

SHELLEY MOORE



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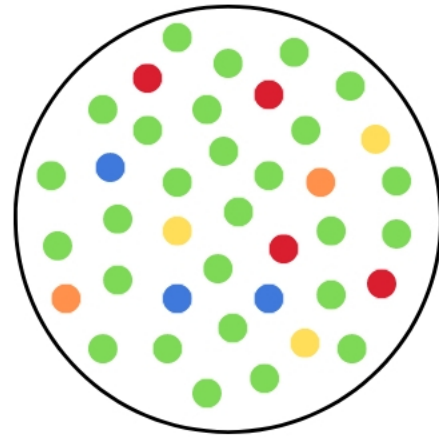


Introductions

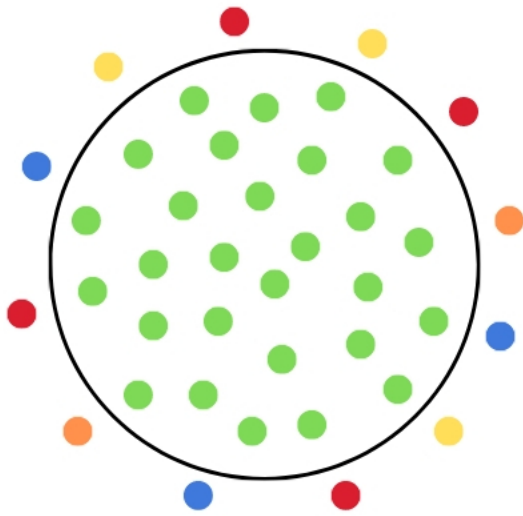
- What are your big questions/ tensions that you hope to tackle this year?



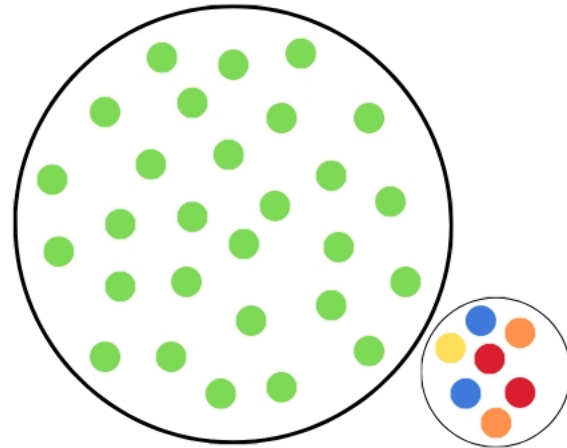
WHAT DOES INCLUSION MEAN?



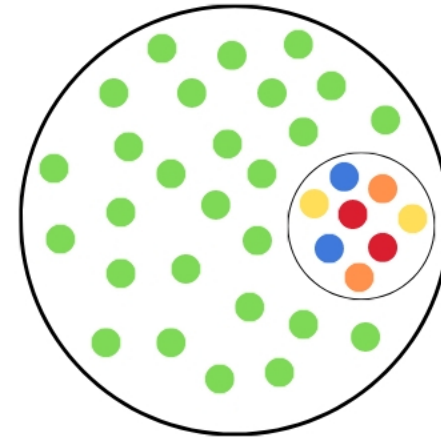
inclusion



exclusion



segregation



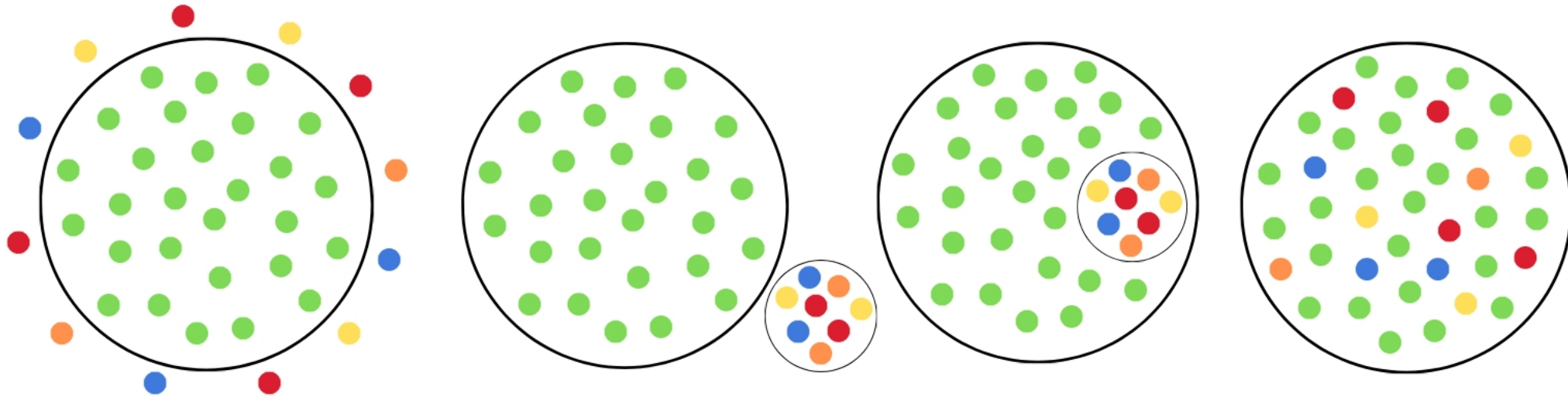
integration

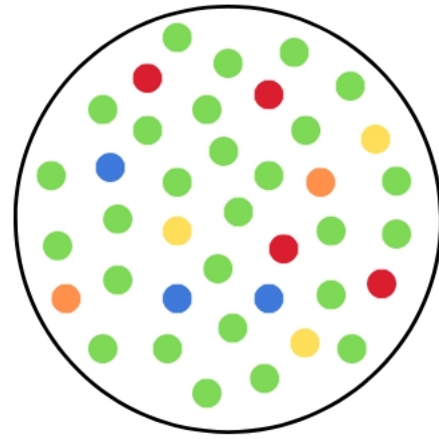
INSERT VIDEO HERE

Video link: <https://youtu.be/PQgXBhPh5Zo>

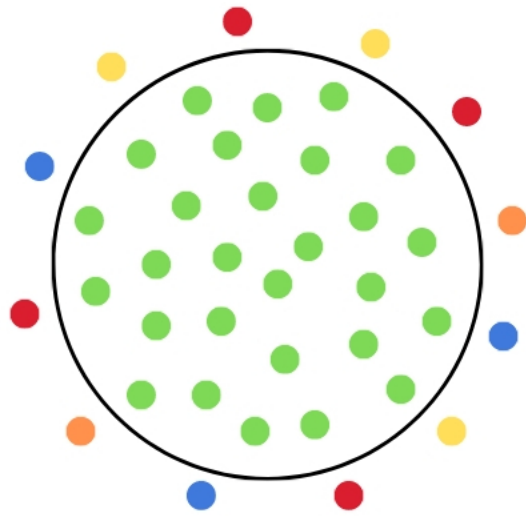
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WHAT IS INCLUSION?

