

SHELLEY MOORE



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www.fivemooreminutes.com

www.blogsomemoore.com

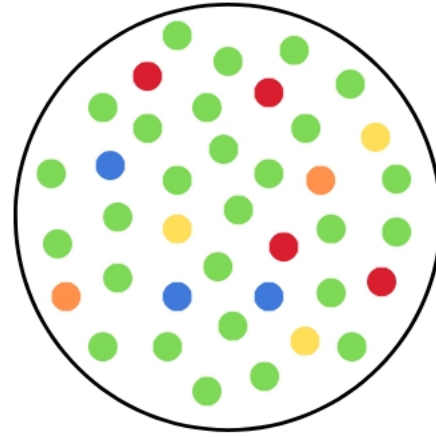


Hello!

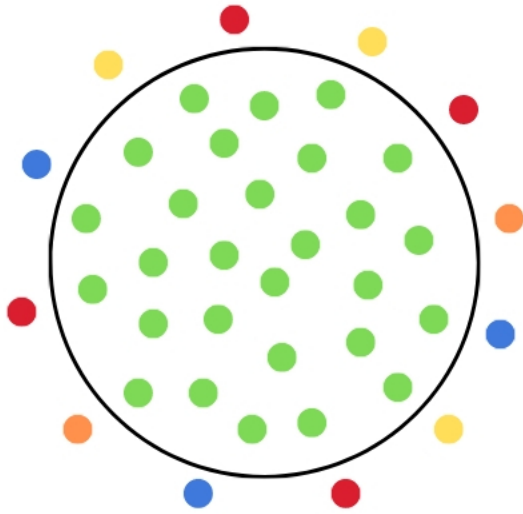
- What do you remember from our last time together?
- What is important to know if this is your first Shelley session?
- What are you hoping to get out of today?



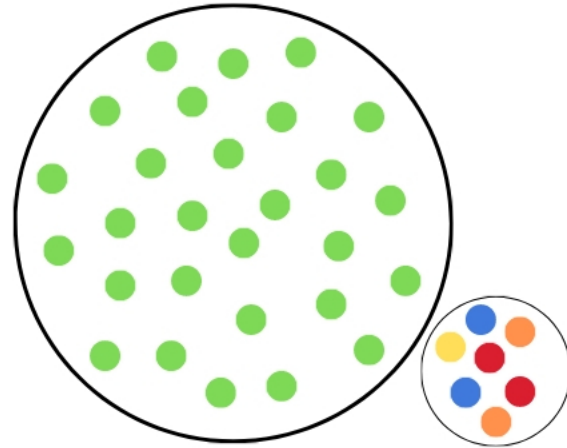
WHAT DOES **INCLUSION** MEAN?



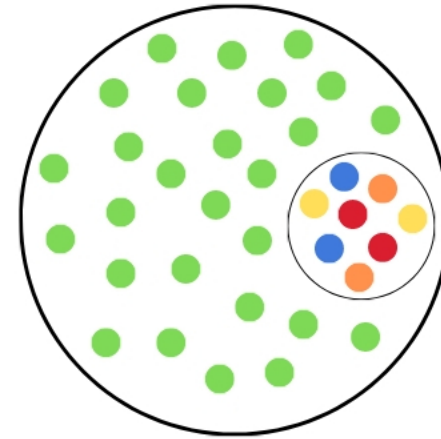
inclusion



exclusion

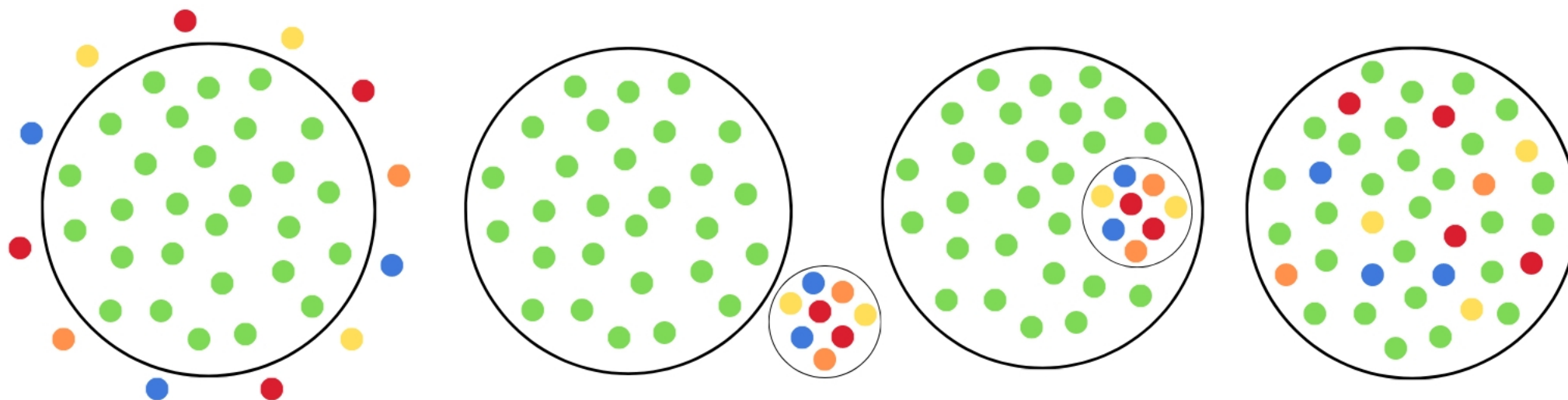


segregation

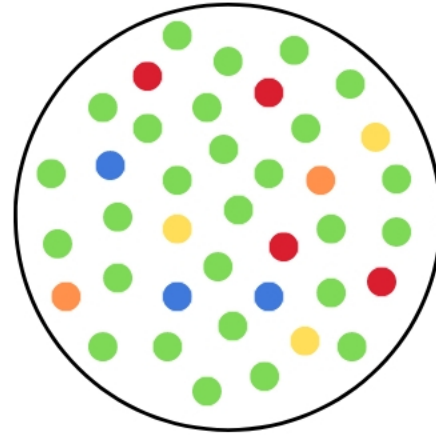


integration

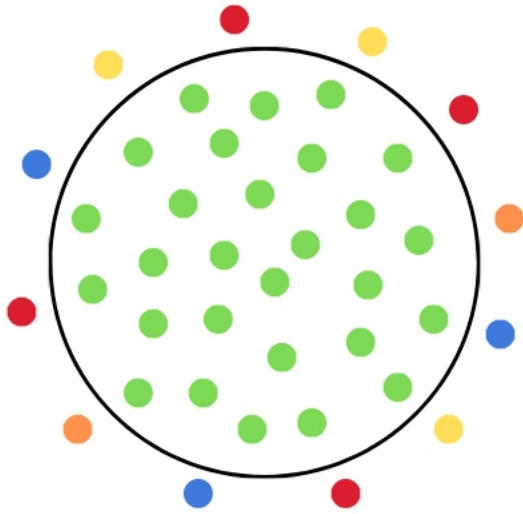
WHAT IS INCLUSION?



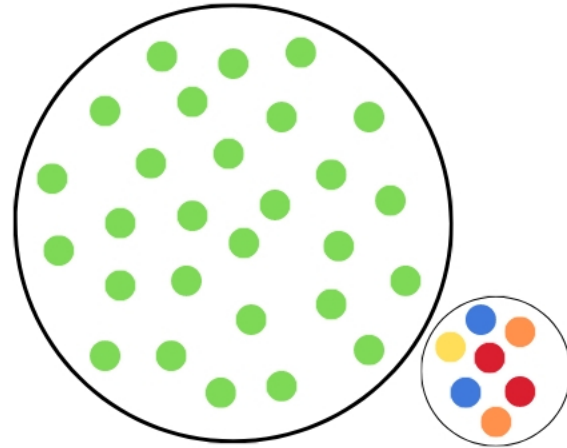
?



