

# Shelley MOORE PH.D.



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

# Our Plan Together

September 26 - Kick Off – **Inclusion**: How do we do it?

September 26 - Session 1 - Getting to Know Students from a **strength-based perspective**

January 23: Session 2 - Making decisions to **reduce barriers** for ALL

March 6: Session 3 -Designing **needs-based** classroom support plans

March 6: Session 4 - Curricular Design Strategies: **Backwards Design**

April 17 : Session 5 - Curricular Design Strategies: Lesson Design through a **UDL** lens

April 17: Session 6 - Inclusive **Assessment**

April 17: **Celebration**

# 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 is one thing that stands out  
from our last session together?

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

## CURRICULUM & ASSESSMENT DESIGN

Student choice of challenge  
Adjustable Curriculum

# Students

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

Student choice of evidence  
Adjustable Assessment

## NEEDS BASED DESIGN

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

Adjustable Supports & Strategies  
Student choice of tools and actions

## INSTRUCTIONAL DESIGN

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

What grade level curriculum are we using?  
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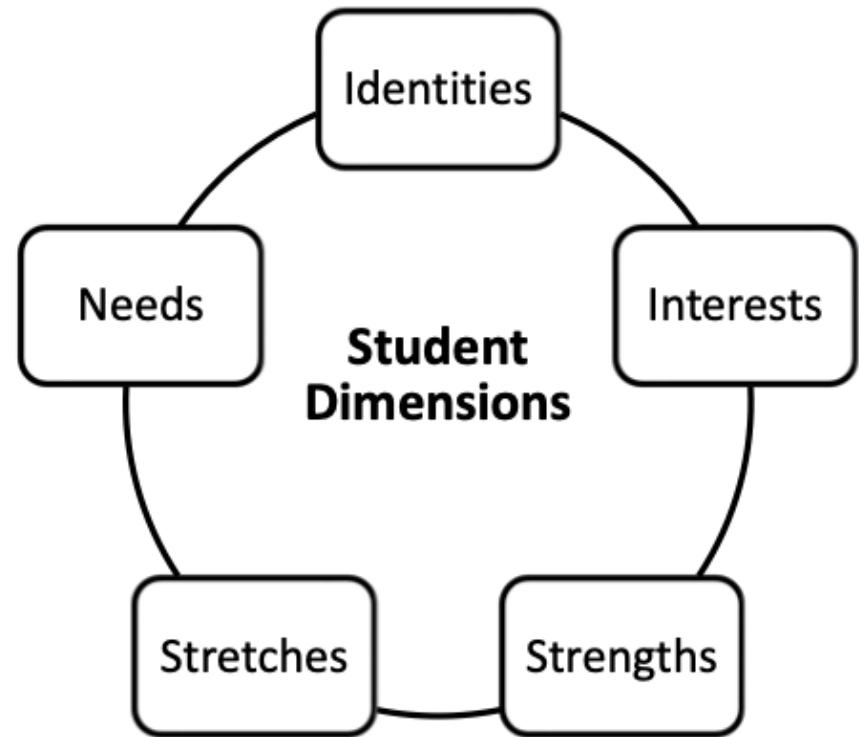
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## INSTRUCTIONAL DESIGN

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

# 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?



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?		



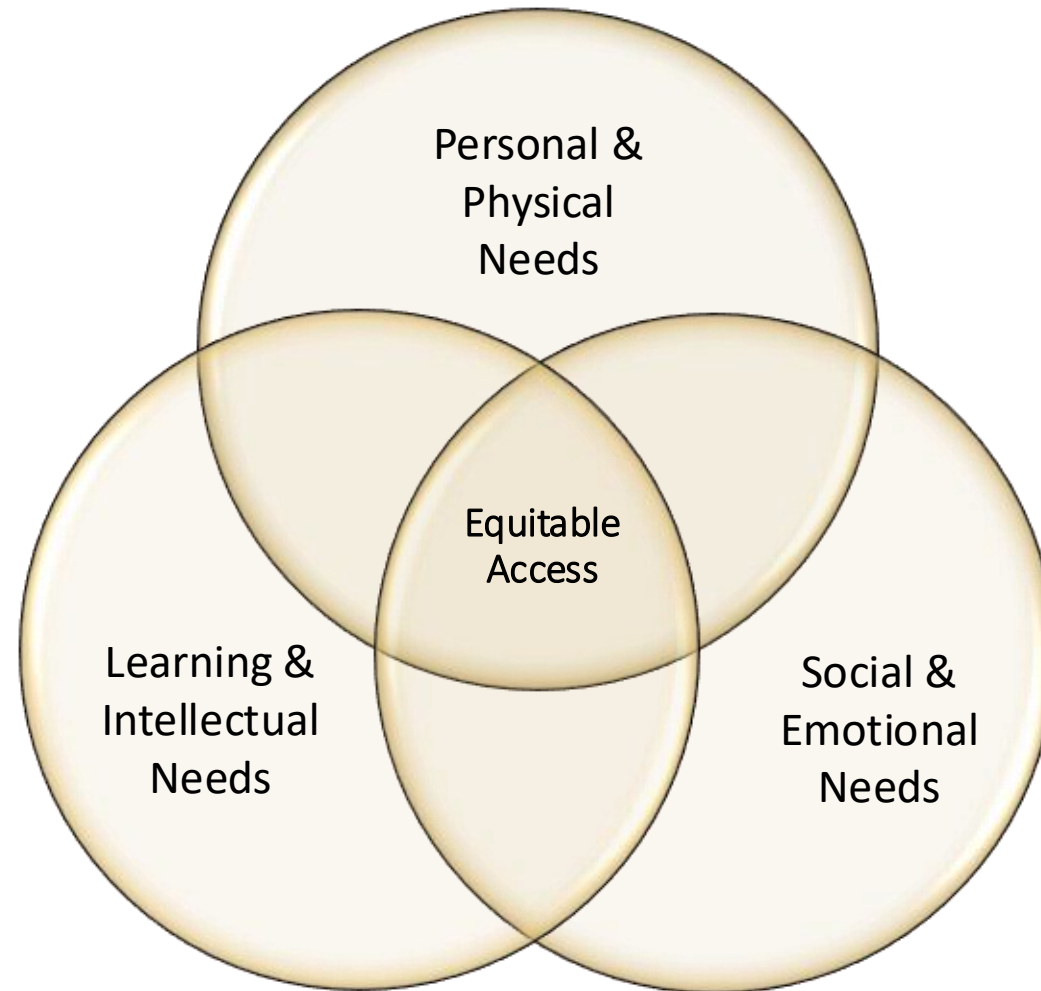
# Reflecting on learning

- What did you try since last session?
- What are you noticing about your thinking?
- What are you noticing about your practice?
- What questions are coming up for you?

