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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
- Feb 4., 2026
330–430 pm
Needs based support plan layer 2 & 3
- Feb. 25, 2026
330–430 pm
Building student ownership & agency
Teaching strategies
- Apr. 15, 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



How do we teach needs-based strategies in ways that build agency in students



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?

Our Process so far...

- 1. Determine a priority needs area for a class**
- 2. Choose a Core Competency that will build skills in this needs-based area**
- 3. Zoom into 3-5 competency goals that the class can focus on**
- 4. Determine how UDL can reduce barriers for this needs area**
- 5. Choose some specific supports and strategies that can be taught to the whole class to build student agency**
- 6. Individualize these supports and strategies for specific students in the class**

Class:		Teaching Team:		Year:	
Step 1: Determine Priority Needs Area: Transitioning					
Describe the Context		Classroom Needs Based Support Plan			
Step 2: Choose a Core Competency that will build skills in this needs based area					
Step 3: Zoom into 3-5 competency goals that the class can focus on					
Step 4: Determine how UDL can reduce barriers for this needs area					
Step 5: Choose some specific supports and strategies that can be taught to the whole class to build student agency					
Step 6: Individualize these supports and strategies for specific students in the class					

Class: Kindergarten		Teaching Team: SM & LM		Year: 2026	
Step 1: Determine Priority Needs Area: Transitioning					
Describe the Context		Classroom Needs Based Support Plan			
Step 2: Choose a Core Competency that will build skills in this needs based area		<ul style="list-style-type: none"> • Personal Awareness and Responsibility • Social Awareness & Responsibility 			
Step 3: Zoom into 3-5 competency goals that the class can focus on		<ul style="list-style-type: none"> • Par 2D - I can use strategies to help me manage my feelings and emotions • Par 2G - I can participate in activities that support my wellbeing • SAR 2E - I can solve problems myself and ask for help when I need it • SAR 2G - I can be part of a group and invite others to join • SAR 2B - I can work and play cooperatively 			
Step 4: Determine how UDL can reduce barriers for this needs area		6.2 Anticipate and plan for challenges	Consistent transition plan e.g. Stop-save-move-start Pre teach what might be tricky (e.g. noise, lining up, stopping play) Use a consistent preview & countdown (2 min, 1 min, finish, put away)		
		8.1 Clarify meaning & purpose of Goals	Teach the why (e.g. we transition to take care of ourselves and others as we move to a new activity), Post a transition goal (e.g. we can move safely and kindly), Use micro goals for tricky situations, constructed criteria (e.g. safe body, kind body, ready body), celebration options (e.g. first we clean up 3 things and then we check in)		
		4.1 Vary & honour methods of response	Movement transition options (e.g. walk, tiptoe, carry) Build in regulation movements (e.g. push wall, carry a bin) Different ways to show ready (e.g. thumbs up, stand on footprint, etc.)		
Step 5: Choose some specific supports and strategies that can be taught to the whole class to build student agency		6.2 – Portable First/then, finish/save it box (for unfinished tasks or toys), 2 step picture checklist (cleanup/line up/ wash hands), transition rehearsal and practice, if/then (e.g. if it is loud, then I can...If I am not ready, then I can...) 8.1 – check in before and after transitions, specific transition roles (line leader, door holder, light helper, clean up captain), mini scripts (e.g. we can take care of our space, ourselves and each other) 4.1 – pathways menu (e.g. tiptoe, slow motion, train, animal walk), line up options (e.g. footprints, fidgets, strategic buddies)			
Step 6: Individualize these supports and strategies for specific students in the class		“my plan” (e.g. when it's time I, (helper job), find a quiet fidget, find a buddy, find my spot in line) sensory supports, visuals for communication (e.g. help, not ready, next space or activity)			

Today!

