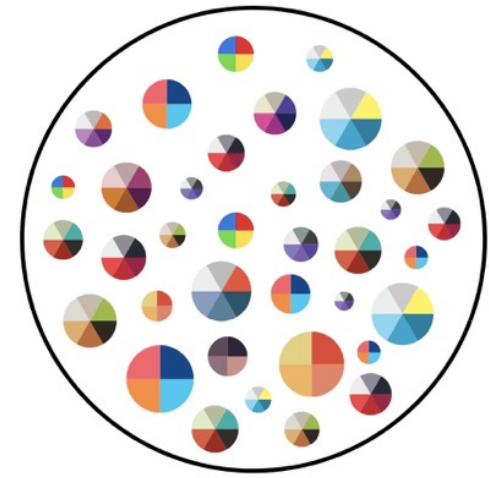
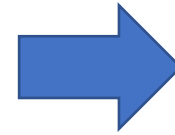
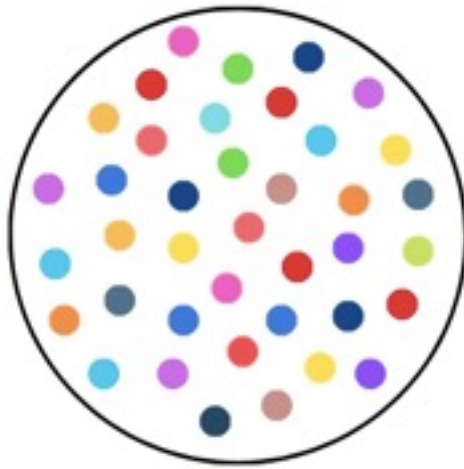
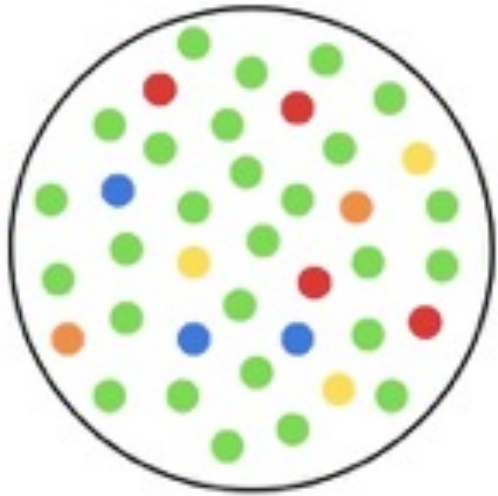


How do we move?

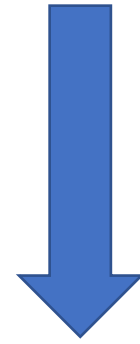


How do we include
people who are
different

How do we teach
to diversity?

How do we
teach to identity?

Location vs. Place



Existence vs. Belonging

Place Based Planning



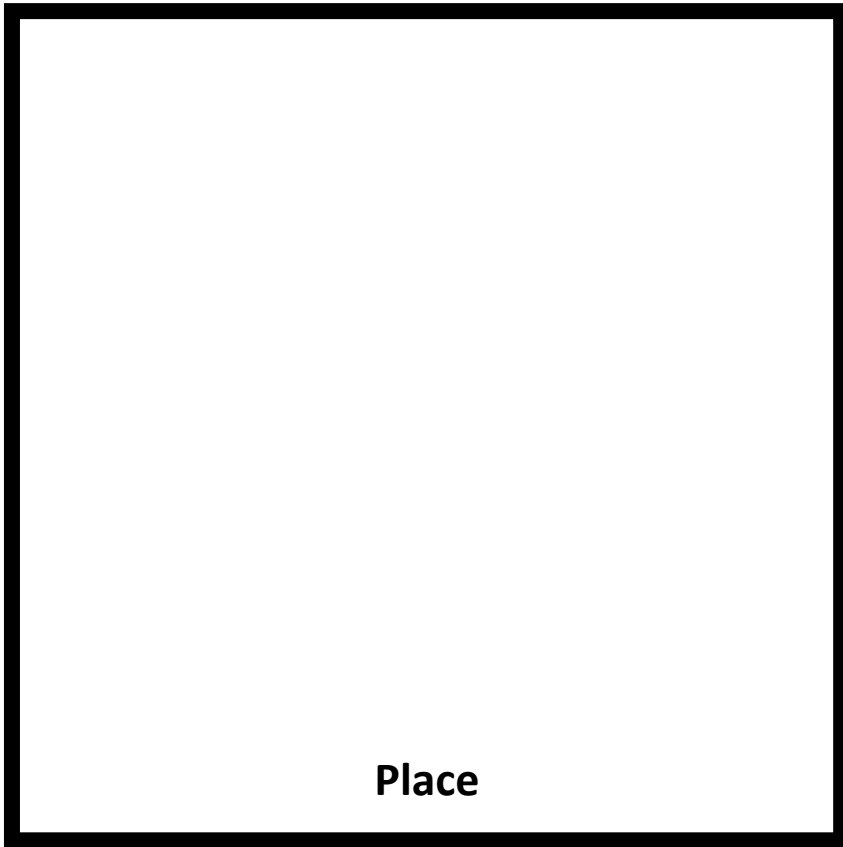
Understanding the Role of Place



A shift in thinking...

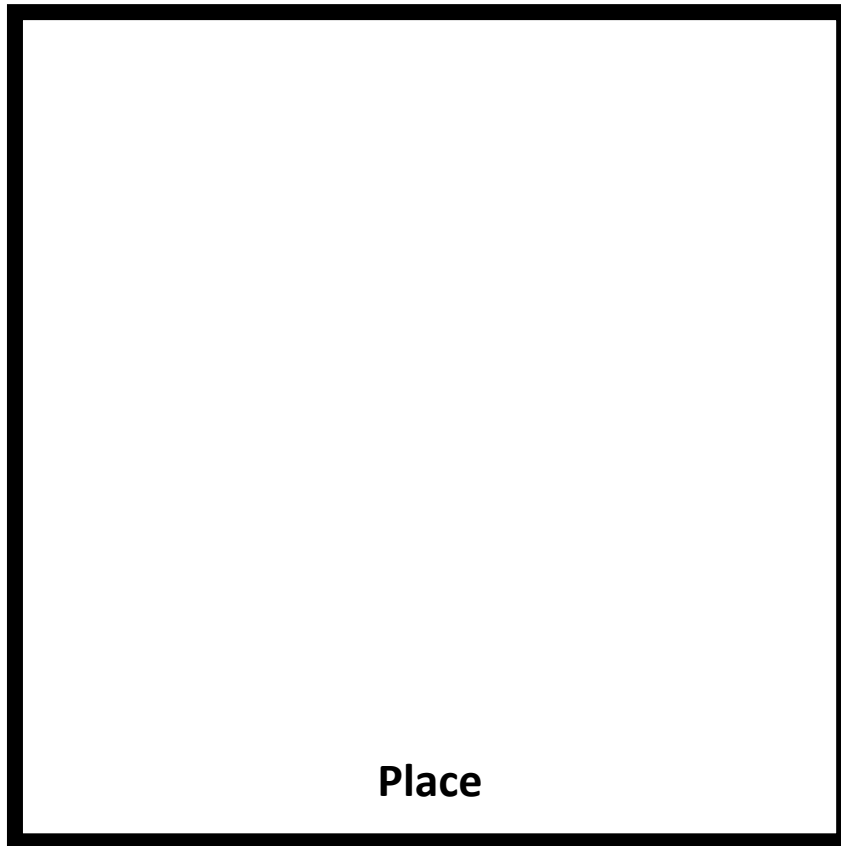
There are some things we need to understand:

- 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



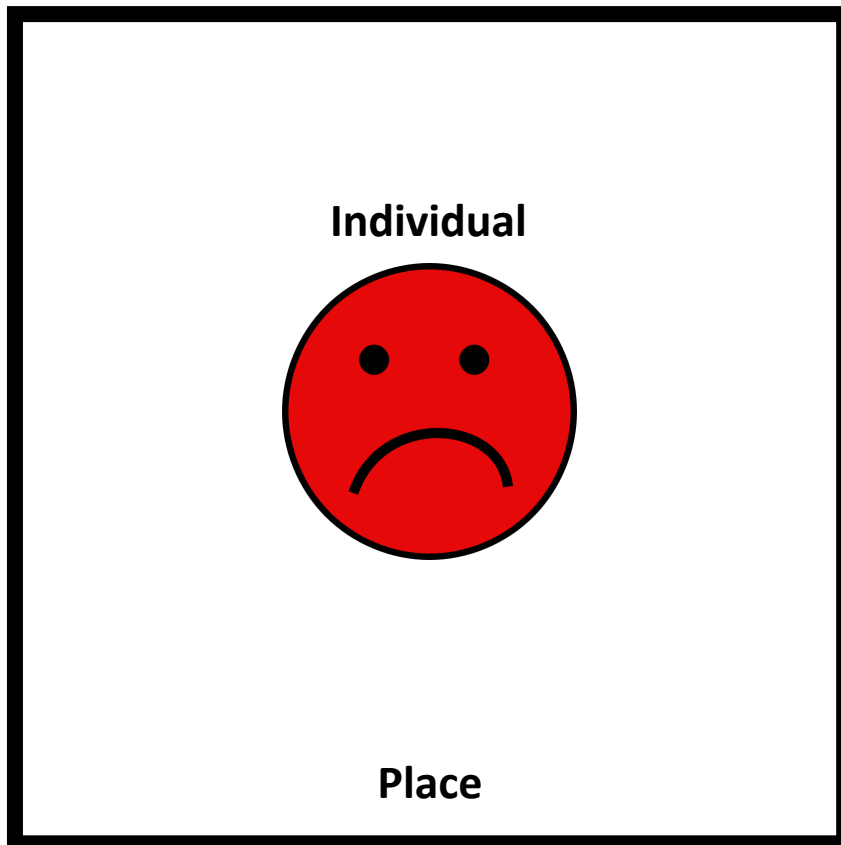
Place

Shifting the Paradigm: Medical Model of Disability



Place

Shifting the Paradigm: Medical Model of Disability

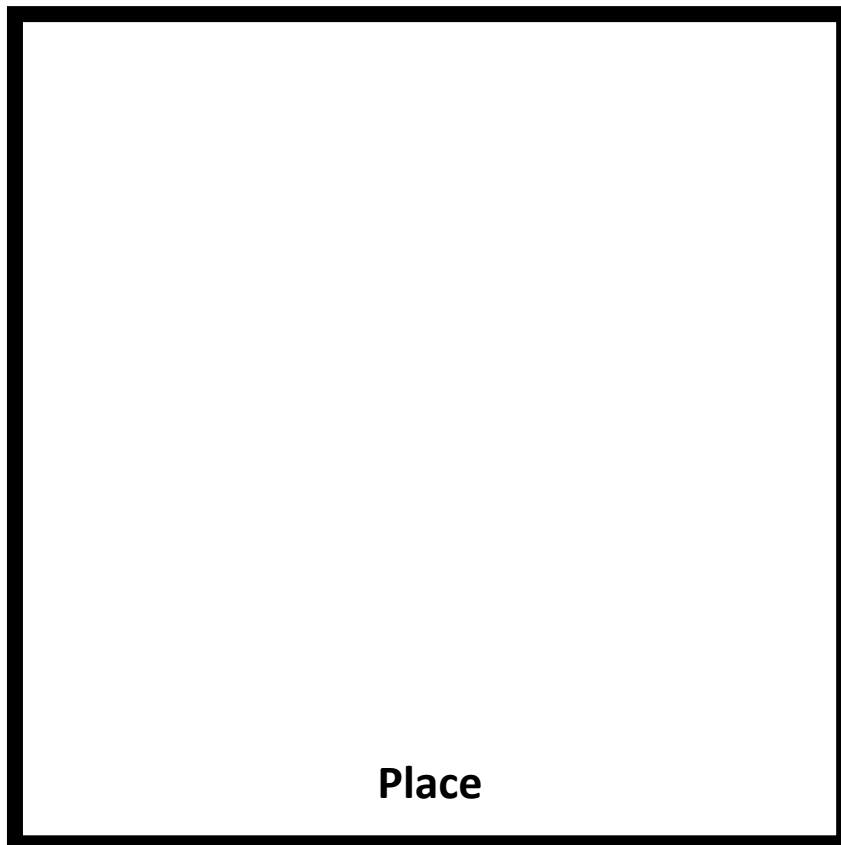


Special Education

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

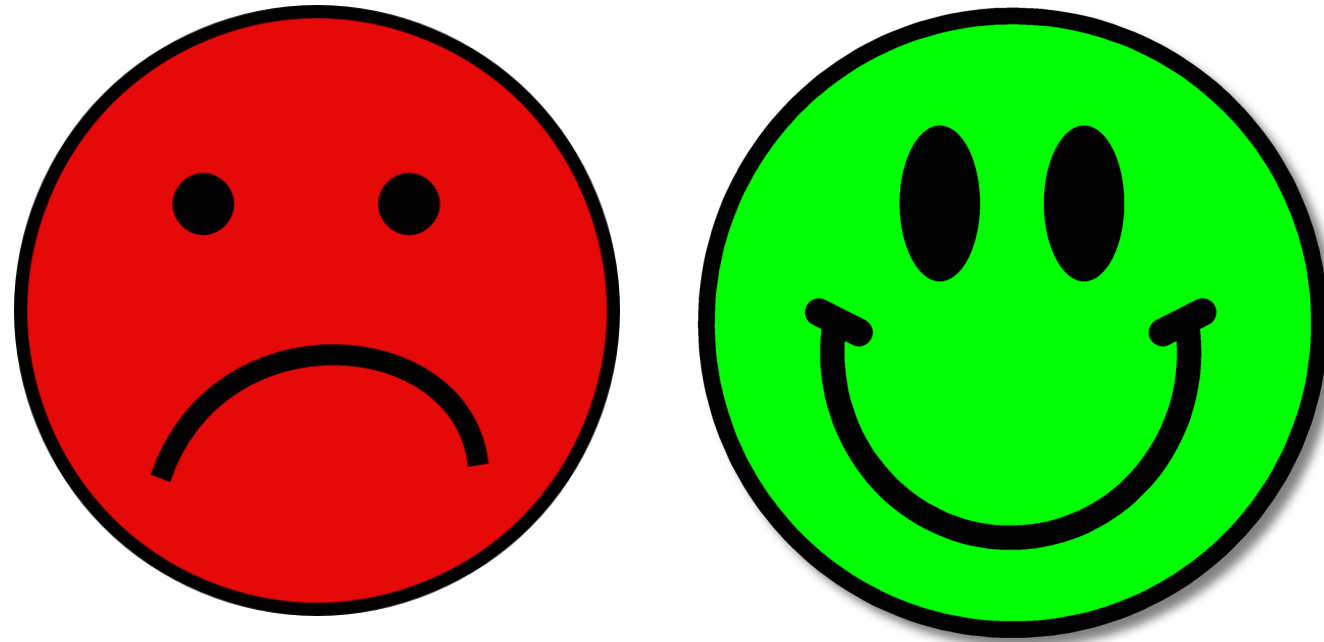
- Remove the individual
- Diagnose the problems in the individual
- Fix the individual
- Individual goes back when they are "ready"
- IEPs are separate from the place

If a flower
isn't thriving
in a garden...



Wait a second....

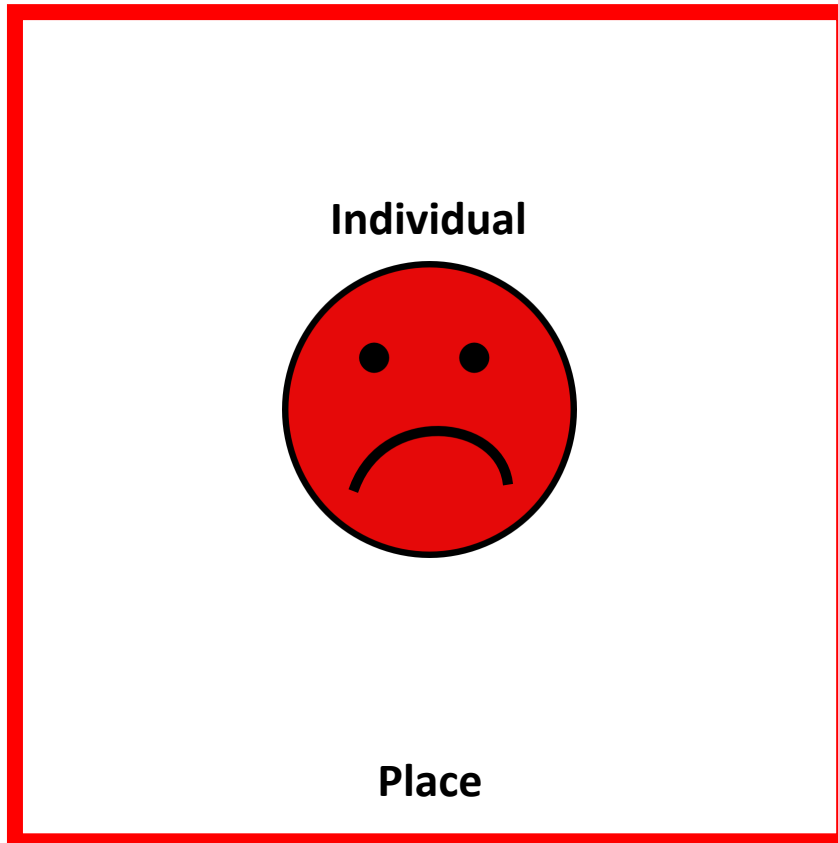
People with disabilities said:



“I am not broken.”

“I do not need to be fixed!”

