

# SHELLEY MOORE



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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**.



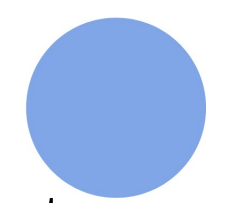
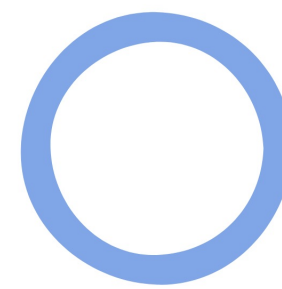
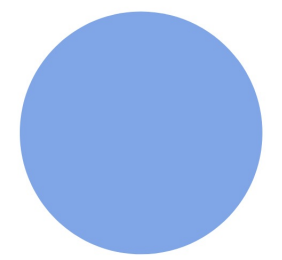
# Waterfall

Based on our time together  
complete this statement...

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

In one word...

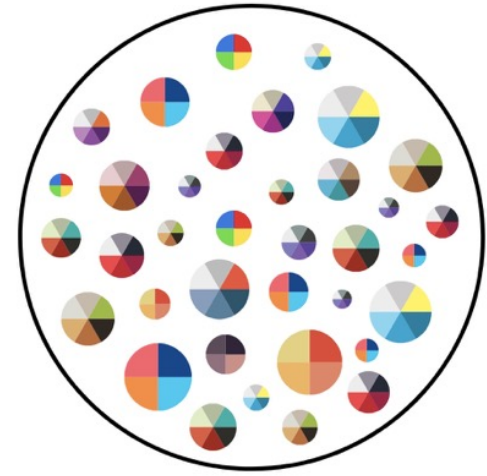
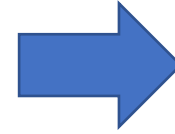
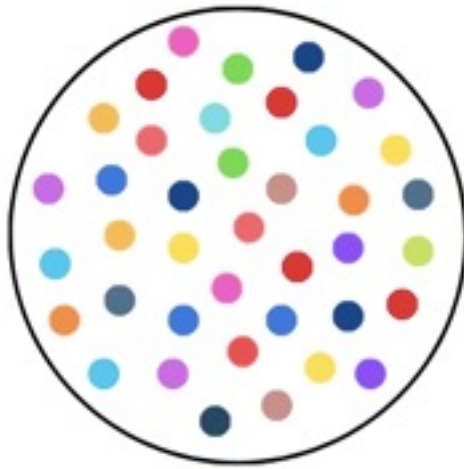
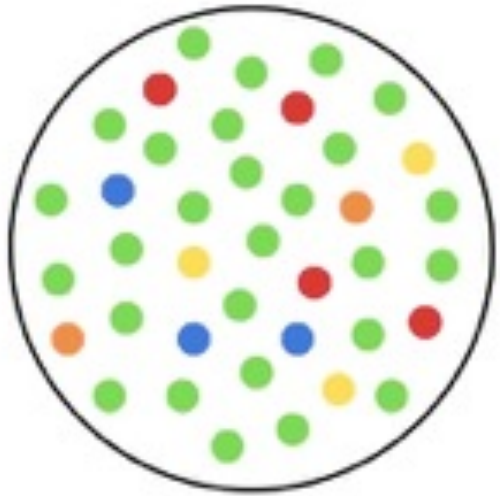
Describe  
convention so far





# 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...

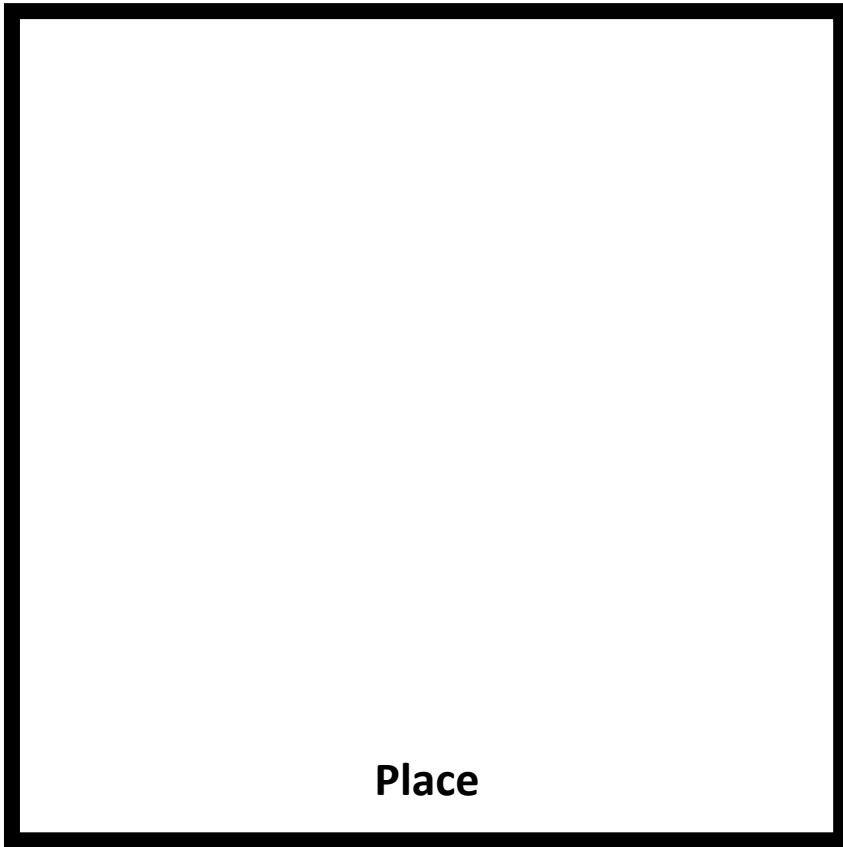


How to we do it?



