

# SHELLEY MOORE



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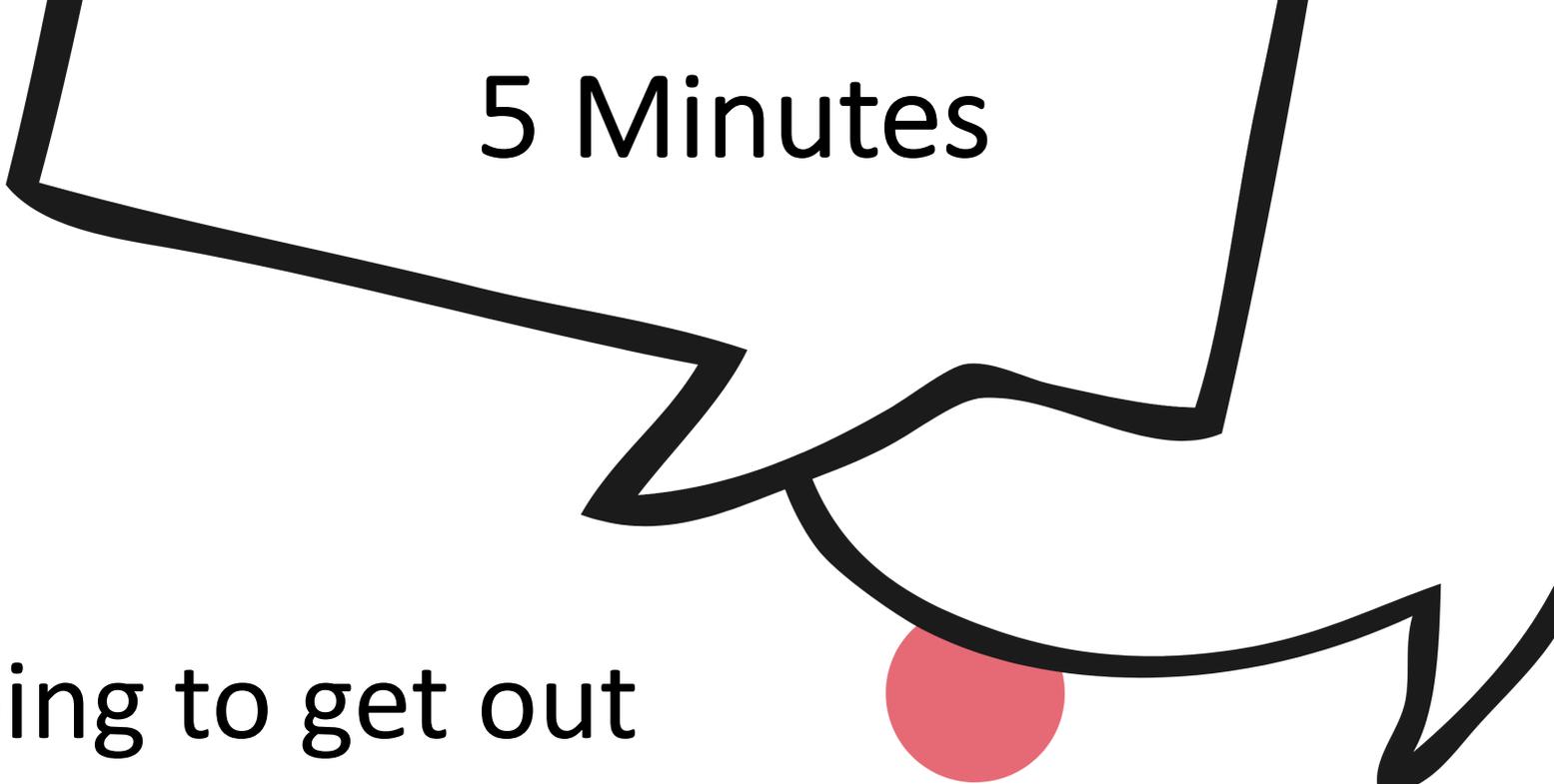
[www.blogsomemoore.com](http://www.blogsomemoore.com)



# 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**.





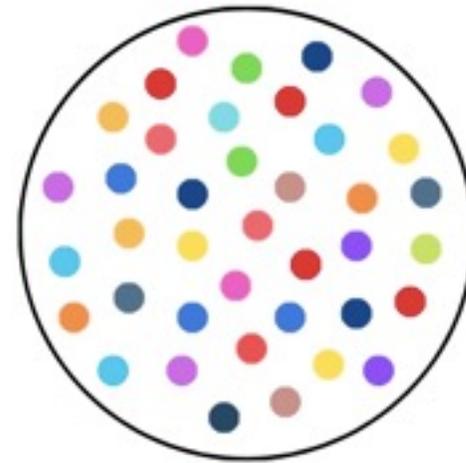
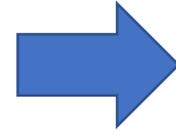
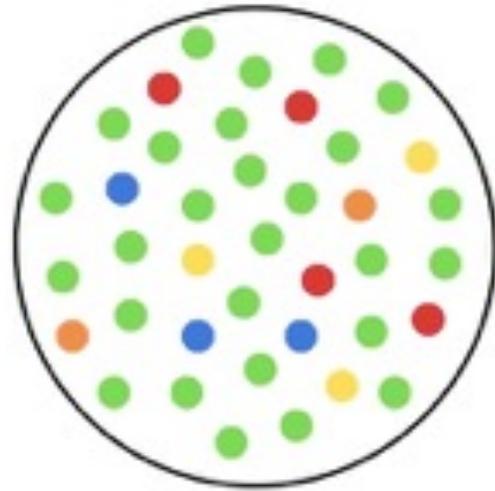
5 Minutes

What are you hoping to get out of this morning?



