

Shelley
MOORE PH.D.



www.drshelleymoore.com



[@drshelleymoore](https://www.instagram.com/drshelleymoore)



[@drshelleymoore.bksy.social](https://www.blogger.com/profile/12345678901234567890/@drshelleymoore.bksy.social)



[@drshelleymoore](mailto:drshelleymoore@drshelleymoore.com)



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

Who are you? What brings you to this place?

- Where is **home** for you?
- What are some of the **roles** you have in your **community**?
- What **identities** do you hold?
- What are some of your **interests**?
- What is a **strength** that you teach to others?
- what is a **life event** that shaped who you are?
- What is something that is **important to know** about you?
- What **brought you here today** to this place?

Our Plan Together

Today!- Kick Off – **Inclusion**: How do we do it?

Today!- Session 1 - **Strength-based data** collection

Session 2 -Designing **needs-based** classroom support plans

Session 3 - Curricular Design Strategies: **Backwards Design**

Session 4 - Curricular Design Strategies: Lesson Design through a **UDL** lens

Session 5 - Inclusive **Assessment**

Structure of Sessions

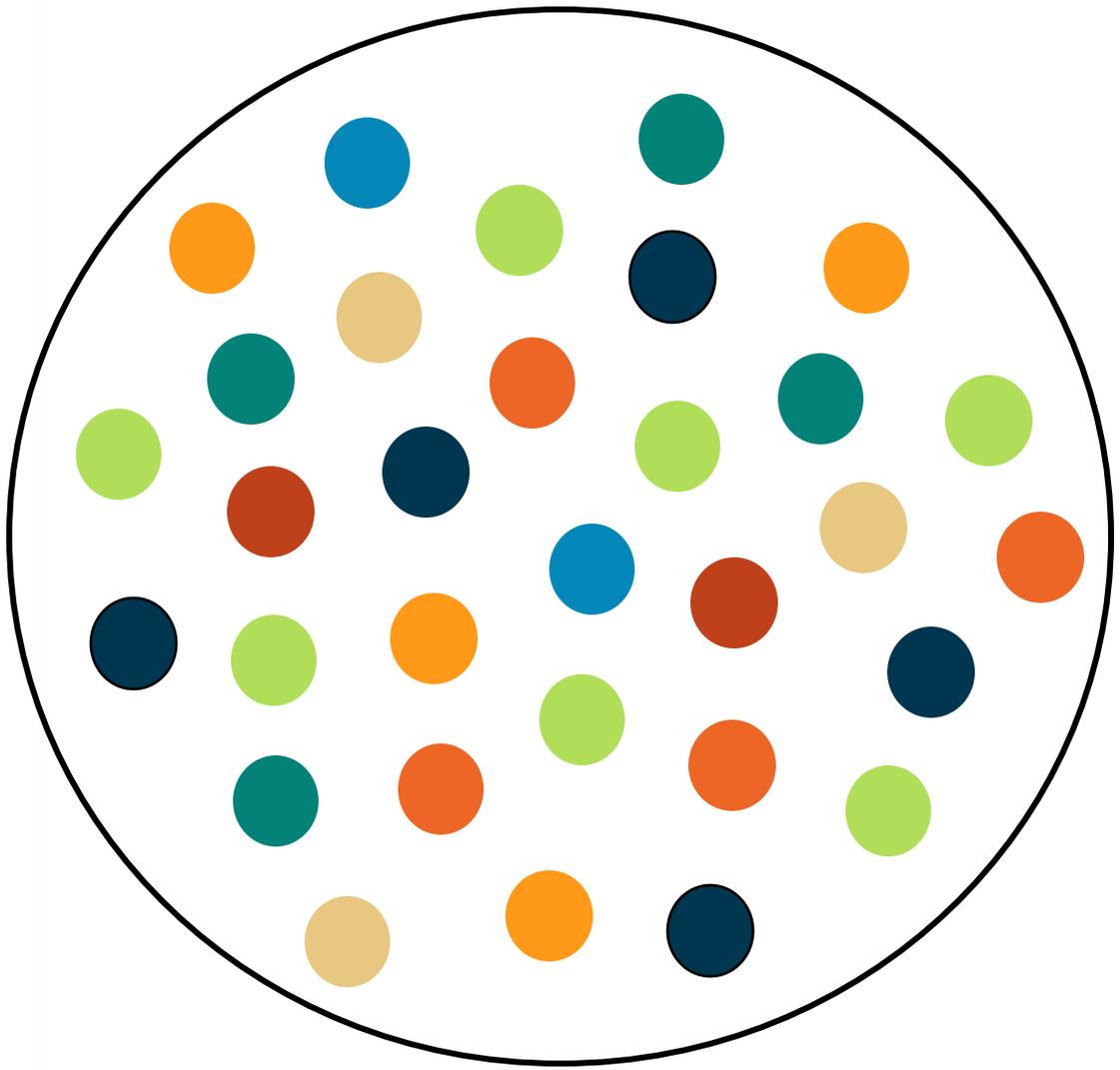
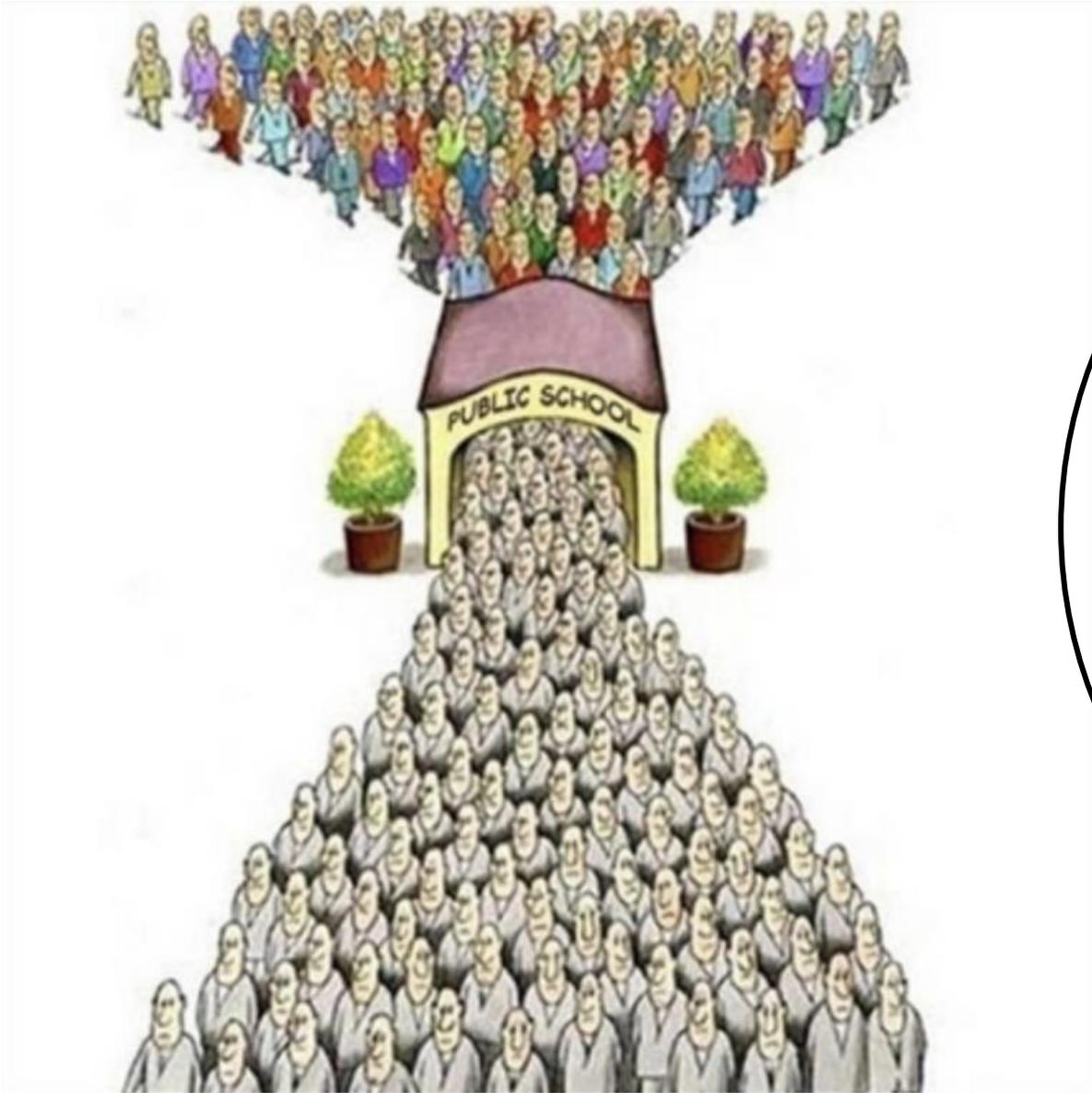
- Setting **intentions** for the day
- Reflecting on **shifts in thinking** and **practice**
- Topic presentation with built in **discussion** time
- Reflecting and drawing on **learning**
- Making plans to **take action**
- **Homework!**

