

SHELLEY MOORE



@tweetsomemoore



@fivemooreminutes



@fivemooreminutes



www.fivemooreminutes.com

www.blogsomemoore.com



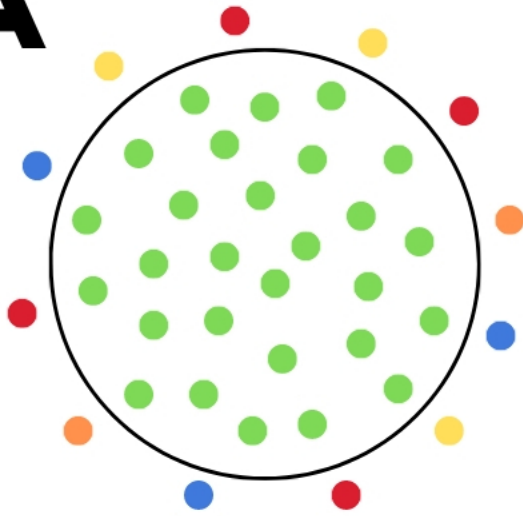


WHAT DOES INCLUSION MEAN?

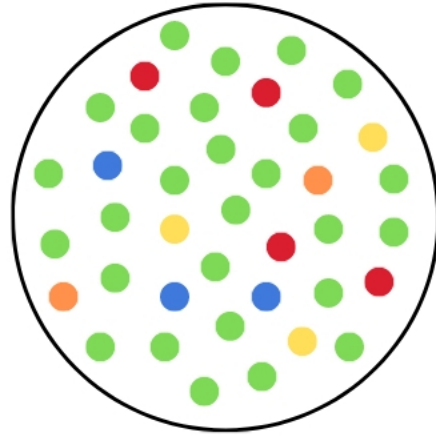


EXCLUSION
INTEGRATION
INCLUSION
SEGREGATION

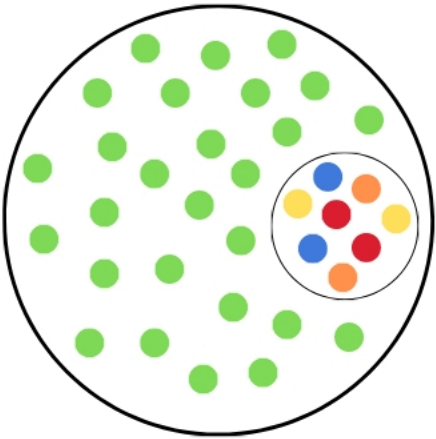
A



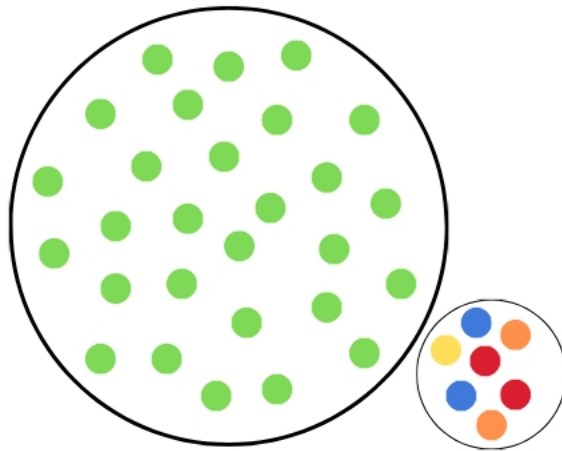
C



B

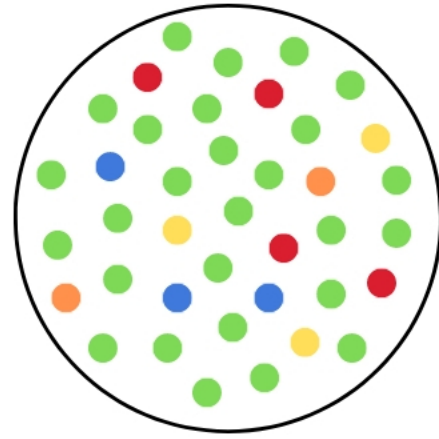


D

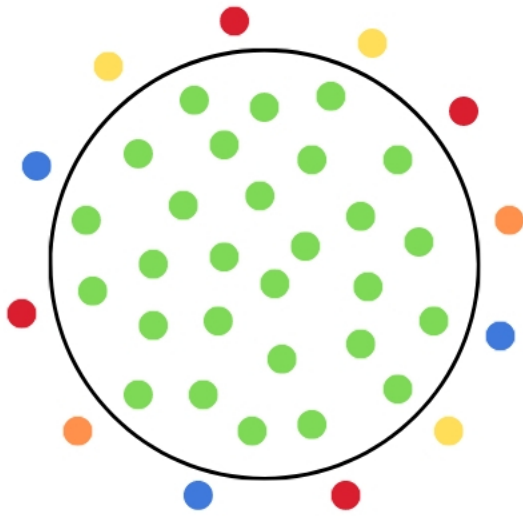


EXCLUSION
INTEGRATION
INCLUSION
SEGREGATION

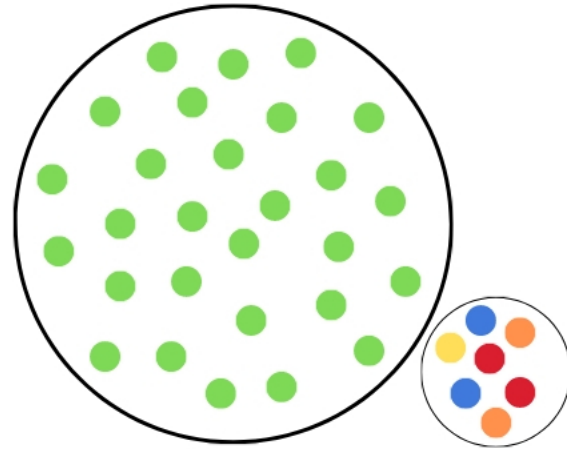
WHAT IS
INCLUSION?



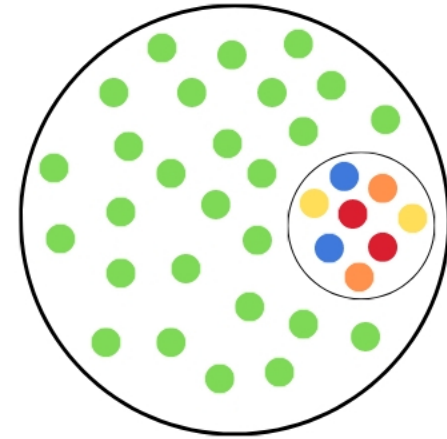
inclusion



exclusion



segregation



integration

WWW.FIVEMOOREMINUTES.COM

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



Five Moore Minutes

3.61K subscribers

SUBSCRIBE

HOME

VIDEOS

PLAYLISTS

COMMUNITY

CHANNELS

ABOUT



Welcome to Five Moore Minutes!

