SHELLEY MOORE

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@fivemooreminutes

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www.fivemooreminutes.com
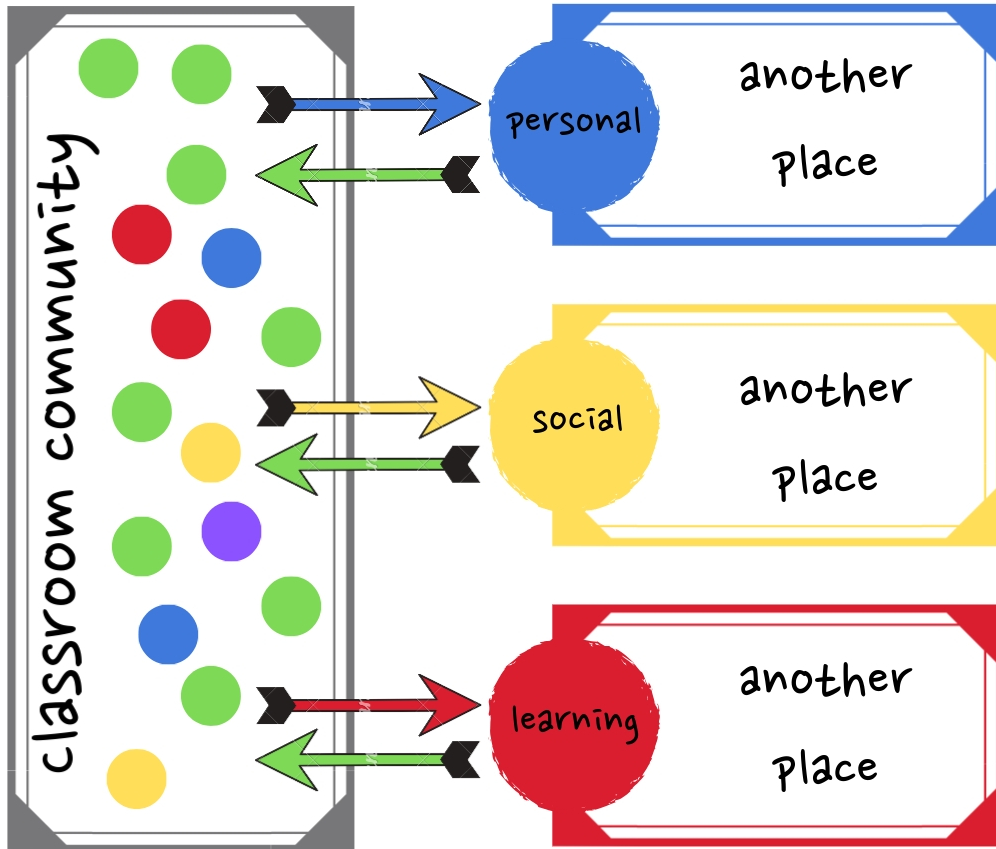
www.blogsomemoore.com

- What are you learning?
- What questions are coming up for you?

