

Shelley MOORE PH.D.



www.drshelleymoore.com



@drshelleymoore



@drshelleymoore.bksy.social



@drshelleymoore



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?

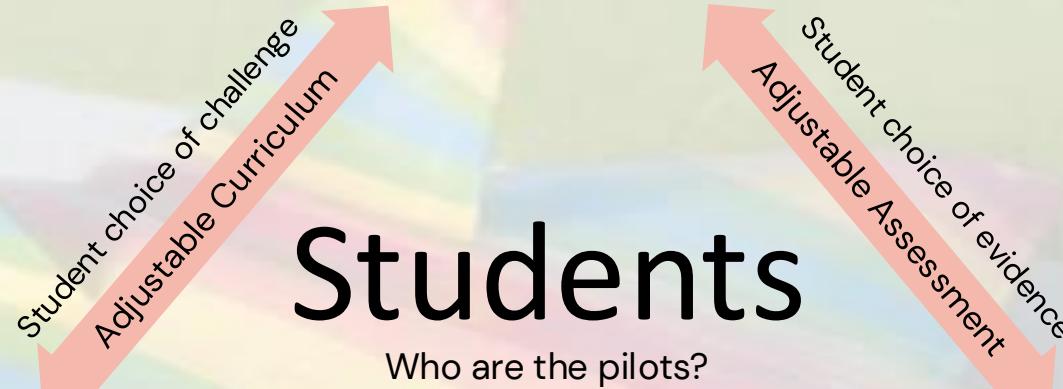
CURRICULUM & ASSESSMENT DESIGN

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

NEEDS BASED DESIGN

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

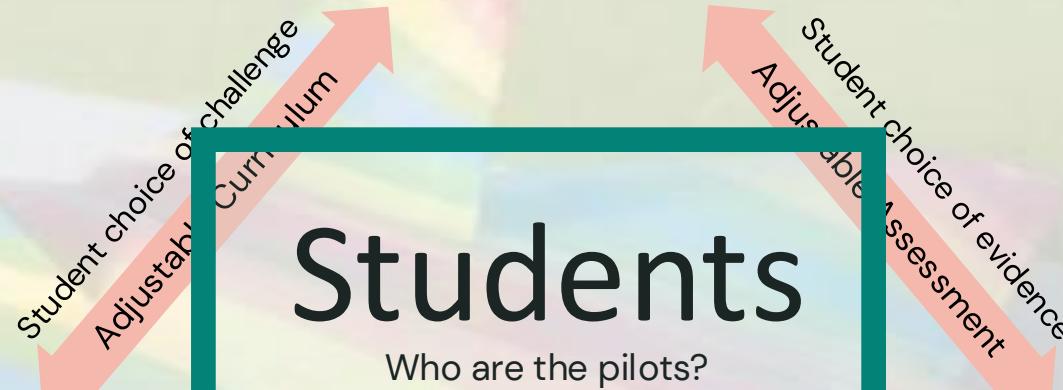
Students

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

Adjustable Supports & Strategies
Student choice of tools and actions

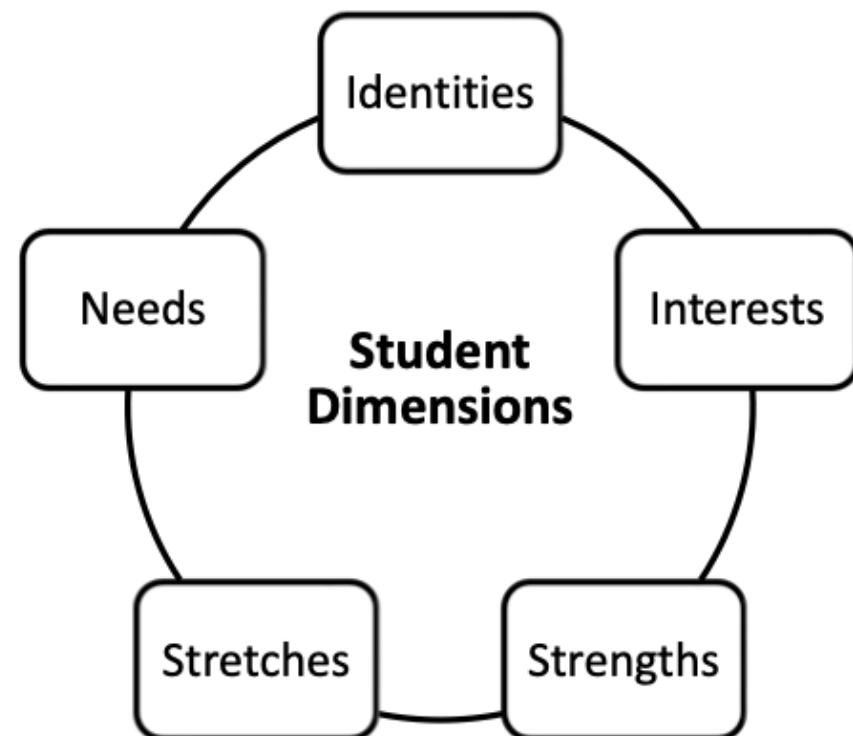
INSTRUCTIONAL DESIGN

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				
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?		

