

SHELLEY MOORE



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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.

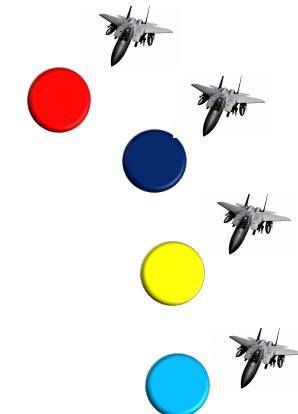
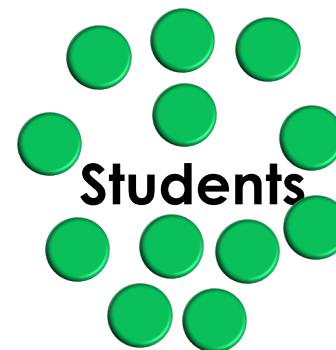
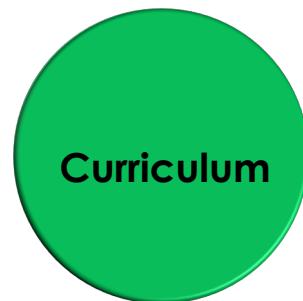
POURQUOI TU DIS ÇA ?



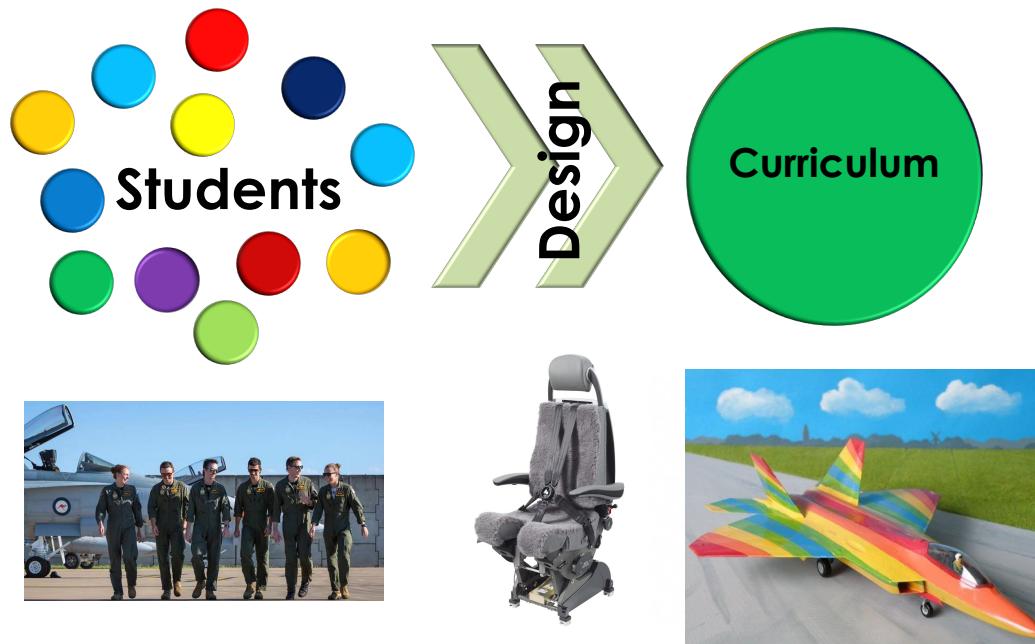
PARCE QU'ON RÉSOUT PAS UN
PUZZLE AVEC DES PIÈCES
IDENTIQUES.



WHAT'S THE DIFFERENCE?



DESIGN: THE MOST UNDERUTILIZED SUPPORT



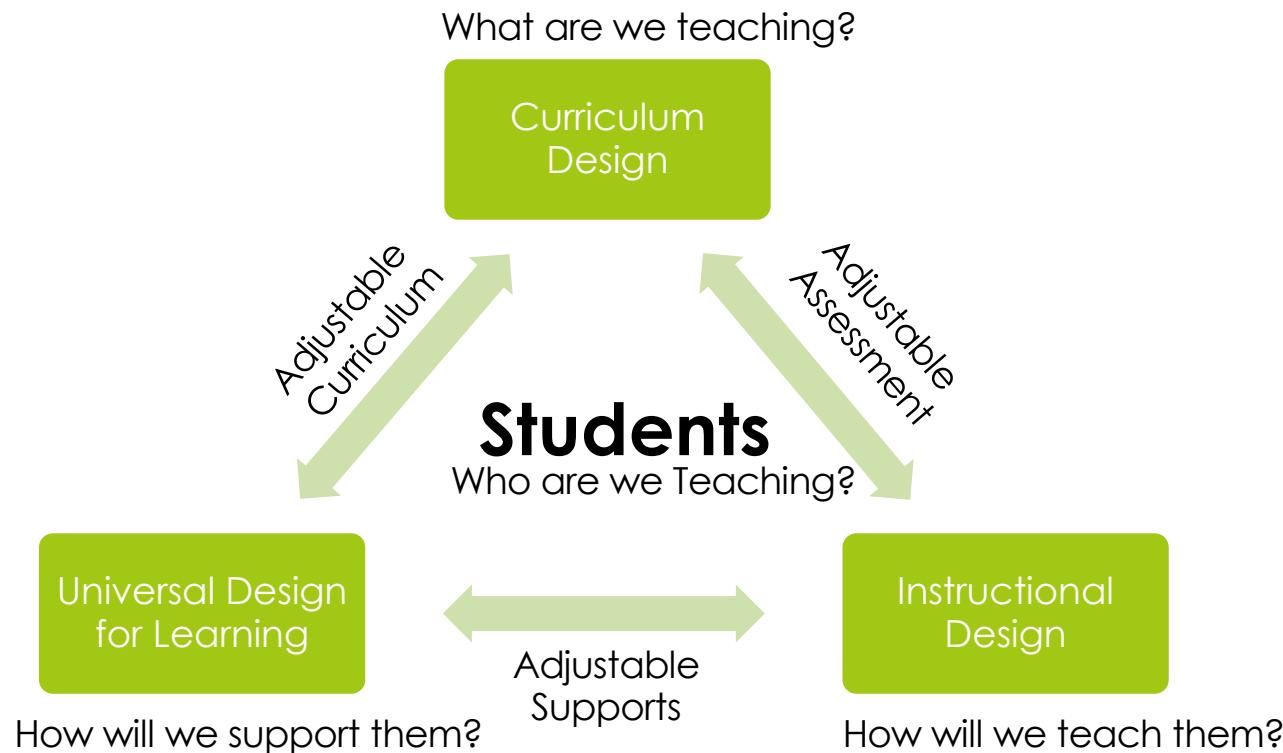
HOW DO WE DESIGN AN ADJUSTABLE AIRPLANE?

- 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?

