

Shelley  
MOORE PH.D.



[www.drshelleymoore.com](http://www.drshelleymoore.com)



[@drshelleymoore](https://www.instagram.com/drshelleymoore)



[@drshelleymoore.bksy.social](https://www.blogger.com/profile/12345678901234567890/@drshelleymoore.bksy.social)



[@drshelleymoore](mailto:drshelleymoore@drshelleymoore.com)



Dr. Shelley Moore

What is one useful  
idea so far?

In a world of  
**UNICORNS**

Be a **UNICORN**  
that celebrates a  
**BAT**



When the conditions are  
right, everyone can be  
successful



What is a barrier?


What is a need?



# 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

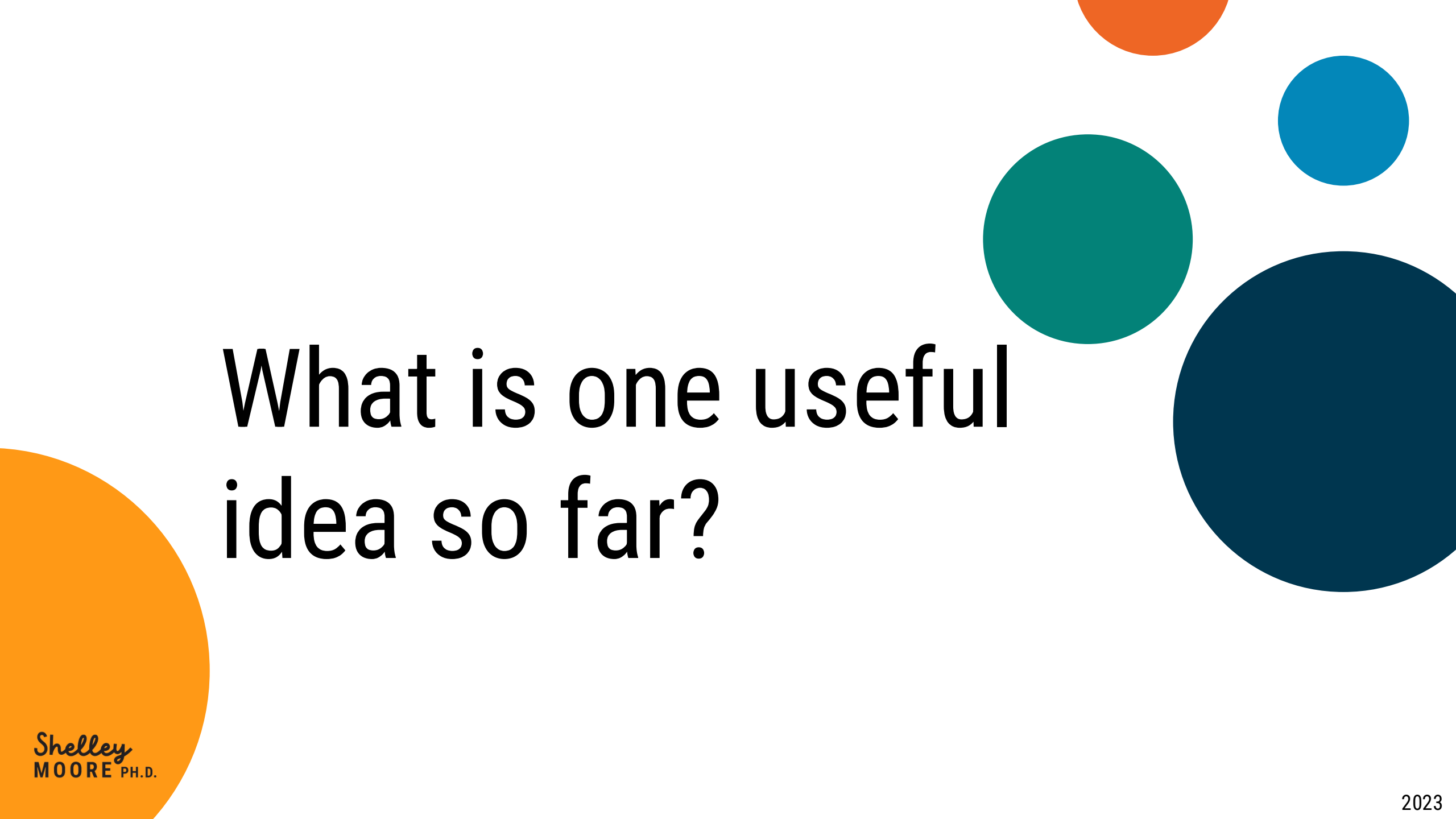


All students  
need to  
understand



All students  
need to show  
learning

|                           | <b>Design Multiple Means of Engagement</b>   | <b>Design Multiple Means of Representation</b>   | <b>Design Multiple Means of Action &amp; Expression</b>    |
|---------------------------|---|---|---|
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All plants  
need moisture

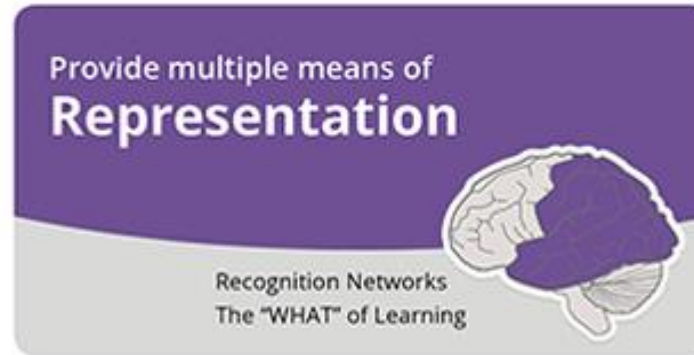


All plants  
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# Universal Design for Learning 3.0