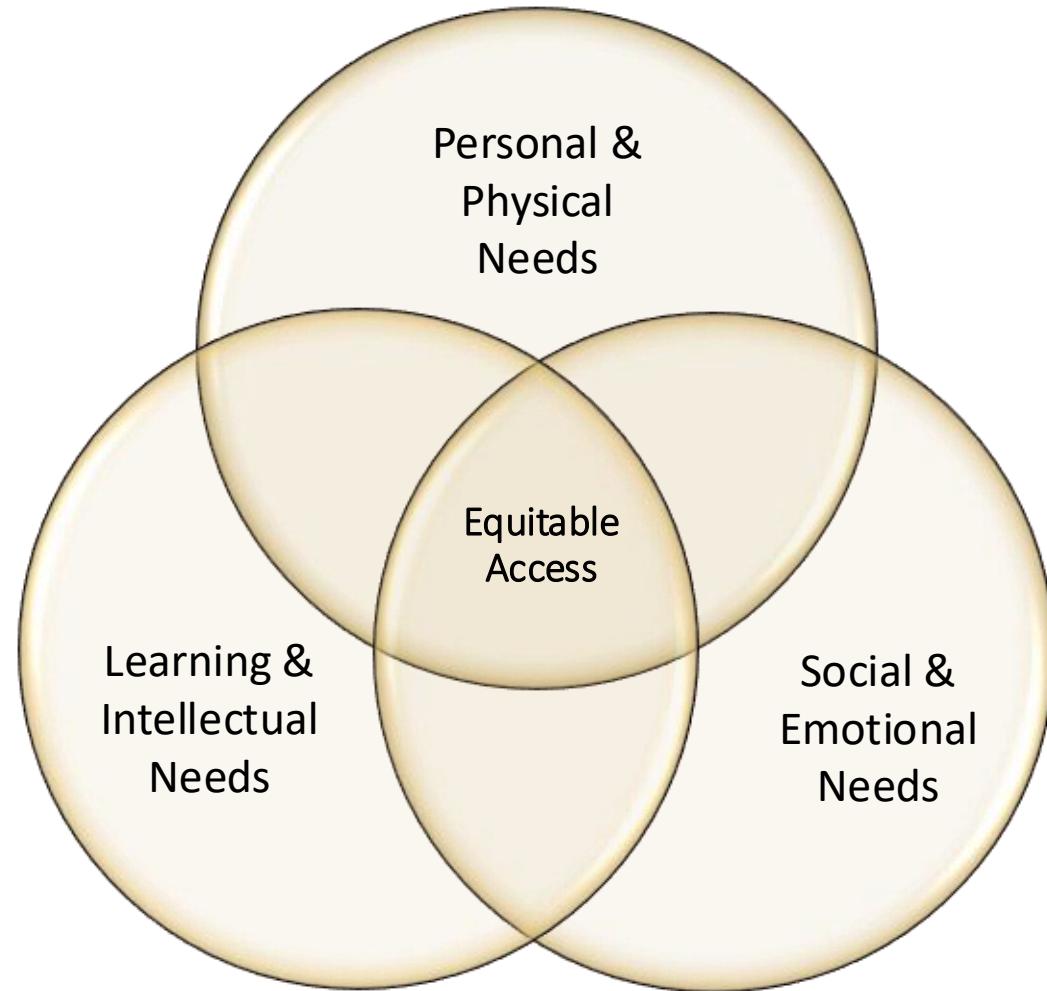
Reflecting on learning

- 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?

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?		

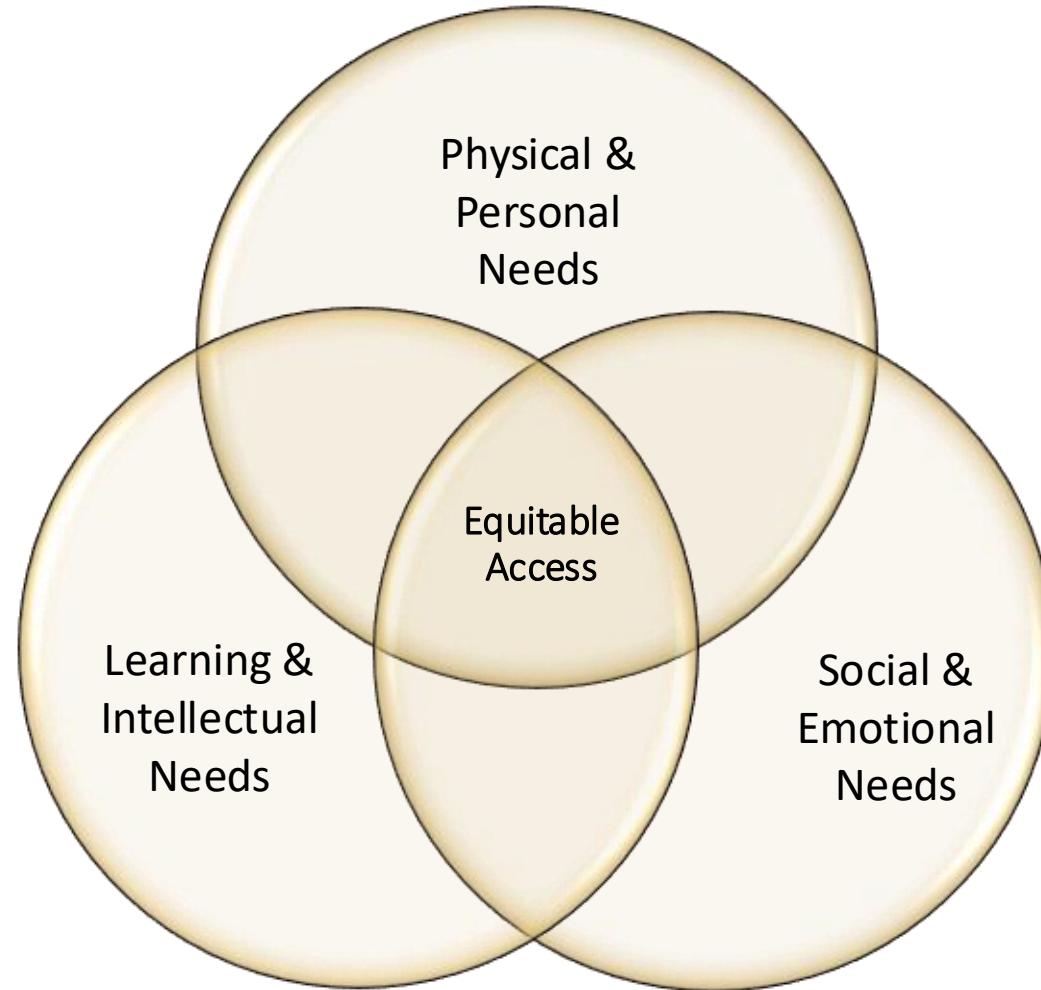
Class Review:		School Team:	Date:	
Class Dimensions				
Class Identities Student Perspectives: Team Perspectives:	Class Interests Student Perspectives: Team Perspectives:	Classroom Strengths Student Perspectives: Team Perspectives:	Classroom Stretches Student Perspectives: Team Perspectives:	
Class Needs				
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?		