Shifting the Paradigm: Social Model of Disability

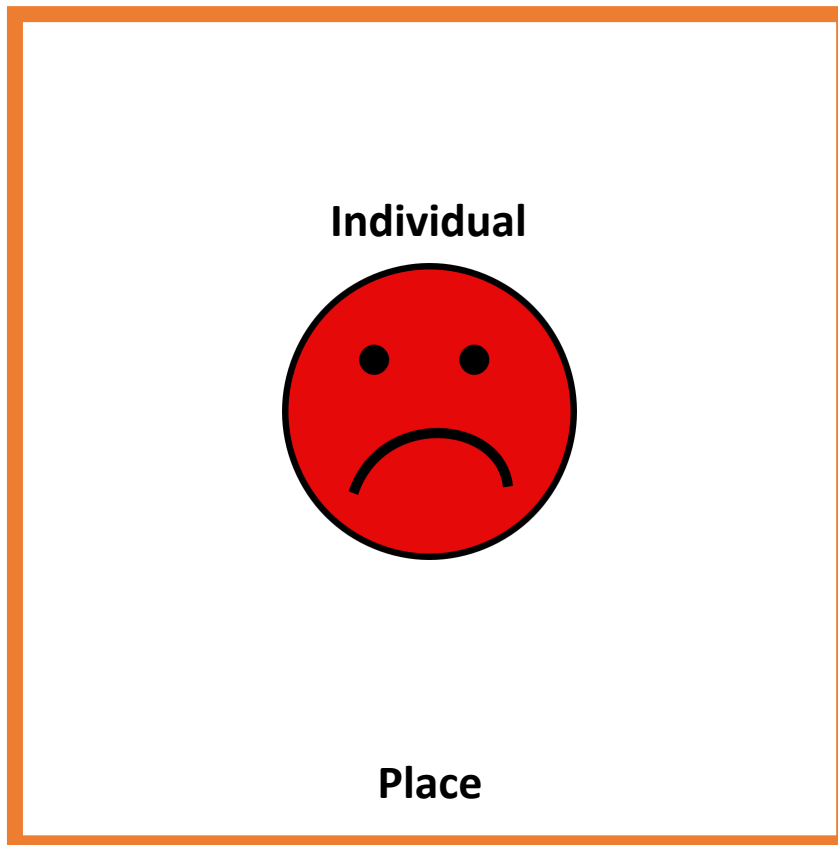


Social Model

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

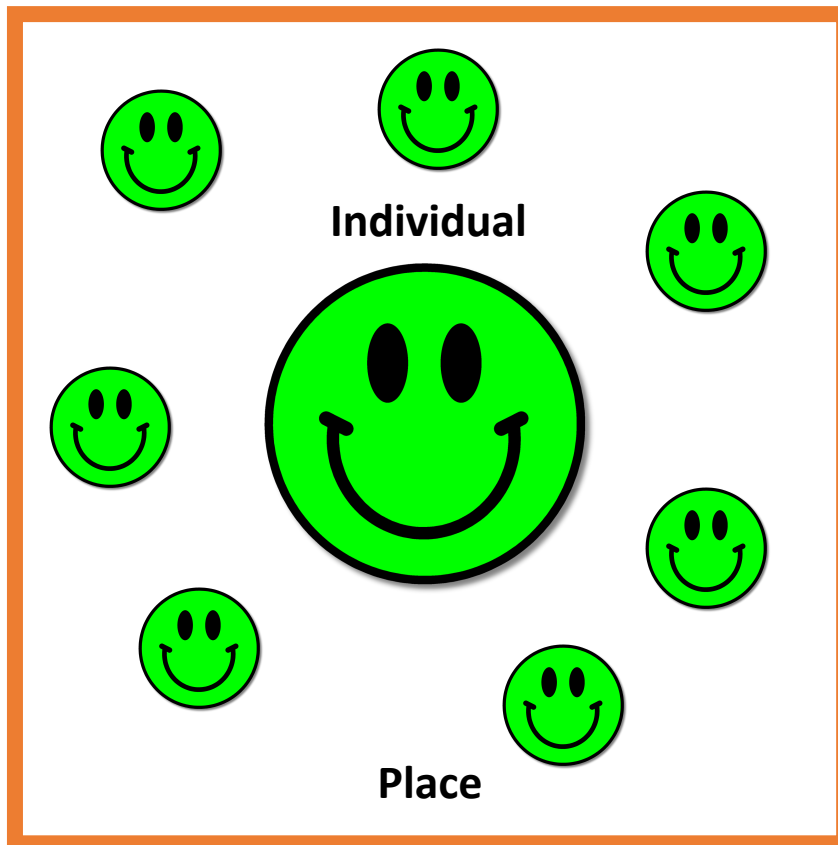
If individual isn't successful

- 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

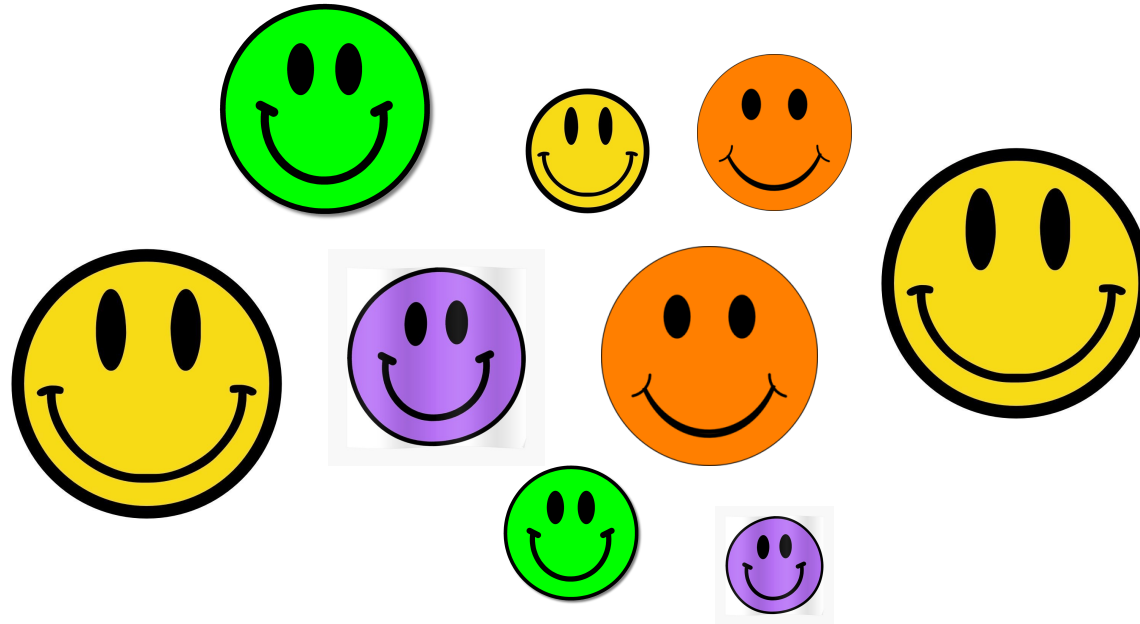


Social Model

If individual isn't successful

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

Wait a second....
Teachers said:

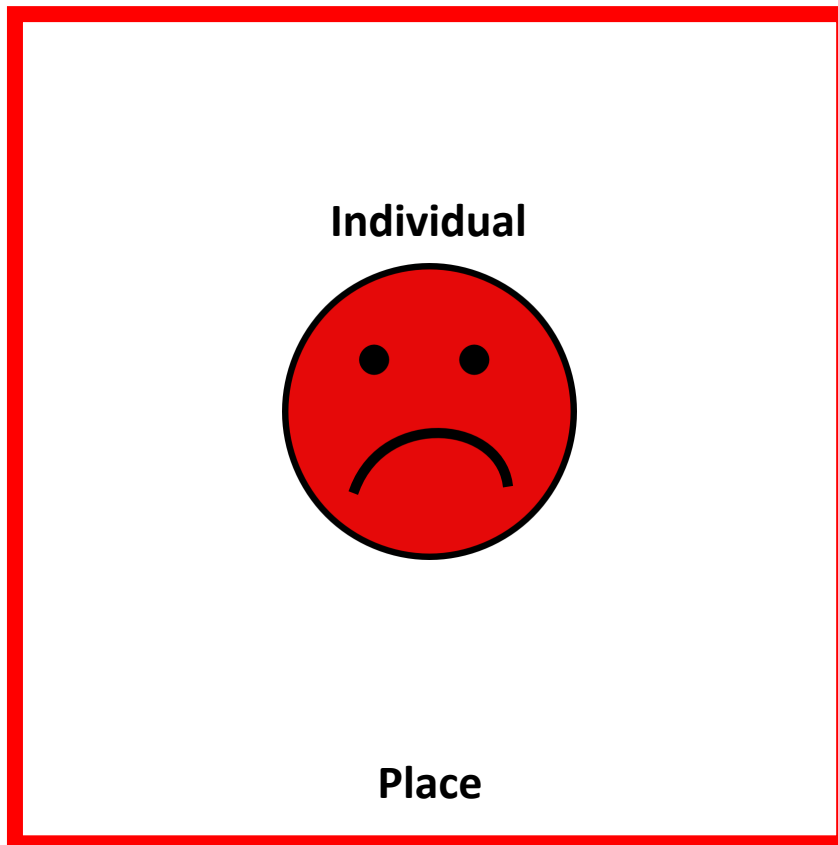


“What about all the individual
needs in a shared place”

Diverse Gardens!



