

Shelley MOORE PH.D.



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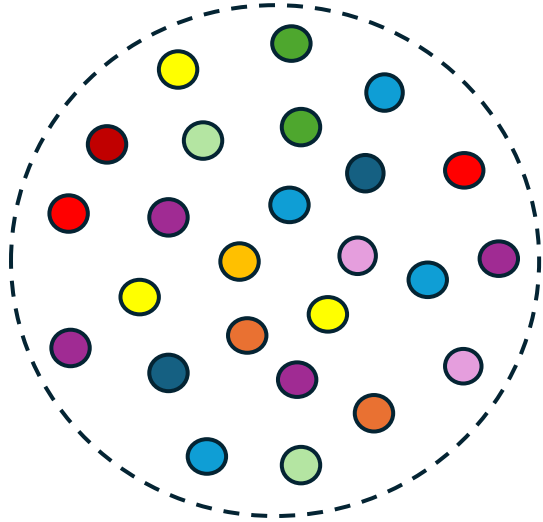
Dr. Shelley Moore

WHAT DOES

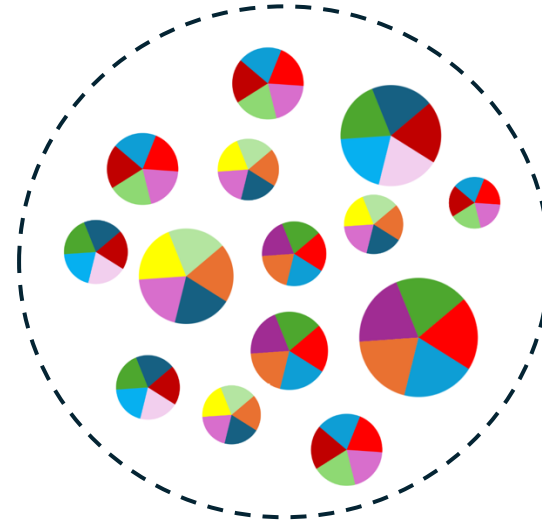
inclusion

MEAN?

inclusion is...



So that
students
can...



teaching and planning for
diversity
in neighbourhood schools
and classrooms
(where Diversity includes
Disability)

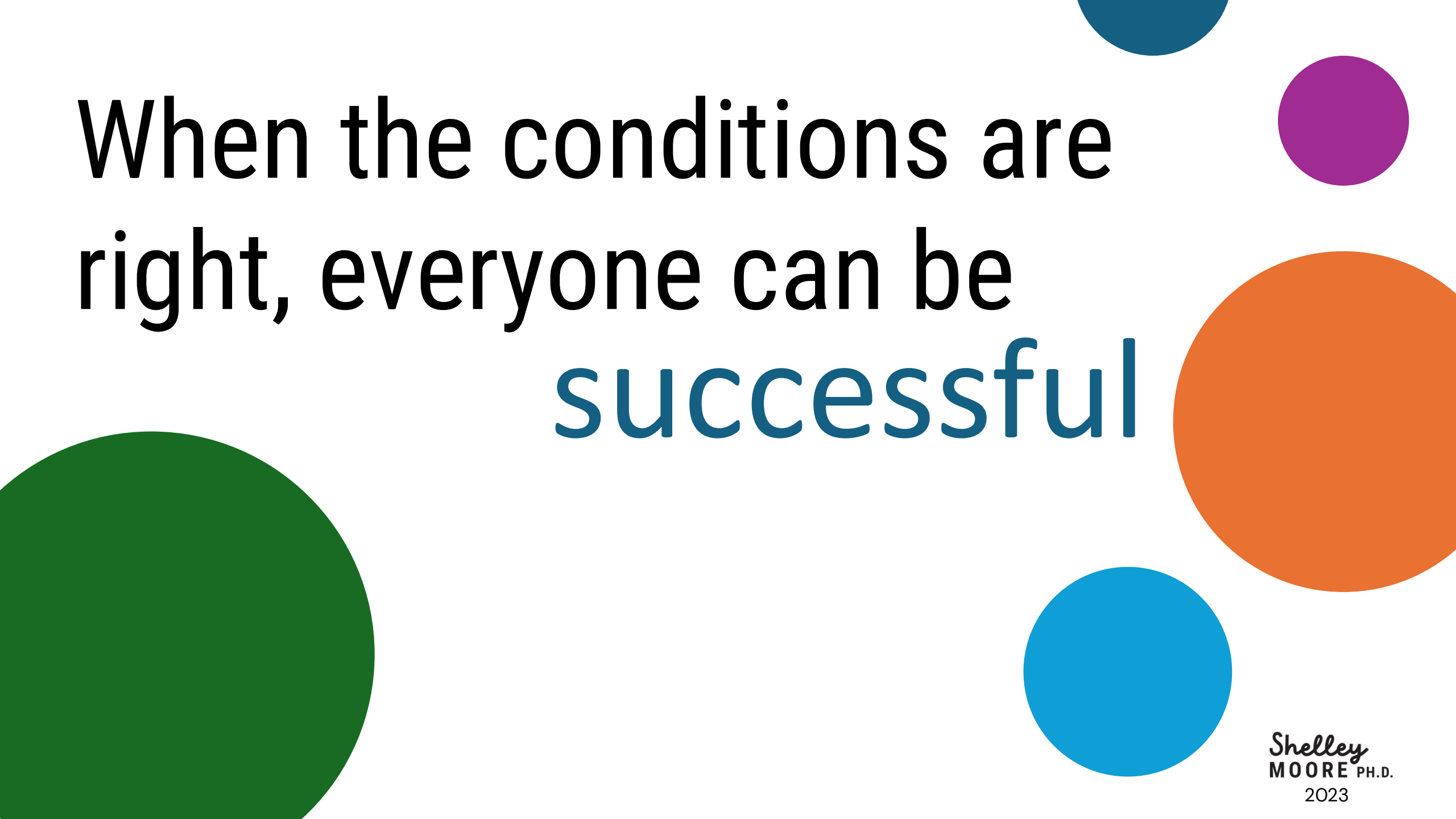
feel confident and safe to
identify
(and where Disability is an
identity)

How do we do inclusion ?

In a world of
UNICORNS

Be a **UNICORN**
that celebrates a
BAT

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The background features several large, solid-colored circles in various shades: a large green circle on the bottom left, a large orange circle on the right, a medium blue circle at the bottom right, a small purple circle at the top right, and a small dark blue circle at the top center.

When the conditions are
right, everyone can be
successful

Guiding Conditions of **inclusion** describe that all students...

are **PRESUMED**
competent and
as having
POTENTIAL

are **PLACED** in
and attending
inclusive
classrooms and
schools

are in **PROXIMITY**
to and
PARTICIPATING
with **PEERS**

have
PURPOSEFUL
roles and
responsibilities

are **PLANNED** for
from the start

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are **PLANNED** for
from the start

What is the goal?

What is the goal?



What is the goal?



To go to (and experience) a neighbourhood coffee shop. This could look like, ordering a coffee, working, visiting, drawing, listening to music etc.

What is the barrier?



What is the barrier?



The stairs

Reducing/Eliminating Barriers



Whose responsibility
is it to reduce the
barrier?

If it is the coffee shop's (the community's) responsibility to reduce the barrier, they need **resources** (people, time, funding)



How are we using resources to remove the barriers so that a person can meet the goal?

Resources:

- Are they effective?
- Are they efficient?
- Do they increase agency?

If it is the coffee shop's (the community's) responsibility to reduce the barrier, they need **resources** (people, time, funding)



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How are we using resources to remove the barriers so that a person can meet the goal?

Resources:

- Are they effective?
- Are they efficient?
- Do they increase agency?

If it is the coffee shop's (the community's) responsibility to **reduce** or **eliminate** the barrier



HELP?! What **ramps** do we need for our coffee shop? (because we don't want to lose customers!)



Coffee Shop
Owner



Architects &
Contractors who
specialize in
accessibility



The catalog of accessibly!

What if it is not a coffee shop?



Grade level learning standard.

What are the ramps we can build in our classrooms, so that students have access to learning?

What are the accessibility **ramps** we need for a classroom?



Classroom Teachers



Classroom, School and District educators, collaborators, and consultants who specialize in accessibility in learning



What is the catalog of accessibly in learning?