Checking in

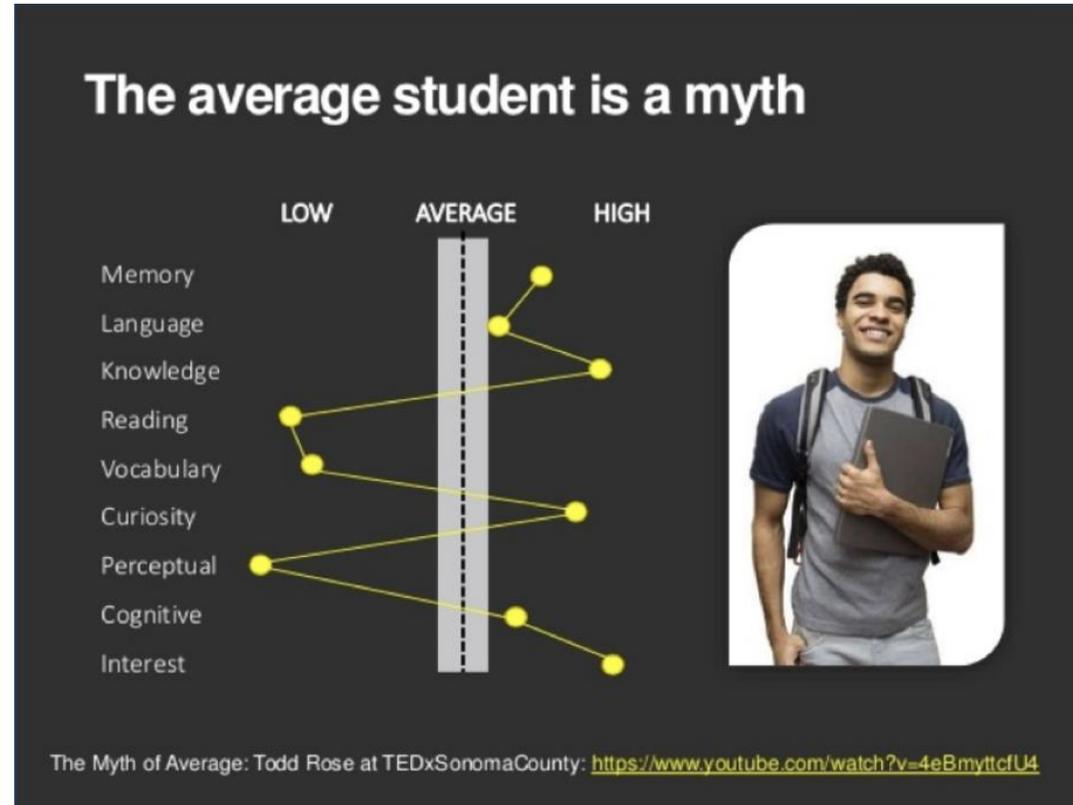
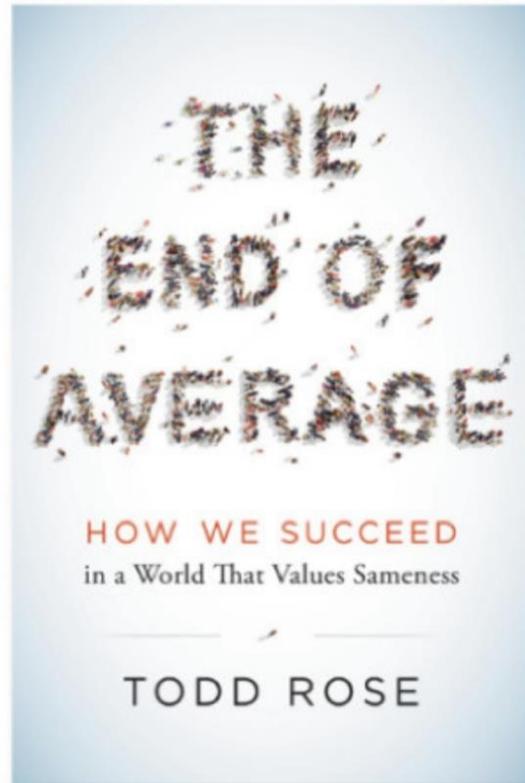
What are you hoping to
get out of this series?

The slide features several large, solid-colored circles in teal, orange, and blue, scattered across the background. The text is centered and reads:

HOW CAN WE
shift our thinking
TOWARDS
inclusion ?

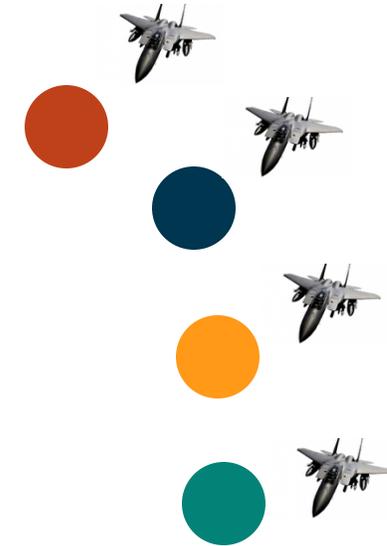
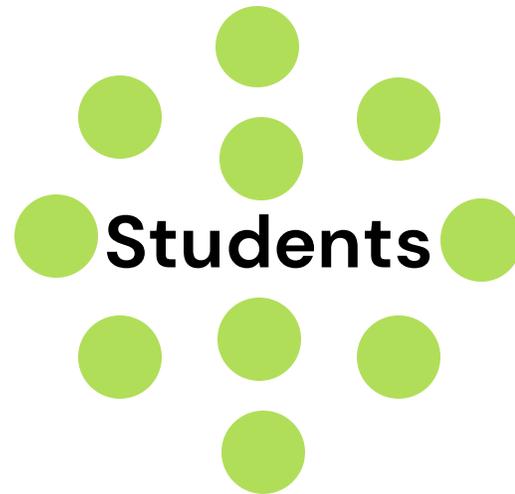
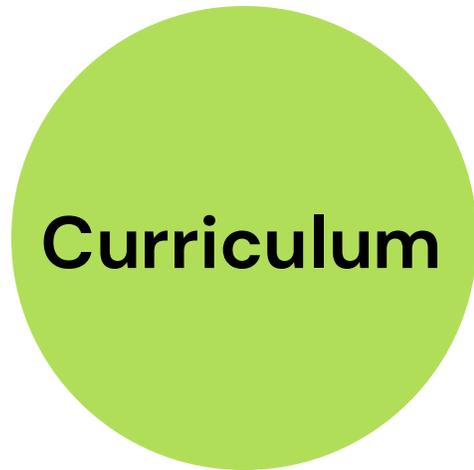


WHAT IS “normal”?

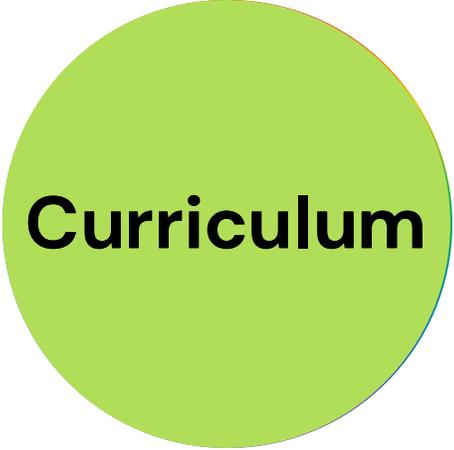
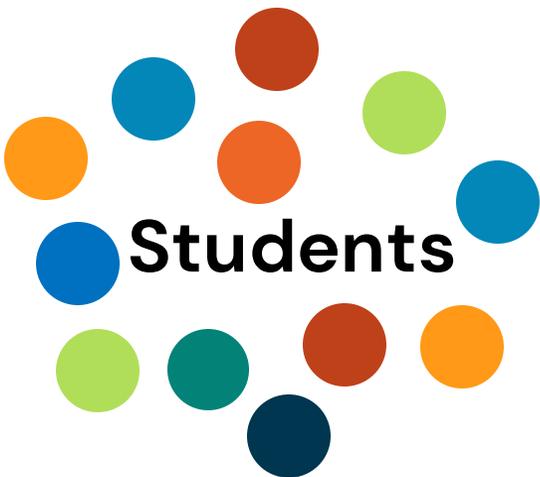


WHAT IS “average”?

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

Student choice of challenge
Adjustable Curriculum

Student choice of evidence
Adjustable Assessment

Students

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

Adjustable Supports & Strategies
Student choice of tools and actions

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?

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

CURRICULUM & ASSESSMENT DESIGN

Student choice of challenge
Adjustable Curriculum

Student choice of evidence
Adjustable Assessment

Students

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

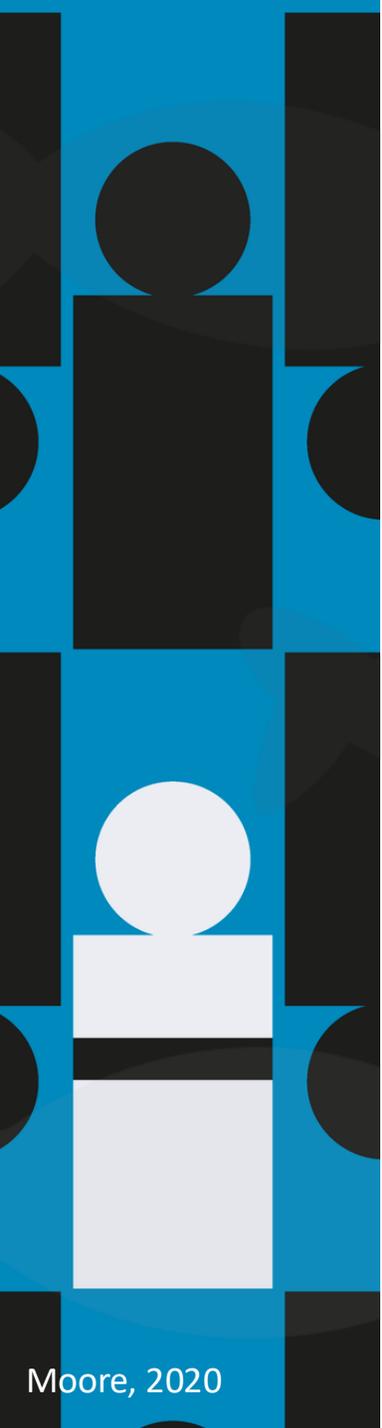
Adjustable Supports & Strategies
Student choice of tools and actions