All students  
need to be  
engaged



All students  
need to  
understand



All students  
need to show  
learning

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

PERIODIC TABLE OF PLANT NUTRIENTS

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



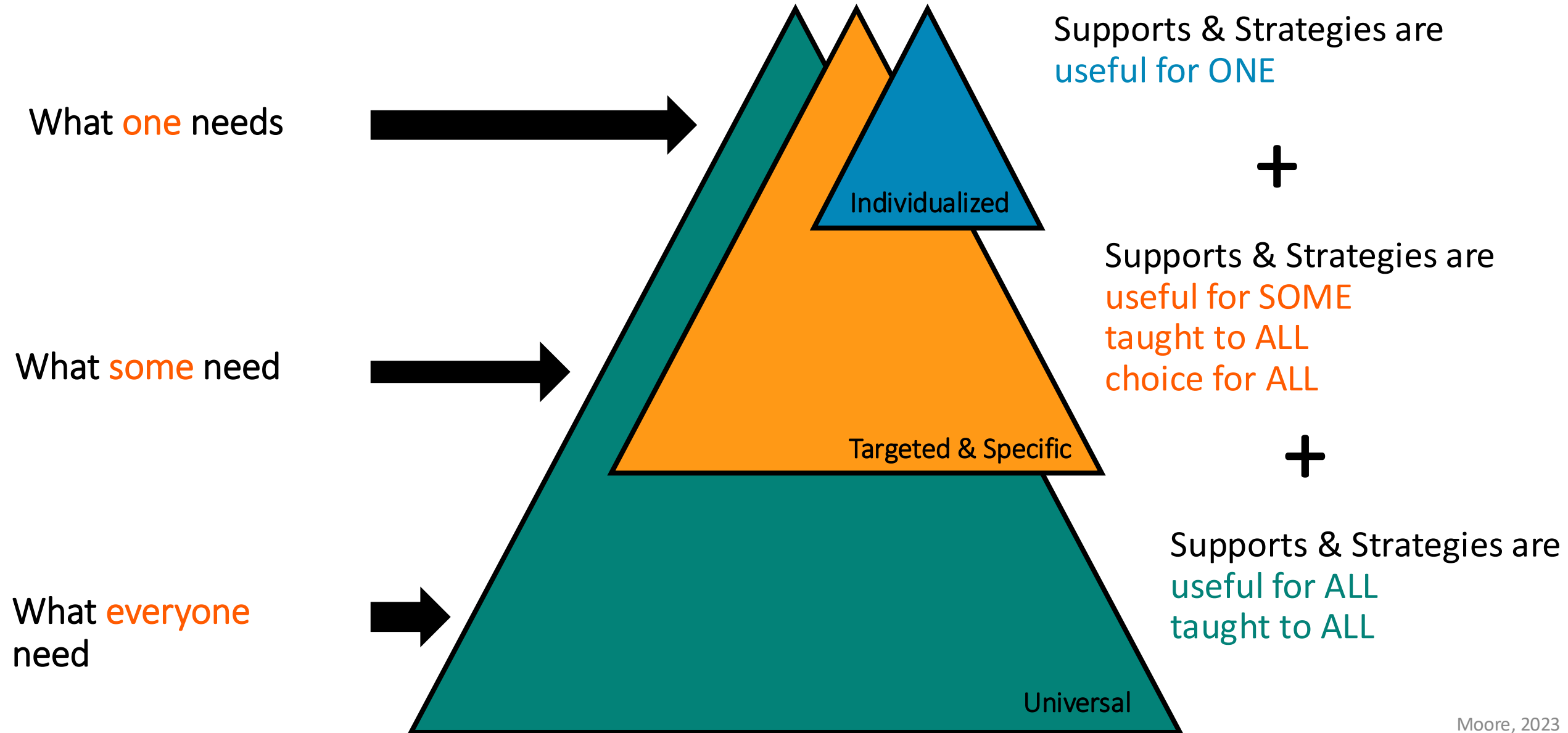
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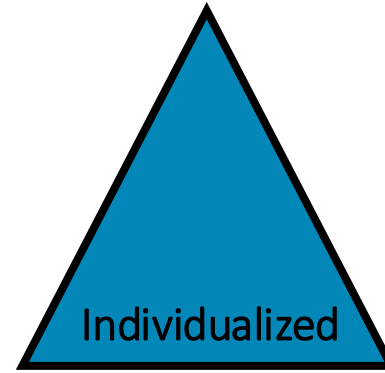


