

SHELLEY MOORE



@tweetsomemoore



@fivemooreminutes



@fivemooreminutes



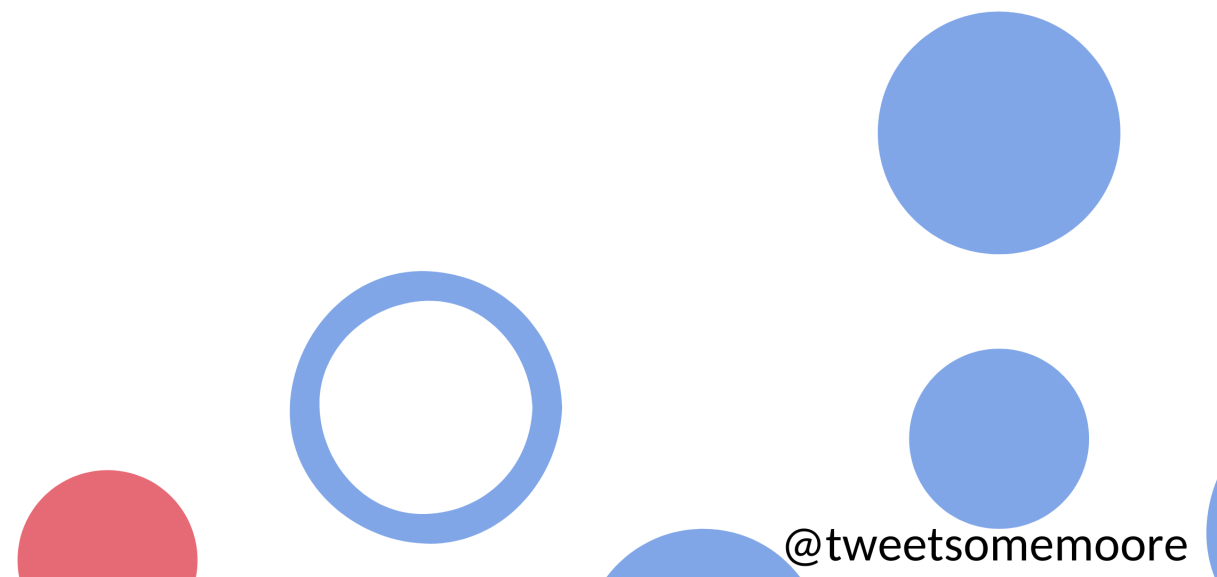
www.fivemooreminutes.com

www.blogsomemoore.com



Wild Tea!

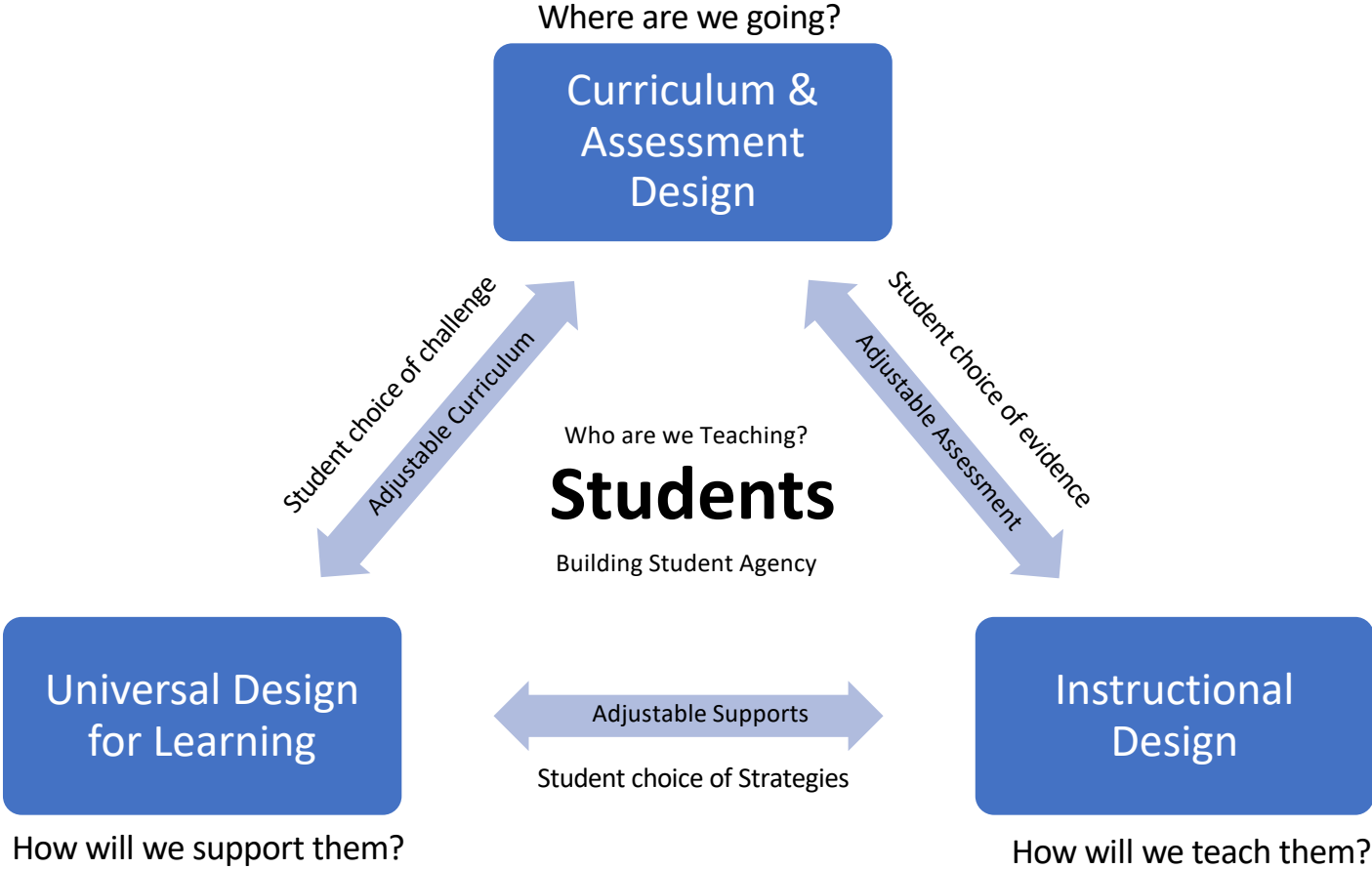
What is useful so far
today?



