

SHELLEY MOORE



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www.fivemooreminutes.com

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TALK TO YOUR NEIGHBOUR...

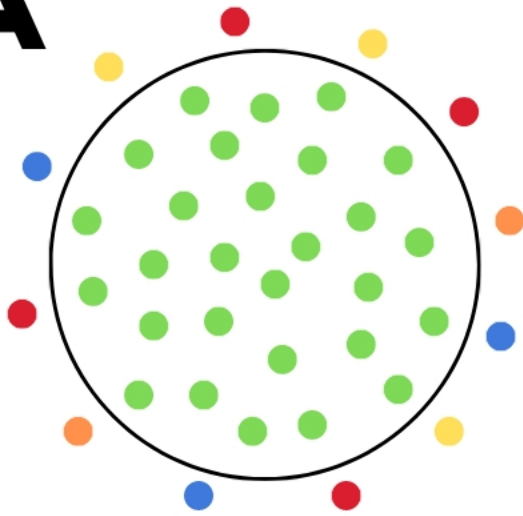
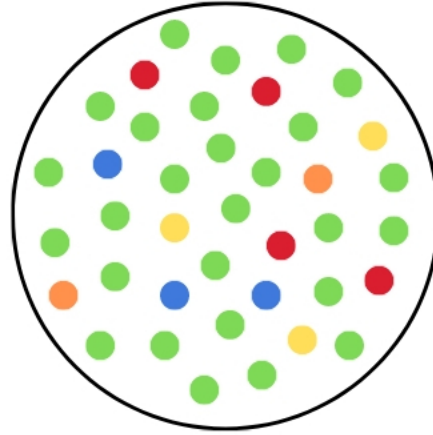
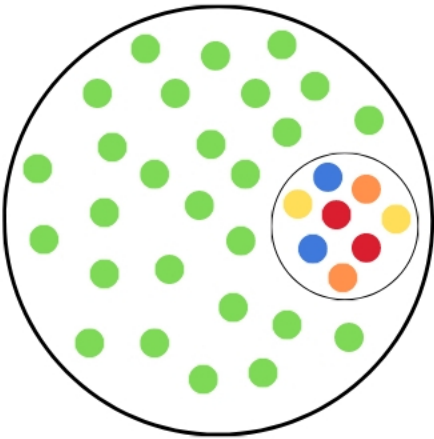
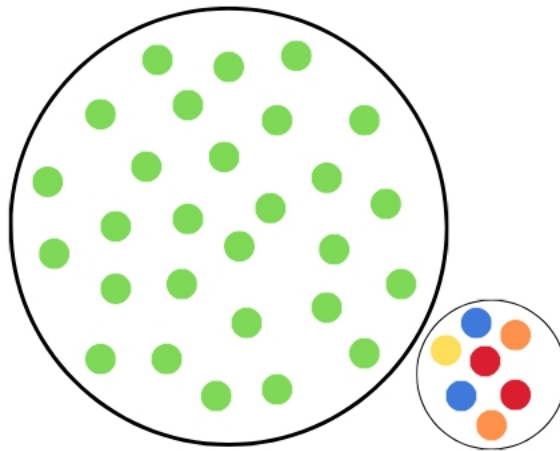
- what is inclusion?
- who is inclusion for?
- where/ when do you see it happening?
- why is it important?



WHAT DOES **INCLUSION** MEAN?

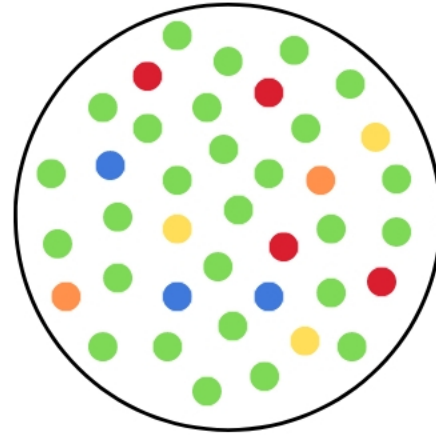


EXCLUSION
INTEGRATION
INCLUSION
SEGREGATION

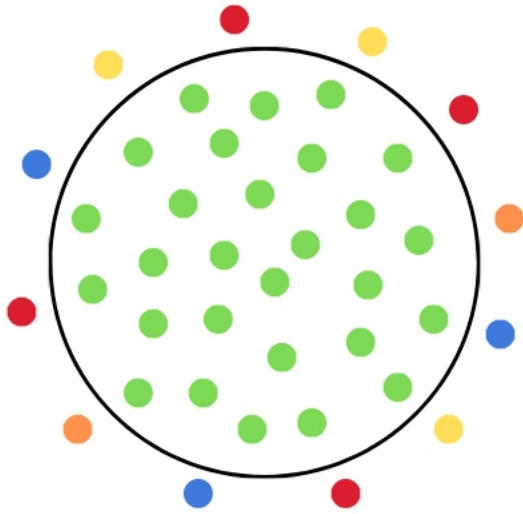
A**C****B****D**

EXCLUSION
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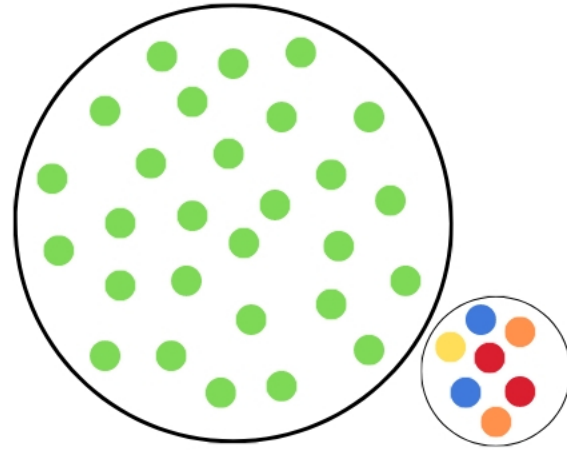
WHAT IS
INCLUSION?



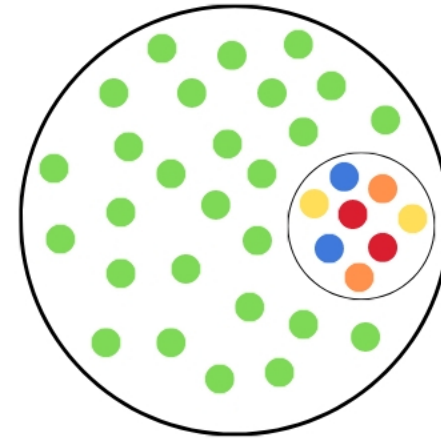
inclusion



exclusion

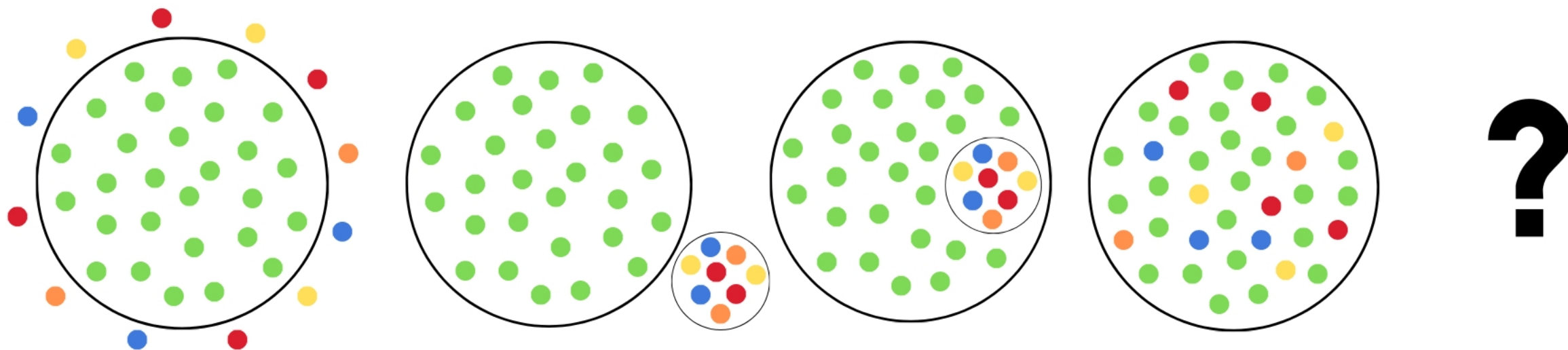


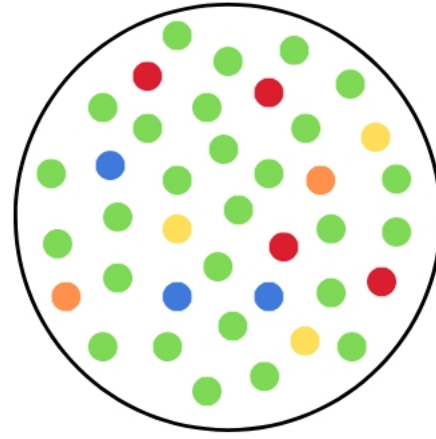
segregation



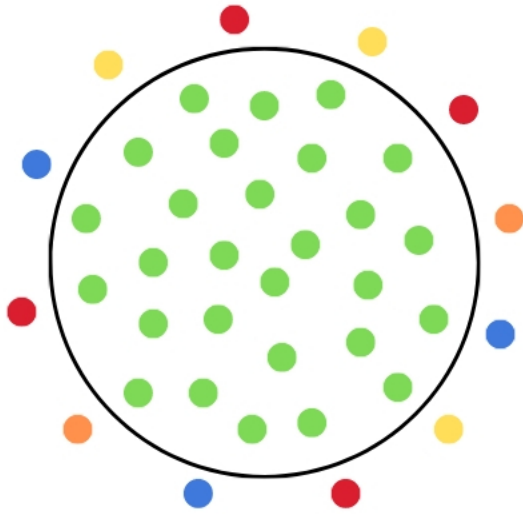
integration

WHAT IS INCLUSION?