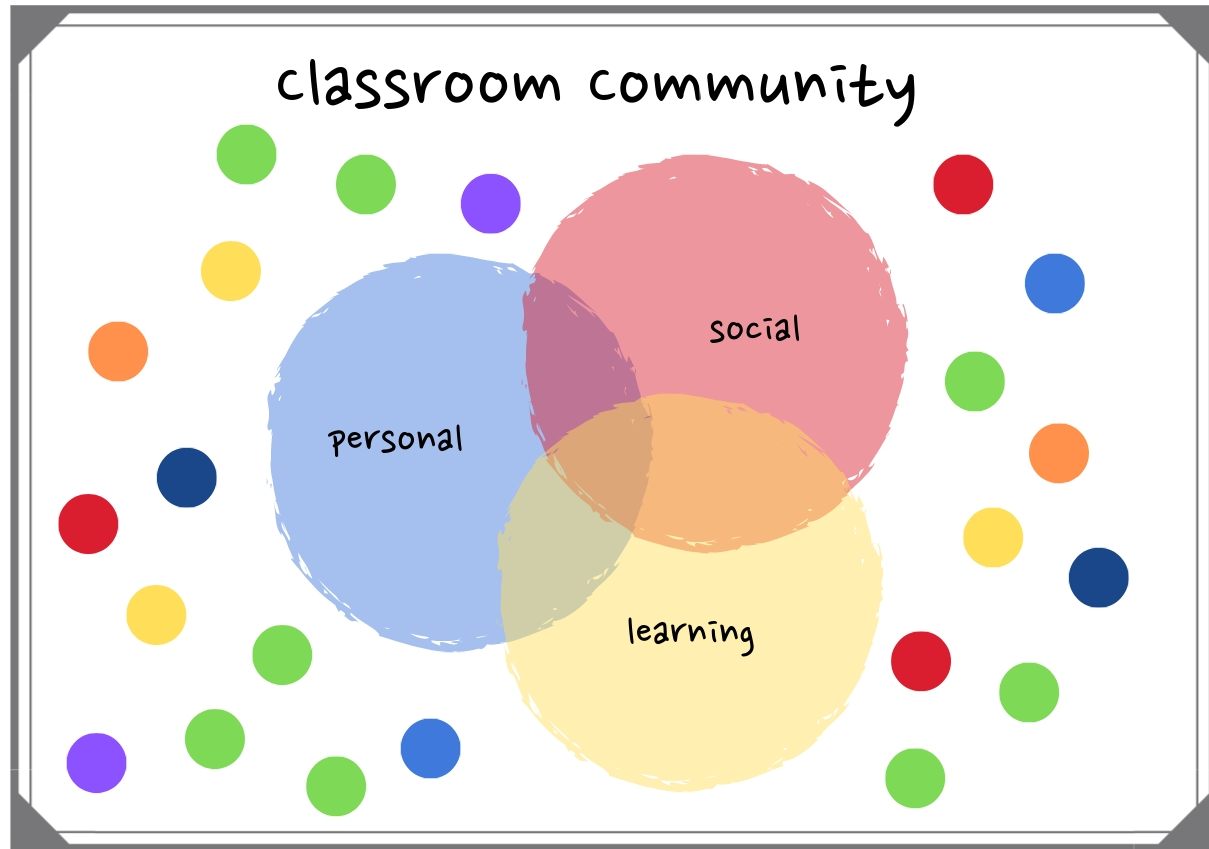# PURPOSE: THE MEDICAL PARADIGM

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PURPOSE: THE INCLUSIVE PARADIGM

classroom community

personal

social

learning

Shifting from Special Education to Inclusive Education

SHIFTING OUR SUPPORT MODELS

Shifting from Special Education to Inclusive Education

The cupcake Model

Literacy

ELL

SLP

Behaviour

Numeracy

Trauma

Emotional

Regulation

cultural

Special Education

Medical Model

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Shifting from Special Education to Inclusive Education

