

SHELLEY MOORE



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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?



Our goals for today:

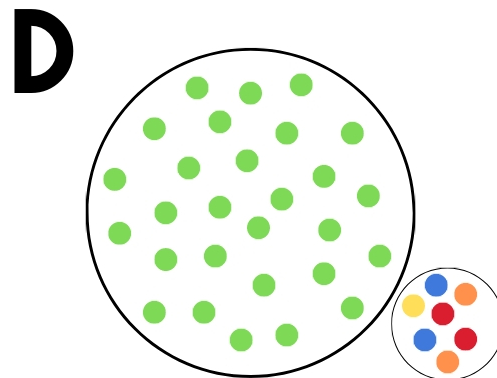
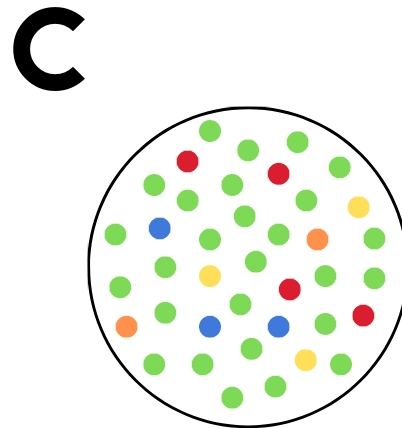
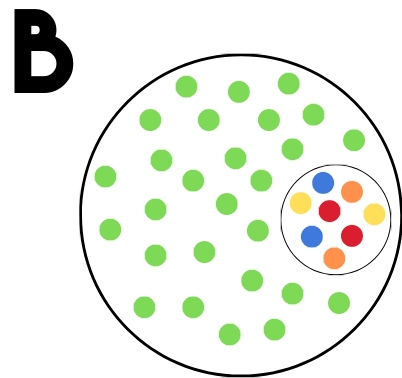
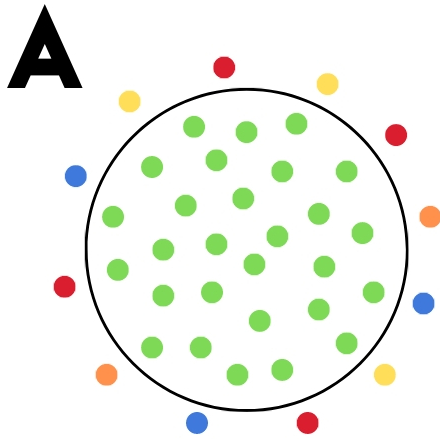
1. We know how inclusion has evolved over time
2. We know why it is important to get to know learners in inclusive classrooms
3. We know strategies that can help me to get to know my learners so I can respond to their needs
4. We can use strategies to get to know the interests, strengths and stretches of my learner(s) so I can respond to their needs



WHAT DOES INCLUSION MEAN?

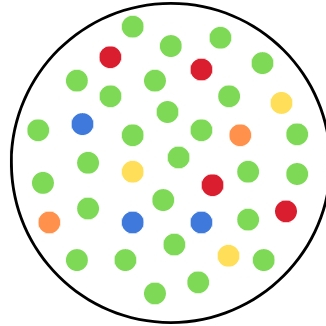


EXCLUSION
INTEGRATION
INCLUSION
SEGREGATION

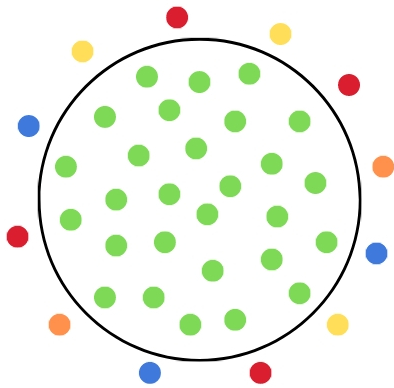


INCLUSION
SEGREGATION
EXCLUSION
INTEGRATION

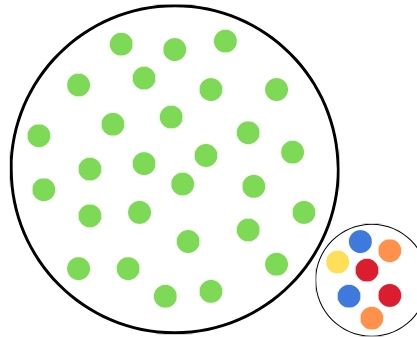
**WHAT IS
INCLUSION?**



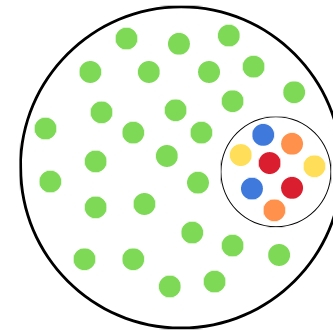
inclusion



exclusion

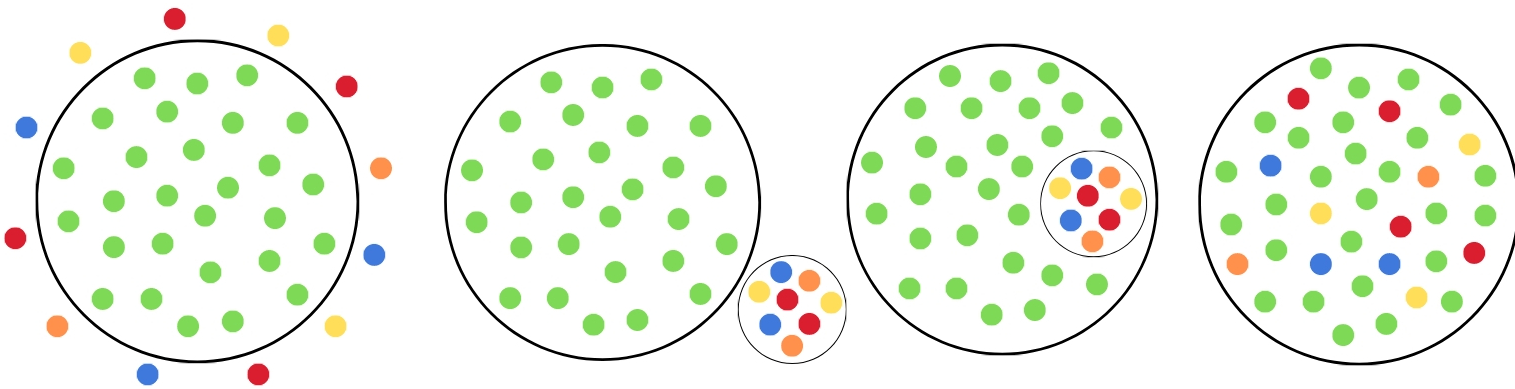


segregation

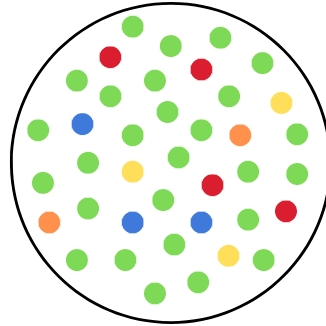


integration

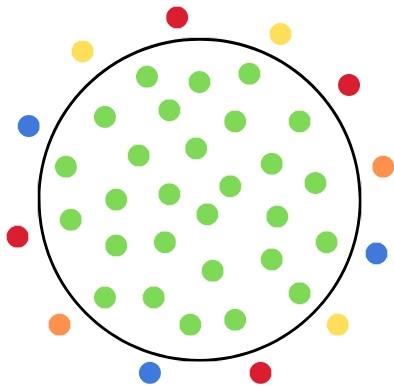
WHAT IS INCLUSION?



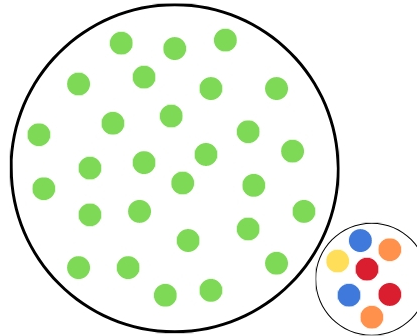
?



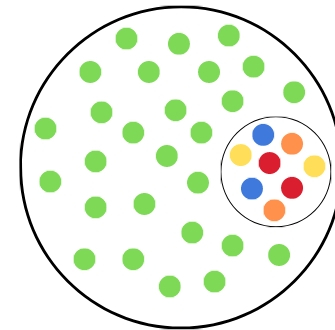
inclusion



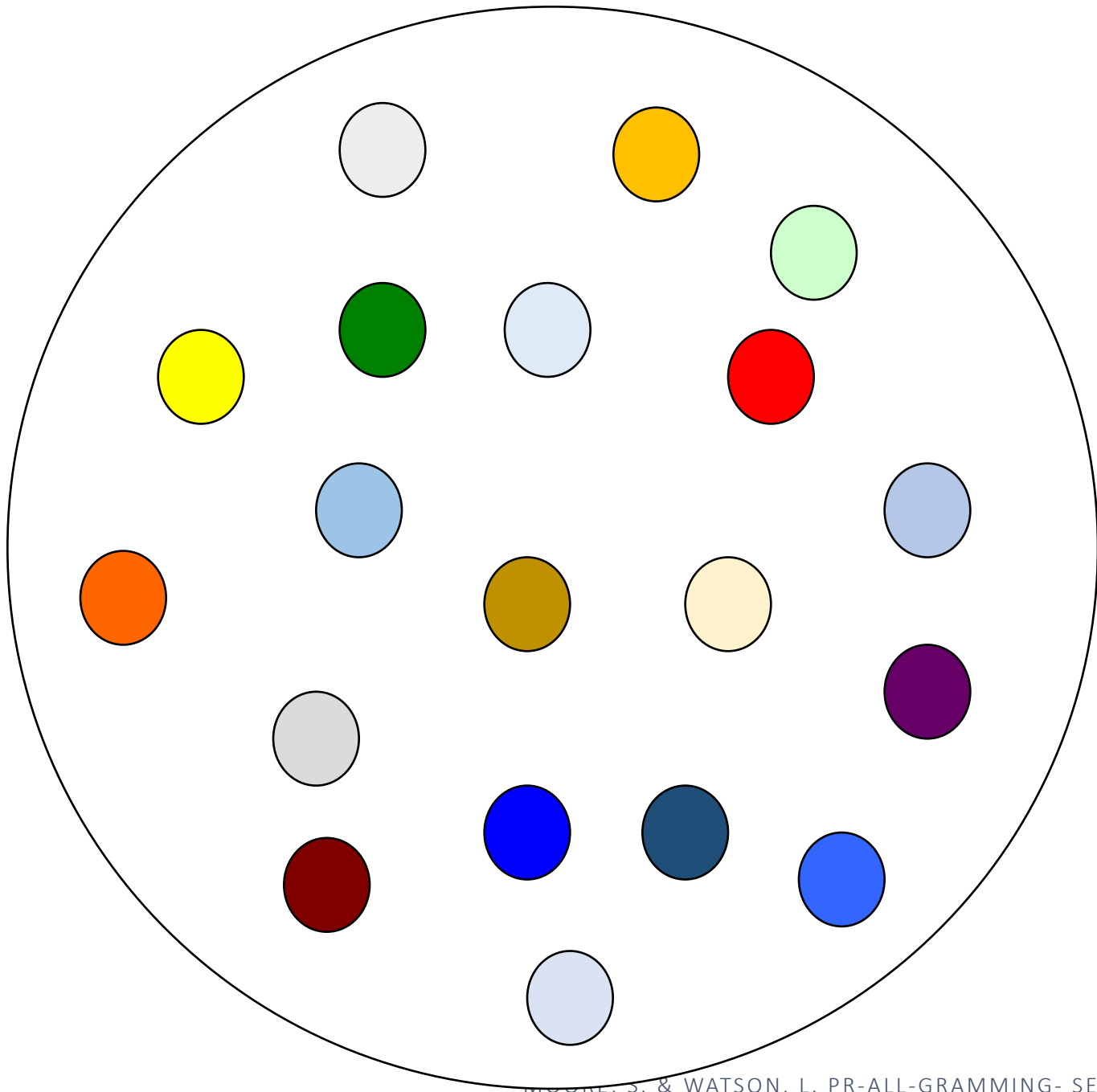
exclusion



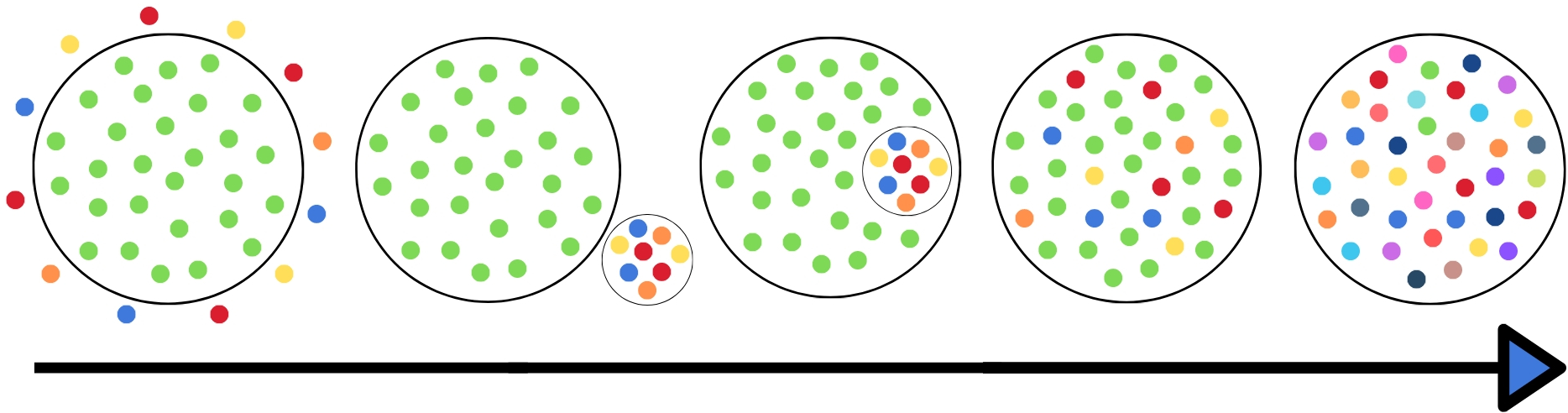
segregation



integration



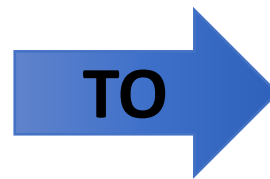
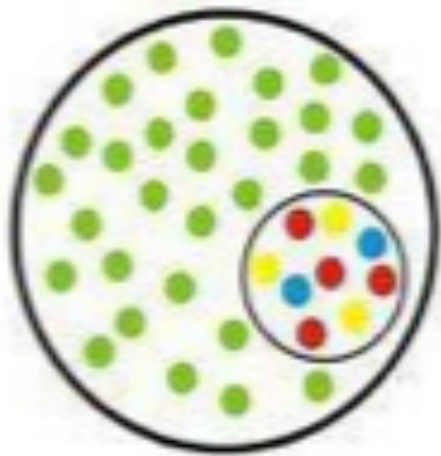
WHAT IS INCLUSION?



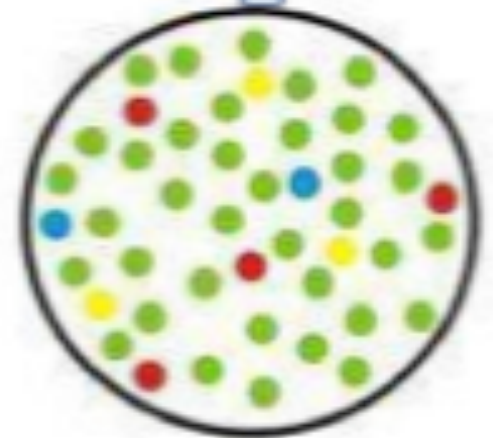
Where are you on this continuum? What's the next step?

For a long time, this has been the goal...

Integration

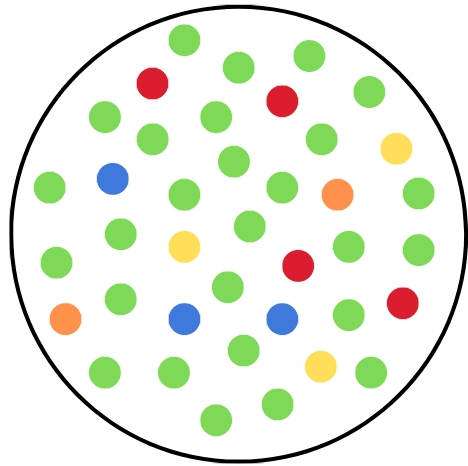


Inclusion



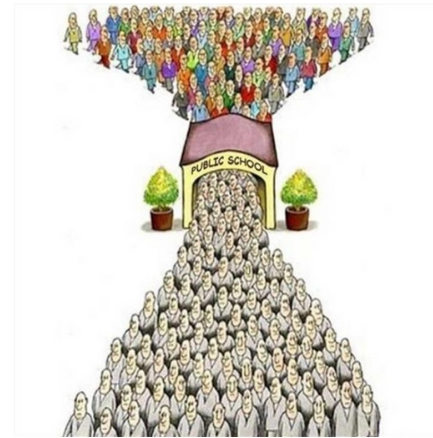
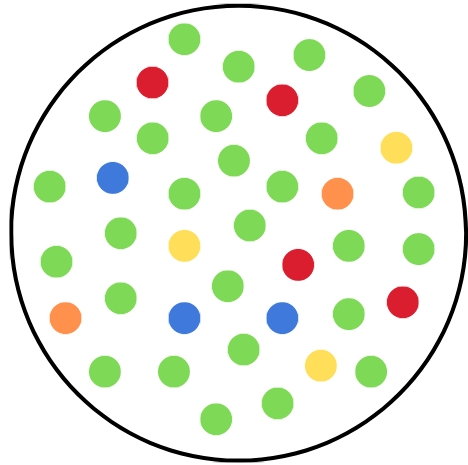
How do we include, learners who are different than the other learners?

WHERE DID GREEN COME FROM?



