

NEXWLÉLEXM (BOWEN ISLAND)

- The Islands Trust council acknowledges that the lands and waters that encompass the Islands Trust Area have been **home to Indigenous peoples** since **time immemorial** and honours the **rich history, stewardship, and cultural heritage** that embody this place we all call home.
- The Islands Trust council is committed to establishing and maintaining mutually **respectful relationships** between Indigenous and non-Indigenous peoples. Islands Trust states a **commitment to Reconciliation** with the understanding that this commitment is a **long-term relationship-building and healing process**.
- The Islands Trust council will strive to **create opportunities for knowledge-sharing** and understanding as people come together to **preserve and protect** the special nature of the islands within the **Salish Sea**.



SHELLEY MOORE



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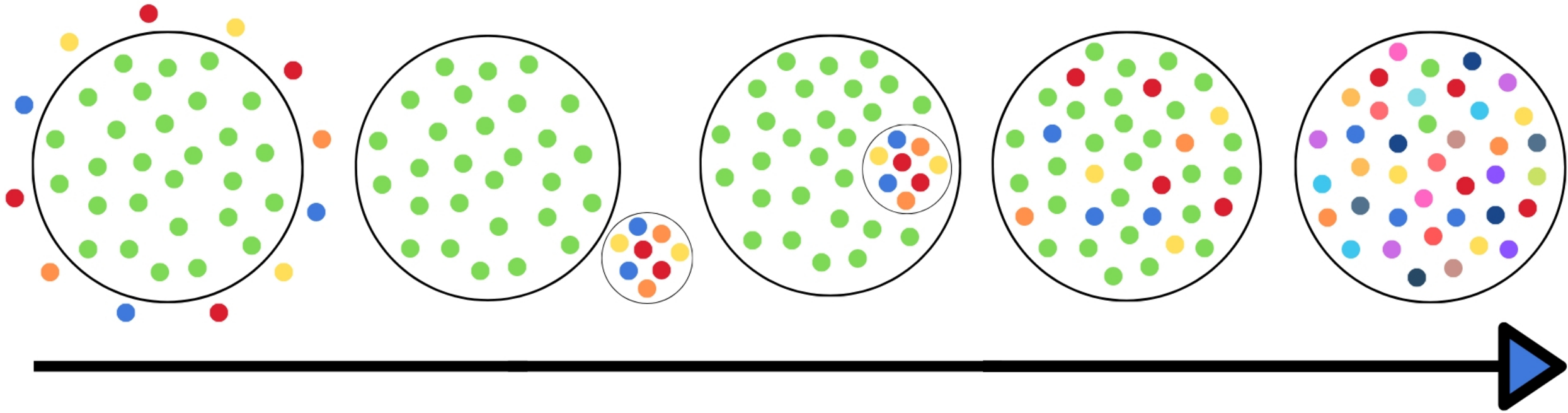


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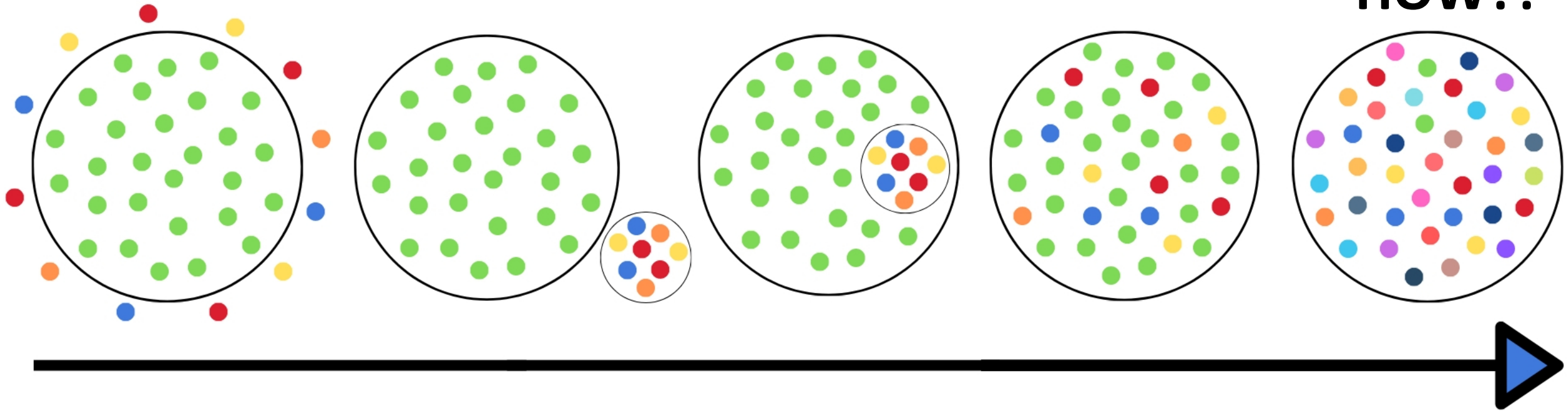
WHAT IS INCLUSION?



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

WHAT IS INCLUSION?

HOW?!

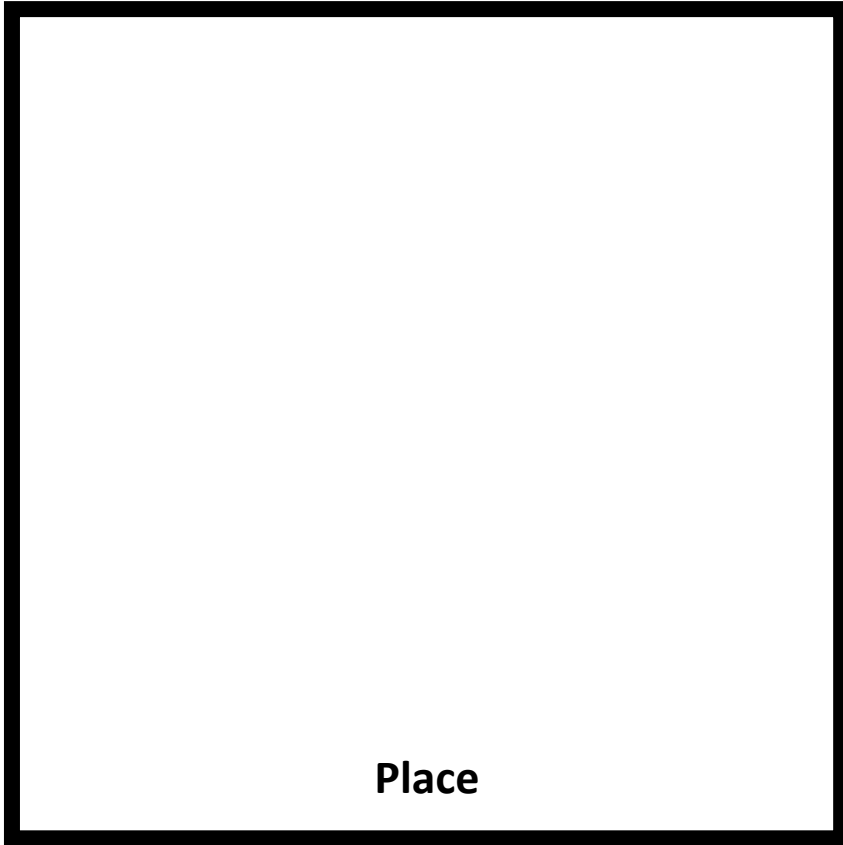


Where are you on this continuum? What's the next step?

A shift in thinking...

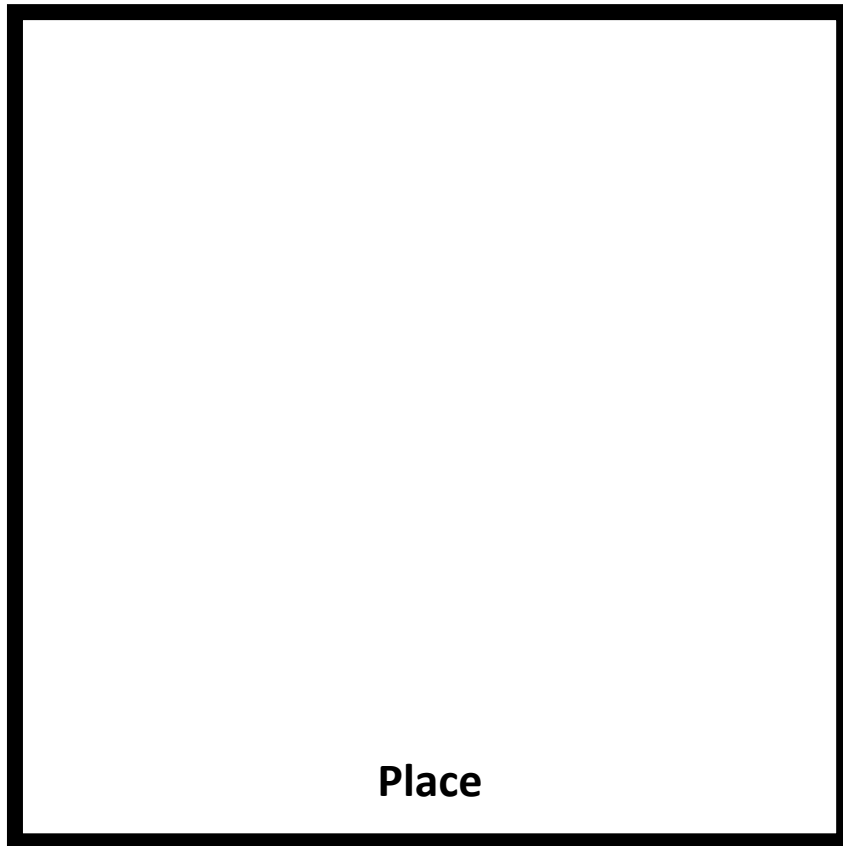
There are some things we need to understand:

- Understand the **thinking shift** for how we view **individuals with Disabilities**
- Understand the **role that a context** plays in **teaching** and in barriers that **limit individuals**
- Understand that the **less** a context is **limiting**, the **less support** an individual needs



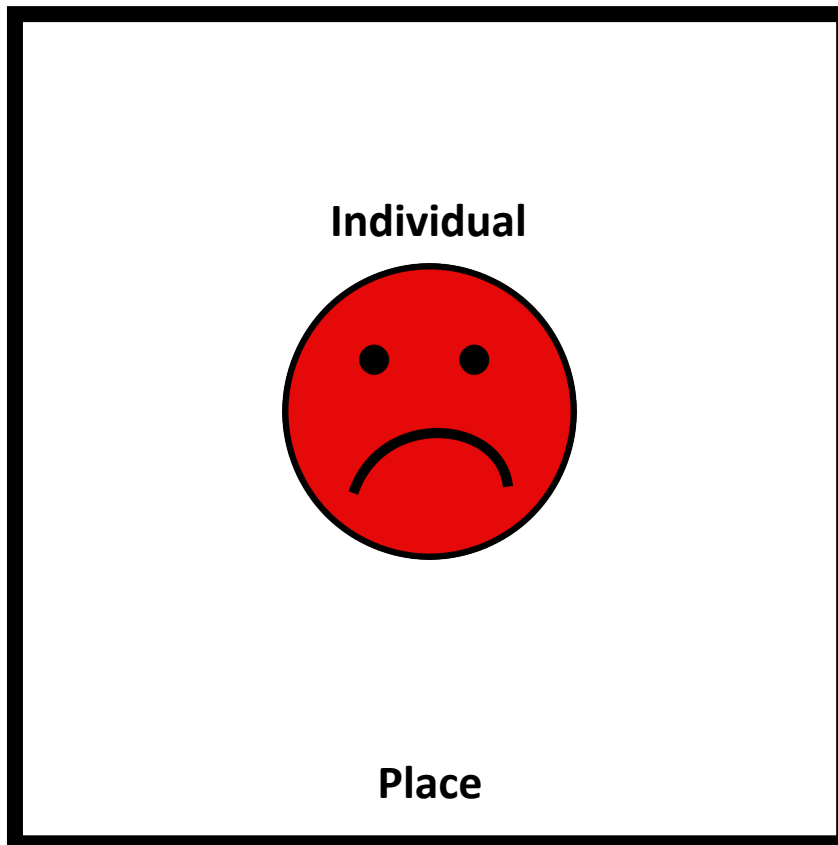
Place

Shifting the Paradigm: Medical Model of Disability



Place

Shifting the Paradigm: Medical Model of Disability



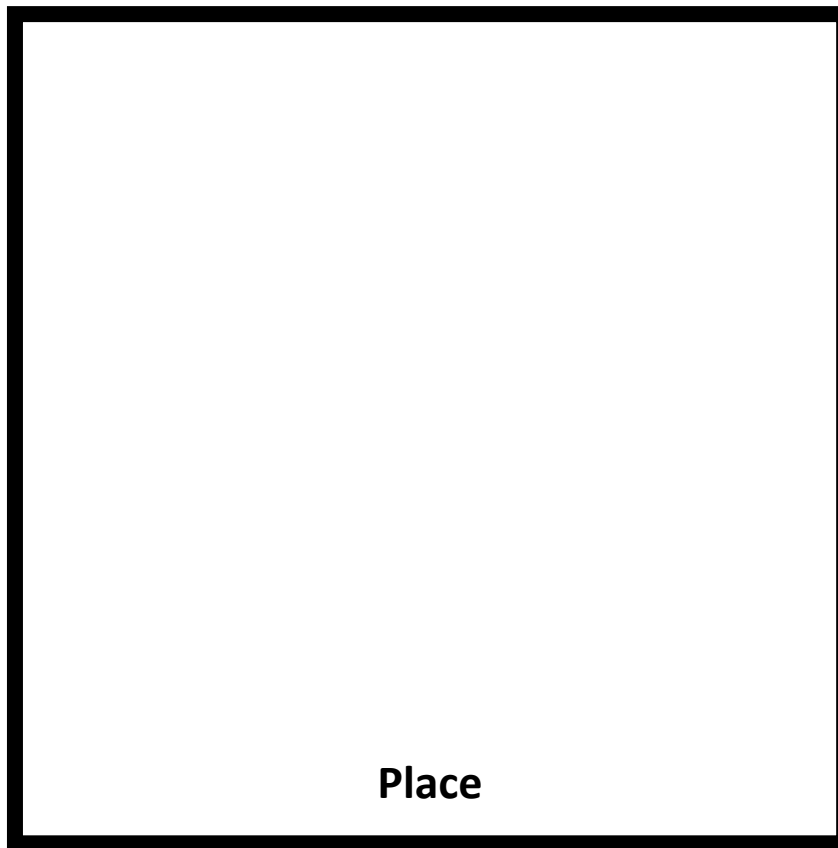
Special Education

If individual isn't successful

- Remove the individual
- Diagnose the problems in the individual
- Fix the individual
- Individual goes back when they are "ready"
- IEPs are separate from the place



Shifting the Paradigm: Medical Model of Disability



Individual



IEP

Special Education

If individual isn't successful

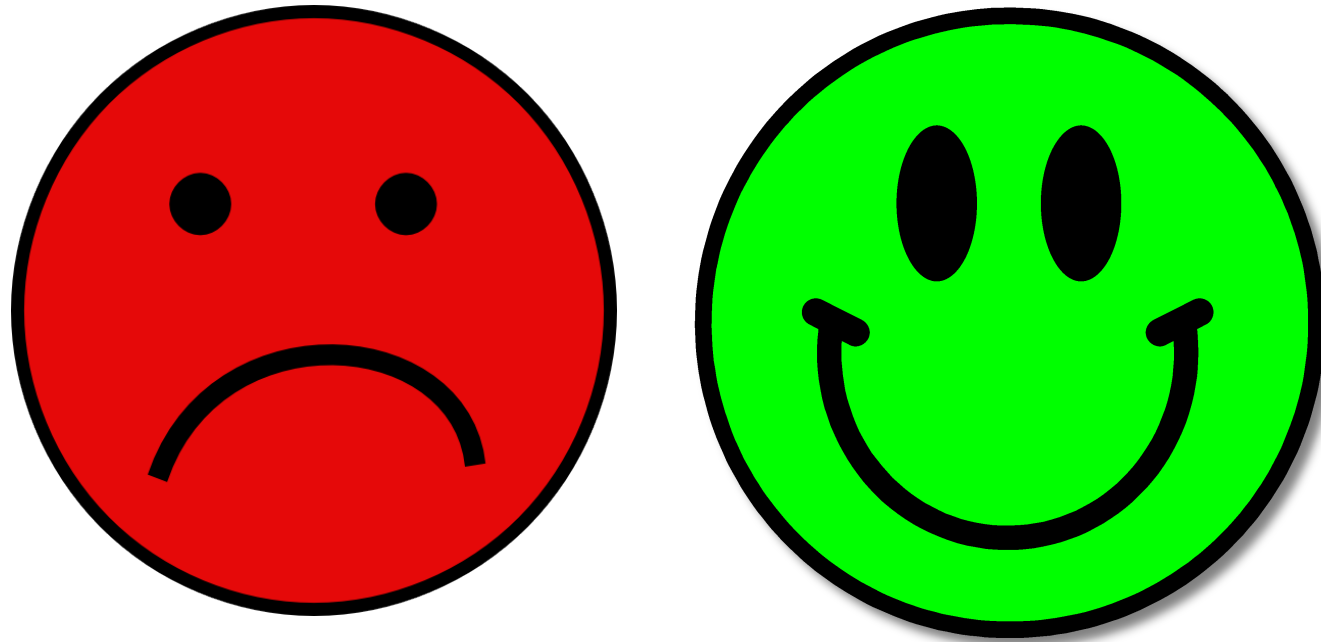
- Remove the individual
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The cupcake Model



