

# SHELLEY MOORE



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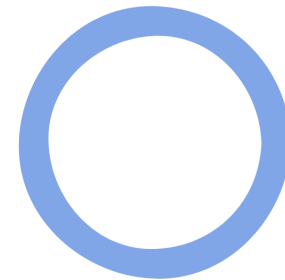
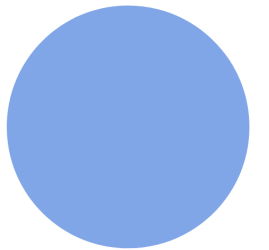
# NEXWLÉLEXM (BOWEN ISLAND)

- 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**.



Waterfall!

What stands out from  
last session?

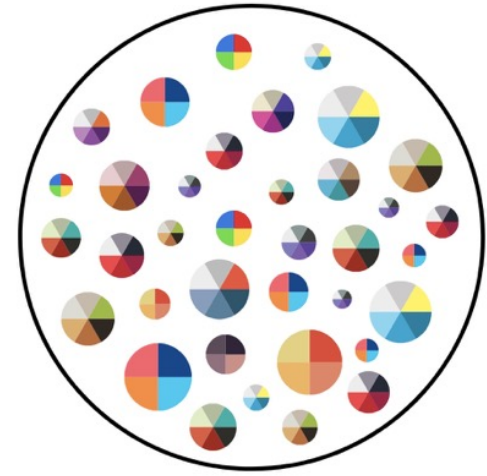
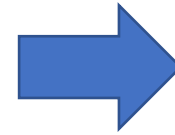
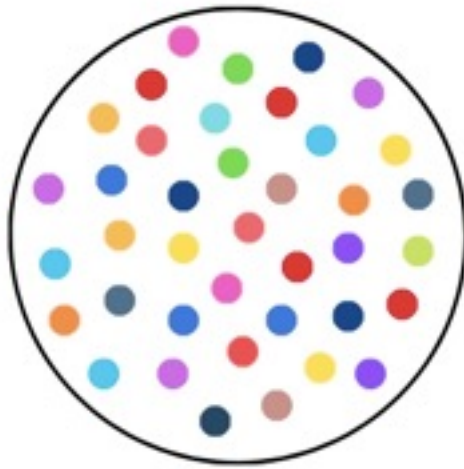
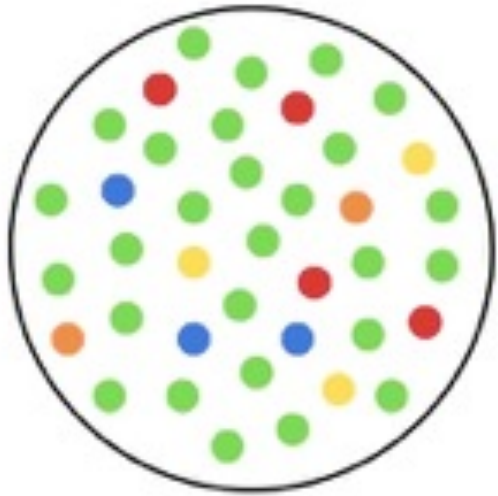


# Break Out Groups – Popcorn

- In break out groups, everyone is a kernel
- You will have 3 minutes to pop – Everyone (except for one person) needs to pop!
- You pop by sharing a thought or a response, or asking a question to the group
- How can you support each other to make sure everyone (except for one person) pops in the time allowed?



# What is inclusion?

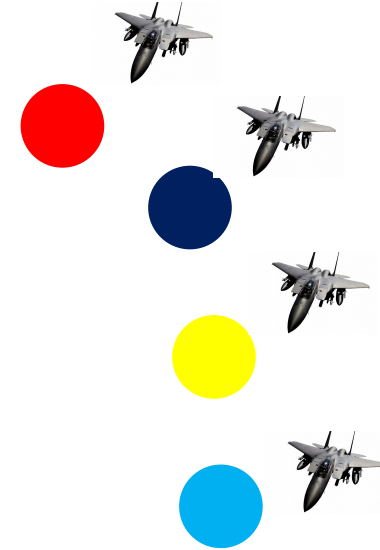
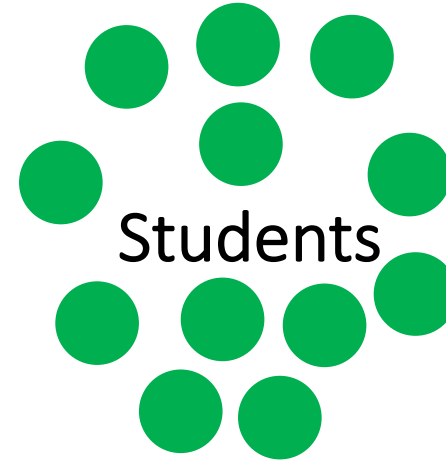
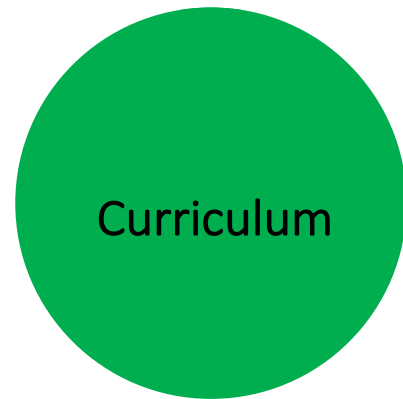


How do we include  
people who are  
different

How do we teach  
to diversity?

How do we  
teach to identity?