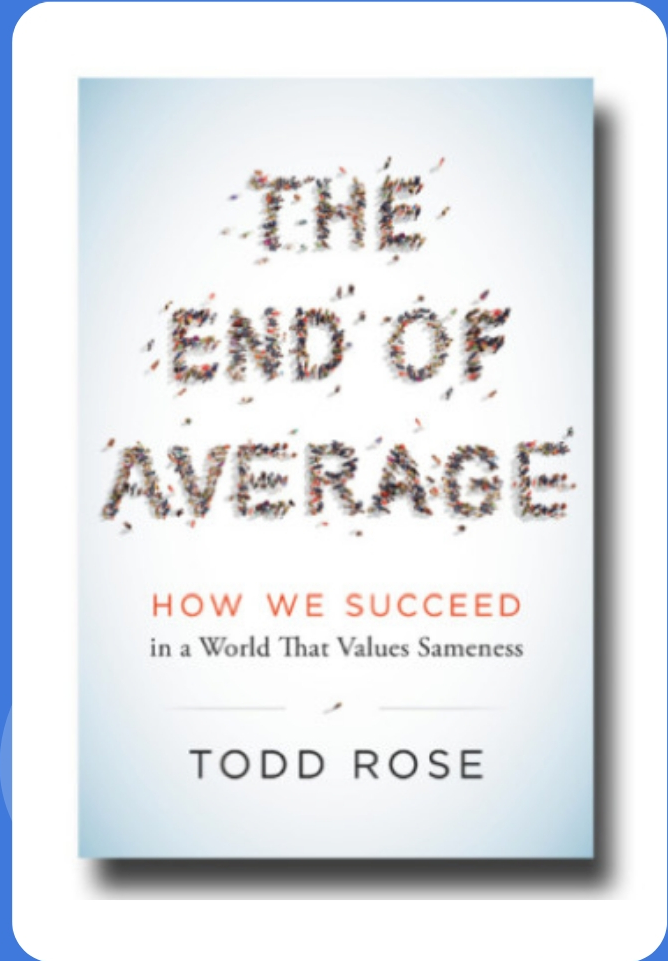
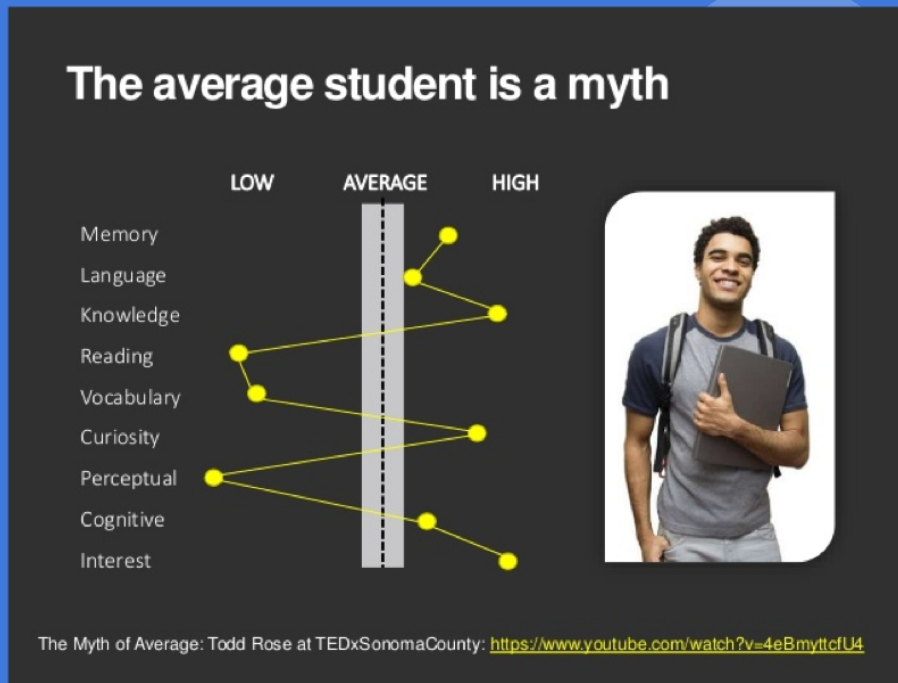


WHERE DID **GREEN** COME FROM?



GREEN = AVERAGE

The End of Average!



THE AIRPLANE DILEMMA...

Effectiveness: Building individualized
planes for every pilot

Efficiency: Building one standardized
plane for ALL pilots

THE CURRICULUM DILEMMA...

Effectiveness: Building individualized education plans for every student

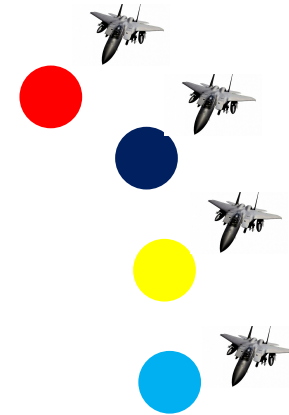
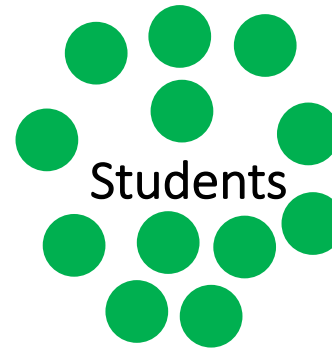
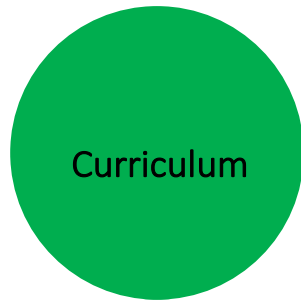
Efficiency: Building one standardized curriculum for ALL students

A SOLUTION?! Effective & Efficient?

An **adjustable** plane designed for a
range of **dimensions**

An **adjustable** curriculum designed for
a **range** of **diversity**

WHAT'S THE DIFFERENCE?

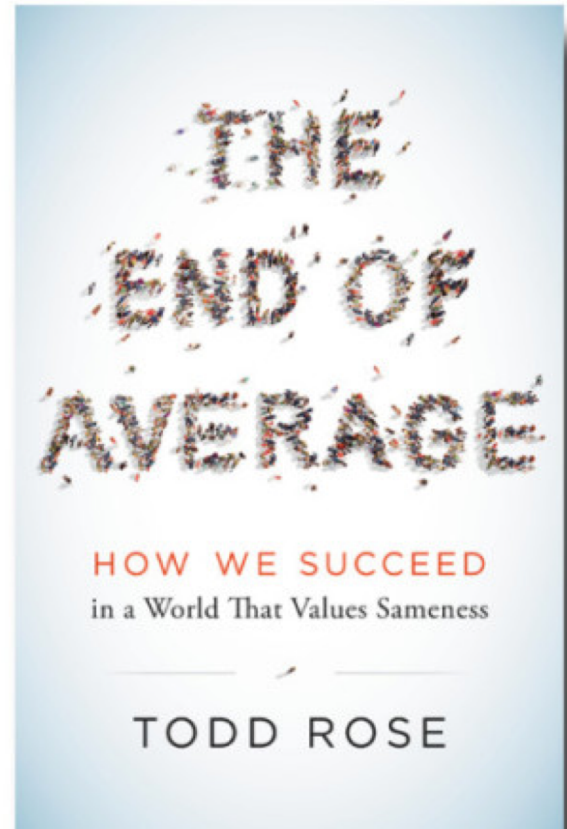
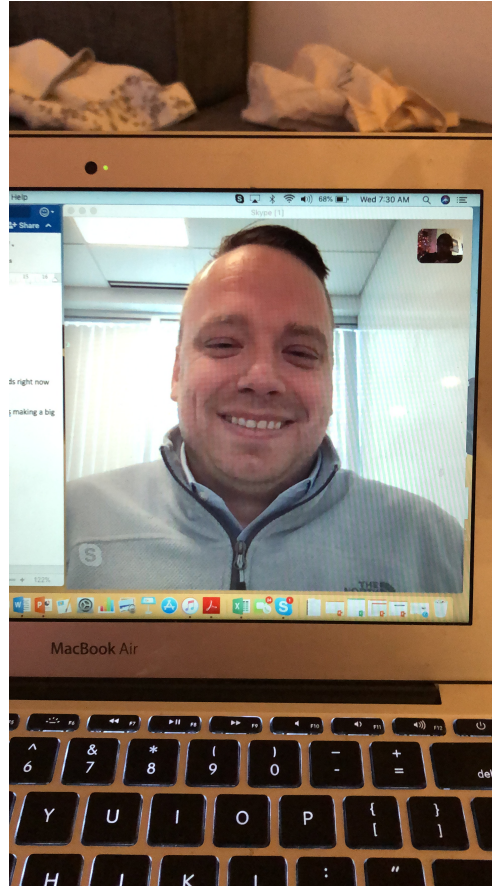


DESIGN: THE MOST UNDERUTILIZED SUPPORT





**THE
5 MOORE-MINUTES!
PODCAST** 



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?

HOW DO WE DESIGN AN ADJUSTABLE CURRICULUM?

- Who are the *students*? What is the range of *diversity*?
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- How is the curriculum *responsive* to the students dimensions?
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How can we design an adjustable curriculum?

- Who are our Learners
 - Getting to know who are learners are and their their range of diversity



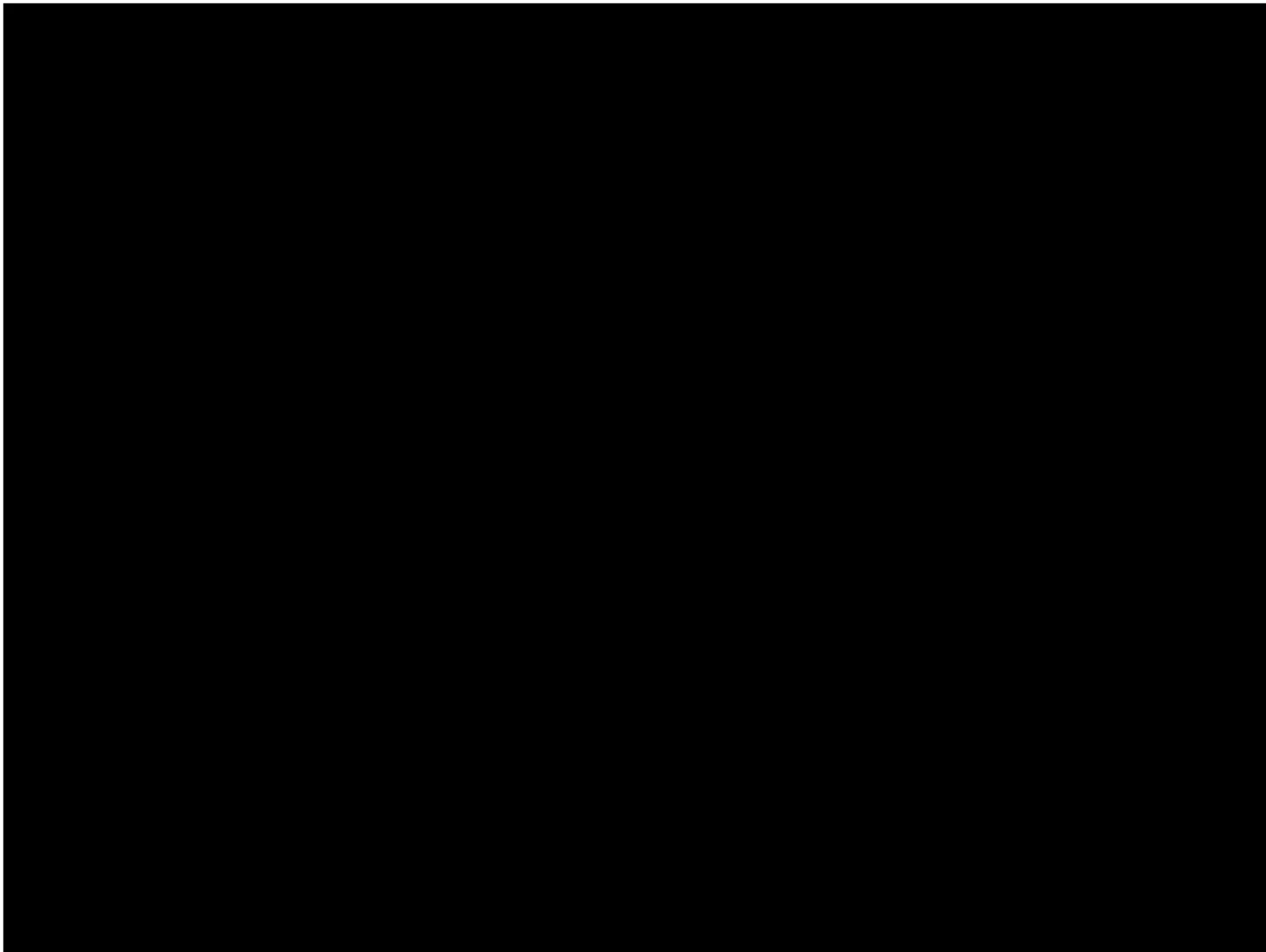


Diversity through a strength based lens

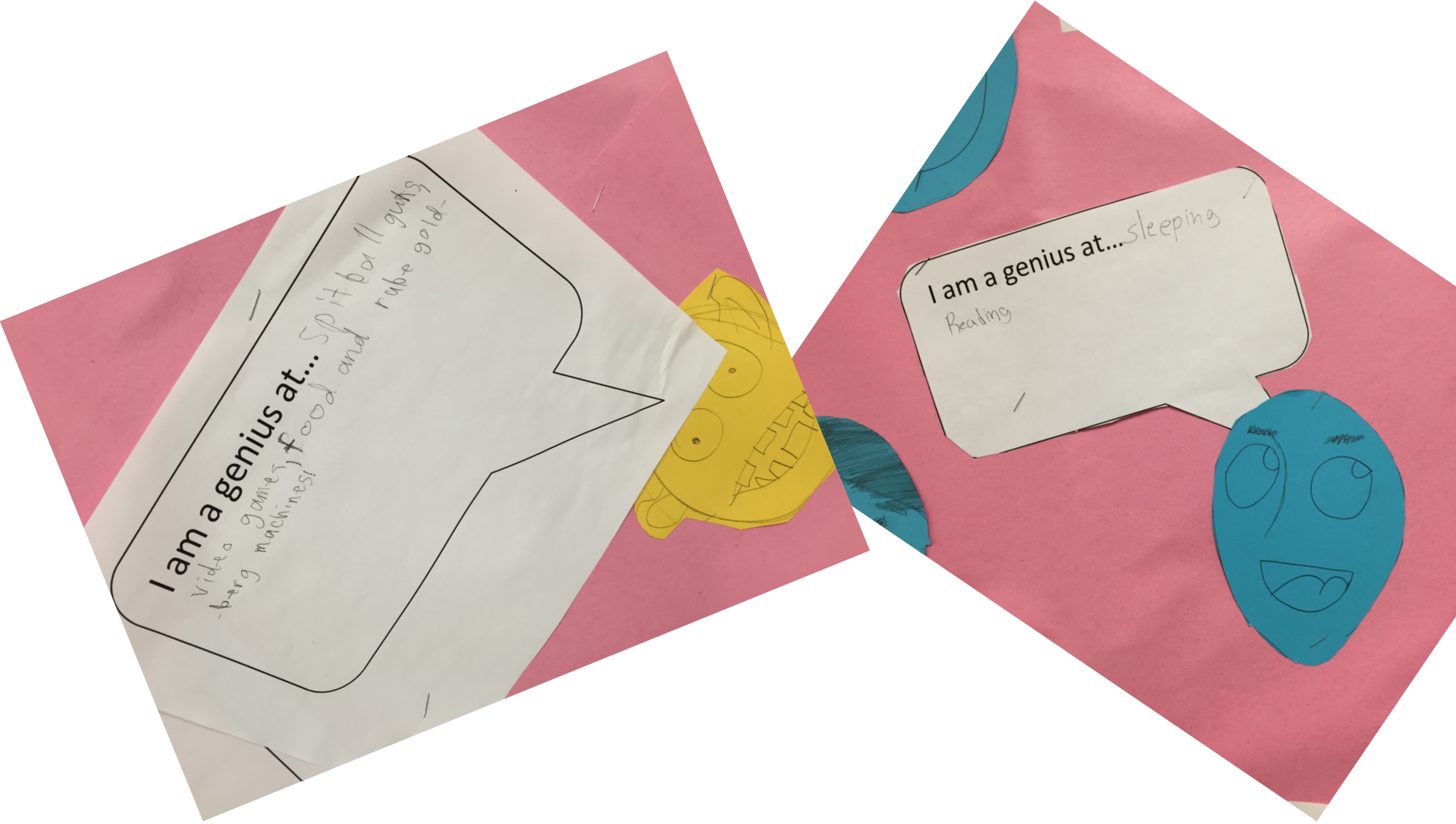
Learning about the diversity of learners is like finding their dimensions, we aim to capture what they bring, not what they are missing or cannot do...

Connect Activity: Video & Discussion Question

What's the difference between strength & deficit based thinking?



What are strengths?





What are strengths?

You cannot give your gifts away, until you know what gifts you bring!