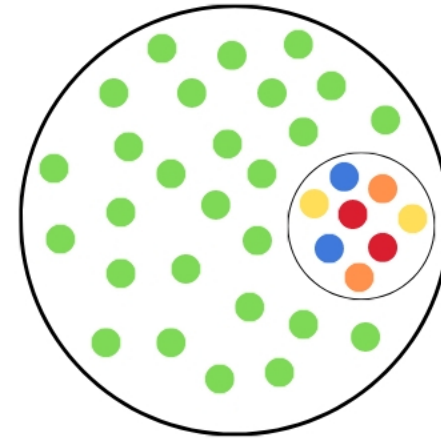
inclusion



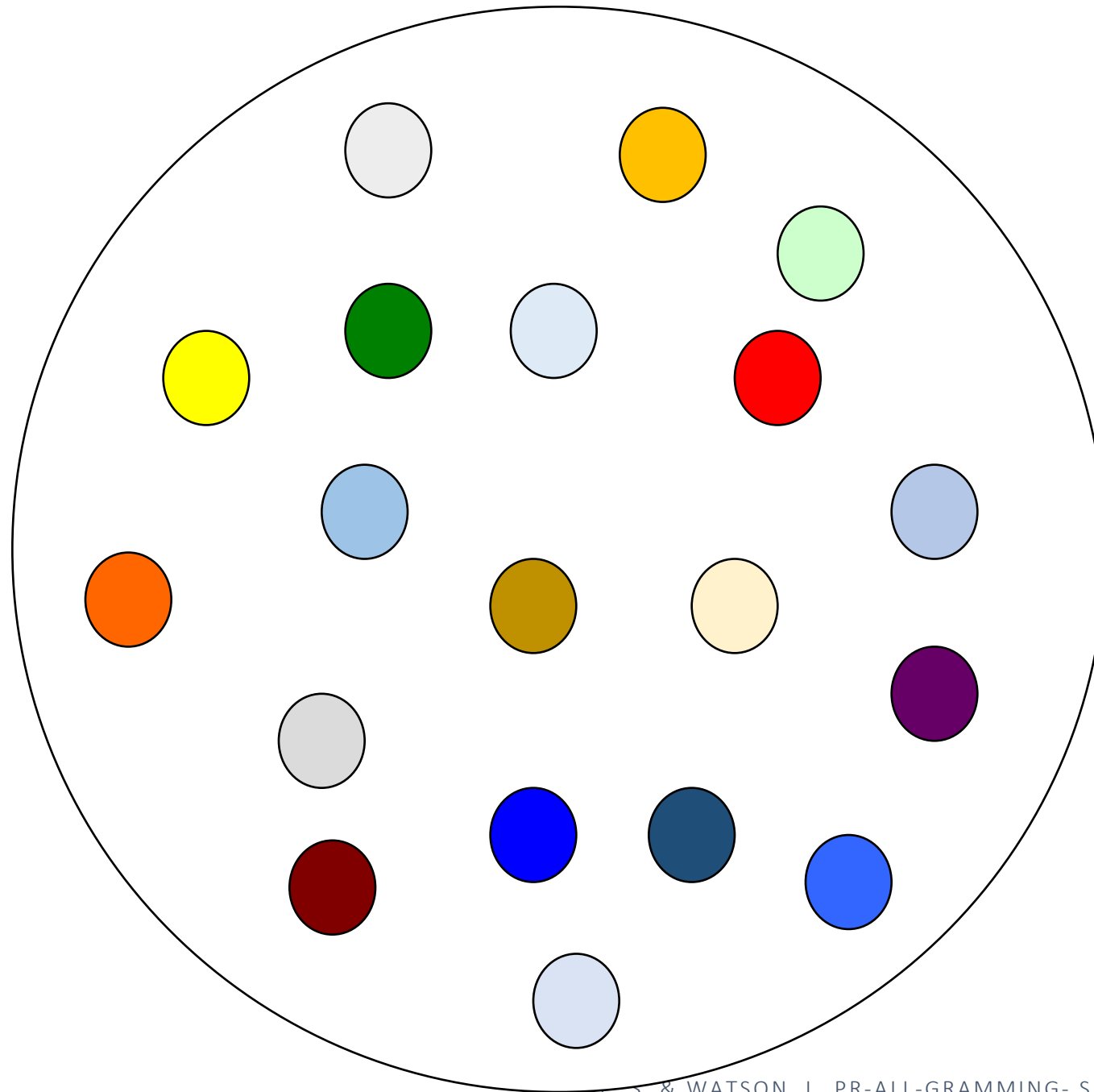
exclusion



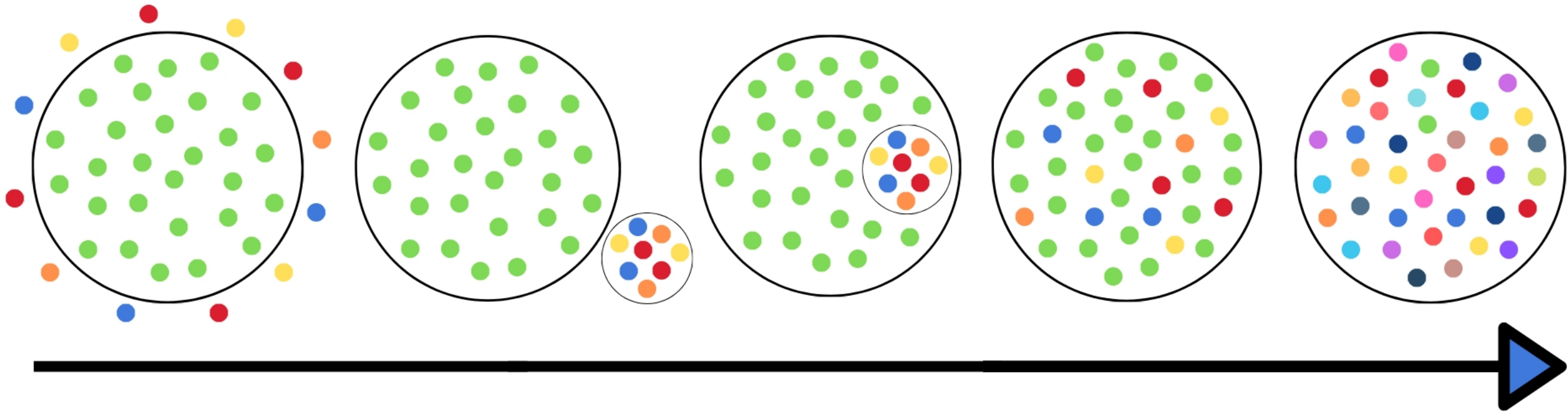
segregation



integration



WHAT IS INCLUSION?



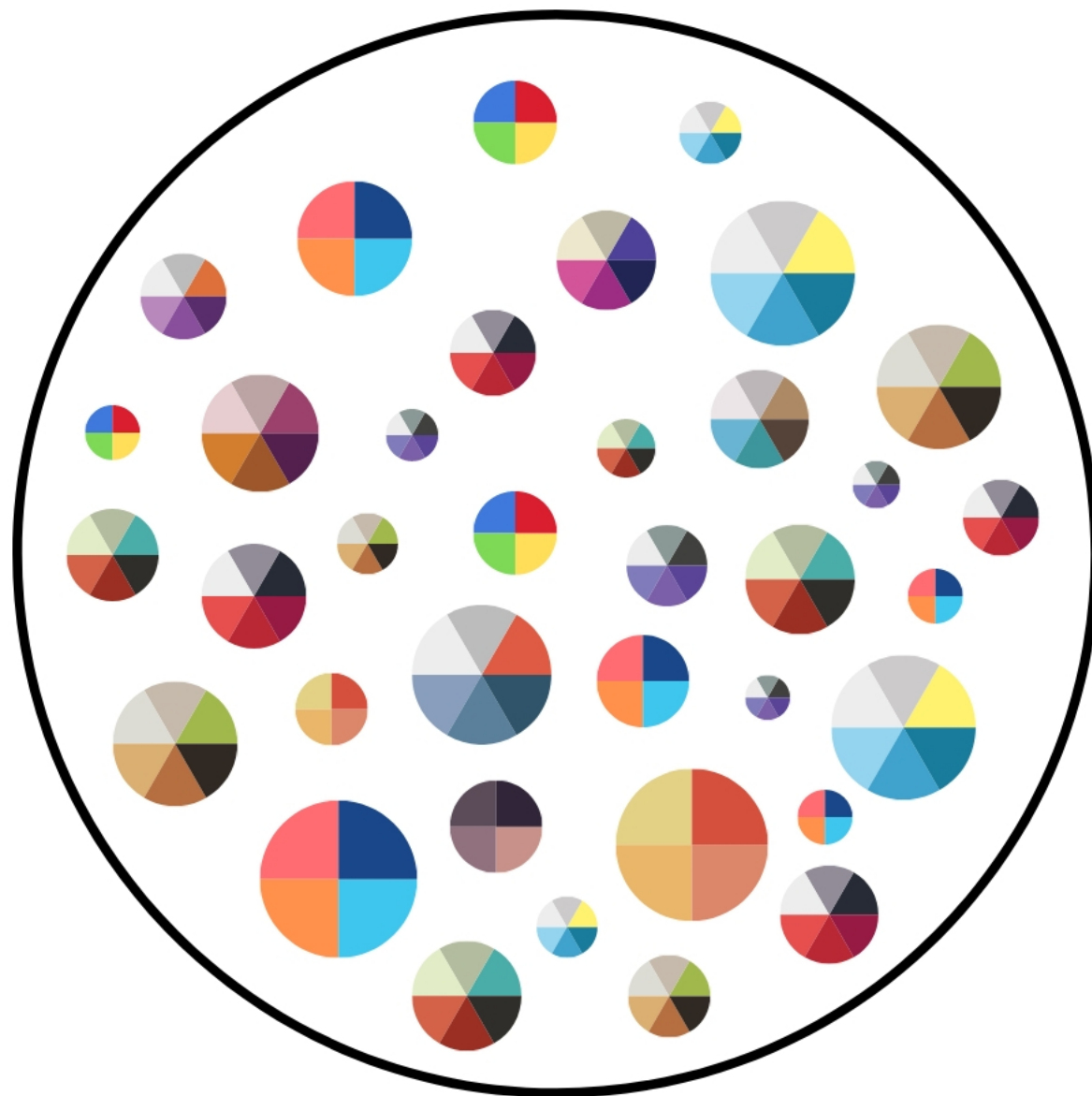
Where are you on this continuum? What's the next step?



WHO IS INCLUSION?



WHO IS INCLUSION?



