

SHELLEY MOORE



@tweetsomemoore



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www.fivemooreminutes.com

www.blogsomemoore.com



TALK TO YOUR NEIGHBOUR...

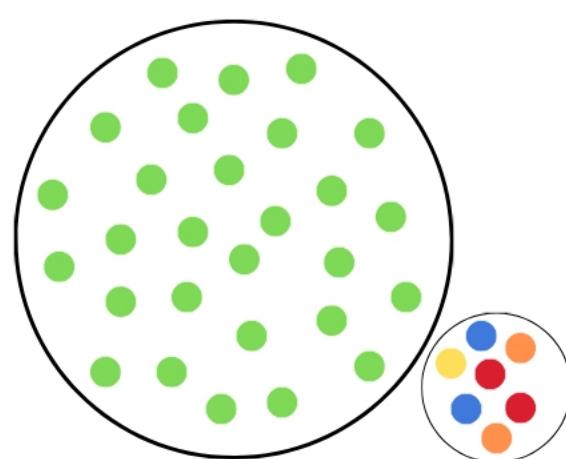
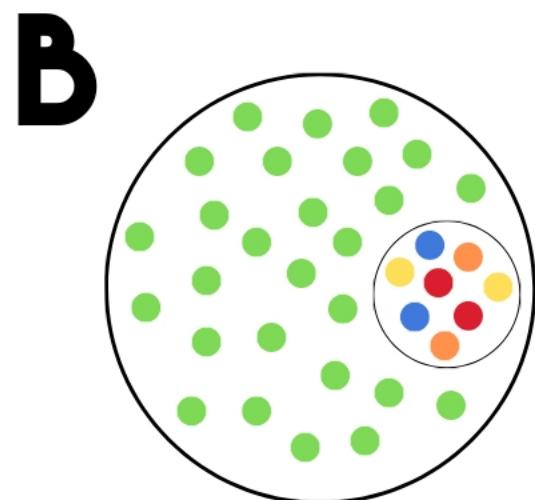
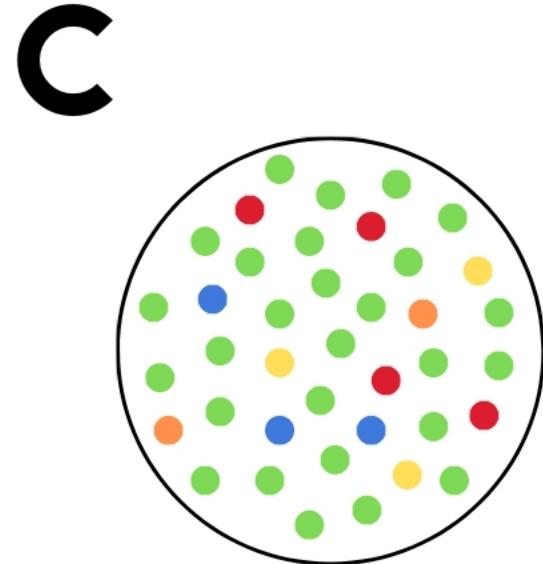
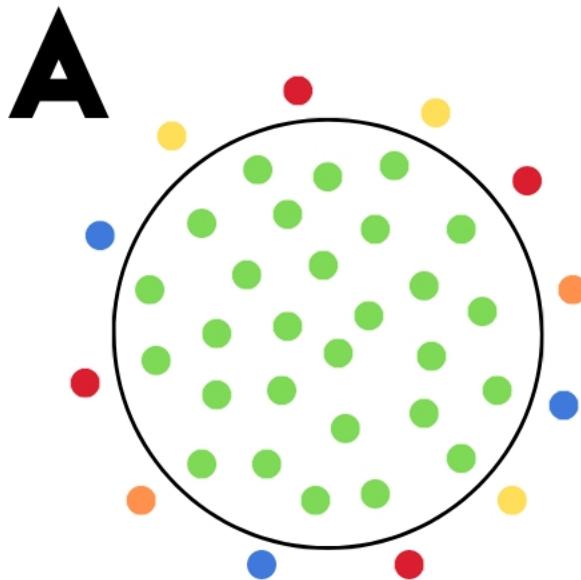
- What is inclusion?
- Who is inclusion for?
- Where/ when do you seen it happening?
- Why is it important?



WHAT DOES INCLUSION MEAN?

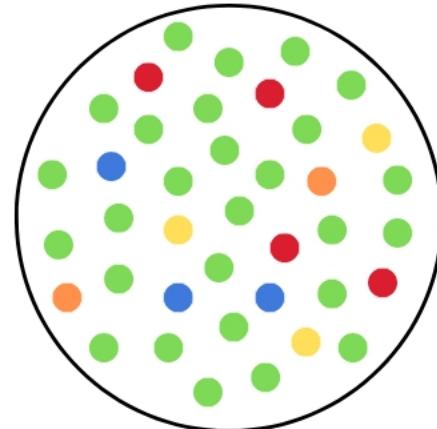


**EXCLUSION
INTEGRATION
INCLUSION
SEGREGATION**

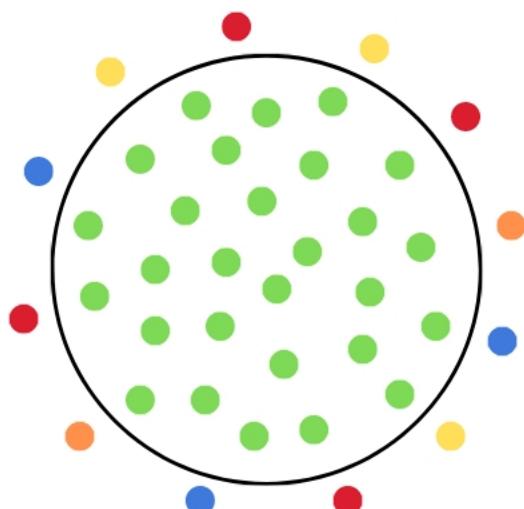


**EXCLUSION
INTEGRATION
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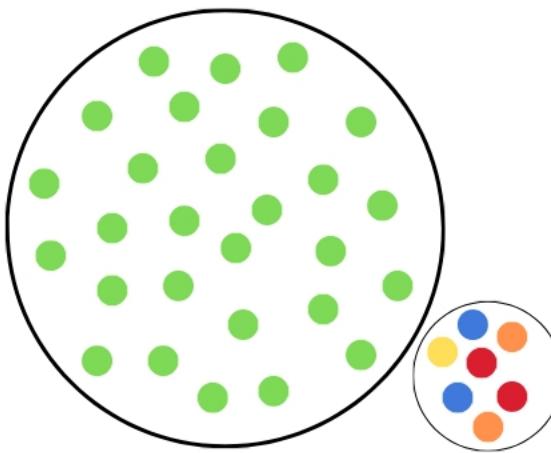
**WHAT IS
INCLUSION?**



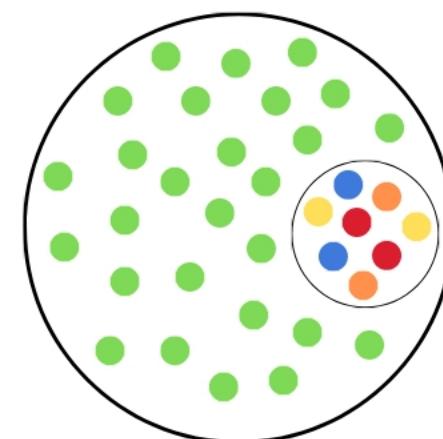
inclusion



exclusion

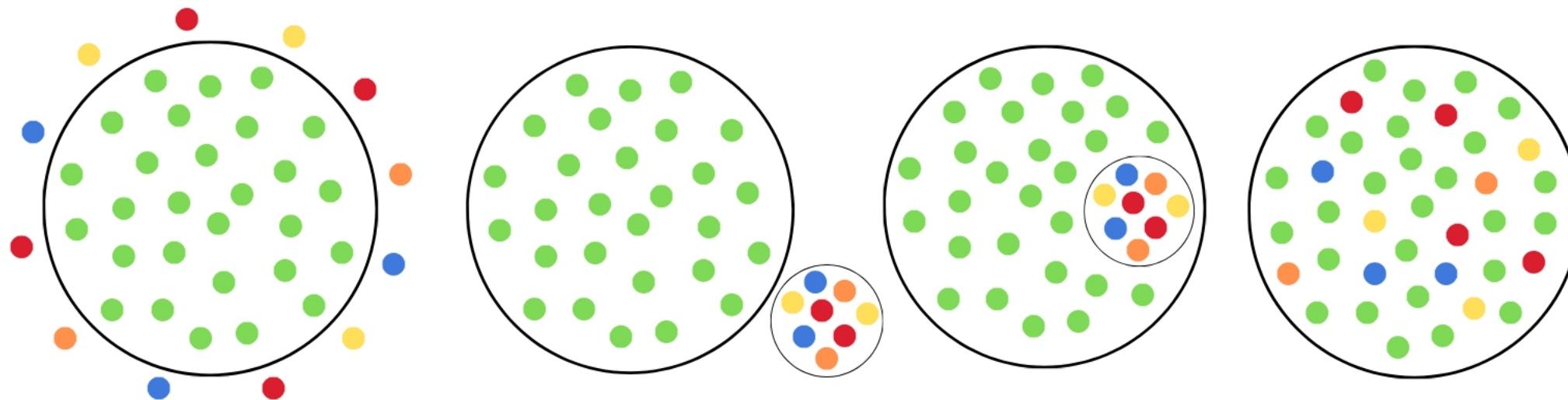


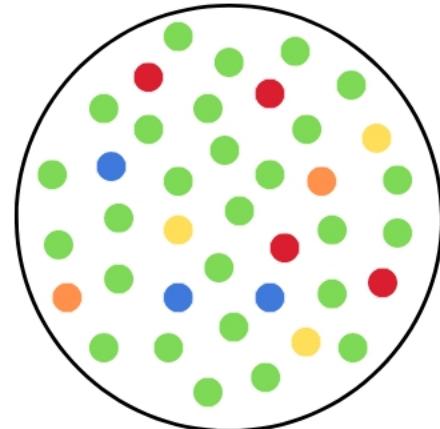
segregation



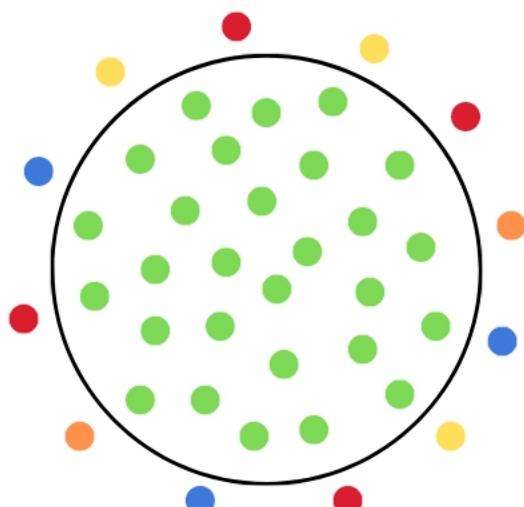
integration

WHAT IS INCLUSION?

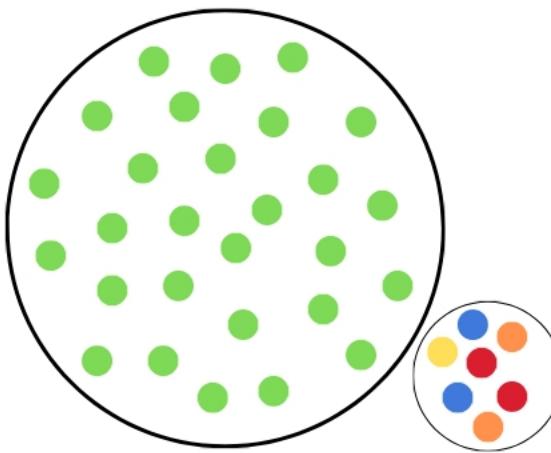




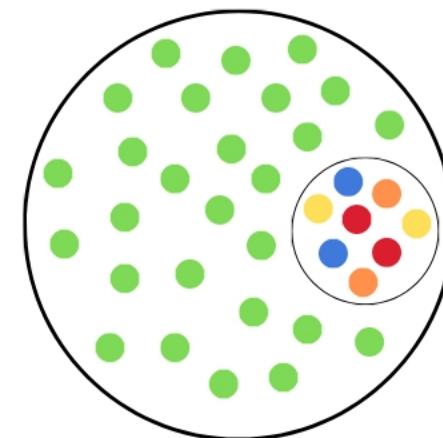
inclusion



exclusion

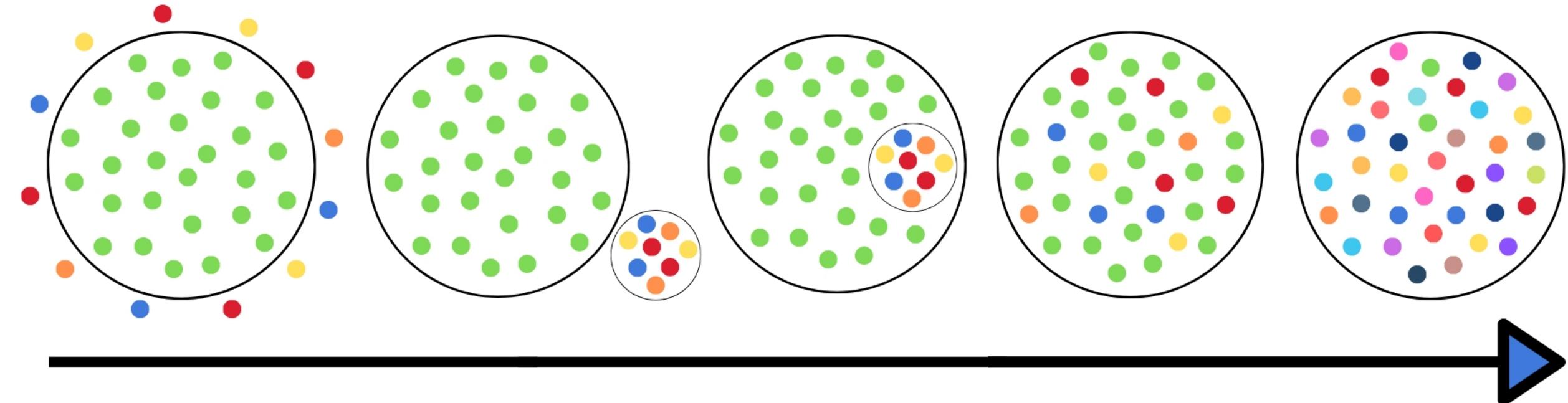


segregation

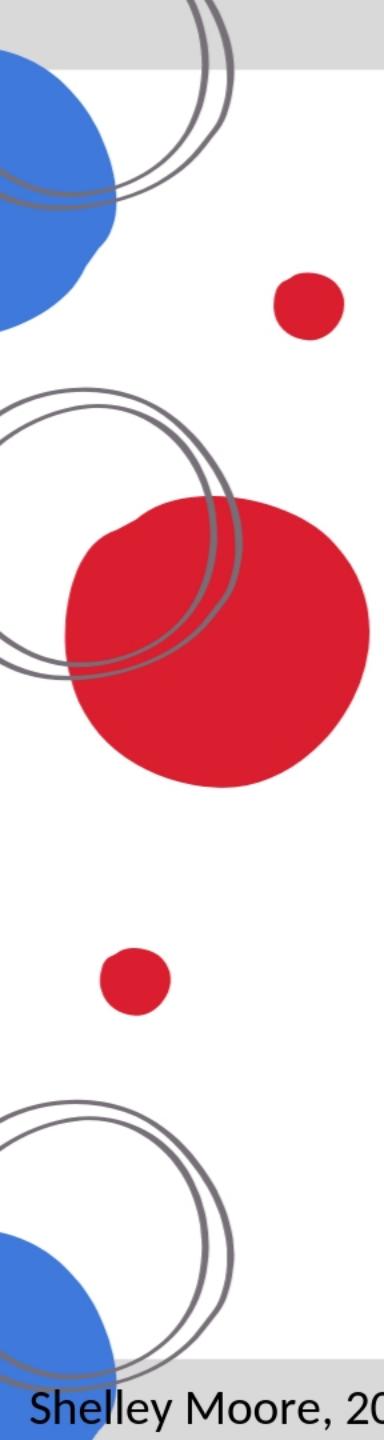


integration

WHAT IS INCLUSION?



