

# SHELLEY MOORE



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

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



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# TALK TO YOUR NEIGHBOUR...

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



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

*Barrie Bennett*




**THEORY  
& BELIEFS**

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

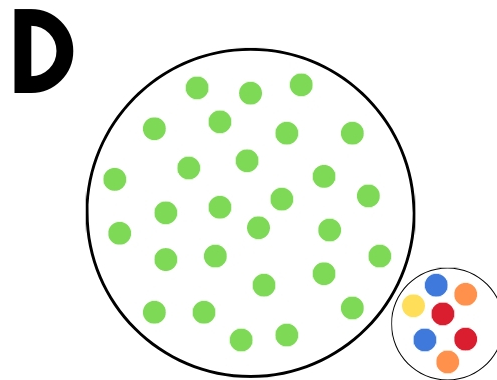
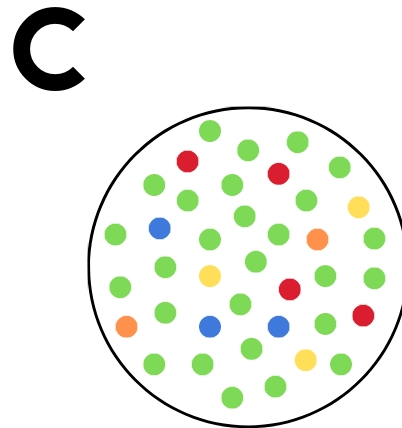
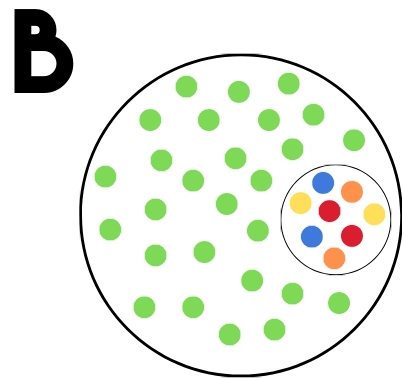
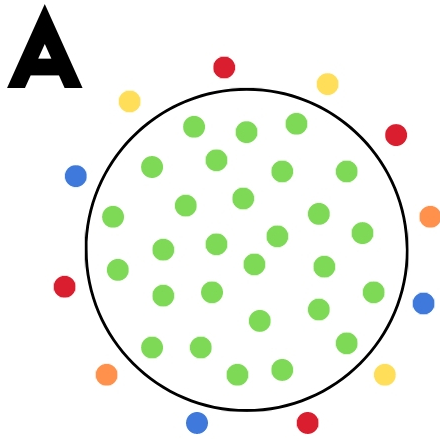
**PRACTICE**



# WHAT DOES INCLUSION MEAN?

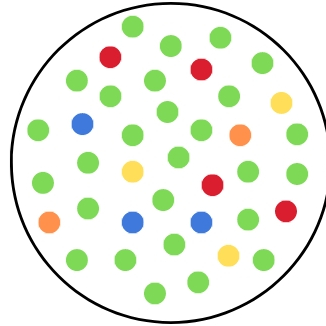


**EXCLUSION**  
**INTEGRATION**  
**INCLUSION**  
**SEGREGATION**

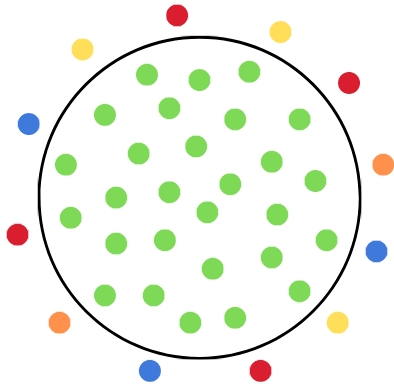


**EXCLUSION**  
**INTEGRATION**  
**INCLUSION**  
**SEGREGATION**

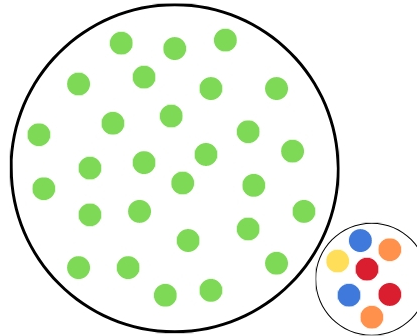
**WHAT IS**  
**INCLUSION?**



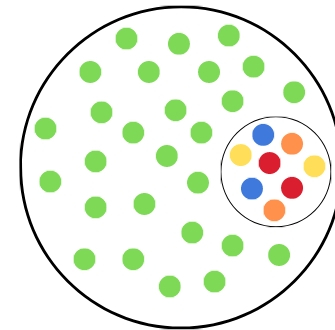
inclusion



exclusion

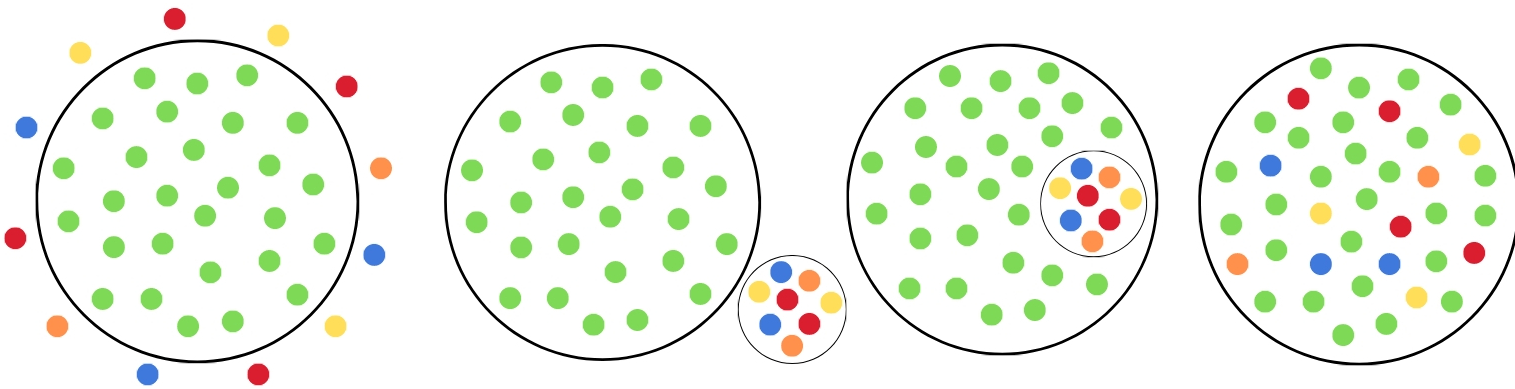


segregation

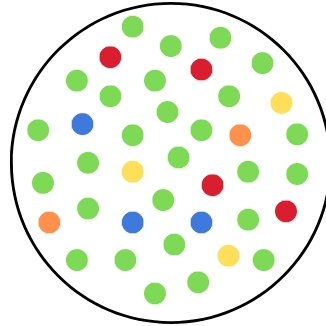


integration

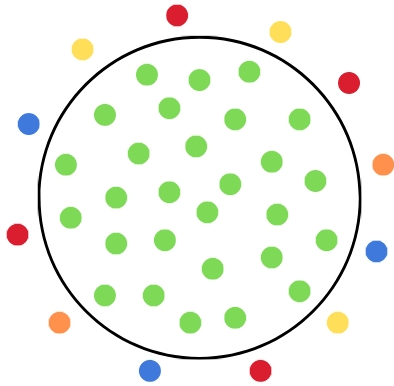
# WHAT IS INCLUSION?



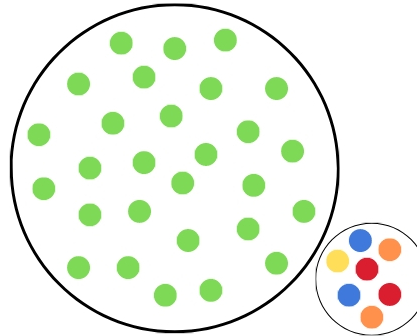
?



