

Shelley
MOORE PH.D.



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WHAT DOES

inclusion

MEAN to you?

Who are you?

- Where is **home** for you?
- What is the **traditional territory** where you live?
- What are some of your **roles**?
- What are some of your **identities**?
- What are your **interests** and hobbies?
- What is **important** to you?
- What is a **life event** that shaped who you are?
- What is something that you want others to **know about you**?



5 min

How do the ideas and practices that we are talking about today, align with:

Early Learning Framework Principles

- ♦ Children are strong, capable in their uniqueness, and full of potential.
- ♦ Families have the most important role in contributing to children's well-being and learning.
- ♦ Educators are researchers and collaborators.
- ♦ Early years spaces are inclusive.
- ♦ People build connection and reconnection to land, culture, community, and place.
- ♦ Environments are integral to well-being and learning.
- ♦ Play is integral to well-being and learning.
- ♦ Relationships are the context for well-being and learning.
- ♦ Learning is holistic

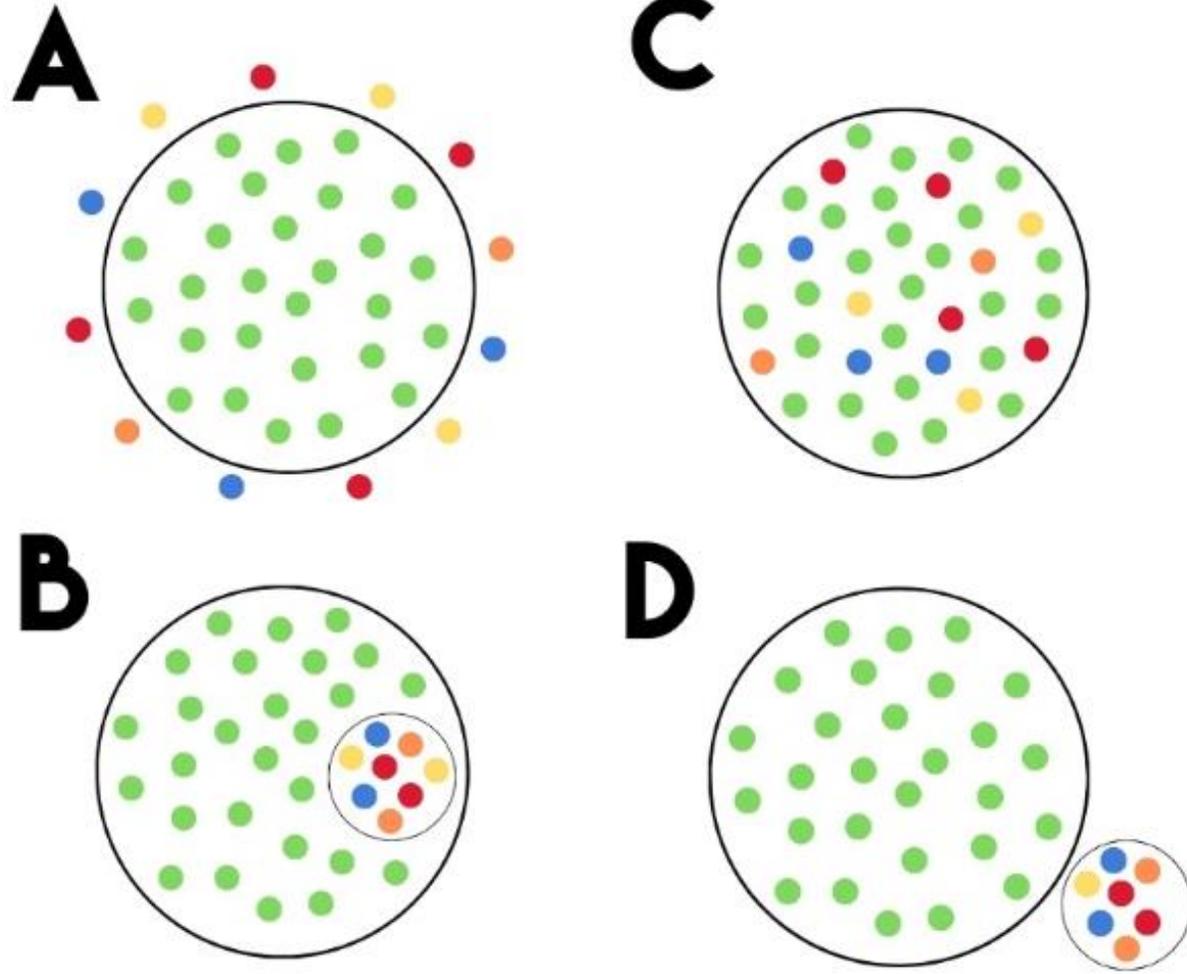
B.C. Ministry of Education, 2019

First Peoples Principles of Learning

- ♦ Learning ultimately supports the well-being of the self, the family, the community, the land, the spirits, and the ancestors.
- ♦ Learning is holistic, reflexive, reflective, experiential, and relational (focused on connectedness, on reciprocal relationships, and a sense of place).
- ♦ Learning involves recognizing the consequences of one's actions.
- ♦ Learning involves generational roles and responsibilities.
- ♦ Learning recognizes the role of Indigenous knowledge.
- ♦ Learning is embedded in memory, history, and story.
- ♦ Learning involves patience and time.
- ♦ Learning requires exploration of one's identity.
- ♦ Learning involves recognizing that some knowledge is sacred and only shared with permission and/or in certain situations.

First Nations Education Steering Committee, 2012

WHAT IS *Inclusion*?



exclusion

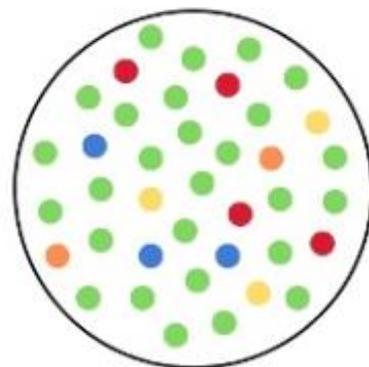
integration

inclusion

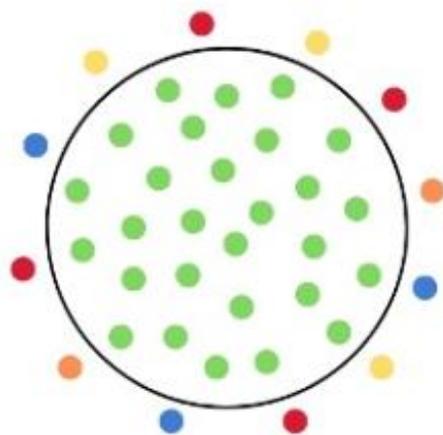
congregation

segregation

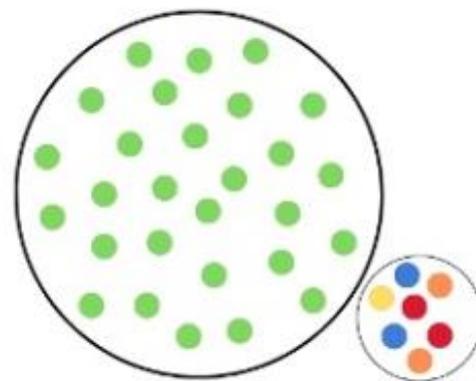
WHAT IS *inclusion*?



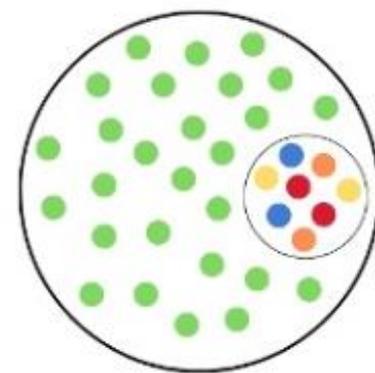
inclusion



exclusion



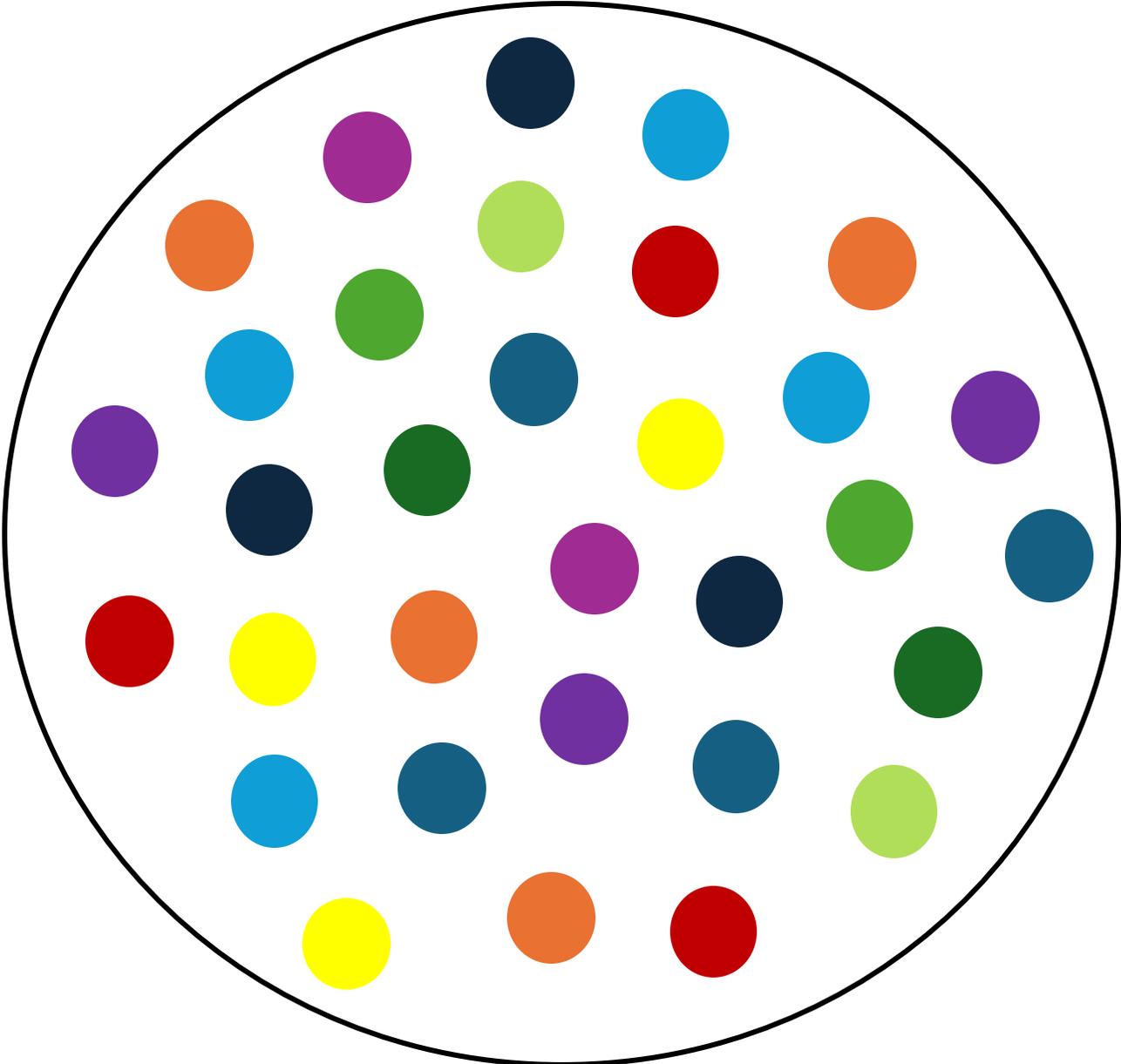
segregation



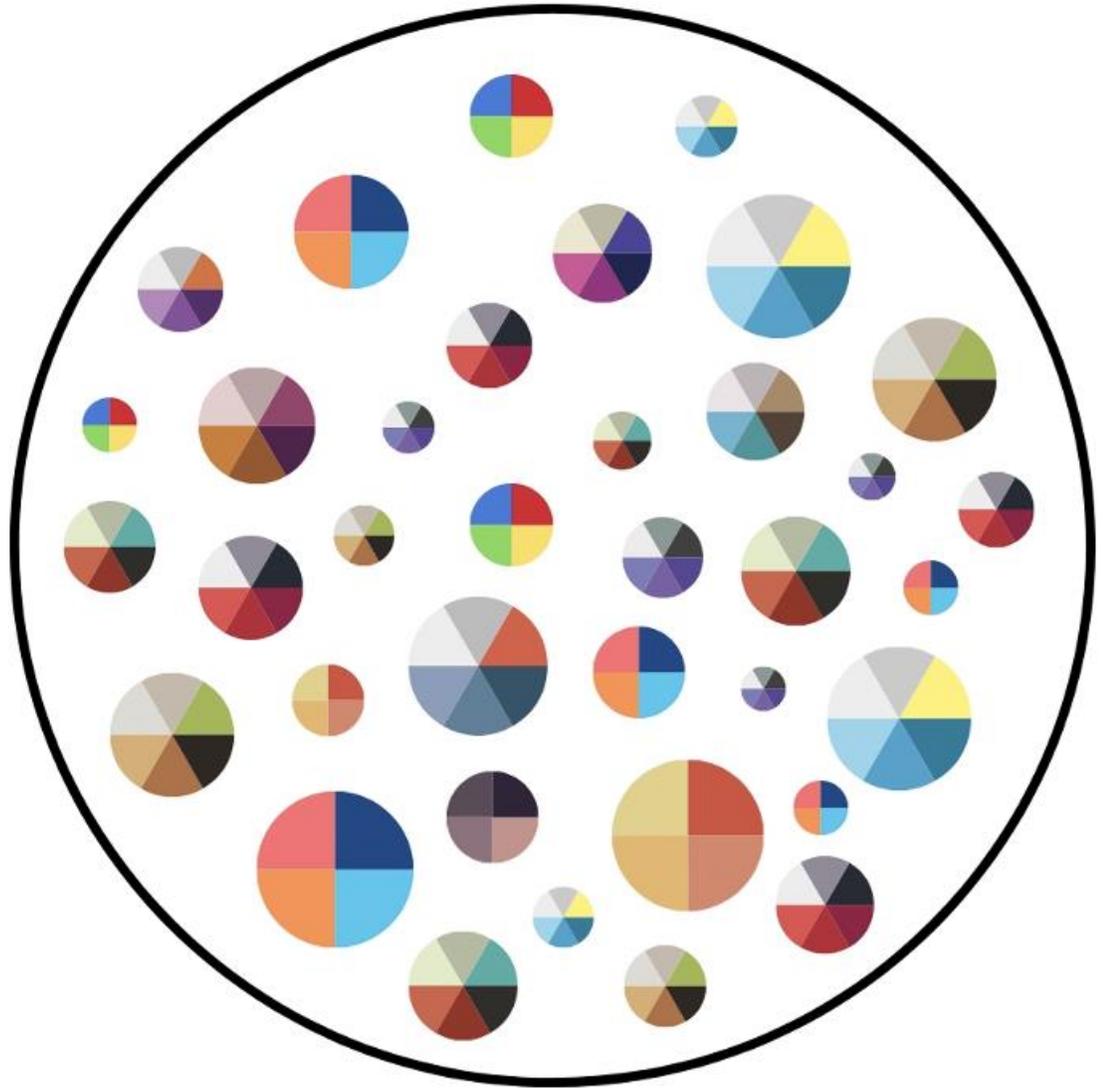
integration

WHAT IS inclusion

?



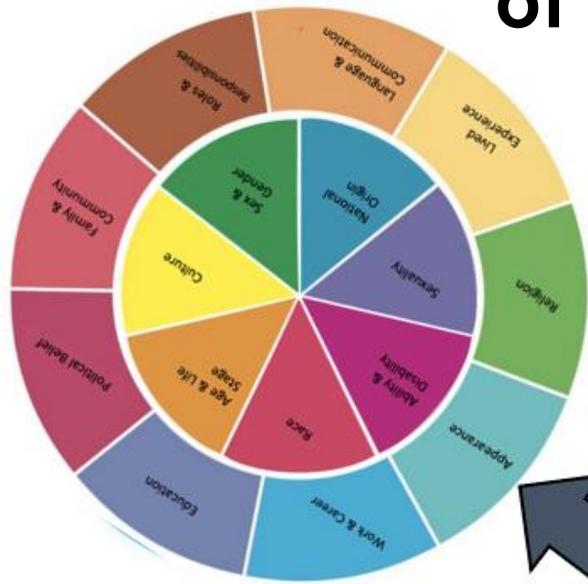
WHAT IS inclusion ?



