

# SHELLEY MOORE



@tweetsomemoore



@fivemooreminutes



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[www.fivemooreminutes.com](http://www.fivemooreminutes.com)

[www.blogsomemoore.com](http://www.blogsomemoore.com)



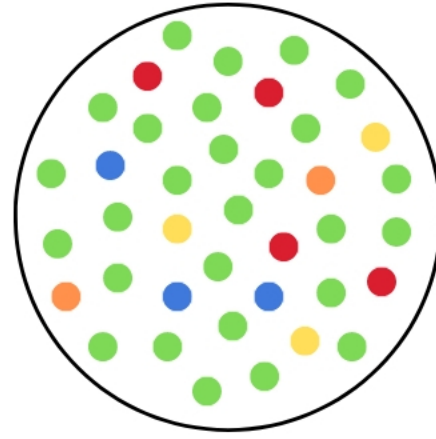
# Hello!

- 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 today?

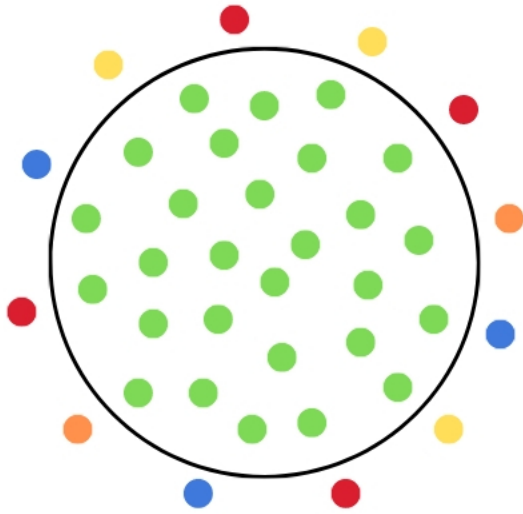




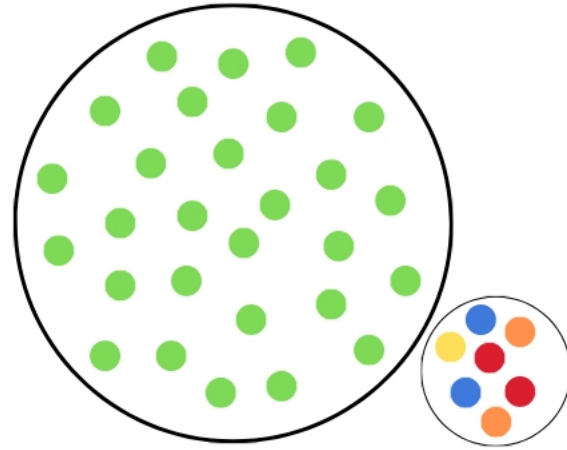
# WHAT DOES **INCLUSION** MEAN?



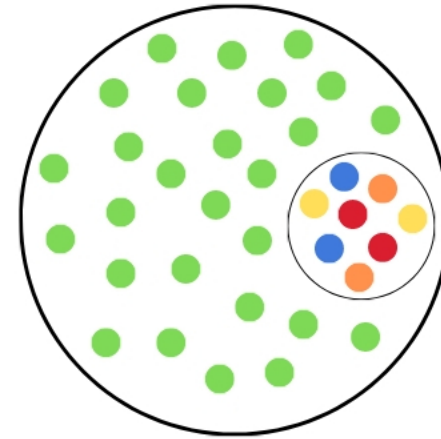
inclusion



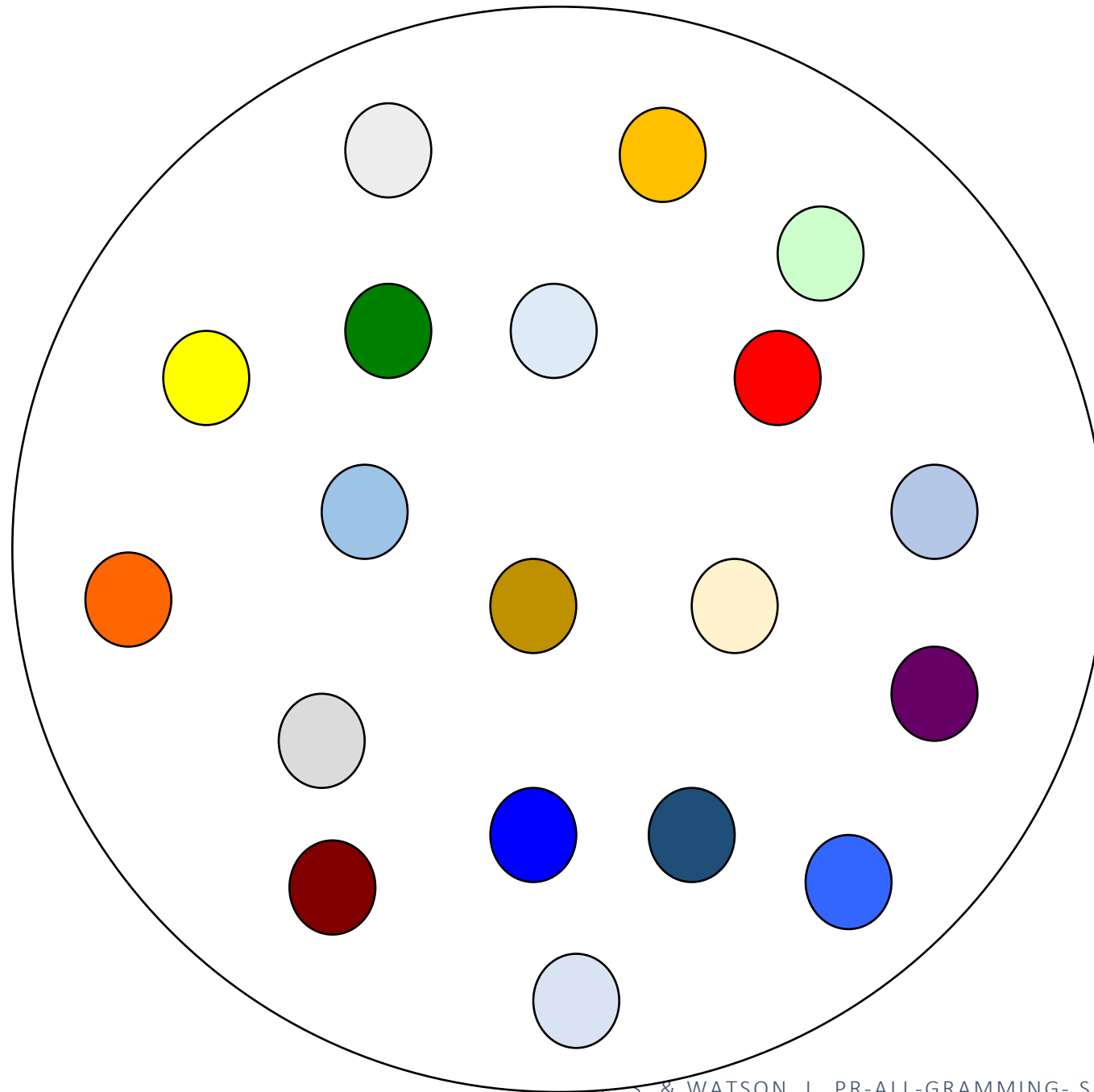
exclusion



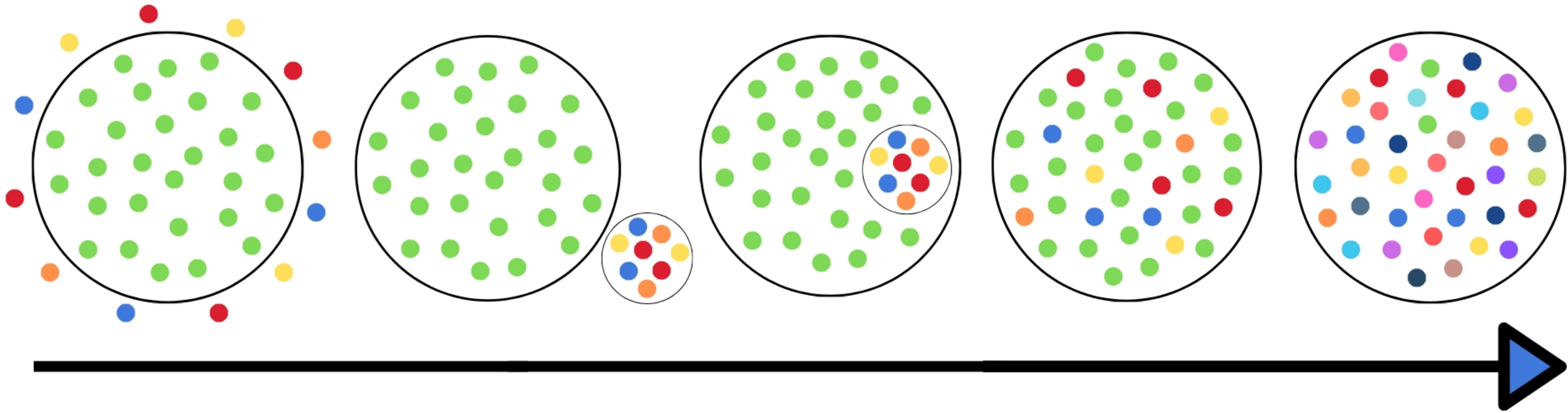
segregation



integration



# WHAT IS INCLUSION?



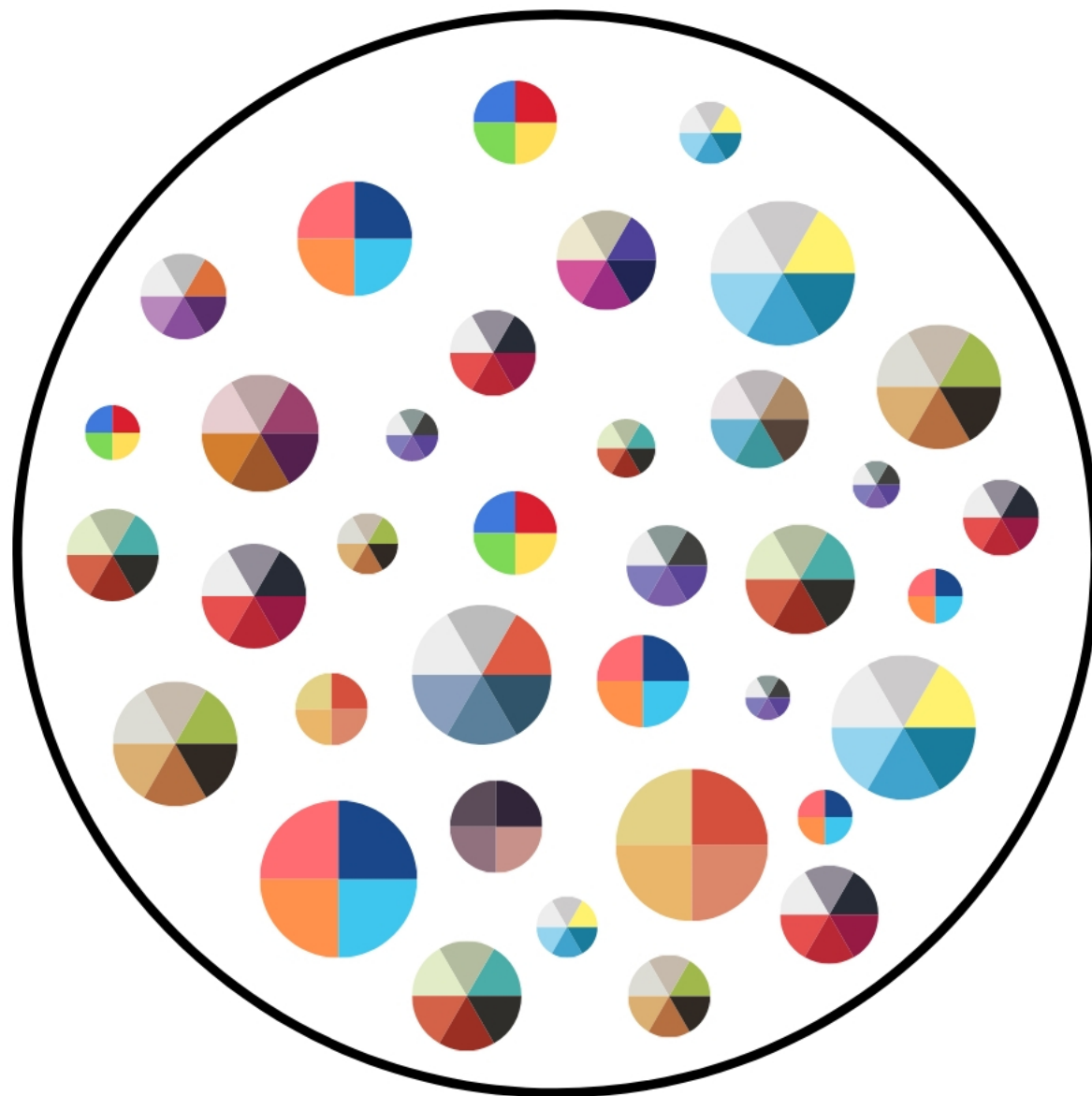
Where are you on this continuum? What's the next step?



