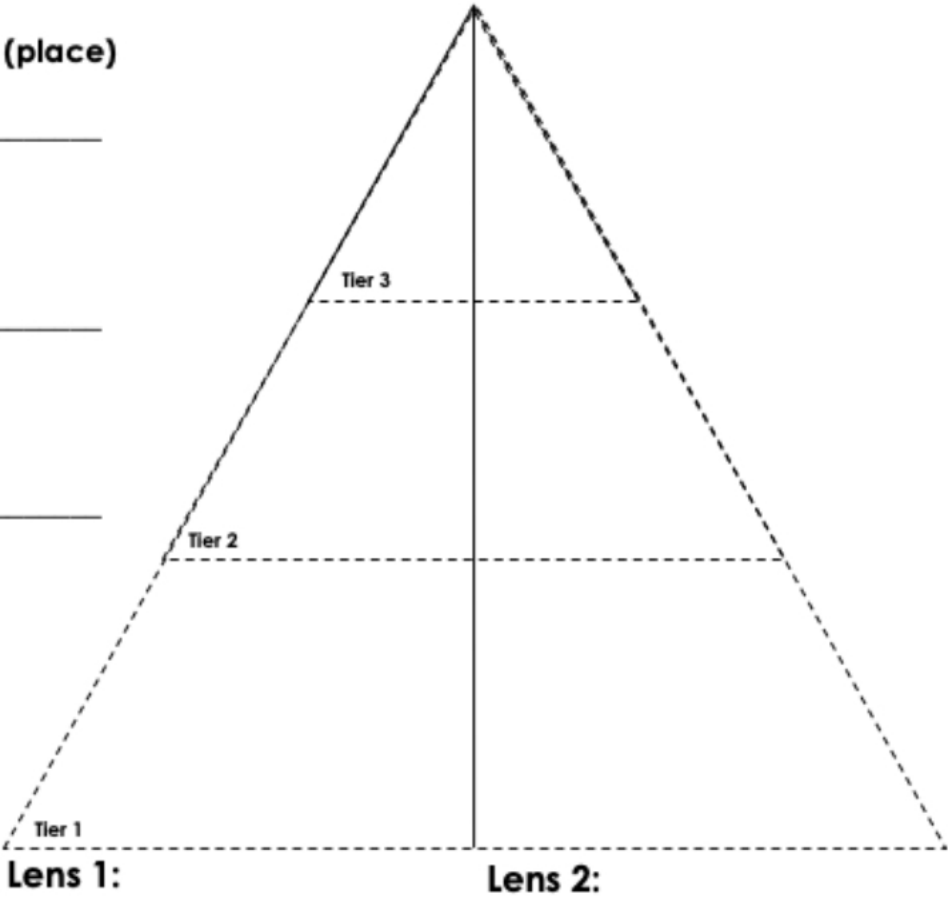
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Lens 1:

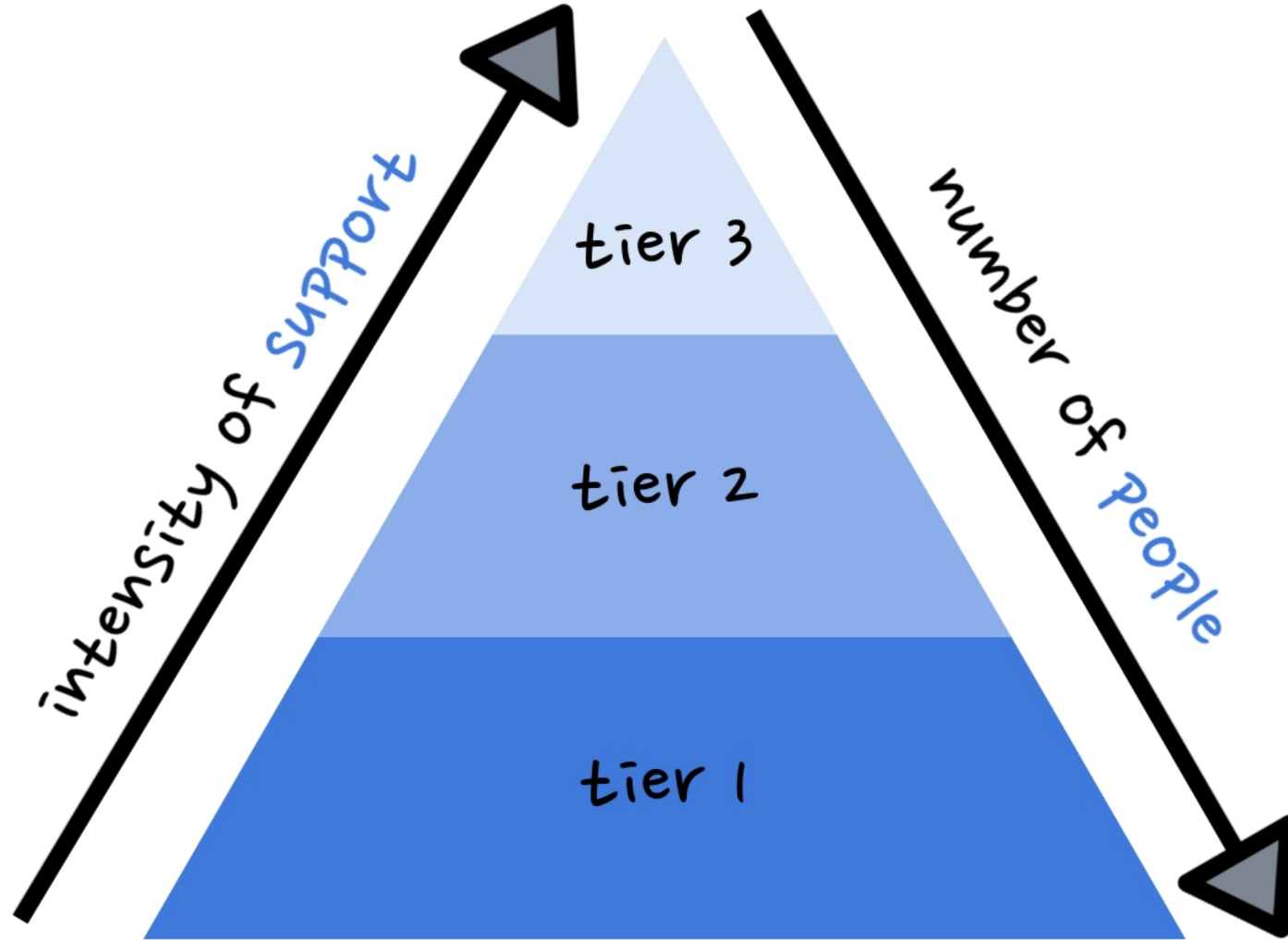
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Lens 2:

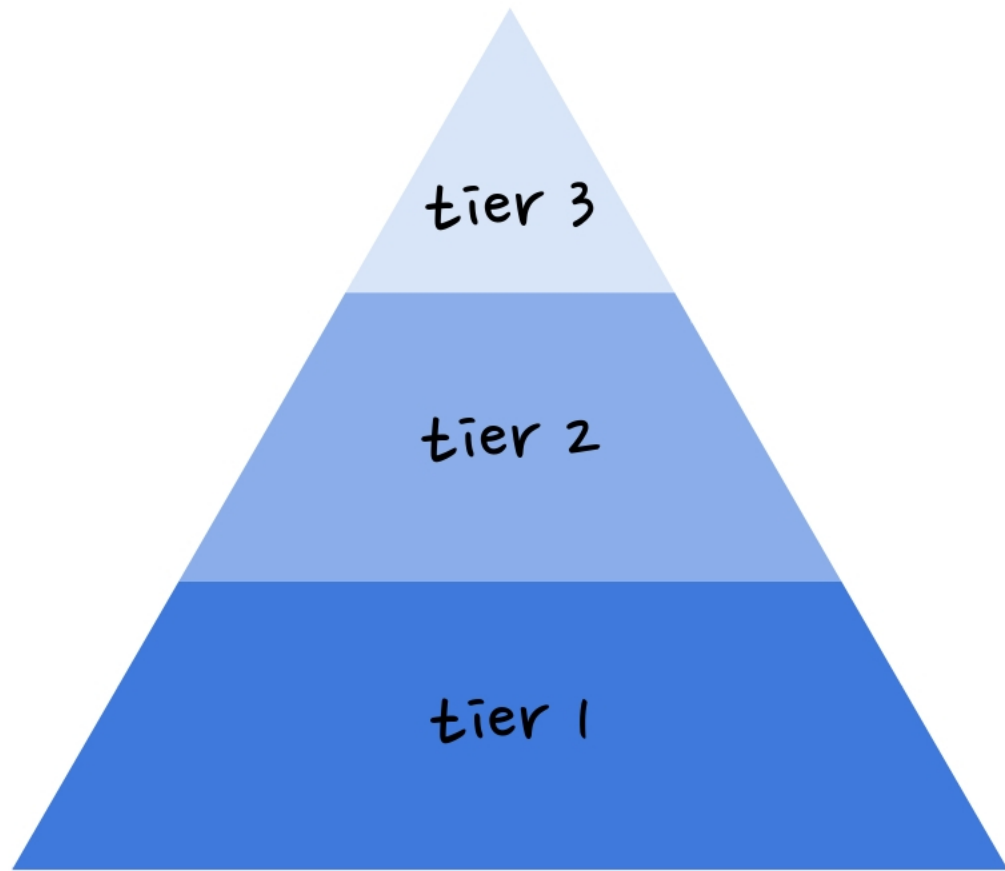
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# RTI: RESPONSE TO INTERVENTION