WHAT IS inclusion ?



Communities of Identity

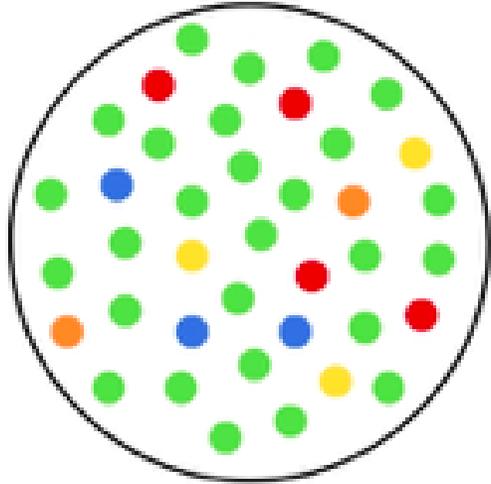


WHAT IS inclusion

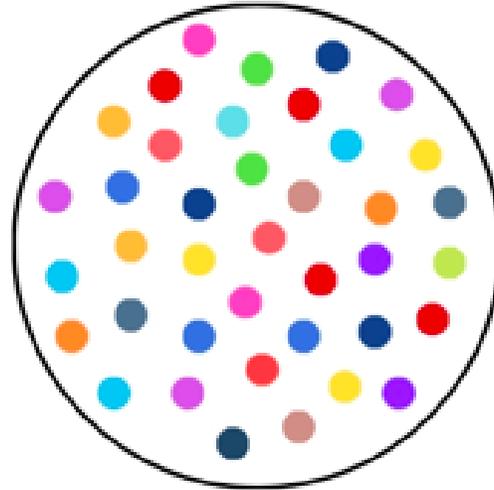
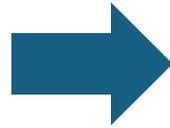
?

Communities of Diversity

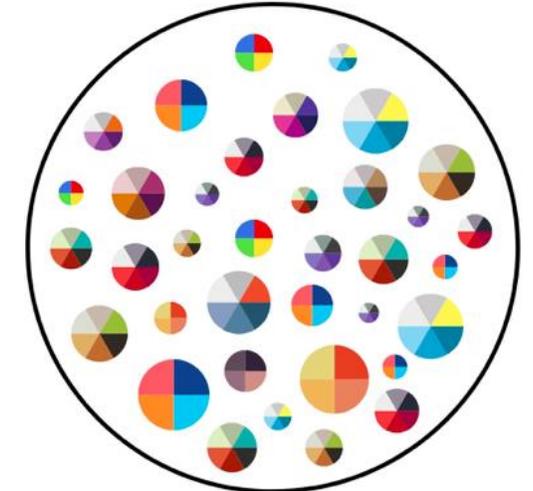
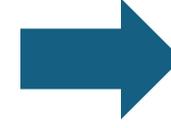
WHAT IS **inclusion** ?



Including
'special needs' children
into general childcare
spaces



Supporting and designing for
diversity
in childcare spaces
(that includes Disability)



Creating space for
children to feel confident
and safe to **identify**
in childcare spaces
(that includes children
who are Disabled)

In a world of
UNICORNS

Be a **UNICORN**
that celebrates a
BAT



When the conditions are
right, everyone can be
successful

How do the ideas and practices that we are talking about today, align with:

Early Learning Framework Principles

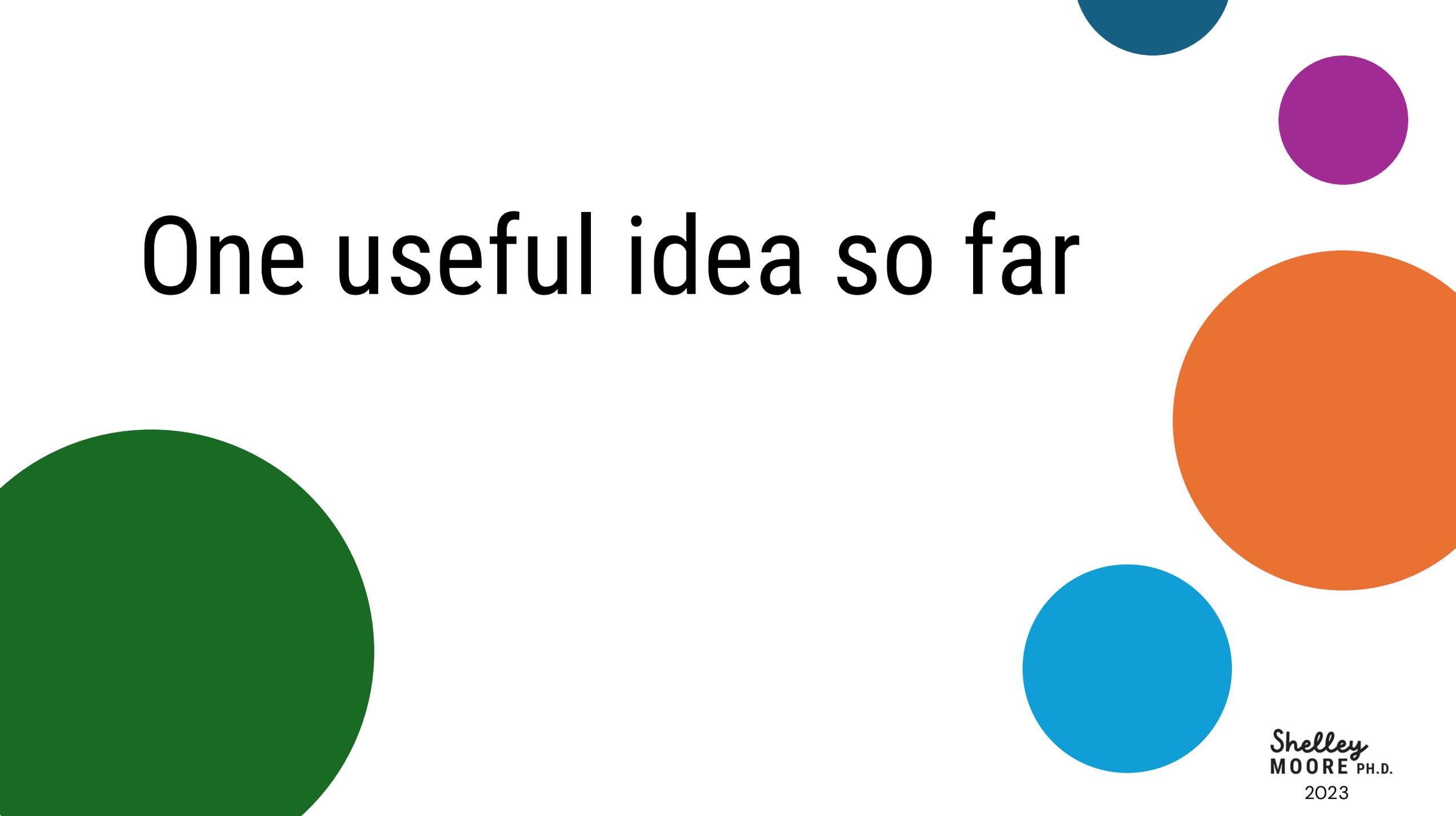
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B.C. Ministry of Education, 2019

First Peoples Principles of Learning

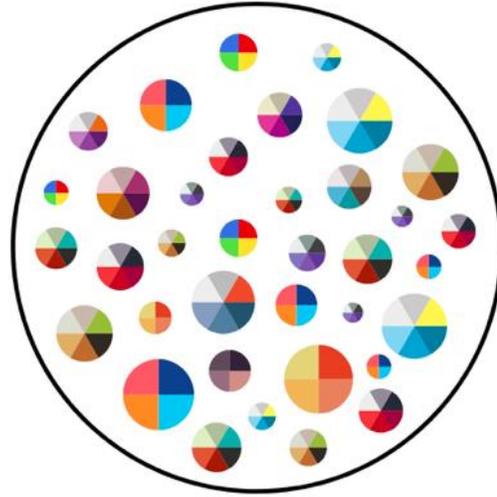
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- ♦ Learning involves recognizing that some knowledge is sacred and only shared with permission and/or in certain situations.

First Nations Education Steering Committee, 2012

The slide features several large, solid-colored circles in various colors: teal, purple, orange, blue, and green, scattered across the white background. The text "One useful idea so far" is centered in a large, black, sans-serif font.

One useful idea so far

How do we do inclusion ?

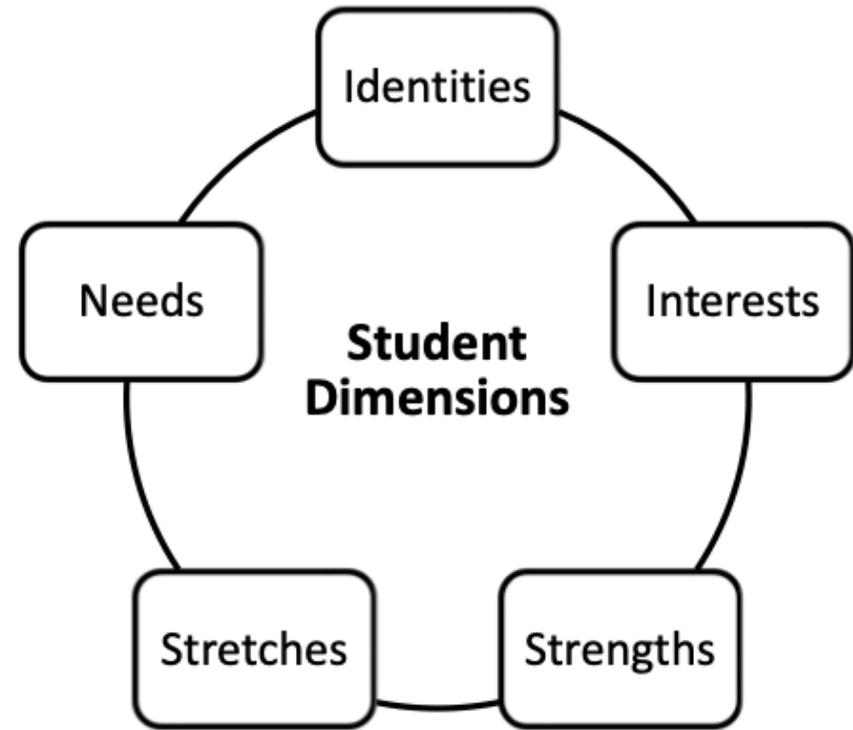


Creating space for children to feel confident
and safe to **identify**
in childcare spaces
(that includes children who are Disabled)

When the conditions are
right, everyone can be
successful

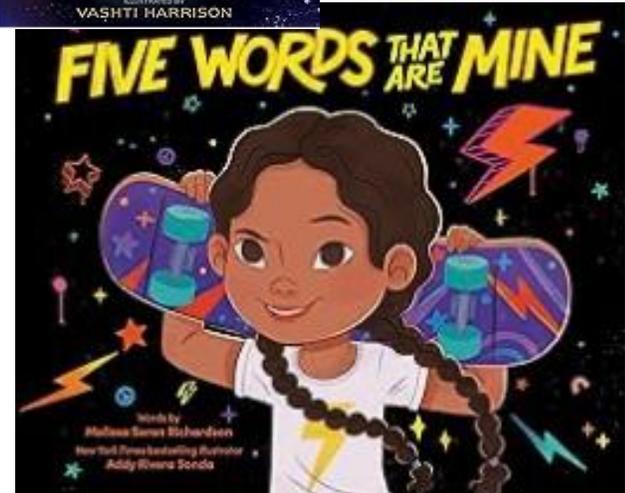
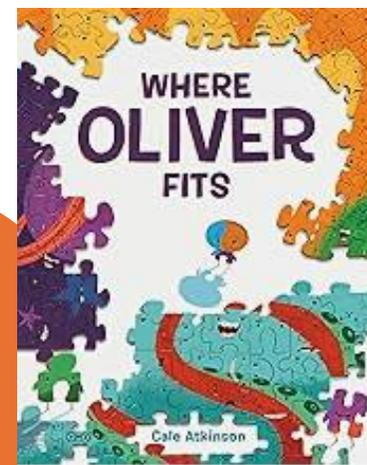
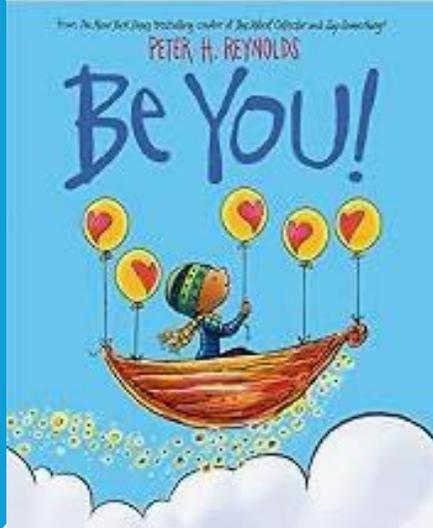
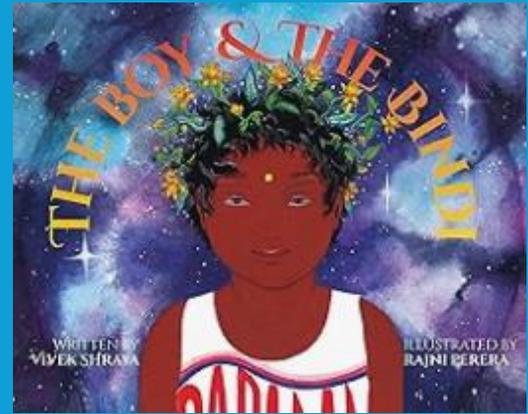
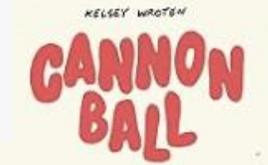
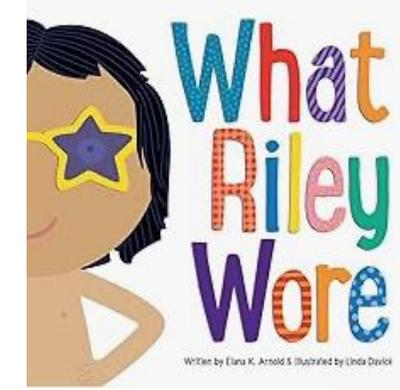
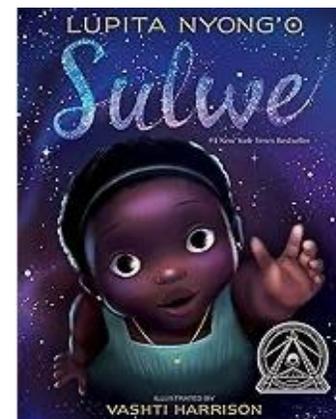
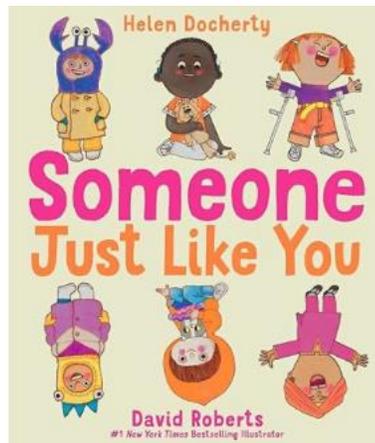
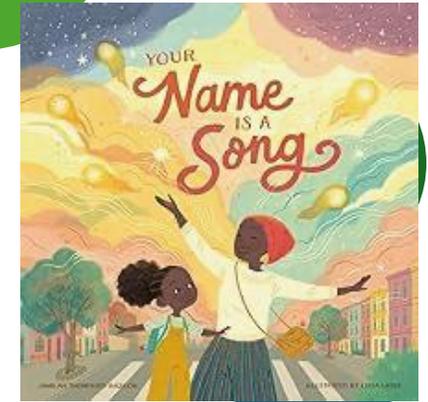
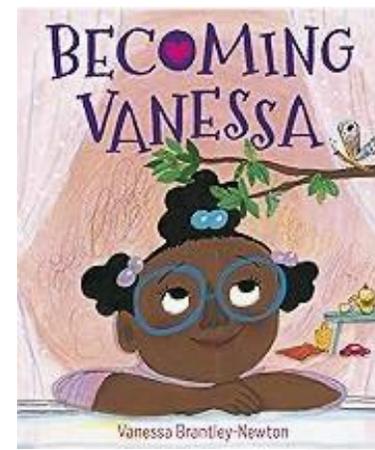
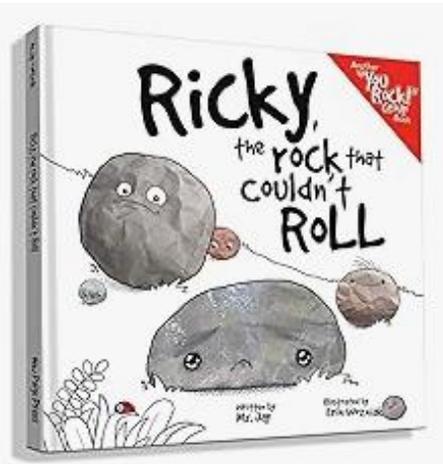
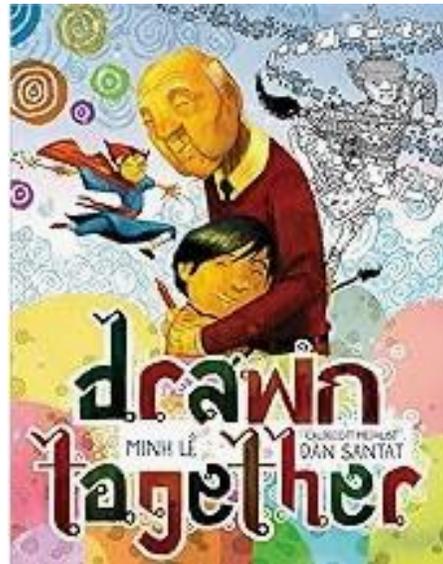
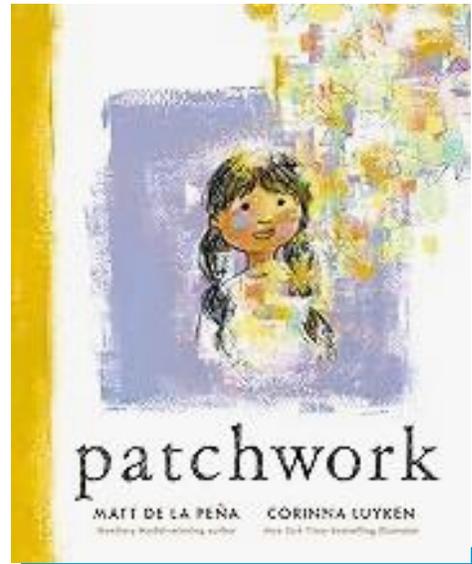
Getting to know who the students are