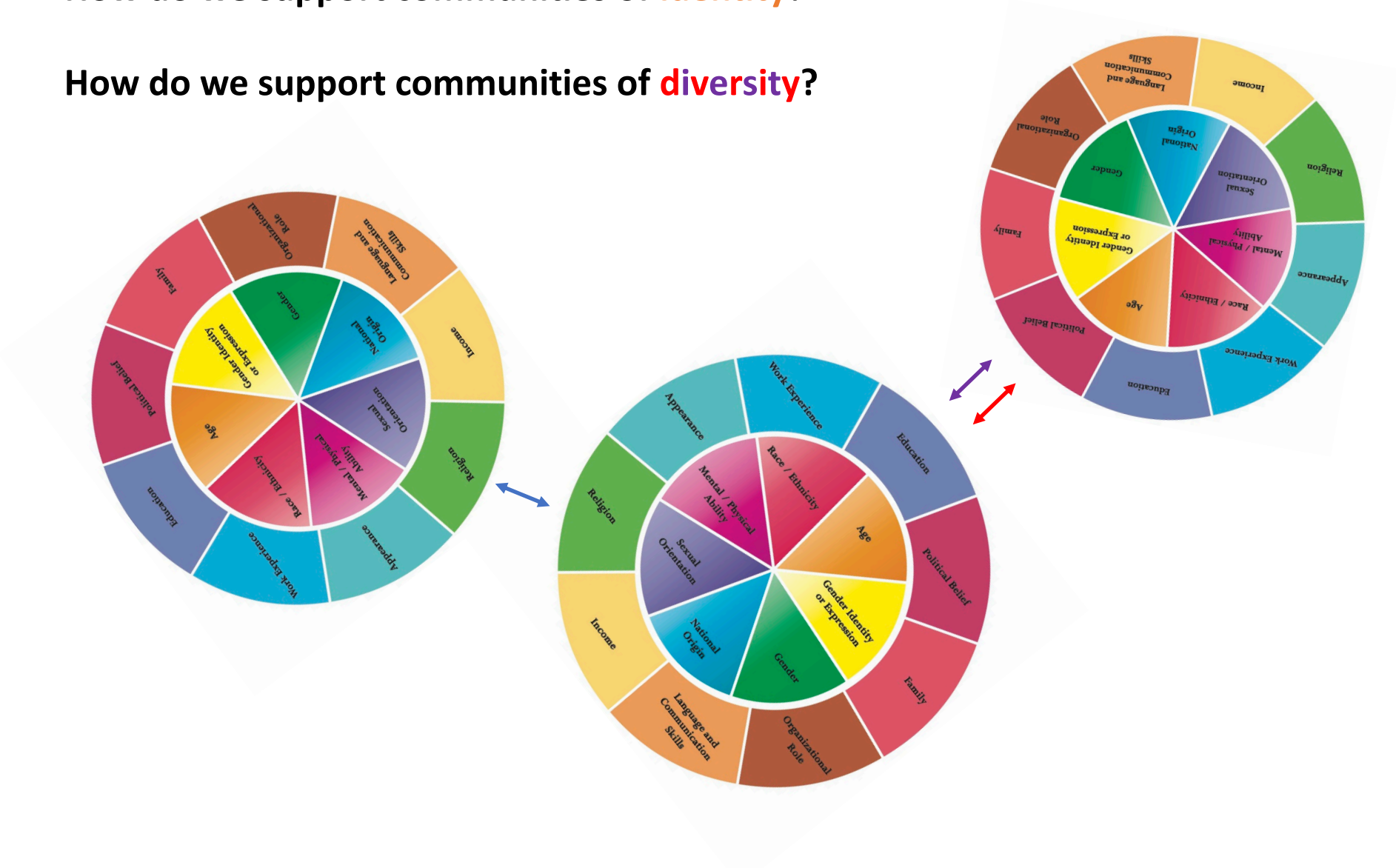
What are your
colours?

Do we value ALL
colours equally?

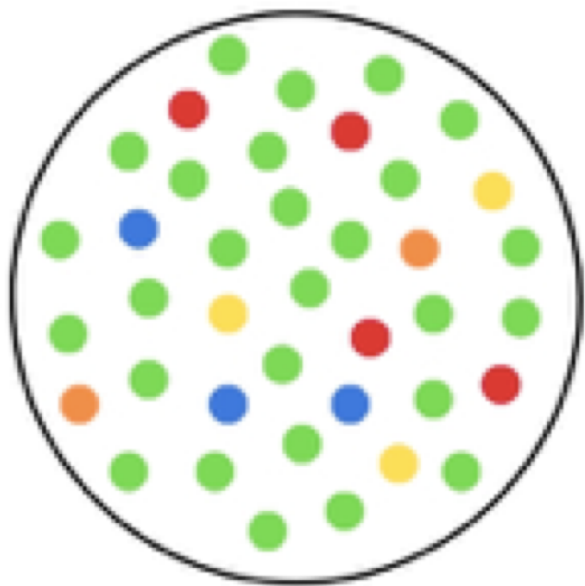


How do we support communities of **identity**?

How do we support communities of **diversity**?



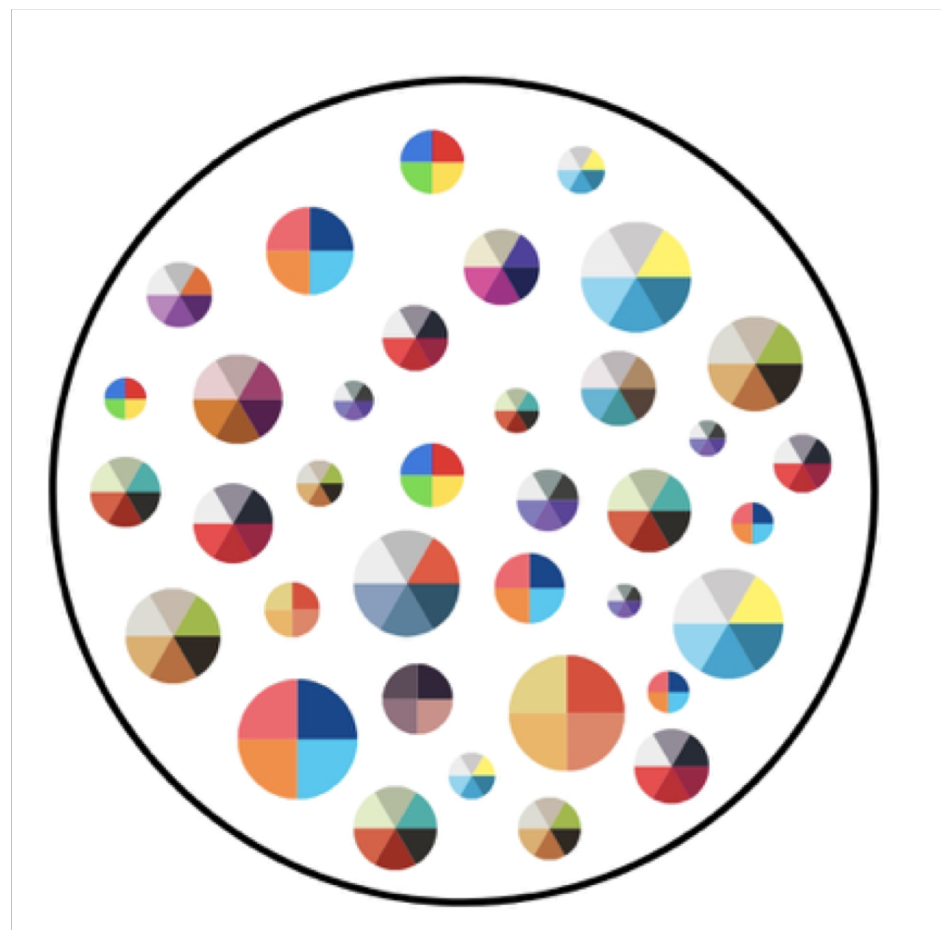
How do we move **away** from groups of deficit?



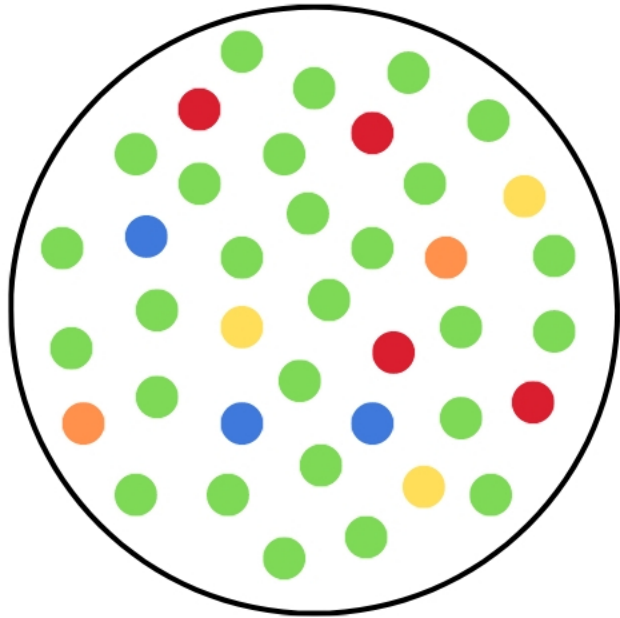
How do we
including people
who are different

How do we teach to diversity?

VS.



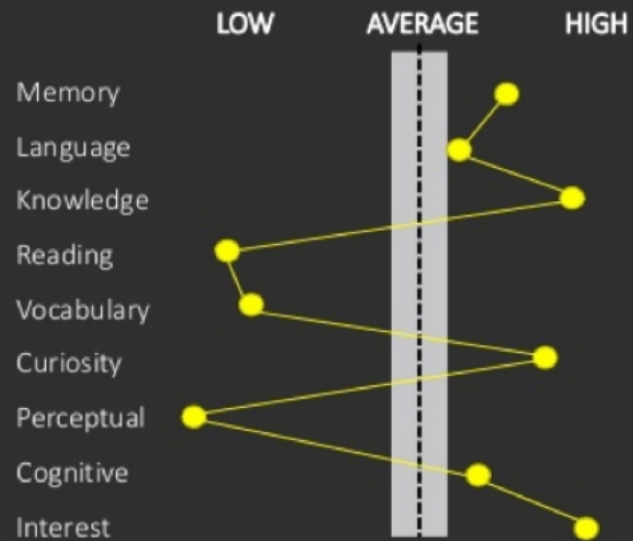
WHERE DID **GREEN** COME FROM?



