

# SHELLEY MOORE



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[www.fivemooreminutes.com](http://www.fivemooreminutes.com)

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# Thinking Back

1. What do you remember from the last time we were together
2. What are some things that you are trying in your context that supports inclusion?
3. What are you hoping to get out of this morning?



ON PEUT RIEN FAIRE ENSEMBLE,  
ON EST TROP DIFFÉRENT .



C'EST PAS VRAI. BIEN  
SÛR QU'ON PEUT .

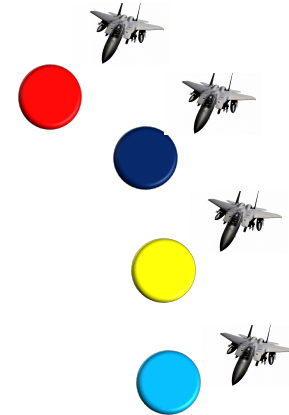
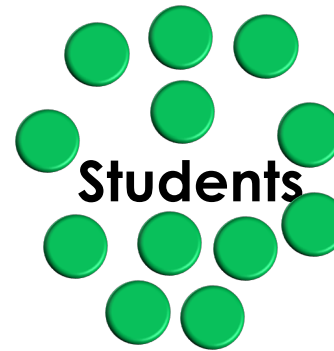
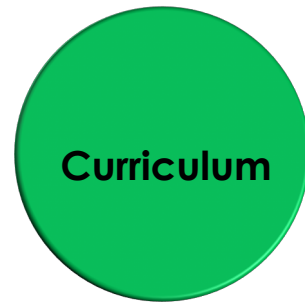
POURQUOI TU DIS ÇA ?



PARCE QU'ON RÉSOULT PAS UN  
PUZZLE AVEC DES PIÈCES  
IDENTIQUES.



# WHAT'S THE DIFFERENCE?



# DESIGN: THE MOST UNDERUTILIZED SUPPORT



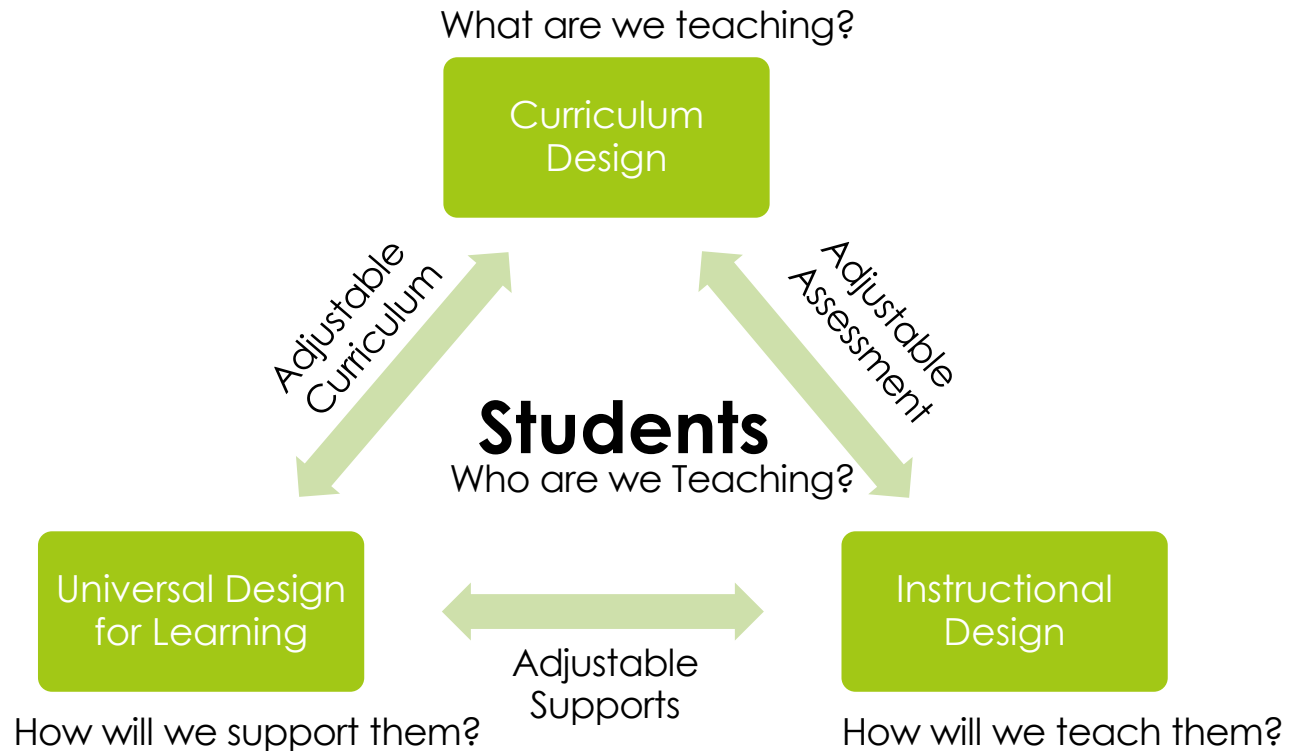
# HOW DO WE **DESIGN** AN ADJUSTABLE **AIRPLANE**?

- 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?

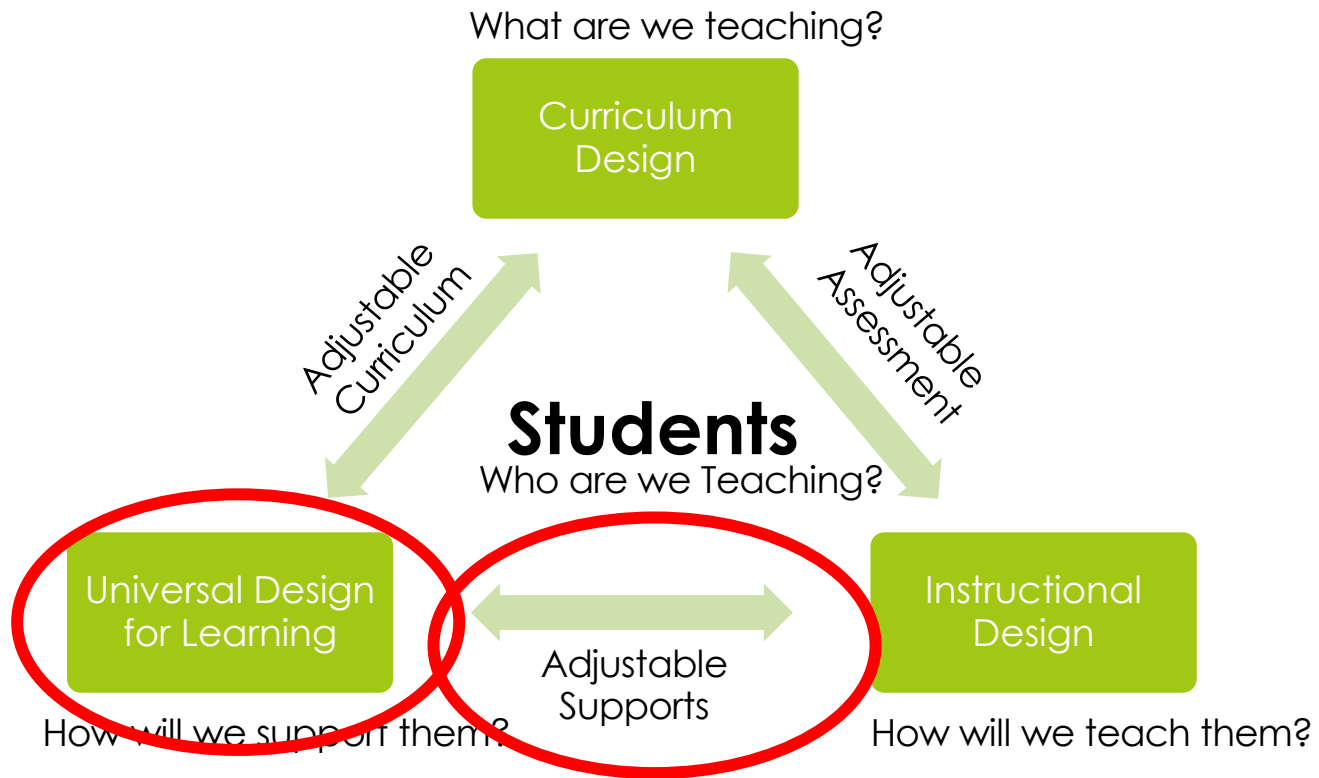
# HOW DO WE **DESIGN** AN ADJUSTABLE **CURRICULUM**?

