

SHELLEY MOORE



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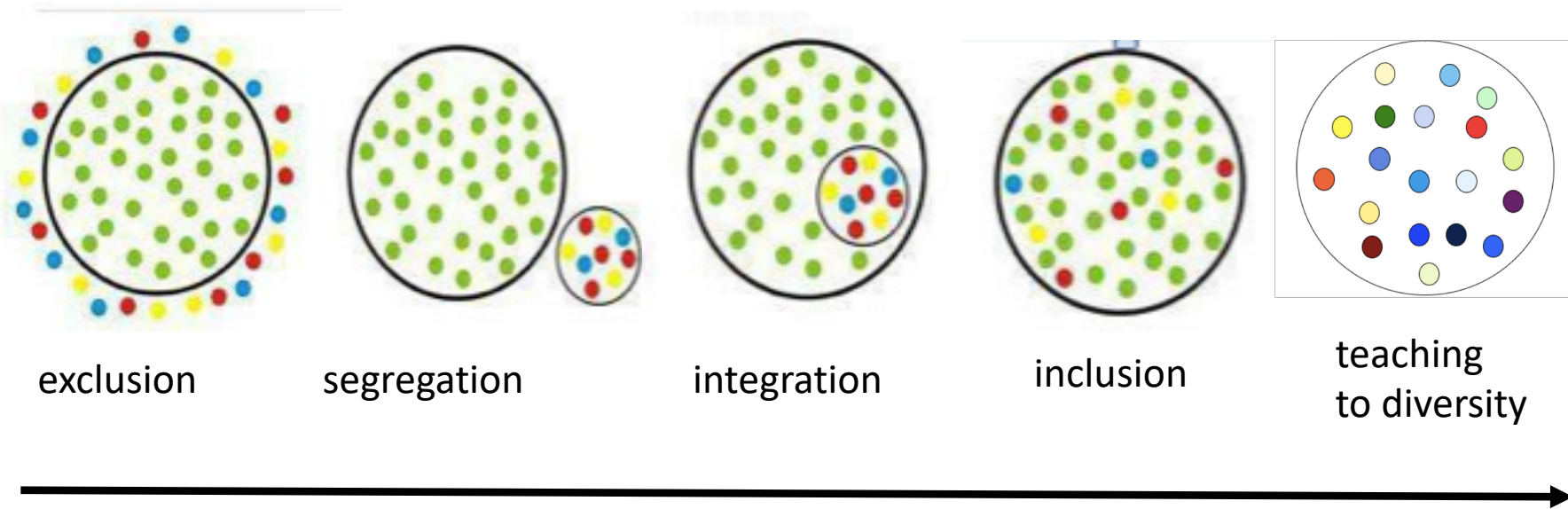
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Thinking Back

- What have you worked on this year in your classroom to support inclusion?
- What have you noticed?
- What are you learning about your most diverse learners?
- What questions are coming up?
- What are you hoping to get out of our time today?

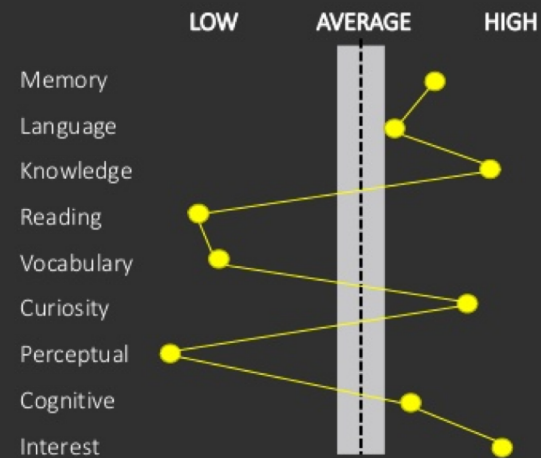
The Evolution of Inclusion



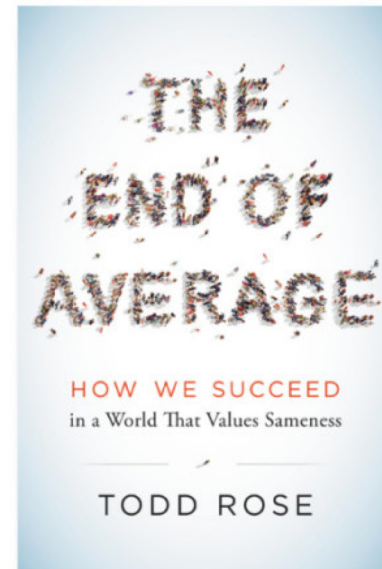
How do we move?

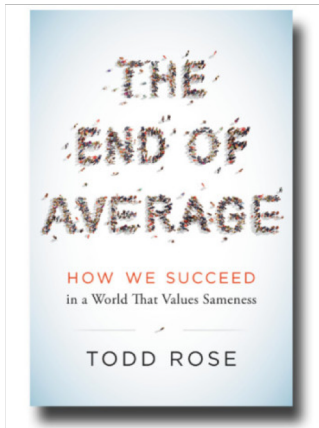
The End of Average!

The average student is a myth



The Myth of Average: Todd Rose at TEDxSonomaCounty: <https://www.youtube.com/watch?v=4eBmyltcfU4>



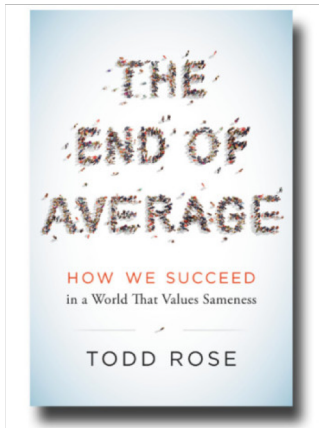


The Airplane Dilemma...

Designing INDIVIDUAL **planes** for every **pilot** is not efficient!

AND

Designing ONE **plane** for EVERY **pilot** is not effective!

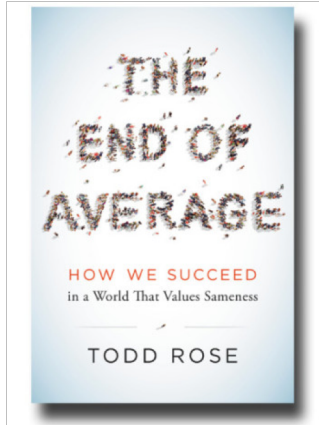


The Curricular Dilemma...

Designing INDIVIDUAL **curricula** for every **learner** is not efficient!

AND

Designing ONE **curriculum** for EVERY **student** is not effective!



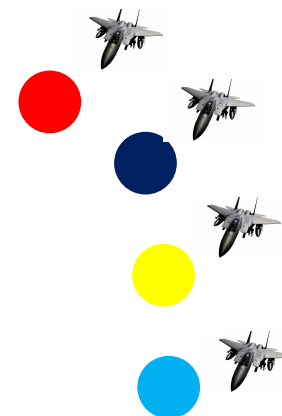
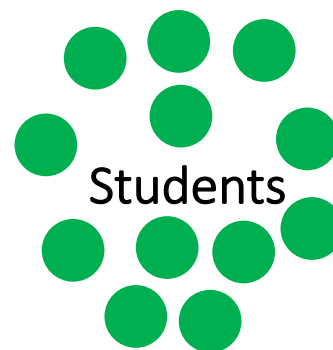
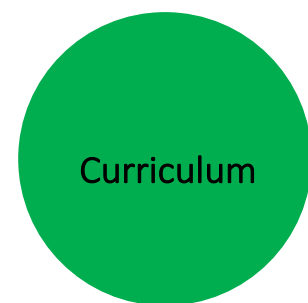
A solution....

