

# Shelley MOORE PH.D.



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[Dr. Shelley Moore](https://www.facebook.com/Dr.Shelley.Moore)

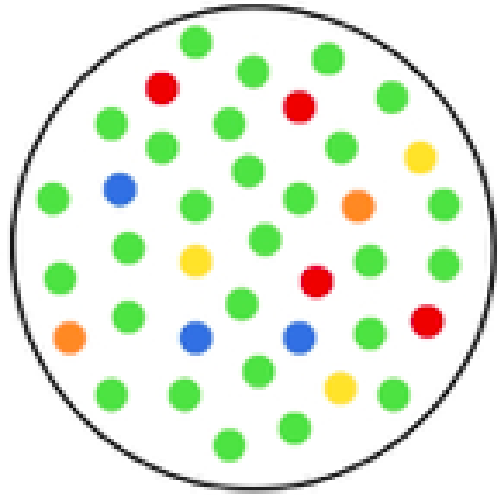


How can a school community connect with student and families to get to know them?

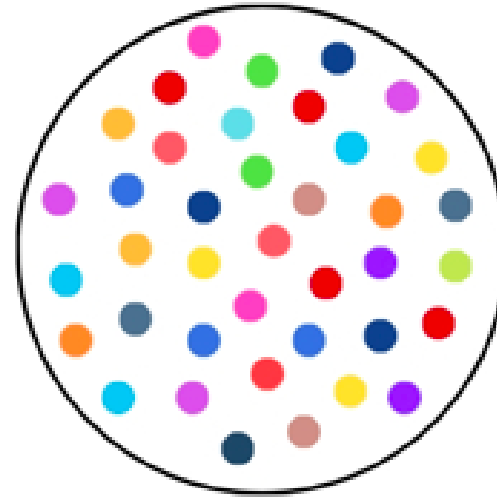
What strategies can we use to gather the voice and perspective of students and families?

Why is important to include strength-based data when making educational decisions with students and families?

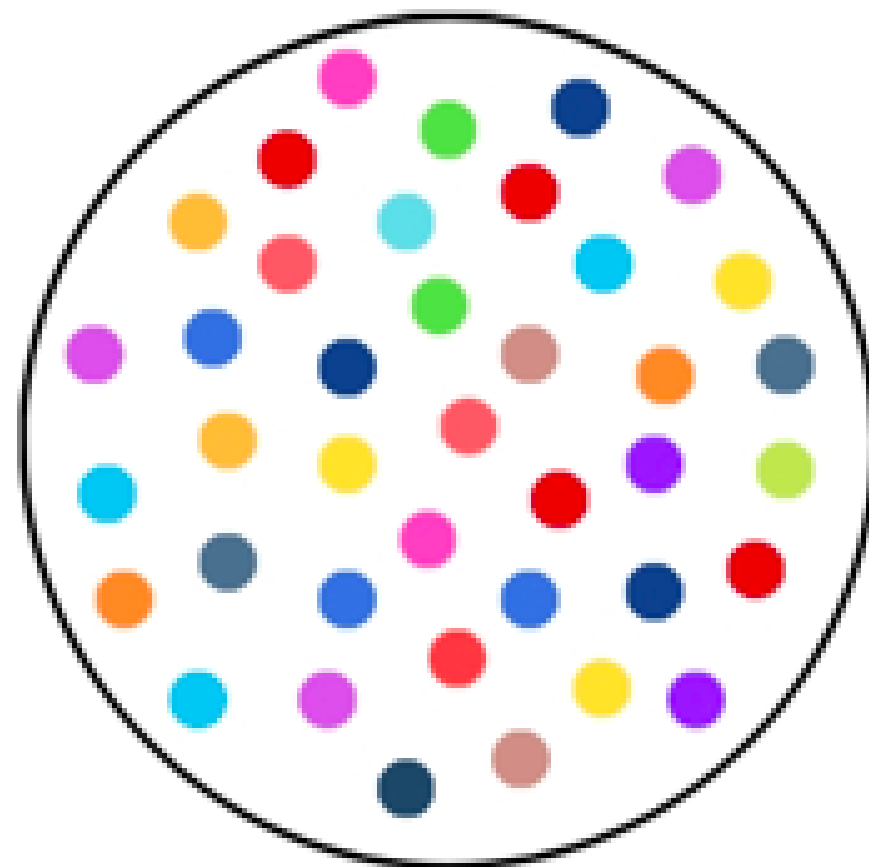
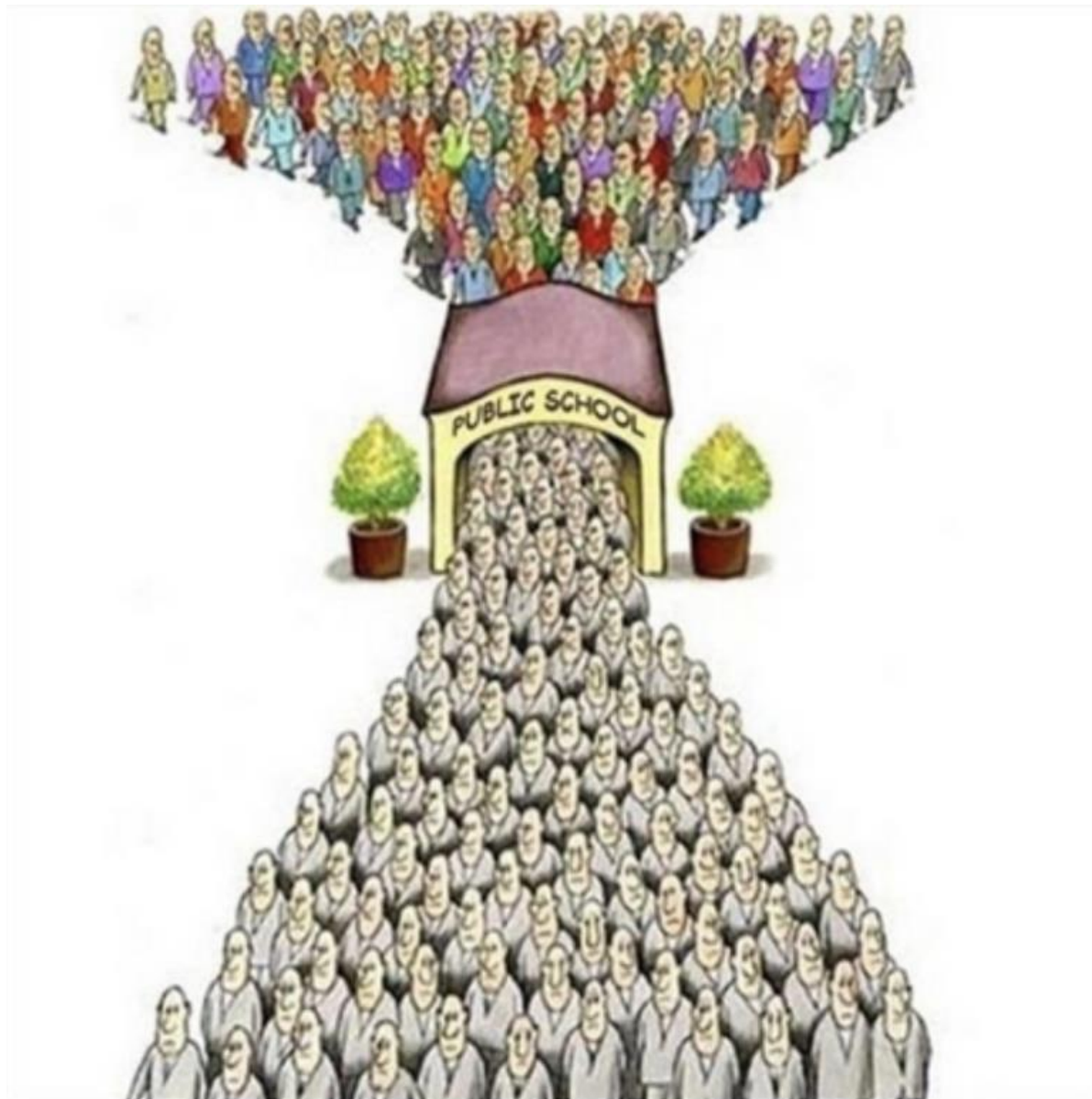
# WHAT IS inclusion ?



