

Designing for DIVERSITY

Shelley
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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

Student choice of challenge
Adjustable Curriculum

Students

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

Student choice of evidence
Adjustable Assessment

NEEDS BASED DESIGN

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

Adjustable Supports & Strategies
Student choice of tools and actions

INSTRUCTIONAL DESIGN

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

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/6CaTcpW3sSQnQnCp7>

Class Review:		School Team:		Date:	
Class Dimensions					
Class Identities Student Perspectives:		Class Interests Student Perspectives:		Classroom Strengths Student Perspectives:	
Team Perspectives:		Team Perspectives:		Team Perspectives:	
Class Needs					
Need:	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?		

Identities	Interests	Strengths
Choose at least 3 questions to respond to from this section.	Choose at least 3 questions to respond to from this section.	Choose at least 3 questions to respond to from this section.
How do you identify? Your answer: _____	What brings you joy? Your answer: _____	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: _____

Who am I? Profile

Who am I? (Identities)	What do I love? (Interests)	What am I good at? (Strengths)	How do I want to grow? (Stretches)	What makes it hard for me to grow? (Needs)
How do you identify? What are some words that describe you? Complete the statement: I am ... What communities are you and your family a part of? What are your pro nouns? What place do you call home? What languages do you speak? What cultures, races or nations do you identify with? Are there any disabilities that you identify with?	What brings you joy? What are some of your favourite things/ activities? What are some things that you do with your family and friends? What do you wish you could spend more time doing? What do you want to learn more about? What would you do if you had a full day off? What do you like to learn/ read about? What kinds of shows/ movies/ books do you like?	What feels easy to you? What do you know a lot about? What perspective do you bring to conversations? What are you really good at? How can I help others? (Strengths) What could you teach to someone else? Why is your family/ class/group so lucky to have you? How do you help out at home? In other activities? What do you do that brings other people joy?	What is a goal that you have for yourself? What do you want to get better at? What is something you want to learn more about? What do you wish you could do more of? What is an area that you need some practice in? What could you work on now, that will help you in the future? What do you need support for at school? What do you wish you could do more of without help?	What makes it hard for you to learn? What helps you learn best? What makes it hard for you to pay attention/ focus? Do you prefer to work alone or in a group? What makes it hard to get to school/ go to class? What do you wish was different about school? What materials/tools do you need in a classroom? What is important for your teacher to know about you?

Words that describe me:

→

My favourite books/stories:

→

Things I like to do when I'm alone:

↓

Things I like to do with my friends:

←

Things I like to do with my family:

←

Things I'm very good at or interested in:

↓

Things I like (or need) you to know about me:

→

My hopes and dreams for myself are:

→

The easiest way for me to show what I know is:

→

Things I would like to get better at in this class are:

↑

THIS IS ME!

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: _____

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)				

Collaborative Needs Based Reflection

Dr. Shelley Moore, 2023

Class Review:		School Team:		Date:	
Class Dimensions					
Class Identities		Classroom Strengths		Classroom Stretches	
Student Perspectives:		Student Perspectives:		Student 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?		

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What are their dimensions?
Where is their agency?

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What do student require to navigate needs & barriers?

INSTRUCTIONAL DESIGN

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

Adjustable Supports & Strategies
Student choice of tools and actions

Student choice of challenge
Adjustable Curriculum

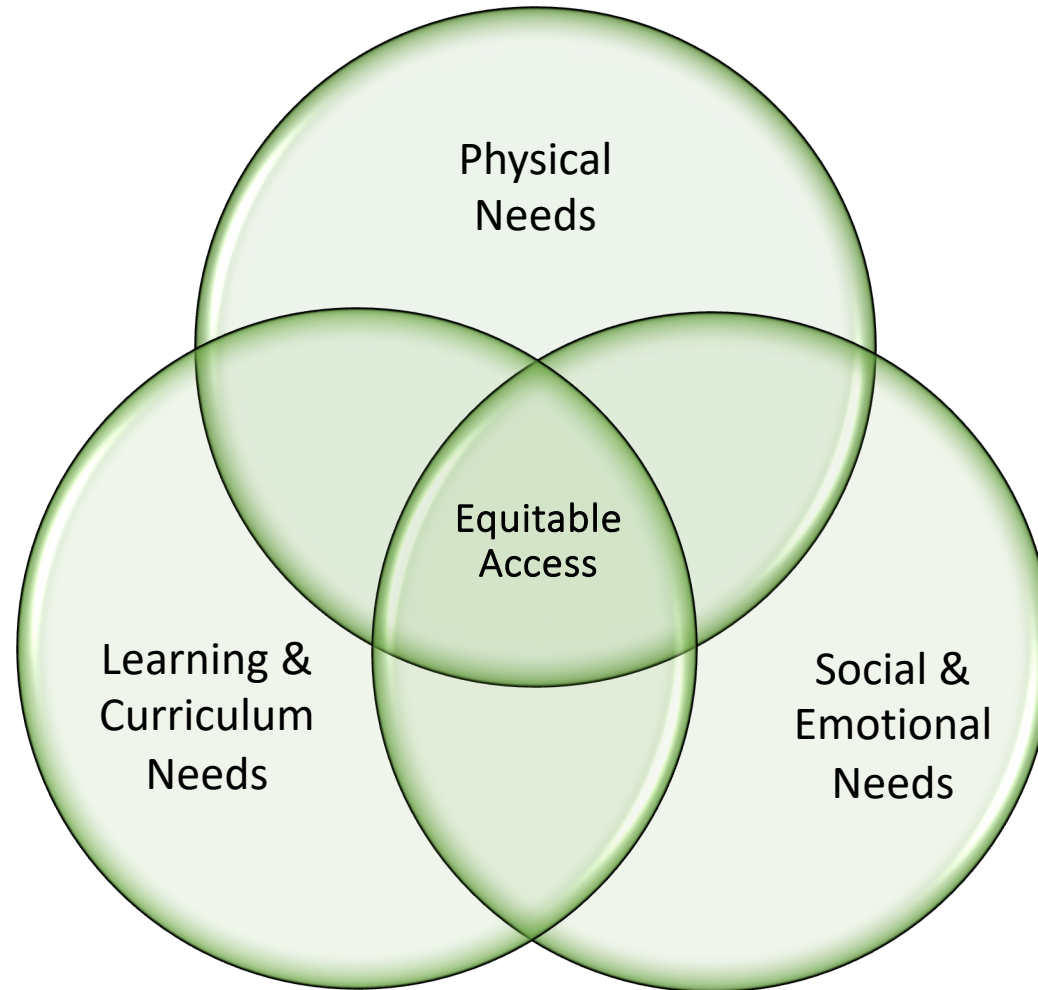
Student choice of evidence
Adjustable Assessment

