

# SHELLEY MOORE



@tweetsomemoore



@fivemooreminutes



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

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

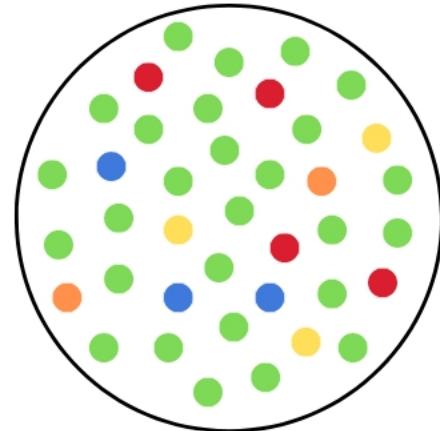


# Hello!

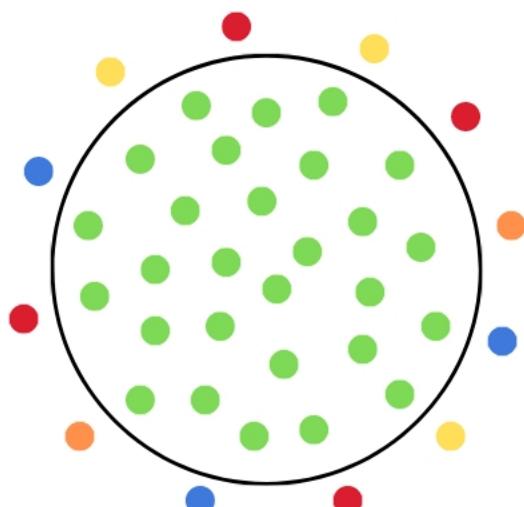
- What do you remember from our last time together?
- What is important to know if this is your first Shelley session?
- What are you hoping to get out today?



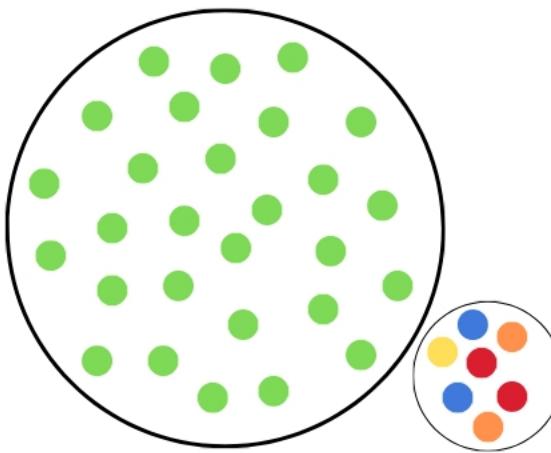
# **WHAT DOES INCLUSION MEAN?**



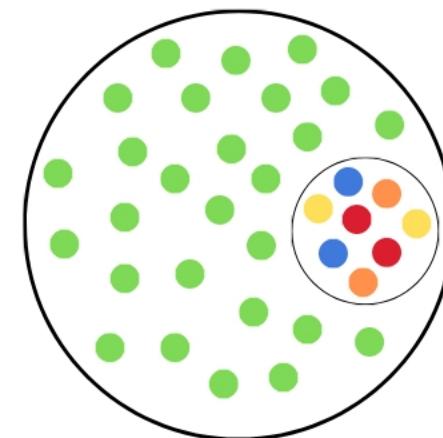
inclusion



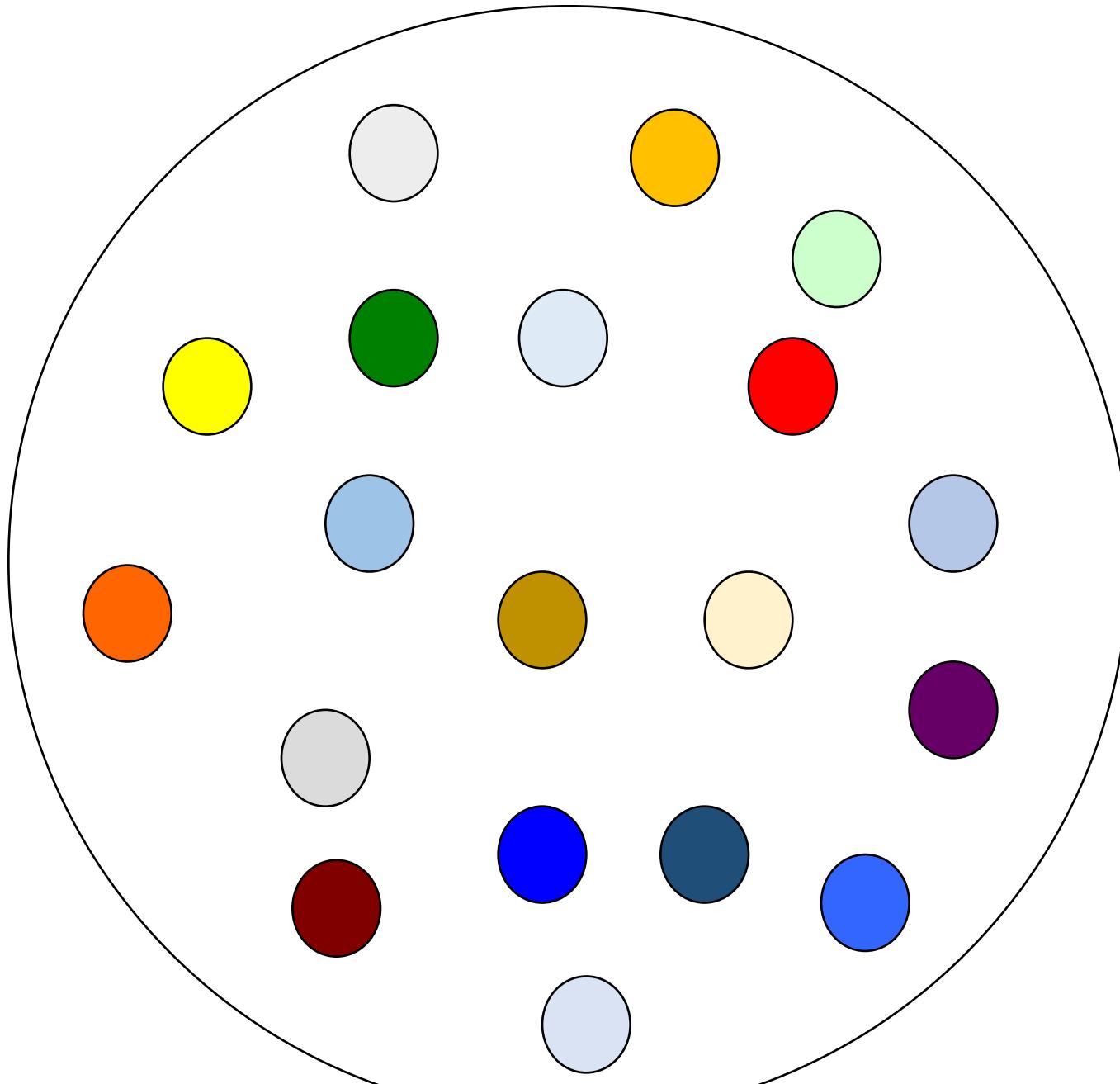
exclusion



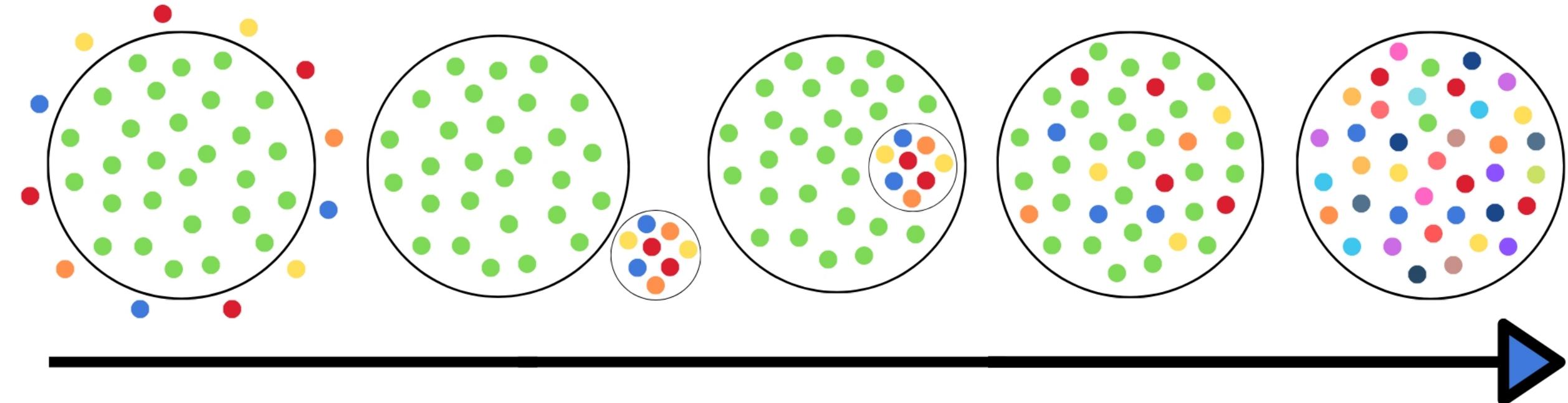
segregation



integration



# WHAT IS INCLUSION?



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



# WHO IS INCLUSION?



# WHO IS INCLUSION?



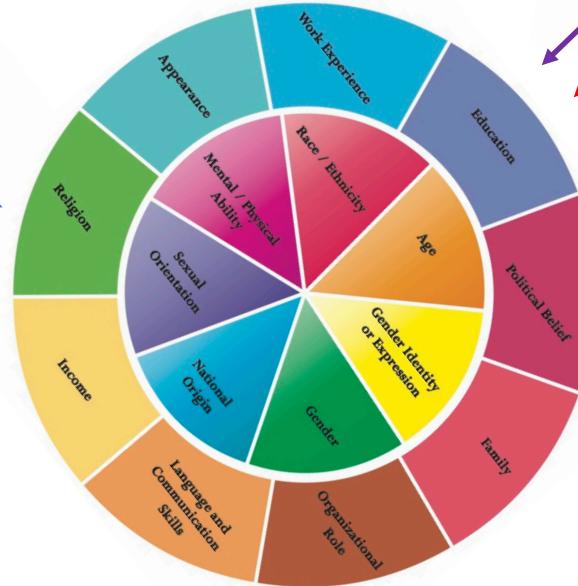
what are your  
colours?

DO we value ALL  
colours equally?



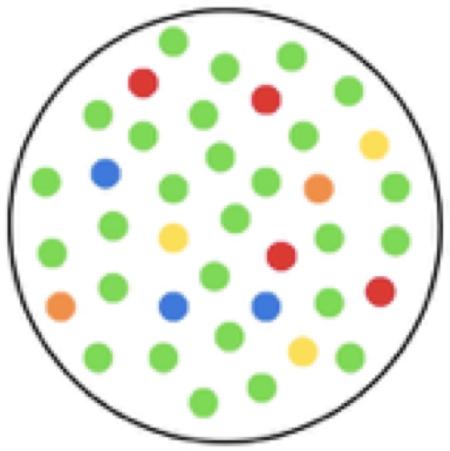
## How do we support communities of **identity**?

