

# SHELLEY MOORE



@tweetsomemoore



@fivemooreminutes



@fivemooreminutes



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

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

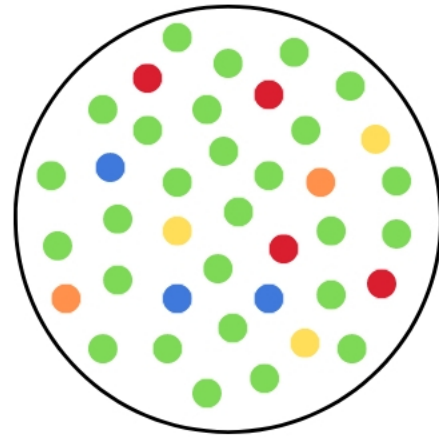


# Hello!

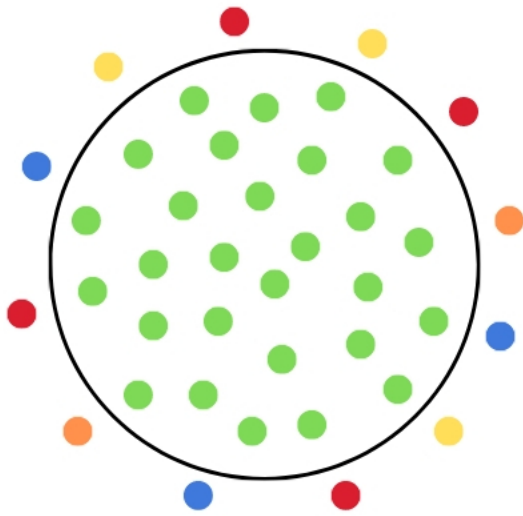
- What do you remember from our last time together?
- What is important to know if this is your first Shelley session?
- What are you hoping to get out of this series?



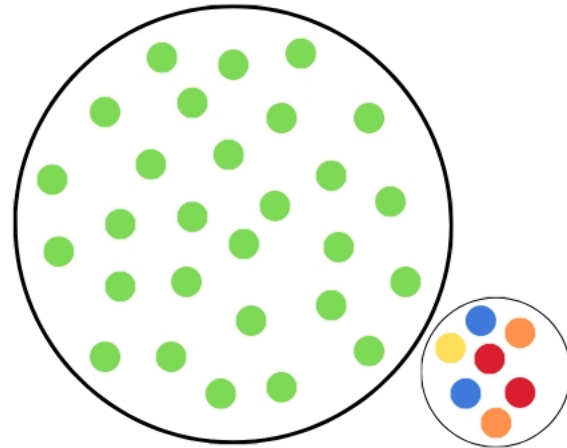
# WHAT DOES INCLUSION MEAN?