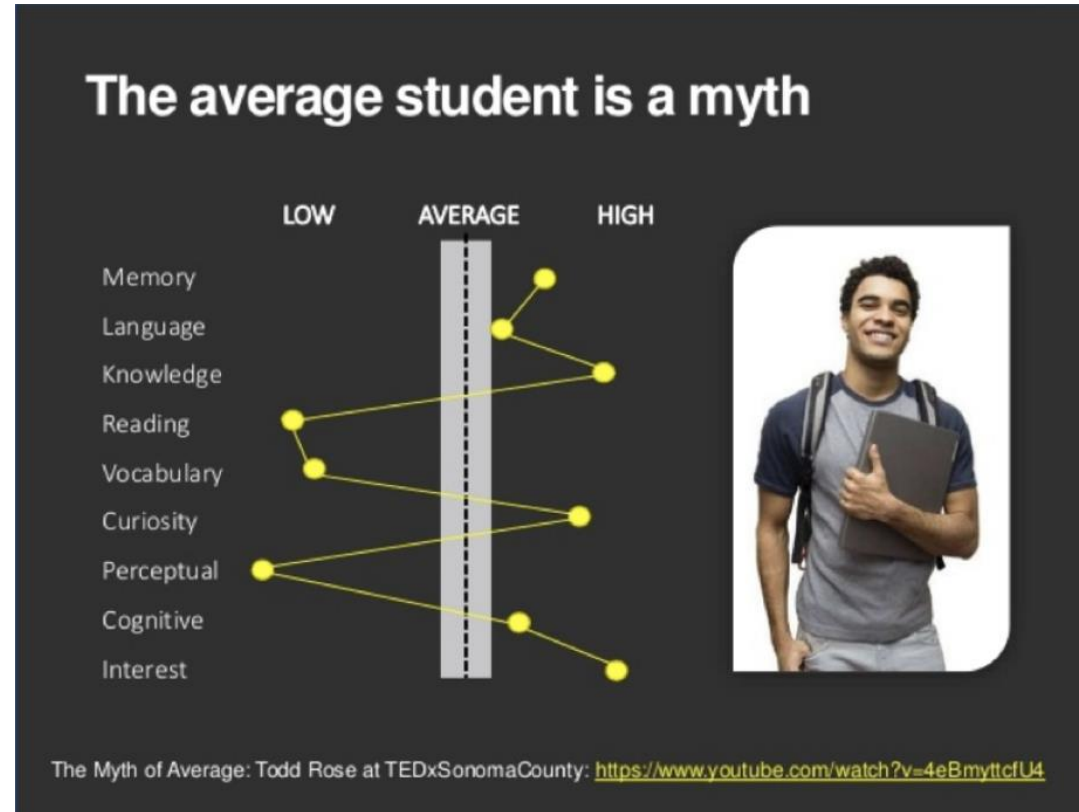
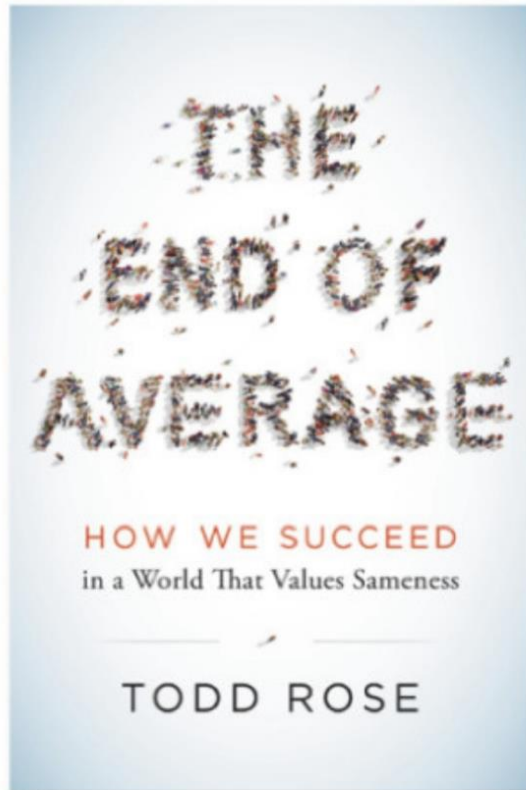
How do we  
include people  
with disabilities?



How do we teach  
to diversity?

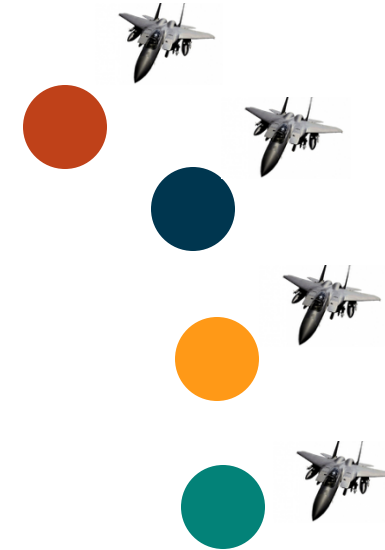
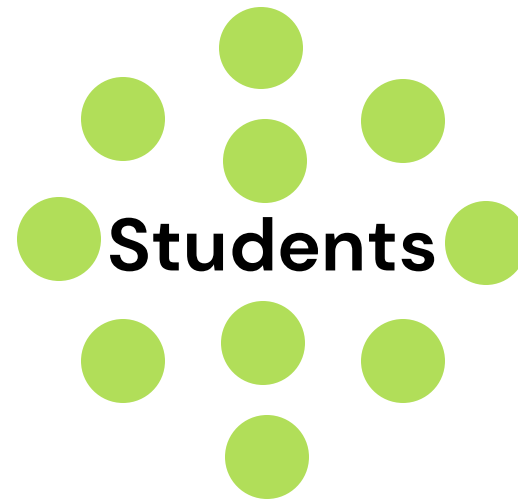
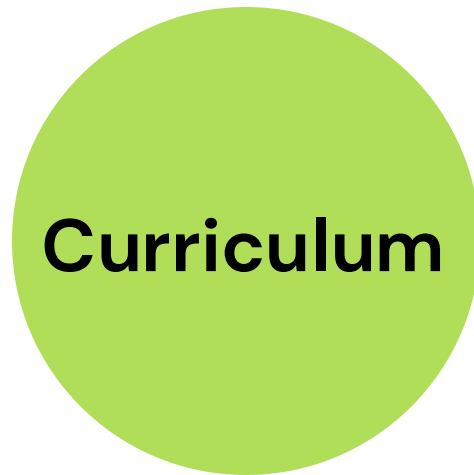


