

Designing for DIVERSITY

Session 3: Making decisions that reduce barriers for ALL

Shelley
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Shelley MOORE PH.D.



@tweetsomemoore



@fivemooreminutes



@fivemooreminutes



www.fivemooreminutes.com

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**



Welcome!

Our Plan Together

November 4, 2024: Kick Off - What is **Inclusion**?

November 4, 2024 : Session 1 - Getting to know students from a **strength-based perspective**

December 11, 2024: Session 2 - Making decisions to **reduce barriers** for ALL

January 15, 2024: Session 3 – Designing **needs-based** classroom support plans

February 5, 2024: Session 4 - Curricular Design Strategies: **Backwards Design**

February 25, 2024: Session 5 - Curricular Design Strategies: Lesson Design through a **UDL** lens

February 25, 2024: Session 6 - Inclusive **Assessment**

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Staying Connected

The screenshot shows a Padlet digital wall interface. At the top left, it says ':Padlet' and 'Five Moore Minutes + 19 • 1mo'. Below this is a logo with colored dots and the letters 'S' and 'M'. The main title is 'Designing for Diversity Series: CESA 4'. The wall contains two sticky notes: one on the left asking 'What are you hoping to get out of this series?' and one on the right asking 'What is one new thing you have done in your context, connected to this series, since our last session?'. Below each note is a dark blue bar with a white plus sign. To the right of the second note is a button labeled 'Add section'. On the right side of the wall is a vertical toolbar with icons for search, share, link, notifications, play, settings, and a menu. At the bottom left is the text 'Shelley MOORE PH.D.' and at the bottom right is a large green circle with a white plus sign.

:Padlet

Five Moore Minutes + 19 • 1mo

Designing for Diversity Series:
CESA 4

What are you hoping to get out of this series?

What is one new thing you have done in your context, connected to this series, since our last session?

Add section

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Homework

- Finish creating a class review for a target class including completing a needs-based reflection
- Choose one priority needs-based area

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?

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Class Review:		School Team:		Date:	
Class Dimensions					
Class Identities		Class Interests		Classroom Strengths	
←		Student Dimensions		→	
Class Needs					
Need:		Need:		Need:	
←		Prioritized Needs to Target		→	
Team Goals					
Some big questions and/or goals that we have for this class:					
←		Collaborative Team Goals		→	
Team Reflections & Decisions					
What works well for this class?			What else can we do to reduce barriers for this class?		
←			Collaborative Team Decisions		
			→		

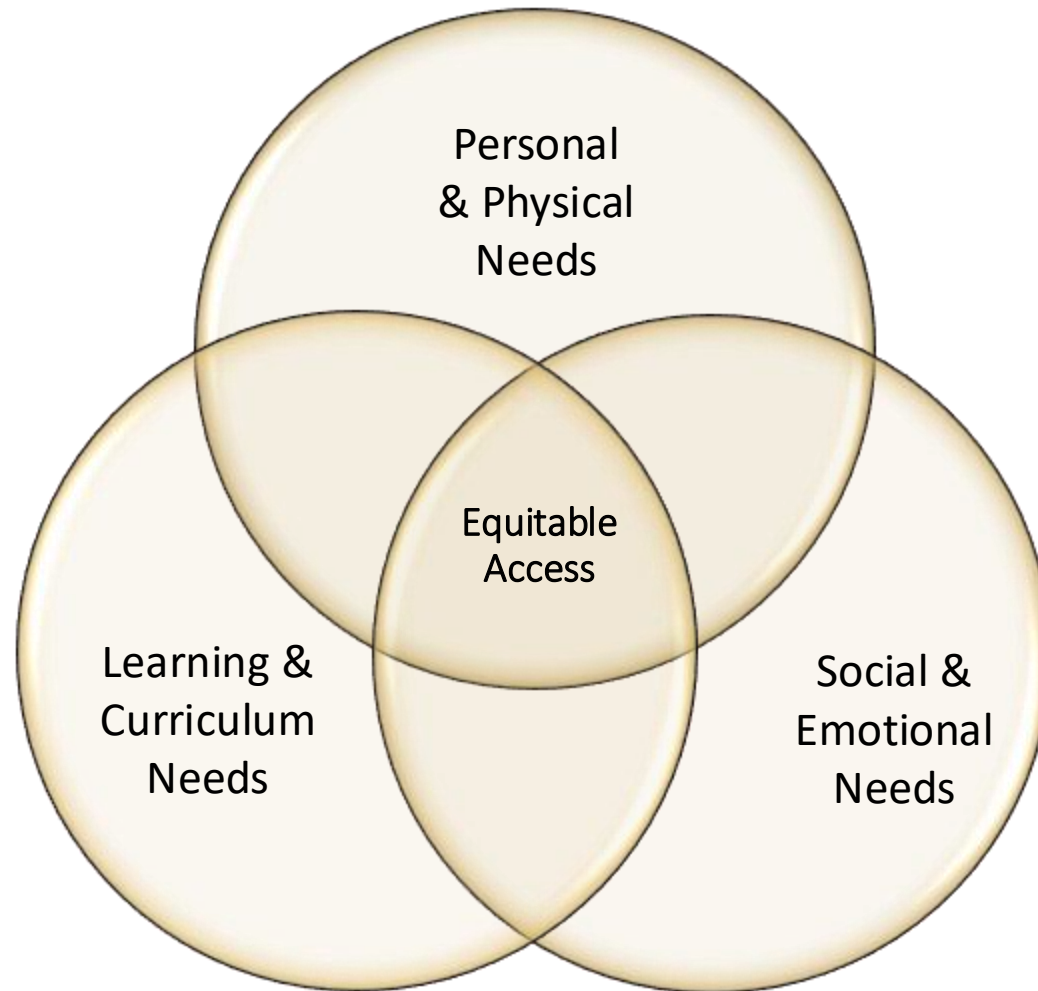
Reducing Barriers



Supporting Needs

Increasing Inclusive & Equitable Access by Designing for Individual Needs

- Attention
- Anxiety
- Communication (receptive)
- Communication (expressive)
- Eating/Food
- Engagement/Motivation
- Executive functioning
- Family/community and/or identity
- Frustration/ Anger
- Grief/ Trauma
- Gross and/or Fine motor
- Intellectual ability (access)
- Intellectual ability (challenge)



- Language
- Literacy (decoding)
- Literacy (understanding)
- Literacy (written output)
- Literacy (Speaking/ oral language)
- Medical
- Memory
- Numeracy
- Personal Care
- Physical/Mobility
- Self Advocacy
- Self Regulation (emotional)
- Self Regulation (behavioural)
- Self Regulation(learning)
- Self Esteem
- Self Harm
- Sensory
- Social Skills
- Transitioning
- Vision and/or hearing

Classroom Support Planning: Collaborative Needs Based Reflection

Target Classroom: Thee Kindergarten	Classroom Teacher(s): LM	Support Teachers/Staff:	Date: Nov 2024
<ol style="list-style-type: none"> 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 IEP (8) – AA, DC, NC, AC, AM, CS, KP, IO ELL – DG, AM, IO	Students who have this need (Start with target students)	This need impacts the community and/or there is a cluster of students who have this need	This need is being monitored/or is being managed	This is an individual need area and/or community does not need support in this area
Addiction				x
Attendance/ Lateness	DC, NC, CS, KP, DG, BQ		x	
Attention	DC, NC, KP, IO, DG, JL, CV, KM		x	
Anxiety/ Depression	AM, IO, LC, AY		x	
Bullying	JL, KM, CV		x	
Communication (receptive)	AA, DC, AC, AM, CS, IO, DG, AY, BQ	x		
Communication (expressive)	AA, DC, NC, AC, AM, CS, KP, IO, AY, BQ	x		
Eating/Food/Allergies	AM, CS			x
Engagement/Motivation	NC, KP, IO, DG, JL, LC, AY, CV, BQ		x	
Executive Functioning	AA, DC, NC, AC, AM, CS, KP, IO, DG, AY, CV, BQ	x		
Family/Community/Identity	DC, NC, CS, KP, LC		x	
Frustration/ Anger	AA, CS		x	
Greif/ Trauma	NC, AM, CS, KP, LC, KM, BQ		x	
Gross/Fine Motor Skills	AA, DC, NC, AC, AM, CS, IO, DG, AY, CV, BQ	x		
Intellectual Ability (access)	DC, AM, CS, CV, BQ		x	
Intellectual Ability (extend)	DC, AC, AM, CS, DG, CV, BQ		x	

