

# SHELLEY MOORE



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What does inclusion mean?

What does inclusion look like?

WE.....are coming OUT!

... *all in a day's work*

Packed with top tips on how to deal with the most difficult types.

- Handle aggression
- Manage conflict
- Motivate poor performers

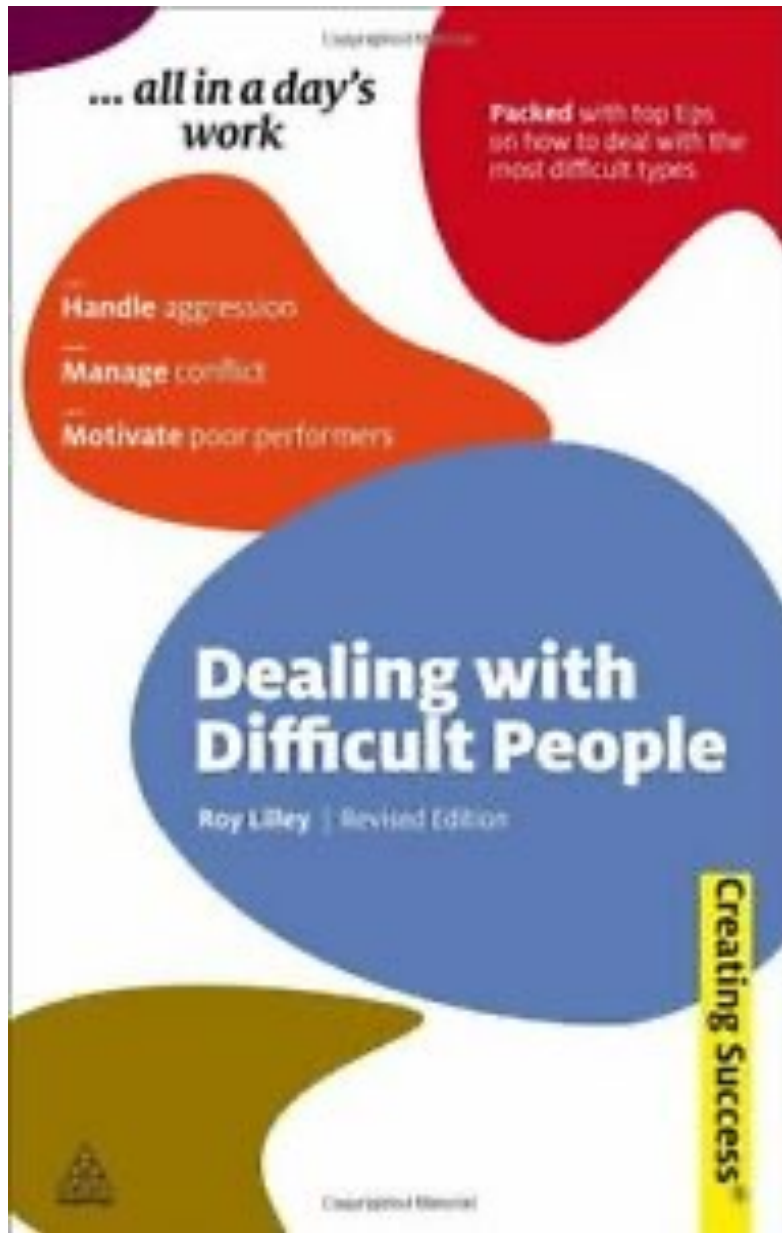
# Dealing with Difficult People

Roy Lilley | Revised Edition

Creating Success®



Copyright Material



“If you bought this book....you are the difficult person.”

“How many of you are refined at a practice that you don’t believe in?”

