

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

Who are you? What brings you to this place?

- Where is **home** for you?
- What are some of the **roles** you have in your **community**?
- What **identities** do you hold?
- What are some of your **interests**?
- What is a **strength** that you teach to others?
- what is a **life event** that shaped who you are?
- What is something that is **important to know** about you?
- What **brought you here today** to this place?

WHAT DOES

inclusion

MEAN?

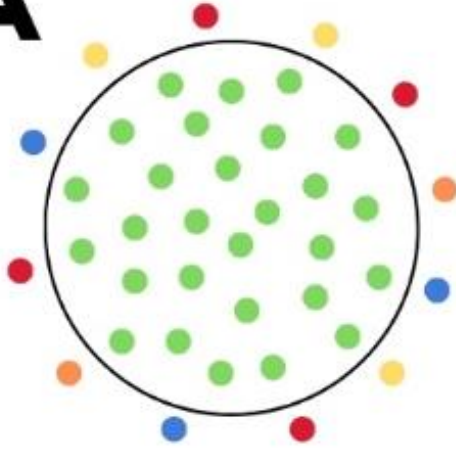
WHAT DOES

inclusion

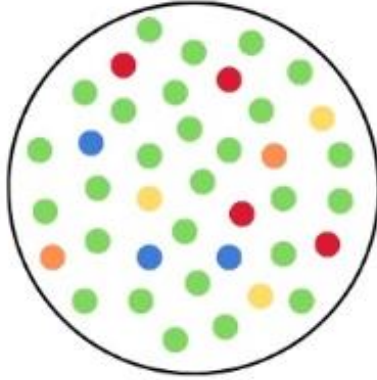
LOOK LIKE?

WHAT IS *Inclusion*?

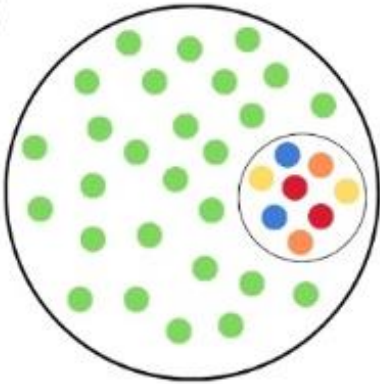
A



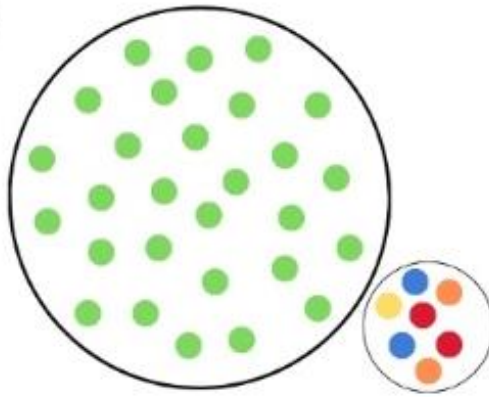
C



B



D



exclusion

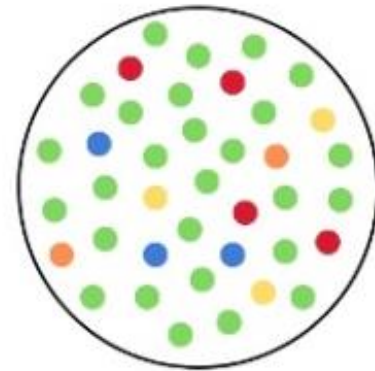
integration

inclusion

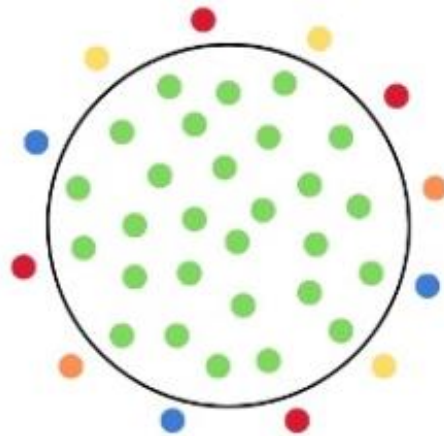
congregation

segregation

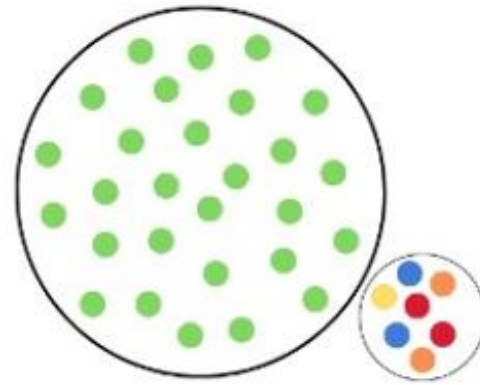
WHAT IS *inclusion*?



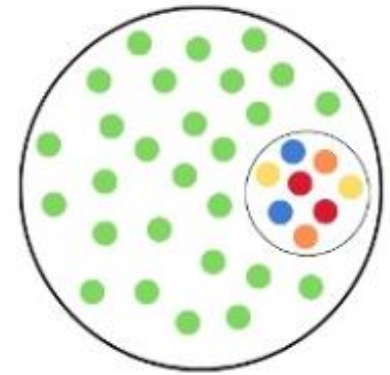
inclusion



exclusion

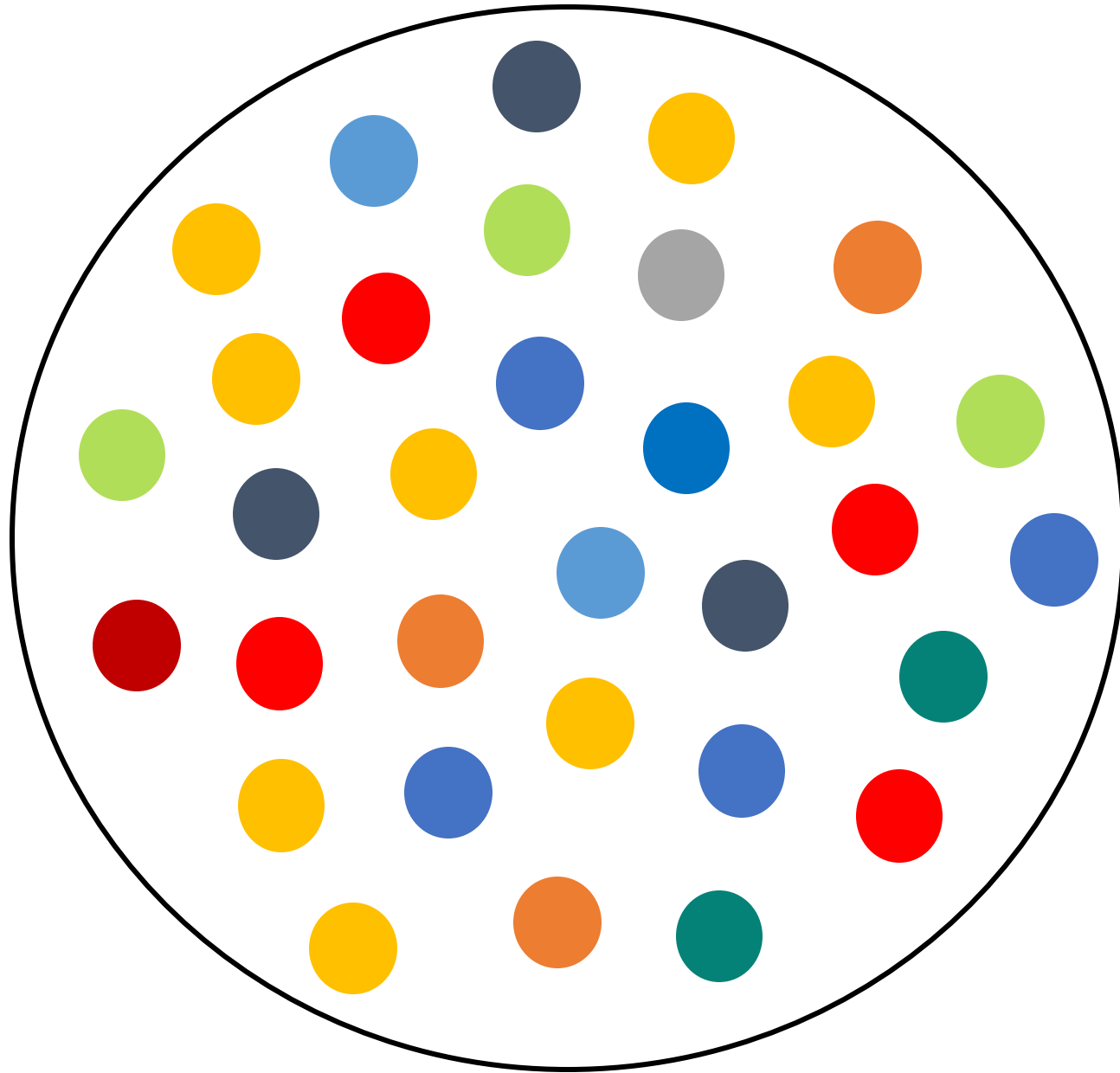


segregation



integration

WHAT IS inclusion ?



WHAT IS inclusion

?



WHAT IS inclusion ?

