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MOORE PH.D.



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WHAT DOES

inclusion

MEAN?

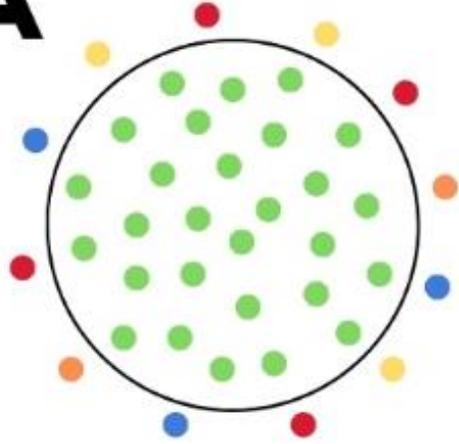
WHAT DOES

inclusion

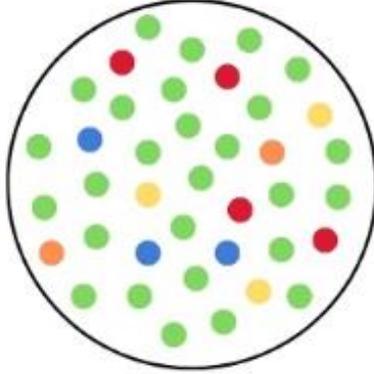
LOOK LIKE?

# WHAT IS *Inclusion*?

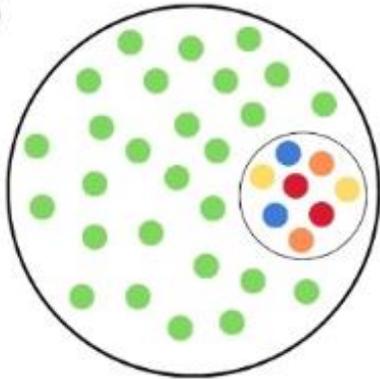
**A**



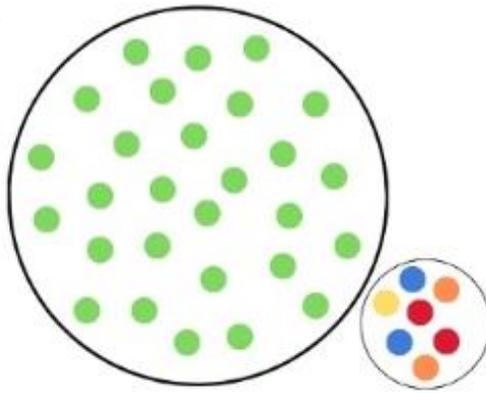
**C**



**B**



**D**



**exclusion**

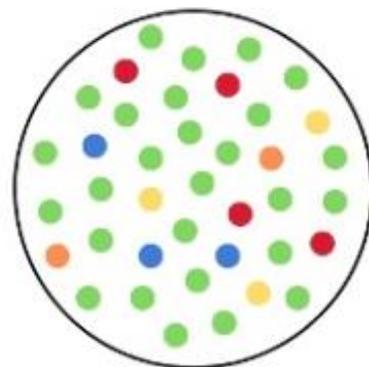
**integration**

*inclusion*

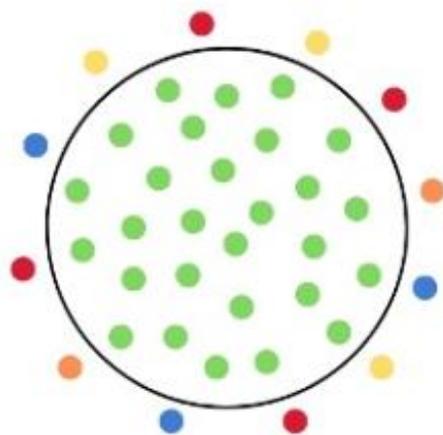
**congregation**

**segregation**

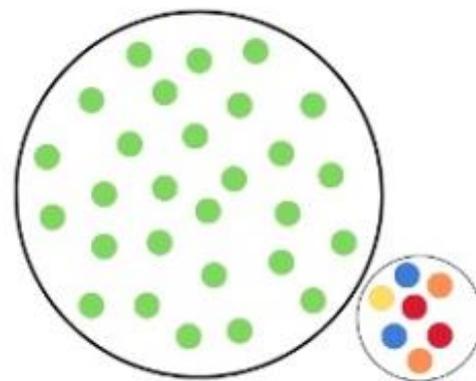
# WHAT IS *inclusion*?



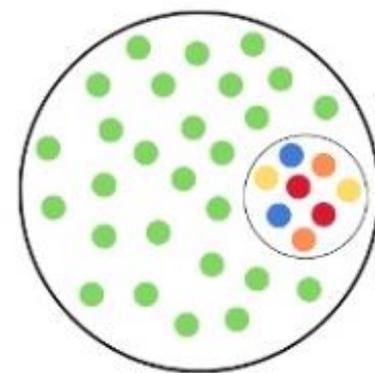
inclusion



exclusion



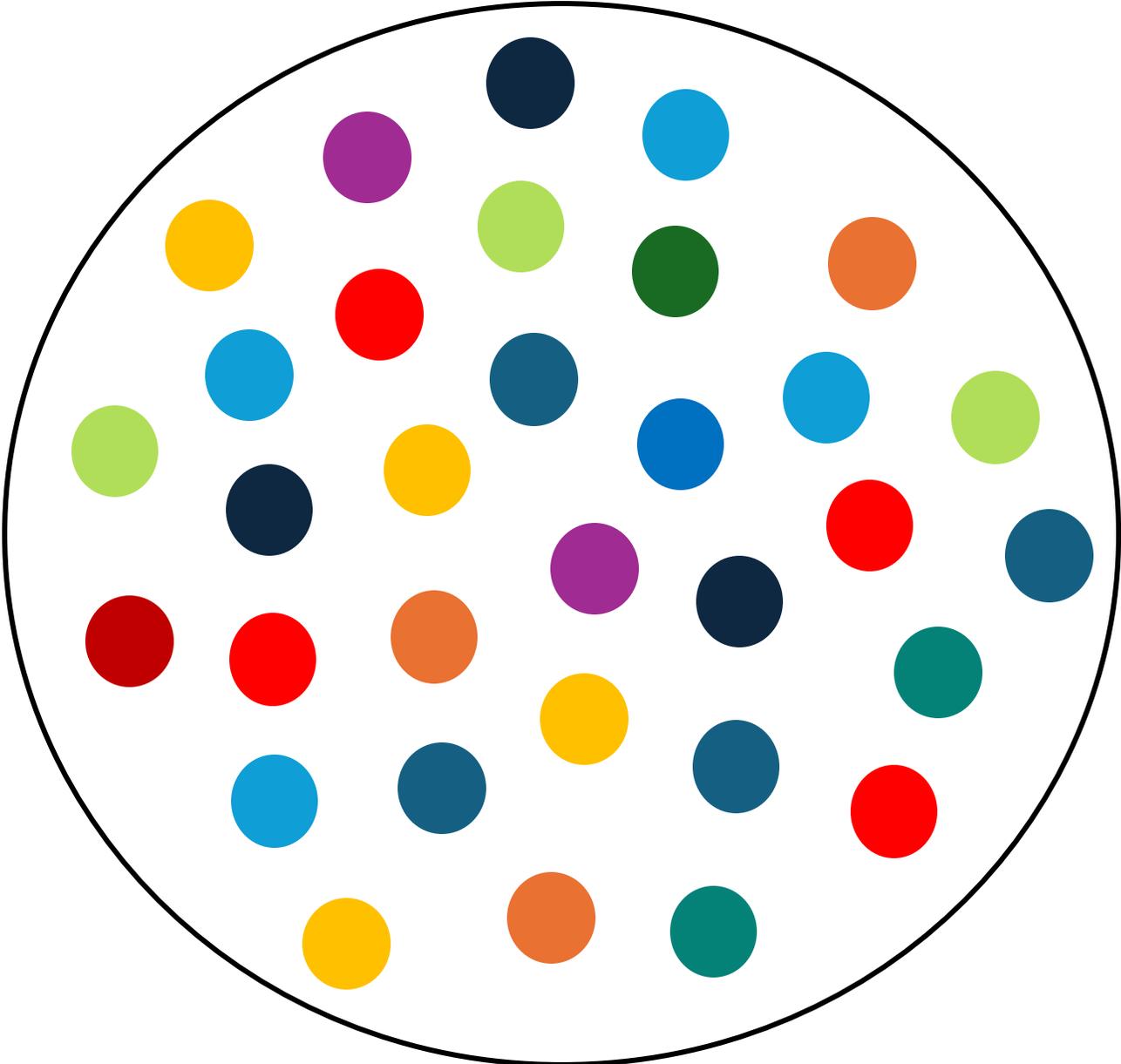
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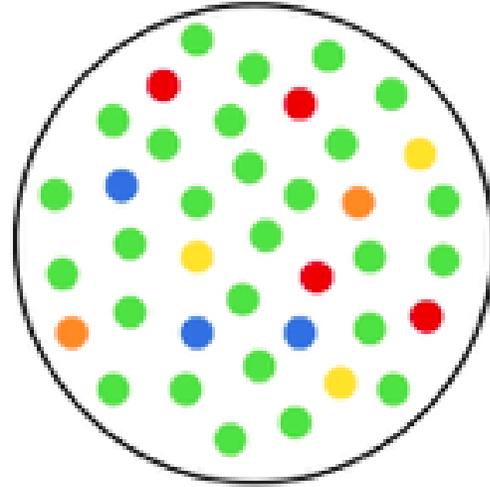
integration

# WHAT IS inclusion

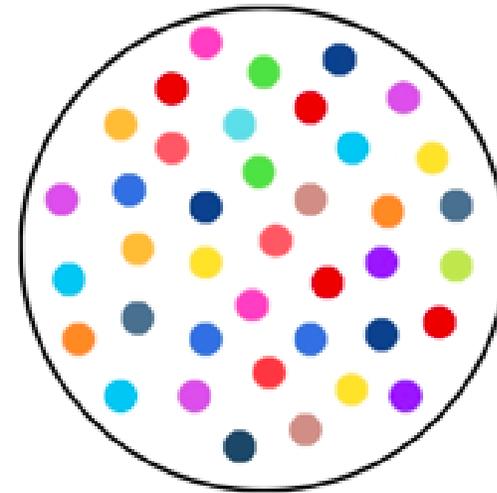
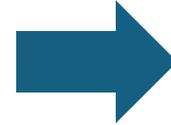
?



# WHAT IS **inclusion** ?



Including  
'special needs' children  
into general childcare  
spaces

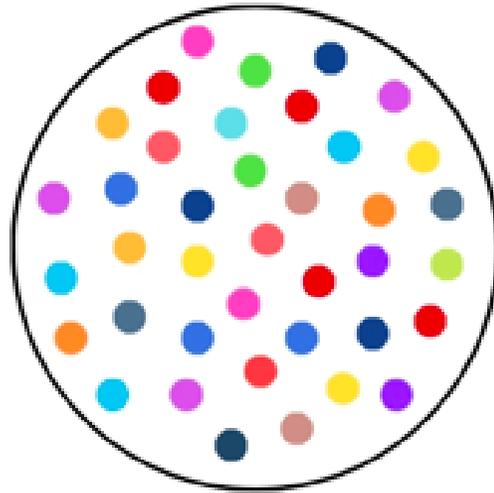


Supporting and designing for  
**diversity**  
in childcare spaces  
(that includes Disability)

HOW do we DO

inclusion ?