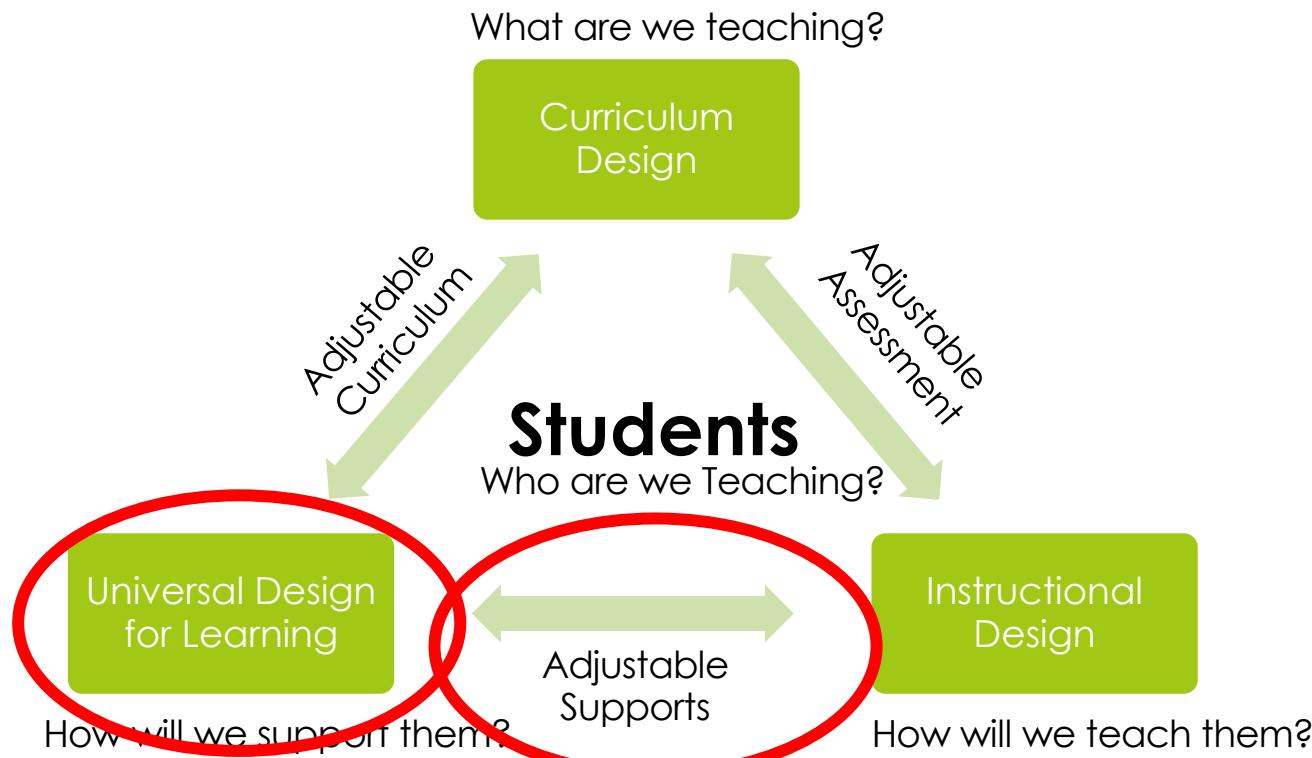
HOW DO WE **DESIGN** AN ADJUSTABLE **CURRICULUM?**

- 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

Shelley Moore, 2019

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The cupcake Model



Special Education
Medical Model

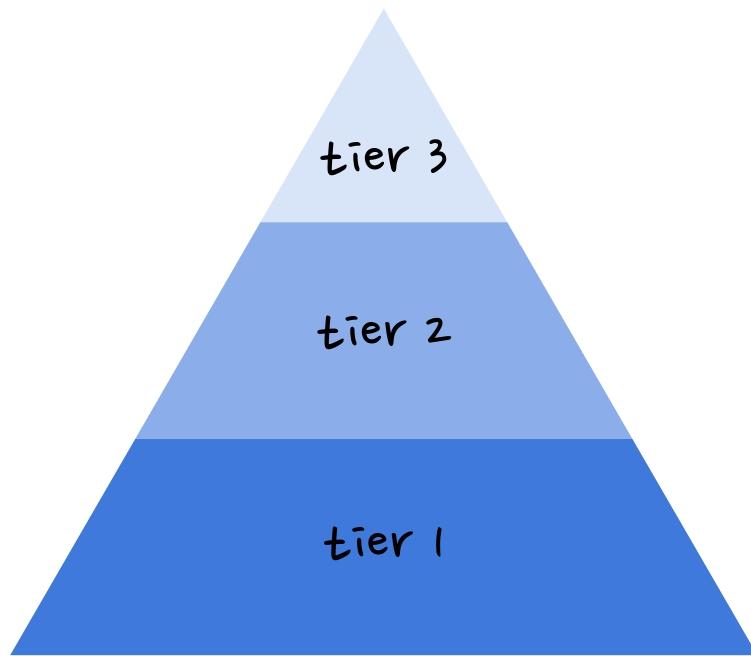
The cupcake model



The layered cake model



RTI: RESPONSE TO INTERVENTION

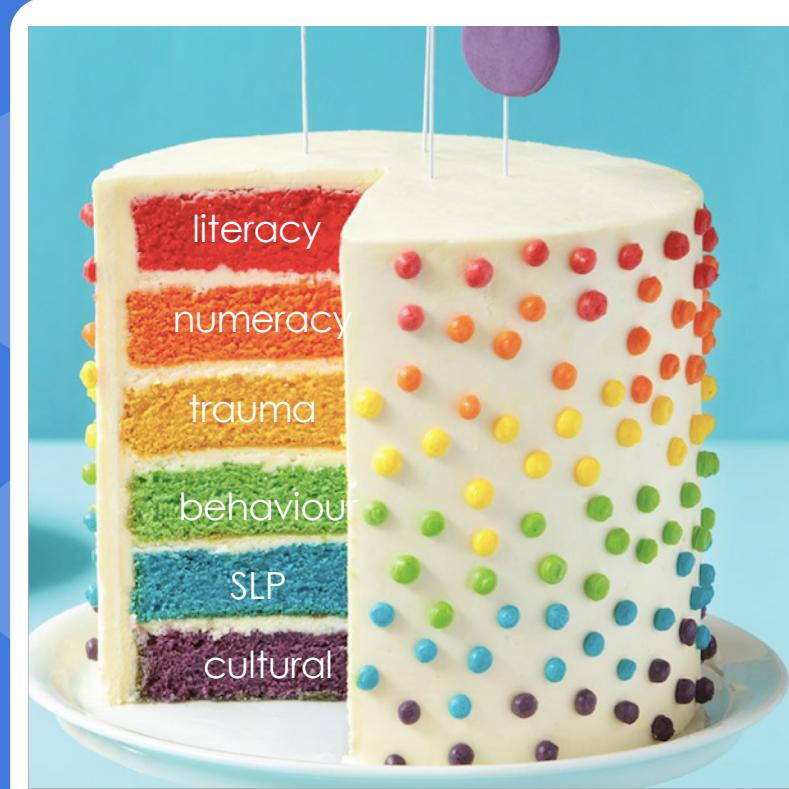
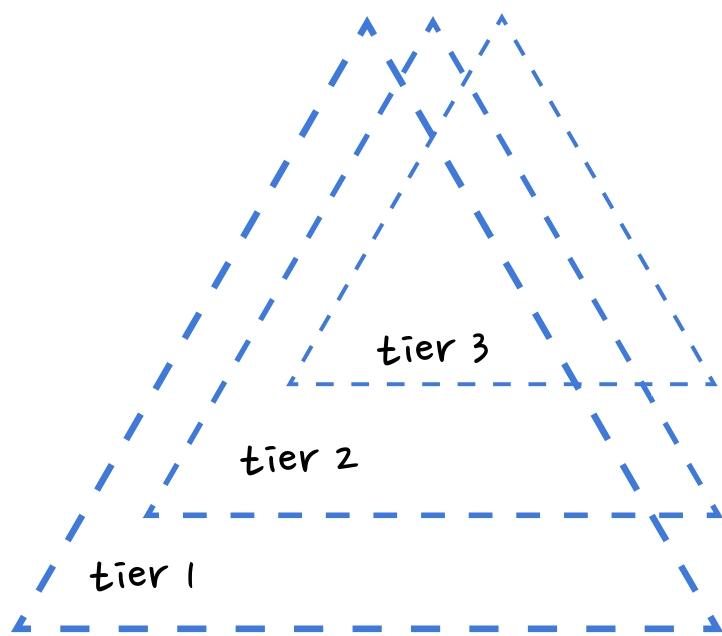


