

The 2026-27 Spotlight Series for Special Education Administrators

Supporting One, Supporting All: Collaborative Classroom Support Models for Inclusive Classrooms



Dr. Shelley Moore

Outside Pin Consulting

Upcoming Webinars

Special Education Law

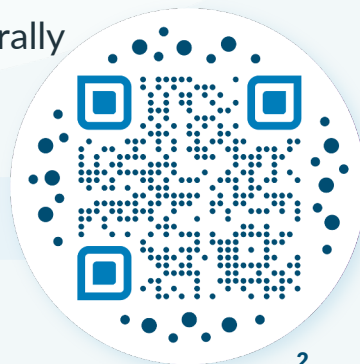
- **OCT 06** - The Leader's Guide to Effective and Compliant IEPs for Students with Attendance Problems, Jose Martín, Esq.
- **NOV 03** - Making Tough Discipline Decisions: A Roadmap for Special Education Administrators, Brandon K. Wright, Esq.
- **DEC 07** - Making Thoughtful and Defensible FAPE Offers: The Special Education Administrator's Playbook to LRE Decisions for Your IEP Teams, Alefia E. Mithaiwala, Esq.

Special Education Best Practices

- **JAN 13** - How to Redesign Your District's IEP Meetings to be Inclusive and Culturally Responsive so that All Students Can Succeed, Andratesha Fritzgerald, Ed.S.



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Our Mission

We empower educators to transform instruction so that **ALL** students succeed.



Webinar Series Sponsor: Goalbook

Research Shows We Improve:

- Present Levels Quality
- Goal Quality
- Specially Designed Instruction
- Special Educator Effectiveness
- Teacher Collaboration
- Student Outcomes



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Today's Webinar Agenda

- Presentation:

Supporting One, Supporting All: Collaborative Classroom Support Models for Inclusive Classrooms

- Q&A

**Use Zoom “Chat”
to submit your
question**



Introducing



Dr. Shelley Moore

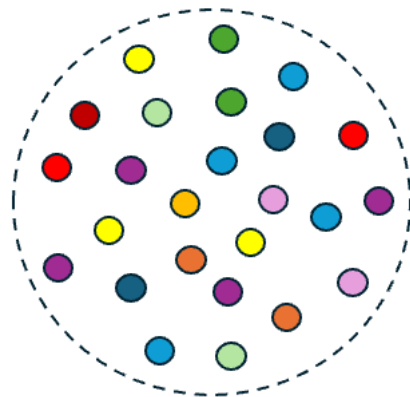
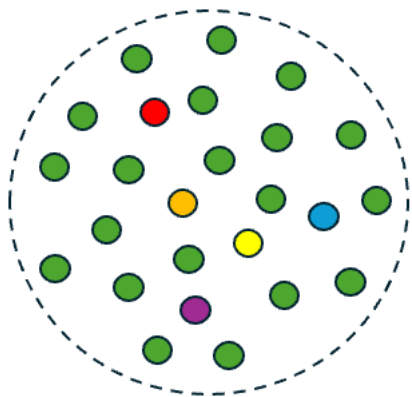
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WHAT DOES *inclusion* MEAN?



inclusion is...



including
'special needs' students in
general education classrooms

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



**When the conditions are
right, everyone can be
successful**





"When a flower doesn't
bloom, you **fix the**
environment in which it
grows, not the flower."