An ADJUSTABLE **plane**, designed for a
range of dimensions

OR

An ADJUSTABLE **curriculum**, designed for a
range of diversity

WHAT'S THE DIFFERENCE?



DESIGN: THE MOST UNDERUTILIZED SUPPORT



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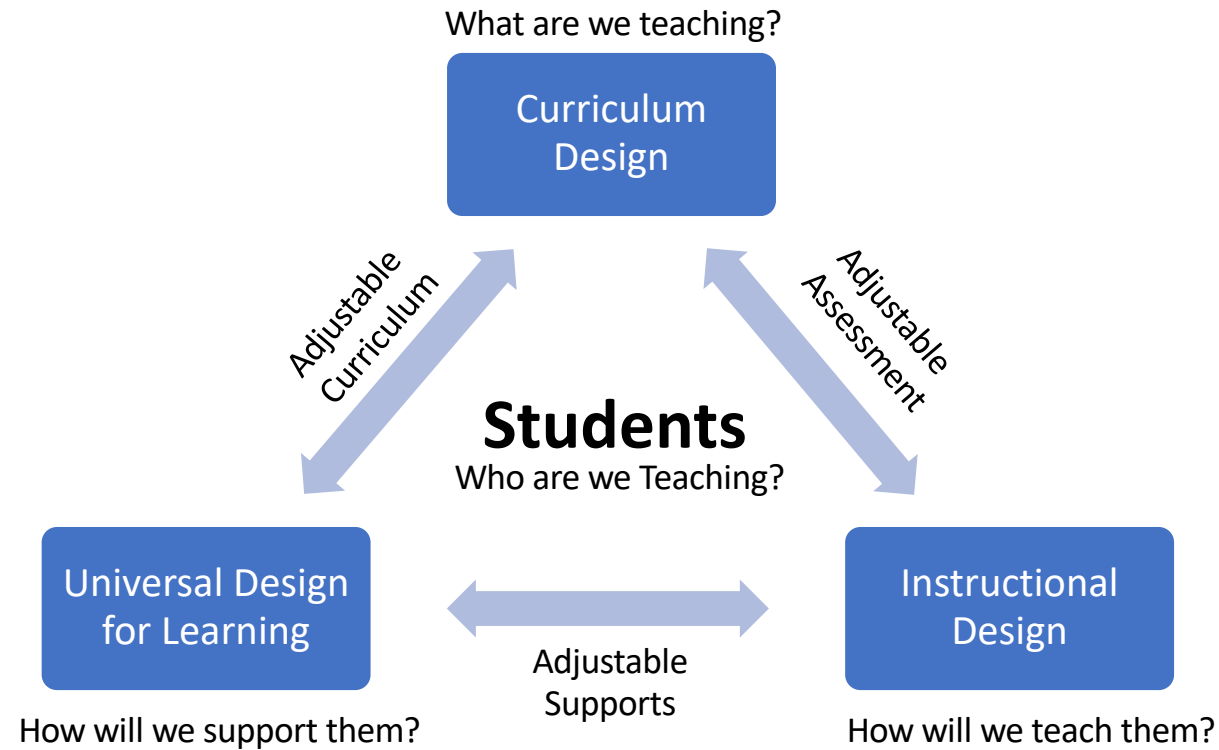
HOW DO WE **DESIGN** AN ADJUSTABLE **AIRPLANE**?

- 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



The slide features a minimalist design with a light grey horizontal bar at the top. On the left side, there are several overlapping circles in blue, red, and grey, some with double outlines. The main title is centered in a bold, sans-serif font. The word 'SUPPORT' is red, while the other words are black.

SHIFTING OUR **SUPPORT** MODELS

The cupcake Model



Special Education
Medical Model

The cupcake model



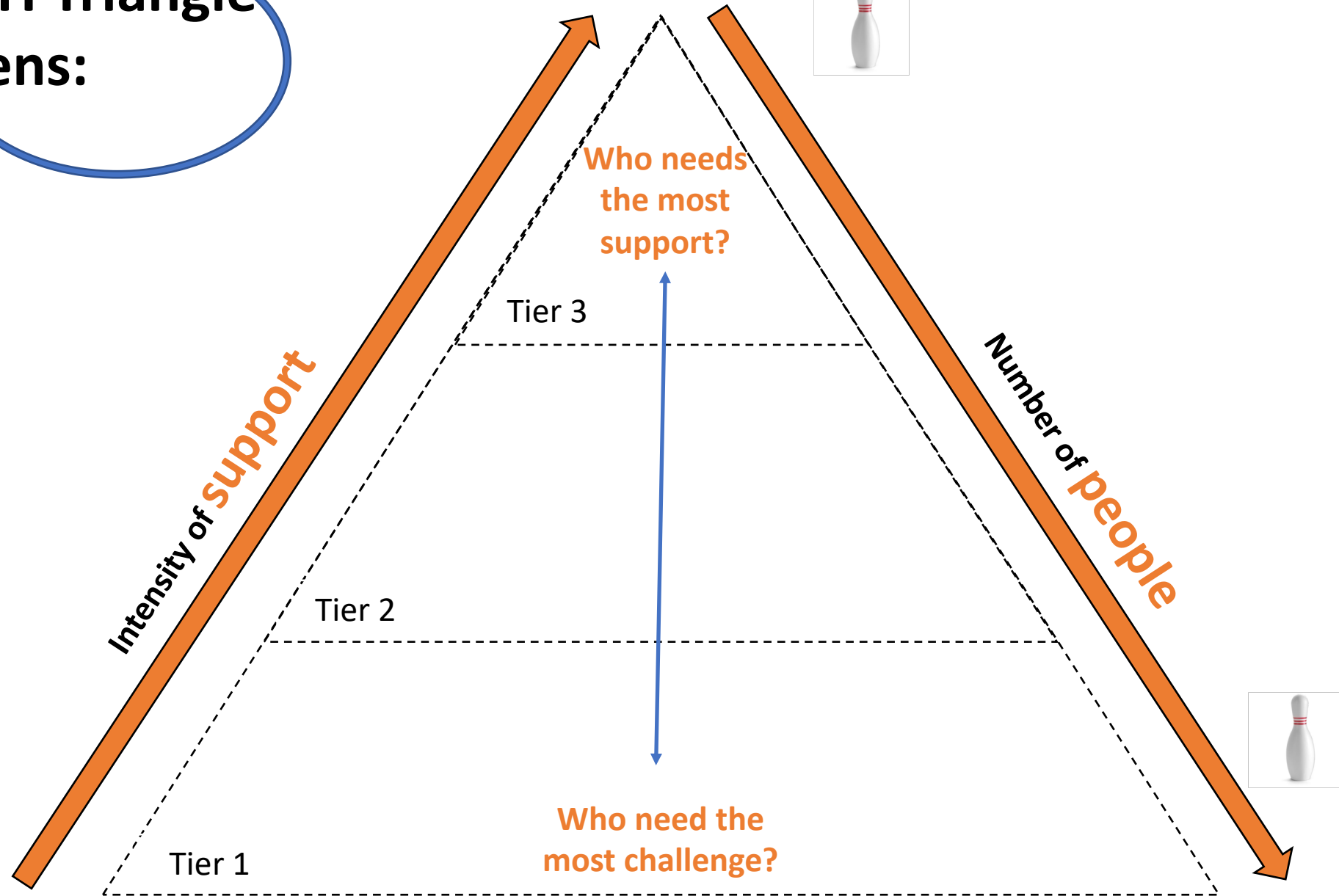
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The layered cake model

