

Shelley MOORE PH.D.



www.drshelleymoore.com



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



[@drshelleymoore.bksy.social](https://www.bksy.social/@drshelleymoore)



[@drshelleymoore](mailto:drshelleymoore)

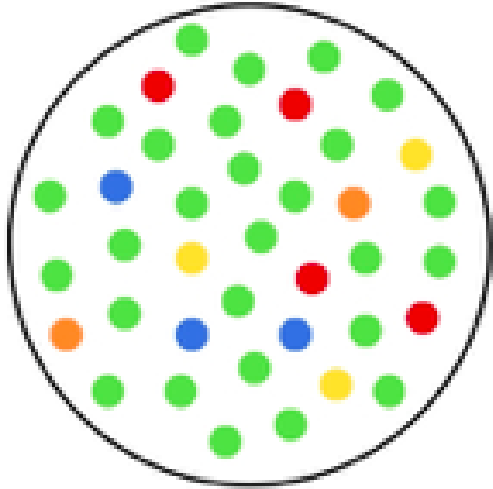


Dr. Shelley Moore

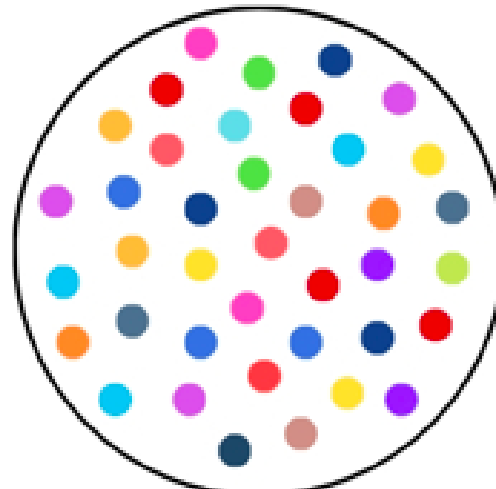
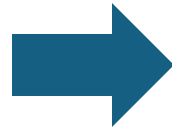
Thinking back

- 1. What is standing out from last session?**
- 2. What are you hoping to get out of today?**

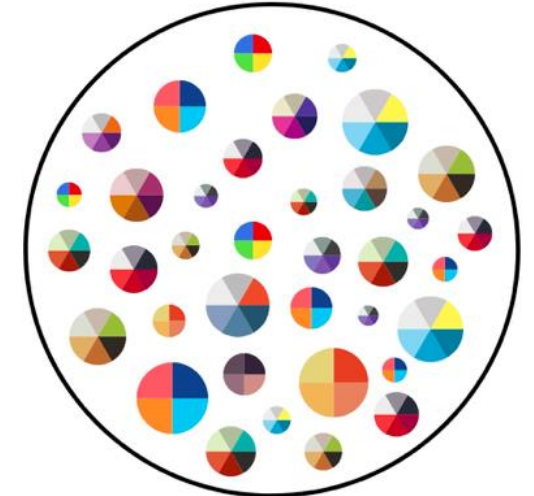
WHAT IS **inclusion** ?



Including
'special needs' students
into general education
classrooms

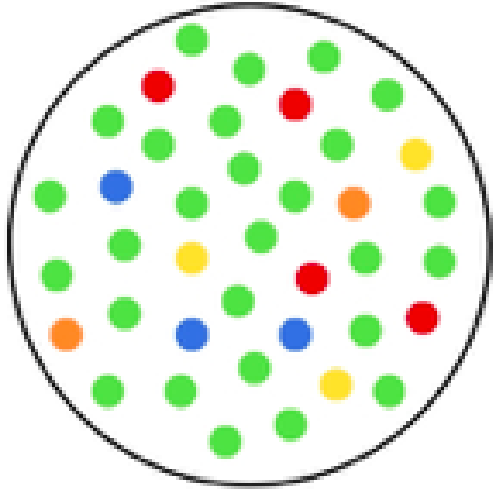


Teaching and designing for
diversity
(that includes Disability)

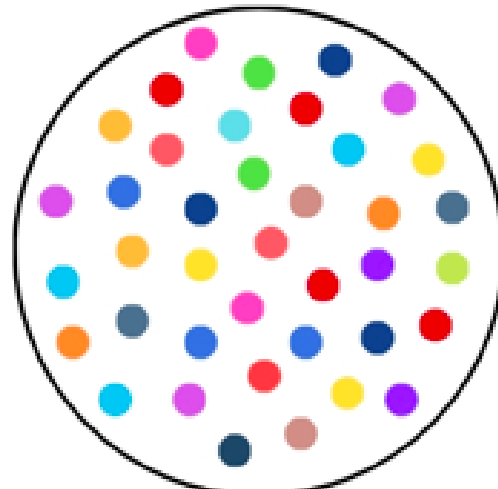
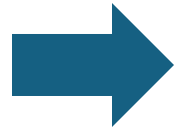


