

# SHELLEY MOORE



@tweetsomemoore



@fivemooreminutes



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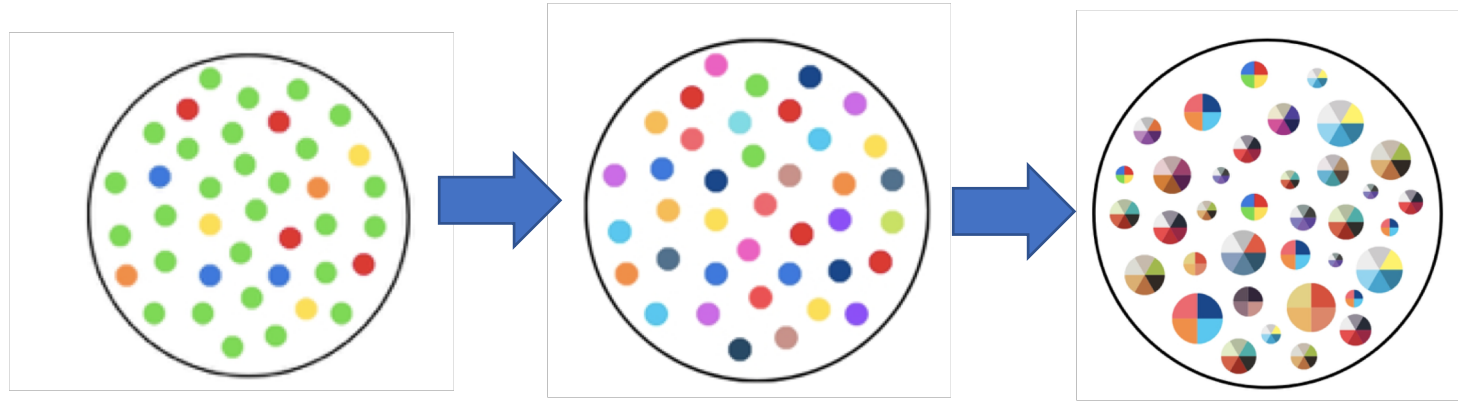
[www.fivemooreminutes.com](http://www.fivemooreminutes.com)

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



# Hello!

- What do you remember from our last time together?
- What have you tried?
- What are you noticing?
- What questions are coming up?