Barrie Bennett

**What I  
Believe In**



**My  
Practices**



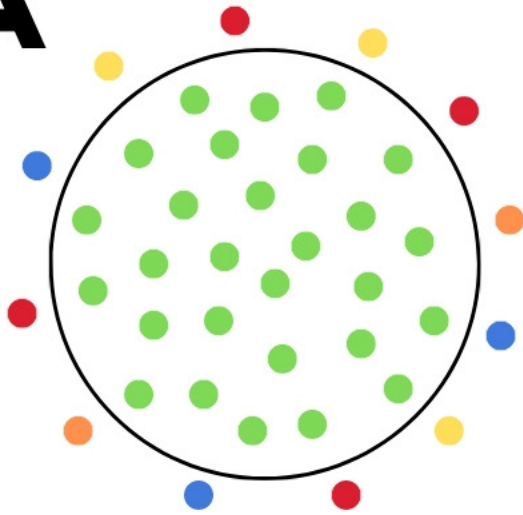
# The Inclusion Bus



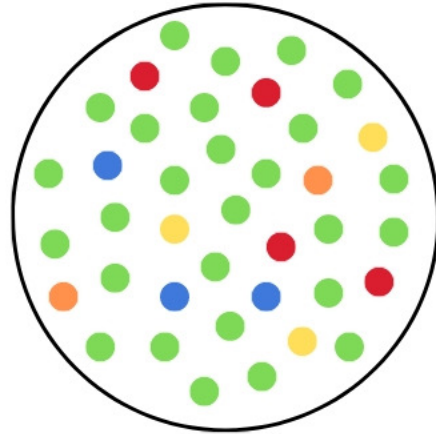


# WHAT DOES INCLUSION MEAN?

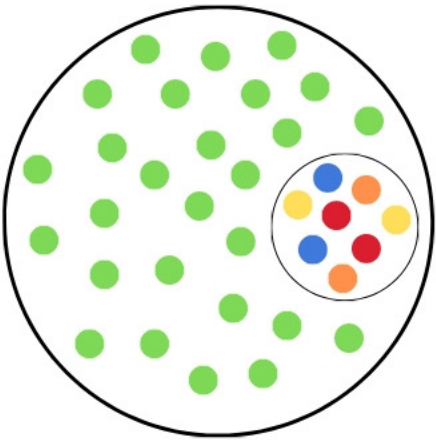
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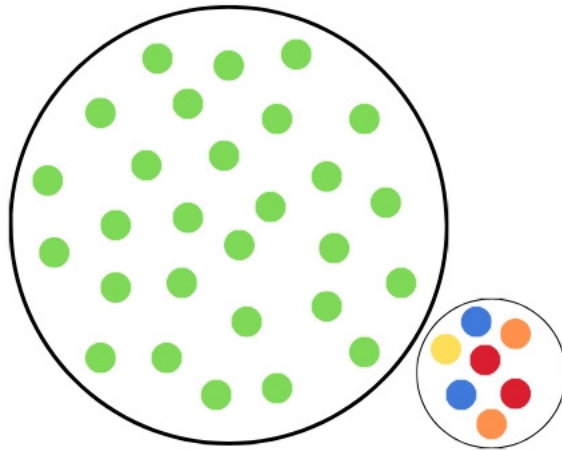
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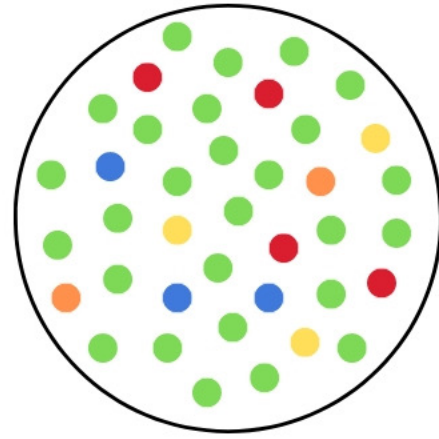


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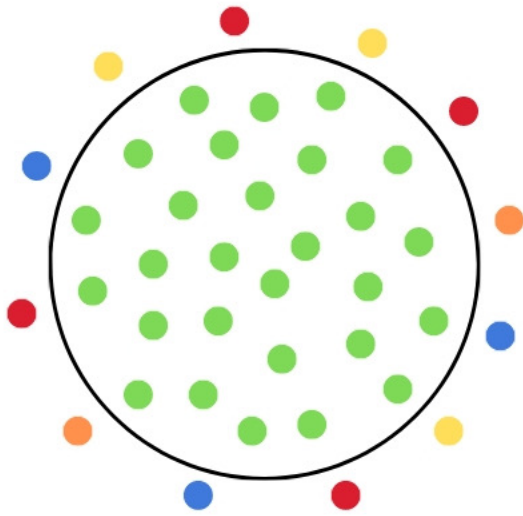