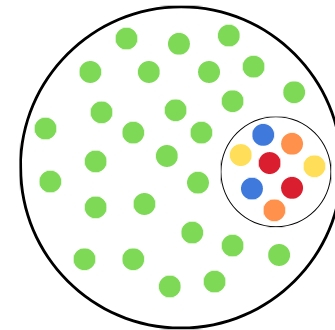
inclusion



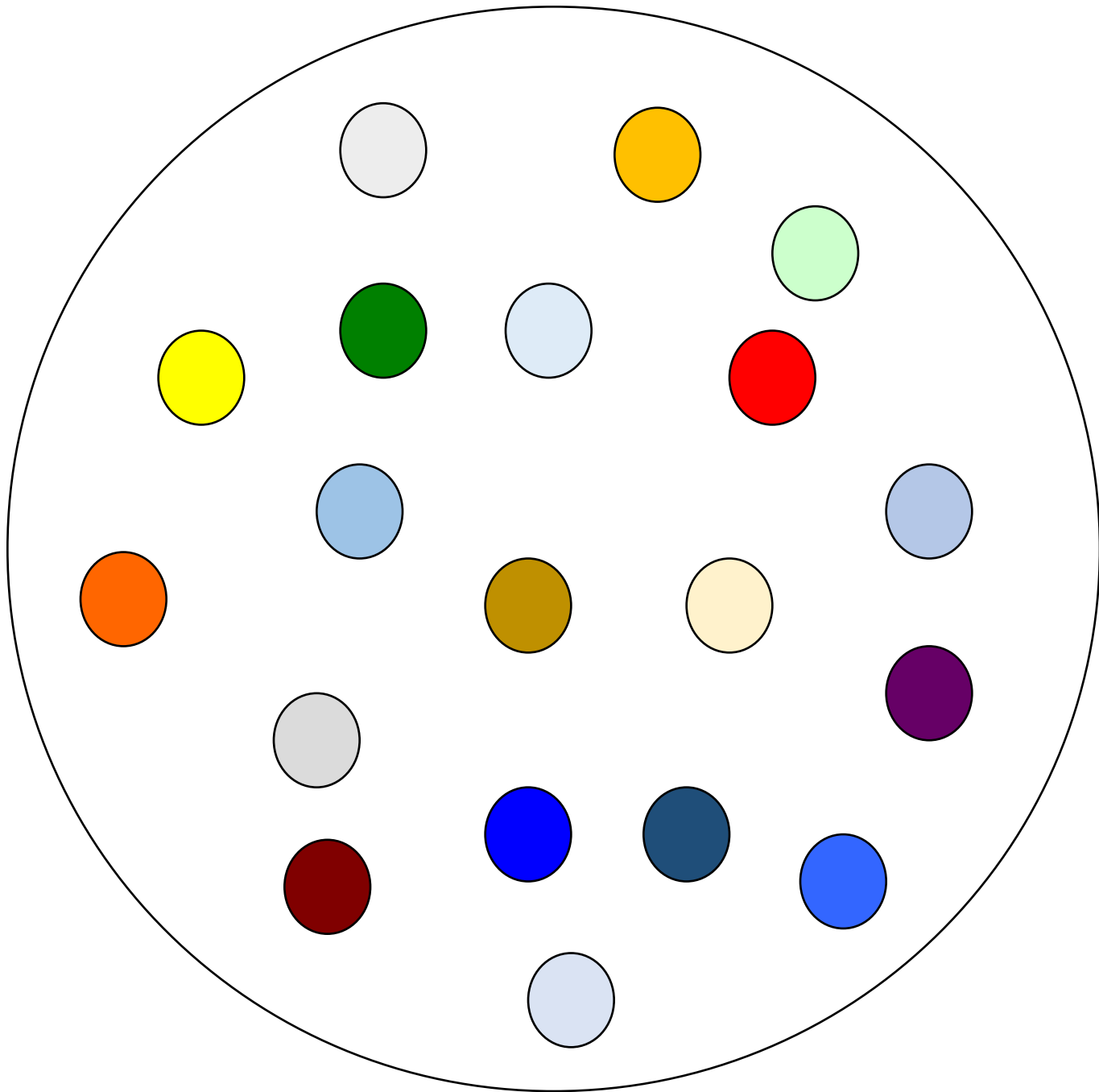
exclusion



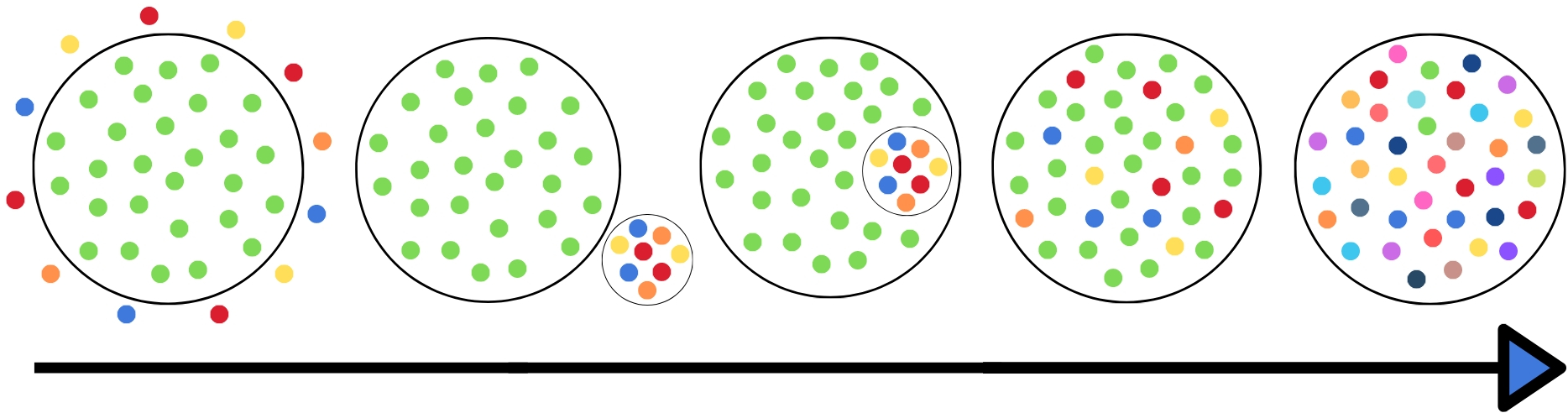
segregation



integration



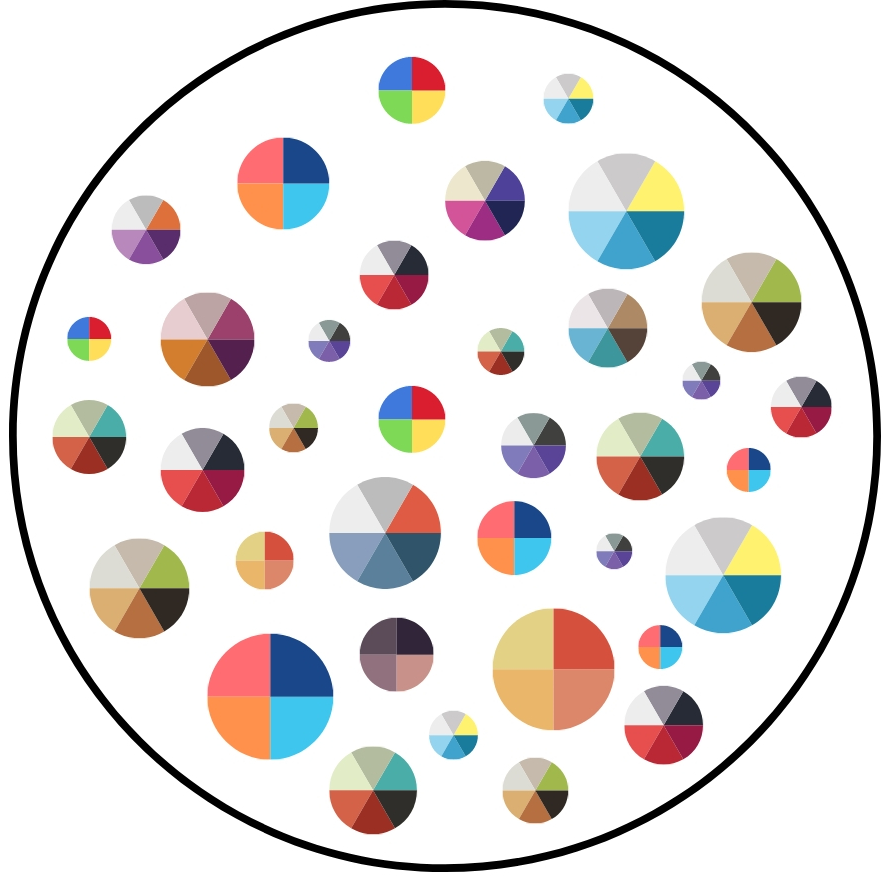
# WHAT IS INCLUSION?



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



# WHO IS INCLUSION?



# WHO IS INCLUSION?

Shelley Moore, 2019

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What are your  
colours?

Do we value ALL  
colours equally?



# How do we build communities of identity?



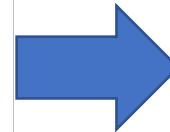
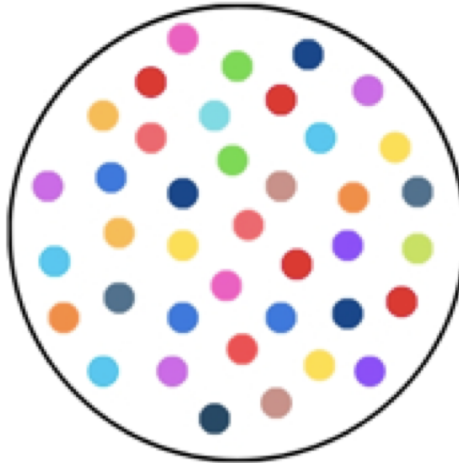
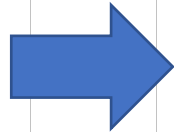
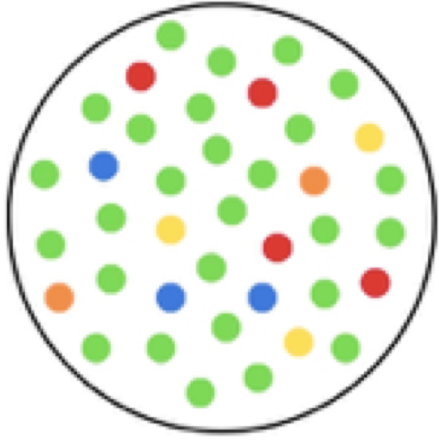
# How do we build communities of diversity?

How do we move away from groupings based on deficits?



How do we make sure that we are welcoming & valuing all colours?

# What is Inclusion?

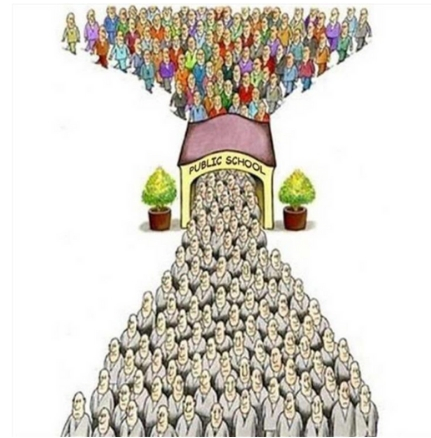
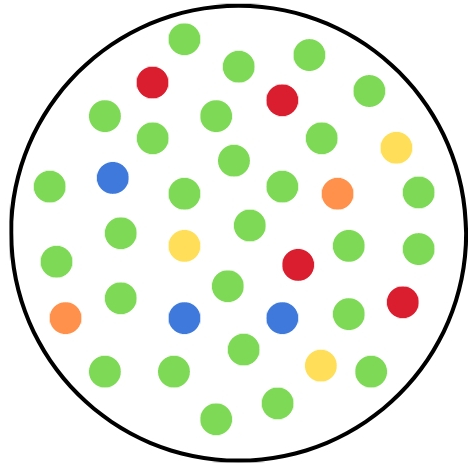


How do we  
including people  
who are different

How do we teach  
to diversity?

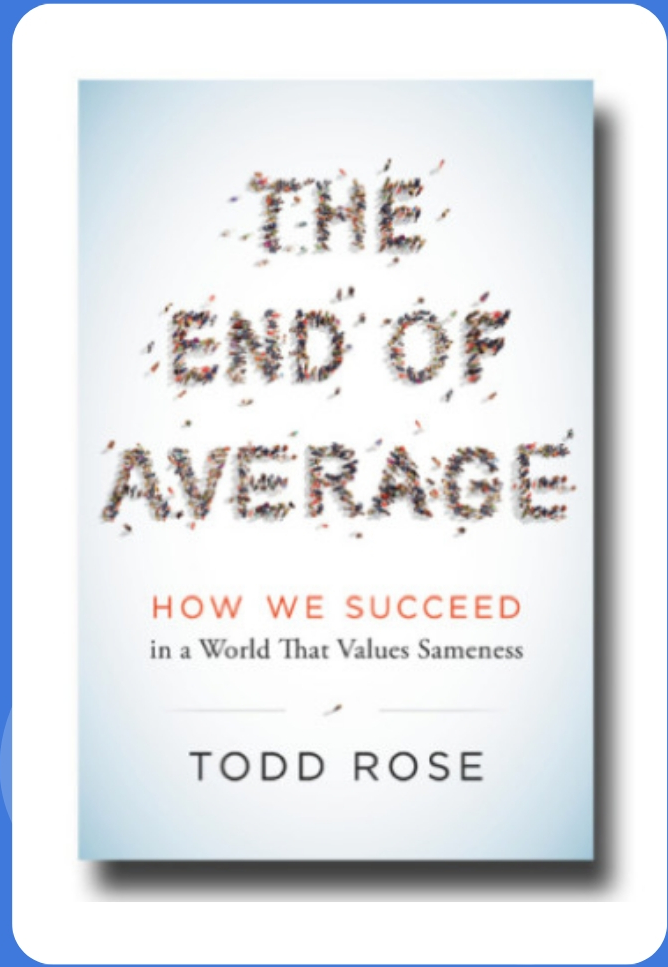
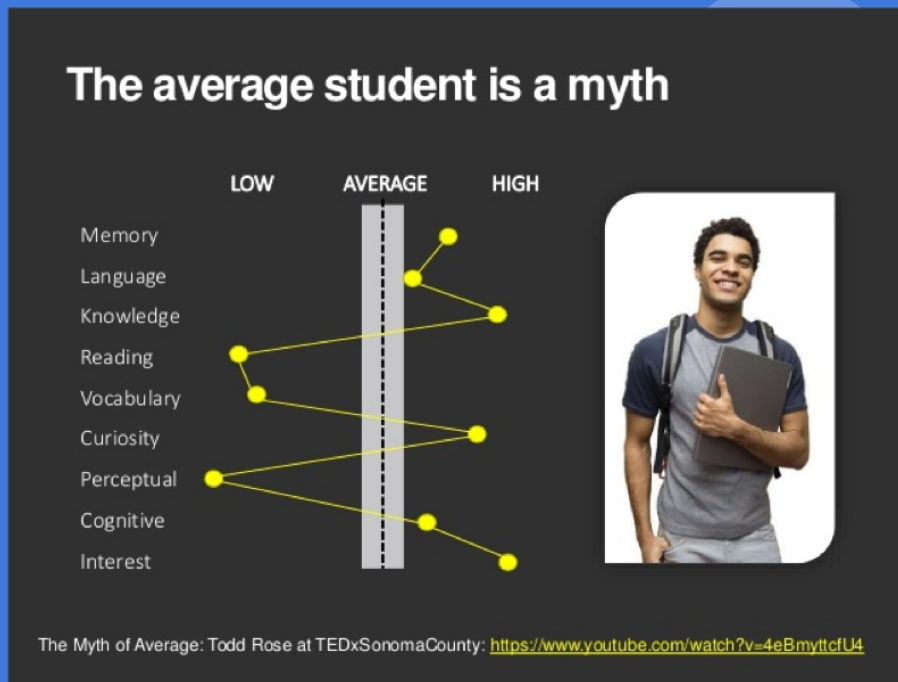
How do we  
teach to  
identity?

# 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

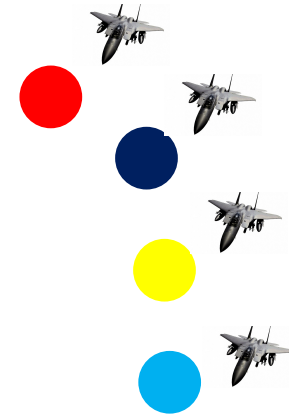
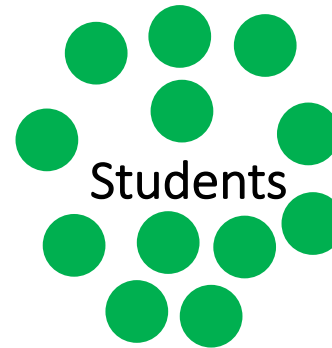
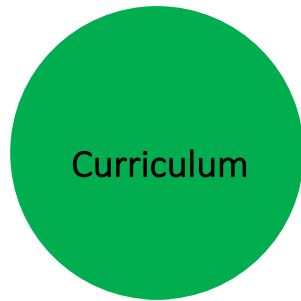
**Efficiency:** Building one standardized curriculum for ALL students

# 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?



What is useful so far?

# DESIGN: THE MOST UNDERUTILIZED SUPPORT



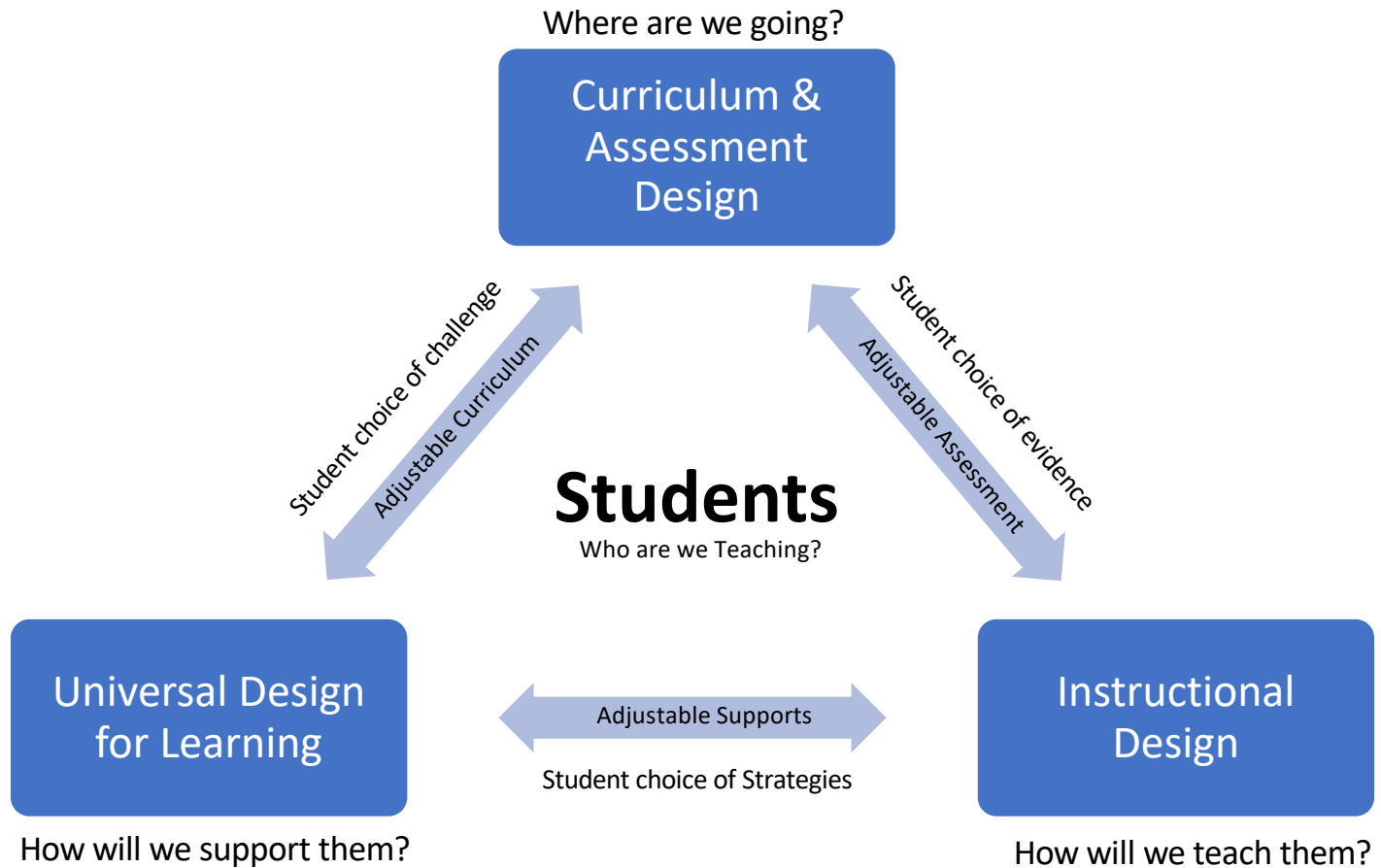
# HOW DO WE DESIGN AN ADJUSTABLE AIRPLANE?

