

Designing for DIVERSITY

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www.fivemooreminutes.com

www.blogsomemoore.com

Welcome!

Our Plan Together

November 15: Kick Off - What is Inclusion?

December 6: Session 1 - Getting to know students from a strength-based perspective

February 21: Session 2 - Designing needs-based classroom support plans

March 20: Session 3 - Making decisions to reduce barriers for ALL

April 17: Session 4 - Curricular Design Strategies: Backwards Design

May 1: Session 5 - Curricular Design Strategies: Lesson Design through a UDL lens

May 15: Session 6 - Inclusive Assessment

What grade level curriculum are we using?
What are the learning standards?

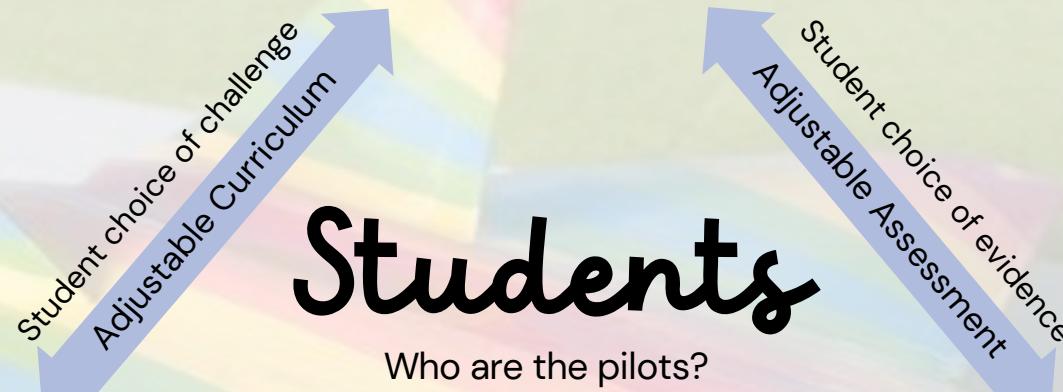
CURRICULUM & ASSESSMENT DESIGN

NEEDS BASED DESIGN

What are the student needs?
What barriers are getting in the way?
What do student require to navigate
needs & barriers?

INSTRUCTIONAL DESIGN

How will students show growth
within the learning standard?
How do we know?



Students

Who are the pilots?
What are their dimensions?
Where is their agency?

Strategies to Get to Know Learners

Help us get to know: _____

Date: _____

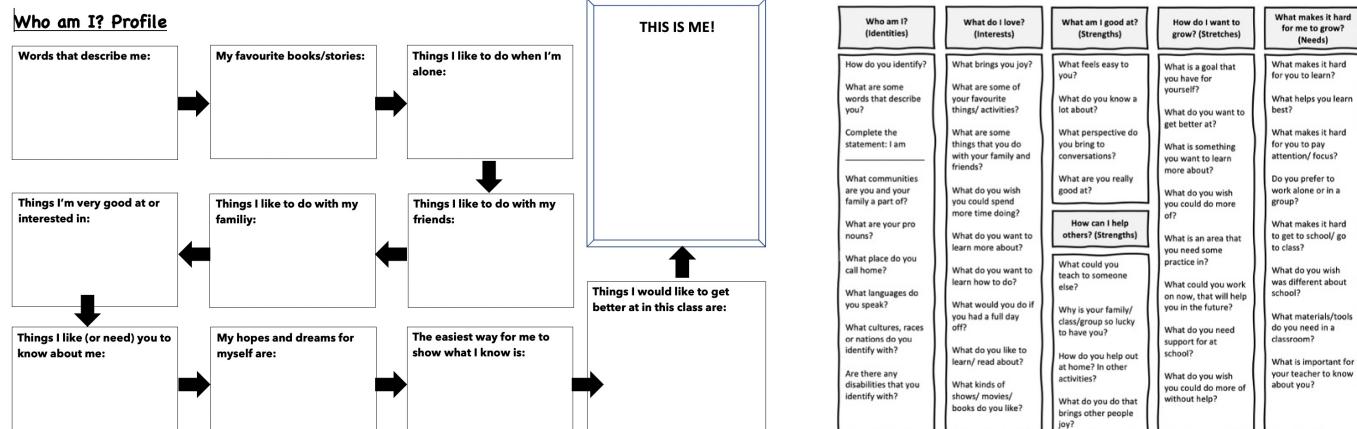
Person connected to	Identities	Interests	Strengths	Stretches	Needs
Who are you and how do you know _____?	What words would you use to describe _____? What groups is _____ connected to in their community?	What is _____ interested in? What do they like to do on their own? With their friends? Family? Community?	What is _____ good at? What can they teach others?	What is hard for _____? What do you think _____ wants to get better at?	What does _____ need support with? What is important for people to know about _____?
Person 1:					
Person 2:					
Person 3:					
Person 4:					

Moore, 2023

Google Form:
<https://forms.gle/6CaTcW3sSQnQnCp7>

Identities Choose at least 3 questions to respond to from this section. How do you identify? Your answer: _____	Interests Choose at least 3 questions to respond to from this section. What brings you joy? Your answer: _____	Strengths Choose at least 3 questions to respond to from this section. What feels easy to you? Your answer: _____
What are some words that describe you? Your answer: _____	What are some of your favourite things/activities? Your answer: _____	What do you know a lot about? Your answer: _____
Complete the statement: I am ... Your answer: _____	What are some things that you like to do with your family? Your friends? Your answer: _____	What unique perspective do you bring to conversations? Your answer: _____
What communities are you and your family a part of? Your answer: _____	What do you wish you could spend more time doing or learning about? Your answer: _____	What are you really good at? Your answer: _____
What are your pro nouns? Your answer: _____	What would you if you had a day off? Your answer: _____	What could you teach to someone else? Your answer: _____

Class Review:	School Team:	Date:		
Class Dimensions				
Class Identities Student Perspectives: Team Perspectives:	Class Interests Student Perspectives: Team Perspectives:	Classroom Strengths Student Perspectives: Team Perspectives:		
Class Needs				
Need:	Need:	Need:	Need:	Need:
Team Goals				
Some big questions and/or goals that we have for this class:				
Team Reflections & Decisions				
What works well for this class?		What else can we do to reduce barriers for this class?		



Homework

- 1. Complete a Needs Based Reflection on a class and prioritize 4 Needs areas to target**
- 2. Finish building the Class Review**

Classroom Support Planning: Collaborative Needs Based Reflection

Target Classroom: Classroom Teacher(s): Support Teachers/Staff: Date:

- Look at the following areas of need as a team
- Record needs for students who have IEPs (Individual education plan) and/or LSPs (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 LSP
- Look for clusters of need and reflect on community impact
- 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				
Grief/ Trauma				
Gross/Fine Motor Skills				
Intellectual Ability (access)				

