

SHELLEY MOORE



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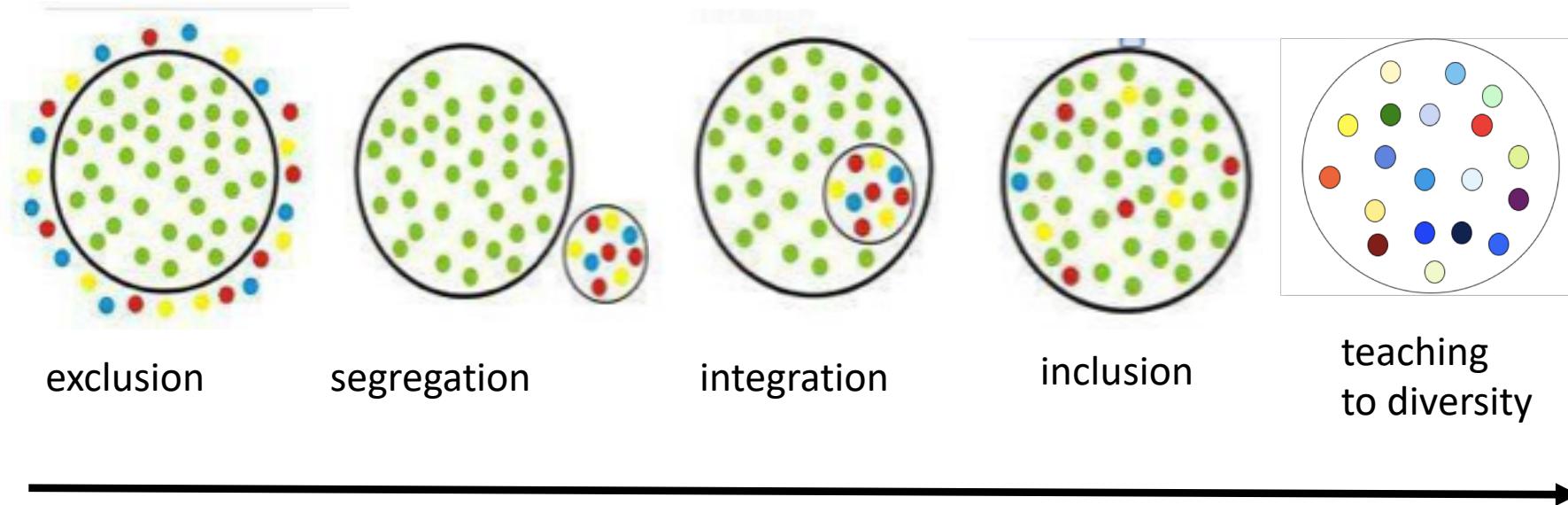
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Thinking Back

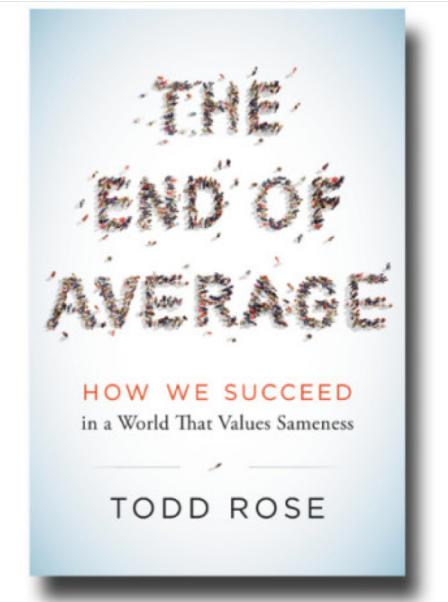
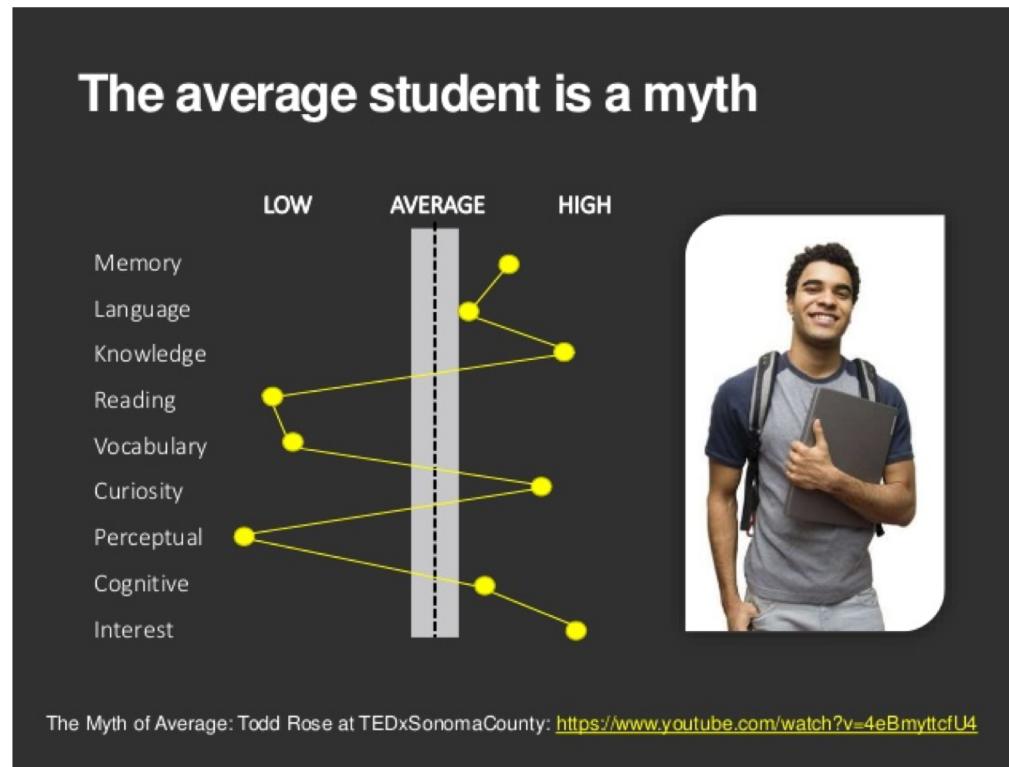
- What have you worked on this year in your classroom to support inclusion?
- What have you noticed?
- What are you learning about your most diverse learners?
- What questions are coming up?
- What are you hoping to get out of our time today?

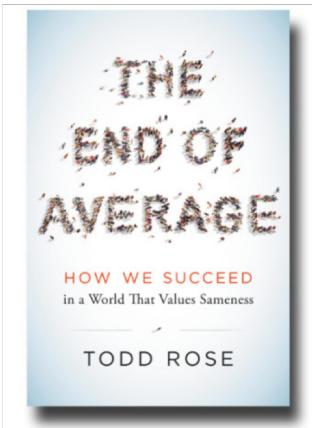
The Evolution of Inclusion



How do we move?

The End of Average!



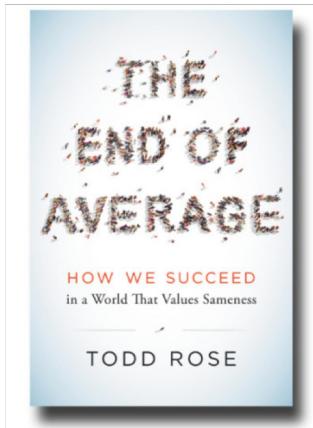


The Airplane Dilemma...

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

AND

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

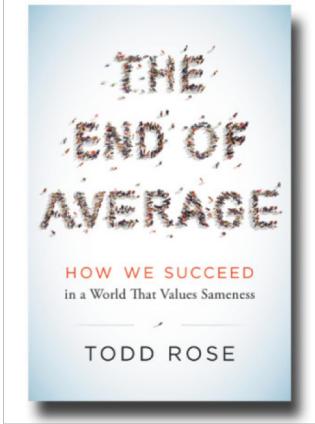


The Curricular Dilemma...

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

AND

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



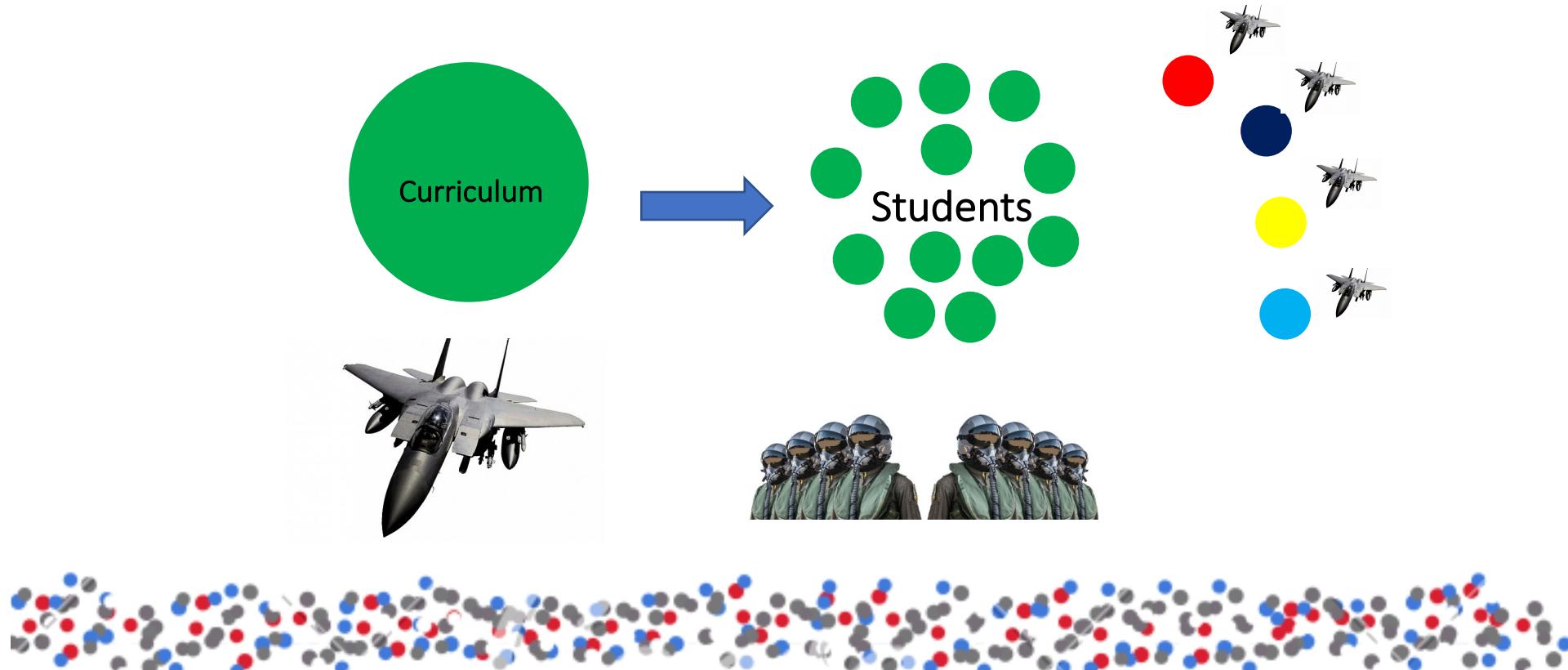
A solution....