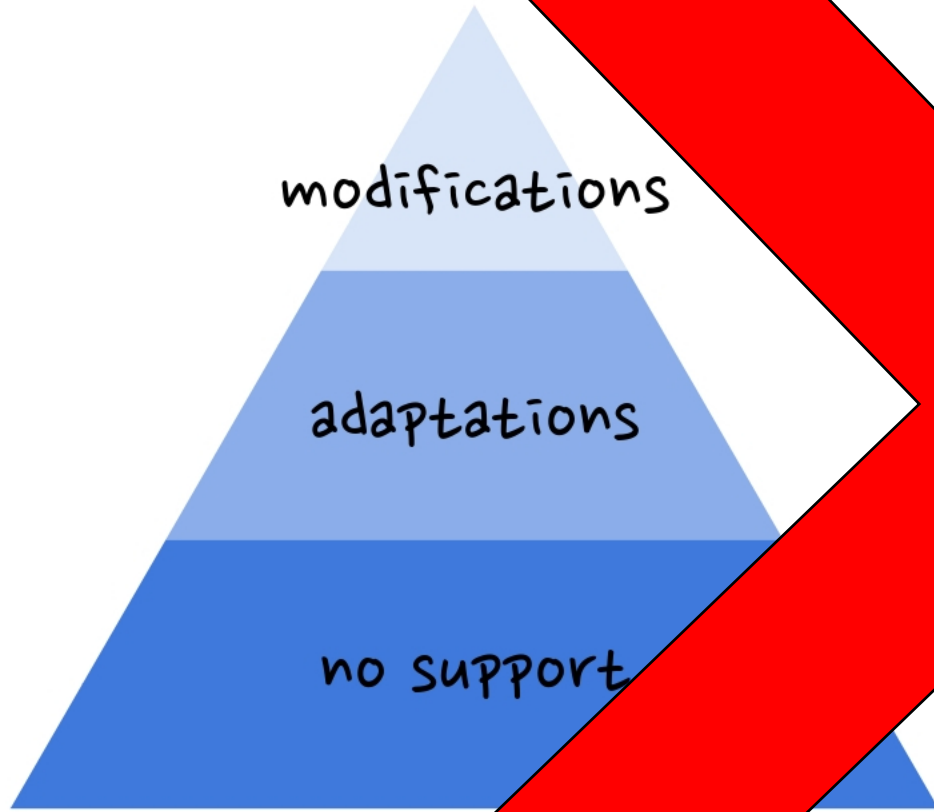


# RTI: RESPONSE TO INTERVENTION

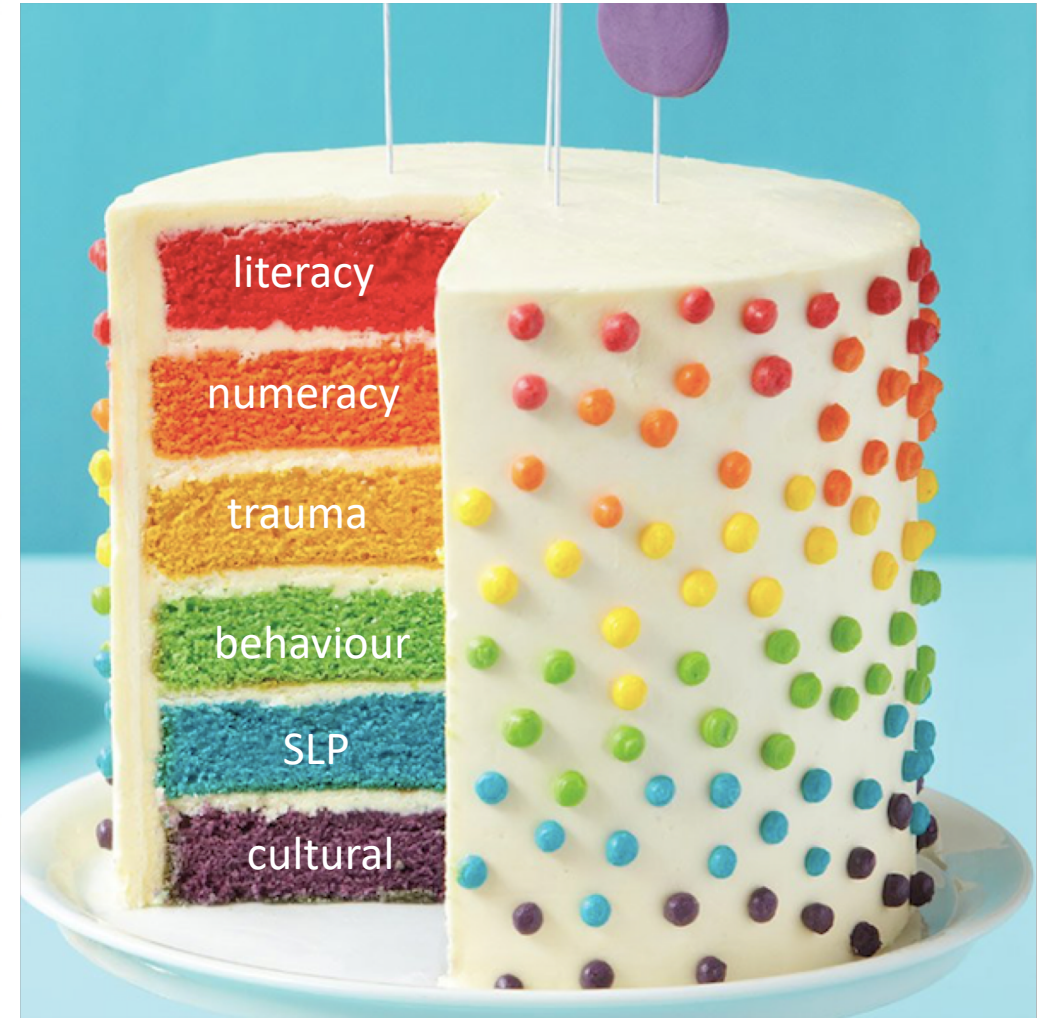
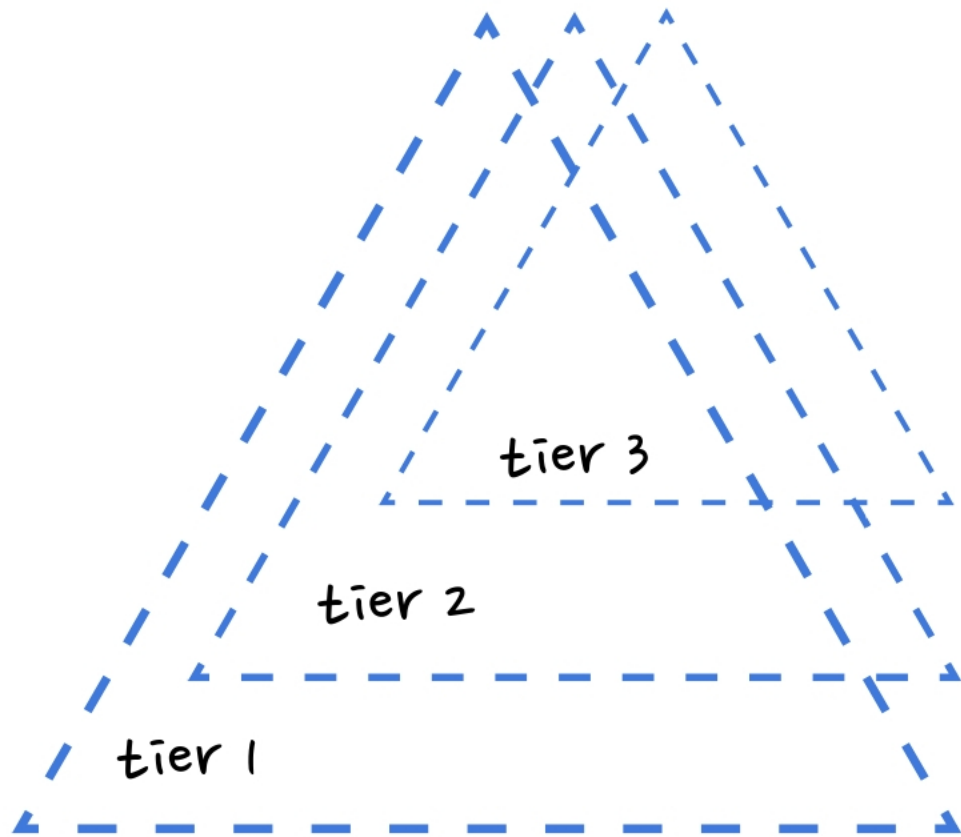


- early intervention of support
- assessment of students
- regulated supports

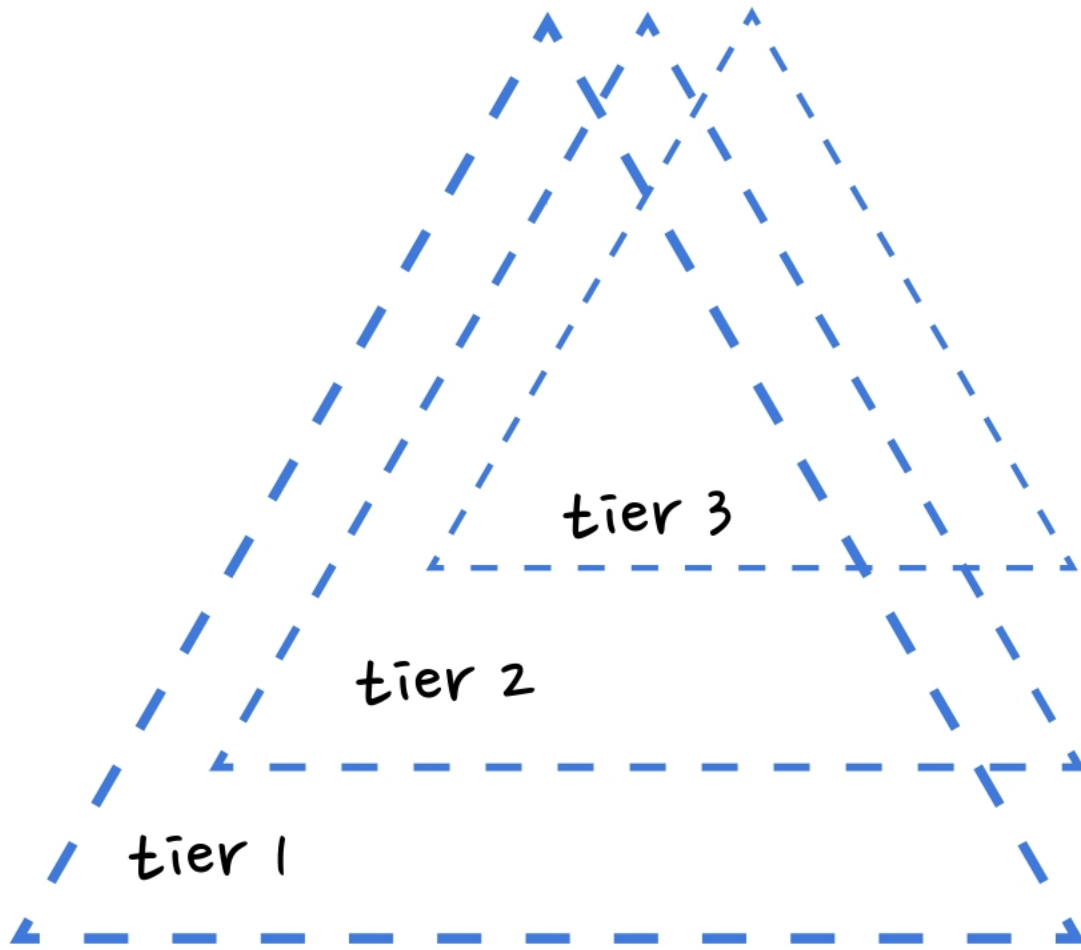
# RTI: RESPONSE TO INTERVENTION ??



