Shelley MOORE PH.D.

@tweetsomemoore

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www.blogsomemoore.com

WHAT is *Inclusion?*

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2023

WHAT IS *inclusion* ?

How do we
include people
with disabilities?

How do we teach
to ***diversity***?

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HOW do we DO

inclusion ?

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- 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 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 and needs based multi layered support models
- move away from a medical & deficit-based model of special education (IEPS)

School & District Infrastructure

Teacher & Staffing Infrastructure

Student Infrastructure

Guiding Conditions of iNCLUSiON describe that all students...

are **PRESUMED** competent and as having **POTENTIAL**	are **PLACED** in and attending inclusive classrooms and schools	are in **PROXIMITY** to and **PARTICIPATING** with **PEERS**	have **PURPOSEFUL** roles and responsibilities	are **PLANNED** for from the start

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Guiding Conditions of iNCLUSiON describe that all students...

are **PRESUMED** competent and as having **POTENTIAL**	are **PLACED** in and attending inclusive programs	are in **PROXIMITY** to and **PARTICIPATING** with **PEERS**	have **PURPOSEFUL** roles and responsibilities	are **PLANNED** for from the start

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What does it mean to presume competence?

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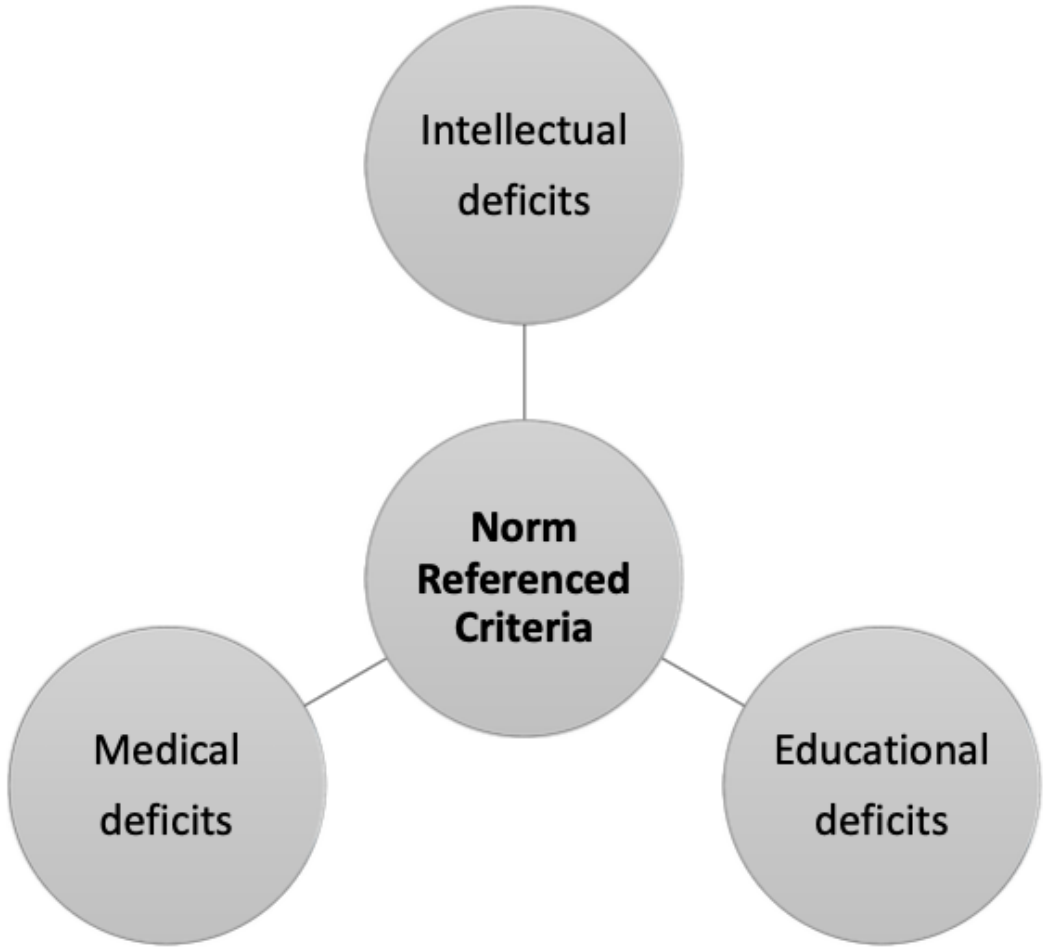
What is a strength-based perspective?

Why are students not often viewed through a strength-based perspective?



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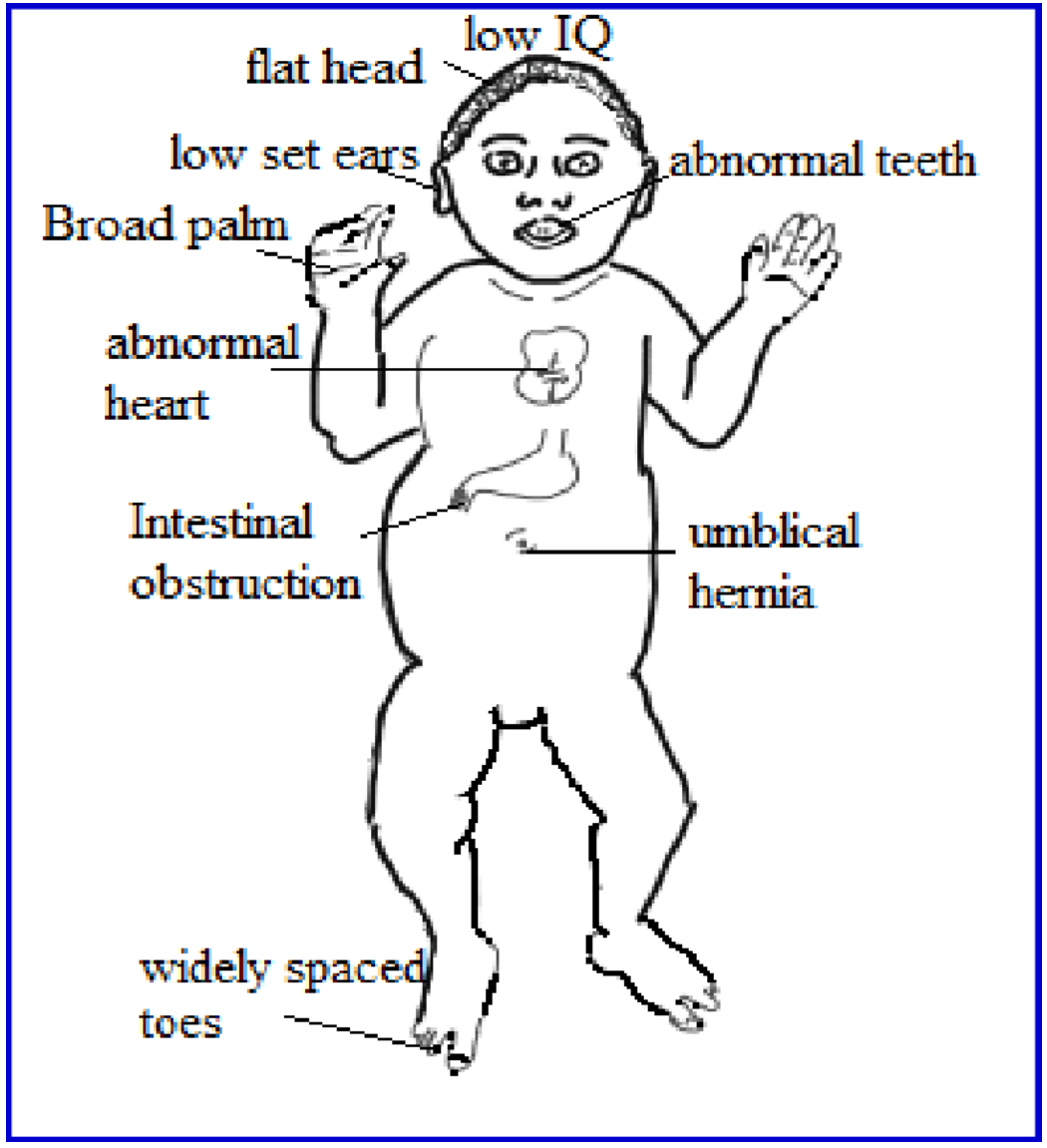
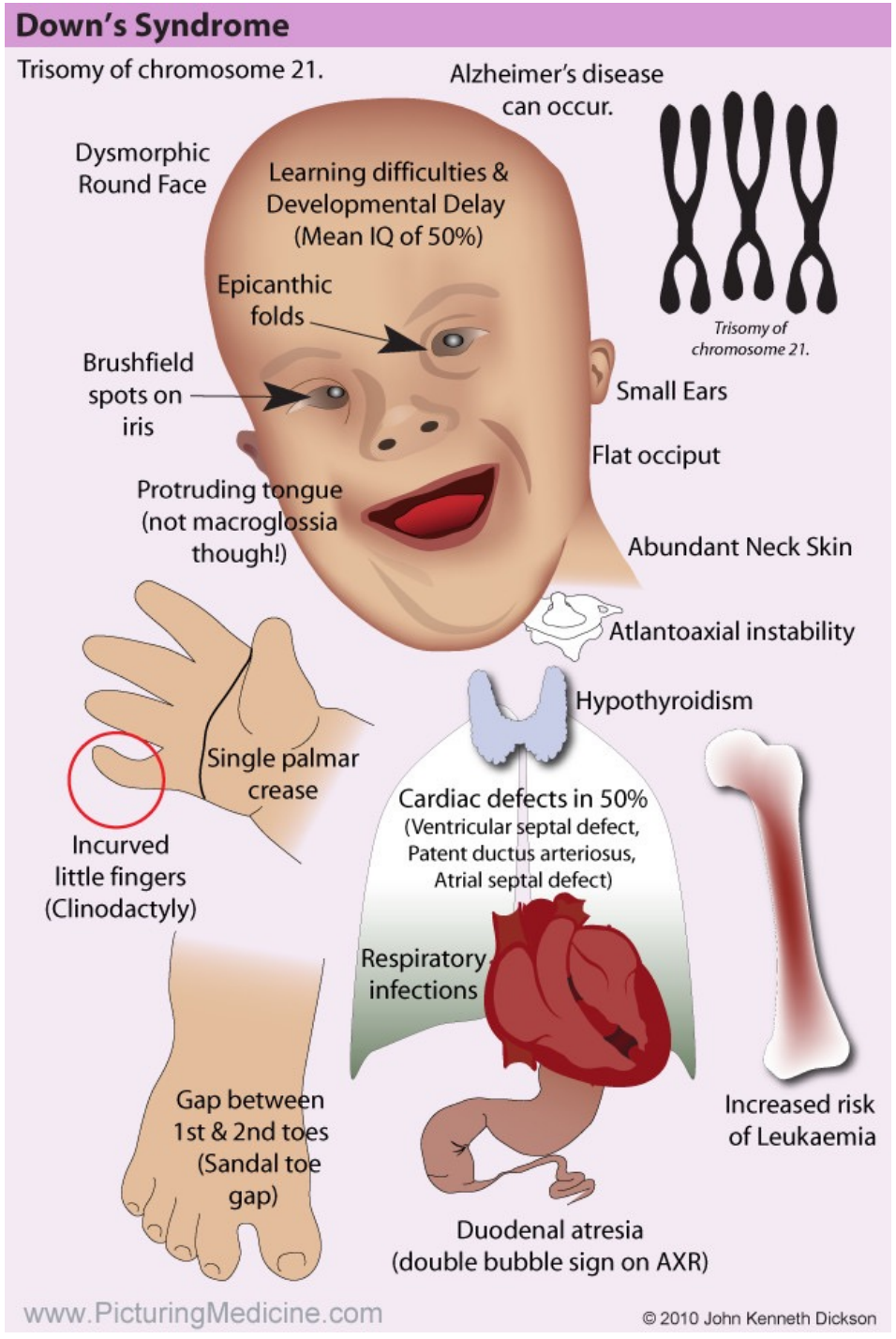

