

SHELLEY MOORE



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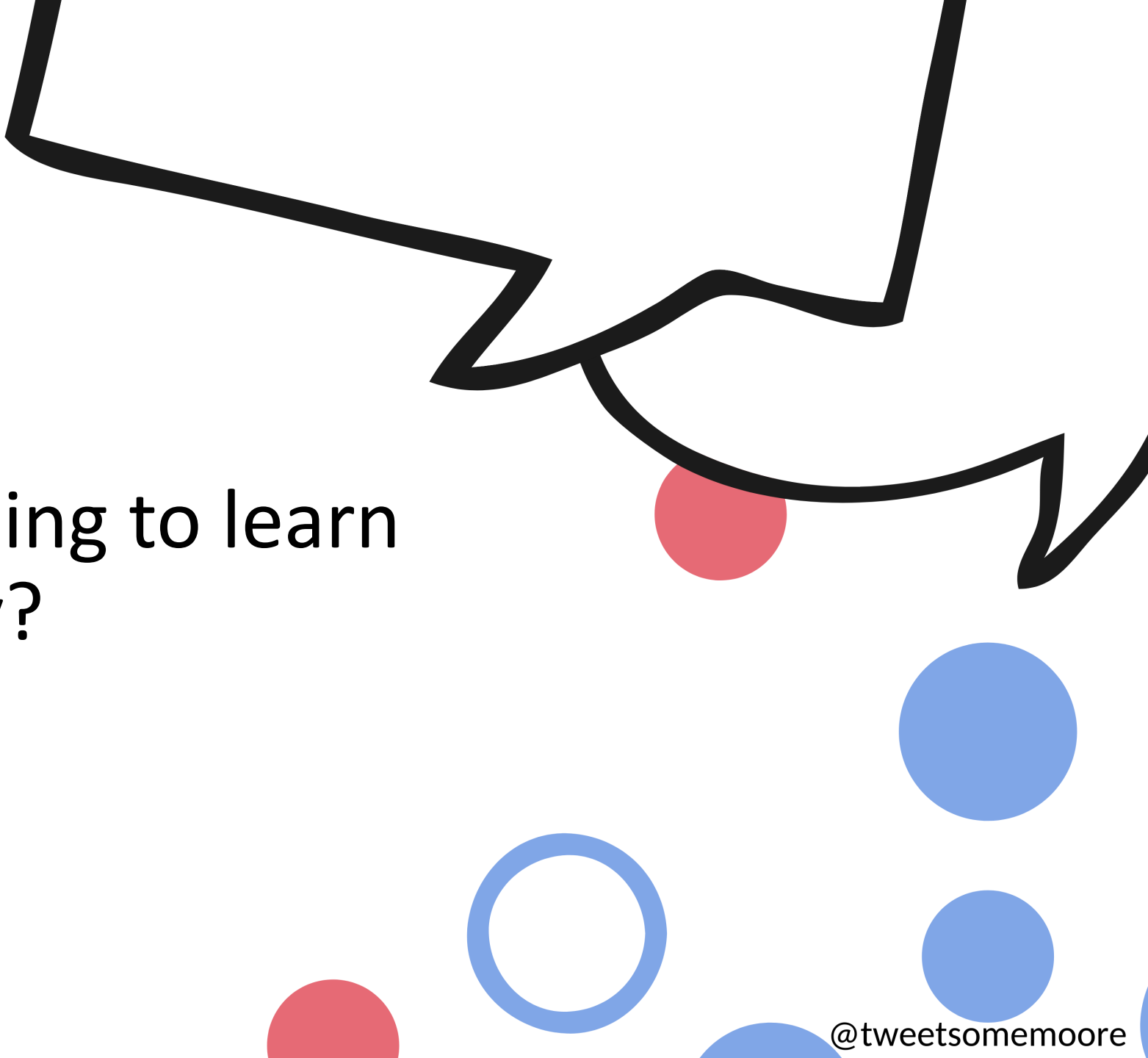
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NEXWLÉLEXM (BOWEN ISLAND)

- 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**.