The Ramps for Learning: Universal Design for Learning 3.0



All students
need to be
engaged

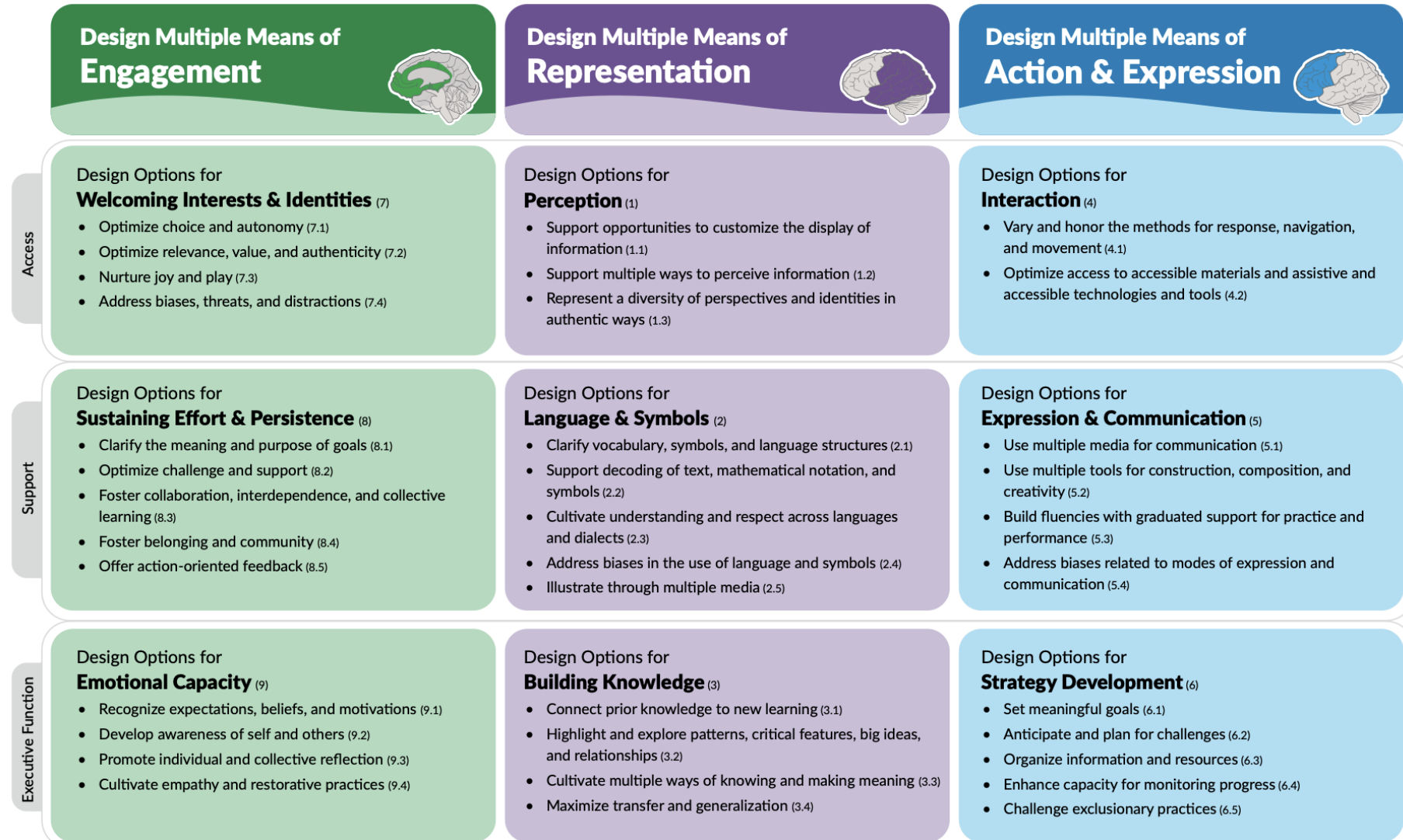


All students
need to
understand



All students
need to show
learning

The Ramps



The Universal Design for Learning Guideline 3.0 in Accessible Language: Engagement

UDL Language	Plain Language	Student Friendly Language
Design Multiple Means of Engagement		
Access: Design options for Welcoming Interests and Identities		
Optimize choice and autonomy (7.1)	We can provide meaningful choices in how students learn, participate, and show what they know.	I need to be able to make choices about what I learn about
Optimize relevance, value, and authenticity (7.2)	We can connect learning to students' interests, goals, experiences, and real-life situations	I need to be able to see how my learning connects to my life, interests, and future goals.
Nurture joy and play (7.3)	We can create opportunities for curiosity, creativity, exploration, and enjoyment in learning.	I need to be able to have fun while I learn, explore ideas, and be creative.
Address biases, threats, and distractions (7.4)	We can create a safe, inclusive environment that reduces barriers, stress, and distractions.	I need to be able to learn in a space where I feel safe, respected, and focused.
Support: Design Options for Sustaining Effort & Persistence		
Clarify the meaning and purpose of goals (8.1)	We can make learning goals clear and help students understand why they matter.	I need to be able to understand what I am learning and why it is important.
Optimize challenge and support (8.2)	We can provide the right balance of challenge and support to help all students succeed.	I need to be able to work on challenging tasks with the support I need to be successful.
Foster collaboration, interdependence, and collective learning (8.3)	We can create opportunities for students to learn with and from one another.	I need to be able to work with others, share ideas, and learn together.
Foster belonging and community (8.4)	We can build a learning community where every student feels valued and included.	I need to be able to feel like I belong and that I am an important part of my learning community.
Offer action-oriented feedback (8.5)	We can provide feedback that helps students understand next steps and improve their learning	I need to be able to receive feedback that helps me know what to do next.
Executive Function: Design Options for Emotional Capacity		
Recognize expectations, beliefs, and motivations (9.1)	We can help students understand how their thoughts, beliefs, and motivations affect learning	I need to be able to understand what motivates me and how my thinking affects my learning.
Develop awareness of self and others (9.2)	We can support students in understanding their strengths, needs, emotions, and relationships with others.	I need to be able to understand myself, my feelings, and how I interact with others.
Promote individual and collective reflection (9.3)	We can provide opportunities for students to reflect on their learning and growth individually and with others.	I need to be able to think about my learning, celebrate growth, and learn from my experiences.
Cultivate empathy and restorative practices (9.4)	We can foster empathy, understanding, and positive ways to repair and strengthen relationships.	I need to be able to understand others' perspectives and help build positive relationships when challenges occur.

The Universal Design for Learning Guideline 3.0 in Accessible Language: Representation

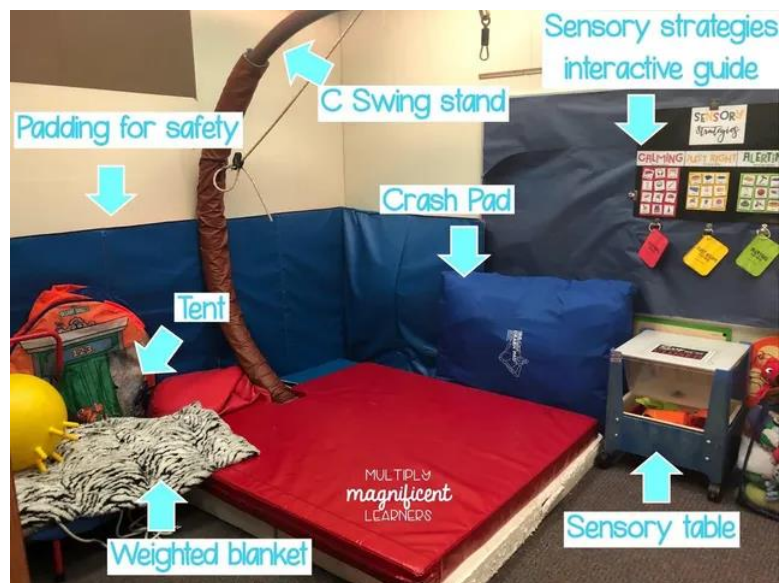
UDL Language	Plain Language	Student Friendly Language
Design Multiple Means of Representation		
Design Options for Perception		
Support opportunities to customize the display of information (1.1)	We can give learners different ways to adjust how information is shown so it works best for them.	I need to be able to choose how I see information, such as changing the size, colour, layout, or format to help me learn
Support multiple ways to perceive information (1.2)	We can provide information in different formats so all learners can access and understand it	I need to be able to learn information in different ways, such as reading it, listening to it, watching it, or using images and diagrams
Represent a diversity of perspectives and identities in authentic ways (1.3)	We can include a variety of cultures, experiences, identities, and viewpoints in meaningful and accurate ways	I need to be able to see people, cultures, experiences, and ideas that reflect the real world to help me understand different perspectives
Design Options for Language & Symbols		
Clarify vocabulary, symbols, and language structures (2.1)	We can help learners understand the words, symbols, and language patterns used in learning.	I need to be able to get support to understand new words, symbols, and the way language is used
Support decoding of text, mathematical notation, and symbols (2.2)	We can help learners understand written text, math symbols, formulas, and other symbols.	I need to be able to get support to understand words, symbols, numbers, and mathematical ideas
Cultivate understanding and respect across languages and dialects (2.3)	We can value and support different languages, ways of speaking, and cultural background	I need to be able to see that my language, culture, and way of speaking are respected, and I need to learn about others' too
Address biases in the use of language and symbols (2.4)	We can help learners recognize and challenge unfair assumptions, stereotypes, or exclusion in language and symbols	I need to be able to learn about how to notice when words, images, or symbols might be unfair or leave people out
Illustrate through multiple media (2.5)	We can use different types of media to explain ideas and support understanding	I need to be able to learn through pictures, videos, audio, demonstrations, models, and other formats
Executive Function: Design Options for Building Knowledge		
Connect prior knowledge to new learning (3.1)	We can help learners link what they already know to new ideas and experiences.	I need to be able to connect new learning to things I already know, have done, or have experienced
Highlight and explore patterns, critical features, big ideas, and relationships (3.2)	We can help learners identify important ideas, patterns, connections, and relationships.	I need to be able to find important ideas, notice patterns, and make connections between things I am learning
Cultivate multiple ways of knowing and making meaning (3.3)	We can encourage learners to understand and express ideas in different ways, drawing on diverse perspectives and experiences	I need to be able to learn, think about, and show my understanding in different ways
Maximize transfer and generalization (3.4)	We can help learners apply what they have learned in new situations and contexts.	I need to be able to use what I have learned in different situations and for new challenges

The Universal Design for Learning Guideline 3.0 in Accessible Language: Expression