**EXCLUSION**  
**INTEGRATION**  
**INCLUSION**  
**SEGREGATION**

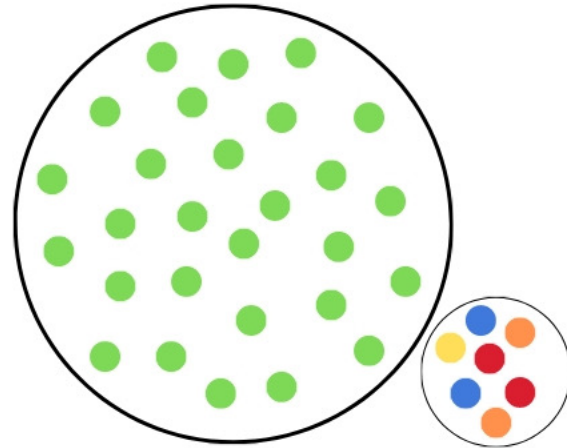
**WHAT IS**  
**INCLUSION?**



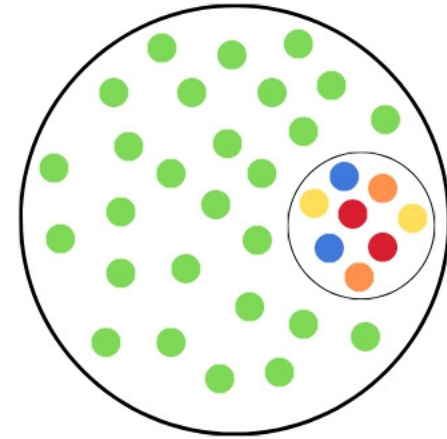
inclusion



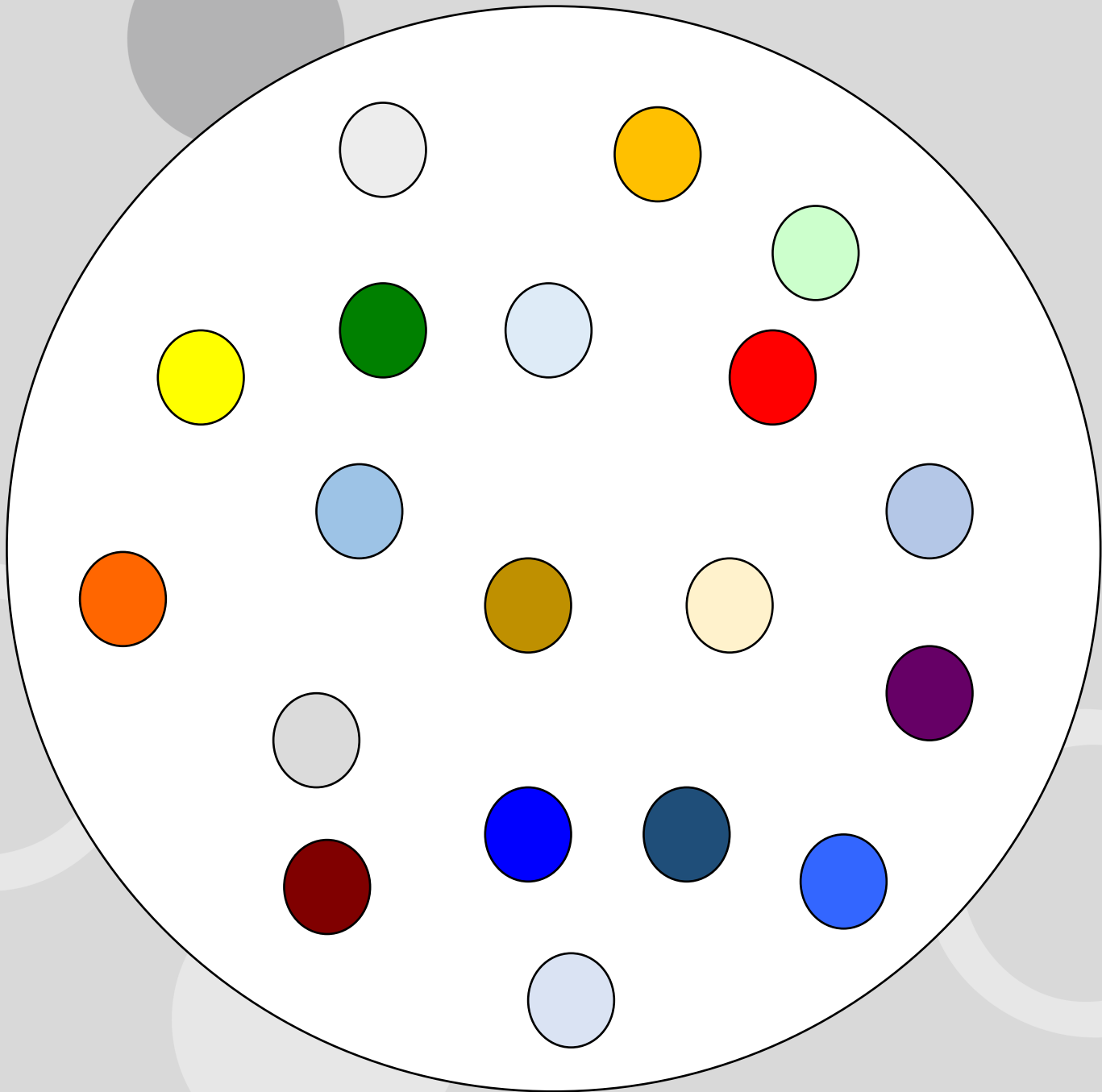
exclusion

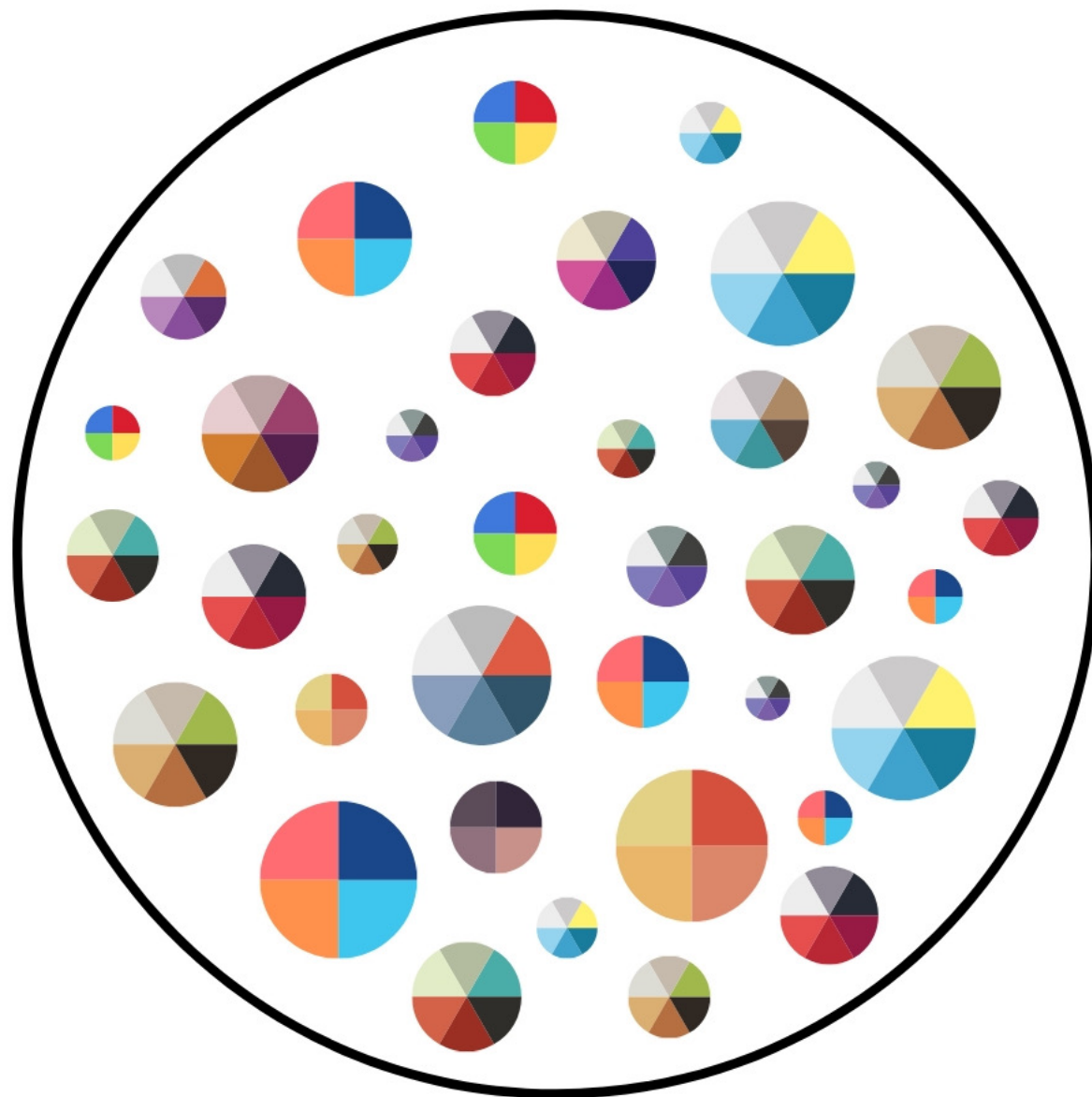


segregation



integration





# WHO IS INCLUSION?

What are your  
colours?

Do we value ALL  
colours equally?