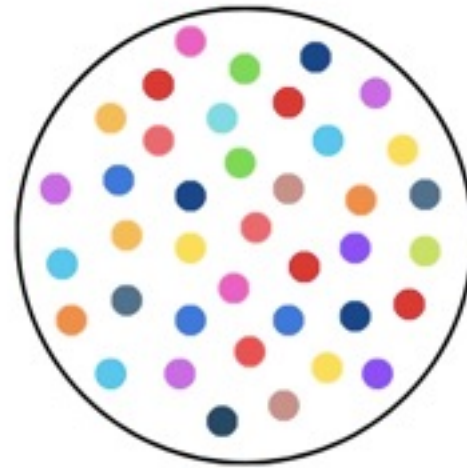
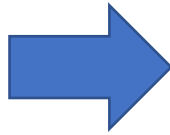
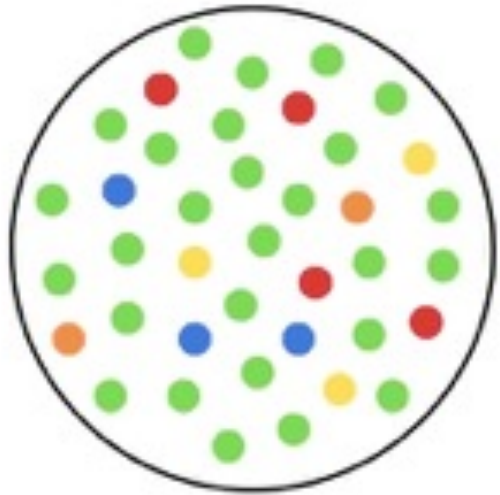
A thick, black, hand-drawn line starts at the top left, goes down, then right, then down again, and finally right. Below this line are several circles: one red circle is partially covered by the line, and there are several blue circles of various sizes scattered in the bottom right area.

What are you hoping to learn
more about today?



WHAT DOES **INCLUSION** MEAN?

What is inclusion?



How do we include
people who are
different

How do we respond
to diversity?



Now What?!

- Understand WHAT Inclusion is....



Understand WHY it is important...



How to we do it?

The cupcake Model



Special Education
Medical Model

The cupcake model



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The layered cake model



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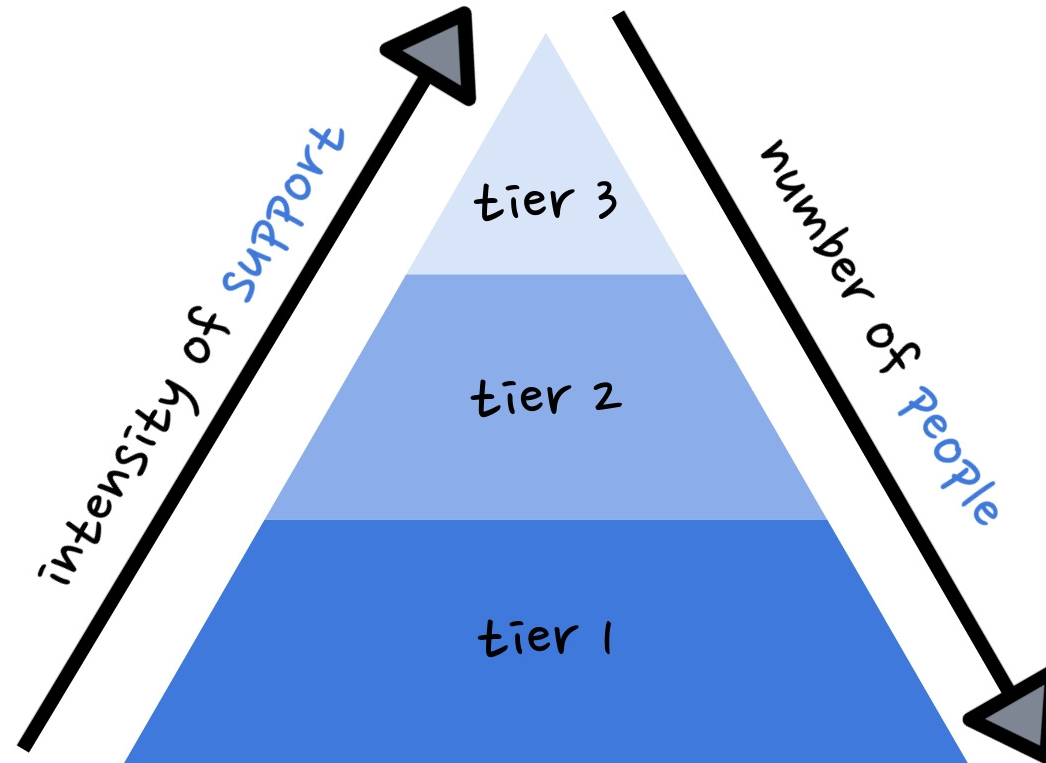
The layered cake model



