

Shelley  
MOORE PH.D.



@tweetsomemoore



@fivemooreminutes



@fivemooreminutes



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

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

# Nexwlélexm (Bowen Island)

- The Islands Trust Council acknowledges that the lands and waters that encompass the Islands Trust Area have been **home to Indigenous peoples** since **time immemorial** and honours the **rich history, stewardship, and cultural heritage** that embody this place we all call home.
- The Islands Trust Council is committed to establishing and maintaining mutually **respectful relationships** between Indigenous and non-Indigenous peoples. Islands Trust states a **commitment to Reconciliation** with the understanding that this commitment is a **long-term relationship-building and healing process**.
- The Islands Trust Council will strive to **create opportunities for knowledge-sharing** and understanding as people come together to **preserve and protect** the special nature of the islands within the **Salish**





What Infrastructure can  
be put in place that will  
make choosing  
inclusion easier?



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

are **PRESUMED**  
competent and  
as having  
**POTENTIAL**

are **PLACED** in  
and attending  
inclusive  
programs

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

have  
**PURPOSEFUL**  
roles and  
responsibilities

are **PLANNED** for  
from the start

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

are **PRESUMED**  
competent and  
as having  
**POTENTIAL**

are **PLACED** in  
and attending  
inclusive  
programs

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

have  
**PURPOSEFUL**  
roles and  
responsibilities

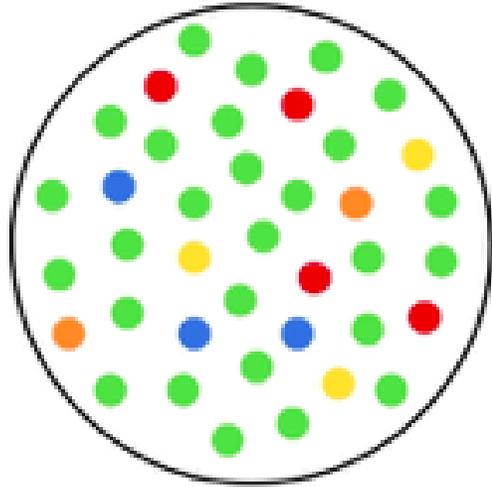
are **PLANNED** for  
from the start



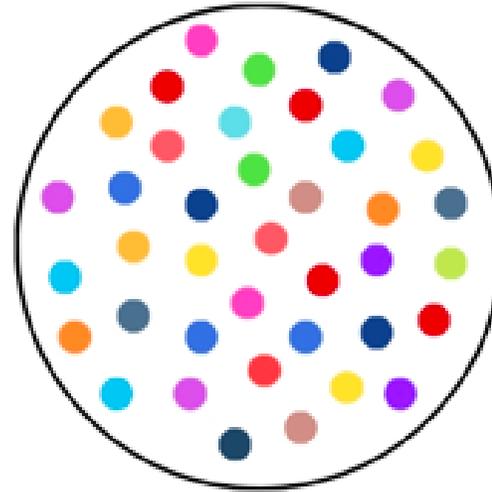
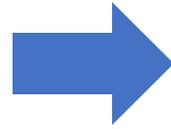
What does it mean to

plan for ALL?