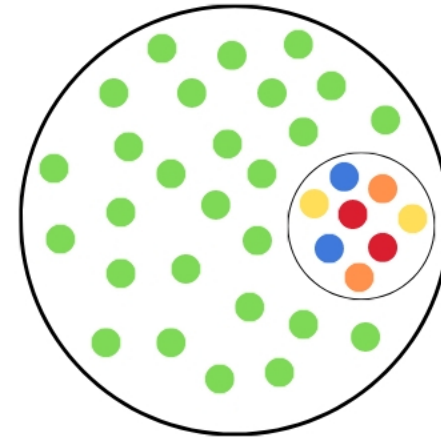
inclusion



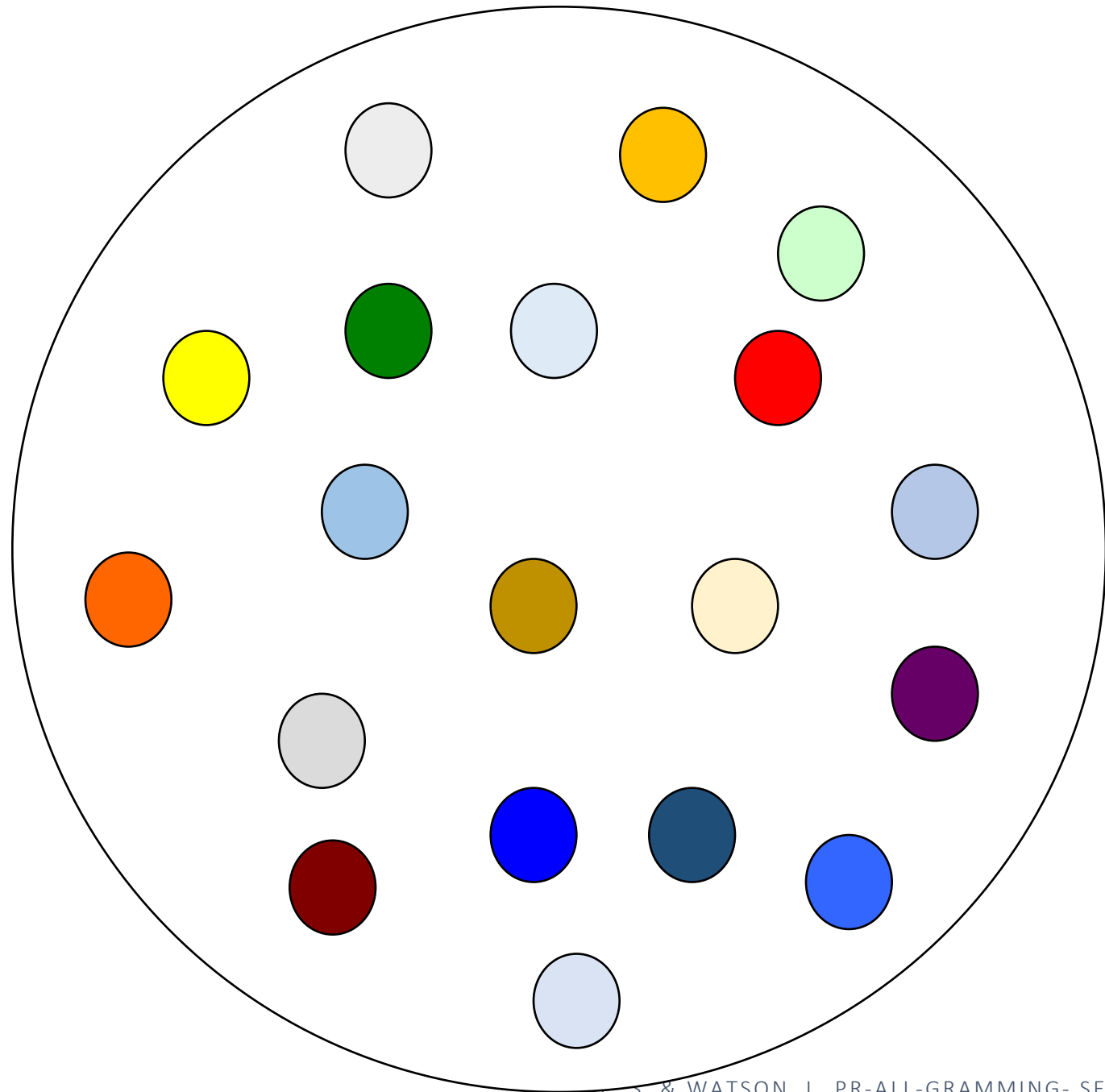
exclusion



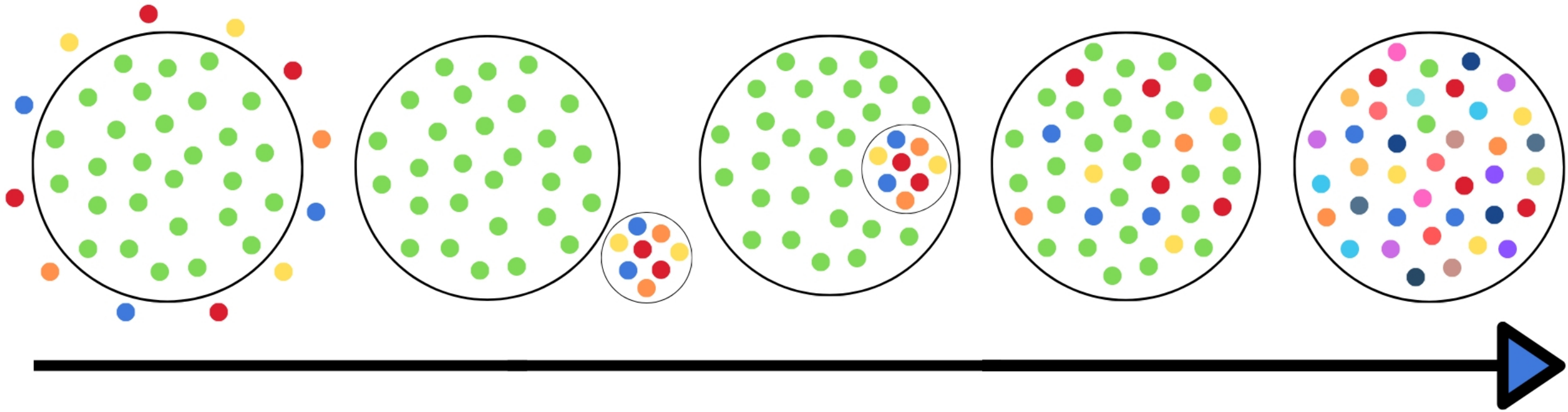
segregation



integration



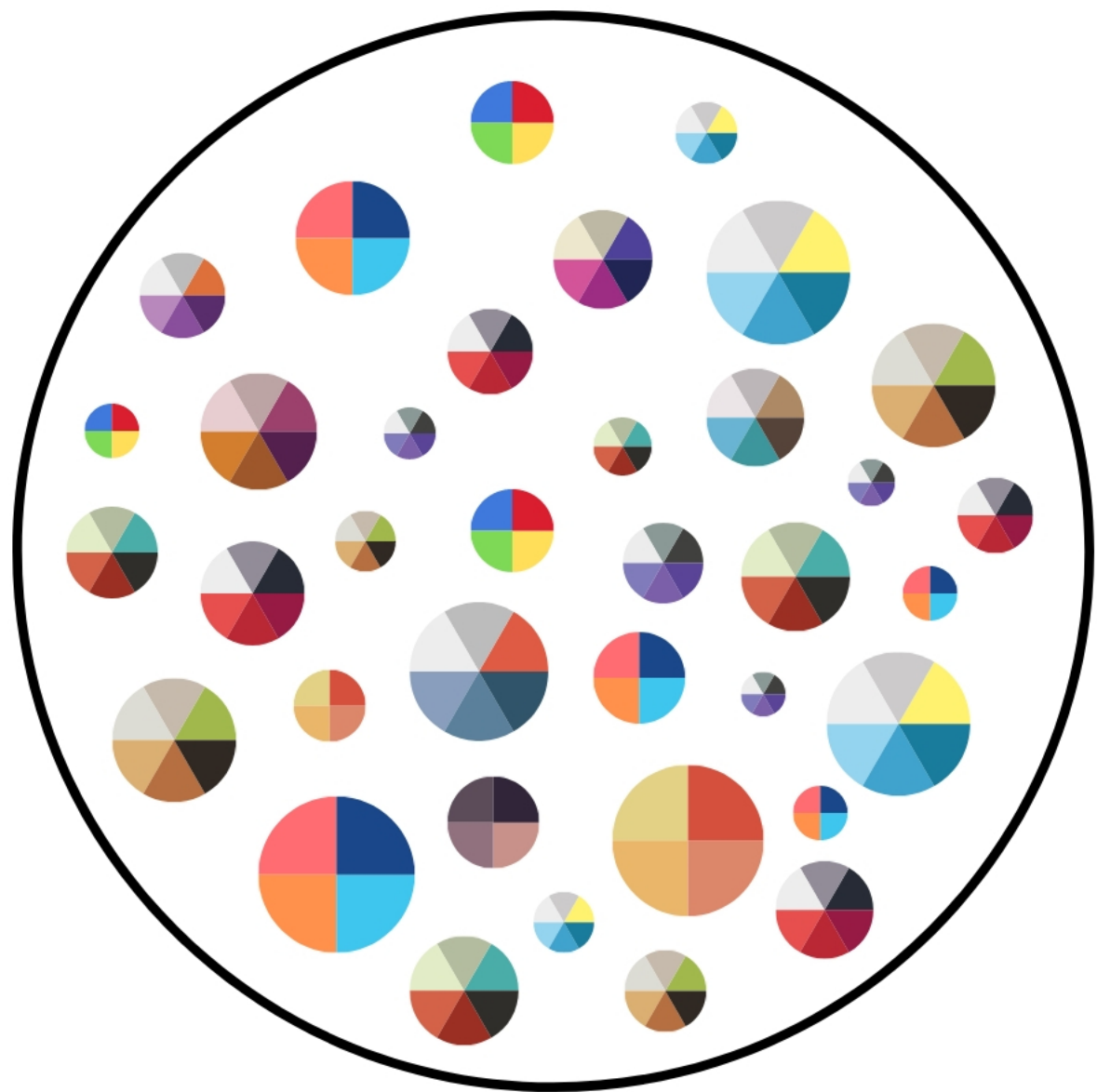
# WHAT IS INCLUSION?



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



# WHO IS INCLUSION?



# WHO IS INCLUSION?

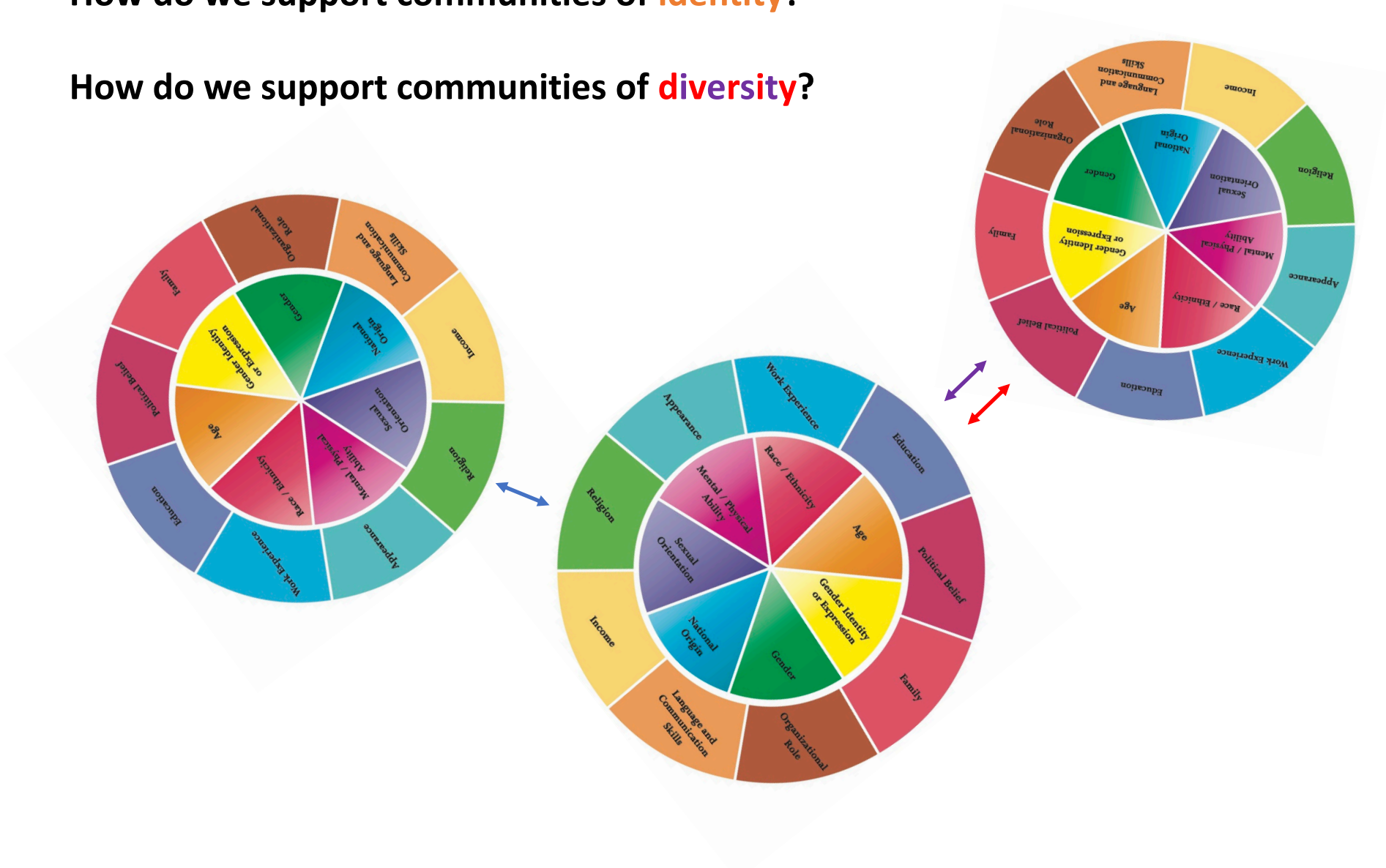
What are your  
colours?

Do we value ALL  
colours equally?

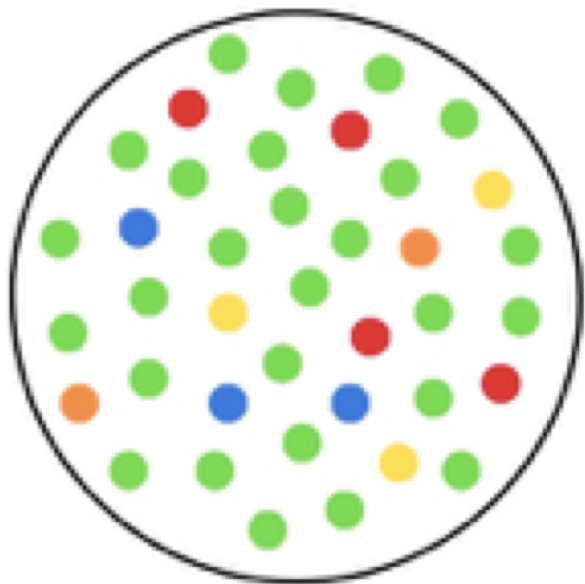


How do we support communities of **identity**?

