

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?



**"HOW MANY OF YOU ARE
REFINED AT A PRACTICE THAT
YOU DON'T BELIEVE IN?"**

Barrie Bennett

An illustration featuring a person in a yellow shirt and white pants walking a yellow tightrope. The tightrope spans a gap between two dark grey cliffs. The left cliff is labeled 'THEORY & BELIEFS' and the right cliff is labeled 'PRACTICE'. The background is a solid grey with two white clouds. The text 'How do we bridge the gap between what we believe in (and know to be true)... and how we live?' is written in the center of the gap.

**THEORY
& BELIEFS**

How do we bridge the gap
between what we believe in (and
know to be true)... and how we
live?

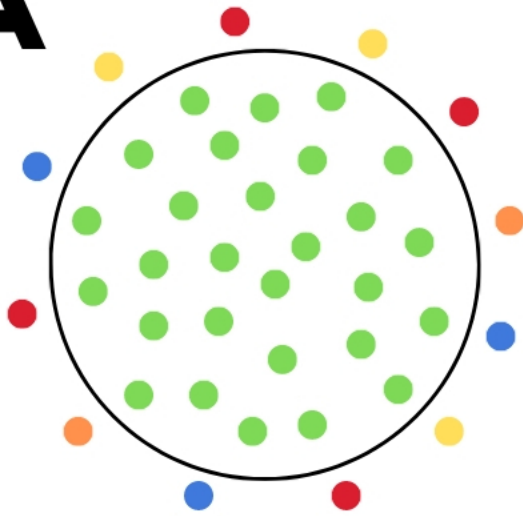
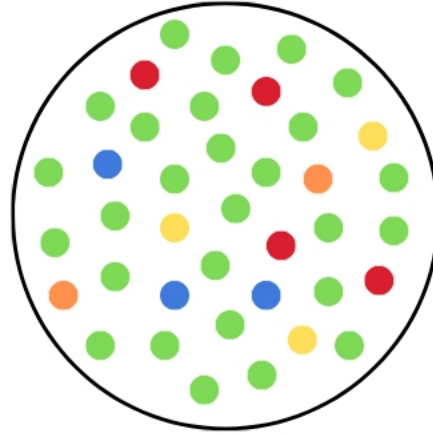
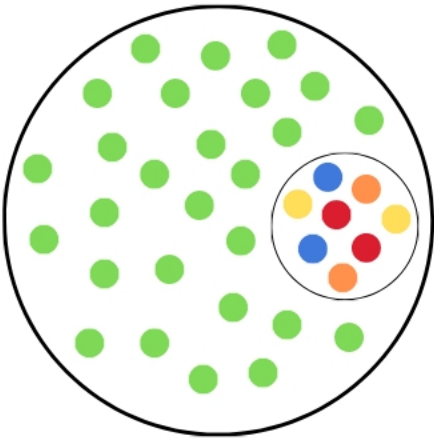
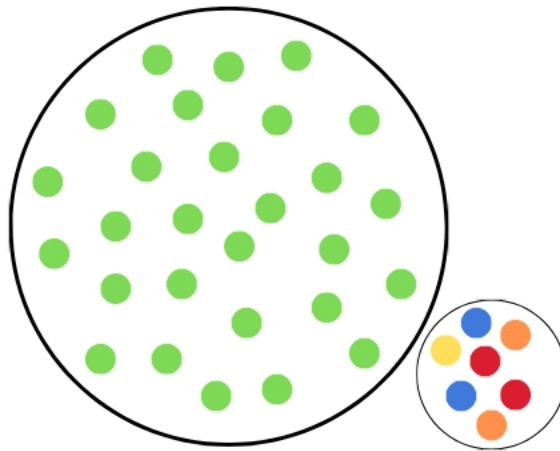
PRACTICE



WHAT DOES **INCLUSION** MEAN?

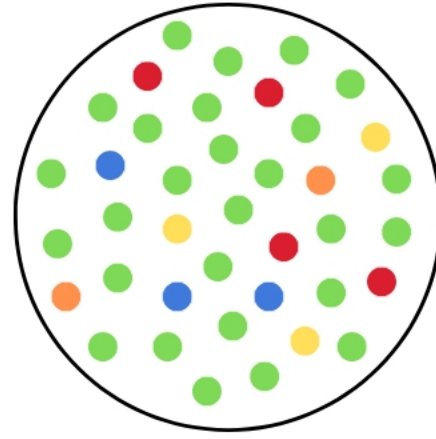


EXCLUSION
INTEGRATION
INCLUSION
SEGREGATION

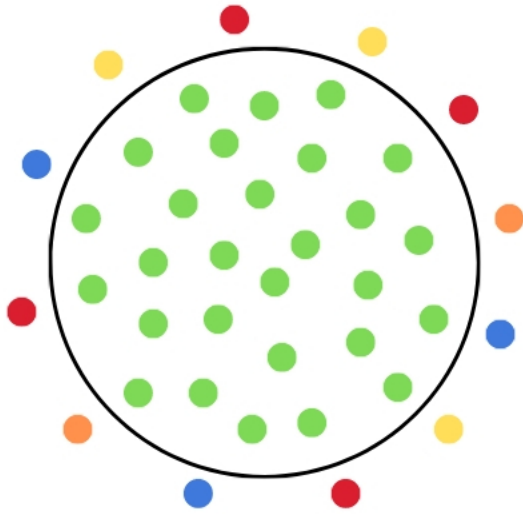
A**C****B****D**

EXCLUSION
INTEGRATION
INCLUSION
SEGREGATION

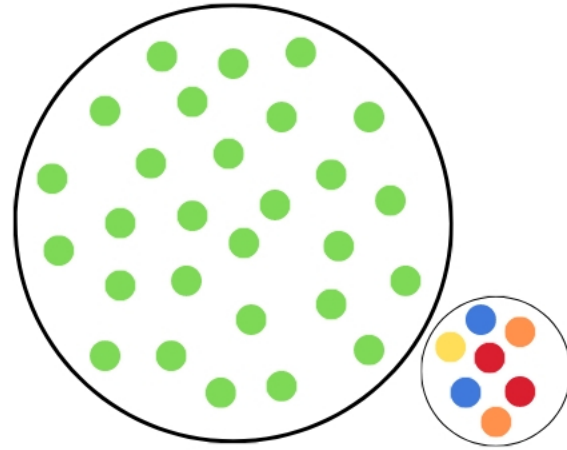
WHAT IS
INCLUSION?