- early intervention of support
- assessment of students
- regulated supports

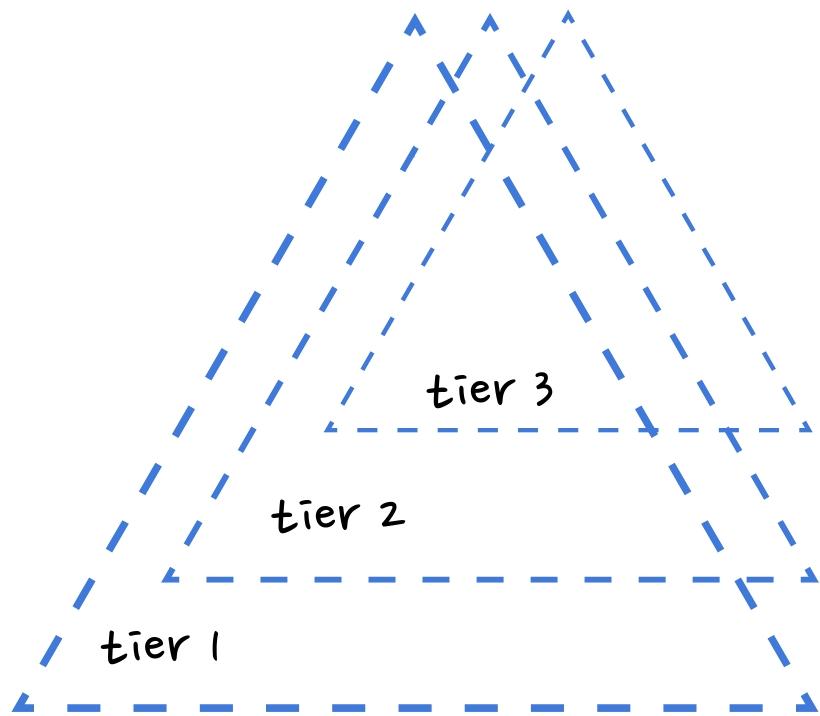
RTI: RESPONSE TO INTERVENTION ??



RTI: RESPONSE TO INSTRUCTION



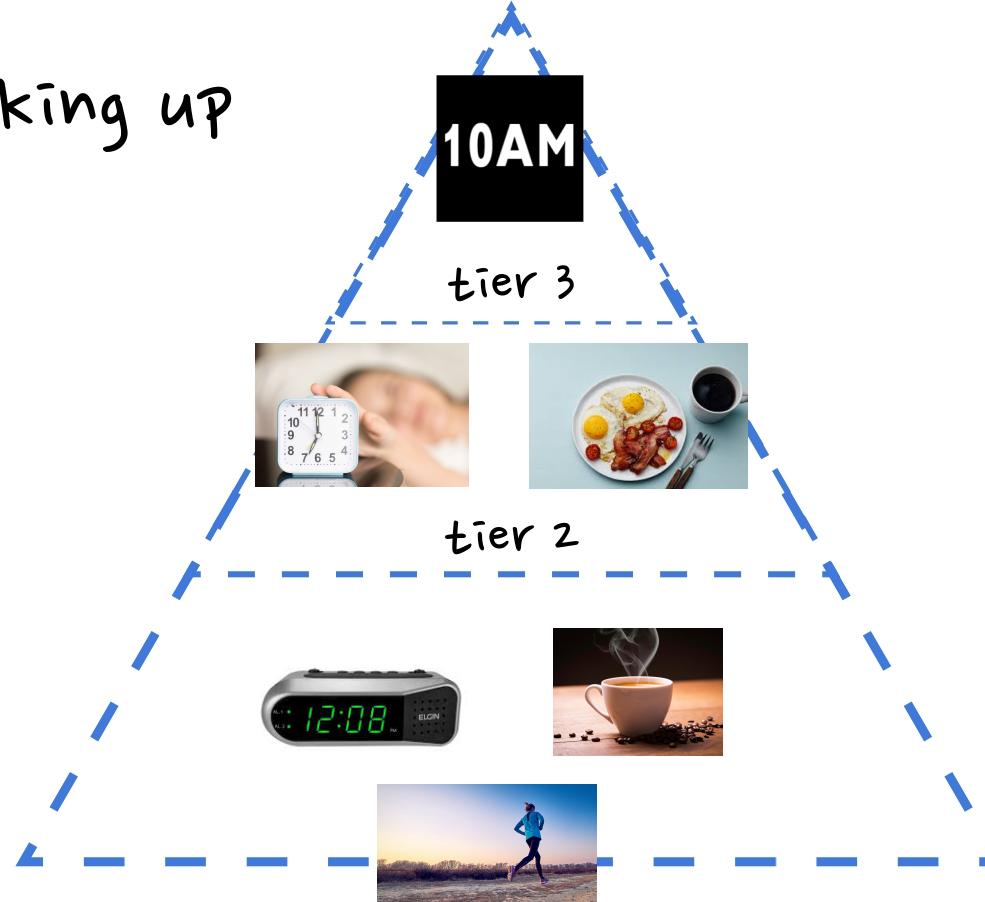
RTI: RESPONSE TO INSTRUCTION



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

RESPONSE TO INSTRUCTION

Lens: Waking up



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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

