SHELLEY MOORE

@tweetsomemoore

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www.blogsomemoore.com



Think Back!

What do you remember from last session?

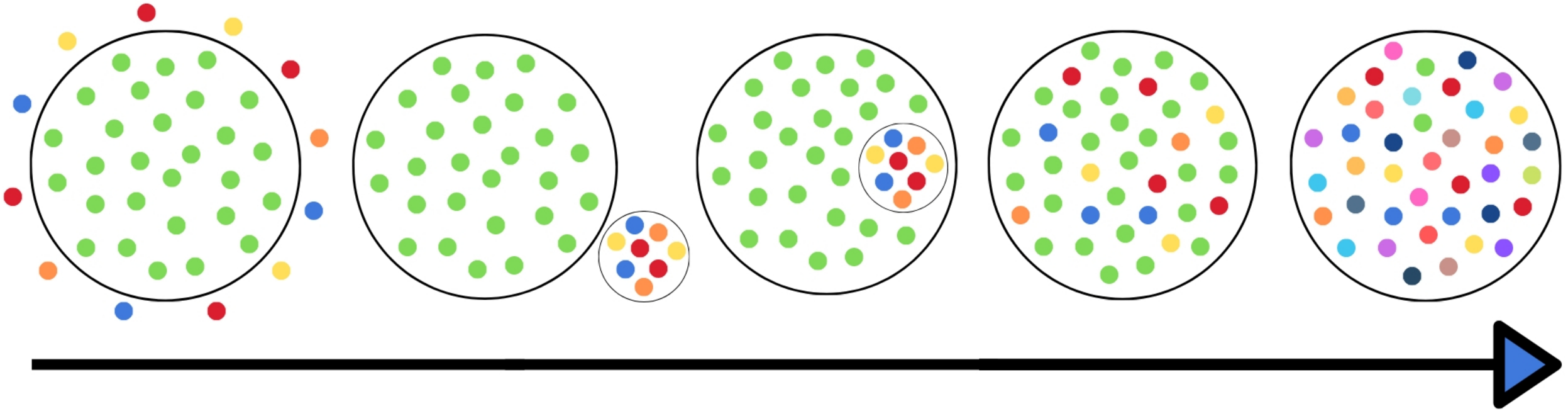
What have you tried?

What did you notice?

What questions have come up?

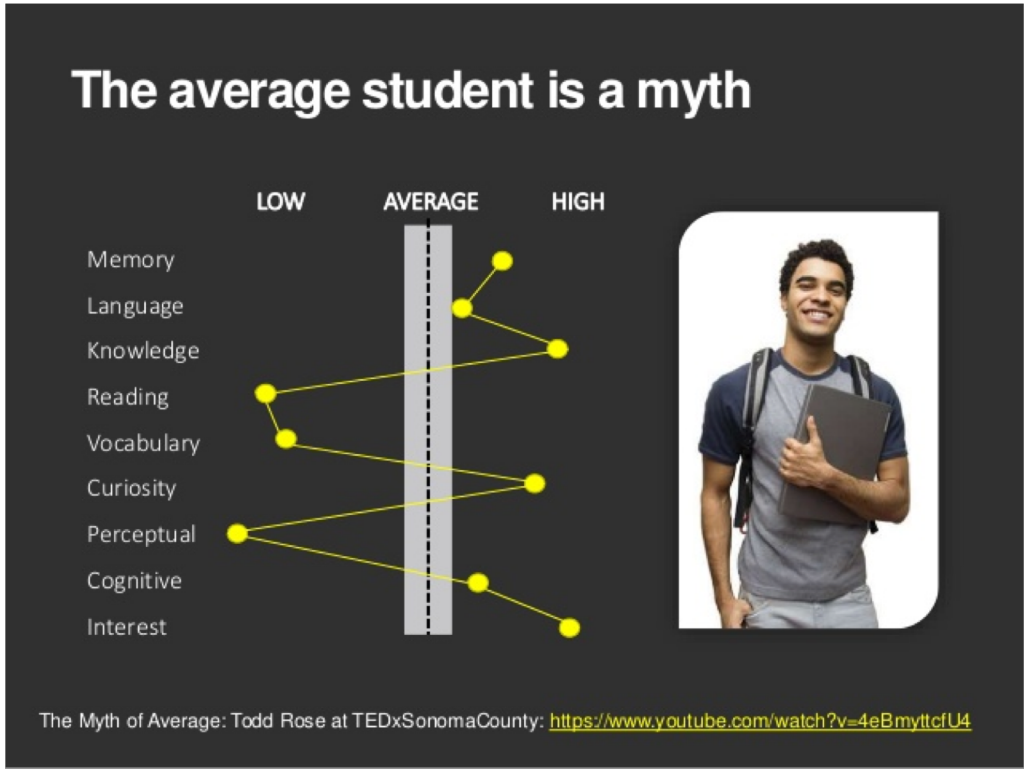
WWW.FIVEMOOREMINUTES.COM
Inclusive Education: It's not more work, it's different work!

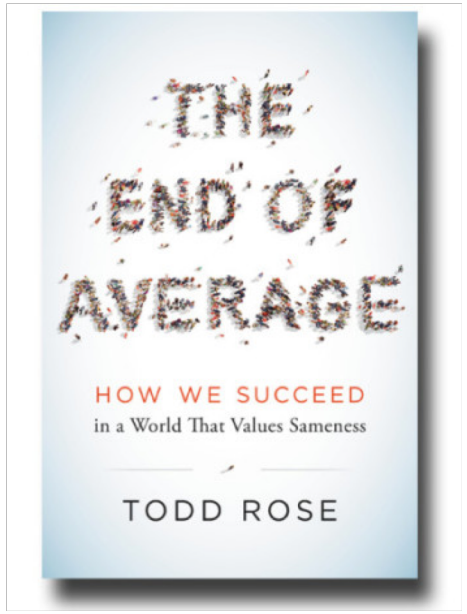
WHAT IS INCLUSION?



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

The End of Average!





How can we design an adjustable plane?

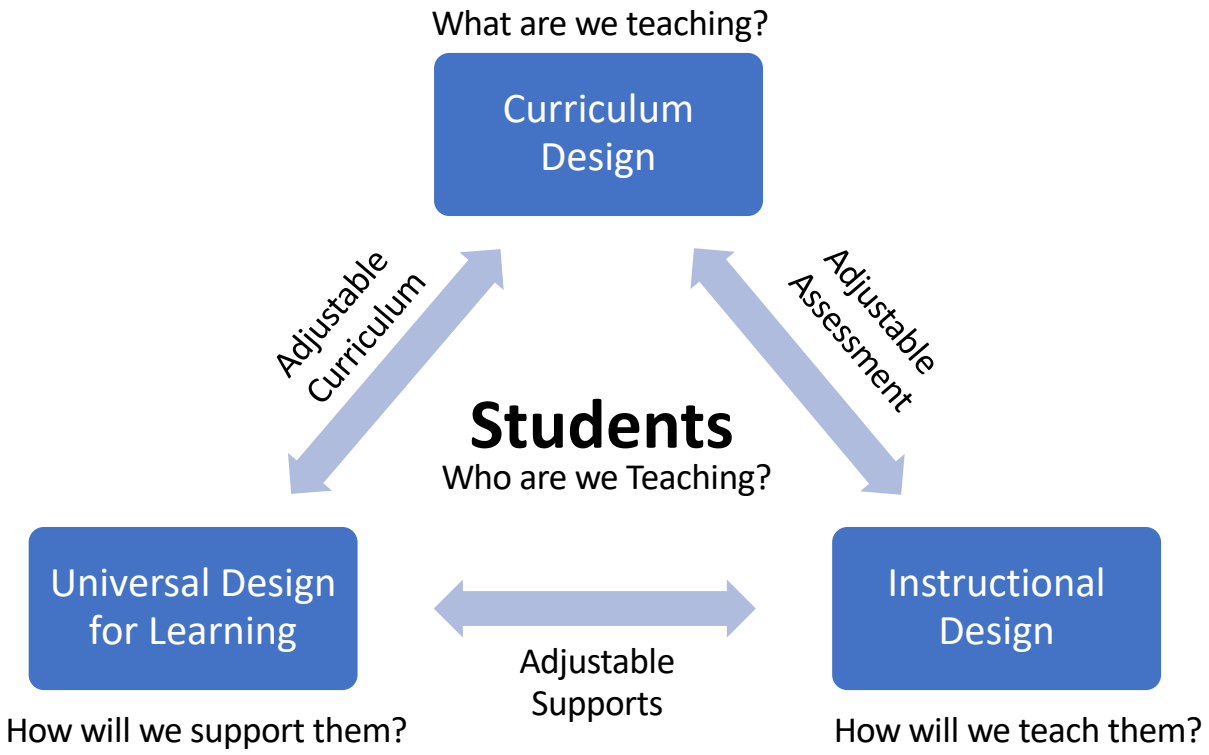
- **Who are our pilots?**
  - Getting to know who the pilots are and their range of dimensions
- **What is the plane they are flying?**
  - Designing planes with purpose in mind (e.g. fighter plane, cargo plane, passenger plane, etc.)
- **How is the plane responsive to the pilots dimensions?**
  - Designing 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

Shelley Moore, 2018

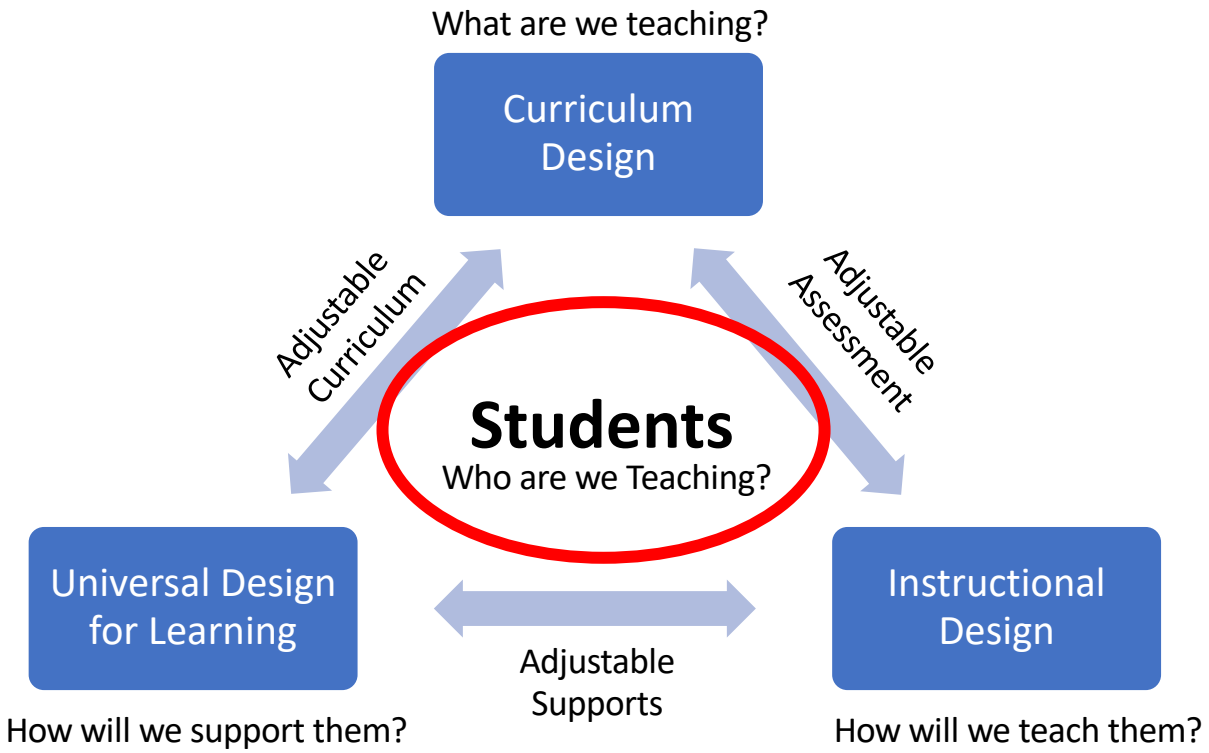
How can we design an adjustable curriculum?