Monique Gray Smith

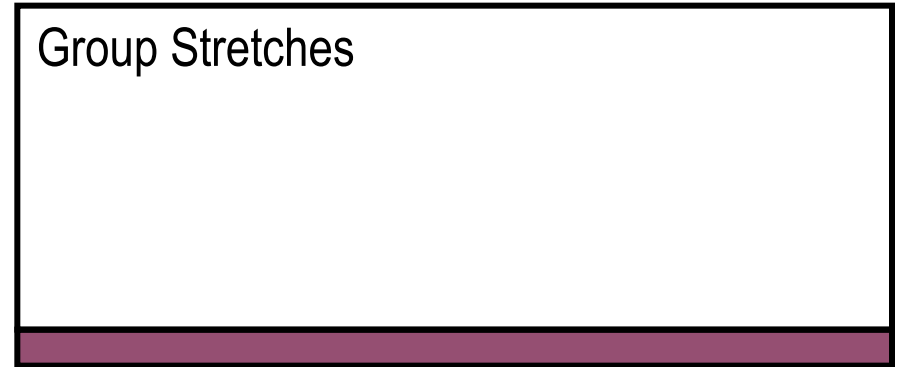
Class Profile

(adapted from Brownlie & King, 2000)

Group Strengths



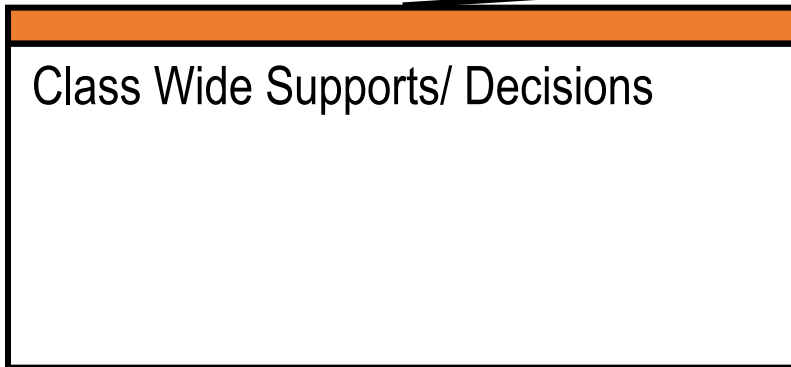
Group Stretches



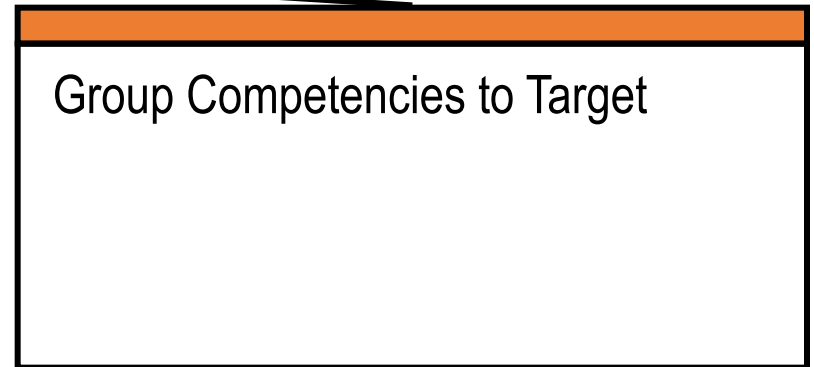
Interests:



Class Wide Supports/ Decisions



Group Competencies to Target



| Individual Concerns | | | | |
|---------------------|----------|----------|-----------------|-------|
| Medical | Language | Learning | Socio-Emotional | Other |

COMPETENCIES OVERVIEW



Students are the artists, scientists, thinkers, innovators and leaders of the future. They will be tasked with solving the problems of today, while imagining and creating a new tomorrow. Competencies are critical for equipping students with the knowledge, skills and attitudes that they will need to successfully navigate their personal journeys in learning, living and working.

Students use and develop competencies when they encounter unfamiliar or challenging situations. Competencies help students draw and build upon what they know, how they think and what they can do. In school, students develop and apply competencies through subject-area content and learning experiences. Alberta's curriculum promotes development of the following competencies, which are a streamlined expression of the competencies identified in the *Ministerial Order on Student Learning* (#001/2013):

CRITICAL THINKING

COMMUNICATION

PROBLEM SOLVING

COLLABORATION

MANAGING INFORMATION

CULTURAL AND GLOBAL CITIZENSHIP

CREATIVITY AND INNOVATION

PERSONAL GROWTH AND WELL-BEING

Alberta students develop competencies to achieve their full potential as lifelong learners and active citizens, today and in the future.

Class Profile

Matt Grey – Math 6

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

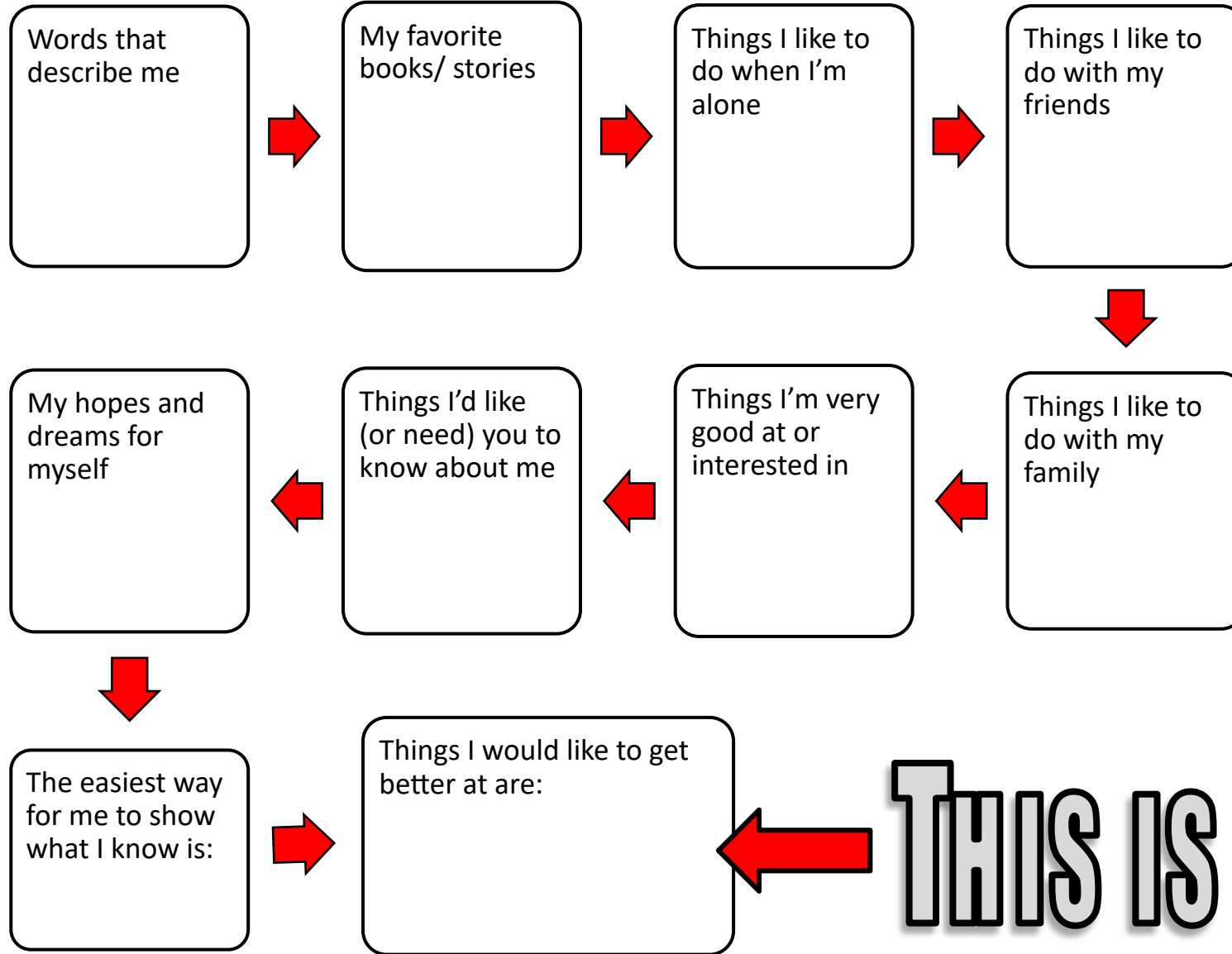
- Communication (strength)
- Personal awareness & responsibility
- Creative thinking

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) |
|---------|-------------------------------------|---------------------|-----------------------------------|---|

Who Am I? Profile

Name: _____



THIS IS ME!

Student Dimension Inventory (Confidential)

Class:

| Name | Interests and strengths | Supports needed to be successful | Important things to know/ Remember |
|------|-------------------------|----------------------------------|---------------------------------------|
| | | | |
| | | | |
| | | | |
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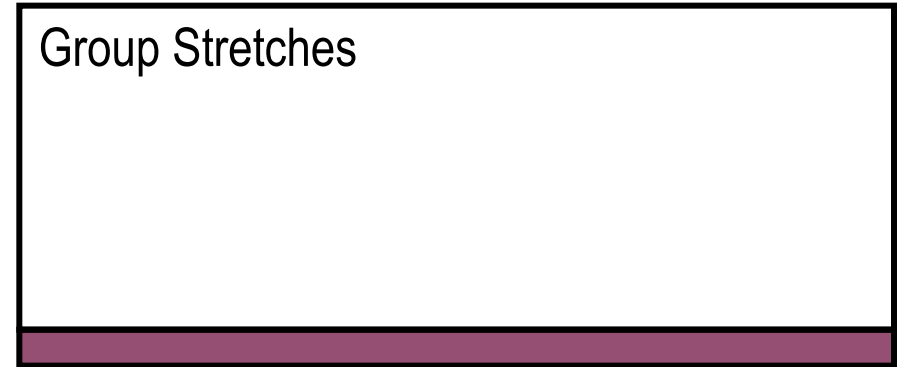
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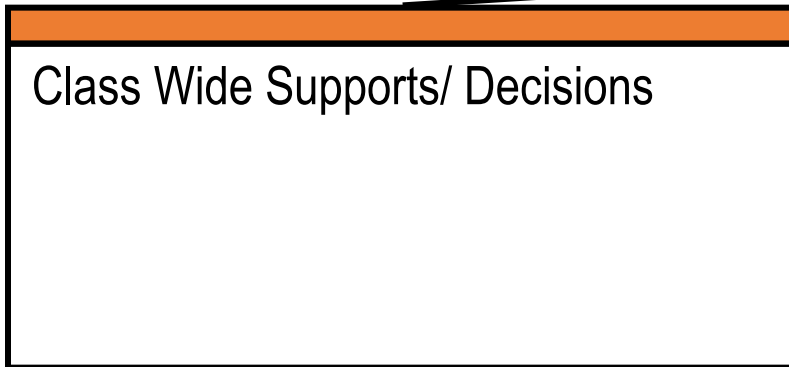
Group Stretches



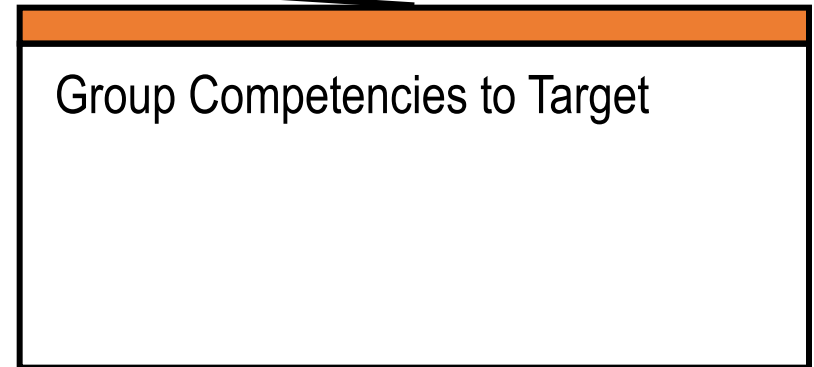
Interests:



Class Wide Supports/ Decisions



Group Competencies to Target



| Individual Concerns | | | | |
|---------------------|----------|----------|-----------------|-------|
| Medical | Language | Learning | Socio-Emotional | Other |



What is useful so far?



SHIFTING OUR SUPPORT MODELS

The cupcake Model



Special Education

Medical Model

The cupcake model



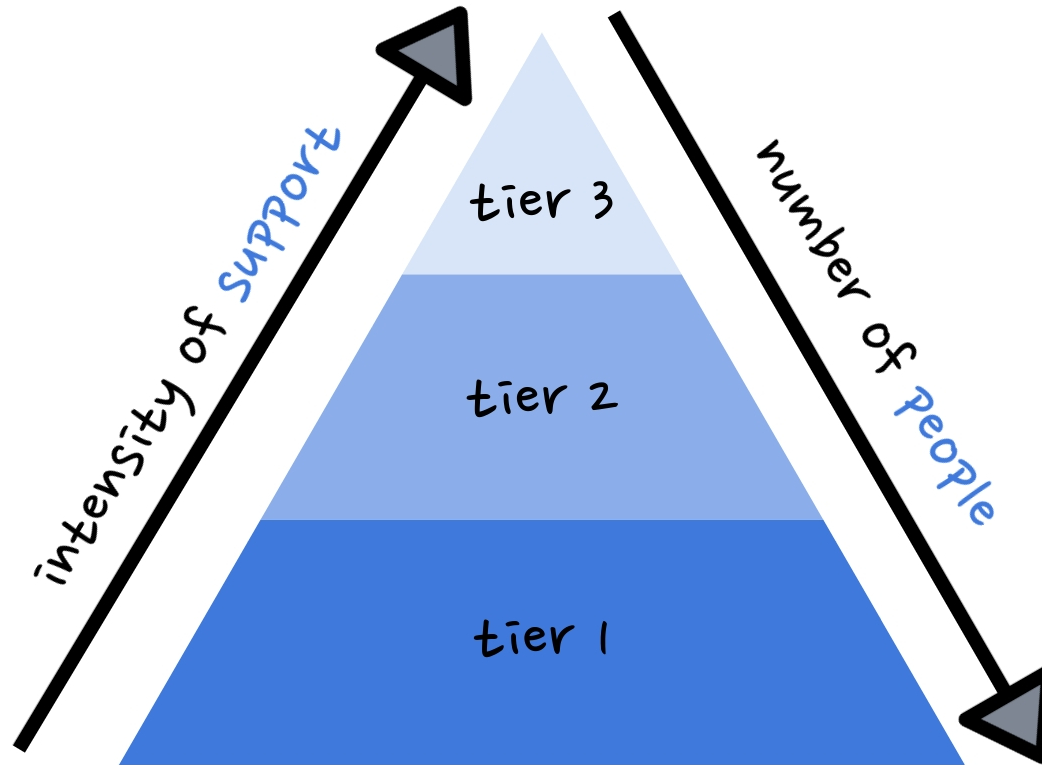
The layered cake model



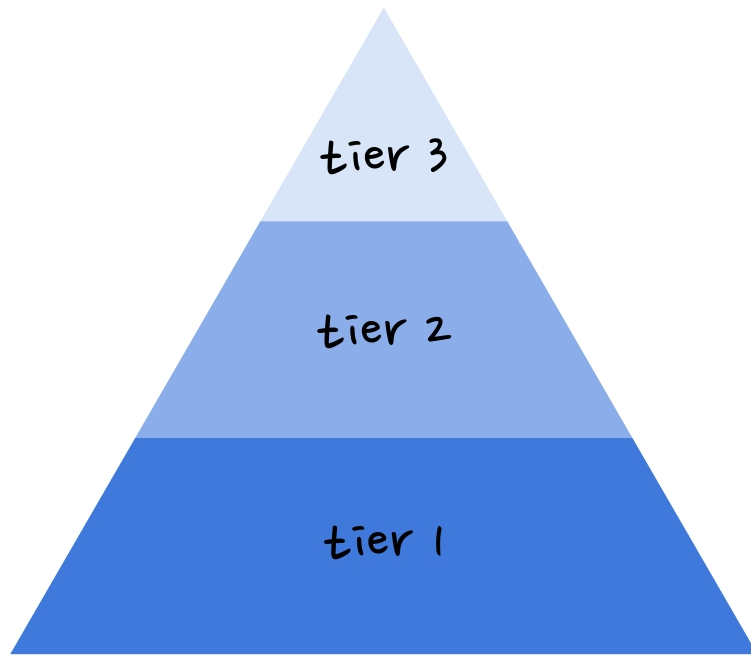
The layered cake model



RTI: RESPONSE TO INTERVENTION



RTI: RESPONSE TO INTERVENTION



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

RTI: RESPONSE TO INTERVENTION ??