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



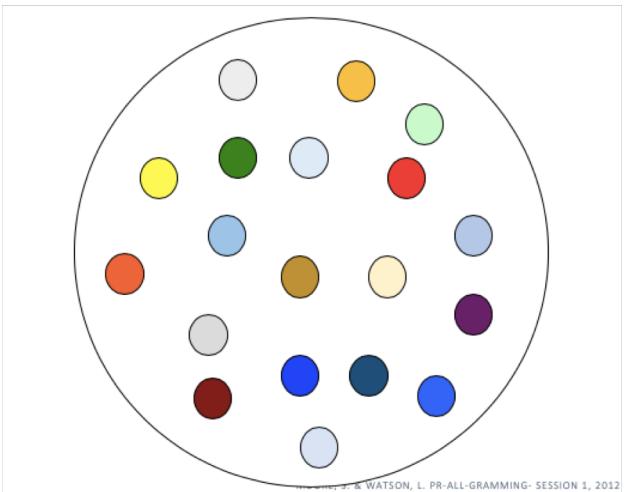
## How do we move **away** from groups of deficit?

# What is Inclusion?



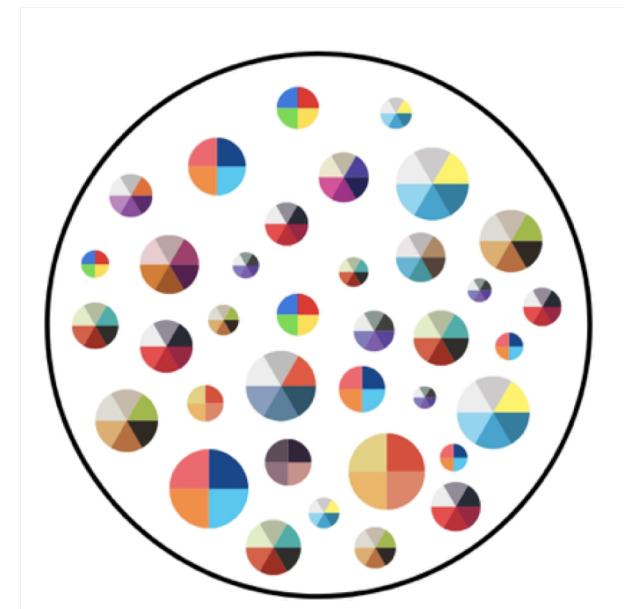
How do we include students who are different?

VS.



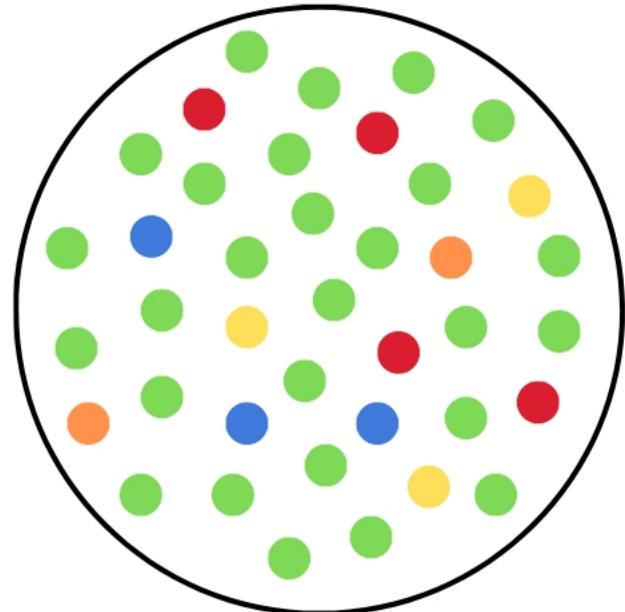
How do we teach to student diversity?

VS.



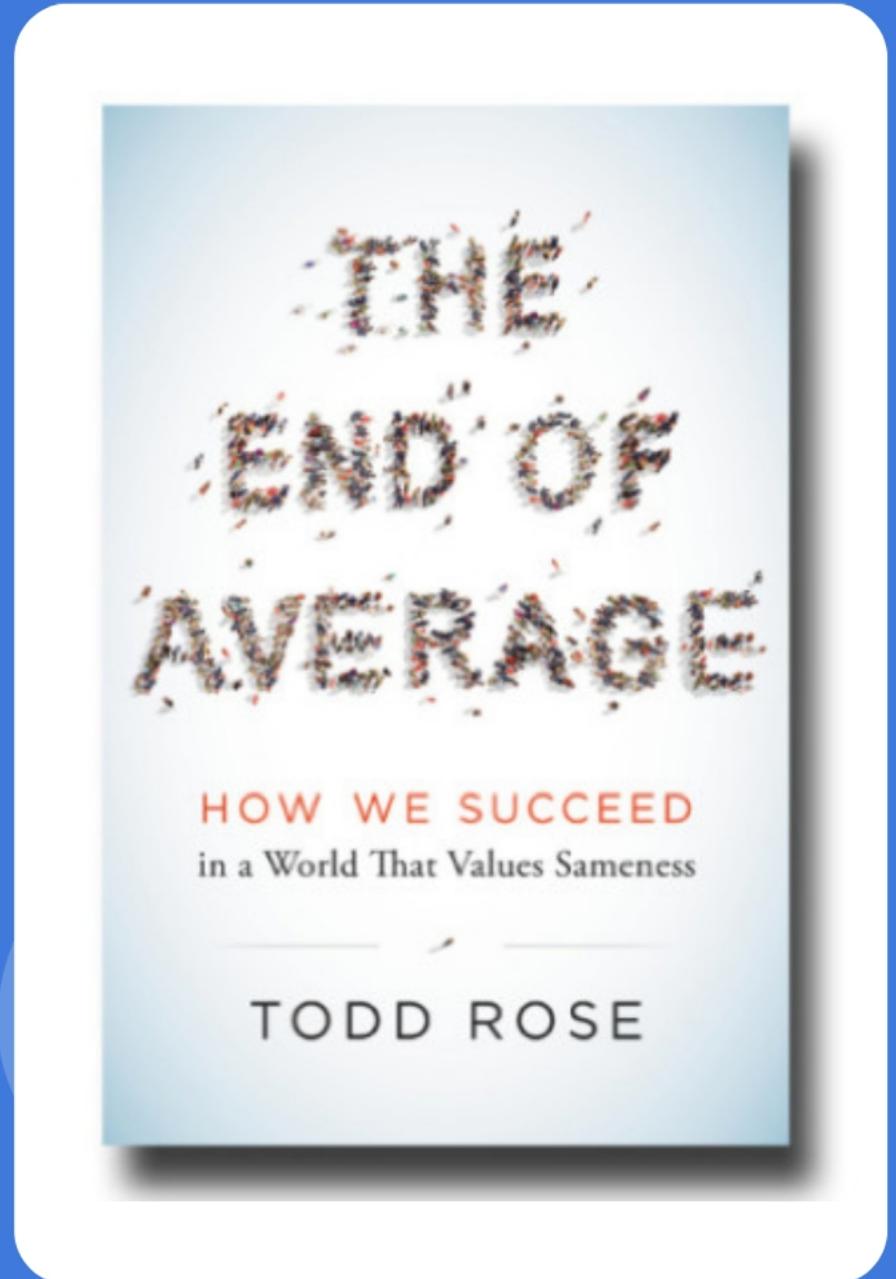
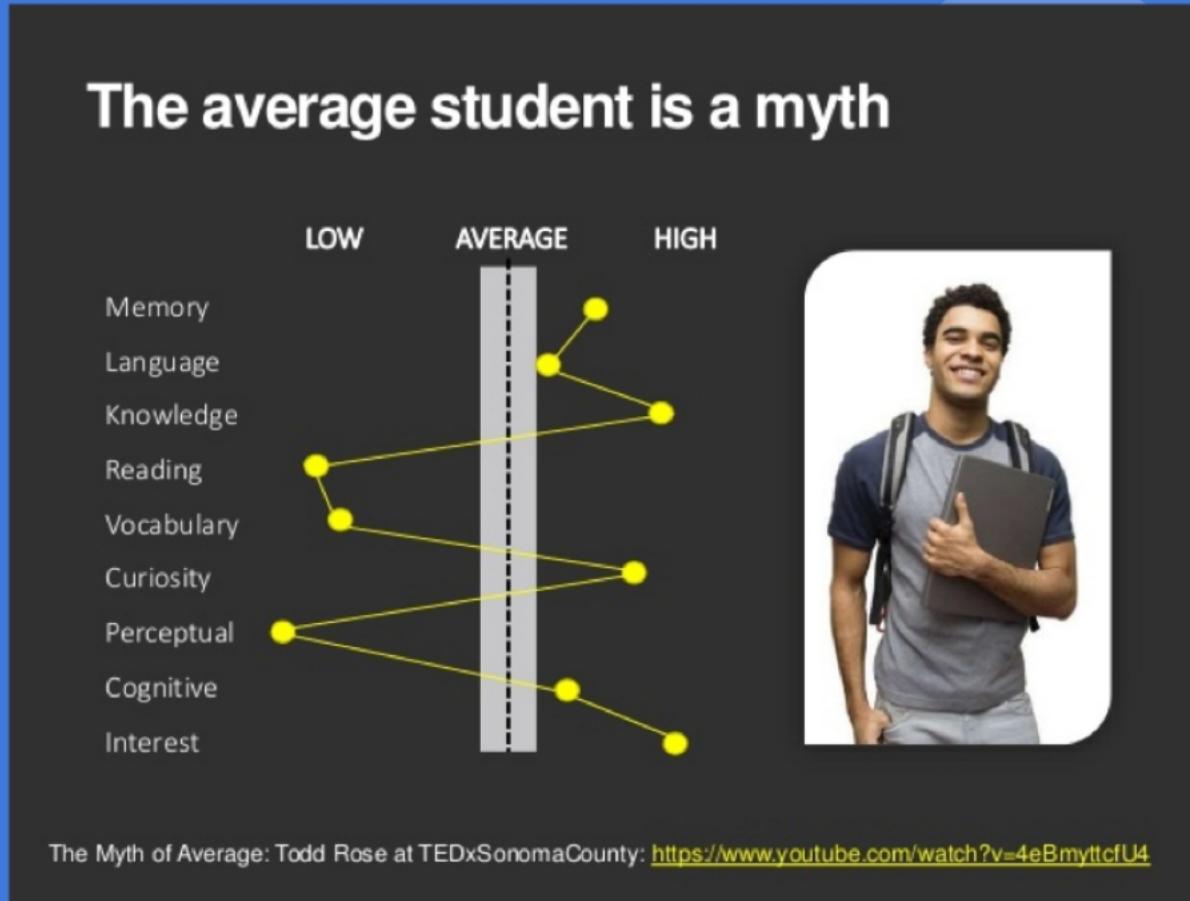
How do we teach to student identity?