NEEDS BASED DESIGN

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

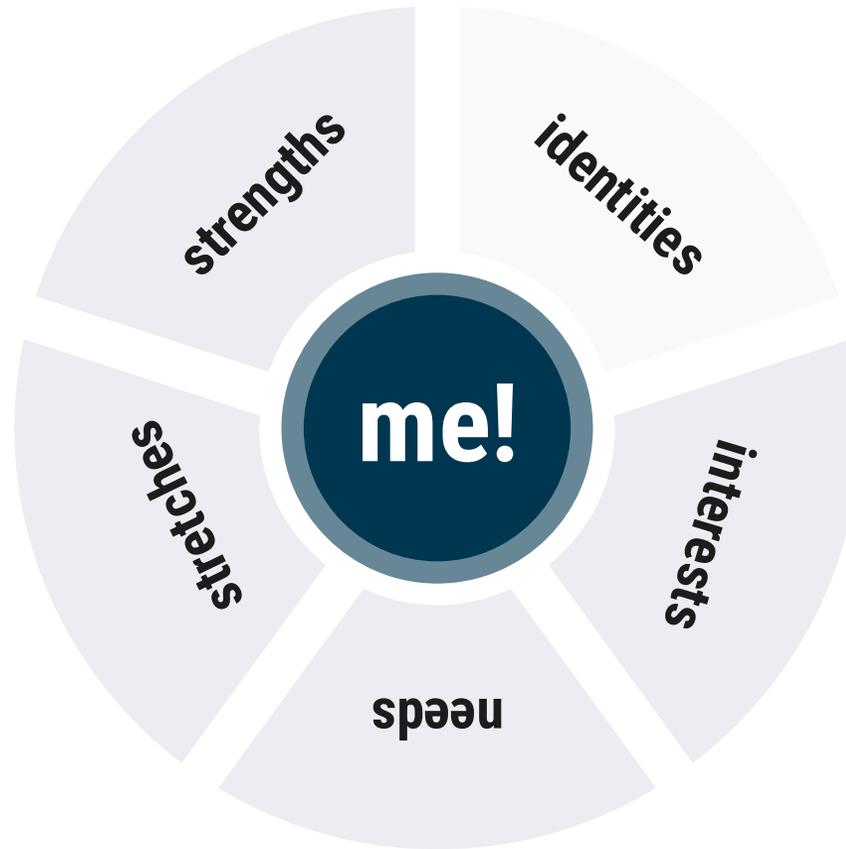
INSTRUCTIONAL DESIGN

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



We cannot design.. for who a student isn't.

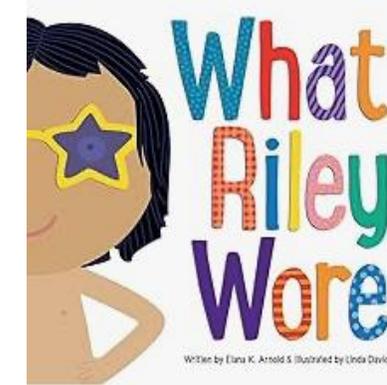
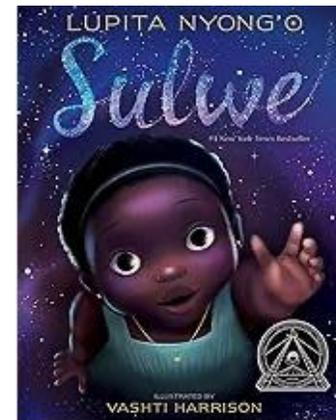
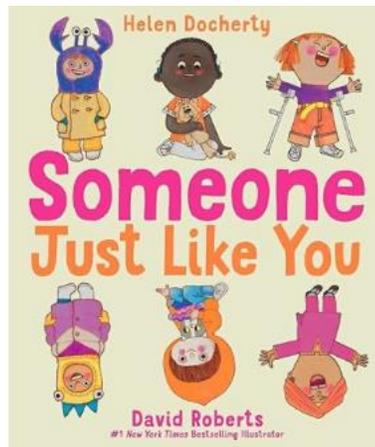
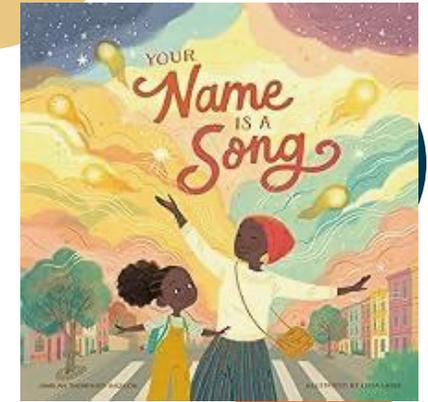
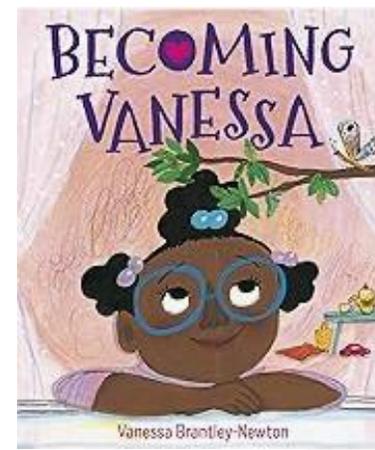
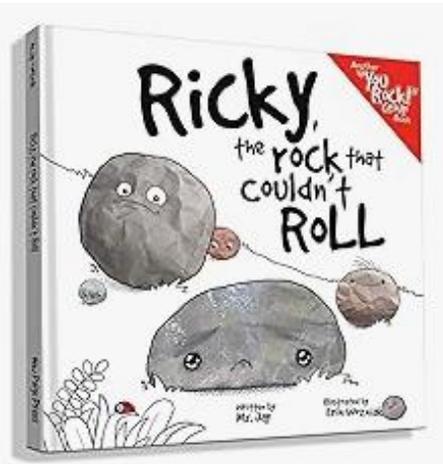
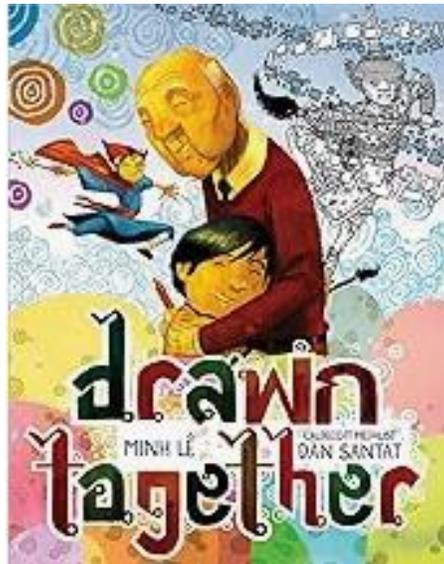
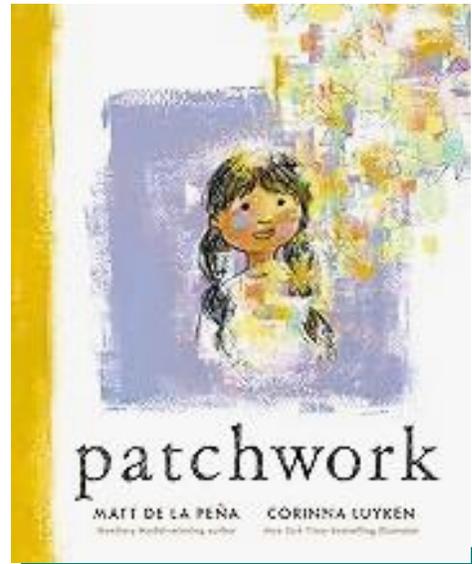
The Five Dimensions



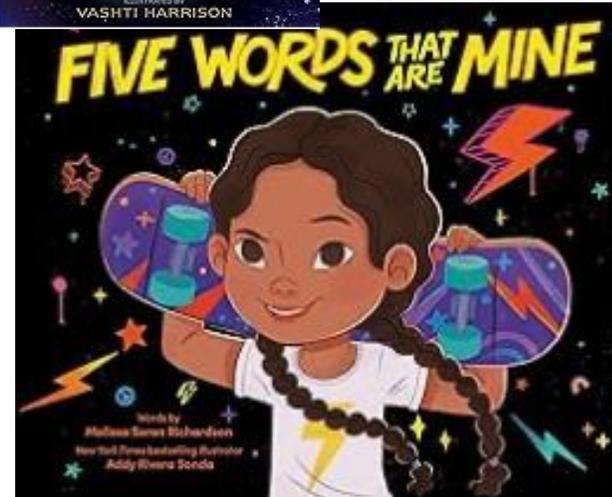
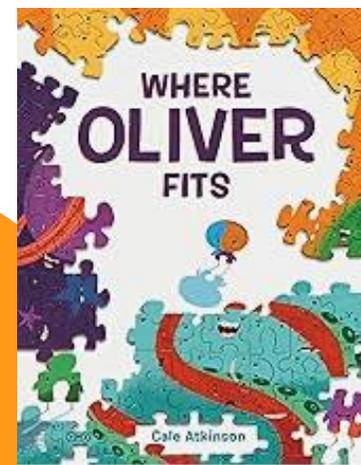
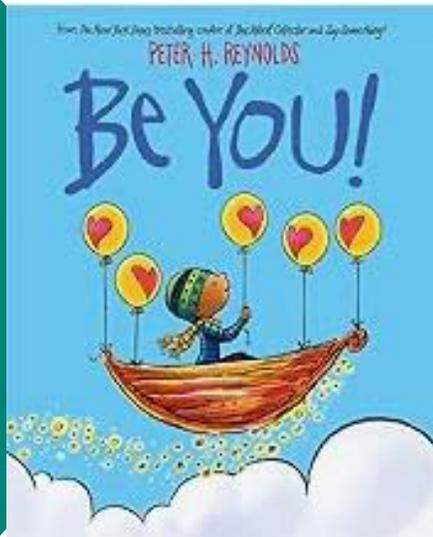
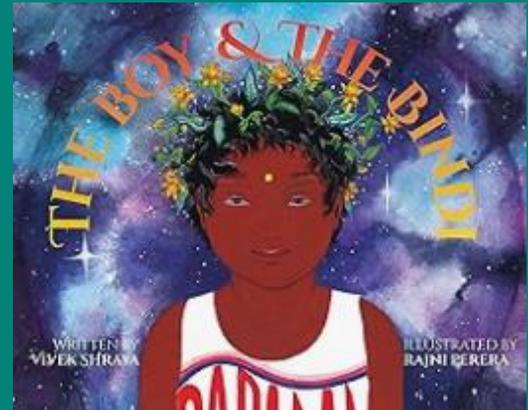
We cannot design for who a student isn't.