# WHAT IS “normal”?

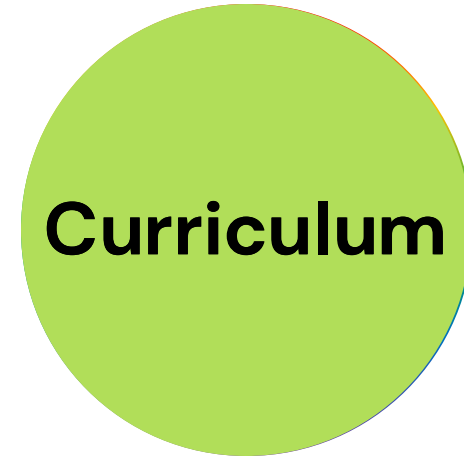
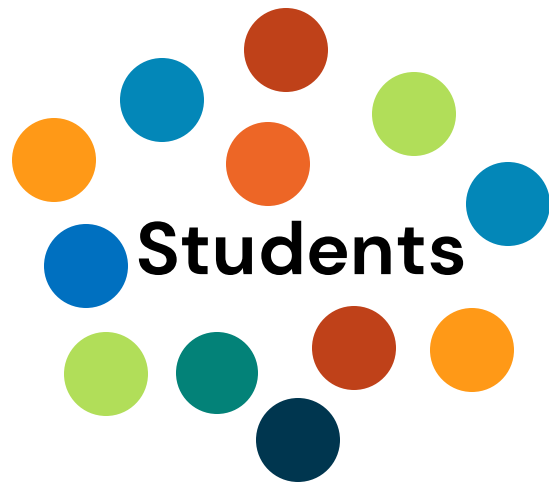


# WHAT IS “average”?

# WHAT & HOW WE WERE TAUGHT...



# WHAT IF WE ANTICIPATED variability



# INSTEAD OF homogeneity?

# HOW DO WE DESIGN AN ADJUSTABLE PLANE?

- Who are the **pilots**? What are their **dimensions**?
- What kind of **planes** are they flying?
- How is the plane **responsive** to the pilot's dimensions?
- How do the **pilots make the adjustments** they need to fly the plane?



# 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?



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

## CURRICULUM & ASSESSMENT DESIGN

# Students

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

## 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?

Adjustable Supports & Strategies

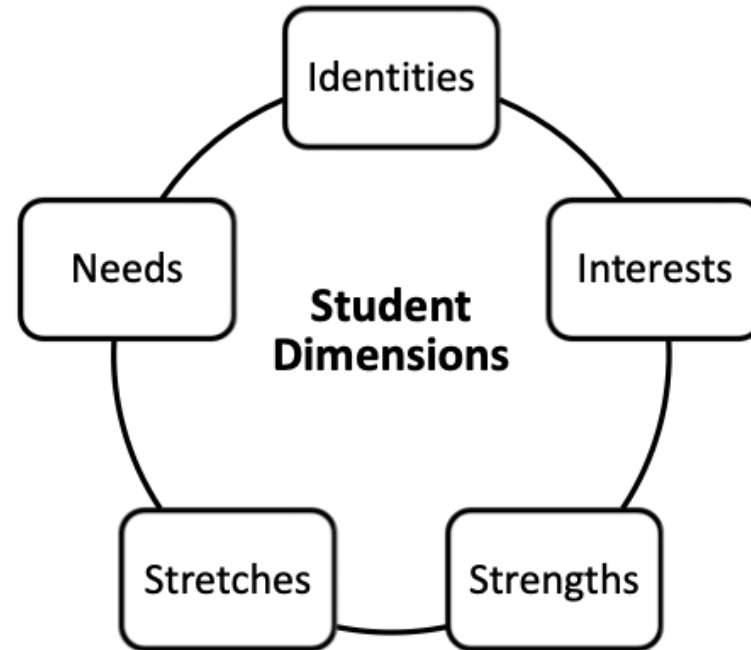
Student choice of tools and actions

Student choice of challenge  
Adjustable Curriculum

Student choice of evidence  
Adjustable Assessment

# Getting to know who the students are

What **dimensions** can we capture so that we **reduce and eliminate barriers** AND **design better** for student variability?





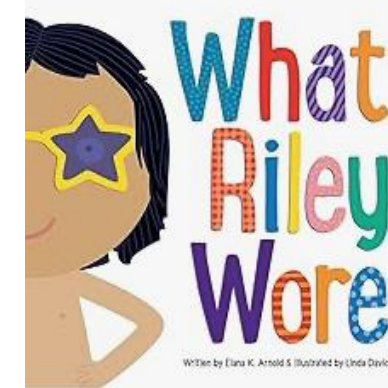
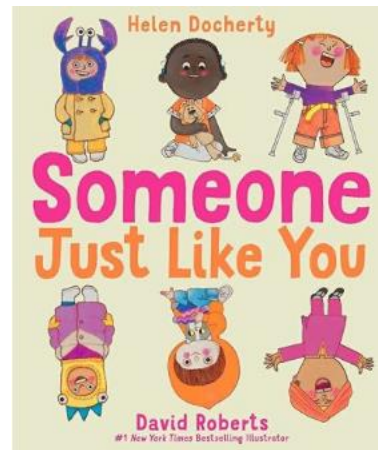
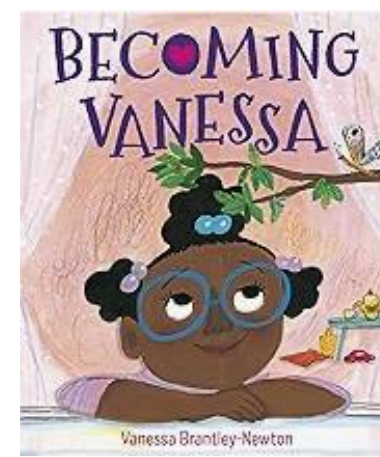
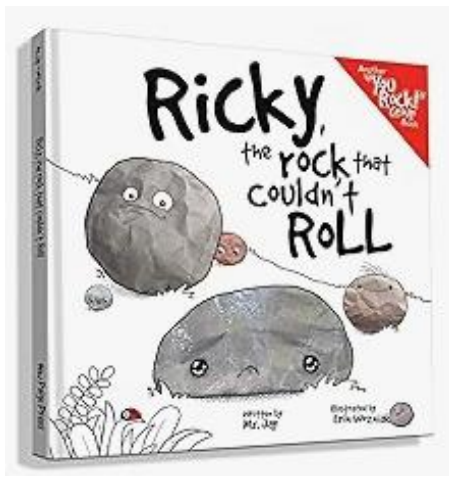
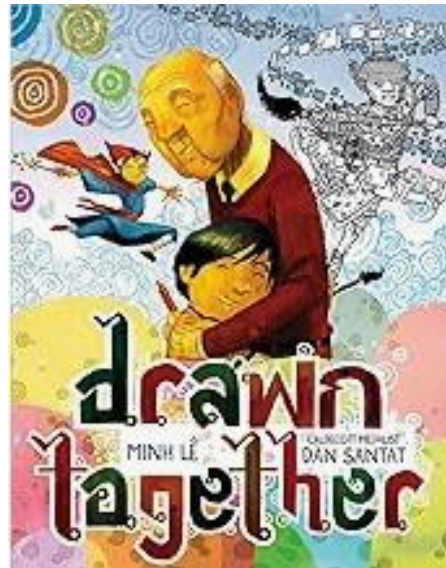
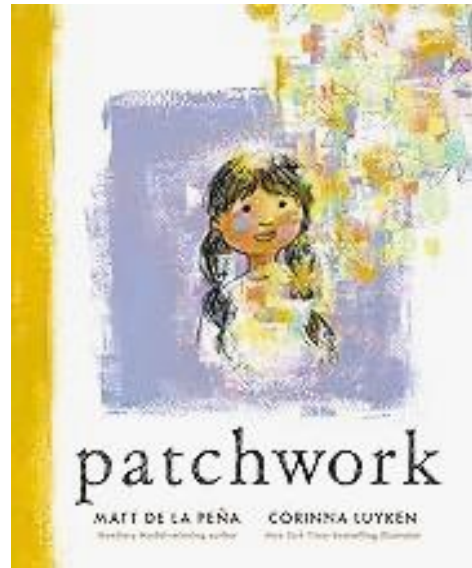
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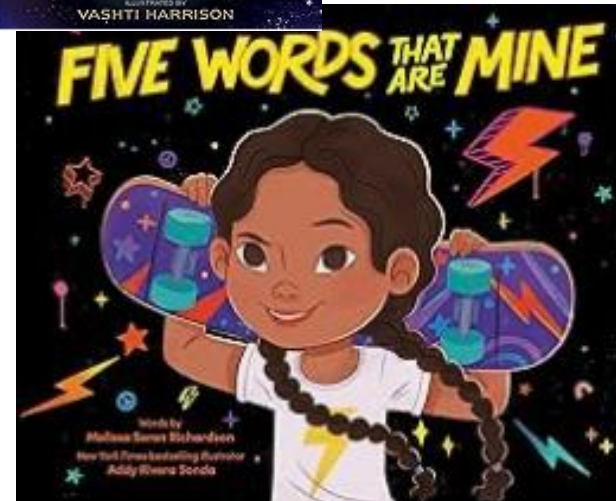
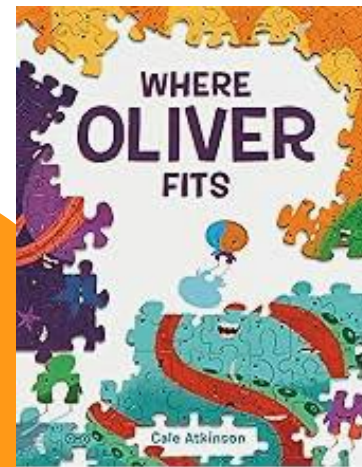
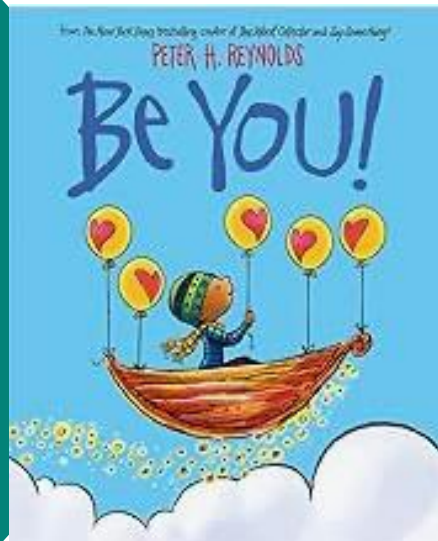
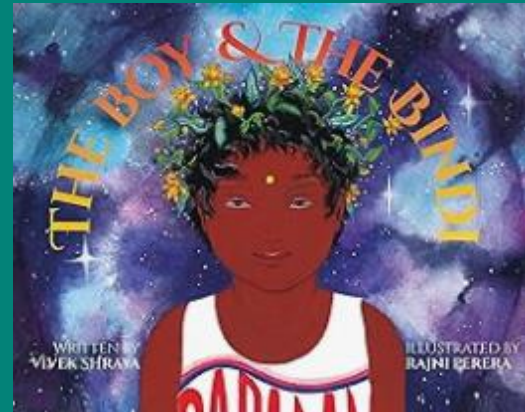
Why is important to include strength-based data when making educational decisions with students and families?

