SHELLEY MOORE

@tweetsomemoore

@fivemooreminutes

@fivemooreminutes

www.fivemooreminutes.com

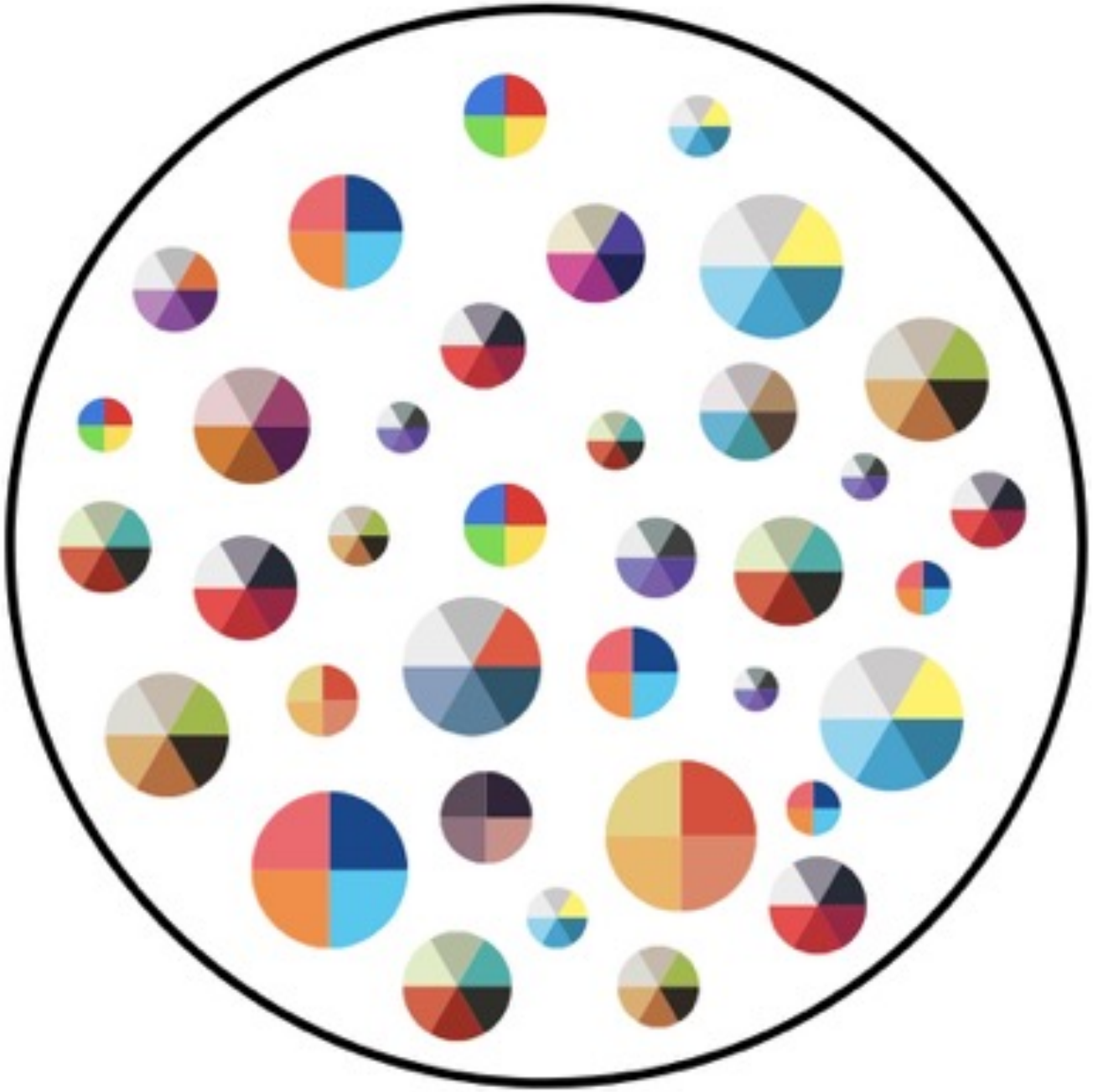
www.blogsomemoore.com

4 min…

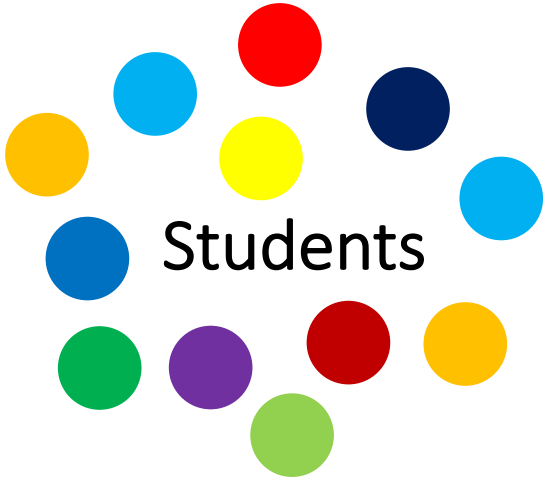
What stands out from last session?

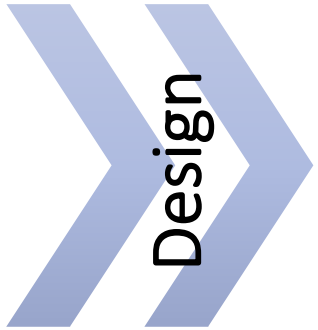
What questions are coming up?

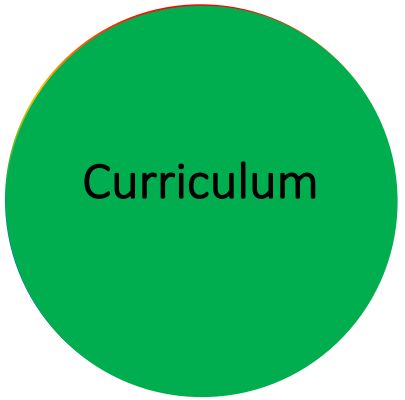
How?