Shifting the Paradigm: Person-Place Model of Need



Inclusive Education

If an individual isn't successful

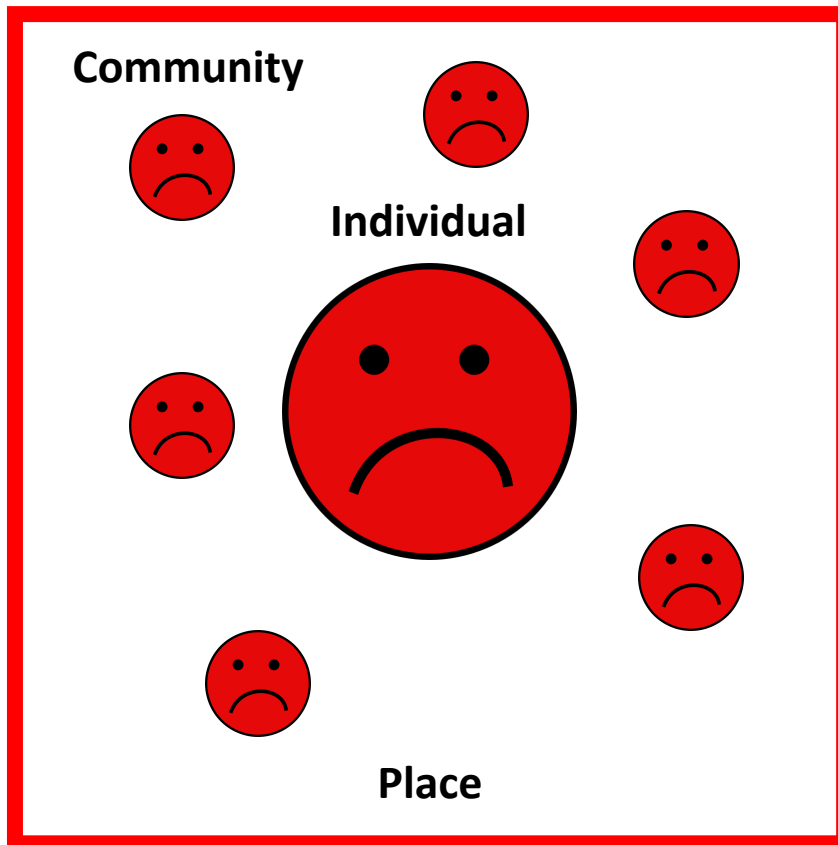
- Determine barriers in place
- Determine needs of the community
- Anticipate supports & strategies based on needs
- Universally apply supports and strategies to ALL

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

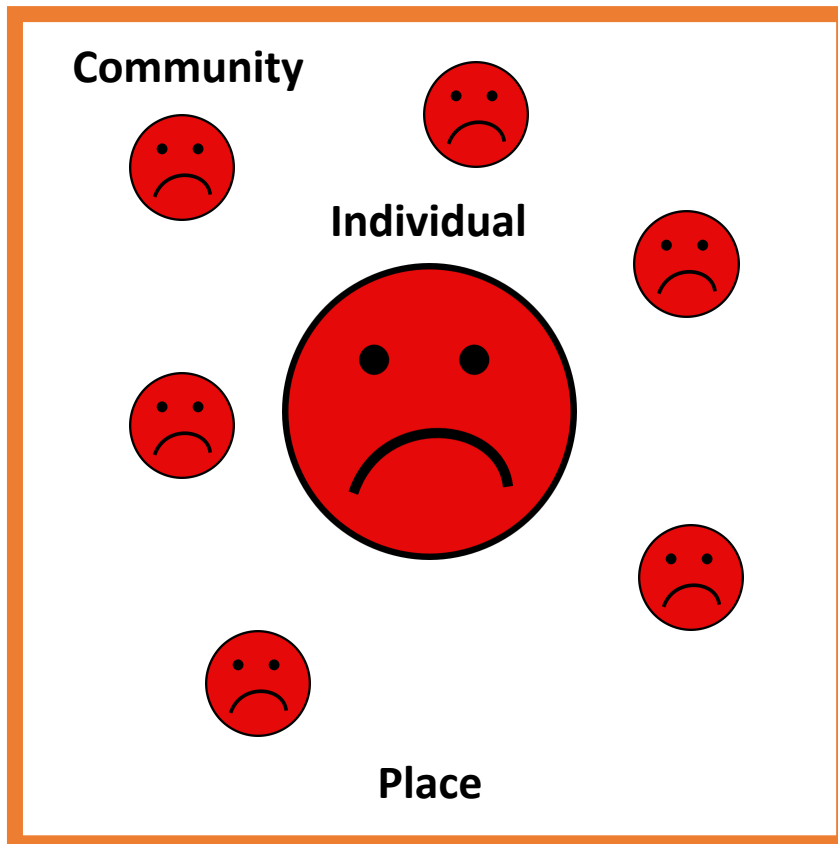


Shifting the Paradigm: Person-Place Model of Need

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

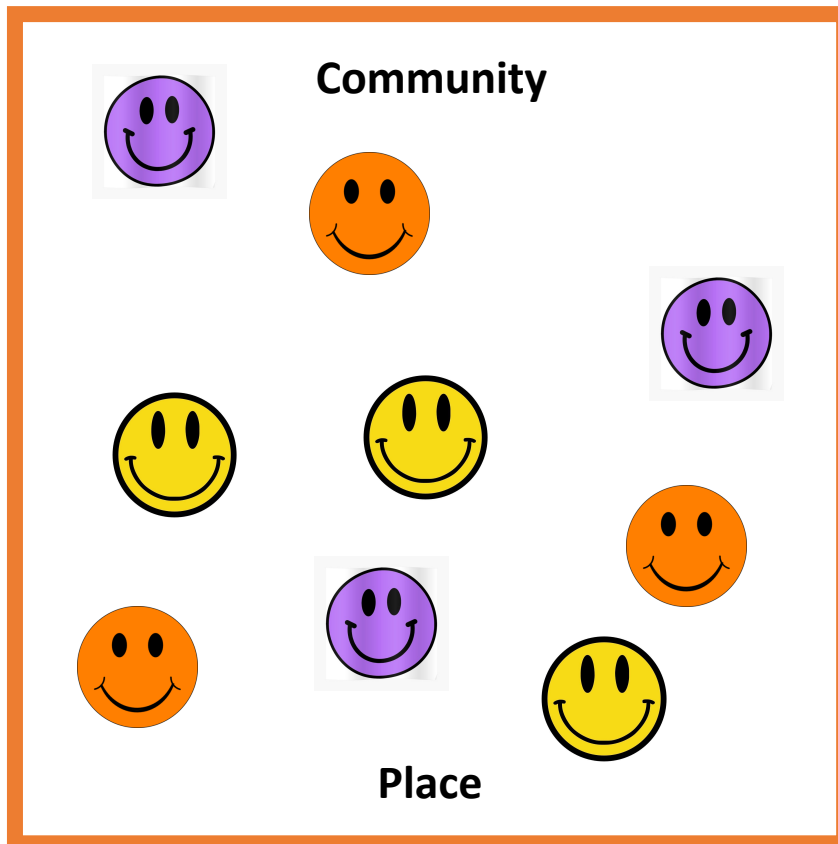


Shifting the Paradigm: Person-Place Model of Need

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



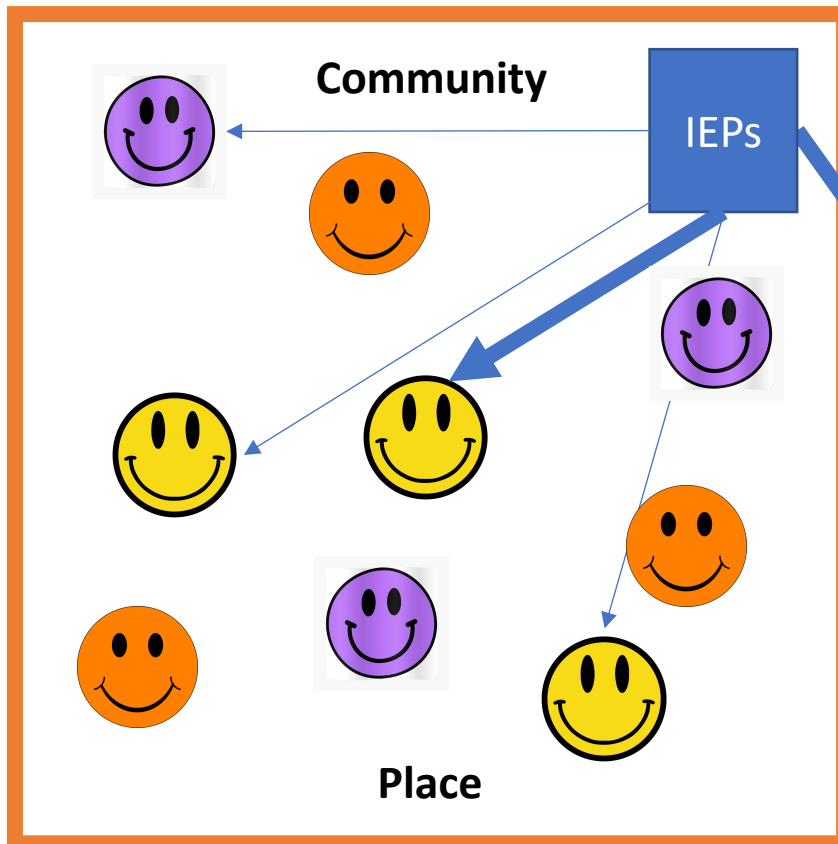
THEN! We look at what individuals need



TOP 4 PEST-REPELLING PLANTS

 <p>CATNIP for aphids, beetles, caterpillars and shield bugs</p>	 <p>DILL for aphids, caterpillars, shield bugs and spider mites</p>
 <p>MINT for aphids, beetles, caterpillars, shield bugs and whiteflies</p>	 <p>NASTURTIIUM for aphids, beetles, caterpillars and shield bugs</p>

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!