# WHERE DID **GREEN** COME FROM?



**GREEN = AVERAGE**

# The End of Average!



# THE 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

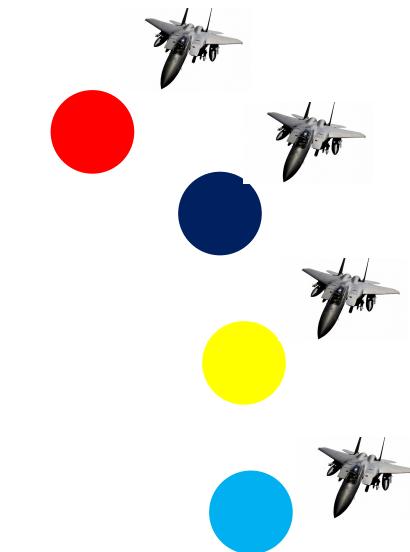
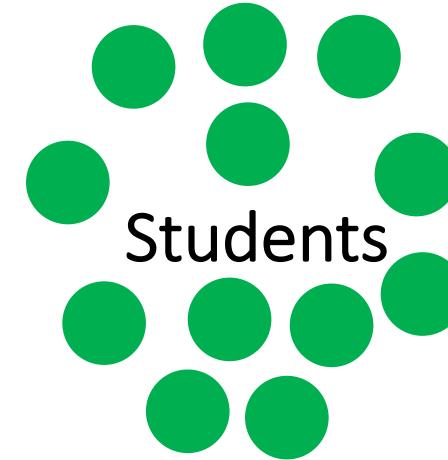
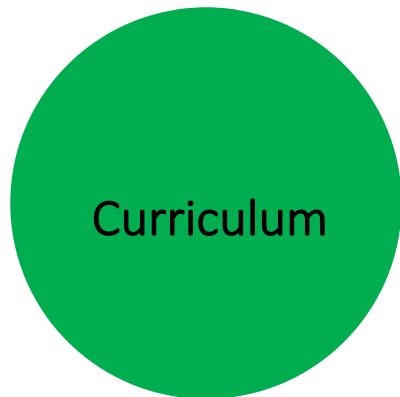
**Efficiency:** Building one standardized curriculum for ALL students

# 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*?

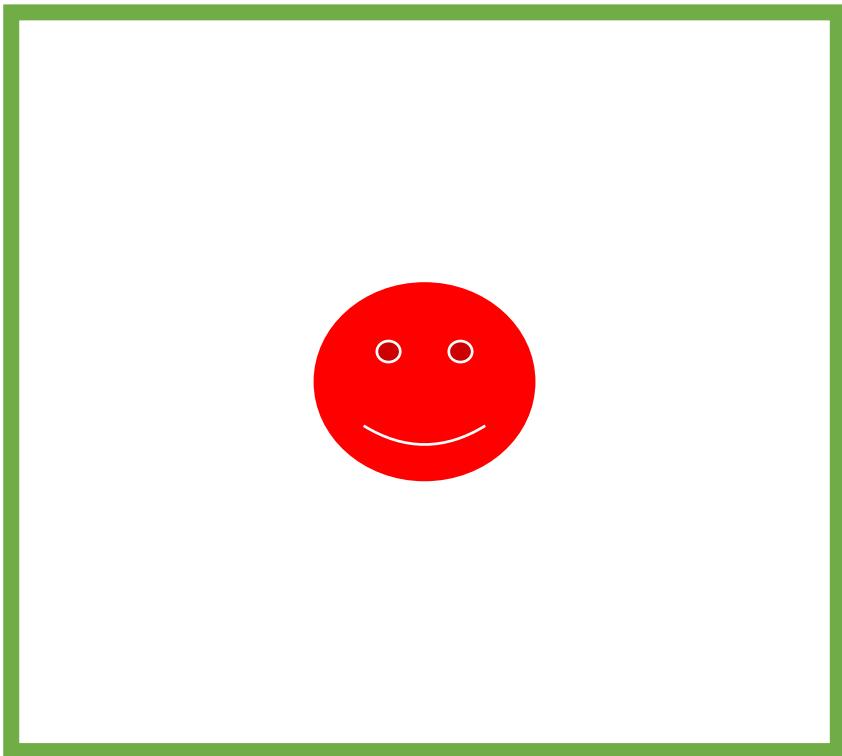
# HOW DO WE DESIGN AN ADJUSTABLE CURRICULUM?

- 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

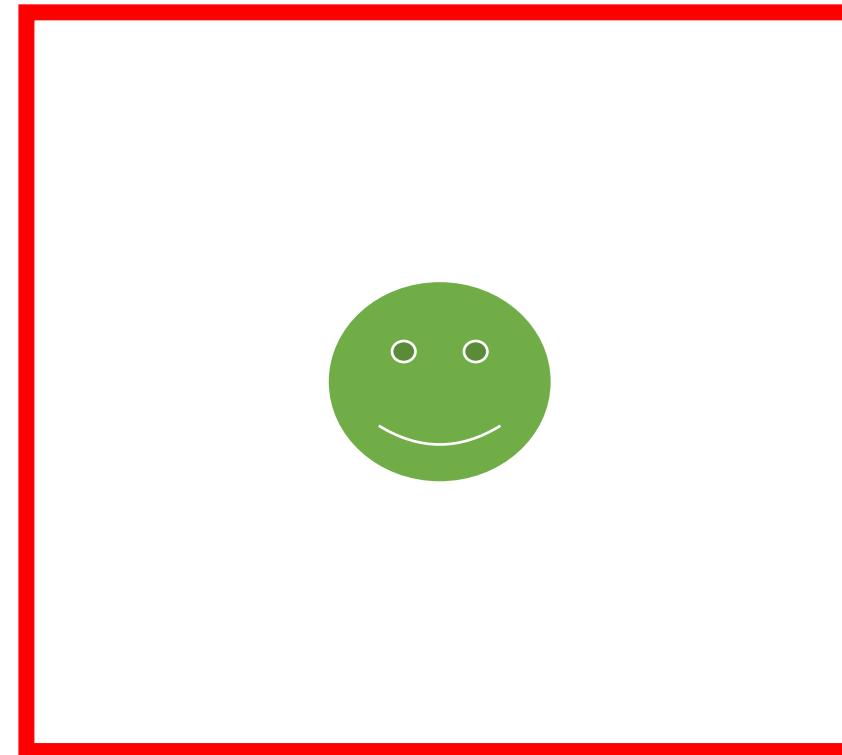


Identify the problems in the  
student

Fix the student

# Shifting the Paradigm: Social Model of Disability

Identify the problems  
in the environment

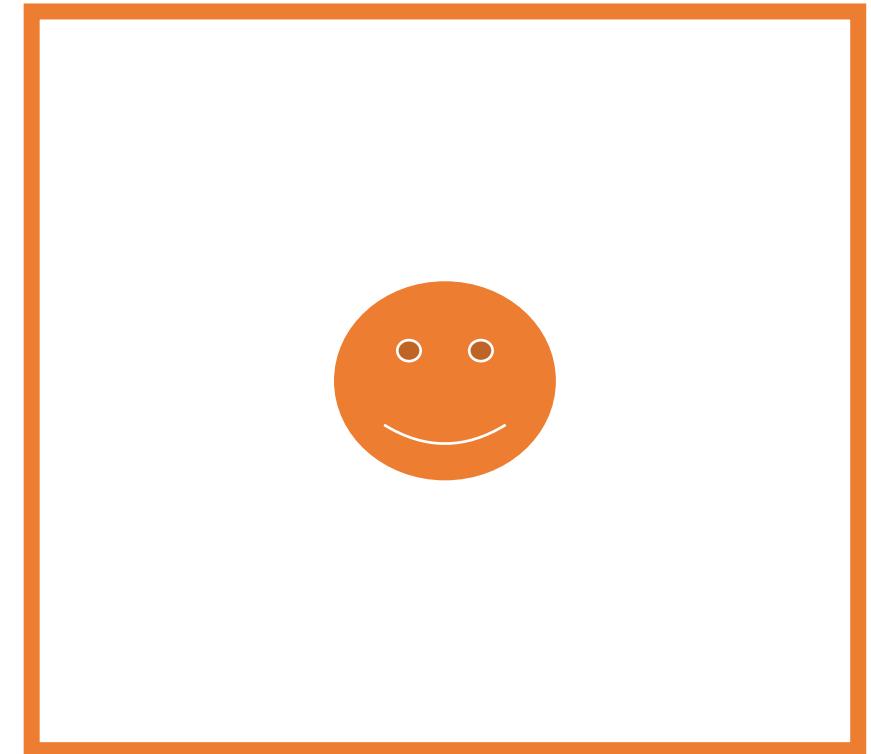


Fix the environment

# 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

Shelley Moore, 2019

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## The cupcake Model

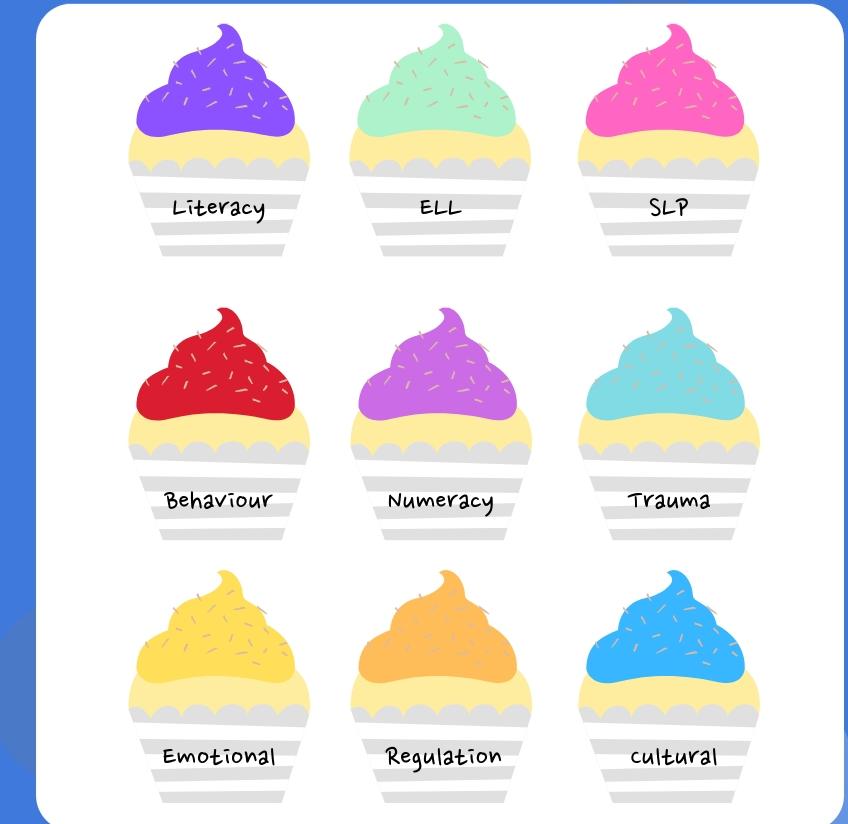


Shelley Moore, 2019

Special Education  
Medical Model

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## The cupcake model



Shelley Moore, 2019

## The layered cake model



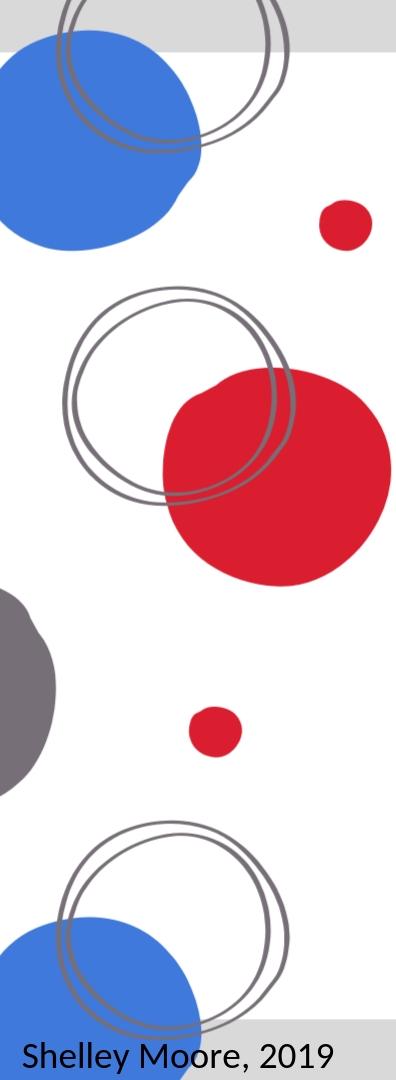
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# The layered cake model