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: <ul style="list-style-type: none">- 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: <ul style="list-style-type: none">- 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: <ul style="list-style-type: none">- 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, <u>AB</u> , EB, AR, JR, PS, LT, <u>CT</u>	Need: Communication (Expressive) * <u>CT</u> , EB, AR	Need: Self Regulation (Emotional) * AA, <u>AB</u> , EB, HB, AR, PS, LT, <u>CT</u>	Need: Anxiety* PS, LT, <u>CT</u> , EW, MJ, FT, IO	Need: Social Skills (Problem Solving) * <u>AB</u> , EB, HB, AR, PS, <u>CT</u> , EW, MJ	
* Also an IEP Need Area					

Class Review for: Ms. Hinz Grade 7: CREW, Humanities & Science		School: Nechako Valley Secondary School		Date: October 17, 2023	
We can plan for our students by getting to know their dimensions:					
Identities 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: <ul style="list-style-type: none">How can we create a learning environment to meet everyone's needs and goalsHow can we learn self regulation and ways to deal with anxiety and stressHow can we incorporate more hands on learning and inquiry based learning given time and resource restraintsHow can we incorporate more of the Indigenous principals of learning			Some goals we have for this class: <ul style="list-style-type: none">To be open to try new thingsTo build self confidence and self esteemTo 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: <ul style="list-style-type: none">Student choiceGames and visuals to help learningOutdoor land based learningReward system for positive behaviorCreating a safe and inclusive classroom environment where all learners are welcomed			What do we still want to try: <ul style="list-style-type: none">Incorporating more SEL strategies in the classroom to help support all learnersBuild a more needs based classroom to help support all learnersTeach self regulation skills and strategiesFinding 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					

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INSTRUCTIONAL DESIGN

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

How do we reduce barriers?



How do we support needs?

