

# Designing for DIVERSITY

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# Our plan together

**Session 1 – Nov 30:** What in Inclusion? How do we do it?

**Session 2 – Nov 30:** Getting to know learners from a strength-based perspective

**Session 3 – Feb 20:** Needs Based Design

**Session 4 – Mar 1:** Curriculum Design Strategies part 1

**Session 5 – May 2:** Curriculum Design Strategies part 2

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# Thinking Back Looking Ahead

## Last Session

# HOW DO WE DESIGN AN ADJUSTABLE PLANE?

- 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?



## Classroom Support Planning: Collaborative Needs Based Reflection

**Target Classroom:**

**Classroom Teacher(s):**

**Support Teachers/Staff:**

**Date:**

1. Look at the following areas of need as a team
2. Record needs for students who have IEPs (Individual education plan) and/or LSPs (learning support plan)
3. You can refer to individual assessments and recommendations as well as specialists to determine needs if useful
4. Record needs for students in class who do not have IEP or LSP
5. Look for clusters of need and reflect on community impact
6. Determine priority classroom needs to develop Classroom Support Plan

Areas of Need	Students who have this need  (underline students who have IEP/LSPs)	This need impacts the community and/or there is a cluster of students who have this need	This need can be managed over time and/or not critical	This is an individual need area and/or community does not need support in this area
Addiction				
Attendance/ Lateness				
Attention				
Anxiety/ Depression				
Bullying				
Communication (receptive)				
Communication (expressive)				
Eating/Food/Allergies				
Engagement/Motivation				
Executive Functioning				
Family/Community/Identity				
Frustration/ Anger				
Greif/ Trauma				
Gross/Fine Motor Skills				
Intellectual Ability (access)				

Intellectual Ability (extend)				
Language				
Literacy (decoding)				
Literacy (understanding)				
Literacy (written output)				
Literacy (oral language/speaking)				
Medical				
Memory				
Mental Health				
Numeracy				
Personal Care				
Personal Safety				
Physical/Mobility				
Self-Advocacy				
Self-Regulation (emotional)				
Self-Regulation (behavioural)				
Self-Regulation (learning)				
Self Esteem				
Self-Harm/ Self Injurious Behaviour				
Sensory				
Social Skills				
Transitioning				
Other:				
Other:				

Priority Community Needs	Specialists/Individuals to connect to	Priority Individual Needs	Specialists/Individuals to connect to

# Your job: March 1, 2024

1. Complete a Needs Based Reflection on your class and prioritize 1 needs-based area to target

1. Reflect on what you notice?

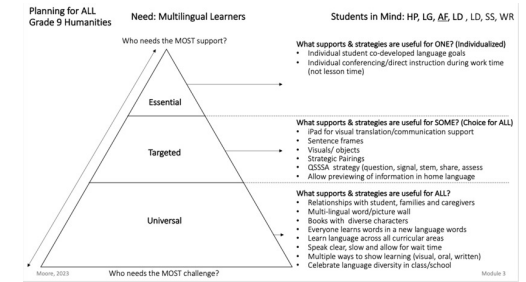
Classroom Support Planning: Collaborative Needs Based Reflection

Target Classroom: \_\_\_\_\_ Classroom Teacher(s): \_\_\_\_\_ Support Teacher(s)/Staff: \_\_\_\_\_ Date: \_\_\_\_\_

- Look at the following areas of need as a team
- Record needs for students who have IEPs (Individual education plan) and/or 504s (learning support plan)
- You can refer to individual assessments and recommendations as well as specialists to determine needs if useful
- Record needs for students in class who do not have IEP or 504
- Look for clusters of need and reflect on community impact
- Determine priority classroom needs to develop Classroom Support Plan

Area of Need	Students who have this need (Indicate students who have IEP/504)	This need impacts the community and/or there is a cluster of students who have this need	This need can be managed over time and/or not critical	This is an individual need area and/or community area not need support in this area
Addiction				
Attendance/Lateness				
Anxiety				
Anxiety/Depression				
Behavior				
Communication (receptive)				
Communication (expressive)				
Eating/Food Allergies				
Engagement/Motivation				
Executive Functioning				
Family/Community/Identity				
Frustration/Anger				
Gifted/Talents				
Language/Motor Skills				
Intellectual Ability (access)				

Collaborative Needs Based Reflection Dr. Shelley Moore, 2023



Need:

Students in Mind:

Who needs the MOST support?

What supports & strategies are useful for ONE? (Individualized)

- 
- 
- 

Essential

What supports & strategies are useful for SOME? (Choice for ALL)

- 
- 
- 
- 

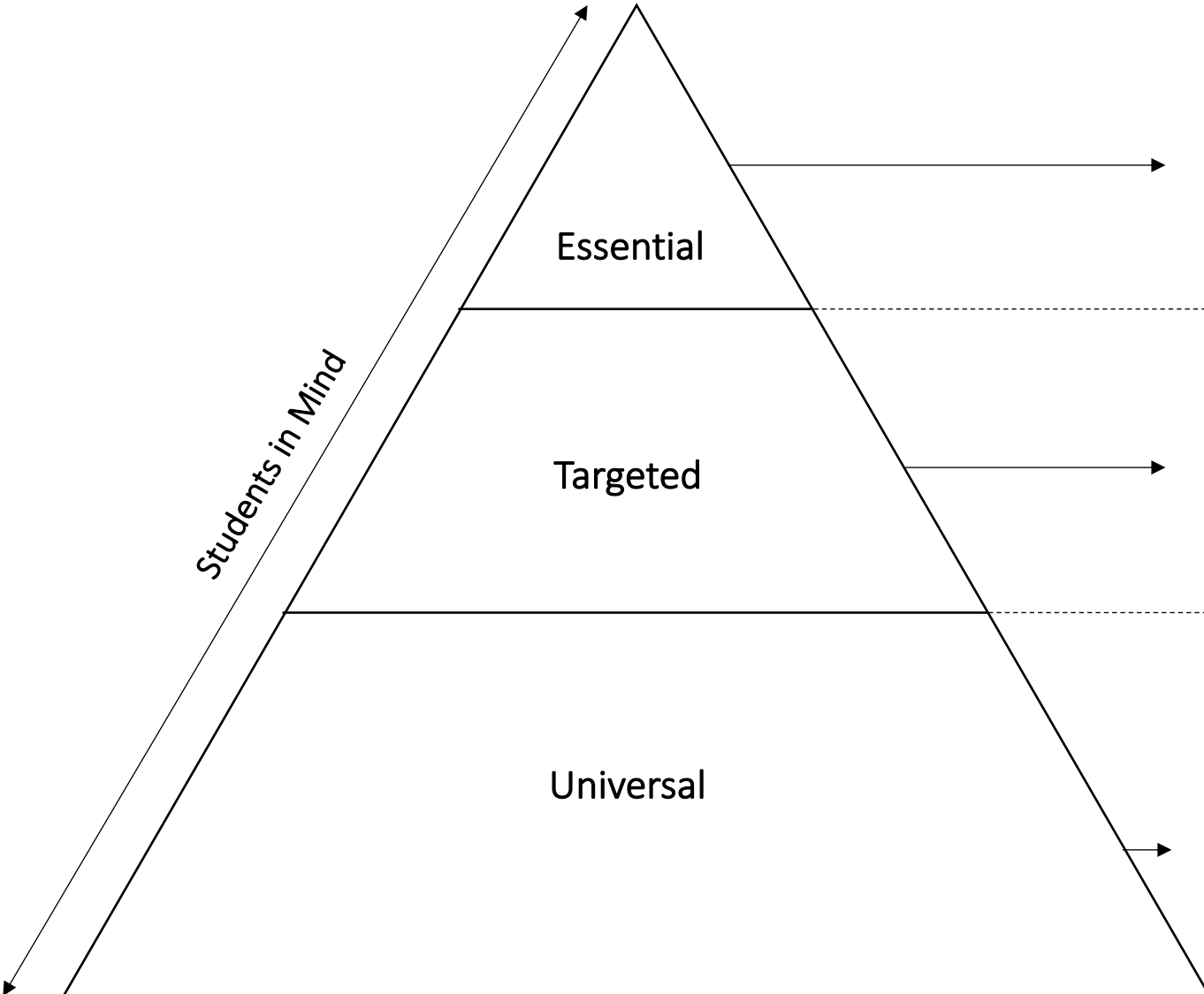
Targeted

What supports & strategies are useful for MOST/ALL?

- 
- 
- 
- 
- 

Universal

Who needs the MOST challenge?



Context: Grade 2

Need: Social-Emotional - Anxiety

Students in Mind: PS, LT, CT, EW, MJ, FT, IO

Who needs the MOST support?