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				
Executive Functioning	Attention & focus				
	Active memory				
	Impulse control				
	Task initiation				
	Organization				
	Time management				
	Planning & sequencing				
	Flexible thinking				
	Transitioning				
	Receptive communication				
Communication	Expressive 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
--------------------------------------	-----------------------------	--------------------------------	--------------------

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		
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

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			

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
--------------------------------	-------------------------------------	--------------------------	----------------

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



Shelley
MOORE PH.D.

Reducing Barriers



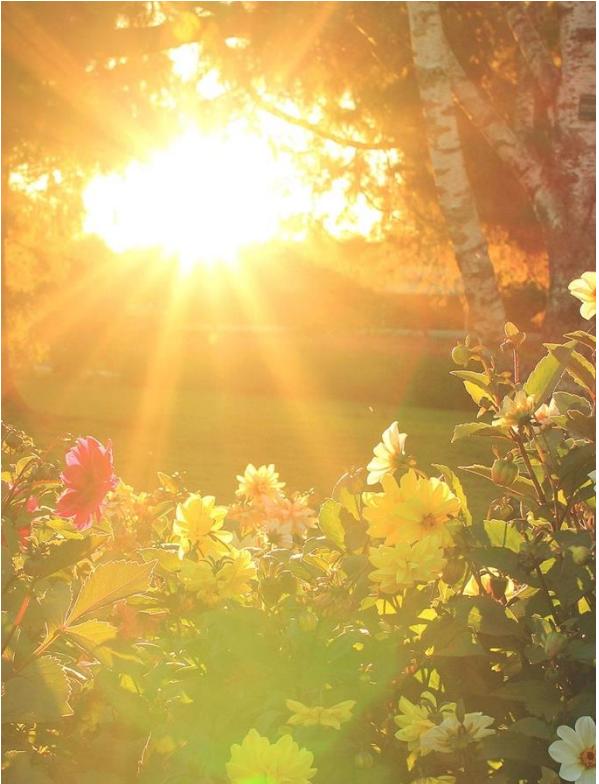
Supporting Needs



“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

Provide multiple means of
Engagement

Affective Networks
The "WHY" of Learning



Provide multiple means of
Representation

Recognition Networks
The "WHAT" of Learning



Provide multiple means of
Action & Expression

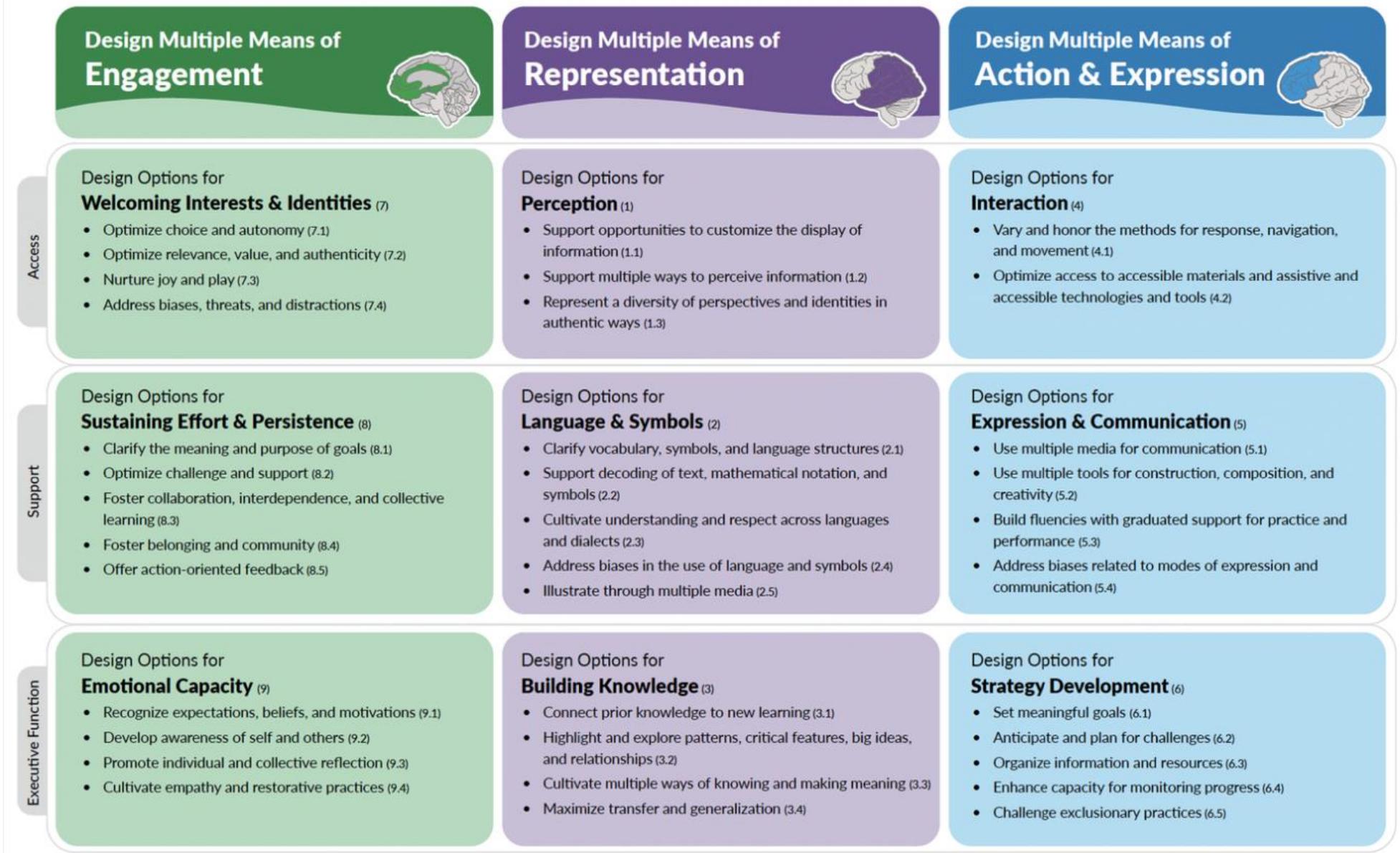
Strategic Networks
The "HOW" of Learning



All students
need to be
engaged

All students
need to
understand

All students
need to show
learning



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



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					
9 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