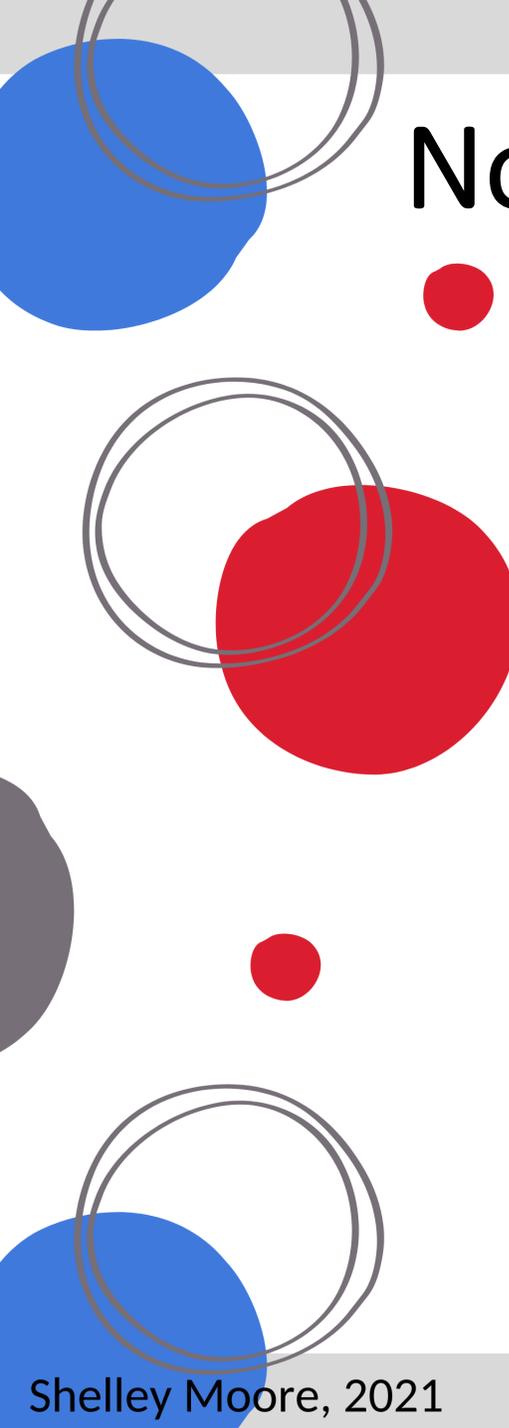
# WHAT DOES INCLUSION MEAN?

# What is inclusion?



How do we include  
people who are  
different

How do we teach  
to diversity?



# Now What?!

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



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



How to we do it?

# What Does Research Say?

## 1. Guiding conditions of inclusion describe that all children & youth...

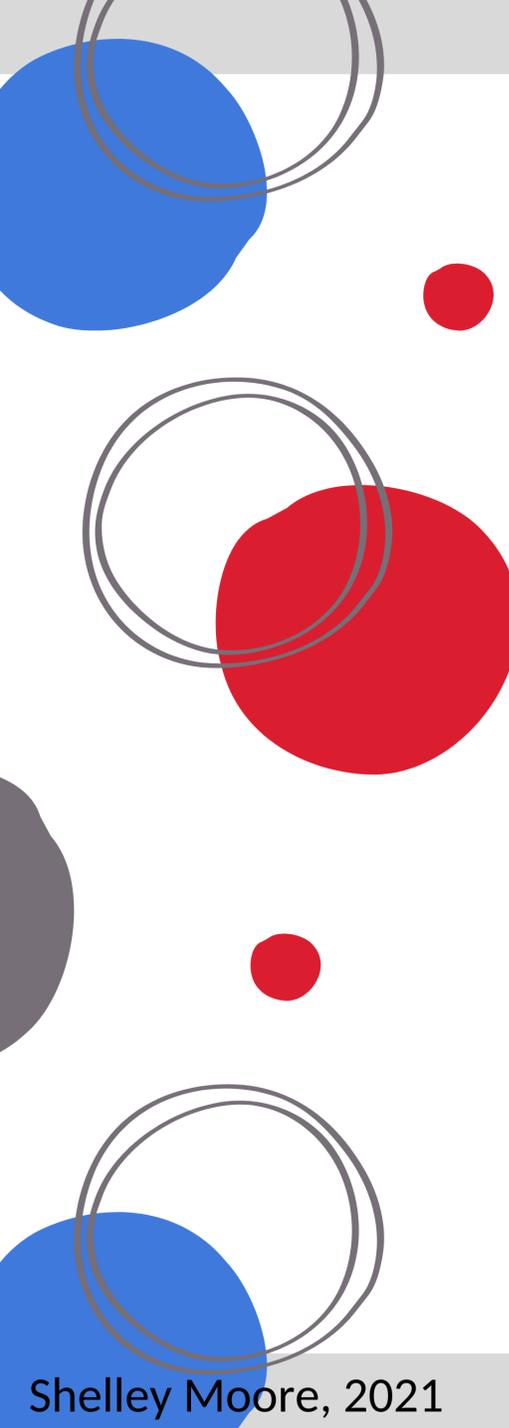
are **PLACED** in  
and attending  
inclusive  
programs

are **PRESUMED**  
competent and as  
having  
**POTENTIAL**

are in **PROXIMITY**  
to and  
**PARTICIPATING** in  
learning with  
**PEERS**

have  
**PURPOSEFUL**  
roles and  
responsibilities

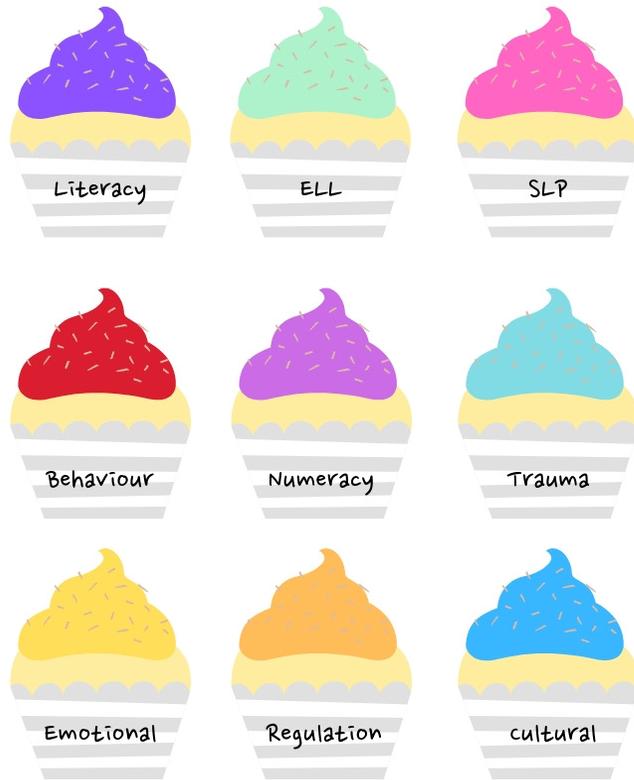
are **PLANNED** for



Pulling it all  
together?

Where do we see the 5  
P's highlighted?