What supports & strategies are useful for ONE? (Individualized)

- 
- 
- 

Essential

What supports & strategies are useful for SOME? (Choice for ALL)

- 
- 
- 
- 

Targeted

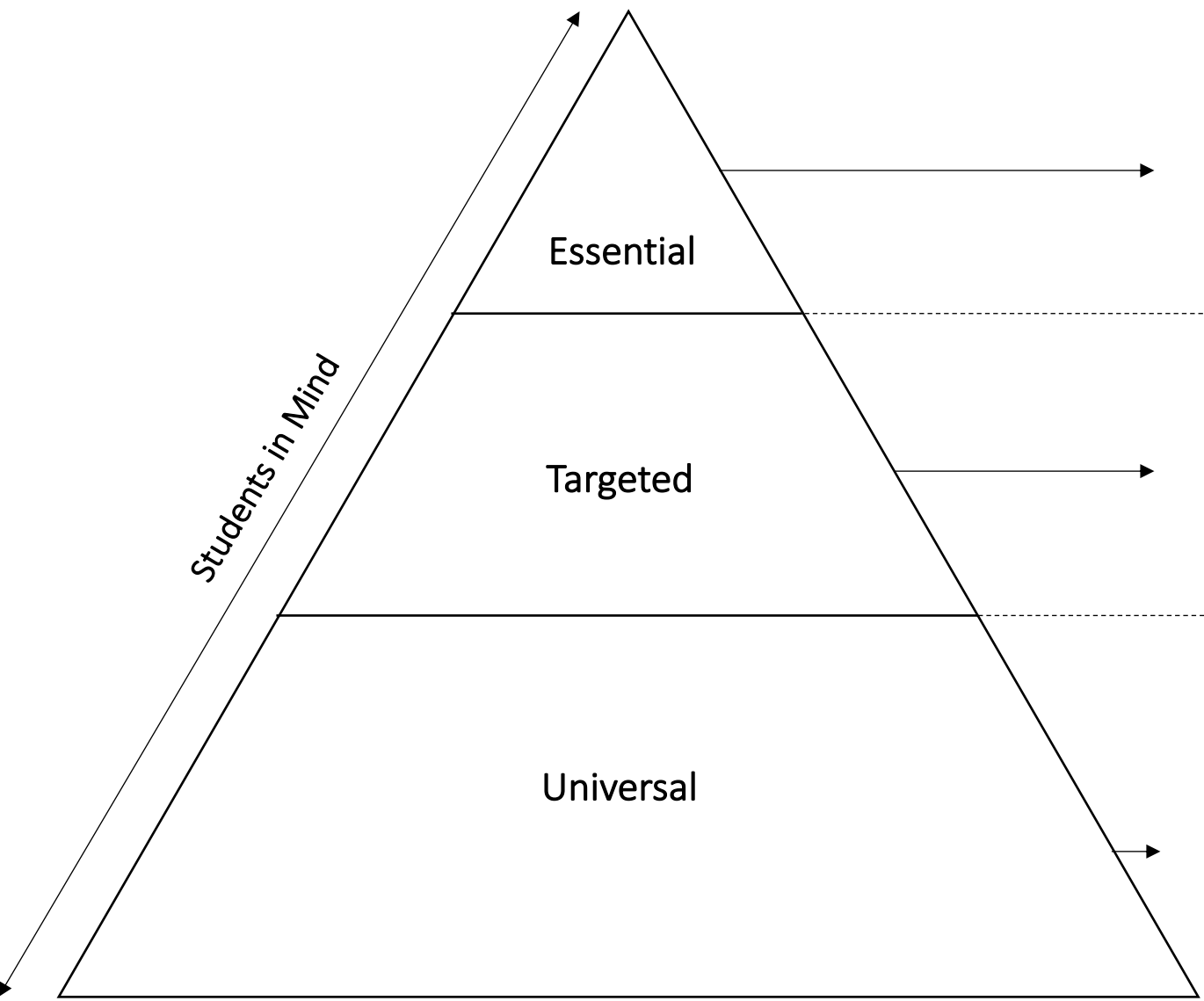
What supports & strategies are useful for MOST/ALL?

- 
- 
- 
- 
- 

Universal

Who needs the MOST challenge?

*Students in Mind*



Who needs the MOST support?

**What supports & strategies are useful for ONE? (Individualized)**

- Family photo
- Home communication system
- Customized visuals/schedules/routine
- Draw from individual interest areas
- Deep pressure (under OT supervision)

**Essential**

**What supports & strategies are useful for SOME? (Choice for ALL)**

- Taking breaks, breathing techniques
- Sensory tools
- Bring a familiar object from home
- Parent & caregiver support