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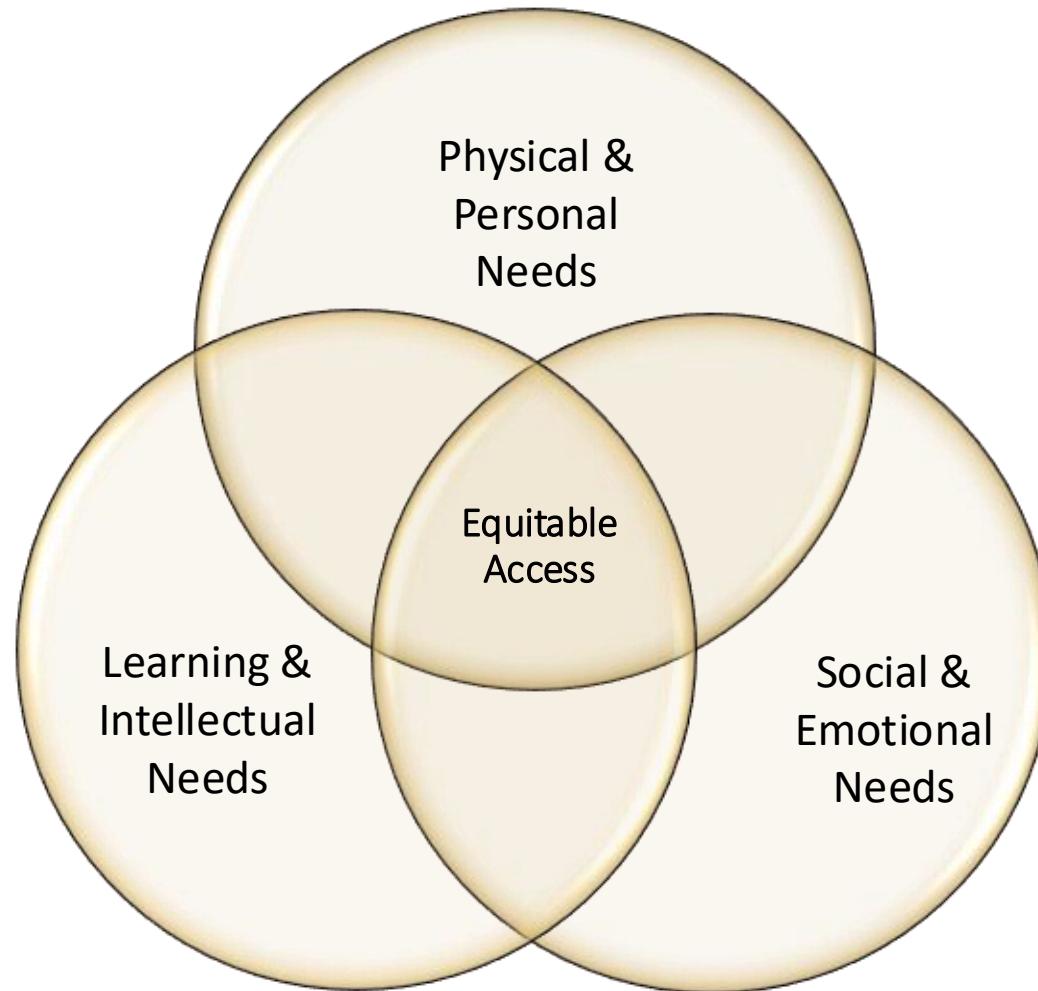
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# Increasing Inclusive & Equitable Access by Designing for Individual Needs



# 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:		
+						
Common Needs Based Areas		Students in Mind	Priority	Monitor	N/A	
Social-Emotional & Behavioural	Emotional regulation					
	Anxiety, depression & mental health					
	Anger or frustration tolerance					
	Stress management					
	Self-esteem, acceptance & confidence					
	Behavioural regulation					
	Coping skills					
	Trauma or grief					
	Attention & focus					
	Active memory					
	Impulse control					
Executive Functioning	Task initiation					
	Organization					
	Time management					
	Planning & sequencing					
	Flexible thinking					
	Transitioning					
	Receptive communication					
	Expressive communication					
Communication	Social communication					
	Nonverbal communication					
	Oral language					
	Augmented & Alternative Communication (AAC)					
	Language of Instruction					

Common Needs Based Areas		Students in Mind	Priority	Monitor	N/A
Curricular Access	Literacy - Decoding				
	Literacy - Comprehension				
	Literacy - Written output				
	Literacy - Oral language/speaking				
	Foundational numeracy				
	Engagement/motivation				
	Understanding information				
	Knowing & using learning strategies				
	Curricular accessibility				
	Curricular challenge/extension				
	Self-Determination, Agency & Independence	Self-awareness & advocacy			
Choice making & goal setting					
Managing materials & routines					
Independence/agency					
Ownership of learning					
Social & Interpersonal	Peer relationships				
	Collaboration & group work				
	Understanding social cues				
	Problem-solving/conflict resolution				
	Belonging & community				
Physical	Hearing				
	Vision				
	Mobility				
	Motor skills (fine/gross)				
	Sensory				
	Medical				
	Energy or stamina				
	Eating, feeding, and/or allergies				

# Classroom Support Planning: Collaborative Needs Based Reflection

Target Classroom: Grade 8 English	Classroom Teacher(s): LM	Support Teachers/ Staff: SM	Date: Nov. 2025
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Common Needs Based Areas		Students in Mind	Priority	Monitor	N/A
Social-Emotional & Behavioural	Emotional regulation	DU, AC, SS, KM	X		
	Anxiety, depression & mental health				x
	Anger or frustration tolerance	DU, SS		x	
	Stress management				x
	Self-esteem, acceptance & confidence	AC, MB, KM		x	
	Behavioural regulation	SS		x	
	Coping skills	AC, KM		x	
	Trauma or grief	CS, IF		x	
Executive Functioning	Attention & focus	CS, AC, PD, SS		x	
	Working memory	KM			
	Impulse control	AC, SS, DS			
	Task initiation				
	Organization	SS			
	Time management	PD			
	Planning & sequencing	CS, DS			
	Flexible thinking	IF, SS, MB, KM	X		
	Transitioning	SS			
Communication	Receptive communication	CS, DU, IF, AC	X		
	Expressive communication	CS, DU, IF, AC			
	Social communication	CS, DU, AC			
	Nonverbal communication	DU, AC, DS			
	Oral language	DU, AC			
	Augmented & Alternative Communication (AAC)	CS			
	Language of Instruction	DU, DS, KM			

# Your job – 10 minutes

- Thinking about your target student:
  - Put their initials in then needs based areas that you feel like they need support in
- Now add 3-5 other students who are on your radar:
  - Put their initials in then needs based areas that you feel like they need support in