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



WHAT IS INCLUSION?

- inclusion is about **invitation** not force
- inclusion is **more than** physical integration
- inclusion is **responding** to diversity not changing the diversity
- inclusion is **committing** to getting better - living it!



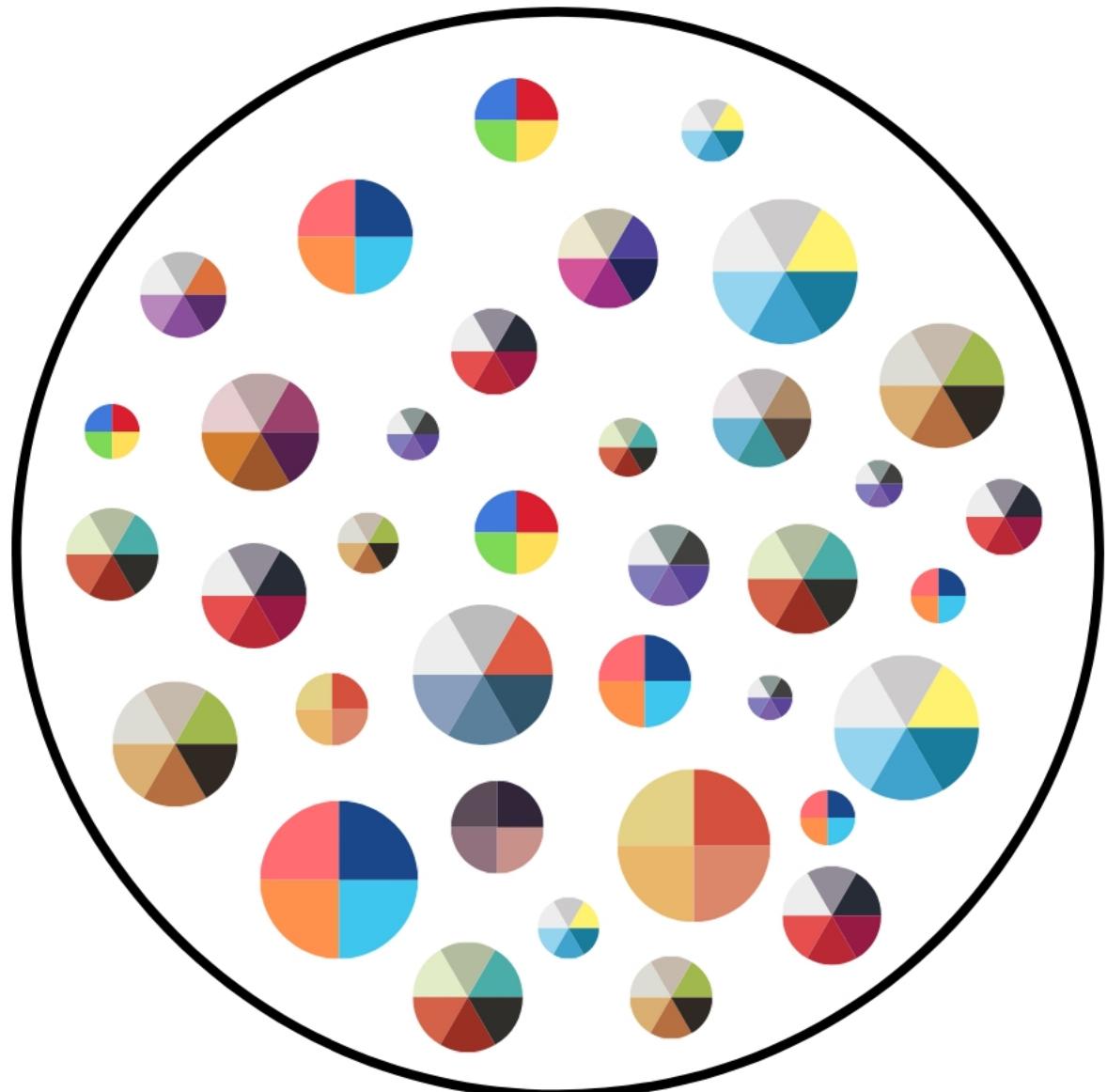
WHO IS INCLUSION FOR?

**WHO DOES INCLUSION
INCLUDE?**





WHO IS INCLUSION?



what are your
colours?

DO we value ALL
colours equally?



How do we build communities of identity?



How do we build communities of diversity?

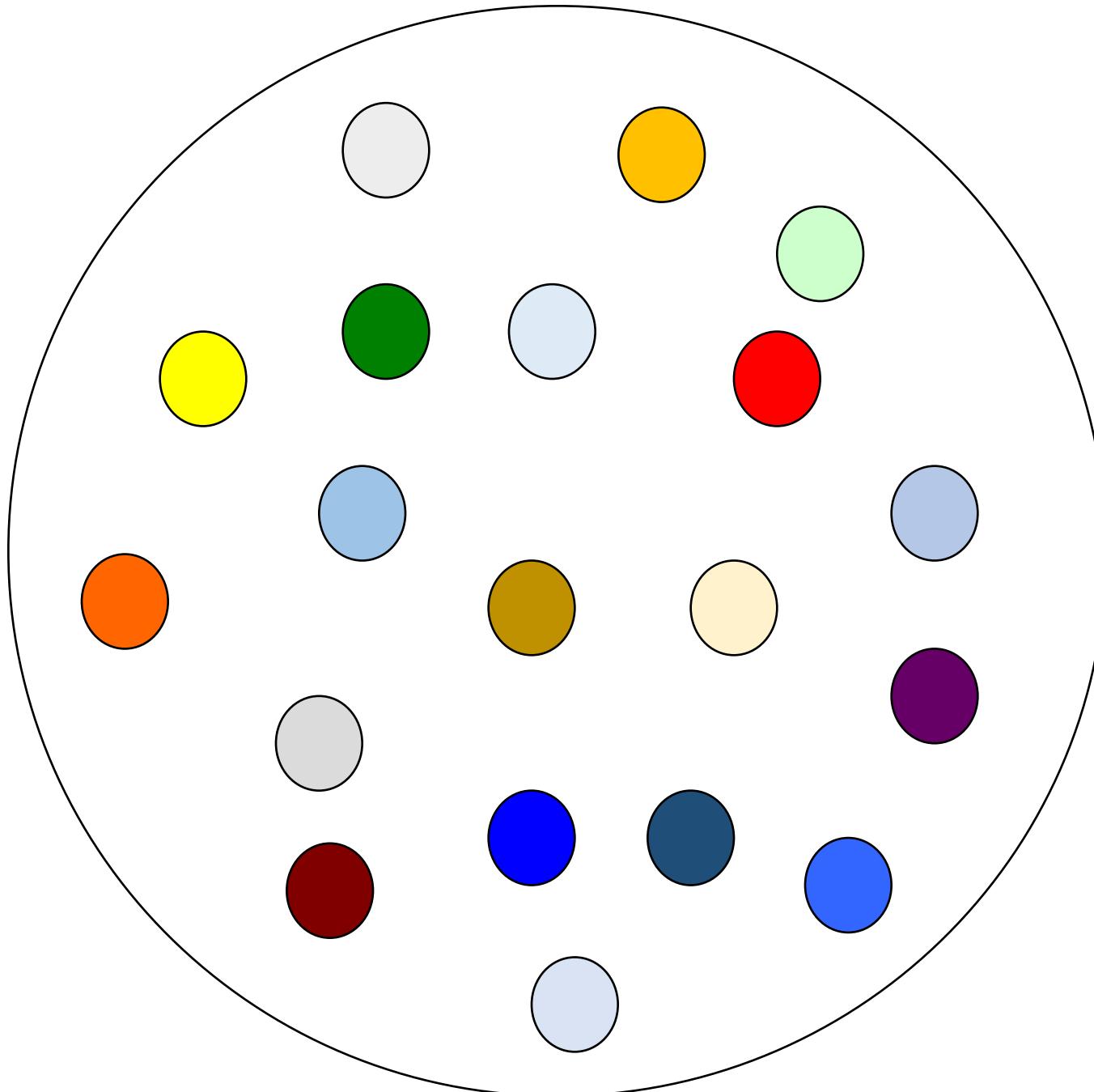
How do we move away from
groupings based on deficits?

How do we make sure that we are
welcoming & valuing all colours?



WHO IS INCLUSION?

- inclusion is about identity and diversity
- inclusion is valuing all colours
- inclusion is looking for who is missing
- inclusion is seeing the strengths
- inclusion is ALL of us



How do we support **inclusive** communities (diverse, equitable, strength based)

Infrastructure



What do we know about inclusion?

- We know that the infrastructure of inclusion includes...
 1. guiding conditions and **structures**
 2. opportunities for supportive & collaborative **professional development**
 3. research based **planning & design frameworks**