What **dimensions** can we capture so that we **reduce and eliminate barriers** AND **design better** for student variability?

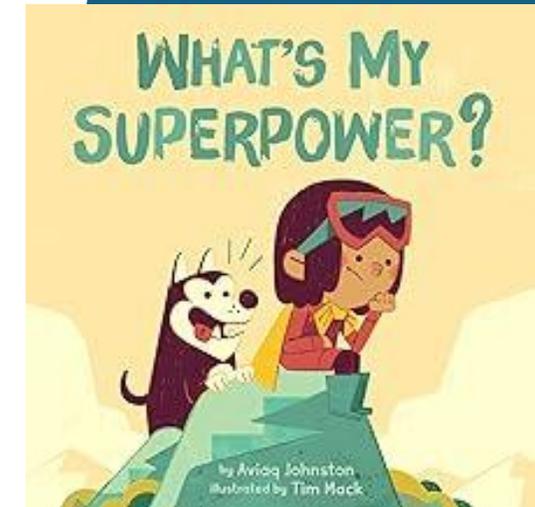
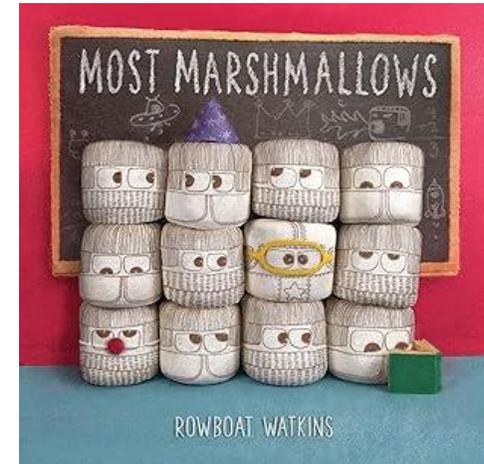
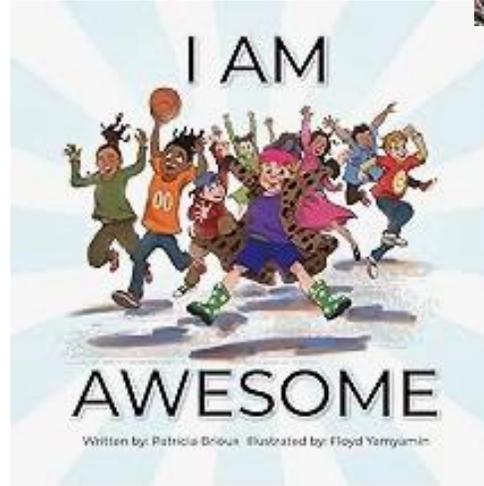
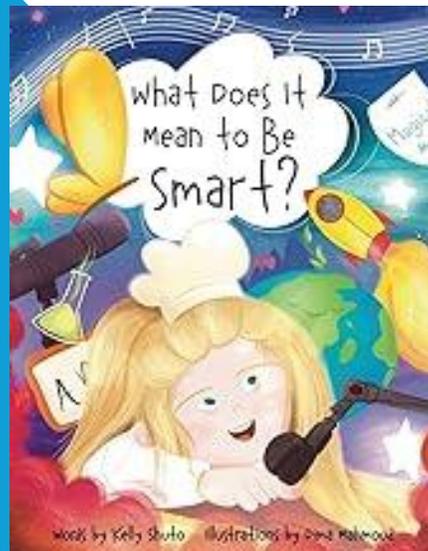
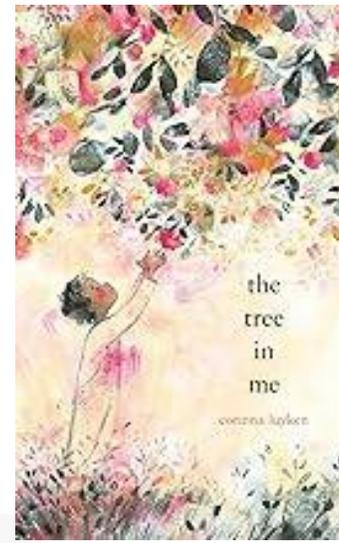
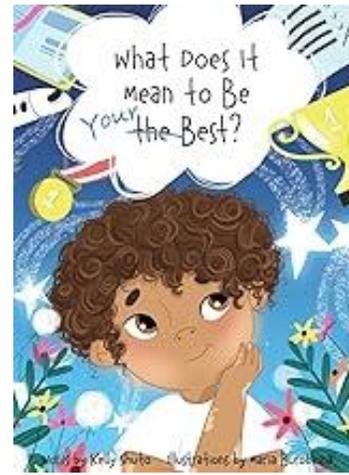
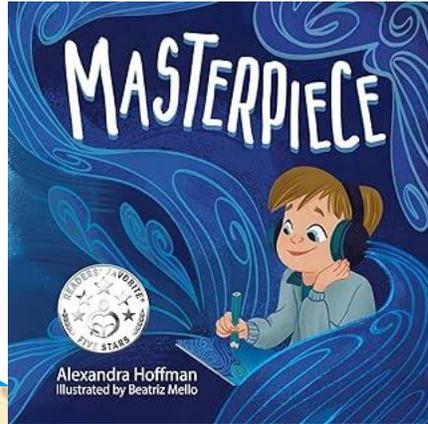
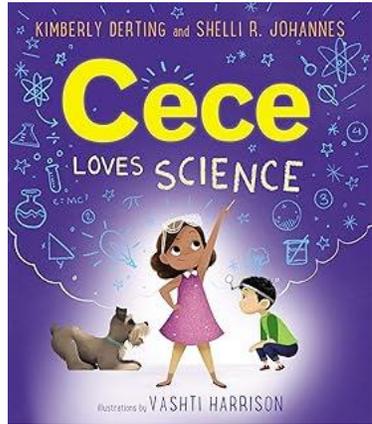


Identity

@mrsmacskinders



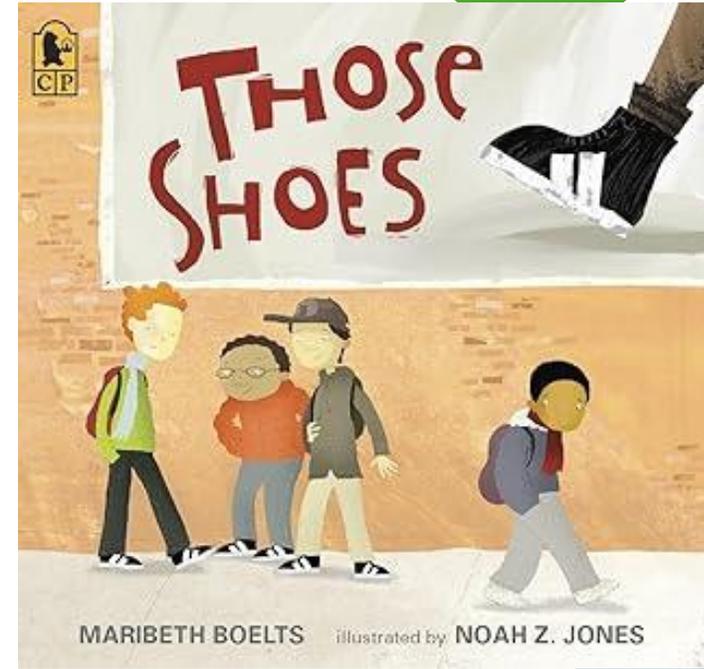
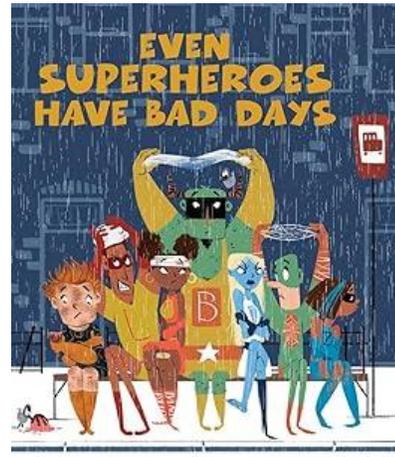
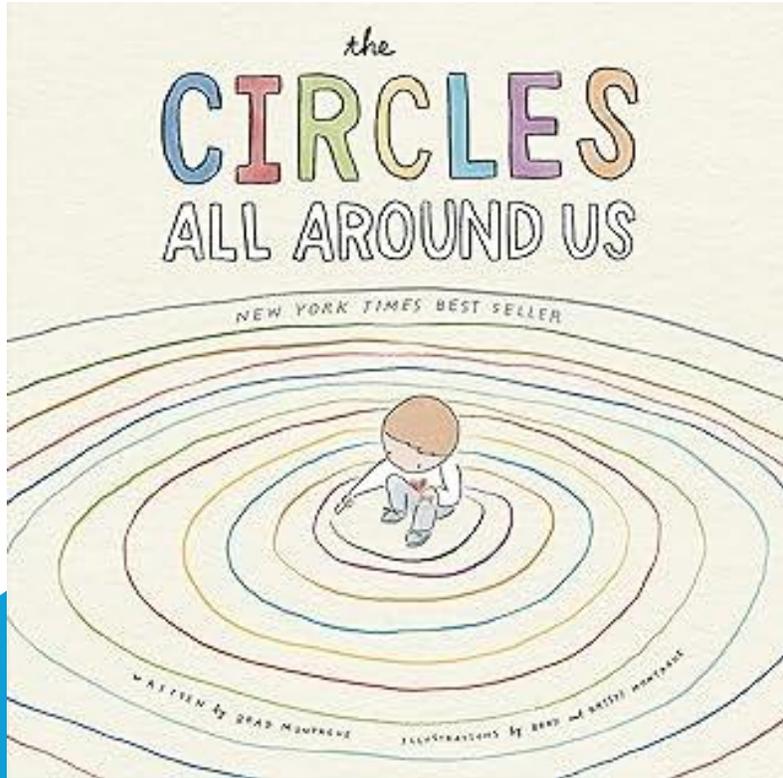
Strengths



@mrsmacskinders

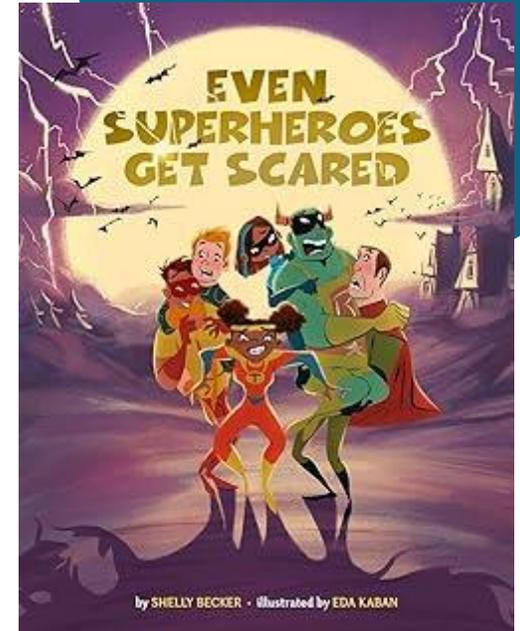
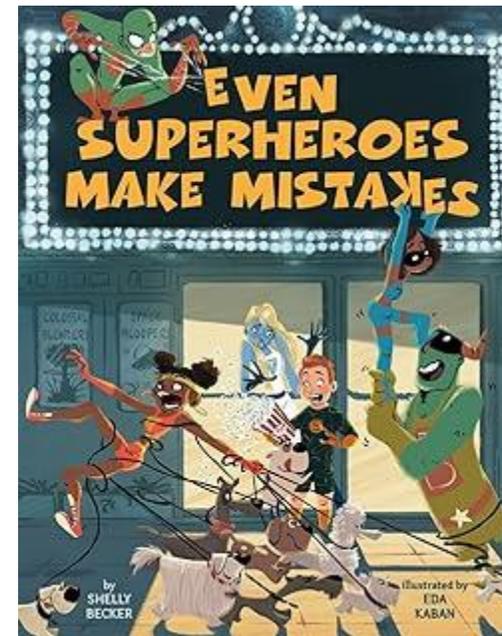
Interests