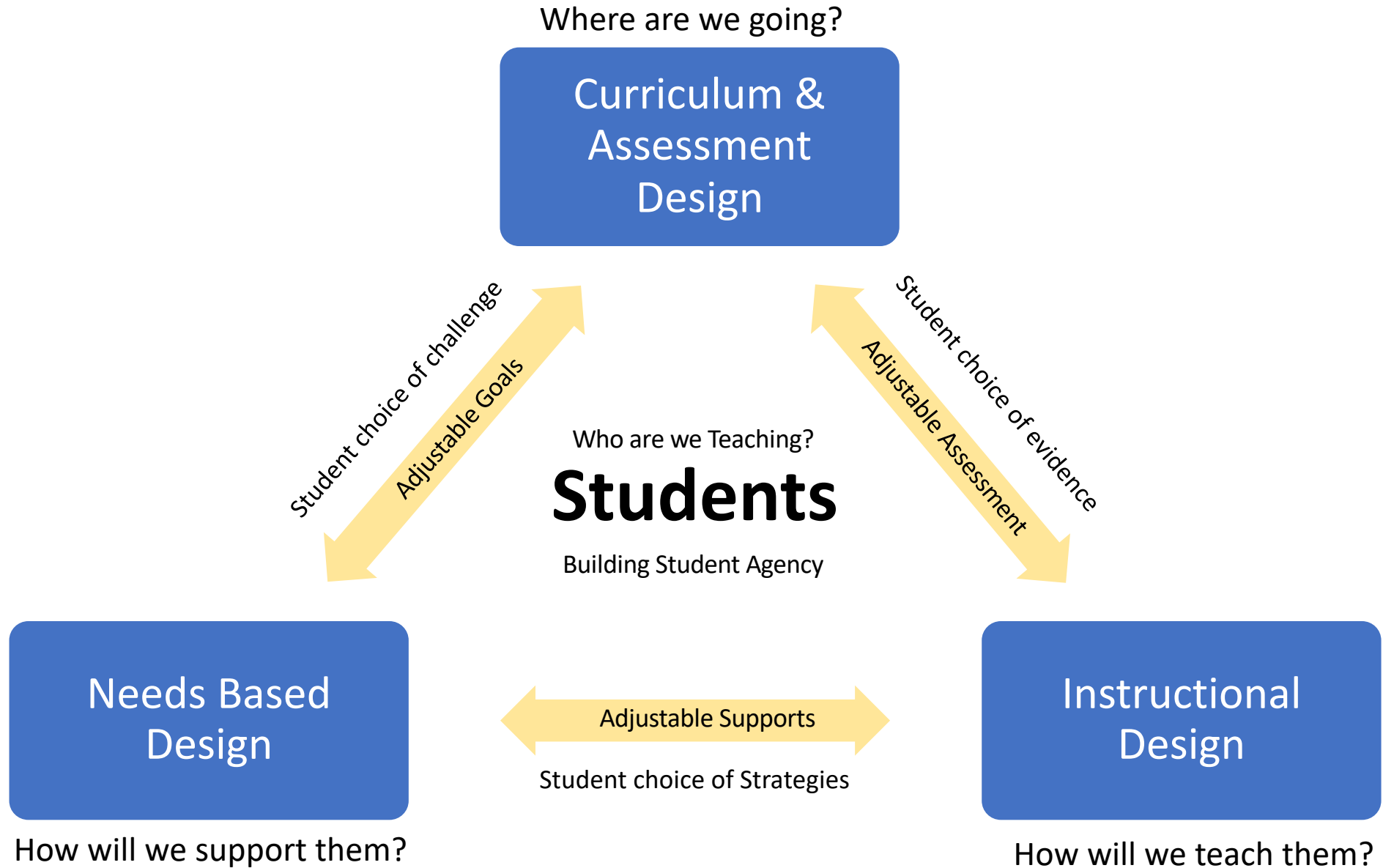
# WHAT'S THE DIFFERENCE?



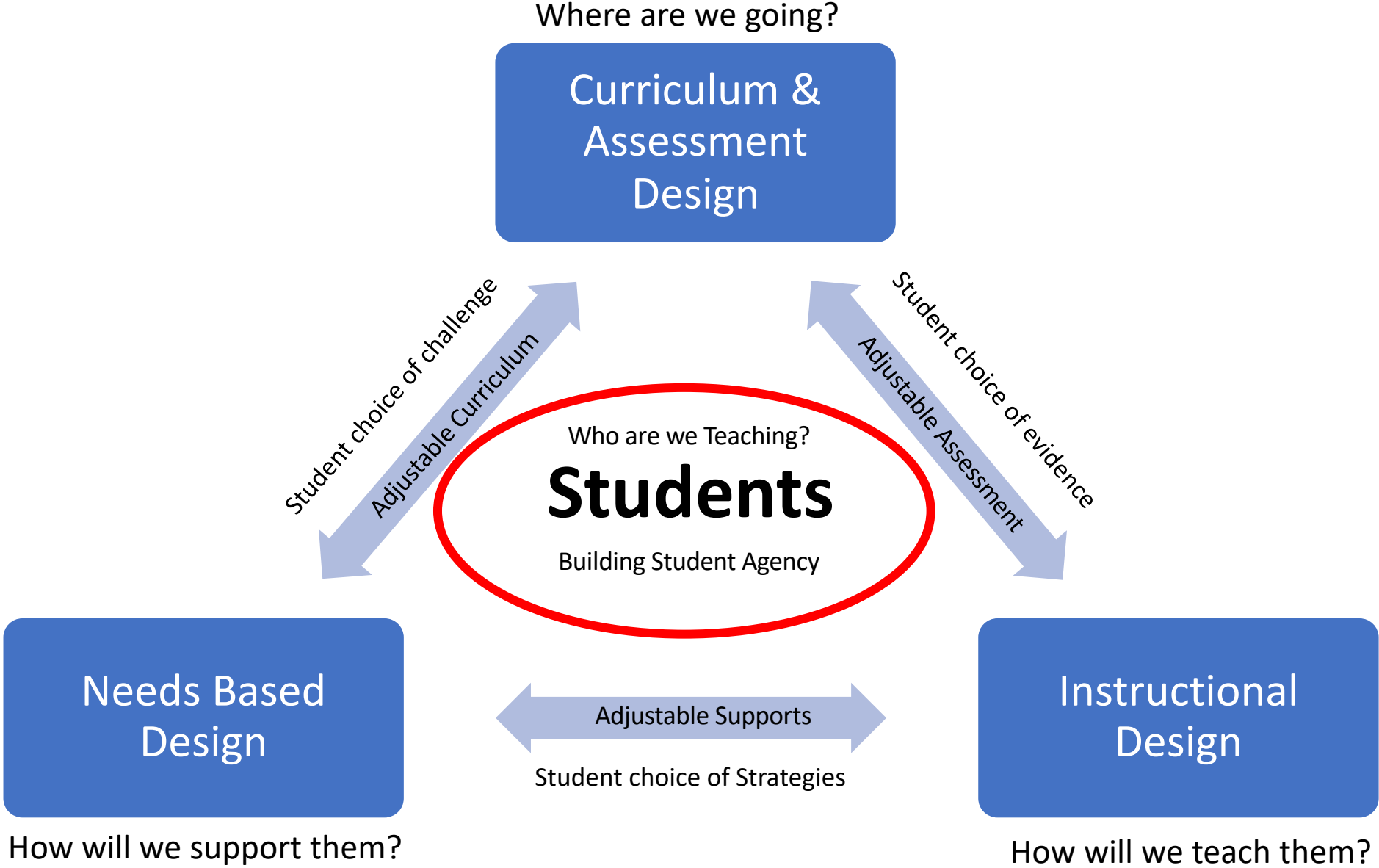
# DESIGN: THE MOST UNDERUTILIZED SUPPORT