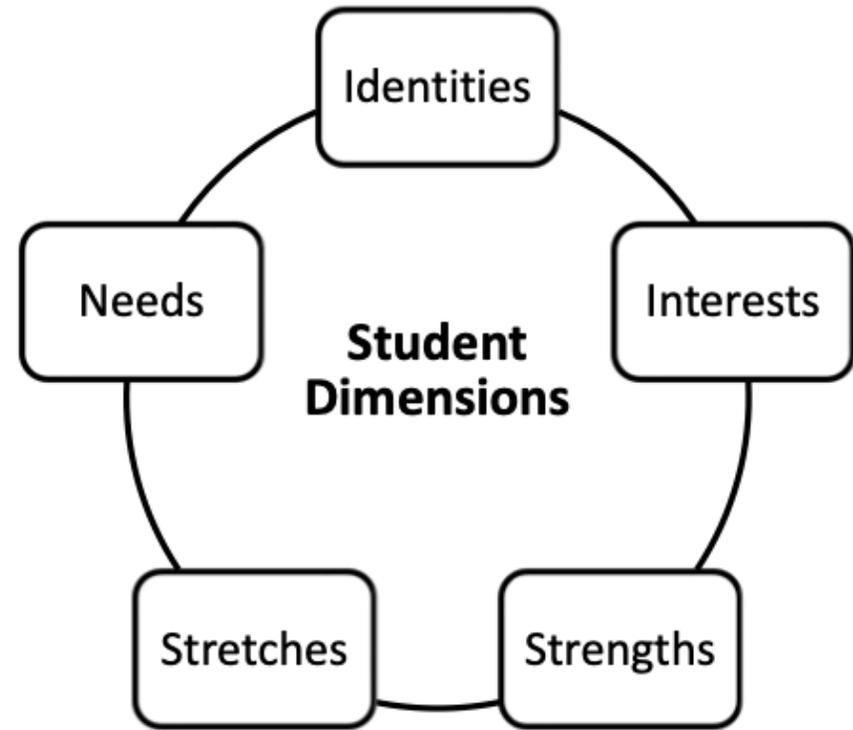
# WHAT IS inclusion ?



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

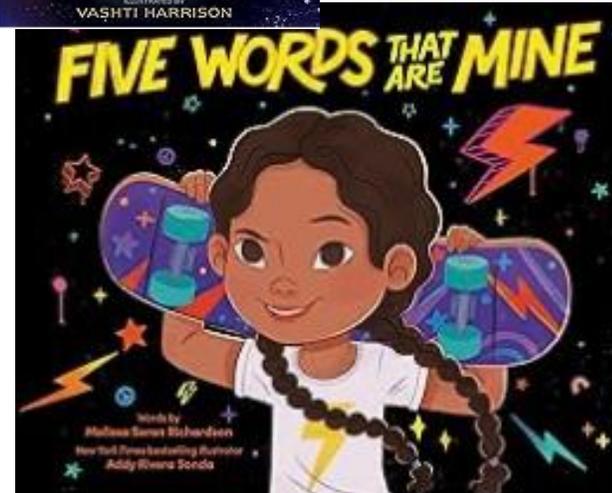
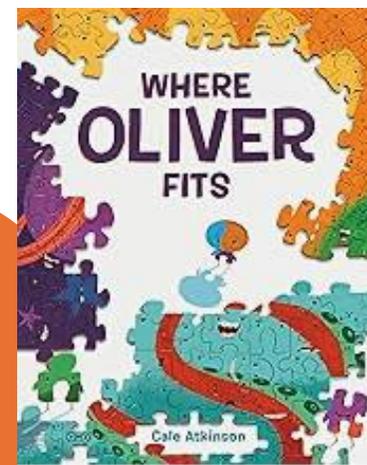
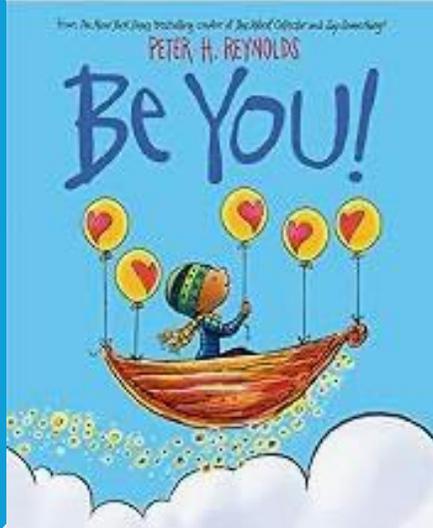
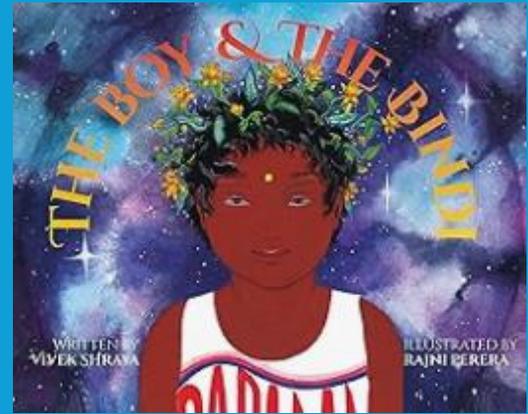
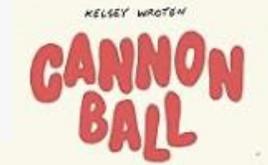
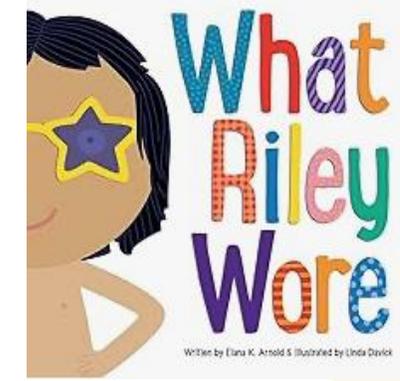
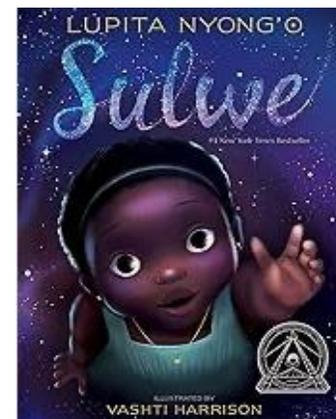
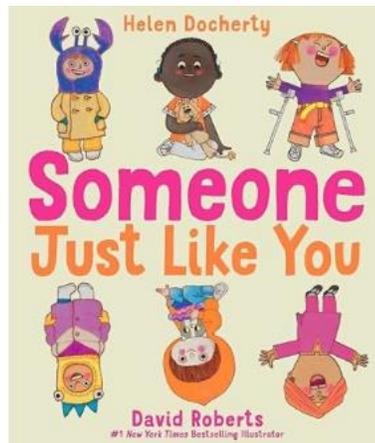
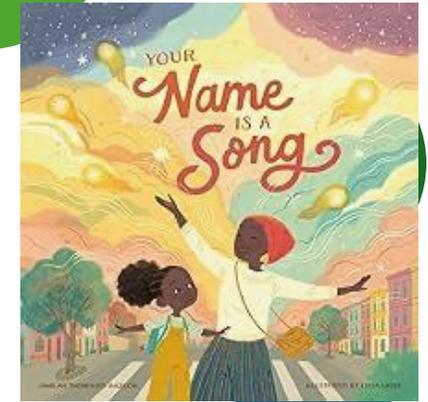
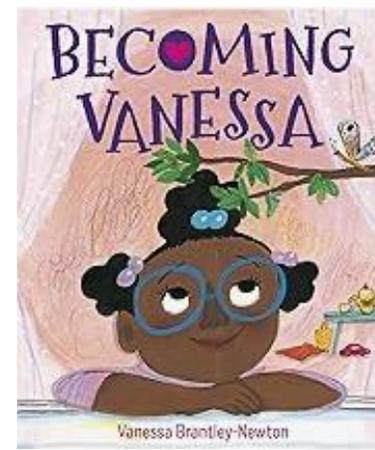
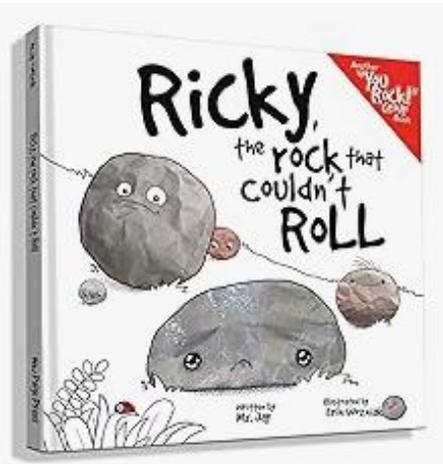
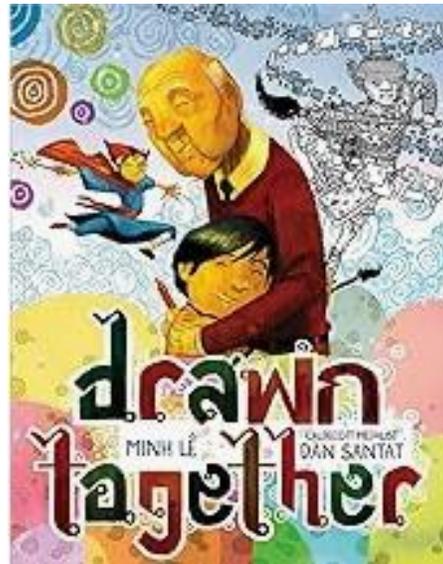
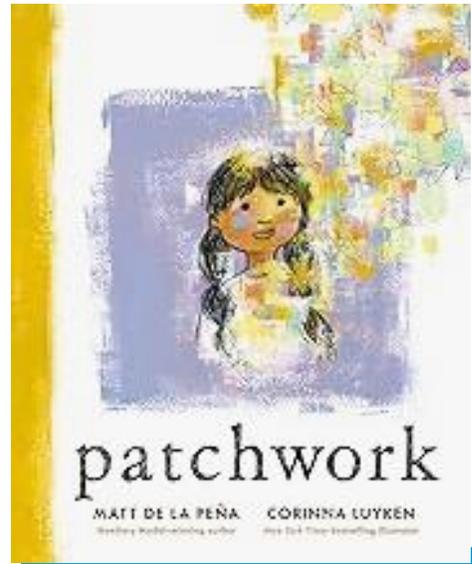
# Getting to know who the students are