# RTI: RESPONSE TO INSTRUCTION



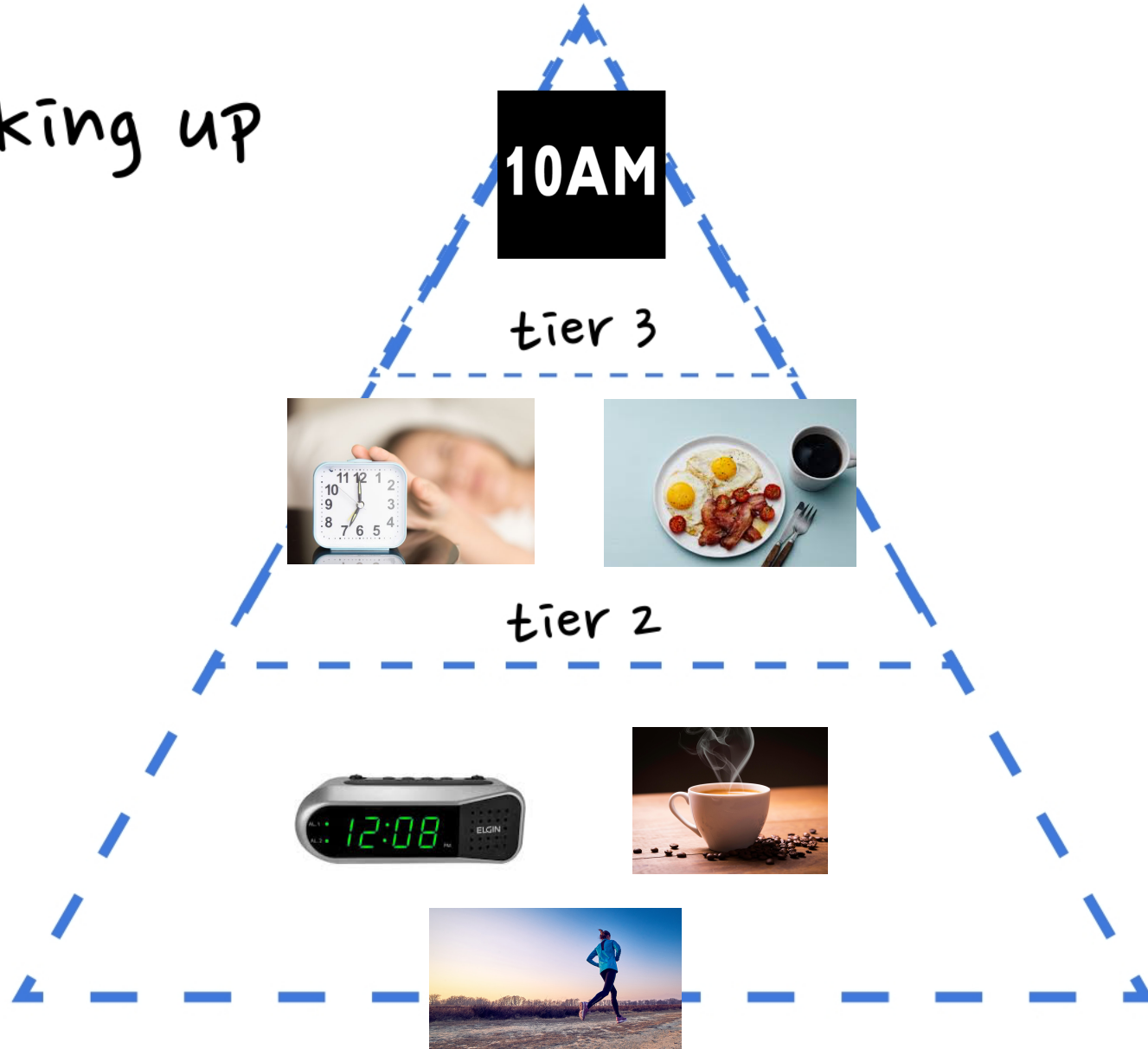
# RTI: RESPONSE TO INSTRUCTION



- 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

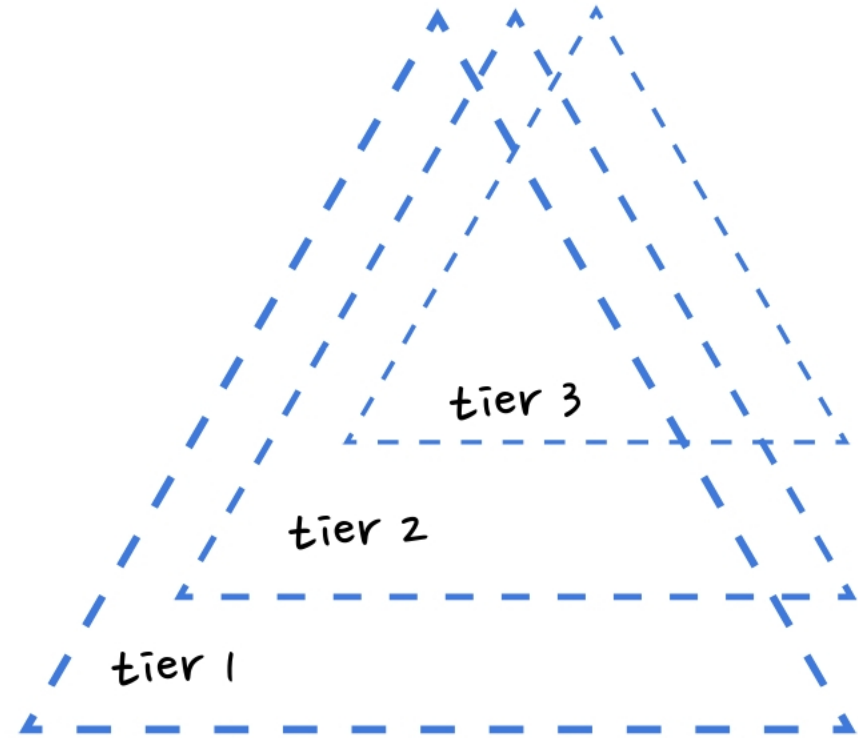
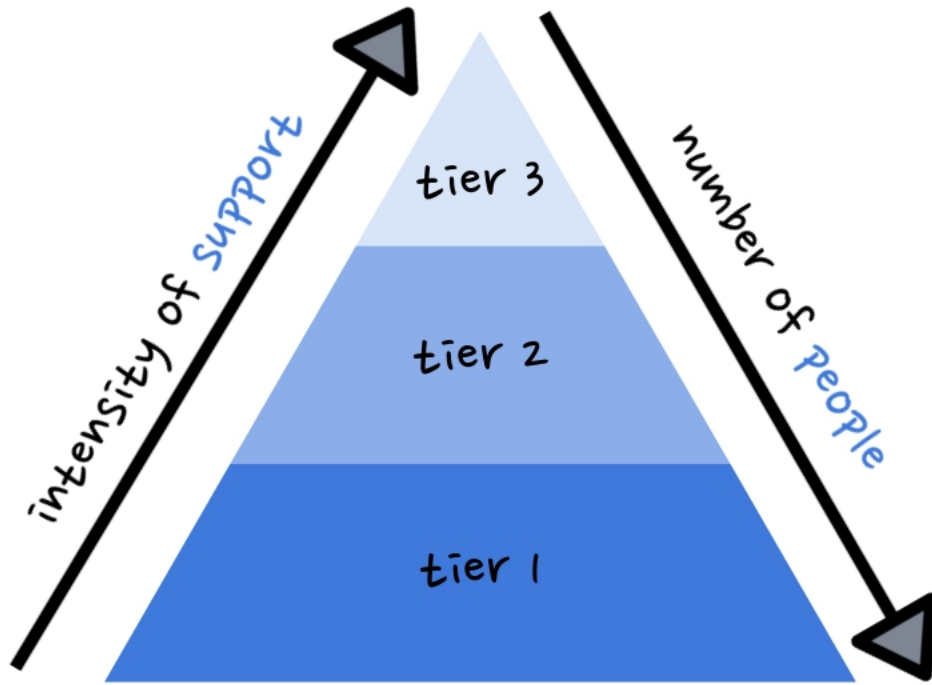


# RESPONSE TO INSTRUCTION

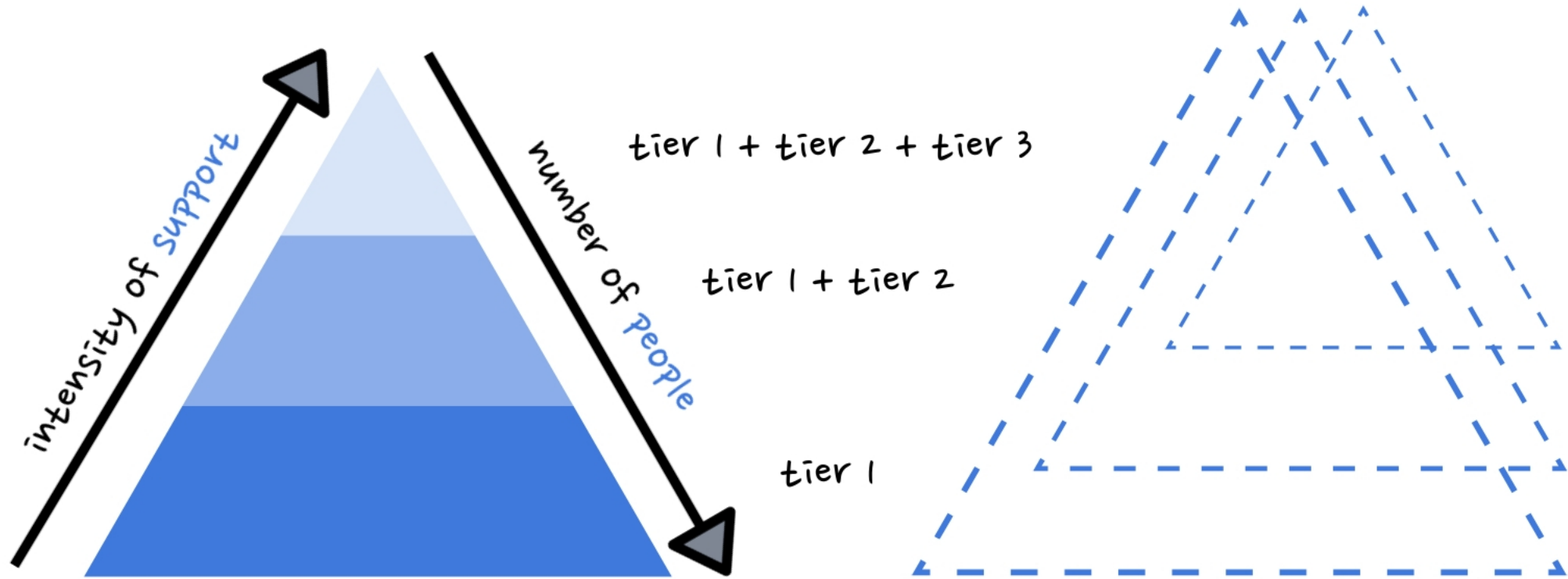
- SUPPORTS are determined BEFORE teaching
- SUPPORTS are designed for specific students
- SUPPORTS are taught to ALL students
- SUPPORTS are available to ALL students