- 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?

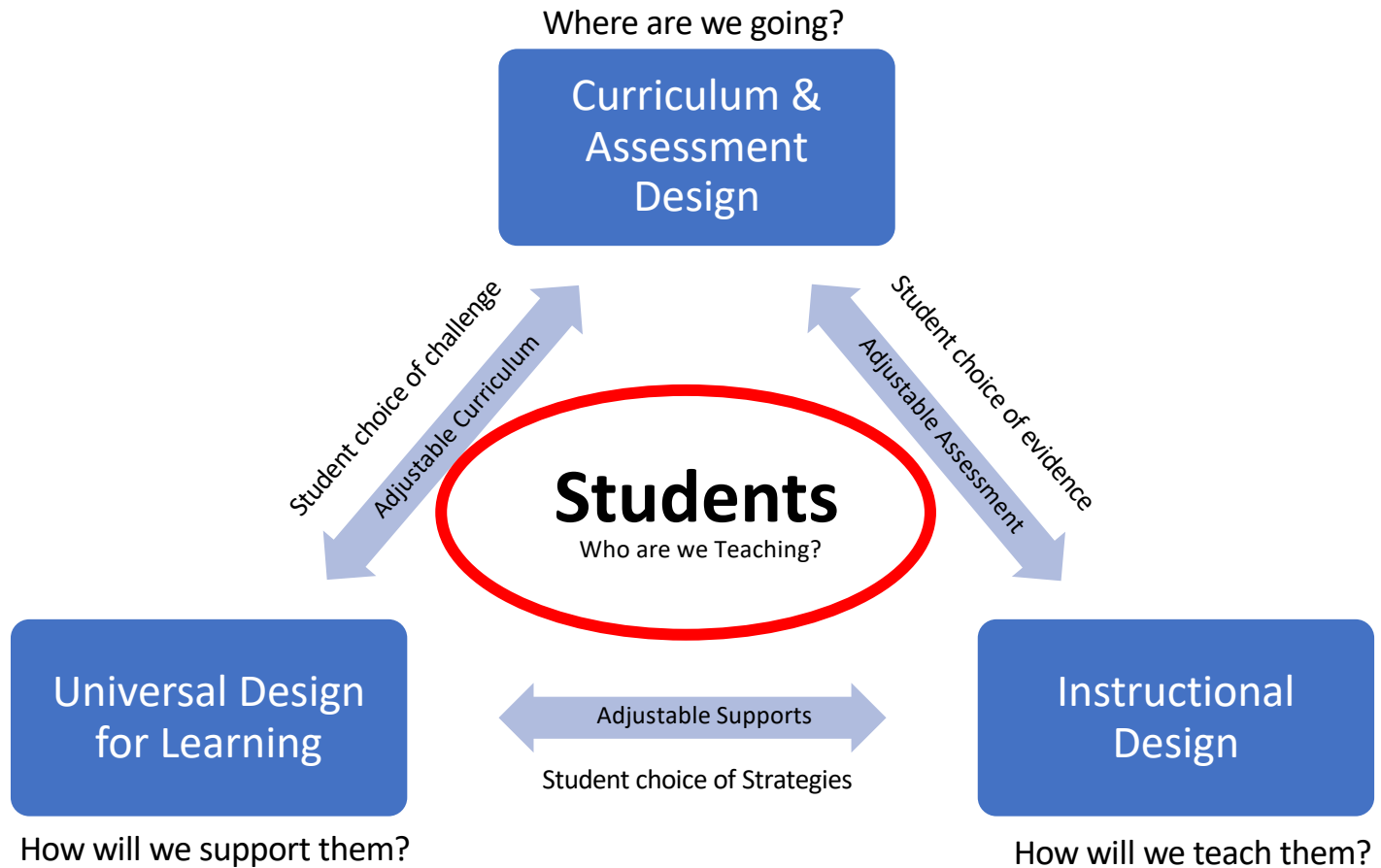
## HOW DO WE DESIGN AN ADJUSTABLE CURRICULUM?

- 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?

# What are the blueprints for inclusion? Design with Equity in Mind



# What are the blueprints for inclusion? Design with Equity in Mind

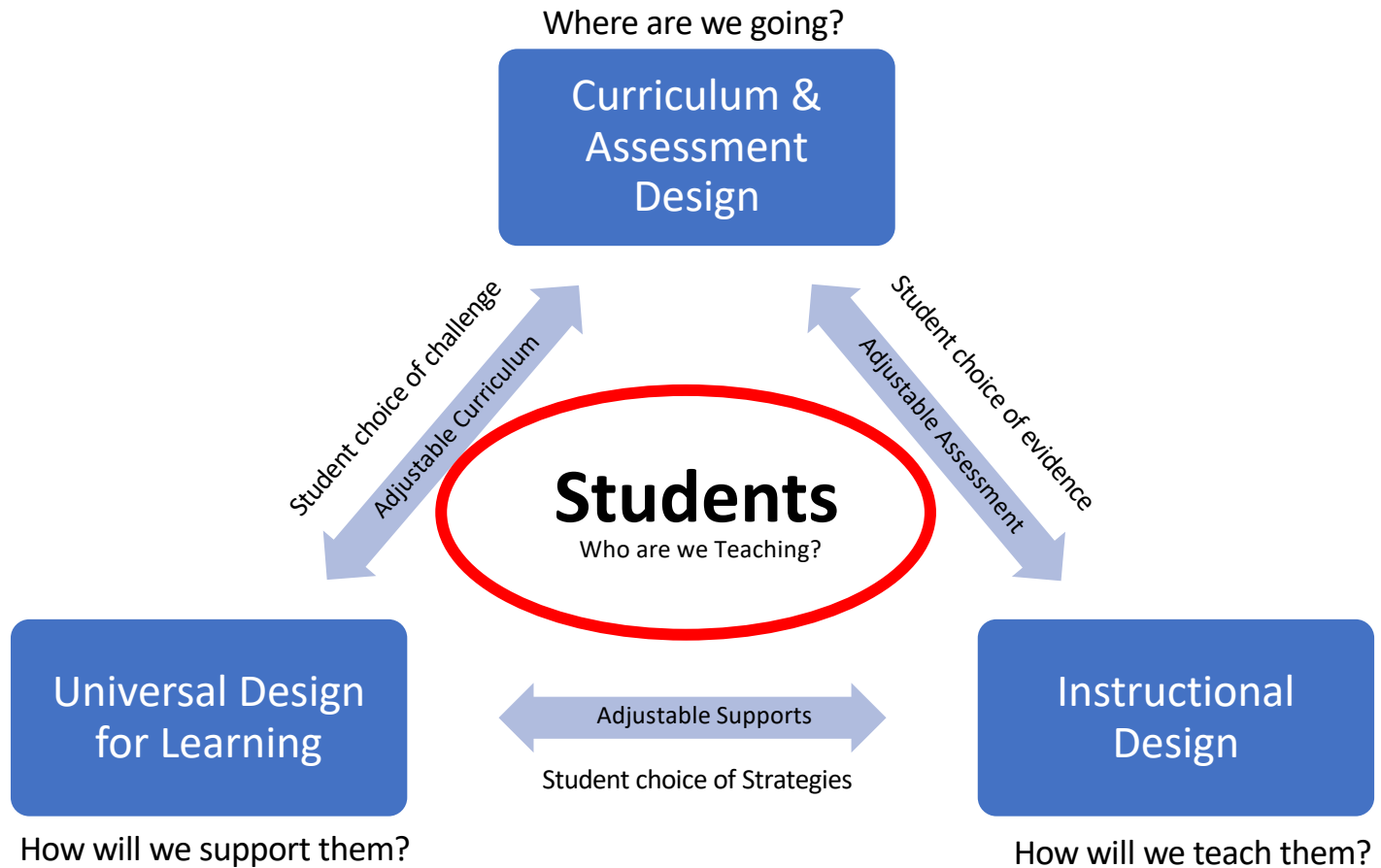


# What are some ways that we can get to know our student's **dimensions**?

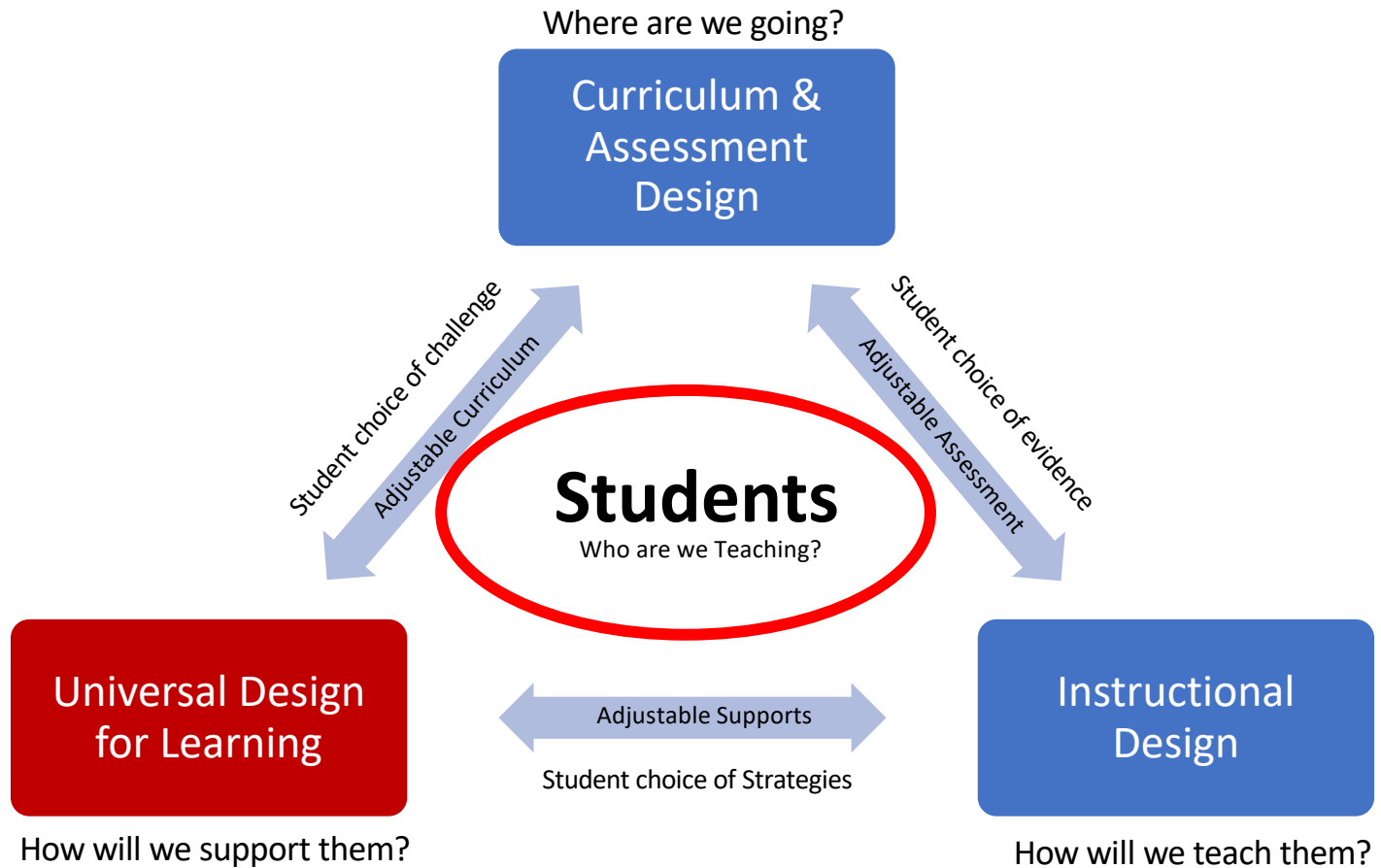
- Identities
- Interests
- Strengths
- Stretches
- Needs
- Barriers
- Supports
- Strategies
- Goals

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

# What are the blueprints for inclusion? Design with Equity in Mind



# What are the blueprints for inclusion? Design with Equity in Mind

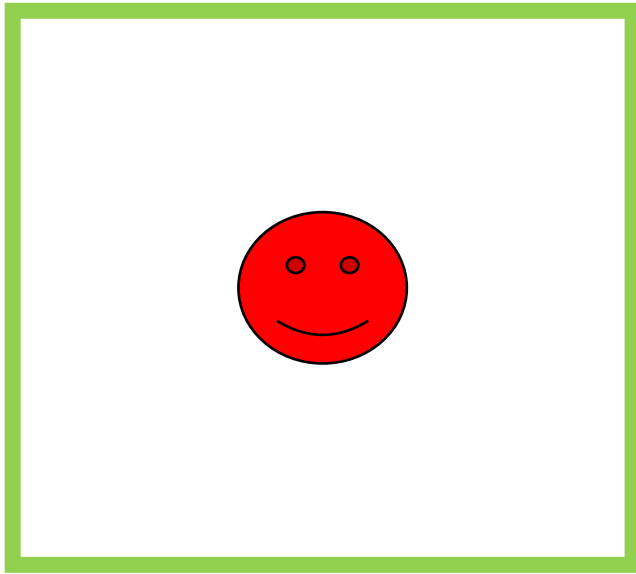


# Designing Adjustable Curricular Plans

There are **TWO things** we need to commit to in better Universal Supports:

- Understand the **paradigm shift** for how we view **Individuals with Disabilities**
  - **Capital “D”**
- Understand the **role that the context** plays in **disabling individuals**
  - **Small “d”**

# Shifting the Paradigm: Medical Model of Disability

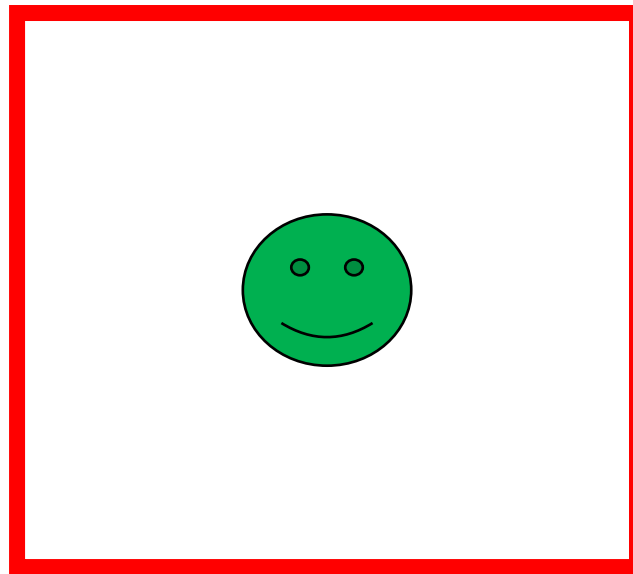


Identify the problems in the student

Fix the student

# Shifting the Paradigm: Social Model of Disability

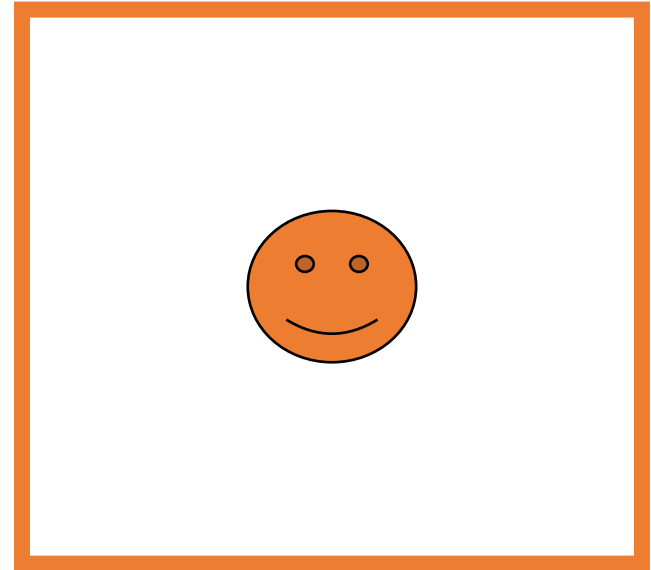
Identify the problems  
in the environment



Fix the environment

# Shifting the Paradigm: Person-Place Model of Need

- Identify the **barriers** in the **environment**  
**Reduce barriers** in the environment
  - Barriers to Learning
  - Barriers to Equity & Reconciliation
- Reduce **barriers** for **ALL learners!**
- Identify the **needs** of **ALL students** AND **anticipate supports and strategies** needed
- **Teach** supports and strategies to **ALL learners!**



# Medical Model Perspective: Fix the person

**Problem:** Putting gas in your car in America

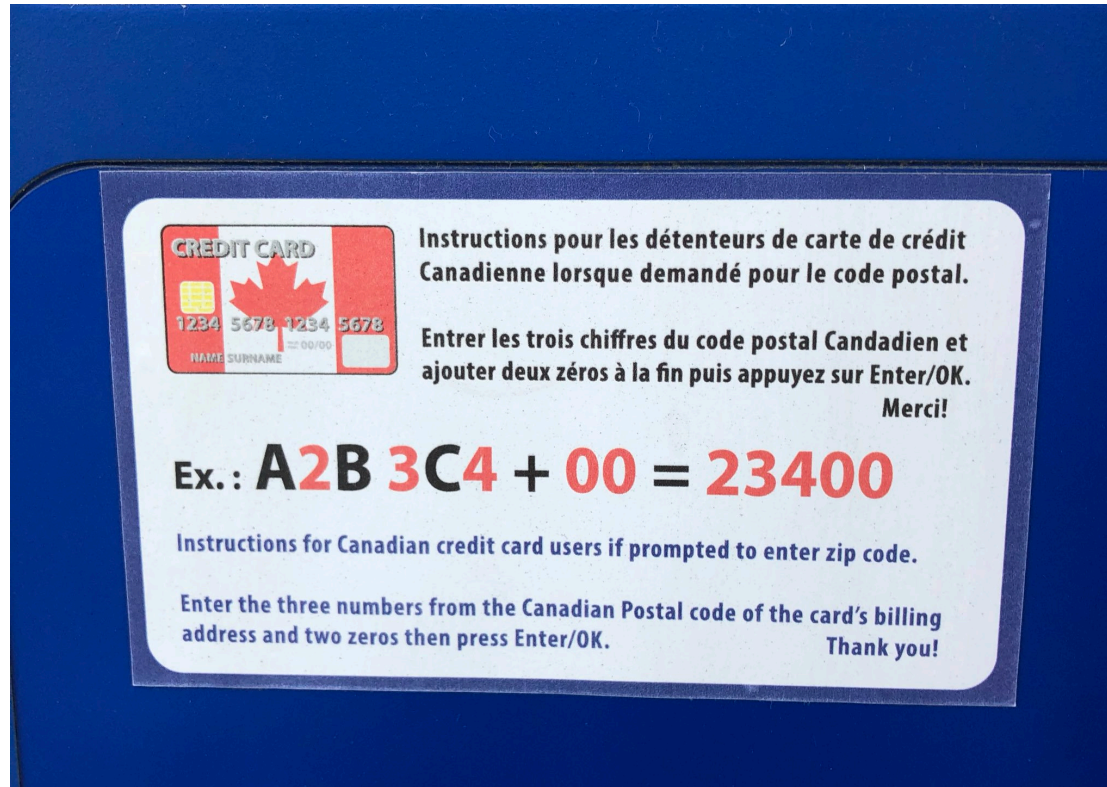
**Deficit:** Shelley can't fill up with gas in America

**S.M.A.R.T goal:** Shelley will fill up her car with gas in America with 90 % accuracy by June 2020 by

**Objective:** using planning strategies to fill up with gas

**Individual Supports & Strategies:** have extra cash on hand, extra time to fill up, extra room on my credit card, emotional regulation for anger, extra money for airport fill up, try 90210

# Why can't I fill up with gas? What is the barrier?!



Fixing the deficit vs. Removing the Barrier

# Person/Place Perspective: Fix the place, support the needs of the person

**Place:** AMERICA

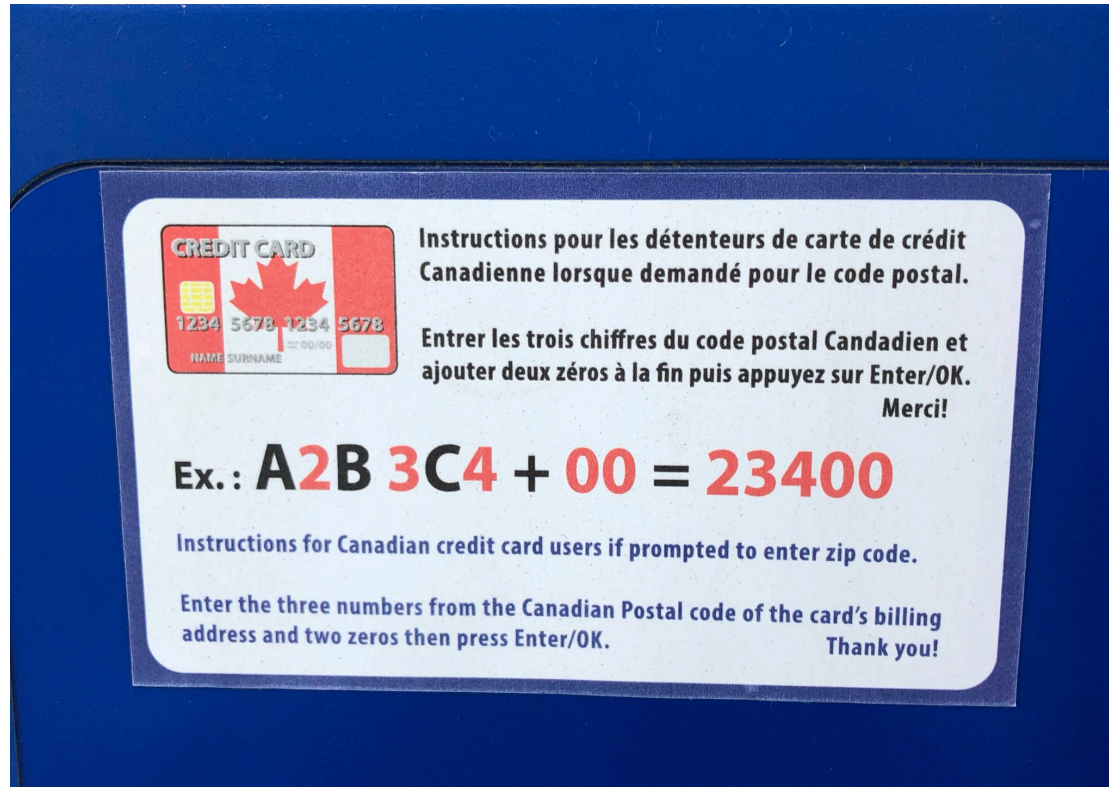
**Purpose:** Filling up with gas

**Barrier:** Shelley can't fill up with gas in America  
because she doesn't have a Zip Code!

**Universal Support & Strategy:** turn postal code  
into a Zip Code

**Individual Supports & Strategies:**  
none

# What are the barriers in a classroom?



What strategies can we teach?  
How do we remove barriers?

How do we reduce barriers in a  
classroom and/or school?



**SHIFTING OUR  
SUPPORT MODELS**

# How do we reduce barriers in a classroom and/or school?

## The cupcake Model



Special Education

Medical Model

# How do we reduce barriers in a classroom and/or school?

## The cupcake model



## The layered cake model



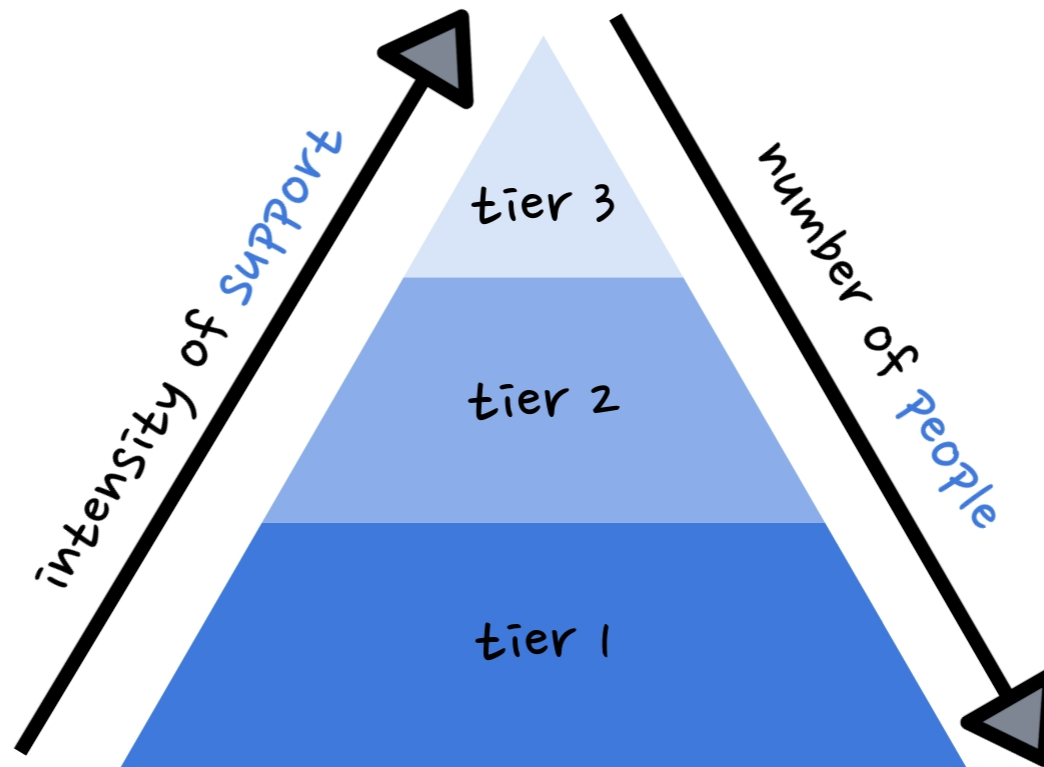
# How do we reduce barriers in a classroom and/or school?