- **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

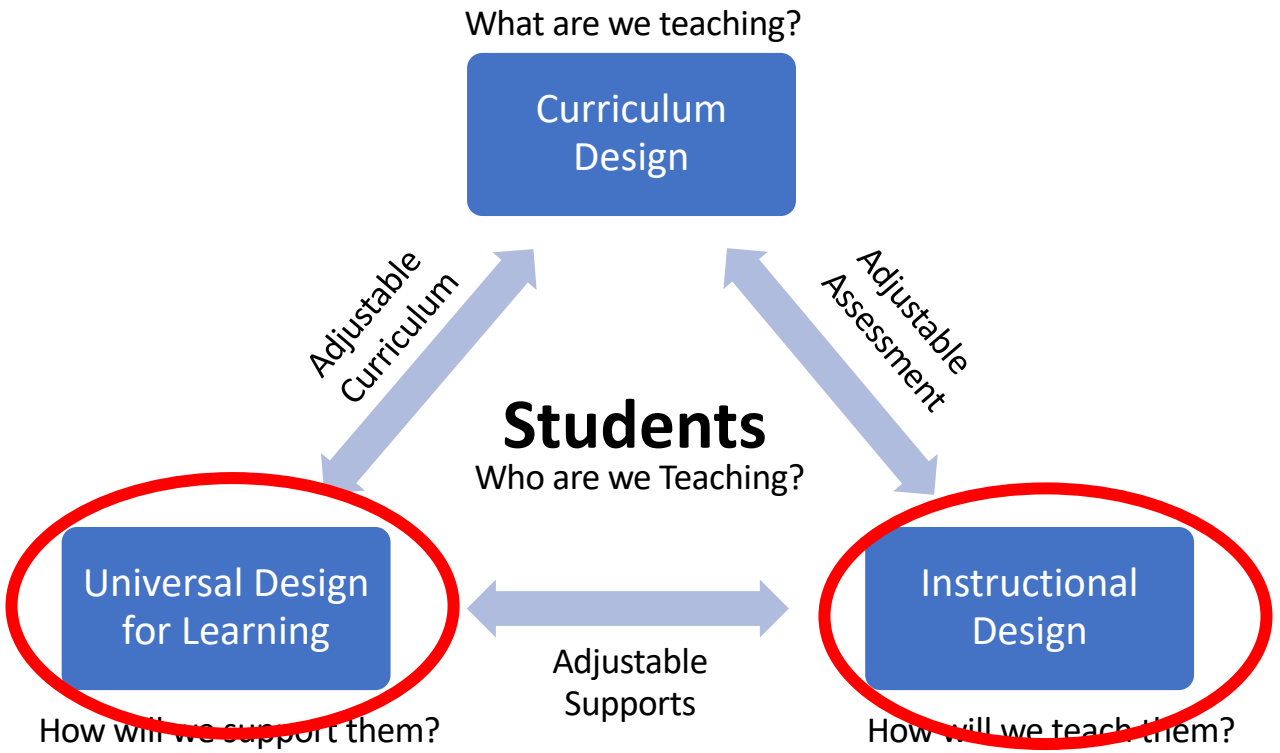
Educational Architects:
Designing with Equity in Mind



Educational Architects:
Designing with Equity in Mind



Educational Architects:
Designing with Equity in Mind



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)

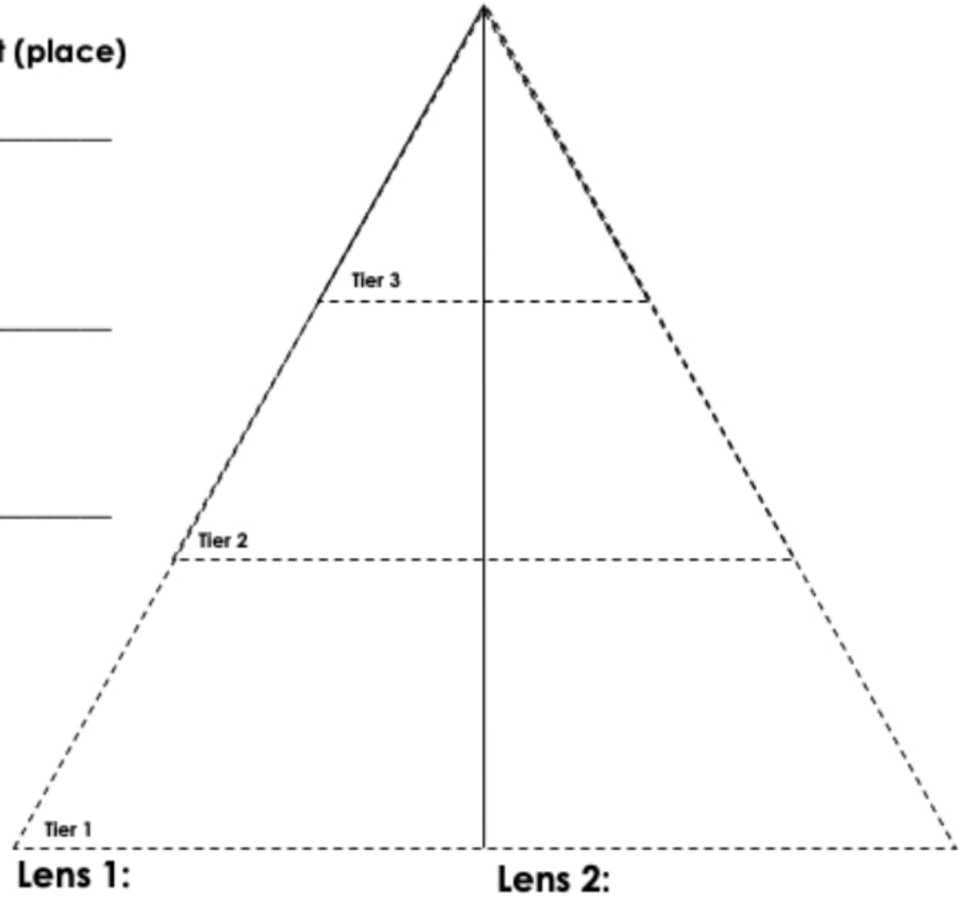
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Lens 1:

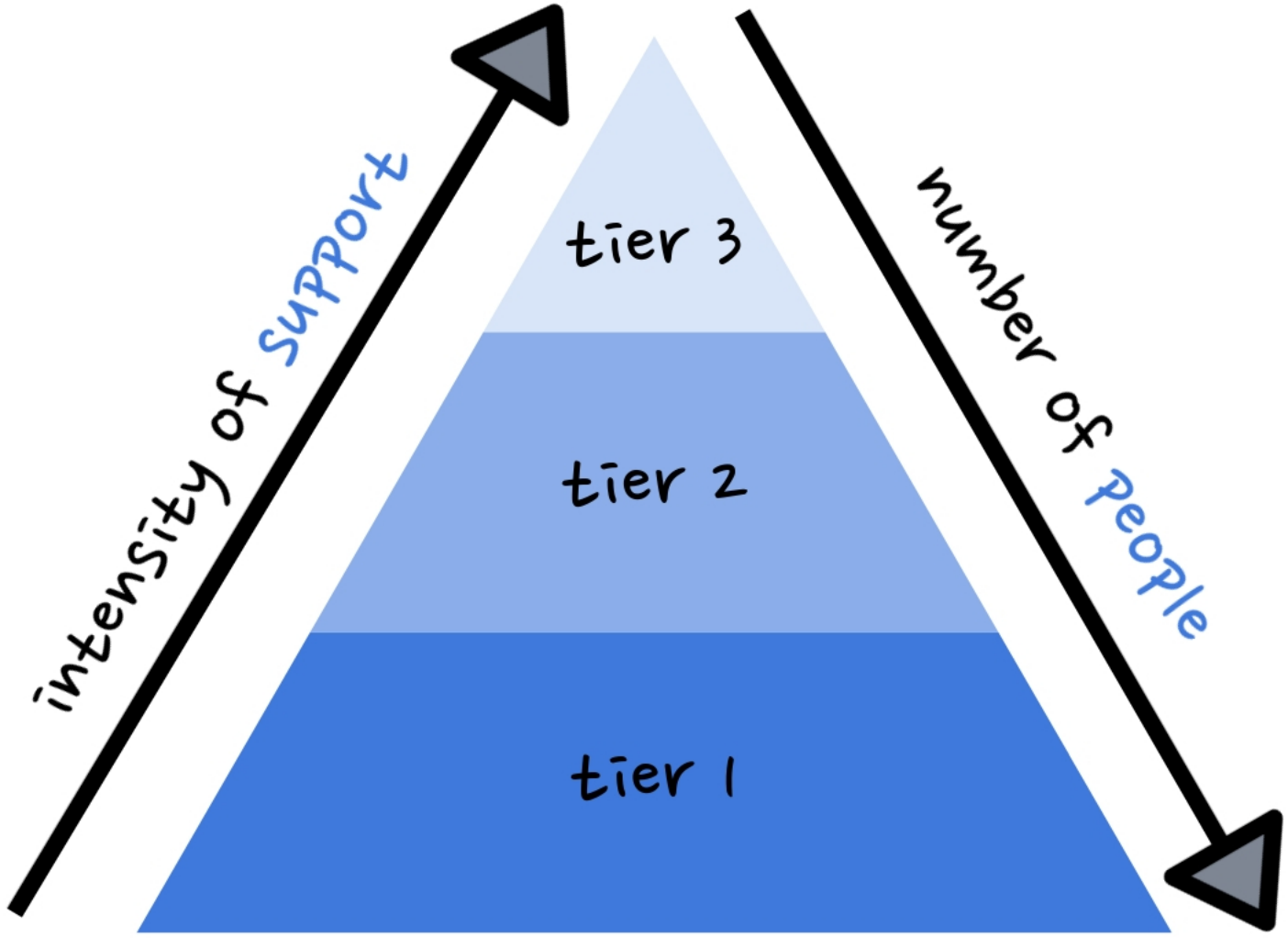
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Lens 2:

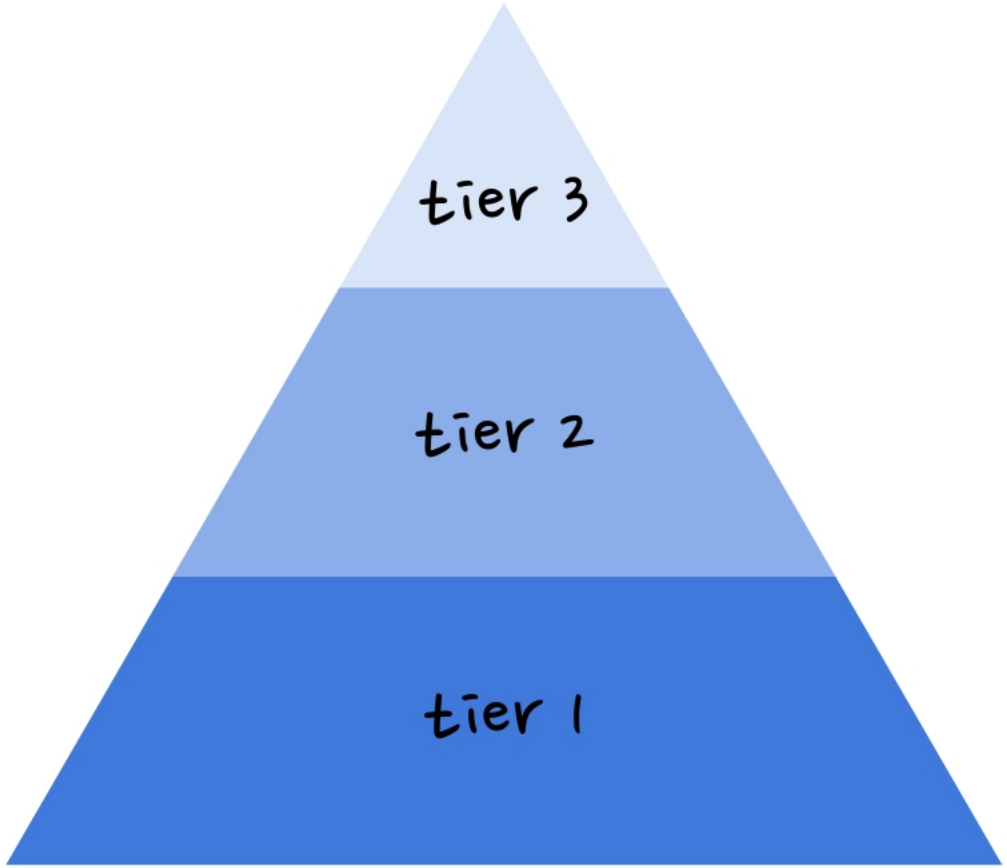
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RTI: RESPONSE TO INTERVENTION