low IQ
flat head
low set ears
abnormal teeth
Broad palm
abnormal heart
Intestinal obstruction
umblical hernia
widely spaced toes


Down's Syndrome
Trisomy of chromosome 21.
Alzheimer's disease can occur.
Dysmorphic Round Face
Learning difficulties & Developmental Delay (Mean IQ of 50%)
Trisomy of chromosome 21.
Epicanthic folds
Brushfield spots on iris
Small Ears
Flat occiput
Protruding tongue (not macroglossia though!)
Abundant Neck Skin
Atlantoaxial instability
Hypothyroidism
Single palmar crease
Incurved little fingers (Clinodactyly)
Cardiac defects in 50% (Ventricular septal defect, Patent ductus arteriosus, Atrial septal defect)
Respiratory infections
Increased risk of Leukaemia
Gap between 1st & 2nd toes (Sandal toe gap)
Duodenal atresia (double bubble sign on AXR)
www.PicturingMedicine.com
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Why is Presuming Competence Important?

Changing our mindset about disability will change how we respond and make decisions about educational and community programming.

Access to inclusive community programs, promotes learning, inclusion, achievement and quality of life after schooling, for both children with and without disabilities.

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Why is Presuming Competence Important?

Even if we are wrong about a child's capability to have access inclusive community programs with their peers, the consequences of that presumption being wrong are not as dangerous as the alternative.

Cheryl Jorgenson

How can we Presuming Competence?

- Children with disabilities so often need to "prove" that they can behave before given access to community programming

- Biklen & Burke suggest:
  - Rather than proving their ability, presuming competence is assuming that all children have ability in any and all places

Why are Presuming Competence & Strength Based Perspectives Important?

- How do we lead a community in ways that promote strength based perspectives that presume competence in all students?

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Guiding Conditions of iNCLUSiON describe that all students...

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Why does *place* matter?

Location vs. Place

Existence vs. Belonging

Place Based Planning

Historically programming for children with disabilities has not been connected to place, it has been connected to individual deficit areas

Place can influence what an individual's identities, roles, responsibilities and contributions are

Place connects individuals within a community to each other

Place can influence barriers that individuals are experiencing

Place reflects an inclusive vision – increasing the places where individuals have purpose and belonging

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Guiding Conditions & Structures of Inclusion

ALL students are enrolled in & attending curricular classes with their peers

- Inclusive placements, more so than segregated or self-contained, provide more opportunities to:
  - engage in interesting and age-appropriate curriculum
  - interact with nondisabled peers
  - access universal supports
  - negotiate expectations of settings as one does in daily life
- Increase in personal wellbeing, fewer absences from school, increased motivation to learn, higher school completion, and better outcomes after high school in the areas of employment and independent living

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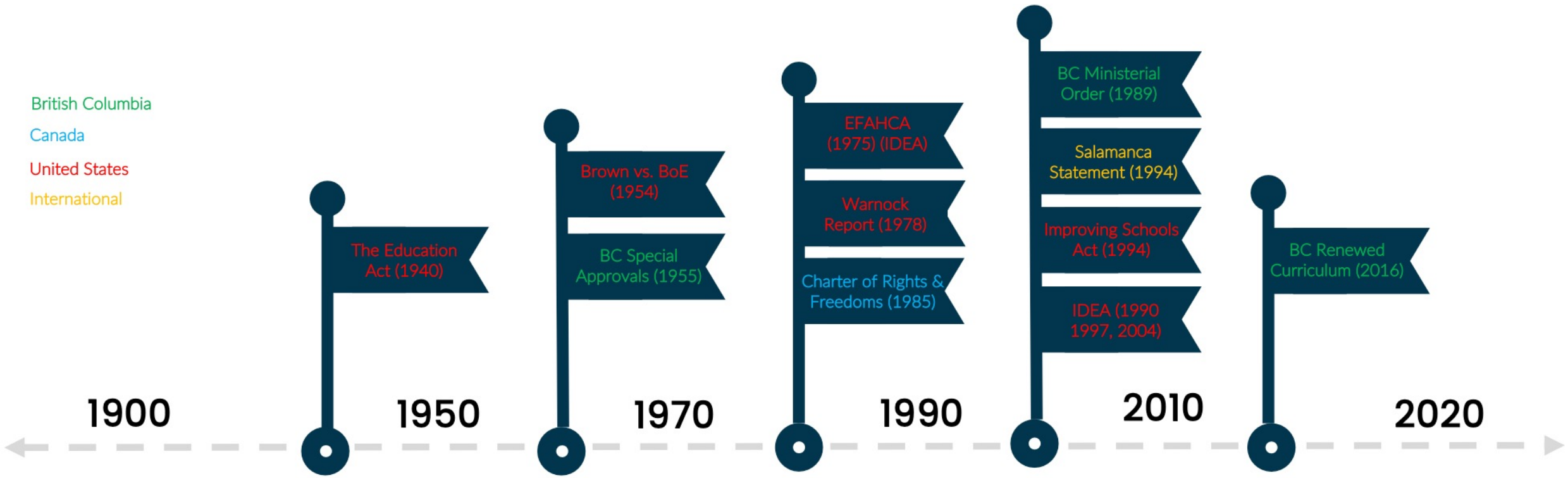
History & Evolution of Inclusion for Students Intellectual Disabilities

British Columbia
Canada
United States
International



Initial Attempts at Inclusion

- Mandatory Attendance
- Separate Schools & Institutions
- Categorical Programming
- Functional/Vocational
- Parental Advocacy

Attending Neighbourhood Schools

- Mainstreaming
- Special Education Classes

Integration Into General Education Classrooms

- LRE
- Integration
- Special Education Needs
- Learning Difficulty
- IEPs

Increasing Access to Inclusive Education

- Inclusion
- Rights-based
- Transforming systems
- Curricular Access
- Standards Based Reform

Balancing Equality and Equity

- Individualization
- Neurodiversity
- Self Determination
- Disability as Identity
- Strength Based
- Competency Based
- Universal & Needs-based

