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BOWEN ISLAND COMMUNITY
SCHOOL IS PARTNERING WITH
DR. SHELLEY MOORE

For a 2025–2026 learning series
And YOU are invited!

Oct. 16, 2025
330–430 pm

Reflecting on and prioritizing the needs of a class



Nov. 20, 2025
330–430 pm

Needs based support planning layer 1:
Connecting to BC Core Competencies

Dec 10, 2025
330–430 pm

Needs based support planning layer 1:
Universal Design for Learning

Jan. 21, 2026
330–430 pm

Needs based support plan layer 2 & 3

Feb. 25, 2026
330–430 pm

Building student ownership & agency
Teaching strategies

Apr. 23, 2026
330–430 pm

Building student ownership & agency
Reflecting on core competencies

May 26, 2026
330–430 pm

Sharing and celebrating what we tried and learned

What are the needs **in my class**?

What is **one needs area** can I focus on?

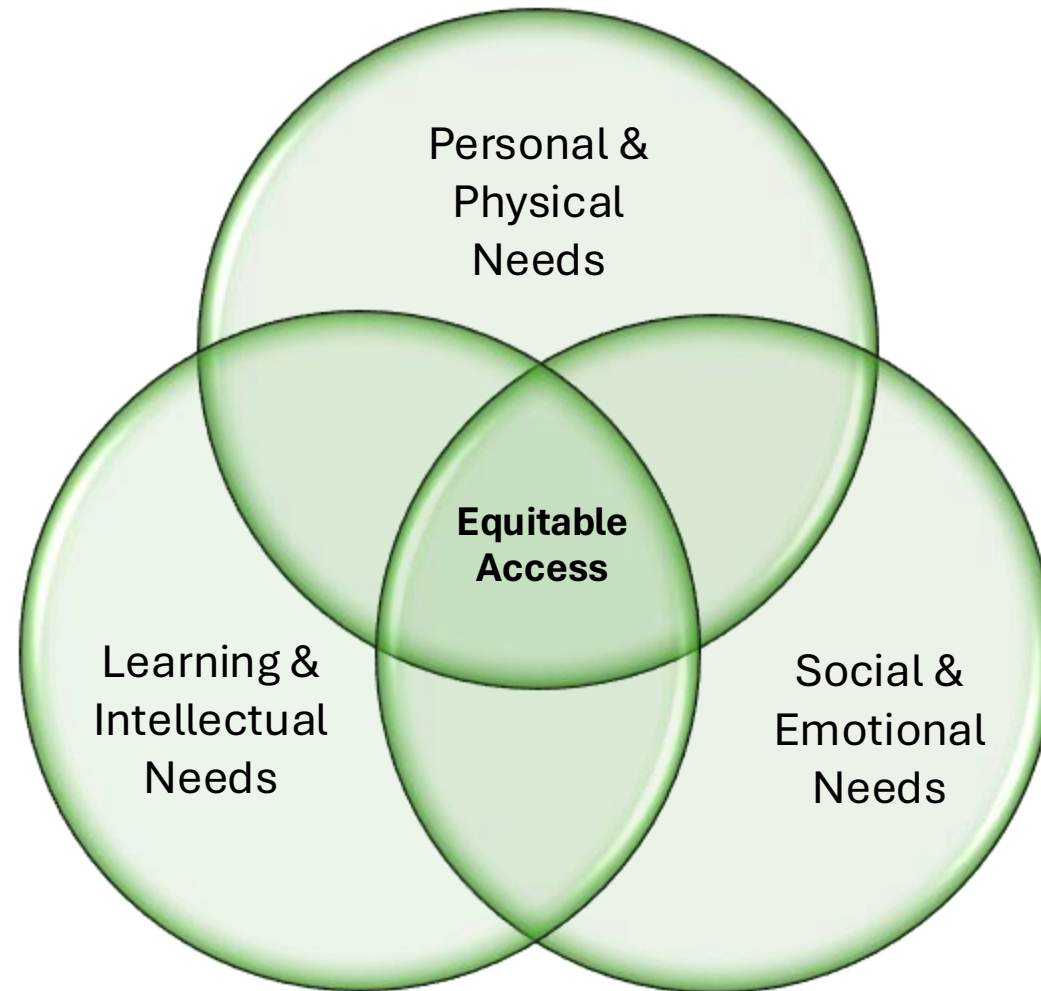
Who is **one student** that I can target in this class?