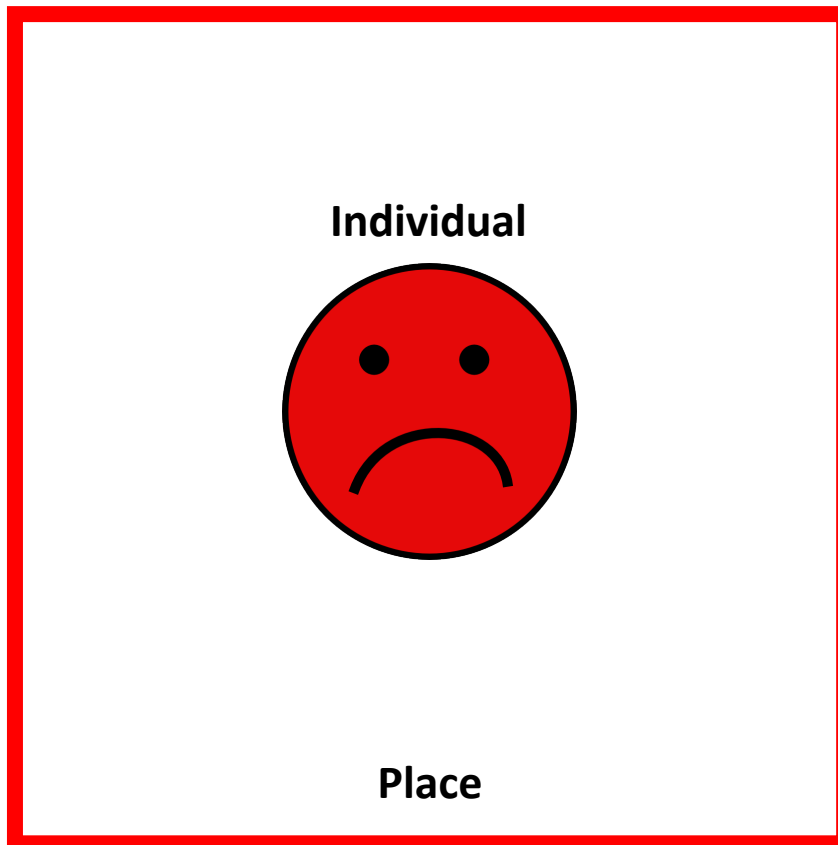
Special Education
Medical Model

Wait a second....
People with disabilities said:



“I am not broken.”
“I do not need to be fixed!”

Shifting the Paradigm: Social Model of Disability

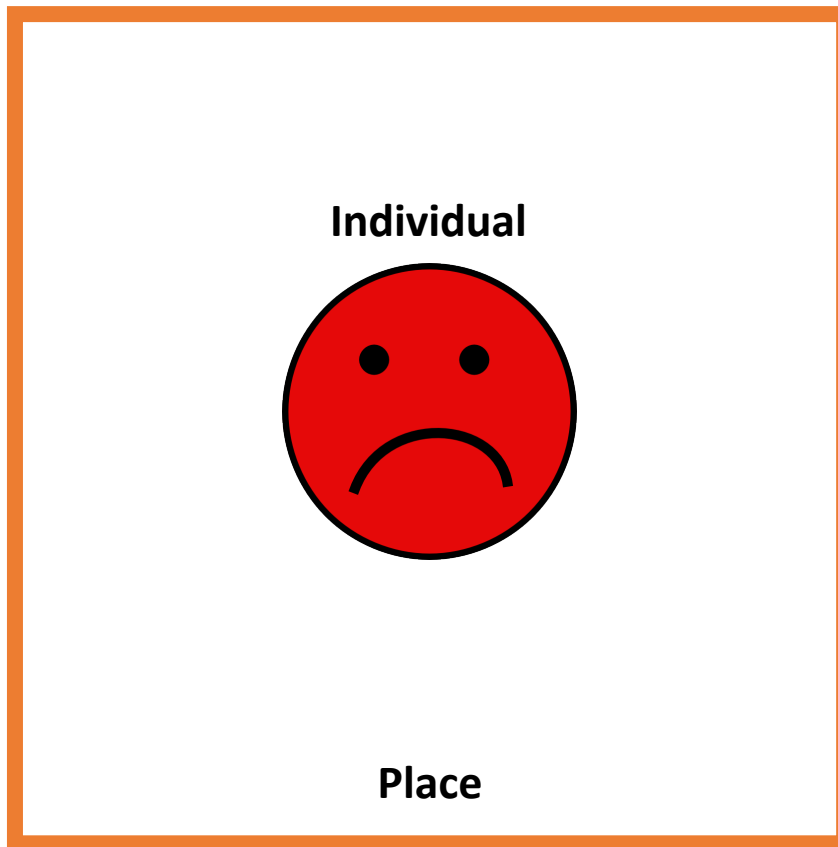


Social Model

If individual isn't successful

- Diagnose the problems in the place
- Fix the place
- Support everyone in the place

Shifting the Paradigm: Social Model of Disability

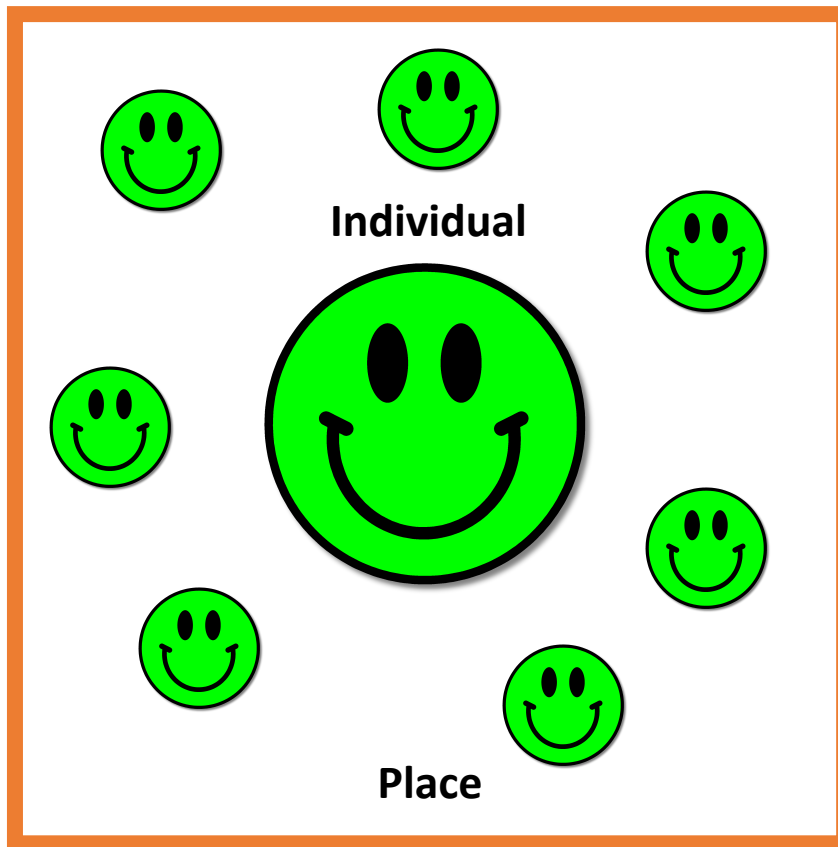


Social Model

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Shifting the Paradigm: Social Model of Disability

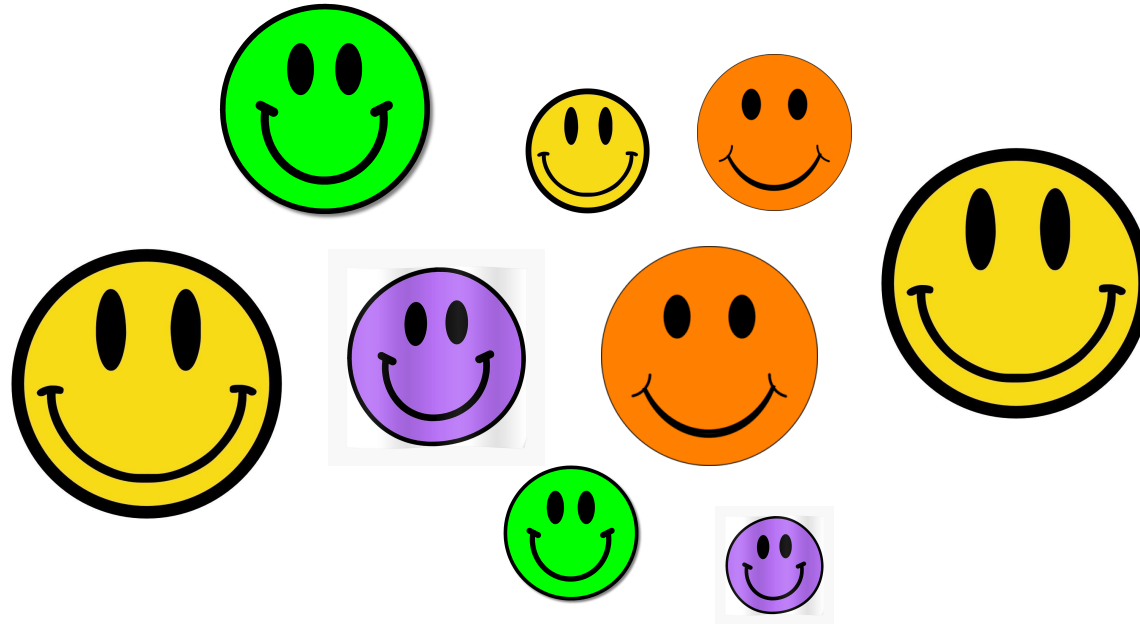


Social Model

If individual isn't successful

- Diagnose the problems in the place
- Fix the place
- Support everyone in the place