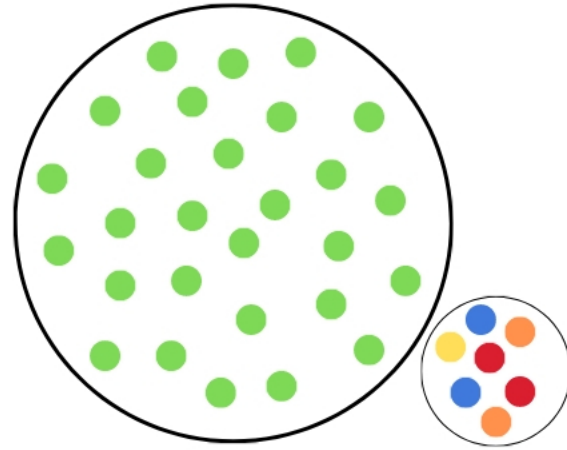




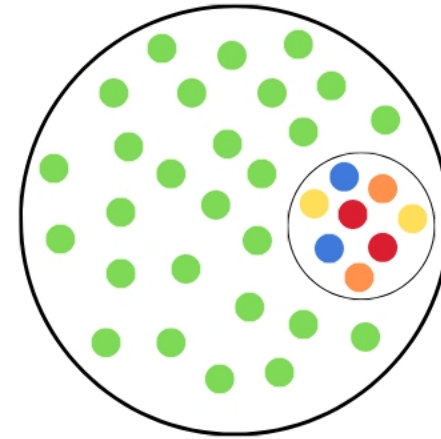
inclusion



exclusion

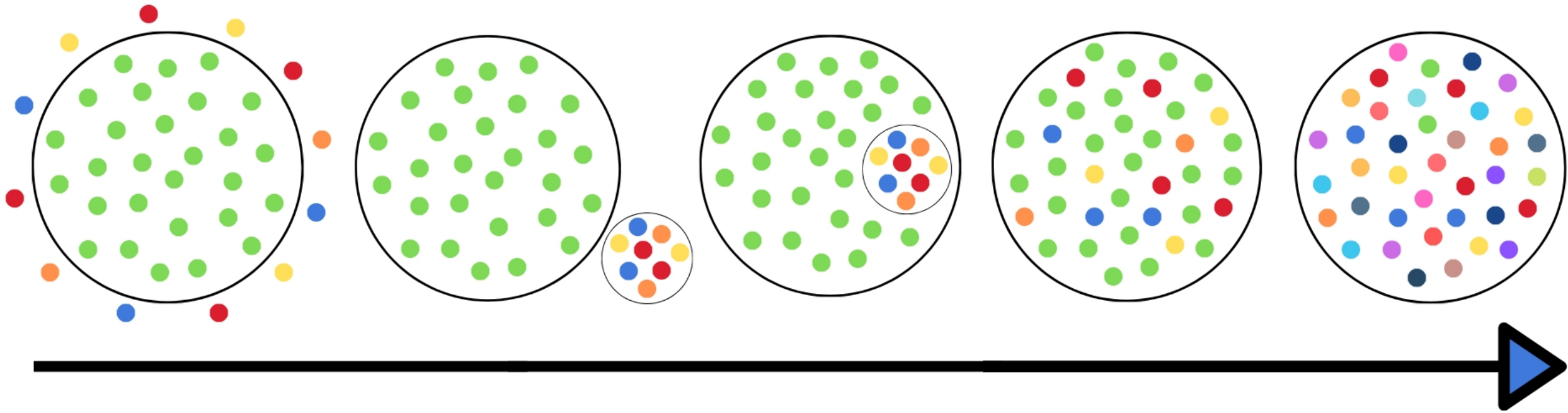


segregation



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?**

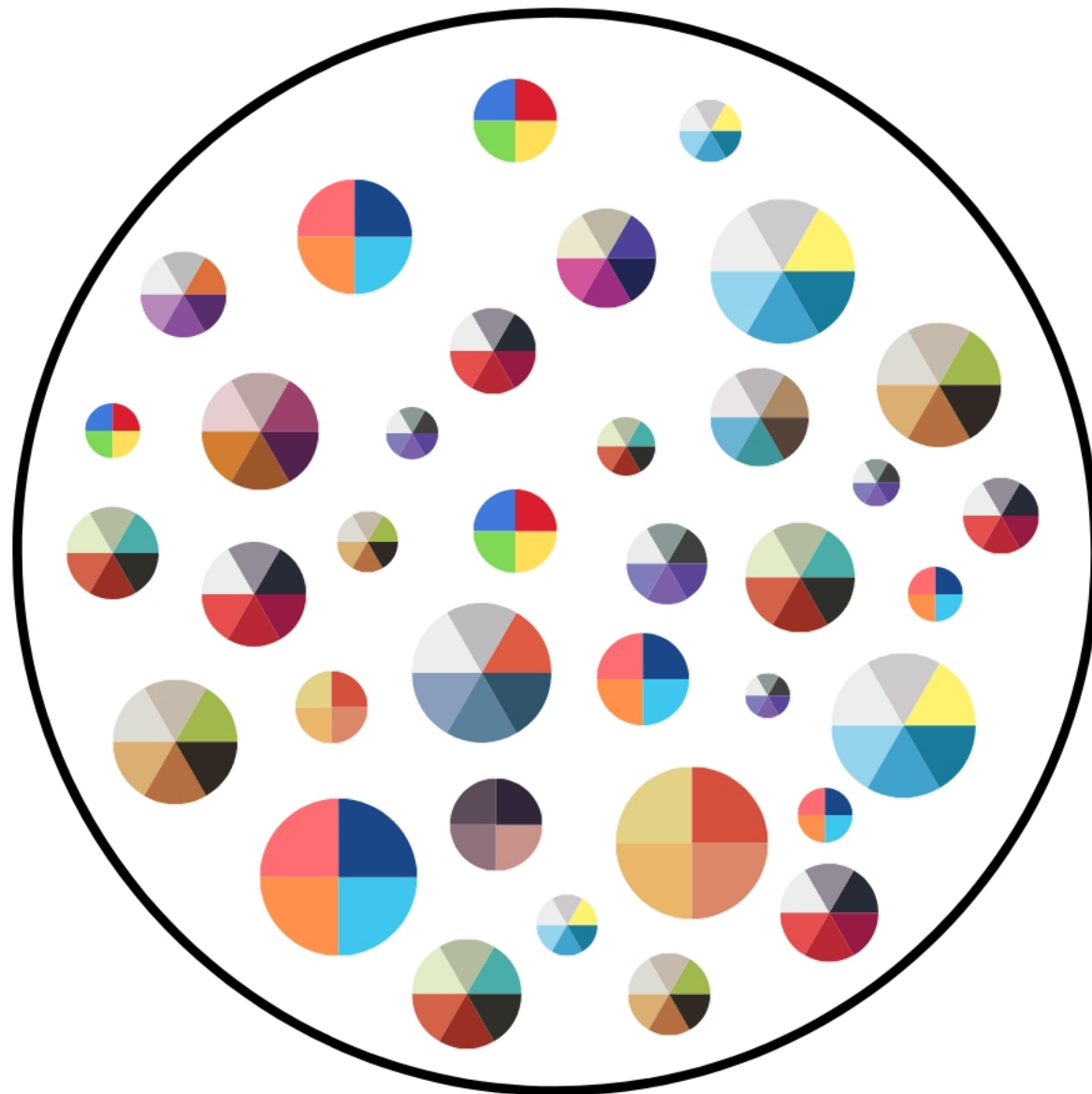
WHO DOES **INCLUSION
INCLUDE?**



WHO IS INCLUSION?



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?

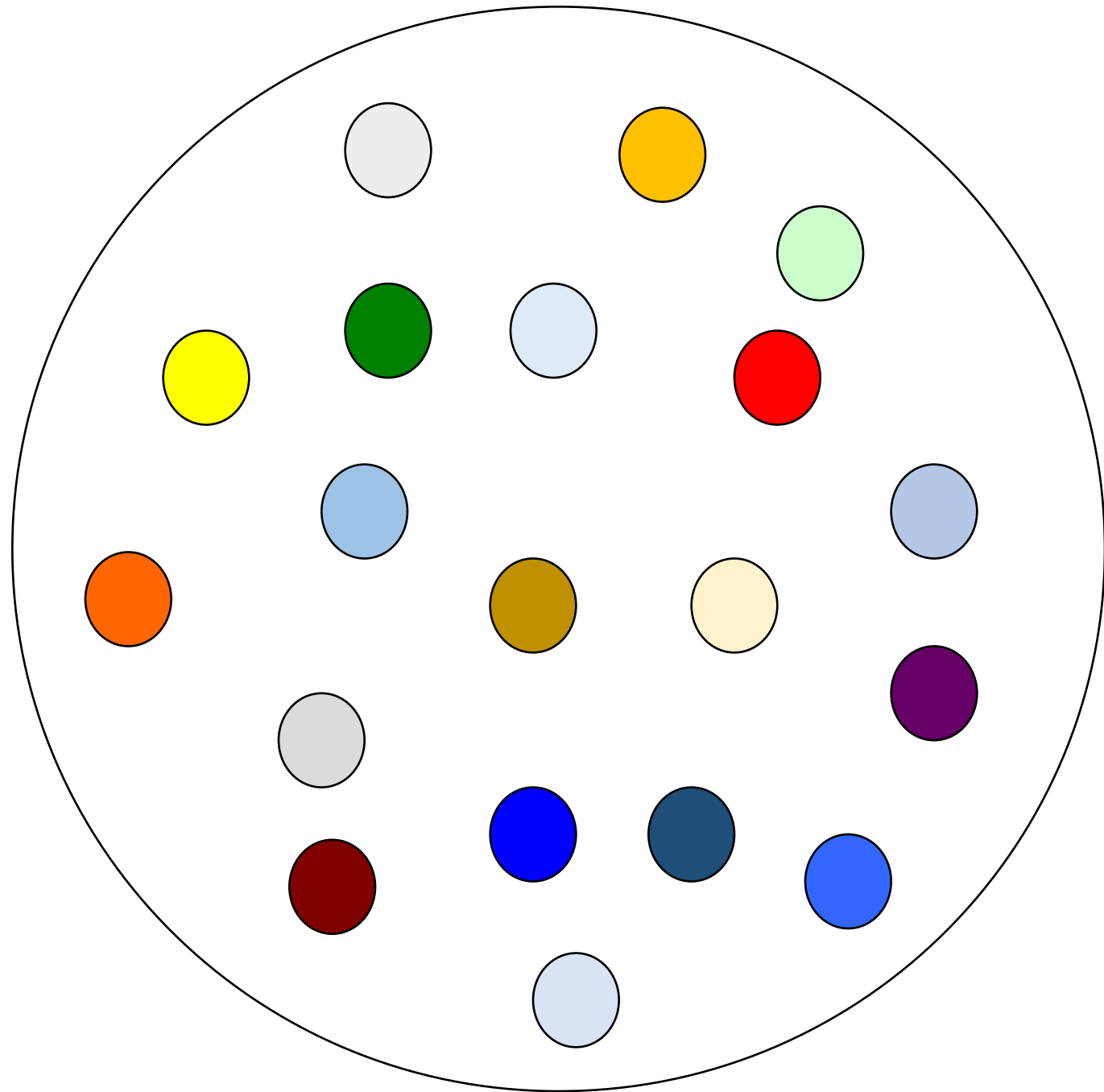


How do we make sure that we are welcoming & valuing all colours?



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 ...