DESIGN: THE MOST UNDERUTILIZED SUPPORT

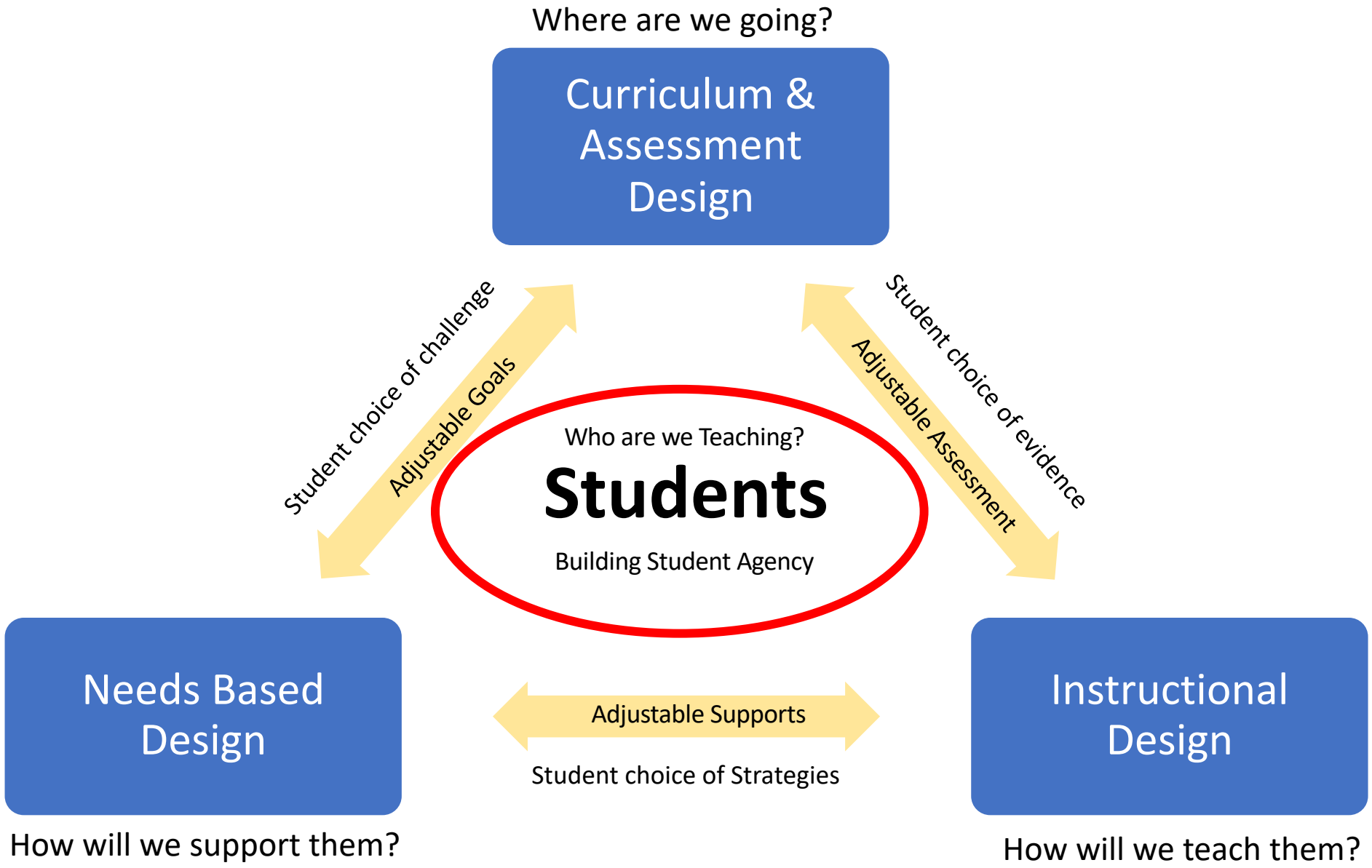






Shelley Moore, 2019

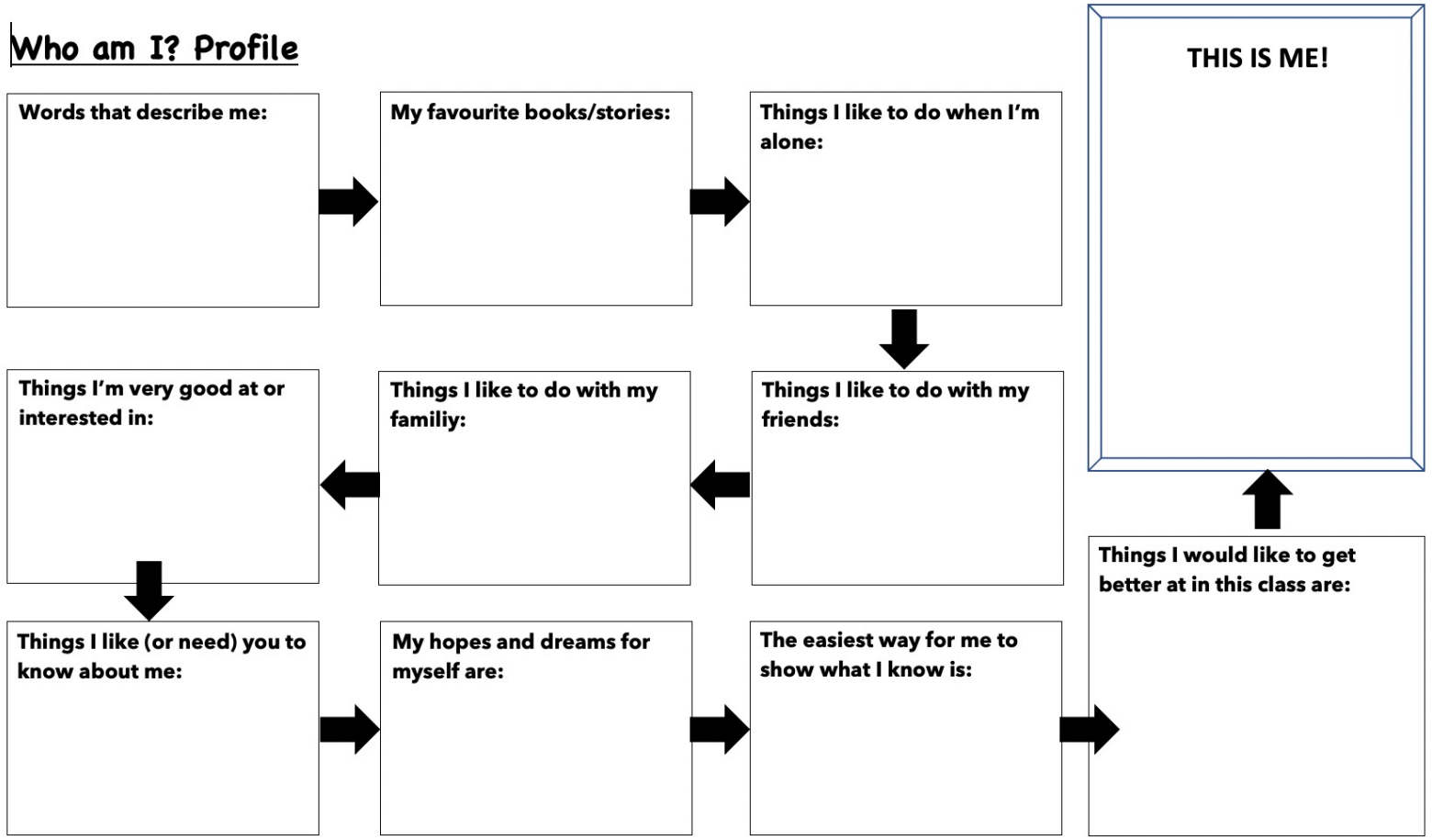
How can we change the system?
Designing with Equity in Mind



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)		

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)		

Richardson Elementary - Try Something New



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 is something _____ wants to get better at?	What does _____ need a lot of support wit? 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 **Juni**? What words would you use to describe **Juni**?	What is **Juni** interested in? What does **Juni** like to do on their own, with their family and friends?	What is **Juni** good at? What could **Juni** teach others?	What is hard for **Juni** but she can still do? What do you think is is something **Juni** wants to get better at?	What does **Juni** need a lot of support wit? What is something that **Juni** 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

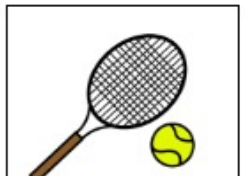
S. Moore, 2020 adapted from Brownlie & Schnellert, 2011

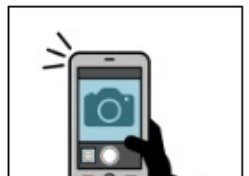
Help us get to know Juni!

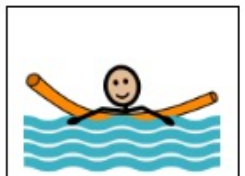
Person	Identities	Interests	Strengths	Stretches	Needs
Your name _____ How do you know _____?	Who is **Juni**? What words would you use to describe **Juni**?	What is **Juni** interested in? What does **Juni** like to do on her own, with her family and friends?	What is **Juni** good at? What could **Juni** teach others?	What is hard for **Juni,** but she can still do? What do you think is something **Juni** wants to get better at?	What does **Juni** need a lot of support with? What is something that **Juni** 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

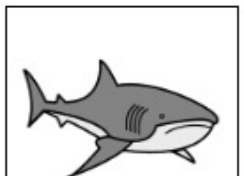
S. Moore, 2020 adapted from Brownlie & Schnellert, 2011

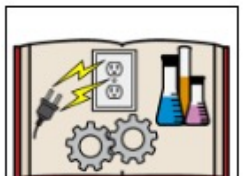
Building my Student profile: What are my INTERESTS?