# Multiple Layers of Needs Based Support



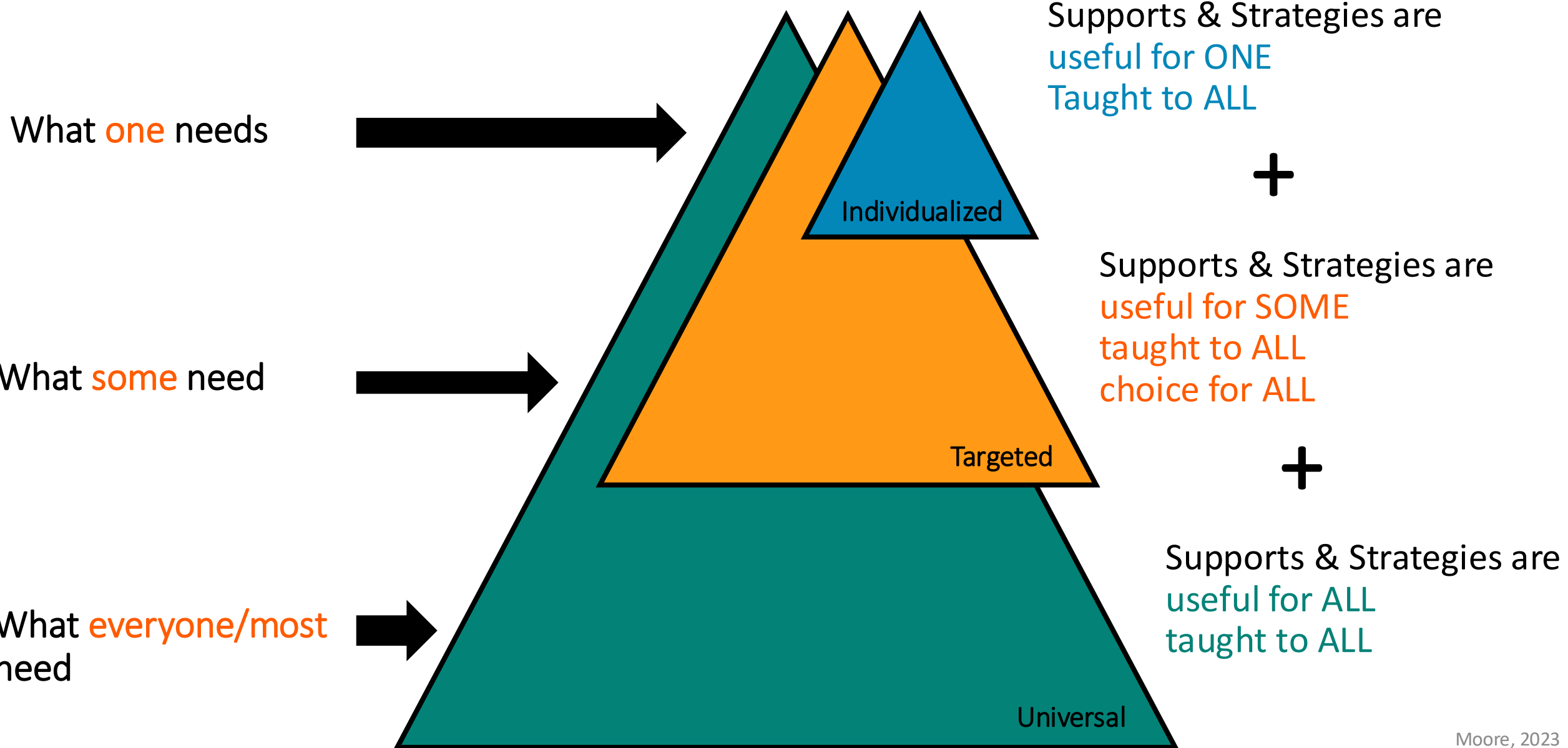
# Supporting the **Bats**...




What **one** needs



Supports & Strategies are  
useful for **ONE**

# Supporting the Unicorns...



|                    | <b>Design Multiple Means of Engagement</b>   | <b>Design Multiple Means of Representation</b>   | <b>Design Multiple Means of Action &amp; Expression</b>   |
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Other support needs: engagement, motivation, identity, community, language, literacy (oral), self advocacy, self esteem, self regulation, social skills

## Universalized Strategy or Support: using technology to help **everyone** to communicate

Individualized (Good for ONE/ Taught to ALL):

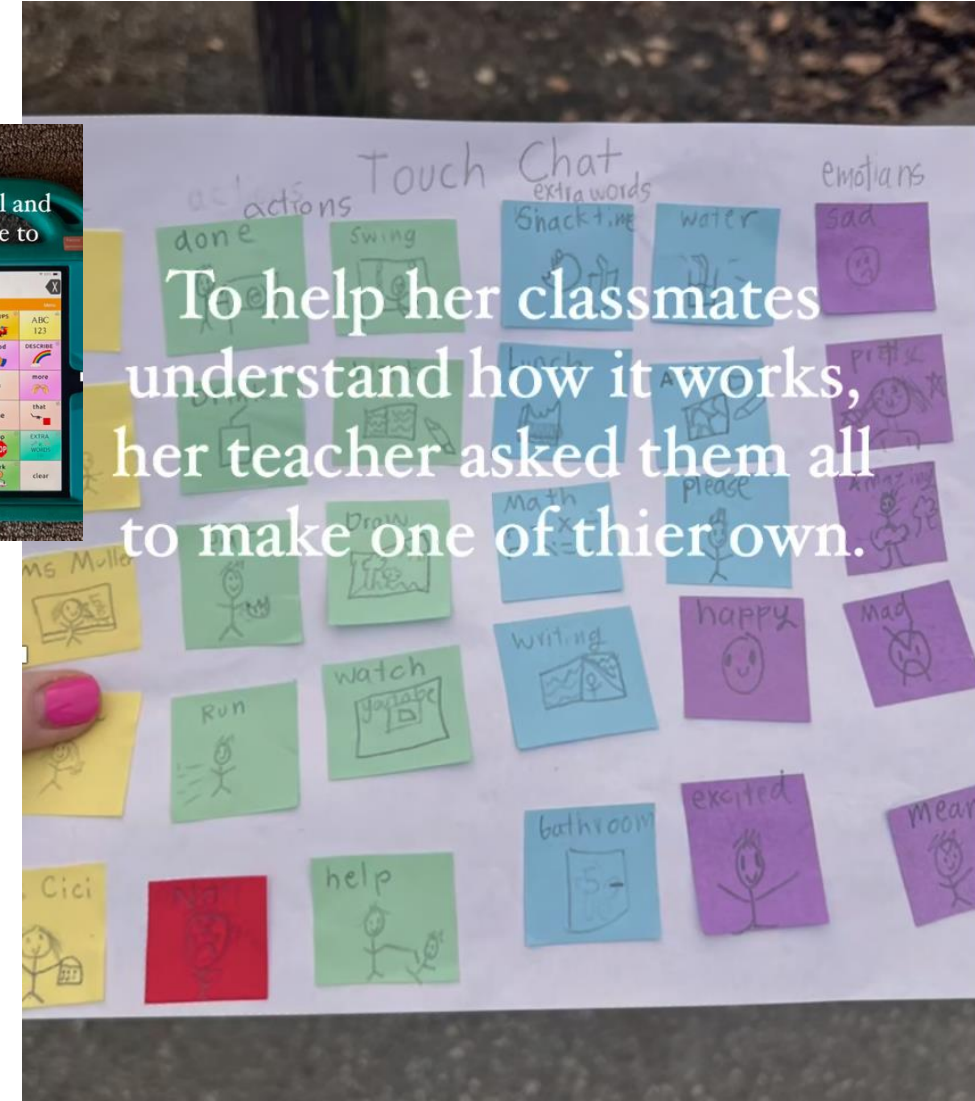
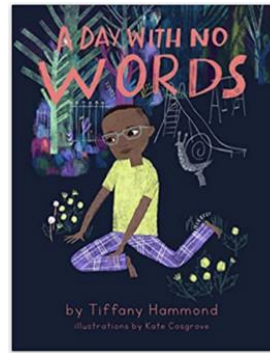
- 4.2, 5.2, 5.4 – Kenzie’s touch chat AAC device