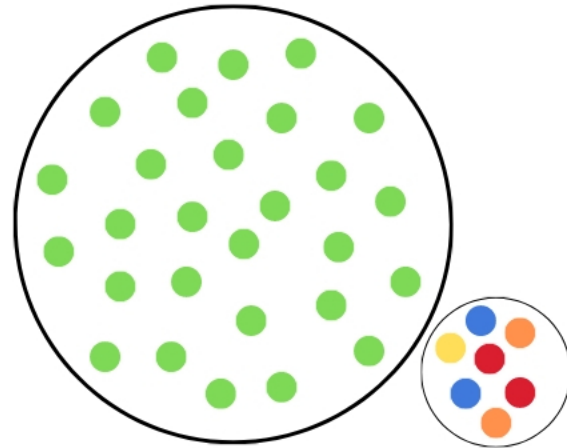




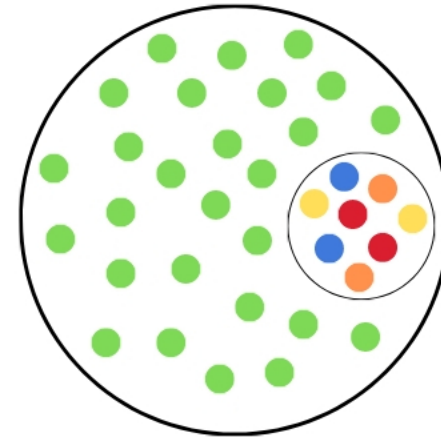
inclusion



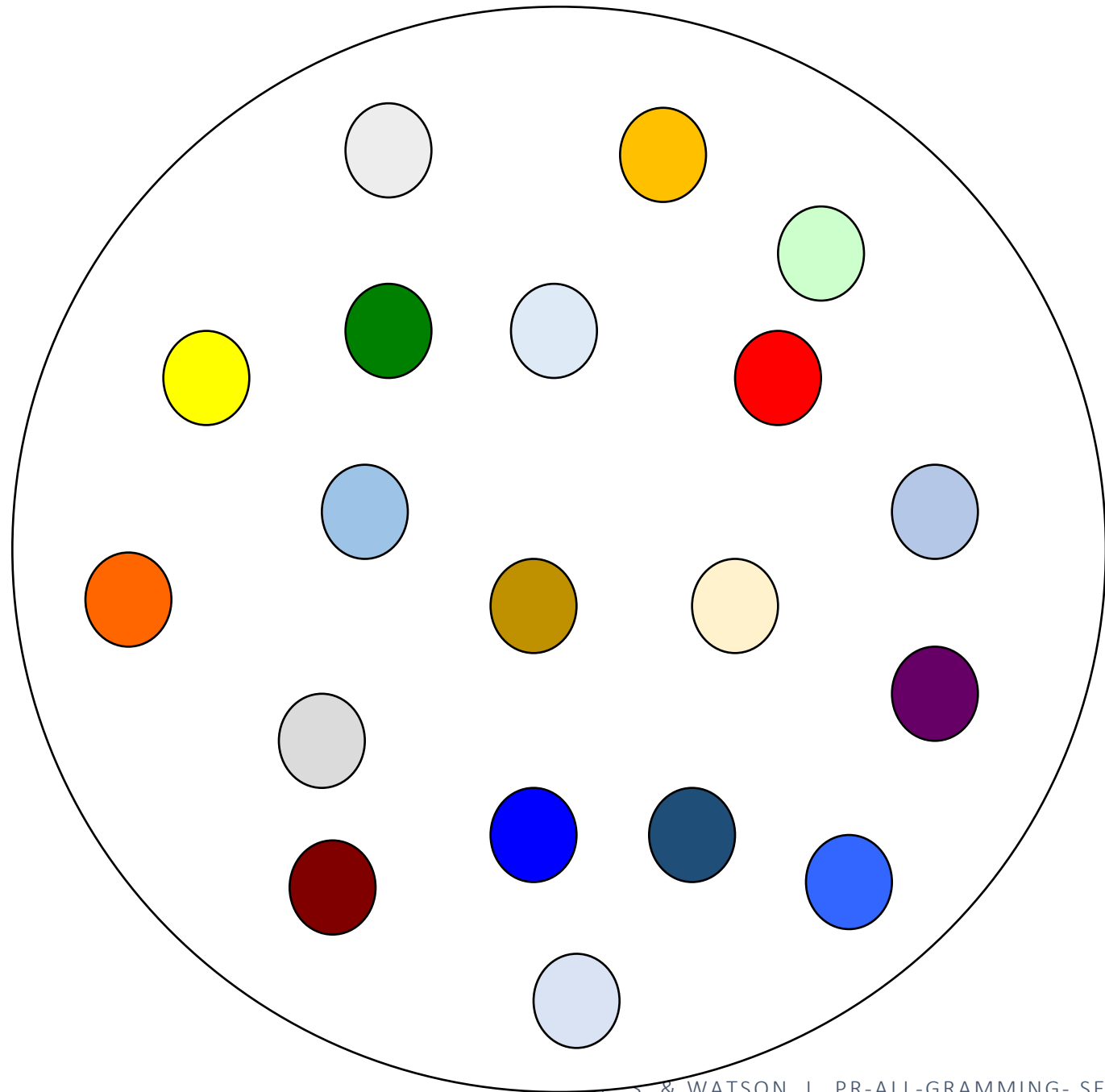
exclusion



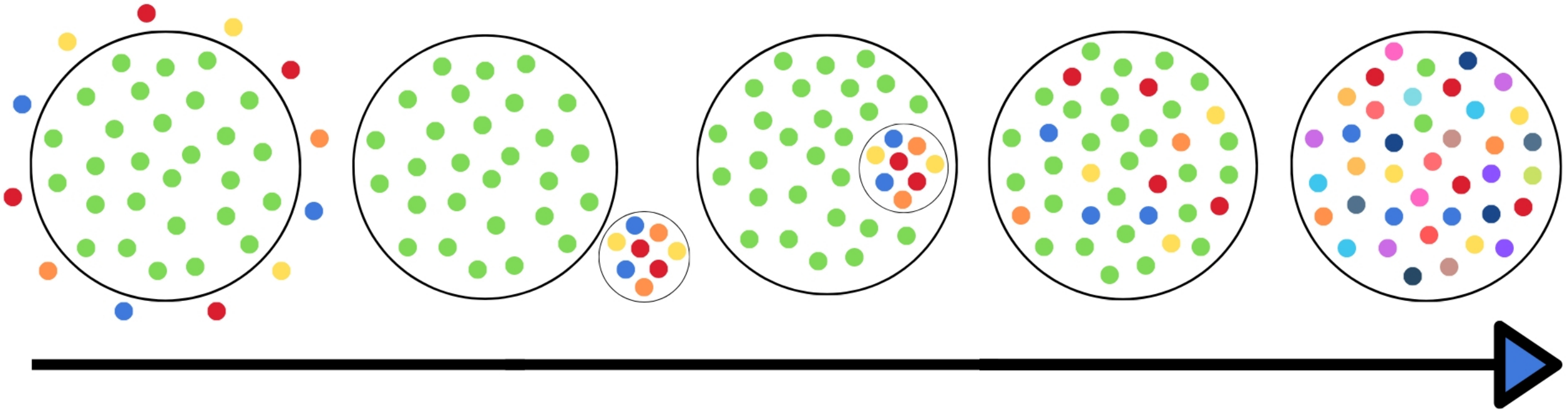
segregation



integration



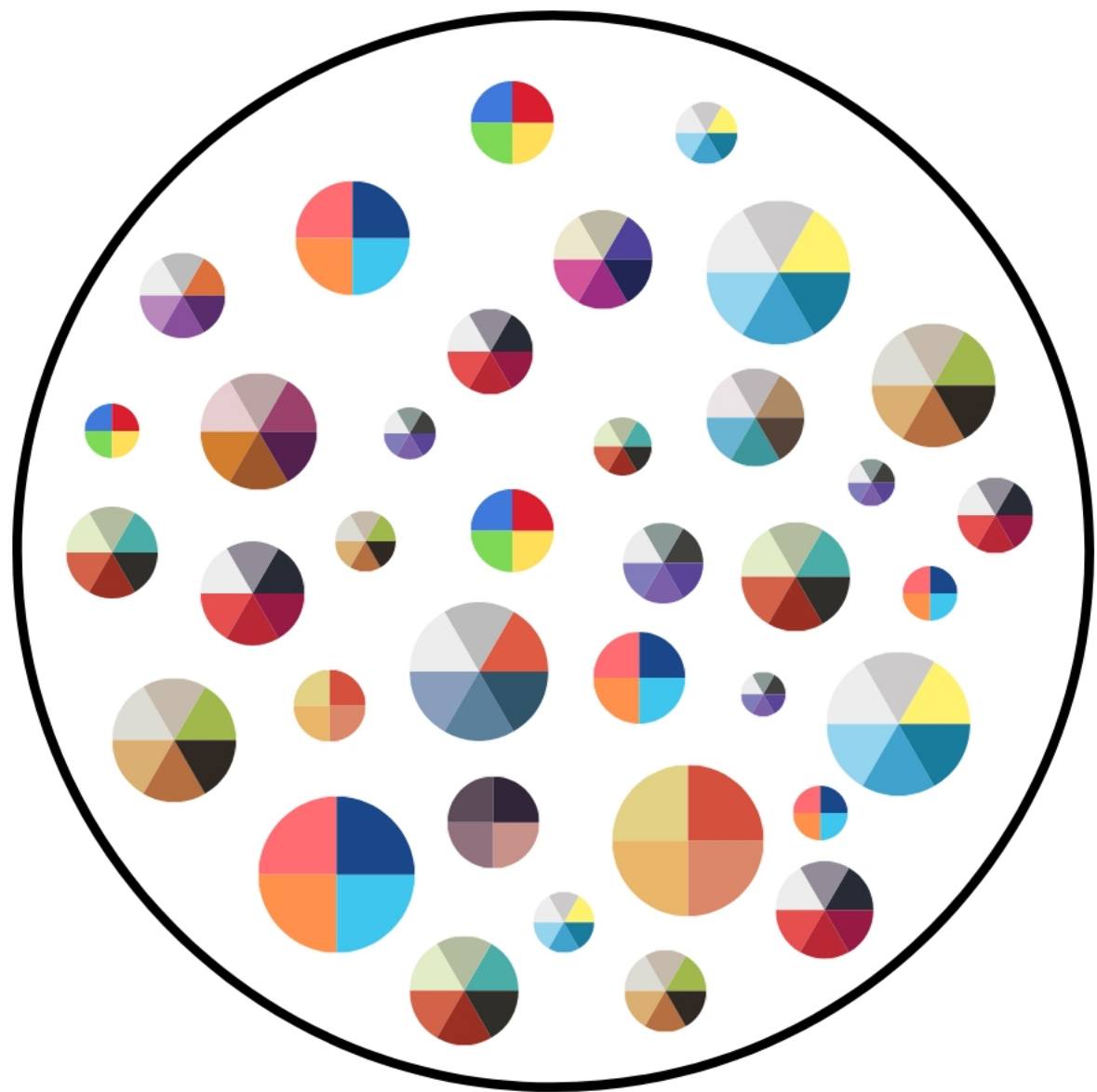
WHAT IS INCLUSION?



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



WHO IS INCLUSION?

