FSI Summer Institute 2016

SRL as a Framework for Creating Inclusive Contexts for Diverse Learners

With

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Day Two: August 23, 2016

Themes For Today

MONDAY	TUESDAY	WEDNESDAY
What is SRL in the context of learning?		
Empowering Learners		

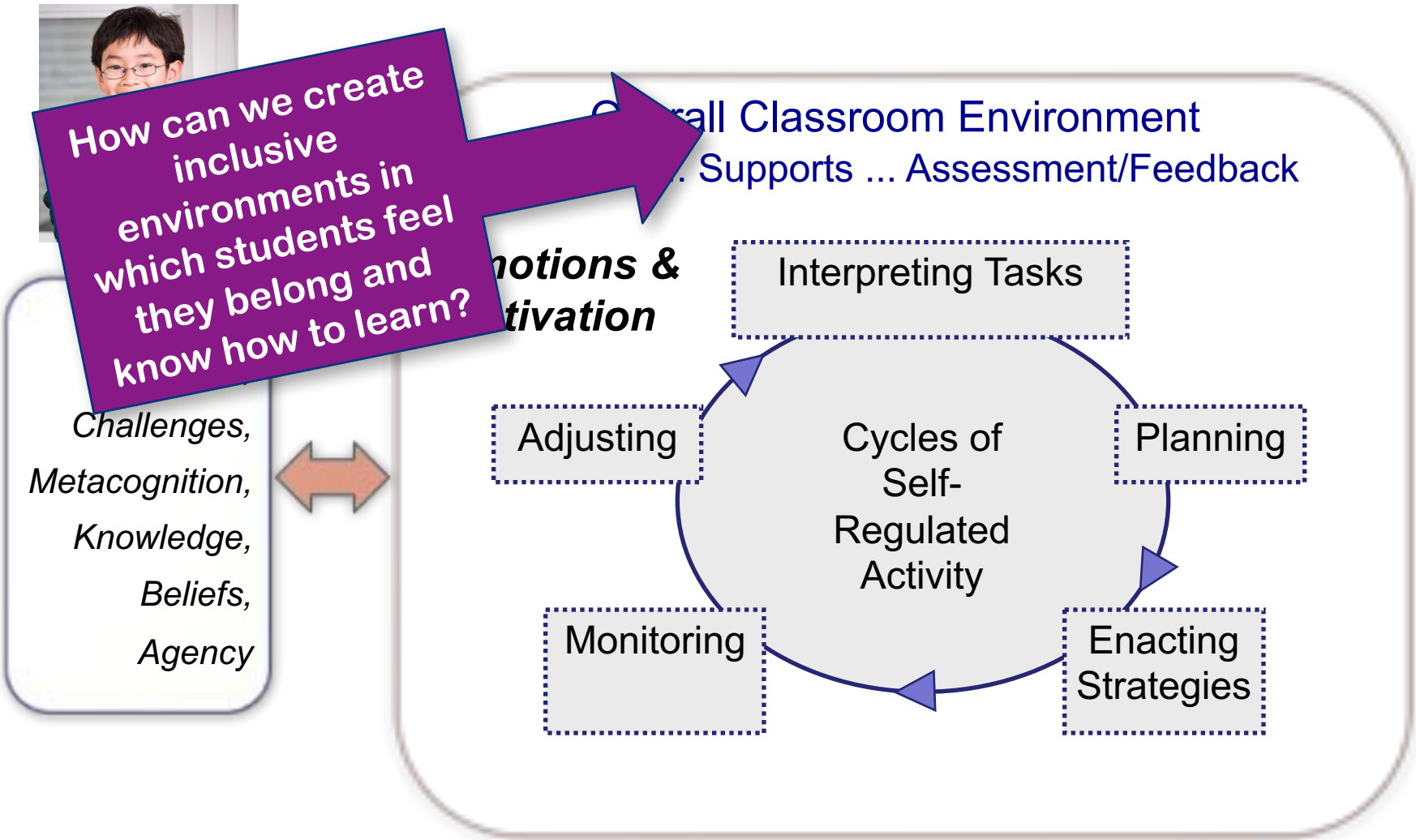
PLUS Personalized Learning
Each day you will have a chance to think about these topics in light of the questions *you* are bringing to the table

Themes For Today

MONDAY	TUESDAY	WEDNESDAY
What is SRL in the context of learning?	Creating inclusive environments that enable learning	SRL Promoting Practices: Unpacking examples
Empowering Learners	SRL and Inclusion	Working with others to foster SRL

PLUS Personalized Learning
Each day you will have a chance to think about these topics in light of the questions *you* are bringing to the table

How Can Classroom Practices Empower SRL?



Butler, 2002; Butler et al., 2011

Creating Safe & Supportive Learning Environments

Fostering a Community of Learners

Building a Community of Learners

Learning communities respect all individuals as valued members, recognize and accept their various strengths and challenges, accommodate diverse interests and needs, and foster peer-to-peer co-learning.

Establishing a community of learners creates an environment in which students feel comfortable taking risks in order to push their thinking and learning forward

Butler et al. (2016), p. 60

How would you feel if…

You join a group of colleagues who are chatting, and no one looks up or welcomes you to the group…

When you join a classroom in a support role, no one acknowledges your arrival or introduces you…

When everyone is going on a field trip, you are the only one without a printed name tag…

When you enter your workplace, you are the only one without a designated place for your coat and supplies…

On a list of participants, everyone's name is listed alphabetically, except your name is scribbled at the bottom of the list…

Building *our* Learning Community?

What is most important, in terms of how we are working together…

- to ensure you feel *included*?
- to ensure you feel *respected*?
- to ensure your perspectives are heard and valued?
- to ensure you feel comfortable sharing "ideas in process" and making "mistakes"?

How can we create those conditions for all learners?

Creating Inclusion

(Moira Goodman, Delta School District)

Are students included?

Does their teacher make sure they have a desk along with their peers?

Are they included in the seating plan? Do they have a coat hook just like everyone else?

When the Valentines list goes home to parents, are they included in the class list alphabetically?

When teams are created, are all students included from the outset?

Teachers who model inclusive behavior reinforce kindness and inclusion of everyone regardless of our differences, and their students are learning empathy and understanding.

Creating a Sense of Belonging

When we create inclusive classrooms, we have the potential to build learning communities in which all members are and feel included and valued.

We can realize that potential by:

(1) celebrating and building from the differences learners bring to classrooms;

(2) supporting all learners to grow and learn to their full potential

(3) assisting all learners to pursue learning based on their unique talents, experiences, interests, and needs

Reflection

What does it take to create a community of learners?

How can we ensure that learners…

- Feel like they *belong*?
- Can focus on *learning*?
- Know *how to* participate?

Participation Structures

What are Participation Structures?

Generic routines

Can be applied to a variety of classroom activities

Are repeated so students transition to them easily **

- Students recognize the routine and know what is expected of them

They are efficient and, once established, allow teachers and students to *focus on learning*

(Brown & Campione, 1994; Perry, 2013)

Examples

Morning meetings

Sharing circles

Daily 5

Peer-to-peer feedback

"Ask three before me"