Targeted (Good for Some; Choice to ALL):

- 4.2, 5.2, 5.4 – choosing and using specific tools (AAC device, drawing/visuals, text to speech, word prediction, Storybird, Pictello)

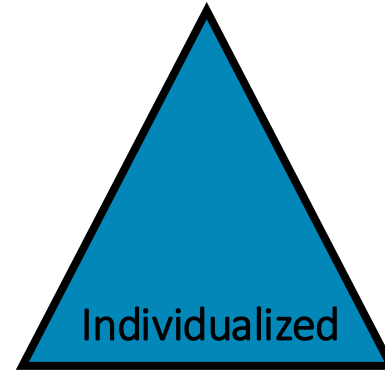
Universal (Good for ALL; Taught to ALL):

- 4.2 – teach all students about all technologies and tools
- 5.2 – teach all students how to use technologies and tools
- 5.4 - teach all students about people who use different technologies and tools



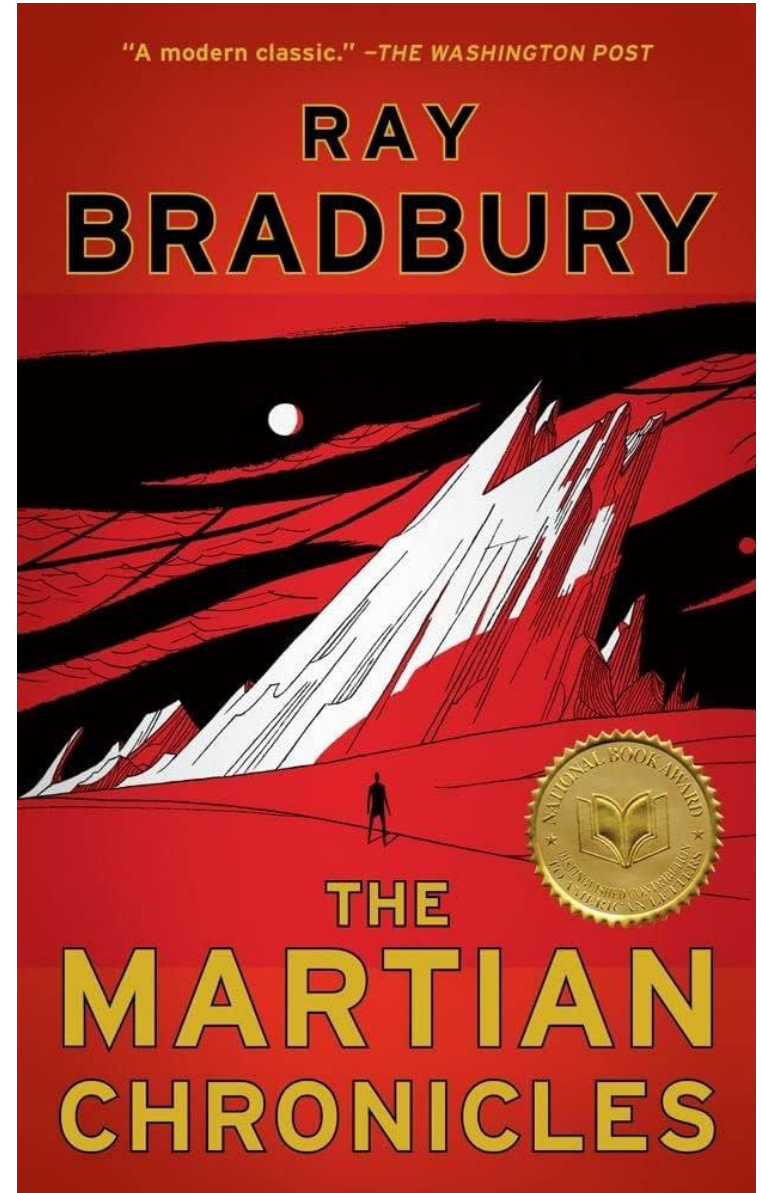
# Supporting the **Bats**...