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

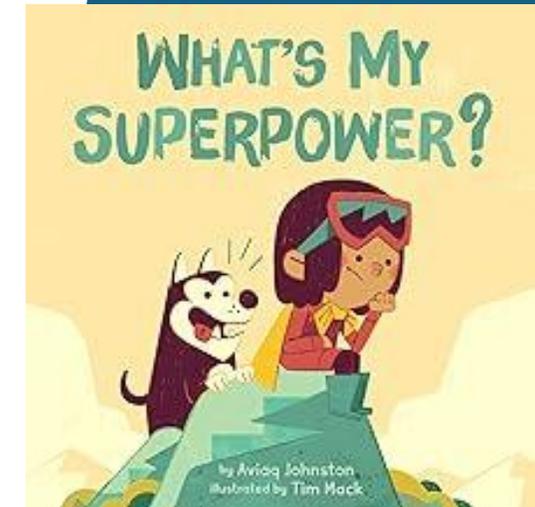
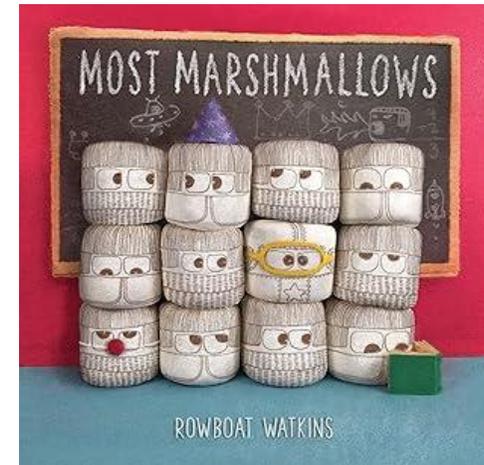
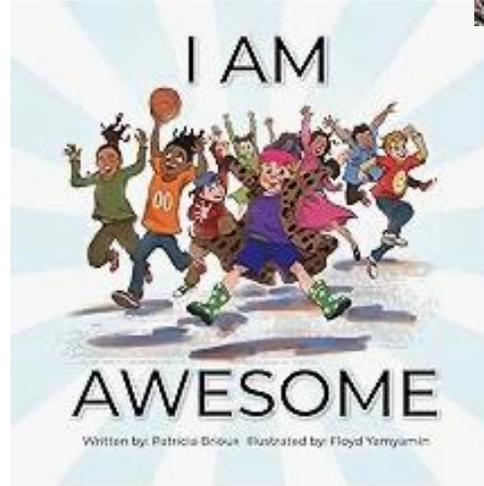
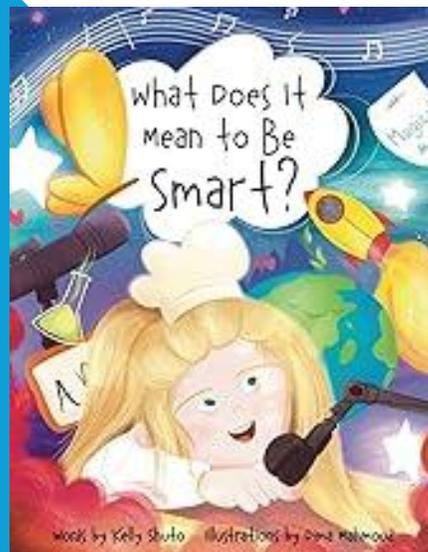
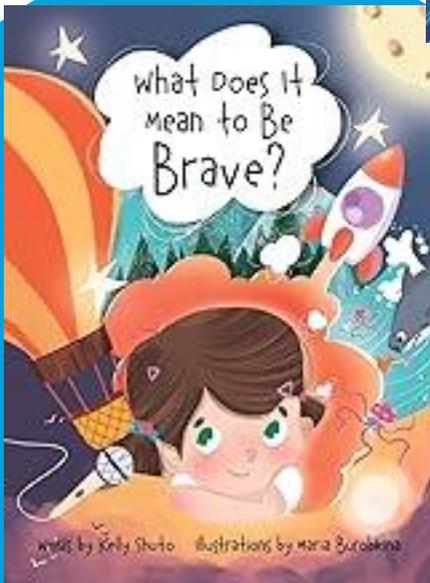
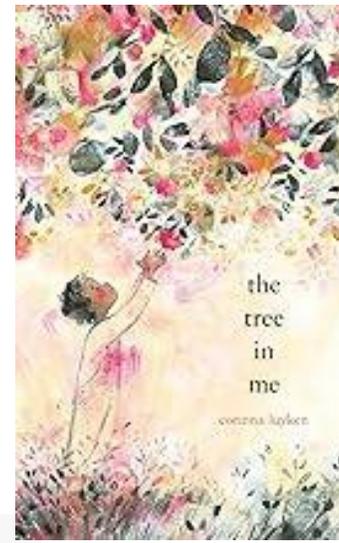
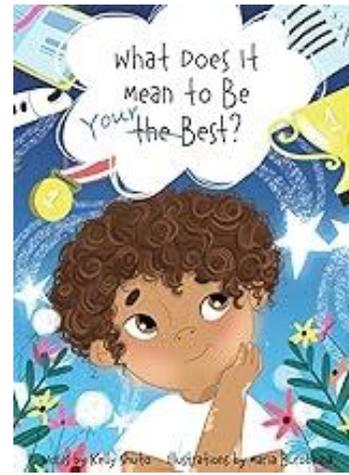
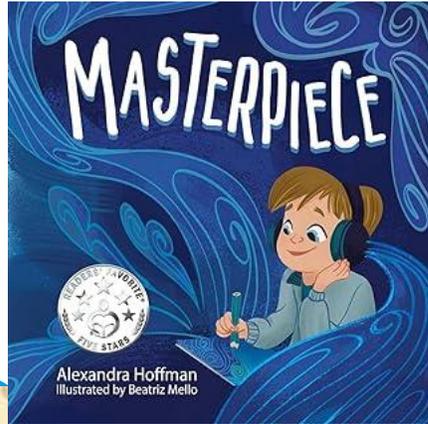
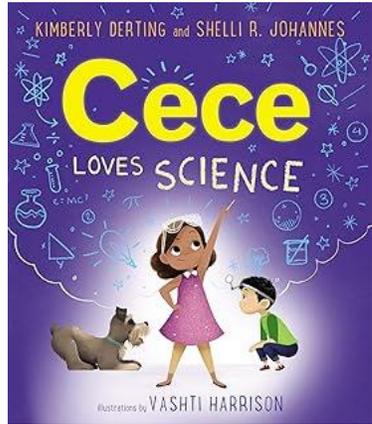


# Identity

@mrsmacskinders



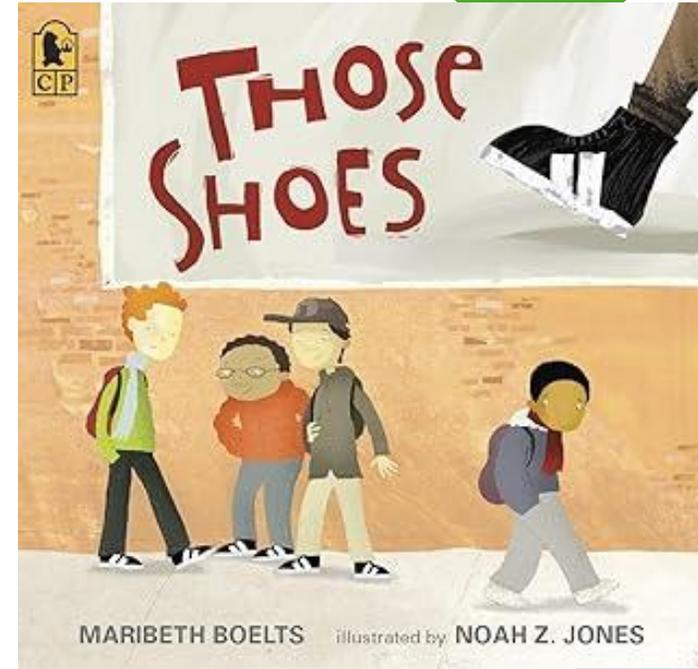
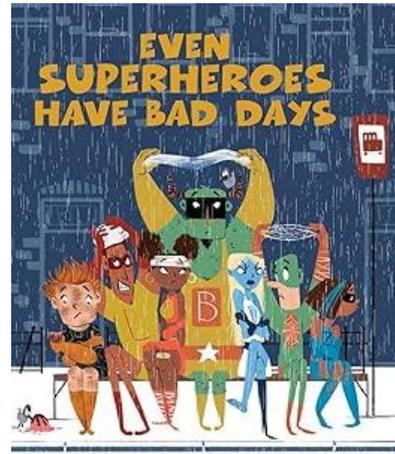
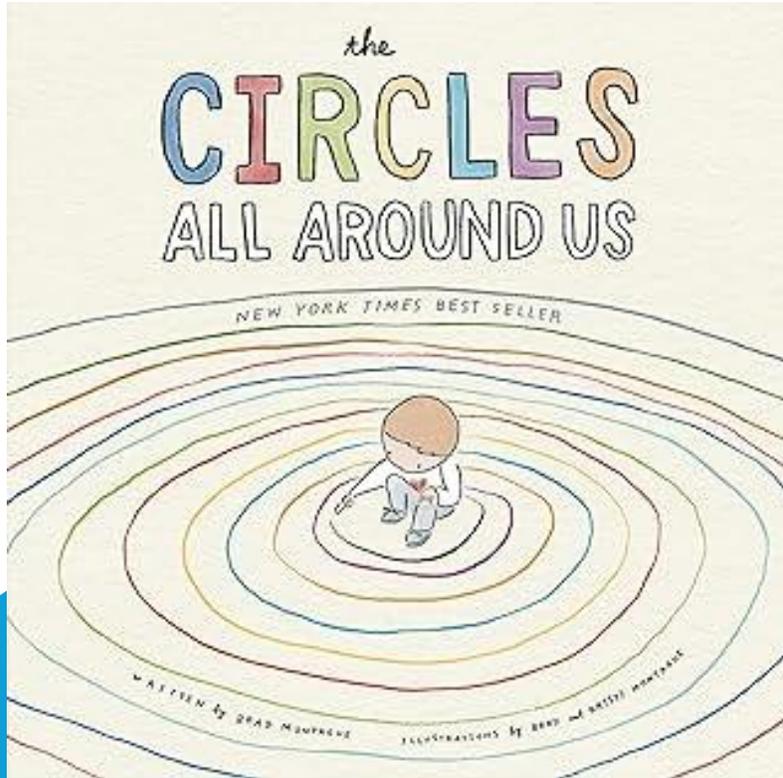
# Strengths



@mrsmacskinders

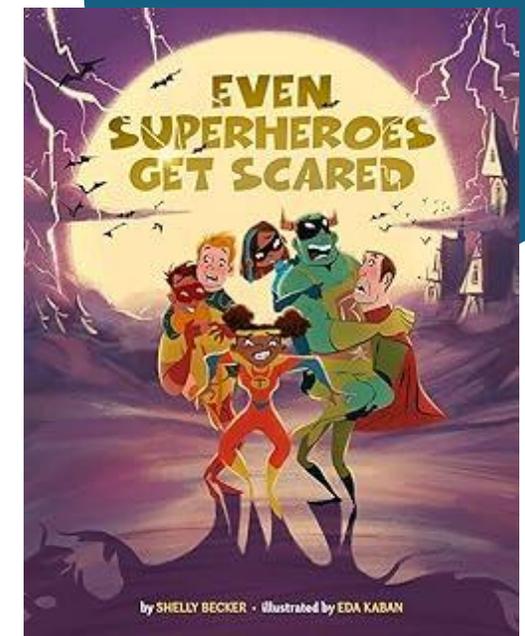
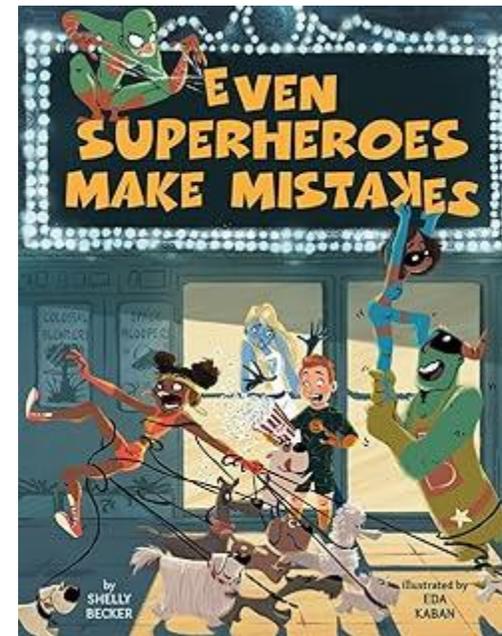
# Interests