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



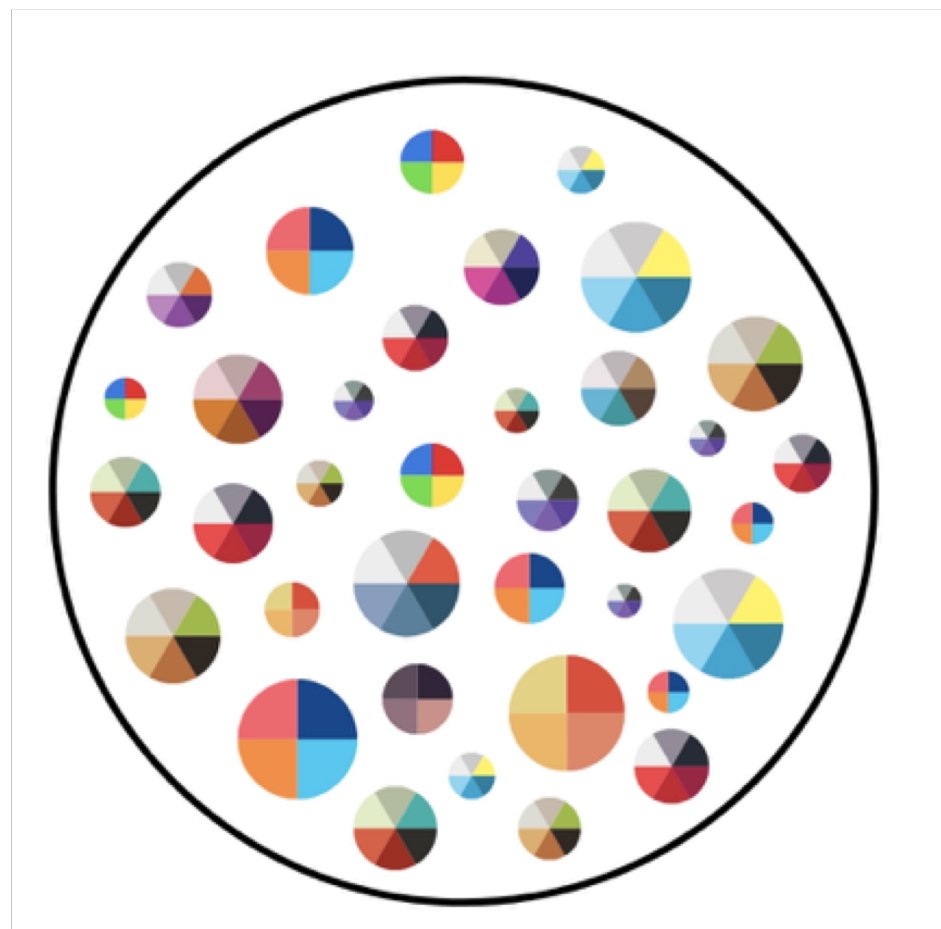
How do we move **away** from groups of deficit?



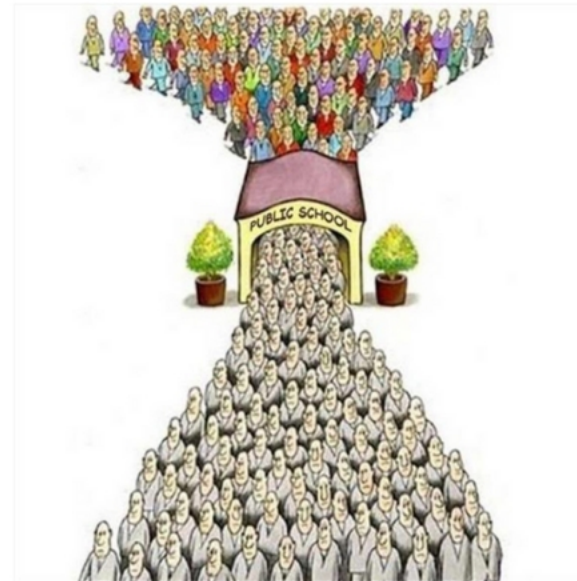
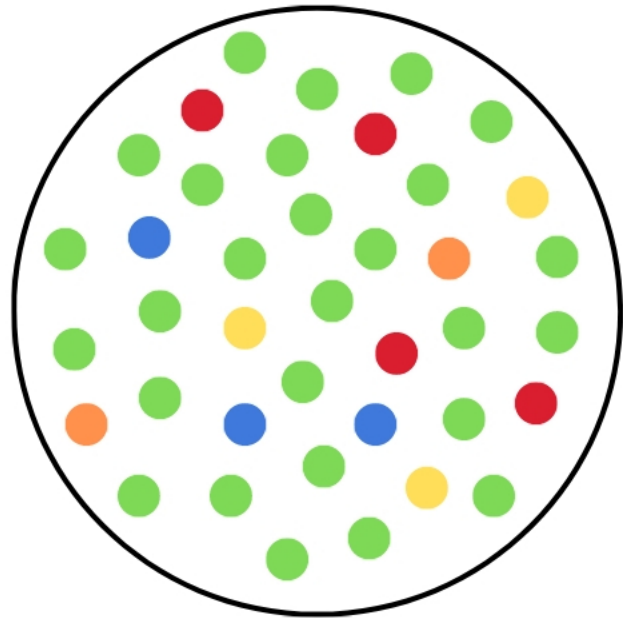
How do we  
including people  
who are different

VS.

How do we teach to diversity?



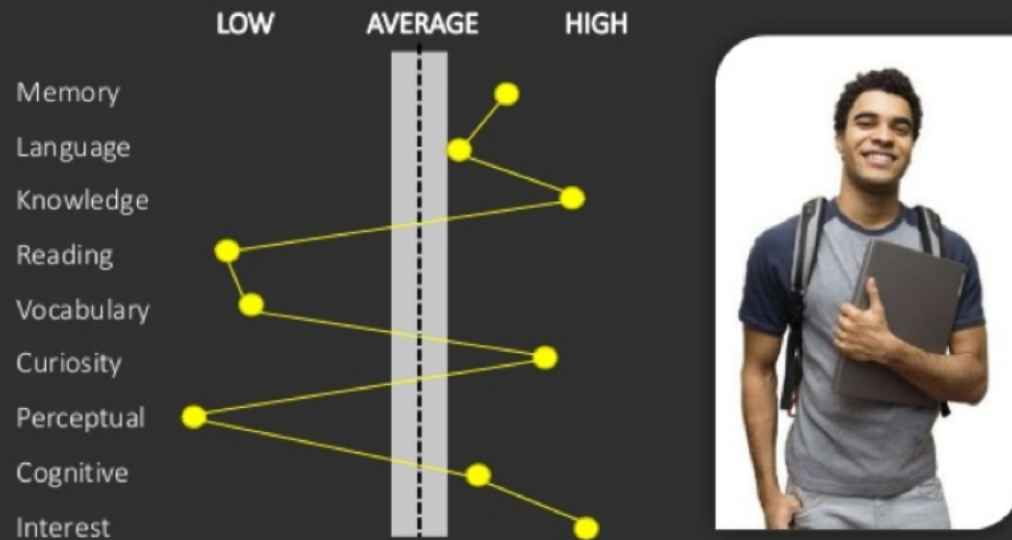
# WHERE DID GREEN COME FROM?