What **one** needs



Supports & Strategies are  
useful for **ONE**

Example  
Grade 9 English



# Differentiated Accommodations

- Modified Text/Task:



Words I need to know...

**Earth**

**home**

**Mars**

**Y**

**safe**

**danger**

**old**

**young**

This is **Earth**.



**Earth** is a planet.

This is **Mars**.



**Mars** is a planet.

These are **Humans**.



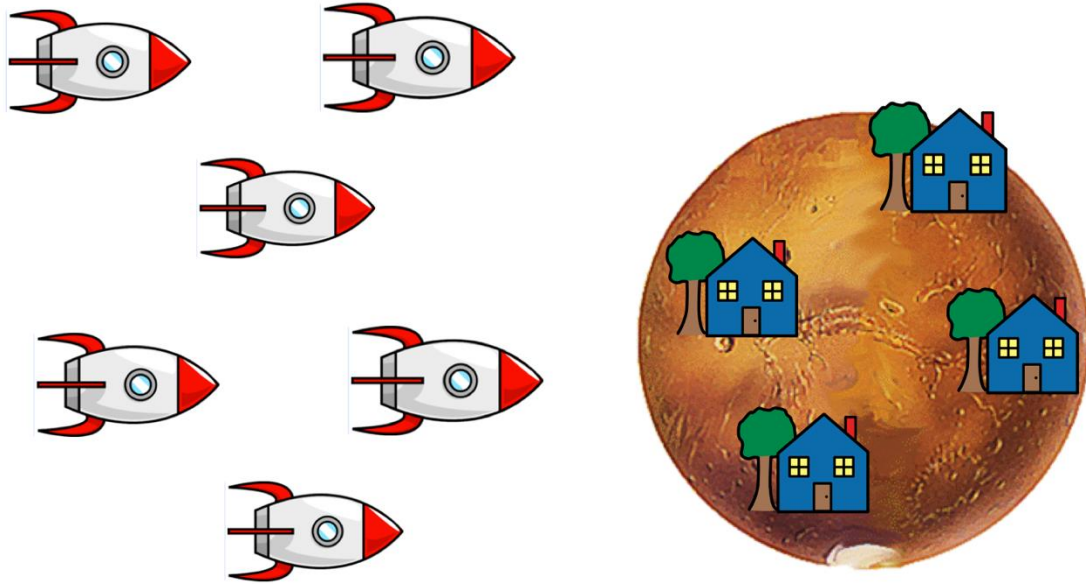
**Humans** live on **Earth**.



These are **Martians**.