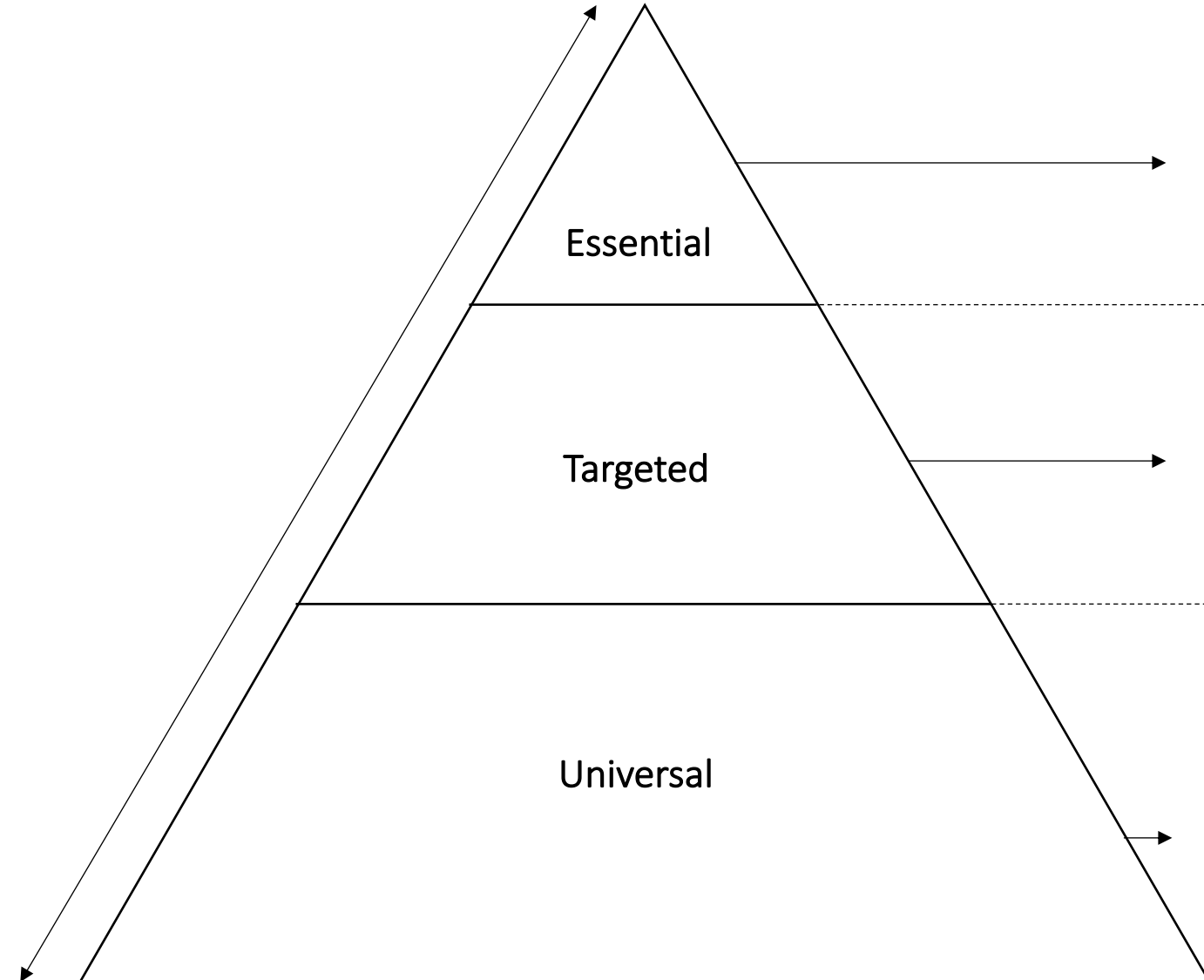
**Targeted**

**What supports & strategies are useful for ALL?**

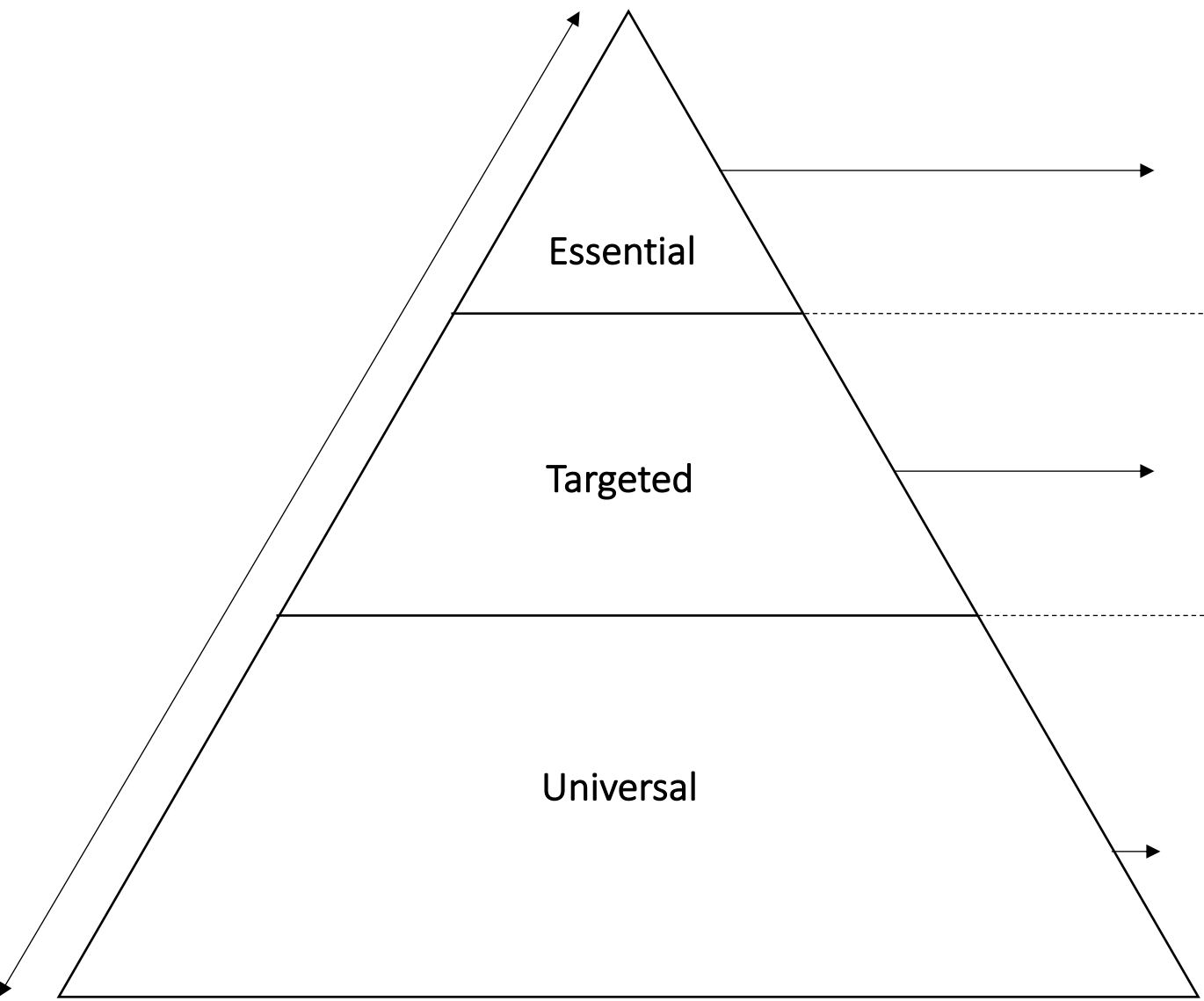
- Access to calm down spaces
- Interactive play/art therapy
- Leadership opportunities
- Stories and conversation that address anxieties
- Visuals
- Routine
- Music and relaxation techniques
- SEL programs that incorporate games and activities teach about emotions, mindfulness

**Universal**

Who needs the MOST challenge?



Who needs the MOST support?



**What supports & strategies are useful for ONE? (Individualized)**

- Individual student co-developed language goals
- Individual conferencing/direct instruction during work time (not lesson time)

**What supports & strategies are useful for SOME? (Choice for ALL)**

- iPad for visual translation/communication support
- Sentence frames
- Visuals/ objects
- Strategic Pairings
- QSSSA strategy (question, signal, stem, share, assess)
- Allow previewing of information in home language

**What supports & strategies are useful for ALL?**

- Relationships with student, families and caregivers
- Multi-lingual word/picture wall
- Books with diverse characters
- Everyone learns words in a new language words
- Learn language across all curricular areas
- Speak clear, slow and allow for wait time
- Multiple ways to show learning (visual, oral, written)
- Celebrate language diversity in class/school

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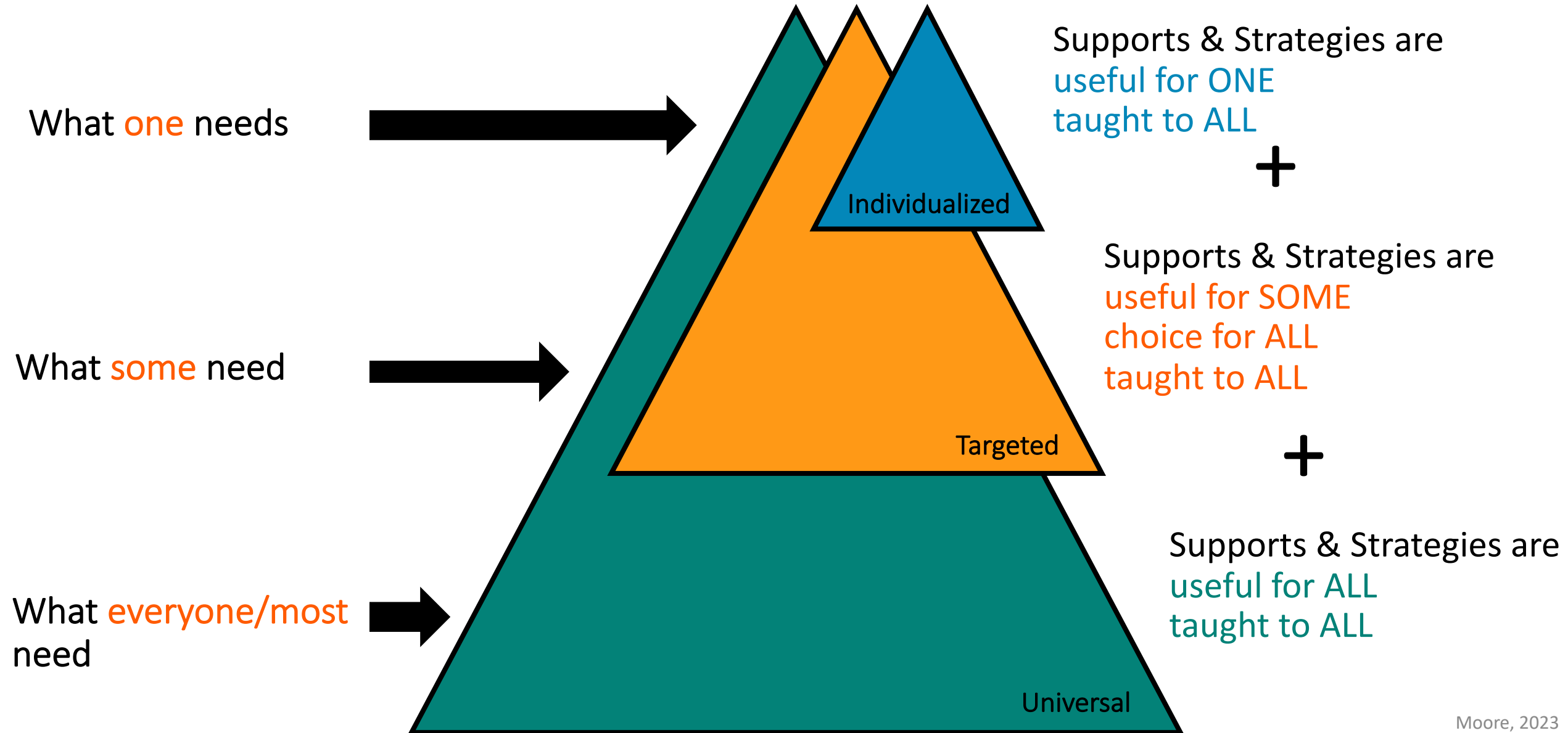