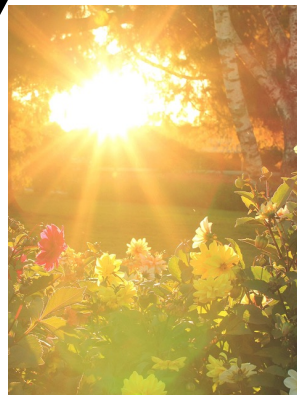
MULTIPLE LAYERS OF SUPPORT



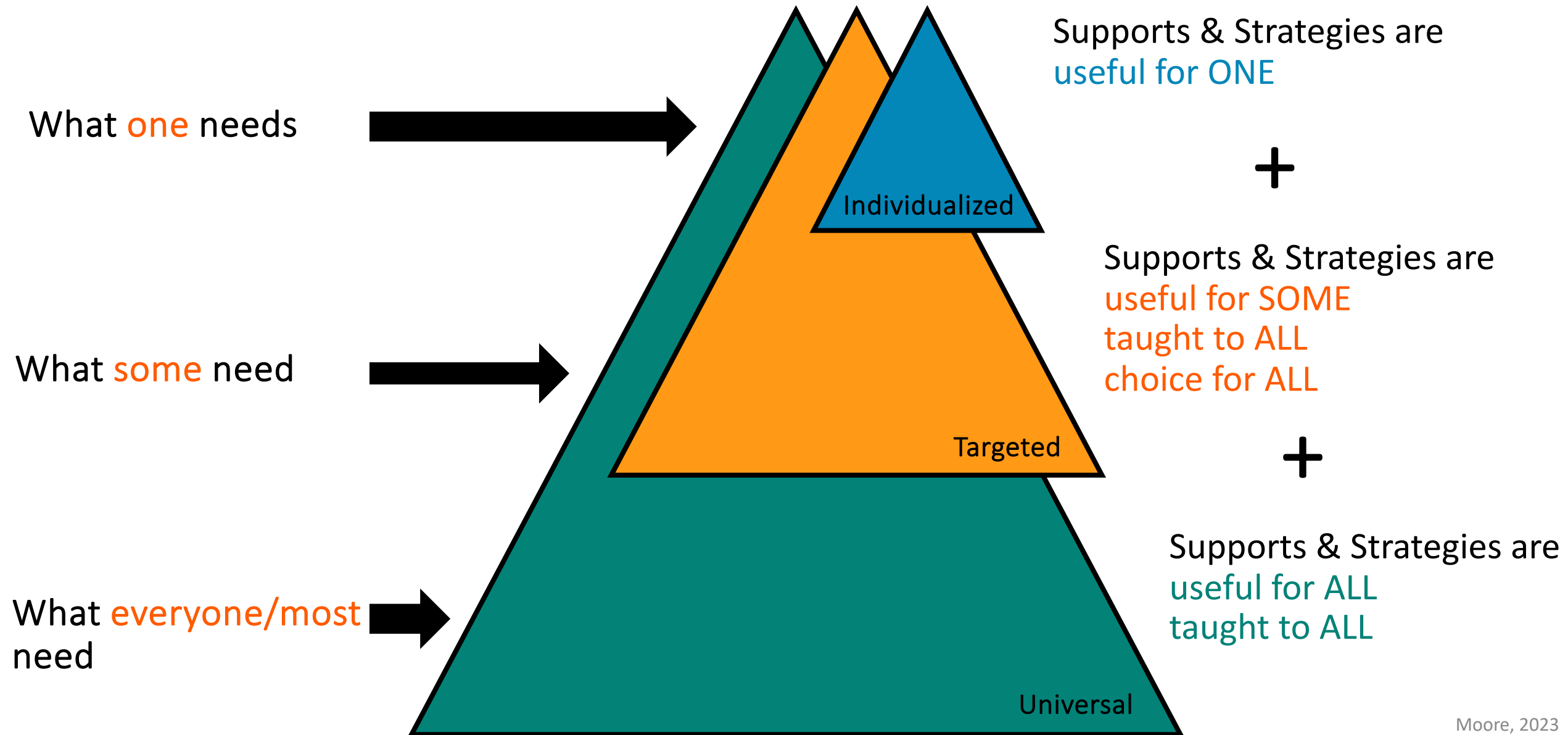
PERIODIC TABLE OF PLANT NUTRIENTS

7 N Nitrogen	15 P Phosphorus	19 K Potassium	12 Mg Magnesium	16 S Sulfur	20 Ca Calcium
Primary Macronutrients			Secondary Macronutrients		
5 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?