Creating space for
students to feel confident
and safe to **identify?**
(that includes students
who are Disabled)

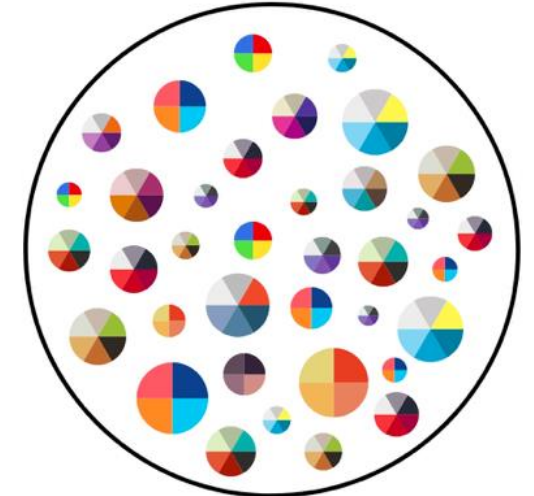
How do we do **inclusion** ?



Including
'special needs' students
into general education
classrooms

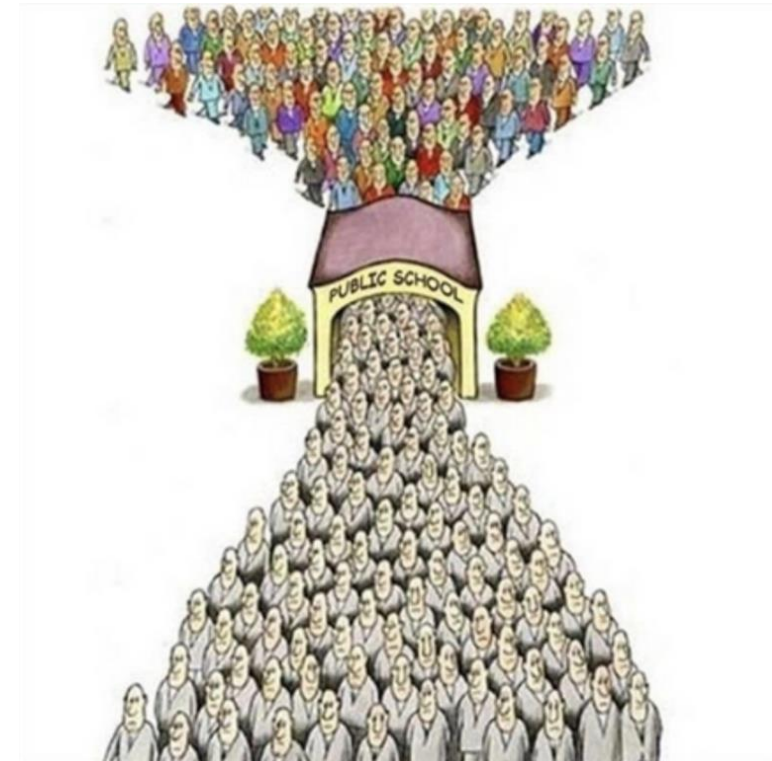
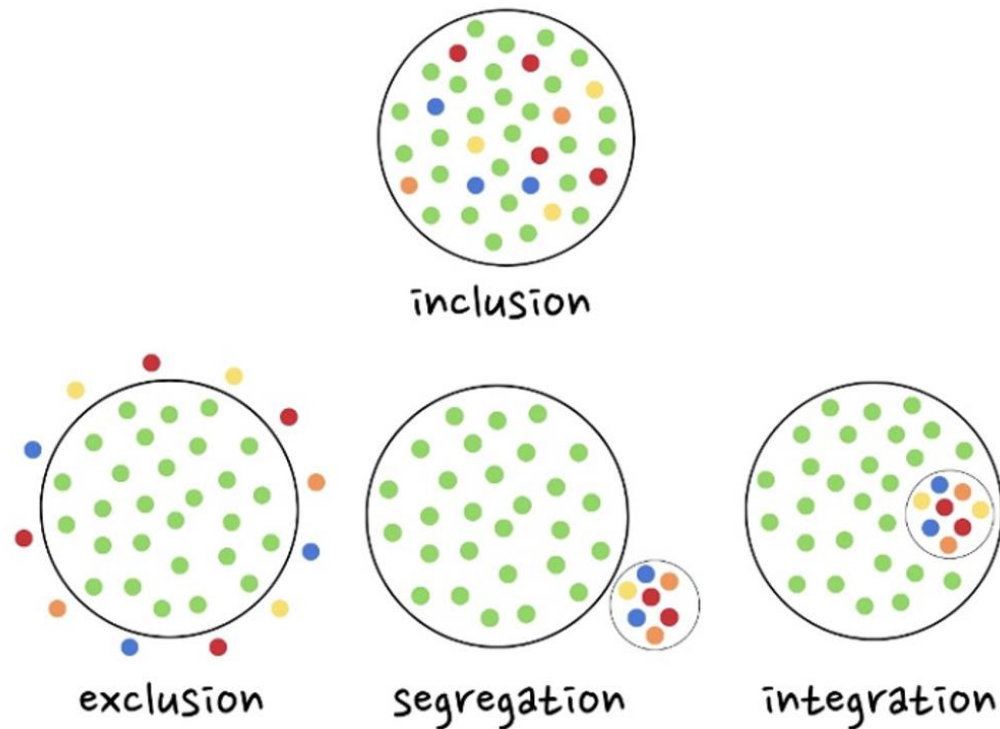