What is **one needs area** that I can focus on?



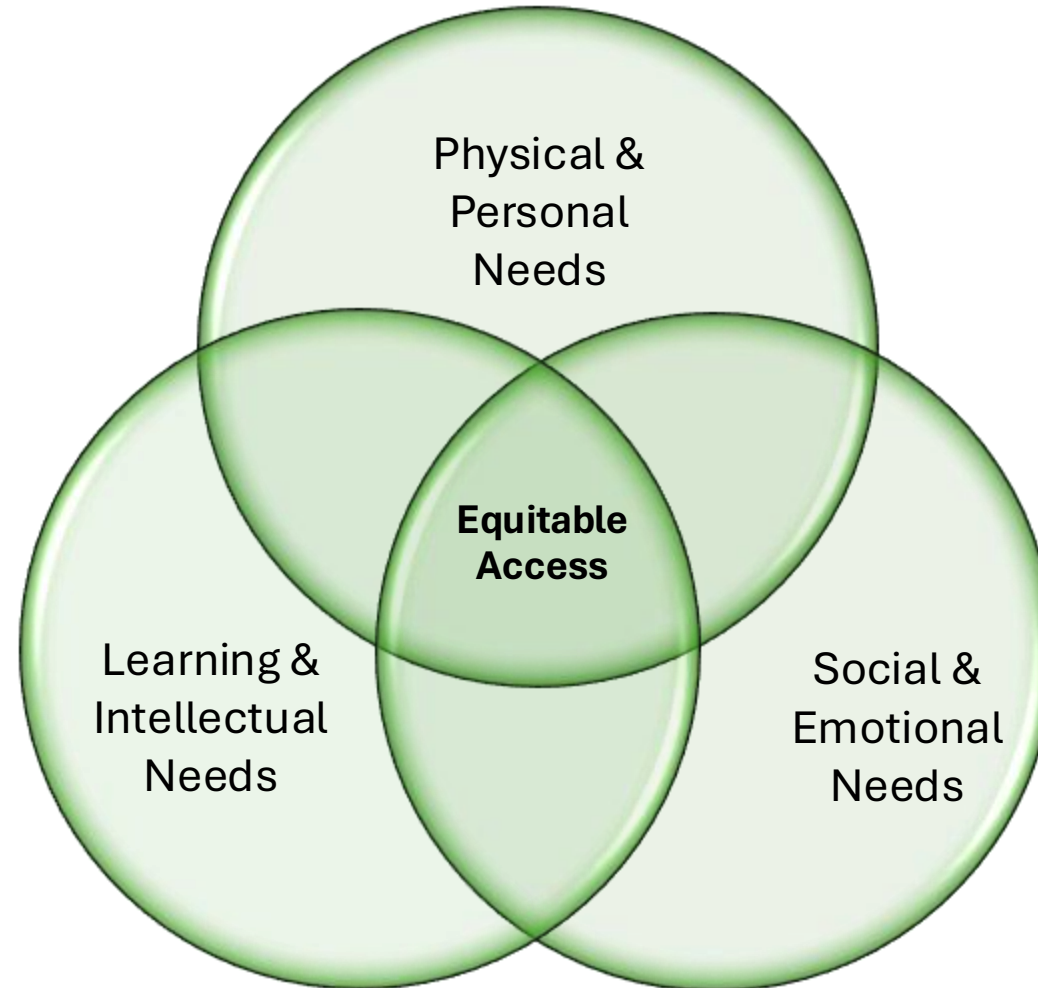
Hosted at BICS
snacks provided!