—Alexander den Heijer



**All plants
need light**



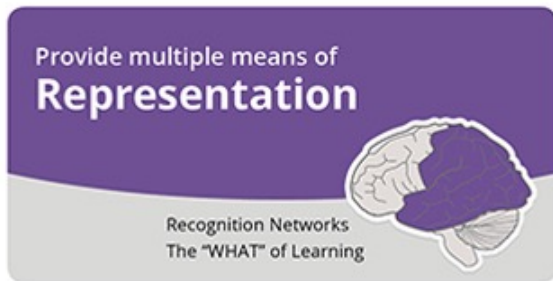
**All plants
need moisture**



**All plants
need space**



Universal Design for Learning 3.0



**All students
need to
engage**

**All students
need to
understand**

**All students
need to show
learning**



	Design Multiple Means of Engagement 	Design Multiple Means of Representation 	Design Multiple Means of Action & Expression 
Access	Design Options for Welcoming Interests & Identities ⁽⁷⁾ - Optimize choice and autonomy (7.1) - Optimize relevance, value, and authenticity (7.2) - Nurture joy and play (7.3) - Address biases, threats, and distractions (7.4)	Design Options for Perception ⁽¹⁾ - Support opportunities to customize the display of information (1.1) - Support multiple ways to perceive information (1.2) - Represent a diversity of perspectives and identities in authentic ways (1.3)	Design Options for Interaction ⁽⁴⁾ - Vary and honor the methods for response, navigation, and movement (4.1) - Optimize access to accessible materials and assistive and accessible technologies and tools (4.2)
Support	Design Options for Sustaining Effort & Persistence ⁽⁸⁾ - Clarify the meaning and purpose of goals (8.1) - Optimize challenge and support (8.2) - Foster collaboration, interdependence, and collective learning (8.3) - Foster belonging and community (8.4) - Offer action-oriented feedback (8.5)	Design Options for Language & Symbols ⁽²⁾ - Clarify vocabulary, symbols, and language structures (2.1) - Support decoding of text, mathematical notation, and symbols (2.2) - Cultivate understanding and respect across languages and dialects (2.3) - Address biases in the use of language and symbols (2.4) - Illustrate through multiple media (2.5)	Design Options for Expression & Communication ⁽⁵⁾ - Use multiple media for communication (5.1) - Use multiple tools for construction, composition, and creativity (5.2) - Build fluencies with graduated support for practice and performance (5.3) - Address biases related to modes of expression and communication (5.4)
Executive Function	Design Options for Emotional Capacity ⁽⁹⁾ - Recognize expectations, beliefs, and motivations (9.1) - Develop awareness of self and others (9.2) - Promote individual and collective reflection (9.3) - Cultivate empathy and restorative practices (9.4)	Design Options for Building Knowledge ⁽³⁾ - Connect prior knowledge to new learning (3.1) - Highlight and explore patterns, critical features, big ideas, and relationships (3.2) - Cultivate multiple ways of knowing and making meaning (3.3) - Maximize transfer and generalization (3.4)	Design Options for Strategy Development ⁽⁶⁾ - Set meaningful goals (6.1) - Anticipate and plan for challenges (6.2) - Organize information and resources (6.3) - Enhance capacity for monitoring progress (6.4) - Challenge exclusionary practices (6.5)

Translating UDL 3.0

UDL 3.0 Language Example Indicators	Plain Language Examples	Student & Family Friendly Language Examples
Optimize challenge and support (8.2)	We can provide a range of challenge balanced with the supports and strategies to meet the challenge	I need a goal that is not too easy or not too hard, and know what supports and strategies I need to meet the goal
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, text, and symbols	I need to learn about how to notice when words, symbols and images are unfair or leave people out
Build Fluencies with graduated support for practice and performance (5.3)	We can provide opportunities for learners to build and practice skills over time to build their confidence	I need to be able to practice new skills that I am learning, so I can build my confidence



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	I need to be able to have fun while I learn, explore

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

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

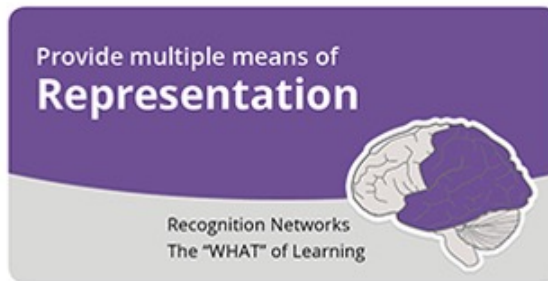
UDL Language	Plain Language	Student Friendly Language
Design Multiple Means of Action & Expression		
Access: Design Options for Interaction		
Vary and honor the methods for response, navigation, and movement (4.1)	We can provide different ways for learners to participate, move through learning, and show 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