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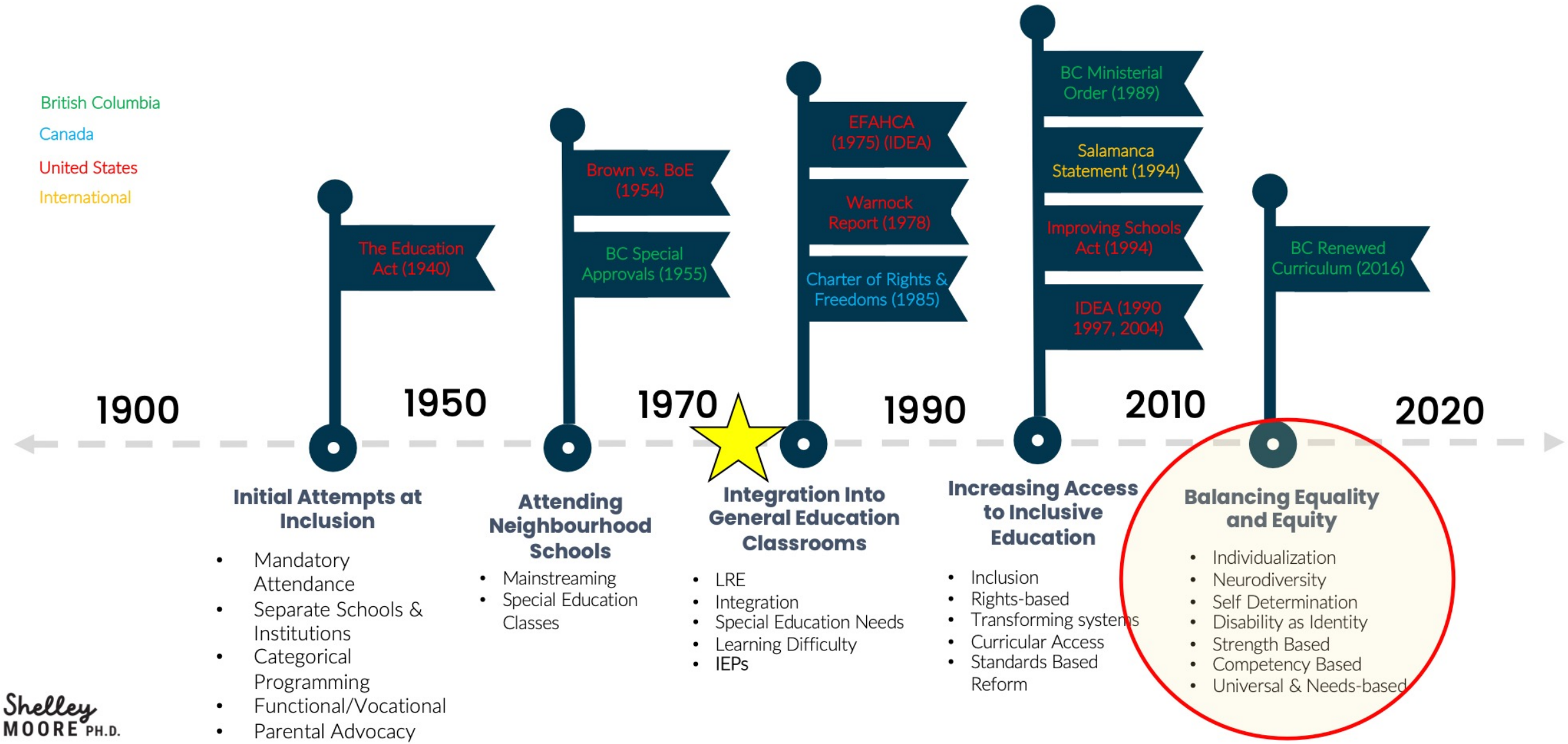
History & Evolution of Inclusion for Students Intellectual Disabilities



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What are we advocating for?

- **Neurodiversity:** all brains work differently, there is no one way or right way to think and learn
- **Individualization:** all students are valued and responded to; they are not forced to conform to a status quo or dominant group
- **Self Determination:** all students need to have agency in their educational journey
- **Disability as Identity:** Disability is an identity (not a problem) that we need to appreciate and celebrate like any identity, and we NEED disability in all of our communities
- **Strength & Competency-Based Learning:** all students can learn and grow, looking at what students could do instead of what they should do
- **Universal and Needs Based:** all students need tools to manage their needs (not fix their deficits) & what works for one, works for many

Balancing advocacy efforts with real life contexts and structures of schooling…starting with inclusive enrollment

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Balancing Programming

Strategic and Explicit

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Guiding Conditions & Structures of Inclusion

ALL students are enrolled in & attending curricular classes

Finding the Balance for Enrollment

- Strategic Planning
  - Students are in classrooms with diverse peers
  - Students are working on age-appropriate curricular goals derived from grade level (e.g., science, math, phys ed, Art)
  - Not closing the gap – making curriculum accessible
- Explicit Planning
  - Students and families can choose be in smaller classrooms/groups with their identity-based peers
  - Students are working on developmentally and AGE-appropriate goals (i.e. literacy, numeracy, life skills, OT, PT, SLP, toileting, eating etc.)
  - Life/Community oriented Skills
  - Working on closing the gap
  - Can still be inclusive

Guiding Ratios for Inclusive Program Planning for Students with Intellectual Disabilities

Grade	% Strategic Instruction/ day	% Explicit Instruction/ day
K-7	100%	Max 20%
7-9	75 %	25 %
10-11	50 %	50 %
12 – 12+	25%	75%

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Bilal's Enrolled Courses: Grade 8

Block	Term 1	Term 2
A	Support Block (OT/PT/SLP) (Literacy/Numeracy)	Hum 8 (non-choice academic)
Break		
B	Sci 8 or Math 8 (Choice academic)	PE 8 (non-choice elective)
C	Fine Art Rotation (non-choice elective)	Support Block (OT/PT/SLP) (Literacy/Numeracy)
Lunch		
D	Hum 8 (non-choice academic)	Tech Rotation (non-choice elective)

Grade	% Strategic Instruction/ day	% Explicit Instruction/ day
K-7	100%	Max 20%
7-9	75 %	25 %
10-11	50 %	50 %
12 – 12+	25%	75%

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Amy's Enrolled Courses: Grade 11

Block	Term 1	Term 2
A	Support Block (OT/PT/SLP) (Literacy/Numeracy)	English 11 (choice academic)
Break		
B	Bio 11 (Choice academic)	PE 11/12 (non-choice elective)
C	Textiles 11/12 (Choice elective)	Support Block (OT/PT/SLP) (Literacy/Numeracy)
Lunch		
D	Work Experience (Volunteer)	Work Experience (PAID)

Grade	% Strategic Instruction/ day	% Explicit Instruction/ day
K-7	100%	Max 20%
7-9	75 %	25 %
10-11	50 %	50 %
12 – 12+	25%	75%

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Guiding Conditions & Structures of Inclusion

ALL students are enrolled in & attending curricular classes

Strategic Programming Guidelines

Do ALL students have access to inclusive programming connected to:

- Academics
- Electives
- Activities/events in the school
- Activities/events outside the school

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What is useful so far?

What are some conditions where you are already aligned as a school?

What are some areas that could be next step for your school?

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Guiding Conditions of iNCLUSiON describe that all students...

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What is the role of peers in supporting inclusion?

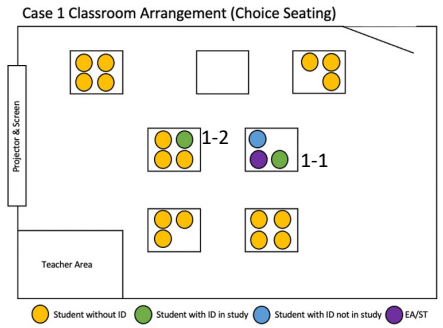
Proximity to and Participation with Peers

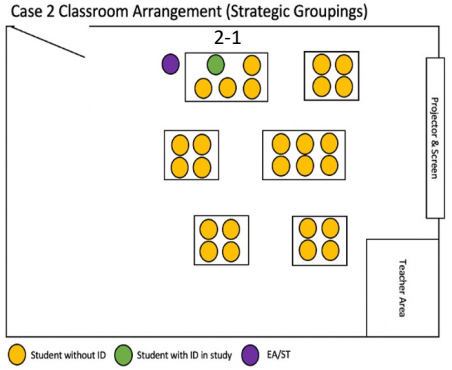
- Many children with disabilities, although present, typically spend their day socially isolated in places and activities working on the side with individually assigned assistants. (Jameson, Mcdonnell, Polychronis & Riesen, 2008; Feldman, Carter, Asmus & Brock, 2015)

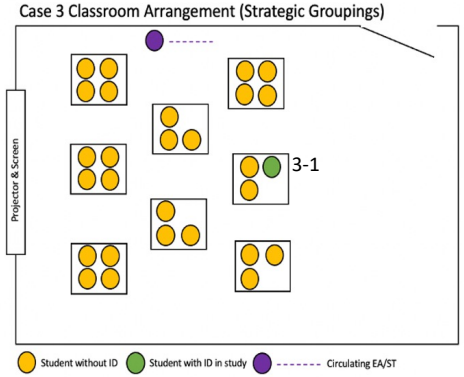
- This approach used to support children with disabilities in classrooms, has little to no research to back it up (Giangreco & Doyle, 2007; Carter, Sisco, Melekoglu & Kurkowski, 2007)

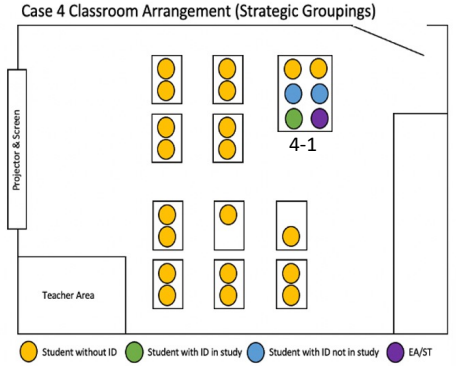
- Educational assistants and support staff that children with disabilities are left to interact with, "may prevent the very social goals they are present to promote (2010)" (Giangreco & Doyle, 2007)