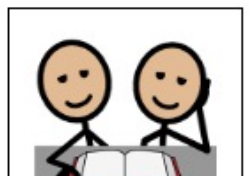


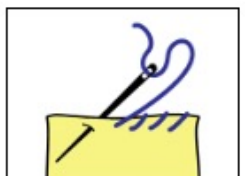


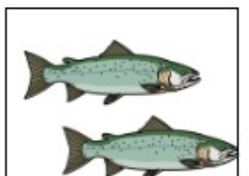


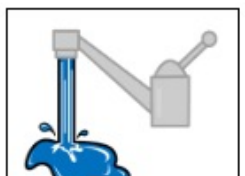


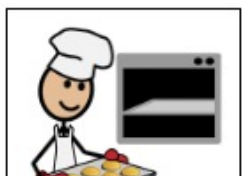








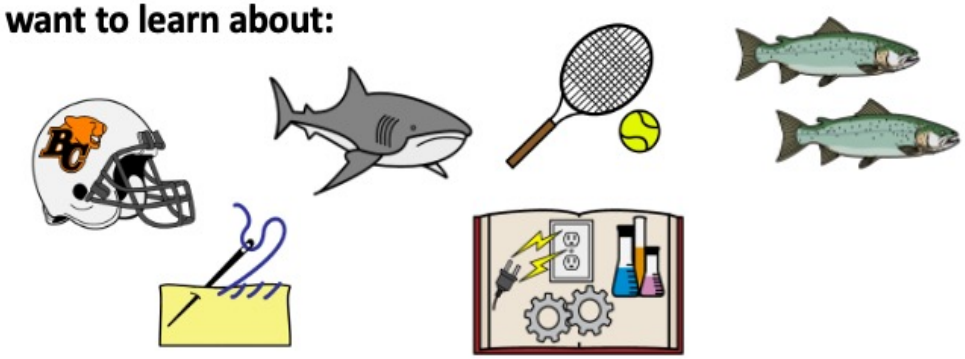




Building my Student profile: What are my INTERESTS?

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

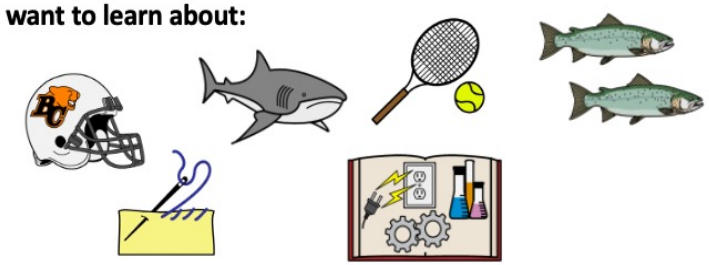
Who am I as a person				
	Name	Juniper Melnik	**Age**	9
	Grade	4	**Year**	2019
	A little about me…			
	My identities are:	Strong, Happy, Funny, Ukrainian		
	My interests are:	BC Lions, whale sharks, tennis, watching salmon in the river, sewing, learning about science		
	My needs are:	I get tired, I get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

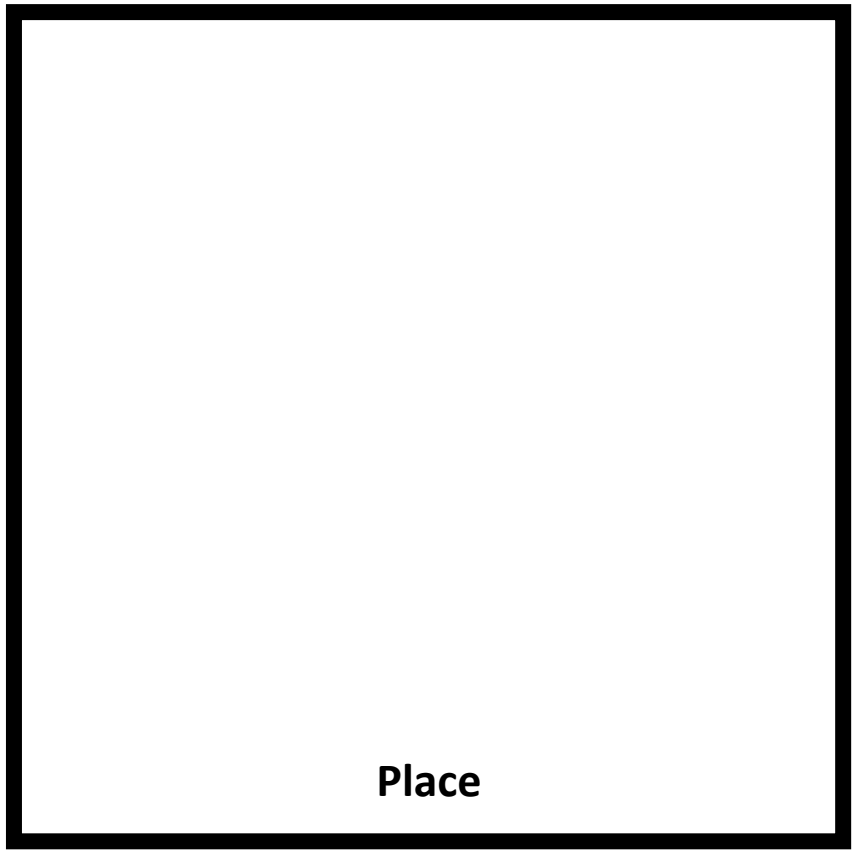
Class Review for :	**Teacher:**	**Date:**
I can plan for my students by getting to know the:		
Interests & identities of the class	**Classroom Strengths**	**Classroom Stretches**
Based on the interests, strengths and stretches of this class, one goal(s) for these I have for this class is:		
The BIG goal 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)		

What are barriers??

