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



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  
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Needs based support plan layer 2 & 3

Feb. 25, 2026  
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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 **UDL** indicators will **reduce barriers** for a **priority needs area** for my class?



Hosted at BICS  
*snacks provided!*

# Checking IN

- What stands out from last session?
- What are you trying/ want to try?
- What are you noticing about your practice & thinking?

## 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

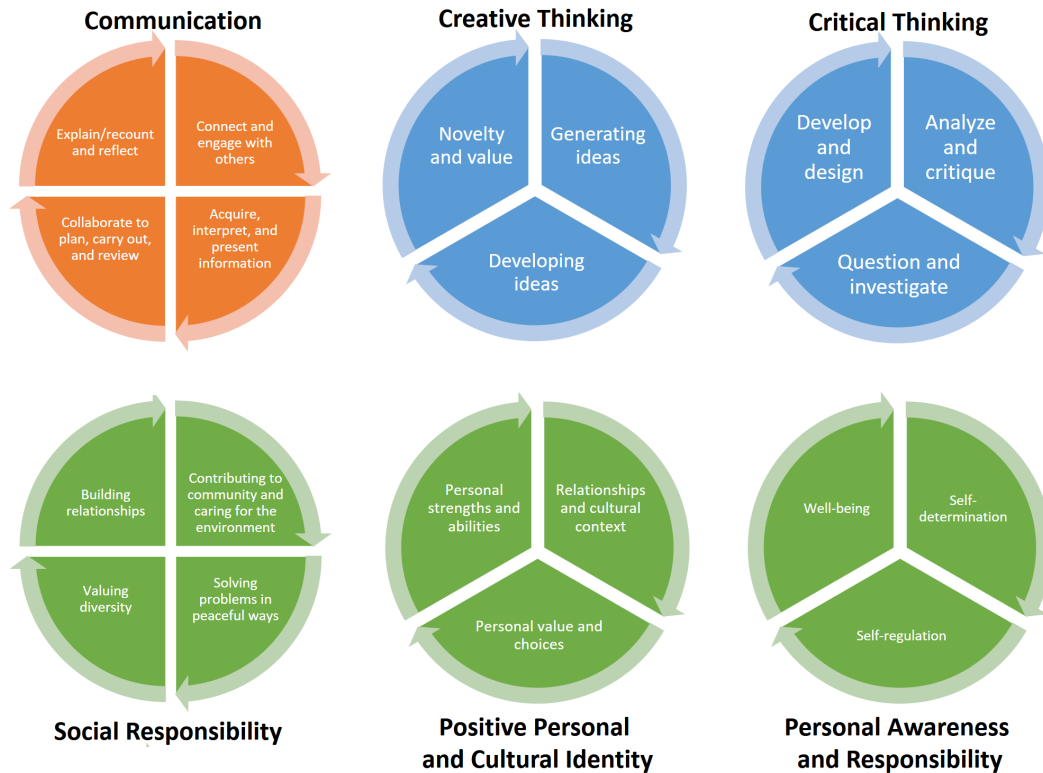
Areas of Need	Students who have this need  (underline students who have IEP/LSPs)	This need impacts the community and/or there is a cluster of students who have this need	This need can be managed over time and/or not critical	This is an individual need area and/or community does not need support in this 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