Theory to Practice Framework

1. Guiding conditions of inclusion describe that all students...

are presumed competent

are enrolled in and attending curricular classes

are in proximity to and participating in learning with peers

have purposeful roles and responsibilities

2. Teacher professional development that...

supports collaboration and the changing roles of educators

is situated, ongoing and inquiry based

3. Planning frameworks that ...

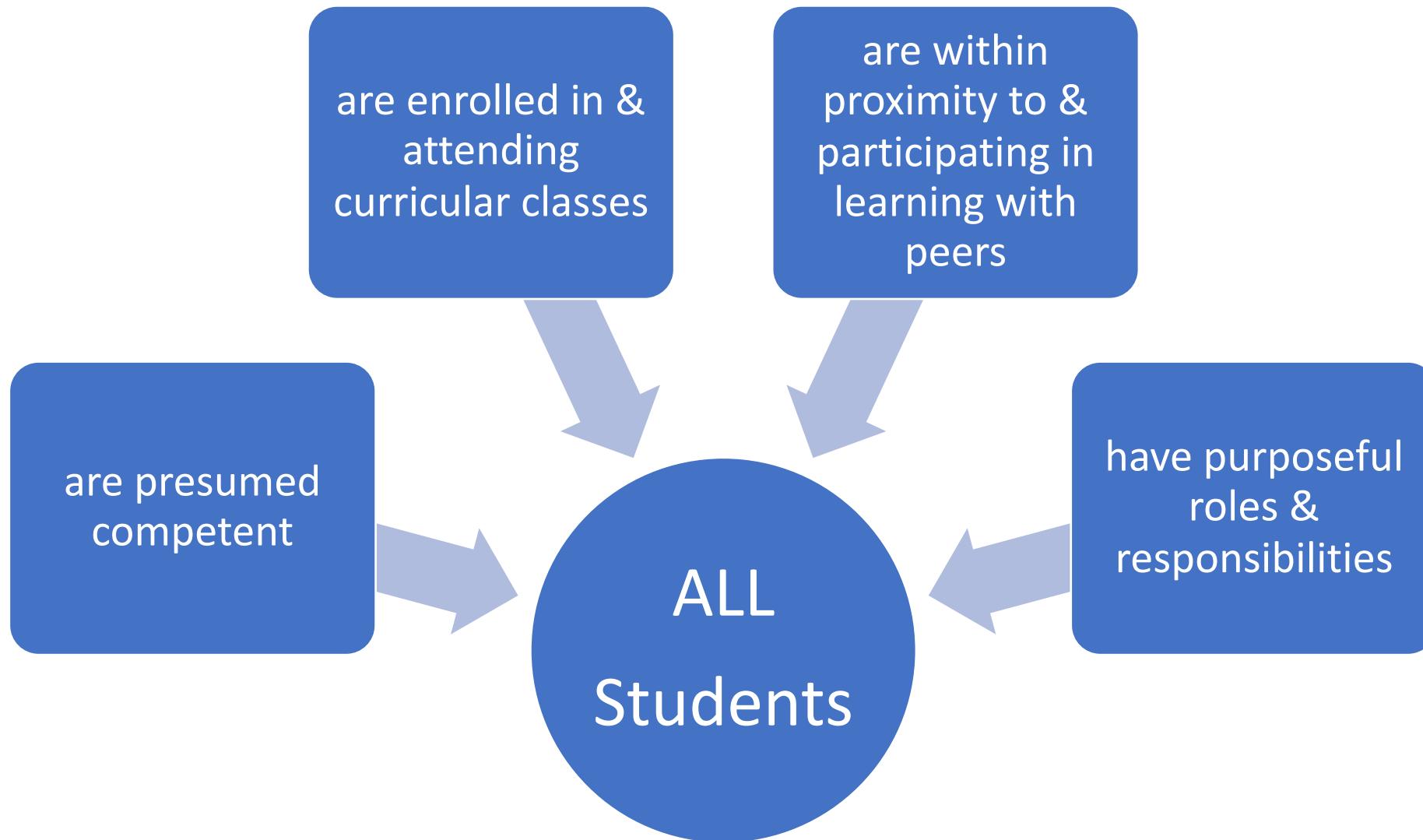
support Universal Design for Learning

include connecting IEPs to the curriculum

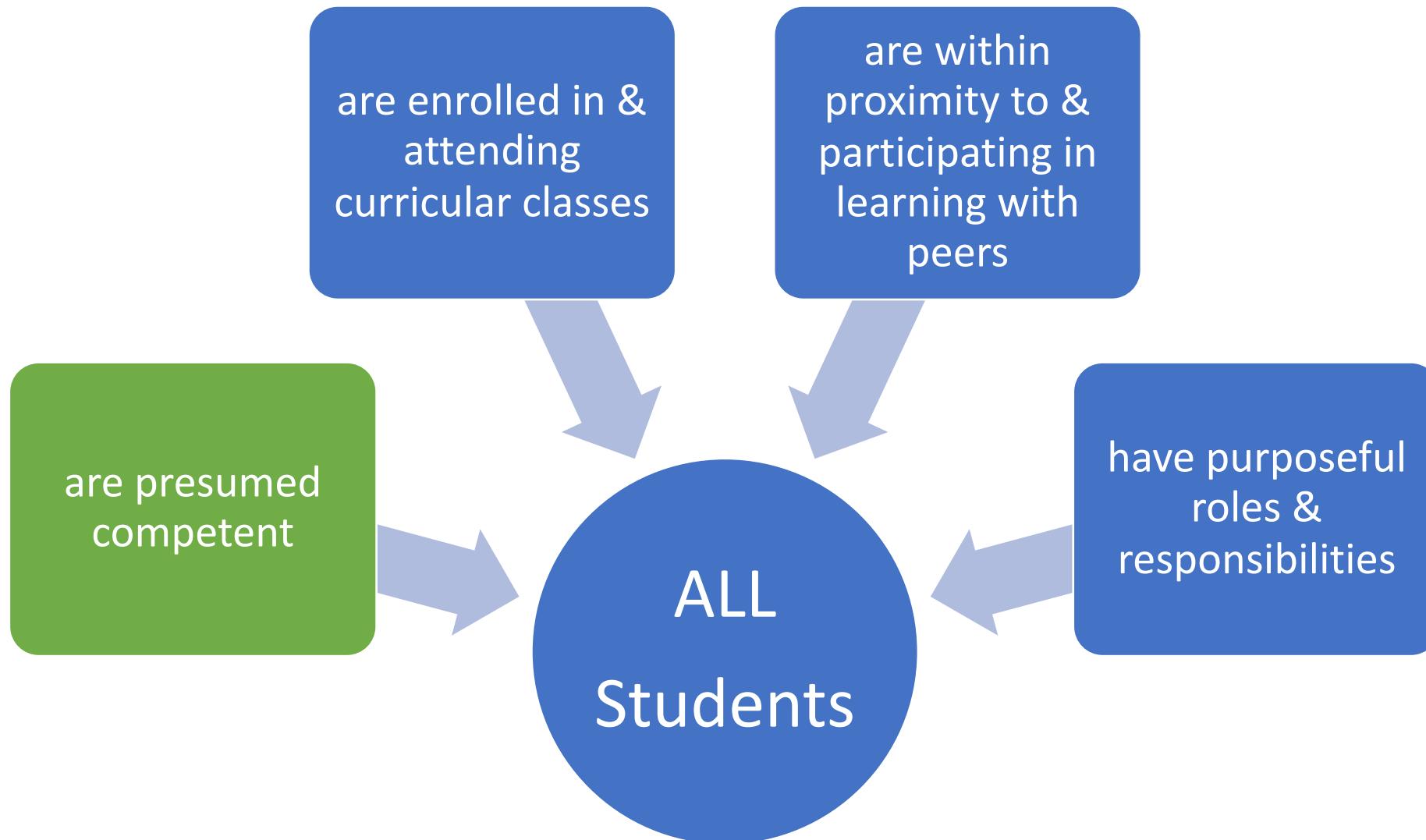
What do we know about inclusion?

- We know that the infrastructure of inclusion includes...
 1. **guiding conditions and structures**
 2. opportunities for supportive & collaborative **professional development**
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1. Guiding Conditions & Structures



1. Guiding Conditions & Structures



Guiding Conditions & Structures of Inclusion

ALL students are presumed competent

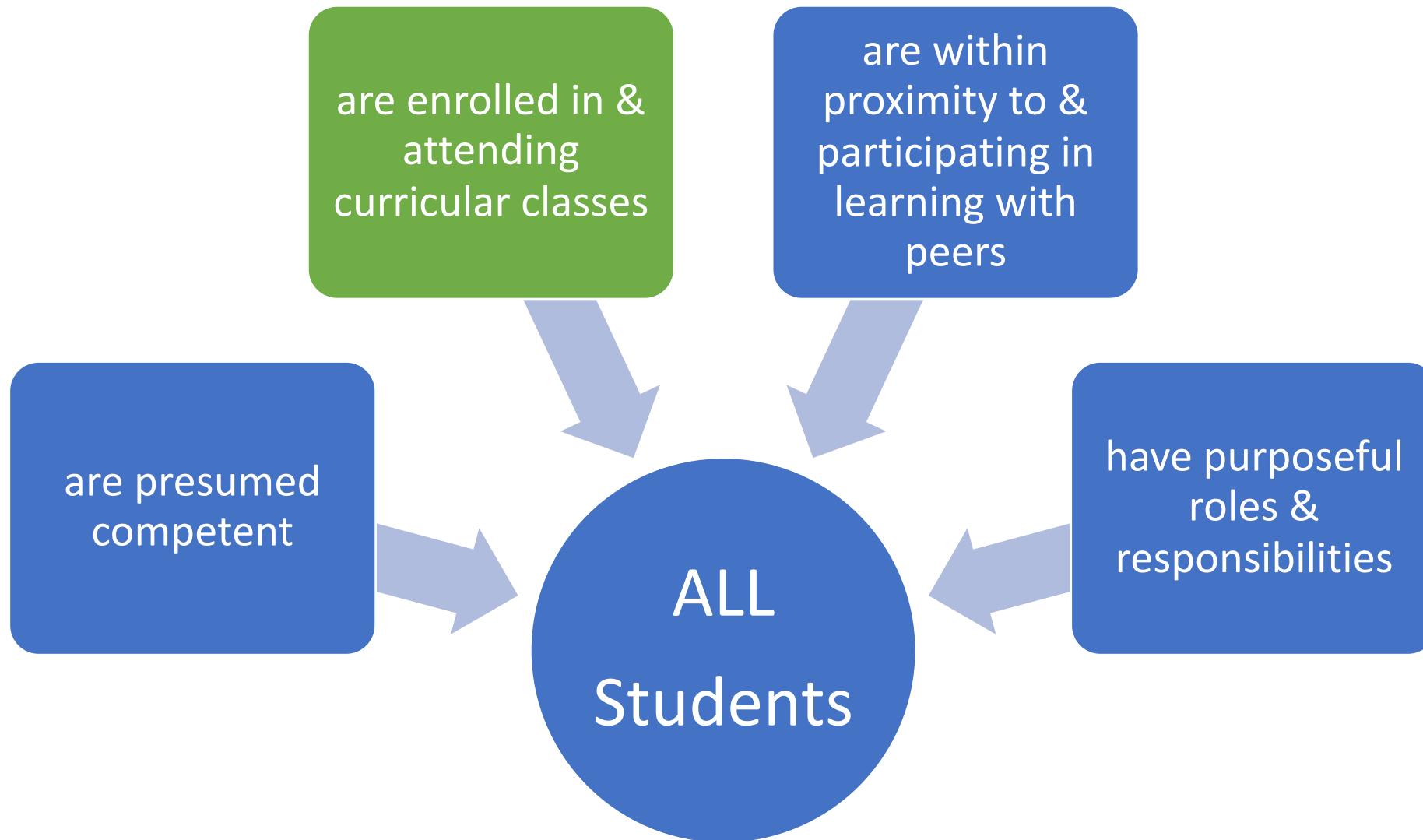
- Historically, “Individuals were too incompetent to receive and process curricular information”
- Misconception that the difficulties are the result of the lack of capability rather than, a lack of design and supports provided to them
- Assumption that there is no benefit to curriculum access, students may demonstrate their learning, but it isn’t in a form that is easy for another person to capture

Guiding Conditions & Structures of Inclusion

ALL students are presumed competent

- Students do not need to prove their ability as readiness to curricular access
- Students have ability in any and all placements
- Ability can take many forms and that everyone has strengths to build from
- Thinking can be accessed and shared in a number of ways, and can look unique to every student in a learning community, not just those with intellectual disabilities

1. Guiding Conditions & Structures



Guiding Conditions & Structures of Inclusion

ALL students are enrolled in & attending
curricular classes

- Inclusive environments, more so than segregated, provide more opportunities to:
 - engage in interesting and age appropriate curriculum
 - interact with nondisabled peers
 - access universal supports (infrastructure)
 - negotiate expectations of settings as one does in daily life
- Increase in personal wellbeing, fewer absences from school, increased motivation to learn, higher school completion, and better outcomes after high school in the areas of employment and independent living

Guiding Conditions & Structures of Inclusion

ALL students are enrolled in & attending
curricular classes

Finding the Balance for Enrollment

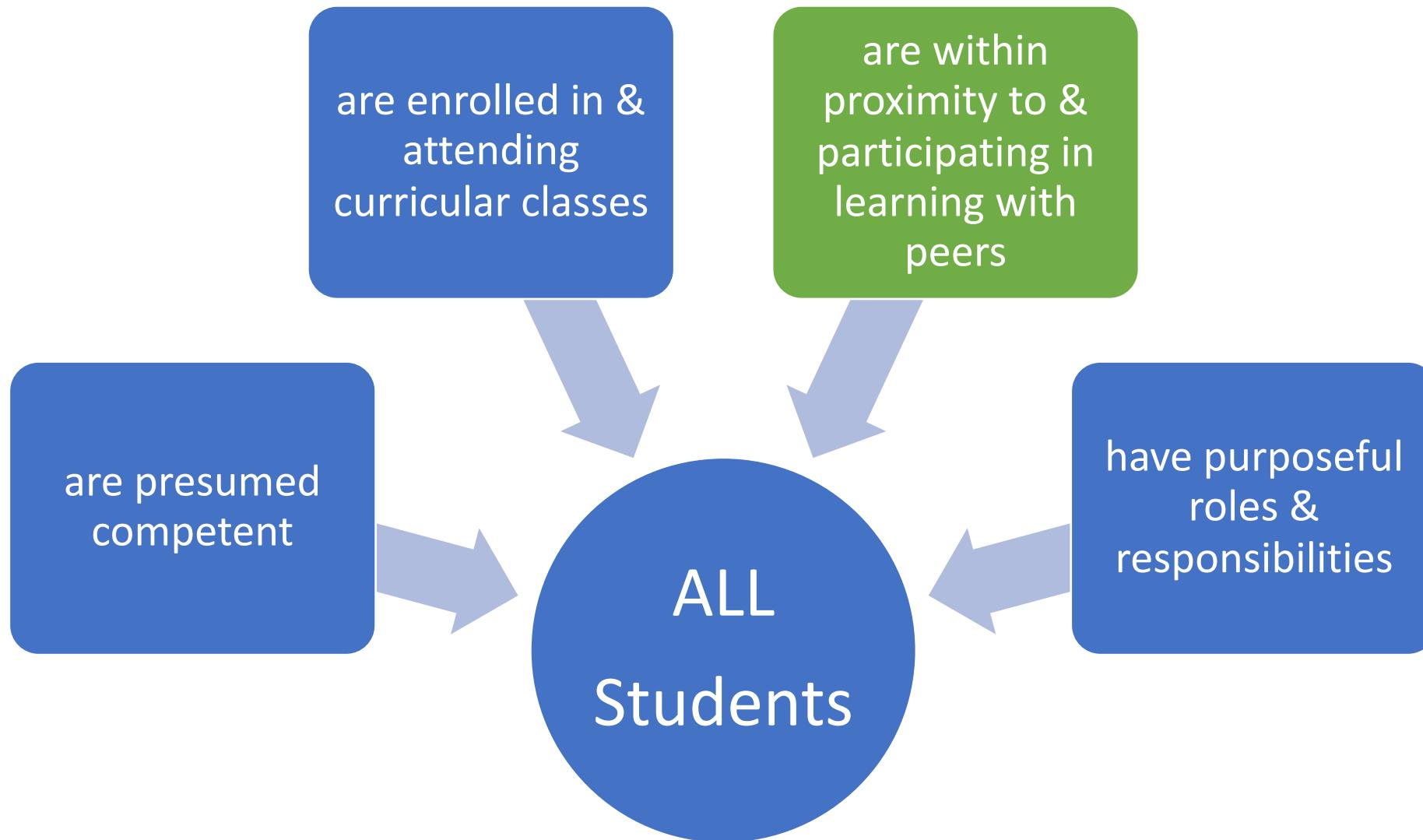
- **Strategic Planning**
 - Students are in classrooms with diverse peers
 - Students are working on cognitively appropriate curricular goals (e.g. science, math, phys ed, home ec)
 - Students are working on grade specific curriculum
- **Explicit Planning**
 - Students can be in smaller classrooms/groups with their identity-like peers
 - Students are working on cognitively appropriate or developmental goals (i.e. literacy, numeracy, life skills, OT, PT, SLP, toileting, eating, etc.)

Guiding Ratios for Inclusive Program Planning for Students with Intellectual Disabilities*

Grade	% Strategic Instruction/ day	% Explicit Instruction/ day
K-7	100%	Max 20%
7-9	75 %	25 %
10-11	50 %	50 %
12 – 12+	25%	75%

*These are guiding ratios only, some individuals may need more individualized ratios