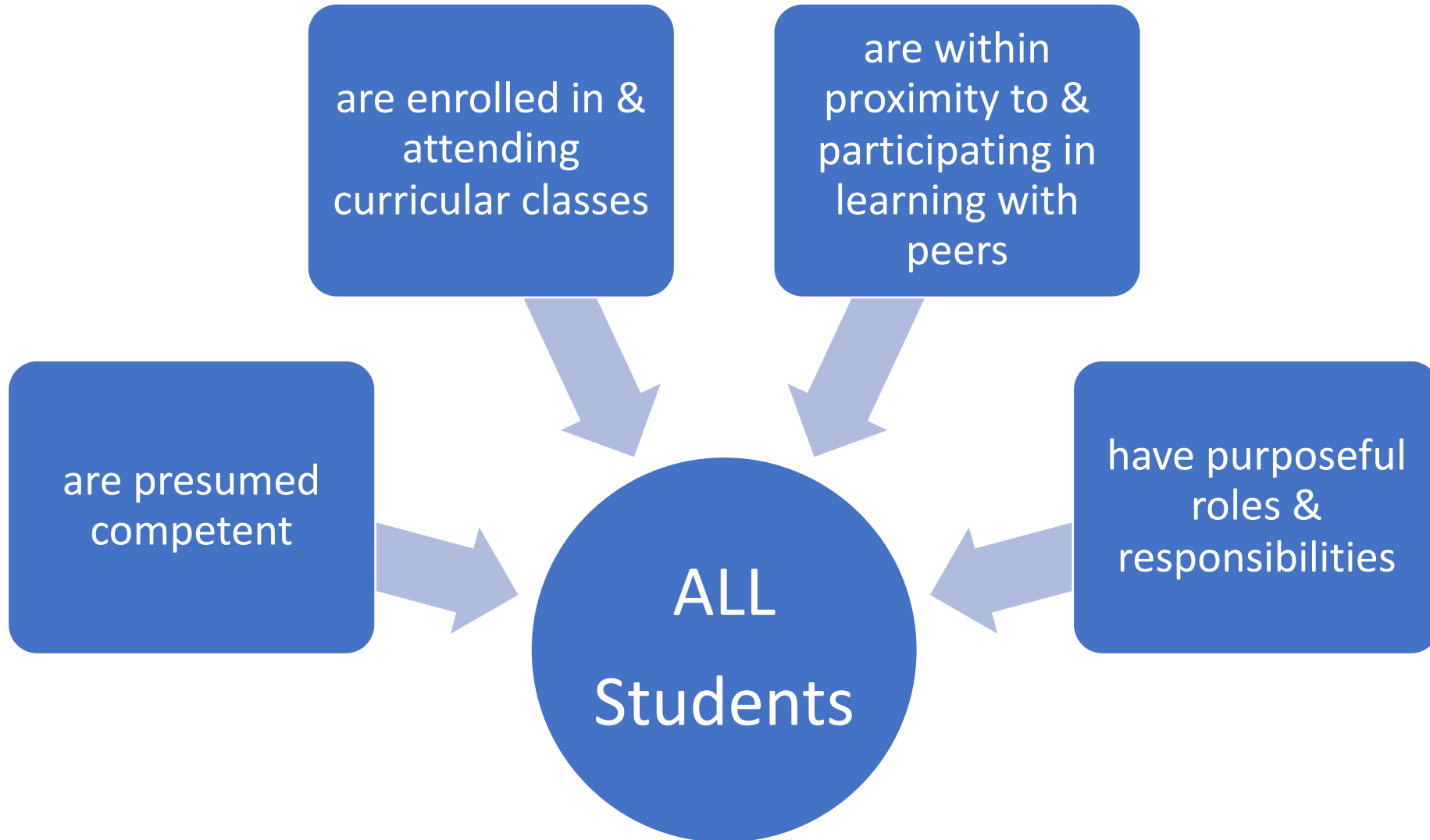
support Universal Design for Learning

include connecting IEPs to the curriculum

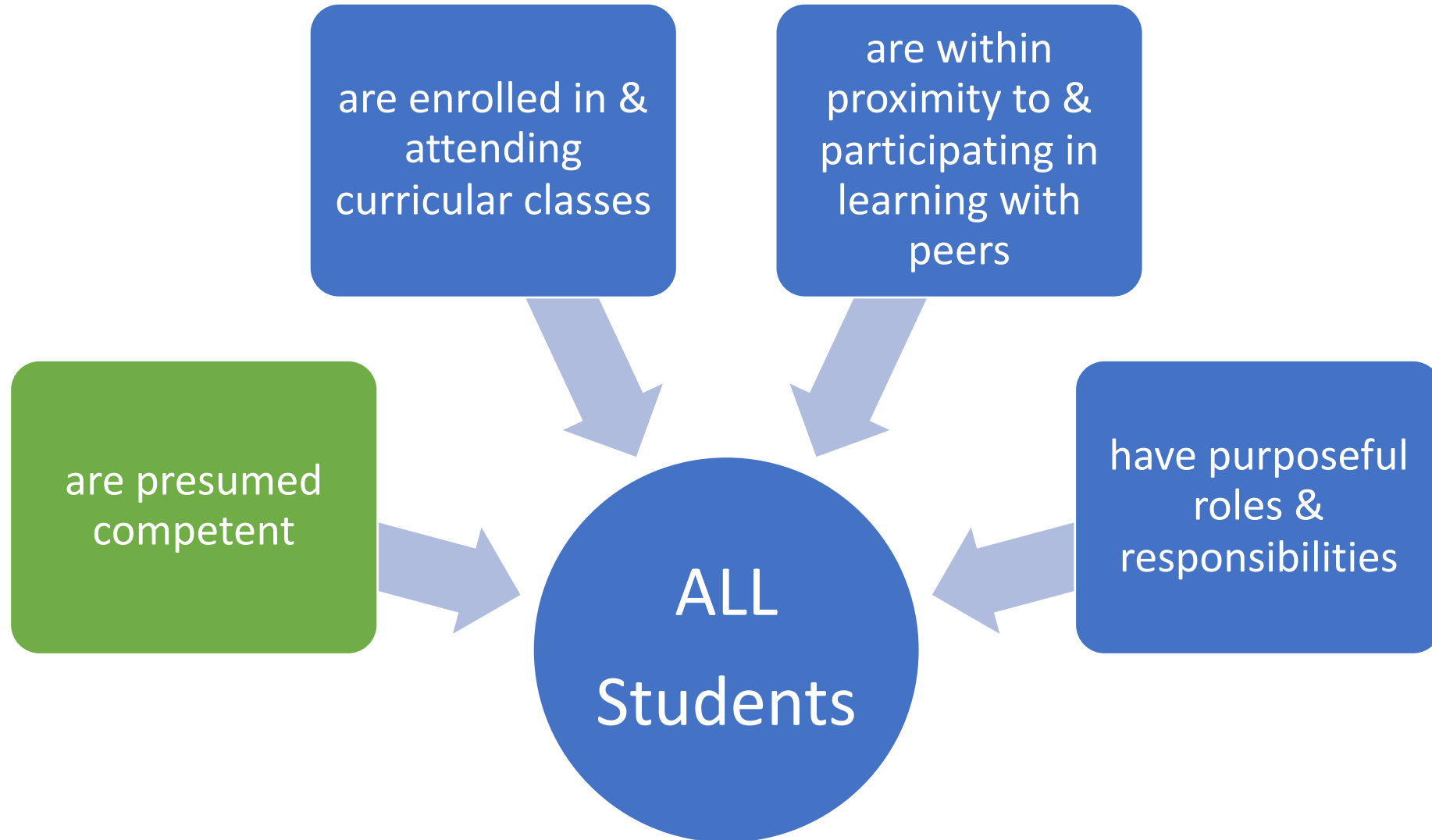
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1. Guiding Conditions & Structures



1. Guiding Conditions & Structures



Guiding Conditions & Structures of Inclusion

ALL students are are presumed competent

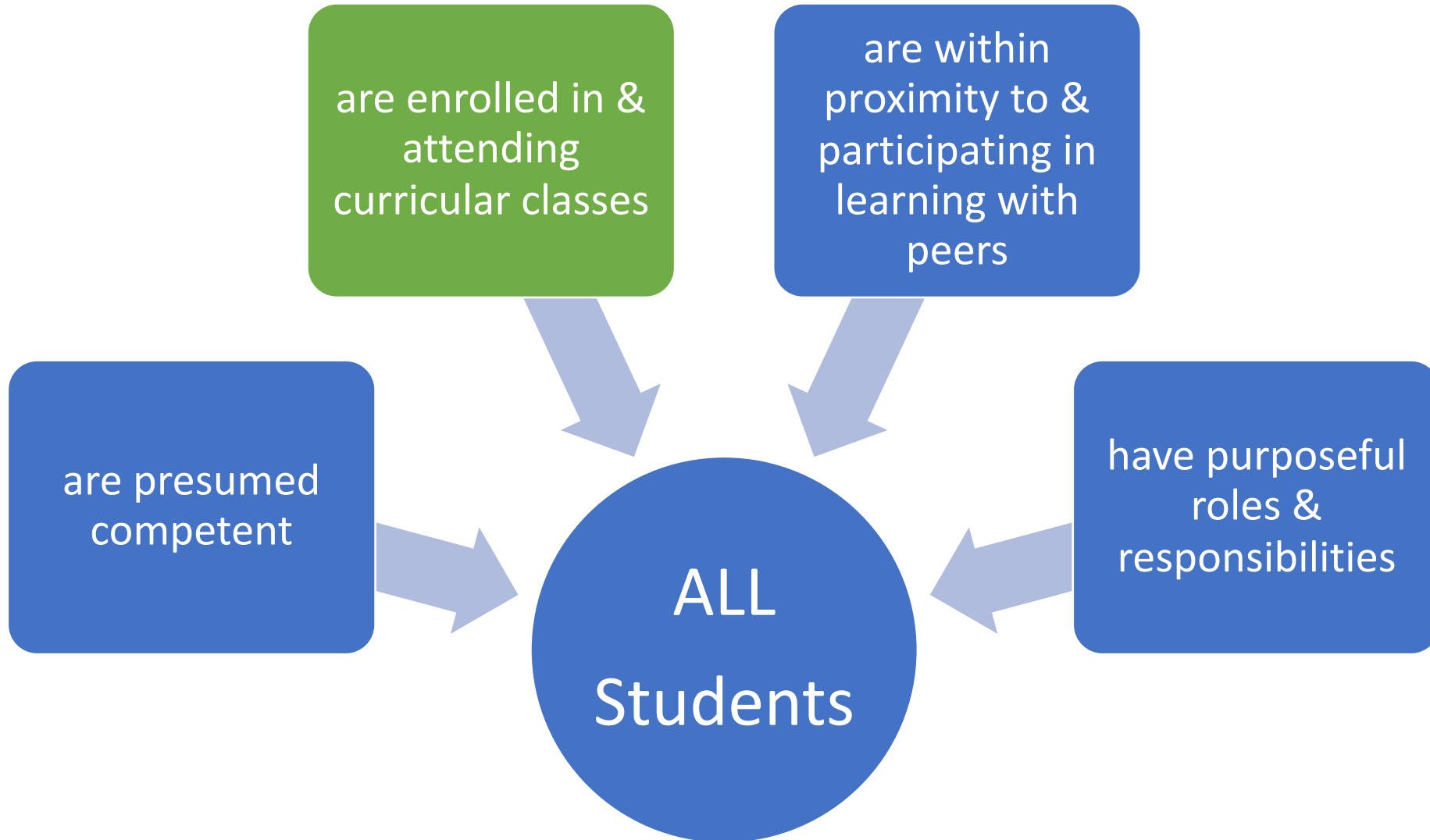
- Historically, “Individuals were too incompetent to receive and process curricular information”
- Misconception that the difficulties are the result of the lack of capability rather than, a lack of design and supports provided to them
- Assumption that there is no benefit to curriculum access, students 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 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

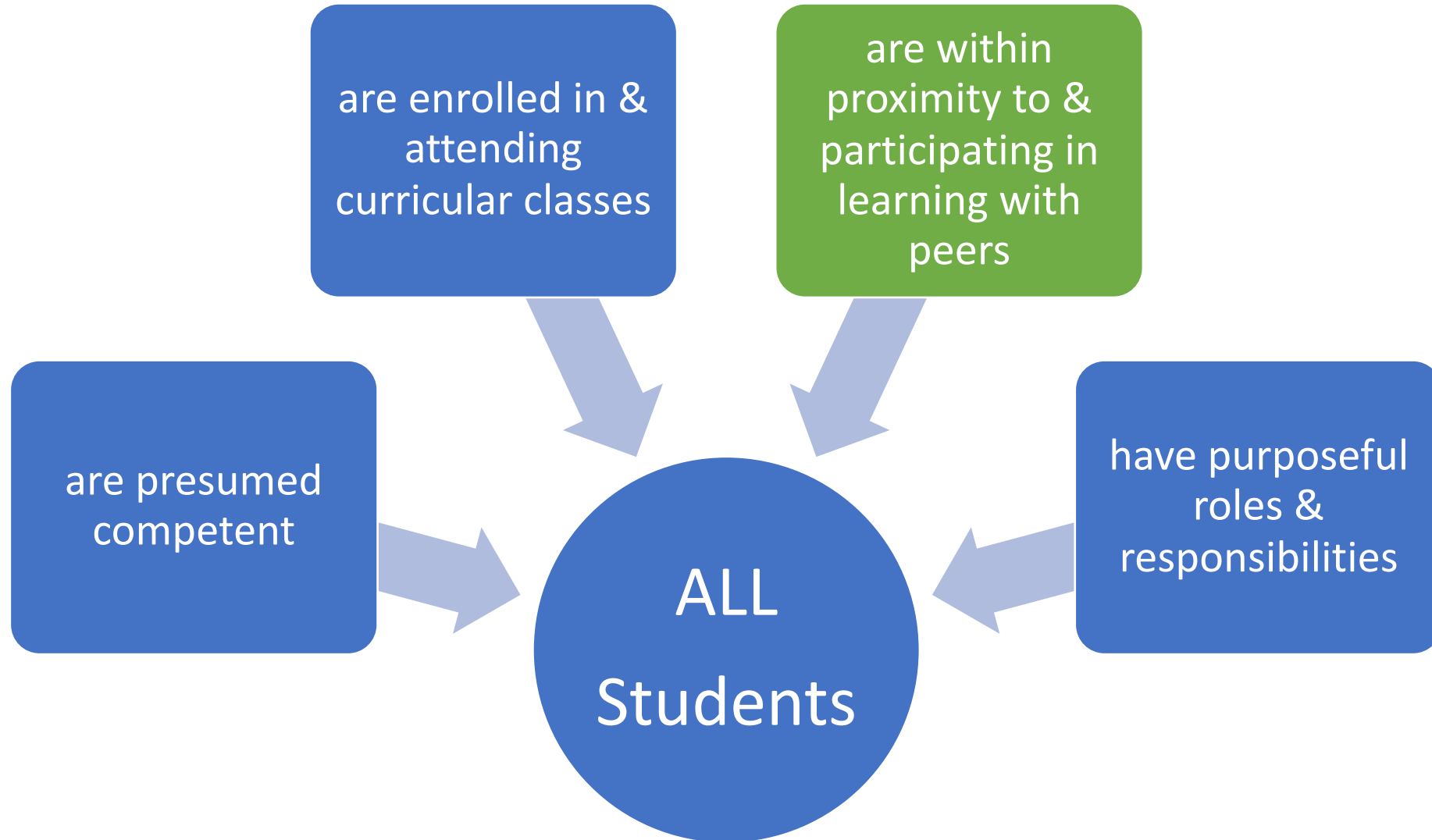
- **Strategic** Planning
 - Students are in classrooms with diverse peers
 - Students are working on cognitively appropriate curricular goals (e.g. science, math, phys ed, home ec)
 - Students are working on grade specific curriculum
- **Explicit** Planning
 - Students can be in smaller classrooms/groups 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

