Shelley MOORE PH.D.

www.drshelleymoore.com

@drshelleymoore

@drshelleymoore.bksy.social

@drshelleymoore

Dr. Shelley Moore

Our Plan Together

Kick Off – Inclusion: How do we do it?

Session 1 - Strength-based data collection

Today! - 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

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

Class Review:	School Team:	Date:

Class Dimensions

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

Checking in

What stands out from last session?

What have you tried/ want to try?

What are you noticing about your thinking and practice?

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?

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

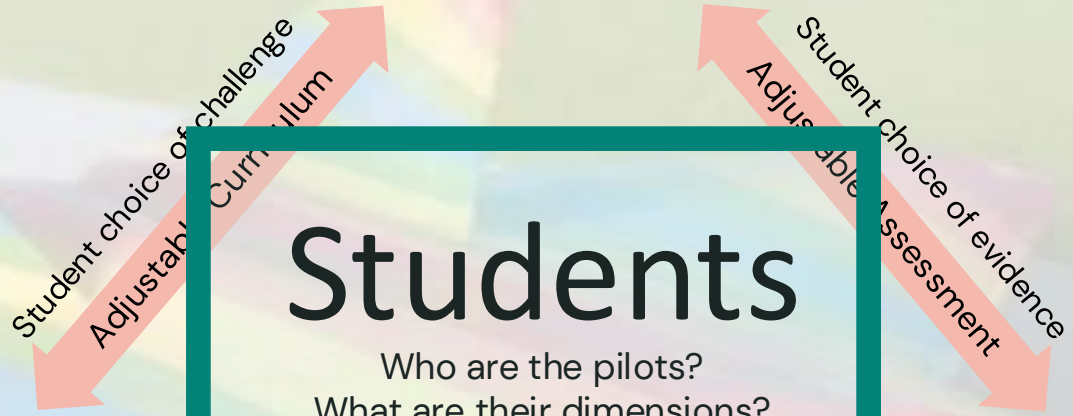
INSTRUCTIONAL DESIGN

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

Shelley MOORE PH.D.
2023

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?

Shelley MOORE PH.D.
2023

The Five Dimensions

We cannot design for who a student isn't.

Moore,

Class Review:	School Team:	Date:

Class Dimensions

Class Identities	Class Interests	Classroom Strengths	Classroom Stretches
Student Perspectives: *Team Perspectives:*	*Student Perspectives:* *Team Perspectives:*	*Student Perspectives:* *Team Perspectives:*	*Student Perspectives:* *Team Perspectives:*

Class Needs

Need:	Need:	**Need:**	**Need:**	**Need:**

Team Goals

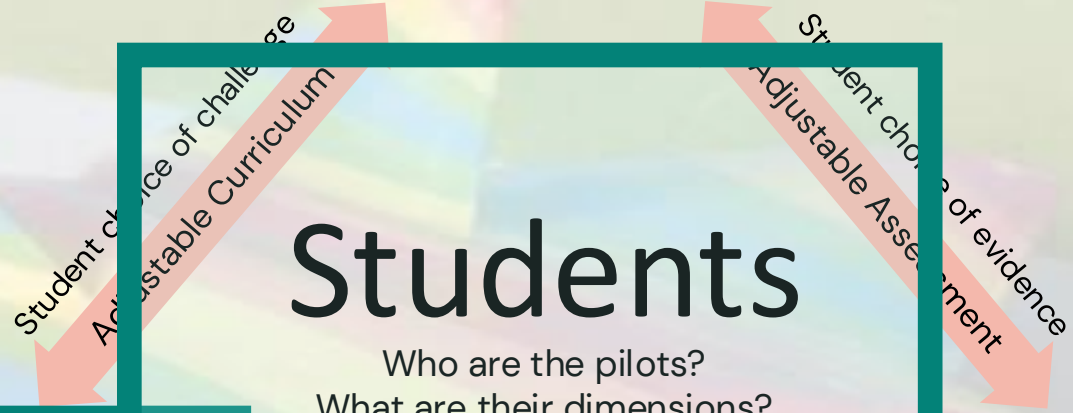
Some big questions and/or goals that we have for this class:

Team Reflections & Decisions

What works well for this class?	What else can we do to reduce barriers for this class?

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?

Adjustable Supports & Strategies

Student choice of tools and actions

INSTRUCTIONAL DESIGN

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

Shelley MOORE PH.D.
2023

What is a barrier?