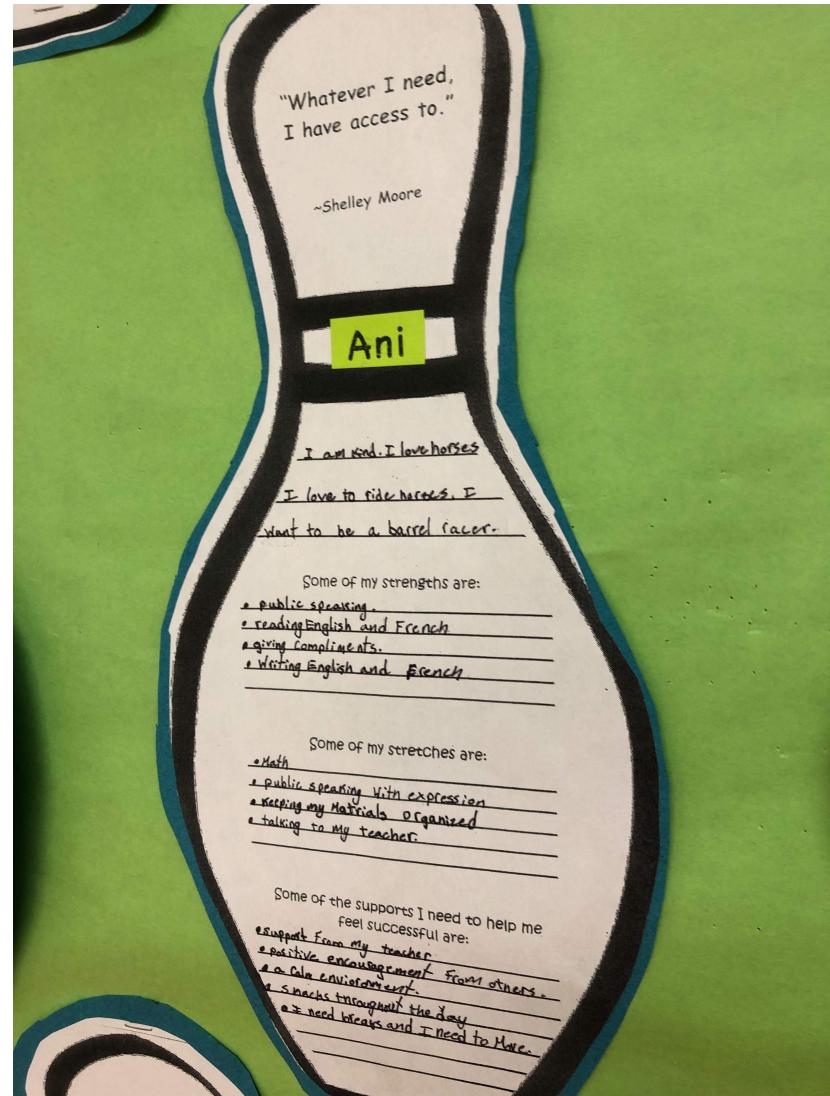
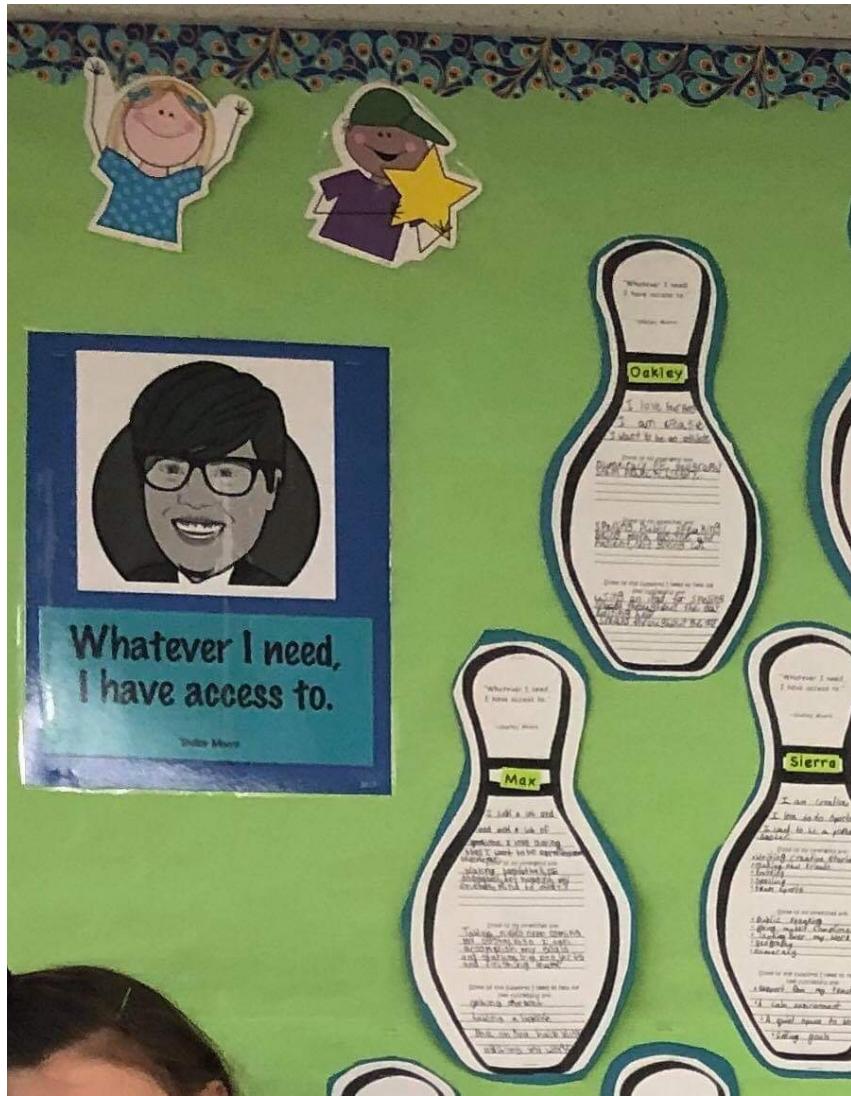
$$\text{RTI} + \text{UDL} = \text{SRL}$$