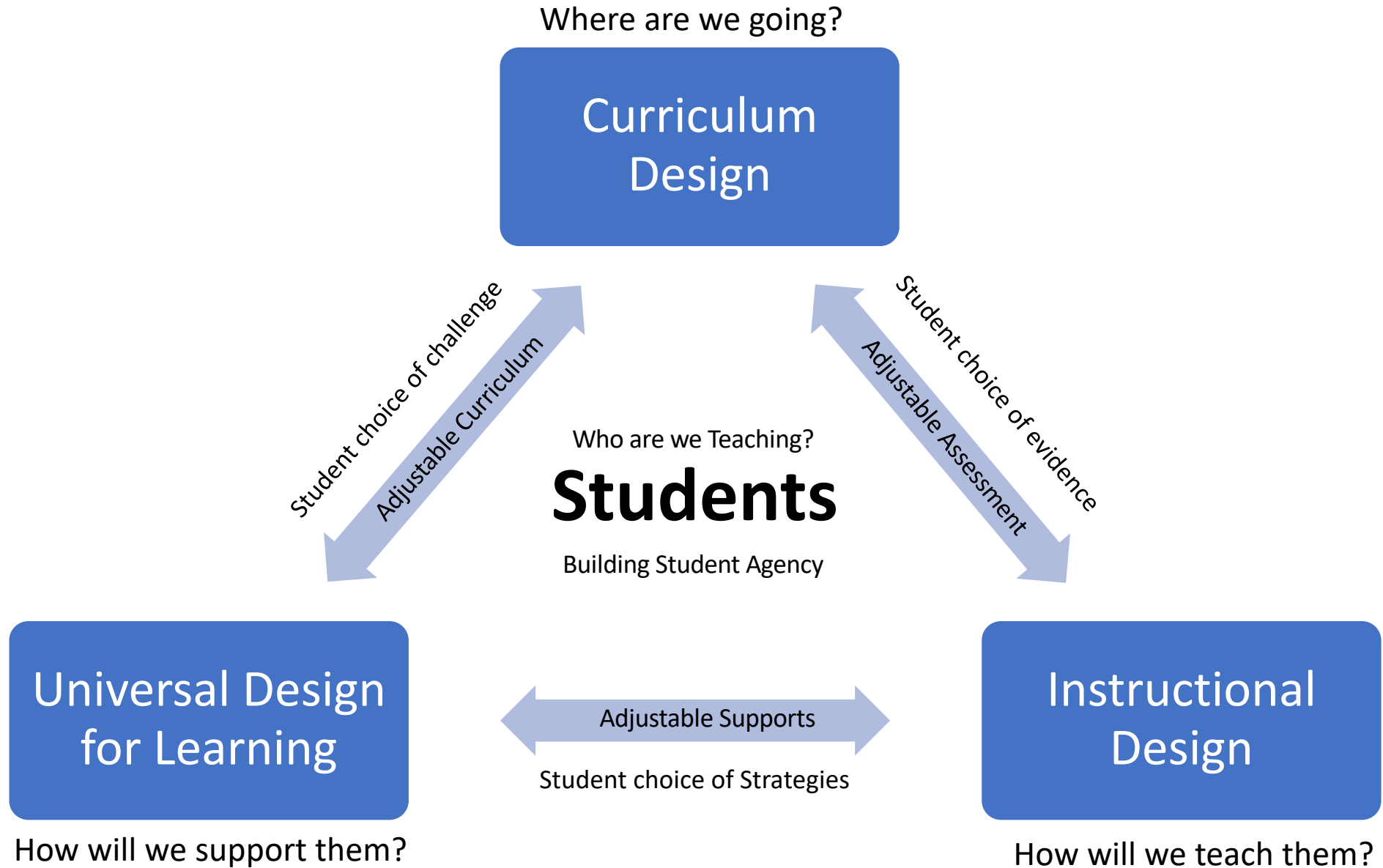


How do we include  
people who are  
different

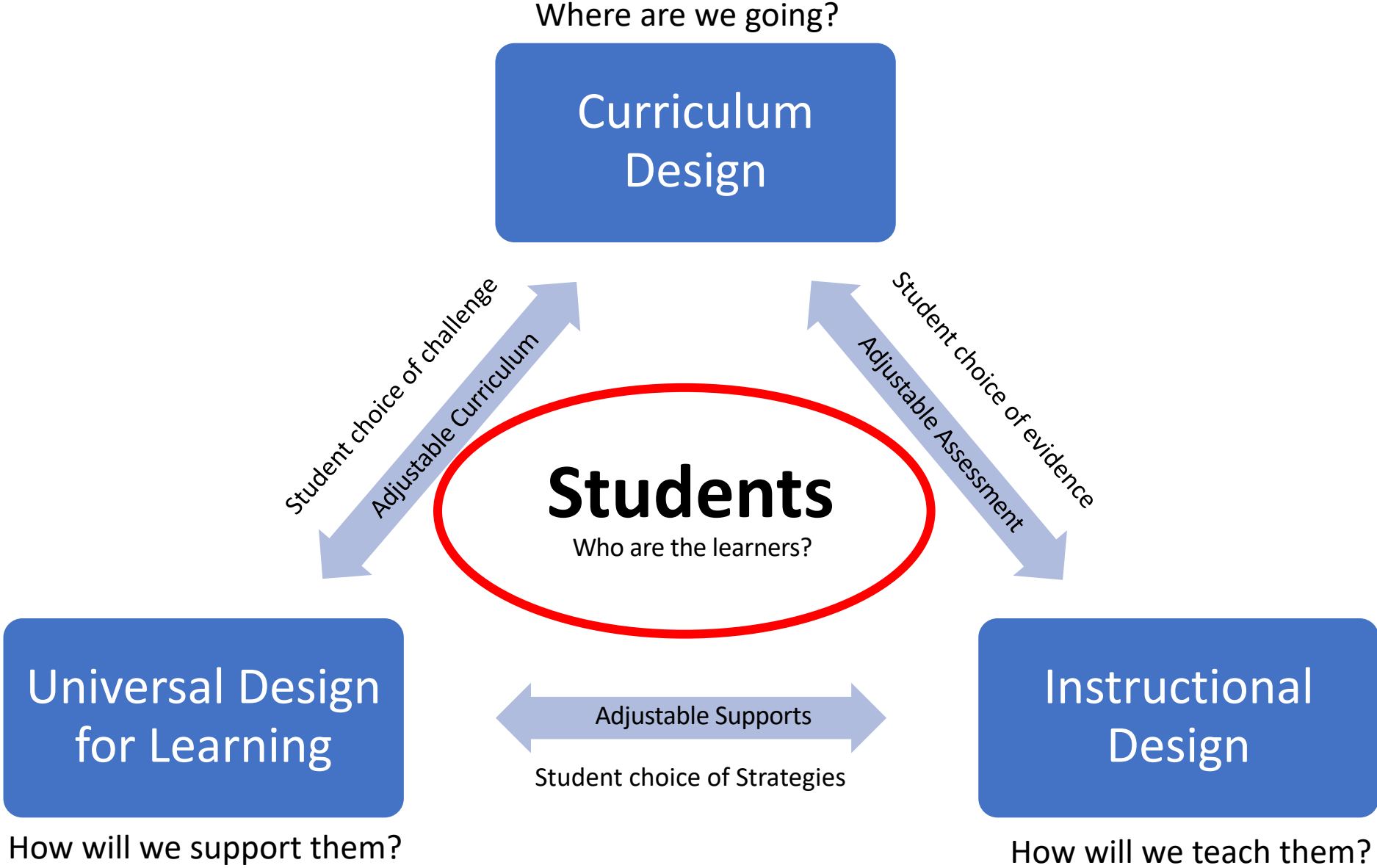
How do we teach  
to diversity?

How do we  
teach to  
identity?

# 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)		

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

Interests of the class	Classroom Strengths	Classroom Stretches
- 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:

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>	<p>We can use see our real life experiences to connect school learning to students’ lives</p> <p>We can value each others’ gifts and contributions</p>

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

**Decision:** Core competencies to

**Strengths**

**Identities**

**Interests**

**Goals**

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

**Strategies**

**Needs**

**Barriers**

**Supports**

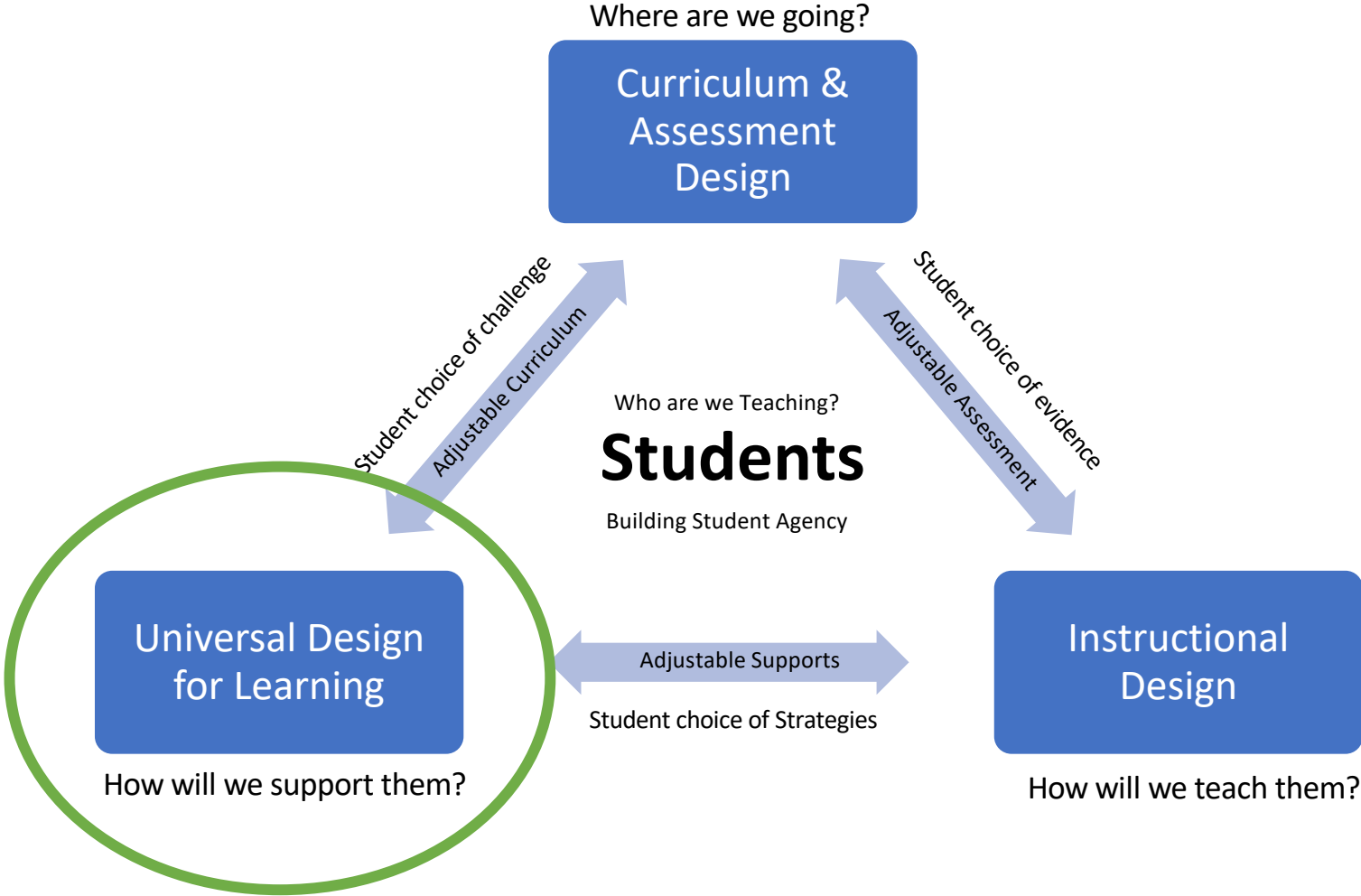
# For next session:

- Bring back the class review that you worked on today
- Try SOMETHING
  - Class core competencies
  - Student profiles
  - Class inventory
  - Passion day
- BRING back something you tried!
  - Share