# Identity

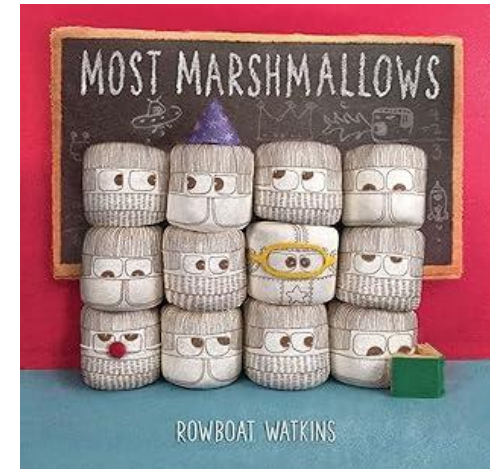
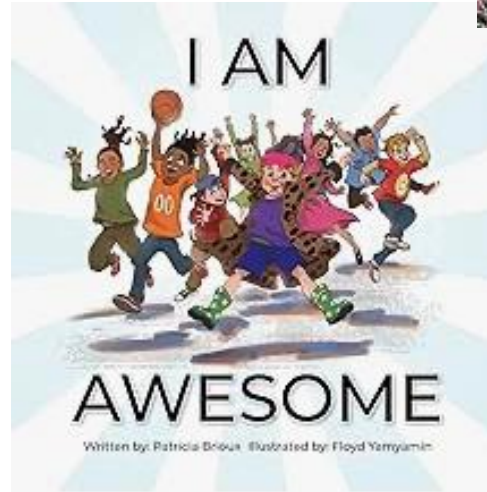
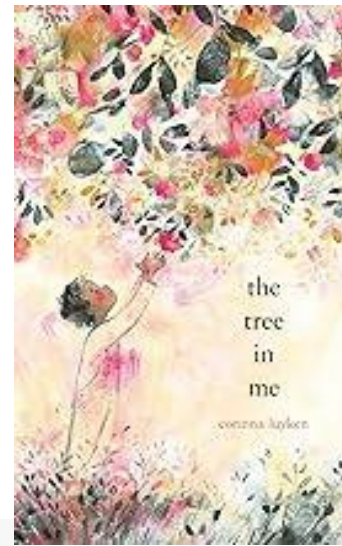
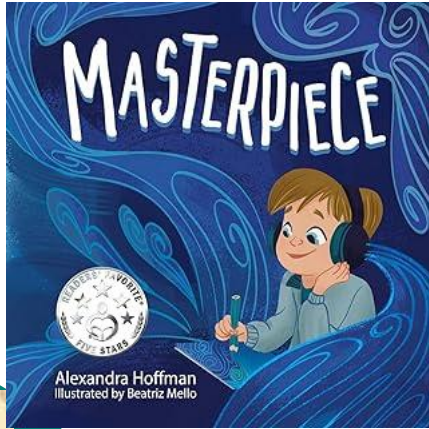
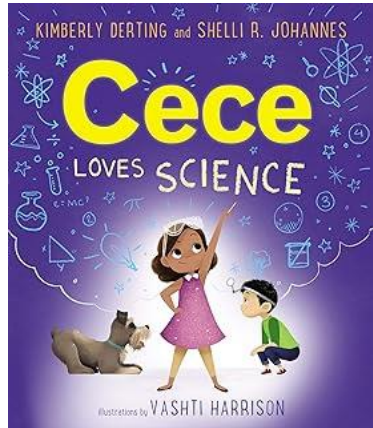
@mrsmacskinders