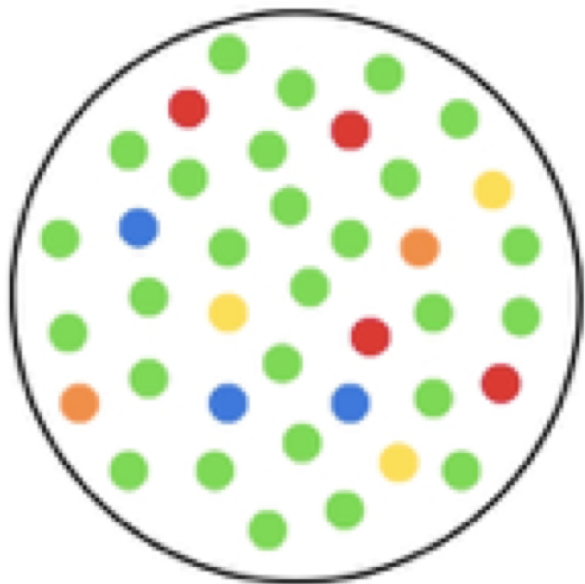


WHO IS INCLUSION?

What are your
colours?

Do we value ALL
colours equally?

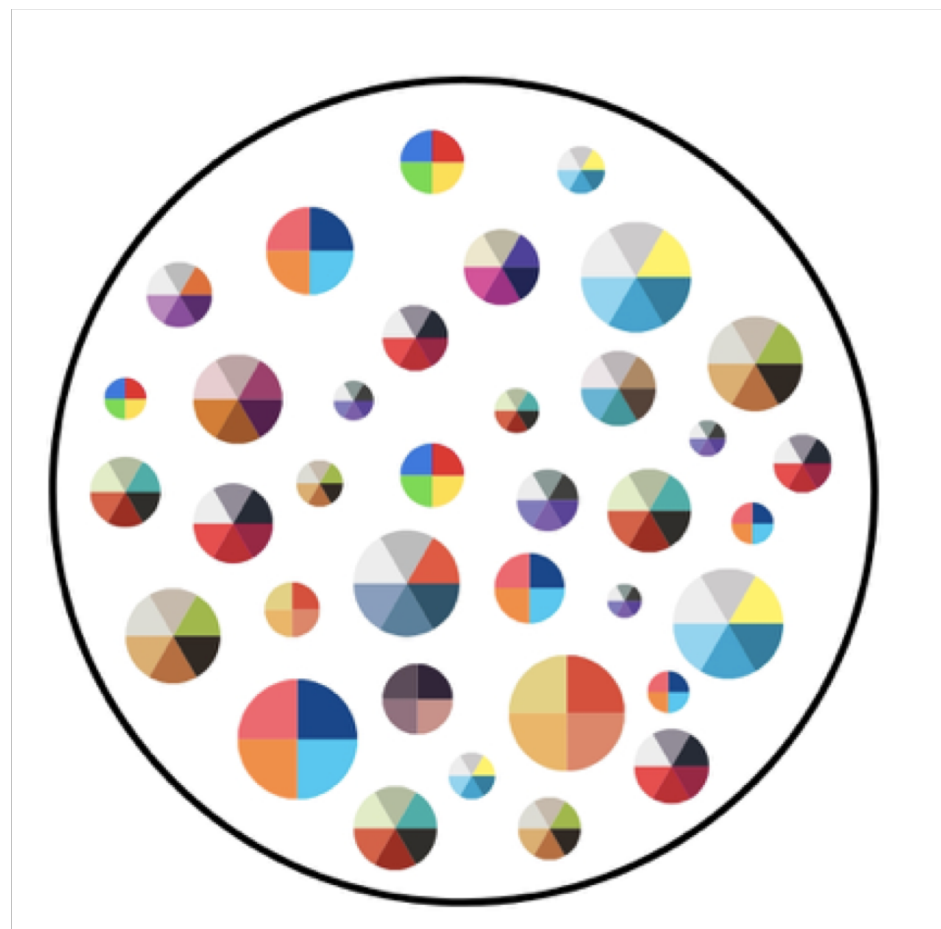




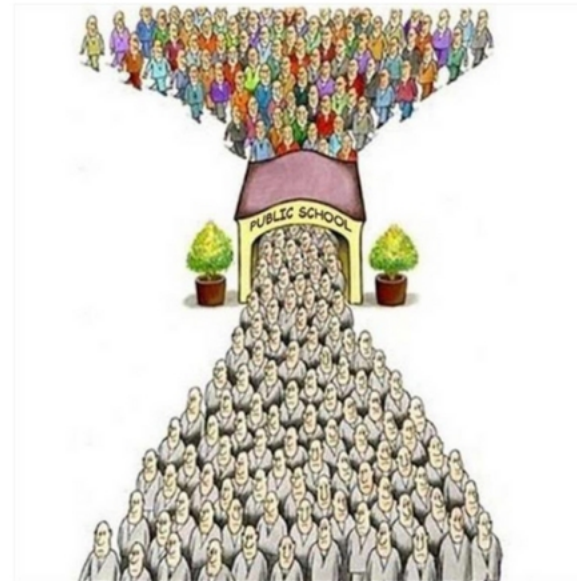
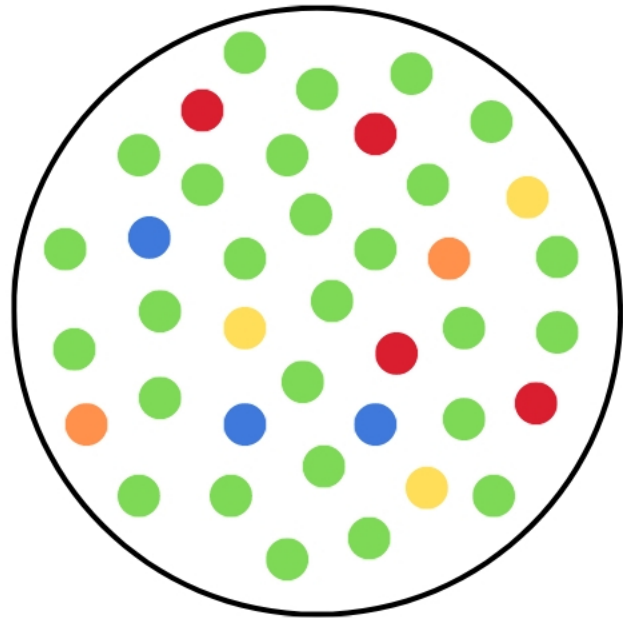
How do we
including people
who are different

VS.

How do we teach to diversity?



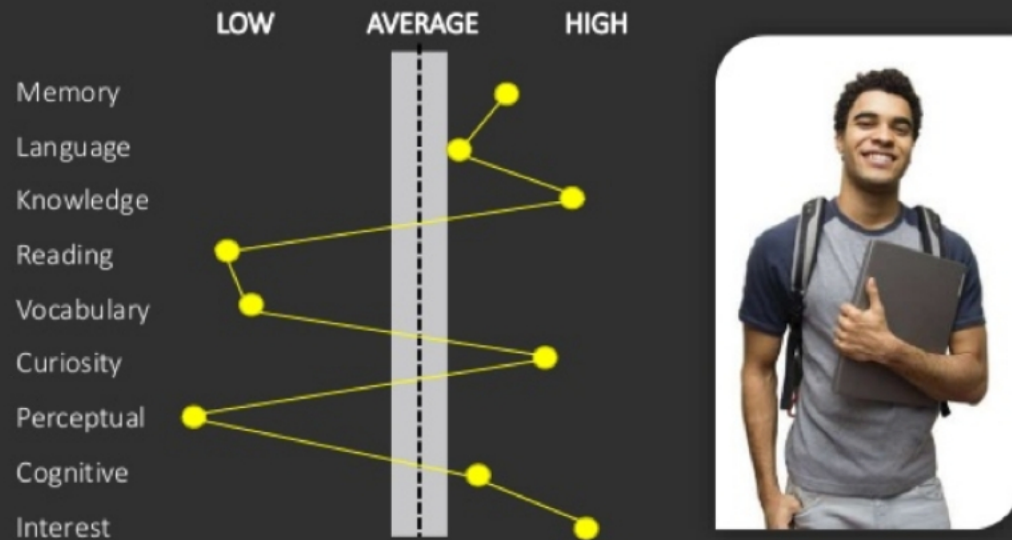
WHERE DID GREEN COME FROM?