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



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



<b>Class Review for :</b>	<b>Teacher:</b>	<b>Date:</b>
I can plan for my students by getting to know the:		
<b>Interests &amp; identities of the class</b>	<b>Classroom Strengths</b>	<b>Classroom Stretches</b>
Based on the interests, strengths and stretches of this class, one goal(s) for these I have for this class is:		
<b>The BIG goal I have for this class:</b>		
I can meet this goal(s) by making a plan:	I can meet this goal(s) by reducing barriers in the classroom:	
<b>Decision:</b> What is working? What are some new structures I would like to try?	<b>Decision:</b> Barriers to Learning (UDL)	<b>Decision:</b> Barriers to Equity (Culturally Responsive Teaching, Trauma sensitive instruction, SOGI etc.)
We can meet this goal(s) by targeting core/SEL competencies chosen as a community:		
<b>Decision:</b>		

What are **barriers**??

PHYSICAL

To  
LEARNING

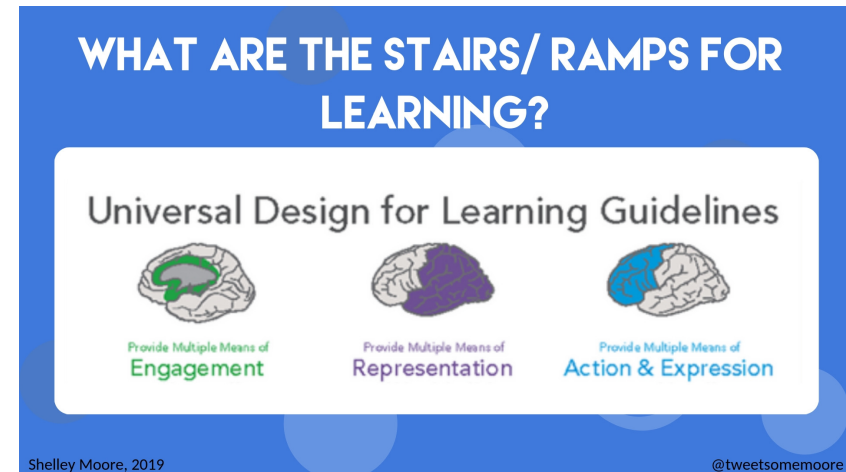


To  
EQUITY

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
  - How student share their learning
- Targets chosen based on the needs of a learning community



[www.CAST.org](http://www.CAST.org)

UDL Language: Engagement		Accessible Language		Teacher Team UDL Reflection & Self-Assessment		
<b>UDL Guideline</b>	<b>Providing Multiple Means of Engagement</b>	<b>Goal Area</b>	<b>Student Engagement</b>			
<b>7</b>	<b>Provide options for recruiting interest</b>	<b>Goal</b>	<b>I can support students to be interested in what we are learning about by:</b>	<b>We can do this!</b>	<b>We want to keep working on this!</b>	<b>This is our next step!</b>
7.1	<ul style="list-style-type: none"> <li>Optimizing individual choice and autonomy</li> </ul>	<b>Objective</b>	<ul style="list-style-type: none"> <li>giving students choice and control over what they are learning about (e.g. content, examples used)</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7.2	<ul style="list-style-type: none"> <li>Optimizing relevance, value &amp; authenticity</li> </ul>	<b>Objective</b>	<ul style="list-style-type: none"> <li>making learning relevant to the student's lives and connecting it to real world problems that are important to the students</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7.3	<ul style="list-style-type: none"> <li>Minimize threats &amp; distractions</li> </ul>	<b>Objective</b>	<ul style="list-style-type: none"> <li>reducing distractions in the classroom and building a safe place for students to take risks</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>8</b>	<b>Providing options for sustaining Effort &amp; Persistence</b>	<b>Goal</b>	<b>I can support students to be motivated by:</b>	<b>We can do this!</b>	<b>We want to keep working on this!</b>	<b>This is our next step!</b>
8.1	<ul style="list-style-type: none"> <li>Heighten Salience of goals and objectives</li> </ul>	<b>Objective</b>	<ul style="list-style-type: none"> <li>clearly communicating learning goals/ intentions and why tasks and activities matter</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8.2	<ul style="list-style-type: none"> <li>Vary demands and resources to optimize challenge</li> </ul>	<b>Objective</b>	<ul style="list-style-type: none"> <li>scaffolding learning by starting with accessibility and adding on challenge in goals and tasks</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8.3	<ul style="list-style-type: none"> <li>Foster collaboration and community</li> </ul>	<b>Objective</b>	<ul style="list-style-type: none"> <li>building a community where learners work together by teaching collaboration and group work skills</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8.4	<ul style="list-style-type: none"> <li>Increase mastery-oriented feedback</li> </ul>	<b>Objective</b>	<ul style="list-style-type: none"> <li>providing ongoing formative feedback that is relevant, clear, accessible and timely</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>9</b>	<b>Provide options for Self-Regulation</b>	<b>Goal</b>	<b>I can support learners to effective at coping and engaging successfully with the learning environment by:</b>	<b>We can do this!</b>	<b>We want to keep working on this!</b>	<b>This is our next step!</b>
9.1	<ul style="list-style-type: none"> <li>Promote expectations and beliefs that optimize motivation</li> </ul>	<b>Objective</b>	<ul style="list-style-type: none"> <li>helping students set learning goals that build confidence and help them take ownership of their learning</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9.2	<ul style="list-style-type: none"> <li>Facilitate personal coping skills and strategies</li> </ul>	<b>Objective</b>	<ul style="list-style-type: none"> <li>teaching how to manage emotional responses &amp; about healthy emotional responses and interactions</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9.3	<ul style="list-style-type: none"> <li>Develop self-assessment and reflection</li> </ul>	<b>Objective</b>	<ul style="list-style-type: none"> <li>by helping students to increase their awareness of how they are progressing towards their goal &amp; how to learn from their mistakes</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Our UDL Team Target Goal is:</b>						