Français

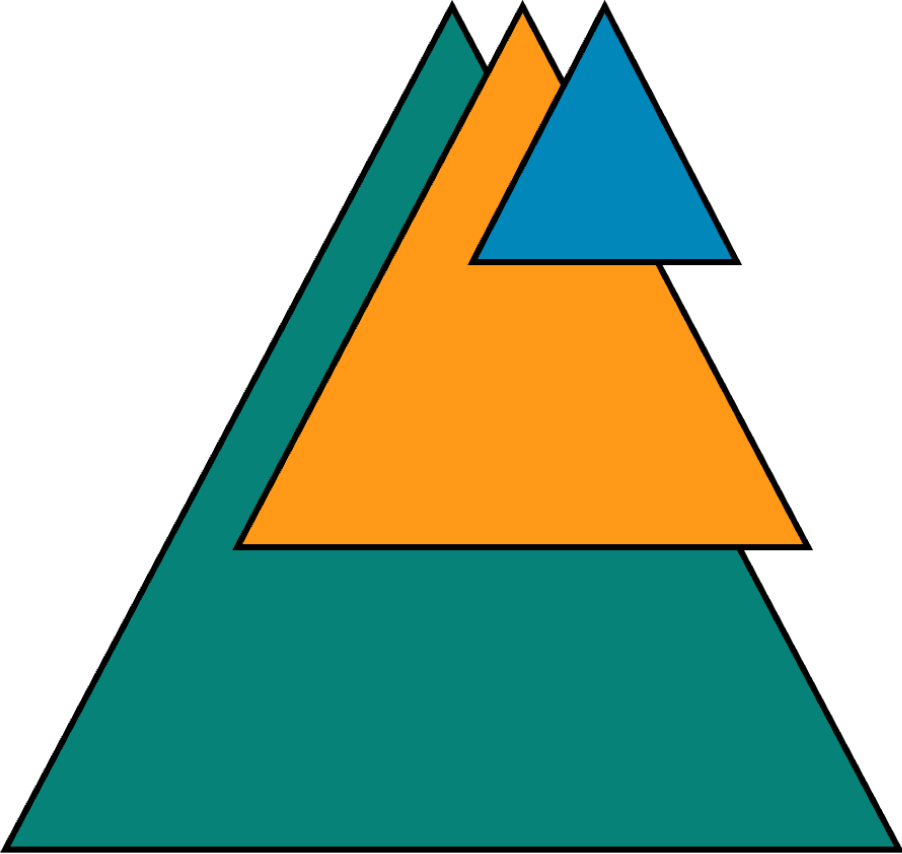
ENTREZ



# Multiple Layers of Needs Based Support



Is it Universal? Targeted? Individualized?



# Is it Universal? Targeted? Individualized?

Strategy/Action: Create a family wall that allows students to hold photos

1. Universal (Good for ALL/Most; Taught to ALL):

- Everyone shares who is in their family/ who is important to them
- A variety of crayons colours to reflect different skin tones

2. Targeted (Good for Some; Choice to ALL):

- Students can choose to take their family of the wall and put at their desk or in their pockets when they need

3. Individualized (Good for ONE/ Taught to ALL):

- Photos are of each individual students' family/community

Supports Needs:

Anxiety, identity, family, community, self esteem, engagement/motivation



# Is it Universal? Targeted? Individualized?

## Support/Tool: A quiet/calm spot in the classroom

Universal (Good for ALL/Most; Taught to ALL):

- Teach as a tool to everyone

Targeted (Good for Some; Choice to ALL):

- Students can choose when/if they need to go to the quiet spot

Essential (Good for ONE; Taught to ALL):

- A basket of individual tools/ books/ activities specific to a particular student to use in the quiet spot

Supports Needs:

Anxiety, Frustration, Trauma, Self Advocacy,  
Self regulation (behavioral, emotional), Self  
Esteem, Sensory, Transitioning



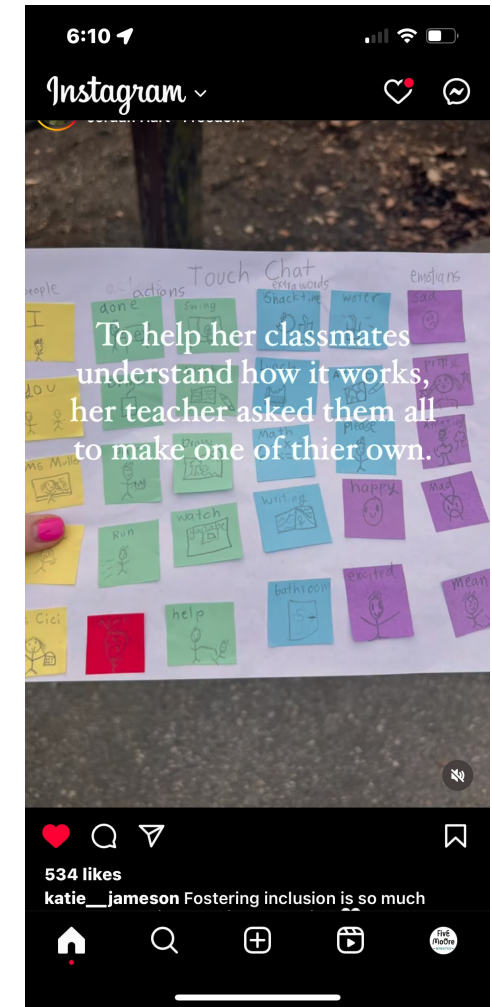
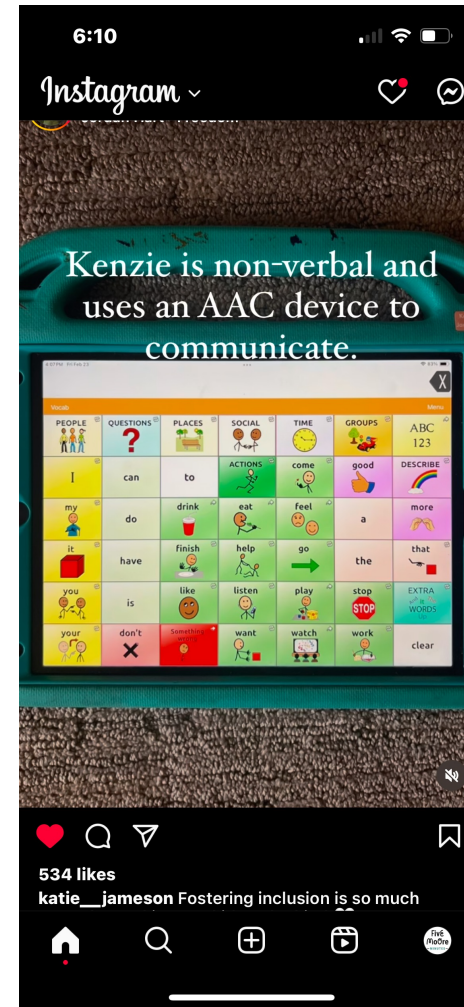
# Is it Universal? Targeted? Individualized?

## Support/ Tool: AAC Device

Essential & Individualized  
(Useful for ONE; Taught to  
ALL

- Specially designed for  
Kenzie

Supports Need: Communication  
(expression), engagement, motivation,  
identity, community, language, literacy  
(oral), self advocacy, self esteem, self  
regulation, social skills



@katie\_\_jameson

**Classroom Support Plan**

Teacher(s): Ms. P

Supportive Staff: Ms. C (EA), Mr. J (ST), Ms. H (counselor), Ms. G (Vision Support Teacher), Ms. K (ELL)