# Universal Structures that Support Everyone

## Building Skills/Competencies



## Reducing Barriers

	Design Multiple Means of Engagement 	Design Multiple Means of Representation 	Design Multiple Means of Action & Expression 
Access	<b>Design Options for Welcoming Interests &amp; Identities (7)</b> <ul style="list-style-type: none"> <li>Optimize choice and autonomy (7.1)</li> <li>Optimize relevance, value, and authenticity (7.2)</li> <li>Nurture joy and play (7.3)</li> <li>Address biases, threats, and distractions (7.4)</li> </ul>	<b>Design Options for Perception (1)</b> <ul style="list-style-type: none"> <li>Support opportunities to customize the display of information (1.1)</li> <li>Support multiple ways to perceive information (1.2)</li> <li>Represent a diversity of perspectives and identities in authentic ways (1.3)</li> </ul>	<b>Design Options for Interaction (4)</b> <ul style="list-style-type: none"> <li>Vary and honor the methods for response, navigation, and movement (4.1)</li> <li>Optimize access to accessible materials and assistive and accessible technologies and tools (4.2)</li> </ul>
Support	<b>Design Options for Sustaining Effort &amp; Persistence (8)</b> <ul style="list-style-type: none"> <li>Clarify the meaning and purpose of goals (8.1)</li> <li>Optimize challenge and support (8.2)</li> <li>Foster collaboration, interdependence, and collective learning (8.3)</li> <li>Foster belonging and community (8.4)</li> <li>Offer action-oriented feedback (8.5)</li> </ul>	<b>Design Options for Language &amp; Symbols (2)</b> <ul style="list-style-type: none"> <li>Clarify vocabulary, symbols, and language structures (2.1)</li> <li>Support decoding of text, mathematical notation, and symbols (2.2)</li> <li>Cultivate understanding and respect across languages and dialects (2.3)</li> <li>Address biases in the use of language and symbols (2.4)</li> <li>Illustrate through multiple media (2.5)</li> </ul>	<b>Design Options for Expression &amp; Communication (5)</b> <ul style="list-style-type: none"> <li>Use multiple media for communication (5.1)</li> <li>Use multiple tools for construction, composition, and creativity (5.2)</li> <li>Build fluencies with graduated support for practice and performance (5.3)</li> <li>Address biases related to modes of expression and communication (5.4)</li> </ul>
Executive Function	<b>Design Options for Emotional Capacity (9)</b> <ul style="list-style-type: none"> <li>Recognize expectations, beliefs, and motivations (9.1)</li> <li>Develop awareness of self and others (9.2)</li> <li>Promote individual and collective reflection (9.3)</li> <li>Cultivate empathy and restorative practices (9.4)</li> </ul>	<b>Design Options for Building Knowledge (3)</b> <ul style="list-style-type: none"> <li>Connect prior knowledge to new learning (3.1)</li> <li>Highlight and explore patterns, critical features, big ideas, and relationships (3.2)</li> <li>Cultivate multiple ways of knowing and making meaning (3.3)</li> <li>Maximize transfer and generalization (3.4)</li> </ul>	<b>Design Options for Strategy Development (6)</b> <ul style="list-style-type: none"> <li>Set meaningful goals (6.1)</li> <li>Anticipate and plan for challenges (6.2)</li> <li>Organize information and resources (6.3)</li> <li>Enhance capacity for monitoring progress (6.4)</li> <li>Challenge exclusionary practices (6.5)</li> </ul>

# Needs Based Support Planning

Planning Team:

Class:

Target Student:

Prioritized Needs Area:

Prioritized Need Area:

Targeted Core Competency Areas:

Targeted Core Competency Area:

Targeted Core Competency Goals:

Targeted Core Competency Goals:

## Needs Based Support Planning

**Planning Team:**

SM & LM

**Class:**

Kindergarten

**Target Student:**

DG

**Prioritized Needs Area:**

Attention & Focus

**Prioritized Need Area:**

Emotional regulation

**Targeted Core Competency Areas:**

Personal Awareness & Responsibility

**Targeted Core Competency Area:**

Personal Awareness &  
Responsibility

**Targeted Core Competency Goals:**

PAR1C  
PAR 2B  
PARD2D

**Targeted Core Competency**

**Goals:**  
PAR1C

# Needs Based Support Planning

Planning Team:

Class:

Target Student:

Prioritized Needs Area:

Prioritized Need Area:

Targeted Core Competency Areas:

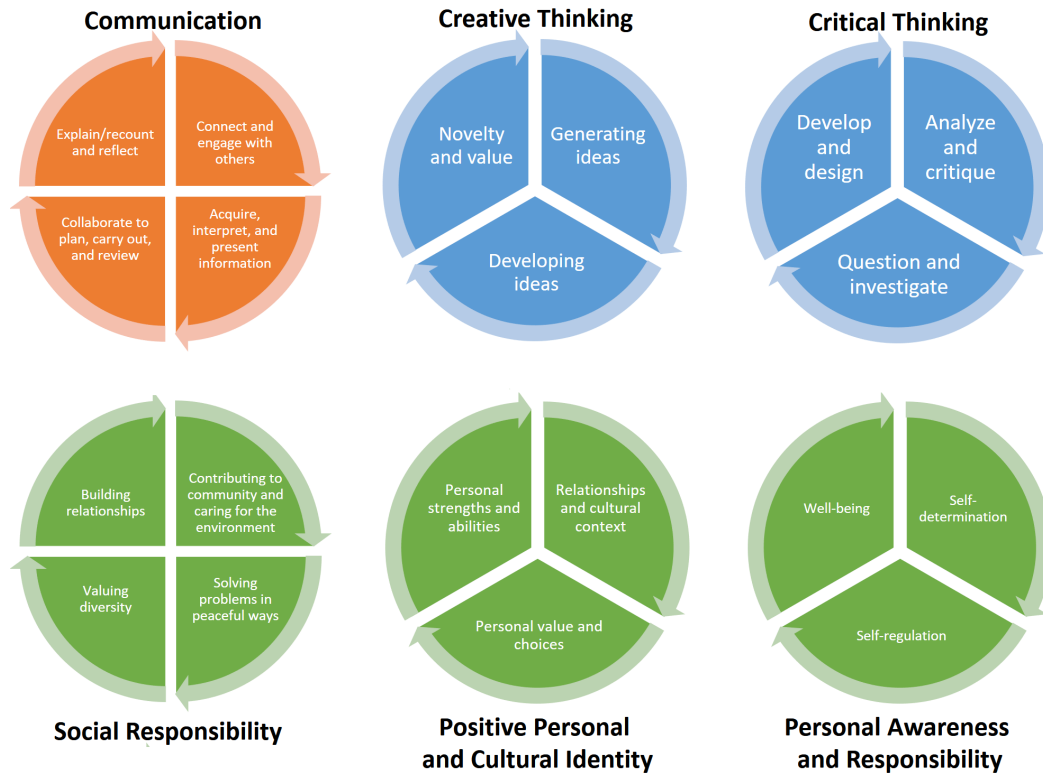
Targeted Core Competency Area:

Targeted Core Competency Goals:




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# Universal Structures that Support Everyone

## Building Skills/Competencies



## Reducing Barriers

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Executive  
Functioning  
Needs

Grade level  
learning  
standard

Communication  
Needs

Language  
Needs

Literacy Needs

What is the ramp?