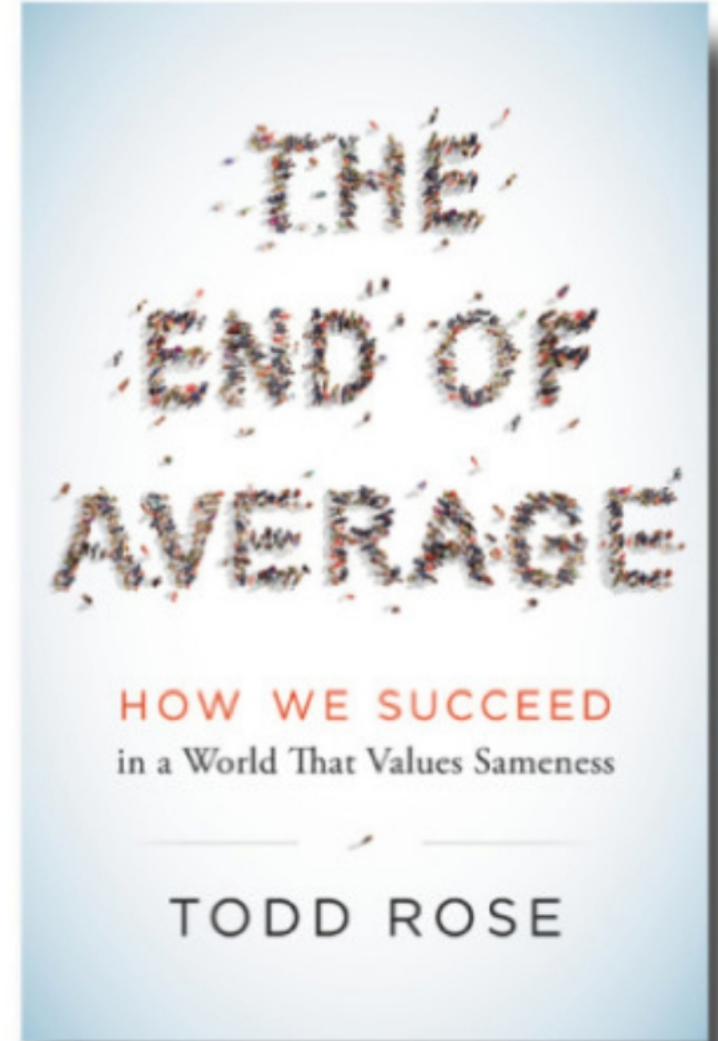
GREEN = AVERAGE

The End of Average!

The average student is a myth



The Myth of Average: Todd Rose at TEDxSonomaCounty: <https://www.youtube.com/watch?v=4eBmyttcfU4>



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

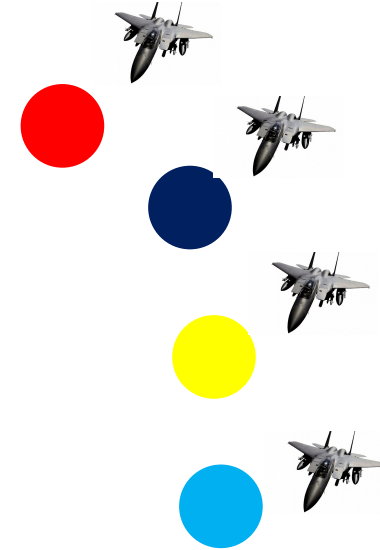
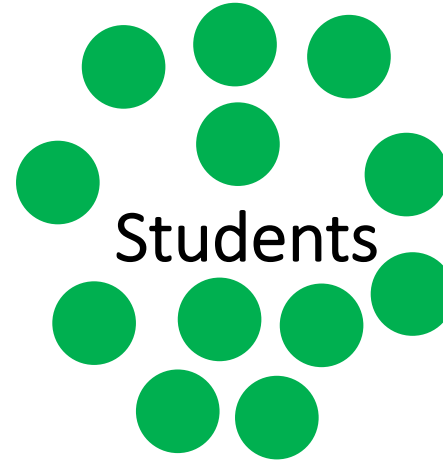
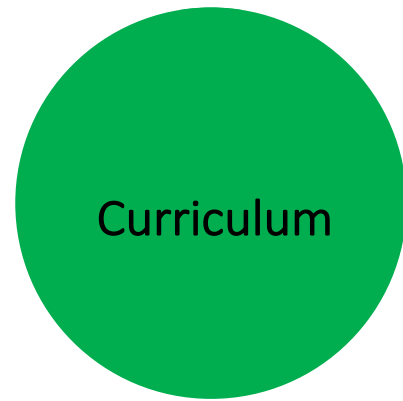
Efficiency: Building one standardized curriculum for ALL students

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



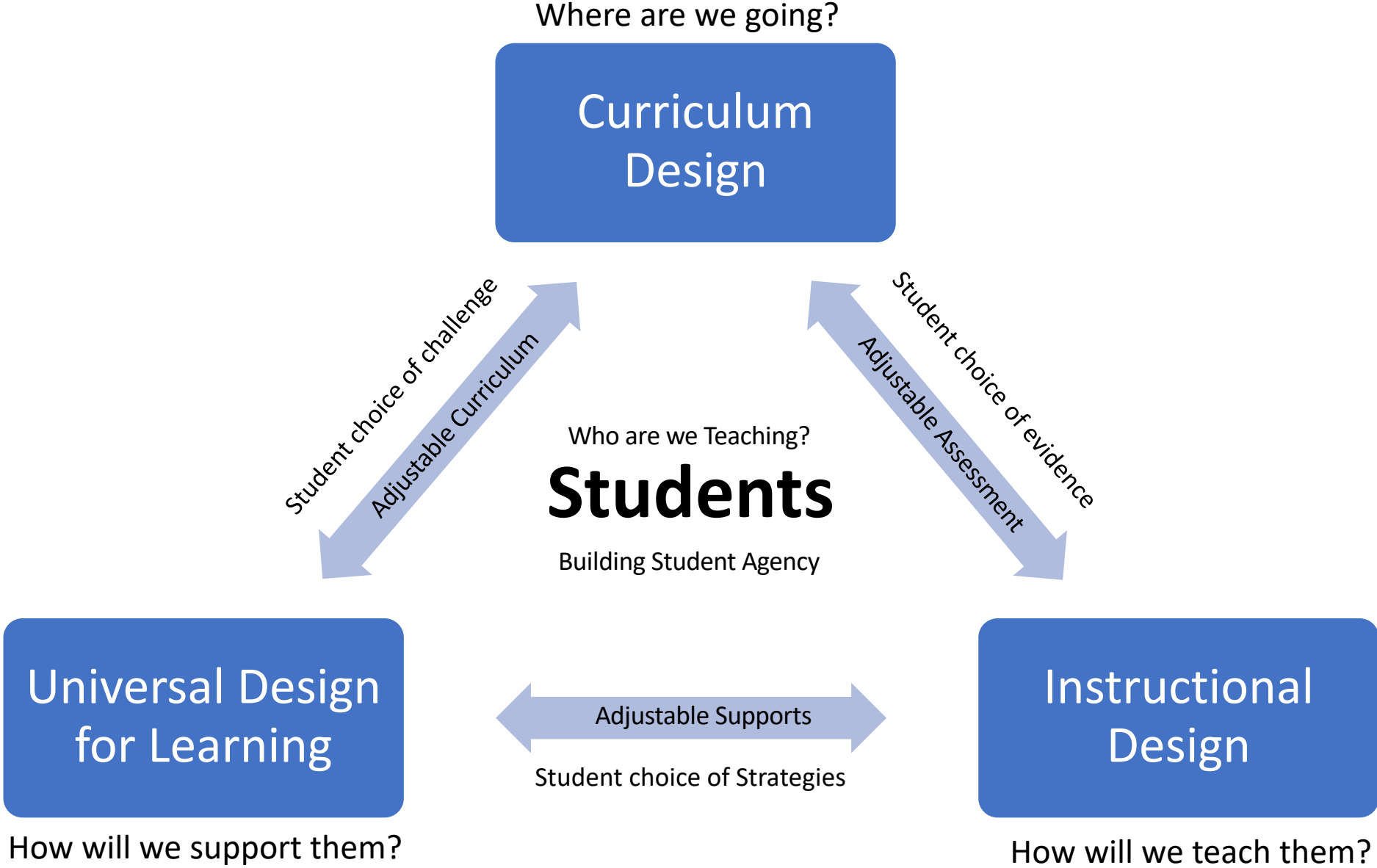
HOW DO WE DESIGN AN ADJUSTABLE AIRPLANE?

- 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?