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

OR

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

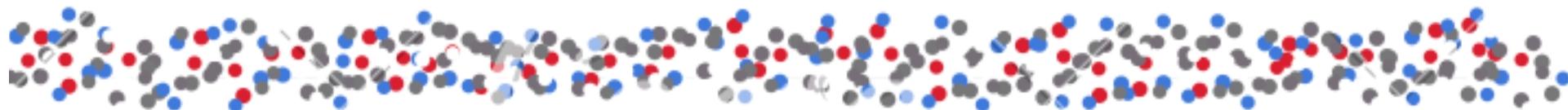
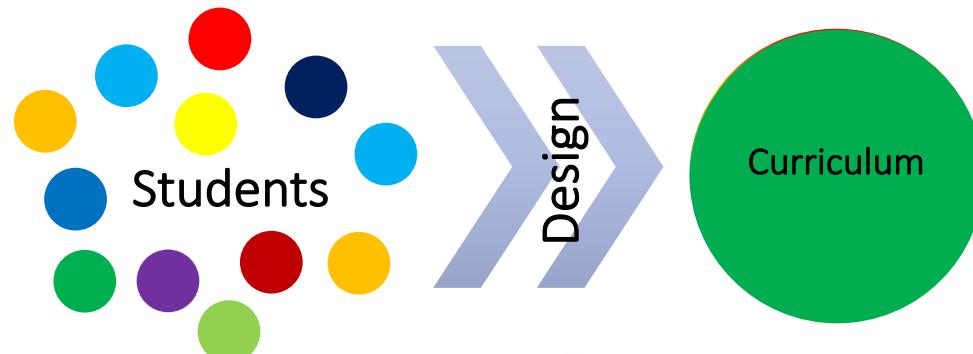
WHAT'S THE DIFFERENCE?



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DESIGN: THE MOST UNDERUTILIZED SUPPORT



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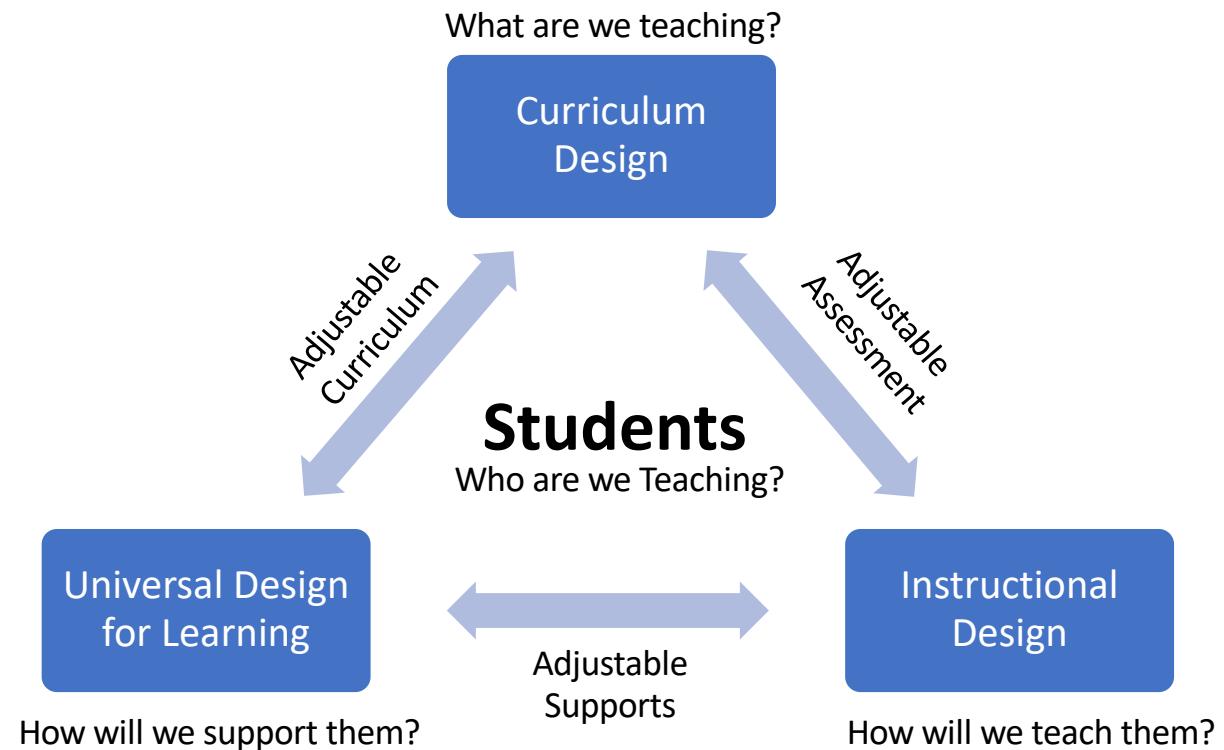
HOW DO WE DESIGN AN ADJUSTABLE AIRPLANE?

- 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





SHIFTING OUR SUPPORT MODELS

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The cupcake Model



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Special Education
Medical Model

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The cupcake model



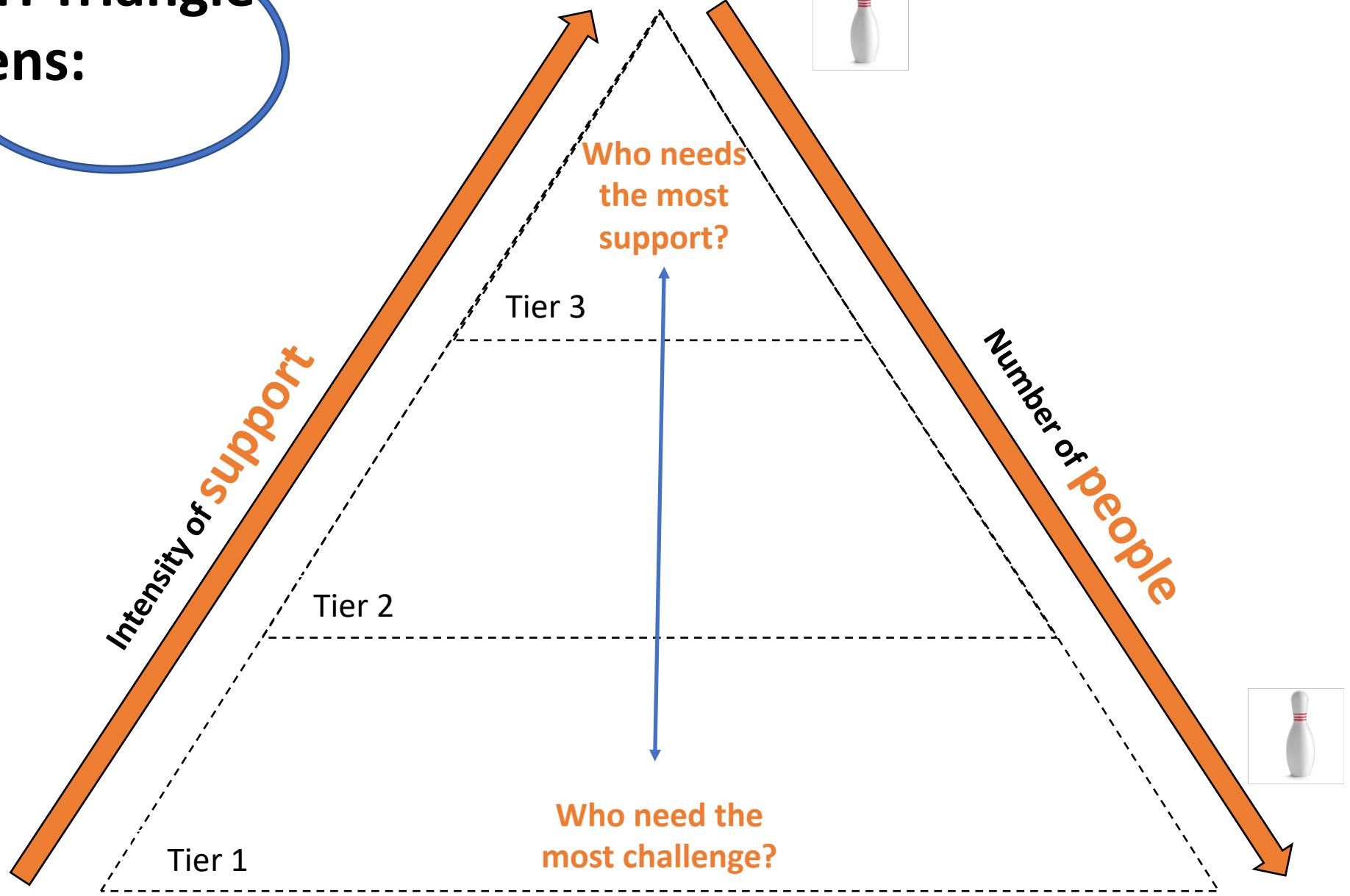
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The layered cake model