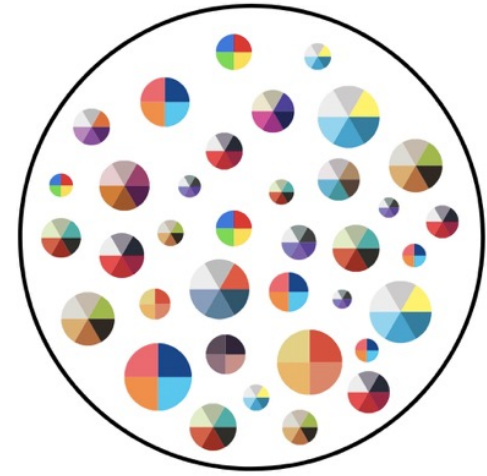
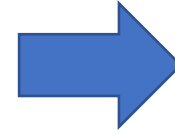
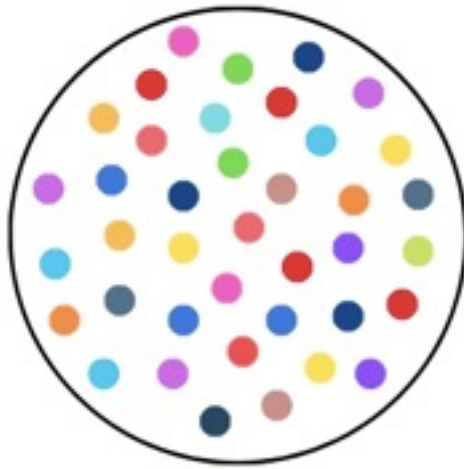
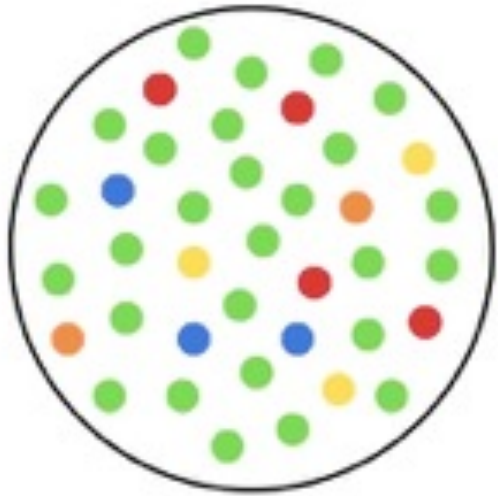


# How do we build communities of identity?



# How do we build communities of diversity?

# What is inclusion?



How do we include  
people who are  
different

How do we teach  
to diversity?

How do we  
teach to identity?



# Now What?!



## Understand **WHAT** Inclusion is....




## How to we do it?

- How do we do inclusion?  
How do we make it manageable?



**INFRASTRUCTURE!**



What Infrastructure can  
be put in place that will  
make CHOOSING  
inclusion easier?

# What Does Research Say?

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

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

are **PLACED** in  
and attending  
grade level  
curricular classes

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

have  
**PURPOSEFUL**  
roles and  
responsibilities

are **PLANNED** for

# What does the Research Say?

## 1. Guiding conditions of inclusion describe that all students...

are presumed competent

are enrolled in and attending curricular classes

are in proximity to and participating in learning with peers

have purposeful roles and responsibilities

are planned for

## 2. Teacher professional development that...

supports collaboration and the changing roles of educators & support staff

is situated, ongoing and inquiry based

## 3. Systems frameworks that ...

support Universal Design for Learning

move away from a medical & deficit-based model of special education (IEPS)

School & District Infrastructure

Teacher & Staffing Infrastructure

Student Infrastructure

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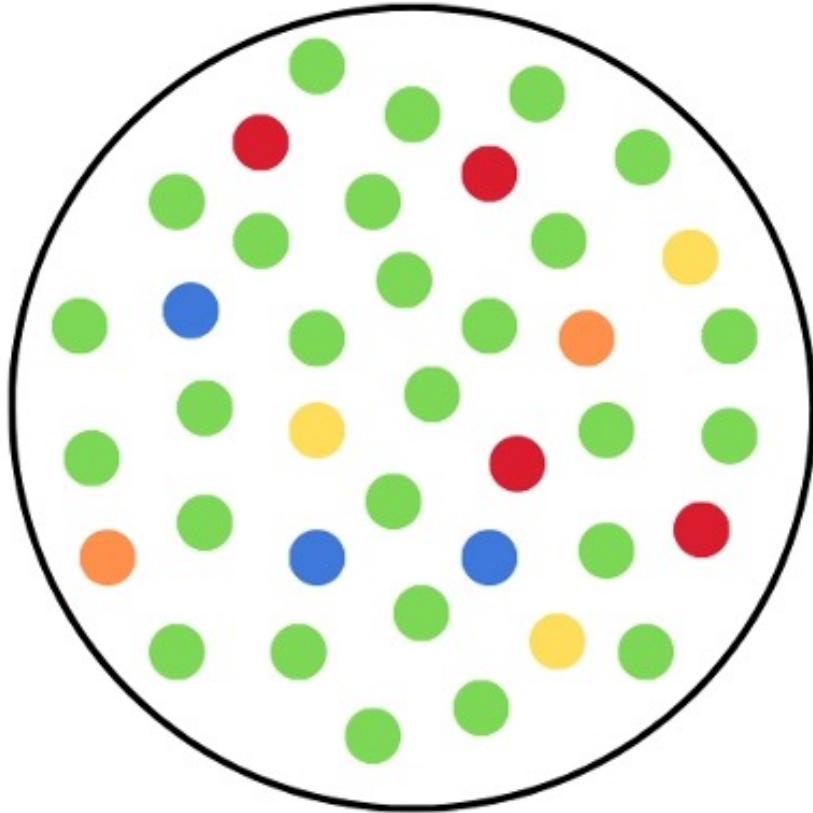