## Classroom Support Planning: Collaborative Needs Based Reflection

<b>Target Classroom:</b>	<b>Classroom Teacher(s):</b>	<b>Support Teachers/ Staff:</b>	<b>Date:</b>
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Common Needs Based Areas		Students in Mind	Priority	Monitor	N/A
Social-Emotional & Behavioural	Emotional regulation				
	Anxiety, depression & mental health				
	Anger or frustration tolerance				
	Stress management				
	Self-esteem, acceptance & confidence				
	Behavioural regulation				
	Coping skills				
	Trauma or grief				
	Attention & focus				

# Your job – 5 minutes

- For each needs-based area determine if the need is:
  - **Priority** – a cluster of student need support, or it is an area that is affecting the whole community
  - **Monitor** – a plan is in place for this area/ we are managing
  - **N/A** – this is not an area of need for the class, or it is an individual area that does not affect the community

# Making some decisions

- Look at your priority areas and choose the top 5 that, if targeted, would have a big impact on your class

# Classroom Support Planning: Collaborative Needs Based Reflection

Target Classroom: Gr 6 Math	Classroom Teacher(s): Adam & Zoe	Support Teachers/ Staff:	Date: Dec 2025
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Common Needs Based Areas		Students in Mind	Priority	Monitor	Individual
Social-Emotional & Behavioural	Emotional regulation	APL, CG, ZM			x
	Anxiety, depression & mental health	APL, CG, ZM, KP			x
	Anger or frustration tolerance				
	Stress management				
	Self-esteem, acceptance & confidence	APL, KS, CG			x
	Behavioural regulation				
	Coping skills	CG			x
	Trauma or grief	CG			x
Executive Functioning	Attention & focus	APL, KS, EZ, EE, LDL	x		
	Active memory	CA, APL, KS		x	
	Impulse control				
	Task initiation	CA, APL, KS, EZ, VV, EE	x		
	Organization	APL, KS, GS		x	
	Time management	APL, KS, *	x		
	Planning & sequencing	KS, *	x		
	Flexible thinking	KS			x
	Transitioning				
Communication	Receptive communication	KS			x
	Expressive communication	KS			x
	Social communication				
	Nonverbal communication				
	Oral language				
	Augmented & Alternative Communication (AAC)				
	Language of Instruction				

## Top 5

### Executive Functioning

- Attention & Focus
- Task Initiation
- Time Management
- Planning & Sequencing

### Curricular Access

- Reading Comprehension



# Planning for **needs** in inclusive classrooms






# Reducing Barriers



## Supporting Needs



“When a flower doesn’t  
bloom, you **fix the  
environment** in which it grows,  
not the flower.”

–Alexander den Heijer



FIRST! Reduce or eliminate barriers in place by reducing or eliminating barriers for everyone in the community



All plants  
need light



All plants  
need moisture



All plants  
need space

# Universal Design for Learning 3.0



All students  
need to be  
engaged






All students  
need to  
understand



All students  
need to show  
learning



	Design Multiple Means of Engagement 	Design Multiple Means of Representation 	Design Multiple Means of Action & Expression 
Access	<p>Design Options for <b>Welcoming Interests &amp; Identities</b> <sup>(7)</sup></p> <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>	<p>Design Options for <b>Perception</b> <sup>(1)</sup></p> <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>	<p>Design Options for <b>Interaction</b> <sup>(4)</sup></p> <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	<p>Design Options for <b>Sustaining Effort &amp; Persistence</b> <sup>(8)</sup></p> <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>	<p>Design Options for <b>Language &amp; Symbols</b> <sup>(2)</sup></p> <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>	<p>Design Options for <b>Expression &amp; Communication</b> <sup>(5)</sup></p> <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	<p>Design Options for <b>Emotional Capacity</b> <sup>(9)</sup></p> <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>	<p>Design Options for <b>Building Knowledge</b> <sup>(3)</sup></p> <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>	<p>Design Options for <b>Strategy Development</b> <sup>(6)</sup></p> <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>

FIRST! Reduce or eliminate barriers in place by reducing or eliminating barriers for everyone in the community



All plants  
need light



All plants  
need moisture



All plants  
need space



NEXT! Determine the needs of individuals and anticipate the supports & strategies that they will require in **universal** ways

PERIODIC TABLE OF  
PLANT NUTRIENTS

7 N Nitrogen	15 P Phosphorus	19 K Potassium	12 Mg Magnesium	16 S Sulfur	20 Ca Calcium
Primary Macronutrients			Secondary Macronutrients		
5 B Boron	17 Cl Chlorine				
25 Mn Manganese	26 Fe Iron	28 Ni Nickel	29 Cu Copper	30 Zn Zinc	42 Mo Molybdenum
Micronutrients					

Source: Greenandvibrant.com



Some plants need  
added nutrients

Some plants need  
companions

THEN! Determine the needs of individuals and anticipate the supports & strategies that they will require in **individualized** ways



