

SHELLEY MOORE



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@fivemooreminutes



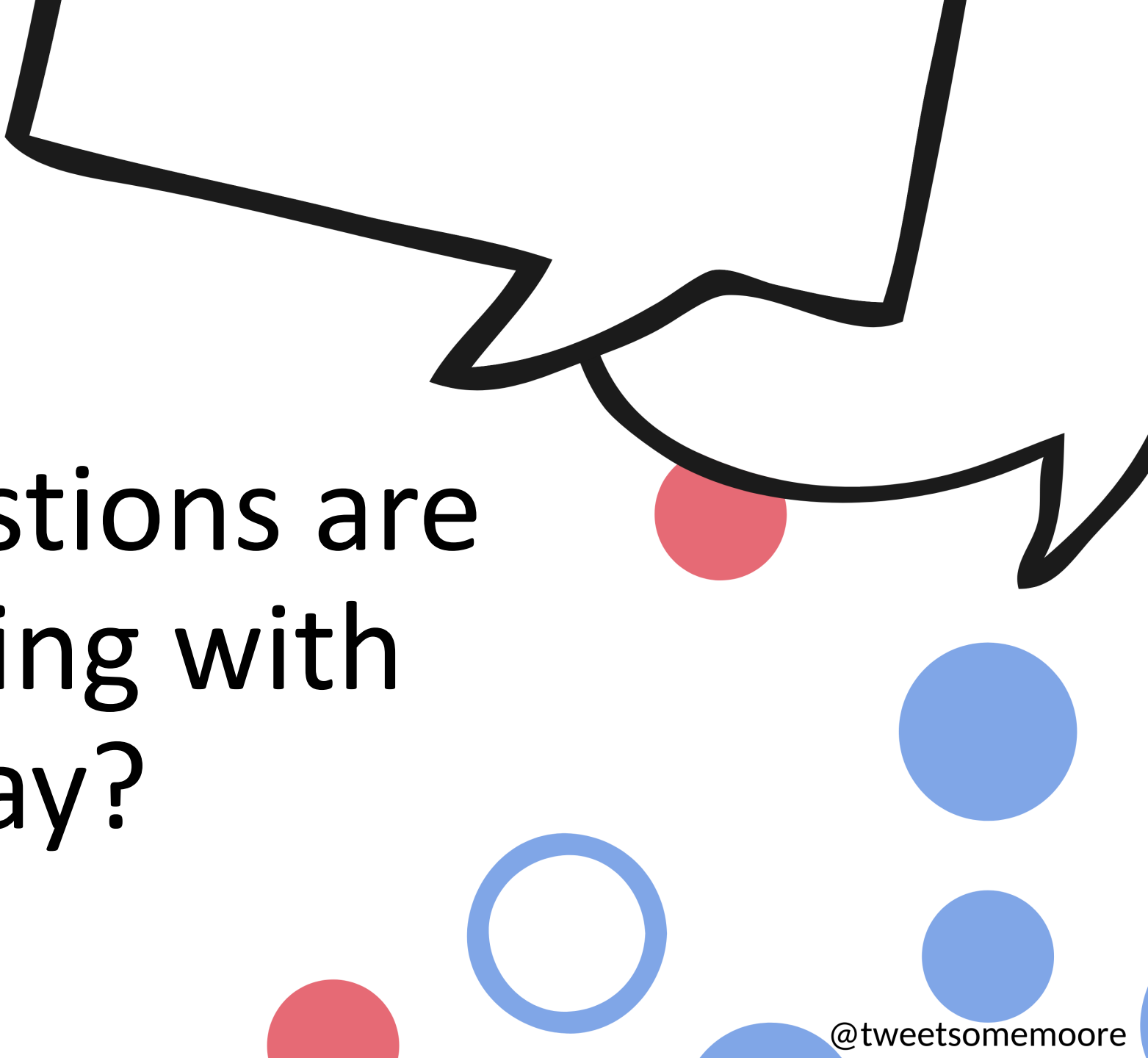
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An abstract graphic in the top right corner featuring a thick black line that starts as a straight line and then curves into a wavy, zig-zag pattern. Below and to the left of this line are several circles: one solid red circle, one hollow blue circle, and several other solid blue circles of varying sizes.

What questions are
you coming with
today?

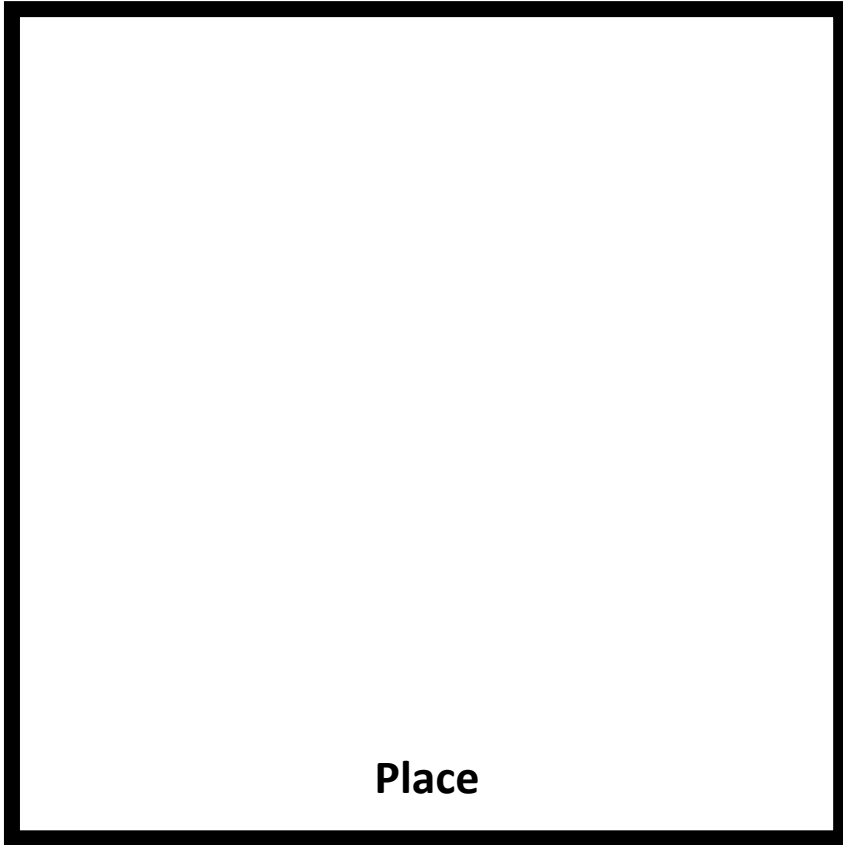
What are **barriers**??