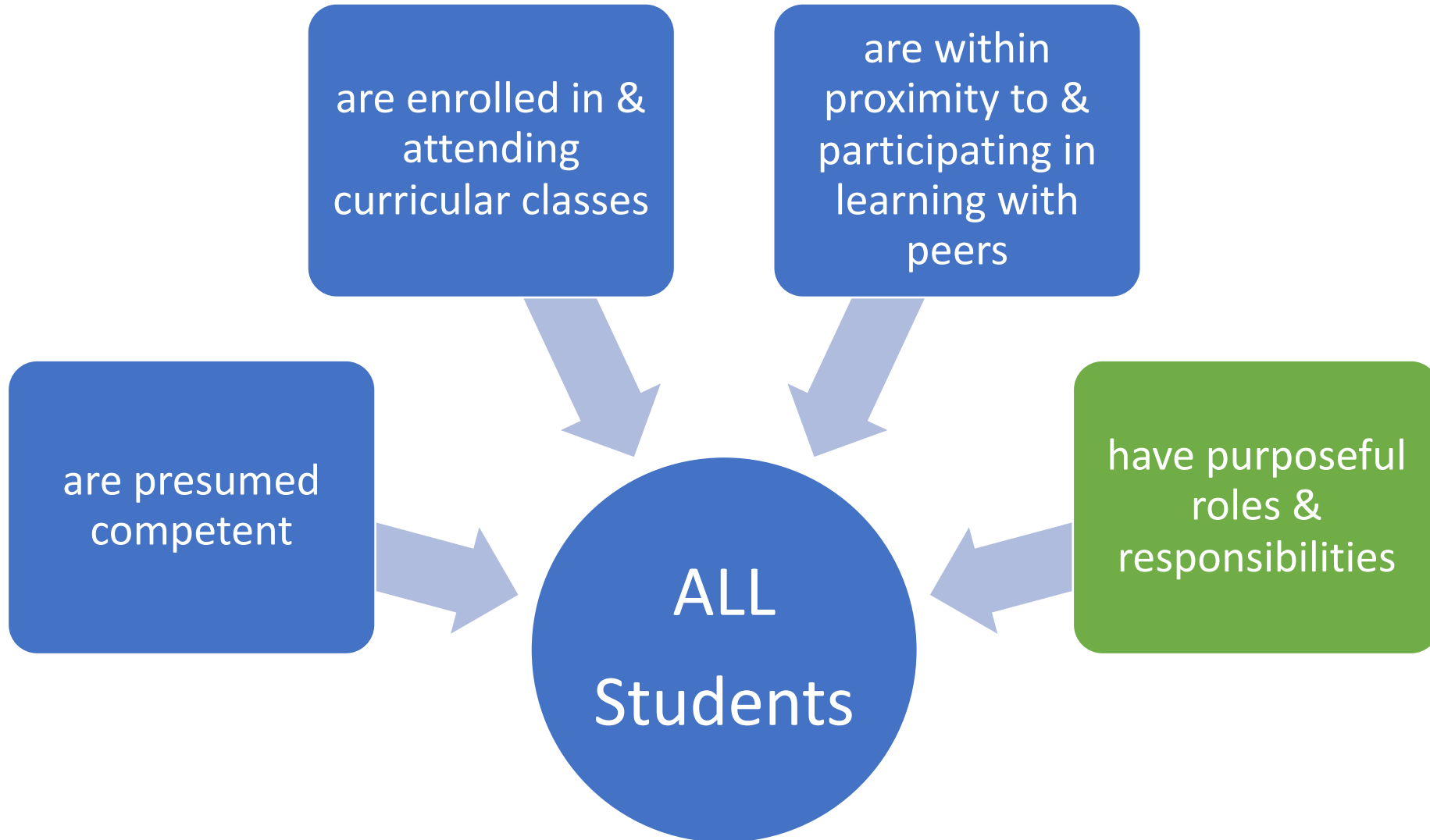


Guiding Conditions & Structures of Inclusion

ALL students are 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

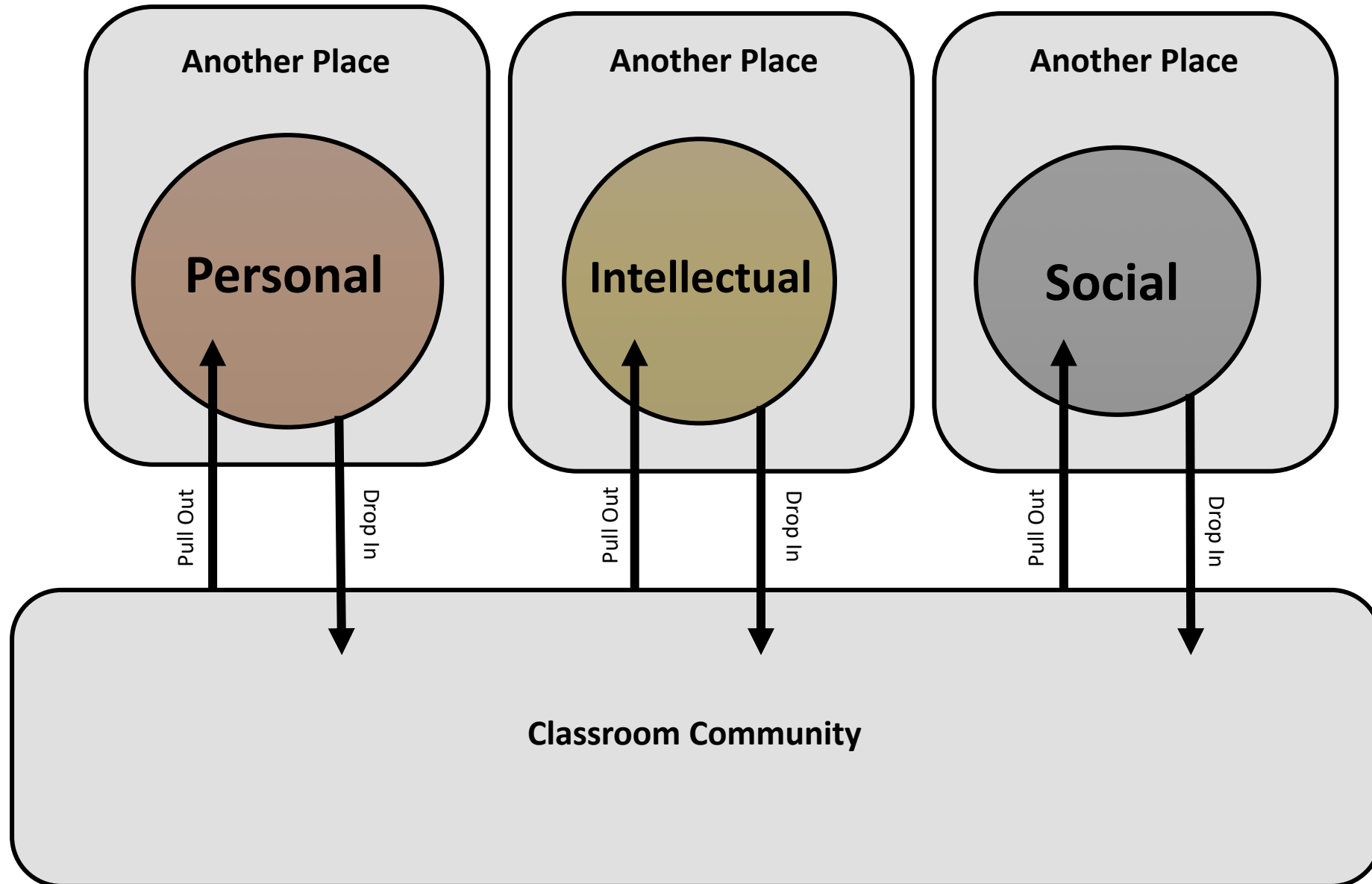


Guiding Conditions & Structures of Inclusion

ALL students have purposeful roles & responsibilities

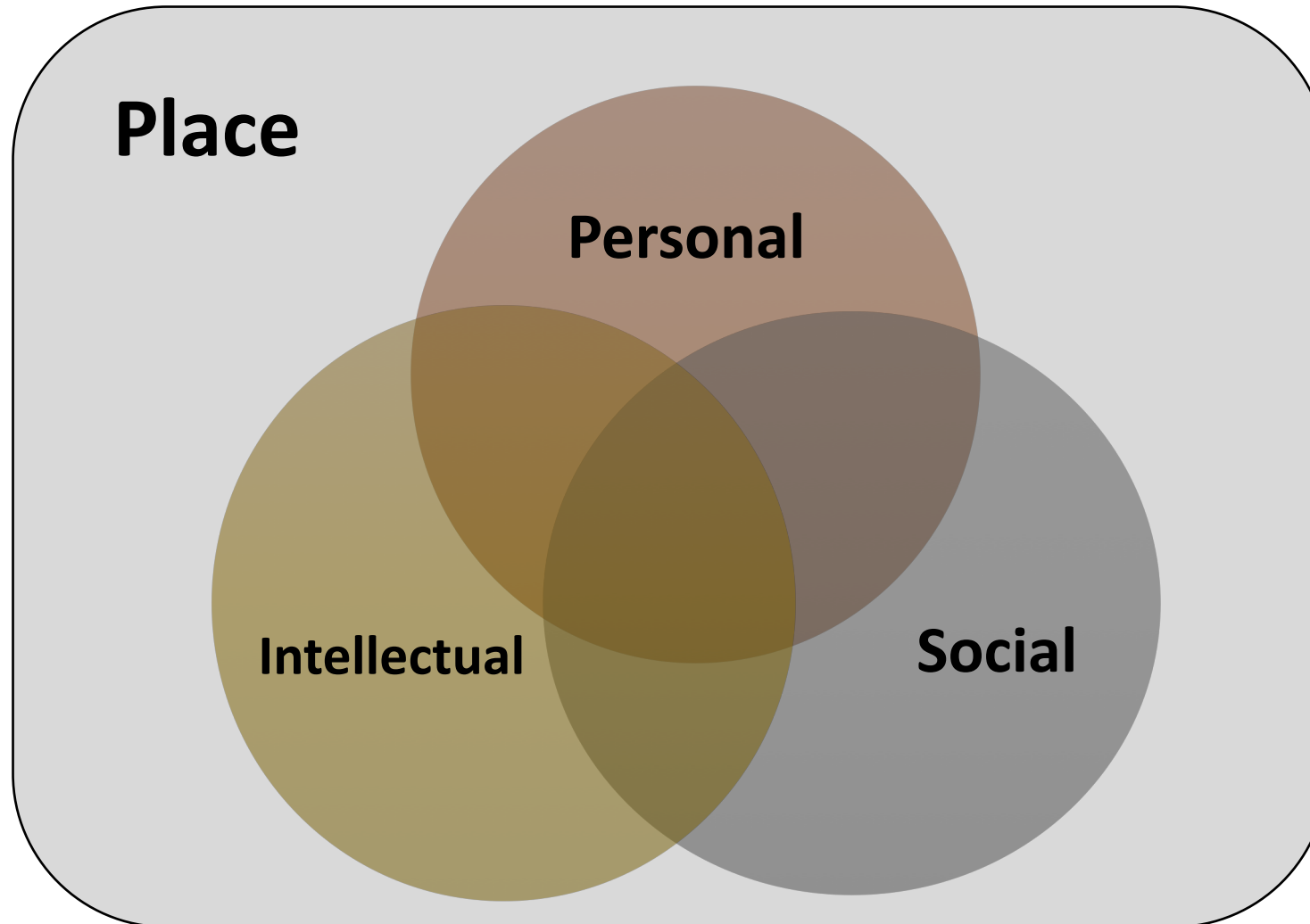
- Purposeful responsibilities may include a combination of:
 - Personal outcomes
 - Social outcomes
 - Intellectual outcomes
- Students participating in the general education curriculum