UDL Language	Plain Language	Student Friendly Language
Design Multiple Means of Action & Expression		
Access: Design Options for Interaction		
Vary and honor the methods for response, navigation, and movement (4.1)	We can provide different ways for learners to participate, move through learning, and show what they know.	I need to be able to choose different ways to participate, move, and respond during learning
Optimize access to accessible materials and assistive and accessible technologies and tools (4.2)	We can ensure learners can access and use the tools, technologies, and resources they need to learn	I need to be able to use tools and technology that help me access and engage with my learning
Support: Design Options for Expression & Communication		
Use multiple media for communication (5.1)	We can provide different ways for learners to communicate their ideas and understanding.	I need to be able to share my ideas using different formats, such as speaking, writing, drawing, recording, or creating
Use multiple tools for construction, composition, and creativity (5.2)	We can provide a range of tools and resources for learners to create, build, and express ideas.	I need to be able to use different tools and resources to create, design, and show my thinking
Build fluencies with graduated support for practice and performance (5.3)	We can provide support that helps learners build skills and confidence over time.	I need to be able to get the support I need to practise, improve, and become more confident in my learning
Address biases related to modes of expression and communication (5.4)	We can recognize and value different ways of communicating and expressing understanding.	I need to be able to see that my ways of communicating and showing learning are valued and respected
Executive Function: Design Options for Strategy Development		
Set meaningful goals (6.1)	We can help learners create goals that are relevant, purposeful, and important to them.	I need to be able to set goals that matter to me and help me grow
Anticipate and plan for challenges (6.2)	We can help learners think ahead and prepare strategies for overcoming difficulties.	I need to be able to think about challenges I might face and plan ways to deal with them
Organize information and resources (6.3)	We can support learners to manage information, materials, time, and resources effectively.	I need to be able to organize my information, resources, and learning tasks so I can be successful.
Enhance capacity for monitoring progress (6.4)	We can help learners track, reflect on, and evaluate their progress toward goals.	I need to be able to check my progress, reflect on my learning, and make improvements
Challenge exclusionary practices (6.5)	We can identify and address barriers, rules, or practices that unfairly exclude people from learning opportunities	I need to be able to be a part of creating a learning environment where everyone feels included, valued, and able to participate

UDL 3.0 Indicator	What this means in teacher friendly language	What this might look like in (describe context)	What this might look like in (describe context)

UDL 3.0 Indicator	What this means in teacher friendly language	What might look like in a grade 2 classroom?	What this might look when arriving to school
7.4 Address biases, threats, and distractions	Educators intentionally create a safe & predictable environment: - where children experience emotional security - see their identities reflected - have multiple ways to participate and succeed.	Example activity/ strategy: • Reduce sensory threat: Multiple zones (active / social / quiet). Students can opt out of noisy activities. Clear and defined noise expectations and access to sensory tools	Example activity/ strategy: • Emotional + relational safety: Staff assume students may be tired, hungry, overstimulated e.g. offer soft start, flexible entry, starting activity, snack, quiet corners, low-demand entry



UDL 3.0 Indicator	What this means in teacher friendly language	What might look like in a grade 8 SS class?	What might look like as a Grade 8 SS assessment activity?
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9.3 Promote individual and collective reflection

Educators intentionally create opportunities for students to:

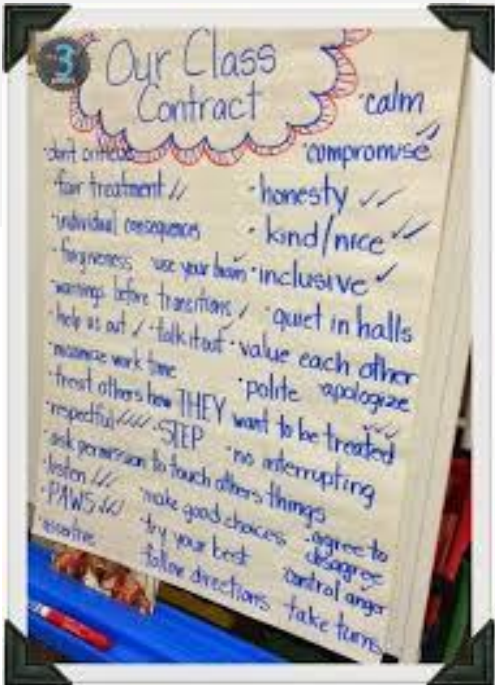
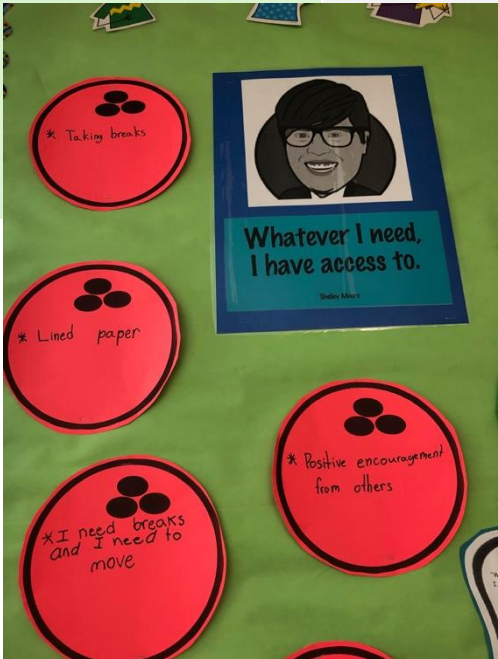
- think about their experiences
- notice their feelings about learning
- recognize their growth
- share ideas & learning with others.

Example activity/ strategy:

- **Community reflection:** Student groups set norms, revisit them, and reflect on belonging and safety e.g. What helped us feel included today?; What helped us learn today?

Example activity/ strategy:

- **We can learning statement reflections:** Students choose how to show their learning of a we can statement to each other e.g. talking, sketch, photo captions, short audio/video, comic strip, or “show me” demonstration.



The Ramps!



Is that ALL we need?

Building a ramp for everyone is step 1!



This person still needs a chair for the ramp to be useful

What about the individual?

Goal: To order and enjoy a coffee in a local coffee shop

Barrier: Stairs

Needs:



What about the individual?

Goal: To order and enjoy a coffee in a local coffee shop

Barrier: Stairs

Needs: Physical



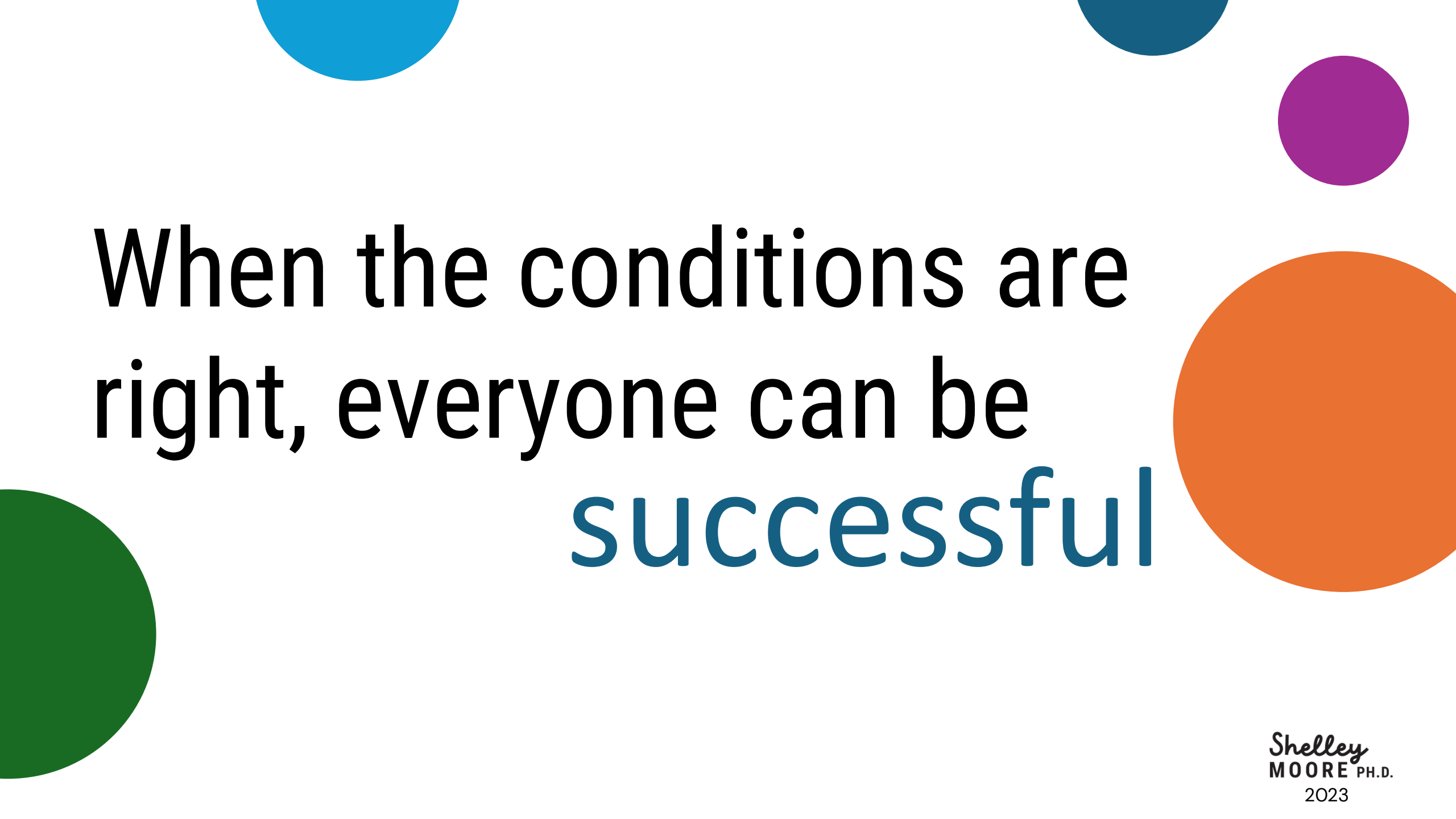
Goal: To order and enjoy a coffee in a local coffee shop

Barrier: Stairs

Needs: Physical

Supports & Strategies:
Tools & actions that
increase independence
and agency



The background features several large, solid-colored circles in blue, teal, purple, orange, and green, scattered across the frame.