A shift in thinking...

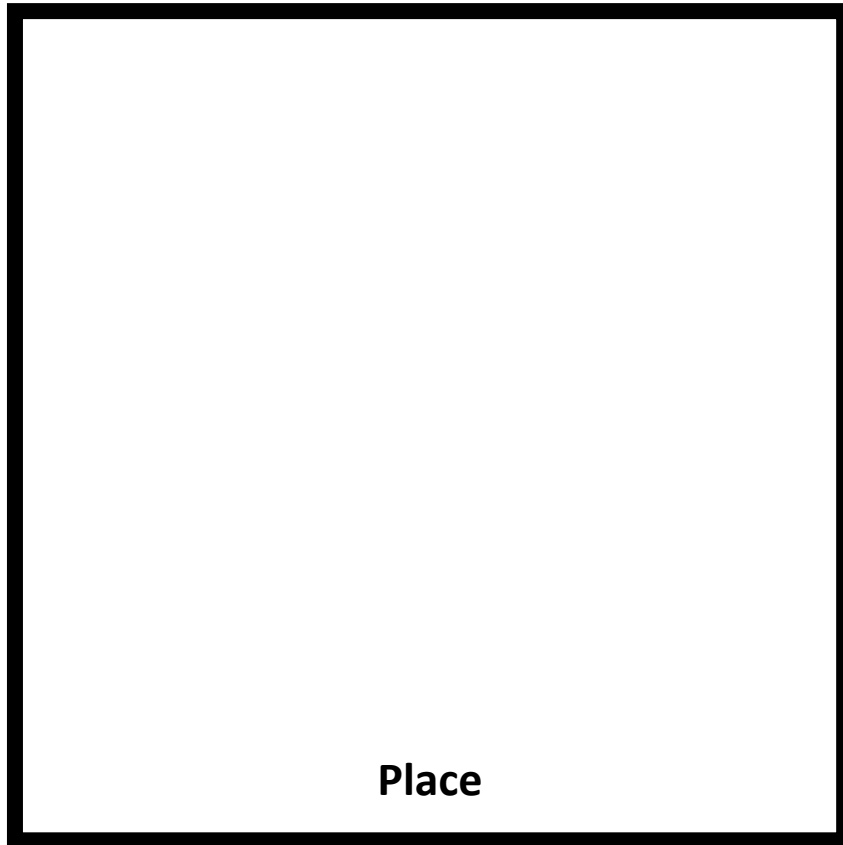
There are some things we need to understand:

- 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



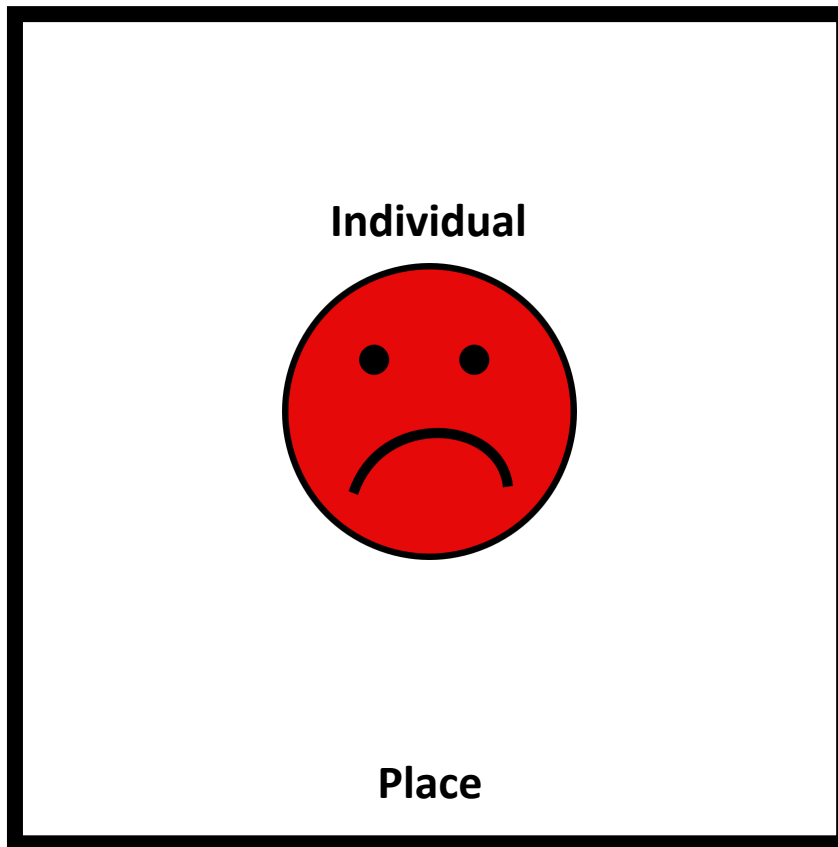
Place

Shifting the Paradigm: Medical Model of Disability



Place

Shifting the Paradigm: Medical Model of Disability

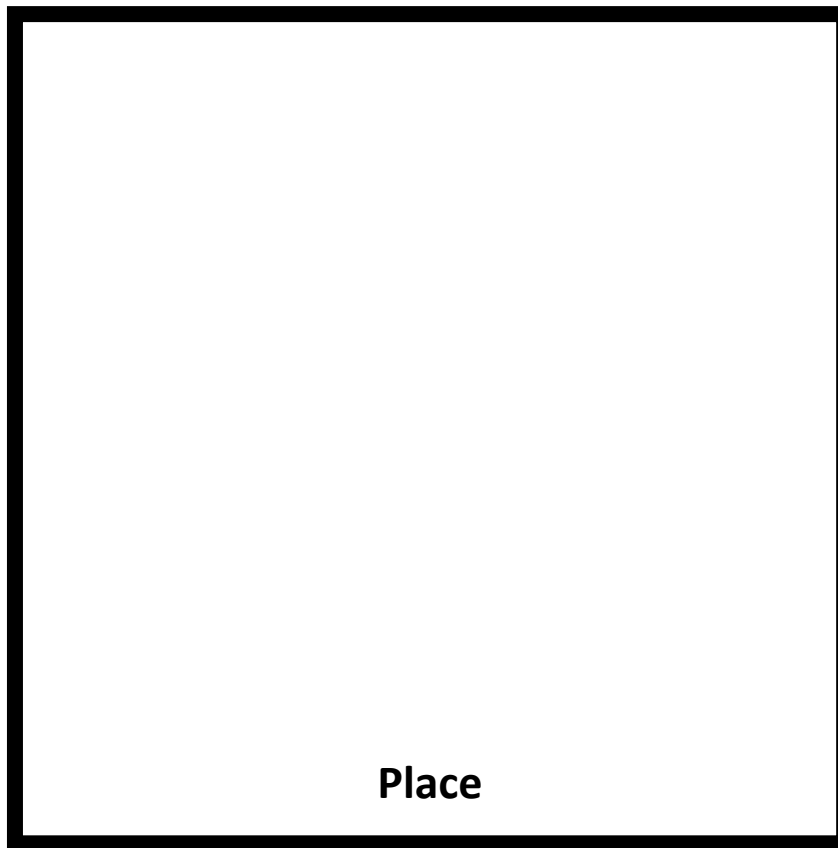


Special Education

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

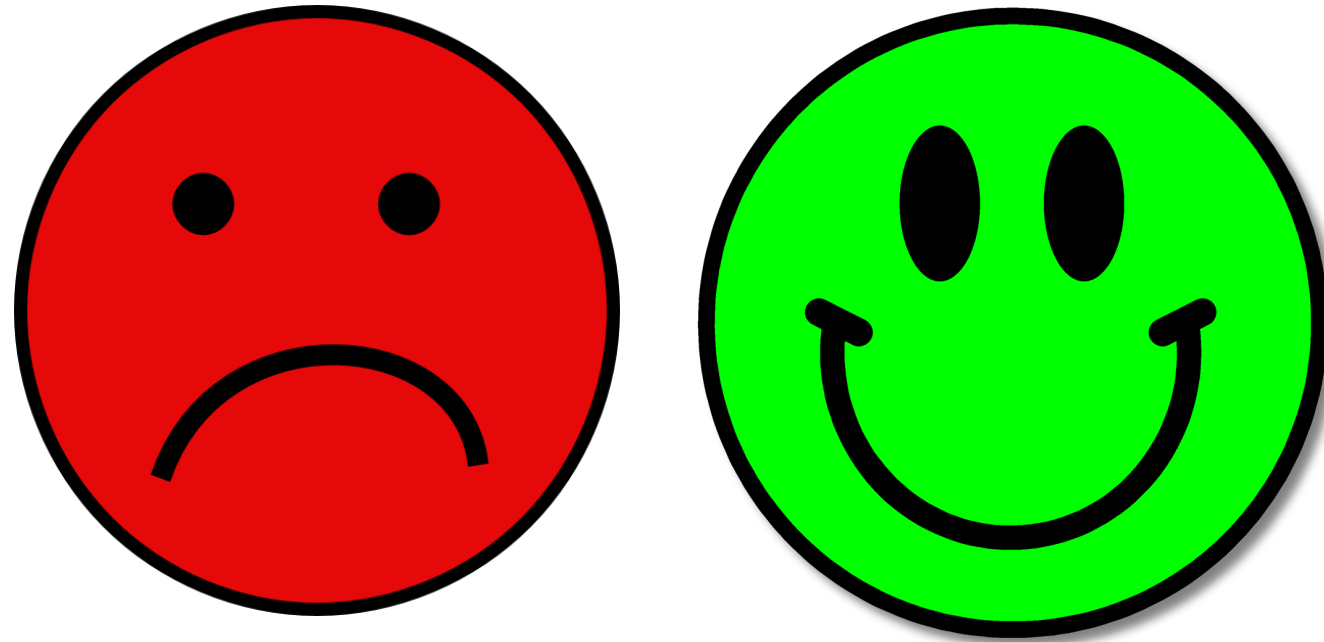
If individual isn't successful

- 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...

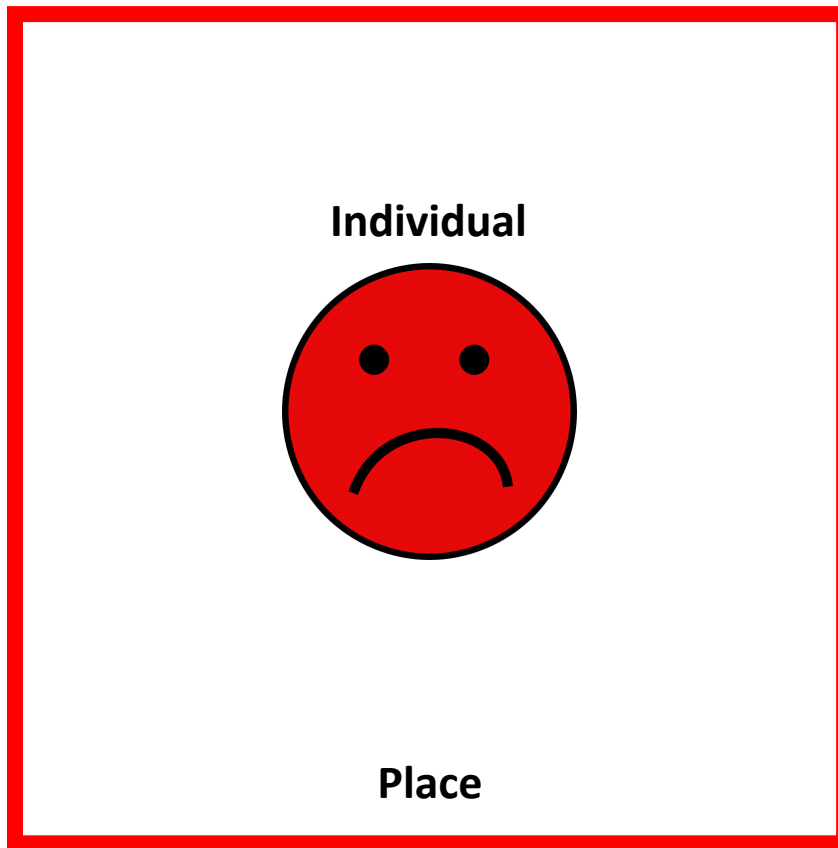


Wait a second....
People with disabilities said:



“I am not broken.”
“I do not need to be fixed!”

