

SHELLEY MOORE



@tweetsomemoore



@fivemooreminutes



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www.fivemooreminutes.com

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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**.



The Chat Box – Waterfall

- I will show you a prompt on the screen
- Type your response in the chat box BUT DO NOT press send
- I will do a 3-2-1 “Go” countdown
- Everyone will press send at the same time when I say “GO!”

Waterfall

What are you hoping
to get out of this
session?

Break Out Groups – Popcorn

- In break out groups, everyone is a kernel
- You will have 3 minutes to pop - Everyone needs to pop!
- You pop by sharing a thought or a response, or asking a question to the group
- How can you support each other to make sure everyone pops in the time allowed?

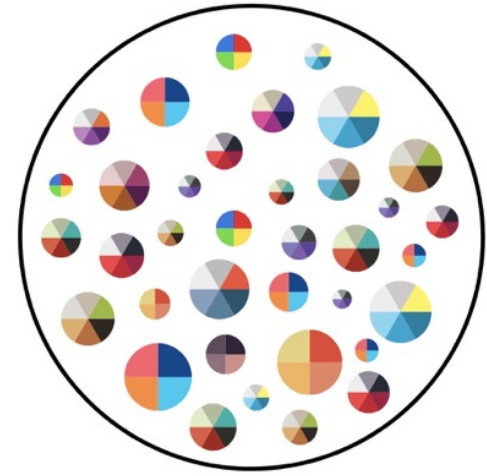
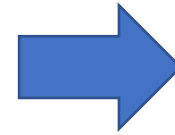
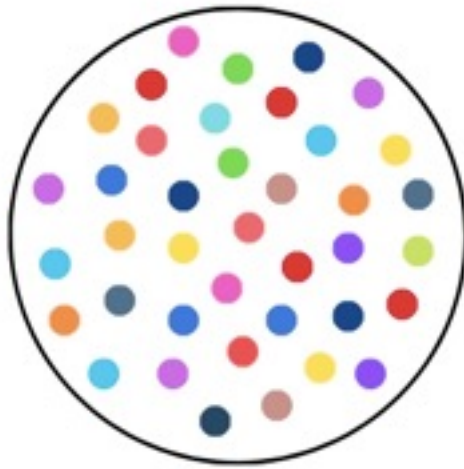
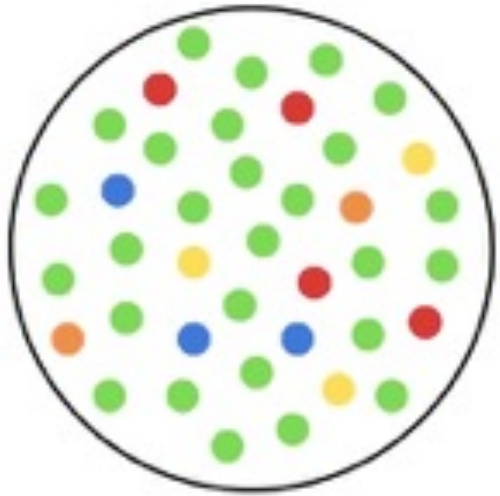
Popcorn

What are your
biggest questions
about inclusion?



WHAT DOES **INCLUSION** MEAN?

What is inclusion?



How do we include
people who are
different

How do we teach
to diversity?

How do we
teach to identity?



Now What?!

- Understand **WHAT** Inclusion is....



Understand **WHY** it is important...

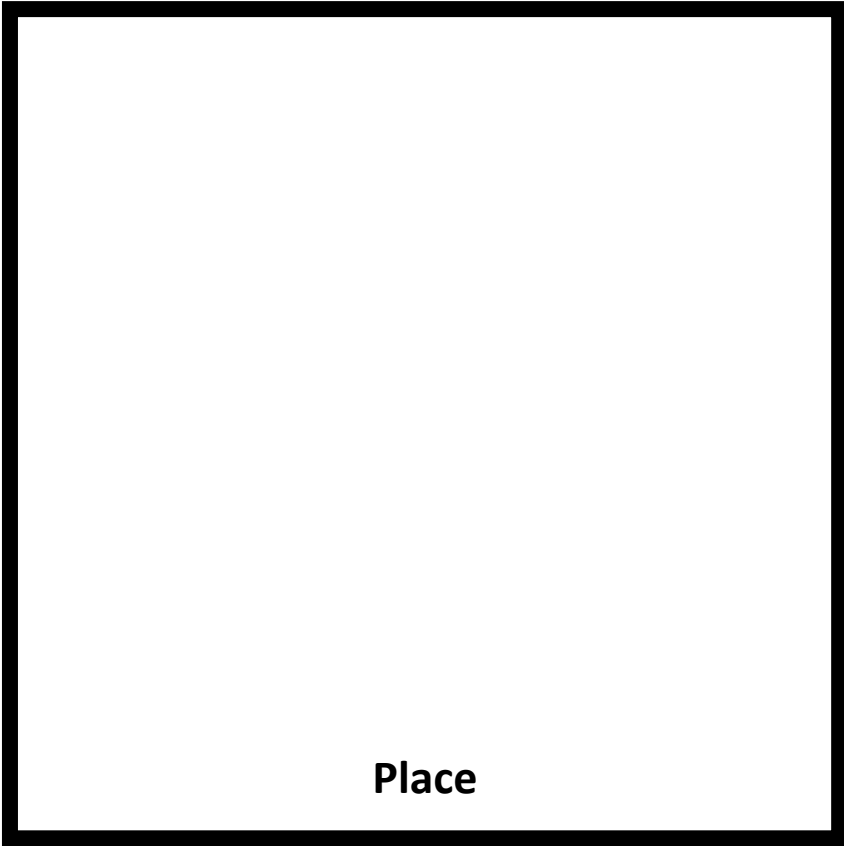


How to we do it?