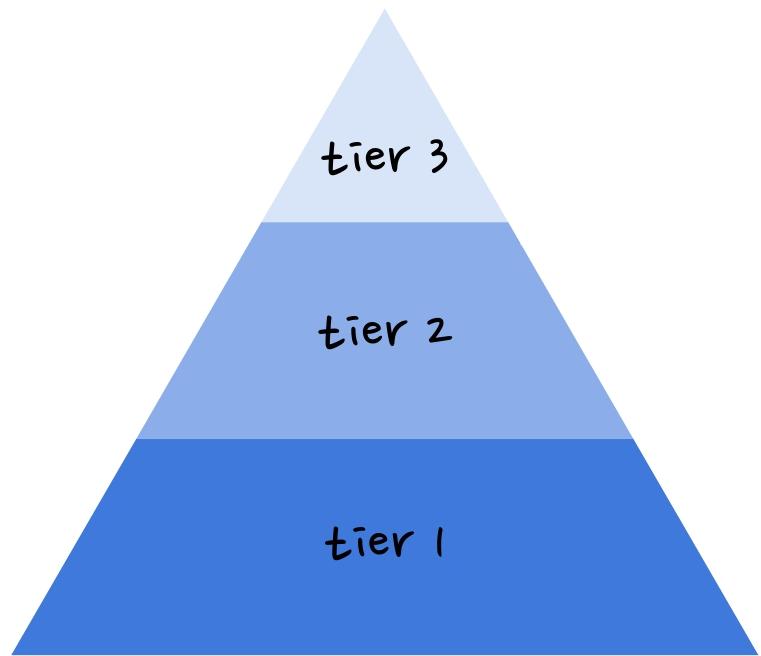


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RTI Triangle Lens:

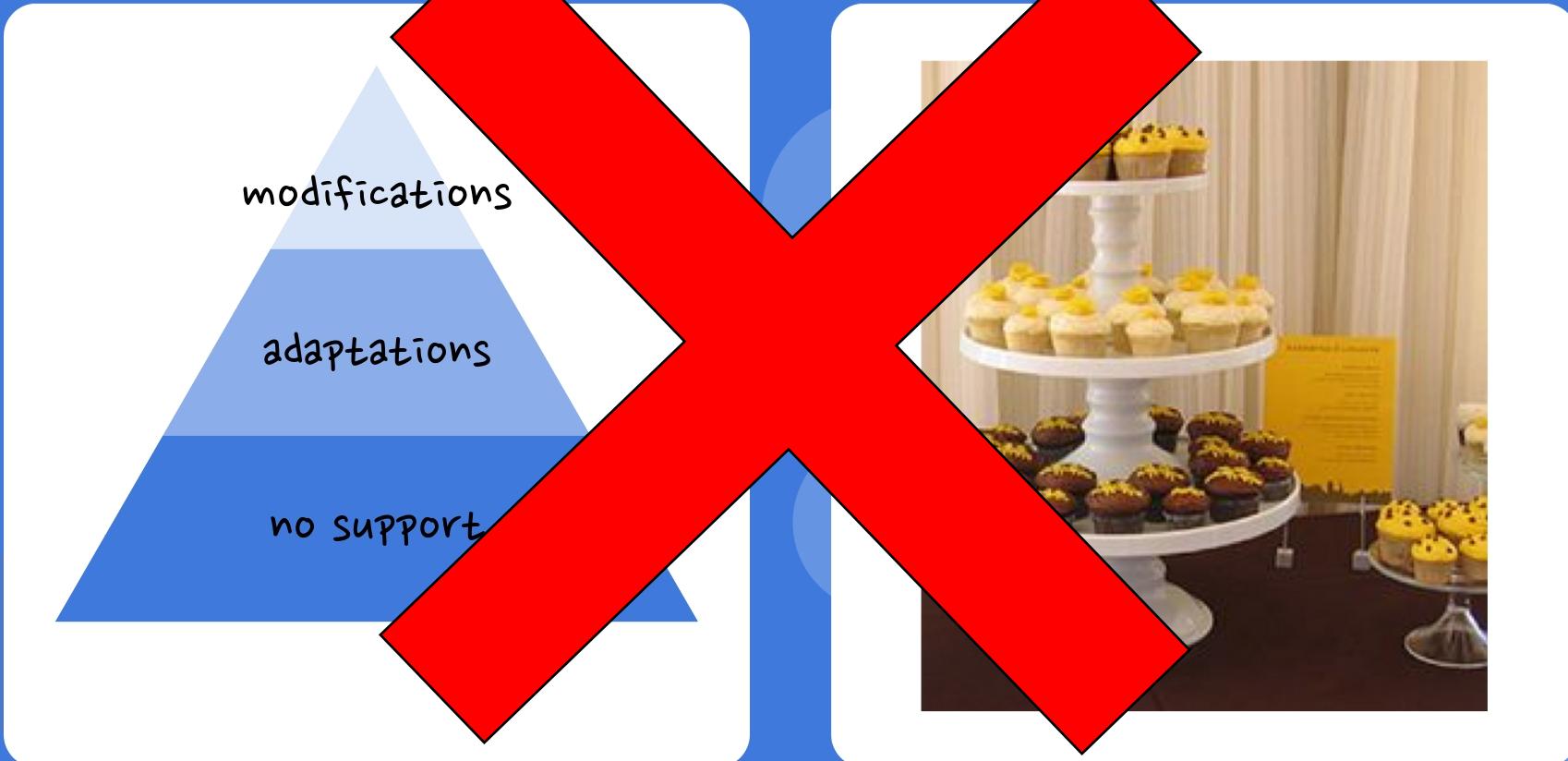


RTI: RESPONSE TO INTERVENTION

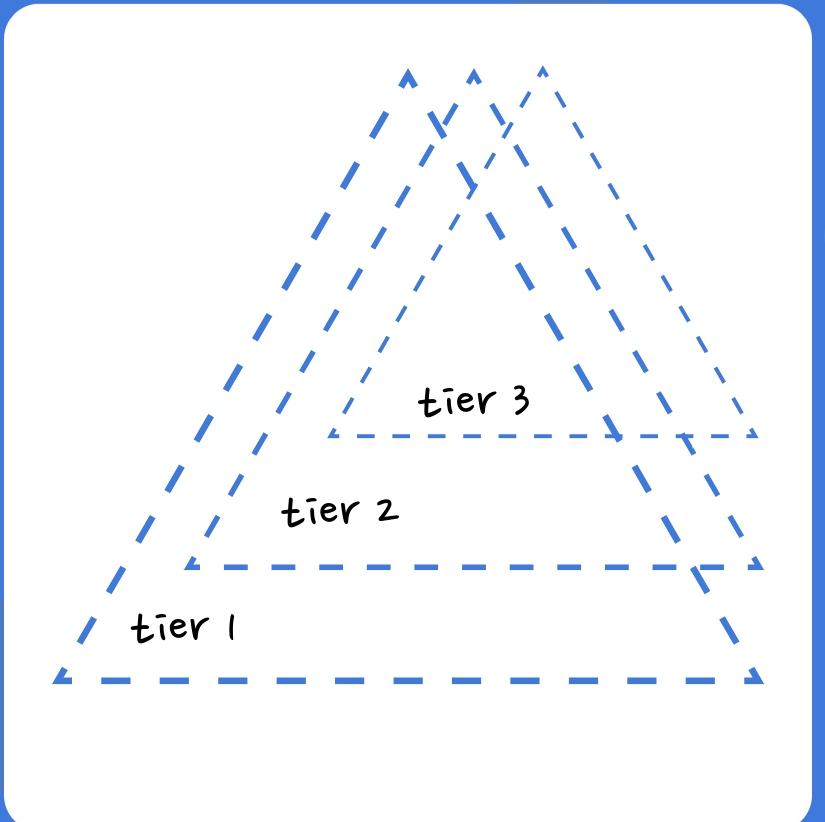


- early intervention of support
- assessment of students
- regulated supports

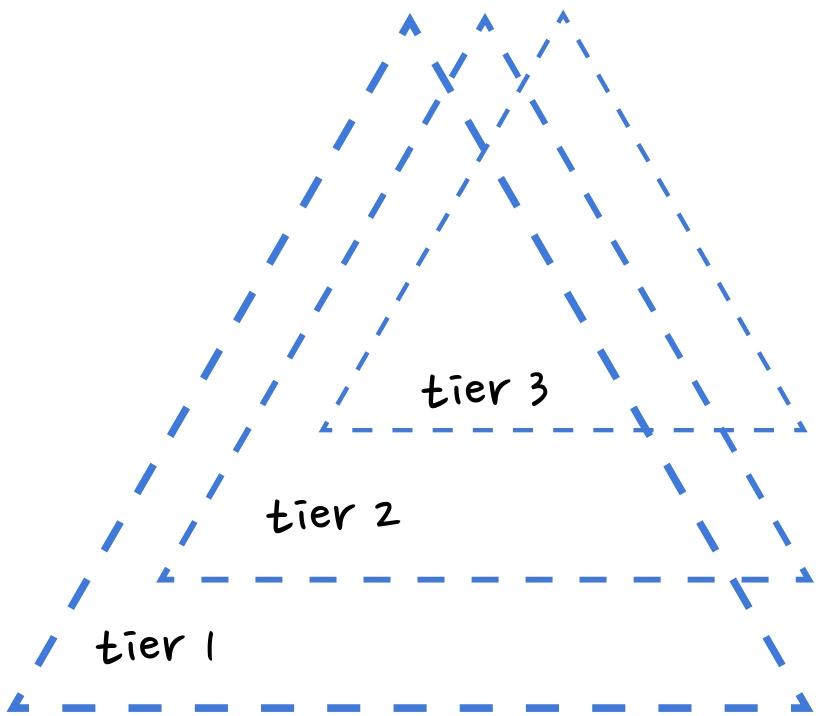
RTI: RESPONSE TO INTERVENTION ??



