

SHELLEY MOORE



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TALK TO YOUR NEIGHBOUR...

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

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

Barrie Bennett

THEORY & BELIEFS



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

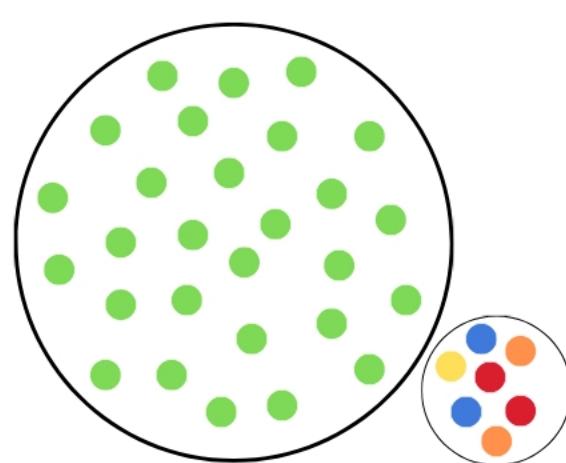
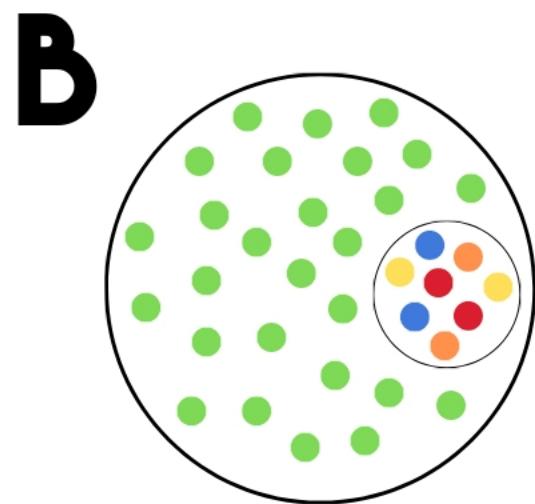
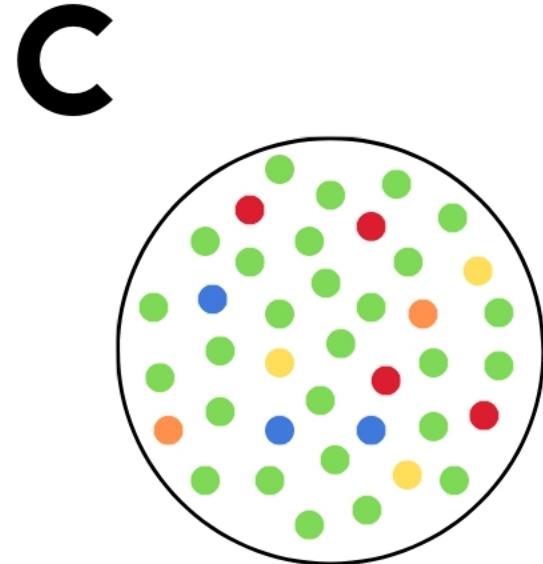
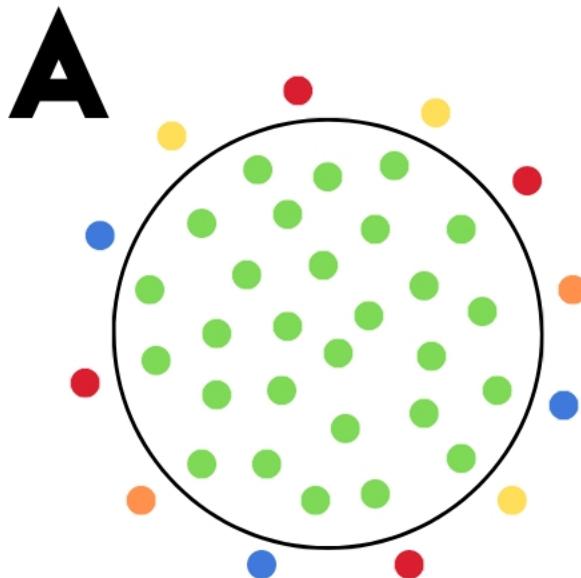
PRACTICE



WHAT DOES INCLUSION MEAN?

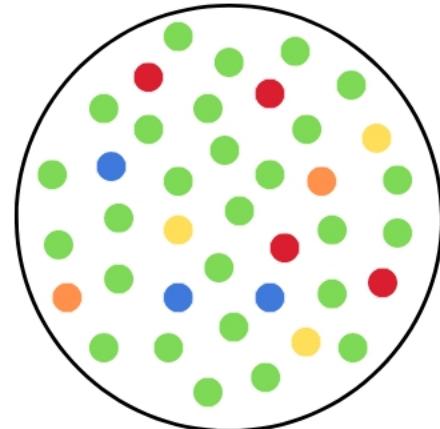


**EXCLUSION
INTEGRATION
INCLUSION
SEGREGATION**

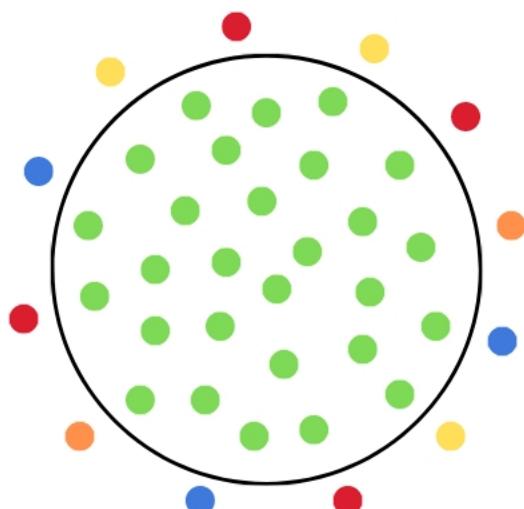


**EXCLUSION
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SEGREGATION**

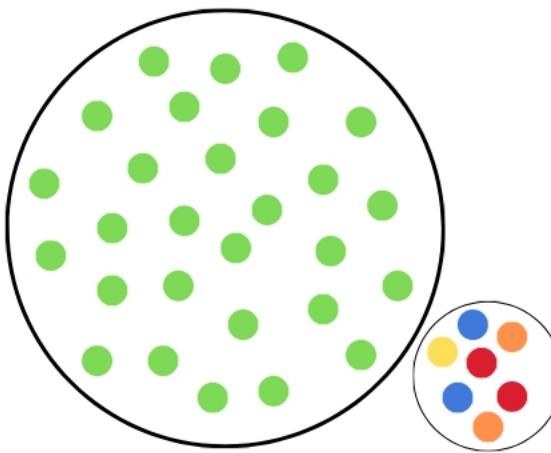
**WHAT IS
INCLUSION?**



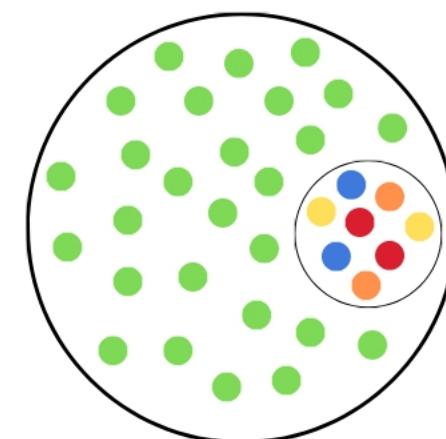
inclusion



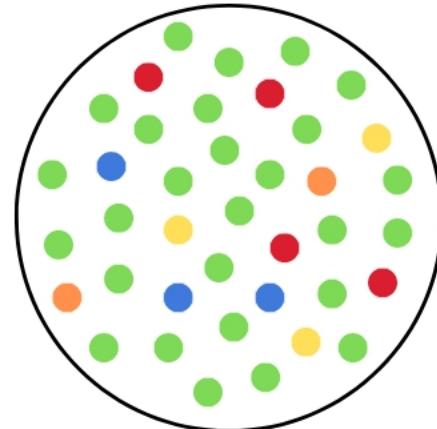
exclusion



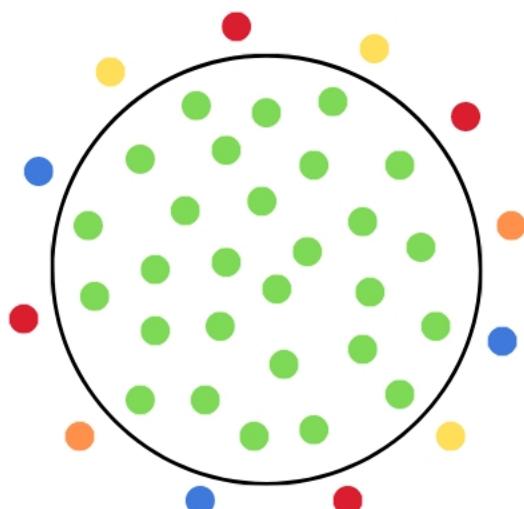
segregation



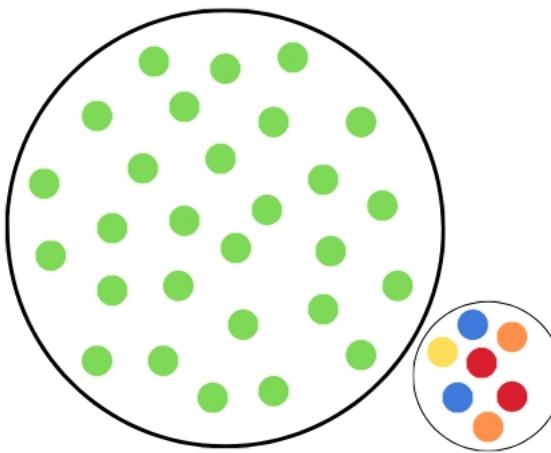
integration



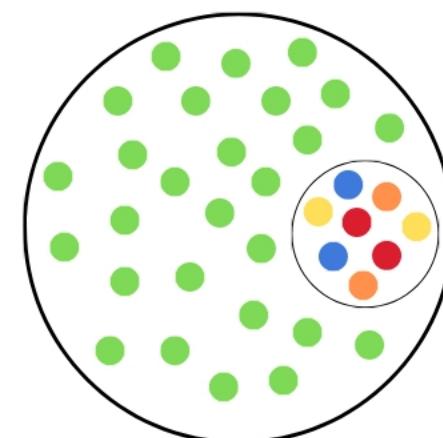
inclusion



exclusion

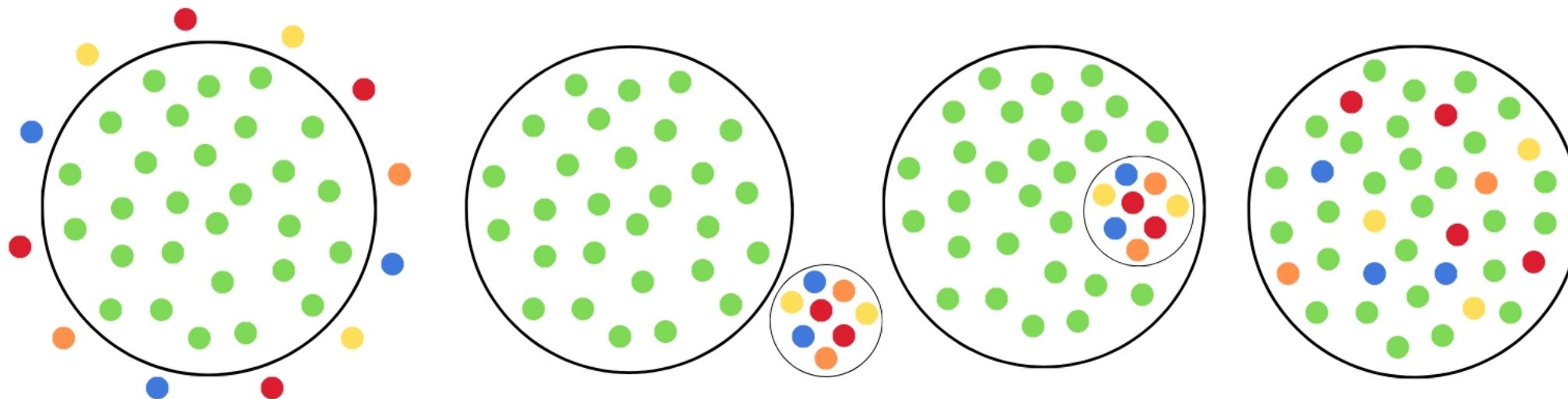


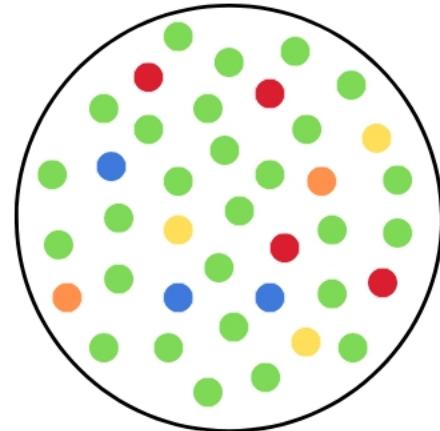
segregation



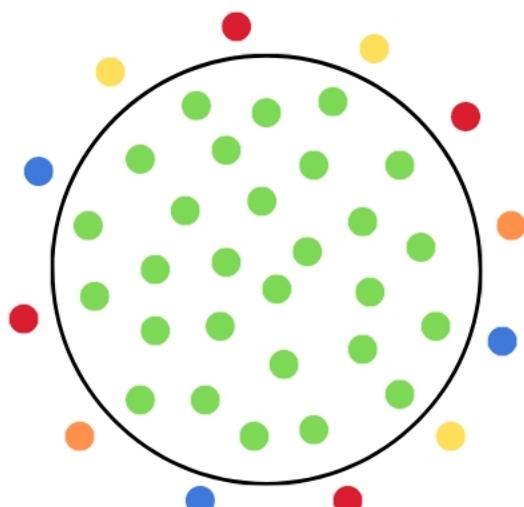
integration

WHAT IS INCLUSION?

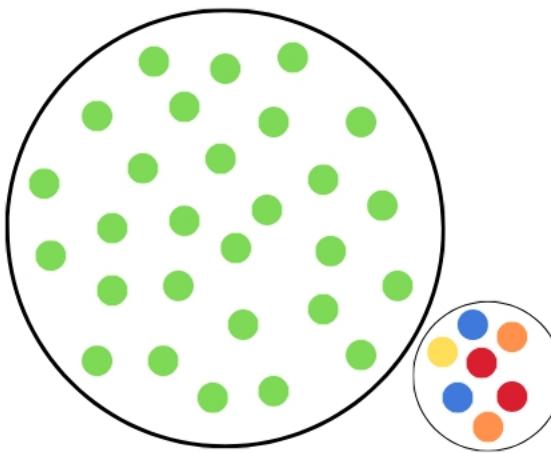




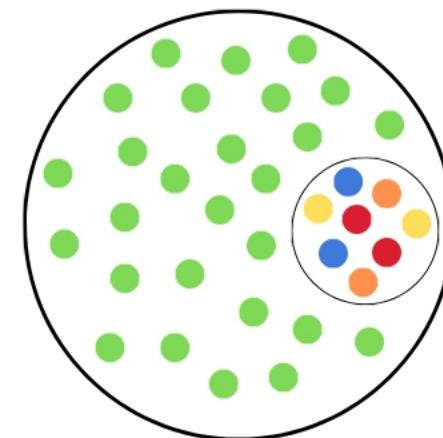
inclusion



exclusion

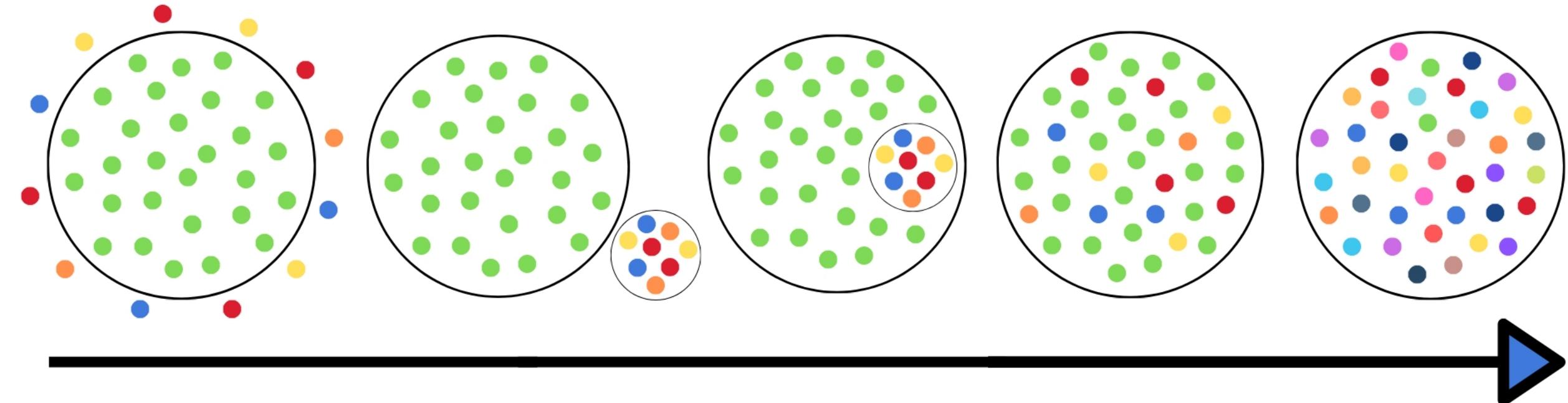


segregation



integration

WHAT IS INCLUSION?