Shifting the Paradigm: Social Model of Disability

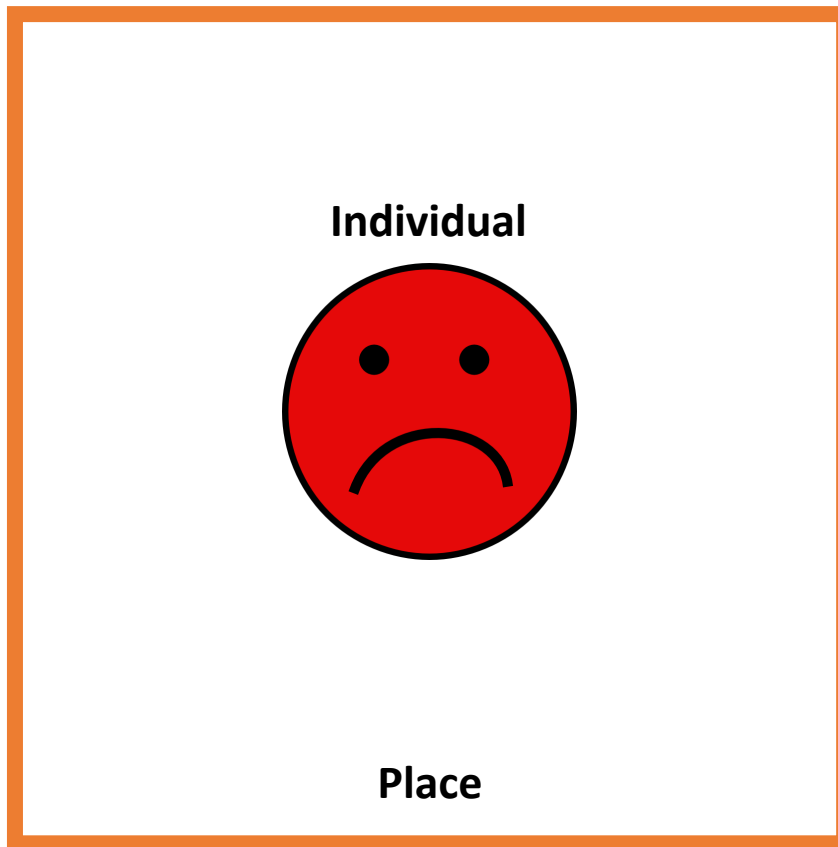


Social Model

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

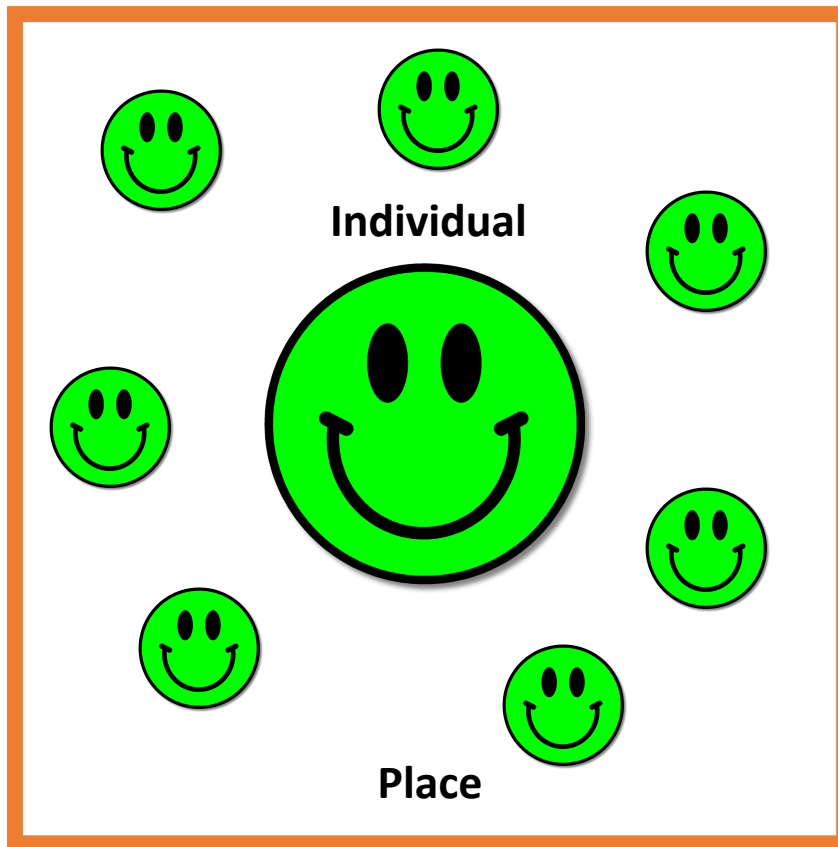
If individual isn't successful