What is a need?

Shelley MOORE PH.D.

2023

Shelley MOORE PH.D.

2023

Reducing Barriers

Supporting Needs

Shelley MOORE PH.D.

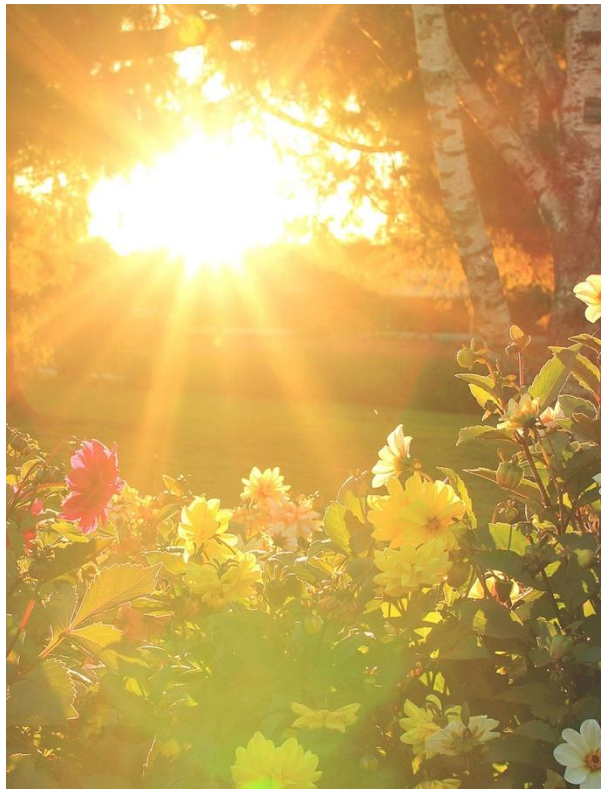
2023

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

–Alexander den Heijer

Shelley MOORE PH.D.
2023

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



All plants need light

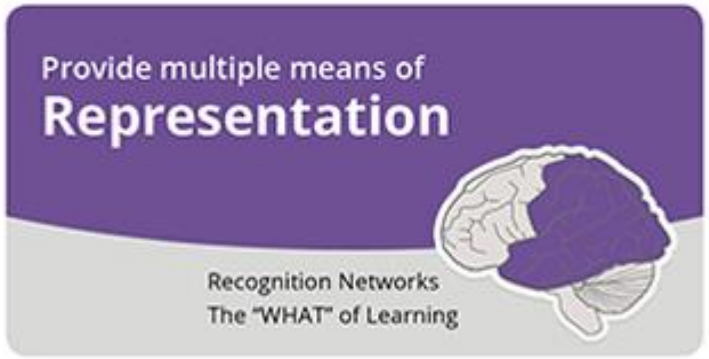
All plants need moisture

All plants need space

Shelley MOORE PH.D.
2023