1. Guiding Conditions & Structures

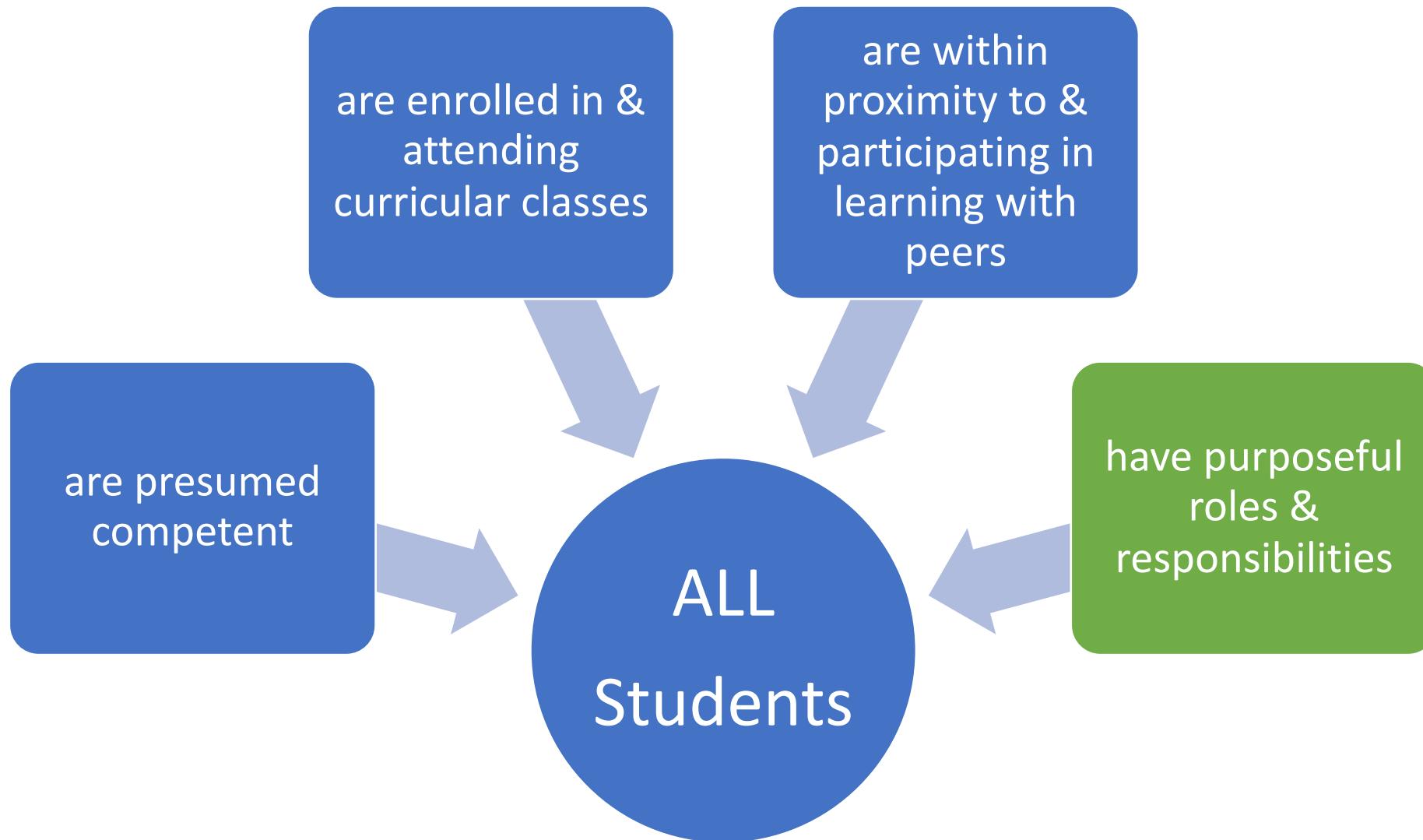


Guiding Conditions & Structures of Inclusion

ALL students are are within proximity to & participating in learning with peers

- many of these students, although present, spend their time socially isolated in their classrooms working on the periphery with EAs
- inadvertently hinder the social and academic goals they are present to promote
- peers are not replacements for instruction from adult support
- benefits that peers can receive as/ from the shared support provided
- peers can serve a valuable co-regulating role in the shared learning experiences

1. Guiding Conditions & Structures

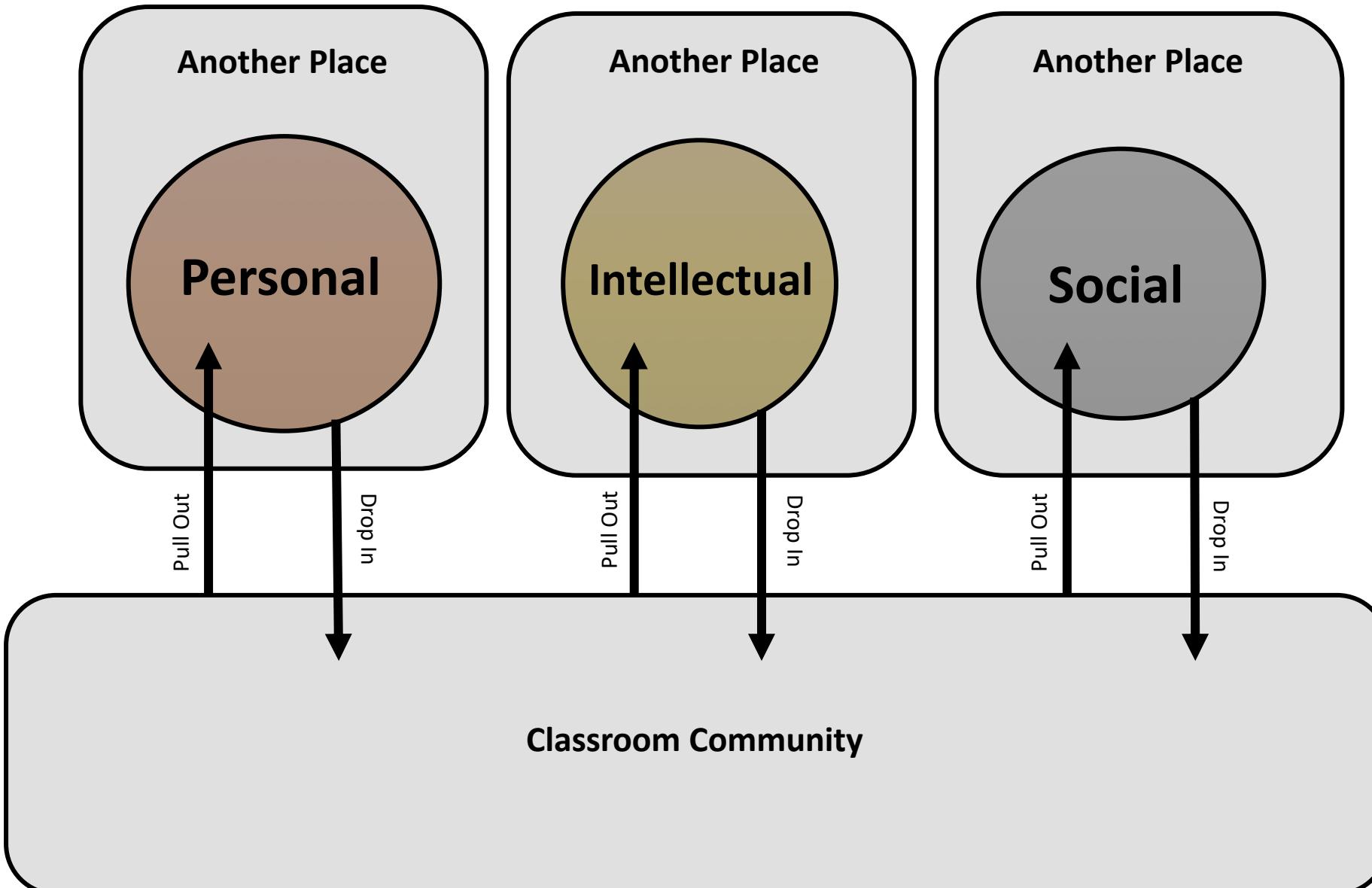


Guiding Conditions & Structures of Inclusion

ALL students have purposeful roles & responsibilities

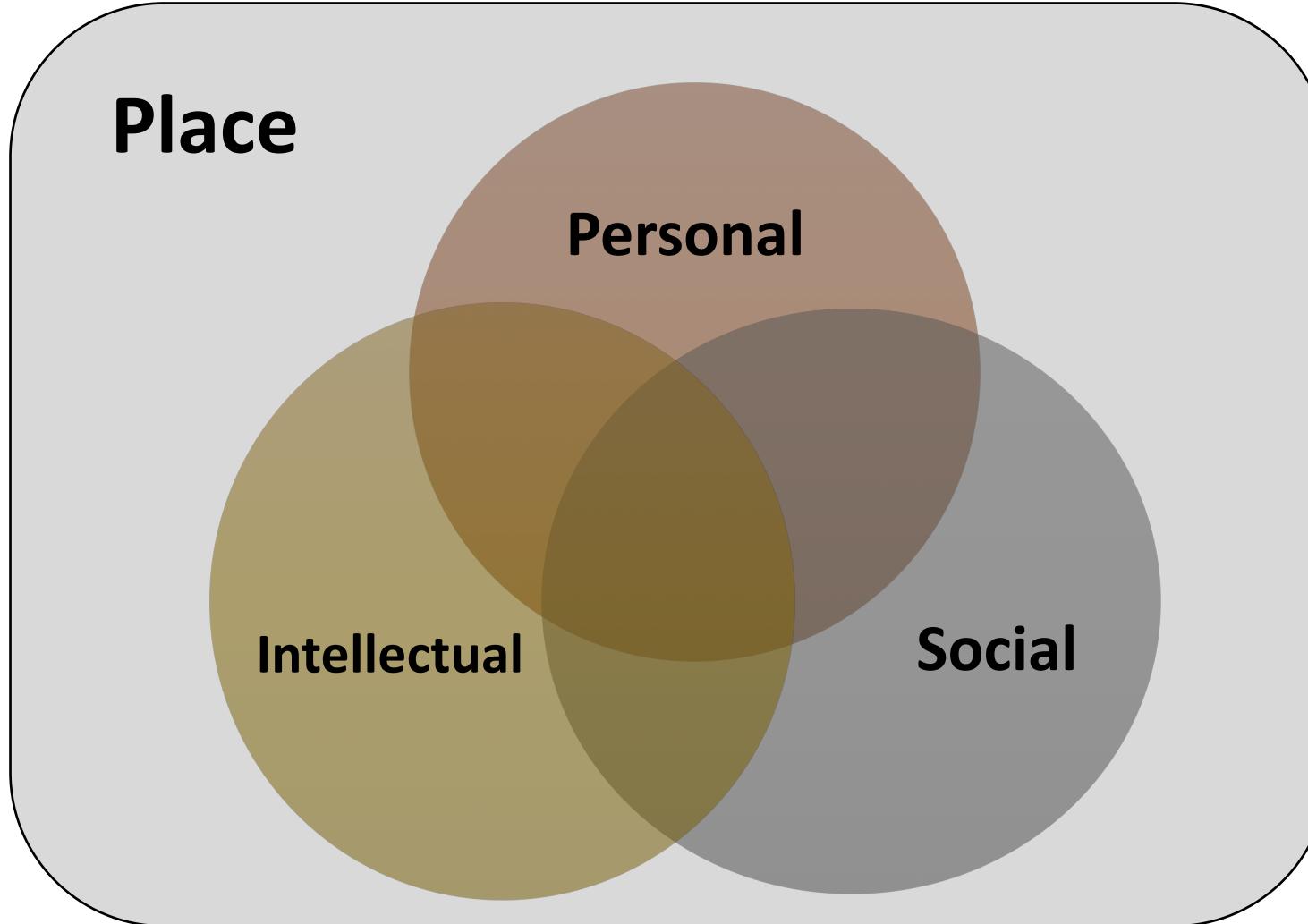
- Purposeful responsibilities may include a combination of:
 - Personal outcomes
 - Social outcomes
 - Intellectual outcomes
- Students participating in the general education curriculum

Old Paradigm: Pull students out to address deficit areas and then drop them back into a classroom