## The layered cake model



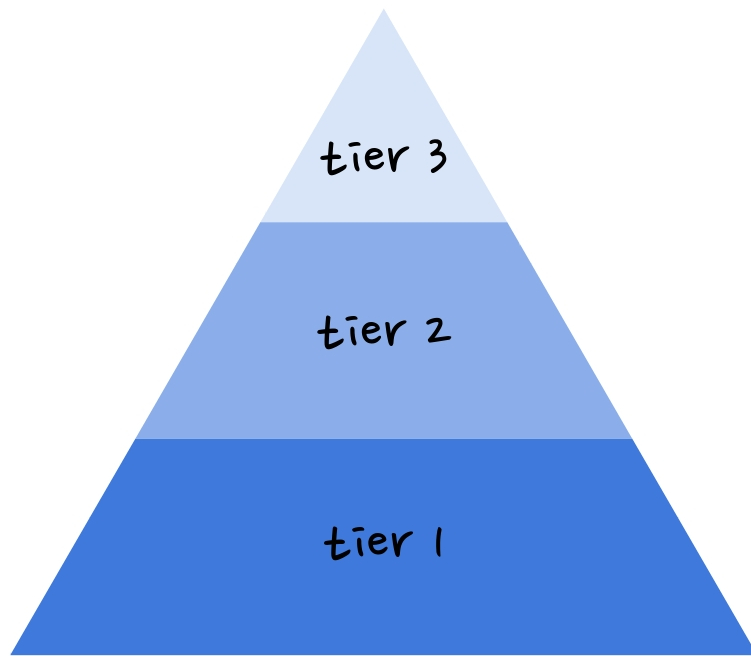
# How do we reduce barriers in a classroom and/or school?

## RTI: RESPONSE TO INTERVENTION



# How do we reduce barriers in a classroom and/or school?

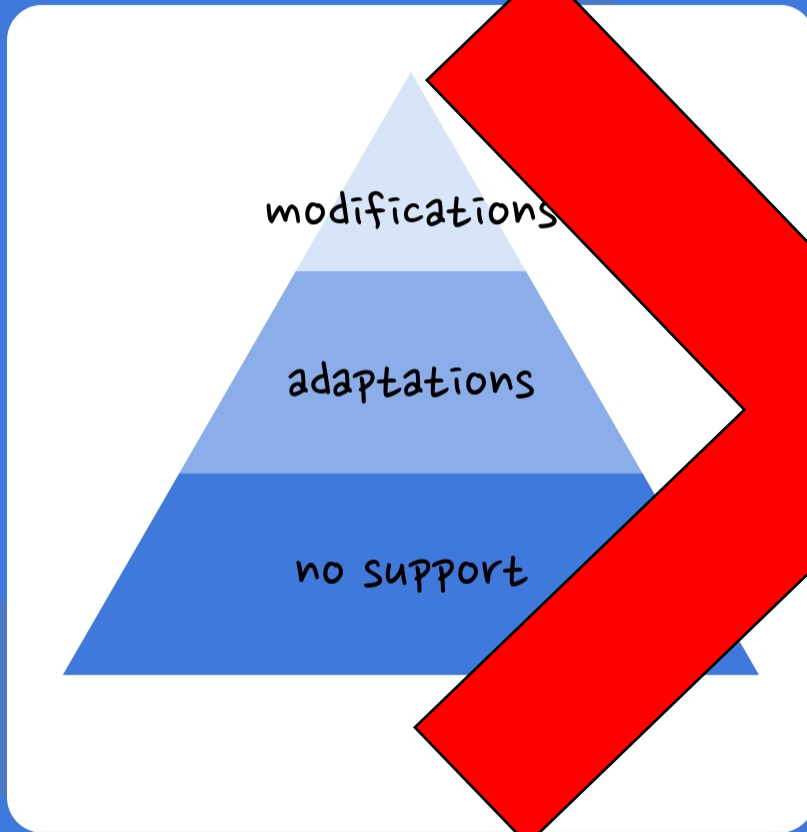
## RTI: RESPONSE TO INTERVENTION



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

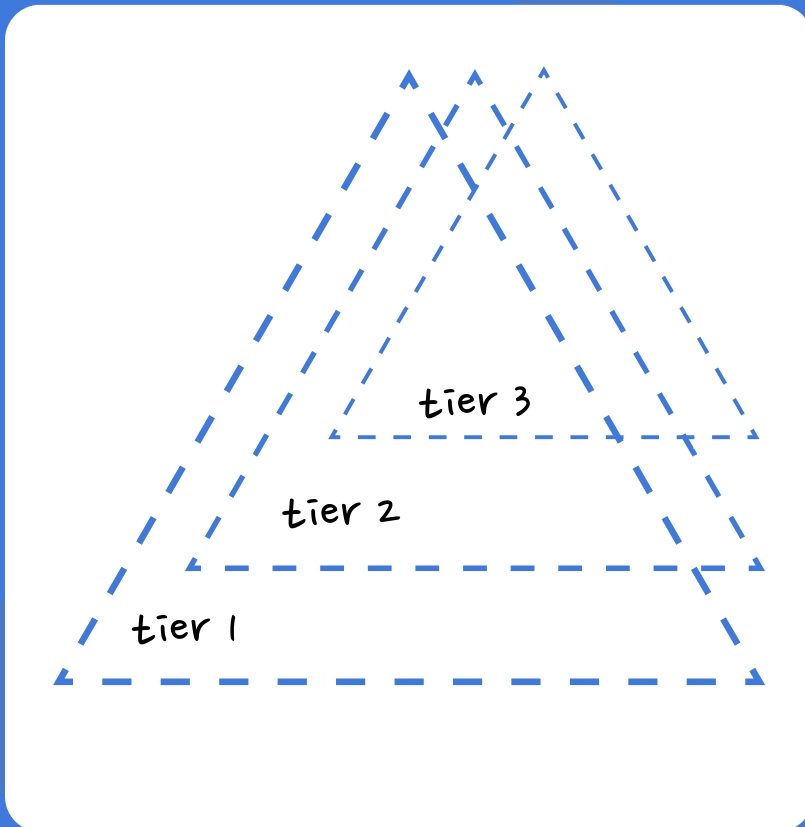
# How do we reduce barriers in a classroom and/or school?

## RTI: RESPONSE TO INTERVENTION ??



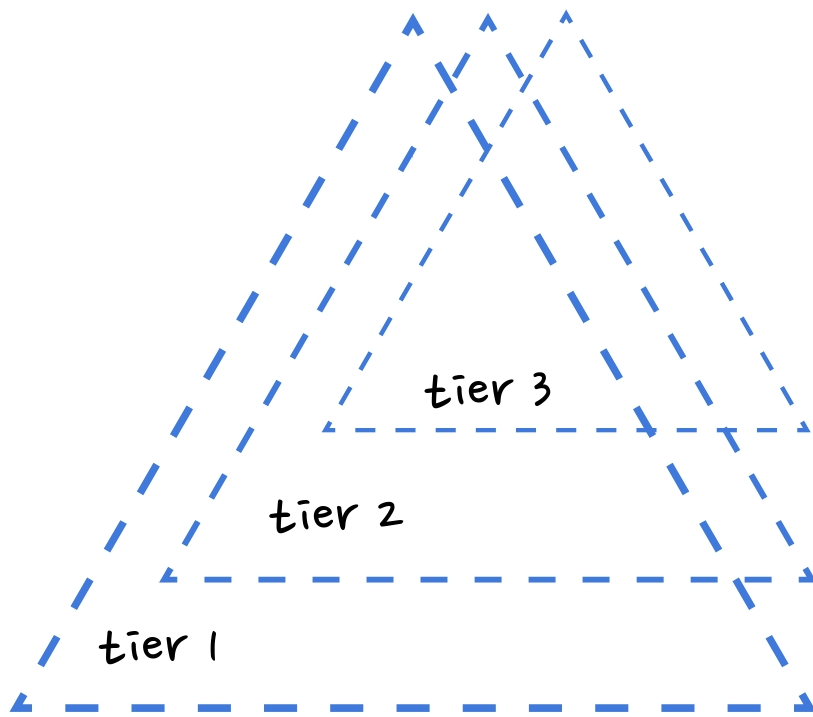
# How do we reduce barriers in a classroom and/or school?

## RTI: RESPONSE TO INSTRUCTION



# How do we reduce barriers in a classroom and/or school?

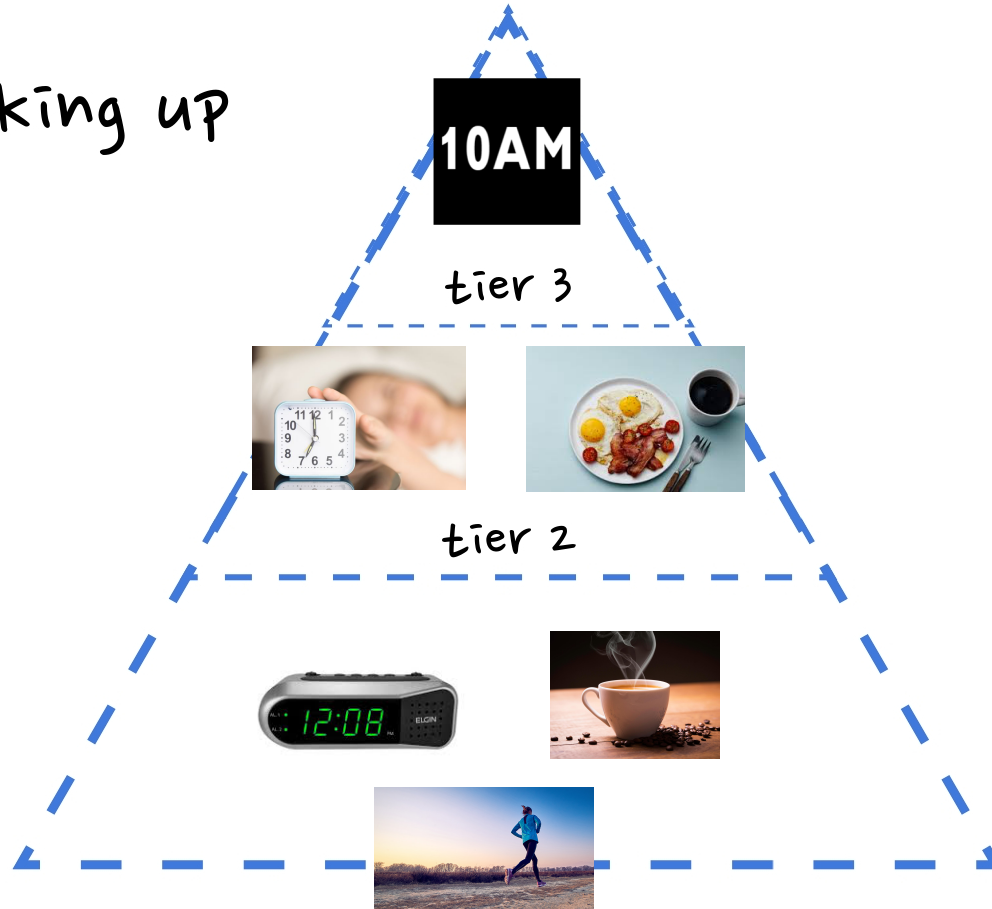
## RTI: RESPONSE TO INSTRUCTION



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

# RESPONSE TO INSTRUCTION

Lens: Waking up



Shelley Moore, 2019

@tweetsomemoore

How do we reduce barriers in a classroom and/or school?

## 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





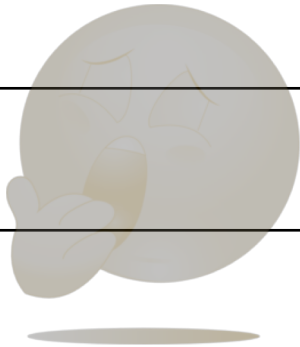




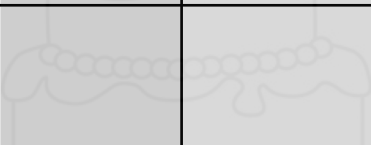
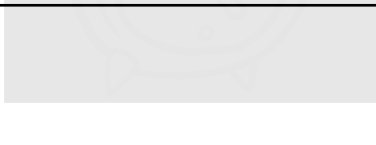


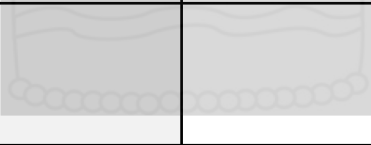


# Classroom Support Plan

Teacher(s): \_\_\_\_\_ Support Staff: \_\_\_\_\_ Lens: \_\_\_\_\_

Range of Support (MTLS) 

Range of Students (RTI) 

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

# What are our **needs**? (replacing weaknesses)

- Student/ Family/ Teacher/ Support Staff generated
- They don't make us "weaker" they are just things we need support with
- What are some things in my life that make it hard for me to learn?
- These might not be things that I can control
- [Examples](http://www.teachspeced.ca) – [www.teachspeced.ca](http://www.teachspeced.ca)
- As a class – choose the big 5 that are getting in the way of learning




# Classroom Support Plan

Teacher(s): C. Woods

Support Staff: L. Veary (LST), K. Eigler (EA)

Lens: Math 8

Range of Students (RTI)

Students...		Strategies & Supports		
<b>who needs the most support</b> ST, CH, JP (f)		<b>Universal Support</b> (Good for ALL)	<b>Targeted Support</b> (CHOICE for ALL)	<b>Essential Support</b> (Good for ONE)
<b>Need</b> Executive Functioning	JC, CH, JK, JP(f), AT, ST, LV, DV			
<b>Need</b> Ability	ST, AT			
<b>Need</b> Processing Speed	JC, CH, JK, IR, LV, DV			
<b>Need</b> Self Esteem	JB, RJ, FK, AT, ST, LV, DV, CH			
<b>Need</b> Memory	DA, JB, JC, CH, FK, JK, JP(f), CS, AT, ST, LV, DV			
<b>who needs the most challenge</b> JP, CG, LJ		 <b>Range of Support (MTLS)</b>		

# What are supports?

- Student/ Family/ Teacher/ Support Staff generated
- What are some tools that I can use to help me learn?
- These tools help me to pay attention and keeps me interested?
- Example: my calendar, rocket miles, my computer/phone, alarm clocks, my home, healthy food, The Air Canada lounge, snacks, visuals, melatonin, anxiety medication