**WHO IS INCLUSION?**



# WHO IS INCLUSION?





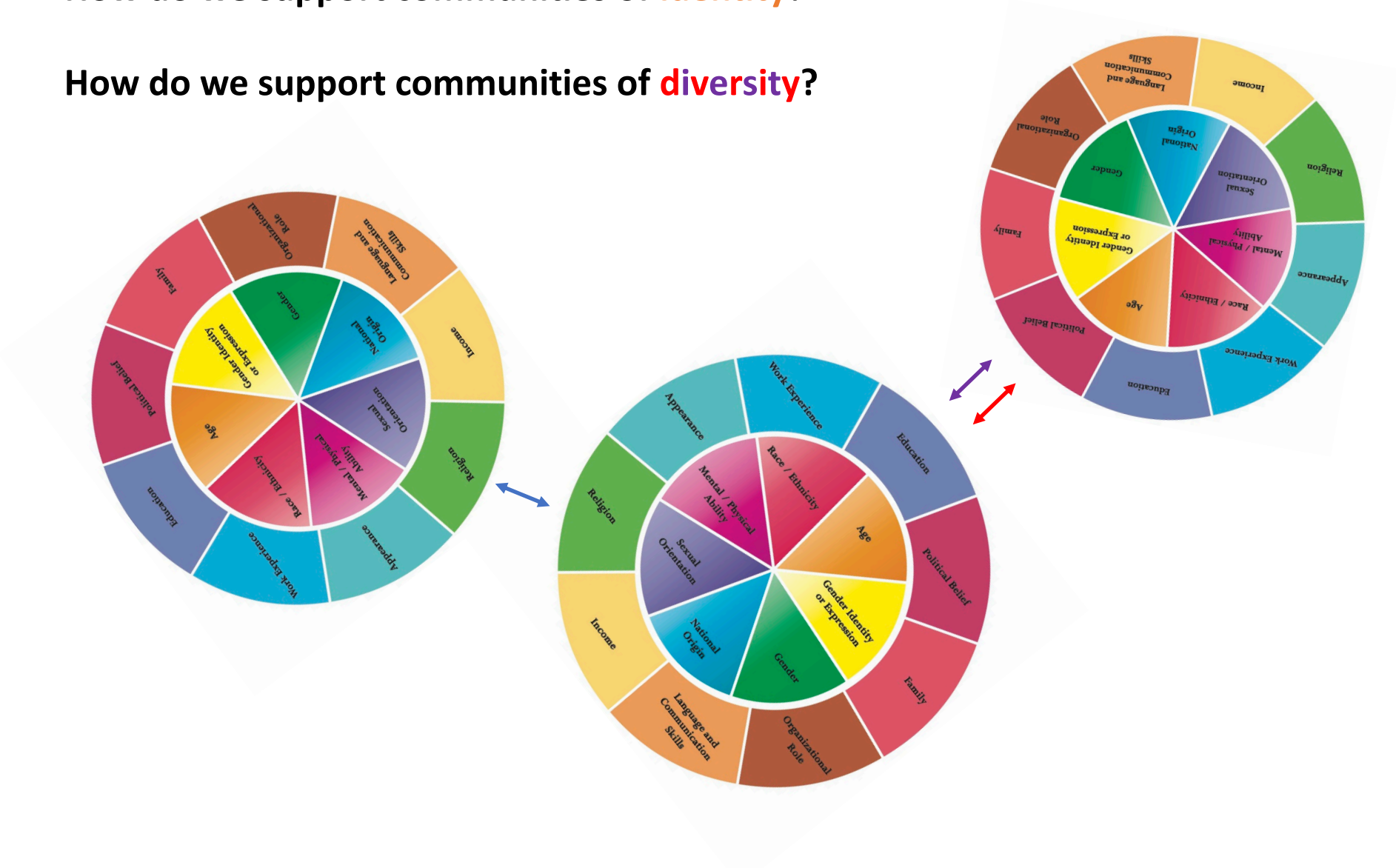
What are your  
colours?

Do we value ALL  
colours equally?



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

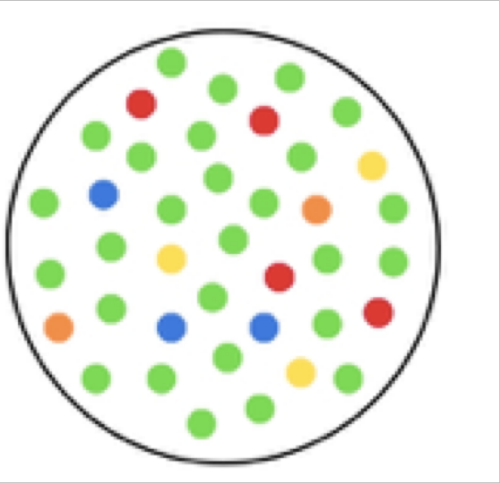
How do we support communities of **diversity**?



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



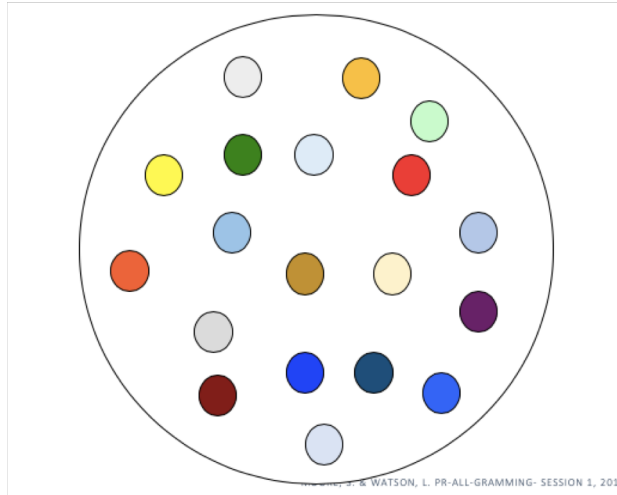
# What is Inclusion?



How do we  
include students  
who are  
different?

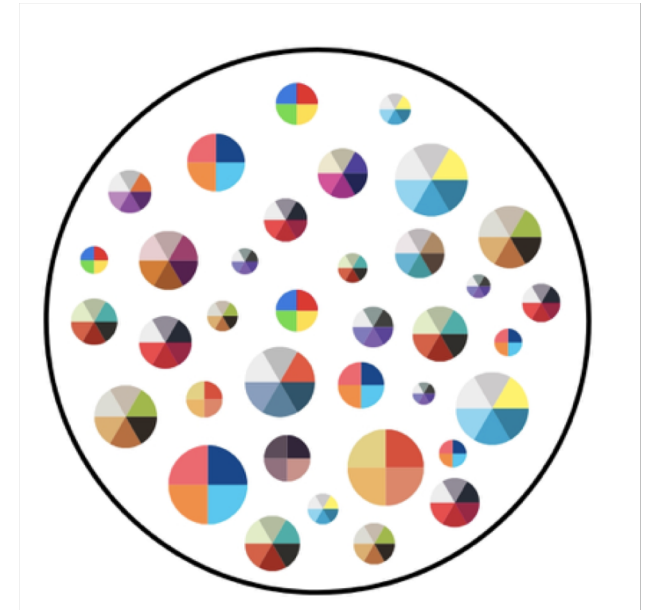
**VS.**

How do we teach to  
student diversity?

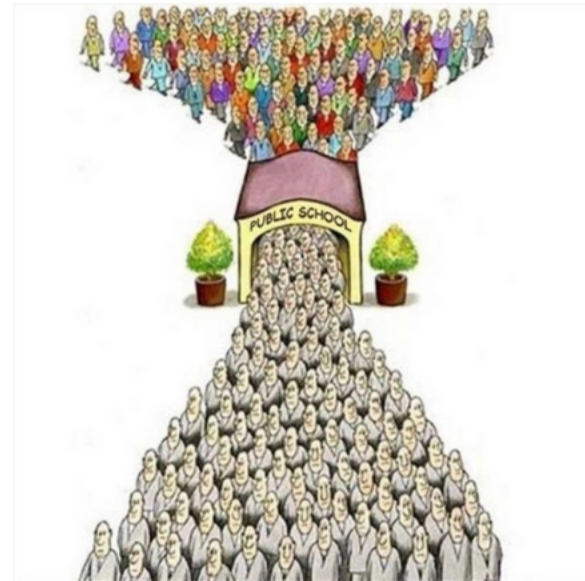
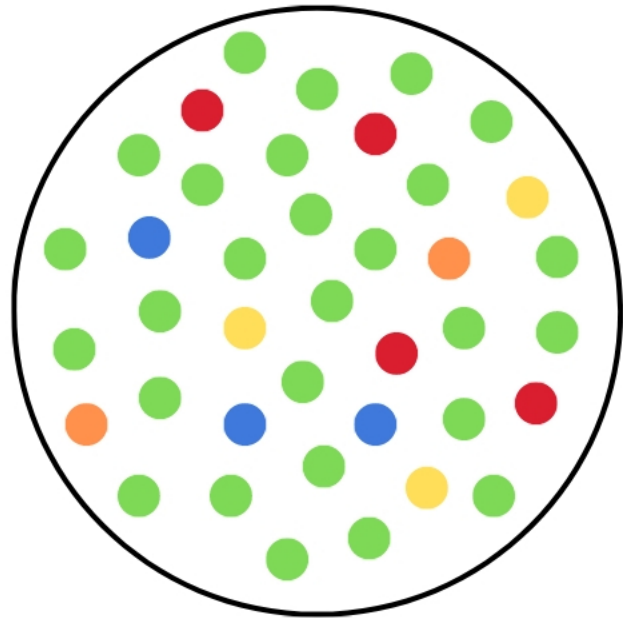


**VS.**

How do we teach to  
student identity?



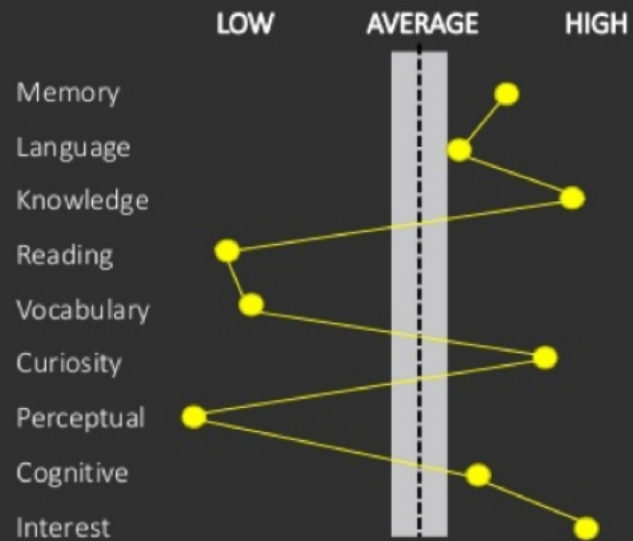
# WHERE DID **GREEN** COME FROM?