Identity

@mrsmacskinders

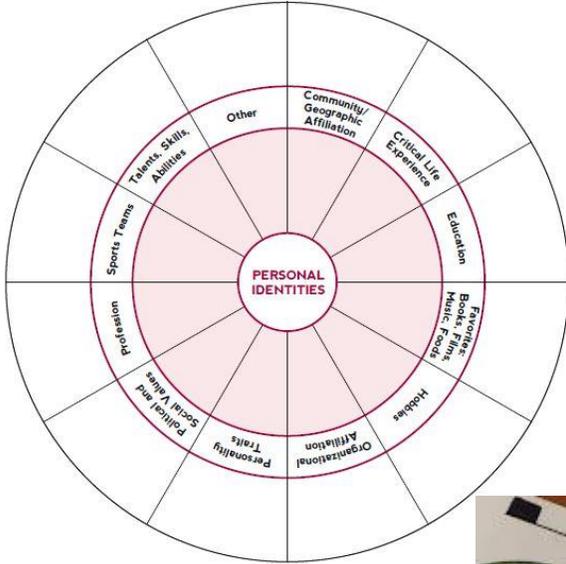


KELSEY WROTH
CANNON BALL

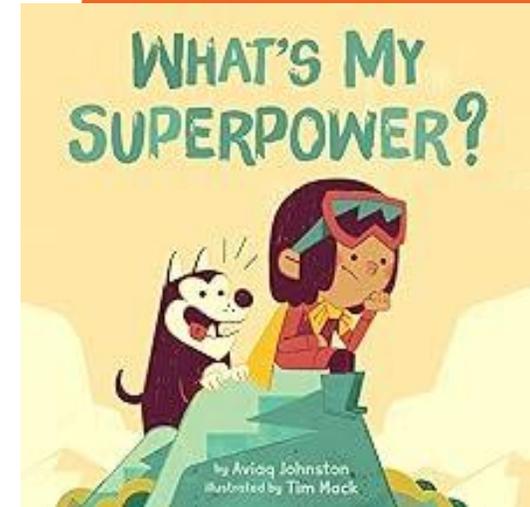
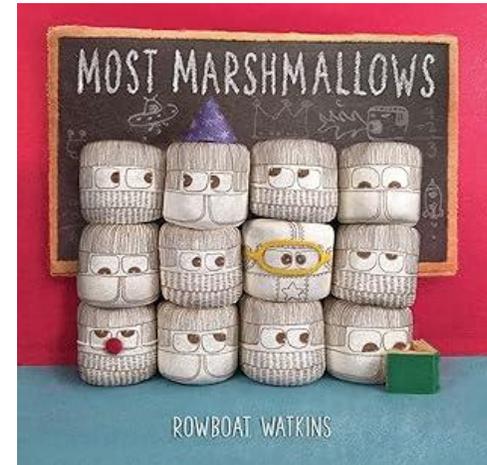
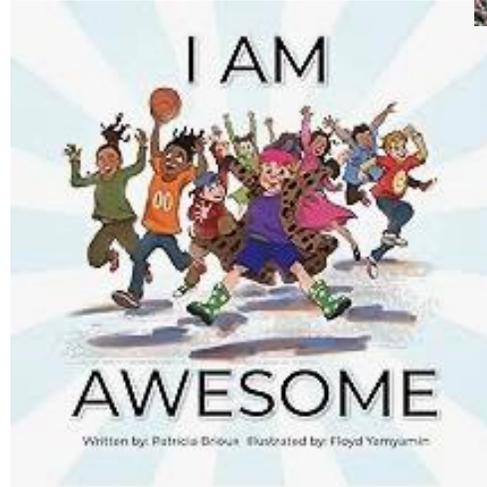
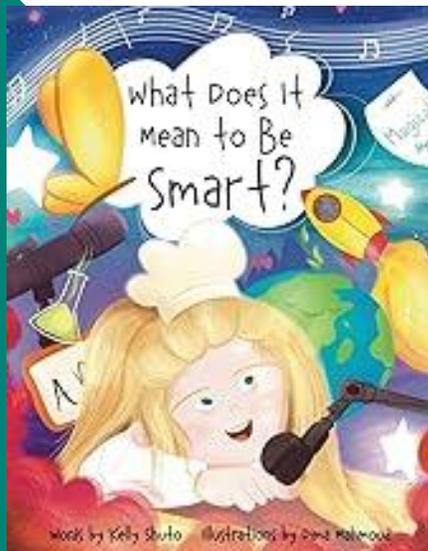
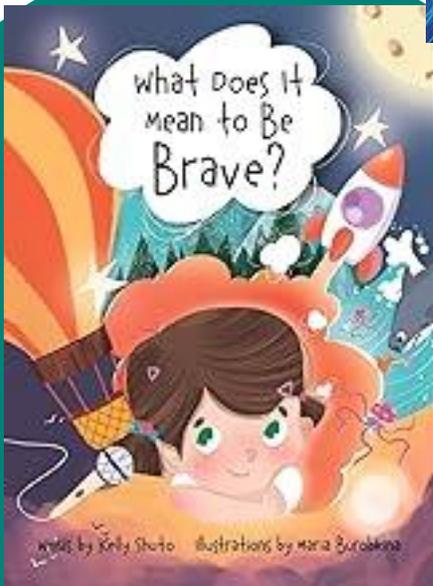
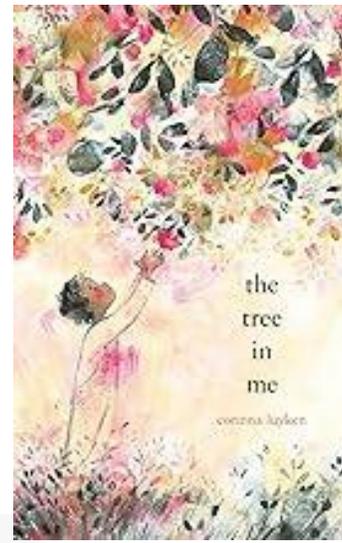
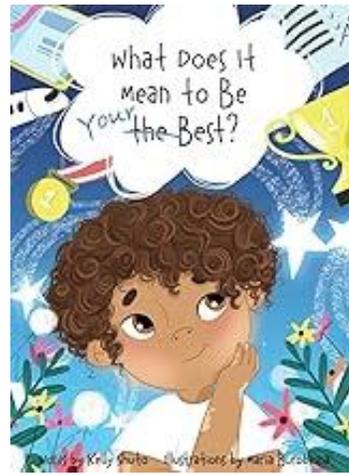
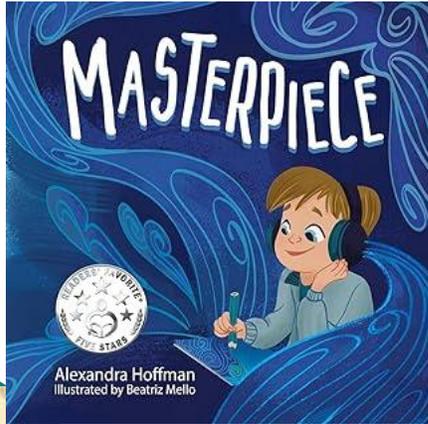
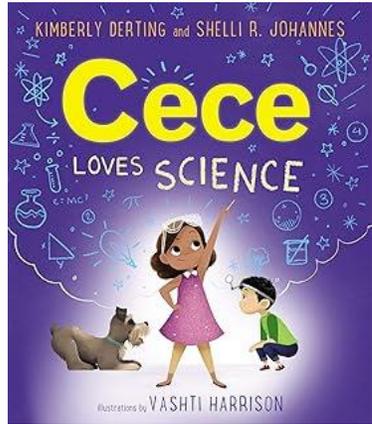


PERSONAL IDENTITY WHEEL

Fill in your identity for each of the categories listed. In the inner circle, record the identities that are the most important or salient to you. In the outer circle, record the identities that are less important or salient to you.