Routines for self-assessment and lesson closure

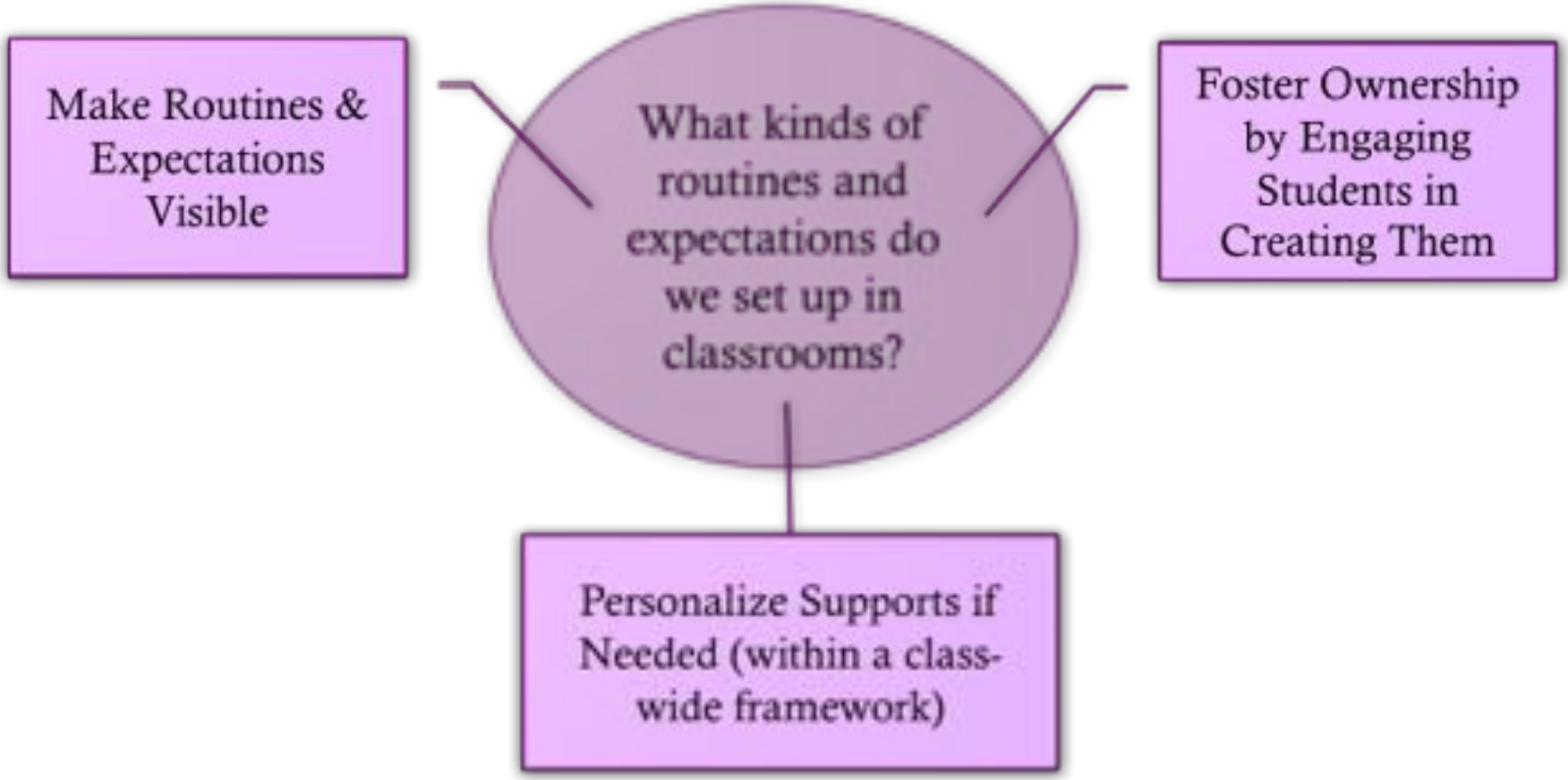
- "What have you learned about yourself as a reader/writer today?"
- "What have you learned that you can use over, and over, and over again?"

Why Establish Participation Structures?

What is a "participation" structure or routine in your context?

How does having routines help students know how to participate more effectively?

Participation Structures: Big Ideas

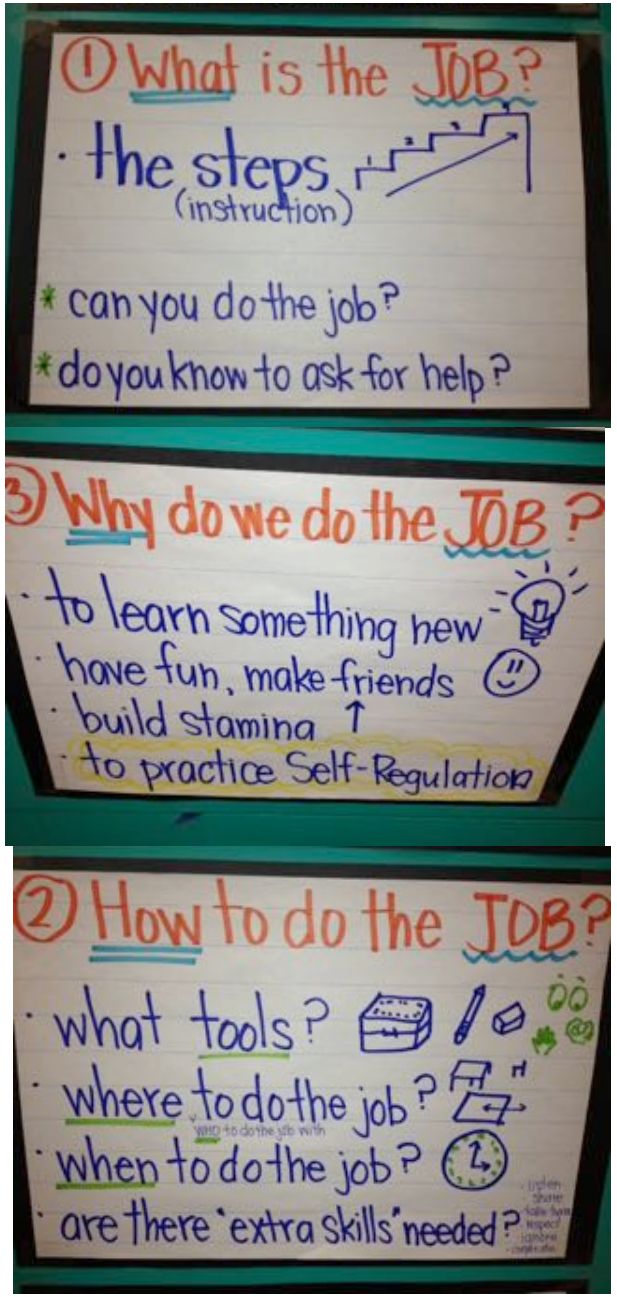


Making Routines Visible

What is My Job?

Talking about “self-regulated learning” in "kid friendly" terms

Kelsey Keller
Coquitlam School District



Applying These Ideas to Classroom Routines: Jennifer Ross

Self-Regulated "Listening" in Kindergarten, French Immersion

Applying These Ideas to Classroom Routines: Jennifer Ross

Getting Ready to Go Outside

Reflection

How do these kinds of strategies surface routines & expectations?

How can this foster SRL?

How can this approach support diverse learners?

TIME OUT

Walk Around Your Table!

Co-Constructing Routines

Raise Hands?

Noise Maker?

Why did I ask you to choose?

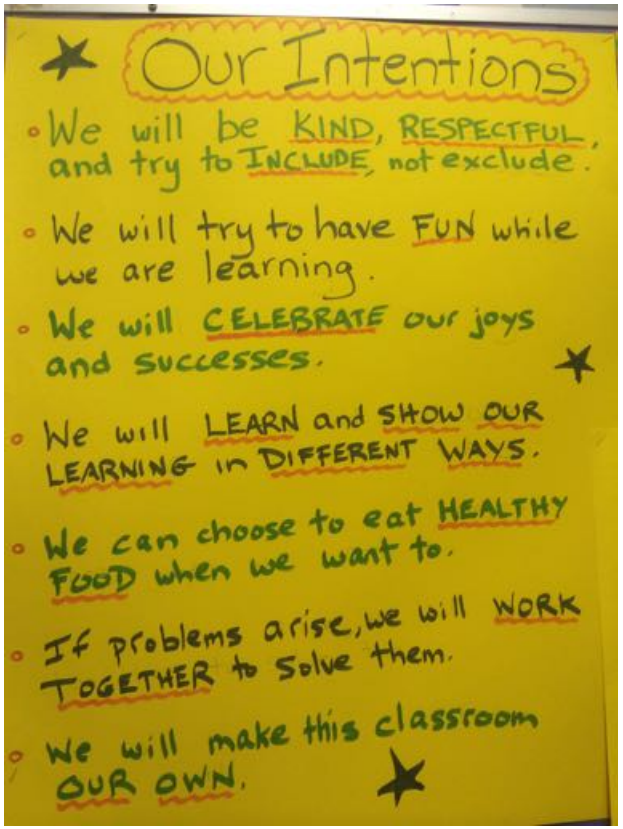
Understanding Classroom Expectations

Dave Dunnigan (Coquitlam School District)

At the beginning of the year, Dave and his Grade 6/7 students go through a visioning process to create their learning community.