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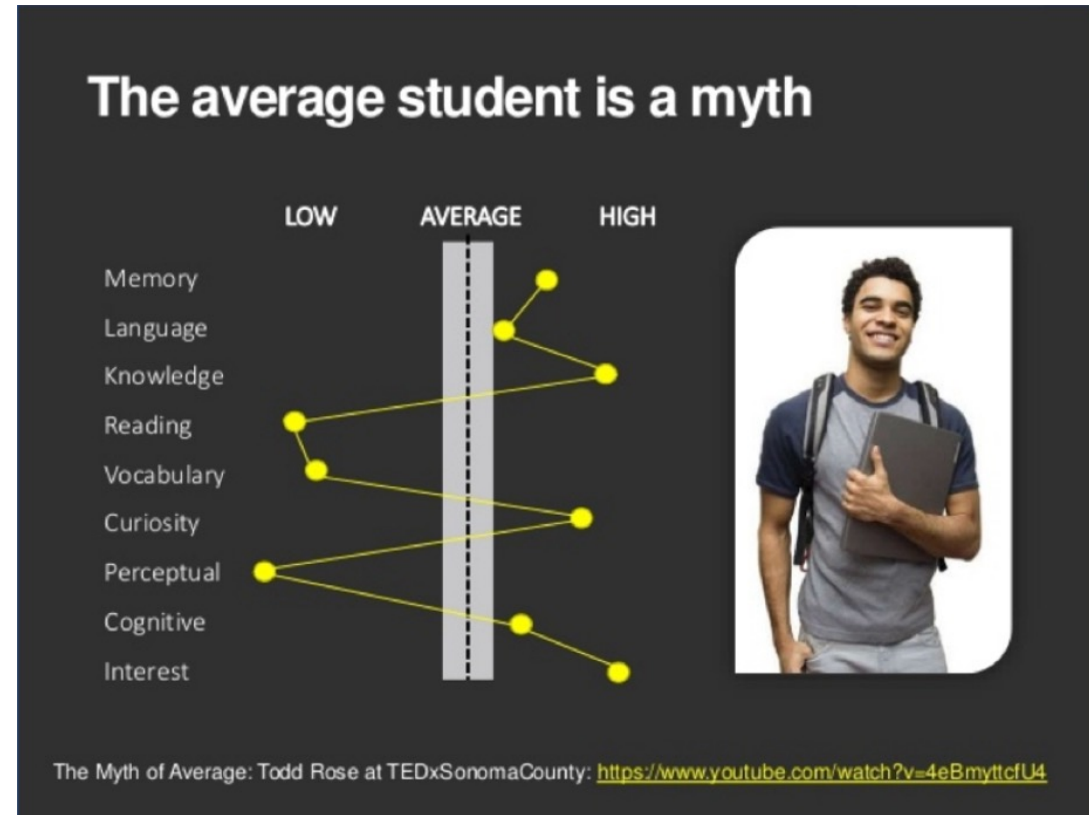
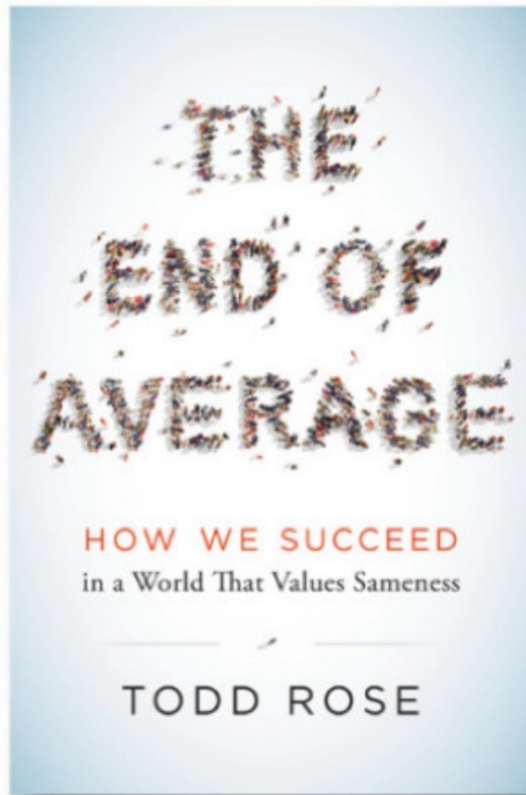
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# The intersections of ableism

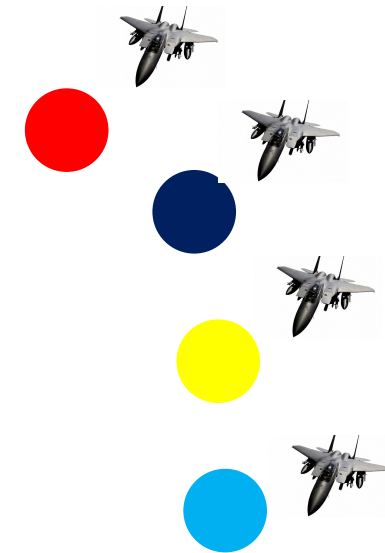
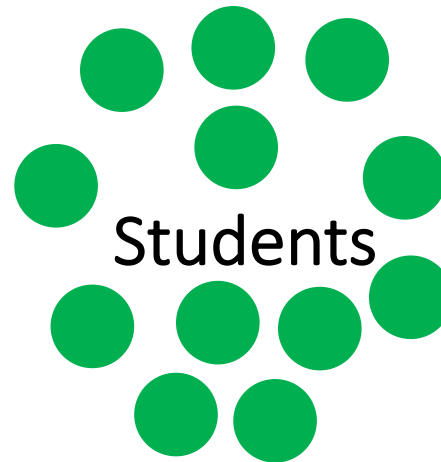
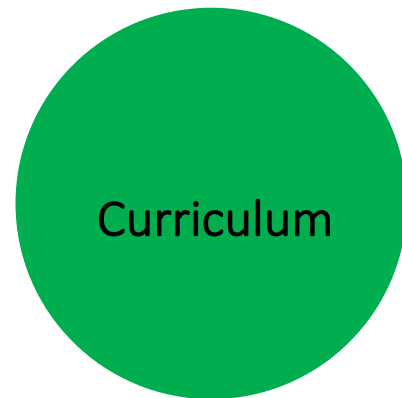


# What is “normal”?



# What is “average”?

# What & how we were taught...



# What if we anticipated variability



## instead of homogeneity?

# How do we design an adjustable plane?

- Who are the **pilots**? What are their **dimensions**?
- What kind of **planes** are they flying?
- How is the plane **responsive** to the pilot's dimensions?
- How do the **pilots make the adjustments** they need to fly the plane?