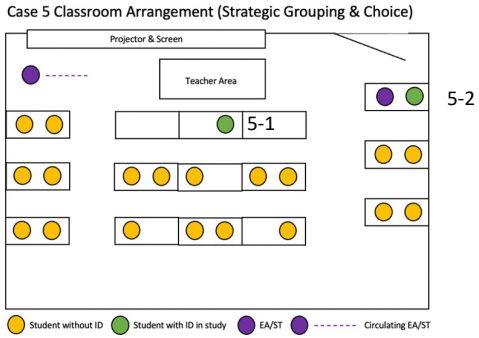
Proximity Influences Participation











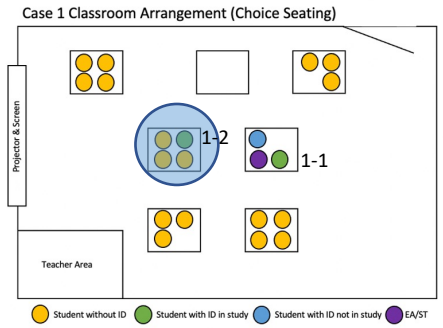
The most social participation

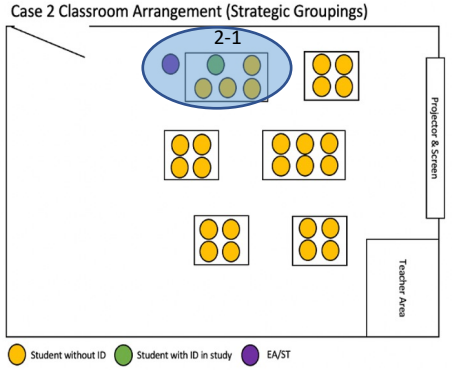
The most learning participation

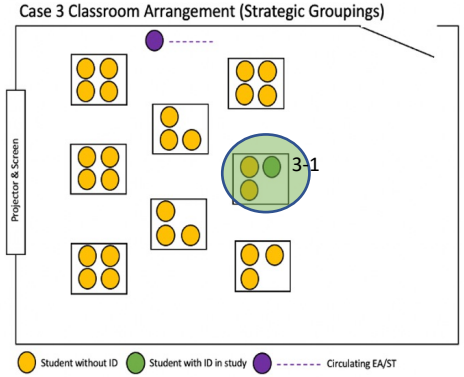
The least social participation

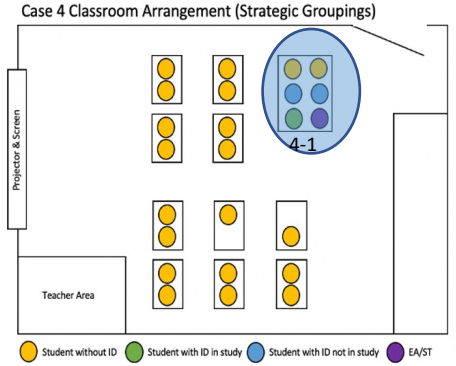
The least learning participation

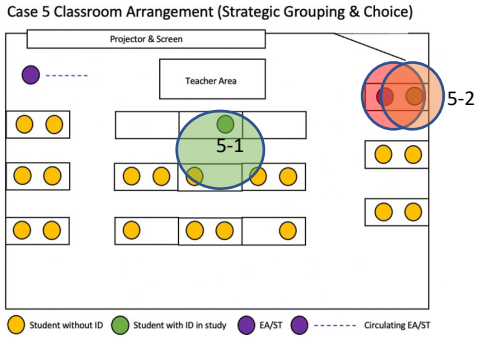
Proximity Influences Participation











The most social participation

The most learning participation

The least social participation

The least learning participation

Case	Students	Learning Activities				Personal & Social Activities		
		SwID participated with peers in learning activities	SwIDs participated with peers in accessibly designed learning activities	SwIDs participated when receiving learning support from peers	SwIDs participated with peers in shared supports and strategies	SwIDs participated when receiving behavioural/ social support form peers	SwIDs participated in social peer invitations/ peer-initiated interactions	SwIDs and peers participated interactions outside of class
1	SwID 1-1	•	•		•	•		
	SwID 1-2	•	•	•	•		•	•
2	SwID 2-1	•	•	•	•		•	•
3	SWID 3-1	•			•	•	•	•
4	SwID 4-1	•	•	•	•		•	•
5	SwID 5-1	•	•	•		•	•	•
	SwID 5-2							

How do we increase student PROXIMITY?

- Create seating plans strategically so they are flexible and always giving students with and without disabilities different opportunities to be together
- Prevent students with disabilities from working in isolation with a support adult by:
  - Having an adult work with a group of students with and without disabilities
  - Having adults circulate, and not be stationary
  - Having adults facilitate peer mentoring and support

How do we increase student PARTICIPATION?

- It was more likely for students with disabilities and their peers to participate in social activities without adult facilitation

- It was more likely for students with disabilities and their peers to participate in learning activities when:
  - Adults facilitated peer support and connection
  - Learning activities were designed to be accessible for all students

Why are Peer Connections Important?

Benefits for **Students with Disabilities**

- Increased attendance
- Increased positive outcomes during school
- Increased positive outcomes after leaving school
- Increased friendships
- Decreased stigma
- Increased access to and growth within grade level curriculum

Benefits for **Peers**

- Increased attendance
- Increased access to support and accessible planning
- Increased appreciation of diversity
- Increase in personal growth & wellbeing
- Increased awareness of disability issues
- Increased advocacy/self advocacy skills
- Increased interest in pursuing careers in field
- Increased friendships

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Why are Peers Important?

- How do we lead a community in ways that increase the proximity and participation of all students in shared educational experiences?

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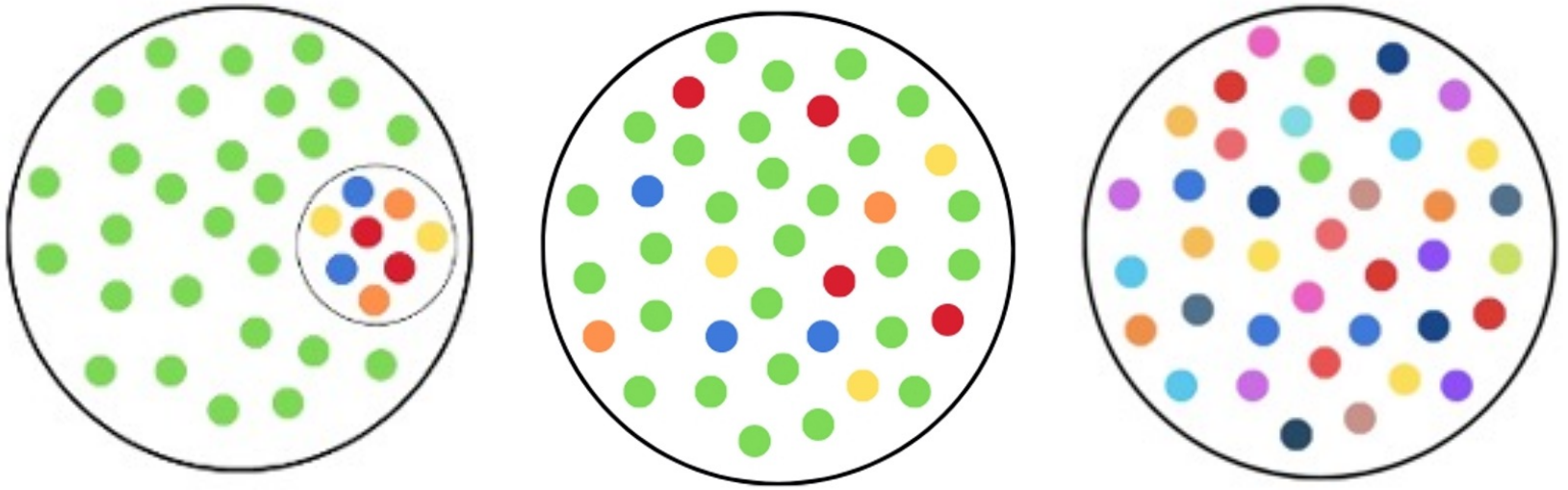
Purposeful Planning

The difference between integration and inclusion



What is PURPOSE?

The bank

The gas station

The grocery store

PURPOSE is the why, the how and the what of being successful in a place

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What is PURPOSE?

The bank **The gas station** **The grocery store**

Where am I?

Why am I here?

How can I act in this place?

How can I interact in this place?

What decisions will I need to make in this place?

What specific skills do I need in this place?

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~~Determining~~ Roles & Responsibilities
Anticipating

How can I act in this place?

How can I interact in this place?

What decisions will I need to make in this place?

What specific skills do I need in this place?