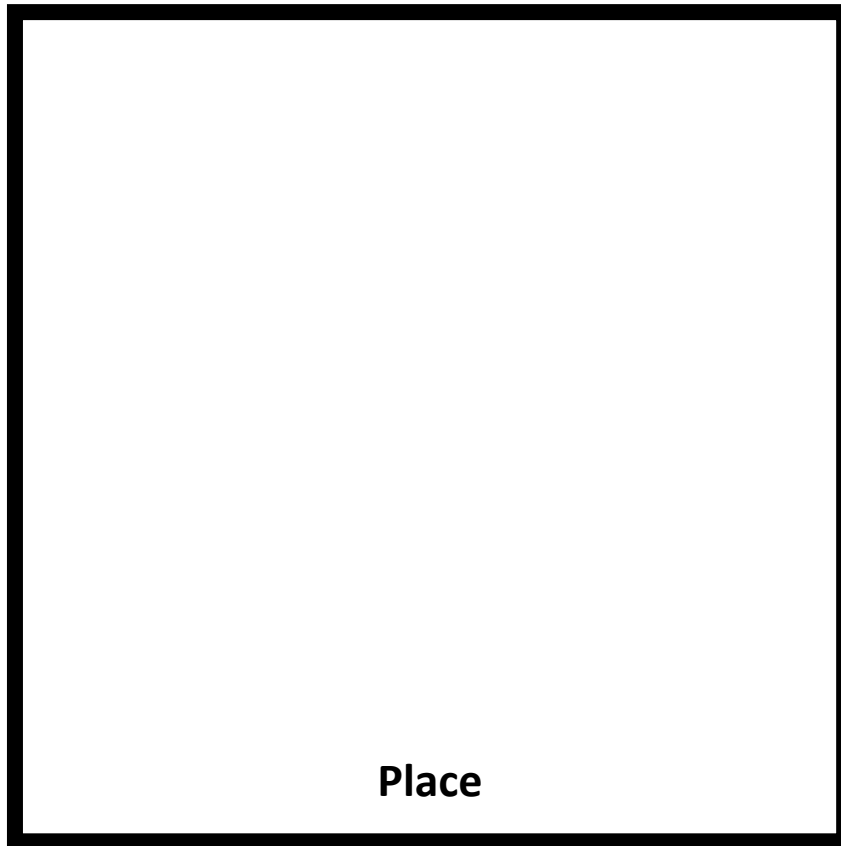
# A shift in thinking...