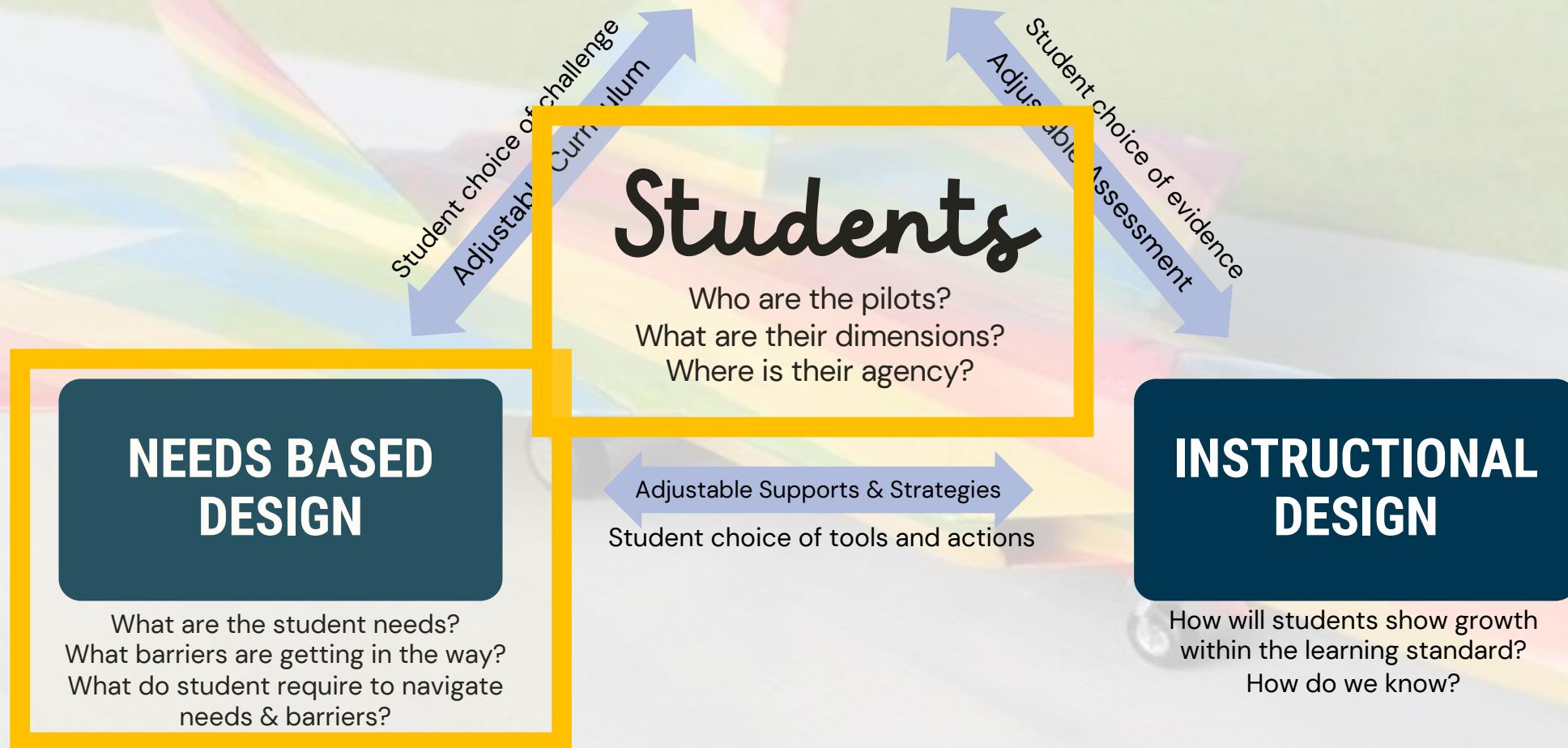
Collaborative Needs Based Reflection

Dr. Shelley Moore, 2023

Class Review:	School Team:	Date:		
Class Dimensions				
Class Identities Student Perspectives:	Class Interests Student Perspectives:	Classroom Strengths Student Perspectives:	Classroom Stretches Student Perspectives:	
Team Perspectives:	Team Perspectives:	Team Perspectives:	Team Perspectives:	
Class Needs				
Need:	Need:	Need:	Need:	Need:
Team Goals				
Some big questions and/or goals that we have for this class:				
Team Reflections & Decisions				
What works well for this class?			What else can we do to reduce barriers for this class?	

What grade level curriculum are we using?
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CURRICULUM & ASSESSMENT DESIGN

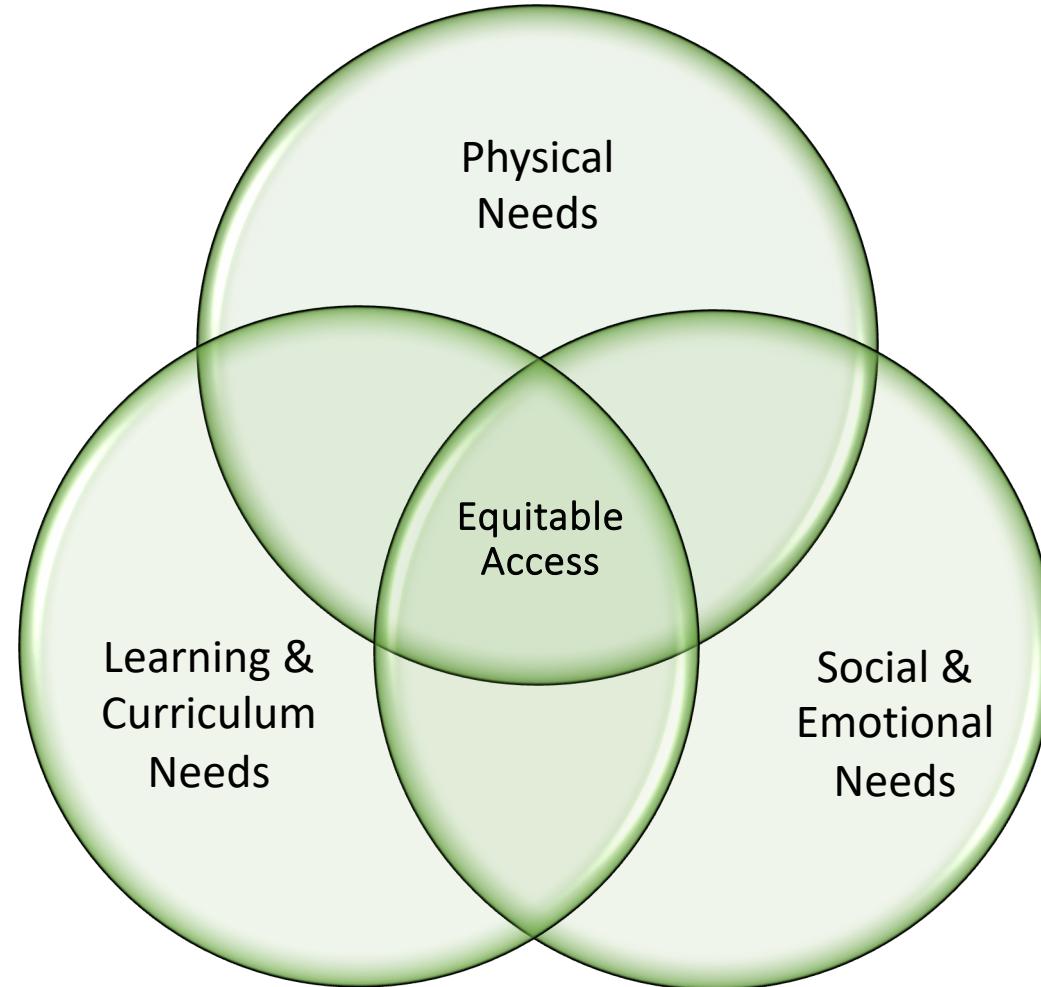


What is needs based design?



Increasing Inclusive & Equitable Access by Designing for Individual Needs

- Attention
- Anxiety
- Communication (receptive)
- Communication (expressive)
- Eating/Food
- Engagement/Motivation
- Executive functioning
- Family/community and/or identity
- Frustration/ Anger
- Grief/ Trauma
- Gross and/or Fine motor
- Intellectual ability (access)
- Intellectual ability (challenge)



- Language
- Literacy (decoding)
- Literacy (understanding)
- Literacy (written output)
- Literacy (Speaking/ oral language)
- Medical
- Memory
- Numeracy
- Personal Care
- Physical/Mobility
- Self Advocacy
- Self Regulation (emotional)
- Self Regulation (behavioural)
- Self Regulation (learning)
- Self Esteem
- Self Harm
- Sensory
- Social Skills
- Transitioning
- Vision and/or hearing

Class Review for: Grade 2

School: BG Elementary

Date: Fall 2022

We can plan for our students by getting to know their dimensions:

Identities

Culture/Race: Indo-Canadian, Mexican, Marshallese, Caucasian
 Disability: Autism, Intellectual Disability
 Language: Mixtec, Punjabi, English, Spanish
 SOGI: 10B /10G
 Family: only children, large families, adopted, immigrant families

Interests

Art, hands on activities, outdoor time, listen to stories, free choice, centre time, performances, builders, Lego, crafting, drawing, want to be at school, athletes, artists, outdoorsy

Strengths

Students are lively, fun, never bored, they like and support each other, are kind, creative, drawing, working together, supporting and helping each other, encourage each other, love learning, flexible, persuasive, a group that is very independent, persevere, kind, work hard, coping - showing a lot growth

Based on student dimensions we can ask questions and set some goals:

Some questions we have about this class:

- How do we address a large academic spread?
- How do we support a range of readers?
- How do we manage challenging behaviours?

Some goals we have for this class:

- Improve listening skills, develop social skills, using words to solve their problems, develop reading/writing skills, teach them to regulate their behaviour

We can respond to student dimensions by targeting specific core competencies

Strength areas:

Social Awareness & Responsibility
 Creative Thinking

Stretch areas:

Problem Solving
 Communication

We can respond to student dimensions by reducing and eliminating barriers for everyone:

What have we tried that is working:

Having a clear schedule of the day, ready/do/done, organization strategies (book bins for the week), math manipulatives, individual, white boards, check in mornings

What do we still want to try:

- Adjusting the classroom layout to include some calm down spaces, allow students to take breaks when needed
- Create an inclusive curricular unit plan

We can respond to student dimensions by determining and prioritizing individual needs.