# WHAT IS inclusion ?

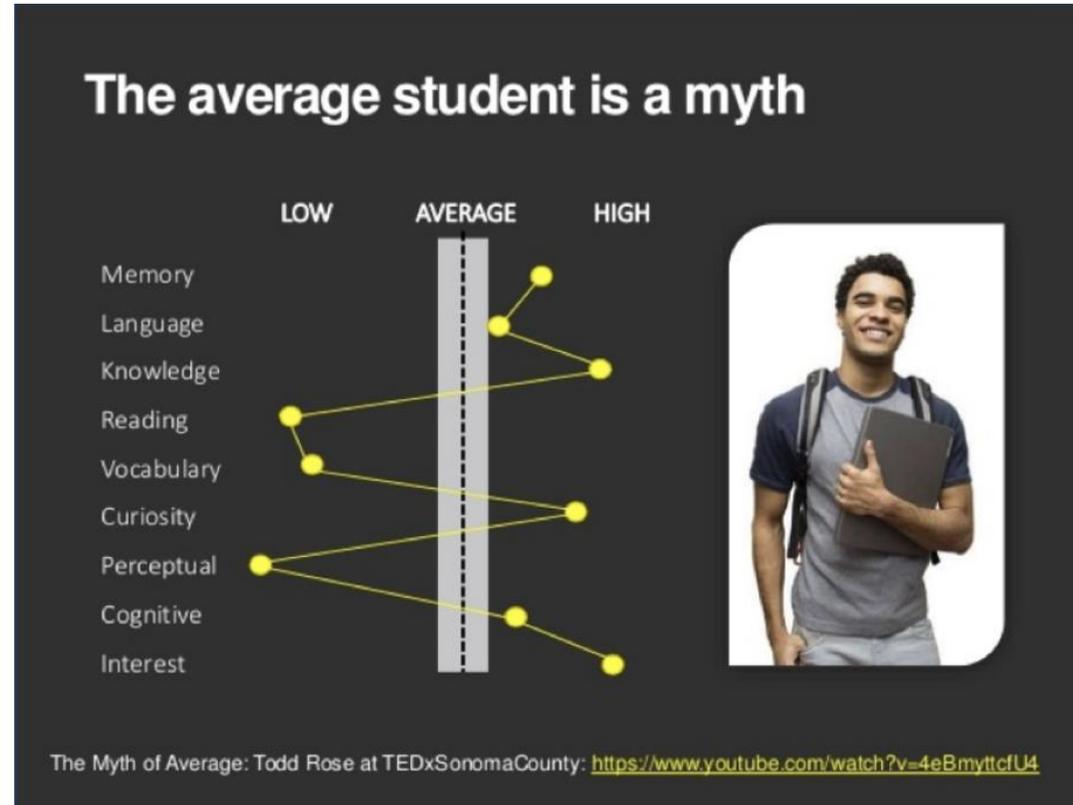
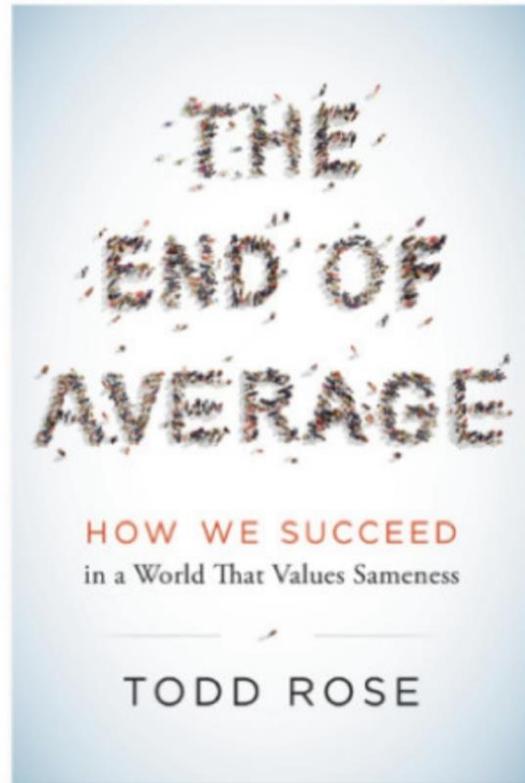


How do we  
include people  
with disabilities?