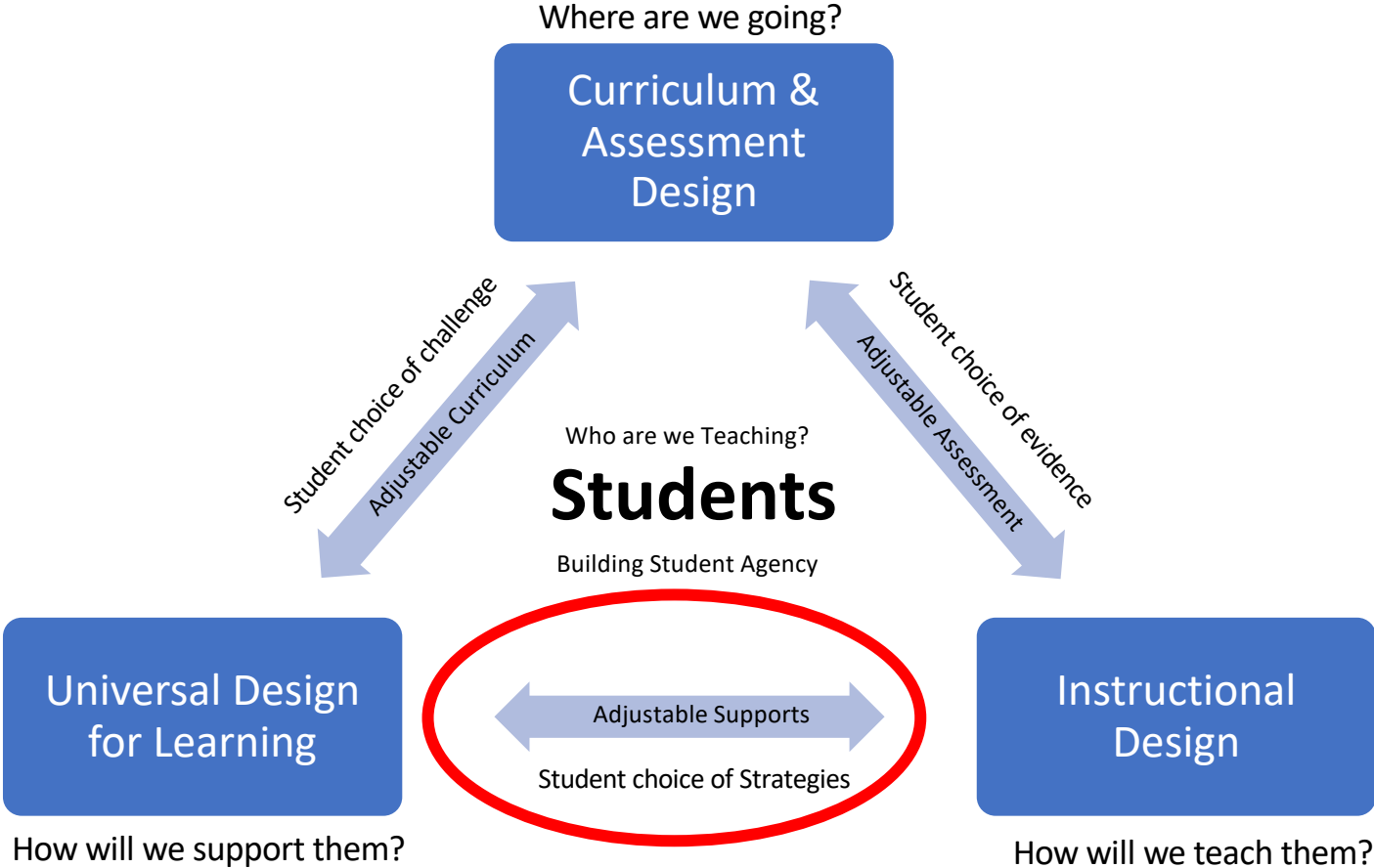
DESIGN: THE MOST UNDERUTILIZED SUPPORT



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



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





Now What?!

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



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



How to we do it?



SHIFTING OUR SUPPORT MODELS

The cupcake Model



Special Education

Medical Model

The cupcake model



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The layered cake model



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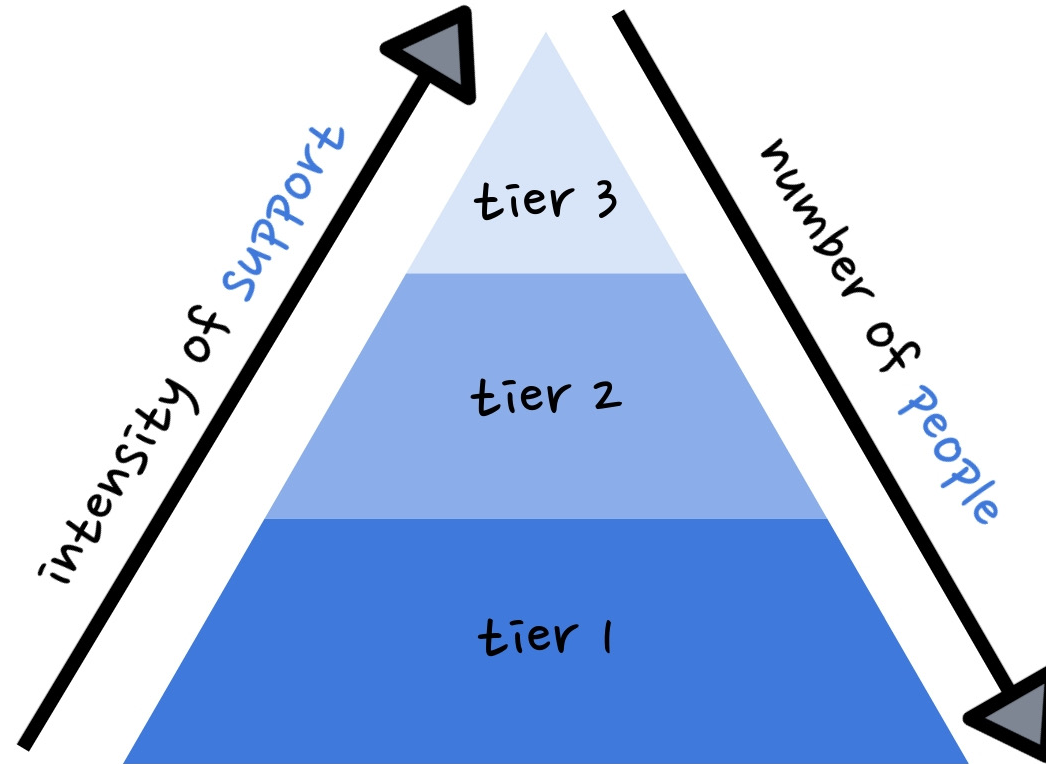
The layered cake model



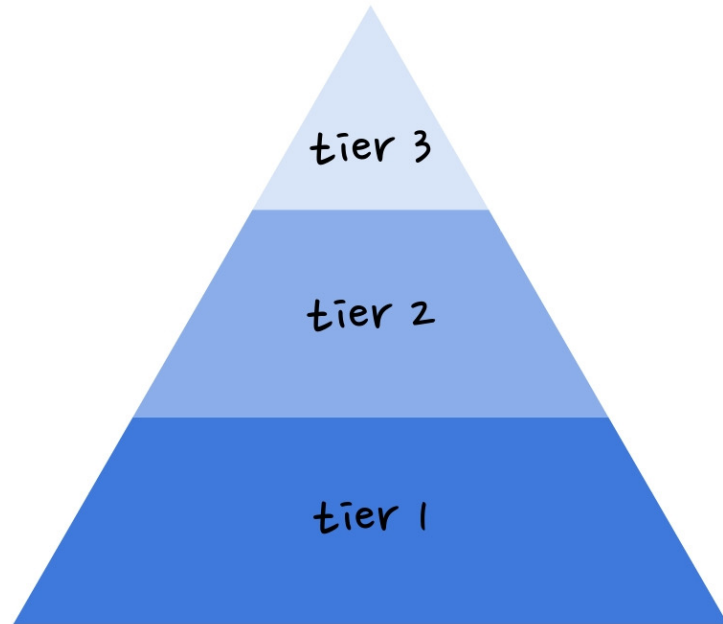
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RTI: RESPONSE TO INTERVENTION

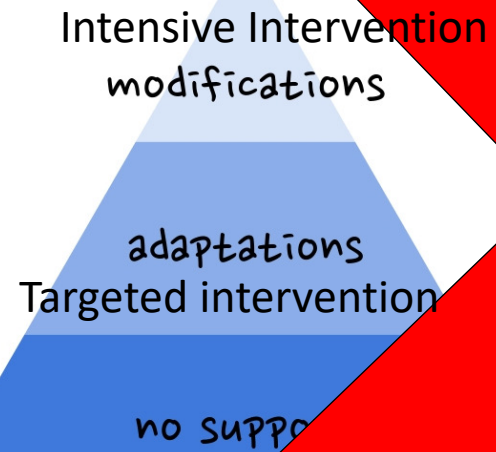


RTI: RESPONSE TO INTERVENTION



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

RTI: RESPONSE TO INTERVENTION ??