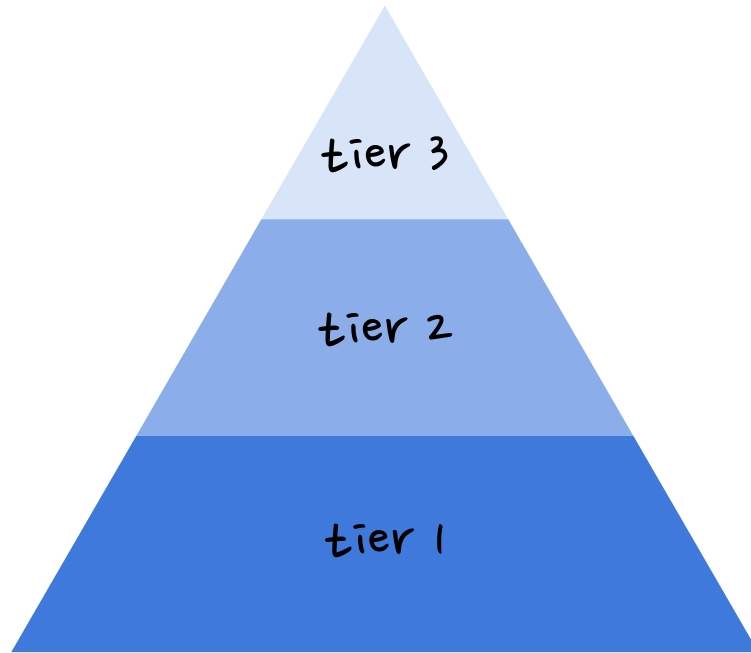


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RTI Triangle Lens:

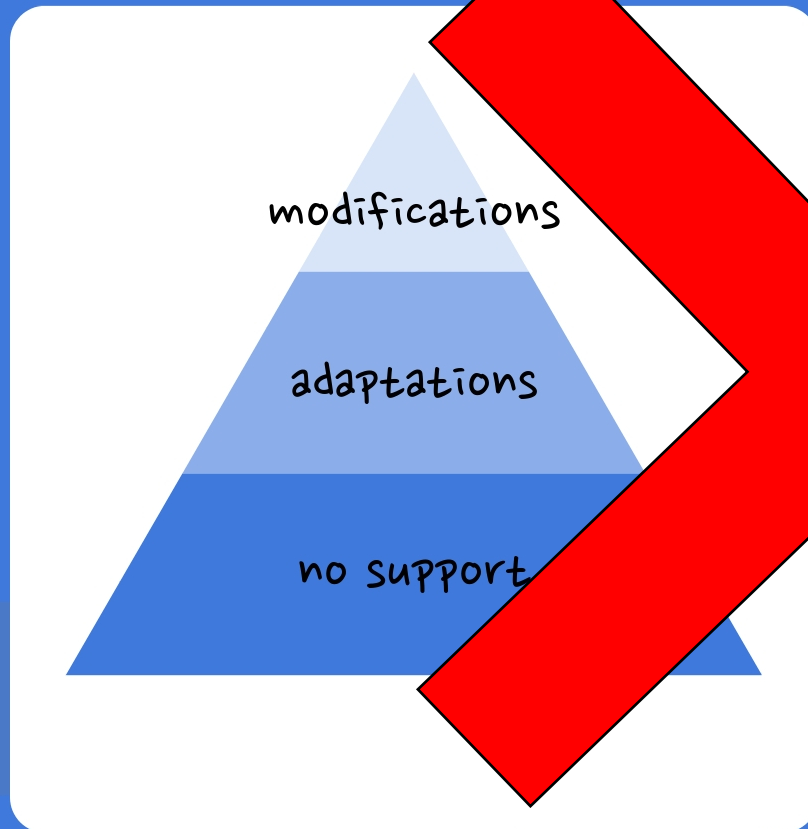


RTI: RESPONSE TO INTERVENTION

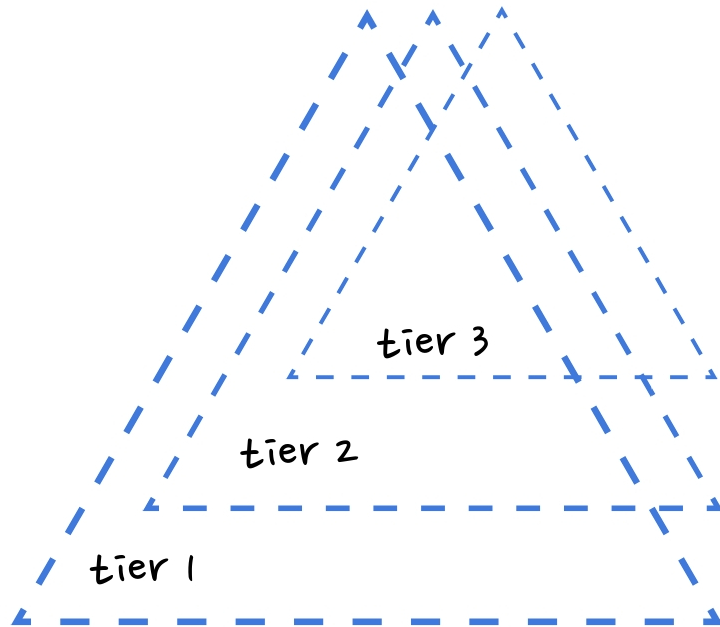


- early intervention of support
- assessment of students
- regulated supports

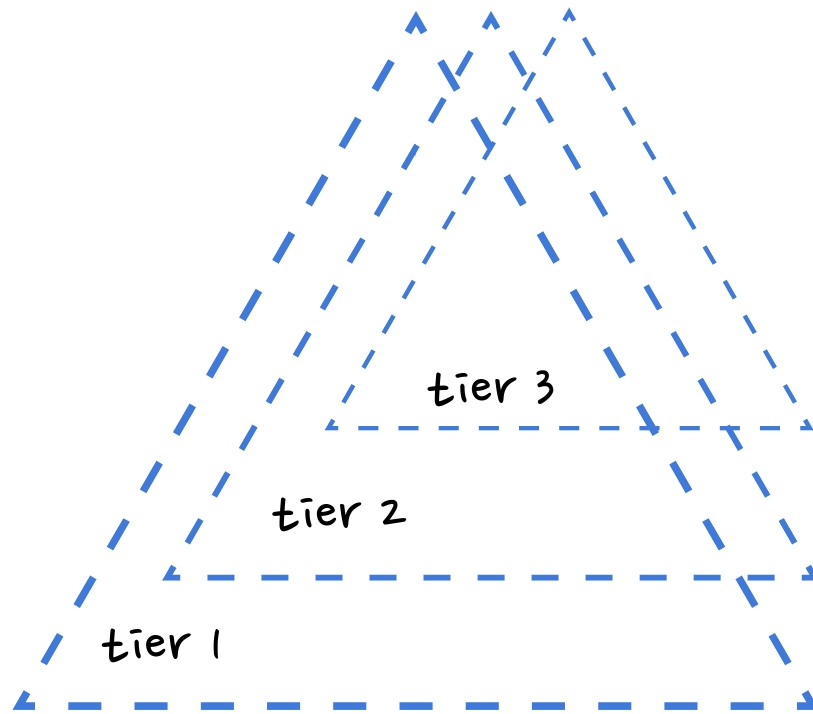
RTI: RESPONSE TO INTERVENTION ??