KELSEY WROTH  
**CANNON BALL**



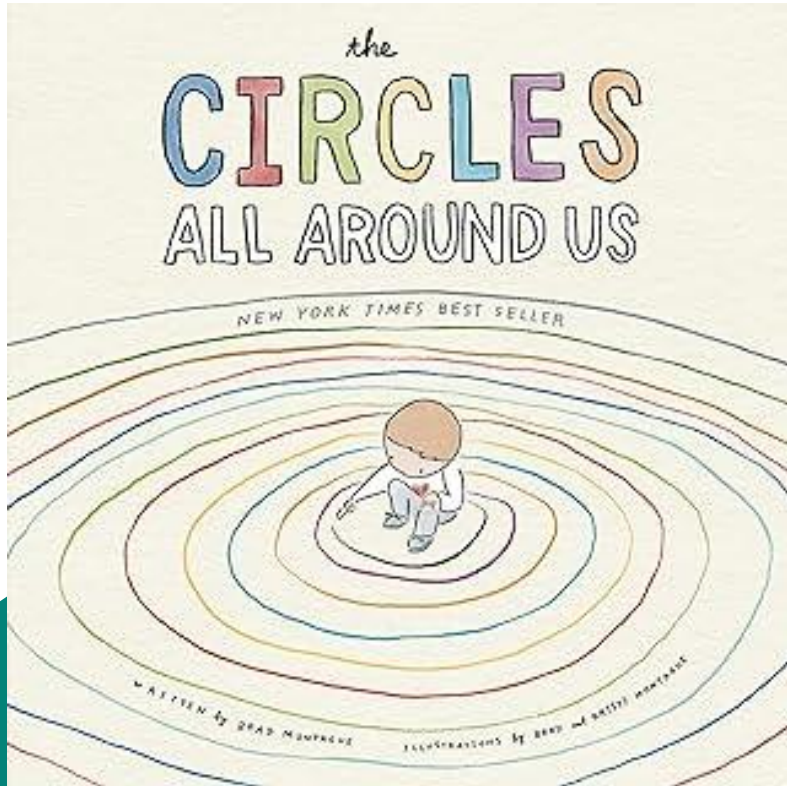
# Strengths



# Interests

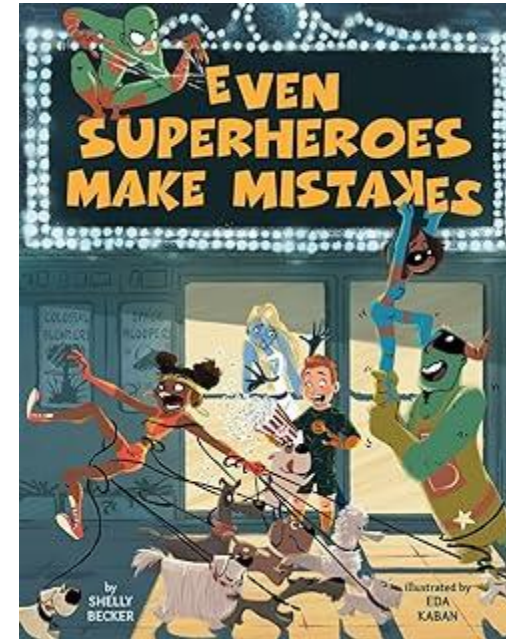
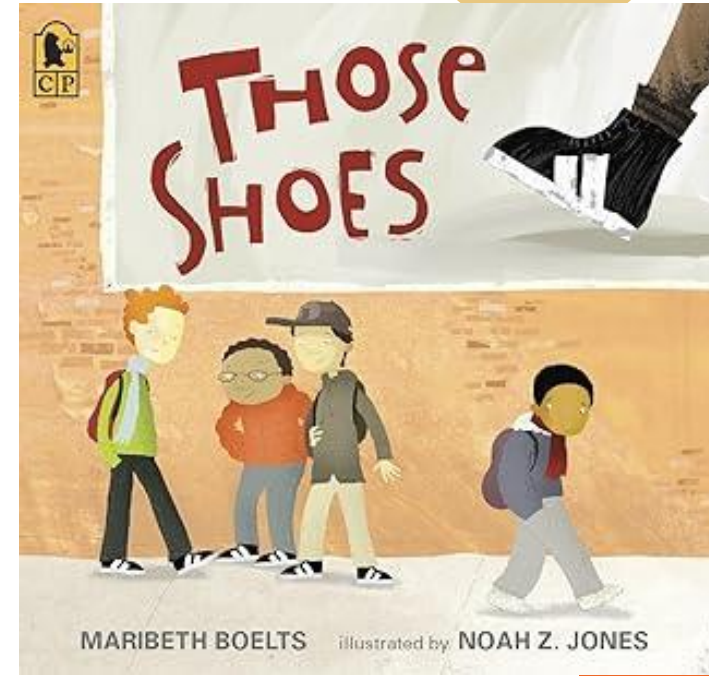
@mrsmacskinders