- How do we teach needs-based strategies in ways that build agency in students

Class: Kindergarten		Teaching Team: SM & LM		Year: 2026	
Step 1: Determine Priority Needs Area: Transitioning					
Describe the Context		Classroom Needs Based Support Plan			
Step 2: Choose a Core Competency that will build skills in this needs based area		<ul style="list-style-type: none"> • Personal Awareness and Responsibility • Social Awareness & Responsibility 			
Step 3: Zoom into 3-5 competency goals that the class can focus on		<ul style="list-style-type: none"> • Par 2D - I can use strategies to help me manage my feelings and emotions • Par 2G - I can participate in activities that support my wellbeing • SAR 2E - I can solve problems myself and ask for help when I need it • SAR 2G - I can be part of a group and invite others to join • SAR 2B - I can work and play cooperatively 			
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Step 5: Choose some specific supports and strategies that can be taught to the whole class to build student agency		<p>6.2 – Portable First/then, finish/save it box (for unfinished tasks or toys), 2 step picture checklist (cleanup/line up/ wash hands), transition rehearsal and practice, if/then (e.g. if it is loud, then I can...If I am not ready, then I can...)</p> <p>8.1 – check in before and after transitions, specific transition roles (line leader, door holder, light helper, clean up captain), mini scripts (e.g. we can take care of our space, ourselves and each other)</p> <p>4.1 – pathways menu (e.g. tiptoe, slow motion, train, animal walk), line up options (e.g. footprints, fidgets, strategic buddies)</p>			
Step 6: Individualize these supports and strategies for specific students in the class		<p>"my plan" (e.g. when it's time I, (helper job), find a quiet fidget, find a buddy, find my spot in line)</p> <p>sensory supports, visuals for communication (e.g. help, not ready, next space or activity)</p>			

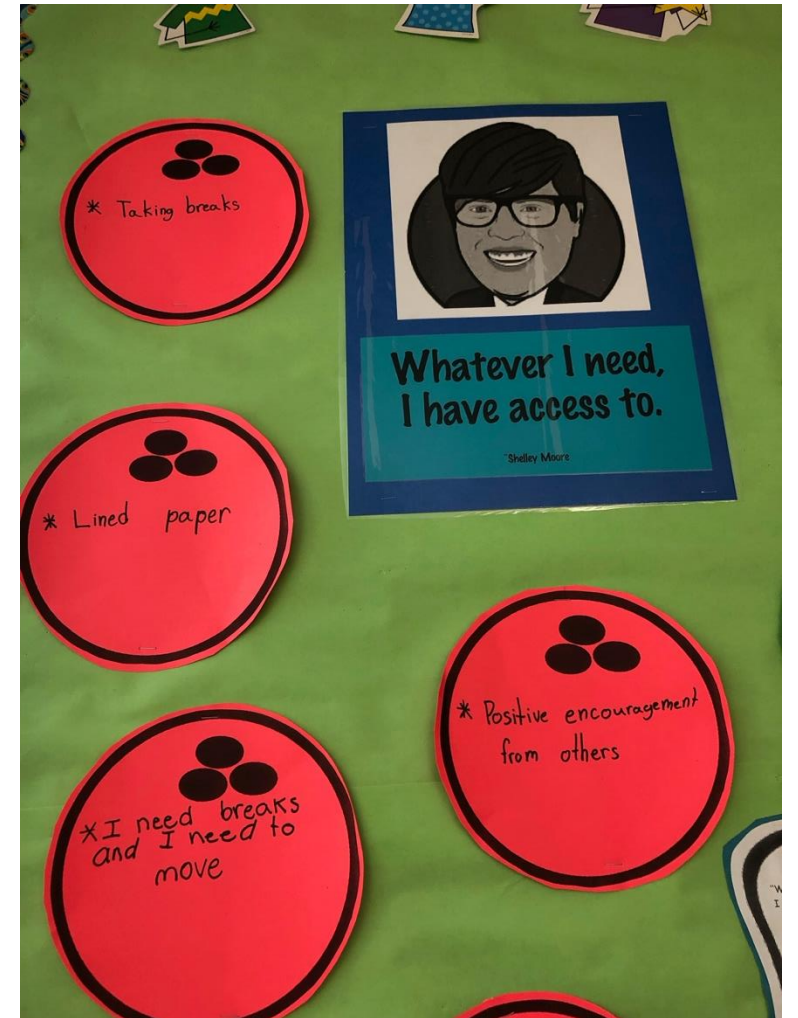
Prioritized Need: From support plan	Specific & Targeted Support or Strategy: From support plan
Additional needs being targeted	
Connections to Core Competencies	
Alignment to UDL 3.0	
Anchor texts	