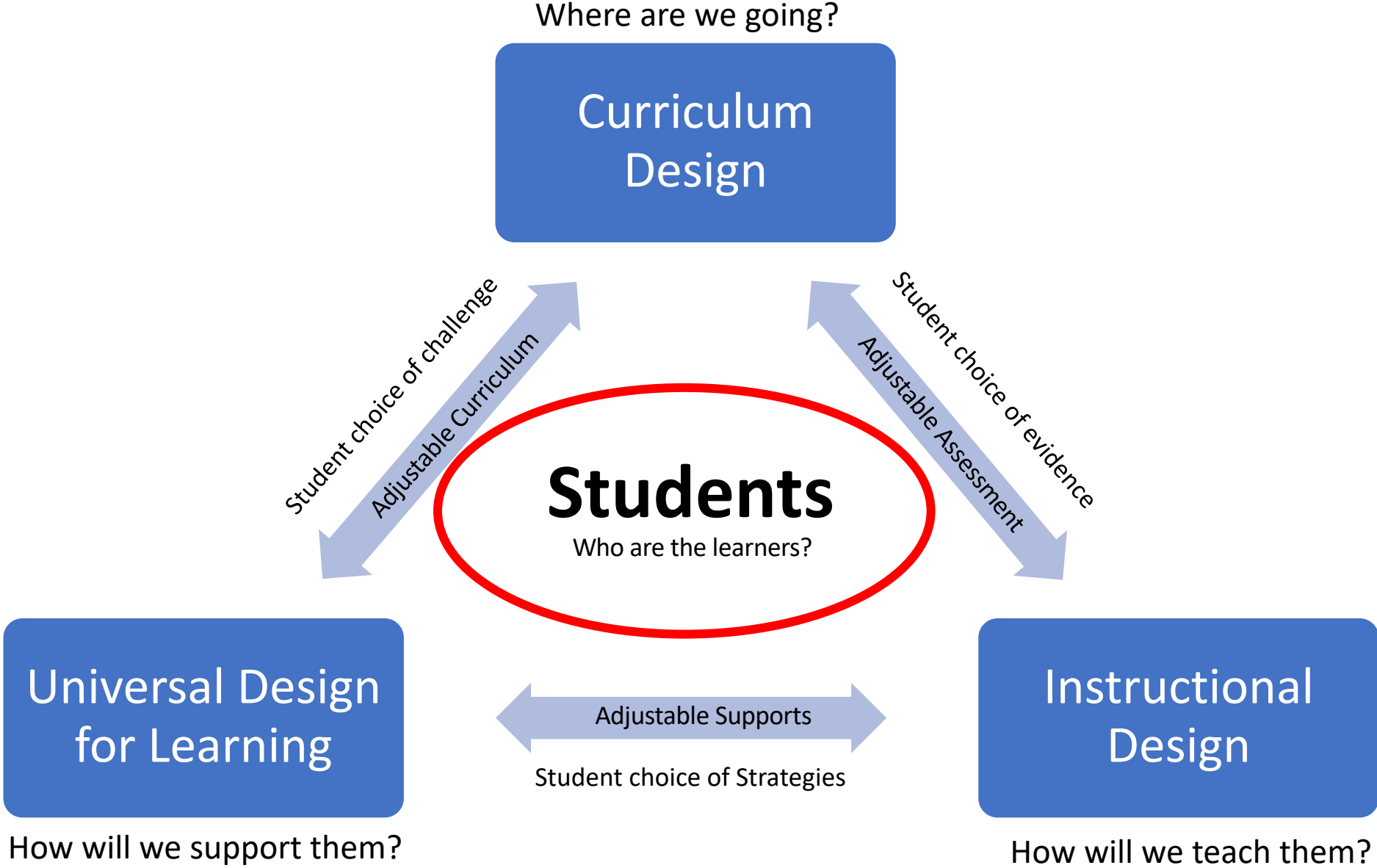
HOW DO WE DESIGN AN ADJUSTABLE CURRICULUM?

- 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 change the system? Design with Equity in Mind



How do we change the system? Design with Equity in Mind



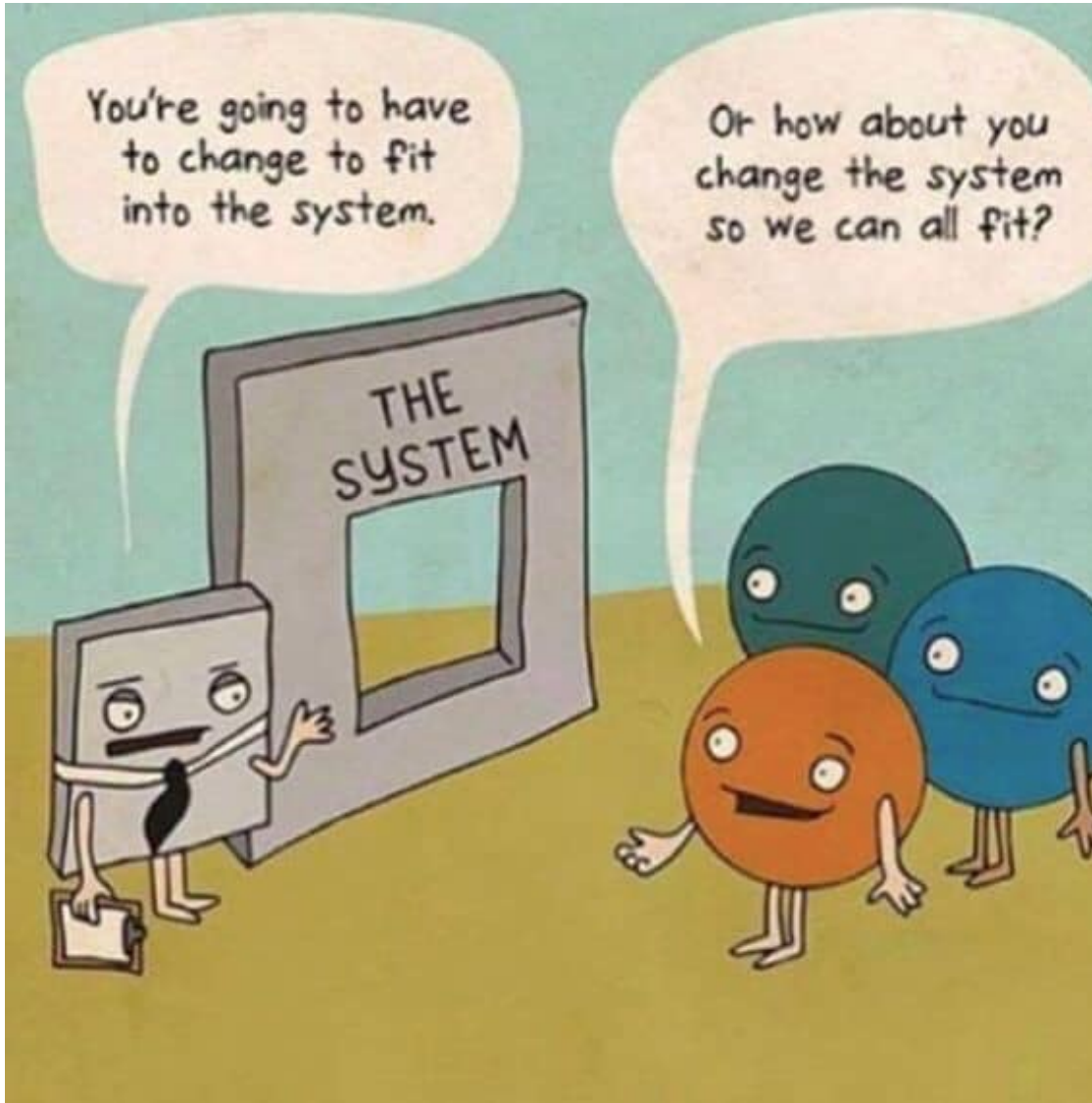
How can we design adjustable curriculum?

- **Getting to know our Learners (Pilots) and their range of diversity (dimensions)**
 - “Knowing your learners is **foundational** to designing curriculum”
Chidre, 2009
 - Looking for what they **bring**, not what they are missing
 - Finding student voice to identify their **identities, interests & strengths**
 - Identifying what **stretches, needs** and systemic **barriers** there are to learning
- There are **TWO BIG things** we need to do to reduce barriers and support strength based student success...

There are **TWO BIG things** we need to do to reduce barriers and support strength based student success

1. Commit to shifting the **environment**
2. Commit to shifting our **perspectives**

Shifting the Environment



- This isn't about trying to make the students fit the classroom, it is about making the **classroom fit the students**
- We cannot change student dimensions, we can **change the environment**

Shifting Our Perspectives

Every strength has a corresponding challenge and every challenge has a corresponding strength.

The inattentive child may be a deep thinker.

The uncooperative may be a natural leader.

The emotionally charged may be gifted with exceptional empathy.

The rule defying child may be an out of the box innovator.

When faced with challenging behaviour, look for the corresponding strength and focus on nurturing that gift and coping skills for the challenging area.

That is the essence of working with, instead of against, children.

L. R. Knost

Strengths

Identities

Interests

Goals

What are student **dimensions** that we can capture?

Strategies

Needs

Barriers

Supports

What are our identities?

- Student/ Family determined
- What communities do I belong to?
- What colours are bright for me?
- What colours are important to me?
- What colours are areas of strength or passion?
- What colours are bright at school?
- What colours are bright outside of school?
- Example: I am Danish, I am a teacher, I am Canadian, I am a wife



What are my **interests**?

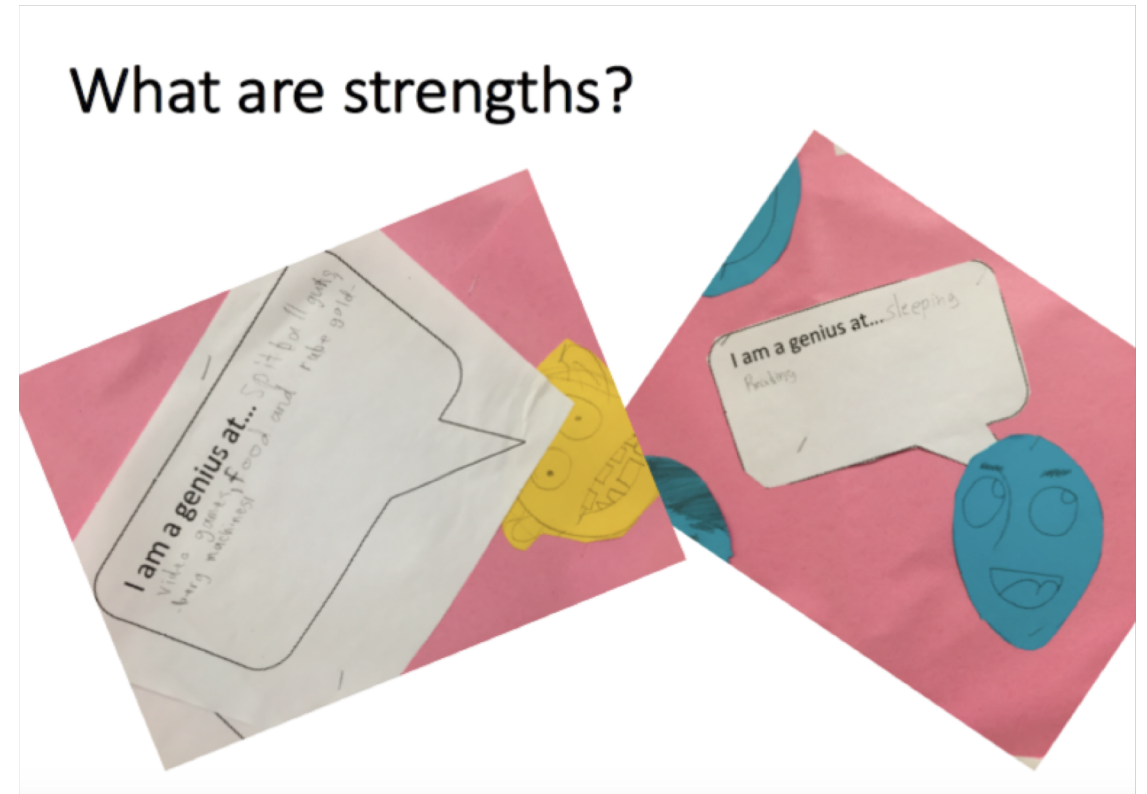
- Student/ Family/ Teacher/ Support Staff generated
- What are some things that I like? or I am interested in?
- What are some things that I am passionate about?
- What do I want to learn more about?
- What do I spend a lot of time thinking about?
- What do I wish I could do more of?