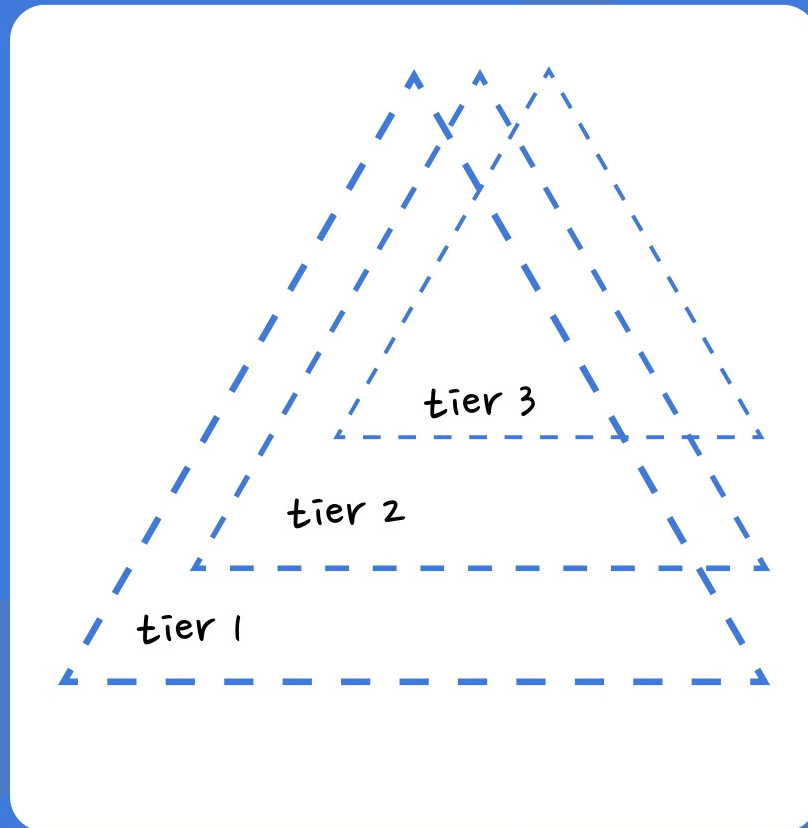
Intensive Intervention
modifications

adaptations
Targeted intervention

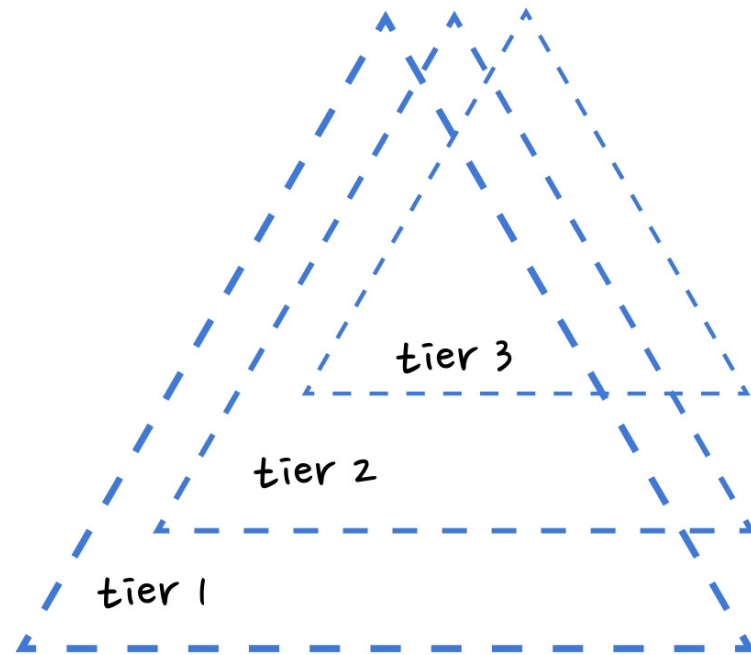
no support



RTI: RESPONSE TO INSTRUCTION



RTI: RESPONSE TO INSTRUCTION

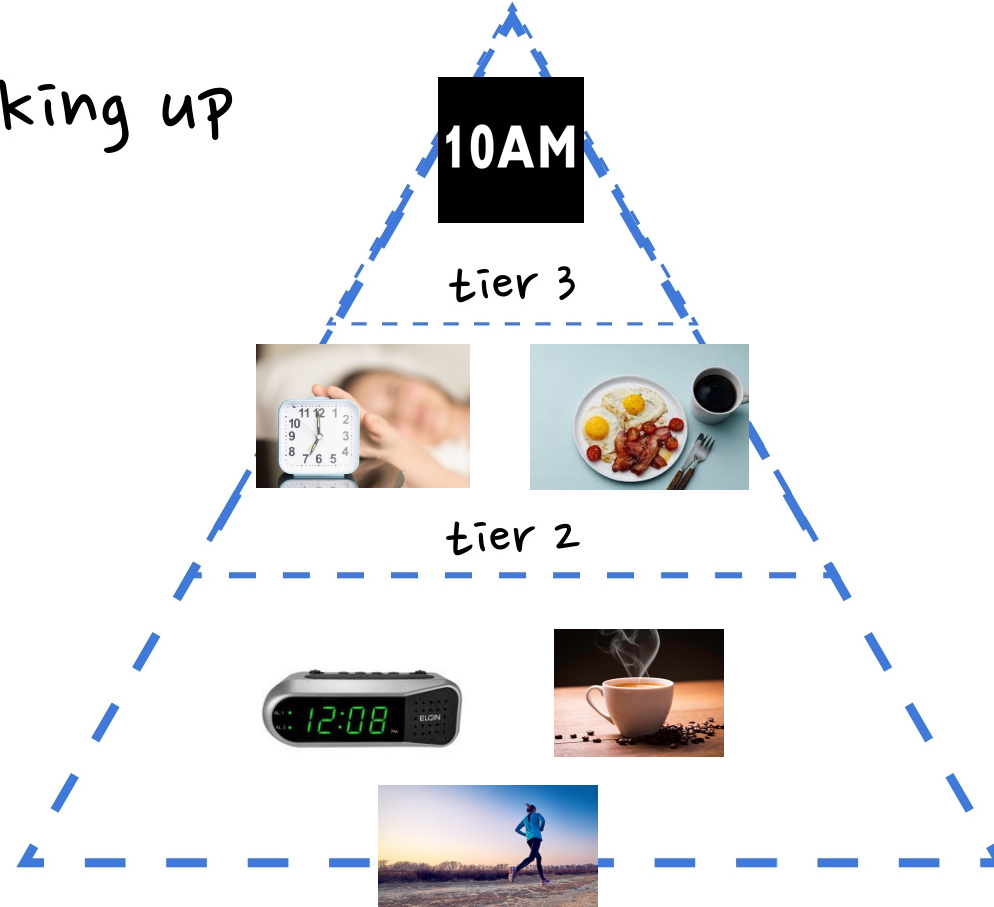


- early instruction of support
- assessment of the environment
- universal supports