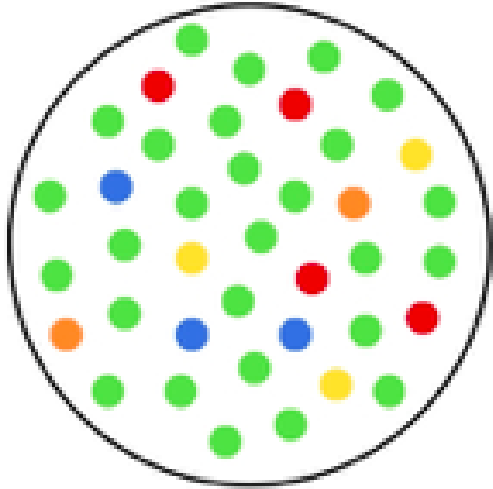


Communities
of **Identity**

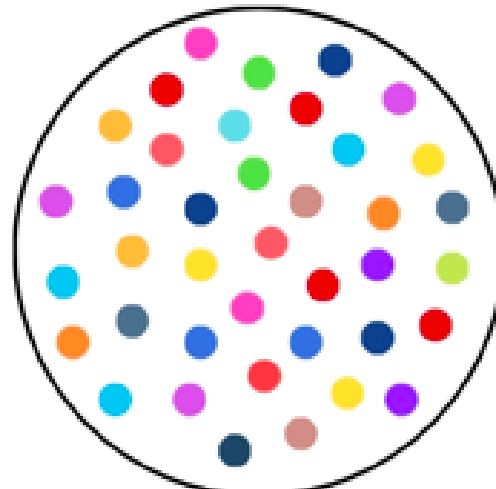
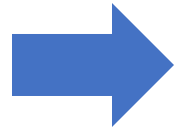


Communities
of **Diversity**

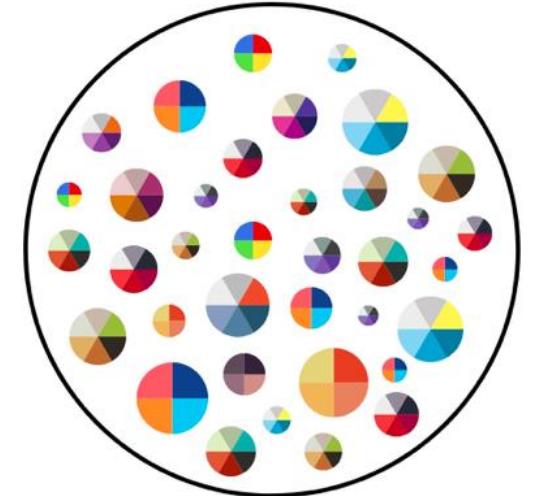
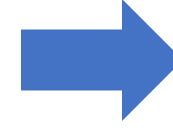
WHAT IS **inclusion** ?



Including
'special needs' children
into general childcare
spaces



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

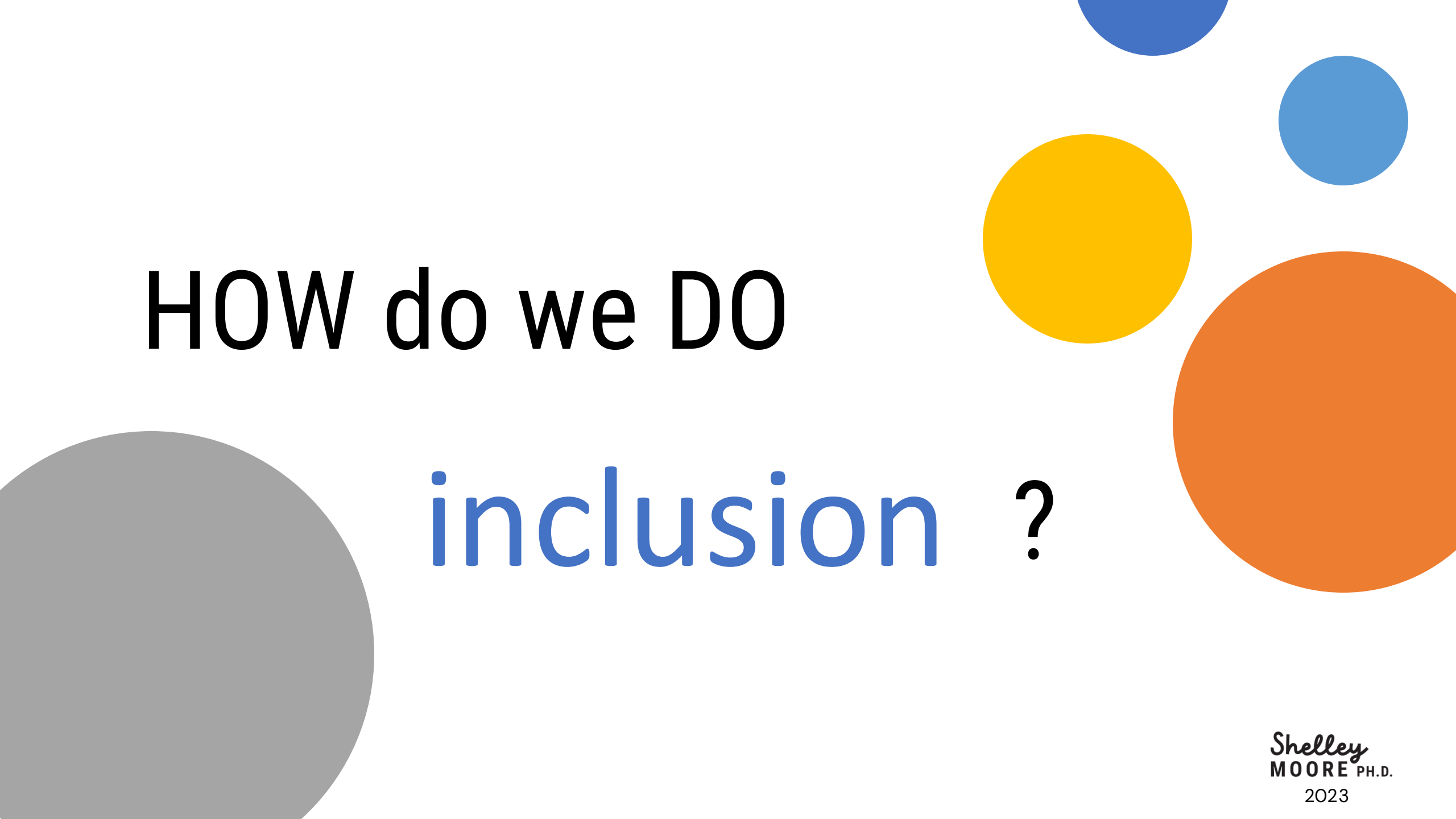


Creating space for
children to feel confident
and safe to **identify**
in childcare spaces
(that includes children
who are Disabled)

In a world of
UNiCORNS

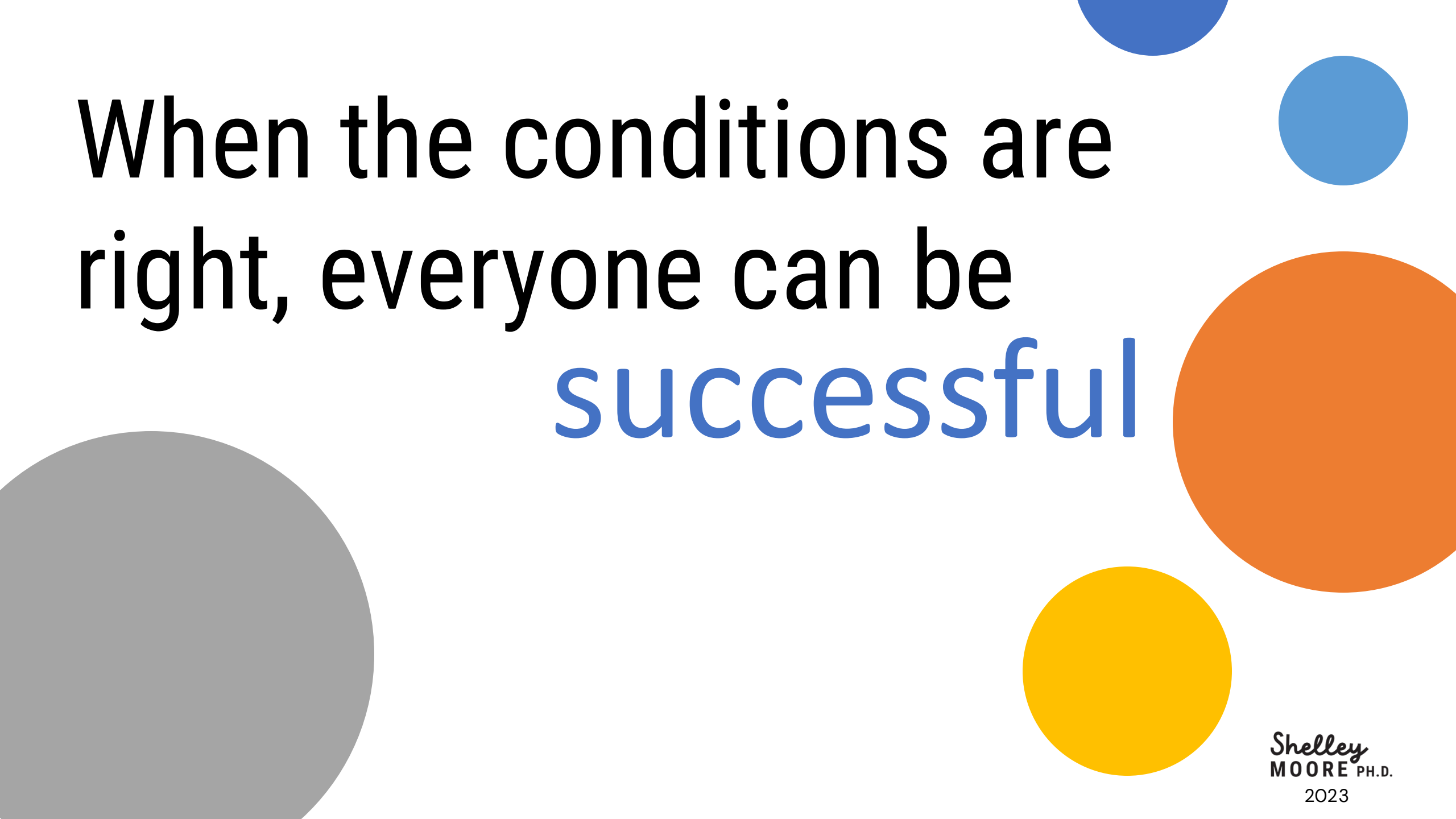
Be a **UNiCORN**
that celebrates a
BAT





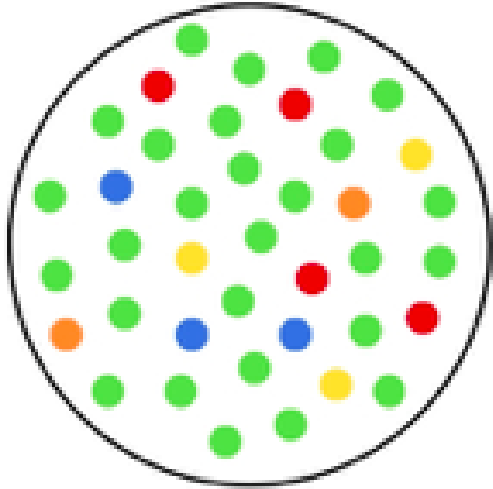
HOW do we DO

inclusion ?