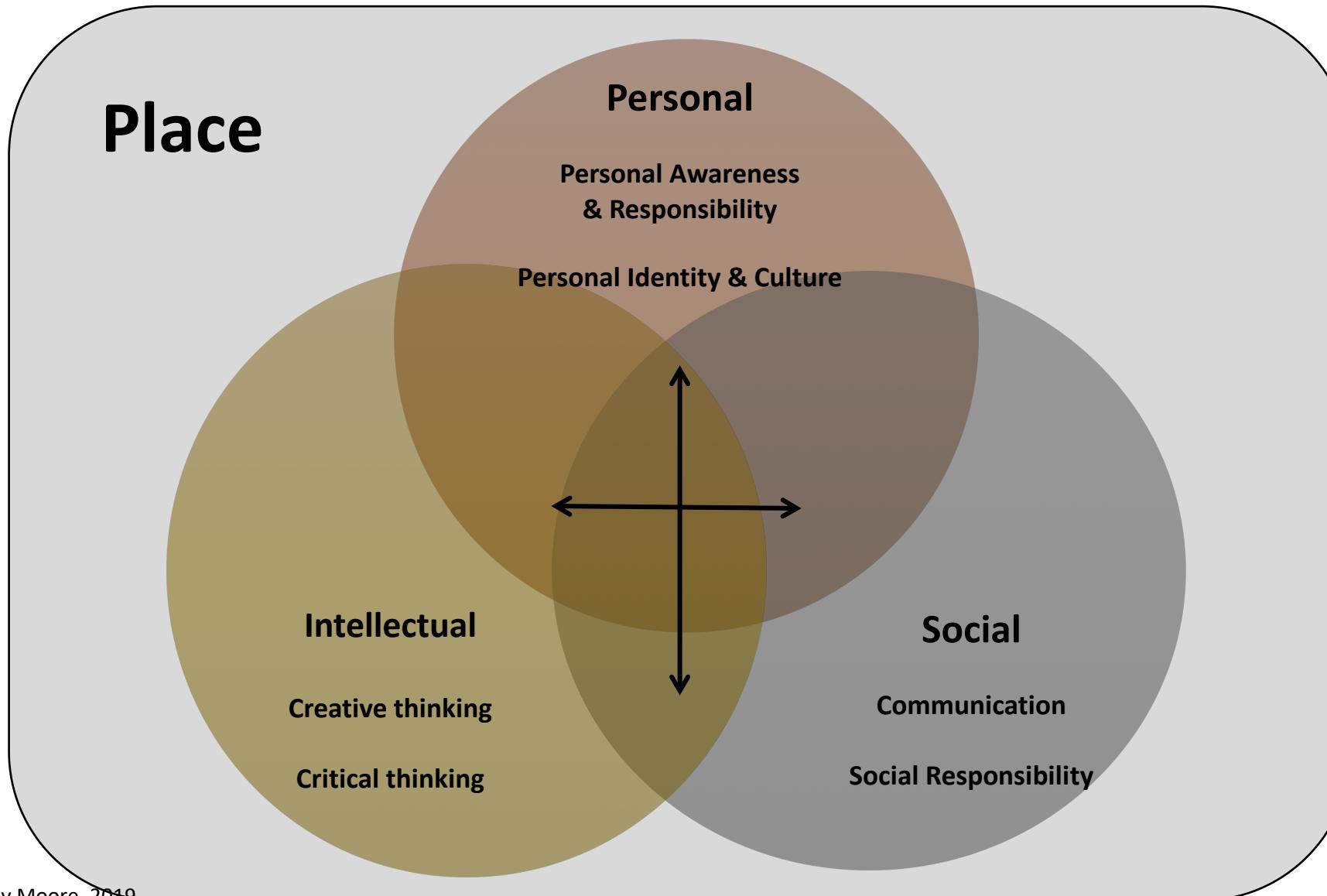


Guiding Conditions & Structures of Inclusion

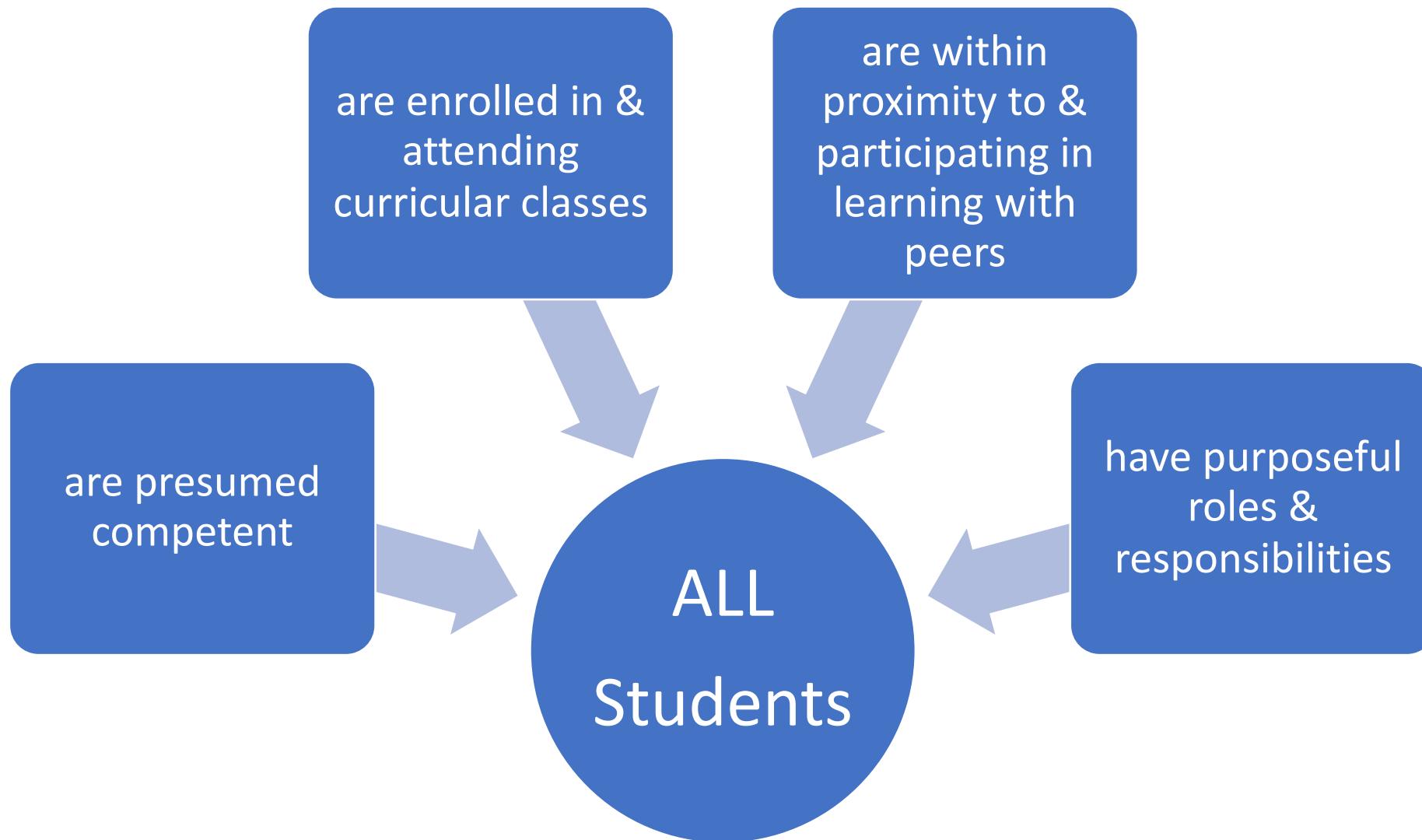
ALL students have purposeful roles & responsibilities



A Place Based, Competency Based & Strength Based IEP Framework!



1. Guiding Conditions & Structures of Inclusion



What do we know about inclusion?

- We know that the infrastructure of inclusion includes...
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 2. opportunities for supportive & collaborative **professional development**
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What do we know about inclusion?

- We know that the infrastructure of inclusion includes...
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2. Opportunities for Supportive & Collaborative Professional Development

- Not through the lens of **special education**
- Designing and supporting a **whole class**
- Supporting the **changing roles of educators**
- **Ongoing, situated, inquiry based Pro D**

We can effectively teach all students in
our community



menu

For Support Teachers



- **Co-teaching**
- **Working with small groups**
- **Co-planning**
- **Observation & Consultation**
- **Finding/creating materials & resources**
- **Setting up technology**
- **Supporting an EA**

Brownlie & King, 2011

Class Profile

(Brownlie & King, 2000)

Class Review Recording Form

Classroom Strengths

Classroom Stretches

Interests

Class wide supports/structures

Class wide competencies

Individual Considerations

Medical

Language

Learning

Socio-Emotional

Other

Class Profile

Matt Grey – Math 9

(Brownlie & King, 2000)

Class Review Recording Form

Classroom Strengths

- social, funny, aware of their needs, move
- They want to do well
-

Classroom Stretches

- Building more strategies to SRL
- Balancing social and productivity/ learning
- Managing the use of supports and space
- Being responsible and self aware to support self and others
- Attention

Interests: friends, each other, grades are a motivator, movies, comics

Class wide supports/structures

- Flexible seating, choice of representing learning, hands on learning, assessment connected to curricular competencies, multiple intelligence structures/ supports, time to work together, growth mindset,

Class wide competencies

- Communication (strength)
- Personal awareness & responsibility
- Creative thinking

Individual Considerations

Medical

Language
A.P. – ELL
F.A - ELL

Learning
CH - LD

Socio-Emotional
CH (withdrawn)

Self Regulation
KL (movement)
IH, TK, BM
(handing in things)

2. Opportunities for Supportive & Collaborative Professional Development

- Not through the lens of special education
- Designing and supporting a whole class
- Supporting the changing roles of educators
- Ongoing, situated, inquiry based Pro D



SHIFTING OUR SUPPORT MODELS

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The cupcake Model

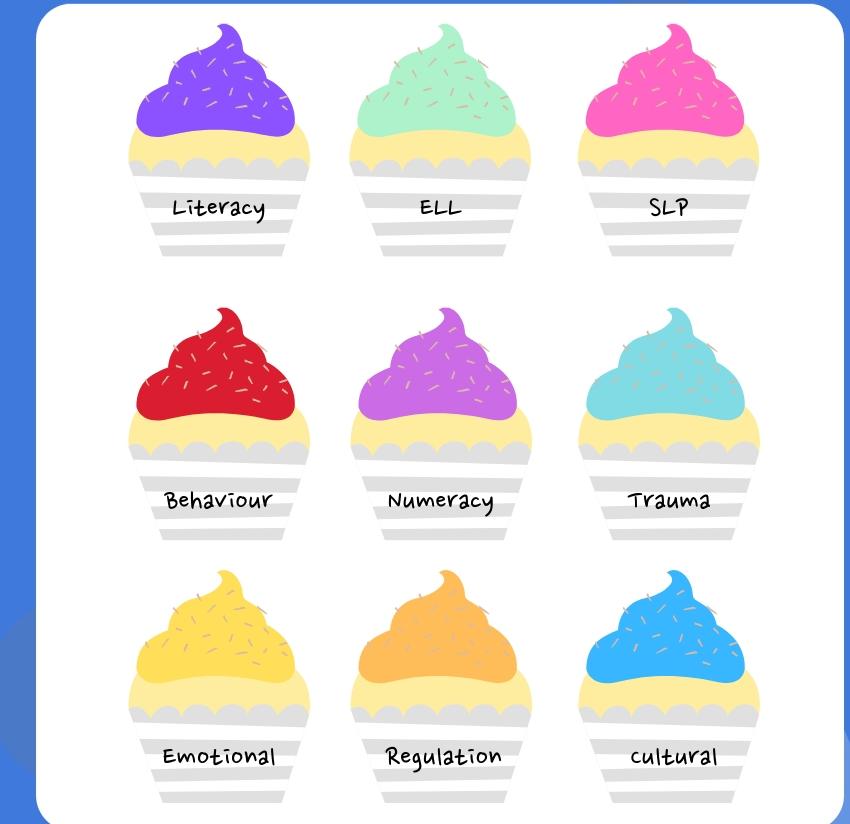


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Special Education
Medical Model

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The cupcake model



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The layered cake model



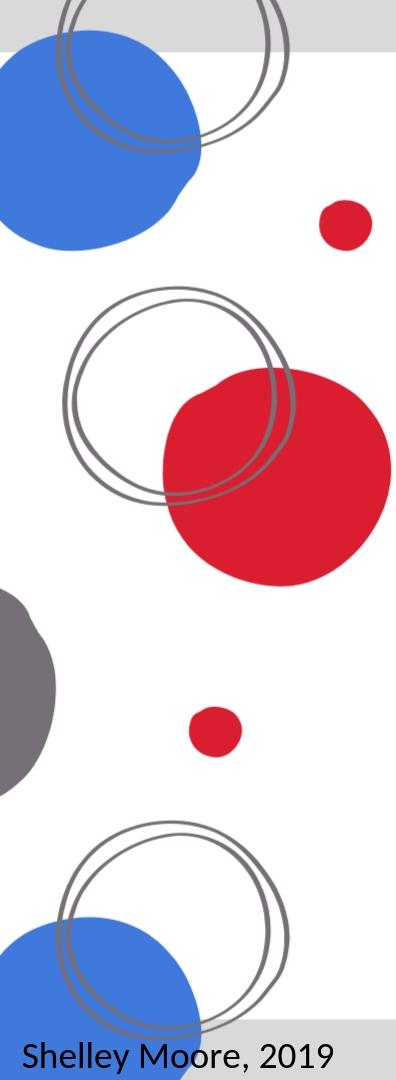
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The layered cake model

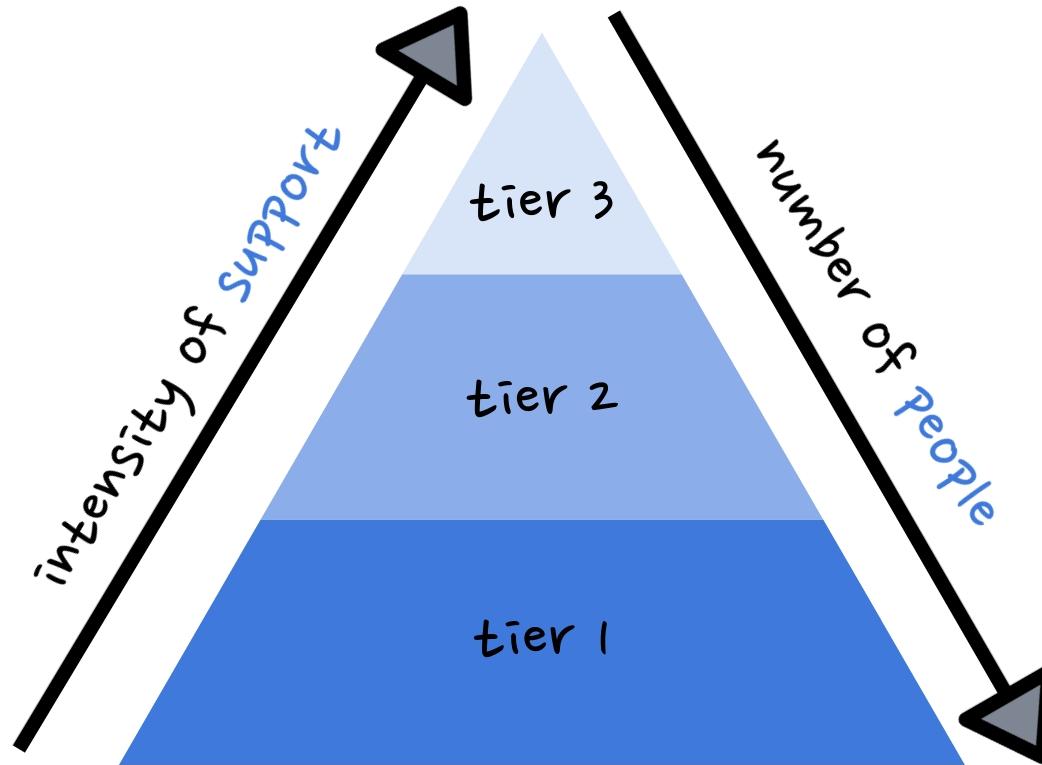


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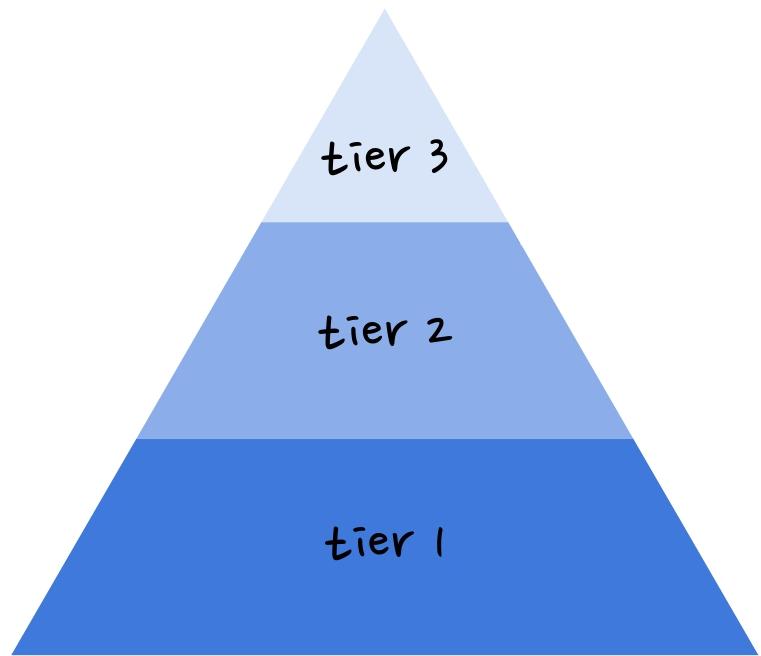
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RTI: RESPONSE TO INTERVENTION