Strengths

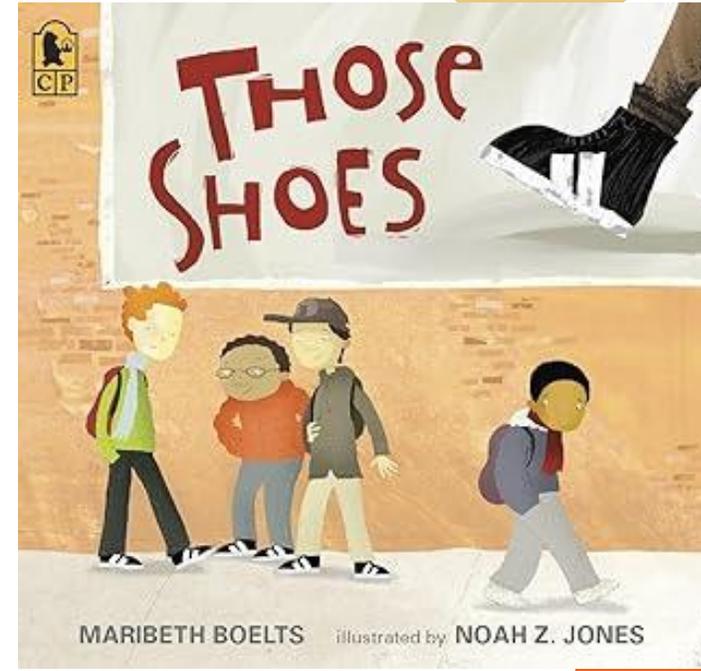
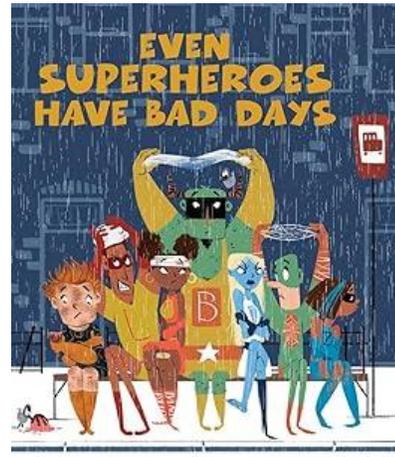
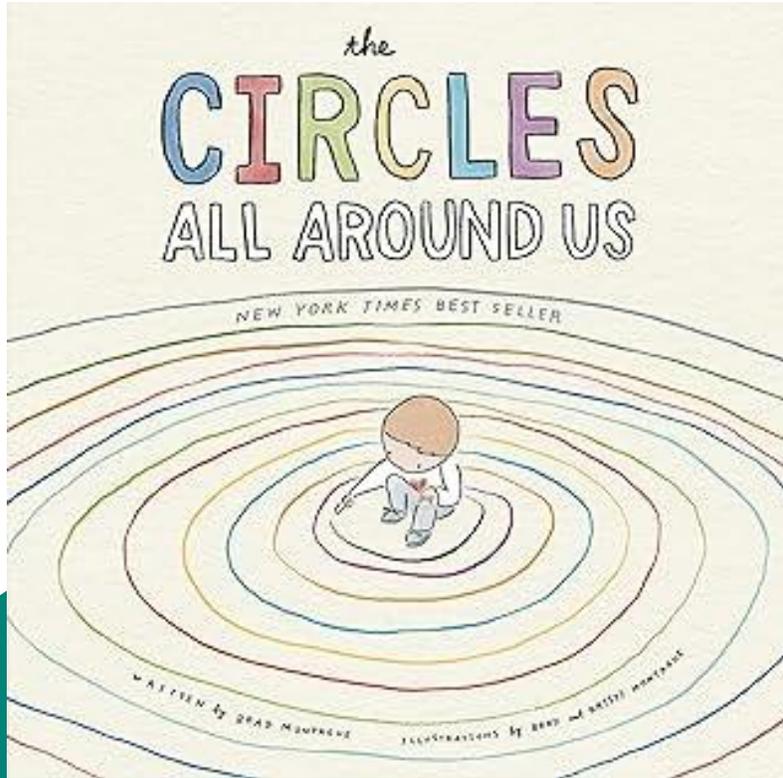


@mrsmackskinders

Interests

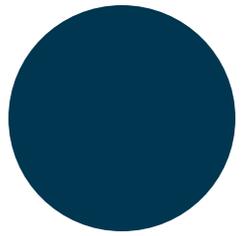
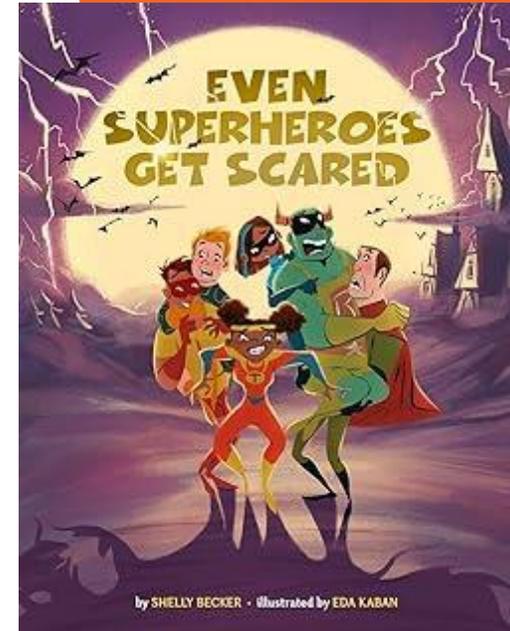
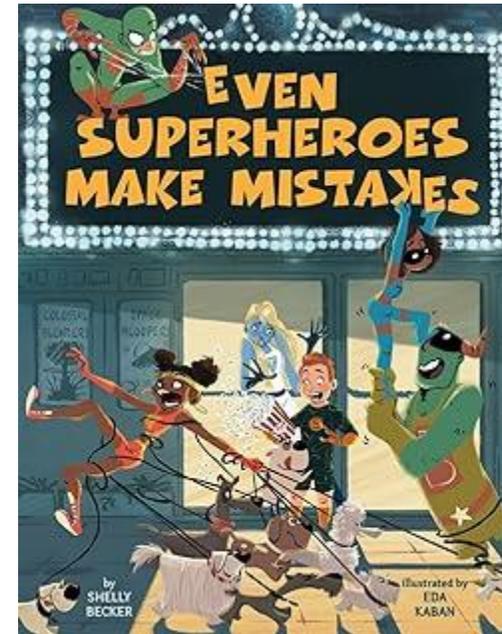
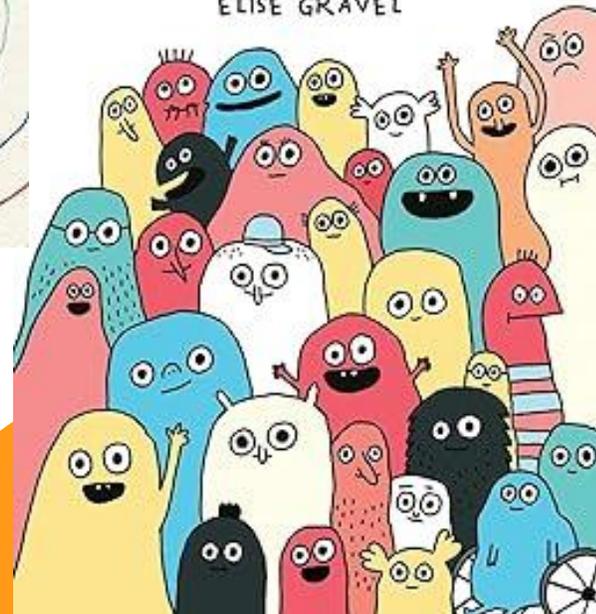