Needs

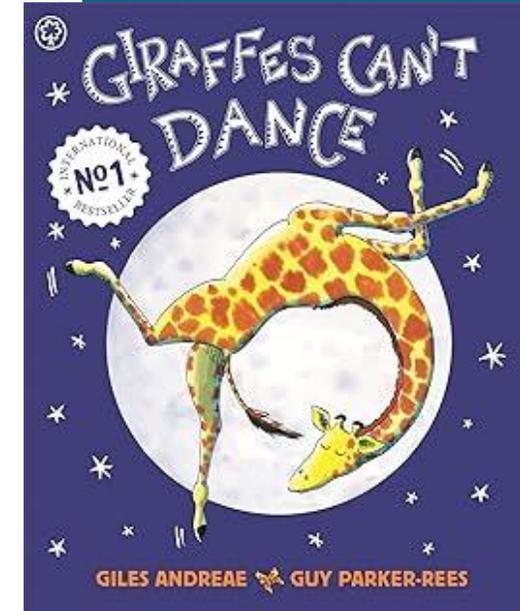
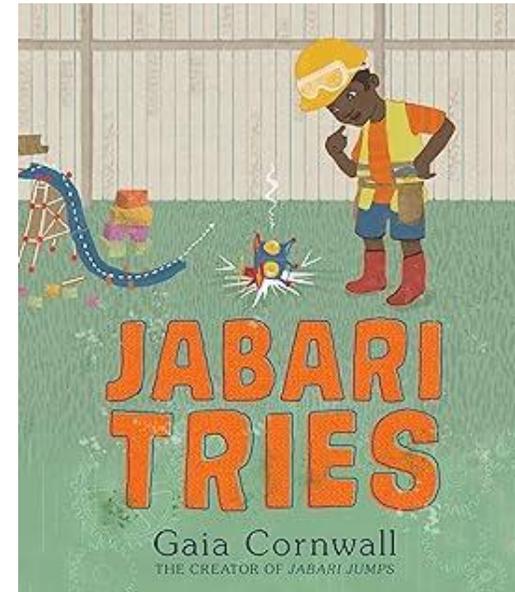
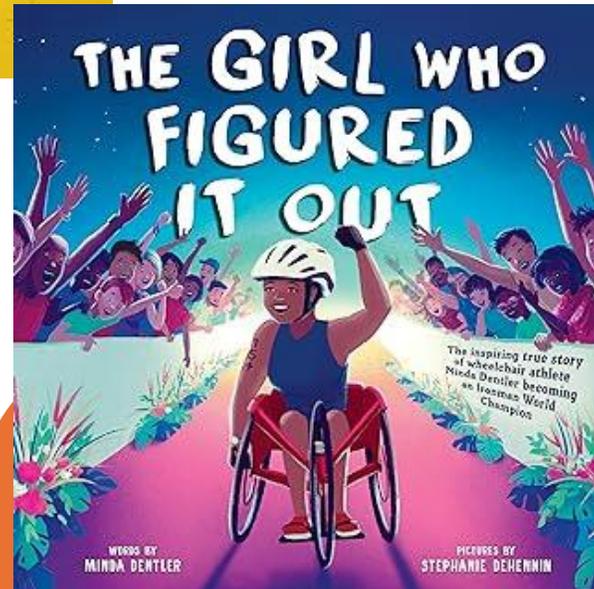
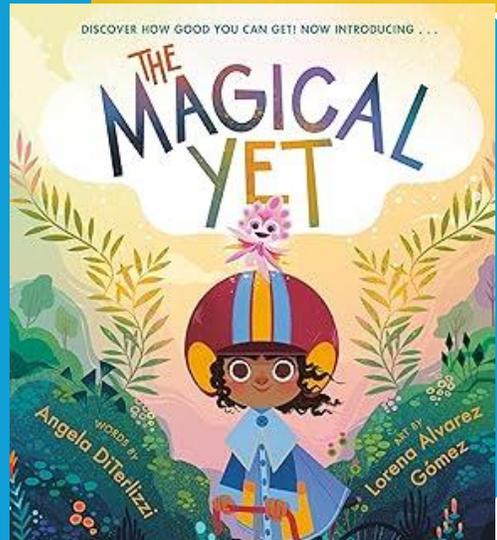
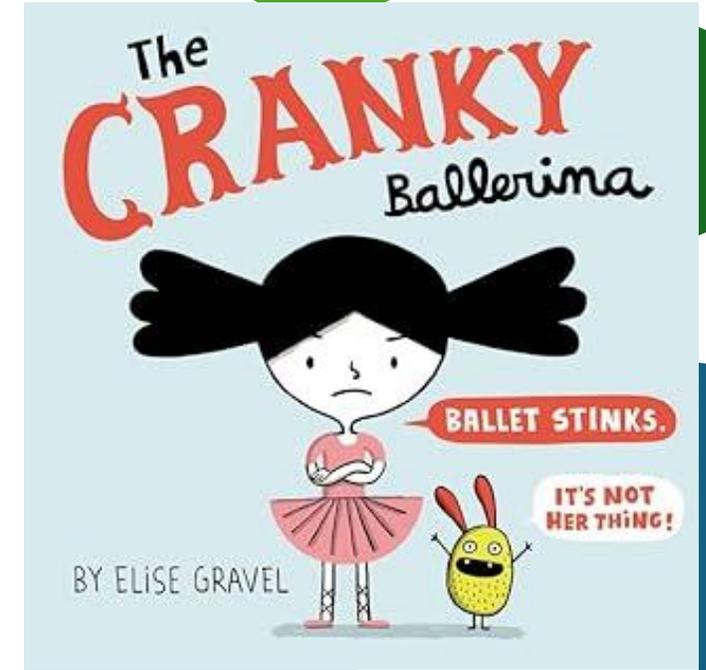
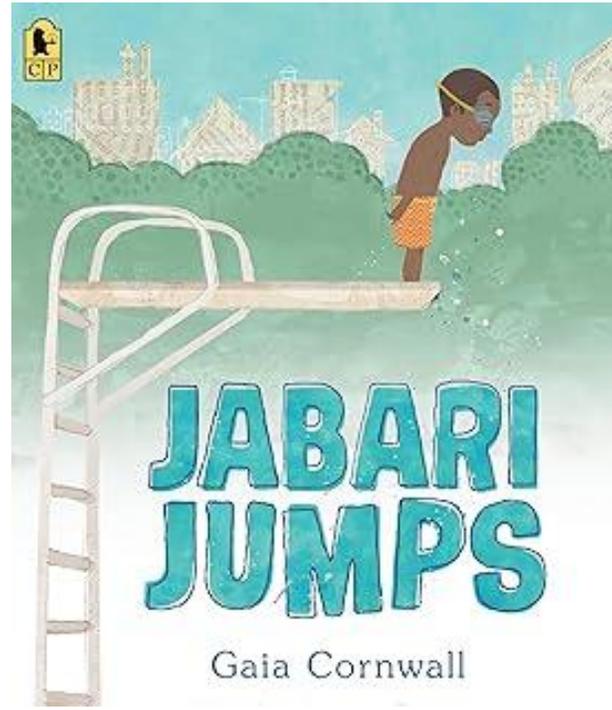
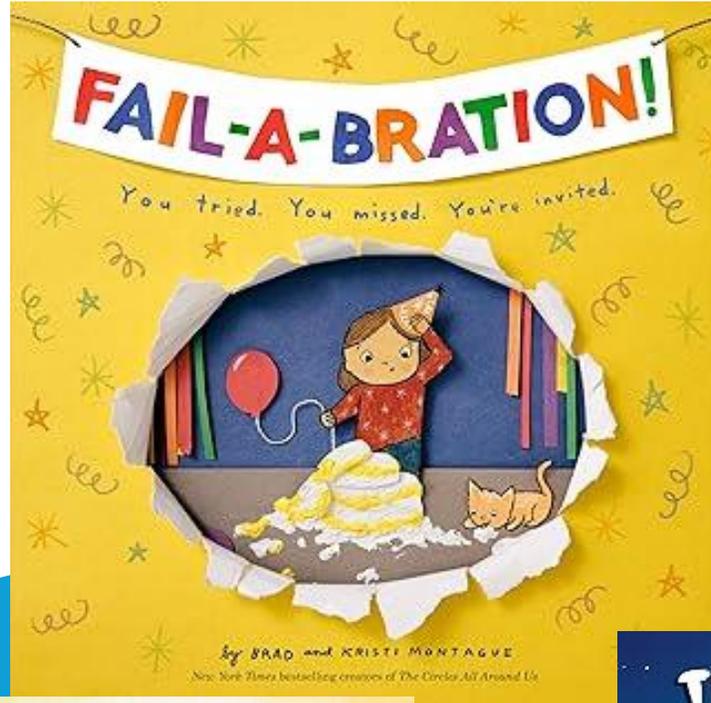


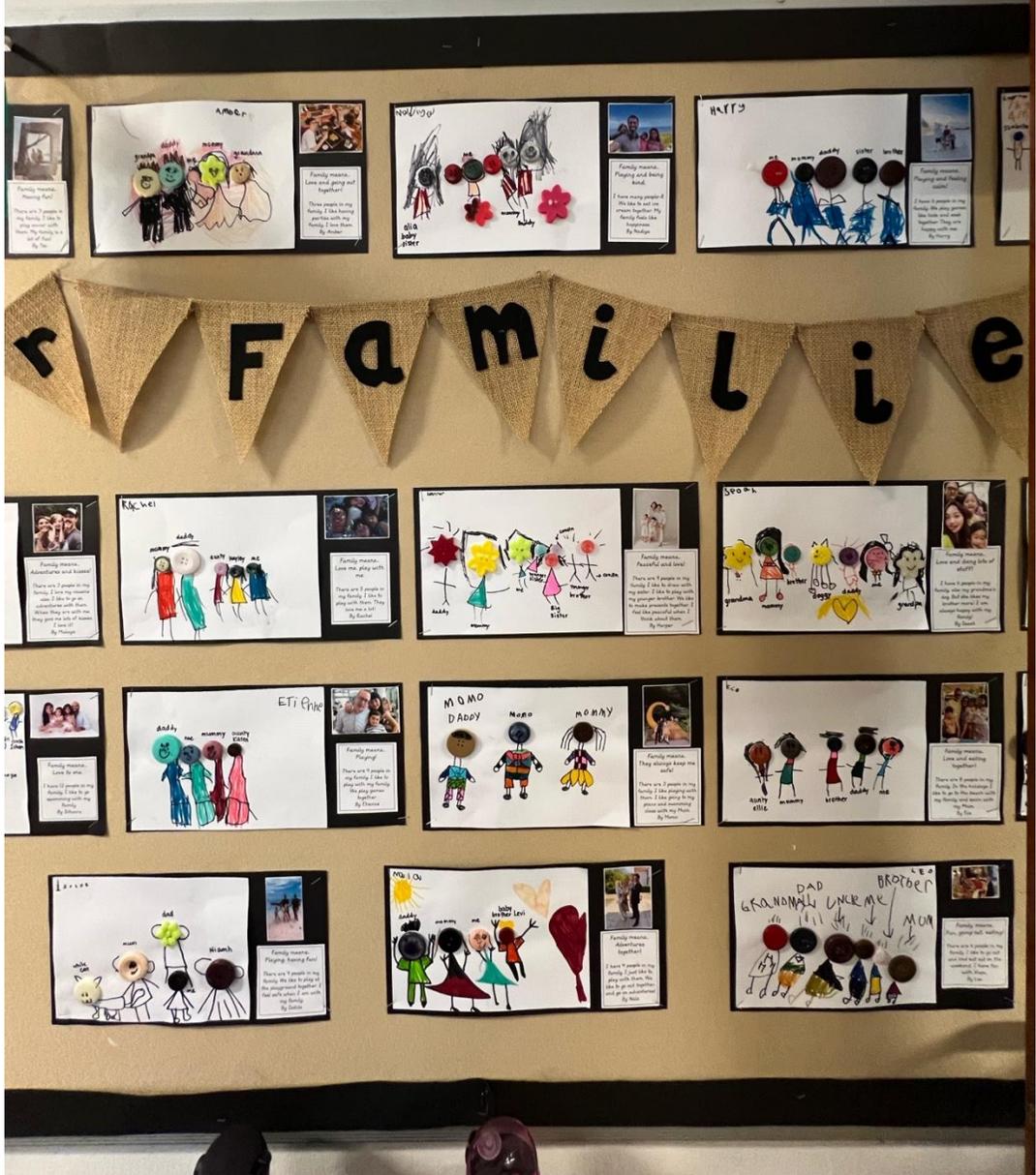
EVERYBODY!

ELISE GRAVEL



Stretches





Home



Love

Twin Sister



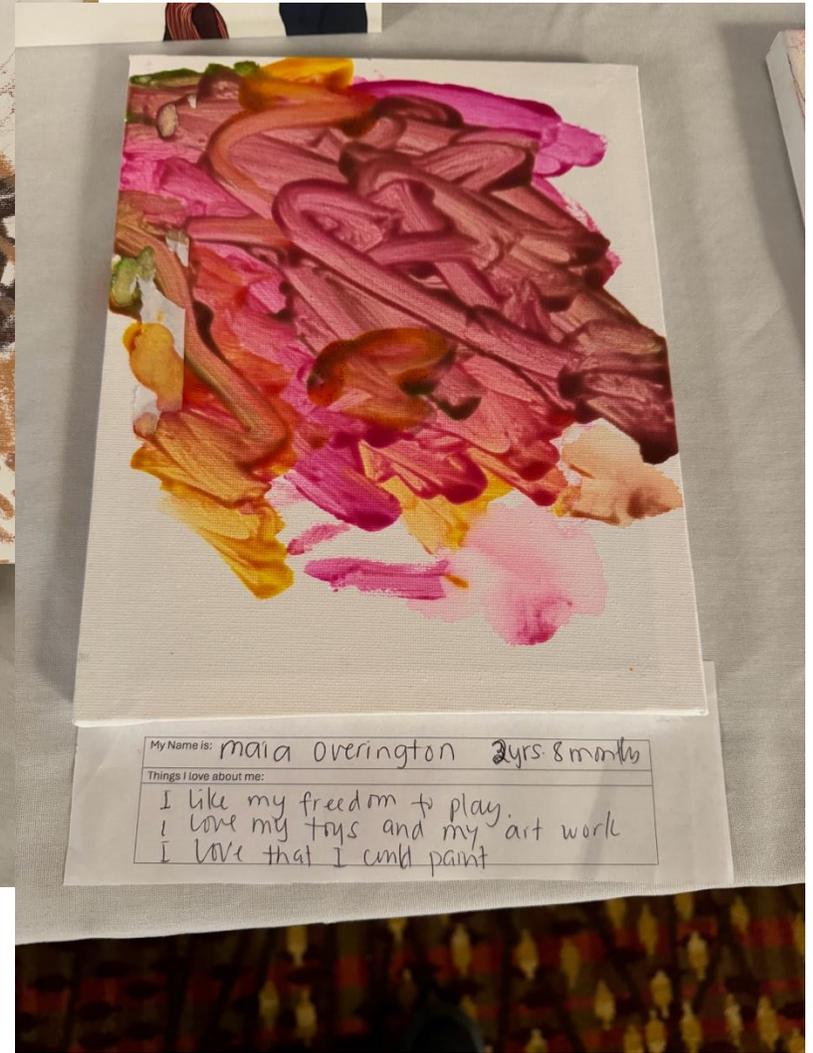
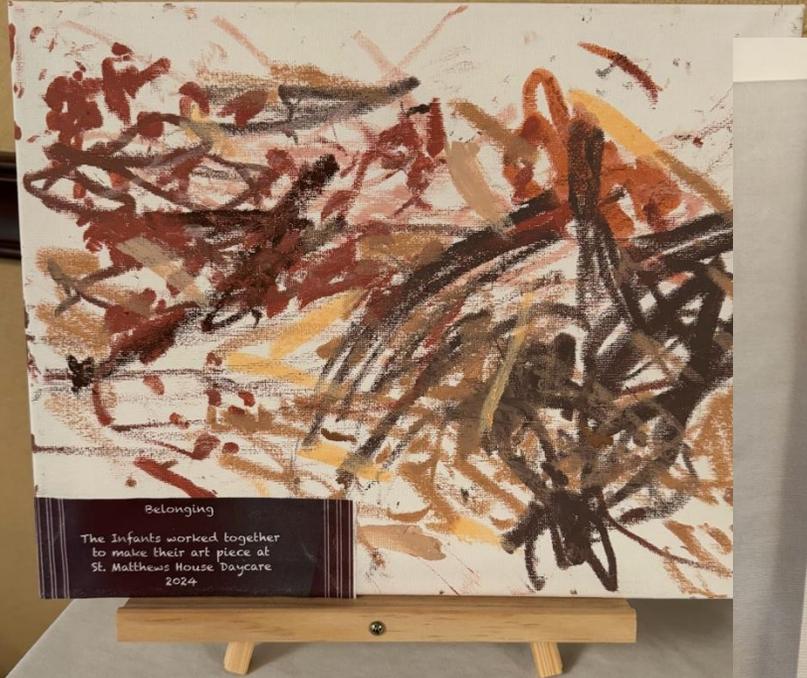
Family