- **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



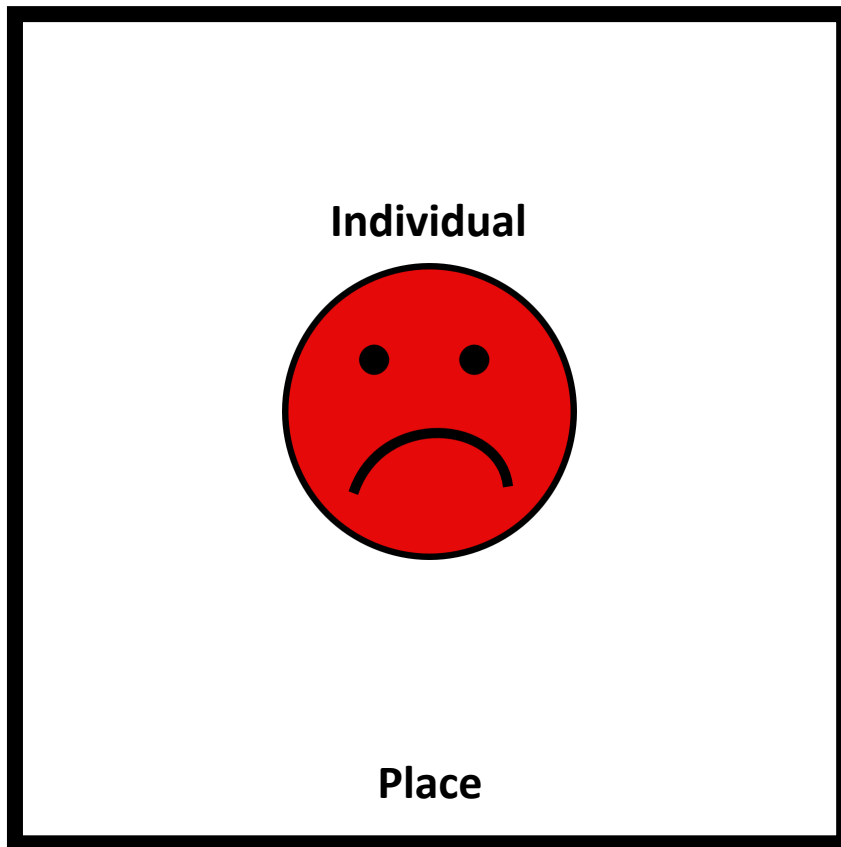
**Place**

# Shifting the Paradigm: Medical Model of Disability



Place

# Shifting the Paradigm: Medical Model of Disability

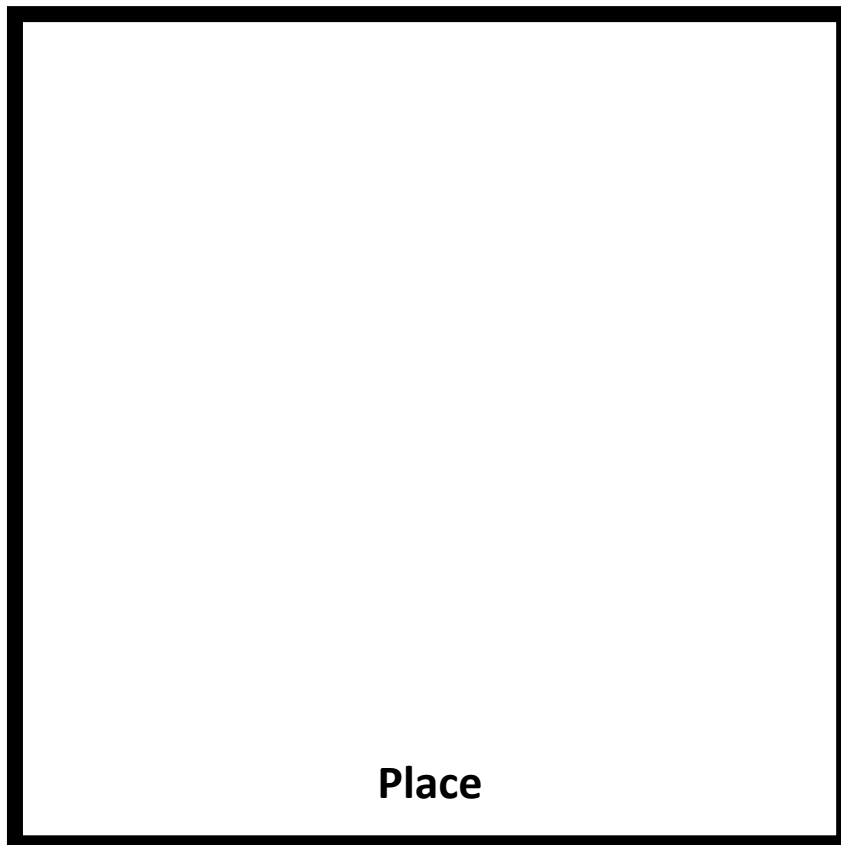


## Special Education

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

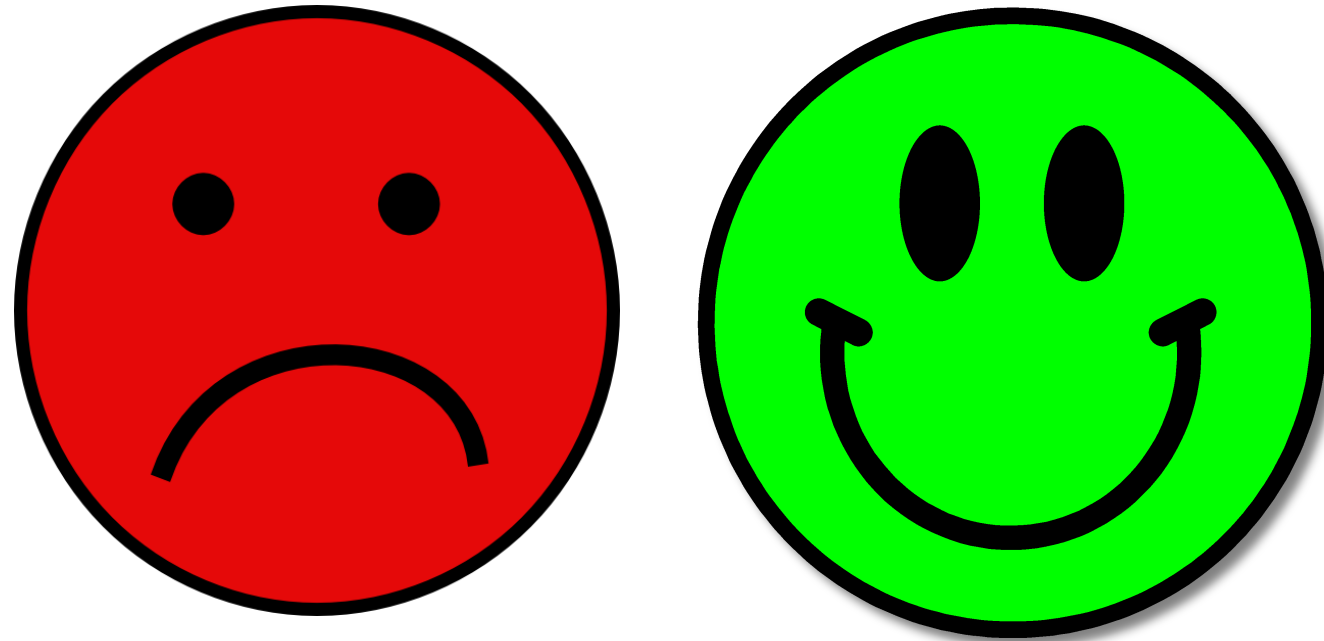
## Special Education

If individual isn't successful

- Remove the individual
- Diagnose the problems in the individual
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- IEPs are separate from the place

Wait a second....

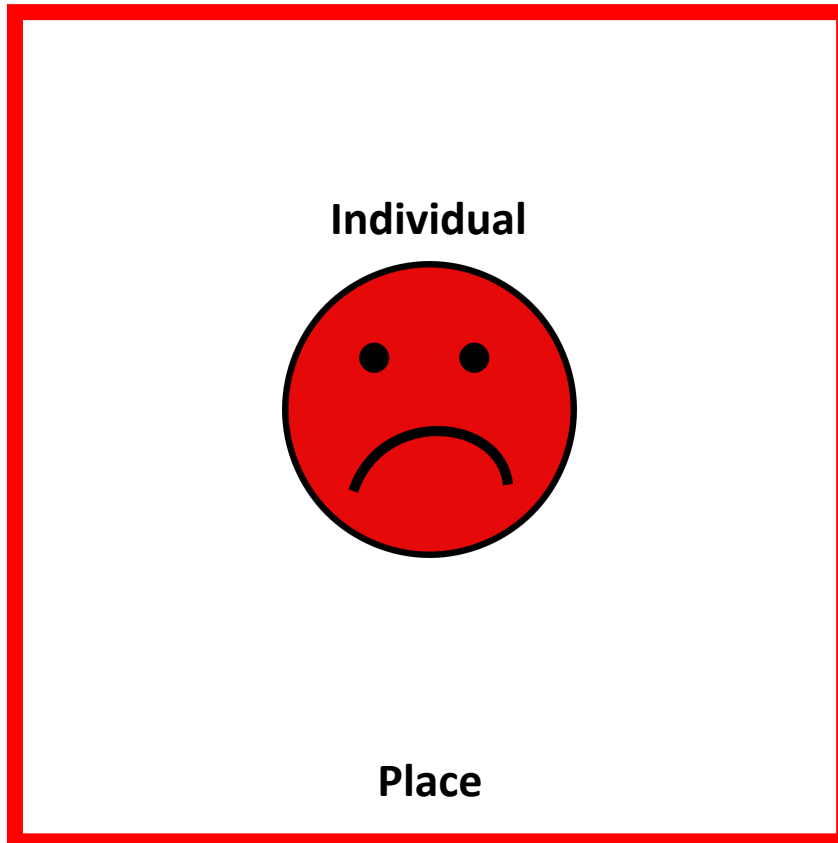
People with disabilities said:



“I am not broken.”

“I do not need to be fixed!”