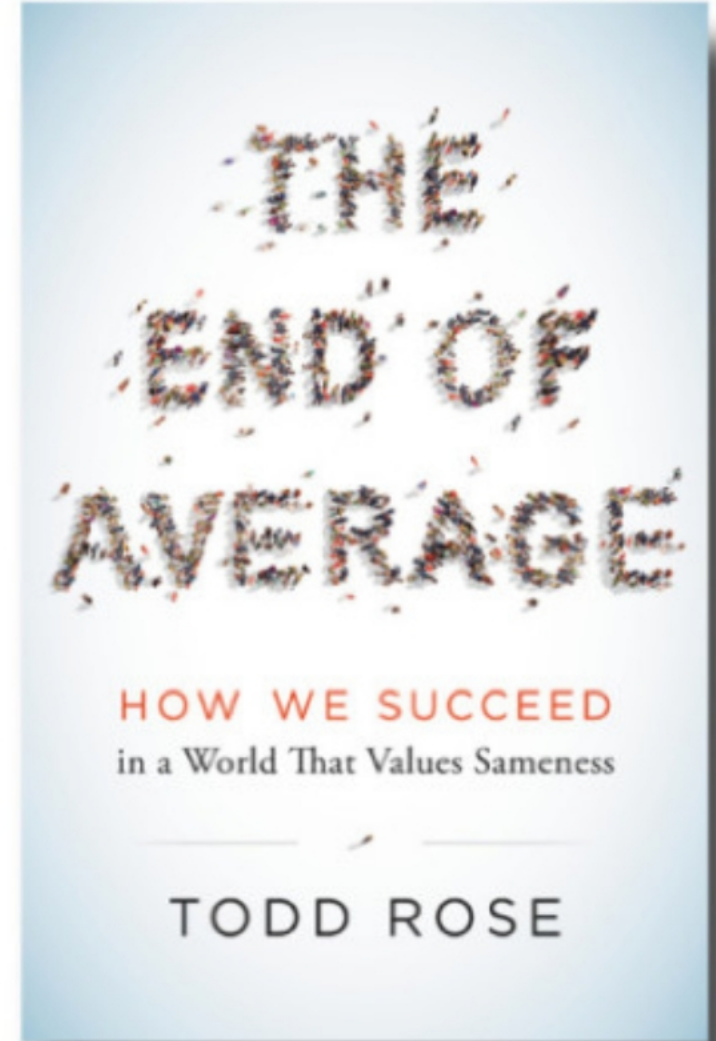
**GREEN** = **AVERAGE**

# The End of Average!

## The average student is a myth



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



# THE AIRPLANE DILEMMA...

**Effectiveness:** Building individualized  
planes for every pilot

**Efficiency:** Building one standardized  
plane for ALL pilots

# THE CURRICULUM DILEMMA...

**Effectiveness:** Building individualized education plans for every student

**Efficiency:** Building one standardized curriculum for ALL students

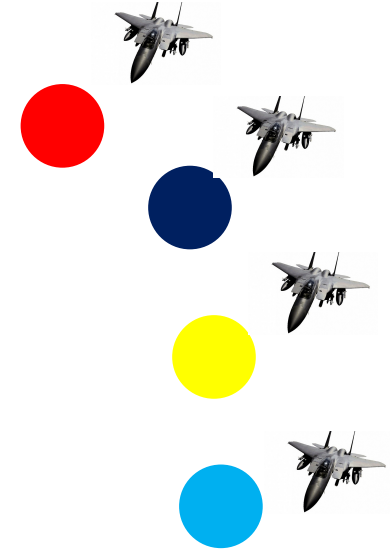
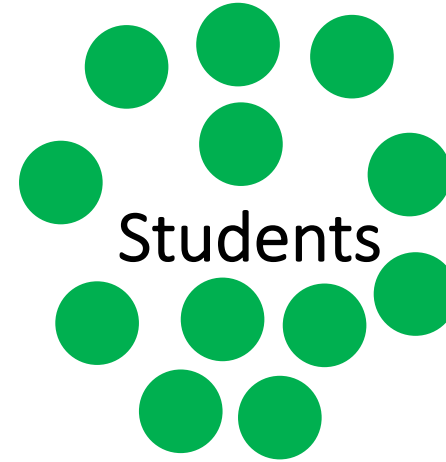
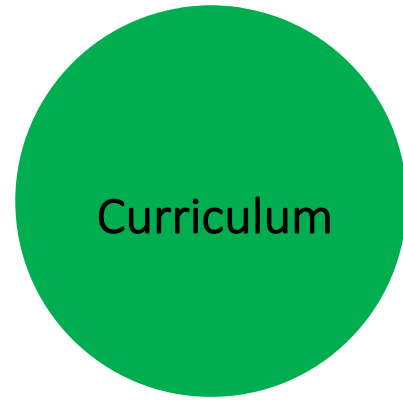
# A SOLUTION?! Effective & Efficient?

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

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



# WHAT'S THE DIFFERENCE?



# DESIGN: THE MOST UNDERUTILIZED SUPPORT





# HOW DO WE DESIGN AN ADJUSTABLE AIRPLANE?

- who are the pilots? what is the range of dimensions?
- what kind of planes are the pilots flying?
- How is the plane responsive to the pilot's dimensions?
- How do the pilots make the adjustments they need to fly the plane?

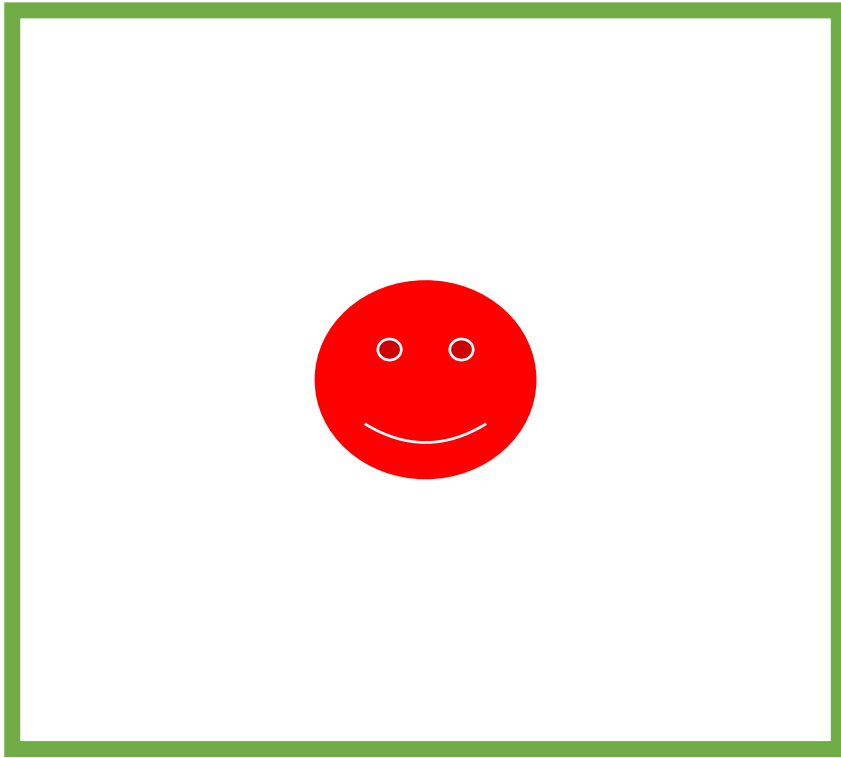
# HOW DO WE **DESIGN** AN ADJUSTABLE **CURRICULUM**?

- who are the **students**? what is the range of **diversity**?
- what kind of **curricula** are the students learning?
- How is the curriculum **responsive** to the students dimensions?
- How do the students make the **adjustments** they need to use the curriculum?

# How can we design adjustable curriculum?

- There are **TWO things** we need to commit to in better understanding adjustable curriculum, supports and assessment
  - Understand the **paradigm shift** for how we view **individuals with disabilities**
  - Understand the **role that the context** plays in **disabling individuals**