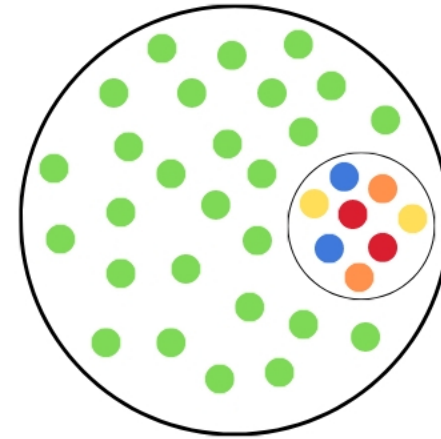
inclusion



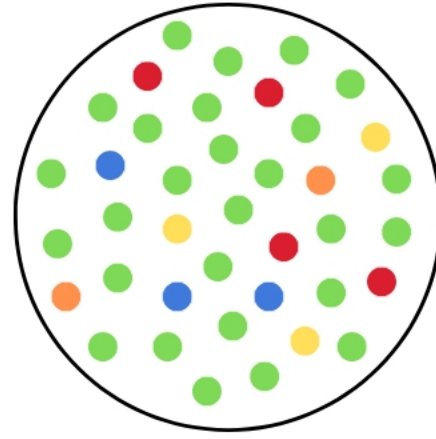
exclusion



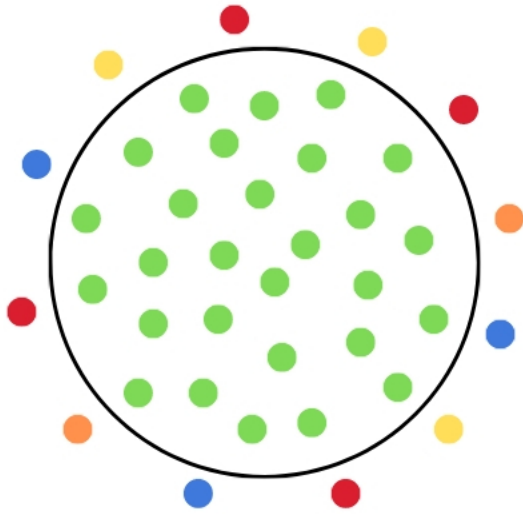
segregation



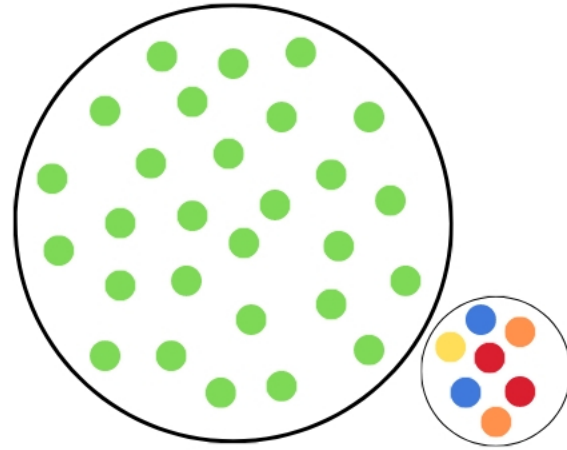
integration



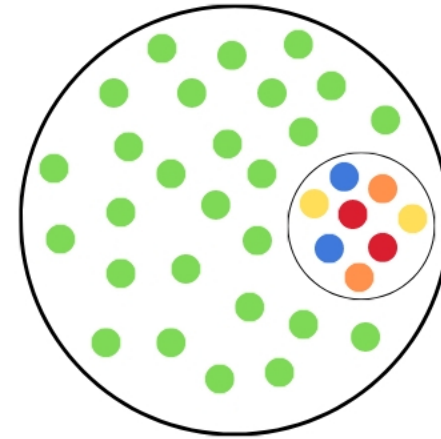
inclusion



exclusion

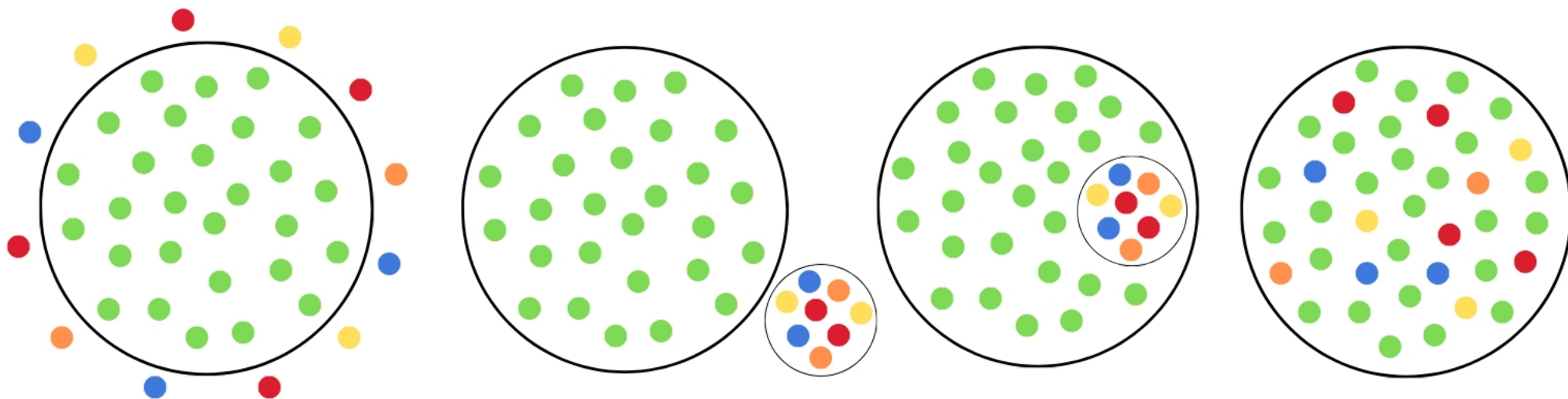


segregation

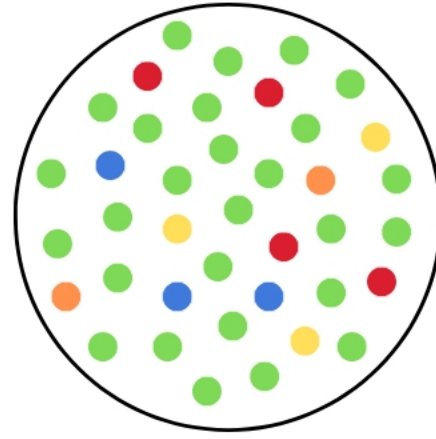


integration

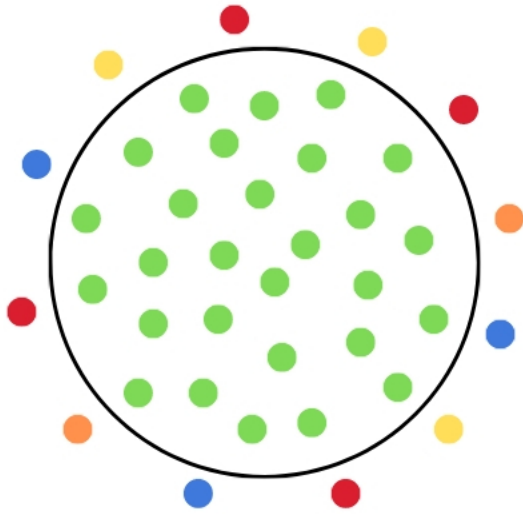
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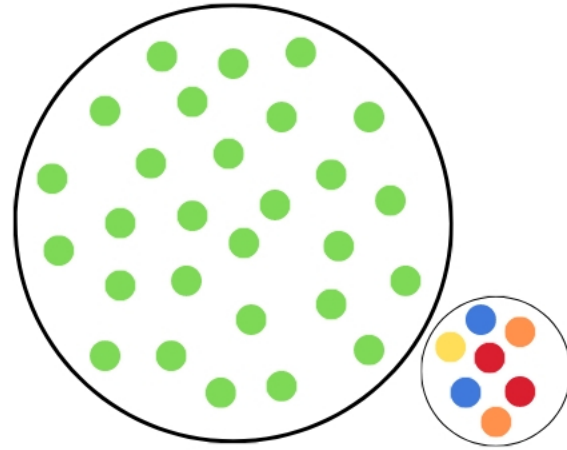
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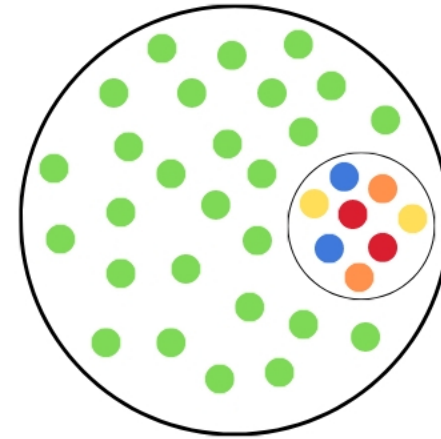
inclusion



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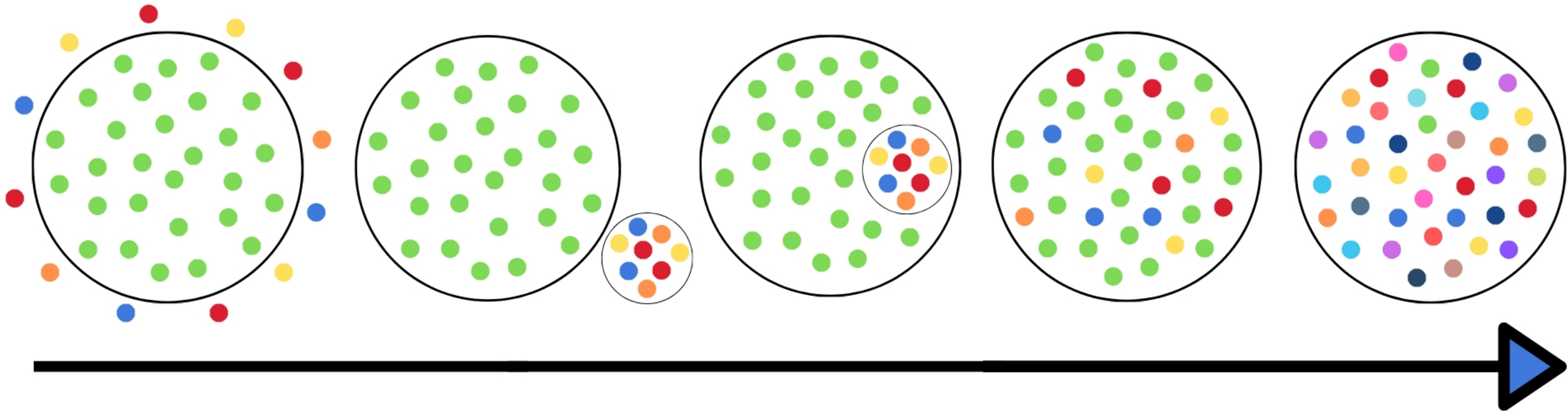


segregation



integration

WHAT IS INCLUSION?



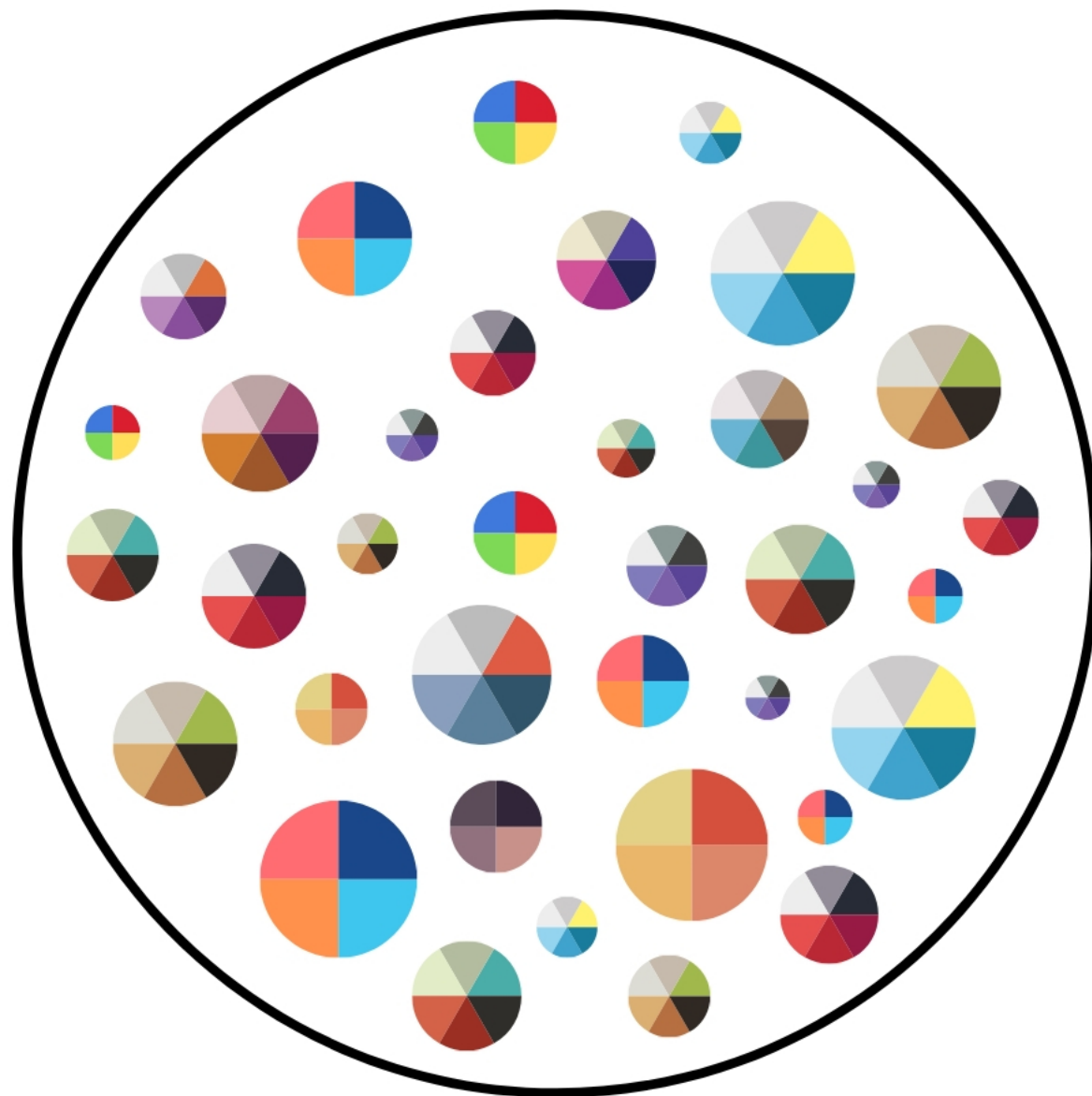
Where are you on this continuum? What's the next step?



WHO IS INCLUSION?



WHO IS INCLUSION?



What are your
colours?

Do we value ALL
colours equally?



How do we 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?

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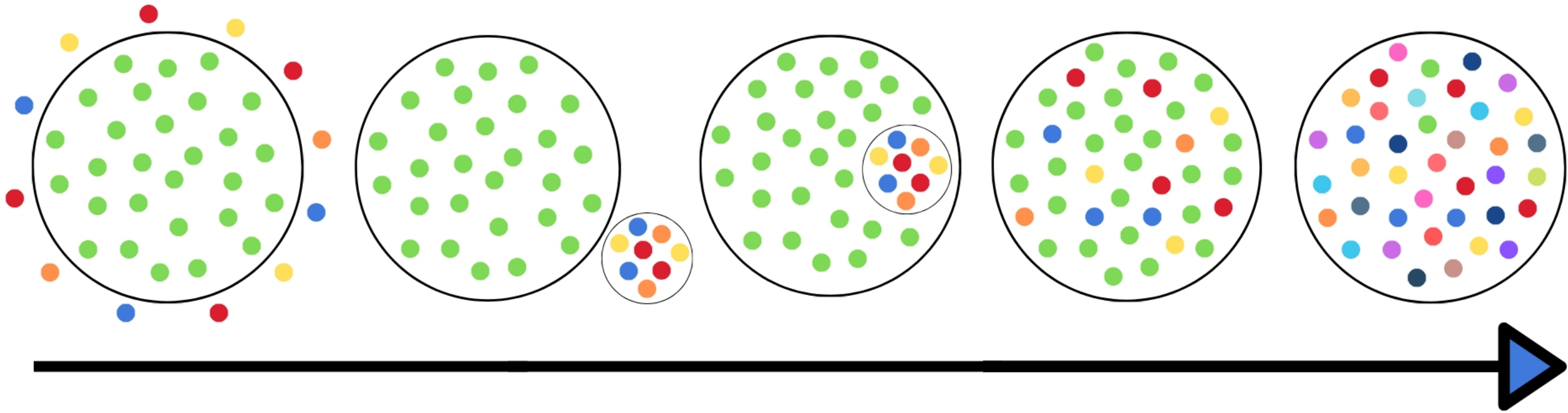


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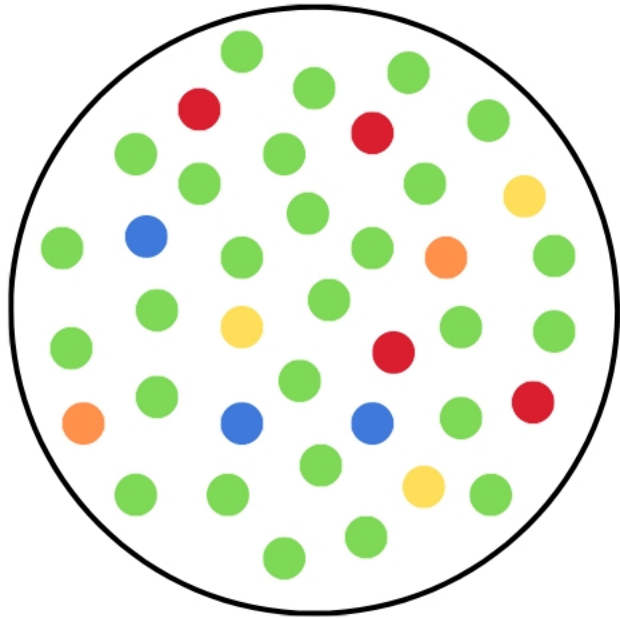


WHAT IS INCLUSION?