The cupcake model

The layered cake model

Literacy | ELL | SLP

Behaviour | Numeracy | Trauma

Emotional | Regulation | cultural

literacy
numeracy
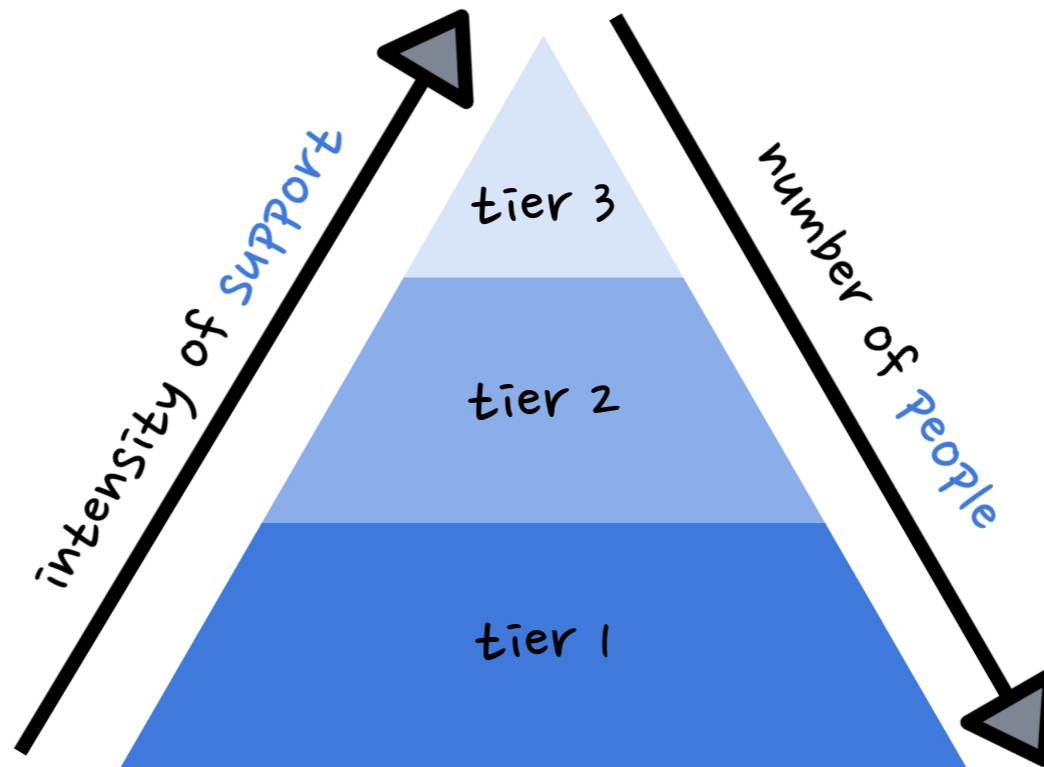trauma
behaviour
SLP
cultural

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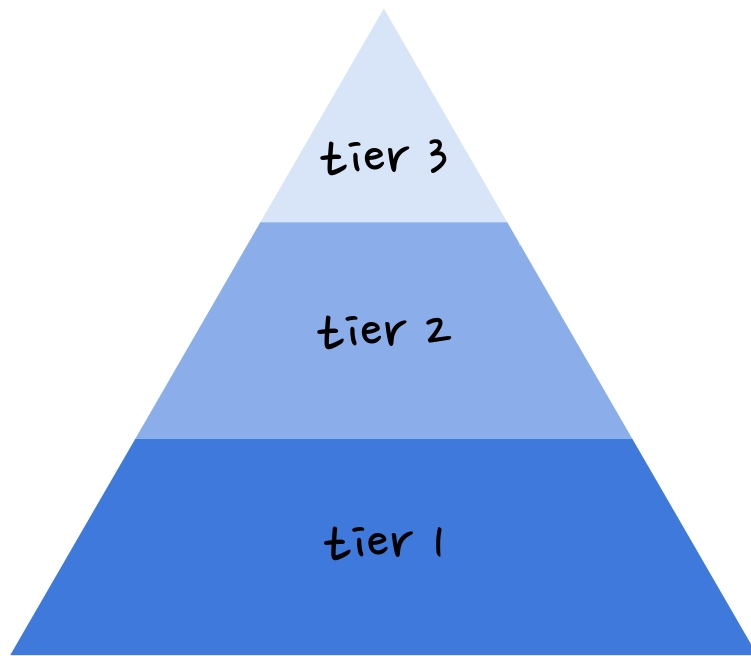
Shifting from Special Education to Inclusive Education