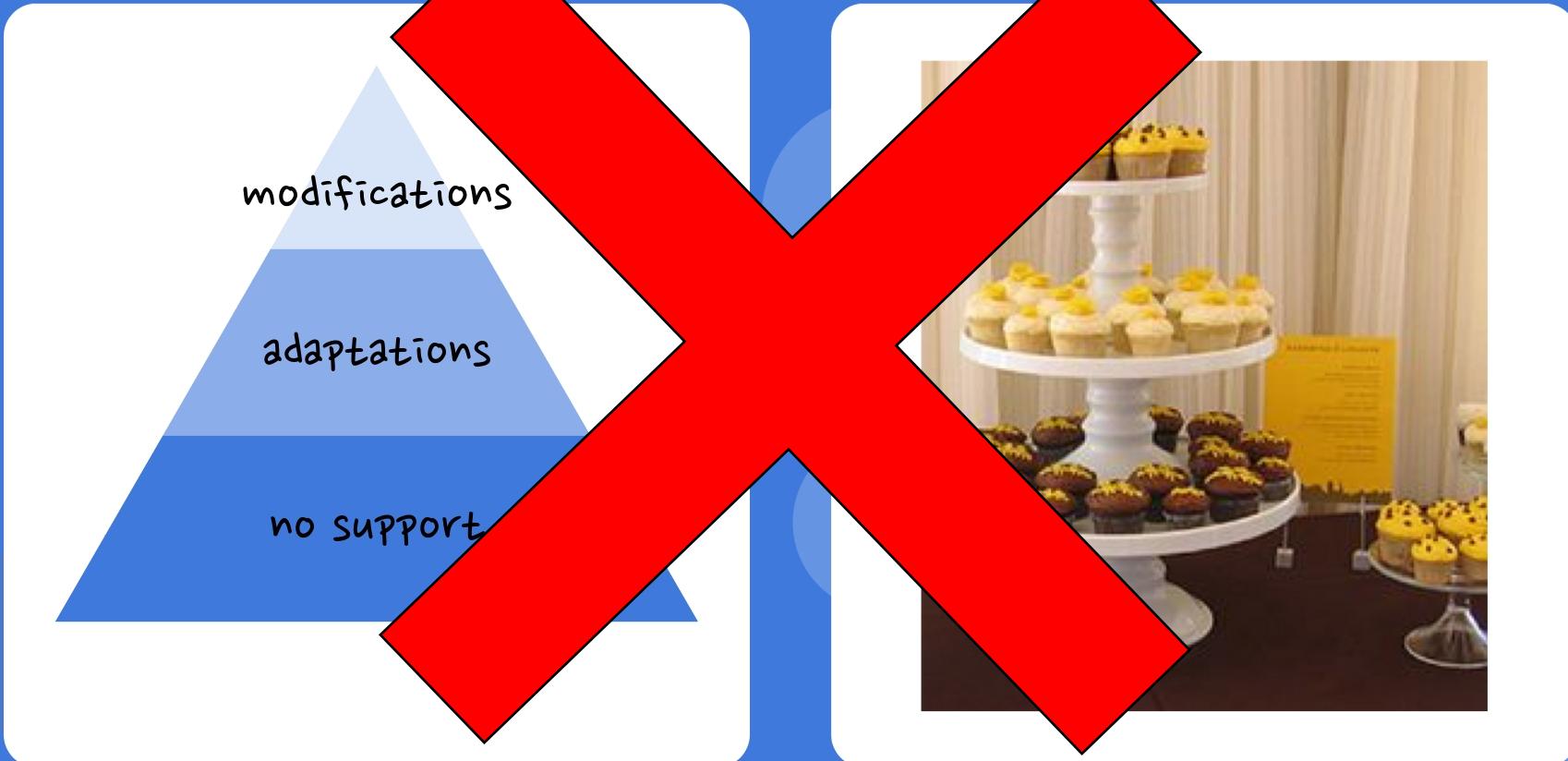


RTI: RESPONSE TO INTERVENTION

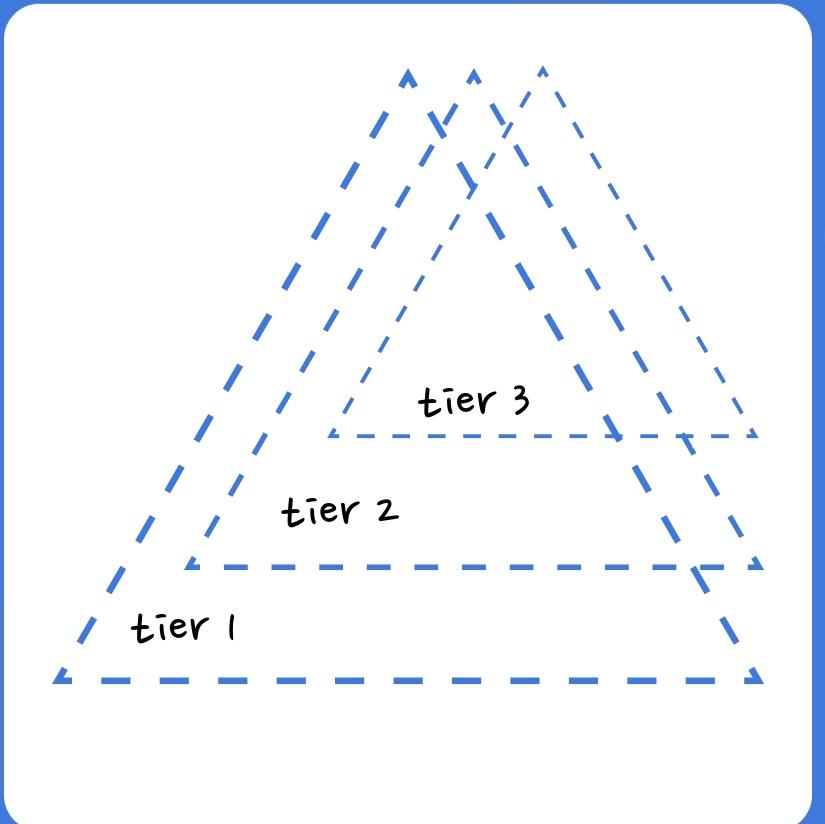


- early intervention of support
- assessment of students
- regulated supports

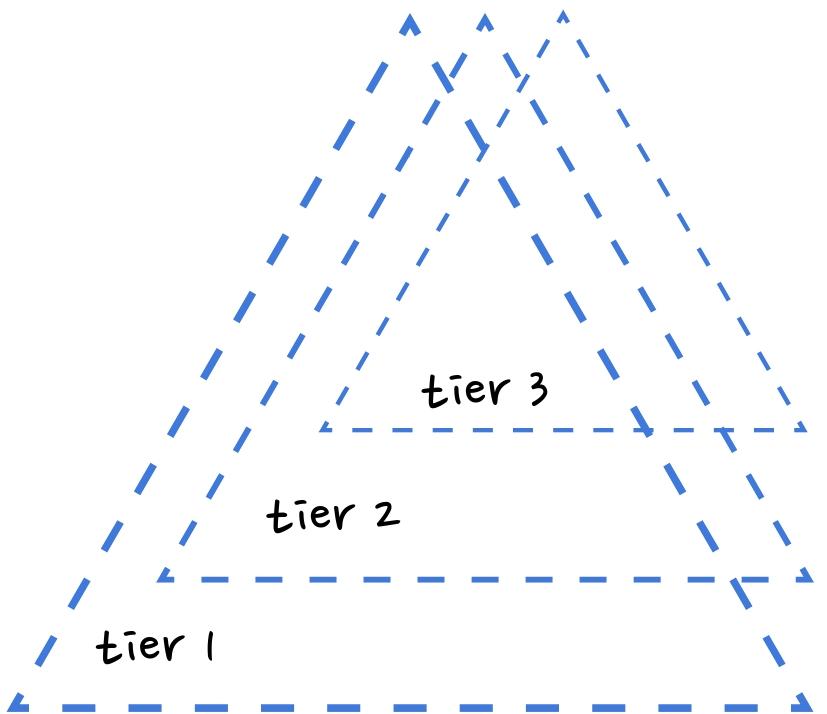
RTI: RESPONSE TO INTERVENTION ??



RTI: RESPONSE TO INSTRUCTION



RTI: RESPONSE TO INSTRUCTION

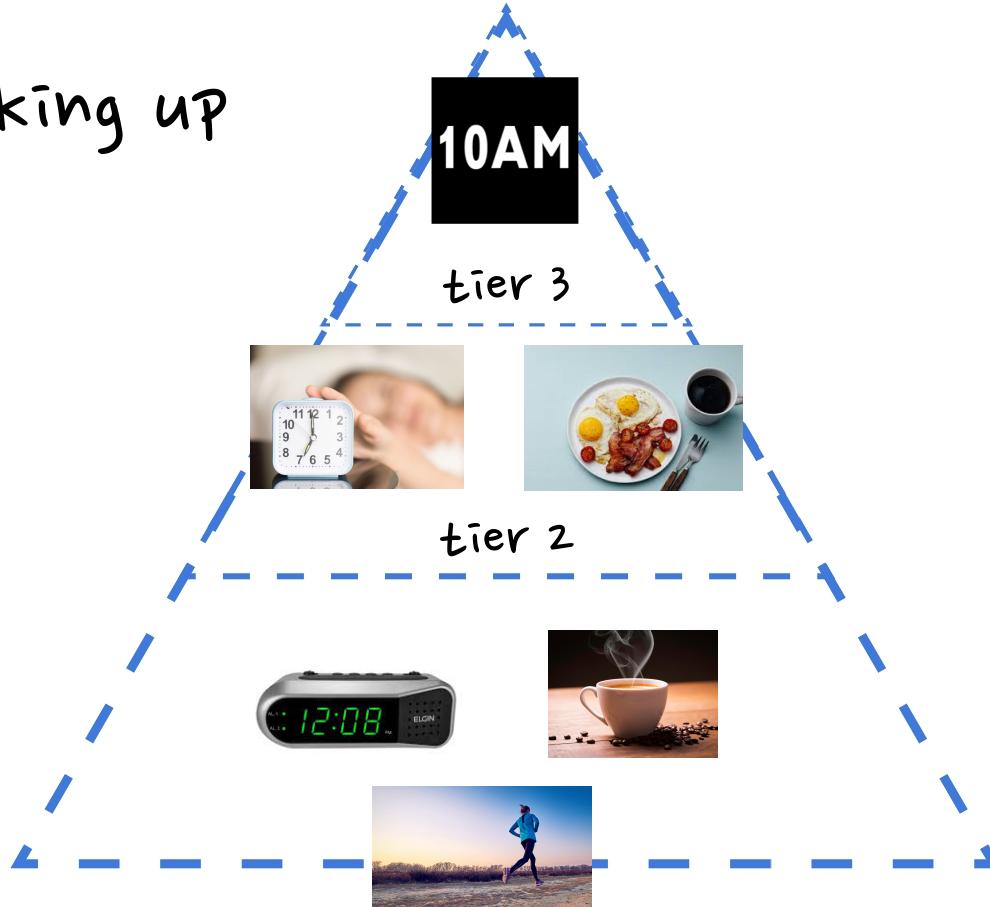


- early instruction of support
- assessment of the environment
- universal supports

RESPONSE TO INSTRUCTION



Lens: Waking up



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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**

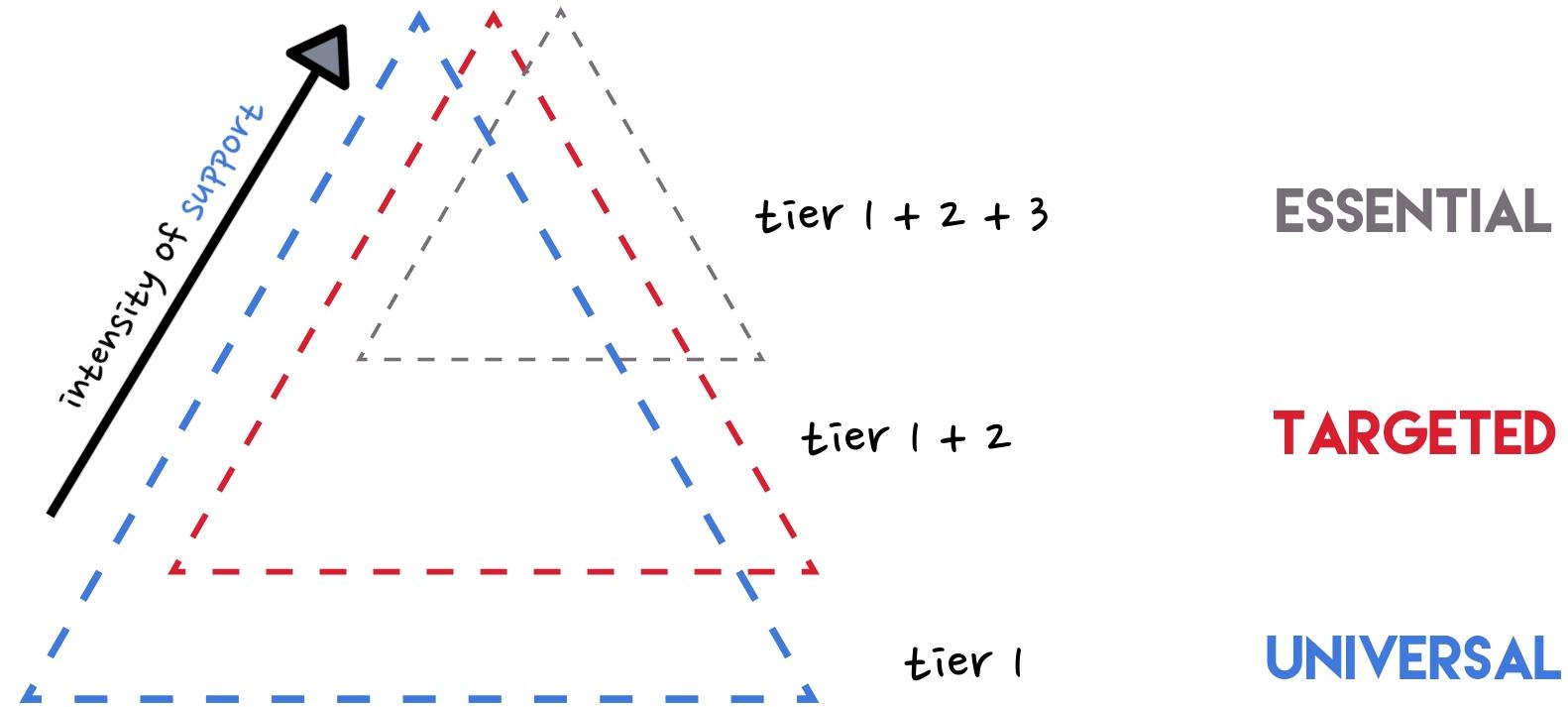
Response to
Instruction

universal
Design for
Learning

Self Regulation
for
Learning

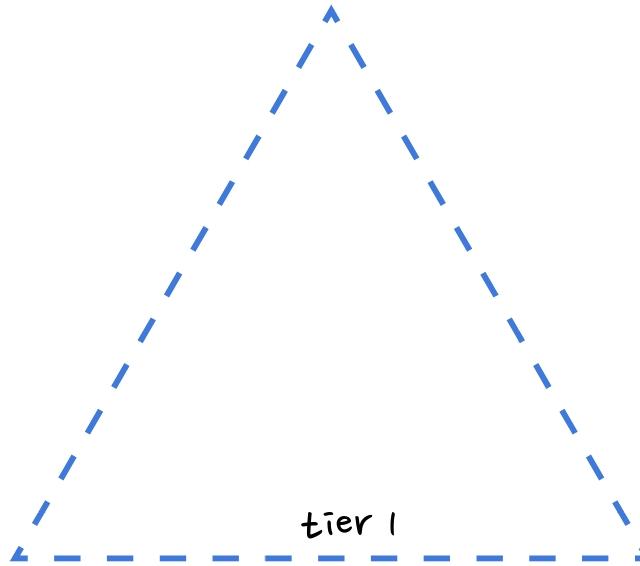


RTI/MTLS





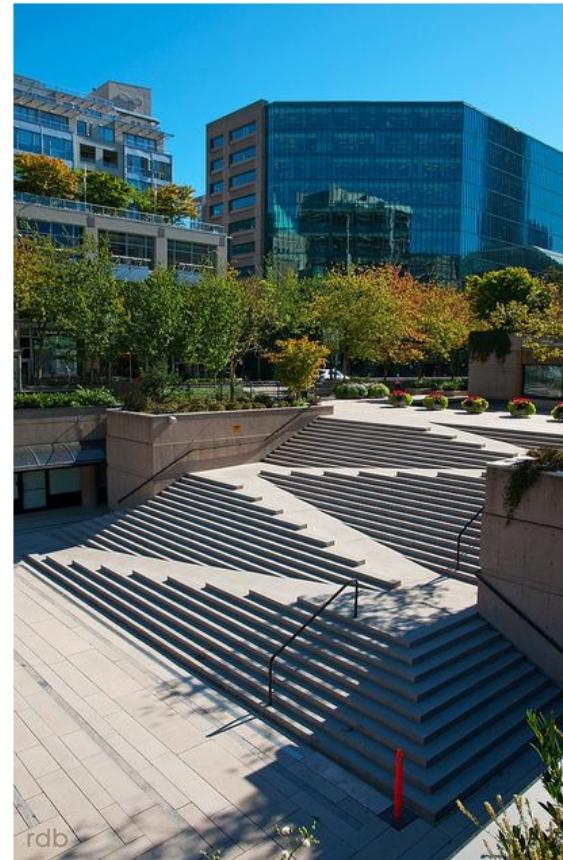
RTI/MTLS: UNIVERSAL SUPPORTS



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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UNIVERSAL SUPPORTS

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WHAT ARE THE STAIRS/ RAMPS FOR LEARNING?