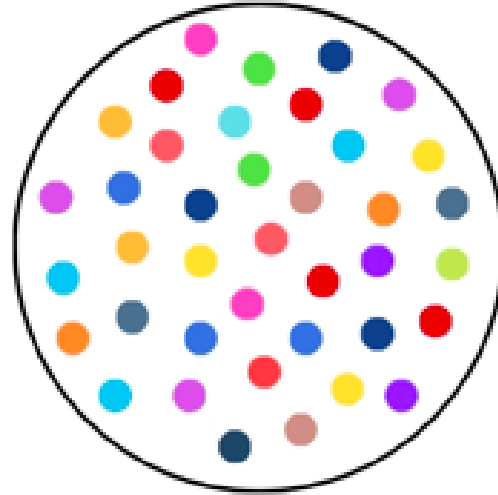
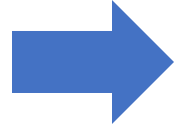
The slide features several large, semi-transparent circles in the background: a large grey circle on the bottom left, a large orange circle on the right, a medium yellow circle at the bottom right, and two smaller blue circles at the top right.

When the conditions are
right, everyone can be
successful

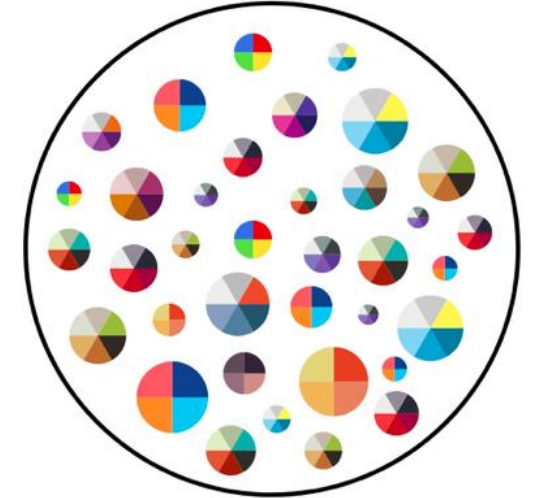
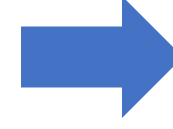
WHAT IS **inclusion** ?



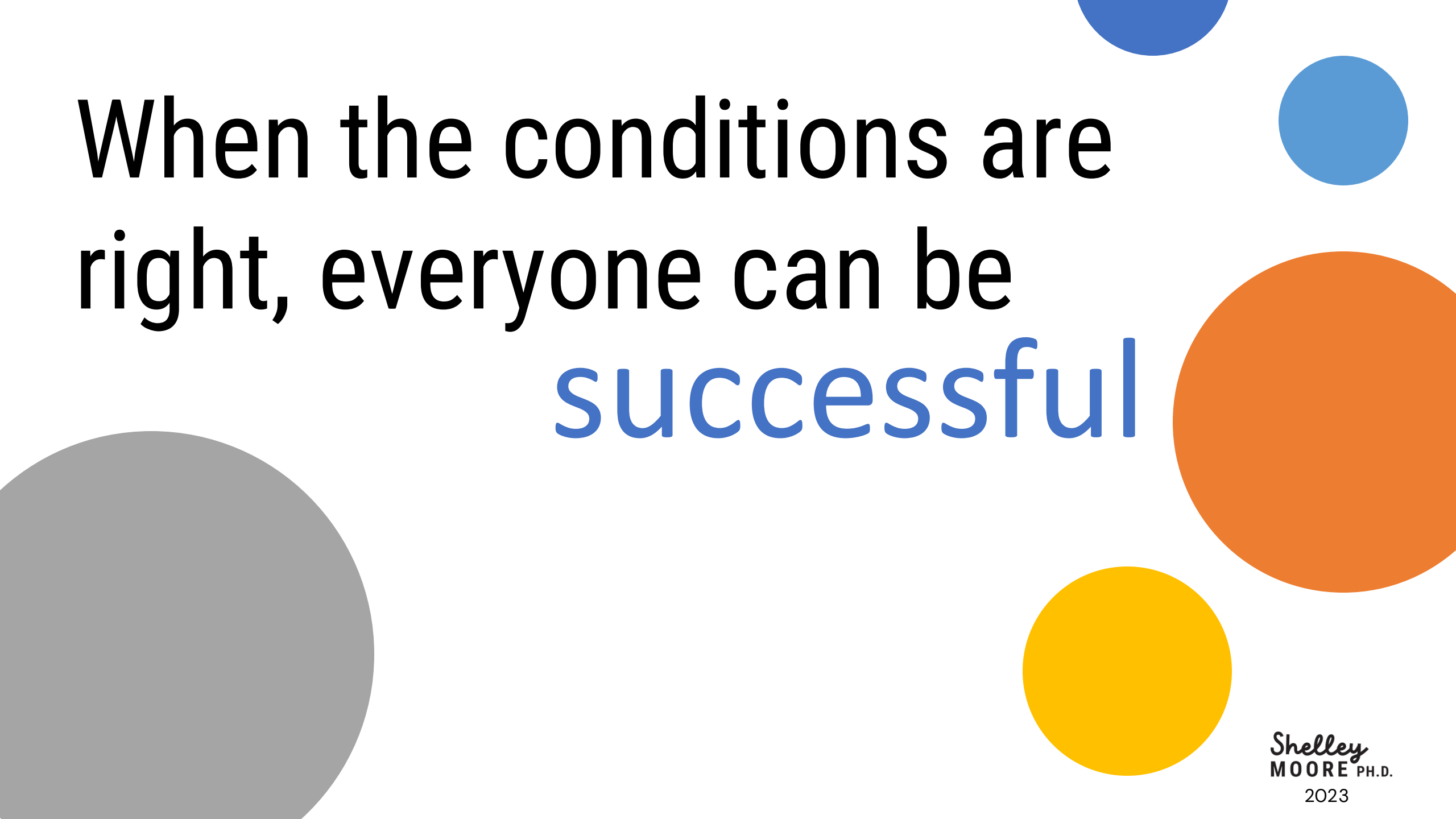
Including
'special needs' children
into general childcare
spaces



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)

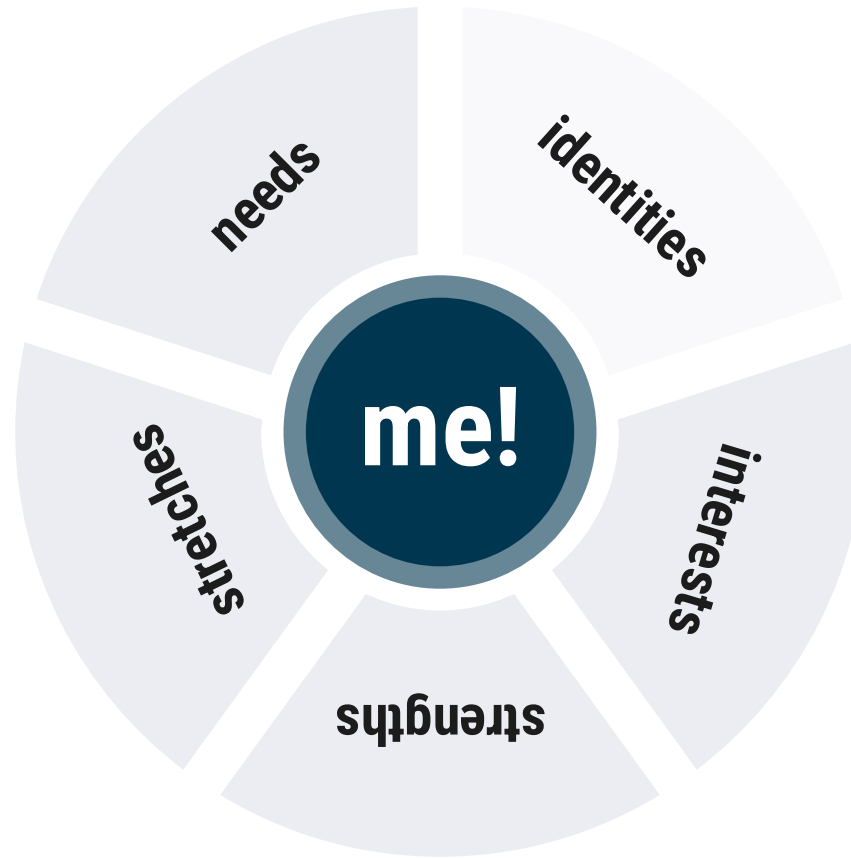
The slide features several large, semi-transparent circles in the background: a large grey circle on the bottom left, a large orange circle on the right, a medium yellow circle at the bottom right, and two smaller blue circles at the top right.

When the conditions are
right, everyone can be
successful



Who are the children and families that we serve in our community?