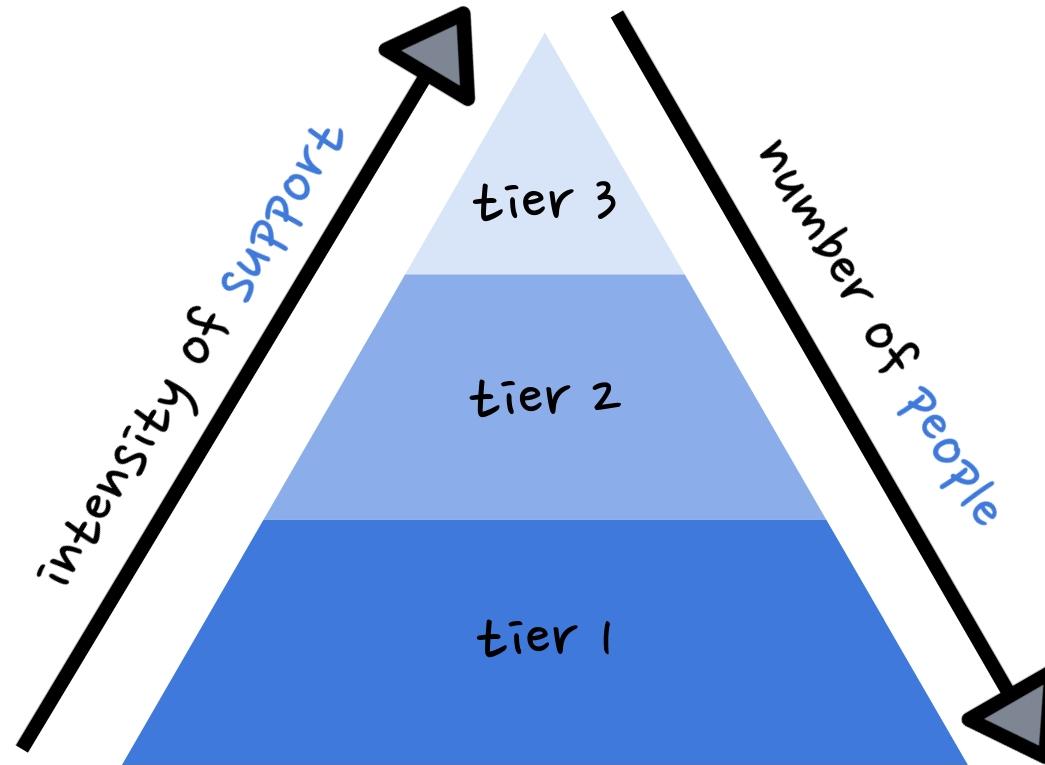


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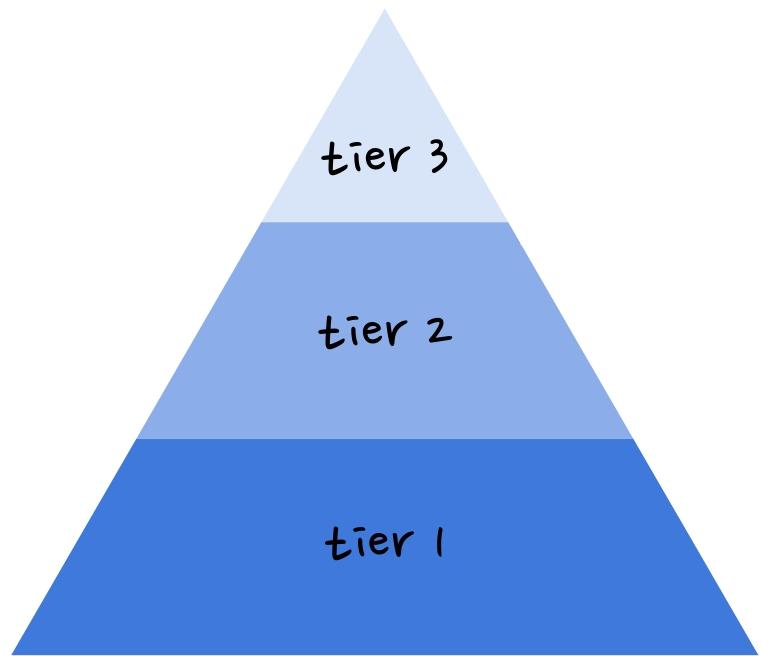
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# RTI: RESPONSE TO INTERVENTION

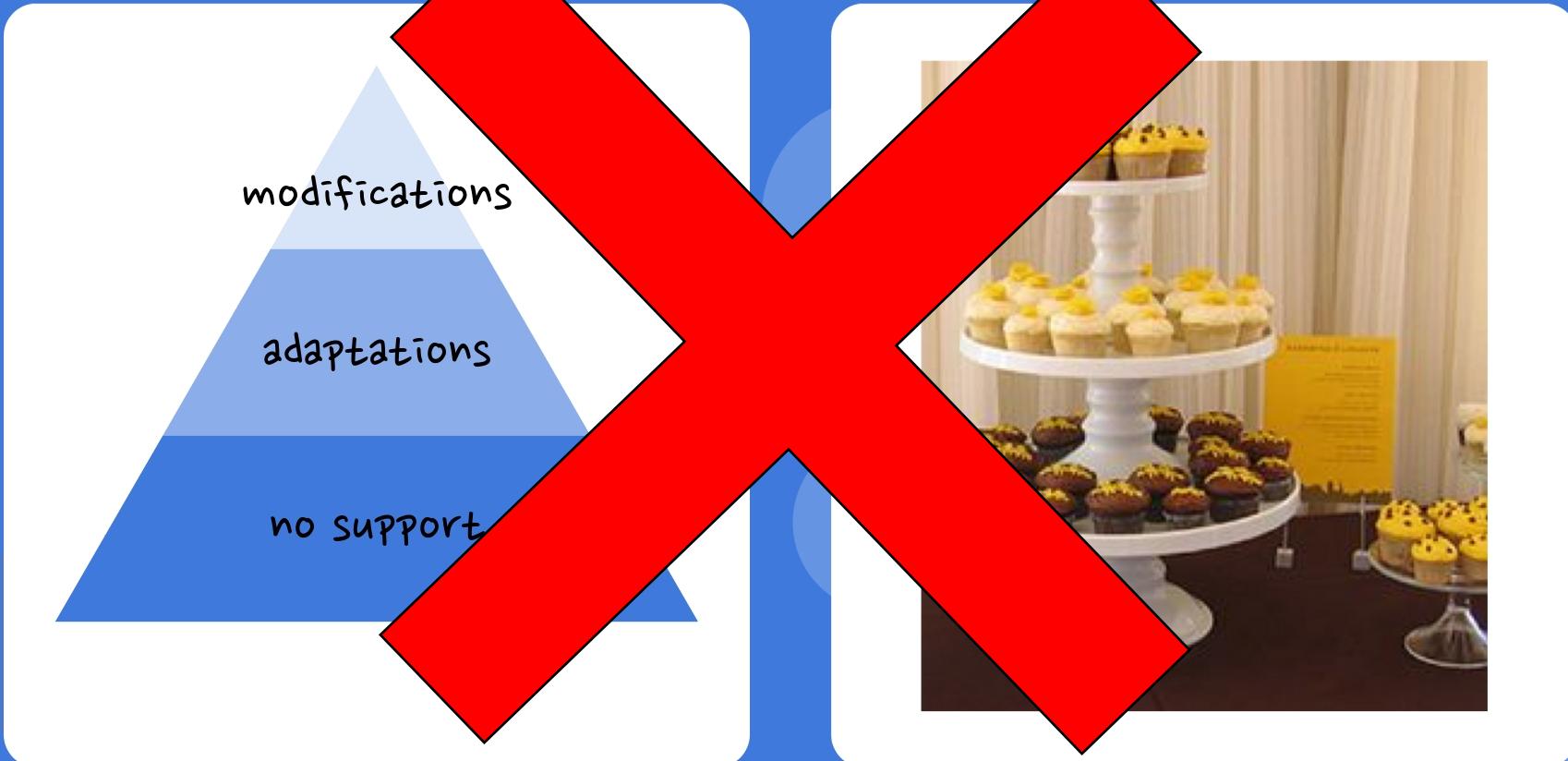


# RTI: RESPONSE TO INTERVENTION

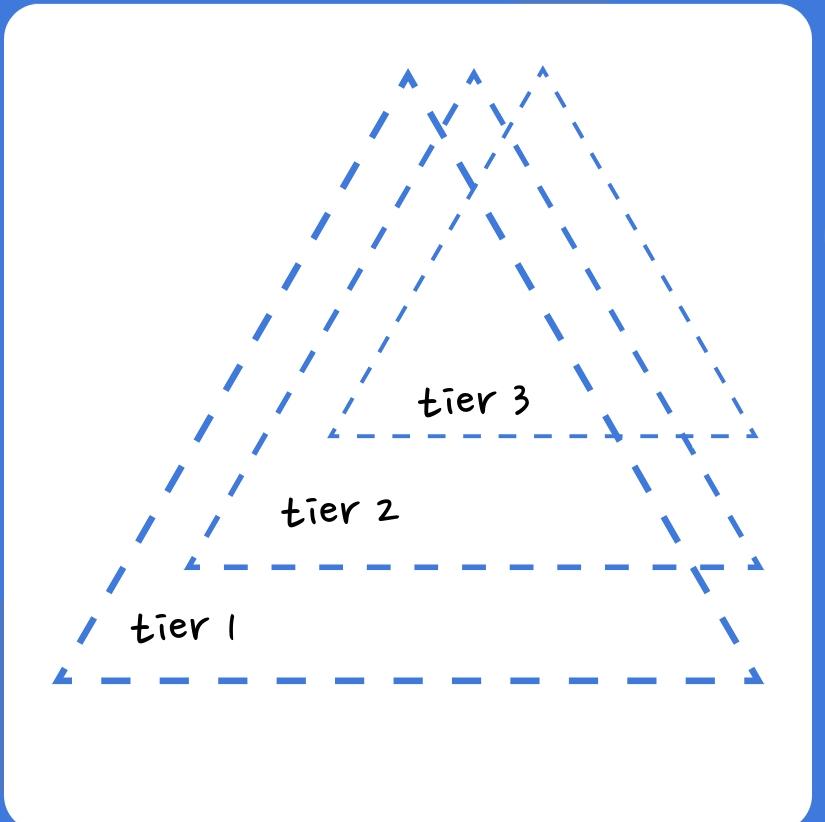


- early intervention of support
- assessment of students
- regulated supports

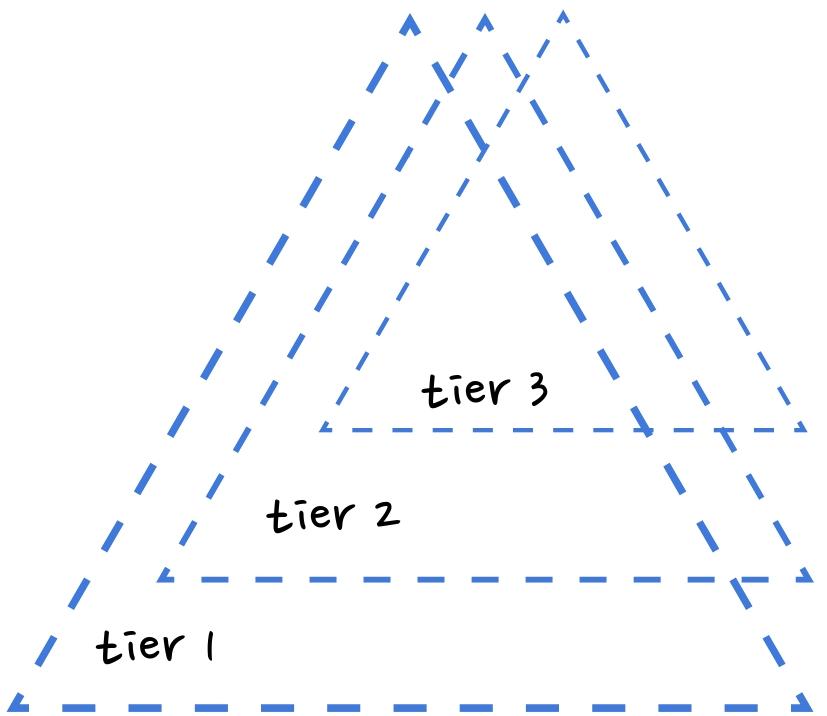
# RTI: RESPONSE TO INTERVENTION ??