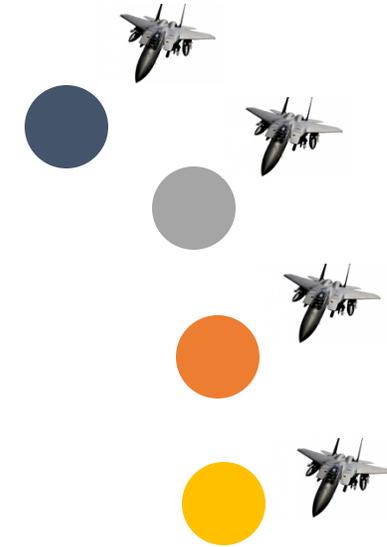
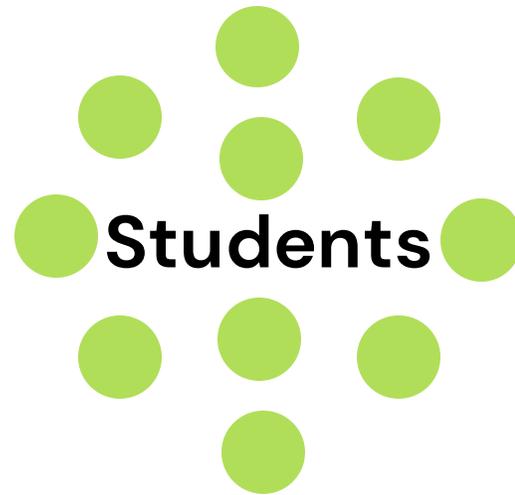
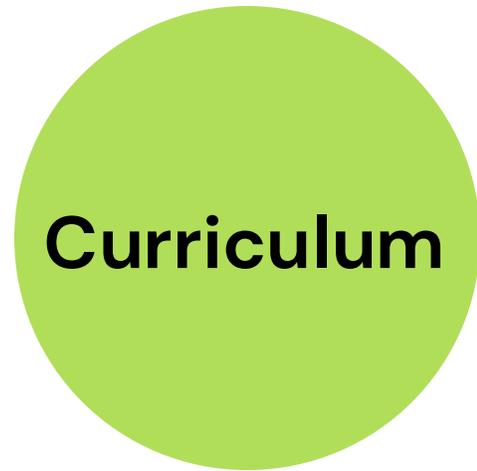
How do we teach  
to diversity?

# WHAT IS “normal”?

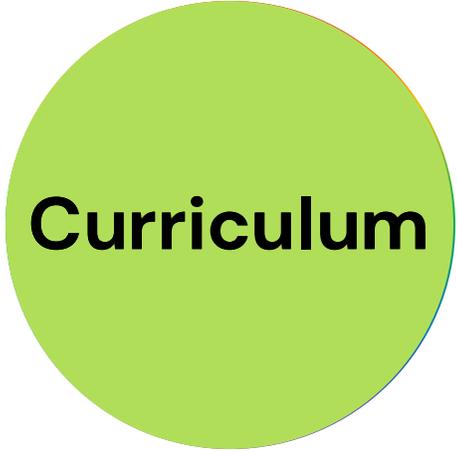
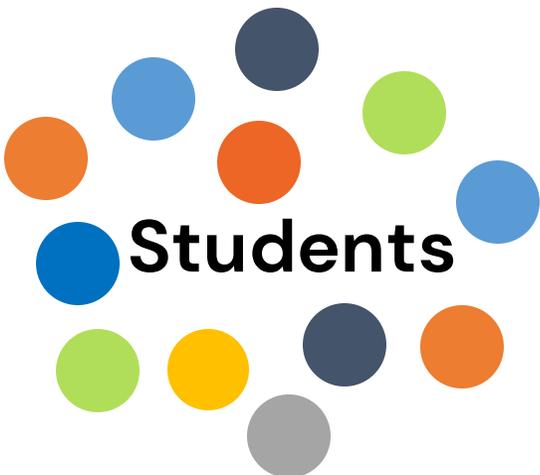


# WHAT IS “average”?

# WHAT & HOW WE WERE TAUGHT..



# WHAT IF WE ANTICIPATED variability



INSTEAD OF homogeneity?

# HOW DO WE DESIGN AN ADJUSTABLE PLANE?

- Who are the **pilots**? What are their **dimensions**?
- What kind of **planes** are they flying?
- How is the plane **responsive** to the pilot's dimensions?
- How do the **pilots make the adjustments** they need to fly the plane?



# HOW DO WE DESIGN AN ADJUSTABLE PLANE?

- Who are the **students**? What is the range of the **variability**?
- What is the **grade level curriculum** that students need to access?
- How is the grade level curriculum **responsive** to the range of student variability?
- How do we help **students to make the adjustments** they need to access the grade level curriculum?



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?