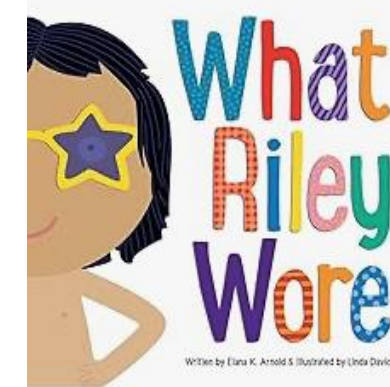
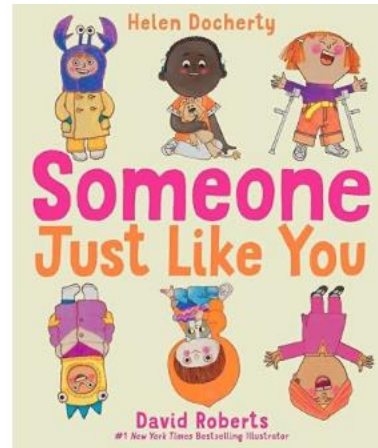
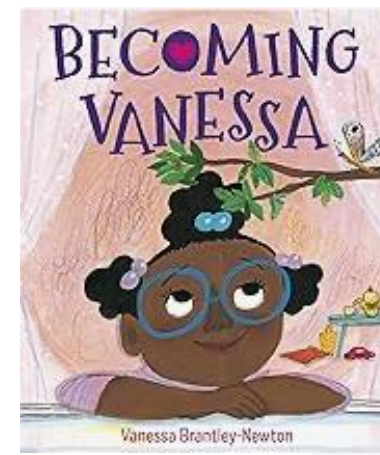
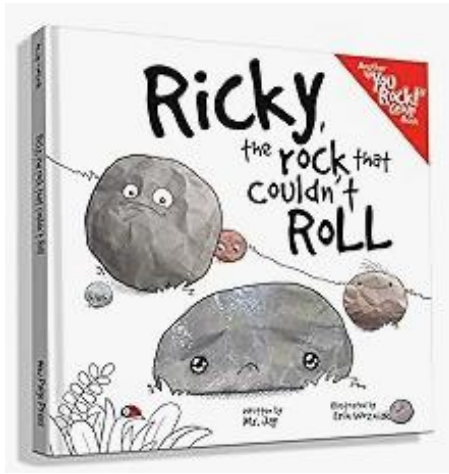
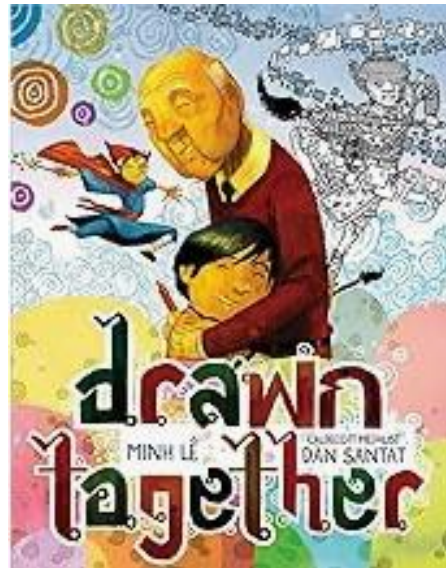
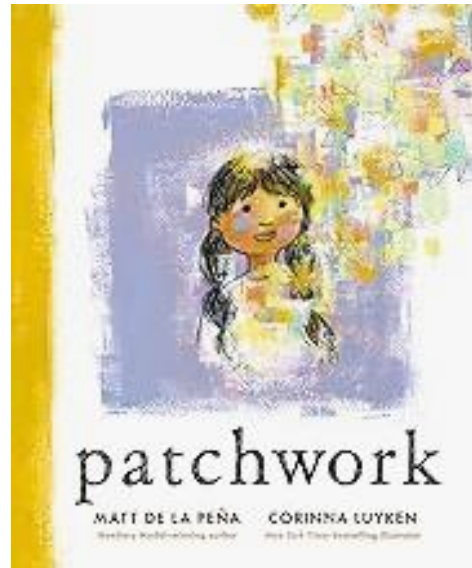
The Five Dimensions



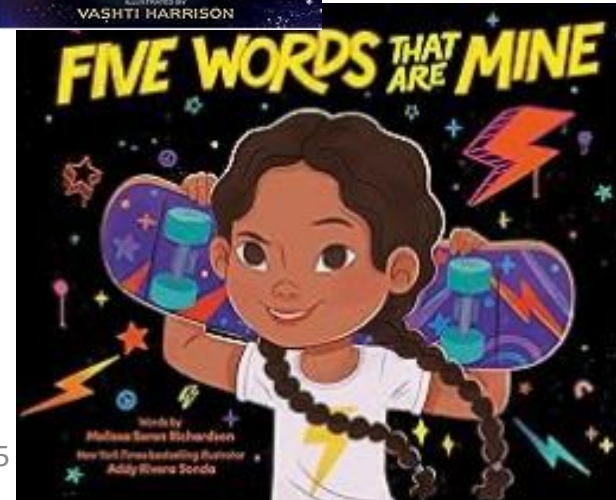
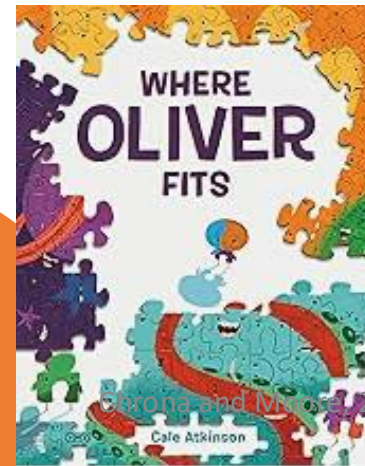
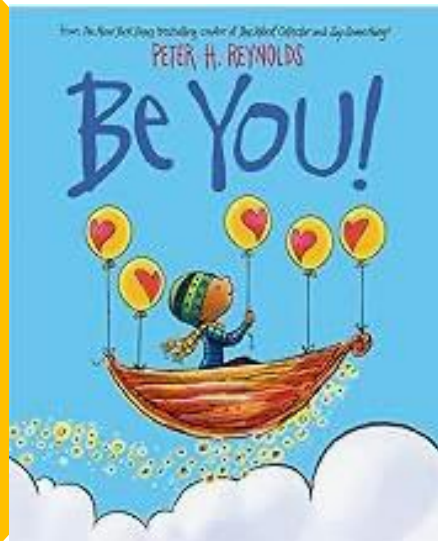
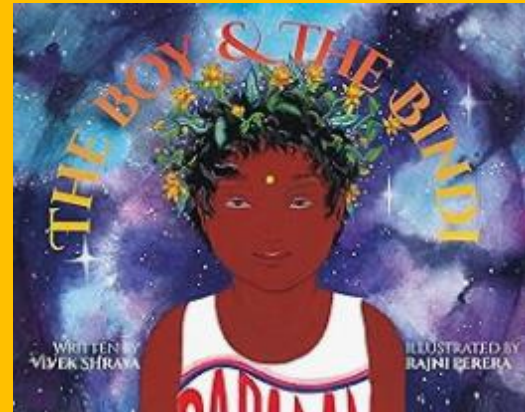
We cannot design for who a child isn't.

Identity

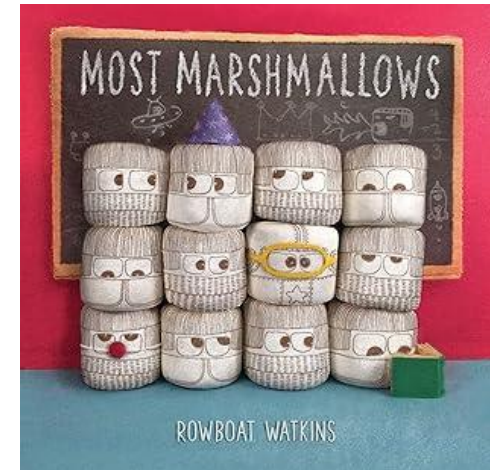
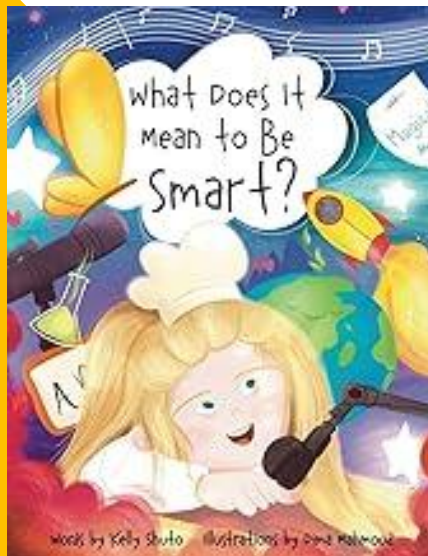
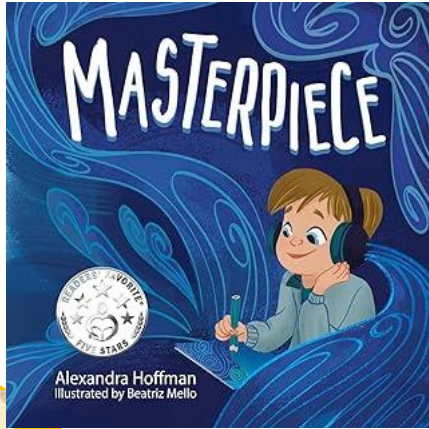
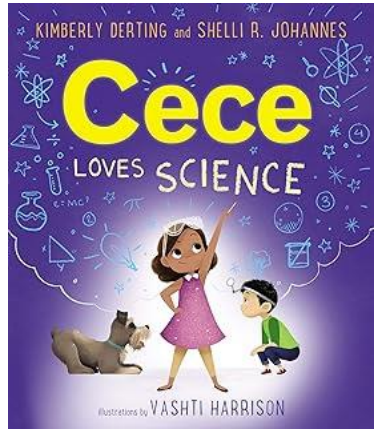
@mrsmacskinders