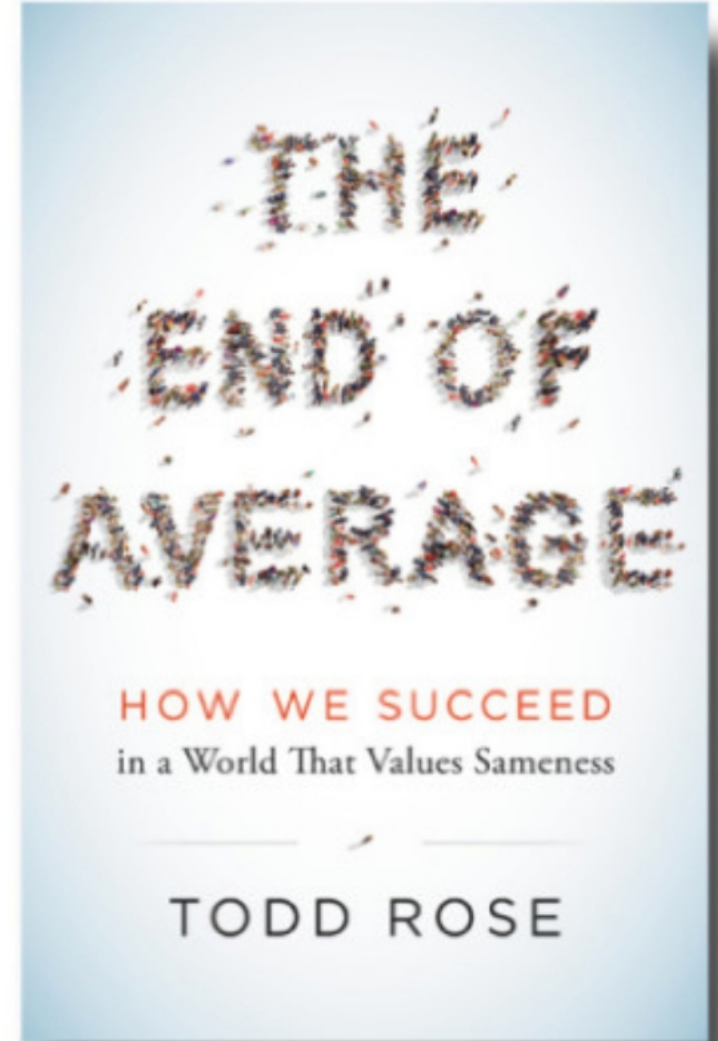
**GREEN = AVERAGE**

# 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

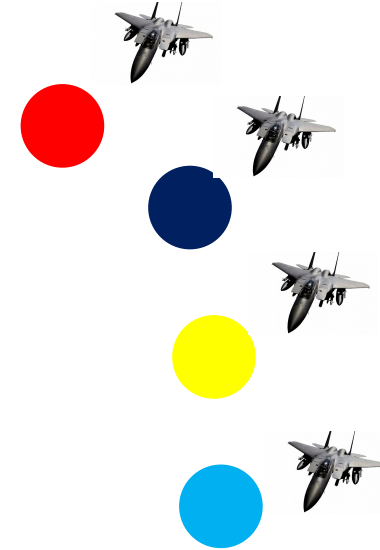
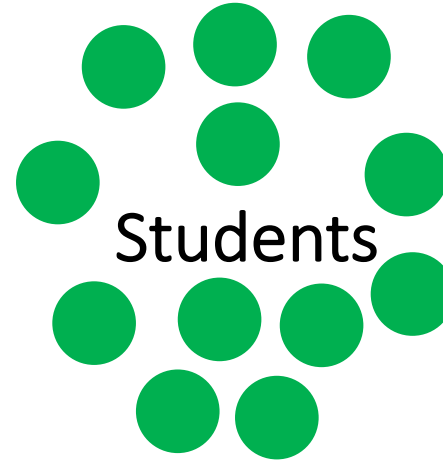
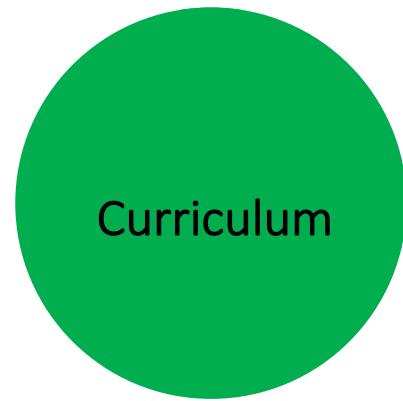
**Efficiency:** Building one standardized curriculum for ALL students

# 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?

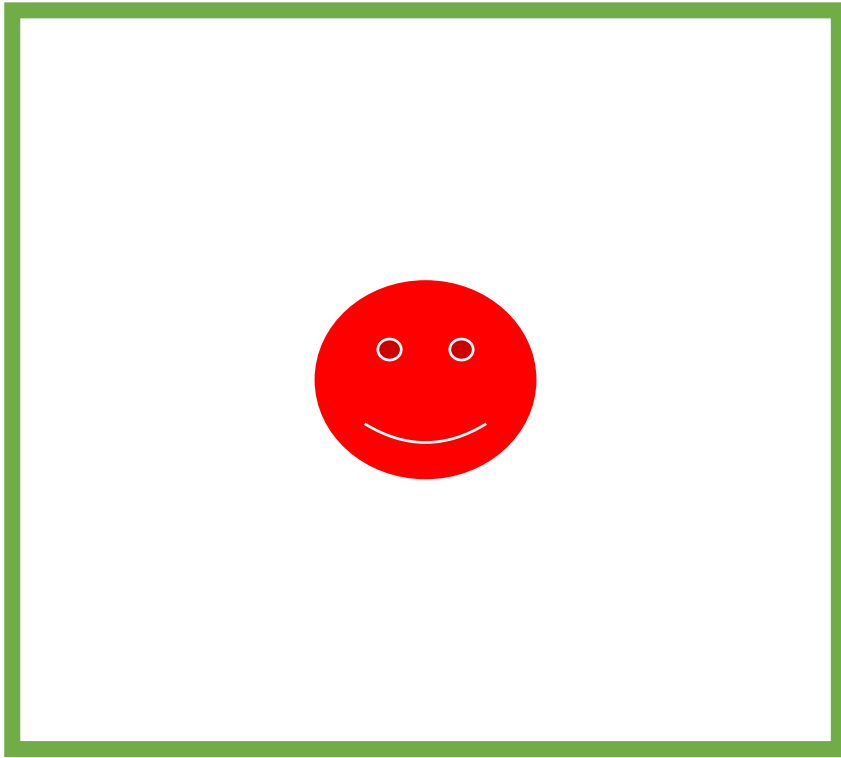
# HOW DO WE DESIGN AN ADJUSTABLE CURRICULUM?