# Next time we are together

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

# How can we change the system? Designing with Equity in Mind

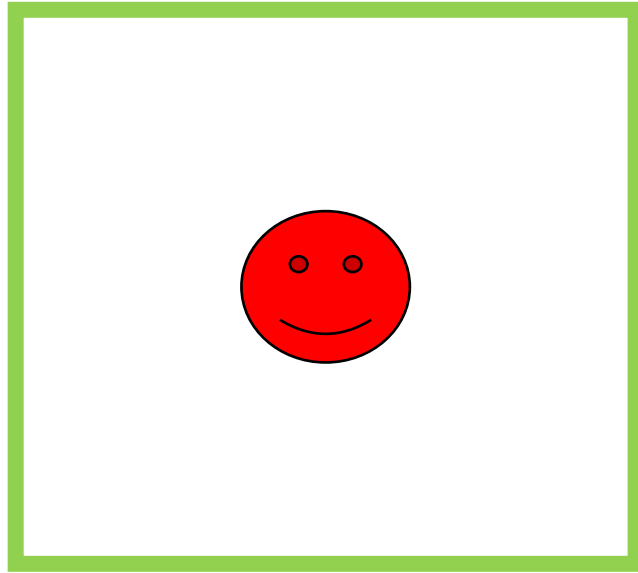


# A shift in paradigm...

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**
- The **less** a context is **disabling**, the **less support** an individual needs

# Shifting the Paradigm: Medical Model of Disability

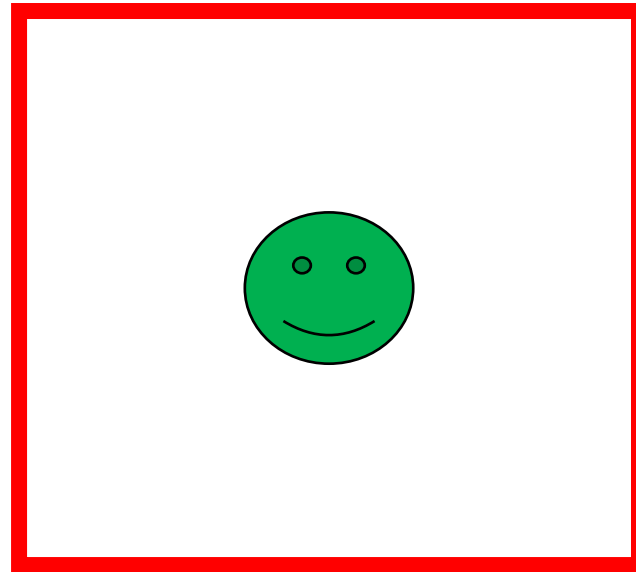


Identify the problems in the student

Fix the student

# Shifting the Paradigm: Social Model of Disability

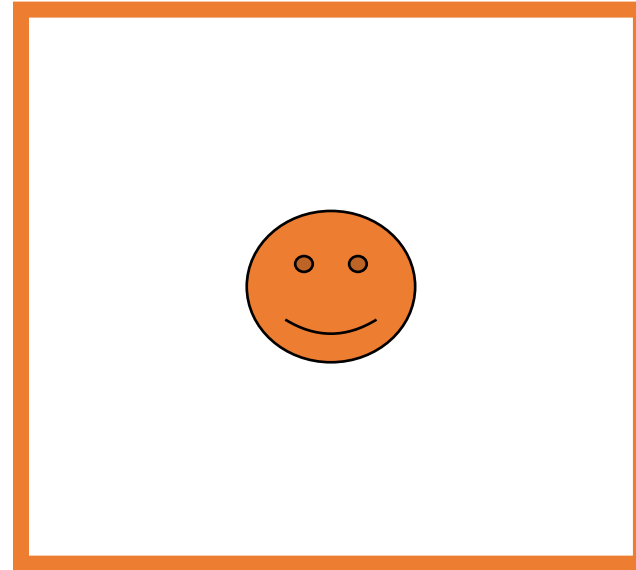
Identify the problems  
in the environment



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

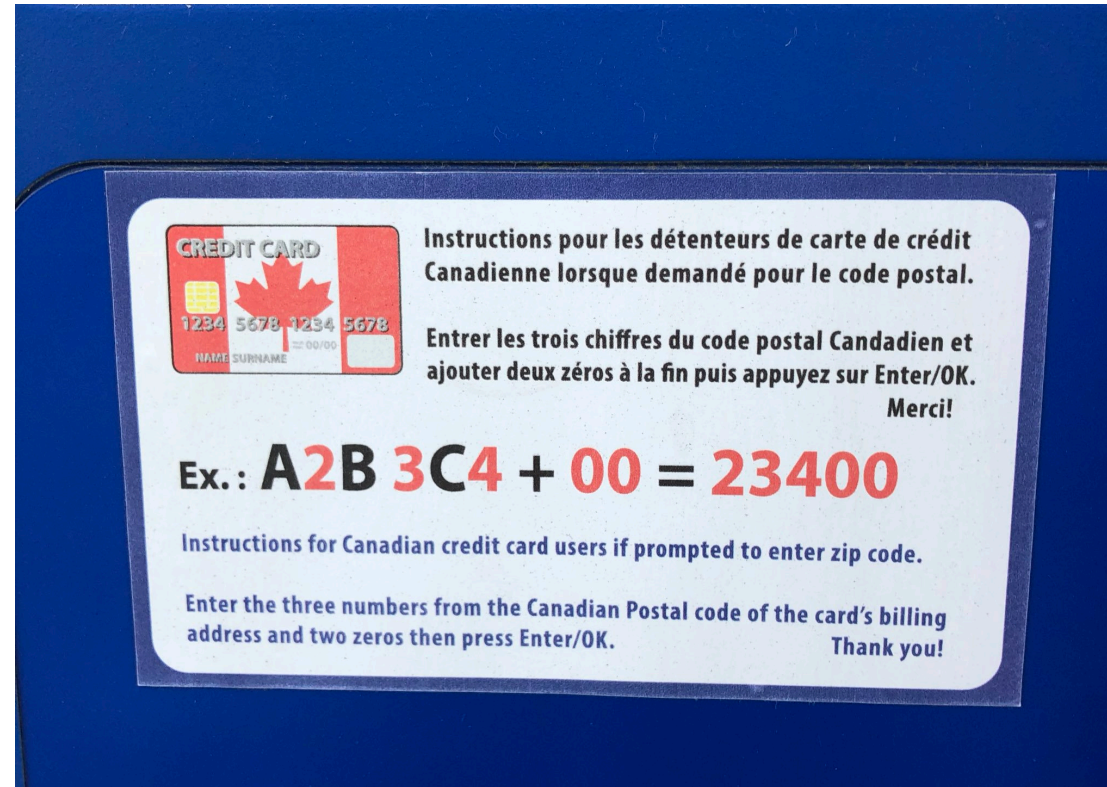
**Deficit:** Shelley can't fill up with gas in America