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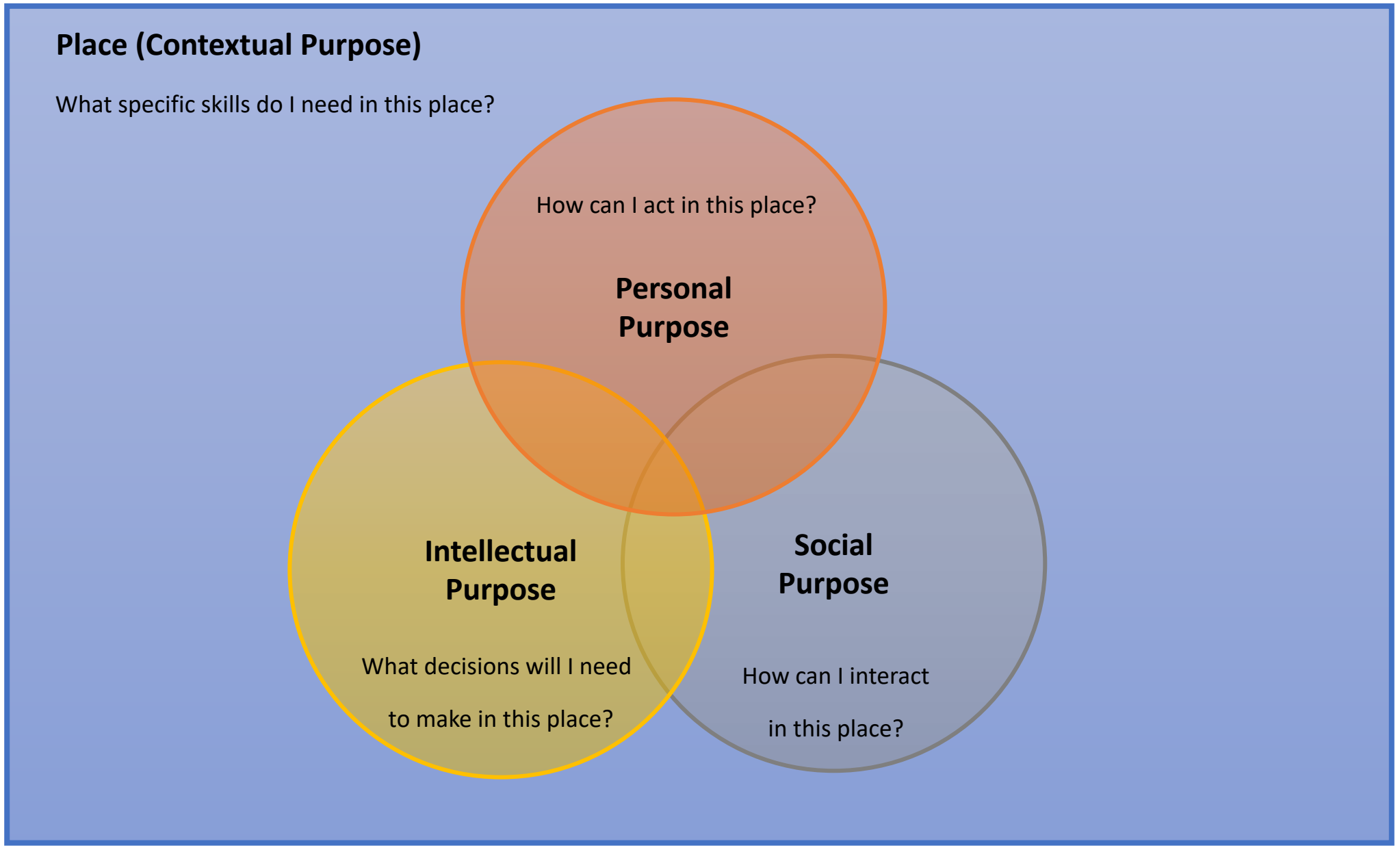


Shelley Moore, 2021

What is Purposeful Planning?

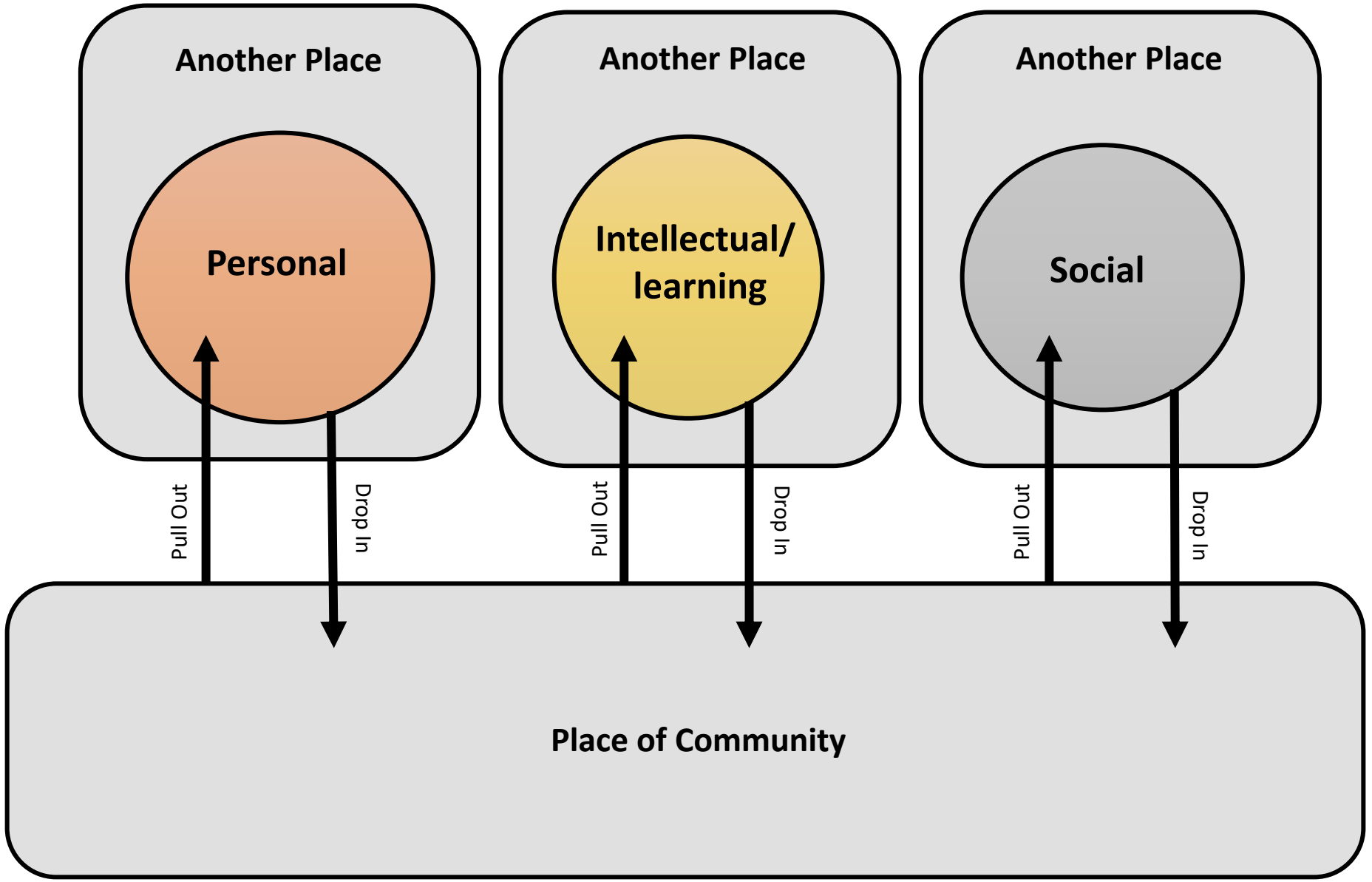
Historically, however…

These areas often correspond with an individual's areas of deficit:

1. Personal – Behaviour Deficits
2. Social – Communication & Social Skills Deficits
3. Intellectual – Learning Deficits
4. Contextual– "not ready" "not able"

This has led to IEPs/Individual plans that focus on deficit-based goals and programming

This programming is often connected to receiving services and support in these areas in another place



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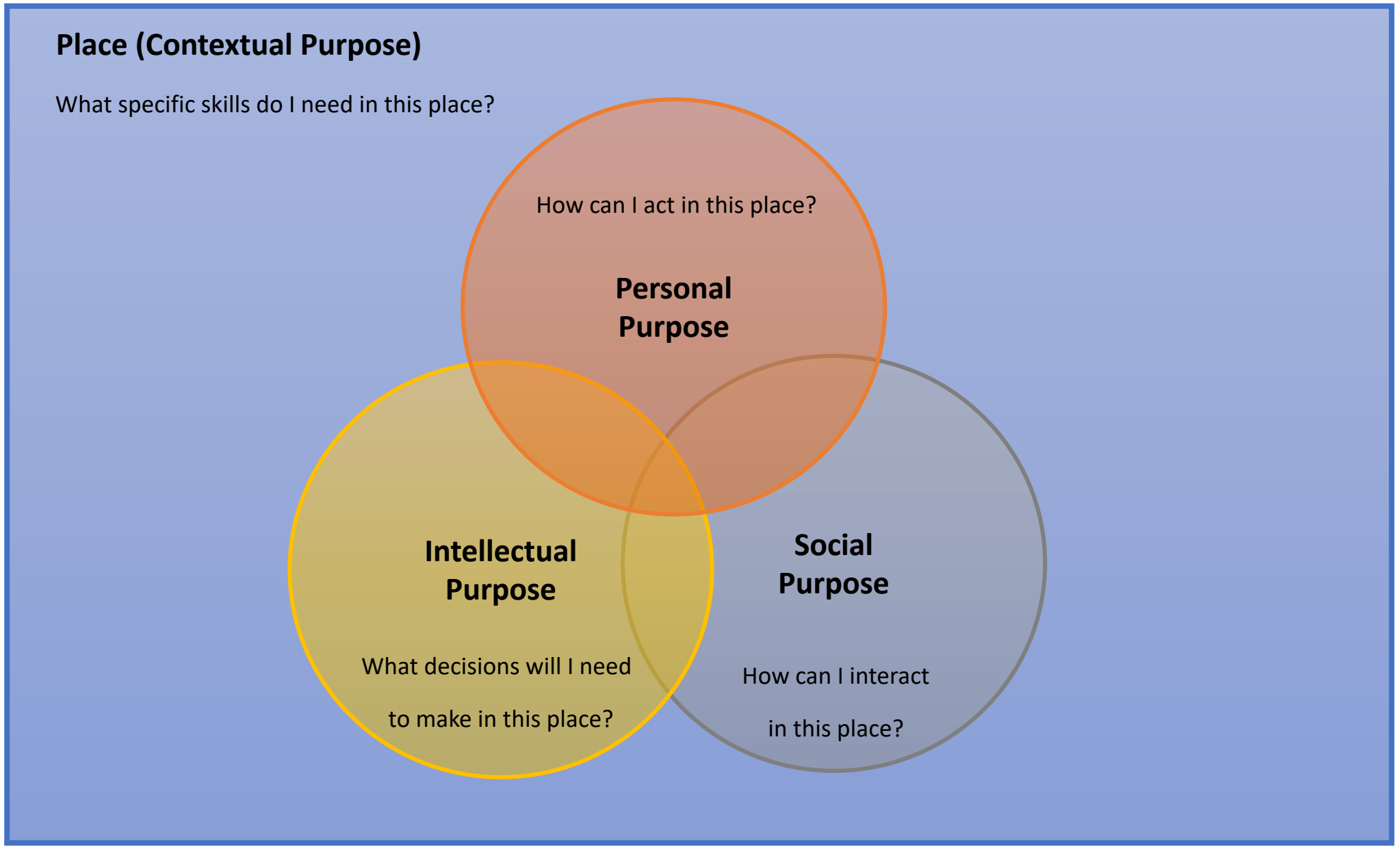