Needs

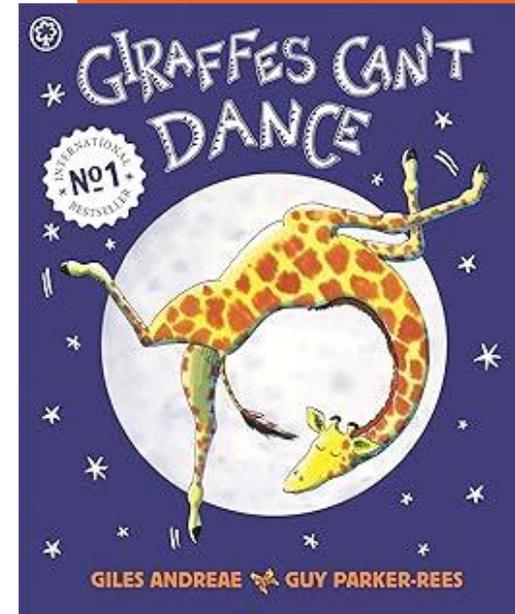
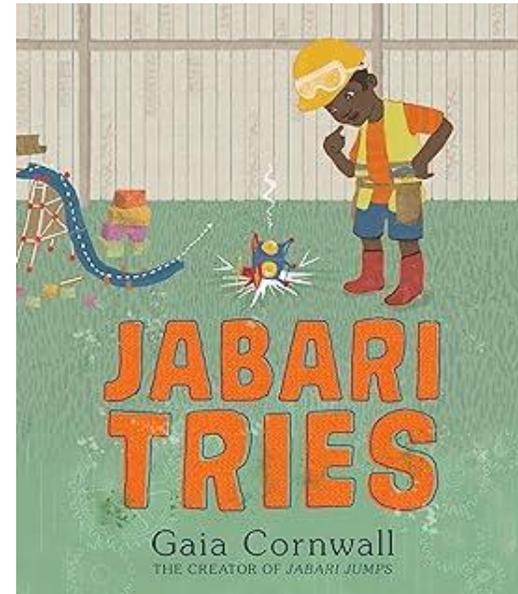
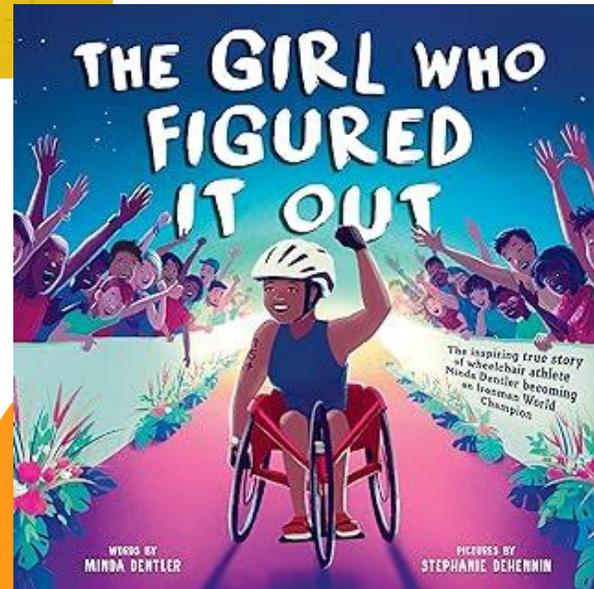
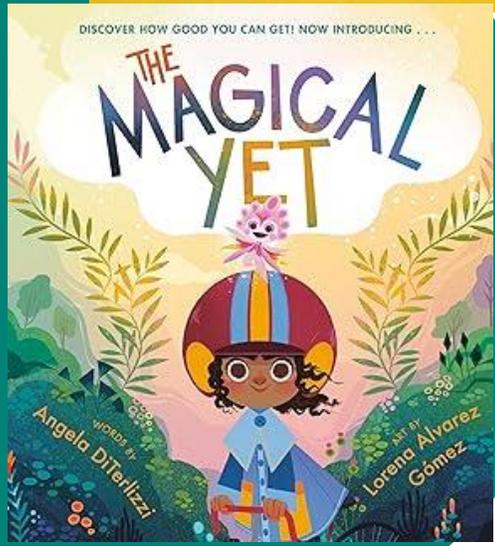
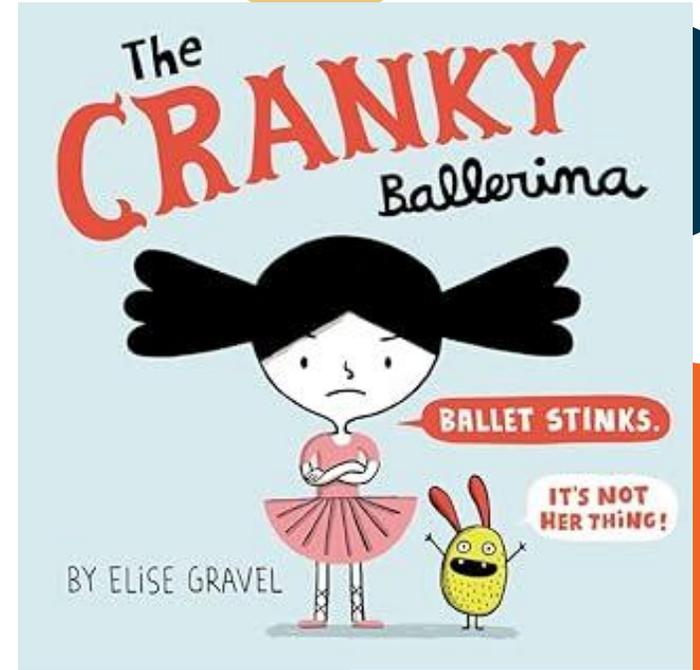
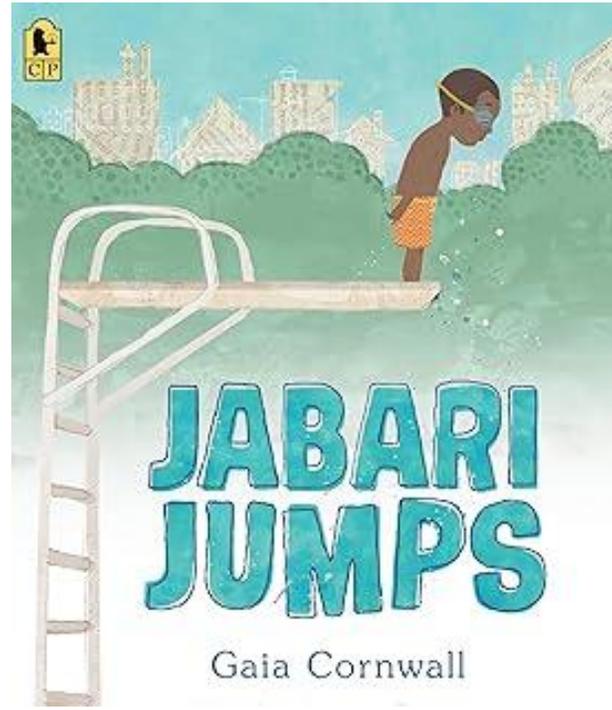
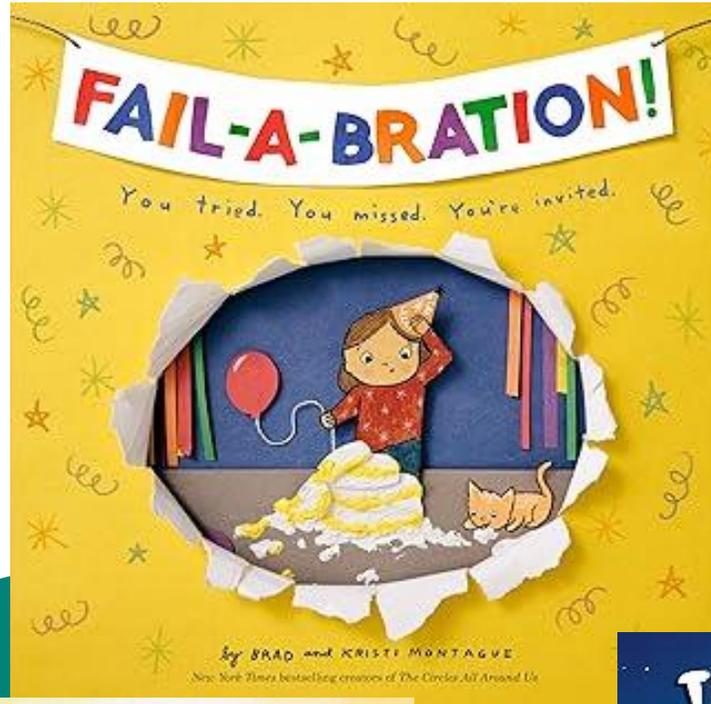


EVERYBODY!