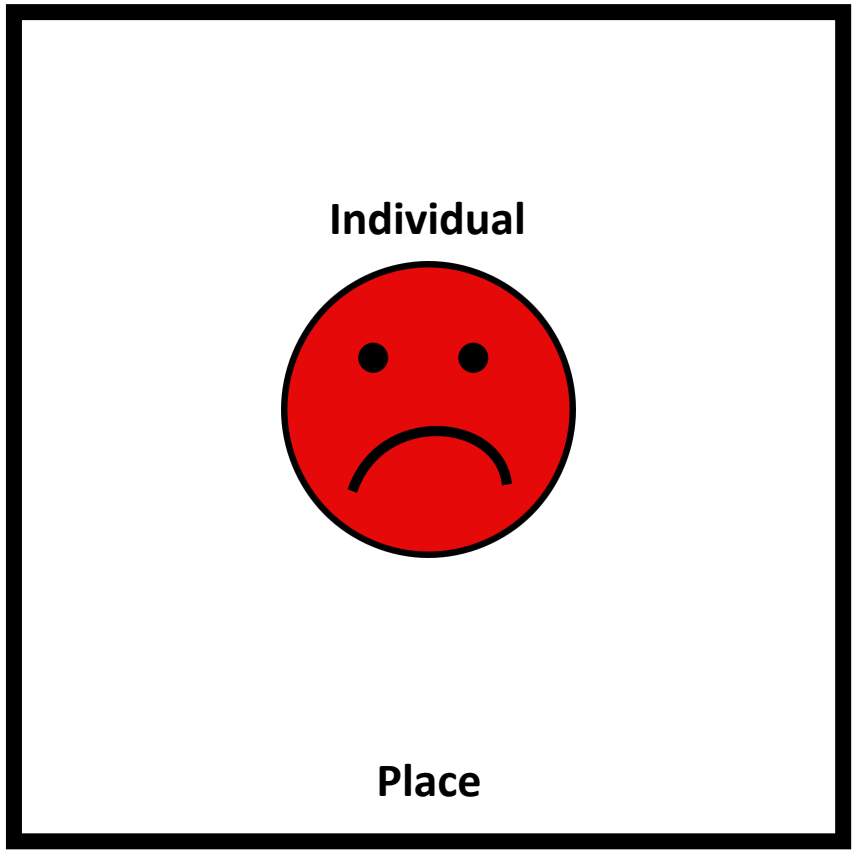
A shift in thinking…

- **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

Shifting the Paradigm:
Medical Model of Disability



Shifting the Paradigm:
Medical Model of Disability



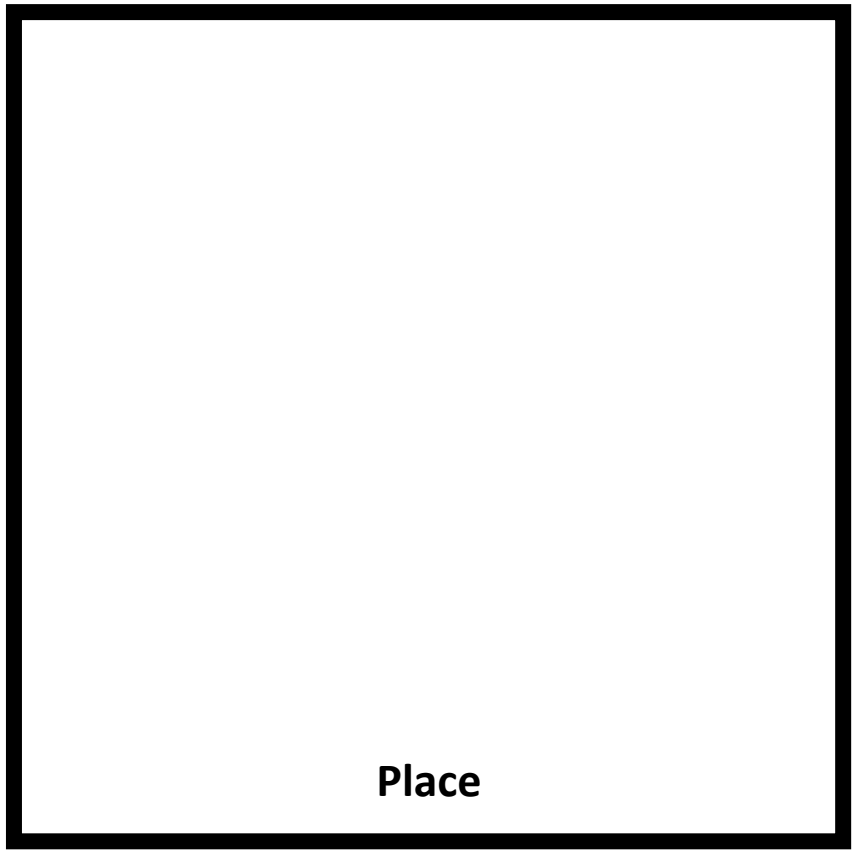
IEP

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

Shifting the Paradigm:
Medical Model of Disability



Individual

IEP

Special Education

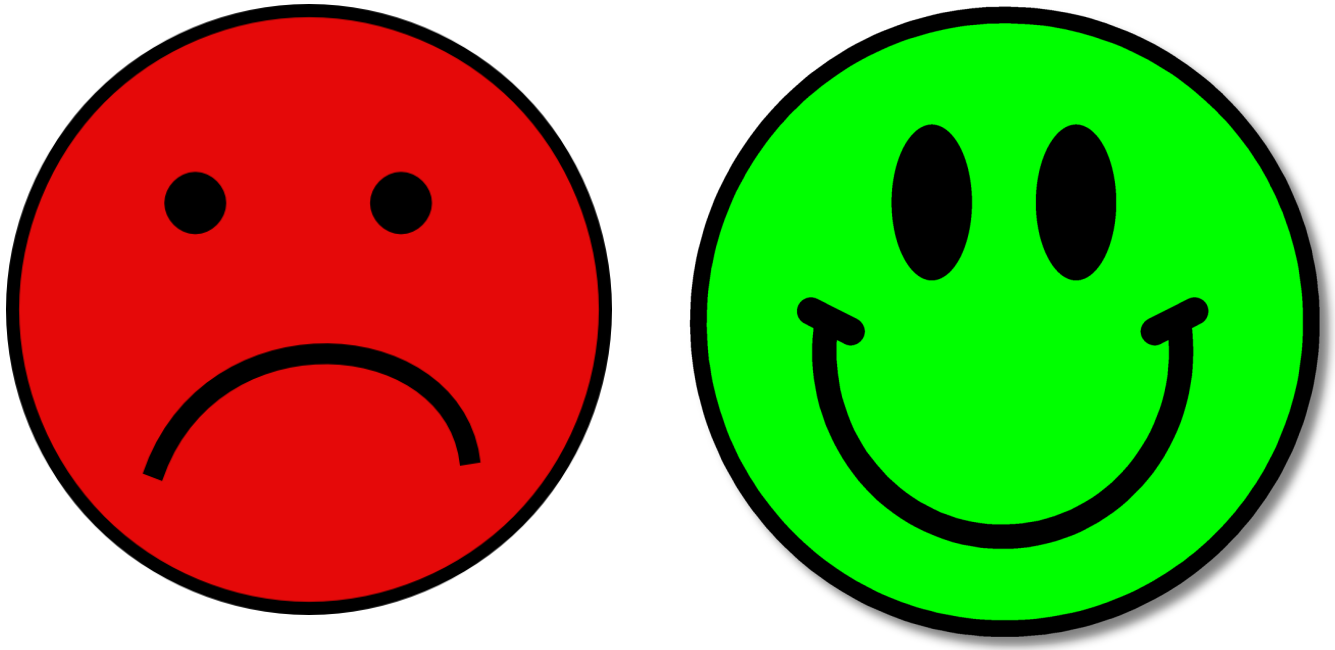
If individual isn't successful

- 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

“when a flower doesn't bloom you fix the environment in which it grows, not the flower”

