

# SHELLEY MOORE



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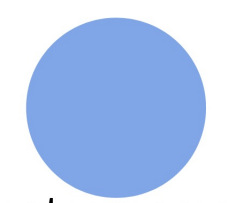
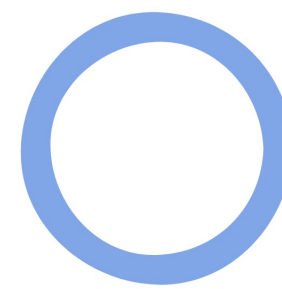
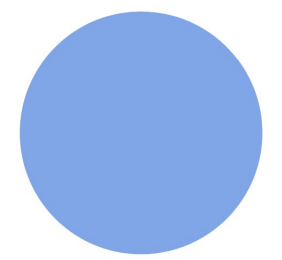
# NEXWLÉLEXM (BOWEN ISLAND)

- 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**.



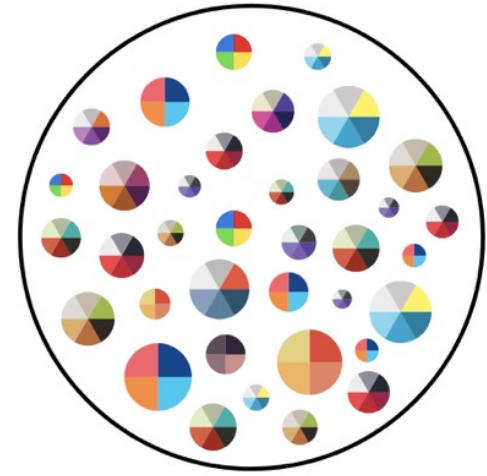
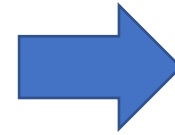
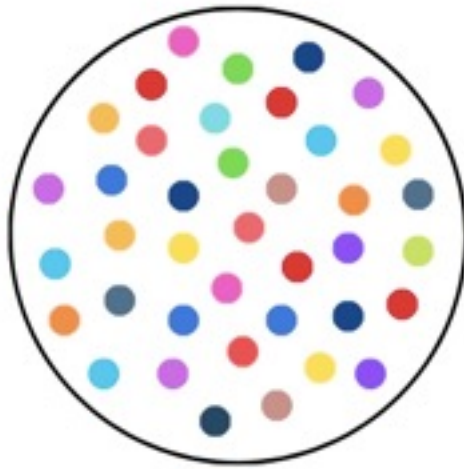
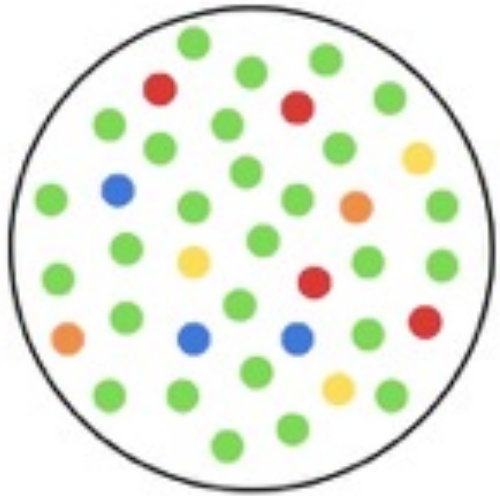
Waterfall!

What stood out from  
our last session?





# What is inclusion?

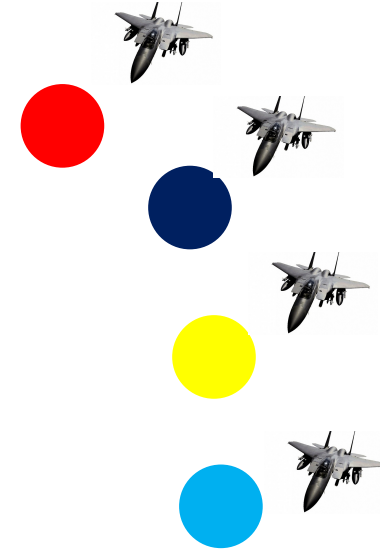
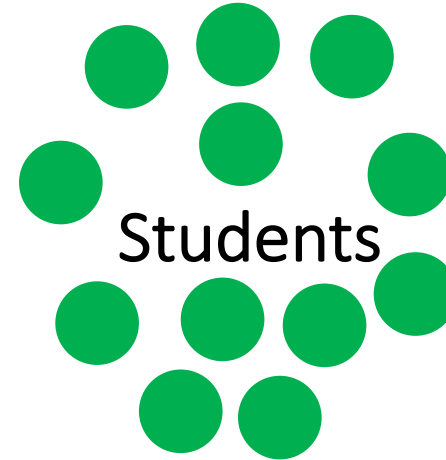
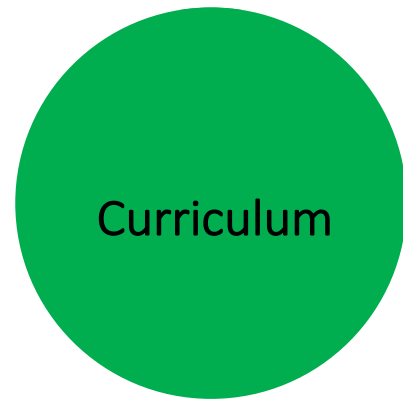


How do we include  
people who are  
different

How do we teach  
to diversity?

How do we  
teach to identity?

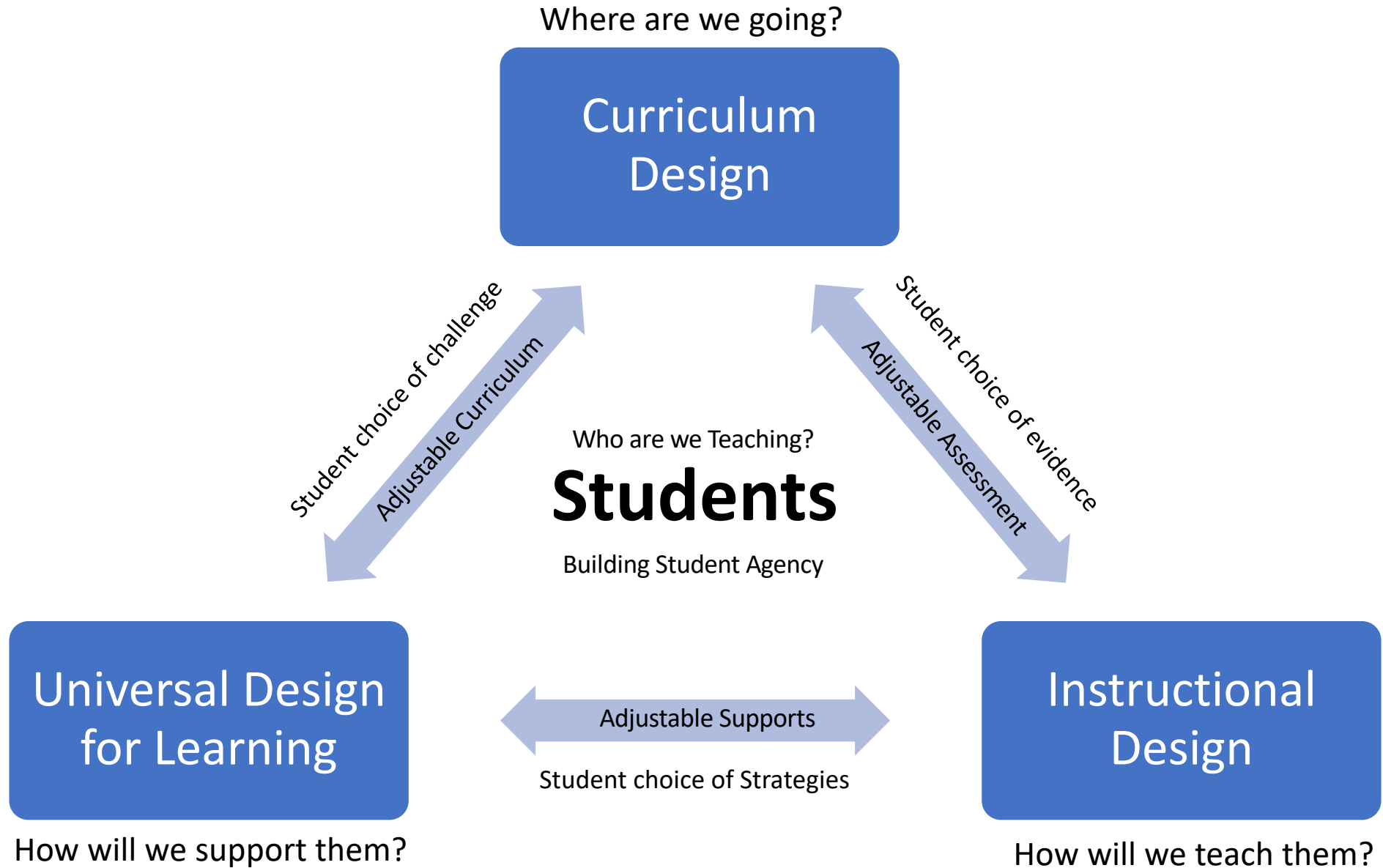
# WHAT'S THE DIFFERENCE?