Need: Executive Functioning
 (task initiation, sequencing)
 AM, AB, EB, AR, JR, PS, LT, CT

Need: Communication
 (Expressive)*
CT, EB, AR

Need: Self Regulation (Emotional) *
 AA, AB, EB, HB, AR, PS, LT, CT

Need: Anxiety*
 PS, LT, CT, EW, MJ, FT, IO

Need: Social Skills (Problem Solving)*
AB, EB, HB, AR, PS, CT, EW, MJ

* Also on IEP Need Area

We can plan for our students by getting to know their dimensions:

Identities	Interests	Strengths	Stretches
Culture/Race: Canadian, Indigenous, American, Philippines Disability: Autism, ADHD Intellectual Disability, Behavioral, Learning Disability Language: English, French, Filipino SOGI: 12 identify as F, 16 identify as M Family: Rural families, large families, x generation families, mixed and blended families, international families, farming and forestry families	Interests Outdoors, dirt biking, hunting, horses, art, music, reading, football, hockey, volleyball, soccer, ruby, painting, cooking, computers, gaming, movies, band, agriculture, farming,	Strengths Kind hearted, help take care of class pet Gizmo, love hands on activities, athletic, competitive, artistic, inquiry learning, asking questions, open to learning different perspectives, love being outside, helping others	Stretches Listening when others are speaking, self-regulation, coming to class prepared, transitions, following directions, writing, decision making, taking risks, dealing with anxiety, being quiet when asked.

Based on student dimensions we can ask questions and set some goals:

Some questions we have about this class:

- How can we create a learning environment to meet everyone's needs and goals
- How can we learn self regulation and ways to deal with anxiety and stress
- How can we incorporate more hands on learning and inquiry based learning given time and resource restraints
- How can we incorporate more of the Indigenous principals of learning

Some goals we have for this class:

- To be open to try new things
- To build self confidence and self esteem
- To learn that its ok to make mistakes and try again

We can respond to student dimensions by reducing and eliminating barriers for everyone:

What have we tried that is working:

- Student choice
- Games and visuals to help learning
- Outdoor land based learning
- Reward system for positive behavior
- Creating a safe and inclusive classroom environment where all learners are welcomed

What do we still want to try:

- Incorporating more SEL strategies in the classroom to help support all learners
- Build a more needs based classroom to help support all learners
- Teach self regulation skills and strategies
- Finding ways to build self esteem and self confidence

We can respond to student dimensions by determining and prioritizing individual needs: (This is based on Student IEPs, observations made by Ms. Hinz (Class teacher) and help from Ms. Wall (Class EA)

Need: Organization
Everyone

Need: Social Skills
LB, HS, WS, CA, , JM

Need: Transitions
LB, HS, WS, CA,,JM, everyone

Need: Language and Reading
LB, HS, WS, CA,JM

Need: SEL and Self regulation
LB, HS,WS,CA,JM, Everyone

* Also an IEP Need Area

What grade level curriculum are we using?
What are the learning standards?

CURRICULUM & ASSESSMENT DESIGN

NEEDS BASED DESIGN

What are the student needs?
What barriers are getting in the way?
What do students require to navigate
needs & barriers?

INSTRUCTIONAL DESIGN

How will students show growth
within the learning standard?
How do we know?

Students

Who are the pilots?
What are their dimensions?
Where is their agency?

Adjustable Supports & Strategies
Student choice of tools and actions



How do we reduce barriers?



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How do we support needs?

MULTIPLE LAYERS OF SUPPORT



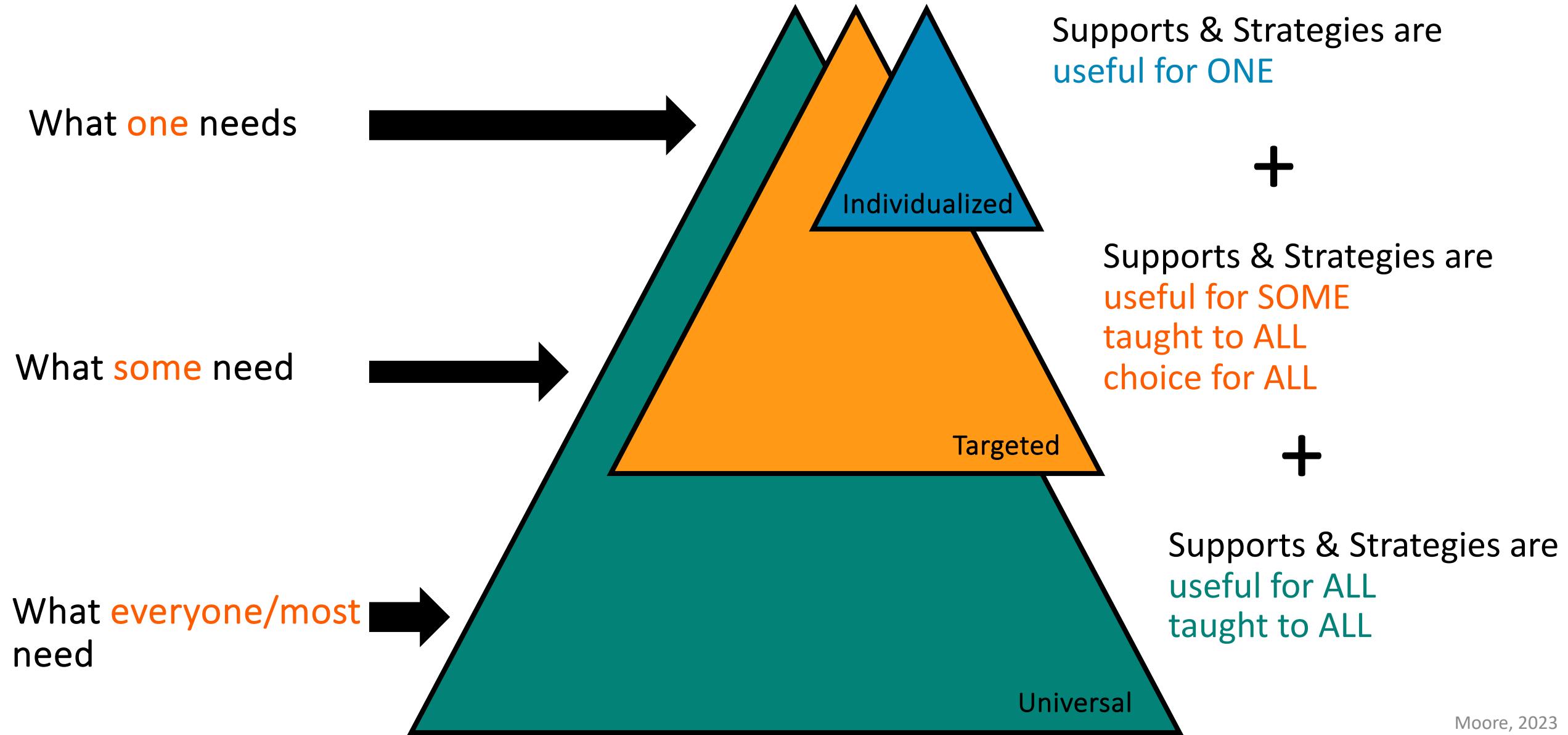
PERIODIC TABLE OF
PLANT NUTRIENTS

7 N Nitrogen	15 P Phosphorus	19 K Potassium	12 Mg Magnesium	16 S Sulfur	20 Ca Calcium
Primary Macronutrients					Secondary Macronutrients
9 B Boron	17 Cl Chlorine				
25 Mn Manganese	26 Fe Iron	28 Ni Nickel	29 Cu Copper	30 Zn Zinc	42 Mo Molybdenum
Micronutrients					

Source: Greenandvibrant.com



Multiple Layers of Needs Based Support



Need:

Students in Mind:

Who needs the MOST support?