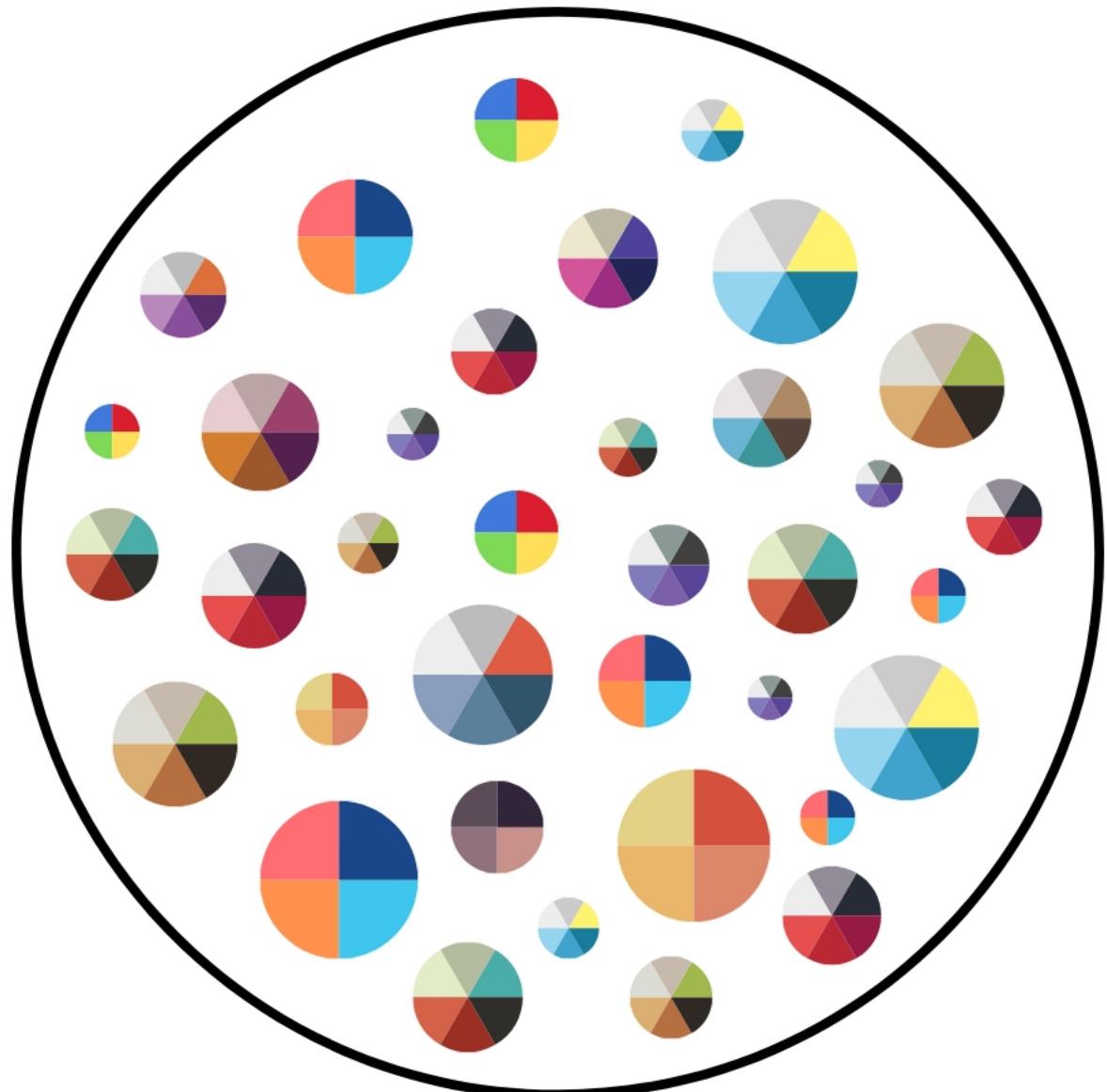
Where are you on this continuum? What's the next step?



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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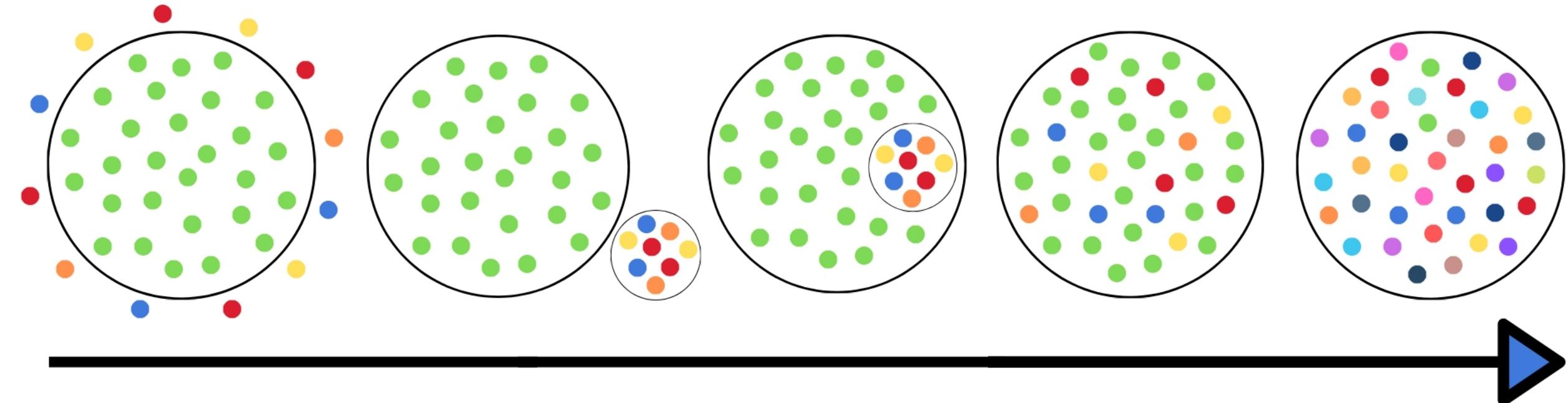


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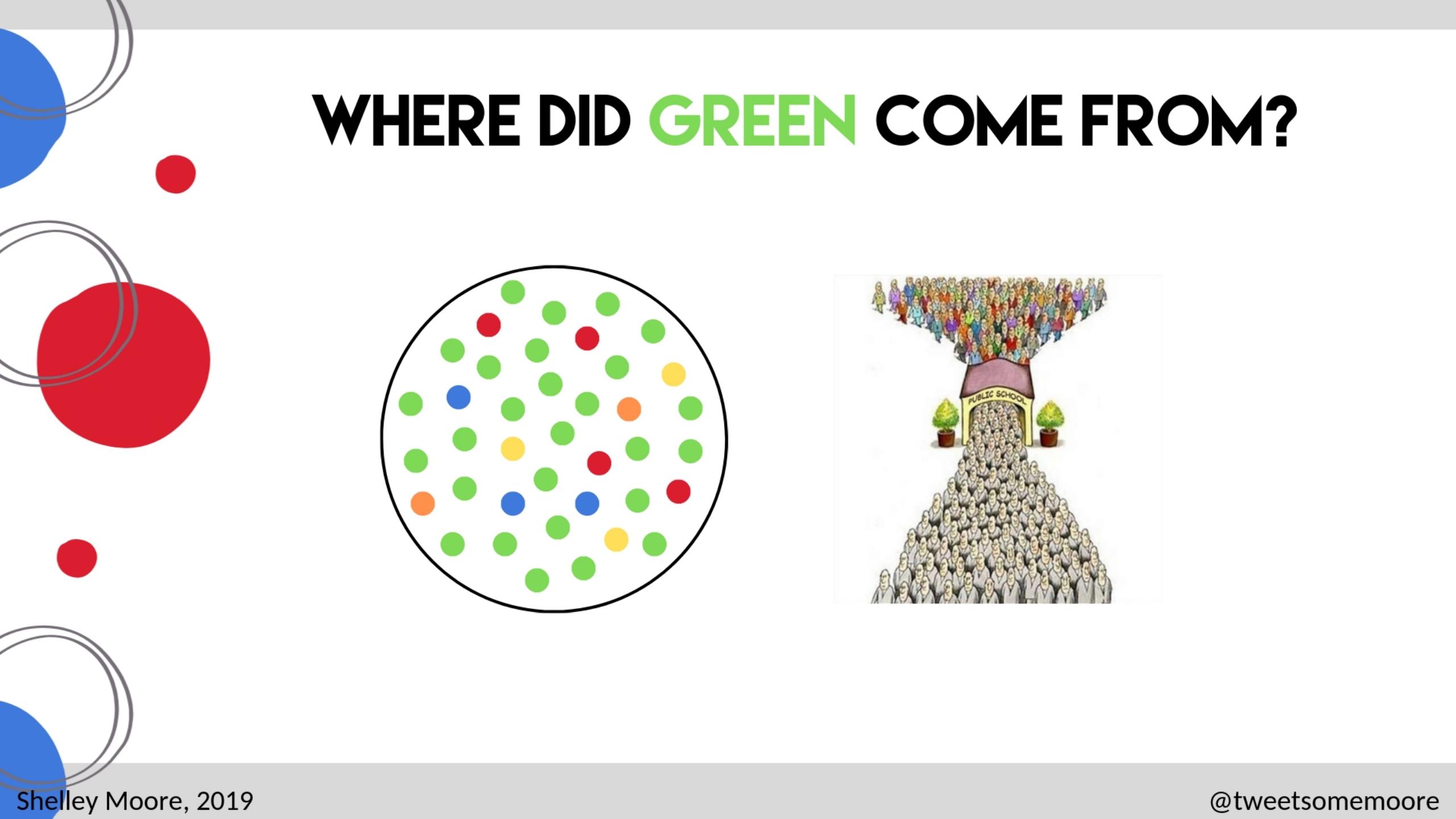
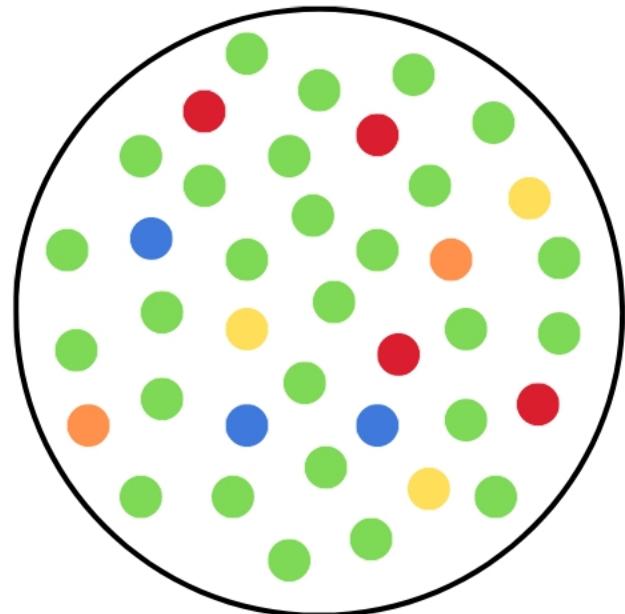


WHAT IS INCLUSION?

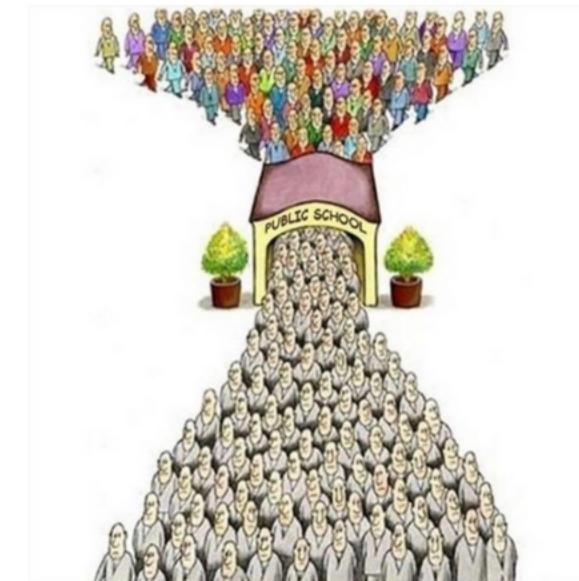
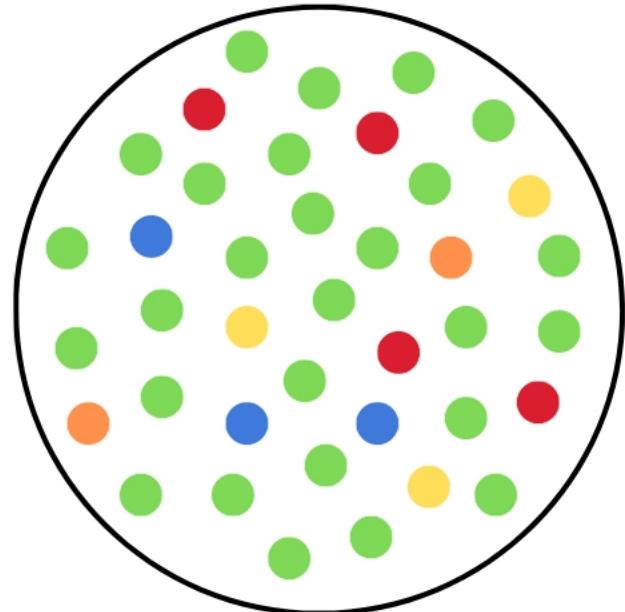


Where are you on this continuum? What's the next step?

WHERE DID **GREEN** COME FROM?