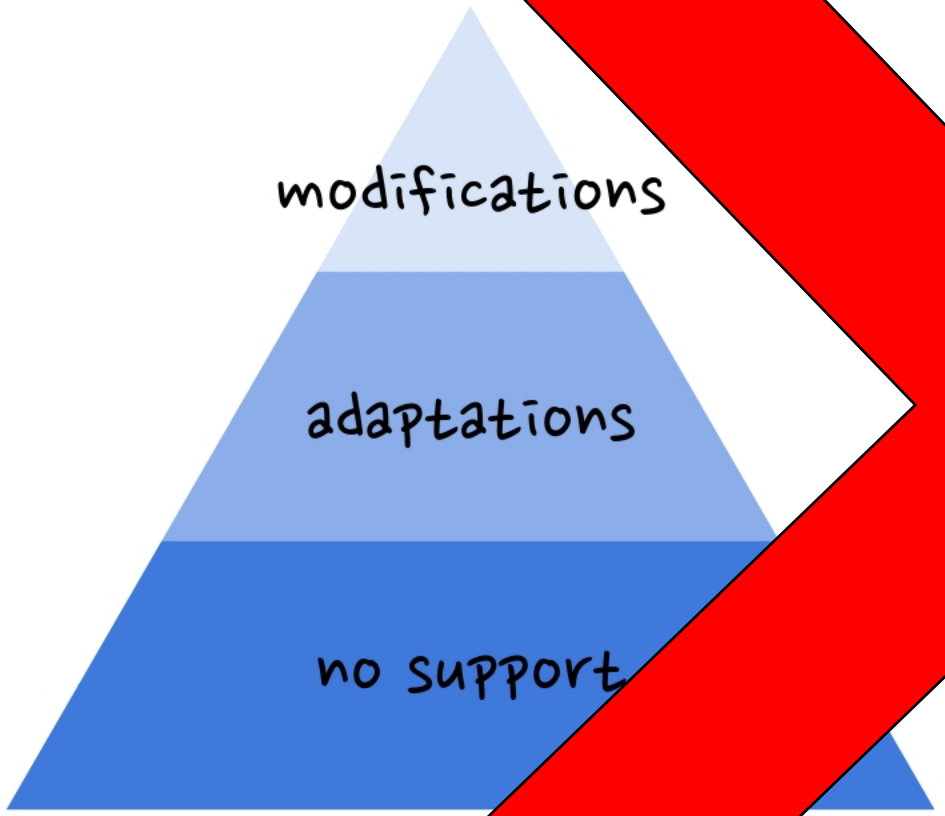


RTI: RESPONSE TO INTERVENTION



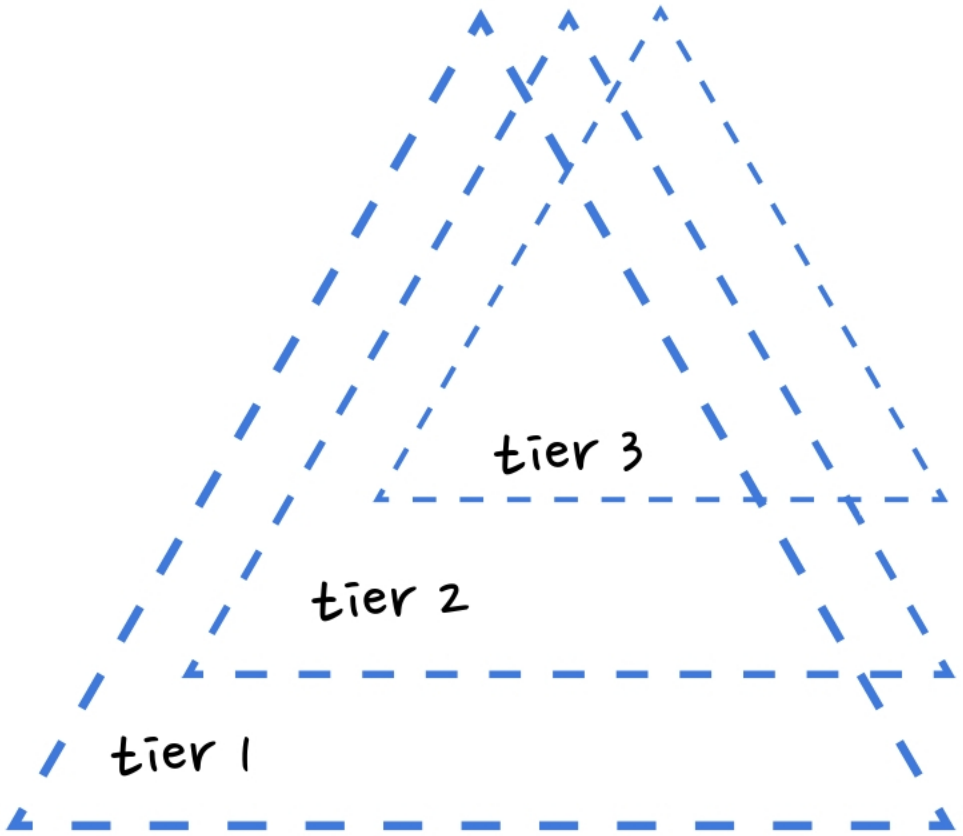
- early intervention of support
- assessment of students
- regulated supports

RTI: RESPONSE TO INTERVENTION ??