He asks students:

- what makes a great classroom?
- How are the students learning?
- How is the teacher teaching?
- How does everyone treat each other and interact with each other?
- What routines and expectations help us in our learning?



Responsive Classrooms

Focus on *how* children learn as much as *what* children learn

Understand that social interaction facilitates cognitive growth

Emphasize cooperation, assertion, personal responsibility, empathy, self-control

Employ pro-active vs. reactive approaches to discipline

Give children choices and opportunities for personal initiation

Attend to children's developmental, cultural and familial characteristics

Rimm-Kaufman & Chiu

About Responsive Classroom

The *Responsive Classroom* approach to teaching emphasizes academic, social, and emotional growth in a strong school community. We believe that *how* children learn is as important as *what* they learn, and that academic success is inextricably tied to building social-emotional competencies. We provide K-8 educators with practical training and resources to help create safe and joyful classrooms and schools where children can thrive.

Independent research has found that the *Responsive Classroom* approach is associated with higher academic achievement in math and reading, improved school climate, and higher-quality instruction. It has been backed by the Collaborative for Academic, Social, and Emotional Learning (CASEL) as one of the most "well-designed evidence-based social and emotional learning (SEL) programs".

The Responsive Classroom Approach
One-Minute Overview

For more information, watch our 2-part Responsive Classroom overview:
Part 1: Our Approach | Part 2: Responsive Schools

https://www.responsiveclassroom.org/about/

Reflection

Why might it be helpful to include students in co-constructing routines or expectations?

What are you doing along those lines already?

What do you wonder?

How do we Empower All Learners? Building Nested Supports

Supporting a Learner with More Intense Needs: Joshua (Grade 2)

Reena had built SRL promoting practices into her classroom, including:

- opportunities for students to move about during the day.
- opportunities for active learning and SRL (e.g., using pedagogies like writing workshop, literacy centres, etc).
- supports for all students to identify learning objectives, make plans, and advocate for their learning needs

From Shelley Moore (Richmond School District)

Empowering Joshua

Reena noticed that Joshua benefitted from all of these strategies – and others.

But he still struggled to engage productively in learning during independent work.

An educational assistant (EA) was assigned to the classroom; she watched over Joshua and redirected him to his work whenever he lost focus.

Still, Joshua was not sustaining his attention to classroom work without on-going support from the EA.

(see Butler, Schnellert, & Perry (2016), Chapter 10)

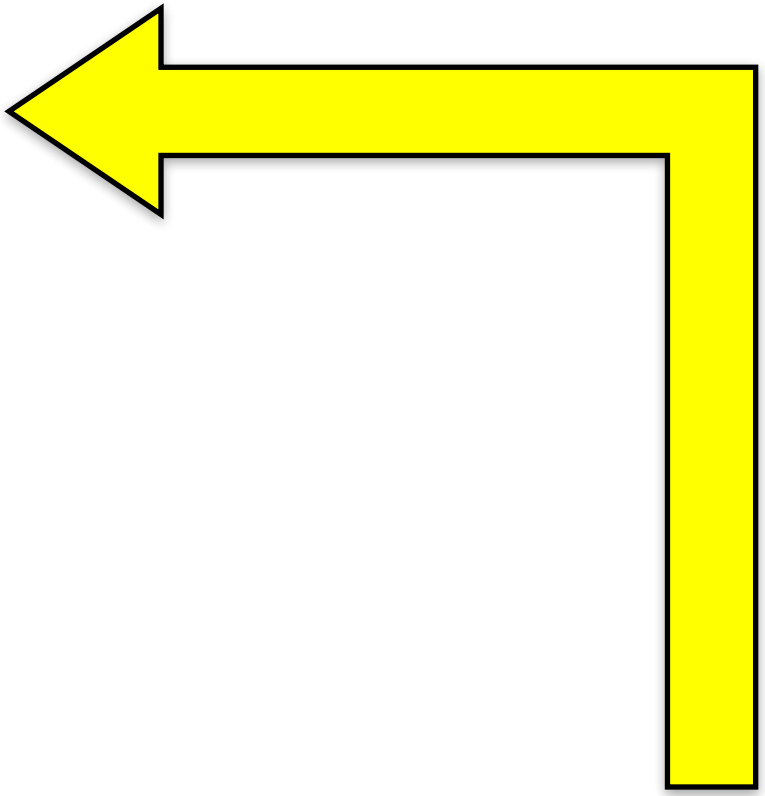
Empowering Joshua

Reena asked Shelley, a district-level inclusion support consultant for help ….

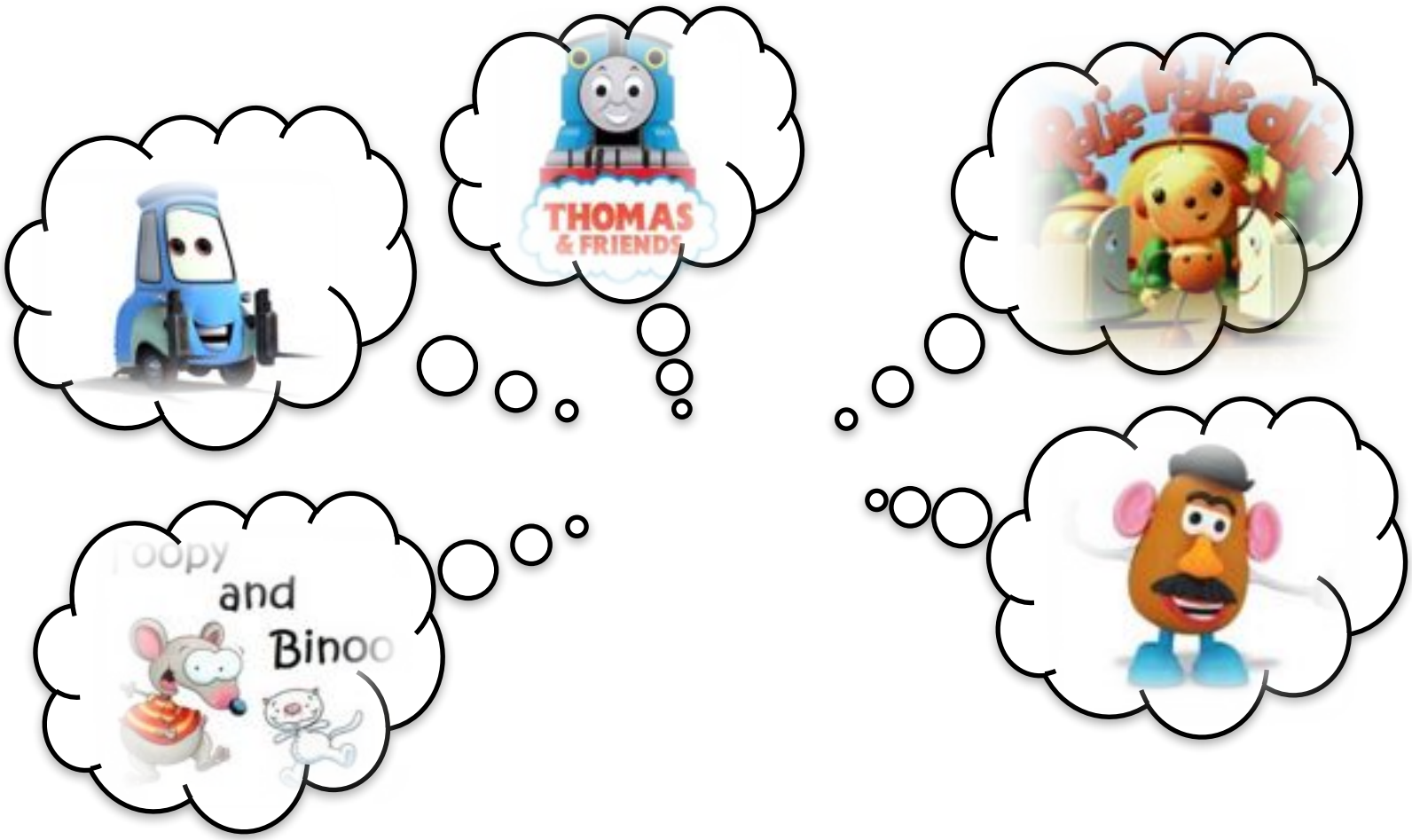
Me and My Head!!!!