# RTI: RESPONSE TO INSTRUCTION



# RTI: RESPONSE TO INSTRUCTION



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



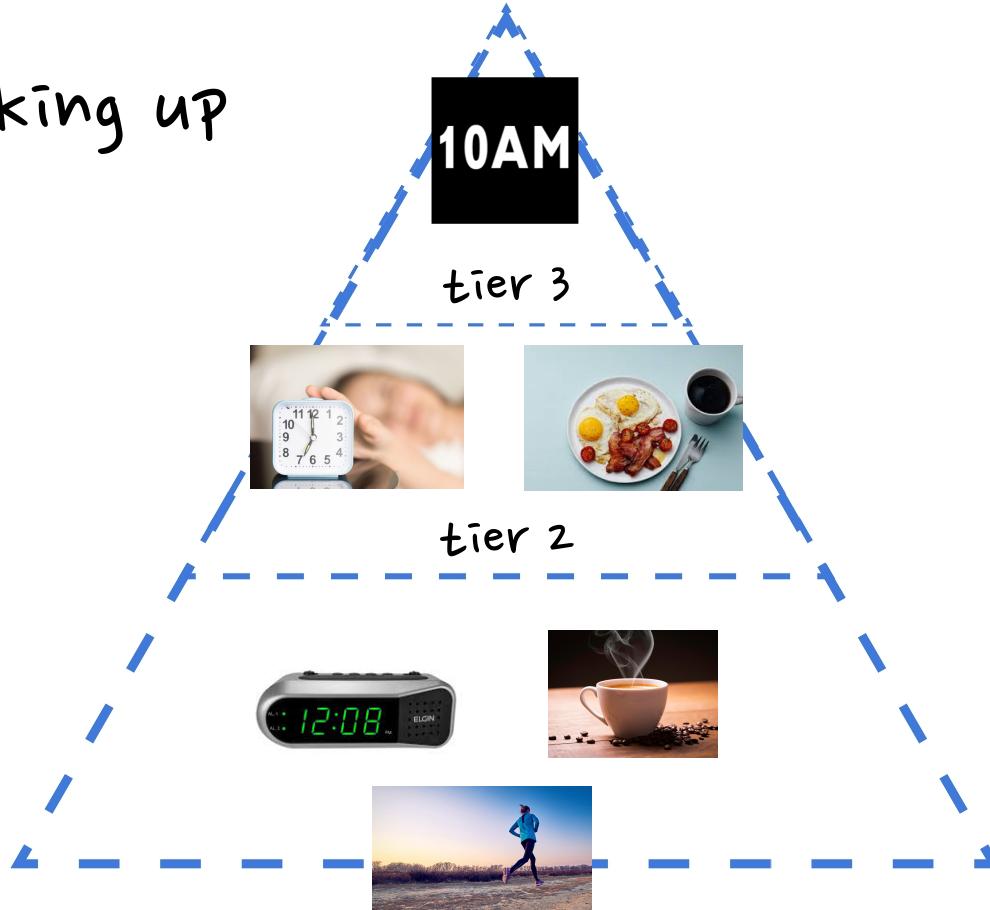
**When a flower  
doesn't bloom you  
fix the environment  
in which it grows,  
not the flower.**

**- Alexander Den Heijer -**

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# 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

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

Response to  
Instruction

universal  
Design for  
Learning

Self Regulation  
for  
Learning

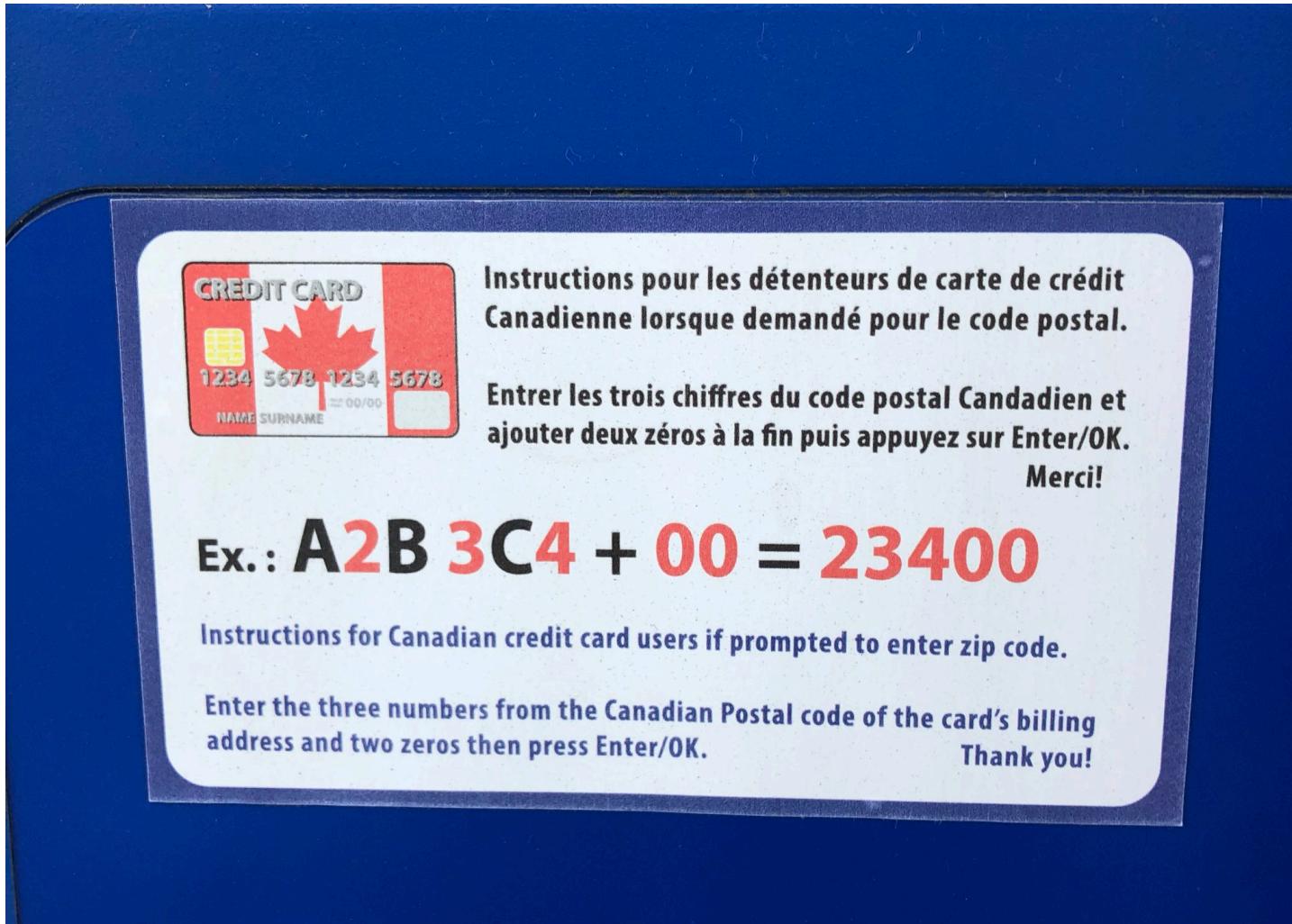


# Support: 2 min break

- 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

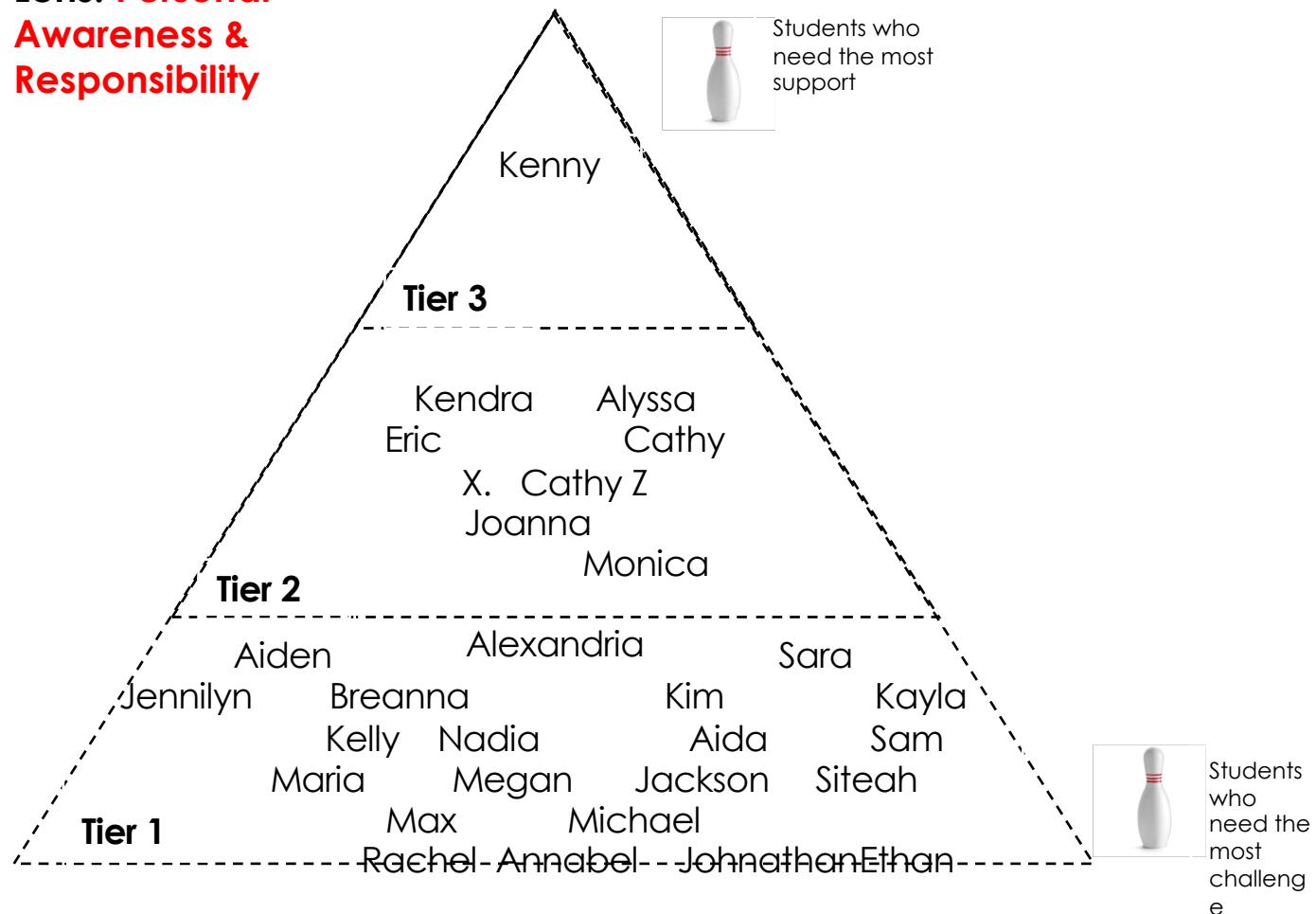


What is useful so far???