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

-
-
-

Essential

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

-
-
-
-

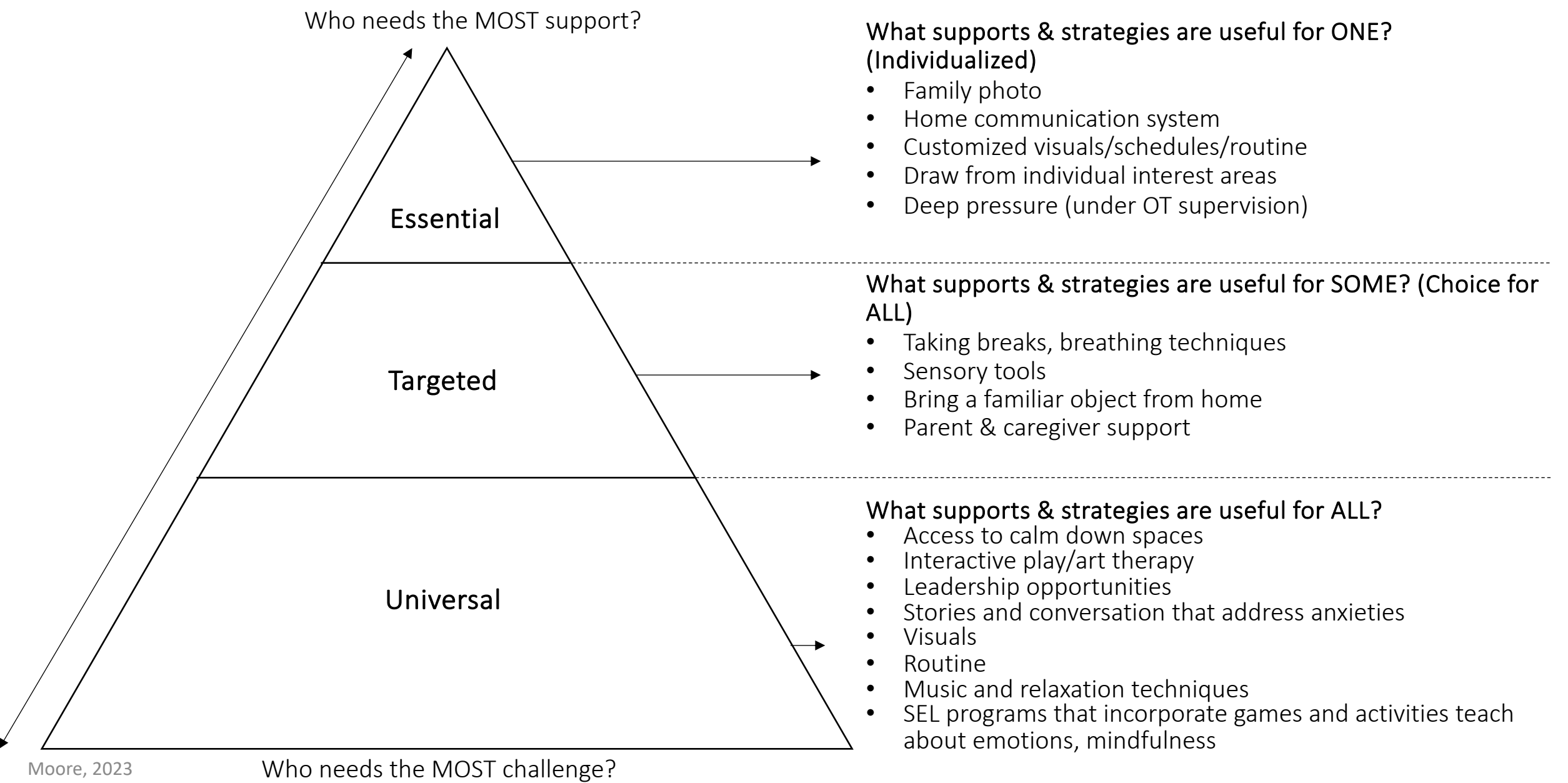
Targeted

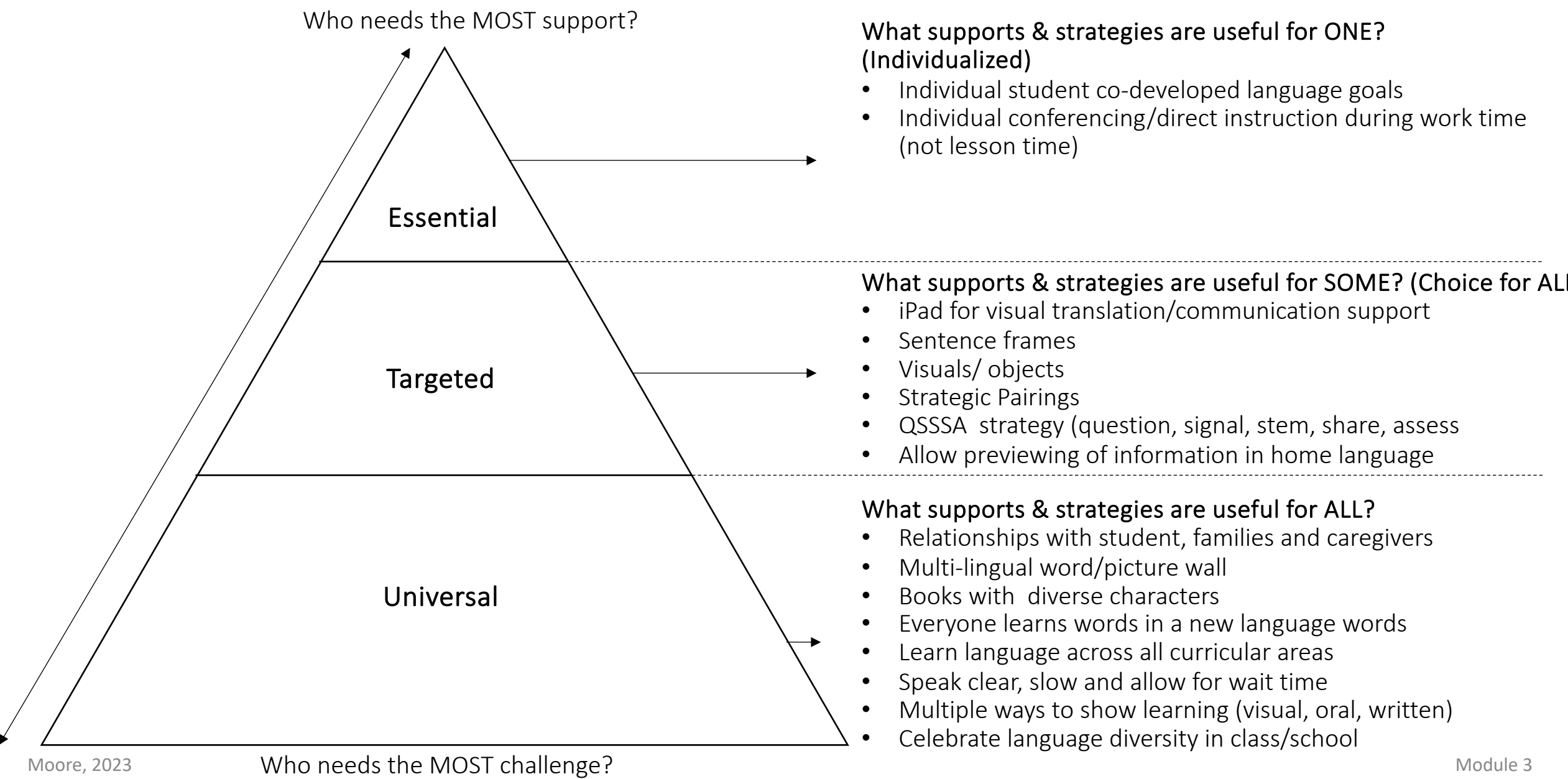
What supports & strategies are useful for MOST/ALL?