# Shifting the Paradigm: Medical Model of Disability

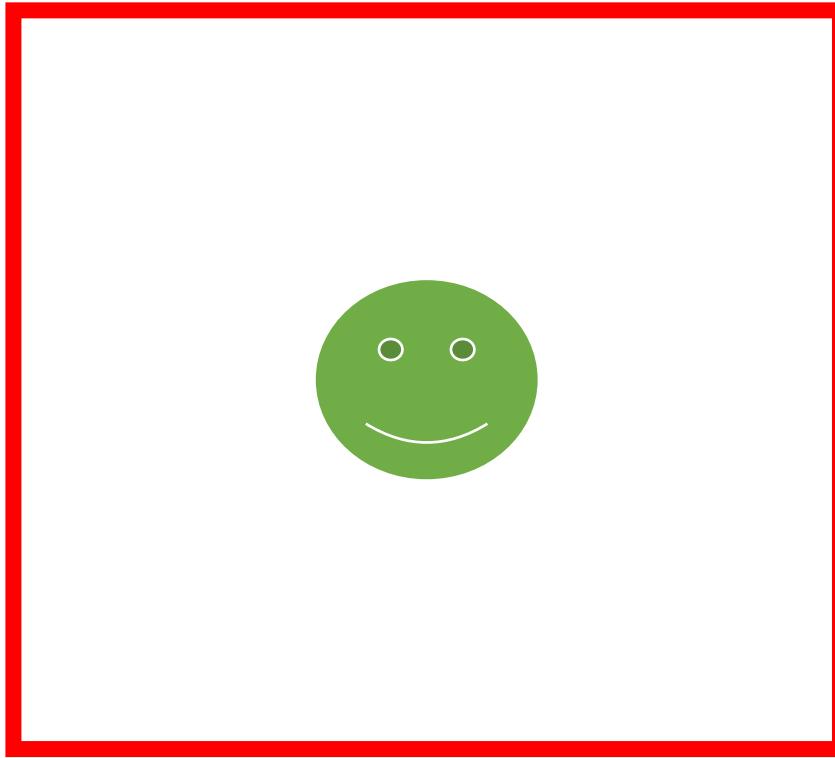


Identify the problems in the student

Fix the student

# Shifting the Paradigm: Social Model of Disability

Identify the problems  
in the environment

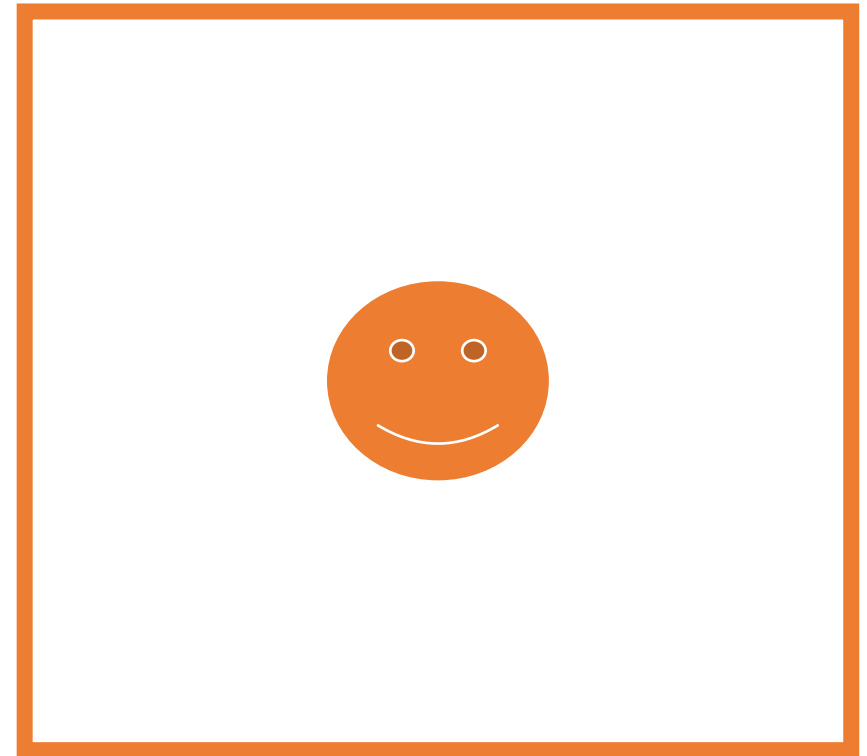


Fix the environment

# 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





# 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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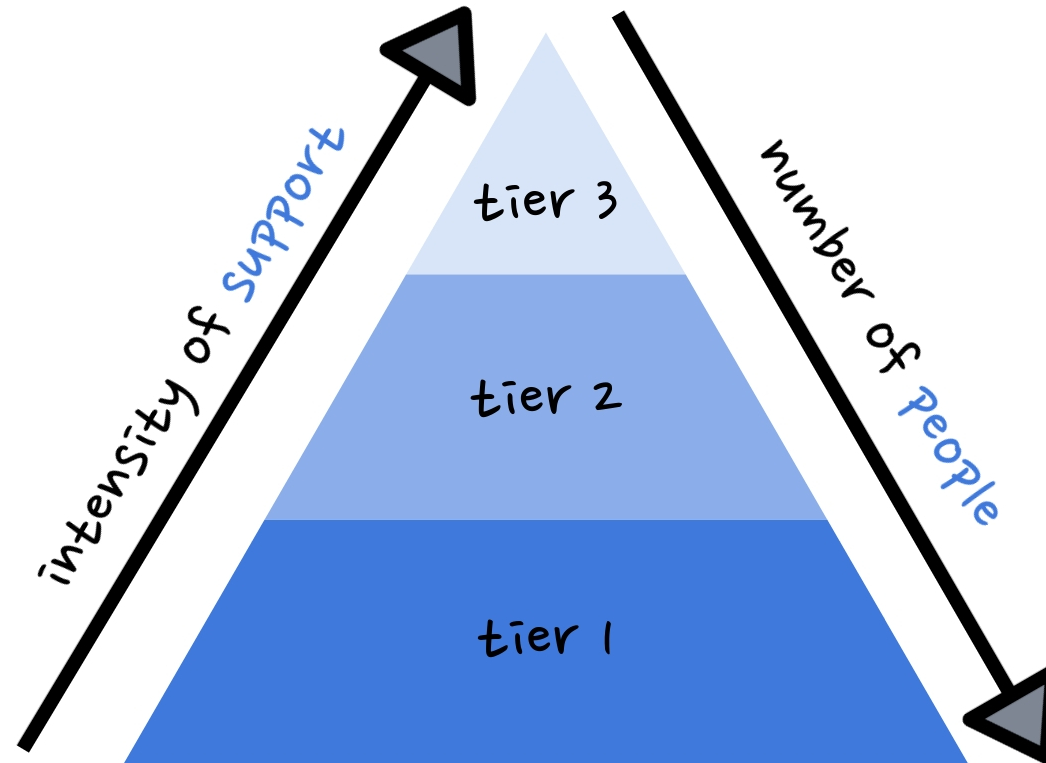
# The layered cake model



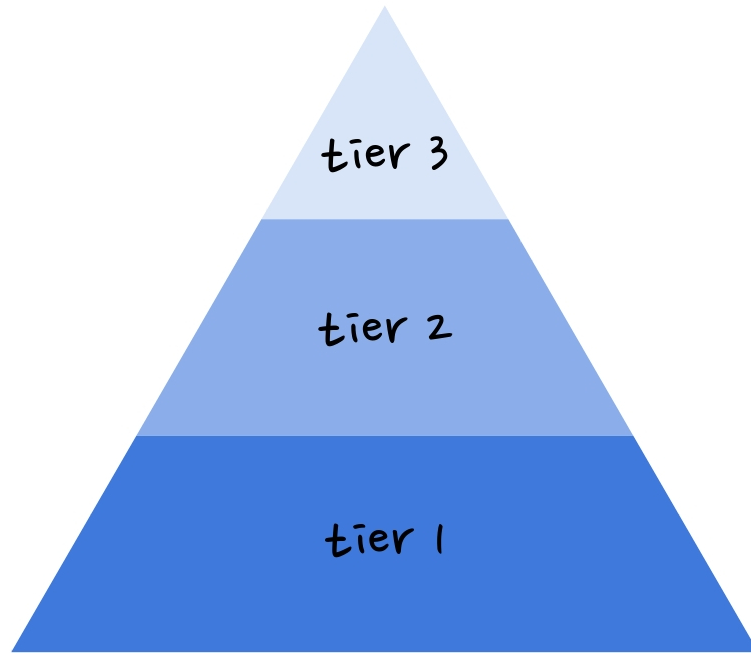
Shelley Moore, 2019

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# RTI: RESPONSE TO **INTERVENTION**

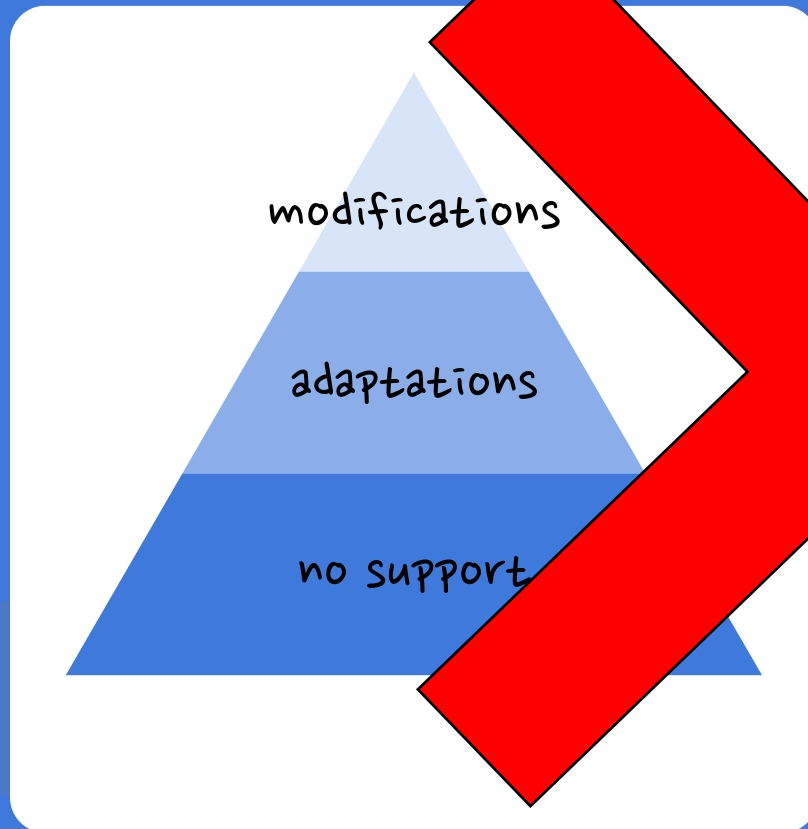


# RTI: RESPONSE TO INTERVENTION



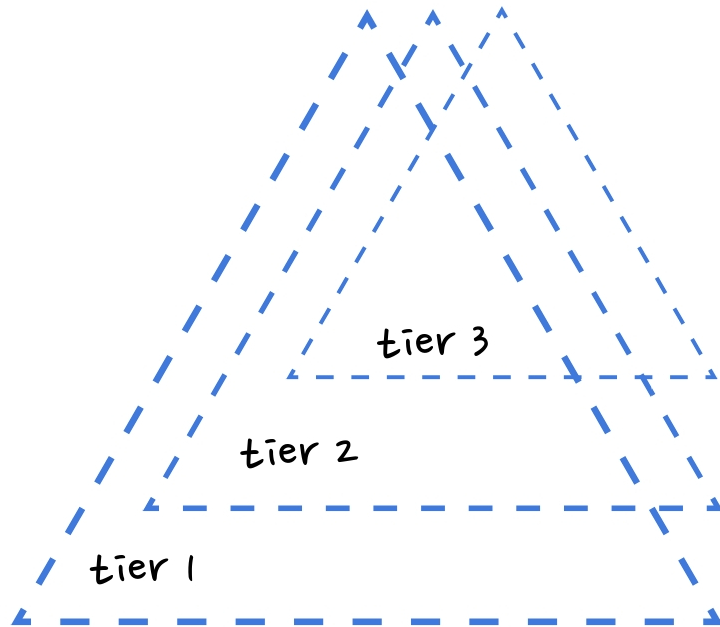
- early intervention of support
- assessment of students
- regulated supports

# RTI: RESPONSE TO INTERVENTION ??

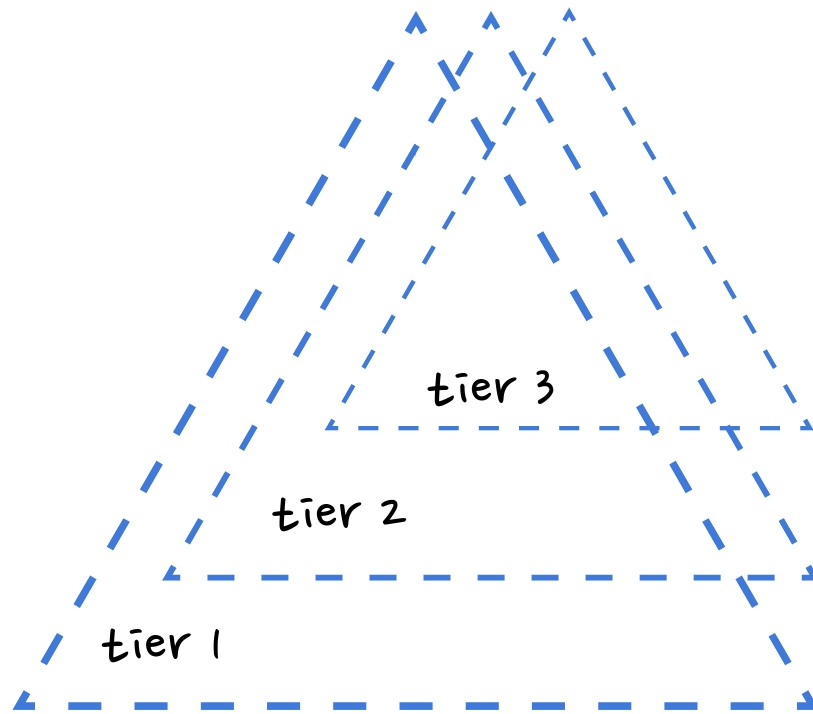





# RTI: RESPONSE TO INSTRUCTION



# 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.**

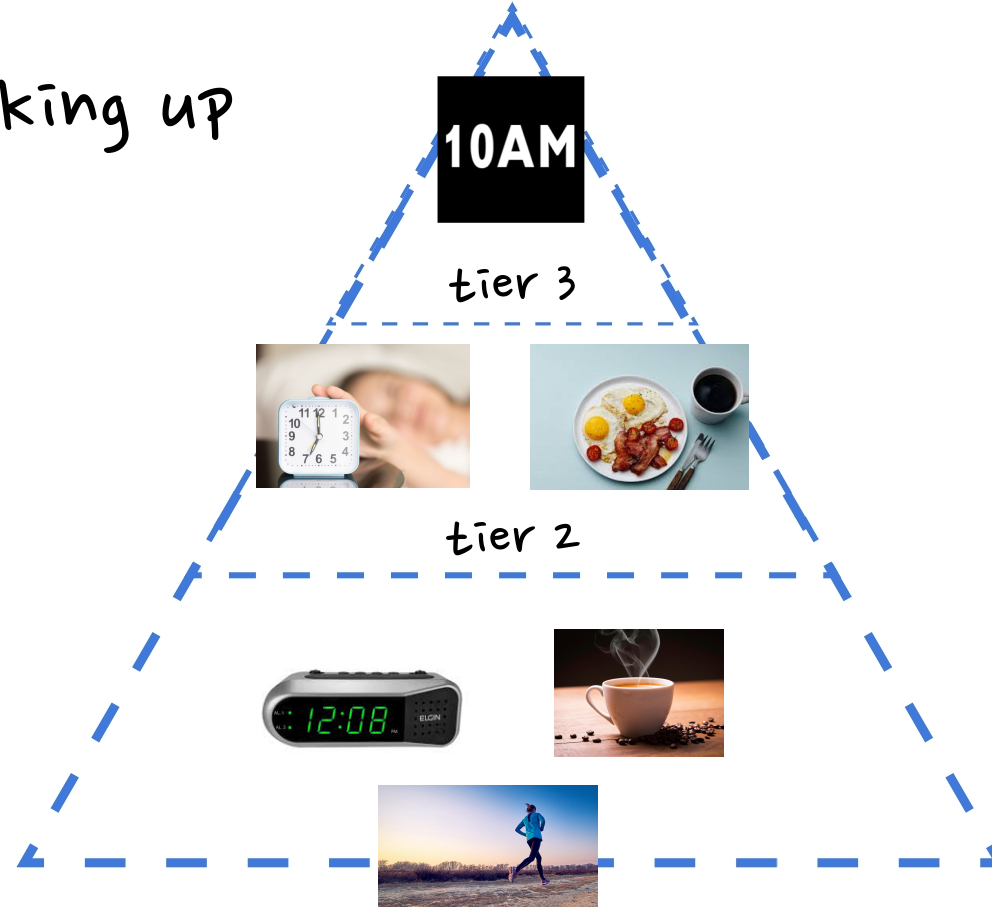
**- Alexander Den Heijer -**

[www.livelifehappy.com](http://www.livelifehappy.com)