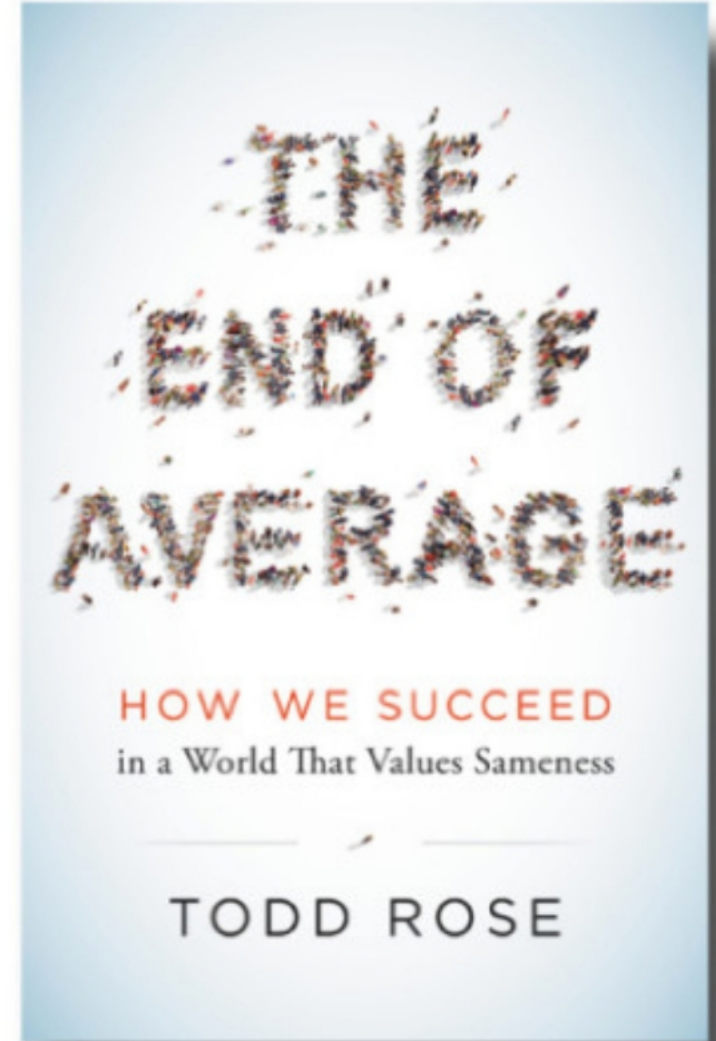
GREEN = AVERAGE

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

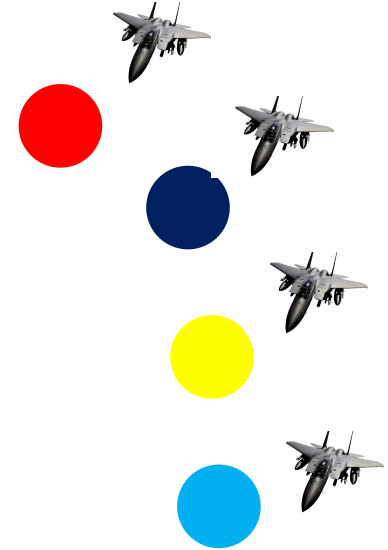
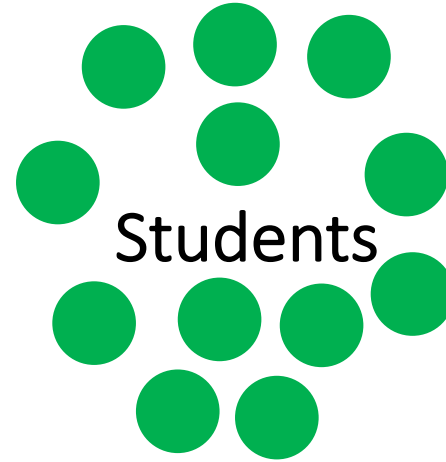
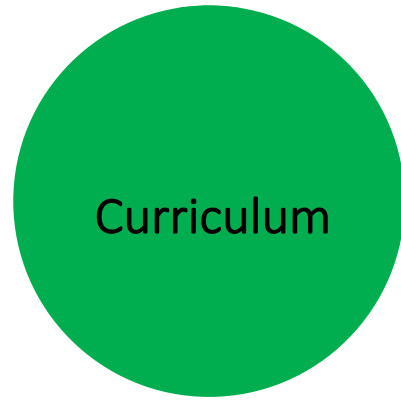
Efficiency: Building one standardized curriculum for ALL students

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?

Strengths

Identities

Interests

Goals

What are student **dimensions** that we can capture
(so that we can design for them)?

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



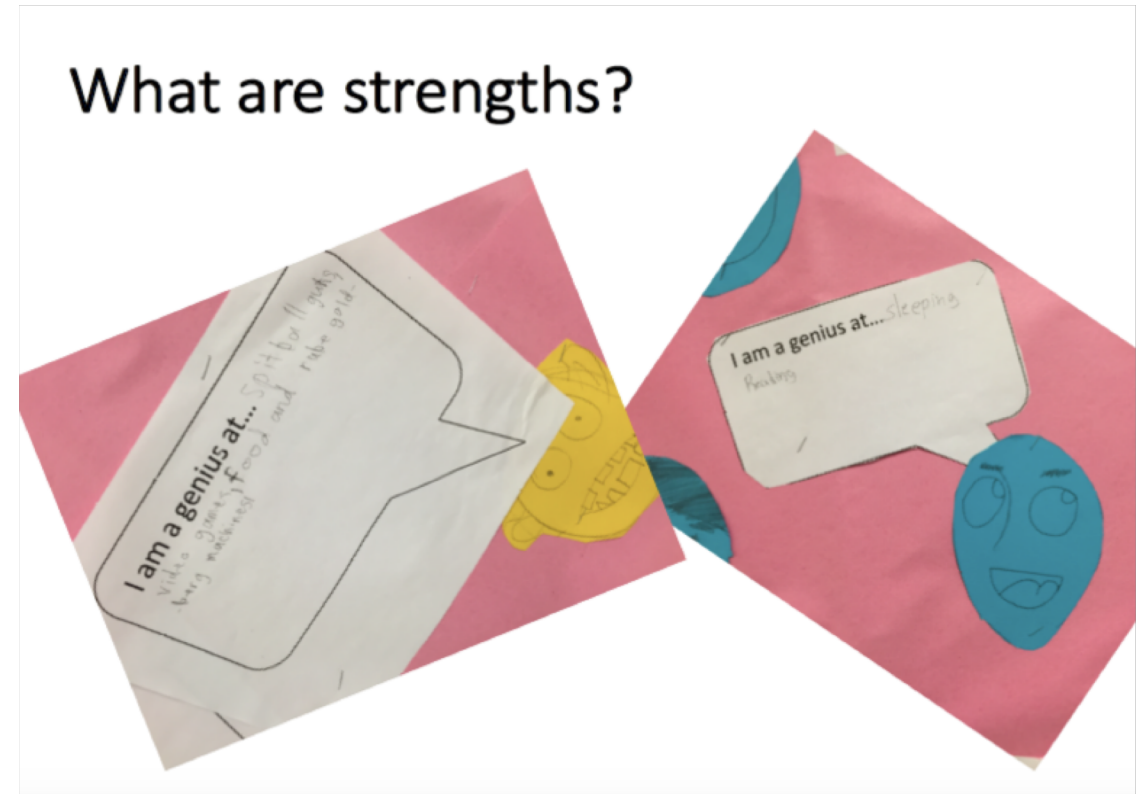
What are my **interests**?

- 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



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

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



Strengths

Identities

Interests

Stretches

What are student **dimensions** that we can capture
(so that we can design for them)?

Strategies

Needs

Barriers

Supports

What to stay connected?!



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What is useful so far!?

DESIGN: THE MOST UNDERUTILIZED SUPPORT



Strengths

Identities

Interests

Stretches

What are student **dimensions** that we can capture
(so that we can design for them)?