Adjustable Supports & Strategies  
Student choice of tools and actions

## 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?

# Tumwater School District

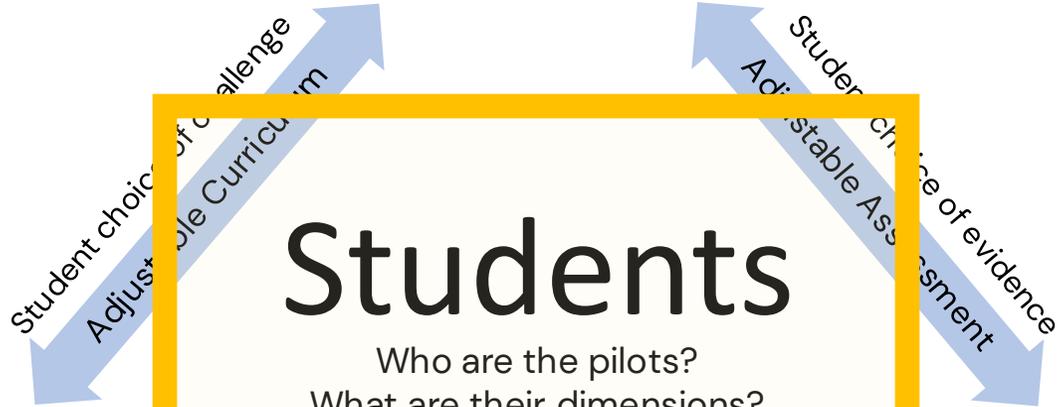
Tumwater, Washington

Peter G Schmidt Elementary School

Grade 5 - Science

What grade level curriculum are we using?  
What are the learning standards?

# CURRICULUM & ASSESSMENT DESIGN



# 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?

# INSTRUCTIONAL DESIGN

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

**Class Dimensions**

<b>Class Identities:</b> Families – half are in split families 2 families navigating cancer, 1 parent in rehab Grade – 4/5 combined Cultures: Kenyan, Caucasian, Japanese, Ethiopia, Hispanic, Pacific Islander, Religion: Christian, Language: English	<b>Class Interests:</b> Competition, trivia, puzzles, word games, brain teasers, riddles, working with friends, choice, being creative, stories and read aloud, art, service, kindergarten buddies	<b>Classroom Strengths:</b> Creating, social, healthy competition, fair, protective, aware, helping others, working with others, leadership, being aware of others, allowing others to lead, socially awareness & responsible, understanding, strong academically overall (gr 4), reading, motivated intrinsically	<b>Classroom Stretches:</b> Waiting, their turn, not always getting your way/ what you want, being aware that what is “easy” is not easy for everyone, being aware of diverse abilities, empathy and mindful of how what we say affects others, stamina, justifying their learning, deep thinking and sharing of their learning, too comfortable sometimes
--	---	---	---

**Targeted Class Needs**

Need: Anxiety/ Emotional Regulation <b>GA, LB, JA, ES, KR, GS</b>	Need: Engagement/ Motivation <b>LB, JA, ES, NS</b>	Need: Trauma/ Family Needs <b>GA, LB, JA, ES, JK, LE</b>	Need: Literacy <b>GA, MA, KR, TP, AB</b>
--	---	---	---

**Collaborative Team Questions**

E: How to support literacy needs? How do we make sure they are ready for middle school?  
 S: How do we teach them to manage their needs (anxiety etc.) so they are ready for middle school and have to navigate such a different context?  
 C: How to support students who are not participating and often not attending? How to engage and motivate without pushing too hard?

**Collaborative Team Decisions:**

What works well for this class? - Natural consequences, honesty & fairness, competition, roles & responsibilities as students, conversations	What do we still want to try? Strategies to increase self advocacy UDL Strategies to reduce barriers to engagement - Make learning relevant to students’ lives - Scaffolding learning (access to challenge)	UDL Strategies to reduce barriers to representation - Highlighting patterns in language systems - Using multi-media - Focus on building prior knowledge - Include processing tasks in lesson design UDL Strategies to reduce barriers to Expression - Guiding students through self assessment and goal setting - Model the use of supports and strategies
---	---	---

## Coaching Session 1: Tumwater

School District: Tumwater SD		School: Peter J Schmidt Elementary	
Participant	Role	Target Class: Gr 4/5	Target Subject Area(s): Science 5
E. Crabtree	CT	<p>Target Student(s):</p> <p><b>Gabby A</b> – Autism, Oct 2023 – first included, decoding and writing strong, anxiety, difficulty talking to peers, musically talented, scripted language, pairs well with - Mason, Lorelei, motivated by James, needs access points</p> <p><b>Mason A</b> – newly diagnosed, mild intellectual, loves fitting in, peers are motivators, likes adult attention, needs access points</p> <p><b>Lorelei B</b> – needs academic support, gives up, some personal and family medical needs – lots of emotions, anxiety, withdraws, overwhelmed, loves animals, approaching grade level</p> <p><b>James A</b> – attendance needs – family needs &amp; trauma, medical needs, motivates Gabby, loves helping, task oriented, loves jobs, food, closer to grade level</p> <p><b>Elijah S</b> – bullied at another school, very angry, always feeling like everything is his fault/everyone is against him, long time to build trust, event can snowball to feel overwhelmed, pairs well with Mason</p>	
S. Wernke	ST		
C. Luce	PE		
K. Doughty	Principal		
S. Bentley	Psychology		
Ms. Gina	Para		