# RESPONSE TO INSTRUCTION

Lens: waking up



Shelley Moore, 2019

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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

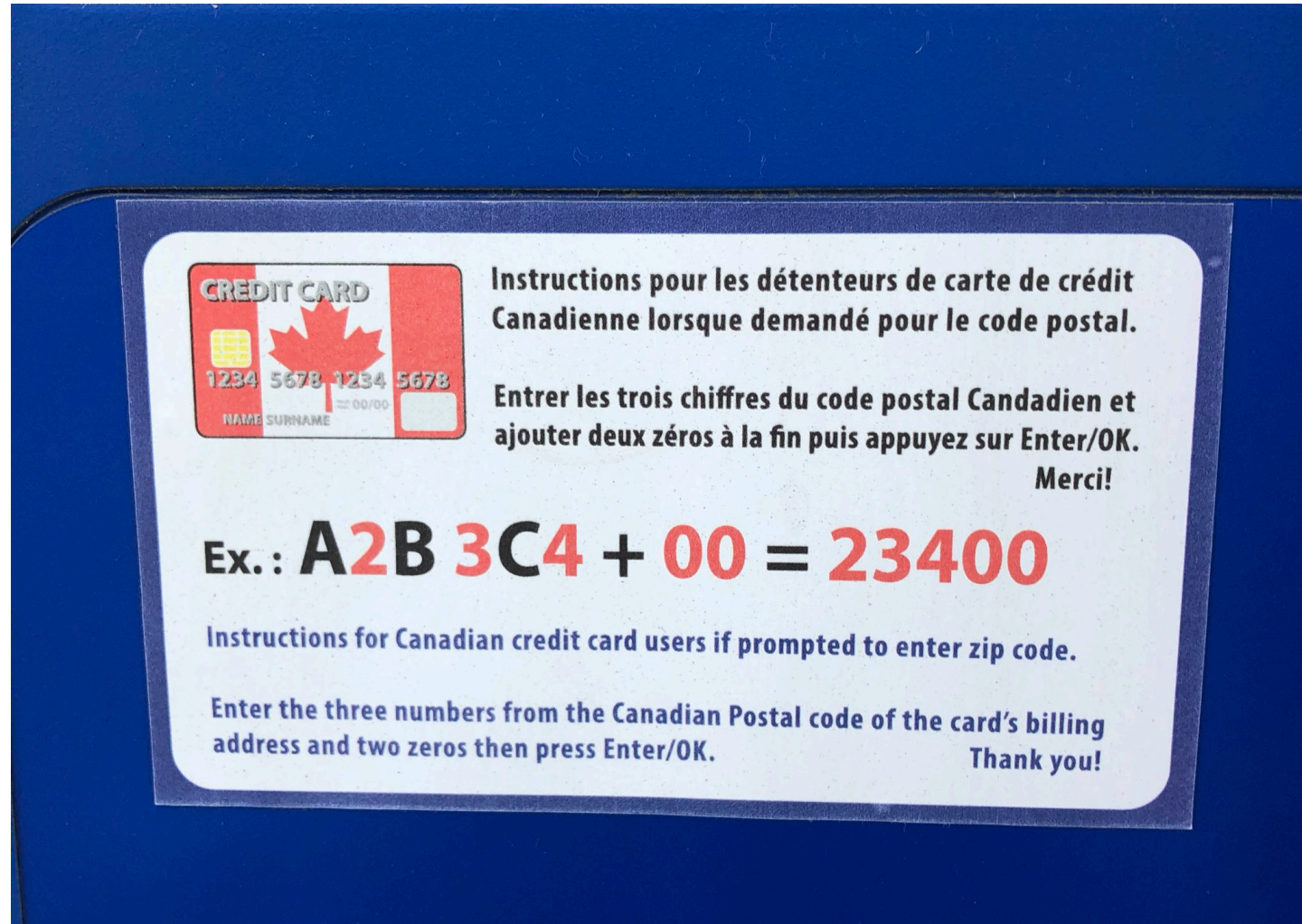


# Support: 2 min break

- What is a 2 min break?
- Why is a 2 min break useful?
- How do I use a 2 min break as a tool for support?
  - What does a 2 min break *look* like when I use it?
  - What does a 2 min break *sound* like when I use it?
  - What does a 2 min break *feel* like when I use it?
- How will I know when I *need* a 2 min break ?
- How will I know when I *don't need* a 2 min break ?



# Goal: Putting gas in a car in America



What is useful so far???

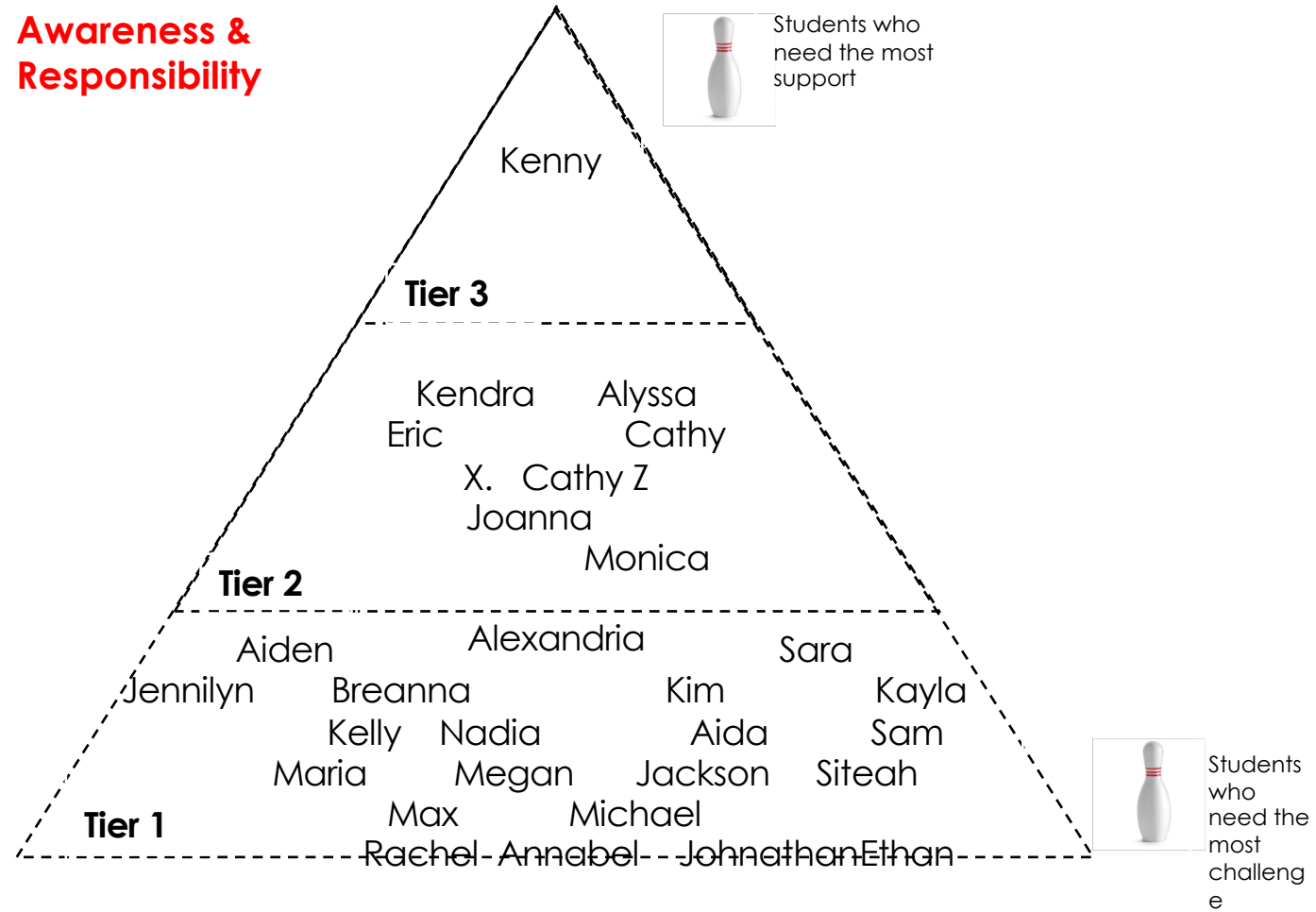


# HOW DO WE **DESIGN** AN ADJUSTABLE **CURRICULUM**?

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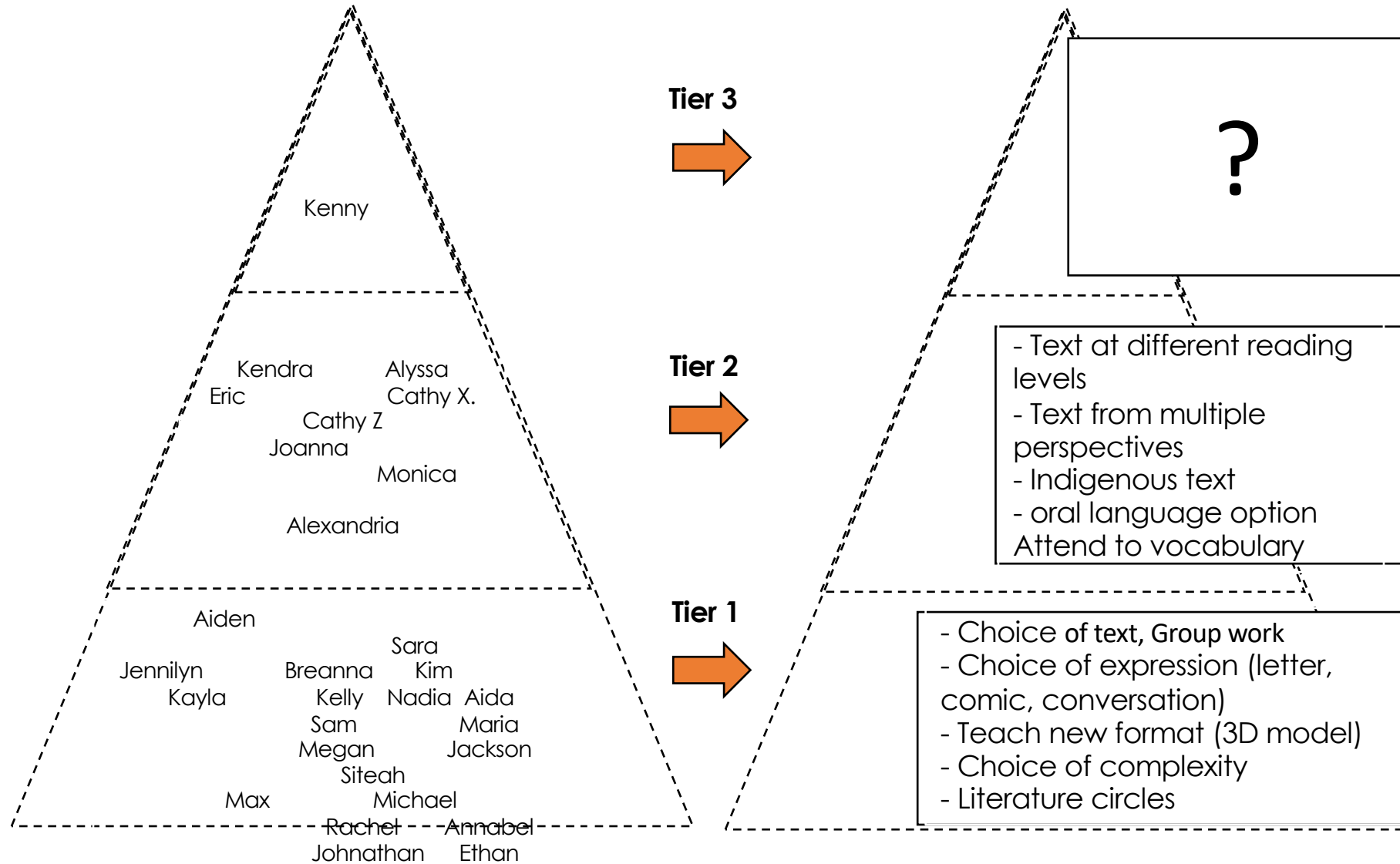