RESPONSE TO INSTRUCTION



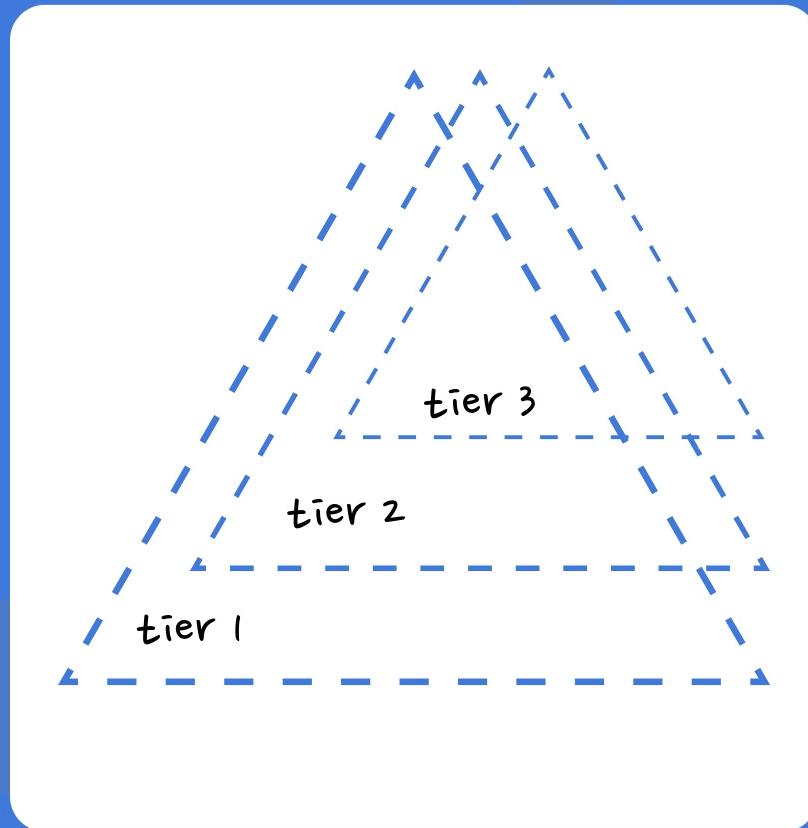
Lens: waking up



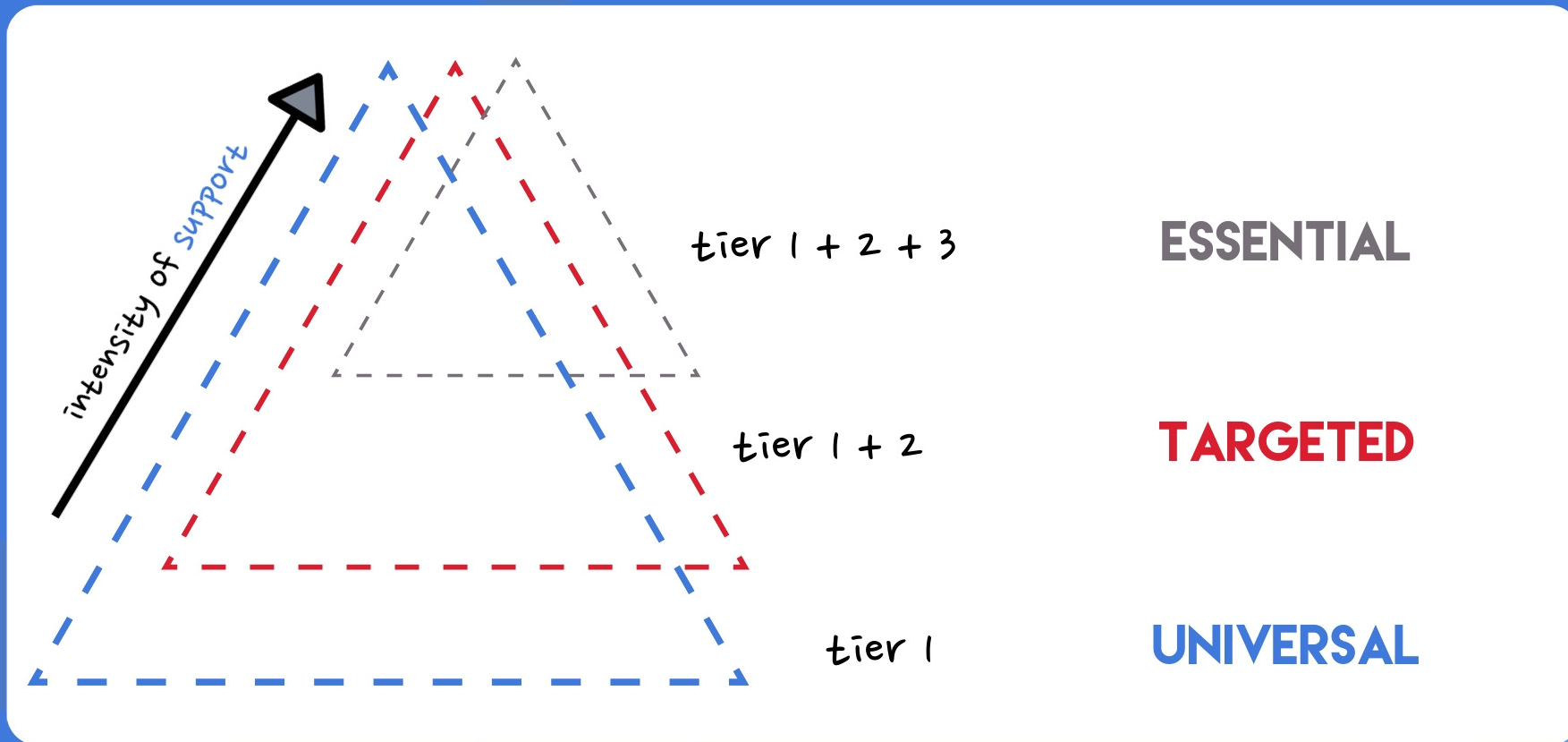
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RTI: RESPONSE TO INSTRUCTION



RTI/MTLS



What are supports?

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

What are strategies?

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

Supports vs. Resources



People



Time



Funding

Planning for ALL

Need:

Students in Mind:

Who needs the MOST support?

What supports & strategies are useful for ONE? (Individualized)

-
-
-

Essential

What supports & strategies are useful for SOME? (Choice for ALL)