By: Joshua & Shelley Moore

Hi! I am Joshua.



And this is my head!



My head is FILLED with lots of cool stuff.

My head helps me tell stories, and play games.

I am never bored!

But sometimes I need to do work.

It is hard for me to focus on my work because of all the thoughts in my head.

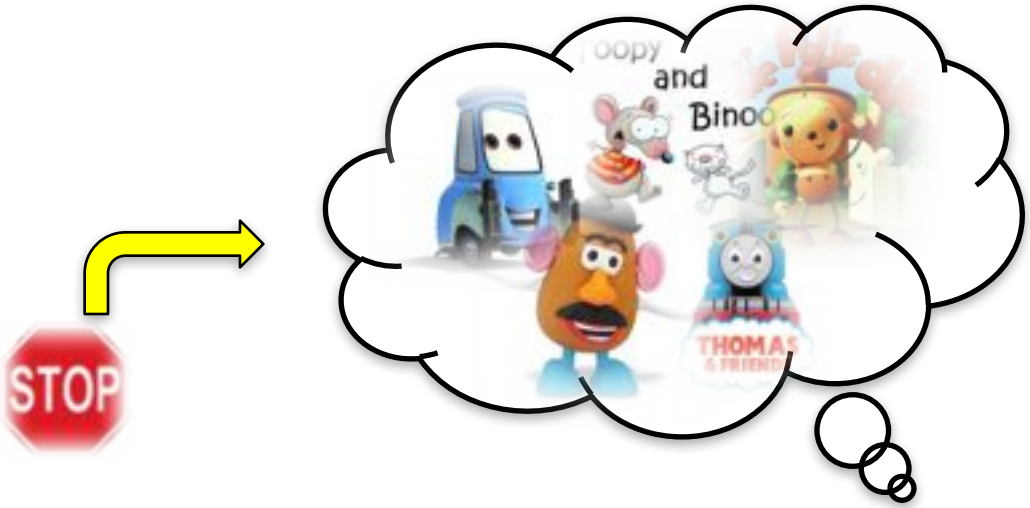
I need to put my thoughts on stop so I can do my work.

first

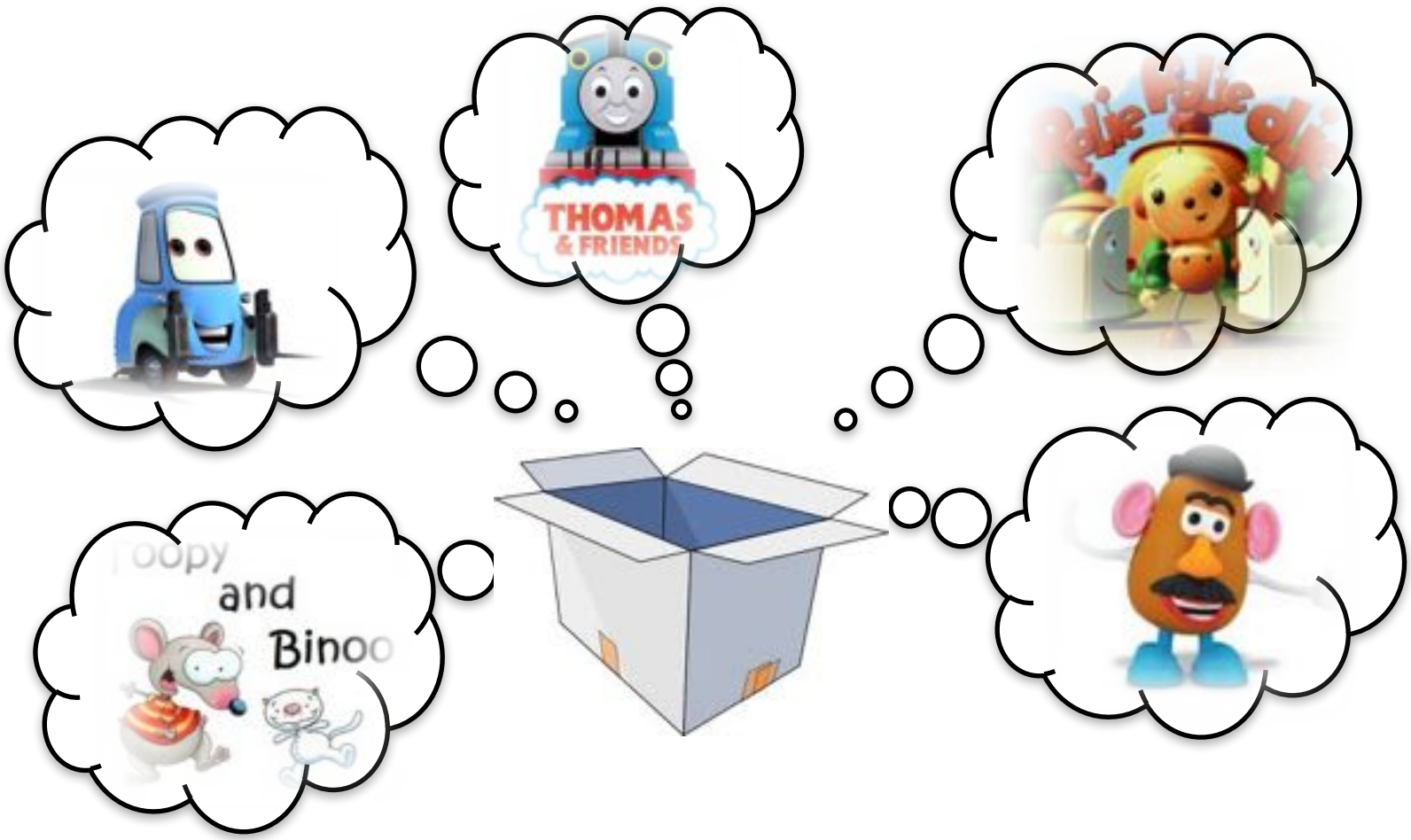
then

I can think about them again later, when all my work is done.

I know one thing that helps me!!



My head has a special box for me to put my thoughts in when I need to work.



Then, when my work is done, my thoughts can come back out of the box.

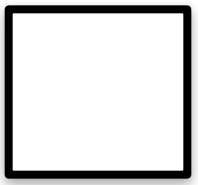
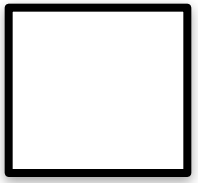
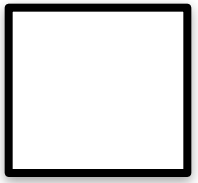
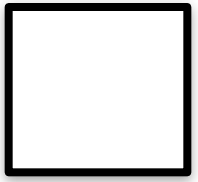
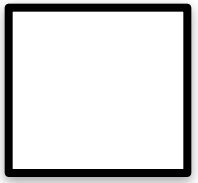
This helps me focus on my work by putting my thoughts on stop.

It makes my friends and my teachers very happy!

It makes me happy too because then I don’t miss out on any fun.

Thank you head.

Here are my thinking steps:

1. I am not focused 
2. I tell my thoughts to STOP 
3. I put my thoughts in a box 
4. I finish my work 
5. I take my thoughts out of the box 

Pages in Joshua's Book

Title Page: Me and My Head!!!!

Hi! I'm Joshua. And this is my head!

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My head helps me tell stories, and play games. I am never bored!

BUT sometimes I need to do work.