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

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 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

WHAT I'M WORKING ON

- safety awareness
- communication
- social interaction skills
- fine motor skills



SHIFTING OUR SUPPORT MODELS

The cupcake Model



Special Education

Medical Model

The cupcake model



Shelley Moore, 2019

The layered cake model



@tweetsomemoore

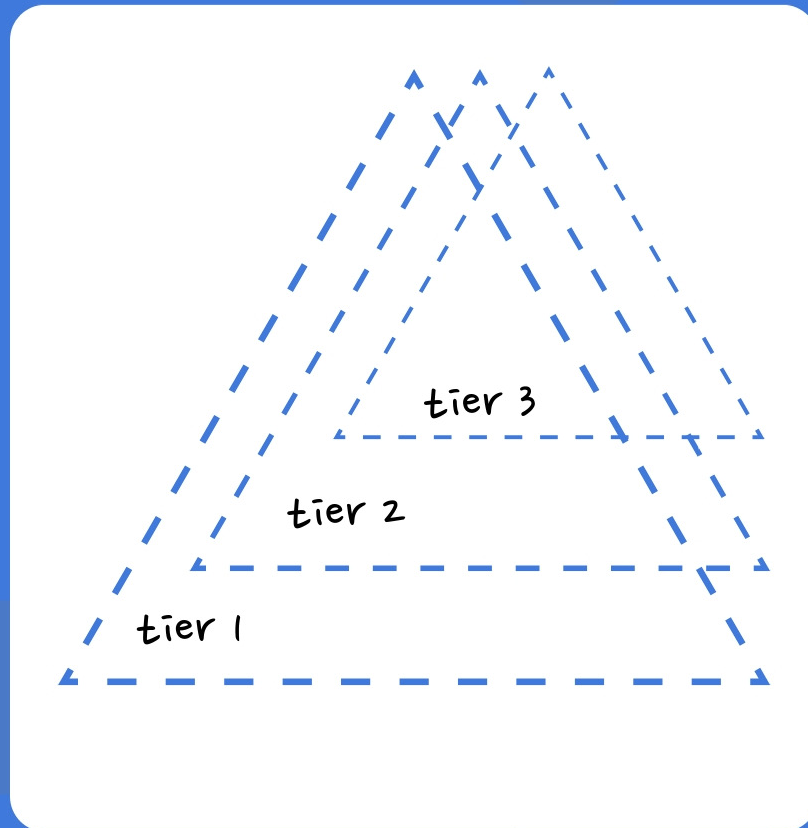
The layered cake model



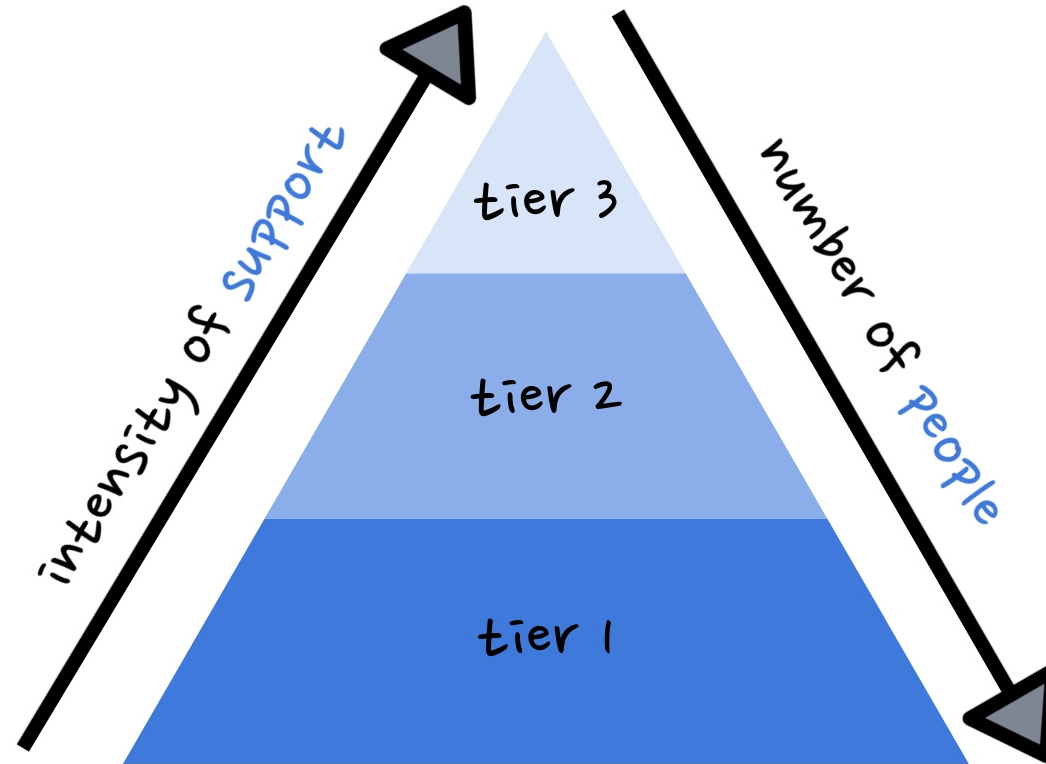
Shelley Moore, 2019

@tweetsomemoore