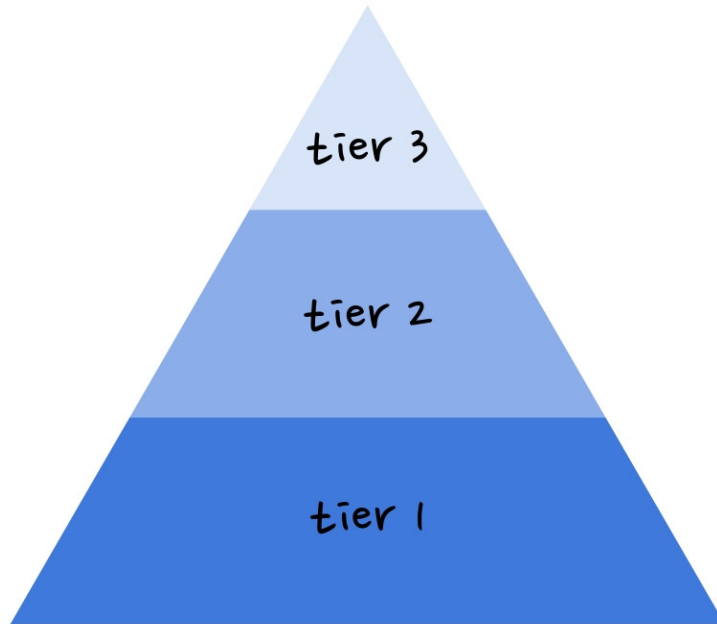
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RTI: RESPONSE TO **INTERVENTION**

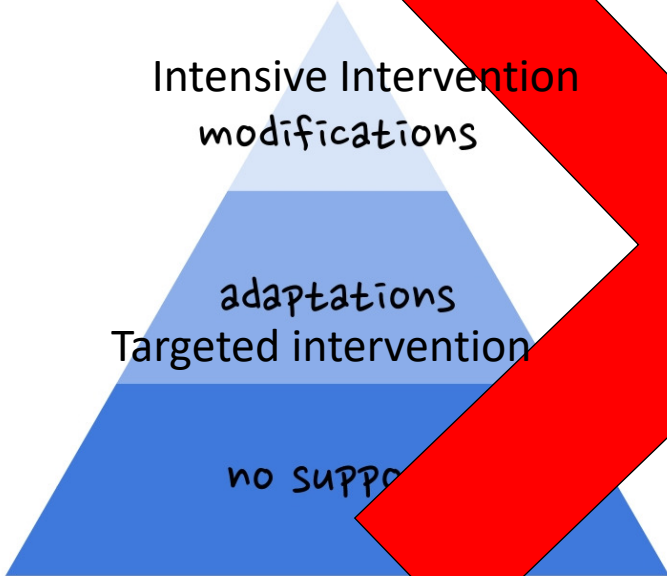


RTI: RESPONSE TO INTERVENTION



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

RTI: RESPONSE TO INTERVENTION ??