The layered cake model

Shifting from Special Education to Inclusive Education

Shifting from Special Education to Inclusive Education
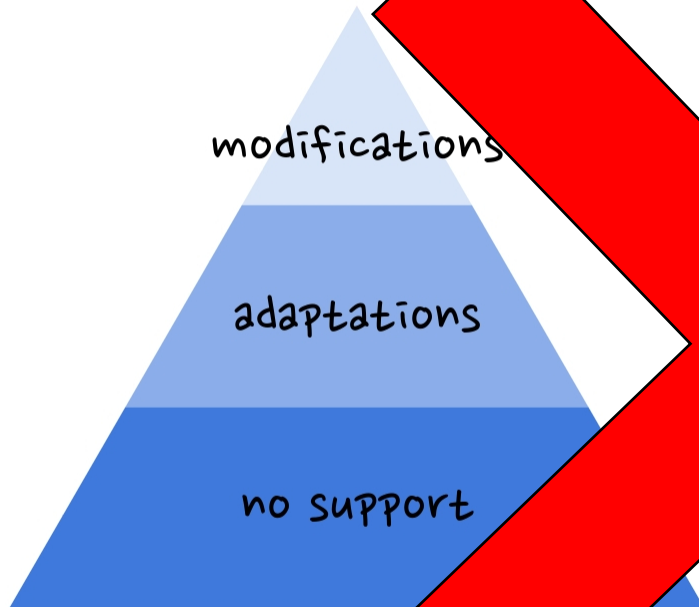
RTI: RESPONSE TO INTERVENTION

tier 3

tier 2

tier 1

- early intervention of support
- assessment of students
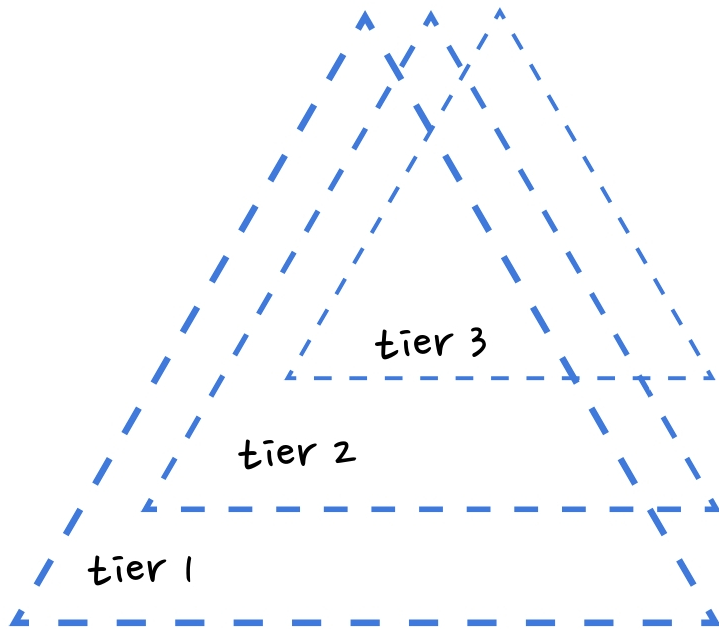- regulated supports
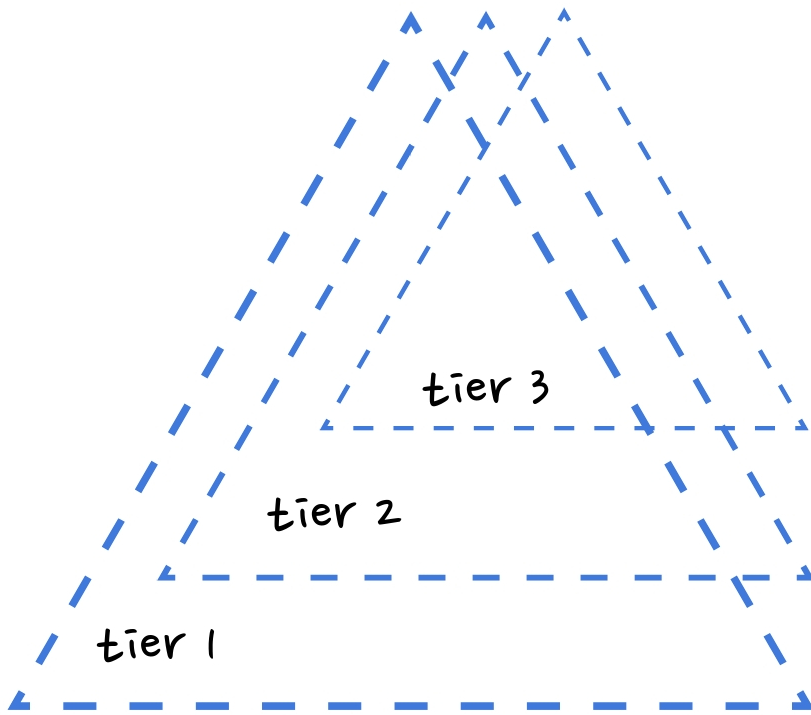
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Shifting from Special Education to Inclusive Education