Increasing Inclusive & Equitable Access by Designing for Individual Needs



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

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

Classroom Support Planning: Collaborative Needs Based Reflection

Target Classroom: Three Kindergarten	Classroom Teacher(s): LM	Support Teachers/Staff:	Date: Nov 2024
<ol style="list-style-type: none"> 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 IEP (8) – AA, DC, NC, AC, AM, CS, KP, IO ELL – DG, AM, IO	Students who have this need (Start with target students)	This need impacts the community and/or there is a cluster of students who have this need	This need is being monitored/or is being managed	This is an individual need area and/or community does not need support in this area
Addiction				x
Attendance/ Lateness	DC, NC, CS, KP, DG, BQ		x	
Attention	DC, NC, KP, IO, DG, JL, CV, KM		x	
Anxiety/ Depression	AM, IO, LC, AY		x	
Bullying	JL, KM, CV		x	
Communication (receptive)	AA, DC, AC, AM, CS, IO, DG, AY, BQ	x		
Communication (expressive)	AA, DC, NC, AC, AM, CS, KP, IO, AY, BQ	x		
Eating/Food/Allergies	AM, CS			x
Engagement/Motivation	NC, KP, IO, DG, JL, LC, AY, CV, BQ		x	
Executive Functioning	AA, DC, NC, AC, AM, CS, KP, IO, DG, AY, CV, BQ	x		
Family/Community/Identity	DC, NC, CS, KP, LC		x	



Frustration/ Anger	AA, CS		x	
Greif/ Trauma	NC, AM, CS, KP, LC, KM, BQ		x	
Gross/Fine Motor Skills	AA, DC, NC, AC, AM, CS, IO, DG, AY, CV, BQ	x		
Intellectual Ability (access)	DC, AM, CS, CV, BQ		x	
Intellectual Ability (extend)	DC, AC, AM, CS, DG, CV, BQ		x	
Language	AA, DC, NC, AC, AM, CS, IO, CV, BQ	x		
Literacy (decoding)	AA, DC, NC, AC, AM, CS, KP, IO, DG, LD, LC, KM, AY, CV, BQ		x	
Literacy (understanding)	AA, DC, NC, AC, AM, CS, KP, IO, DG, BQ	x		
Literacy (written output)	AA, DC, NC, AC, AM, CS, KP, IO, DG, LD, LC, KM, AY, CV, BQ		x	
Literacy (oral language/speaking)	AA, DC, NC, AC, AM, CS, IO, LC, CV, BQ	x		
Medical	AM, CS			x
Memory	DC, NC, AM, CS, IO, DG, BQ		x	
Mental Health	AM, CS, LC, KM		x	
Numeracy	AA, DC, NC, AC, AM, CS, IO, AY, BQ		x	
Personal Care	CS, IO, AY		x	
Personal Safety	CS, KM		x	
Physical/Mobility				x
Self-Advocacy	AC, AM, CS, CS, IO, KM, LC, AY		x	
Self-Regulation (emotional)	AA, DC, NC, CS, LC		x	
Self-Regulation (behavioural)	AA, DC, NC, CS		x	
Self-Regulation (learning)	AA, DC, AC, CS, KP, IO, DG, KM, BQ	x		
Self Esteem	NC, AC, AM, IO, LC, KM, AY		x	

Session 1: Google Form

- Name/Division of target class
- Needs based area that you want to focus on
- Initials of target student
- Needs based area that you want to focus on
- Classroom visits



Homework – Nov 20

- Teach students about “Needs”
- Ask students about what they think they needs support for/ what their needs are?

Some things that I need support with

 Being on time	 Coming to class or school	 Paying attention
 Feeling sad a lot	 Worrying a lot	 Listening to others
 Talking	 Talking	 Not interested
 Eating	 Allergies to food	 Allergies