RTI: RESPONSE TO INSTRUCTION



RTI: RESPONSE TO INSTRUCTION

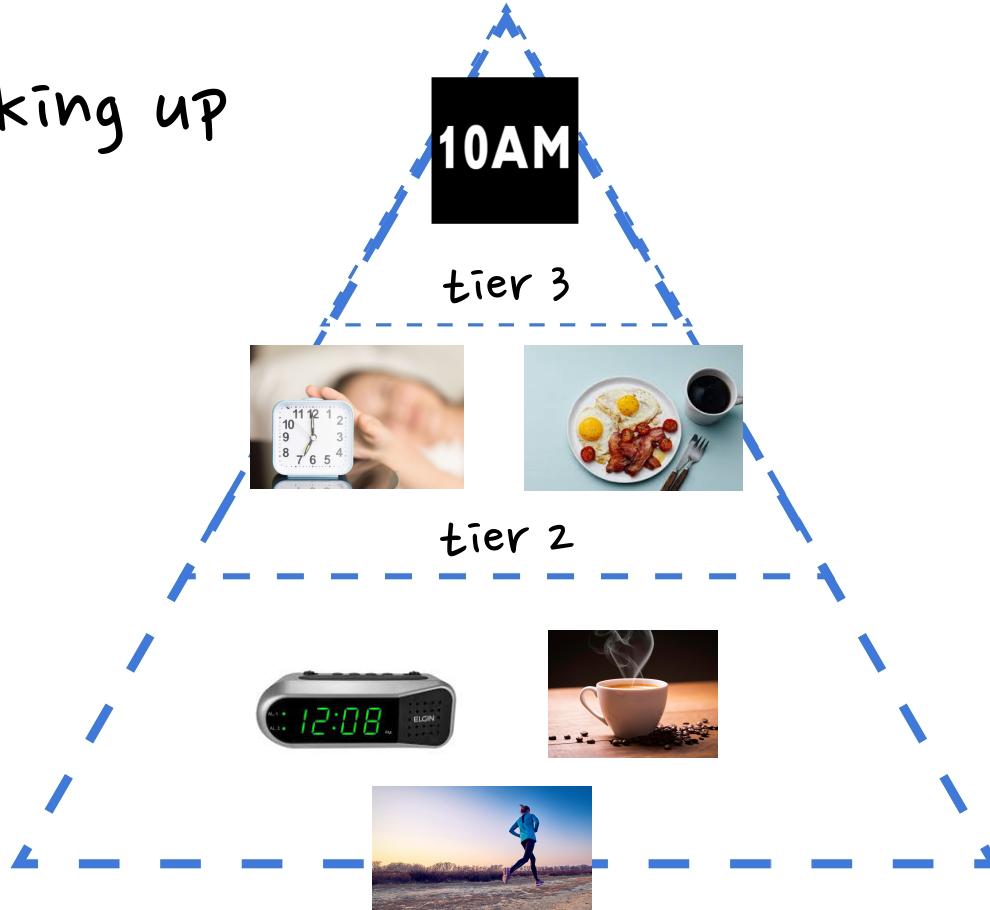


- early instruction of support
- assessment of the environment
- universal supports