Wait a second....
Teachers said:



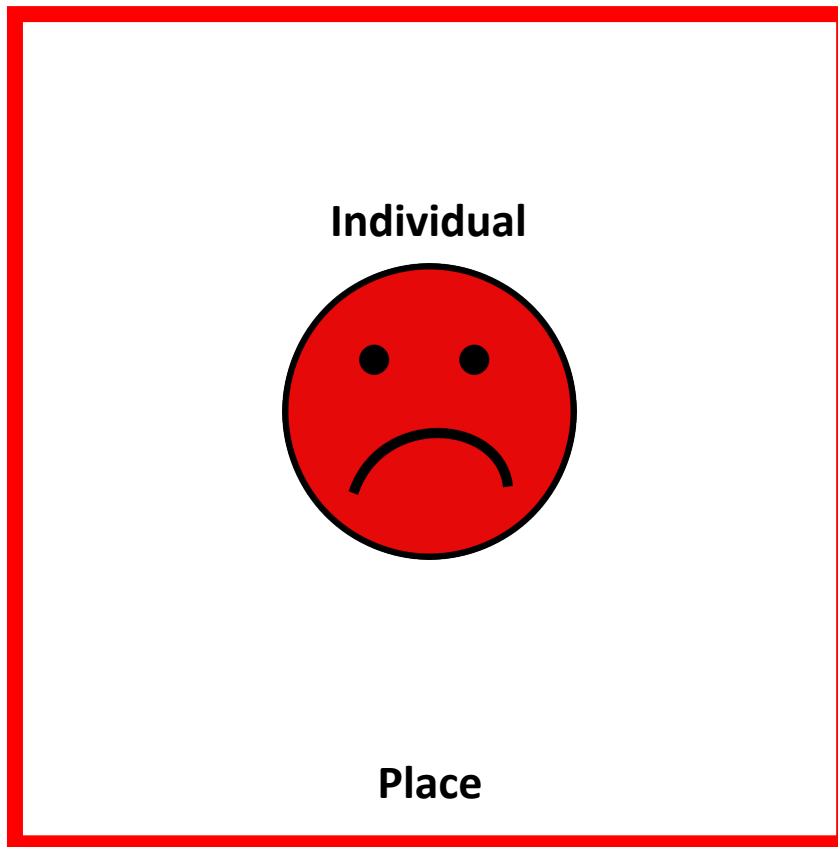
“What about all the individual
needs in a shared place”

Shifting the Paradigm: Person-Place Model of Need

Inclusive Education

If an individual isn't successful

- Determine barriers in place
- Determine needs of the community
- Anticipate supports & strategies based on needs
- Universally apply supports and strategies to ALL

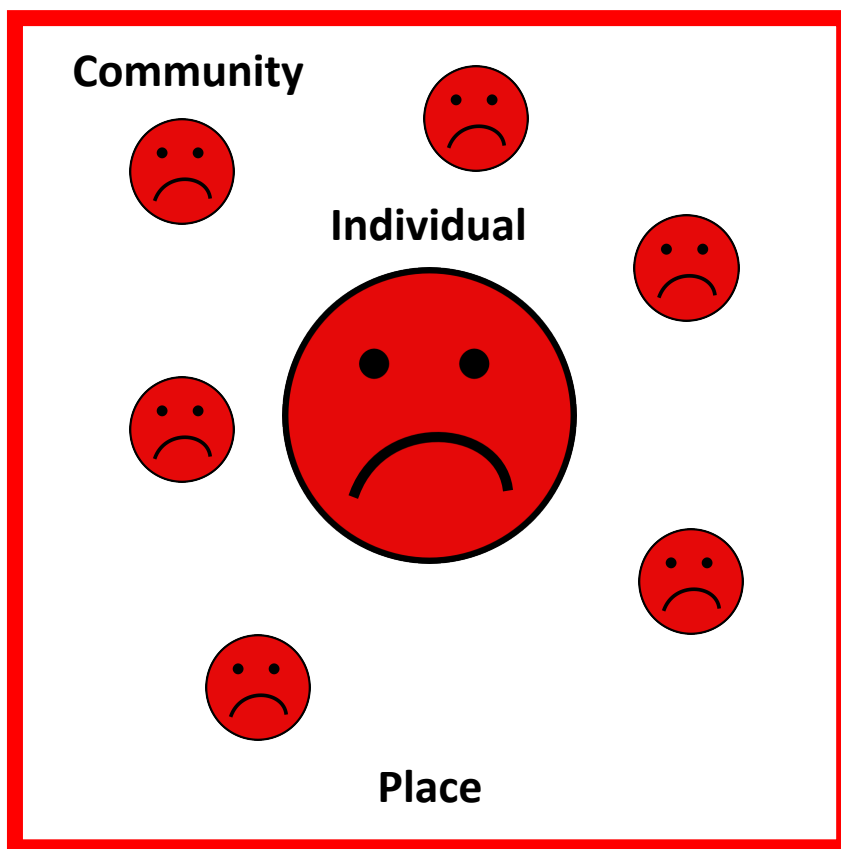


Shifting the Paradigm: Person-Place Model of Need

Inclusive Education

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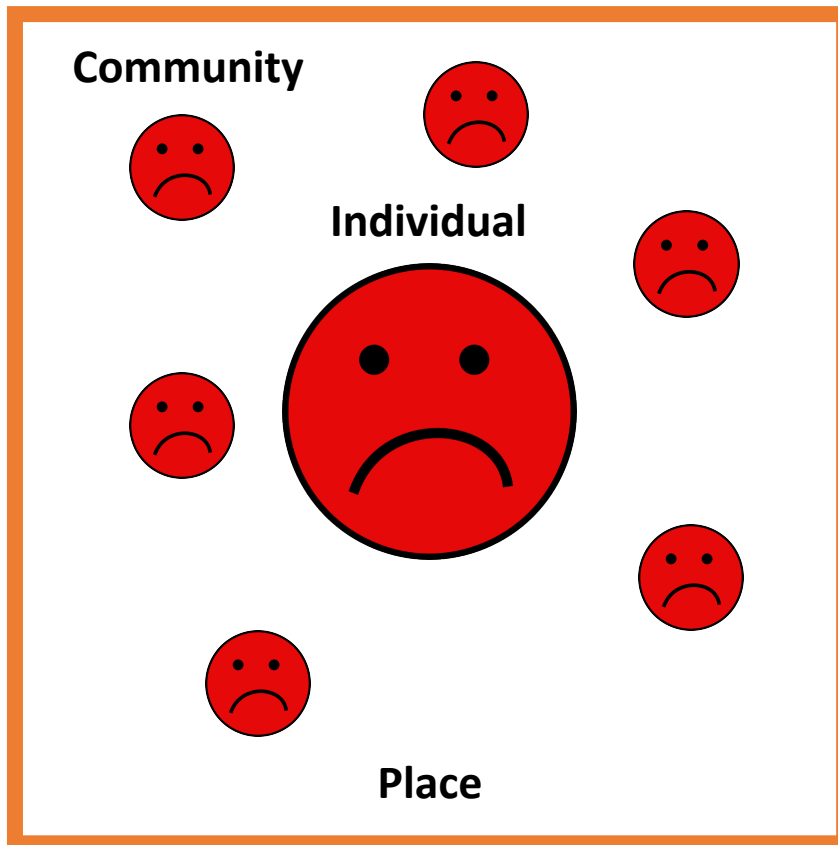


Shifting the Paradigm: Person-Place Model of Need

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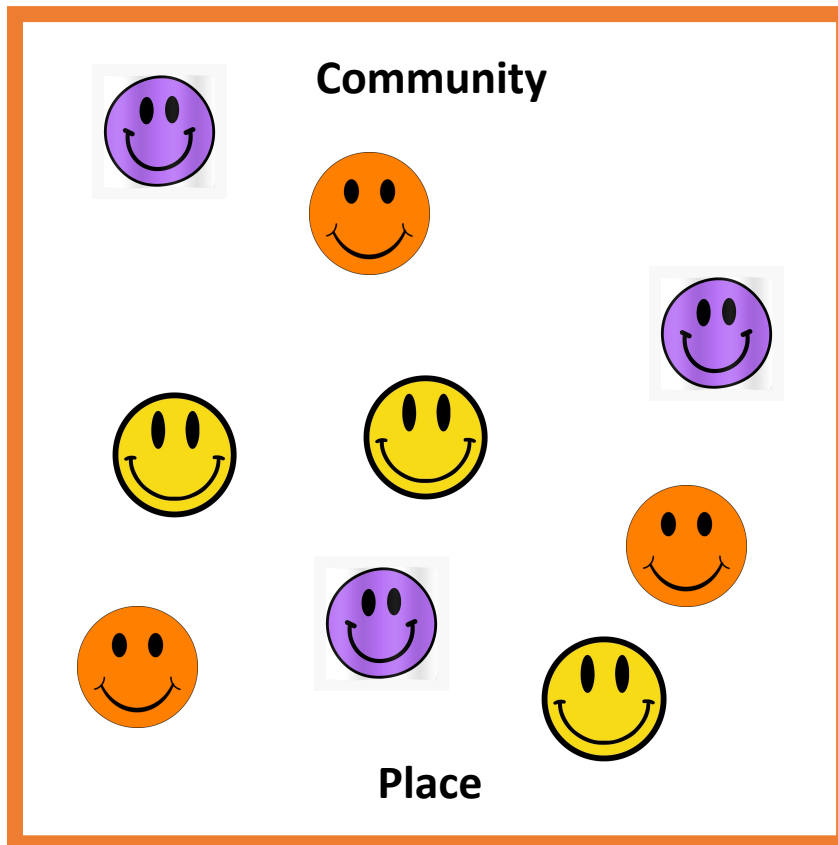