Response to
Instruction

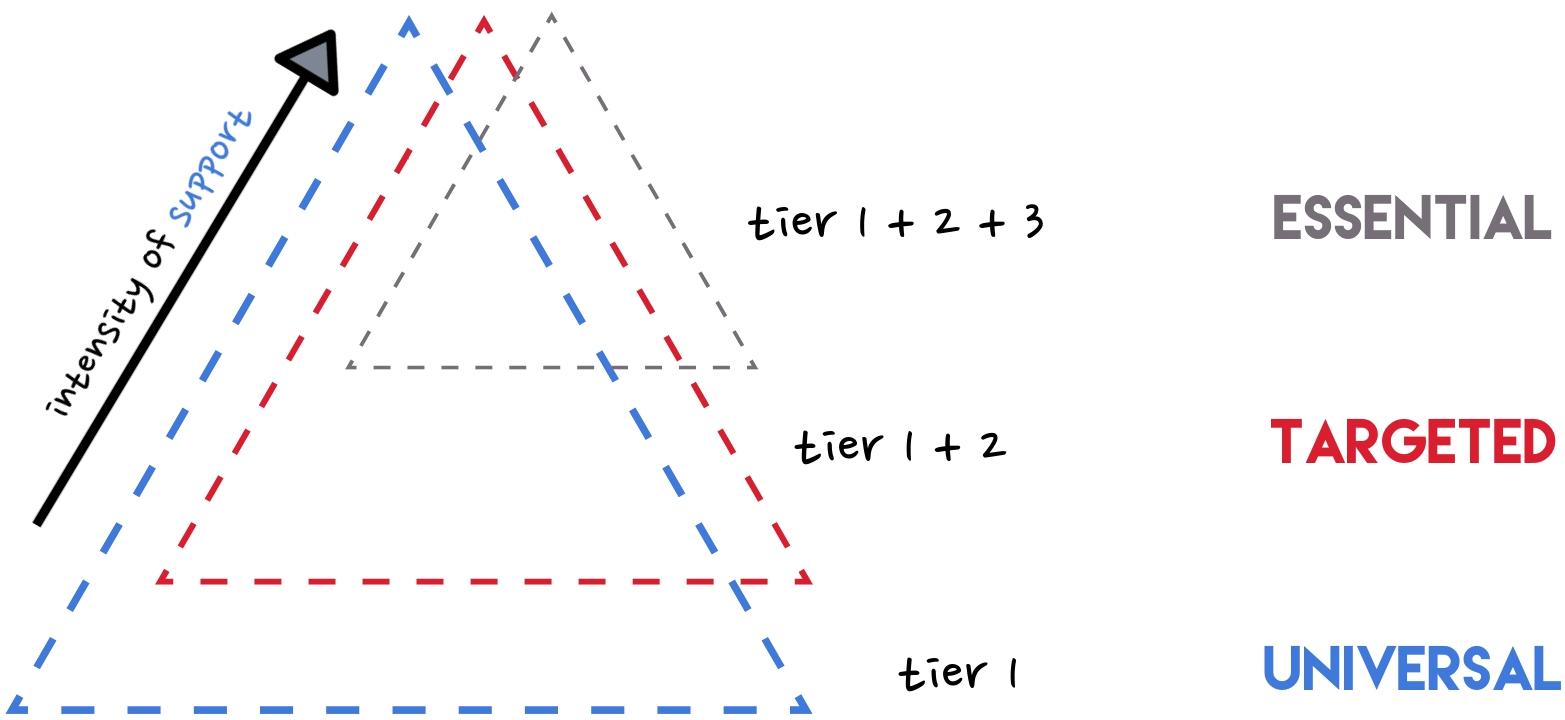
universal
Design for
Learning

Self Regulation
for
Learning

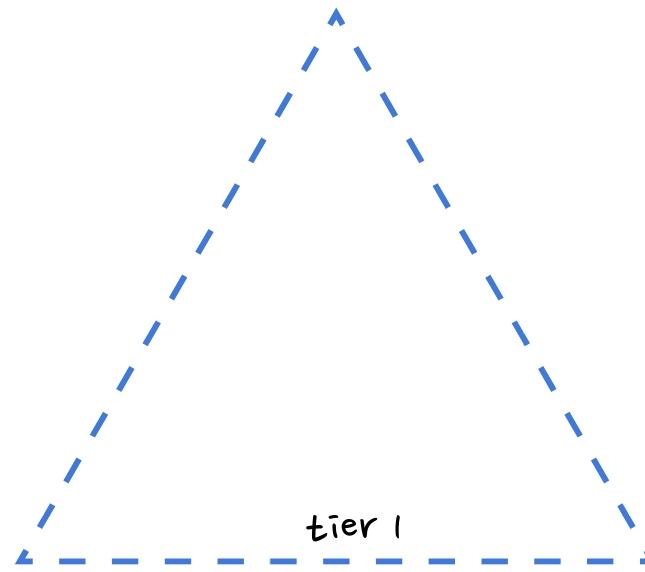




RTI/MTLS



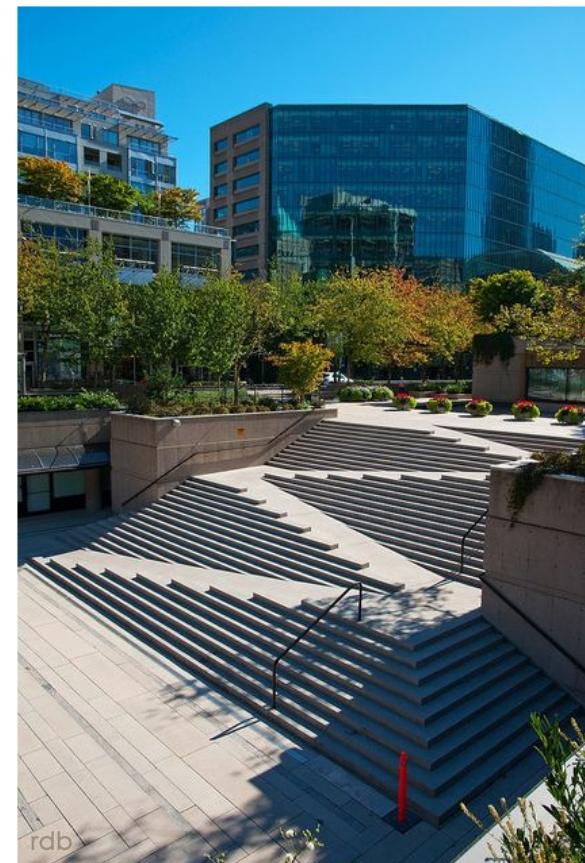
RTI/MTLS: UNIVERSAL SUPPORTS



Designed for one or more; useful for ALL

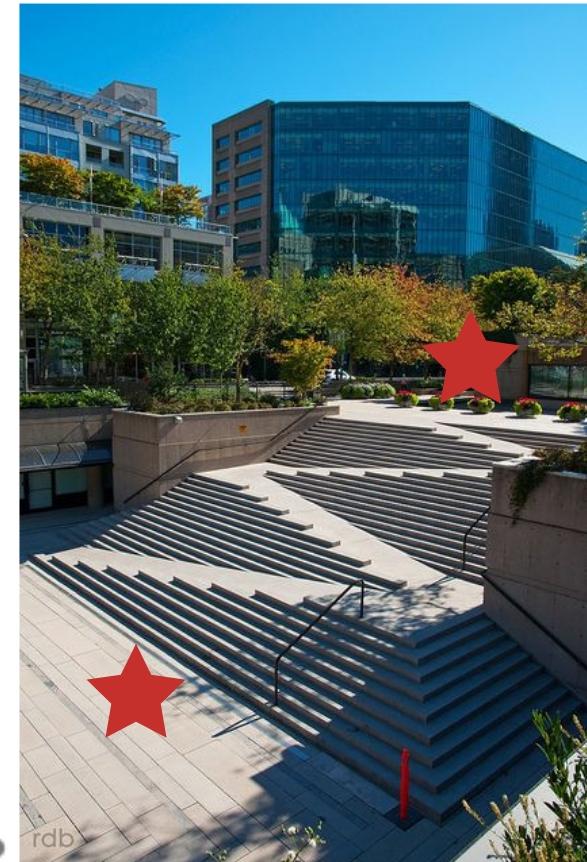
UNIVERSAL SUPPORTS

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*?