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

RTI + **UDL** = **SRL**

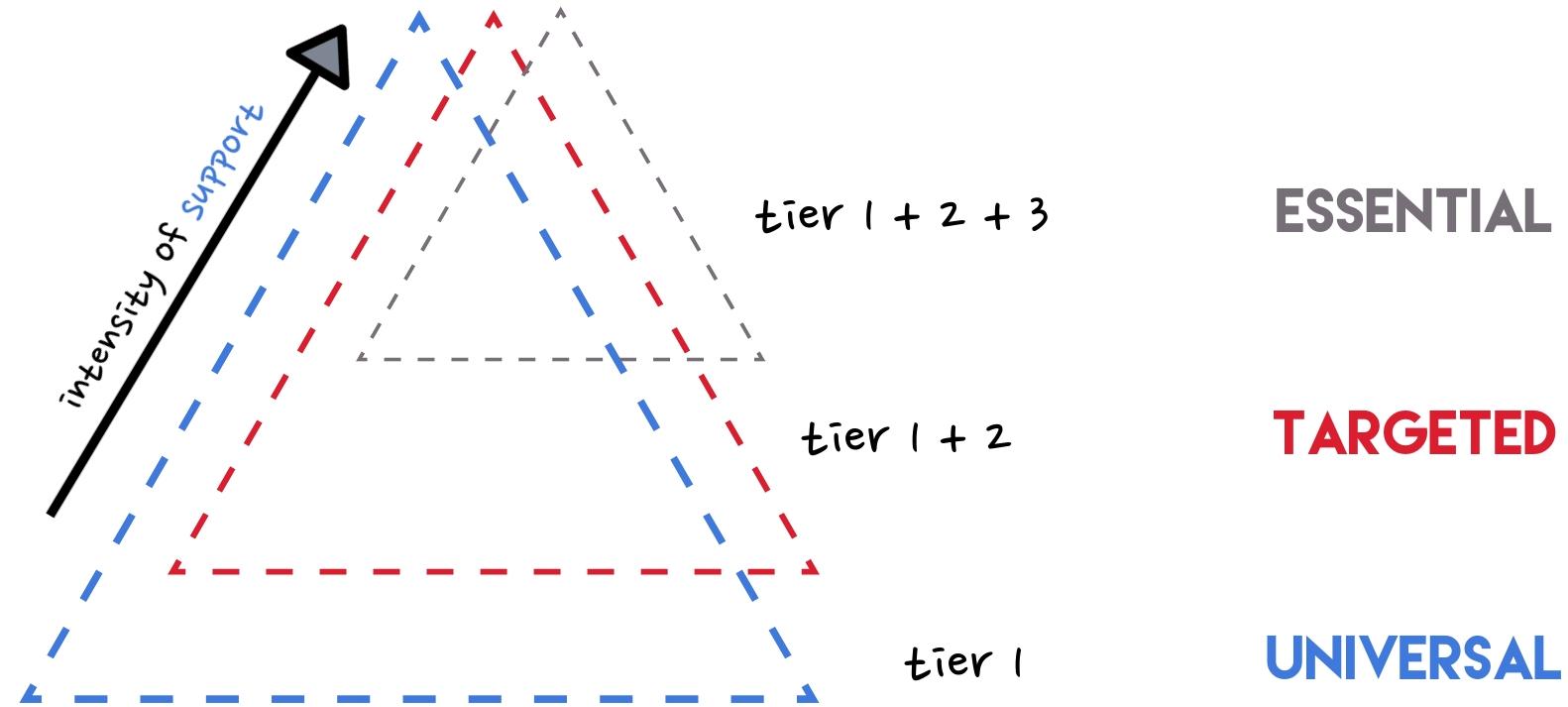
Response to
Instruction

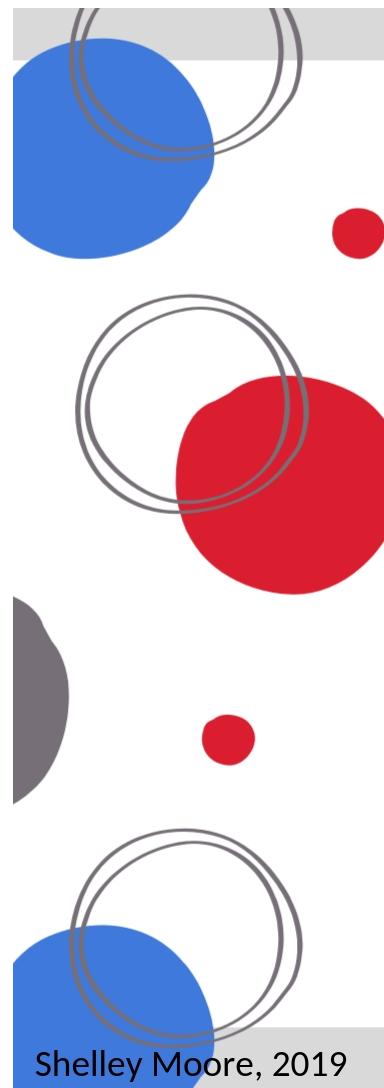
universal
Design for
Learning

Self Regulation
for
Learning

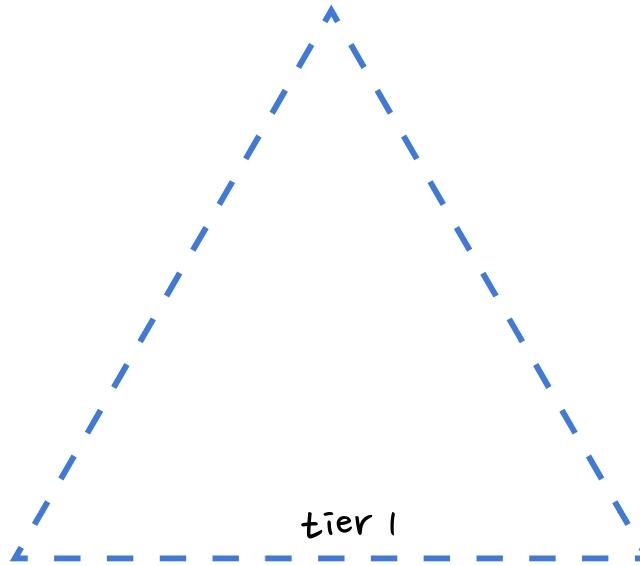


RTI/MTLS





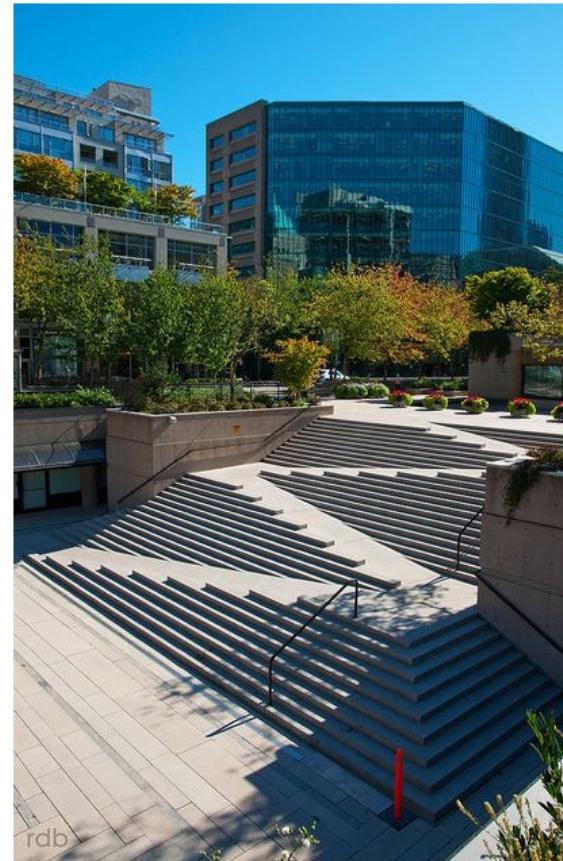
RTI/MTLS: UNIVERSAL SUPPORTS



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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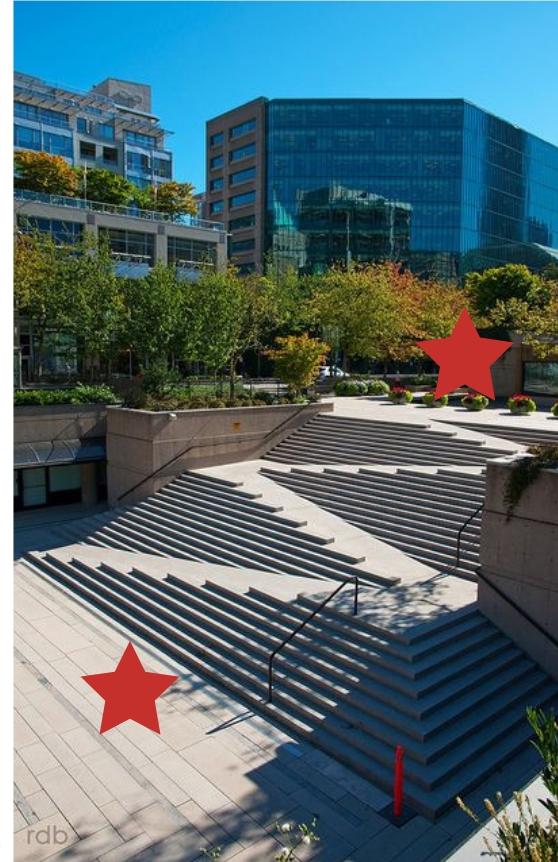
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UNIVERSAL SUPPORTS

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

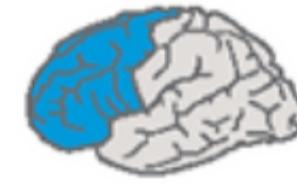
Universal Design for Learning Guidelines



Provide Multiple Means of Engagement



Provide Multiple Means of Representation



Provide Multiple Means of Action & Expression

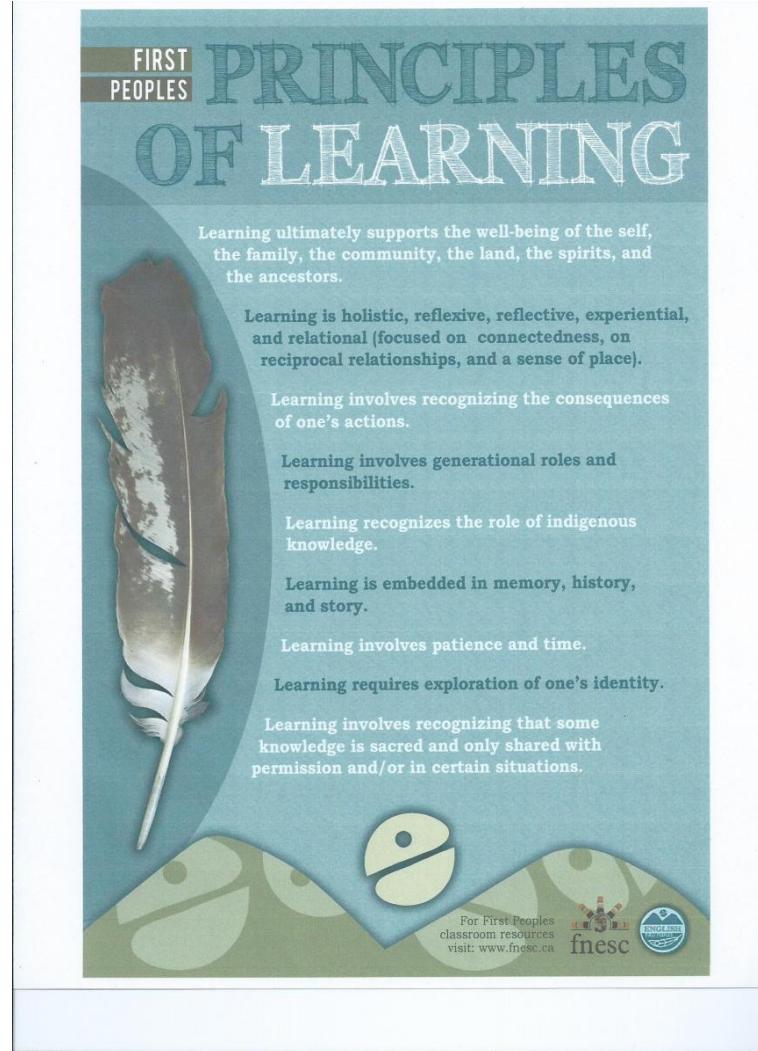
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CAST.org