RTI: RESPONSE TO INSTRUCTION



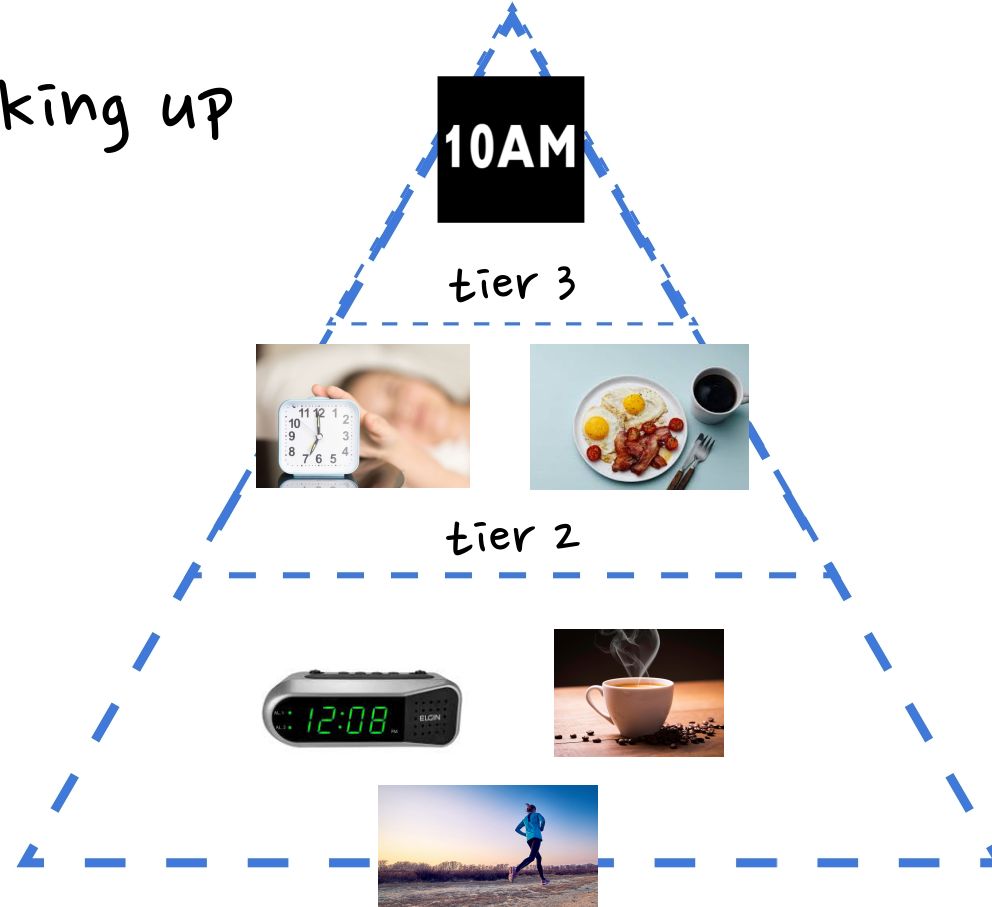
RTI: RESPONSE TO INSTRUCTION



- 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

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

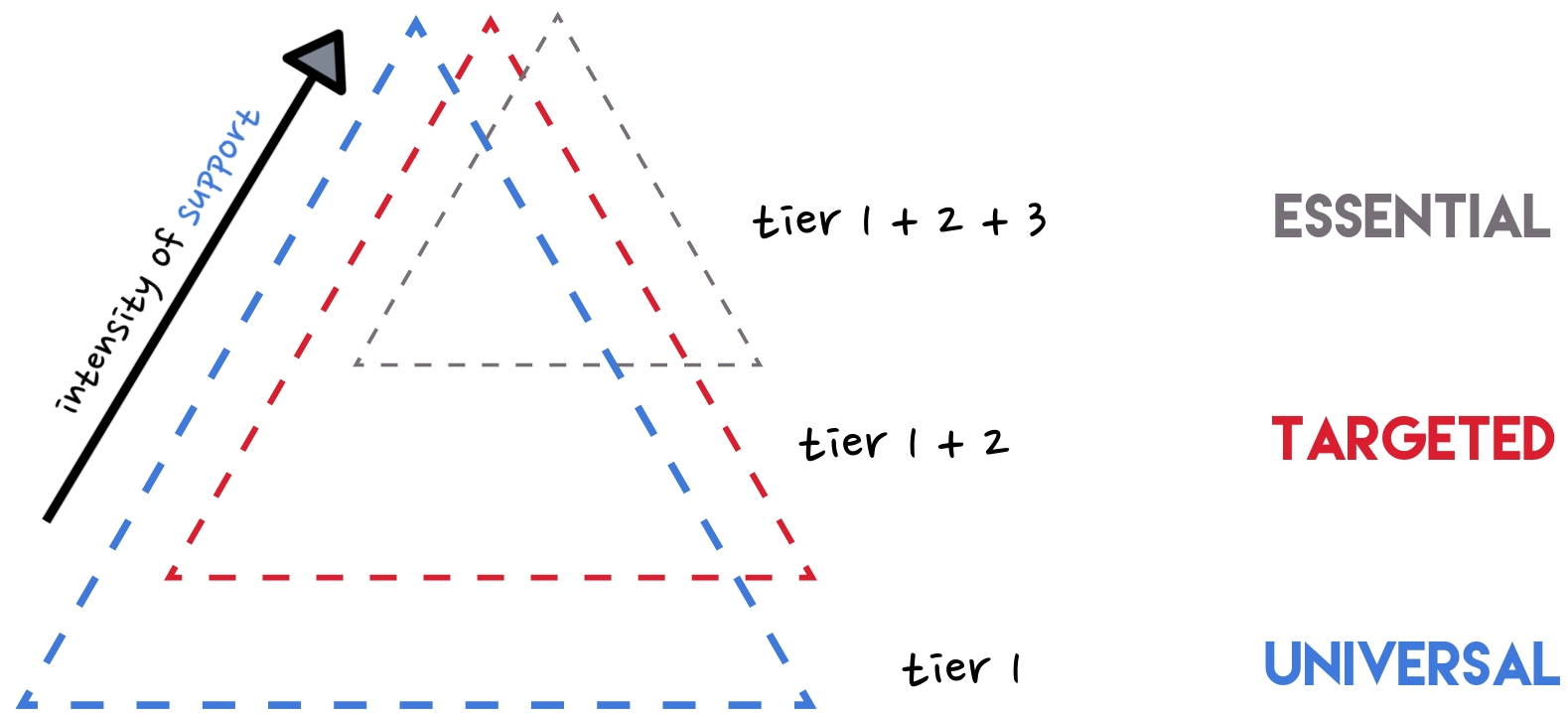
Response to
Instruction

Universal
Design for
Learning

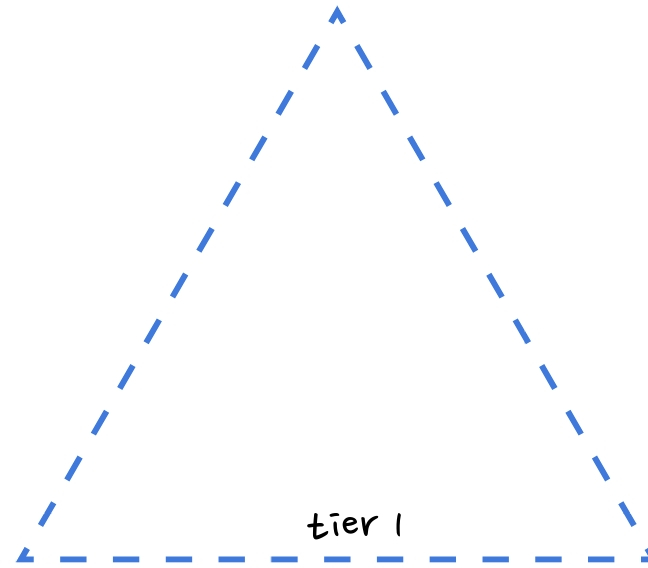
Self Regulation
for
Learning



RTI/MTLS



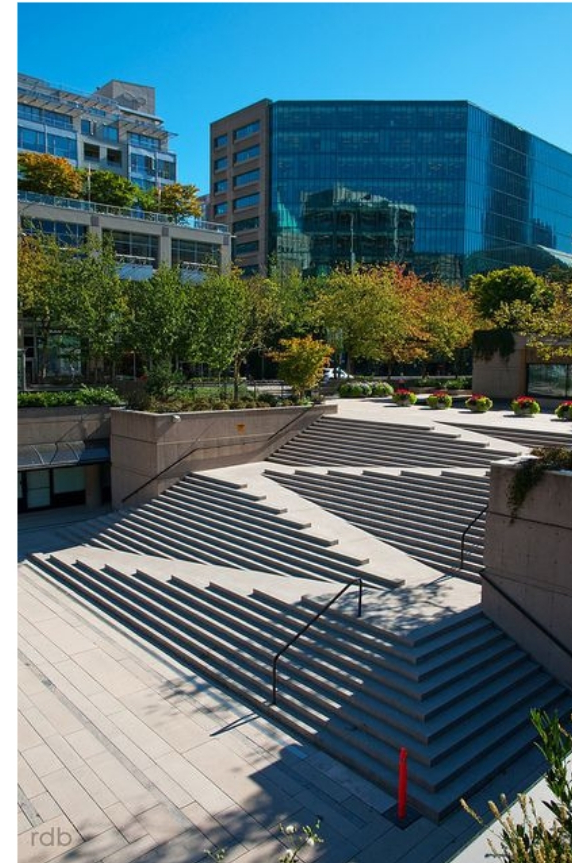