Class: Grade 4

Range of Supports & Strategies

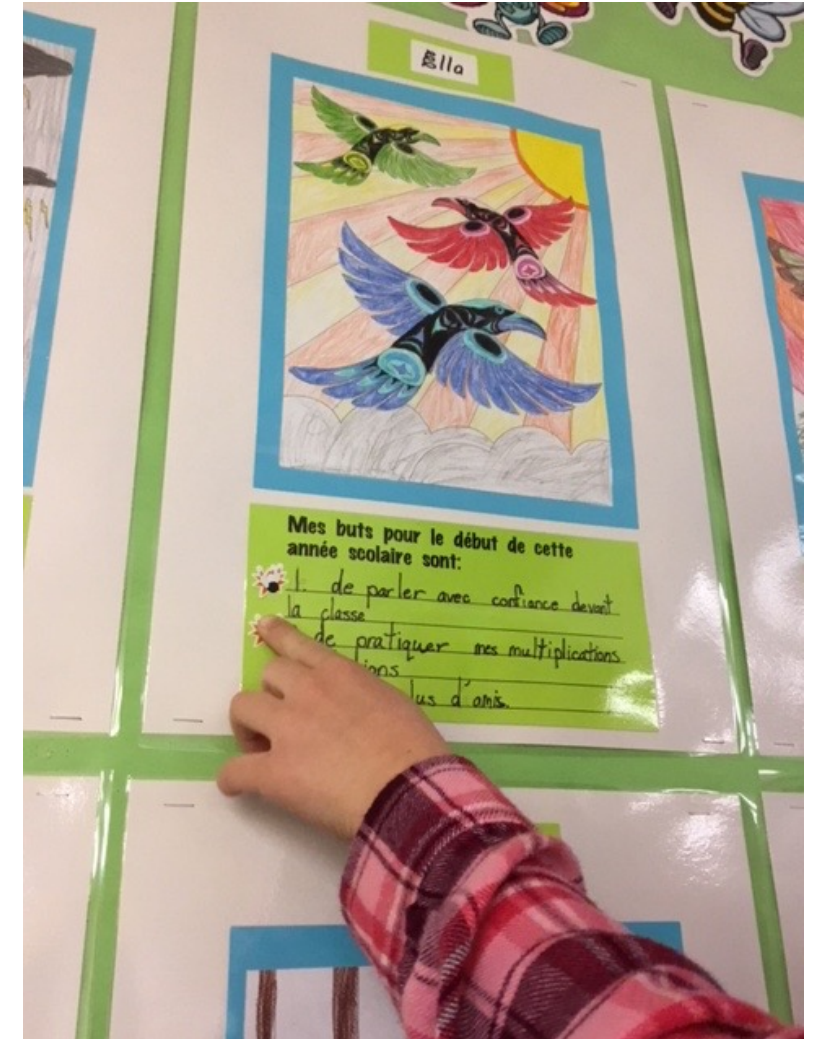
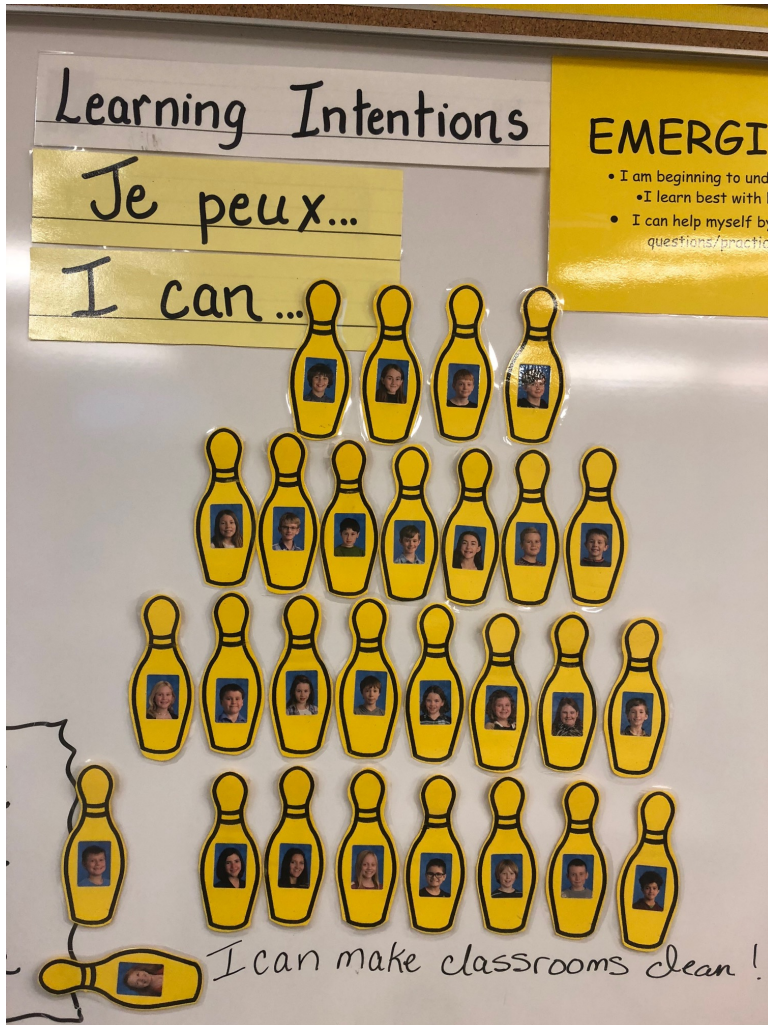
Recipe for the cake



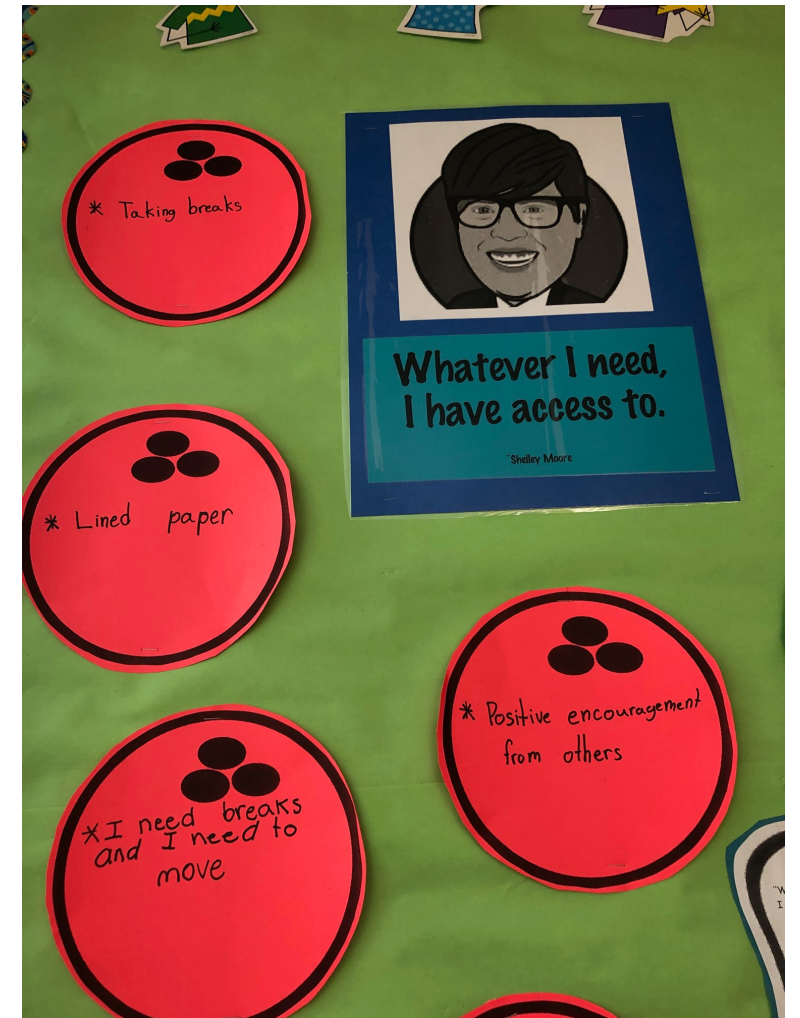
Students...		Strategies & Supports		
<b>Who needs the most support</b> J.W.		<b>Universal Support</b> (Good for ALL)	<b>Targeted Support</b> (CHOICE for ALL)	<b>Essential Support</b> (Good for ONE)
<b>Need</b> Cognitive	J.W.	Start lesson with accessible task, teach all students, how to learn with J.W., community building activities, manipulatives and concrete learning objects, agenda for the day	Access Point to curriculum (Math IEP goal), breaks, visual agenda on board that matches AAC device, strategic partnering, calculator	AAC Device, social role on class, works well with Y.T., glasses
<b>Need</b> Vision	R.P	Large print & high contrast outline of handouts, do not change furniture floor plan	Sitting close proximity to front of class	Magnifier, Vision support from Ms. G
<b>Need</b> Trauma	H.L., U.B	Make personal connection daily, snacks, drinks allowed, chunk task into an essential portion, <b>take 2 min breaks</b>	Quiet zone in class, breaks, allow time to leave if needed, follow up later if they leave	Check in before class with Ms. H, might be late
<b>Need</b> EAL/ multi lingual	Y.I., O.R., B, F, N.M	Teach important vocabulary for a lesson, visuals, manipulatives & visuals, strategic partnering, subject word wall, everyone learns local Indigenous language	Individual word/picture banks	Translator, preview content in dominant language
<b>Need</b> Anxiety	R.M.	Choice of challenge, choice of support options, target advocacy skills and risk-taking opportunities, open ended tasks (not one answer), learn about anxiety and teach anxiety management strategies	Taking breaks, choice of where to work, homework optional, parent check ins,	Check ins with Ms. H once a week
<b>Who needs the most challenge</b> I.K., R.M.				