# The cupcake Model



Special Education

Medical Model

## The cupcake model



Shelley Moore, 2019

## The layered cake model



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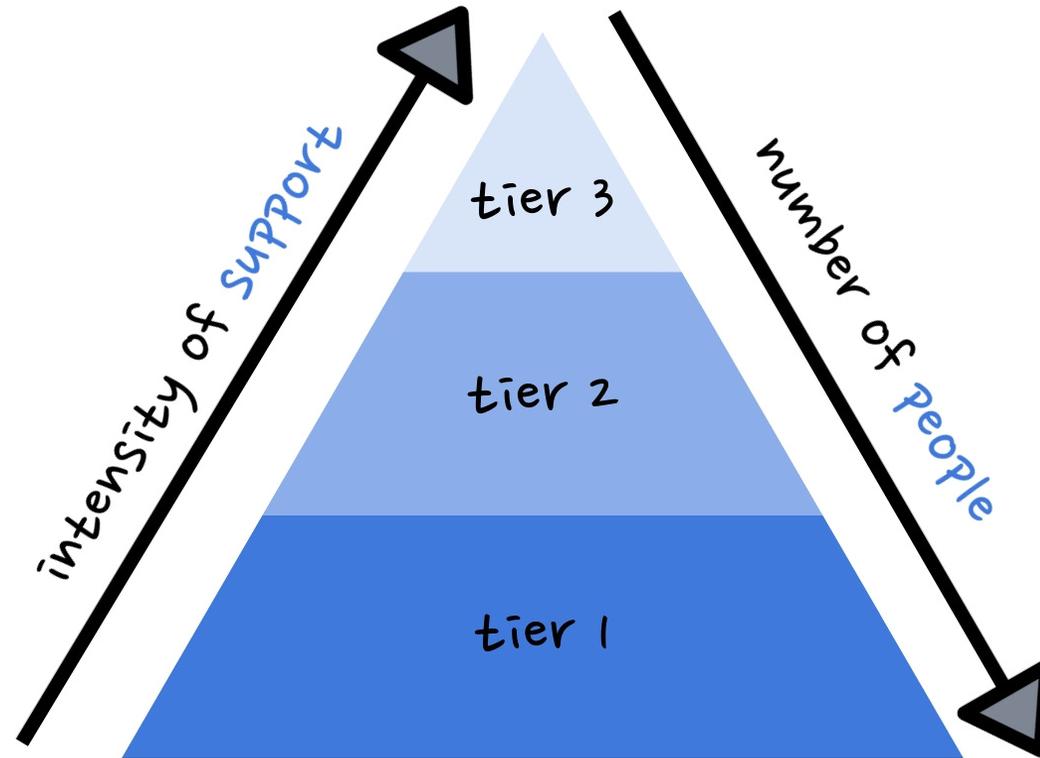
# The layered cake model



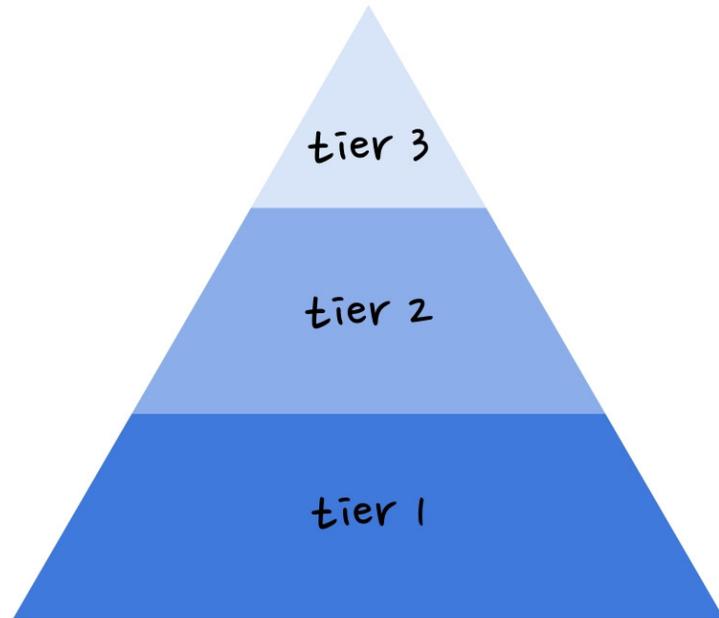
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# RTI: RESPONSE TO INTERVENTION