When the conditions are
right, everyone can be
successful

What is the Goal?



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

–Alexander den Heijer

What is the Goal?



To grow!

What if they are not growing?

What is the Goal?

To **learn**!



What if they are not learning?

The background features several large, semi-transparent circles in orange, blue, and teal, positioned in the corners and along the edges of the slide.

What are the **needs**?

What do all plants need?



All plants
need light



All plants
need moisture



All plants
need space

What do all students need?



All students
need to be
engaged



All students
need to
understand



All students
need to show
learning

Universal Design for Learning 3.0

Classroom Support Planning: Collaborative Needs Based Reflection

Target Classroom:	Classroom Teacher(s):	Support Teachers/ Staff:	Date:
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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				
Executive Functioning	Attention & focus				
	Active 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)				
	Language of Instruction				



For a whole class

For an individual



Individual Needs Based Reflection

Name:	Grade:	Date:
1. Look at the following areas of need 2. For each targeted context, reflect on needs and mark an (x) if this an area that you feel like you need support 3. Highlight which needs area would be a priority in each context to support		

Areas of Need: I need support with...	Context 1	Context 2	Context 3	Context 4	Context 5	Context 5
Getting to school/getting to school/class on time						
Paying Attention/Staying on task						
Feeling anxious/ Depressed						
Eating/Food/Allergies						
Being engaged/Motivated						
Feeling frustrated/ Angry						
Greif/trauma/sadness						
Moving (using my muscles/body)						
Remembering information						
Taking care of my physical/medical needs						
Feeling safe at school						
Advocating for myself						
Managing my emotions						
Managing my behaviour						
Managing my learning						
Not feeling good about myself						

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
	Attention & focus	APL, KS, EZ, EE, LDL	x		
	Active memory	CA, APL, KS		x	
Executive Functioning	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
Communication	Transitioning				
	Receptive communication	KS			x
	Expressive communication	KS			x
	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	KS			x
	Literacy - Comprehension	KS	x		
	Literacy - Written output	KS			x
	Literacy - Oral language/speaking				
	Foundational numeracy	CA, KS		x	
	Engagement/motivation	APL, KS			x
	Understanding information	KS			x
	Knowing & using learning strategies	CA, CG			x
	Curricular accessibility				
	Curricular challenge/extension				
Self-Determination, Agency & Independence	Self-awareness & advocacy	CA, APL, CG, AM		x	
	Choice making & goal setting				
	Managing materials & routines				
	Independence/agency	APL, KS, CG			x
	Ownership of learning	APL			x
Social & Interpersonal	Peer relationships	APL, CG			x
	Collaboration & group work				
	Understanding social cues				
	Problem-solving/conflict resolution				
	Belonging & community	APL, CG			x
Physical	Hearing				
	Vision				
	Mobility				
	Motor skills (fine/gross)				
	Sensory				
	Medical				
	Energy or stamina				
	Eating, feeding, and/or allergies				

Needs-Based Reflection - Individual

Inclusive IEP Planning: Collaborative Needs Based Reflection

Target Student:

Support Manager:

Date:

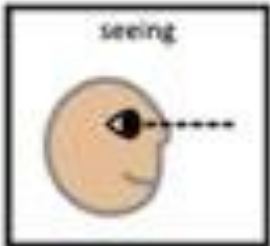
Areas of Need	Student Perspective	Family Perspective	School Perspective	Consultant and Specialist Perspectives
Addiction				
Attendance/ Lateness				
Attention				
Anxiety/ Depression				
Bullying				
Communication (receptive)				
Communication (expressive)				
Eating/Food/Allergies				
Engagement/Motivation				
Executive Functioning				
Family/Community/Identity				
Frustration/ Anger				
Greif/ Trauma				
Gross/Fine Motor Skills				
Intellectual Ability (access)				
Intellectual Ability (extend)				
Language				
Literacy (decoding)				
Literacy (understanding)				
Literacy (written output)				
Literacy (oral language/speaking)				
Medical				
Memory				
Mental Health				
Numeracy				

Collaborative Needs Based Reflection

Dr. Shelley Moore, 2023



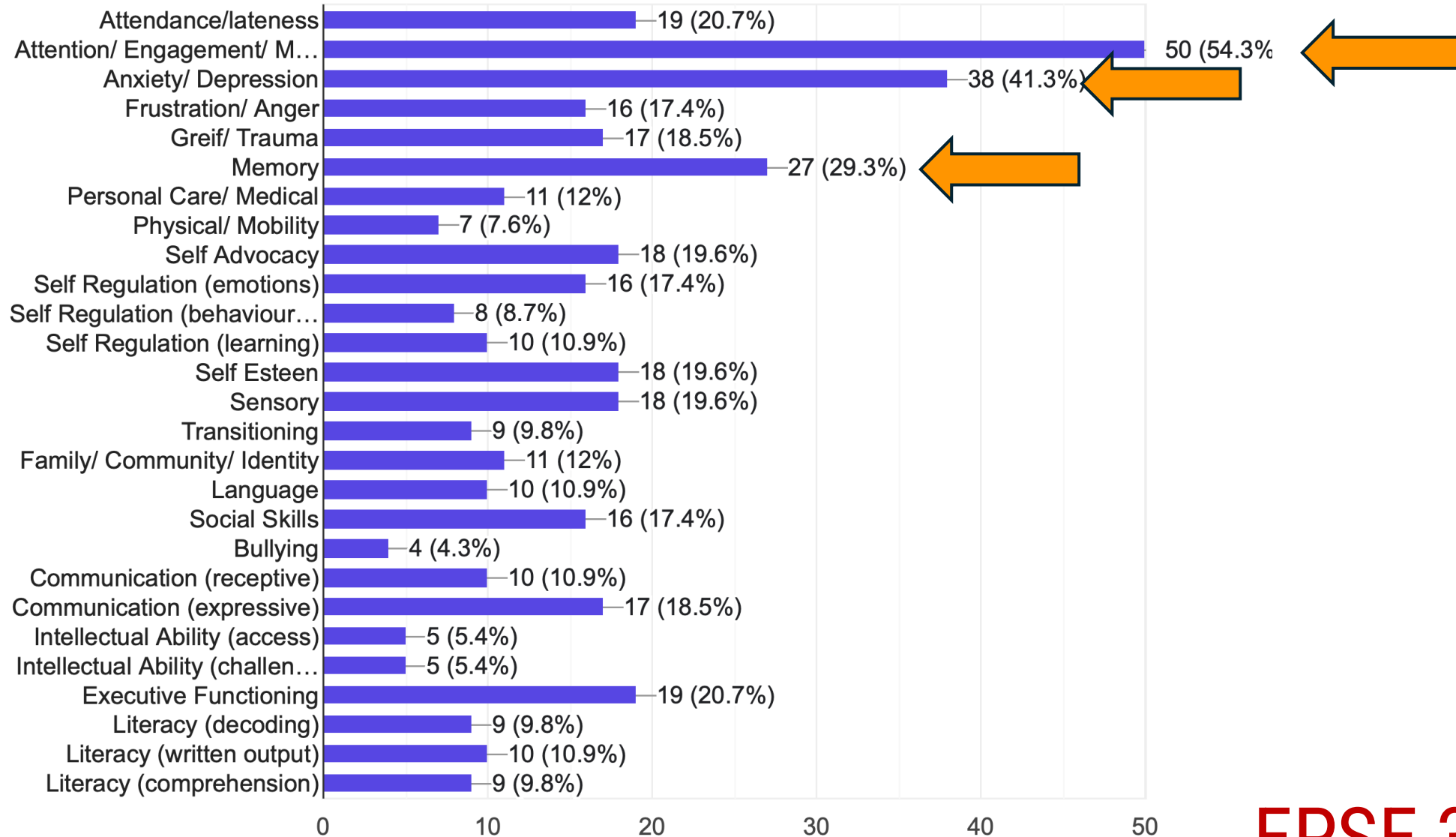
Geeshan needs help with:



Made by S. Moore with Luncheon, 2023

Possible Support Needs

92 responses



EPSE 317 – 2026

What if some plants need more 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			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

What if some plants need EVEN more support?