# Needs

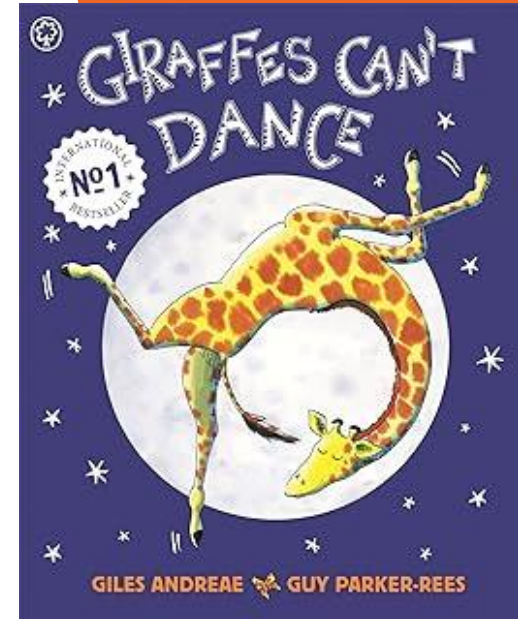
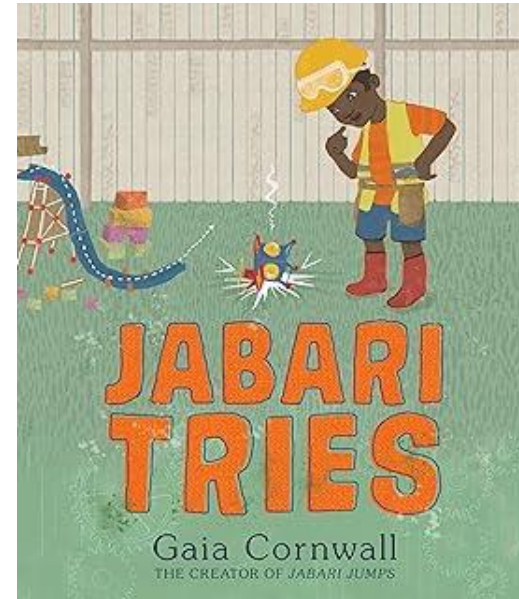
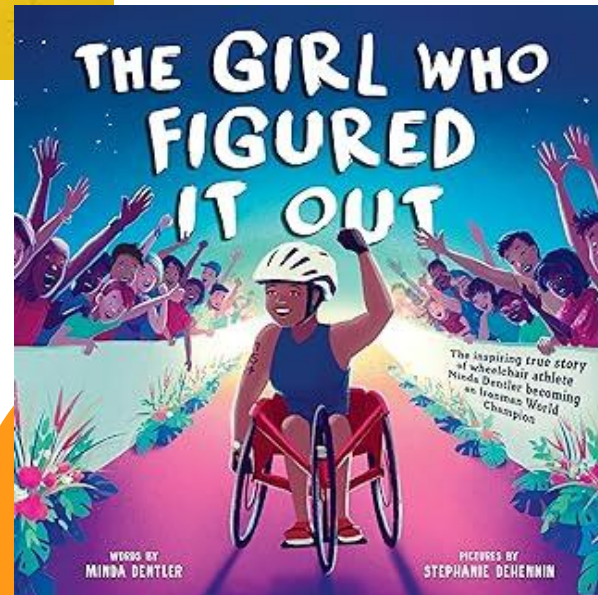
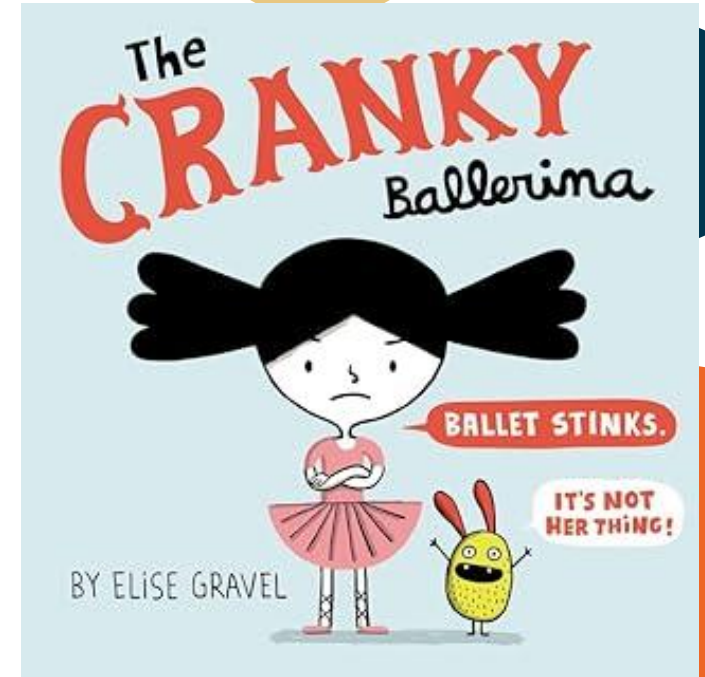
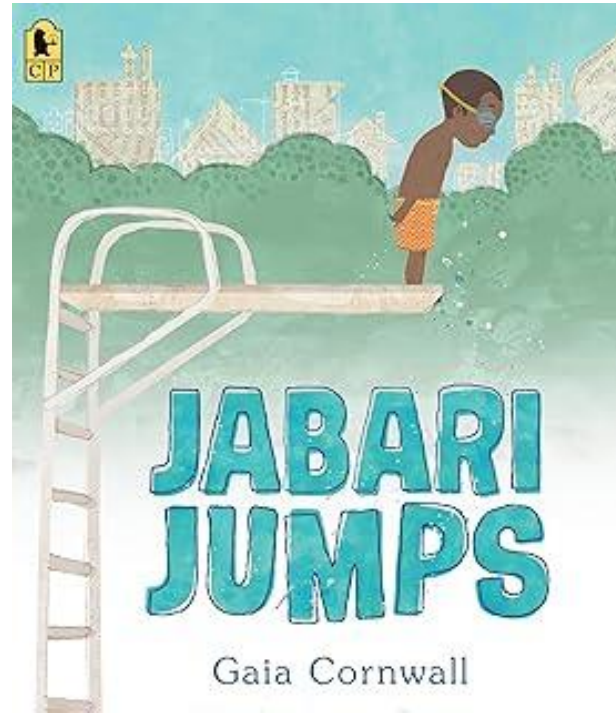
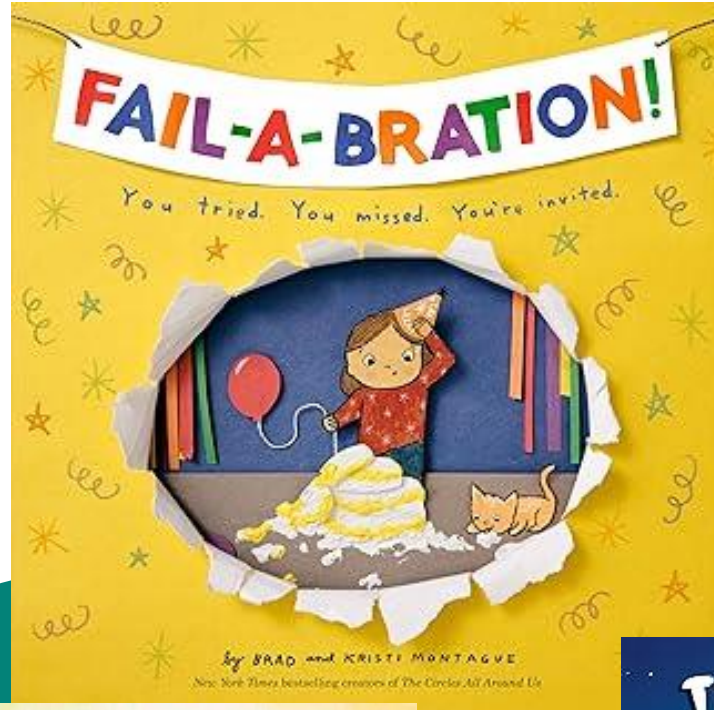


**EVERYBODY!**

ELISE GRAVEL



# Stretches



# Who are you? What are your dimensions?

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

## Getting to Know Children & Family Dimensions – Family Interviews

Child:	Child:	Child:	Child:	Child:
What are the <b>identities</b> of your child and your family?	What are the <b>identities</b> of your child and your family?	What are the <b>identities</b> of your child and your family?	What are the <b>identities</b> of your child and your family?	What are the <b>identities</b> of your child and your family?
What are the <b>interests</b> of your child and your family?	What are the <b>interests</b> of your child and your family?	What are the <b>interests</b> of your child and your family?	What are the <b>interests</b> of your child and your family?	What are the <b>interests</b> of your child and your family?
What are the <b>strengths</b> of your child?	What are the <b>strengths</b> of your child?	What are the <b>strengths</b> of your child?	What are the <b>strengths</b> of your child?	What are the <b>strengths</b> of your child?
What is hard for your child in this community? What do they <b>need support</b> with?	What is hard for your child in this community? What do they <b>need support</b> with?	What is hard for your child in this community? What do they <b>need support</b> with?	What is hard for your child in this community? What do they <b>need support</b> with?	What is hard for your child in this community? What do they <b>need support</b> with?
What is <b>getting in the way</b> for your child to feel a sense of belonging and success in this community? What is getting in the way for the family?	What is <b>getting in the way</b> for your child to feel a sense of belonging and success in this community? What is getting in the way for the family?	What is <b>getting in the way</b> for your child to feel a sense of belonging and success in this community? What is getting in the way for the family?	What is <b>getting in the way</b> for your child to feel a sense of belonging and success in this community? What is getting in the way for the family?	What is <b>getting in the way</b> for your child to feel a sense of belonging and success in this community? What is getting in the way for the family?

# Google Form:

<https://forms.gle/6CaTcpW3sSQnQnCp7>

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

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:					

## Help us get to know Juni?

Date: Dec 2022

	Identities	Interests	Strengths	Stretches	Needs
Who are you and how do you know Juni?	<p>What words would you use to describe Juni?</p> <p>What groups is Juni connected to in their community?</p>	<p>What is Juni interested in?</p> <p>What do they like to do on their own? With their friends? Family? Community?</p>	<p>What is Juni good at?</p> <p>What can they teach others?</p>	<p>What is hard for Juni?</p> <p>What do you think Juni wants to get better at?</p>	<p>What does Juni need support with?</p> <p>What is important for people to know about Juni?</p>
Person 1: Rita Grandmother	Kind, strong, smart	watching me sew, taking pictures, listening to music	Patience, she notices everything	Waking up! Trying new things	She needs time and patience. If she is upset or frustrated, she needs space
Person 2: Frank Dad	Athletic, joyful, Ukrainian, church	Watching the baking shows , fishing with me	A great listener, being present	Independence, changes in routine	I think she worries a lot; I need others to know that she needs reassurance sometimes
Person 3: Kiran Family Friend	funny	Football! She loves the BC lions, movies, going for walks	making you feel so important, spreads joy, makes everyone laugh	Friendships, spending more time with her peers	Sharing her thinking, communicating. She has come such a long way!
Person 4:Matty Cousin	Fun, we play a lot together	Whale sharks, camping, swimming	Playing with me	Its hard for Juni to talk sometimes, but I know when she likes something, and she likes me	using her iPad to help her talk