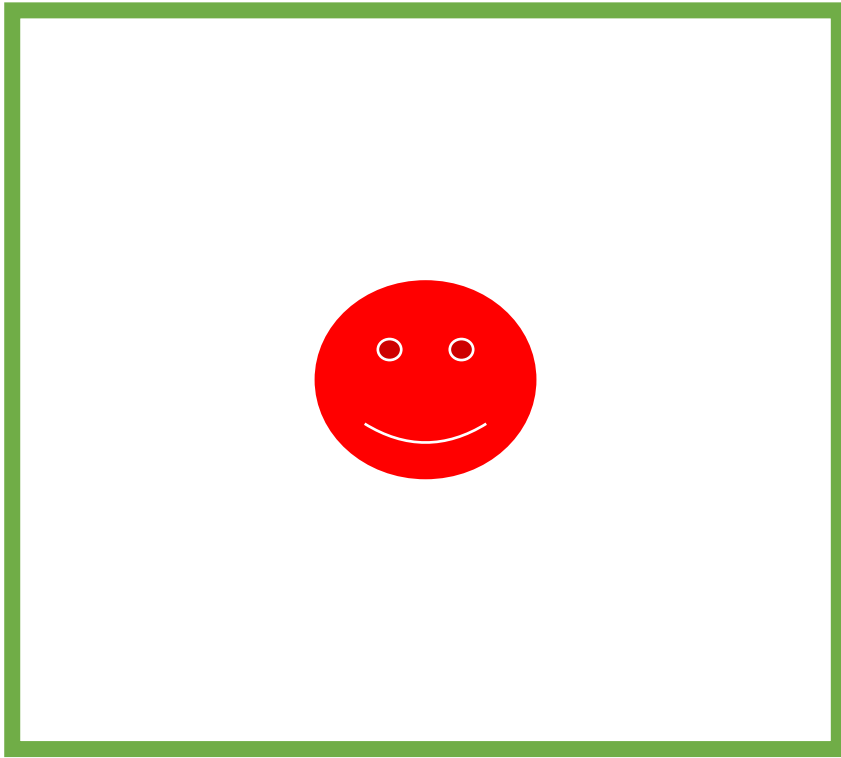
Strategies

Needs

Barriers

Supports

Shifting the Paradigm: Medical Model of Disability

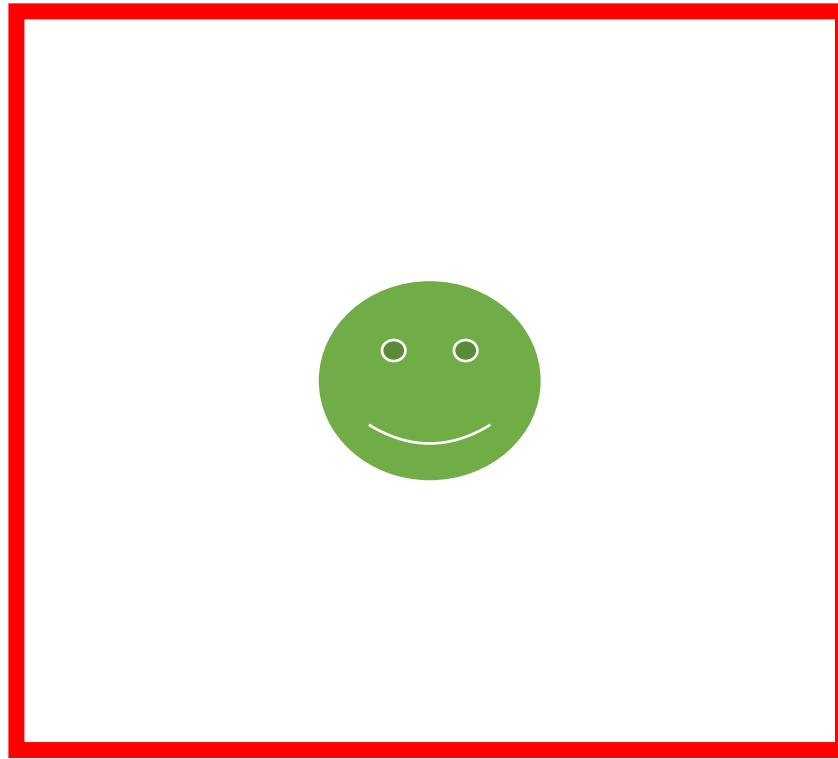


Identify the problems in the
student

Fix the student

Shifting the Paradigm: Social Model of Disability

Identify the problems
in the environment

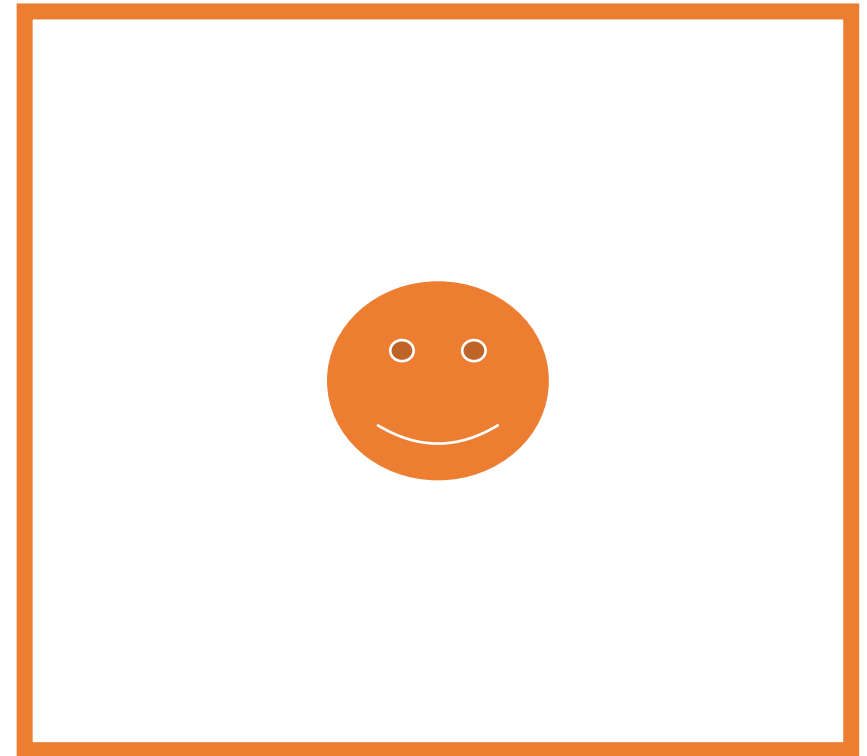


Fix the environment

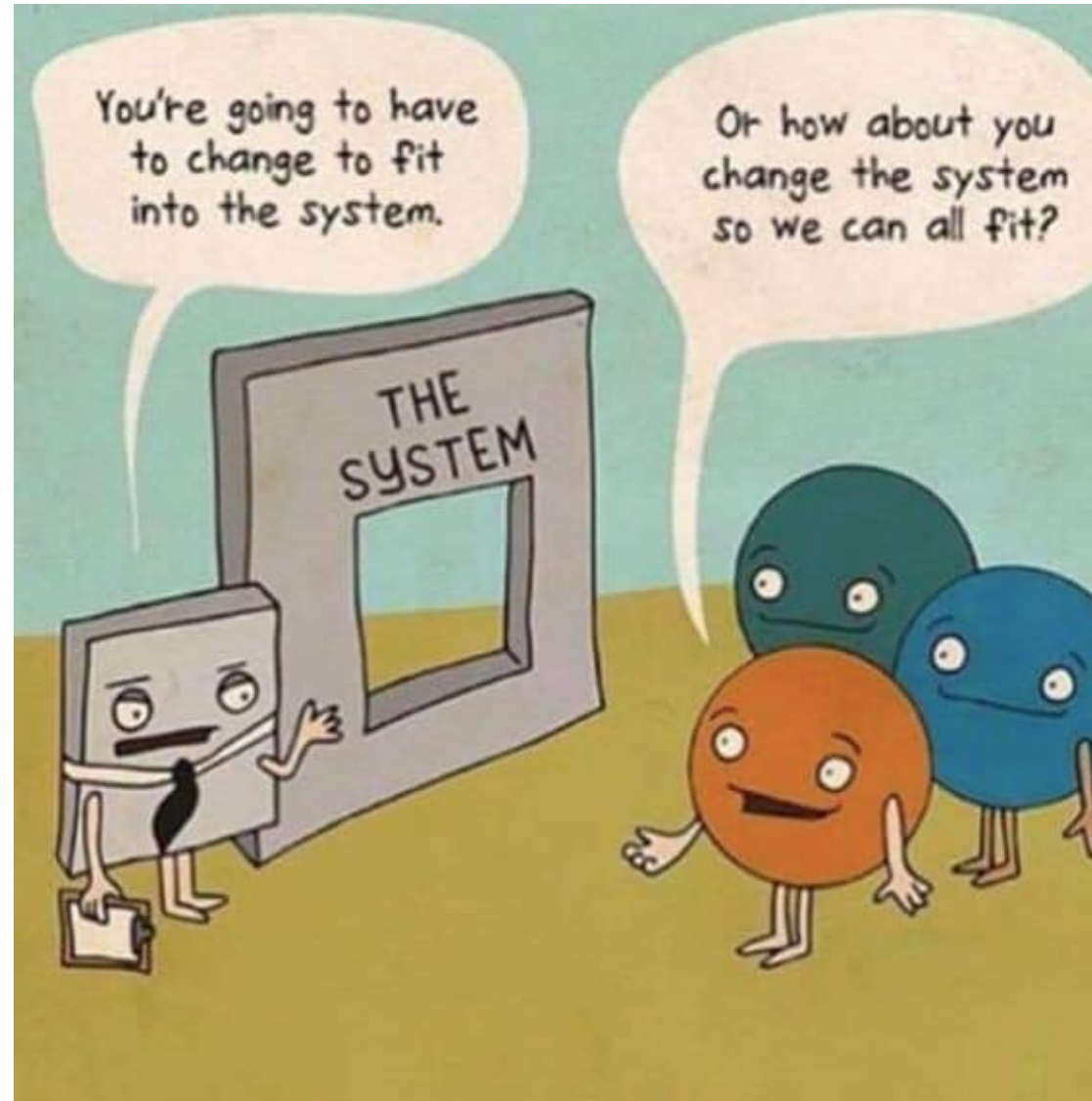
Shifting the Paradigm: Person-Place Model of Disability

Identify the **needs** of the **student** AND
Identify the **barriers** in the **environment**

Anticipate supports and strategies needed
for students AND
Reduce barriers in the environment



The Role of the Environment/ System in Disabling Individuals



What are my **barriers**??