Reconciliation Targets

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



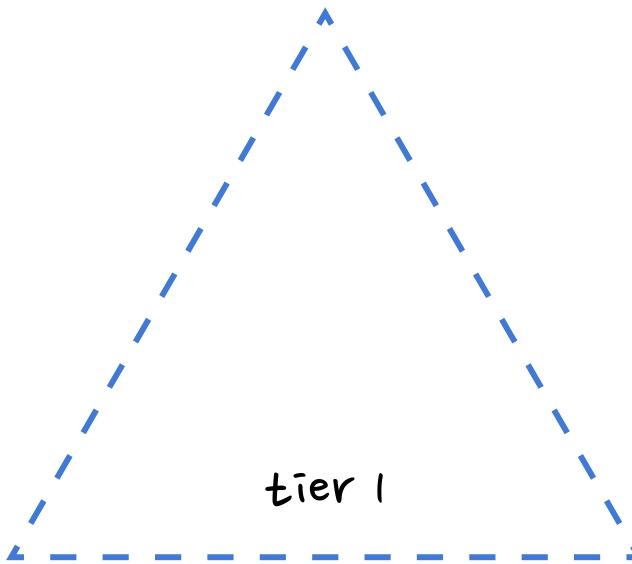
Equity Targets

- <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>

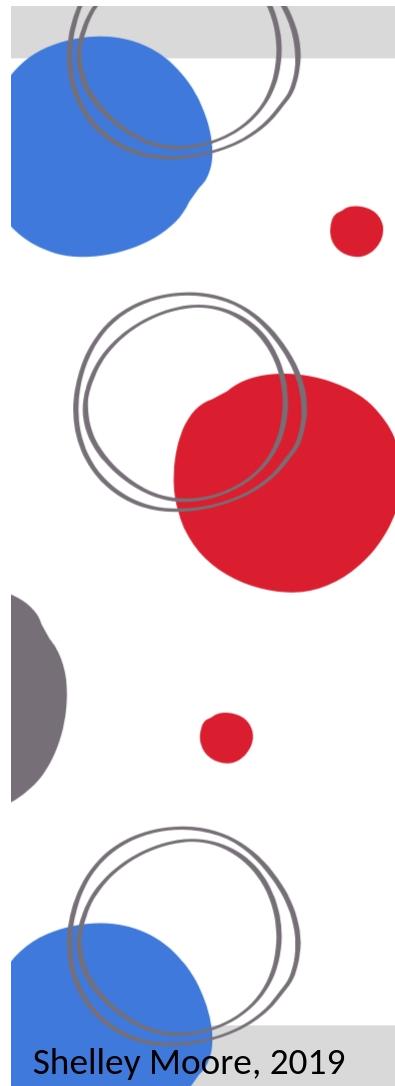
Equitable Classroom Practices Observation Checklist					
Equitable Classroom Practices is a toolkit of 23 specific, observable teacher practices that reflect the belief that equity is a way of interacting with students through example. This tool can be used as self-reflection or by an external observer to promote more ways of interacting with students through practice. Please note this is a self-study audit designed to support classroom assessment practices. This brief is not an all-inclusive definition of best instructional practices.					
Target	Detail	Subject	Opener	Not Opened (0 points)	One Opened (1 point)
1. Welcomes students by name as they enter the classroom	Creates a positive classroom environment to begin the day	Welcomes students to the classroom	Welcomes students by name as they enter the classroom		
2. Allows students to contribute to classroom discussion	Creates a positive classroom environment to begin the day	Welcomes students to the classroom	Creates a positive classroom environment to begin the day		
3. Prepares students for learning	Creates a positive classroom environment to begin the day	Welcomes students to the classroom	Creates a positive classroom environment to begin the day		
4. Uses body language, tone, gestures, and expressions of concern to convey a message that all students are important	Creates a positive classroom environment to begin the day	Welcomes students to the classroom	Creates a positive classroom environment to begin the day		
5. Uses eye contact with all students	Creates a positive classroom environment to begin the day	Welcomes students to the classroom	Creates a positive classroom environment to begin the day		
6. Allows students to contribute to classroom discussion	Creates a positive classroom environment to begin the day	Welcomes students to the classroom	Creates a positive classroom environment to begin the day		
7. Uses visual aids to support learning	Creates a positive classroom environment to begin the day	Welcomes students to the classroom	Creates a positive classroom environment to begin the day		
8. Promotes, uses, and applies some words in students' native language	Creates a positive classroom environment to begin the day	Welcomes students to the classroom	Creates a positive classroom environment to begin the day		
9. Provides students with opportunities to practice new words in students' native language	Creates a positive classroom environment to begin the day	Welcomes students to the classroom	Creates a positive classroom environment to begin the day		
10. Uses visual aids to support learning	Creates a positive classroom environment to begin the day	Welcomes students to the classroom	Creates a positive classroom environment to begin the day		
11. Uses visual aids to support learning	Creates a positive classroom environment to begin the day	Welcomes students to the classroom	Creates a positive classroom environment to begin the day		
12. Uses opportunities for students to work with their peers (e.g., Think-Pair-Share, Partner A and B, Grouping, etc.)	Creates a positive classroom environment to begin the day	Welcomes students to the classroom	Creates a positive classroom environment to begin the day		
13. Structures interactions and opportunities for students to learn from one another	Creates a positive classroom environment to begin the day	Welcomes students to the classroom	Creates a positive classroom environment to begin the day		
14. Uses opportunities for students to learn from one another	Creates a positive classroom environment to begin the day	Welcomes students to the classroom	Creates a positive classroom environment to begin the day		



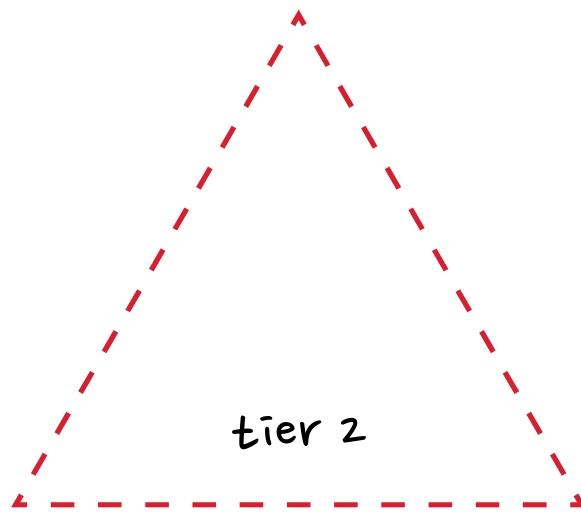
RTI/MTLS: **UNIVERSAL** SUPPORTS



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*?
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*?
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*?
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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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



Refugee

English Language
Learners (ELL)

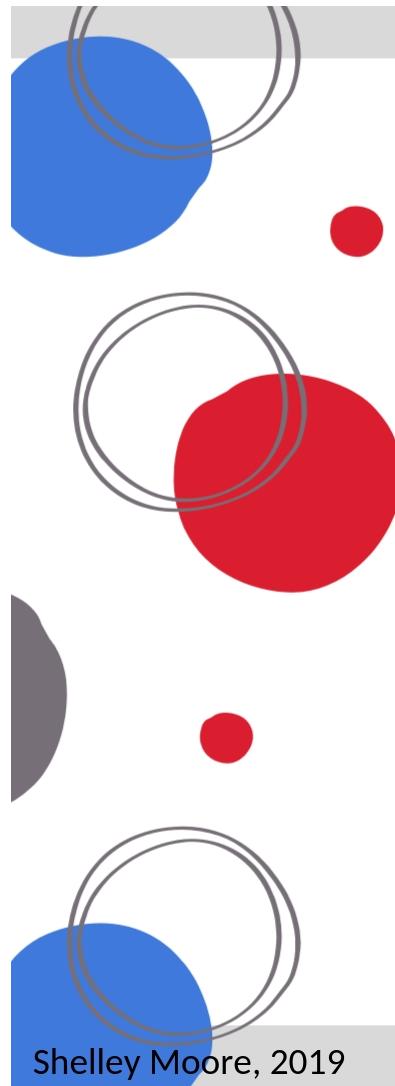
At risk

cultural/ Indigenous

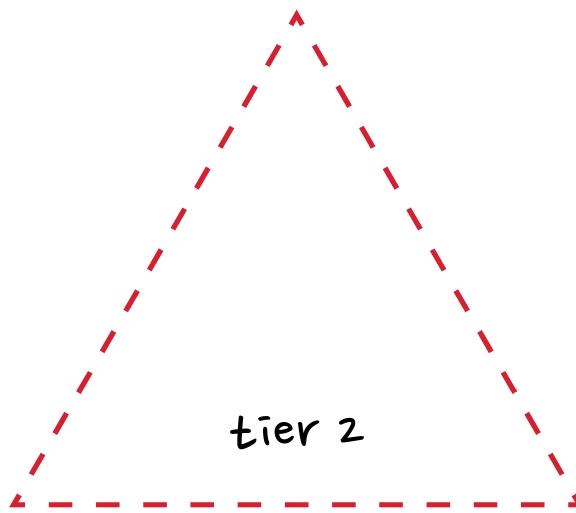
Attention Deficit/
Hyperactivity (AD/HD)

Anxiety/
Mental Health

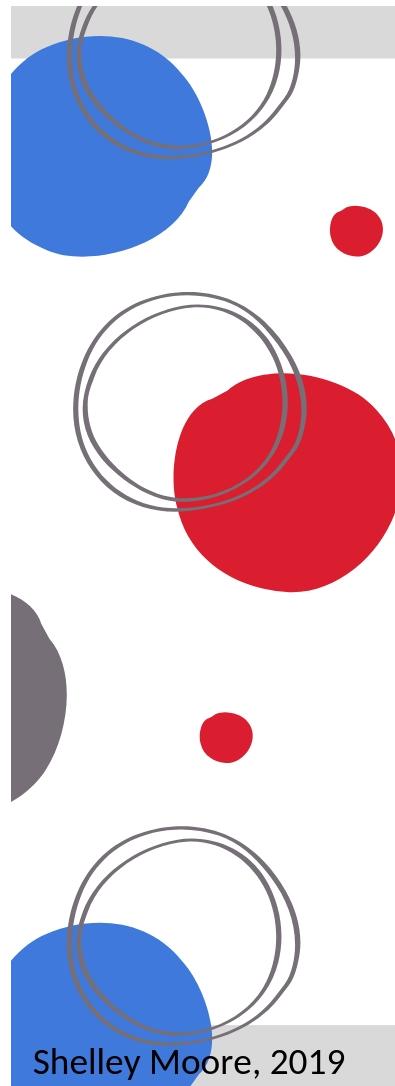
Behaviour



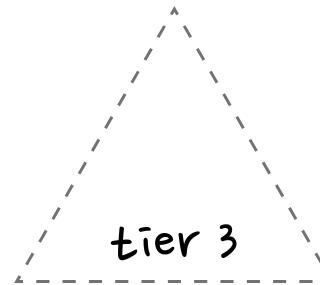
RTI/MTLS: TARGETED SUPPORTS



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?

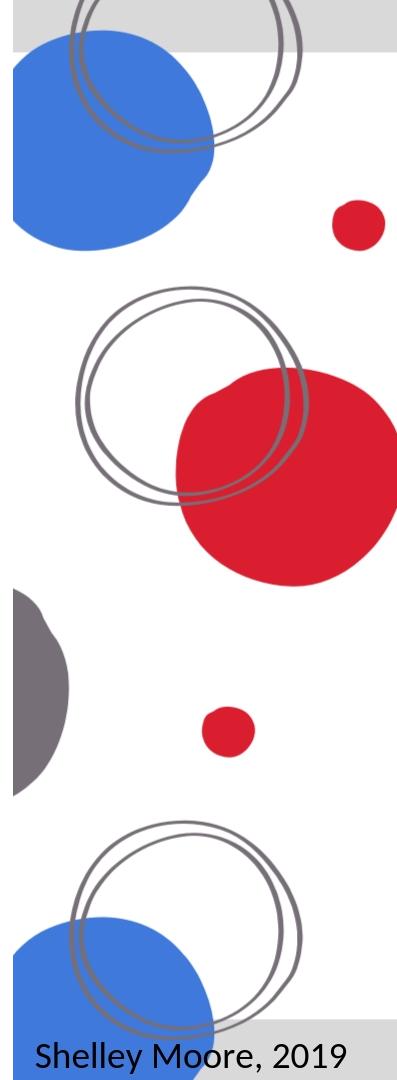
3. How do we *teach* everyone about the *support* so that we can *advocate for* ourselves *and* each other?



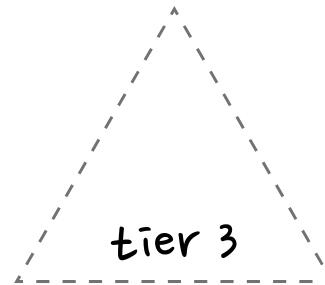
WHAT ARE INDIVIDUALIZED SUPPORTS FOR LEARNING?

what essential supports are needed to meet the goal?