# How do we design an adjustable plan?

- Who are the **students**? What is the range of the **variability**?
- What is the **grade level curriculum** that students need to access?
- How is the grade level curriculum **responsive** to the range of student variability?
- How do we help **students to make the adjustments** they need to access the grade level curriculum?



One **useful** thing?

# HOW DO WE DESIGN AN ADJUSTABLE CURRICULUM?

- who are the **students**? what is the range of **diversity**?
- what kind of **curricula** are the students learning?
- How is the curriculum **responsive** to the students dimensions?
- How do the students make the **adjustments** they need to use the curriculum?

# Who are the PILOTS?

## Who are the students? What are their dimensions?

Class Review for : Ms. S Grade 6/7 class		Teacher: Ms S, Ms.L	Date: October 2020
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>
Pokemon, skateboarding, art/drawing, read a louds, each other  Korean, Japanese, Taiwanese, Indigenous, Autistic	Supportive of each other, patient, kind, don't give up, insightful, creative		speaking, written output, taking the lead, initiative
Based on the interests, strengths and stretches of this class:			
<b>The BIG question or inquiry I have for this class:</b> How can we respond to the diversity of our class? What frameworks and strategies can help us to design an adjustable airplane?			
We can try to answer this questions 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> Reducing Barriers to Learning (UDL)		<b>Decision:</b> Reducing Barriers to Equity (Reconciliation)
Designing a classroom support plan Designing a unit that plans for the range Using Kenny's interest to include him	We can choose multiple text levels for text, multiple interests areas  We can make learning intentions clear (and the range of complexity for kids to choose from)		We can include multiple perspectives with the texts we choose  We can reflect on our identities as we learn
We can meet this goal(s) by targeting core competencies chosen as a community:			
<b>Decision:</b> Targeted competencies to target for this class			
We can be personally aware and responsible			

# 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

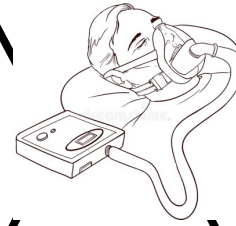


Shelley Moore, 2019

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# Multiple Layers of Support

What one needs

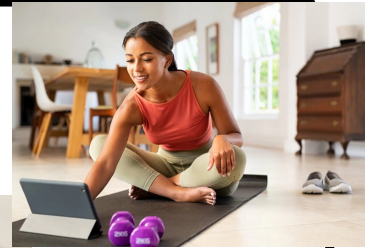


Essential & Individualized

Supports & Strategies are **useful for ONE** taught to **ALL**



What some need



Essential & Targeted

Supports & Strategies are **useful for SOME** taught to **ALL** choice for **ALL**



What most/  
everyone  
needs



Supports & Strategies are **useful for ALL** taught to **ALL**

# 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				

# How do we support pilots (students) to make the adjustment they need?

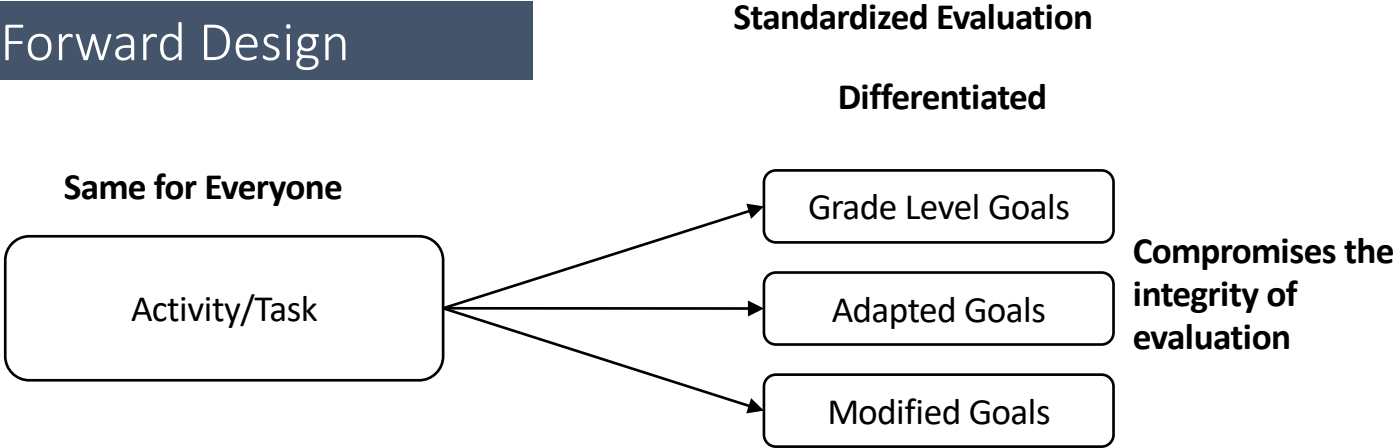
Classroom Support Plan				
Teacher(s): Ms. S		Support Staff: Ms. L		Lens: Personal Awareness & Responsibility/ Literacy
Students...		Range of Strategies & Supports		
who needs the most support Kenny		Universal Support (Good for ALL)	Targeted Support (CHOICE for ALL)	Essential Support (Good for ONE)
<b>Need regulation</b>	Kenny, Kendra , Max, Jackson	<ul style="list-style-type: none"> <li>- Structured and predictable lessons</li> <li>- start lessons with an accessible activity</li> </ul>	<ul style="list-style-type: none"> <li>- Choice to work alone</li> <li>- 2 min breaks</li> </ul>	K???
<b>Need literacy</b>	Cathy X., Eric,, Breanna, Alexandria	<ul style="list-style-type: none"> <li>- Literature circles using grad level text</li> <li>- Attend to vocabulary, group work</li> <li>- Different roles in groups (reader)</li> </ul>	<ul style="list-style-type: none"> <li>- Supplemental text at different reading levels</li> <li>- Choice of complexity of goal</li> <li>Oral, written, visual language options</li> </ul>	K???
<b>Need speaking</b>	Cathy Z, Eric, Joanna, Max, Annabel, Kelly	<ul style="list-style-type: none"> <li>- Pre-teach vocabulary</li> <li>- visuals</li> <li>- Diverse groupings</li> <li>- Text from multiple perspectives</li> </ul>	<ul style="list-style-type: none"> <li>- Written, visual language opportunities to pair with speaking</li> <li>- Choice of who to present to</li> </ul>	- Translator K???
<b>who needs the most challenge</b> Johnathan Ethan				