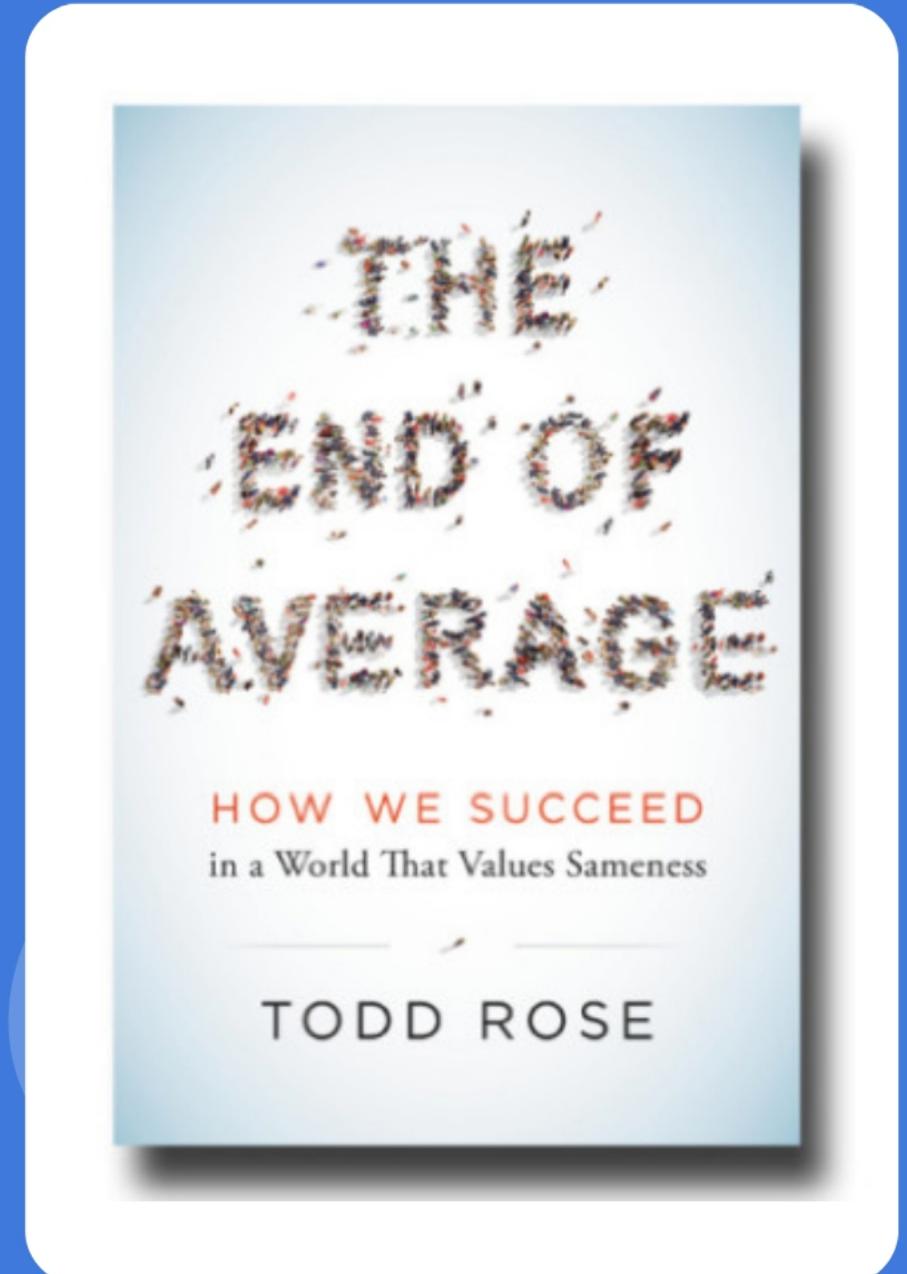
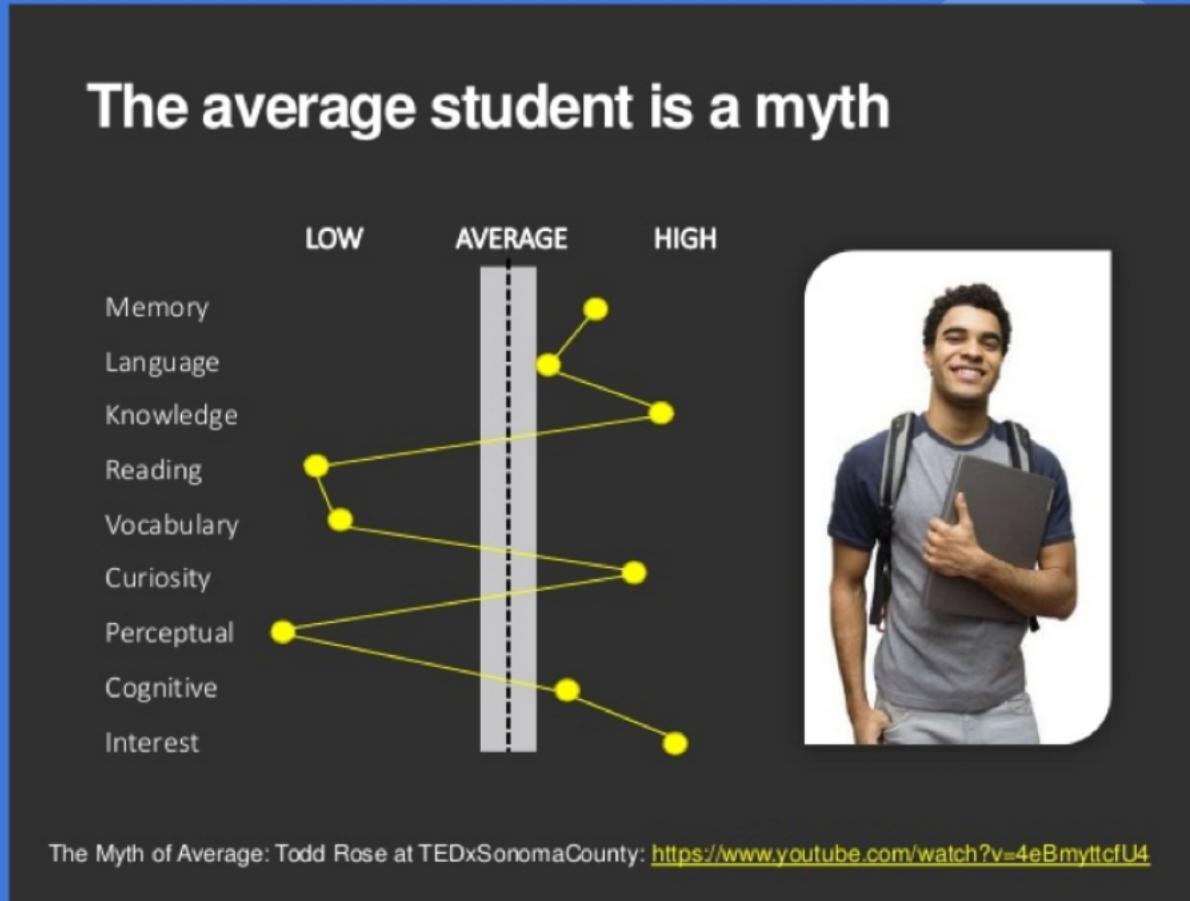


WHERE DID **GREEN** COME FROM?



GREEN = AVERAGE

The End of Average!



THE 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

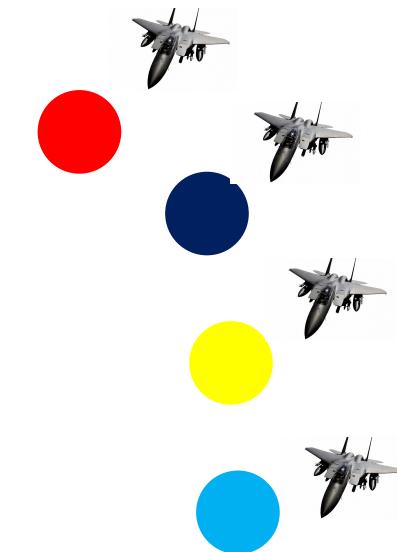
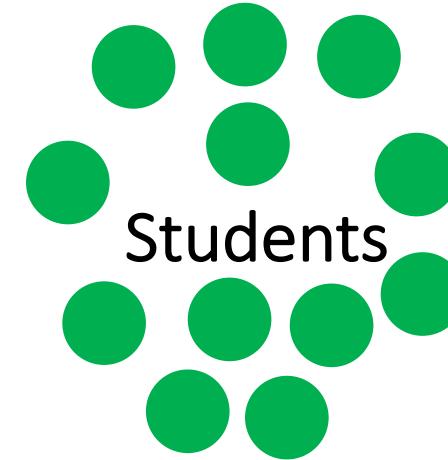
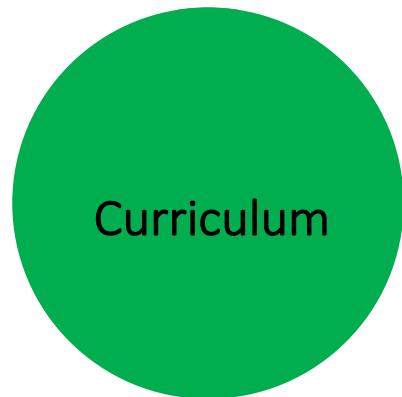
Efficiency: Building one standardized curriculum for ALL students

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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HOW DO WE DESIGN AN ADJUSTABLE CURRICULUM?

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- How do the students make the **adjustments** they need to use the curriculum?

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



Differentiating **goals**, not activities

Forward Design

Differentiated

Same for Everyone



Goals

Goals

Goals

Backward Design

Differentiated

Same for Everyone



Activity

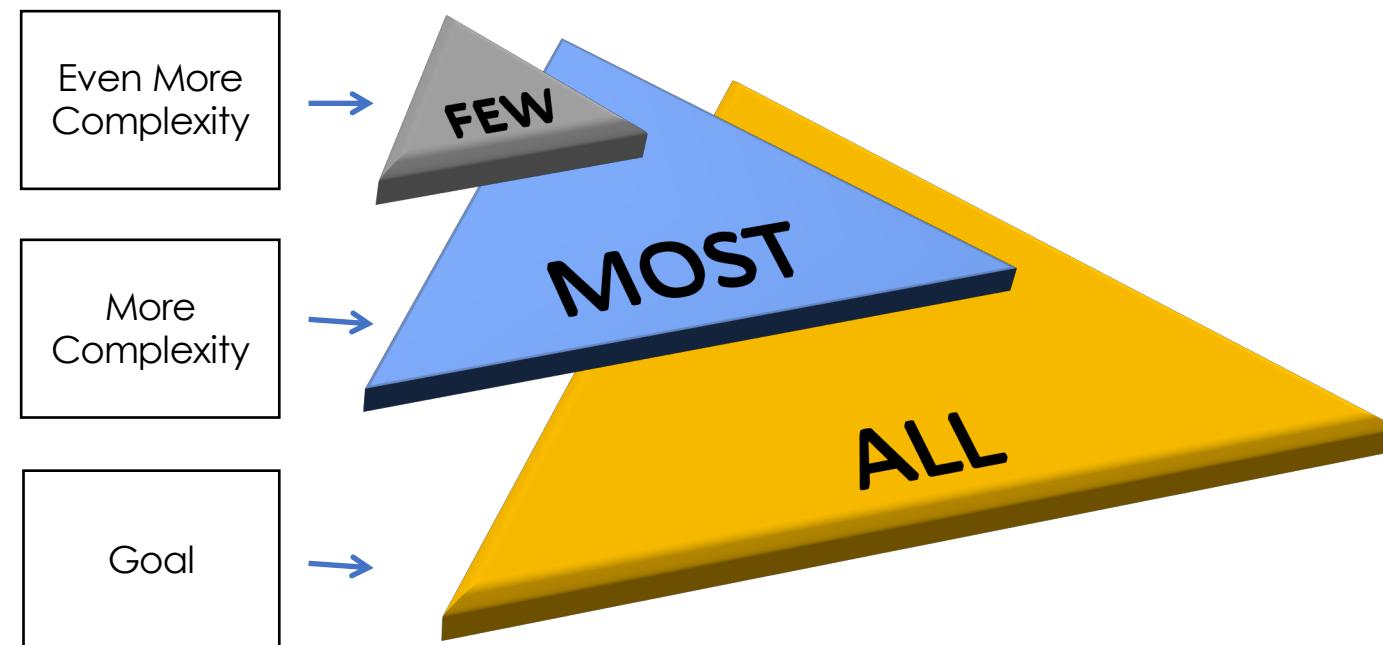
Activity

Activity

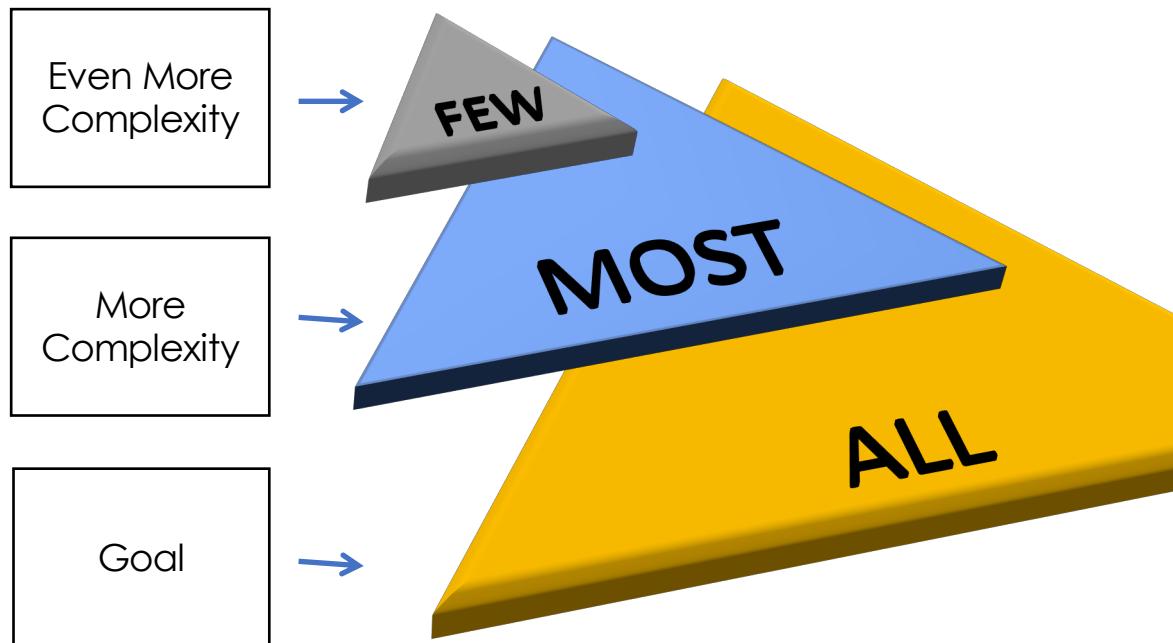
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Planning Pyramid: Making Goals Adjustable



Planning Pyramid



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SHIFTING OUR SUPPORT MODELS

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The cupcake Model



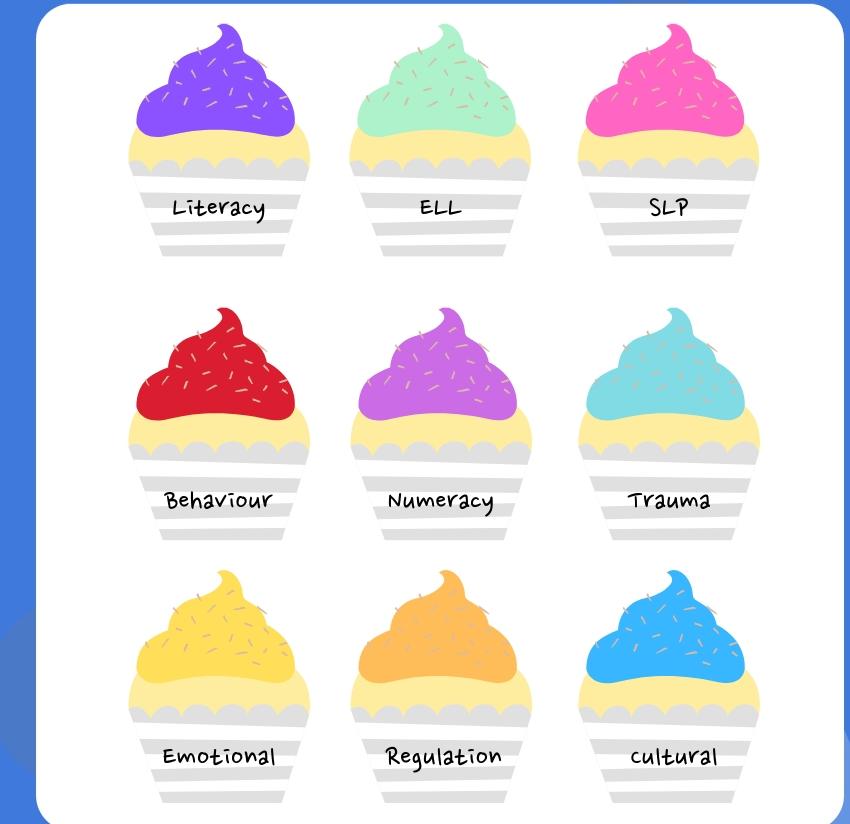
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Special Education
Medical Model