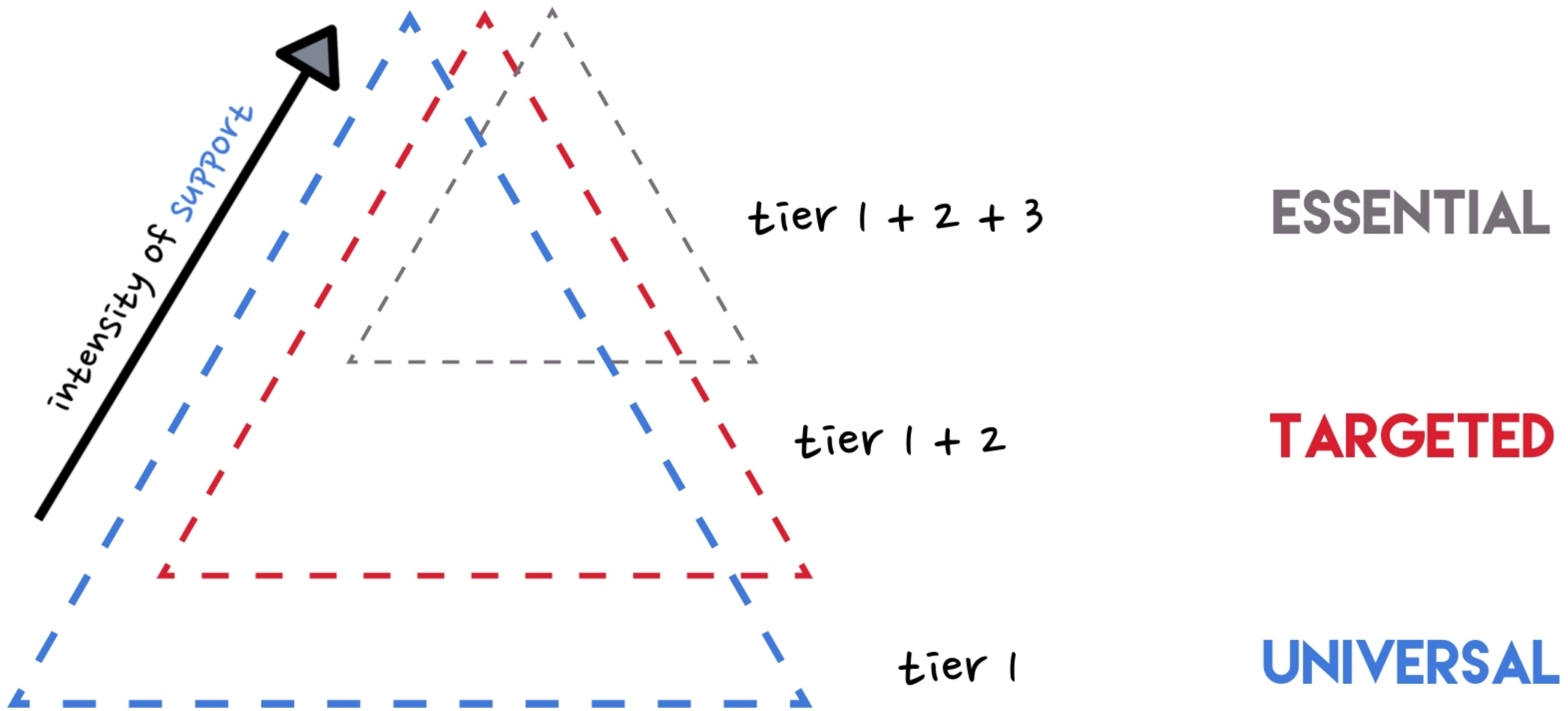
# Multi Tiered Levels of Support (MTLS)



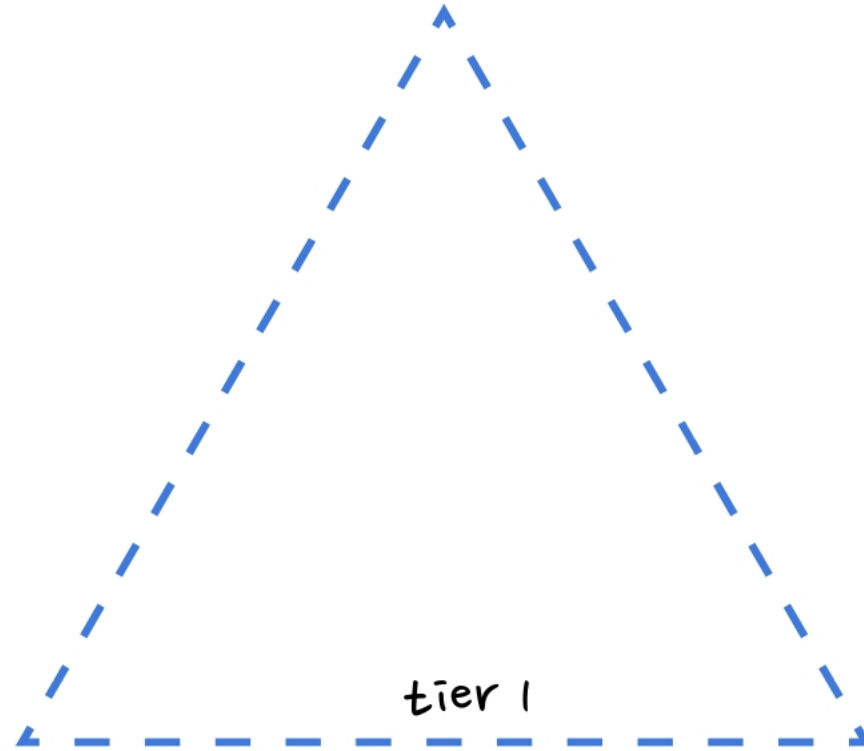
# Multi Tiered Levels of Support (MTLS)



# RTI/MTLS



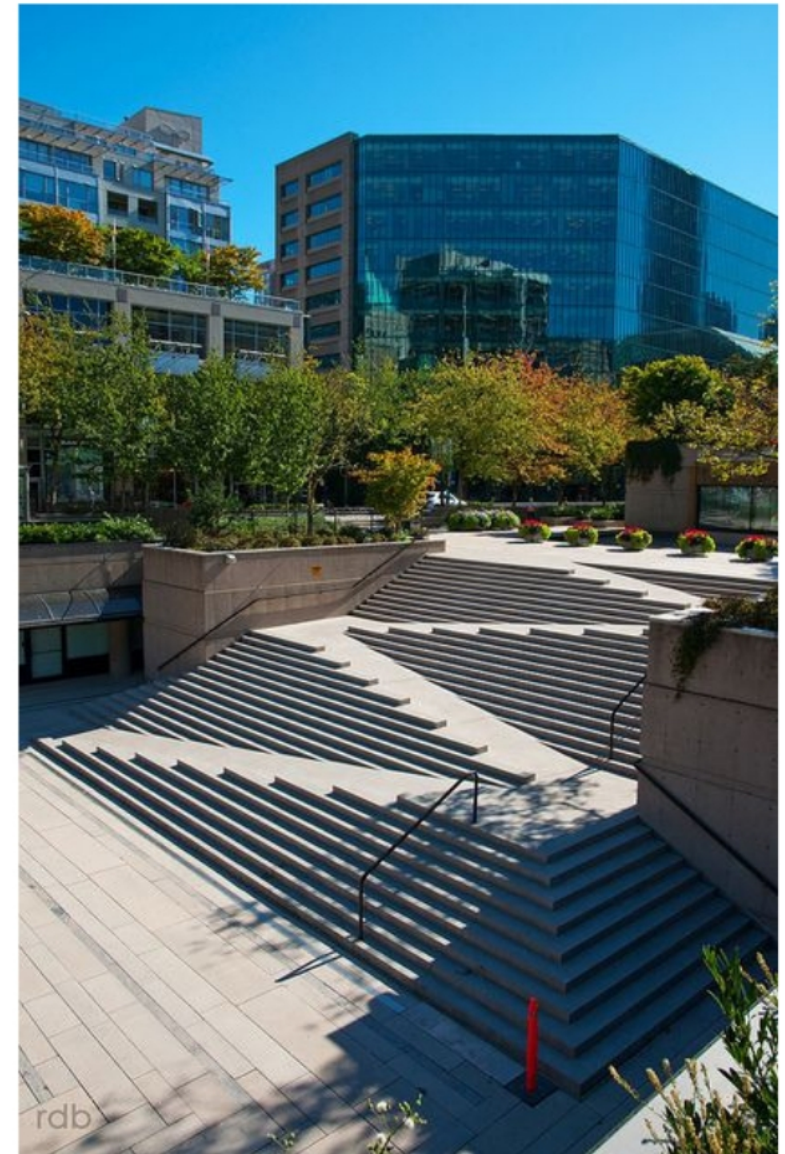
# RTI/MTLS: UNIVERSAL SUPPORTS



Designed for one or more; useful for ALL

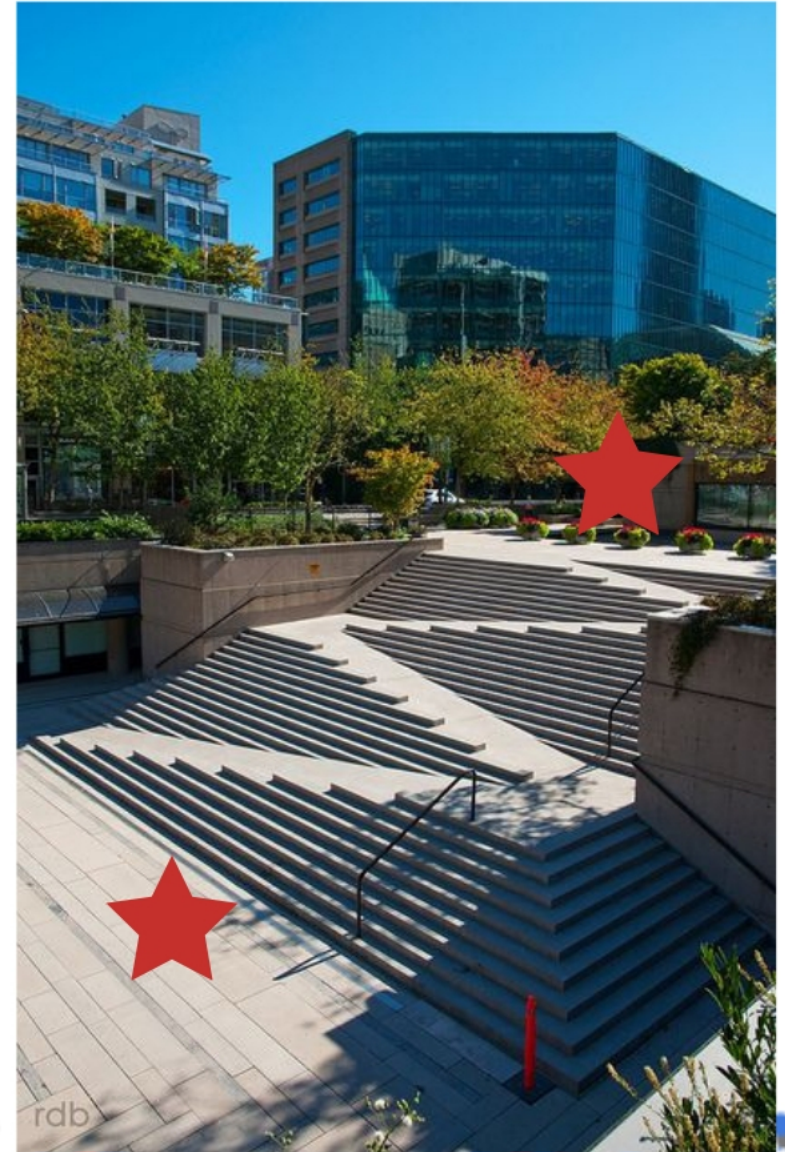
# UNIVERSAL SUPPORTS

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**?