-
-
-
-
-

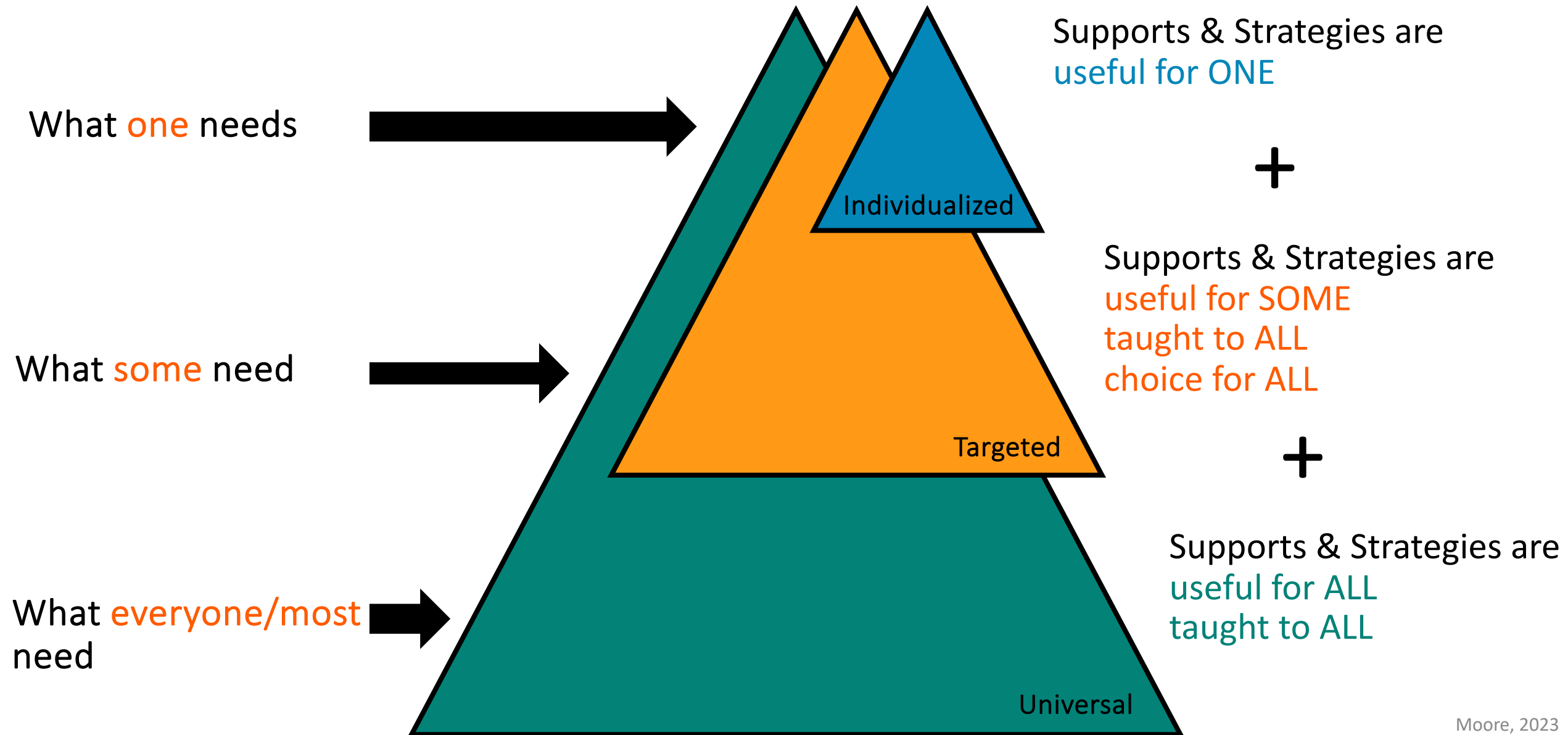
Universal

Who needs the MOST challenge?