**Martians** live on **Mars**.

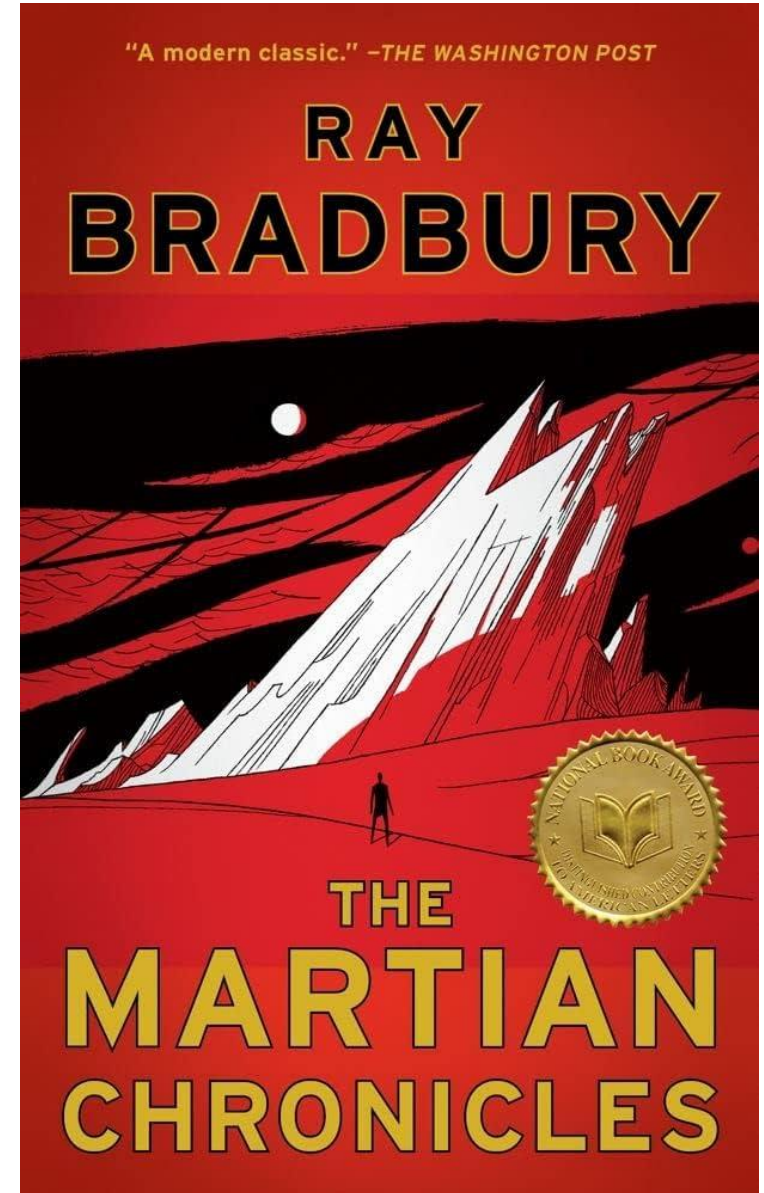


**More and more Humans  
kept coming to Mars.**

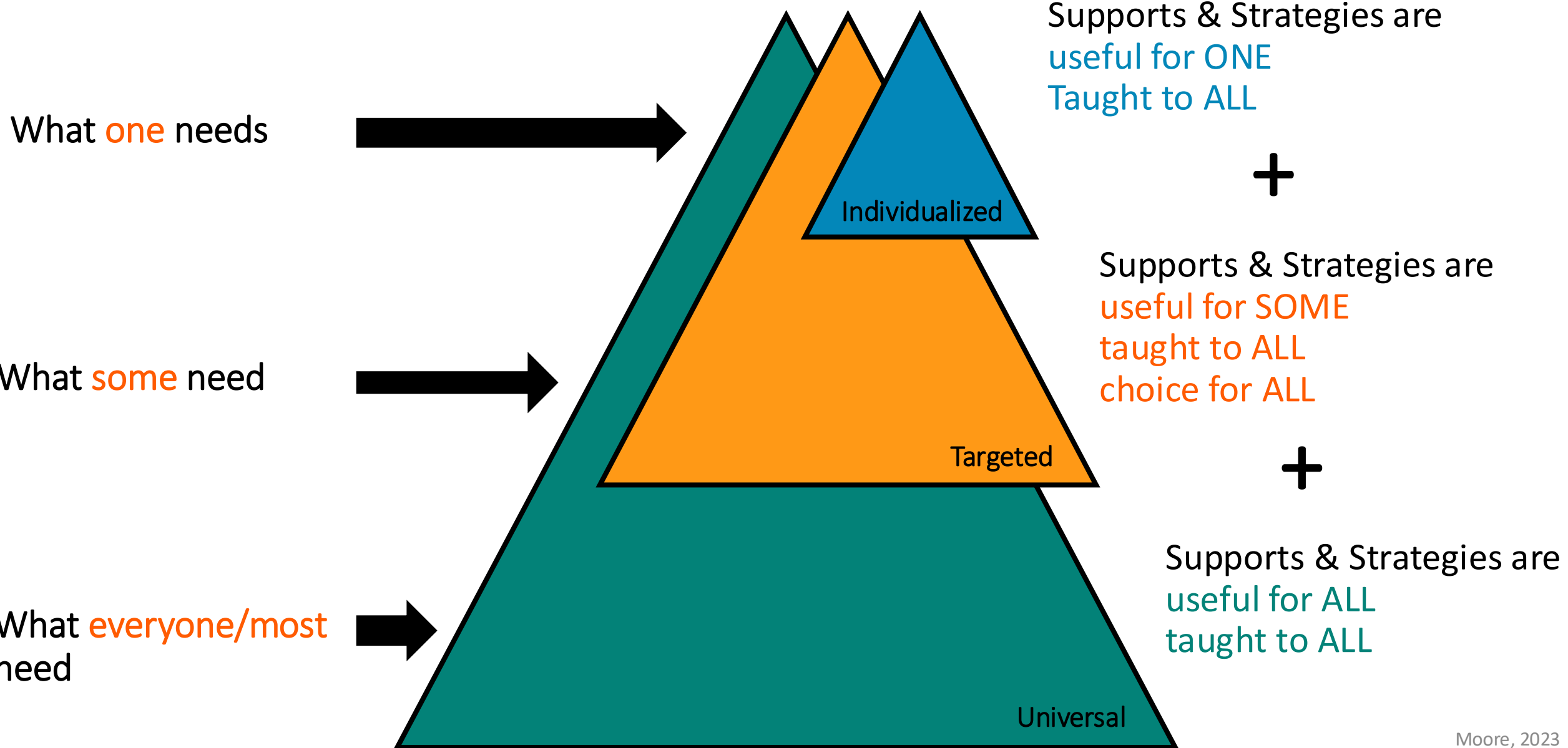
**And more and more they  
tried to make it look like  
Earth.**




# Forwards Design

- A lot of work for one student/ no one else benefits from the resources
- Focus is on task not goals
- The student may be able to meet the goals, just not using this text or doing this task
- The task is evaluated, not the goal
- Reading The Martian Chronicles is not a learning goal
- Compromising evaluation



# Supporting the Unicorns...



|                    | Design Multiple Means of Engagement    | Design Multiple Means of Representation    | Design Multiple Means of Action & Expression    |
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Universalized Support Need: literacy

## **Universalized Strategy or Support: Using a multiple and diverse text set**

### **Grade Level Learning Standards**

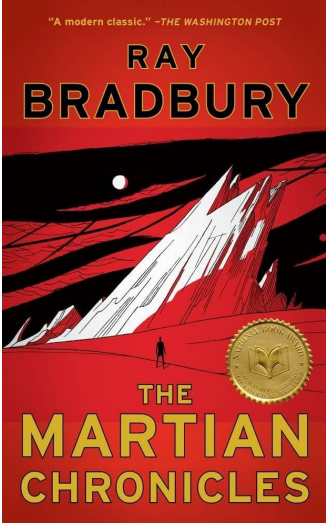
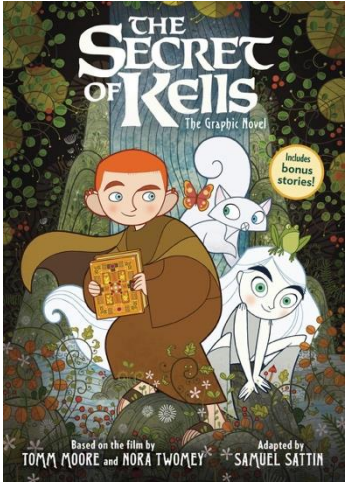
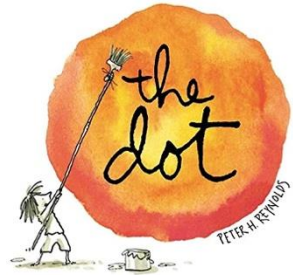
- Think critically, creatively, and reflectively to explore ideas within, between, and beyond texts
- Recognize and identify the role of personal, social, and cultural contexts, values, and perspectives in texts
- Literary elements
- Rhetorical devices