**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

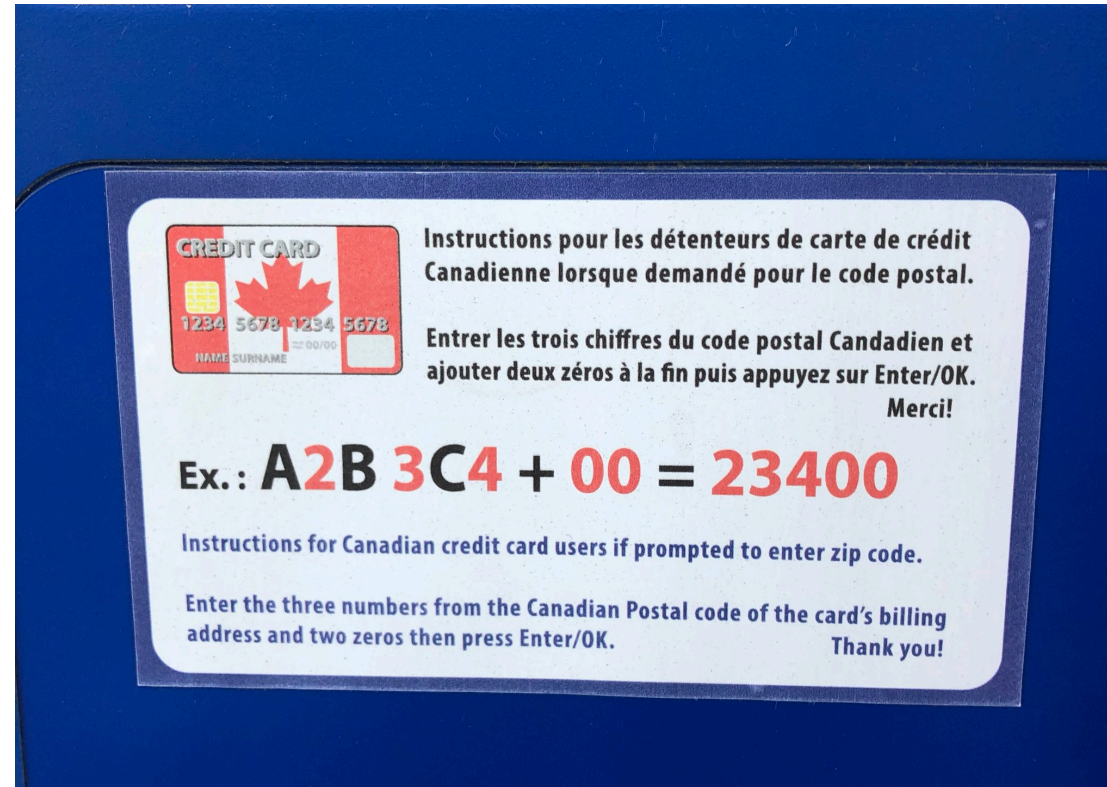
**Purpose:** Filling up with gas

**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

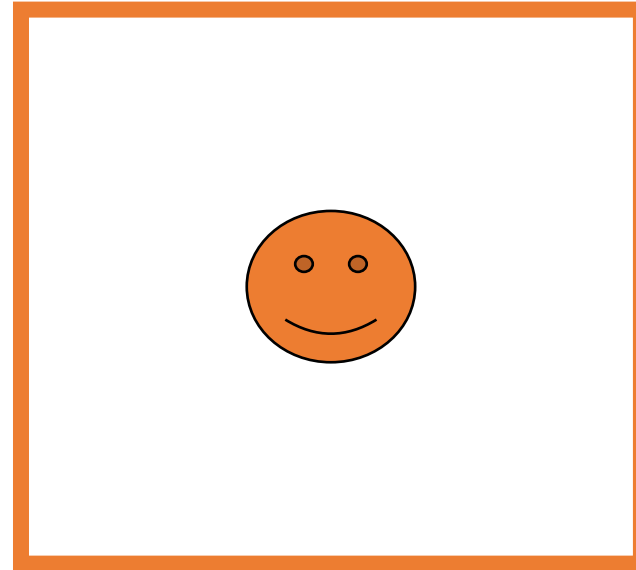
# What are the barriers in a classroom?



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

# 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!**





# SHIFTING OUR SUPPORT MODELS

# The cupcake Model



Special Education

Medical Model

## The cupcake model



Shelley Moore, 2019

## The layered cake model



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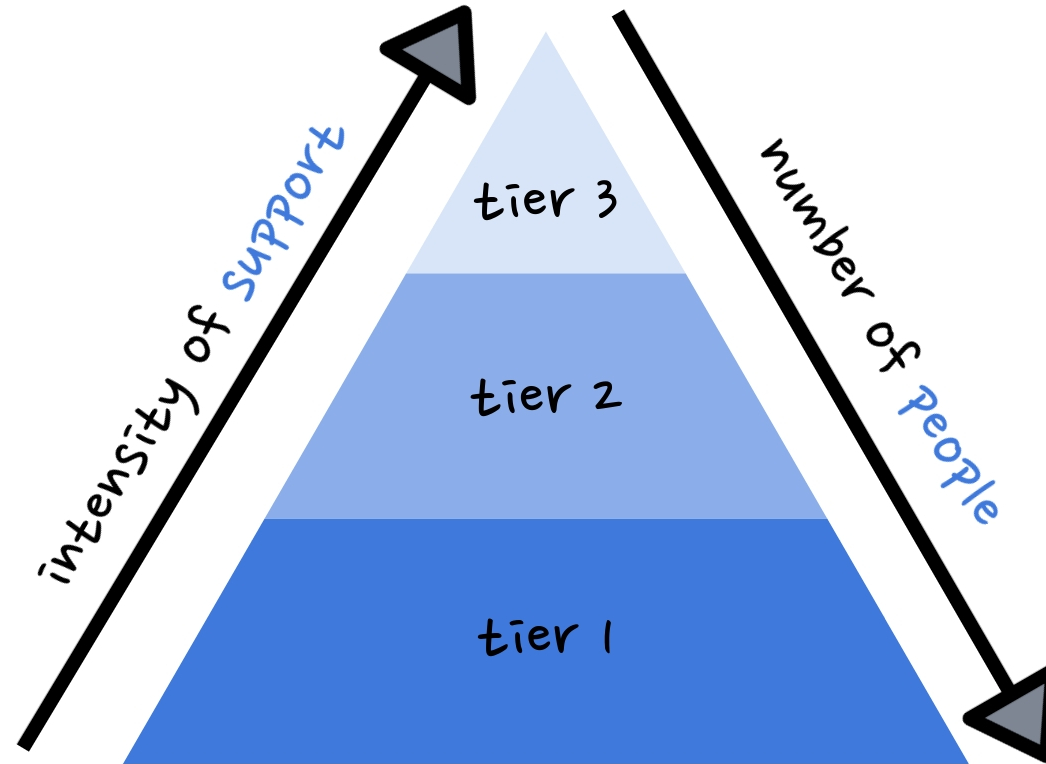
# The layered cake model



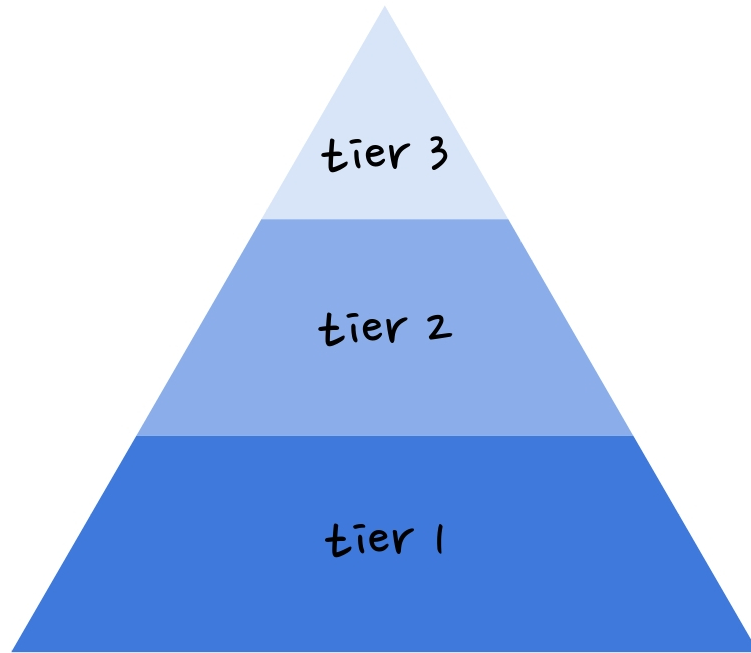
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# RTI: RESPONSE TO INTERVENTION