Language	AA, DC, NC, AC, AM, CS, IO, CV, BQ	x		
Literacy (decoding)	AA, DC, NC, AC, AM, CS, KP, IO, DG, LD, LC, KM, AY, CV, BQ		x	
Literacy (understanding)	AA, DC, NC, AC, AM, CS, KP, IO, DG, BQ	x		
Literacy (written output)	AA, DC, NC, AC, AM, CS, KP, IO, DG, LD, LC, KM, AY, CV, BQ		x	
Literacy (oral language/speaking)	AA, DC, NC, AC, AM, CS, IO, LC, CV, BQ	x		
Medical	AM, CS			x
Memory	DC, NC, AM, CS, IO, DG, BQ		x	
Mental Health	AM, CS, LC, KM		x	
Numeracy	AA, DC, NC, AC, AM, CS, IO, AY, BQ		x	
Personal Care	CS, IO, AY		x	
Personal Safety	CS, KM		x	
Physical/Mobility				x
Self-Advocacy	AC, AM, CS, CS, IO, KM, LC, AY		x	
Self-Regulation (emotional)	AA, DC, NC, CS, LC		x	
Self-Regulation (behavioural)	AA, DC, NC, CS		x	
Self-Regulation (learning)	AA, DC, AC, CS, KP, IO, DG, KM, BQ	x		
Self Esteem	NC, AC, AM, IO, LC, KM, AY		x	
Self-Harm/ Self Injurious Behaviour	CS		x	
Sensory	AA, DC, CS, DG, BQ		x	
Social Skills	AA, DC, NC, AM, CS, IO, LC, AY		x	
Transitioning	AA, DC, NC, AC, AM, CS, IO, DG, LC, CV	x		
Other:				
Other:				

Priority Community Needs	Specialists/Individuals to connect to	Priority Individual Needs	Specialists/Individuals to connect to
Communication (expressive/receptive)			
Fine & Gross Motor Skills			
Executive Functioning			
SRL			

Class Review: THEE KINDERGARTEN		School Team: LM & SM		Date: November 2024	
Class Dimensions					
Class Identities <i>Student Perspectives:</i> <ul style="list-style-type: none">Blackfoot, Athletic, Hilarious, Artists, Kind, a Friend, a Helper, Sister, Brother, Grandbaby, the Baby <i>Team Perspectives:</i> <ul style="list-style-type: none">8 B, 8 GNewcomer families,Pakistan, Nigeria, Indigenous (Reserve land),Non-speaking, Pre speaking,English, Tagalog, Blackfoot		Class Interests <i>Student Perspectives:</i> <ul style="list-style-type: none">Art, be an artist/ creative, big cats, cooking, how to be a chef, learning new languages (Blackfoot) <i>Team Perspectives:</i> <ul style="list-style-type: none">Outdoor learning, play, being outside and discovering, tools – trying new things, how to be leaders, how to change the world/ make an impact		Classroom Strengths <i>Student Perspectives:</i> <ul style="list-style-type: none">Kind, helpers, big hearts, making people happy/ laugh/ feel good, readers, retell/tell a story, art <i>Team Perspectives:</i> <ul style="list-style-type: none">Aware, curious, big hearts, confident, engaged, joyful, happy, helping others, awe, energetic, motivated, eager to learn, creativity (art, loose parts, think differently, think outside the box) unique	
Classroom Stretches <i>Student Perspectives:</i> <ul style="list-style-type: none">Reading, writing, using writing tools, independence (solve problem, tie show, do this without help) <i>Team Perspectives:</i> <ul style="list-style-type: none">Being part of a community that isn’t their family, first time out in the world outside their family (lining up, sharing space, taking turns), feel valued in a new community, how to contribute to a community					
Class Needs					
Need: Communication (receptive) AA, DC, NC, AC, AM, CS, KP, IO, AY, BQ	Need: Communication (expressive) AA, DC, NC, AC, AM, CS, KP, IO, AY, BQ	Need: Executive Functioning AA, DC, NC, AC, AM, CS, KP, IO, DG, AY, CV, BQ	Need: Gross/Fine Motor AA, DC, NC, AC, AM, CS, IO, DG, AY, CV, BQ	Need: Self Regulation of Learning AA, DC, AC, CS, KP, IO, DG, KM, BQ	
Team Goals					
Some big questions and/or goals that we have for this class: <ul style="list-style-type: none">How can we help this group of students become a part of, be responsible in and contribute to, make a difference in a community outside of their home?How can our community honour the many diverse and unique abilities, while also meet the needs of the community, each other, and themselves?How do help students be aware of who they are and what they need and how that is different (and okay) than others? (identity and advocacy)?					
Team Reflections & Decisions					
What works well for this class? <ul style="list-style-type: none">Food, fresh air, and funMovement, voice & choice, goal setting, involving them in problem solving as a community			What else can we do to reduce barriers for this class?		



Class Review for: Ms. Hinz Grade 8: CREW, Humanities & Science		School: Nechako Valley Secondary School		Date: October 17, 2023	
We can plan for our students by getting to know their dimensions:					
Identities Culture/Race: Canadian, Indigenous, American, Philippines Disability: Autism, ADHD Intellectual Disability, Behavioral, Learning Disability Language: English, French, Filipino SOGI: 12 identify as F, 16 identify as M Family: Rural families, large families, x generation families, mixed and blended families, international families, farming and forestry families		Interests Outdoors, dirt biking, hunting, horses, art, music, reading, football, hockey, volleyball, soccer, ruby, painting, cooking, computers, gaming, movies, band, agriculture, farming,		Strengths Kind hearted, help take care of class pet Gizmo, love hands on activities, athletic, competitive, artistic, inquiry learning, asking questions , open to learning different perspectives, love being outside, helping others	
				Stretches Listening when others are speaking, self-regulation, coming to class prepared, transitions, following directions,, writing, decision making, taking risks , dealing with anxiety, being quiet when asked .	
Based on student dimensions we can ask questions and set some goals:					
Some questions we have about this class: <ul style="list-style-type: none">How can we create a learning environment to meet everyone's needs and goalsHow can we learn self regulation and ways to deal with anxiety and stressHow can we incorporate more hands on learning and inquiry based learning given time and resource restraintsHow can we incorporate more of the Indigenous principals of learning			Some goals we have for this class: <ul style="list-style-type: none">To be open to try new thingsTo build self confidence and self esteemTo learn that its ok to make mistakes and try again		
We can respond to student dimensions by reducing and eliminating barriers for everyone:					
What have we tried that is working: <ul style="list-style-type: none">Student choiceGames and visuals to help learningOutdoor land based learningReward system for positive behaviorCreating a safe and inclusive classroom environment where all learners are welcomed			What do we still want to try: <ul style="list-style-type: none">Incorporating more SEL strategies in the classroom to help support all learnersBuild a more needs based classroom to help support all learnersTeach self regulation skills and strategiesFinding ways to build self esteem and self confidence		
We can respond to student dimensions by determining and prioritizing individual needs: (This is based on Student IEPs, observations made by Ms. Hinz (Class teacher) and help from Ms. Wall (Class EA))					
Need: Organization Everyone	Need: Social Skills LB, HS, WS, CA, , JM	Need: Transitions LB, HS, WS, CA,,JM, everyone	Need: Language and Reading LB, HS, WS, CA,JM	Need: SEL and Self regulation LB, HS,WS,CA,JM, Everyone	
* Also an IEP Need Area					