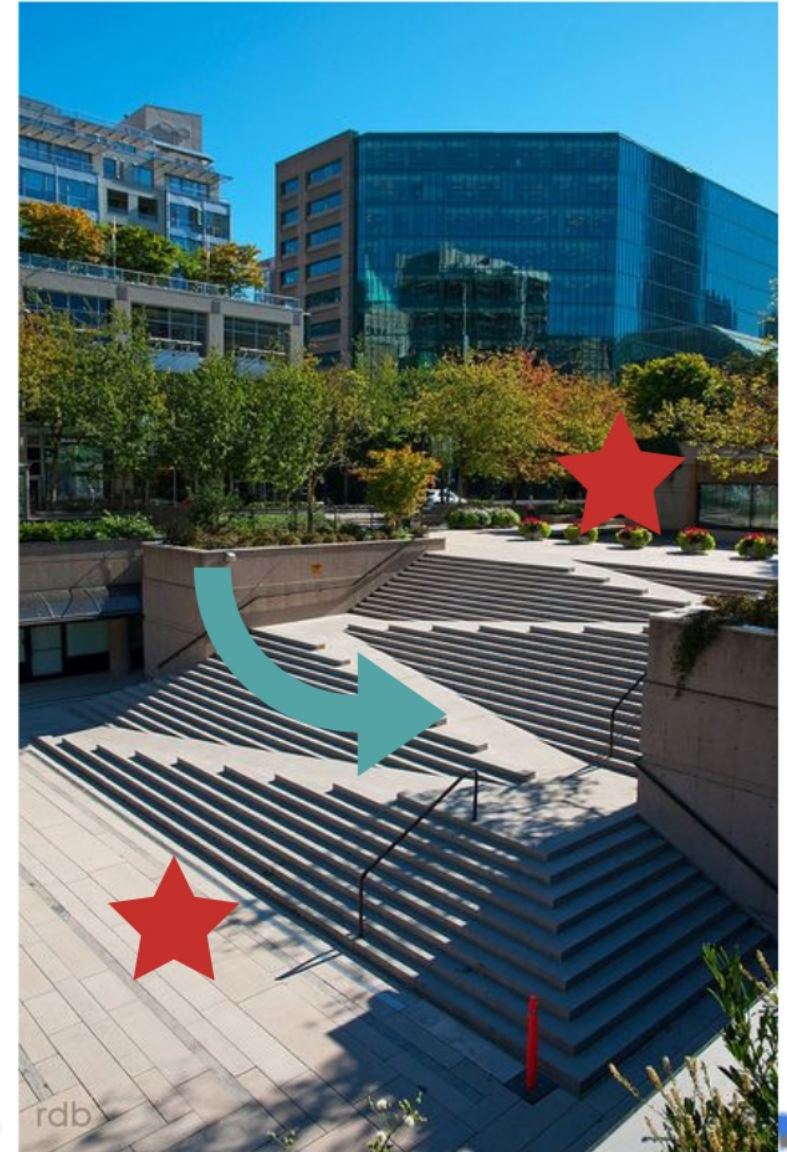
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# UNIVERSAL SUPPORTS

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# WHAT ARE THE STAIRS/ RAMPS FOR LEARNING?

## Universal Design for Learning Guidelines



Provide Multiple Means of  
**Engagement**

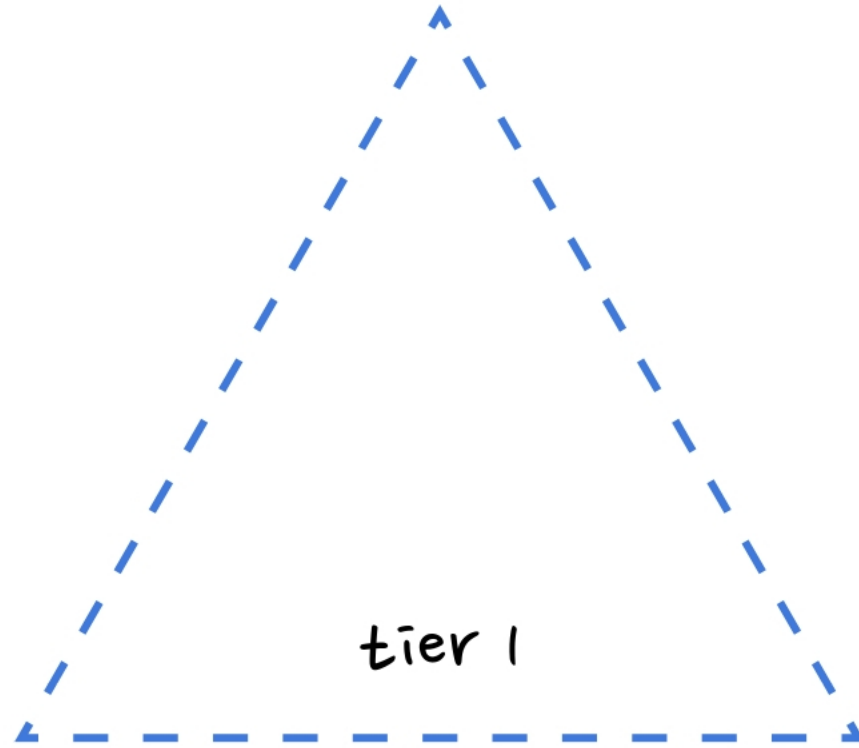


Provide Multiple Means of  
**Representation**



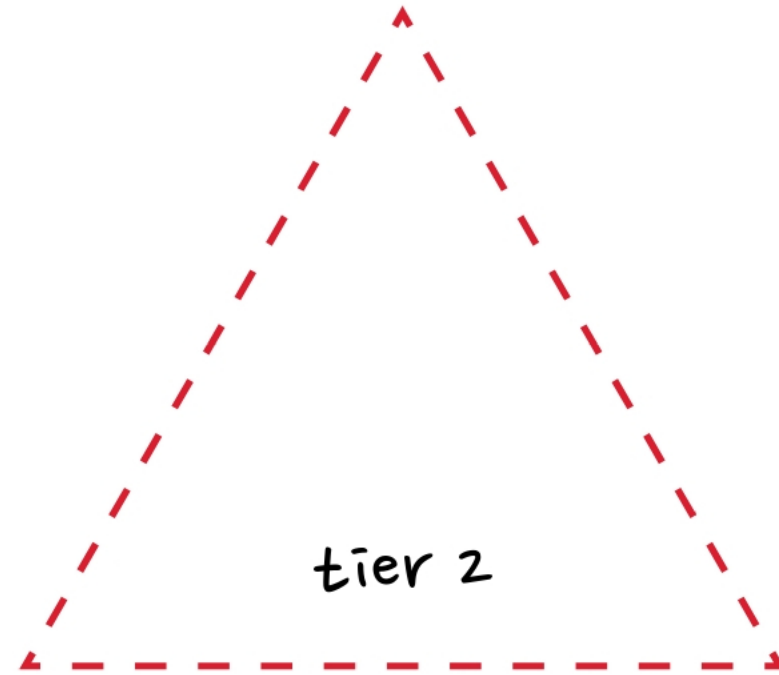
Provide Multiple Means of  
**Action & Expression**