- 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?

# Educational Architects: Designing with Equity in Mind



# Educational Architects: Designing with Equity in Mind





# **SHIFTING OUR SUPPORT MODELS**



# The cupcake Model



Special Education  
Medical Model

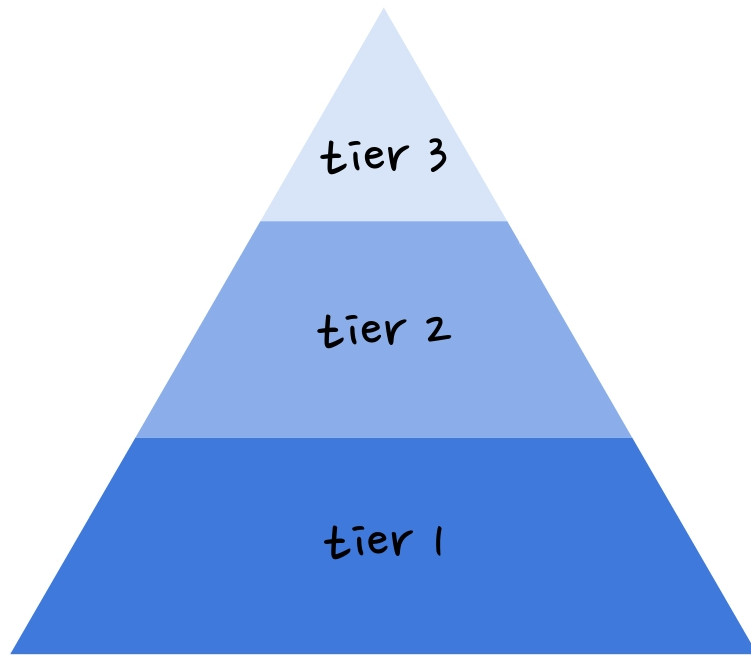
## The cupcake model



## The layered cake model



# RTI: RESPONSE TO INTERVENTION



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

# RTI: RESPONSE TO INTERVENTION ??

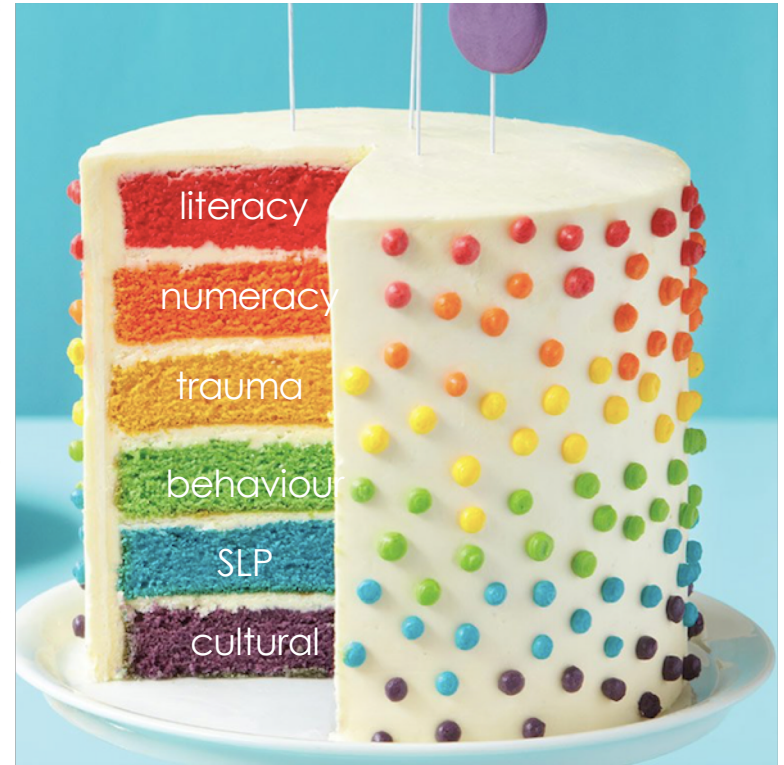
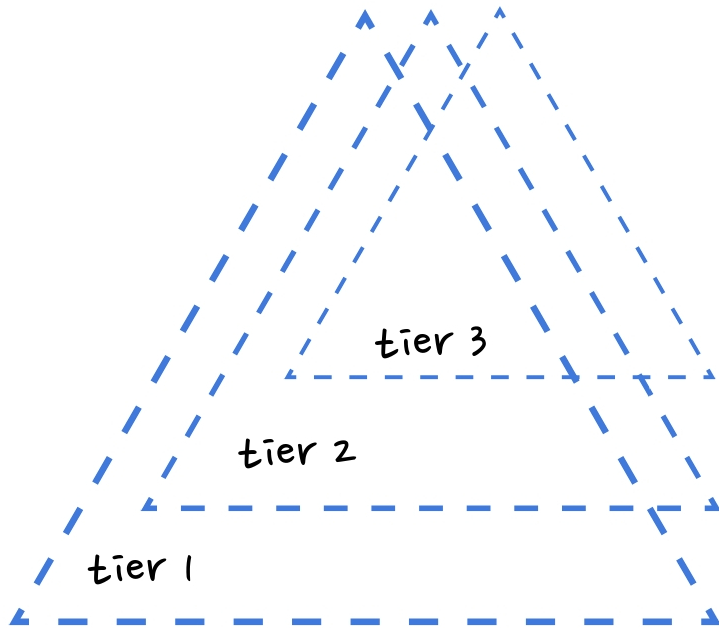
modifications