It is hard for me to focus on my work because of all the thoughts in my head.

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This helps me focus on my work by putting my thoughts on stop.

It makes my friends and my teachers very happy!

It makes me happy too because then I don't miss out on any fun.

Thank you so much! Thank you head.

End Page: A visual checklist of Joshua's thinking steps

Empowering Joshua

Shelley co-constructed a “social story” with Joshua that he could rely on to help him monitor and re-direct his own attention

This created a new way for Joshua to take control over learning

His EA could move to providing support to Joshua's self-regulation vs. “monitoring” of his behaviour

Reflection

Think about this example

- How is this *empowerment*?
- Where do you see *SRL*?
- Where do you see *inclusion*?

Lunch Break

As you go to lunch, have a look at how the ideas collected across our “rotations”

Creating Inclusive Learning Environments

Designing Inclusive Activities

Does every student have an entry point?

Can every student

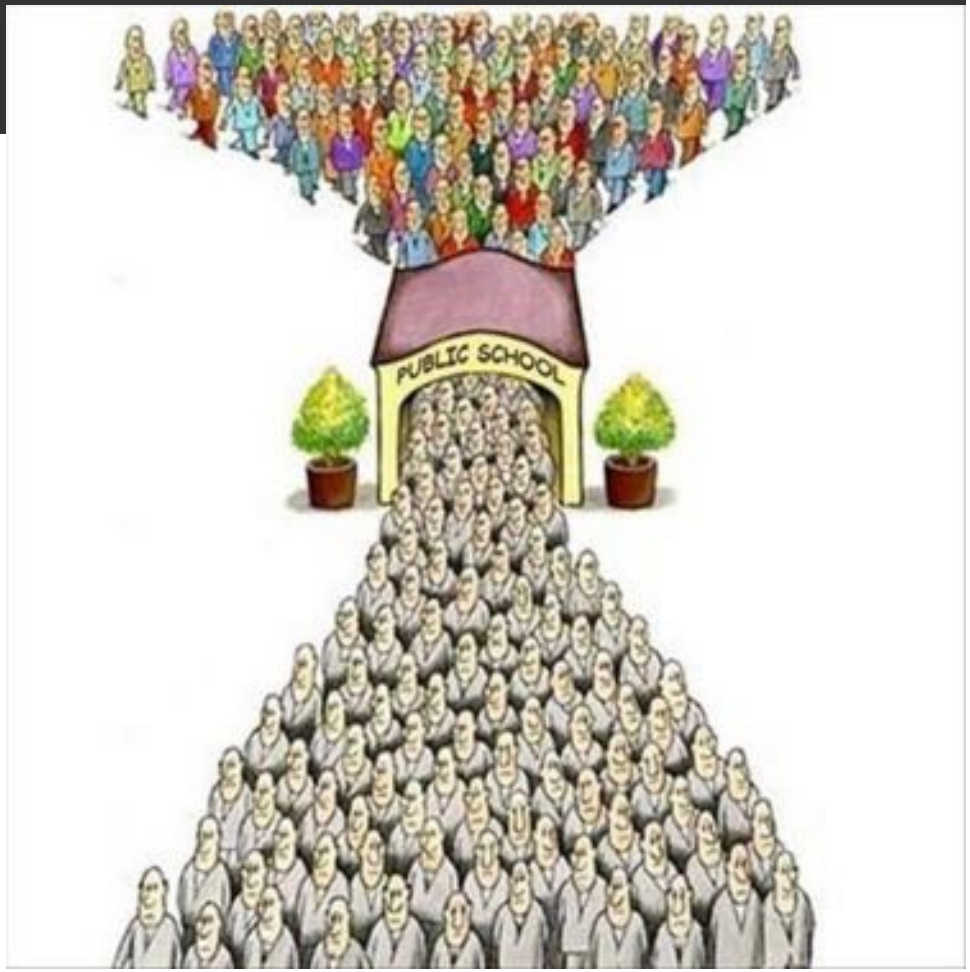
- link to their experience/expertise?
- access the curriculum in some way?
- stretch themselves?
- help others?
- experience success?