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The cupcake model



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The layered cake model



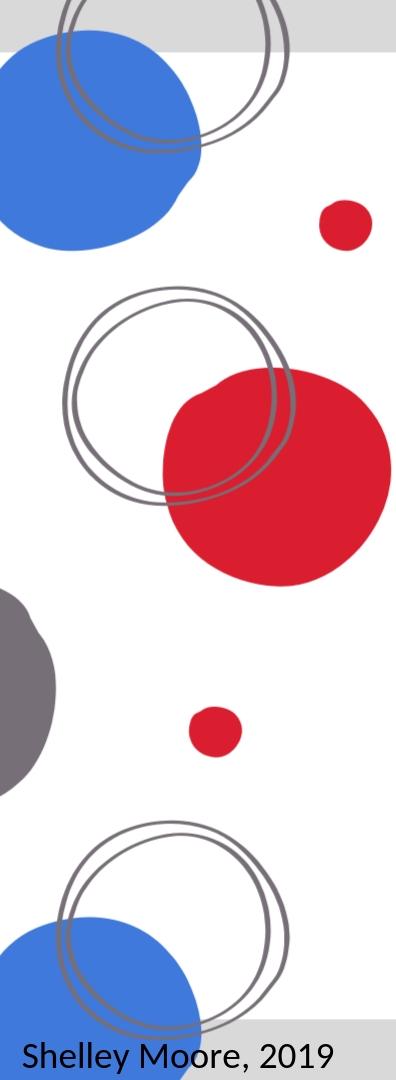
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The layered cake model

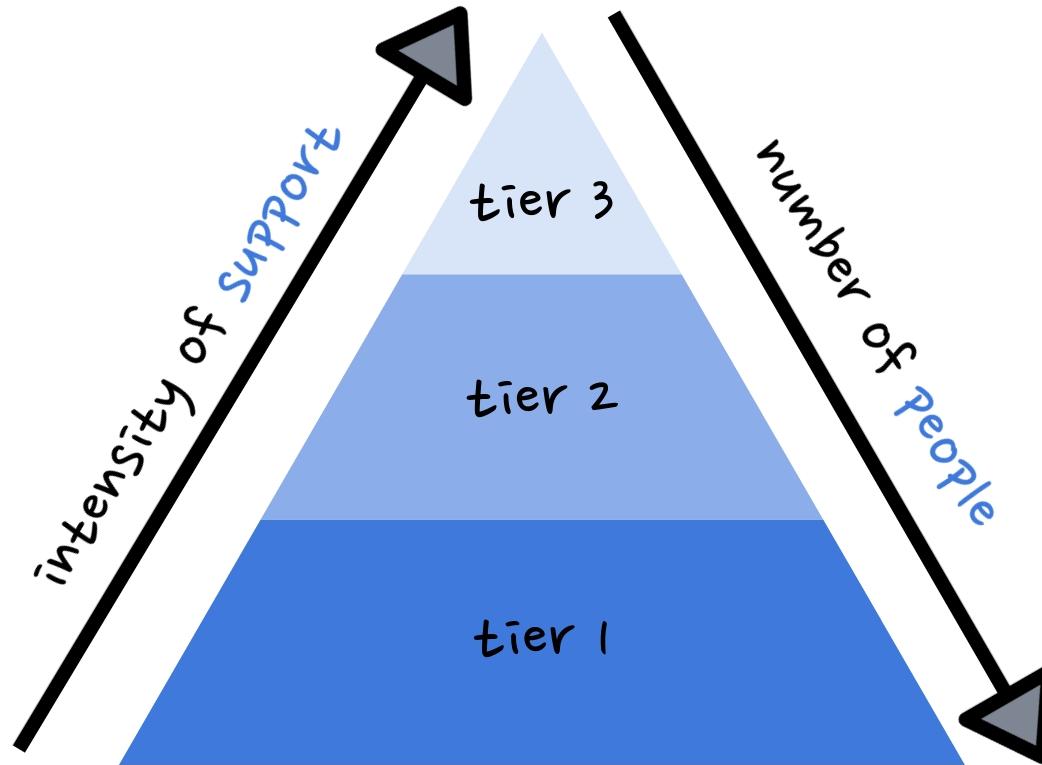


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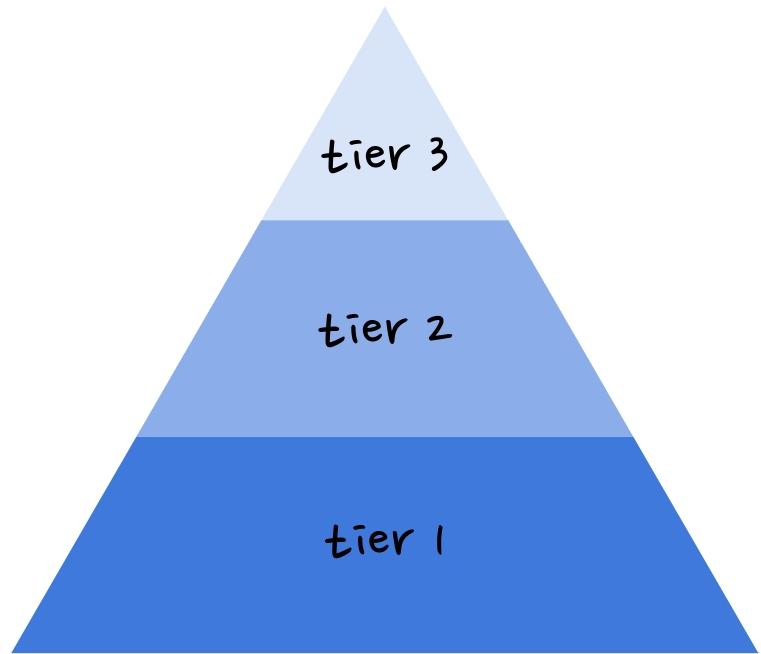
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RTI: RESPONSE TO INTERVENTION

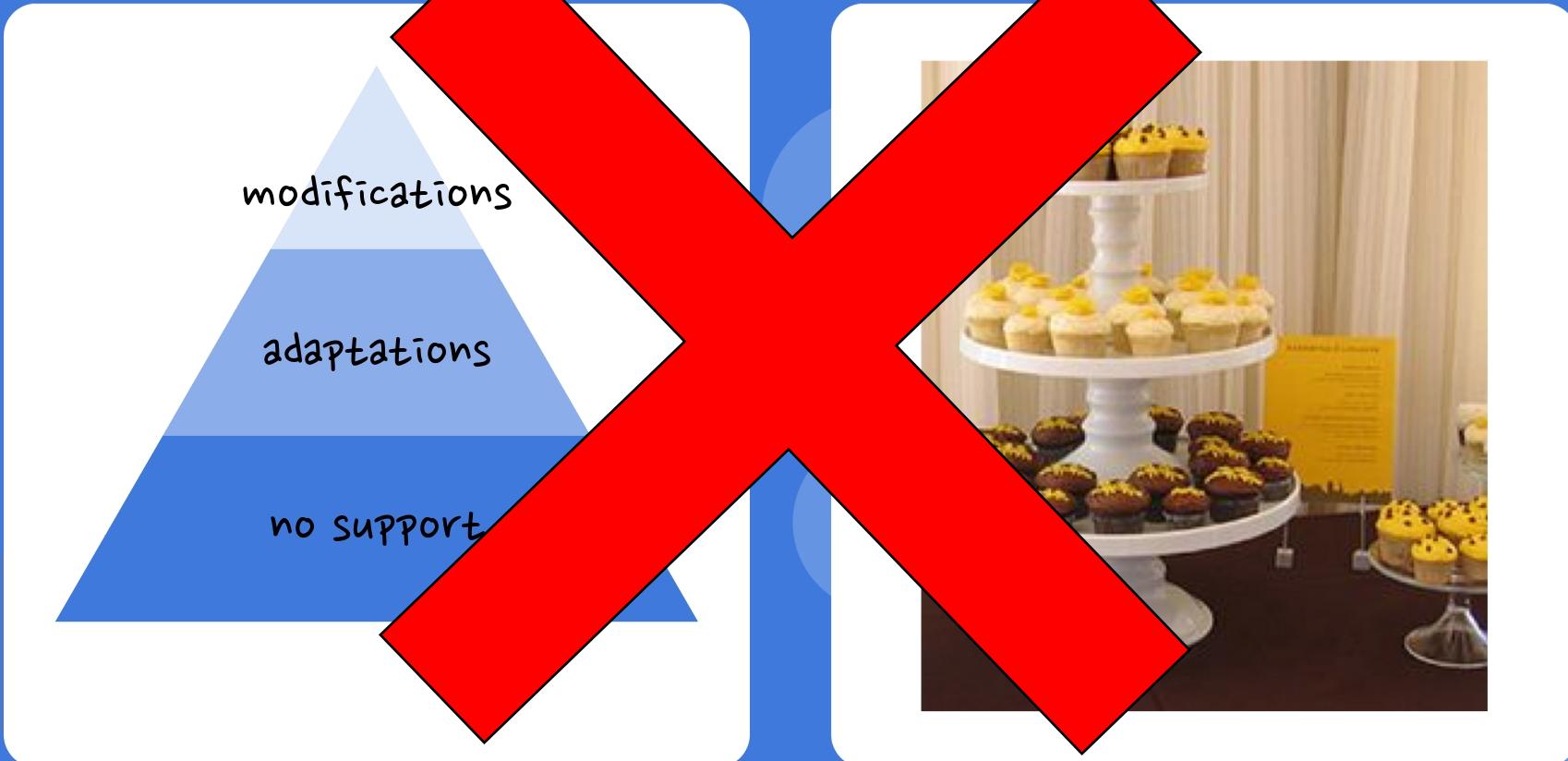


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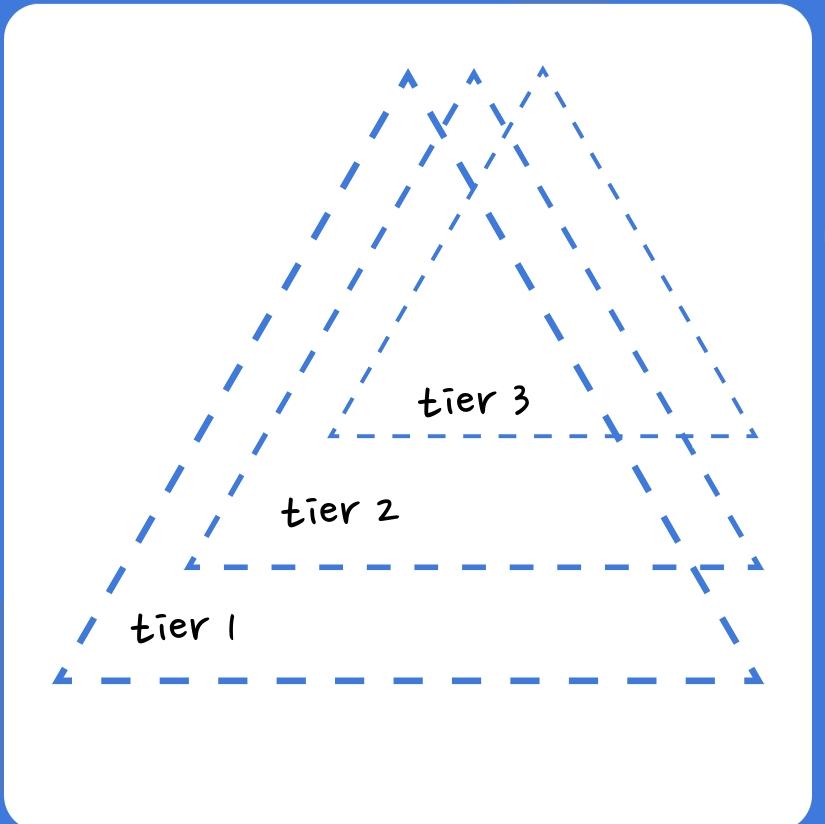


- early intervention of support
- assessment of students
- regulated supports

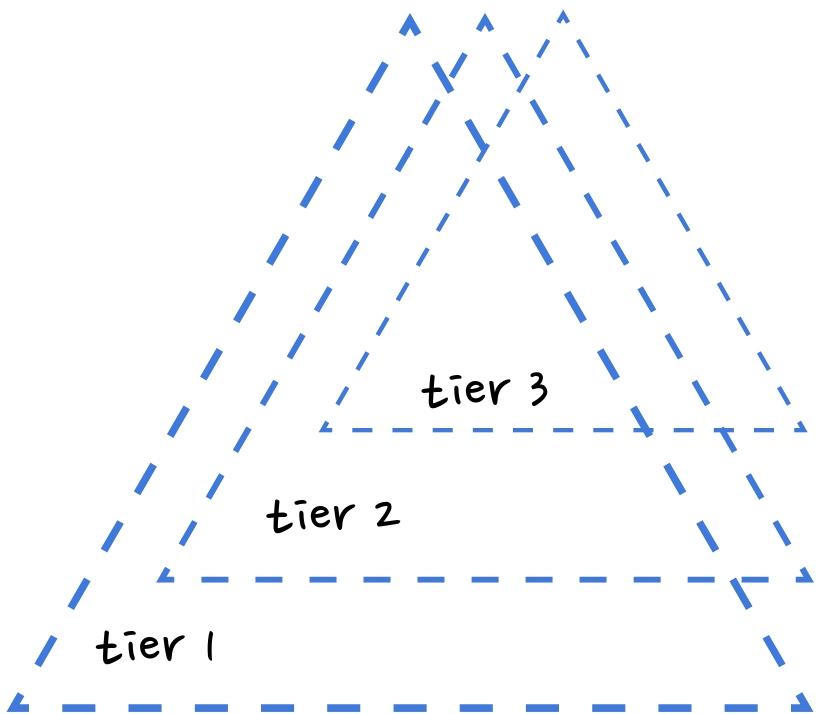
RTI: RESPONSE TO INTERVENTION ??