**RTI Triangle**  
**Lens: Personal**  
**Awareness &**  
**Responsibility**



# RTI Triangle

Lens: **Personal Awareness & Responsibility**



# HOW DO WE **DESIGN** AN ADJUSTABLE **CURRICULUM**?

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



Differentiating **goals**, not activities

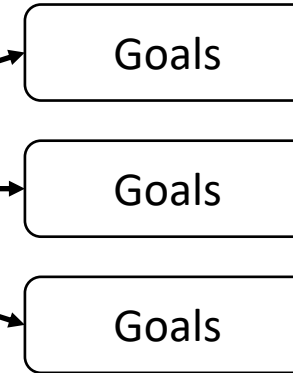
## Forward Design

**Same for Everyone**



Activity/Task

**Differentiated**



Goals

Goals

Goals

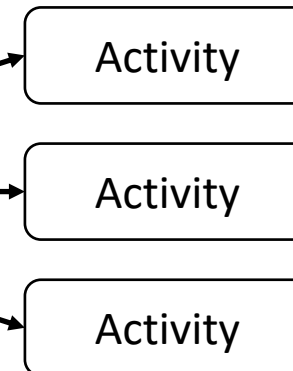
## Backward Design

**Same for Everyone**



Goals

**Differentiated**



Activity

Activity

Activity


# Curriculum


Learning Goal: Students will become competent at **personal awareness and responsibility** by...


## Set of Profiles: Personal Awareness and Responsibility Competency


These profile descriptions include the three facets that underpin the Personal Awareness and Responsibility Competency: self-determination, self-regulation, and well-being. The three facets are interrelated and are embedded within the profile descriptions, which are written from a student's point of view.


PROFILE	DESCRIPTION
---------	-------------

 <b>1</b>	With support, I can show a sense of accomplishment and joy, and express some wants, needs, and preferences. I can sometimes recognize emotions. I can participate in activities that support my well-being.
--	--

 <b>2</b>	In a safe, supportive environment, I can share my ideas and accomplishments, and accept responsibility for my actions. I can use strategies that increase my feeling of well-being and help me manage my feelings and emotions. I can connect my actions with both positive and negative consequences. I make decisions about my activities and, with support, take some responsibility for my physical and emotional well-being. I can express my wants and needs and celebrate my efforts and accomplishments.
--	---

 <b>3</b>	I can recognize my strengths and use strategies to focus, manage stress, and accomplish my goals. I can be focused and determined. I can set realistic goals, use strategies to accomplish them, and persevere with challenging tasks. I can tell when I am becoming angry, upset, or frustrated, and I have strategies to calm myself. I can make choices that benefit my well-being and keep me safe in my community, including my online interactions. I advocate for myself and my ideas; I accept myself.
--	---

 <b>4</b>	I can recognize my value and advocate for my rights. I take responsibility for my choices, my actions, and my achievements. I can set priorities; implement, monitor, and adjust a plan; and assess the results. I take responsibility for my learning, seeking help as I need it. I use strategies for working toward a healthy and balanced lifestyle, for dealing with emotional challenges, and for finding peace in stressful times. I know how to find the social support I need. I have valuable ideas to share; I can imagine and work toward change in myself and in the world.
--	---

 <b>5</b>	I can identify my strengths and limits, find internal motivation, and act on opportunities for self-growth. I take responsibility for making ethical decisions. I can take ownership of my goals, learning, and behaviour; I act on what is best, over time, in terms of my goals and aspirations. I recognize the implications of my choices and consult with others who may be affected by my decisions. I sustain a healthy and balanced lifestyle. I am aware of my personal journey and reflect on my experiences as a way of enhancing my well-being and dealing with challenges. I can advocate for myself in stressful situations. I take the initiative to inform myself about controversial issues and take ethical positions.
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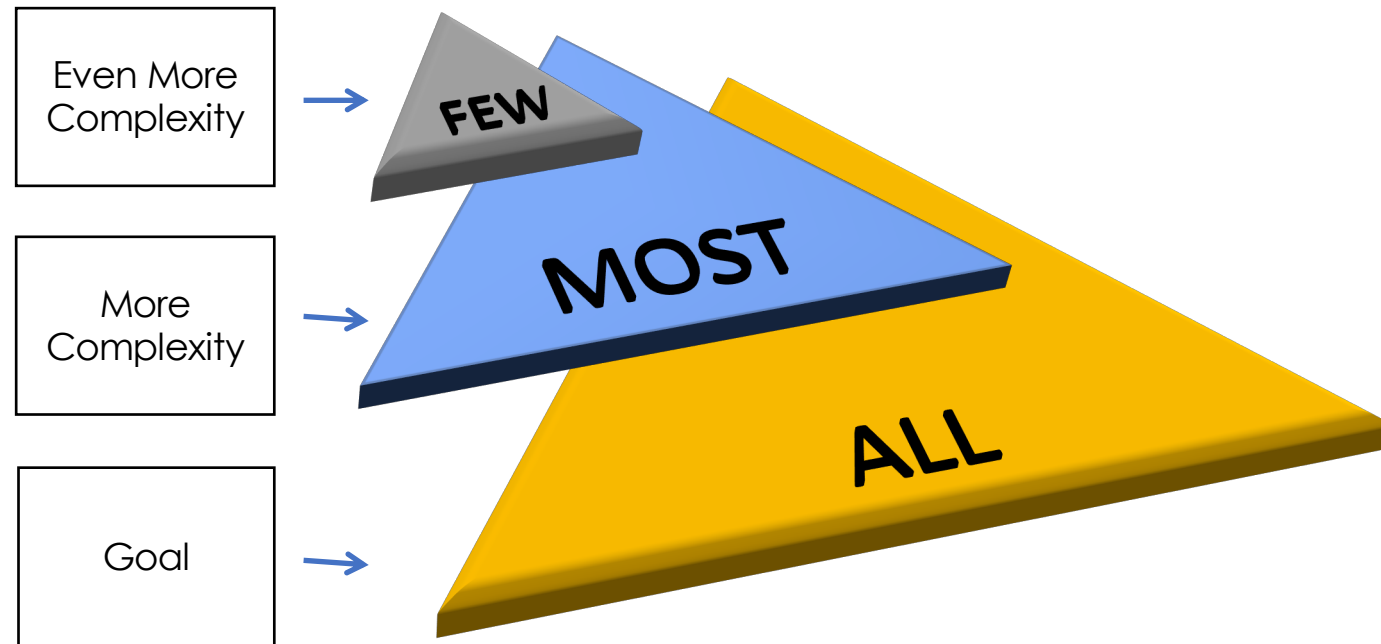
# Making the plan: **Backwards Design**

- **Essential Question:** What does it mean to be personally aware and responsible and how can this help me in my life inside and outside of school?
- **Key skills:** Self determination/ Self Regulation
- **Key Vocabulary:** goal, celebrate, effort, accomplishment, persevere, advocate, plan, initiative
- **Performance tasks & activities**
  - 1. create a 3D model that represents your understanding of being personally aware & responsible
    - Choose to work individually or with a partner, choose level of challenge
  - 2. Describe how being personally aware & responsible connects to and can help you in your own life
    - Choose from writing a letter, drawing a comic, having a meeting; choose level of challenge

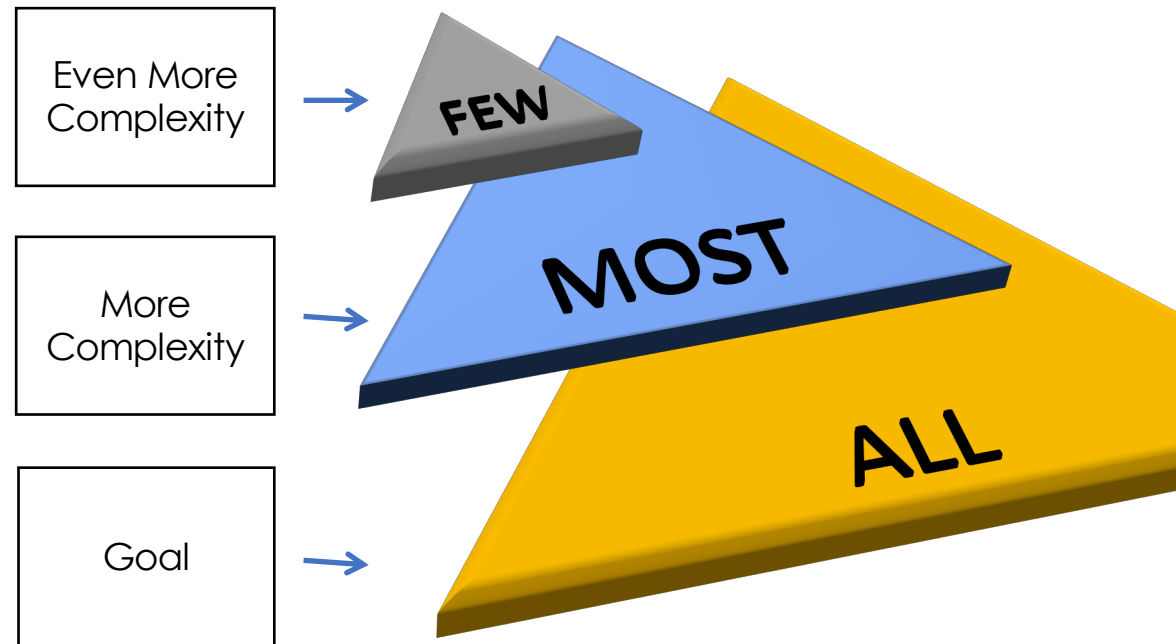
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# Planning Pyramid: Making Goals Adjustable



# Planning Pyramid



# I can become competent at personal awareness and responsibility by...

## Goal for FEW

- I can take **initiative** and make change in myself and the world (self determination)
- I can adjust a plan that I have made to meet a goal (self regulation)



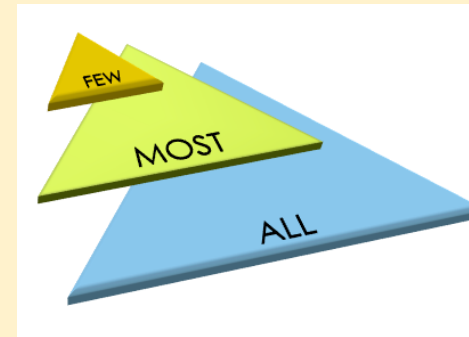
## Goal for MOST

- I can **advocate** for my myself and my ideas (self determination)
- I can implement a **plan** that I have made to meet a **goal** (self regulation)