- 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

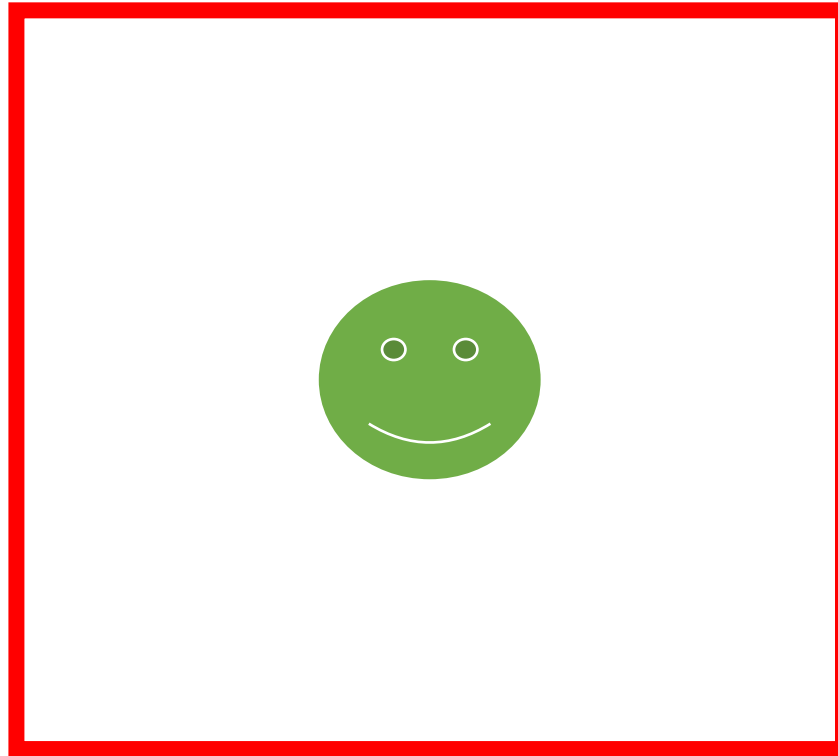


Identify the problems in the student

Fix the student

# Shifting the Paradigm: Social Model of Disability

Identify the problems  
in the environment

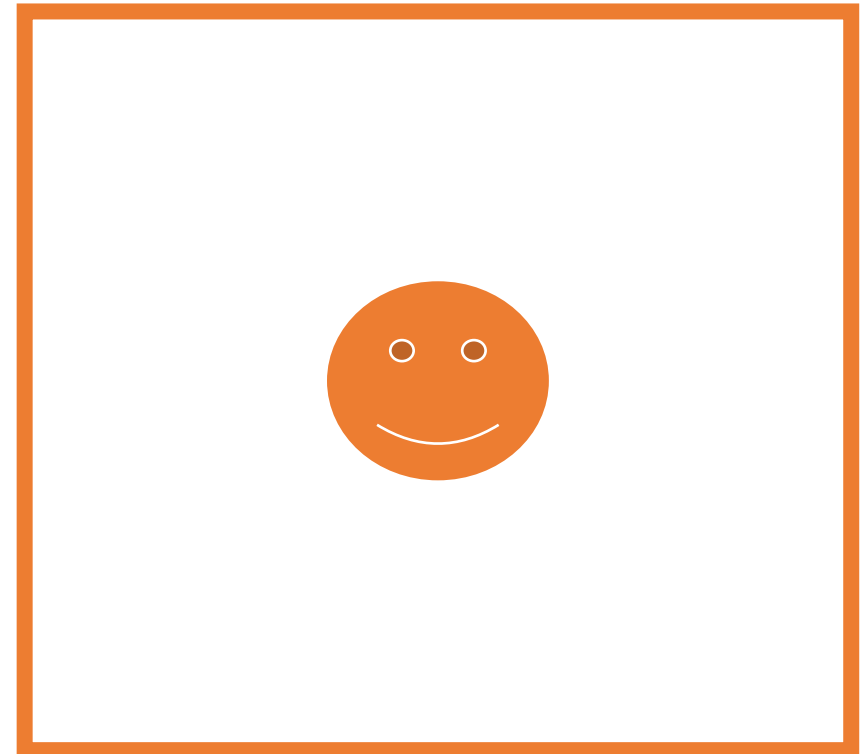


Fix the environment

# Shifting the Paradigm: Person-Place Model of Disability

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

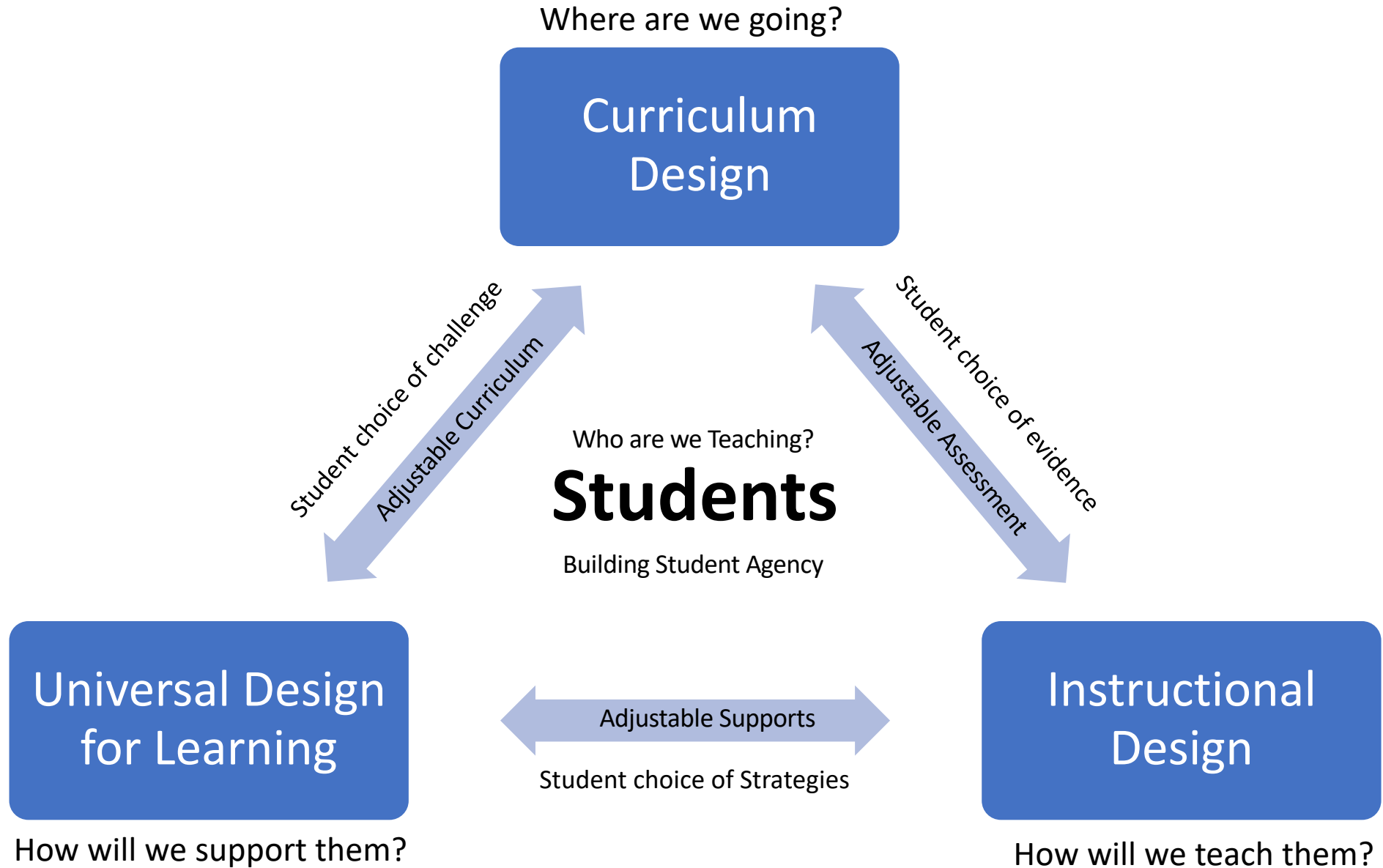
**Anticipate supports and strategies** needed  
for students AND  
**Reduce barriers** in the environment



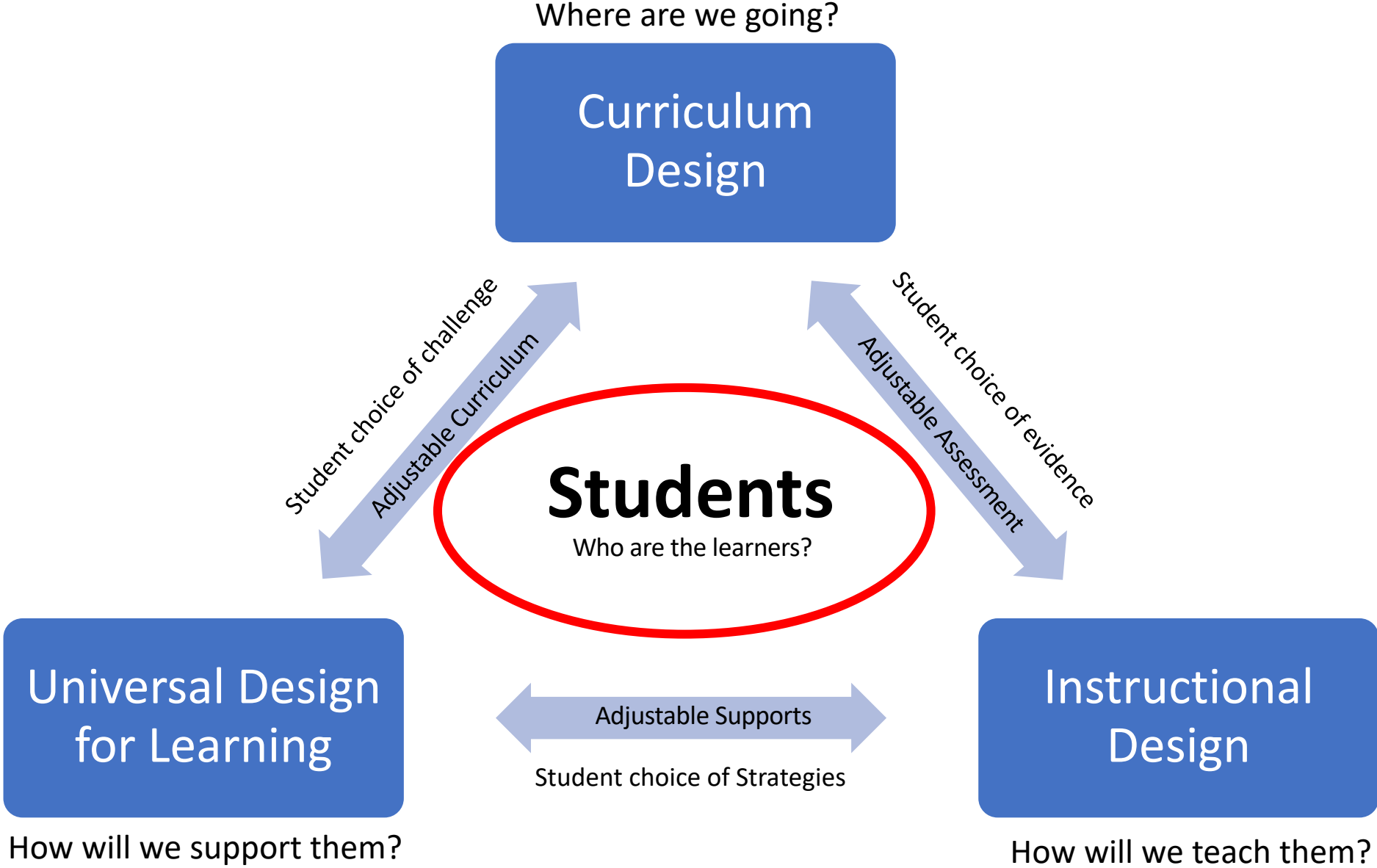
# HOW DO WE DESIGN AN ADJUSTABLE CURRICULUM?

- 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 change the system? Designing with Equity in Mind



# How do we change the system? Design with Equity in Mind



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

**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



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

Class Review for: Industrial Design 9-12	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
- Farmers, Boys (1 girl), Indo Canadian, Disability (Down Syndrome, Autism) - 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		

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:

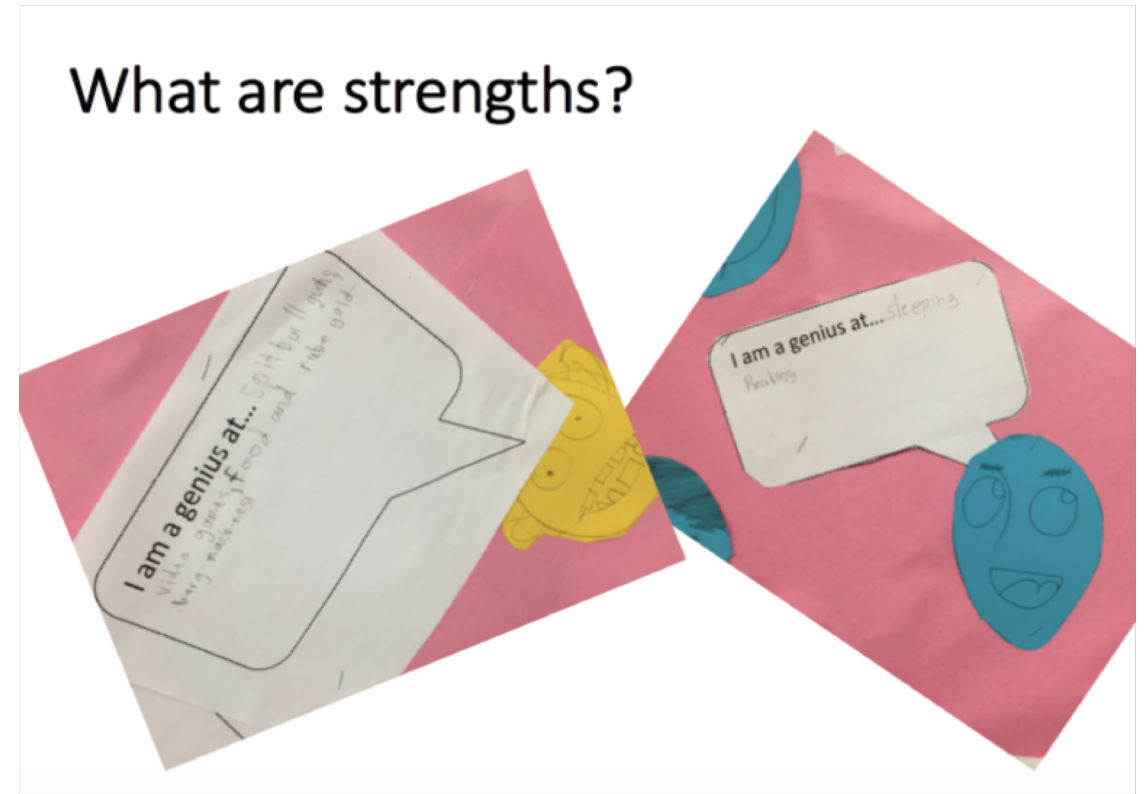
<b>Decision:</b> Something I want to try	<b>Decision:</b> Learning Barriers (UDL)	<b>Decision:</b> Equity barriers (Reconciliation)