RTI: RESPONSE TO INSTRUCTION

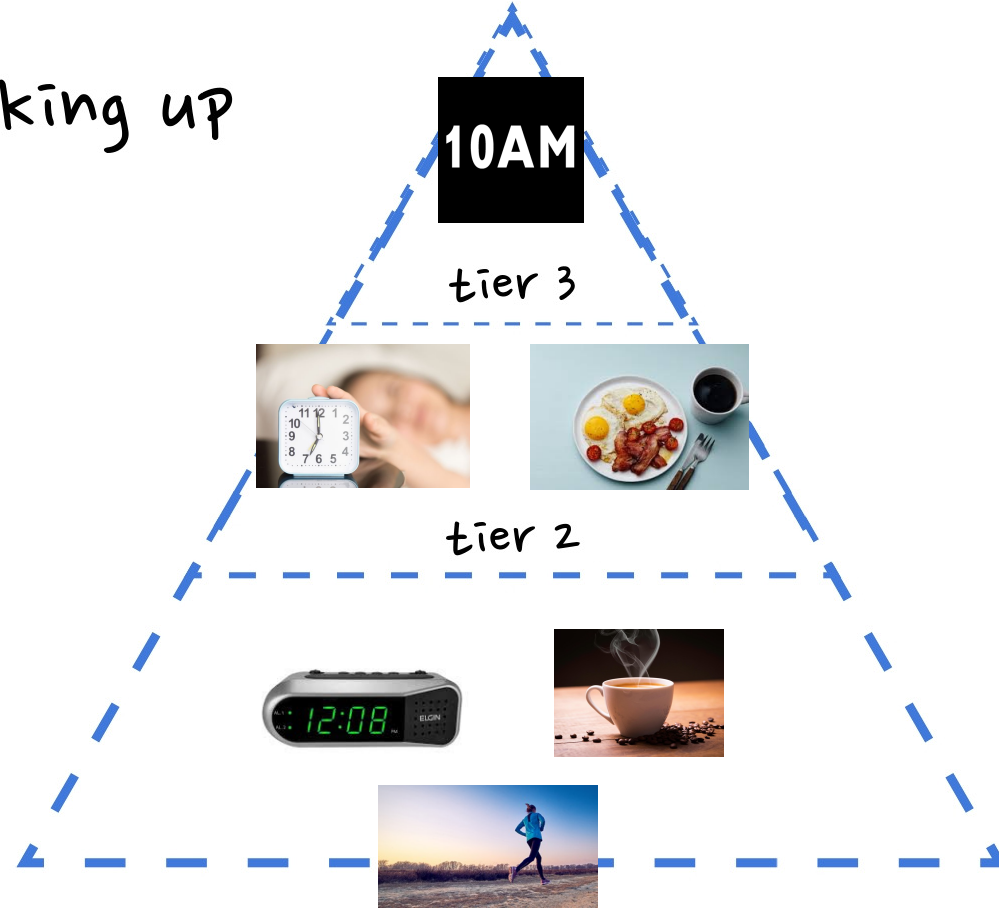


RTI: RESPONSE TO INTERVENTION



RESPONSE TO INSTRUCTION

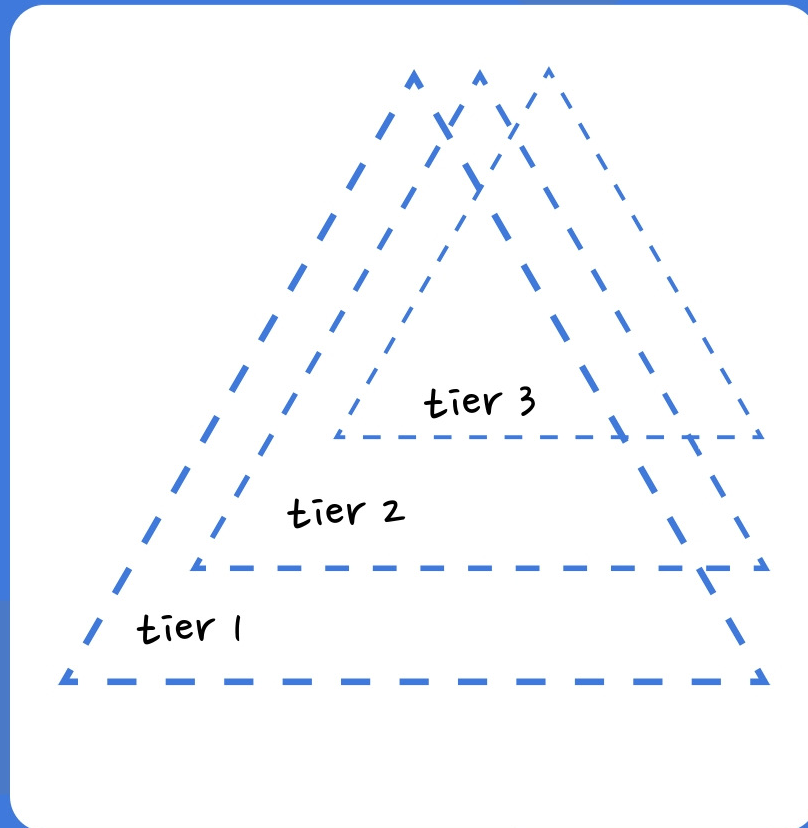
Lens: waking up



Shelley Moore, 2019

@tweetsomemoore

RTI: RESPONSE TO INSTRUCTION



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

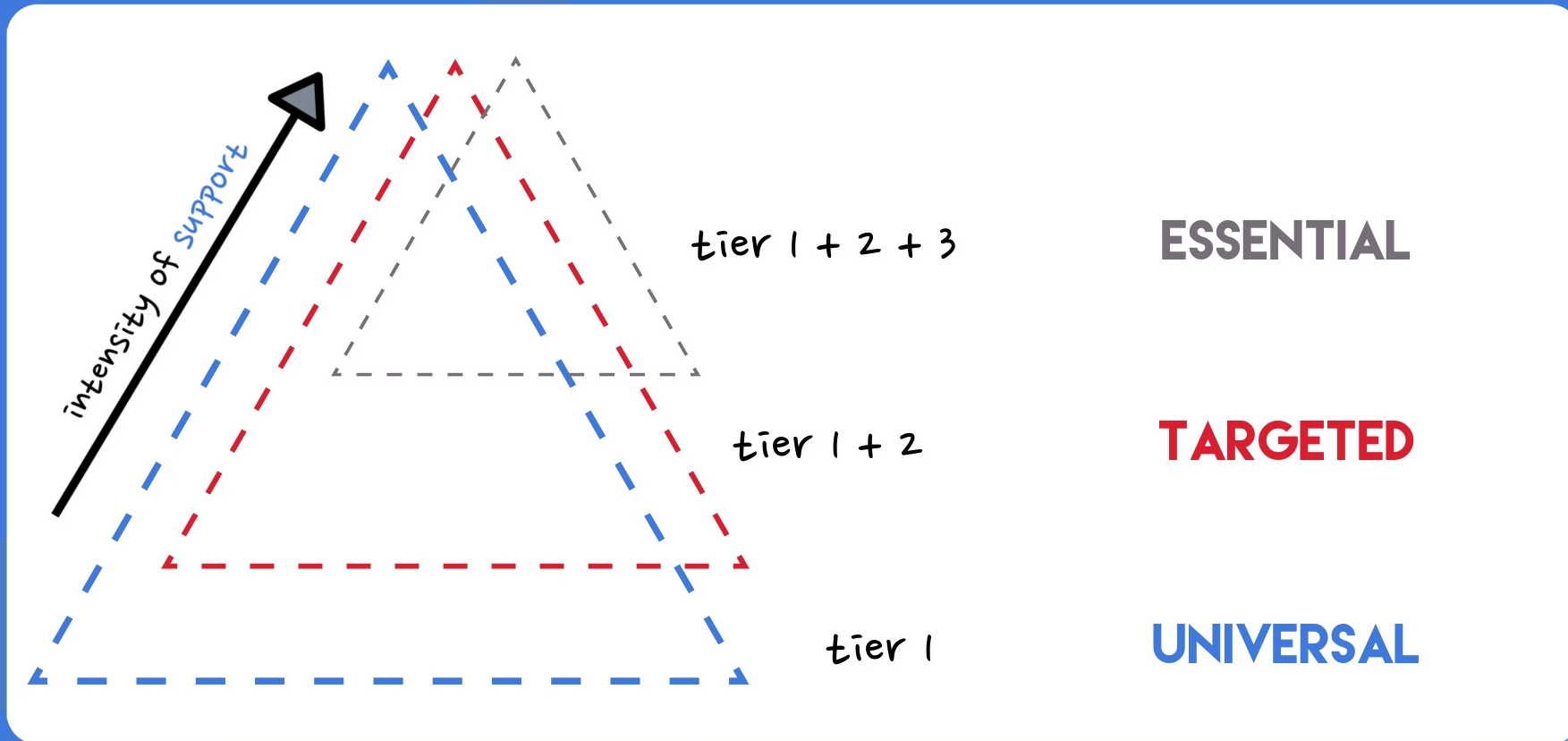


Time



Funding

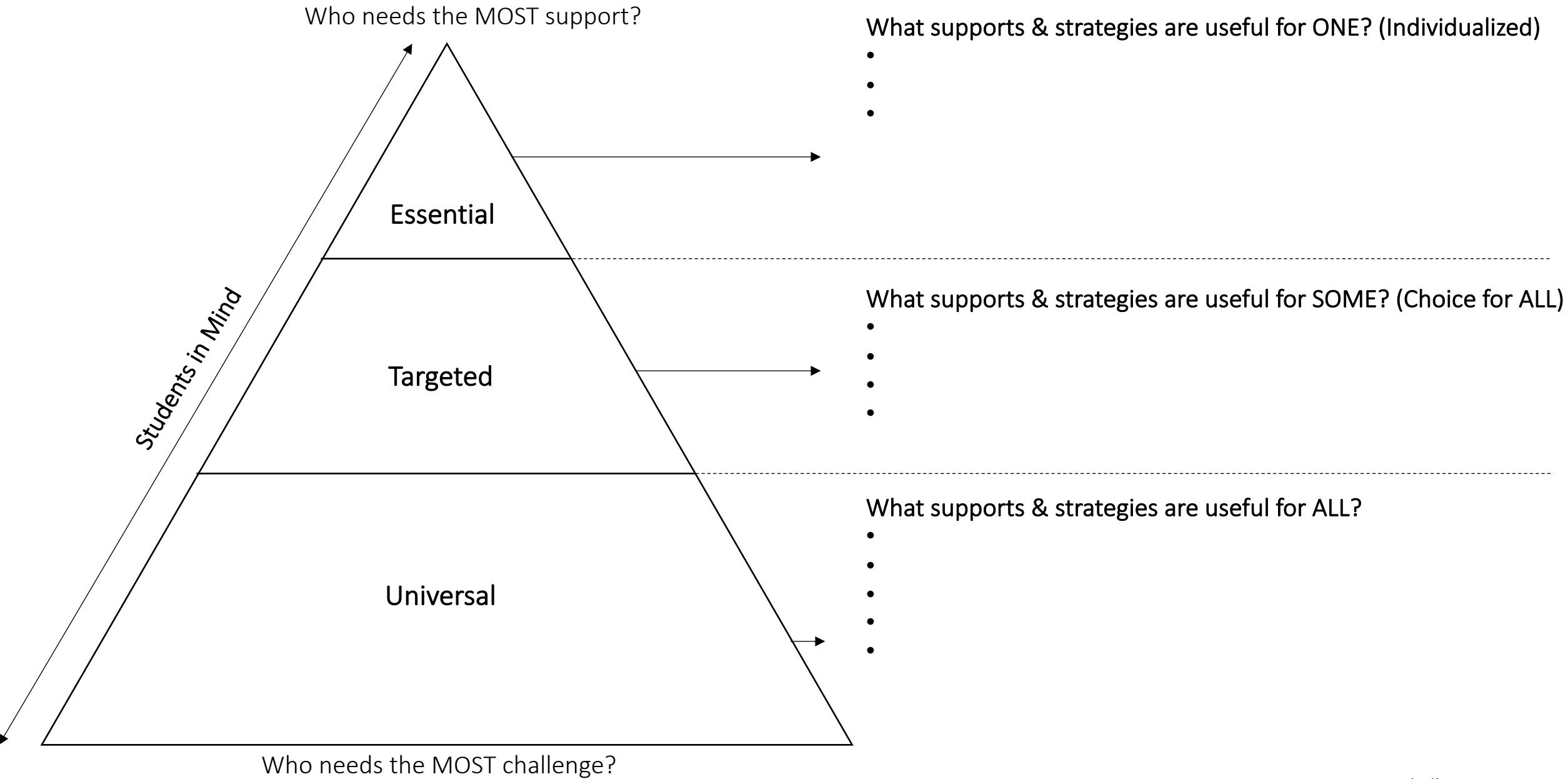
RTI/MTLS



Planning for ALL

Need:

Students in Mind:



Planning for ALL

Need: Multilingual Learners

Students in Mind:

Who needs the MOST support?