## Classroom Support Planning: Collaborative Needs Based Reflection

**Target Classroom:**

**Classroom Teacher(s):**

**Support Teachers/Staff:**

**Date:**

1. Look at the following areas of need as a team
2. Record needs for students who have IEPs (Individual education plan) and/or LSPs (learning support plan)
3. You can refer to individual assessments and recommendations as well as specialists to determine needs if useful
4. Record needs for students in class who do not have IEP or LSP
5. Look for clusters of need and reflect on community impact
6. Determine priority classroom needs to develop Classroom Support Plan



Areas of Need	Students who have this need  (underline students who have <u>IEP/504</u> )	This need impacts the community and/or there is a cluster of students who have this need	This need can be managed over time and/or not critical	This is an individual need area and/or community does not need support in this area
Addiction				
Attendance/ Lateness	JA			x
Attention	JA, RM		x	
Anxiety/ Depression	GA, LB, JA, ES, KR, GS	x		
Bullying				
Communication (receptive)				
Communication (expressive)	GA, LB		x	
Eating/Food/Allergies	LB			x
Engagement/Motivation	LB, JA, ES, NS	x		
Executive Functioning	MA, LB, JA	x		
Family/Community/Identity	JA, ES, JK, LE	x		
Frustration/ Anger	JA, ES		x	
Greif/ Trauma	GA, LB, JA, ES, KK	x		
Gross/Fine Motor Skills	LB, BB			x
Intellectual Ability (access)	GA, MA		x	
Intellectual Ability (extend)	BW, IM, MB		x	

Language				
Literacy (decoding)	MA, KR, TP, AD		x	
Literacy (understanding)	GA, MA, KR, TP, AD		x	
Literacy (written output)	MA, LB, KR, TP, AD		x	
Literacy (oral language/speaking)	GA		x	
Medical				
Memory				
Mental Health				
Numeracy	ES, KR			
Personal Care	GA			x
Personal Safety				
Physical/Mobility				
Self-Advocacy	LB			x
Self-Regulation (emotional)	GA, JA, ES	x		
Self-Regulation (behavioural)	ES	x		
Self-Regulation (learning)				
Self Esteem	LB, JA, ES	x		
Self-Harm/ Self Injurious Behaviour				
Sensory				
Social Skills	GA, LB, JA, ES	x		
Transitioning	JA, ES	x		
Other:				
Other:				

Priority Community Needs	Specialists/Individuals to connect to	Priority Individual Needs	Specialists/Individuals to connect to
Anxiety/ emotional self- Regulation	Counsellors – Jessica		
Family support/ trauma	Counsellors – Jessica, Community Schools – Diana		
Literacy	Title – Kori, Mica, Melissa		
Engagement/ Motivation	Sarah, Shelley, Jasmine, Kim		

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?

Adjustable Supports & Strategies  
Student choice of tools and actions

## 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?

Who needs the MOST support?

What supports & strategies are useful for ONE? (Individualized)

- Reading IEP
- 3/4 x week individual intervention with CT or parent volunteer (one on one)
- G (replacement literacy instruction - comprehension)

Essential

What supports & strategies are useful for SOME? (Choice for ALL)

- Title reading intervention (decoding) 4 x week
- (UDL strategies to help student choose)

Targeted

What supports & strategies are useful for MOST/ALL?