Universal Design for Learning 3.0

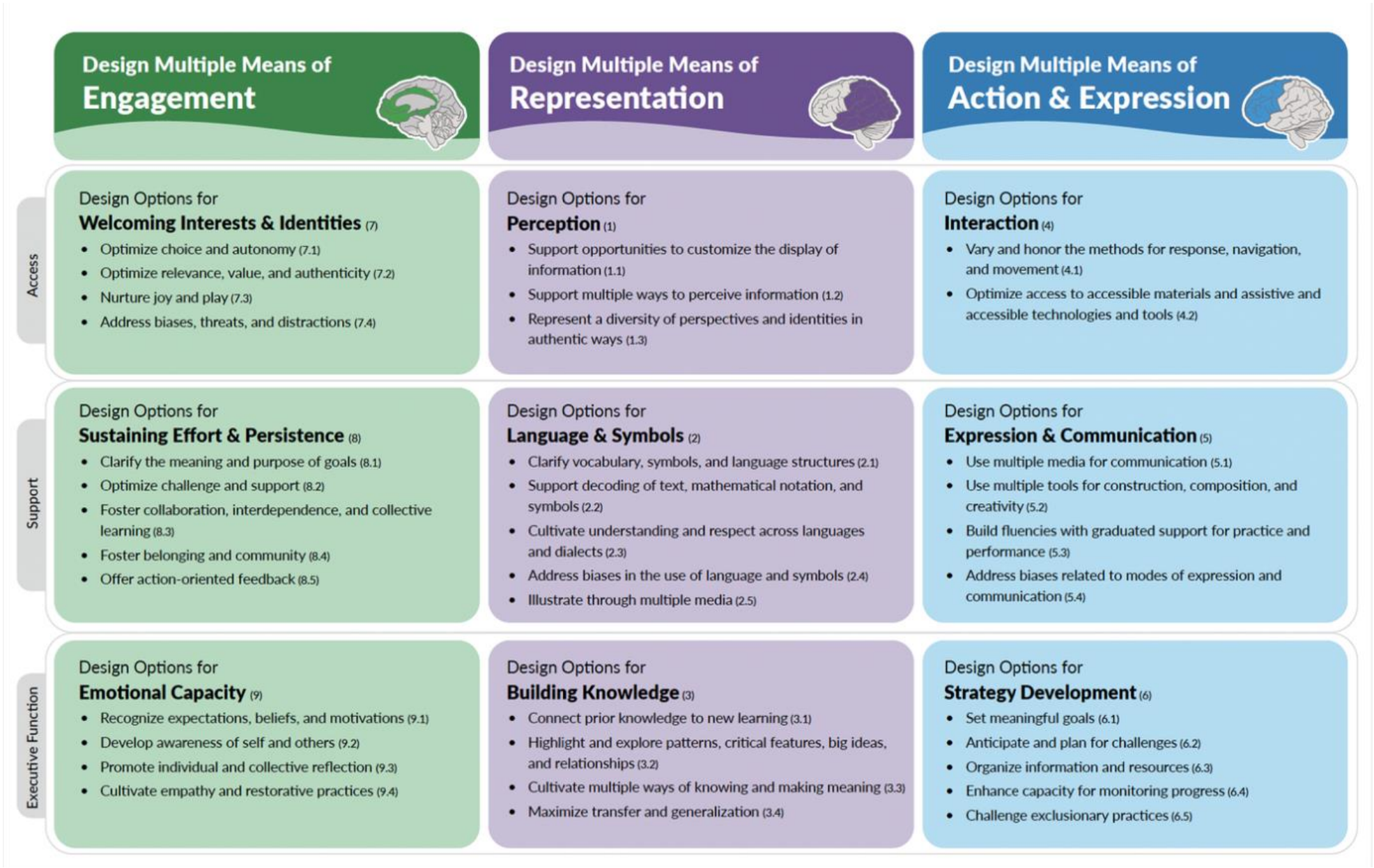
All students need to be engaged



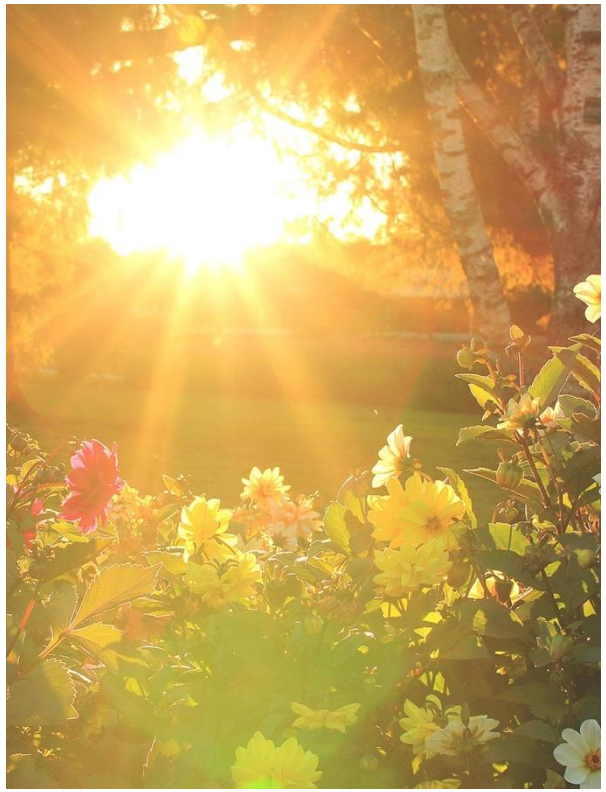
All students need to understand

All students need to show learning

See: https://udlguidelines.cast.org/



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



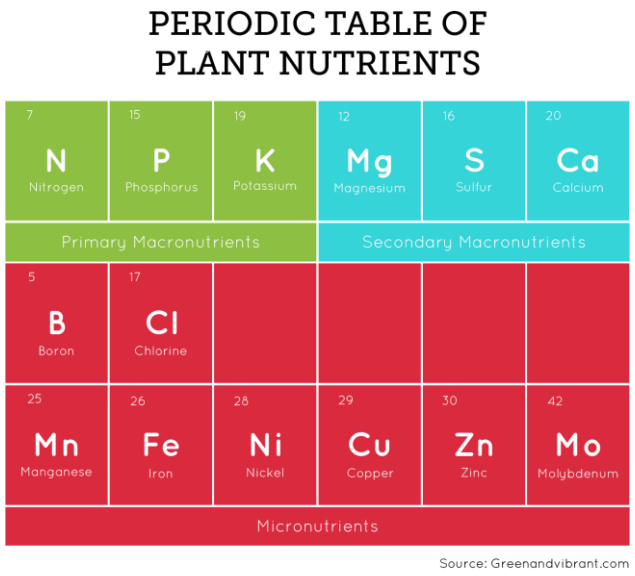
All plants need light

All plants need moisture

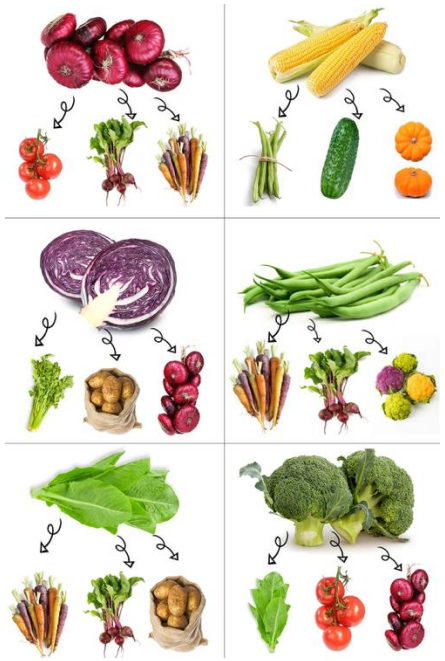
All plants need space

Shelley MOORE PH.D.