A few plants may need very specific temperatures and humidity levels

MULTIPLE LAYERS OF SUPPORT



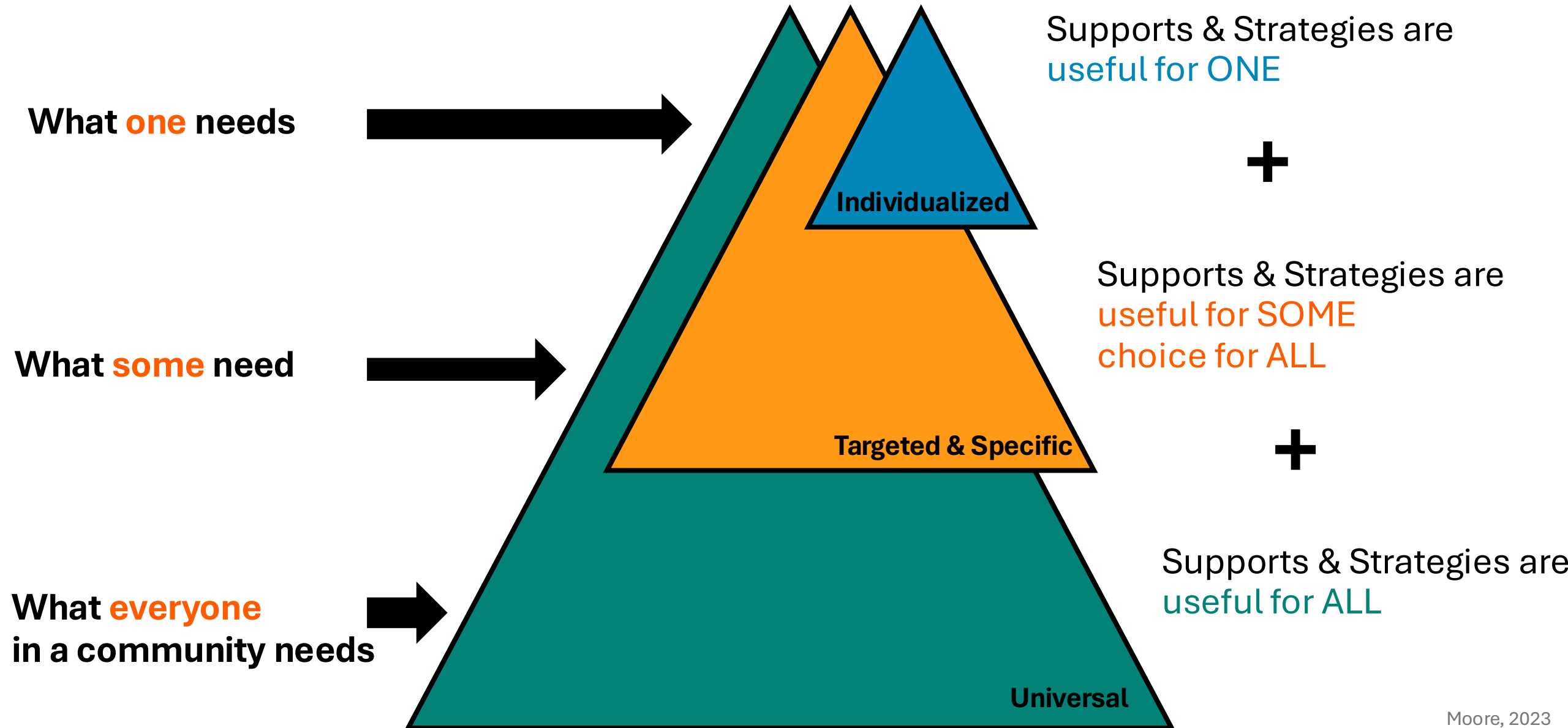
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Micronutrients					

Source: Greenandvibrant.com

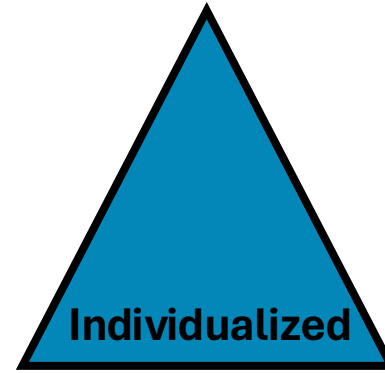


Multiple Layers of Needs Based Support



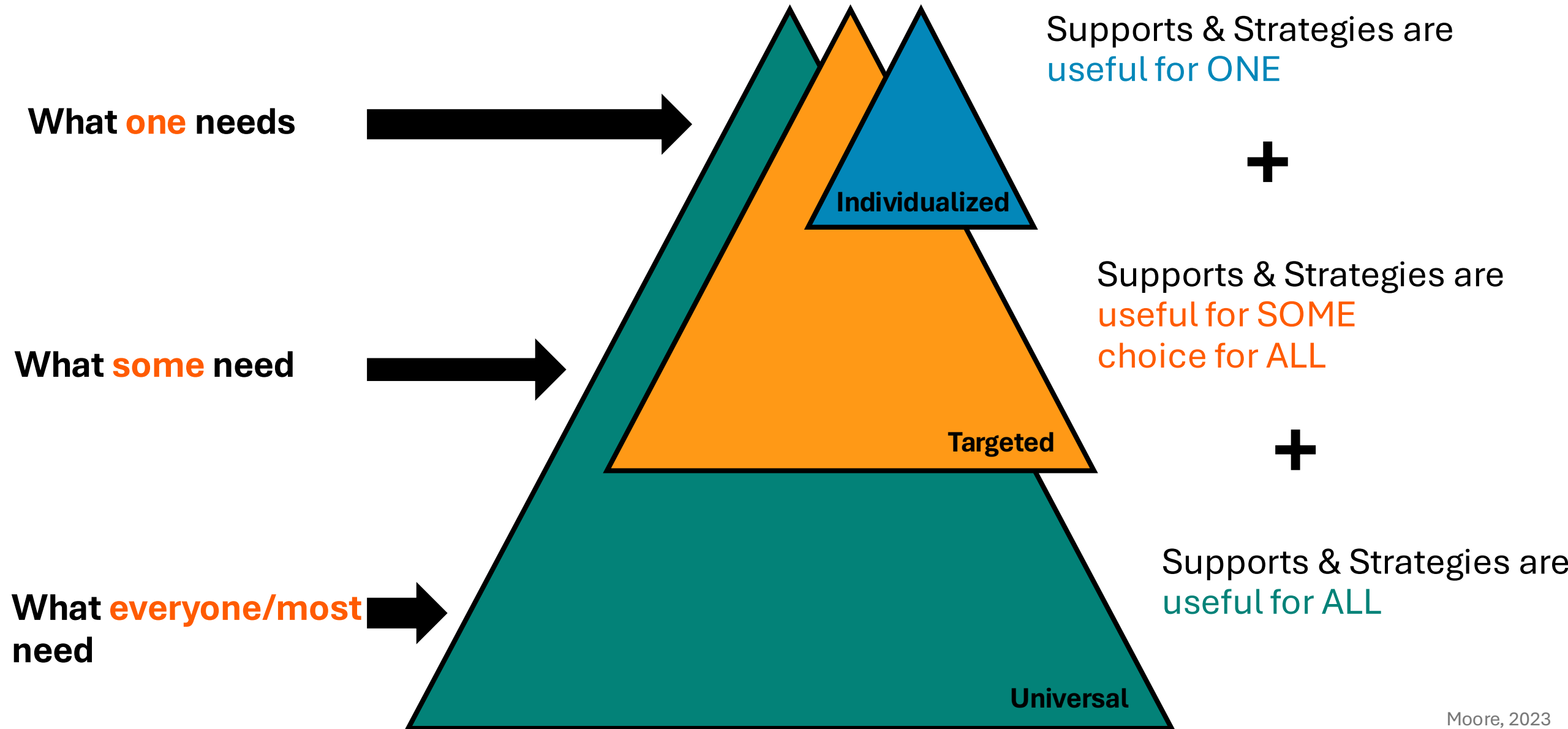
Supporting the **Bats**...

What **one** needs



Supports & Strategies are
useful for ONE

Supporting the **Unicorns** to Support the **Bats**



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

Individualized (Good for ONE/ Taught to ALL):

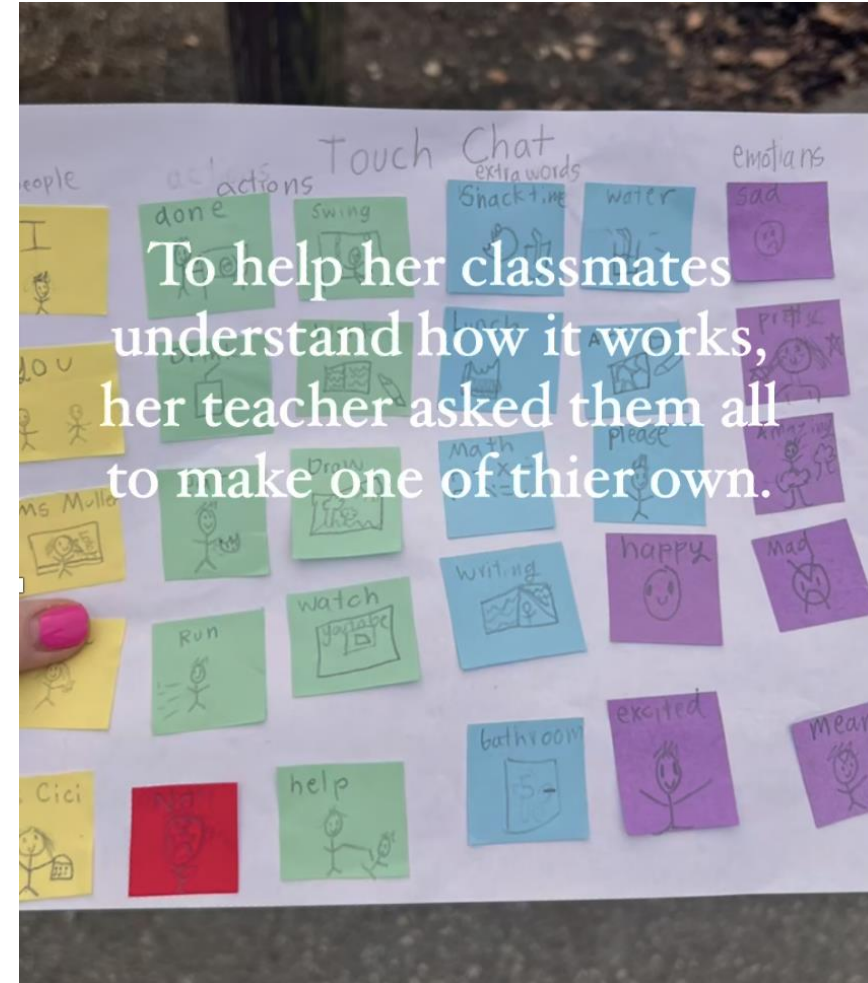
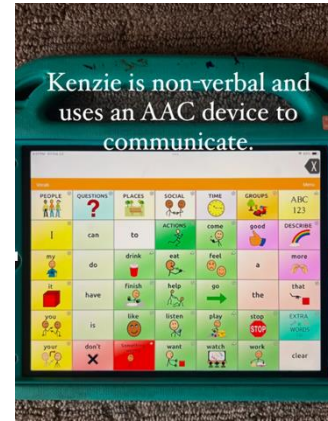
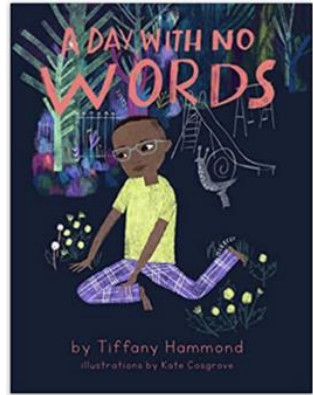
- **4.2, 5.2, 5.4** – Kenzie’s touch chat AAC device