11,860 views • 1 year ago

A new school year, A new project! This is Five Moore Minutes! An inclusive education channel supporting the teaching and learning for ALL students. In this short introduction video, you will learn about the structure of the project and some of the big ideas! A new video episode will be released every month, highlighting a new inclusive idea or concept in an accessible

READ MORE

Uploads ▶ PLAY ALL



Dr. Baked Potato: How can we scaffold complexity?

6.4K views • 3 weeks ago



Five Moore Minutes Welcome to Season Two!

936 views • 1 month ago



Welcome to Season 2 of The Five Moore Minutes...

183 views • 1 month ago



Inclusion as United - Megan

184 views • 4 months ago



United: Inclusion AS Unity

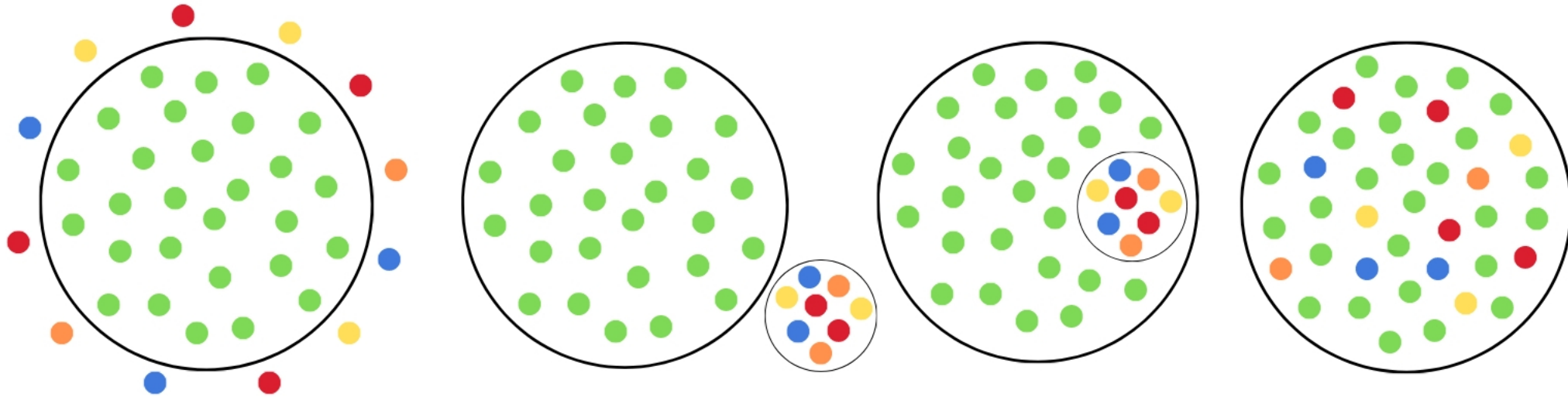
3.5K views • 4 months ago



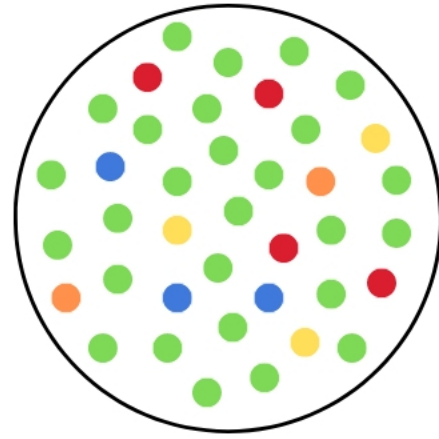
The Infrastructure of Inclusion: Suzanne, Janice...

187 views • 5 months ago

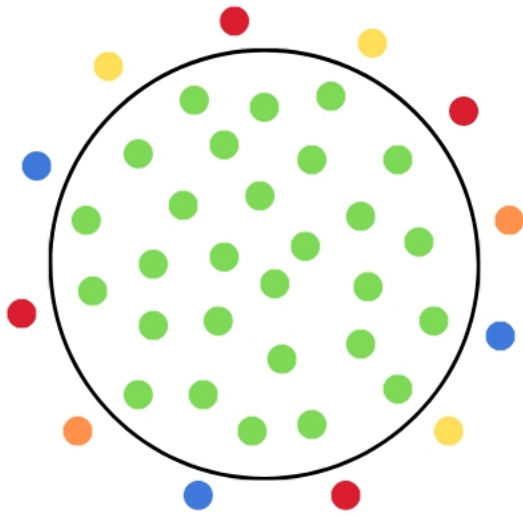
WHAT IS INCLUSION?



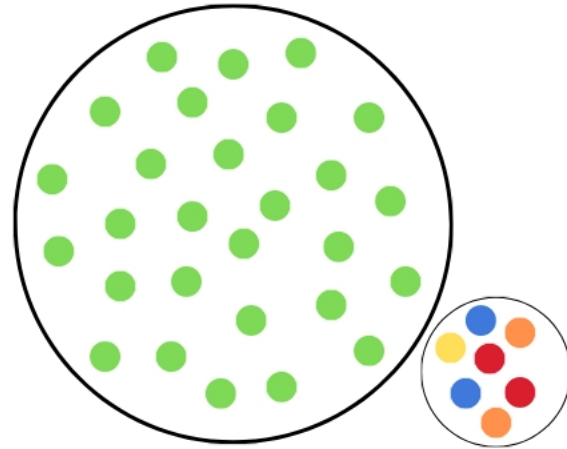
?