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

Essential

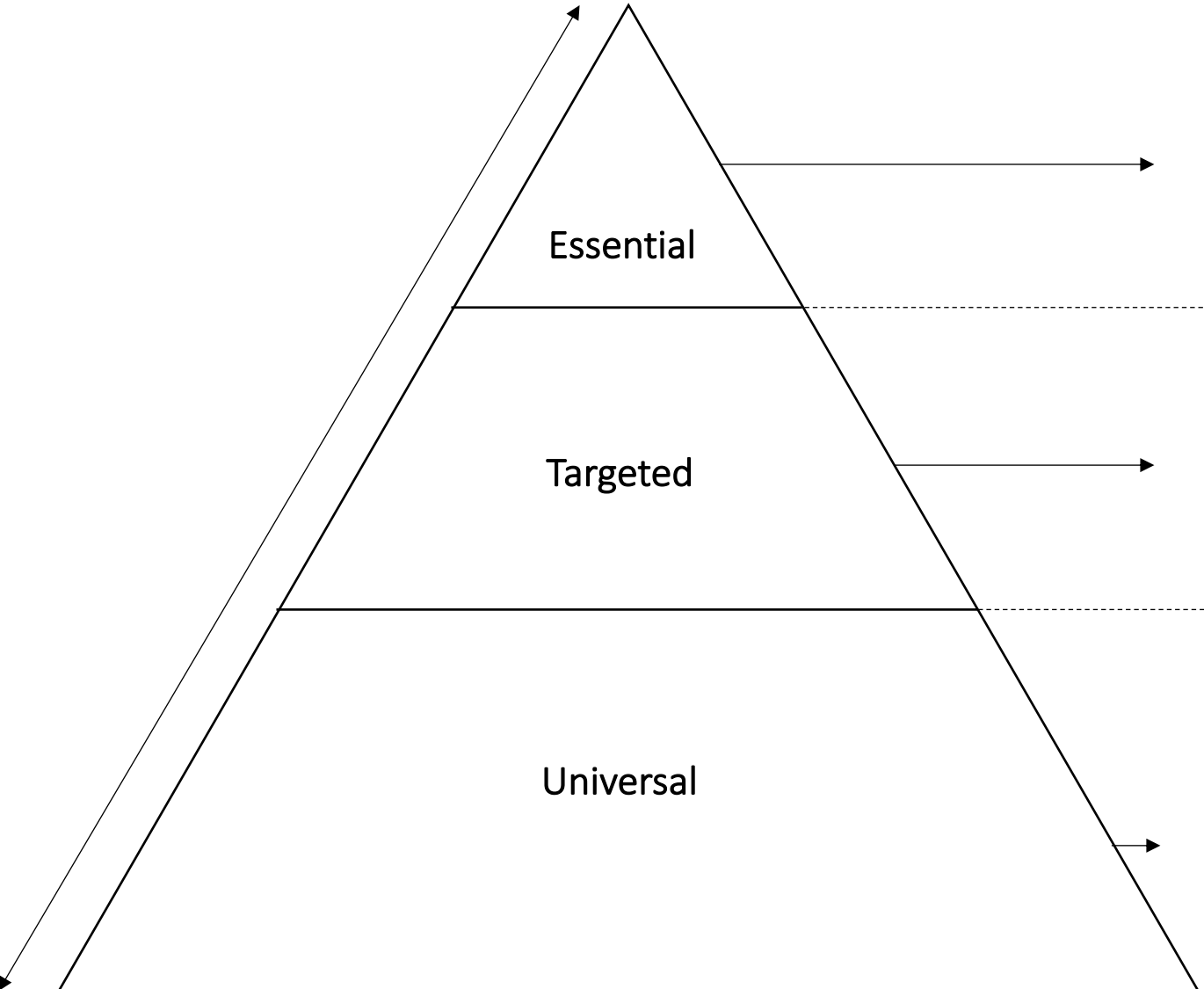
What supports & strategies are useful for SOME? (Choice for ALL)

Targeted

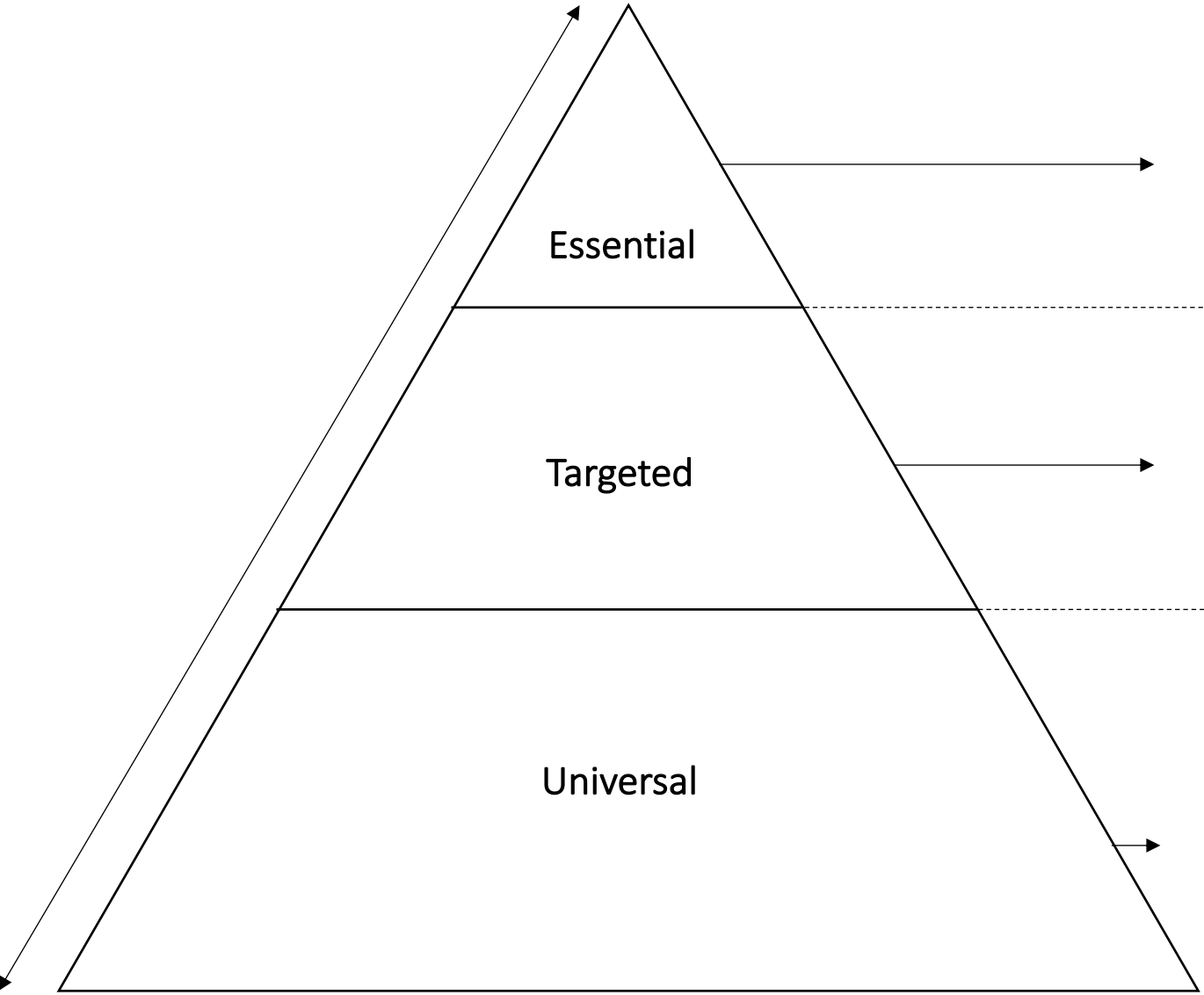
What supports & strategies are useful for ALL?

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

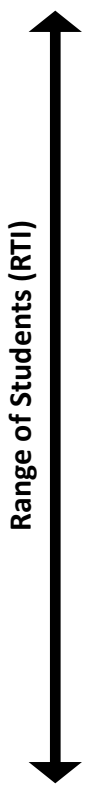
What supports & strategies are useful for ALL?

- 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?

Strategy: Designing a Needs Based Classroom Support Plan

Classroom Support Plan
 Teacher(s): _____ Support Staff: _____ Lens: _____



Students...		Strategies & Supports		
who needs the most support		Universal Support (Good for ALL)	Targeted Support (CHOICE for ALL)	Essential Support (Good for ONE)
Need				
Need				
Need				
Need				
Need				
who needs the most challenge				

www.teachspeced.ca



TEACHERS' GATEWAY TO
SPECIAL EDUCATION



Teaching Strategies & Resources

Key Practices

Glossary

FAQs



Student Needs

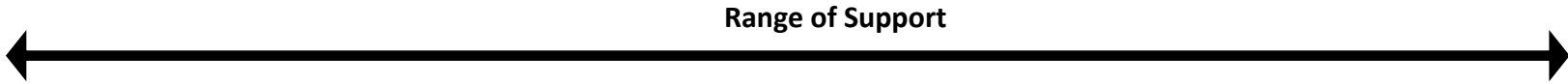
Aggression Management
Anger/Frustration Management
Anxiety Management
Articulation Skills
Attendance Strategies
Attention Skills
Assistive Technology Skills
Blind/Vision Impaired
Bullying Management Skills
Central Auditory Processing
Deafness
Depression/Sadness Management
Disengagement/Motivation Strategies
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

IPRC Exceptionalities

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

Diagnosed Conditions ✕

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



Students...		Strategies & Supports		
Who needs the most support J.W.		Universal Support (Good for ALL)	Targeted Support (CHOICE for ALL)	Essential Support (Good for ONE)
Need Cognitive	J.W.	Start lesson with accessible task how to work with J.W., building community activities, manipulatives,	Access Point to curriculum (Math IEP goal), may need breaks, visual agenda on board that matches AAC device, strategic partnering, calculator	AAC Device, social role on class, works well with Y.T., glasses,
Need Vision	R.P	Large print & high contrast outline of handouts, do not change furniture floor plan	Sitting close proximity to front of class	Magnifier,
Need Trauma	H.L., U.B	Make personal connection daily, snacks, drinks allowed, chunk task into an essential portion, take 2 min breaks	Quiet zone in class, breaks, allow time to leave if needed, follow up later if they leave	Check in before class with Ms. H, might be late
Need ELL	Y.I., O.R., B, F, N.M	Teach important vocabulary for a lesson, visuals, manipulatives & visuals, strategic partnering, math word wall		translator
Need Anxiety	R.M.	Choice of challenge, choice of support options, target advocacy skills and risk-taking opportunities, open ended tasks (not one answer)	Taking breaks, choice of where to work, homework optional, parent check ins	
Who needs the most challenge I.K., R.M.				