Essential

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

-
-
-

Targeted

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

-
-
-
-

Universal

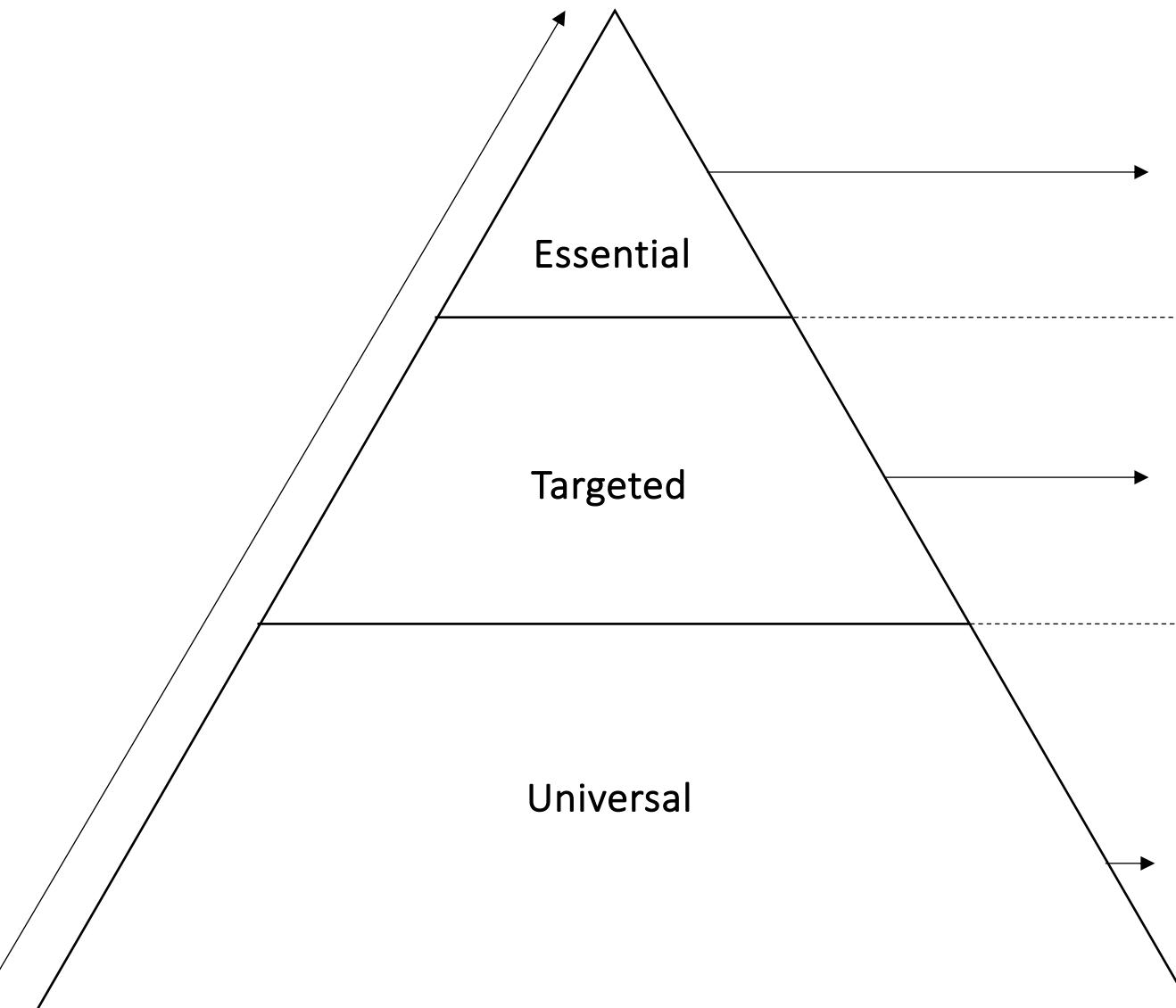
What supports & strategies are useful for MOST/ALL?

-
-
-
-
-

Students in Mind

Who needs the MOST challenge?

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)

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

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

Need: Multilingual Learners

Students in Mind: HP, LG, AF, LD , LD, SS, WR

Who needs the MOST support?

Essential

Targeted

Universal

Who needs the MOST challenge?

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

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

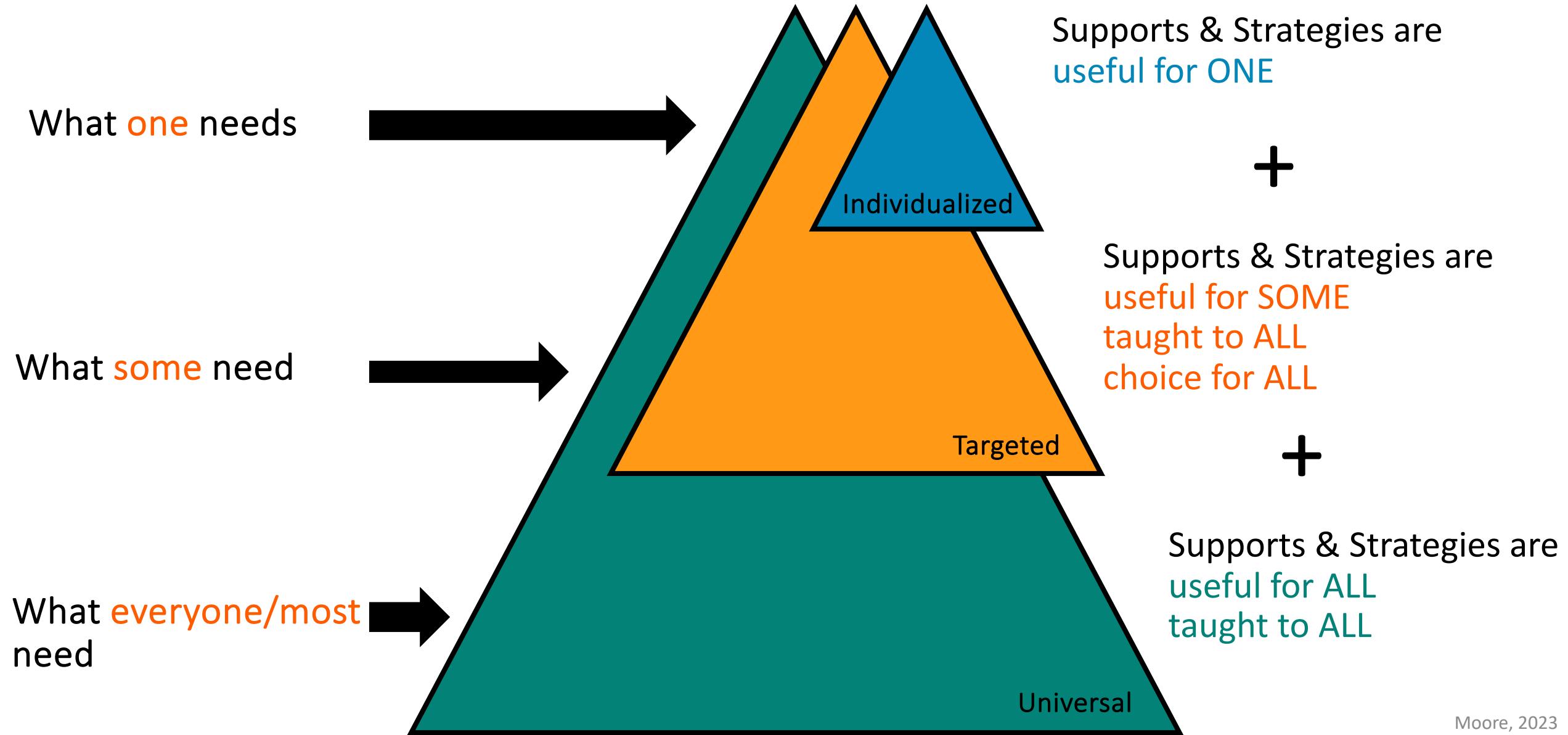
What supports & strategies are useful for SOME? (Choice for ALL)

- 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

Multiple Layers of Needs Based Support



Multiple Layers of Needs Based Support

Need: Waking up

What **one** needs



Individualized

Supports & Strategies are
useful for **ONE**



What **some** need

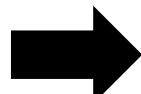


Targeted

Supports & Strategies are
useful for **SOME**
taught to **ALL**
choice for **ALL**



What **everyone/most**
need



Universal

Supports & Strategies are
useful for **ALL**
taught to **ALL**

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SPECIAL EDUCATION

PASSAGE À L'ENSEIGNEMENT
POUR LES BESOINS SPÉCIAUX

ENTER

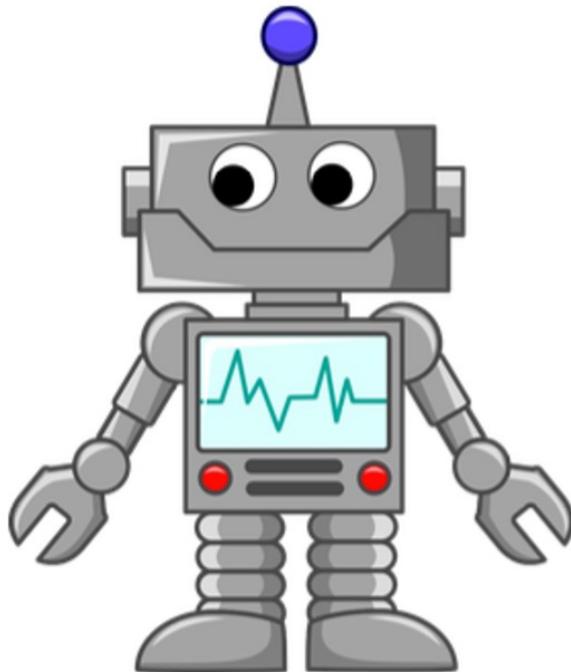
ENTREZ

Français

OTF
Your Voice. Your Strength.
Ontario Teachers' Federation

FEO
Votre voix. Votre force.
Fédération des enseignantes et
des enseignants de l'Ontario