Multiple Layers of Needs Based Support

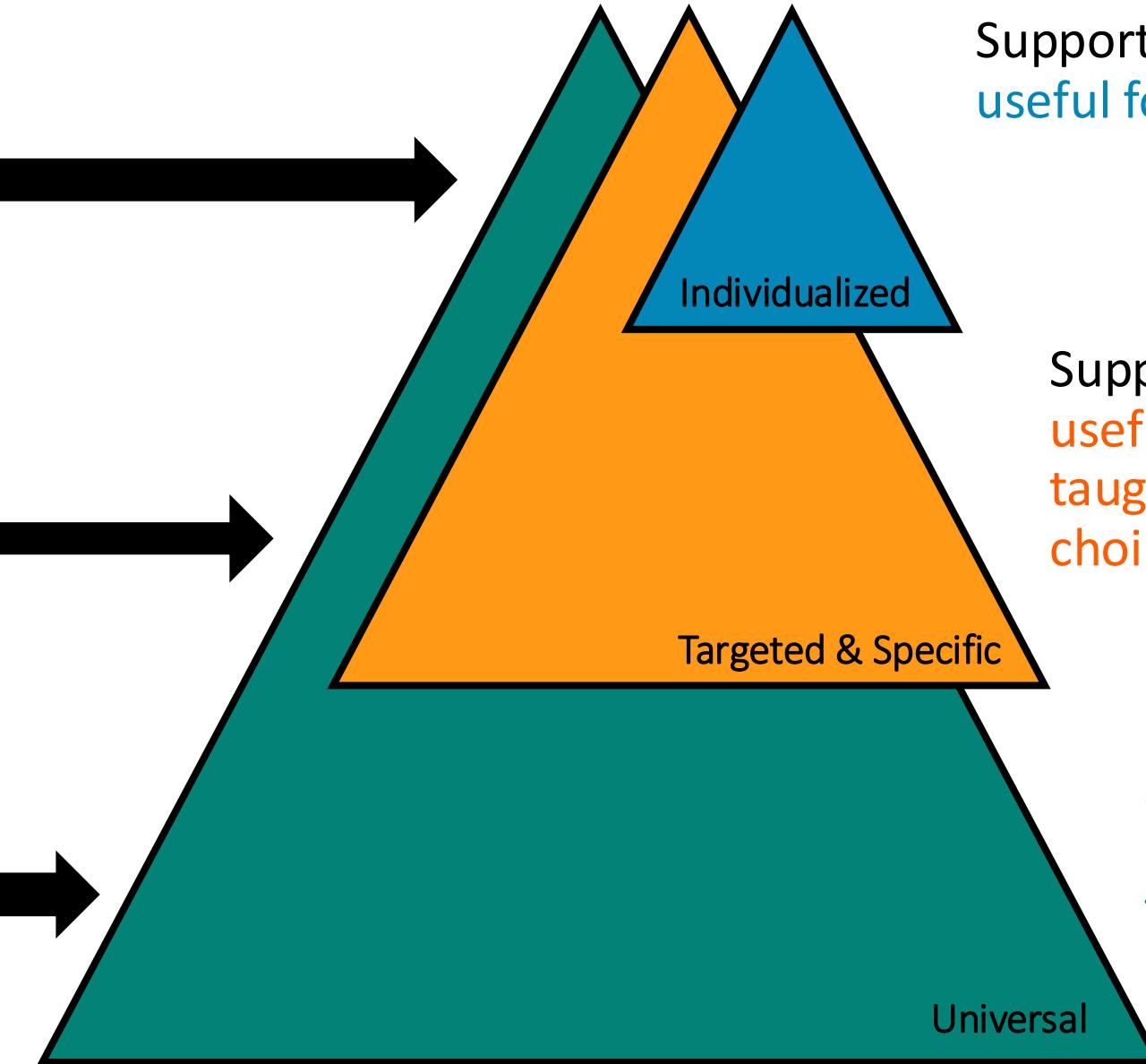
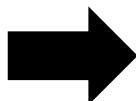
What **one** needs



What **some** need



What **everyone** need



Supports & Strategies are
useful for **ONE**

+

Supports & Strategies are
useful for **SOME**
taught to **ALL**
choice for **ALL**

+

Supports & Strategies are
useful for **ALL**
taught to **ALL**

Multiple Layers of Needs Based Support

What **one** needs



Individualized

Supports & Strategies are
useful for **ONE**



What **some** need



Targeted & Specific

Supports & Strategies are
useful for **SOME**
taught to **ALL**
choice for **ALL**