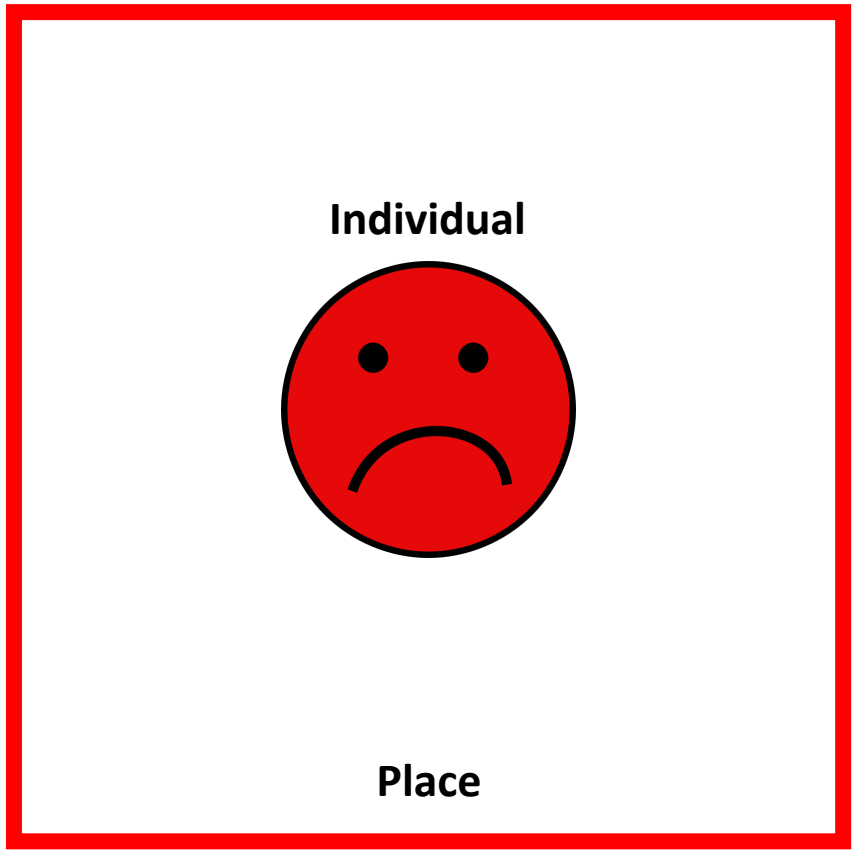
Alexander Den Heijer

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

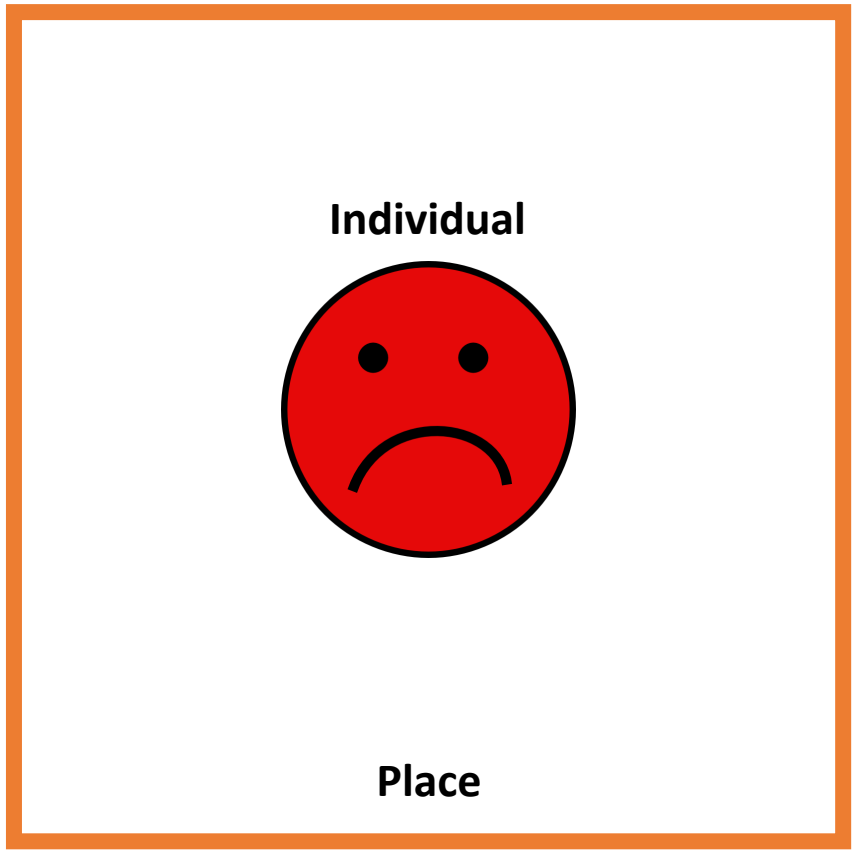


Social Model

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



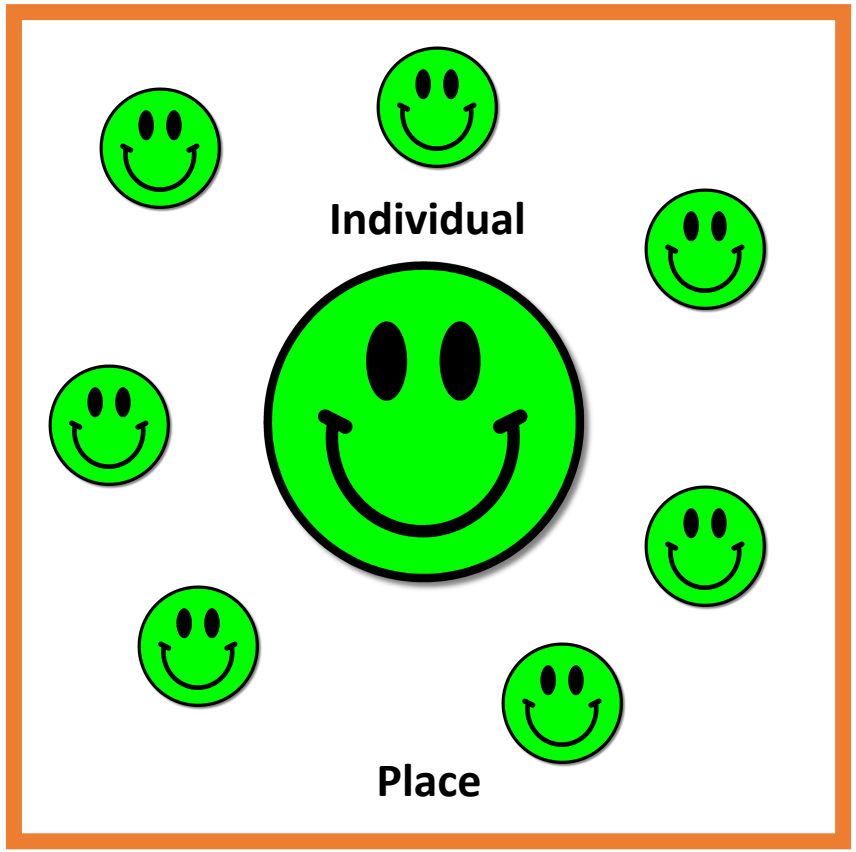
Social Model

If individual isn't successful

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

What is happening in the environment?

Shifting the Paradigm:
Social Model of Disability



Social Model

If individual isn't successful

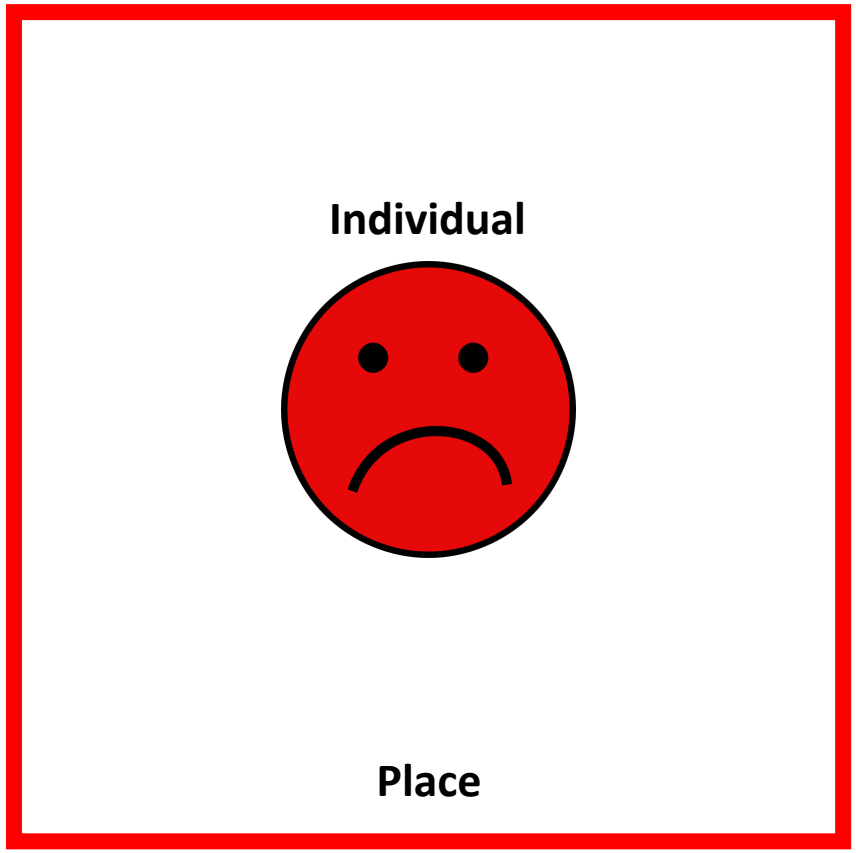
- Diagnose the problems in the place
- Fix the place
- Support everyone in the place

Wait a second….
Teachers said:

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

Diverse Gardens!