# Needs

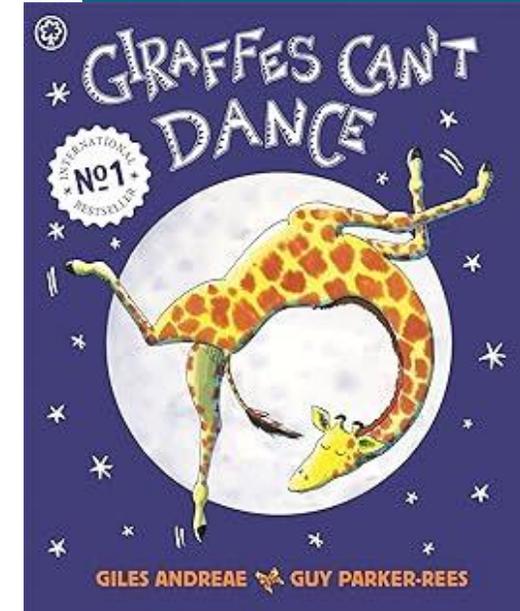
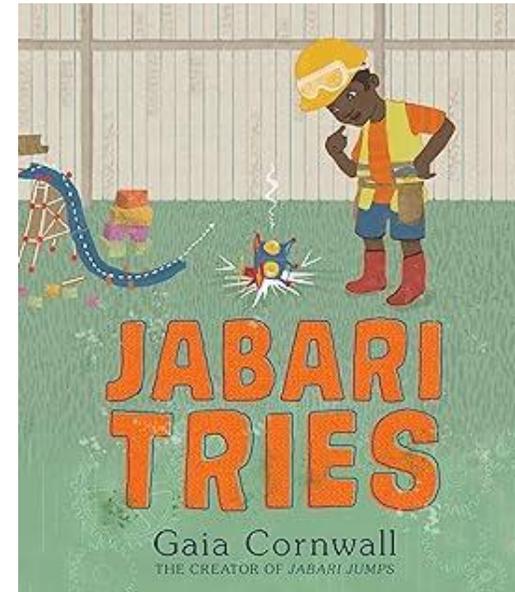
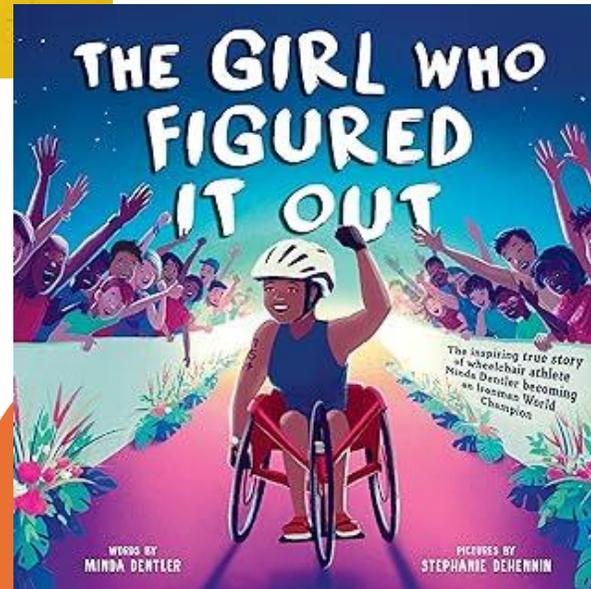
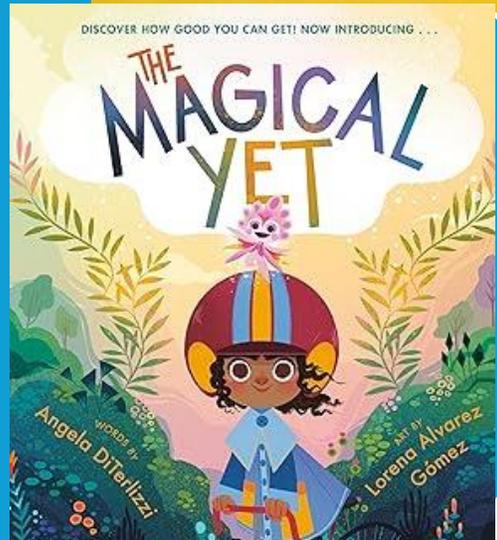
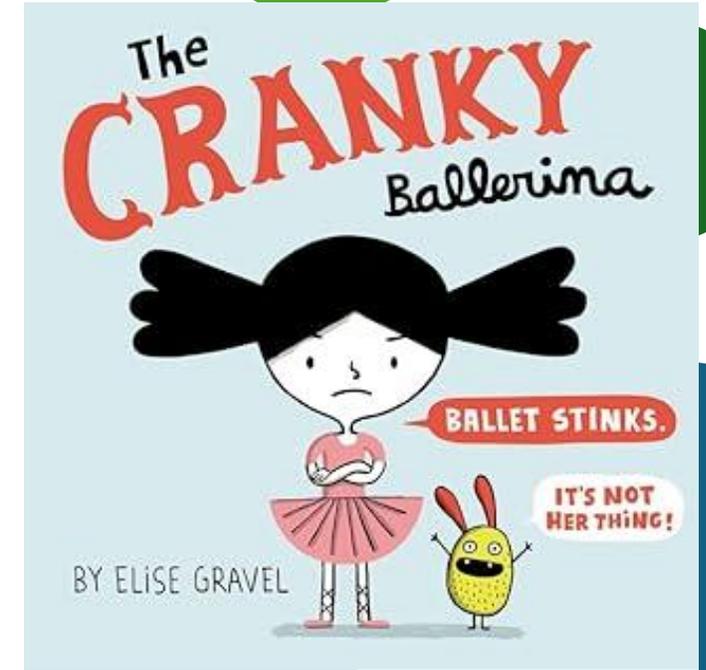
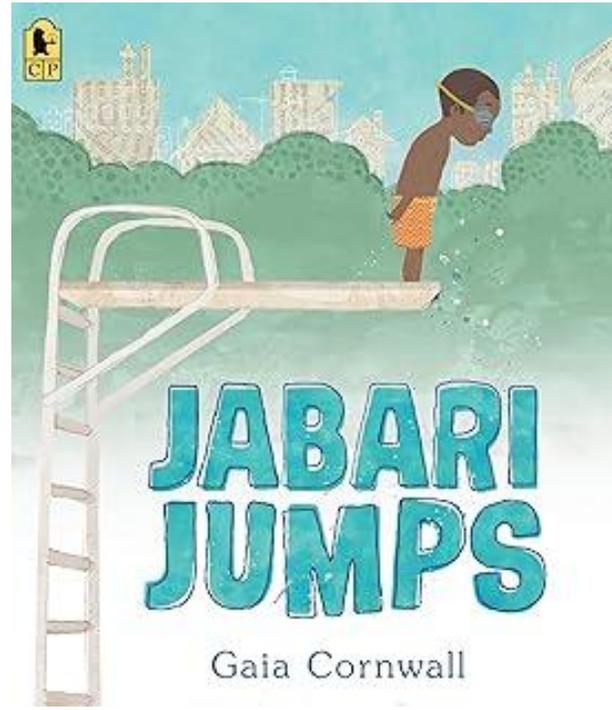
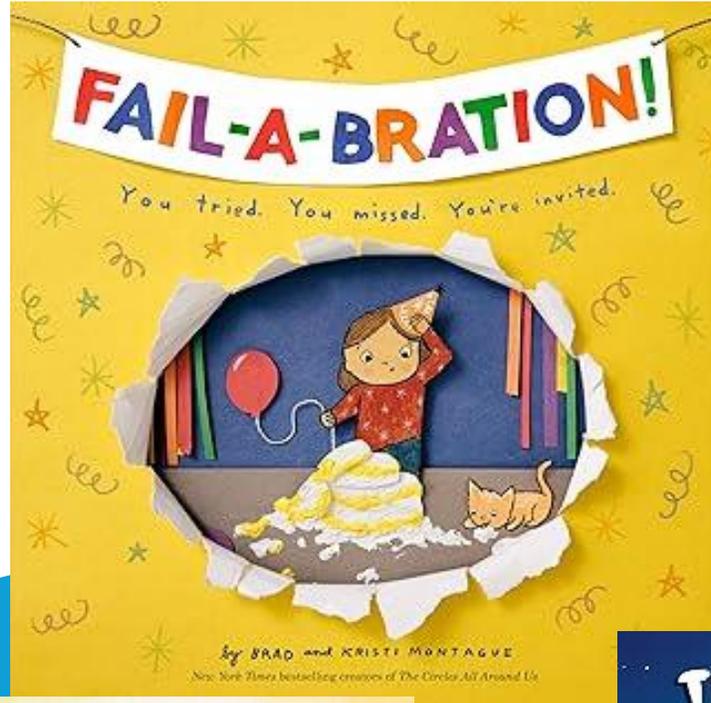


**EVERYBODY!**

ELISE GRAVEL



# Stretches



What is one useful idea so far?

Home



Twin Sister



Love



Friends

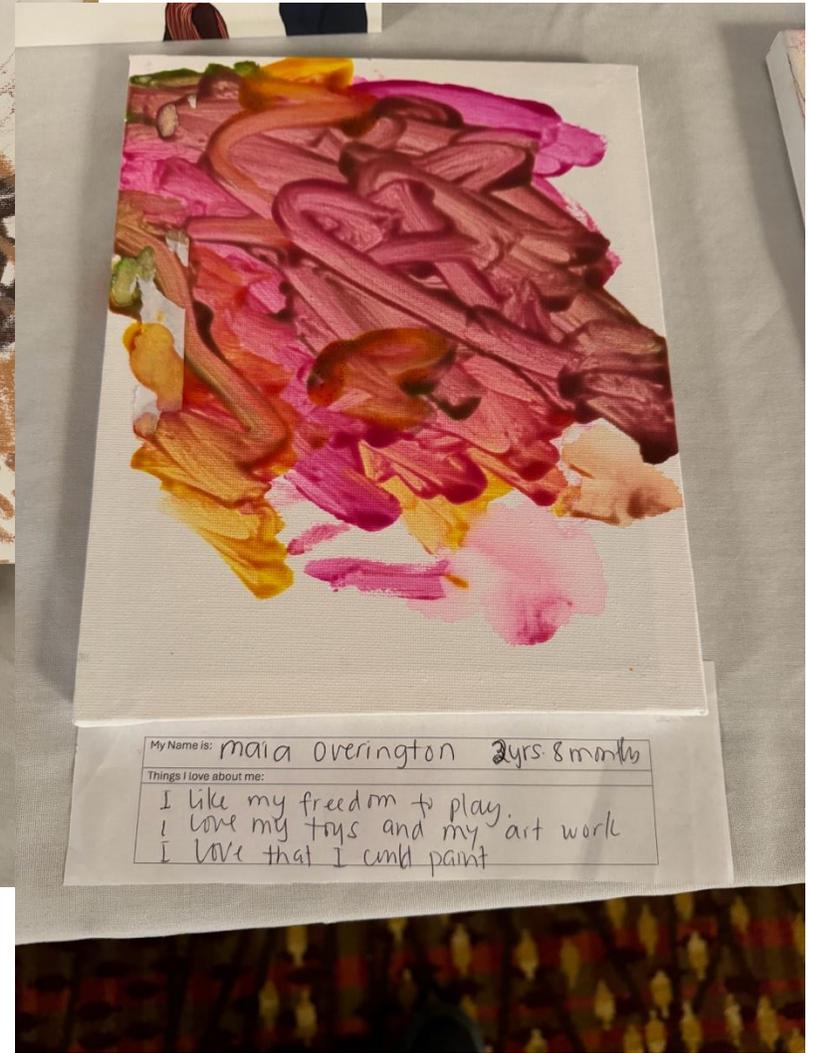
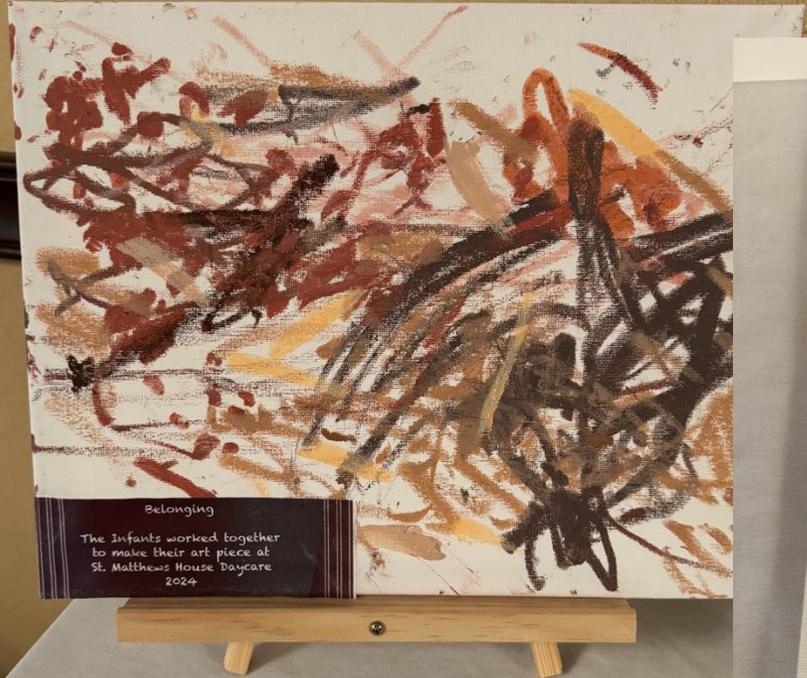