# HOW DO WE DESIGN AN ADJUSTABLE CURRICULUM?

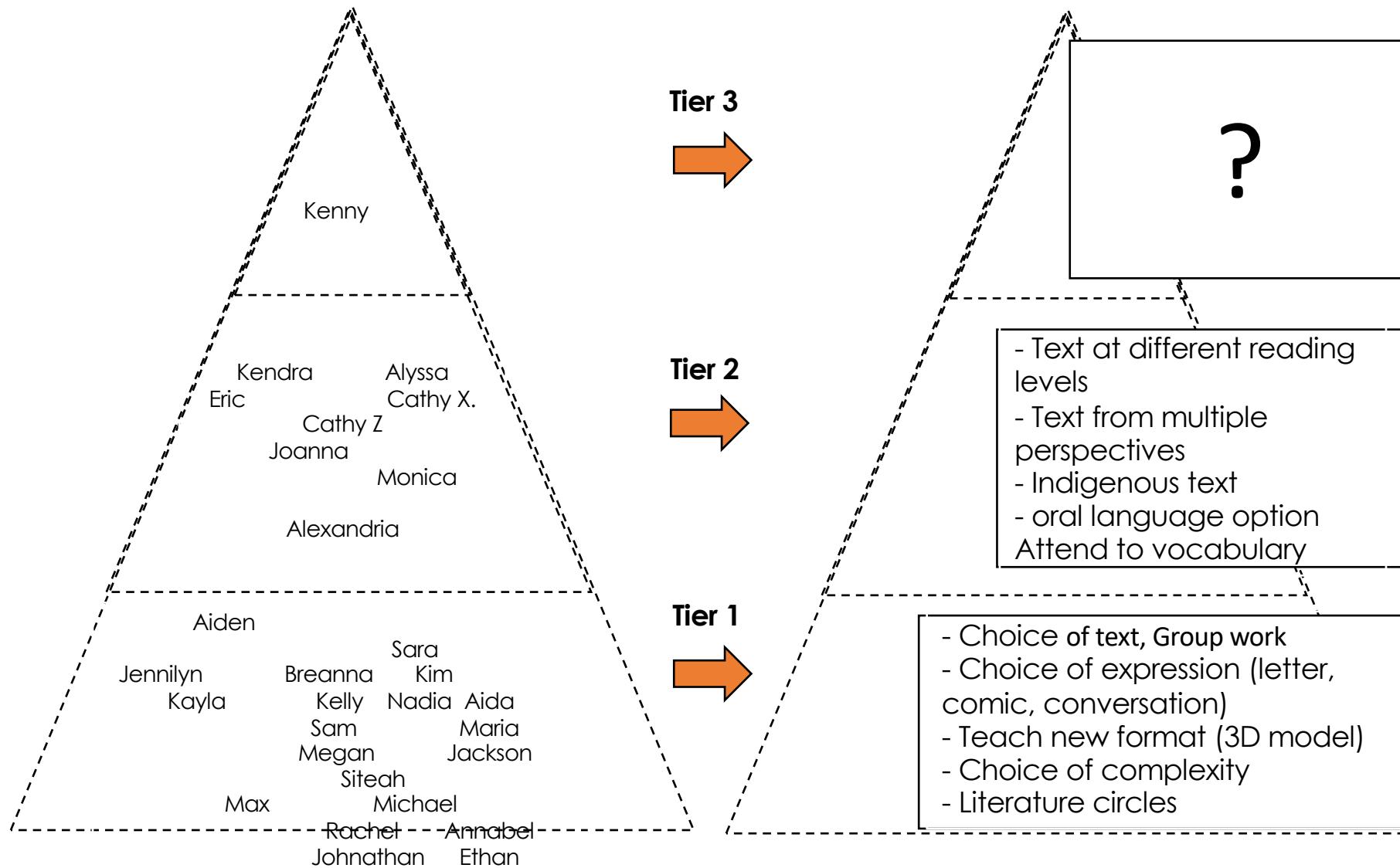
- who are the **students**? What is the range of **diversity**?
- What kind of **curricula** are the **students** learning?
- How is the **curriculum responsive** to the **students** dimensions?
- How do the **students** make the **adjustments** they need to use the **curriculum**?

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



## RTI Triangle

### Lens: Personal Awareness & Responsibility



# 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

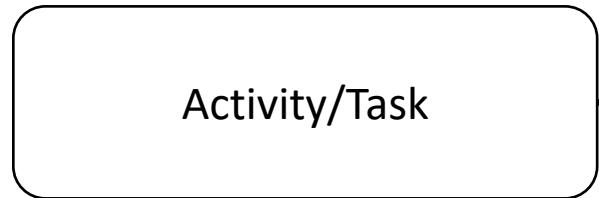


Differentiating **goals**, not activities

## Forward Design

**Differentiated**

**Same for Everyone**



Goals

Goals

Goals

## Backward Design

**Differentiated**

**Same for Everyone**



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
1	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.
2	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.
3	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.
4	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.
5	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.

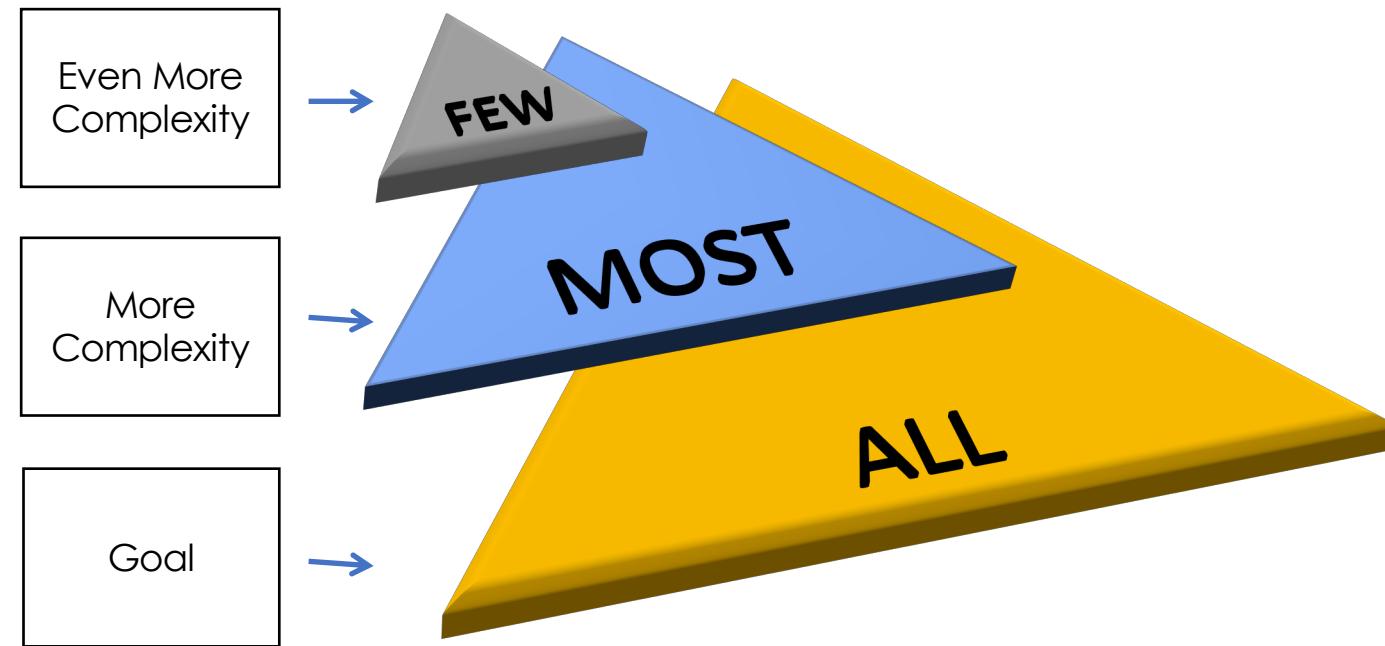
# Making the plan: Backwards Design

- **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

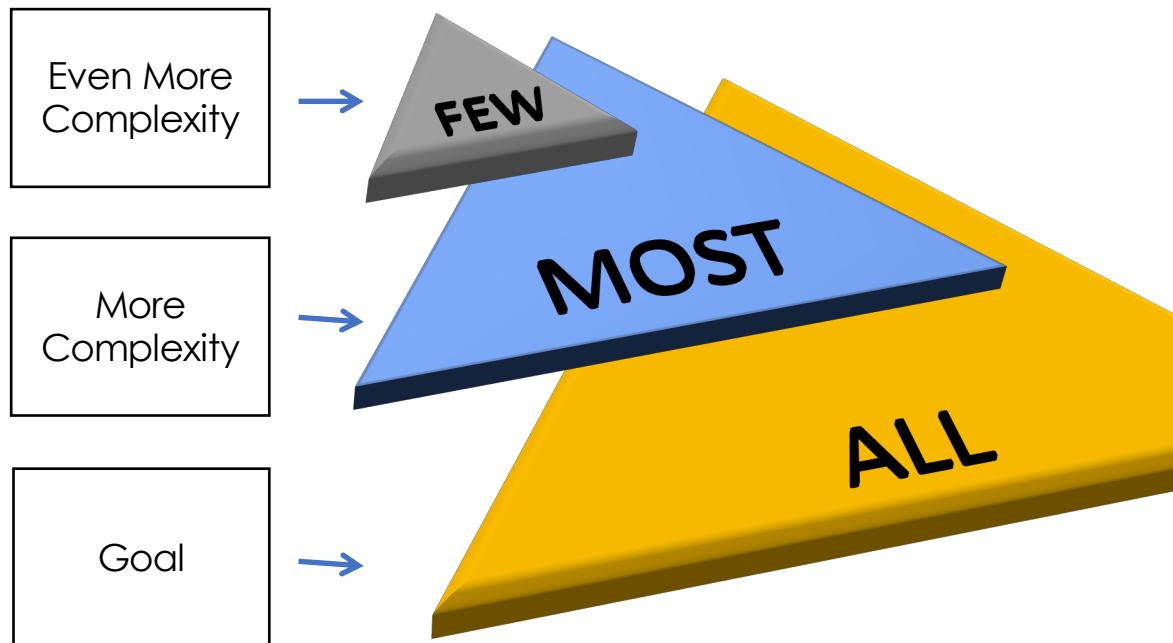
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# Planning Pyramid: Making Goals Adjustable