- 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

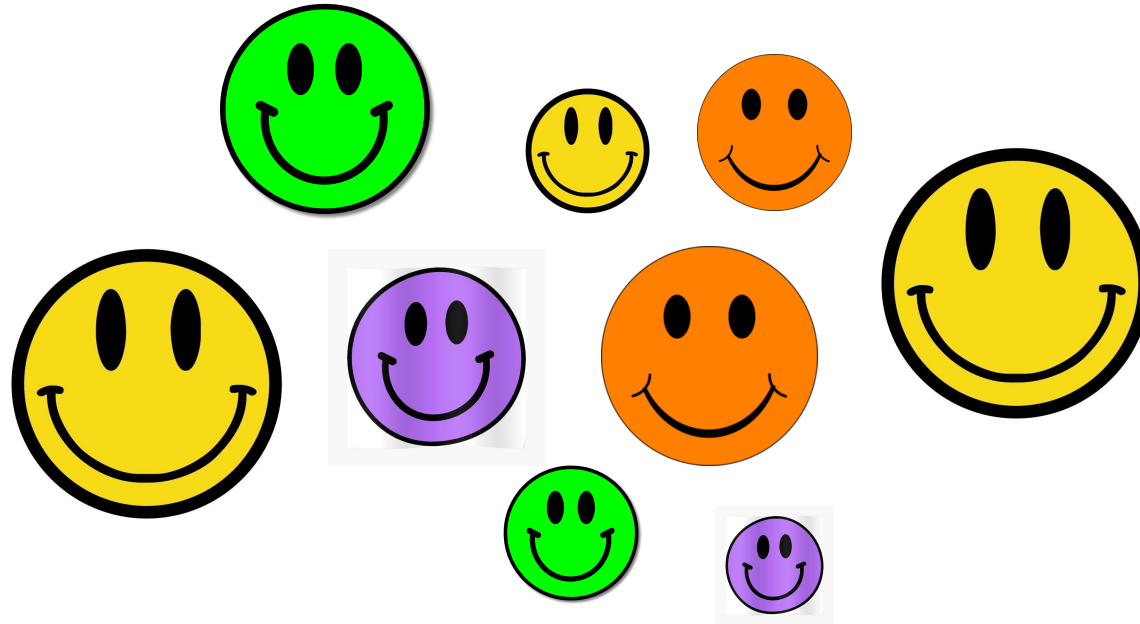


Social Model

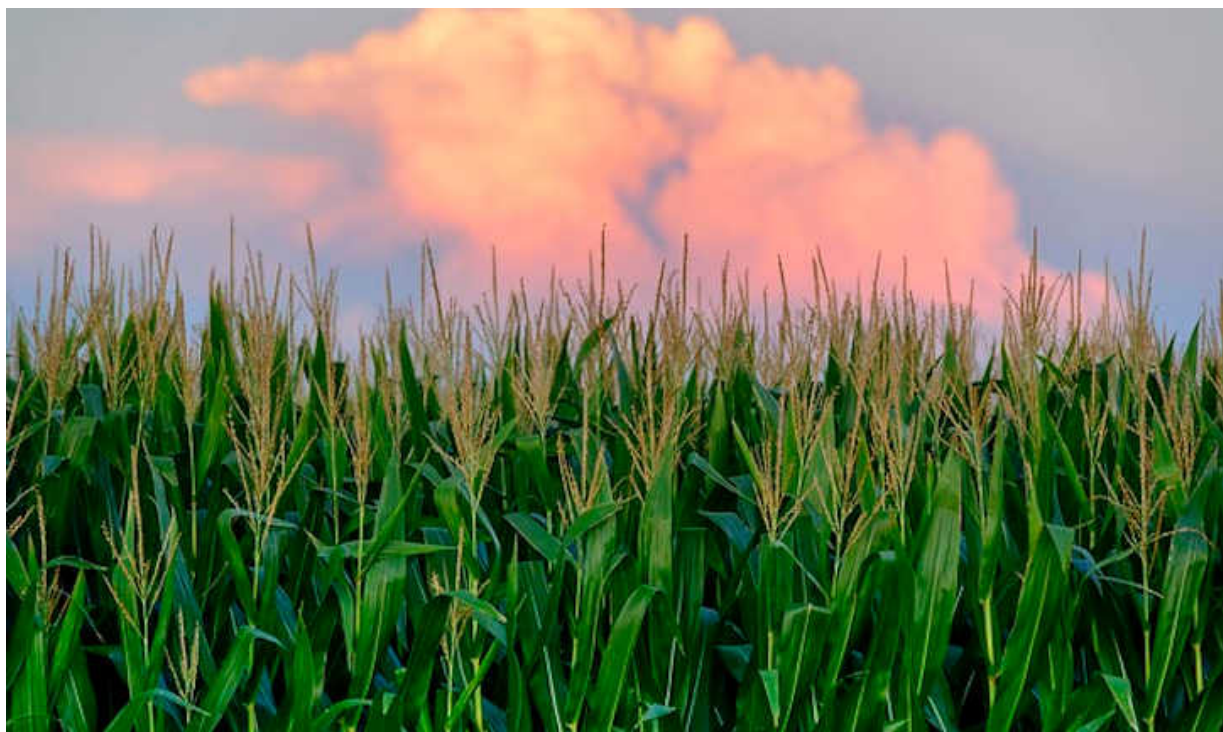
If individual isn't successful

- 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”