“AI” Assistant - Dale



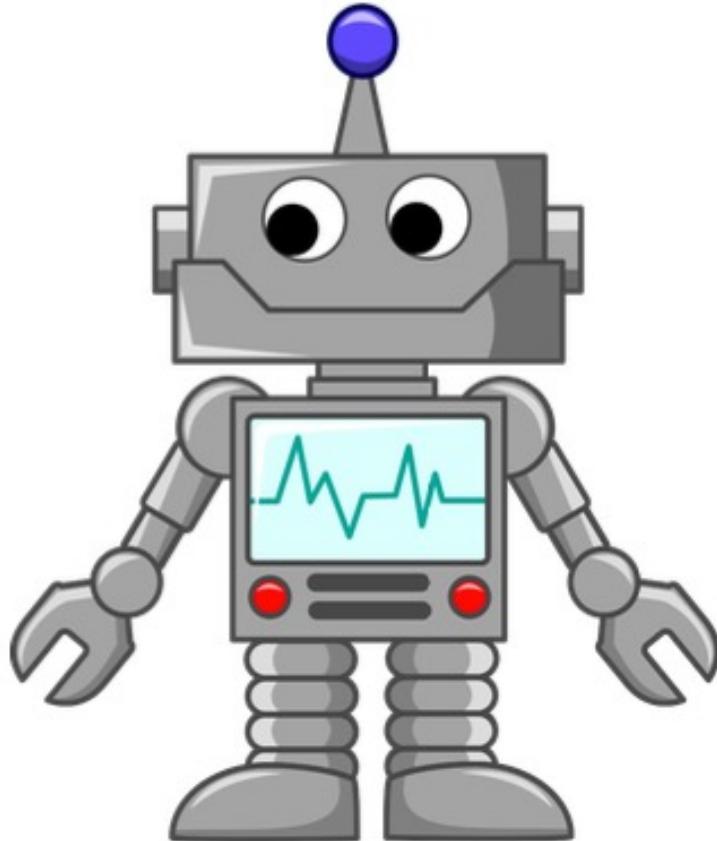
Can you give me some tools and strategies to support **(who)** to manage **(need)** needs?

Can you give me some tools and strategies to support **a** grade 5 student with Down Syndrome, to manage **anxiety** needs?

And then ask yourself:

- Is this a strategy that is useful for **everyone**, a choice for **everyone**, or is it an **individualized strategy**?

Remember!



It is important to not be **ableist** in our prompts:

- e.g. instead of saying: “**a student who can't talk**” you could say, “**a student who uses objects, gestures and sounds to communicate**”
- Share what **they CAN do**, not **what they can't**.

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):

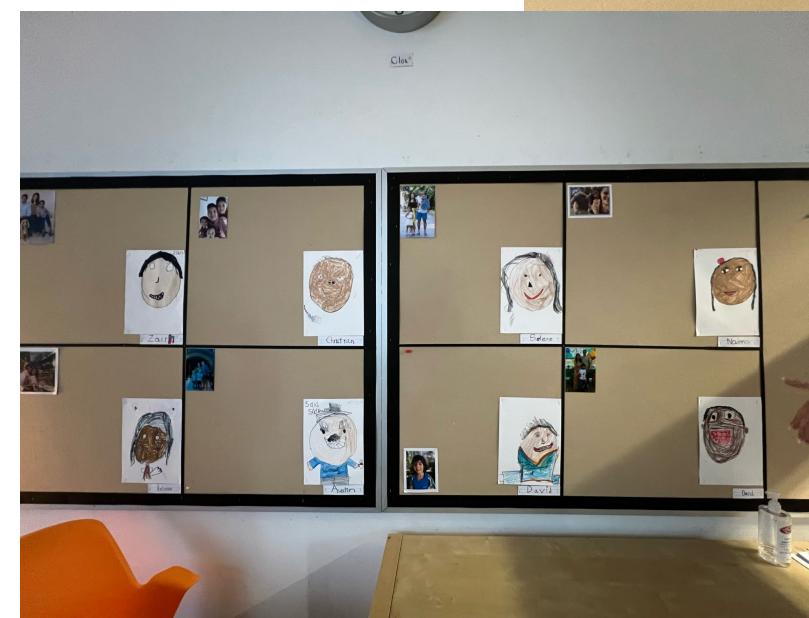
- Students can choose to take their family of the wall and put at their desk or in their pockets when they need

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):

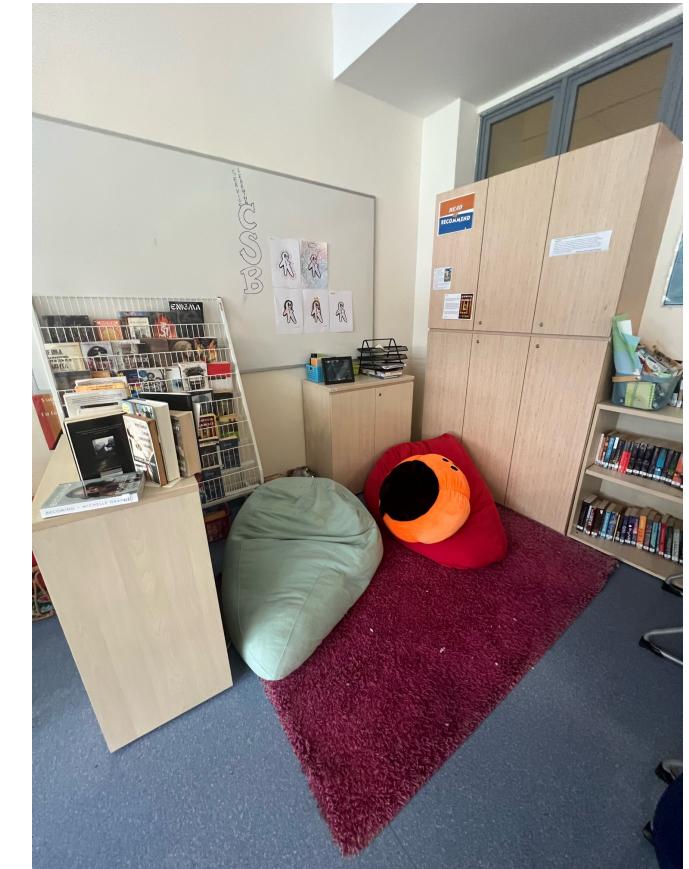
- Students can choose when/if they need to go to the quiet spot

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: Flexible Seating

Universal: Good for ALL/MOST; Taught to ALL

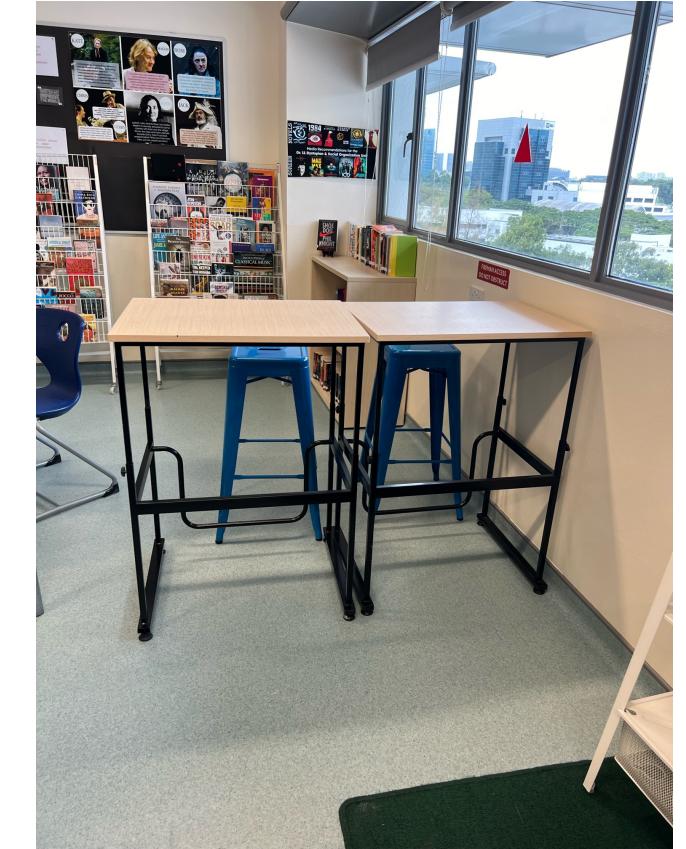
- Everyone is taught all the options, everyone tries out the options, everyone reflects on the options, students choose which options work for them

Targeted: Good for SOME; Choice to ALL

- A particular seating option (bean bags, low table, pedal desk, pillows etc.)