adaptations

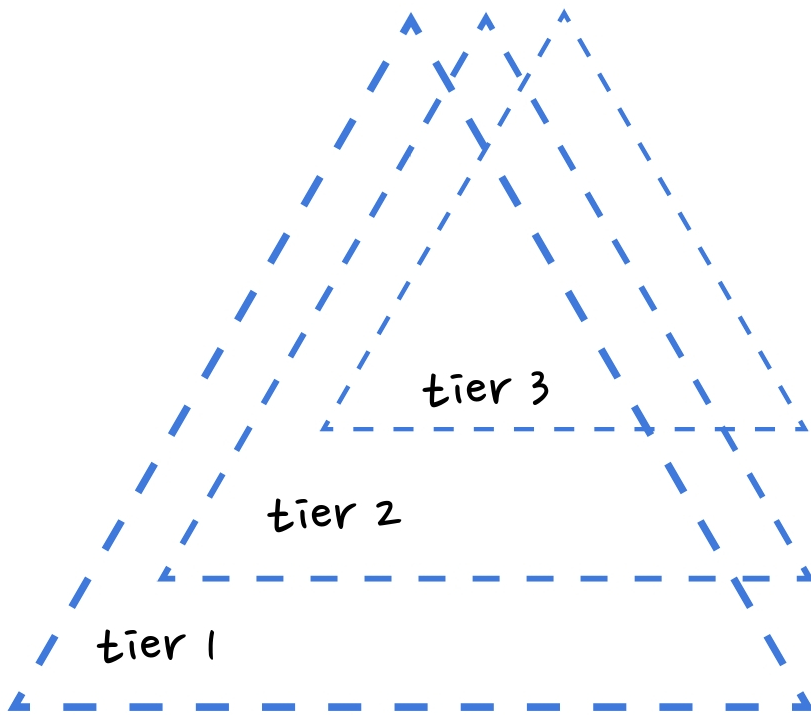
no support



# RTI: RESPONSE TO INSTRUCTION



# RTI: RESPONSE TO INSTRUCTION

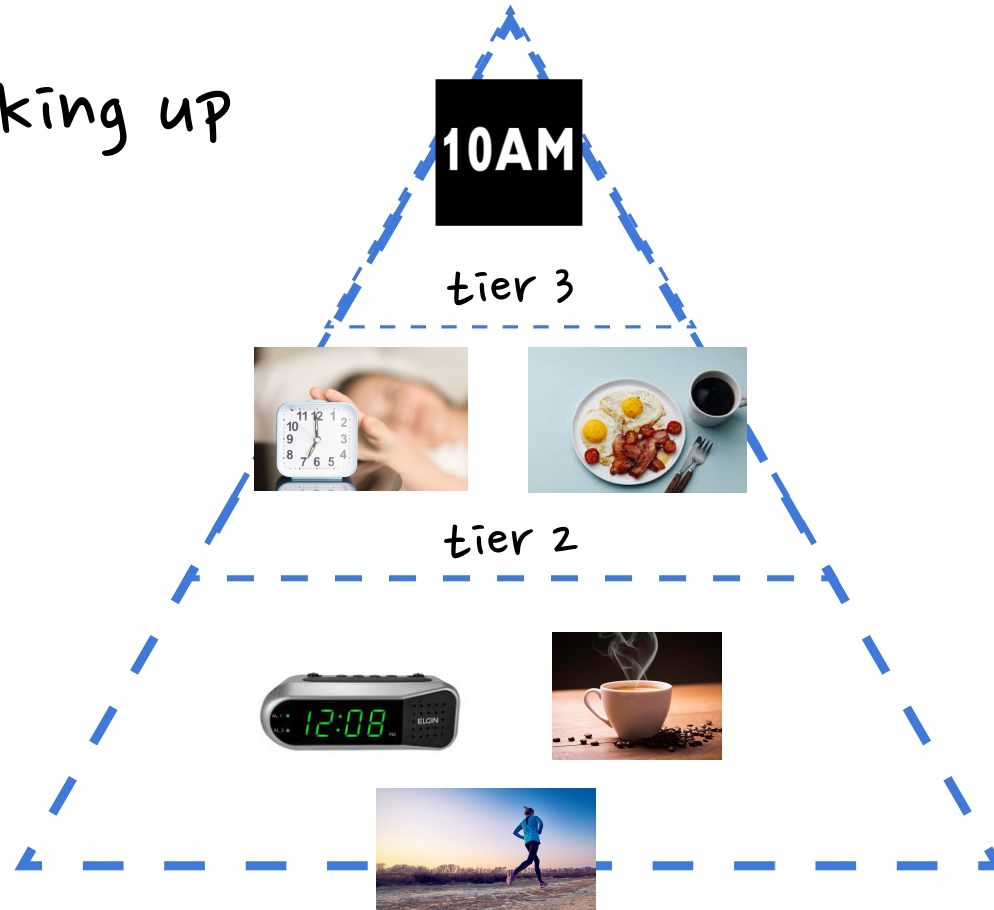


- early instruction of support
- assessment of the environment
- universal supports



# RESPONSE TO INSTRUCTION

Lens: Waking up



Shelley Moore, 2019

@tweetsomemoore

# 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

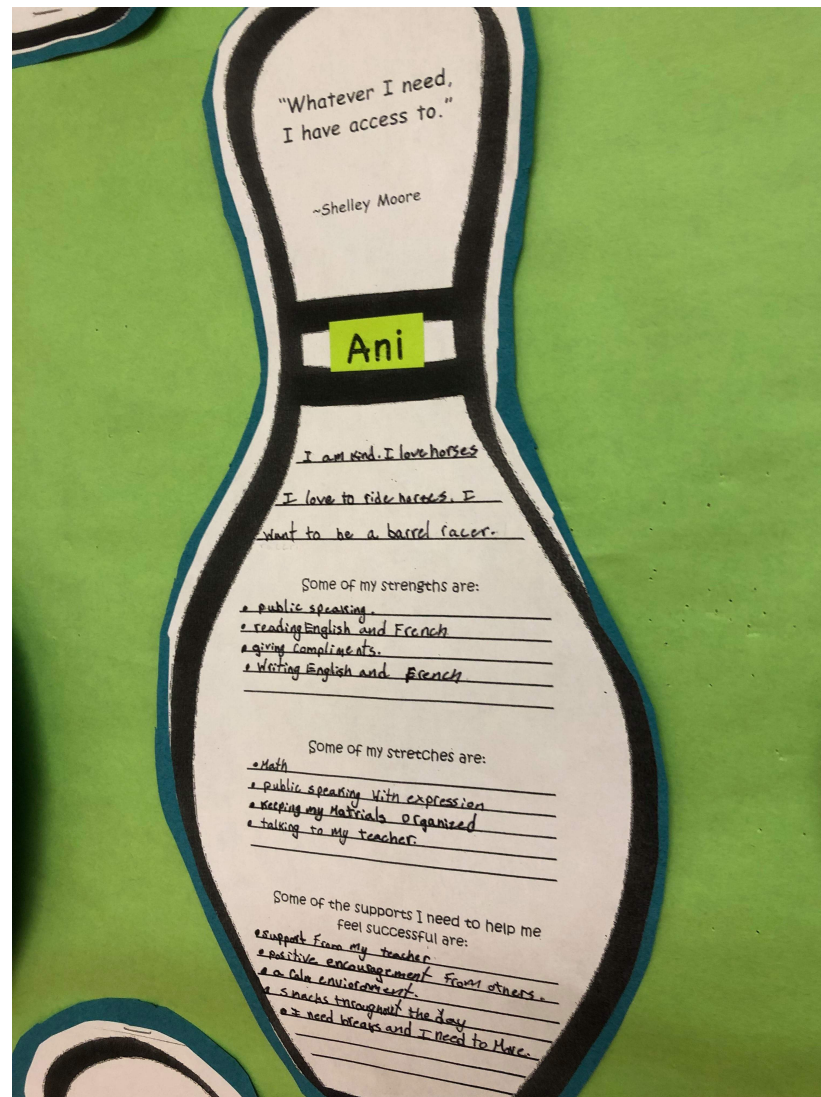
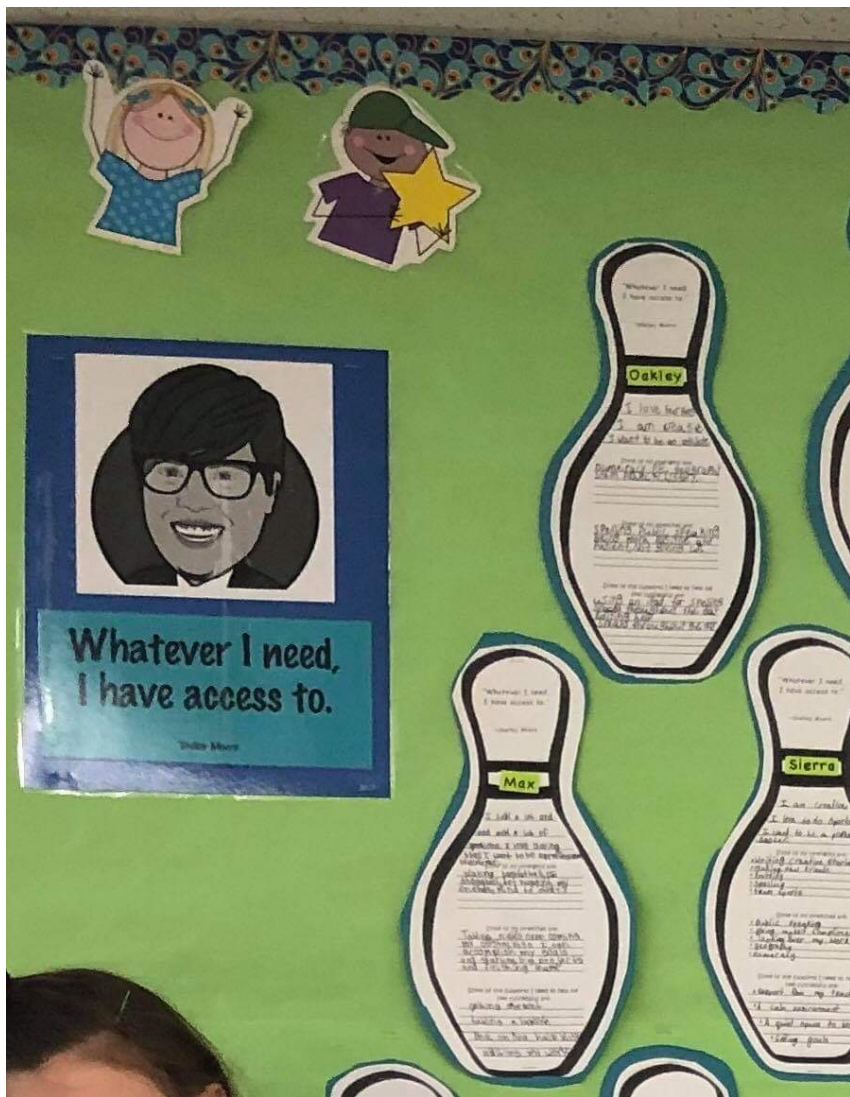
$$\text{RTI} + \text{UDL} = \text{SRL}$$