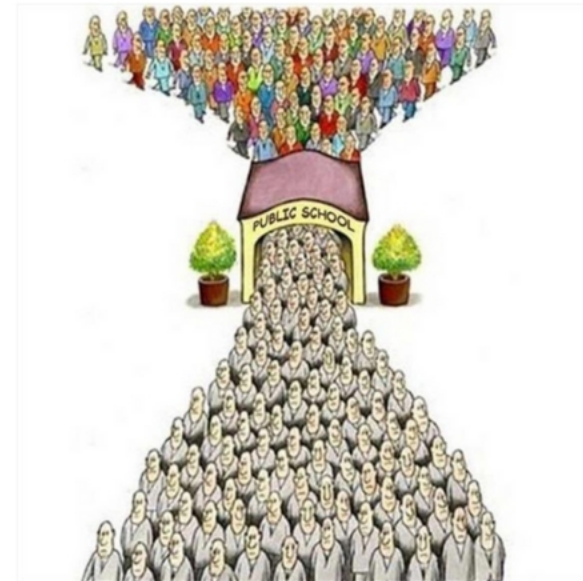
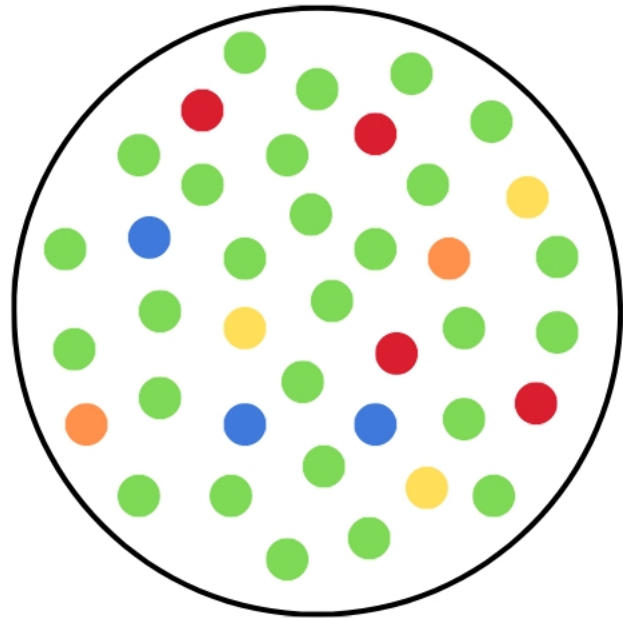


Where are you on this continuum? What's the next step?

WHERE DID **GREEN** COME FROM?



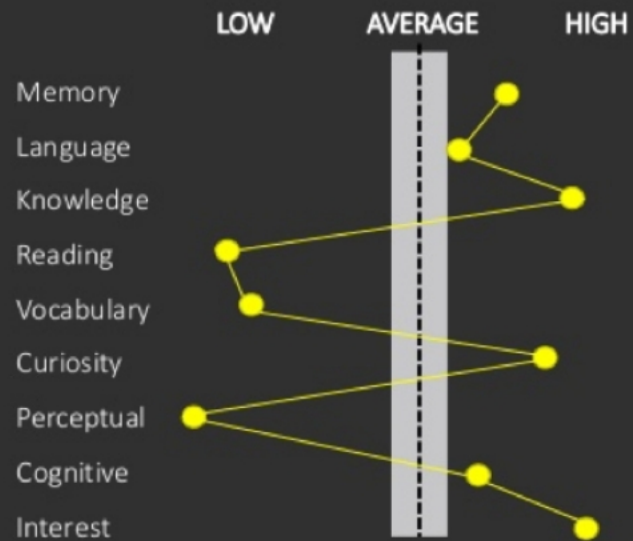
WHERE DID **GREEN** COME FROM?



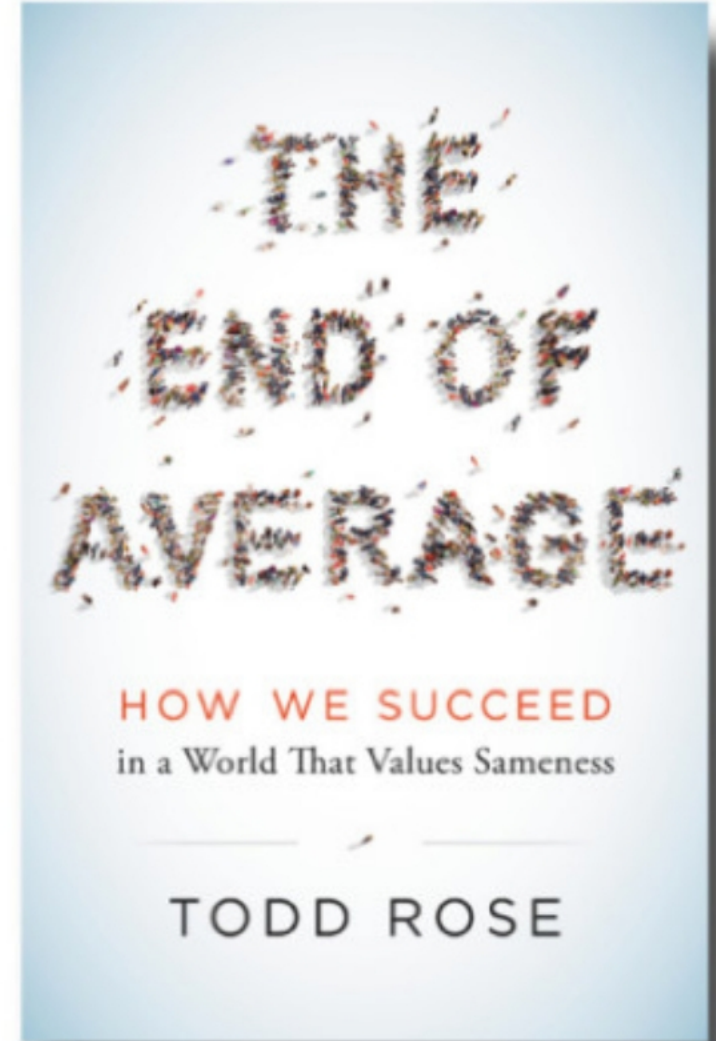
GREEN = AVERAGE

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

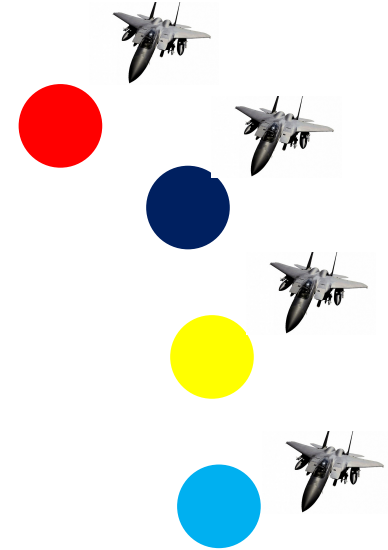
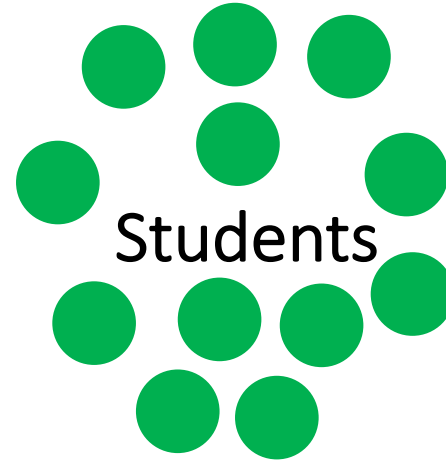
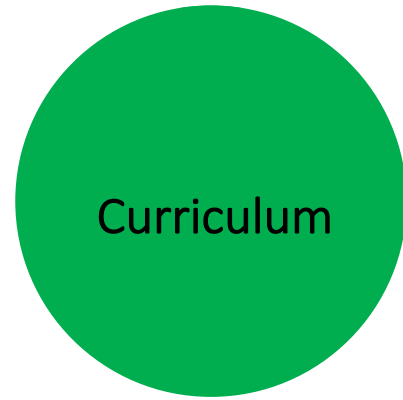
Efficiency: Building one standardized curriculum for ALL students

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?
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Backwards Design: Planning that is **goal** based, not **task** based