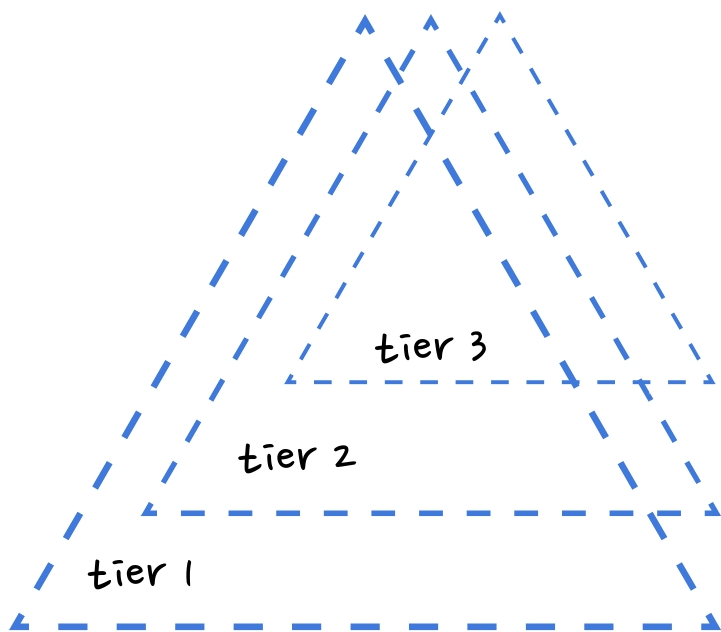
modifications

adaptations

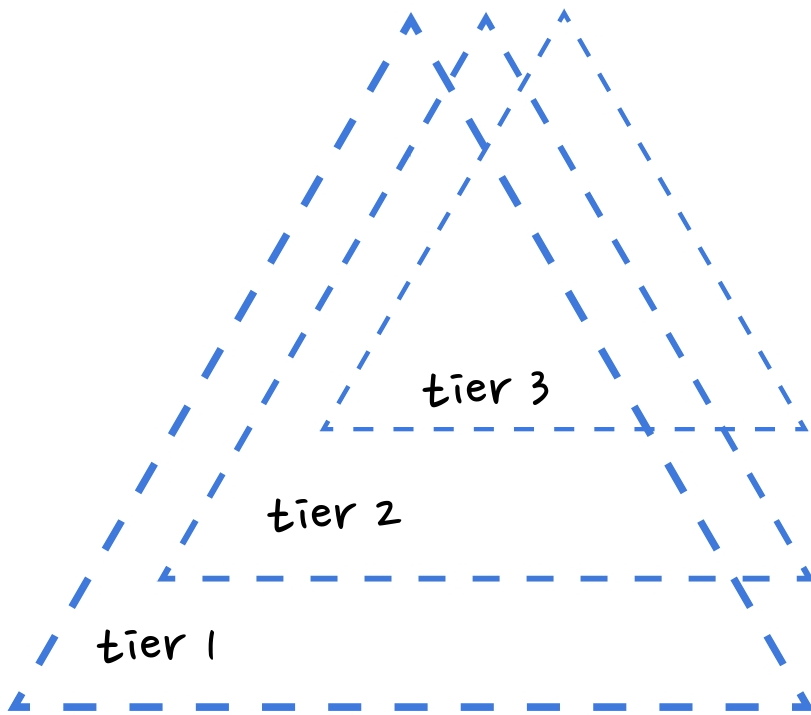
no support



RTI: RESPONSE TO INSTRUCTION



RTI: RESPONSE TO INSTRUCTION



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

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

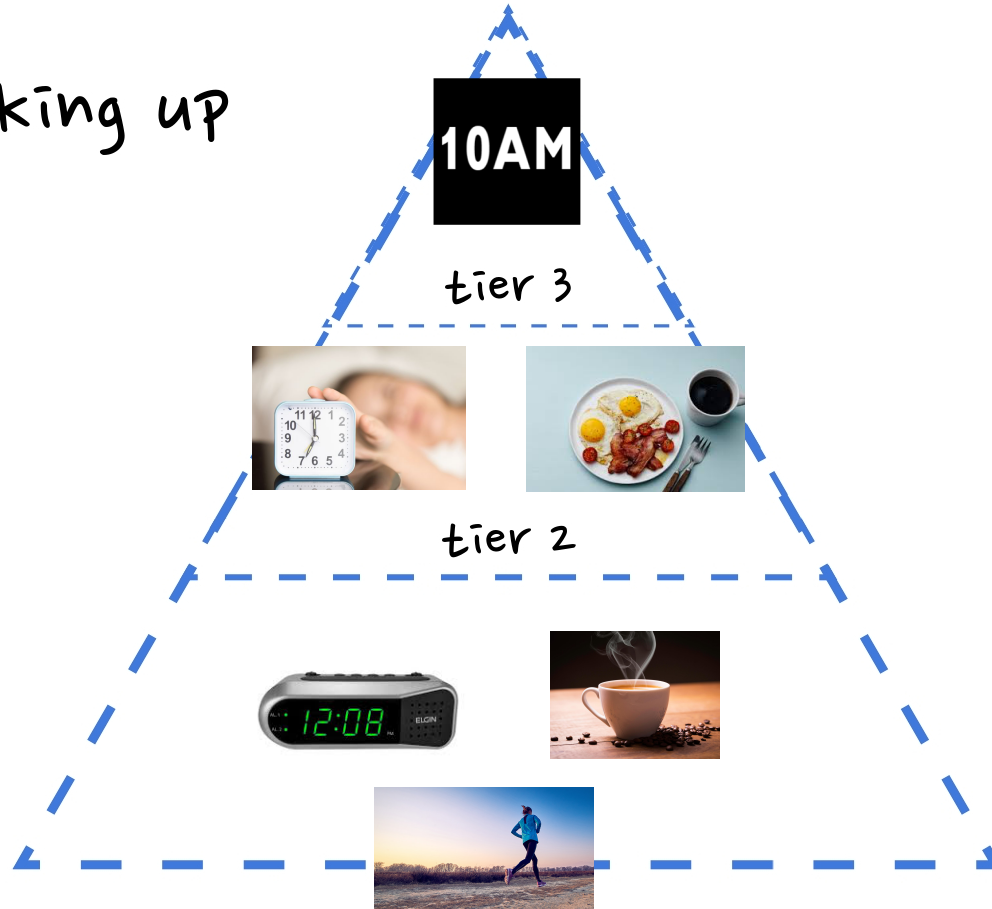
Universal
Design for
Learning

Self Regulation
for
Learning



RESPONSE TO INSTRUCTION

Lens: Waking up



Shelley Moore, 2019

@tweetsomemoore

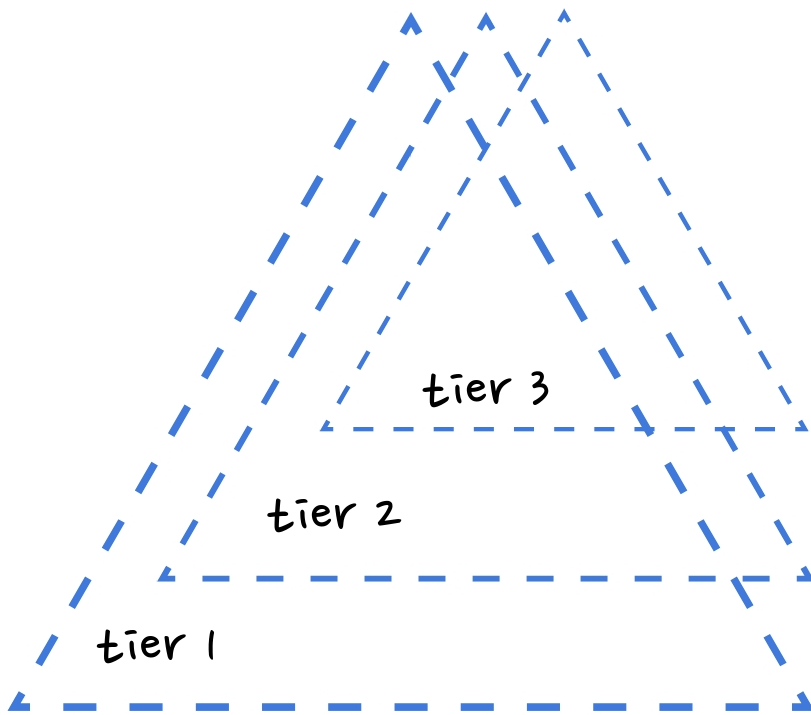
The cupcake model



The layered cake model



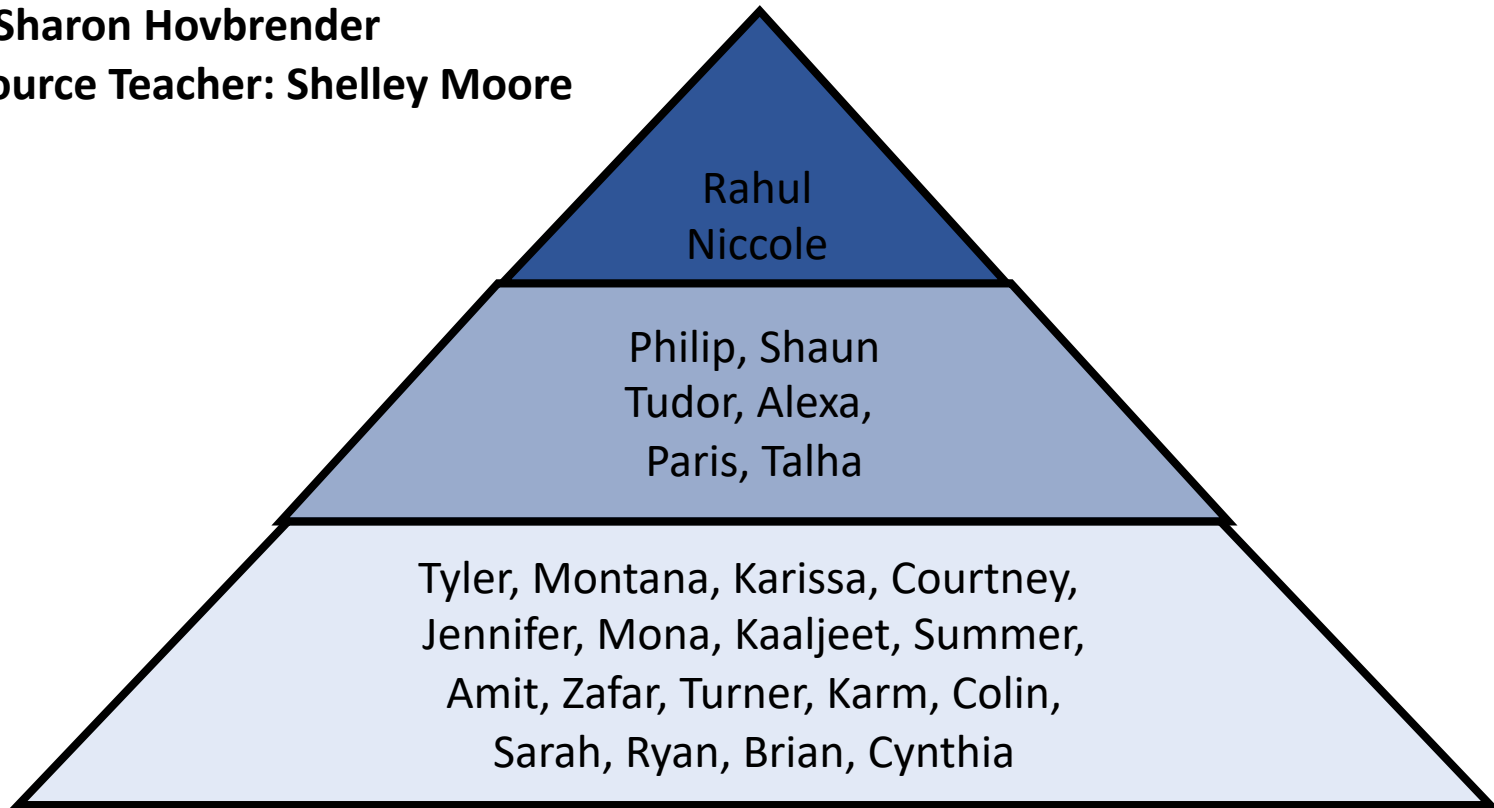
RTI: RESPONSE TO INSTRUCTION



- early instruction of support
- assessment of the environment
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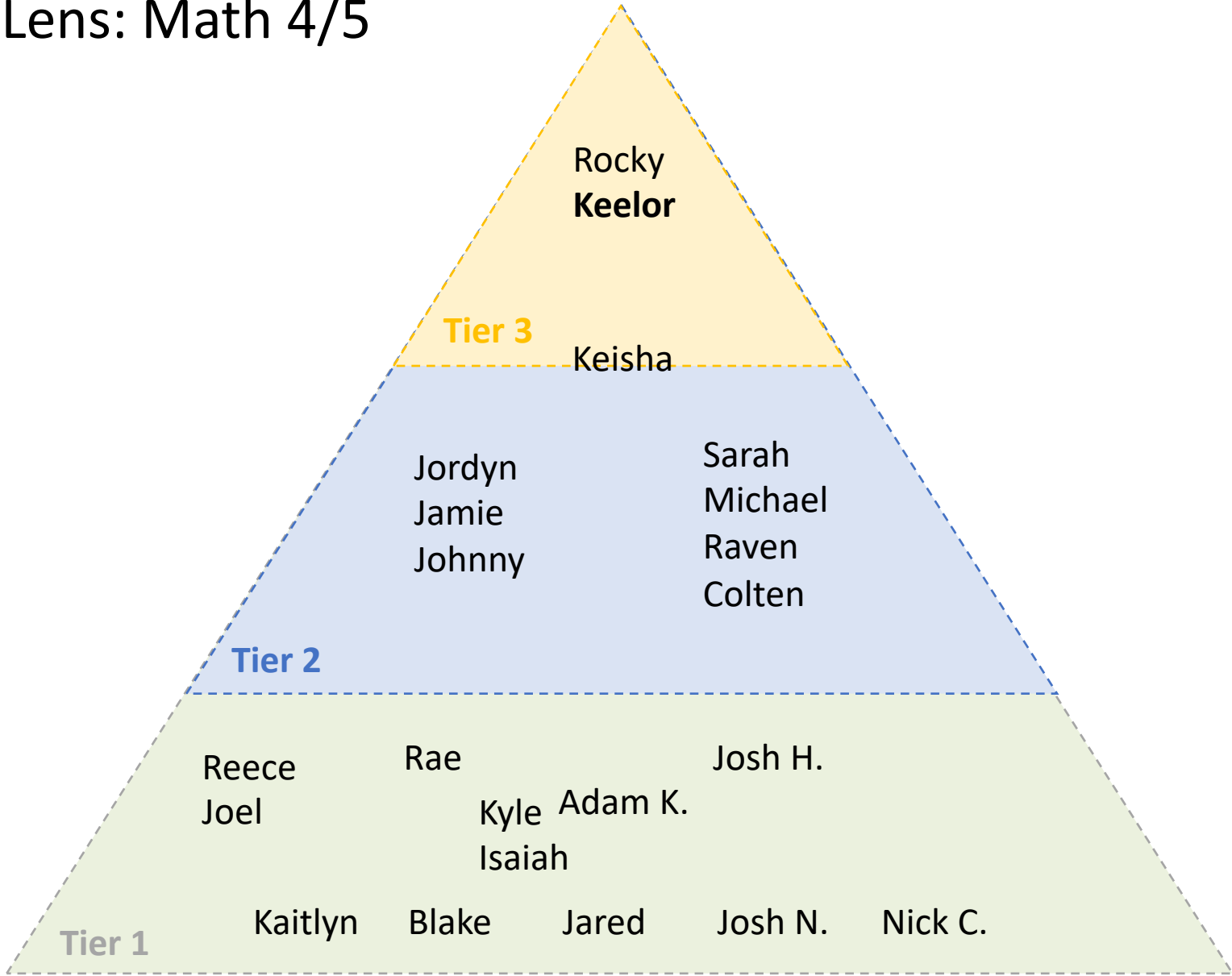
Lens: Grade 9 – Social Studies
Teacher: Bryce Miller