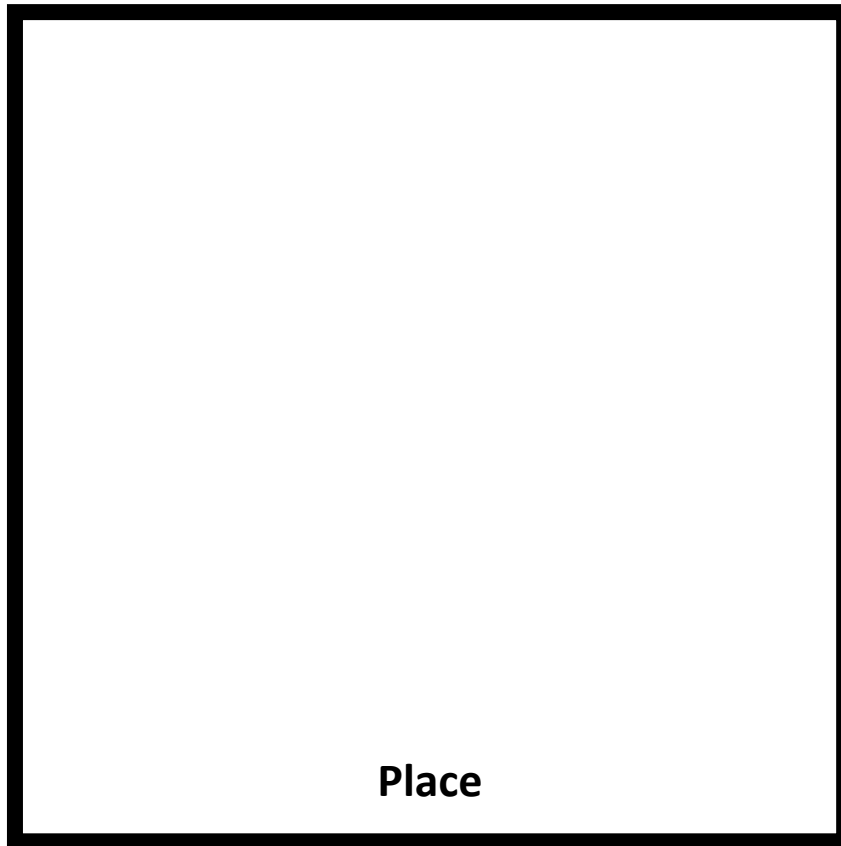
A shift in thinking...