UNIVERSAL SUPPORTS

1. What is the *goal*?
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UNIVERSAL SUPPORTS

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UNIVERSAL SUPPORTS

1. What is the **goal**?
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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



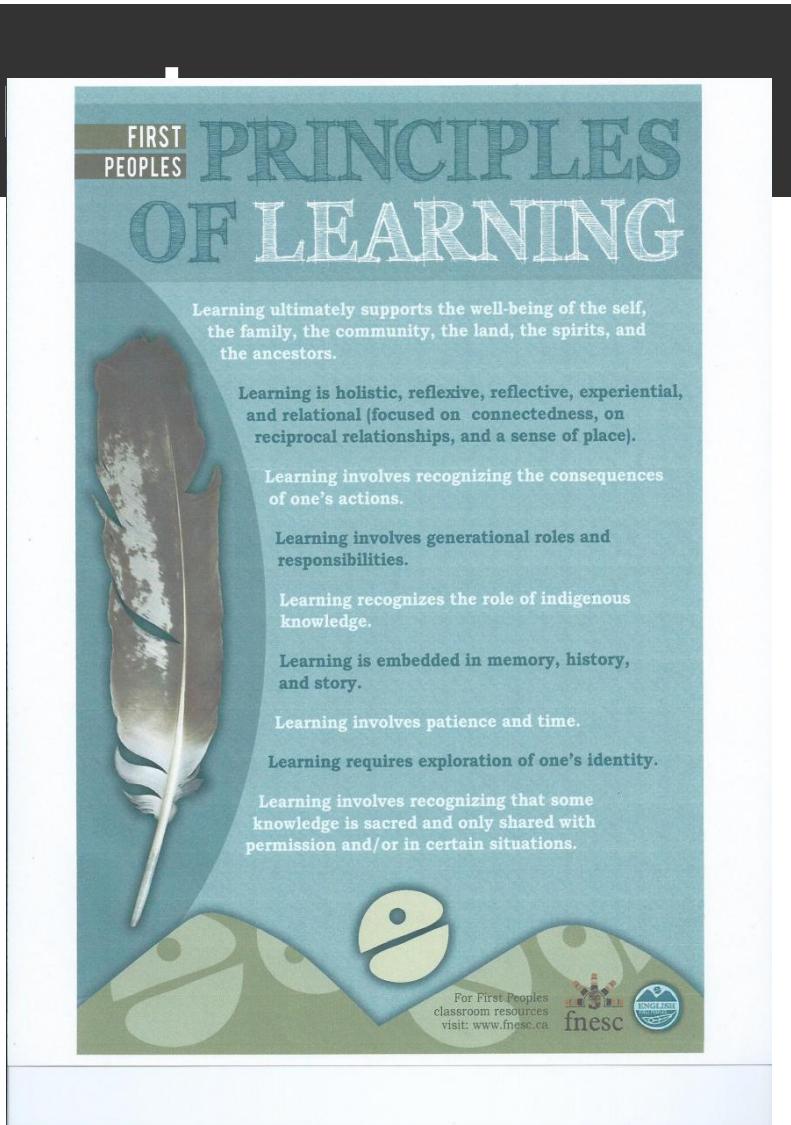
Provide Multiple Means of Representation



Provide Multiple Means of Action & Expression

Reconciliation Toolkit

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

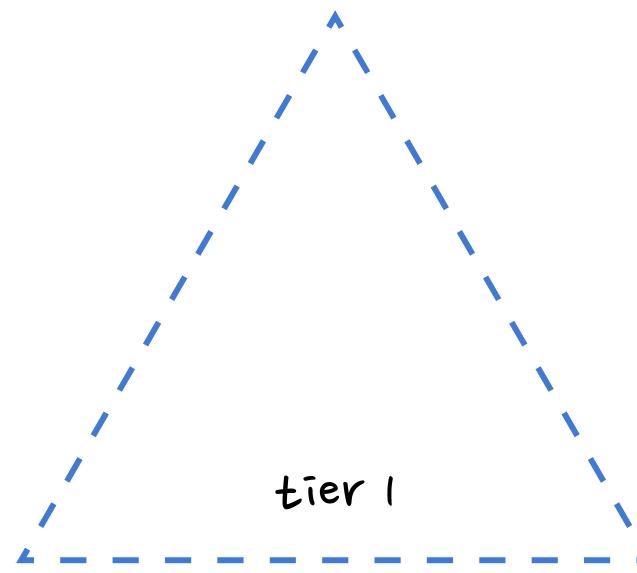


Equity Targets

- <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>

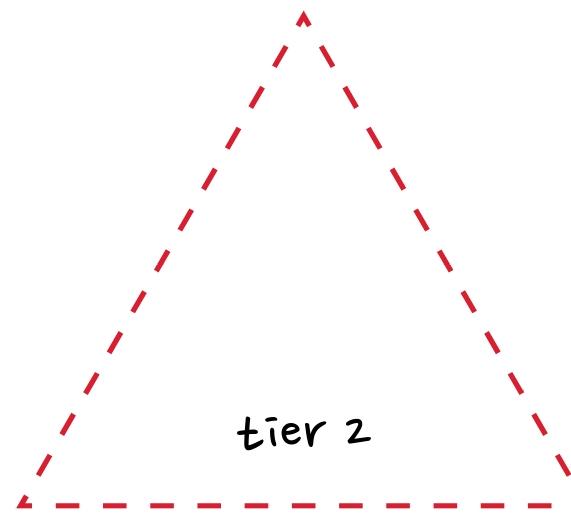
Equitable Classroom Practices Observation Checklist					
Target	Operator	Opener	Subject	Detail	Deliver
(0 points)	(1 point)	(2 points)	(3 points)	(4 points)	(5 points)
1. Welcomes students by name as they enter the classroom					
2. Welcomes students with a smile and a greeting					
3. Uses proximity with a smile and a greeting					
4. Uses proximity with a smile and a greeting, gestures, and a greeting					
5. Greet each student with a smile and a greeting					
6. Encourages students to make eye contact with all students during a greeting					
7. Greet students with a smile and a greeting, uses a smiley face, and a greeting					
8. Greet students with a smile and a greeting, uses a smiley face, and a greeting, and a smile					
9. Models use of a smiley face and a greeting					
10. Uses class building and classroom organization to promote better rapport for students					
11. Uses classroom routines to promote better rapport					
12. Uses classroom seating arrangements to promote better rapport					
13. Students feel comfortable and welcome in the classroom					
14. Uses building and classroom organization to set a positive tone, and a positive					
15. Uses classroom seating arrangements to promote better rapport					
16. Uses proximity with a smile and a greeting to promote better rapport					
17. Welcomes students with a smile and a greeting					
18. Students feel comfortable and welcome in the classroom					
19. Welcomes students with a smile and a greeting, uses a smiley face, and a greeting					
20. Models use of a smiley face and a greeting, uses a smiley face, and a greeting, and a smile					
21. Welcomes students with a smile and a greeting, uses a smiley face, and a greeting, and a smile, and a smiley face					
22. Encourages students to make eye contact with all students during a greeting					
23. Welcomes students with a smile and a greeting, uses a smiley face, and a greeting, and a smile, and a smiley face, and a smile					
24. Encourages students to make eye contact with all students during a greeting, uses a smiley face, and a greeting, and a smile, and a smiley face, and a smile, and a smile					
25. Greet each student with a smile and a greeting, uses a smiley face, and a greeting, and a smile, and a smiley face, and a smile, and a smile					
26. Encourages students to make eye contact with all students during a greeting, uses a smiley face, and a greeting, and a smile, and a smiley face, and a smile, and a smile, and a smile					
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49. Encourages students to make eye contact with all students during a greeting, uses a smiley face, and a greeting, and a smile, and a smiley face, and a smile, and a smile, and a smile, and a smile, and a smile					
50. Greet each student with a smile and a greeting, uses a smiley face, and a greeting, and a smile, and a smiley face, and a smile, and a smile, and a smile, and a smile, and a smile					