Prioritized Need: Attention & Focus	Specific & Targeted Support or Strategy: 2 min break
Additional needs being targeted	Emotional regulation, Stress management, Sensory regulation, Energy/stamina, Self-awareness & advocacy
Connections to Core Competencies	PAR 1c - I can recognize my emotions. PAR 2d - I can use strategies to help me manage my feelings and emotions PAR 2g - I can participate in activities that support my wellbeing PAR 3c - I can use strategies to increase my feeling of well-being and help me manage my feelings and emotions PAR 3f - I can make decisions about my activities and take responsibility for my physical and emotional well-being PAR 4g- I can tell when I am getting angry and/or upset or frustrated and I have strategies to calm myself.
Alignment to UDL 3.0	7.1 Optimize choice and autonomy 7.4 Reduce threats and distractions 9.3 Promote individual and collective reflection
Anchor texts	All grades: Feelings by Alik K-2: Waiting by Kevin Henkes 2-5: I am Peace by Susan Verde 4-7: Library Lion by Michelle Knudsen

Prioritized Need: From support plan	Specific & Targeted Support or Strategy: From support plan				
Learning Goal	I can/I know statements				
Connect Activity	Accessible, entry point				
Mini Lesson	Using anchor text to teach support or strategy				
Processing Activity	I need to	I must	I can	I could	I can try
	Preparing for task	Most important part	Next step	Help someone else	Challenge my self further
Transforming & Personalizing Activity	A reflection to make it their own				

Prioritized Need: Attention & Focus	Specific & Targeted Support or Strategy: 2 min break				
Learning Goal	I can be personally aware and responsible				
Connect Activity	Read aloud: Feelings by Aiki Discussion: What feelings do we have when learning is hard? Have you felt these feelings? What do these feelings look like/sound like/feel like in your brain and body?				
Mini Lesson	Introduce 2 min break strategy – what it is, why it works				
Processing Activity	I need	I must	I can	I could	I can try
Co construct criteria: How do we use a 2 min break as a strategy to help our brain and body at school	A pencil, a 3-column chart paper, a group	Explain what a 2 min break looks like and sounds like in our class	Describe what a 2 min break feels like in your body and brain	Join another group and compare thinking	To take 3 - 2 min breaks (over the next week) to figure out when they are useful for me
Transforming & Personalizing Activity	Exit slip: complete the sentence: “I think that a good time for me to take 2 min break during...because that’s when I feel....				