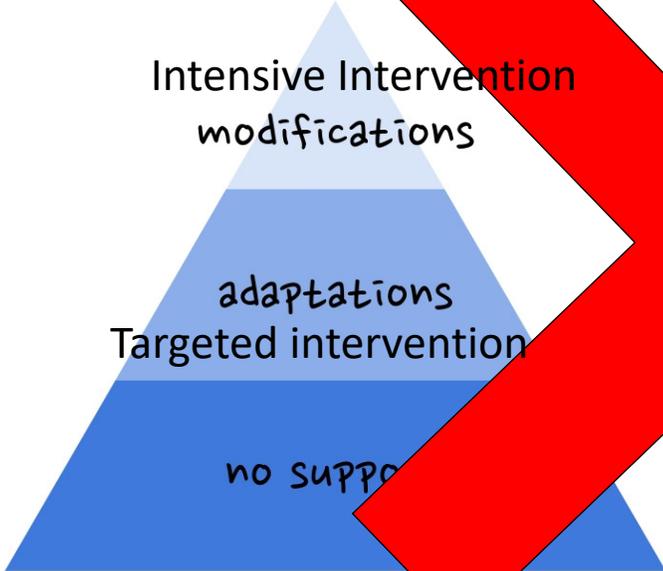


# RTI: RESPONSE TO INTERVENTION



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

# RTI: RESPONSE TO INTERVENTION ??



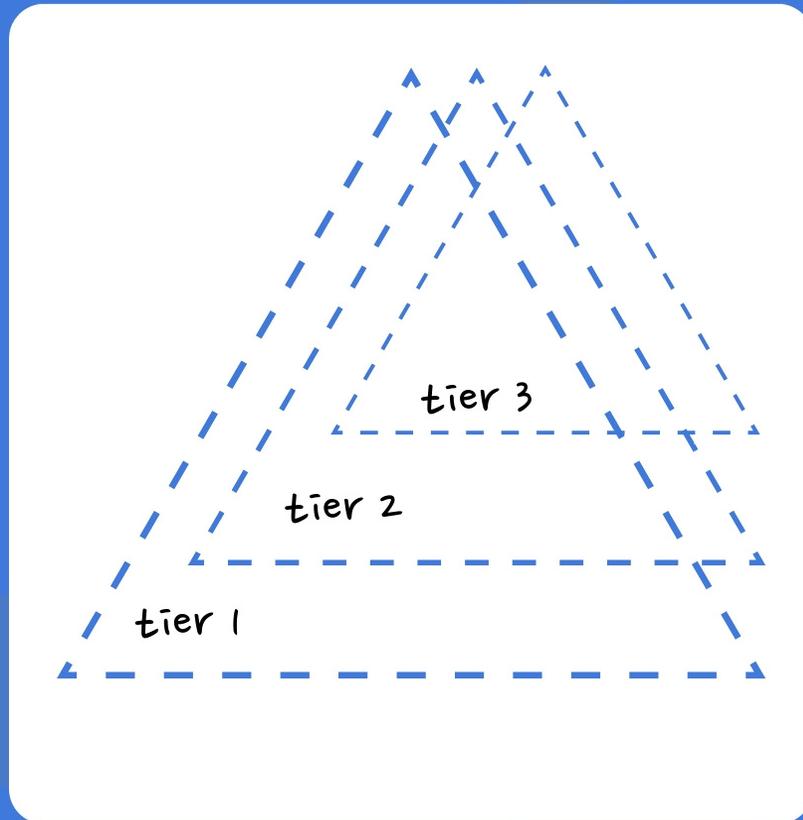
Intensive Intervention  
modifications

adaptations  
Targeted intervention

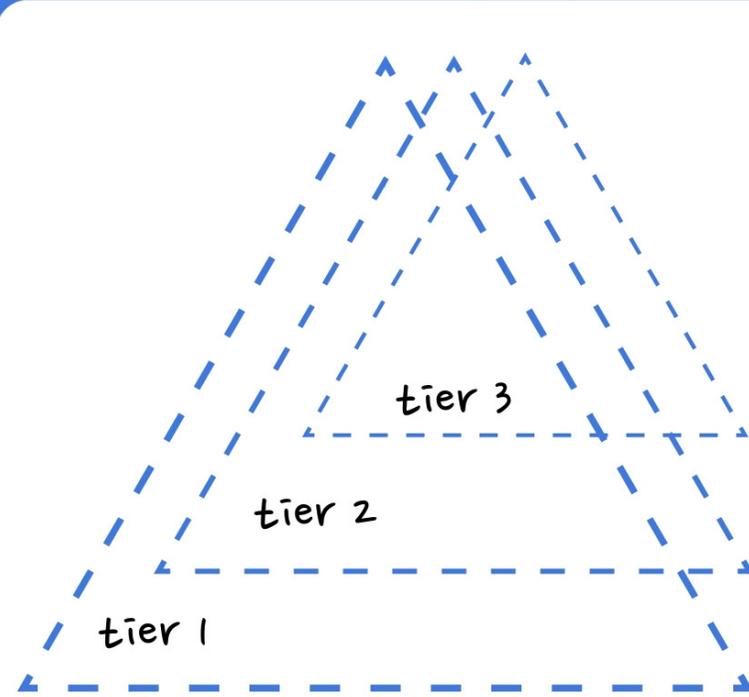
no support



# RTI: RESPONSE TO INSTRUCTION



# RTI: RESPONSE TO INSTRUCTION

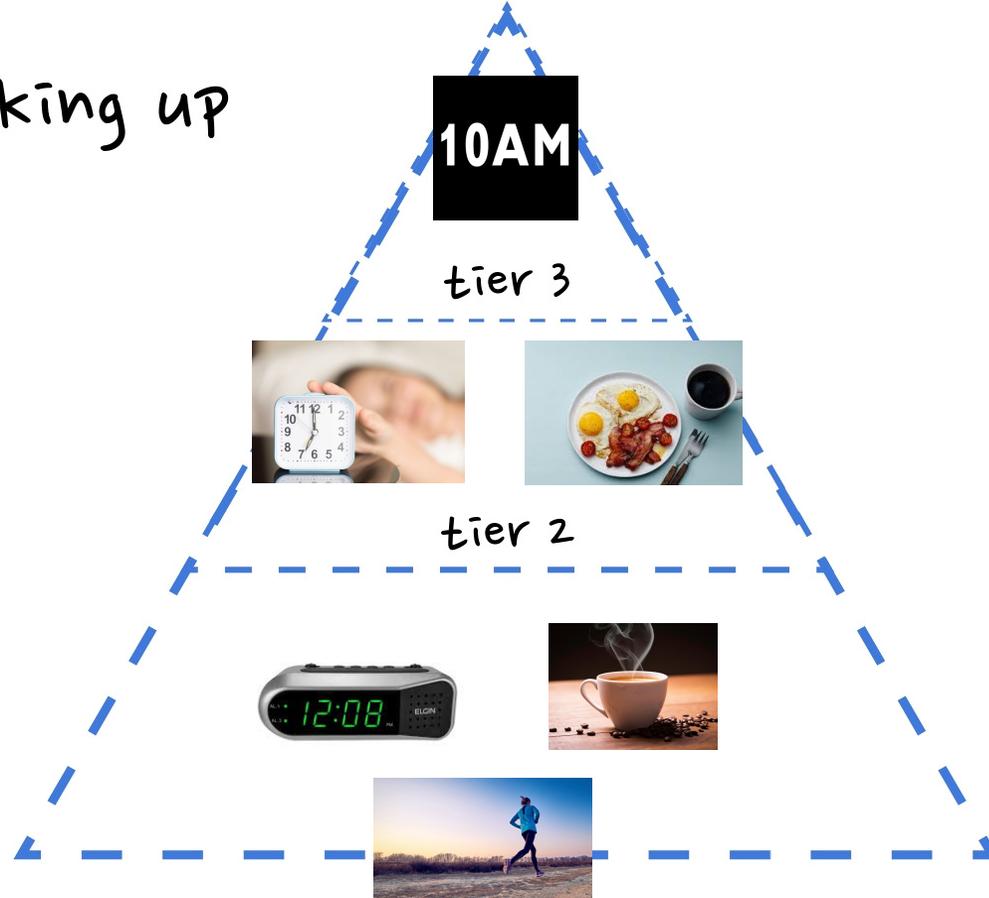


- early instruction of support
- assessment of the environment
- universal supports

# RESPONSE TO INSTRUCTION



Lens: waking up



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# 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