- Example: I love food, art, travelling, reading, Tofino, whales, inclusive education, Netflix, curriculum, gardening



What are my strengths??

- Student/ Family/ Teacher/ Support Staff generated
- What are some things that I am really good at?
- What are things I can do on my own?
- What are some things that I can help others with or teach to others?
- Example: telling stories, finding metaphors, communicating visually, speaking, taking naps/ relaxing



What are my **stretches**??

- Student/ Family/ Teacher/ Support Staff generated
- What do I need to get better at?
- Things that I can control
- Things that are hard, but am getting better at?
- Things I need support with?
- Example: getting frustrated, self regulated my emotions, waking up early



What are my **needs**??

- Student/ Family/ Teacher/ Support Staff generated
- What are some things in my life that make it hard for me to learn?
- These might not be things that I can control
- [Examples](http://www.teachspeced.ca) – www.teachspeced.ca
- Writing support, memory support, time management, productivity, getting going on a task I don't want to do, travel bookings, email support, nutrition, anxiety/depression



What are my **barriers**??

- Student/ Family/ Teacher/ Support Staff generated
- What are some things that happen in classrooms or schools that make it hard for me to learn?
- What are some things in the world that make it hard for me to be successful?
- What would I like you to know about me?
- Example: injustice, time zones, privilege, politics, sugar



What are my **supports**?

- Student/ Family/ Teacher/ Support Staff generated
- What are some tools that I can use to help me learn?
- These tools help me to pay attention and keeps me interested?
- Example: my calendar, rocket miles, my computer/phone, alarm clocks, my home, healthy food, The Air Canada lounge, snacks, visuals, melatonin, anxiety medication

What are my **strategies**?

- Student/ Family/ Teacher/ Support Staff generated
- What are some actions that I can do to help me learn?
- What are some actions of others that help me learn?
- These actions help me to pay attention and keeps me interested?
- Example: staying active, someone helping me answer my emails, making my travel bookings, taking naps, eating healthy, patience, windows of arrival time, when people are calm and don't yell, collaborating, using visuals, talking, chunks of time, taking breaks, not traveling for more the 4 days at a time, going to bed early

Supports vs. Resources

People
Funding
Time

What are my goals??

- Student/ Family generated
 - What do I want to get better at this year at school? At home? In life?
 - What do I want to learn more about this year?
 - Where do I see myself in 25 year?
 - What goals do I have for my future?
 - What competencies (or sub competencies) do I want to target?
-
- Examples: finish my PhD, finish my book, have a family, take my mom to Denmark, read more non educational books



What are some ways that we can get to know our student's **dimensions**?

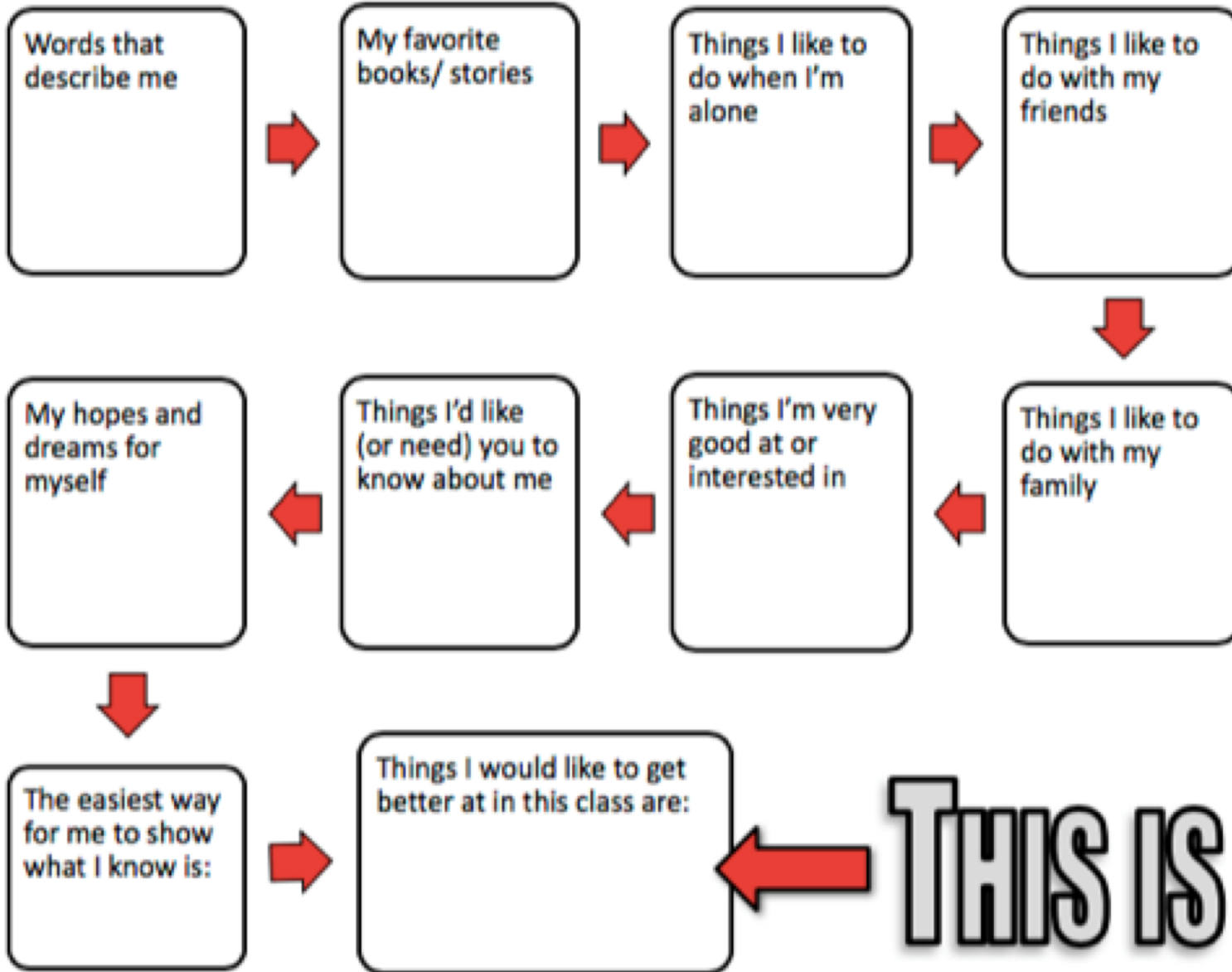
- **Identities** – Who are they as people? Who is their community?
- **Interests** – What do they like? Passionate about?
- **Strengths** – What can they do without support? What are they good at? What can they teach others?
- **Stretches** – What are some skills that they need to work on? (Things that they have control over)
- **Needs** – What are some areas that they have to negotiate in school/ in life? What effects their learning? (Things they may not have control over)
- **Barriers** – What I the environment/ context gets in the way?
- **Supports** – what are tools that help them learn?
- **Strategies** – what are actions that help them learn?
- **Goals** – what do they want to work on as an individual/ community in class/ life?