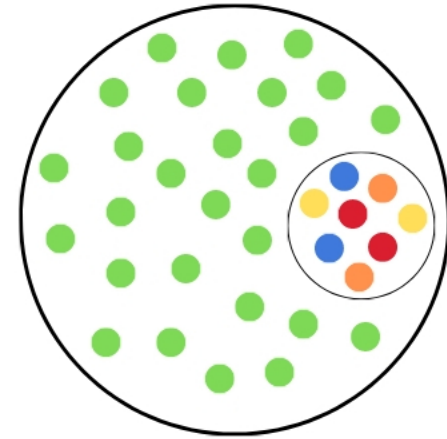
inclusion



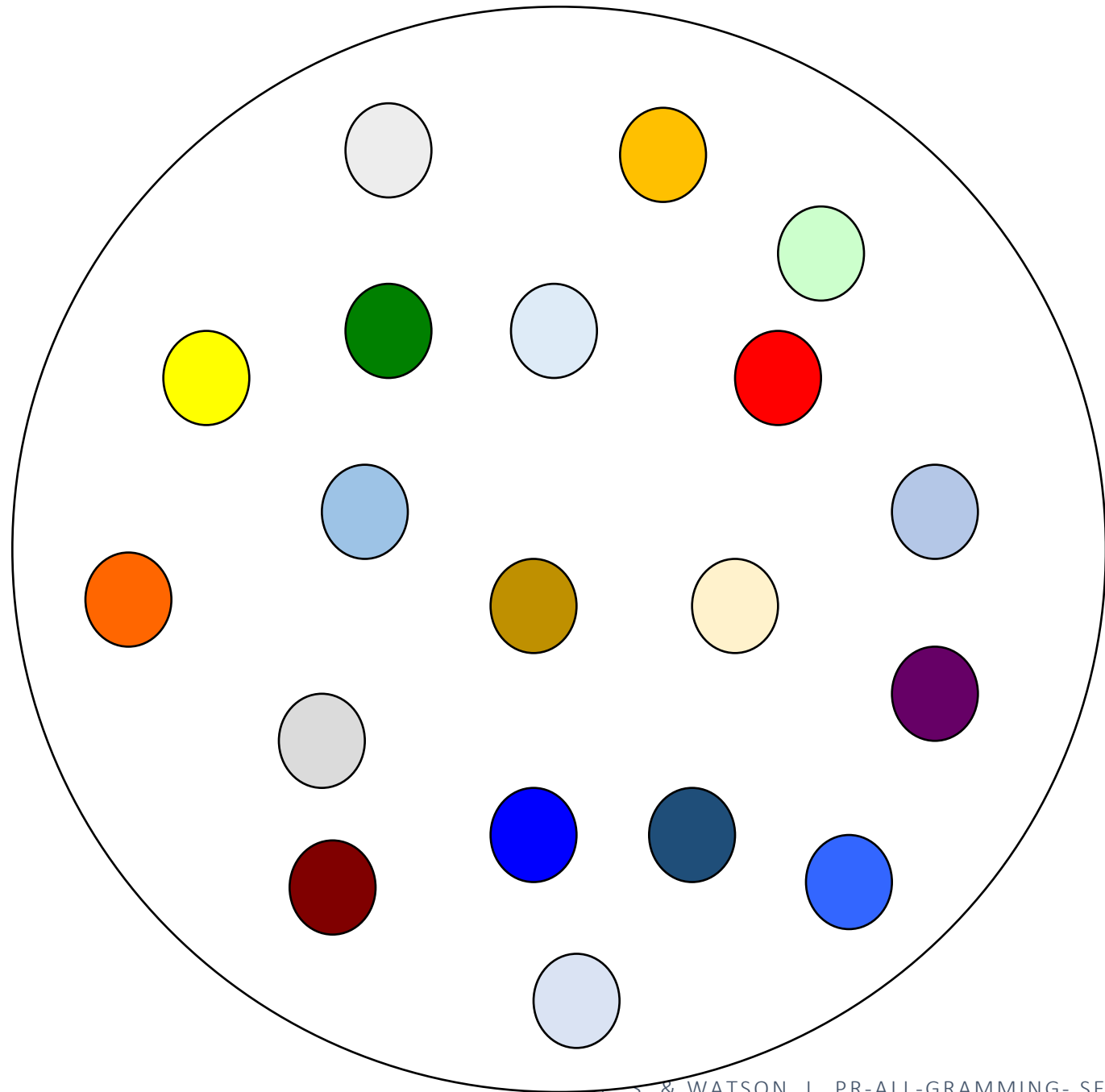
exclusion



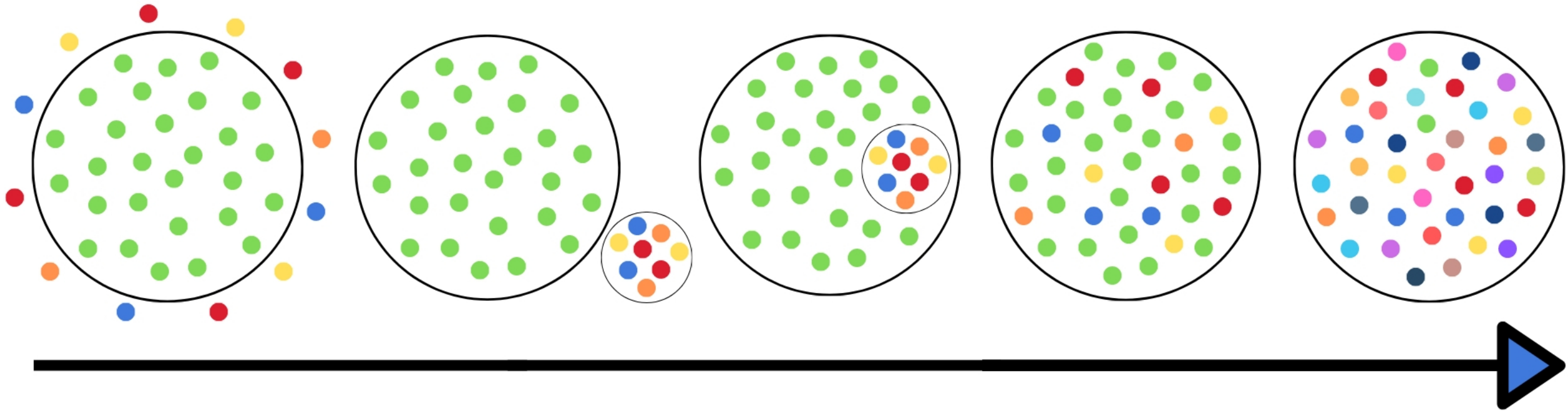
segregation



integration



WHAT IS INCLUSION?



Where are you on this continuum? What's the next step?



WHO IS INCLUSION?



WHO IS INCLUSION?

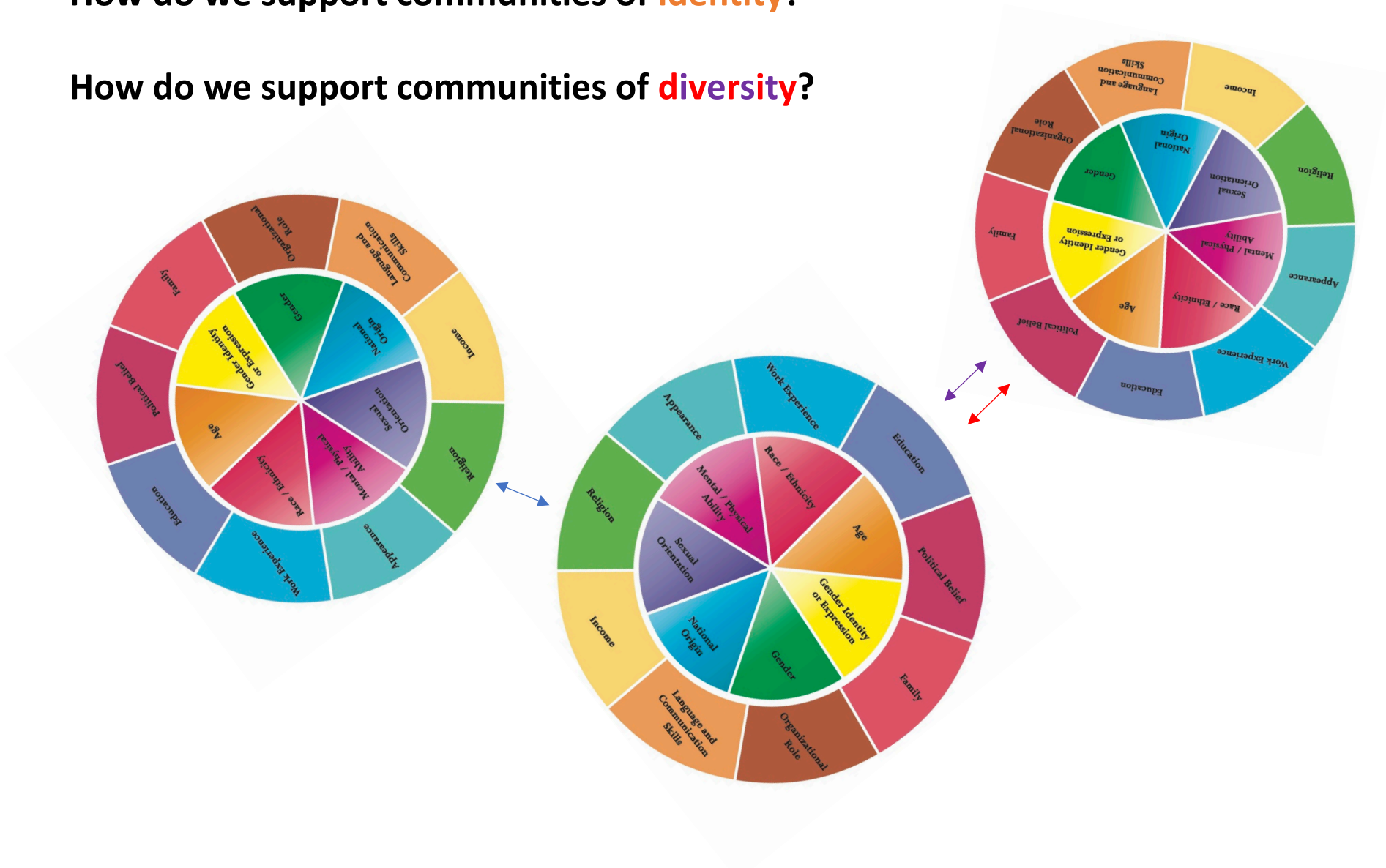
What are your
colours?