# RTI/MTLS: UNIVERSAL SUPPORTS



Designed for one or more; useful for ALL

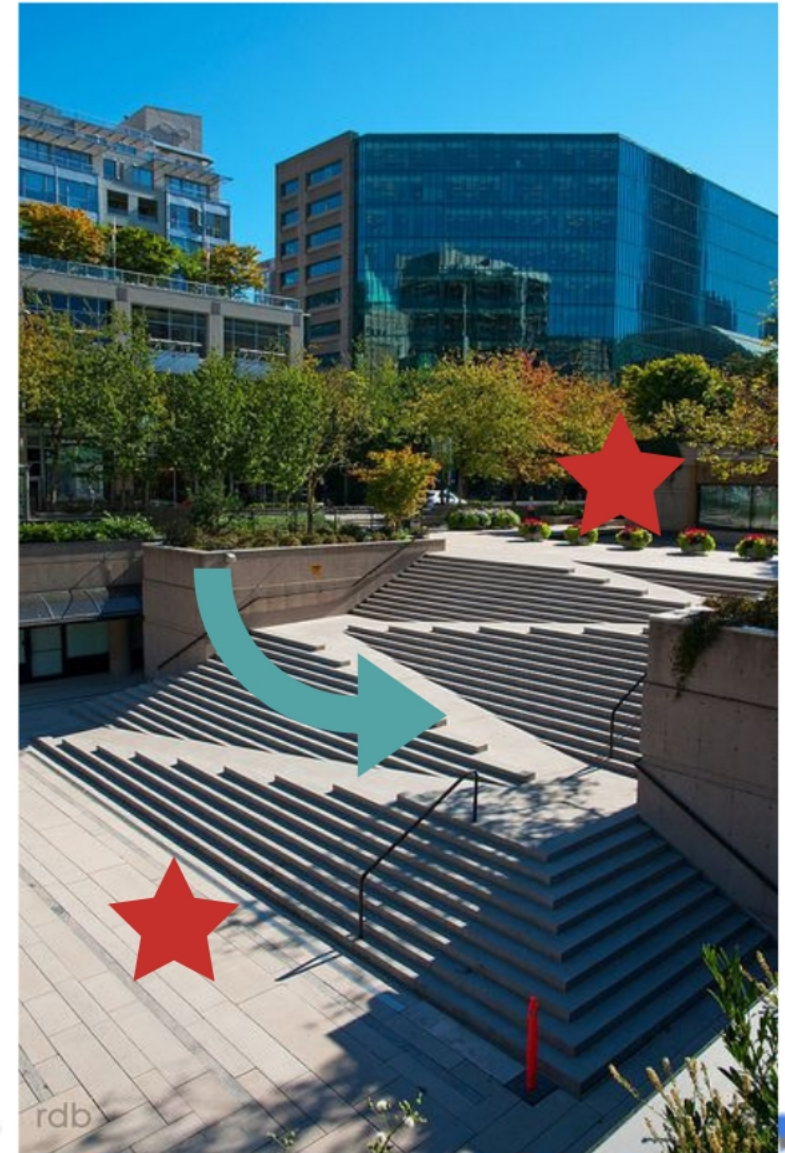
# RTI/MTLS: **TARGETED** SUPPORTS



Designed for one or more; useful for some

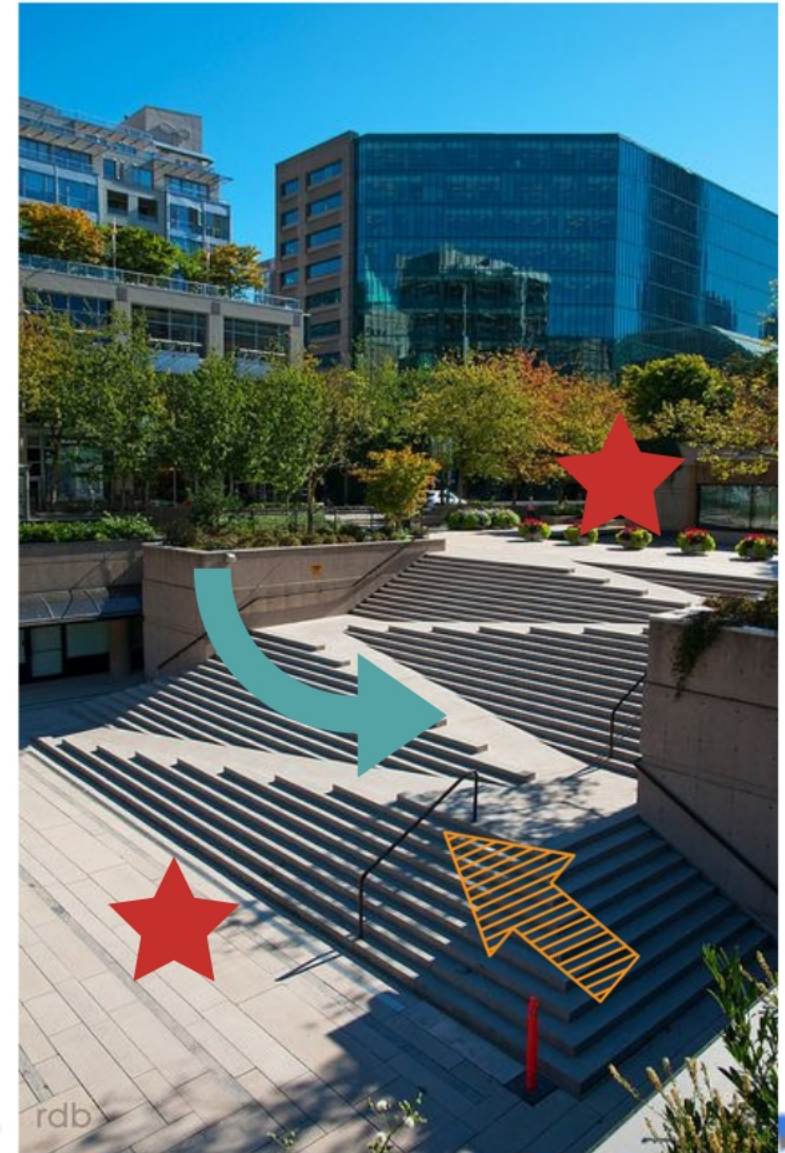
# TARGETED SUPPORTS

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

1. What is the **goal**?
2. What **MORE SUPPORTS** are necessary to **access** the goal?
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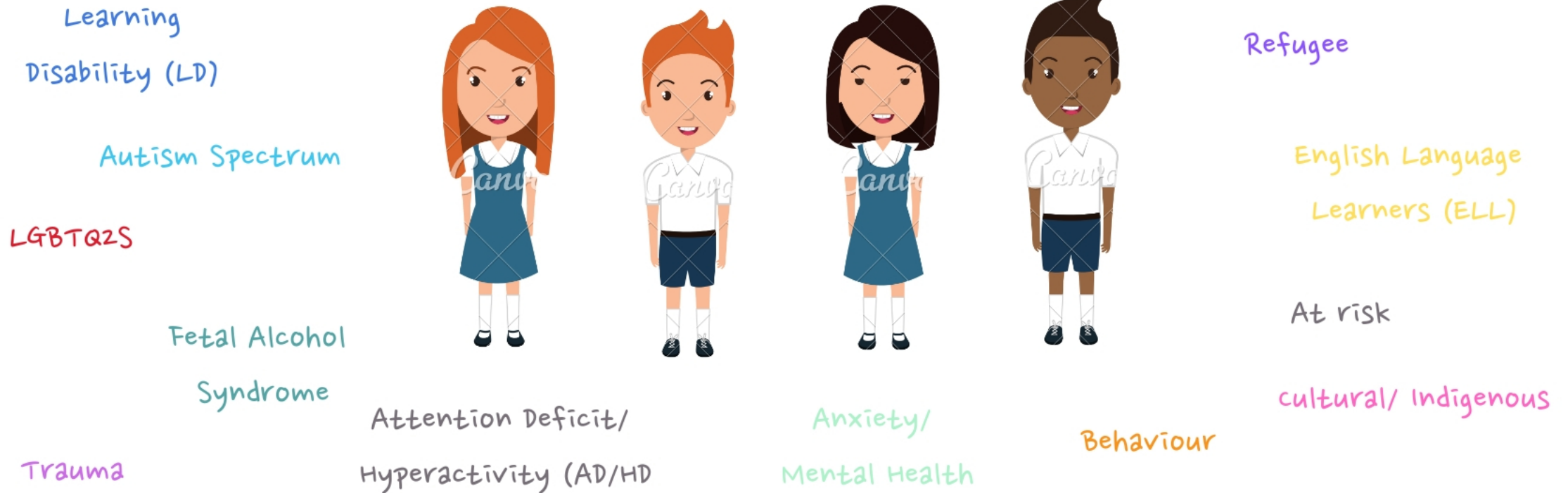
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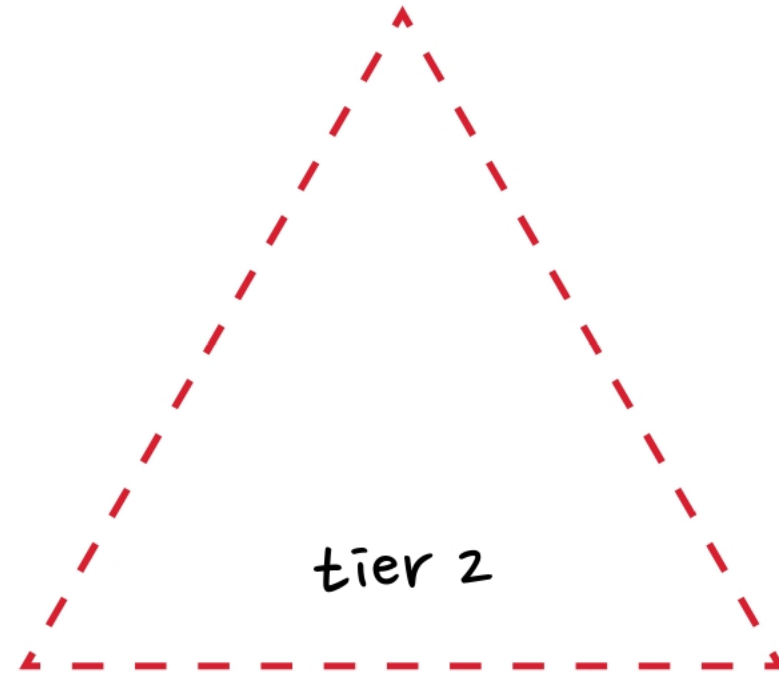


# WHAT ARE THE RAILS FOR LEARNING?

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

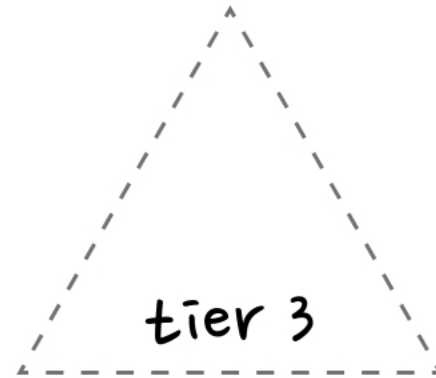


# RTI/MTLS: **TARGETED** SUPPORTS



*Designed for one or more; useful for some*

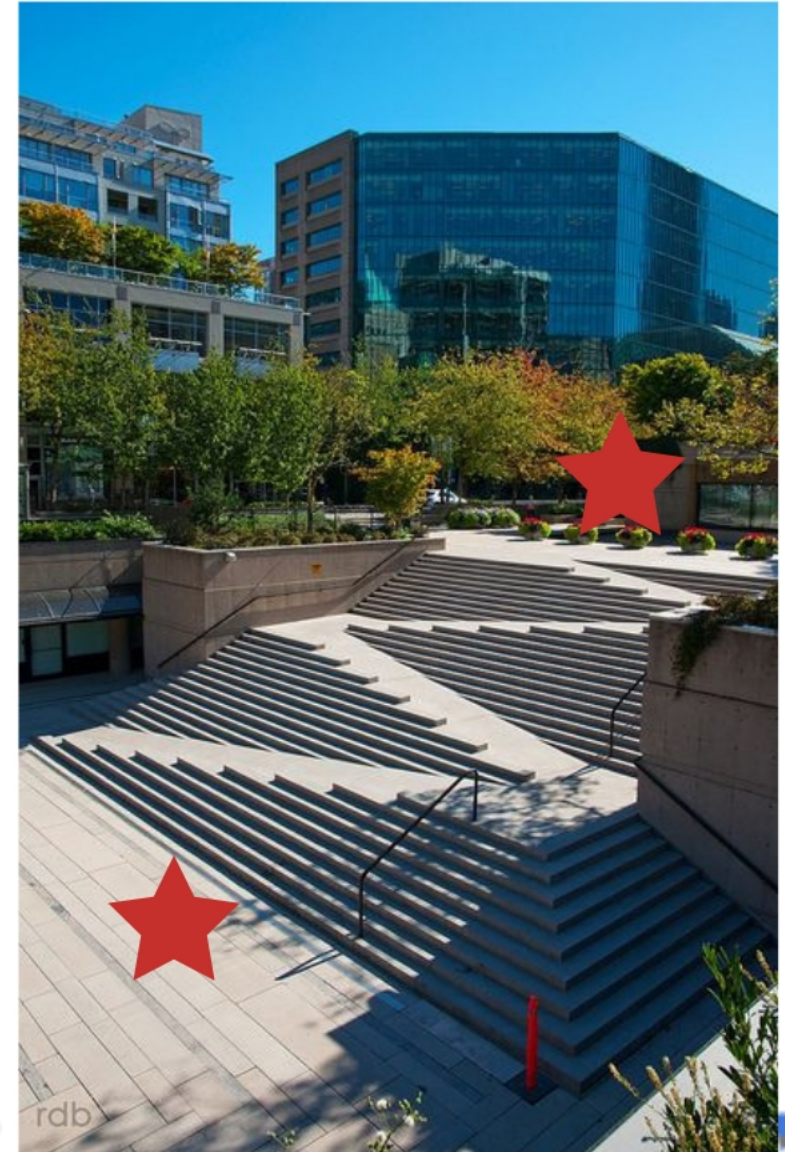
# RTI/MTLS: ESSENTIAL SUPPORTS



*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?