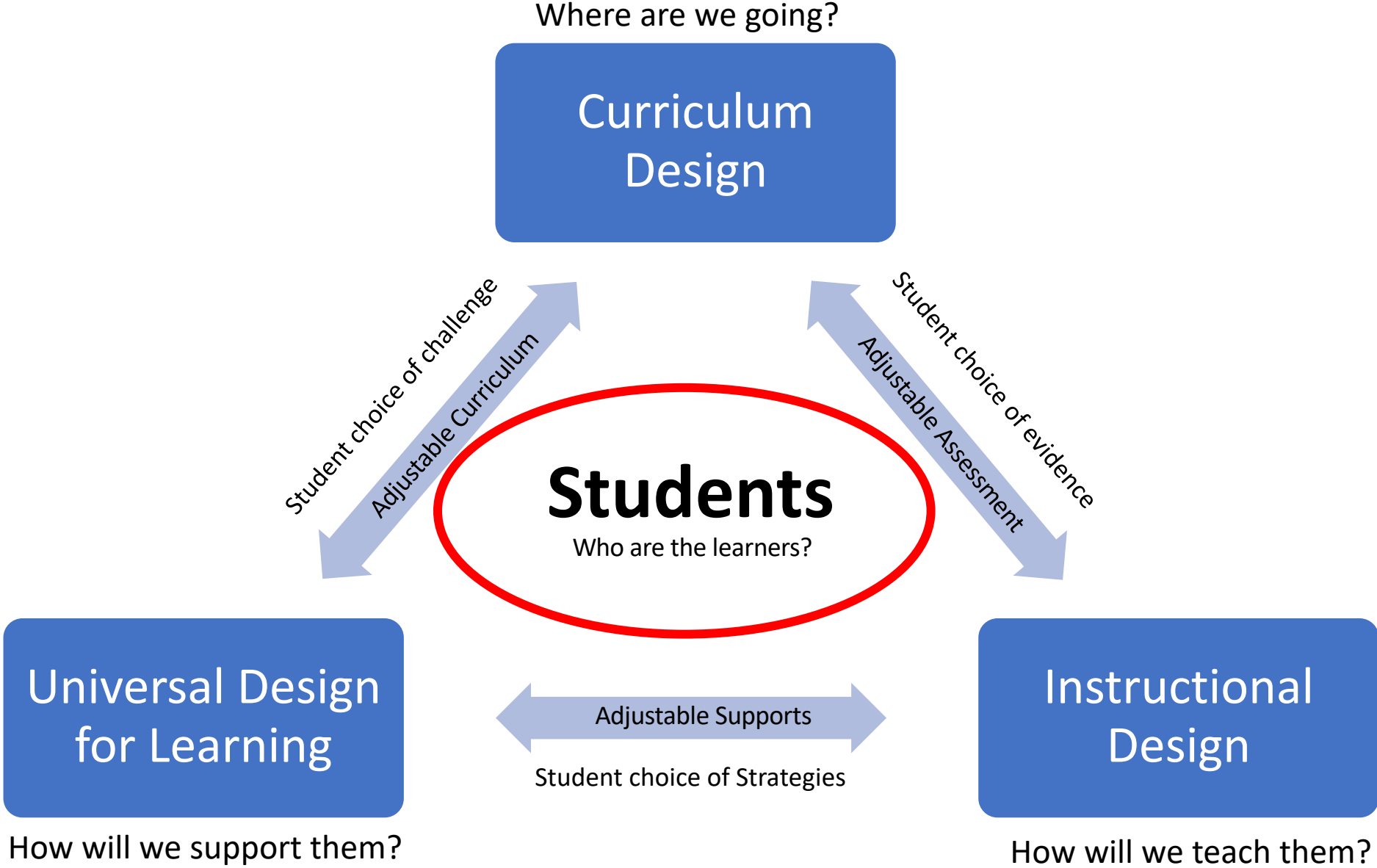
# DESIGN: THE MOST UNDERUTILIZED SUPPORT



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



# How do we change the system? Design with Equity in Mind



<b>Class Review for :</b>	<b>Teacher:</b>	<b>Date:</b>
I can plan for my students by getting to know the:		
<b>Interests &amp; identities 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> What is working? What are some new structures I would like to try?	<b>Decision:</b> Barriers to Learning (UDL)	<b>Decision:</b> Barriers to Equity (Culturally Responsive Teaching, Trauma sensitive instruction, SOGI etc.)
We can meet this goal(s) by targeting core/SEL competencies chosen as a community:		
<b>Decision:</b>		

Class Review for :	Teacher:	Date:
I can plan for my students by getting to know the:		
Interests & identities of the class	Classroom Strengths	Classroom Stretches
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 can meet this goal(s) by making a plan:	I can meet this goal(s) by reducing barriers in the classroom:	
Decision: Something I want to try	Decision: Learning Barriers (UDL)	Decision: Equity barriers (Reconciliation)
We can meet this goal(s) by targeting core competencies chosen as a community:		
Decision: Core competencies to target for this class (Decided by the class)		

**Strengths**

**Stretches**

**Identities**

**Interests**

**Goals**

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

**Strategies**

**Needs**

**Barriers**

**Supports**

# Shifting Our Perspectives

Every **strength** has a corresponding **challenge** and every challenge has a corresponding strength.

The inattentive child may be a **deep thinker**.

The uncooperative may be a **natural leader**.

The emotionally charged may be gifted with **exceptional empathy**.

The rule defying child may be an out of the box **innovator**.

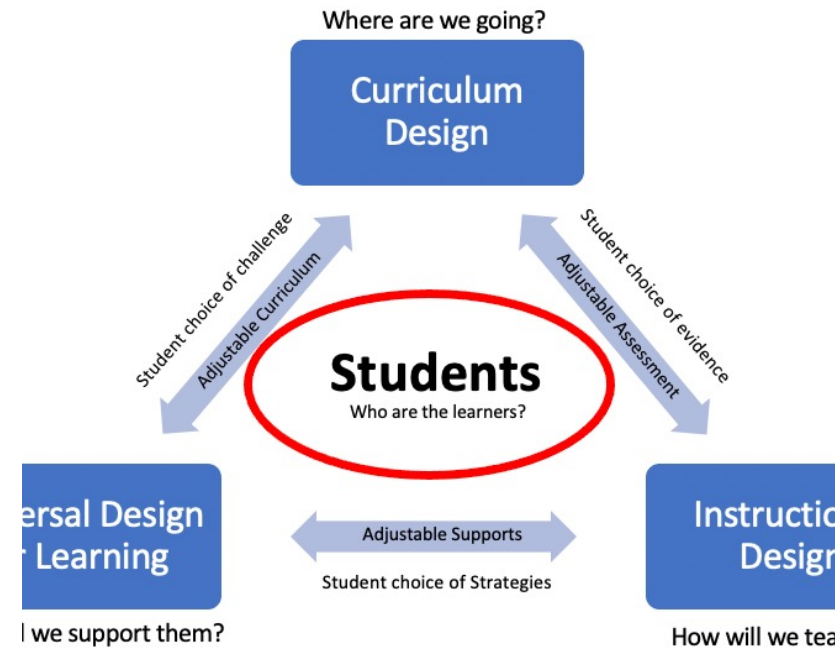
When faced with challenging behaviour, **look for the corresponding strength** and **focus on nurturing that gift** and **coping skills** for the challenging area.

That is the essence of **working with**, instead of against, **children**.

L. R. Knost

# Richardson Elementary

- Grade 2/3 class
- Class Review
- Planning Team:
  - CT, LST, EA

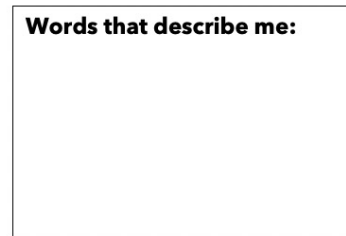


Class Review for: Grade 2/3		Teacher: M. Sundaren, S. Johal (ST), 1 EA (FT)		Date: Nov. 2020
<b>We can plan for our students by getting to know the:</b>				
<b>Interests &amp; Identities</b>		<b>Classroom Strengths</b>		<b>Classroom Stretches</b>
<b>Interests:</b>  <b>Identities:</b>		<b>Strengths:</b> Helpful, funny, have adapted well to new routines, kind, loving, caring, get along with each other, play, hands on, diverse, families, Dojo, discussions, circle		<b>Stretches:</b> reading levels, fine motor skills, writing (expanding ideas, complete sentences), self confidence, taking risks, asking questions, intrinsic motivation
<b>Based on the interests, strengths and stretches of this class:</b>				
<b>The BIG question or inquiry I have for this class:</b> I would like to support my students to get better at: self regulation, independence and ownership, connections, number talks				
<b>We can respond to this class by making a plan to try something new:</b>		<b>We can respond to this class by reducing barriers in the classroom:</b>		
<b>Decision: Somethings I want to try</b>		<b>Decision: Reducing Barriers to Learning</b>		<b>Decision: Reducing Barriers to Equity</b>
<ul style="list-style-type: none"> <li>• Building student confidence</li> <li>• Student agency</li> <li>• Self regulated learning</li> <li>• Designing engaging activities and lessons</li> <li>• Purposeful teaching</li> <li>• Giving meaningful feedback, supporting student self assessment</li> </ul>		<b>Engagement</b> <ul style="list-style-type: none"> <li>• 9.1-helping students set learning goals that build confidence and help them take ownership of their learning</li> </ul> <b>Representation</b> <ul style="list-style-type: none"> <li>• 2.1 Pre-teaching important vocabulary, symbols,</li> <li>• numbers labels in many ways (written, oral, visual examples)</li> <li>• 2.2 Highlighting and teaching patterns and properties in systems (e.g. grammar, notation, taxonomies, equations etc.)</li> </ul> <b>Expression</b> <ul style="list-style-type: none"> <li>• 6.3 teaching students to organize their evidence and determine their best examples of learning</li> </ul>		<b>Equity Commitment:</b> <ul style="list-style-type: none"> <li>• Class and team building activities to promote peer support (while also navigating COVID restrictions)</li> <li>• Use cooperative learning structures while also navigating COVID restrictions)</li> </ul> <b>Reconciliation Commitment:</b> <ul style="list-style-type: none"> <li>• Learning takes patience and time</li> </ul>
<b>Decision: We can respond to this class by targeting competencies chosen as a community:</b>				
<b>Teacher chosen:</b> <b>Class chosen:</b>				