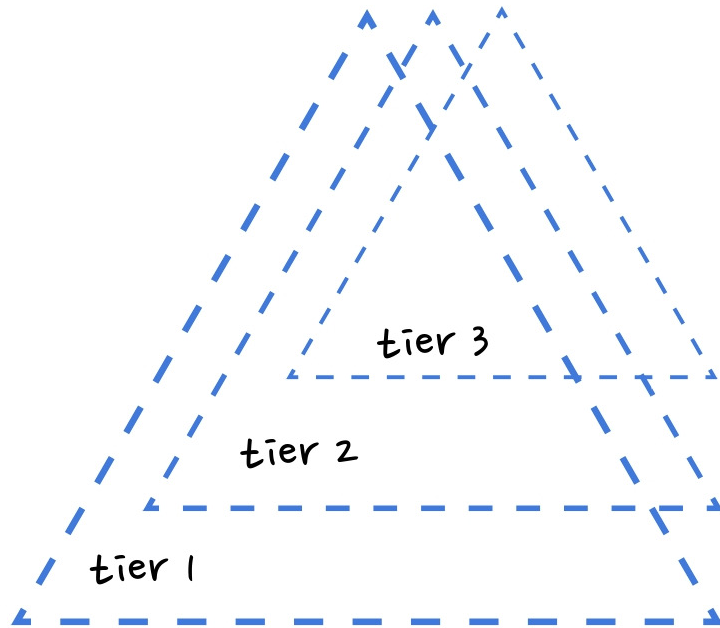
Intensive Intervention
modifications

adaptations
Targeted intervention

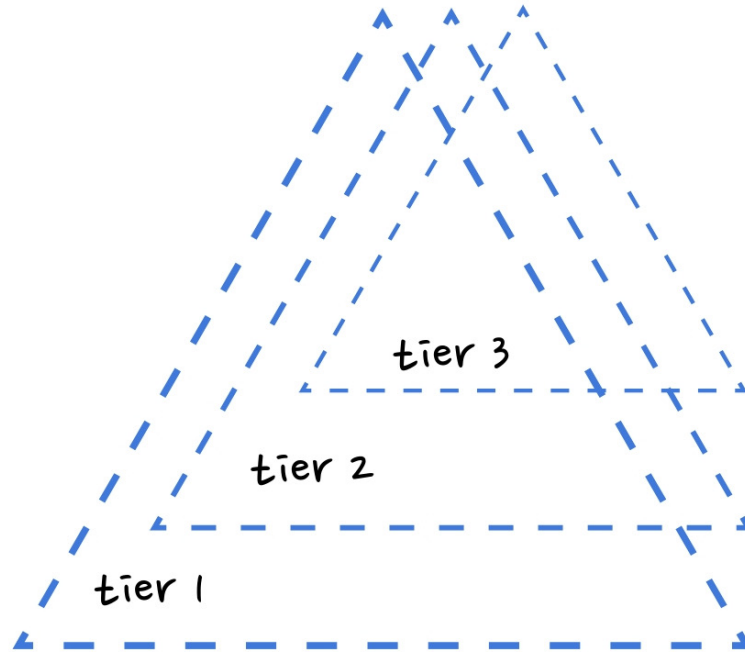
no support



RTI: RESPONSE TO INSTRUCTION



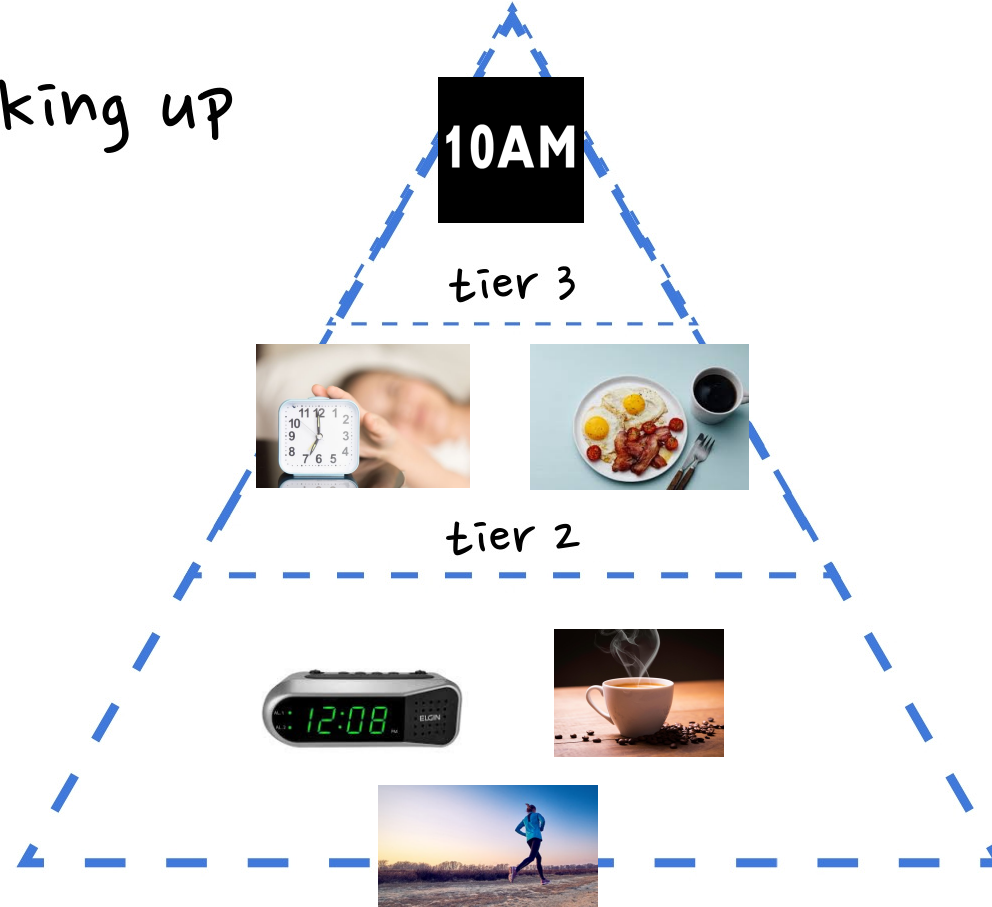
RTI: RESPONSE TO INSTRUCTION



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

RESPONSE TO INSTRUCTION

Lens: waking up



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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