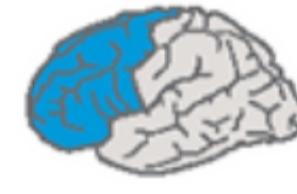
Universal Design for Learning Guidelines



Provide Multiple Means of Engagement



Provide Multiple Means of Representation



Provide Multiple Means of Action & Expression

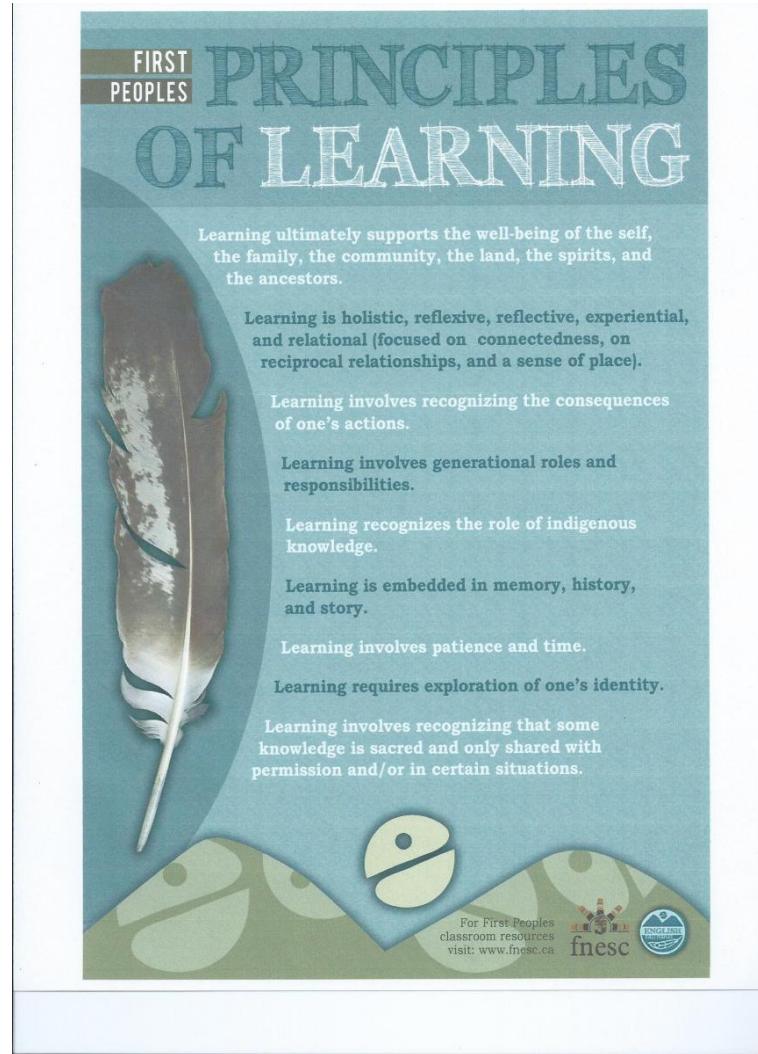
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CAST.org

Reconciliation Targets

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



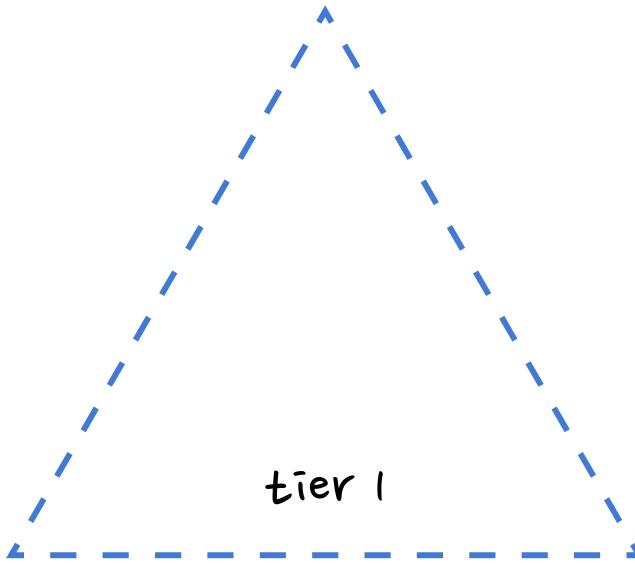
Equity Targets

- <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>

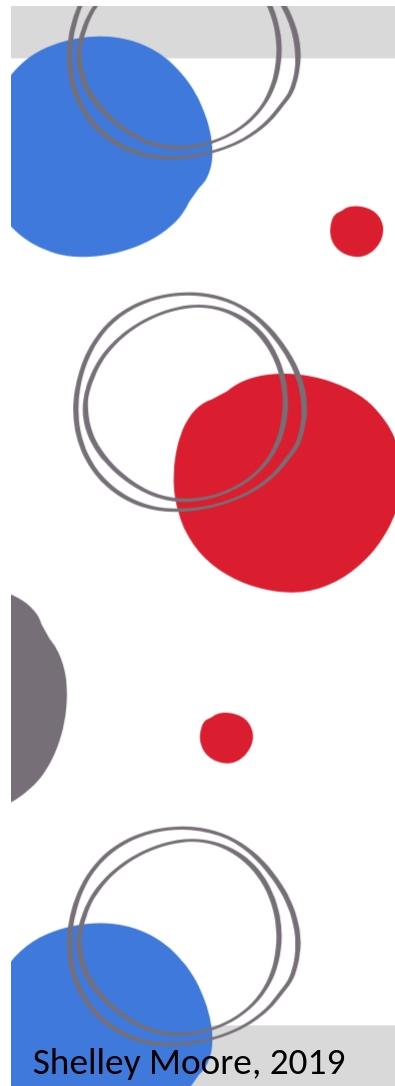
Equitable Classroom Practices Observation Checklist					
Equitable Classroom Practices Observation Checklist					
Target	Detail	Subject	Opener	Not Opened (0 points)	1 point (Open)
1. Welcomes students by name as they enter the classroom	Creates a positive classroom environment to start the day	Welcomes students to the classroom	Welcomes students by name as they enter the classroom		
2. Encourages active participation with all students	Creates an environment where all students are involved	Creates an environment where all students are involved	Encourages active participation with all students		
3. Prepares students for learning	Creates an environment where all students are involved	Creates an environment where all students are involved	Prepares students for learning		
4. Uses body language, tone, gestures, and expressions of concern to convey a message that all students are important	Creates an environment where all students are involved	Creates an environment where all students are involved	Uses body language, tone, gestures, and expressions of concern to convey a message that all students are important		
5. Uses a cue sheet to start the day	Creates an environment where all students are involved	Creates an environment where all students are involved	Uses a cue sheet to start the day		
6. Encourages active participation with all students	Creates an environment where all students are involved	Creates an environment where all students are involved	Encourages active participation with all students		
7. Uses multiple modes of communication (e.g. visual, auditory, kinesthetic, etc.) to facilitate learning	Creates an environment where all students are involved	Creates an environment where all students are involved	Uses multiple modes of communication (e.g. visual, auditory, kinesthetic, etc.) to facilitate learning		
8. Encourages students to take ownership of their learning	Creates an environment where all students are involved	Creates an environment where all students are involved	Encourages students to take ownership of their learning		
9. Provides opportunities for students to demonstrate their learning	Creates an environment where all students are involved	Creates an environment where all students are involved	Provides opportunities for students to demonstrate their learning		
10. Uses class guidelines for communication and collaboration to support students in their learning	Creates an environment where all students are involved	Creates an environment where all students are involved	Uses class guidelines for communication and collaboration to support students in their learning		
11. Uses various teaching strategies (e.g. direct instruction, inquiry, problem solving, etc.) to support learning	Creates an environment where all students are involved	Creates an environment where all students are involved	Uses various teaching strategies (e.g. direct instruction, inquiry, problem solving, etc.) to support learning		
12. Uses opportunities for students to work with their peers (e.g. Think-Pair-Share, Partner A and B, Group Work, etc.)	Creates an environment where all students are involved	Creates an environment where all students are involved	Uses opportunities for students to work with their peers (e.g. Think-Pair-Share, Partner A and B, Group Work, etc.)		
13. Structures lessons and activities to support learning	Creates an environment where all students are involved	Creates an environment where all students are involved	Structures lessons and activities to support learning		
14. Uses pop-ups and think tanks/questions to assist students in learning	Creates an environment where all students are involved	Creates an environment where all students are involved	Uses pop-ups and think tanks/questions to assist students in learning		
Adapted from "A Resource for Equitable Classroom Practice," 2010					
Lorraine Sato Personnel Development Grant					



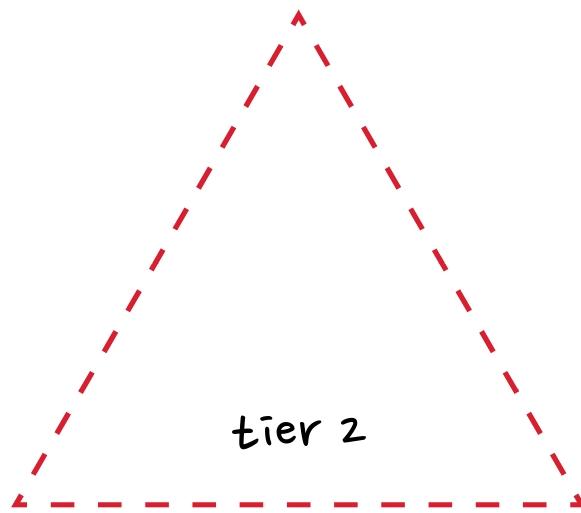
RTI/MTLS: **UNIVERSAL** SUPPORTS



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

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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



Refugee

English Language
Learners (ELL)

Trauma

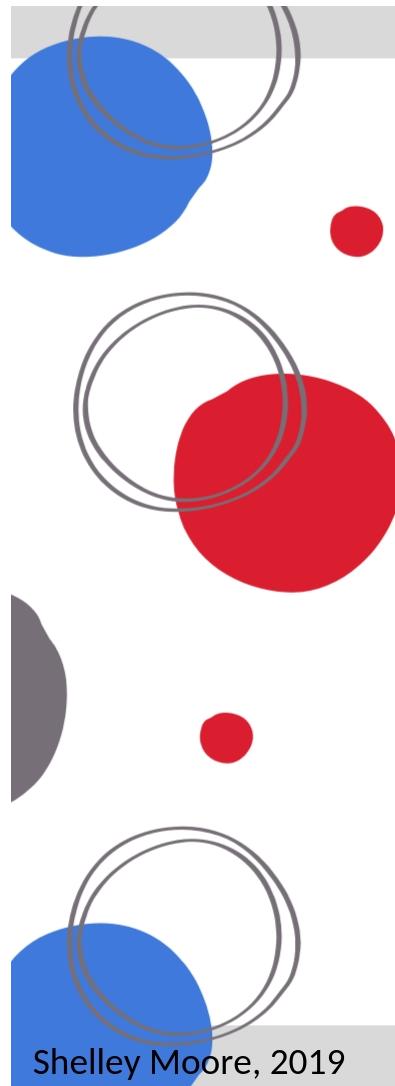
Attention Deficit/
Hyperactivity (AD/HD)

Anxiety/
Mental Health

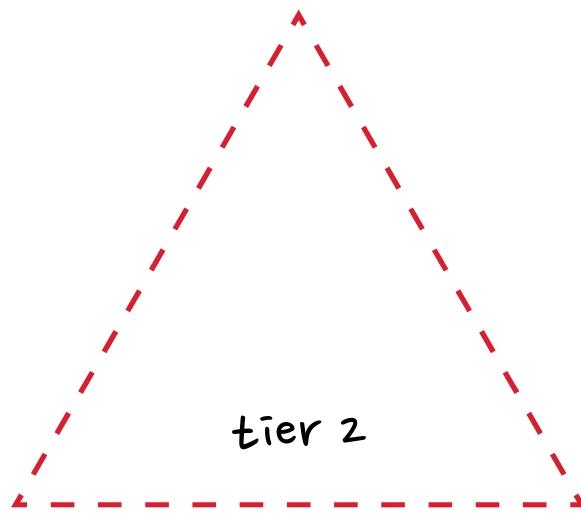
Behaviour

At risk

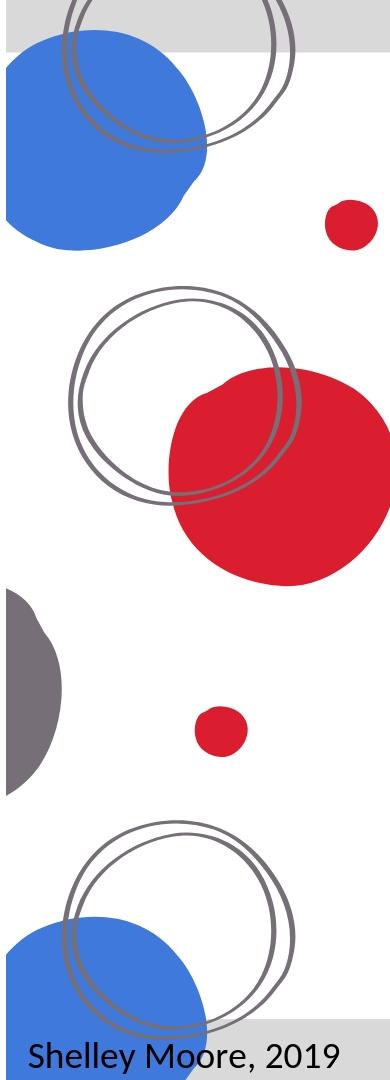
cultural/ Indigenous



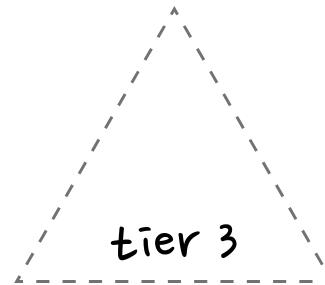
RTI/MTLS: TARGETED SUPPORTS



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?