# Richardson Elementary - Try Something New

## Who am I? Profile

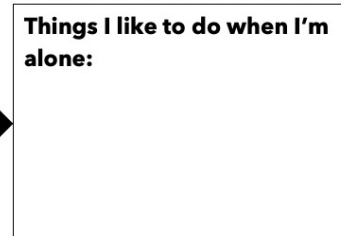
**Words that describe me:**



**My favourite books/stories:**



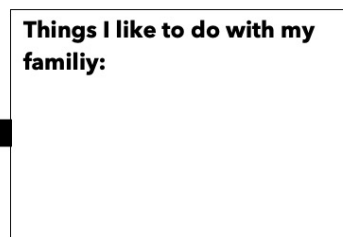
**Things I like to do when I'm alone:**



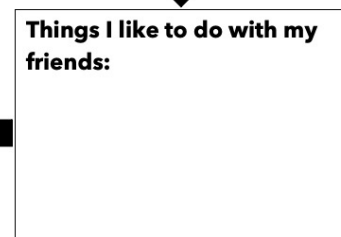
**Things I'm very good at or interested in:**



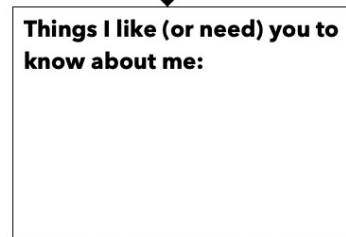
**Things I like to do with my family:**



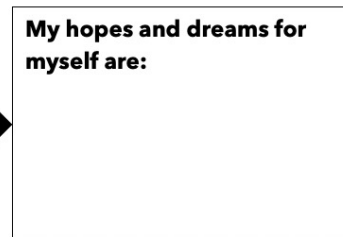
**Things I like to do with my friends:**



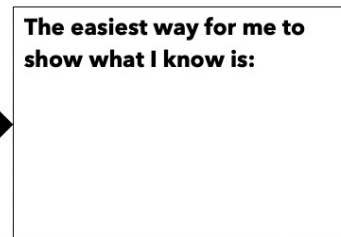
**Things I like (or need) you to know about me:**



**My hopes and dreams for myself are:**



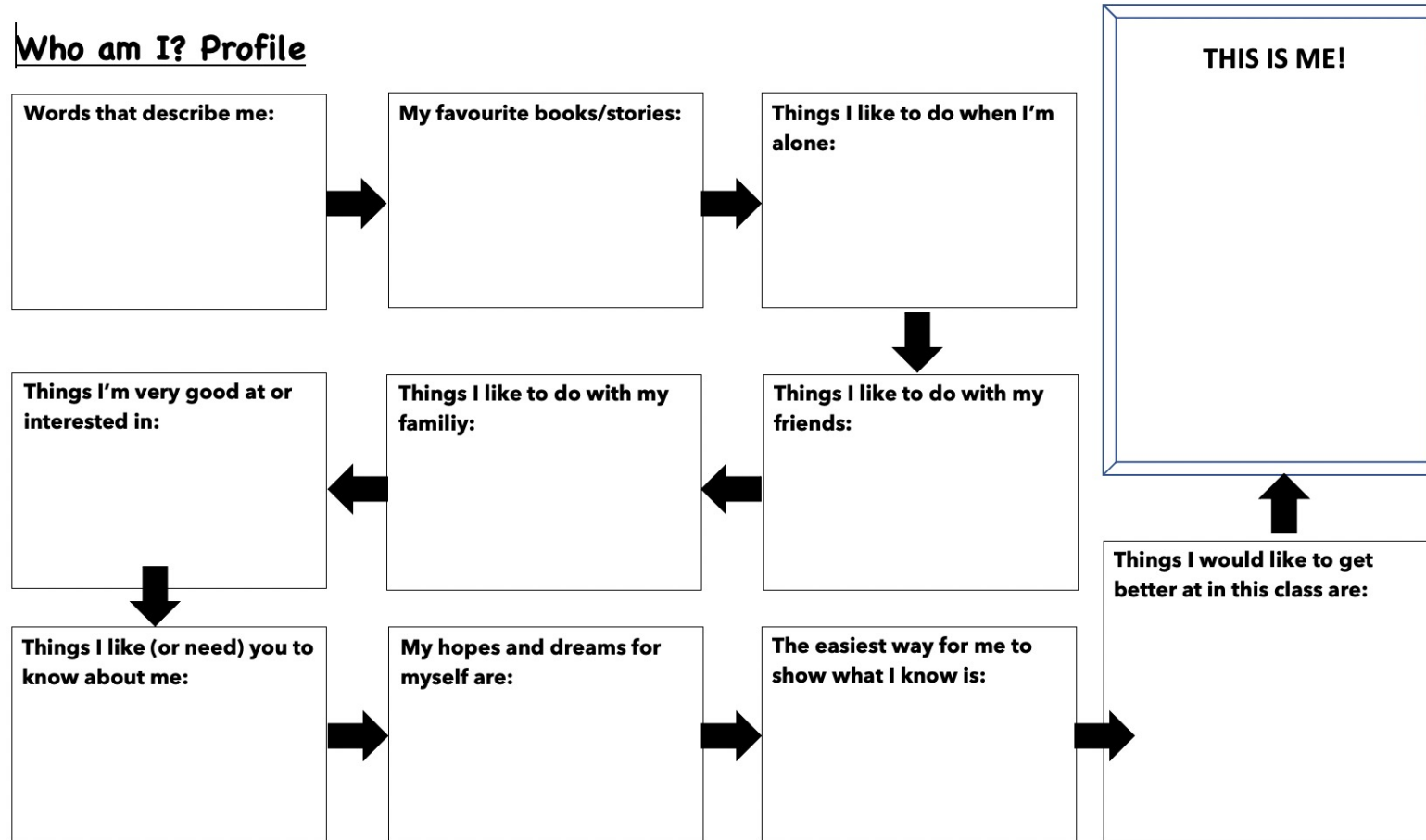
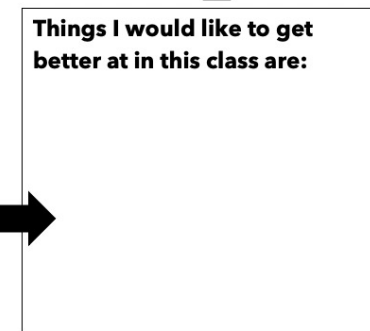
**The easiest way for me to show what I know is:**



**THIS IS ME!**



**Things I would like to get better at in this class are:**



## Help us get to know \_\_\_\_\_!

Person	Identities	Interests	Strengths	Stretches	Needs
Your name _____  How do you know _____?	Who is _____?  What words would you use to describe _____?	What is _____ interested in?  What does _____ like to do on their own, with their family and friends?	What is _____ good at?  What could _____ teach others?	What is hard for _____ but they can still do?  What do you think is something _____ wants to get better at?	What does _____ need a lot of support with?  What is something that _____ might not be able to do on their own yet?
Person 1: _____					
Person 1: _____					
Person 1: _____					
Person 1: _____					

## Help us get to know Juni!

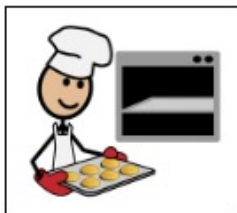
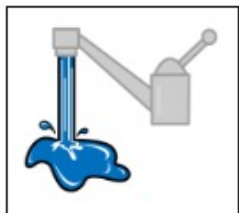
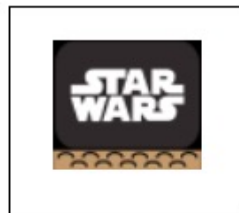
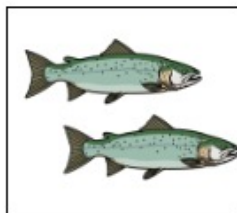
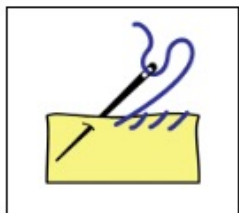
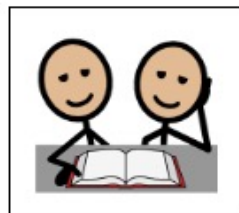
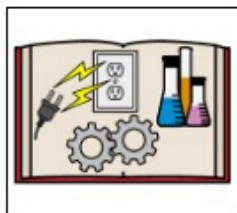
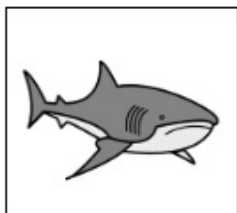
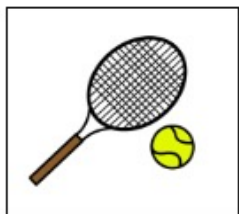
Person	Identities	Interests	Strengths	Stretches	Needs
Your name _____  How do you know _____?	Who is <b>Juni</b> ?  What words would you use to describe <b>Juni</b> ?	What is <b>Juni</b> interested in?  What does <b>Juni</b> like to do on their own, with their family and friends?	What is <b>Juni</b> good at?  What could <b>Juni</b> teach others?	What is hard for <b>Juni</b> but she can still do?  What do you think is something <b>Juni</b> wants to get better at?	What does <b>Juni</b> need a lot of support wit?  What is something that <b>Juni</b> might not be able to do on his own yet?
Person 1: Rita  Mom	Kind, Strong, Smart	Watching me sew, taking pictures with my phone	Patience, she notices everything, she's so observant	Waking up! Trying new foods	Calming down when she is upset or frustrated, sleeping, eating enough
Person 2: Frank  Dad	An athlete, she's happy, but don't get her mad, we are Ukrainian!	Watch Great British Baking Show with her mom Watching salmon in the river, helping me bake	A great listener, being present	Independence, connecting	She worries I think, I wonder if her worrying gets her upset
Person 3: Kiran  Friend	Nice, funny	BC Lions, playing with water, we go to the movies, we watched Star Wars	I dunno, we hangout and just talk and stuff	Maybe Juni wants to get better at football	I think Juni would love to talk more, but I think maybe she needs an iPad and that's ok to talk with too
Person 4: Matty  Younger cousin	We play, funny	Whale Sharks, camping, swimming	She plays with me	Its hard for Juni to talk sometimes, but I know when she likes something, and she likes me	Maybe talking more