A few plants may need very specific temperatures and humidity levels

# MULTIPLE LAYERS OF SUPPORT



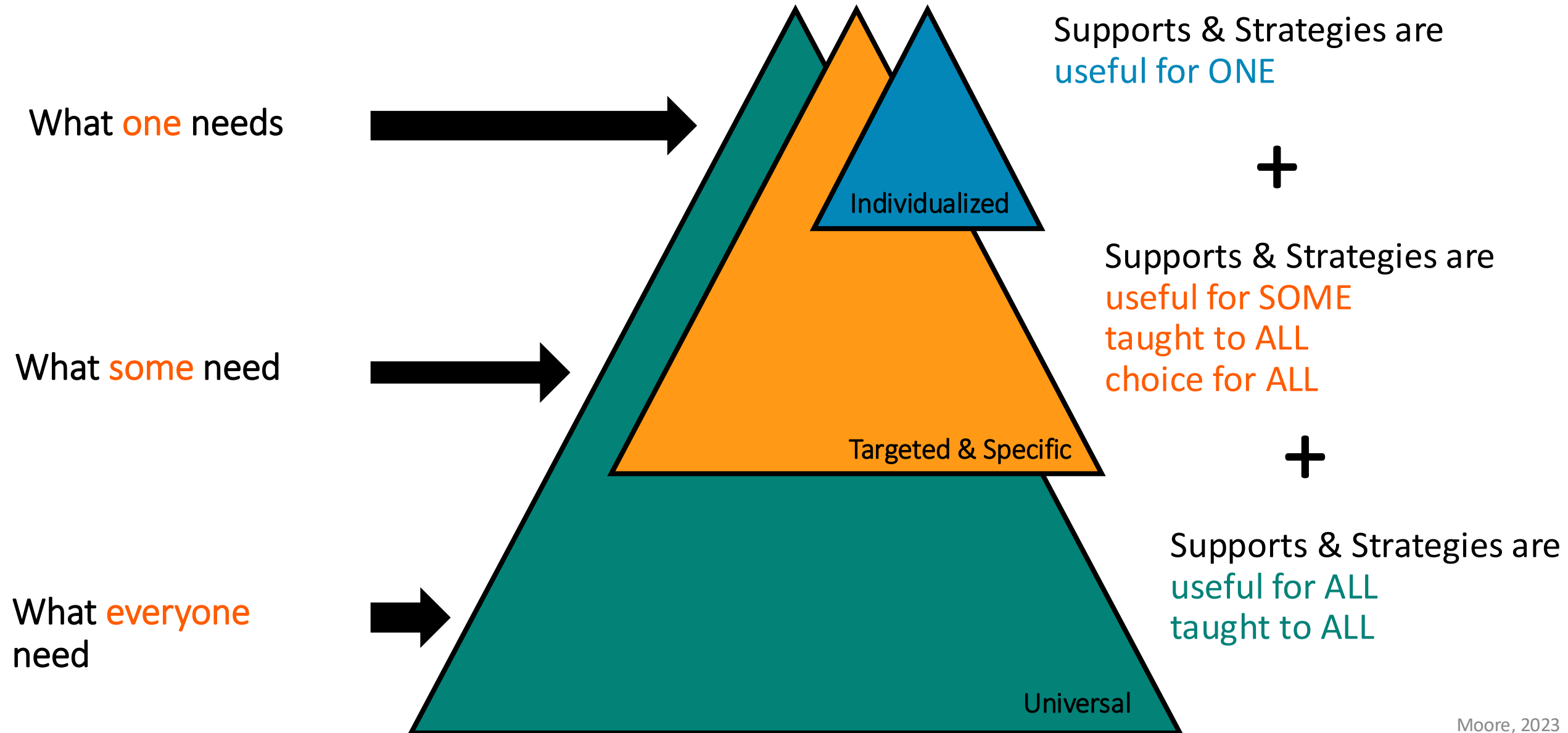
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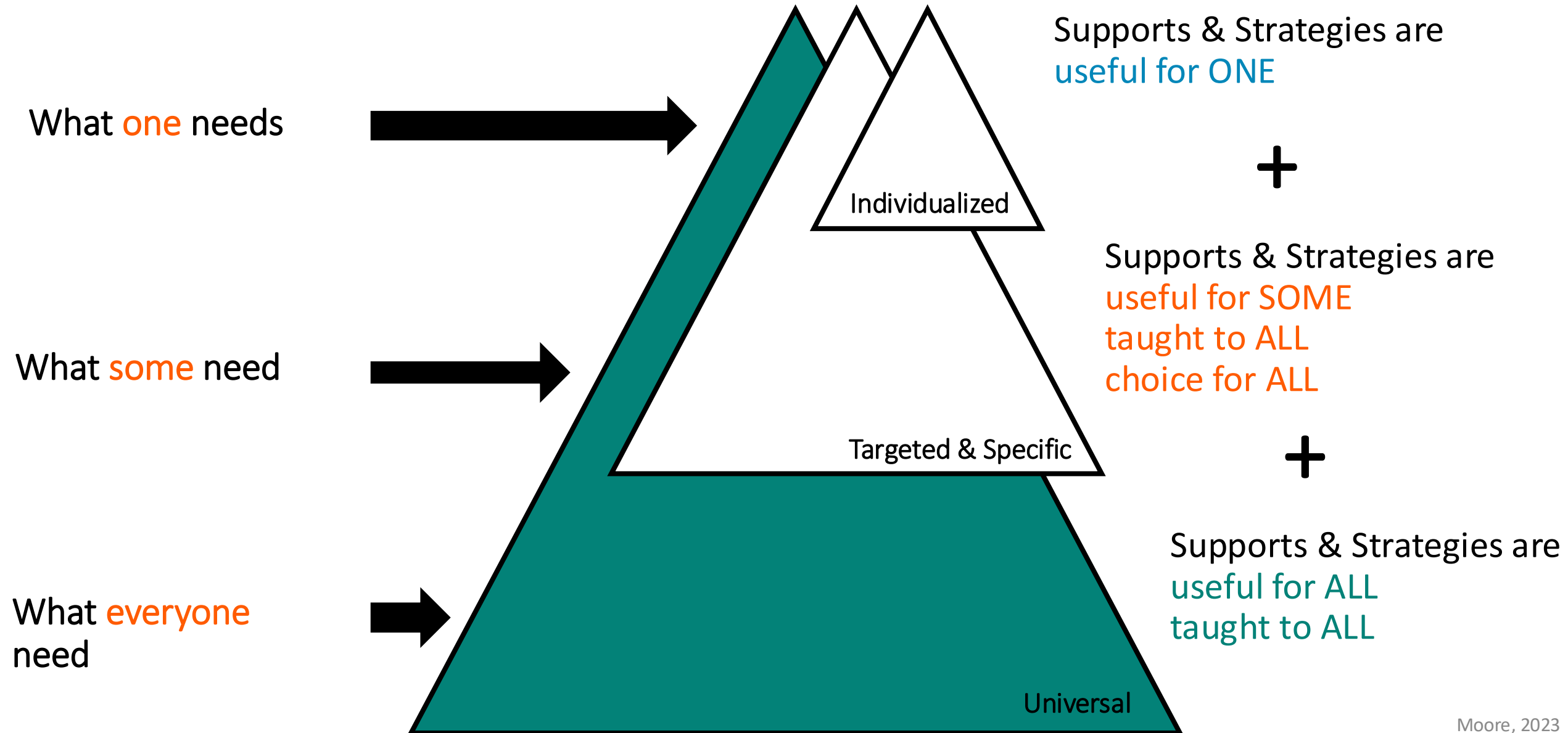