# Shifting the Paradigm: Social Model of Disability

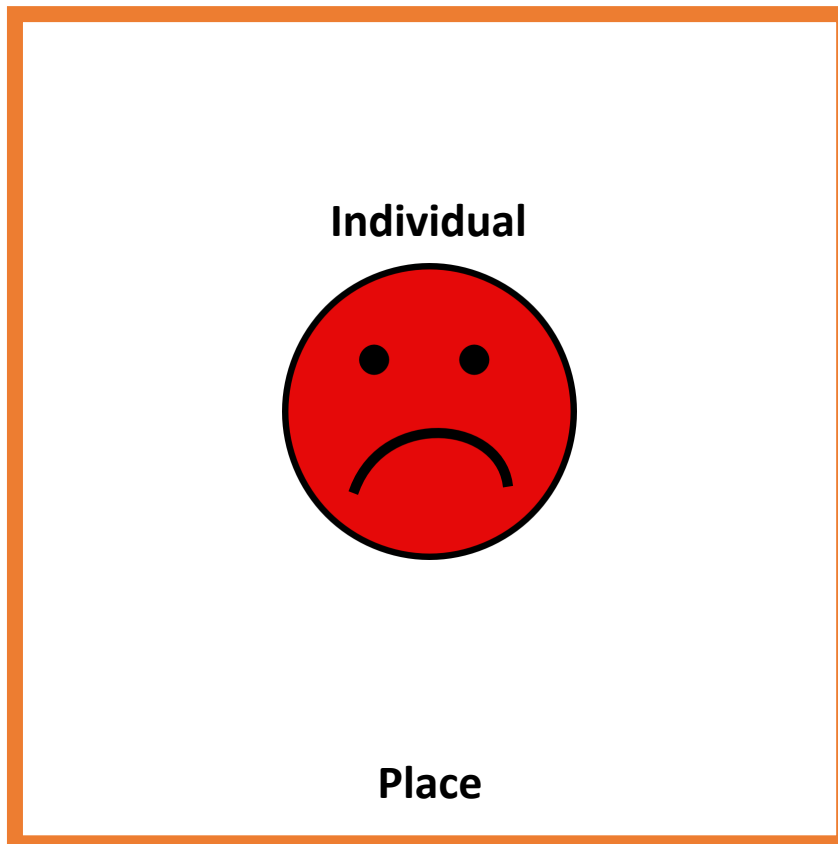


## **Social Model**

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

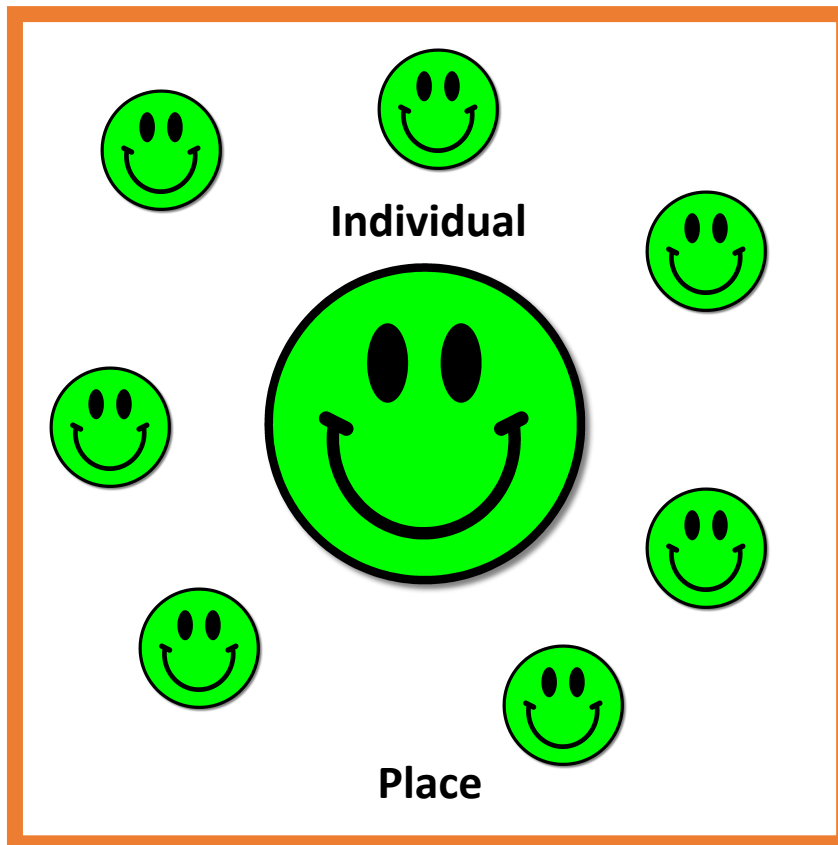


## **Social Model**

If individual isn't successful

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# Shifting the Paradigm: Social Model of Disability