# What are strategies?

- Student/ Family/ Teacher/ Support Staff generated
- What are some actions that I can do to help me learn?
- What are some actions of others that help me learn?
- These actions help me to pay attention and keeps me interested?
- Example: staying active, someone helping me answer my emails, making my travel bookings, taking naps, eating healthy, patience, windows of arrival time, when people are calm and don't yell, collaborating, using visuals, talking, chunks of time, taking breaks, not traveling for more the 4 days at a time, going to bed early

# Supports vs. Resources

People  
Funding  
Time

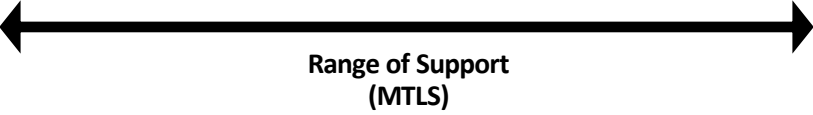
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Lens: Math 8

Range of Students (RTI)

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<b>Need</b> Self Esteem	JB, RJ, FK, AT, ST, LV, DV, CH			
<b>Need</b> Memory	DA, JB, JC, CH, FK, JK, JP(f), CS, AT, ST, LV, DV			
<b>who needs the most challenge</b> JP, CG, LJ				

# Classroom Support Plan

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Support Staff: L. Veary (LST), K. Eigler (EA)

Lens: Math 8

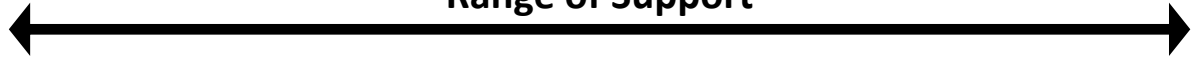
Range of Students (RTI)

Students...		Strategies & Supports		
who needs the most support ST, CH, JP (f)		Universal Support (Good for ALL)	Targeted Support (CHOICE for ALL)	Essential Support (Good for ONE)
Need Executive Functioning	JC, CH, JK, JP(f), AT, ST, LV, DV	<ul style="list-style-type: none"> <li>Visual instructions</li> <li>Pre teach vocabulary</li> <li>Structured agenda support</li> </ul>	<ul style="list-style-type: none"> <li>2 min breaks</li> <li>Using a computer for tasks</li> <li>Work bin</li> </ul>	
Need Ability	ST, AT	<ul style="list-style-type: none"> <li>concept based planning</li> <li>random/ strategic seating</li> <li>access point/ scaffolding</li> </ul>	<ul style="list-style-type: none"> <li>Quiet location</li> <li>home-communication</li> <li>unlimited time for assessment</li> </ul>	
Need Processing Speed	JC, CH, JK, IR, LV, DV	<ul style="list-style-type: none"> <li>Develop/practice basic math fluency (without calculator, with manipulatives, not timed)</li> <li>Windows of due dates</li> <li>No marks lost for late assignments</li> </ul>	<ul style="list-style-type: none"> <li>Choice of complexity</li> </ul>	CH– Assistive tech (Computer)
Need Self Esteem	JB, RJ, FK, AT, ST, LV, DV, CH	<ul style="list-style-type: none"> <li>Strength based goals (I can...)</li> <li>Strategic groupings</li> <li>Build community</li> </ul>	<ul style="list-style-type: none"> <li>Check ins</li> </ul>	
Need Memory	DA, JB, JC, CH, FK, JK, JP(f), CS, AT, ST, LV, DV	<ul style="list-style-type: none"> <li>Structured agenda support</li> <li>Task chunking/ reference</li> <li>Highlight verbs/ key words in tasks</li> </ul>	<ul style="list-style-type: none"> <li>Home communication</li> <li>Calculator</li> <li>Colour coding</li> </ul>	
who needs the most challenge JP, CG, LJ		<p>Range of Support (MTLS)</p>		

# Classroom Support Plan

Teacher(s): Mr. Support Staff: Ms. L (support teacher last 20 min of block) Class: Grade 6

Range of Support



Range of Students



Students...		Strategies & Supports		
<b>Who needs the most support</b> D.L, R.Y, O.M.		<b>Universal Support</b> (Good for ALL)	<b>Targeted Support</b> (CHOICE for ALL)	<b>Essential Support</b> (Good for ONE)
<b>Need LD</b>	<b>D.L., J.K., S,W</b>	Text at multiple reading levels, multiple types of text (oral, visual, written), You Tube, chunk lessons into 15-20 min chunks, activities to process new information, hands on, task clear and scaffolded, Summative tasks that build oral, visual & written skills, literature circles	Options to use technology (reader, scribe), a place to keep work in class so it doesn't get lost, small group option with Ms. L to work with on activities after lesson	
<b>Need Behaviour</b>	<b>R.Y., I,D., F, C, G, J., OM, DL</b>	Make personal connection daily, structure, agenda on board, start class with an accessible activity, movement breaks, music allowed when working, high interest texts, authentic and relevant	Taking breaks, flexible seating, parent check ins on good days, opportunities for leadership	Incentive monitoring system
<b>Need LGBTQ2S+</b>	<b>G, J.</b>	Text that includes diverse characters, avoid binary (students, folks, everyone), "safe place" sticker	opportunities for leadership, ask(and honour) preferred pronoun	
<b>Need ELL</b>	<b>P, K., I, L, E, E, OM</b>	Text at multiple reading levels, review vocabulary, use of visuals, strategic partnering	Small group option with Ms. L to work with on activities after lesson	translator
<b>Need Anxiety</b>	<b>R.R.</b>	Clear learning tasks and goals, control of complexity and what supports to use, challenge option, choice of audience size	Taking breaks, choice of where to work, homework optional, parent check ins	
<b>Who needs the most challenge</b> I.L., R.R		<b>Reconciliation &amp; Equity Targets:</b> <ul style="list-style-type: none"> <li>- Targeting text from Indigenous perspectives, attending to alternative points of view</li> <li>- Appreciation circle once a week</li> </ul>		

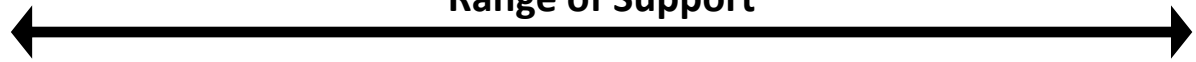
# Classroom Support Plan

Teacher(s): Mr. B

Support Staff: Ms. C (EA)

Class: Grade 2

Range of Support



Range of Students

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

# Classroom Support Plan

Teacher(s):

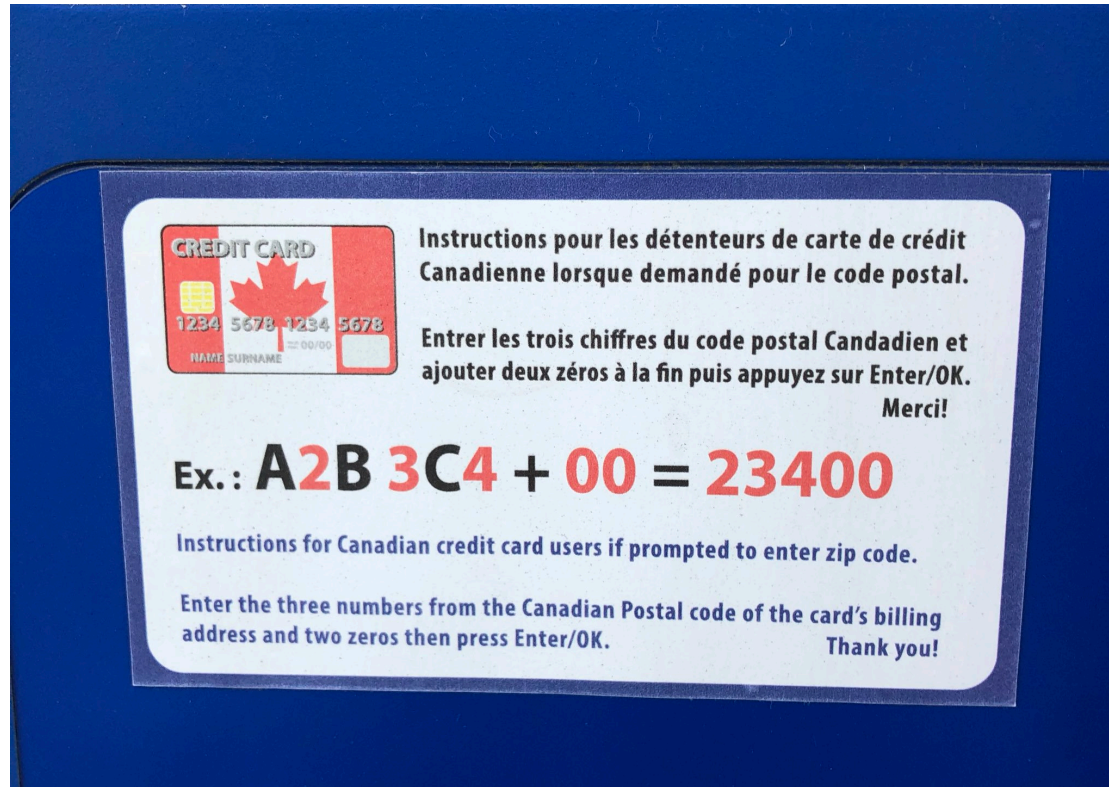
Support Staff

Lens:

Range of Students (RTI)

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

# What are the barriers in a classroom?



What strategies can we teach?  
How do we remove barriers?

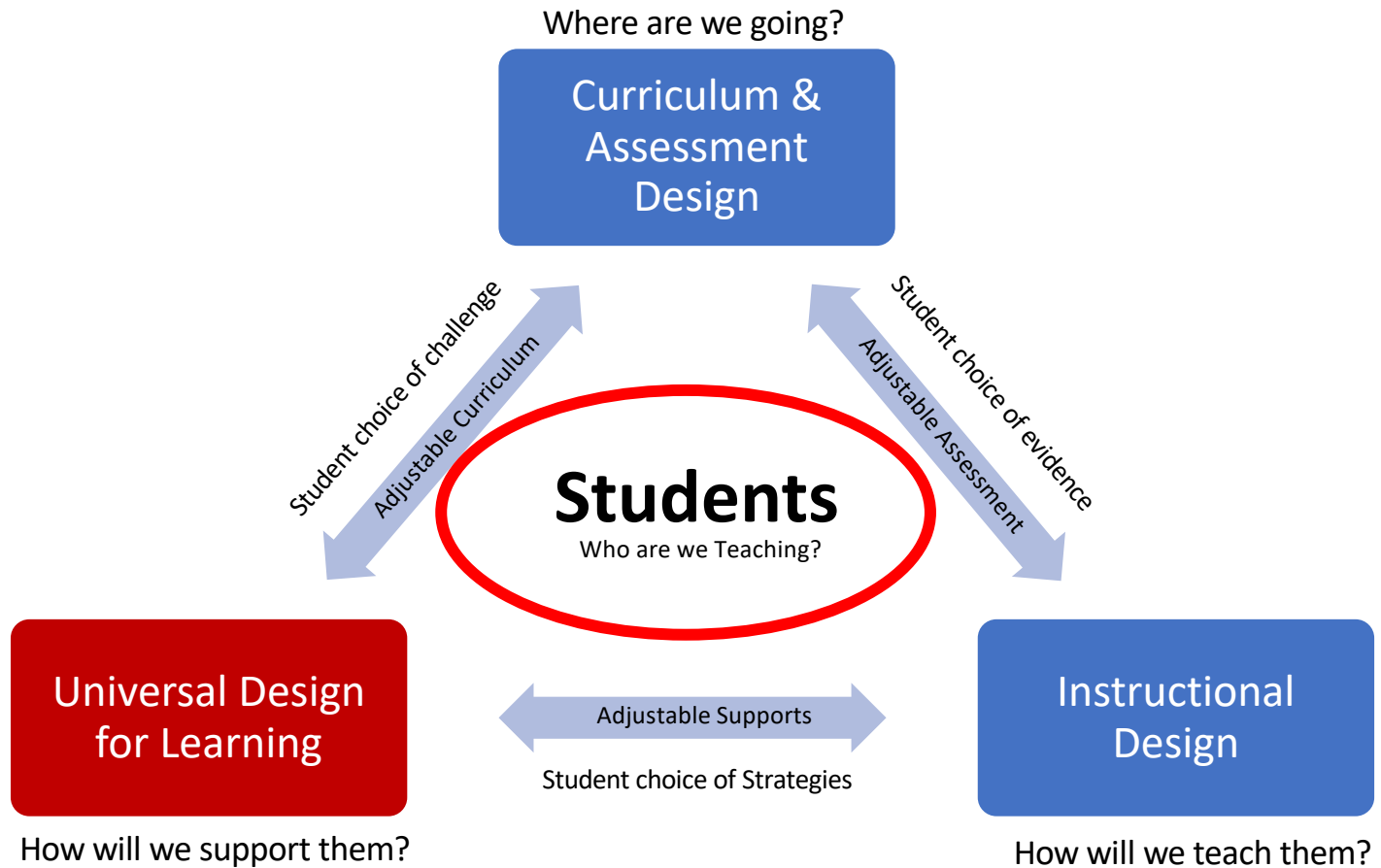
# Strategy/Support: 2 min break

- 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?