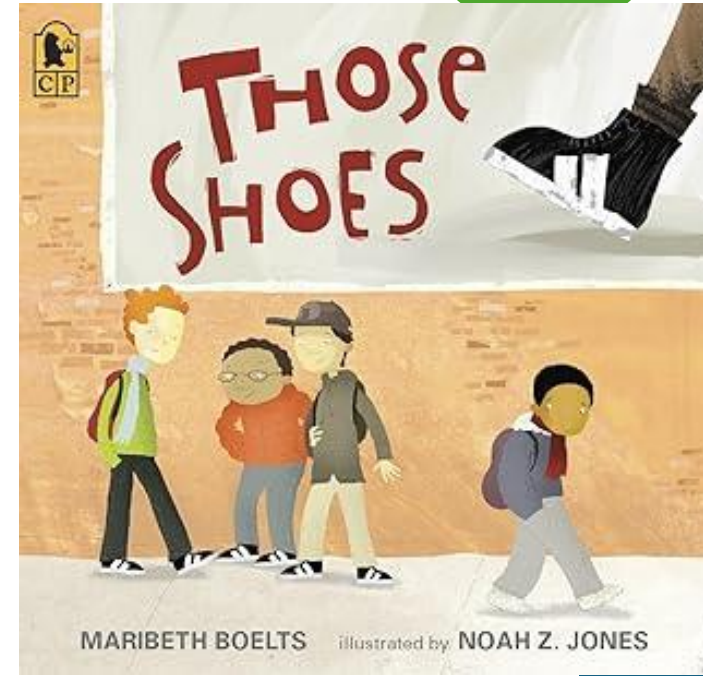
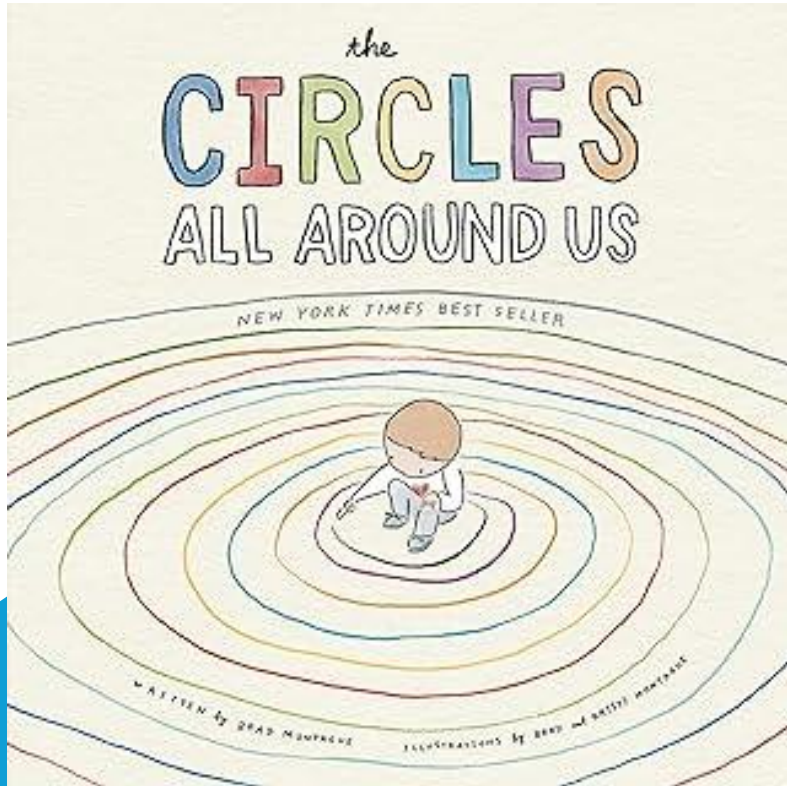
We All Need Support Sometimes!

Look at this list of needs, what are some needs that you feel like you need support or **need help with** at school.

Do you have a hard time...	Yes, I need support for this!
Coming to school	
Being on time	
Paying attention	
Feeling anxious or scared	
Feeling sad	
Feeling angry or frustrated	
Bullying others	
Getting bullied	
Sharing what I am thinking	
Listening and understanding	
With food and/or allergies	
Moving my body	
Writing with a pencil	
Remembering /knowing what I am supposed to be doing	
Remembering supplies or things I need	

What are some other things that make it hard for you to feel good at school?

Needs



EVERYBODY!

ELISE GRAVEL





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What competencies can we **teach everyone** to develop skills in this need area?



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