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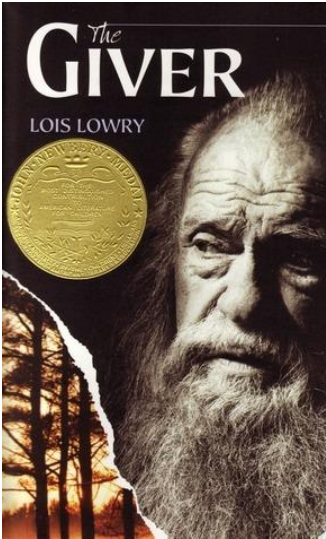
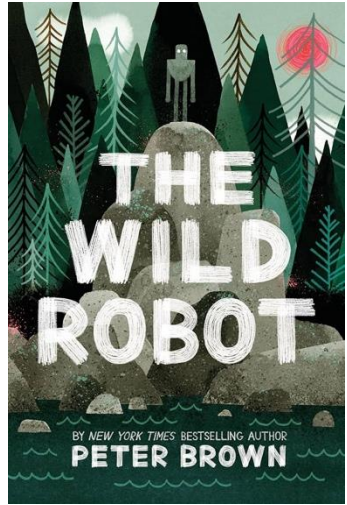
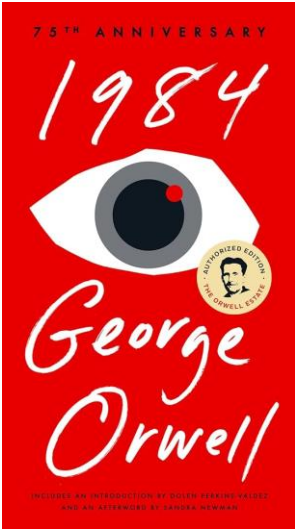
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## Universal (Good for ALL; Taught to ALL):

- 8.1 – clarify purpose and goals
- 7.1 – nurture joy & play
- 7.2 – optimize relevance, value & authenticity
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Universalized Support Need: literacy

# Universalized Strategy or Support: Using a multiple and diverse text set

Targeted (Good for Some; Choice to ALL):

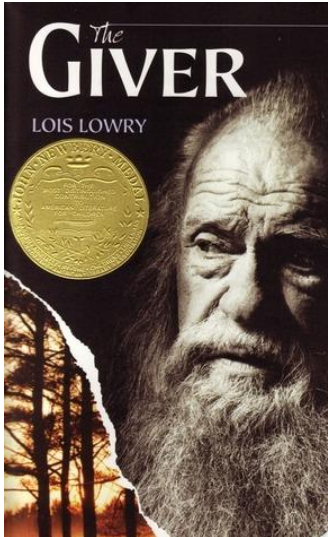
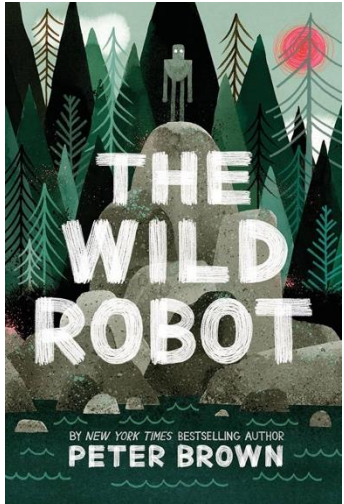
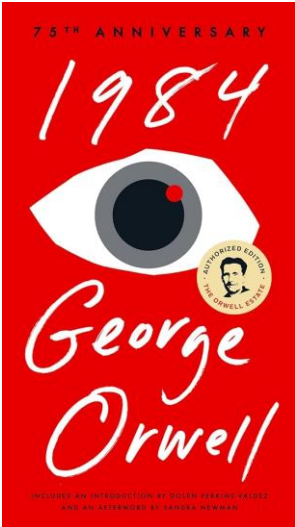
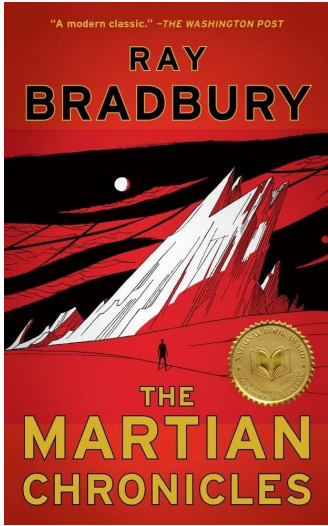
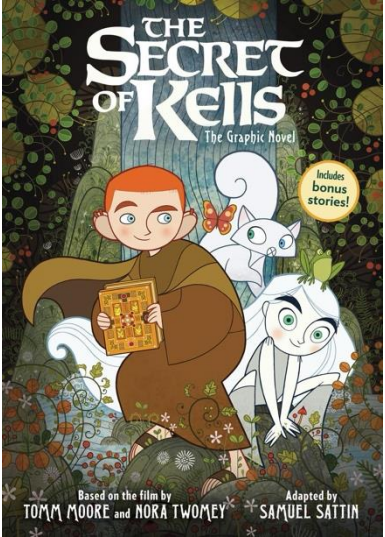
- Use picture books, graphic novels, videos, visuals, chapter books
- Text organized around big idea or theme

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Universalized Support Need: literacy