-
-
-
-

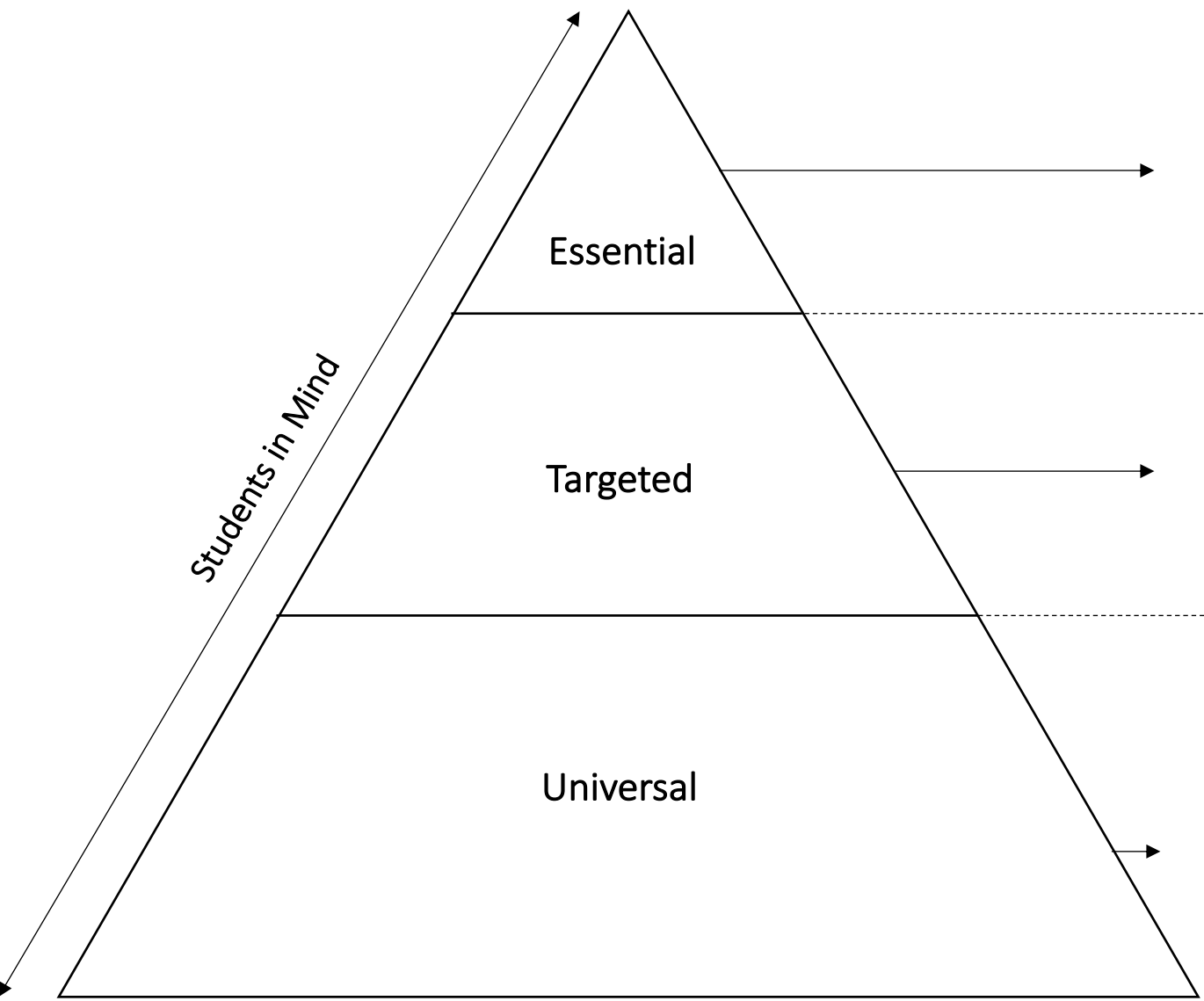
Targeted

What supports & strategies are useful for ALL?

-
-
-
-
-

Universal

Who needs the MOST challenge?



Planning for ALL

Need: Multilingual Learners

Students in Mind:

Who needs the MOST support?

What supports & strategies are useful for ONE? (Individualized)

Essential

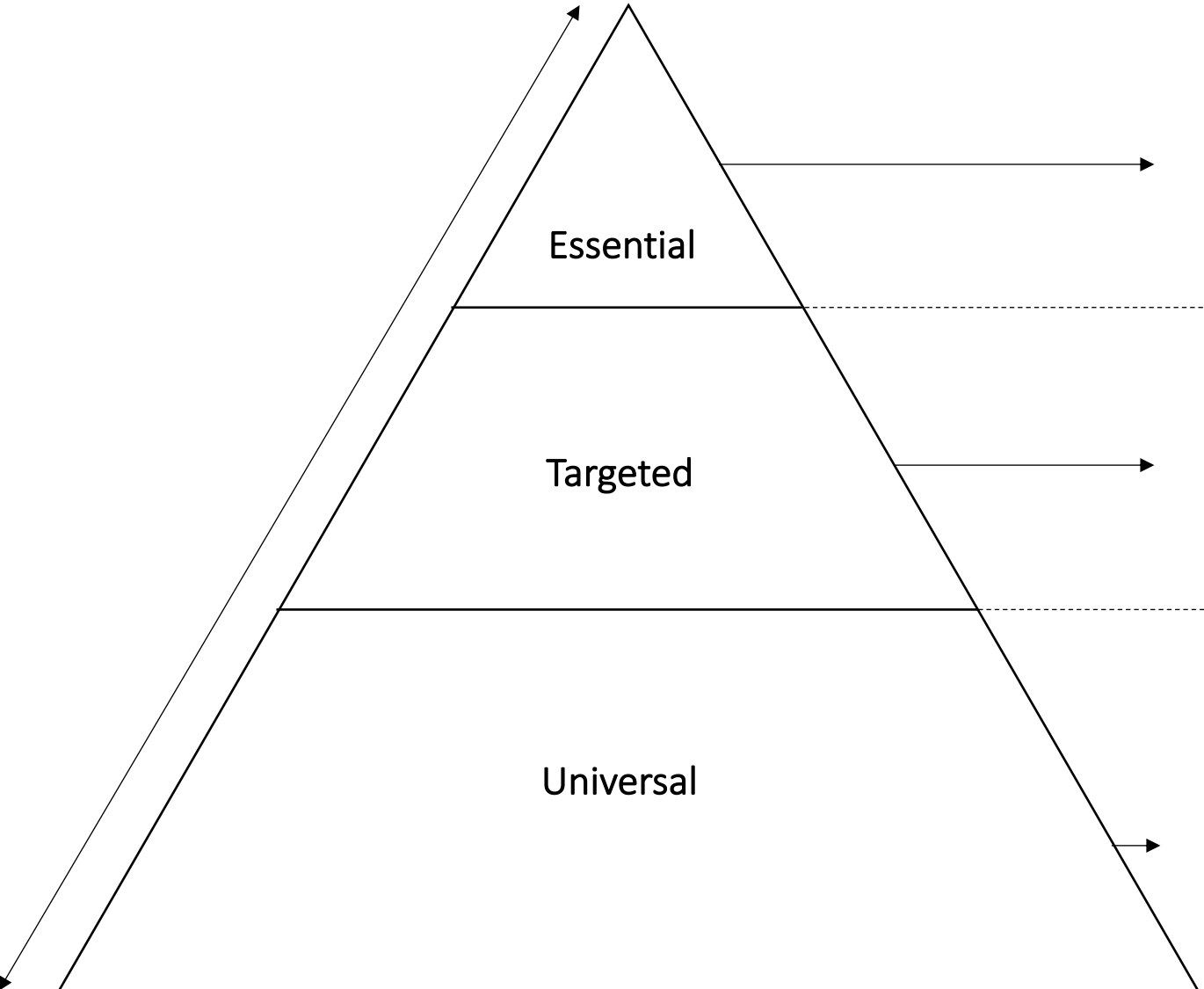
What supports & strategies are useful for SOME? (Choice for ALL)