Differentiating **goals**, not activities

Forward Design

Same for Everyone



Activity/Task

Differentiated

Goals

Goals

Goals

Backward Design

Same for Everyone



Goals

Differentiated

Activity

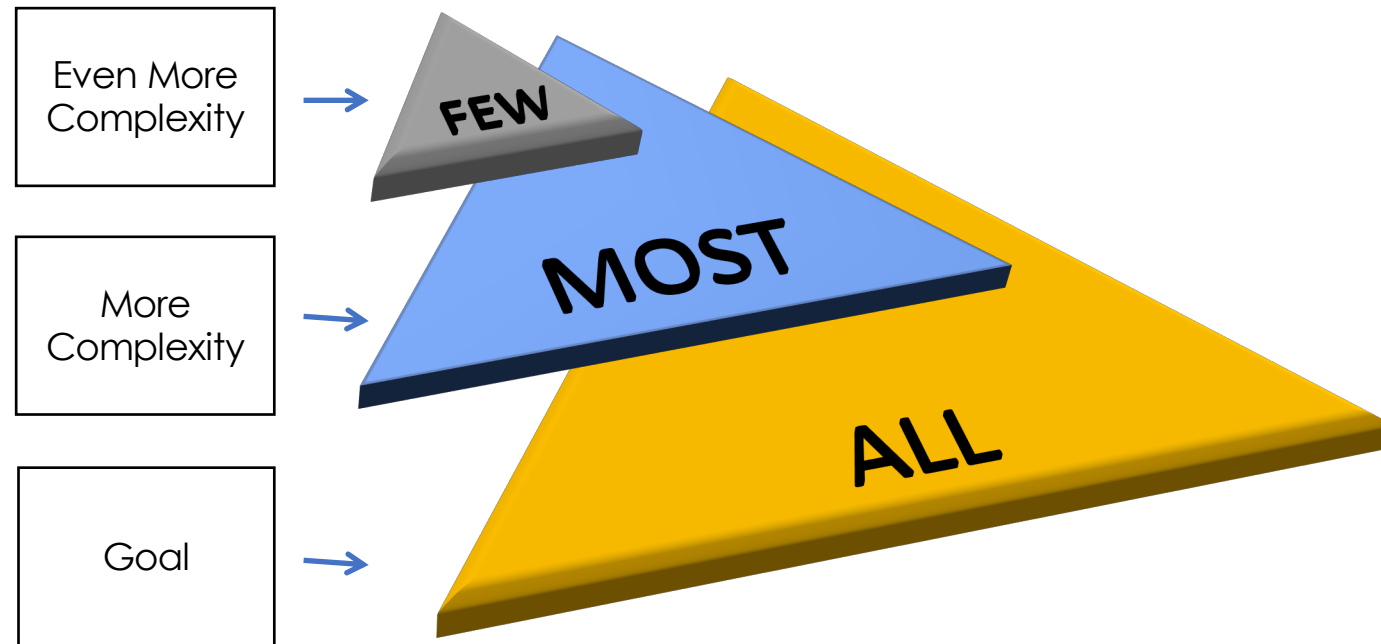
Activity

Activity

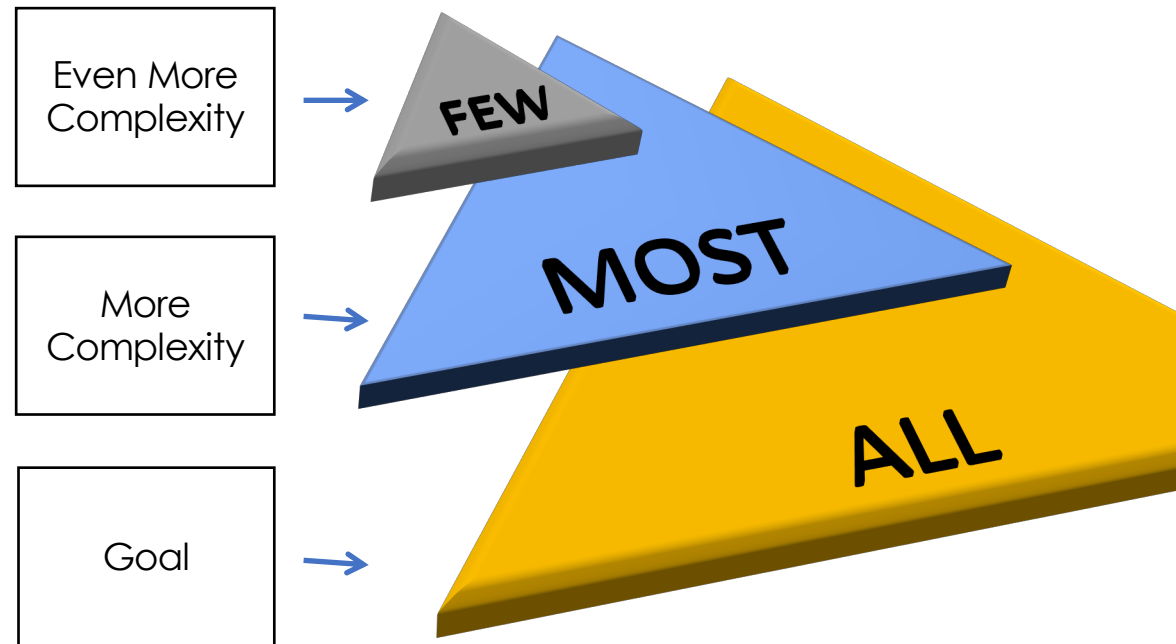
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Planning Pyramid: Making Goals Adjustable



Planning Pyramid



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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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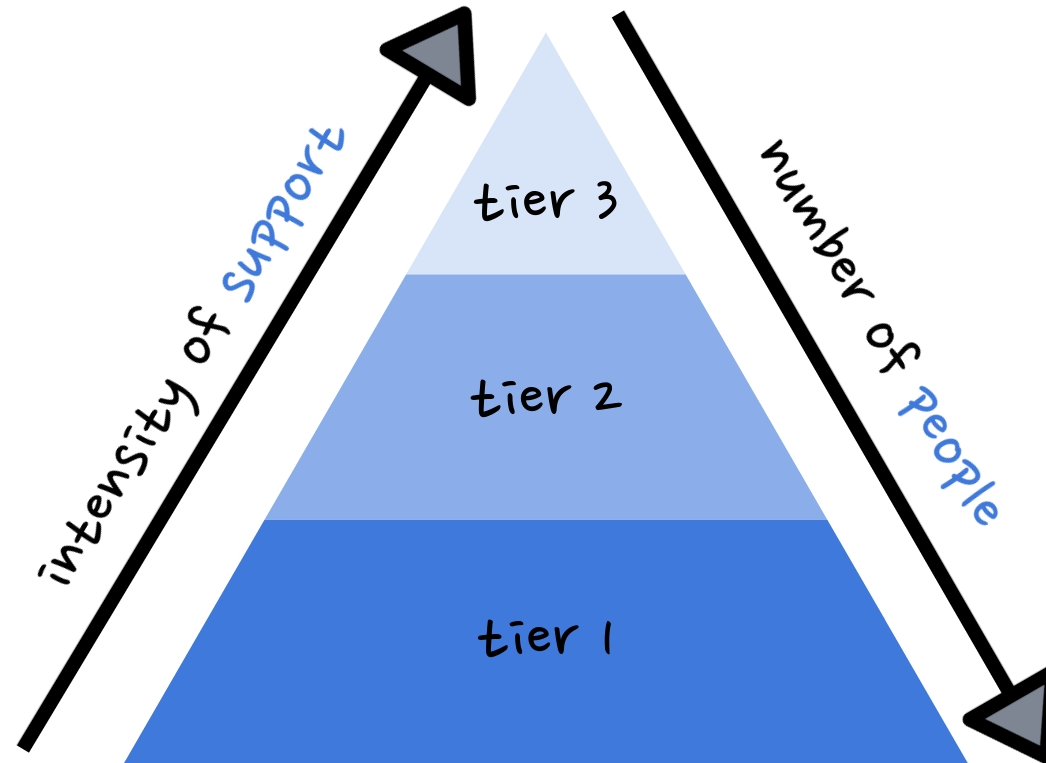
The layered cake model



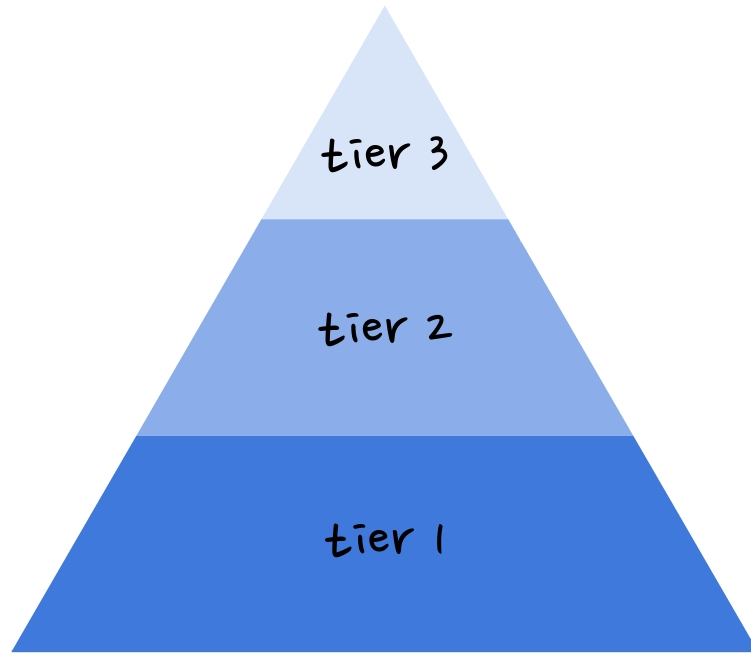
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RTI: RESPONSE TO **INTERVENTION**

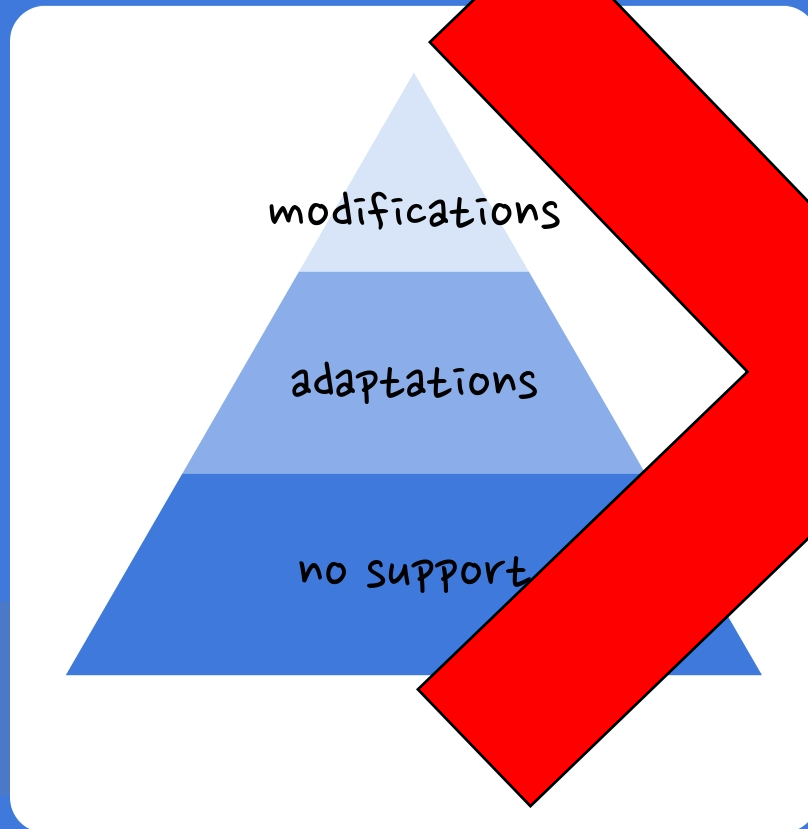


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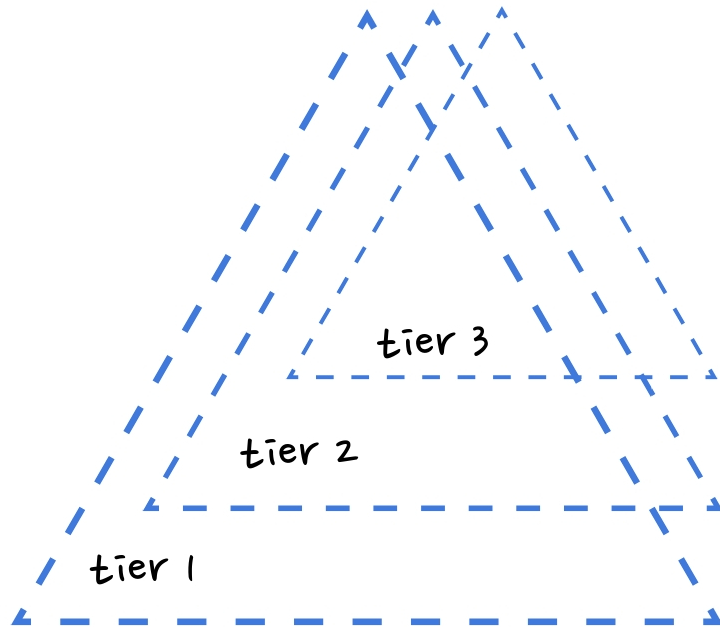


- early intervention of support
- assessment of students
- regulated supports

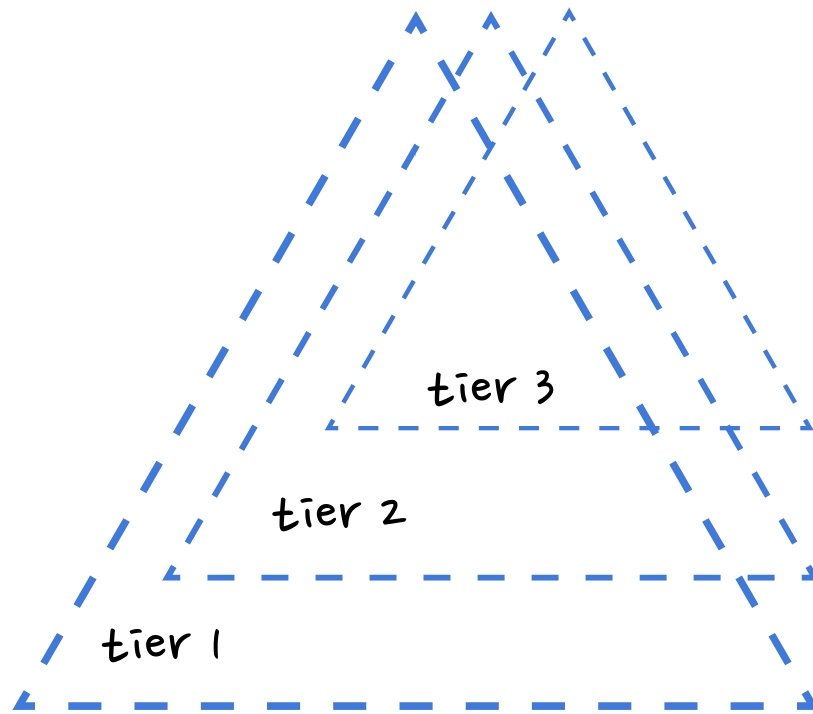
RTI: RESPONSE TO INTERVENTION ??