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



Inclusive IEP Supports & Strategies

Priority Need Area	Universal Design for Learning Indicators that will reduce barriers (Teach to All; Useful to all)	Specific & Targeted Supports & Strategies that will increase agency (Teach to All; Useful to Some)	Individualized Supports & Strategies that will increase access (Teach to All; Useful for One)
Communication (expression)	4.2 – optimize access to accessible materials, assistive technologies and tools (provide access to and teach all students about different technologies and tools) 5.2 – use multiple tools for construction, composition and creativity (model & teach all students how to use technologies and tools) 5.4 – address bias related to modes of expression (teach all students about people who use different technologies and tools)	4.2, 5.2 – AAC, PECS, text to speech, speech to text, word predictions, apps- Stoybird, Pictello 5.4 – include books with characters that use communication technologies	4.2, 5.2: KJ – Touch chat AAC
Intellectual Ability (Access)	8.2 - optimise challenge & support (scaffold goals and activities that increase in challenge for all students) 8.3 - foster collaboration, interdependence and collective learning (design accessible and scaffolded activities that create shared learning experiences) 1.2 - support multiple ways to perceive information (options of text at different accessibility levels and modalities for learning content) 3.3 - cultivate multiple ways of knowing and meaning making (design activities that utilize multiple modalities	8.2 – access point to learning standards, activities 8.3 – accessible & shared activities, collaboration roles in groups 1.2 – visuals, multi-media, diverse text levels 3.3 - activities that include visual, written, oral, kinesthetic ways of understanding	1.2 - KJ - content preloading into touch chat, individualized text at emergent literacy level

Inclusive IEP Supports & Strategies

Priority Need Area	Universal Design for Learning Indicators that will reduce barriers (Teach to All; Useful to all)	Specific & Targeted Supports & Strategies that will increase agency (Teach to All; Useful to Some)	Individualized Supports & Strategies that will increase access (Teach to All; Useful for One)
Communication (expression)	4.2 – optimize access to accessible materials, assistive technologies and tools (provide access to and teach all students about different technologies and tools) 5.2 – use multiple tools for construction, composition and creativity (model & teach all students how to use technologies and tools) 5.4 – address bias related to modes of expression (teach all students about people who use different technologies and tools)	4.2, 5.2 – AAC, PECS, text to speech, speech to text, word predictions, apps- Stoybird, Pictello 5.4 – include books with characters that use communication technologies	4.2, 5.2: KJ – Touch chat AAC
Intellectual Ability (Access)	8.2 - optimise challenge & support (scaffold goals and activities that increase in challenge for all students) 8.3 - foster collaboration, interdependence and collective learning (design accessible and scaffolded activities that create shared learning experiences) 1.2 - support multiple ways to perceive information (options of text at different accessibility levels and modalities for learning content) 3.3 - cultivate multiple ways of knowing and meaning making (design activities that utilize multiple modalities	8.2 – access point to learning standards, activities 8.3 – accessible & shared activities, collaboration roles in groups 1.2 – visuals, multi-media, diverse text levels 3.3 - activities that include visual, written, oral, kinesthetic ways of understanding	1.2 - KJ - content preloading into touch chat, individualized text at emergent literacy level

Building a Needs-Based Support Plan

Class:		Planning Team:	Year:
Step 1: Describe the conditions (e.g. class or student, subject area or task, location and curriculum etc.)			
Step 2: This class needs support with (priority needs area) specifically (specific need)			
Step 3: What high impact UDL 3.0 indicators that will reduce barriers for this needs area and in these conditions			
UDL 3.0 #	What does this UDL 3.0 indicator mean in practice in this context?		
UDL 3.0 #	What does this UDL 3.0 indicator mean in practice in this context?		
UDL 3.0 #	What does this UDL 3.0 indicator mean in practice in this context?		

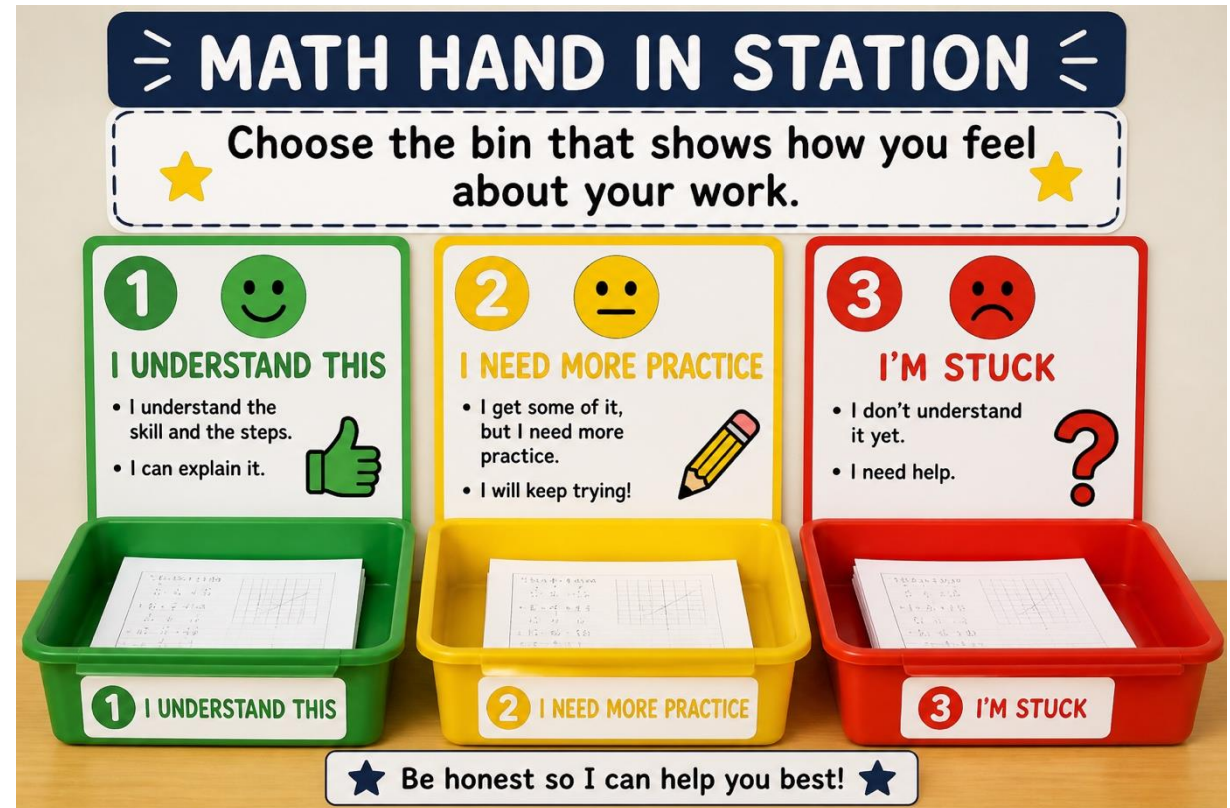
Building a Needs-Based Support Plan

Clas: Math 9		Planning Team: SM & GH	Year: Jan 2026
Step 1: Describe the conditions (e.g. class or student, subject area or task, location and curriculum etc.)		I am supporting a Grade 9 Math class in British Columbia, Canada	
Step 2: This class needs support with (priority needs area) specifically (specific need)		Executive Functioning: Attention and Focus	
Step 3: What high impact UDL 3.0 indicators that will reduce barriers for this needs area and in these conditions		Step 4: Determine some specific supports (tools) and strategies (actions) that reflect UDL 3.0 indicator (insert UDL indicator)?	Step 5: Individualize these supports and strategies for (describe target student)?
UDL 3.0 # 7.2 Optimize relevance, value, and authenticity	What does this UDL 3.0 indicator mean in practice in this context? Students need to know and think: <i>"Is this worth paying attention to."</i>	- Why this matters visuals prompt: A small box on on lesson slides or graphic organizers (e.g. This is used when..., You might se this in..." - Immediate Application of concept - Offer Controlled Choice (e.g. choose 1 of 3 contexts)	Include individualized interest area for option Have a "start here" sticky arrow post it note
UDL 3.0 # 6.2 Support planning and strategy development	What does this UDL 3.0 indicator mean in practice in this context? Students don't just need to <i>do</i> math—they need help answering: <i>"How do I even start this?"</i>	- Math Game Plan visual - Strategy anchor chart - Colour coded problem solving	Individual desk sized reference
UDL 3.0 # 6.4 Enhance capacity for monitoring progress	What does this UDL 3.0 indicator mean in practice in this context? Students need support to answer: <i>"Am I on track right now? How do I know"</i>	- Progress Check Trackers - "Traffic Light" Self-Assessment System - 1-Minute Reflection Routine	Personal check ins using prompts "where are you on the checklist?" "What's next?"