# Multiple Layers of Needs Based Support

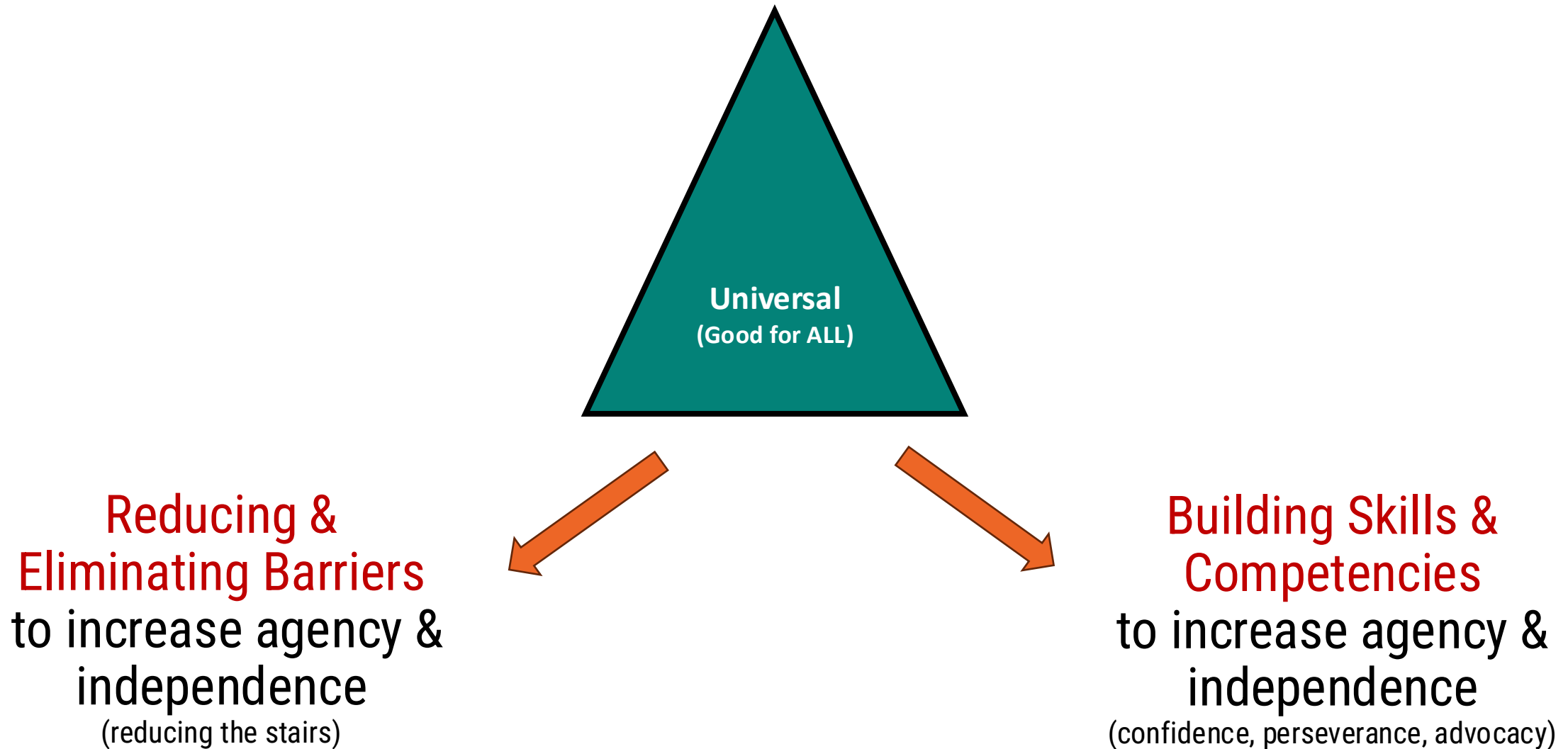




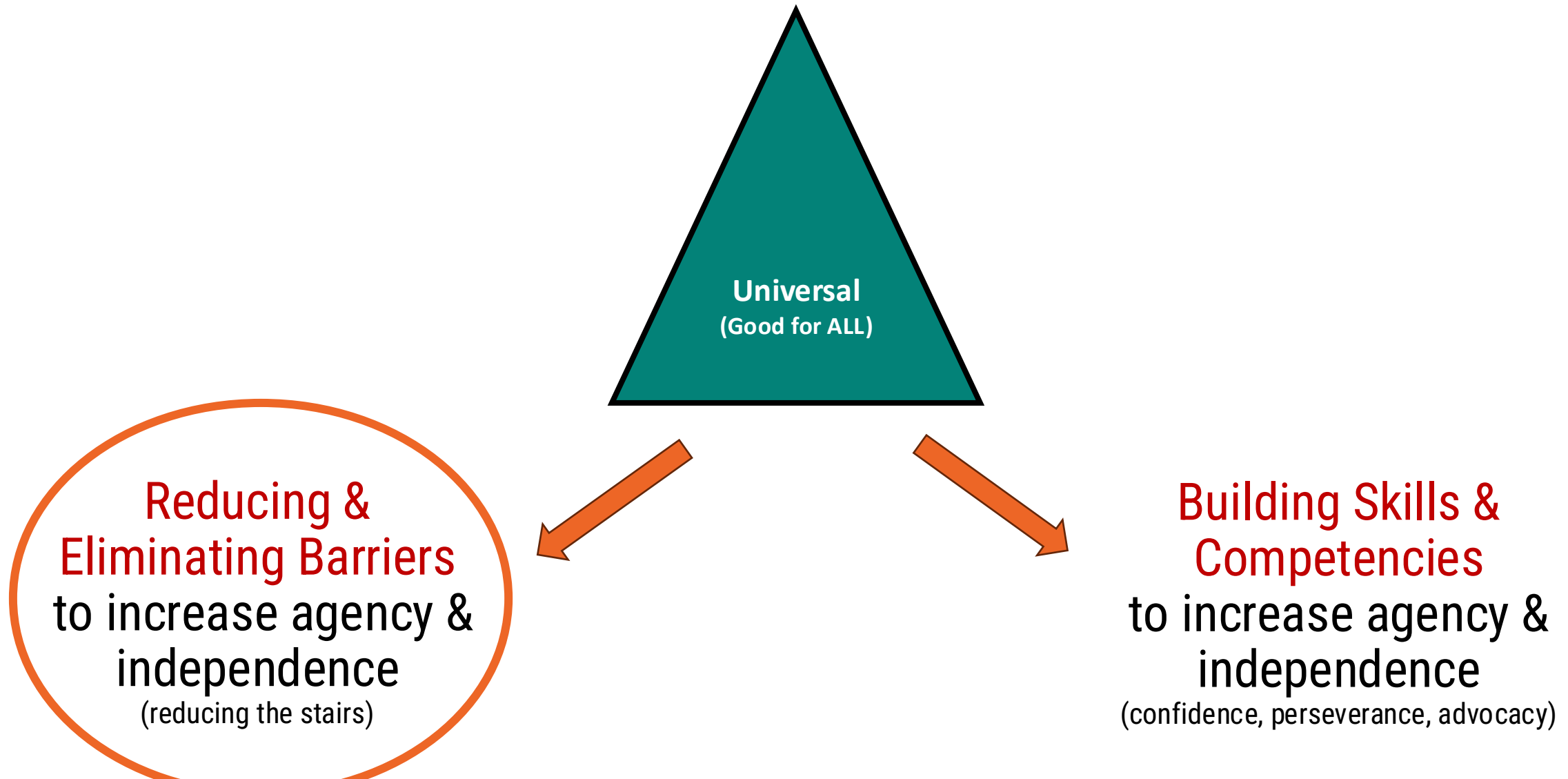
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# Universal Needs-Based Support