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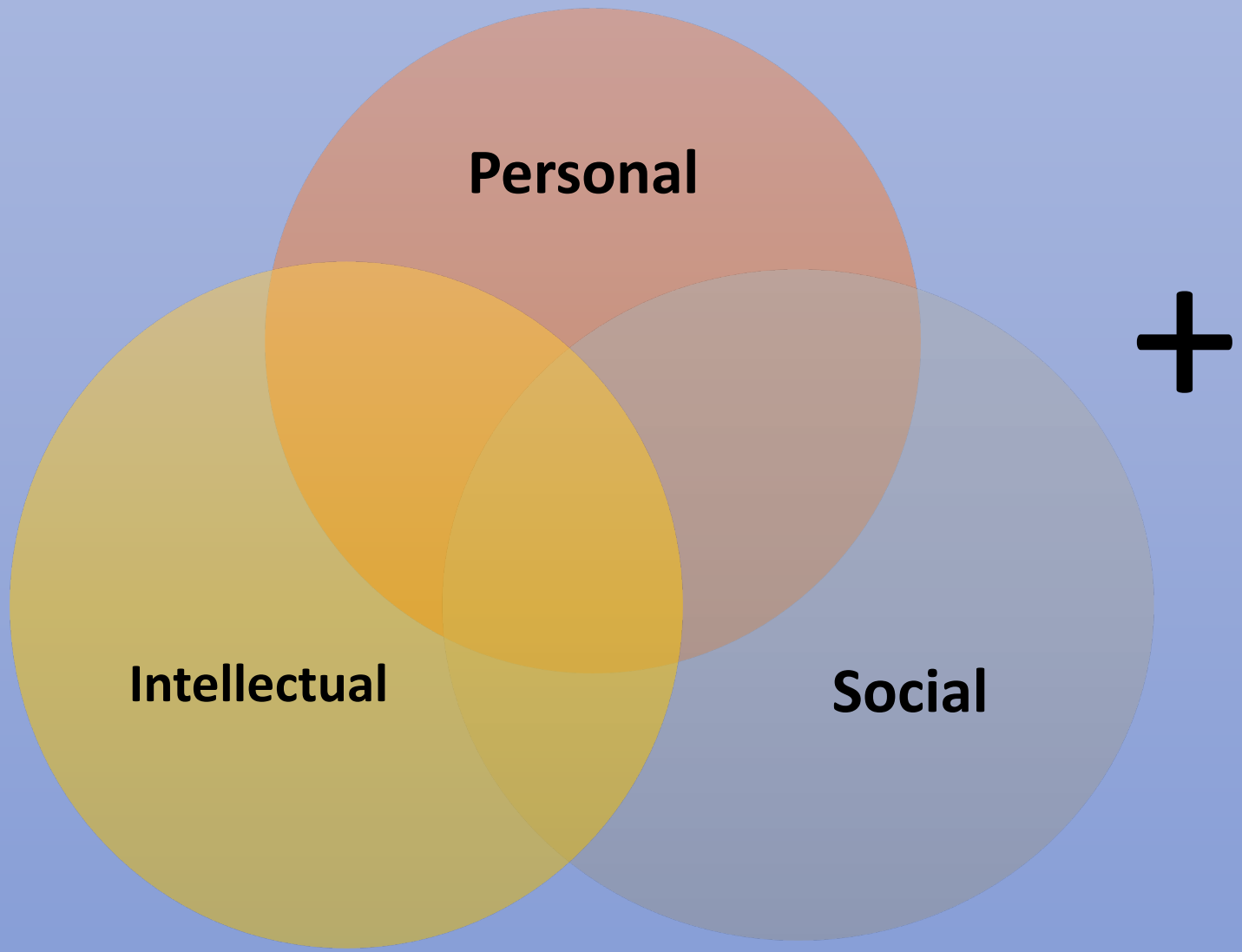
Purposeful Planning

Place (Contextual Purpose)



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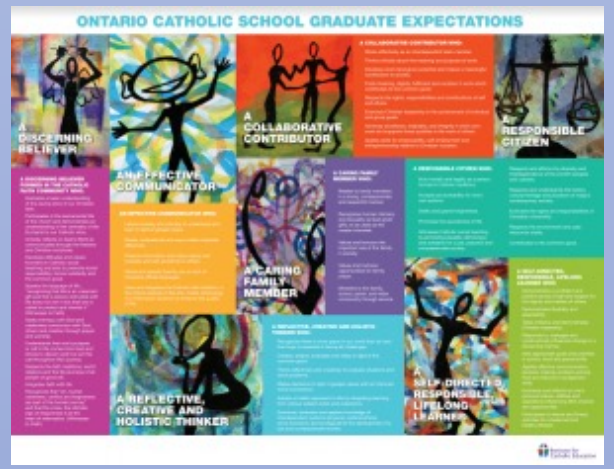

Why is Purpose Important?

- How do we lead a community in ways that increase the meaningful and purposeful inclusion for all students?

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How do we plan for ALL abilities in any classrooms?

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Reducing Barriers

Supporting Needs

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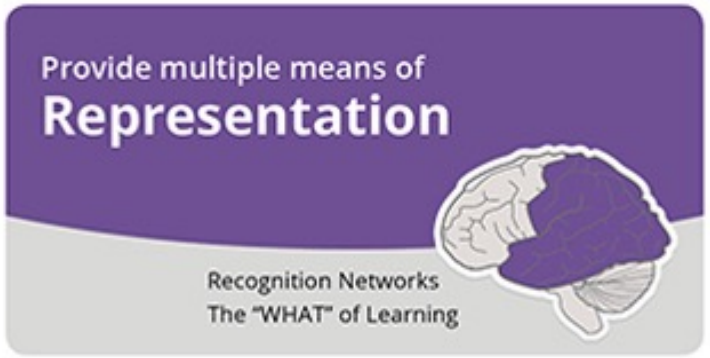
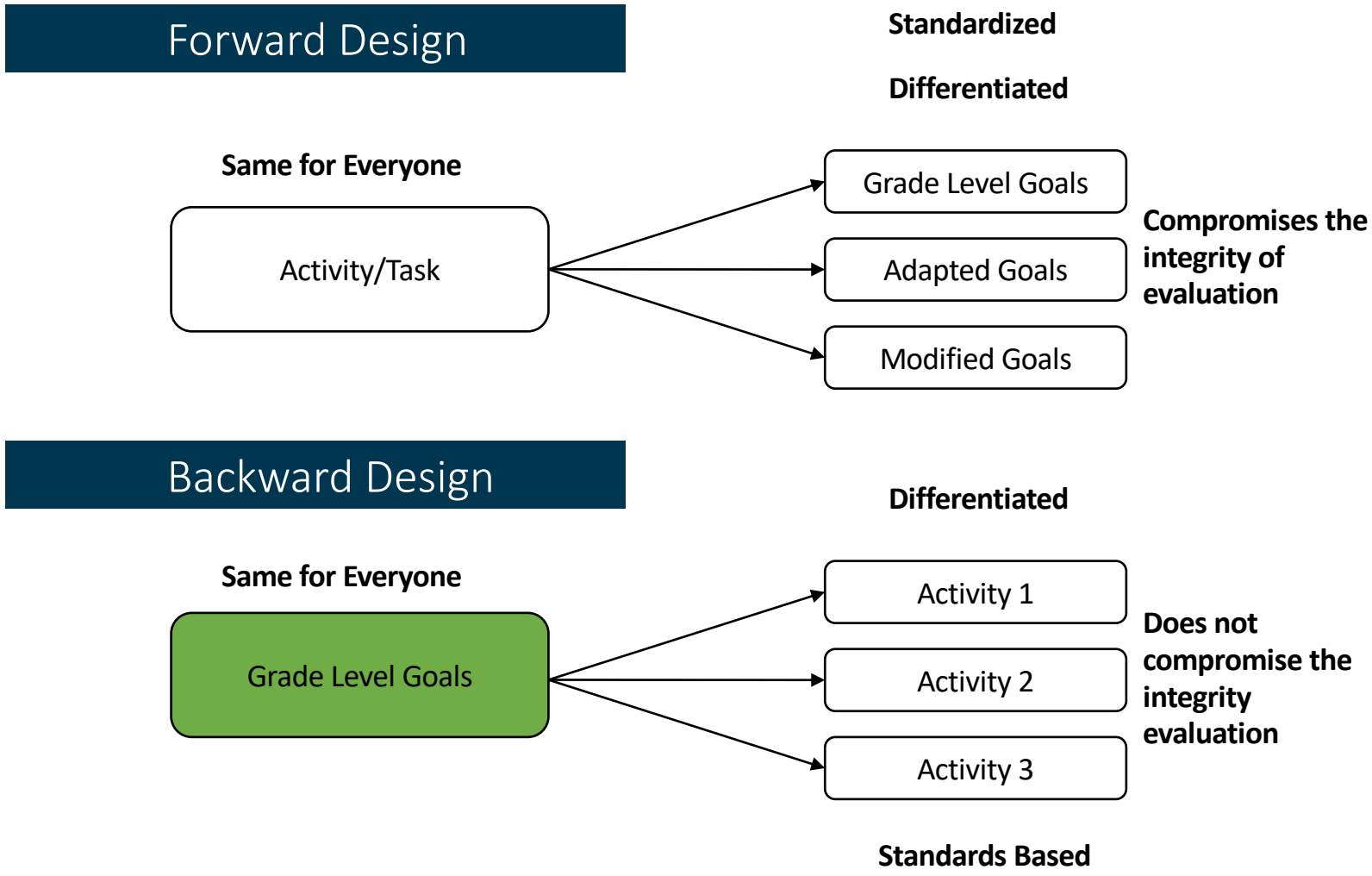
Universal Design for Learning: The Ramp for Learning