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	<ul style="list-style-type: none"> <li>Offer ways of customizing the display of information</li> </ul>	Objective	<ul style="list-style-type: none"> <li>Sharing information in formats that are flexible</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.2	<ul style="list-style-type: none"> <li>Offer alternatives for auditory information</li> </ul>	Objective	<ul style="list-style-type: none"> <li>Utilizing modalities that compliment auditory information (visuals, tactile, movements etc.)</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.3	<ul style="list-style-type: none"> <li>Offer alternatives for visual information</li> </ul>	Objective	<ul style="list-style-type: none"> <li>Utilizing modalities that compliment visual information (descriptions, objects, auditory clues, reader)</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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	<ul style="list-style-type: none"> <li>Clarify vocabulary and symbols</li> </ul>	Objective	<ul style="list-style-type: none"> <li>Pre-teaching important vocabulary, symbols, numbers labels in many ways (written, oral, visual examples)</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.2	<ul style="list-style-type: none"> <li>Clarify syntax and structure</li> </ul>	Objective	<ul style="list-style-type: none"> <li>Highlighting and teaching patterns and properties in systems (e.g. grammar, notation, taxonomies, equations etc.)</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.3	<ul style="list-style-type: none"> <li>Support decoding of text, mathematical notation and symbols</li> </ul>	Objective	<ul style="list-style-type: none"> <li>Teaching and using supports and strategies for students to understand written text, mathematical notation and symbol use (unless the goal is de-coding ability)</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.4	<ul style="list-style-type: none"> <li>Promote understanding across languages</li> </ul>	Objective	<ul style="list-style-type: none"> <li>Teaching and using translators, descriptions, movement &amp; visuals to support understanding in unfamiliar and multiple languages</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.5	<ul style="list-style-type: none"> <li>Illustrate through multi media</li> </ul>	Objective	<ul style="list-style-type: none"> <li>Using multi-media to support understanding (videos, graphics, activities)</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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	<ul style="list-style-type: none"> <li>Vary the methods for response and navigation</li> </ul>	Objective	<ul style="list-style-type: none"> <li>providing tools/ assistive technologies to support motor skills to interact with instructional materials (i.e. alternatives to pencil/paper)</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.2	<ul style="list-style-type: none"> <li>Optimize access to tools and assistive technologies</li> </ul>	Objective	<ul style="list-style-type: none"> <li>providing support and teaching how to use tools effectively (i.e. teaching how to use tools/assistive technologies as supports)</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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	<ul style="list-style-type: none"> <li>Use multi-media for communication</li> </ul>	Objective	<ul style="list-style-type: none"> <li>teaching new formats to develop a wider range of expression using multimedia and materials (oral/visual/written) (concrete/pictorial/abstract)</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5.2	<ul style="list-style-type: none"> <li>Use media tools for construction and composition</li> </ul>	Objective	<ul style="list-style-type: none"> <li>offering supports and strategies for students to create written output (word prediction, text-to-speech, mapping tools, sentence starters etc.)</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5.3	<ul style="list-style-type: none"> <li>Build fluencies with graduated levels of support of support for practice and performance</li> </ul>	Objective	<ul style="list-style-type: none"> <li>supporting increasing fluency by offering scaffolded options of challenge and supports to increase independence</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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	<ul style="list-style-type: none"> <li>Guide appropriate goals setting</li> </ul>	Objective	<ul style="list-style-type: none"> <li>guiding students through reflection, self-assessment and goal setting with curricular and core competencies</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6.2	<ul style="list-style-type: none"> <li>Support planning and strategy development</li> </ul>	Objective	<ul style="list-style-type: none"> <li>modelling how to use supports and strategies and empowering students to make individual decisions about what they need to meet goals</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6.3	<ul style="list-style-type: none"> <li>Enhance managing information and resources</li> </ul>	Objective	<ul style="list-style-type: none"> <li>teaching students to organize their evidence of learning and determine their best examples of learning</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6.4	<ul style="list-style-type: none"> <li>Enhance capacity for monitoring progress</li> </ul>	Objective	<ul style="list-style-type: none"> <li>using assessment checklists, learning maps, one-point rubrics and student work samples to provide feedback to students and model self-assessment</li> </ul>			
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 materials, text and content I use reflects the identities in our community

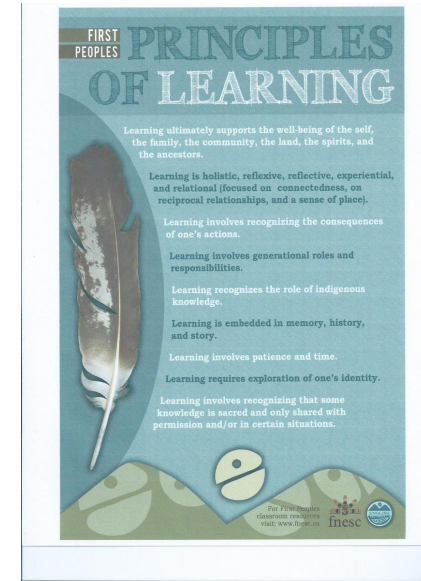
## Equitable Classroom Practice

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>

# Reducing Barriers: Reconciliation Targets

- Targeting systemic inequities specific to indigenous populations in Canada
- Making a commitment as a teacher and community to shift inequitable structures over time
- Focuses on learning history (truth)
- Also focuses on changing pedagogical approaches – HOW we do things differently to reduce barriers
- First Peoples Principles of Learning
- Example of teacher made reconciliation target goal:
  - I can commit to including an indigenous perspective in every unit