Shifting from Special Education to Inclusive Education

Shifting from Special Education to Inclusive Education

RTI: RESPONSE TO INSTRUCTION

tier 3

tier 2

tier 1

- early instruction of support
- assessment of the environment
- universal supports
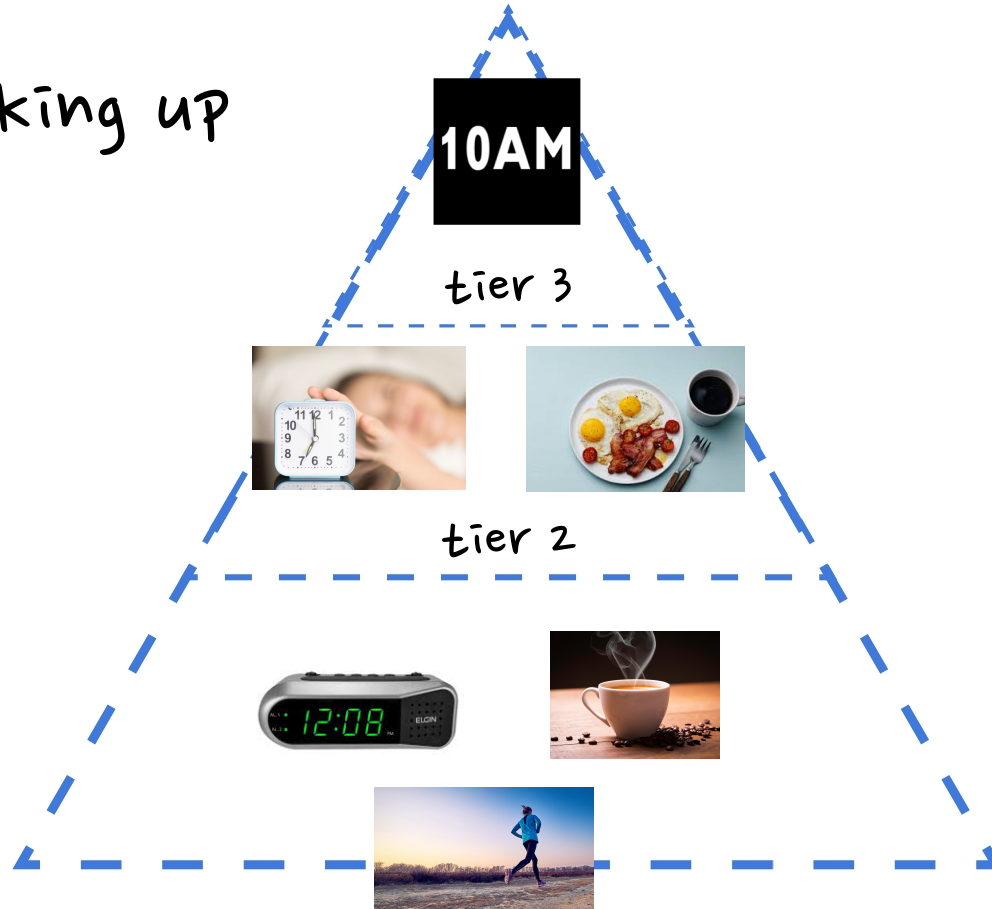
How do we reduce barriers in a classroom and/or school?

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

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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?