EA: Sharon Hovbrender
Resource Teacher: Shelley Moore



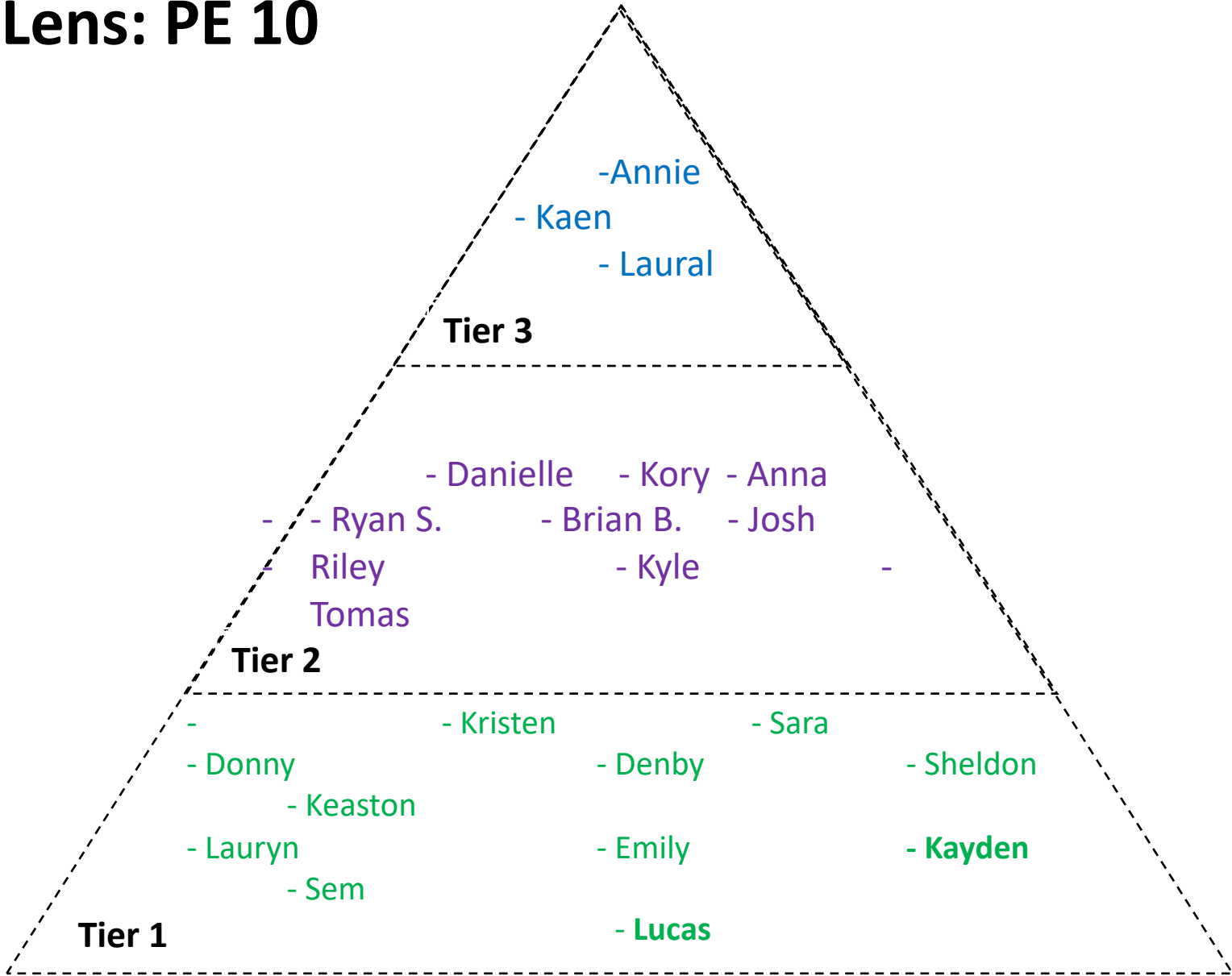
RTI Triangle

Lens: Math 4/5



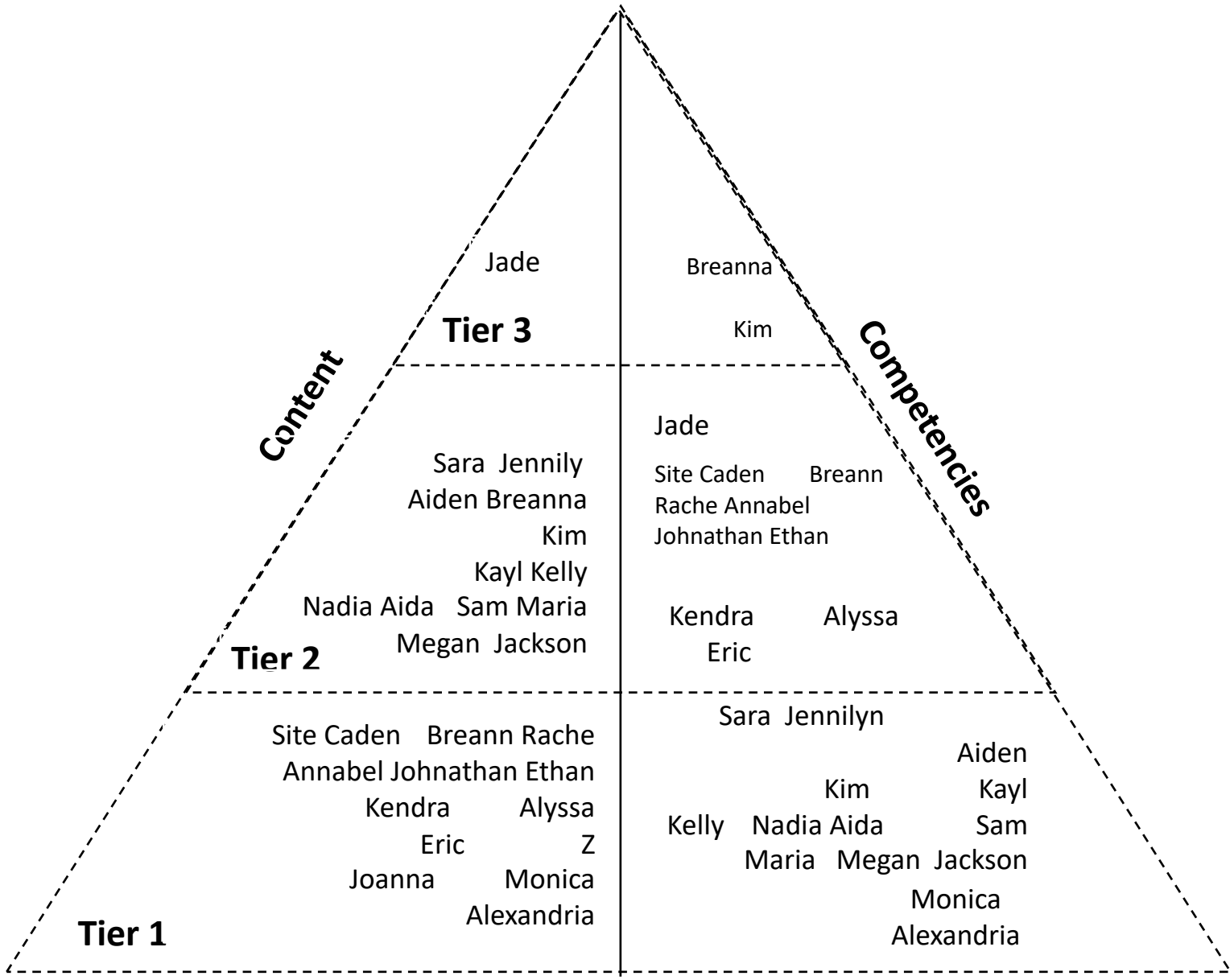
RTI Triangle

Lens: PE 10

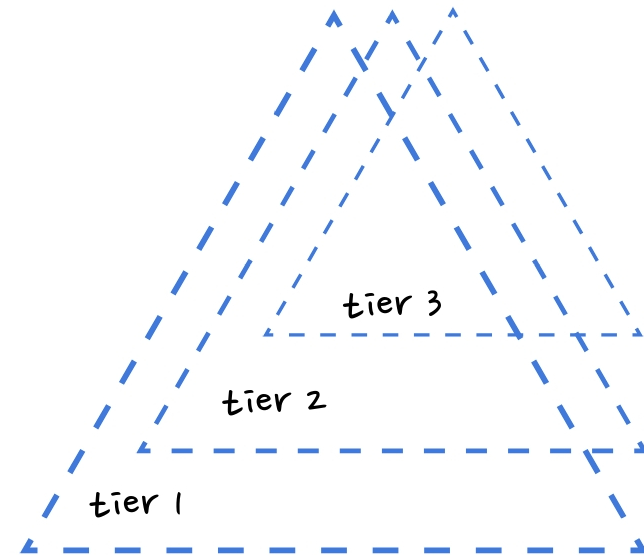
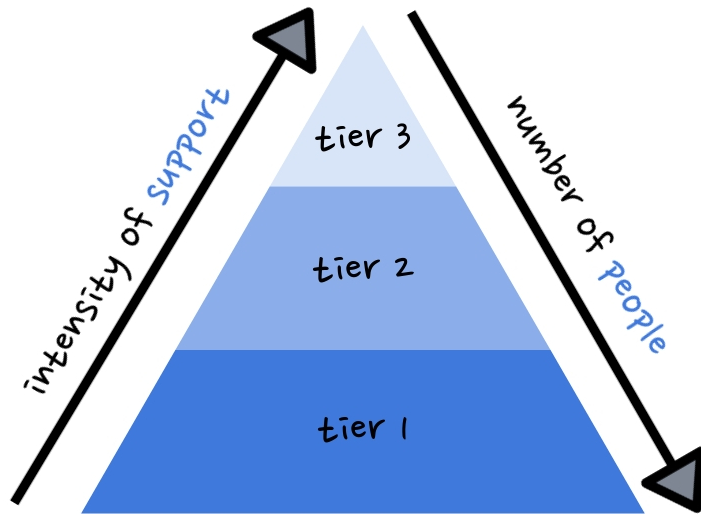


RTI Triangle: Kindergarten

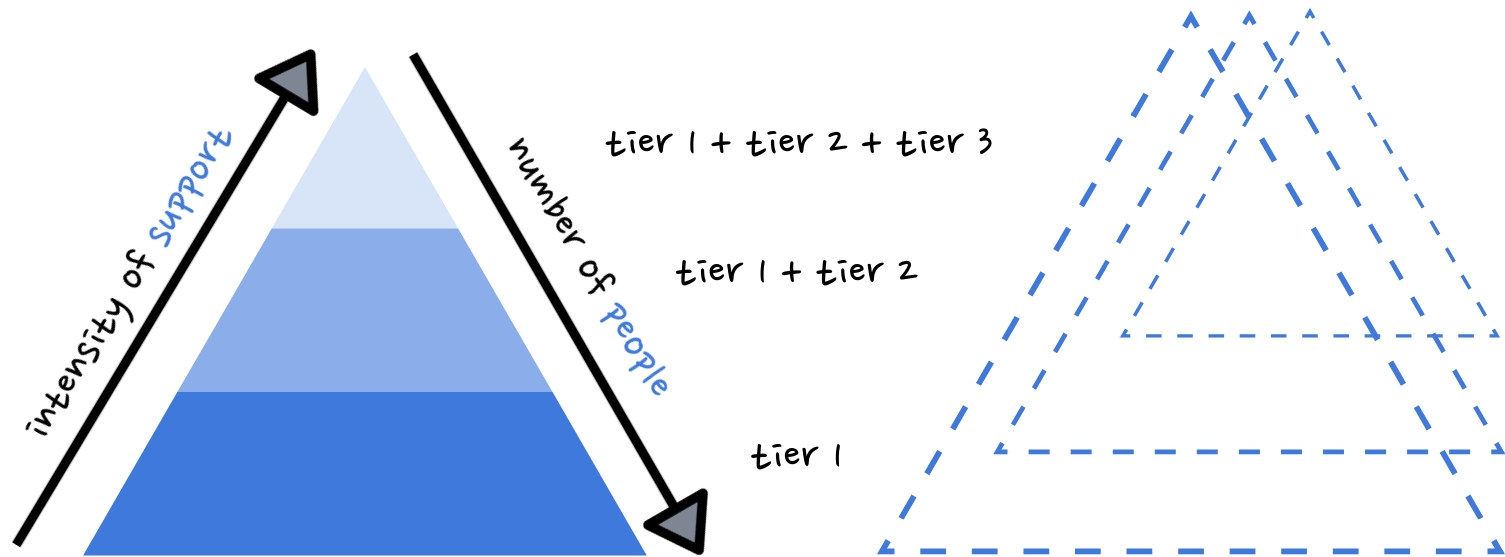
Lenses: Math Shape & Space/Creative Thinking



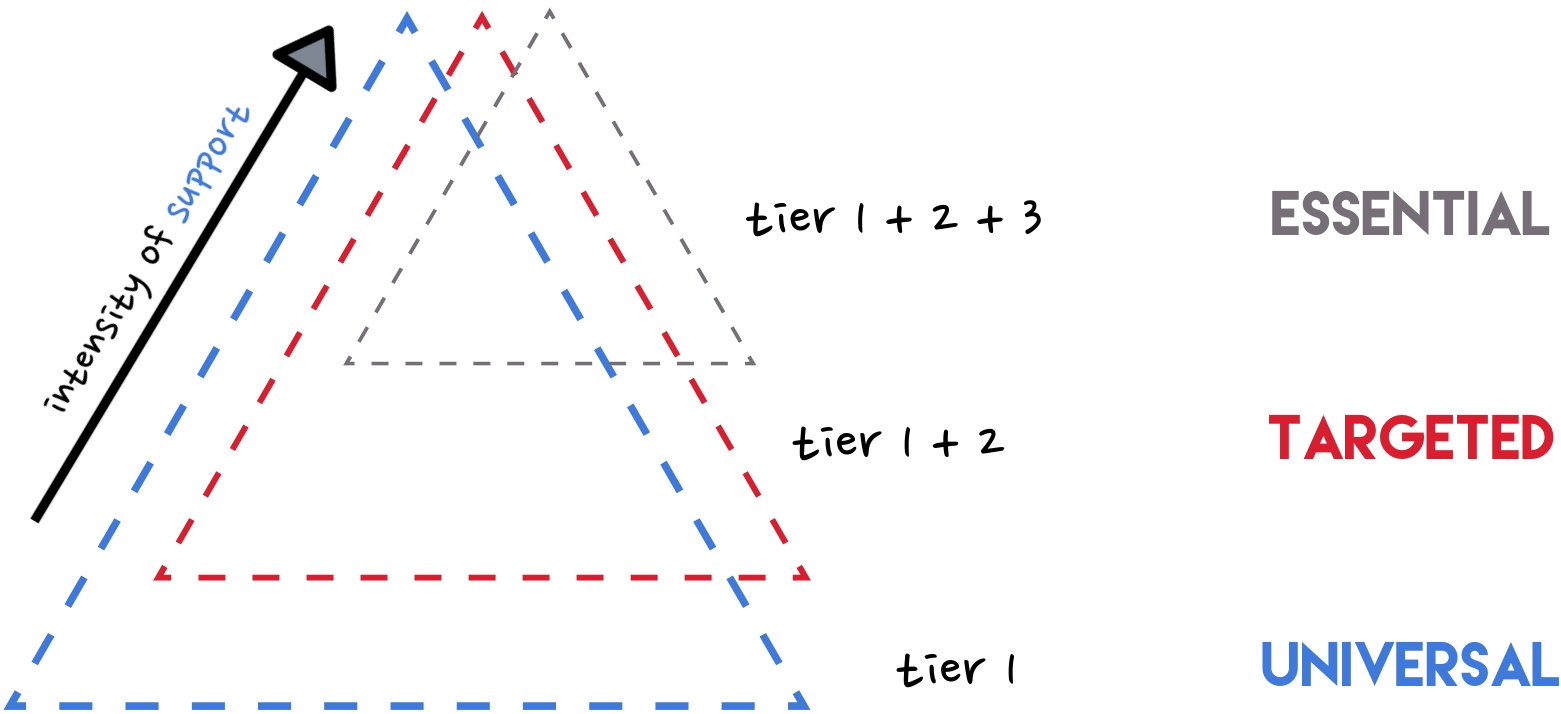
Multi Tiered Levels of Support (MTLS)



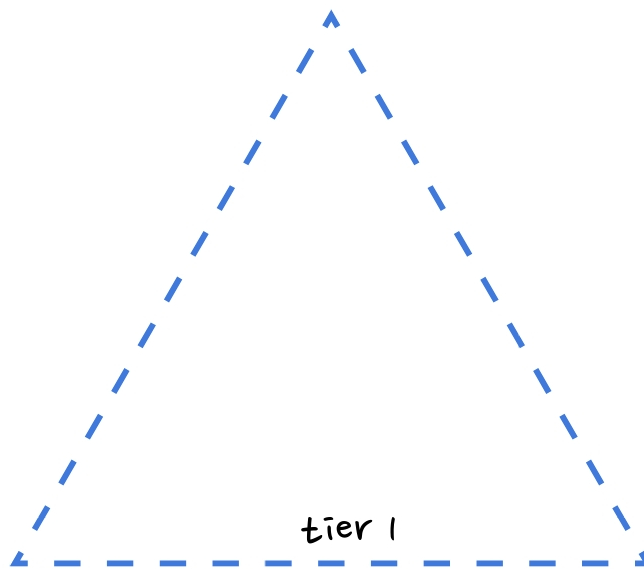
Multi Tiered Levels of Support (MTLS)



RTI/MTLS



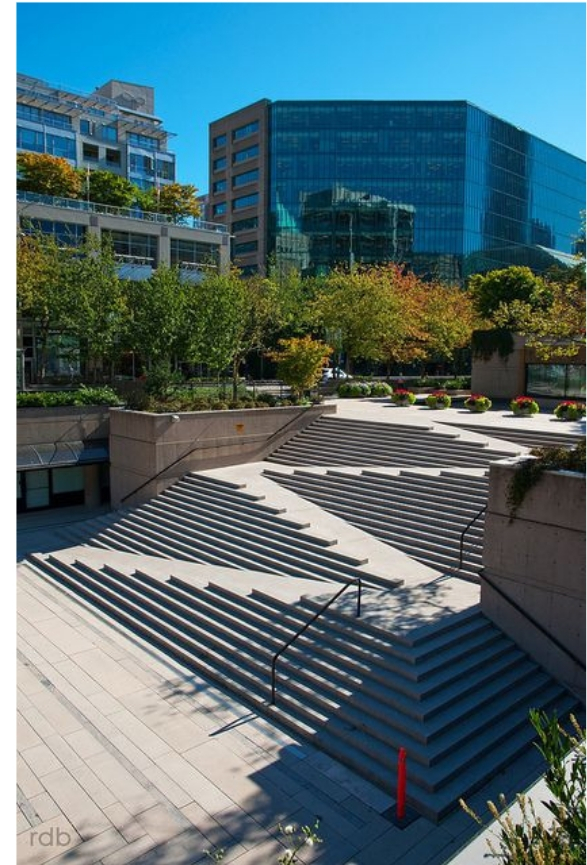
RTI/MTLS: UNIVERSAL SUPPORTS



Designed for one or more; useful for ALL

UNIVERSAL SUPPORTS

1. What is the **goal**?
2. What **supports** are necessary to **access** the **goal**?
3. How do we make the **supports** available as to **ALL**?



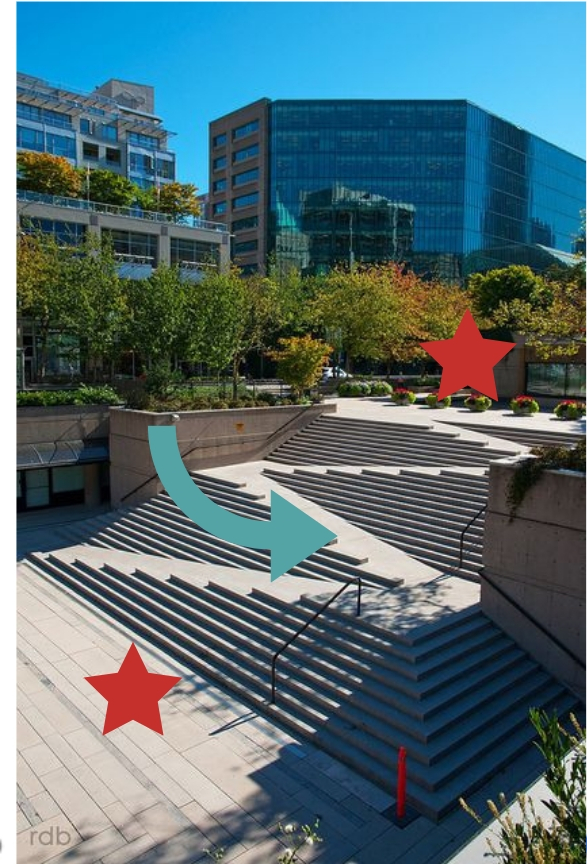
UNIVERSAL SUPPORTS

1. What is the **goal**?
2. What **SUPPORTS** are necessary to **access** the **goal**?
3. How do we make the **SUPPORTS** available to **ALL**?



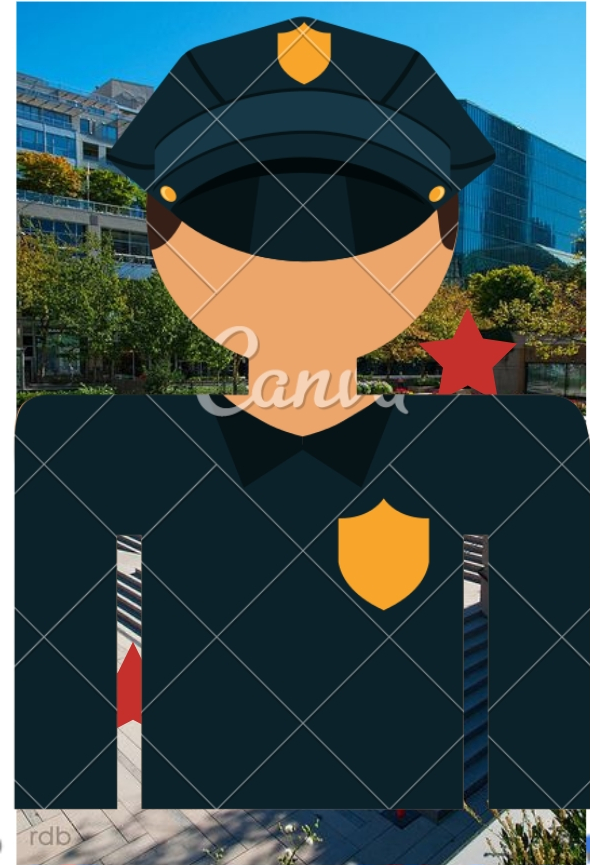
UNIVERSAL SUPPORTS

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UNIVERSAL SUPPORTS

1. What is the **goal**?
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3. How do we make the **supports** available to **ALL**?