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

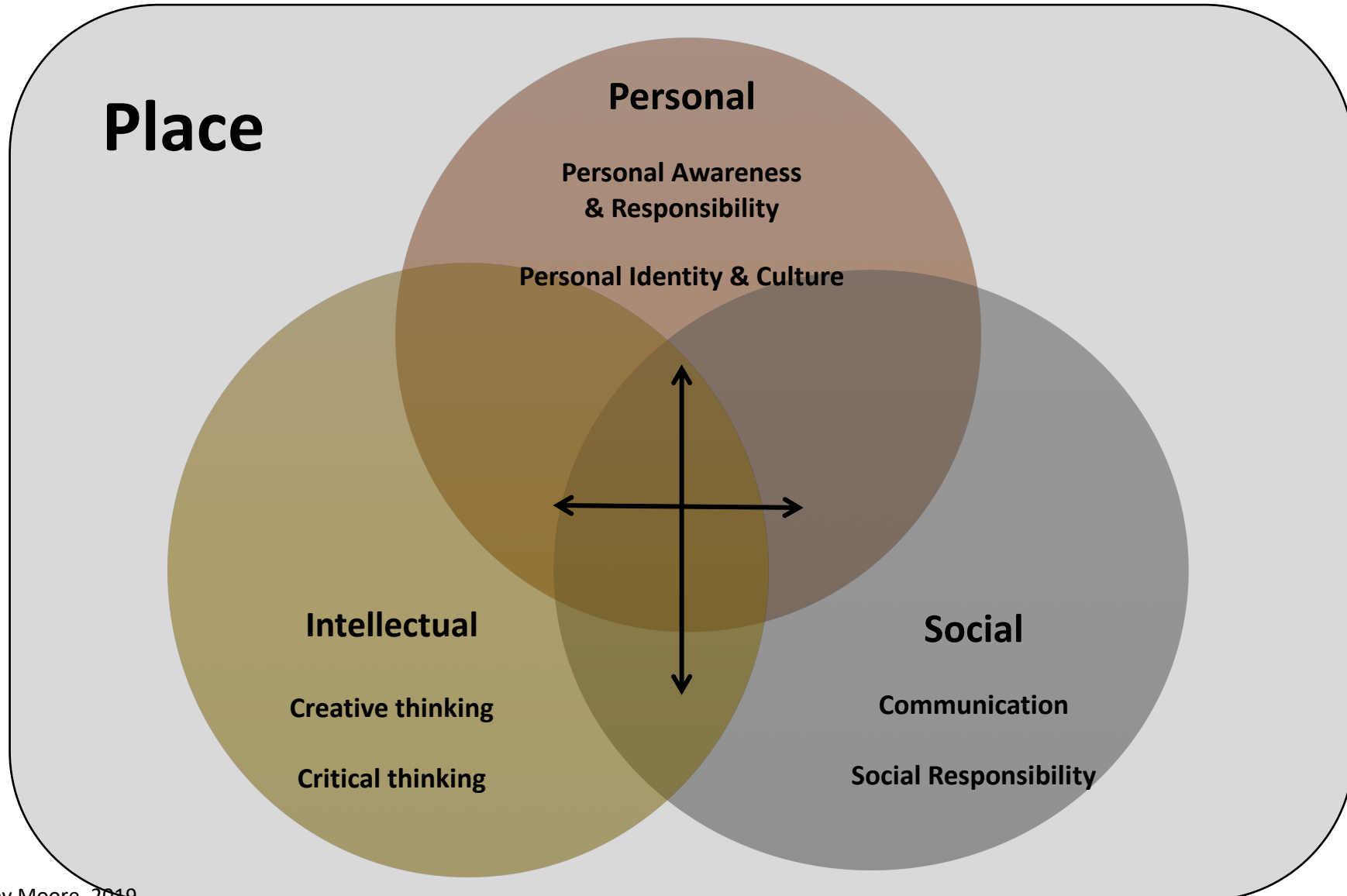


Guiding Conditions & Structures of Inclusion

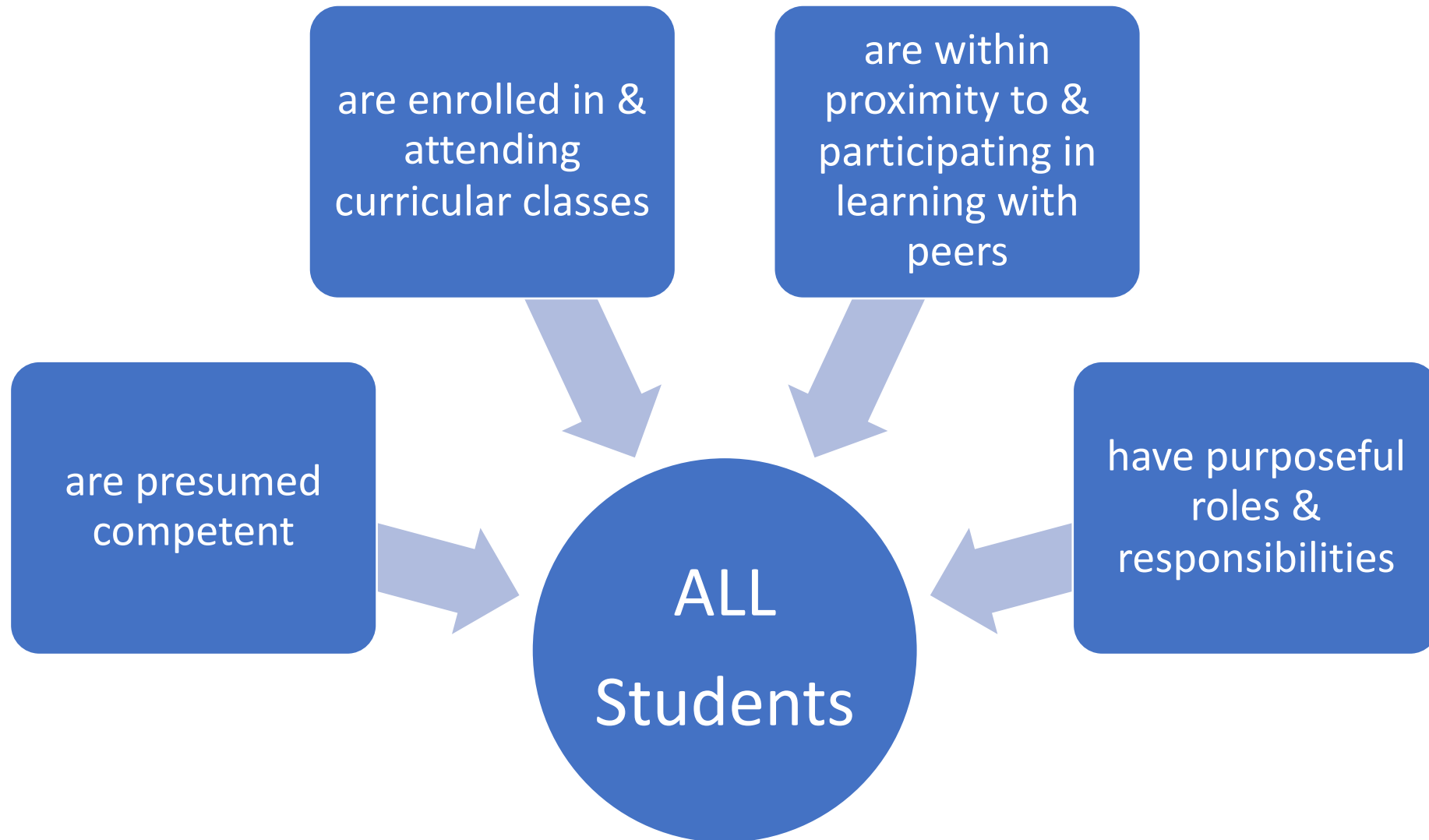
ALL students have purposeful roles & responsibilities



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



1. Guiding Conditions & Structures of Inclusion



What do we know about inclusion?

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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		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

The cupcake Model



Special Education
Medical Model

The cupcake model



Shelley Moore, 2019

The layered cake model



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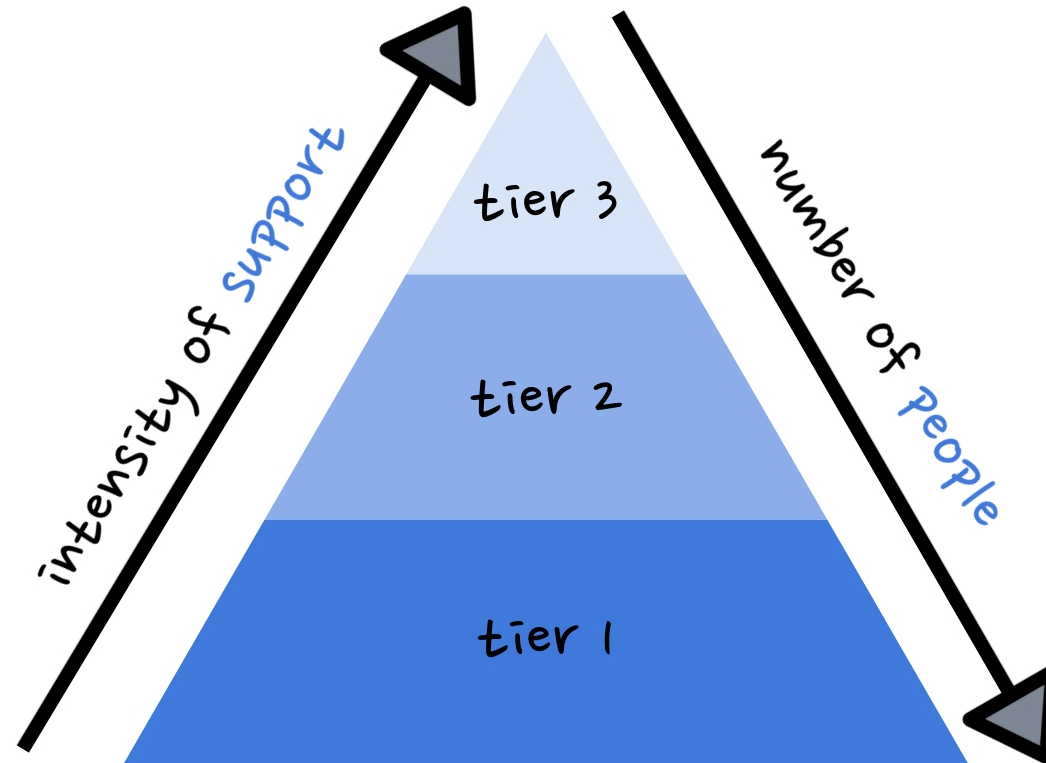
The layered cake model