Shifting the Paradigm: Person-Place Model of Need

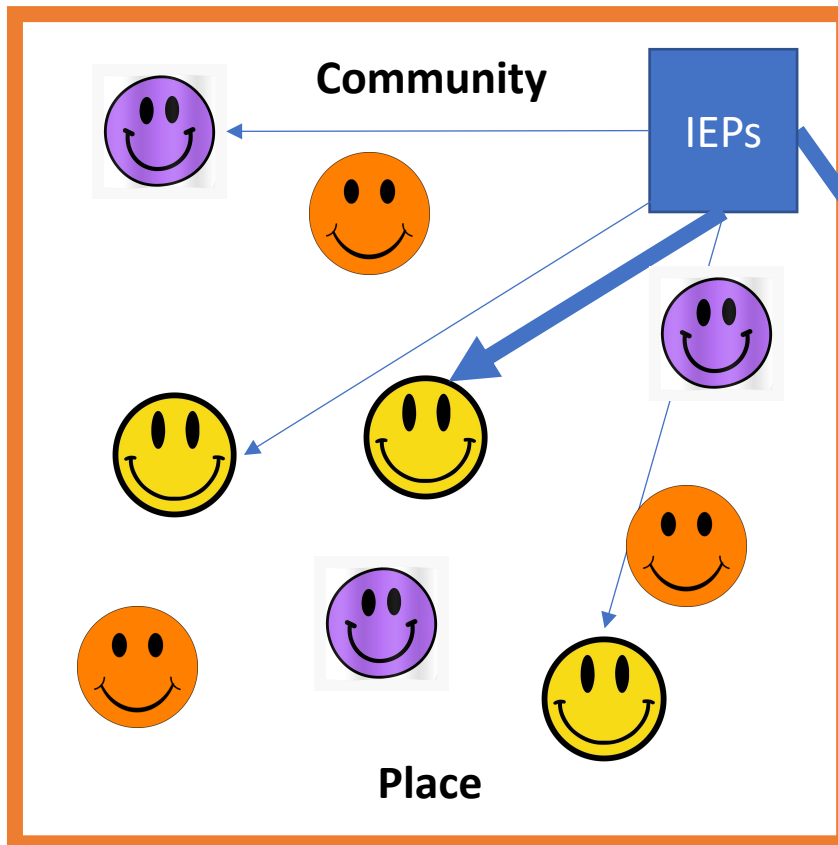
Inclusive Education

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Shifting the Paradigm: Person-Place Model of Need



Inclusive Education

If an individual isn't successful

- Determine barriers in place
- Determine needs of the community
- Anticipate supports & strategies based on needs
- Universally apply supports and strategies to ALL

IEP

- Communicates barriers of individual
- Communicates needs of individual
- Communicates supports & strategies of individual
- Universally applied to everyone in the community
- Blueprint for the place!

The cupcake model



Shelley Moore, 2019

The layered cake model



@tweetsomemoore

Medical Model Perspective: Fix the person

Individual not having success in a place: Shelley putting gas in her car in America

Deficit Model: Shelley can't fill up with gas

Shelley's IEP

S.M.A.R.T goal: Shelley will fill up her car with gas with 90 % accuracy by June 2021 by:

Objective: choosing an individual strategy to help her fill up with gas

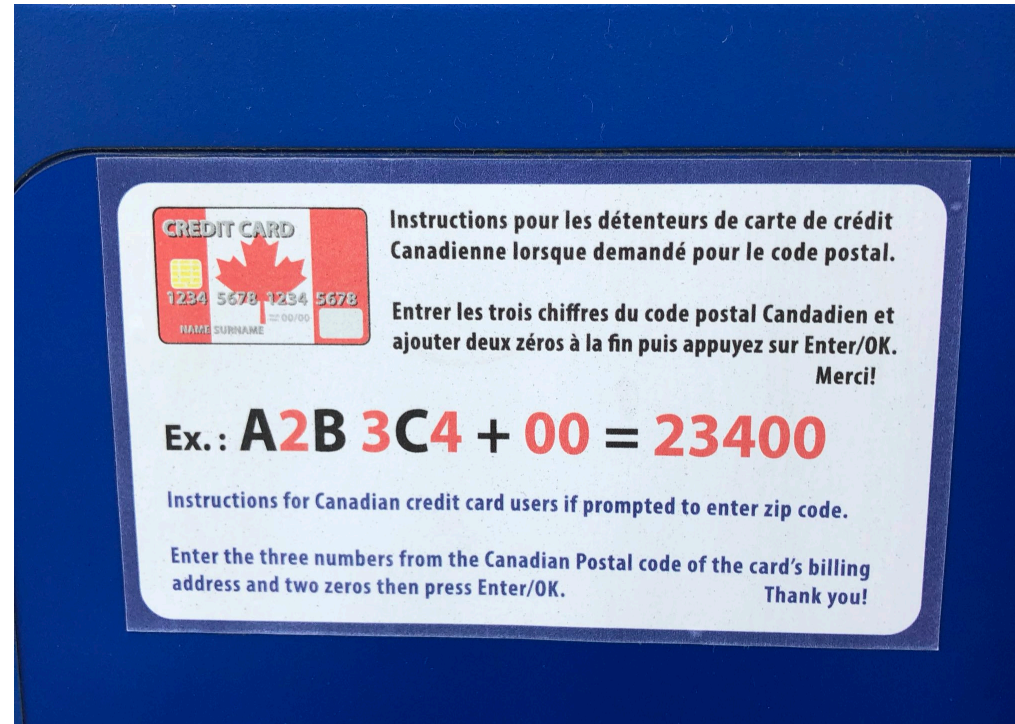
Individual Strategies: have extra cash on hand, extra time to fill up, extra room on my credit card, emotional regulation for anger, extra money for airport fill up, try 90210

Person- Place Model of Need

What is the barrier?!

What is getting in the way in the place?

Why can't Shelley fill up with gas?



Fixing the Deficit vs. Removing the Barrier

Person-Place Perspective: Reduce barriers in place, respond to needs of individual

Place: America

Barrier: Gas tank needs a Zip code to pay with a credit card

Shelley's need: Shelley is Canadian and has a postal code

Shelley's IEP

Goal: Shelley can fill up her car with gas by:

Objective: turning her postal code into a zip code

Universal Strategy: Sticker

Individual Supports & Strategies: None



What are the **barriers** in a community?

(What is getting in the way that is outside of a student control?)

What are the **needs** of the individuals in a community?

(Needs not disabilities)

How do we **anticipate** supports & strategies needed for individuals in the community?

(Planned for before, not after)

How can we teach the supports & strategies so **ALL students** can access and choose?