We can meet this goal(s) by targeting core competencies chosen as a community:

**Decision:** Core competencies to target for this class (Ryan will do this with the class)

# 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

Class Review for :		Teacher:	Date:
I can plan for my students by getting to know the:			
<b>Interests &amp; Identities of the class</b>	<b>Classroom Strengths</b>	<b>Classroom Stretches</b>	
Based on the interests, strengths and stretches of this class, one goal(s) for these I have for this class is:			
<b>The BIG goal I have for this class:</b>			
I can meet this goal(s) by making a plan:		I can meet this goal(s) by reducing barriers in the classroom:	
<b>Decision:</b> Something I want to try	<b>Decision:</b> Learning Barriers (UDL)	<b>Decision:</b> Equity barriers (Reconciliation)	
We can meet this goal(s) by targeting core competencies chosen as a community:			
<b>Decision:</b> Core competencies to target for this class (Decided by the 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:			
<b>Identities &amp; Interests of the class</b>	<b>Classroom Strengths</b>	<b>Classroom Stretches</b>	
- Farmers, Boys (1 girl), Indo Canadian, Disability (Down Syndrome, Autism) - 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	- 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		
Based on the interests, strengths and stretches of this class, one goal(s) for these I have for this class is:			
<b>The BIG goal I have for this class:</b>			
I can meet this goal(s) by making a plan:		I can meet this goal(s) by reducing barriers in the classroom:	
<b>Decision:</b> Something I want to try	<b>Decision:</b> Learning Barriers (UDL)	<b>Decision:</b> Equity barriers (Reconciliation)	
We can meet this goal(s) by targeting core competencies chosen as a community:			
<b>Decision:</b> Core competencies to target for this class (Ryan will do this with the class)			

# 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



Class Review for :		Teacher:	Date:
I can plan for my students by getting to know the:			
<b>Interests &amp; Identities of the class</b>	<b>Classroom Strengths</b>	<b>Classroom Stretches</b>	
Based on the interests, strengths and stretches of this class, one goal(s) for these I have for this class is:			
<b>The BIG goal I have for this class:</b>			
I can meet this goal(s) by making a plan:		I can meet this goal(s) by reducing barriers in the classroom:	
<b>Decision:</b> Something I want to try	<b>Decision:</b> Learning Barriers (UDL)	<b>Decision:</b> Equity barriers (Reconciliation)	
We can meet this goal(s) by targeting core competencies chosen as a community:			
<b>Decision:</b> Core competencies to target for this class (Decided by the 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:		
<b>Identities &amp; Interests of the class</b>	<b>Classroom Strengths</b>	<b>Classroom Stretches</b>
- Farmers, Boys (1 girl), Indo Canadian, Disability (Down Syndrome, Autism) - 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	- 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	- 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:		
<b>The BIG goal I have for this class:</b>		
I can meet this goal(s) by making a plan:	I can meet this goal(s) by reducing barriers in the classroom:	
<b>Decision:</b> Something I want to try	<b>Decision:</b> Learning Barriers (UDL)	<b>Decision:</b> Equity barriers (Reconciliation)
We can meet this goal(s) by targeting core competencies chosen as a community:		
<b>Decision:</b> Core competencies to target for this class (Ryan will do this with the class)		

# The Boss!

If you think about THIS specific class this year:

- what is the BIG goal you have for them as a group
- what is the ONE or TWO things you want them be able to know/do at the end of this year

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

I can plan for my students by getting to know the:

Identities & Interests of the class	Classroom Strengths	Classroom Stretches
- Farmers, Boys (1 girl), Indo Canadian, Disability (Down Syndrome, Autism) - 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	- 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	- 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)

We can meet this goal(s) by targeting core competencies chosen as a community:

**Decision:** Core competencies to target for this class (

# The Boss!

Thinking about your BIG Goal(s):

- Are there some things that you have in mind that you want to try this year with this group?
- Is there something that you are learning about/heard about that you are interested in doing in your class this year?

Class Review for :		Teacher:	Date:
I can plan for my students by getting to know the:			
<b>Interests &amp; Identities of the class</b>	<b>Classroom Strengths</b>	<b>Classroom Stretches</b>	
Based on the interests, strengths and stretches of this class, one goal(s) for these I have for this class is:			
<b>The BIG goal I have for this class:</b>			
I can meet this goal(s) by making a plan:		I can meet this goal(s) by reducing barriers in the classroom:	
<b>Decision:</b> Something I want to try	<b>Decision:</b> Learning Barriers (UDL)	<b>Decision:</b> Equity barriers (Reconciliation)	
We can meet this goal(s) by targeting core competencies chosen as a community:			
<b>Decision:</b> Core competencies to target for this class (Decided by the 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:			
<b>Identities &amp; Interests of the class</b>	<b>Classroom Strengths</b>	<b>Classroom Stretches</b>	
- Farmers, Boys (1 girl), Indo Canadian, Disability (Down Syndrome, Autism) - 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	- 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	- 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:			
<b>The BIG goal I have for this class:</b> 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:	
<b>Decision:</b> Something I want to try	<b>Decision:</b> Learning Barriers (UDL)	<b>Decision:</b> Equity barriers (Reconciliation)	
- 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			
We can meet this goal(s) by targeting core competencies chosen as a community:			
<b>Decision:</b> Core competencies to target for this class			

Strengths

Identities

Interests

Goals

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

Strategies

Needs

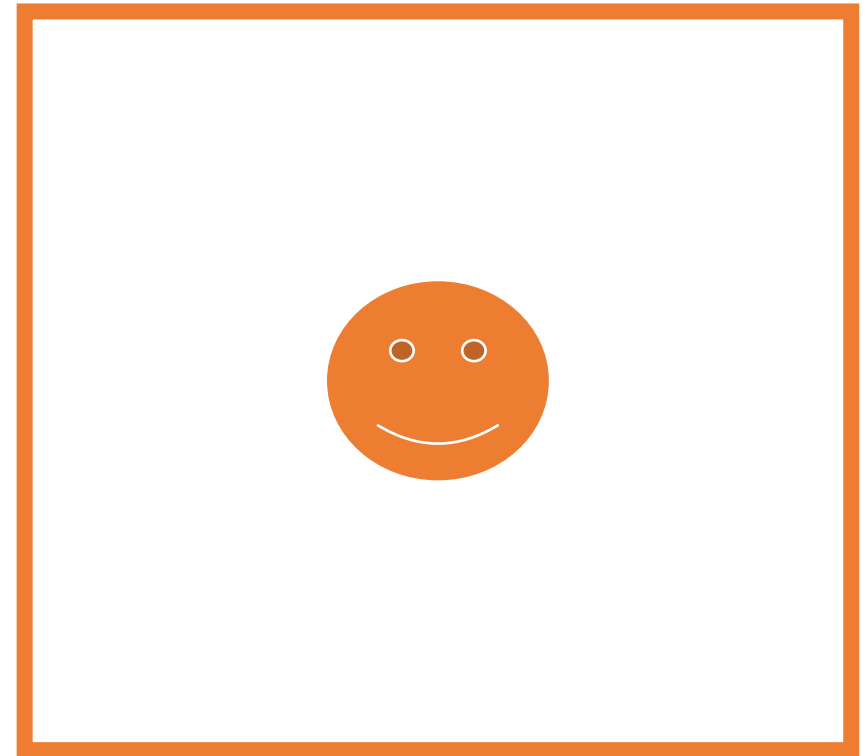
Barriers

Supports

# 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



# What are my **barriers**??

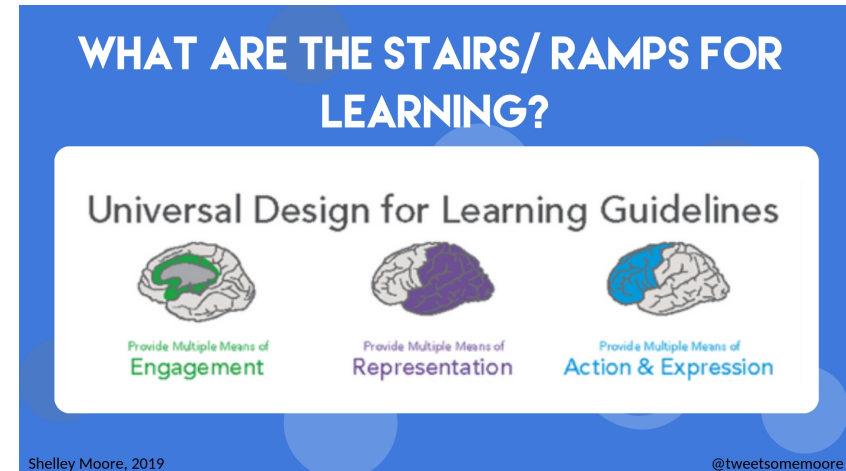
- Student/ Family/ Teacher/ Support Staff generated
- What are some things that happen in classrooms or schools that make it hard for me to learn?
- What are some things in the world that make it hard for me to be successful?
- What would I like you to know about me?
- Example: flight delays, time zones,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