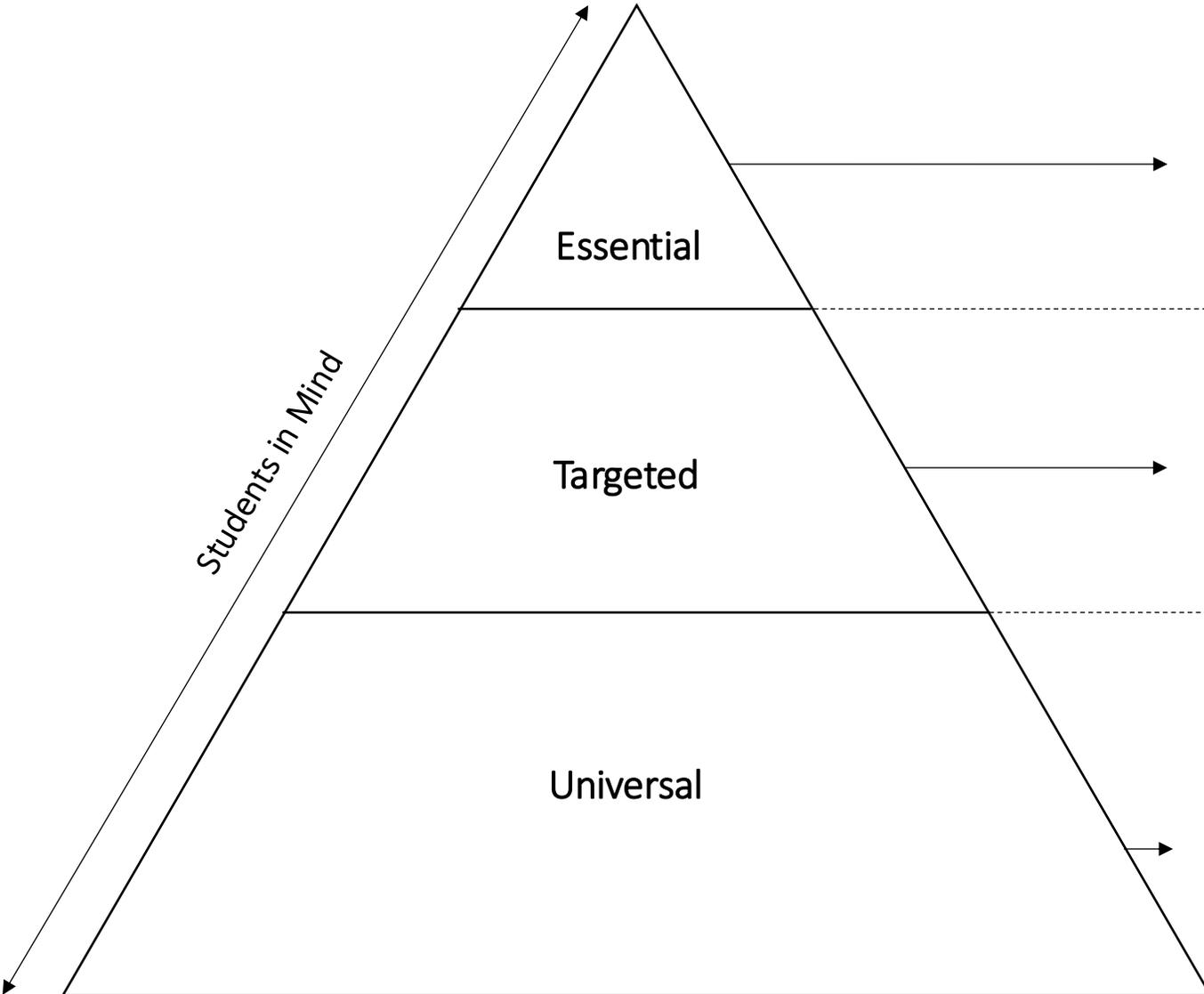
- Access to grade level curriculum
- Fluency passage (at independent level) – at home
- Weekly read with parent volunteers
- Vocabulary support & practice (word ladders/activities/plexer)
- Classroom read aloud every day
- Library
- Different levels of text level for assessment
- Strategic intervention time
- WIN time

Universal

Students in Mind

Who needs the MOST challenge?

Who needs the MOST support?



What supports & strategies are useful for ONE? (Individualized)

- Communication with school team (set up other places to go if needed)
- Individual debriefing
- Check in/ check out system (with resource)
- Built in time at The Nest in schedule
- G: Level of problem (1-5 and how to respond, reinforcement system)

What supports & strategies are useful for SOME? (Choice for ALL)

- Calming kit
- Take a break (check in)
- Sensory tools (e.g. fidgets, items from home)
- Choice to go The Nest

What supports & strategies are useful for MOST/ALL?