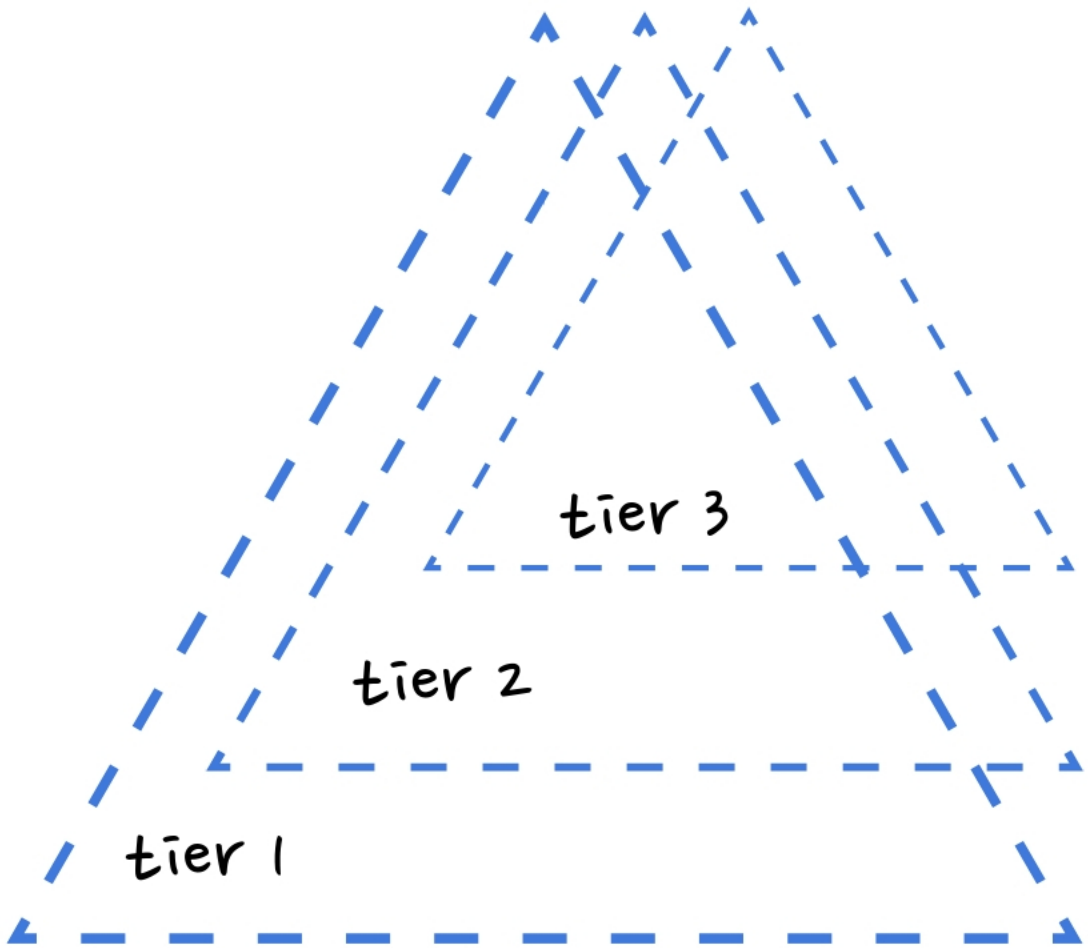


RTI: RESPONSE TO INSTRUCTION





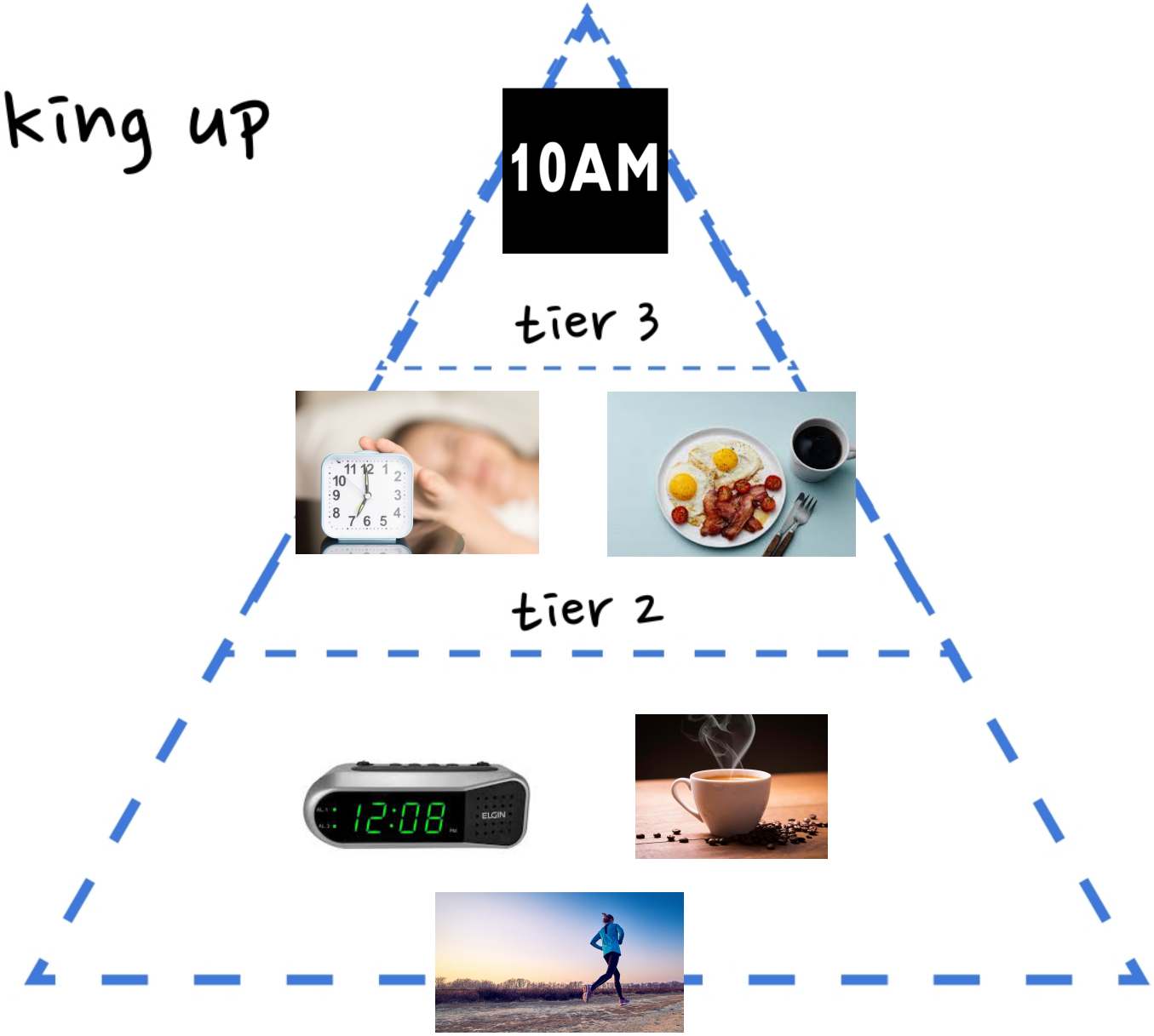
RTI: RESPONSE TO INSTRUCTION



- 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

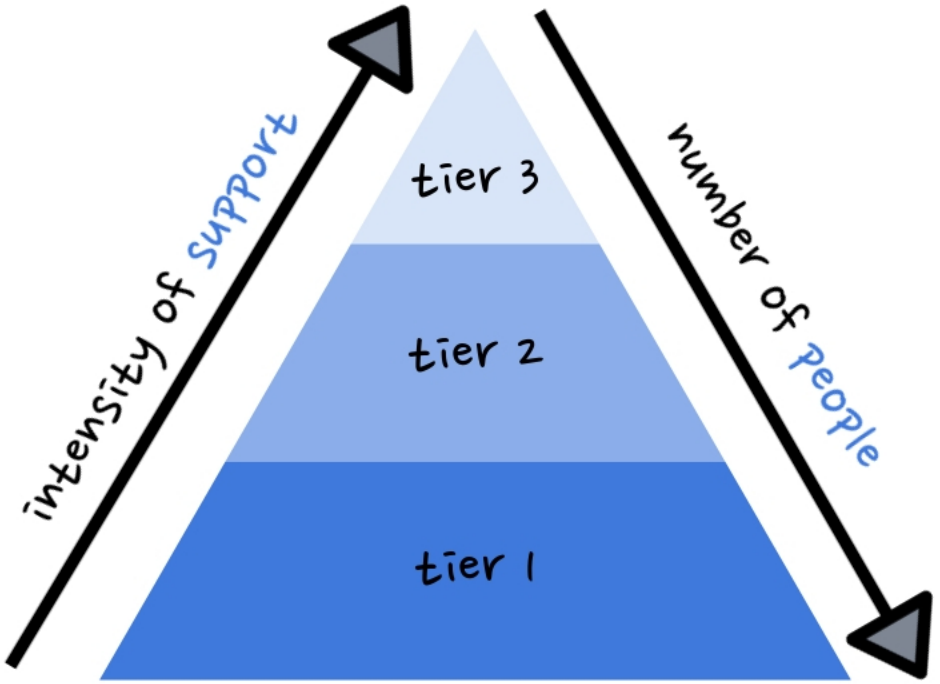


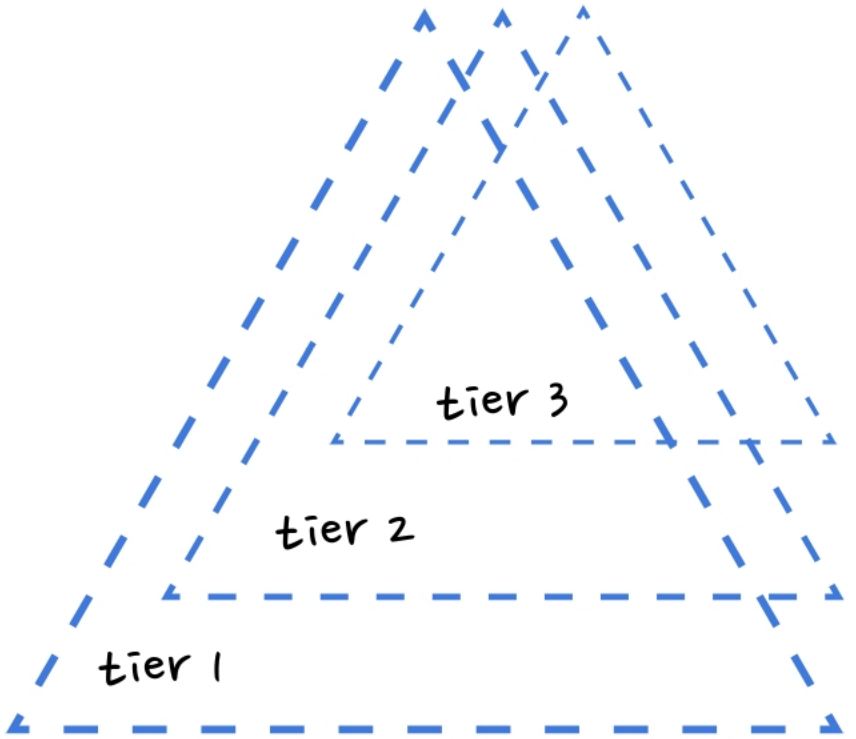
RESPONSE TO INSTRUCTION

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

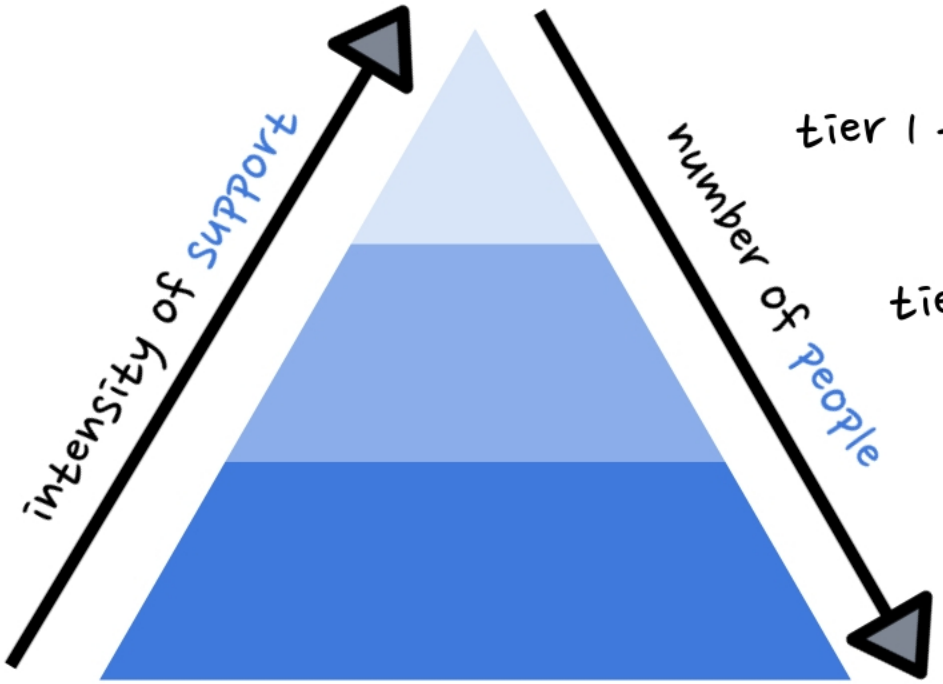


Multi Tiered Levels of Support (MTLS)





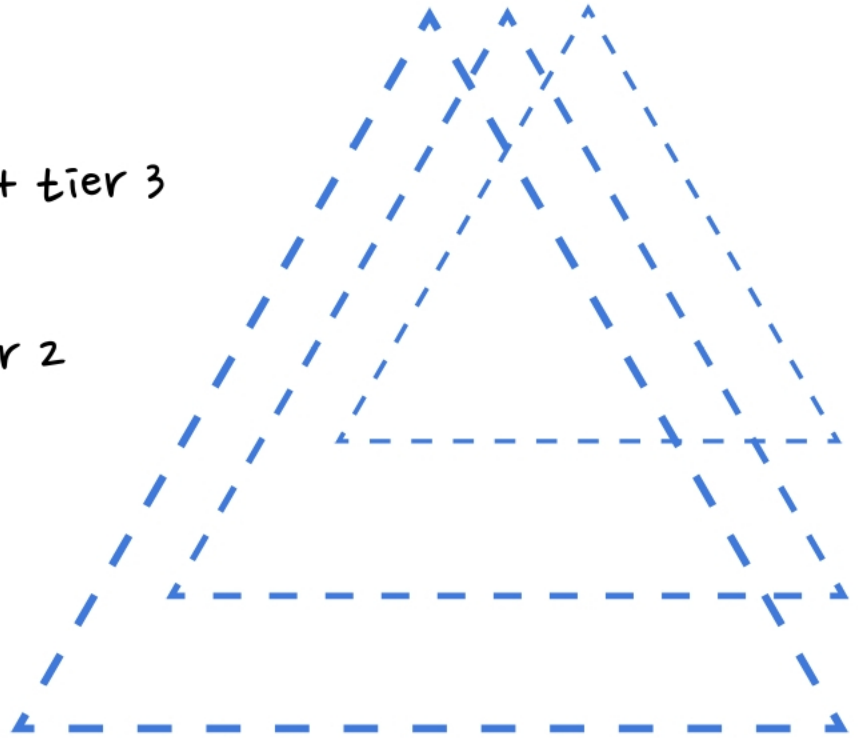
Multi Tiered Levels of Support (MTLS)