Inclusion and SRL

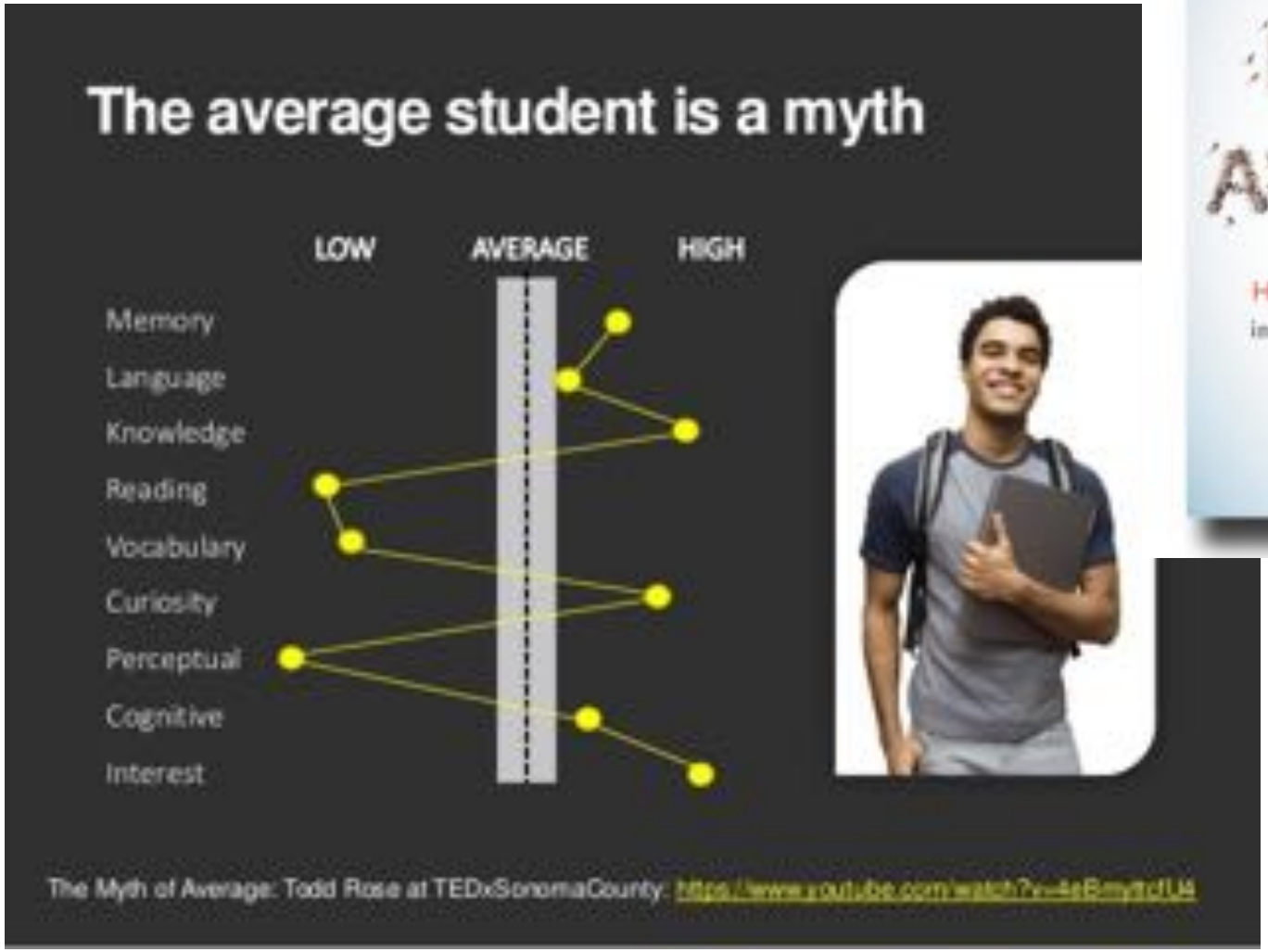
SRL Institute – Section 1

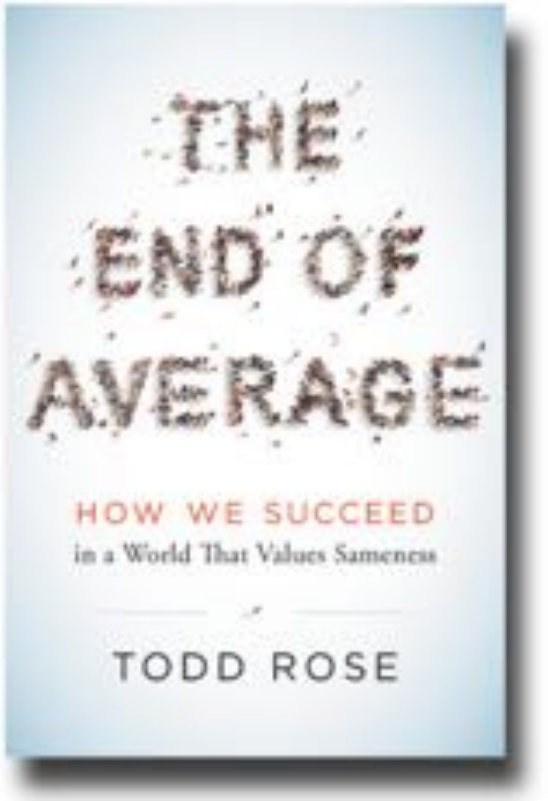
Should….

- Should =“Average”
- The “green” kids



The End of Average!





How do we make an adjustable curriculum?

- Build a curriculum plan that fits the kids vs. kids fitting the curriculum
- We need to find the RANGE!

Transforming Inclusive Education

See Moore (2016) Transforming Inclusive Education. Created for the SSHRC Story Tellers Competition.

Teaching to the range…not the average

Reflection

Think about this example

- How is this *empowerment*?
- Where do you see *SRL*?
- Where do you see *inclusion*?

How do we teach to the range?

1. **Know your students**
2. **Teach to strengths**
3. **Start from access and build on challenge**
4. **Extend for those who need even more access or even more challenge**
5. **Support them!**

1. Know your students

- "Knowing your learners, is foundational to designing curriculum," (Childre, 2009)
  - Not prescriptive
  - Not one size fits all
  - Planning for our class needs to represent their unique ecology

2. Strength based vs. Deficit based

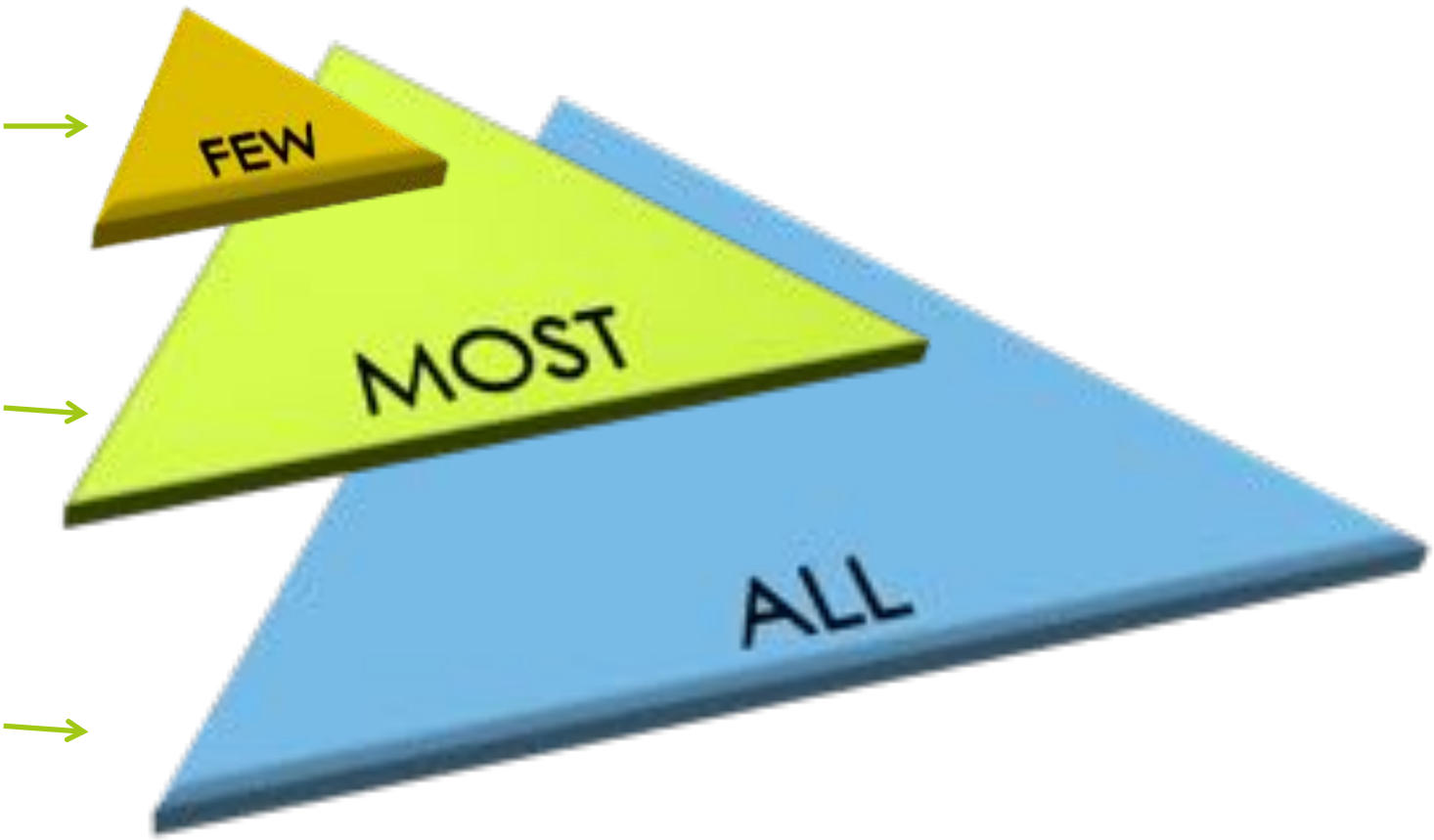
- Where should you be, why aren't you here?
- Where are you now, what is your next step?

3. Start from access, build on challenge: Planning Pyramid

Even more goals

More goals

Goals



Even more goals →

More goals →

Goals →

4. Extend for access and/or challenge

Challenge Goal

Even more goals

More goals

Goals

Access Goal

Reflection

What Are Implications of This Perspective?

- Can we redefine "excellence"?
- What does it look like for everyone to "start together" and build from there?
- How is this empowerment?
- How is this SRL?
- How is this inclusion?

TIME OUT

Walk Around Your Table!

Inspirational Example

Example: Grade 5/6 class

- **Inclusive Learning Communities Project**
- **Classroom Teacher/ Resource Teacher/ Facilitator**
- **Inquiry question:** How can we plan with the Core Competencies in BC Redesigned Curriculum, to respond to the diversity of our students

Making the plan!

- **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 concepts:** Self determination/ Self Regulation
- **Key Vocabulary:** goal, celebrate, effort, accomplishment, persevere, advocate, plan, initiative
- **Performance tasks**
  - 1. create a 3D model that represents your understanding of being personally aware & responsible
    - Choose to work individually or with a partner, choose level of challenge
  - 2. Describe how being personally aware & responsible connects to and can help you in your own life
    - Choose from writing a letter, drawing a comic, having a meeting; choose level of challenge

Setting the Goals!

The Core Competencies

Set of Profiles: Personal Awareness and Responsibility Competency

These profile descriptions include the three facets that underpin the Personal Awareness and Responsibility Competency: self-determination, self-regulation, and well-being. The three facets are interrelated and are embedded within the profile descriptions, which are written from a student's point of view.