KELSEY WROTE
CANNON BALL



Strengths



Interests



Home



Love

Twin Sister



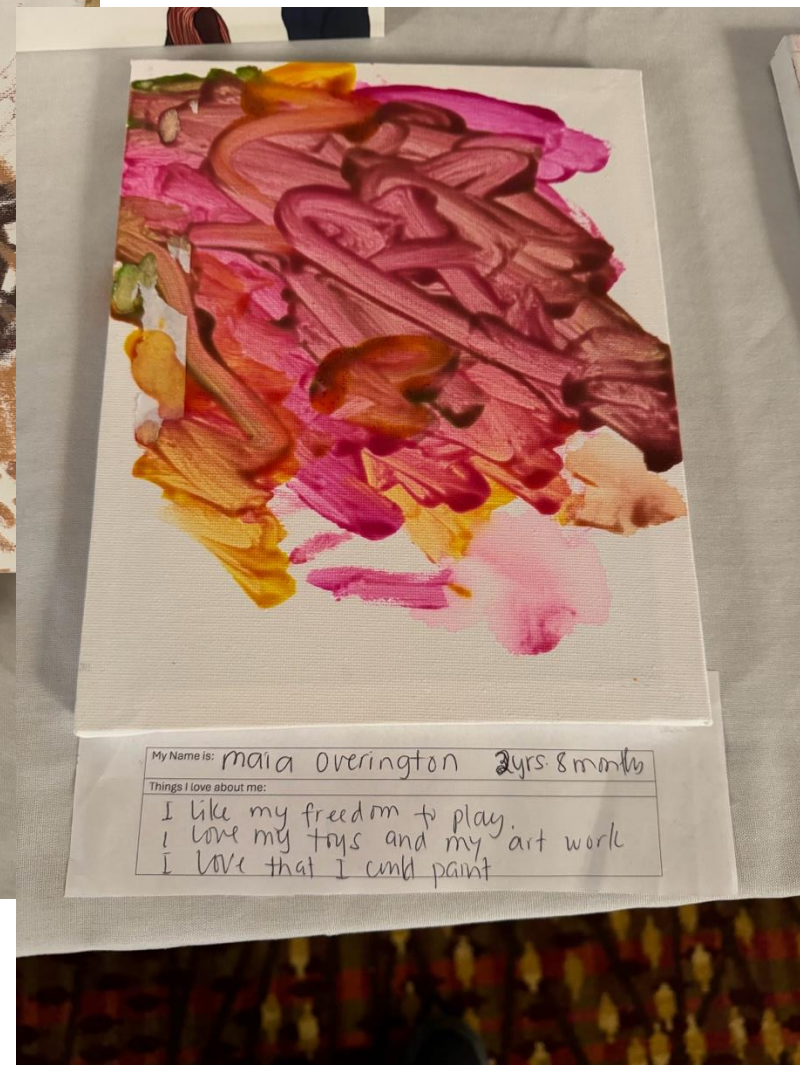
Family

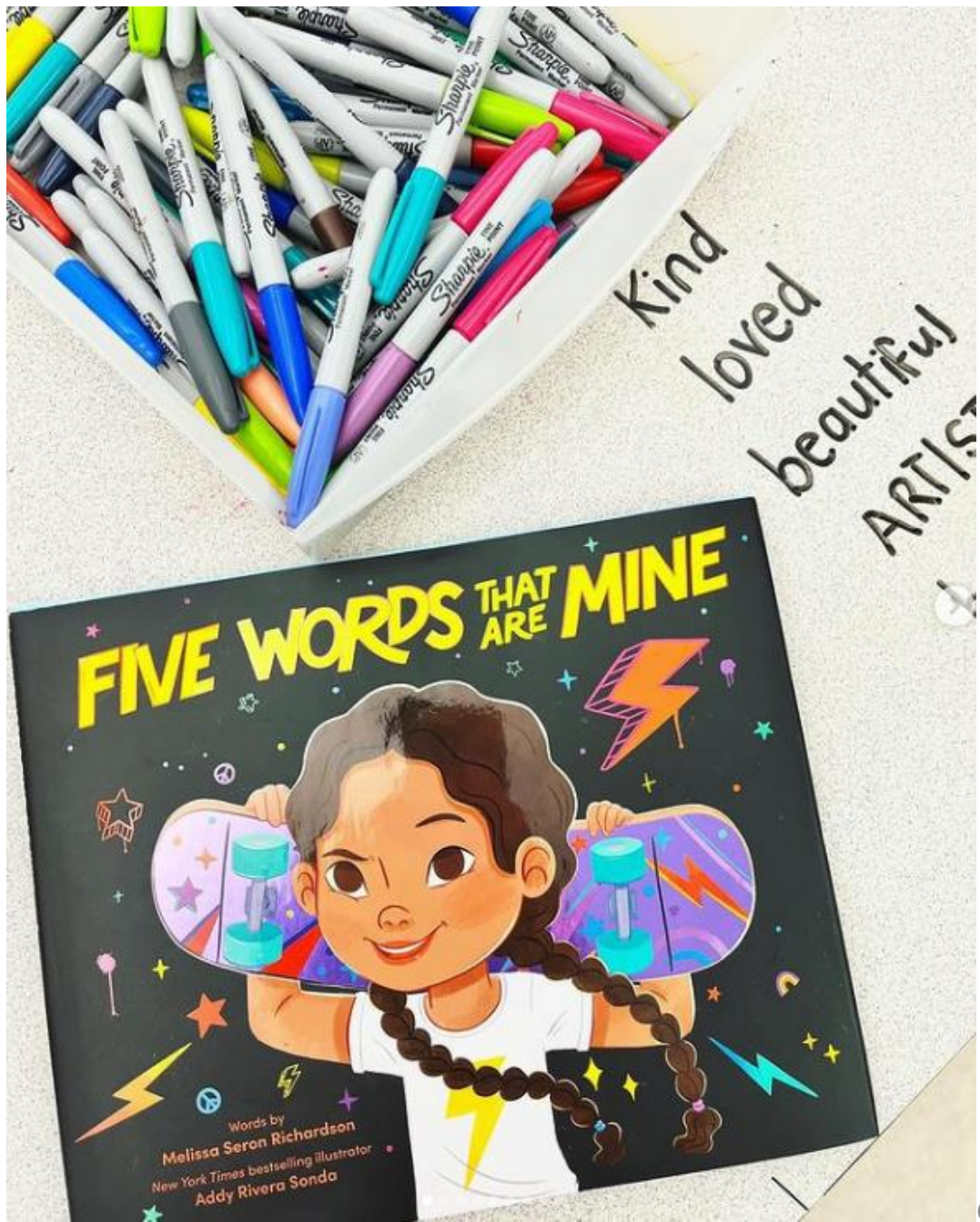


Friends



Togetherness

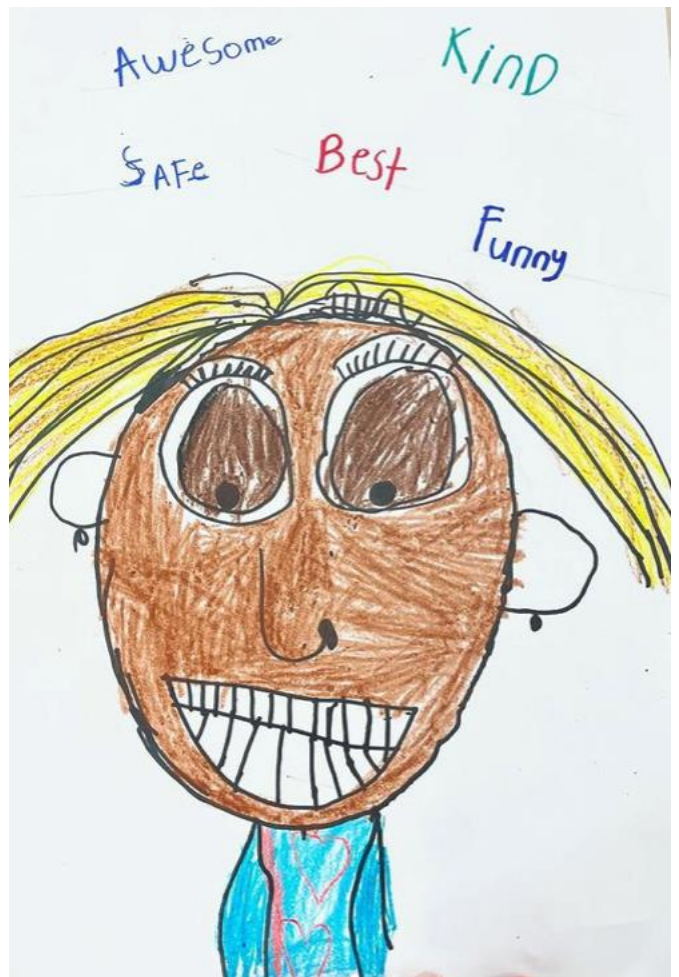




Kind
loved
beautiful
ARTIST

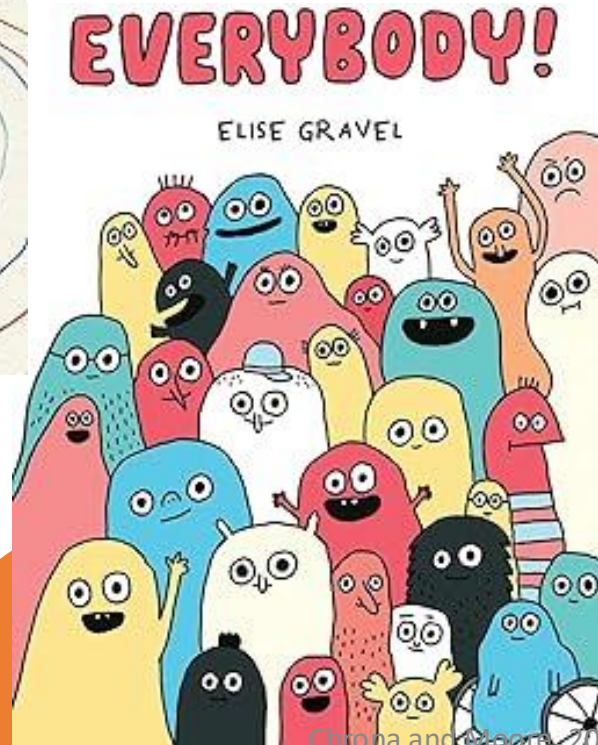