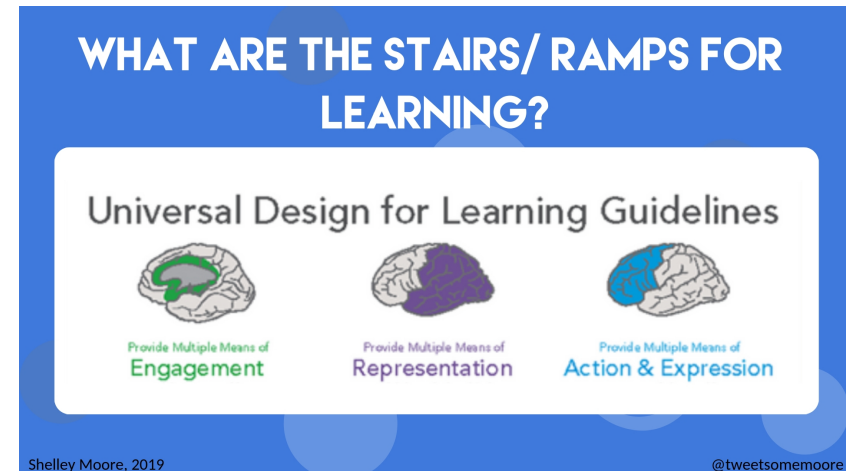
- Student/ Family/ Teacher/ Support Staff generated
- What are some things that happen in classrooms or schools that make it hard for me to learn?
- What are some things in the world that make it hard for me to be successful?
- What would I like you to know about me?
- Example: flight delays, time zones,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



Reducing Barriers: 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 text and different reading levels
 - Action & Expression)I can vary the methods that student can respond

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www.CAST.org

Teacher Team UDL Guidelines Self-Assessment & Target Goal Planner

Date:

UDL Language: Engagement		Accessible Language		Teacher Team UDL Reflection & Self-Assessment		
UDL Guideline	Providing Multiple Means of Engagement	Goal Area	Student Engagement			
7	Provide options for recruiting interest	Goal	I can support students to be interested in what we are learning about by:	We can do this!	We want to keep working on this!	This is our next step!
7.1	<ul style="list-style-type: none"> Optimizing individual choice and autonomy 	Objective	<ul style="list-style-type: none"> giving students choice and control over what they are learning about (e.g. content, examples used) 	X	<input type="checkbox"/>	<input type="checkbox"/>
7.2	<ul style="list-style-type: none"> Optimizing relevance, value & authenticity 	Objective	<ul style="list-style-type: none"> making learning relevant to the student's lives and connecting it to real world problems that are important to the students 	X	<input type="checkbox"/>	<input type="checkbox"/>
7.3	<ul style="list-style-type: none"> Minimize threats & distractions 	Objective	<ul style="list-style-type: none"> reducing distractions in the classroom and building a safe place for students to take risks 	X	<input type="checkbox"/>	<input type="checkbox"/>
8	Providing options for sustaining Effort & Persistence	Goal	I can support students to be motivated by:	We can do this!	We want to keep working on this!	This is our next step!
8.1	<ul style="list-style-type: none"> Heighten Salience of goals and objectives 	Objective	<ul style="list-style-type: none"> clearly communicating learning goals/ intentions and why tasks and activities matter 	<input type="checkbox"/>	X	<input type="checkbox"/>
8.2	<ul style="list-style-type: none"> Vary demands and resources to optimize challenge 	Objective	<ul style="list-style-type: none"> scaffolding learning by starting with accessibility and adding on challenge in goals and tasks 	<input type="checkbox"/>	X	<input type="checkbox"/>
8.3	<ul style="list-style-type: none"> Foster collaboration and community 	Objective	<ul style="list-style-type: none"> building a community where learners work together by teaching collaboration and group work skills 	X	<input type="checkbox"/>	<input type="checkbox"/>
8.4	<ul style="list-style-type: none"> Increase mastery-oriented feedback 	Objective	<ul style="list-style-type: none"> providing ongoing formative feedback that is relevant, clear, accessible and timely 	<input type="checkbox"/>	X	<input type="checkbox"/>
9	Provide options for Self-Regulation	Goal	I can support learners to effective at coping and engaging successfully with the learning environment by:	We can do this!	We want to keep working on this!	This is our next step!
9.1	<ul style="list-style-type: none"> Promote expectations and beliefs that optimize motivation 	Objective	<ul style="list-style-type: none"> helping students set learning goals that build confidence and help them take ownership of their learning 	<input type="checkbox"/>	<input type="checkbox"/>	X
9.2	<ul style="list-style-type: none"> Facilitate personal coping skills and strategies 	Objective	<ul style="list-style-type: none"> teaching how to manage emotional responses & about healthy emotional responses and interactions 	<input type="checkbox"/>	<input type="checkbox"/>	X
9.3	<ul style="list-style-type: none"> Develop self-assessment and reflection 	Objective	<ul style="list-style-type: none"> by helping students to increase their awareness of how they are progressing towards their goal & how to learn from their mistakes 	<input type="checkbox"/>	<input type="checkbox"/>	X
Our UDL Team Target Goal is:						
8.1	We can support students to be motivated by clearly communicating learning goals/ intentions and why tasks and activities matter					

Reducing Barriers: 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/ are being marginalized and/or oppressed:
 - Students of colour
 - Indigenous Students
 - Immigrants/Refugees
 - English Language Learners
 - Students with disabilities
 - LGBTQ2S+
 - Students negotiating mental health/trauma/poverty
- Examples of teacher made equity target goals:
 - I can commit to ensuring that the population in a classroom mimics the population in the community

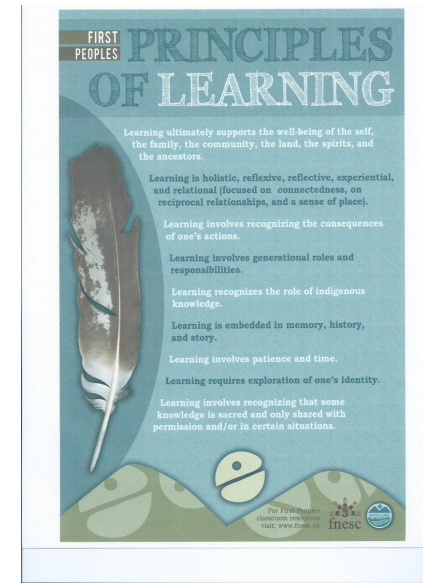
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Equitable Classroom Practice
1. Welcomes students by name as they enter the classroom <i>Asks students for correct pronunciation of their names; correctly pronounces students' names</i>
2. Uses eye contact with all students <i>Makes culturally appropriate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

- <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>

Reducing Barriers: 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>

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 – www.teachspered.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 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



SHIFTING OUR **SUPPORT** MODELS

The cupcake Model



Special Education
Medical Model

The cupcake model



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The layered cake model



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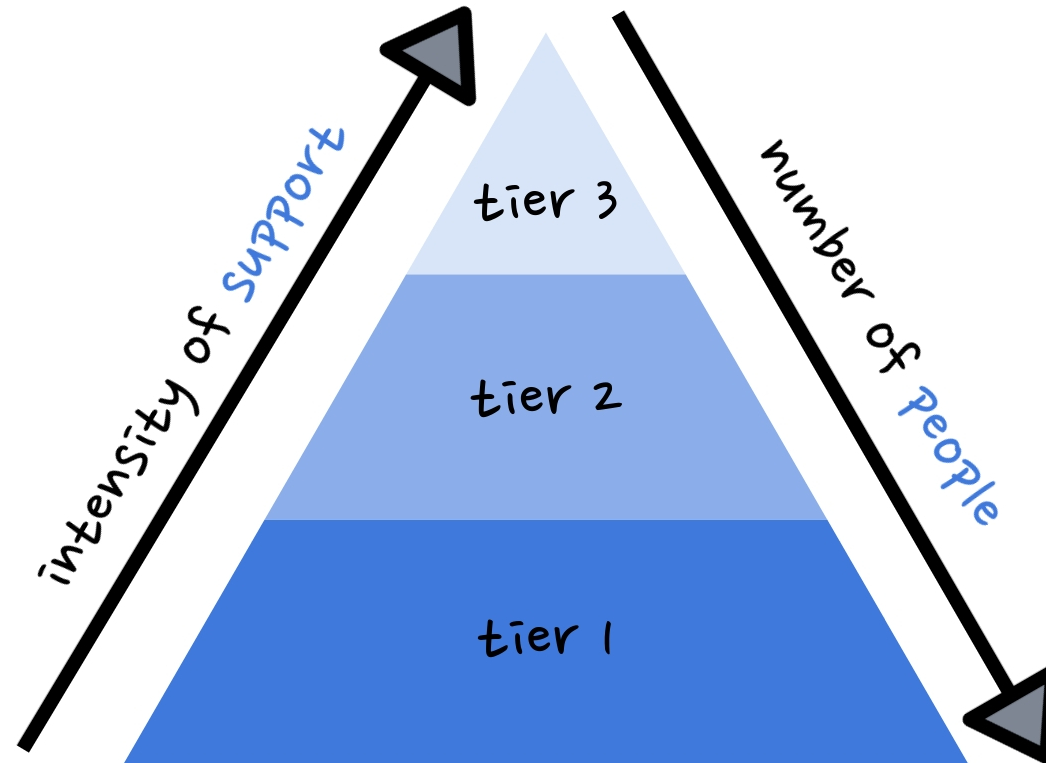
The layered cake model