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2023

Reducing Barriers



Supporting Needs

Shifting the Paradigm: MEDICAL MODEL OF DISABILITY



Place

Shifting the Paradigm: MEDICAL MODEL OF DISABILITY

Student



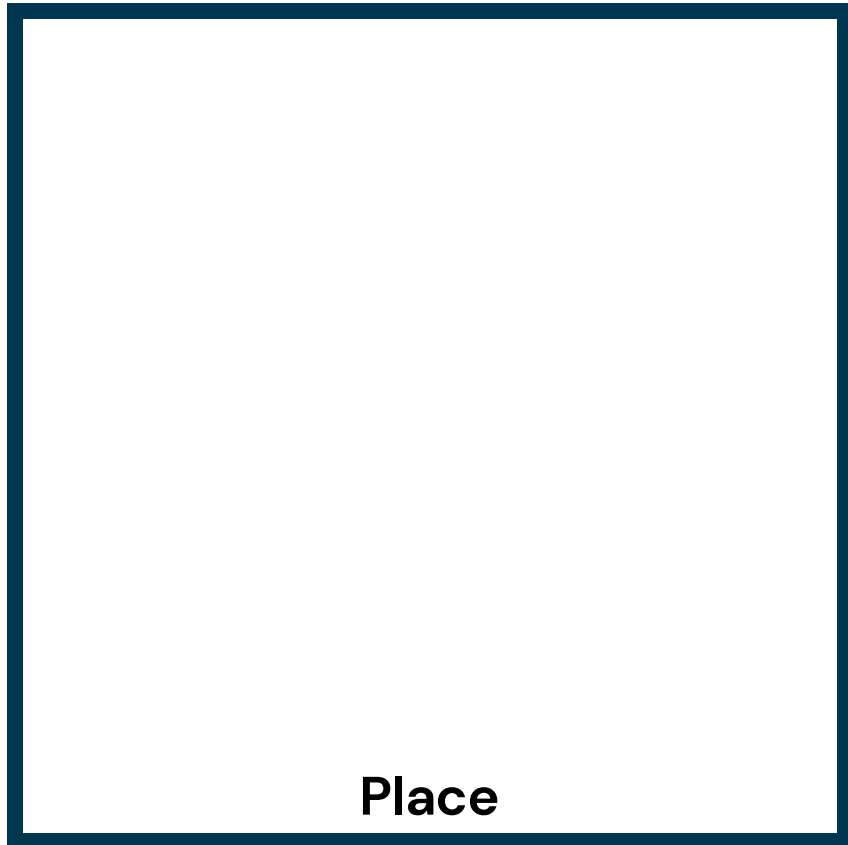
Place

Historical Special Education

If a student isn't successful:

- Remove the child
- Diagnose the problems in the student
- Fix the student
- Student goes back when they are "ready"

Shifting the Paradigm: MEDICAL MODEL OF DISABILITY



Student



Historical Special Education

If student isn't successful:

- Remove the student
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Shifting the Paradigm: MEDICAL MODEL OF DISABILITY

Student



Place

Historical Special Education

If student isn't successful:

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- Fix the student
- Student goes back when they are "ready"

BUT WAIT...

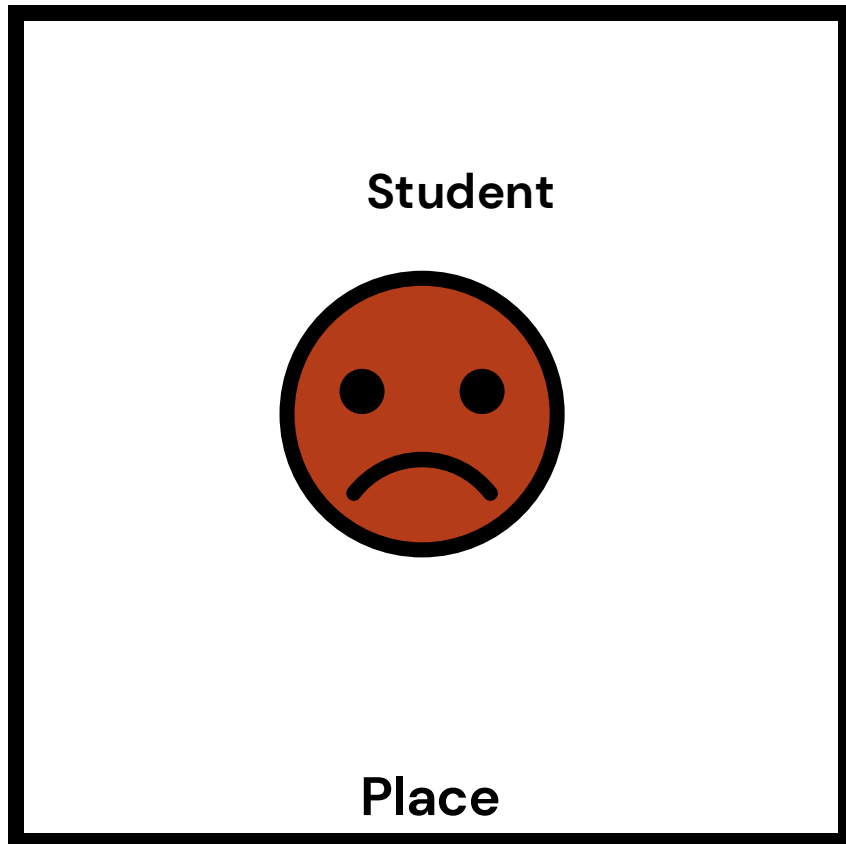
People with disabilities said:



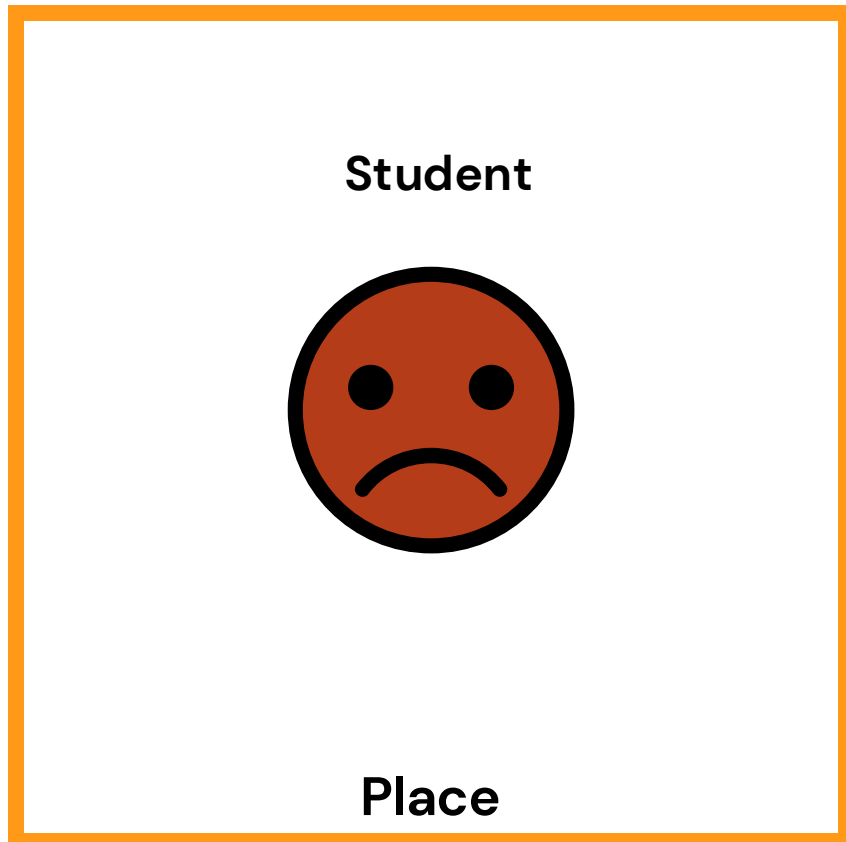
“I am not broken.”

“I do not need to be fixed!”