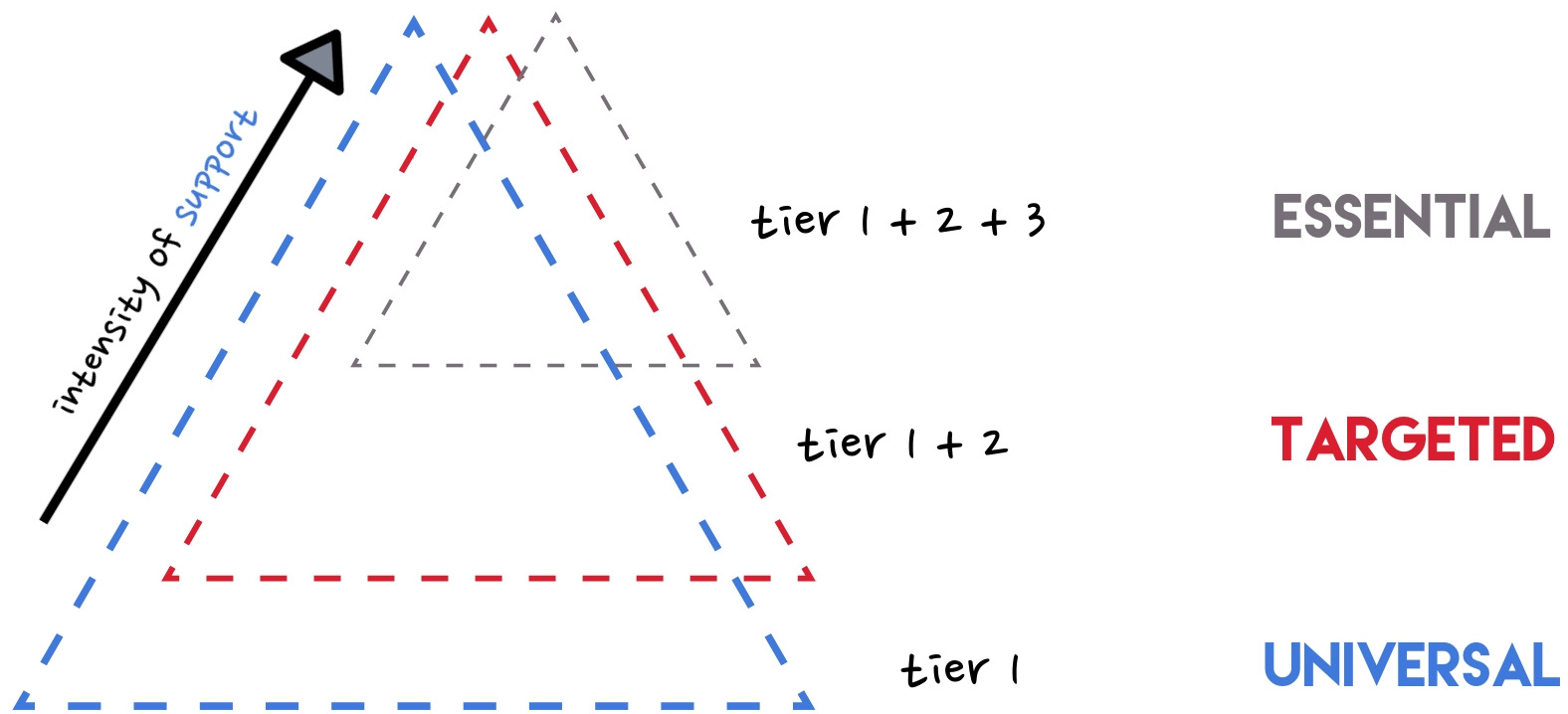


Time



Funding

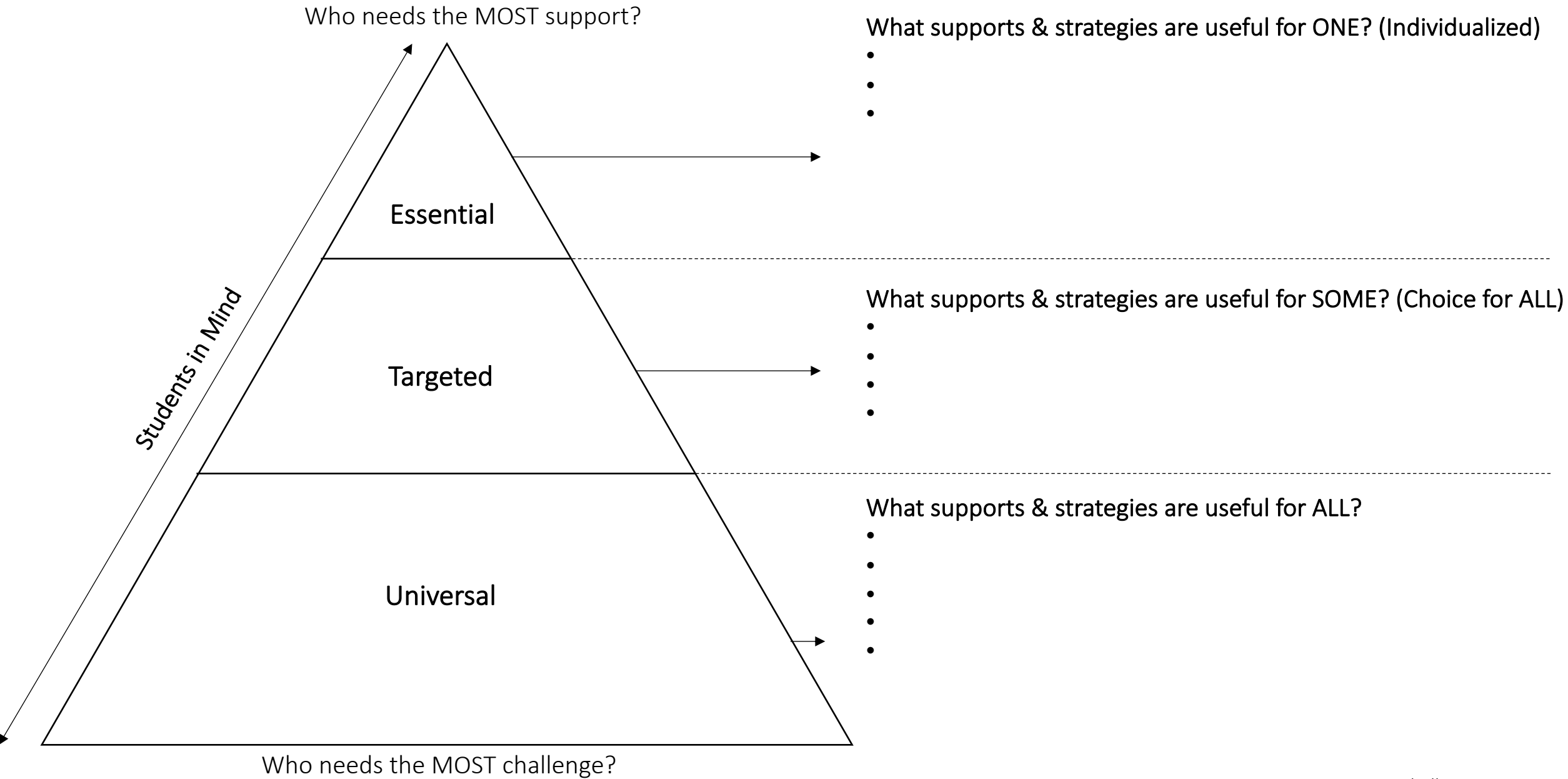