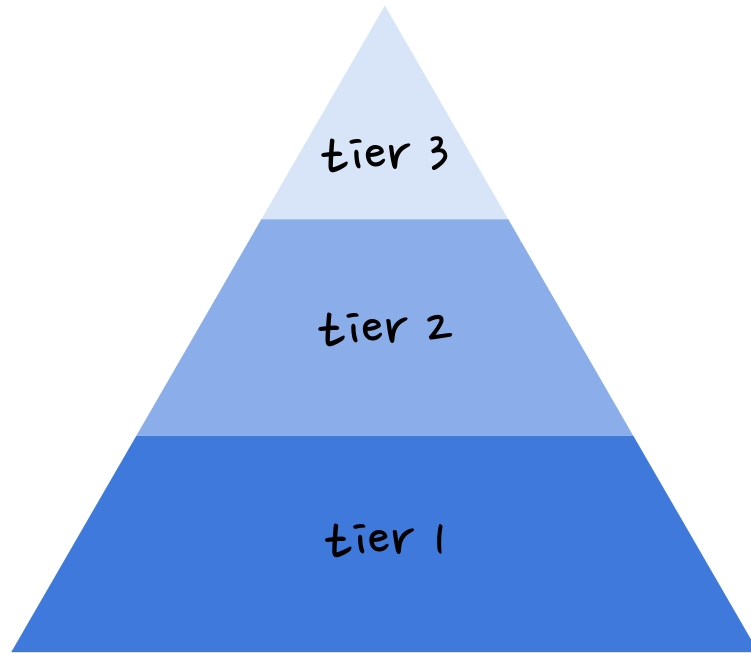
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RTI: RESPONSE TO **INTERVENTION**

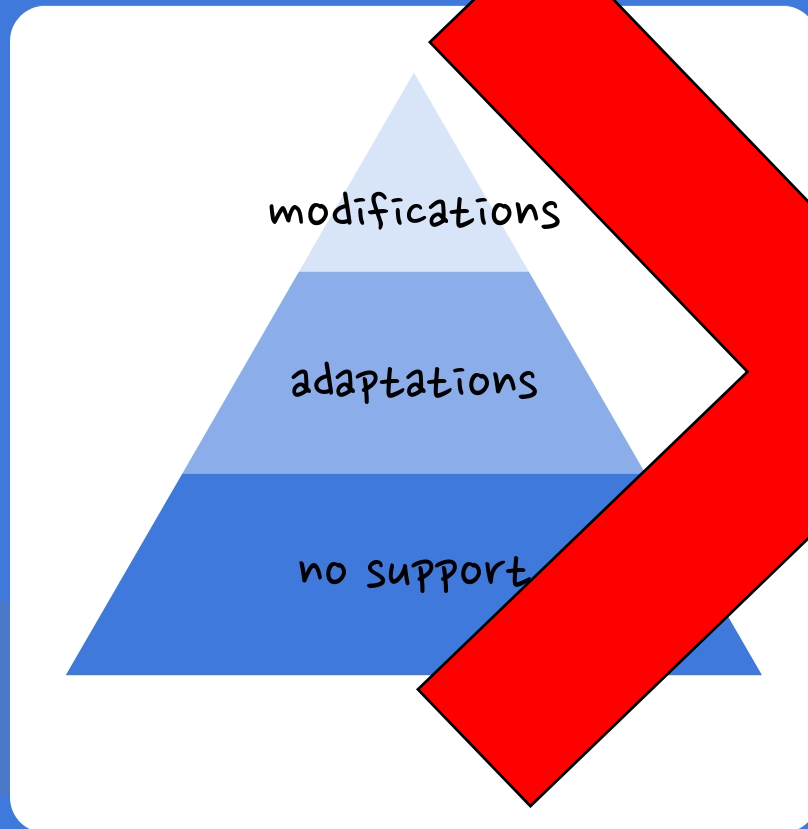


RTI: RESPONSE TO INTERVENTION

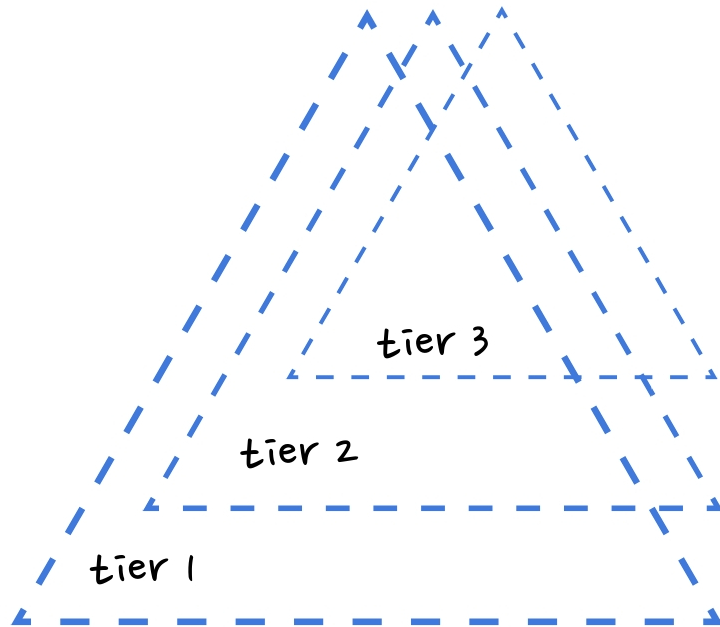


- early intervention of support
- assessment of students
- regulated supports

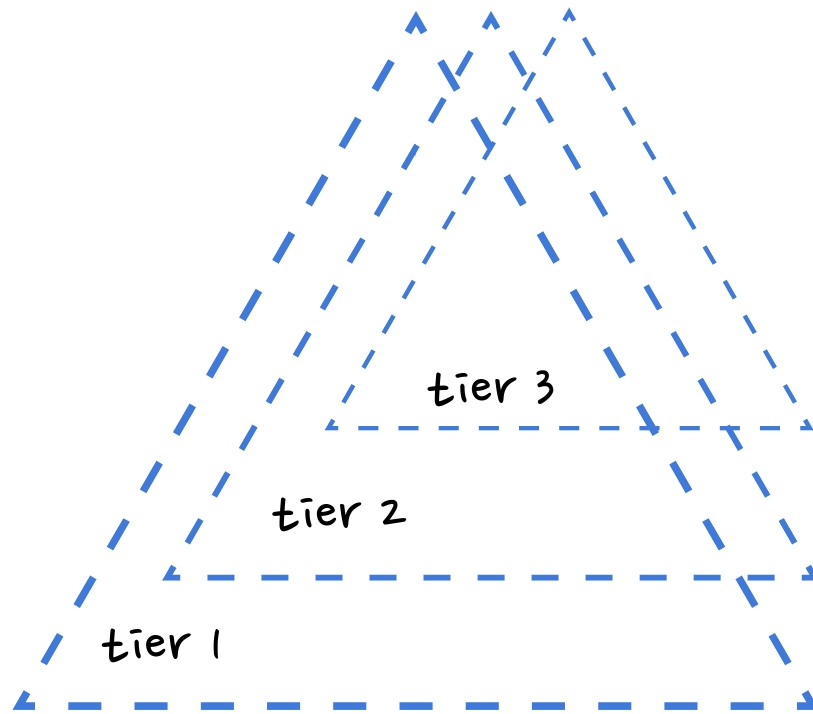
RTI: RESPONSE TO INTERVENTION ??




RTI: RESPONSE TO INSTRUCTION



RTI: RESPONSE TO INSTRUCTION



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



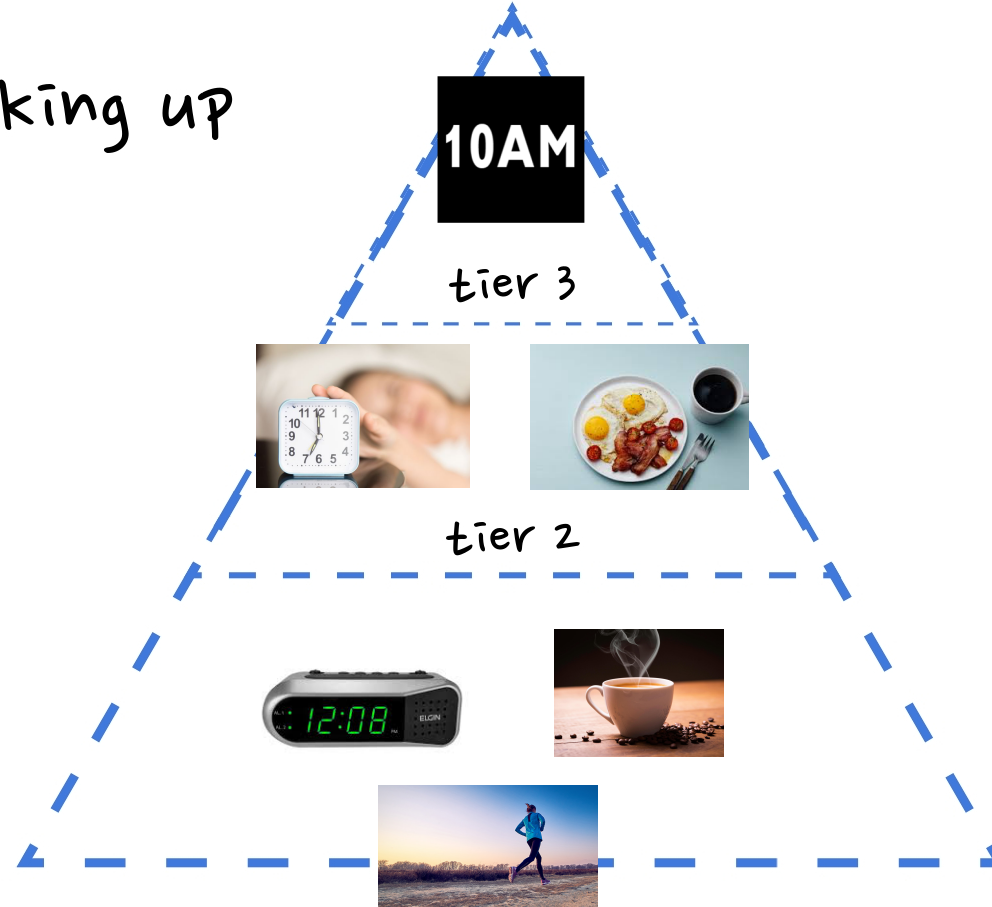
**When a flower
doesn't bloom you
fix the environment
in which it grows,
not the flower.**

- Alexander Den Heijer -

www.livelifehappy.com

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



Strengths

Identities

Interests

Goals

How do we capture and develop student voice in knowing their **dimensions?** (as an individual and as a class)
(so that we can design for them)?