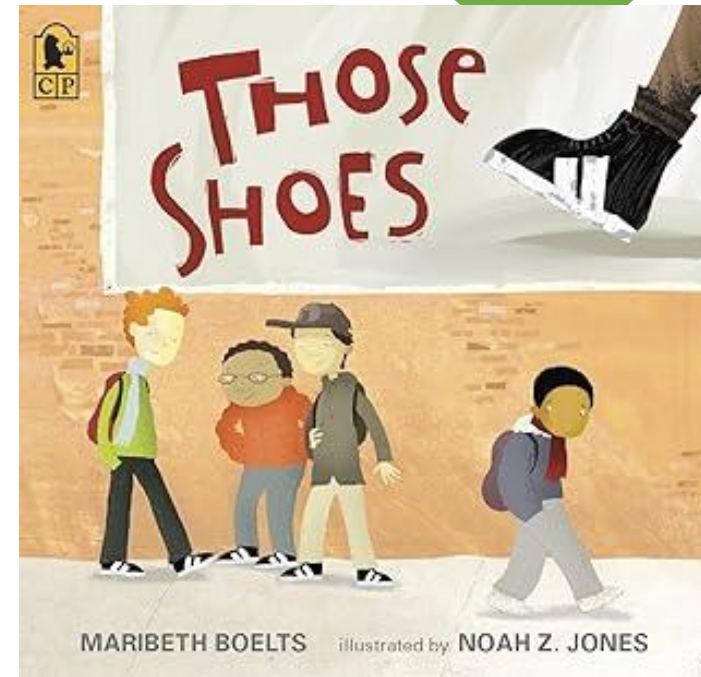
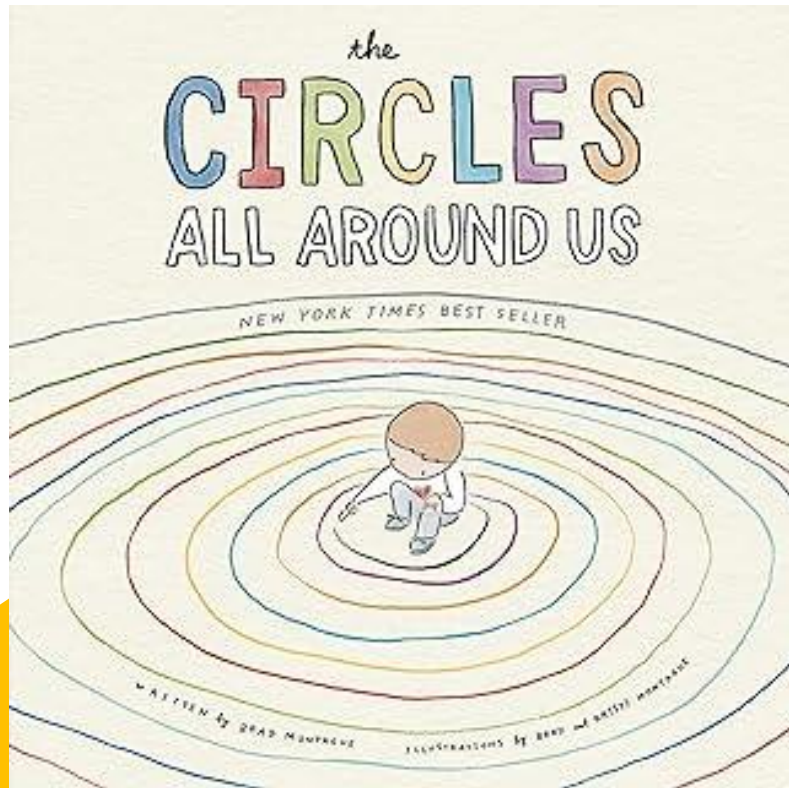


Chrona and Moore, 2025

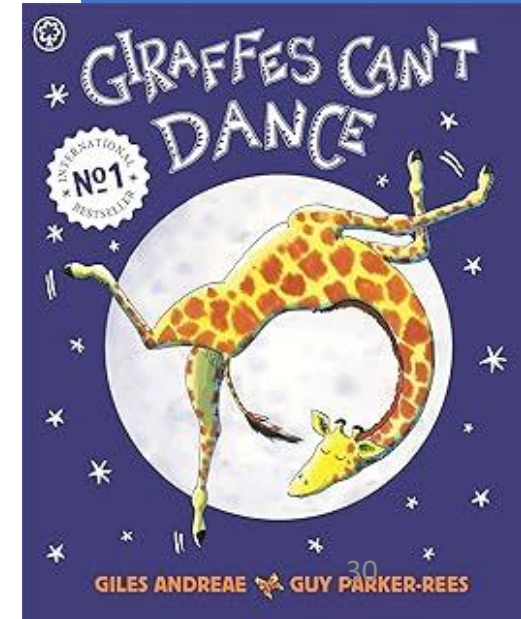
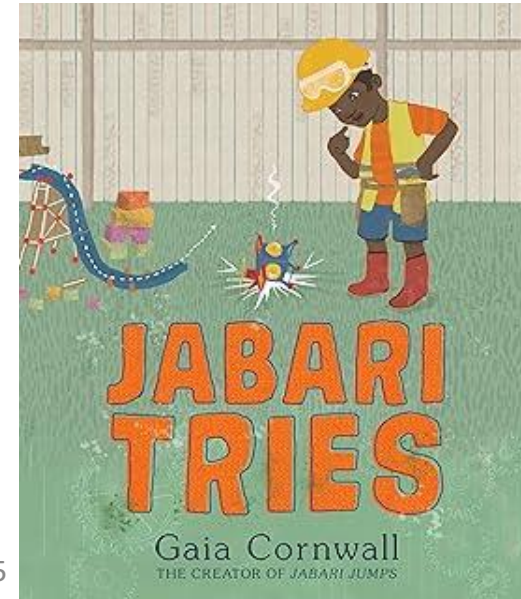
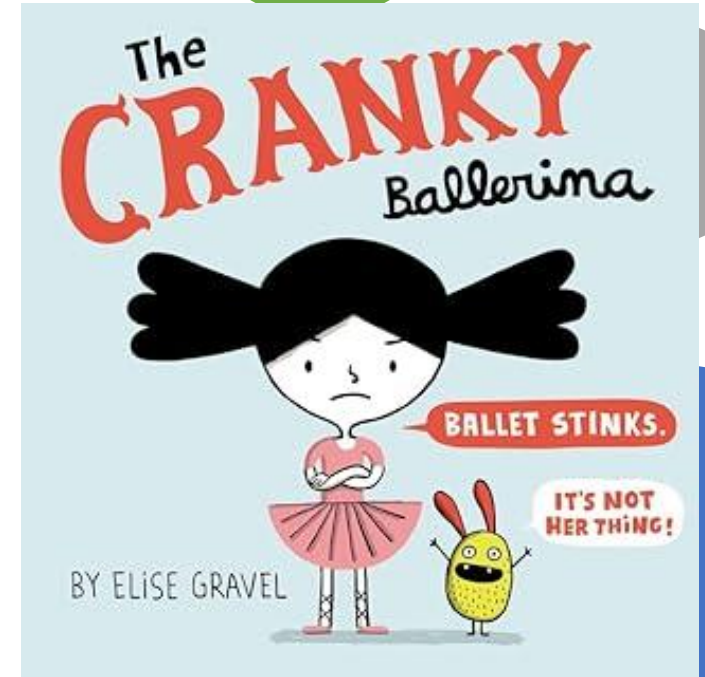
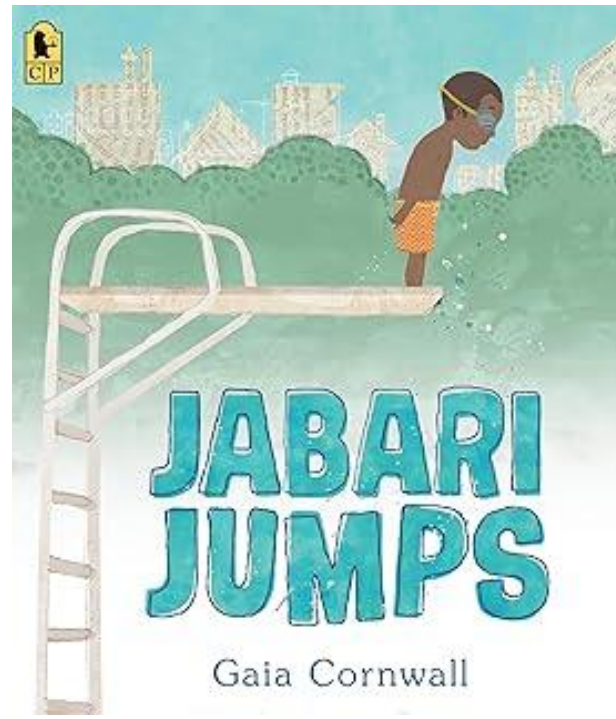
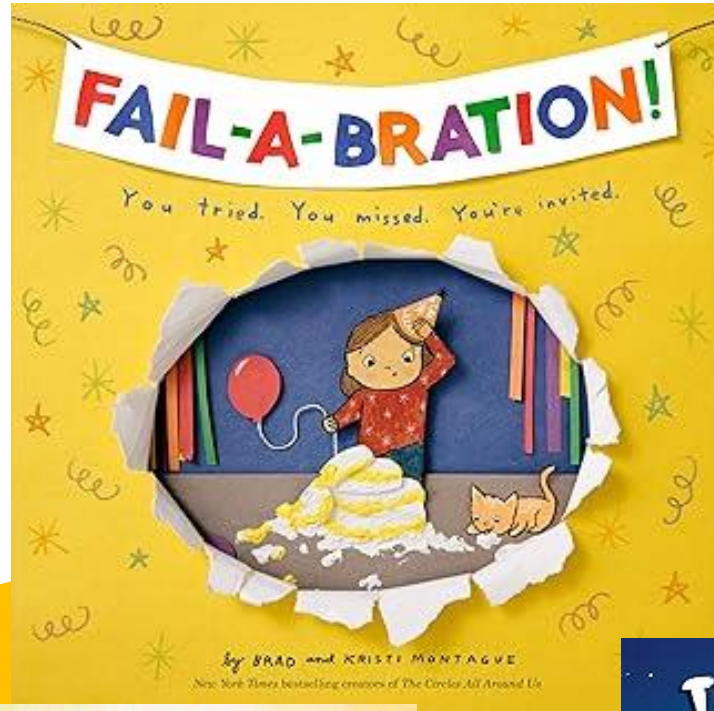