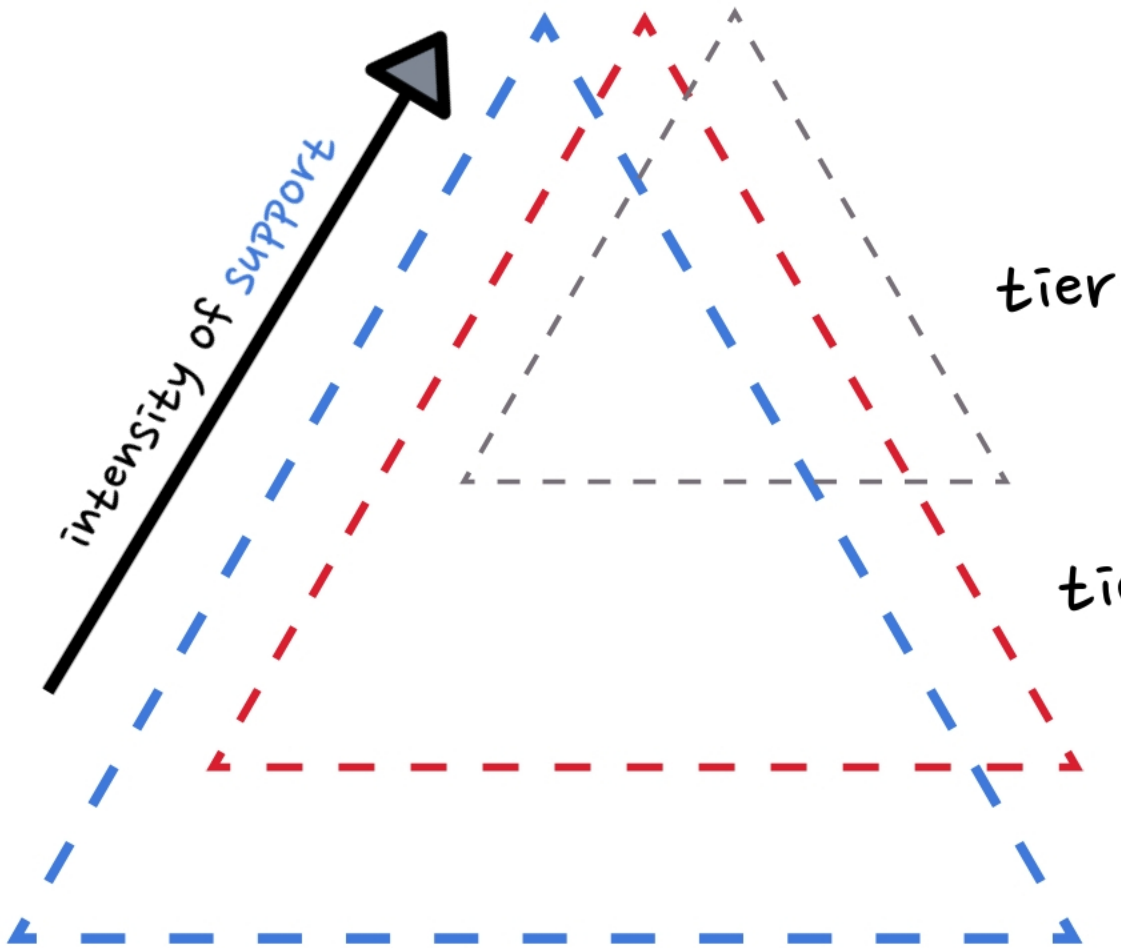
tier 1 + tier 2 + tier 3

tier 1 + tier 2

tier 1



RTI/MTLS

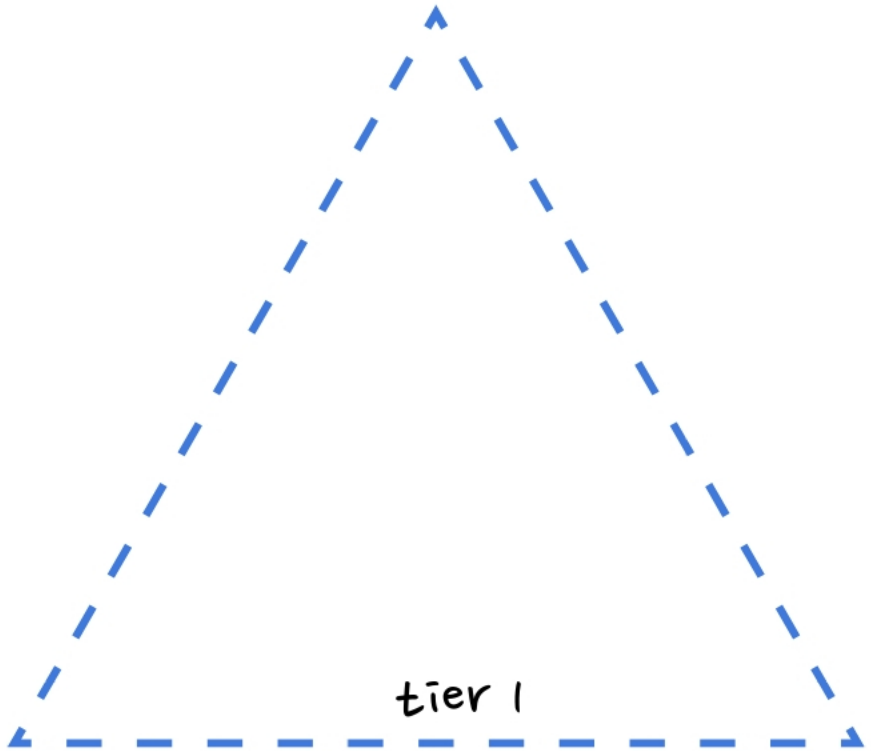


ESSENTIAL

TARGETED

UNIVERSAL

RTI/MTLS: UNIVERSAL SUPPORTS



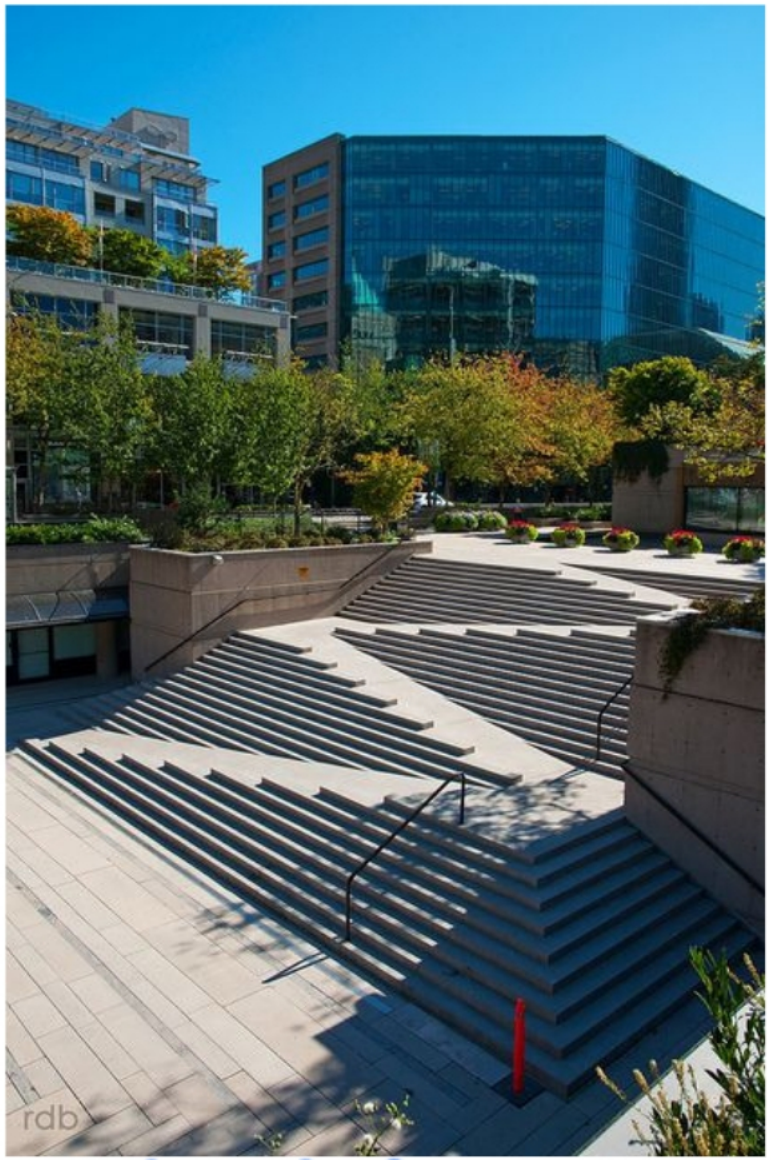
Designed for one or more; useful for ALL

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

1. What is the goal?

2. What supports are necessary to access the goal?

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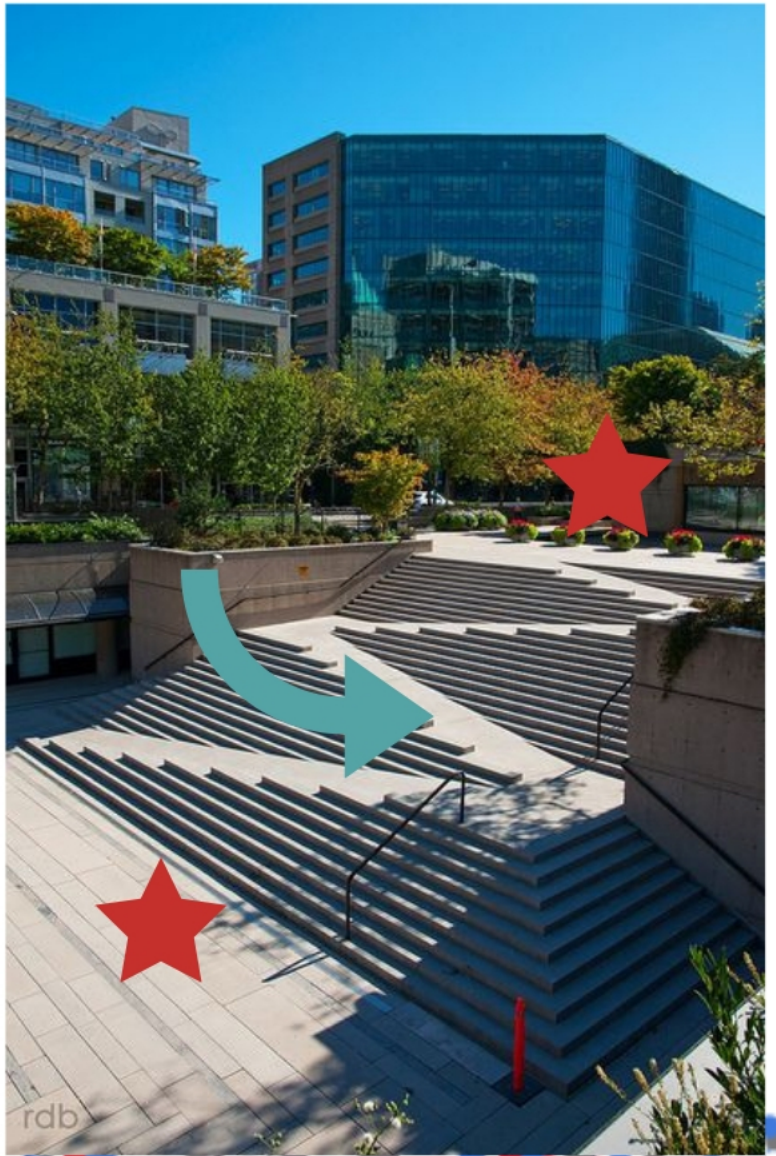


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UNIVERSAL SUPPORTS

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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?



WHAT ARE THE STAIRS/ RAMPS FOR LEARNING?

Universal Design for Learning Guidelines



Provide Multiple Means of
Engagement

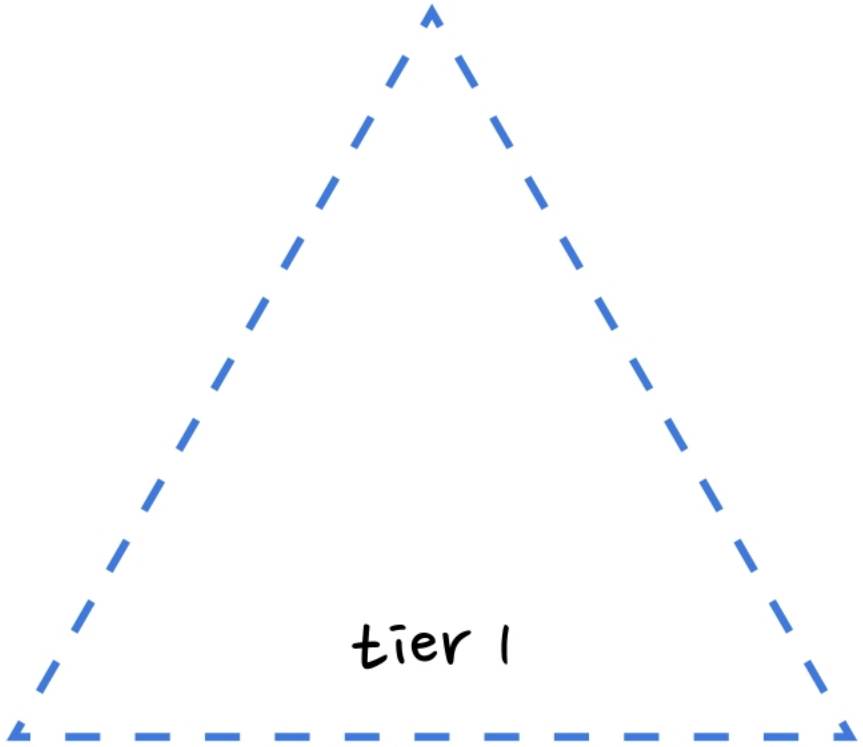


Provide Multiple Means of
Representation



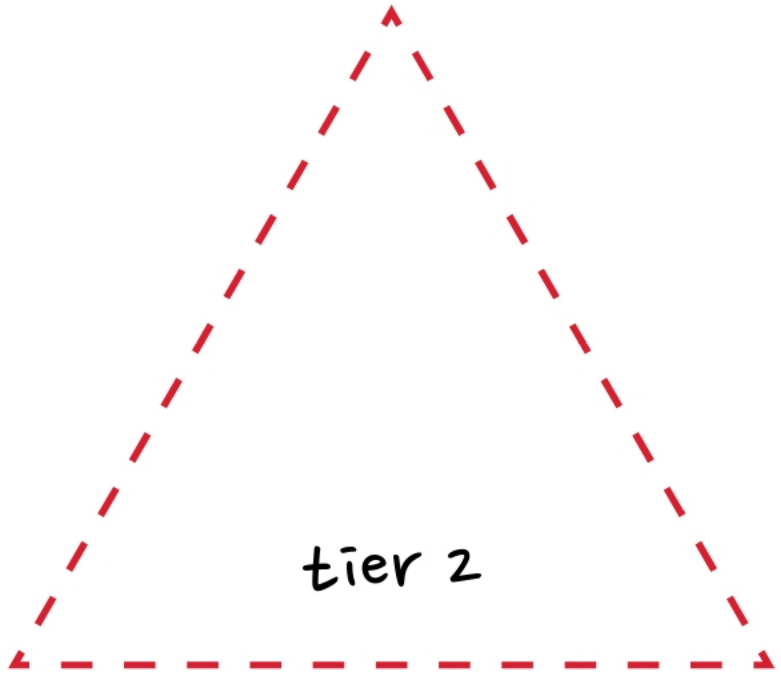
Provide Multiple Means of
Action & Expression

RTI/MTLS: UNIVERSAL SUPPORTS



Designed for one or more; useful for ALL

RTI/MTLS: TARGETED SUPPORTS



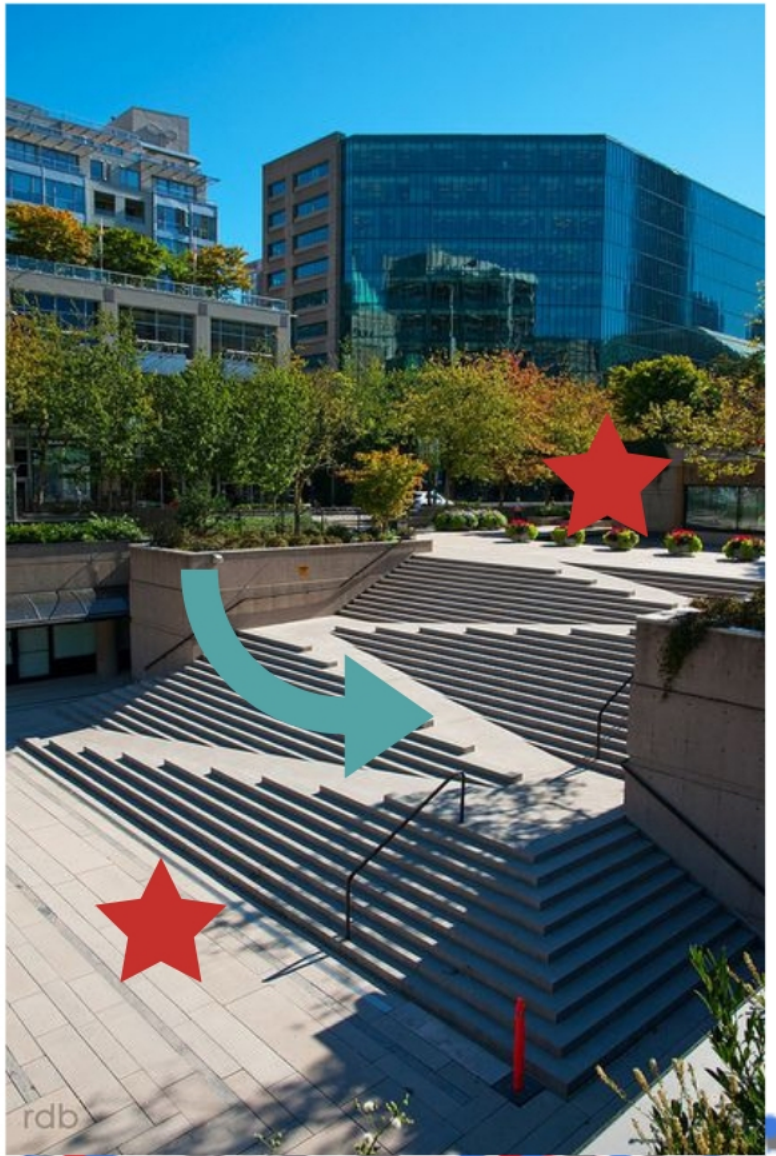
Designed for one or more; useful for some

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?