Do we value ALL
colours equally?



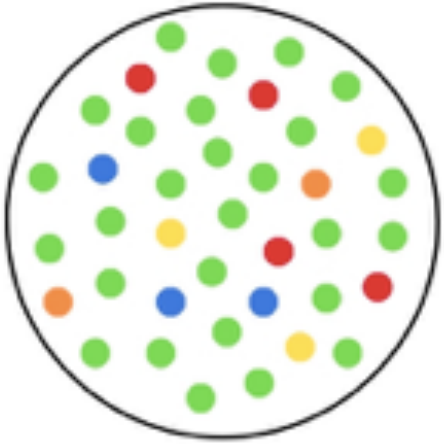
How do we support communities of **identity**?

How do we support communities of **diversity**?



How do we move **away** from groups of deficit?

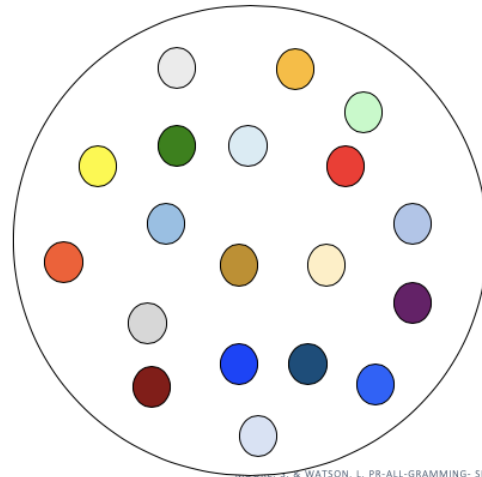
What is Inclusion?



How do we include students who are different?

VS.

How do we teach to student diversity?

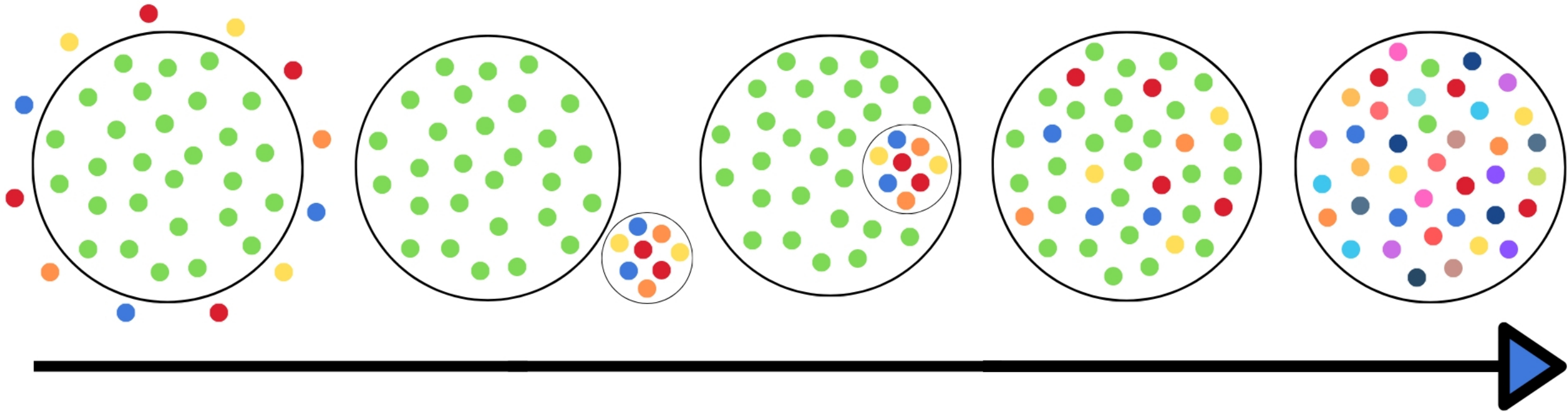


VS.

How do we teach to student identity?

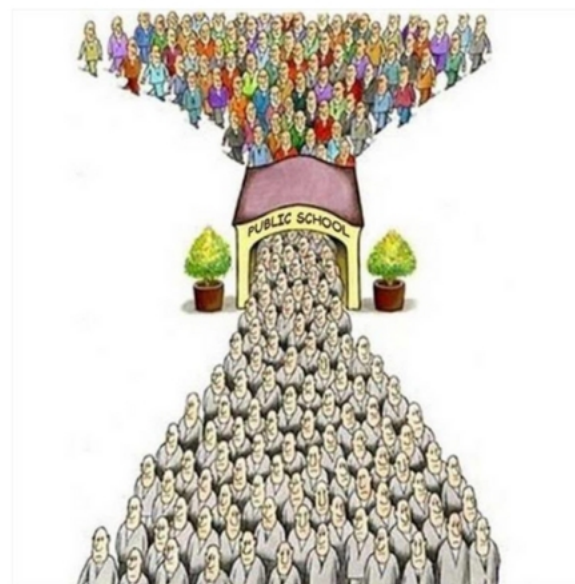
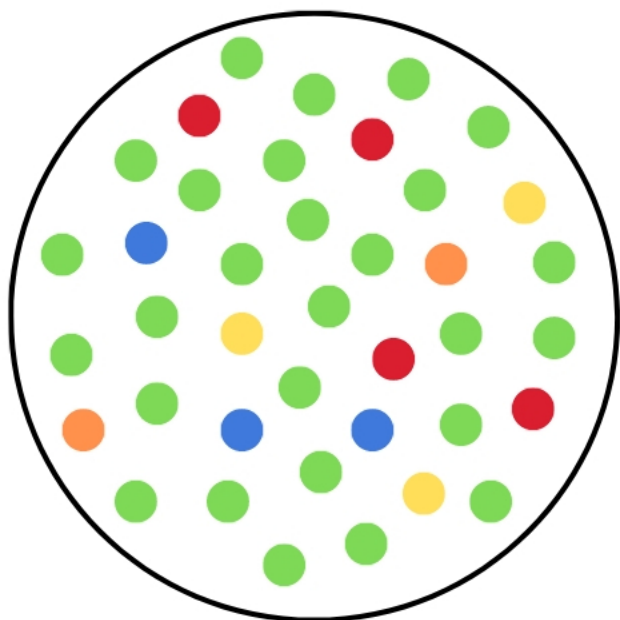


WHAT IS INCLUSION?