Response to  
Instruction

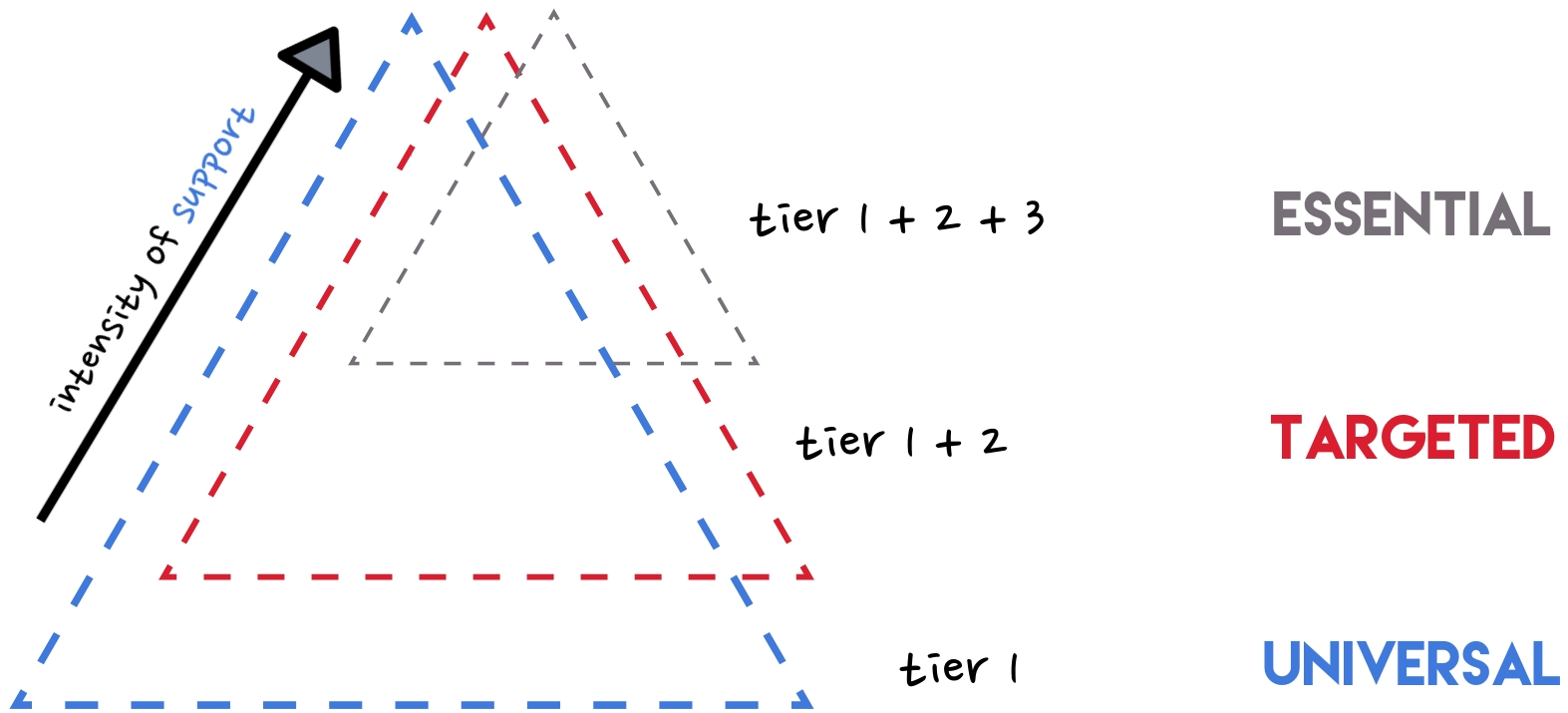
Universal  
Design for  
Learning

Self Regulation  
for  
Learning

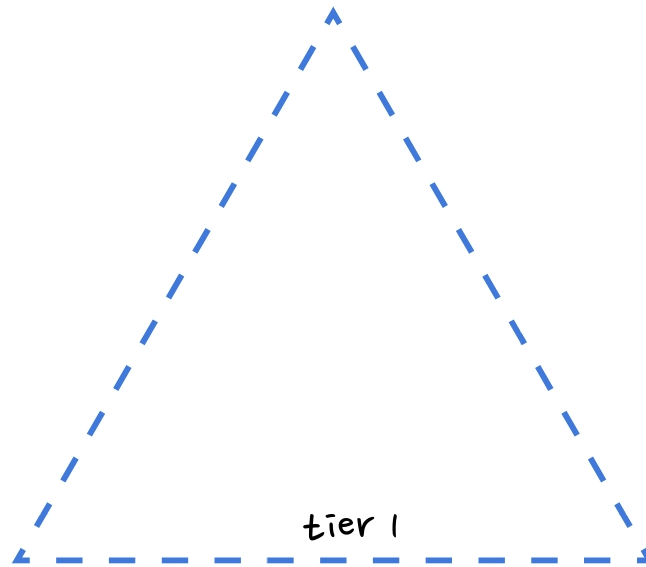




# RTI/MTLS



# RTI/MTLS: **UNIVERSAL** SUPPORTS

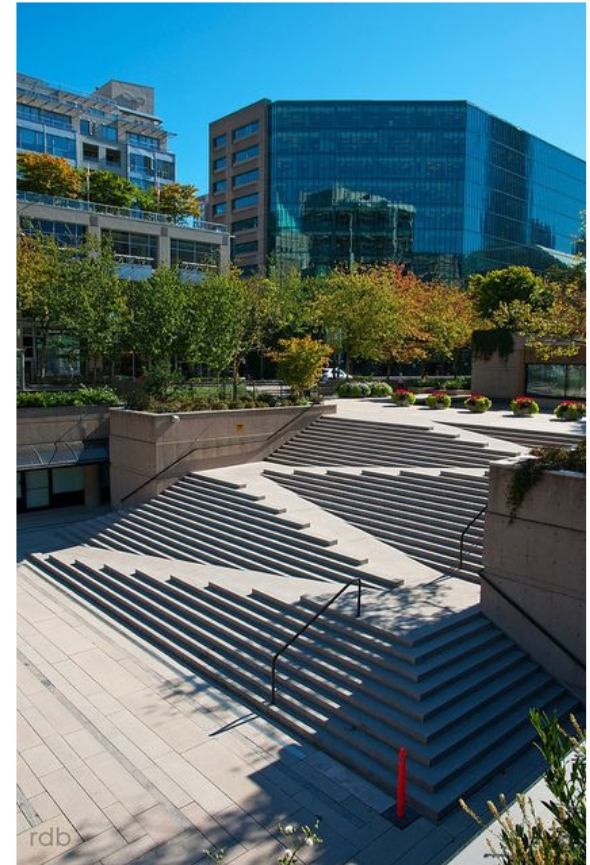


Designed for one or more; useful for **ALL**



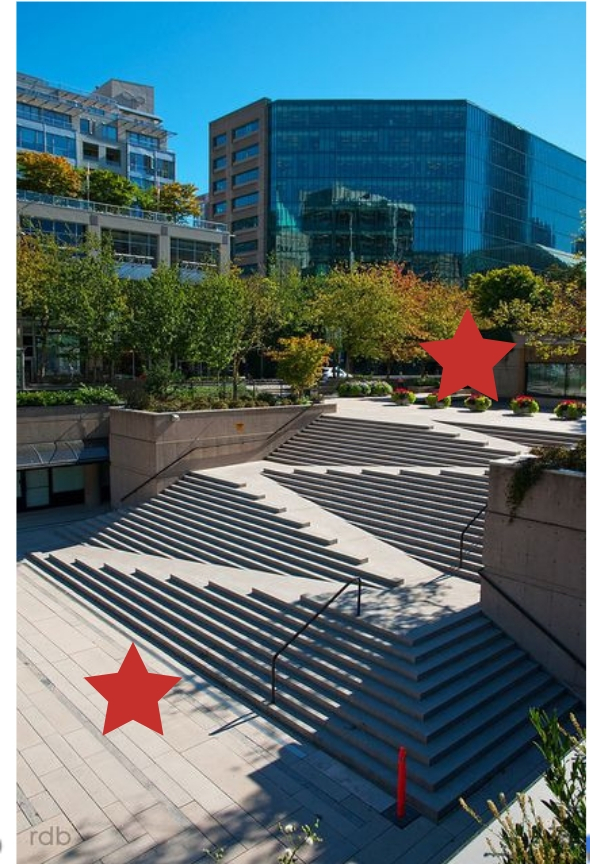
# UNIVERSAL SUPPORTS

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**?