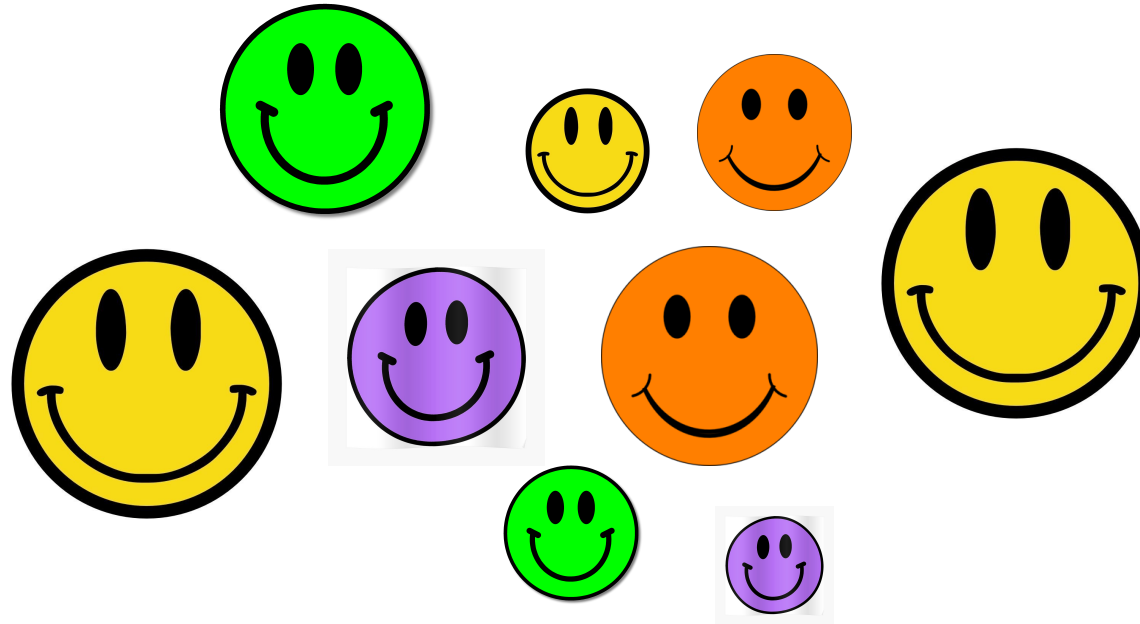


## **Social Model**

If individual isn't successful

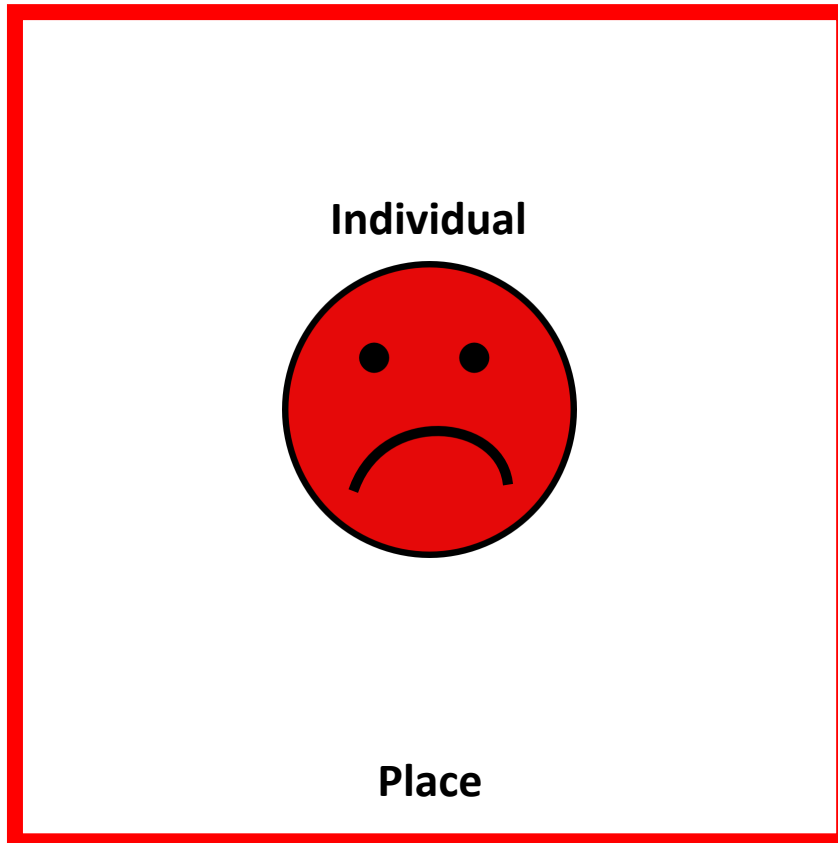
- Diagnose the problems in the place
- Fix the place
- Support everyone in the place

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

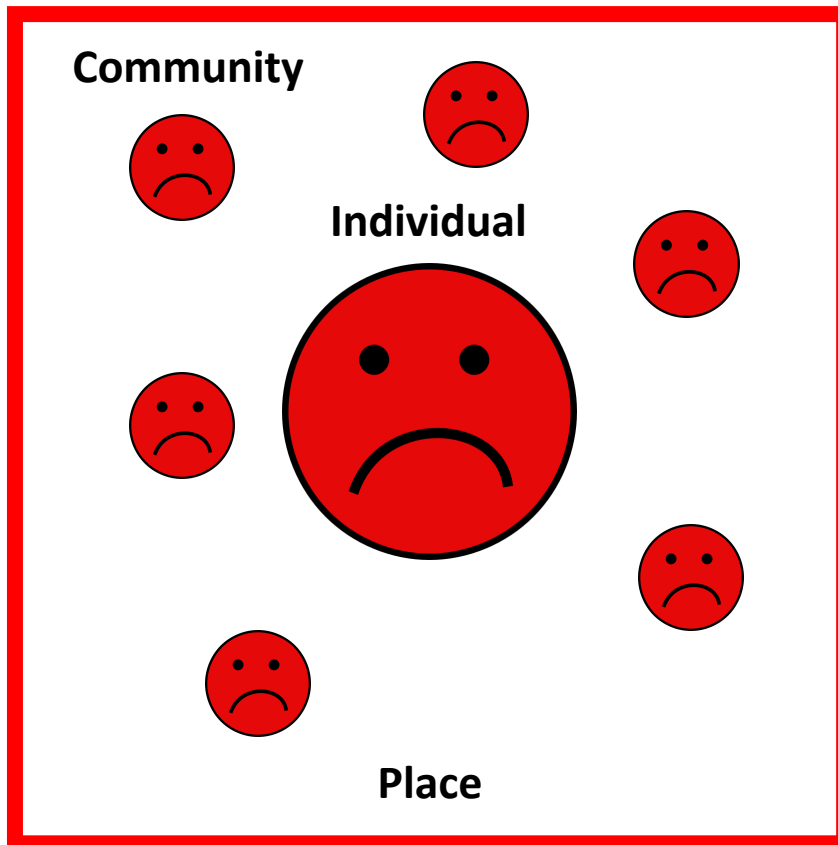
- Determine barriers in place
- Determine needs of the community
- Anticipate supports & strategies based on needs
- Universally apply supports and strategies to ALL