UNIVERSAL DESIGN

Equal opportunities in LIFE

Equitable plantain & design

universal supports



UNIVERSAL DESIGN FOR LEARNING

Equal opportunities in EDUCATION

Equitable planning & design

universal supports

WHAT ARE THE STAIRS/ RAMPS FOR LEARNING?

Universal Design for Learning Guidelines



Provide Multiple Means of
Engagement

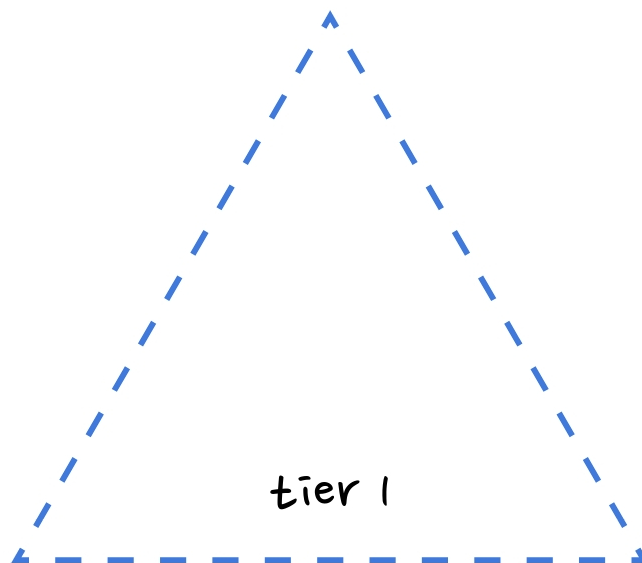


Provide Multiple Means of
Representation



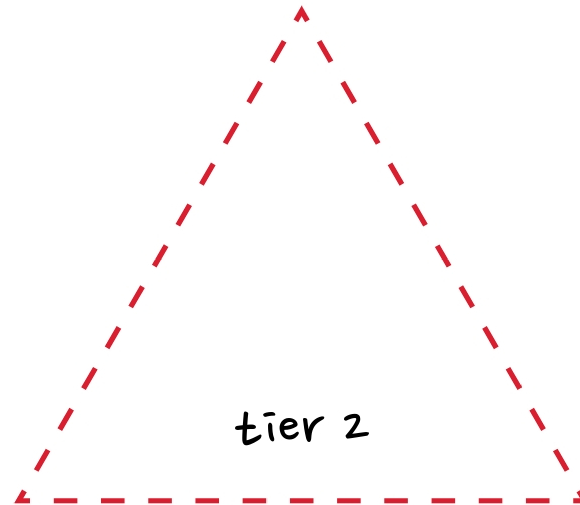
Provide Multiple Means of
Action & Expression

RTI/MTLS: UNIVERSAL SUPPORTS



Designed for one or more; useful for ALL

RTI/MTLS: **TARGETED** SUPPORTS



Designed for one or more; useful for some

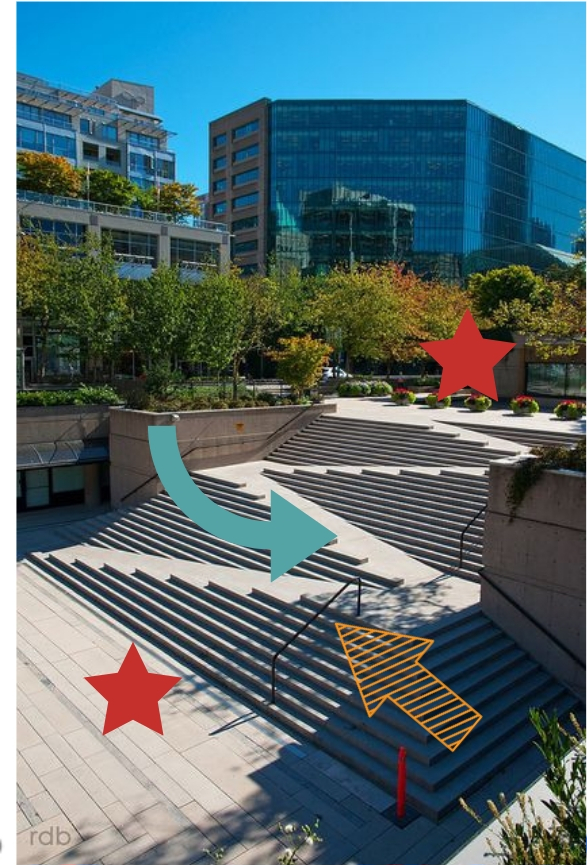
TARGETED SUPPORTS

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



TARGETED SUPPORTS

1. What is the **goal**?
2. What **MORE SUPPORTS** are necessary to **access** the goal?
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TARGETED SUPPORTS

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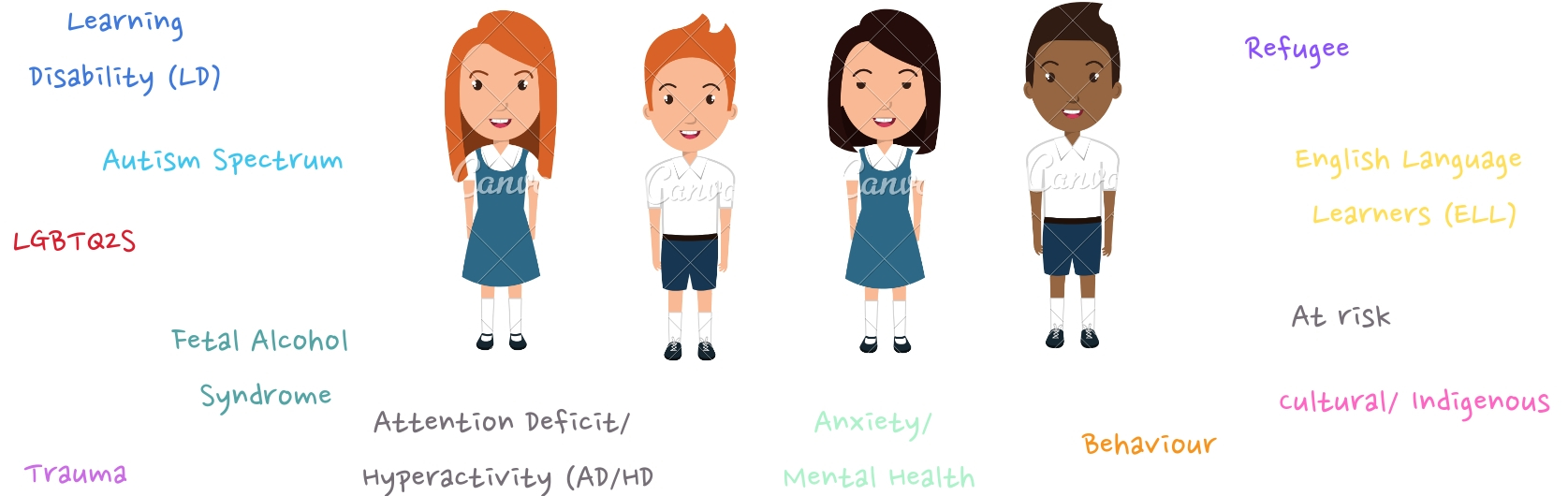
TARGETED SUPPORTS

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

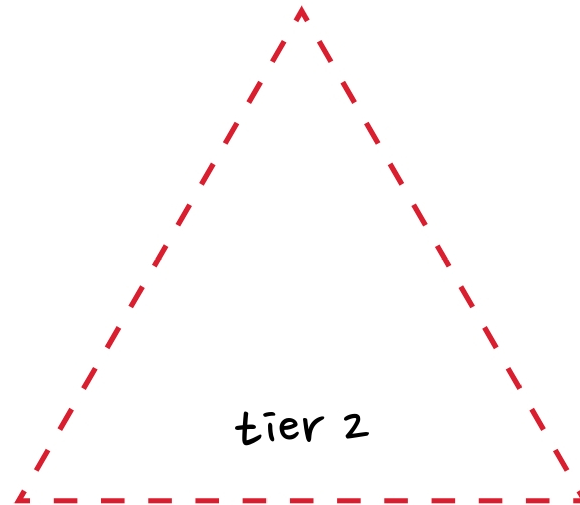


WHAT ARE THE RAILS FOR LEARNING?

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

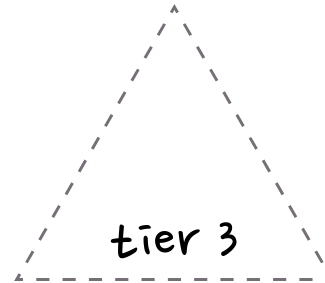


RTI/MTLS: **TARGETED** SUPPORTS



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?

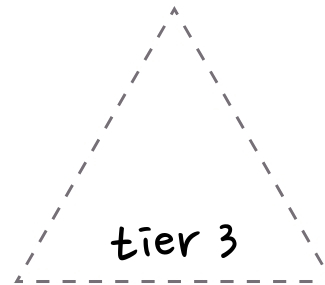


WHAT ARE INDIVIDUALIZED SUPPORTS FOR LEARNING?

What essential supports are needed to meet the goal?



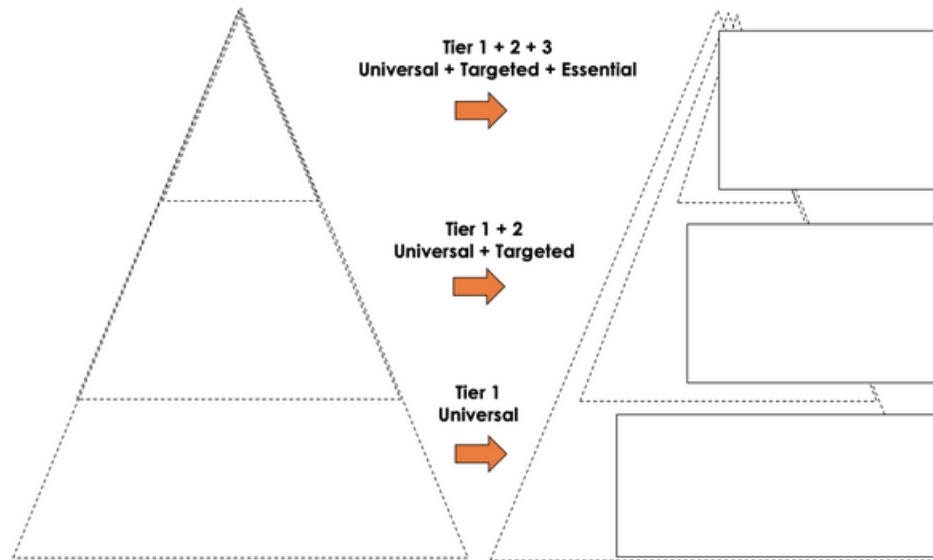
RTI/MTLS: ESSENTIAL SUPPORTS



Designed for one; useful for one

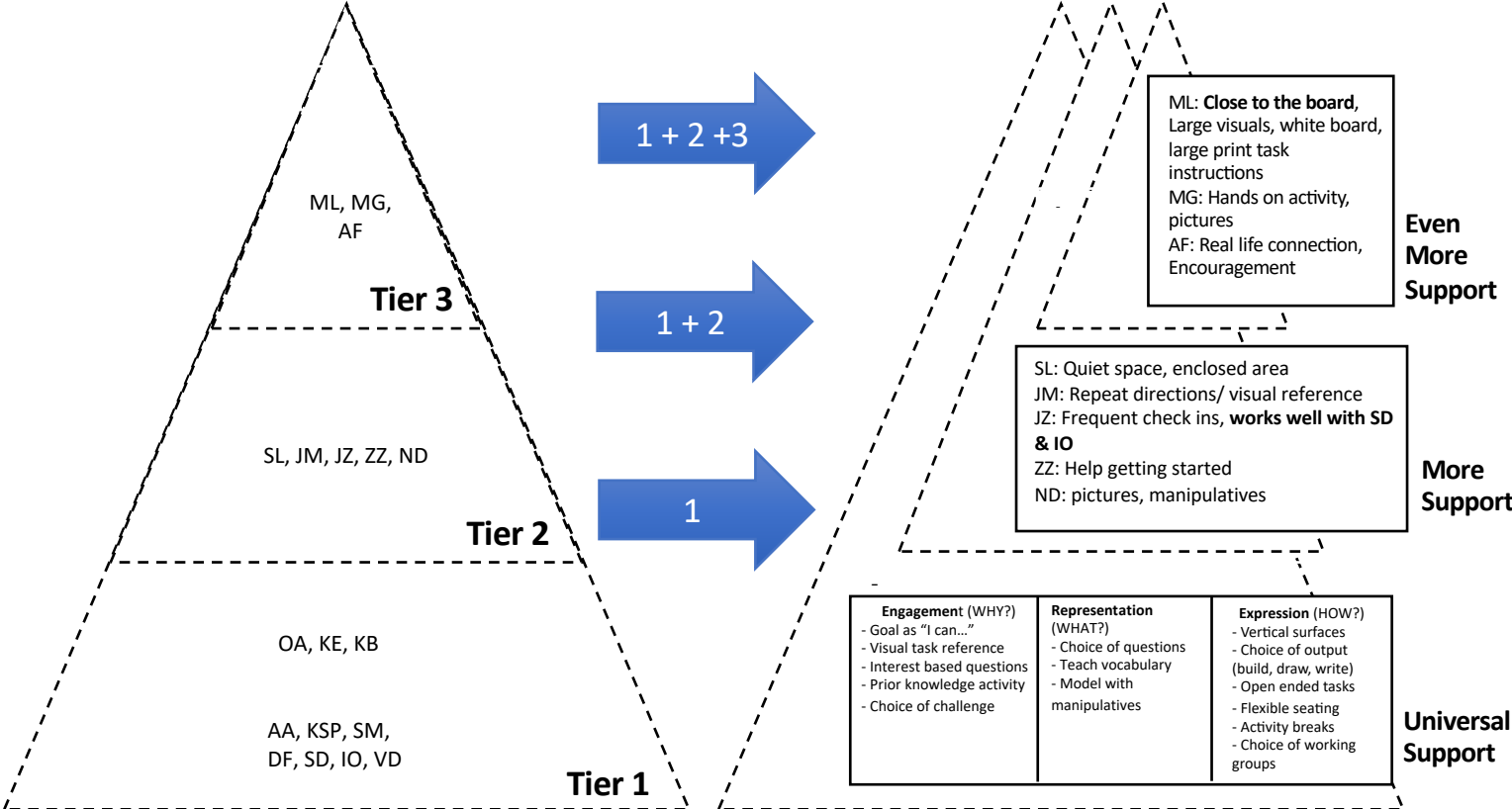
STRATEGY: RTI/MTLS

RTI Support Plan: Lens:



Designing Supports for Diverse Classes

Lens: Math 6



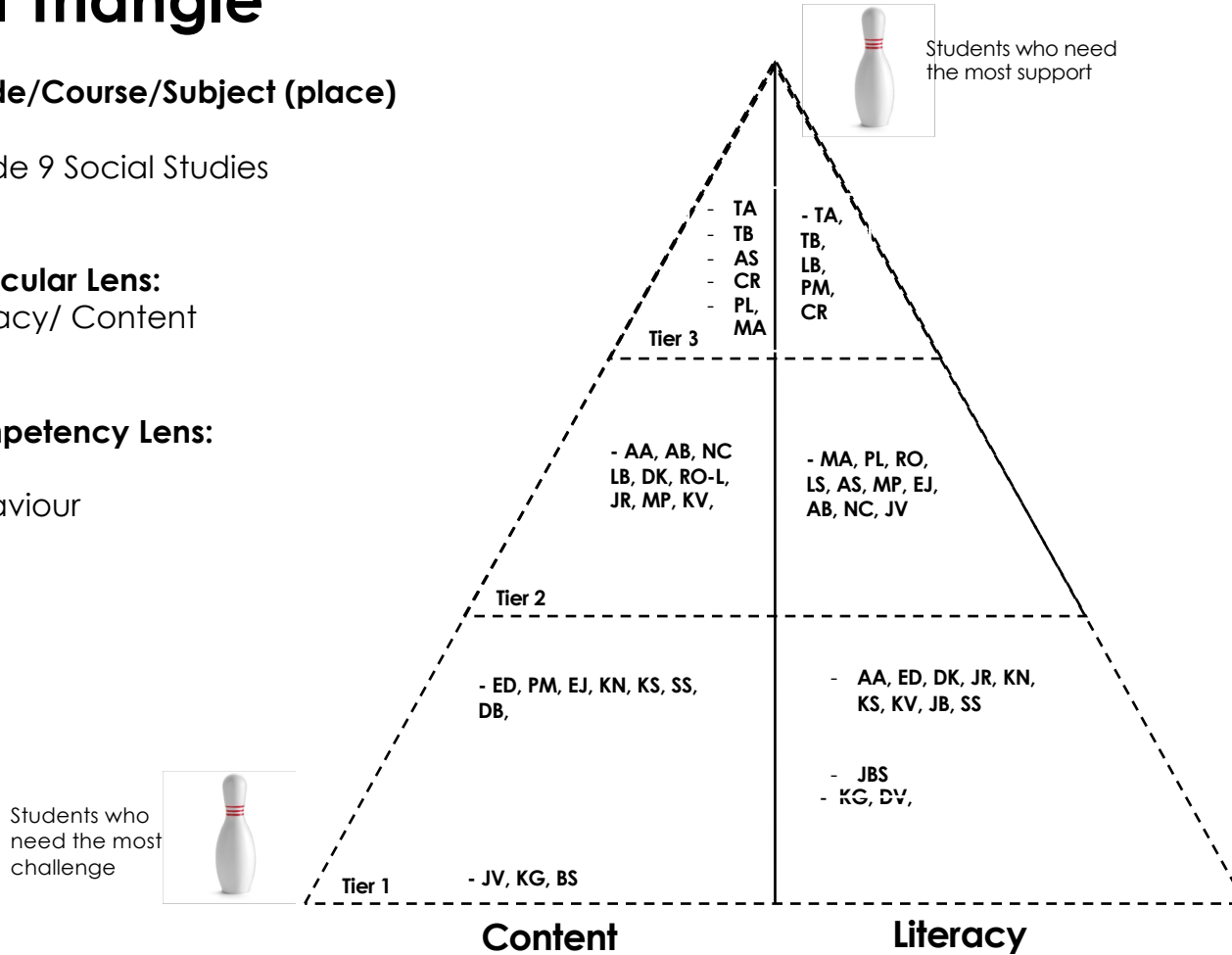
RTI Triangle

Grade/Course/Subject (place)