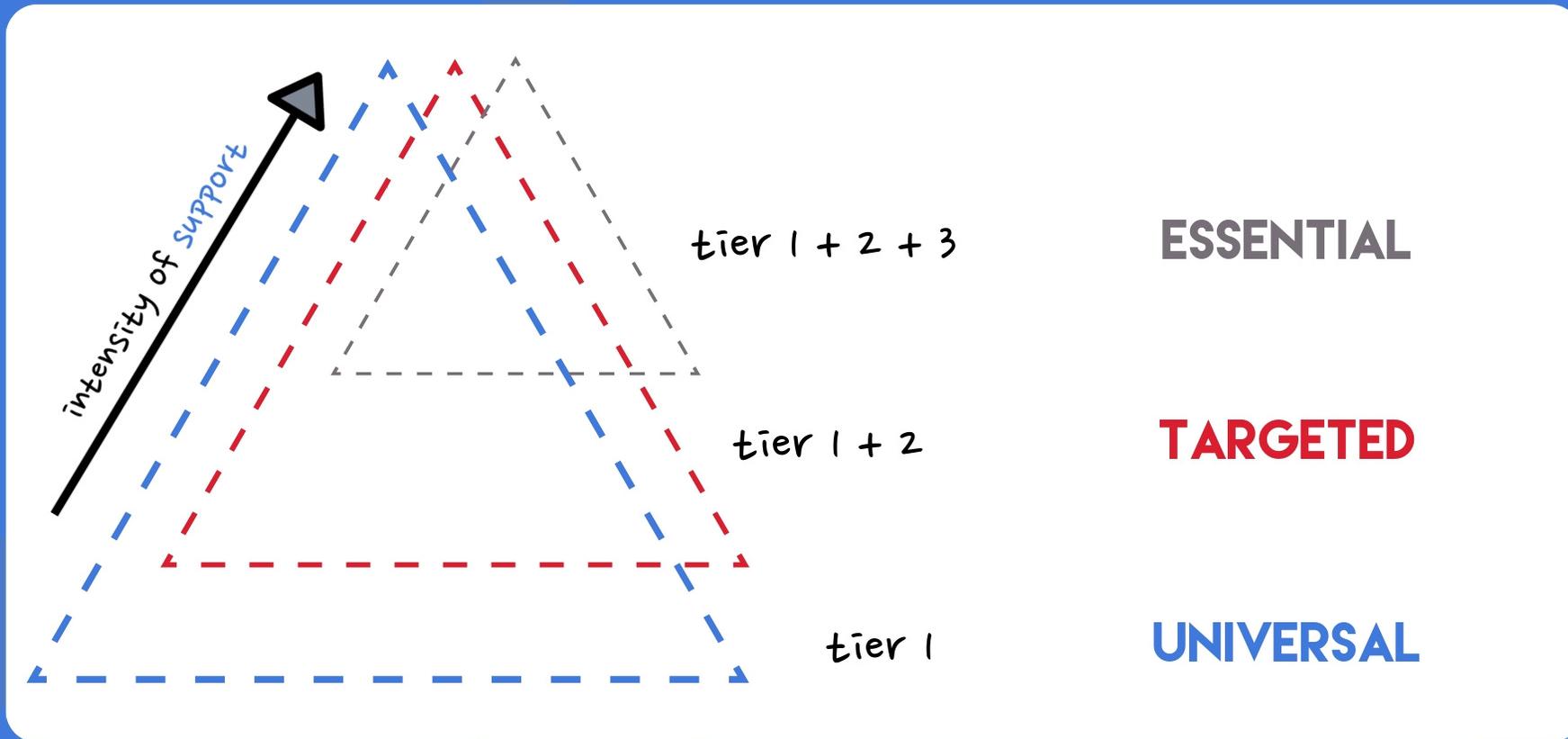


Time



Funding

# RTI/MTLS



# 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)

- 
- 
- 
- 

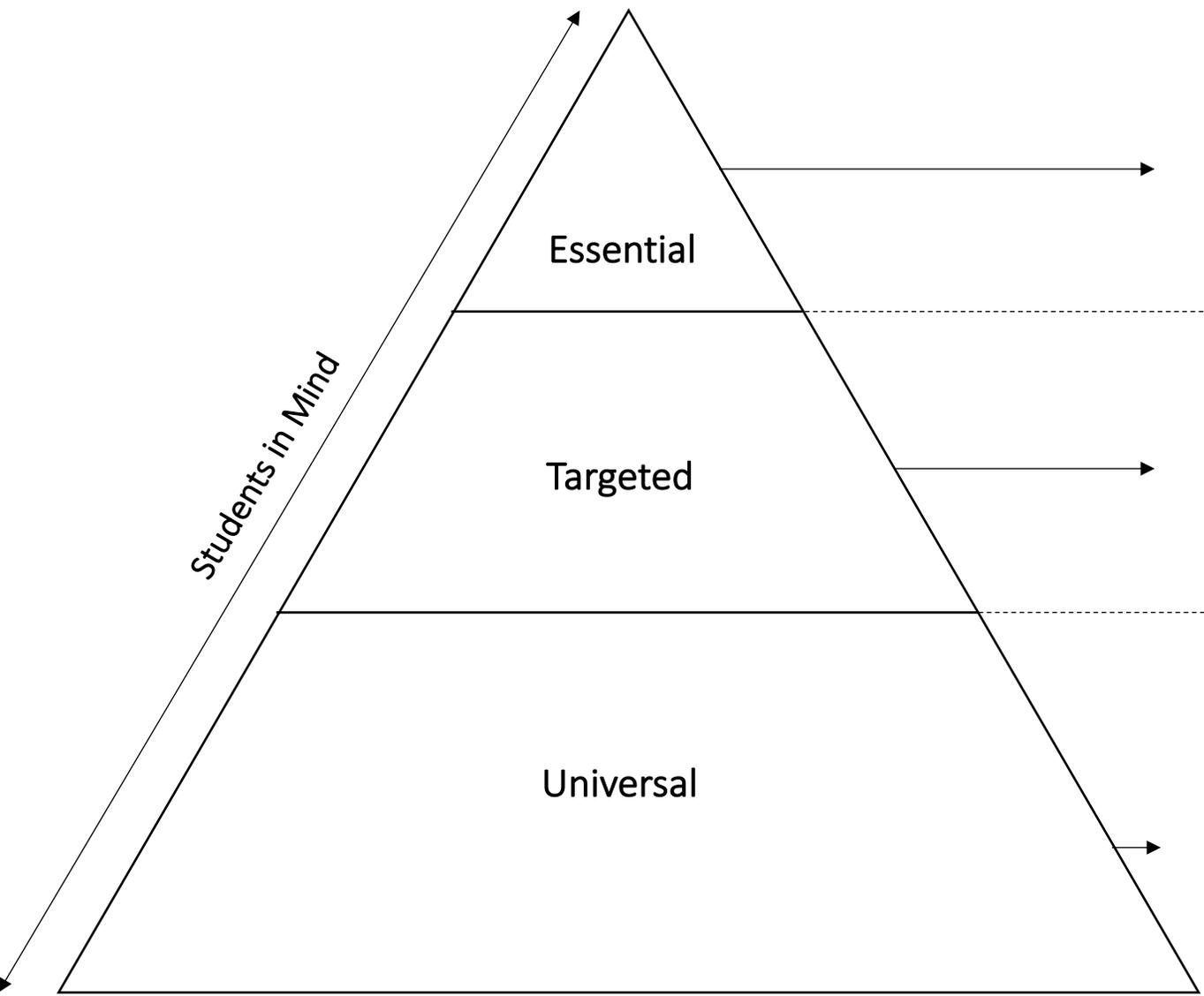
Targeted

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