- **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



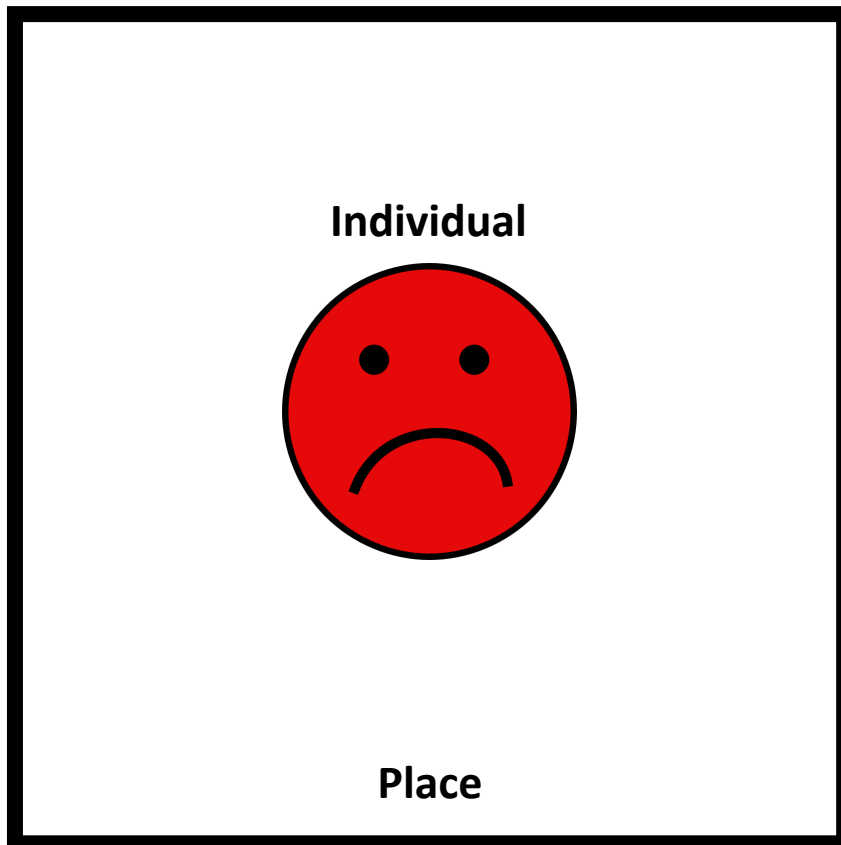
Place

Shifting the Paradigm: Medical Model of Disability



Place

Shifting the Paradigm: Medical Model of Disability

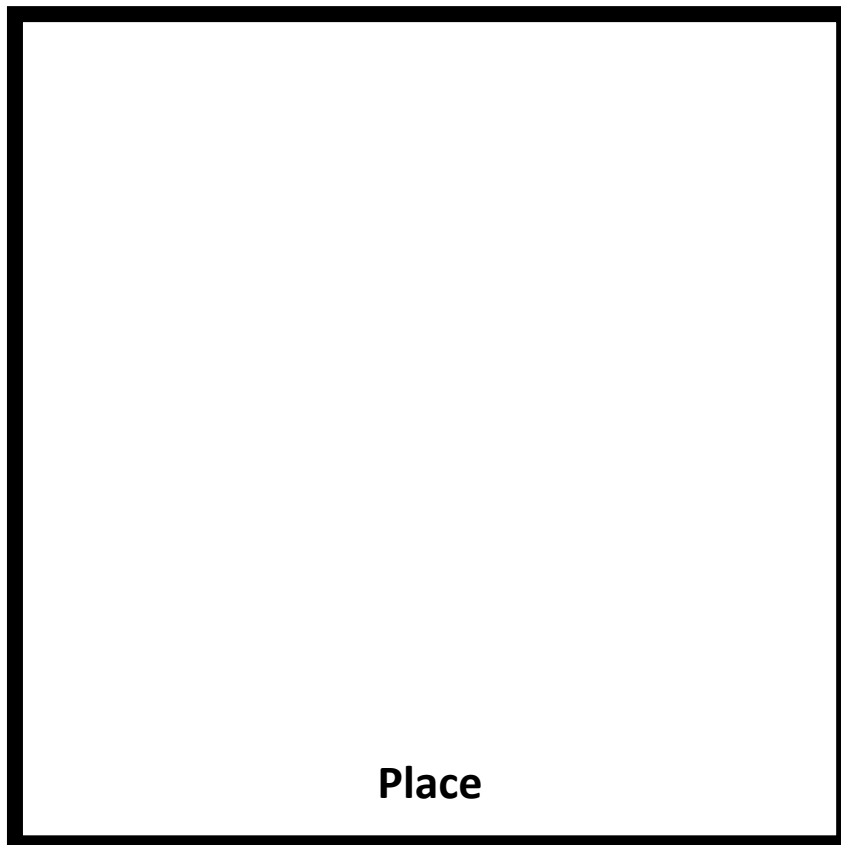


Special Education

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

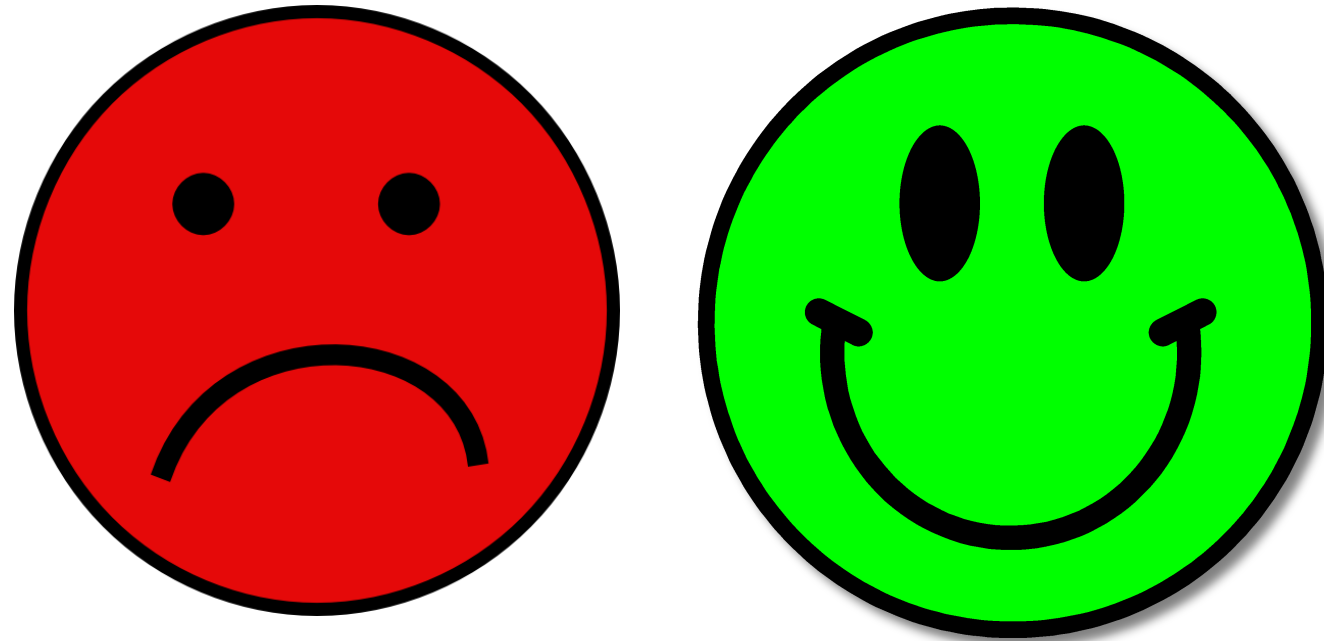
Special Education

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Wait a second....

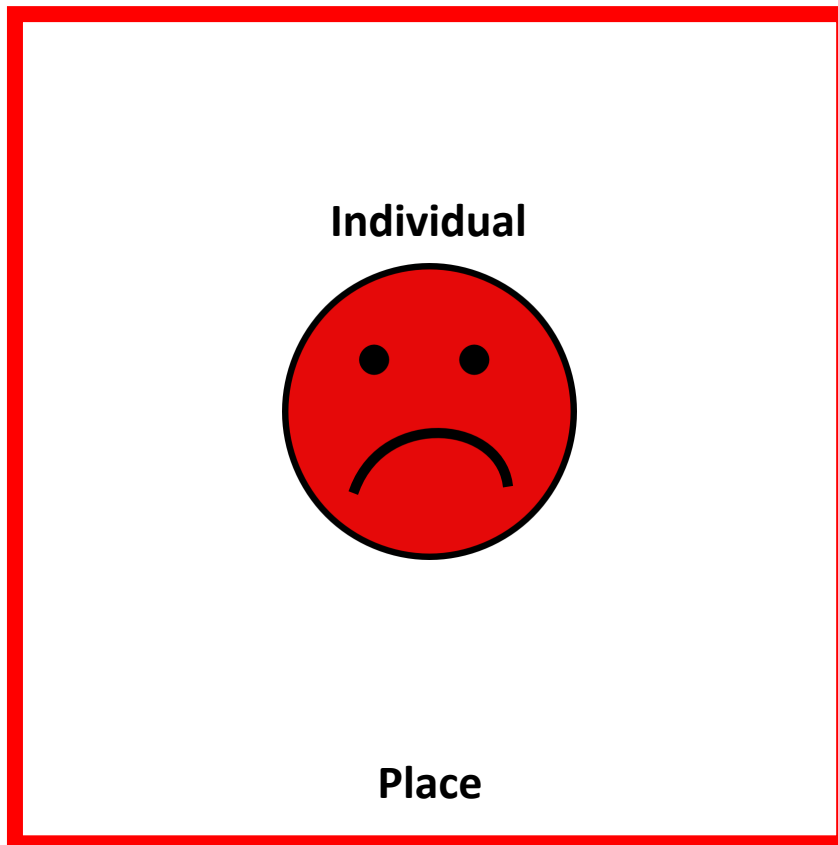
People with disabilities said:



“I am not broken.”

“I do not need to be fixed!”