Teaching and designing for
diversity
(that includes Disability)

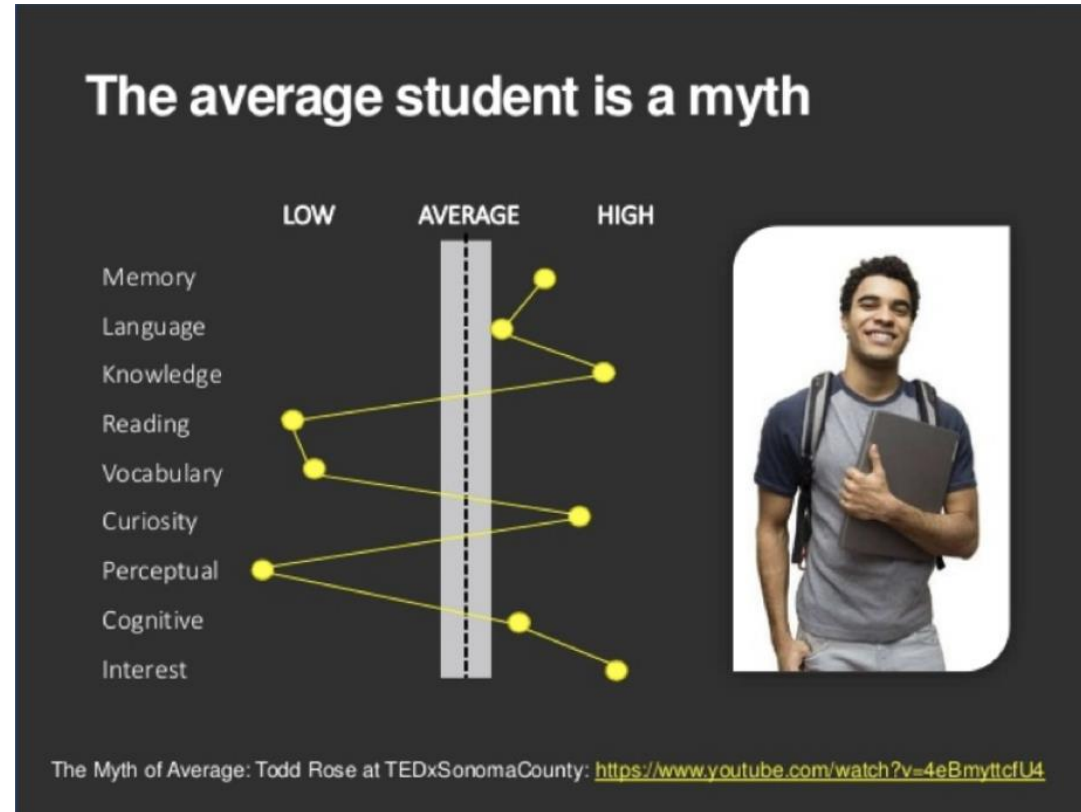
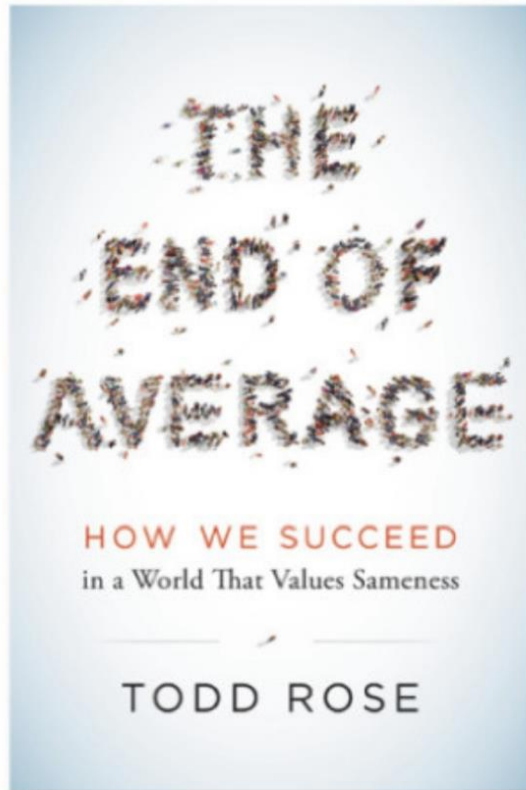