Shelley Moore, 2019



[www.CAST.org](http://www.CAST.org)

Teacher Team UDL Guidelines Self-Assessment & Target Goal Planner

Date:

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

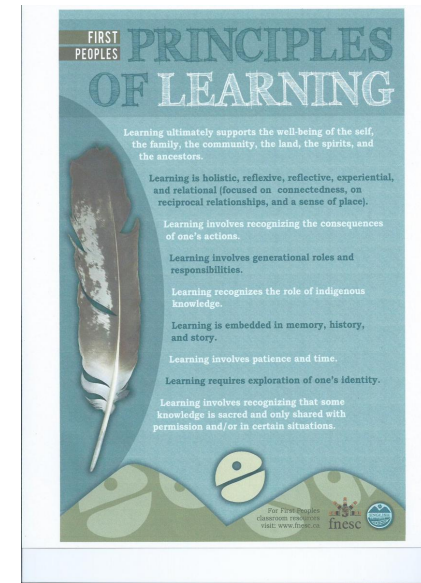
Shelley Moore, 2019

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>

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

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"> <li>- Farmers, Boys (1 girl), Indo Canadian, Disability (Down Syndrome, Autism)</li> <li>- 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</li> </ul>	<ul style="list-style-type: none"> <li>- 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</li> </ul>	<ul style="list-style-type: none"> <li>- 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</li> </ul>

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:

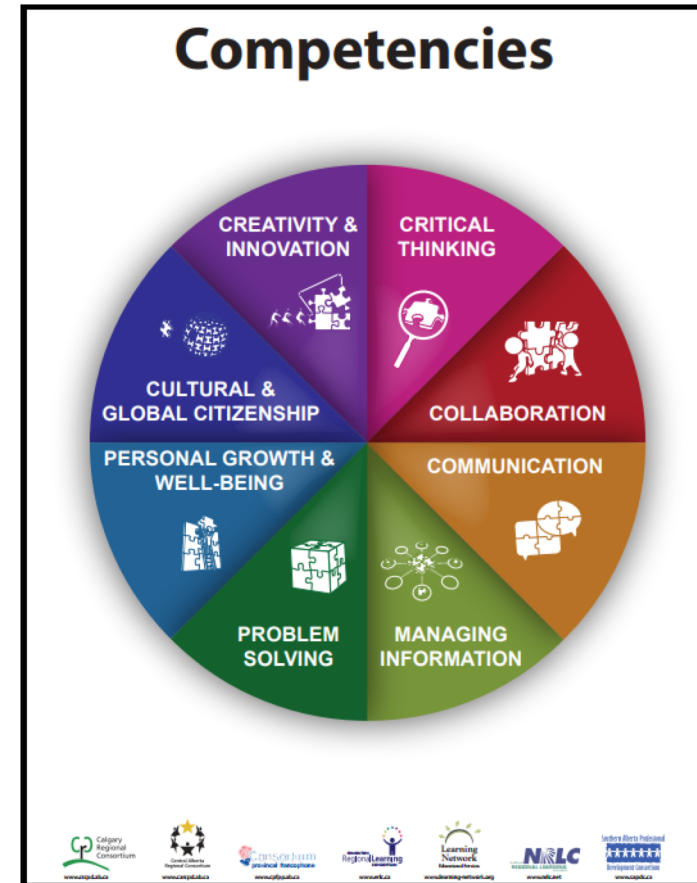
<b>Decision:</b> Something I want to try	<b>Decision:</b> Learning Barriers (UDL)	<b>Decision:</b> Equity barriers (Reconciliation)
<ul style="list-style-type: none"> <li>- Clear intentions for the class, why we are learning and what we are doing</li> <li>- Engage students by doing something loud and dangerous – blow stuff up</li> <li>- Involving the students in activities, but make sure they know the goal</li> <li>- Build life sized medieval weapons of war</li> <li>- Trebuchet pumpkins</li> </ul>	<p><b>We can provide options for students to know and set goals and make decisions about what supports they need to meet the goals by:</b> guiding students through reflection, self-assessment and goal setting around curricular goal complexities and competency goal setting</p>	<ul style="list-style-type: none"> <li>We can use see our real life experiences to connect school learning to students’ lives</li> <li>We can value each others’ gifts and contributions</li> </ul>

We can meet this goal(s) by targeting core competencies chosen as a community:

**Decision:** Core competencies to

# 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



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

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"> <li>- Farmers, Boys (1 girl), Indo Canadian, Disability (Down Syndrome, Autism)</li> <li>- 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</li> </ul>	<ul style="list-style-type: none"> <li>- 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</li> </ul>	<ul style="list-style-type: none"> <li>- 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</li> </ul>

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:

Decision: Something I want to try	Decision: Learning Barriers (UDL)	Decision: Equity barriers (Reconciliation)
<ul style="list-style-type: none"> <li>- Clear intentions for the class, why we are learning and what we are doing</li> <li>- Engage students by doing something loud and dangerous – blow stuff up</li> <li>- Involving the students in activities, but make sure they know the goal</li> <li>- Build life sized medieval weapons of war</li> <li>- Trebuchet pumpkins</li> </ul>	<p><b>We can provide options for students to know and set goals and make decisions about what supports they need to meet the goals by:</b> guiding students through reflection, self-assessment and goal setting around curricular goal complexities and competency goal setting</p>	<ul style="list-style-type: none"> <li>We can use see our real life experiences to connect school learning to students’ lives</li> <li>We can value each others’ gifts and contributions</li> </ul>