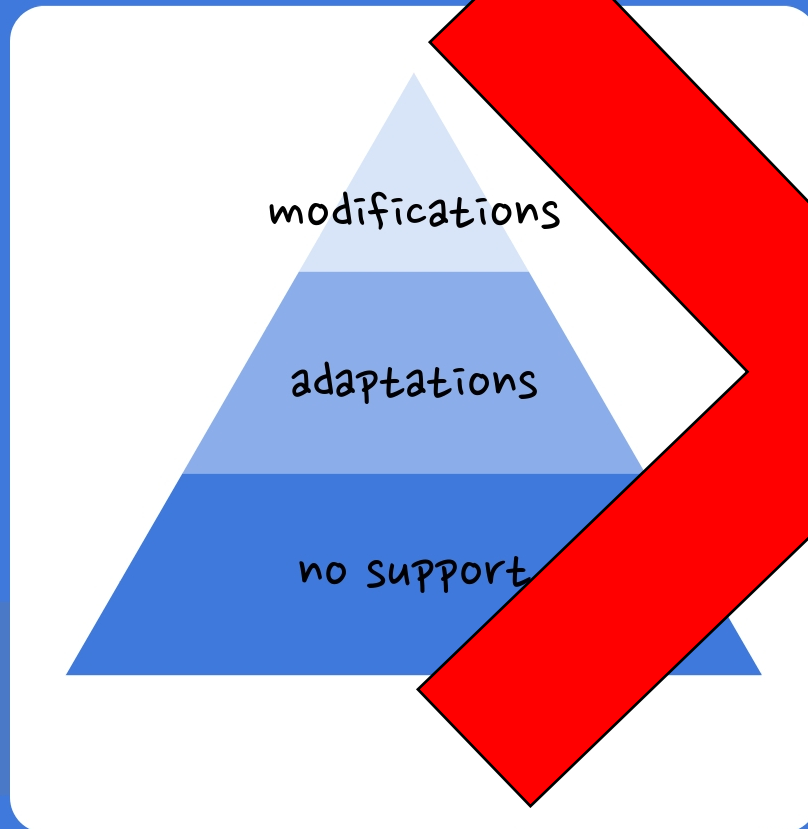


# RTI: RESPONSE TO INTERVENTION

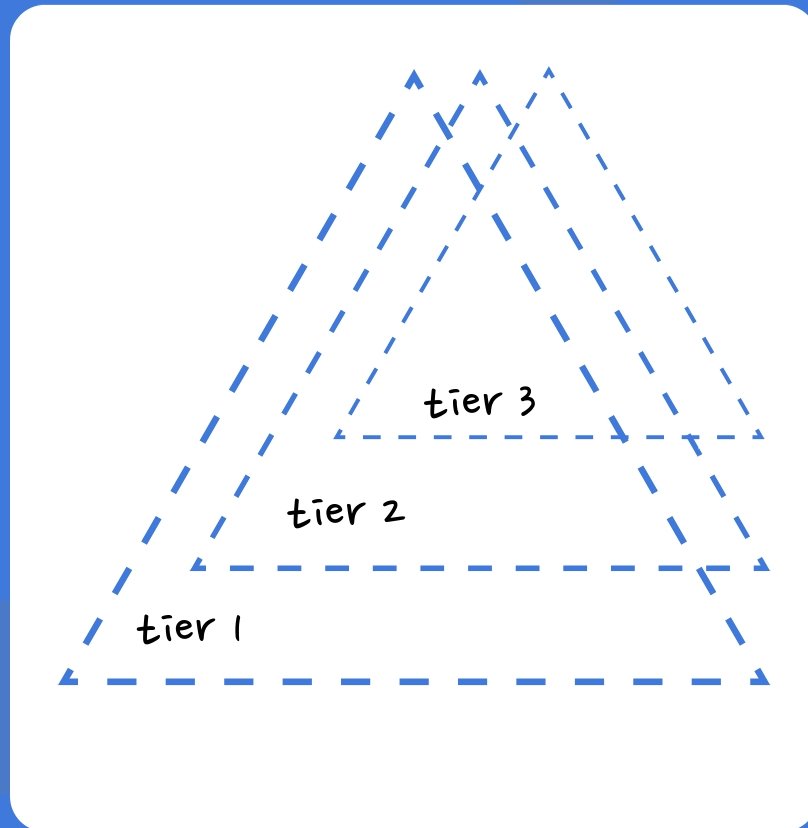


- early intervention of support
- assessment of students
- regulated supports

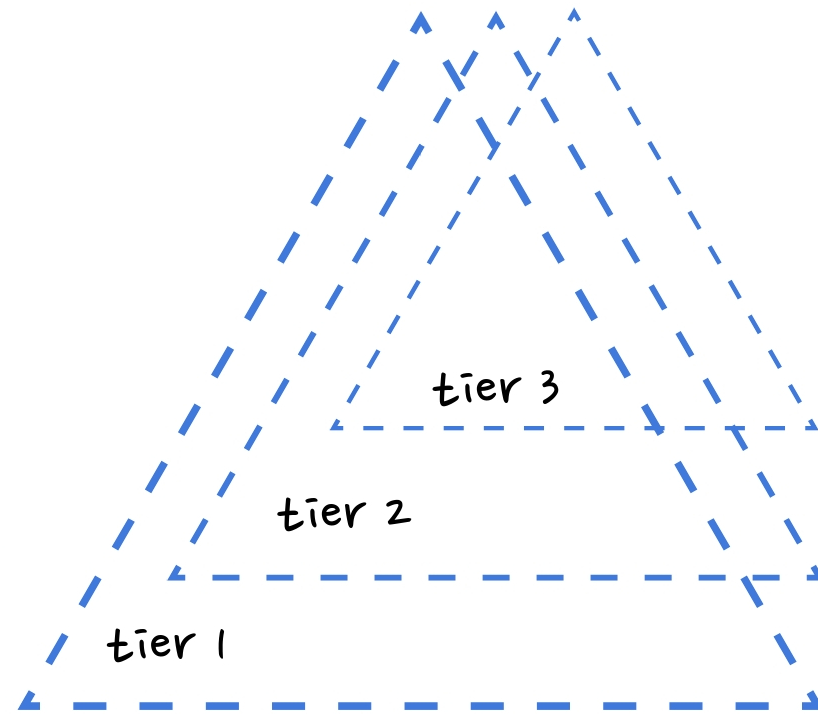
# RTI: RESPONSE TO INTERVENTION ??