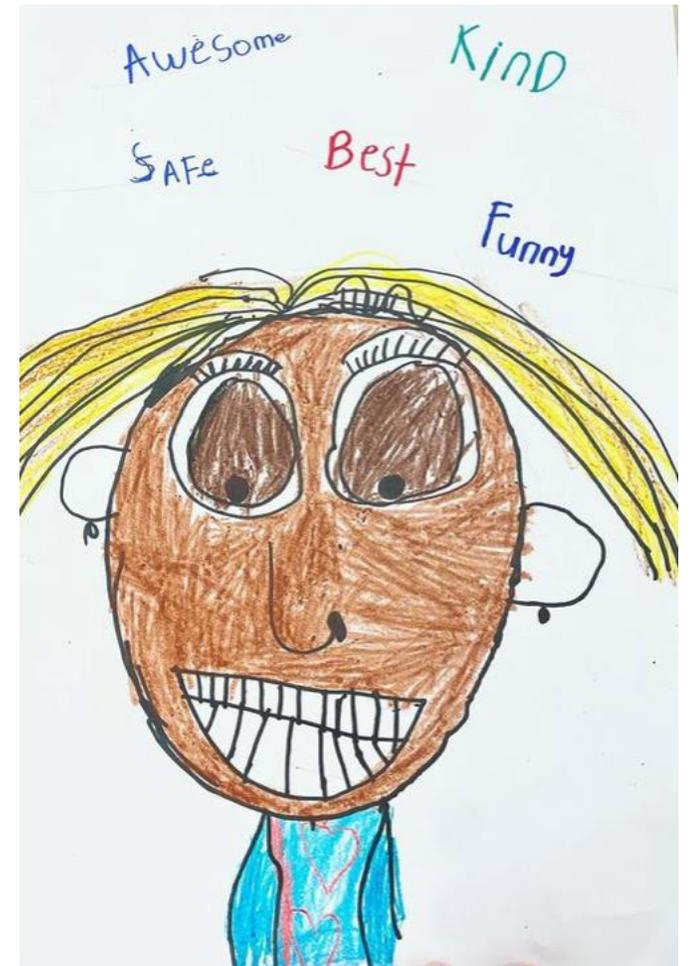
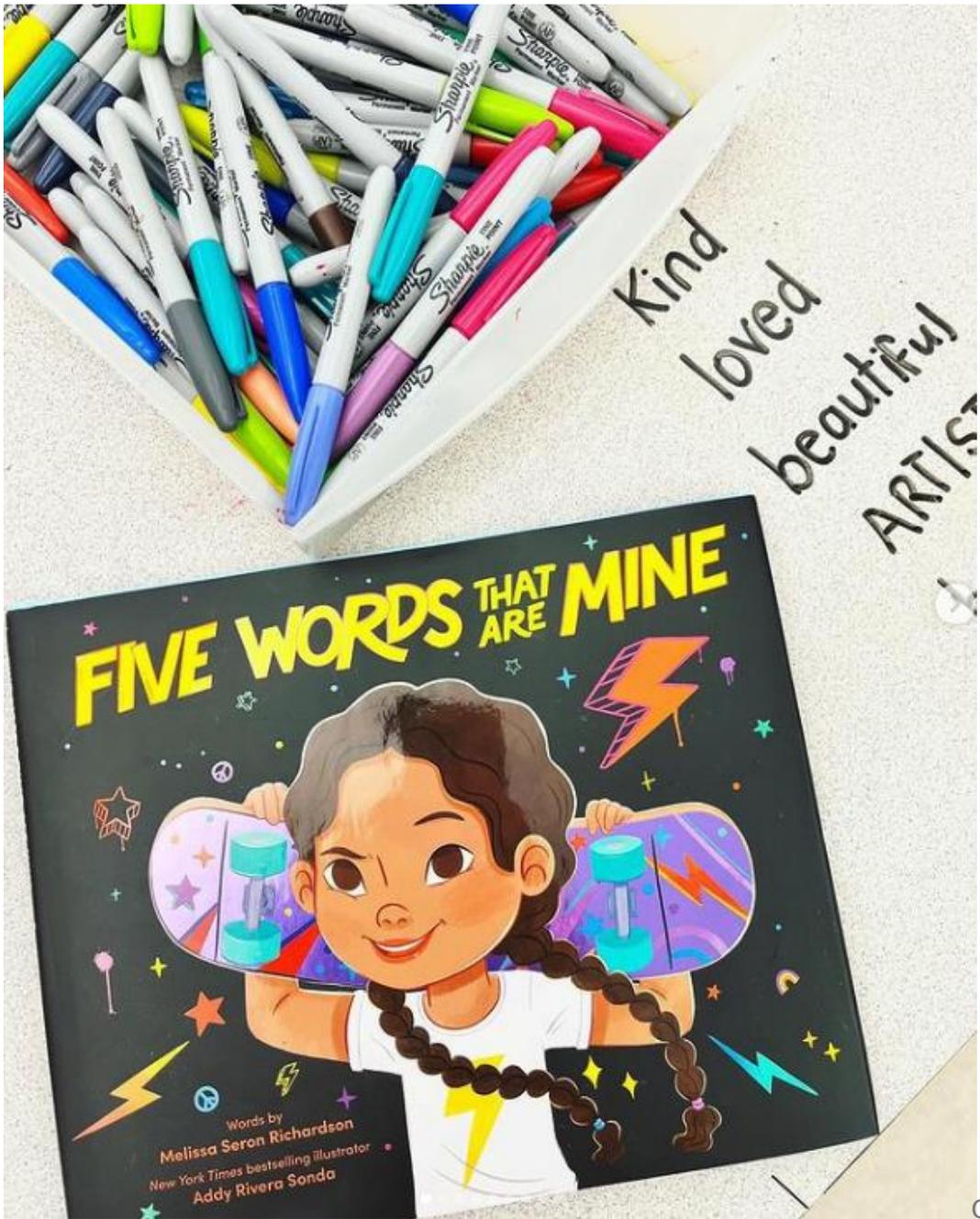
Family

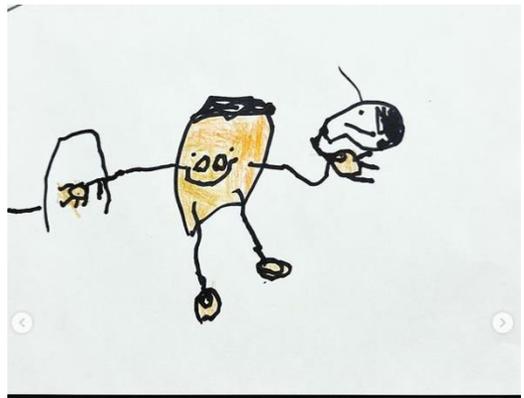
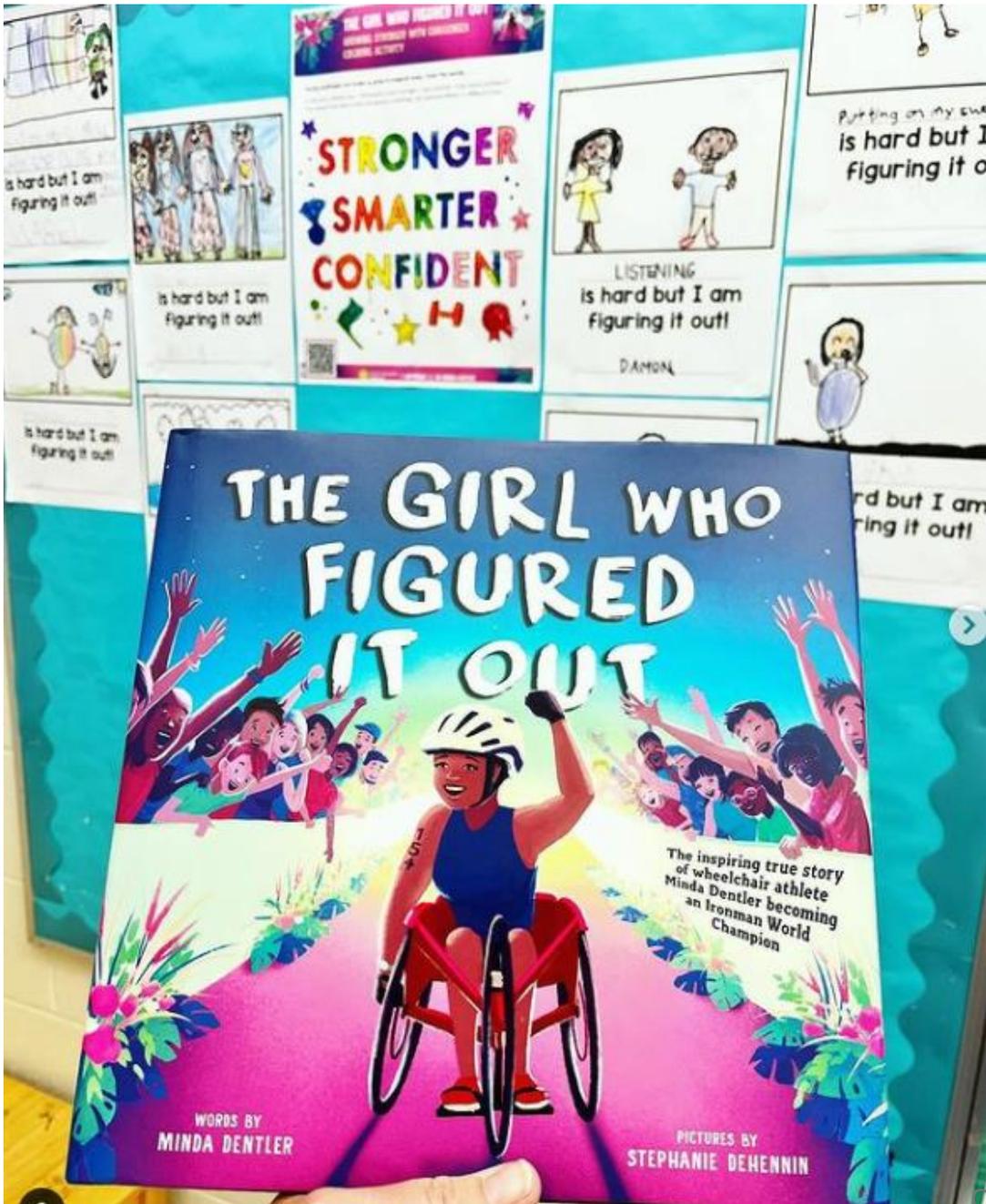


Together-ness









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!