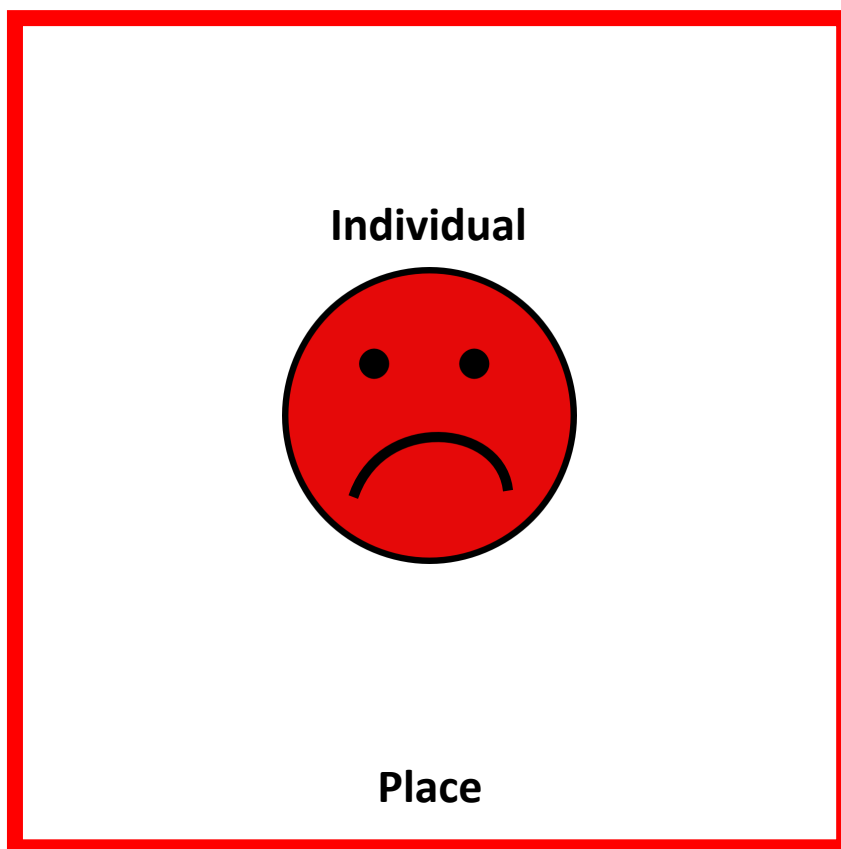


Shifting the Paradigm: Person-Place Model of Need

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

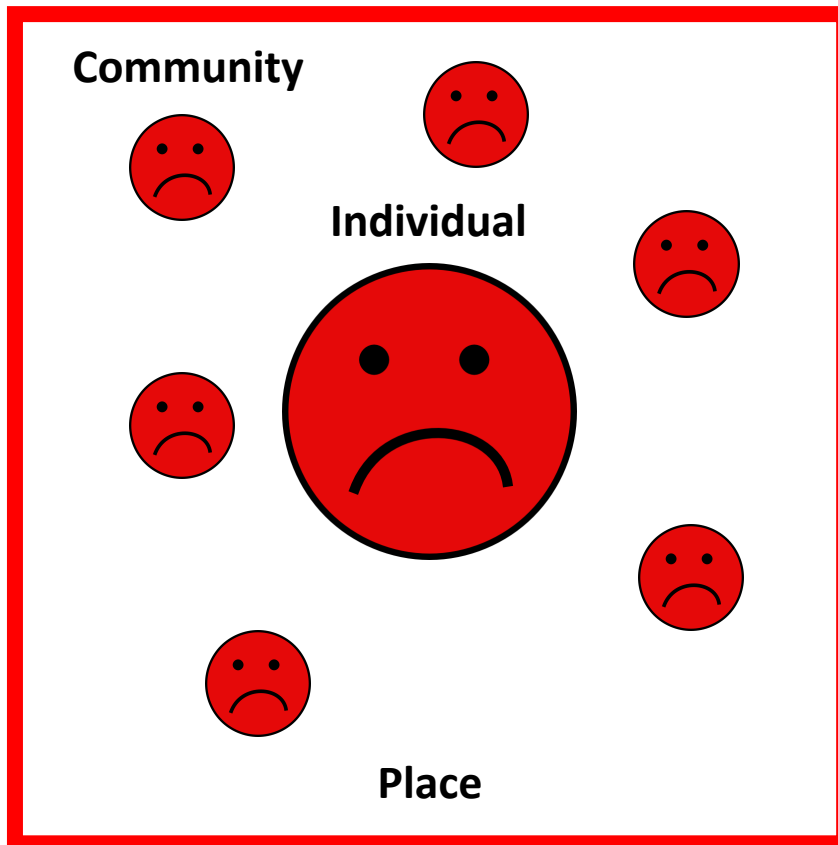


Shifting the Paradigm: Person-Place Model of Need

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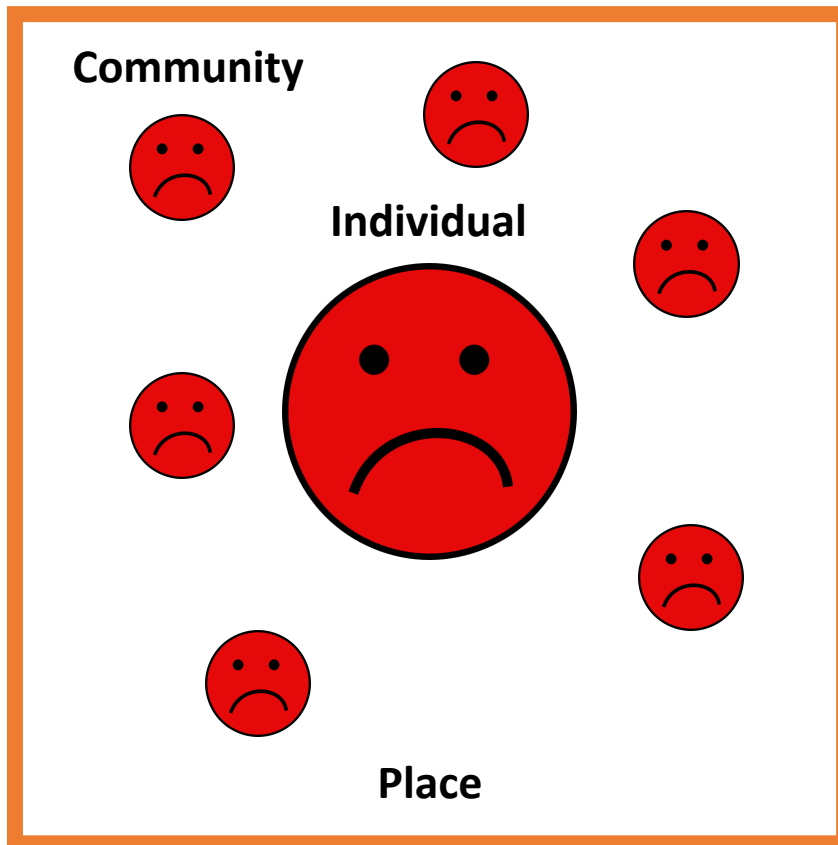


Shifting the Paradigm: Person-Place Model of Need

Inclusive Education

If an individual isn't successful

- Determine barriers in place
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FIRST! We look at what needs everyone needs