RTI/MTLS



Planning for ALL

Need:

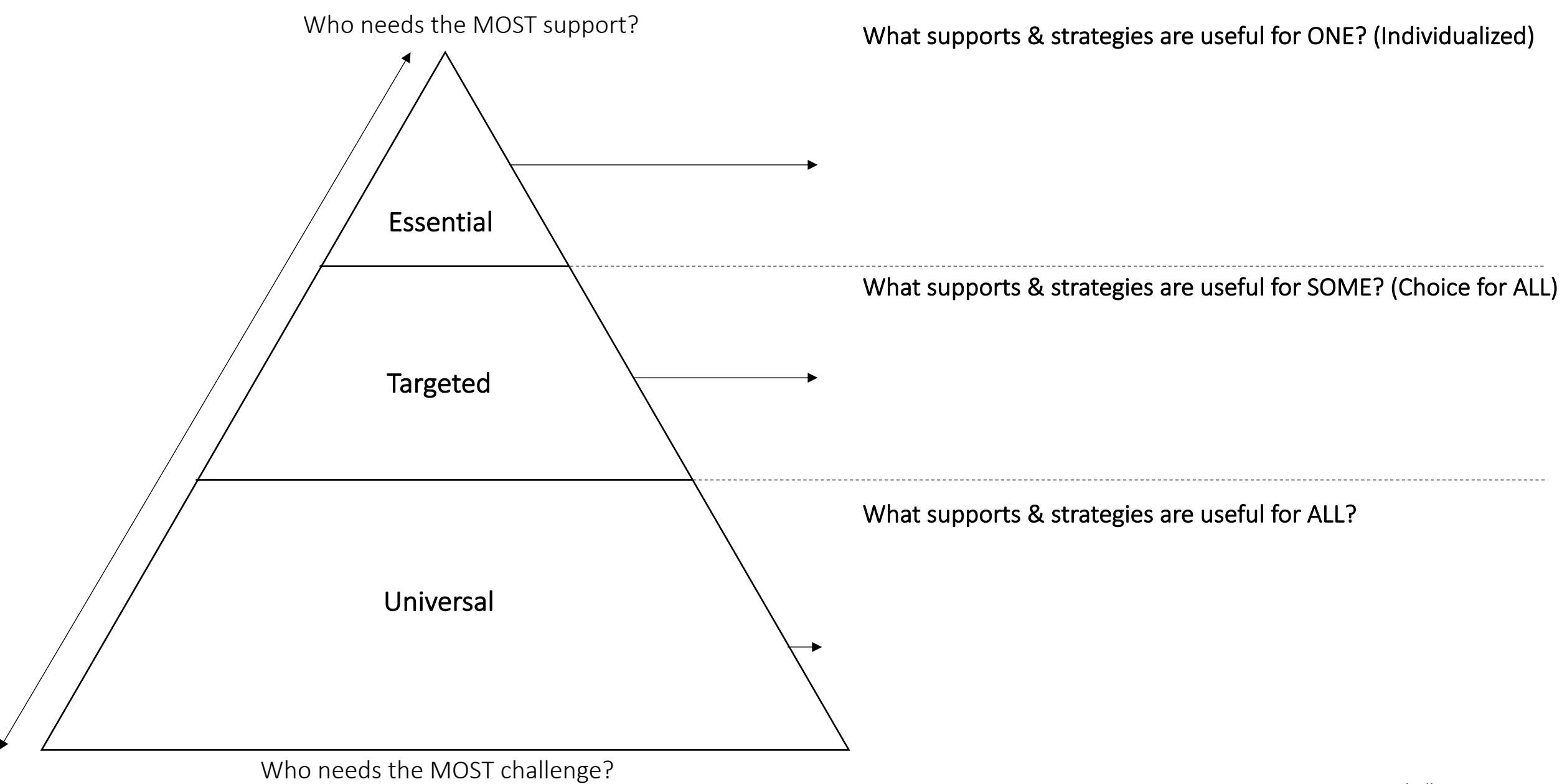
Students in Mind:



Planning for ALL
Kindergarten

Need: Anxiety

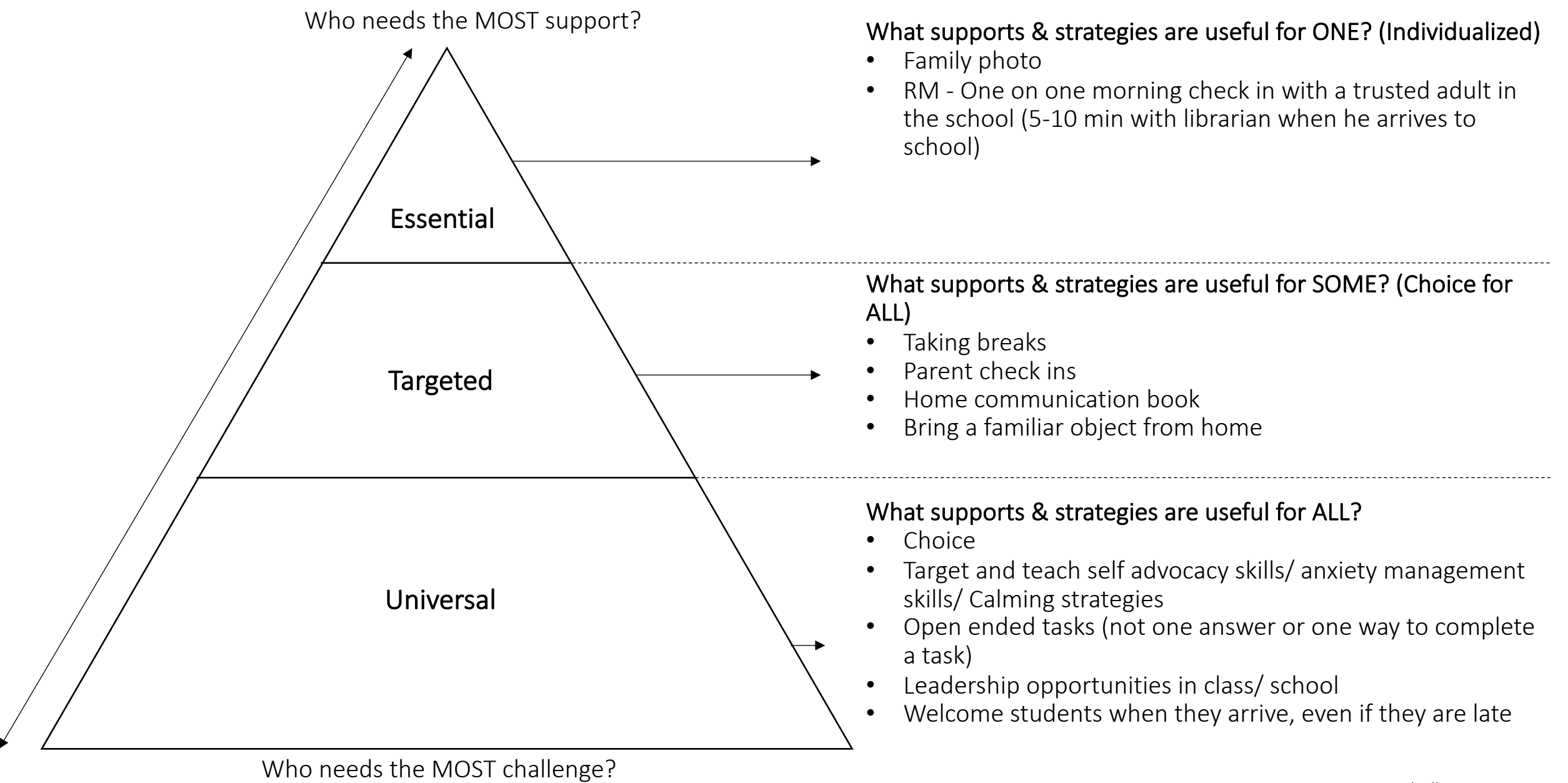
Students in Mind:



Planning for ALL
Kindergarten

Need: Anxiety

Students in Mind: RM, TC



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**TEACHERS' GATEWAY TO
SPECIAL EDUCATION**

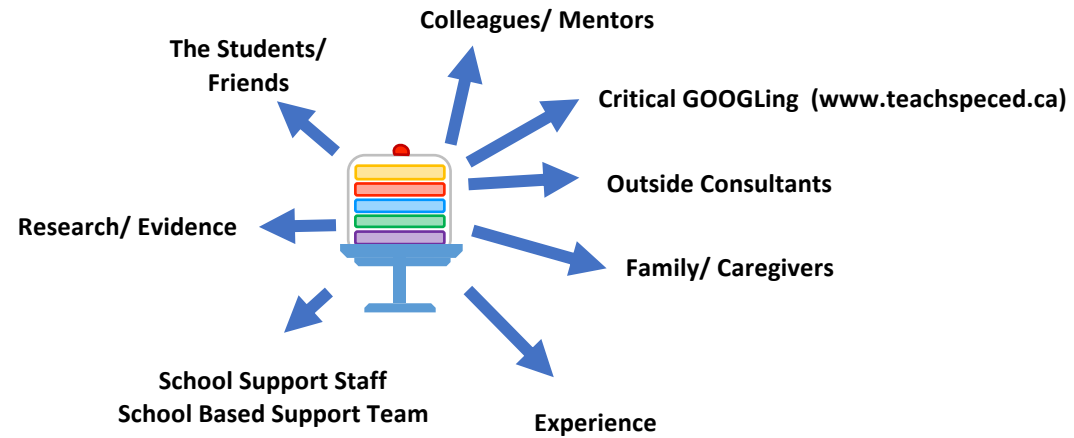


Teaching Strategies & Resources	Key Practices	Glossary	FAQs	
Student Needs	IPRC Exceptionalities	Diagnosed Conditions		
Aggression Management Anger/Frustration Management Anxiety Management Articulation Skills Attendance Strategies Attention Skills Assistive Technology Skills Blind/Vision Impaired Bullying Management Skills Central Auditory Processing Deafness Depression/Sadness Management Disengagement/Motivation Strategies Eating Disorder Strategies Emotional Regulation English Language Skills Executive Function Fine Motor Skills Gambling Disorder Grief Management Gross Motor Skills Hearing Intellectual Ability – High Intellectual Ability – Low Listening Comprehension Skills Low Vision Memory Skills	Autism Spectrum Disorder (ASD) Behaviour Blind and Low Vision Deaf and Hard of Hearing Developmental Disability (DD) Giftedness Language Impairment Learning Disabilities (LD) Mild Intellectual Disabilities Multiple Exceptionalities Physical Disability Speech Impairment	Acquired Brain Injury Alcohol-Related Neuro-developmental Disorder (ARND) Angelman Syndrome Anxiety Disorders Attention Deficit Hyperactivity Disorder (ADHD) Auditory Processing Disorder (Central) Autism Spectrum Disorder (ASD) Bipolar Disorder Blind/Vision Impaired Brain Injury Cerebral Palsy (CP) Conduct Disorder (CD) Concussions Cystic Fibrosis (CF) Deafness Depression Disorders Down Syndrome Eating Disorders Epilepsy Fetal Alcohol Syndrome/Fetal Alcohol Effects (FAS/FAE) Fragile X Syndrome Gambling Disorder Intellectual Disabilities Klinefelter's Syndrome Learning Disabilities/Specific Learning Disorders Muscular Dystrophy (MD) Neurological Disabilities		



Layered Support Cake of Love: Classroom Support Plan

How do we figure out supports or strategies students need?



What is the **place/context**?

(Where is the learning happening?)

What are the **barriers** in the place? How can we **reduce** them?

(What is getting in the way of learning? What is getting in the way of equity?)

What are the **needs** of the individuals in this place?

(Needs not disabilities)

What **supports & strategies** can we anticipate/determine for the needs of individuals in this place?

(Tools & actions that increase independence)

How can we teach the supports & strategies **universally**, so **ALL** students can access and decide what they need?

(Accessing supports & strategies do not affect evaluation or grades)

Thinking Back, Looking Ahead

- What is something you were reminded about today?
- What is something you learned today?
- What is something you want to try after today?
- What is something that you want to share with someone who wasn't hear today?

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