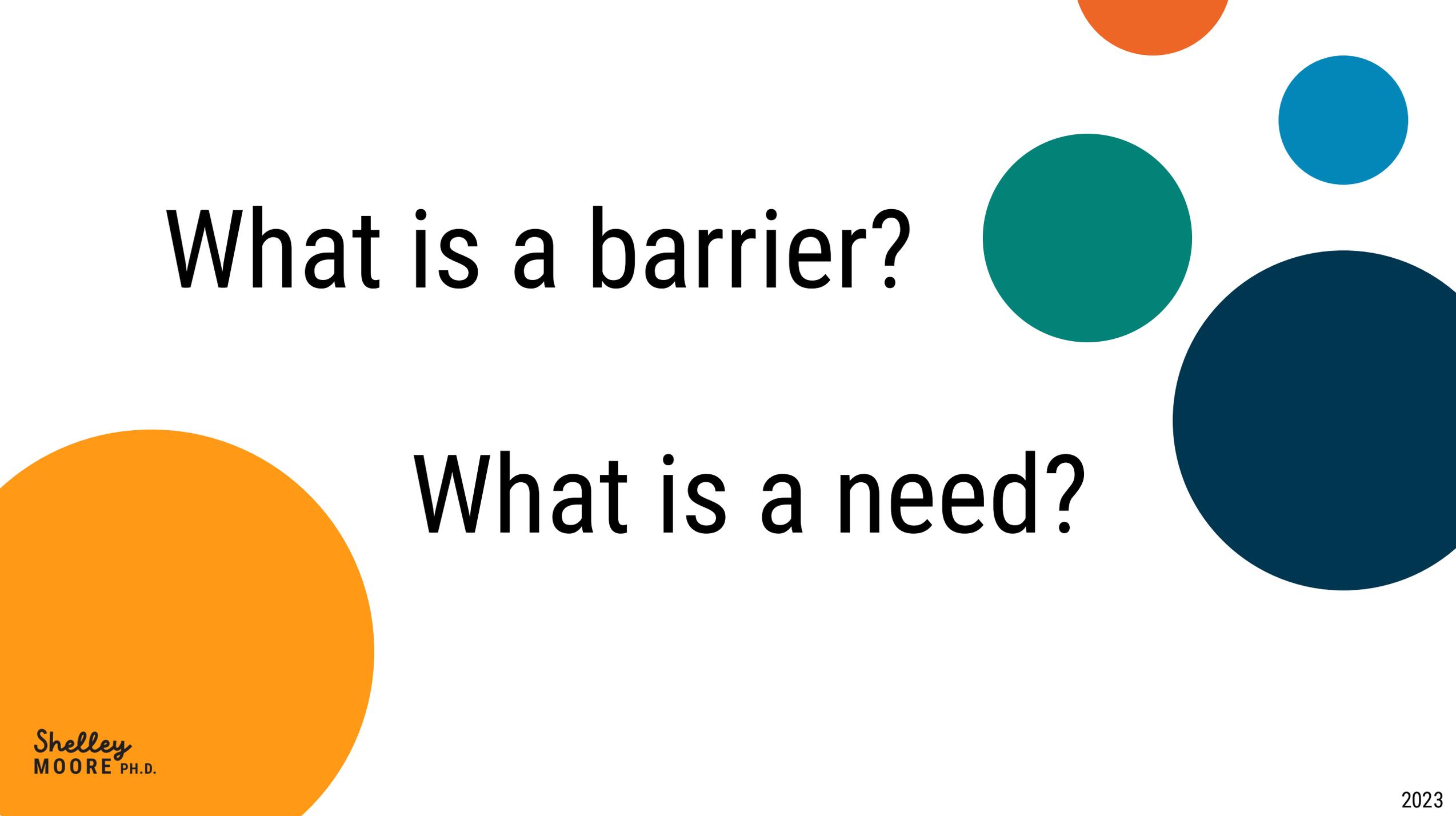
@mrsmaacskinders

## Getting to Know Children & Family Dimensions – Family Interviews

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

# 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><b>How can I help others? (Strengths)</b></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>



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

	<b>Design Multiple Means of Engagement</b> 	<b>Design Multiple Means of Representation</b> 	<b>Design Multiple Means of Action &amp; Expression</b> 
<b>Access</b>	<p>Design Options for <b>Welcoming Interests &amp; Identities</b> (7)</p> <ul style="list-style-type: none"><li>• Optimize choice and autonomy (7.1)</li><li>• Optimize relevance, value, and authenticity (7.2)</li><li>• Nurture joy and play (7.3)</li><li>• Address biases, threats, and distractions (7.4)</li></ul>	<p>Design Options for <b>Perception</b> (1)</p> <ul style="list-style-type: none"><li>• Support opportunities to customize the display of information (1.1)</li><li>• Support multiple ways to perceive information (1.2)</li><li>• Represent a diversity of perspectives and identities in authentic ways (1.3)</li></ul>	<p>Design Options for <b>Interaction</b> (4)</p> <ul style="list-style-type: none"><li>• Vary and honor the methods for response, navigation, and movement (4.1)</li><li>• Optimize access to accessible materials and assistive and accessible technologies and tools (4.2)</li></ul>
<b>Support</b>	<p>Design Options for <b>Sustaining Effort &amp; Persistence</b> (8)</p> <ul style="list-style-type: none"><li>• Clarify the meaning and purpose of goals (8.1)</li><li>• Optimize challenge and support (8.2)</li><li>• Foster collaboration, interdependence, and collective learning (8.3)</li><li>• Foster belonging and community (8.4)</li><li>• Offer action-oriented feedback (8.5)</li></ul>	<p>Design Options for <b>Language &amp; Symbols</b> (2)</p> <ul style="list-style-type: none"><li>• Clarify vocabulary, symbols, and language structures (2.1)</li><li>• Support decoding of text, mathematical notation, and symbols (2.2)</li><li>• Cultivate understanding and respect across languages and dialects (2.3)</li><li>• Address biases in the use of language and symbols (2.4)</li><li>• Illustrate through multiple media (2.5)</li></ul>	<p>Design Options for <b>Expression &amp; Communication</b> (5)</p> <ul style="list-style-type: none"><li>• Use multiple media for communication (5.1)</li><li>• Use multiple tools for construction, composition, and creativity (5.2)</li><li>• Build fluencies with graduated support for practice and performance (5.3)</li><li>• Address biases related to modes of expression and communication (5.4)</li></ul>
<b>Executive Function</b>	<p>Design Options for <b>Emotional Capacity</b> (9)</p> <ul style="list-style-type: none"><li>• Recognize expectations, beliefs, and motivations (9.1)</li><li>• Develop awareness of self and others (9.2)</li><li>• Promote individual and collective reflection (9.3)</li><li>• Cultivate empathy and restorative practices (9.4)</li></ul>	<p>Design Options for <b>Building Knowledge</b> (3)</p> <ul style="list-style-type: none"><li>• Connect prior knowledge to new learning (3.1)</li><li>• Highlight and explore patterns, critical features, big ideas, and relationships (3.2)</li><li>• Cultivate multiple ways of knowing and making meaning (3.3)</li><li>• Maximize transfer and generalization (3.4)</li></ul>	<p>Design Options for <b>Strategy Development</b> (6)</p> <ul style="list-style-type: none"><li>• Set meaningful goals (6.1)</li><li>• Anticipate and plan for challenges (6.2)</li><li>• Organize information and resources (6.3)</li><li>• Enhance capacity for monitoring progress (6.4)</li><li>• Challenge exclusionary practices (6.5)</li></ul>

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



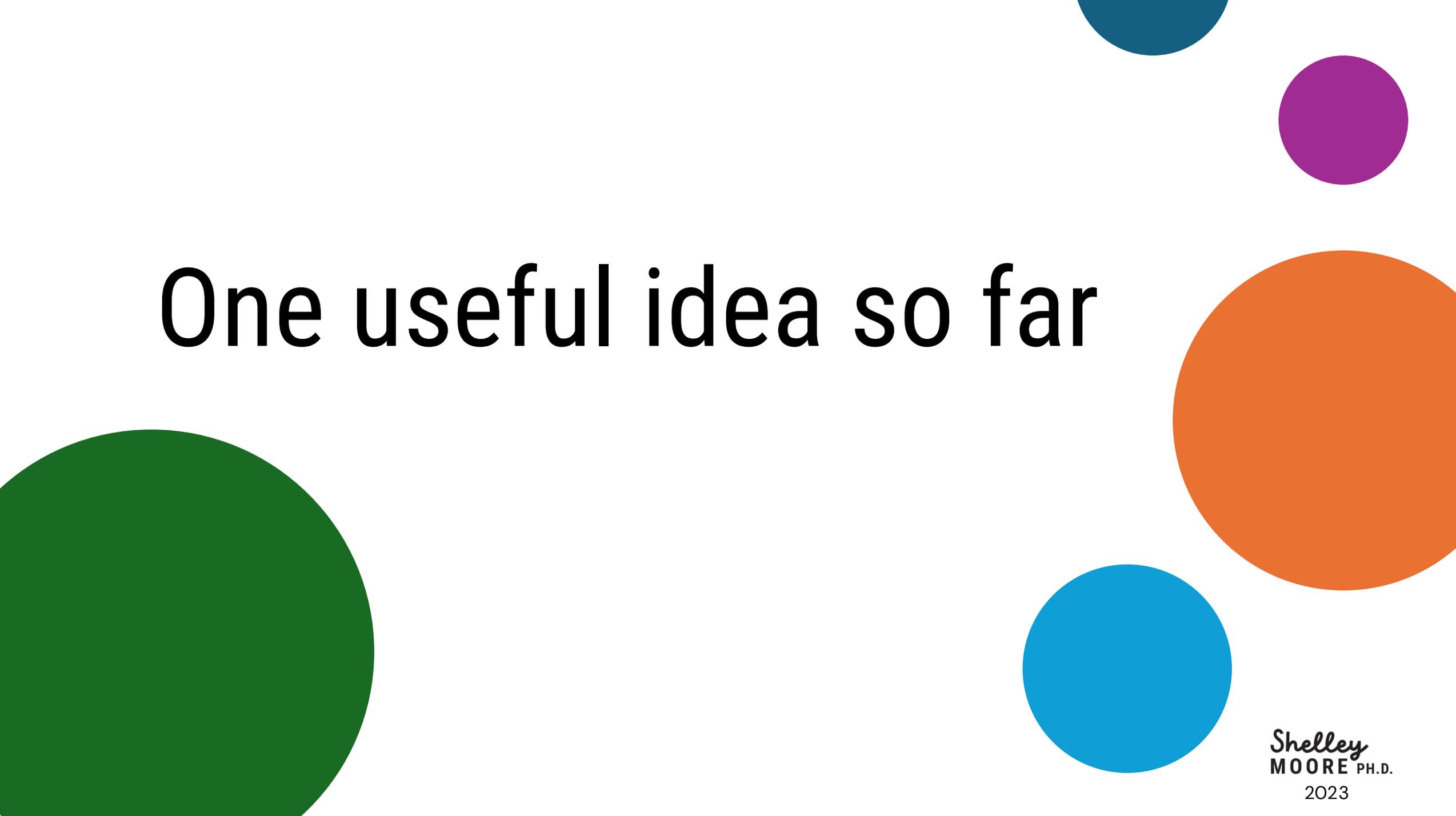
Some plants need added nutrients

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

The slide features five large, solid-colored circles of varying sizes and colors: a teal circle at the top right, a purple circle below it, a large orange circle on the right side, a blue circle at the bottom right, and a large green circle on the left side. The text "One useful idea so far" is centered in a large, black, sans-serif font.