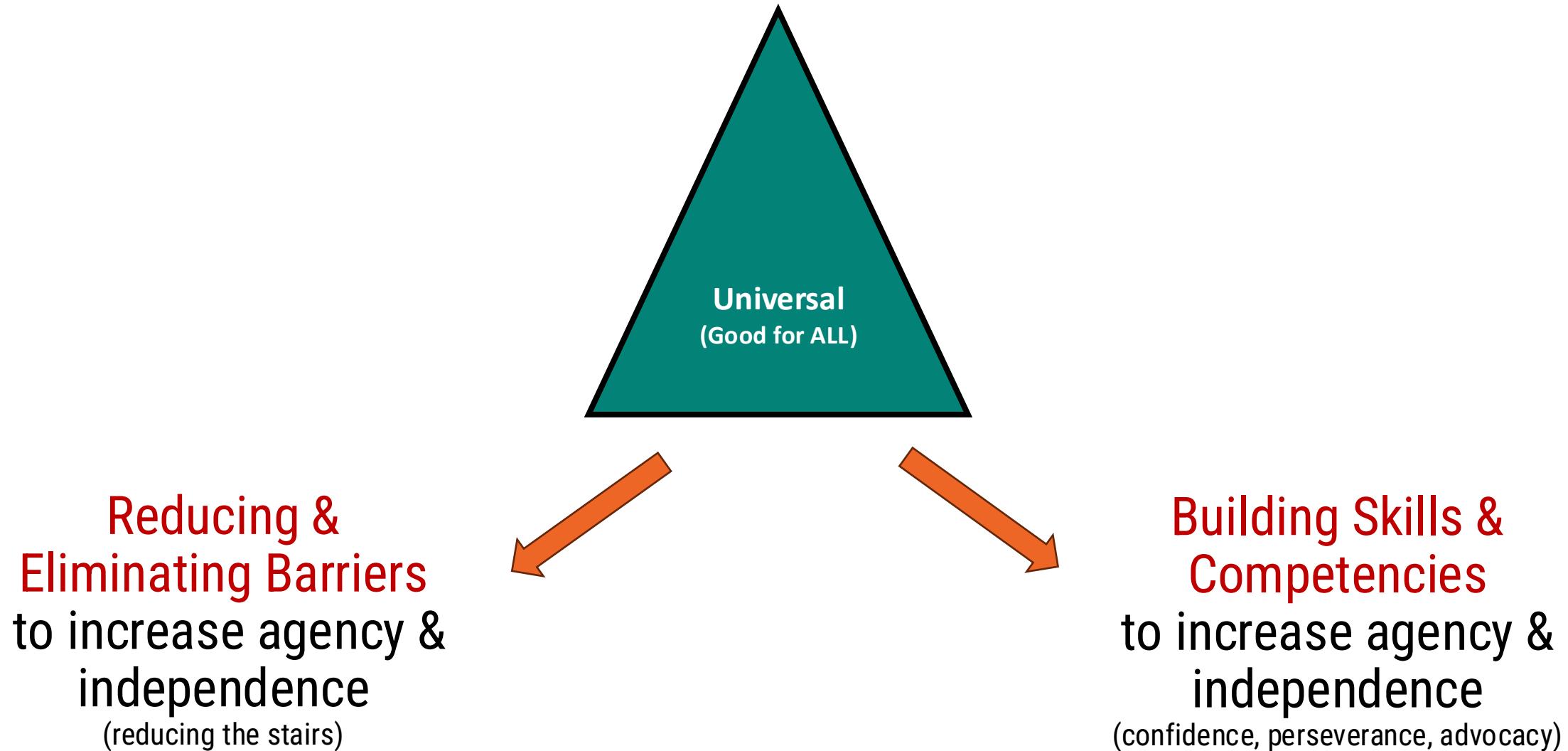
What **everyone**
need



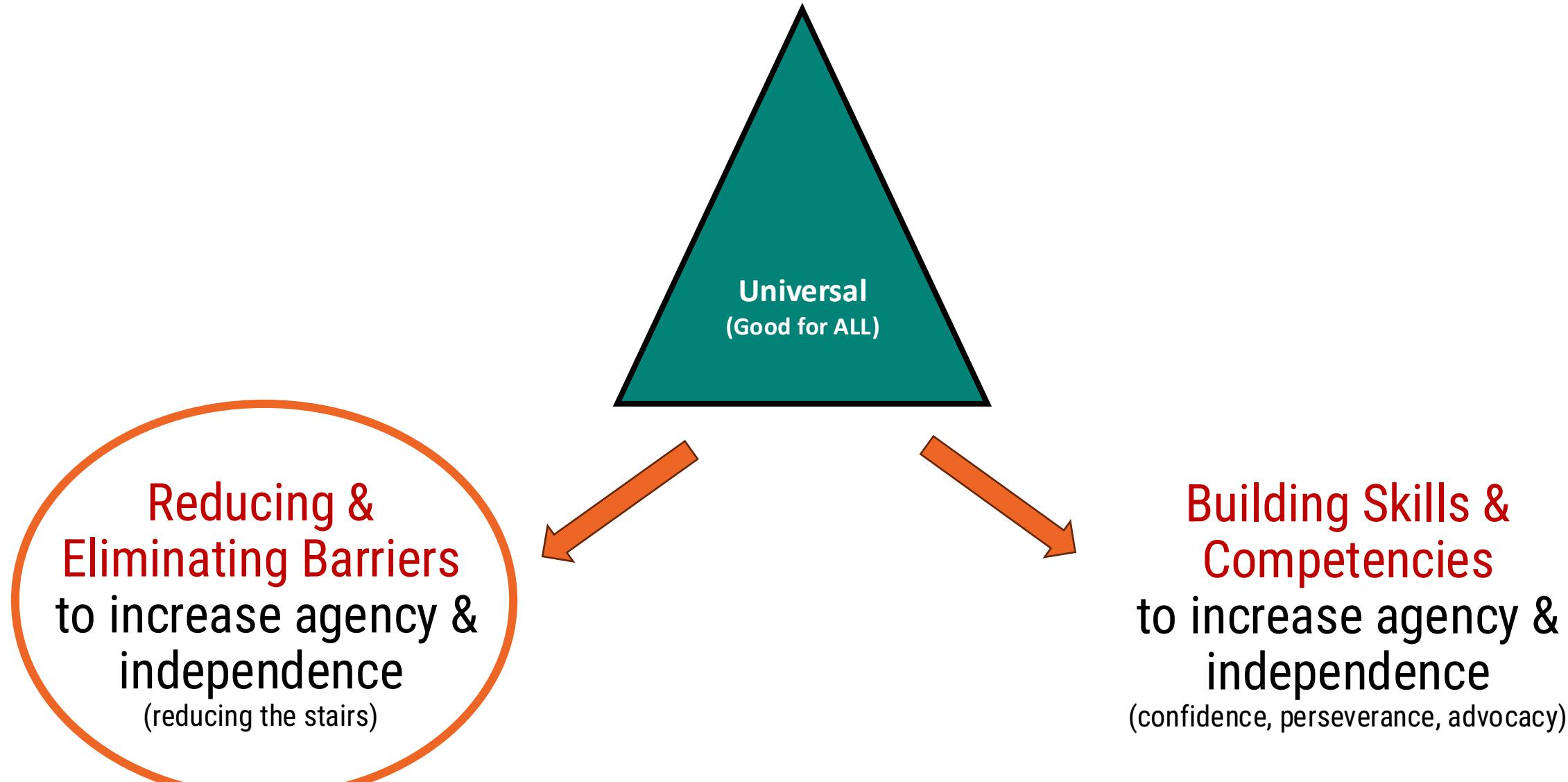