## Help us get to know Juni!

Person	Identities	Interests	Strengths	Stretches	Needs
Your name _____  How do you know _____?	Who is <b>Juni</b> ?  What words would you use to describe <b>Juni</b> ?	What is <b>Juni</b> interested in?  What does <b>Juni</b> like to do on her own, with her family and friends?	What is <b>Juni</b> good at?  What could <b>Juni</b> teach others?	What is hard for <b>Juni</b> , but she can still do?  What do you think is something <b>Juni</b> wants to get better at?	What does <b>Juni</b> need a lot of support with?  What is something that <b>Juni</b> might not be able to do on her own yet?
Person 1: Mr. Lopez  Teacher	Strong willed, smart, keen, a learner	Reading with her classmates, science topics	Being with her peers, she notices everything, asking for help	Communicating with her peers	Reading (decoding)
Person 1: Benny  EA	Funny, a learner!	Taking naps/ resting, fashion – always well dressed	She knows what she likes, communicating when she's frustrated	Making friends	Fatigue
Person 3: Ms. Turner  SLP	So joyful!	Sights and sounds around her	Making choices, using picture symbols	Using the iPad for augmentative communication	Support for her communication e.g. wants and needs, asking questions
Person 1: Jennifer  Classmate	Happy, friendly	Dancing, playing tennis, camping	She's good at playing, and singing, she has great style- love her hair	talking	I'm not sure
Person 1: Bilal  Classmate	Funny, sometimes she's mad and makes a lot of noise	Reading, laughing, video games	She's a good friend, She is special to me	Video games	Talking



## Building my Student profile: What are my INTERESTS?

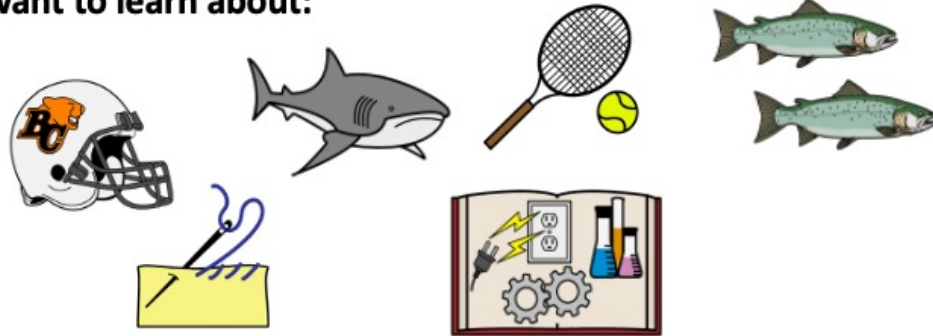




## Building my Student profile: What are my INTERESTS?

**INTERESTS** can be things we want to learn more about.

I want to learn about:



**INTERESTS** can be things like to do on our own, with out family, or with our friends.

I like to:



School: Forest Heights Elementary	Student Profile
-----------------------------------	-----------------

Who am I as a person			
Name	Juniper Melnik	Age	9
Grade	4	Year	2019
A little about me...			
My identities are:	Strong, Happy, Funny, Ukrainian		
My interests are:	BC Lions, whale sharks, tennis, watching salmon in the river, sewing, learning about science		
My needs are:	I get tired, I get mad, I worry		

Who I am as a learner			
My Strengths	For myself	With others	When I am learning
	I think... - I'm good at seeing around me, playing, fashion, laughing	I think... - I am good at being with my friends, sharing, making people laugh	I think... - I'm smart
	My team thinks... Teacher: Juni is strong and loves to learn, asks for help when she needs it Benny: Juni is so funny! Classmate: Juni is happy and a great dancer Mom: Juni is kind	My team thinks... Mom: she is so great to hang out with Dad: a great listener Cousin: fun to play with Classmate: a great friend Benny: communicating with her friends	My team thinks... Mom: She notices everything, a keen observer Benny: Juni knows what she likes and doesn't like Ms. Turner: making choices
My Stretches	For myself	With others	When I am learning
	I think... I want to get better at: waking up	I think... I want to get better at: making friends, not getting so mad, playing games, using iPad to talk	I think... - I want to get better at: math
	My team thinks: Benny: doing activities that she doesn't like, or if something is too hard, and not giving up	My team thinks: Benny: working with new people Mr. Lopez: communicating what she needs when she is frustrated Ms. Turner: practice using AAC to communicate wants and needs	My team thinks I could work on: Ms. Turner: asking questions Mom: trying new things (foods)



### Building my Student profile: What are my INTERESTS?

INTERESTS can be things we want to learn more about.

I want to learn about:

INTERESTS can be things like to do on our own, with out family, or with our friends.

I like to:

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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)		

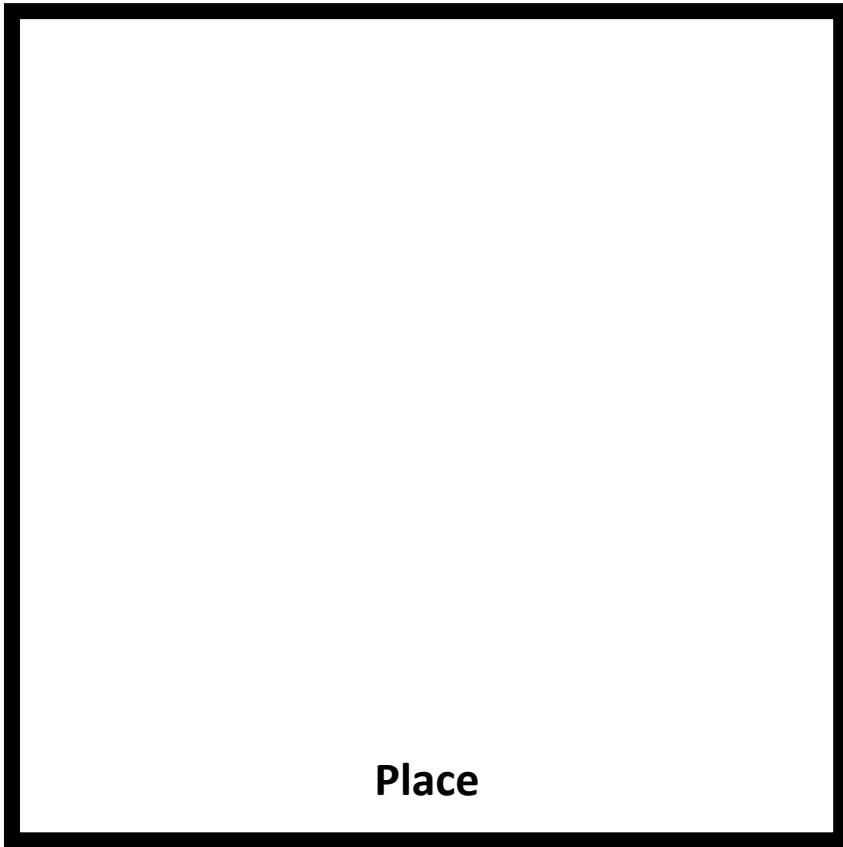
What are **barriers**??



# A shift in thinking...

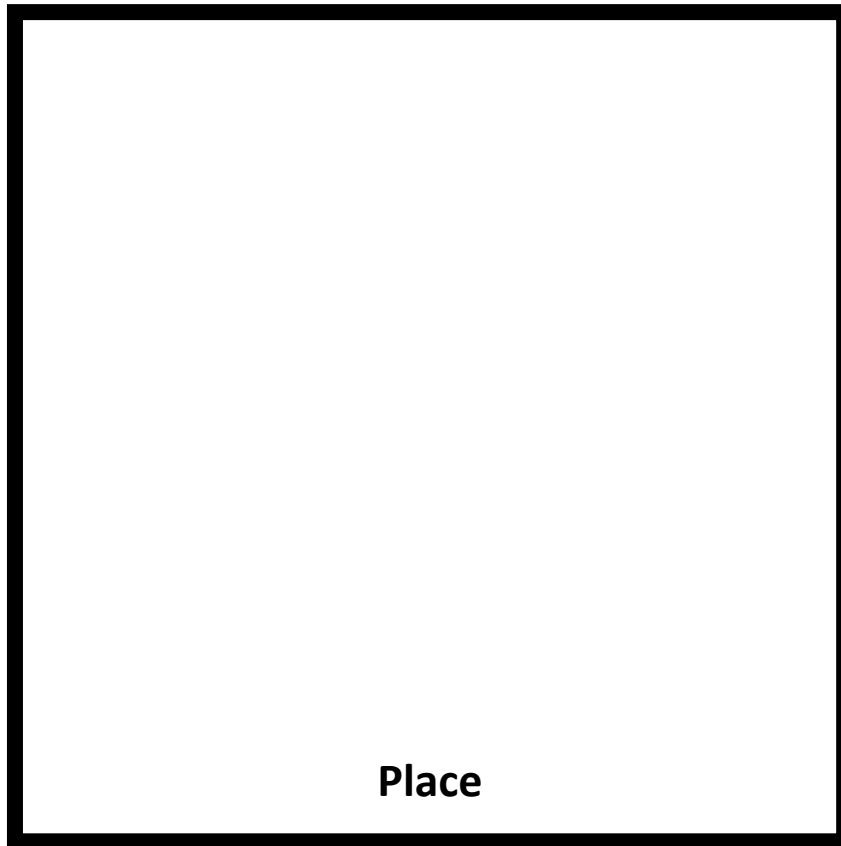
## **There are some things we need to understand:**