RTI/MTLS: ESSENTIAL SUPPORTS



Designed for one; useful for one

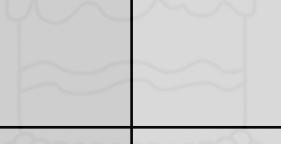
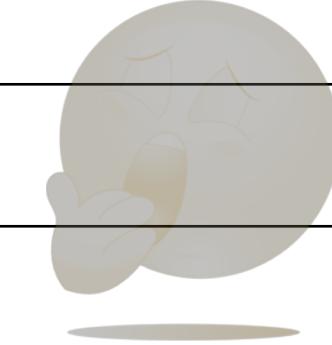
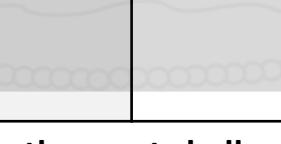
Classroom Support Plan

Teacher(s): _____

Support Staff: _____

Lens: _____

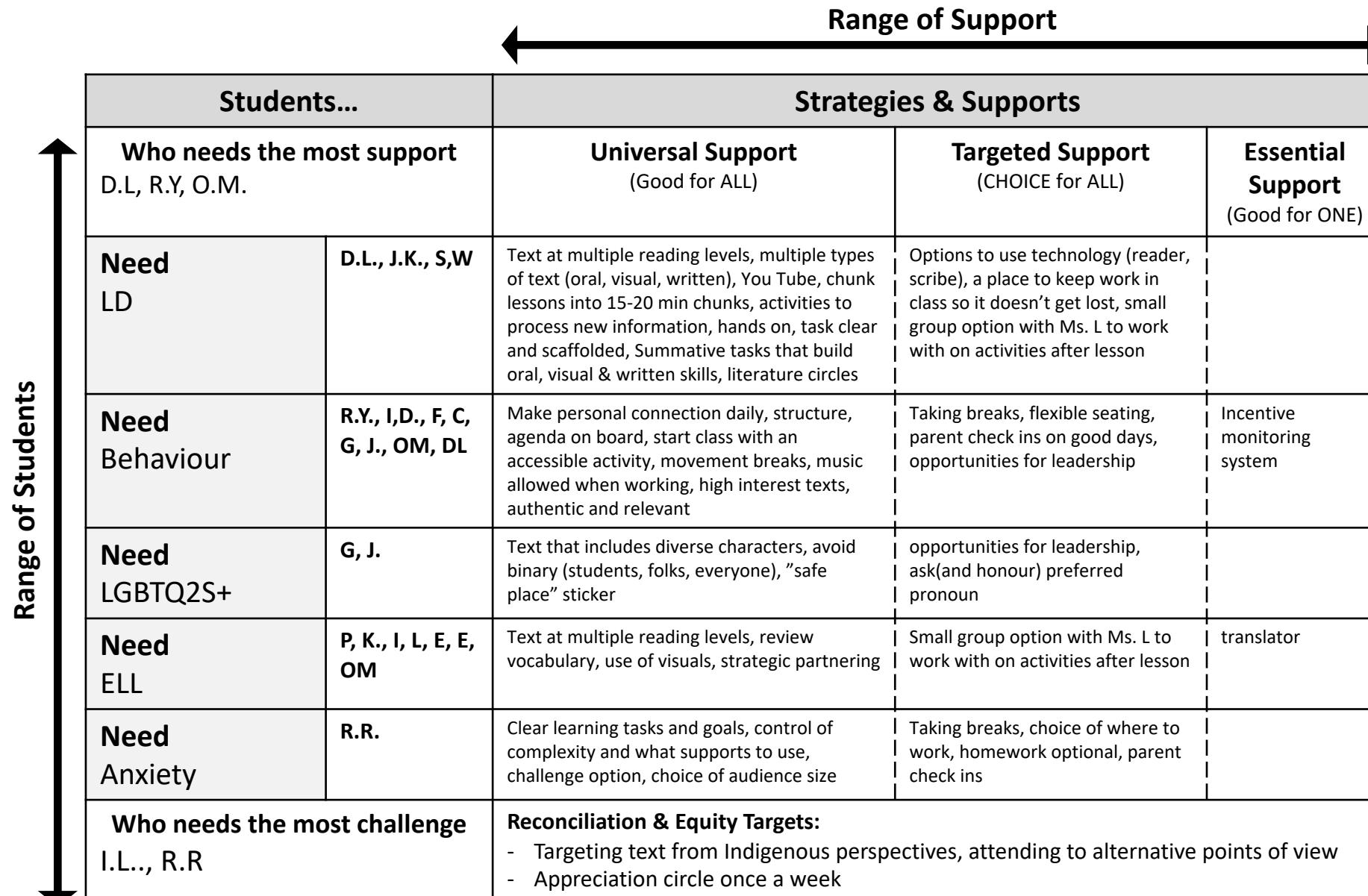
Range of Support (MTLS)

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



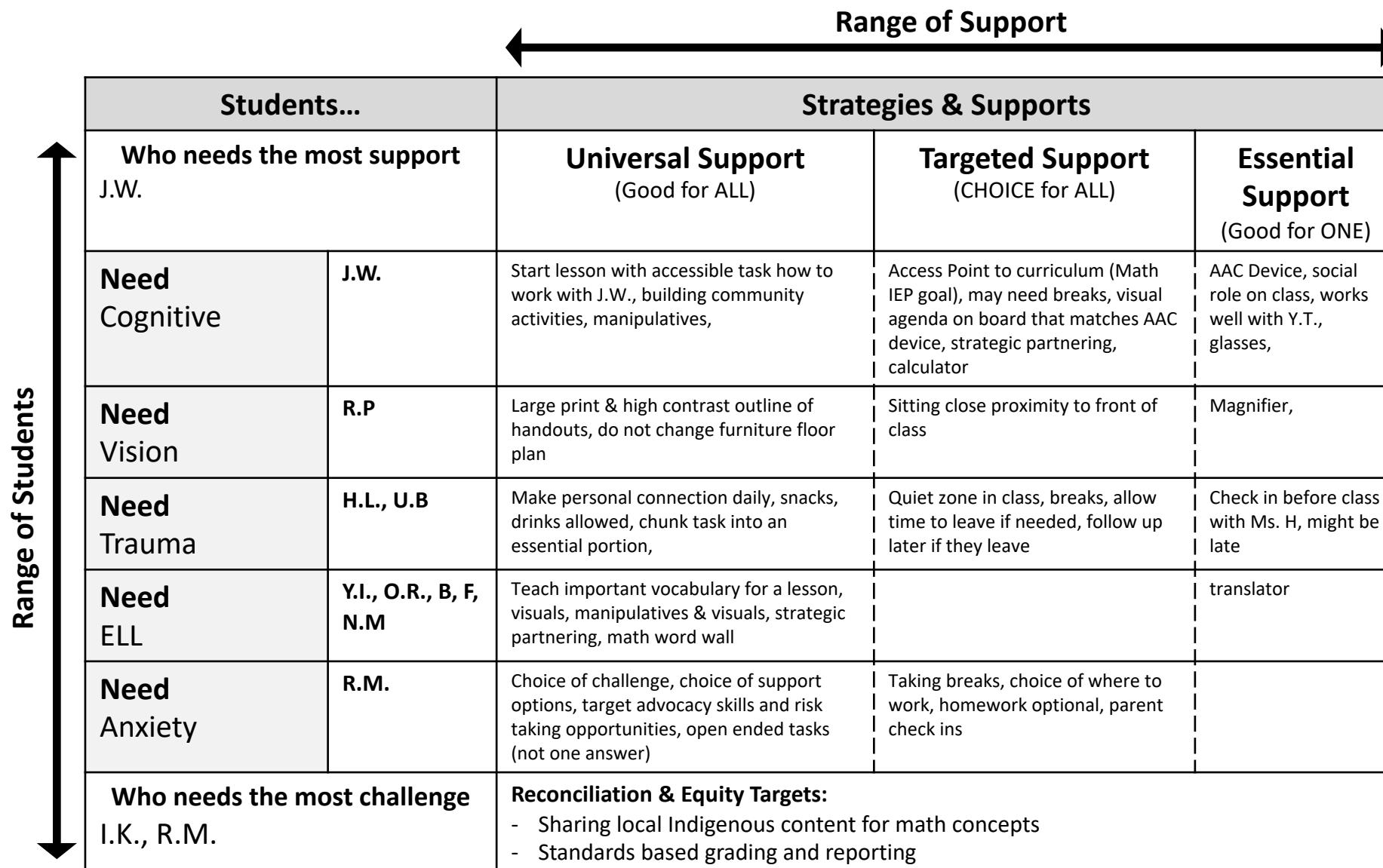
Students...		Strategies & Supports		
Who needs the most support D.L, R.Y, O.M.		Universal Support (Good for ALL)	Targeted Support (CHOICE for ALL)	Essential Support (Good for ONE)
Need LD	D.L., J.K., S,W	Text at multiple reading levels, multiple types of text (oral, visual, written), You Tube, chunk 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)