Strategy: taking a 2 min break

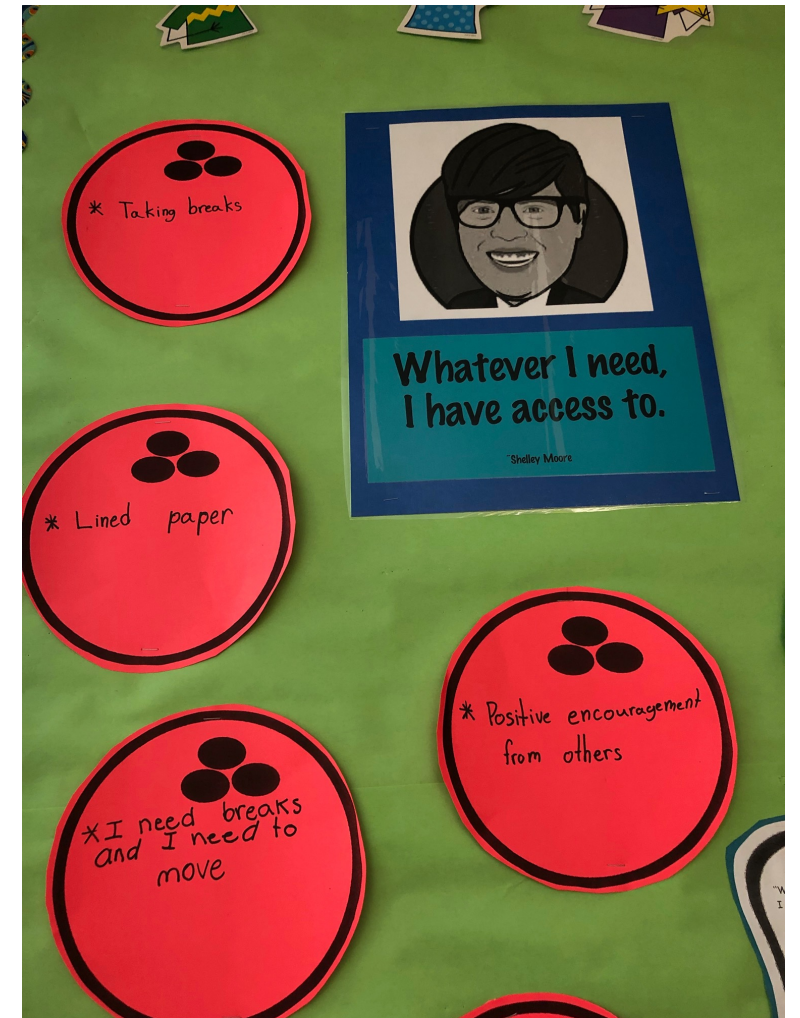
Instruct

- 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

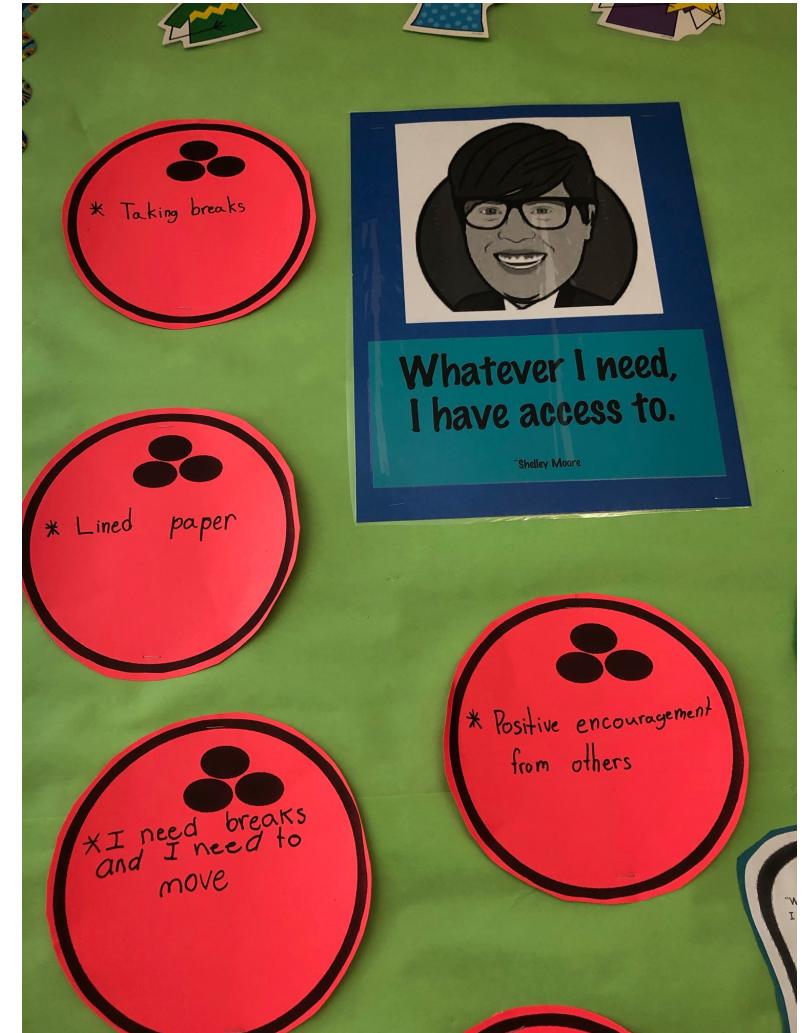
Instruct

- 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

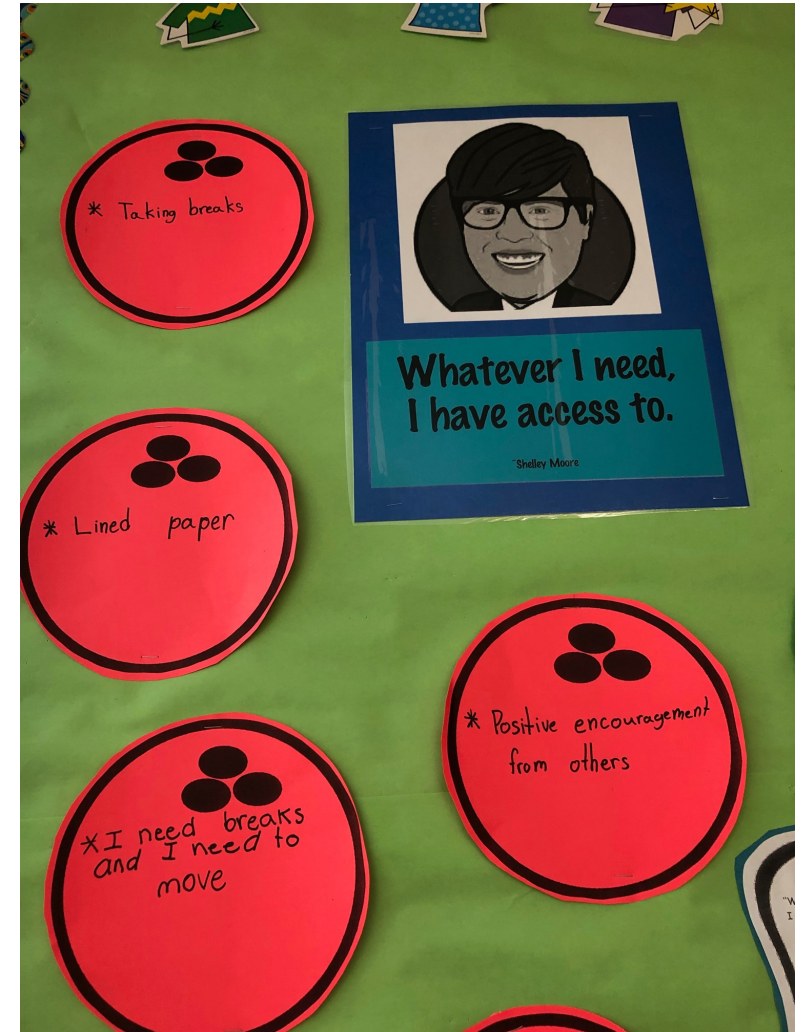
access points

sensory tools

Snacks/ water

gum

hats



SHELLEY MOORE



@tweetsomemoore



@fivemooreminutes



@fivemooreminutes



www.fivemooreminutes.com

www.blogsomemoore.com