# Planning Pyramid



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

**Goal for FEW**

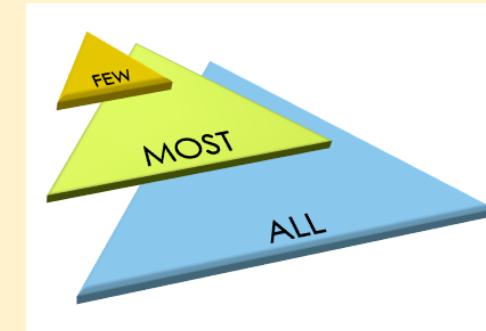
- I can take **initiative** and make change in myself and the world (self determination)
- I can adjust a plan that I have made to meet a goal (self regulation)

**Goal for MOST** +

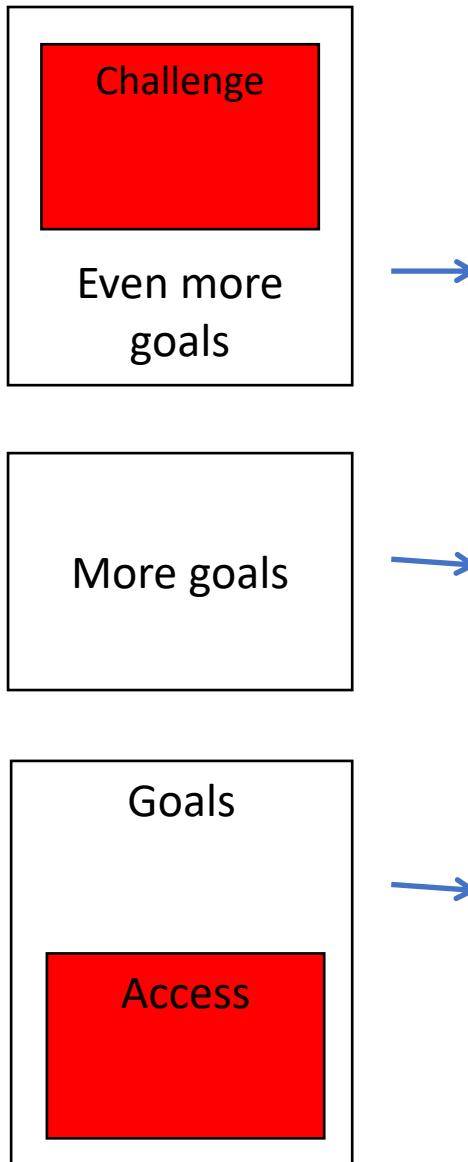
- I can **advocate** for my myself and my ideas (self determination)
- I can implement a **plan** that I have made to meet a **goal** (self regulation)

**Goal for ALL** +

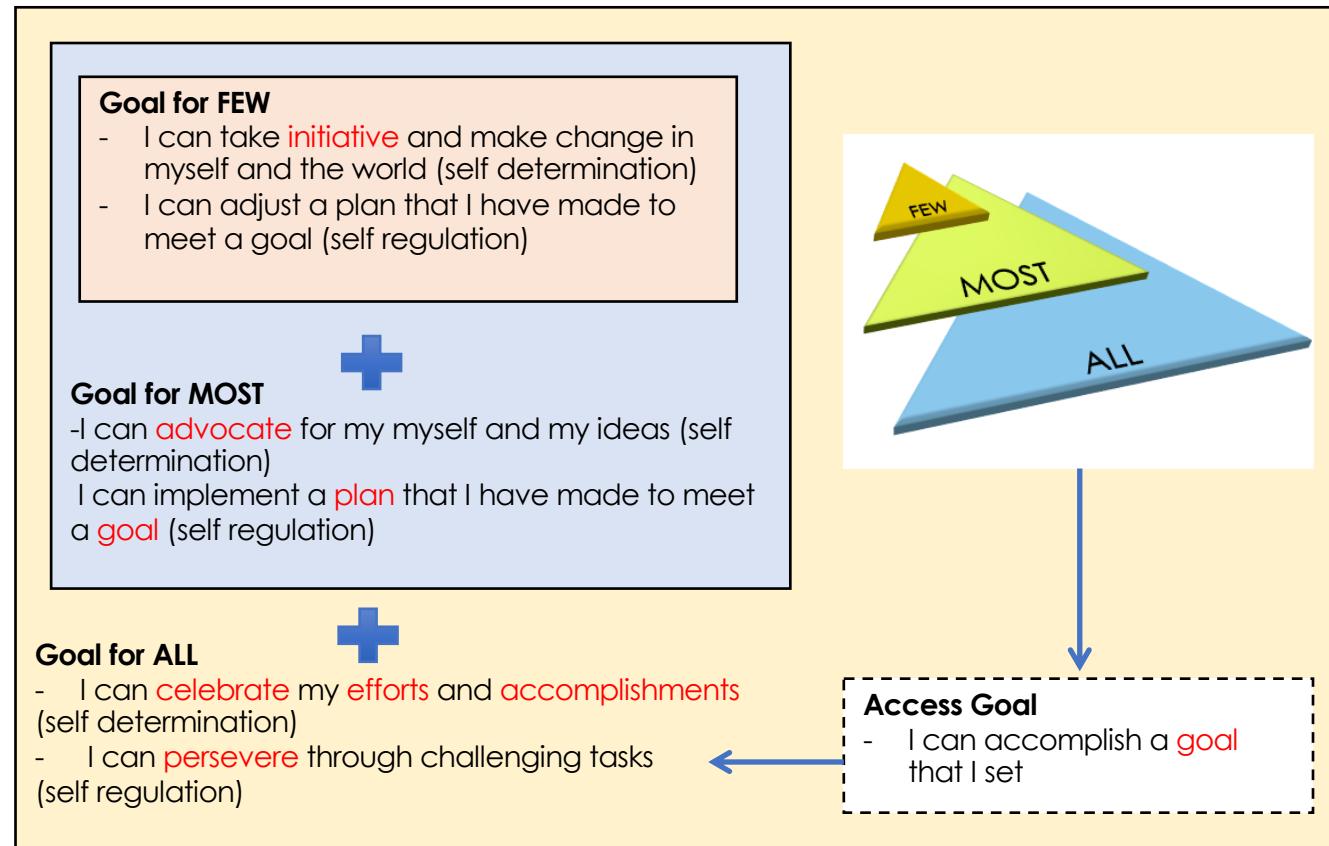
- I can **celebrate** my **efforts** and **accomplishments** (self determination)
- I can **persevere** through challenging tasks (self regulation)