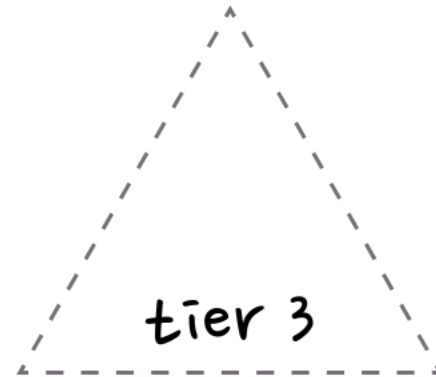


# WHAT ARE INDIVIDUALIZED SUPPORTS FOR LEARNING?

What essential supports are needed to meet the goal?

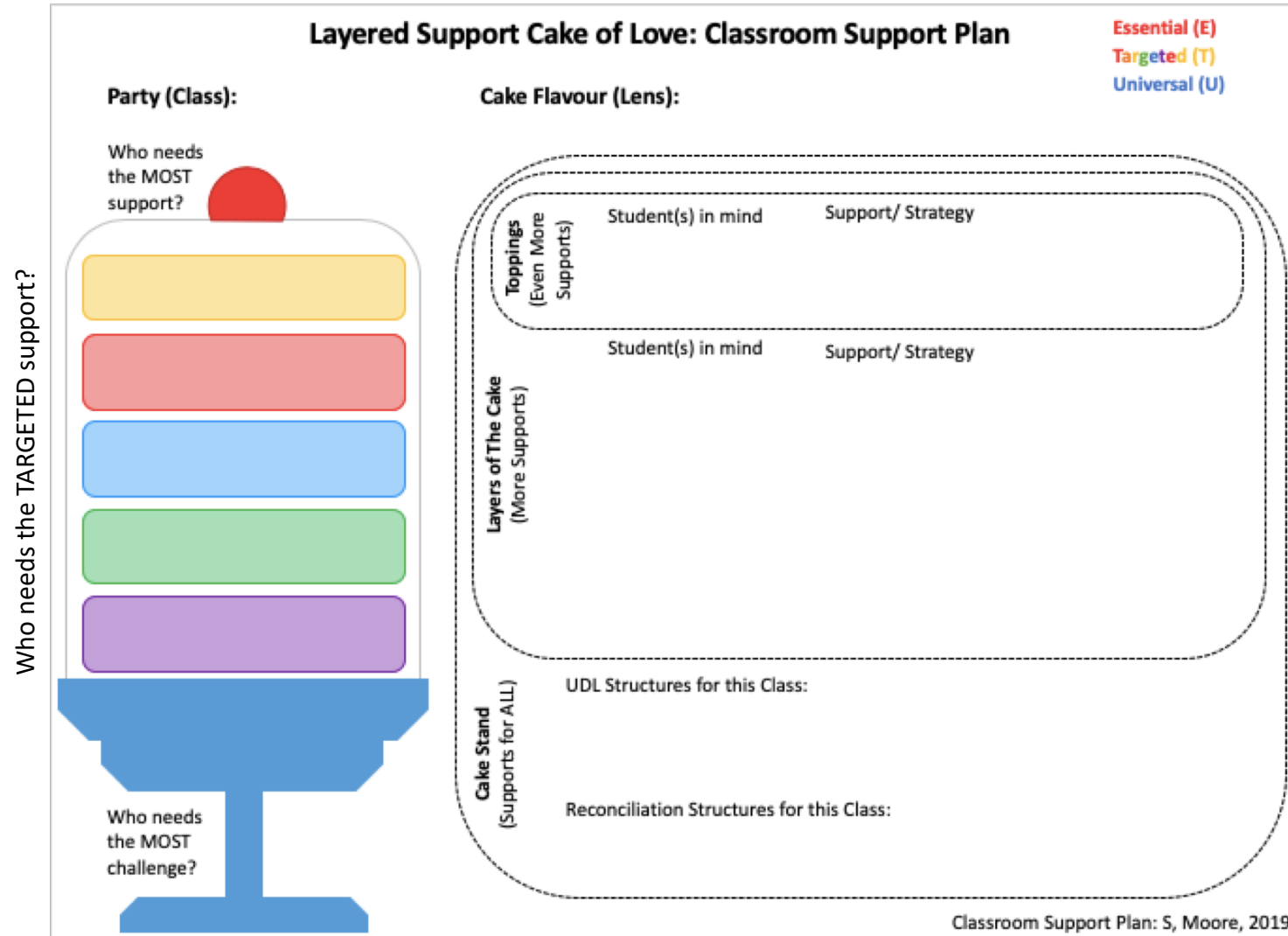


# RTI/MTLS: ESSENTIAL SUPPORTS



*Designed for one; useful for one*

# STRATEGY: RTI/MTLS

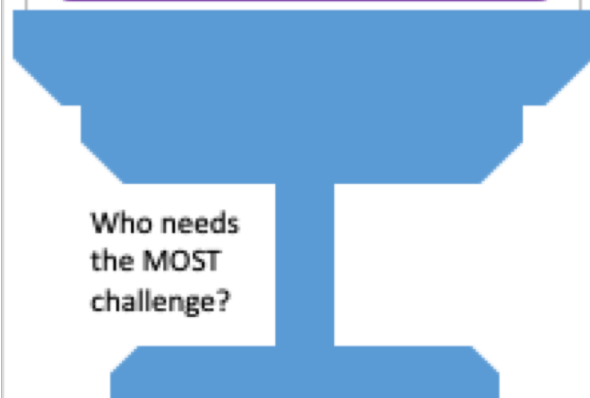
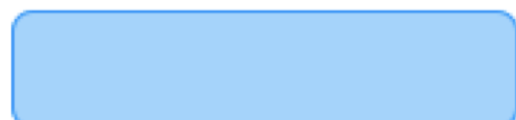


# Layered Support Cake of Love: Classroom Support Plan

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

Party (Class):

Who needs the MOST support?



Who needs the MOST challenge?

Cake Flavour (Lens):

Toppings  
(Even More Supports)

Student(s) in mind

Support/ Strategy

Layers of The Cake  
(More Supports)

Student(s) in mind

Support/ Strategy

Cake Stand  
(Supports for ALL)

UDL Structures for this Class:

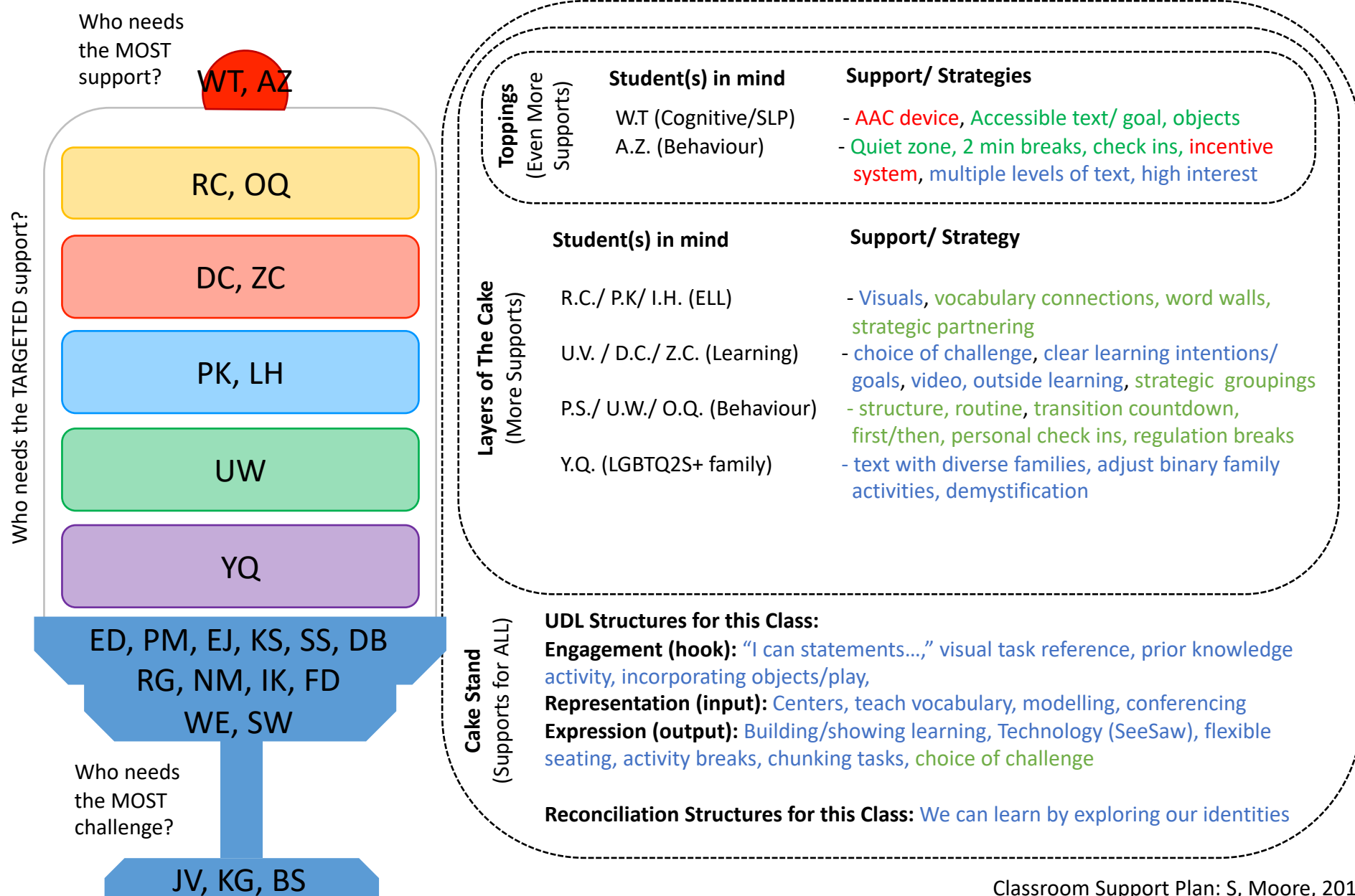
Reconciliation Structures for this Class:

Who needs the TARGETED support?