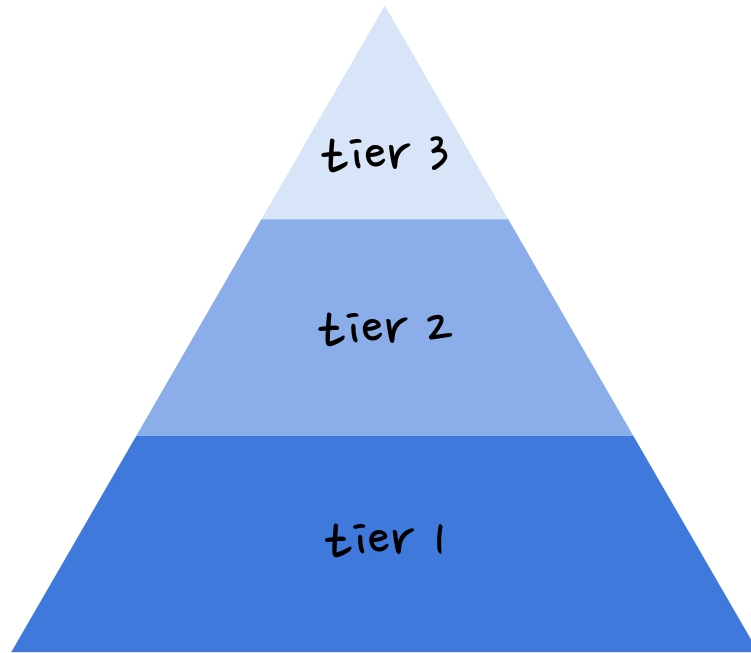
Shelley Moore, 2019

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RTI: RESPONSE TO **INTERVENTION**

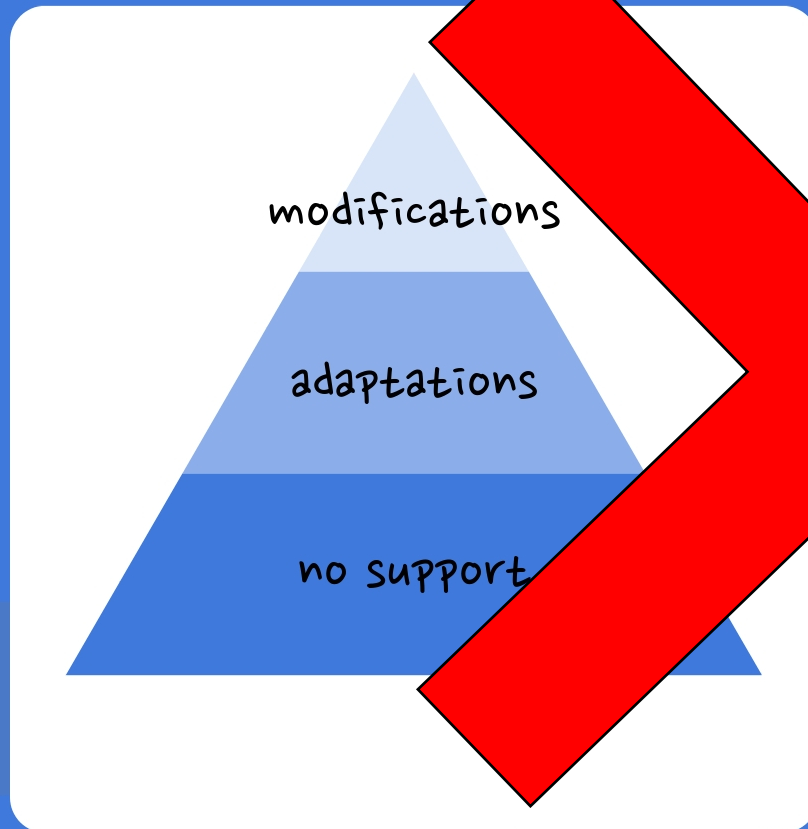


RTI: RESPONSE TO INTERVENTION

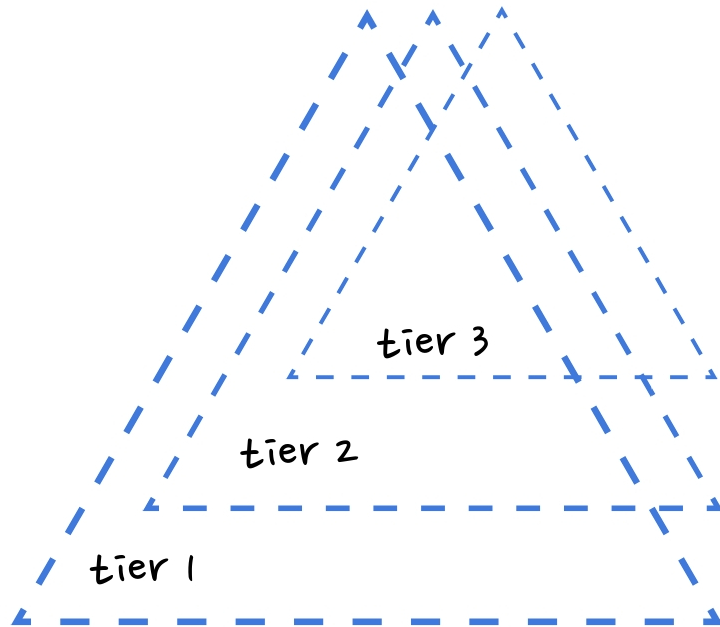


- early intervention of support
- assessment of students
- regulated supports

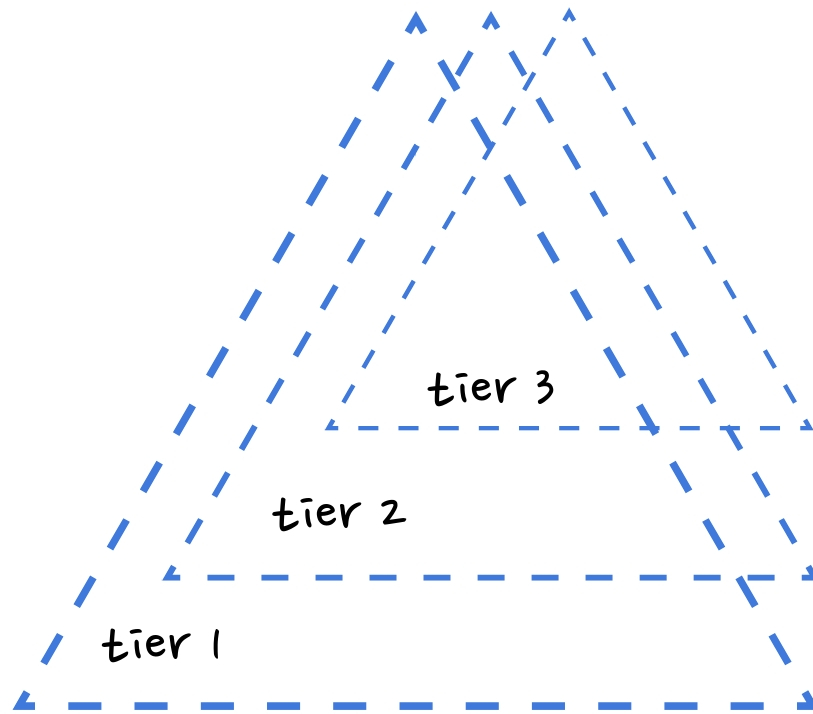
RTI: RESPONSE TO INTERVENTION ??



RTI: RESPONSE TO **INSTRUCTION**



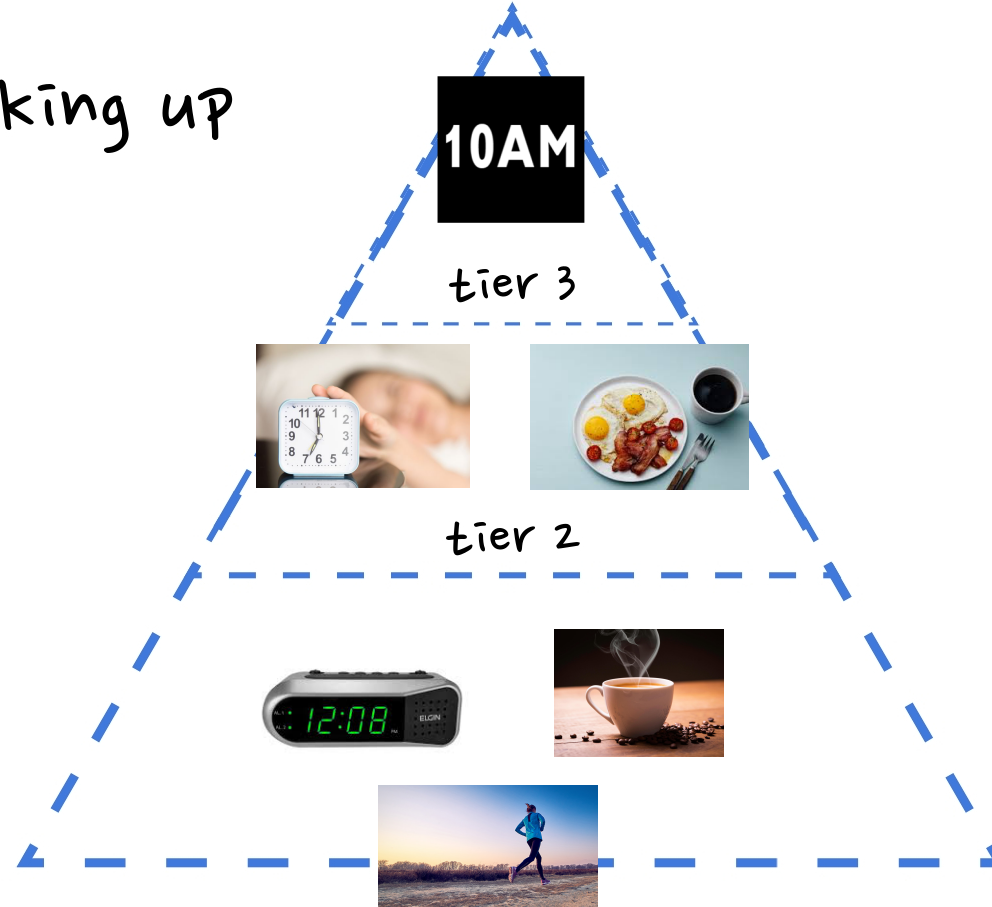
RTI: RESPONSE TO INSTRUCTION



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

RESPONSE TO INSTRUCTION

Lens: waking up



Shelley Moore, 2019

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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