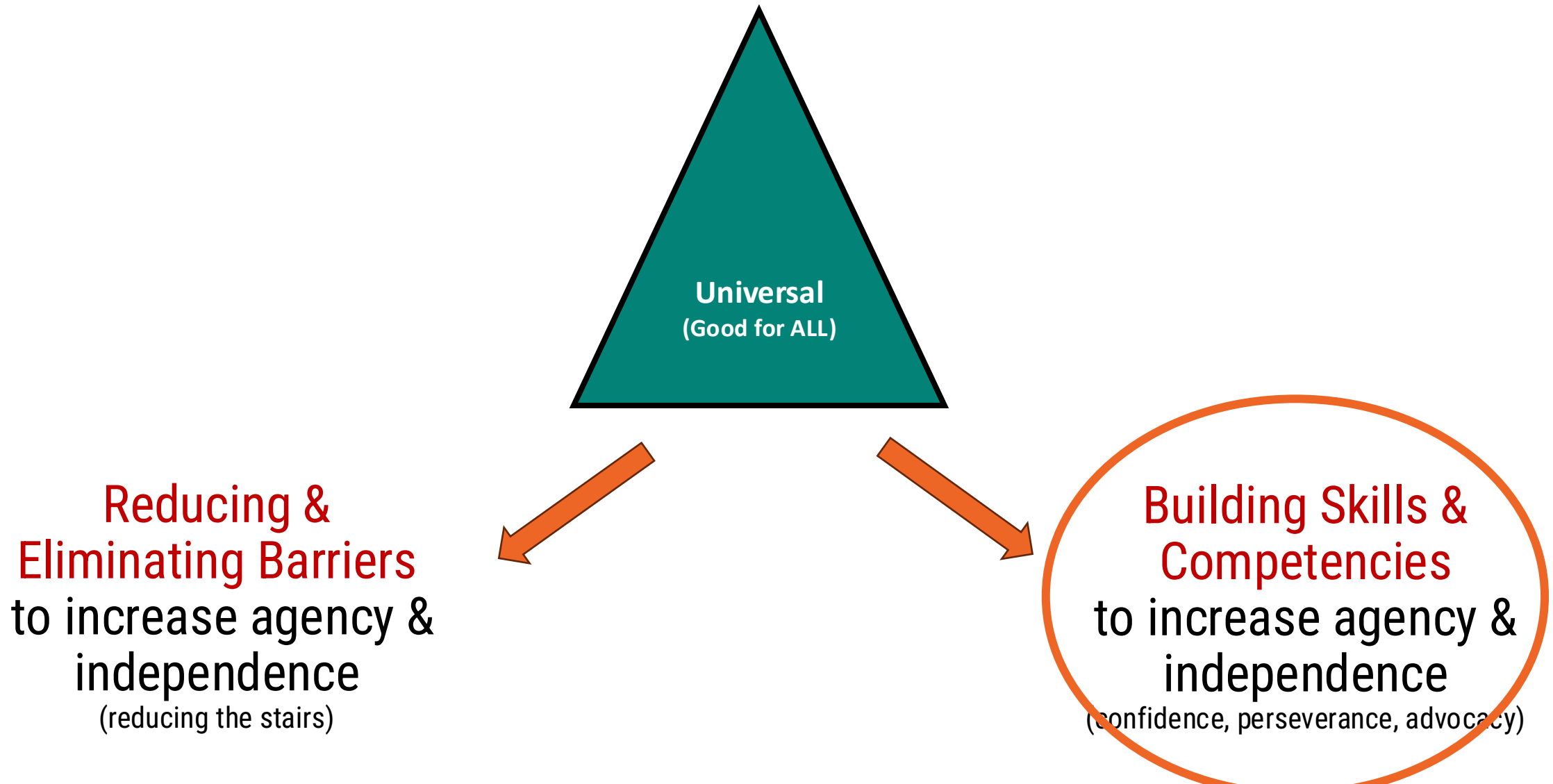


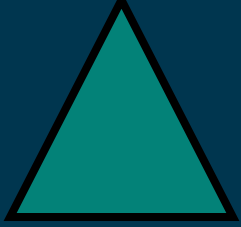
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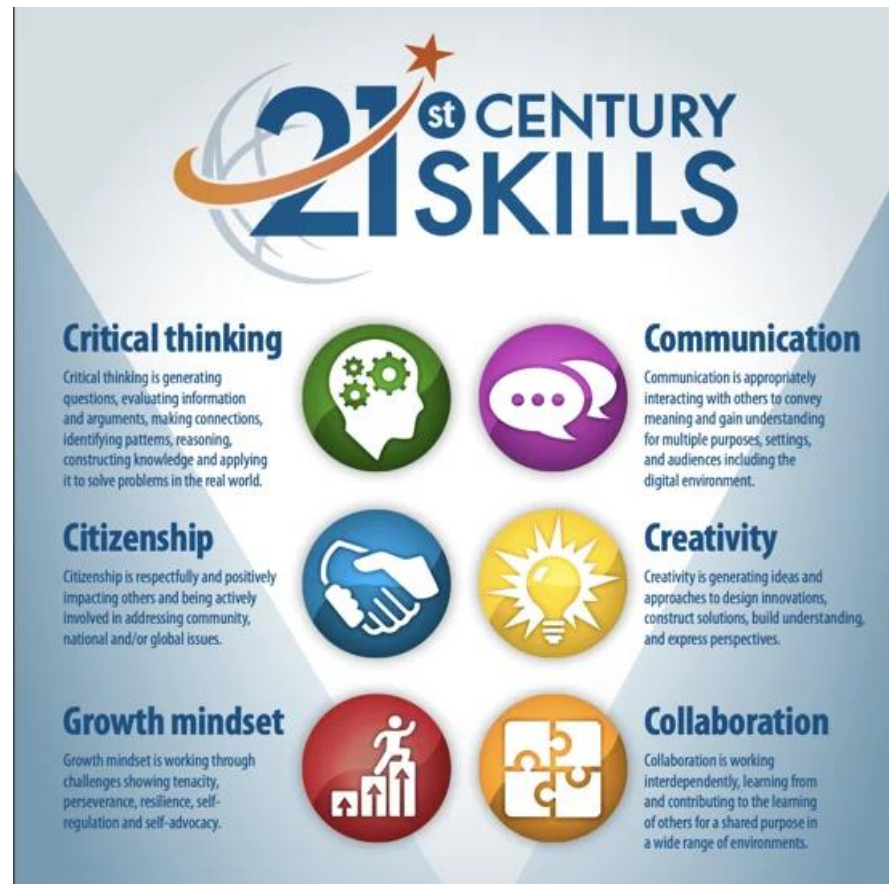
# Universal Needs-Based Support