## Help us get to know Juni?

Date: Dec 2022

	Identities	Interests	Strengths	Stretches	Needs
Who are you and how do you know Juni?	<p>What words would you use to describe Juni?</p> <p>What groups is Juni connected to in their community?</p>	<p>What is Juni interested in?</p> <p>What do they like to do on their own? With their friends? Family? Community?</p>	<p>What is Juni good at?</p> <p>What can they teach others?</p>	<p>What is hard for Juni?</p> <p>What do you think Juni wants to get better at?</p>	<p>What does Juni need support with?</p> <p>What is important for people to know about Juni?</p>
Person 1: Mr. Lopez Classroom Teacher	Strong, smart, a learner	Getting read to, books, you tube, science	Connecting with her peers	Communicating, independence, asking to help when she needs it	She needs support with her reading (decoding) and her communication with the device
Person 2: Benny Educational Assistant	Funny, curious	Fashion, her friends, books, magazines, her iPad	She knows what she likes and doesn't like and lets us know	Making friends, communicating or using strategies before she gets too frustrated	She needs a chance to rest throughout the day and breaks
Person 3: Ms. Turner SLP	joyful	Sights and sounds around her, being social	Using her iPad to communicate	Building friendships, communicating what she needs	She needs her device available to her, she needs to be around her peers
Person 4: Jesse Classmate	Funny, sometimes she's loud	Playing games, hanging out with her friends	Being happy, making people laugh	I think talking is hard for her	she needs to be around us, her friends

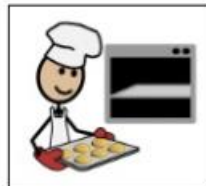
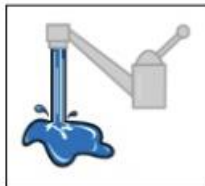
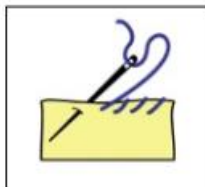
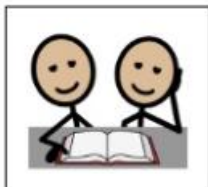
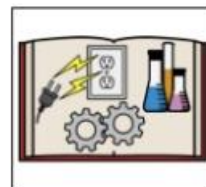
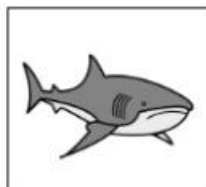
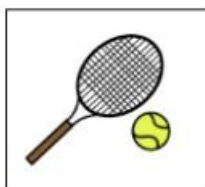
## Help us get to know Juni?

Date: Dec 2022

	Identities	Interests	Strengths	Stretches	Needs
<b>Who are you and how do you know Juni?</b>	<p>What words would you use to describe Juni?</p> <p>What groups is Juni connected to in their community?</p>	<p>What is Juni interested in?</p> <p>What do they like to do on their own? With their friends? Family? Community?</p>	<p>What is Juni good at?</p> <p>What can they teach others?</p>	<p>What is hard for Juni?</p> <p>What do you think Juni wants to get better at?</p>	<p>What does Juni need support with?</p> <p>What is important for people to know about Juni?</p>
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<b>Person 4: Jesse Classmate</b>	Funny, sometimes she's loud	Playing games, hanging out with her friends	Being happy, making people laugh	I think talking is hard for her	she needs to be around us, her friends



## Building my Student profile: What are my INTERESTS?



## Who am I? Profile

**Words that describe me:**

**My favourite books/stories:**

**Things I like to do when I'm alone:**

**Things I'm very good at or interested in:**

**Things I like to do with my family:**

**Things I like to do with my friends:**

**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:**

**THIS IS ME!**

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

Class Review:		School Team:		Date:	
Class Dimensions					
<b>Class Identities</b> Student Perspectives:		<b>Class Interests</b> Student Perspectives:		<b>Classroom Strengths</b> 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?		

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

Class Review: THEE KINDERGARTEN		School Team: LM & SM		Date: November 2024	
Class Dimensions					
<b>Class Identities</b> <i>Student Perspectives:</i> <ul style="list-style-type: none"><li>Blackfoot, Athletic, Hilarious, Artists, Kind, a Friend, a Helper, Sister, Brother, Grandbaby, the Baby</li></ul> <i>Team Perspectives:</i> <ul style="list-style-type: none"><li>8 B, 8 G</li><li>Newcomer families,</li><li>Pakistan, Nigeria, Indigenous (Reserve land),</li><li>Non-speaking, Pre speaking,</li><li>English, Tagalog, Blackfoot</li></ul>		<b>Class Interests</b> <i>Student Perspectives:</i> <ul style="list-style-type: none"><li>Art, be an artist/ creative, big cats, cooking, how to be a chef, learning new languages (Blackfoot)</li></ul> <i>Team Perspectives:</i> <ul style="list-style-type: none"><li>Outdoor learning, play, being outside and discovering, tools – trying new things, how to be leaders, how to change the world/ make an impact</li></ul>		<b>Classroom Strengths</b> <i>Student Perspectives:</i> <ul style="list-style-type: none"><li>Kind, helpers, big hearts, making people happy/ laugh/ feel good, readers, retell/tell a story, art</li></ul> <i>Team Perspectives:</i> <ul style="list-style-type: none"><li>Aware, curious, big hearts, confident, engaged, joyful, happy, helping others, awe, energetic, motivated, eager to learn, creativity (art, loose parts, think differently, think outside the box) unique</li></ul>	
<b>Classroom Stretches</b> <i>Student Perspectives:</i> <ul style="list-style-type: none"><li>Reading, writing, using writing tools, independence (solve problem, tie show, do this without help)</li></ul> <i>Team Perspectives:</i> <ul style="list-style-type: none"><li>Being part of a community that isn’t their family, first time out in the world outside their family (lining up, sharing space, taking turns), feel valued in a new community, how to contribute to a community</li></ul>					
Class Needs					
<b>Need: Communication (receptive)</b> AA, DC, NC, AC, AM, CS, KP, IO, AY, BQ		<b>Need: Communication (expressive)</b> AA, DC, NC, AC, AM, CS, KP, IO, AY, BQ		<b>Need: Executive Functioning</b> AA, DC, NC, AC, AM, CS, KP, IO, DG, AY, CV, BQ	
				<b>Need: Gross/Fine Motor</b> AA, DC, NC, AC, AM, CS, IO, DG, AY, CV, BQ	
<b>Need: Self Regulation of Learning</b> AA, DC, AC, CS, KP, IO, DG, KM, BQ					
Team Goals					
<b>Some big questions and/or goals that we have for this class:</b> <ul style="list-style-type: none"><li>How can we help this group of students become a part of, be responsible in and contribute to, make a difference in a community outside of their home?</li><li>How can our community honour the many diverse and unique abilities, while also meet the needs of the community, each other, and themselves?</li><li>How do help students be aware of who they are and what they need and how that is different (and okay) than others? (identity and advocacy)?</li></ul>					
Team Reflections & Decisions					
<b>What works well for this class?</b> <ul style="list-style-type: none"><li>Food, fresh air, and fun</li><li>Movement, voice &amp; choice, goal setting, involving them in problem solving as a community</li></ul>			<b>What else can we do to reduce barriers for this class?</b> <ul style="list-style-type: none"><li><input type="checkbox"/>Backwards Design</li><li><input type="checkbox"/>Constructing learning continuums</li><li><input type="checkbox"/>Needs based supports &amp; strategies to a class</li></ul>		