(Accessing supports & strategies do not affect evaluation or grades)

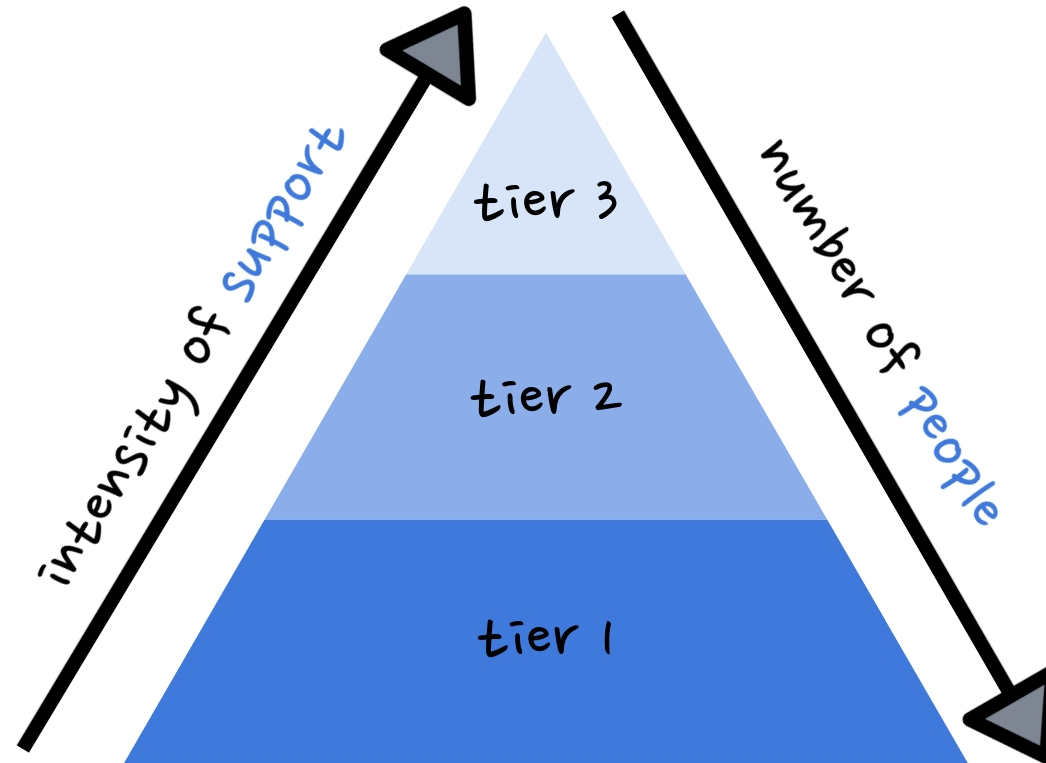
The layered cake model



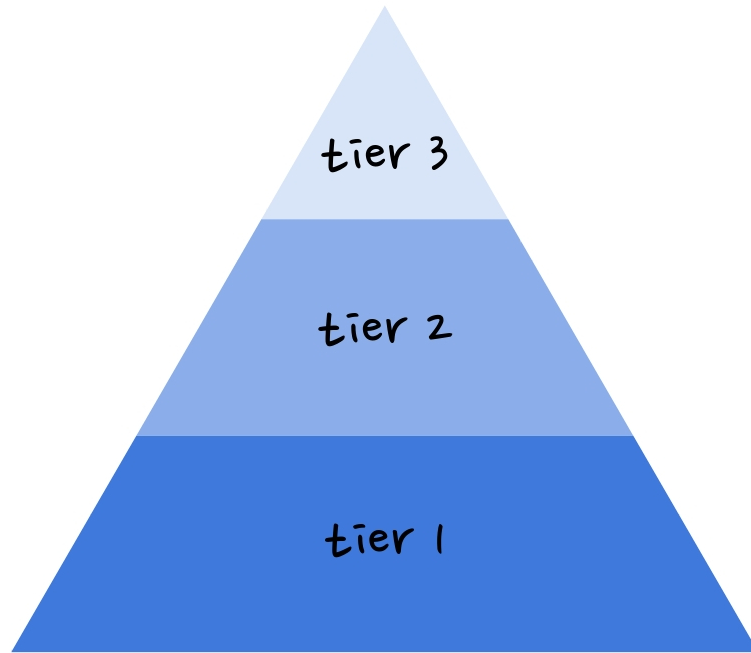
Shelley Moore, 2019

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RTI: RESPONSE TO **INTERVENTION**

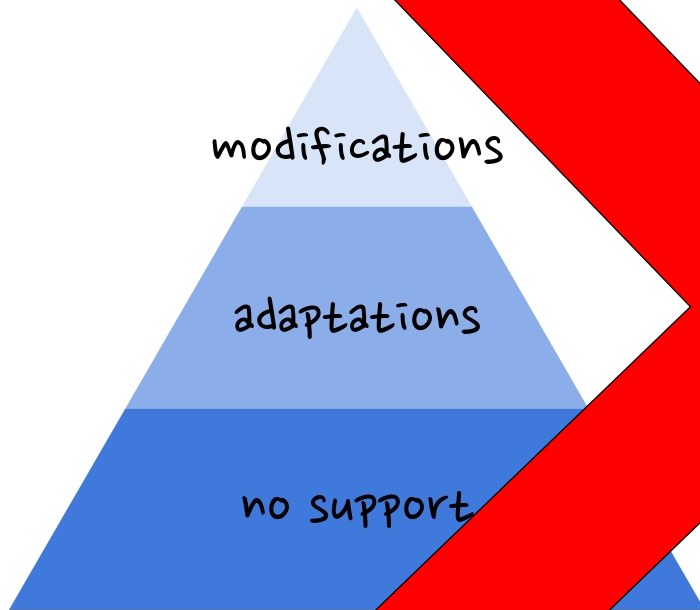


RTI: RESPONSE TO INTERVENTION

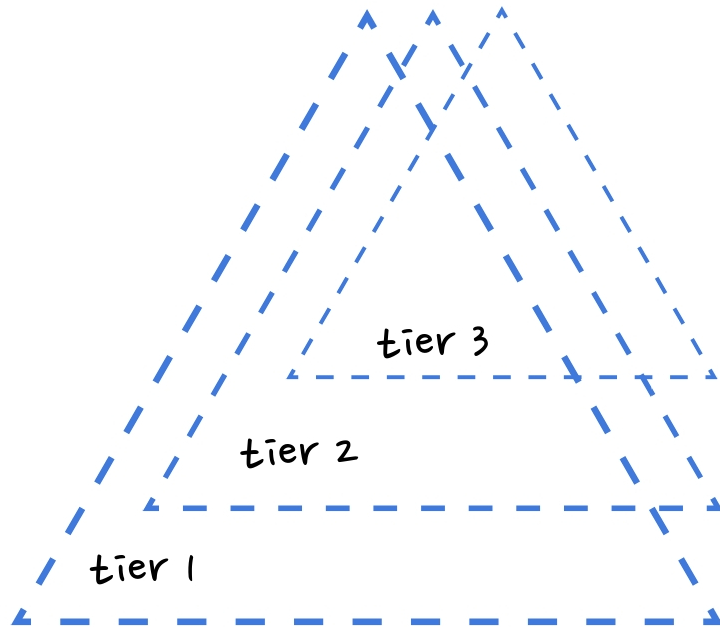


- early intervention of support
- assessment of students
- regulated supports

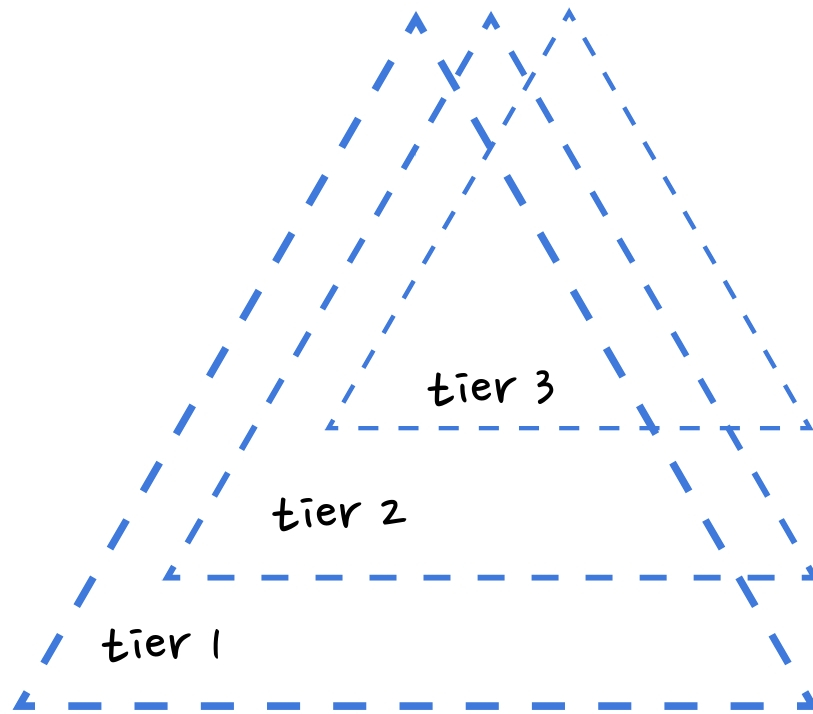
RTI: RESPONSE TO INTERVENTION ??