Shifting the Paradigm: Social Model of Disability

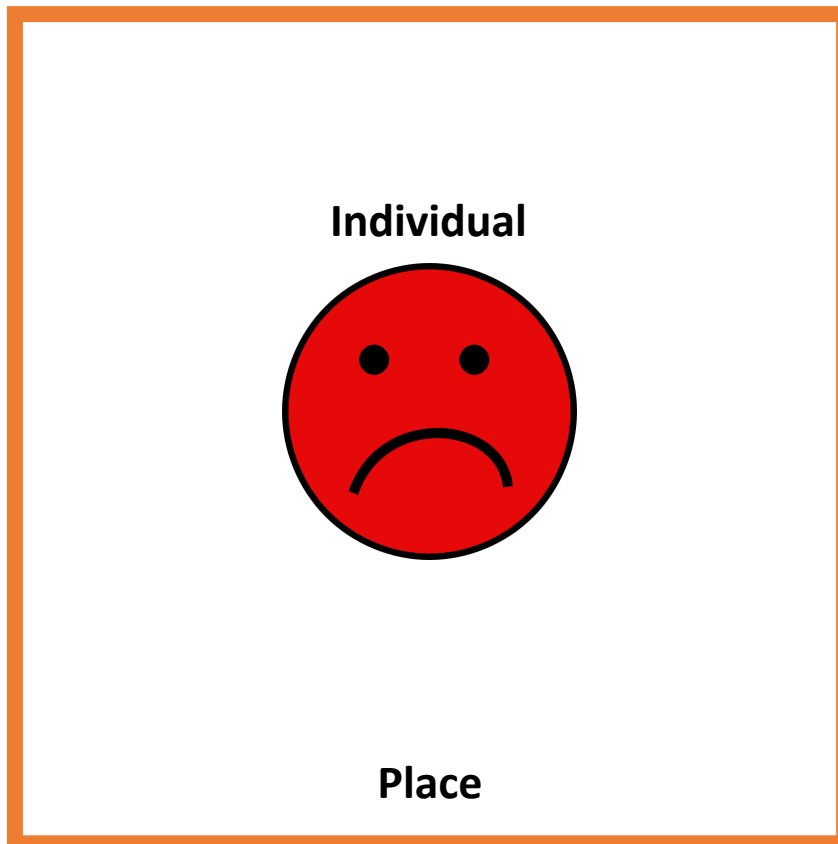


Social Model

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

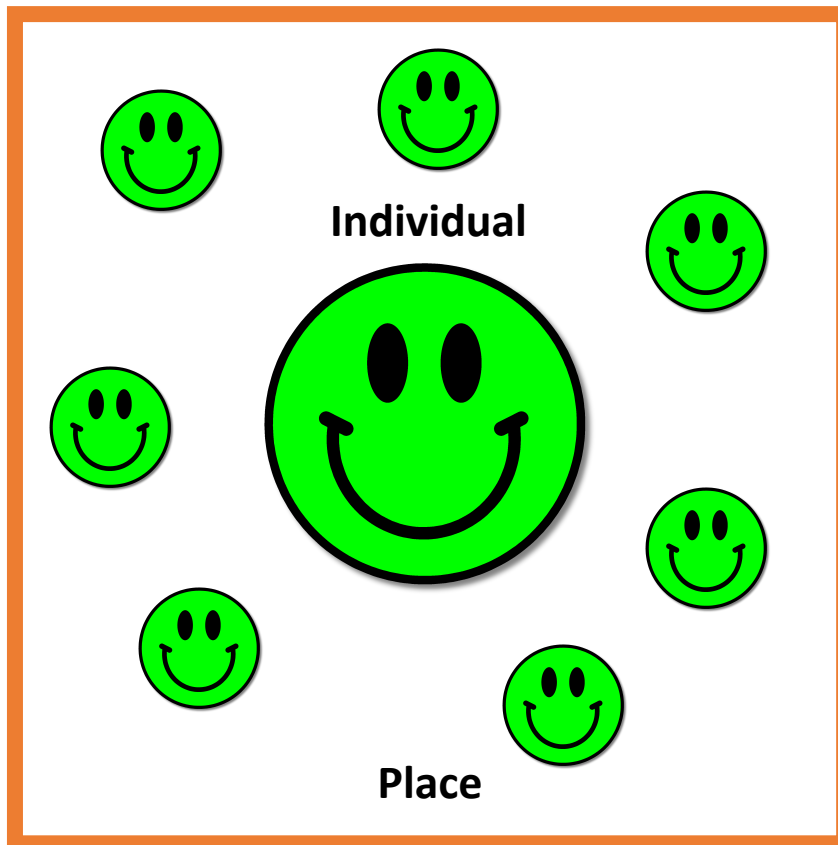


Social Model

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Shifting the Paradigm: Social Model of Disability