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

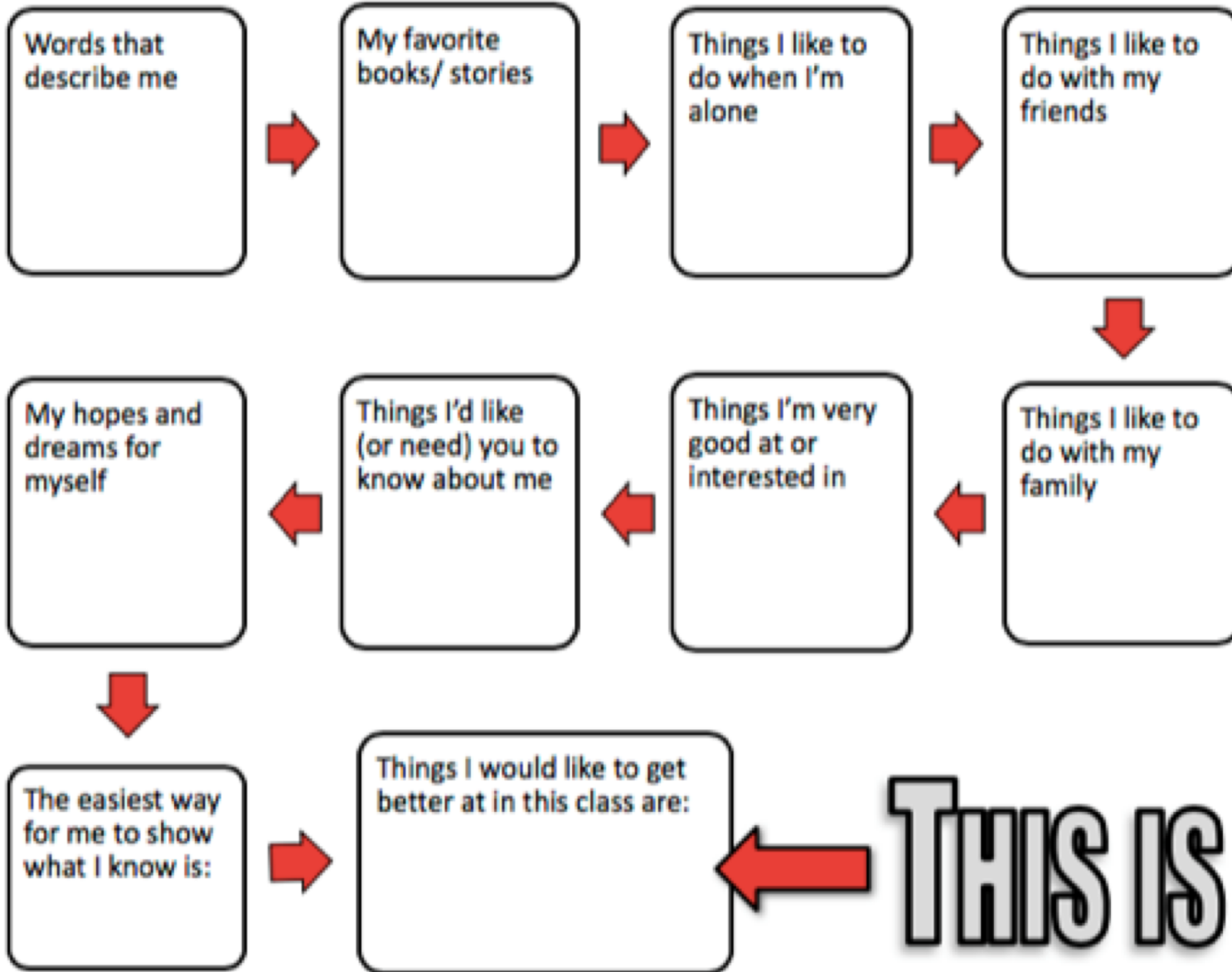
Needs

Barriers

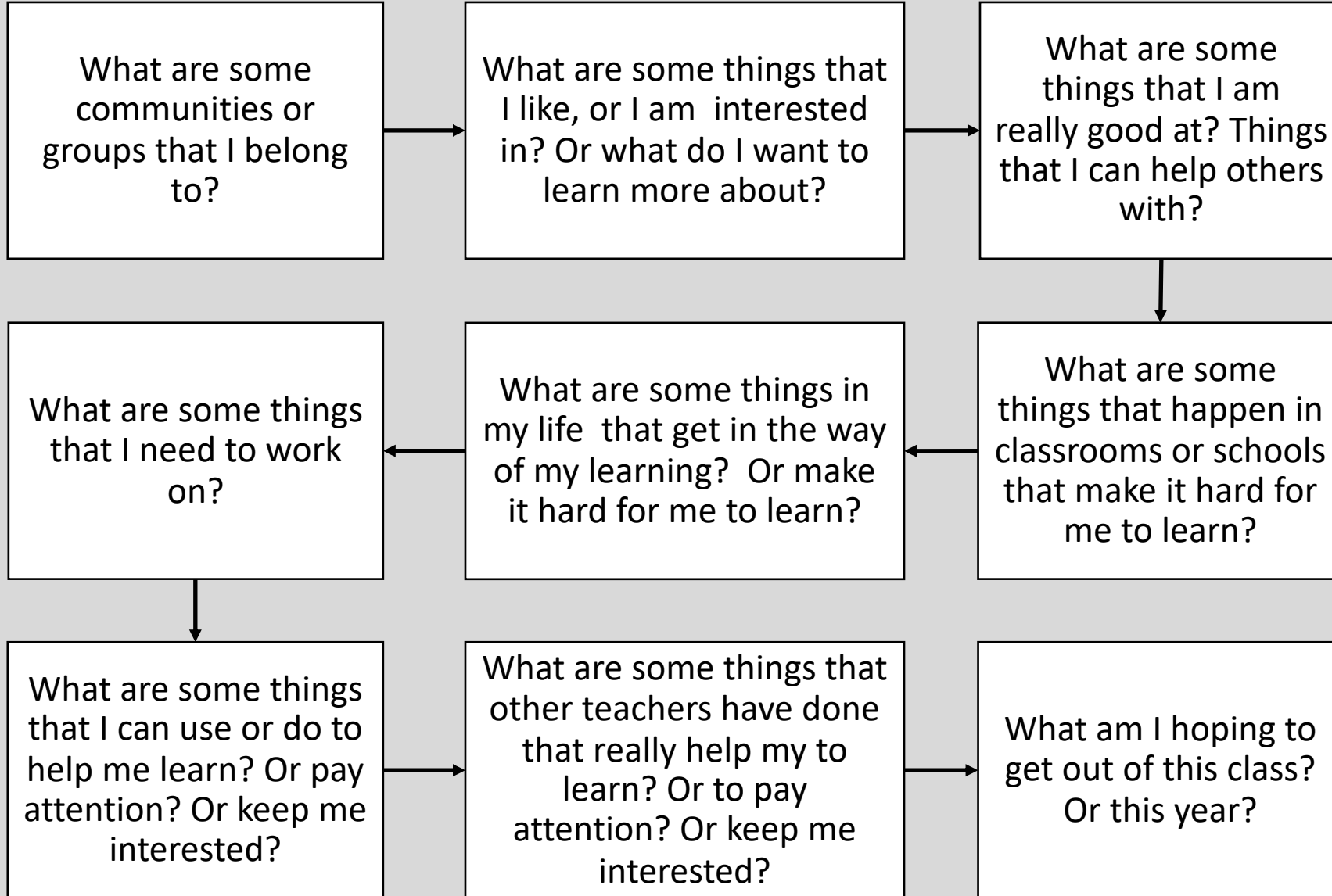
Supports

## Who Am I? Profile

Name: \_\_\_\_\_



# Who am I? \_\_\_\_\_



**THIS IS ME!**

Name	Identities	Interests	Strengths	Stretches	Needs	Barriers	Supports & Strategies
<u>Tamina</u>	Gifted	Piano, rugby	Visual, numeracy, critical thinking, inferencing, speaking	Writing, working in large groups, organization	Anxiety	Time	Keeping work in the classroom, windows of arrival time,



Name: Susan

Grade: 12

1	class	Teacher/ EA
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



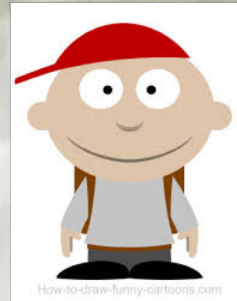
Some things you need to know about me: I wear glasses. I am good at the computer. Sometimes I take the bus to school. I can do my own locker. I can go to class by my self.



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  
-burp quietly



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



Name: Scott

Grade: 9

1	class	Teacher/ EA
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



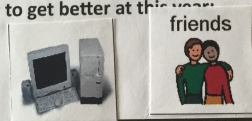
Some things you need to know about me:

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

Talking and typing.



# Individual Profiles and supporting family advocacy

Dear Parents,

We want to introduce ourselves to you as our son, Conor, is in your child's Grade 1 class this year. We thought it might be helpful for you to know a little about Conor because he cannot communicate for himself and you or your child might be curious to know more about him. We want to let you know that we are comfortable answering any questions you may have.

Conor was born with Down syndrome, otherwise known as Trisomy 21. Individuals with Down syndrome have one extra chromosome; instead of 46, they have 47 chromosomes. This is because of the triplication of the 21<sup>st</sup> chromosome. So we say Conor has a little something extra.



Children are often curious about Conor. After all, there are definitely some qualities about him that set him apart. They may also notice that he is treated slightly differently. For example, Conor will have support whilst at school and may leave school early for different therapy or medical appointments. What we really try to share with people is that Conor is more the same than different. Conor is a pretty typical little boy and is very excited about school. He has missed the friends he made in Kindergarten and is excited to be back. He loves to laugh, dance, play outside, have friends, watch videos on YouTube and play with his Disney princess dolls.

Children most often notice Conor's speech first, or lack of it. We often get asked why he doesn't talk yet. For children with Down syndrome this can be because they have had hearing challenges, because their mouths and tongues are shaped differently or because of something called apraxia of speech. Conor is mostly non-verbal because of apraxia of speech. This basically means his brain struggles to develop plans for speech movement. So his brain knows what he wants to say but his mouth muscles aren't getting the correct message to say it. Conor knows a lot of sign language as we have been signing with him since he was a baby. We are working on getting Conor familiar with a picture board to help bridge the communication gap with his new peers. It will take a lot of work for Conor to learn to say sounds and words better but he is working very hard at weekly speech therapy. If your child doesn't understand what Conor is trying to communicate to them, please encourage your child to ask their teacher to help interpret.

It may also take Conor a few minutes to adapt or adjust to new people or a new environment. It may appear he is being "rude" by ignoring you, saying "no" or refusing to say hello at first but I promise you once he warms up he will greet you with the sweetest smile and more often than not a hug (or two).

Conor has very good gross motor skills - these are the skills that allow children to walk, run, jump and climb. That being said, he is still not as strong or fast or stable as other children his age. Regardless, Conor loves to play just like all children and one of our greatest hopes is that he is liked and included. Conor can and will do most everything other children will do. It just may take him a little longer to get there.

If you would like to know more about Down syndrome, or your child asks a question that you are unsure about, please do not hesitate to contact us. You can contact me by email at [redacted] or by phone/text at [redacted].

Thank you for taking the time to read this and we really look forward to getting to know you.

Kieron, Danielle, Conor and Owen



**CONOR GIBBONS**  
**AGE 6**  
**GRADE 1**

## VISION STATEMENT

We want Conor to be respected and included in all aspects of community. Conor will be included in general education throughout his time in school. Conor will be supported to reach his full potential whilst embracing his differences, and guided to work with his strengths. We believe school will prepare Conor for future independence in college and the workplace. We envision Conor living a happy, purpose-filled and independent life surrounded by love, support and acceptance.

## STRENGTHS

- visual learner
- following routines
- helping teacher
- musical
- receptive language
- empathetic
- following clear, step by step instructions
- motivated to please

## WHAT DOESN'T WORK

- negative or forceful commands
- expectations without accommodation
- being rushed
- taking his behaviour personally
- unclear directions or directions with too many instructions

## CONOR LOVES

Music, dancing, books, outdoor play, gross motor play, Disney princesses, water and water play, jumping, long hair, fruit, popcorn and ice-cream.

## WHAT WORKS FOR ME

- "first this...then this" language
- lots and lots of praise
- time for transition with verbal and visual cues
- lots of repetition
- appropriate accommodations
- patience
- giving him a job
- silly and exciting language

## WHAT I'M WORKING ON

- safety awareness
- communication
- social interaction skills
- fine motor skills

# For next session:

- Bring back the **class review** that you worked on today
- Try SOMETHING...
  - Choose a competency to explore
  - Build a class inventory
  - Teach some new interests
  - Try to implement a UDL /Equity/Reconciliation Target
- BRING back something you tried!
  - Share

# Next time we are together

- Designing a Classroom Support Plan
- Designing a Curricular Unit Plan