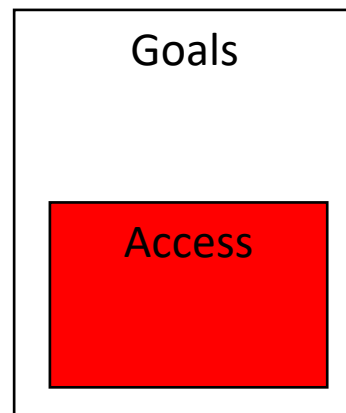
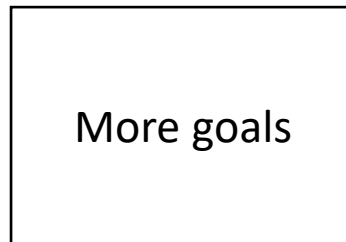


## Goal for ALL

- I can **celebrate** my **efforts** and **accomplishments** (self determination)
- I can **persevere** through challenging tasks (self regulation)

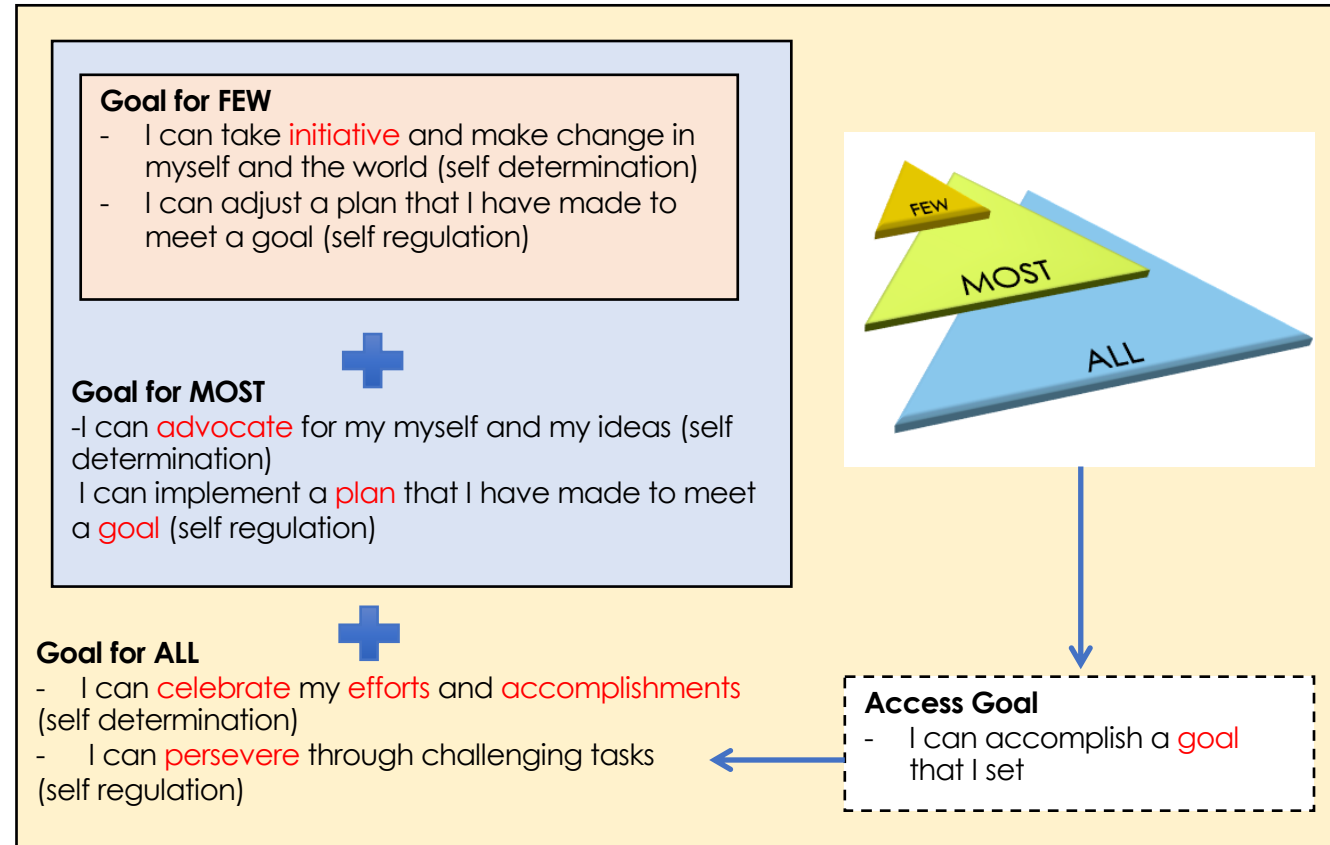


## Planning for the RANGE: Extending for further access and challenge



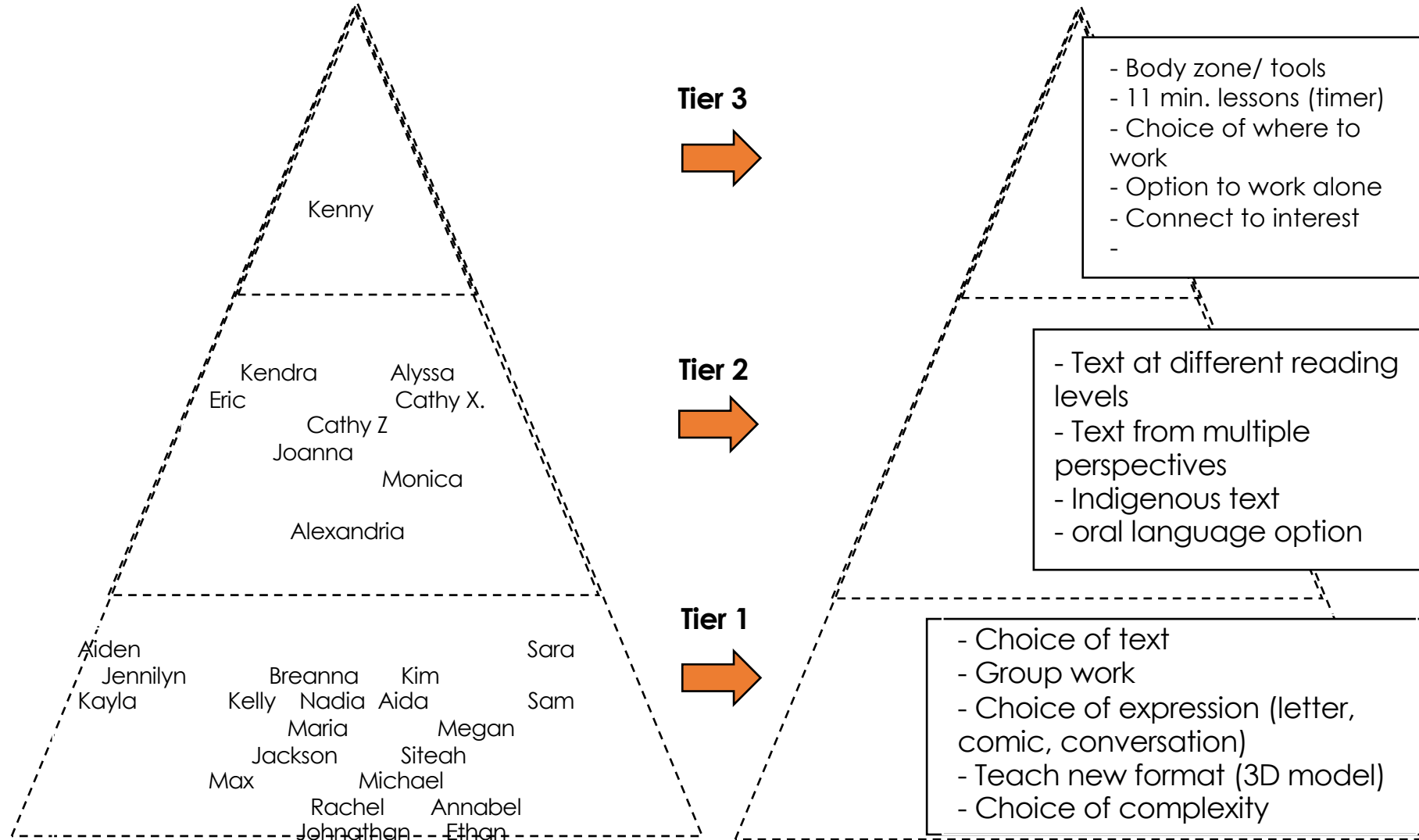


## Extend access and/or challenge

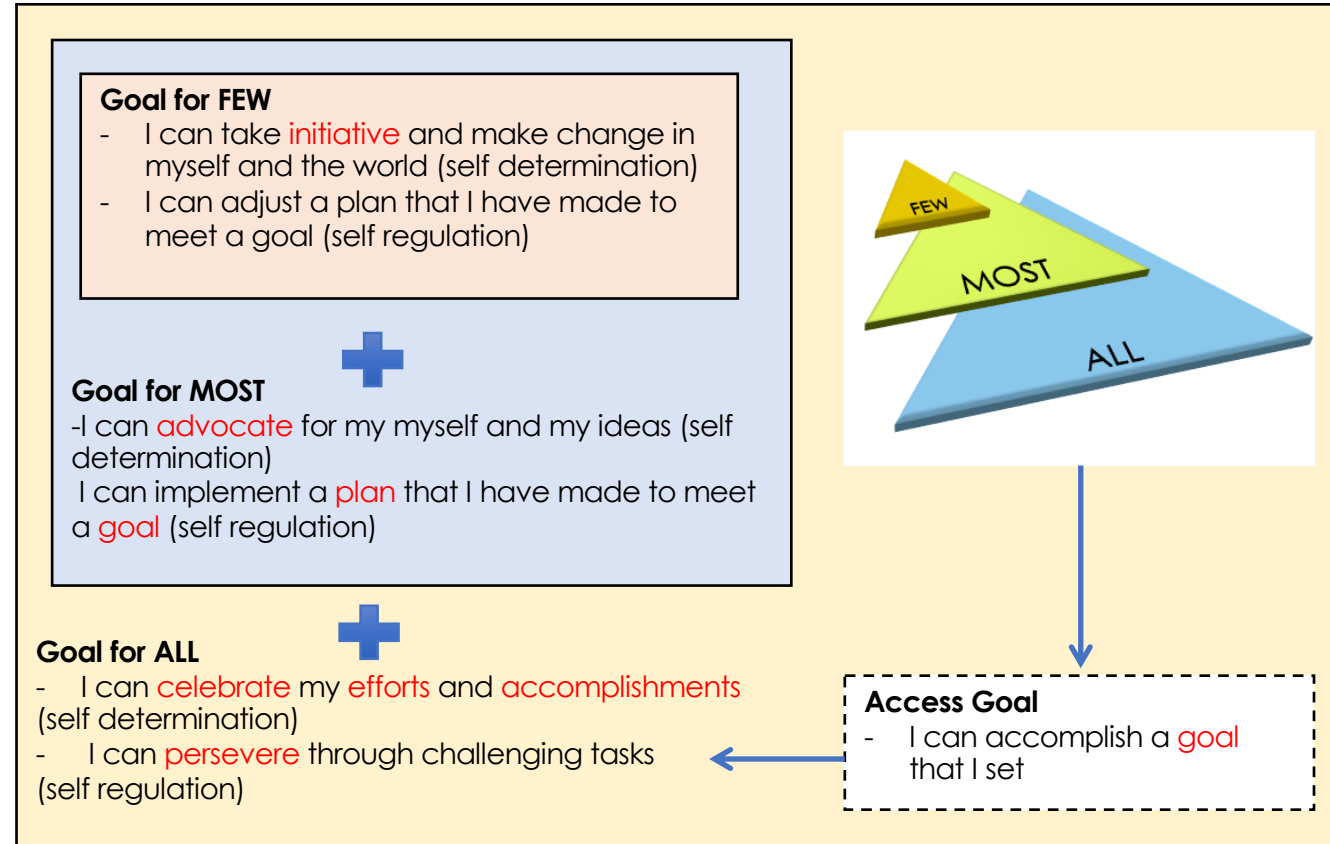


# RTI Triangle

Lens: **Personal Awareness & Responsibility**



# Extend access and/or challenge



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# RTI Triangle

## Grade/Course/Subject (place)

Grade 2/3 – Cross Curricular

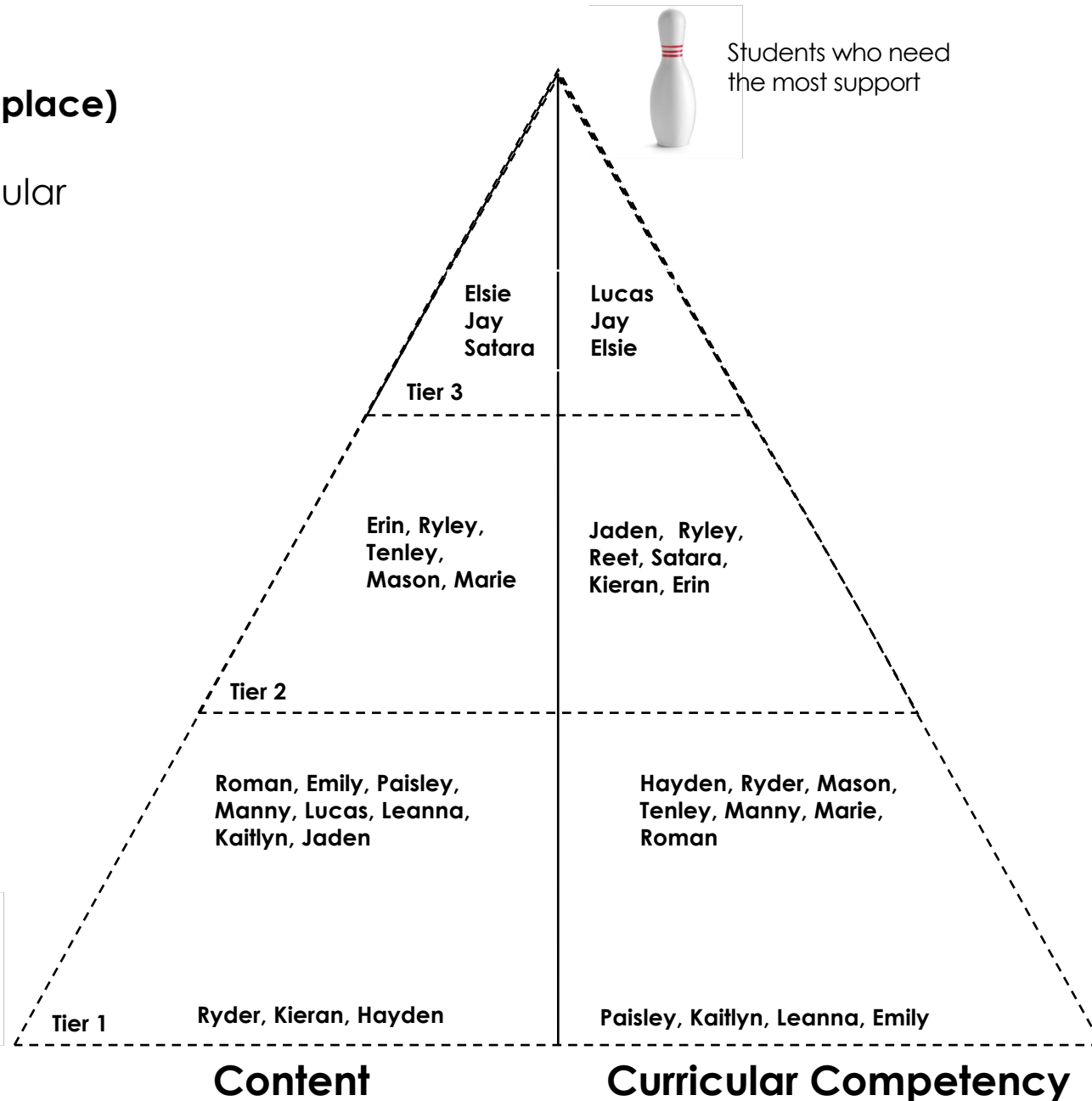
## Curricular Lens:

Science/Art

## Competency Lens:

Language Arts/Design

Students who  
need the most  
challenge



Students who need  
the most support

Grade:	Subject Area:	Planning Team:
Big Idea: ADST, Science, Art, Language Arts (output) - play, curiosity, forces, influence movement, creative expression, risk taking, language & joy	Unit Guiding question: Who are our monsters? How many ways can we catch a monster?	
Content Goal: Science	I know types of forces	
Content Goal: Language arts	I know elements of a story	
Curricular Competency Goal: ADST	I can make a monster trap	
Curricular Competency Goal: Science	I can plan and test my monster trap	
Curricular Competency Goal: Art	I can explore and create using art processes and materials	
Curricular Competency Goal: LA	I can create a story for an audience	
Cross Curricular Competency	I can use materials safely	



1. Choose Big Idea & turn into unit guiding questions

2. Choose  
content goals

4. Create  
access

3. Stretch content goals

5. Create  
challenge

6. Choose  
curricular  
competency  
goals

8. create  
access

7. Stretch competency goals

9. Create  
challenge

Course/Subject/Grade(s): Grade 2/3				Planning Team: Parkway Elementary		
Unit Guiding Question: Who are our monsters? How many ways can we catch a monster?						
		ACCESS: This is what I <u>need</u> to know and do	ALL: This is what I <u>must</u> know & do	MOST: This is what I <u>can</u> know & do	FEW: This is what I <u>could</u> know & do	CHALLENGE: This is what I <u>can try to</u> know & do
Content Goal(s): I know elements of a story		I know the story. “How to catch a Monster”	I know character I know setting I know conflict	I know structure I know plot	I know dialogue I know theme	I know characterization
I know types of forces		I know fall, push and pull	I know that fall, push and pull is a force	I know that force can be sped up or slowed down	I know how different materials effect force	I know how shape of an object affects force
Curricular Competency Goals	I can make a monster trap	I can follow a model to create	I can choose tools and materials to create	I can incorporate a new material to my model	I can make changes using trial and error I can incorporate new ideas	I can solve a problem about something I created
	I can explore and create using art processes and materials	I can create	I can create using ideas and purposeful play inspired by my imagination	I can create something collaboratively	I can create through experimentation	I can create through inquiry
	I can write	I can label using words	I can write sentences	I can use punctuation	I can use strategies for spelling	I can connect sentences together around a topic