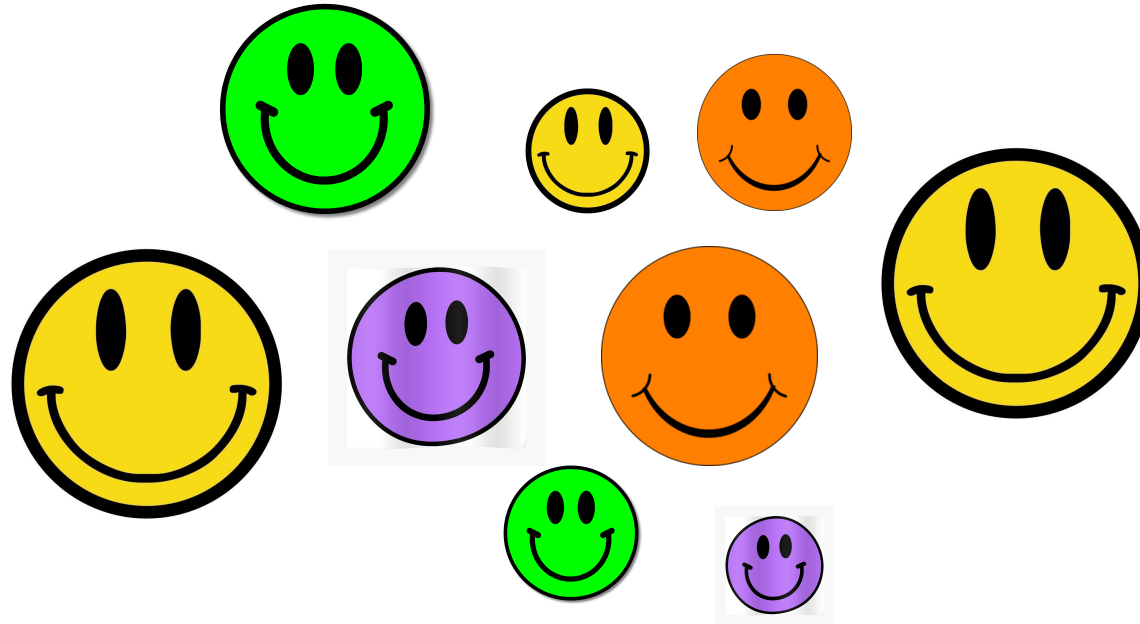


Social Model

If individual isn't successful

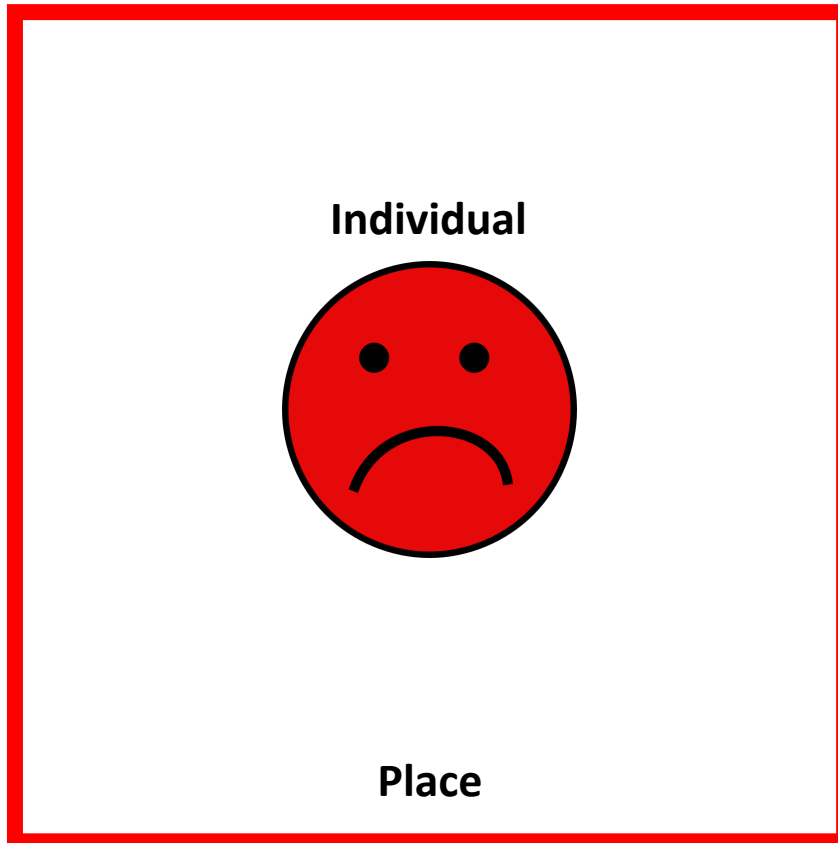
- Diagnose the problems in the place
- Fix the place
- Support everyone in the place

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

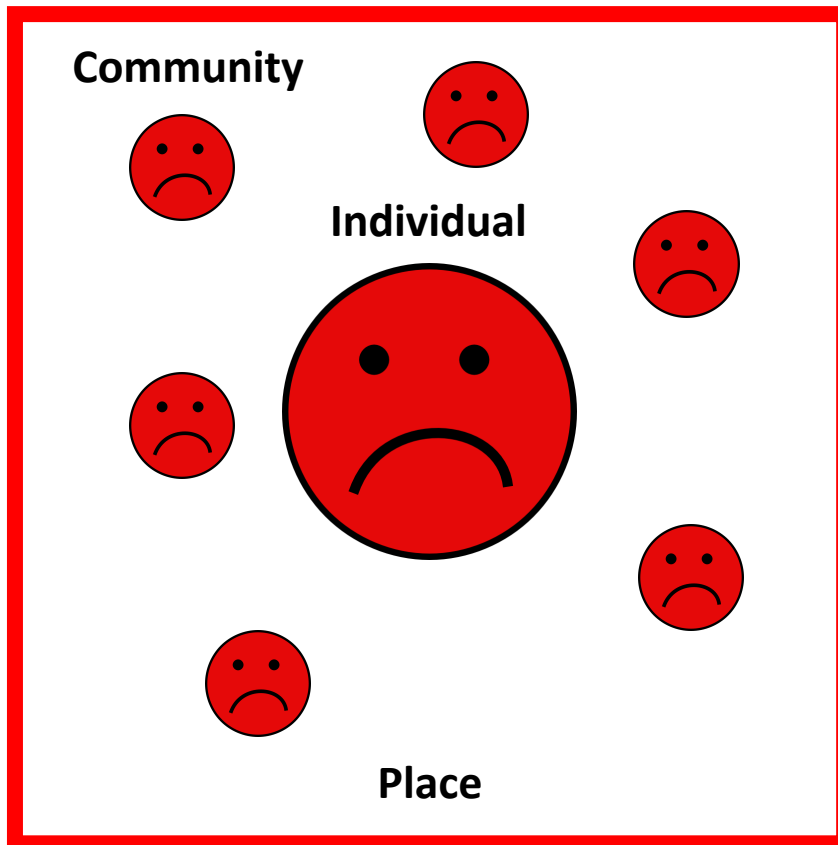
- Determine barriers in place
- Determine needs of the community
- Anticipate supports & strategies based on needs
- Universally apply supports and strategies to ALL

Shifting the Paradigm: Person-Place Model of Need

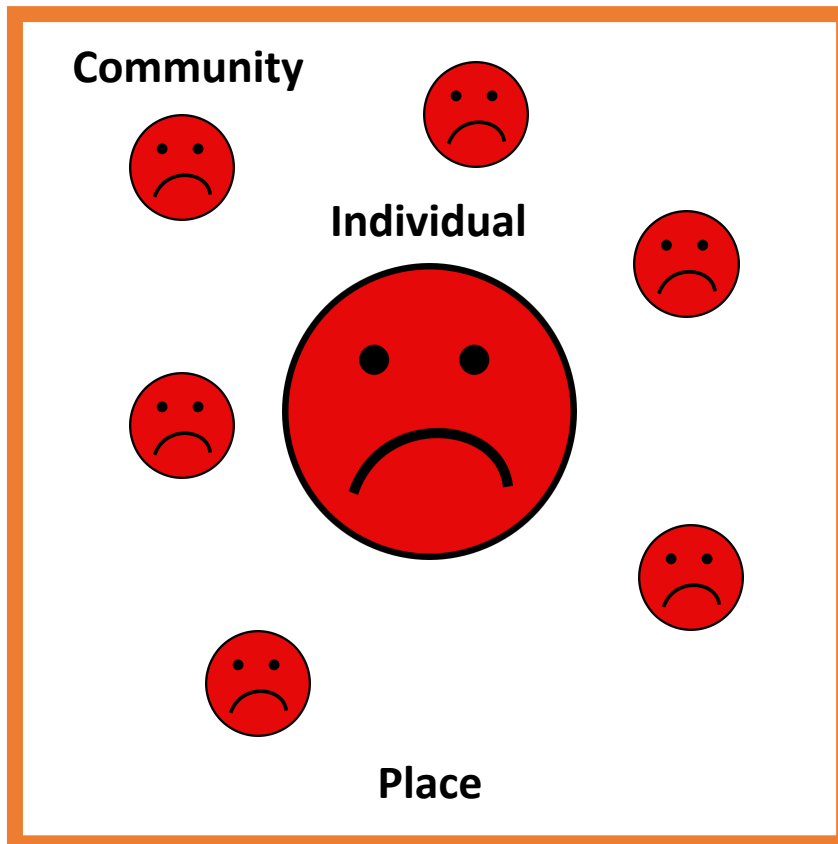
Inclusive Education

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Shifting the Paradigm: Person-Place Model of Need