Universal

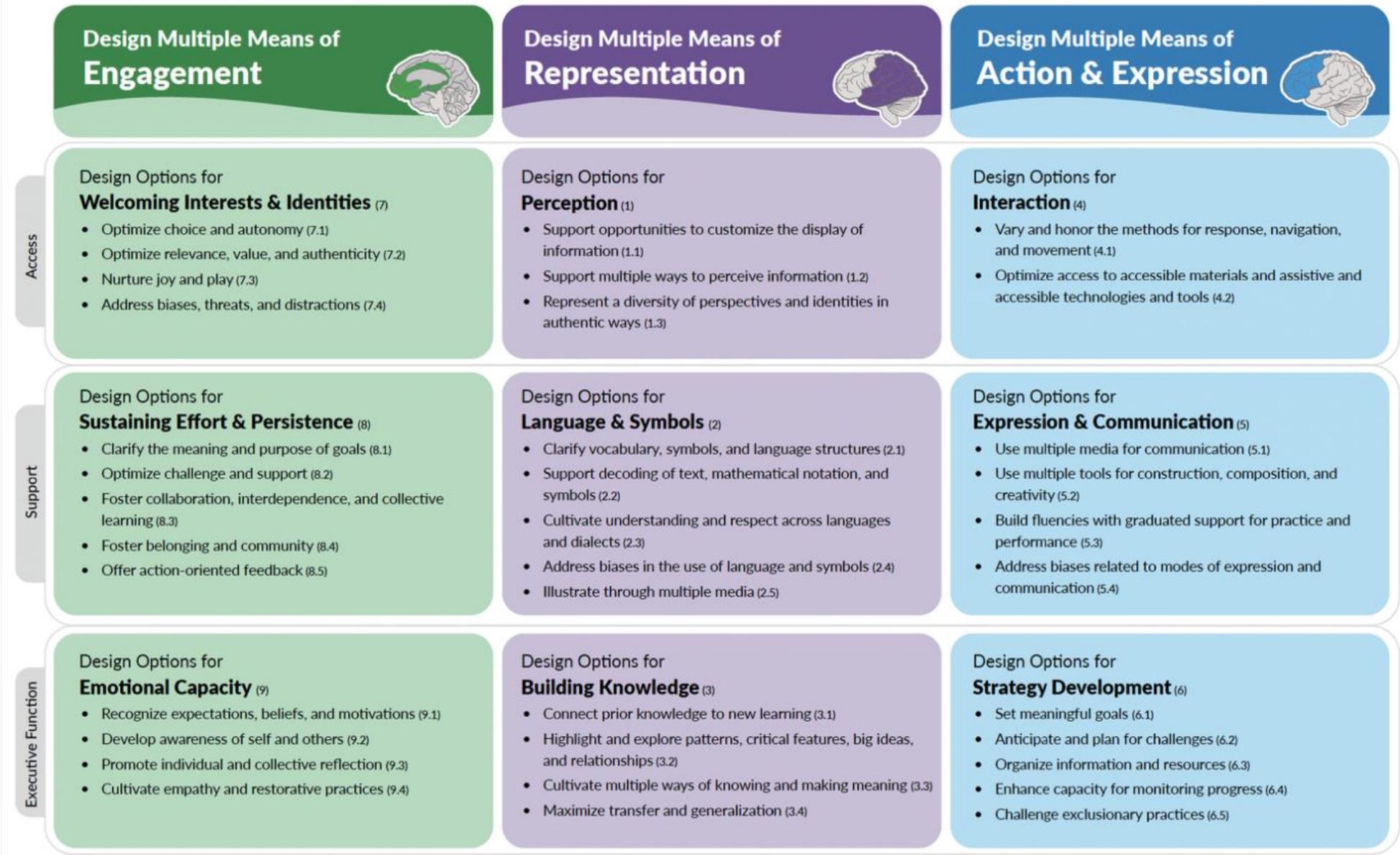
Supports & Strategies are
useful for **ALL**
taught to **ALL**