RTI/MTLS: **UNIVERSAL** SUPPORTS



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**?



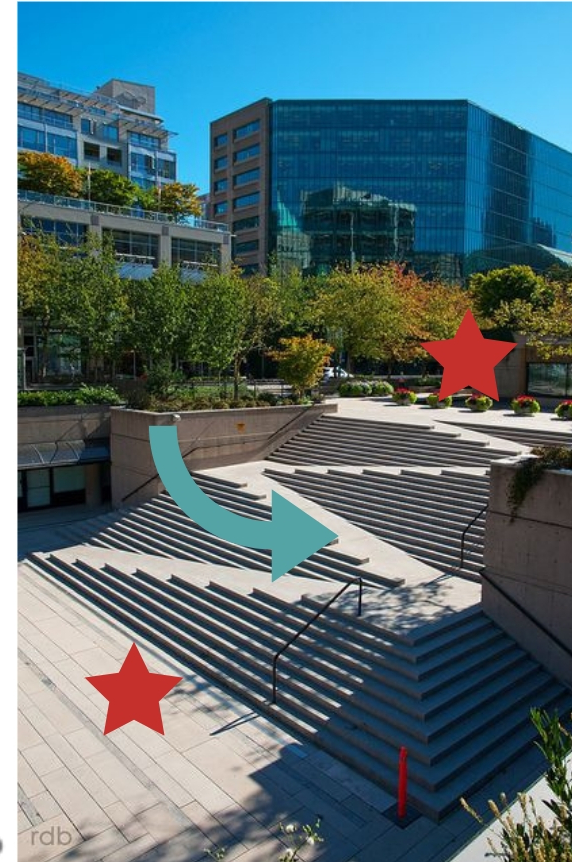
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WHAT ARE THE STAIRS/ RAMPS FOR LEARNING?

Universal Design for Learning Guidelines



Provide Multiple Means of
Engagement



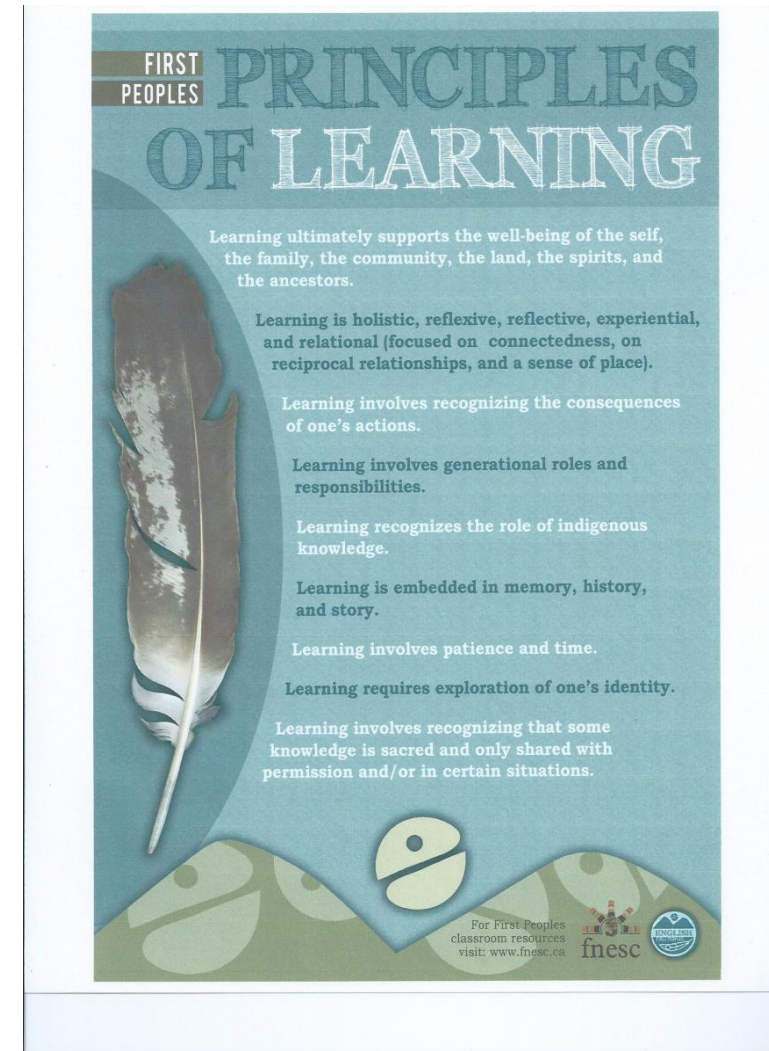
Provide Multiple Means of
Representation