# RTI: RESPONSE TO INSTRUCTION



# RTI: RESPONSE TO INSTRUCTION

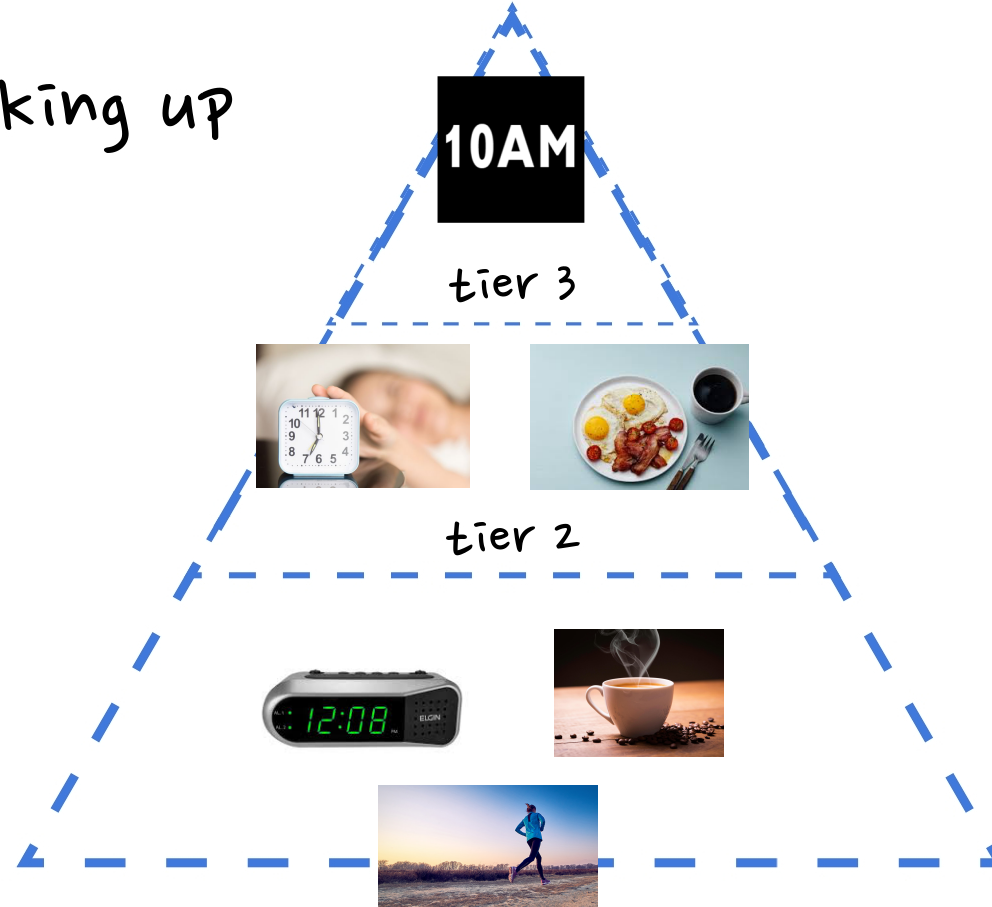


- early instruction of support
- assessment of the environment
- universal supports

# RESPONSE TO INSTRUCTION



Lens: waking up



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# RESPONSE TO INSTRUCTION

- SUPPORTS are determined BEFORE teaching
- SUPPORTS are designed for specific students
- SUPPORTS are taught to ALL students
- SUPPORTS are available to ALL students