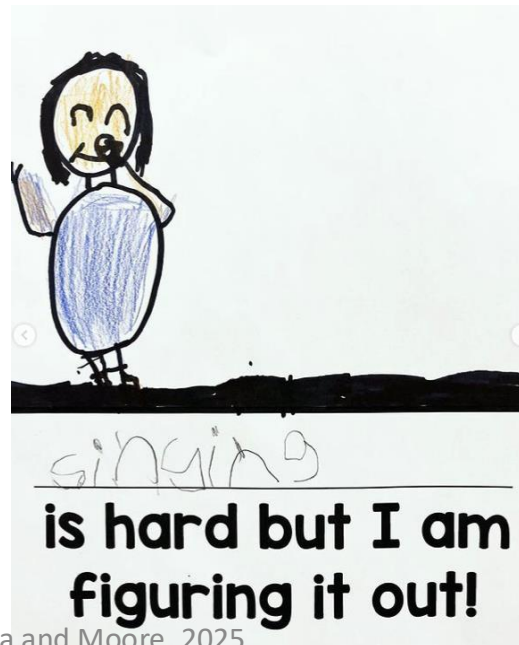
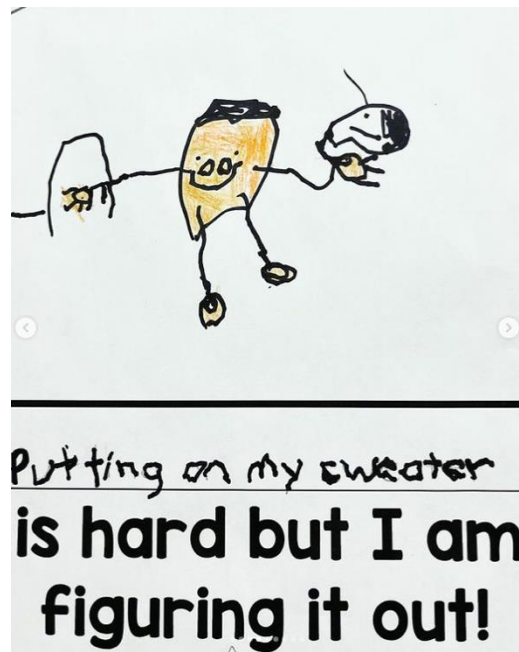
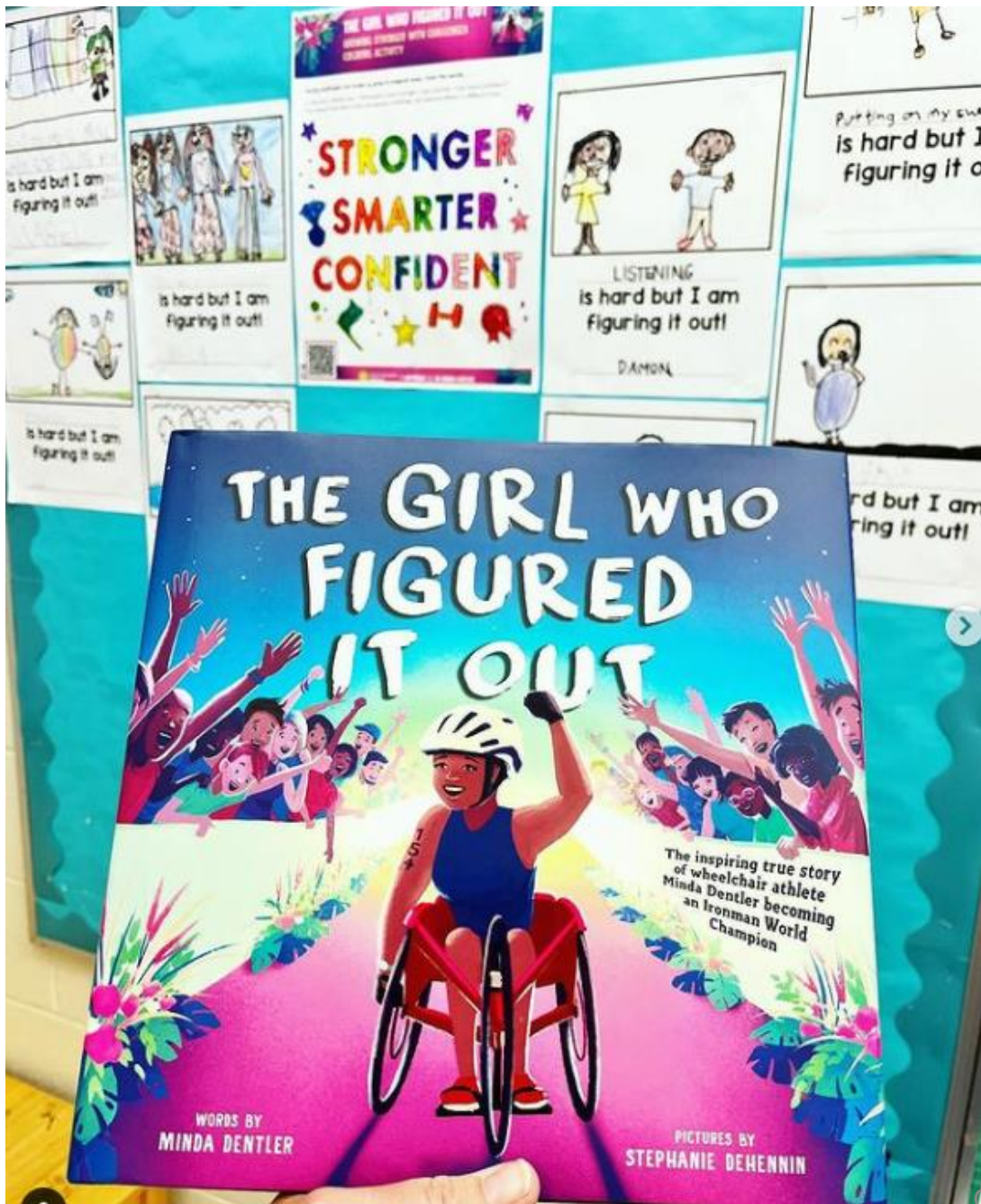
@mrsmacskinders

Needs



Stretches





The Five Dimensions

Identities: Who are you? What communities are you a part of?

Interests: What do you love? What would you spend time doing if you could?

Strengths: What do you bring to a community? What could you teach others?

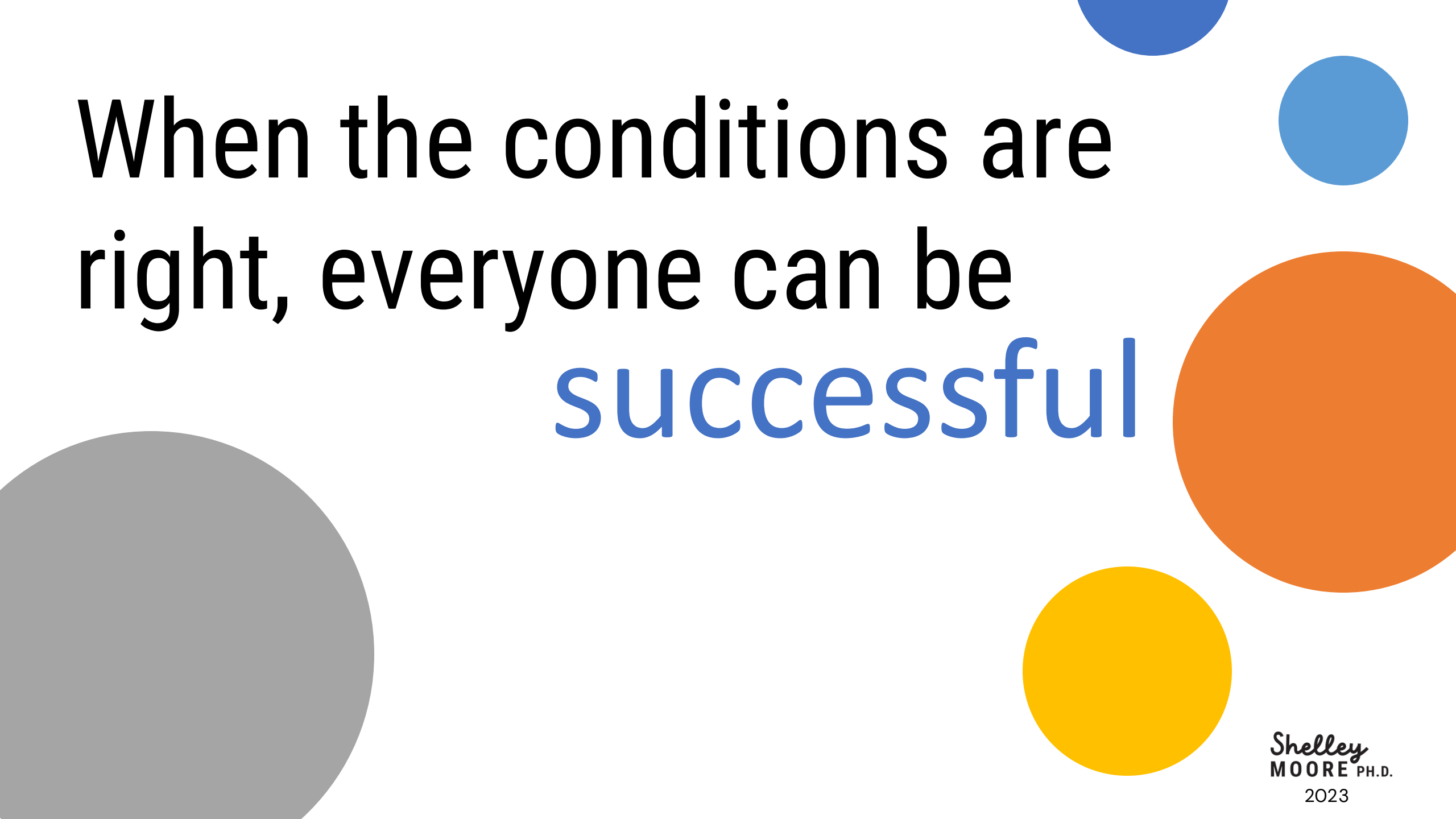
Needs: What are things that you have always
needed support for...and may always need
support for?