Provide Multiple Means of
Action & Expression

Reconciliation Targets

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

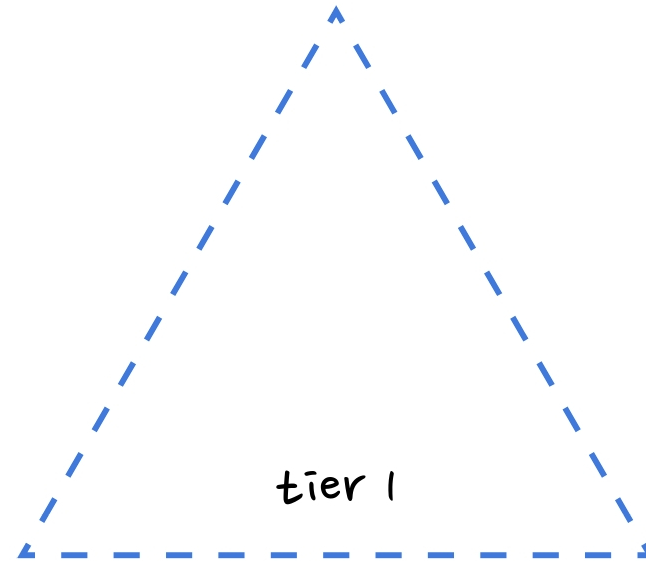


Equity Targets

- <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>

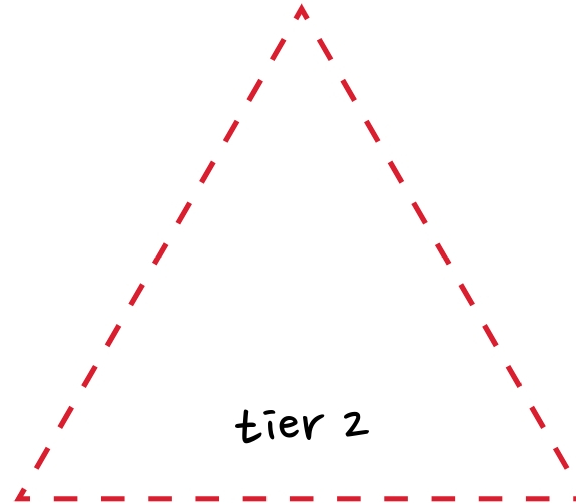
Louisiana State Personnel Development Grant Adapted from "A Resource for Equitable Classroom Practice," 2010					
Equitable Classroom Practices Observation Checklist					
<p>Equitable Classroom Practices is a checklist of 23 specific, observable teacher behaviors that reflect culturally responsive teaching 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	Date/Time	Not Observed (0 points)	Observed (1 point)
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 equitably					
6. Circulates 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. Models respect in the classroom; turns toward students who are speaking to show interest					
9. Arranges the classroom to accommodate discussion					
10. Arranges seating to facilitate student-student discussion; seating to facilitate teacher-student discussion					
11. Enumerates bulletin boards, displays, and other visuals in the classroom to reflect the racial, ethnic, and cultural backgrounds represented by students					
12. Displays and uses materials (e.g., books, posters, and community backgrounds) that reflect all students' racial, ethnic, and cultural backgrounds					
13. Uses a variety of visual aids and props to support student learning					
14. Uses multimedia (e.g., video, audio, and props) to illustrate concepts and content					
15. Lists concepts and content					
16. Uses, reads, 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 languages 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. Structures academic and social interactions between students					
21. Uses random response strategies (e.g., unprompted heads, color-coded cards, equity sticks, calling sticks)					
22. Uses cooperative learning structures					
23. Structures opportunities for students to learn with and from their peers (e.g., Think-Pair-Share, Teammates, co-learn, Jigsaw, Quiz Check, Partner A and B, Boggle, Last Word)					
24. Structures heterogeneous and cooperative groups for learning					
25. Uses random grouping methods to form small groups; explicitly teaches collaborative learning skills to students; provides opportunities for cooperative groups to be successful on task					
26. Uses probing and scaffolding techniques to assist students to answer					
27. 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

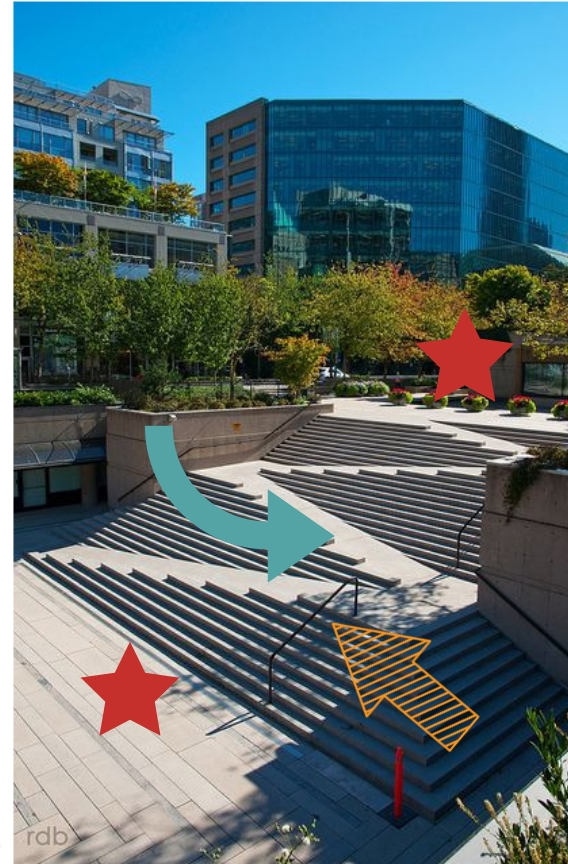
TARGETED SUPPORTS

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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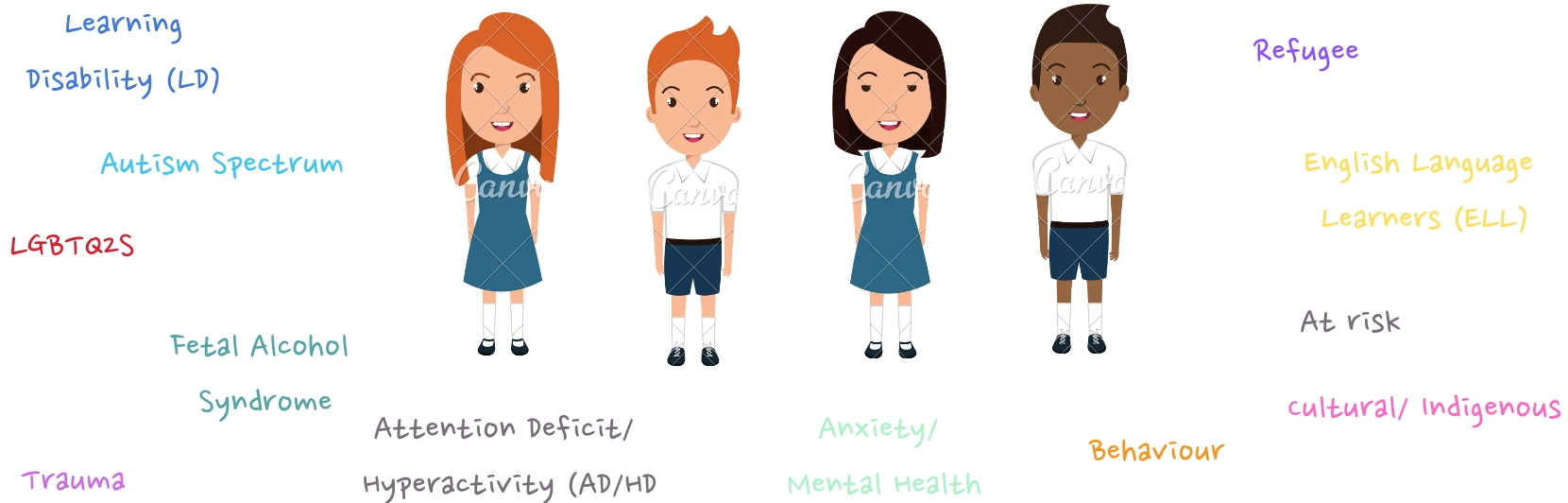
TARGETED SUPPORTS

1. What is the **goal**?
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3. How do we make the **SUPPORTS** available as a **choice** for others?