# Shifting the Paradigm: Person-Place Model of Need

## Inclusive Education

If an individual isn't successful

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- Determine needs of the community
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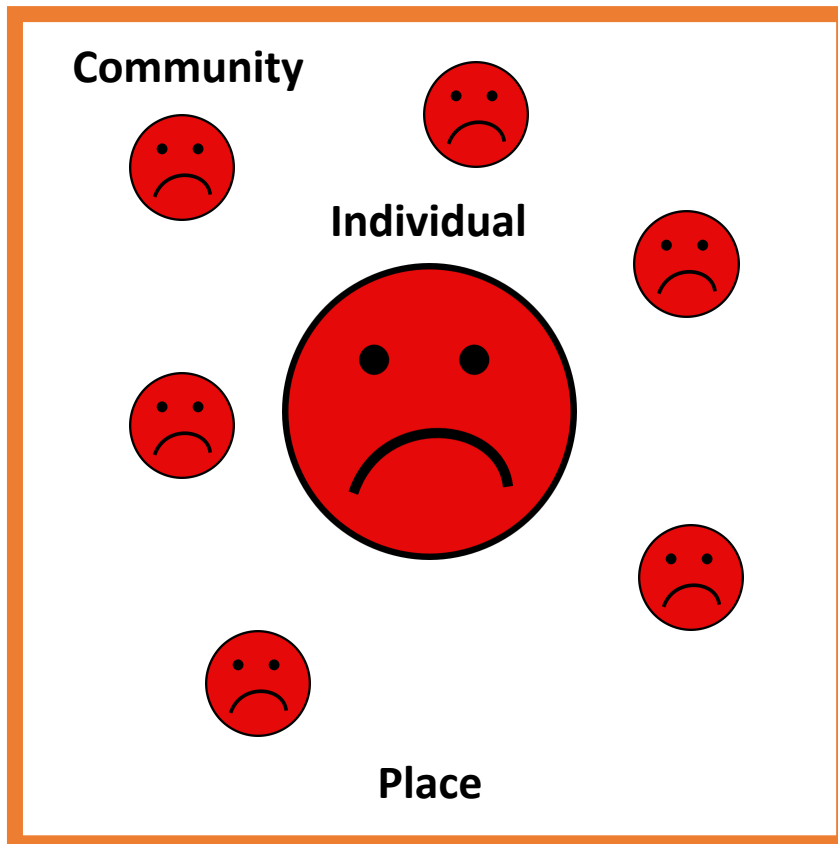


# Shifting the Paradigm: Person-Place Model of Need

## Inclusive Education

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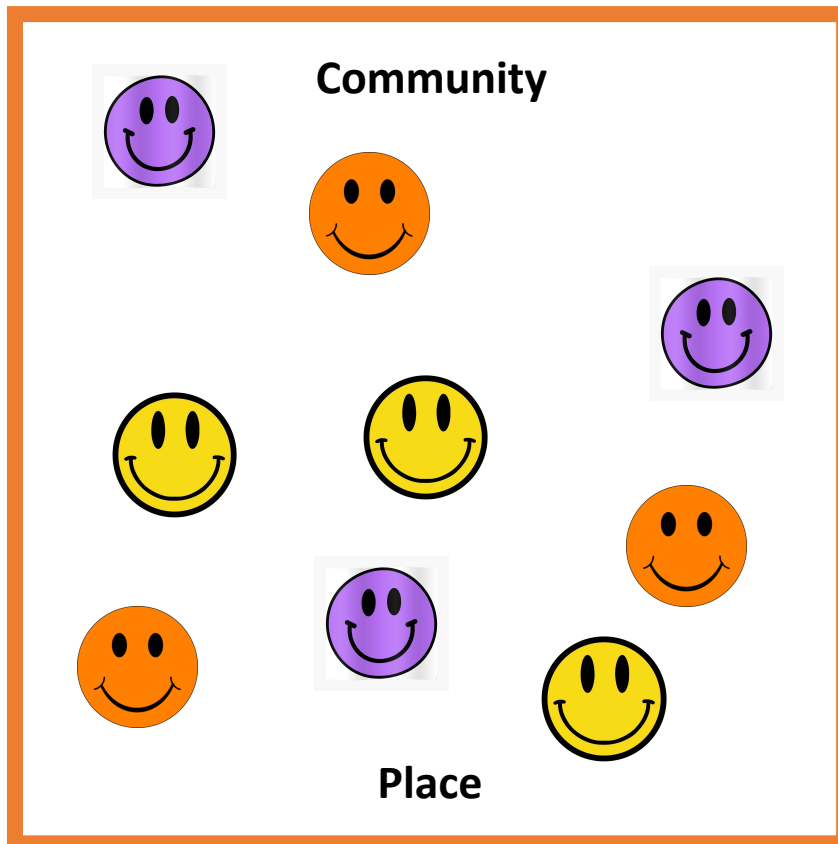


# Shifting the Paradigm: Person-Place Model of Need

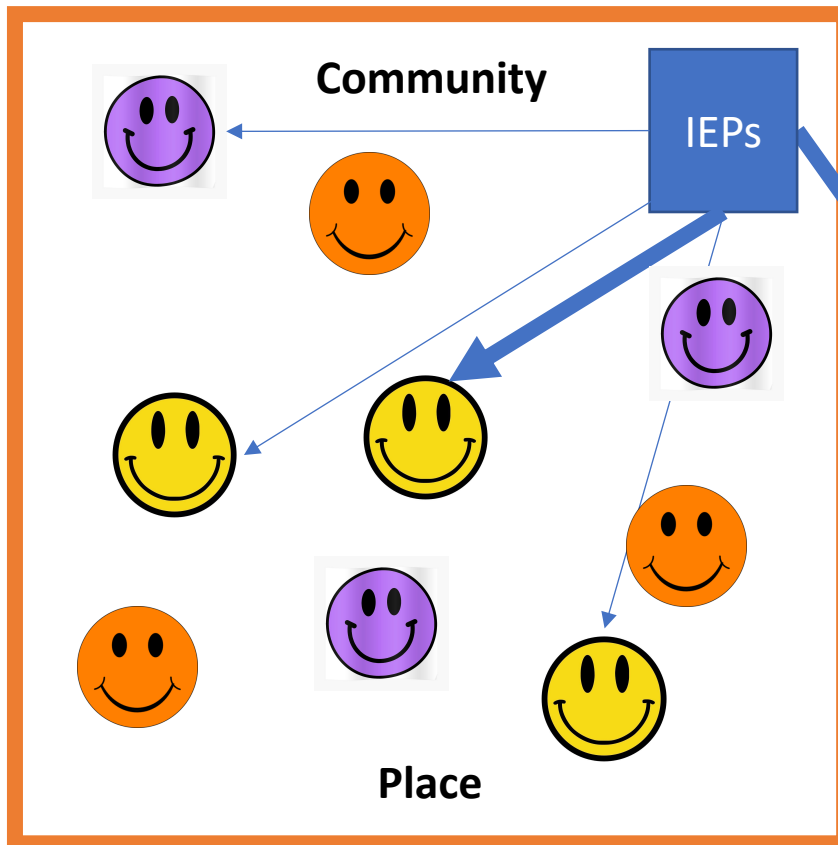
## Inclusive Education

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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
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- 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!