Need: Attention & Engagement

UDL Indicator: 6.4 Enhance capacity for monitoring progress

Targeted Strategy: “Traffic Light” Self-Assessment System



Need: Attention & Engagement

UDL Indicator: 7.2 Optimize relevance, value, and authenticity

Targeted Strategy: Why this matters
visuals prompt: A small box on on lesson slides or graphic organizers (e.g. This is used when..., You might se this in..."

Individualized Strategy: Start here
sticky note

Name: _____ Date: _____

Finding Slope

START HERE

WHY THIS MATTERS ★

Slope helps us understand rates of change in real life.

You might see this in:

- 🚗 • Car speed (miles per hour)
- 💰 • Savings growing over time
- 🏔️ • Elevation on a hiking trail
- 🏀 • Data and graphs in sports

REMEMBER:

$$m = \frac{y_2 - y_1}{x_2 - x_1}$$

m = slope

(x_1, y_1) = first point

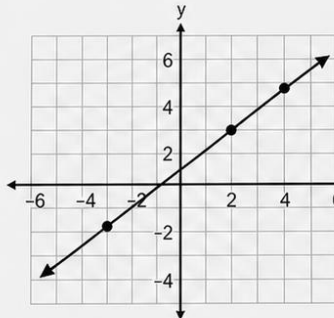
(x_2, y_2) = second point

PART 1: Finding Slope from Two Points
Directions: Find the slope of the line that passes through each pair of points.

1. (2, 3) and (6, 11) $m =$ _____	2. (-1, 4) and (3, -2) $m =$ _____	3. (-4, -1) and (2, 5) $m =$ _____
--	---	---

PART 2: Finding Slope from a Graph
Directions: Find the slope of the line shown in the graph.

4.



$m =$ _____

★ Be prepared. Show your work. Check your answer. ★

MATH GAME PLAN

1. READ the problem.	📖
2. IDENTIFY what you know. What are you asked to find?	🔍
3. PLAN your strategy. How will you solve it?	💡
4. SOLVE the problem.	✍️
5. CHECK your answer. Does it make sense?.	✅

Need: Social-Emotional & Behavioural:
Coping Skills

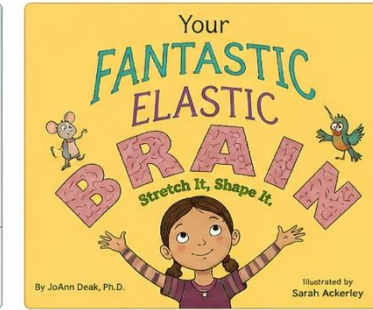
UDL Indicator: 9.1 Recognize expectations, beliefs, and motivations

Targeted Strategy: Teach and model self talk and coping language

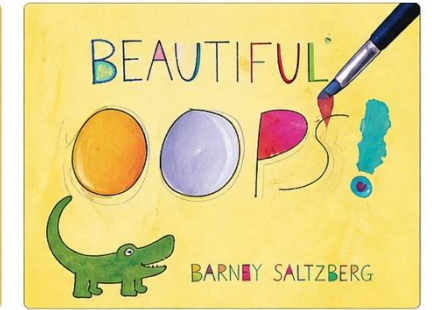
Individualized Strategy: Personal self talk reference



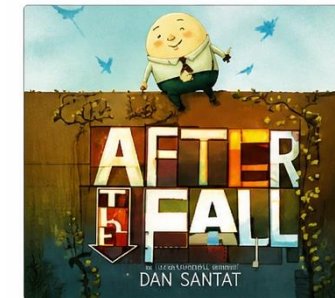
I CAN TRY AGAIN
Shows perseverance and trying again even when things are hard.



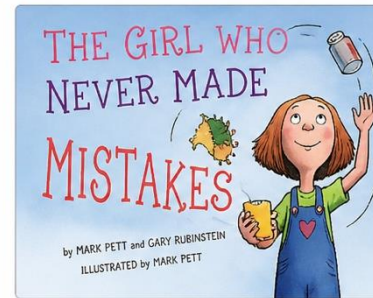
I DON'T GET IT YET
Teaches that your brain grows when you keep trying.



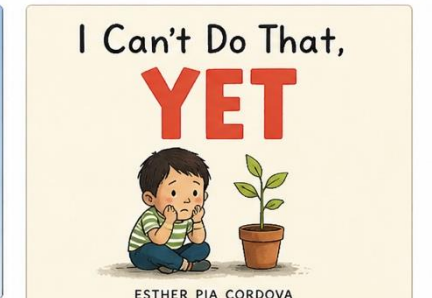
MISTAKES HELP ME LEARN
Shows how mistakes can turn into something unexpected and wonderful.



I CAN TRY AGAIN
A story about facing fears and finding the courage to try again.



MISTAKES HELP ME LEARN
Teaches that everyone makes mistakes—and that's how we learn and grow.



I DON'T GET IT YET
Encourages a growth mindset and the power of the word "yet".



Need: Social-Emotional & Behavioural: Coping Skills

UDL Indicator: 9.3 Promote individual and collective reflection

Targeted Strategy: Classroom anchor chart – what can we do when learning feels hard

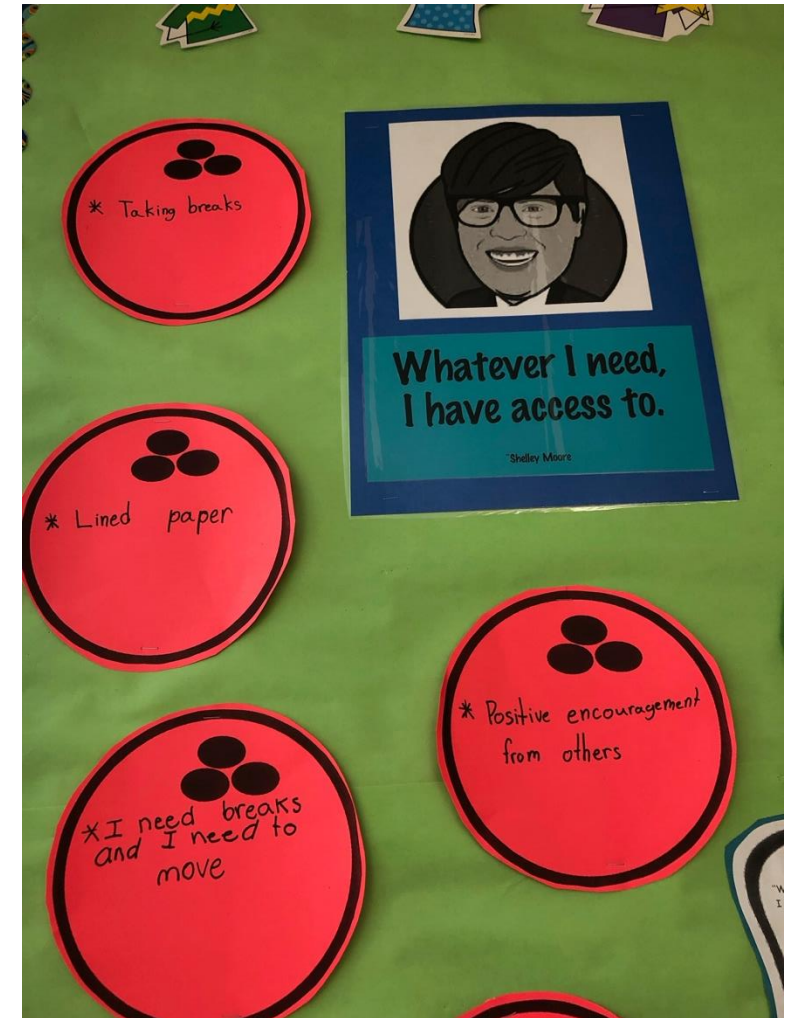
Individualized Strategy: reference to point to



Building a Needs-Based Support Plan

Clas: Grade 4 Literacy		Planning Team:	Year:
Step 1: Describe the conditions (e.g. class or student, subject area or task, location and curriculum etc.)		I am supporting the literacy skills in a Grade 4 class in British Columbia, Canada	
Step 2: This class needs support with (priority needs area) specifically (specific need)		Social-Emotional & Behavioural: Coping Skills	
Step 3: What high impact UDL 3.0 indicators that will reduce barriers for this needs area and in these conditions		Step 4: Determine some specific supports (tools) and strategies (actions) that reflect UDL 3.0 indicator (insert UDL indicator)?	Step 5: Individualize these supports and strategies for (describe target student)?
UDL 3.0 # 9.1 Recognize expectations, beliefs, and motivations	What does this UDL 3.0 indicator mean in practice in this context? Helping students to notice and name what they are feeling <i>while learning</i>	Feelings → Coping Strategy Chart Teach and model self talk and coping language	Personal self talk prompts
UDL 3.0 # 9.2 Develop awareness of self and others	What does this UDL 3.0 indicator mean in practice in this context? Helping students to understand <i>why</i> they feel the way they do about a task	Feelings + Body Signals Chart “Think About Others” Prompts Name and Notice Emotions in the Moment using characters in books e.g. what might they be feeling/how do you know?	What Might They Be Feeling? – pictures of individual scenarios (e.g. student left out, student stuck)
UDL 3.0 # 9.3 Promote individual and collective reflection	What does this UDL 3.0 indicator mean in practice in this context? Helping students to think back on their experience and learn what helped them cope	Reflection Prompts e.g. one thing I tried, one thing I’m proud of, one thing I want to try Classroom anchor chart – what can we do when learning feels hard, one-minute reflections e.g. what helped you today?	Mini visual reference for what help student e.g. when learning feel hard, I can....