- <http://www.fnesc.ca/irsr/>
- <https://www.edcan.ca/articles/truth-reconciliation-classroom/>
- <https://www.reconciliationeducation.ca>

# 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>					

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*

8. Learns, uses, and displays some words in students' heritage language




*Posts some content words or phrases in students' heritage languages; Uses some words or phrases from students' heritage language in the classroom*

## 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>							

### Culturally Responsive School Checklist and Goal Setting

Look-Fors 	Yes 	Sometimes	No 	To improve on how this guideline is incorporated in my classroom or school, I will...
<b>Guideline #1: Culturally responsive teaching is assets-based.</b>				
Administrators, teachers, and staff show interest in ELs' home languages by learning a few words or phrases.				
Administrators, teachers, and staff are aware of students' interests outside of the classroom or school setting.				
School uses many means of communicating with families (e.g., translated notes, telephone calls, use of an interpreter).				

Class Review for : Grade 6	Teacher: Mr. C, Lesley (PA Math)	Date: Oct. 2019
We can plan for our students by getting to know the:		
<b>Interests &amp; Identities of the Class</b>	<b>Classroom Strengths</b>	<b>Classroom Stretches</b>
<ul style="list-style-type: none"> <li>- Indigenous, Athletes, Farmers, JW, Autism, new Immigrants (refugees)</li> <li>- Sports, animals, art, music, reading, Family, religion</li> </ul>	<ul style="list-style-type: none"> <li>- Active, funny, sports, competition, reading, working together, structured activities</li> </ul>	<ul style="list-style-type: none"> <li>- Have a hard time losing</li> <li>- Have a hard in unstructured activities</li> <li>- Organization, confidence, taking risks, knowing its ok to make mistakes</li> </ul>
Based on the interests, strengths and stretches of this class, one goal(s) for these I have for this class is:		
<b>The BIG goal I have for this class:</b> To be confident, that's its ok to make mistakes, that we can learn from mistakes To have confidence to try new things		
We can meet this goal(s) by making a plan to try something new:	We can meet this goal(s) by reducing barriers in the classroom:	
<b>Decision:</b> Something I want to try	<b>Decision:</b> Learning Barriers (UDL)	<b>Decision:</b> Equity barriers (Reconciliation)
<ul style="list-style-type: none"> <li>- Rewarding and celebrating mistakes/ learning opportunities</li> <li>- Breaking down concepts</li> <li>- Helping students to be aware of where students are not understandings</li> </ul>	giving students choice and control over what they are learning about (e.g. content, examples used) Giving students opportunities to connect how they learned and how they can transfer those learning skills/ strategies/ supports to new settings using assessment checklists, learning maps, one-point rubrics and student work samples to provide feedback to students and model self-assessment	Uses students' real life experiences to connect school learning to students' lives  Learning involves patience and time
We can meet this goal(s) by targeting core competencies chosen as a community:		
<b>Decision:</b> Targeted competencies (21st century learning skills) to target for this class Communication & Critical Thinking		

# Shifting the Paradigm: Person-Place Model of Need

Identify the **barriers** in the **environment**

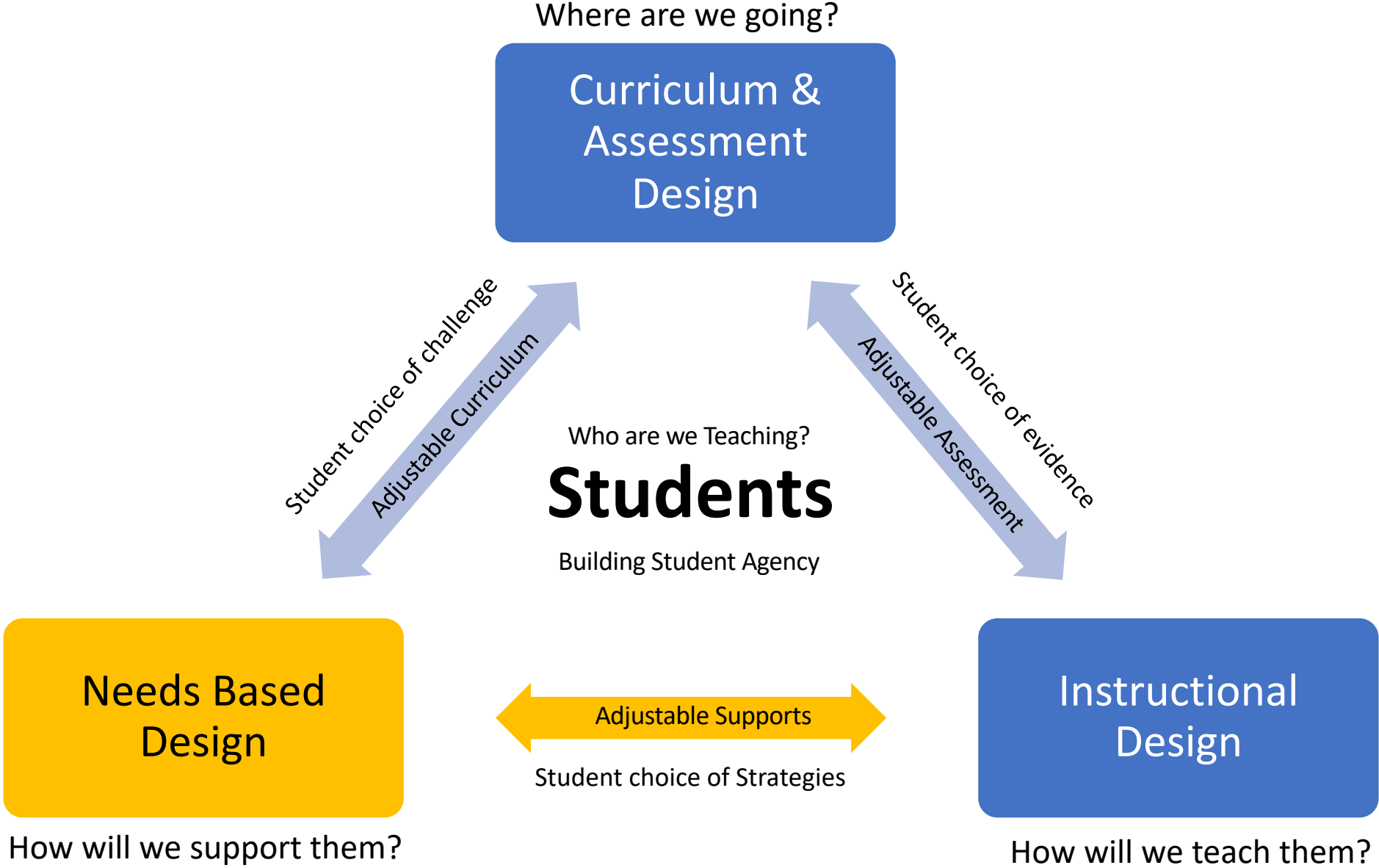
Commit to **reducing barriers** in the environment