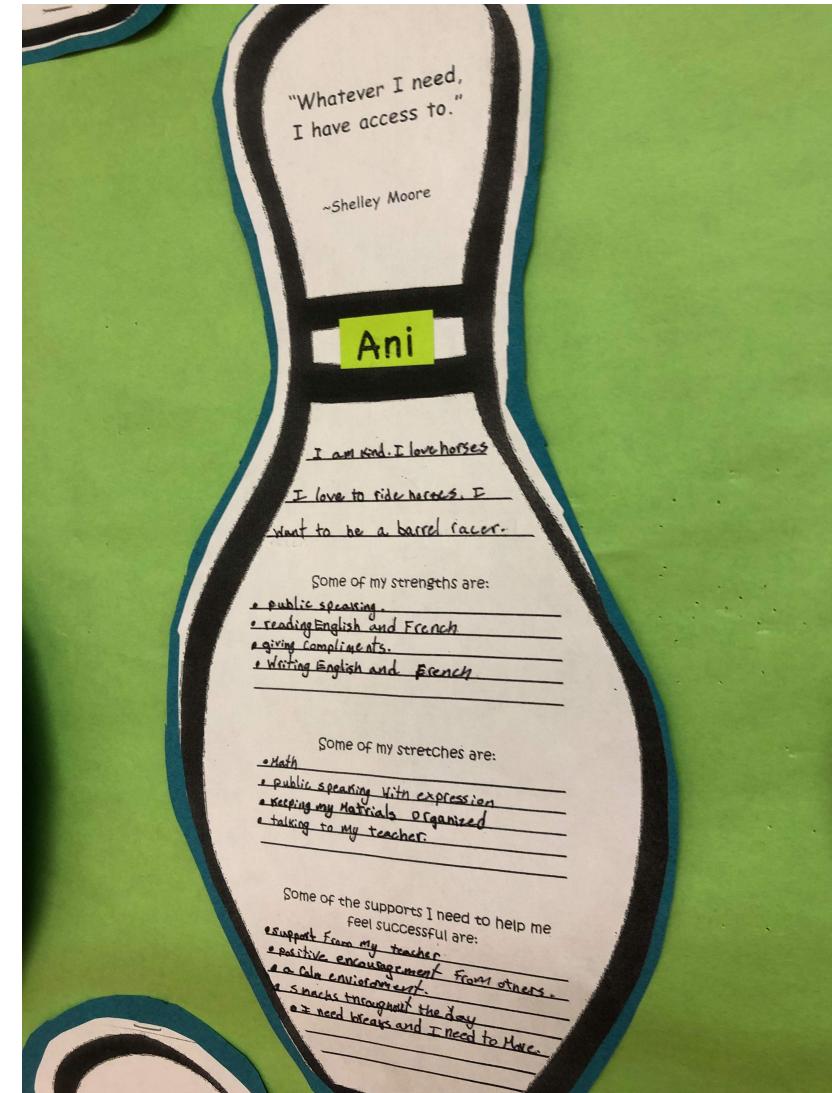
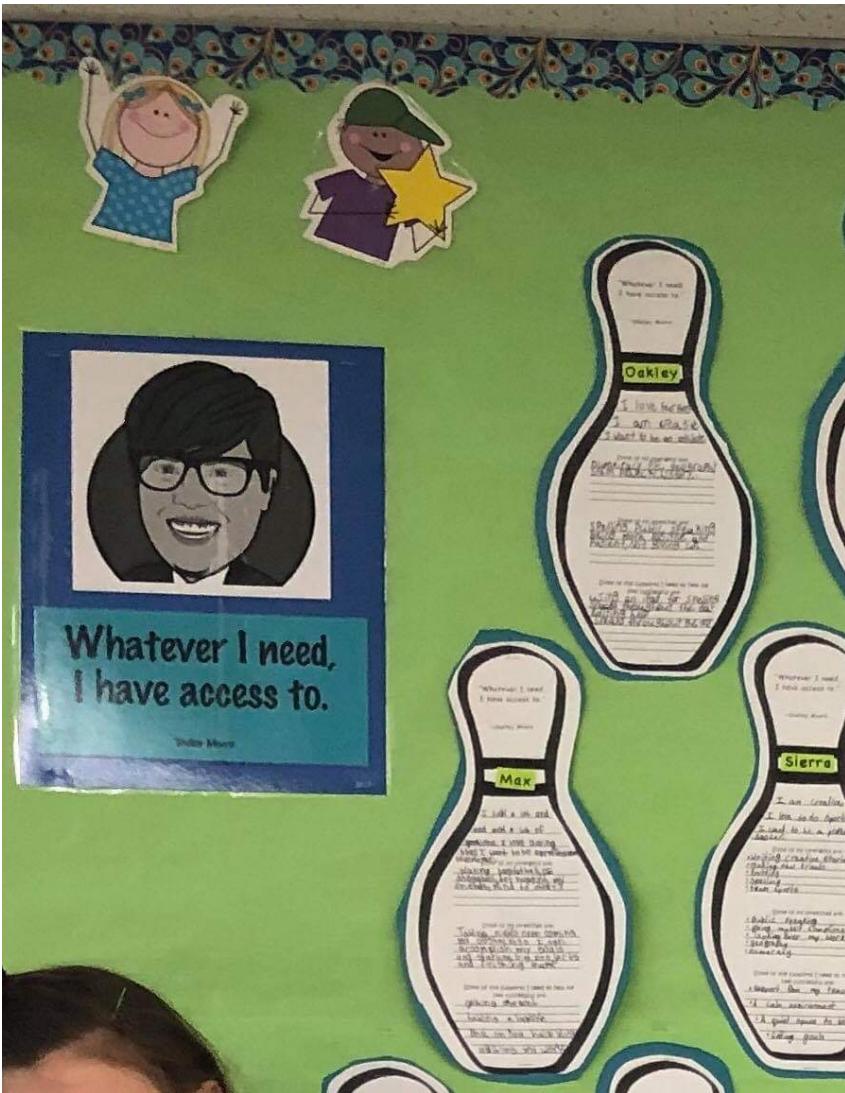
Class: Math Gr. 2



Range of Support

Range of Students

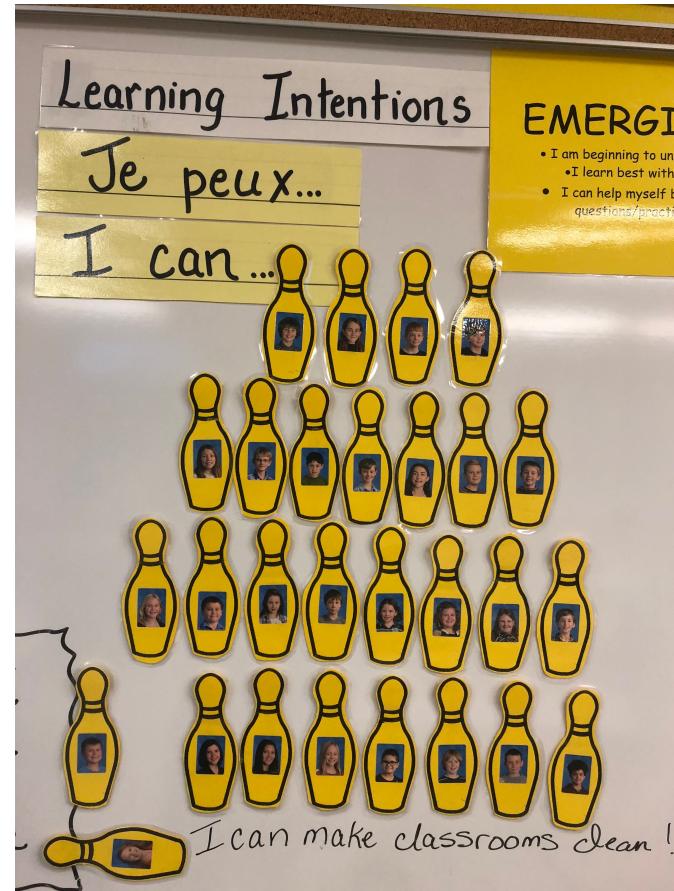
Students...		Strategies & Supports		
Who needs the most support J.W.		Universal Support (Good for ALL)	Targeted Support (CHOICE for ALL)	Essential Support (Good for ONE)
Need Cognitive	J.W.	Start lesson with accessible task how to work with J.W., building community activities, manipulatives,	Access Point 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		

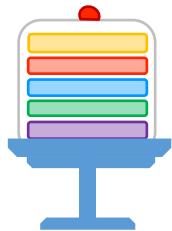


Making supports adjustable

“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?

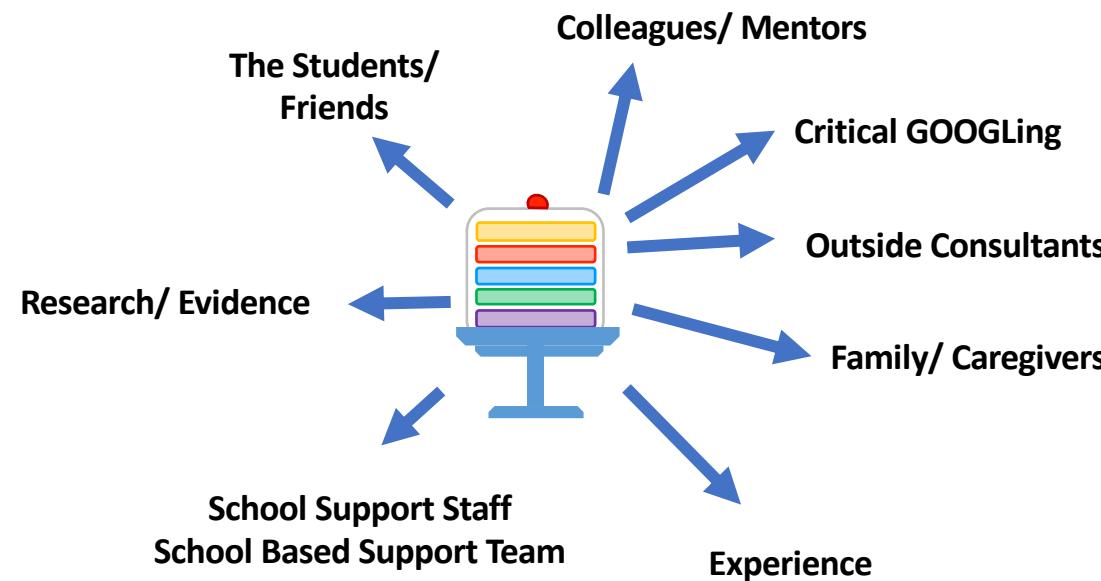




Layered Support Cake of Love: Classroom Support Plan



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

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, DHH	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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