Supports Needs:

Attention, Anxiety, Engagement/Motivation, Eating/Food, Executive Functioning, Frustration, Self Advocacy, Self regulation (emotionally, behavioral, learning), Self Esteem, Sensory, Transitioning



Is it Universal? Targeted? Individualized?

Support/ Tool: AAC Device

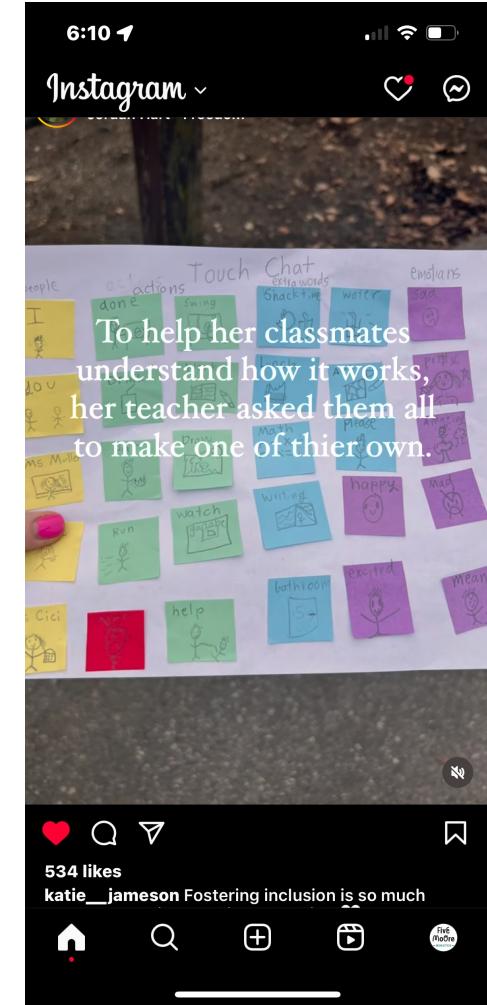
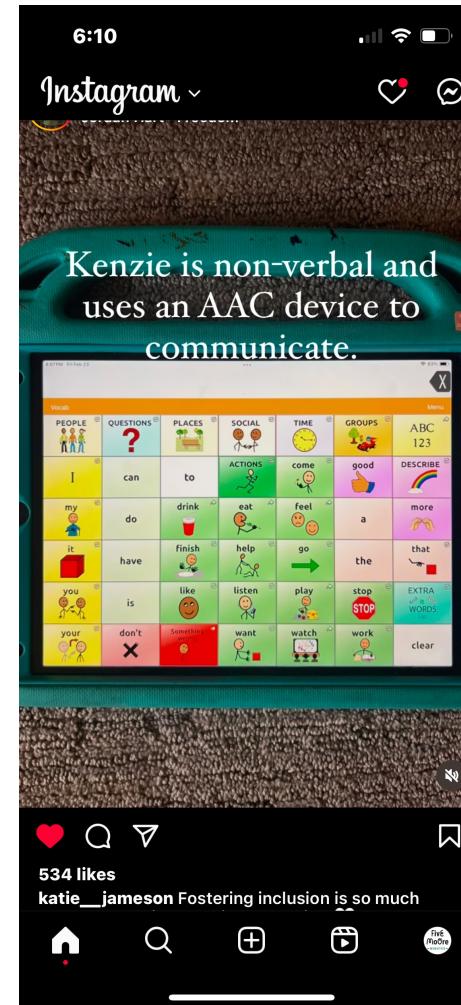
Essential & Individualized
(Useful for ONE; Taught to ALL

- Specially designed for
Kenzie

Universal: Good for ALL/Most;
Taught to ALL

- Teaches everyone how to
interact with,
communicate and
advocate with and for
Kenzie
- De stigmatizes the support

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



@katie_jameson

Is it Universal? Targeted? Individualized?

Support: Interactive, Themed Book Bin

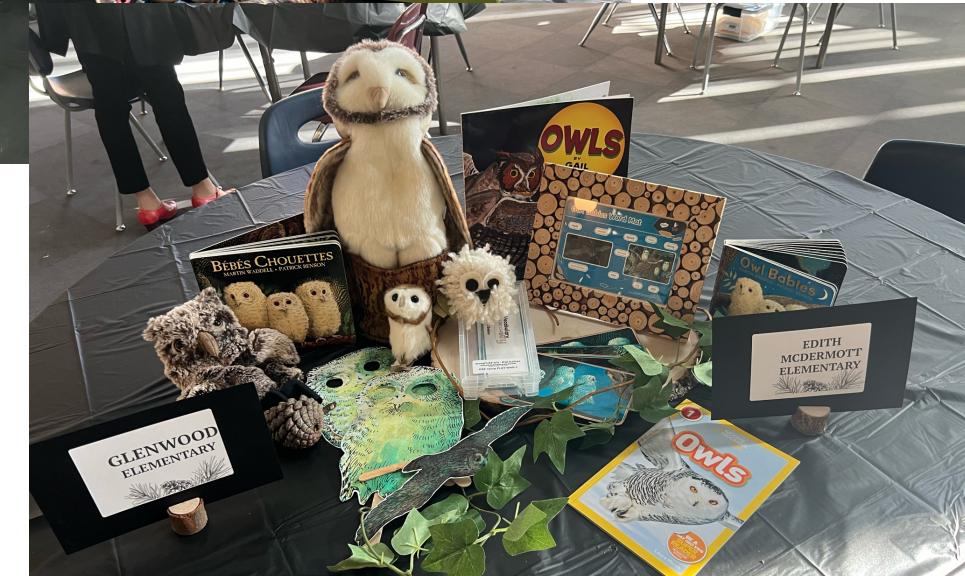
Universal: Good for ALL/Most; Taught to ALL

- Themed bin with books, objects, activities taught and used with all students

Targeted: Good for MOST, Choice for ALL

- Specific objects, manipulatives, books at different levels, languages

Supports Need: Attention, Communication, Engagement, Intellectual Ability, Gross/Fine Motor Skills, Language, Literacy, Memory, Self Regulation, Sensory, Social Skills, Vision, Hearing, Numeracy, Physical