UBD: Determining the Learning Standard



McTigue, 2010

Backwards Design Planning: Deriving Access Points for Replacement IEP Goals & Objectives

Class/ Subject:	**Teacher:**	**Support Staff:**
Unit Big Idea(s):	**Unit Guiding Question(s):**	

Unit Curricular Learning Outcomes	**Student Friendly Language** (Replacement IEP Goal)	**Access Points for _____** (Replacement IEP Objective)

Summative Task(s)	**Replacement Summative Task(s)**

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Constructing Inclusive Replacement Goals

Grade Level Learning Expectation/ Standard

Grade Level Specific Expectations

Grade Level Summative Task(s)

Backwards Design Planning: Deriving Access Points for Replacement IEP Goals & Objectives

Class/ Subject:	**Teacher:**	**Support Staff:**
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Summative Task(s)		**Replacement Summative Task(s)**

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Constructing Inclusive Replacement Goals

Backwards Design Planning: Deriving Access Points for Replacement IEP Goals & Objectives

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Summative Task(s)		**Replacement Summative Task(s)**

Student Friendly Language - Questions

Student Friendly Language - Goals

Dr. Shelley Moore, 2024

Constructing Inclusive Replacement Goals

Backwards Design Planning: Deriving Access Points for Replacement IEP Goals & Objectives

Class/ Subject:	Teacher:	Support Staff:
Unit Big Idea(s):	Unit Guiding Question(s):	

Unit Curricular Learning Outcomes	Student Friendly Language (Replacement IEP Goal)	Access Points for _____ (Replacement IEP Objective)

Summative Task(s)	Replacement Summative Task(s)

Accessible Version of Grade Level goal designed for student who has an intellectual disability (they get graded on THIS goal)

Parallel Summative Task that creates evidence of replacement goal

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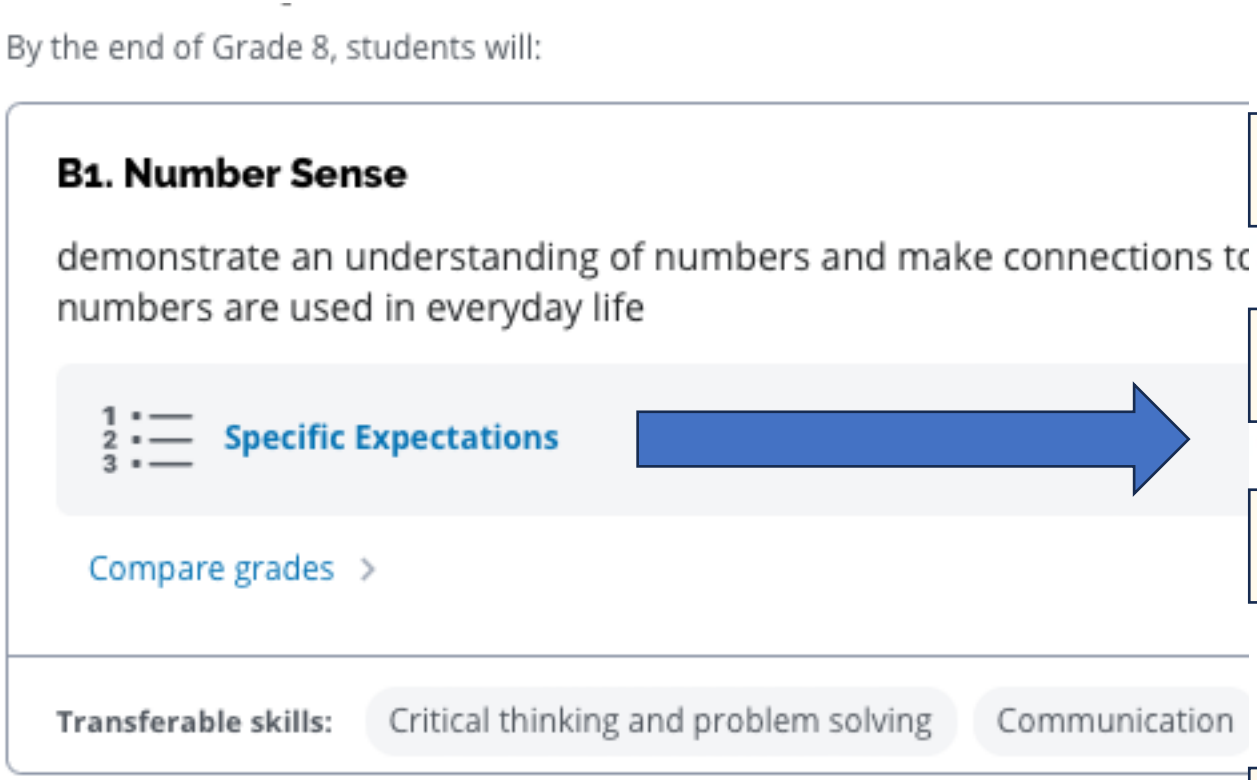
Grade Level Learning Standards – Grade 8 Math



Specific Expectations

By the end of Grade 8, students will:

Rational and Irrational Numbers

B1.1 represent and compare very large and very small numbers, including through the use of scientific notation, and describe various ways they are used in everyday life

Teacher supports

B1.2 describe, compare, and order numbers in the real number system (rational and irrational numbers), separately and in combination, in various contexts

Teacher supports

B1.3 estimate and calculate square roots, in various contexts

Teacher supports

Fractions, Decimals, and Percents

B1.4 use fractions, decimal numbers, and percents, including percents of more than 100% or less than 1%, interchangeably and flexibly to solve a variety of problems

Teacher supports

Backwards Design Planning: Deriving Access Points for Replacement IEP Goals & Objectives

Class/ Subject: Math 8 – Rational and Irrational Numbers	**Teacher:**	**Support Staff:**
Unit Big Idea(s): **Students will understand how numbers are used in everyday life**	**Unit Guiding Question(s):** **How are really big and really small numbers represented and used in everyday life?**	

Unit Curricular Learning Outcomes	**Student Friendly Language** (Replacement IEP Goal)	**Access Points** (Replacement IEP Objective)
B1.1 Student can represent and compare very large and very small numbers, including using scientific notation, and describe various ways they are used in everyday life	**I know how really big and really small numbers are represented and used in everyday life** **I can show how really big and really small numbers are represented**	**I know numbers up to 100 (or 1000, 10 000)** **I know how I use numbers in my everyday life** **I know the place values of numbers up to _____**
B1.2 Students can describe, compare, and order number in the real number system (rational and irrational numbers), separately and in combination, in various contexts	**I know what rational and irrational numbers are** **I can describe and compare numbers and put numbers in order**	**I can show numbers, compare numbers (more/less/bigger/smaller) up to ___** **I can put numbers in order up to ____**
B1.3 Students can estimate and calculate square roots in various context	**I know what a square root** **I know how to use square roots to solve problems**	**I can use a calculator to find square root**

Summative Task(s)	**Replacement Summative Task(s)**
Exploring Celestial Distances Project - Research and select three celestial objects (e.g., stars, planets, galaxies) of your choice. - find the average distance of each celestial object from Earth in kilometers - Convert the distances to scientific notation with two significant figures - Calculate the square root of each distance - Compare the distances between the celestial objects using both scientific notation and square roots	Exploring Celestial Distances Project - **Choose 3-5 celestial objects** - **Put the objects in order based on their distance from the Earth** - **Label objects using their distances from Earth (distances provided)**

Backwards Design Planning: Deriving Access Points for Replacement IEP Goals & Objectives

Class/ Subject: Math 8 – Rational and Irrational Numbers	**Teacher:**	**Support Staff:**
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Unit Curricular Learning Outcomes	**Student Friendly Language** (Replacement IEP Goal)	**Access Points** (Replacement IEP Objective)
B1.1 Student can represent and compare very large and very small numbers, including using scientific notation, and describe various ways they are used in everyday life	**I know how really big and really small numbers are represented and used in everyday life** **I can show how really big and really small numbers are represented**	**I know numbers up to _____** **I know how I use numbers in my everyday life** **I know the place values of numbers up to _____**
B1.2 Students can describe, compare, and order number in the real number system (rational and irrational numbers), separately and in combination, in various contexts	**I know what rational and irrational numbers are** **I can describe and compare numbers and put numbers in order**	**I can describe, compare and order positive whole numbers up to _____**
B1.3 Students can estimate and calculate square roots in various context	**I know what a square root** **I know how to use square roots to solve problems**	**I can use a calculator to find square root**

Summative Task(s)	**Replacement Summative Task(s)**
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Additive and Asset-Based Learning Continuums

- Differentiated curriculum
- Shifts from “benchmark” to “window” of proficiency
- Same entry point for all/ Multiple exit points
- Start from access, add on challenge
- Different from a rubric

Rubrics vs. Learning Continuum

	deficit	deficit	Most complex description
Grade Level Learning Standard			

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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.