Shifting the Paradigm: SOCIAL MODEL OF DISABILITY




Shifting the Paradigm: SOCIAL MODEL OF DISABILITY



Social Model

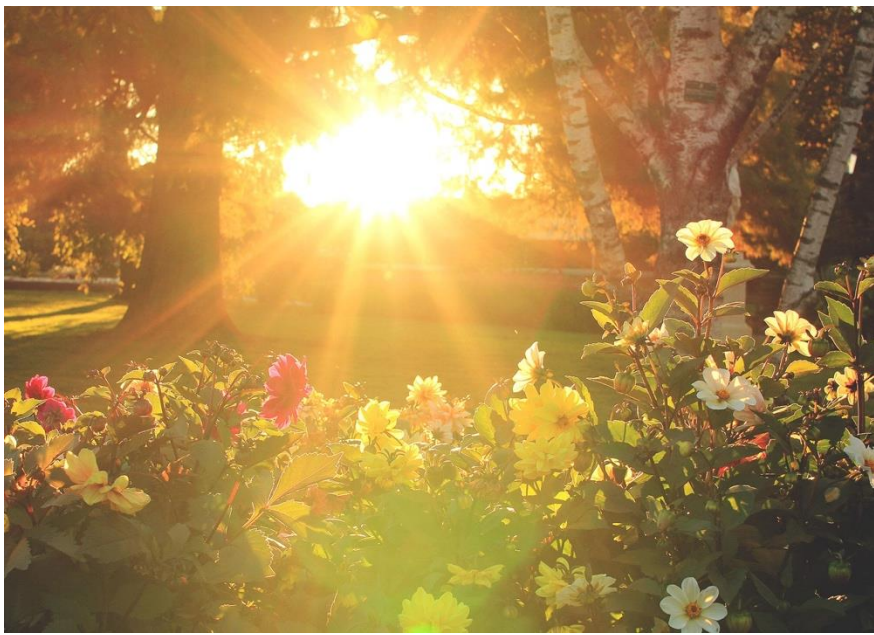
If a **student** isn't successful:

- Diagnose the barriers in the place
- Target the place



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

–Alexander den Heijer



What is happening in the environment?

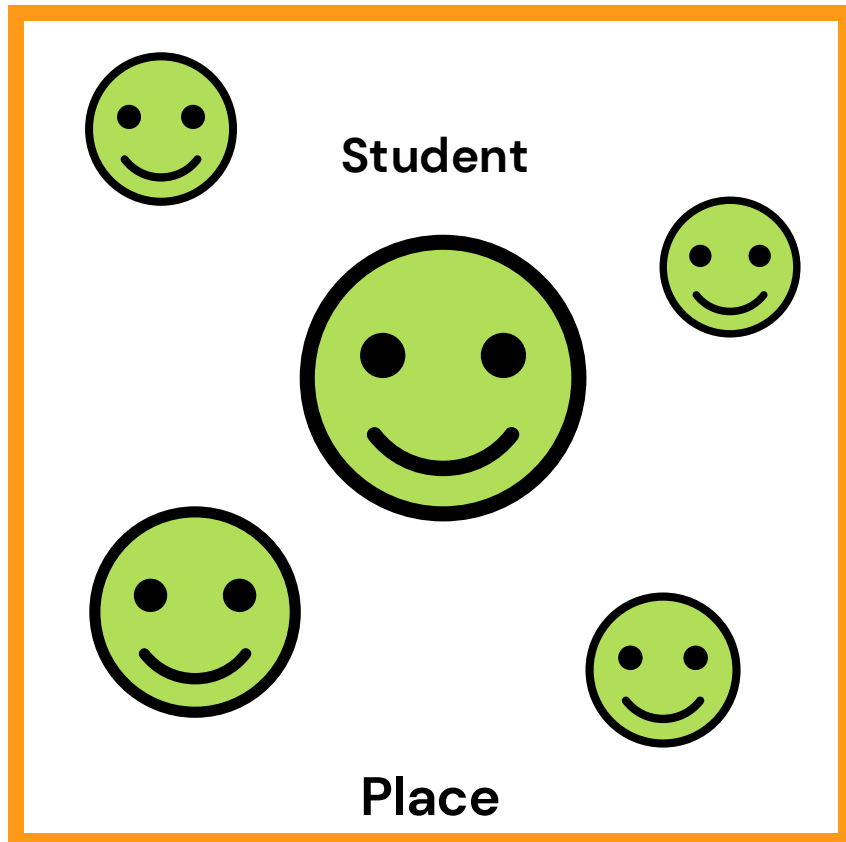
What are the potential barriers?

not enough light

not enough water

not enough space

Shifting the Paradigm: SOCIAL MODEL OF DISABILITY



Social Model

If a **student** isn't successful:

- Diagnose the barriers in the place
- Target the place
- Support EVERYONE in the place

BUT WAIT...

Teachers said:

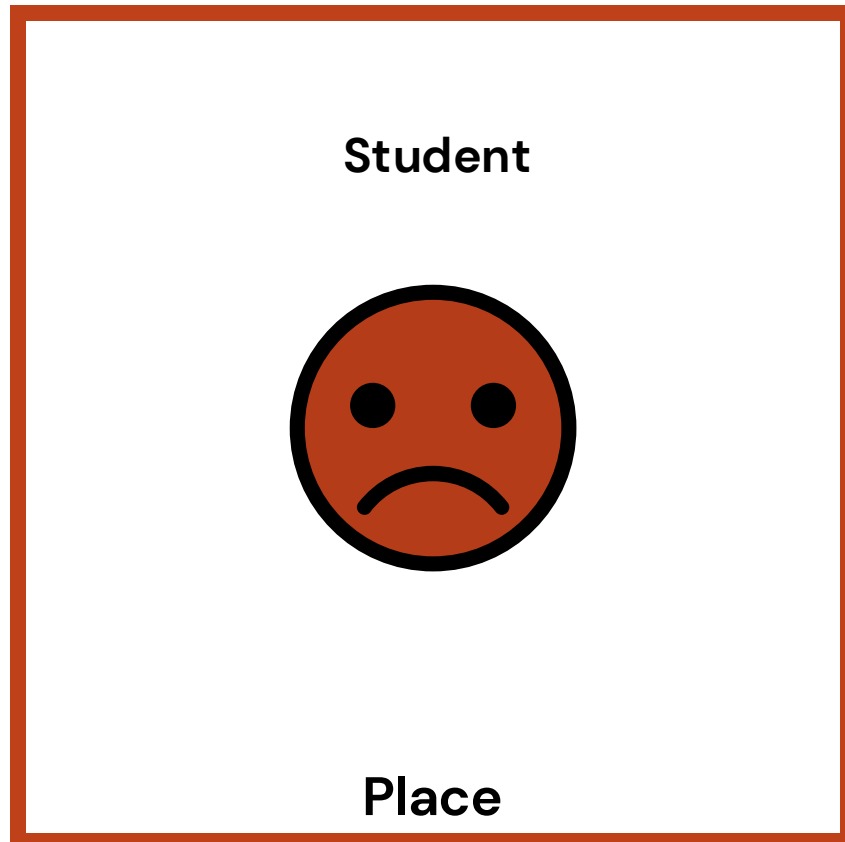


“What about all the different individual needs in a shared place?”

WE HAVE
diverse
GARDENS!



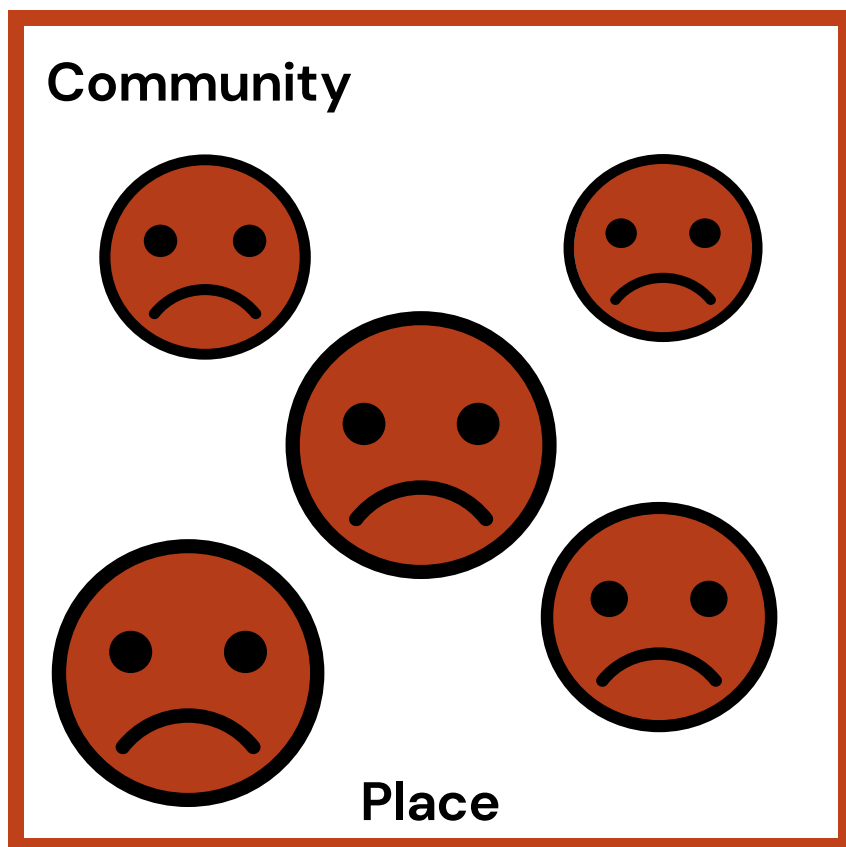
Shifting the Paradigm: PERSON-PLACE MODEL OF NEED



Inclusive Education

If one **student** is struggling...