2023

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



Some plants need added nutrients



Some plants need companions

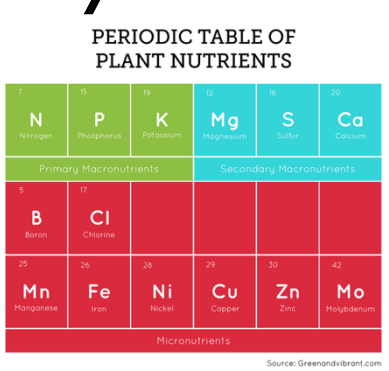
Shelley MOORE PH.D.
2023

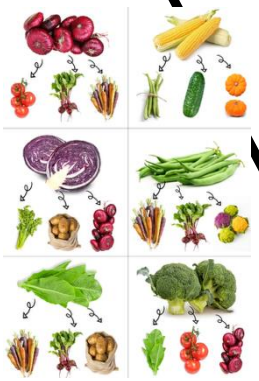
THEN! Determine the needs of individuals and anticipate the supports & strategies that they will require in individualized ways

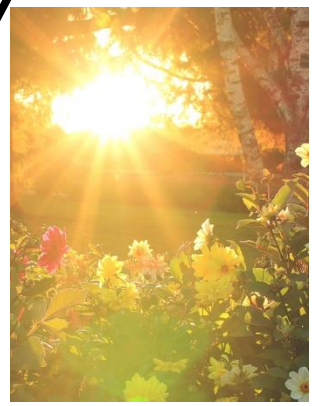
A few plants may need very specific temperatures and humidity levels