# 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

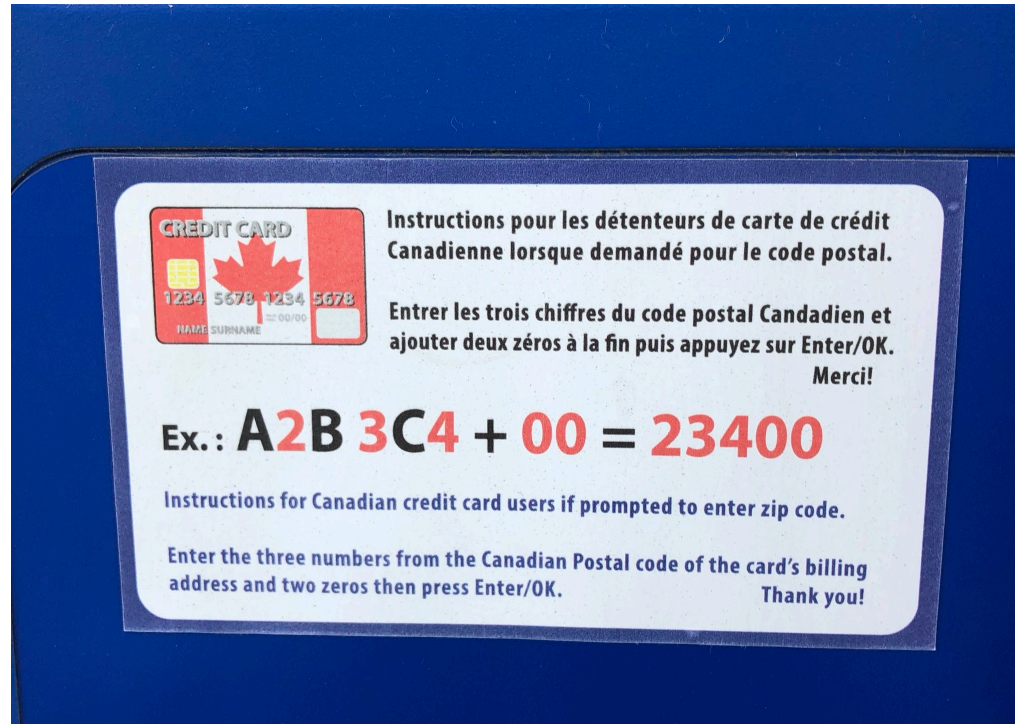
**Individual Strategies:** try 90210, have extra cash on hand, pre-pay, emotional regulation for anger, airport fill up

# 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

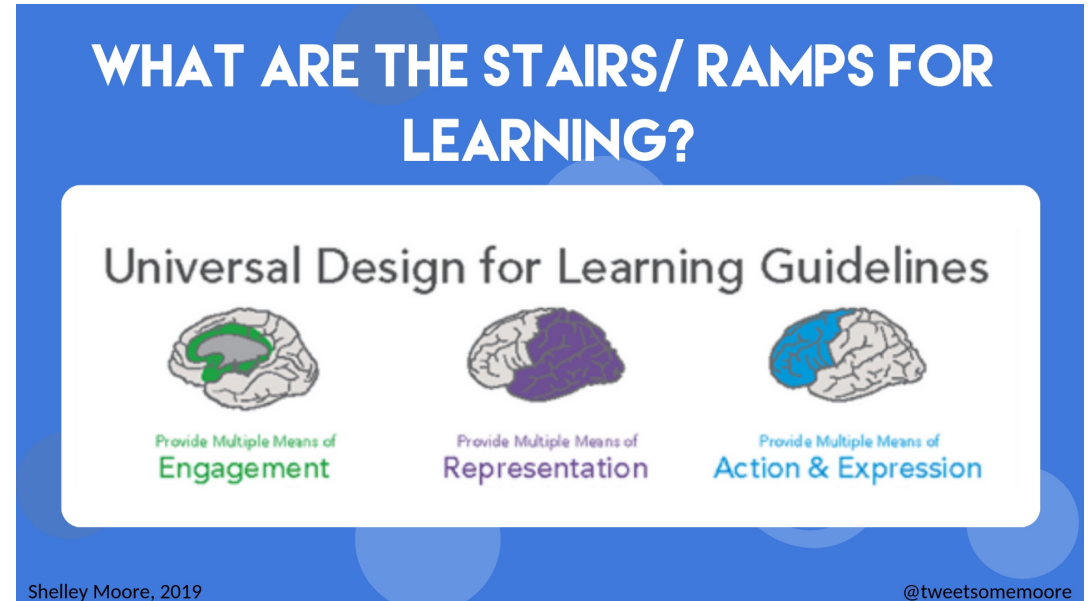


To  
EQUITY

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



[www.CAST.org](http://www.CAST.org)

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"> <li>Optimizing individual choice and autonomy</li> </ul>	Objective	<ul style="list-style-type: none"> <li>giving students choice and control over what they are learning about (e.g. content, examples used)</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7.2	<ul style="list-style-type: none"> <li>Optimizing relevance, value &amp; authenticity</li> </ul>	Objective	<ul style="list-style-type: none"> <li>making learning relevant to the student's lives and connecting it to real world problems that are important to the students</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7.3	<ul style="list-style-type: none"> <li>Minimize threats &amp; distractions</li> </ul>	Objective	<ul style="list-style-type: none"> <li>reducing distractions in the classroom and building a safe place for students to take risks</li> </ul>	<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"> <li>Heighten Salience of goals and objectives</li> </ul>	Objective	<ul style="list-style-type: none"> <li>clearly communicating learning goals/ intentions and why tasks and activities matter</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8.2	<ul style="list-style-type: none"> <li>Vary demands and resources to optimize challenge</li> </ul>	Objective	<ul style="list-style-type: none"> <li>scaffolding learning by starting with accessibility and adding on challenge in goals and tasks</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8.3	<ul style="list-style-type: none"> <li>Foster collaboration and community</li> </ul>	Objective	<ul style="list-style-type: none"> <li>building a community where learners work together by teaching collaboration and group work skills</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8.4	<ul style="list-style-type: none"> <li>Increase mastery-oriented feedback</li> </ul>	Objective	<ul style="list-style-type: none"> <li>providing ongoing formative feedback that is relevant, clear, accessible and timely</li> </ul>	<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"> <li>Promote expectations and beliefs that optimize motivation</li> </ul>	Objective	<ul style="list-style-type: none"> <li>helping students set learning goals that build confidence and help them take ownership of their learning</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9.2	<ul style="list-style-type: none"> <li>Facilitate personal coping skills and strategies</li> </ul>	Objective	<ul style="list-style-type: none"> <li>teaching how to manage emotional responses &amp; about healthy emotional responses and interactions</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9.3	<ul style="list-style-type: none"> <li>Develop self-assessment and reflection</li> </ul>	Objective	<ul style="list-style-type: none"> <li>by helping students to increase their awareness of how they are progressing towards their goal &amp; how to learn from their mistakes</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Our UDL Team Target Goal is:</b>						