# Layered Support Cake of Love: Classroom Support Plan

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

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

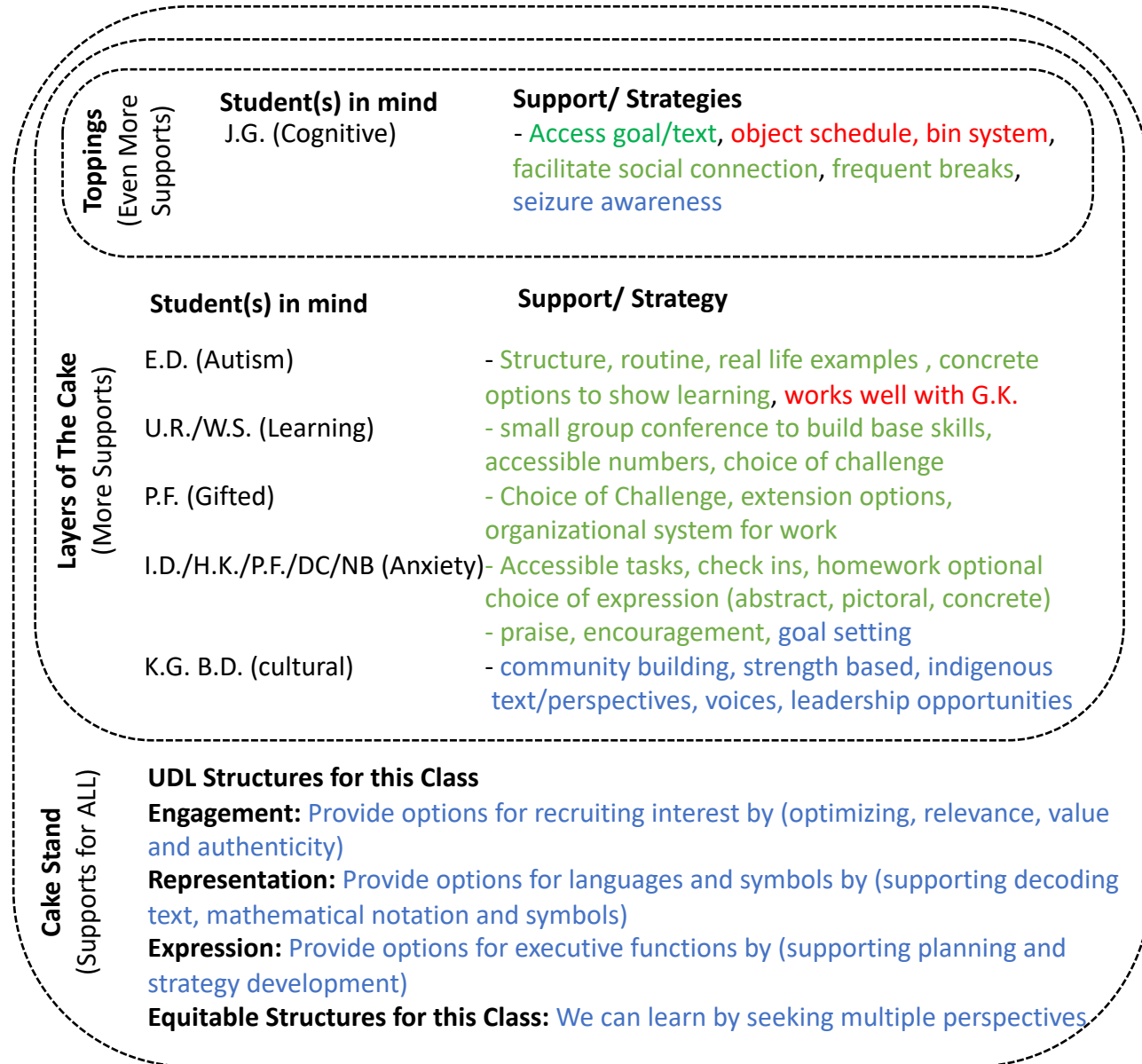
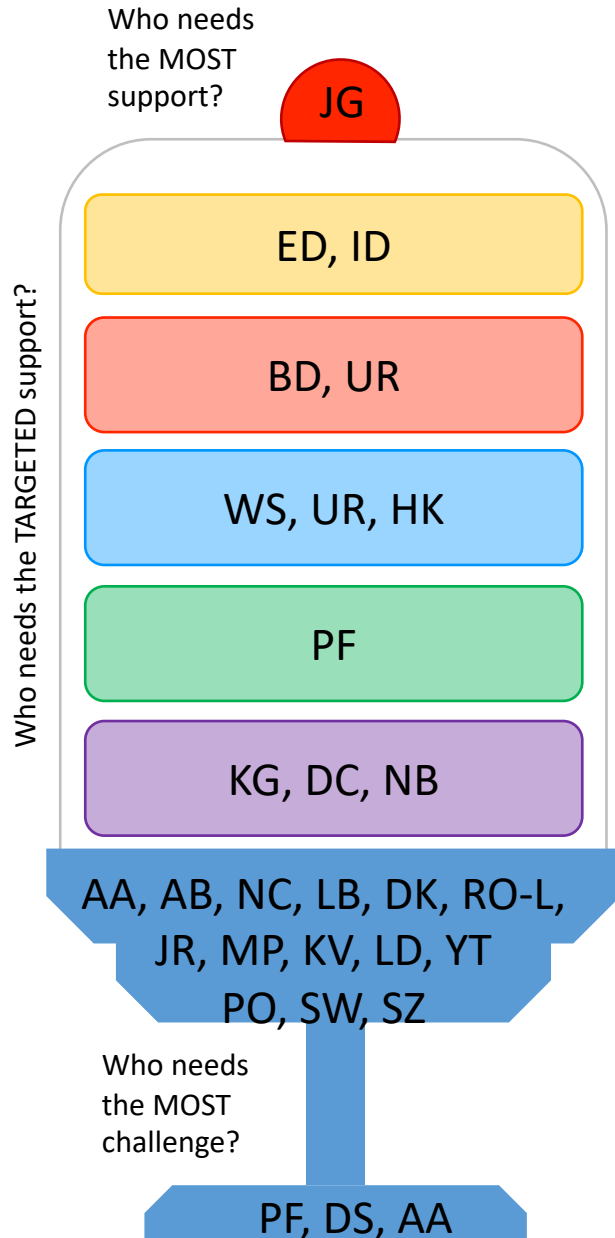


# Layered Support Cake of Love: Classroom Support Plan

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**

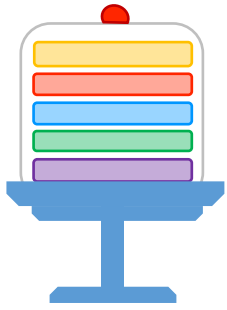
Medical

Language

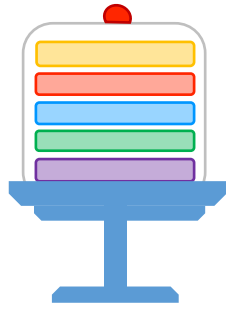
Learning

Socio-Emotional

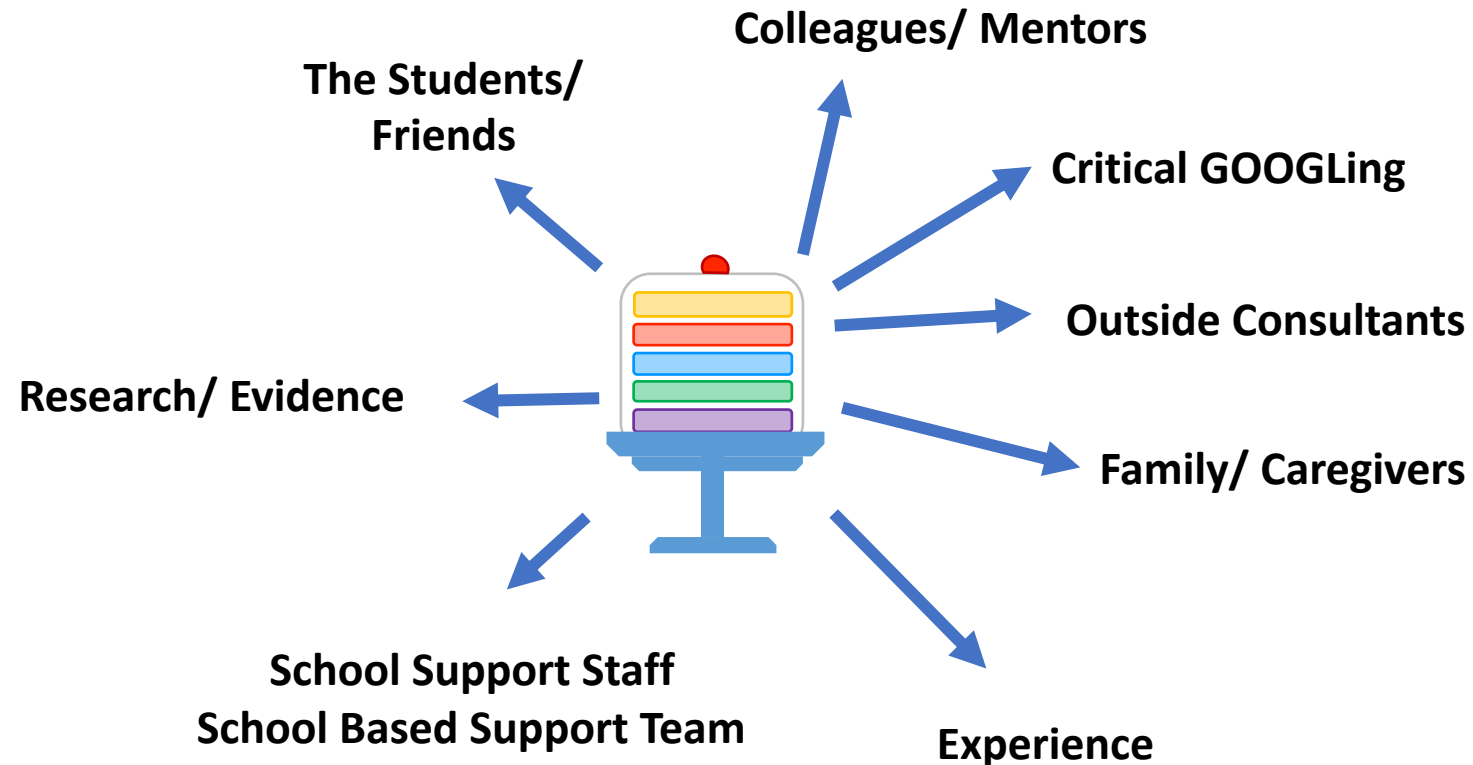
Other



# Layered Support Cake of Love: Classroom Support Plan



How do we figure out supports or strategies students need?



# Early Instruction of Support

- What is the support?
- How do I use it?
- How do I know I need it?
- How do I know I don't?

# What to stay connected?!



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Shelley Moore, 2019

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