Shifting the Paradigm: PERSON-PLACE MODEL OF NEED

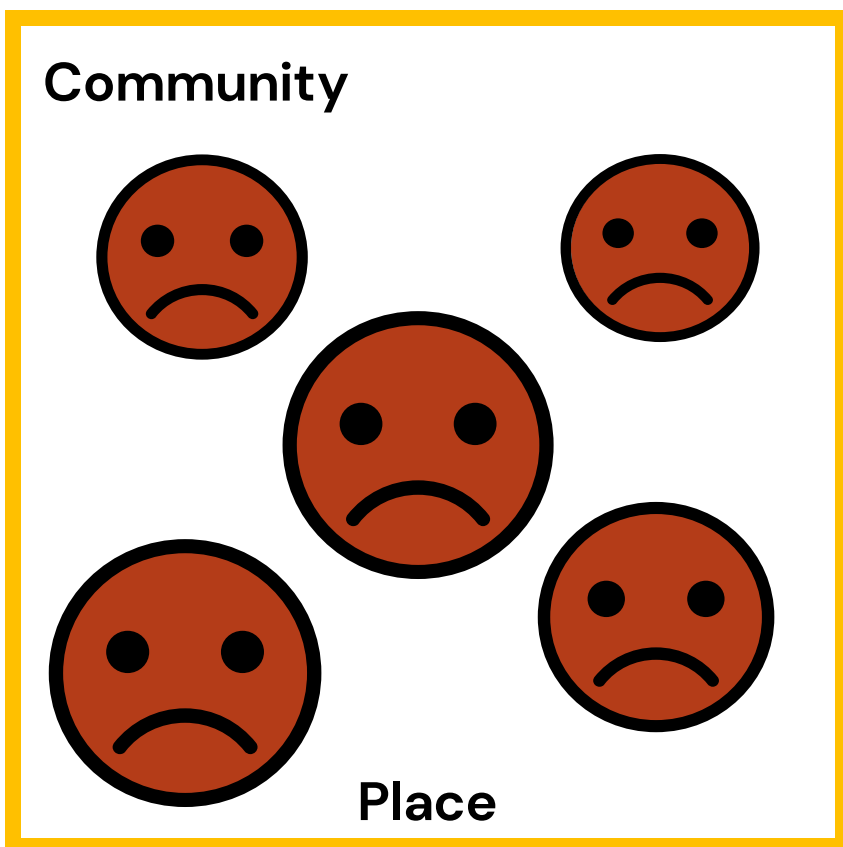


Inclusive Education

If one student is struggling...

...more than one student is struggling

Shifting the Paradigm: PERSON-PLACE MODEL OF NEED



Inclusive Education

FIRST: Identify barriers in place by determining needs of everyone in the community

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

Shifting the Paradigm: PERSON-PLACE MODEL OF NEED



Inclusive Education

FIRST: Identify barriers in the place

THEN: Reduce or eliminate barriers in place by determining needs of everyone in the community

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

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

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



PERIODIC TABLE OF PLANT NUTRIENTS

7	15	19	12	16	20
N	P	K	Mg	S	Ca
Nitrogen	Phosphorus	Potassium	Magnesium	Sulfur	Calcium
Primary Macronutrients			Secondary Macronutrients		
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Boron	Chlorine				
25	26	28	29	30	42
Mn	Fe	Ni	Cu	Zn	Mo
Manganese	Iron	Nickel	Copper	Zinc	Molybdenum
Micronutrients					