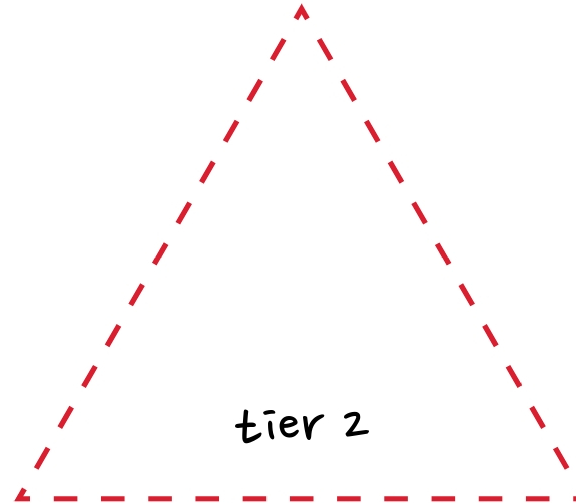


WHAT ARE THE RAILS FOR LEARNING?

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



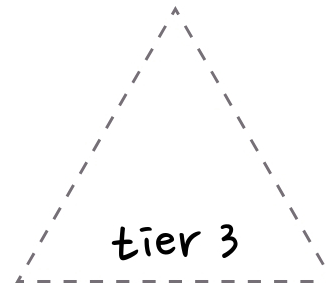
RTI/MTLS: **TARGETED** SUPPORTS



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?



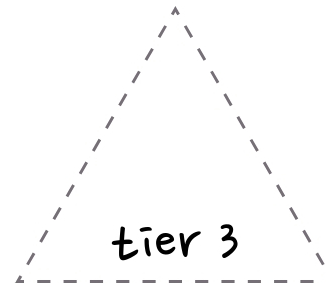
WHAT ARE INDIVIDUALIZED SUPPORTS FOR LEARNING?

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		Universal Support (Good for ALL)	Targeted Support (CHOICE for ALL)
	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

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	
Who needs the most challenge I.L., R.R		Reconciliation & Equity Targets: <ul style="list-style-type: none"> - Targeting text from Indigenous perspectives, attending to alternative points of view - Appreciation circle once a week 		

Classroom Support Plan

Teacher(s):Mr. B

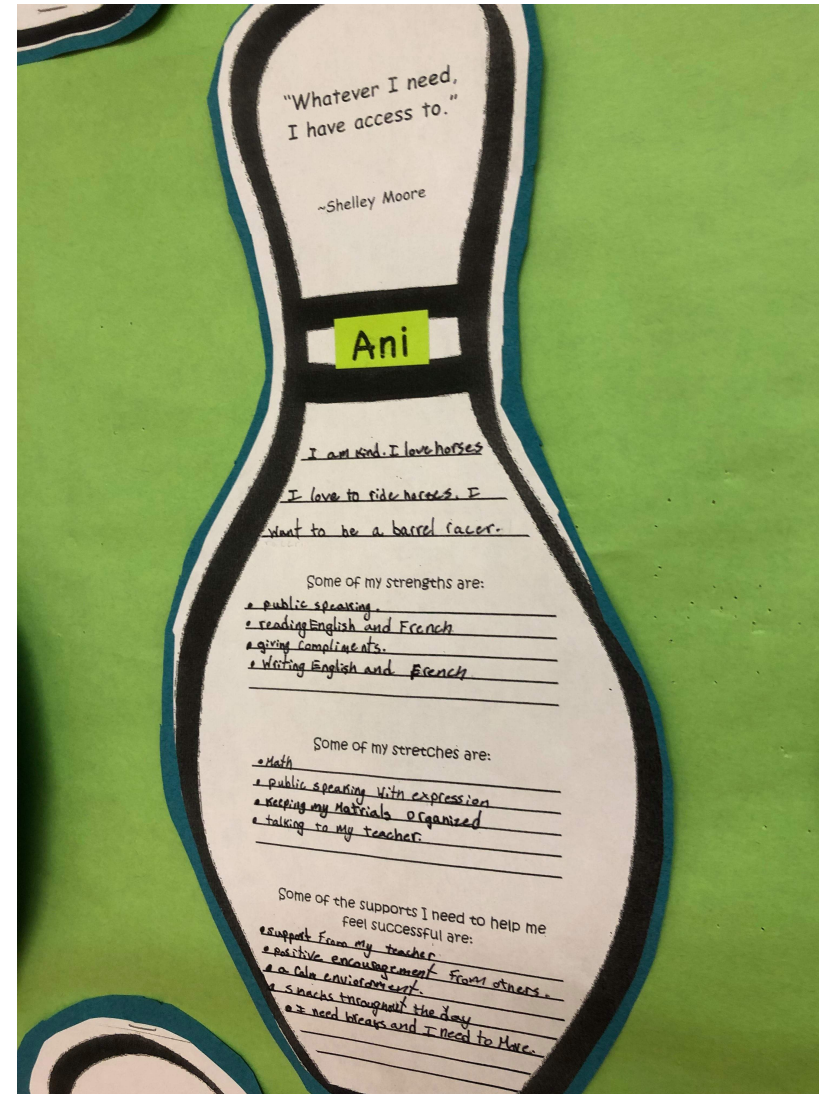
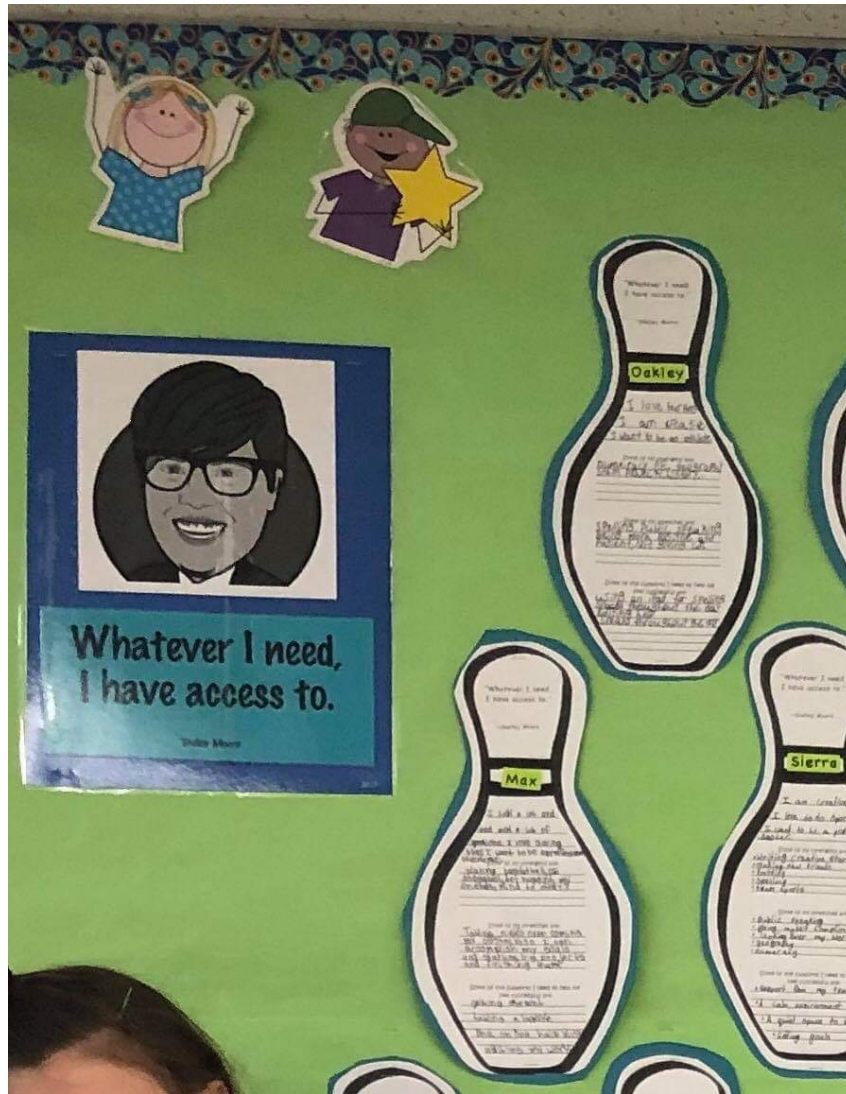
Support Staff: Ms. C (EA)