Universal Needs-Based Support

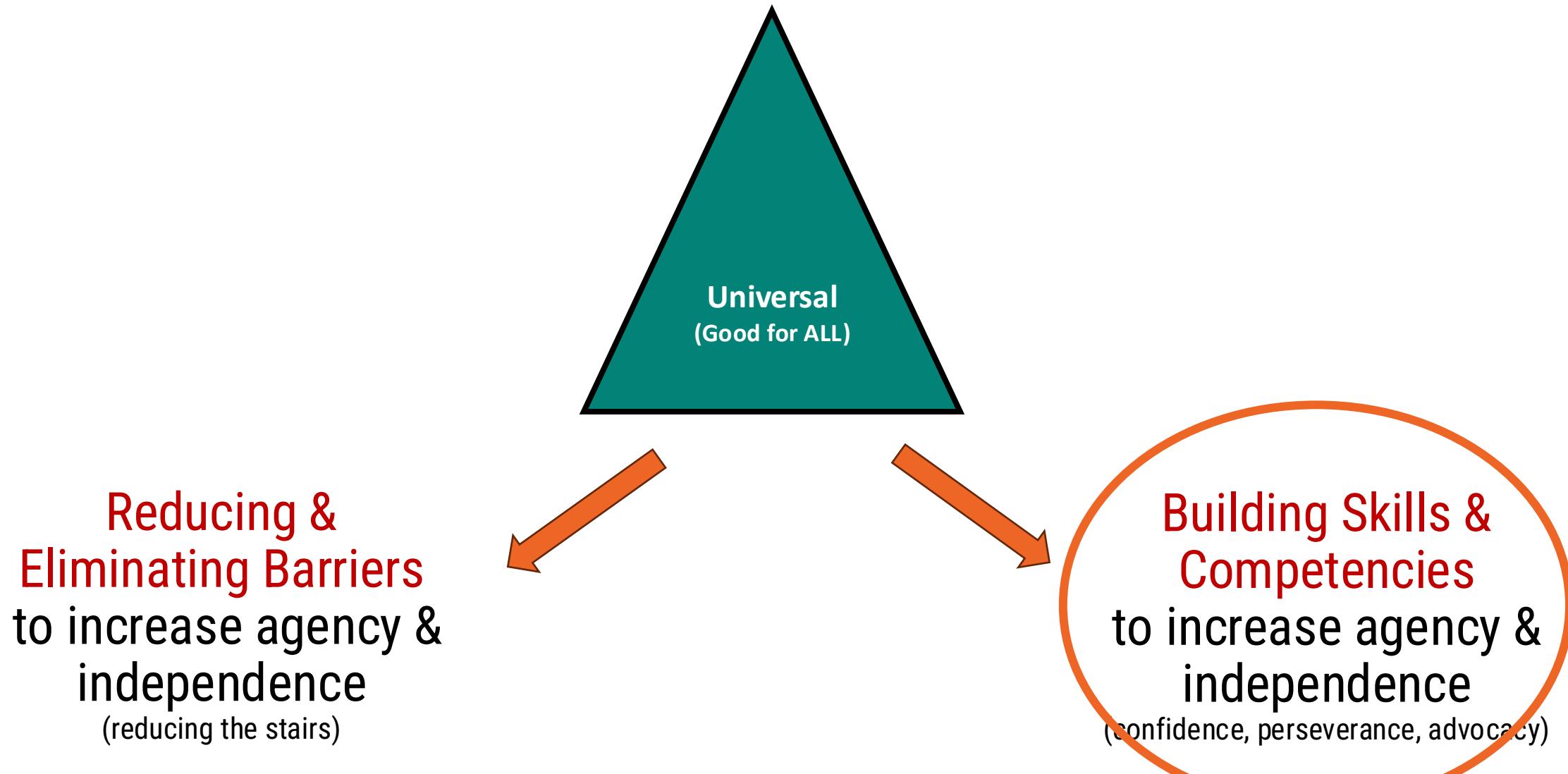


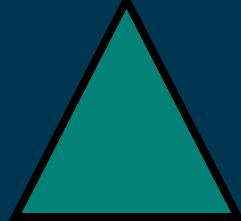
Universal Needs-Based Support





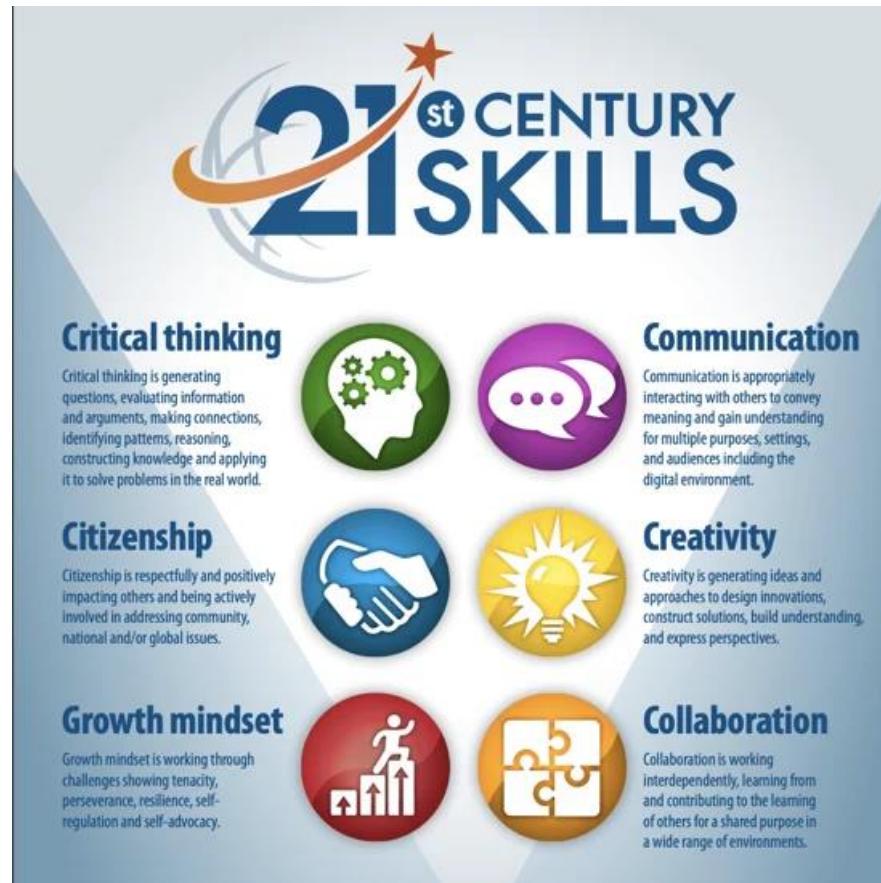
Universal Needs-Based Support

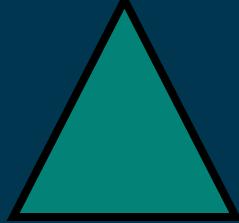




Universal Needs-Based Support

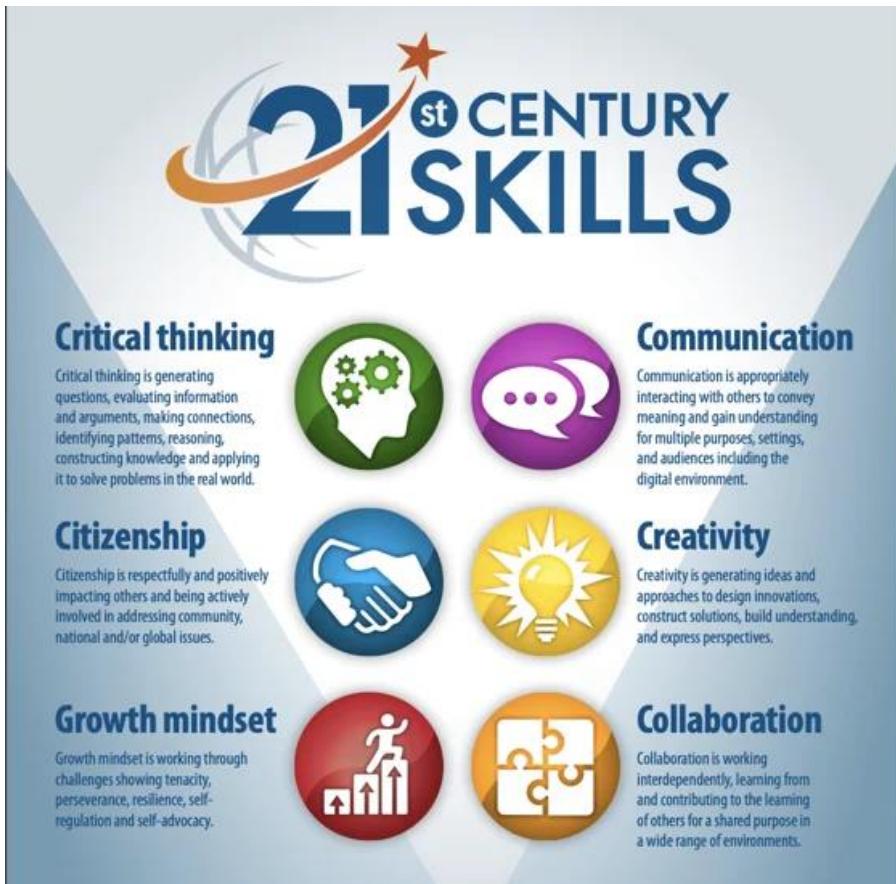
Building Skills & Competencies
to increase agency & independence