- Learning Barriers
- Equity Barriers

Identify the **needs** of **students** AND  
**anticipate supports and strategies** needed



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



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





What is happening in the environment?  
What does everyone need?

# THEN! We look at what individuals need



## TOP 4 PEST-REPELLING PLANTS

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

# We can we determine and prioritize needs in a class?

## Classroom Support Plan: Need Based Reflection

Target Classroom: \_\_\_\_\_ Classroom Teacher(s): \_\_\_\_\_ Date: \_\_\_\_\_

1. Look at the following areas of need as a school team (classroom teacher, support teacher, outside/community consultants, educational assistants, etc.)
2. Record needs from student IEP (Individual Education Plan) and/or LSP (Learner Support Plan)
3. You can refer to individual assessments & recommendations as well as specific areas of expertise to determine need(s) (e.g., SLP, OT, D/HH Teacher etc.)
4. Decide which additional needs are affecting learning in the classroom (needs can reflect one or more students but are not disabilities. For example, "Autism" is not a need)
5. Prioritize needs for development of classroom support plan

Areas of Need	This is an individual, IEP/LSP need	Our classroom community needs support for this immediately	Our classroom community needs support for this soon	Our classroom community <b>does not need support</b> for this right now
Aggression	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Anger or Frustration	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Anxiety	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Articulation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Attendance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Assistive Technology	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Vision	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Bullying	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Central Auditory Processing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Communication	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Hearing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Depression/Sadness	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Motivation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Eating/ Food	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Emotional Regulation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
English Language Skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Executive Functioning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Classroom Support Plan: Need Based Reflection**

**Target Classroom:** \_\_\_\_\_ **Classroom Teacher(s):** \_\_\_\_\_ **Date:** \_\_\_\_\_

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4. Decide which additional needs are affecting learning in the classroom (needs can reflect one or more students but are not disabilities. For example, "Autism" is not a need)
5. Prioritize needs for development of classroom support plan

Areas of Need	This is an individual, IEP/LSP need	Our classroom community needs support for this <b>immediately</b>	Our classroom community needs support for this <b>soon</b>	Our classroom community <b>does not need support</b> for this right now
Aggression	LL, LG, LD (passive aggressive)	x		
Frustration	RW, JH, AF, LD			
Anxiety	RW, LG, AF, HR			
Anxiety (rumination, obsessions, getting stuck)	JH			
Articulation	JH, HP			
Attendance				
Assistive Technology	RW, JH, HP, LG			
Vision	LL			
Bullying	LL, LG, AF, LD	x		
Central Auditory Processing	HP, LG, AF, LD			
Communication	JH		x	
Hearing				
Depression/Sadness	RW, LG, AF			
Motivation	JH, everyone			
Food Avoidance	JH			
Emotional Regulation	RW, everyone			
English Skills	JH			
Executive Functioning	RW, JH, everyone			
Fine Motor Skills	RW, HP			
Gambling				
Grief Management	LG, AF			
Gross Motor Skills				
Hearing				
Intellectual Ability	RW, JH			
Listening Comprehension	RW, JH, LL, LG, AF, LD			
Low Vision				
Memory	RW, JH, HP, LG, AF, LD, HR			
Mental Health	JH, LG			

Metacognition	RW, JH, HP, LL, LG, AF, LD, HR			
Mobility				
Non-Verbal Reasoning	RW, JH, HP, LL, LG, AF, LD,HR			
Organization	JH, everyone	x		
Personal Care	JH	x		
Personal Safety	JH			
Phonological Processing	RW, JH, HP, LL, LG, AF, LD, HR			
Processing Speed	RW, JH, HP, LG, AF, LD			
Self Esteem	RW, JH, LL, LG, AF, LD			
Self- Advocacy	RW, JH, AF, LD			
Self-Harm/ Suicide Management				
Self-Regulation	JH, LL, LG, AF, LD			
Sensory Integration				
Sequencing	RW, JH, HP, LL, LG, AF, LD, HR			
Social Skills (misinterpreting)	RW, JH, LL, LG, AF, LD	x		
Substance Abuse				
Task Initiation	RW, JH, HP, LL, LG, AF, LD			
Time Management	RW, JH, LL, HP, LG, AF, LD			
Transition	RW, JH, everyone	x		
Verbal Ability	JH			
Visual-Motor Skills				
Visual Spatial Processing				
Other: Resiliency	RW, JH, LG, LD			
Other: Health	JH			
Other: Focus/attention	JH, RW, LL, HP, LG, AF, LD	x		
Other: Trauma	LG			