- Morning meeting, classroom conversations
- Mindful minutes – teaching a strategy
- Routines & structures
- Technology – all practice a strategy (e.g. 5 finger breathing)
- Lessons with counsellor (tools in toolbox)
- Classroom conversations (power of yet, Factor of fear)
- Trust when they need something
- Open communication with families (e.g. Dojo)
- Access to The Nest (SEL space)

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?

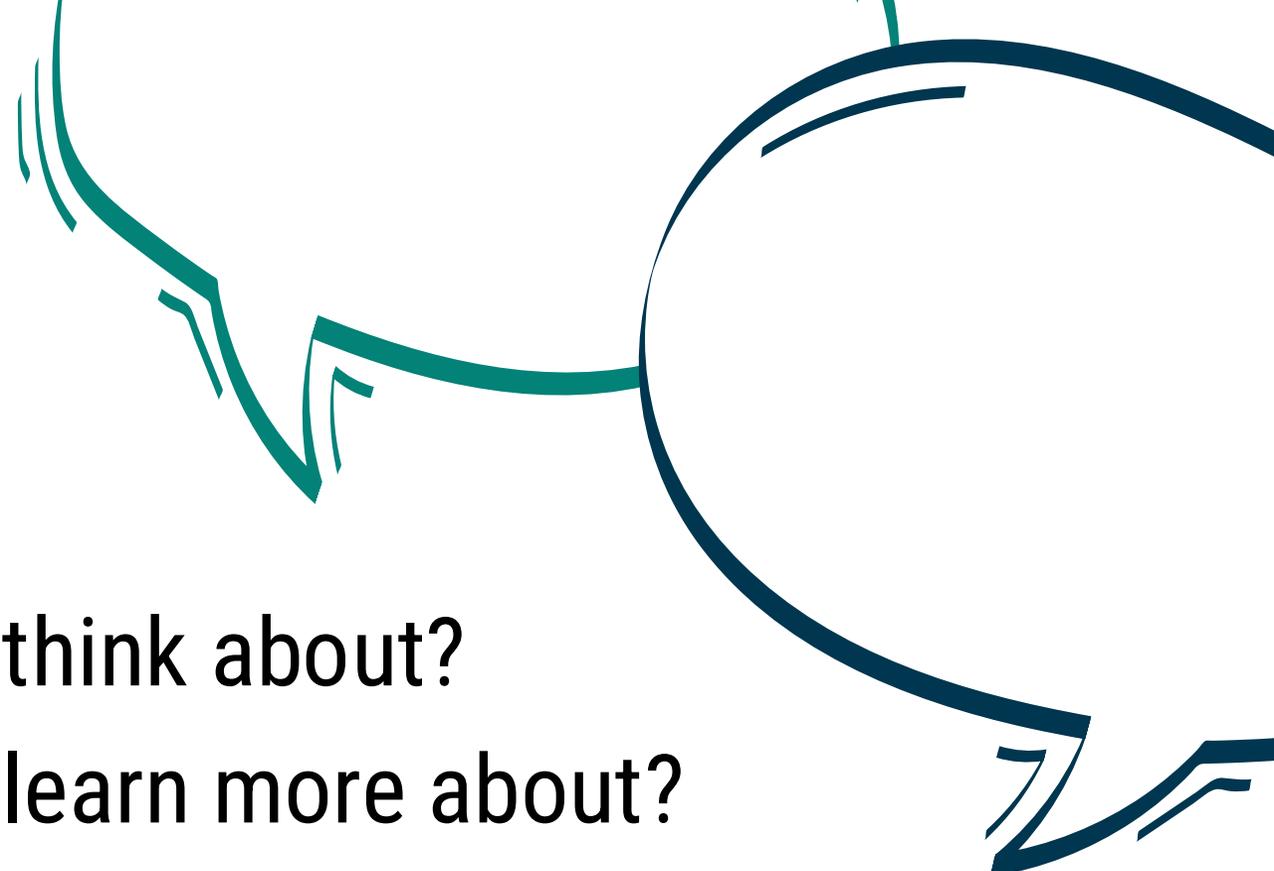
Adjustable Supports & Strategies  
Student choice of tools and actions

## 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?



What is one useful idea?

What is one thing you want to think about?

What is one thing you want to learn more about?

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

THANK YOU!

*Shelley*  
**MOORE** PH.D.

GET IN TOUCH

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

LEARN MORE

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