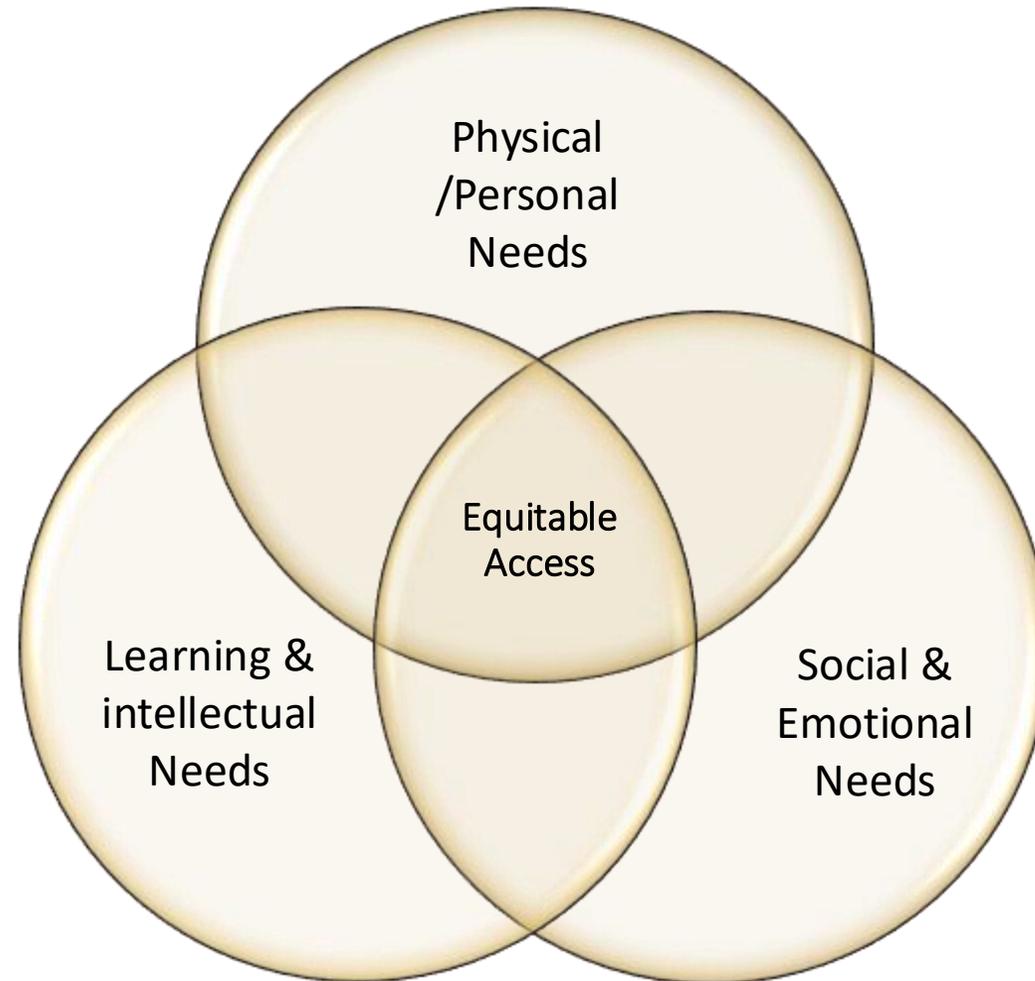
ELISE GRAVEL



Stretches

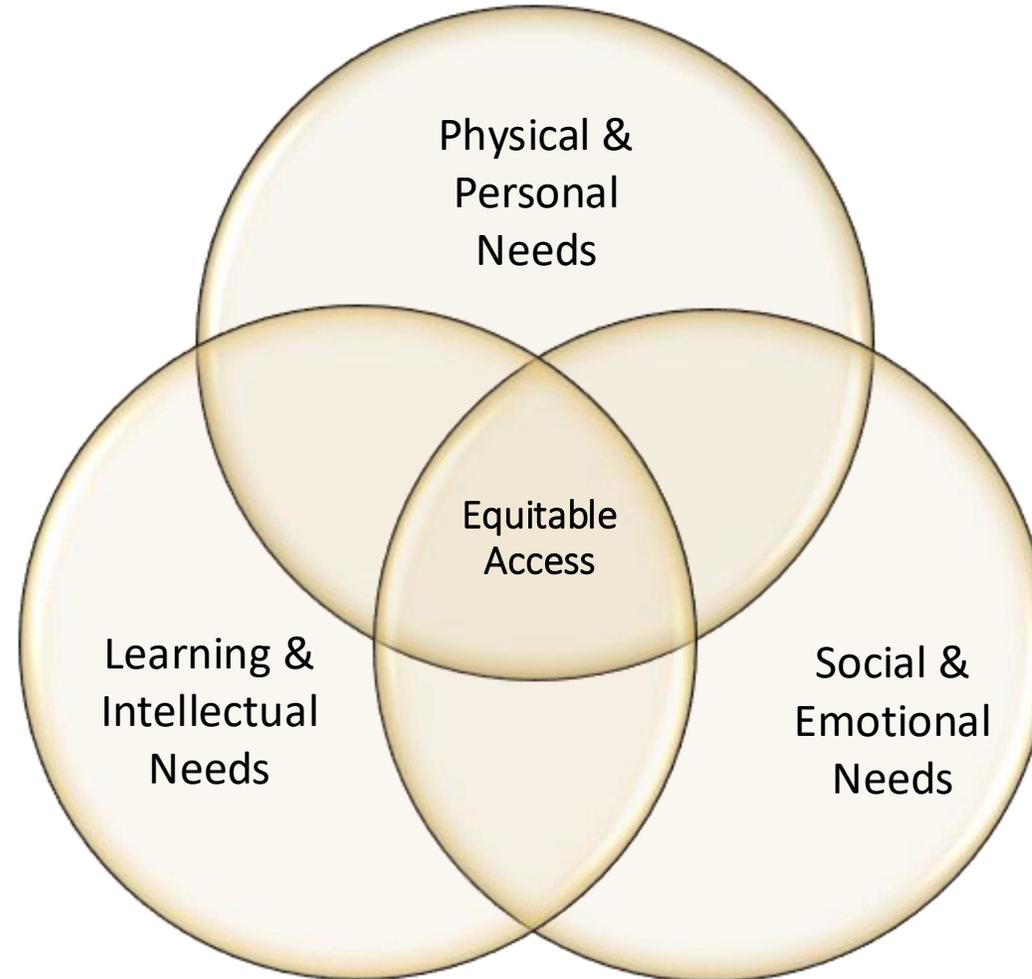


Increasing Inclusive & Equitable Access by Designing for Individual Needs



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

Individual Needs Based Reflection

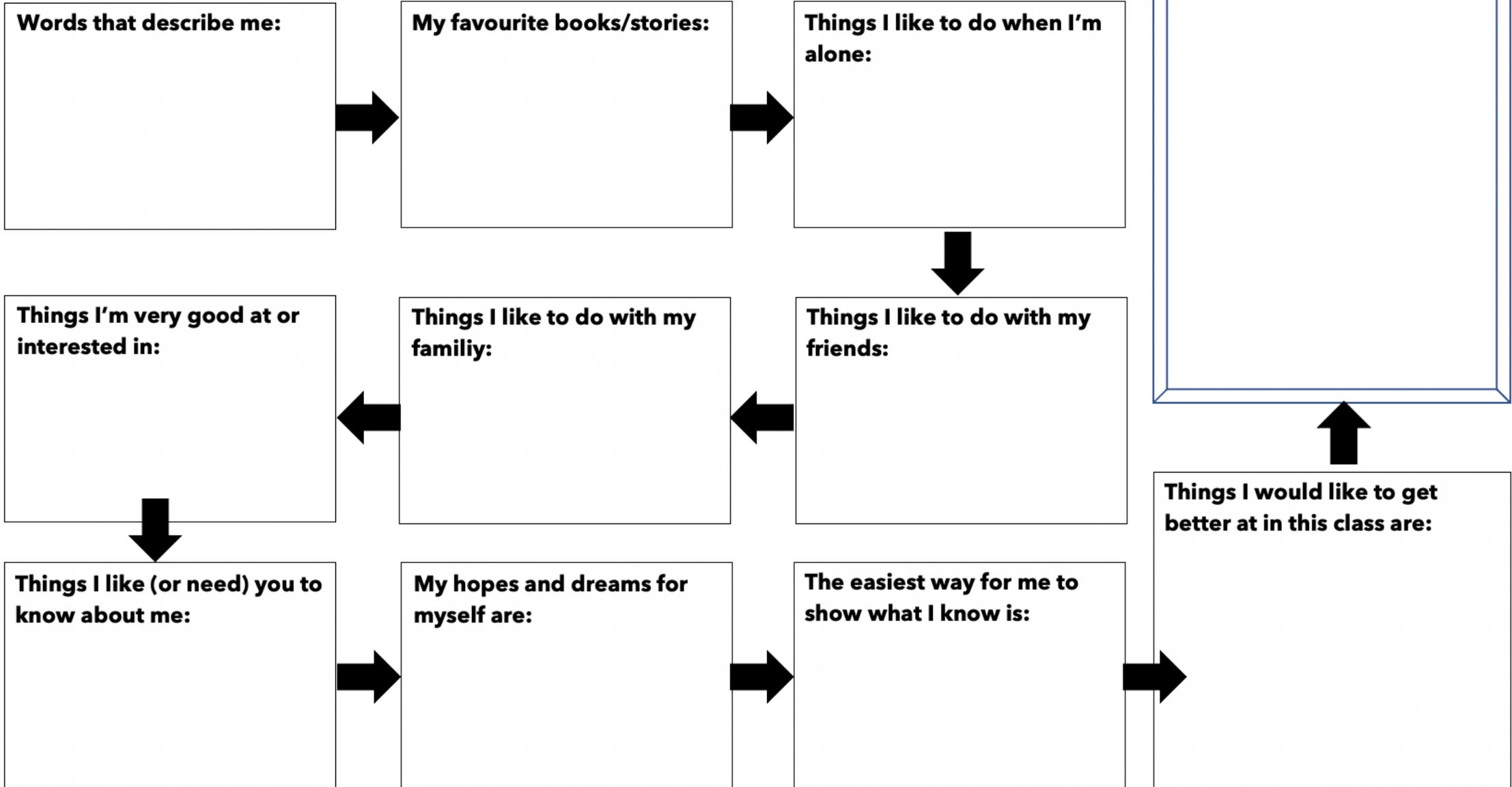
Name:	Grade:	Date:
<ol style="list-style-type: none"> 1. Look at the following areas of need 2. For each targeted context, reflect on needs and mark an (x) if this an area that you feel like you need support 3. Highlight which needs area would be a priority in each context to support 		

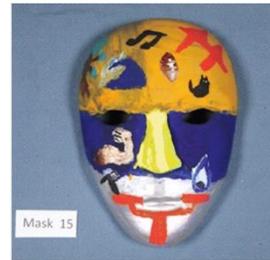
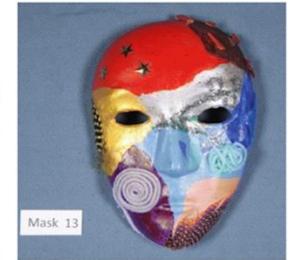
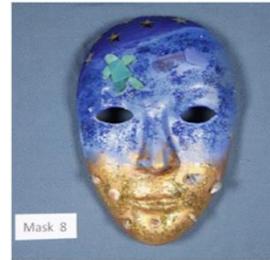
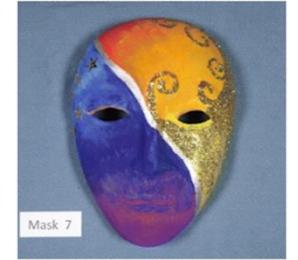
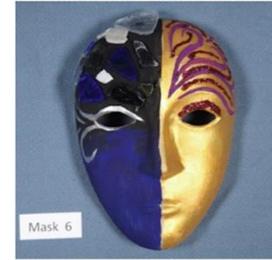
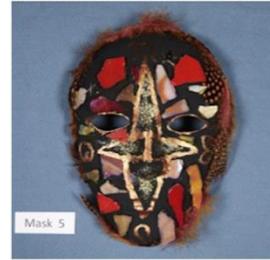
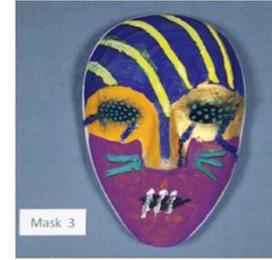
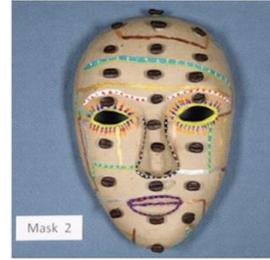
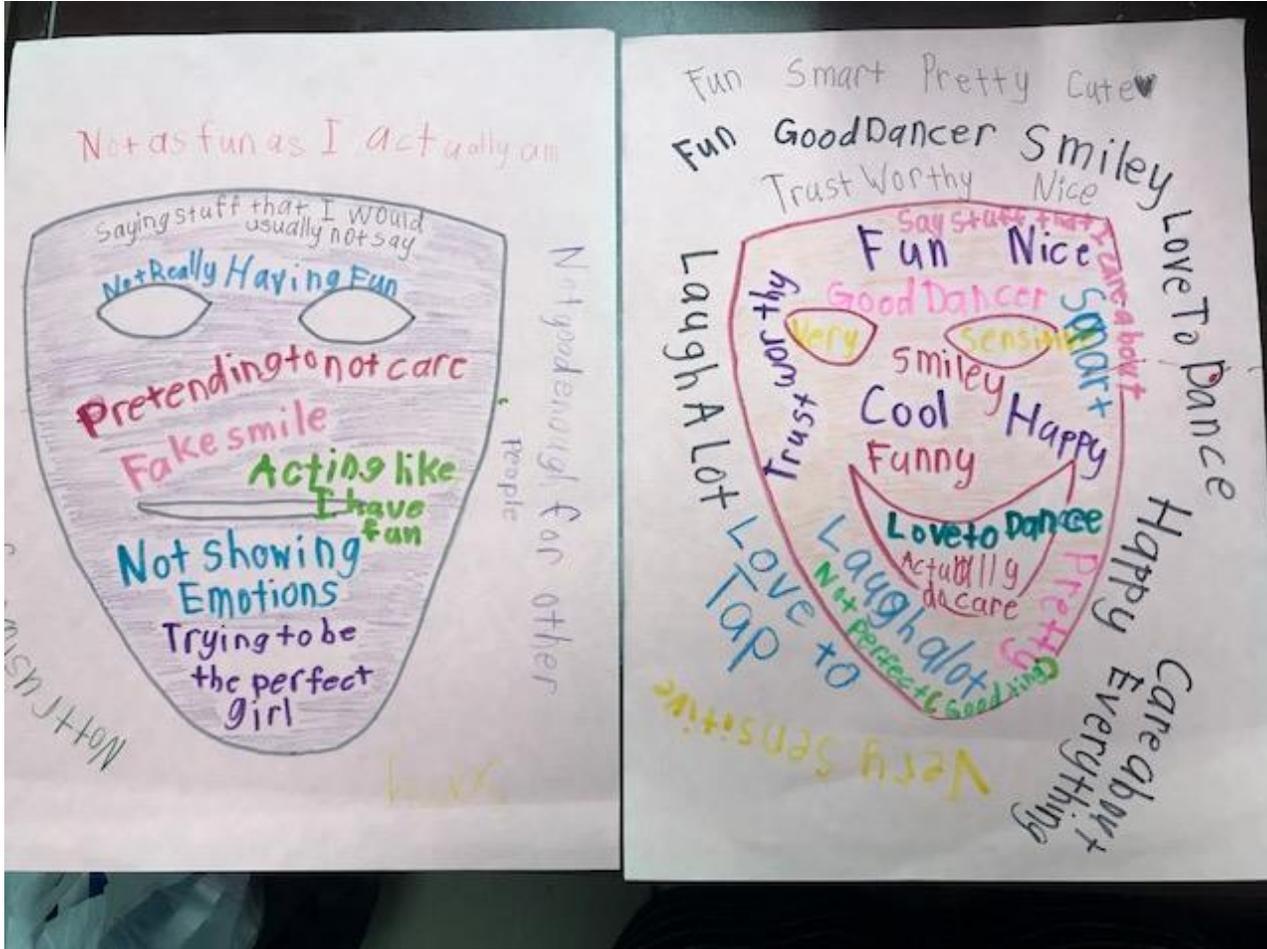