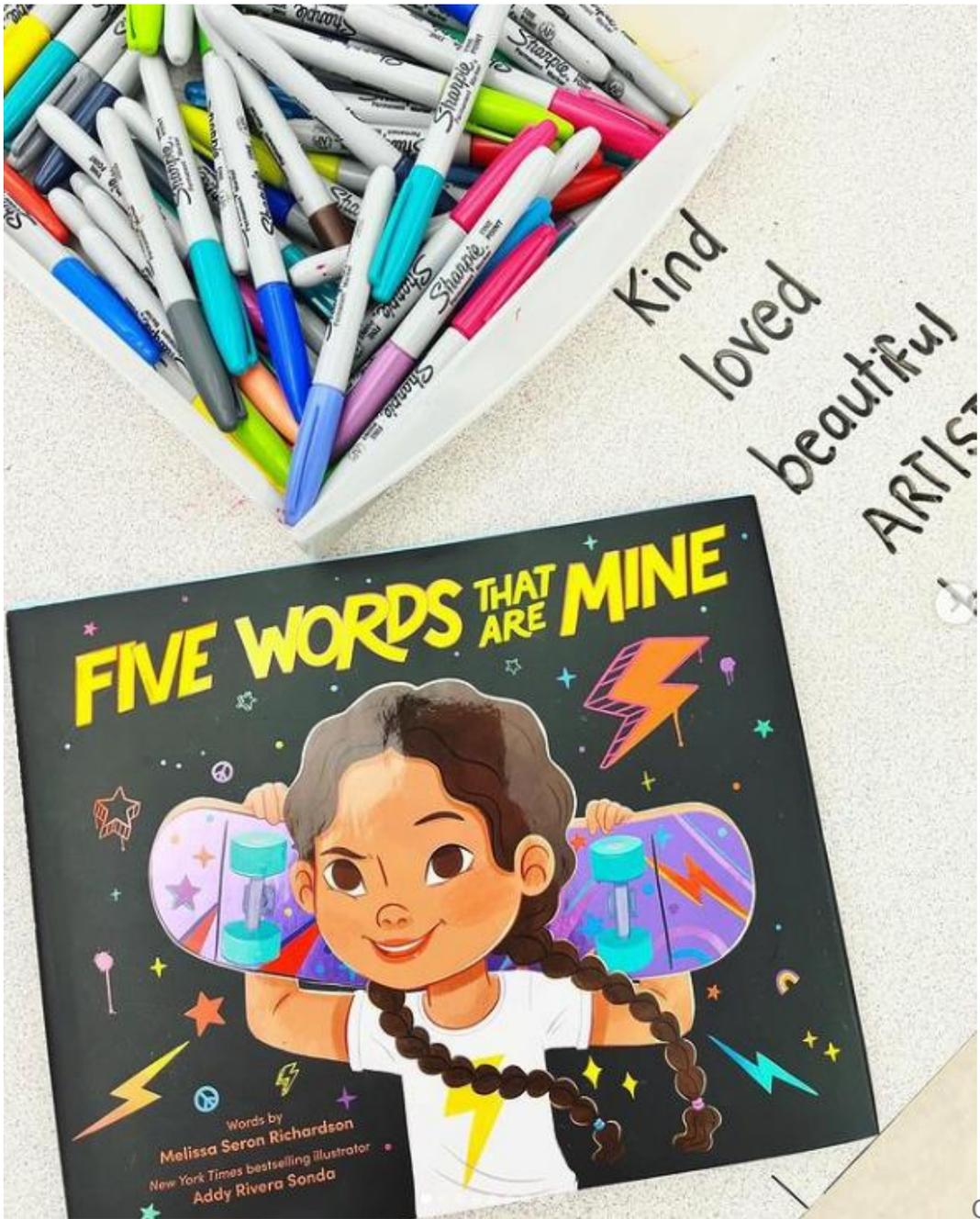


Friends



Together-ness

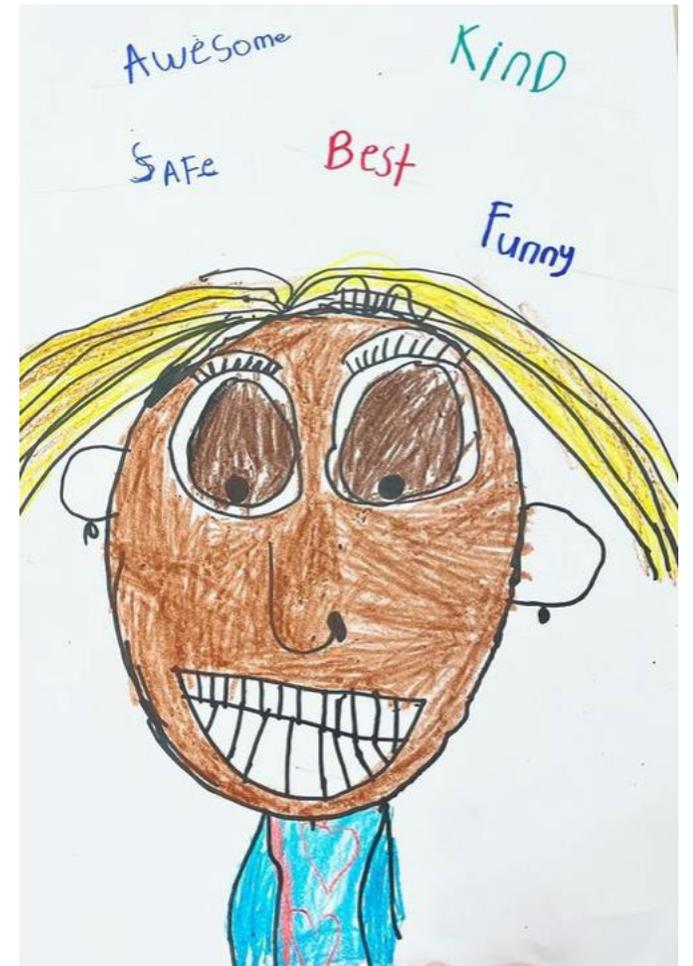




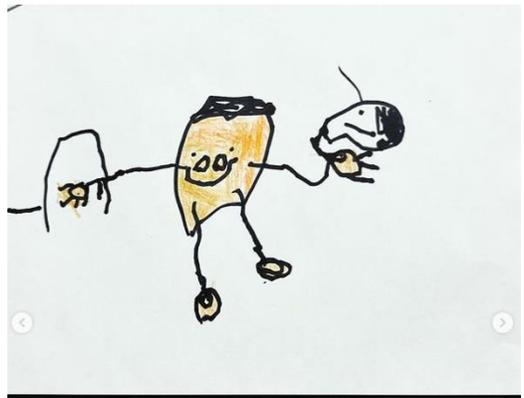
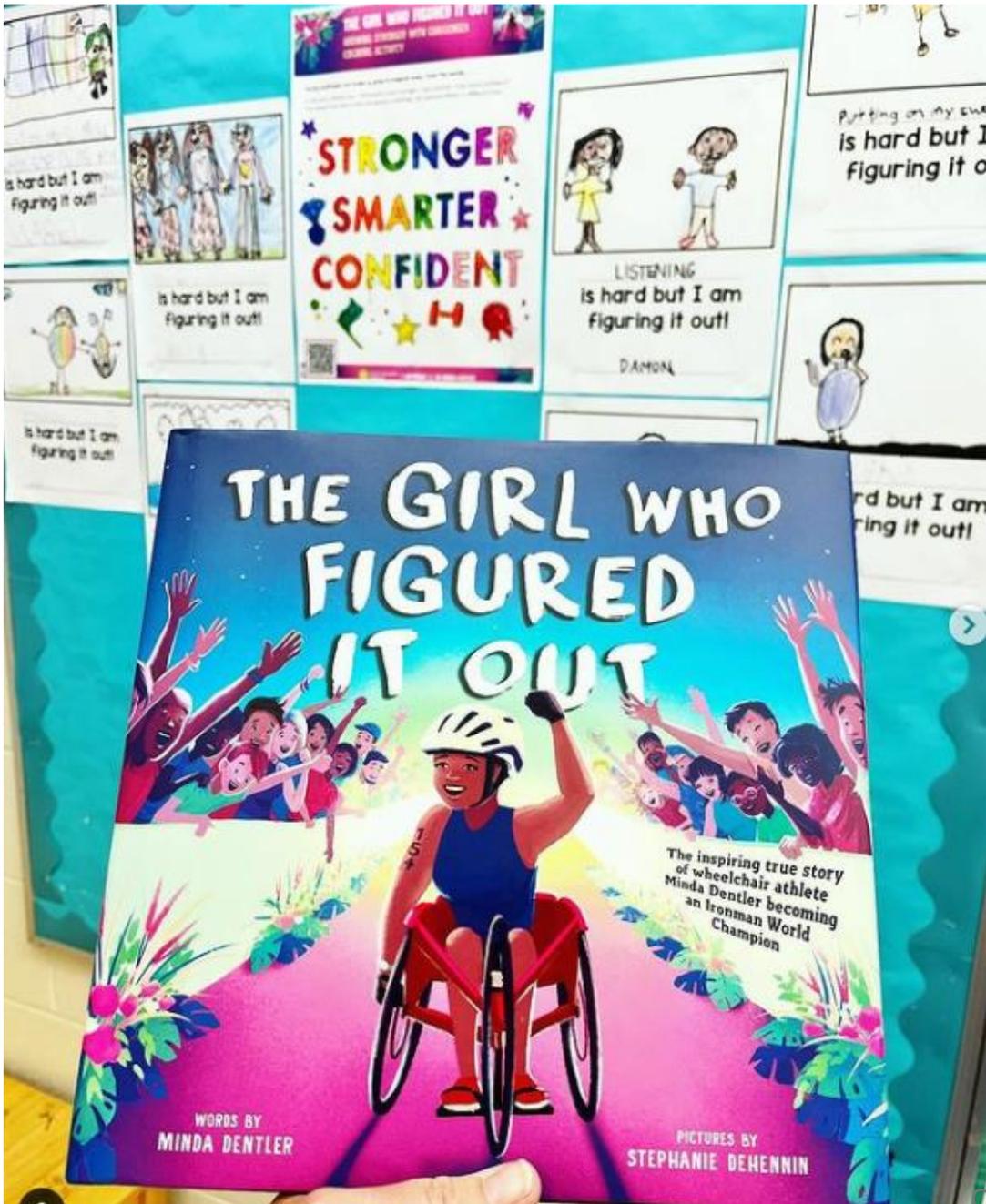
Kind
loved
beautiful
ARTIST



Chrona and Moore, 2025



@mrsmaeskinders



Putting on my sweater
is hard but I am
figuring it out!



singing
is hard but I am
figuring it out!

Chrona and Moore, 2025



Being away from MY family
is hard but I am
figuring it out!

@mrsmaeskinders

Who are you? What are your dimensions?

Who am I? (Identities)	What do I love? (Interests)	What am I good at? (Strengths)	How do I want to grow? (Stretches)	What makes it hard for me to grow? (Needs)
<p>How do you identify?</p> <p>What are some words that describe you?</p> <p>Complete the statement: I am _____</p> <p>What communities are you and your family a part of?</p> <p>What are your pronouns?</p> <p>What place do you call home?</p> <p>What languages do you speak?</p> <p>What cultures, races or nations do you identify with?</p> <p>Are there any disabilities that you identify with?</p>	<p>What brings you joy?</p> <p>What are some of your favourite things/ activities?</p> <p>What are some things that you do with your family and friends?</p> <p>What do you wish you could spend more time doing?</p> <p>What do you want to learn more about?</p> <p>What do you want to learn how to do?</p> <p>What would you do if you had a full day off?</p> <p>What do you like to learn/ read about?</p> <p>What kinds of shows/ movies/ books do you like?</p>	<p>What feels easy to you?</p> <p>What do you know a lot about?</p> <p>What perspective do you bring to conversations?</p> <p>What are you really good at?</p> <p>How can I help others? (Strengths)</p> <p>What could you teach to someone else?</p> <p>Why is your family/ class/group so lucky to have you?</p> <p>How do you help out at home? In other activities?</p> <p>What do you do that brings other people joy?</p>	<p>What is a goal that you have for yourself?</p> <p>What do you want to get better at?</p> <p>What is something you want to learn more about?</p> <p>What do you wish you could do more of?</p> <p>What is an area that you need some practice in?</p> <p>What could you work on now, that will help you in the future?</p> <p>What do you need support for at school?</p> <p>What do you wish you could do more of without help?</p>	<p>What makes it hard for you to learn?</p> <p>What helps you learn best?</p> <p>What makes it hard for you to pay attention/ focus?</p> <p>Do you prefer to work alone or in a group?</p> <p>What makes it hard to get to school/ go to class?</p> <p>What do you wish was different about school?</p> <p>What materials/tools do you need in a classroom?</p> <p>What is important for your teacher to know about you?</p>

Getting to Know Children & Family Dimensions – Family Interviews

Child:	Child:	Child:	Child:	Child:
What are the identities of your child and your family?	What are the identities of your child and your family?	What are the identities of your child and your family?	What are the identities of your child and your family?	What are the identities of your child and your family?
What are the interests of your child and your family?	What are the interests of your child and your family?	What are the interests of your child and your family?	What are the interests of your child and your family?	What are the interests of your child and your family?
What are the strengths of your child and family?	What are the strengths of your child and family?	What are the strengths of your child and family?	What are the strengths of your child and family?	What are the strengths of your child and family?
What is hard for your child and family in this community? What do they/you need support with?	What is hard for your child and family in this community? What do they/you need support with?	What is hard for your child and family in this community? What do they/you need support with?	What is hard for your child and family in this community? What do they/you need support with?	What is hard for your child and family in this community? What do they/you need support with?
What is getting in the way for your child and family to feel a sense of belonging and success in this community? What is getting in the way?	What is getting in the way for your child and family to feel a sense of belonging and success in this community? What is getting in the way?	What is getting in the way for your child and family to feel a sense of belonging and success in this community? What is getting in the way?	What is getting in the way for your child and family to feel a sense of belonging and success in this community? What is getting in the way?	What is getting in the way for your child and family to feel a sense of belonging and success in this community? What is getting in the way?

Help us get to know: _____

Date: _____

Person connected to _____	Identities	Interests	Strengths	Stretches	Needs
Who are you and how do you know _____?	What words would you use to describe _____? What groups is _____ connected to in their community?	What is _____ interested in? What do they like to do on their own? With their friends? Family? Community?	What is _____ good at? What can they teach others?	What is hard for _____? What do you think _____ wants to get better at?	What does _____ need support with? What is important for people to know about _____?
Person 1:					
Person 2:					
Person 3:					
Person 4:					

Help us get to know Juni?

Date: Dec 2022

	Identities	Interests	Strengths	Stretches	Needs
Who are you and how do you know Juni?	<p>What words would you use to describe Juni?</p> <p>What groups is Juni connected to in their community?</p>	<p>What is Juni interested in?</p> <p>What do they like to do on their own? With their friends? Family? Community?</p>	<p>What is Juni good at?</p> <p>What can they teach others?</p>	<p>What is hard for Juni?</p> <p>What do you think Juni wants to get better at?</p>	<p>What does Juni need support with?</p> <p>What is important for people to know about Juni?</p>
Person 1: Rita Grandmother	Kind, strong, smart	watching me sew, taking pictures, listening to music	Patience, she notices everything	Waking up! Trying new things	She needs time and patience. If she is upset or frustrated, she needs space
Person 2: Frank Dad	Athletic, joyful, Ukrainian, church	Watching the baking shows , fishing with me	A great listener, being present	Independence, changes in routine	I think she worries a lot; I need others to know that she needs reassurance sometimes
Person 3: Kiran Family Friend	funny	Football! She loves the BC lions, movies, going for walks	making you feel so important, spreads joy, makes everyone laugh	Friendships, spending more time with her peers	Sharing her thinking, communicating. She has come such a long way!
Person 4:Matty Cousin	Fun, we play a lot together	Whale sharks, camping, swimming	Playing with me	Its hard for Juni to talk sometimes, but I know when she likes something, and she likes me	using her iPad to help her talk

Help us get to know Juni?