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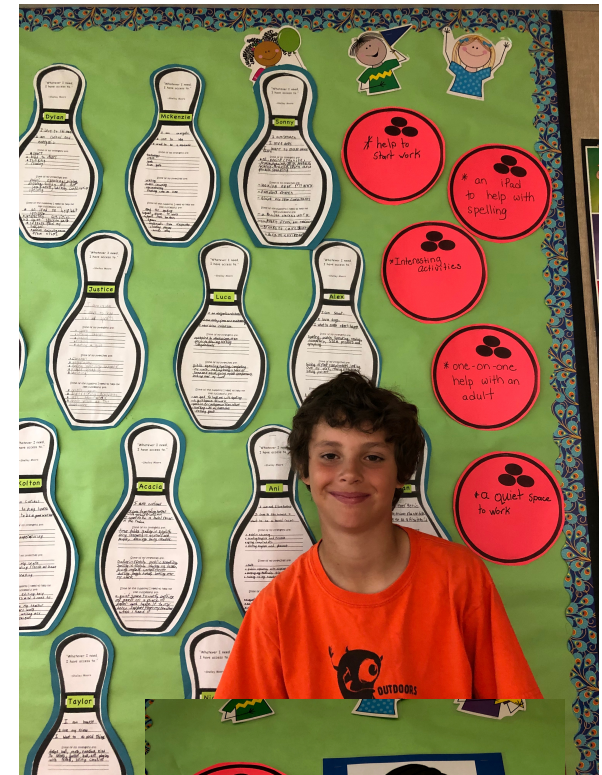
Inclusive Education:

How do we shift to NEEDS Based Support?
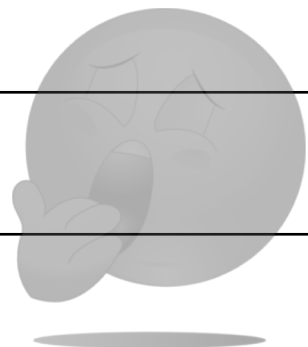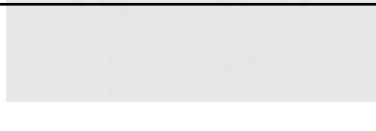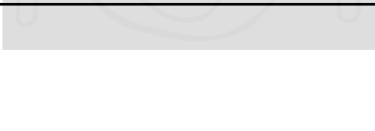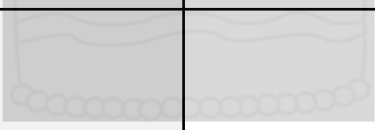
Classroom Support Plan

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			

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		
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**			
Need Ability	**ST, AT**			
Need Processing Speed	**JC, CH, JK, IR, LV, DV**			
Need Self Esteem	**JB, RJ, FK, AT, ST, LV, DV, CH**			
Need Memory	**DA, JB, JC, CH, FK, JK, JP(f), CS, AT, ST, LV, DV**			
who needs the most challenge **JP, CG, LJ**		Range of Support (MTLS)		

Classroom Support Plan

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
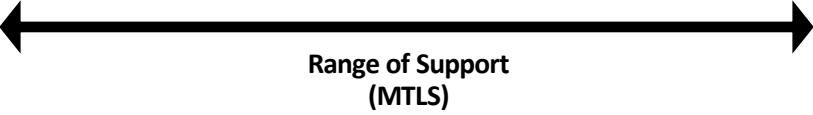
Supports vs. Resources

People
Funding
Time

Classroom Support Plan

Teacher(s): C. Woods   Support Staff: L. Veary (LST), K. Eigler (EA)   Lens: Math 8

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**			
Need Ability	**ST, AT**			
Need Processing Speed	**JC, CH, JK, IR, LV, DV**			
Need Self Esteem	**JB, RJ, FK, AT, ST, LV, DV, CH**			
Need Memory	**DA, JB, JC, CH, FK, JK, JP(f), CS, AT, ST, LV, DV**			
who needs the most challenge JP, CG, LJ		Range of Support (MTLS)		

Range of Students (RTI)