Strategies for Getting to Know our Learners

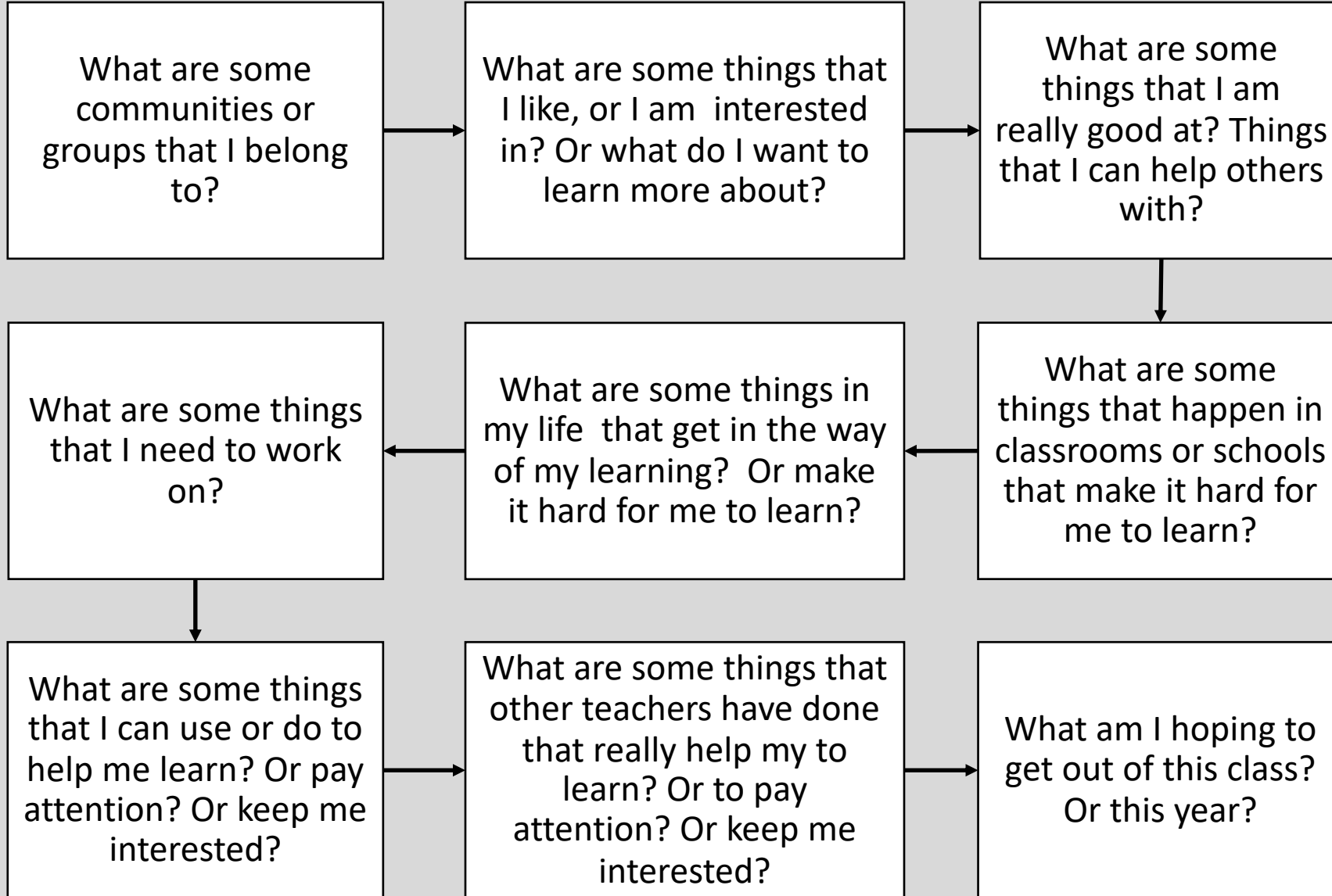
- Who am I? Profile
- Individual Profile
- Student Dimension Inventory
- Class Review

Who Am I? Profile

Name: _____



Who am I? _____



THIS IS ME!



Name: Susan

Grade: 12

1	class	Teacher/ EA
A	Cafeteria	Ms. Ho
B	P.E.	Mr. Tuerlings
C	Planning	Ms. Zanikos
D	Resource	Ms. Moore

Some things that I am good at:
Taking photos, dancing, computers, cooking, swimming, video games, with animals, Math, art, reading, science.



Things I really like:
Sleeping, school, swimming, the beach, my family, traveling, playground, movies, ride bike



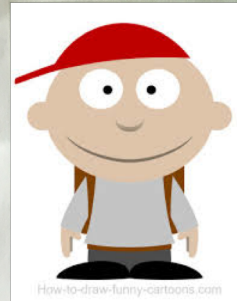
Some things you need to know about me: I wear glasses. I am good at the computer. Sometimes I take the bus to school. I can do my own locker. I can go to class by my self.



Some things I want to get better at this year:
-to ask for help more often
-change for P.E.
-to get to class on time
-burp quietly



The easiest way to show what I know is:
-writing, drawing, Talking, doing it, showing



Name: Scott

Grade: 9

1	class	Teacher/ EA
A	Art	Ms Butler
B	science	Ms Pickell
C	APPLS	Ms Moore
D	gym	Steve

Some things that I am good at:

I am good at wii and game cube and painting



Things I really like:

I like internet swimming alouette lake friends



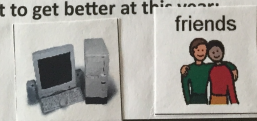
Some things you need to know about me:

im good at swimming and listening to radio and I have a laptop



Some things I want to get better at this year:

Computers and making friends



The easiest way to show what I know is

The easiest way is talking and typing.



Individual Profiles and supporting family advocacy

Dear Parents,

We want to introduce ourselves to you as our son, Conor, is in your child's Grade 1 class this year. We thought it might be helpful for you to know a little about Conor because he cannot communicate for himself and you or your child might be curious to know more about him. We want to let you know that we are comfortable answering any questions you may have.

Conor was born with Down syndrome, otherwise known as Trisomy 21. Individuals with Down syndrome have one extra chromosome; instead of 46, they have 47 chromosomes. This is because of the triplication of the 21st chromosome. So we say Conor has a little something extra.



Children are often curious about Conor. After all, there are definitely some qualities about him that set him apart. They may also notice that he is treated slightly differently. For example, Conor will have support whilst at school and may leave school early for different therapy or medical appointments. What we really try to share with people is that Conor is more the same than different. Conor is a pretty typical little boy and is very excited about school. He has missed the friends he made in Kindergarten and is excited to be back. He loves to laugh, dance, play outside, have friends, watch videos on YouTube and play with his Disney princess dolls.

Children most often notice Conor's speech first, or lack of it. We often get asked why he doesn't talk yet. For children with Down syndrome this can be because they have had hearing challenges, because their mouths and tongues are shaped differently or because of something called apraxia of speech. Conor is mostly non-verbal because of apraxia of speech. This basically means his brain struggles to develop plans for speech movement. So his brain knows what he wants to say but his mouth muscles aren't getting the correct message to say it. Conor knows a lot of sign language as we have been signing with him since he was a baby. We are working on getting Conor familiar with a picture board to help bridge the communication gap with his new peers. It will take a lot of work for Conor to learn to say sounds and words better but he is working very hard at weekly speech therapy. If your child doesn't understand what Conor is trying to communicate to them, please encourage your child to ask their teacher to help interpret.

It may also take Conor a few minutes to adapt or adjust to new people or a new environment. It may appear he is being "rude" by ignoring you, saying "no" or refusing to say hello at first but I promise you once he warms up he will greet you with the sweetest smile and more often than not a hug (or two).

Conor has very good gross motor skills - these are the skills that allow children to walk, run, jump and climb. That being said, he is still not as strong or fast or stable as other children his age. Regardless, Conor loves to play just like all children and one of our greatest hopes is that he is liked and included. Conor can and will do most everything other children will do. It just may take him a little longer to get there.

If you would like to know more about Down syndrome, or your child asks a question that you are unsure about, please do not hesitate to contact us. You can contact me by email at [redacted] or by phone/text at [redacted].

Thank you for taking the time to read this and we really look forward to getting to know you.

Kieron, Danielle, Conor and Owen



CONOR GIBBONS
AGE 6
GRADE 1

VISION STATEMENT

We want Conor to be respected and included in all aspects of community. Conor will be included in general education throughout his time in school. Conor will be supported to reach his full potential whilst embracing his differences, and guided to work with his strengths. We believe school will prepare Conor for future independence in college and the workplace. We envision Conor living a happy, purpose-filled and independent life surrounded by love, support and acceptance.

STRENGTHS

- visual learner
- following routines
- helping teacher
- musical
- receptive language
- empathetic
- following clear, step by step instructions
- motivated to please

WHAT DOESN'T WORK

- negative or forceful commands
- expectations without accommodation
- being rushed
- taking his behaviour personally
- unclear directions or directions with too many instructions

CONOR LOVES

Music, dancing, books, outdoor play, gross motor play, Disney princesses, water and water play, jumping, long hair, fruit, popcorn and ice-cream.

