

iSUMMIT19

WHAT
IS STANDING
OUT SO FAR
TODAY?

WHAT
QUESTIONS
ARE COMING
UP?

WHAT IS
USEFUL?
???

Where
ARE YOU ON
THE INCLUSION
continuum?

WHERE
DID **GREEN**
COME FROM?

INDUSTRIAL
revolution - WE NEEDED
everyone TO BE THE
SAME.
GREEN = AVERAGE

THE **ORDER**
OF THE *planning*
IS THE **PROBLEM**



ADJUSTABLE curriculum
DESIGNED FOR A **RANGE**
OF *diversity*.

SOLUTION!
CAN WE DO BOTH?
IT'S THE **RANGE**

PILOTS getting
HURRY



SO THEY DESIGNED planes
FOR **AVERAGE**
BUT **NO ONE**
FIT

THE AIRPLANE
dilemma...

- EFFECTIVE = INDIVIDUAL
- EFFICIENT = STANDARDIZED
- MUST WE CHOOSE?

DESIGN
IS THE MOST
UNDERUTILIZED
supports

HELP KIDS
FIND THEIR
PLACE IN THE CURRICULUM

WE NEED
RAINBOW
planes

HOW DO WE
design
ADJUSTABLE
CURRICULUM?

- WHO ARE STUDENTS?
- WHAT KINDS OF CURRICULA?
- HOW IS CURRICULA RESPONSIVE?
- HOW DO STUDENTS MAKE ADJUSTMENTS?



Goal:
HELP
KIDS KNOW
WHAT THEY
NEED TO
learn

SUPPORTS
CHALLENGES

TEACHERS
design
THE PLANE,
BUT STUDENTS
ADJUST THE
curriculum

WE NEED TO
SHIFT
THE MODEL



CUPCAKES
= ALL DIFFERENT
MODIFICATIONS

ALL SUPPORT
RELIES ON
FAILURE!

INSTEAD
BUILD LAYERED
support CAKE
of **LOVE**

Literacy
NUMERACY
TRAUMA
BEHAVIOR
CULTURAL



OUR 1ST LINE
OF
INSTRUCTION!

THIS MODEL
IN REAL LIFE?
RTI

RESPONSE TO
intervention



RESPONSE
TO
instruction



TEACH
ALL
STUDENTS
FROM BEGINNING
TO USE supports.

SUPPORTS
DETERMINED
BEFORE
TEACHING

THE SUPPORTS
DON'T MATTER.
THE **CHALLENGE**
matters.

SUPPORT EQUATION:
RTI + **VDL** = **SRL**
RESPONSE TO instruction UNIVERSAL DESIGN for learning SELF-REGULATION for learning.

TEACH KIDS
TO USE SUPPORTS
AS **TOOL** NOT
A *toy*.

CLASSROOM SUPPORT PLAN

STUDENT	STRATEGIES/SUPPORTS	PLAN
NEED	UNIVERSAL	TARGETED
NEED		
NEED		
NEED		

SUPPORT
FORGIFTED IS
A **CHALLENGE!**

THANK
YOU!



WHY DO
WE NEED
A BACK-UP
alarm?
(SUPPORT)

IT DECREASES
ANXIETY

EASIER TO
FAIL THAN
WAKE UP!

IF A FLOWER DOESN'T BLOOM,
WE FIX THE environment
INSTEAD OF BLAMING
THE **FLOWER**