Classroom Support Plan

Teacher(s): C. Woods   Support Staff: L. Veary (LST), K. Eigler (EA)   Lens: Math 8

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**	• Visual instructions • Pre teach vocabulary • Structured agenda support	• 2 min breaks • Using a computer for tasks • Work bin	
Need Ability	**ST, AT**	• concept based planning • random/ strategic seating • access point/ scaffolding	• Quiet location • home-communication • unlimited time for assessment	
Need Processing Speed	**JC, CH, JK, IR, LV, DV**	• Develop/practice basic math fluency (without calculator, with manipulatives, not timed) • Windows of due dates • No marks lost for late assignments	• Choice of complexity	CH– Assistive tech (Computer)
Need Self Esteem	**JB, RJ, FK, AT, ST, LV, DV, CH**	• Strength based goals (I can…) • Strategic groupings • Build community	• Check ins	
Need Memory	**DA, JB, JC, CH, FK, JK, JP(f), CS, AT, ST, LV, DV**	• Structured agenda support • Task chunking/ reference • Highlight verbs/ key words in tasks	• Home communication • Calculator • Colour coding	
who needs the most challenge **JP, CG, LJ**		**Range of Support** **(MTLS)**		

Range of Students (RTI)

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

Range of Support

Students…		Strategies & Supports		
Who needs the most support D.L, R.Y, O.M.		**Universal Support** (Good for ALL)	**Targeted Support** (CHOICE for ALL)	**Essential Support** (Good for ONE)
Need LD	D.L., J.K., S,W	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	
Need Behaviour	R.Y., I,D., F, C, G, J., OM, DL	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
Need LGBTQ2S+	G, J.	Text that includes diverse characters, avoid binary (students, folks, everyone), "safe place" sticker	opportunities for leadership, ask(and honour) preferred pronoun	
Need ELL	P, K., I, L, E, E, OM	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
Need Anxiety	R.R.	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	
Who needs the most challenge I.L.., R.R		**Reconciliation & Equity Targets:** - Targeting text from Indigenous perspectives, attending to alternative points of view - Appreciation circle once a week		

Range of Students

Classroom Support Plan

Classroom Support Plan
Teacher(s):Mr. B   Support Staff: Ms. C (EA)   Class: Grade 2

Range of Support

Range of Students

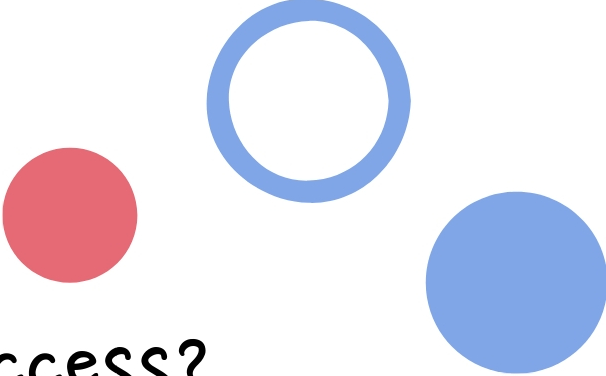| Students…		Strategies & Supports		
Who needs the most support J.W.		**Universal Support** (Good for ALL)	**Targeted Support** (CHOICE for ALL)	**Essential Support** (Good for ONE)
Need Cognitive	**J.W.**	Start lesson with accessible task how to work with J.W., building community activities, manipulatives,	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,
Need Vision	**R.P**	Large print & high contrast outline of handouts, do not change furniture floor plan	Sitting close proximity to front of class	Magnifier,
Need Trauma	**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
Need ELL	**Y.I., O.R., B, F, N.M**	Teach important vocabulary for a lesson, visuals, manipulatives & visuals, strategic partnering, math word wall		translator
Need Anxiety	**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	
Who needs the most challenge I.K., R.M.		**Reconciliation & Equity Targets:** - Sharing local Indigenous content for math concepts - Standards based grading and reporting		

Classroom Support Plan

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Classroom Support Plan

Teacher(s):   Support Staff   Lens:

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				

Range of Students (RTI)

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?

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