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**?
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TARGETED SUPPORTS

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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



Refugee

Syndrome

Attention Deficit/
Hyperactivity (AD/HD)

English Language
Learners (ELL)

Trauma

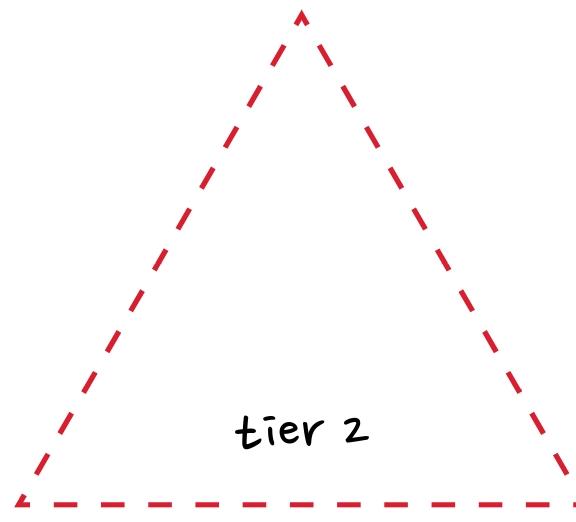
Anxiety/
Mental Health

At risk

Behaviour

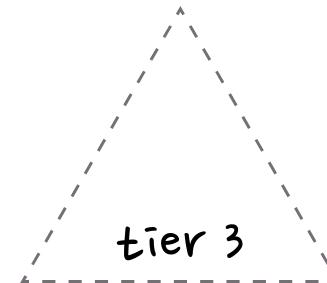
cultural/ Indigenous

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?

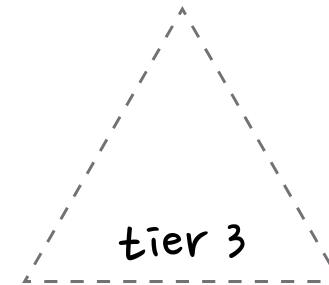


WHAT ARE INDIVIDUALIZED SUPPORTS FOR LEARNING?

what essential supports are needed to meet the goal?



RTI/MTLS: ESSENTIAL SUPPORTS



Designed for one; useful for one

Classroom Support Plan

Teacher(s): _____

Support Staff: _____ Lens: _____

Range of Support (MTLS)

Range of Students (RTI)

Students...		Strategies & Supports		
who needs the most support	who needs the most challenge	Universal Support (Good for ALL)	Targeted Support (CHOICE for ALL)	Essential Support (Good for ONE)
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)
Grade 5

Class:

Range of Support



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)
Need LD	D.L., J.K., S,W	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	
Need Behaviour	R.Y., I.D., F, C, G, J., OM, DL	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
Need LGBTQ2S+	G, J.	Text that includes diverse characters, avoid binary (students, folks, everyone), "safe place" sticker	opportunities for leadership, ask(and honour) preferred pronoun	
Need ELL	P, K., I, L, E, E, OM	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
Need Anxiety	R.R.	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

Teacher(s): Mr. B

Support Staff: Ms. C (EA)

Class: Math Gr. 2

Range of Support

Students...

Strategies & Supports

Who needs the most support

J.W.

Universal Support (Good for ALL)

Targeted Support (CHOICE for ALL)

Essential Support (Good for ONE)

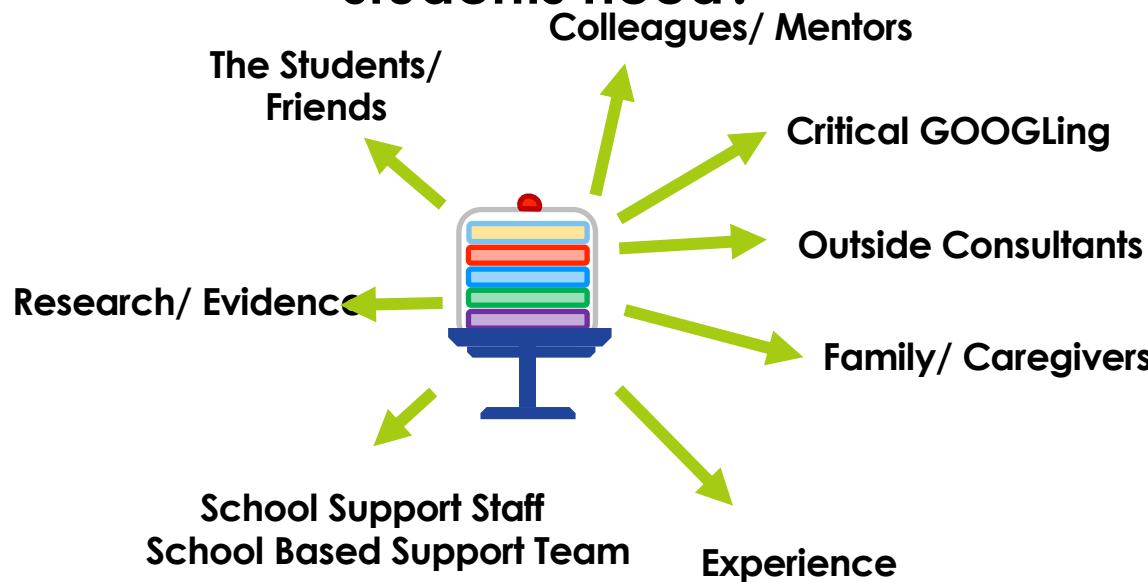
Range of Students ↑ ↓

Students...		Strategies & Supports		
Who needs the most support	Universal Support (Good for ALL)	Targeted Support (CHOICE for ALL)	Essential Support (Good for ONE)	
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,	
Need Cognitive	J.W.	Large print & high contrast outline of handouts, do not change furniture floor plan	Sitting close proximity to front of class	Magnifier,
Need Vision	R.P	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
Need Trauma	H.L., U.B	Teach important vocabulary for a lesson, visuals, manipulatives & visuals, strategic partnering, math word wall		translator
Need ELL	Y.I., O.R., B, F, N.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	
Need Anxiety	R.M.			
Who needs the most challenge		Reconciliation & Equity Targets: <ul style="list-style-type: none"> - Sharing local Indigenous content for math concepts - Standards based grading and reporting 		
Classroom Support Plan by R.M.		Shelley Moore,		