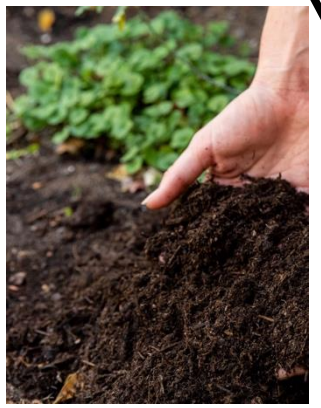
Shelley MOORE PH.D.
2023

MULTIPLE LAYERS OF SUPPORT









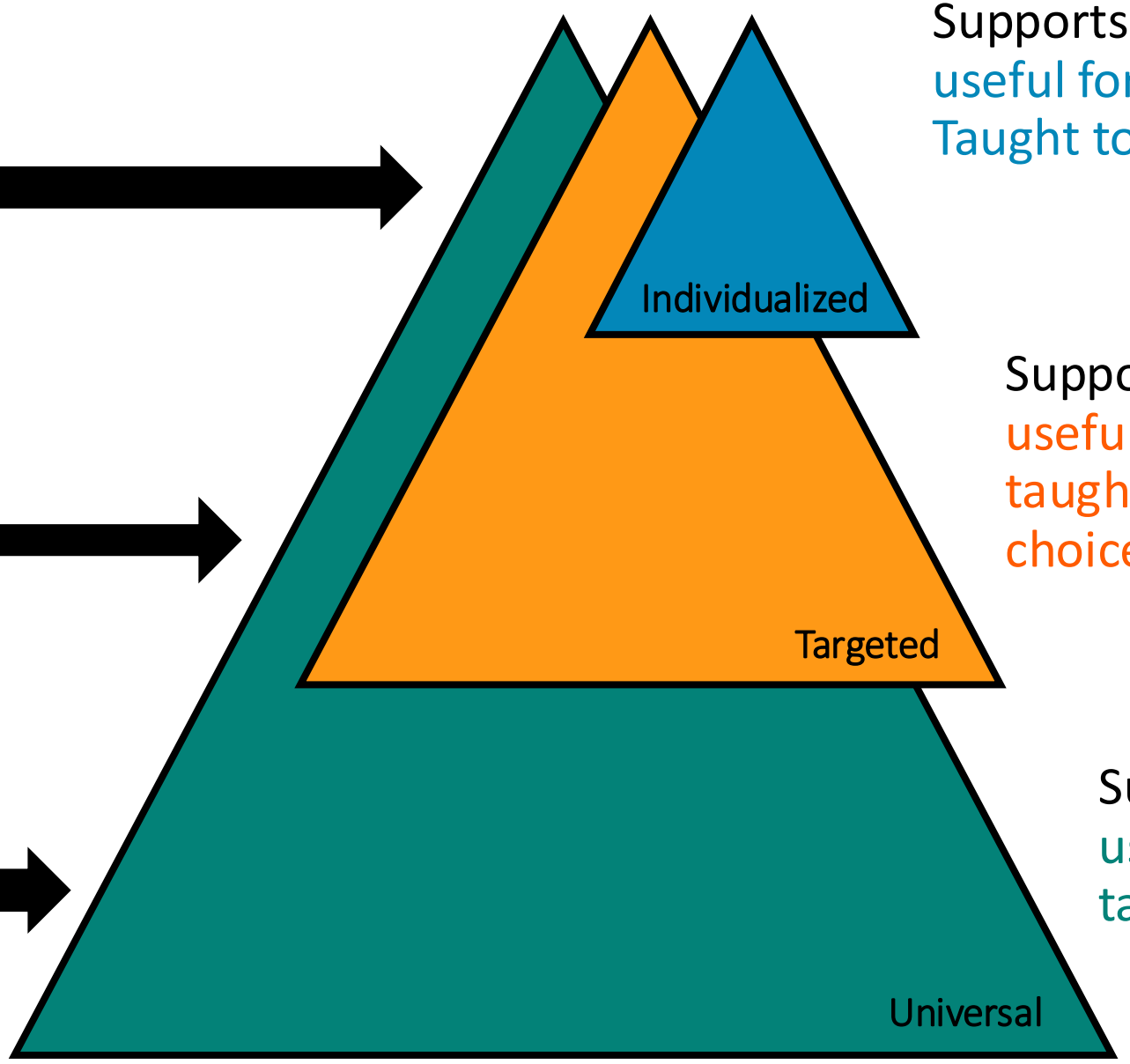
Shelley MOORE PH.D.
2023

Multiple Layers of Needs Based Support

What one needs

What some need

What everyone/most need



Supports & Strategies are
useful for ONE
Taught to ALL

+

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

+

Supports & Strategies are
useful for ALL
taught to ALL

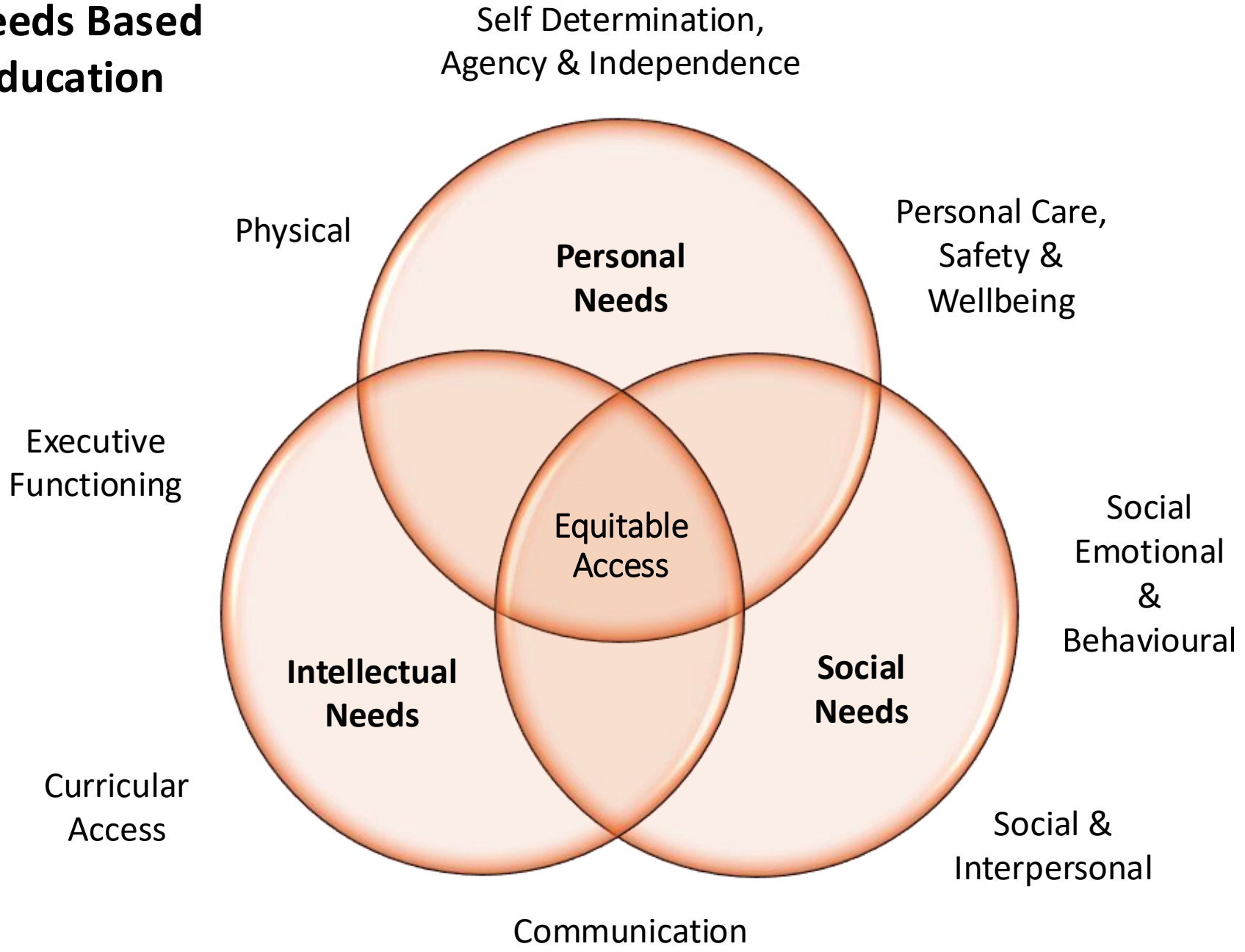
Moore, 2023

What are needs?

Shelley MOORE PH.D.

2023

Common Needs Based Areas in Education



Collaborative Needs-Based Reflection

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				
	Working memory				
	Impulse control				
	Task initiation				
	Organization				
	Time management				
	Planning & sequencing				
	Flexible thinking				
	Transitioning				
Communication	Receptive communication				
	Expressive communication				
	Social communication				
	Nonverbal communication				
	Oral language				
	Augmented & Alternative Communication (AAC)				

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 access				
	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	Mobility				
	Motor skills (fine/gross)				
	Sensory regulation				
	Medical				
	Energy or stamina				
	Eating, feeding, and/or allergies				

Collaborative Needs-Based Reflection

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		
	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			

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

Class Review:	School Team:	Date:

Class Dimensions

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

Homework

Think abut ONE class

- Complete a collaborative needs- based reflection
- Prioritize the top 5 needs-based areas that you could respond to that would make the biggest impact on your class this year

Before next session:

- Choose 1 needs- based area to start with
- Complete the google form: https://forms.gle/dbNDuEjpS5jsX4a26