PROFILE	DESCRIPTION
1	With support, I can show a sense of accomplishment and joy, and express some wants, needs, and preferences. I can sometimes recognize emotions. I can participate in activities that support my well-being.
2	In a safe, supportive environment, I can share my ideas and accomplishments, and accept responsibility for my actions. I can use strategies that increase my feeling of well-being and help me manage my feelings and emotions. I can connect my actions with both positive and negative consequences. I make decisions about my activities and, with support, take some responsibility for my physical and emotional well-being. I can express my wants and needs and celebrate my efforts and accomplishments.
3	I can recognize my strengths and use strategies to focus, manage stress, and accomplish my goals. I can be focused and determined. I can set realistic goals, use strategies to accomplish them, and persevere with challenging tasks. I can tell when I am becoming angry, upset, or frustrated, and I have strategies to calm myself. I can make choices that benefit my well-being and keep me safe in my community, including my online interactions. I advocate for myself and my ideas; I accept myself.
4	I can recognize my value and advocate for my rights. I take responsibility for my choices, my actions, and my achievements. I can set priorities; implement, monitor, and adjust a plan; and assess the results. I take responsibility for my learning, seeking help as I need it. I use strategies for working toward a healthy and balanced lifestyle, for dealing with emotional challenges, and for finding peace in stressful times. I know how to find the social support I need. I have valuable ideas to share; I can imagine and work toward change in myself and in the world.
5	I can identify my strengths and limits, find internal motivation, and act on opportunities for self-growth. I take responsibility for making ethical decisions. I can take ownership of my goals, learning, and behaviour; I act on what is best, over time, in terms of my goals and aspirations. I recognize the implications of my choices and consult with others who may be affected by my decisions. I sustain a healthy and balanced lifestyle. I am aware of my personal journey and reflect on my experiences as a way of enhancing my well-being and dealing with challenges. I can advocate for myself in stressful situations. I take the initiative to inform myself about controversial issues and take ethical positions.

What are they NEXT steps = **Goals**

What CAN They do = **strengths**

Start from access, build on challenge: Planning Pyramid

Goal for FEW

- I can take initiative and make change in myself and the world (self determination)
- I can adjust a plan that I have made to meet a goal (self regulation)

Goal for MOST

-I can advocate for my myself and my ideas (self determination)

I can implement a plan that I have made to meet a goal (self regulation)

Goal for ALL

- I can celebrate my efforts and accomplishments (self determination)
- I can persevere through challenging tasks (self regulation)

Extend access and/or challenge

Goal for FEW
- I can take initiative and make change in myself and the world (self determination)
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Goal for ALL
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Access Goal
- I can accomplish a goal that I set

The Lessons!

Extend access and/or challenge

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2016
May. 12

Dear Mrs. shackles

At the begining of this unit I thought self-determination was improve myself, but now I noticed self-determination was more than just improve myself, it's cross the limit of yourself and thinking.

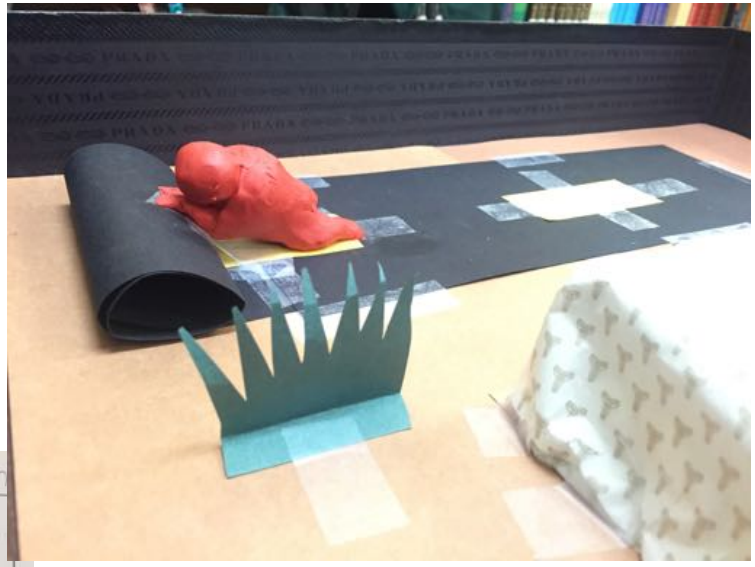
For example, Redmond's leg was injured during in the Olympic, but he pushed himself over his limit and run. Same as his father, his father was crossed over the crouded medias, and help Redmond fimshed race.

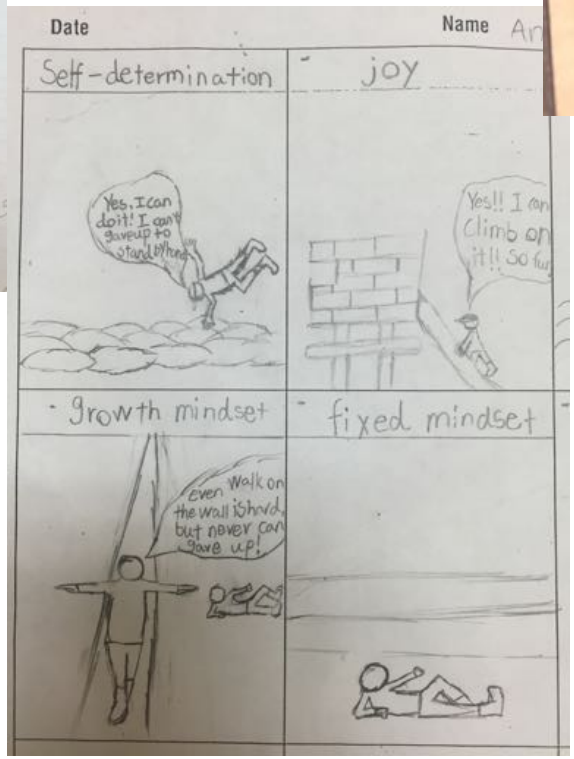
This usnit was very important because it let me knew that no matter how hard the obsticle is, how long the road is, you can still do it if you have hope and believe.

Even you can't change your fate completely, but you can struggle the fate and make it better, just like Terry Fox. He run around the Canada without a leg. He know he's going to die soon because the cancer. So he didn't sit down and wait, he fight with the illness and maded to the finished line.

This unit inspired me from every-thing I know that if I can believed in hope, I can make a history.

—Calvin Wen





Example...
Determination
Never give up!
Self determination
I can do anything if I try!
The challenges I have is 50% that I have ADHD but not guaranteed
I used to think that pun was the best solution now I know that
I've accomplished alot this year so I feel good about that
I should celebrate my accomplishments by eating cake or something like that
I lied I can fly!
I can shoot lasers too!
tech is awesome but it can't do everything
(too tall)

Extend access and/or challenge

Goal for FEW
- I can take initiative and make change in myself and the world (self determination)
- I can adjust a plan that I have made to meet a goal (self regulation)

Goal for MOST

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Goal for ALL
- I can celebrate my efforts and accomplishments (self determination)
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Access Goal
- I can accomplish a goal that I set

Creating Inclusive Activities

Think about the big ideas and examples we've talked about today

What are you already doing?
Share examples

What could you try?

The Sweeper Van

See Moore (2015) Supporting Success for Each Learner. Presented at the BCSSA Spring Forum.

How do we teach to the range?