# SHIFTING OUR SUPPORT MODELS

# The cupcake Model



Special Education

Medical Model

## The cupcake model



Shelley Moore, 2019

## The layered cake model



@tweetsomemoore

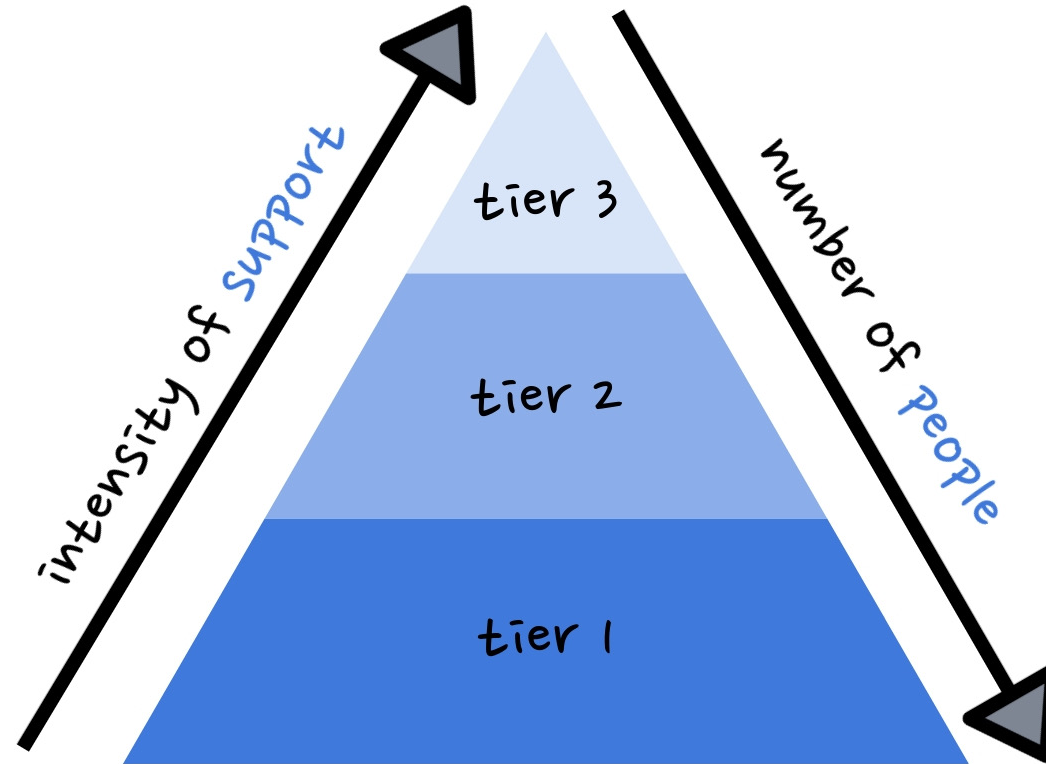
# The layered cake model



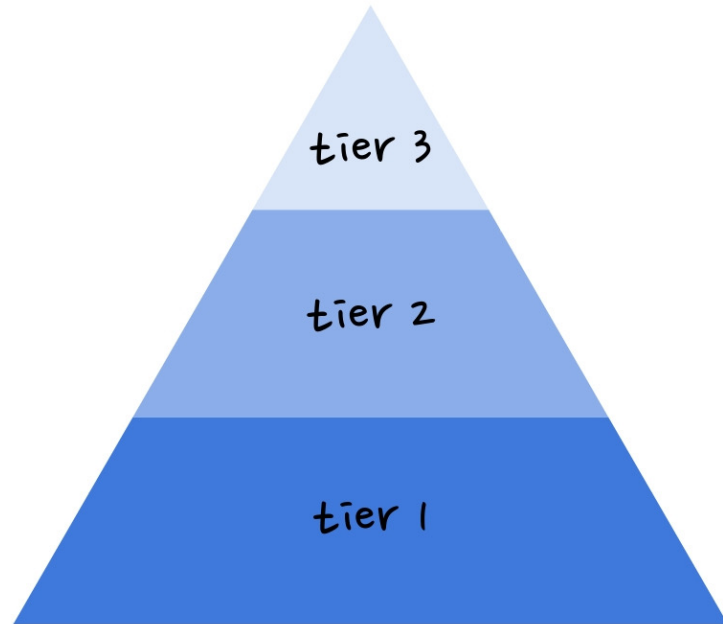
Shelley Moore, 2019

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# RTI: RESPONSE TO INTERVENTION