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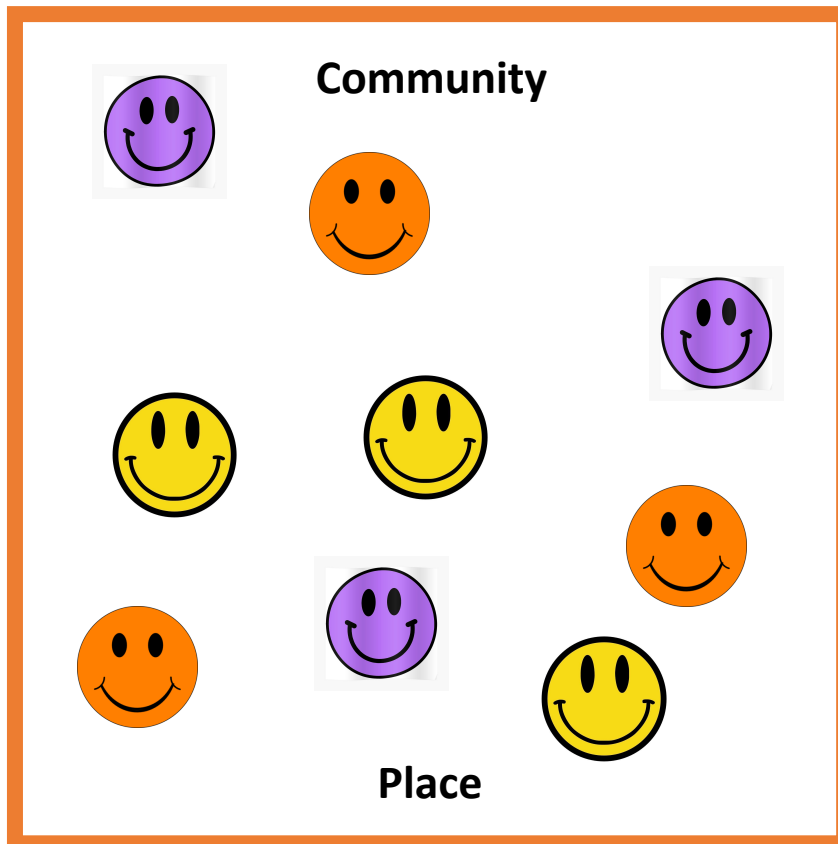
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Shifting the Paradigm: Person-Place Model of Need

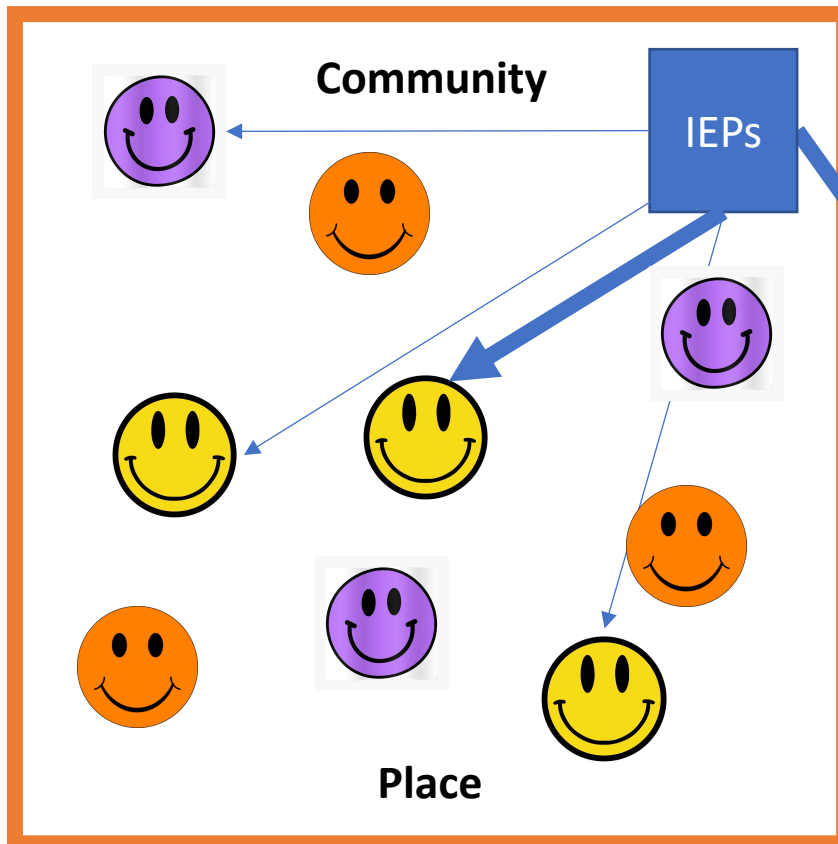
Inclusive Education

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Shifting the Paradigm: Person-Place Model of Need



Inclusive Education

If an individual isn't successful

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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!

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 2022 by:

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

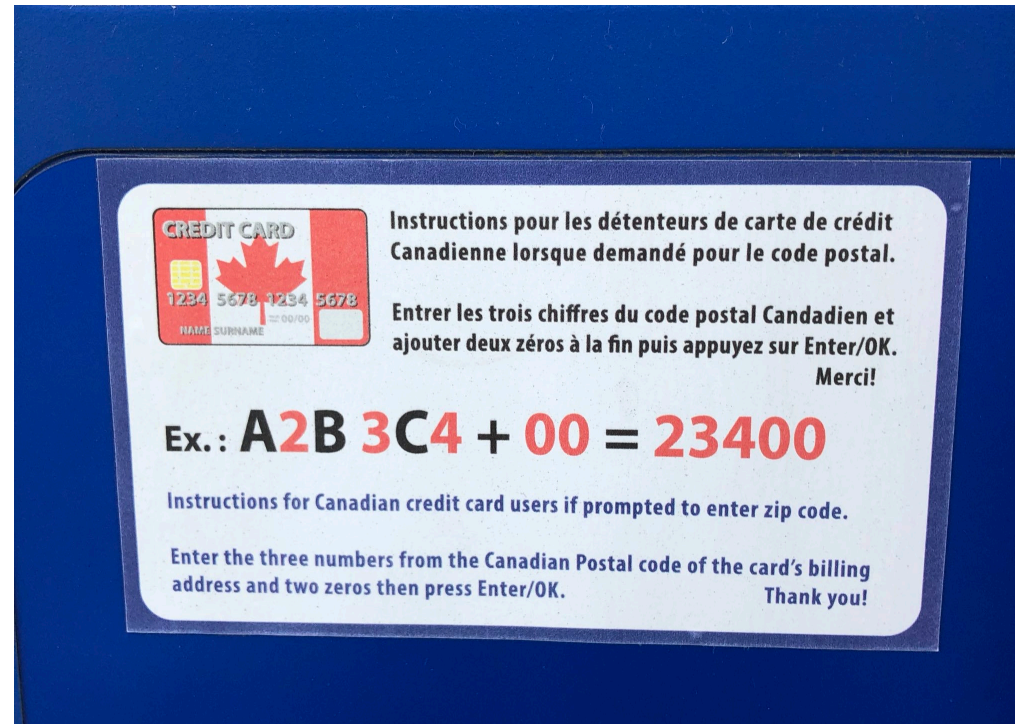
Individual Strategies: try 90210, have extra cash on hand, pre-pay, emotional regulation for anger, airport fill up

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?)