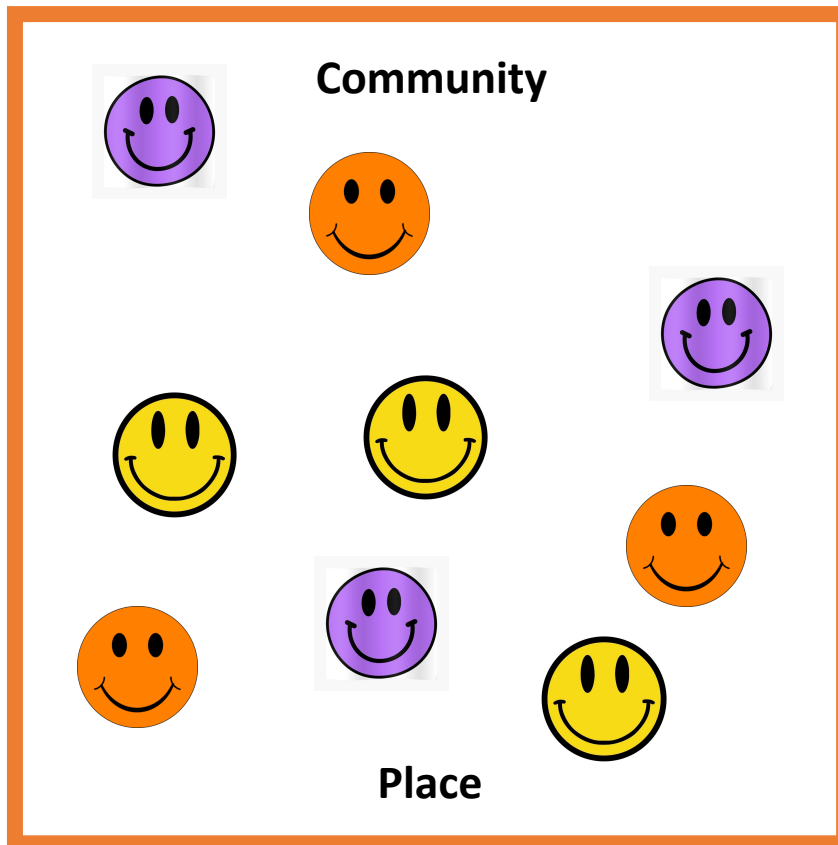


Shifting the Paradigm: Person-Place Model of Need

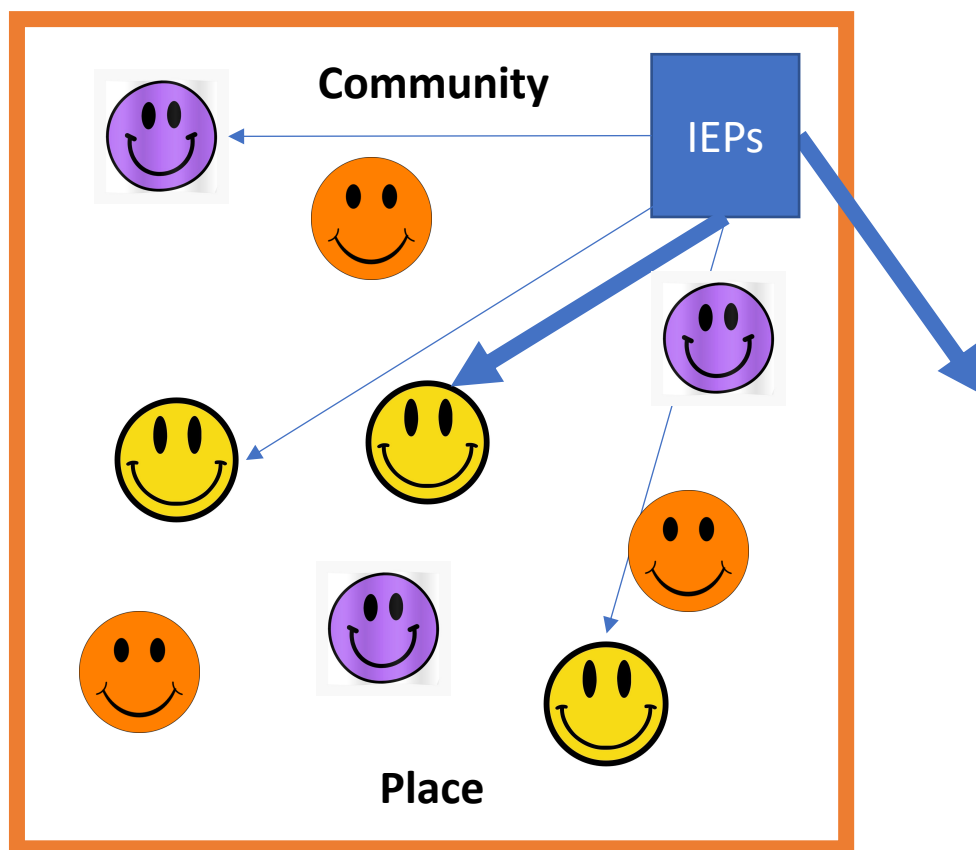
Inclusive Education

If an individual isn't successful

- Determine barriers in place
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- 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!





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

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

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 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??

What are **barriers**??

PHYSICAL

To
LEARNING

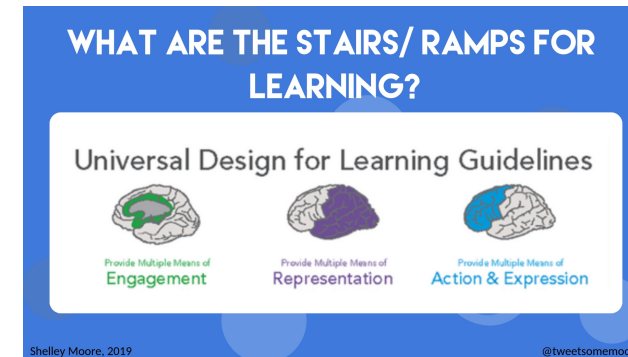


To
EQUITY

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 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



www.CAST.org

The **more barriers** we **reduce** in the context, the **less supports** 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	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:						

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)	☐	☐	☐

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/pictorial/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??

Reducing Barriers: Equity Targets

- Making a commitment to reduce inequities in the systemic structure of education
- 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
 - Indigenous Students
 - Immigrants/Refugees
 - English Language Learners
 - Students with disabilities
 - LGBTQ2S+
 - Students negotiating mental health/trauma/poverty
- Examples of teacher made equity target goals:
 - I can commit to ensuring that the population in a classroom mimics the population in the community

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://ssrce.ca/wp-content/uploads/2016/01/Culturally-Responsive-Teaching-Checklist-1-page-highlighted.pdf>
- <https://www.wgu.edu/heyteach/article/5-things-you-can-do-support-your-lgbtq-students1809.html>

Equitable Classroom Practices Observation Checklist

Equitable Classroom Practices is a checklist of 27 specific, observable teacher behaviors that reflect cultural awareness through examples. This tool can be used as self-reflection or by an external observer to become more aware of equitable practices. Please note that the statements in red offer more definitive guidance regarding the equitable practice. This guide is not an all-inclusive description of best instructional practices.