RTI: RESPONSE TO INSTRUCTION



RTI: RESPONSE TO INSTRUCTION



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



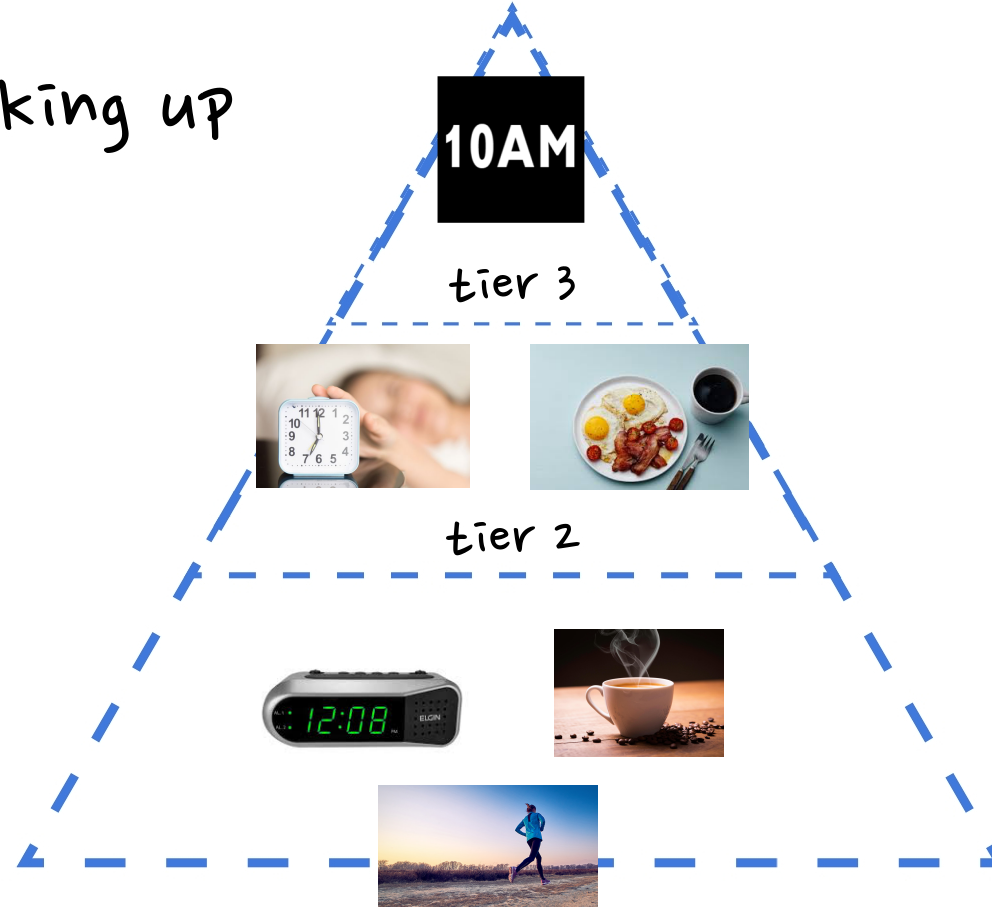
**When a flower
doesn't bloom you
fix the environment
in which it grows,
not the flower.**

- Alexander Den Heijer -

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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

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

Response to
Instruction

Universal
Design for
Learning

Self Regulation
for
Learning



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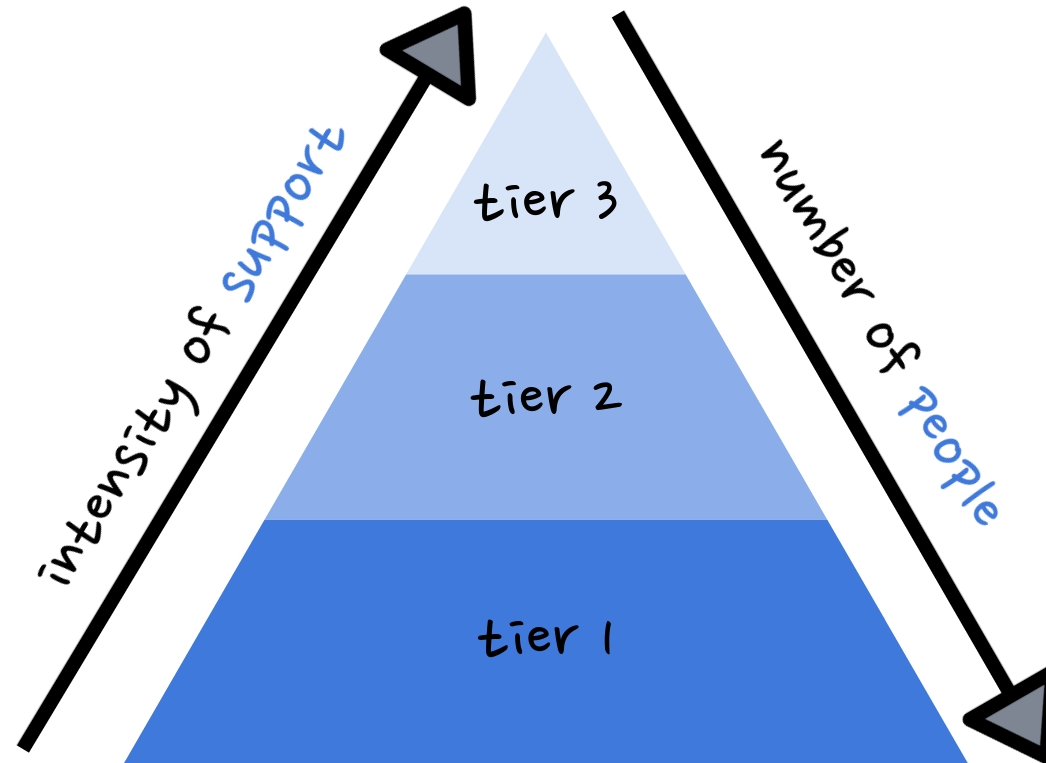
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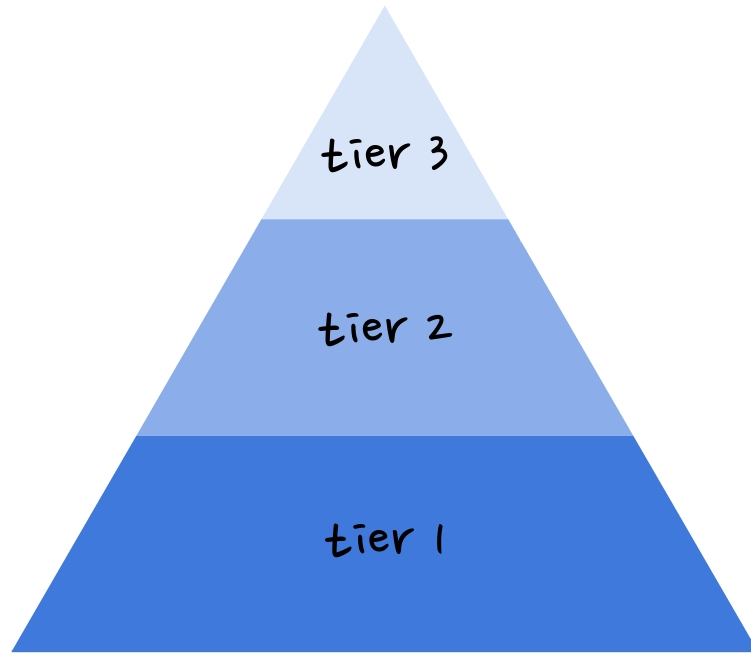
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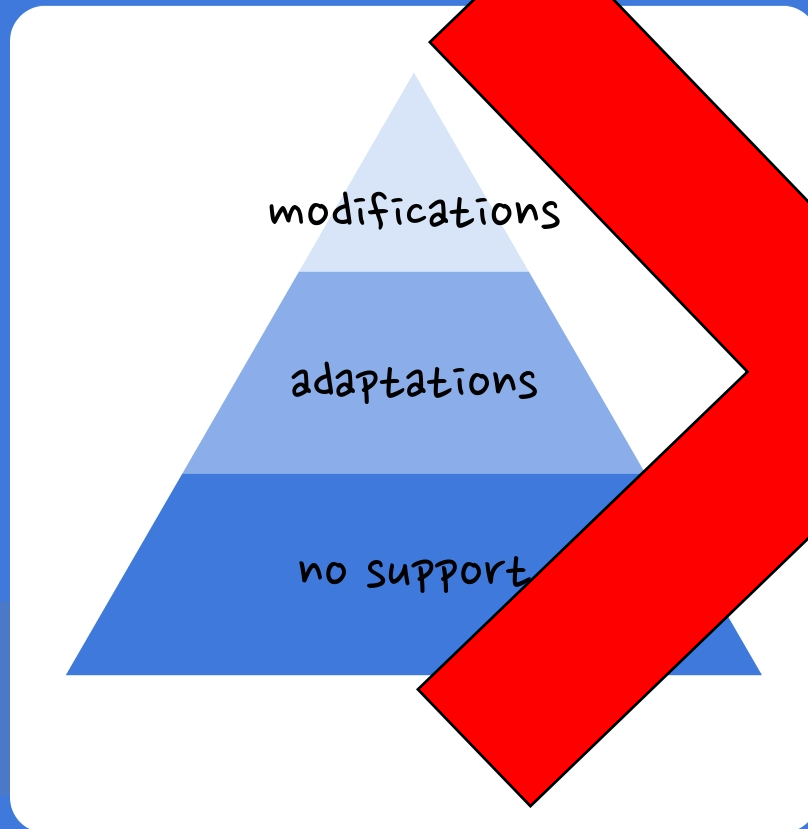


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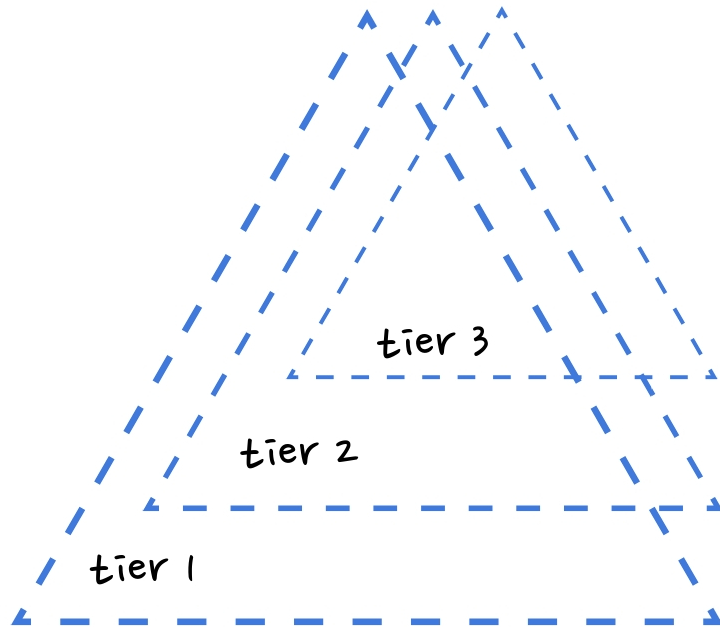