Universal Design for Learning 3.0



**All students
need to
engage**



**All students
need to
understand**



**All students
need to show
learning**





**All plants
need light**



**All plants
need moisture**



**All plants
need space**



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 additional nutrients

Some plants need companions





A few plants may need very specific temperatures and humidity levels



Multiple Layers of SUPPORT



What **one** needs



Supports & Strategies are

- useful for ONE
- taught to ALL

Individualized



What **some** need



Supports & Strategies are

- useful for **SOME**
- taught to ALL
- choice for ALL

Targeted & Specific



What **everyone** needs



Supports & Strategies are

- useful for ALL
- taught to ALL

Universal



What *one* needs



Supports & Strategies are

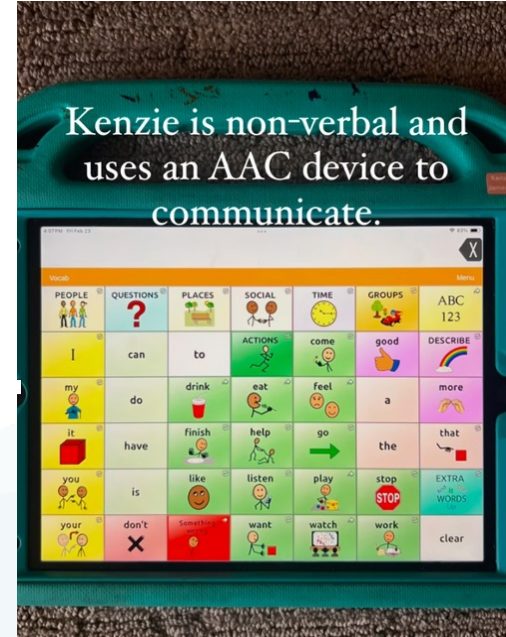
- useful for ONE
- taught to ALL



Individual Need: Expressive Communication



Individualized support: AAC Device



What **one** needs



Supports & Strategies are

- useful for ONE
- taught to ALL



What **some** need



Supports & Strategies are

- useful for SOME
- taught to ALL
- choice for ALL



What **everyone** needs



Supports & Strategies are

- useful for ALL
- taught to ALL



Community Need: Expressive Communication

Community Support: Tools & technology to support expressive communication



What *one* needs

- 5.2, 5.4 Kenzie's touch chat AAC device

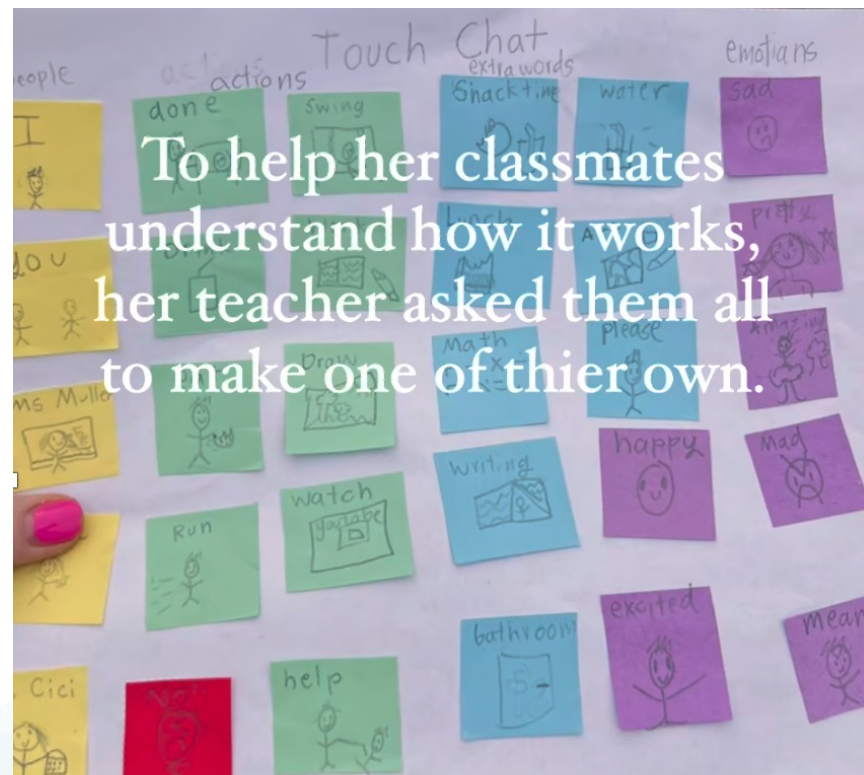
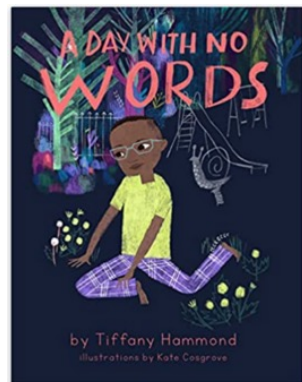
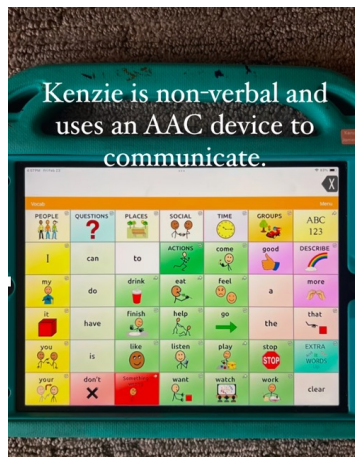
What *some* need

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

What *everyone* needs

- 5.2 provide a range of tools for learners to create, build and express ideas
- 5.4 recognize and value different ways of communicating





Connecting to IEPs

Need Area	Universal Design for Learning Indicators that will reduce barriers	Specific & Targeted Supports & Strategies that will increase agency	Individualized Supports & Strategies that will increase access
Expressive Communication	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)	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	5.2: KJ – Touch chat AAC

Evolving IEPs to Support Inclusion



**When the conditions are
right, everyone can be
successful**



Live Q&A and for More Information



For more information on Goalbook Toolkit,

Visit www.goalbook.com

To schedule time,

Visit www.calendly.com/d/yhc-gsn-hgq

Or scan this QR code:



Connect with our speaker:



Dr. Shelley Moore

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instruction so that all students succeed.***



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