Range of Students Need

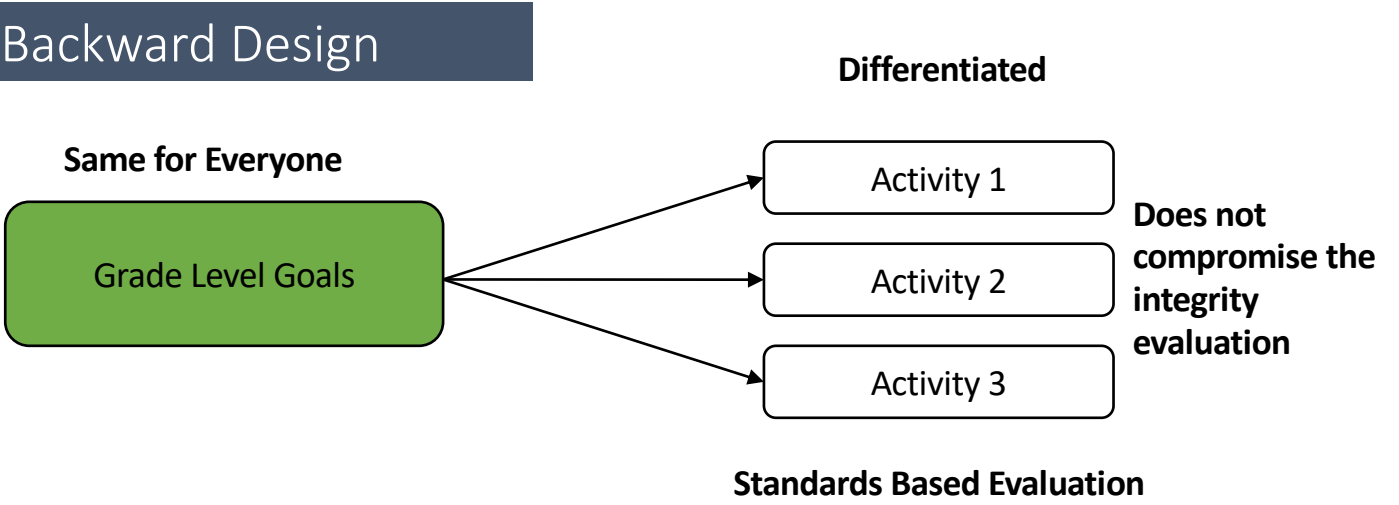
# HOW DO WE DESIGN AN ADJUSTABLE CURRICULUM?

- who are the *students*? what is the range of *diversity*?
- what kind of *curricula* are the students learning?
- How is the curriculum *responsive* to the students dimensions?
- How do the students make the *adjustments* they need to use the curriculum?

# Forward Design



# Backward Design



# What kind of plane are we flying? What are the grade-level standards?

**Class: Gr. 6/7**

**Planning Team: Shackles, Locke & Moore**

**Essential Question:** What does it mean to be personally aware and responsible and how can this help me in my life inside and outside of school?

**Key vocabulary:** goal, celebrate, effort, accomplishment, persevere, advocate, plan, initiative

## Learning Standards

**Competency Goal** I can be personally aware and responsible by being **self determined**

**Competency Goal** I can be personally aware and responsible by being **self regulated**

## Summative Tasks (Self Evaluation)

**New format**  
(3D model) Create a 3D model that represents your understanding of being personally aware & responsible

**Choice Format**  
(letter, comic book, conversation) Describe how being personally aware & responsible connects to and can help you in your own life

# HOW DO WE DESIGN AN ADJUSTABLE CURRICULUM?

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# Rubrics vs. Learning Maps

	deficit	deficit	Standard
goal			



# THE SCRUMPTIOUS RUBRIC REFERENCE

## BARELY HANGING ON



The customer wants a refund. Bread alone is not a sandwich. It's like you gave the bread and pop out just to show you were listening.

**Translation:** You only did the small stuff to suffice turning it in. The artwork is missing all important details and signs of understanding or perseverance.

## NEEDS SOME UMPH



Your sandwich disappoints the customer. There's no flavor and not enough meat, if any at all. About the only thing great is the Citrus Drop.

**Translation:** You are missing important details within your artwork. Expectations are not met. Improvement is needed and lack of understanding is present.

## GETS THE POINT



Your sandwich met expectations. It has flavor but nothing too exciting. You included the meat but gee, a side of chips would be nice.

**Translation:** Your artwork meets expectations, you went as far as the requirements expected and you used what knowledge you had to do so.

## RIGHT ON!



Your sandwich went beyond expectations. You threw in some extra flavor and tomatoes and surprised the customer with a side of chips.