Source: Greenandvibrant.com



MULTIPLE LAYERS OF SUPPORT



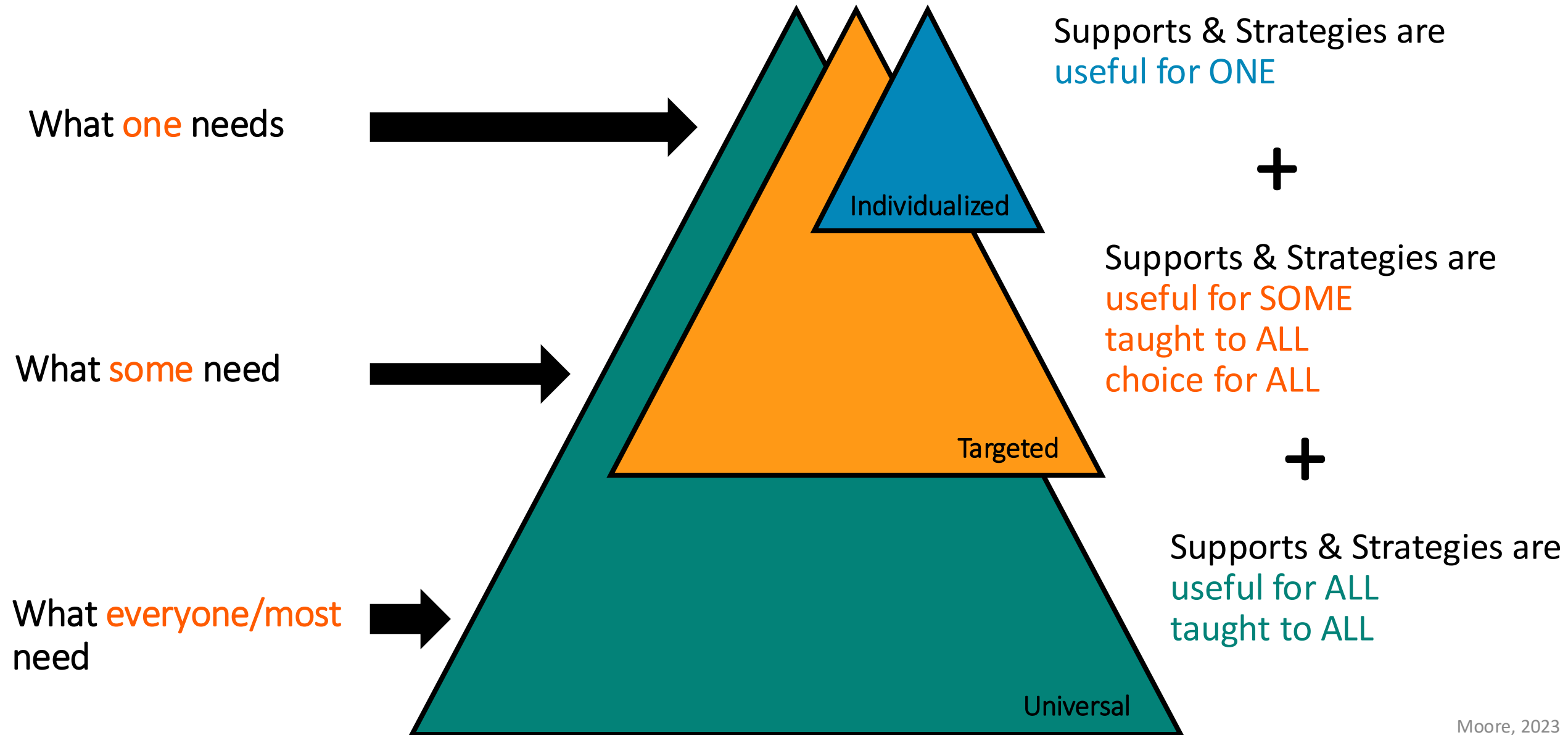
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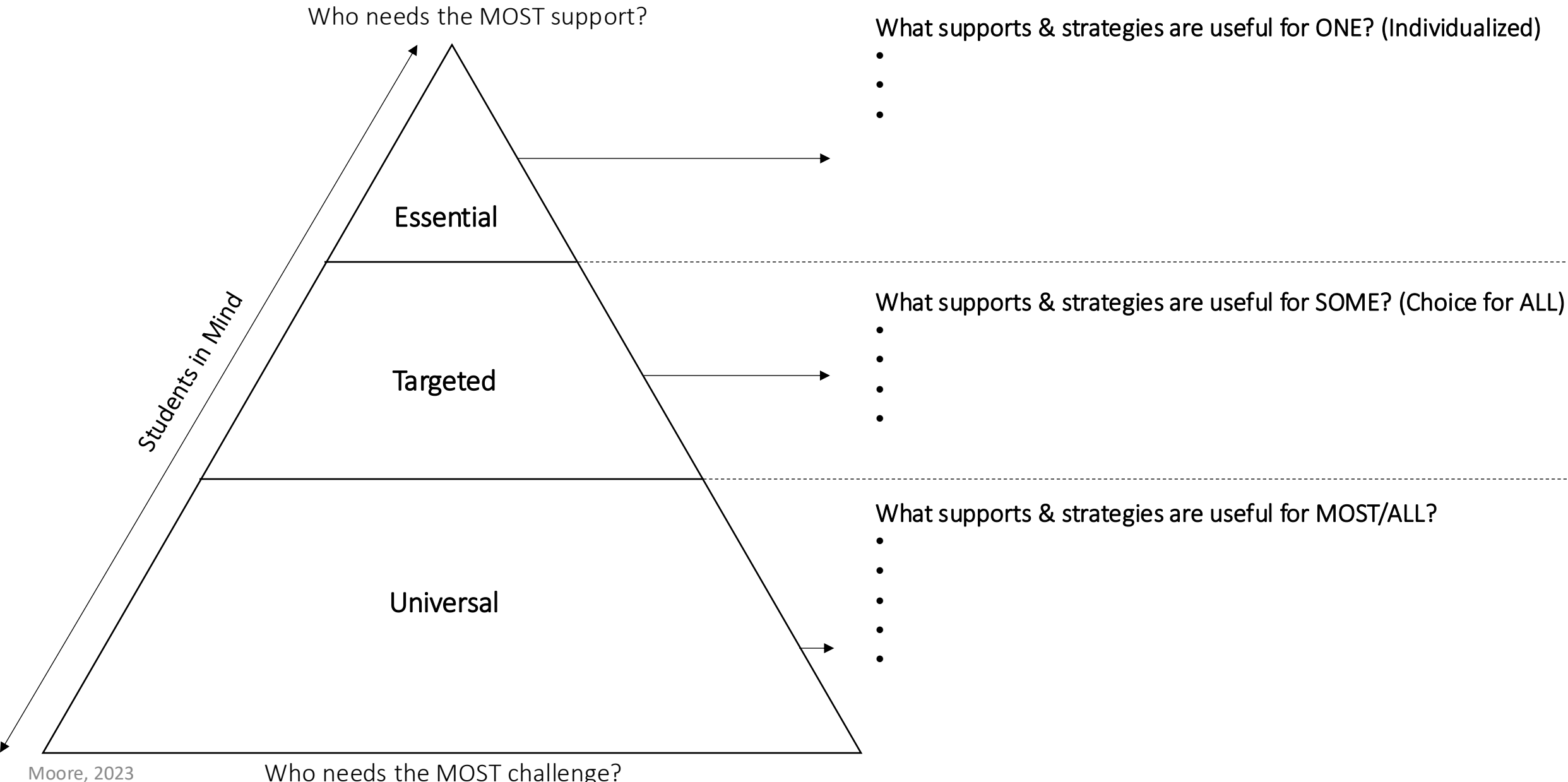
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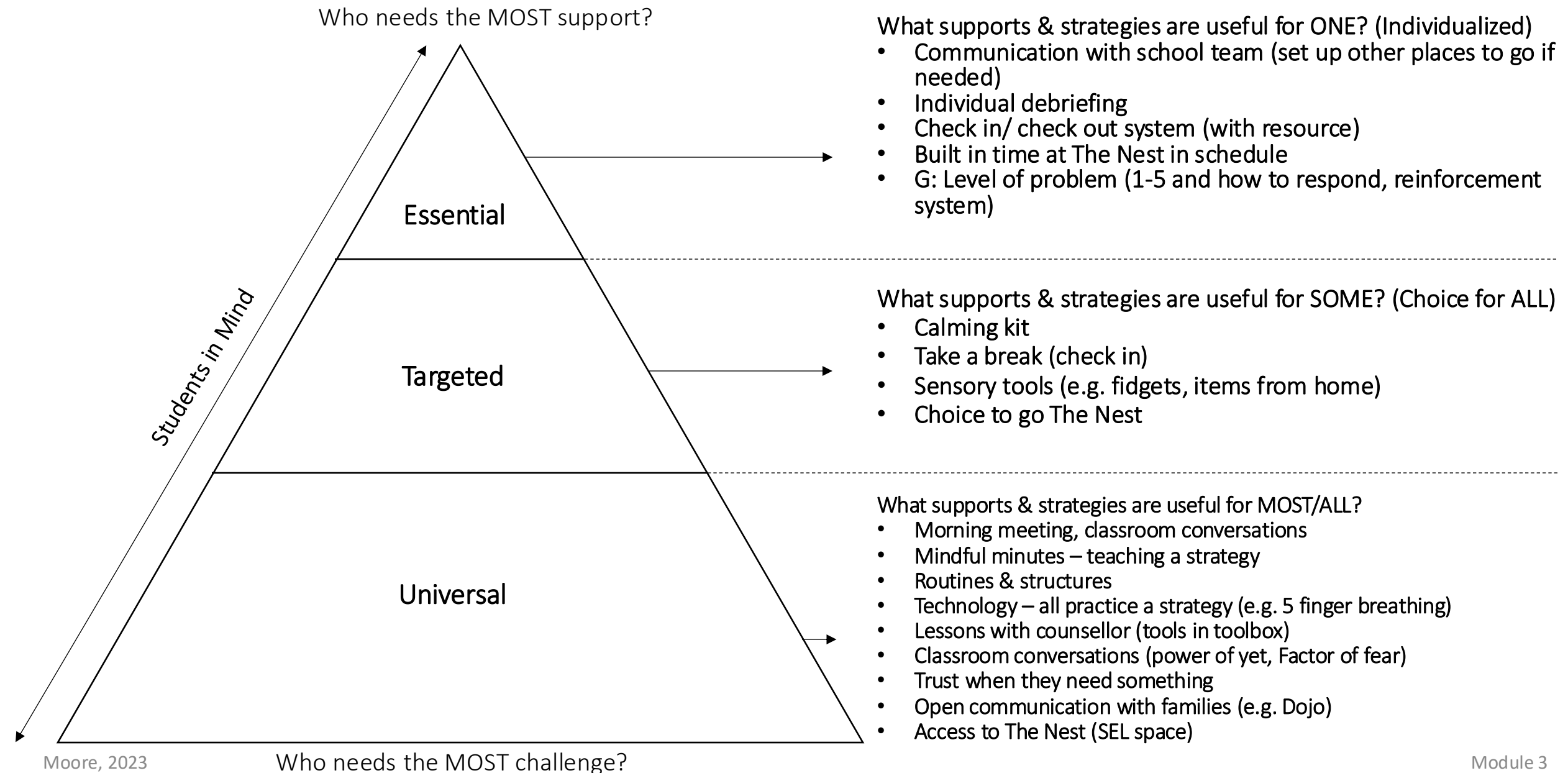


Multiple Layers of Needs Based Support



Need: Students in Mind:







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

- Individual student co-developed language goals
- Individual conferencing/direct instruction during work time (not lesson time)

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

- iPad for visual translation/communication support
- Sentence frames
- Visuals/ objects
- Strategic Pairings
- QSSSA strategy (question, signal, stem, share, assess)
- Allow previewing of information in home language

What supports & strategies are useful for ALL?

- Relationships with student, families and caregivers
- Multi-lingual word/picture wall
- Books with diverse characters
- Everyone learns words in a new language words
- Learn language across all curricular areas
- Speak clear, slow and allow for wait time
- Multiple ways to show learning (visual, oral, written)
- Celebrate language diversity in class/school

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Where is their agency?