Where are you on this continuum? What's the next step?

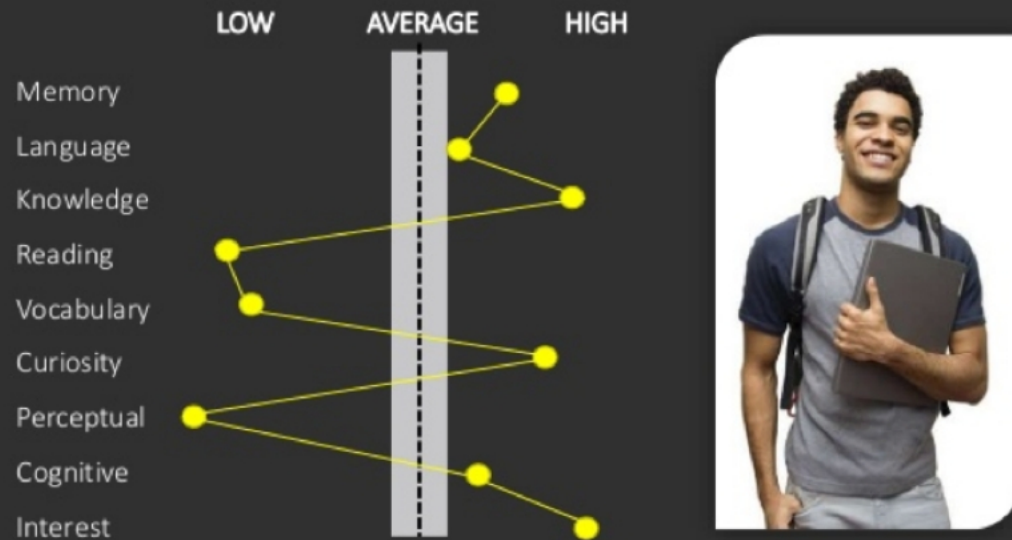
WHERE DID GREEN COME FROM?



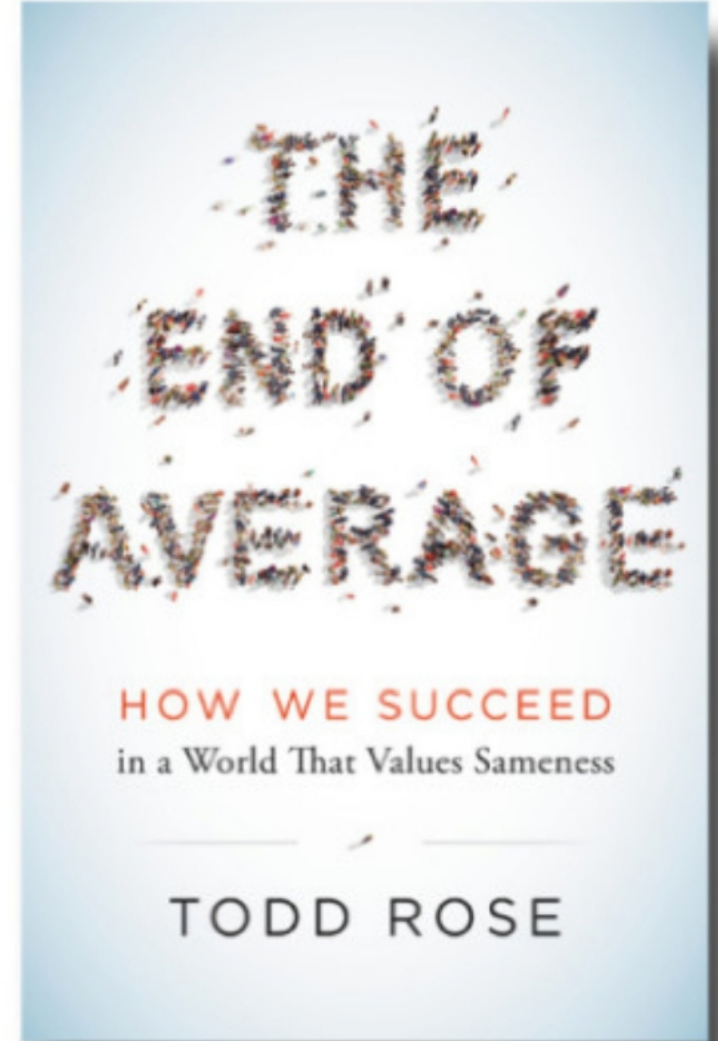
GREEN = AVERAGE

The End of Average!

The average student is a myth



The Myth of Average: Todd Rose at TEDxSonomaCounty: <https://www.youtube.com/watch?v=4eBmyttcfU4>



THE AIRPLANE DILEMMA...

Effectiveness: Building individualized
planes for every pilot

Efficiency: Building one standardized
plane for ALL pilots

THE CURRICULUM DILEMMA...

Effectiveness: Building individualized education plans for every student

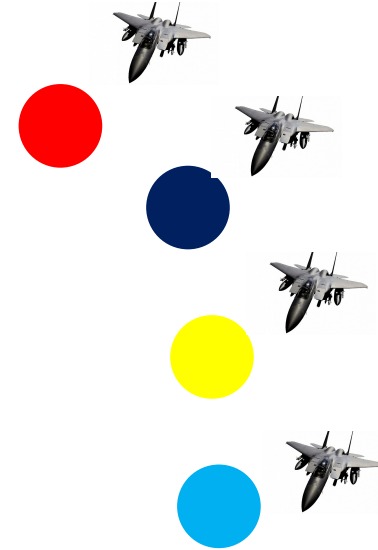
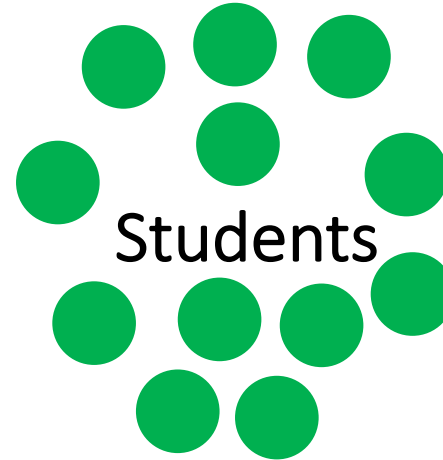
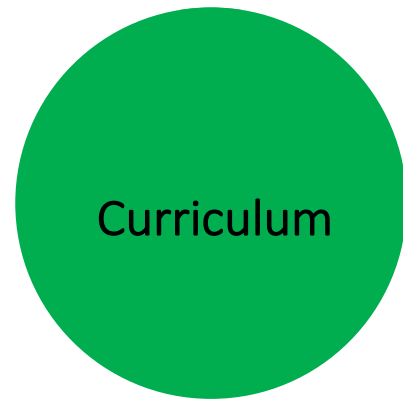
Efficiency: Building one standardized curriculum for ALL students

A SOLUTION?! Effective & Efficient?