- 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



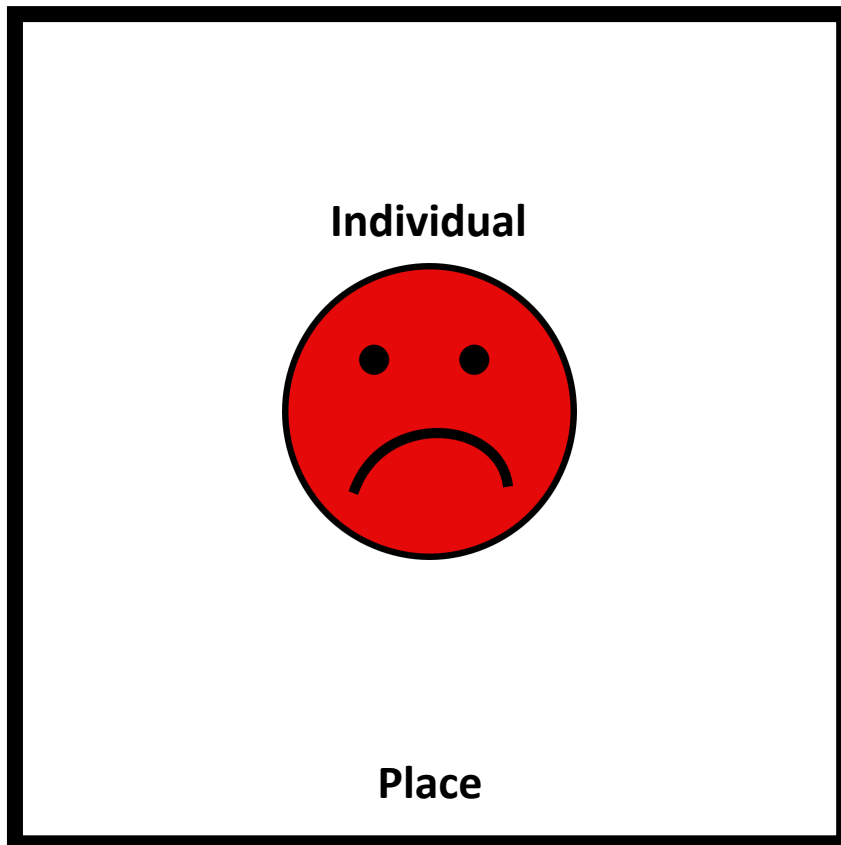
**Place**

# Shifting the Paradigm: Medical Model of Disability



Place

# Shifting the Paradigm: Medical Model of Disability

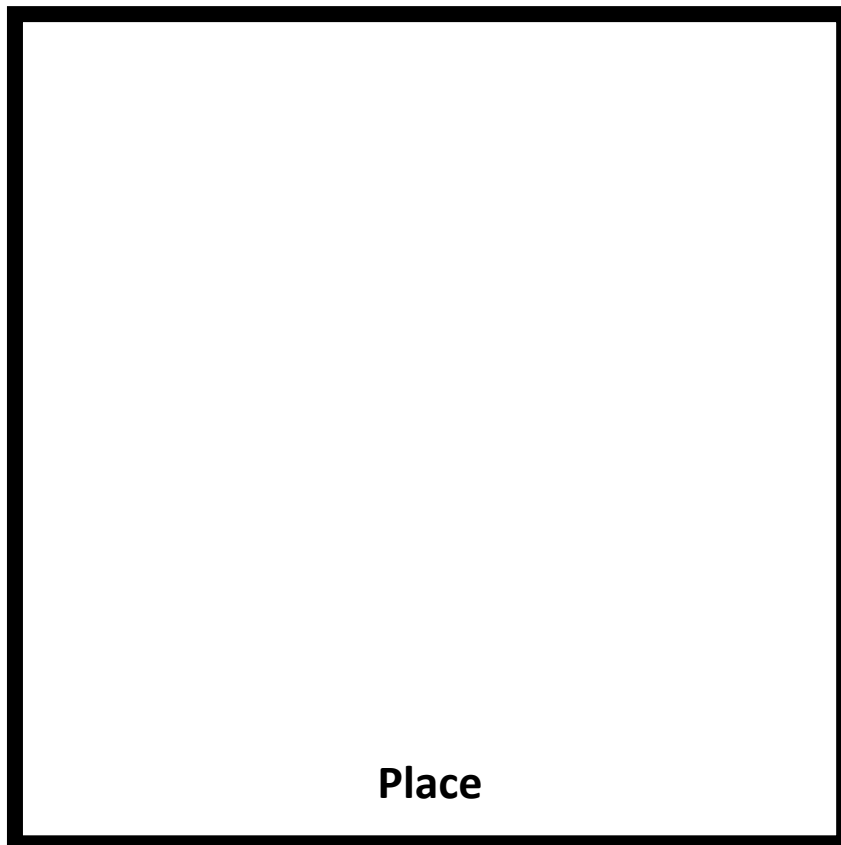


## Special Education

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

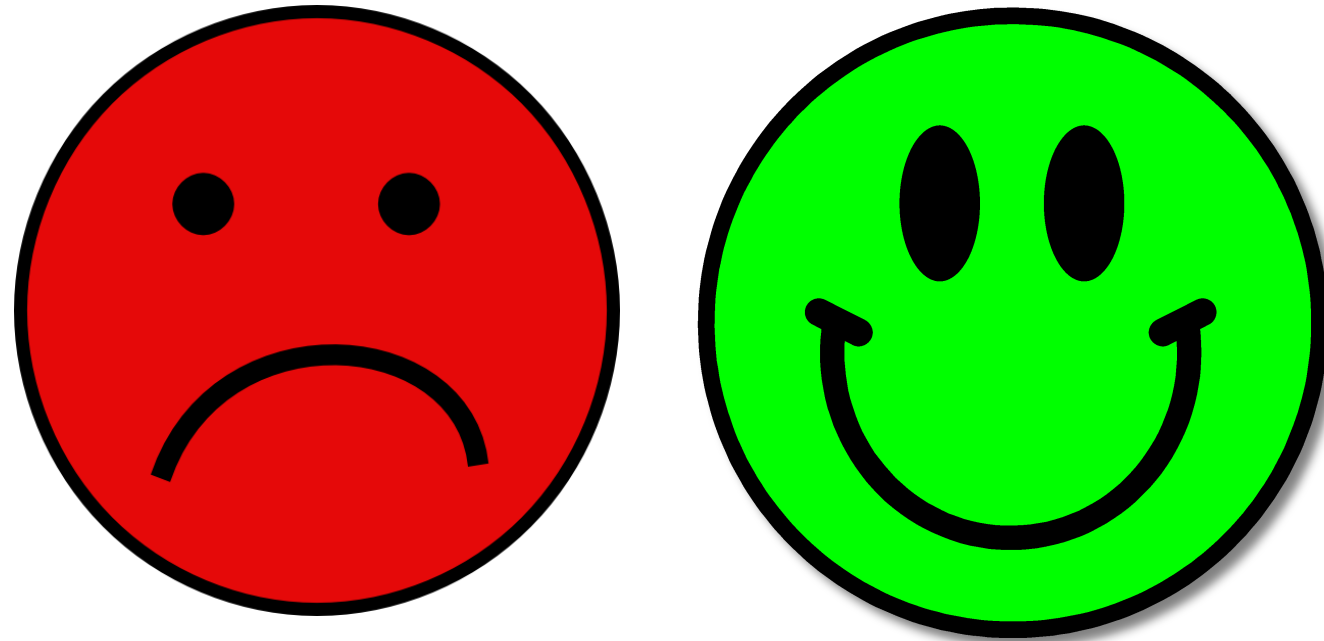
- Remove the individual
- Diagnose the problems in the individual
- Fix the individual
- Individual goes back when they are "ready"
- IEPs are separate from the place

If a flower  
isn't thriving  
in a garden...



Wait a second....