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

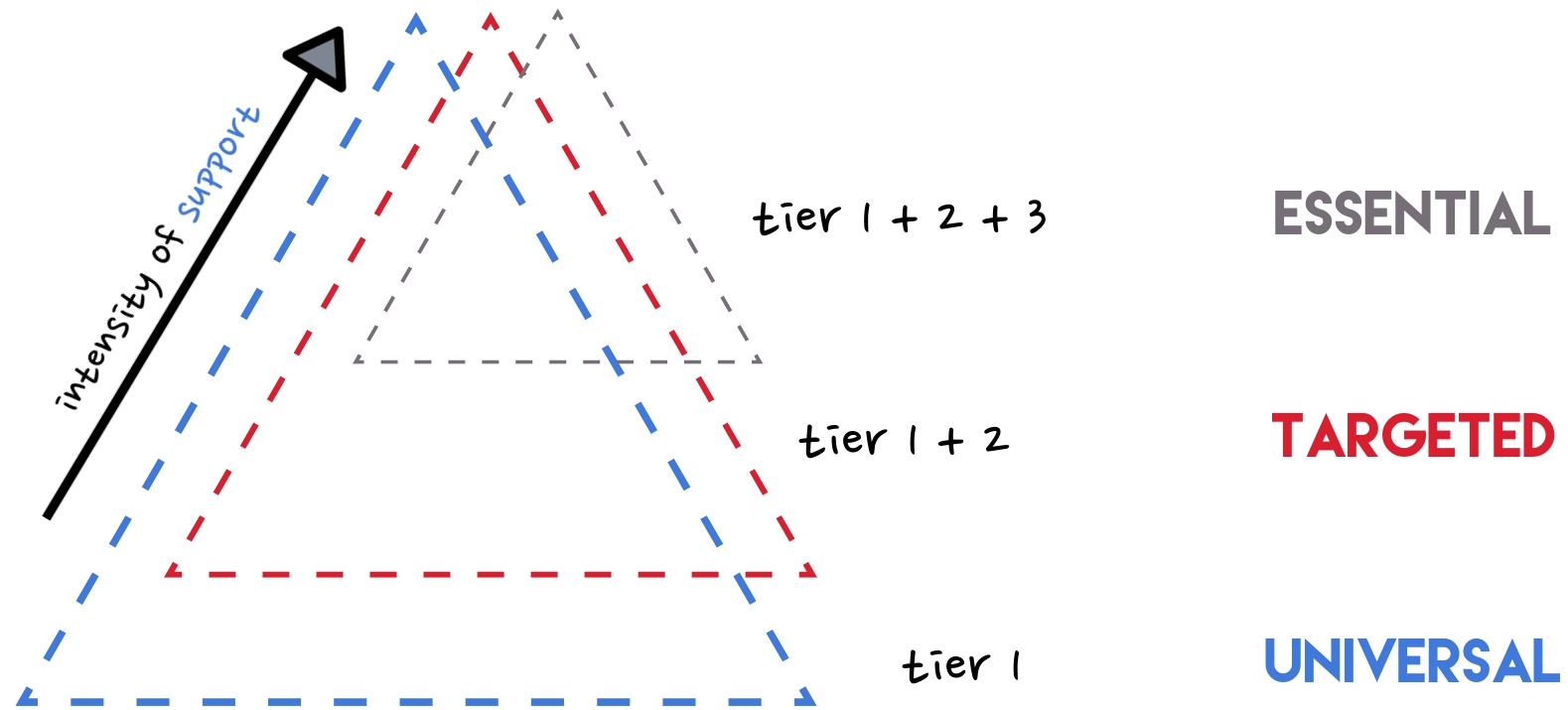
Response to
Instruction

Universal
Design for
Learning

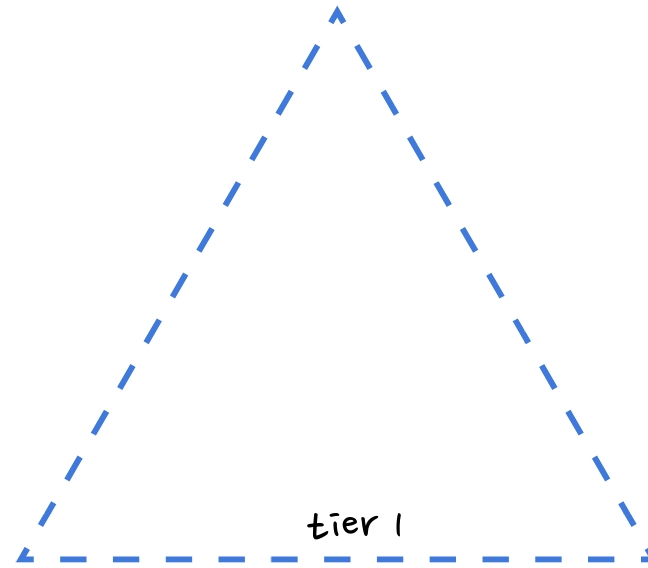
Self Regulation
for
Learning



RTI/MTLS



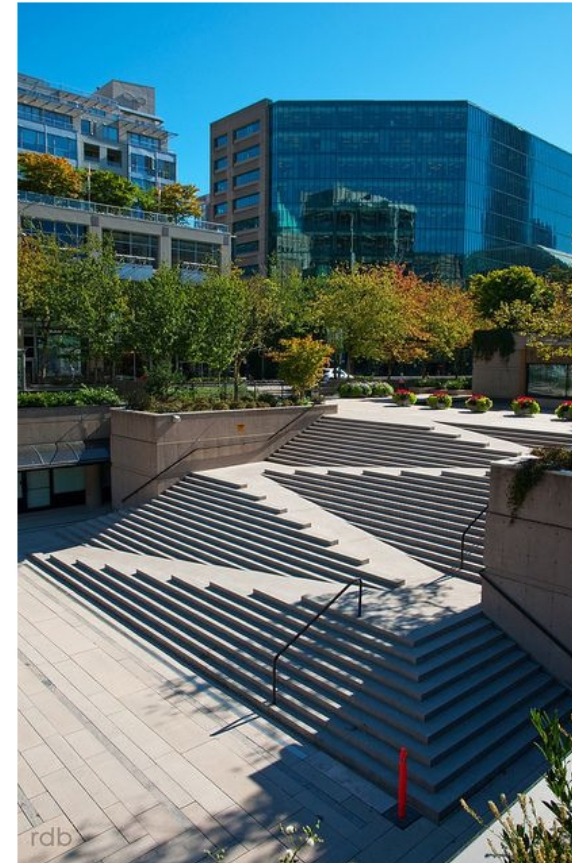
RTI/MTLS: **UNIVERSAL** SUPPORTS



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**?



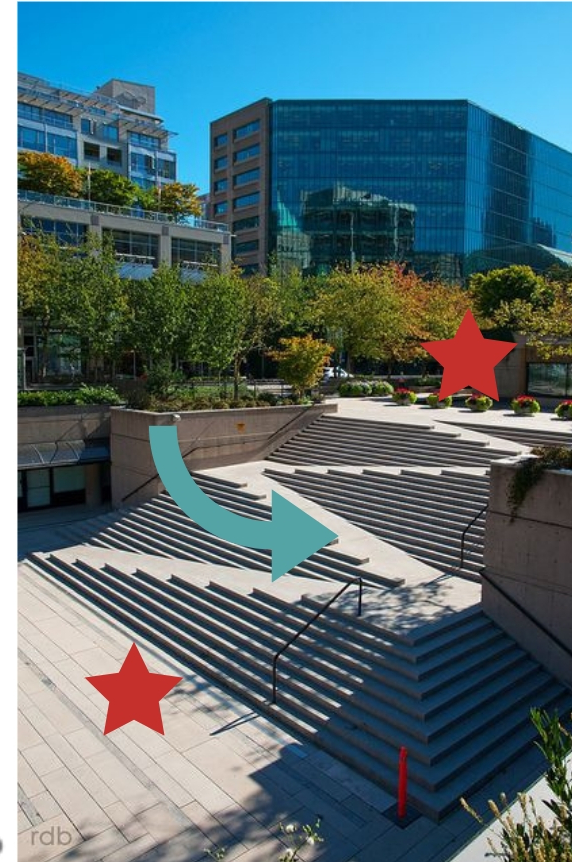
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WHAT ARE THE STAIRS/ RAMPS FOR LEARNING?

Universal Design for Learning Guidelines



Provide Multiple Means of
Engagement



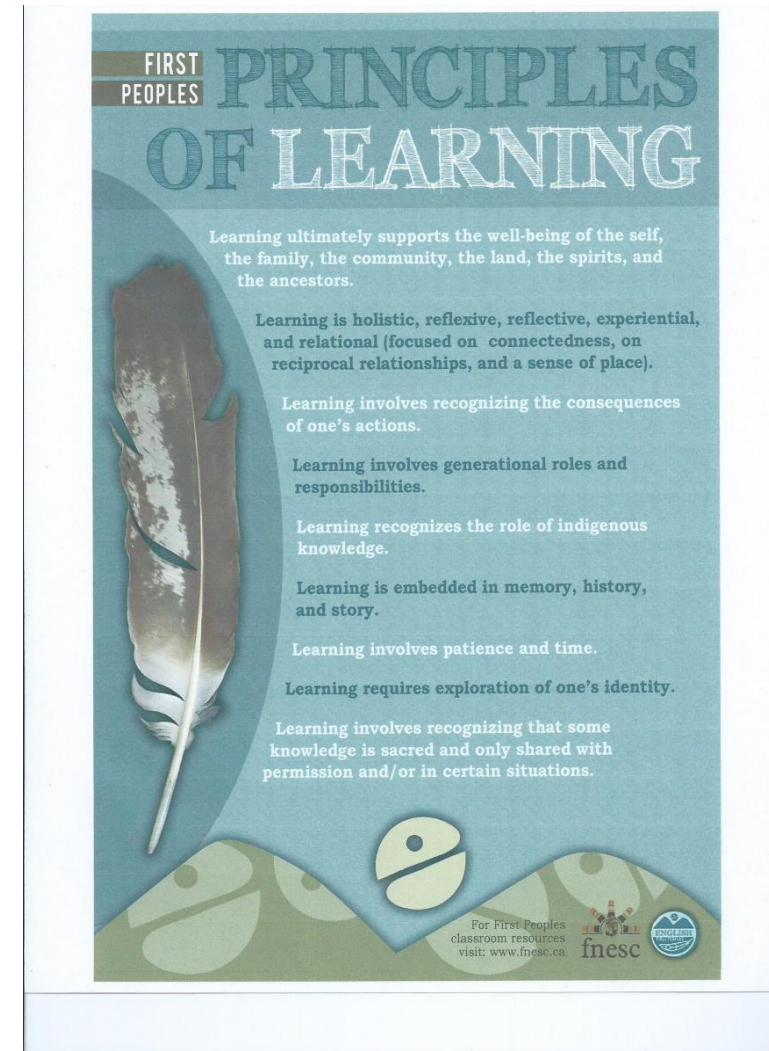
Provide Multiple Means of
Representation