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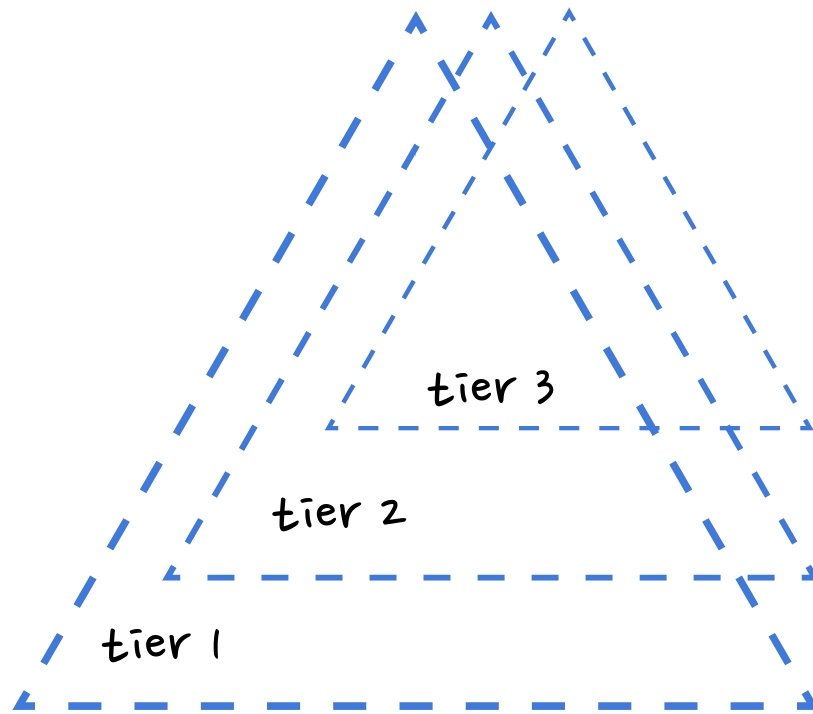
RTI: RESPONSE TO INTERVENTION ??




RTI: RESPONSE TO INSTRUCTION



RTI: RESPONSE TO INSTRUCTION



- early instruction of support
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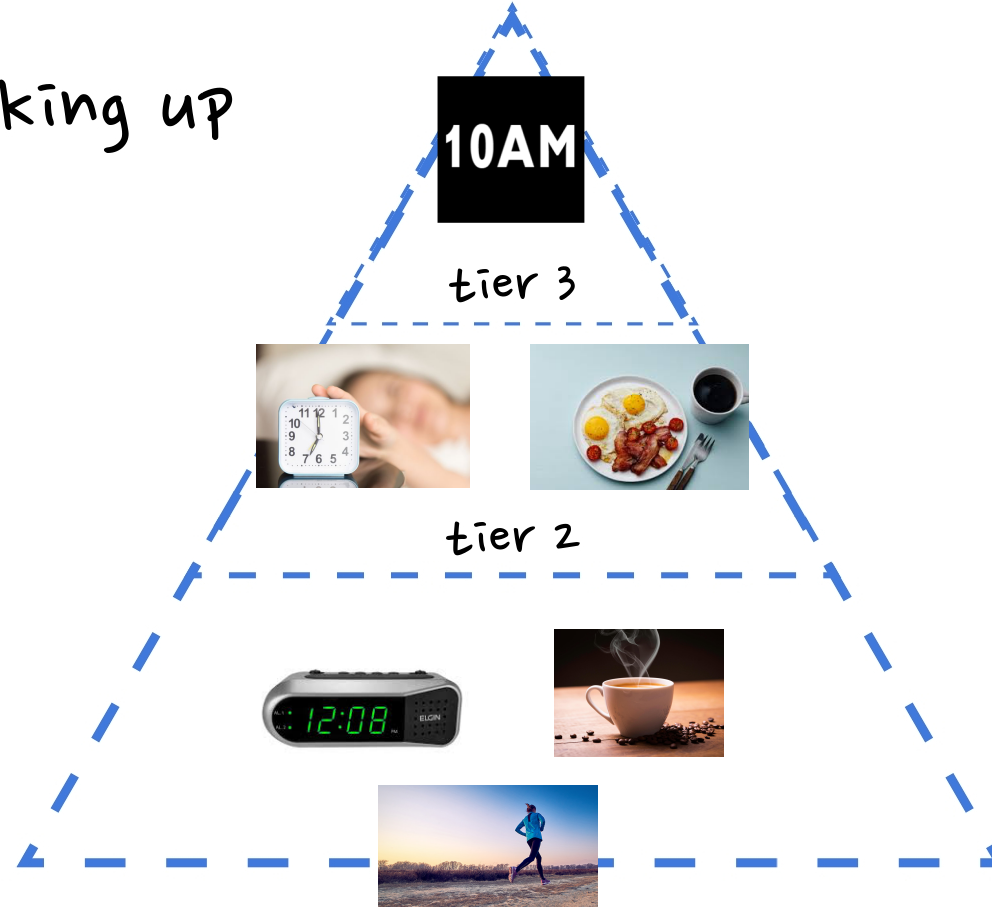
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Lens: waking up



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Universal
Design for
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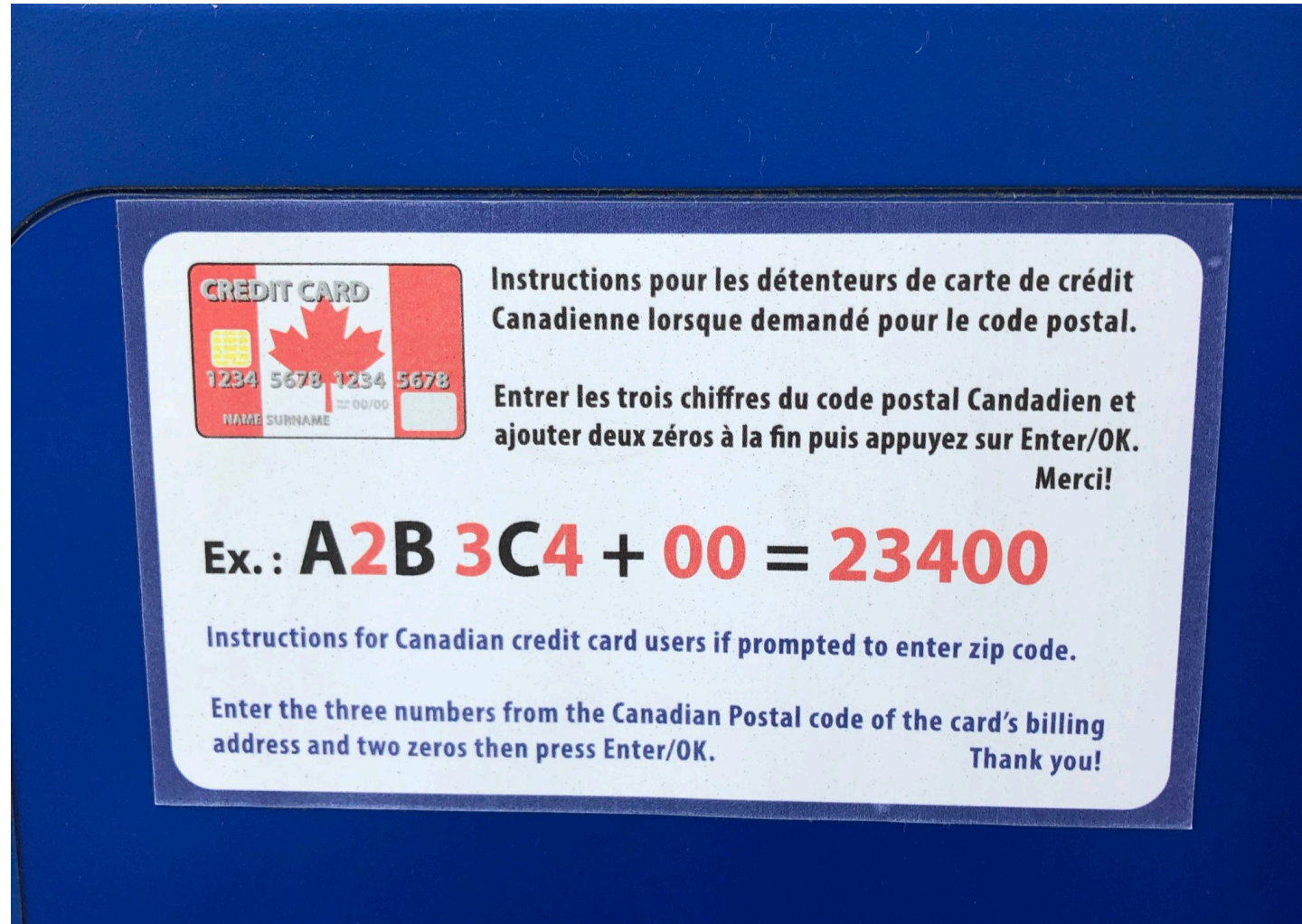


Support: Gum

- What is **gum**?
- Why is **gum** useful?
- How do I use **gum** as a **tool** for support?
 - What does **gum** *look* like when I use it?
 - What does **gum** *sound* like when I use it?
 - What does **gum** *feel* like when I use it?
- How will I know when I *need* **gum**?
- How will I know when I *don't need* **gum**?



Goal: Putting gas in your rental car



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What is USEFUL so far?

- A connection?
- A new learning?
- A question?