RTI: RESPONSE TO INSTRUCTION



RTI: RESPONSE TO INSTRUCTION



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



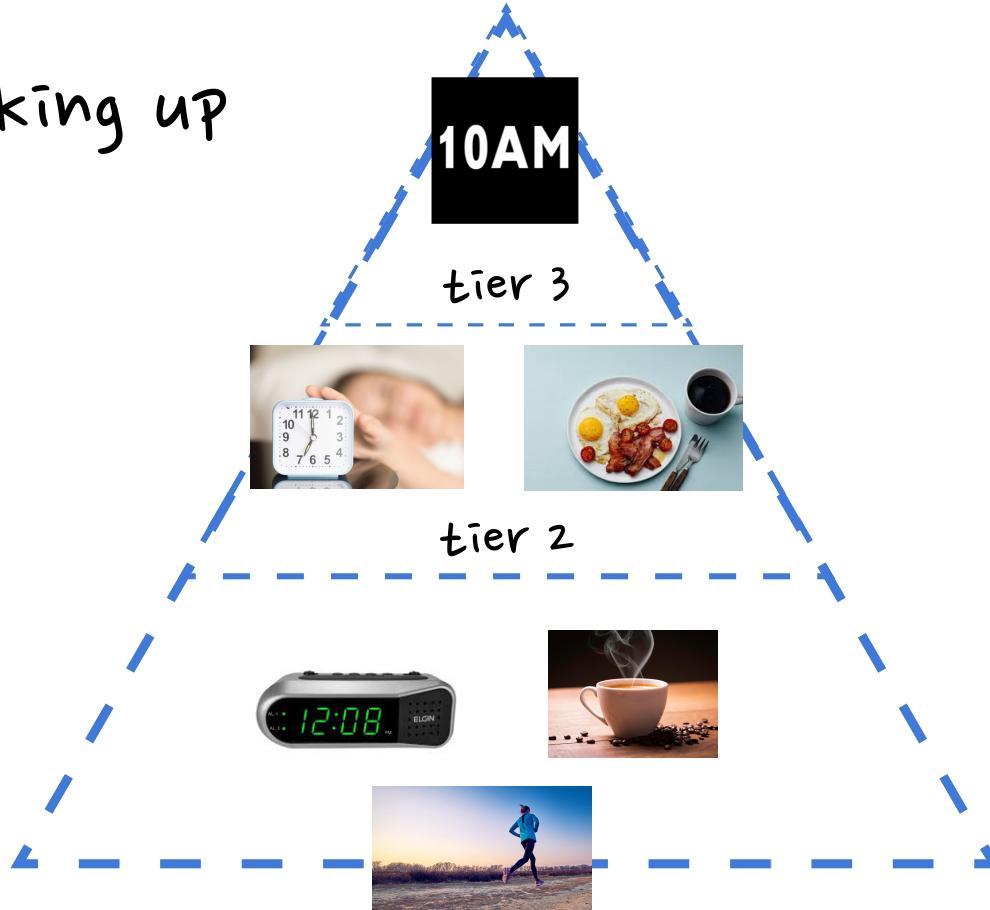
**When a flower
doesn't bloom you
fix the environment
in which it grows,
not the flower.**

- 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

RTI + **UDL** = **SRL**

Response to
Instruction

universal
Design for
Learning

Self Regulation
for
Learning



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The cupcake Model



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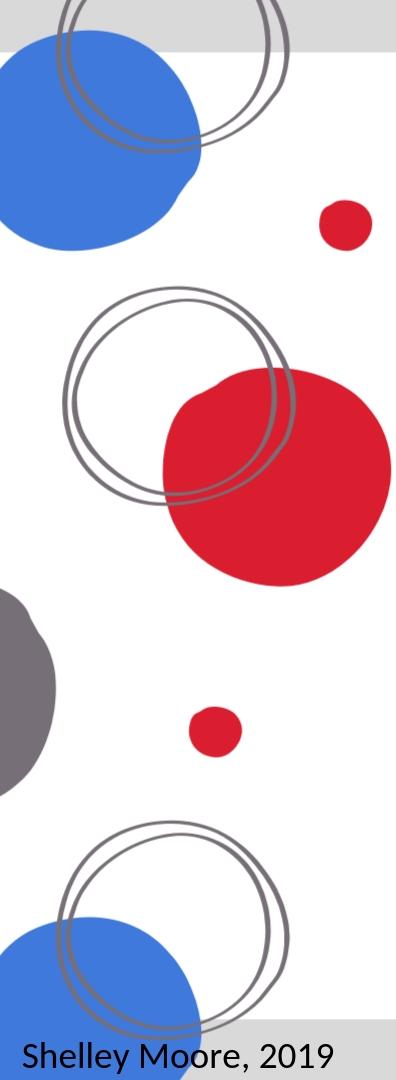
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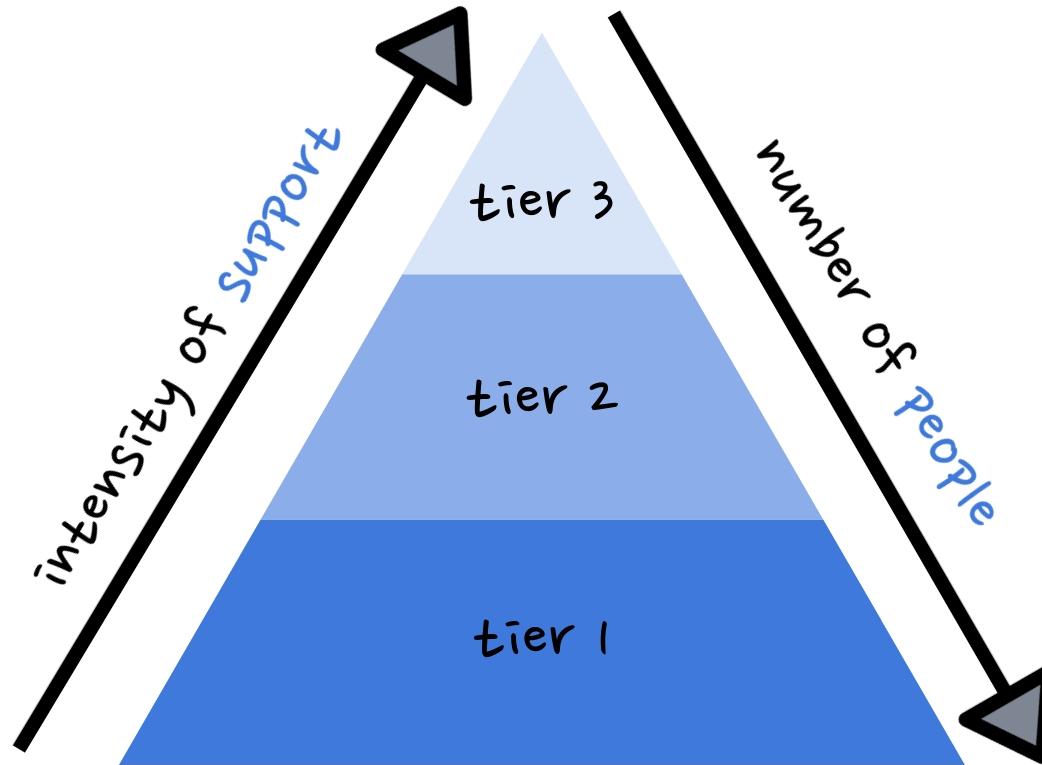


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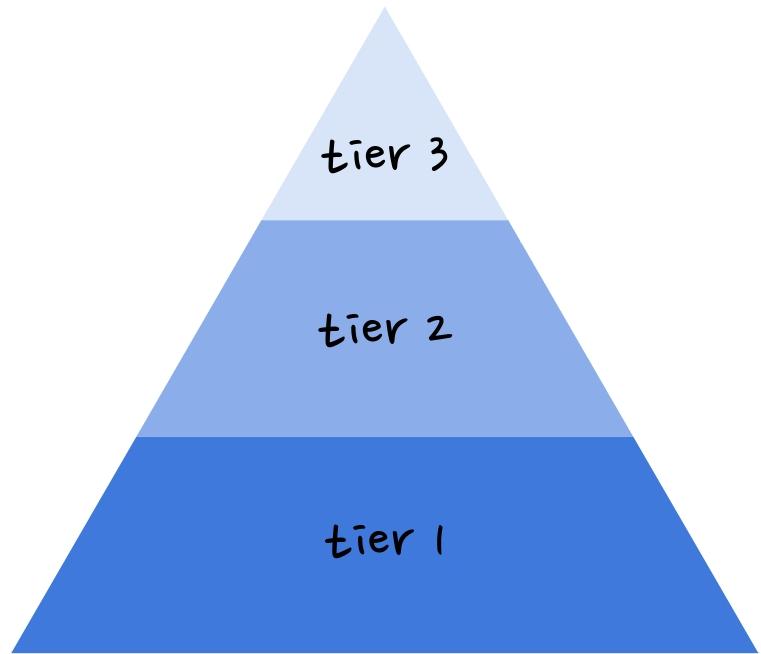
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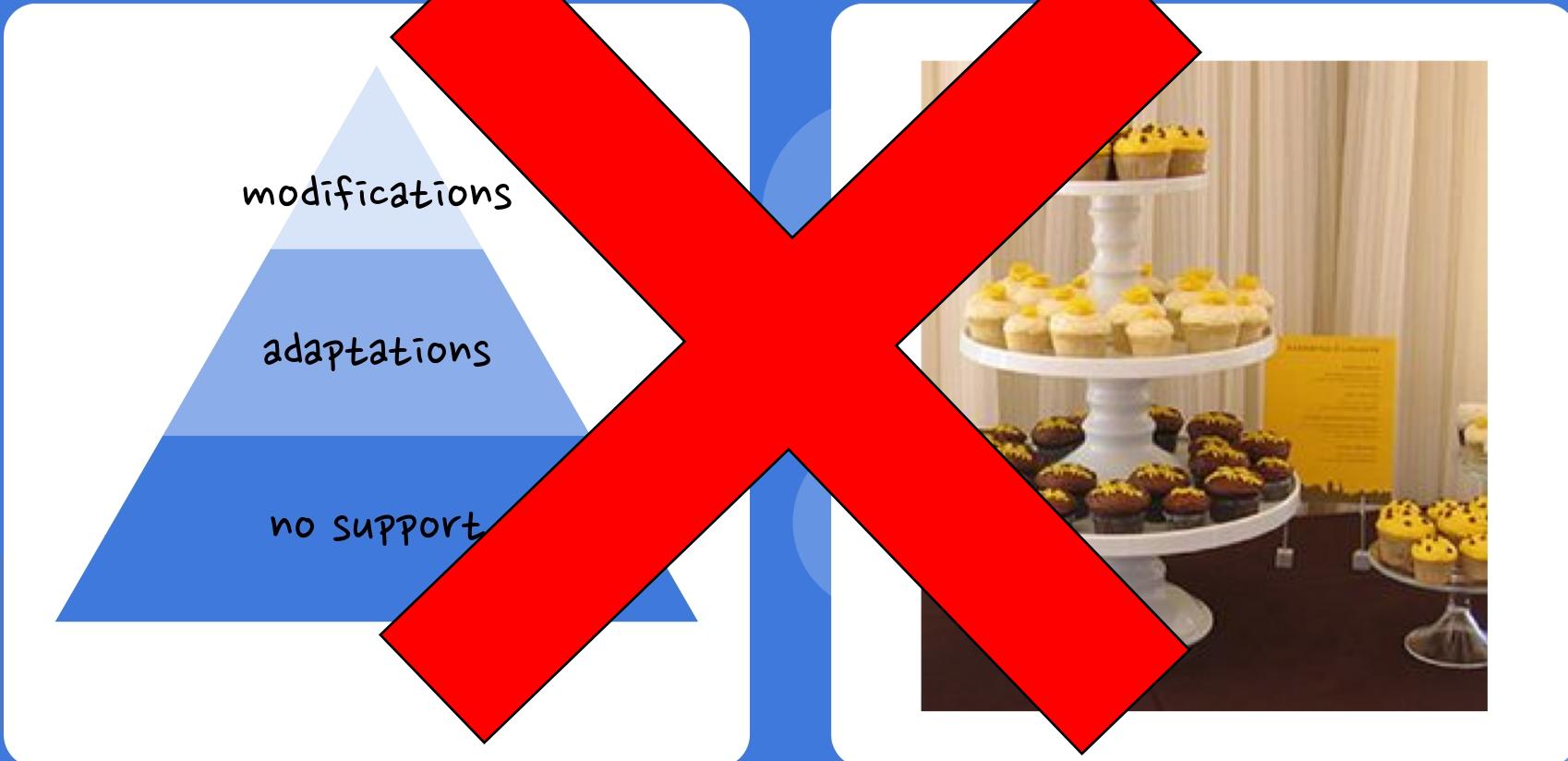


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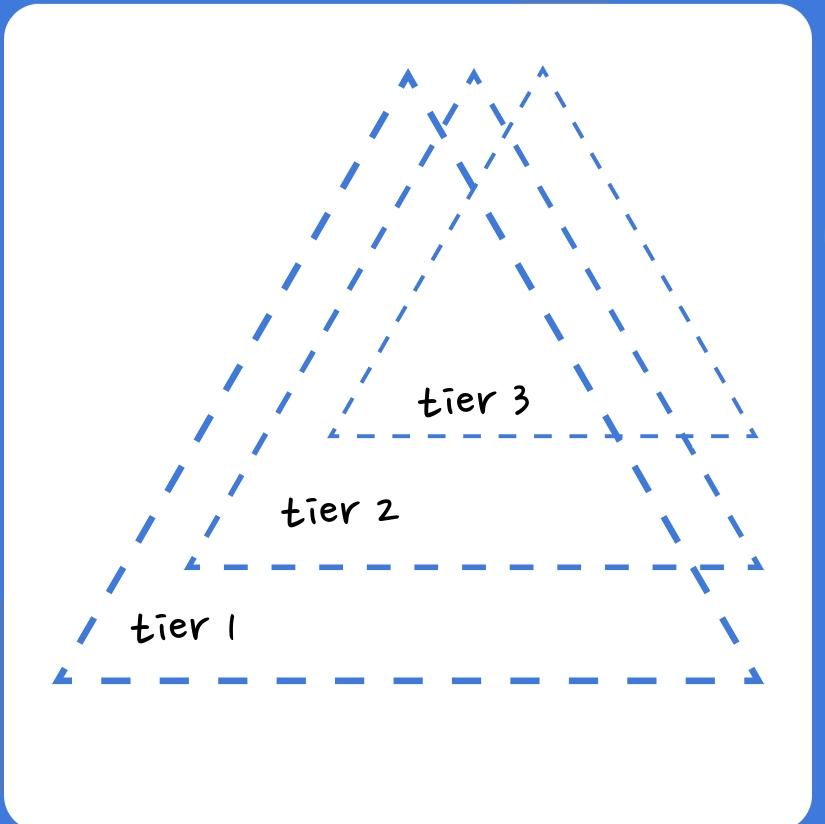


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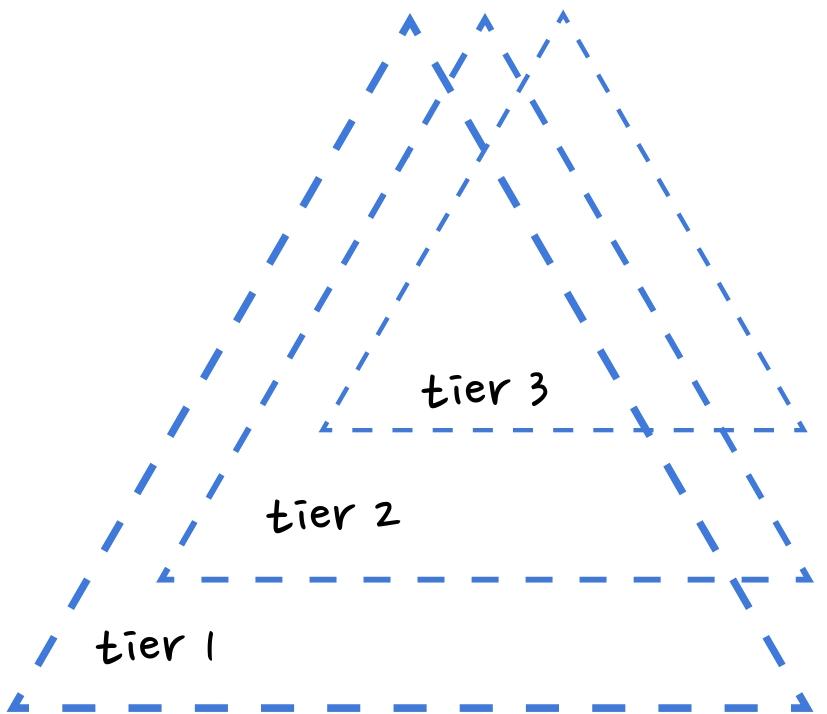
RTI: RESPONSE TO INTERVENTION ??