RTI: RESPONSE TO INSTRUCTION



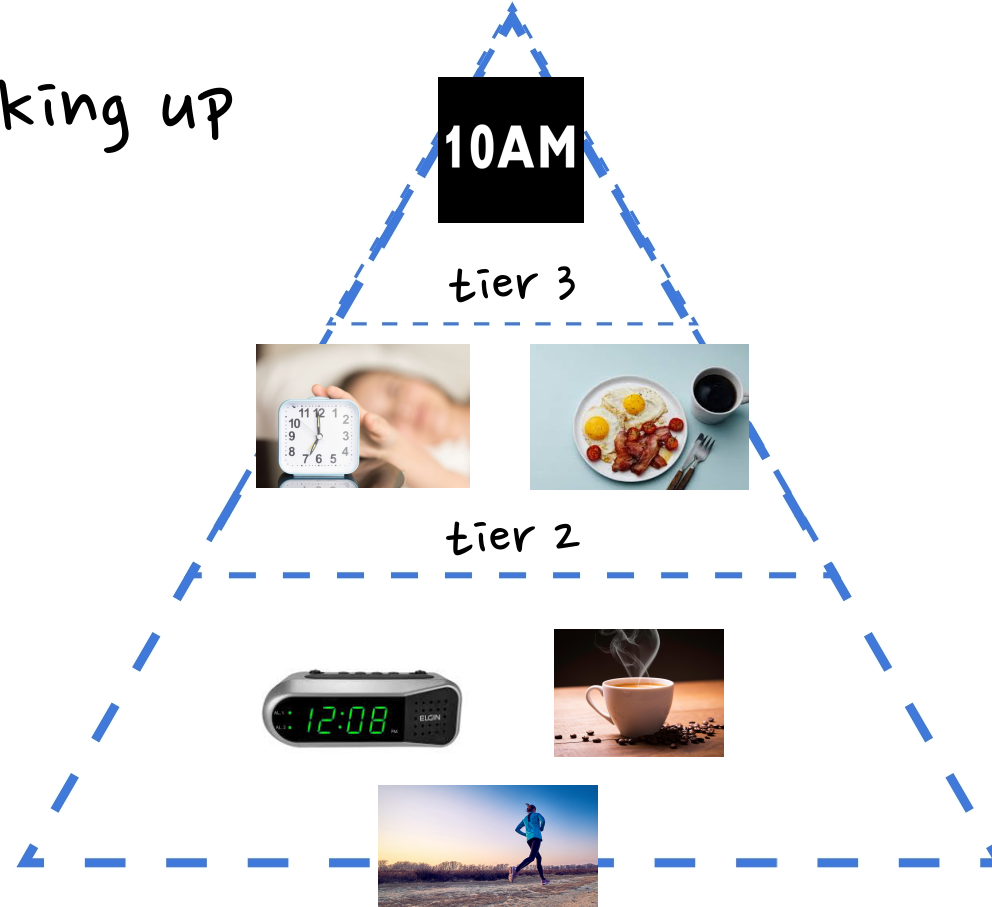
RTI: RESPONSE TO INSTRUCTION



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

RESPONSE TO INSTRUCTION

Lens: waking up



Shelley Moore, 2019

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RESPONSE TO INSTRUCTION

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



THE **SUPPORT** EQUATION

$$\text{RTI} + \text{UDL} = \text{SRL}$$

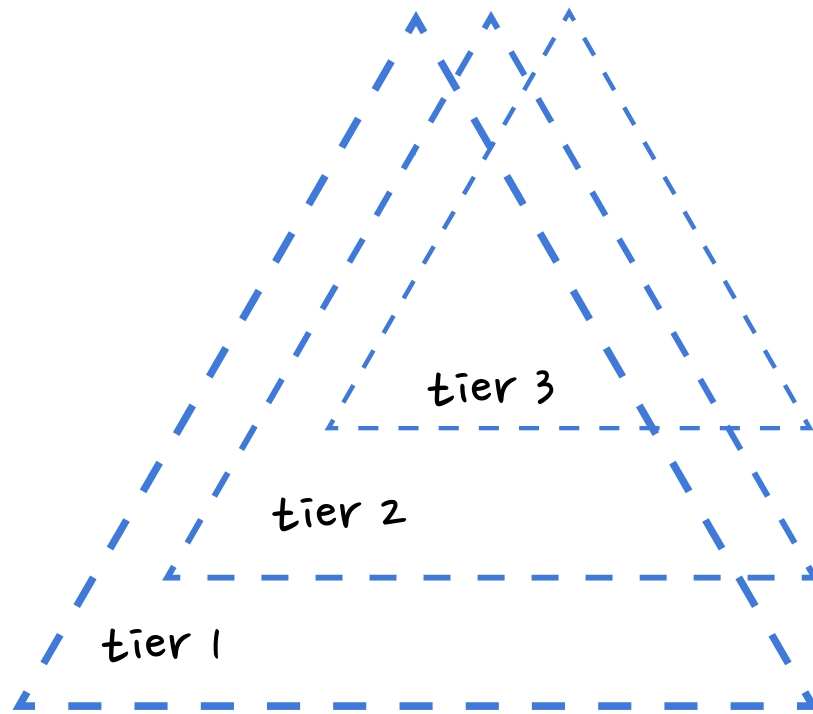
Response to
Instruction

Universal
Design for
Learning

Self Regulation
for
Learning

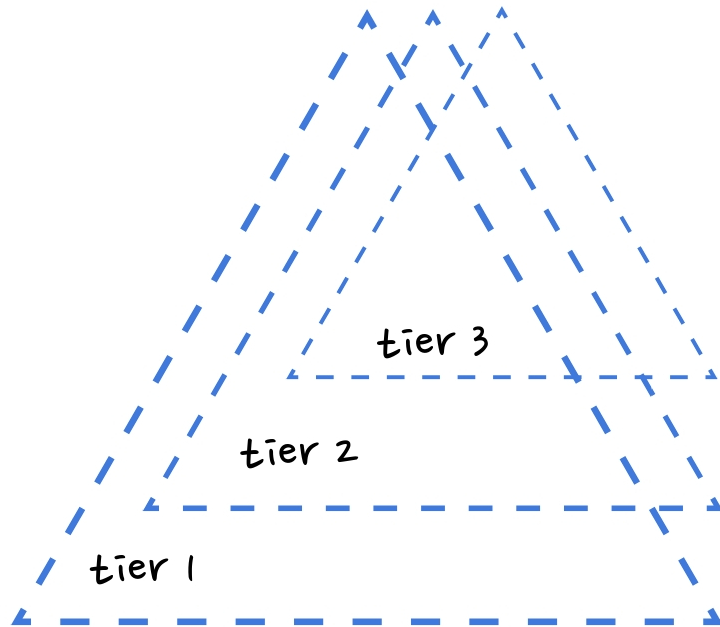


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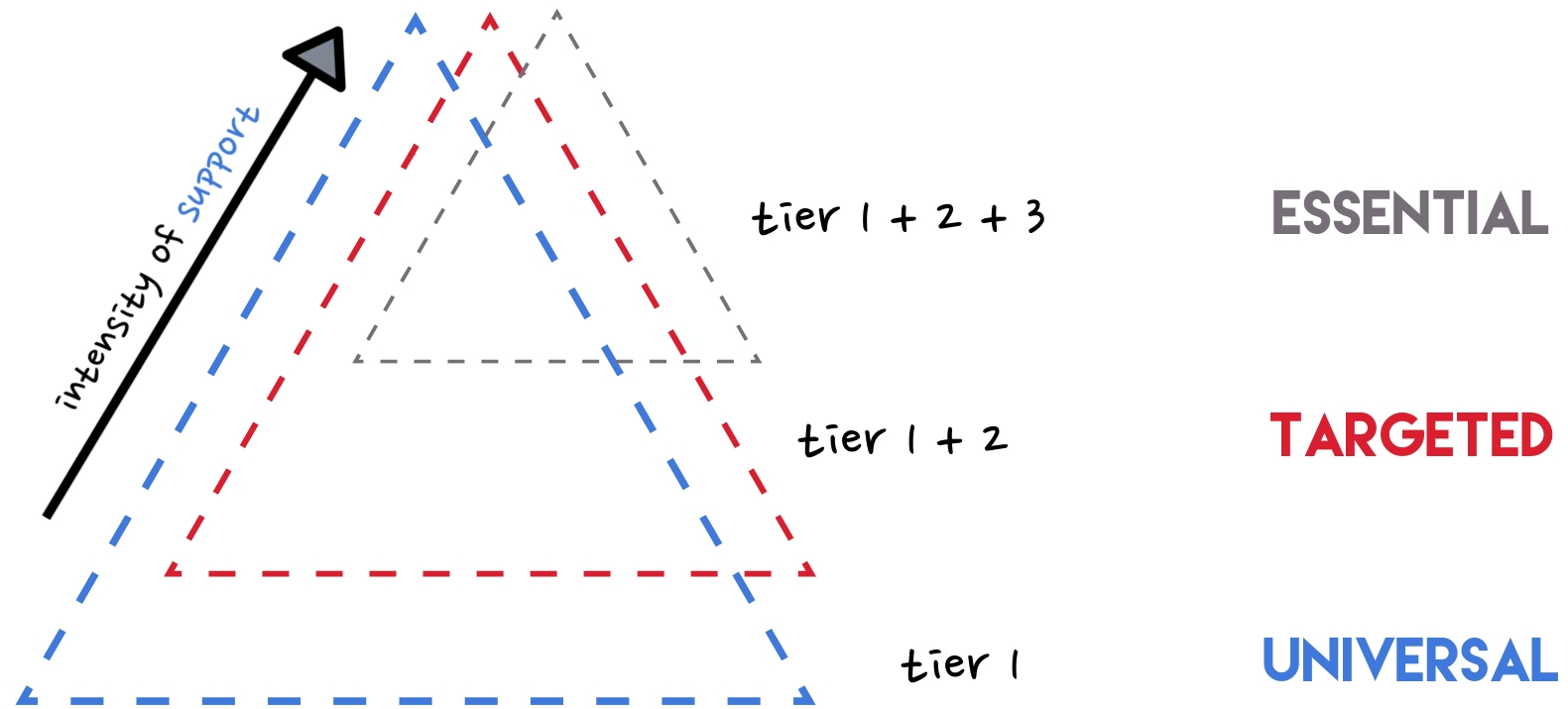