How do we **anticipate** supports & strategies needed for to navigate the barriers in a community?

(The zipcode strategies!)

How can we change the context so **ALL students** can navigate around barriers?

(Implementing UDL strategies class and school wide over time)

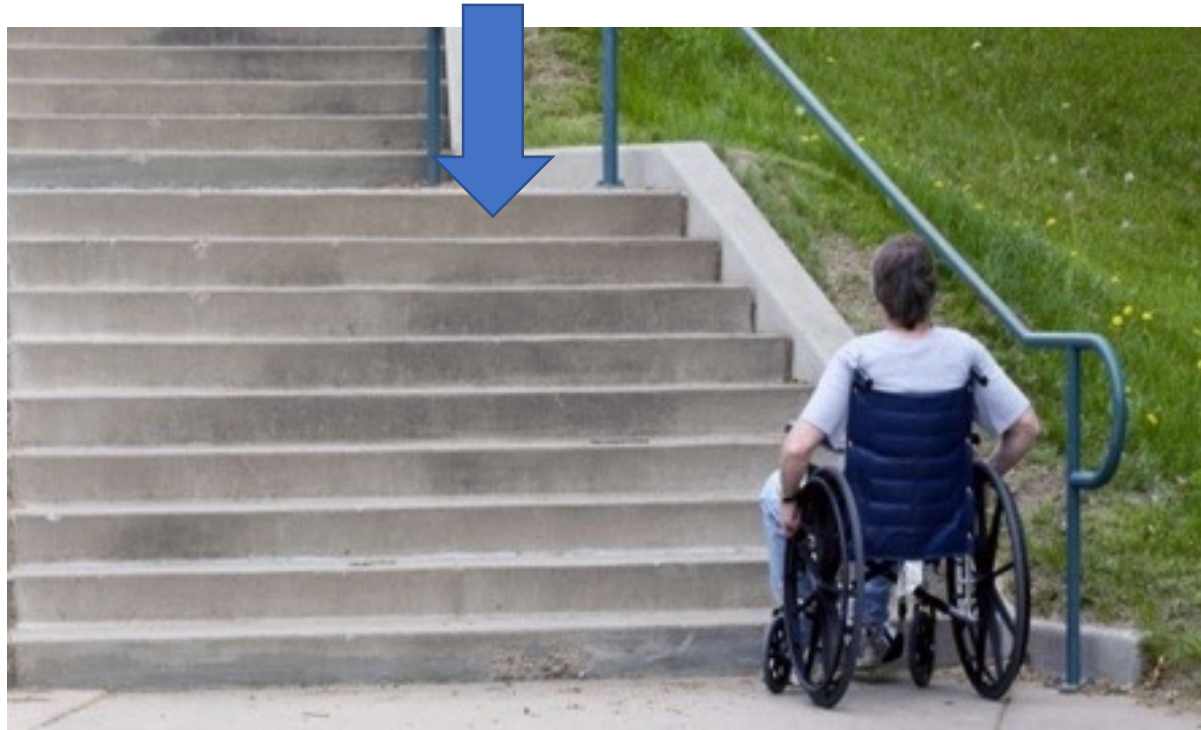
What are **barriers**??



What are **barriers**??

PHYSICAL

To
LEARNING



To
EQUITY

How can we **REDUCE** barriers??

What are
barriers??

PHYSICAL

To
LEARNING

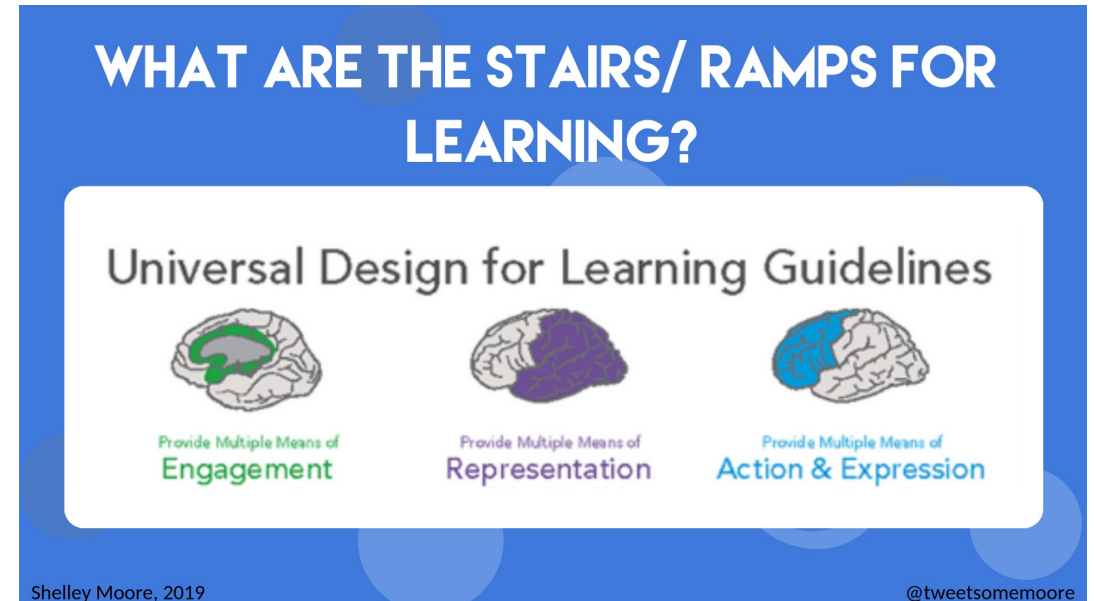


To
EQUITY

How can we **REDUCE** barriers??