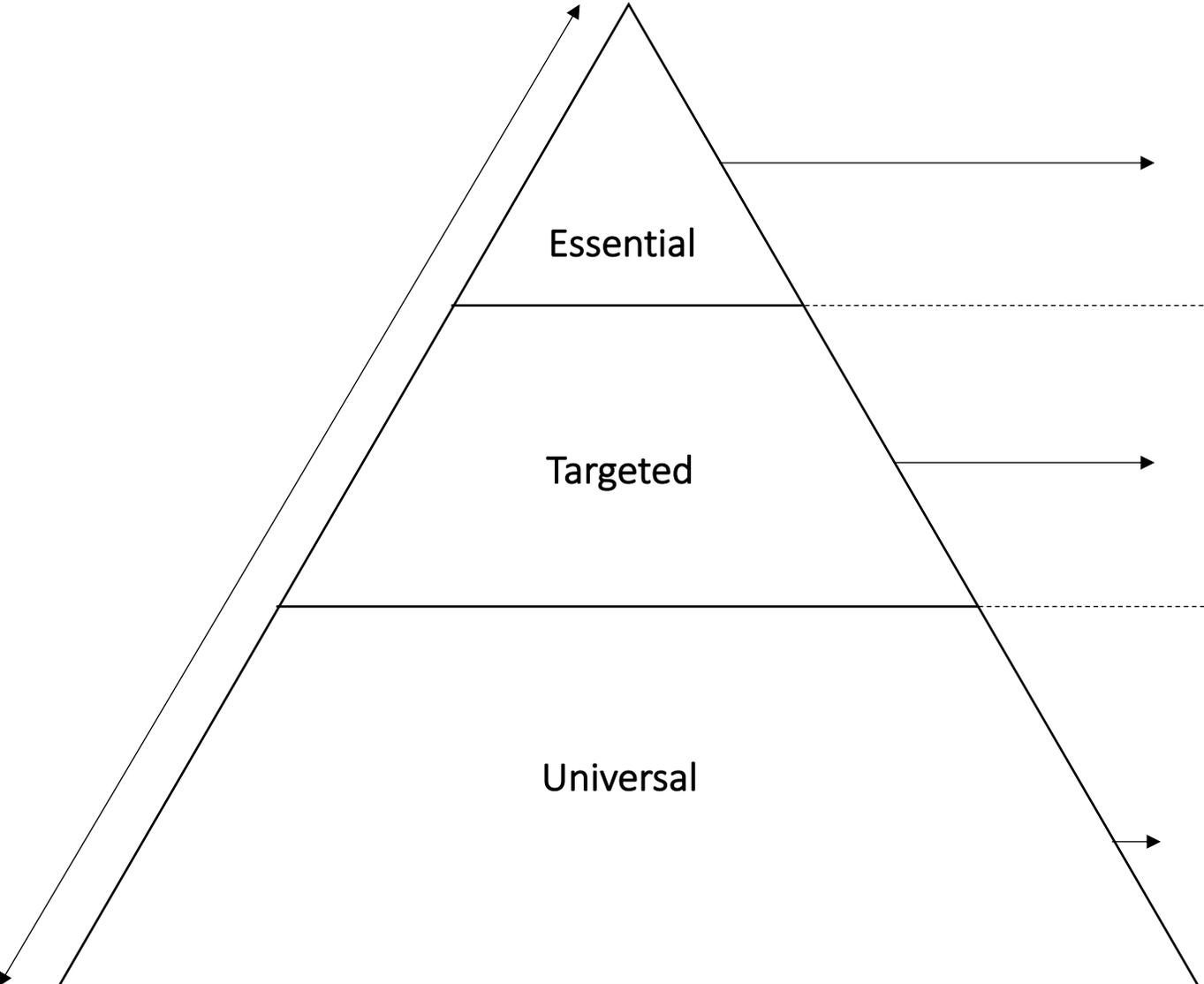
What supports & strategies are useful for SOME? (Choice for ALL)

Targeted

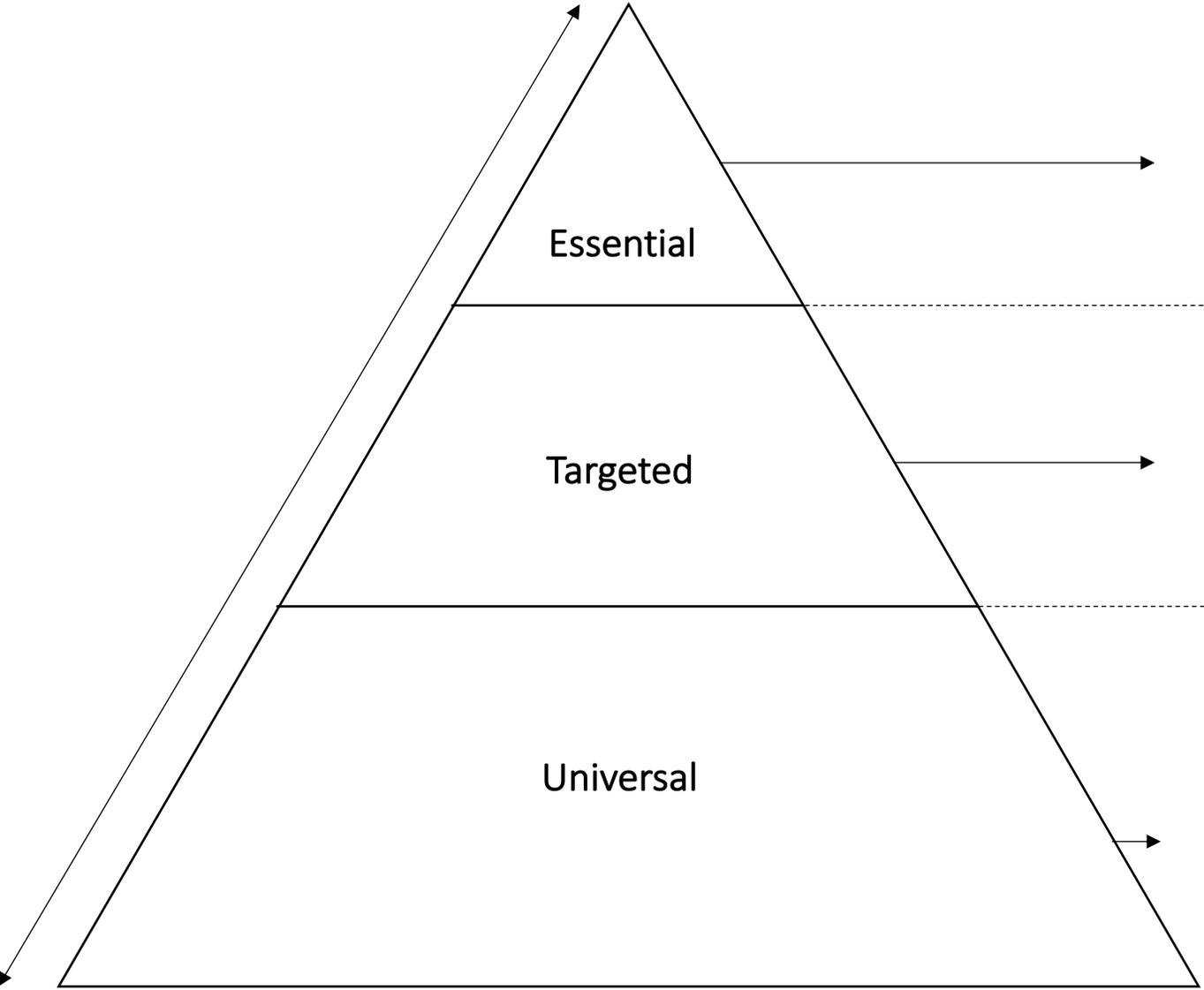
What supports & strategies are useful for ALL?