Classroom Support Plan

Teacher(s): Mrs. P

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

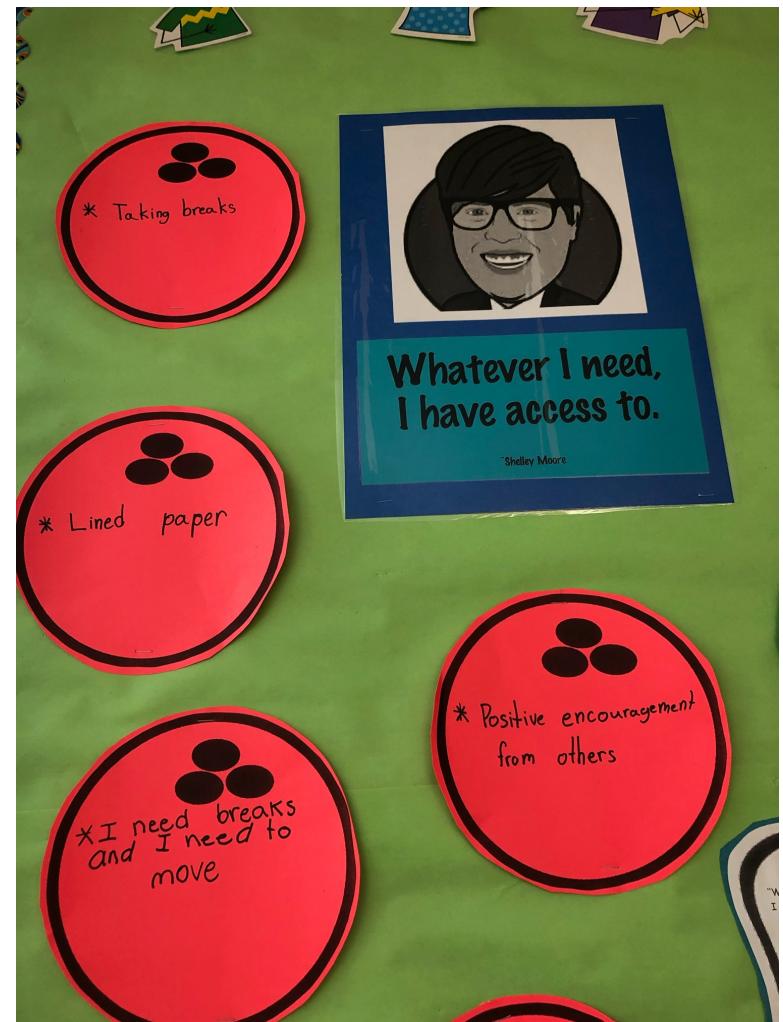
Class: Grade 4

Range of Supports & Strategies

Recipe for the cake

Students...		Strategies & Supports		
Who needs the most support		Universal Support (Good for ALL)	Targeted Support (CHOICE for ALL)	Essential Support (Good for ONE)
Need 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
Need 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
Need Trauma	H.L., U.B	Make personal connection daily, snacks, drinks allowed, chunk task into an essential portion, take 2 min breaks	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
Need 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
Need 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
Who needs the most challenge				
I.K., R.M.				

Strategy: taking a 2 min break



Strategy: taking a 2 min break

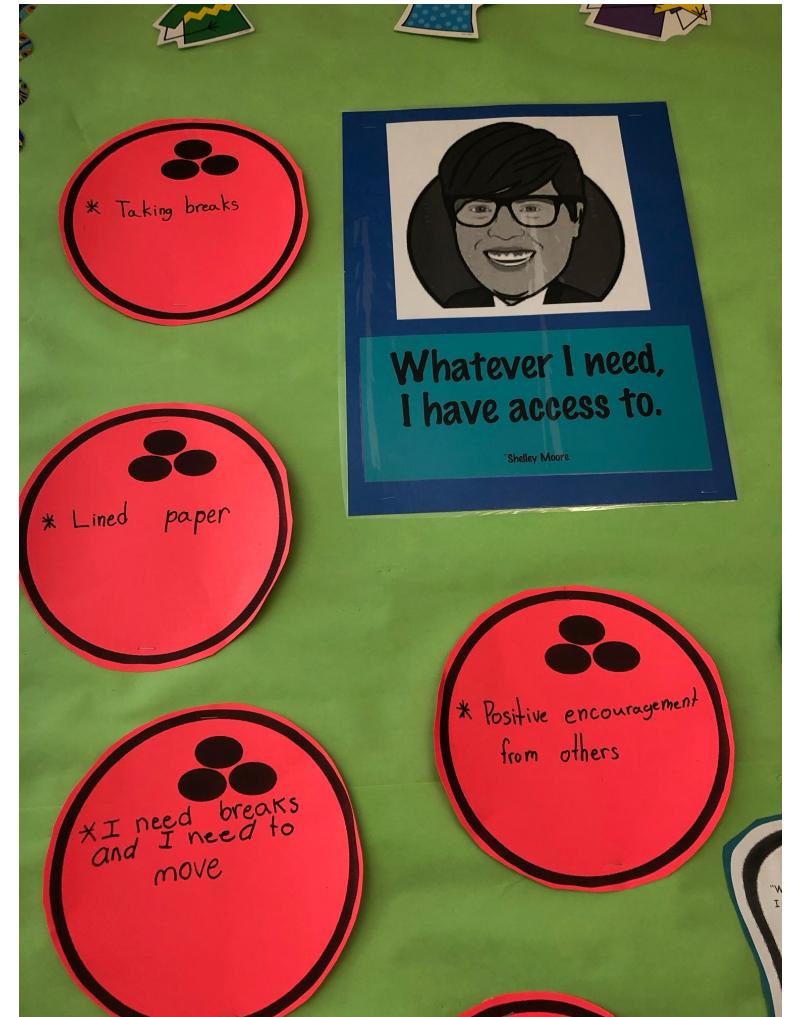
Instruct

- 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

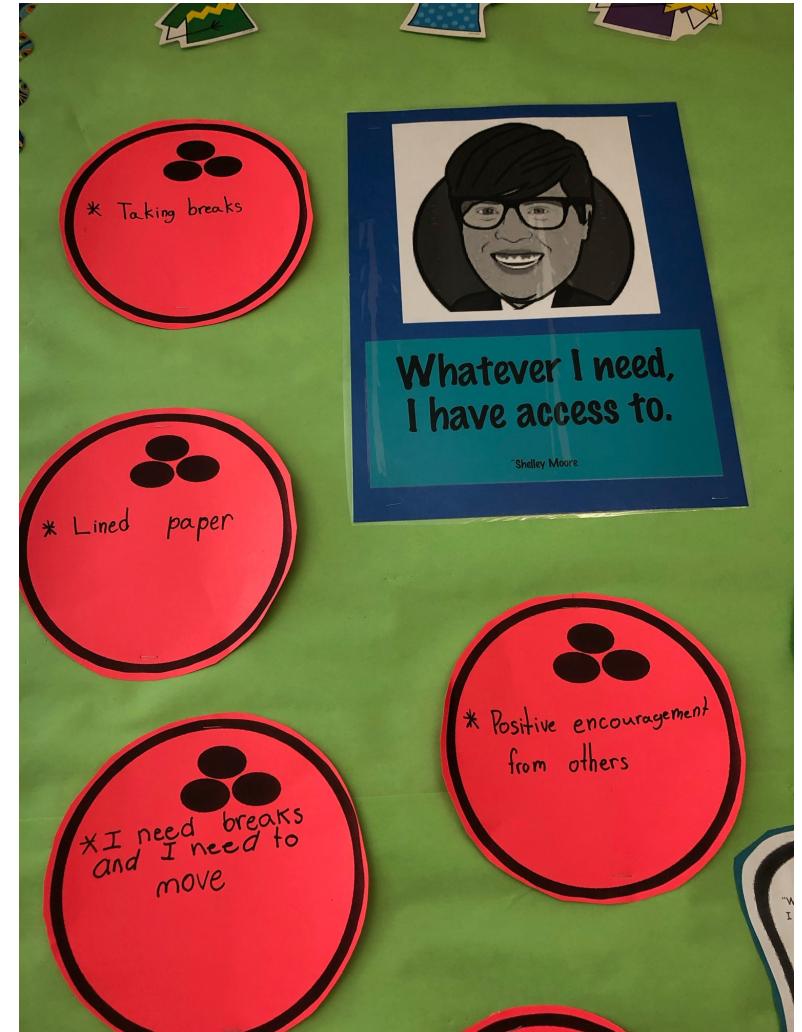
Instruct

- 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)