WHAT WORKS FOR ME

- "first this...then this" language
- lots and lots of praise
- time for transition with verbal and visual cues
- lots of repetition
- appropriate accommodations
- patience
- giving him a job
- silly and exciting language

WHAT I'M WORKING ON

- safety awareness
- communication
- social interaction skills
- fine motor skills

Subject:		Grade:		Year:		
Student	Interests	Strengths	Stretches	Supports Needed		
				Behavioural	Social/ Emotional	Curricular
1. Tamina YYY YYY Gifted	Piano, rugby	Visual, logical, mathematical, learning style, critical thinking, inferencing, language skills, mathematical skills	Leadership skills, opportunities to integrate learning from various disciplines, using critical thinking skills across the curriculum			
2. Rosa Mendes T TT Emotional/behavioural	Reading, music	Reading, auditory memory skills, visual learner, auditory learner	Self advocacy skills, attention skills, self regulatory skills	✓	✓	
3. Triple H H HH Autism	P.E. (individual games; badminton), drawing	Visual learner, gross motor skills, attention skills, attention to topics and activities of interest	Self regulatory skills, augmentative communication skills, daily living skills, functional literacy and numeracy skills, personal care		✓	✓
4. Sheamus L LL Developmental disability	Computers, presentations	Oral language, gross motor skills, kinaesthetic/tactile, social skills with adults, basic computational skills	Reading skills, processing speed, abstract reasoning, organizational skills, personal care/self help skills, visual and memory skills	✓	✓	✓
5. Primo Z ZZ Learning Disability	Computers, P.E. (track)	Mathematical skills, computer keyboarding skills, gross motor skills, oral communication	Self advocacy skills, organizational skills, attention skills, social skills, writing skills		✓	✓
6. Alexa Bliss I II Intellectual Disability	P.E.(soccer), Likes to be the group leader	Kinaesthetic/tactile learner, self advocacy skills, visual learner, gross motor skills	Problem solving skills, reading and writing skills, mathematical skills, research skills, oral language skills			✓

6. Alexa Bliss I II Intellectual Disability	P.E.(soccer), Likes to be the group leader	Kinaesthetic/tactile learner, self advocacy skills, visual learner, gross motor skills	Problem solving skills, reading and writing skills, mathematical skills, research skills, oral language skills			✓
7. AJ Styles ADHD	Art, P.E. (dodgeball)	Fine motor skills	Attention skills, behavioural skills	✓		
8. Brock Lesnar	Reading, running	At grade level, gross motor skills				
9. Bubba Ray Dudley	Polo, pottery	Visual/kinaesthetic learner	Expressing ideas		✓	
10. Fandango	Puzzles, singing	Fine motor skills, performing	Expressing ideas			✓
11. Stardust	Cosplaying, taxidermy	Interacting with others, performing, fine motor skills	Math - numeracy			✓
12. Nature Boy Ric Flair	Acting, wrestling	Performing, presentations, gross motor skills	Accessing prior knowledge			
13. Heath Slater	Ice skating, quilting	Fine motor skills, gross motor skills, performing	Reading			
14. John Cena	Sky diving, hunting	Gross motor skills, courage				
15. The Rock	Origami, geocaching	Fine motor skills, map skills	Self Regulation	✓		
16. R-Truth	Photography, martial arts	Gross motor skills, creative, self regulation	Writing, reading			
17. Titus O'Neill	Card collecting, baseball	Gross motor skills, organization	Communication Penicillin Allergy			
18. The Undertaker	Pokemon Go, sculpting	Patience, perseverance	Staying on task			
19. Alicia Fox	Reading, astronomy	Attentive, reading skills	Difficulty communicating thoughts/feelings		✓	
20. Becky Lynch	Gongoozling	Patience, individual tasks	Isolated/whispers/no friends		✓	
21. Nikki Bella	Laser tag, disc golf	Gross motor skills,	Communication skills,		✓	

Class Profile

Class Review Recording Form

Classroom Strengths

Classroom Stretches

Interests:

Decisions

Supports

Individual Considerations

Medical

Language

Learning

Socio-Emotional

other

Class Review for _____

(adapted from Brownlie & King, 2000)

Teacher(s): _____
Review Date #1 _____ Review Date #2 _____

Class Review

Classroom Strengths

Classroom Stretches

Class Interests:

Decisions
Universal Design Targets

Decisions
Reconciliation & Equity Targets

Decisions
Core Competency Targets

Needs

Need: _____

Need: _____

Need: _____

Need: _____


Need: _____

UDL Targets

- Making a commitment to reduce learning barriers in a classroom community over time
- Based in brain research and how we learn
- Designed to be used for ALL learners
- Strategies are organized into 3 areas
 - How students are engaged in learning
 - How new learning/information is shared with/to them
 - How student share their learning
- Targets chosen based on the needs of a learning community
- Example of Teacher Team made UDL target goals:
 - (engagement) I can optimize individual choice and autonomy
 - (representation) I can offer alternatives to auditory information
 - Action & Expression) I can vary the methods that student can respond

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

Shelley Moore, 2019 @tweetsomemoore

www.CAST.org

Equity Targets

- Making a commitment to reduce inequities in the systemic structure of education
- Challenging ourselves to move away from the “we’ve always done it this way” mentality
- Looks at barriers linked to populations that have been marginalized and/or oppressed:
 - People of colour
 - Immigrants
 - Students with disabilities
 - LGBTQ2S+
- Examples of teacher made equity target goals:
 - I can commit to ensuring that the population in a classroom mimics the population in the community

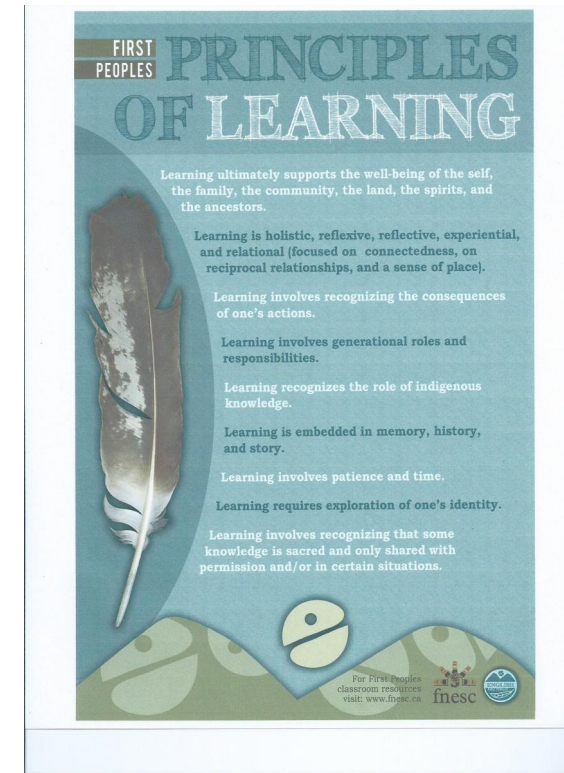
Equitable Classroom Practice

1. Welcomes students by name as they enter the classroom
Asks students for correct pronunciation of their names; correctly pronounces students' names
2. Uses eye contact with all students
Makes culturally appropriate eye contact with all students
3. Uses proximity with all students equitably
Circulates around student work areas to be close to all students
4. Uses body language, gestures, and expressions to convey a message that all students' questions and opinions are important
Smiles, Nods head in affirmation; Leans toward students; Turns toward students who are speaking to show interest
5. Arranges the classroom to accommodate discussion
Arranges seating to facilitate student-student discussion; Seating to facilitate teacher-student discussion
6. Ensures bulletin boards, displays, instructional materials, and other visuals in the classroom reflect the racial, ethnic, and cultural backgrounds represented by students
Displays and uses materials (supplemental books) that reflect all students' racial, ethnic, and cultural backgrounds year round; Displays products and props from students' home and community background
7. Uses a variety of visual aids and props to support student learning
Uses multiethnic photos, pictures, and props to illustrate concepts and content; Uses appropriate technology to illustrate concepts and content

- <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>

Reconciliation Targets

- Targeting systemic inequities specific to indigenous populations in Canada
- Making a commitment as a teacher and community to shift inequitable structures over time
- Focuses on learning history (truth)
- Also focuses on changing pedagogical approaches – HOW we do things differently to reduce barriers
- First Peoples Principles of Learning
- Example of teacher made reconciliation target goal:
 - I can commit to including an indigenous perspective in every unit



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

Core Competency Targets

- Students are reflecting on and self assessing all the competencies
- We need to target and teach them as they connect to our varied and changing contexts
- Competencies are responsive, and so we can choose which ones to target based on:
 - What is a strength area?
 - What is a stretch area?
- Students can be a part of determining which core competencies to target as a community and as individuals
 - We can statements
- Example of class made core competencies target goals:
 - (competency) We can become creative thinkers by...
 - (sub competency) We can become collaborators by...
 - (facet) We can become collaborators by participating with others in familiar places



Class Review for _____

(adapted from Brownlie & King, 2000)

Teacher(s): _____
Review Date #1 _____ Review Date #2 _____

Class Review

Classroom Strengths

Classroom Stretches

Class Interests:

Decisions
Universal Design Targets

Decisions
Reconciliation & Equity Targets

Decisions
Core Competency Targets

Individual Considerations

Need: _____

Need: _____

Need: _____

Need: _____

Need: _____

Teacher(s): Mr. Gray
 Review Date #1 Oct. 2019 Review Date #2 _____

Class Review

Classroom Strengths

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

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

Universal Design Targets

Engage: I can optimize individual choice and autonomy
 Represent: representation) I can offer alternatives to auditory information
 Action & Expression: I can vary the methods that student can respond

Reconciliation & Equity Targets

I can commit to including an indigenous perspective in every unit

Core Competency Targets

We can become creative thinkers
 We can become socially responsible
 We can become personally aware and responsible

Individual Considerations

Need: Language
 J.K., O.L., P.H.

Need: Learning
 R.R., J.K., T.E., Q.S.

Need: Social Emotional
 Y. R., W. S., Q.S

Need: Self Regulation
 G.H., T.J., P.H., S.S., A.Z.

Need: Behaviour
 O.K., G.D., E.S., W.S., J, S.

Making a plan

- What is a take away from today?
- What is something you want to try?
- What is something you can bring back to share?