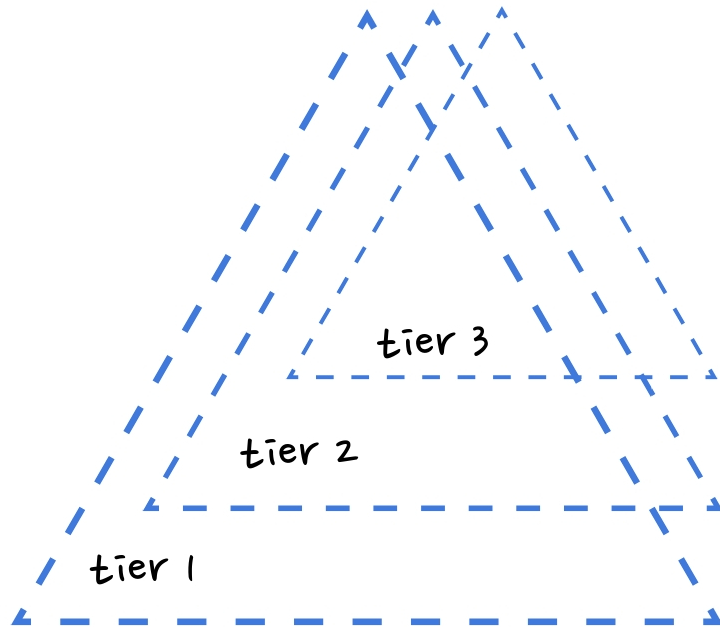
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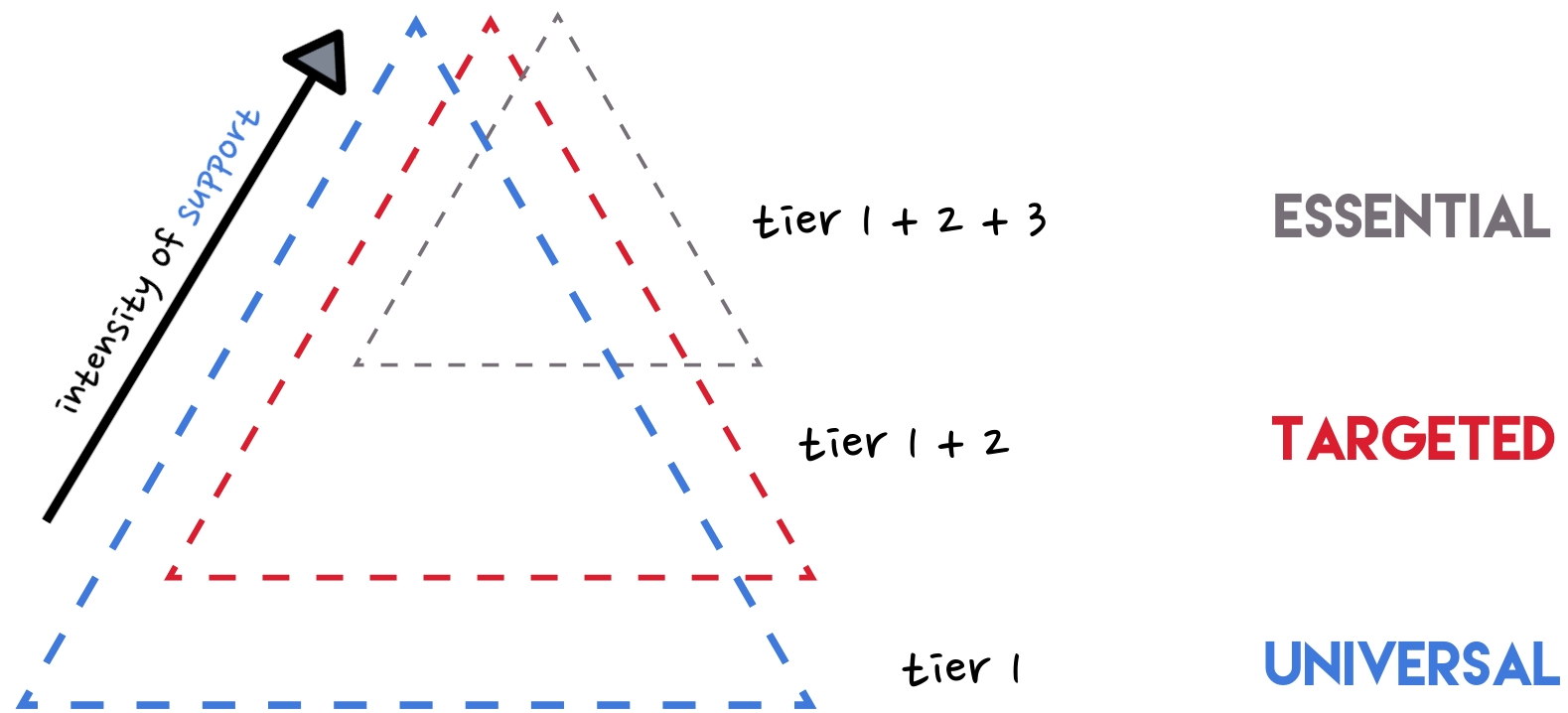
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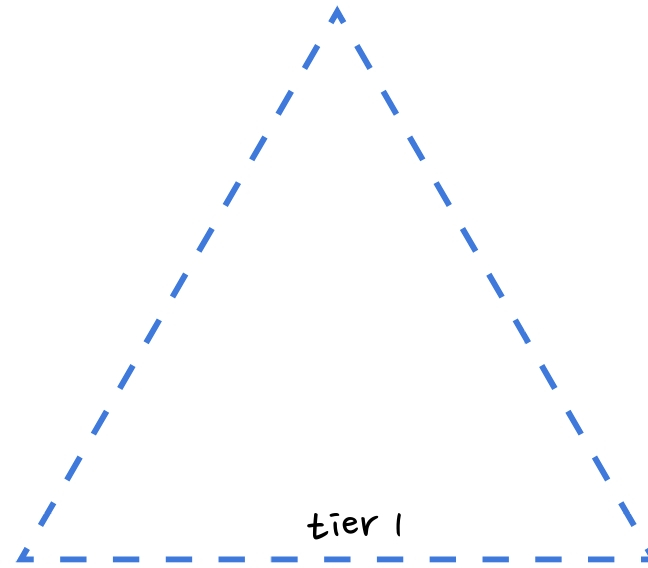
RTI: RESPONSE TO INSTRUCTION



RTI/MTLS



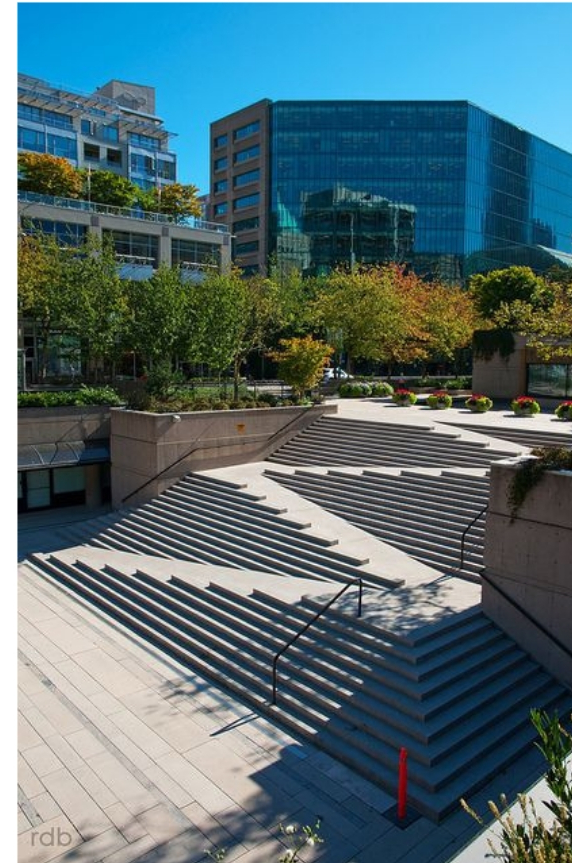
RTI/MTLS: **UNIVERSAL** SUPPORTS



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

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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



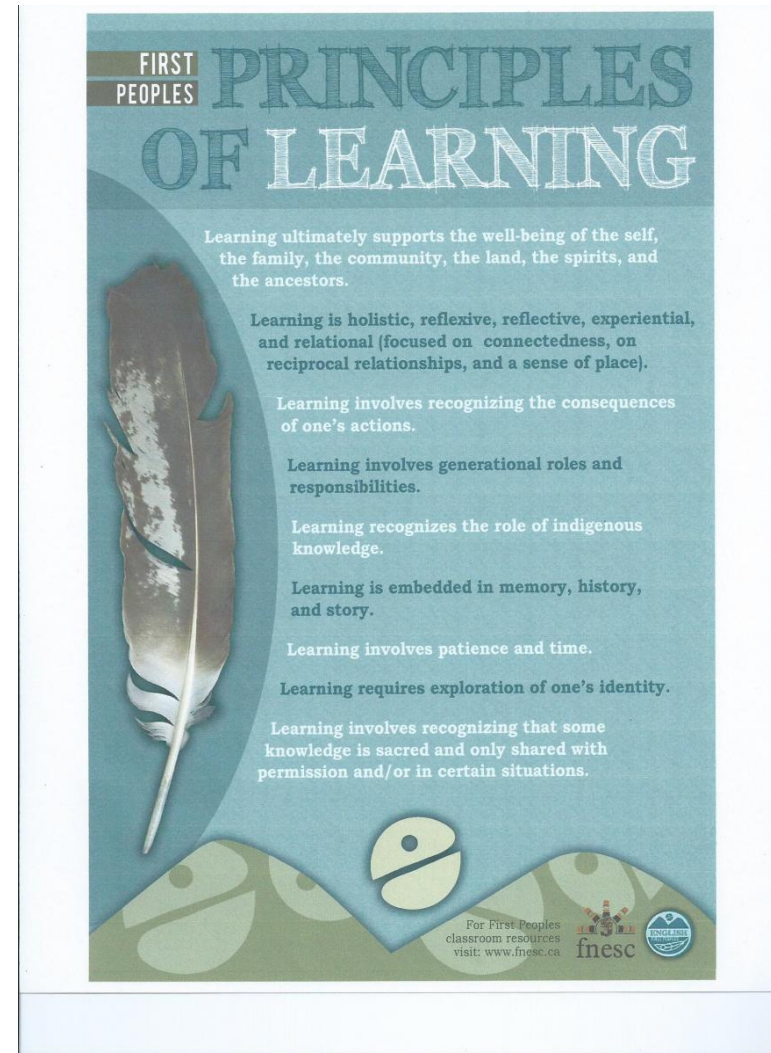
Provide Multiple Means of
Representation



Provide Multiple Means of
Action & Expression

Reconciliation Targets

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

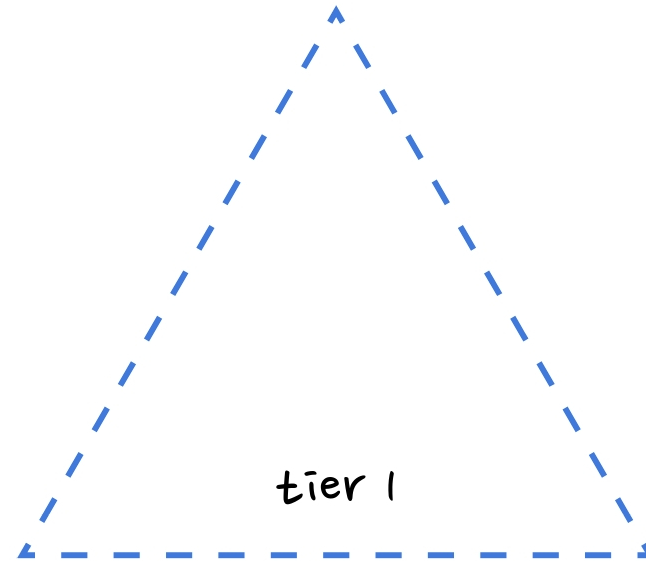


Reconciliation & Equity Targets

- <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>

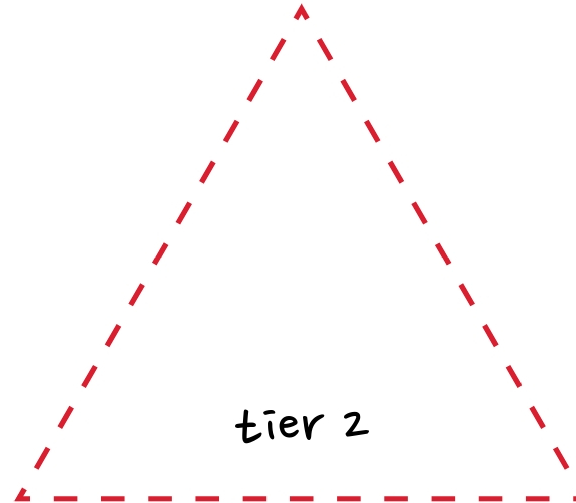
Louisiana State Personnel Development Grant Adapted from "A Resource for Equitable Classroom Practice," 2010				
Equitable Classroom Practices Observation Checklist				
Teacher	Observer	Subject	Date/Time	Notes
<p>Equitable Classroom Practices is a checklist of 23 specific, observable teacher behaviors 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 equitable practices. Please note that the statements in red offer more definitive guidance regarding the equitable classroom practice. This guide is not an all-inclusive description of best instructional practices.</p>				
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				
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 respect in the classroom; turns toward students who are seeking to work				
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 and uses materials (e.g., books, posters, etc.) that reflect all students' racial, ethnic, and cultural 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. Reads, uses, 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. Structures academic and social interactions between students				
22. Uses random response strategies (e.g., unprompted heads, color-coded cards, equity sticks, calling sticks)				
23. Uses cooperative learning structures				
24. Structures opportunities for students to learn with and from their peers (e.g., Think-Pair-Share, Teammates, co-learn, etc.)				
25. Structures heterogeneous and cooperative groups for learning				
26. Uses random grouping methods to form small groups; explicitly teaches collaborative learning skills to students				
27. Provides opportunities for cooperative groups to be successful on non-verbally accomplished tasks				
28. Uses probing and scaffolding techniques to assist students to answer				
29. 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

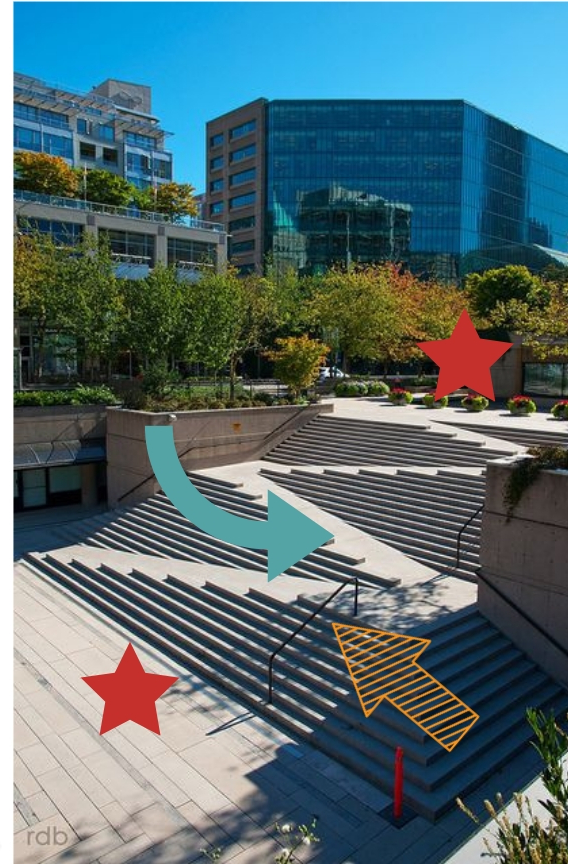
TARGETED SUPPORTS

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?