Creating space for
students to feel confident
and safe to **identify**?
(that includes students
who are Disabled)

Where did green come from?

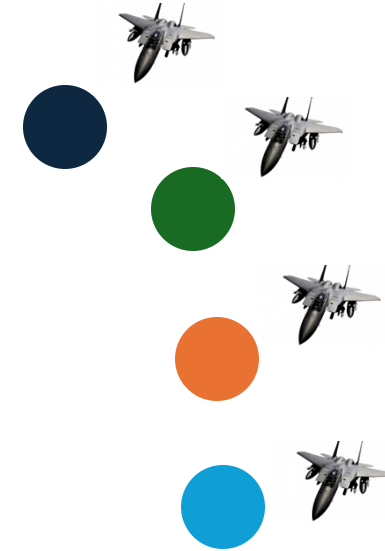
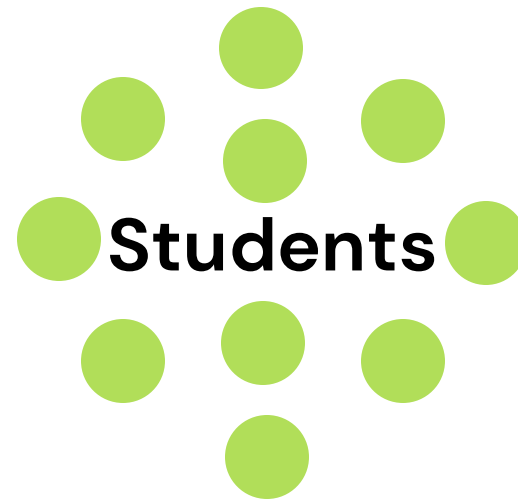
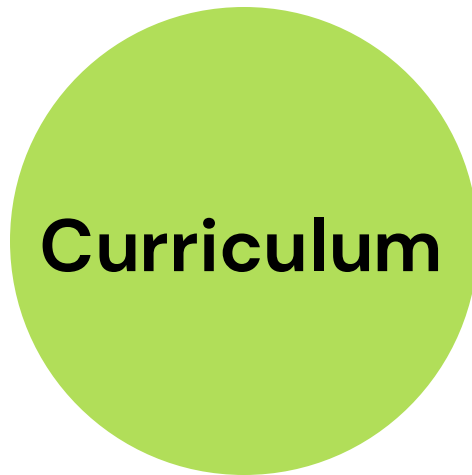


WHAT IS “normal”?

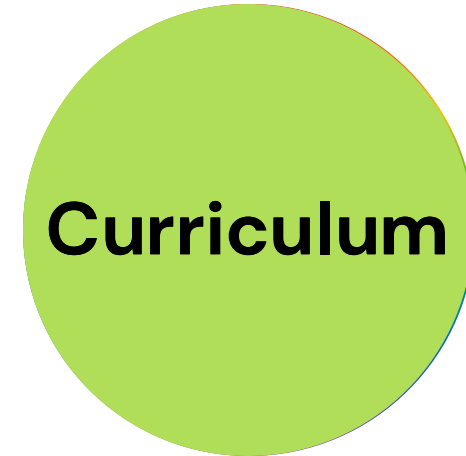
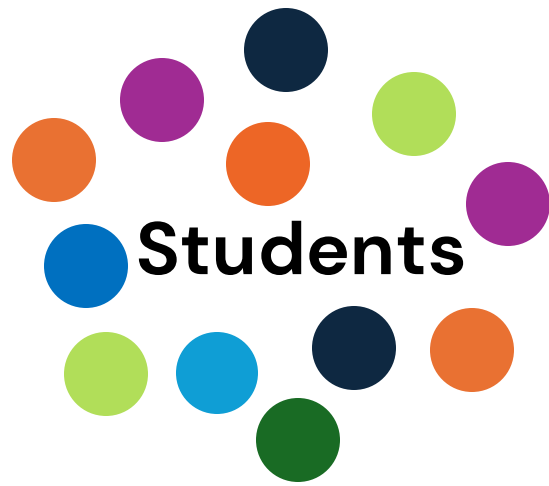


WHAT IS “average”?