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

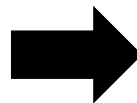


Targeted

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

+

What **everyone/most**
need



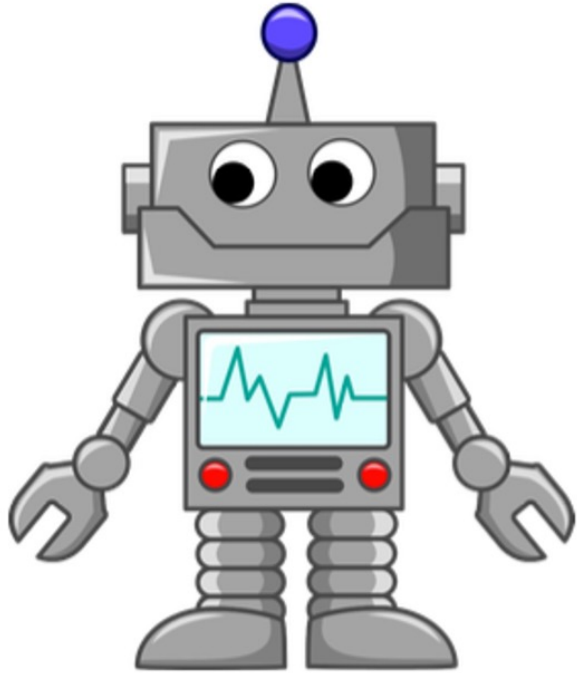
Universal

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

www.teachspeced.ca



“AI” Assistant - Dale



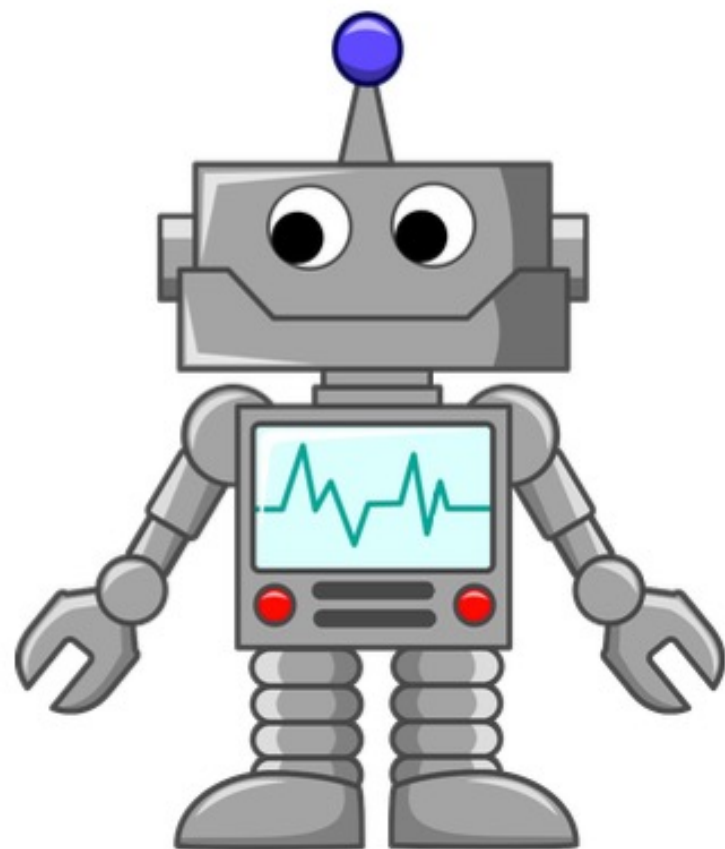
Can you give me some tools and strategies to support (who) to manage (need) needs?

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

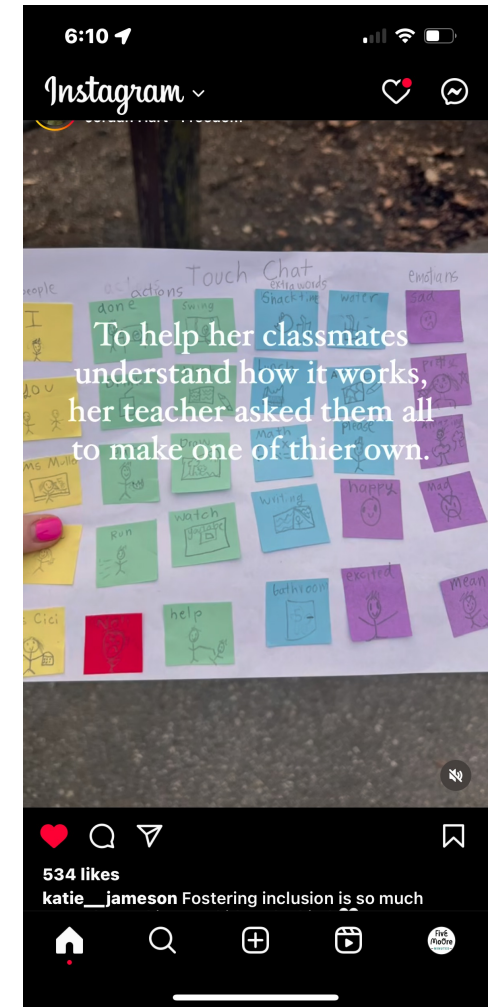
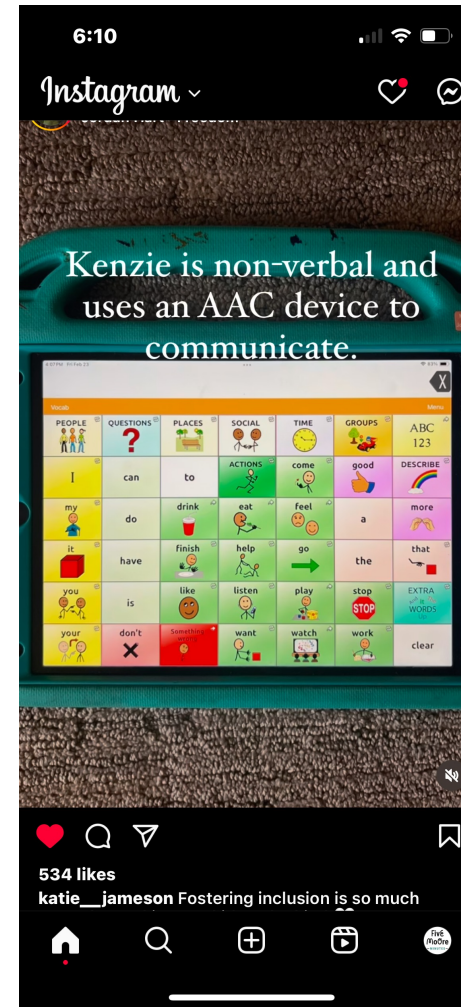
Essential & Individualized
(Useful for ONE; Taught to ALL)