Shifting the Paradigm:
Person-Place Model of Need

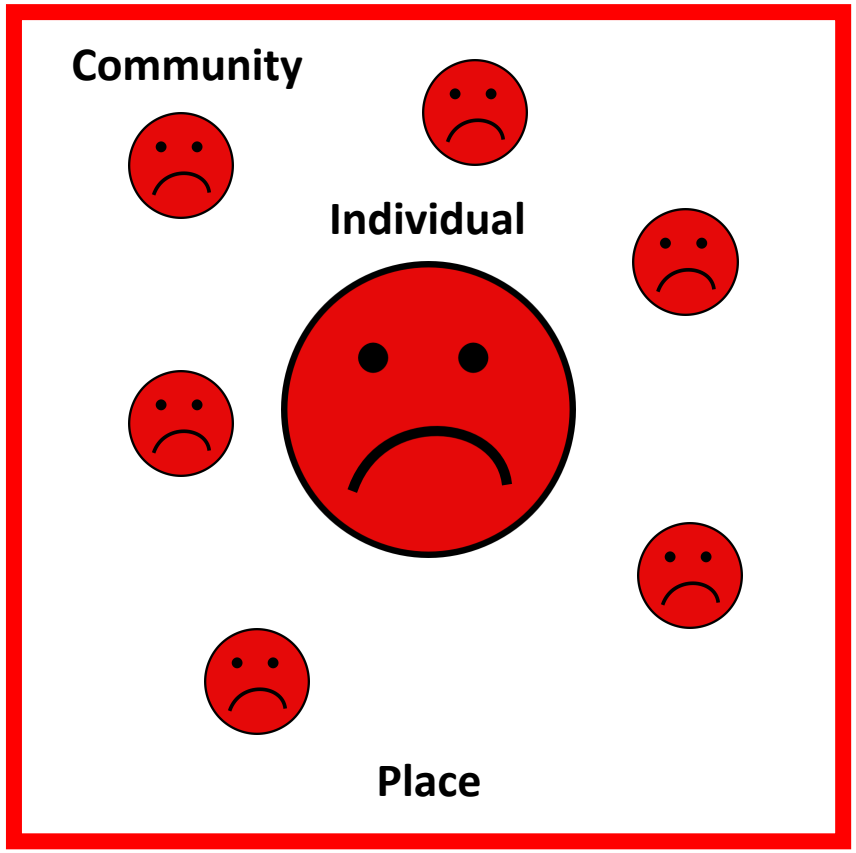


Inclusive Education

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



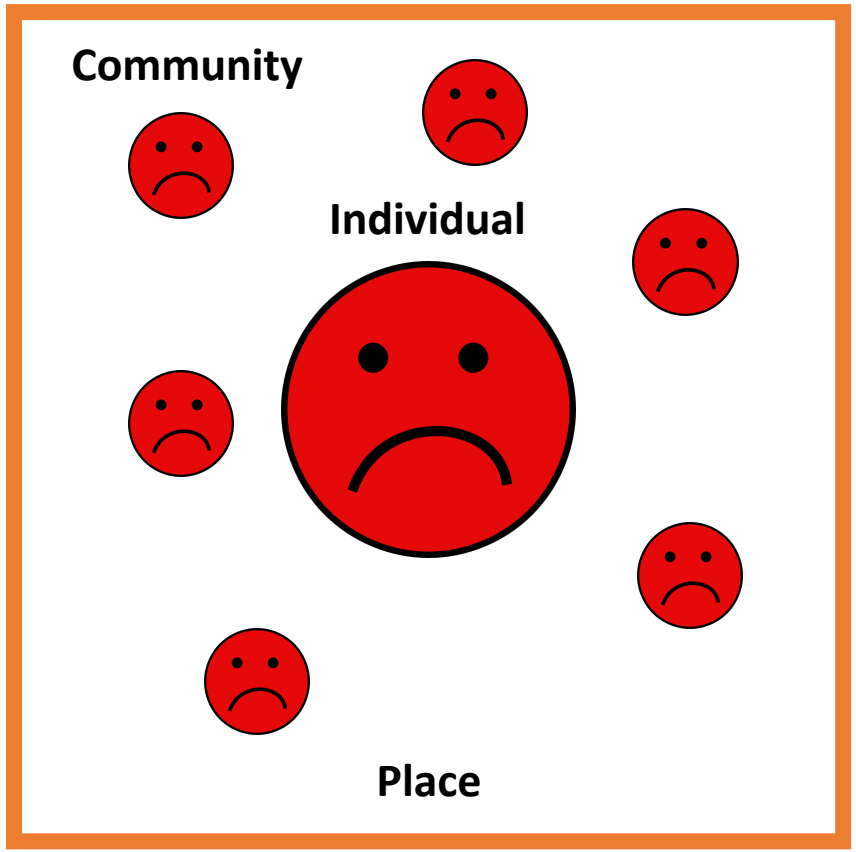
Inclusive Education

If an individual isn't successful

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

Shelley Moore, 2021

Shifting the Paradigm:
Person-Place Model of Need

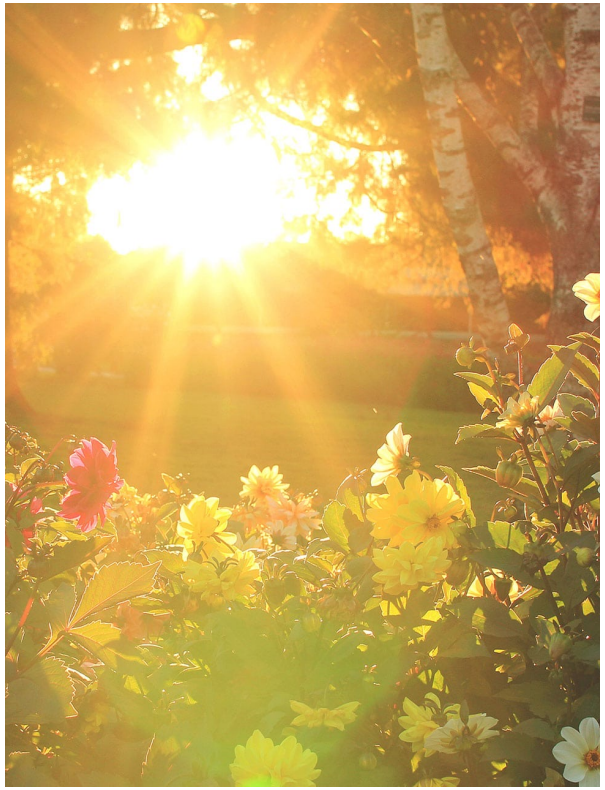


Inclusive Education

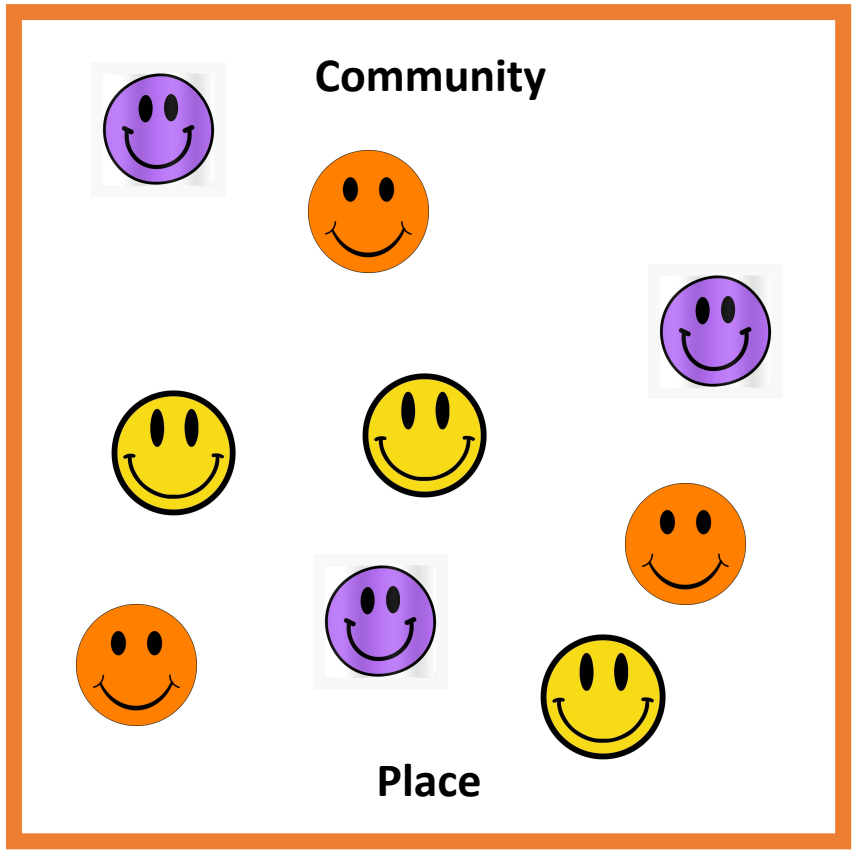
If an individual isn't successful

- 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