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

Students

Who are the pilots?
What are their dimensions?
Where is their agency?

Student choice of evidence
Adjustable Assessment

NEEDS BASED DESIGN

What are the student needs?
What barriers are getting in the way?
What do student require to navigate
needs & barriers?

Adjustable Supports & Strategies
Student choice of tools and actions

INSTRUCTIONAL DESIGN

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

Shelley
MOORE PH.D.

2023

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

CURRICULUM & ASSESSMENT DESIGN

Student choice of challenge
Adjustable Curriculum

Students

Who are the pilots?
What are their dimensions?
Where is their agency?

Student choice of evidence
Adjustable Assessment

NEEDS BASED DESIGN

What are the student needs?
What barriers are getting in the way?
What do student require to navigate
needs & barriers?

Adjustable Supports & Strategies
Student choice of tools and actions

INSTRUCTIONAL DESIGN

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

Shelley
MOORE PH.D.

2023

Needs Based Classroom Support Planning		Need: Memory	
Universal		Targeted	Individualized
UDL 3.0 indicators	Reduce barriers: by implementing UDL supports & strategies that are useful to ALL	Build student agency: by teaching targeted supports and strategies that are useful for SOME, but a choice for ALL	Meeting individual need: by providing supports & strategies useful for ONE
7.1, 7.4, 8.5, 9.1, 9.2, 6.1, 6.2, 6.3, 6.4, 6.5	Flexible due dates and complete assignments and assessments	Suggested timelines, time management planning strategies	Individual agendas
7.1, 7.2, 9.1, 1.1, 2.1, 2.2, 3.2, 6.1, 6.2, 6.3, 6.4	Teach how to organize information and learning	Specific graphic organizers, mind mapping, note-making formats, colour coding to organize information	
7.1, 7.2, 8.2, 9.1, 2.1, 3.4, 4.1, 5.2, 6.1, 6.2, 6.4, 6.5	Strategies to support memory and recall	Chunking information, segmenting, student created flash cards and review guides, spaced repetition, Mnemonic devices, acronyms, acrostics, summarizing information in students own words, sticky notes, paraphrasing,	Individualized strategy collections (e.g. toolbox)
7.1, 7.2, 7.3, 8.2, 9.1, 1.2, 2.5, 3.3, 3.4, 4.1, 6.5	Multi-sensory learning opportunities (visual, auditory, kinesthetic),	Music, songs, rhymes, patterns, going outside, hands on learning	
7.1, 8.2, 9.1, 1.2, 2.5, 4.2, 5.1, 6.1, 6.2, 6.3, 6.4	Use technology/apps/multimedia to support memory	Organization apps, review apps, communication apps, check list apps	Individualized strategy collections (e.g. toolbox)
7.1, 7.4, 8.3, 9.1, 9.2, 6.5	Flexible seating options	quiet places to focus/ reduce distractions	
7.1, 8.1, 8.3, 8.4, 9.2, 1.3, 3.3, 3.4, 6.1, 6.2, 6.5	Collaborative peer learning opportunities and strategies	Partner/small group work/ review groups, teach back method, group projects, think-pair-share	Strategic pairing of students who have a strength in memory to work with target students
7.1, 8.2, 9.1, 2.5, 4.2, 6.3	Incorporate visual references	Visual timers, schedules, checklists, outlines, templates	Individualized strategy collections (e.g. toolbox)
7.1, 7.4, 8.2, 8.3, 9.1, 6.2, 6.3	Consistent and predictable routines	Visualization, visual imagery, visual tasks, Mind mapping, mind palace	



Final Reflections

What is one useful idea?

What is one thing you want to try?

What is a question that you have?

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?

Shelley MOORE PH.D.



www.drshelleymoore.com



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



[@drshelleymoore.bksy.social](https://bsky.app/profile/drshelleymoore.bksy.social)



[@drshelleymoore](mailto:drshelleymoore)



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