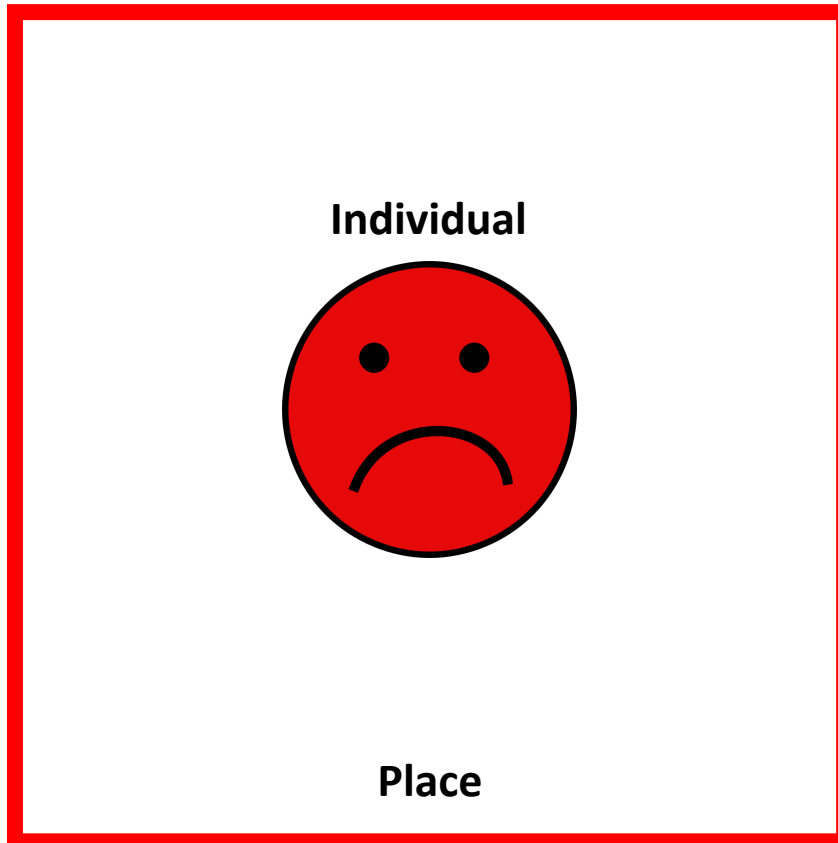
People with disabilities said:



“I am not broken.”

“I do not need to be fixed!”

# Shifting the Paradigm: Social Model of Disability

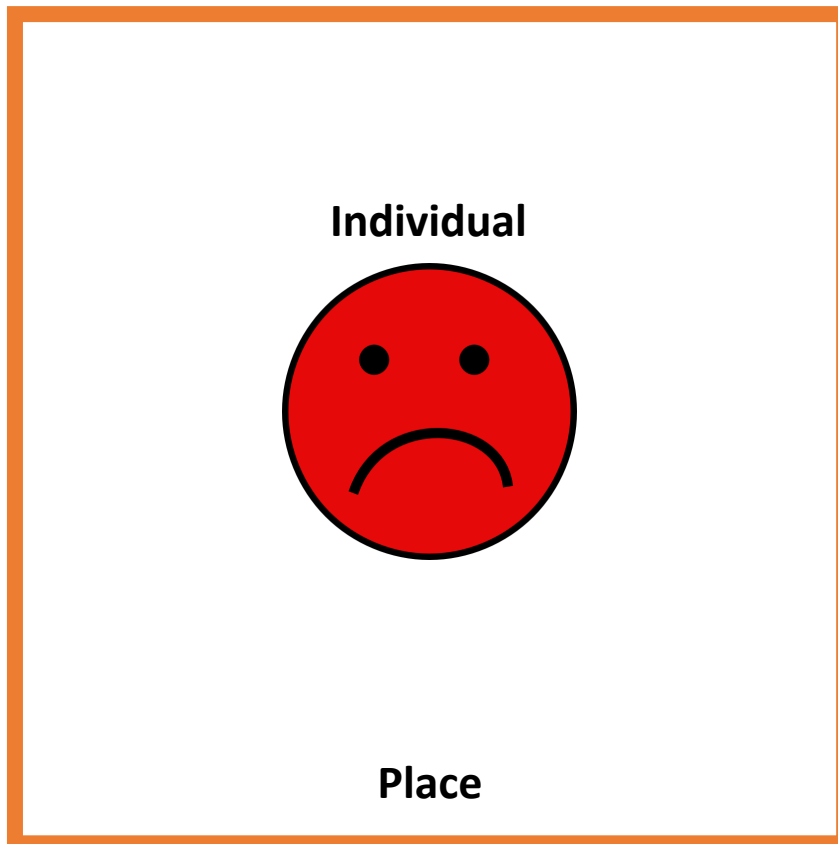


## **Social Model**

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



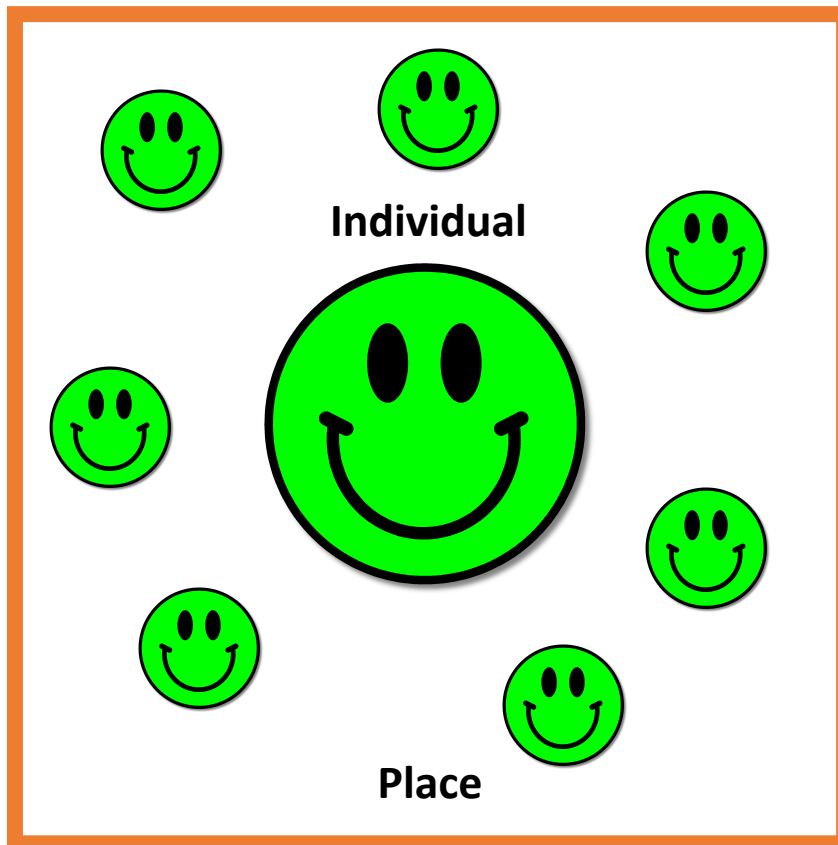
## **Social Model**

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# Shifting the Paradigm: Social Model of Disability

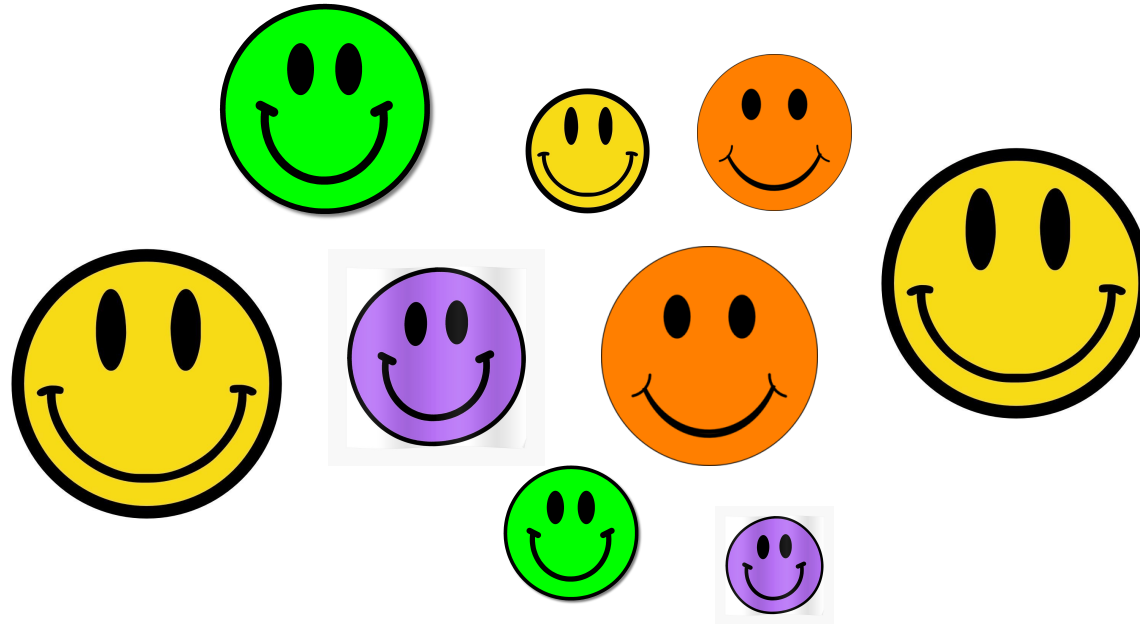


## Social Model

If individual isn't successful

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

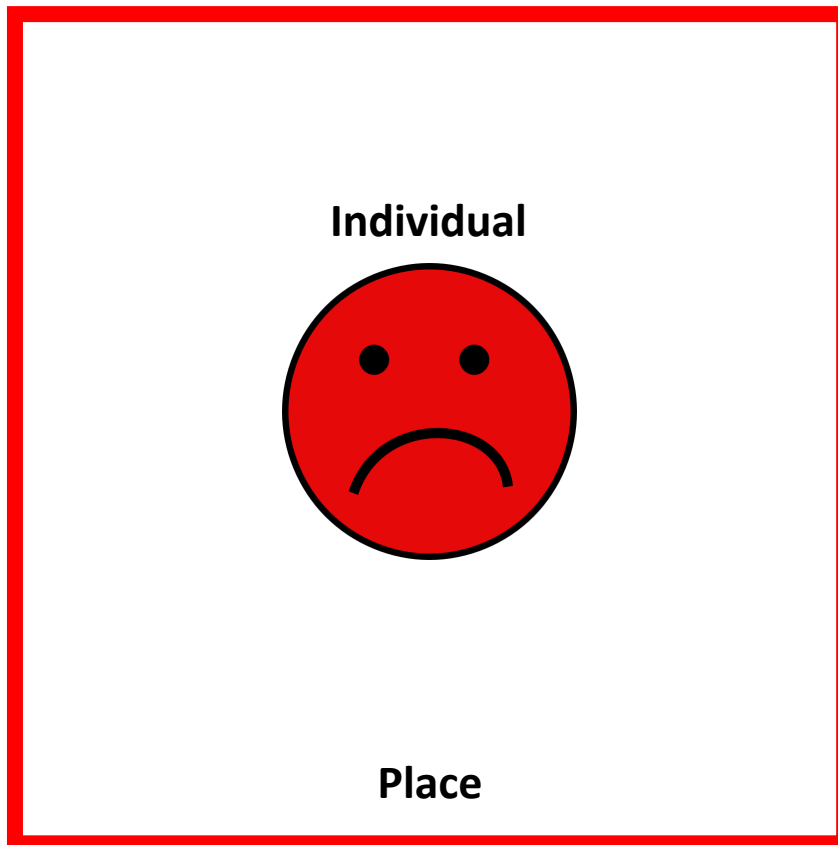
Wait a second....  
Teachers said:



“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

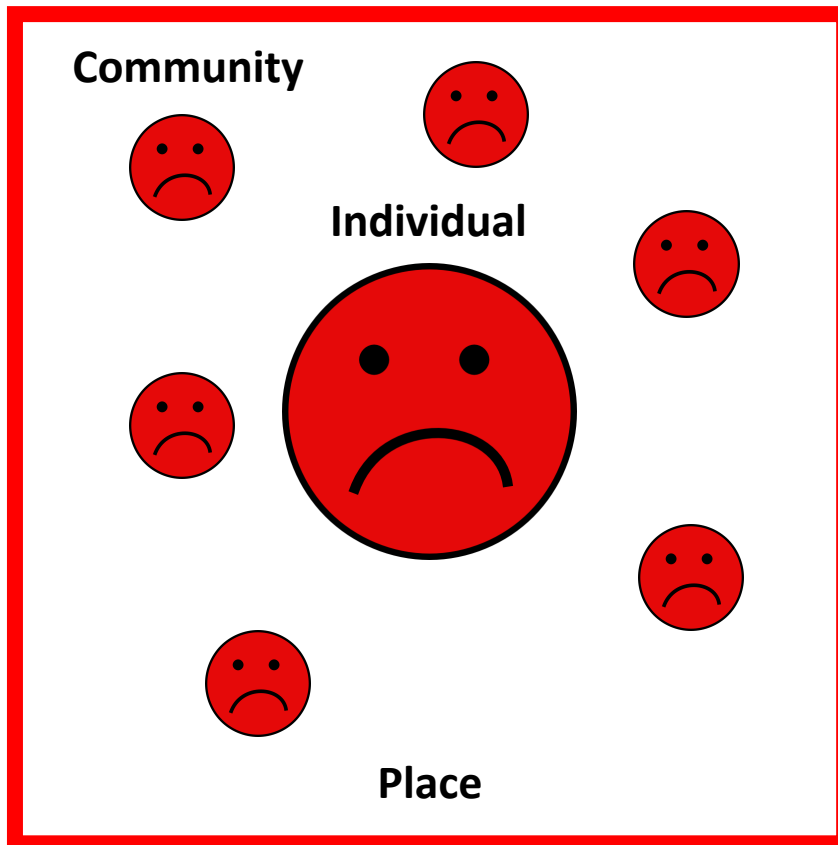
- Determine barriers in place
- Determine needs of the community
- Anticipate supports & strategies based on needs
- Universally apply supports and strategies to ALL

# Shifting the Paradigm: Person-Place Model of Need

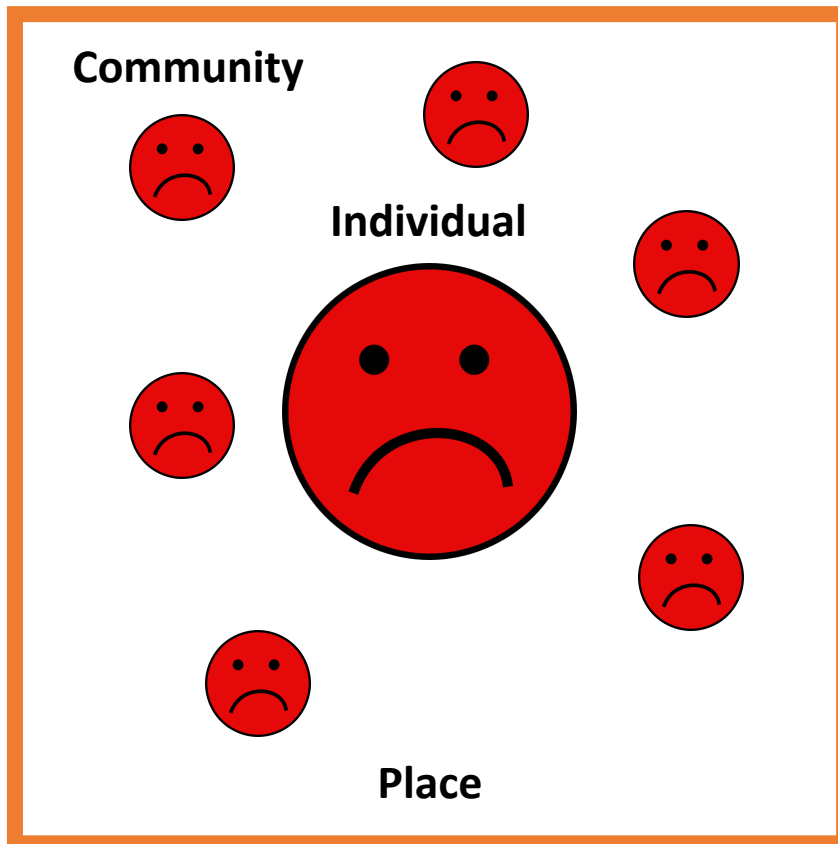
## Inclusive Education

If an individual isn't successful

- Determine barriers in place
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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

FIRST! We look at what needs everyone needs

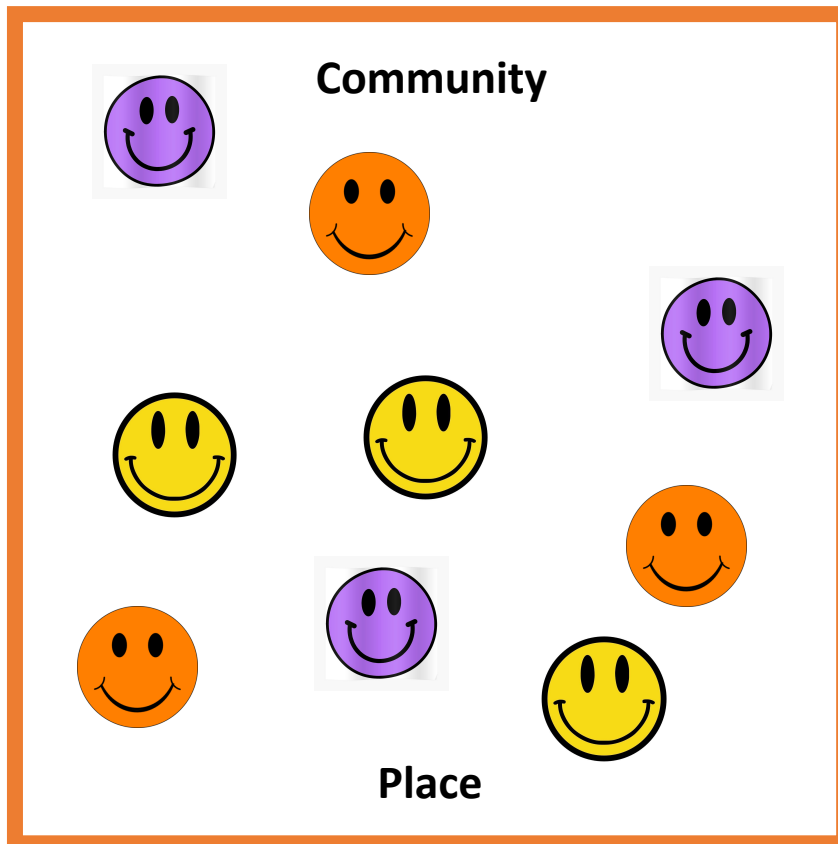


# Shifting the Paradigm: Person-Place Model of Need

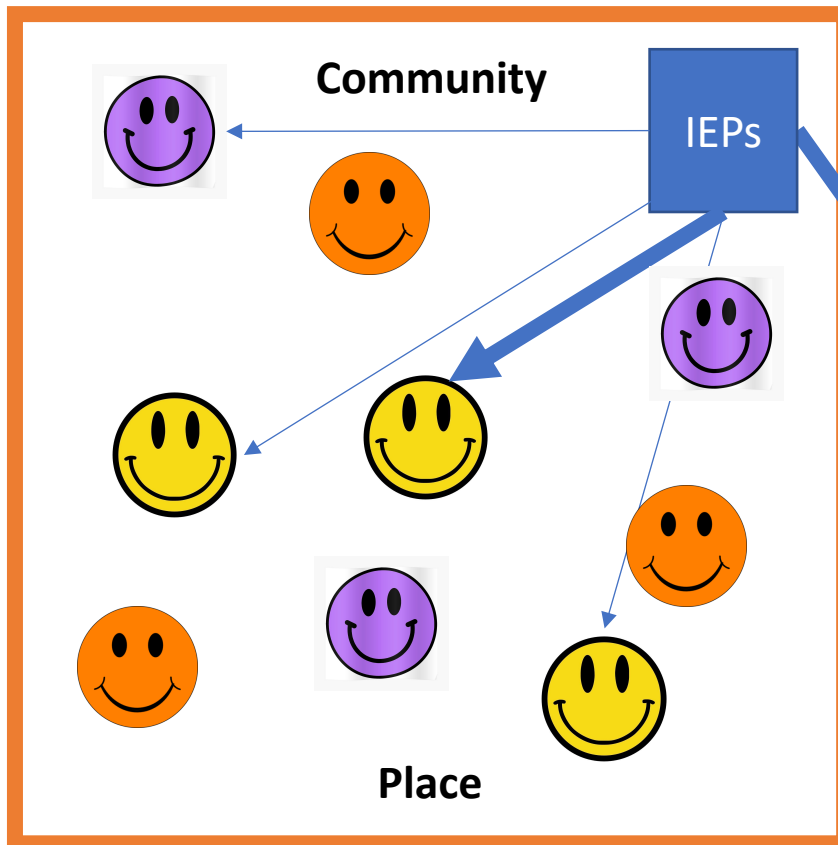
## Inclusive Education

If an individual isn't successful

- Determine barriers in place
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- Universally apply supports and strategies to ALL



# 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!

Dear Parents,

We want to introduce ourselves to you as our son, Conor, is in your child's Grade 1 class this year. We thought it might be helpful for you to know a little about Conor because he cannot communicate for himself and you or your child might be curious to know more about him. We want to let you know that we are comfortable answering any questions you may have.