# What are the blueprints for inclusion?

## Design with Equity in Mind



# Example: Grade 6/7 Class

- Classroom Teacher/ Support Teacher

Class Review for : Ms. S Grade 6/7 class	Teacher: Ms S, Ms.L	Date: October 2016
We can plan for our students by getting to know the:		
<b>Interests &amp; Identities of the class</b>	<b>Classroom Strengths</b>	<b>Classroom Stretches</b>
Pokemon, skateboarding, art/drawing, read alouds, each other  Korean, Japanese, Taiwanese, Indigenous, Autistic	Supportive of each other, patient, kind, don't give up, insightful, creative	English language, written output, taking the lead, initiative
Based on the interests, strengths and stretches of this class:		
<b>The BIG question or inquiry I have for this class:</b> How can we respond to the diversity of our class? What frameworks and strategies can help us to design an adjustable airplane?		
We can try to answer this questions by making a plan to try something new:	We can meet this goal(s) by reducing barriers in the classroom:	
<b>Decision:</b> Something I want to try	<b>Decision:</b> Barriers to Learning (UDL)	<b>Decision:</b> Barriers to Equity (Reconciliation)
Designing a classroom support plan Designing a unit that plans for the range Using Kenny's interest to include him	We can choose multiple text levels for text, multiple interests areas  We can make learning intentions clear (and the range of complexity for kids to choose from)	We can include multiple perspectives with the texts we choose  We can reflect on our identities as we learn
We can meet this goal(s) by targeting core competencies chosen as a community:		
<b>Decision:</b> Targeted competencies to target for this class		
We can be personally aware and responsible		

<b>Classroom Support Plan</b> Teacher(s): Ms. S	Support Staff: Ms. L	Lens: Personal Awareness & Responsibility/ Literacy
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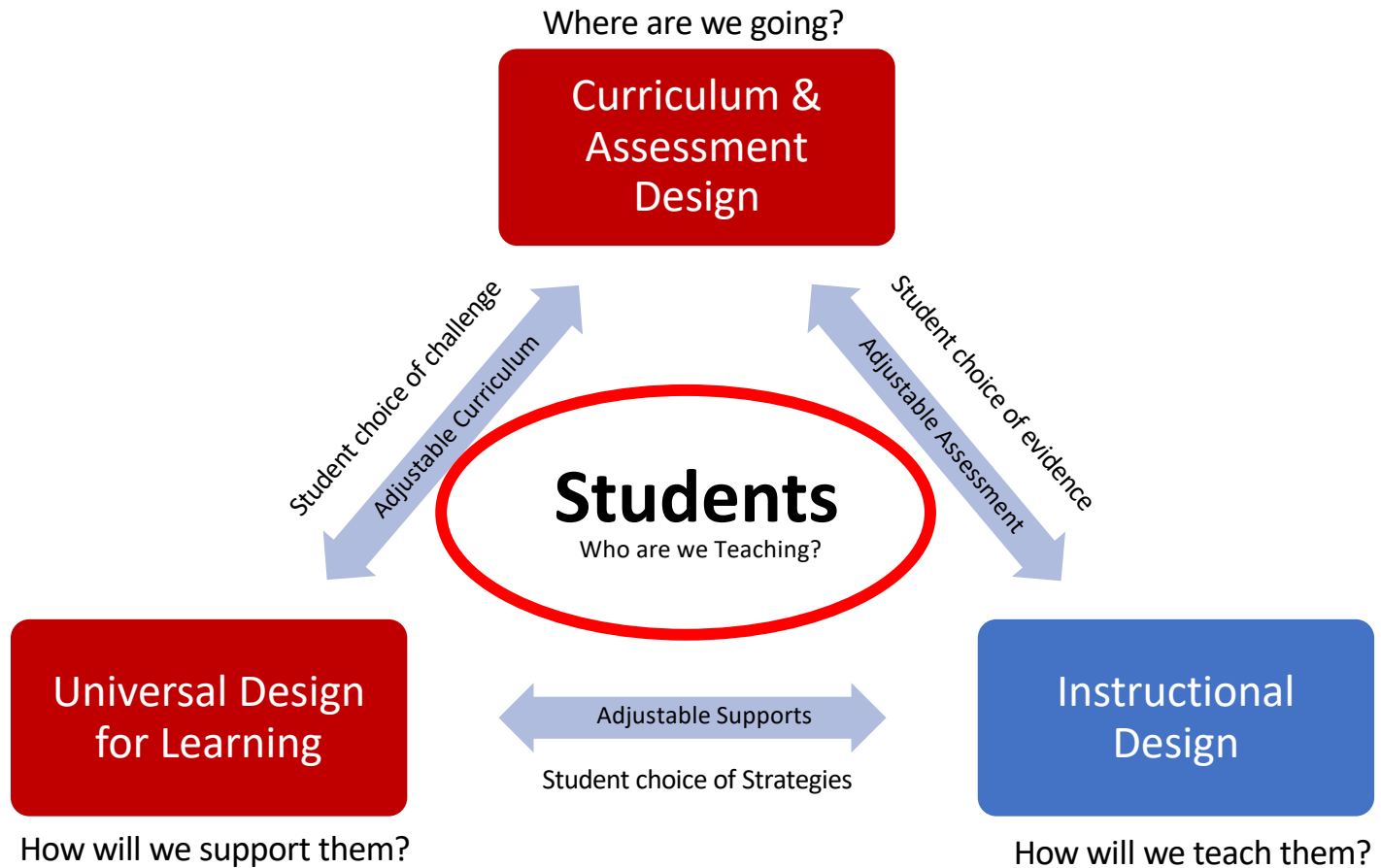
Range of Students (RTI)

Students...		Strategies & Supports		
who needs the most support Kenny		Universal Support (Good for ALL)	Targeted Support (CHOICE for ALL)	Essential Support (Good for ONE)
Need behaviour	Kenny, Kendra , Max, Jackson	<ul style="list-style-type: none"> <li>- Structured and predictable lessons</li> <li>- start lessons with an accessible activity</li> <li>- connect to interests, connect to life</li> </ul>	Choice to work alone, 2 min	K - ??????
Need literacy	Cathy X., Eric,, Breanna, Alexandria	<ul style="list-style-type: none"> <li>- Literature circles</li> <li>- Attend to vocabulary, Group work</li> <li>- connect to life</li> </ul>	Text at different reading levels, <ul style="list-style-type: none"> <li>- Choice of complexity</li> </ul> Oral, written, visual language options	
Need ELL/EAL	Cathy Z, Eric, Joanna, Max, Annabel, Kelly	<ul style="list-style-type: none"> <li>- Attend to vocabulary</li> <li>- Group work</li> <li>- Text from multiple perspectives</li> </ul>	Oral, written, visual language options	translator

**who needs the most challenge**  
Jonathan      Ethan

# What are the blueprints for inclusion?

## Design with Equity in Mind

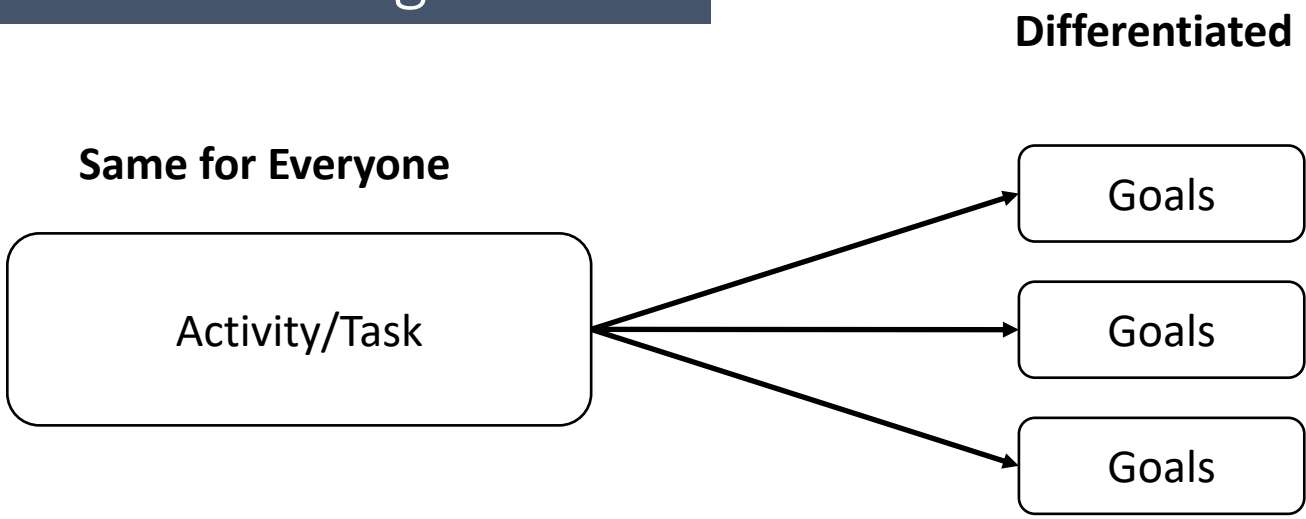


What kind of plane are we flying?  
What are the goals?

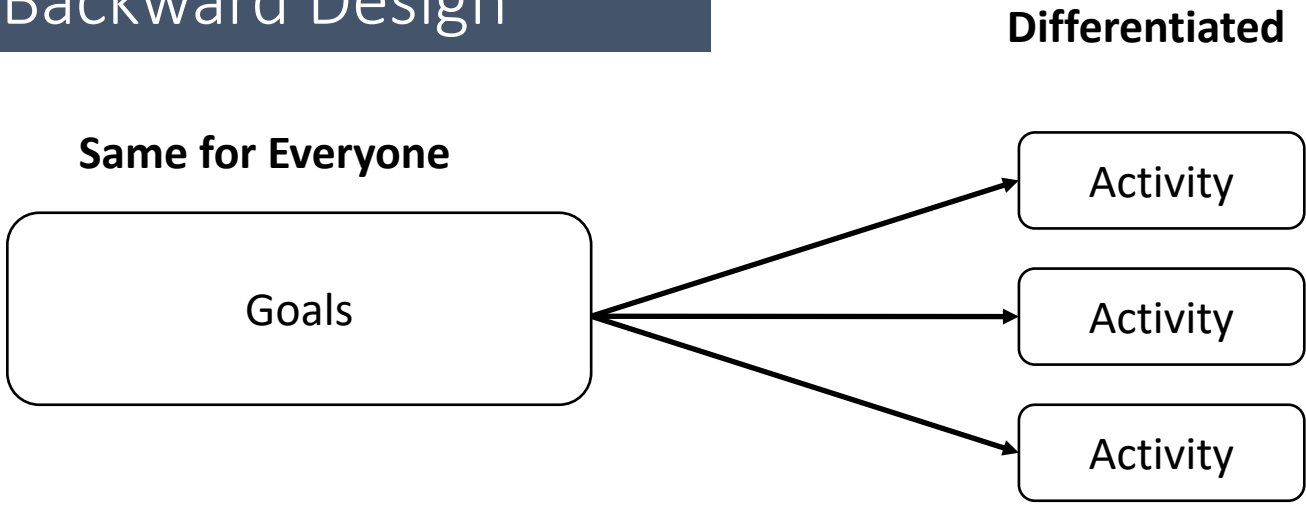


## Backwards Design

# Forward Design



# Backward Design



# Competency Curriculum

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



**Communication** -The communication competency encompasses the set of abilities that students use to impart and exchange information, experiences and ideas, to explore the world around them, and to understand and effectively engage in the use of digital media.

[View the Communication Profiles and Illustrations »](#)



**Thinking** - The thinking competency encompasses the knowledge, skills and processes we associate with intellectual development. It is through their competency as thinkers that students take subject-specific concepts and content and transform them into a new understanding. Thinking competence includes specific thinking skills as well as habits of mind, and metacognitive awareness.

[View the Creative Thinking Profiles and Illustrations »](#)

[View the Critical Thinking Profiles and Illustrations »](#)



**Personal and Social** - Personal and social competency is the set of abilities that relate to students' identity in the world, both as individuals and as members of their community and society. Personal and social competency encompasses the abilities students need to thrive as individuals, to understand and care about themselves and others, and to find and achieve their purposes in the world.

[View the Positive Personal & Cultural Identity Profiles and Illustrations »](#)

[View the Personal Awareness and Responsibility Profiles and Illustrations »](#)






[View the Social Responsibility Profiles and Illustrations »](#)

# Competency Curriculum

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.

# Backwards Design – Designing the Airplane

**Class: Gr. 6/7**

**Planning Team: Shackles, Locke & Moore**

**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 vocabulary:** goal, celebrate, effort, accomplishment, persevere, advocate, plan, initiative

## Curricular Goals

**Competency Goal** I can be personally aware and responsible by being self determined

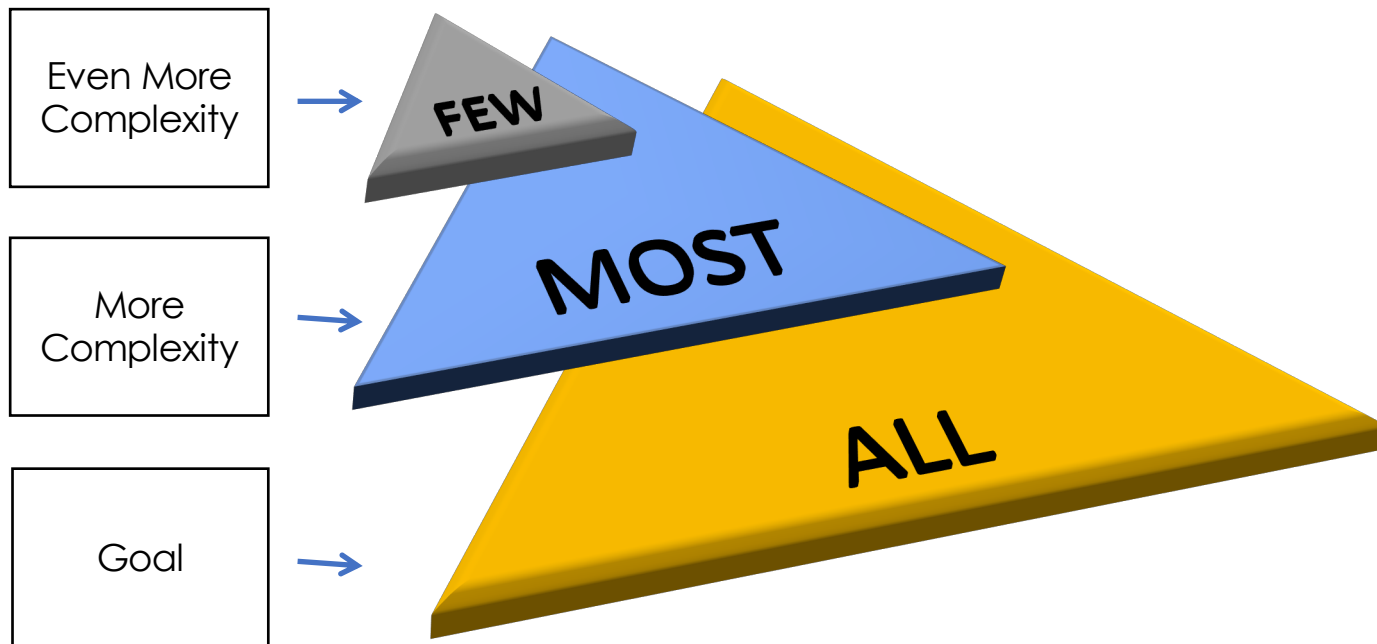
**Competency Goal** I can be personally aware and responsible by being self regulated