Strategy: taking a 2 min break



Strategy: taking a 2 min break

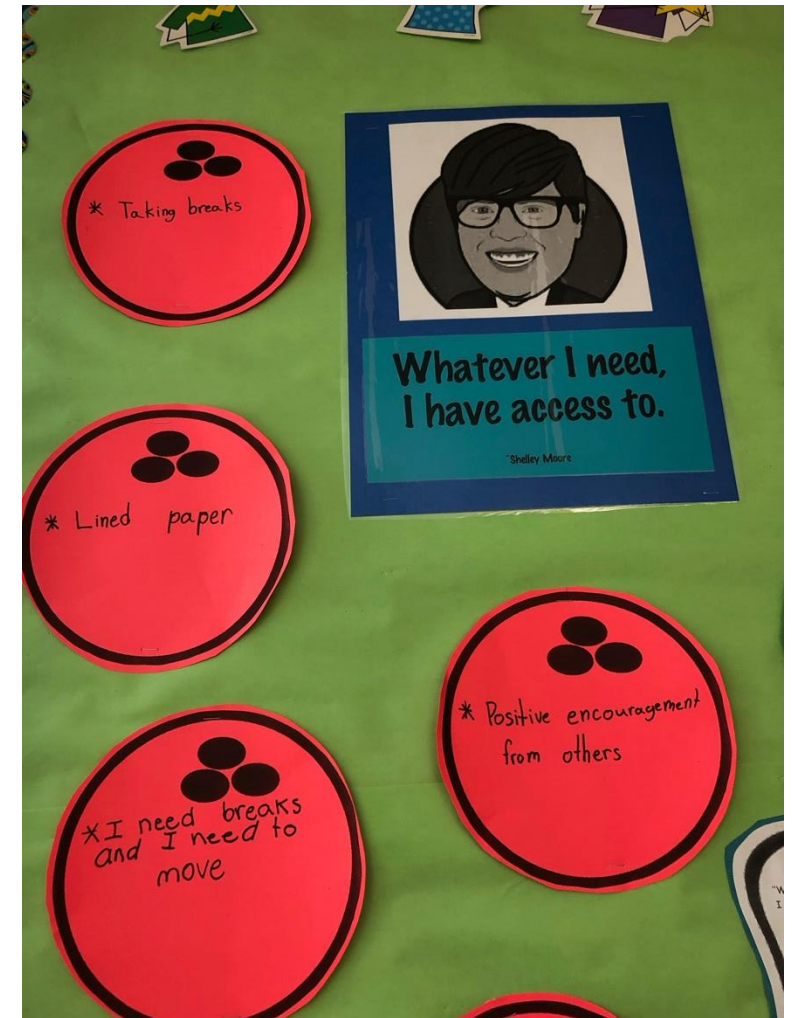
Instruct

- What is a 2 min break?
- Why is a 2 min break useful?
- How do I use a 2 min break as a **tool** or an **action**?
 - What does a 2 min break *look* like when I use it?
 - What does a 2 min break *sound* like when I use it?
 - What does a 2 min break *feel* like when I use it?

Practice (1 – 2 weeks)

Reflect

- How will I know when I *need* a 2 min break?
- How will I know when I *don't need* a 2 min break?