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			
<b>1</b>	<b>Provide options for perception</b>	<b>Goal</b>	<b>We can present new information to students so that they understand it by:</b>	<b>We can do this!</b>	<b>We want to keep working on this!</b>	<b>This is our next step!</b>
<b>1.1</b>	<ul style="list-style-type: none"> <li>Offer ways of customizing the display of information</li> </ul>	<b>Objective</b>	<ul style="list-style-type: none"> <li>Sharing information in formats that are flexible</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>1.2</b>	<ul style="list-style-type: none"> <li>Offer alternatives for auditory information</li> </ul>	<b>Objective</b>	<ul style="list-style-type: none"> <li>Utilizing modalities that compliment auditory information (visuals, tactile, movements etc.)</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>1.3</b>	<ul style="list-style-type: none"> <li>Offer alternatives for visual information</li> </ul>	<b>Objective</b>	<ul style="list-style-type: none"> <li>Utilizing modalities that compliment visual information (descriptions, objects, auditory clues, reader)</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>2</b>	<b>Providing options for language and symbols</b>	<b>Goal</b>	<b>We can share different options/ examples of language and symbols to support student understanding by:</b>	<b>We can do this!</b>	<b>We want to keep working on this!</b>	<b>This is our next step!</b>
<b>2.1</b>	<ul style="list-style-type: none"> <li>Clarify vocabulary and symbols</li> </ul>	<b>Objective</b>	<ul style="list-style-type: none"> <li>Pre-teaching important vocabulary, symbols, numbers labels in many ways (written, oral, visual examples)</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>2.2</b>	<ul style="list-style-type: none"> <li>Clarify syntax and structure</li> </ul>	<b>Objective</b>	<ul style="list-style-type: none"> <li>Highlighting and teaching patterns and properties in systems (e.g. grammar, notation, taxonomies, equations etc.)</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>2.3</b>	<ul style="list-style-type: none"> <li>Support decoding of text, mathematical notation and symbols</li> </ul>	<b>Objective</b>	<ul style="list-style-type: none"> <li>Teaching and using supports and strategies for students to understand written text, mathematical notation and symbol use (unless the goal is de-coding ability)</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>2.4</b>	<ul style="list-style-type: none"> <li>Promote understanding across languages</li> </ul>	<b>Objective</b>	<ul style="list-style-type: none"> <li>Teaching and using translators, descriptions, movement &amp; visuals to support understanding in unfamiliar and multiple languages</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>2.5</b>	<ul style="list-style-type: none"> <li>Illustrate through multi media</li> </ul>	<b>Objective</b>	<ul style="list-style-type: none"> <li>Using multi-media to support understanding (videos, graphics, activities)</li> </ul>	<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			
<b>4</b>	<b>Providing options for physical action</b>	<b>Goal</b>	<b>We can provide options for students to communicate using tools and assistive technology by:</b>	<b>We can do this!</b>	<b>We want to keep working on this!</b>	<b>This is our next step!</b>
4.1	<ul style="list-style-type: none"> <li>Vary the methods for response and navigation</li> </ul>	<b>Objective</b>	<ul style="list-style-type: none"> <li>providing tools/ assistive technologies to support motor skills to interact with instructional materials (i.e. alternatives to pencil/paper)</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.2	<ul style="list-style-type: none"> <li>Optimize access to tools and assistive technologies</li> </ul>	<b>Objective</b>	<ul style="list-style-type: none"> <li>providing support and teaching how to use tools effectively (i.e. teaching how to use tools/assistive technologies as supports)</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>5</b>	<b>Provide options for expression and communication</b>	<b>Goal</b>	<b>We can provide options for students to show what they know &amp; communicate their learning by:</b>	<b>We can do this!</b>	<b>We want to keep working on this!</b>	<b>This is our next step!</b>
5.1	<ul style="list-style-type: none"> <li>Use multi-media for communication</li> </ul>	<b>Objective</b>	<ul style="list-style-type: none"> <li>teaching new formats to develop a wider range of expression using multimedia and materials (oral/visual/written) (concrete/pictorial/abstract)</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5.2	<ul style="list-style-type: none"> <li>Use media tools for construction and composition</li> </ul>	<b>Objective</b>	<ul style="list-style-type: none"> <li>offering supports and strategies for students to create written output (word prediction, text-to-speech, mapping tools, sentence starters etc.)</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5.3	<ul style="list-style-type: none"> <li>Build fluencies with graduated levels of support of support for practice and performance</li> </ul>	<b>Objective</b>	<ul style="list-style-type: none"> <li>supporting increasing fluency by offering scaffolded options of challenge and supports to increase independence</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>6</b>	<b>Provide options for executive functions</b>	<b>Goal</b>	<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>	<b>We can do this!</b>	<b>We want to keep working on this!</b>	<b>This is our next step!</b>
6.1	<ul style="list-style-type: none"> <li>Guide appropriate goals setting</li> </ul>	<b>Objective</b>	<ul style="list-style-type: none"> <li>guiding students through reflection, self-assessment and goal setting with curricular and core competencies</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6.2	<ul style="list-style-type: none"> <li>Support planning and strategy development</li> </ul>	<b>Objective</b>	<ul style="list-style-type: none"> <li>modelling how to use supports and strategies and empowering students to make individual decisions about what they need to meet goals</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6.3	<ul style="list-style-type: none"> <li>Enhance managing information and resources</li> </ul>	<b>Objective</b>	<ul style="list-style-type: none"> <li>teaching students to organize their evidence of learning and determine their best examples of learning</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6.4	<ul style="list-style-type: none"> <li>Enhance capacity for monitoring progress</li> </ul>	<b>Objective</b>	<ul style="list-style-type: none"> <li>using assessment checklists, learning maps, one-point rubrics and student work samples to provide feedback to students and model self-assessment</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Our UDL Team Target Goal is:</b>						

# 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...

# SHELLEY MOORE



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