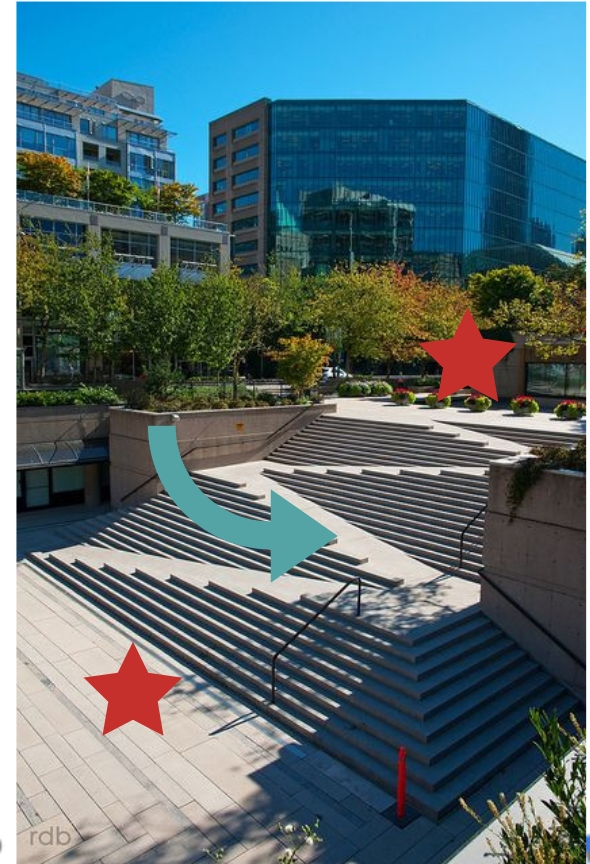
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# WHAT ARE THE STAIRS/ RAMPS FOR LEARNING?

## Universal Design for Learning Guidelines



Provide Multiple Means of  
Engagement



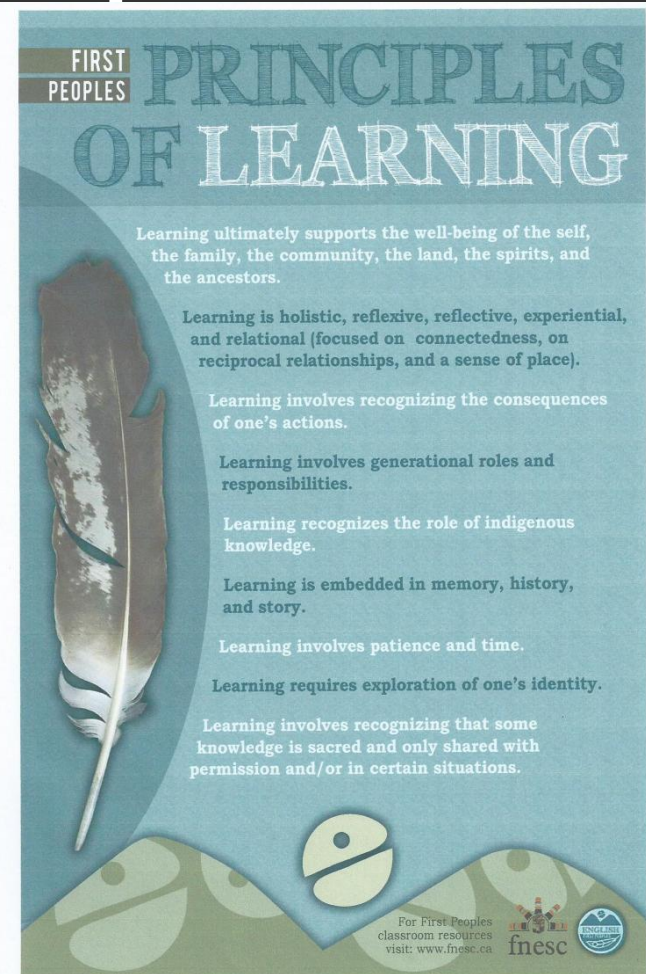
Provide Multiple Means of  
Representation



Provide Multiple Means of  
Action & Expression

# Reconciliation Ta

- <http://www.fnesc.ca/irsr/>
- <https://www.edcan.ca/articles/truth-reconciliation-classroom/>
- <https://www.reconciliationeducation.ca>



# Equity Targets

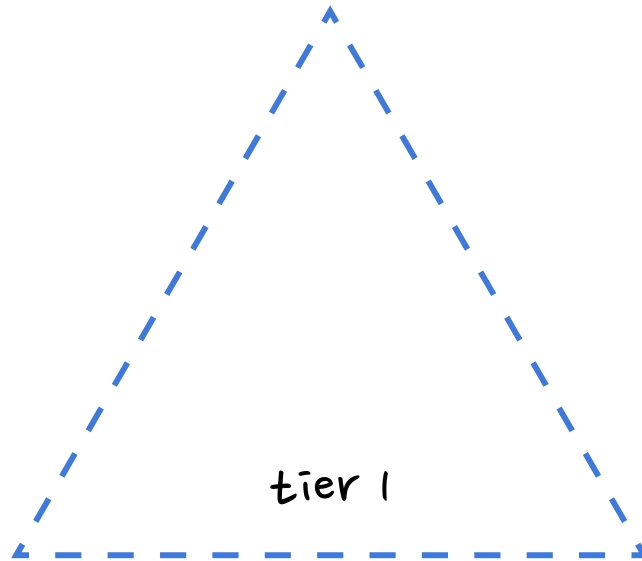
■ <http://laspdg.org/files/Equitable%20Classroom%20Practices%20Observation%20Checklist.pdf>

■ <https://ssrce.ca/wp-content/uploads/2016/01/Culturally-Responsive-Teaching-Checklist-1-page-highlighted.pdf>

■ <https://www.wgu.edu/heyteach/article/5-things-you-can-do-support-your-lgbtq-students1809.html>

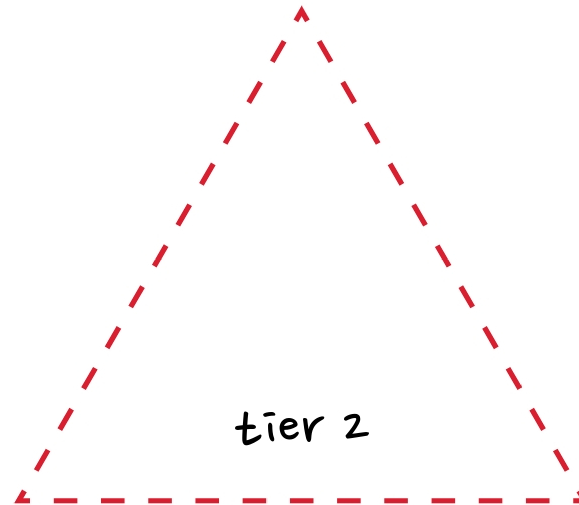
Louisiana State Personnel Development Grant				
Adapted from "A Resource for Editable Classroom Practice," 2010				
Editable Classroom Practices Observation Checklist				
<p>Editable Classroom Practices is a checklist of 23 specific, observable teacher behaviors that reflect culturally responsive teaching through examples. This tool can be used as self-reflection or by an external observer to become more aware of incorporating equitable practices. Please note that the statements in red offer more definitive guidance regarding the equitable classroom practice. This guide is not an all-inclusive description of best instructional practices.</p>				
Teacher	Observer	Subject	DateTime	Not Observed (0 points)
Editable Classroom Practice				
1. Welcomes students by name as they enter the classroom				
2. Asks students for correct pronunciation of their names; correctly pronounces students' names				
3. Uses eye contact with all students				
4. Makes culturally appropriate eye contact with all students				
5. Uses proximity with all students				
6. Checks around student work areas to be close to all students				
7. Uses body language, gestures, and expressions to convey a message that all students' questions and opinions are important				
8. Moves in a timely manner; leans toward students; turns toward students who are seeking to show interest				
9. Analyzes the classroom to accommodate discussion				
10. Arranges seating to facilitate student-student discussion; 2. Seating to facilitate teacher-student discussion				
11. Ensures bulletin boards, displays, and instructional materials, and other visuals in the classroom reflect the racial, ethnic, and cultural backgrounds represented by students				
12. Displays and uses materials (e.g., photographs, books) that reflect all students' racial, ethnic, and cultural backgrounds				
13. Displays and uses materials (e.g., photographs, books) that reflect all students' racial, ethnic, and cultural backgrounds				
14. Uses a variety of visual aids and props to support student learning				
15. Uses multiple photos, pictures, and props to illustrate concepts and content; Uses appropriate technology to illustrate concepts and content				
16. Reads, uses, and displays some words in students' heritage languages				
17. Posts some content words or phrases in students' heritage languages; Uses some words or phrases from students' heritage language in the classroom				
18. Models use of graphic organizers				
19. Uses a variety of graphic organizers during instruction; Encourages students to identify and use the task				
20. Encourages students to identify and use the task				
21. Uses class building and teambuilding activities to promote peer support for academic achievement				
22. Structures academic and social interactions between students				
23. Uses random response strategies				
24. Uses random response strategies (e.g., unprompted heads, color-coded cards, equity sticks, calling sticks)				
25. Uses cooperative learning structures				
26. Structures opportunities for students to learn with and from their peers (e.g., Think-Pair-Share, Teammates consult, Jigsaw, Quiz Check, Partner A and B, Boggle, Last Word)				
27. Structures heterogeneous and cooperative groups for learning				
28. Uses random grouping method to form small groups; Explicitly teaches collaborative learning skills to students; Provides opportunities for cooperative groups to process/reflect on how well they accomplished the task				
29. Uses grouping and waiting techniques to assist students to answer				
30. Rephrases the question; Asks a related question; Gives student a hint, clue, or prompt				