Grade 9 Social Studies

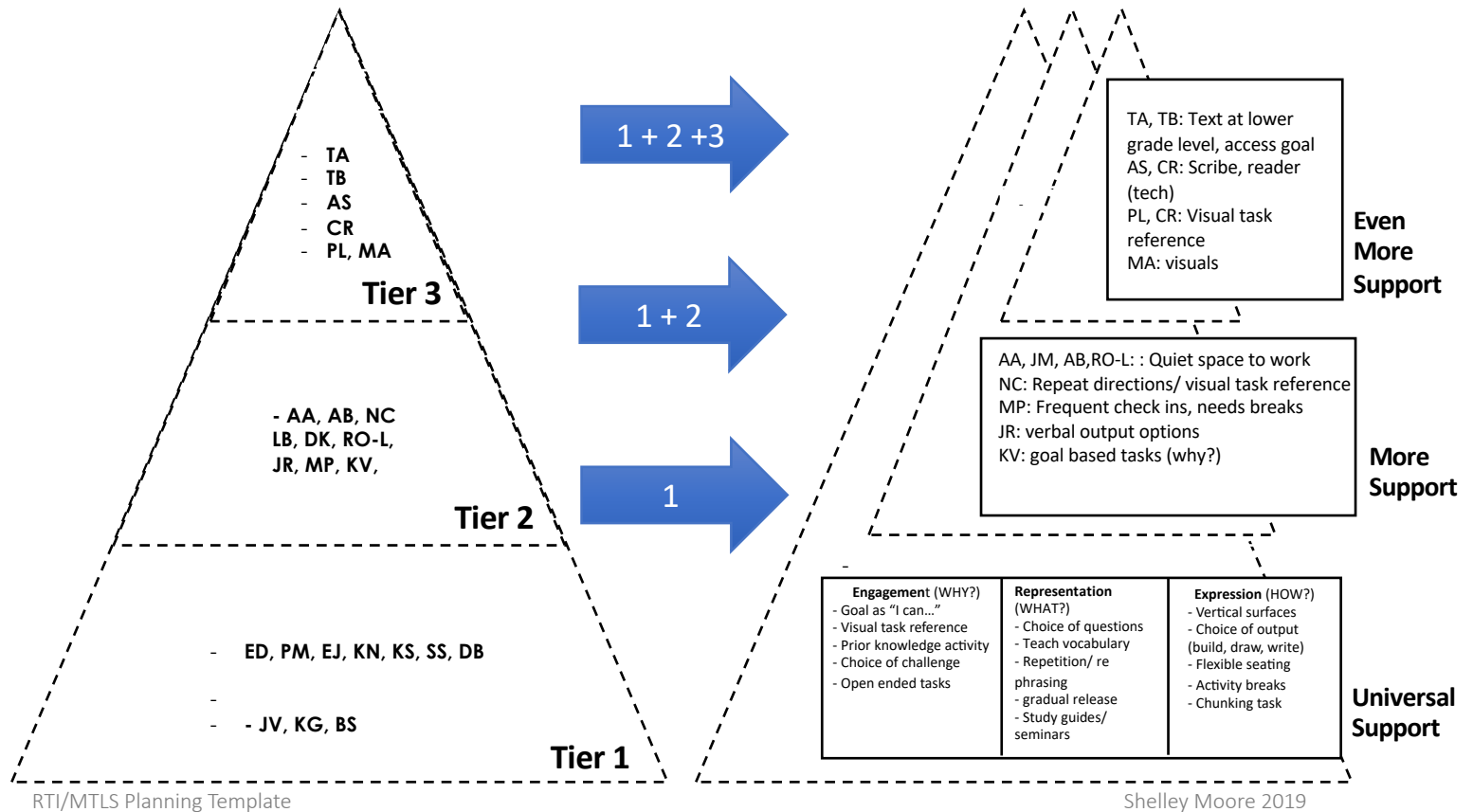
Curricular Lens:
Literacy/ Content

Competency Lens:
Behaviour



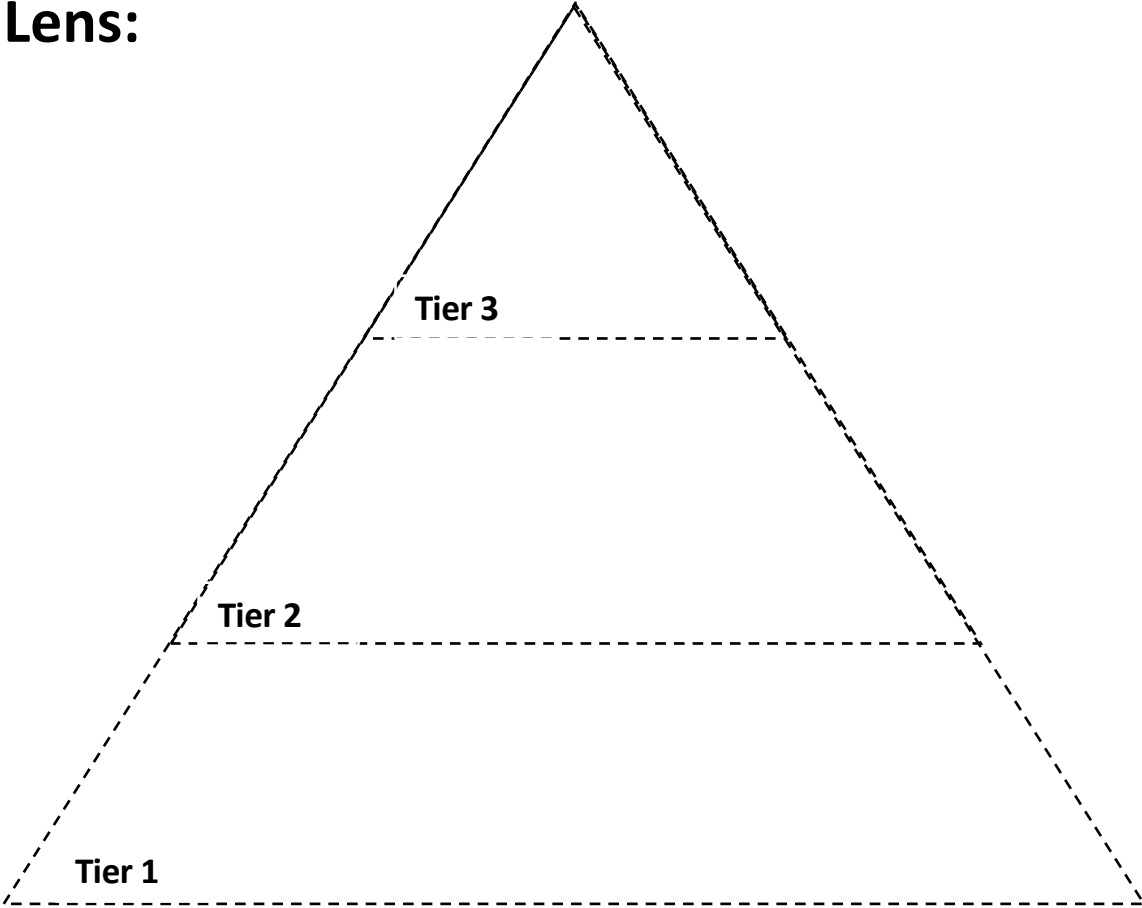
Designing Supports for Diverse Classes

Lens: Social Studies 9 - Content



RTI Triangle

Lens:



RTI Triangle

Grade/Course/Subject (place)

Lens 1:

Lens 2:

Students who need the most challenge



Tier 1

Lens 1

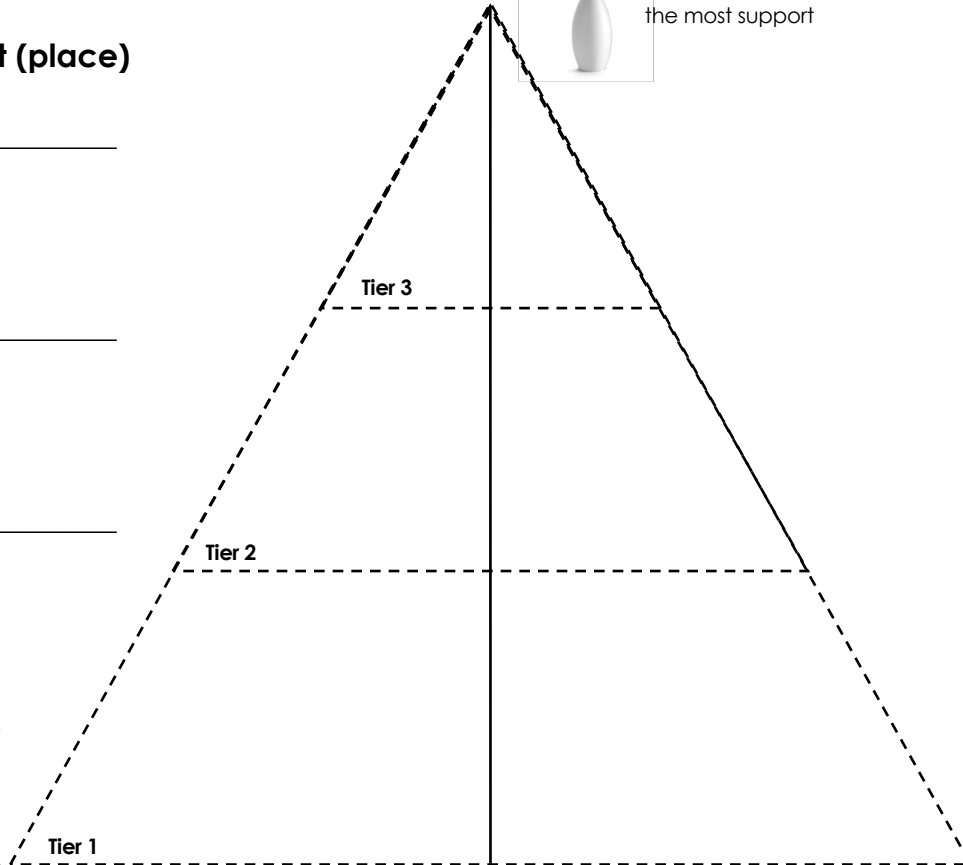


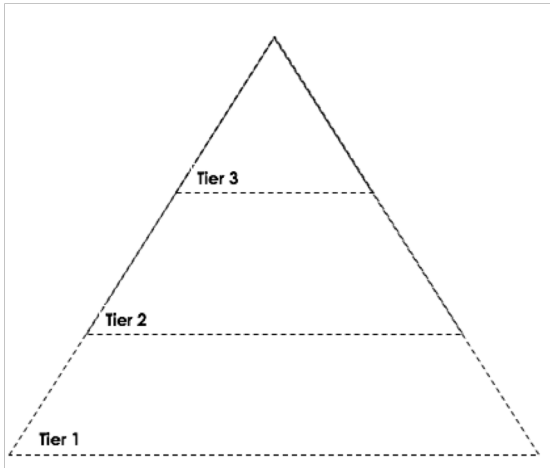
Students who need the most support

Tier 3

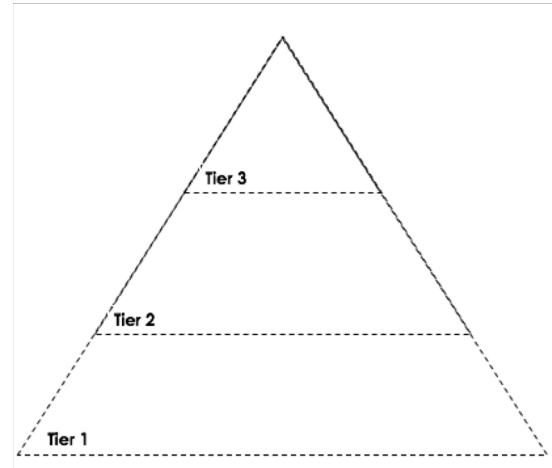
Tier 2

Lens 2

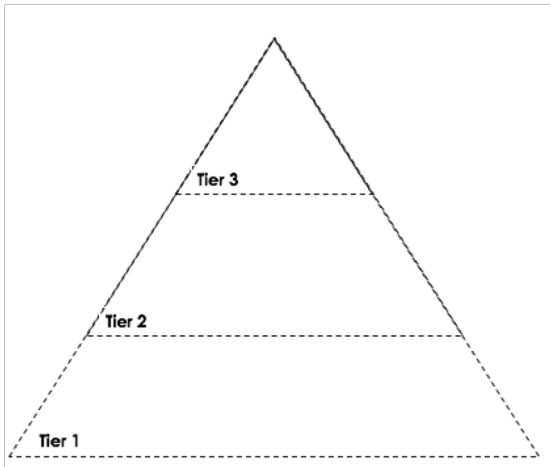




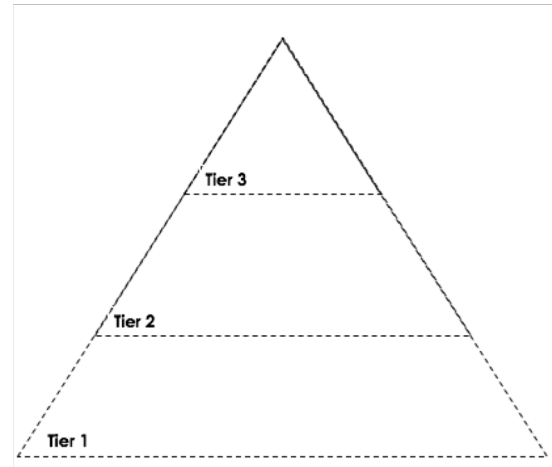
Literacy



Numeracy

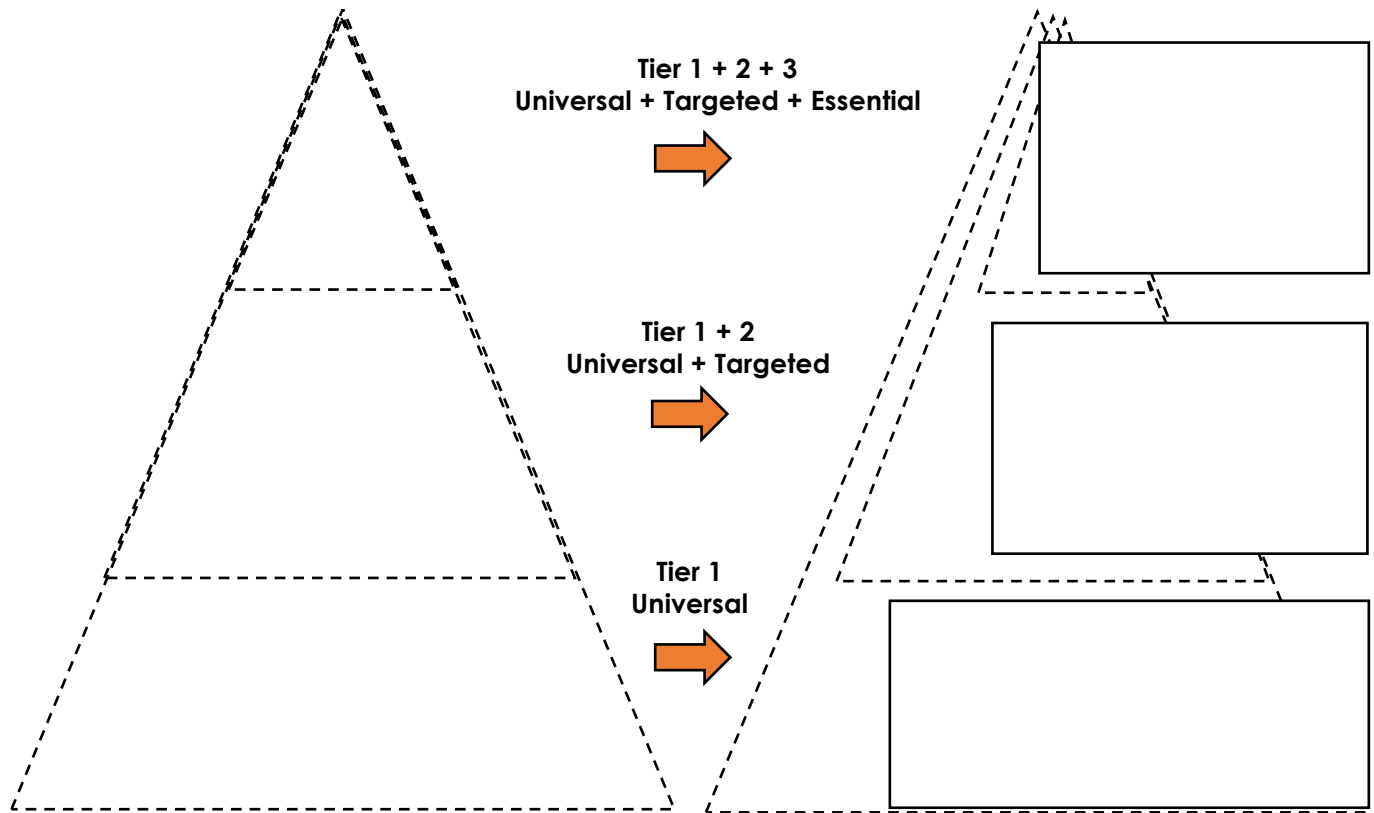


Behaviour



Social Emotional

RTI Support Plan: Lens:





Strength based vs. Deficit based

- Why aren't you green, what's wrong with you?
- What is your colour, how do we make you brighter?
- How do we learn from and respond to each others' brightness?