# Accessing Grade Level Learning Standards



All students  
need to be  
engaged



All students  
need to  
understand



All students  
need to show  
learning

Executive  
Functioning  
Needs

Communication  
Needs

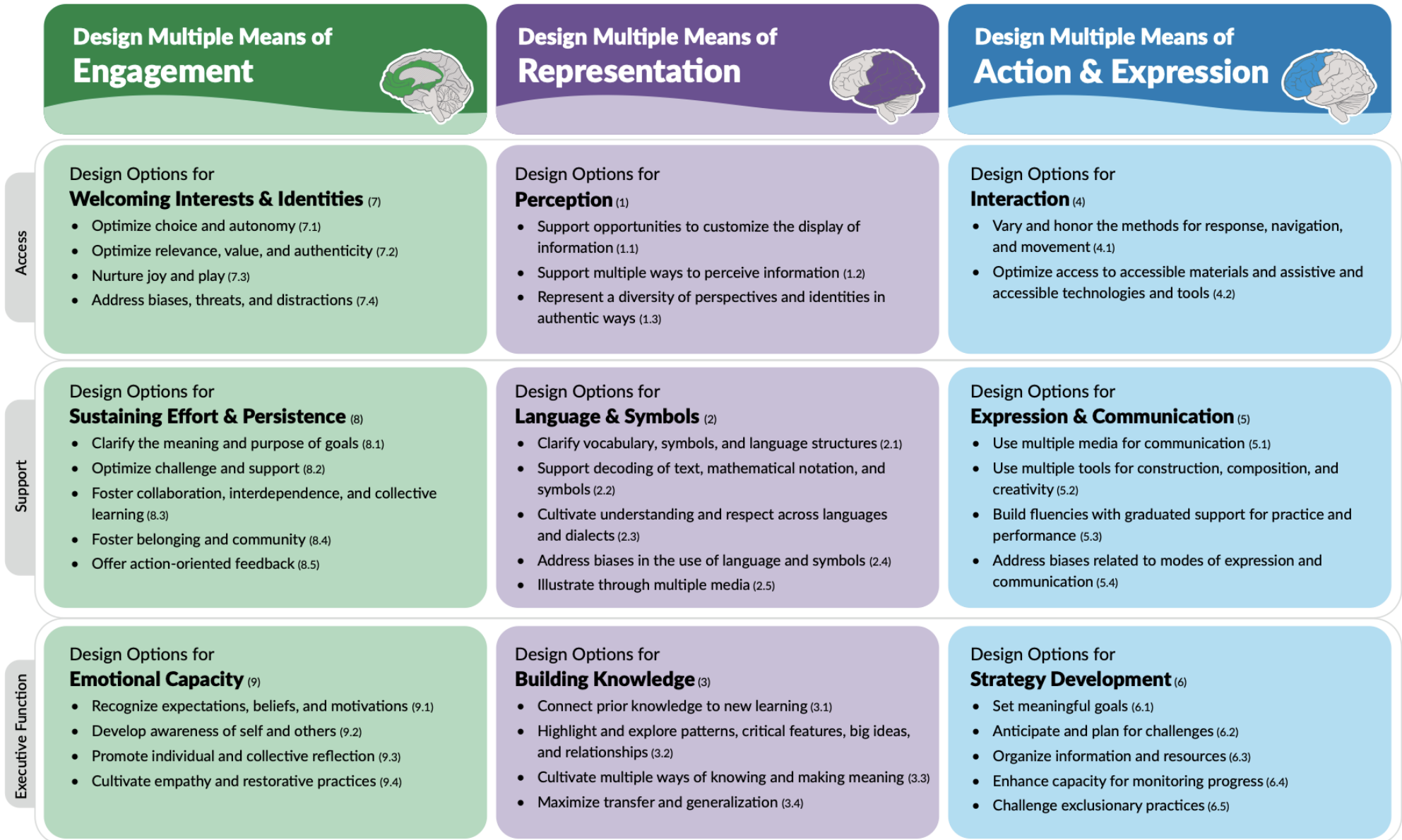
Language  
Needs

Literacy Needs

Engaging  
Understanding  
Showing Learning  
(of a grade level learning standard)

What is the ramp?

# What universal supports & strategies can be taught to reduce barriers for everyone?



The Universal Design for Learning Guideline 3.0 in Plain Language: Engagement

UDL Language	Plain Language	Examples of strategies I am already doing
<b>Design Multiple Means of Engagement</b>		
<b>Access: Design options for Welcoming Interests and Identities</b>		
Optimize choice and autonomy		
Optimize relevance, value, and authenticity		
Nurture joy and play		
Address biases, threats, and distractions		
<b>Support: Design Options for Sustaining Effort &amp; Persistence</b>		
Clarify the meaning and purpose of goals		
Optimize challenge and support		
Foster collaboration, interdependence, and collective learning		
Foster belonging and community		
Offer action-oriented feedback		
<b>Executive Function: Design Options for Emotional Capacity</b>		
Recognize expectations, beliefs, and motivations		
Develop awareness of self and others		
Promote individual and collective reflection		
Cultivate empathy and restorative practices		



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What **UDL strategies** will reduce barriers for a specific needs area



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*snacks provided!*

# For Next Time

- Complete and bring the Needs Based Planning template (next slide)
- Notice what UDL strategies you are already using in your class

# Homework: Needs Based Support Planning

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