Date: Dec 2022

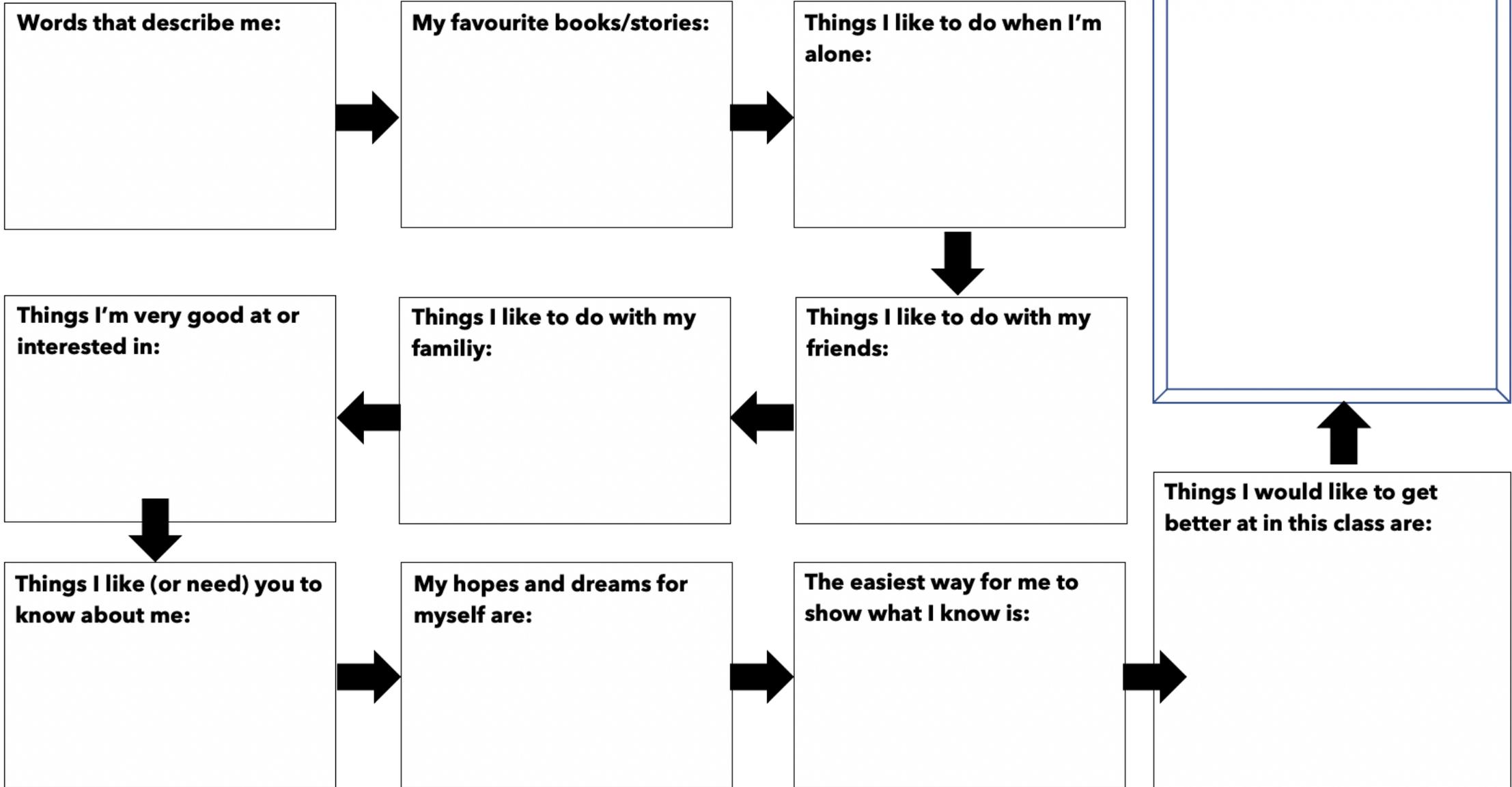
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Person 1: Mr. Lopez Classroom Teacher	Strong, smart, a learner	Getting read to, books, you tube, science	Connecting with her peers	Communicating, independence, asking to help when she needs it	She needs support with her reading (decoding) and her communication with the device
Person 2: Benny Educational Assistant	Funny, curious	Fashion, her friends, books, magazines, her iPad	She knows what she likes and doesn't like and lets us know	Making friends, communicating or using strategies before she gets too frustrated	She needs a chance to rest throughout the day and breaks
Person 3: Ms. Turner SLP	joyful	Sights and sounds around her, being social	Using her iPad to communicate	Building friendships, communicating what she needs	She needs her device available to her, she needs to be around her peers
Person 4: Jesse Classmate	Funny, sometimes she's loud	Playing games, hanging out with her friends	Being happy, making people laugh	I think talking is hard for her	she needs to be around us, her friends

Help us get to know Juni?

Date: Dec 2022

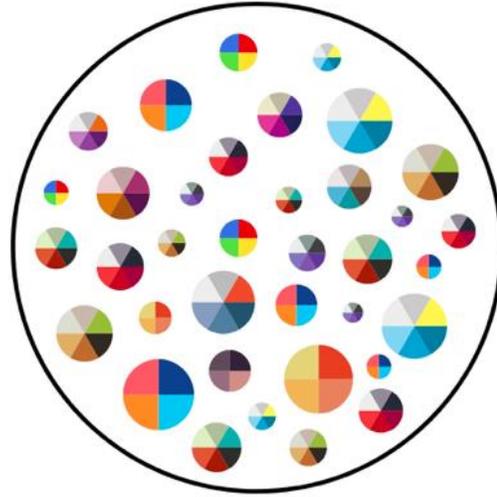
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Who am I? Profile

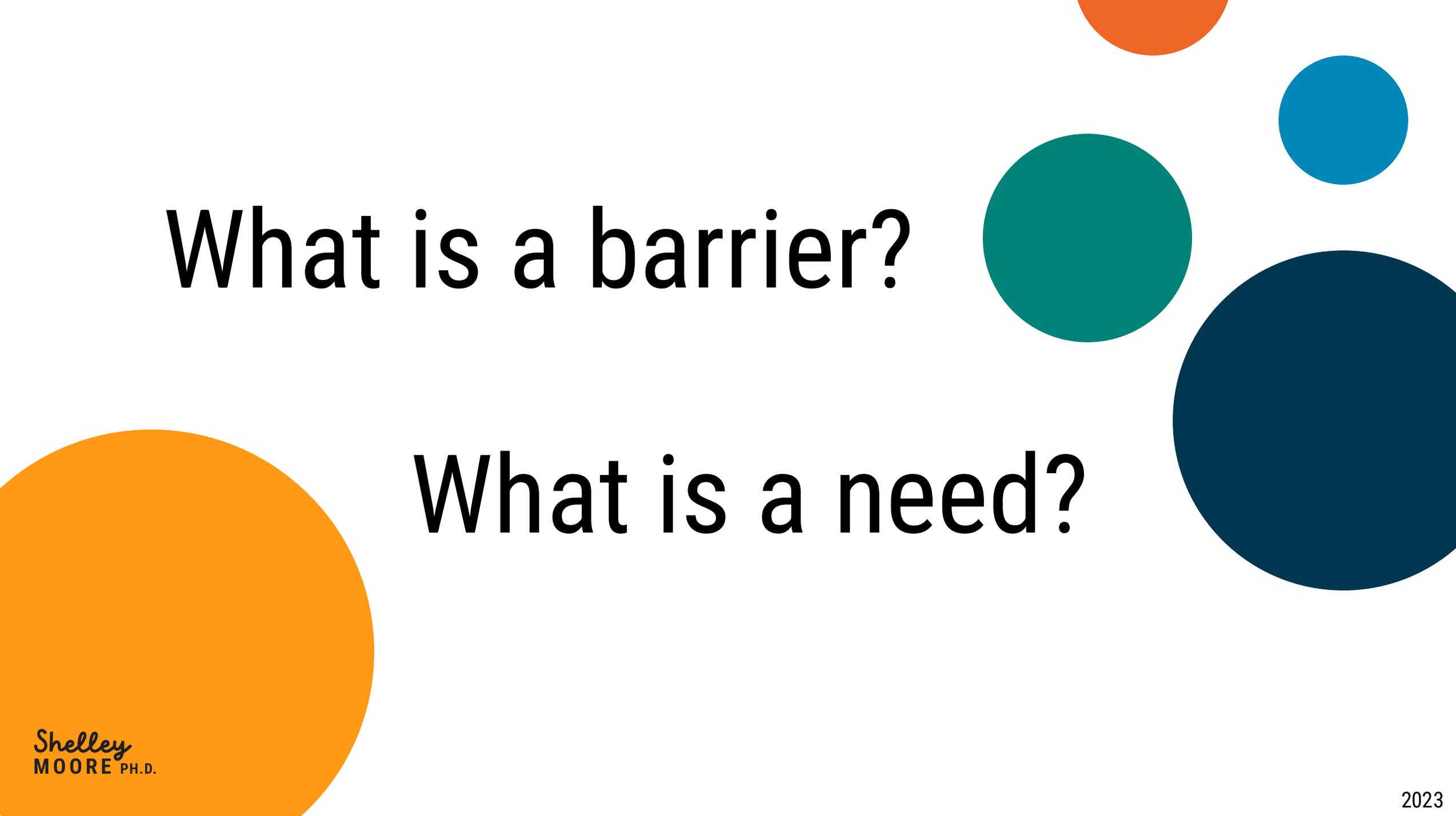


When the conditions are
right, everyone can be
successful

How do we do inclusion ?



Creating space for children to feel confident
and safe to **identify**
in childcare spaces
(that includes children who are Disabled)



What is a barrier?

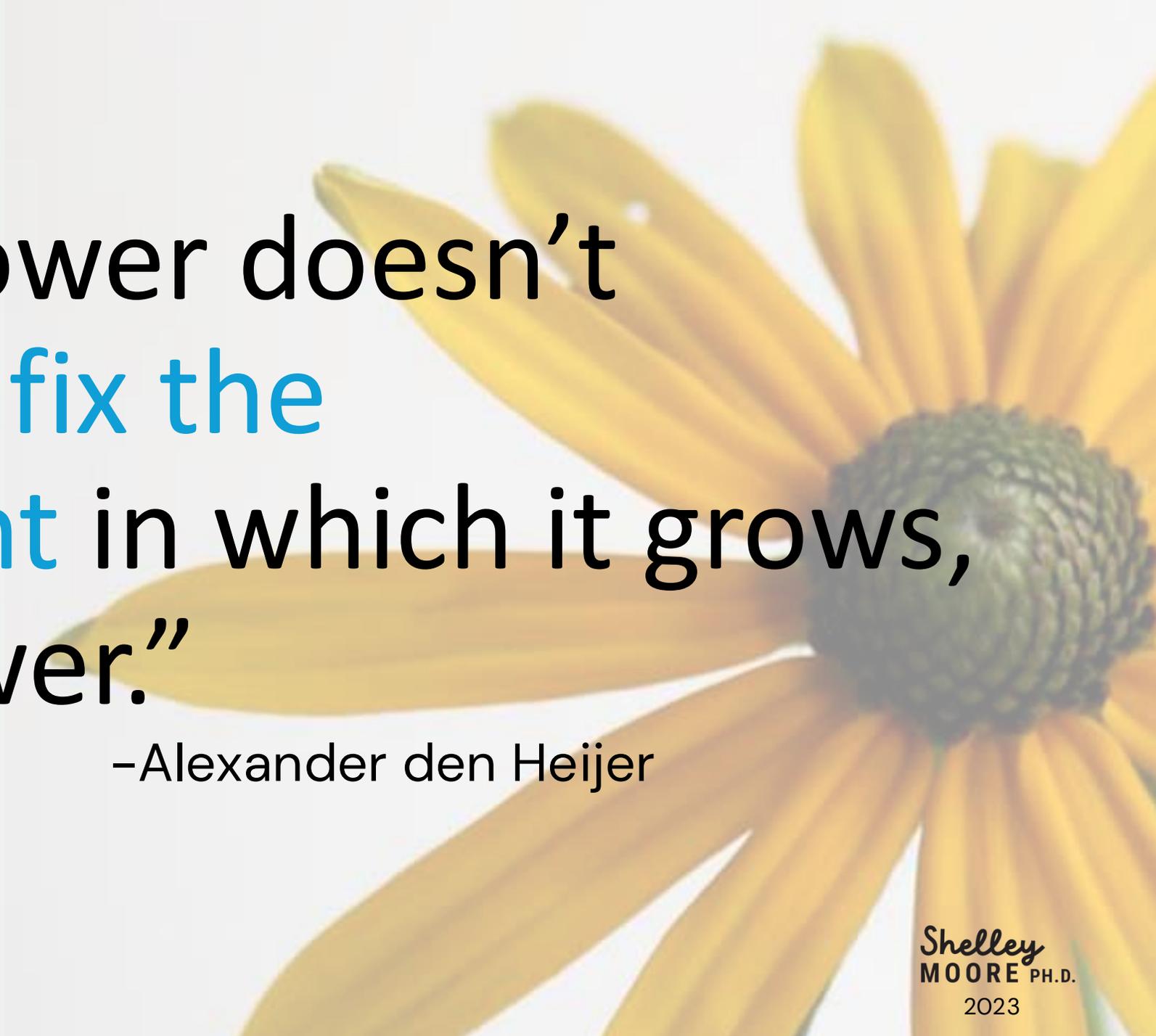
What is a need?



Reducing Barriers



Supporting Needs



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

–Alexander den Heijer

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

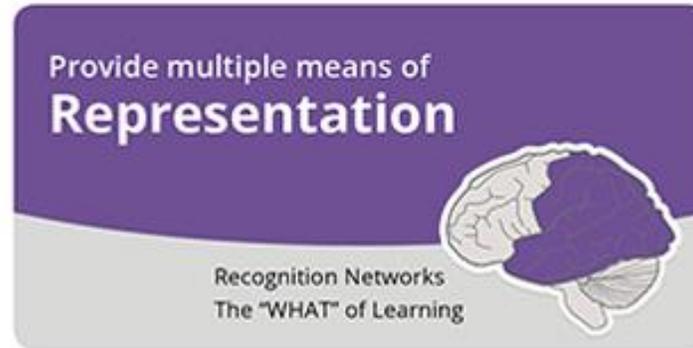


All plants
need space

Universal Design for Learning 3.0



All children
need to be
engaged



All children
need to
understand



All children
need to show
learning

	Design Multiple Means of Engagement 	Design Multiple Means of Representation 	Design Multiple Means of Action & Expression 
Access	<p>Design Options for Welcoming Interests & Identities (7)</p> <ul style="list-style-type: none">• 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)	<p>Design Options for Perception (1)</p> <ul style="list-style-type: none">• 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)	<p>Design Options for Interaction (4)</p> <ul style="list-style-type: none">• 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	<p>Design Options for Sustaining Effort & Persistence (8)</p> <ul style="list-style-type: none">• 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)	<p>Design Options for Language & Symbols (2)</p> <ul style="list-style-type: none">• 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)	<p>Design Options for Expression & Communication (5)</p> <ul style="list-style-type: none">• 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	<p>Design Options for Emotional Capacity (9)</p> <ul style="list-style-type: none">• 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)	<p>Design Options for Building Knowledge (3)</p> <ul style="list-style-type: none">• 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)	<p>Design Options for Strategy Development (6)</p> <ul style="list-style-type: none">• 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)