1. **Know your students**
2. **Teach to strengths**
3. **Start from access and build on challenge**
4. **Extend for those who need even more access or even more challenge**
5. **Support them!**

5. Supports!

Resource
SLP
ELL
literacy
Numeracy
First Nations
Social – emotional
behaviour

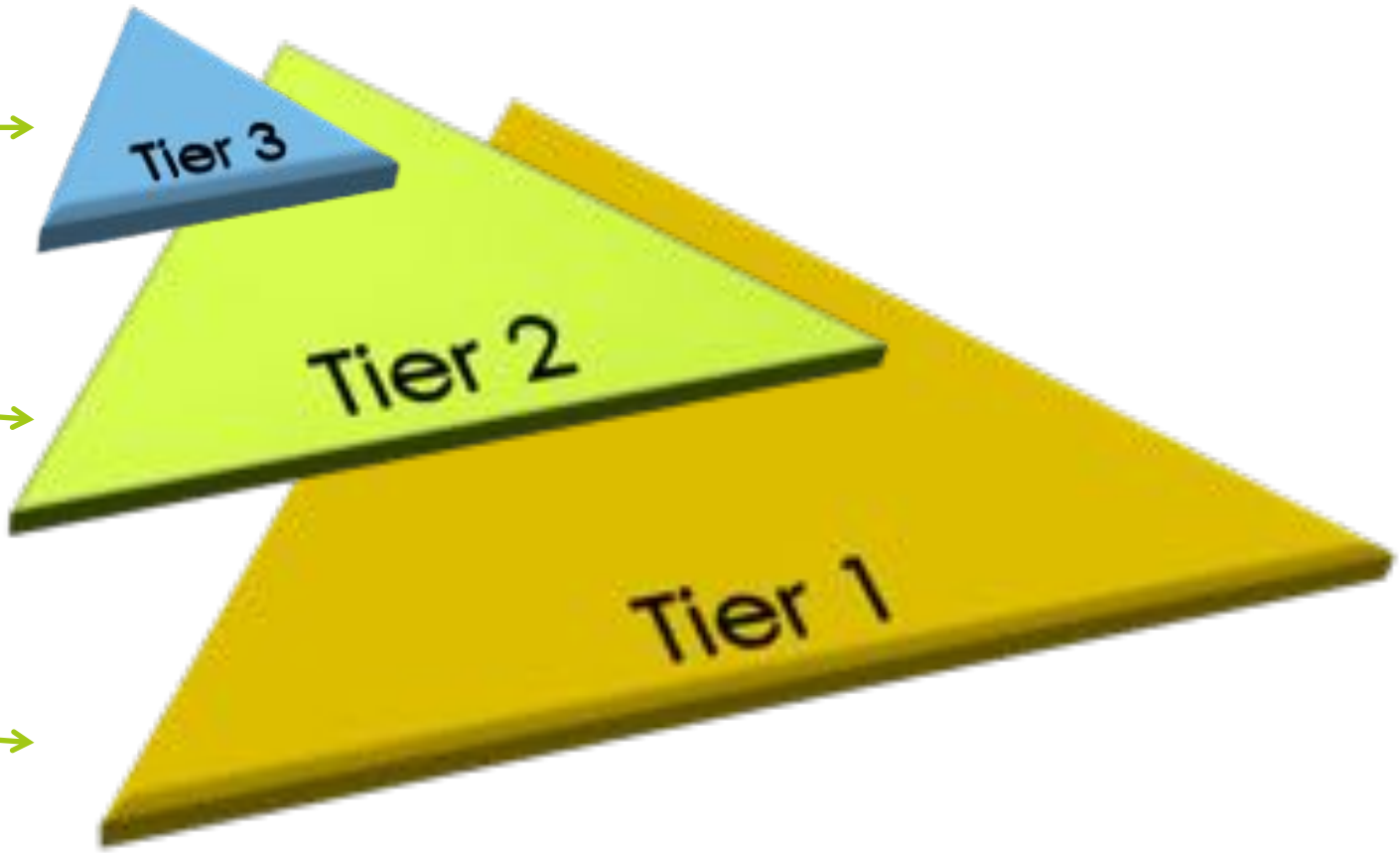
Resource
SLP
literacy
ELL
Numeracy
First Nations

Designing supports: the UDL cake

Even More Supports/ Strategies

More Supports/ Strategies

Supports/ Strategies (UDL)



Incl

Even More Supports/ Strategies

More Supports/ Strategies

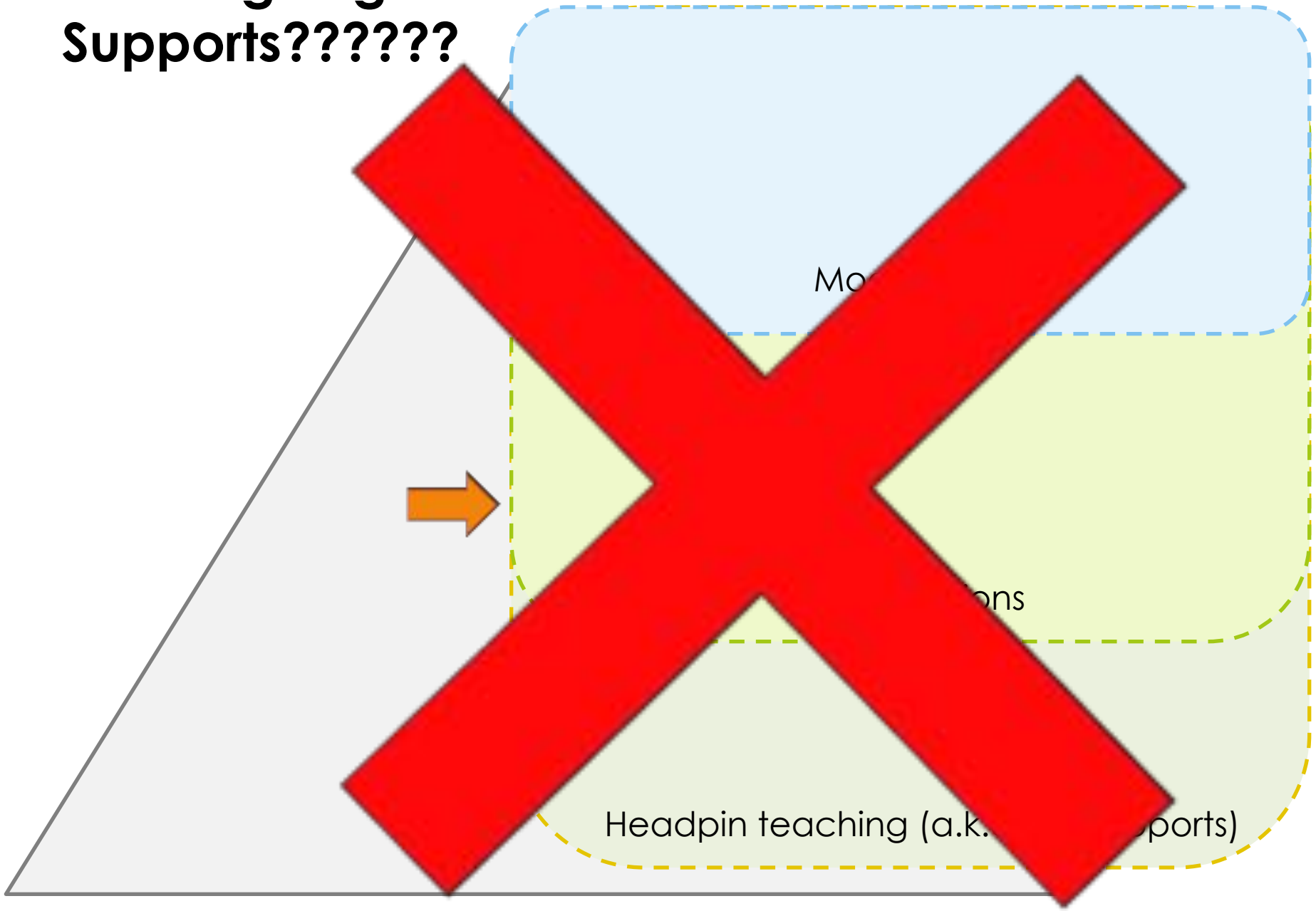
Supports/ Strategies (UDL)

What is the goal?

Adaptations and Modifications vs. Inclusive Supports

- **ALL** students **can access** supports regardless of ability in the teaching and learning phase
- The job is to decide, which supports will be needed for your **Class Profile**
- Supports are **designed for specific students**, but during teaching, are **accessible to whomever needs them**

Designing Supports??????



Designing Supports?????

EVEN MORE Supports

MORE Supports

Supports for ALL
(UDL)

what's
Next

Themes We'll Take Up

MONDAY	TUESDAY
What is SRL in the context of learning?	Creating inclusive environments that enable learning
Empowering Learners	SRL and Inclusion

Each day you will have a chance to consider how you are answering the questions you brought to the table

Have a Wonderful Evening!