- 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

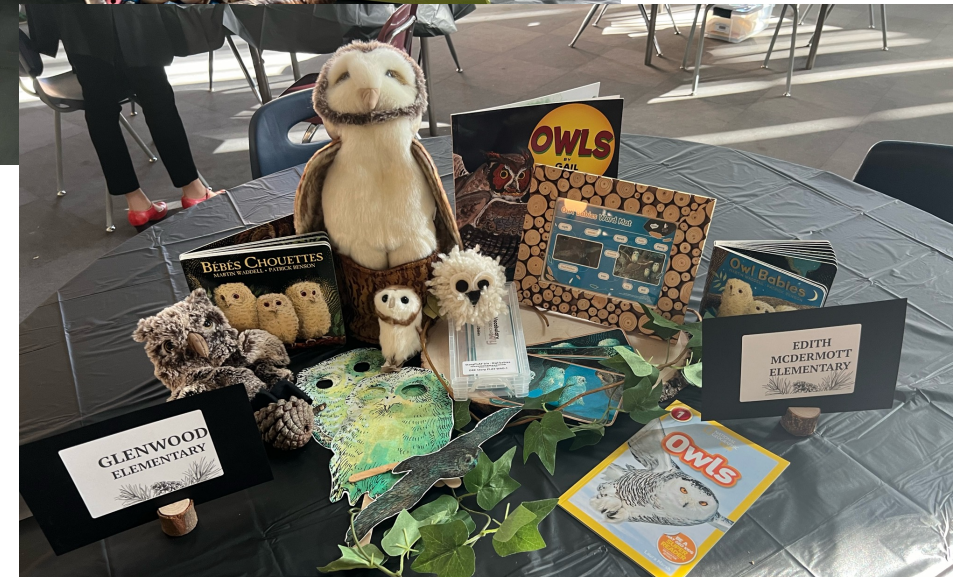
Universal: Good for ALL/Most; Taught to ALL

- 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



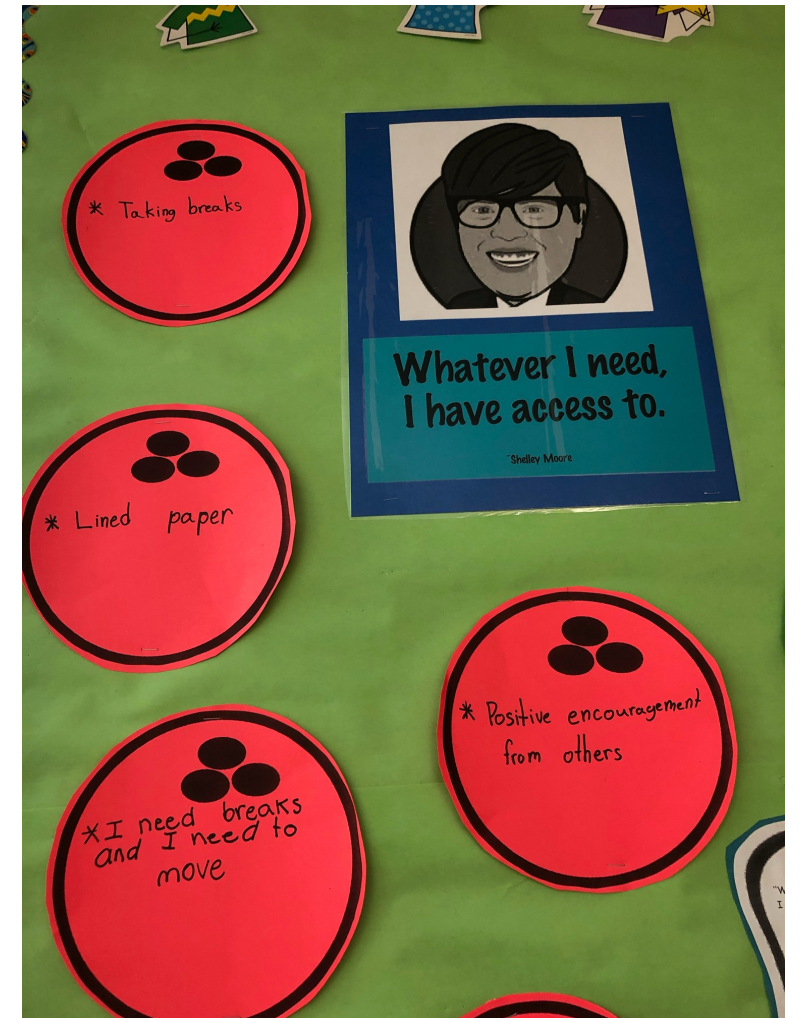


Students...		Strategies & Supports		
Who needs the most support J.W.		Universal Support (Good for ALL)	Targeted Support (CHOICE for ALL)	Essential Support (Good for ONE)
Need Cognitive	J.W.	Start lesson with accessible task, teach all students, how to learn with J.W., community building activities, manipulatives 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.				