Reducing Learning Barriers: UDL Targets

- Making a **commitment** to **reduce learning barriers** in a classroom community over time
- Based in brain research and **how we learn**
- Designed to be used for **ALL** learners (Tier 1)
- Strategies are organized into 3 areas
 - How students are **engaged** in learning
 - How **new learning**/information is shared with/to them and how it is **processed**
 - How student **share** and are **metacognitive** of their learning
- UDL targets can be chosen based on the needs of a learning community
- UDL target DO NOT compromise the integrity of a standard



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The **more barriers** we **reduce** in the context, the **less resources** individuals will **need**

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

UDL Language: Representation		Accessible Language		Teacher Team UDL Reflection & Self-Assessment		
UDL Guideline	Providing Multiple Means of Representation	Goal Area	Sharing "what" students are learning			
1	Provide options for perception	Goal	We can present new information to students so that they understand it by:	We can do this!	We want to keep working on this!	This is our next step!
1.1	<ul style="list-style-type: none"> Offer ways of customizing the display of information 	Objective	<ul style="list-style-type: none"> Sharing information in formats that are flexible 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.2	<ul style="list-style-type: none"> Offer alternatives for auditory information 	Objective	<ul style="list-style-type: none"> Utilizing modalities that compliment auditory information (visuals, tactile, movements etc.) 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.3	<ul style="list-style-type: none"> Offer alternatives for visual information 	Objective	<ul style="list-style-type: none"> Utilizing modalities that compliment visual information (descriptions, objects, auditory clues, reader) 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2	Providing options for language and symbols	Goal	We can share different options/ examples of language and symbols to support student understanding by:	We can do this!	We want to keep working on this!	This is our next step!
2.1	<ul style="list-style-type: none"> Clarify vocabulary and symbols 	Objective	<ul style="list-style-type: none"> Pre-teaching important vocabulary, symbols, numbers labels in many ways (written, oral, visual examples) 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.2	<ul style="list-style-type: none"> Clarify syntax and structure 	Objective	<ul style="list-style-type: none"> Highlighting and teaching patterns and properties in systems (e.g. grammar, notation, taxonomies, equations etc.) 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.3	<ul style="list-style-type: none"> Support decoding of text, mathematical notation and symbols 	Objective	<ul style="list-style-type: none"> Teaching and using supports and strategies for students to understand written text, mathematical notation and symbol use (unless the goal is de-coding ability) 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.4	<ul style="list-style-type: none"> Promote understanding across languages 	Objective	<ul style="list-style-type: none"> Teaching and using translators, descriptions, movement & visuals to support understanding in unfamiliar and multiple languages 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.5	<ul style="list-style-type: none"> Illustrate through multi media 	Objective	<ul style="list-style-type: none"> Using multi-media to support understanding (videos, graphics, activities) 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

UDL Language: Expression		Accessible Language		Teacher Team UDL Reflection & Self-Assessment		
UDL Guideline	Providing Multiple Means of Action & Expression	Goal Area	Sharing and representing new information for student learning			
4	Providing options for physical action	Goal	We can provide options for students to communicate using tools and assistive technology by:	We can do this!	We want to keep working on this!	This is our next step!
4.1	<ul style="list-style-type: none"> Vary the methods for response and navigation 	Objective	<ul style="list-style-type: none"> providing tools/ assistive technologies to support motor skills to interact with instructional materials (i.e. alternatives to pencil/paper) 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.2	<ul style="list-style-type: none"> Optimize access to tools and assistive technologies 	Objective	<ul style="list-style-type: none"> providing support and teaching how to use tools effectively (i.e. teaching how to use tools/assistive technologies as supports) 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5	Provide options for expression and communication	Goal	We can provide options for students to show what they know & communicate their learning by:	We can do this!	We want to keep working on this!	This is our next step!
5.1	<ul style="list-style-type: none"> Use multi-media for communication 	Objective	<ul style="list-style-type: none"> teaching new formats to develop a wider range of expression using multimedia and materials (oral/visual/written) (concrete/pictorial/abstract) 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5.2	<ul style="list-style-type: none"> Use media tools for construction and composition 	Objective	<ul style="list-style-type: none"> offering supports and strategies for students to create written output (word prediction, text-to-speech, mapping tools, sentence starters etc.) 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5.3	<ul style="list-style-type: none"> Build fluencies with graduated levels of support of support for practice and performance 	Objective	<ul style="list-style-type: none"> supporting increasing fluency by offering scaffolded options of challenge and supports to increase independence 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6	Provide options for executive functions	Goal	We can provide options for students to know and set goals and make decisions about what supports they need to meet the goals by:	We can do this!	We want to keep working on this!	This is our next step!
6.1	<ul style="list-style-type: none"> Guide appropriate goals setting 	Objective	<ul style="list-style-type: none"> guiding students through reflection, self-assessment and goal setting with curricular and core competencies 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6.2	<ul style="list-style-type: none"> Support planning and strategy development 	Objective	<ul style="list-style-type: none"> modelling how to use supports and strategies and empowering students to make individual decisions about what they need to meet goals 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6.3	<ul style="list-style-type: none"> Enhance managing information and resources 	Objective	<ul style="list-style-type: none"> teaching students to organize their evidence of learning and determine their best examples of learning 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6.4	<ul style="list-style-type: none"> Enhance capacity for monitoring progress 	Objective	<ul style="list-style-type: none"> using assessment checklists, learning maps, one-point rubrics and student work samples to provide feedback to students and model self-assessment 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Our UDL Team Target Goal is:						

Reducing Barriers: Equity Targets

- Making a **commitment** to reduce inequities in the systemic structure of education at a classroom level
- Committing to **reconciliation actions**
- **Challenging ourselves** to move away from the “we’ve always done it this way” mentality
- Looks at barriers linked to populations that have been/are being **marginalized** and/or oppressed:
 - Students of Colour
 - Black students
 - Indigenous Students
 - Immigrants & Refugees
 - English Language Learners
 - Students with disabilities
 - LGBTQ2S+
 - Students negotiating mental health/trauma/poverty
- Examples of teacher made equity target goals:
 - We can commit to ensuring that the text and materials we use represent the diverse identities in our classroom

Equitable Classroom Practice

1. Welcomes students by name as they enter the classroom
Asks students for correct pronunciation of their names; correctly pronounces students' names
2. Uses eye contact with all students
Makes culturally appropriate eye contact with all students
3. Uses proximity with all students equitably
Circulates around student work areas to be close to all students
4. Uses body language, gestures, and expressions to convey a message that all students' questions and opinions are important
Smiles, Nods head in affirmation; Leans toward students; Turns toward students who are speaking to show interest
5. Arranges the classroom to accommodate discussion
Arranges seating to facilitate student-student discussion; Seating to facilitate teacher-student discussion
6. Ensures bulletin boards, displays, instructional materials, and other visuals in the classroom reflect the racial, ethnic, and cultural backgrounds represented by students
Displays and uses materials (supplemental books) that reflect all students' racial, ethnic, and cultural backgrounds year round; Displays products and props from students' home and community background
7. Uses a variety of visual aids and props to support student learning
Uses multiethnic photos, pictures, and props to illustrate concepts and content; Uses appropriate technology to illustrate concepts and content

- <http://laspdg.org/files/Equitable%20Classroom%20Practices%20Observation%20Checklist.pdf>
- <https://www.wgu.edu/heyteach/article/5-things-you-can-do-support-your-lgbtq-students1809.html>

Waterfall

Based on our time together
complete this statement...

I used to think...but now...

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