Strategy: chunking text

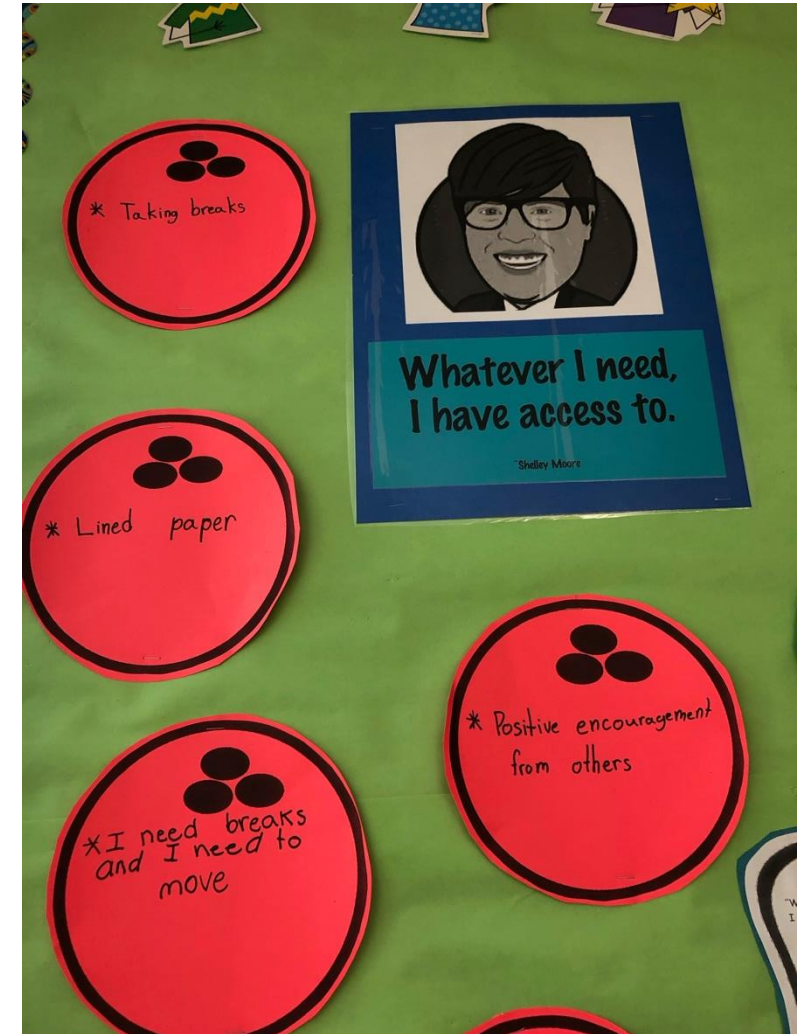
Instruct

- What is **chunking text**?
- Why is **chunking text** useful?
- How do I **chunk text** as a **tool** or an **action**?
 - What does **chunking text** *look* like when I use it?
 - What does **chunking text** *sound* like when I use it?
 - What does **chunking text** *feel* like when I use it?

Practice (1 – 2 weeks)

Reflect

- How will I know when I *need* to **chunk text** ?
- How will I know when I *don't need* **chunk text** ?



Teaching & Reflecting on Strategies:

working in a small group

quiet space

loud space

visuals

schedule/ agenda

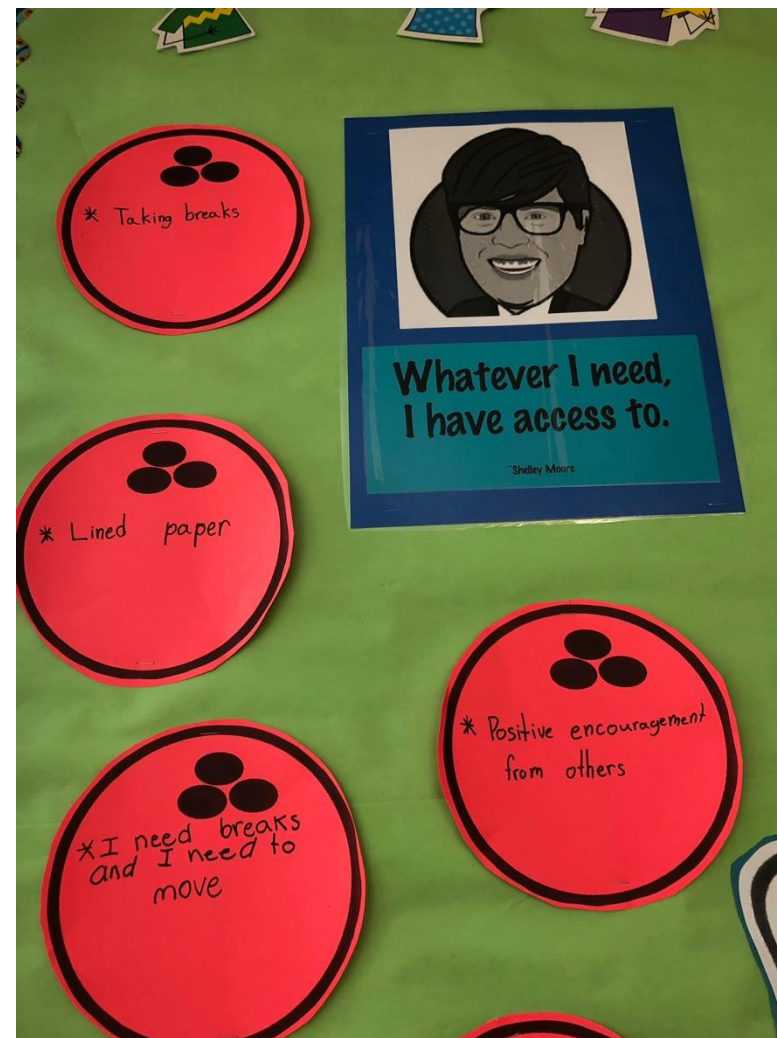
standing desks

access points

sensory tools

Snacks/ water

hats





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