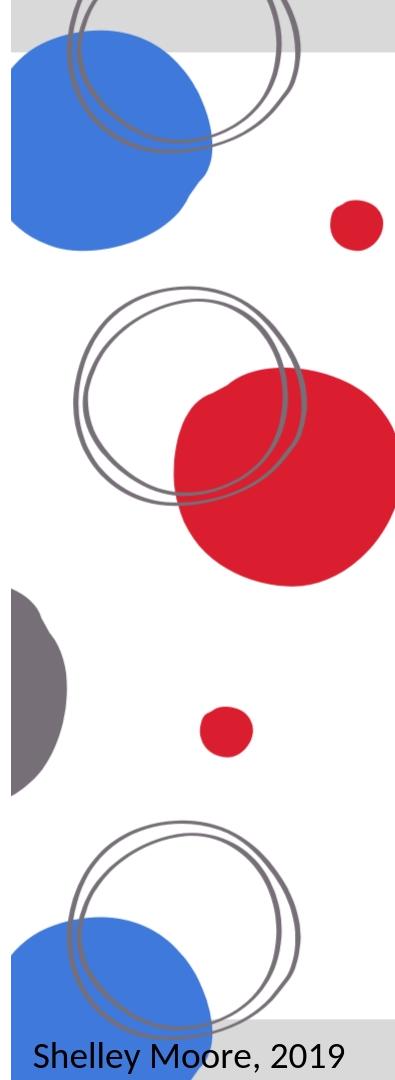
3. How do we *teach* everyone about the *support* so that we can *advocate for* ourselves *and* each other?



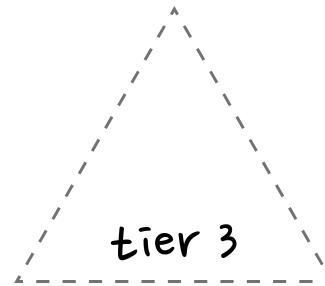
WHAT ARE INDIVIDUALIZED SUPPORTS FOR LEARNING?

what essential supports are needed to meet the goal?





RTI/MTLS: ESSENTIAL SUPPORTS



Designed for one; useful for one

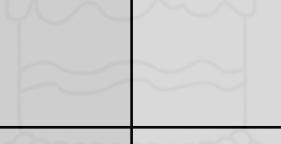
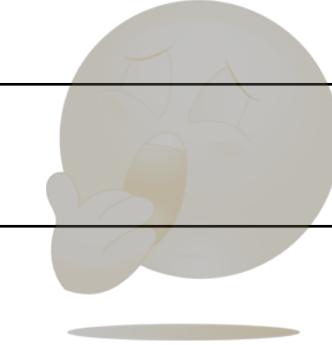
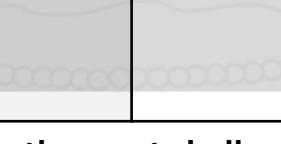
Classroom Support Plan

Teacher(s): _____

Support Staff: _____

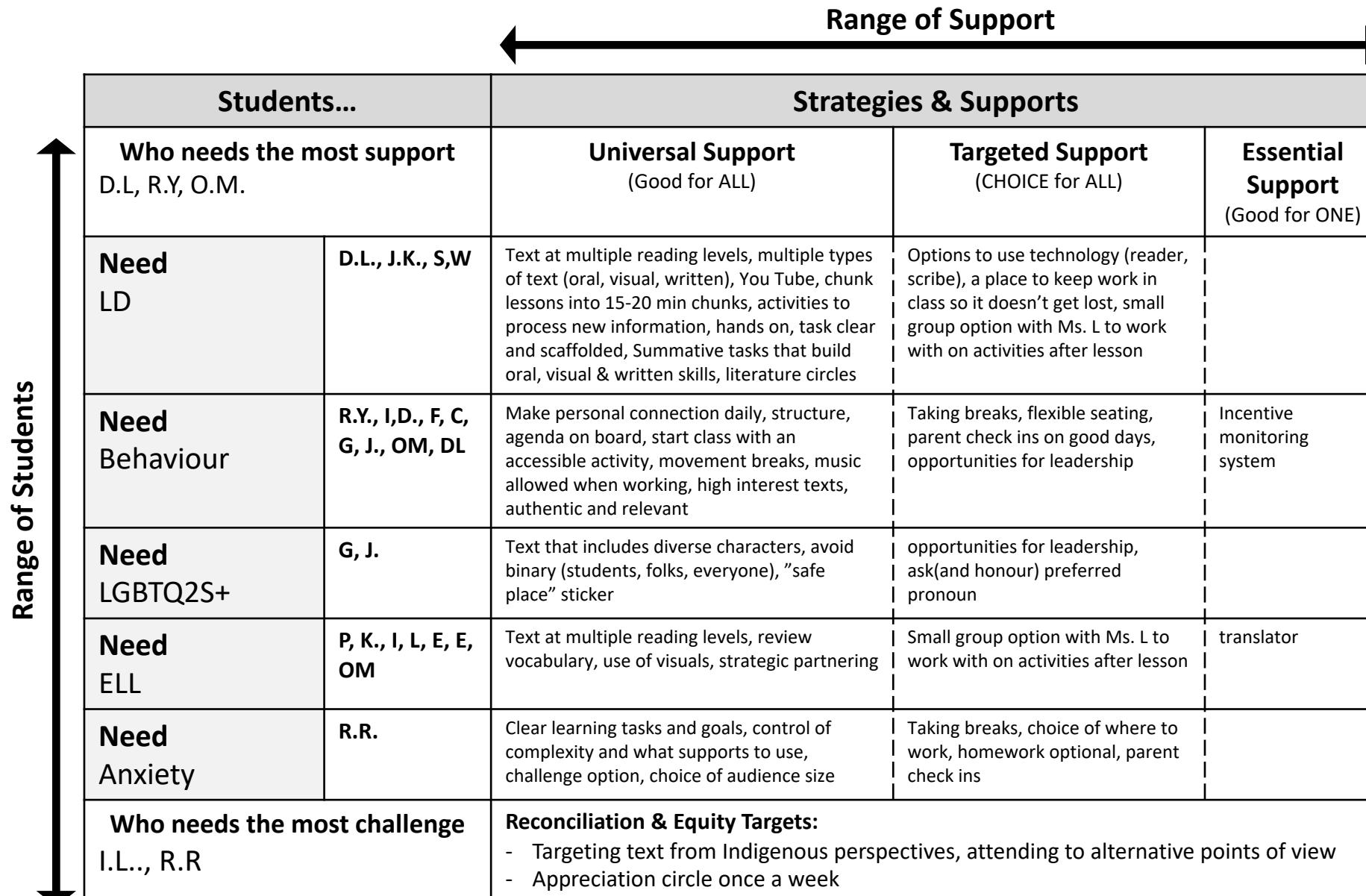
Lens: _____

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: English 8



Range of Students ↑

← **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: - 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 9

Range of Support

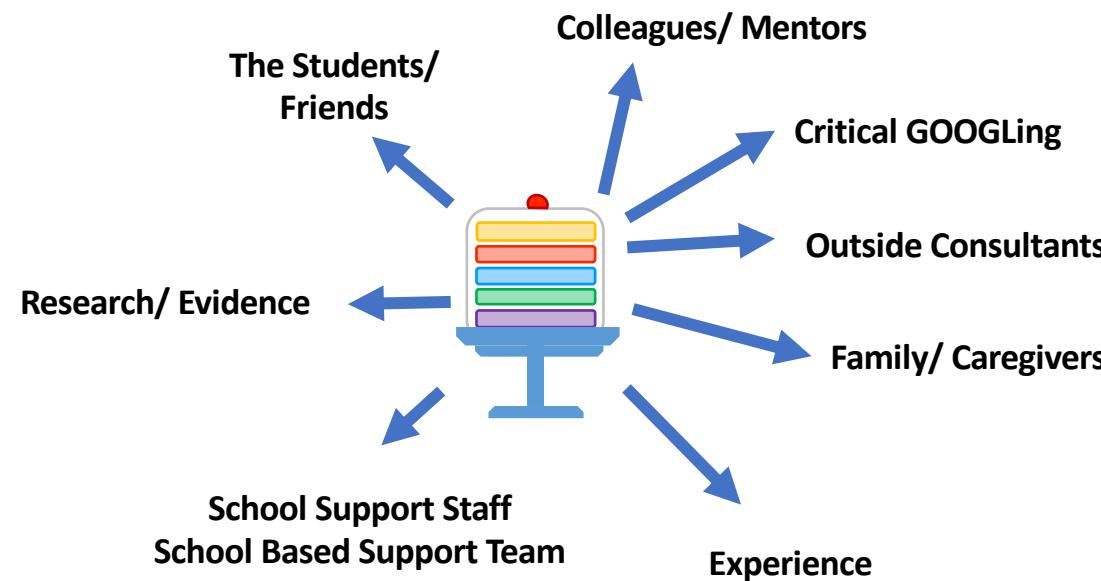
Students...		Strategies & Supports		
Who needs the most support J.W.		Universal Support (Good for ALL)	Targeted Support (CHOICE for ALL)	Essential Support (Good for ONE)
Need Cognitive	J.W.	Start lesson with accessible task how to work with J.W., building community activities, manipulatives,	Access Point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



Layered Support Cake of Love: Classroom Support Plan



How do we figure out supports or strategies students need?



Theory to Practice Framework

Guiding conditions of inclusion describe that all students...

are presumed competent

are enrolled in and attending curricular classes

are in proximity to and participating in learning with peers

have purposeful roles and responsibilities

Teacher professional development that...

supports collaboration and the changing roles of educators

is situated, ongoing and inquiry based

Planning frameworks that ...

support Universal Design for Learning

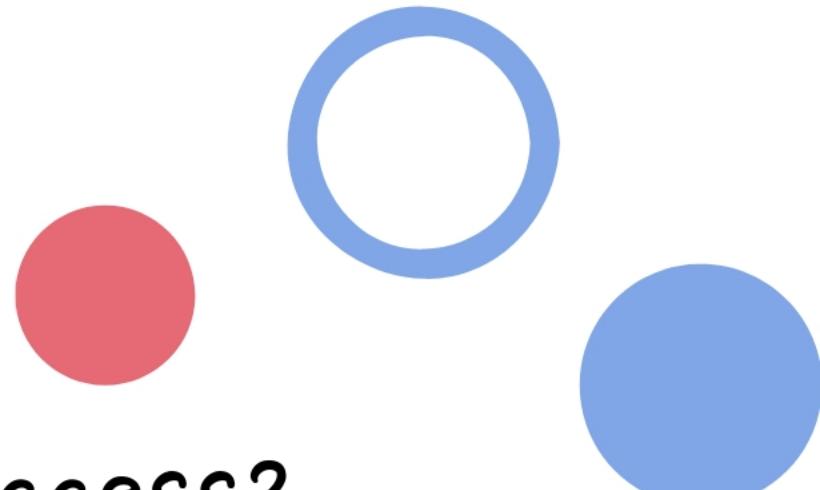
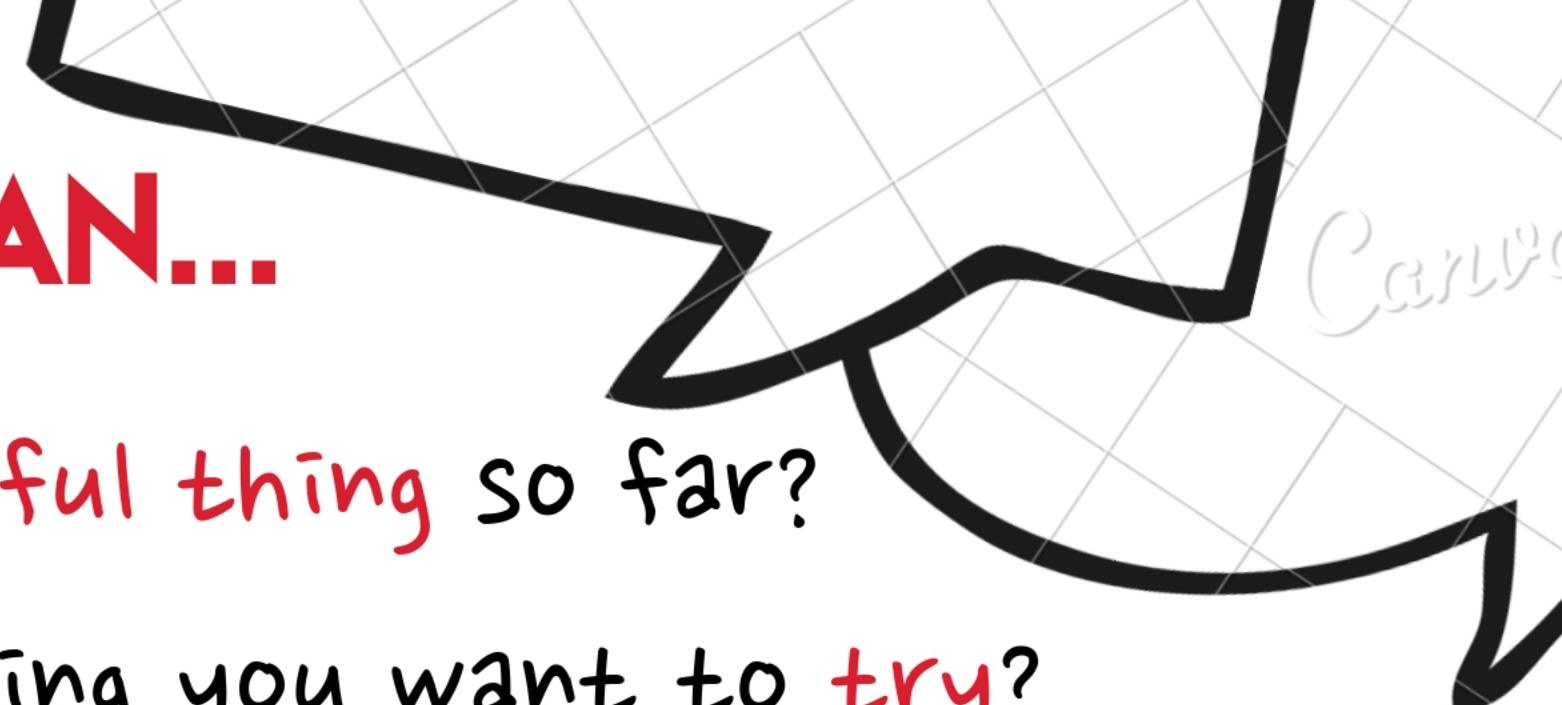
include connecting IEPs to the curriculum

What do we know about inclusion?

- We know that the infrastructure of inclusion includes...
 1. guiding conditions and **structures**
 2. opportunities for supportive & collaborative **professional development**
 3. research based **planning & design frameworks**

MAKING A PLAN...

- What is one useful thing so far?
- What is something you want to try?
- What is your first step?
- What supports do you need?
- How will you celebrate your success?



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