Universal Needs-Based Support

Building Skills & Competencies
to increase agency & independence

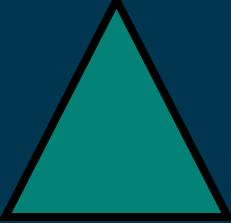


**Wisconsin doesn't have a single stand-alone
“21st-Century Skills” standards document**

But! It does have:

- Career Readiness Standards
- Technology literacy standards
- SEL competencies

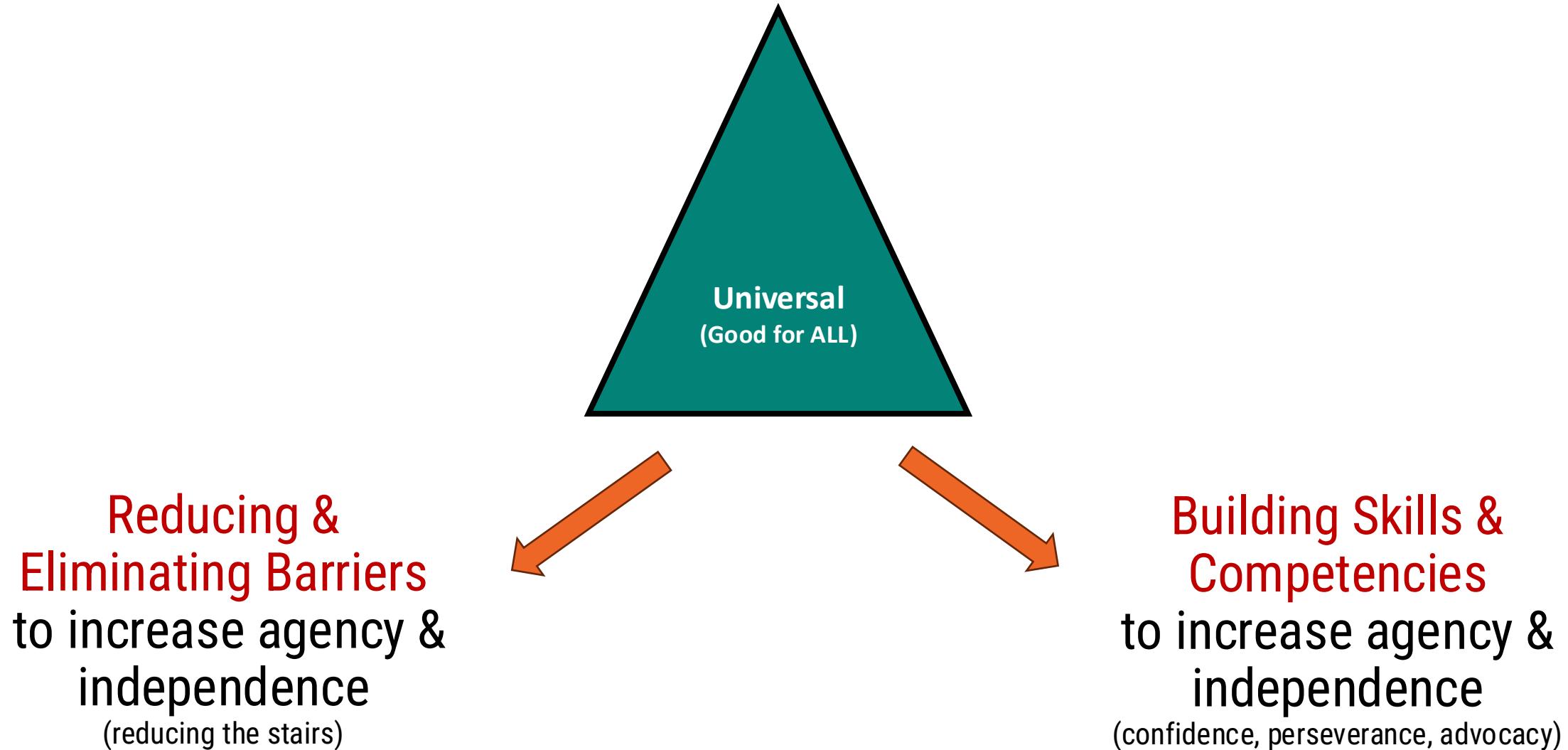
**We can use these standards to build skills in
needs-based areas**



Building Skills & Competencies to increase agency & independence

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

Universal Needs-Based Support



Multiple Layers of Needs Based Support

What **one** needs



Individualized

Supports & Strategies are
useful for **ONE**



What **some** need



Targeted & Specific

Supports & Strategies are
useful for **SOME**
taught to **ALL**
choice for **ALL**



What **everyone**
need



Universal

Supports & Strategies are
useful for **ALL**
taught to **ALL**

Staying Connected

Five Moore Minutes + 35 • 2mo

McFarland 2025
Kowloon Junior School

s **o** **g** **M**

Wisconsin reccomoendations and must sees for Shelley

Defiant Quail 4 months ago
Olbrich Botanical Gardens

strengths, and building that into approaches to the curriculum

Out

Brilliant Stork 4 months ago
Getting students to engage in assessment choice

Asking them more identity questions to get them interested in being at school.

Defiant Quail 4 months ago
Olbrich Botanical Gardens

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

Asking them more identity questions to get them interested in being at school.

Al Johnson's 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?