Teacher		Observer		Subject	
Equitable Classroom Practice					
1. Welcomes students by name as they enter the classroom <i>Asks students for correct pronunciation of their names; correctly pronounces students' names</i>					
2. Uses eye contact with all students <i>Makes culturally appropriate eye contact with all students</i>					
3. Uses proximity with all students equitably <i>Circulates around student work areas to be close to all students</i>					

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5. Arranges the classroom to accommodate discussion <i>Arranges seating to facilitate student-student discussion; Seating to facilitate teacher-student discussion</i>
6. Ensures bulletin boards, displays, instructional materials, and other visuals in the classroom reflect the racial, ethnic, and cultural backgrounds represented by students <i>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</i>
7. Uses a variety of visual aids and props to support student learning <i>Uses multiethnic photos, pictures, and props to illustrate concepts and content; Uses appropriate technology to illustrate concepts and content</i>
8. Learns, uses, and displays some words in students' heritage language <i>Posts some content words or phrases in students' heritage languages; Uses some words or phrases from students' heritage language in the classroom</i>

Equitable Classroom Practices Observation Checklist

Equitable Classroom Practices is a checklist of 27 specific, observable teacher behaviors that reflect culturally responsive teaching through examples. This tool can be used as self-reflection or by an external observer to become more aware of incorporating equitable practices. Please note that the statements in red offer more definitive guidance regarding the equitable classroom practice. This guide is not an all-inclusive description of best instructional practices.

Teacher		Observer		Subject		Date/Time	
Equitable Classroom Practice						Observed (1 point)	Not Observed (0 points)
1. Welcomes students by name as they enter the classroom <i>Asks students for correct pronunciation of their names; correctly pronounces students' names</i>							
2. Uses eye contact with all students <i>Makes culturally appropriate eye contact with all students</i>							
3. Uses proximity with all students equitably <i>Circulates around student work areas to be close to all students</i>							
4. Uses body language, gestures, and expressions to convey a message that all students' questions and opinions are important <i>Smiles, Nods head in affirmation; Leans toward students; Turns toward students who are speaking to show interest</i>							
5. Arranges the classroom to accommodate discussion <i>Arranges seating to facilitate student-student discussion; Seating to facilitate teacher-student discussion</i>							
6. Ensures bulletin boards, displays, instructional materials, and other visuals in the classroom reflect the racial, ethnic, and cultural backgrounds represented by students <i>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</i>							
7. Uses a variety of visual aids and props to support student learning <i>Uses multiethnic photos, pictures, and props to illustrate concepts and content; Uses appropriate technology to illustrate concepts and content</i>							
8. Learns, uses, and displays some words in students' heritage language <i>Posts some content words or phrases in students' heritage languages; Uses some words or phrases from students' heritage language in the classroom</i>							
9. Models use of graphic organizers <i>Uses a variety of graphic organizers during instruction; Encourages students to identify and use the task appropriate graphic organizer by modeling</i>							
10. Uses class building and teambuilding activities to promote peer support for academic achievement <i>Structures academic and social interactions between students</i>							
11. Uses random response strategies <i>Uses random response strategies (i.e., numbered heads, color-coded cards, equity sticks, calling sticks)</i>							
12. Uses cooperative learning structures <i>Structures opportunities for students to learn with and from their peers (i.e., Think-Pair-Share, Teammates consult, Jigsaw, Pairs Check, Partner A and B, Boogie, Last Word)</i>							
13. Structures heterogeneous and cooperative groups for learning <i>Uses random grouping methods to form small groups; Explicitly teaches collaborative learning skills to students; Provides opportunities for cooperative groups to process/reflect on how well they accomplished the task</i>							
14. Uses probing and clarifying techniques to assist students to answer <i>Rephrases the question; Asks a related question; Gives student a hint, clue, or prompt</i>							

Adapted from "A Resource for Equitable Classroom Practice" 2010

Louisiana State Personnel Development Grant

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: Junior High Socials (Little Peeps) - 17		School: Veteran School		Date: Sept 2022	
We can plan for our students by getting to know the:					
Class Interests - Agriculture, hunting, dirt biking, dancers, phones, hockey, games		Classroom Strengths - Athletic, hands on, visual, connected cohort, have grown up together, kind, good hearts, technology, competitive		Classroom Stretches - Reading, focus, attention, time on task, social emotional, decision making, leadership, taking risks while learning, detecting bias, recognizing different/alternate perspectives	
Based on the interests, strengths and stretches of this class, one goal(s) for these I have for this class is:					
Some BIG goals we have for this class: - J: reading, love of knowledge and curiosity - S: being a good citizen, making good decisions when no one is watching, develop leaders - P: Confidence in their leadership, love of learning, enjoy reading, overall positive attitude towards school - K: Confidence, leadership, stand up and support each other, take risks					
We can meet these goals by making a plan to try something new:			We can meet these goals by reducing barriers in the classroom:		
Decisions: Something we are trying/ want to try			Decision: Commitments to UDL targets		Decision: Commitments to Equity and Reconciliation Targets
What have we tried that is working? - games for teaching and learning, using visuals and manipulatives, pull out reading program (SMARTER reading intervention) What do we still want to try? - Hands on approach, how to make humanities more hands on and visual How do we want to work together? Build a needs-based classroom support plan and create a series of lessons that teach new strategies			8.2: scaffolding learning by starting with accessibility and adding on challenge in goals and tasks 3.2 Connecting new learning to big ideas, other learning, other contexts (familiar and unfamiliar) 5.2 offering supports and strategies for students to create written output (word prediction, text-to-speech, mapping tools, sentence starters etc.)		- We can consider multiple perspectives
We can meet these goals by targeting competencies as a community:					
Decision: Targeted competencies to target for this class: We can be cultural and global citizens by considering diverse perspectives					
We can meet these goals by responded to the needs of this class					
Need: Social Skills RW, JH, LL, LG, AF, LD		Need: Focus/Attention JH, RW, LL, HP, LG, AF, LD		Need: Organization JH, everyone	
				Need: Transition RW, JH, everyone	

Next Steps

- How does today's session connect with your wonderings?
- What is something that is useful from today that you could try?
- What supports will you need to make this happen?

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