# THE **SUPPORT** EQUATION

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










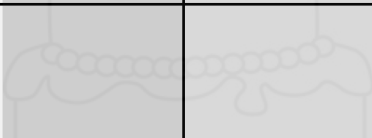




Response to  
Instruction

Universal  
Design for  
Learning

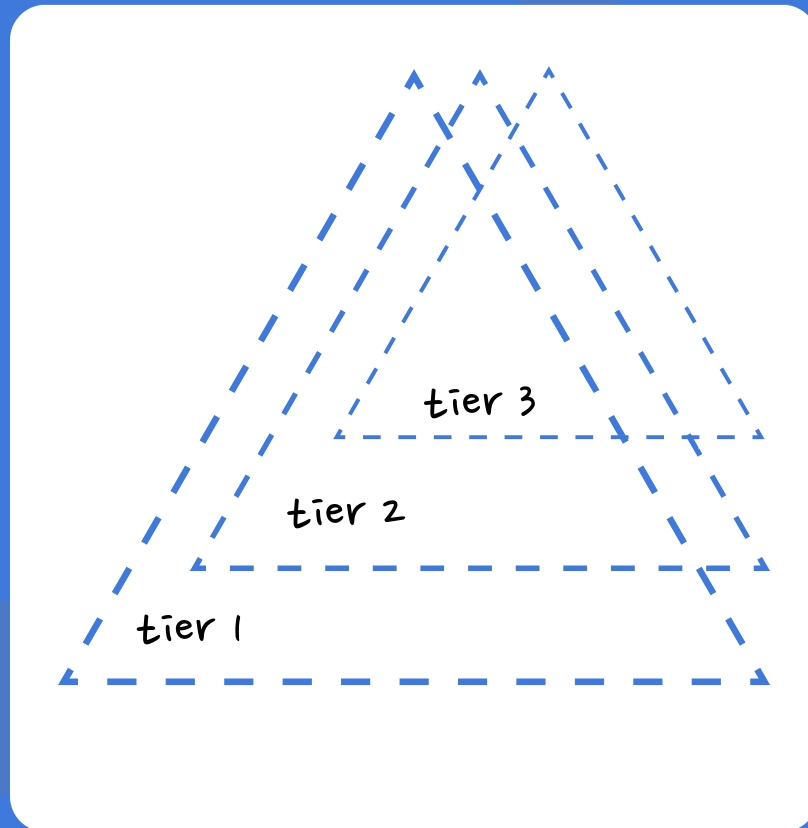
Self Regulation  
for  
Learning



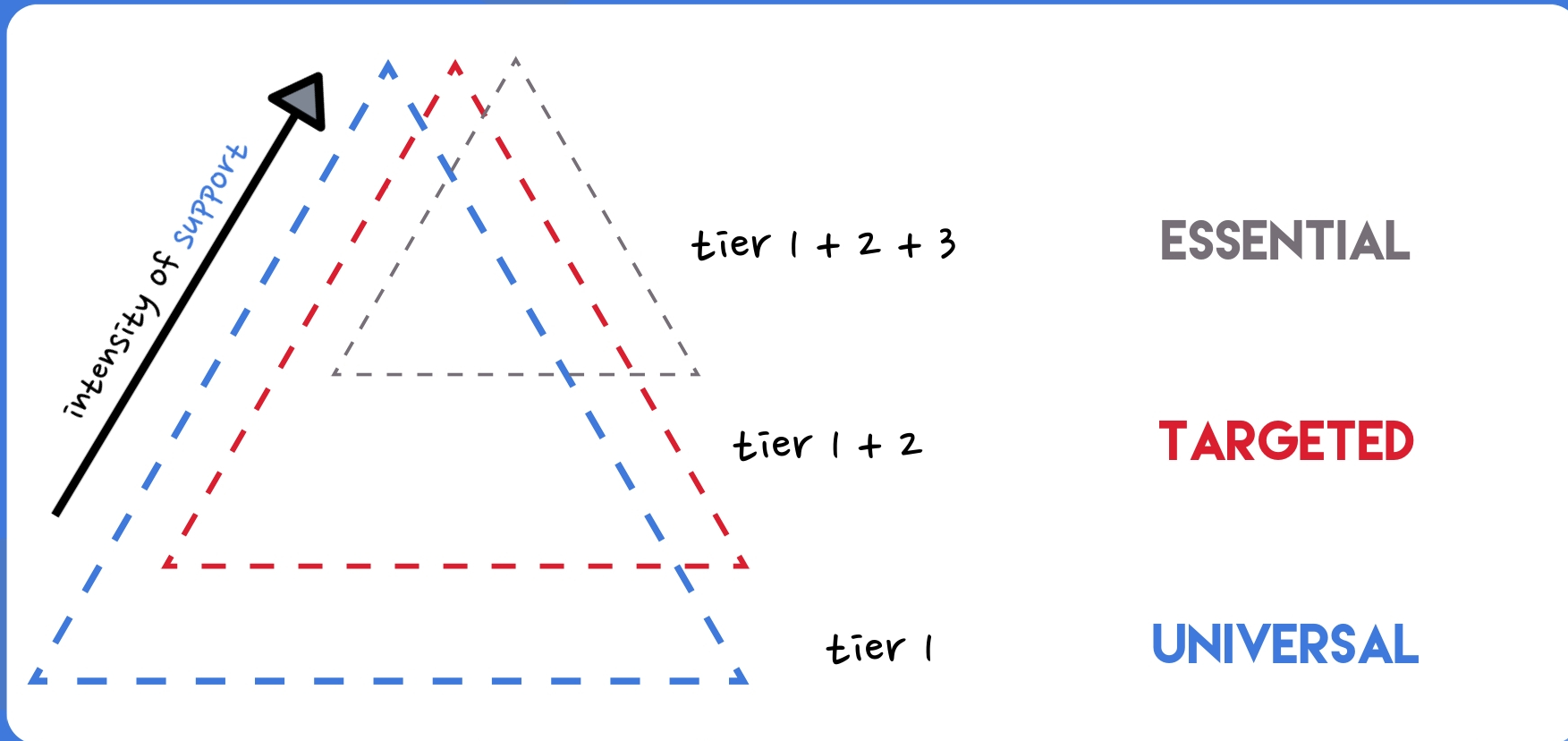


Students...		Strategies & Supports		
who needs the most support		<b>Universal Support</b> (Good for ALL)	<b>Targeted Support</b> (CHOICE for ALL)	<b>Essential Support</b> (Good for ONE)
Need				
Need				
Need				
Need				
Need				
who needs the most challenge				










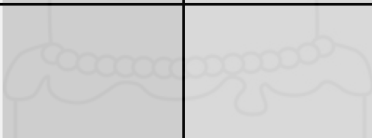
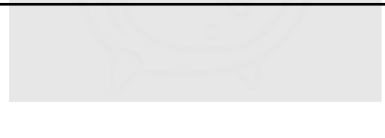



# RTI: RESPONSE TO INSTRUCTION



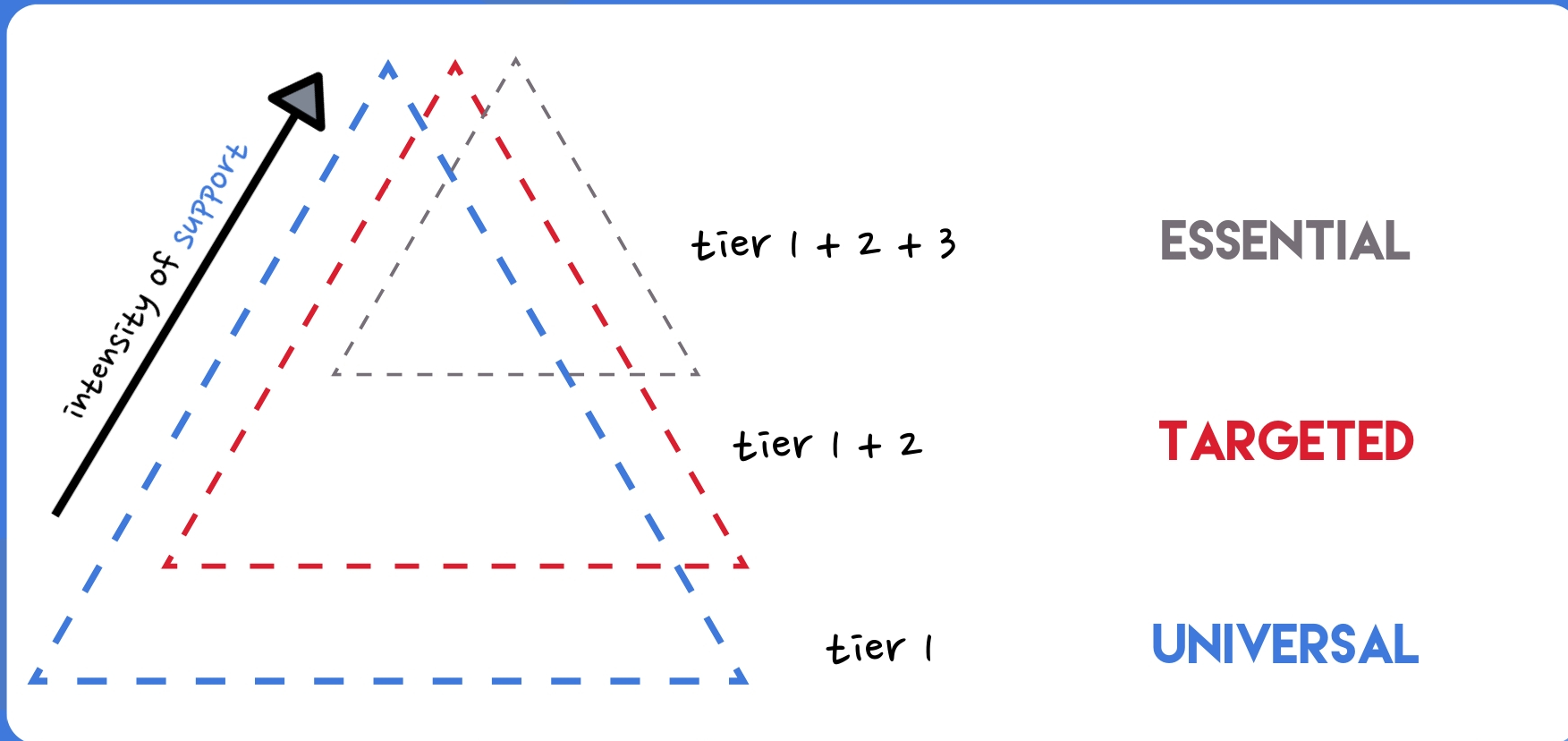
# RTI/MTLS












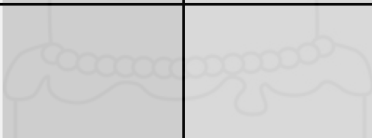






Students...		Strategies & Supports		
who needs the most support		<b>Universal Support</b> (Good for ALL)	<b>Targeted Support</b> (CHOICE for ALL)	<b>Essential Support</b> (Good for ONE)
Need				
Need				
Need				
Need				
Need				
who needs the most challenge				

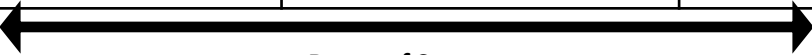
# RTI/MTLS





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

5 <b>Classroom Support Plan</b>		
Teacher(s): C. Woods	Support Staff: L. Veary (LST), K. Eigler (EA)	Lens: Math 5

Students...		Strategies & Supports		
who needs the most support		Universal Support (Good for ALL)	Targeted Support (CHOICE for ALL)	Essential Support (Good for ONE)
<b>Need</b>				
<b>Need</b>				
<b>Need</b>				
<b>Need</b>				
<b>Need</b>				
who needs the most challenge		 <b>Range of Support (MTLS)</b>		

Range of Students (RTI)

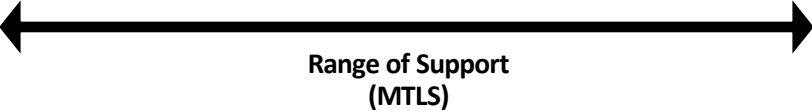
# What are our **needs**? (replacing weaknesses)

- 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 Needs	Who/ What resources in my community can I talk to/ refer to?	Priority	Next step	As Soon as Possible
Anger				y
Anxiety		y		
Articulation				y
Ability*		y		
Attention			y	
Memory*		y		
Executive function			y	
Fine motor			y	
listening				y
Mental health			y	
Non verbal				y
Personal care				y
Processing Speed*		y		
Self Esteem		y		
Sensory				y

**Classroom Support Plan**  
 Teacher(s): C. Woods      Support Staff: L. Veary (LST), K. Eigler (EA)      Lens: Math 5

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		 Range of Support (MTLS)		

Range of Students (RTI)

## What are supports?

- What are some tools that I can use to help me learn?
- These **tools** help me to pay attention and keeps me interested?