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

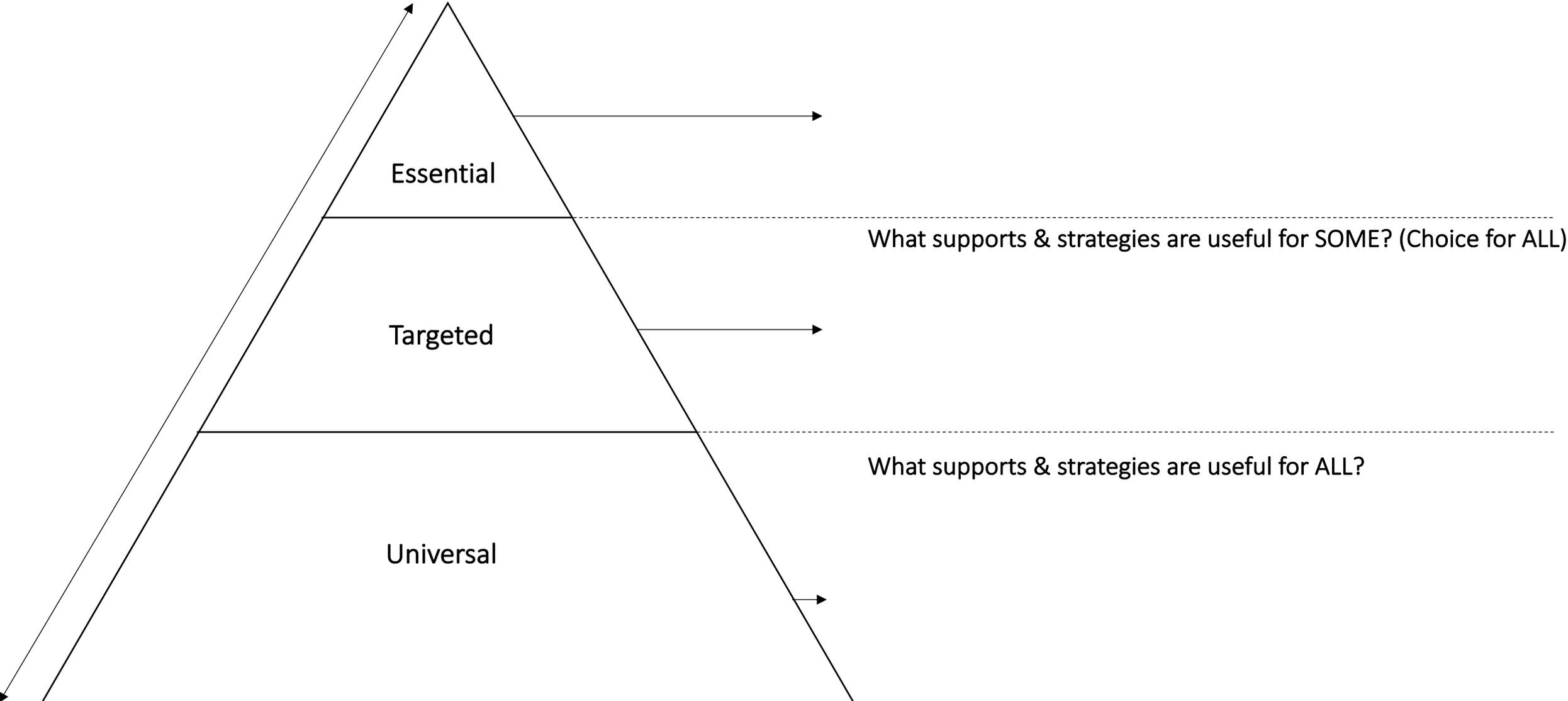
What supports & strategies are useful for SOME? (Choice for ALL)

Targeted

What supports & strategies are useful for ALL?

Universal

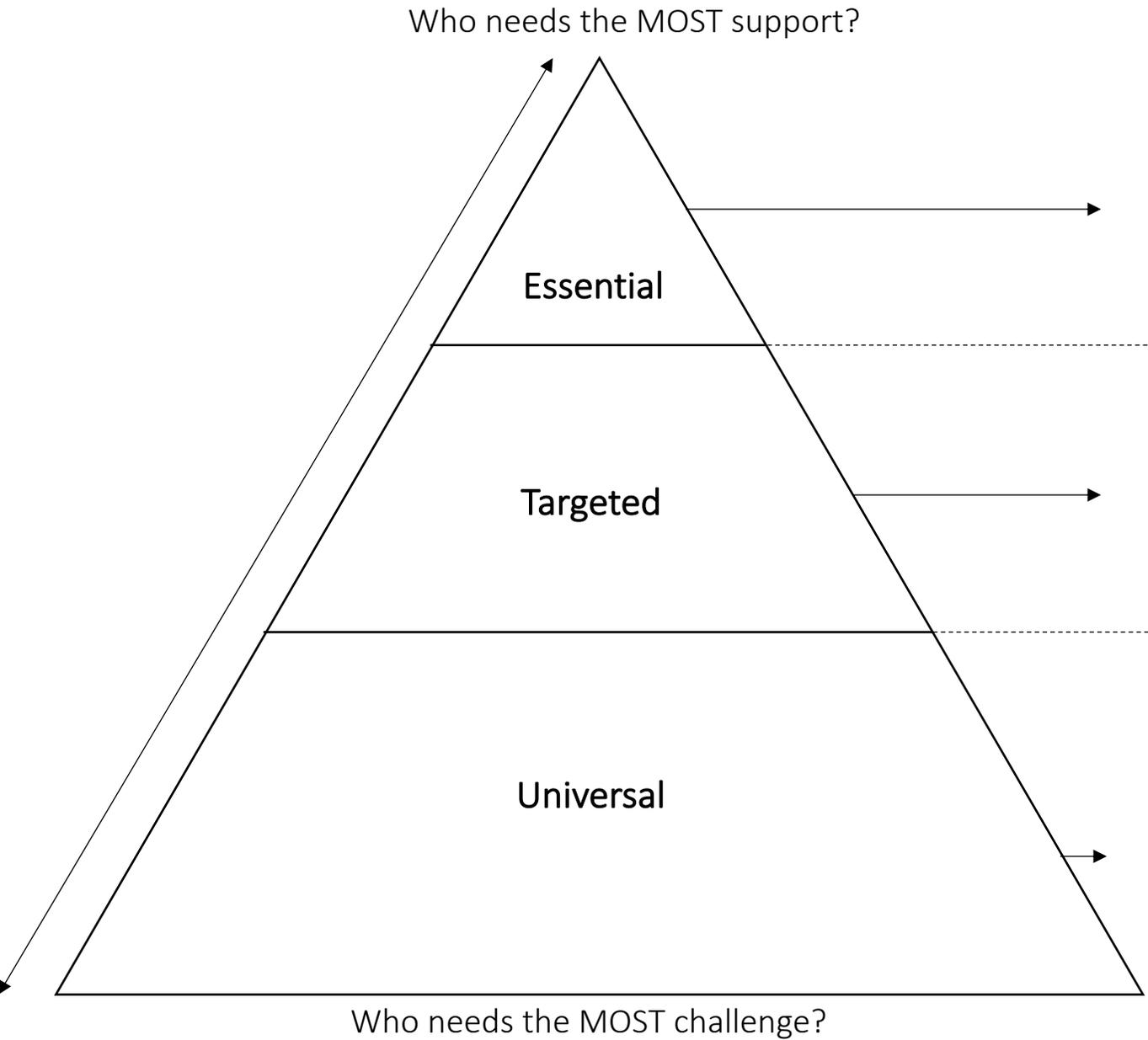
Who needs the MOST challenge?