Range of Student Need  
Layers of the cake

# Strategy: Student Strategy Instruction



# Strategy: taking a 2 min break



# Strategy: taking a 2 min break

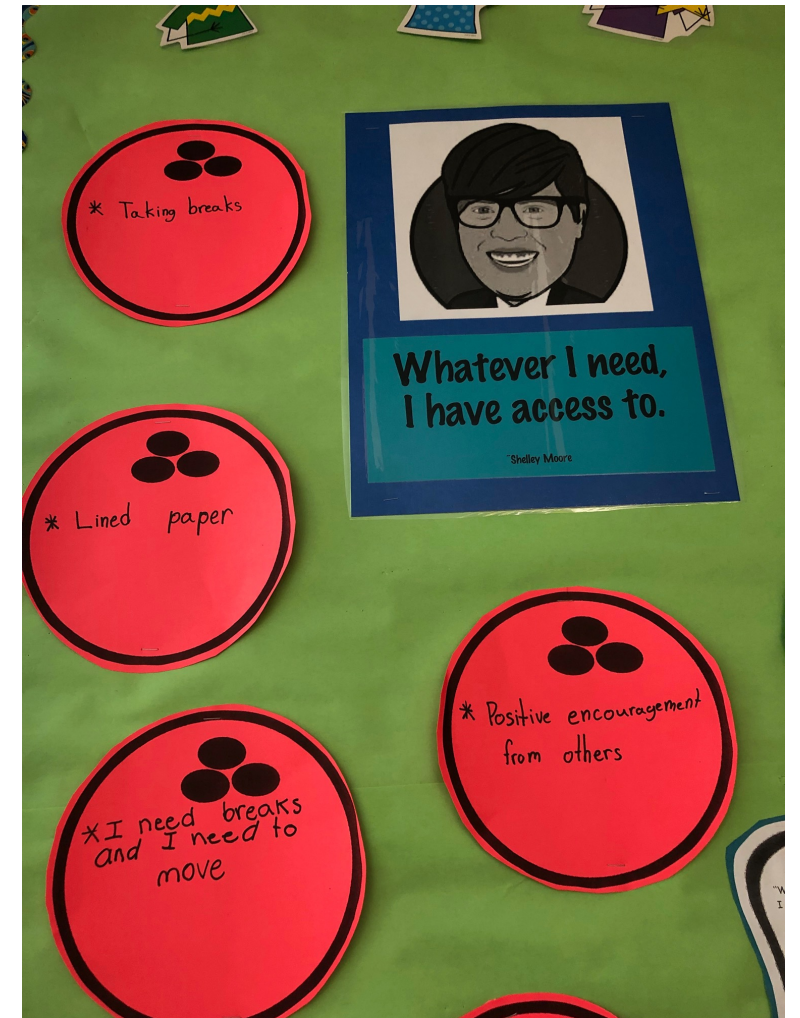
## Instruct

- What is a 2 min break?
- Why is a 2 min break useful?
- How do I use a 2 min break as a **tool** or an **action**?
  - What does a 2 min break *look* like when I use it?
  - What does a 2 min break *sound* like when I use it?
  - What does a 2 min break *feel* like when I use it?

## Practice (1 – 2 weeks)

## Reflect

- How will I know when I *need* a 2 min break?
- How will I know when I *don't need* a 2 min break?



# Strategy: chunking text

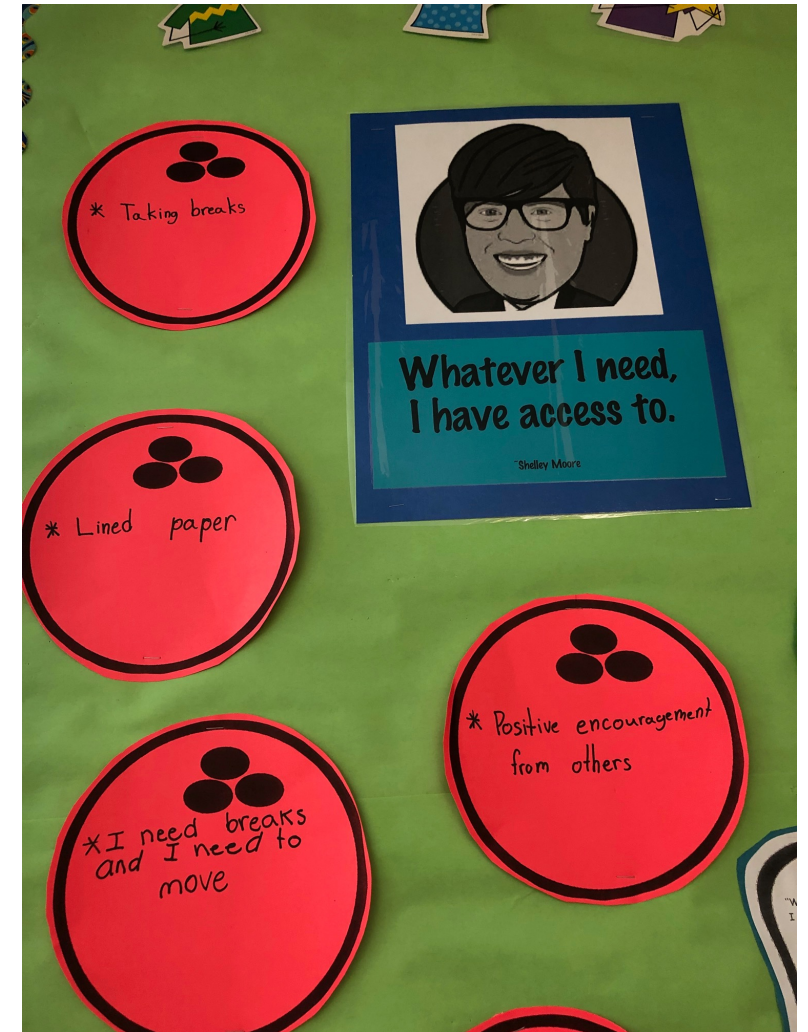
## Instruct

- What is **chunking text**?
- Why is **chunking text** useful?
- How do I **chunk text** as a **tool** or an **action**?
  - What does **chunking text** *look* like when I use it?
  - What does **chunking text** *sound* like when I use it?
  - What does **chunking text** *feel* like when I use it?

## Practice (1 – 2 weeks)

## Reflect

- How will I know when I *need* to **chunk text** ?
- How will I know when I *don't need* **chunk text** ?



# Teaching & Reflecting on Strategies:

working in a small group

quiet space

loud space

visuals

schedule/ agenda

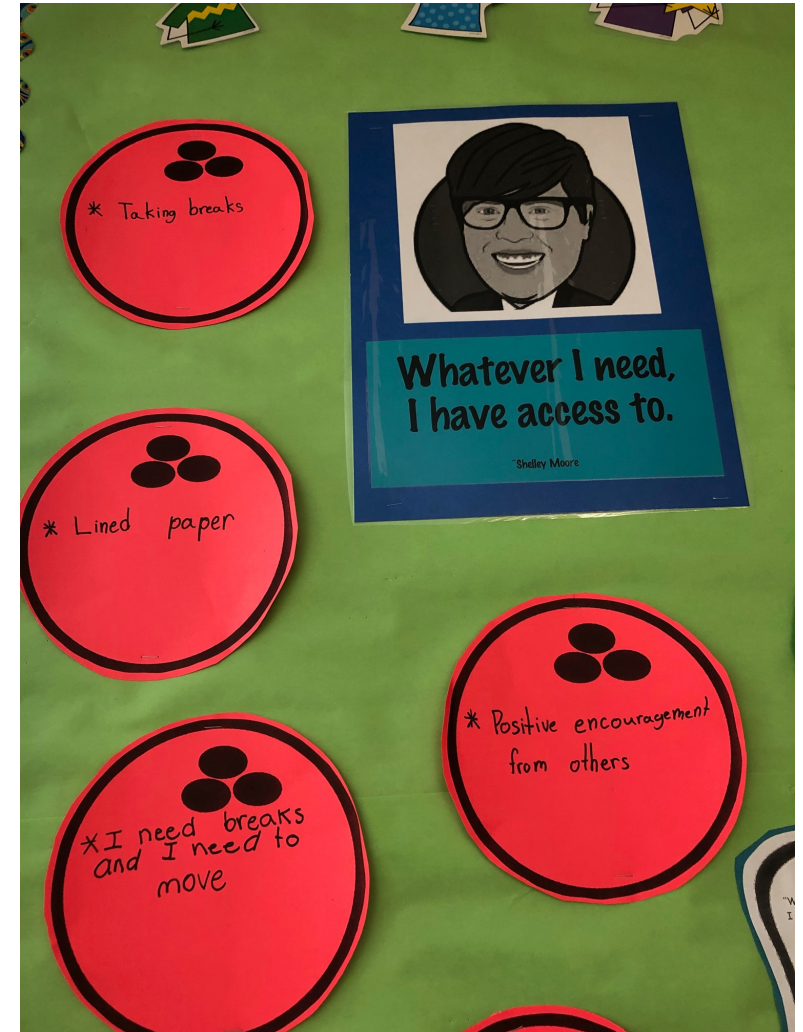
standing desks

access points

sensory tools

Snacks/ water

hats



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# HOW DO WE DESIGN AN ADJUSTABLE PLANE?

- 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?