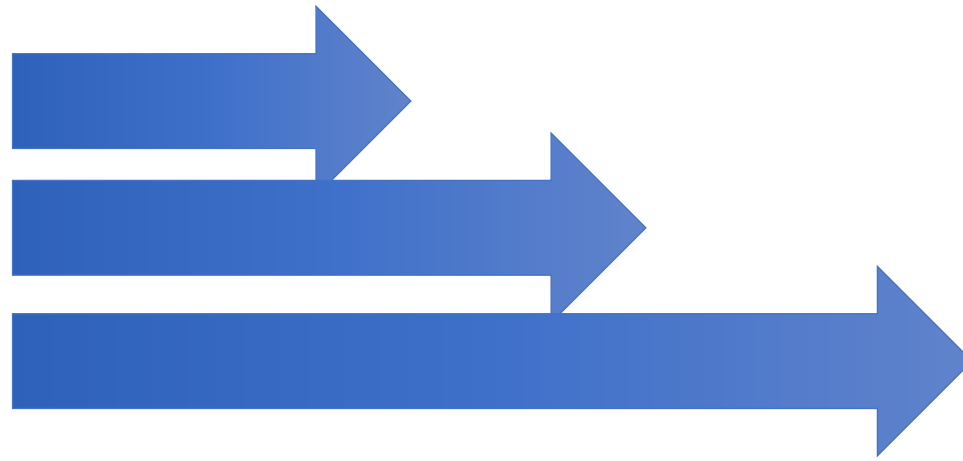
**Translation:** Your artwork exceeds all expectations; you used creativity, went beyond the basic requirements and showed obvious understanding.

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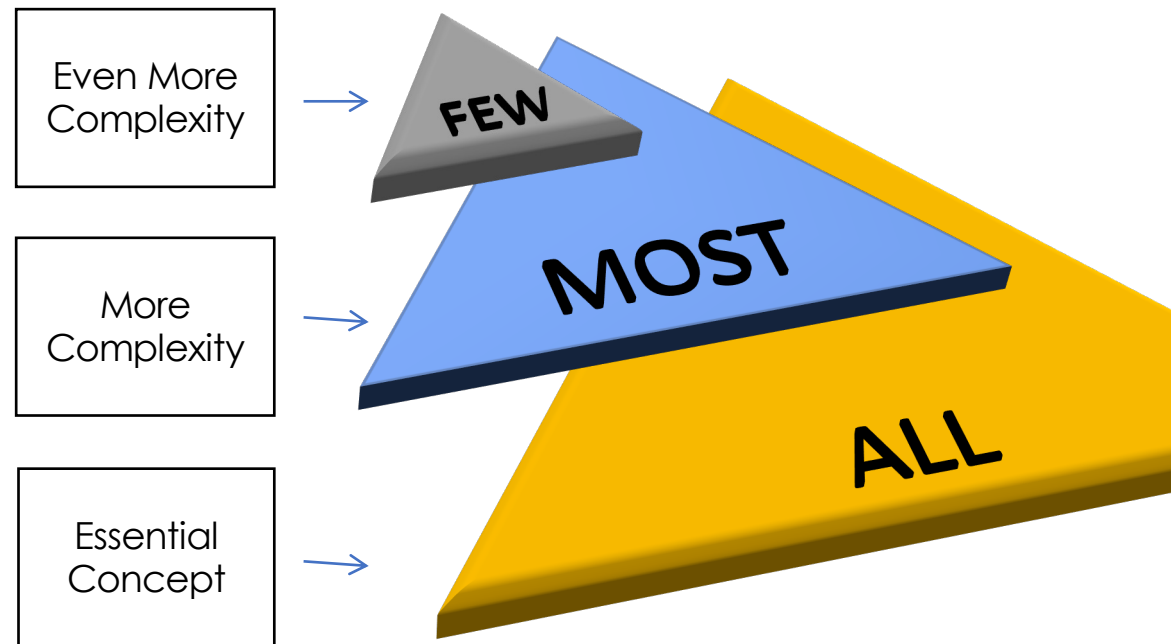
Inclusive Education: It's not more work, it's different work!

# Reductive vs vs. Additive

	Essential	More complex	More complex
Learning Outcome			



# The Planning Pyramid: Differentiated Curriculum



Start from access, build on challenge

# Our Co-Planning Journey: Learning Continuums

1. Using the elaborations for each learning outcome, we constructed a **grade-level scaffold** in *student friendly language*

Learning Outcome:				
<i>Student friendly:</i>				
Grade Level				
Approaching	Emerging	Developing	Confident	Extending

2. We started with the **most essential concept** of the outcome and then we **added on complexity**

3. We extended the grade level scaffold to include an **access point** and **challenge point**

# How do we make the airplane adjustable? How do we allow for access and challenge?

Class: Gr. 5

Planning Team: Shackles, Locke & Moore

**Essential Question:** What does it mean to be personally aware and responsible and how can this help me in my life inside and outside of school?

**Key vocabulary:** goal, celebrate, effort, accomplishment, persevere, advocate, plan, initiative

## Learning Standard

I can be personally aware and responsible by:

Start Here



Goal	Not Yet Meeting	Minimally Meeting	Meeting	Fully Meeting	Exceeding
being self determined	<ul style="list-style-type: none"> <li>I can set a <b>goal</b></li> </ul>	<ul style="list-style-type: none"> <li>I can <b>celebrate</b> my <b>efforts</b> and <b>accomplishments</b></li> </ul>	<ul style="list-style-type: none"> <li>I can <b>advocate</b> for my myself and my ideas</li> </ul>	<ul style="list-style-type: none"> <li>I can take <b>initiative</b> and make change in myself</li> </ul>	<ul style="list-style-type: none"> <li>I can take <b>initiative</b> and make change in my community</li> </ul>
being self regulated	<ul style="list-style-type: none"> <li>I can <b>accomplish</b> a goal</li> </ul>	<ul style="list-style-type: none"> <li>I can <b>persevere</b> through challenging tasks</li> </ul>	<ul style="list-style-type: none"> <li>I can implement a <b>plan</b> that I have made to meet a <b>goal</b></li> </ul>	<ul style="list-style-type: none"> <li>I can adjust a <b>plan</b> that I have made to meet a goal</li> </ul>	<ul style="list-style-type: none"> <li>I can make a new <b>plan</b> reflecting my learning</li> </ul>

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<b>Need speaking</b>	Cathy Z, Eric, Joanna, Max, Annabel, Kelly	- Pre-teach vocabulary - visuals - Diverse groupings - Text from multiple perspectives	- Written, visual language opportunities to pair with speaking - Choice of who to present to	- Translator
<b>who needs the most challenge</b> Johnathan Ethan				

Range of Students Need

# Reflecting Back, Thinking Ahead

- One useful idea
- One action you want to take
- One question you still have
- One thing you want to learn more about

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