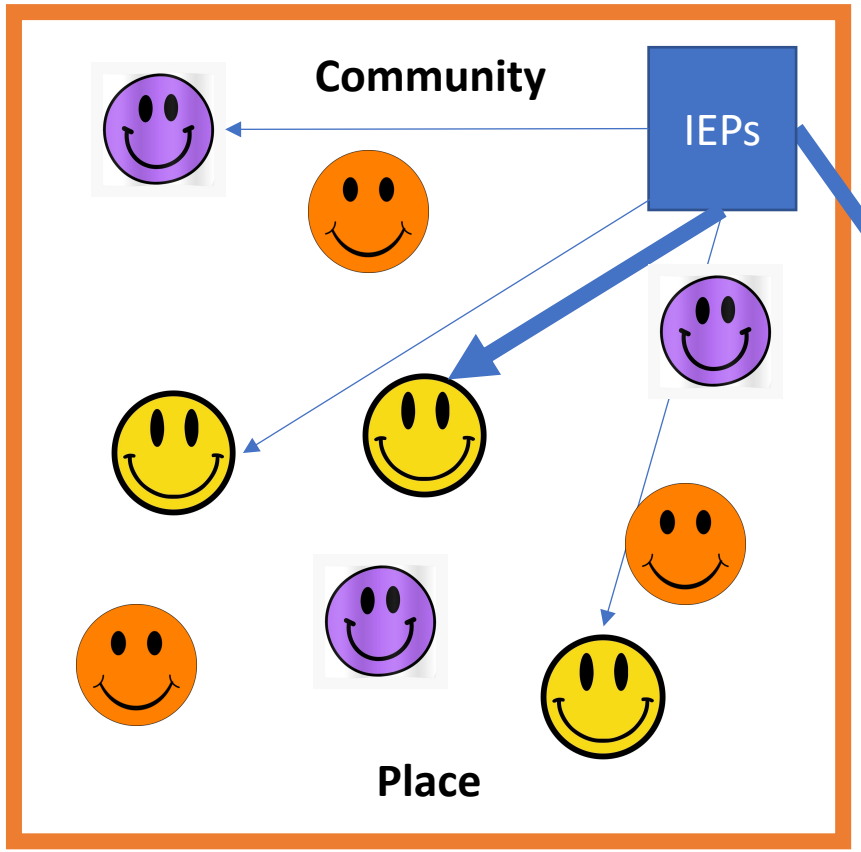


Inclusive Education

If an individual isn't successful

- Determine barriers in place
- 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

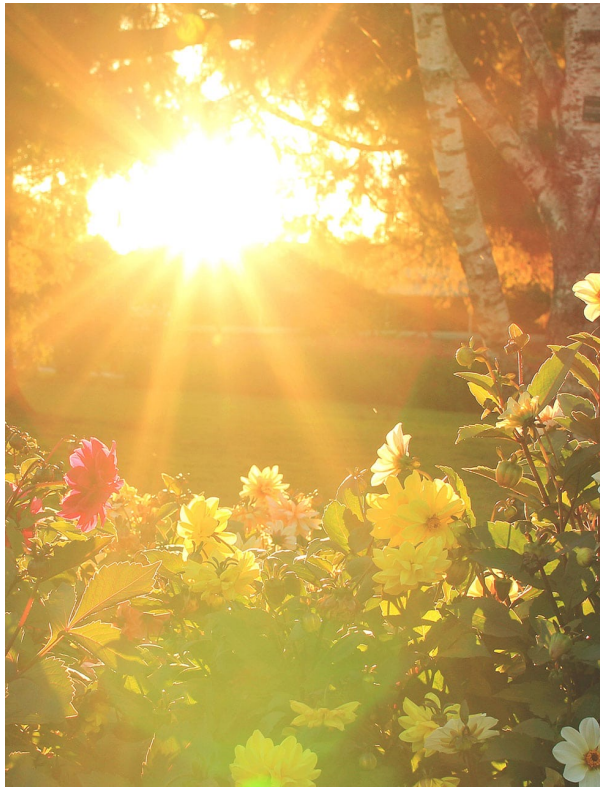
- Determine barriers in place
- Determine needs of the community
- Anticipate supports & strategies based on needs
- Universally apply supports and strategies to ALL

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!

THEN! We look at what individuals need

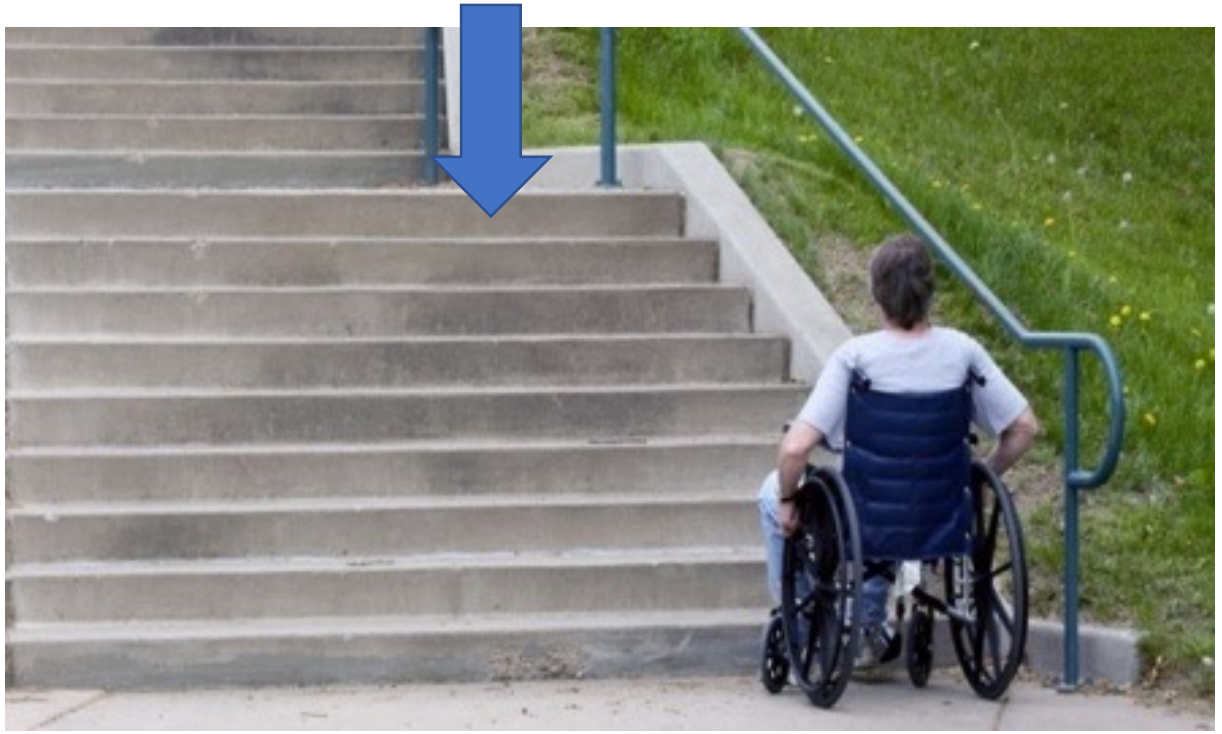
FIRST! We look at what needs everyone needs