Range of Student Need

Layers of the cake

Strategy: taking a 2 min break



Strategy: taking a 2 min break

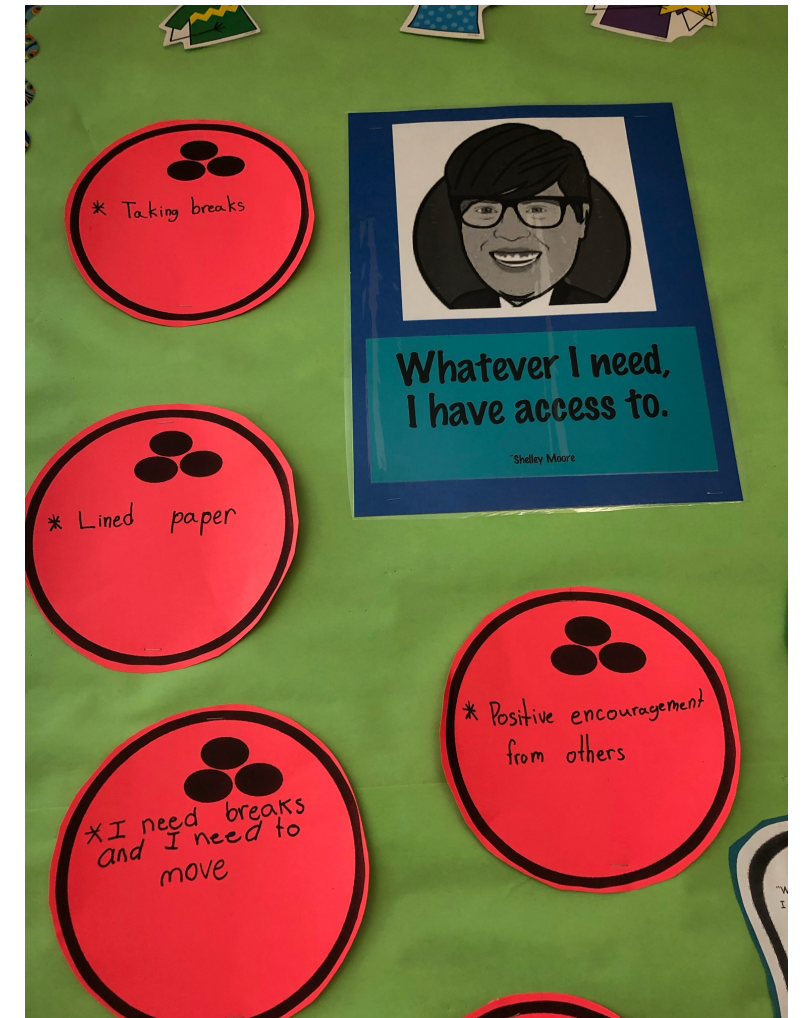
Instruct

- 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

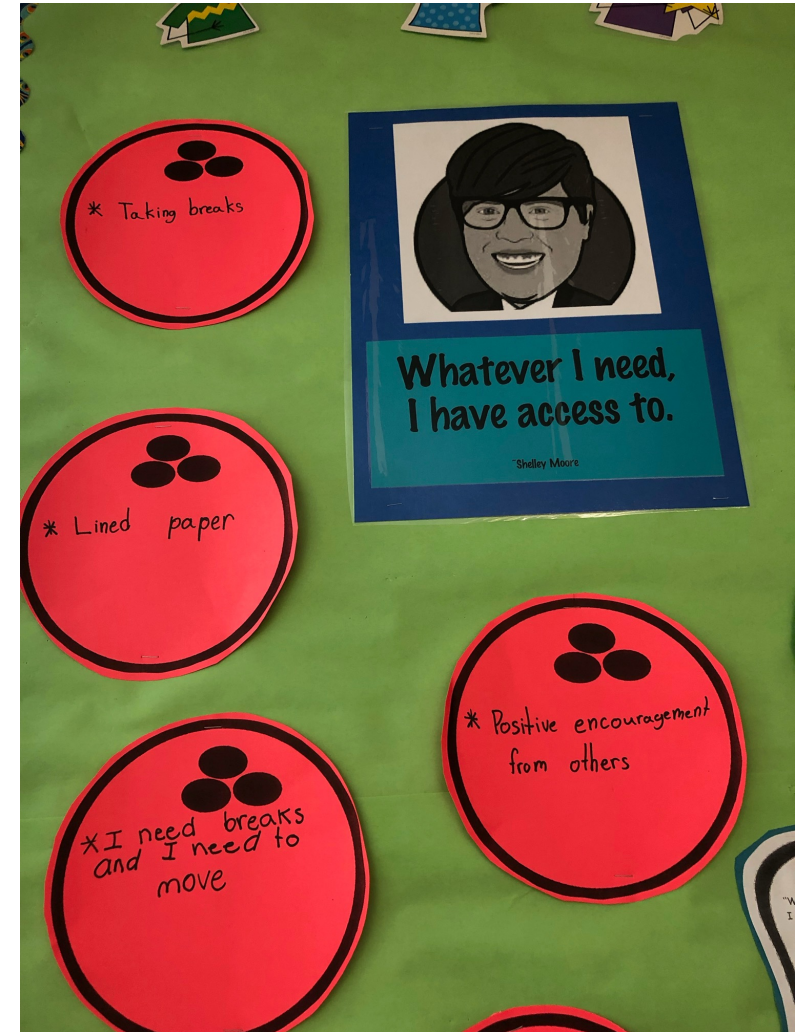
standing desks

access points

sensory tools

Snacks/ water

hats





What is one useful idea?

What is one thing you want to try?

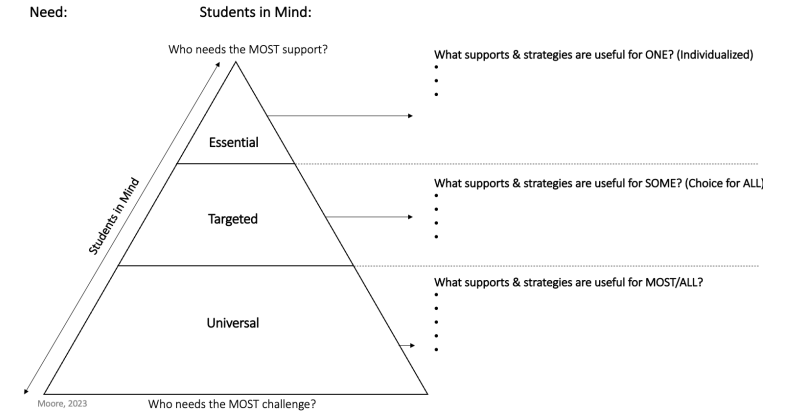
What is one thing you want to think about?

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

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Shelley MOORE PH.D.



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