Adjustable Supports & Strategies
Student choice of tools and actions

NEEDS BASED DESIGN

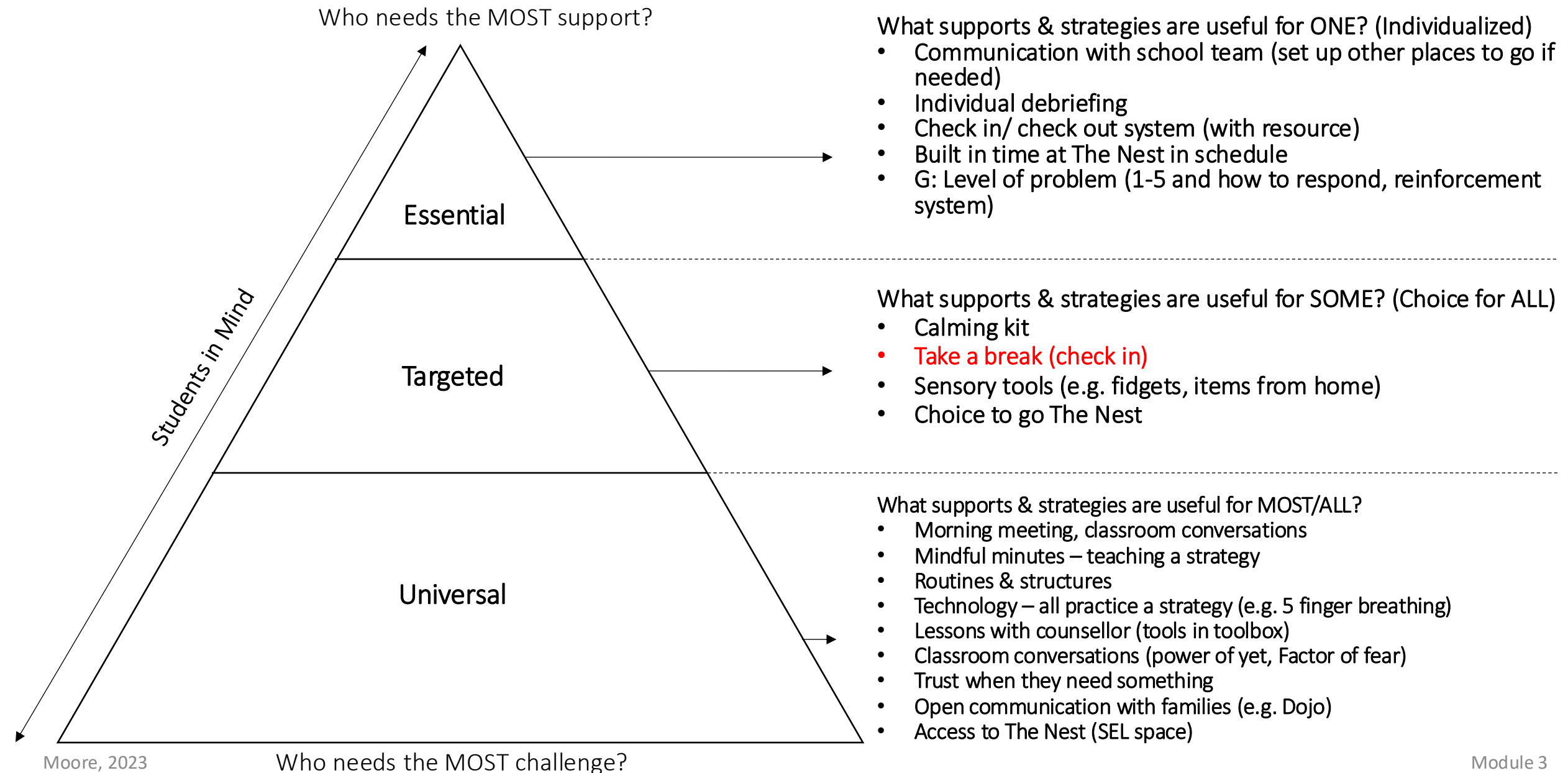
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What do student require to navigate needs & barriers?

INSTRUCTIONAL DESIGN

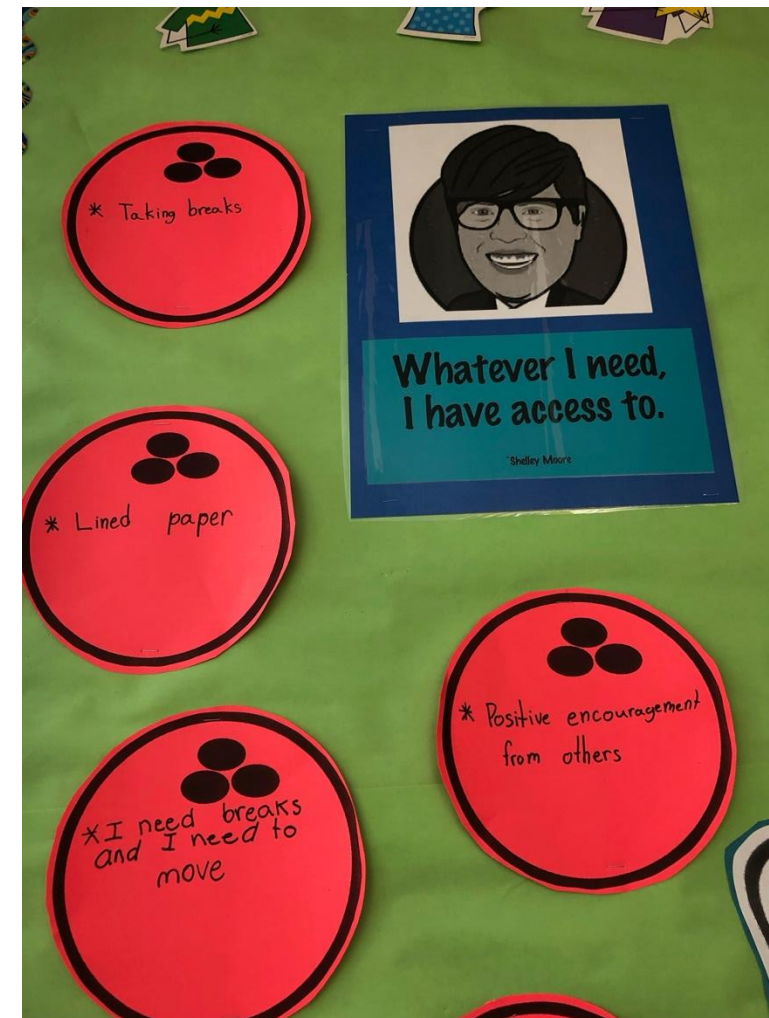
How will students show growth within the learning standard?
How do we know?