An **adjustable** plane designed for a
range of **dimensions**

An **adjustable** curriculum designed for
a **range** of **diversity**

WHAT'S THE DIFFERENCE?



DESIGN: THE MOST UNDERUTILIZED SUPPORT



HOW DO WE DESIGN AN ADJUSTABLE AIRPLANE?

- Who are the pilots? What is the range of dimensions?
- What kind of planes are the pilots 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 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?

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?

Strengths

Stretches

Identities

Interests

Goals

What are student **dimensions** that we can capture
(so that we can design for them)?

Strategies

Needs

Barriers

Supports

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?



SHIFTING OUR SUPPORT MODELS

The cupcake Model



Special Education

Medical Model



The cupcake model



Shelley Moore, 2019

The layered cake model



@tweetsomemoore

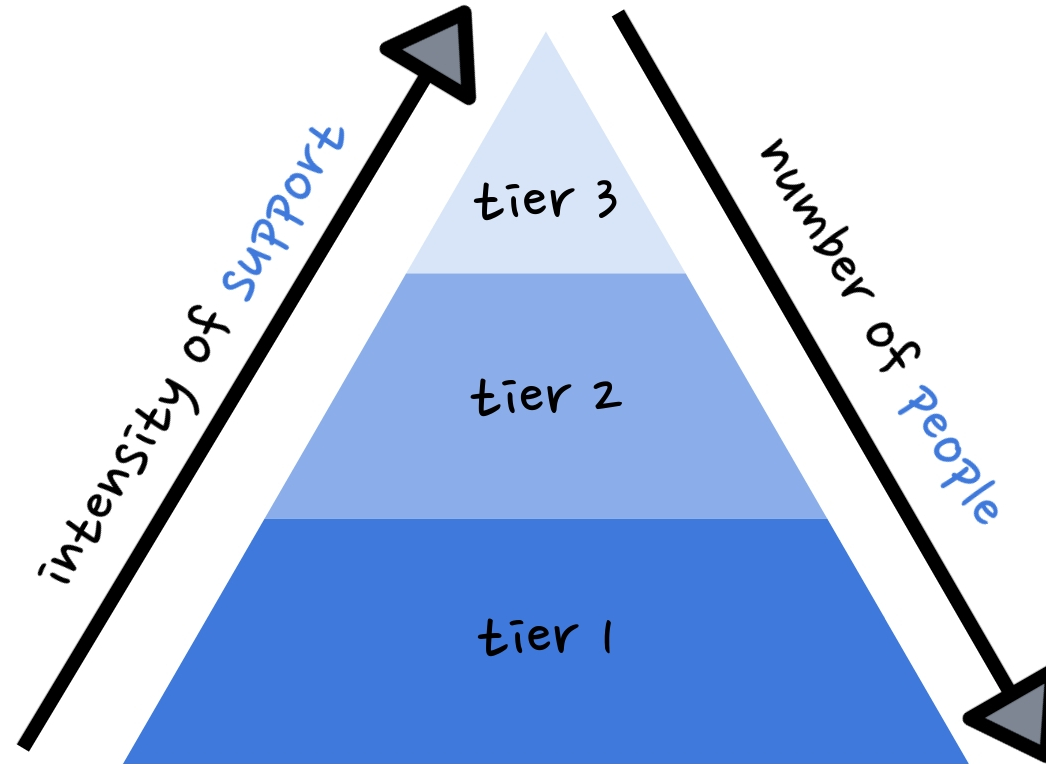
The layered cake model



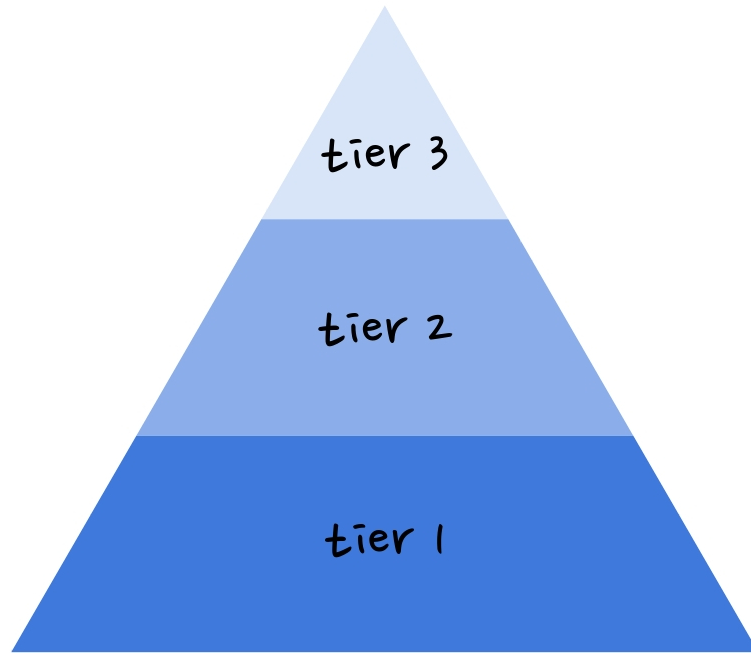
Shelley Moore, 2019

@tweetsomemoore

RTI: RESPONSE TO INTERVENTION

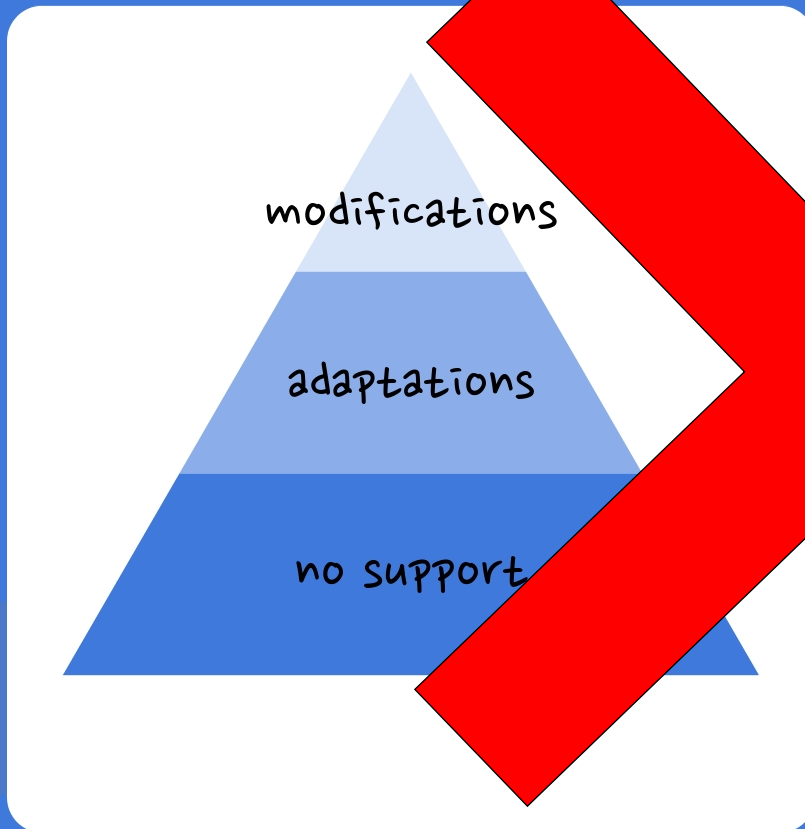


RTI: RESPONSE TO INTERVENTION

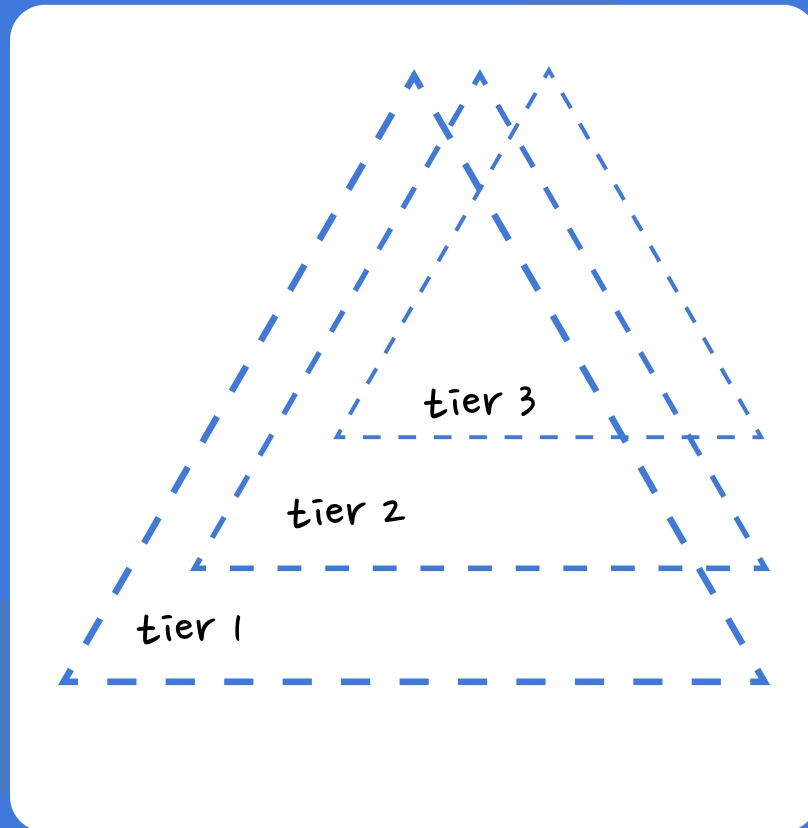


- early intervention of support
- assessment of students
- regulated supports

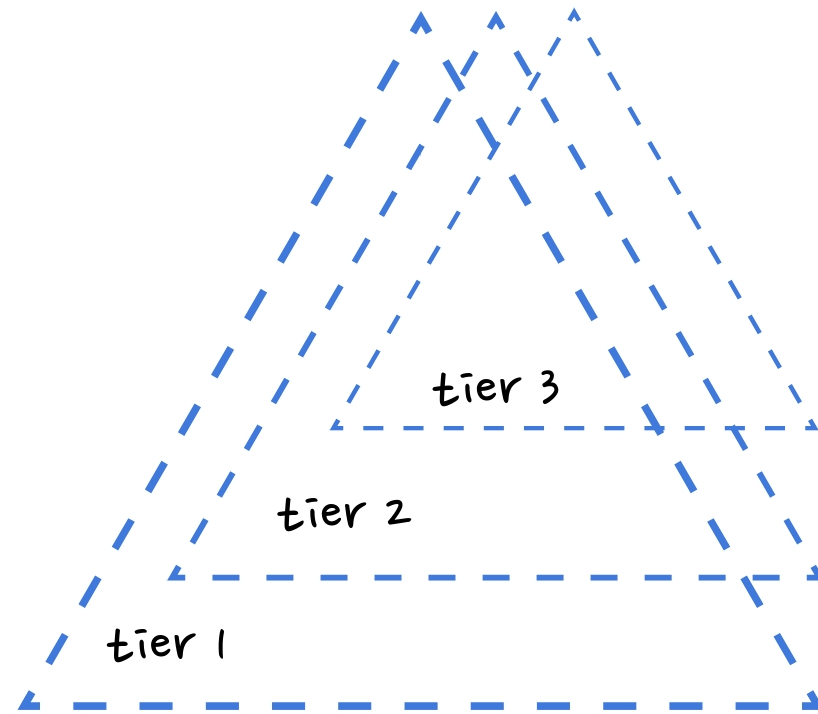
RTI: RESPONSE TO INTERVENTION ??




RTI: RESPONSE TO INSTRUCTION



RTI: RESPONSE TO INSTRUCTION



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



**When a flower
doesn't bloom you
fix the environment
in which it grows,
not the flower.**

- Alexander Den Heijer -

www.livelifehappy.com

RESPONSE TO INSTRUCTION

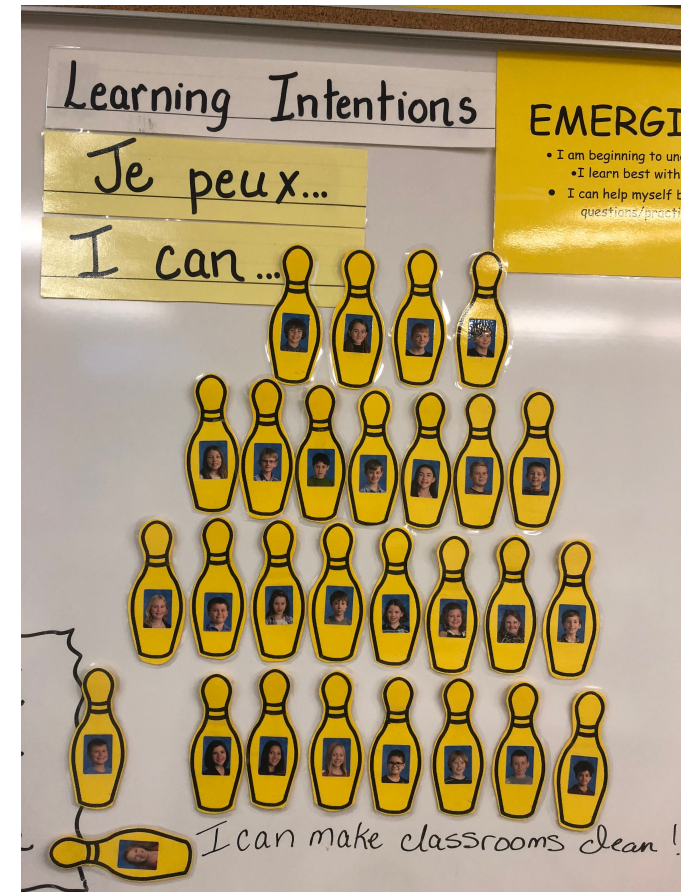
- SUPPORTS are determined BEFORE teaching
- SUPPORTS are designed for specific students
- SUPPORTS are taught to ALL students
- SUPPORTS are available to ALL students