Class: Math Gr. 2

Range of Support

Range of Students

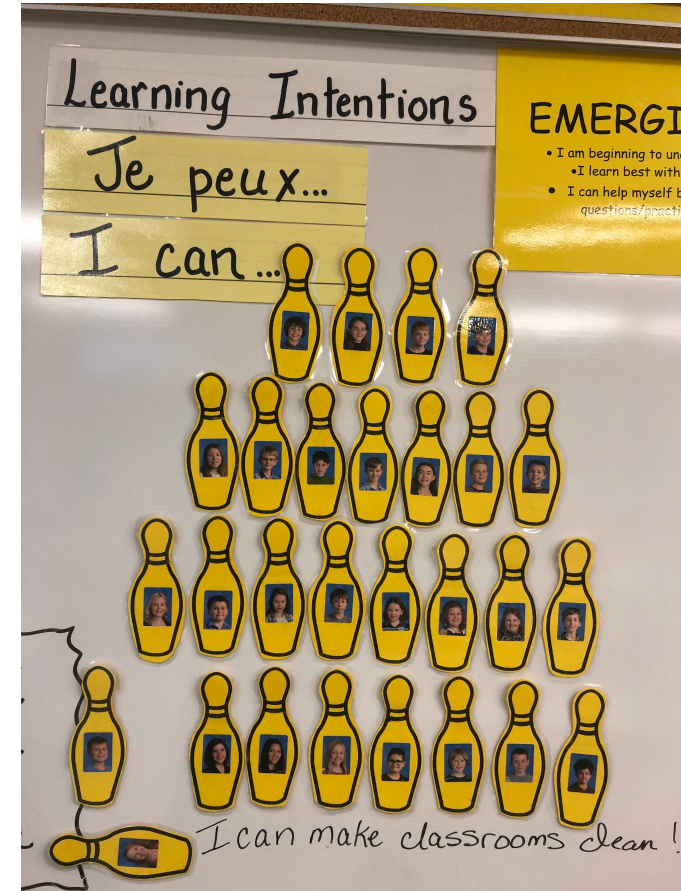
Students...		Strategies & Supports		
Who needs the most support J.W.		Universal Support (Good for ALL)	Targeted Support (CHOICE for ALL)	Essential Support (Good for ONE)
Need Cognitive	J.W.	Start lesson with accessible task how to work with J.W., building community activities, manipulatives,	Access Point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

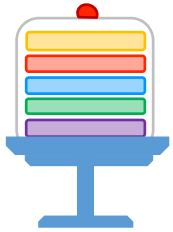


Making supports adjustable

“What ever I need I have access too!”

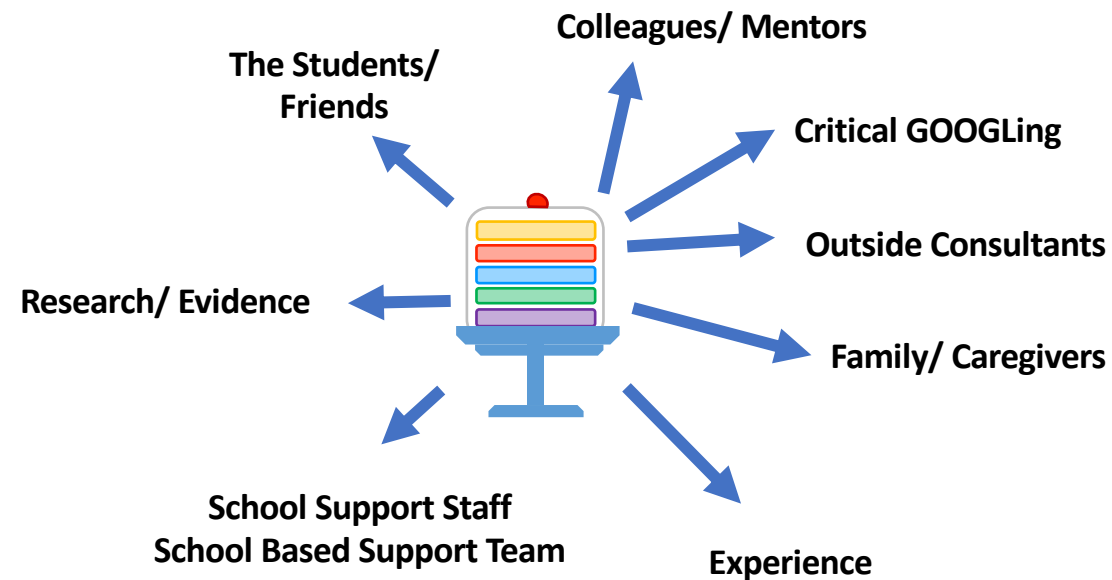
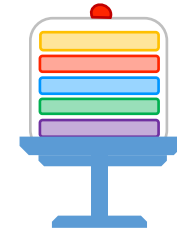
- What is this support?
- How do I use it?
- How do I know when I need it?
- How do I know when I don't?





Layered Support Cake of Love: Classroom Support Plan

How do we figure out supports or strategies students need?



Response to Instruction (RTI) Classroom Support Plan

Teacher(s):V. Bella Support Staff: EA 1.0 FTE (1 to 1), W. P. 2 days – 1 hour Lens: Numeracy 1/2

Range of Support

Range of Students

Students...		Strategies & Supports		
Who needs the most support AC, AD		Universal Support (Good for ALL)	Targeted Support (CHOICE for ALL)	Essential Support (Good for ONE)
Need Medical (seizures) DHH	AC, AD, KM,	FM system Water bottles, water breaks, seizure awareness (demystification)	Headphones, quiet zone	Hearing aids, personal receiver Medication, AFOs, small food, toileting support
Need Social Emotional (Anxiety/ Trauma)	KM, LM, VC	Social stories to name anxiety, talking and connecting to adults (EAs, CYCW), calm environment, opportunities for breaks, worry tree, check ins, class conversations around empathy, growth mindset, strategies, strategic stories/ characters, mind up, zones of regulation, calm kit, tools for zones	Routines in the schools to check in with more adults (positive interactions), specific jobs, choose tools for managing emotions,	Parent connections, universal language, mental health worker/ support workers, 1-1 counselling, Tuesday walks after recess with an adult connection, allow food anytime
Need LD	AC, AD, CS,	Manipulatives, personal whiteboards, smart board, stations, Must/Can/Could activities, games, dice, 10 frames, number lines, counters, fake coins, stories, songs, Carole Fullerton, story mats, flexible seating, visuals, modeling strategies, multiple ways to show learning, breaking down tasks, graphic organizers, benchmark numbers (fiveness), flexible groupings, everyone goes to every station, calculator	Choice for extension, choice of strategies/tools, adults to work with, choice of completion, choice of challenge, scaffolding, practice a few strategies at a time	Hand over hand, small group, additional instruction, access goal, repeated instruction, repetition, breaking down
Need ELL	ST, JA,			
Need SLP/ Communication	AD, PP, CS, AC			
who needs the most challenge KM, LM		Reconciliation & Equity Targets:		

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