TARGETED SUPPORTS

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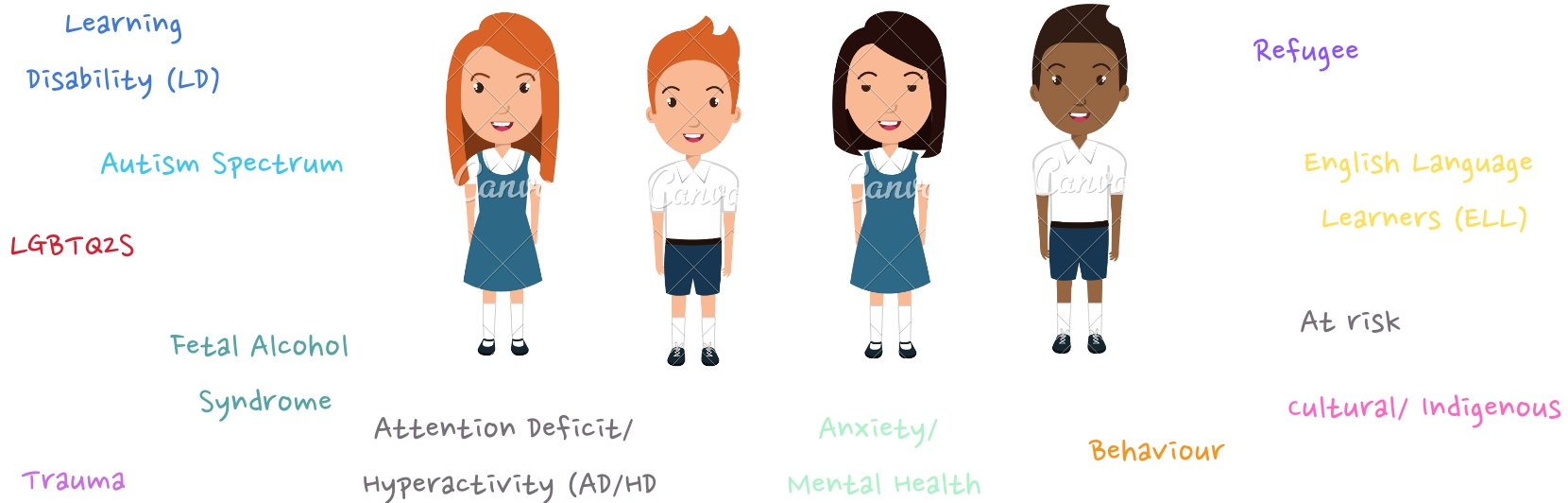
TARGETED SUPPORTS

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




WHAT ARE THE RAILS FOR LEARNING?

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



What are the needs of our students?



TEACHERS' GATEWAY TO
SPECIAL EDUCATION




Teaching Strategies & Resources | Key Practices | Glossary | FAQs

Teaching Strategies for Students with Special Needs

All students with special needs are unique. Their needs may be recognized by teacher and parent observations and/or assessment by a certified professional. Some students may have their needs formally identified as an exceptionality through an **Identification Placement and Review Committee (IPRC)**. Regardless of the manner by which needs are determined, teachers and school teams can implement strategies as soon as a student's need is realized. It is important to document and assess the effectiveness of strategies employed and revise them in order to achieve success.

The teaching strategies and resources on this website have been organized along three main lines. Related definitions, characteristics and resources are included for each area:

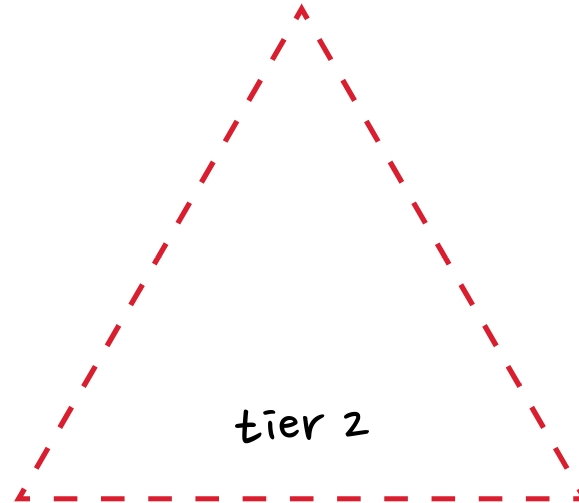
- Student Needs
 - Formal Exceptionalities Determined by IPRC
 - Diagnosed Medical/Psychological Conditions



Optimism is the faith that leads to achievement. Nothing can be done without hope and confidence.

Helen Keller

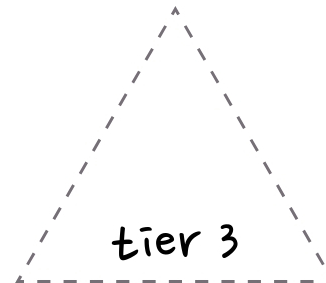
RTI/MTLS: **TARGETED** SUPPORTS



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?



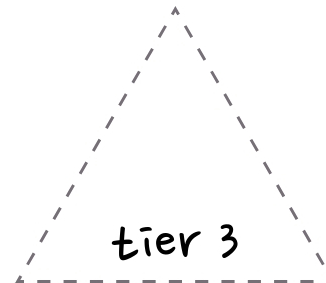
WHAT ARE INDIVIDUALIZED SUPPORTS FOR LEARNING?

What essential supports are needed to meet the goal?



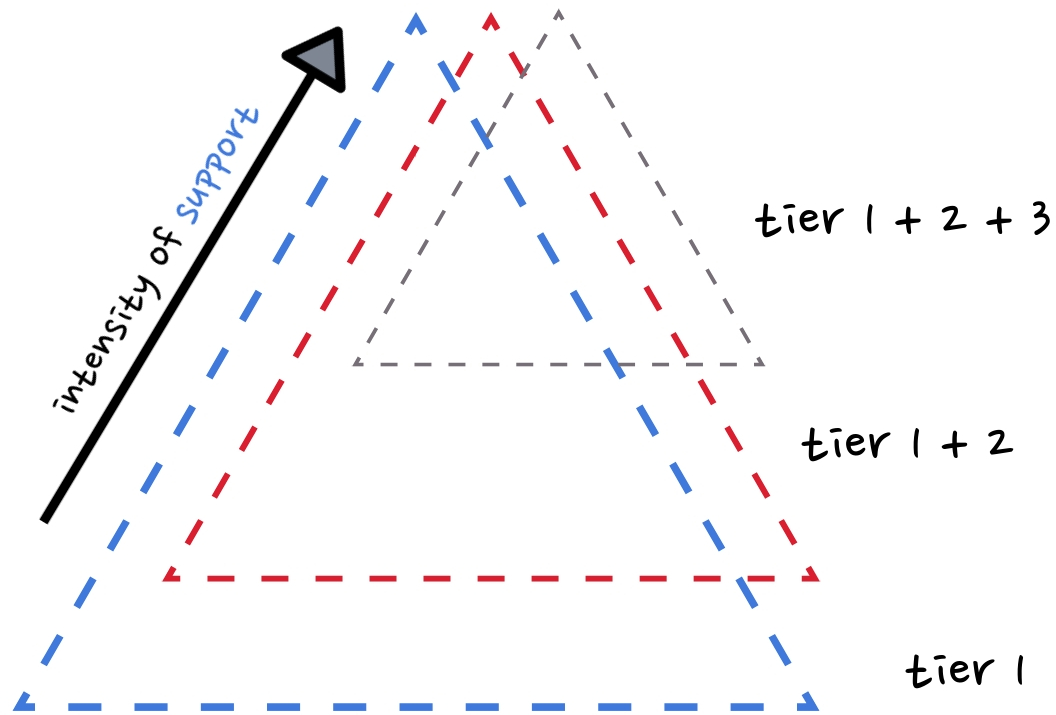


RTI/MTLS: ESSENTIAL SUPPORTS



Designed for one; useful for one

RTI/MTLS



ESSENTIAL

TARGETED

UNIVERSAL

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

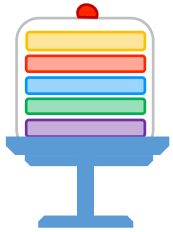
Support Staff: Ms. C (EA)

Class: Math 9

Range of Support

Range of Students

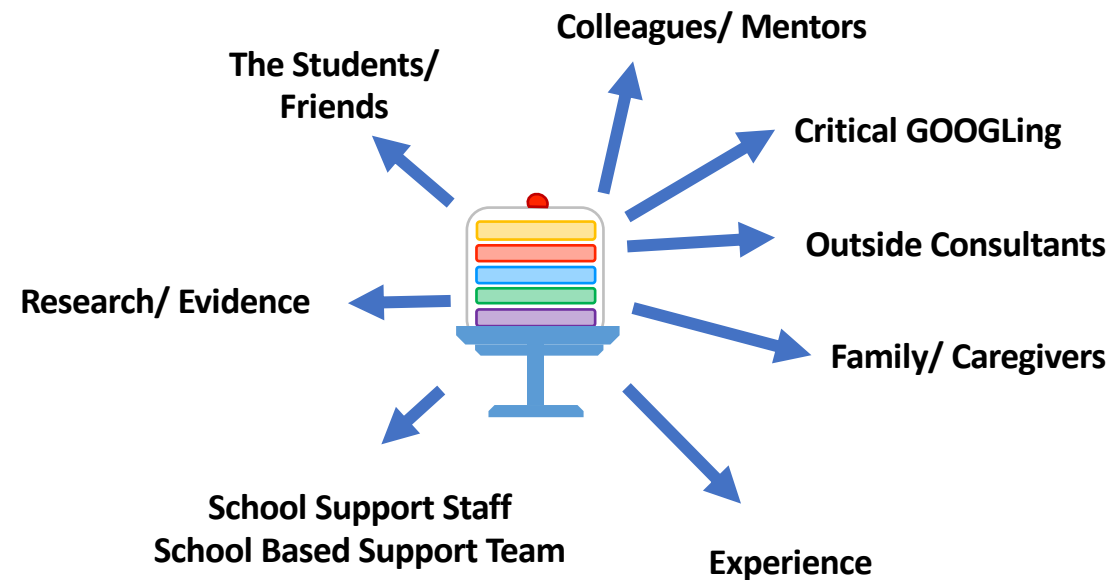
Students...		Strategies & Supports		
Who needs the most support J.W.		Universal Support (Good for ALL)	Targeted Support (CHOICE for ALL)	Essential Support (Good for ONE)
Need Cognitive	J.W.	Start lesson with accessible task how to work with J.W., building community activities, manipulatives,	Access Point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



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

What to stay connected?!



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www.blogsomemoore.com



Shelley Moore, 2019

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What's working well?

What's tensions still exist?

What is our next step looking forward?