# HOW DO WE DESIGN AN ADJUSTABLE PLANE?

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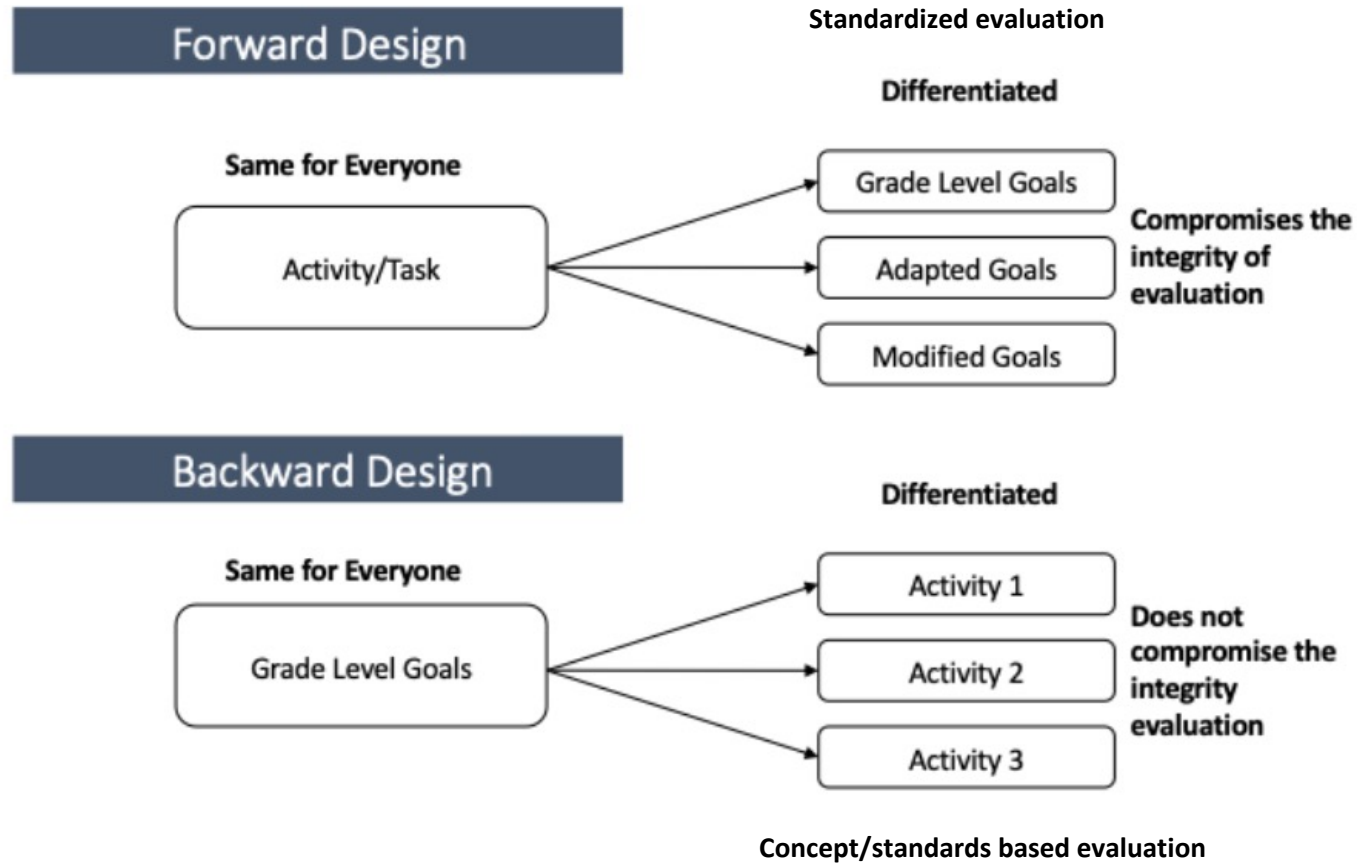