Targeted

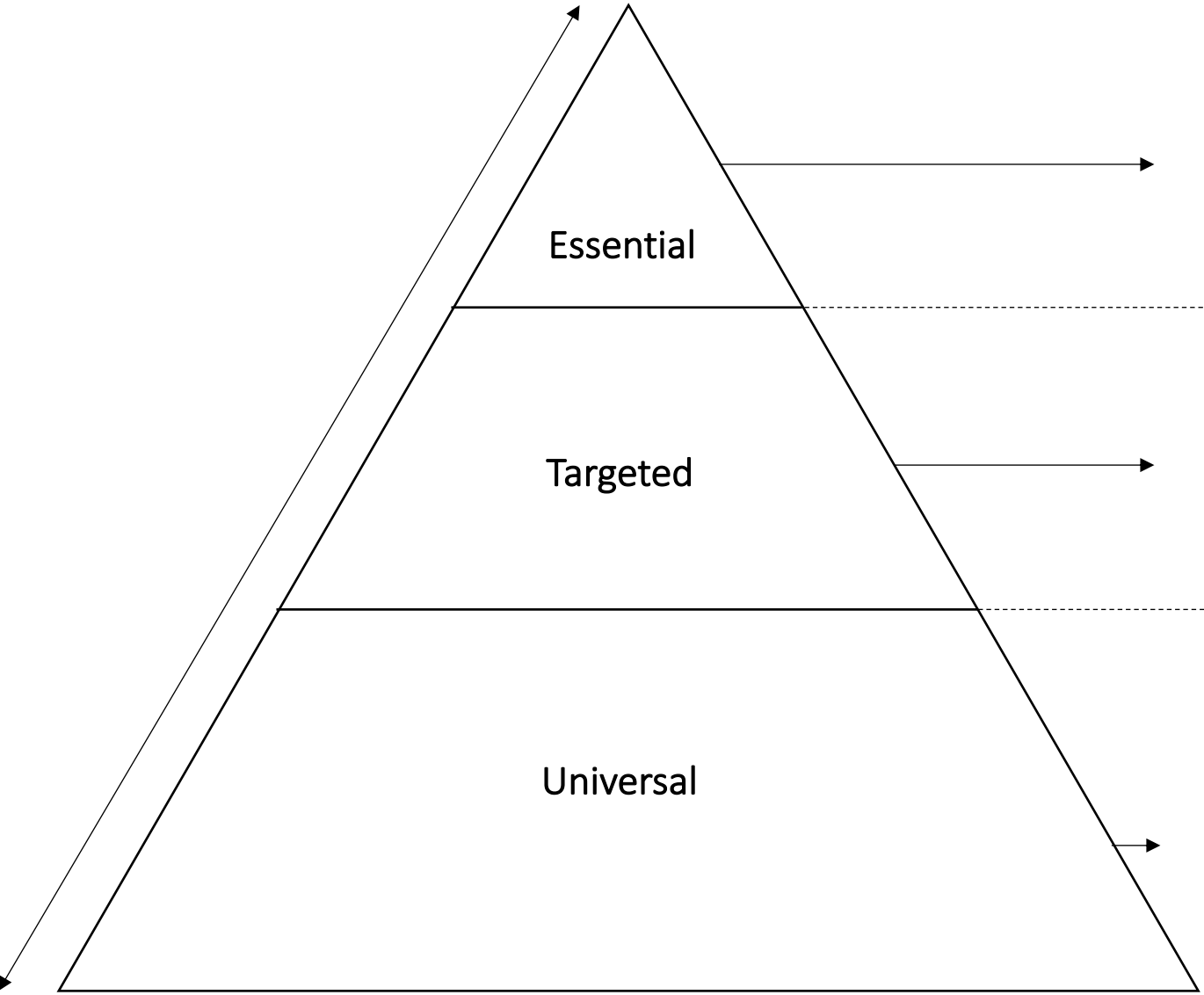
What supports & strategies are useful for ALL?

Universal

Who needs the MOST challenge?



Who needs the MOST support?



What supports & strategies are useful for ONE? (Individualized)

- Individual student co-developed language goals
- Individual conferencing/direct instruction during work time (not lesson time)

What supports & strategies are useful for SOME? (Choice for ALL)

- iPad for visual translation/communication support
- Sentence frames
- Visuals/ objects
- Strategic Pairings
- QSSSA strategy (question, signal, stem, share, assess)
- Allow previewing of information in home language

What supports & strategies are useful for ALL?

- Relationships with student, families and caregivers
- Multi-lingual word/picture wall
- Books with diverse characters
- Everyone learns words in a new language words
- Learn language across all curricular areas
- Speak clear, slow and allow for wait time
- Multiple ways to show learning (visual, oral, written)
- Celebrate language diversity in class/school

Who needs the MOST challenge?

Planning for ALL

Need: Anxiety

Students in Mind:

Who needs the MOST support?

What supports & strategies are useful for ONE? (Individualized)

Essential

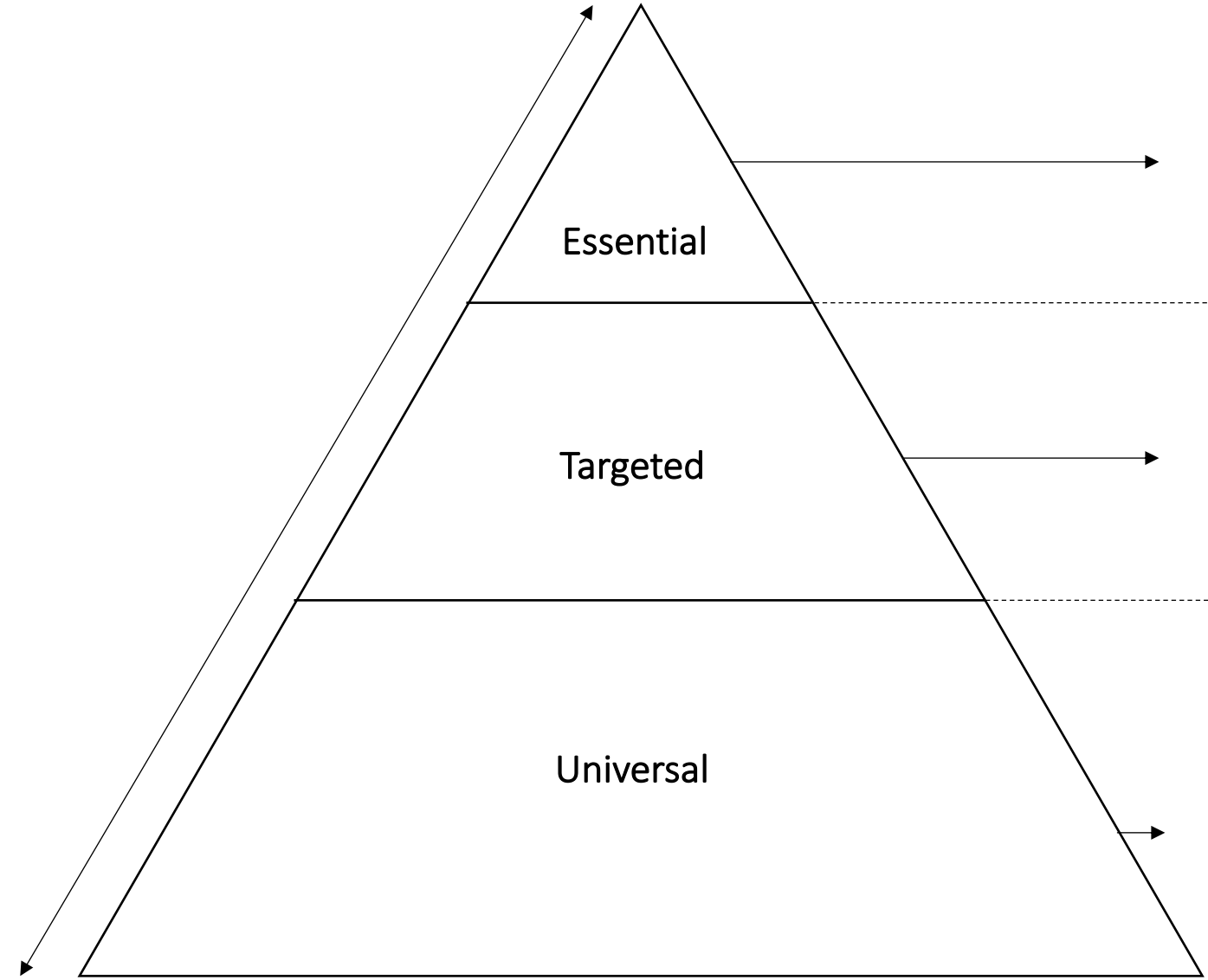
What supports & strategies are useful for SOME? (Choice for ALL)

Targeted

What supports & strategies are useful for ALL?