Areas of Need: I need support with...	Context 1	Context 2	Context 3	Context 4	Context 5	Context 5
Getting to school/getting to school/class on time						
Paying Attention/Staying on task						
Feeling anxious/ Depressed						
Eating/Food/Allergies						
Being engaged/Motivated						
Feeling frustrated/ Angry						
Greif/trauma/sadness						
Moving (using my muscles/body)						
Remembering information						
Taking care of my physical/medical needs						
Feeling safe at school						
Advocating for myself						
Managing my emotions						
Managing my behaviour						
Managing my learning						
Not feeling good about myself						

Harming/hurting myself						
Feeling overwhelmed in my senses (Noise/volume/brightness)						
Transitioning from one activity/class to the next						
Feeling discriminated against						
Understanding French/English						
Making/ keeping friends						
I am getting bullied						
I bully others						
Speaking/ Presenting						
Understanding what is said to me						
Understanding what is taught/what I am supposed to do						
Feeling like I need to be challenged (school feels too easy)						
Reading Skills						
Writing Skills						
Math skills						

Who am I? Profile





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

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.
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 do if you had a day off? Your answer _____	What could you teach to someone else? Your answer _____

Classroom Inventory for Class: Period 2 Math 9					Year: 2025/2026	
Student Name	Identifying Info (e.g. IEP, ELL, etc.)	Identities	Interests	Strengths	Stretches	Needs
CA (she/her)	ELL	Spanish speaking	Family	Good attitude, wants to do well, works hard	foundational numeracy skills, group work, participating	Anxiety around math, English language
APL (he/him)			Drawing, art, sharing and connecting, likes the teachers		foundational numeracy skills, taking ownership, engagement, accountability	engagement, motivation, initiation, family engagement
KS (two-spirit/they/them)	Specific Learning Disability, Indigenous	Navaho	Make up, fashion, boys, socializing,		foundational numeracy skills, engagement, accountability	Learning - learning disability, Home & family, moments of disengagement, motivation, attendance, reading
(CG he/him)	Specific Learning Disability (Math)		Video games, south park, 3D printing, friends in the class	hands on, kind, effort, engagement, works hard, has family support	Foundational numeracy, word problems	health, social-emotional well being, attendance, learning disability
KF (she/her)		Shy, friendly speak English,	Drawing, listening to music,	Helping around the house		Understanding what to do
JB (he/him)	Specific Learning Disability, Indigenous	Funny, English, Dutch, Indigenous, Italian, Indigenous, Dyslexic	Working out, dirt biking, family (uncle), traveling to Nova Scotia, I like high school	Active, knows strategies to manage emotions, hands on activities	Tired, everything feels challenging, raising hand (worried about that he will get it wrong), presenting in front of people	Worry/fear of peer perception, anxiety, family (thinks about Dad)

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



Class Review:		School Team:		Date:	
Class Dimensions					
Class Identities		Class Interests		Classroom Stretches	
		Student Dimensions			
Class Needs					
Need:	Need:	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:	School Team:	Date:
----------------------	---------------------	--------------

Class Dimensions

Class Identities Student Perspectives: Team Perspectives:	Class Interests Student Perspectives: Team Perspectives:	Classroom Strengths Student Perspectives: Team Perspectives:	Classroom Stretches 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?
--	---

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 GA, LB, JA, ES, KR, GS		Need: Engagement/ Motivation LB, JA, ES, NS		Need: Trauma/ Family Needs GA, LB, JA, ES, JK, LE	
Need: Literacy GA, MA, KR, TP, AB					
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 - Make learning relevant to students’ lives - Scaffolding learning (access to challenge)		UDL Strategies to reduce barriers to representation - Highlighting patterns in language systems - Using multi-media - Focus on building prior knowledge - Include processing tasks in lesson design UDL Strategies to reduce barriers to Expression - Guiding students through self assessment and goal setting - Model the use of supports and strategies	

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:									
<p style="text-align: center;">Identities</p> <p>Culture/Race: Canadian, Indigenous, American, Philippines</p> <p>Disability: Autism, ADHD Intellectual Disability, Behavioral, Learning Disability</p> <p>Language: English, French, Filipino</p> <p>SOGI: 12 identify as F, 16 identify as M</p> <p>Family: Rural families, large families, x generation families, mixed and blended families, international families, farming and forestry families</p>		<p style="text-align: center;">Interests</p> <p>Outdoors, dirt biking, hunting, horses, art, music, reading, football, hockey, volleyball, soccer, ruby, painting, cooking, computers, gaming, movies, band, agriculture, farming,</p>		<p style="text-align: center;">Strengths</p> <p>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</p>		<p style="text-align: center;">Stretches</p> <p>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 .</p>			
Based on student dimensions we can ask questions and set some goals:									
<p>Some questions we have about this class:</p> <ul style="list-style-type: none"> • 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 			<p>Some goals we have for this class:</p> <ul style="list-style-type: none"> • 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:									
<p>What have we tried that is working:</p> <ul style="list-style-type: none"> • 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 			<p>What do we still want to try:</p> <ul style="list-style-type: none"> • 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))									
<p>Need: Organization Everyone</p>		<p>Need: Social Skills LB, HS, WS, CA, , JM</p>		<p>Need: Transitions LB, HS, WS, CA, JM, everyone</p>		<p>Need: Language and Reading LB, HS, WS, CA, JM</p>		<p>Need: SEL and Self regulation LB, HS, WS, CA, JM, Everyone</p>	
* Also an IEP Need Area									

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?		

Making Collaborative Decisions: A Menu of Support

Options for how I (a support teacher) can support you (a classroom teacher) to support this class?

Classroom Support



Classroom Support Cont.



Individual Student Support



Making Collaborative Decisions: A Menu of Support

Options for how I (a support teacher) can support you (a classroom teacher) to support this class?

Classroom Support

- Capturing student voice/evidence of learning
- Build a needs-based classroom support plan based on priority needs
- Using an IEP as a blueprint for a class
- Setting up and using technology
- Working with support staff to respond to class needs
- Curricular Co-planning
 - Backwards Design
 - Constructing learning continuums
 - Inclusive lesson design
 - Creating curricular accessibility and challenge opportunities
 - Drawing on UDL principles and strategies to reduce learning barriers

Classroom Support Cont.

- Teaching/co-teaching (must be paired with co-planning)
 - Needs based supports & strategies to a class
 - Curricular inclusive lessons
 - Core competency lessons
 - Disability demystification
 - Supporting peers to support each other
 - Station/small group teaching/conferencing
- Co-assessing/offering formative feedback
- Gathering/creating resources & materials
 - Themed & diverse text sets, accessible texts/activities
 - Visual/object supports

Individual Student Support

- Implementing IEPs inclusively
- Place alignment planning (working to increase the enrollment and attendance of a student)
- Purposeful planning (working to make enrollment & attendance meaningful for a student)
- Working with support staff to respond to individual needs
- Gathering place based and triangulated evidence for IEP review

Homework

- Choose 1 class
- Collect some data about your students (from their perspective)
 - e.g. interview, google form, inventory etc.
- Start to build a Class Review for your target class

Next Session Jan 5, 2026

- Bring back your Class Review
- Bring a class list
- Bring an example of how you gathered student voice

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?

Student choice of challenge
Adjustable Curriculum

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?