Conor was born with Down syndrome, otherwise known as Trisomy 21. Individuals with Down syndrome have one extra chromosome; instead of 46, they have 47 chromosomes. This is because of the triplication of the 21<sup>st</sup> chromosome. So we say Conor has a little something extra.



Children are often curious about Conor. After all, there are definitely some qualities about him that set him apart. They may also notice that he is treated slightly differently. For example, Conor will have support whilst at school and may leave school early for different therapy or medical appointments. What we really try to share with people is that Conor is more the same than different. Conor is a pretty typical little boy and is very excited about school. He has missed the friends he made in Kindergarten and is excited to be back. He loves to laugh, dance, play outside, have friends, watch videos on YouTube and play with his Disney princess dolls.

Children most often notice Conor's speech first, or lack of it. We often get asked why he doesn't talk yet. For children with Down syndrome this can be because they have had hearing challenges, because their mouths and tongues are shaped differently or because of something called apraxia of speech. Conor is mostly non-verbal because of apraxia of speech. This basically means his brain struggles to develop plans for speech movement. So his brain knows what he wants to say but his mouth muscles aren't getting the correct message to say it. Conor knows a lot of sign language as we have been signing with him since he was a baby. We are working on getting Conor familiar with a picture board to help bridge the communication gap with his new peers. It will take a lot of work for Conor to learn to say sounds and words better but he is working very hard at weekly speech therapy. If your child doesn't understand what Conor is trying to communicate to them, please encourage your child to ask their teacher to help interpret.

It may also take Conor a few minutes to adapt or adjust to new people or a new environment. It may appear he is being "rude" by ignoring you, saying "no" or refusing to say hello at first but I promise you once he warms up he will greet you with the sweetest smile and more often than not a hug (or two).

Conor has very good gross motor skills - these are the skills that allow children to walk, run, jump and climb. That being said, he is still not as strong or fast or stable as other children his age. Regardless, Conor loves to play just like all children and one of our greatest hopes is that he is liked and included. Conor can and will do most everything other children will do. It just may take him a little longer to get there.

If you would like to know more about Down syndrome, or your child asks a question that you are unsure about, please do not hesitate to contact us. You can contact me by email at [redacted] or by phone/text at [redacted].

Thank you for taking the time to read this and we really look forward to getting to know you.

Kieron, Danielle, Conor and Owen



## CONOR GIBBONS AGE 6 GRADE 1

### VISION STATEMENT

We want Conor to be respected and included in all aspects of community. Conor will be included in general education throughout his time in school. Conor will be supported to reach his full potential whilst embracing his differences, and guided to work with his strengths. We believe school will prepare Conor for future independence in college and the workplace. We envision Conor living a happy, purpose-filled and independent life surrounded by love, support and acceptance.

### STRENGTHS

- visual learner
- following routines
- helping teacher
- musical
- receptive language
- empathetic
- following clear, step by step instructions
- motivated to please

### WHAT DOESN'T WORK

- negative or forceful commands
- expectations without accommodation
- being rushed
- taking his behaviour personally
- unclear directions or directions with too many instructions

### CONOR LOVES

Music, dancing, books, outdoor play, gross motor play, Disney princesses, water and water play, jumping, long hair, fruit, popcorn and ice-cream.

### WHAT WORKS FOR ME

- "first this, then this" language
- lots and lots of praise
- time for transition with verbal and visual cues
- lots of repetition
- appropriate accommodations
- patience
- giving him a job
- silly and exciting language

### WHAT I'M WORKING ON

- safety awareness
- communication
- social interaction skills
- fine motor skills

# THEN! We look at what individuals need

What are **barriers**??

PHYSICAL

To  
LEARNING

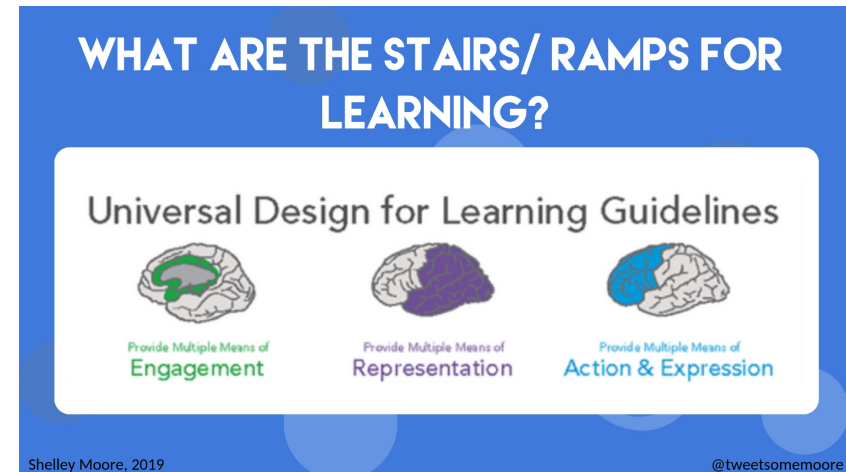


To  
EQUITY

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
- Strategies are organized into 3 areas
  - How students are engaged in learning
  - How new learning/information is shared with/to them
  - How student share their learning
- Targets chosen based on the needs of a learning community



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

UDL Language: Engagement		Accessible Language		Teacher Team UDL Reflection & Self-Assessment		
<b>UDL Guideline</b>	<b>Providing Multiple Means of Engagement</b>	<b>Goal Area</b>	<b>Student Engagement</b>			
<b>7</b>	<b>Provide options for recruiting interest</b>	<b>Goal</b>	<b>I can support students to be interested in what we are learning about by:</b>	<b>We can do this!</b>	<b>We want to keep working on this!</b>	<b>This is our next step!</b>
7.1	<ul style="list-style-type: none"> <li>Optimizing individual choice and autonomy</li> </ul>	<b>Objective</b>	<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>	<b>Objective</b>	<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>	<b>Objective</b>	<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"/>
<b>8</b>	<b>Providing options for sustaining Effort &amp; Persistence</b>	<b>Goal</b>	<b>I can support students to be motivated by:</b>	<b>We can do this!</b>	<b>We want to keep working on this!</b>	<b>This is our next step!</b>
8.1	<ul style="list-style-type: none"> <li>Heighten Salience of goals and objectives</li> </ul>	<b>Objective</b>	<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>	<b>Objective</b>	<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>	<b>Objective</b>	<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>	<b>Objective</b>	<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"/>
<b>9</b>	<b>Provide options for Self-Regulation</b>	<b>Goal</b>	<b>I can support learners to effective at coping and engaging successfully with the learning environment by:</b>	<b>We can do this!</b>	<b>We want to keep working on this!</b>	<b>This is our next step!</b>
9.1	<ul style="list-style-type: none"> <li>Promote expectations and beliefs that optimize motivation</li> </ul>	<b>Objective</b>	<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>	<b>Objective</b>	<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>	<b>Objective</b>	<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			
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"> <li>Offer ways of customizing the display of information</li> </ul>	Objective	<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"/>
1.2	<ul style="list-style-type: none"> <li>Offer alternatives for auditory information</li> </ul>	Objective	<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"/>
1.3	<ul style="list-style-type: none"> <li>Offer alternatives for visual information</li> </ul>	Objective	<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"/>
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"> <li>Clarify vocabulary and symbols</li> </ul>	Objective	<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"/>
2.2	<ul style="list-style-type: none"> <li>Clarify syntax and structure</li> </ul>	Objective	<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"/>
2.3	<ul style="list-style-type: none"> <li>Support decoding of text, mathematical notation and symbols</li> </ul>	Objective	<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"/>
2.4	<ul style="list-style-type: none"> <li>Promote understanding across languages</li> </ul>	Objective	<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"/>
2.5	<ul style="list-style-type: none"> <li>Illustrate through multi media</li> </ul>	Objective	<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			
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"> <li>Vary the methods for response and navigation</li> </ul>	Objective	<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>	Objective	<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"/>
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"> <li>Use multi-media for communication</li> </ul>	Objective	<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>	Objective	<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>	Objective	<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"/>
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"> <li>Guide appropriate goals setting</li> </ul>	Objective	<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>	Objective	<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>	Objective	<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>	Objective	<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>			
Our UDL Team Target Goal is:						

# Thinking back, Looking Ahead

- What is something you want to **remember**?
- What is something you **want to try**?
- What is something you want to **share** with someone else?

# SHELLEY MOORE



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@fivemooreminutes



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