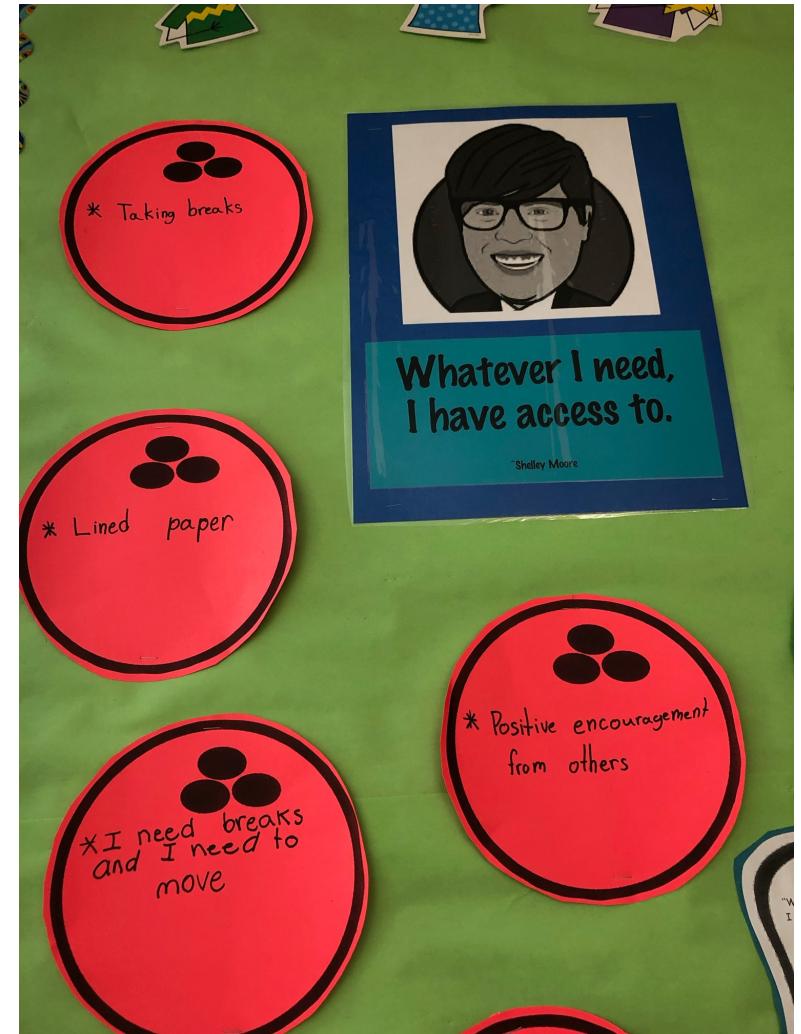
Reflect

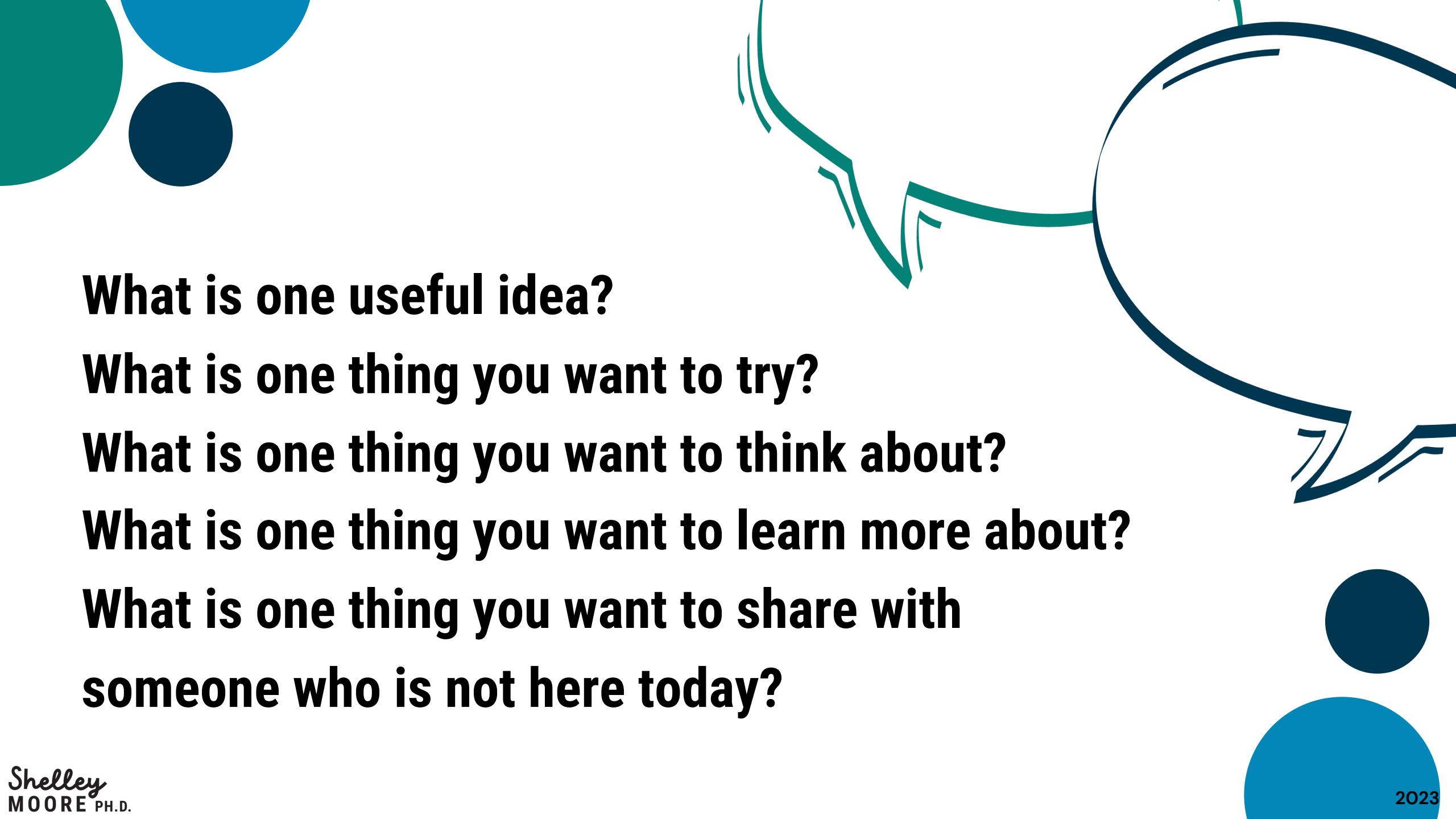
- How will I know when I *need* to **chunk text** ?
- How will I know when I *don't need* **chunk text** ?



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





What is one useful idea?

What is one thing you want to try?

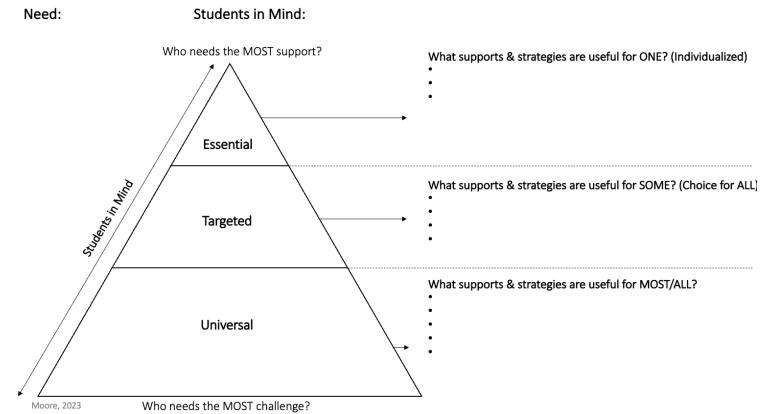
What is one thing you want to think about?

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?**

Your job: April 17, 2024

- 1. Choose one Needs Based Area and gather supports and strategies to help student to manage that need in the classroom on the needs-based support plan**
- 2. Teach a strategy from the needs-based support plan to a class**
- 3. Reflect on what you are noticing and what questions are coming up?**



Welcome!

Our Plan Together

November 15: Kick Off - What is **Inclusion**?

December 6: Session 1 - Getting to know students from a **strength-based perspective**

February 21: Session 2 - Designing **needs-based** classroom support plans

March 20: Session 3 - Making decisions to **reduce barriers** for ALL

April 17: Session 4 - Curricular Design Strategies: **Backwards Design**

May 1: Session 5 - Curricular Design Strategies: Lesson Design through a **UDL** lens

May 15: Session 6 - **Inclusive Assessment**

What grade level curriculum are we using?
What are the learning standards?

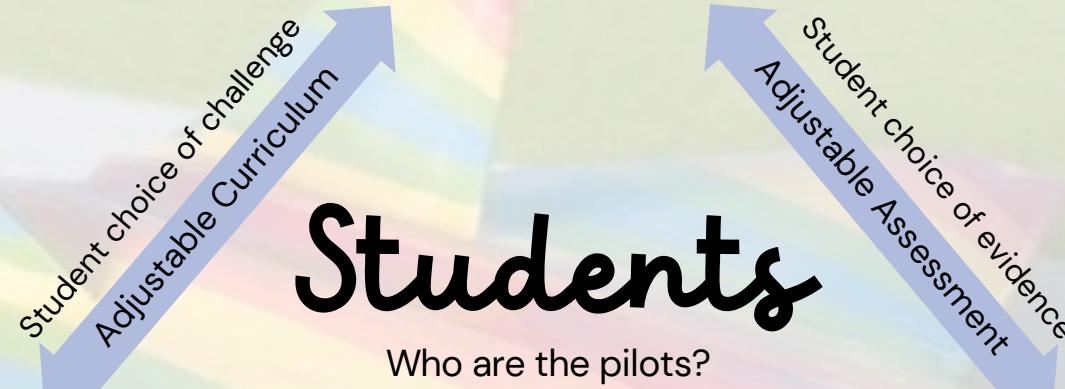
CURRICULUM & ASSESSMENT DESIGN

NEEDS BASED DESIGN

What are the student needs?
What barriers are getting in the way?
What do students require to navigate
needs & barriers?

INSTRUCTIONAL DESIGN

How will students show growth
within the learning standard?
How do we know?



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