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

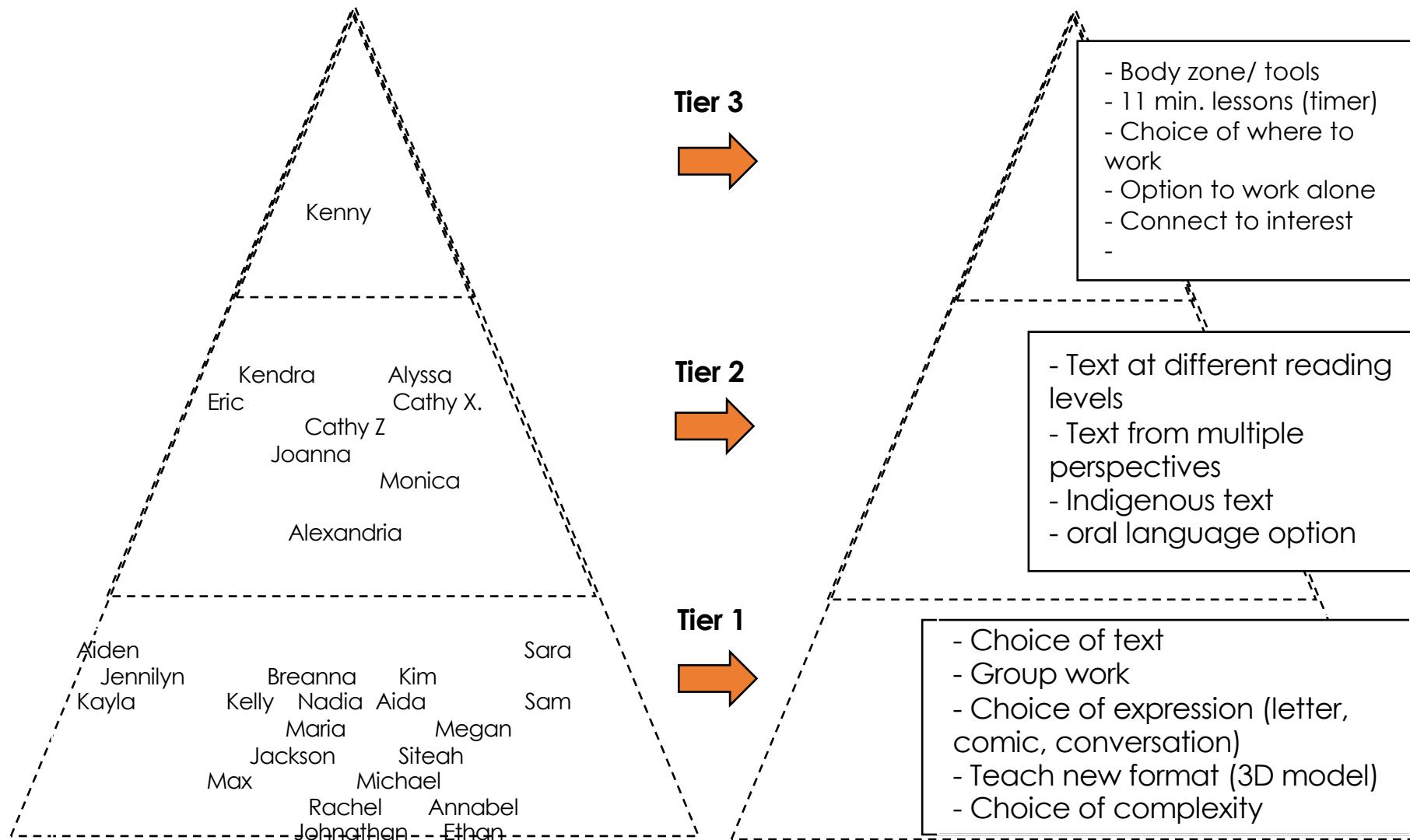


## Extend access and/or challenge

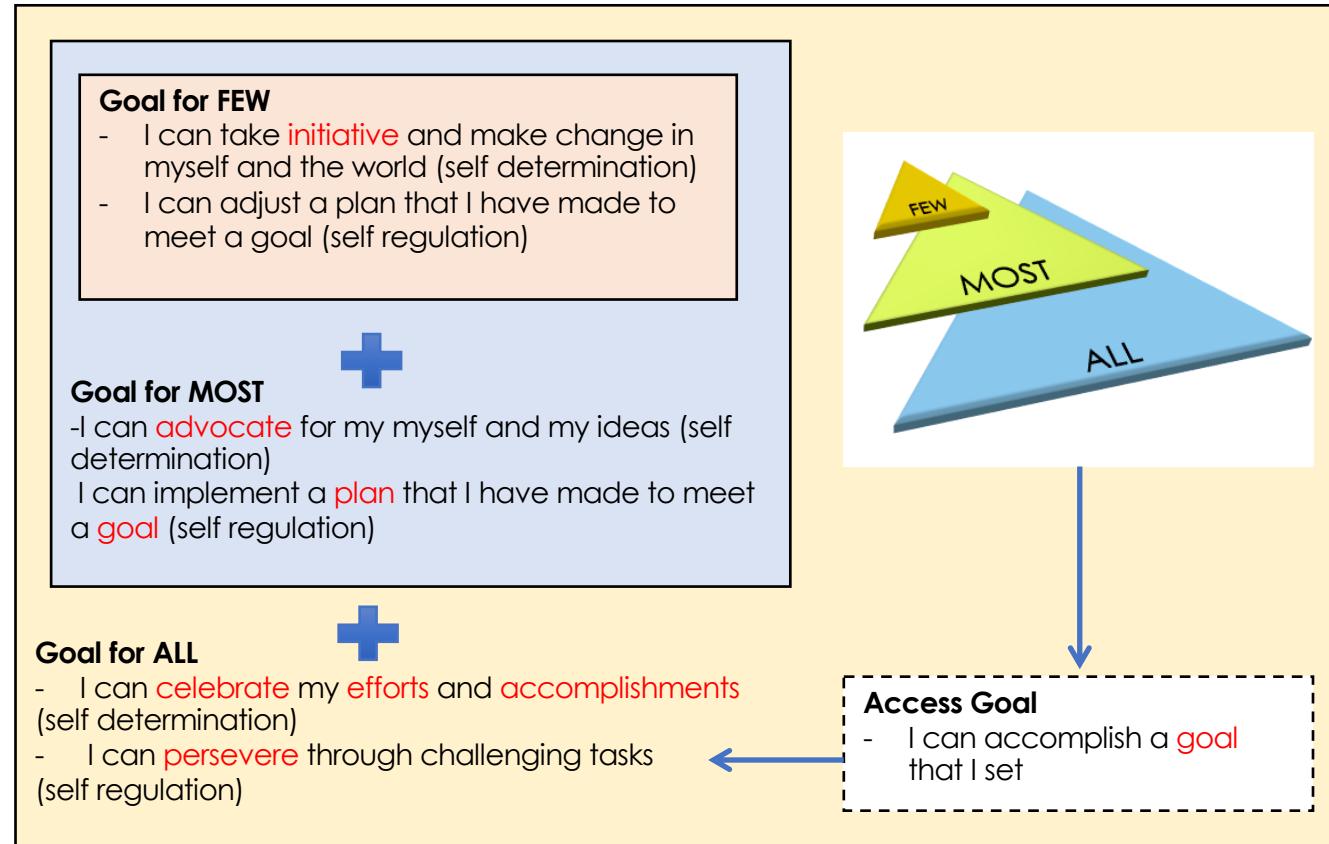


## RTI Triangle

### Lens: Personal Awareness & Responsibility



# Extend access and/or challenge



# HOW DO WE DESIGN AN ADJUSTABLE CURRICULUM?

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

# 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



Tier 1

Ryder, Kieran, Hayden

**Content**

Students who need  
the most support



Lucas  
Jay  
Elsie

Tier 3

Elsie,  
Jay,  
Satara,  
Erin, Ryley,  
Tenley,  
Mason, Marie

Tier 2

Roman, Emily, Paisley,  
Manny, Lucas, Leanna,  
Kaitlyn, Jaden

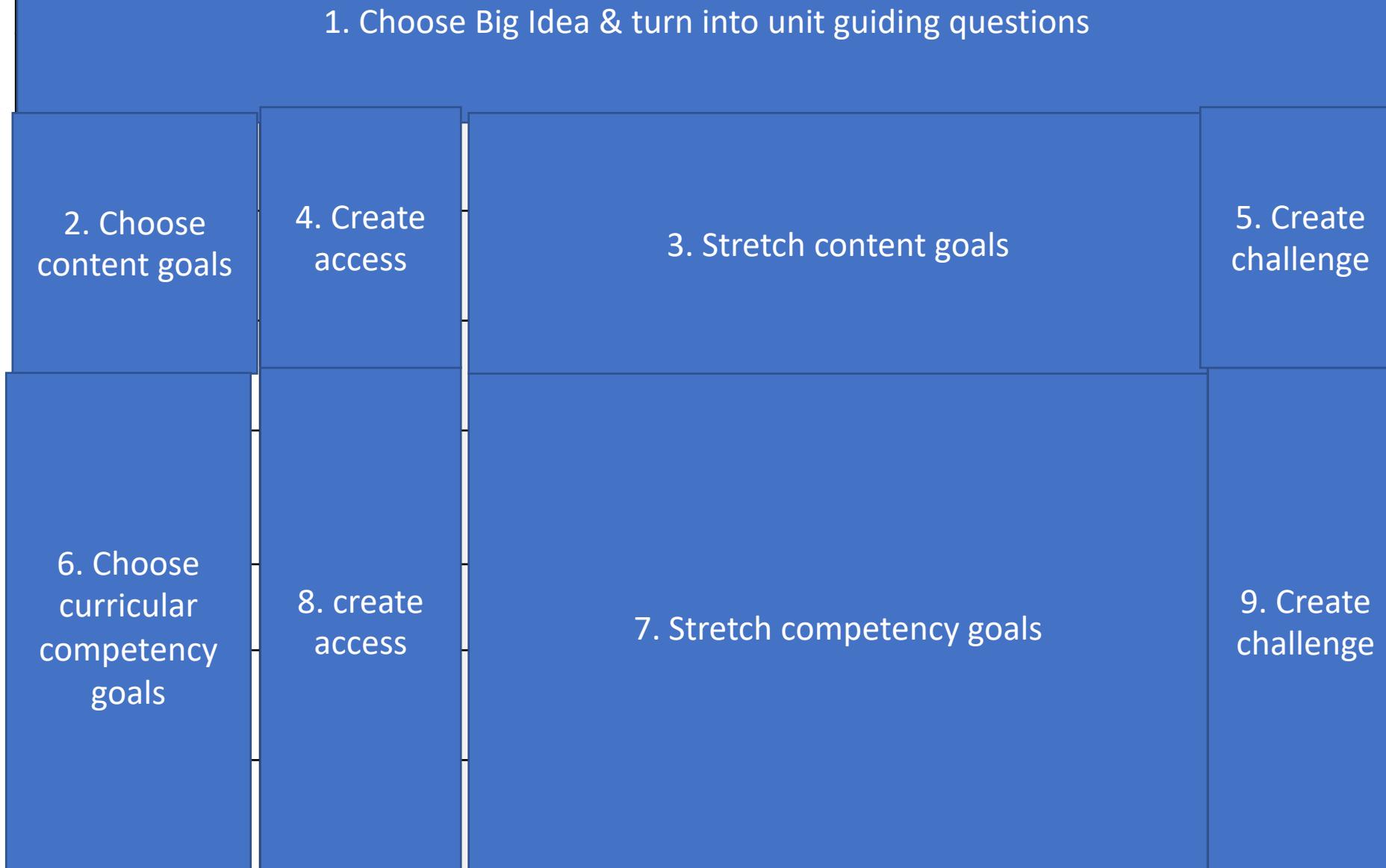
Jaden, Ryley,  
Reet, Satara,  
Kieran, Erin

Hayden, Ryder, Mason,  
Tenley, Manny, Marie,  
Roman

Paisley, Kaitlyn, Leanna, Emily

**Curricular Competency**

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



Course/Subject/Grade(s): Grade 2/3			Planning Team: Parkway Elementary		
<b>Unit Guiding Question:</b> Who are our monsters? How many ways can we catch a monster?					
	<b>ACCESS:</b> This is what I <u>need</u> to know and do	<b>ALL:</b> This is what I <u>must</u> know & do	<b>MOST:</b> This is what I <u>can</u> know & do	<b>FEW:</b> This is what I <u>could</u> know & do	<b>CHALLENGE:</b> This is what I <u>can try to</u> know & do
<b>Content Goal(s):</b> 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
<b>Curricular Competency Goals</b>	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 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 write	I can label using words	I can write sentences	I can use punctuation	I can use strategies for spelling
	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 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

**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+) -

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

**Model -**

**Processing Tasks**

I Need to...

know fall, push & pull

Access

I Must...

incorporate or explain a force in my trap that includes a falling element

All

I Can...

incorporate or explain a force in my trap that includes a push or pull

Most

I Could...

incorporate a material that speeds up force

Few

I Can Try to...

incorporate a material that slows down a force

Challenge

**Transforming & Personalizing Activity:** Small group share

- Appreciate circle

**Essential Supports**

(designed for 1, useful for 1)

**Targeted Support**

(designed for some, useful for some)

Choice of:

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

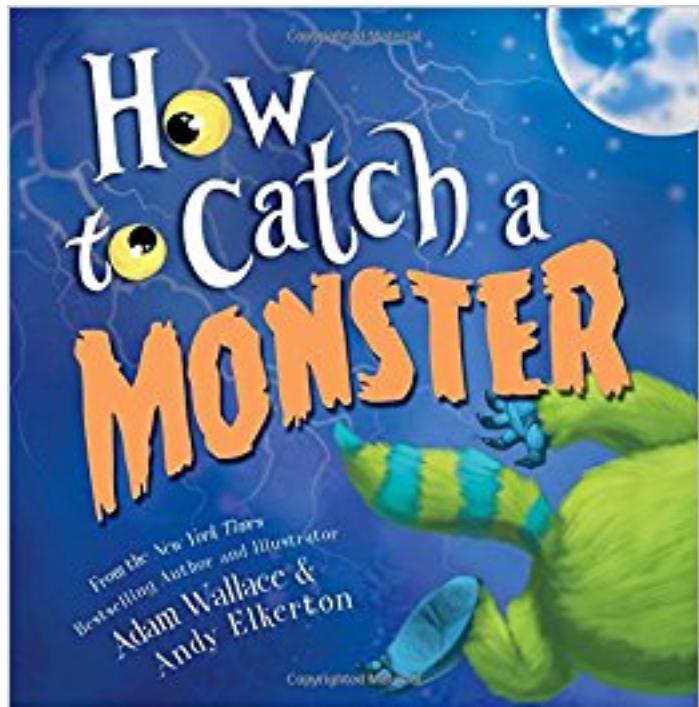
**Universal Supports**

(designed for some, useful for all)

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

Who are our monsters?

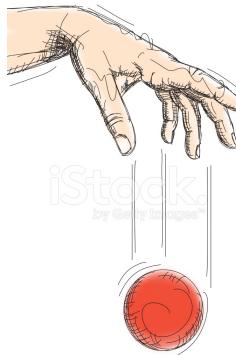
How many ways can we catch them?



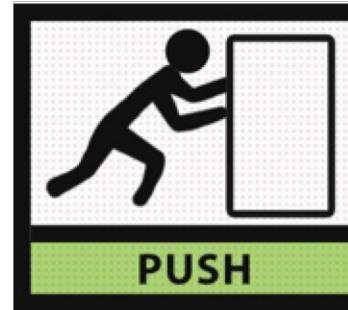
Goal: I can add a **force** to my monster trap!

# Where in the world do things:

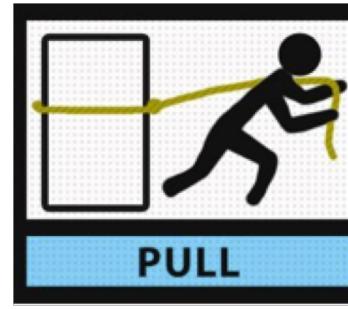
Fall



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**

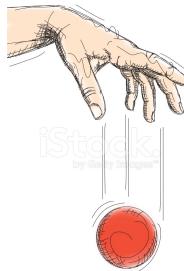
# What ideas to add to our stations?

Your job today!

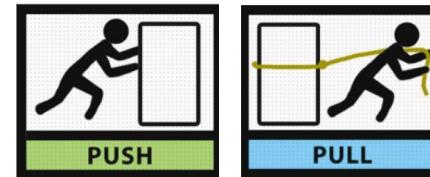
Add a **FORCE**  
to your  
monster trap!

# 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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