Processing Activity: Build a Profile

Your job (20 minutes, in groups):

Start here

GO as far as you can...



You **NEED** to: Share a learner profile that you know

You **MUST**: Create either an individual OR a group profile

You **CAN**: Create an RTI profile through a specific lens

You **COULD**: Create a double lens RTI profile

You **CAN TRY** to: Create an RTI school profile or multiple class profiles aligned to school goals



Processing Activity: Build a Profile

SUPPORTS

You can:

- Choose your level of challenge
- You can talk, others can record your ideas for you
- Take a break if you need (stretch, get water, stand, walk)
- Choose where to work (here, in a quieter place)

Response to Instruction (RTI)

Four assumptions to RTI

1. We can effectively teach all students in our community
2. Early instruction of support
3. Research based instruction
4. Shifting our support models

1. **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

2. Early instruction of **support**

We don't diagnose student needs to find out
"what's wrong" with the student.

We diagnose student needs to determine the
supports that we will immediately provide.

Assess the Environment
Teach the supports

3. Research based **Instruction** that is **goal** based, not **task** based



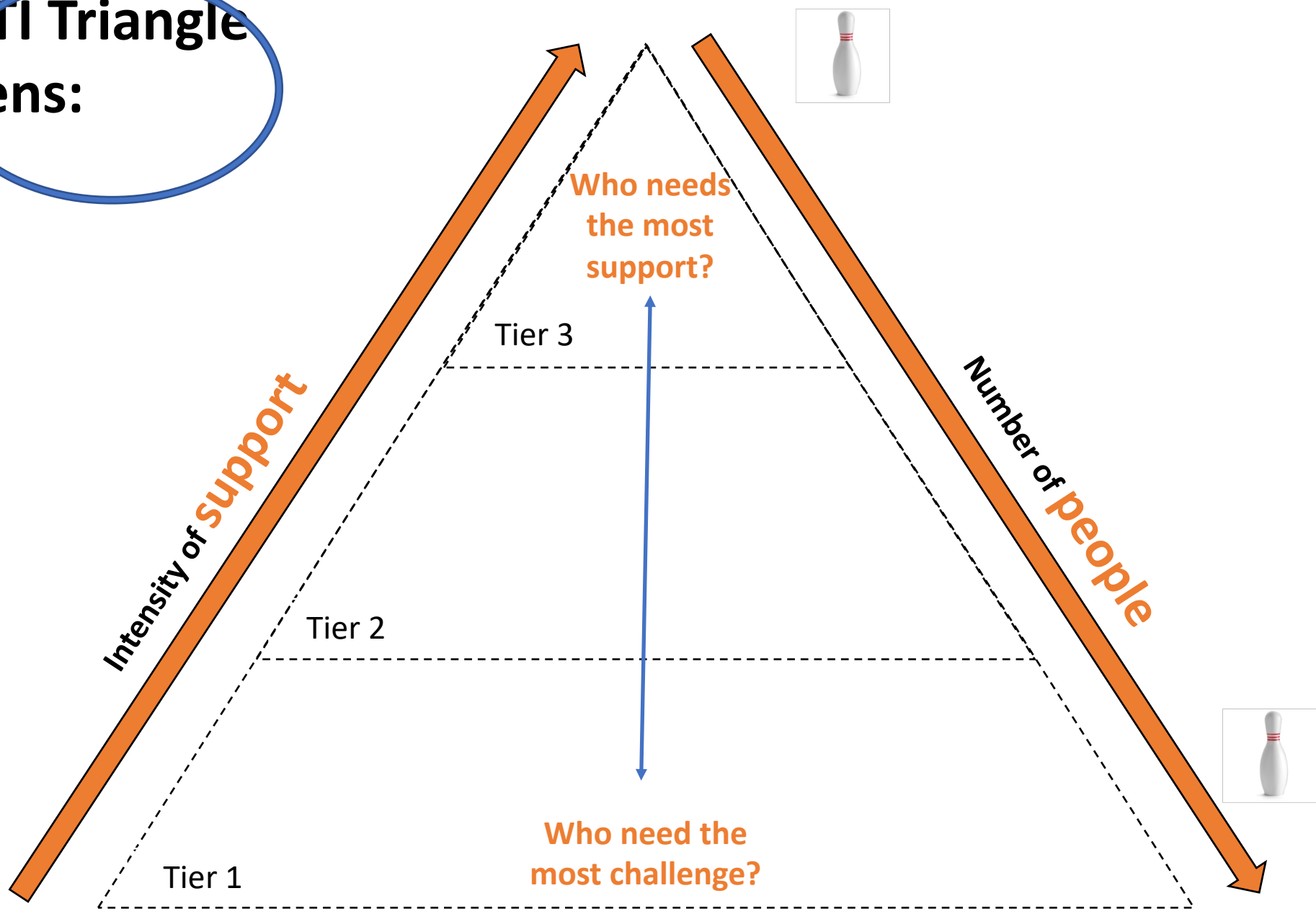
Differentiating **goals**, not activities

4. **Shifting** our support models

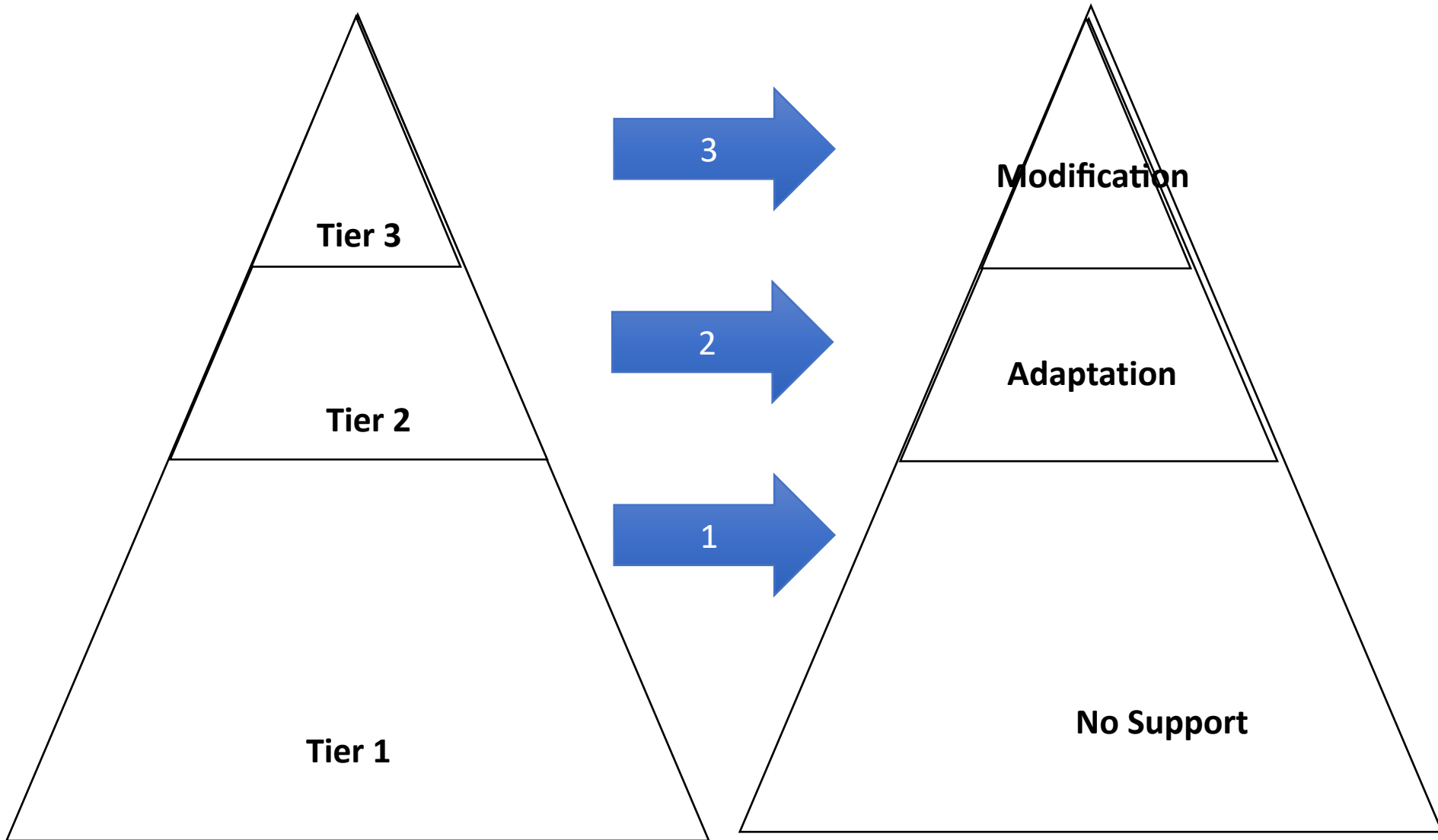




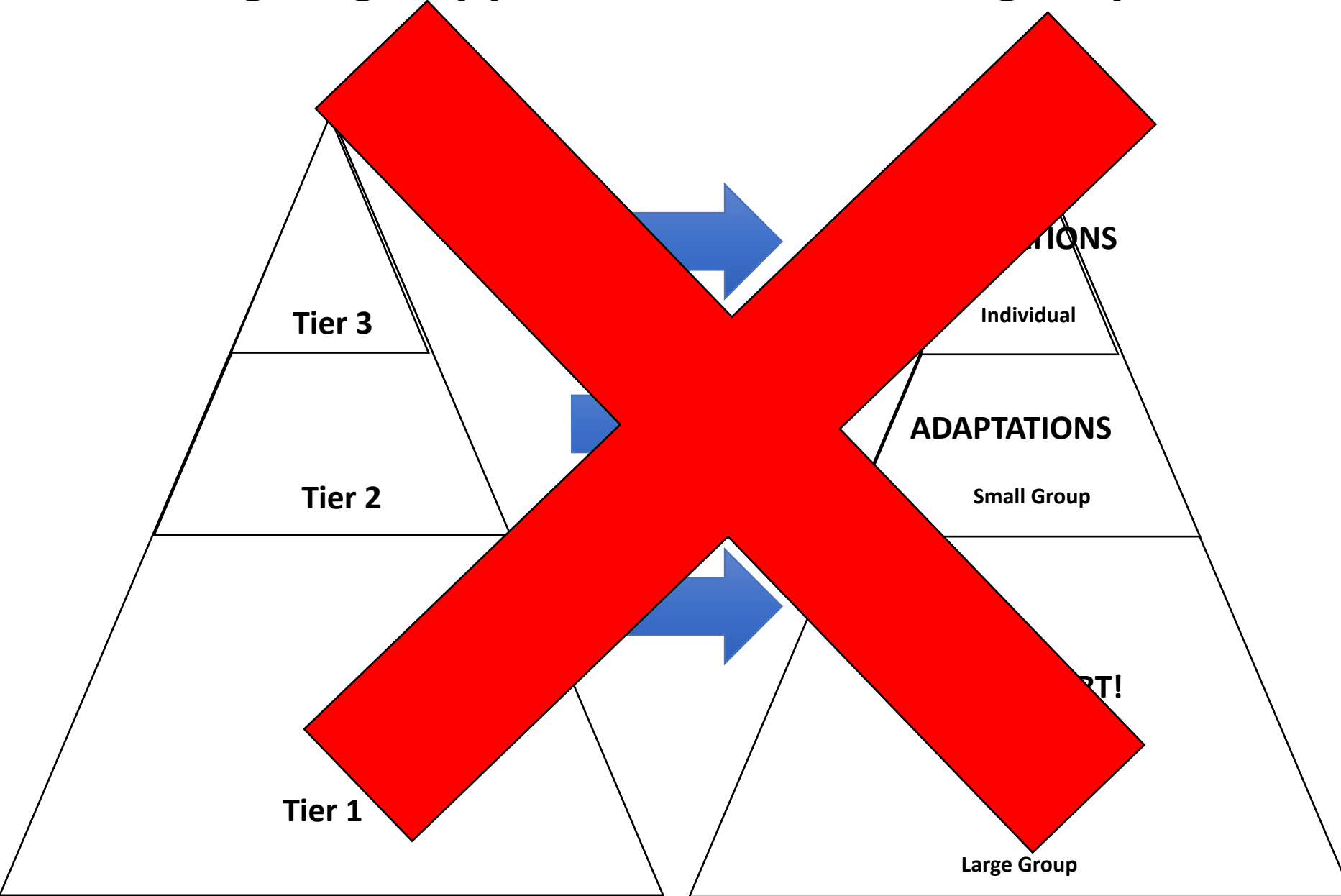
RTI Triangle Lens:



Designing Supports for a DIVERSE group



Designing Supports for a DIVERSE group



Adaptations and Modifications vs. Inclusive Supports

- Supports are designed for specific students **BEFORE teaching**
- **ALL** students **can access** supports regardless of ability **DURING teaching**

Designing Supports for a DIVERSE group



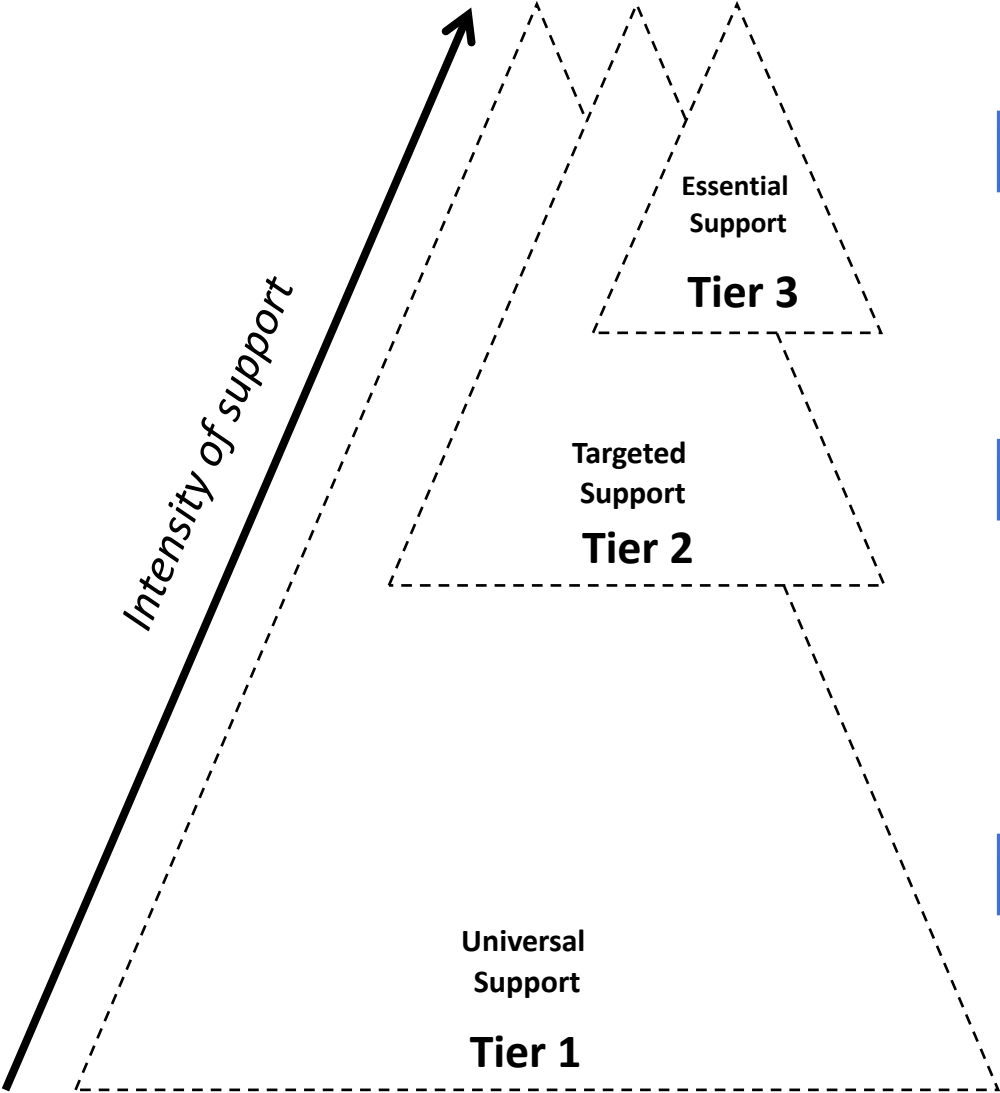
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How do bake a layered support cake of rainbow love?



Continuum of Inclusive Supports



Designed for 1
Useful for 1



Designed for 1 or more
Useful for some



Designed for 1 or more
Useful for ALL



Our goals today

| | I got it! | I need support |
|--|--------------------------|--------------------------|
| 1. I know how inclusion has evolved over time | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. I know why it is important to get to know learners | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. I know strategies that can help me to get to know my learners so I can respond to their needs | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. I can use strategies to get to know the interests, strengths and stretches of my learner(s) so I can respond to their needs | <input type="checkbox"/> | <input type="checkbox"/> |



Today's Guiding Question

How does getting to know **learners** from a strength based perspective, help us to respond to their diverse needs in an **inclusive setting**?



Transforming & Personalizing Activity: Guiding Question Reflection

Reflect & Share

On your own: Reflect (5 min)

- Respond to the daily guiding question
- Write, type, draw

With a partner: Share (2 min)

- Share your take-aways from today



Supports & resources for this series

www.blogsomemoore.com

- templates, articles, slides, links, more resources

“One without the Other” Book

- Optional further reading
- Available at Amazon

Twitter

- @tweetsomemoore

Facebook & Instagram Group

- Five Moore Minutes

Supplementary Videos

- www.fivemooreminutes.com