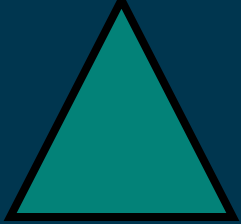


# Universal Needs-Based Support

**Building Skills & Competencies**  
to increase agency & independence

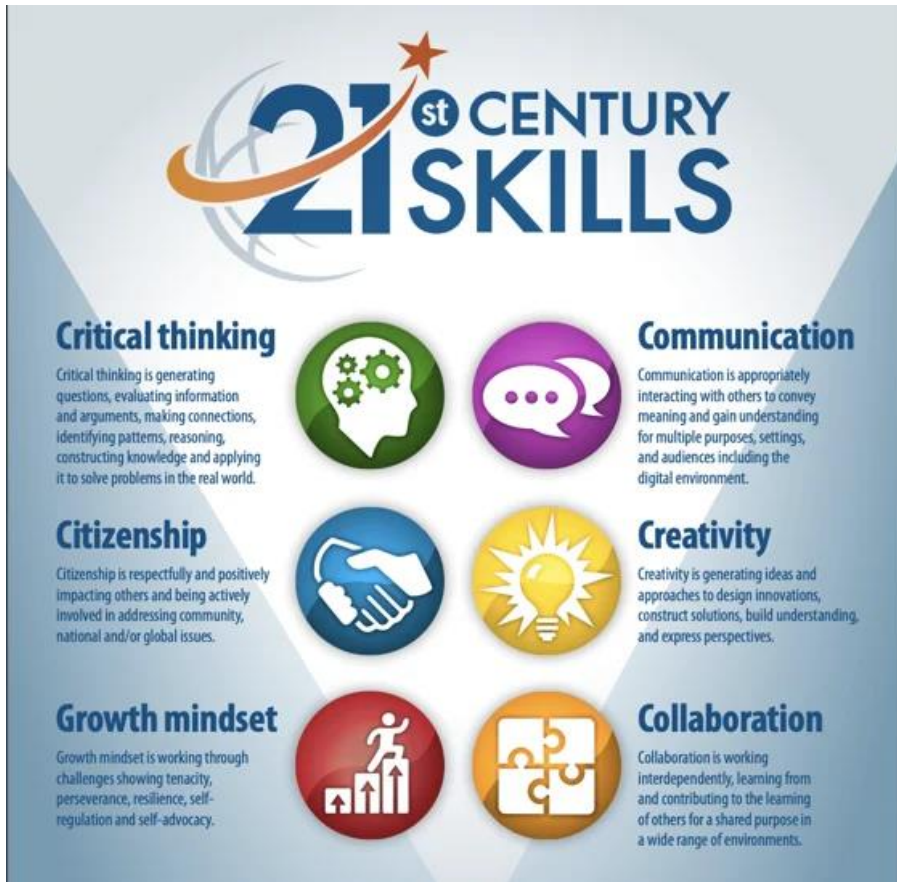






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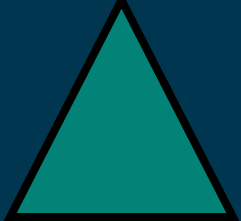


**Wisconsin doesn't have a single stand-alone "21st-Century Skills" standards document**

But! It does have:

- Career Readiness Standards
- Technology literacy standards
- SEL competencies

**We can use these standards to build skills in needs-based areas**

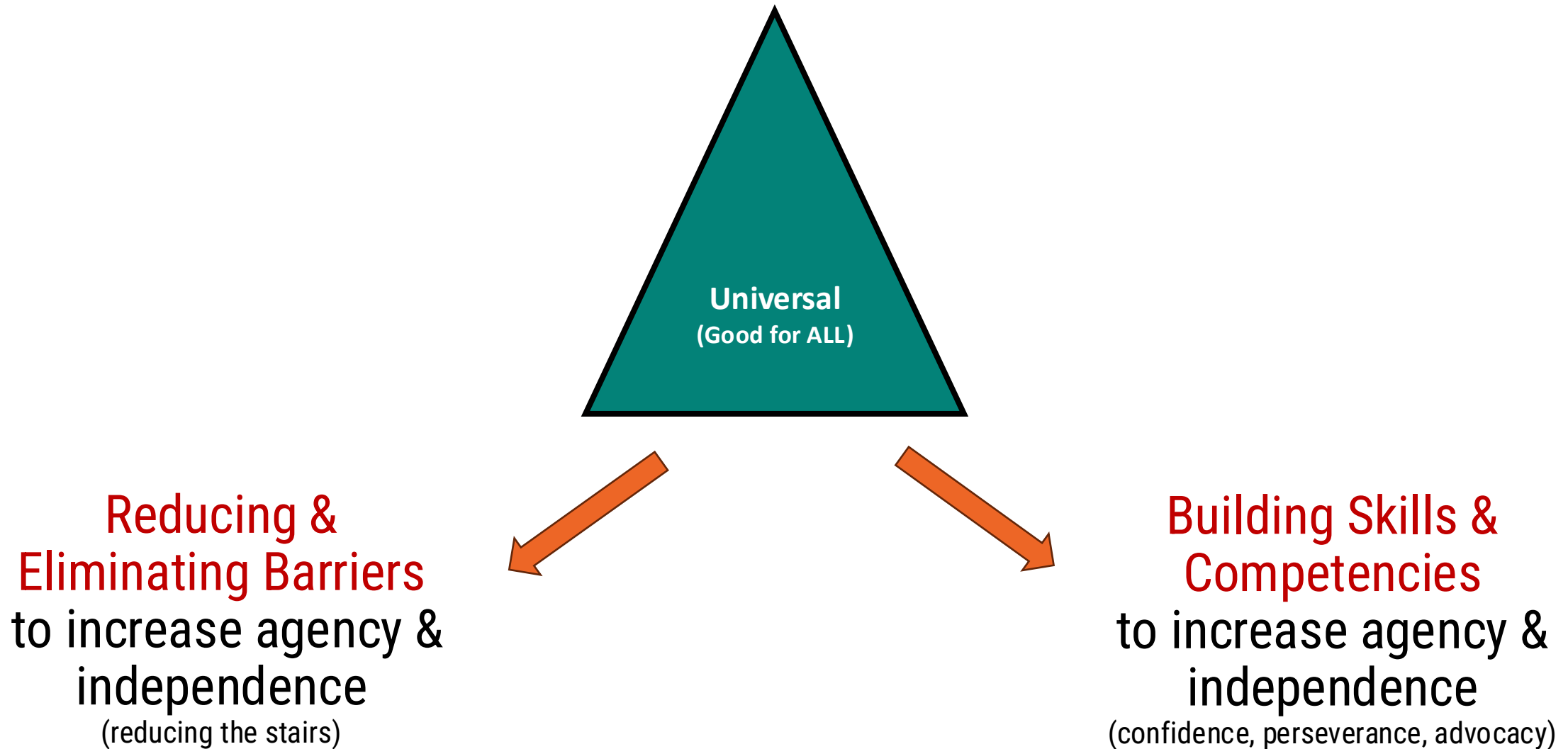


# Building Skills & Competencies to increase agency & independence

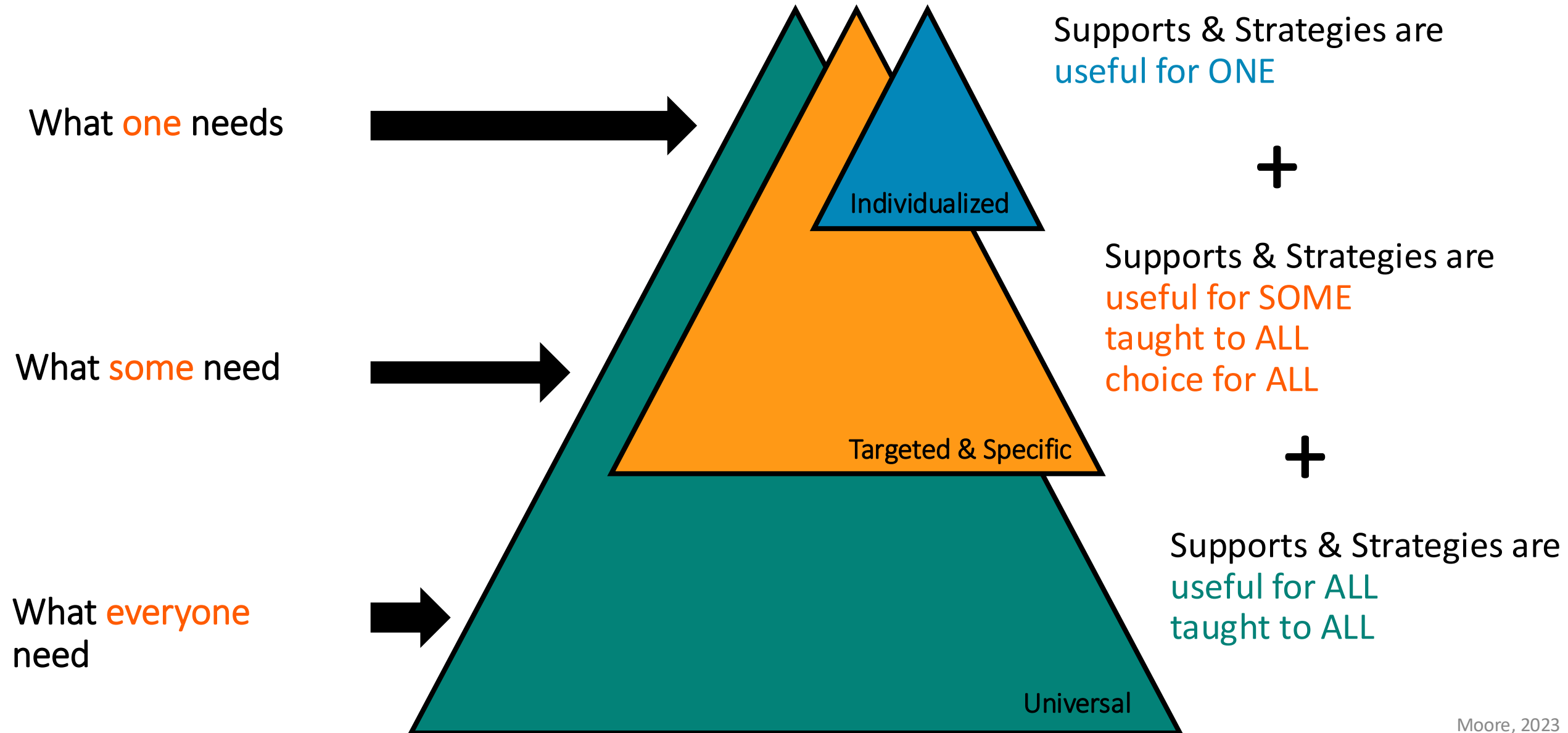
21st Century Skills & Competencies	Where it is reflected in Wisconsin's Standards	Links to Standards and Competencies
<b>Critical Thinking</b>	<ul style="list-style-type: none"><li>• Wisconsin Career Readiness Standards (WCRS)</li><li>• Information &amp; Technology Literacy Standards</li></ul>	<a href="#">Link</a> (WCRS) <a href="#">Link</a> (ITL) <a href="#">Link</a> (Standards) <a href="#">Link</a> (SEL) <a href="#">Link</a> (Literacy)
<b>Communication</b>	<ul style="list-style-type: none"><li>• Wisconsin Career Readiness Standards (WCRS)</li><li>• Academic Standards (e.g. ELA)</li><li>• Information &amp; Technology Literacy Standards</li></ul>	
<b>Creativity</b>	<ul style="list-style-type: none"><li>• Wisconsin Career Readiness Standards (WCRS)</li><li>• Information &amp; Technology Literacy Standards</li></ul>	
<b>Collaboration</b>	<ul style="list-style-type: none"><li>• Wisconsin Career Readiness Standards (WCRS)</li><li>• SEL Competencies</li><li>• Academic Standards (e.g. ELA)</li></ul>	
<b>Citizenship</b>	<ul style="list-style-type: none"><li>• Wisconsin Career Readiness Standards (WCRS)</li></ul>	
<b>Growth Mindset</b>	<ul style="list-style-type: none"><li>• Wisconsin Career Readiness Standards (WCRS)</li><li>• SEL Competencies</li></ul>	



# Universal Needs-Based Support



# Multiple Layers of Needs Based Support



# Staying Connected

Five Moore Minutes + 35 + 2mo

**McFarland 2025**  
Kowloon Junior School

**Wisconsin recommendations and must sees for Shelley**

**What is one thing you want to try for your class before next session?**

**What is one thing you want to try for your target student before next session?**

**What needs-based area do you want to target first for your class?**

**Defiant Quail**  
4 months ago  
Olbrich Botanical Gardens

**Whimsical Owl**  
4 months ago  
Getting students to engage in assessment choice

**Brilliant Stork**  
4 months ago  
Asking them more identity questions to get them interested in being at school.

**Al Johnson's**  
aljohnsons.com Restaurant & Butik

HOME

What needs-based area do you want to target for your class?

# Homework

1. Complete your needs-based reflection (you can do the whole class if you want!)
2. Choose one needs based area (enter it into the Padlet)
3. Take a look at these frameworks:
  - Universal Design for Learning (UDL) 3.0
  - Wisconsin Career Readiness Standards (WCRS)
  - Information & Technology Literacy Standards (ITL)
  - Wisconsin Collaborative for Academic, Social and Emotional Learning (CASEL)
  - Academic Standards that embed competencies & skills

# Next Session: March 6

September 26 - Kick Off – **Inclusion**: How do we do it?

September 26 - Session 1 - Getting to Know Students from a **strength-based perspective**

January 23: Session 2 - Making decisions to **reduce barriers** for ALL

March 6: Session 3 -Designing **needs-based** classroom support plans

March 6: Session 4 - Curricular Design Strategies: **Backwards Design**

April 17 : Session 5 - Curricular Design Strategies: Lesson Design through a **UDL** lens

April 17: Session 6 - Inclusive **Assessment**

April 17: **Celebration**

# Waterfall

- What is ONE useful idea from today?
- What is one thing you want to try back in your school/classroom?
- What is one thing you want to share with someone who is not here today?