# 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

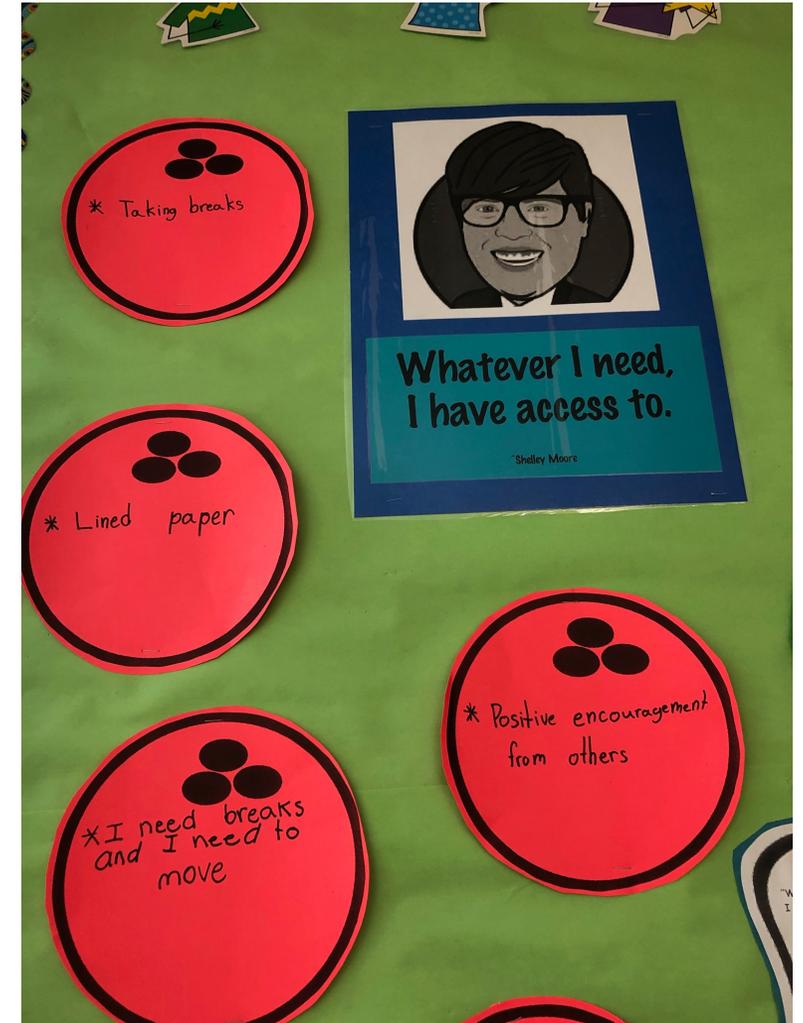
## Instruct

- 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

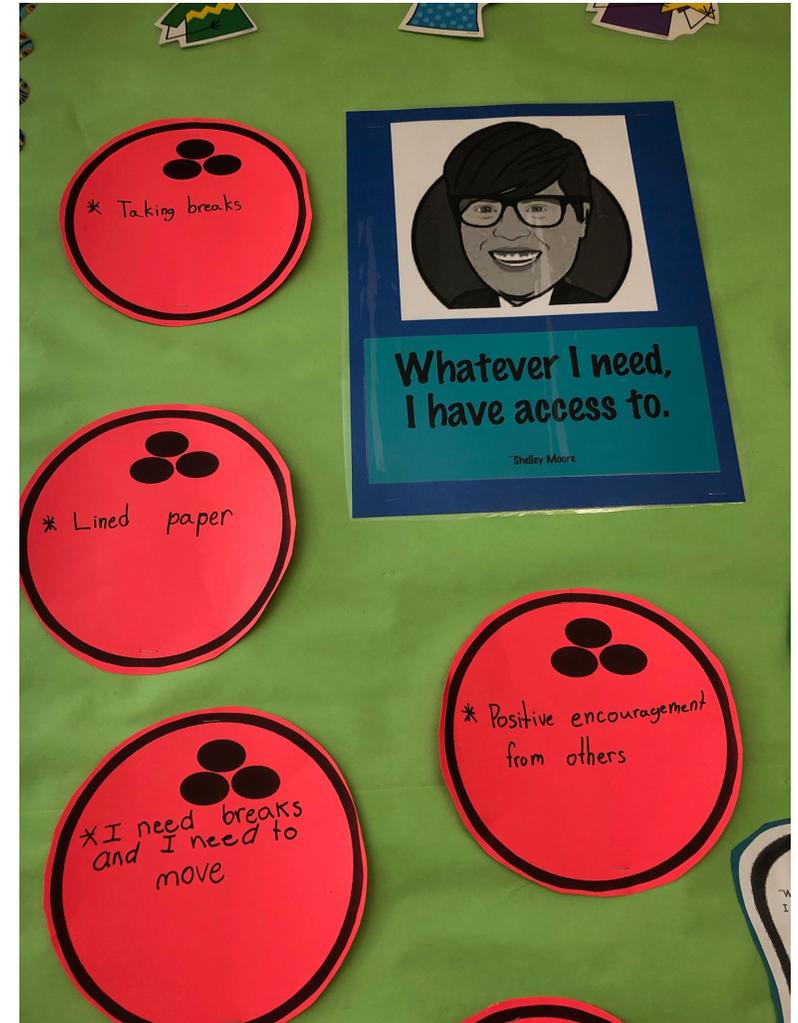
access points

sensory tools

Snacks/ water

gum

hats



# How are the 5 P's Highlighted in that example?

## 1. Guiding conditions of inclusion describe that all children & youth...

are **PLACED** in  
and attending  
inclusive  
programs

are **PRESUMED**  
competent and as  
having  
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to and  
**PARTICIPATING** in  
learning with  
**PEERS**

have  
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roles and  
responsibilities

are **PLANNED** for



What is one useful idea from today?



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