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

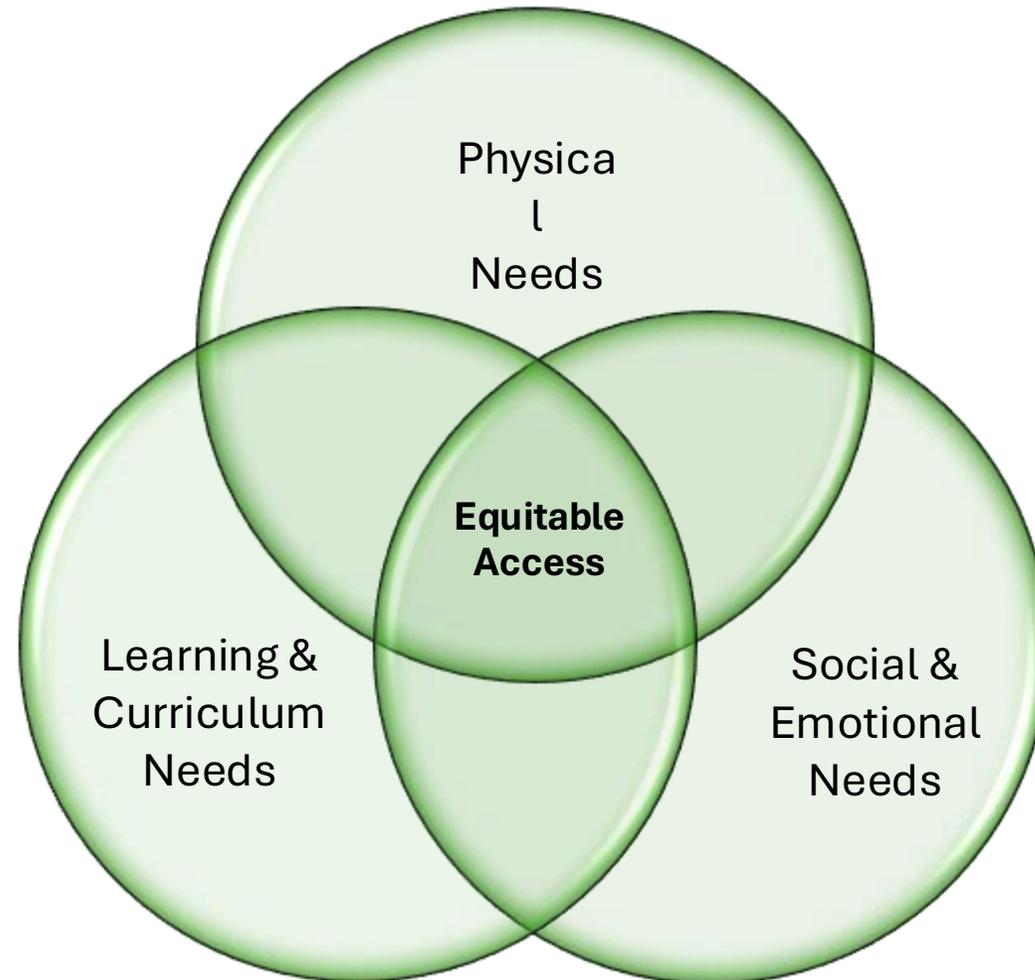


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5	17				
B Boron	Cl Chlorine				
25	26	28	29	30	42
Mn Manganese	Fe Iron	Ni Nickel	Cu Copper	Zn Zinc	Mo Molybdenum
Micronutrients					

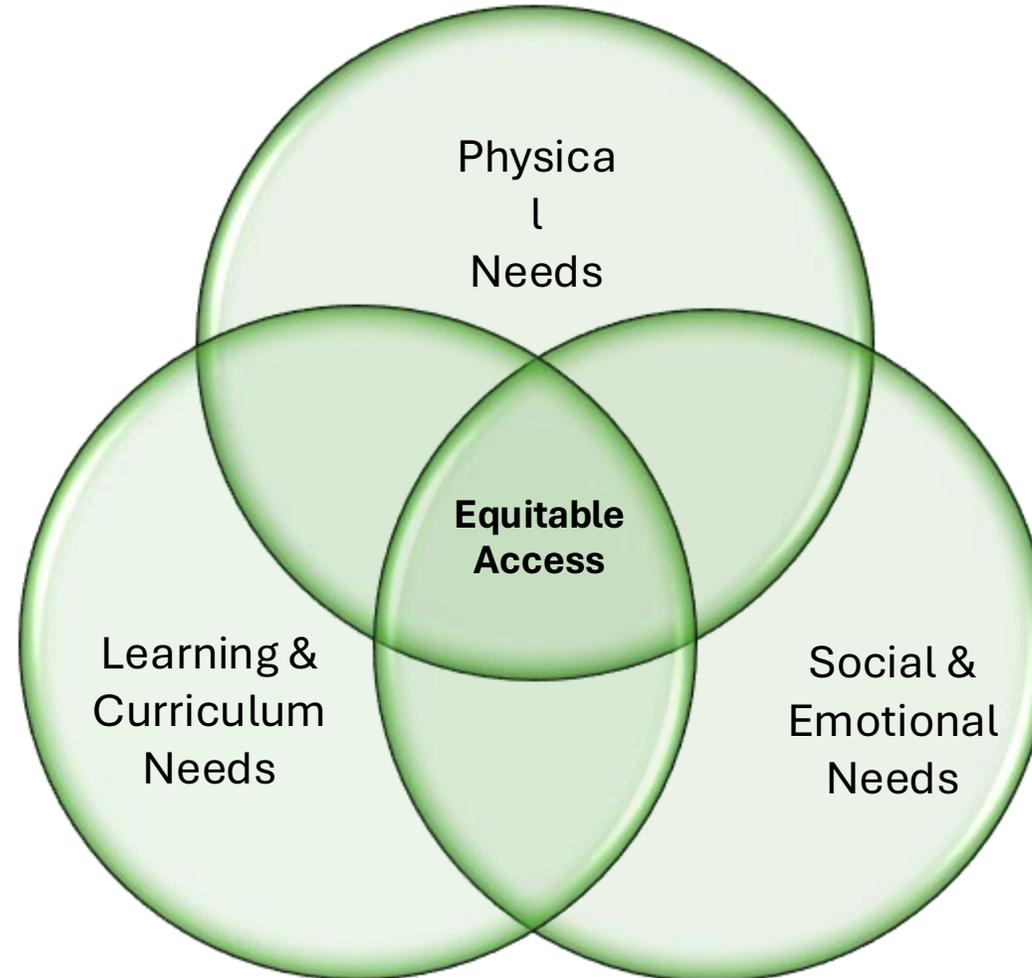


Increasing Inclusive & Equitable Access by Designing for Individual Needs



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:

Classroom Teacher(s):

Support Teachers/Staff:

Date:

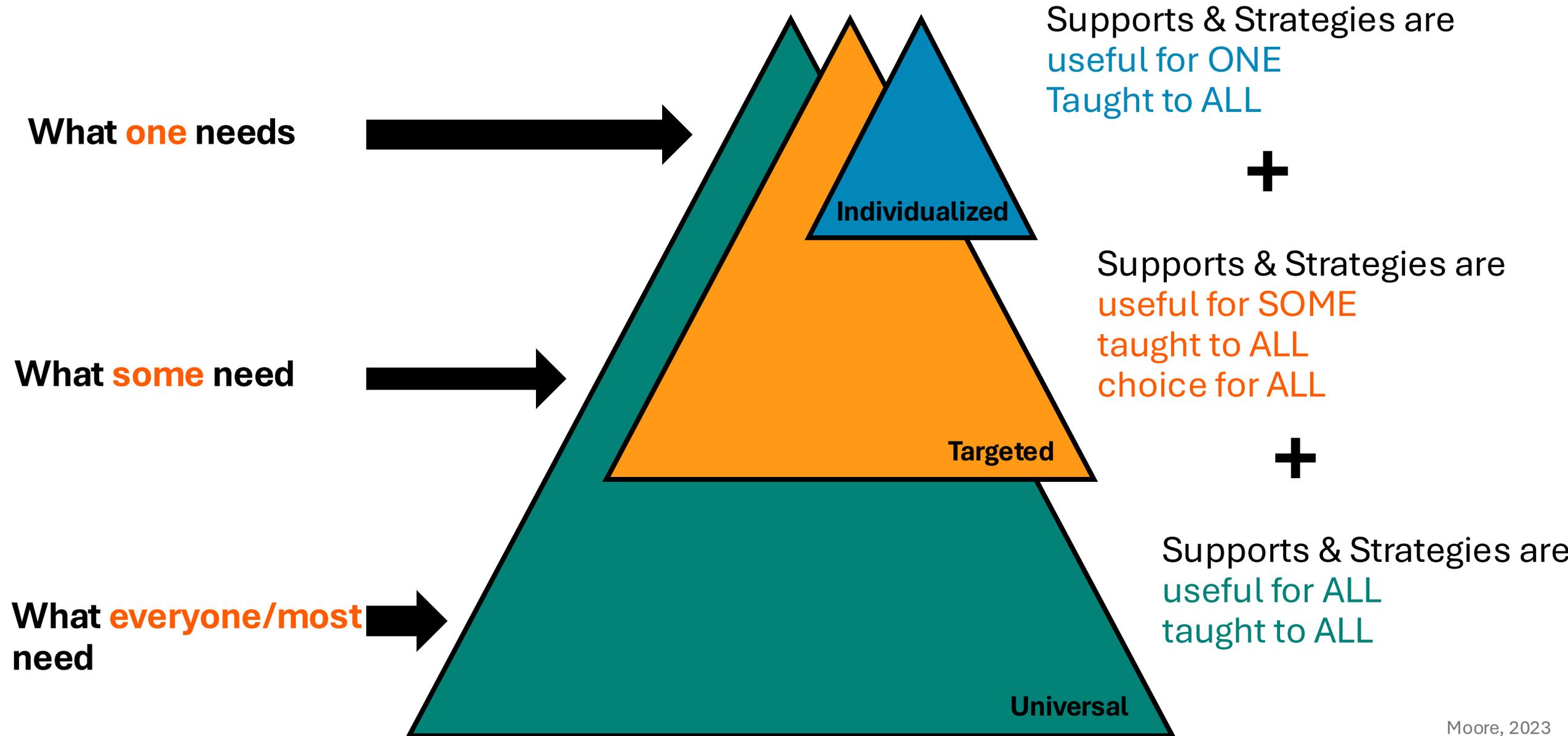
1. Look at the following areas of need as a team
2. Record needs for students who have IEPs (Individual education plan) and/or LSPs (learning support plan)
3. You can refer to individual assessments and recommendations as well as specialists to determine needs if useful
4. Record needs for students in 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 IEP/LSPs)	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				
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				
Personal Care				
Personal Safety				
Physical/Mobility				
Self-Advocacy				
Self-Regulation (emotional)				
Self-Regulation (behavioural)				
Self-Regulation (learning)				
Self Esteem				
Self-Harm/ Self Injurious Behaviour				
Sensory				
Social Skills				
Transitioning				
Other:				
Other:				

Priority Community Needs	Specialists/Individuals to connect to	Priority Individual Needs	Specialists/Individuals to connect to

Multiple Layers of Needs Based Support

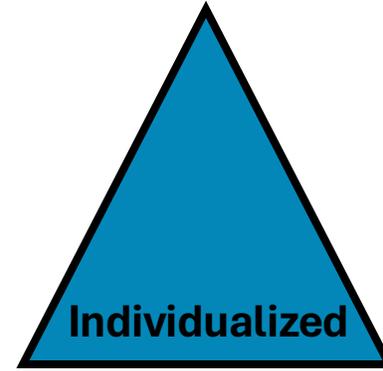


Individual Support Need: Communication (expression)

Individualized Strategy or Support: using an ACC device

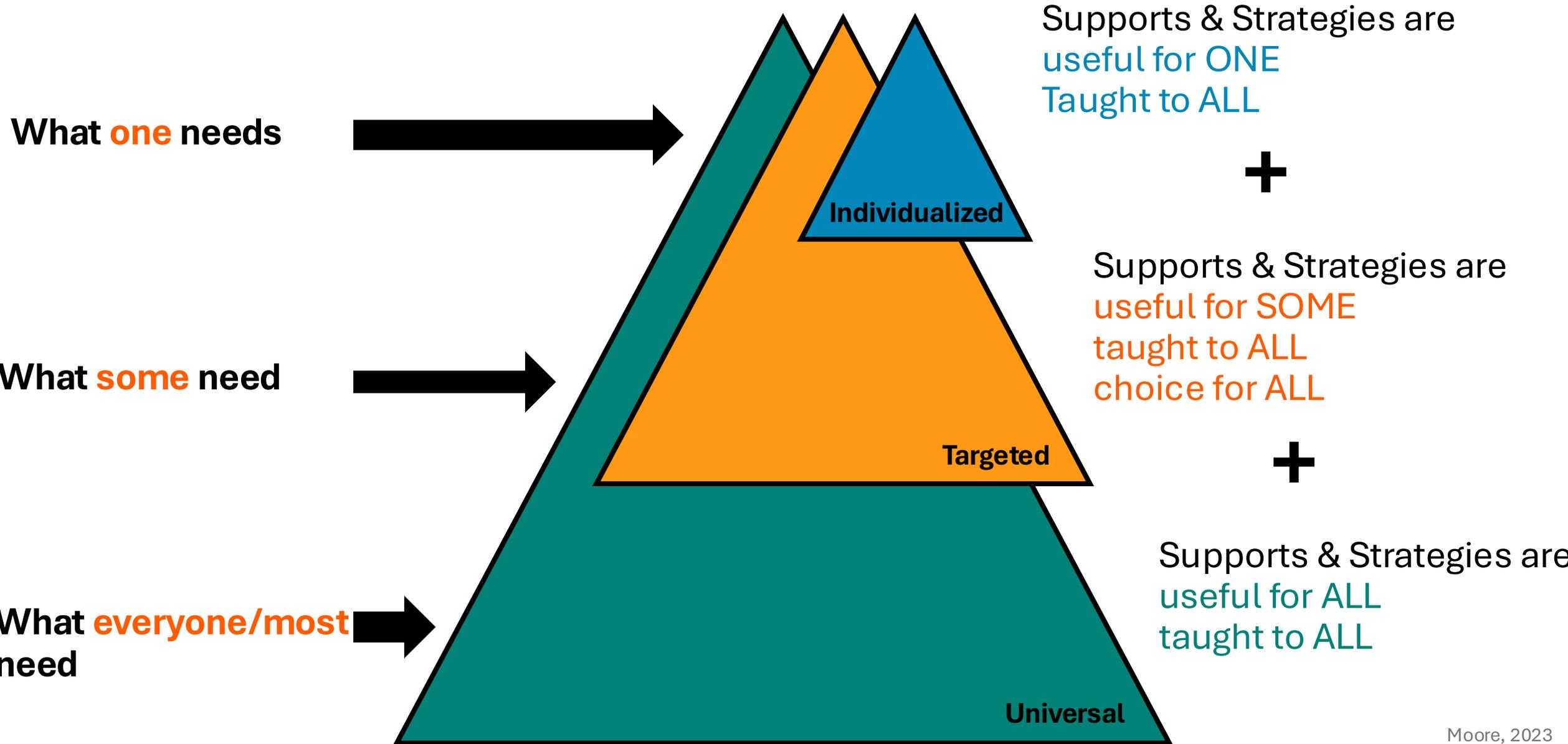
Supporting the **Bats**...

What **one** needs



Supports & Strategies are
useful for **ONE**

Supporting the **Unicorns**...