## What are strategies?

- 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?

# Supports vs. Resources

People  
Funding  
Time

# Classroom Support Plan

Teacher(s): C. Woods      Support Staff: L. Veary (LST), K. Eigler (EA)      Lens: Math 5

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	<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>	
<b>Need</b> 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>	
<b>Need</b> 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)
<b>Need</b> 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>	
<b>Need</b> 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>	
<b>who needs the most challenge</b> JP, CG, LJ				

Range of Students (RTI)

Range of Support (MTLS)

# Classroom Support Plan

Teacher(s): Mr. Support Staff: Ms. L (support teacher last 20 min of block) Class: Grade 4

## Range of Support

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 Learning</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				

Range of Students

**Classroom Support Plan**  
 Teacher(s): Mr. B      Support Staff: Ms. C (EA)      Class: English 10

**Range of Support**

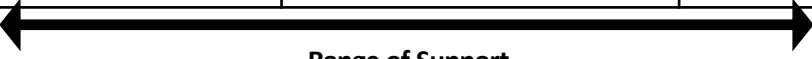
Students...		Strategies & Supports		
<b>Who needs the most support</b> J.W.		<b>Universal Support</b> (Good for ALL)	<b>Targeted Support</b> (CHOICE for ALL)	<b>Essential Support</b> (Good for ONE)
<b>Need Cognitive</b>	J.W.	Start lesson with accessible task how to work with J.W., building community 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.				

# Strategy: taking a 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?



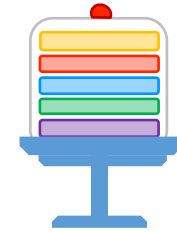
<b>Classroom Support Plan</b>		
Teacher(s):	Support Staff	Lens:

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 Support (MTLS)		

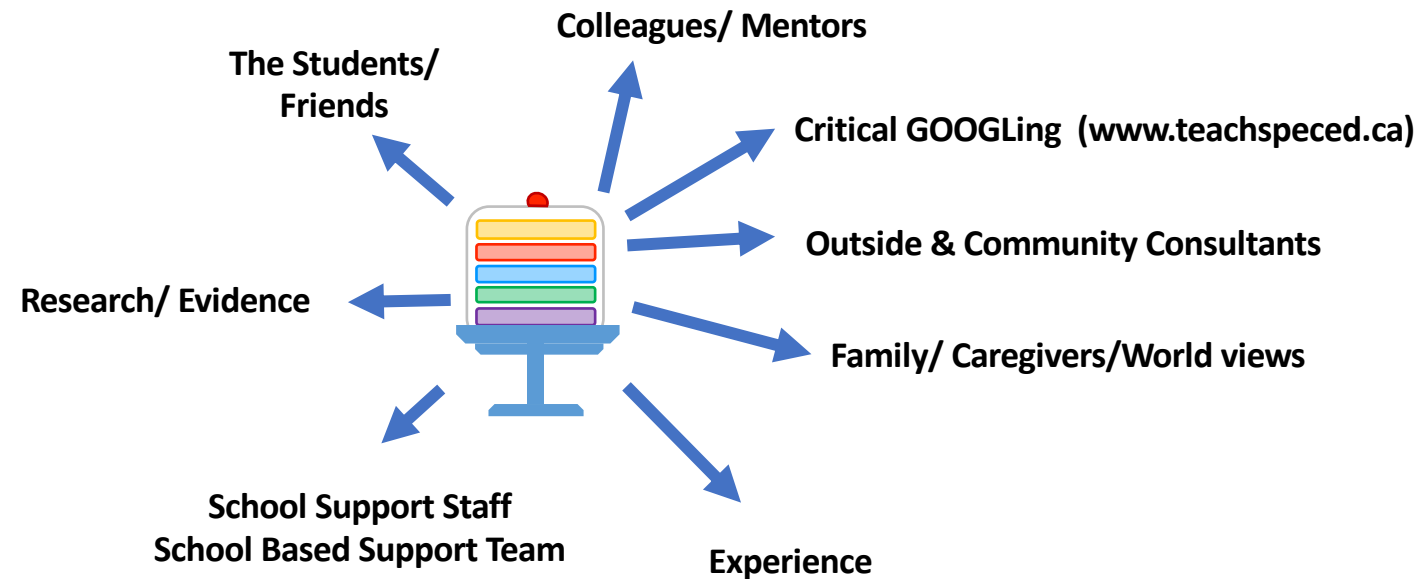
Range of Students (RTI)



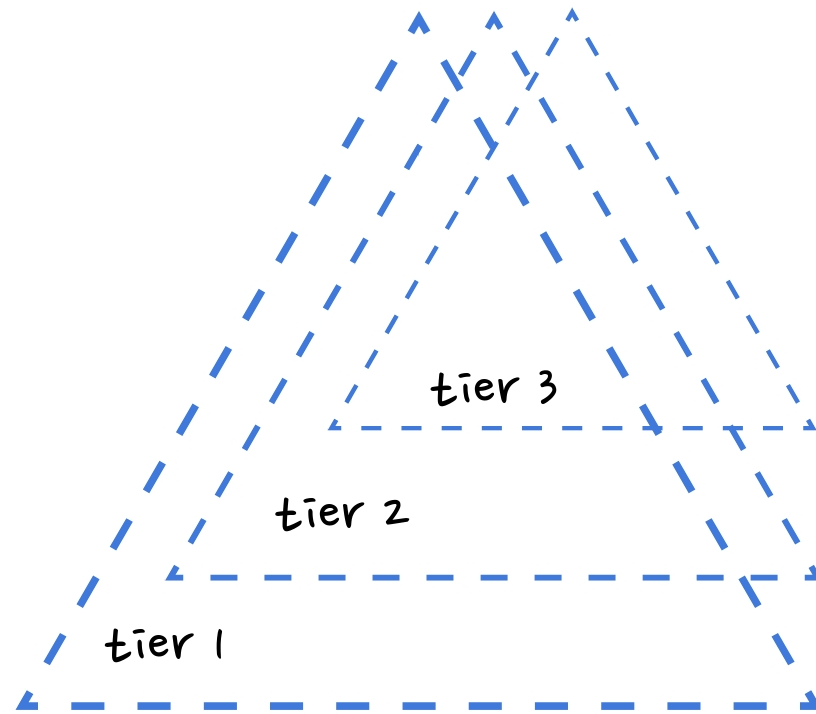
## Layered Support Cake of Love: Classroom Support Plan



How do we figure out supports or strategies students need?



# RTI: RESPONSE TO INSTRUCTION



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