## Summative Tasks (Self Evaluation)

**New format**  
(3D model) Create a 3D model that represents your understanding of being personally aware & responsible

**Choice Format**  
(letter, comic book, conversation) Describe how being personally aware & responsible connects to and can help you in your own life

# Planning Pyramid: Start from access, build on challenge



# Goal: 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)



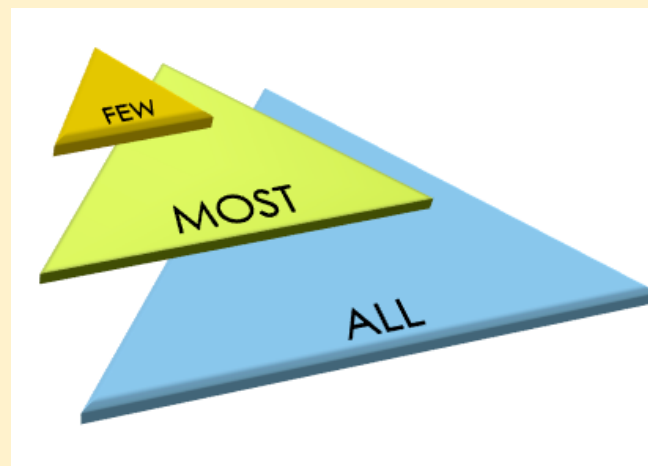
## Goal for MOST

- 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)



# Backwards Design – Designing the Airplane

**Class: Gr. 6/7**

**Planning Team: Shackles, Locke & Moore**

**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 vocabulary:** goal, celebrate, effort, accomplishment, persevere, advocate, plan, initiative

## Goals

**Competency Goal** I can be personally aware and responsible by being **self determined**

**Competency Goal** I can be personally aware and responsible by being **self regulated**

## Summative Tasks (Self Evaluation)

**New format**  
(3D model) Create a 3D model that represents your understanding of being personally aware & responsible

**Choice Format**  
(letter, comic book, conversation) Describe how being personally aware & responsible connects to and can help you in your own life

# Learning Maps: Making the Airplane Adjustable

Class: Gr. 6/7

Planning Team: Shackles, Locke & Moore

**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 vocabulary:** goal, celebrate, effort, accomplishment, persevere, advocate, plan, initiative

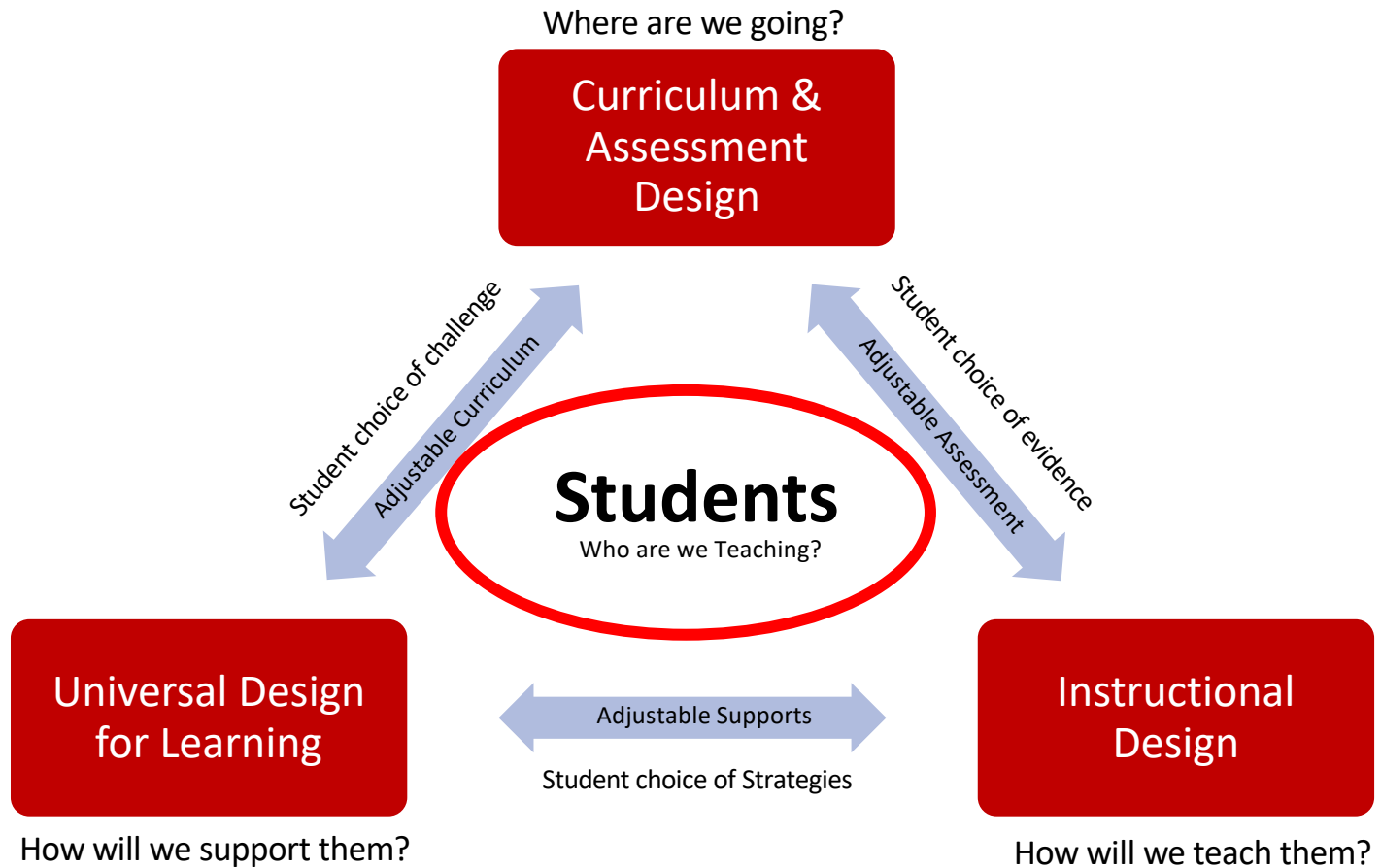
## Goal Continuums

I can be personally aware and responsible by:

Start Here 

Goal	Access Goal (plate)	Goal for ALL (potato)	Goal for MOST (dairy)	Goal for FEW (bacon bits)
being self determined	<ul style="list-style-type: none"><li>I can set a <b>goal</b></li></ul>	<ul style="list-style-type: none"><li>I can <b>celebrate</b> my <b>efforts</b> and <b>accomplishments</b></li></ul>	<ul style="list-style-type: none"><li>I can <b>advocate</b> for my myself and my ideas</li></ul>	<ul style="list-style-type: none"><li>I can take <b>initiative</b> and make change in myself and the world</li></ul>
being self regulated	<ul style="list-style-type: none"><li>I can <b>accomplish</b> a goal</li></ul>	<ul style="list-style-type: none"><li>I can <b>persevere</b> through challenging tasks</li></ul>	<ul style="list-style-type: none"><li>I can implement a <b>plan</b> that I have made to meet a <b>goal</b></li></ul>	<ul style="list-style-type: none"><li>I can adjust a <b>plan</b> that I have made to meet a goal</li></ul>

# What are the blueprints for inclusion? Design with Equity in Mind

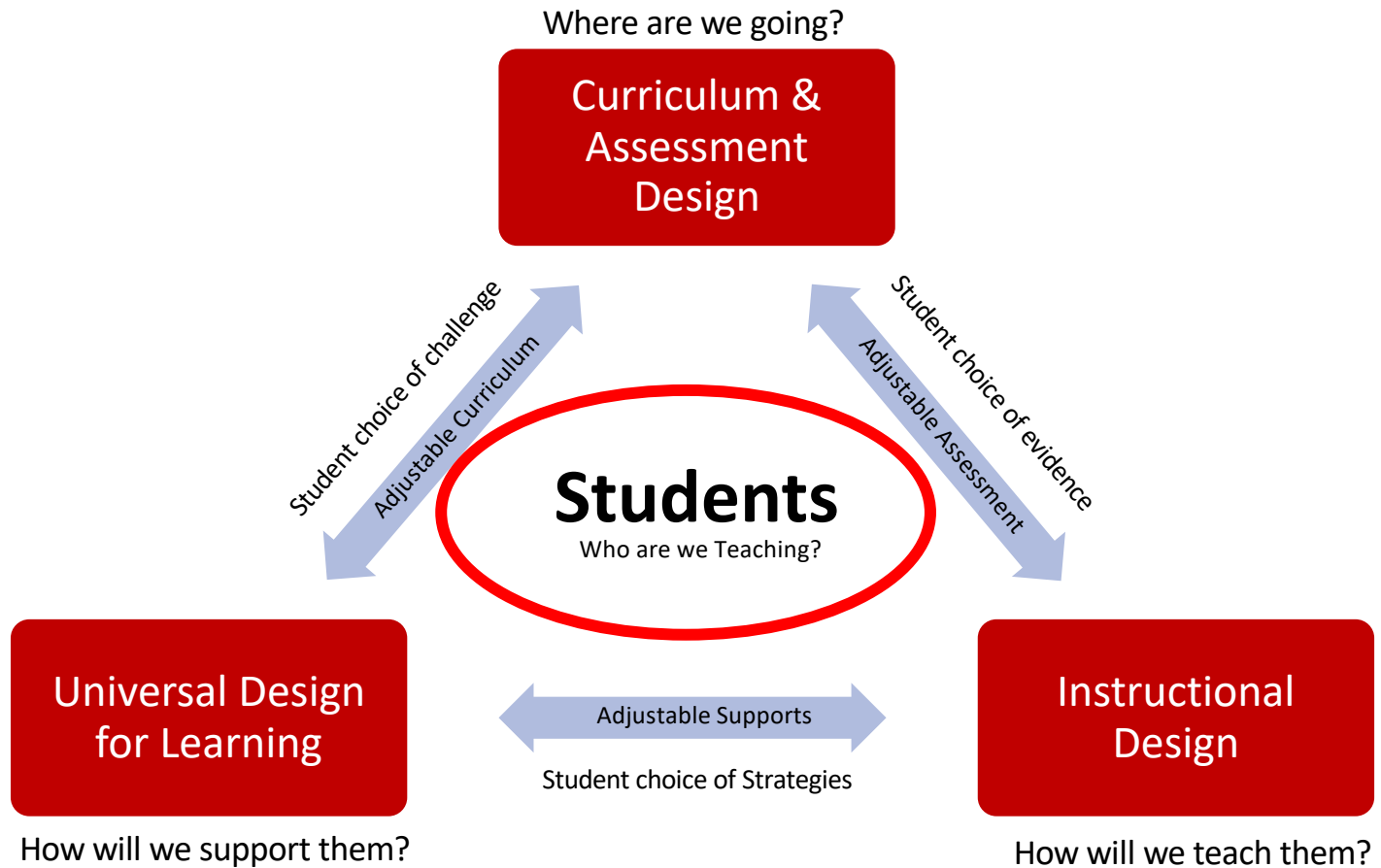


<b>Classroom Support Plan</b> Teacher(s): Ms. S	<b>Support Staff: Ms. L</b>	<b>Lens: Personal Awareness &amp; Responsibility/ Literacy</b>
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Range of Students (RTI)

Students...		Strategies & Supports		
who needs the most support Kenny		Universal Support (Good for ALL)	Targeted Support (CHOICE for ALL)	Essential Support (Good for ONE)
<b>Need</b> behaviour	Kenny, Kendra , Max, Jackson	Structured and predictable lessons, start lessons with an accessible activity, connect to interests, connect to life, <b>Connect to interest, 11 min. lessons (timer)</b>	Choice to work alone, 2 min, <b>Body zone/ tools</b>	<b>Choice to stay in the classroom or work outside the classroom (hallway, office, library)</b>
<b>Need</b> literacy	Cathy X., Eric,, Breanna, Alexandria	- Literature circles - Attend to vocabulary, Group work - connect to life	Text at different reading levels, - Choice of complexity Oral, written, visual language options	
<b>Need</b> ELL/EAL	Cathy Z, Eric, Joanna, Max, Annabel, Kelly	Attend to vocabulary Group work Text from multiple perspectives	Oral, written, visual language options	translator
<b>who needs the most challenge</b> Johnathan Ethan				

# What are the blueprints for inclusion? Design with Equity in Mind





**THEORY  
& BELIEFS**

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

**PRACTICE**

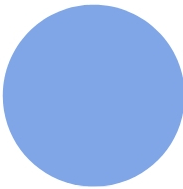
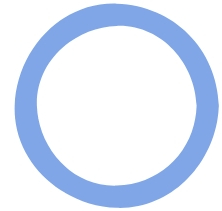
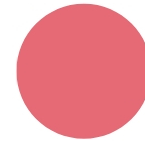
## HOW DO WE DESIGN AN ADJUSTABLE CURRICULUM?

- 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?

# MAKING A PLAN...

- What is *one useful thing* so far?
- What is something you want to *try*?
- What is your *first step*?
- What *SUPPORTS* do you need?
- How will you *celebrate* your success?

Carly



# Stay Connected!



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Shelley Moore, 2019

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