RTI: RESPONSE TO INSTRUCTION



RTI: RESPONSE TO INSTRUCTION



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



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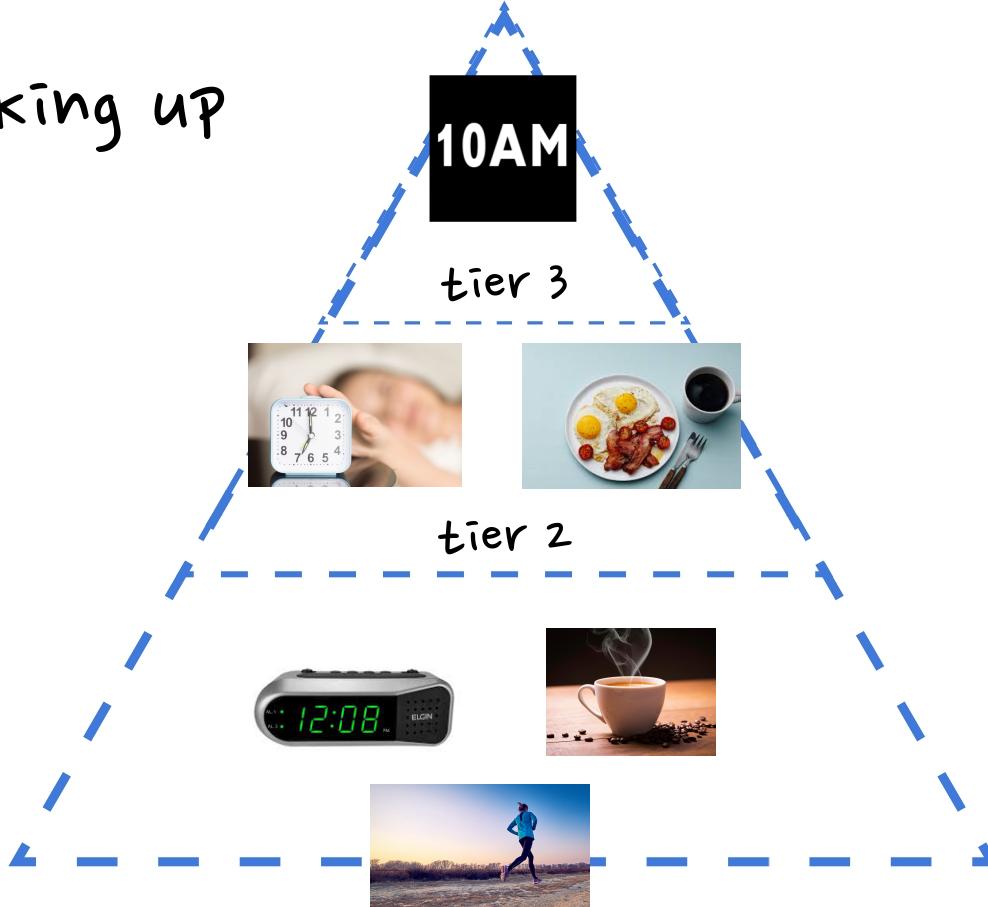
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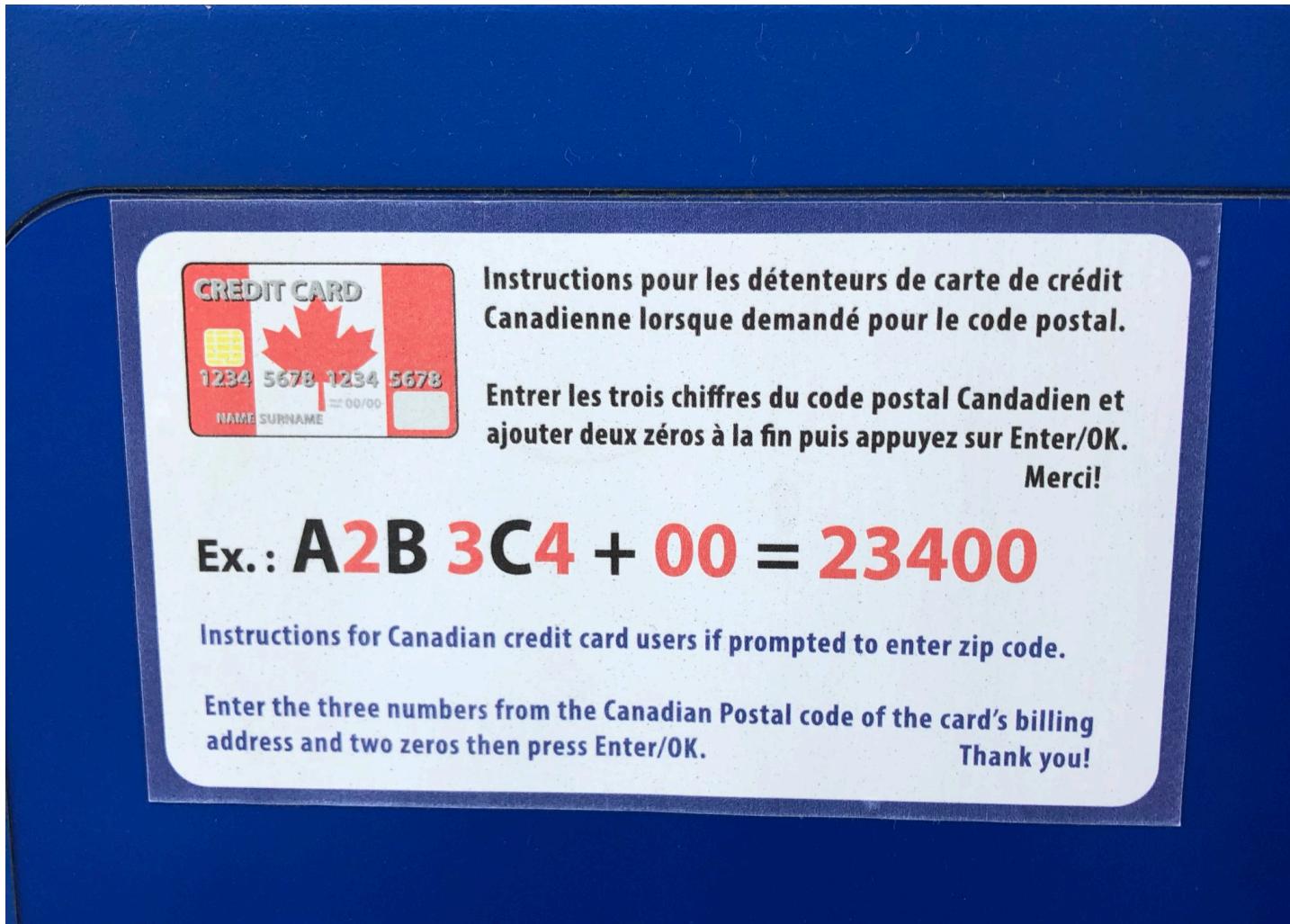


Support: Gum

- 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?

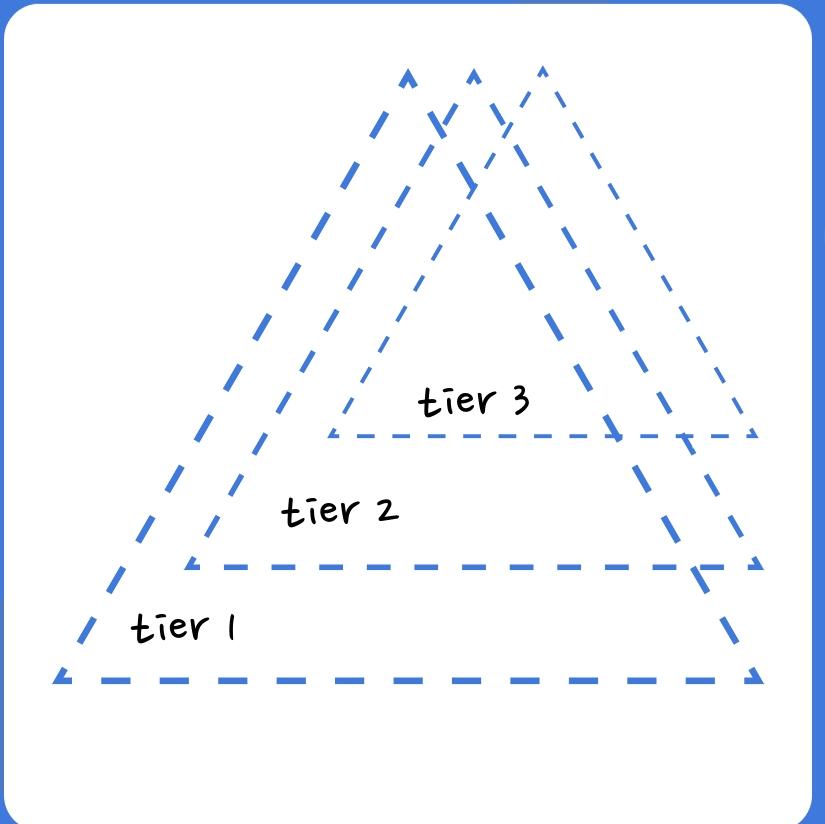
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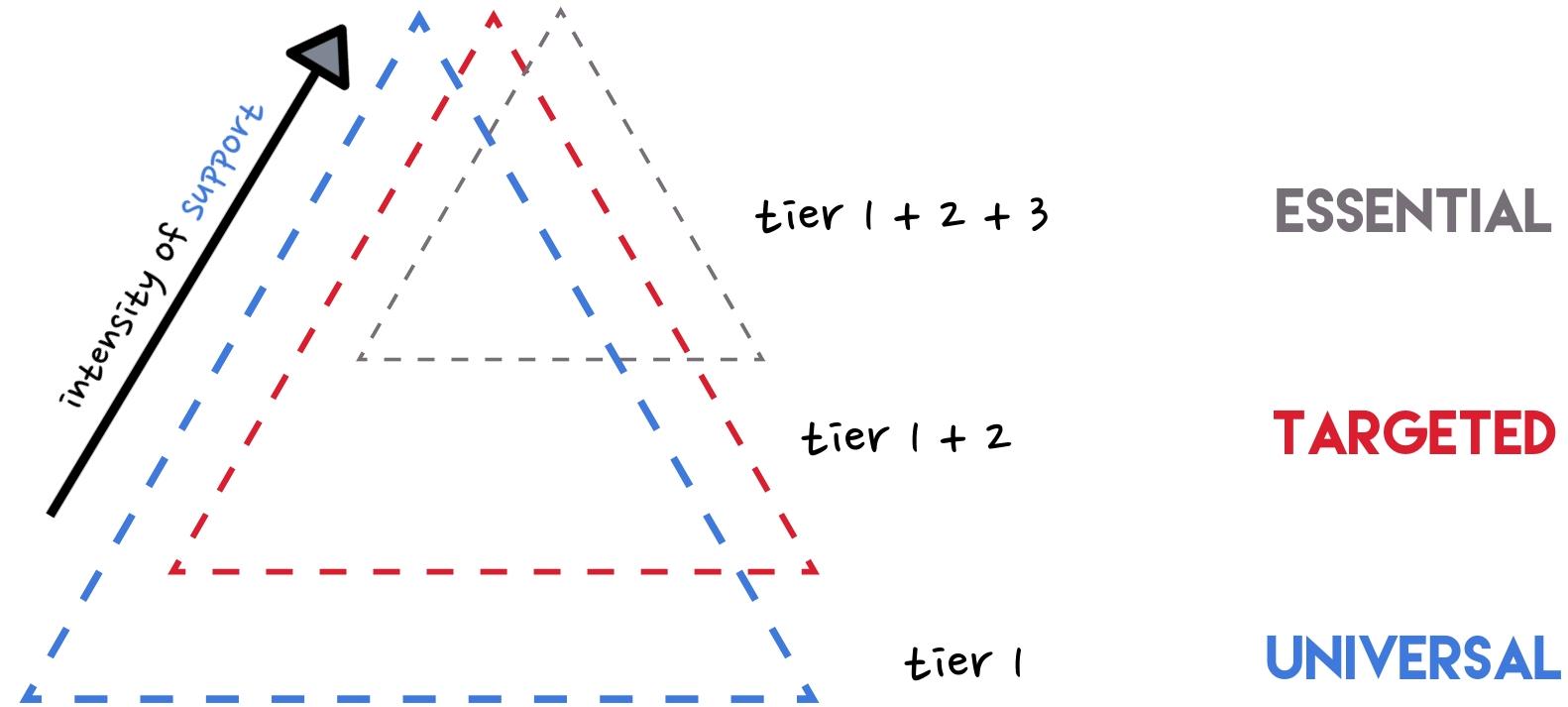
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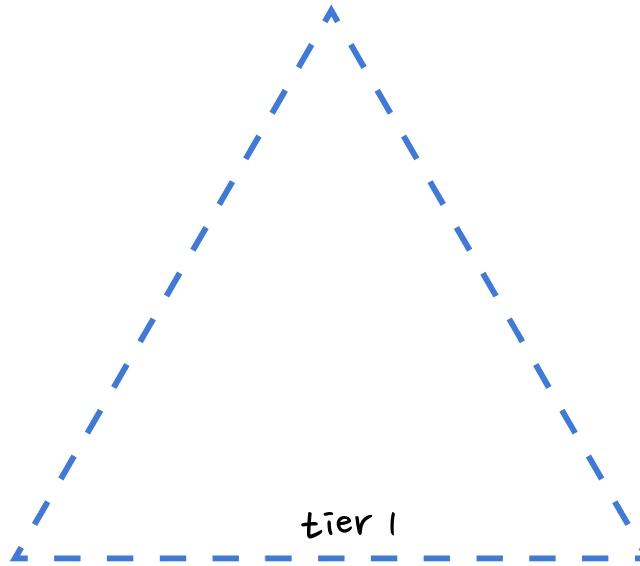


RTI/MTLS





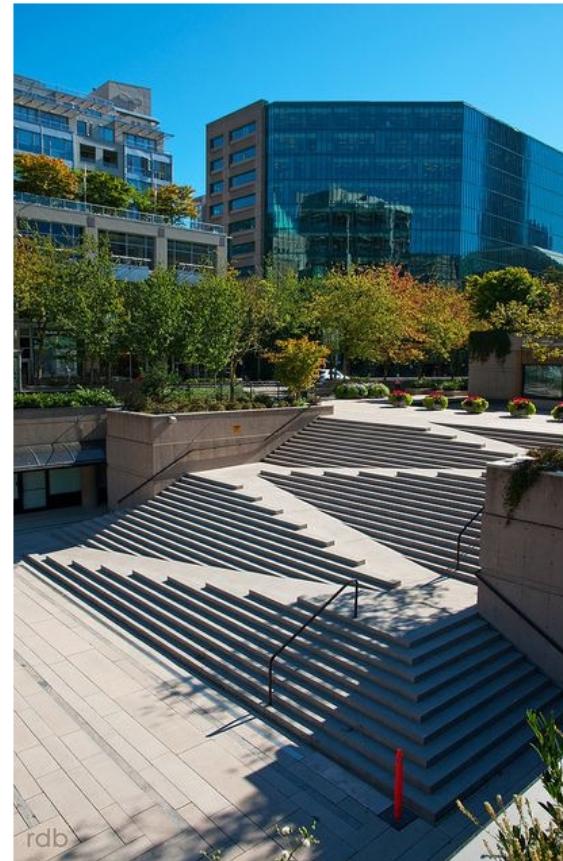
RTI/MTLS: UNIVERSAL SUPPORTS



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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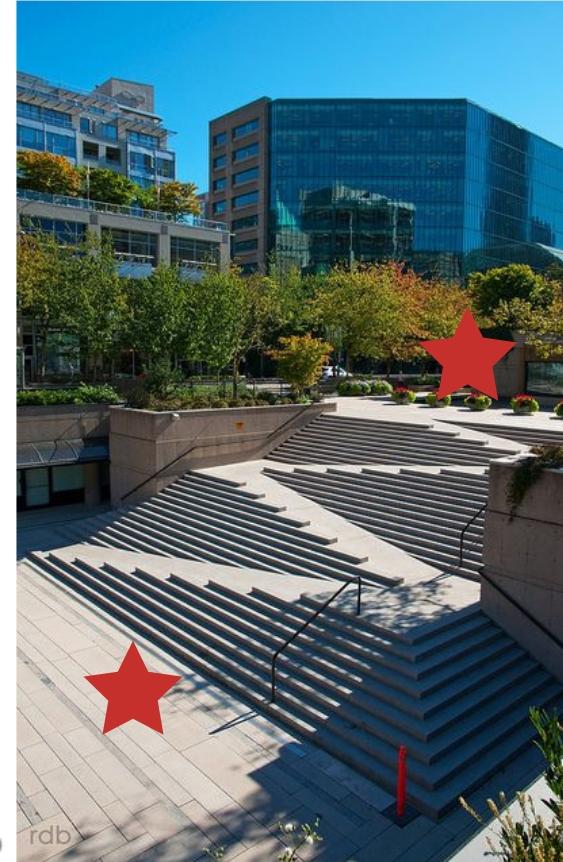
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UNIVERSAL SUPPORTS

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

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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WHAT ARE THE STAIRS/ RAMPS FOR LEARNING?