# RTI/MTLS: **UNIVERSAL** SUPPORTS



Designed for one or more; useful for ALL

# RTI/MTLS: **TARGETED** SUPPORTS

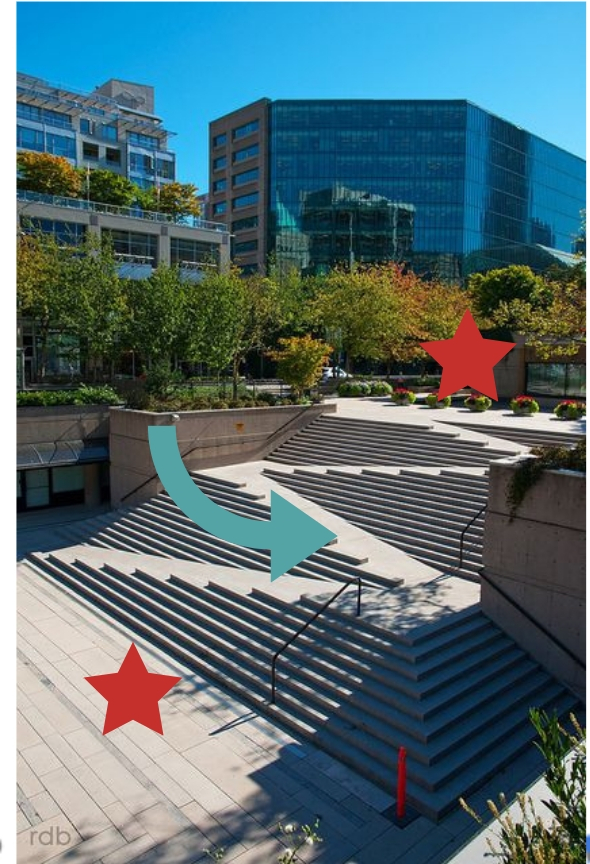


Designed for one or more; useful for some



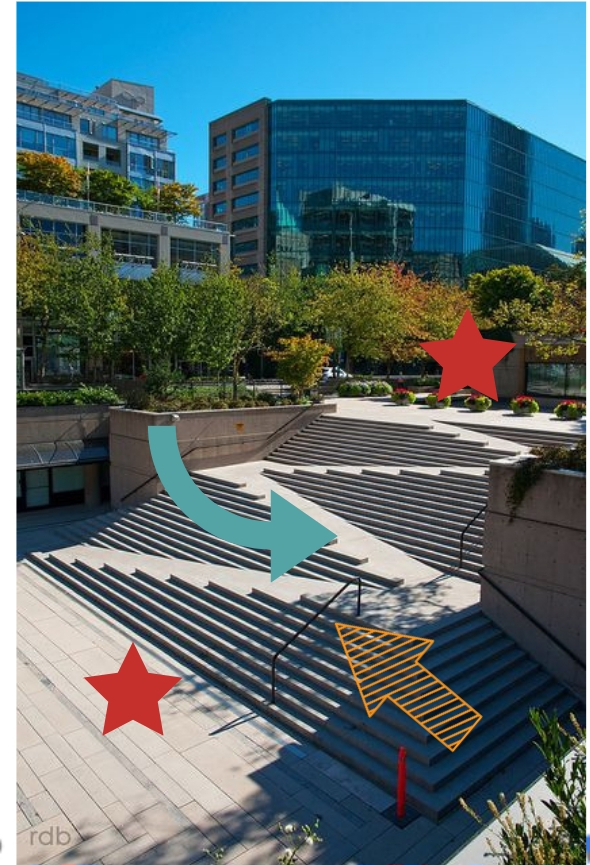
# TARGETED SUPPORTS

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?



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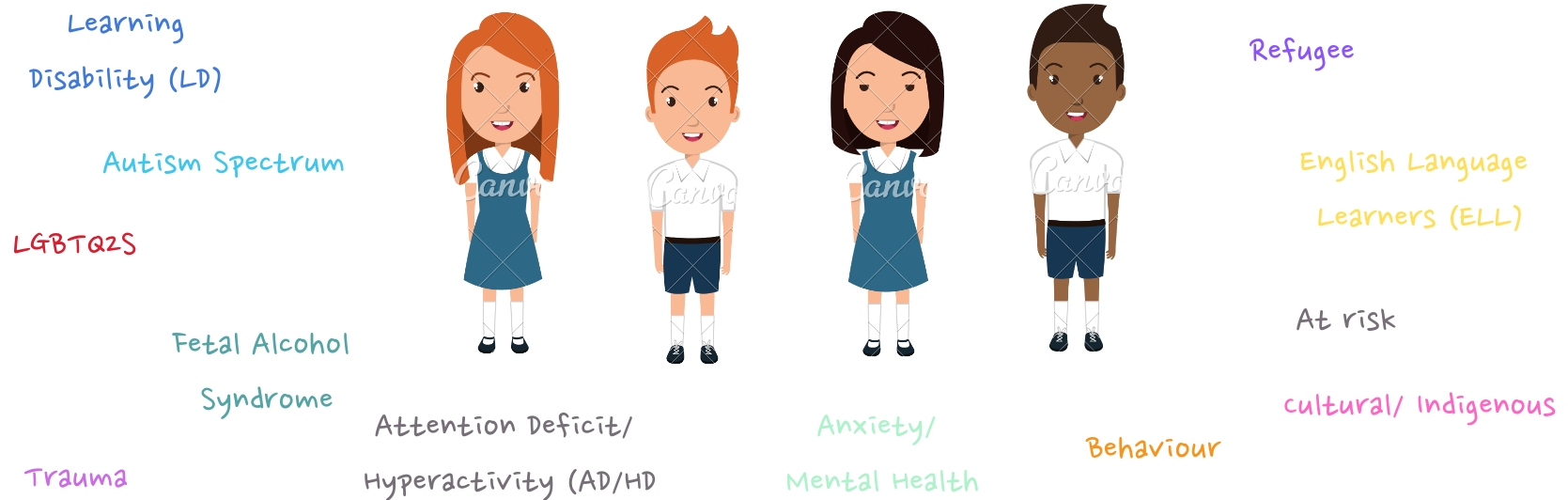
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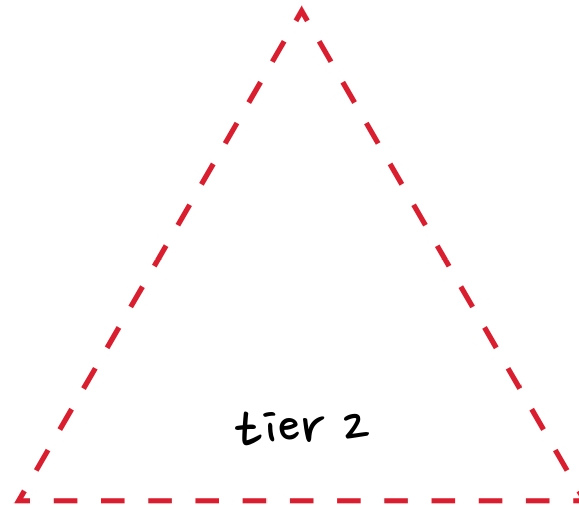