- early instruction of support
- assessment of the environment
- universal supports

RTI: RESPONSE TO INSTRUCTION



RTI/MTLS



Range of Support (MTLS)

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

Designing a Needs Based Classroom Support Plan

Step 1: Assessing for **needs** NOT disabilities

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- Our needs don't make us "weaker" they are just things we need support with
- Things in our lives that make it hard for us to learn?
- These might not be things that I can control

Classroom Support Plan: Need Based Reflection

Target Classroom: _____ **Classroom Teacher(s):** _____ **Date:** _____

1. Look at the following areas of need as a school team (classroom teacher, support teacher, outside/community consultants, educational assistants, etc.)
2. You can refer to individual assessments & recommendations as well as specific areas of expertise to determine need(s) (e.g. SLP, OT, D/HH Teacher etc.)
3. Decide which needs are affecting learning in the classroom (needs can reflect one or more students, but are not disabilities. For example, "Autism" is not a need)
4. Determine the priority of needs-based support that this classroom community needs
5. Target five areas of need to start with, to construct a classroom support plan

Areas of Need	Our classroom community needs support for this immediately	Our classroom community needs support for this soon	Our classroom community does not need support for this right now
Aggression	☐	☐	☐
Anger or Frustration	☐	☐	☐
Anxiety	☐	☐	☐
Articulation	☐	☐	☐
Attendance	☐	☐	☐
Assistive Technology	☐	☐	☐
Vision Needs	☐	☐	☐
Bullying	☐	☐	☐
Central Auditory Processing	☐	☐	☐
Hearing Needs	☐	☐	☐
Depression/Sadness	☐	☐	☐
Motivation	☐	☐	☐
Eating Disorder	☐	☐	☐
Emotional Regulation	☐	☐	☐
English Language Skills	☐	☐	☐
Executive Functioning	☐	☐	☐

What top five areas of need are we going to target in our classroom support plan

1. _____
2. _____
3. _____
4. _____
5. _____

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)		

Designing a Needs Based Classroom Support Plan

Step 2: Determining Supports & Strategies

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- Our needs don't make us "weaker" they are just things we need support with
- Things in our lives that make it hard for us to learn?
- These might not be things that I can control

What are supports?

- What **tools** can we anticipate *some* students will use based on their:
 - Needs
 - Interests
 - Strengths
 - Stretches
- How can we teach *all* students to use **tools** in meaningful ways
- How can we support which **tools** students choose to use to support their learning?

What are strategies?

- What **actions** can we anticipate *some* students will use based on their:
 - Needs
 - Interests
 - Strengths
 - Stretches
- How can we teach *all* students to take **action** in meaningful ways
- How can we support which **action** students choose to take to support their learning?

Supports vs. Resources



People



Time



Funding

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		
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	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		
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)		

Classroom Support Plan

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

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		

Classroom Support Plan

Teacher(s):Mr. B

Support Staff: Ms. C (EA)

Class: English 10

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		

Strategy: taking a 2 min break

Instruct

- 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?

Practice (1 – 2 weeks)

Reflect

- How will I know when I *need* a 2 min break?
- How will I know when I *don't need* a 2 min break?



Strategy: chunking text

Instruct

- What is chunking text?
- Why is chunking text useful?
- How do I chunk text as a **tool** or an **action**?
 - What does chunking text *look* like when I use it?
 - What does chunking text *sound* like when I use it?
 - What does chunking text *feel* like when I use it?

Practice (1 – 2 weeks)

Reflect

- How will I know when I *need* to chunk text ?
- How will I know when I *don't need* chunk text ?



Teaching & Reflecting on Strategies:

working in a small group

quiet space

loud space

visuals

schedule/ agenda

standing desks

access points

sensory tools

snacks

gum

hats



Classroom Support Plan

Teacher(s):

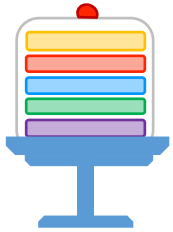
Support Staff

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)

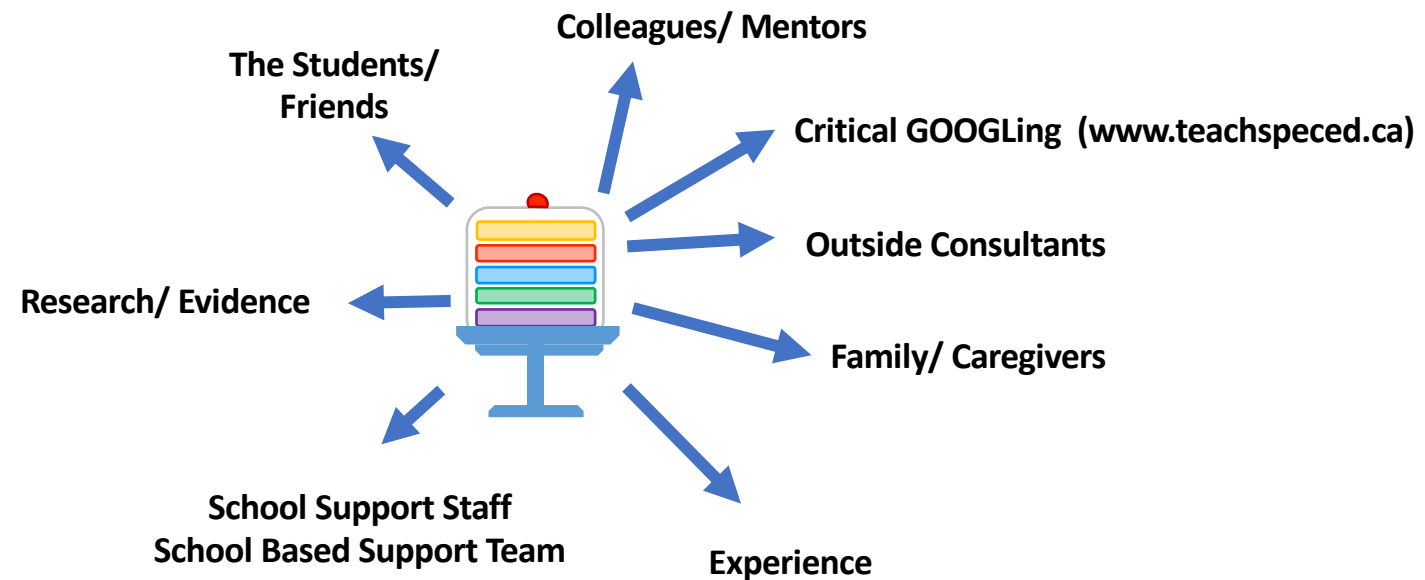




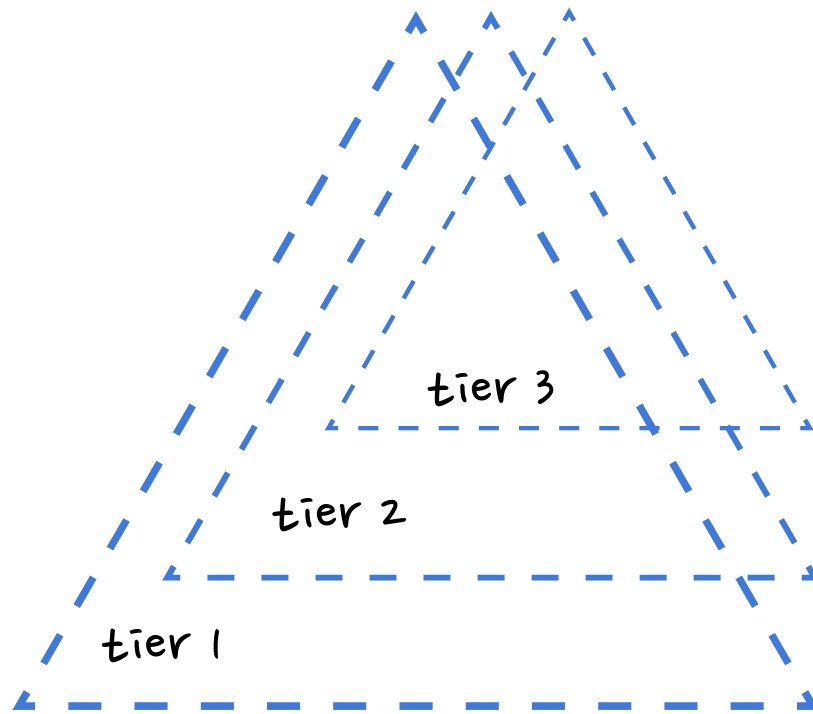
Layered Support Cake of Love: Classroom Support Plan



How do we figure out supports or strategies students need?



RTI: RESPONSE TO INSTRUCTION



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

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

SHELLEY MOORE



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