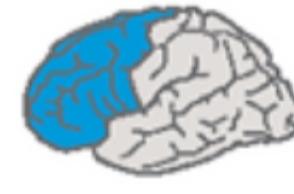
Universal Design for Learning Guidelines



Provide Multiple Means of Engagement



Provide Multiple Means of Representation



Provide Multiple Means of Action & Expression

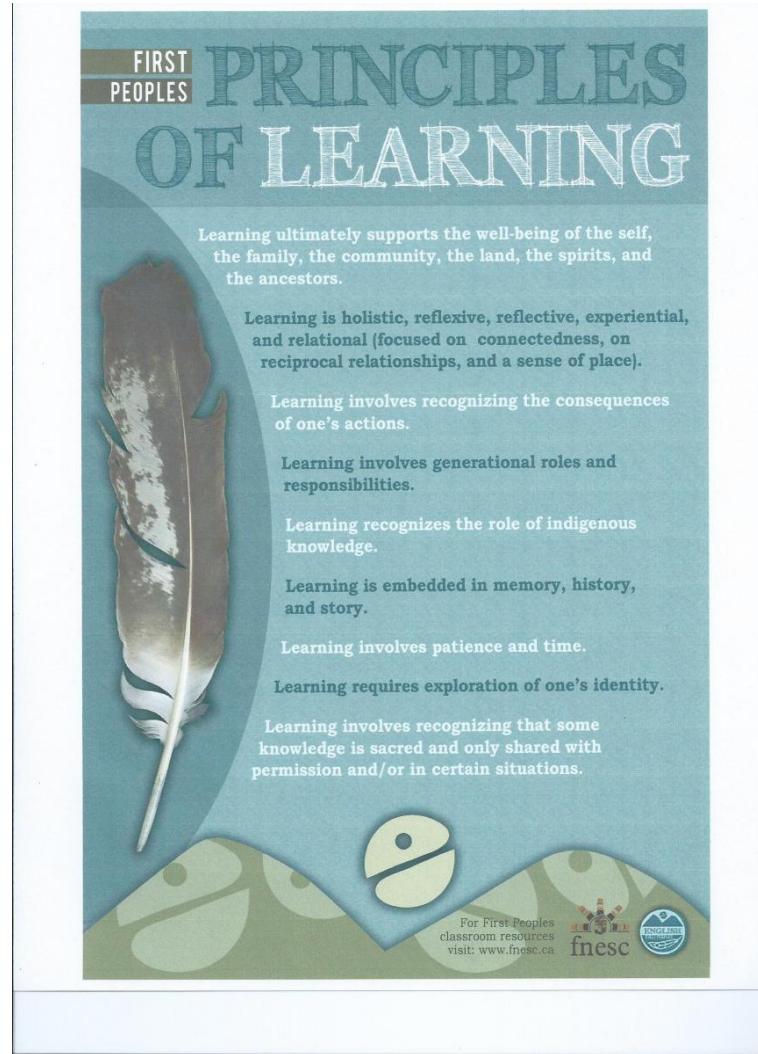
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CAST.org

Reconciliation Targets

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



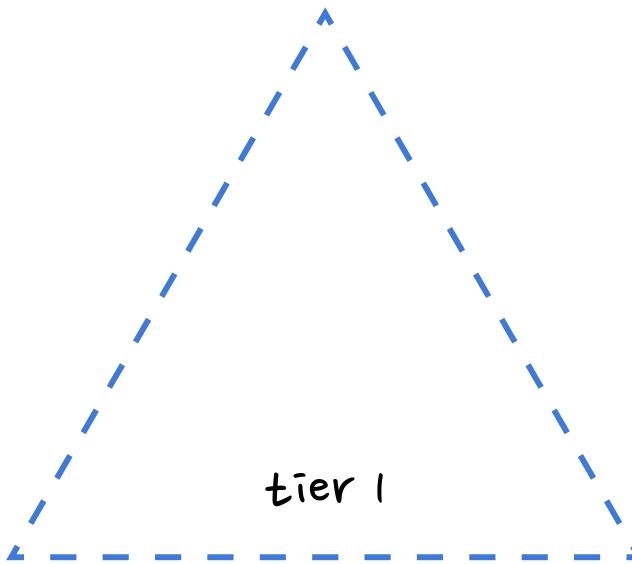
Reconciliation & Equity Targets

- <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>

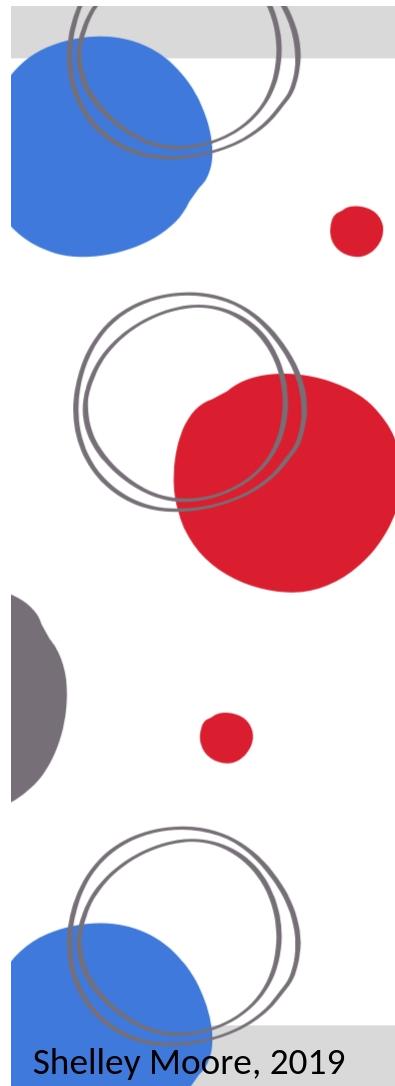
Equitable Classroom Practices Observation Checklist				
Equitable Classroom Practices Observation Checklist				
Target	Detail	Subject	Opener	Not Operational (0 points)
1. Welcomes students by name as they enter the classroom	• Welcomes students to connect to their own backgrounds, cultures, names			
2. Encourages active participation with all students	• Encourages active participation with all students			
3. Prepares students for learning	• Prepares students for learning			
4. Uses body language, gestures, tone, and expressions of concern to convey a sense of respect and inclusion	• Uses body language, gestures, tone, and expressions of concern to convey a sense of respect and inclusion			
5. Provides opportunities for students to share their interests	• Provides opportunities for students to share their interests			
6. Encourages active participation with all students	• Encourages active participation with all students			
7. Uses multiple modes of communication (e.g. visual, oral, written, non-verbal) to support all students	• Uses multiple modes of communication (e.g. visual, oral, written, non-verbal) to support all students			
8. Promotes, uses, and applies some words in multiple, multiple languages	• Promotes, uses, and applies some words in multiple, multiple languages			
9. Models use of multiple languages	• Models use of multiple languages			
10. Uses class guidelines for communication with support for academic achievement	• Uses class guidelines for communication with support for academic achievement			
11. Uses various resources for teaching and learning	• Uses various resources for teaching and learning			
12. Uses opportunities for students to work with their peers (e.g., Think-Pair-Share, Partner A and B, Think-Pair-Share, etc.)	• Uses opportunities for students to work with their peers (e.g., Think-Pair-Share, Partner A and B, Think-Pair-Share, etc.)			
13. Structures interactions and opportunities for students to learn from one another	• Structures interactions and opportunities for students to learn from one another			
14. Uses prompting and clarify techniques to assist students of diverse backgrounds	• Uses prompting and clarify techniques to assist students of diverse backgrounds			



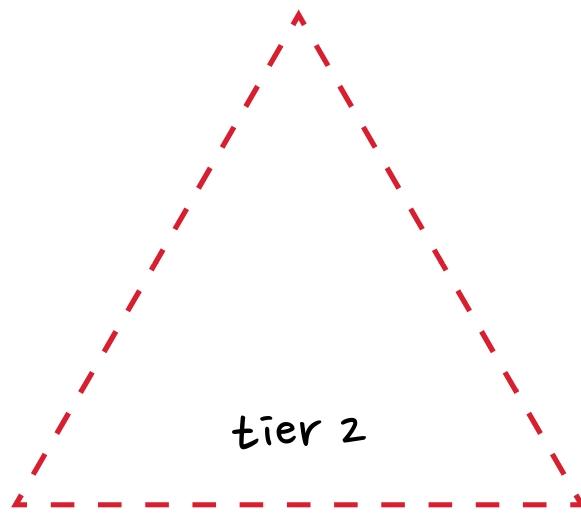
RTI/MTLS: **UNIVERSAL** SUPPORTS



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?



Shelley Moore, 2019



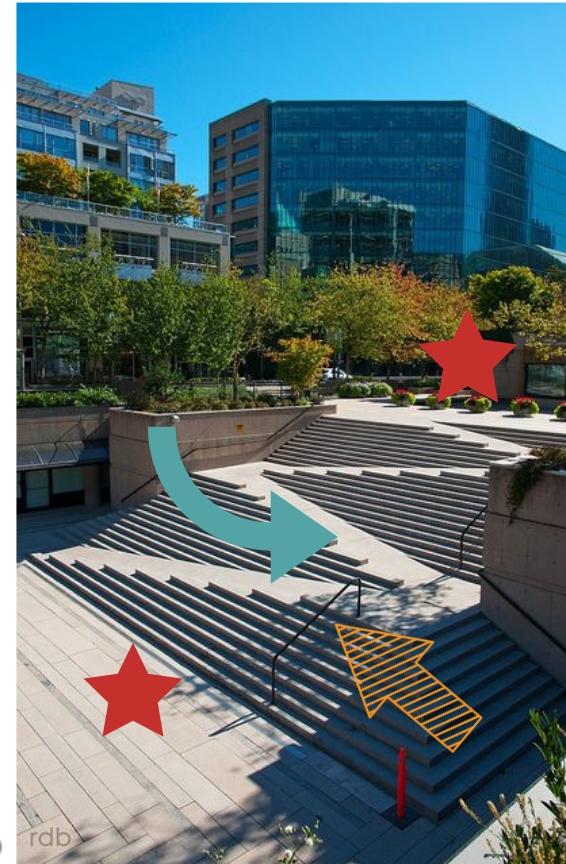
@tweetsomemoore

TARGETED SUPPORTS

1. What is the *goal*?
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Shelley Moore, 2019



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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?



Shelley Moore, 2019



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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?



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WHAT ARE THE RAILS FOR LEARNING?

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

Learning
Disability (LD)

Autism Spectrum

LGBTQ2S

Fetal Alcohol
Syndrome

Trauma



Refugee

English Language
Learners (ELL)

At risk

cultural/ Indigenous

Attention Deficit/
Hyperactivity (AD/HD)

Anxiety/
Mental Health

Behaviour

What are the needs of our students?

OTF
Your Voice. Your Strength.
Ontario Teachers' Federation

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.

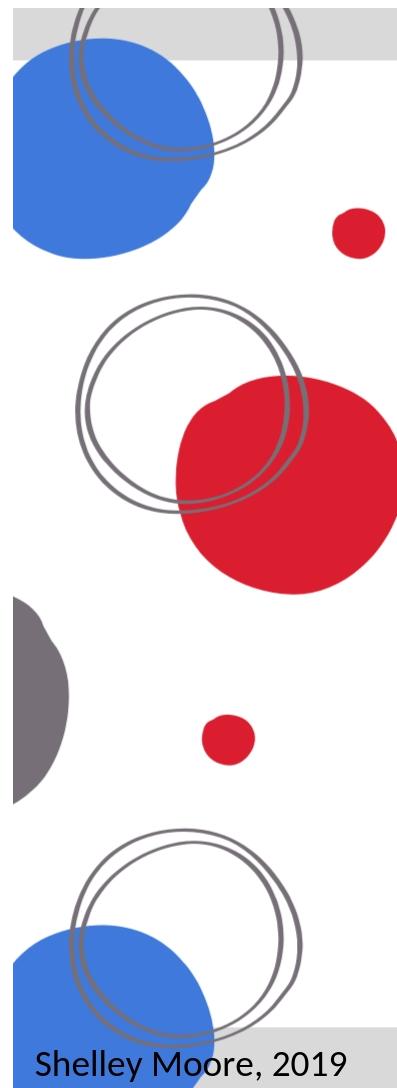
The teaching strategies and resources on this website have been organized along three main lines. Related definitions, characteristics and resources are included for each area:

Student Needs
[Formal Exceptionalities Determined by IPRC](#)
[Diagnosed Medical/Psychological Conditions](#)

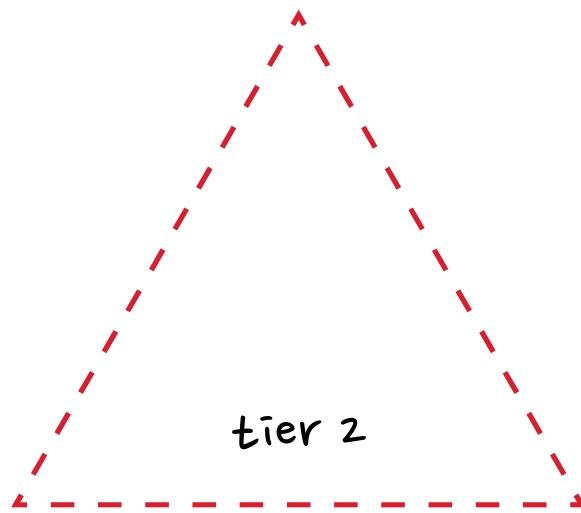


Optimism is the faith that leads to achievement. Nothing can be done without hope and confidence.

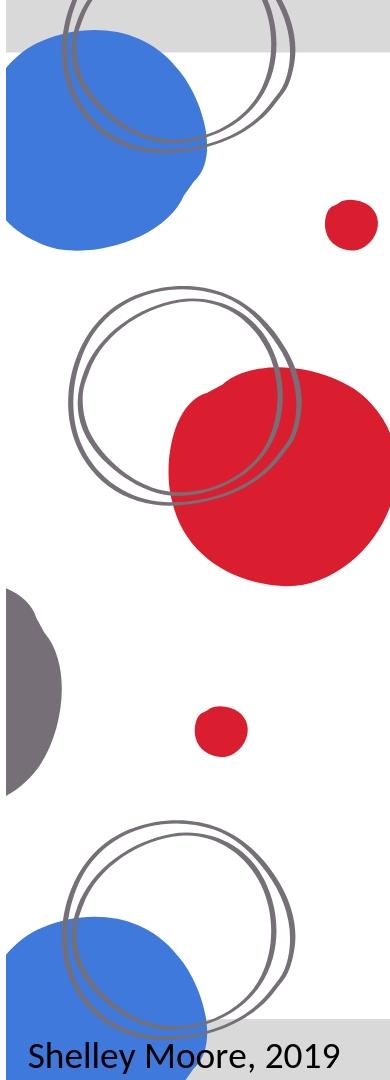
Helen Keller



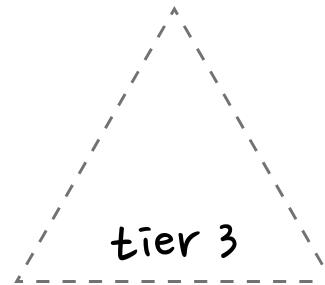
RTI/MTLS: TARGETED SUPPORTS



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?

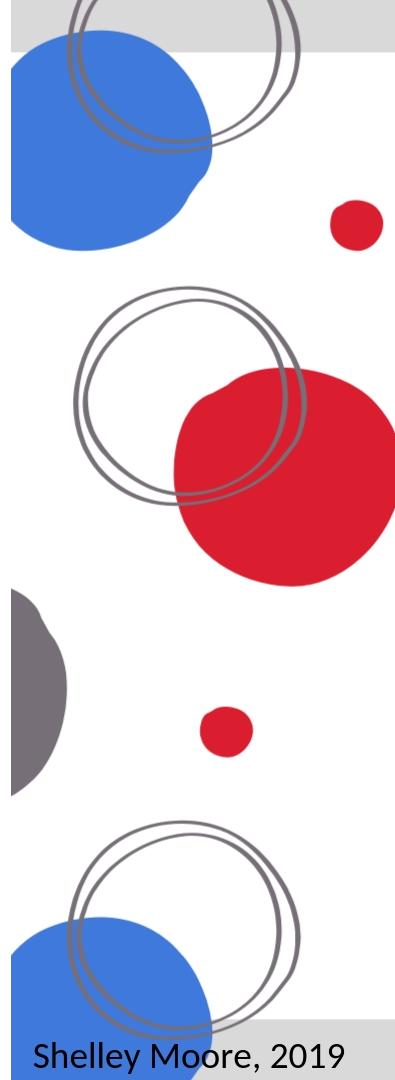
3. How do we *teach* everyone about the *support* so that we can *advocate for* ourselves *and* each other?