Class Review for: Grade 2		School: BG Elementary		Date: Fall 2022	
We can plan for our students by getting to know their dimensions:					
<b>Identities</b> 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		<b>Interests</b> 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		<b>Strengths</b> 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:					
<b>Some questions we have about this class:</b> <ul style="list-style-type: none"><li>- How do we address a large academic spread?</li><li>- How do we support a range of readers?</li><li>- How do we manage challenging behaviours?</li></ul>			<b>Some goals we have for this class:</b> <ul style="list-style-type: none"><li>- Improve listening skills, develop social skills, using words to solve their problems, develop reading/writing skills, teach them to regulate their behaviour</li></ul>		
We can respond to student dimensions by targeting specific core competencies					
<b>Strength areas:</b> Social Awareness & Responsibility Creative Thinking			<b>Stretch areas:</b> Problem Solving Communication		
We can respond to student dimensions by reducing and eliminating barriers for everyone:					
<b>What have we tried that is working:</b> 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			<b>What do we still want to try:</b> <ul style="list-style-type: none"><li>- Adjusting the classroom layout to include some calm down spaces, allow students to take breaks when needed</li><li>- Create an inclusive curricular unit plan</li></ul>		
We can respond to student dimensions by determining and prioritizing individual needs:					
<b>Need: Executive Functioning (task initiation, sequencing)</b> AM, <u>AB</u> , EB, AR, JR, PS, LT, <u>CT</u>	<b>Need: Communication (Expressive) *</b> <u>CT</u> , EB, AR	<b>Need: Self Regulation (Emotional) *</b> AA, <u>AB</u> , EB, HB, AR, PS, LT, <u>CT</u>	<b>Need: Anxiety*</b> PS, LT, <u>CT</u> , EW, MJ, FT, IO	<b>Need: Social Skills (Problem Solving) *</b> <u>AB</u> , EB, HB, AR, PS, <u>CT</u> , EW, MJ	
* Also an IEP Need Area					

Class Review: Gr 7 Math/Science		School Team: PJS Middle		Date: Feb 2024
Class Dimensions				
Class Identities: Families – half are in split families 2 families navigating cancer, 1 parent in rehab Grade – 4/5 combined Cultures: Kenyan, Caucasian, Japanese, Ethiopia, Hispanic, Pacific Islander, Religion: Christian, Language: English	Class Interests: Competition, trivia, puzzles, word games, brain teasers, riddles, working with friends, choice, being creative, stories and read aloud, art, service, kindergarten buddies	Classroom Strengths: Creating, social, healthy competition, fair, protective, aware, helping others, working with others, leadership, being aware of others, allowing others to lead, socially awareness & responsible, understanding, strong academically overall (gr 4), reading, motivated intrinsically	Classroom Stretches: Waiting, their turn, not always getting your way/ what you want, being aware that what is “easy” is not easy for everyone, being aware of diverse abilities, empathy and mindful of how what we say affects others, stamina, justifying their learning, deep thinking and sharing of their learning, too comfortable sometimes	
Targeted Class Needs				
Need: Anxiety/ Emotional Regulation <b>GA, LB, JA, ES, KR, GS</b>	Need: Engagement/ Motivation <b>LB, JA, ES, NS</b>	Need: Trauma/ Family Needs <b>GA, LB, JA, ES, JK, LE</b>	Need: Literacy <b>GA, MA, KR, TP, AB</b>	
Collaborative Team Questions				
E: How to support literacy needs? How do we make sure they are ready for middle school? S: How do we teach them to manage their needs (anxiety etc.) so they are ready for middle school and have to navigate such a different context? C: How to support students who are not participating and often not attending? How to engage and motivate without pushing too hard?				
Collaborative Team Decisions:				
What works well for this class? - Natural consequences, honesty & fairness, competition, roles & responsibilities as students, conversations	What do we still want to try?  Strategies to increase self advocacy  UDL Strategies to reduce barriers to engagement <ul style="list-style-type: none"><li>- Make learning relevant to students’ lives</li><li>- Scaffolding learning (access to challenge)</li></ul>	UDL Strategies to reduce barriers to representation <ul style="list-style-type: none"><li>- Highlighting patterns in language systems</li><li>- Using multi-media</li><li>- Focus on building prior knowledge</li><li>- Include processing tasks in lesson design</li></ul> UDL Strategies to reduce barriers to Expression <ul style="list-style-type: none"><li>- Guiding students through self assessment and goal setting</li><li>- Model the use of supports and strategies</li></ul>		

Class Review for: Ms. Hinz Grade 10 Humanities		School: Nechako Valley Secondary School		Date: October 17, 2023	
We can plan for our students by getting to know their dimensions:					
<b>Identities</b> <b>Culture/Race:</b> Canadian, Indigenous, American, Philippines <b>Disability:</b> Autism, ADHD Intellectual Disability, Behavioral, Learning Disability <b>Language:</b> English, French, Filipino <b>SOGI:</b> 12 identify as F, 16 identify as M <b>Family:</b> Rural families, large families, x generation families, mixed and blended families, international families, farming and forestry families		<b>Interests</b> Outdoors, dirt biking, hunting, horses, art, music, reading, football, hockey, volleyball, soccer, ruby, painting, cooking, computers, gaming, movies, band, agriculture, farming,		<b>Strengths</b> 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	
<b>Stretches</b> 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:					
<b>Some questions we have about this class:</b> <ul style="list-style-type: none"><li>How can we create a learning environment to meet everyone's needs and goals</li><li>How can we learn self regulation and ways to deal with anxiety and stress</li><li>How can we incorporate more hands on learning and inquiry based learning given time and resource restraints</li><li>How can we incorporate more of the Indigenous principals of learning</li></ul>			<b>Some goals we have for this class:</b> <ul style="list-style-type: none"><li>To be open to try new things</li><li>To build self confidence and self esteem</li><li>To learn that its ok to make mistakes and try again</li></ul>		
We can respond to student dimensions by reducing and eliminating barriers for everyone:					
<b>What have we tried that is working:</b> <ul style="list-style-type: none"><li>Student choice</li><li>Games and visuals to help learning</li><li>Outdoor land based learning</li><li>Reward system for positive behavior</li><li>Creating a safe and inclusive classroom environment where all learners are welcomed</li></ul>			<b>What do we still want to try:</b> <ul style="list-style-type: none"><li>Incorporating more SEL strategies in the classroom to help support all learners</li><li>Build a more needs based classroom to help support all learners</li><li>Teach self regulation skills and strategies</li><li>Finding ways to build self esteem and self confidence</li></ul>		
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))					
<b>Need: Organization</b> Everyone		<b>Need: Social Skills</b> LB, HS, WS, CA, , JM		<b>Need: Transitions</b> LB, HS, WS, CA,,JM, everyone	
		<b>Need: Language and Reading</b> LB, HS, WS, CA,JM		<b>Need: SEL and Self regulation</b> LB, HS,WS,CA,JM, Everyone	
* Also an IEP Need Area					

Class Review:		School Team:		Date:	
Class Dimensions					
<b>Class Identities</b> Student Perspectives:		<b>Class Interests</b> Student Perspectives:		<b>Classroom Strengths</b> 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?		



How can we as a school community connect with student and families to get to know them?

What strategies can we use to gather their voice and perspective?

Why is important to include strength-based data when making educational decisions with students and families?

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Dr. Shelley Moore