# BACKWARDS DESIGN

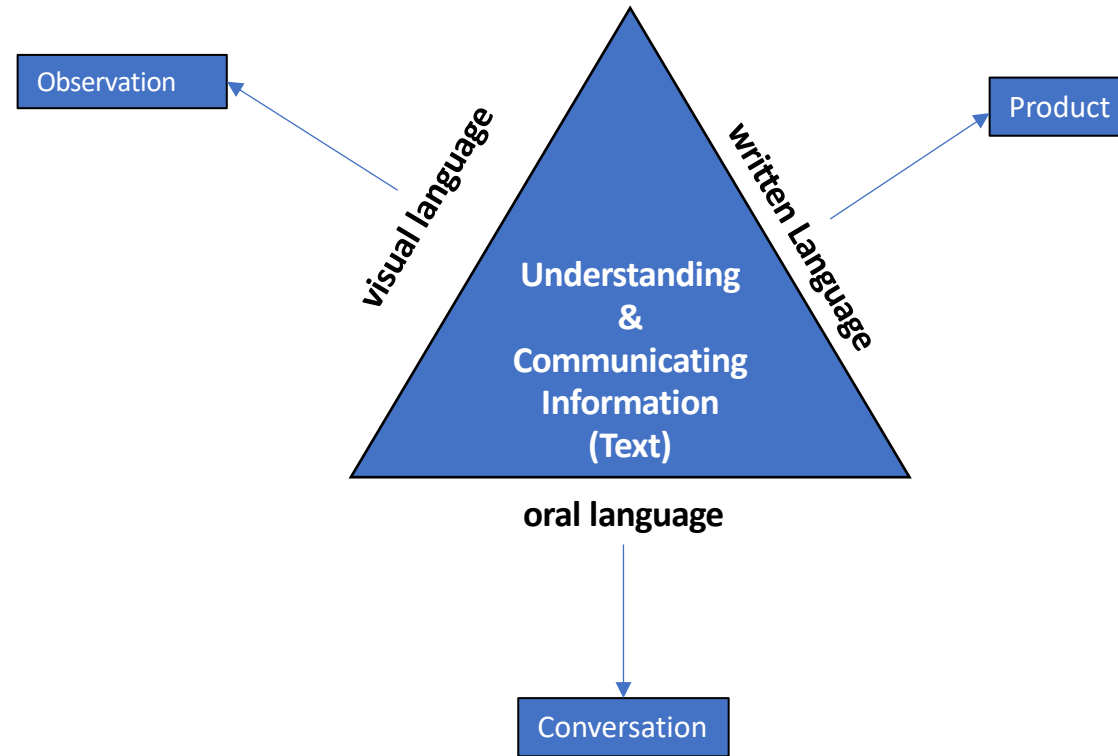


# UBD: Determining the Learning Standard

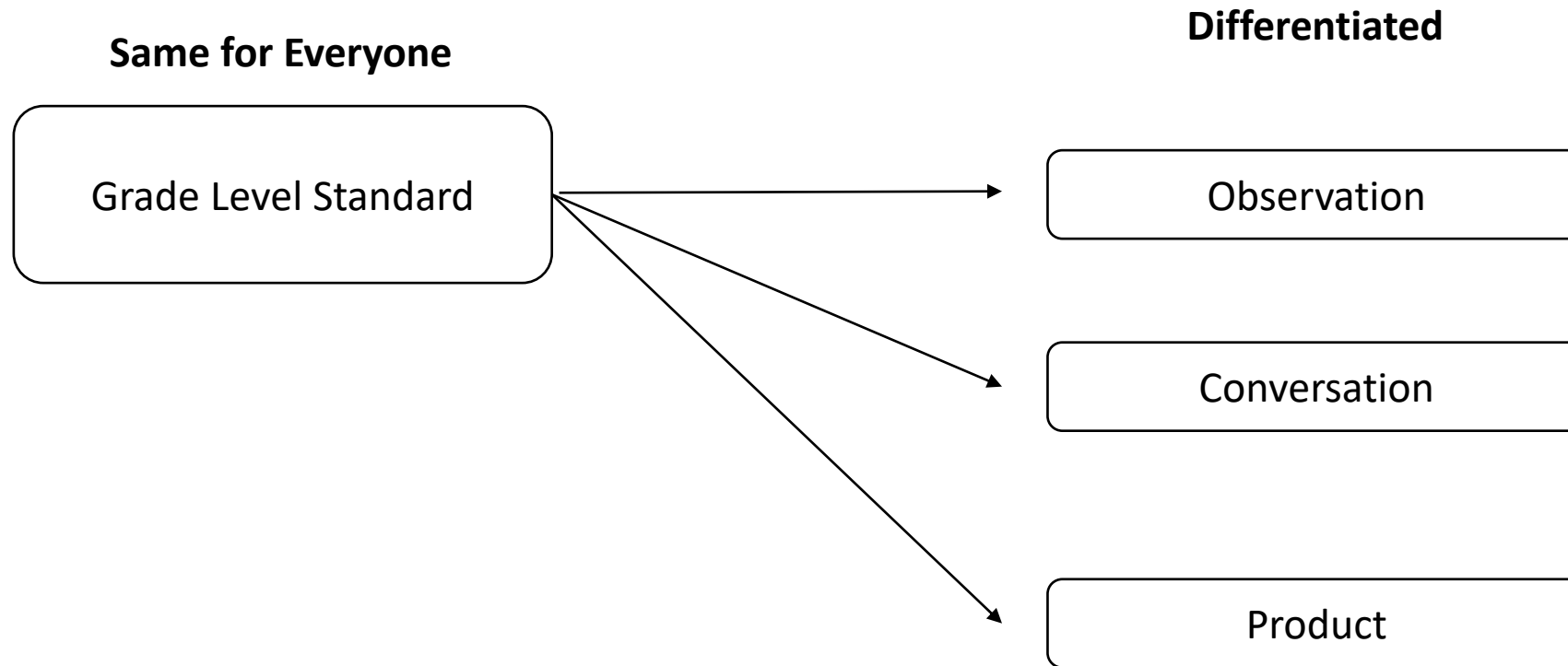
Adapted from McTigue, 2010



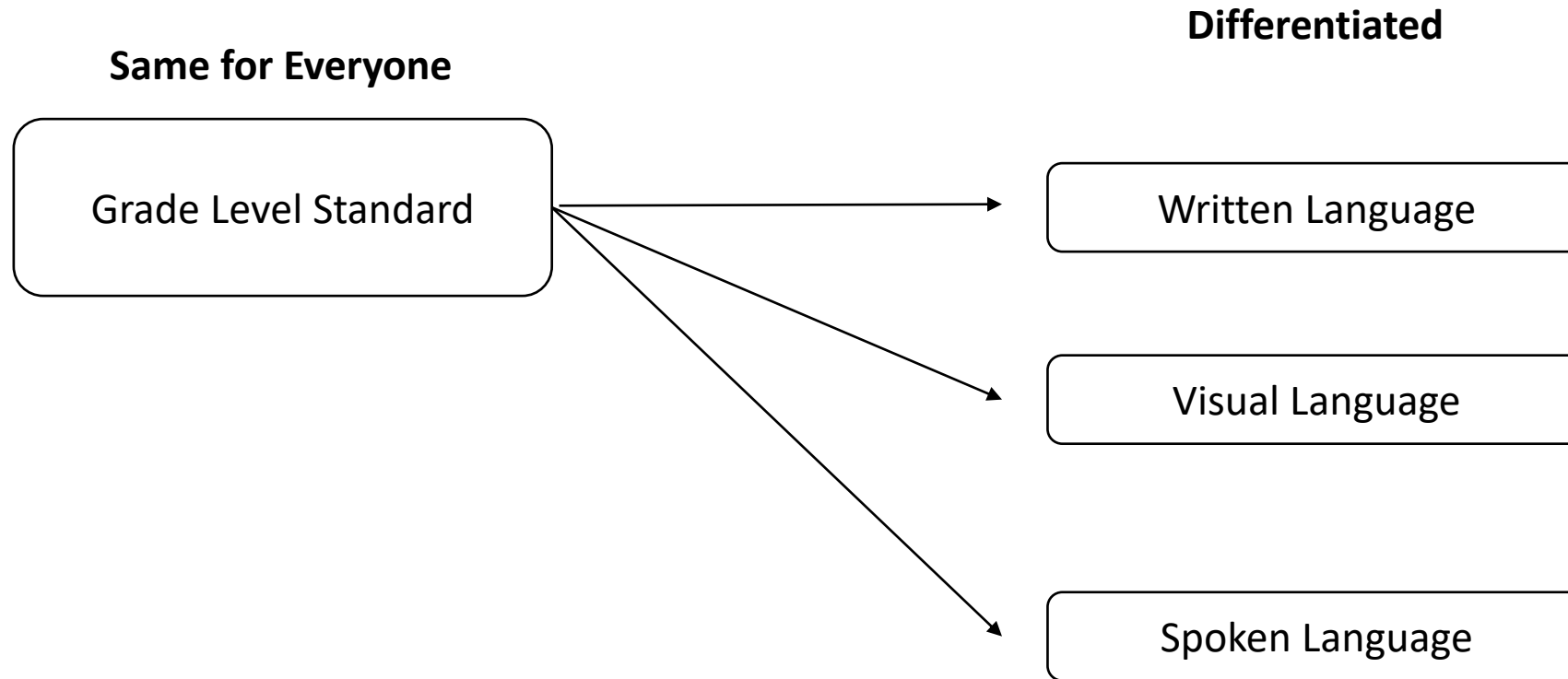
# How can students show what they know?



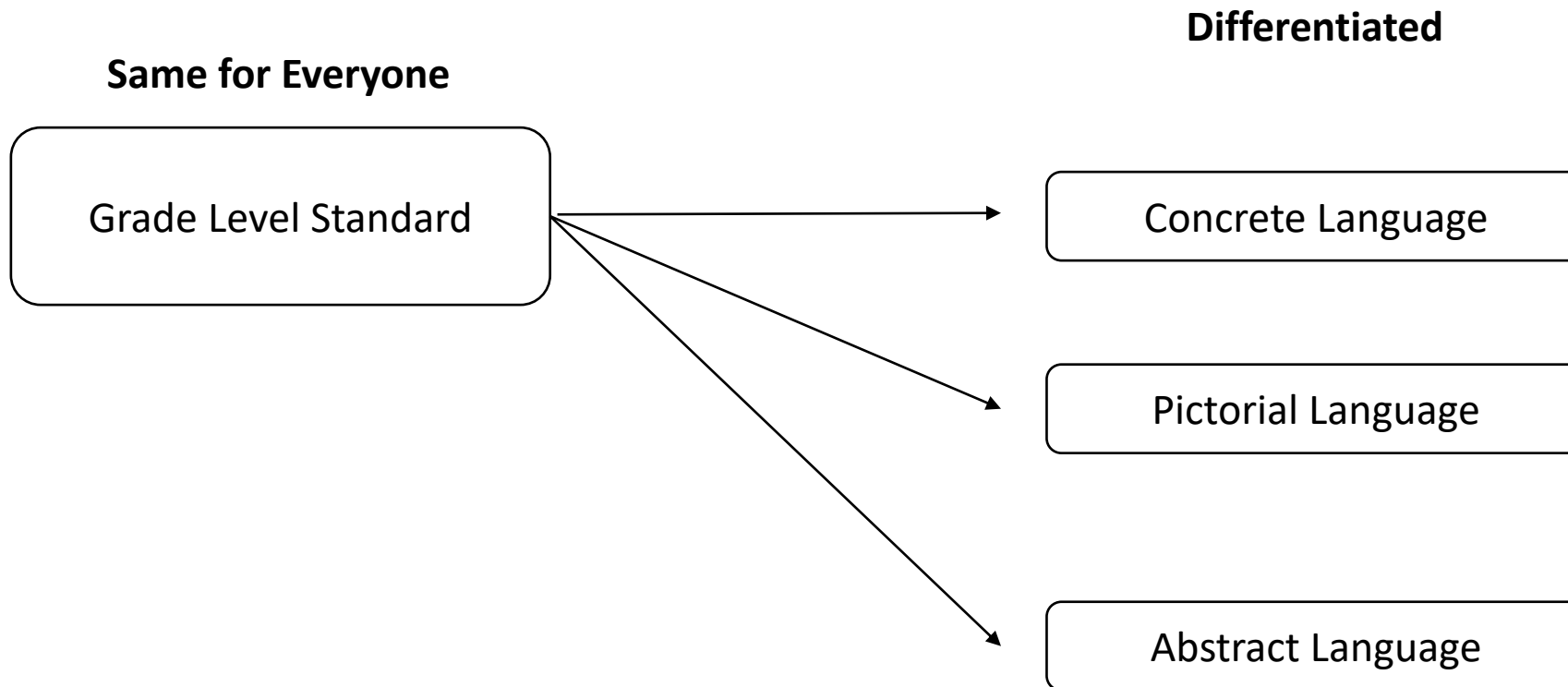
# Backward Design: Triangulation



# Backward Design: Triangulation



# Backward Design: Triangulation



# Backward Design: Triangulation

**Same for Everyone**

Grade Level Standard

**Differentiated**

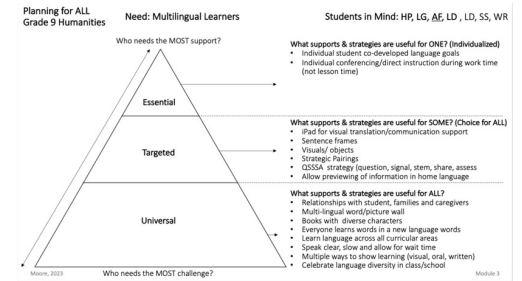
Concrete Language

Pictorial Language

Abstract Language

# Your job: May 2, 2024

1. Choose one need in your class
2. Create a needs-based support plan to determine some supports and strategies at universal, targeted and/or individualized levels
3. Teach the strategy to the class
4. Bring the curricular learning standards for a unit plan that is upcoming for your class





**What is one useful idea?**

**What is one thing you want to try?**

**What is one thing you want to think 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?**



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