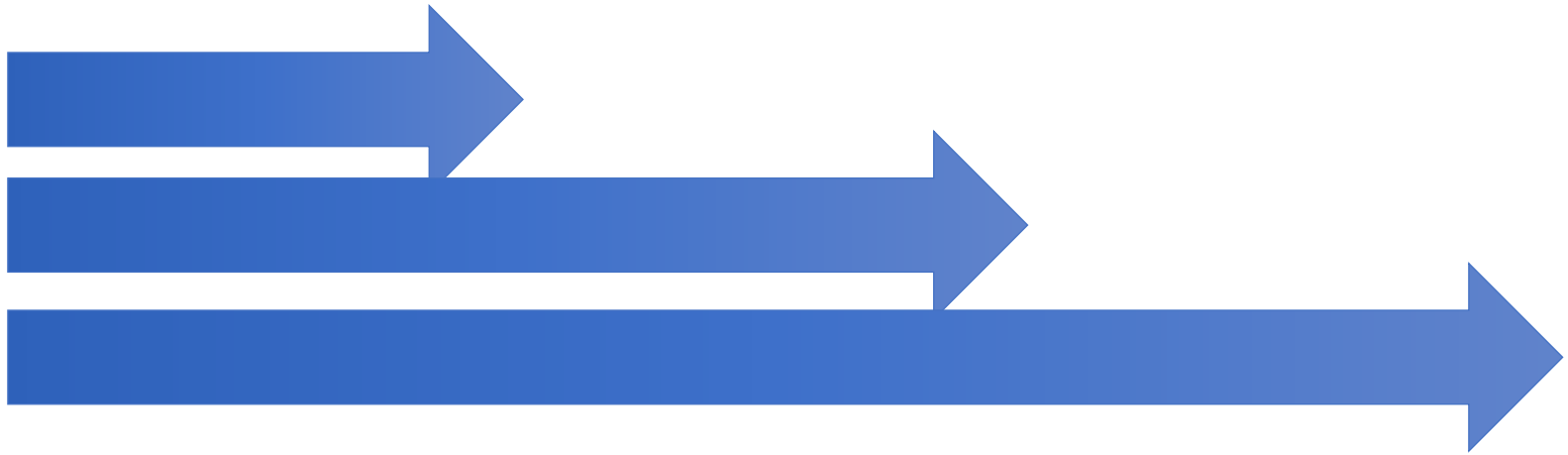
RIGHT ON!

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.

Rubrics vs. Learning Continuum

	Essential	More complex	More complex
Grade Level Learning Standard			



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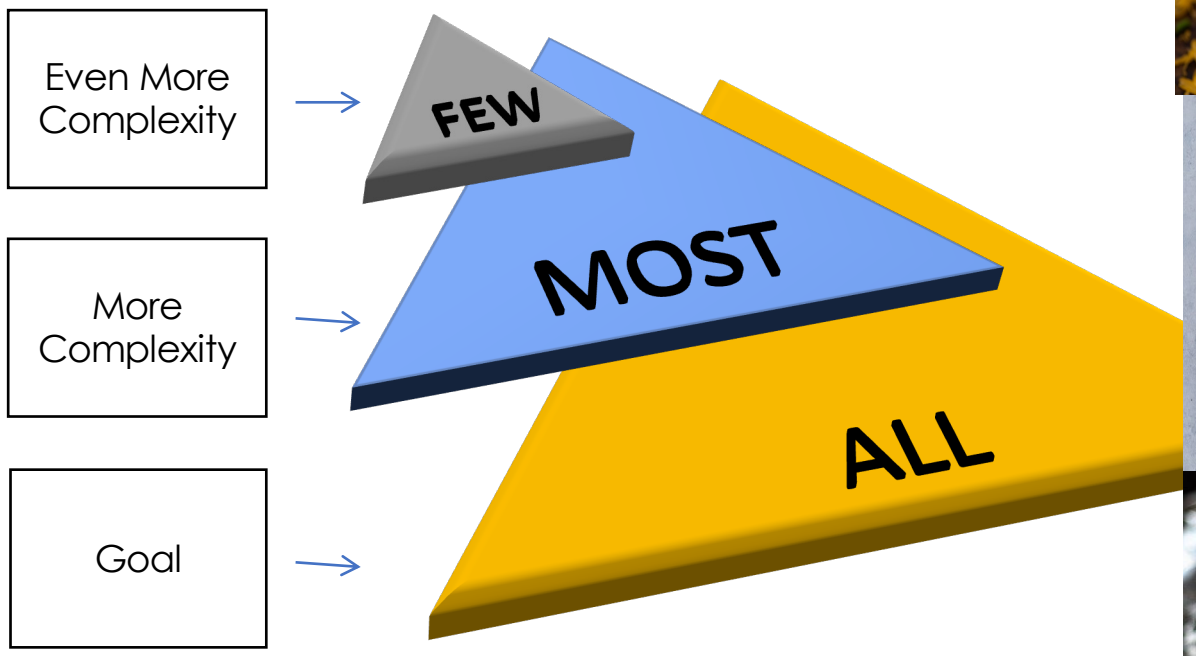
Planning Pyramid



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Our Co-Planning Journey: Learning Continuums

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

Learning Outcome:				
Student friendly:				
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

Learning Continuums

1. Choose a Learning Standard and translate it into student friendly language

Learning Outcome:			
Student friendly:			
Approaching	**Essential**	**Confident**	**Extending**

2. Start with determining the most essential concept of the standard and then add on complexity

3. Extend the grade level standard to include an access point and challenge point

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Asset Based Learning Continuum

By the end of Grade 8, students will:

B1. Number Sense

demonstrate an understanding of numbers and make connections to numbers are used in everyday life

Specific Expectations

Compare grades

Transferable skills: Critical thinking and problem solving | Communication

Specific Expectations

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Teacher supports

Asset Based Learning Continuums

Using the key concepts for each expectation, we constructed a grade-level scaffold in *student friendly language*

Specific Expectation:B1.2: B1.2 describe, compare, and order numbers in the real number system (rational and irrational numbers), separately and in combination, in various contexts				
Student friendly: I can describe, compare and put numbers in order				
Grade Level				
Approaching	**Emerging**	**Developing**	**Confident**	**Extending**
I can I can describe, compare and order positive whole numbers up to 100	• I can describe, compare and order integers, fractions and decimals	• I can describe, compare and order irrational numbers • I can explain different number systems	• I can describe, compare and order numbers in combination • I can make connections between different number systems	• I can apply different number systems to real life scenarios

Access point

- IEP goal for students with intellectual disabilities
- Fills in gaps in learning and lagging skills in all students
- Build background and prior knowledge for all students to connect new learning to
- Allow all student to start with success

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Asset Based Learning Continuums

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Emerging (essential understanding of grade level standard)

- The base knowledge and skills needed to move onto more complex knowledge and skills
- Allows students wit intellectual disabilities to access grade level standards
- Clearly communicates what is essential for a “pass” in a standards-based grade book
- All students must show evidence (additive) of essential to be able to move forward

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Developing (more complex)

- Adds on to the base or essential know and skill of the learning standard
- Is a scaffold or a step toward fully meeting grade level standard

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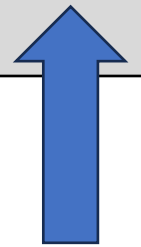

Confident (more complex)

- Showing evidence of fully meeting grade level expectations of a learning standard

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Asset Based Learning Continuums

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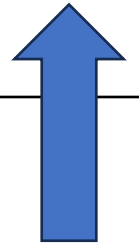
Student friendly: I can describe, compare and put numbers in order				
Grade Level				
Approaching	**Emerging**	**Developing**	**Confident**	**Extending**
I can I can describe, compare and order positive whole numbers up to 10	• I can describe, compare and order integers, fractions and decimals	• I can describe, compare and order irrational numbers • I can explain different number systems	• I can describe, compare and order numbers in combination • I can make connections between different number systems	• I can apply different number systems to real life scenarios



Extending (more complex)

- Showing evidence of knowledge and skill that is beyond the grade level expectation
- Can either be a higher grade level or going deeper within the grade level standard
- All students have the opportunity to learn about extended learning opportunities (even if they do not demonstrate evidence of learning at this level of understanding)

Why is Planning for ALL Important?

- How do we lead a community in ways that support educators to design for ALL students from the start?

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 and needs based multi layered support models
- move away from a medical & deficit-based model of special education (IEPS)

School & District Infrastructure

Teacher & Staffing Infrastructure

Student Infrastructure

WHAT IS *inclusion* ?

How do we
include people
with disabilities?

How do we teach
to ***diversity***?

Shelley
MOORE PH.D.
2023

What is one useful idea?

What is one thing you want to focus on in your context?

What is one thing you want to think more about?

What is one thing you want to learn more about?

What is one thing you want to share with someone who is not here today?

Shelley MOORE PH.D.

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