Strategy: taking a 2 min break



Strategy: taking a 2 min break

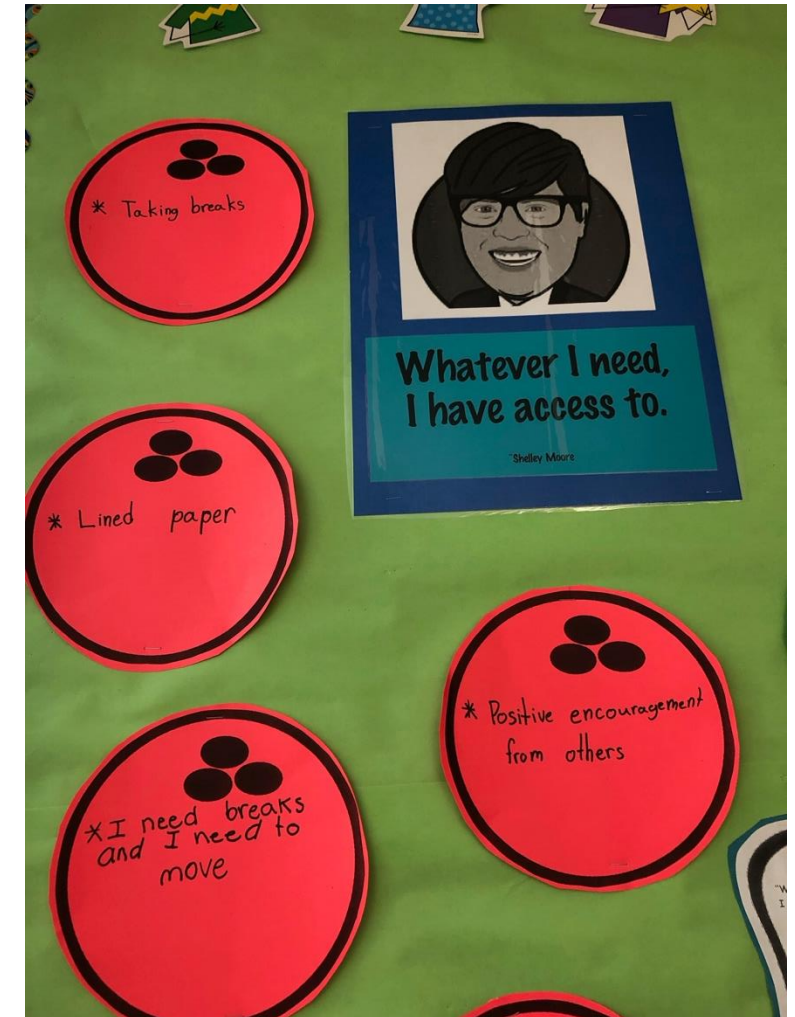
Instruct

- 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

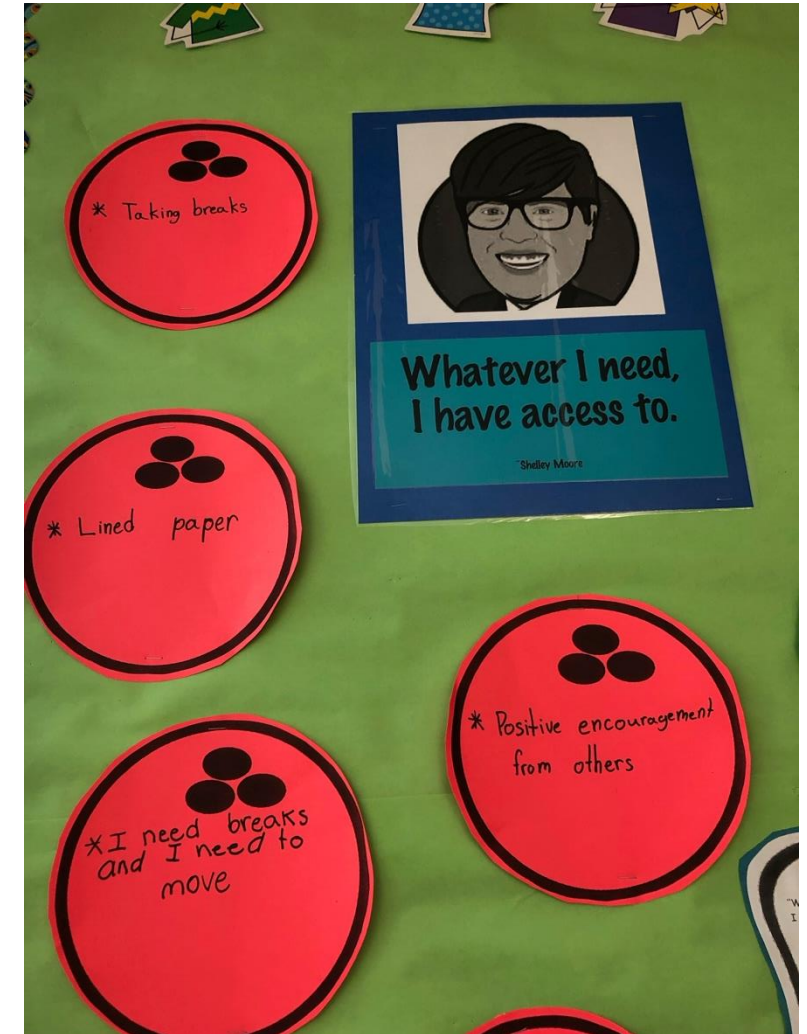
Instruct

- 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

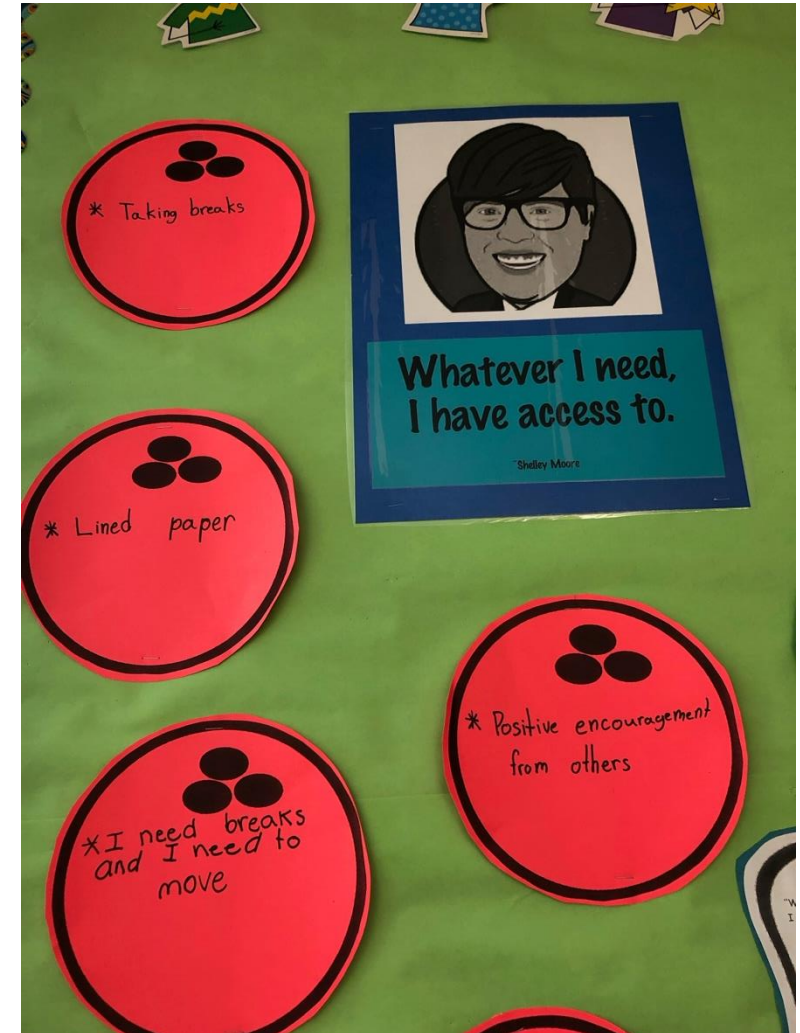
standing desks

access points

sensory tools

Snacks/ water

hats





What is one useful idea?

What is one thing you learned?

What is one thing you want to try?

What is one question you still have?

Shelley MOORE PH.D.



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