One useful idea so far

# MULTIPLE LAYERS OF SUPPORT



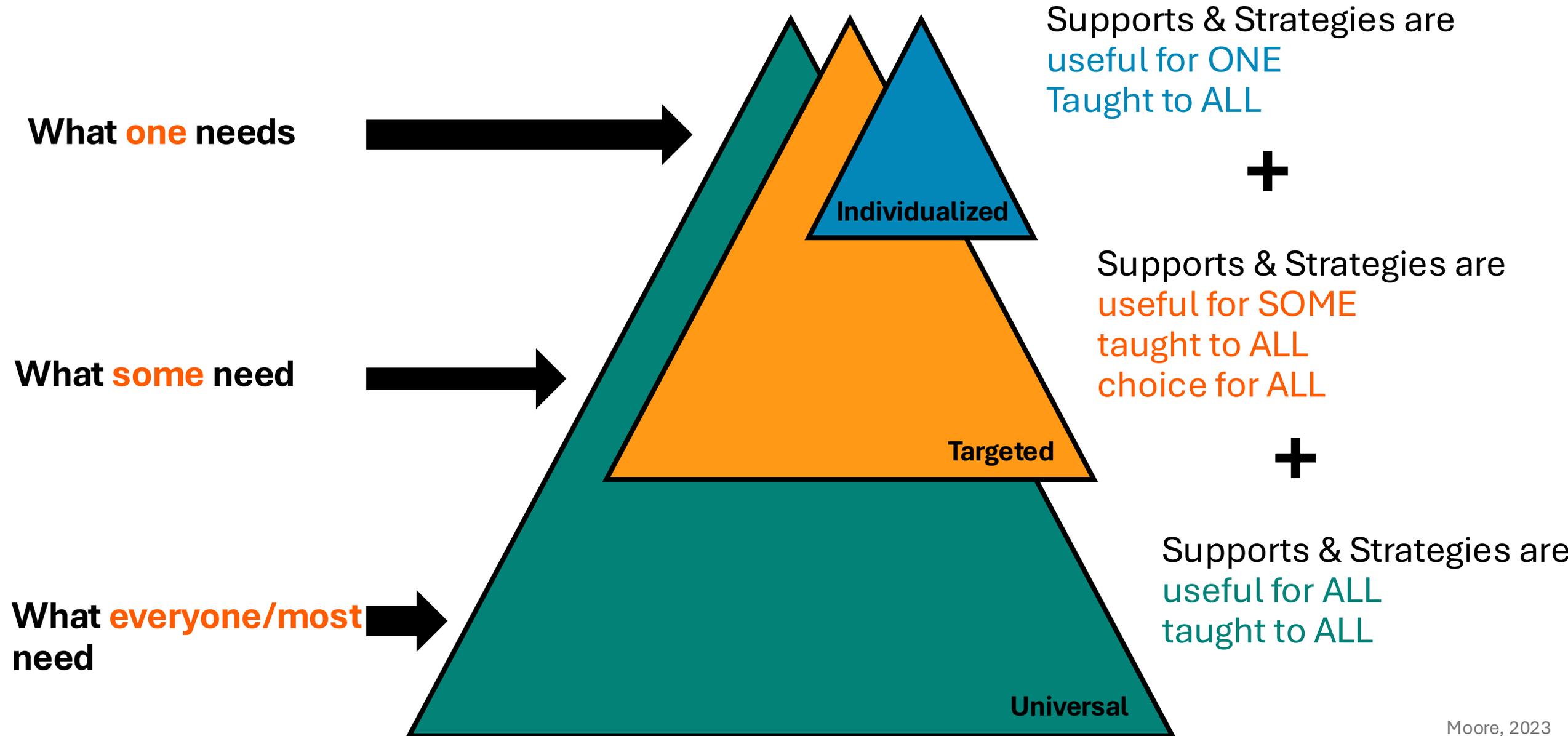
PERIODIC TABLE OF PLANT NUTRIENTS

7	15	19	17	16	20
N Nitrogen	P Phosphorus	K Potassium	Mg Magnesium	S Sulfur	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



# Multiple Layers of Needs Based Support

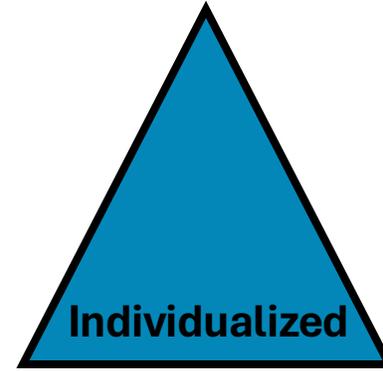


# What universal supports & strategies can be taught to reduce barriers for everyone?



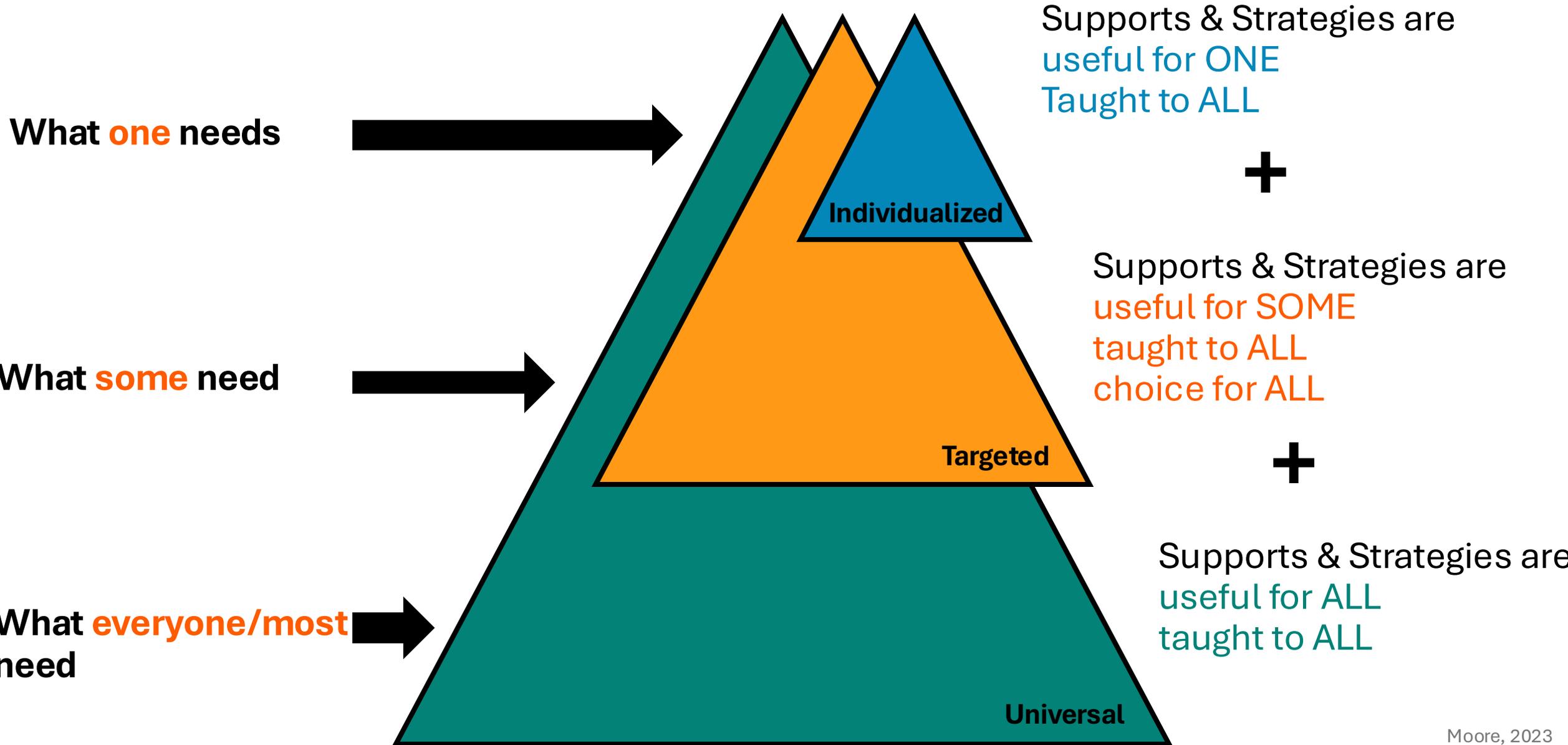
# Supporting **one**...