What barriers can we reduce for everyone?

PHYSICAL

To LEARNING

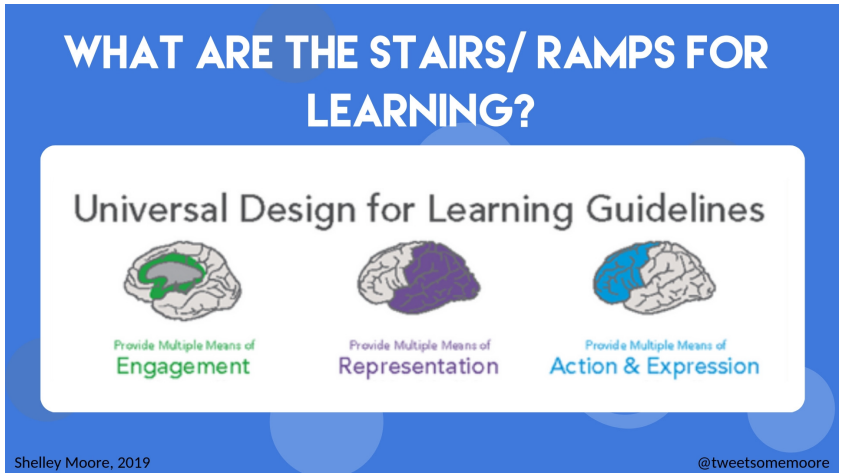


To EQUITY

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

Teacher Team UDL Guidelines Self-Assessment & Target Goal Planner **Date:**

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	• Optimizing individual choice and autonomy	**Objective**	• giving students choice and control over what they are learning about (e.g. content, examples used)	☐	☐	☐
7.2	• Optimizing relevance, value & authenticity	**Objective**	• making learning relevant to the student's lives and connecting it to real world problems that are important to the students	☐	☐	☐
7.3	• Minimize threats & distractions	**Objective**	• reducing distractions in the classroom and building a safe place for students to take risks	☐	☐	☐
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	• Heighten Salience of goals and objectives	**Objective**	• clearly communicating learning goals/ intentions and why tasks and activities matter	☐	☐	☐
8.2	• Vary demands and resources to optimize challenge	**Objective**	• scaffolding learning by starting with accessibility and adding on challenge in goals and tasks	☐	☐	☐
8.3	• Foster collaboration and community	**Objective**	• building a community where learners work together by teaching collaboration and group work skills	☐	☐	☐
8.4	• Increase mastery-oriented feedback	**Objective**	• providing ongoing formative feedback that is relevant, clear, accessible and timely	☐	☐	☐
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	• Promote expectations and beliefs that optimize motivation	**Objective**	• helping students set learning goals that build confidence and help them take ownership of their learning	☐	☐	☐
9.2	• Facilitate personal coping skills and strategies	**Objective**	• teaching how to manage emotional responses & about healthy emotional responses and interactions	☐	☐	☐
9.3	• Develop self-assessment and reflection	**Objective**	• by helping students to increase their awareness of how they are progressing towards their goal & how to learn from their mistakes	☐	☐	☐
Our UDL Team Target Goal is:						

Teacher Team UDL Guidelines Self-Assessment & Target Goal Planner **Date:**

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	• Offer ways of customizing the display of information	**Objective**	• Sharing information in formats that are flexible	☐	☐	☐
1.2	• Offer alternatives for auditory information	**Objective**	• Utilizing modalities that compliment auditory information (visuals, tactile, movements etc.)	☐	☐	☐
1.3	• Offer alternatives for visual information	**Objective**	• Utilizing modalities that compliment visual information (descriptions, objects, auditory clues, reader)	☐	☐	☐
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	• Clarify vocabulary and symbols	**Objective**	• Pre-teaching important vocabulary, symbols, numbers labels in many ways (written, oral, visual examples)	☐	☐	☐
2.2	• Clarify syntax and structure	**Objective**	• Highlighting and teaching patterns and properties in systems (e.g. grammar, notation, taxonomies, equations etc.)	☐	☐	☐
2.3	• Support decoding of text, mathematical notation and symbols	**Objective**	• Teaching and using supports and strategies for students to understand written text, mathematical notation and symbol use (unless the goal is de-coding ability)	☐	☐	☐
2.4	• Promote understanding across languages	**Objective**	• Teaching and using translators, descriptions, movement & visuals to support understanding in unfamiliar and multiple languages	☐	☐	☐
2.5	• Illustrate through multi media	**Objective**	• Using multi-media to support understanding (videos, graphics, activities)	☐	☐	☐

Teacher Team UDL Guidelines Self-Assessment & Target Goal Planner **Date:**

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	• Vary the methods for response and navigation	**Objective**	• providing tools/ assistive technologies to support motor skills to interact with instructional materials (i.e. alternatives to pencil/paper)	☐	☐	☐
4.2	• Optimize access to tools and assistive technologies	**Objective**	• providing support and teaching how to use tools effectively (i.e. teaching how to use tools/assistive technologies as supports)	☐	☐	☐
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	• Use multi-media for communication	**Objective**	• teaching new formats to develop a wider range of expression using multimedia and materials (oral/visual/written) (concrete/pictoral/abstract)	☐	☐	☐
5.2	• Use media tools for construction and composition	**Objective**	• offering supports and strategies for students to create written output (word prediction, text-to-speech, mapping tools, sentence starters etc.)	☐	☐	☐
5.3	• Build fluencies with graduated levels of support of support for practice and performance	**Objective**	• supporting increasing fluency by offering scaffolded options of challenge and supports to increase independence	☐	☐	☐
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	• Guide appropriate goals setting	**Objective**	• guiding students through reflection, self-assessment and goal setting with curricular and core competencies	☐	☐	☐
6.2	• Support planning and strategy development	**Objective**	• modelling how to use supports and strategies and empowering students to make individual decisions about what they need to meet goals	☐	☐	☐
6.3	• Enhance managing information and resources	**Objective**	• teaching students to organize their evidence of learning and determine their best examples of learning	☐	☐	☐
6.4	• Enhance capacity for monitoring progress	**Objective**	• using assessment checklists, learning maps, one-point rubrics and student work samples to provide feedback to students and model self-assessment			
Our UDL Team Target Goal is:						

What are barriers??

PHYSICAL

To LEARNING

To EQUITY

How can we REDUCE barriers??

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

@tweetsomemoore

@fivemooreminutes

@fivemooreminutes

www.fivemooreminutes.com

www.blogsomemoore.com