# Universalized Strategy or Support: Using a multiple and diverse text set

Individualized (Good for ONE/ Taught to ALL):

- Accessible text individual text

Targeted (Good for Some; Choice to ALL):

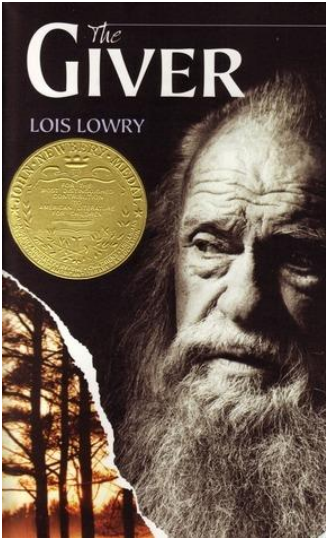
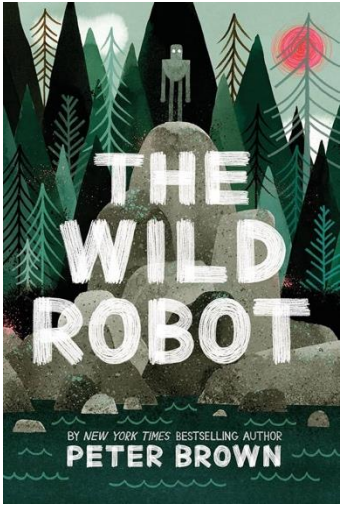
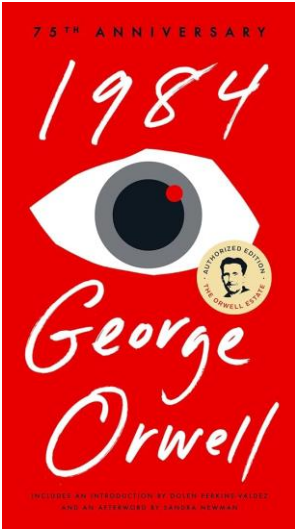
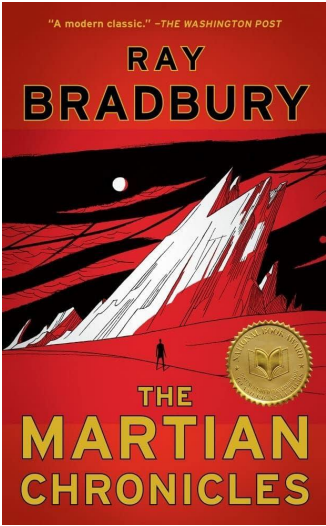
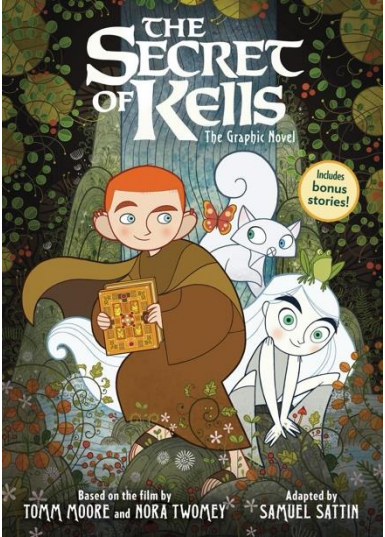
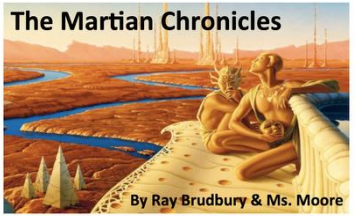
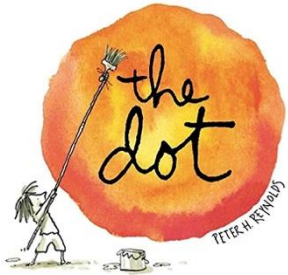
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## Grade Level Learning Standards

- **Think critically, creatively, and reflectively** to explore ideas within, between, and beyond **texts**
- Recognize and identify the role of **personal, social, and cultural contexts, values, and perspectives** in **texts**
- Literary elements
- Rhetorical devices



# Inclusive IEP Supports & Strategies

| Priority Need Area            | Universal Design for Learning<br>Indicators that will reduce barriers<br>(Teach to All; Useful to all)  | Specific & Targeted Supports<br>& Strategies that will increase agency<br>(Teach to All; Useful to Some)  | Individualized Supports<br>& Strategies that will increase access<br>(Teach to All; Useful for One)  |
|-------------------------------|---|---|--|
| Intellectual Ability (Access) | <p>8.2 - optimise challenge &amp; support (scaffold goals and activities that increase in challenge for all students)</p> <p>8.3 - foster collaboration, interdependence and collective learning (design accessible and scaffolded activities that create shared learning experiences)</p> <p>1.2 - support multiple ways to perceive information (options of text at different accessibility levels and modalities for learning content)</p> <p>3.3 - cultivate multiple ways of knowing and meaning making (design activities that utilize multiple modalities)</p> | <p>8.2 – access point to learning standards, activities</p> <p>8.3 – accessible &amp; shared activities, collaboration roles in groups</p> <p>1.2 – visuals, multi-media, diverse text levels</p> <p>3.3 - activities that include visual, written, oral, kinesthetic ways of understanding</p> | <p>1.2 – S.A. content preloading into touch chat, individualized text at emergent literacy level</p> |

When the conditions are  
right, everyone can be  
successful



What is one useful idea?

What is one question you have?

What is one thing you learned?

What is one thing you want to want to share with  
someone who is not here?

Shelley  
MOORE PH.D.



[www.drshelleymoore.com](http://www.drshelleymoore.com)



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[@drshelleymoore](mailto:drshelleymoore@bksy.com)



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