Other support needs: engagement, motivation, identity, community, language, literacy (oral), self advocacy, self esteem, self regulation, social skills

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

Individualized (Good for ONE/ Taught to ALL):

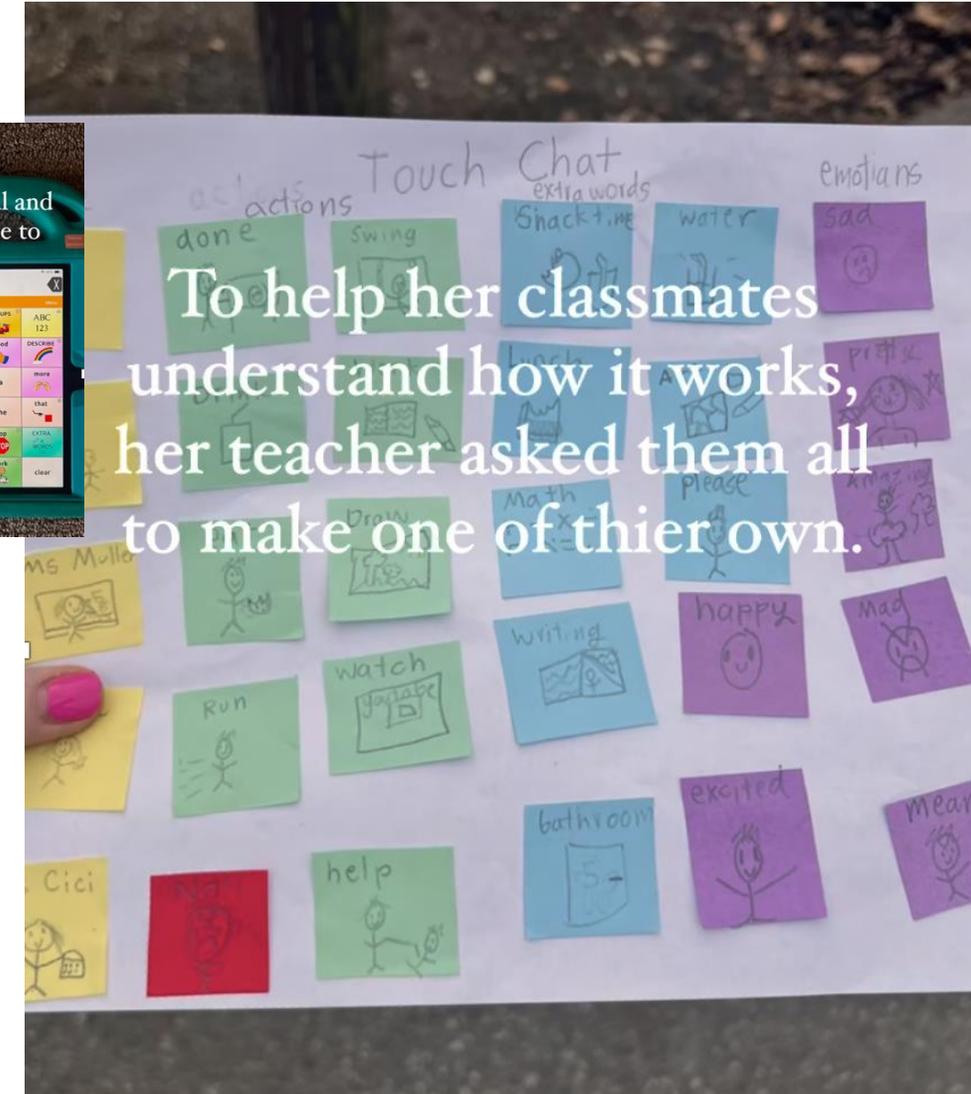
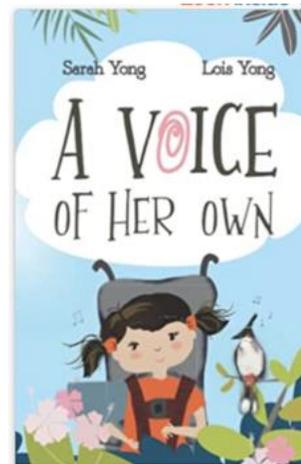
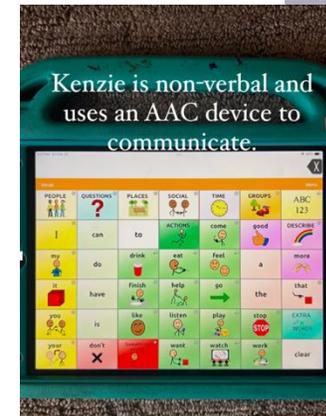
- **4.2, 5.2, 5.4** – Kenzie’s touch chat AAC device

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** – optimize access to accessible materials, assistive technologies and tools (teach all students about all technologies and tools)
- **5.2** – use multiple tools for construction, composition and creativity (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)



	Design Multiple Means of Engagement 	Design Multiple Means of Representation 	Design Multiple Means of Action & Expression 
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MULTIPLE LAYERS OF SUPPORT



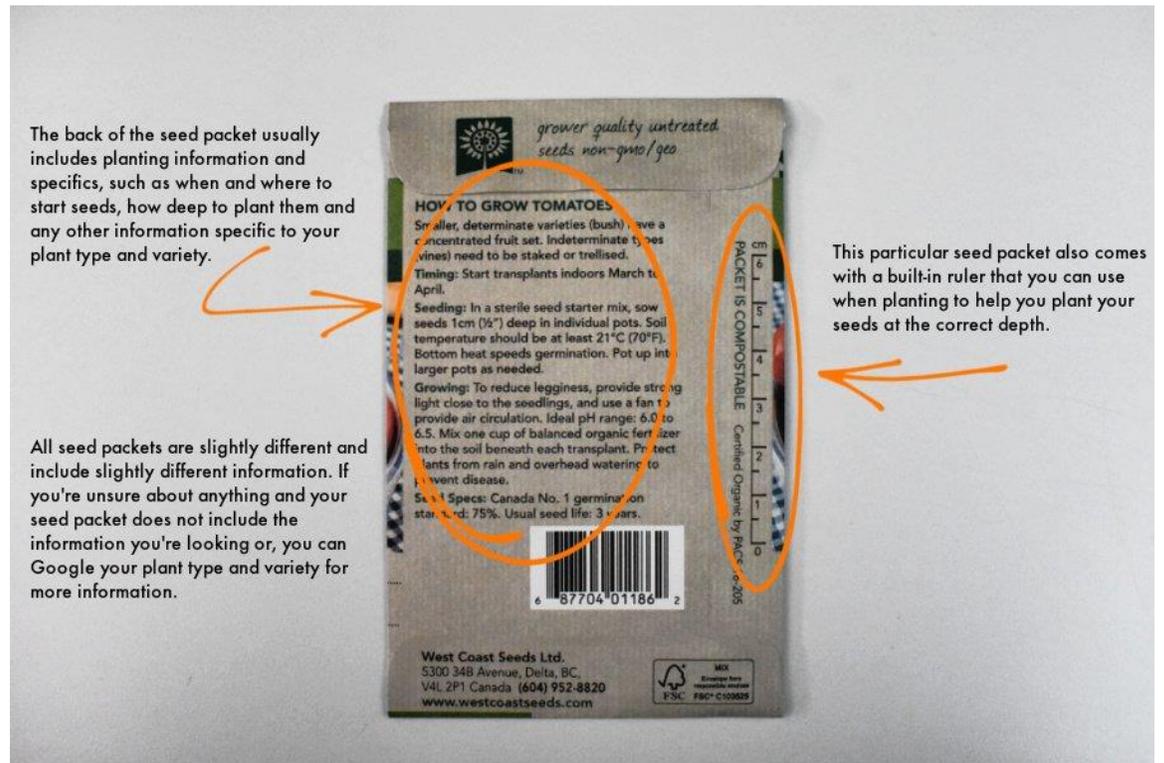
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Micronutrients					

Source: Greenandvibrant.com



The SEED PACKET



The back of the seed packet usually includes planting information and specifics, such as when and where to start seeds, how deep to plant them and any other information specific to your plant type and variety.

All seed packets are slightly different and include slightly different information. If you're unsure about anything and your seed packet does not include the information you're looking for, you can Google your plant type and variety for more information.

This particular seed packet also comes with a built-in ruler that you can use when planting to help you plant your seeds at the correct depth.

My I.E.Pea Seed Packet

Growth Year: _____

Name: _____

Grade: _____



Identities: I am...

- _____
- _____
- _____
- _____
- _____

Interests: I really like and/or what to learn more about:

- _____
- _____

Strengths: I am really good at and/or could teach others:

- _____
- _____
- _____
- _____

Goals: I want to grow in these areas:

1. _____
2. _____
3. _____

Needs: I need this support in these areas to grow:

- _____
- _____
- _____
- _____

Supports: I need this in my garden to grow:

- _____
- _____
- _____

Barriers: This is what makes it hard for me to grow:

- _____
- _____
- _____

Thank You For helping me GROW

Growth Year:

Name: Conor G.

Grade: 1

Identities: I am...

- Joyful, funny & dramatic!
- I am so loving!
- I use English, visual and ASL languages to communicate
- I am part of the DS community and have a strong inclusive school community
- My family enjoys some Caribbean traditions and food because that is where my mom grew up!

Interests: I really like and/or what to learn more about:

- Music, dancing, books, outdoor play, Disney princesses, water and water play, jumping, long hair, fruit, popcorn, ice cream

Strengths: I am really good at and/or could teach others:

- Visual, musical, following routines
- helping the teacher, receptive language, empathetic, motivated to please, reading
- I can help my classmates to understand that with the right supports in place, you are capable of anything. Even if others (or yourself) think that you can't

Goals: I want to grow in these areas:

- 1. Being aware of when I am/ am not safe**
- 2. Communicating what I need and want**
- 3. Social connections and interactions**
- 4. Fine motor skills**
- 5. Being independent**

Needs: I need this support in these areas to grow:

- Communication
- Social Skills
- Physical
- Hearing
- Vision

Supports: I need this in my garden to grow:

- Being respected and included in all aspects of community, "first/then" language, lots of praise, time for transition with verbal and visual cues, lots of repetition, appropriate supports and strategies, patience, getting a specific job, silly and exciting language

Barriers: This is what makes it hard for me to grow:

- Negative or forceful comments, expectations without supports or strategies in place, bring rushed, taking behaviour personally, unclear directions, too many instructions at once, when people assume that I am not capable

Thank You For helping me GROW

**Student &
Family/
Community
Voice**

Help us get to know: _____

Date: _____

Person connected to _____	Identities	Interests	Strengths	Stretches	Needs
Who are you and how do you know _____?	What words would you use to describe _____? What groups is _____ connected to in their community?	What is _____ interested in? What do they like to do on their own? With their friends? Family? Community?	What is _____ good at? What can they teach others?	What is hard for _____? What do you think _____ wants to get better at?	What does _____ need support with? What is important for people to know about _____?
Person 1:					
Person 2:					
Person 3:					
Person 4:					

Help us get to know Juni?

Date: Dec 2022

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Person 3: Kiran Family Friend	funny	Football! She loves the BC lions, movies, going for walks	making you feel so important, spreads joy, makes everyone laugh	Friendships, spending more time with her peers	Sharing her thinking, communicating. She has come such a long way!
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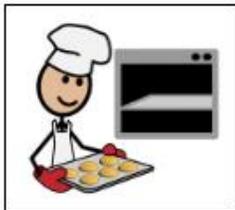
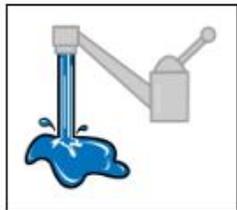
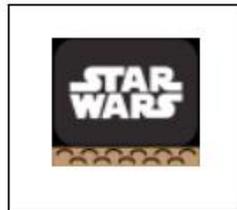
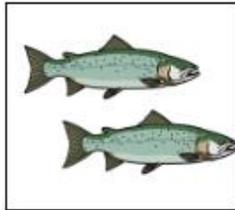
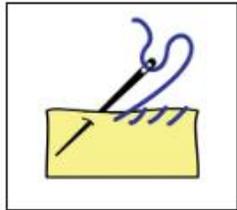
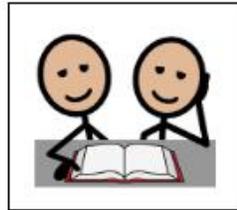
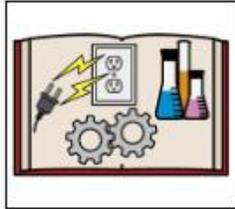
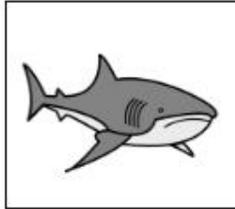
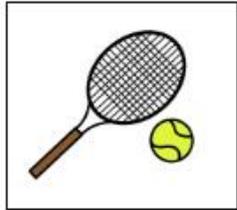
Help us get to know Juni?

Date: Dec 2022

	Identities	Interests	Strengths	Stretches	Needs
Who are you and how do you know Juni?	<p>What words would you use to describe Juni?</p> <p>What groups is Juni connected to in their community?</p>	<p>What is Juni interested in?</p> <p>What do they like to do on their own? With their friends? Family? Community?</p>	<p>What is Juni good at?</p> <p>What can they teach others?</p>	<p>What is hard for Juni?</p> <p>What do you think Juni wants to get better at?</p>	<p>What does Juni need support with?</p> <p>What is important for people to know about Juni?</p>
Person 1: Mr. Lopez Classroom Teacher	Strong, smart, a learner	Getting read to, books, you tube, science	Connecting with her peers	Communicating, independence, asking to help when she needs it	She needs support with her reading (decoding) and her communication with the device
Person 2: Benny Educational Assistant	Funny, curious	Fashion, her friends, books, magazines, her iPad	She knows what she likes and doesn't like and lets us know	Making friends, communicating or using strategies before she gets too frustrated	She needs a chance to rest throughout the day and breaks
Person 3: Ms. Turner SLP	joyful	Sights and sounds around her, being social	Using her iPad to communicate	Building friendships, communicating what she needs	She needs her device available to her, she needs to be around her peers
Person 4: Jesse Classmate	Funny, sometimes she's loud	Playing games, hanging out with her friends	Being happy, making people laugh	I think talking is hard for her	she needs to be around us, her friends



Building my Student profile: What are my INTERESTS?



Growth Year: 2022

Name: Juniper

Grade: K

Identities: I am...

 kind	 a friend	 funny
 an athlete	 Ukrainian	 smart

Interests: I really like and/or what to learn more

 reading	 whale sharks	 Star Wars	 fashion	 Great British Baking Show
 camping	 BC lions	 taking pictures	 salmon in river	 dancing

Strengths: I am really good at and/or could teach others

 Star Wars	 singing	 being a friend	 playing	 asking for help
--	--	---	--	--

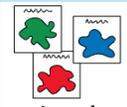
Goals: I want to grow in these areas:

 waking up	 playing football	 talking	 making friends
--	---	--	---

Needs: I need this support to grow:

 emotional regulation	 social skills	 communication	 physical
---	--	--	---

Supports: I need this in my garden to grow:

 patience	 my peers	 a plan	 visuals	 my talker
---	---	---	--	--

Barriers: This is what makes it hard for me to grow:

 being rushed	 no one asks me	 writing	 no visuals	 ignored
---	---	--	---	--

Thank You For helping me GROW

Student Voice

My I.E.Pea Seed Packet

Growth Year: _____

Name: _____

Grade: _____



Identities: I am...

- _____
- _____
- _____
- _____
- _____

Interests: I really like and/or what to learn more about:

- _____
- _____

Strengths: I am really good at and/or could teach others:

- _____
- _____
- _____
- _____

Goals: I want to grow in these areas:

1. _____
2. _____
3. _____

Needs: I need this support in these areas to grow:

- _____
- _____
- _____
- _____

Supports: I need this in my garden to grow:

- _____
- _____
- _____

Barriers: This is what makes it hard for me to grow:

- _____
- _____
- _____

Thank You For helping me GROW

How do the ideas and practices that we are talking about today, align with:

Early Learning Framework Principles

- ♦ Children are strong, capable in their uniqueness, and full of potential.
- ♦ Families have the most important role in contributing to children's well-being and learning.
- ♦ Educators are researchers and collaborators.
- ♦ Early years spaces are inclusive.
- ♦ People build connection and reconnection to land, culture, community, and place.
- ♦ Environments are integral to well-being and learning.
- ♦ Play is integral to well-being and learning.
- ♦ Relationships are the context for well-being and learning.
- ♦ Learning is holistic

B.C. Ministry of Education, 2019

First Peoples Principles of Learning

- ♦ Learning ultimately supports the well-being of the self, the family, the community, the land, the spirits, and the ancestors.
- ♦ Learning is holistic, reflexive, reflective, experiential, and relational (focused on connectedness, on reciprocal relationships, and a sense of place).
- ♦ Learning involves recognizing the consequences of one's actions.
- ♦ Learning involves generational roles and responsibilities.
- ♦ Learning recognizes the role of Indigenous knowledge.
- ♦ Learning is embedded in memory, history, and story.
- ♦ Learning involves patience and time.
- ♦ Learning requires exploration of one's identity.
- ♦ Learning involves recognizing that some knowledge is sacred and only shared with permission and/or in certain situations.

First Nations Education Steering Committee, 2012



What is one useful idea?

What is one question you have?

What is one thing you learned?

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

Shelley
MOORE PH.D.



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