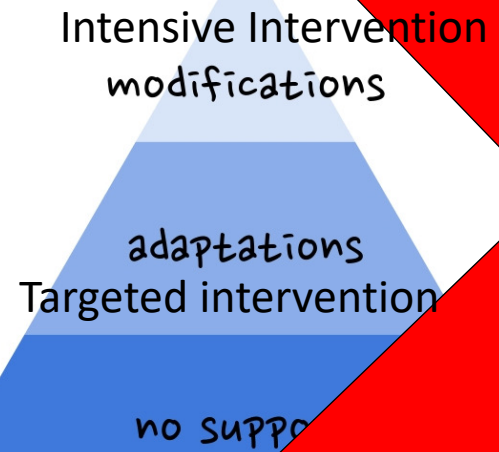


# RTI: RESPONSE TO INTERVENTION



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

# RTI: RESPONSE TO INTERVENTION ??



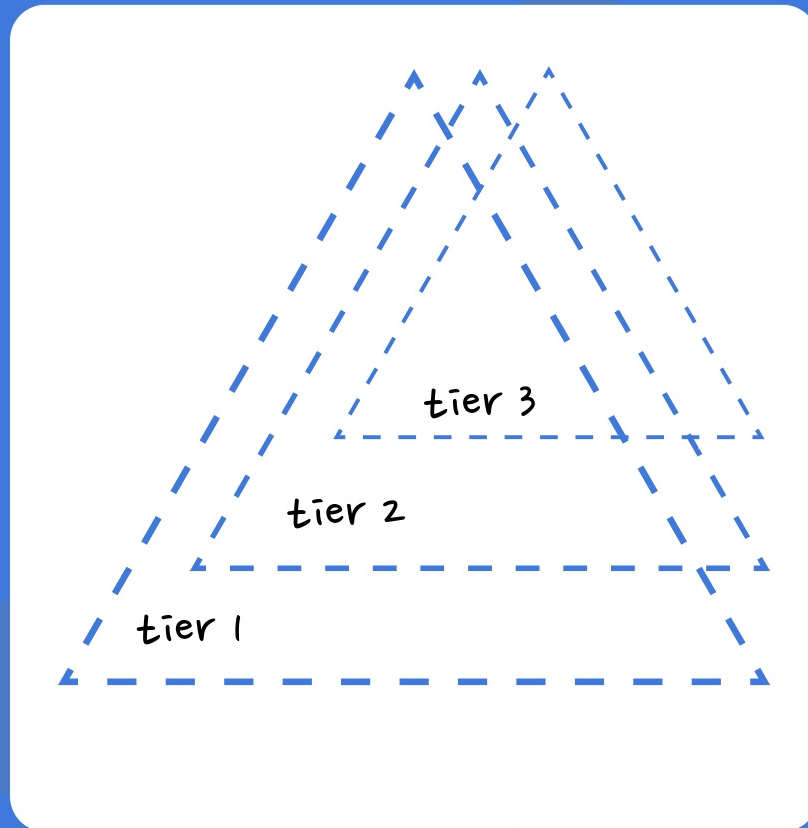
Intensive Intervention  
modifications

adaptations  
Targeted intervention

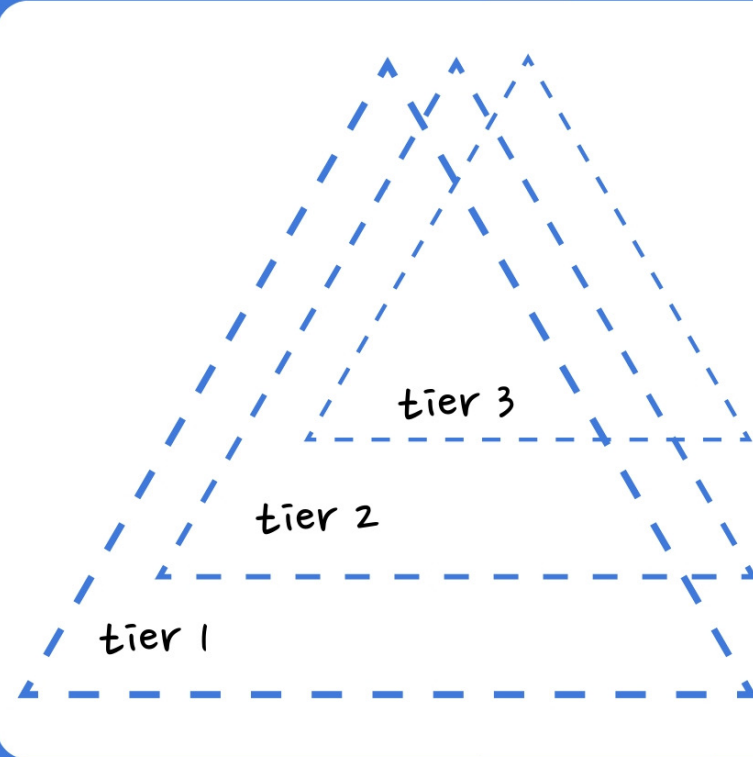
no support



# RTI: RESPONSE TO INSTRUCTION



# RTI: RESPONSE TO INSTRUCTION

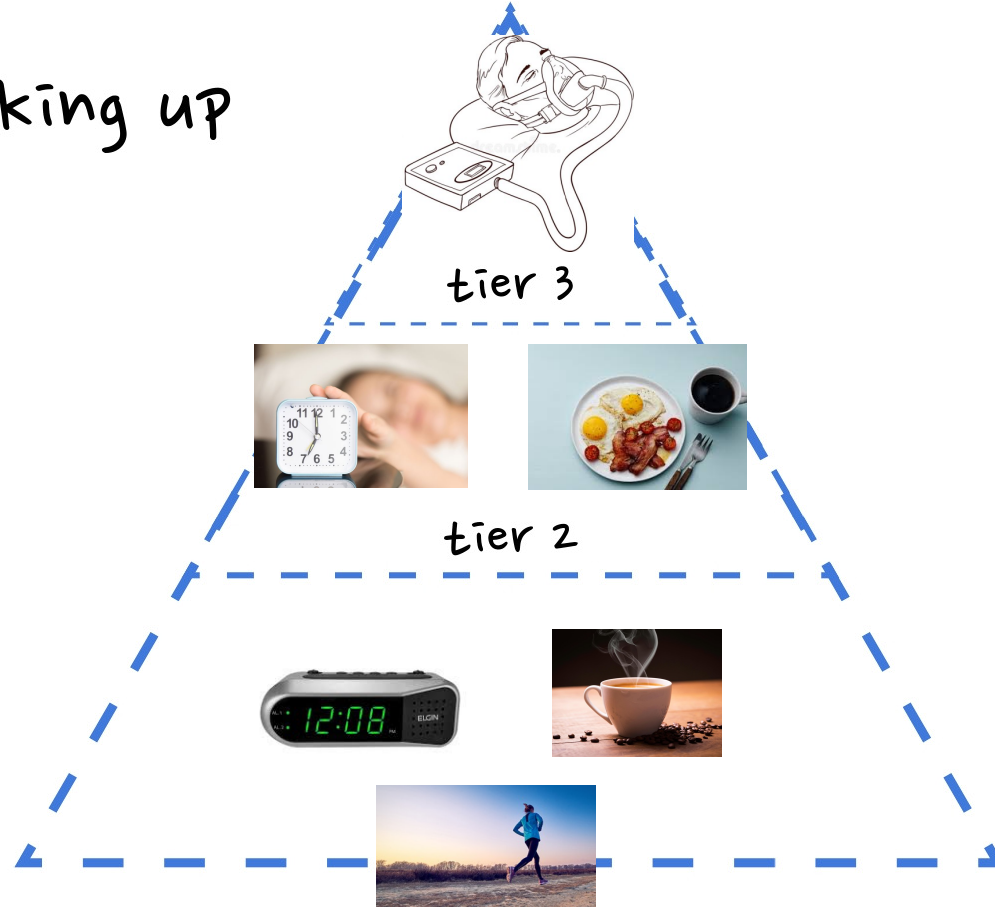


- early instruction of support
- assessment of the environment
- universal supports



# RESPONSE TO INSTRUCTION

Lens: waking up



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# THE **SUPPORT** EQUATION

**RTI** + **UDL** = **SRL**

Response to  
Instruction

universal  
Design for  
Learning

Self Regulation  
for  
Learning



# SHELLEY MOORE



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