# WHAT ARE THE RAILS FOR LEARNING?

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

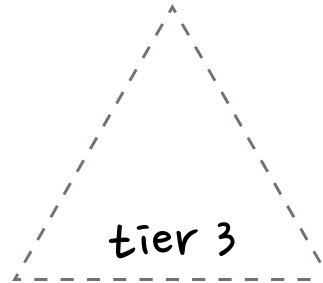


# RTI/MTLS: **TARGETED** SUPPORTS



Designed for one or more; useful for some

# RTI/MTLS: ESSENTIAL SUPPORTS

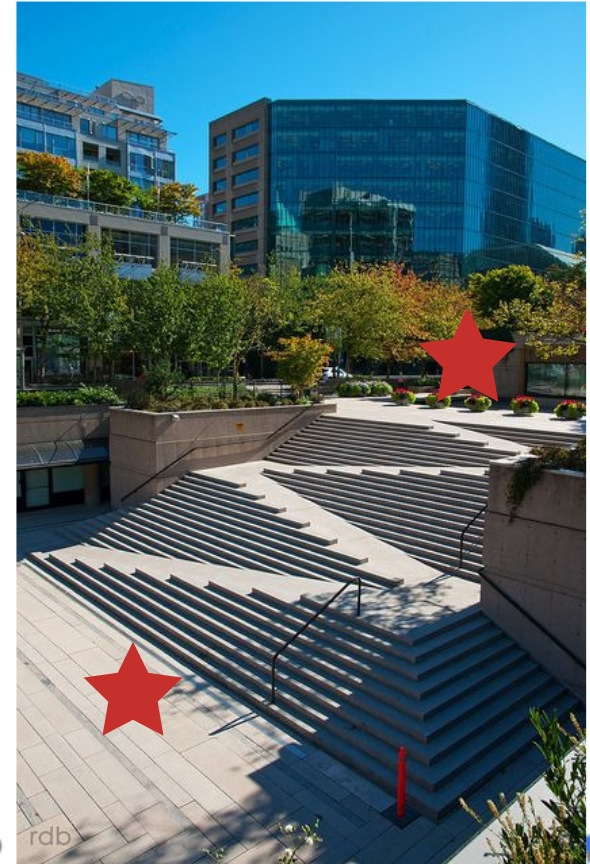


Designed for one; useful for one



# 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?

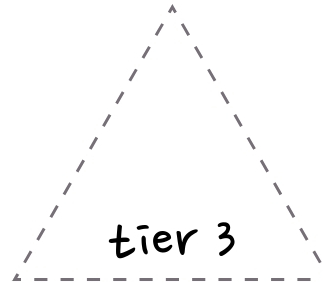


**INDI**

What essential supports are needed to meet the goal?



# RTI/MTLS: ESSENTIAL SUPPORTS



Designed for one; useful for one

# Classroom Support Plan





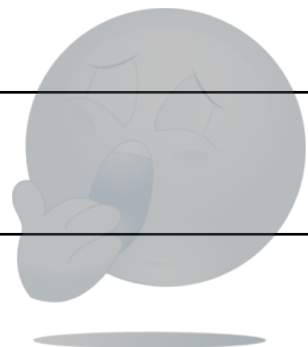
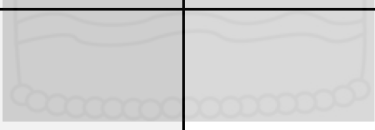
Teacher(s): \_\_\_\_\_

Support Staff: \_\_\_\_\_

Lens: \_\_\_\_\_

Range of Support (MTLS)

Range of Students (RTI)

Students...		Strategies & Supports		
who needs the most support		Universal Support (Good for ALL)	Targeted Support (CHOICE for ALL)	Essential Support (Good for ONE)
Need				
Need				
Need				
Need				
Need				
who needs the most challenge		Reconciliation & Equity Targets:		

# Classroom Support Plan

Teacher(s): Mr. Support Staff: Ms. L (support teacher last 20 min of block)

Class:

Grade 5

## Range of Support

Range of Students

Students...		Strategies & Supports		
Who needs the most support D.L, R.Y, O.M.		Universal Support (Good for ALL)	Targeted Support (CHOICE for ALL)	Essential Support (Good for ONE)
<b>Need</b> LD	<b>D.L., J.K., S,W</b>	Text at multiple reading levels, multiple types of text (oral, visual, written), You Tube, chunk lessons into 15-20 min chunks, activities to process new information, hands on, task clear and scaffolded, Summative tasks that build oral, visual & written skills, literature circles	Options to use technology (reader, scribe), a place to keep work in class so it doesn't get lost, small group option with Ms. L to work with on activities after lesson	
<b>Need</b> Behaviour	<b>R.Y., I.D., F, C, G, J., OM, DL</b>	Make personal connection daily, structure, agenda on board, start class with an accessible activity, movement breaks, music allowed when working, high interest texts, authentic and relevant	Taking breaks, flexible seating, parent check ins on good days, opportunities for leadership	Incentive monitoring system
<b>Need</b> LGBTQ2S+	<b>G, J.</b>	Text that includes diverse characters, avoid binary (students, folks, everyone), "safe place" sticker	opportunities for leadership, ask (and honour) preferred pronoun	
<b>Need</b> ELL	<b>P, K., I, L, E, E, OM</b>	Text at multiple reading levels, review vocabulary, use of visuals, strategic partnering	Small group option with Ms. L to work with on activities after lesson	translator
<b>Need</b> Anxiety	<b>R.R.</b>	Clear learning tasks and goals, control of complexity and what supports to use, challenge option, choice of audience size	Taking breaks, choice of where to work, homework optional, parent check ins	
Classroom Support Plan 2019 <b>Who needs the most</b>		<b>Reconciliation &amp; Equity Targets:</b> Shelley Moore,		



# Classroom Support Plan

Teacher(s):Mr. B

Support Staff: Ms. C (EA)

Class: Math Gr. 2

## Range of Support

Range of Students

Students...		Strategies & Supports		
<b>Who needs the most support</b> J.W.		<b>Universal Support</b> (Good for ALL)	<b>Targeted Support</b> (CHOICE for ALL)	<b>Essential Support</b> (Good for ONE)
<b>Need Cognitive</b>	J.W.	Start lesson with accessible task how to work with J.W., building community activities, manipulatives,	Access Point to curriculum (Math IEP goal), may need breaks, visual agenda on board that matches AAC device, strategic partnering, calculator	AAC Device, social role on class, works well with Y.T., glasses,
<b>Need Vision</b>	R.P	Large print & high contrast outline of handouts, do not change furniture floor plan	Sitting close proximity to front of class	Magnifier,
<b>Need Trauma</b>	H.L., U.B	Make personal connection daily, snacks, drinks allowed, chunk task into an essential portion,	Quiet zone in class, breaks, allow time to leave if needed, follow up later if they leave	Check in before class with Ms. H, might be late
<b>Need ELL</b>	Y.I., O.R., B, F, N.M	Teach important vocabulary for a lesson, visuals, manipulatives & visuals, strategic partnering, math word wall		translator
<b>Need Anxiety</b>	R.M.	Choice of challenge, choice of support options, target advocacy skills and risk taking opportunities, open ended tasks (not one answer)	Taking breaks, choice of where to work, homework optional, parent check ins	

**Who needs the most challenge**

### Reconciliation & Equity Targets:

- Sharing local Indigenous content for math concepts
- Standards based grading and reporting