What **one** needs



Supports & Strategies are  
useful for ONE

# Supporting ALL...



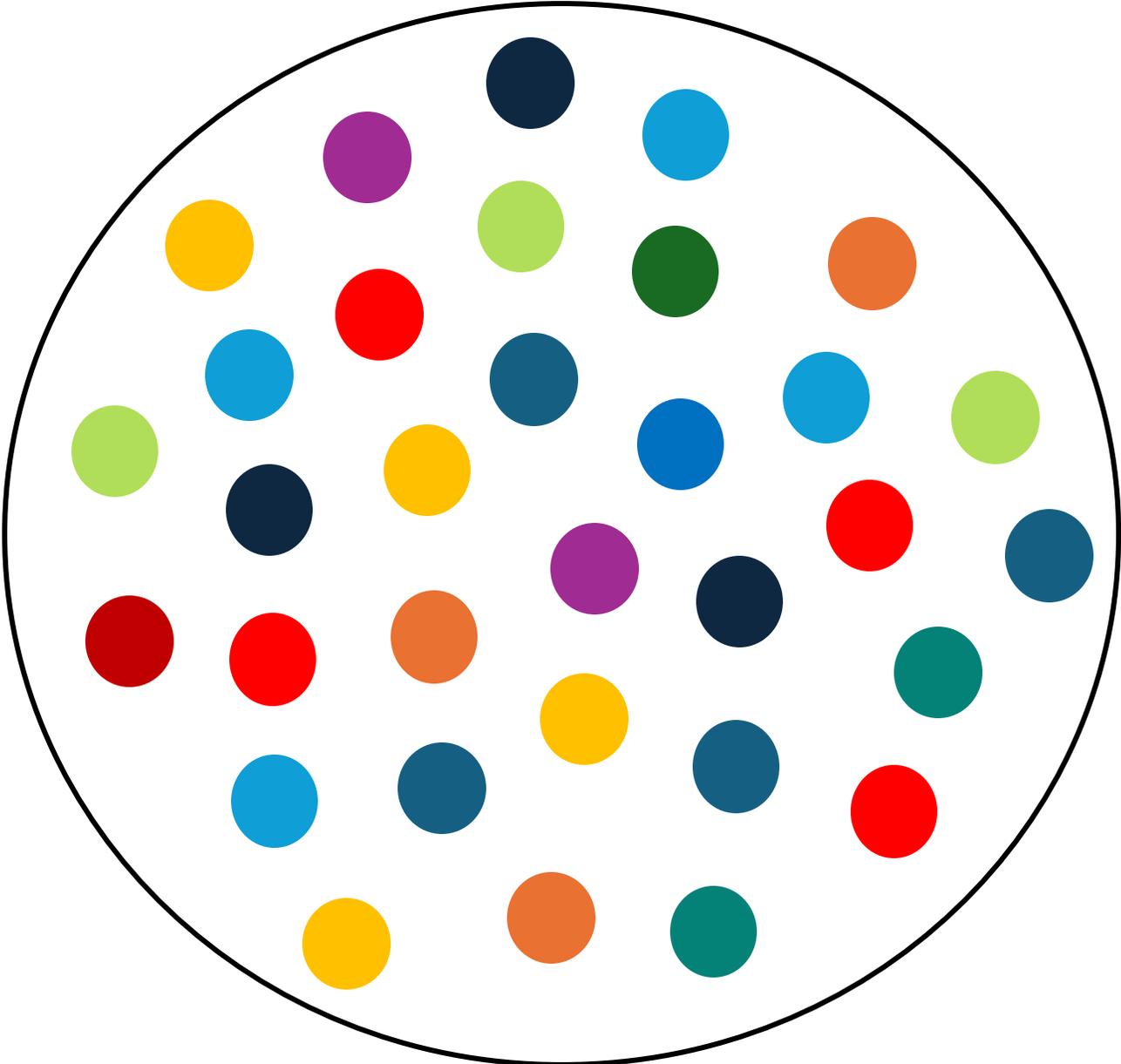


	<b>Design Multiple Means of Engagement</b> 	<b>Design Multiple Means of Representation</b> 	<b>Design Multiple Means of Action &amp; Expression</b> 
<b>Access</b>	<p>Design Options for <b>Welcoming Interests &amp; Identities</b> (7)</p> <ul style="list-style-type: none"><li>• Optimize choice and autonomy (7.1)</li><li>• Optimize relevance, value, and authenticity (7.2)</li><li>• Nurture joy and play (7.3)</li><li>• Address biases, threats, and distractions (7.4)</li></ul>	<p>Design Options for <b>Perception</b> (1)</p> <ul style="list-style-type: none"><li>• Support opportunities to customize the display of information (1.1)</li><li>• Support multiple ways to perceive information (1.2)</li><li>• Represent a diversity of perspectives and identities in authentic ways (1.3)</li></ul>	<p>Design Options for <b>Interaction</b> (4)</p> <ul style="list-style-type: none"><li>• Vary and honor the methods for response, navigation, and movement (4.1)</li><li>• Optimize access to accessible materials and assistive and accessible technologies and tools (4.2)</li></ul>
<b>Support</b>	<p>Design Options for <b>Sustaining Effort &amp; Persistence</b> (8)</p> <ul style="list-style-type: none"><li>• Clarify the meaning and purpose of goals (8.1)</li><li>• Optimize challenge and support (8.2)</li><li>• Foster collaboration, interdependence, and collective learning (8.3)</li><li>• Foster belonging and community (8.4)</li><li>• Offer action-oriented feedback (8.5)</li></ul>	<p>Design Options for <b>Language &amp; Symbols</b> (2)</p> <ul style="list-style-type: none"><li>• Clarify vocabulary, symbols, and language structures (2.1)</li><li>• Support decoding of text, mathematical notation, and symbols (2.2)</li><li>• Cultivate understanding and respect across languages and dialects (2.3)</li><li>• Address biases in the use of language and symbols (2.4)</li><li>• Illustrate through multiple media (2.5)</li></ul>	<p>Design Options for <b>Expression &amp; Communication</b> (5)</p> <ul style="list-style-type: none"><li>• Use multiple media for communication (5.1)</li><li>• Use multiple tools for construction, composition, and creativity (5.2)</li><li>• Build fluencies with graduated support for practice and performance (5.3)</li><li>• Address biases related to modes of expression and communication (5.4)</li></ul>
<b>Executive Function</b>	<p>Design Options for <b>Emotional Capacity</b> (9)</p> <ul style="list-style-type: none"><li>• Recognize expectations, beliefs, and motivations (9.1)</li><li>• Develop awareness of self and others (9.2)</li><li>• Promote individual and collective reflection (9.3)</li><li>• Cultivate empathy and restorative practices (9.4)</li></ul>	<p>Design Options for <b>Building Knowledge</b> (3)</p> <ul style="list-style-type: none"><li>• Connect prior knowledge to new learning (3.1)</li><li>• Highlight and explore patterns, critical features, big ideas, and relationships (3.2)</li><li>• Cultivate multiple ways of knowing and making meaning (3.3)</li><li>• Maximize transfer and generalization (3.4)</li></ul>	<p>Design Options for <b>Strategy Development</b> (6)</p> <ul style="list-style-type: none"><li>• Set meaningful goals (6.1)</li><li>• Anticipate and plan for challenges (6.2)</li><li>• Organize information and resources (6.3)</li><li>• Enhance capacity for monitoring progress (6.4)</li><li>• Challenge exclusionary practices (6.5)</li></ul>

When the conditions are  
right, everyone can be  
successful

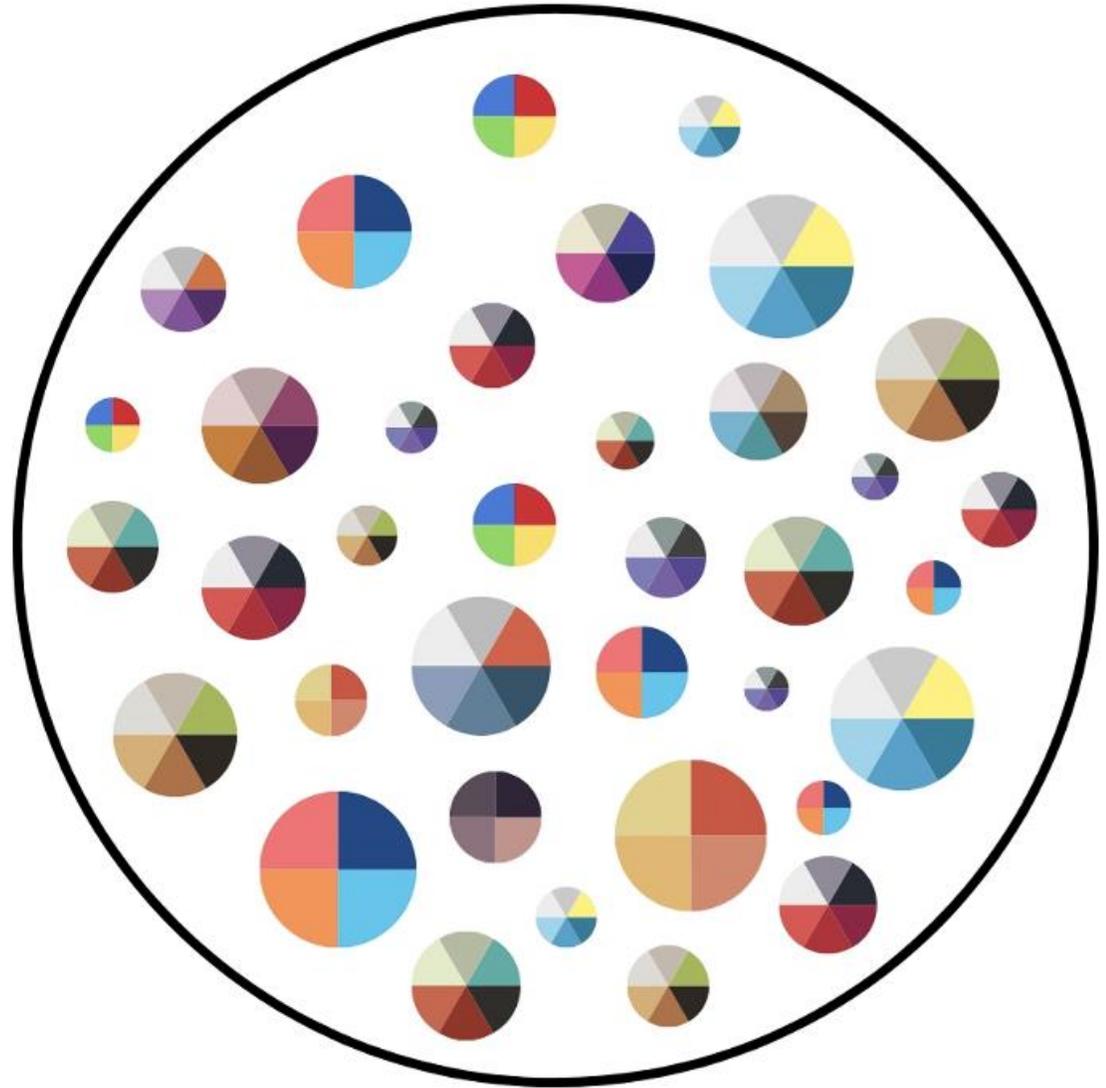
# WHAT IS inclusion

?



# WHAT IS inclusion

?



# WHAT IS inclusion

?



# WHAT IS inclusion ?

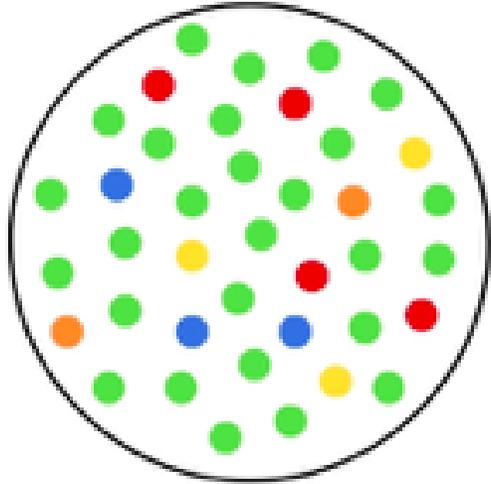


Communities of **Identity**

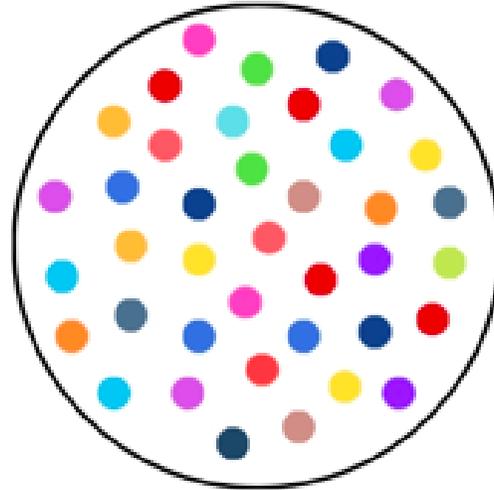
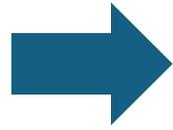


Communities of **Diversity**

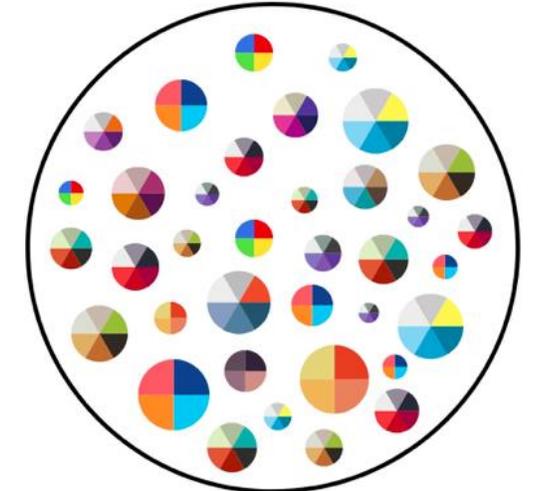
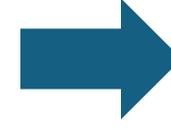
# WHAT IS **inclusion** ?



**Including**  
'special needs' children  
into general childcare  
spaces



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



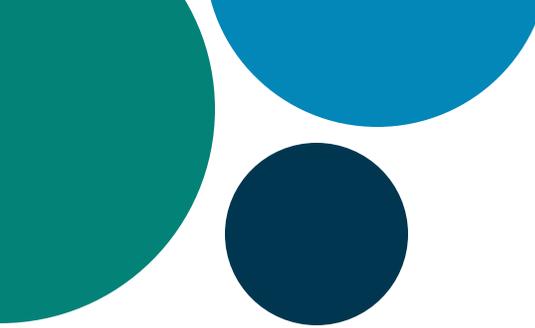
Creating space for  
children to feel confident  
and safe to **identify**  
in childcare spaces  
(that includes children  
who are Disabled)

In a world of  
**UNICORNS**

Be a **UNICORN**  
that celebrates a  
**BAT**



When the conditions are  
right, everyone can be  
successful



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.



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



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Dr. Shelley Moore