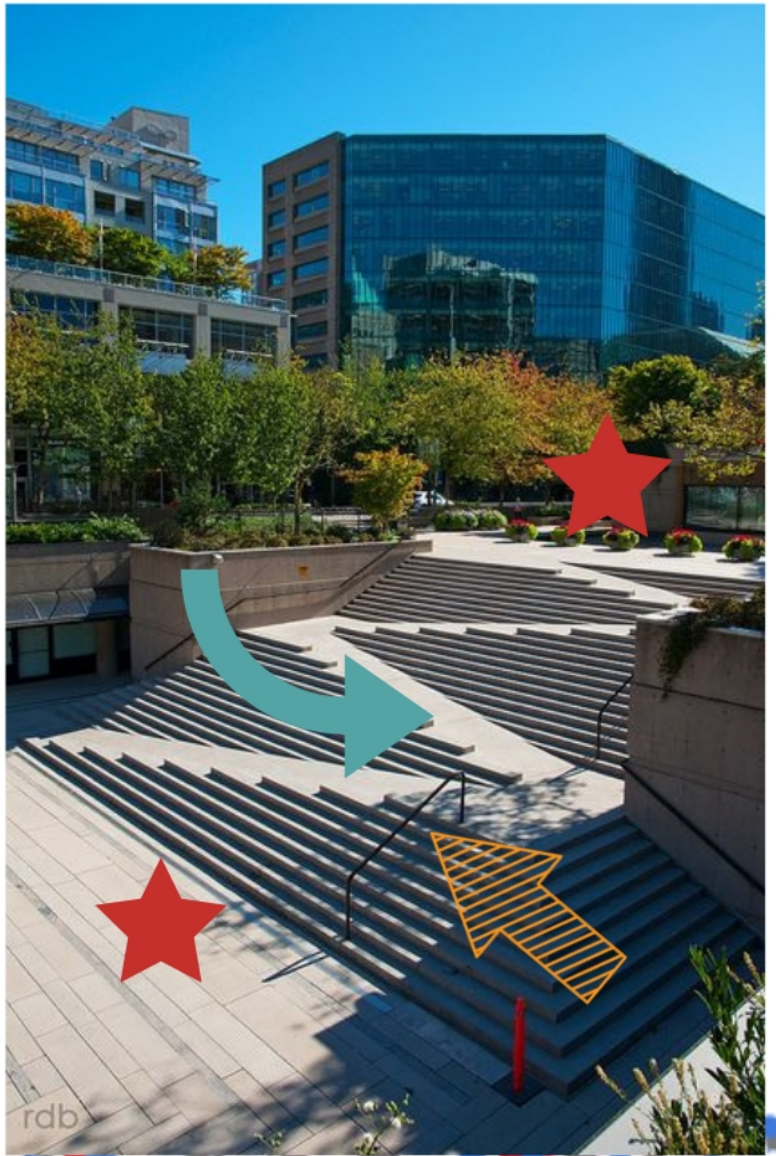


TARGETED SUPPORTS

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?



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?

Learning Disability (LD)

Autism Spectrum

LGBTQ2S

Fetal Alcohol Syndrome

Trauma



Attention Deficit/ Hyperactivity (AD/HD

Anxiety/ Mental Health

Behaviour

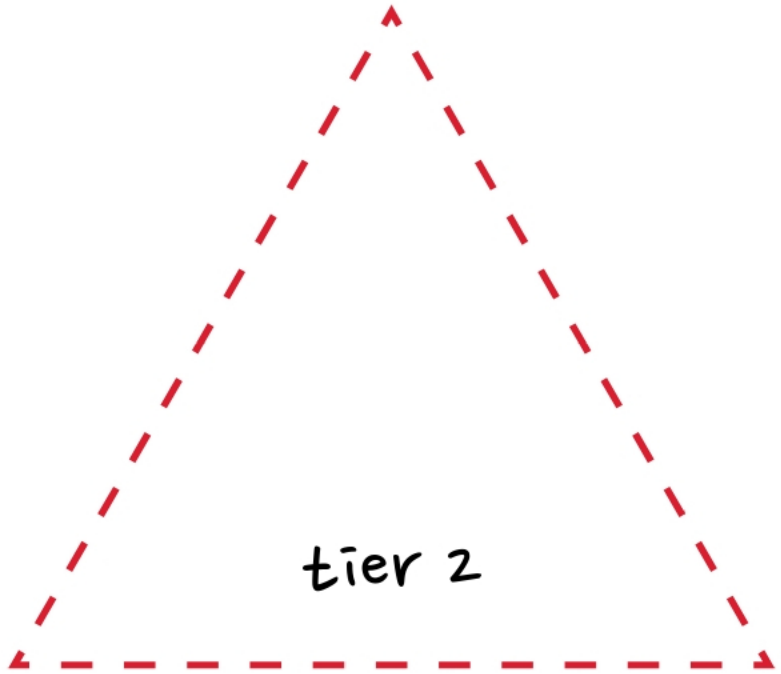
Refugee

English Language Learners (ELL)

At risk

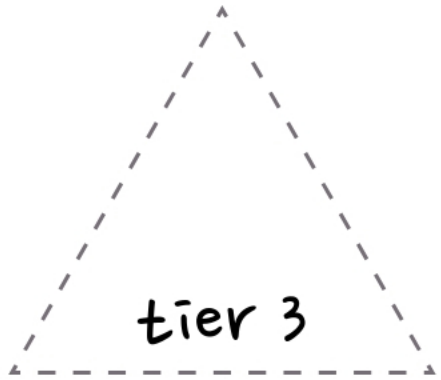
cultural/ Indigenous

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?

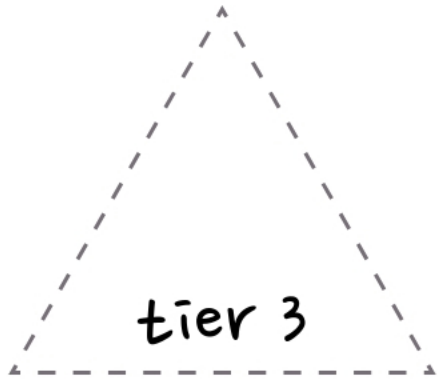
What essential supports are needed to meet the goal?







RTI/MTLS: ESSENTIAL SUPPORTS



Designed for one; useful for one

Layered Support Cake of Love: Classroom Support Plan

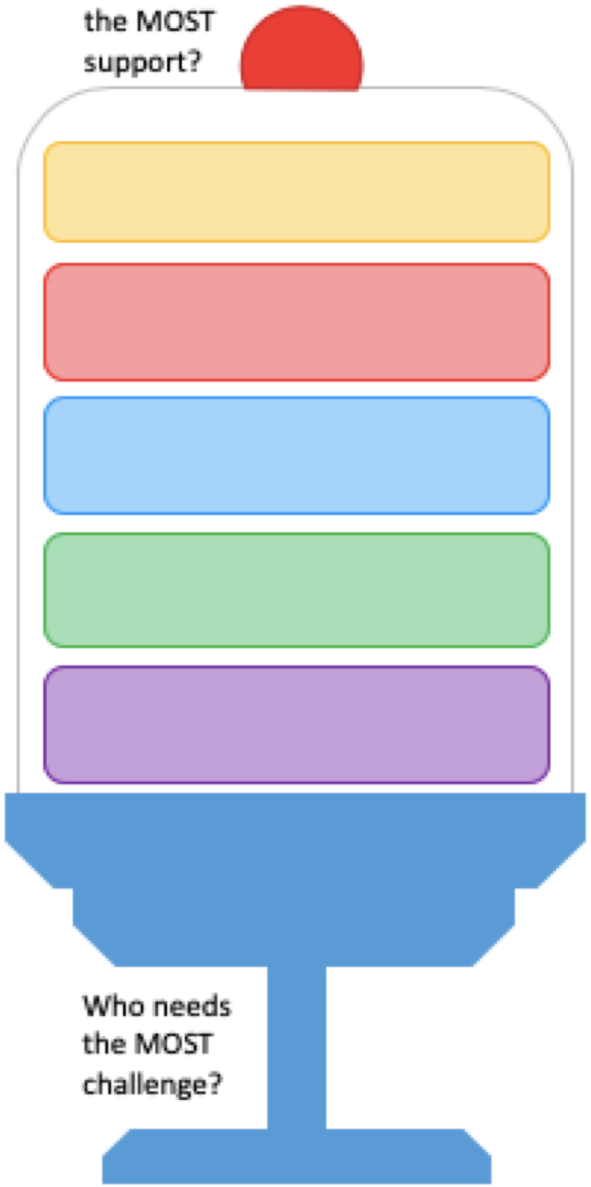
Essential (E)
Targeted (T)
Universal (U)

Party (Class):

Cake Flavour (Lens):

Who needs the TARGETED support?

Who needs the MOST support?



Who needs the MOST challenge?

Toppings (Even More Supports)

Student(s) in mind | Support/ Strategy

Student(s) in mind | Support/ Strategy

Layers of The Cake (More Supports)

Cake Stand (Supports for ALL)

UDL Structures for this Class:

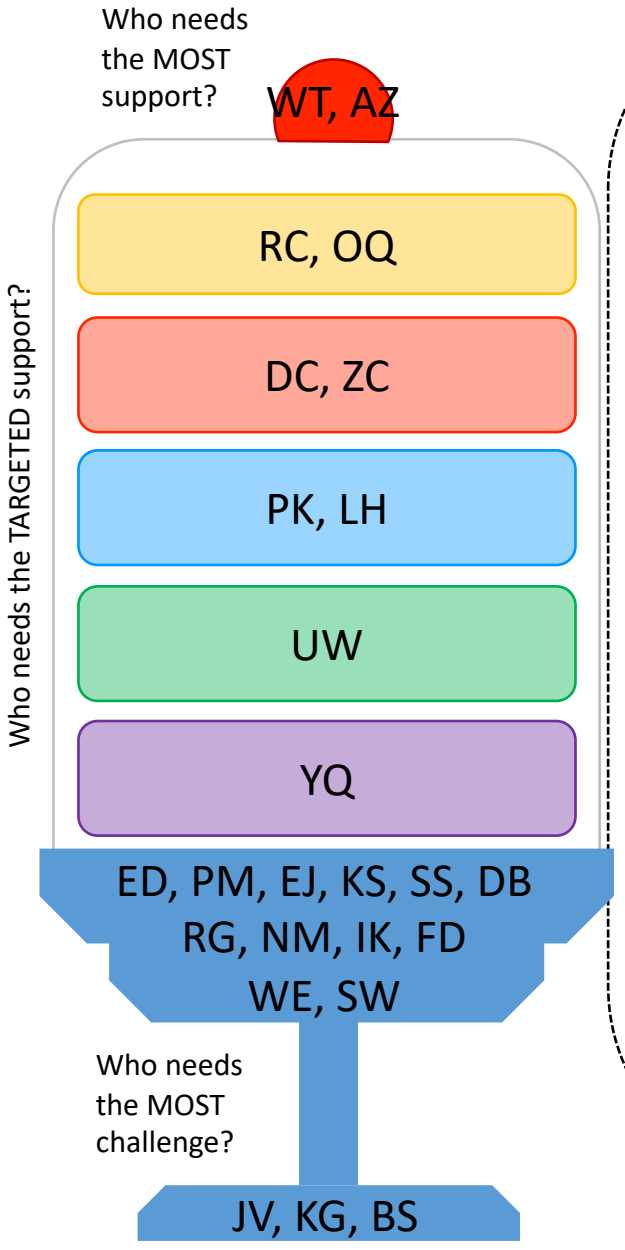
Reconciliation Structures for this Class:

Classroom Support Plan: S, Moore, 2019

Layered Support Cake of Love: Classroom Support Plan

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

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



Toppings (Even More Supports)

Student(s) in mind	Support/ Strategies
W.T (Cognitive/SLP) A.Z. (Behaviour)	- AAC device, Accessible text/ goal, objects - Quiet zone, 2 min breaks, check ins, incentive system, multiple levels of text, high interest

Layers of The Cake (More Supports)

Student(s) in mind	Support/ Strategy
R.C./ P.K/ I.H. (ELL)	- Visuals, vocabulary connections, word walls, strategic partnering
U.V. / D.C./ Z.C. (Learning)	- choice of challenge, clear learning intentions/ goals, video, outside learning, strategic groupings
P.S./ U.W./ O.Q. (Behaviour)	- structure, routine, transition countdown, first/then, personal check ins, regulation breaks
Y.Q. (LGBTQ2S+ family)	- text with diverse families, adjust binary family activities, demystification

Cake Stand (Supports for ALL)

UDL Structures for this Class:
Connect: "I can statements…," visual task reference, prior knowledge activity, incorporating objects/play,
Process (input) Centers, teach vocabulary, modelling, conferencing
Transform (output): Building/showing learning, Technology (SeeSaw), flexible seating, activity breaks, chunking tasks, choice of challenge

Reconciliation Structures for this Class: We can learn by exploring our identities

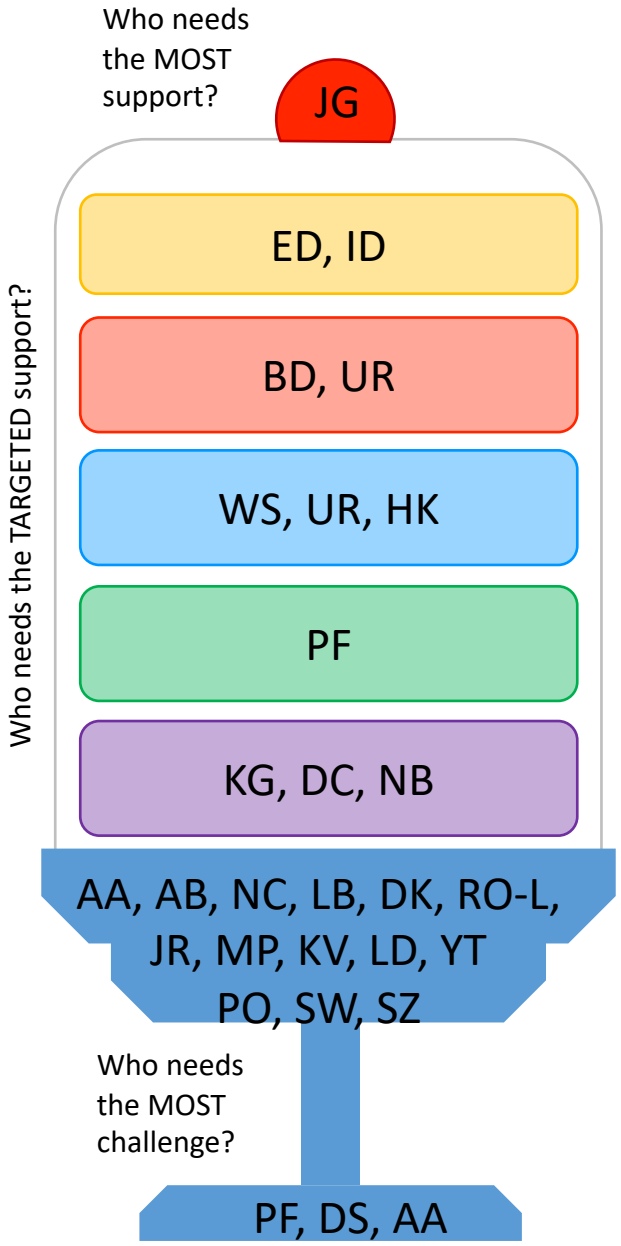
Classroom Support Plan: S, Moore, 2019

Layered Support Cake of Love: Classroom Support Plan

Party (Class): Grade 10

Cake Flavour (Lens): Math

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



Toppings (Even More Supports)

Student(s) in mind	Support/ Strategies
J.G. (Cognitive)	- Access goal/text, object schedule, bin system, facilitate social connection, frequent breaks, seizure awareness

Layers of The Cake (More Supports)

Student(s) in mind	Support/ Strategy
E.D. (Autism)	- Structure, routine, real life examples , concrete options to show learning, works well with G.K.
U.R./W.S. (Learning)	- small group conference to build base skills, accessible numbers, choice of challenge
P.F. (Gifted)	- Choice of Challenge, extension options, organizational system for work
I.D./H.K./P.F./DC/NB (Anxiety)	- Accessible tasks, check ins, homework optional choice of expression (abstract, pictoral, concrete) - praise, encouragement, goal setting
K.G. B.D. (cultural)	- community building, strength based, indigenous text/perspectives, voices, leadership opportunities

Cake Stand (Supports for ALL)

UDL Structures for this Class

Engagement: Provide options for recruiting interest by (optimizing, relevance, value and authenticity)

Representation: Provide options for languages and symbols by (supporting decoding text, mathematical notation and symbols)

Expression: Provide options for executive functions by (supporting planning and strategy development)

Reconciliation Structures for this Class: We can learn by seeking multiple perspectives

Classroom Support Plan: S, Moore, 2019

Class Review for: _____

Teacher(s): _____

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

(adapted from Brownlie & King, 2000)

Interests

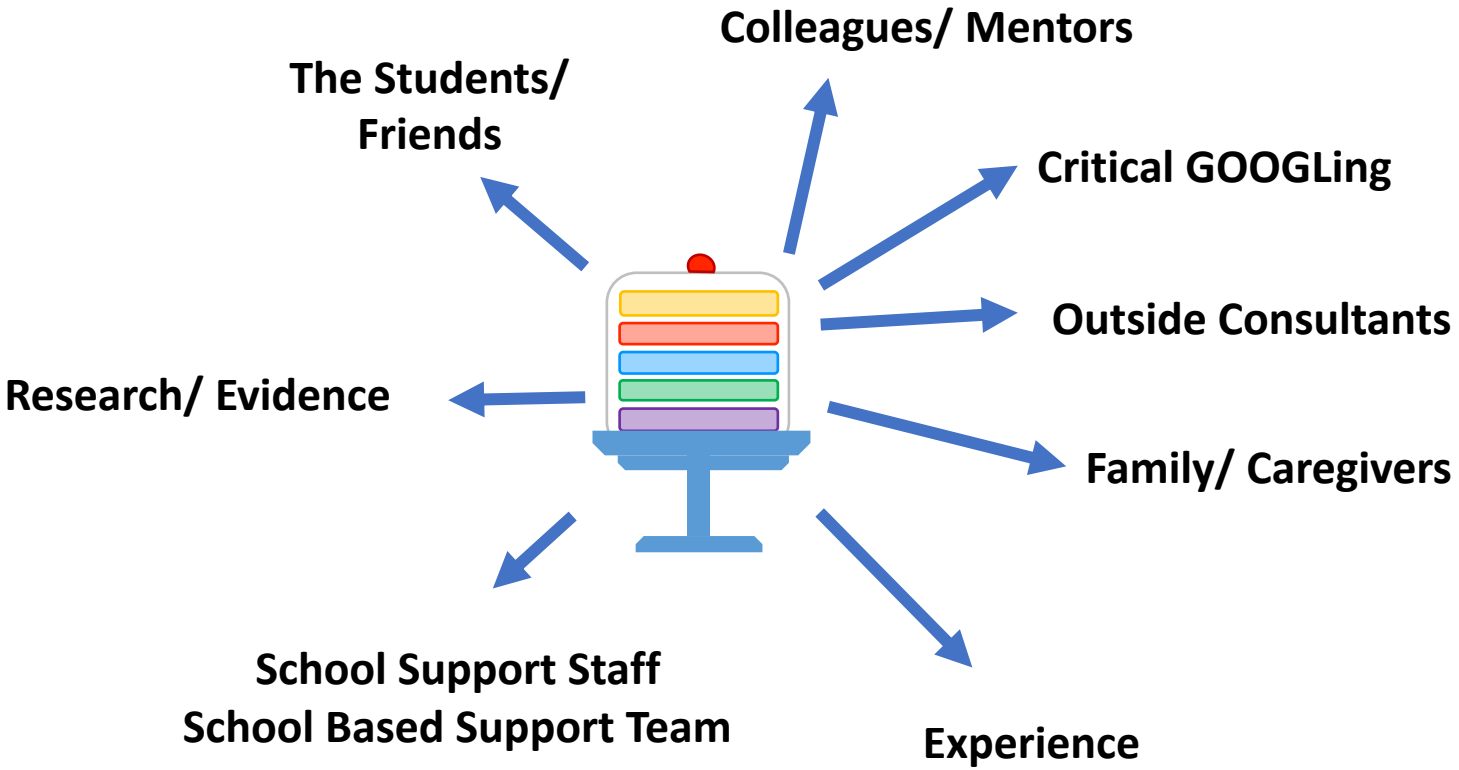
Classroom Strengths	Classroom Stretches

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?

Guiding Unit Question:

Lesson Goal(s):

Connecting Activity (Engagement)

Mini Lesson (Representation):

Processing Tasks (Representation):

I Need to…	I Must…	I Can…	I Could…	I Can Try to…
Access	All	Most	Few	Challenge

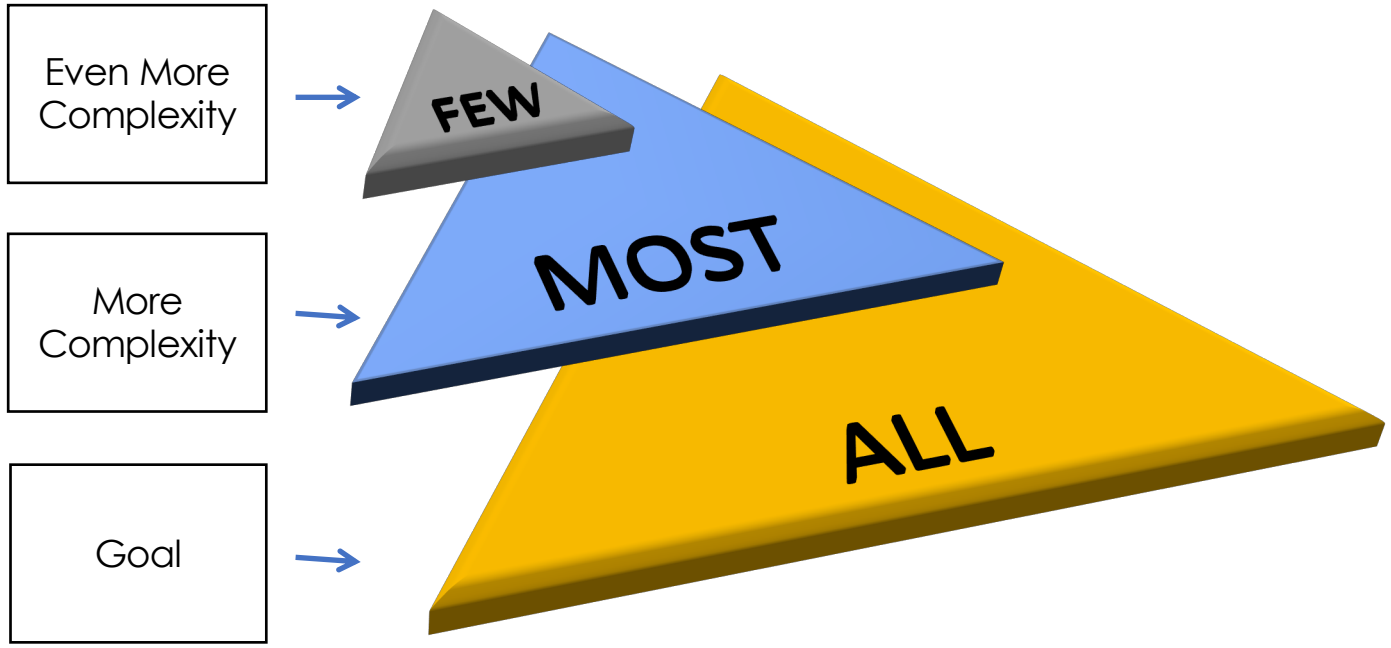
Transforming & Personalizing Activity (Expression):