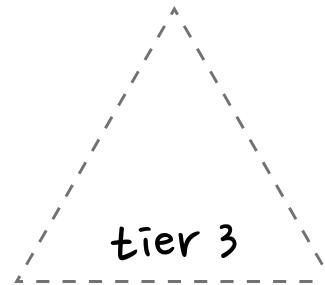
WHAT ARE INDIVIDUALIZED SUPPORTS FOR LEARNING?

what essential supports are needed to meet the goal?



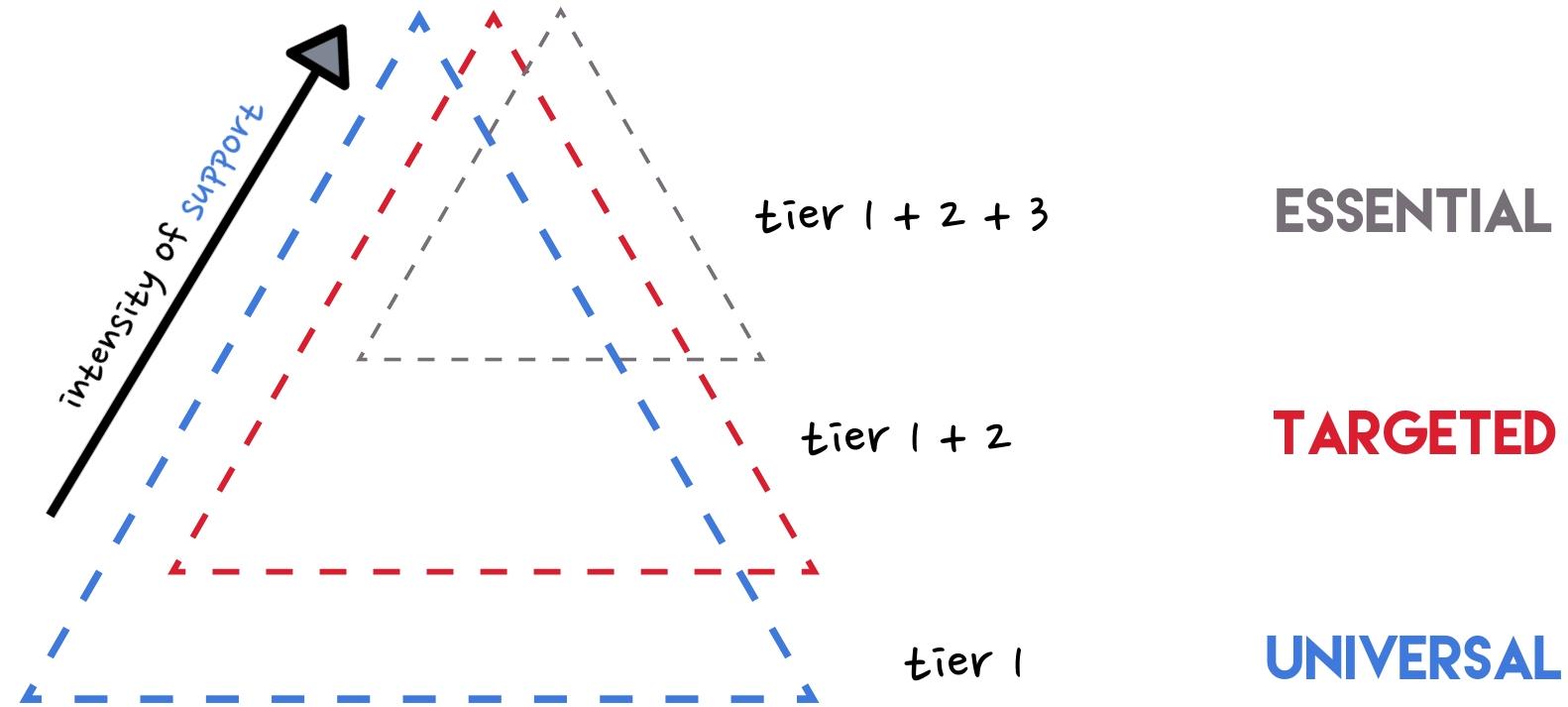


RTI/MTLS: ESSENTIAL SUPPORTS



Designed for one; useful for one

RTI/MTLS



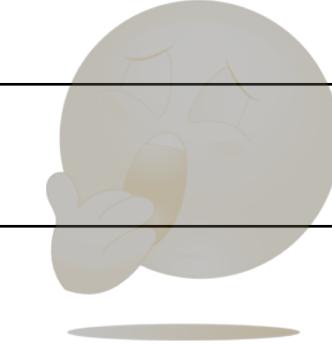
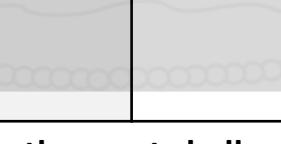
Classroom Support Plan

Teacher(s): _____

Support Staff: _____

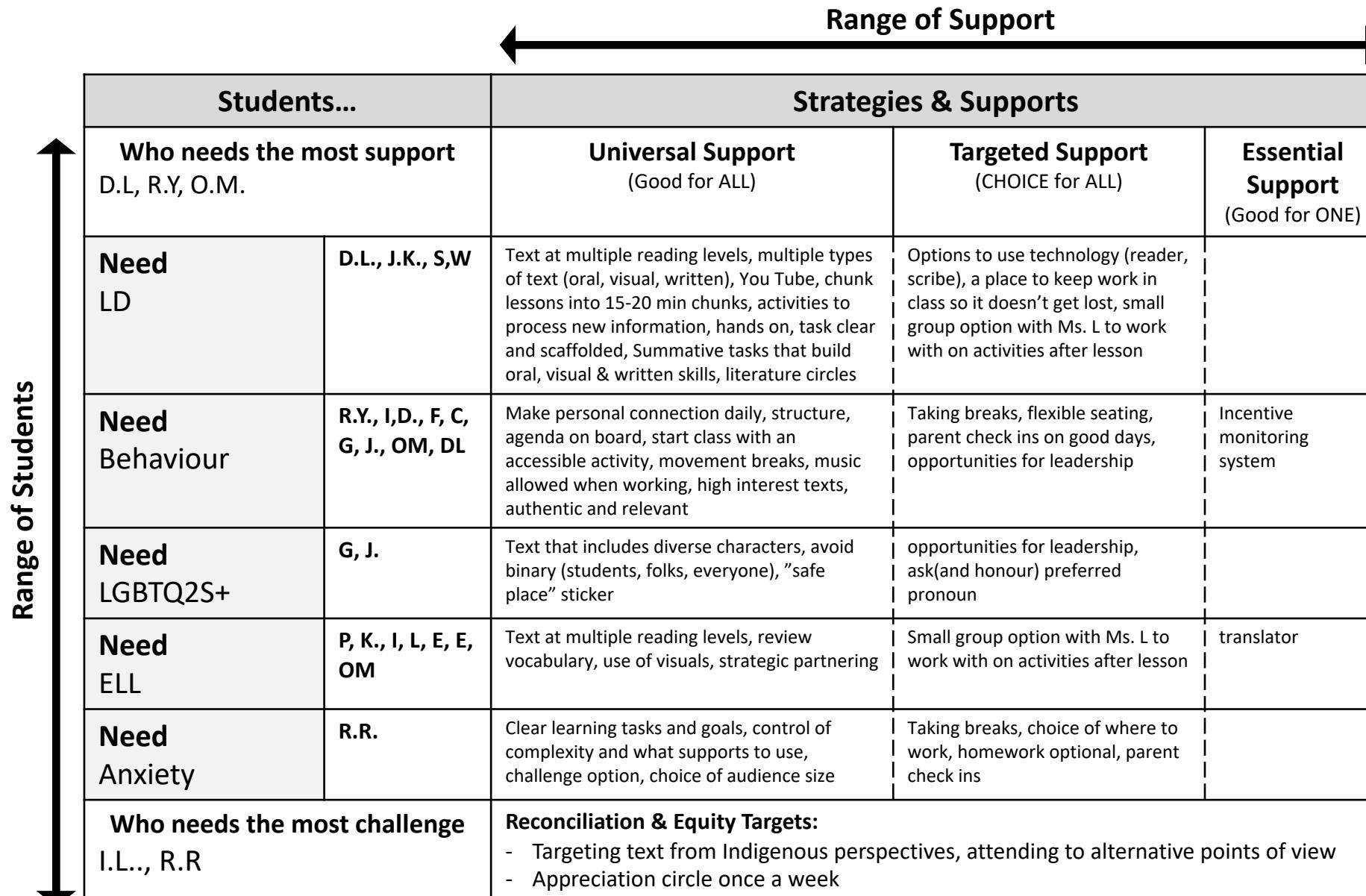
Lens: _____

Range of Support (MTLS)

Students...		Strategies & Supports		
who needs the most support		Universal Support (Good for ALL)	Targeted Support (CHOICE for ALL)	Essential Support (Good for ONE)
Need				
Need				
Need				
Need				
Need				
who needs the most challenge		Reconciliation & Equity Targets:		

Classroom Support Plan

Teacher(s): Mr. Support Staff: Ms. L (support teacher last 20 min of block) Class: English 8



Range of Students ↑

← **Range of Support** →

Students...		Strategies & Supports		
Who needs the most support D.L, R.Y, O.M.		Universal Support (Good for ALL)	Targeted Support (CHOICE for ALL)	Essential Support (Good for ONE)
Need LD	D.L., J.K., S,W	Text at multiple reading levels, multiple types of text (oral, visual, written), You Tube, chunk lessons into 15-20 min chunks, activities to process new information, hands on, task clear and scaffolded, Summative tasks that build oral, visual & written skills, literature circles	Options to use technology (reader, scribe), a place to keep work in class so it doesn't get lost, small group option with Ms. L to work with on activities after lesson	
Need Behaviour	R.Y., I,D., F, C, G, J., OM, DL	Make personal connection daily, structure, agenda on board, start class with an accessible activity, movement breaks, music allowed when working, high interest texts, authentic and relevant	Taking breaks, flexible seating, parent check ins on good days, opportunities for leadership	Incentive monitoring system
Need LGBTQ2S+	G, J.	Text that includes diverse characters, avoid binary (students, folks, everyone), "safe place" sticker	opportunities for leadership, ask(and honour) preferred pronoun	
Need ELL	P, K., I, L, E, E, OM	Text at multiple reading levels, review vocabulary, use of visuals, strategic partnering	Small group option with Ms. L to work with on activities after lesson	translator
Need Anxiety	R.R.	Clear learning tasks and goals, control of complexity and what supports to use, challenge option, choice of audience size	Taking breaks, choice of where to work, homework optional, parent check ins	
Who needs the most challenge I.L., R.R		Reconciliation & Equity Targets: - Targeting text from Indigenous perspectives, attending to alternative points of view - Appreciation circle once a week		

Classroom Support Plan

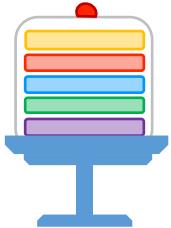
Teacher(s): Mr. B

Support Staff: Ms. C (EA)

Class: Math 9

Range of Support

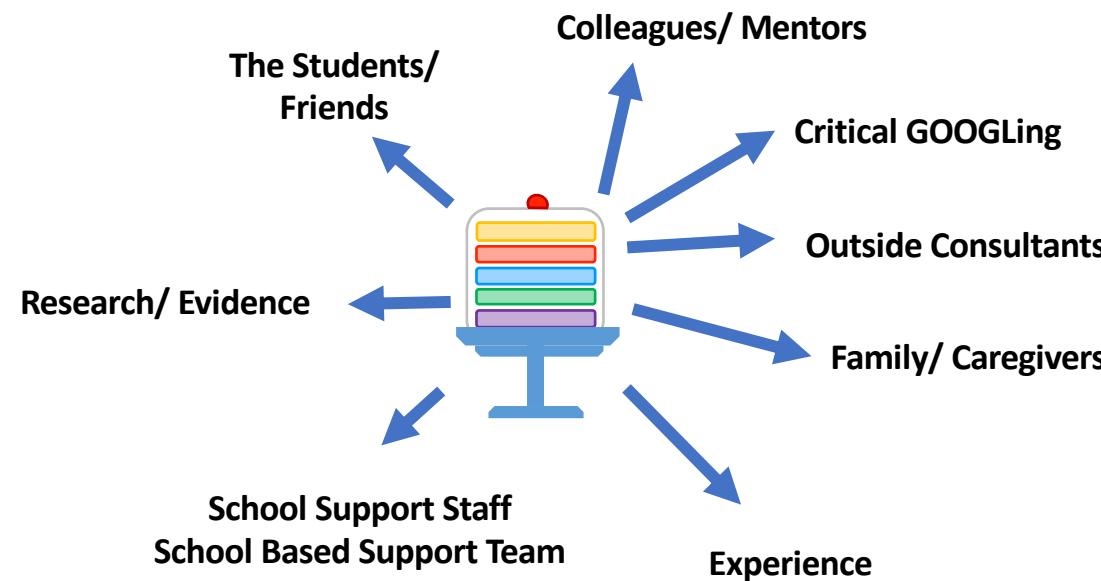
Students...		Strategies & Supports		
Who needs the most support J.W.		Universal Support (Good for ALL)	Targeted Support (CHOICE for ALL)	Essential Support (Good for ONE)
Need Cognitive	J.W.	Start lesson with accessible task how to work with J.W., building community activities, manipulatives,	Access Point to curriculum (Math IEP goal), may need breaks, visual agenda on board that matches AAC device, strategic partnering, calculator	AAC Device, social role on class, works well with Y.T., glasses,
Need Vision	R.P	Large print & high contrast outline of handouts, do not change furniture floor plan	Sitting close proximity to front of class	Magnifier,
Need Trauma	H.L., U.B	Make personal connection daily, snacks, drinks allowed, chunk task into an essential portion,	Quiet zone in class, breaks, allow time to leave if needed, follow up later if they leave	Check in before class with Ms. H, might be late
Need ELL	Y.I., O.R., B, F, N.M	Teach important vocabulary for a lesson, visuals, manipulatives & visuals, strategic partnering, math word wall		translator
Need Anxiety	R.M.	Choice of challenge, choice of support options, target advocacy skills and risk taking opportunities, open ended tasks (not one answer)	Taking breaks, choice of where to work, homework optional, parent check ins	
Who needs the most challenge I.K., R.M.		Reconciliation & Equity Targets: <ul style="list-style-type: none">- Sharing local Indigenous content for math concepts- Standards based grading and reporting		



Layered Support Cake of Love: Classroom Support Plan

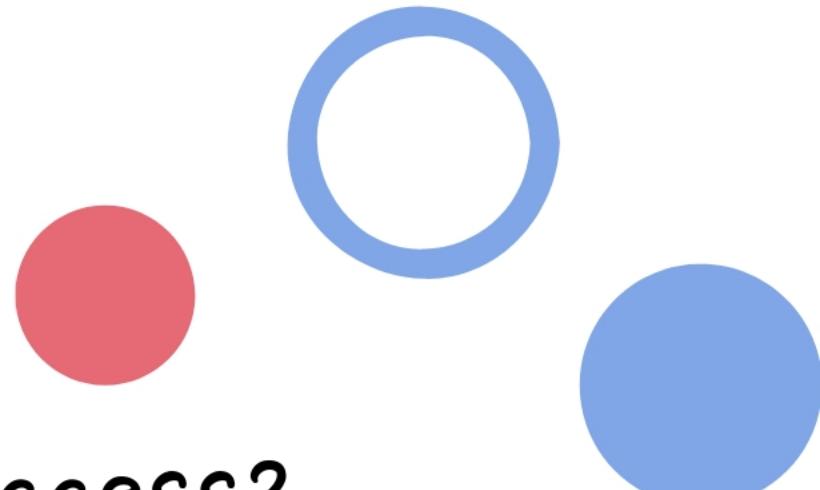


How do we figure out supports or strategies students need?



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?



What to stay connected?!



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@fivemooreminutes



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www.fivemooreminutes.com

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?