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2023



Strategy: taking a 2 min break



Strategy: taking a 2 min break

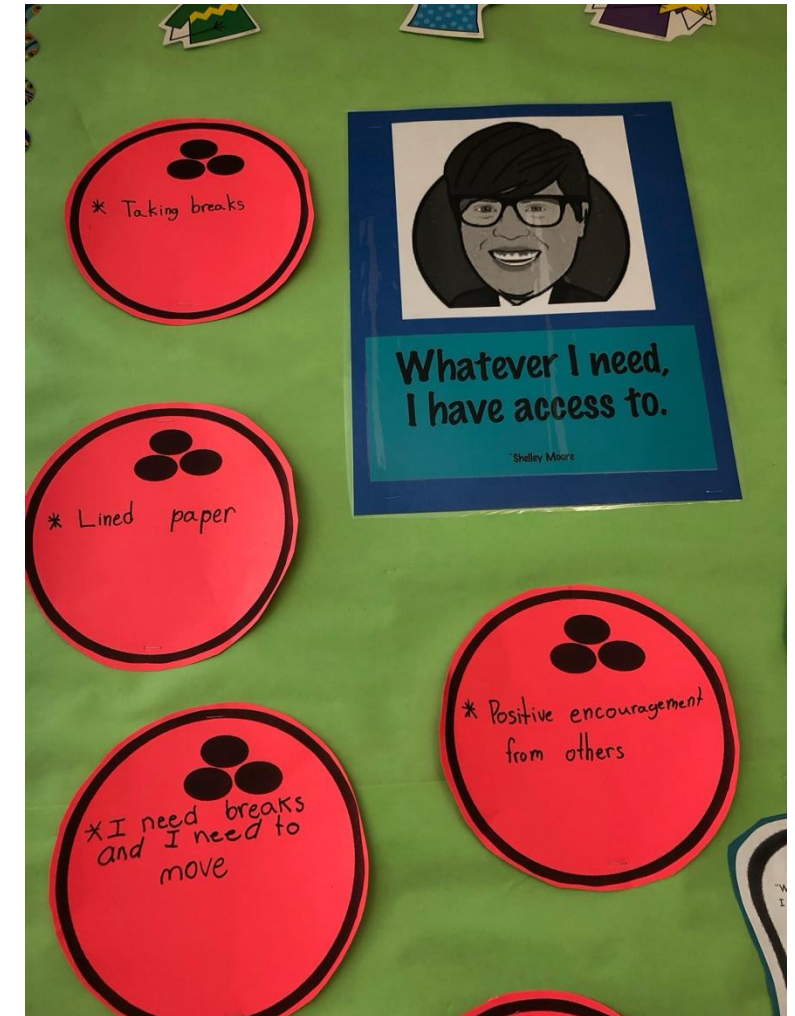
Instruct

- 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

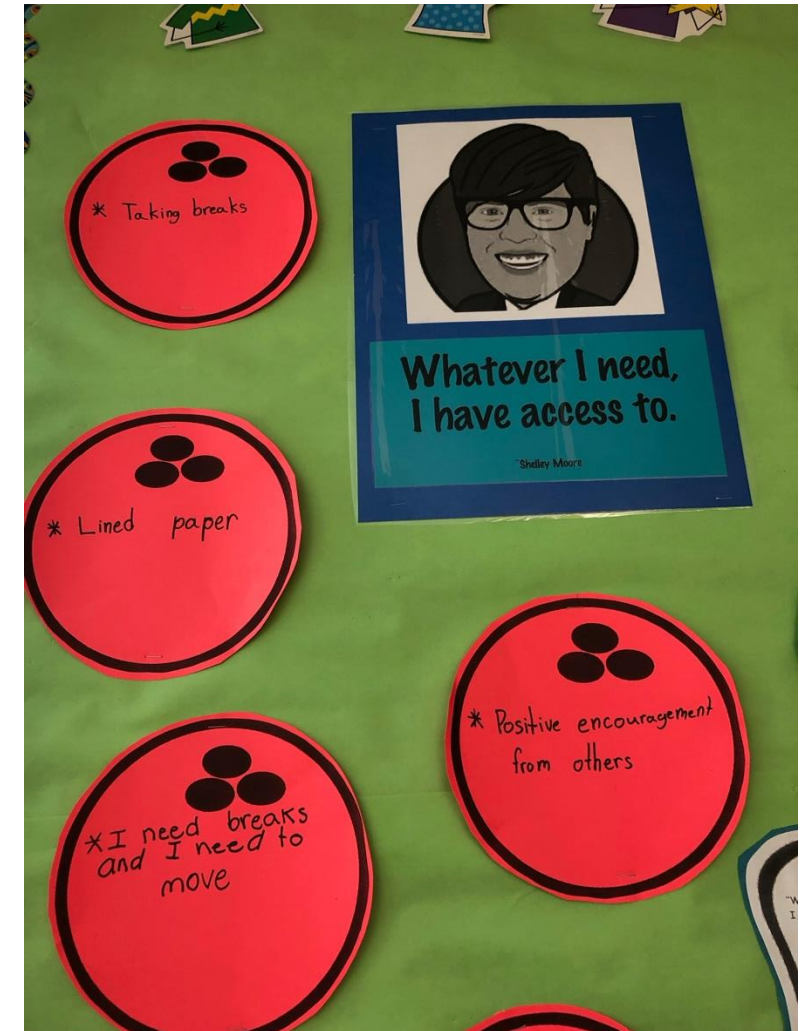
Instruct

- 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

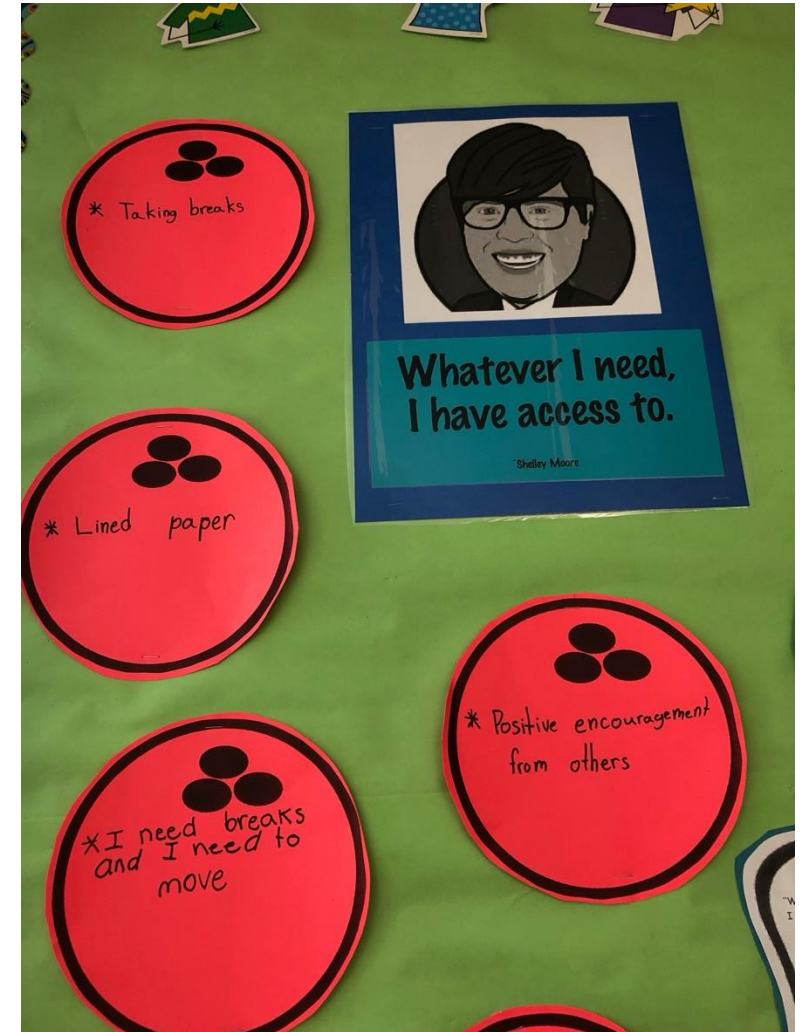
standing desks

access points

sensory tools

Snacks/ water

hats



Homework

1. Complete a Needs Based Reflection for a class or a student and prioritize 1 needs-based area to target
2. Reflect on strategies already in place and add 3–5 strategies to create a needs-based support plan
3. Introduce and teach a needs-based strategy to the class
4. Reflect on what you notice?

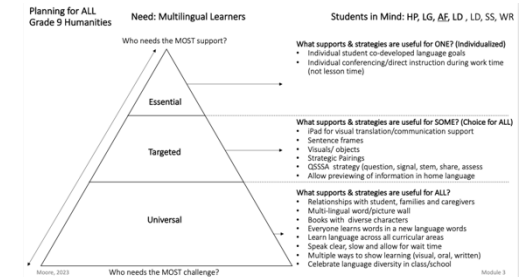
Classroom Support Planning: Collaborative Needs Based Reflection

Target Classroom: _____ Classroom Teacher(s): _____ Support Teacher(s)/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

Area of Need	Students who have this need	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
Attention				
Attendance / Lateness				
Autism				
Anxiety / Depression				
Behavior				
Communication (receptive)				
Communication (expressive)				
Eating / Food Allergies				
Engagement / Motivation				
Executive Functioning				
Family/Community/Identity				
Financial Literacy				
Gifted / Talented				
Health / Physical				
Intellectual Ability (access)				

Collaborative Needs Based Reflection Dr. Shelley Moore, 2023





What is one useful idea?

What is one thing you want to try?

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?

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?

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2023

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