Universal

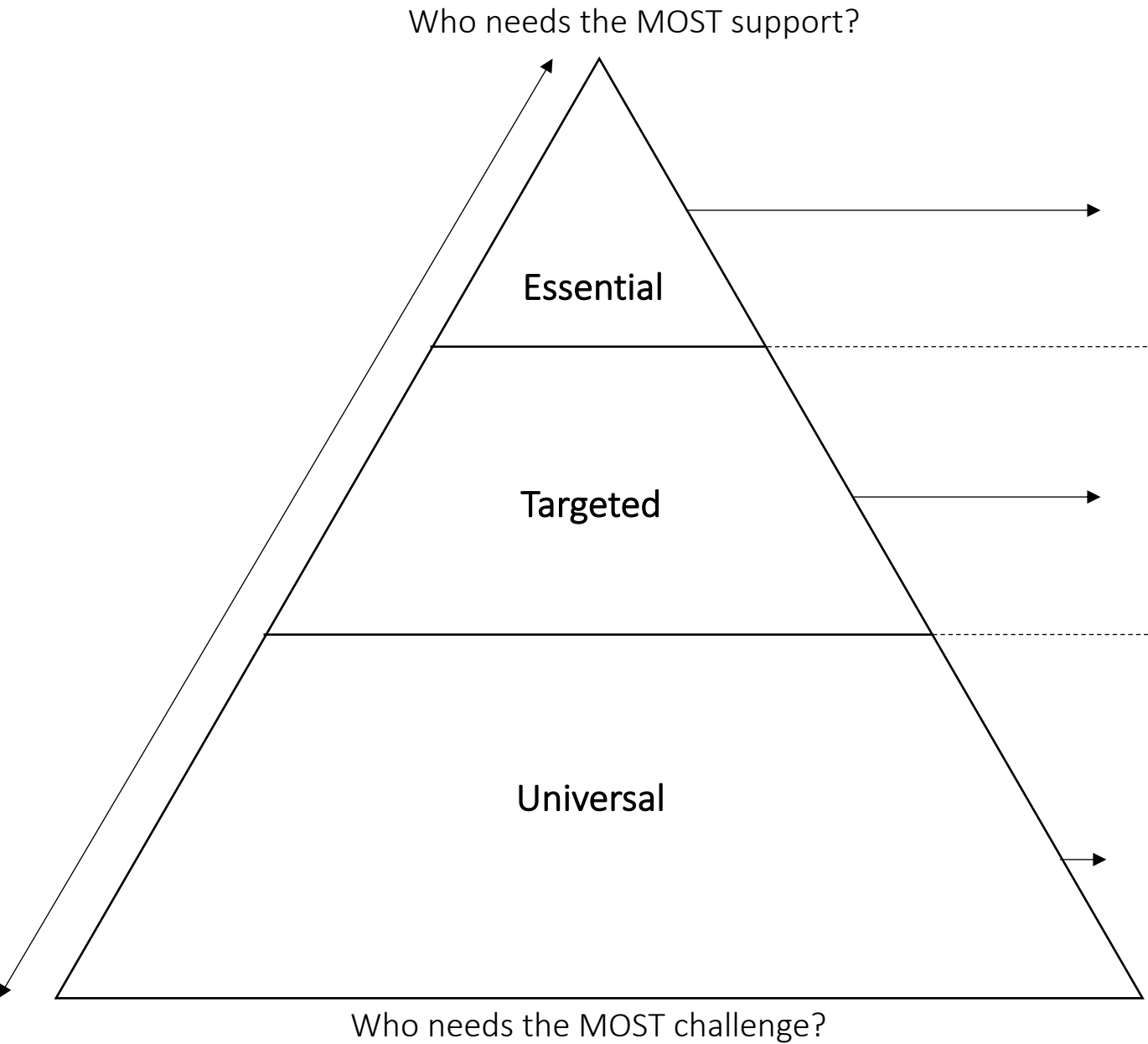
Who needs the MOST challenge?



Planning for ALL Grade 1

Need: Anxiety

Students in Mind: RM, TC



What supports & strategies are useful for ONE? (Individualized)

- Family photo
- RM - One on one morning check in with a trusted adult in the school (5-10 min with librarian when he arrives to school)

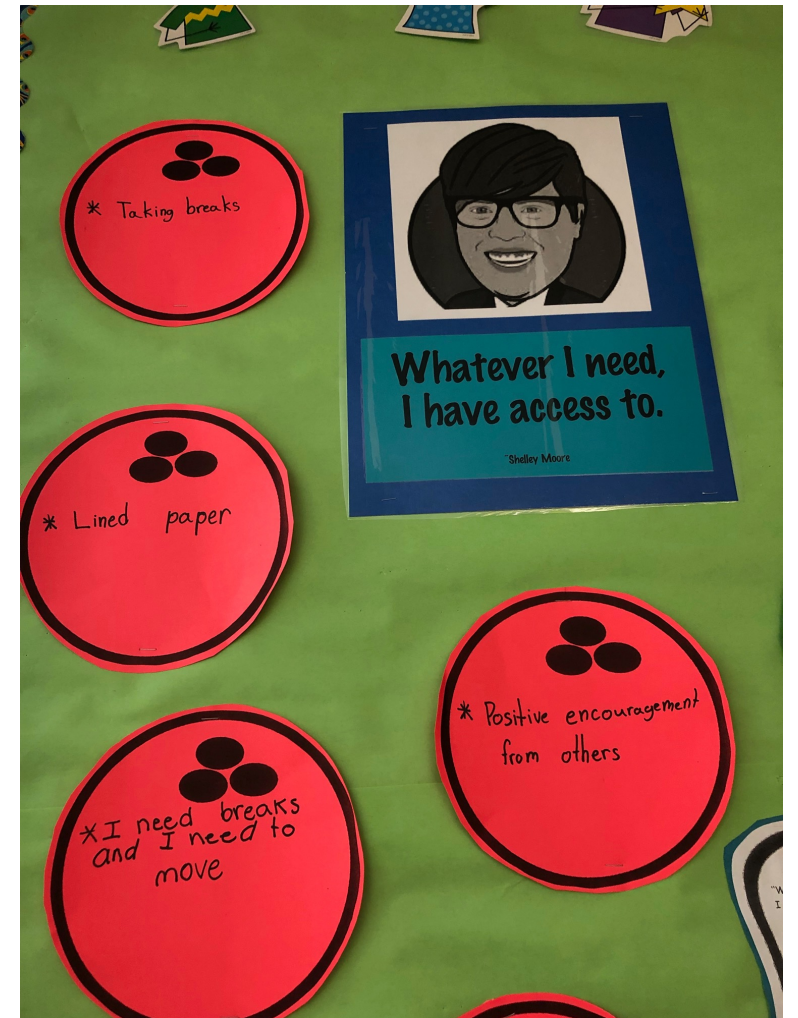
What supports & strategies are useful for SOME? (Choice for ALL)

- Taking breaks
- Parent check ins
- Home communication book
- Bring a familiar object from home

What supports & strategies are useful for ALL?

- Choice
- Target and teach self advocacy skills/ anxiety management skills/ Calming strategies
- Open ended tasks (not one answer or one way to complete a task)
- Leadership opportunities in class/ school
- Welcome students when they arrive, even if they are late