Strategies

Needs

Barriers

Supports

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 my goals??

- Student/ Family generated
 - How can I make a plan to target my stretches?
 - 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

COMPETENCIES OVERVIEW



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

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

CRITICAL THINKING

PROBLEM SOLVING

MANAGING INFORMATION

CREATIVITY AND INNOVATION

COMMUNICATION

COLLABORATION

CULTURAL AND GLOBAL CITIZENSHIP

PERSONAL GROWTH AND WELL-BEING

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

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 if 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?

Who Am I? Profile

Name:

Words that
describe me

My favorite
books/ stories

Things I like to
do when I'm
alone

Things I like to
do with my
friends

My hopes and
dreams for
myself

Things I'd like
(or need) you to
know about me

Things I'm very
good at or
interested in

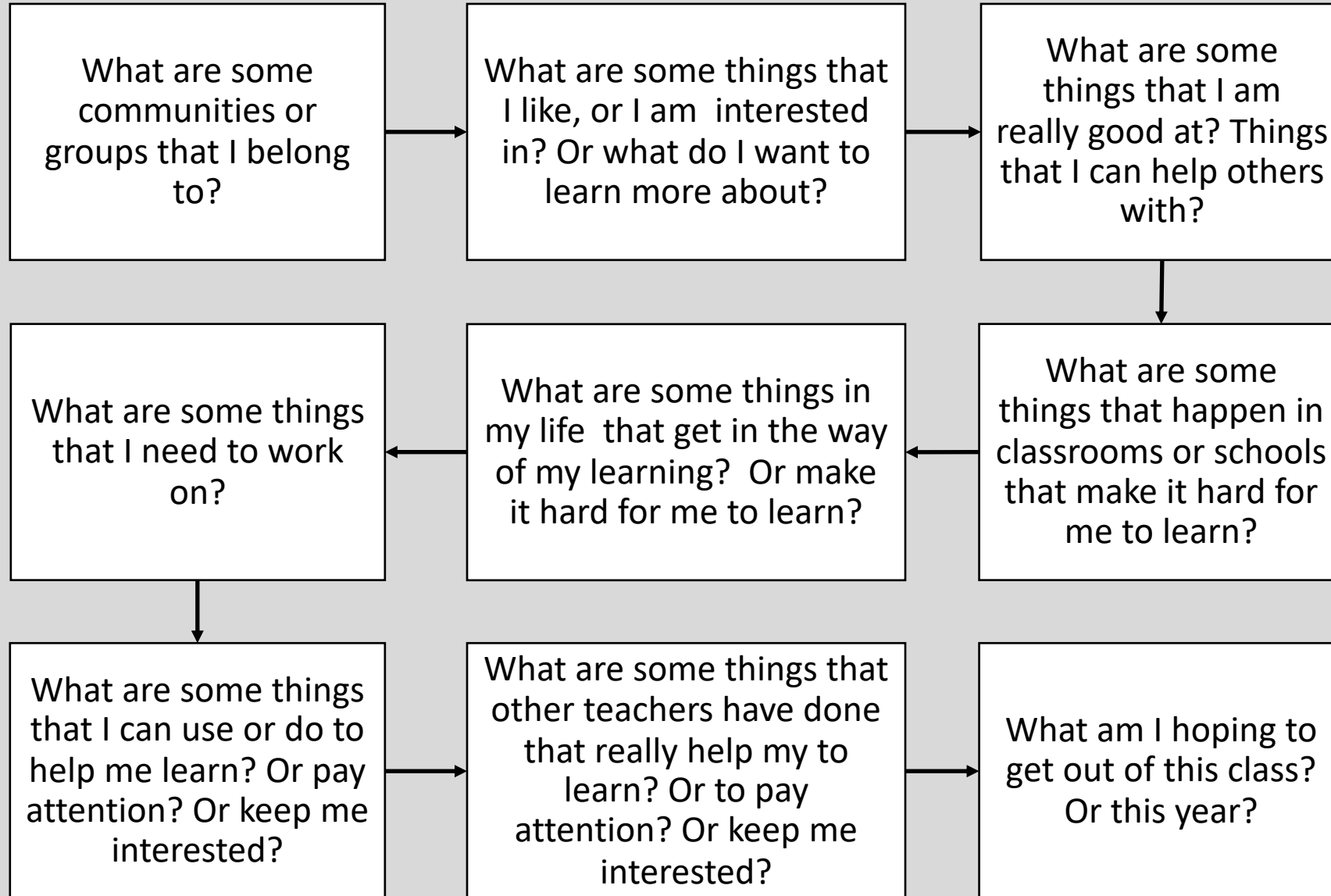
Things I like to
do with my
family

The easiest way
for me to show
what I know is:

Things I would like to get
better at in this class are:

THIS IS ME!

Who am I? _____



THIS IS ME!



Name: Susan

Grade: 12

	class	Teacher/ EA
1		
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



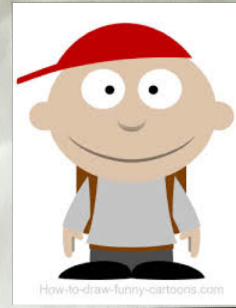
Some things you need to know about me: I wear glasses. I am good at the computer. Sometimes I take the bus to school. I can do my own locker. I can go to class by my self.



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
-burr quietly



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



Name: Scott

Grade: 9

	class	Teacher/ EA
1		
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



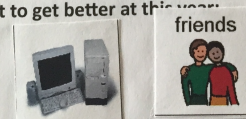
Things I really like:
I like internet swimming alouette lake friends



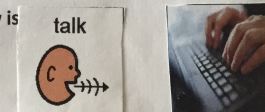
Some things you need to know about me:
im good at swimming and listening to radio and I have a laptop



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.



Class Review for:		Teacher:		Date:	
I can plan for my students by getting to know the:					
Identities & Interests of the class		Classroom Strengths		Classroom Stretches	
Based on the interests, strengths and stretches of this class, one goal(s) for these I have for this class is:					
The BIG goal I have for this class:					
I can meet this goal(s) by making a plan:		I can meet this goal(s) by reducing barriers in the classroom:			
Decision: Something I want to try		Decision: Learning Barriers (UDL)		Decision: Equity barriers (Reconciliation)	
We can meet this goal(s) by targeting competencies chosen as a community:					
Decision: Competencies to target as a class:					

Class Review for: Industrial Design		Teacher: Mr. Harmon EA: Mr. Fraser	Date: October, 2019
I can plan for my students by getting to know the:			
Identities & Interests of the class		Classroom Strengths	Classroom Stretches
<ul style="list-style-type: none"> - Farmers, Indo Canadian, Autistic, Athletes, Queer, Girl - Collaborative, group work, hands on activities, technology, media, trucks, fishing, identify, rural life, maple ridge, skate boarding, music, social, building and bashing, battle bots, proud of their success, blowing stuff up 		<ul style="list-style-type: none"> - Working together, proficient, good with their hands and using tools, background knowledge, eager to learn, connects to their life, relevant, chose this class, they want to be here, huge buy in, so nice, inclusive of each other, compliment each others strengths, diverse skill set, taking risks if there are alone, independent, no right answer, everyone can be successful, competition 	<ul style="list-style-type: none"> - organization, task management, connecting skills in industrial design to other contexts (e.g. math skills), cautious risk takers, aware of not being successful in front of others, their macho/bravado image
Based on the interests, strengths and stretches of this class, one goal(s) for these I have for this class is:			
The BIG goal I have for this class: I want these kids to be able to manage tasks and time, so that they will be more focused on their learning on the task at hand, I want them to not be afraid to try new things, work new people, build community			
I can meet this goal(s) by making a plan:		I can meet this goal(s) by reducing barriers in the classroom:	
Decision: Something I want to try		Decision: Learning Barriers (UDL)	Decision: Equity barriers (Reconciliation)
<ul style="list-style-type: none"> - Clear intentions for the class, why we are learning and what we are doing - Engage students by doing something loud and dangerous – blow stuff up - Involving the students in activities, but make sure they know the goal - Build life sized medieval weapons of war - Trebuchet pumpkins 		<p>We can provide options for students to know and set goals and make decisions about what supports they need to meet the goals by: guiding students through reflection, self-assessment and goal setting around curricular goal complexities and competency goal setting</p>	<p>We can use see our real life experiences to connect school learning to students’ lives</p> <p>We can value each others’ gifts and contributions</p>
We can meet this goal(s) by targeting core competencies chosen as a community:			
Decision: Core competencies to target as a class Ryan thinks (Collaboration, Social Responsibility, Critical Thinking) Class voted on – Creative Thinking, Collaboration, Personal Awareness & Responsibility)			

Strengths

Identities

Interests

Goals

How do we capture and develop student voice in knowing their **dimensions?** (as an individual and as a class)
(so that we can design for them)?

Strategies

Needs

Barriers

Supports

DESIGN: THE MOST UNDERUTILIZED SUPPORT



What to stay connected?!



SHELLEY MOORE



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Shelley Moore, 2019

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