	I can create a story for an audience	I can have a role in sharing a story	I can share my story verbally	I can share a story visually	I can write a story	I can communicate and integrate my many ways to share a story
	I can be personally and socially responsible	I can use my tools and materials to perform a task	I can use materials safely when I am creating I can work in a group when I can creating	I can be safe in the space around me and others when creating	I can share and respond to art appropriately and be sensitive to others	I can respond offer feedback to other respectfully

**Guiding Unit Question: How can I build a monster trap?**

**Lesson Goal(s):** I know that fall, push and pull are different kinds of forces

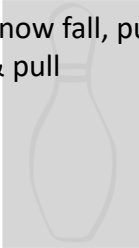
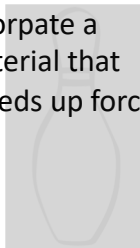
**Date:**

**Connecting Activity:** 3 stations – where in the world can we find things that fall, things that are pushed, things that are pulled (draw, write, tell) – 6 groups ( 3+) -

**Essential Supports**  
(designed for 1, useful for 1)

**Mini Lesson:** what do all of these have in common? **FORCE** – watch a video to get more ideas  
**Model -**

**Processing Tasks**

I Need to...	I Must...	I Can...	I Could...	I Can Try to...
know fall, push & pull 	incorporate or explain a force in my trap that includes a falling element	incorporate or explain a force in my trap that includes a push or pull	incorporate a material that speeds up force 	incorporate a material that slows down a force
Access	All	Most	Few	Challenge

**Targeted Support**  
(designed for some, useful for some)  
Choice of:  

- Headphones/ alternate space
- Different roles- talker, writer, drawer, demonstrator
- Proximity
- Pcs symbols of examples

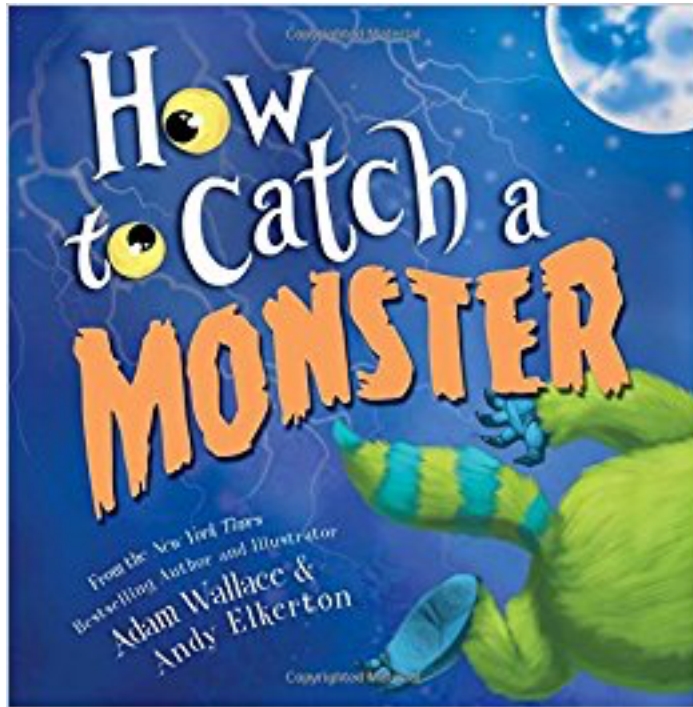
**Universal Supports**  
(designed for some, useful for all)  

- Modelling
- Task analysis
- Graphic organizers
- Visuals of vocabulary
- Structured groups - premade
- Objects/visuals at stations
- Movement/hands on

**Transforming & Personalizing Activity:** Small group share  
- Appreciate circle

Who are our monsters?

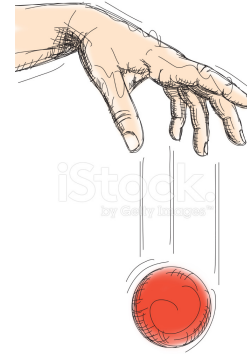
How many ways can we catch them?



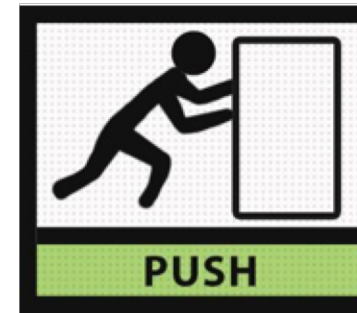
Goal: I can add a **force** to my monster trap!

# Where in the world do things:

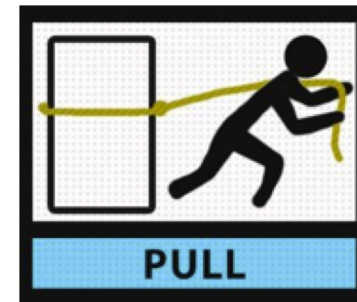
**Fall**



**Push**



**Pull**



# In groups of 3...

- 3 minutes at each station
- Record ideas
  - Draw
  - Write
  - Show
  - talk



What do falling, pushing,  
and pulling have in common?

**FORCE**

# What ideas to add to our stations?

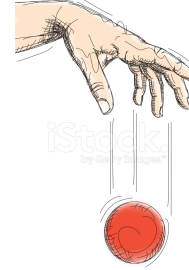
A large, empty rectangular box with a thin black border, intended for writing ideas to add to the stations.

Your job today!

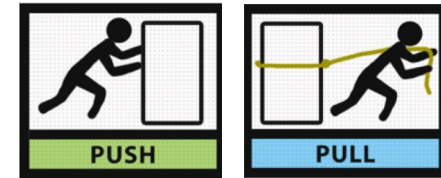
Add a **FORCE**  
**to** your  
monster trap!

# Your job today!

1. Add a force that **falls**



2. Add a force that **push or pulls**



3. Add a **material to speed up** the force



4. Add a **material to slow down** the force



# Making a Plan!

- What is something that is useful from today?
- What questions are coming up?
- What is something that you want to try?
- What is something that you want to share with someone else?

# What to stay connected?!



**SHELLEY MOORE**



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