Strategy: taking a 2 min break



Strategy: taking a 2 min break

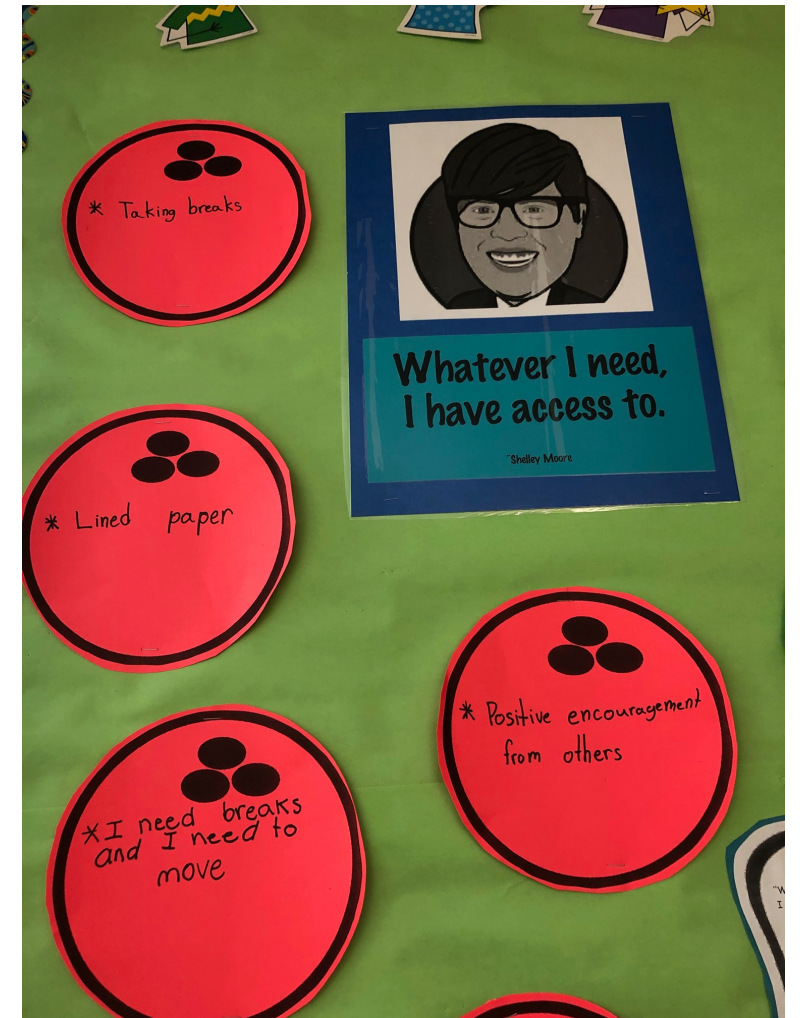
Instruct

- What is a 2 min break?
- Why is a 2 min break useful?
- How do I use a 2 min break as a **tool** or an **action**?
 - What does a 2 min break *look* like when I use it?
 - What does a 2 min break *sound* like when I use it?
 - What does a 2 min break *feel* like when I use it?

Practice (1 – 2 weeks)

Reflect

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



Strategy: chunking text

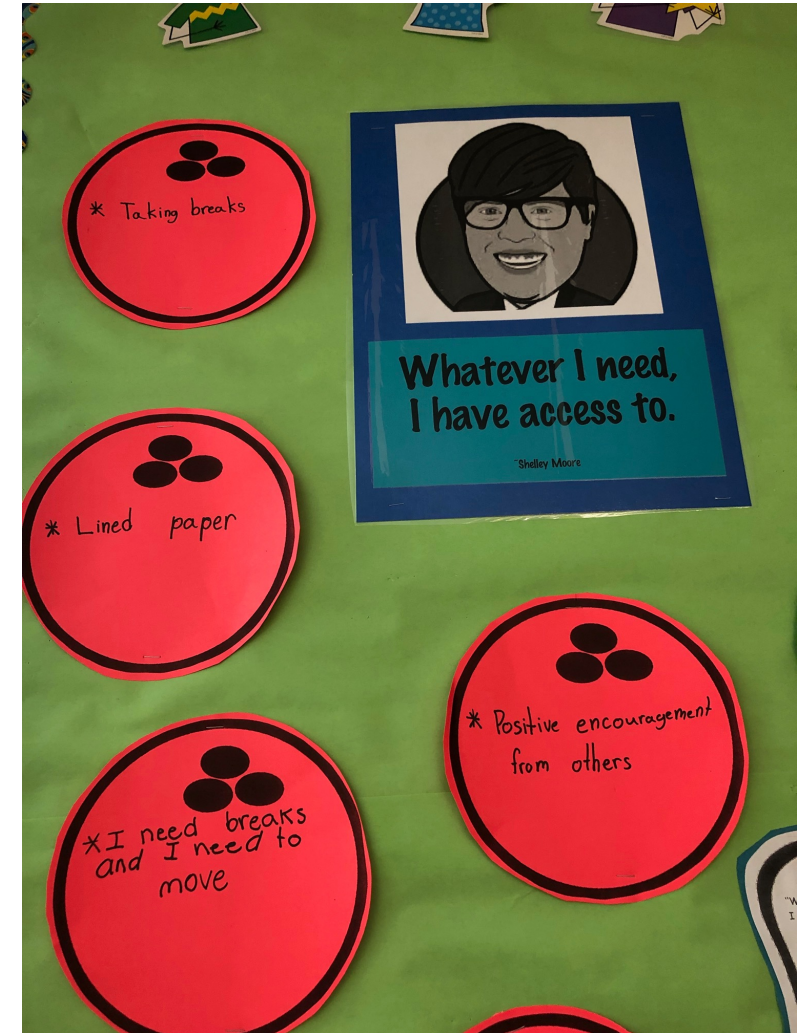
Instruct

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

Practice (1 – 2 weeks)

Reflect

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



Teaching & Reflecting on Strategies:

working in a small group

quiet space

loud space

visuals

schedule/ agenda

standing desks

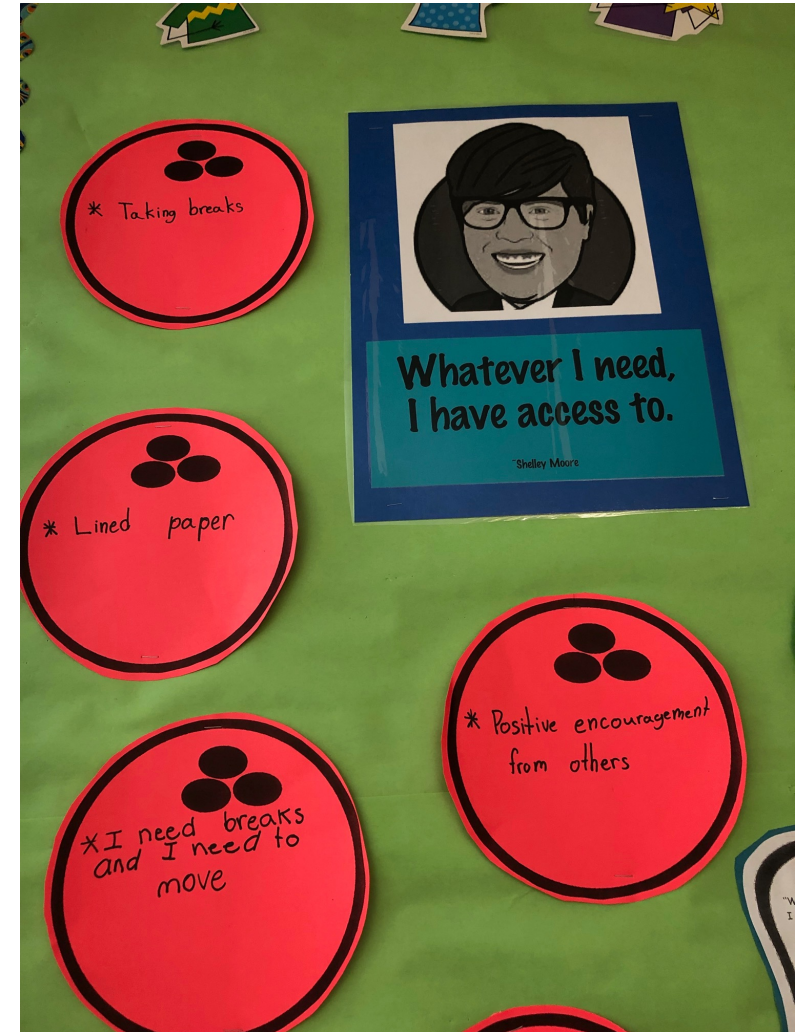
access points

sensory tools

Snacks/ water

gum

hats



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