Making supports adjustable

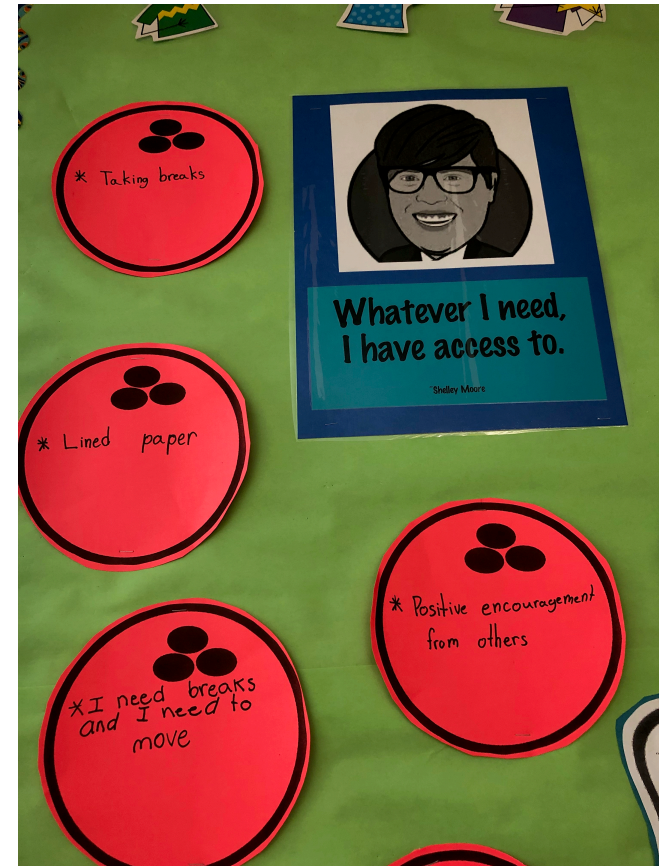
“What ever I need I have access too!”

- What is this support?
- Why is it useful?
- How do I use it?
 - What does it look like/
sound like/ feel like?
- How do I know when I need it?
- How do I know when I don't?

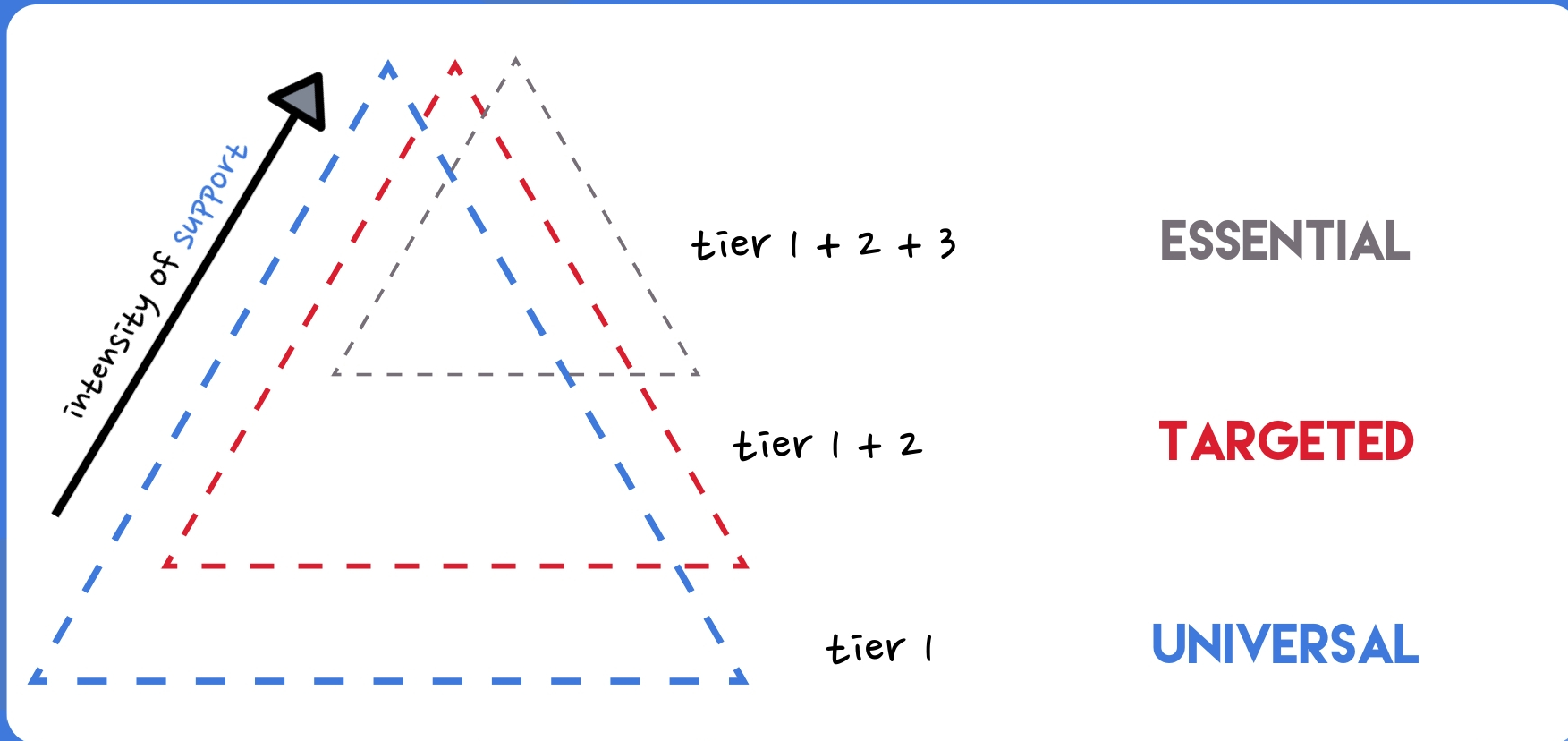


Support: Gum

- What is this **gum**?
- Why is **gum** useful?
- How do I use **gum** as a support?
 - What does **gum** *look* like when I use it?
 - What does **gum** *sound* like when I use it?
 - What does **gum** *feel* like when I use it?
- How will I know when I *need* **gum**?
- How will I know when I *don't need* **gum**?



RTI/MTLS



MAKING A PLAN...

- What is **one useful thing** so far?
- What is something you want to **try**?
- What is your **first step**?
- What **SUPPORTS** do you need?
- How will you **celebrate** your success?

Carly

SHELLEY MOORE



@tweetsomemoore



@fivemooreminutes



@fivemooreminutes



www.fivemooreminutes.com

www.blogsomemoore.com