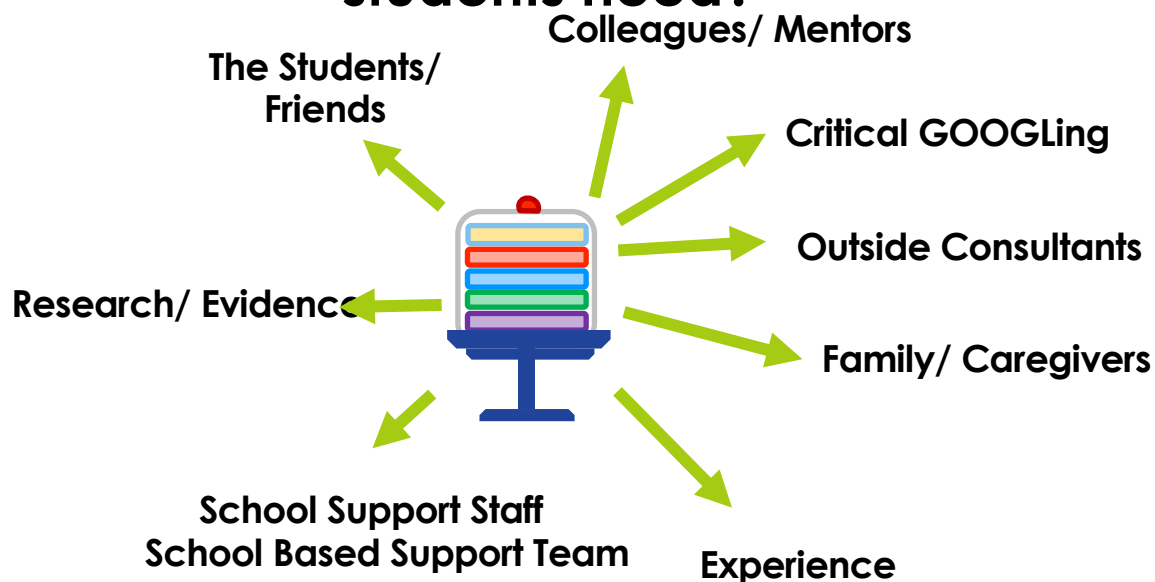
Shelley Moore,



# Layered Support Cake of Love: Classroom Support Plan



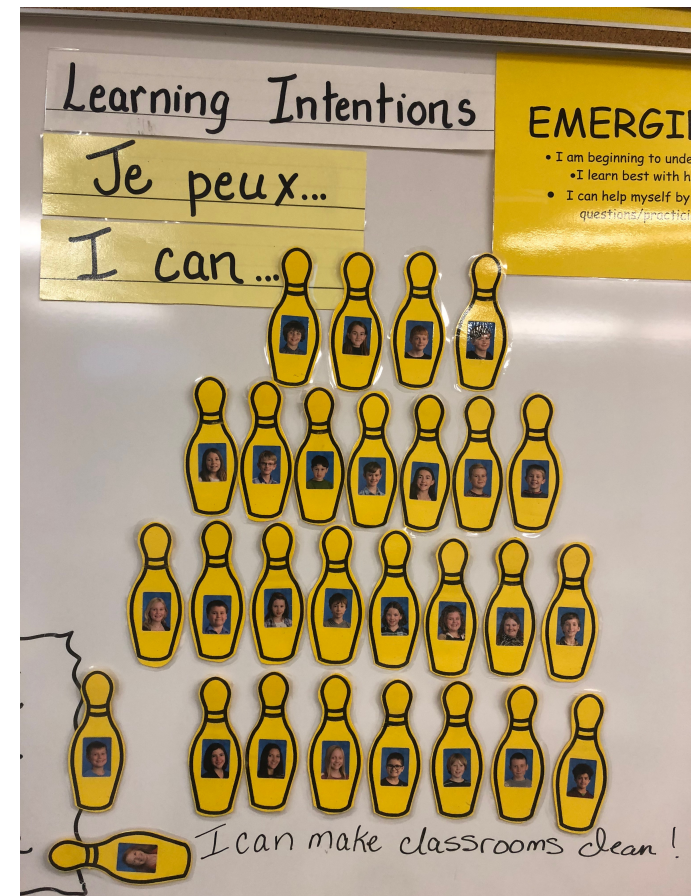
**How do we figure out supports or strategies students need?**



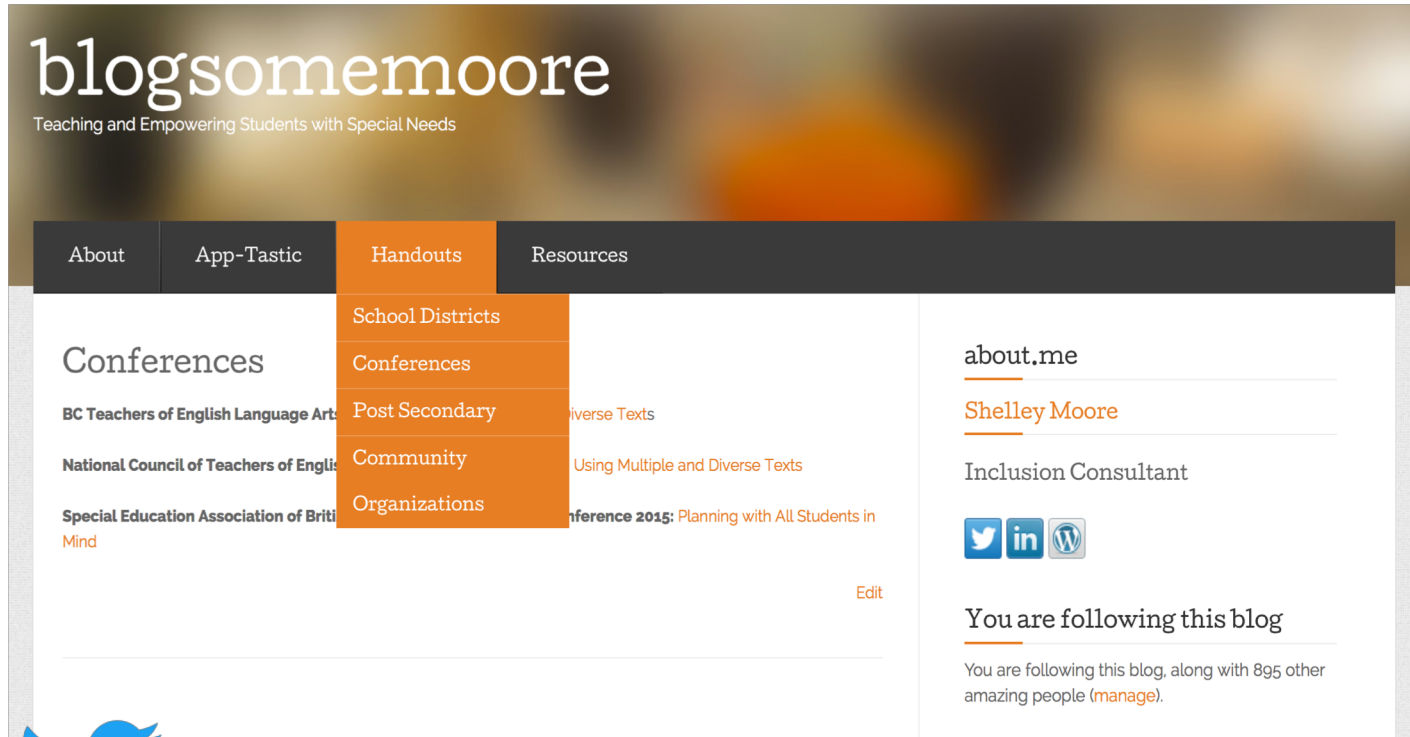
# Making supports adjustable

“What ever I need I have access too!”

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



# www.blogsomemoore.com



The screenshot shows the homepage of the 'blogsomemoore' website. The header features the site's name 'blogsomemoore' in a large, white, sans-serif font, with the tagline 'Teaching and Empowering Students with Special Needs' underneath. A dark navigation bar contains links for 'About', 'App-Tastic', 'Handouts', and 'Resources'. The 'Handouts' menu is open, displaying a list of categories: 'School Districts', 'Conferences', 'Post Secondary', 'Community', and 'Organizations'. The 'Conferences' section is highlighted, showing a list of events including 'BC Teachers of English Language Arts', 'National Council of Teachers of English', and 'Special Education Association of British Columbia'. To the right, there is a sidebar with an 'about.me' section for 'Shelley Moore', an 'Inclusion Consultant', and social media icons for Twitter, LinkedIn, and WordPress. Below these icons, it states 'You are following this blog' and 'You are following this blog, along with 895 other amazing people (manage)'.

blogsomemoore  
Teaching and Empowering Students with Special Needs

About App-Tastic Handouts Resources

Conferences

BC Teachers of English Language Arts  
National Council of Teachers of English  
Special Education Association of British Columbia

School Districts  
Conferences  
Post Secondary  
Community  
Organizations

about.me  
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