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>

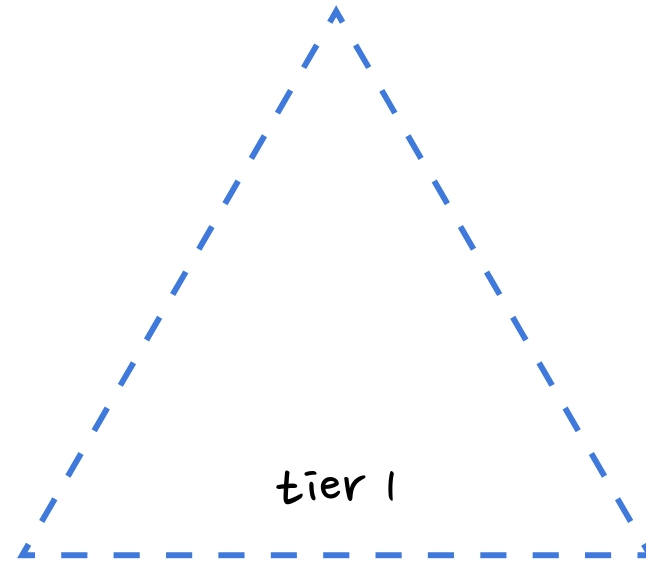


Equity Targets

- <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>

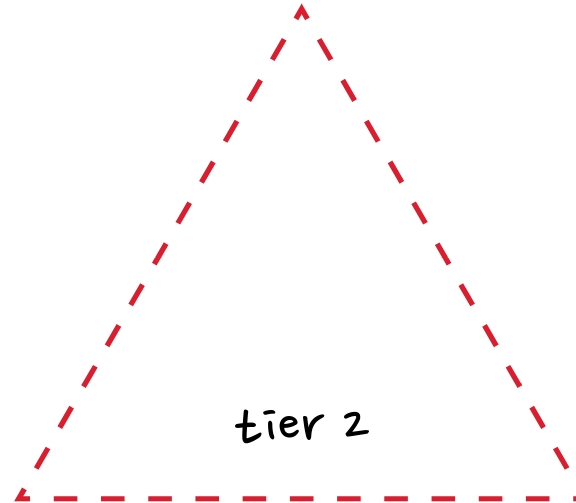
Louisiana State Personnel Development Grant Adapted from "A Resource for Edutips Classroom Practice," 2010					
Edutips Classroom Practices Observation Checklist					
Edutips Classroom Practices is a checklist of 23 specific, observable teacher behaviors that reflect culturally responsive teaching through examples. This tool can be used as self-reflection or by an external observer to become more aware of incorporating edutips practices. Please note that the statements in red offer more definitive guidance regarding the edutips classroom practice. This guide is not an all-inclusive description of best instructional practices.					
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 edutips					
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 in self-talk; listens toward students; 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. Encourages bulletin boards, displays, and other visuals in the classroom that reflect the racial, ethnic, and cultural backgrounds represented by students					
12. Displays and uses materials (e.g., books, posters, etc.) that reflect all students' racial, ethnic, and cultural backgrounds					
13. Displays products and projects from students' common and community backgrounds					
14. Uses a variety of visual aids and props to support student learning					
15. Uses multimedia (e.g., video, audio, etc.) and props to illustrate concepts and content					
16. Lists concepts and content					
17. Uses, reads, and displays some words in students' heritage languages					
18. Posts some content words or phrases in students' heritage languages; uses some words or phrases from students' heritage languages in the classroom					
19. Models use of graphic organizers					
20. Uses a variety of graphic organizers during instruction; encourages students to identify and use the task					
21. Encourages graphic organizers by modeling					
22. Uses class building and teambuilding activities to promote peer support for academic achievement					
23. Structures academic and social interactions between students					
24. Uses random response strategies					
25. Uses random response strategies (e.g., unprompted heads, color-coded cards, edutips sticks, calling sticks)					
26. Uses cooperative learning structures					
27. Structures opportunities for students to learn with and from their peers (e.g., Think-Pair-Share, Teammates, co-learn, etc.)					
28. Uses, checks, Partner A and B, Boddie, Last Word)					
29. Structures heterogeneous and cooperative groups for learning					
30. Uses random grouping methods to form small groups; explicitly teaches collaborative learning skills to students;					
31. Provides opportunities for cooperative groups to be successful on non well-learned, non-routine tasks					
32. Uses probing and scaffolding techniques to assist students to answer					
33. Rephrases the question; Asks a related question; Gives student a hint, clue, or prompt					

RTI/MTLS: **UNIVERSAL** SUPPORTS



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

RTI/MTLS: **TARGETED** SUPPORTS



Designed for one or more; useful for some

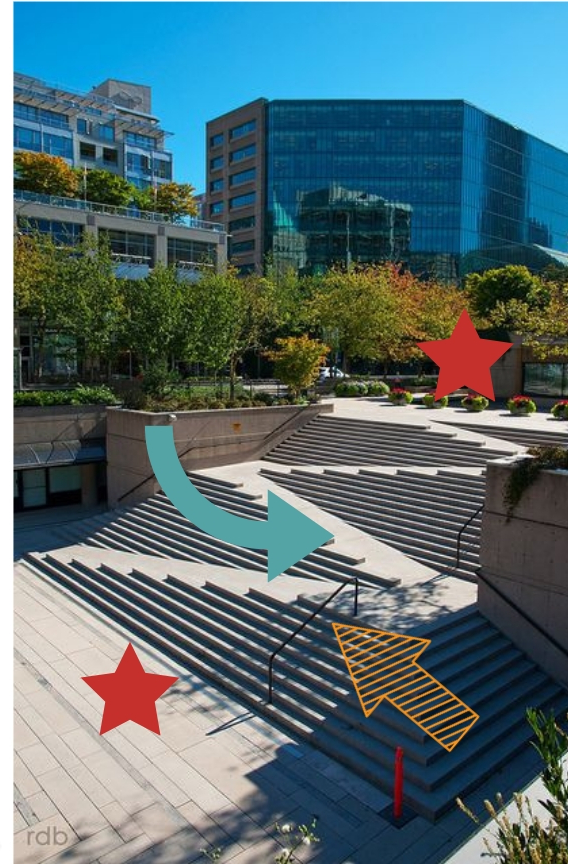
TARGETED SUPPORTS

1. What is the **goal**?
2. What **MORE SUPPORTS** are necessary to **access** the goal?
3. How do we make the **SUPPORTS** available as a **choice** for others?



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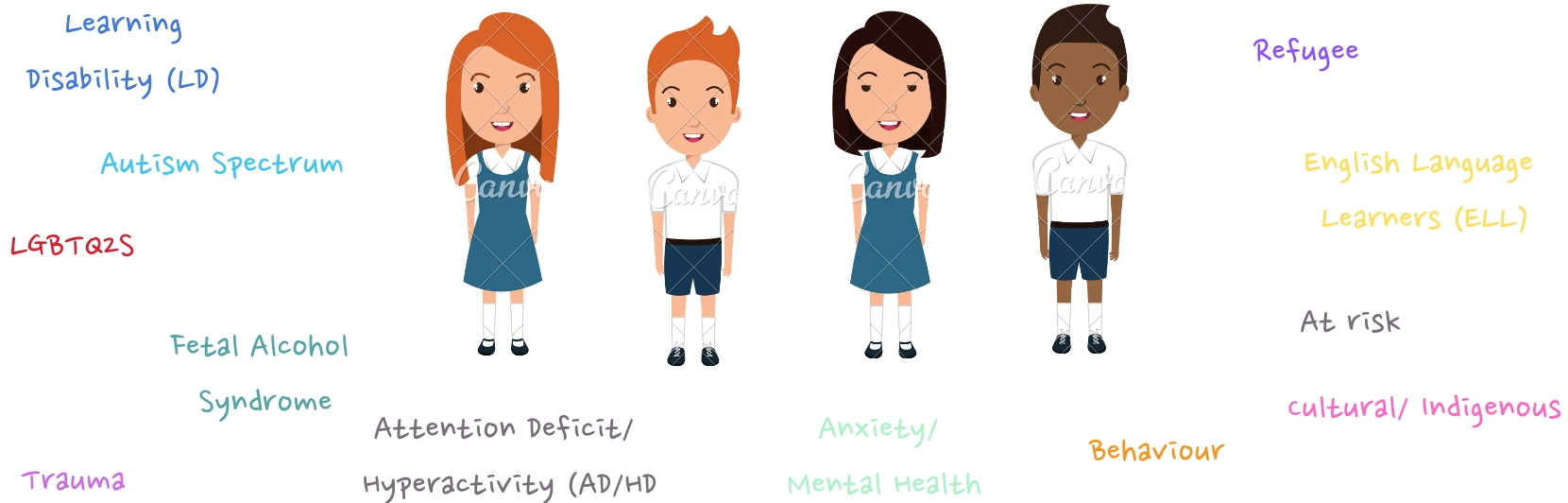
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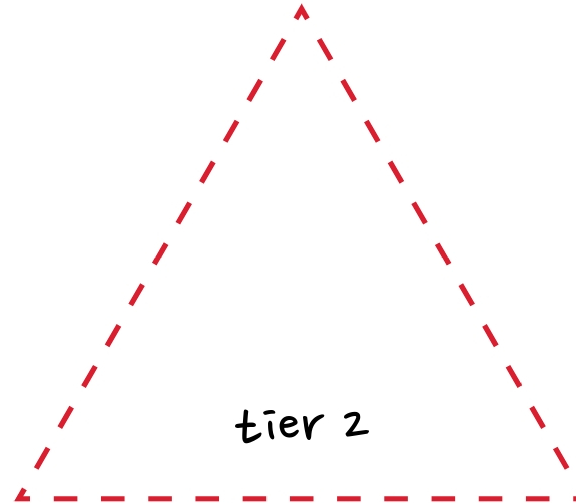


WHAT ARE THE RAILS FOR LEARNING?

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



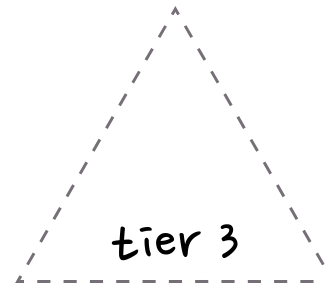
RTI/MTLS: **TARGETED** SUPPORTS



Designed for one or more; useful for some



RTI/MTLS: ESSENTIAL SUPPORTS



Designed for one; useful for one

ESSENTIAL SUPPORTS

1. What is the **goal**?
2. What **EVEN MORE SUPPORTS** are necessary to **access** the goal?
3. How do we **teach** everyone about the **SUPPORT** so that we can **advocate** for ourselves **and** each other?



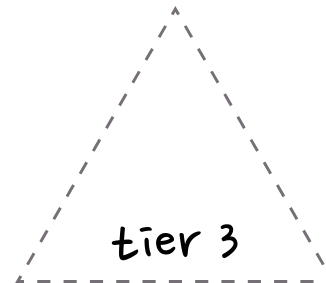
WHAT ARE INDIVIDUALIZED SUPPORTS FOR LEARNING?

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: English 8

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

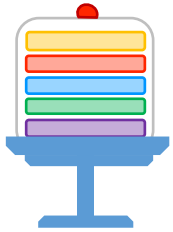
Support Staff: Ms. C (EA)

Class: Math 9

Range of Support

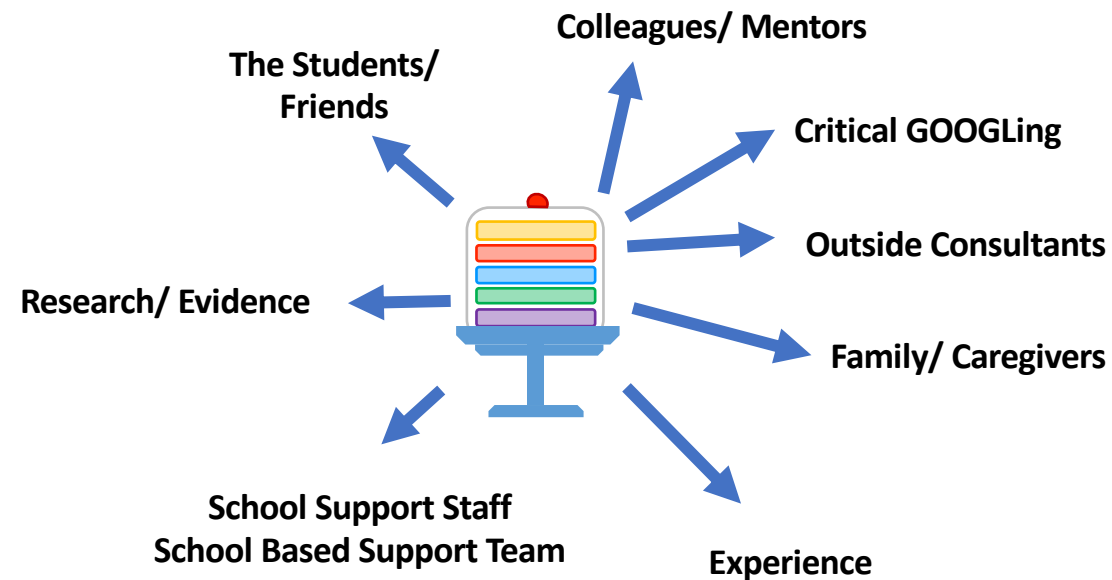
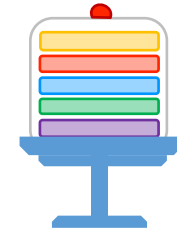
Range of Students

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		



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?

Carly

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