Essential Supports
(designed for 1, useful for 1)

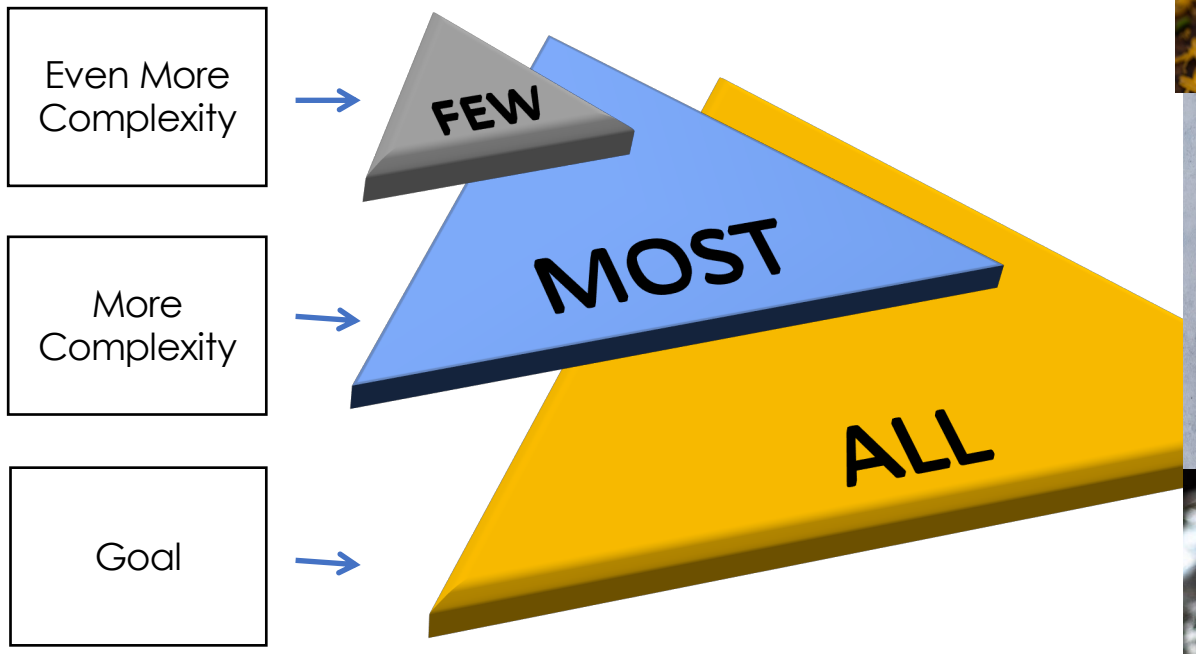
Targeted Support
(designed for some, useful for some)
Choice of:
-

Universal Supports
(designed for some, useful for all)

Start from access, build on challenge: Planning Pyramid



Planning Pyramid





RTI Triangle

Grade/Course/Subject (place)

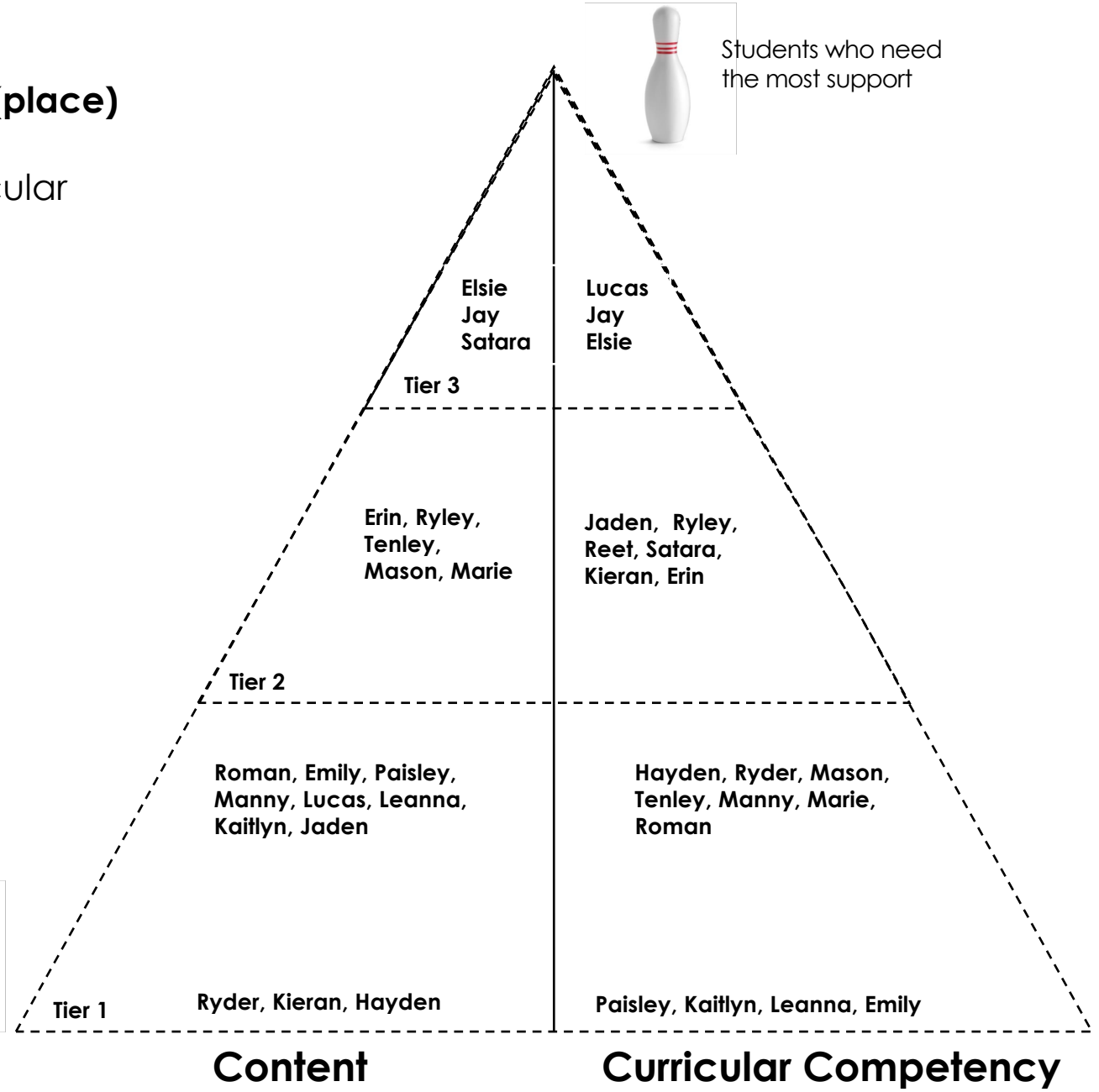
Grade 2/3 – Cross Curricular

Curricular Lens:

Science/Art

Competency Lens:

Language Arts/Design



Grade:	Subject Area:	Planning Team:
Big Idea: ADST, Science, Art, Language Arts (output) - play, curiosity, forces, influence movement, creative expression, risk taking, language & joy		Unit Guiding question: Who are our monsters? How many ways can we catch a monster?
Content Goal: Science		I know types of forces
Content Goal: Language arts		I know elements of a story
Curricular Competency Goal: ADST		I can make a monster trap
Curricular Competency Goal: Science		I can plan and test my monster trap
Curricular Competency Goal: Art		I can explore and create using art processes and materials
Curricular Competency Goal: LA		I can create a story for an audience
Cross Curricular Competency		I can use materials safely

Guiding Unit Question: How can I build a monster trap?

Lesson Goal(s): I know that fall, push and pull are different kinds of forces

Date:

Connecting Activity: 3 stations – where in the world can we find things that fall, things that are pushed, things that are pulled (draw, write, tell) – 6 groups (3+) -

Mini Lesson: what do all of these have in common? FORCE – watch a video to get more ideas
Model -

Processing Tasks

I Need to…	I Must…	I Can…	I Could…	I Can Try to…
know fall, push & pull	incorperate or explain a force in my trap that includes a falling element	incorperate or explain a force in my trap that includes a push or pull	incorpate a material that speeds up force	incorporate a material that slows down a force
Access	All	Most	Few	Challenge

Transforming & Personalizing Activity: Small group share
- **Appreciate circle**

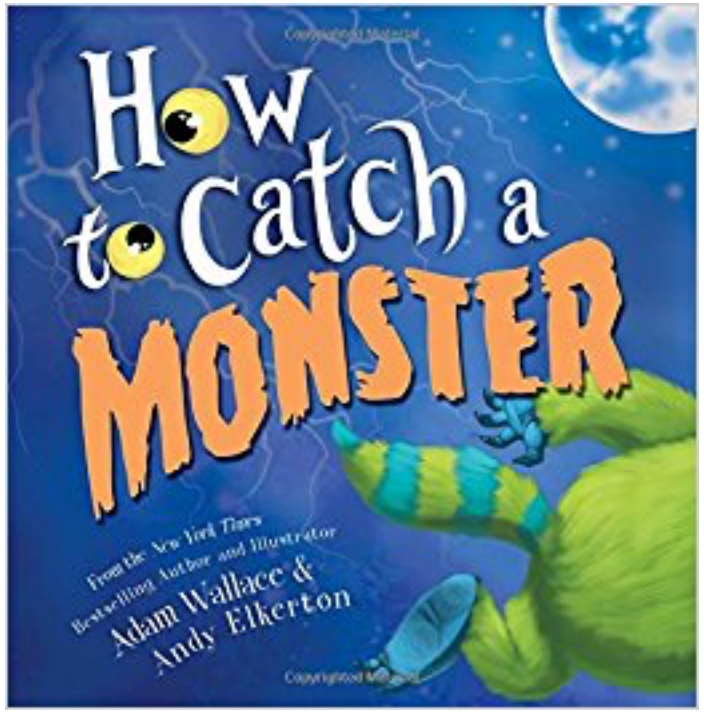
Essential Supports
(designed for 1, useful for 1)

Targeted Support
(designed for some, useful for some)
Choice of:
- Headphones/ alternate space
- Different roles- talker, writer, drawer, demonstrator
- Proximity
- Pcs symbols of examples

Universal Supports
(designed for some, useful for all)
- Modelling
- Task analysis
- Graphic organizers
- Visuals of vocabulary
- Structured groups - premade
- Objects/visuals at stations
- Movement/hands on

Who are our monsters?

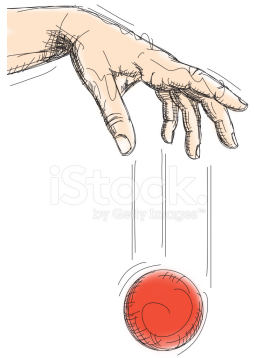
How many ways can we catch them?



Goal: I can add a force to my monster trap!

Where in the world do things:

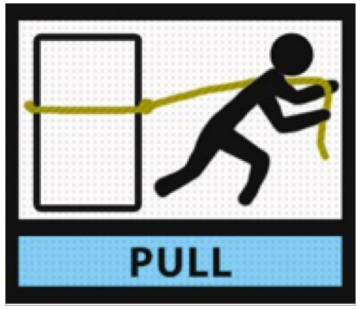
Fall



Push



Pull



In groups of 3…

- 3 minutes at each station
- Record ideas
  - Draw
  - Write
  - Show
  - talk

What do falling, pushing, and pulling have in common?

FORCE

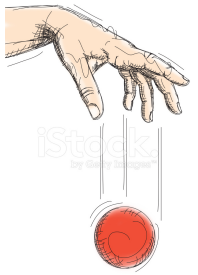
What ideas to add to our stations?

Your job today!

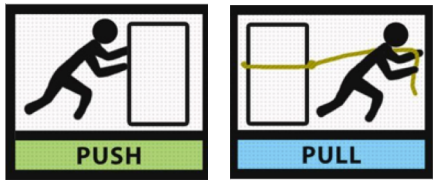
Add a FORCE
to your
monster trap!

Your job today!

1. Add a force that falls



2. Add a force that push or pulls



3. Add a material to speed up the force



4. Add a material to slow down the force



Share Out!

What force did I try out?

What materials did I use?

What to stay connected?!

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