Layered Support Cake of Love: Classroom Support Plan

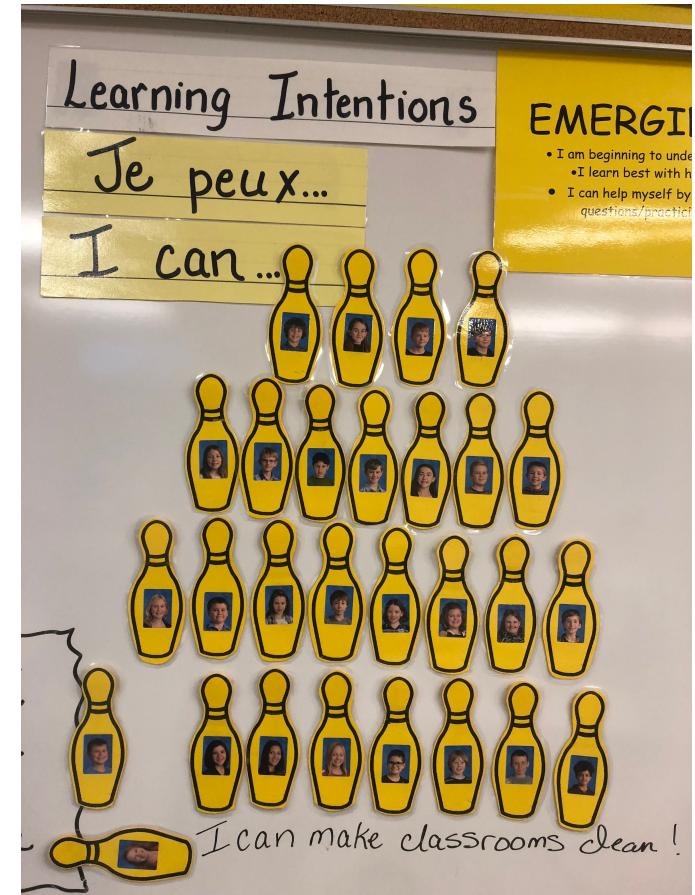
How do we figure out supports or strategies students need?



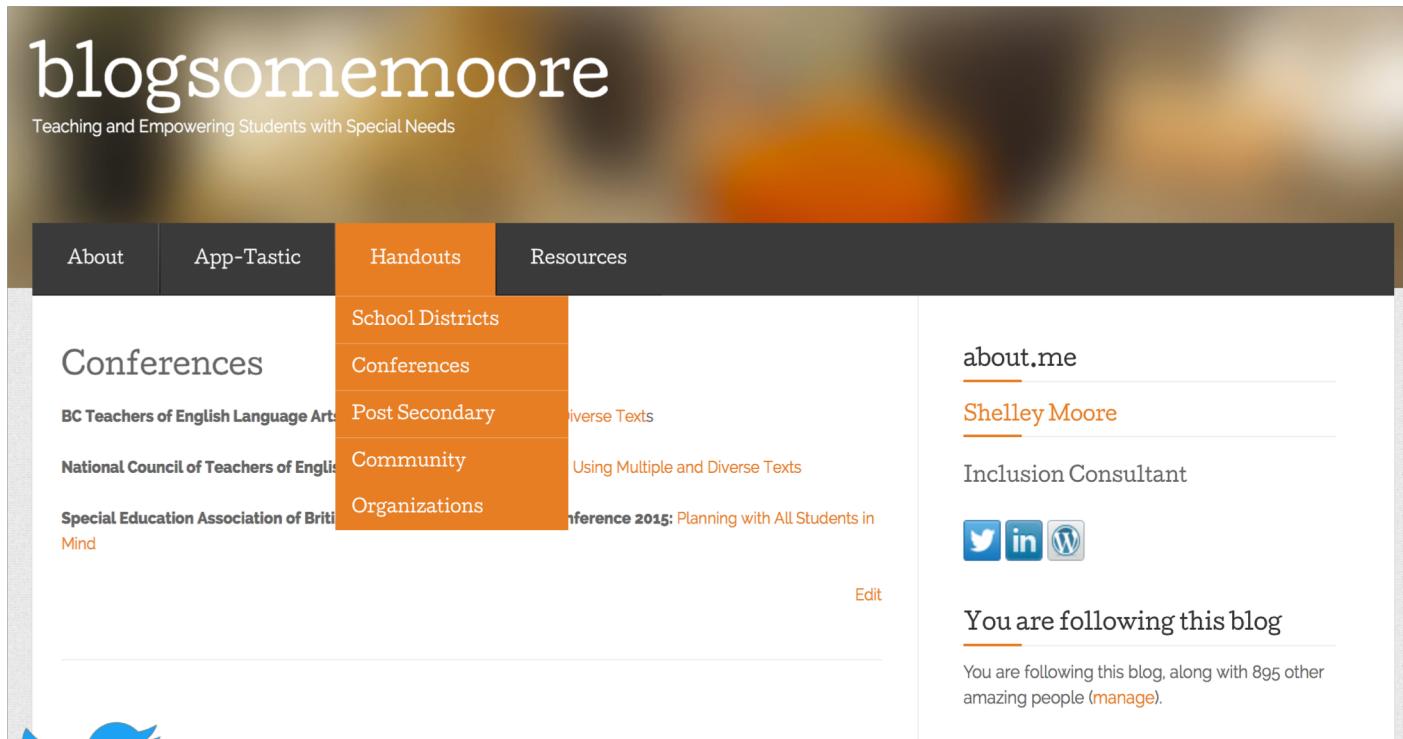
Making supports adjustable

“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?



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The screenshot shows the homepage of [blogsomemoore.com](http://www.blogsomemoore.com). The header features the blog name "blogsomemoore" in a large, white, sans-serif font, with the tagline "Teaching and Empowering Students with Special Needs" in a smaller, white, sans-serif font below it. The main navigation bar is dark grey with white text, containing links for "About", "App-Tastic", "Handouts", and "Resources". The "Handouts" section is currently active, highlighted with an orange background. A sidebar on the left lists various organizations and their websites: "Conferences" (BC Teachers of English Language Arts, National Council of Teachers of English, Special Education Association of Britain), "School Districts" (Post Secondary), "Community Organizations" (Using Multiple and Diverse Texts), and "Diverse Texts" (Conference 2015: Planning with All Students in Mind). The main content area is mostly empty, with a single "Edit" link visible. On the right, there is a sidebar with links to "about.me", "Shelley Moore" (Inclusion Consultant), and social media icons for Twitter, LinkedIn, and WordPress. A message at the bottom of the sidebar states, "You are following this blog. You are following this blog, along with 895 other amazing people (manage)."



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