Stretches: What are some things that are hard for
you, but the more you do it the easier it gets?



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

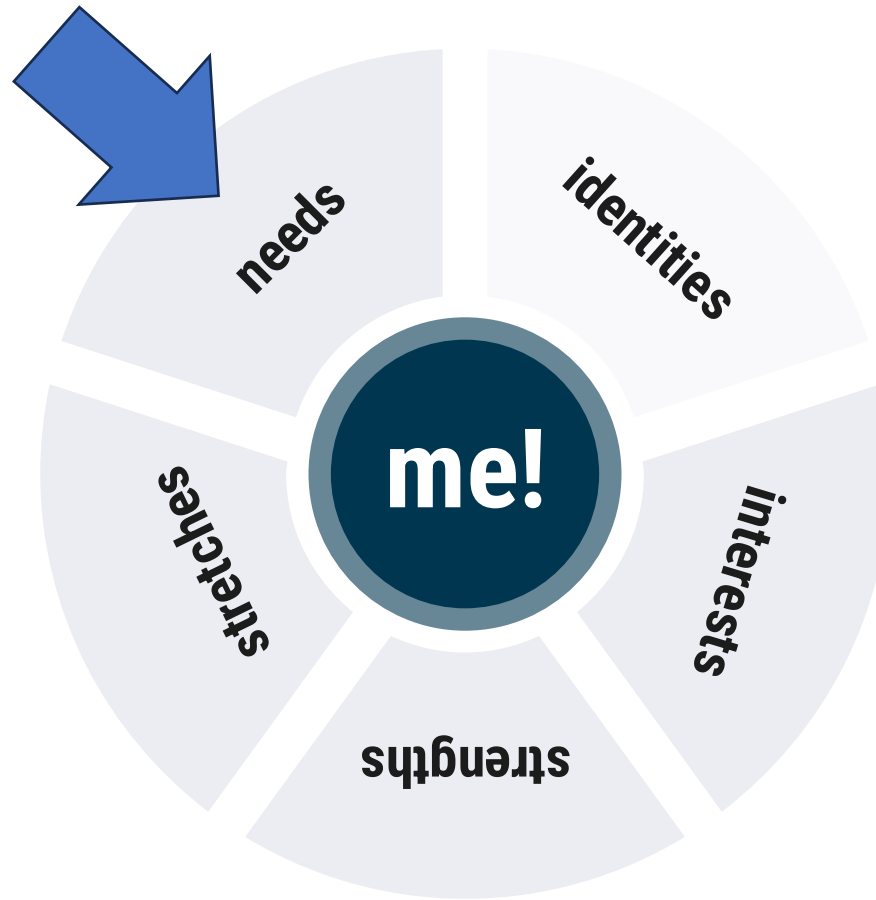


When the conditions are
right, everyone can be
successful

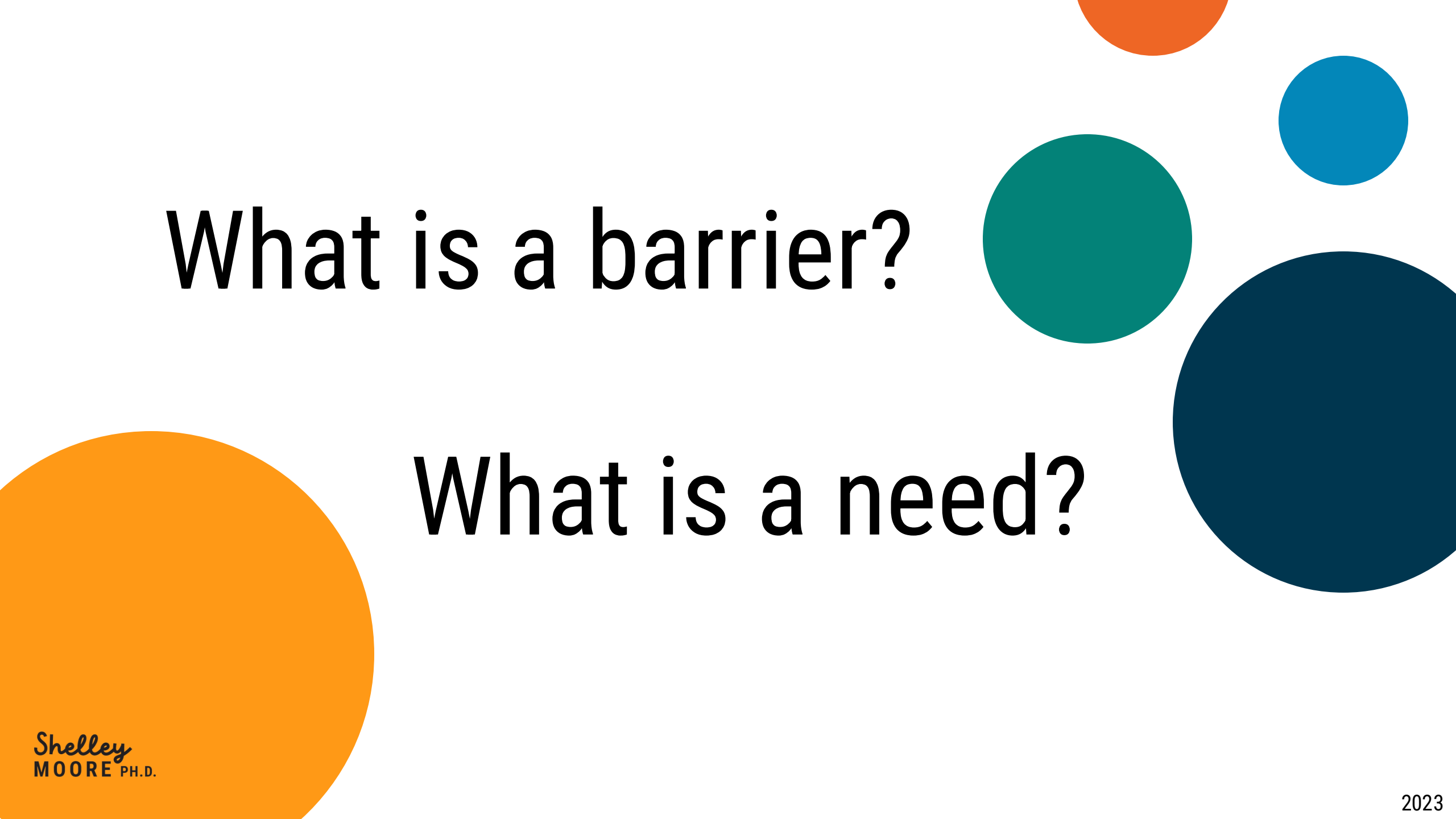
A decorative vertical bar on the left side of the slide features a grid of blue and black squares. Within these squares are white and black geometric shapes, including circles and rectangles, some of which resemble stylized human figures. The background of the slide is white and features several light gray silhouettes of fish swimming in various directions.

What are the needs of the children and families that we serve in our community?

The Five Dimensions



We cannot design for who a child isn't.



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	Design Options for Welcoming Interests & Identities ⁽⁷⁾ - 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)	Design Options for Perception ⁽¹⁾ - 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)	Design Options for Interaction ⁽⁴⁾ - 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	Design Options for Sustaining Effort & Persistence ⁽⁸⁾ - 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)	Design Options for Language & Symbols ⁽²⁾ - 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)	Design Options for Expression & Communication ⁽⁵⁾ - 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	Design Options for Emotional Capacity ⁽⁹⁾ - 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)	Design Options for Building Knowledge ⁽³⁾ - 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)	Design Options for Strategy Development ⁽⁶⁾ - 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)

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

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

PERIODIC TABLE OF
PLANT NUTRIENTS

7 N Nitrogen	15 P Phosphorus	19 K Potassium	12 Mg Magnesium	16 S Sulfur	20 Ca Calcium
Primary Macronutrients			Secondary Macronutrients		
5 B Boron	17 Cl Chlorine				
25 Mn Manganese	26 Fe Iron	28 Ni Nickel	29 Cu Copper	30 Zn Zinc	42 Mo Molybdenum
Micronutrients					

Source: Greenandvibrant.com



Some plants need
added nutrients

Some plants need
companions

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



A few plants may need very specific temperatures and humidity levels

MULTIPLE LAYERS OF SUPPORT



PERIODIC TABLE OF
PLANT NUTRIENTS

7 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



FIRST! Reduce or eliminate barriers in place by reducing or eliminating barriers for everyone in the community



All plants
need light

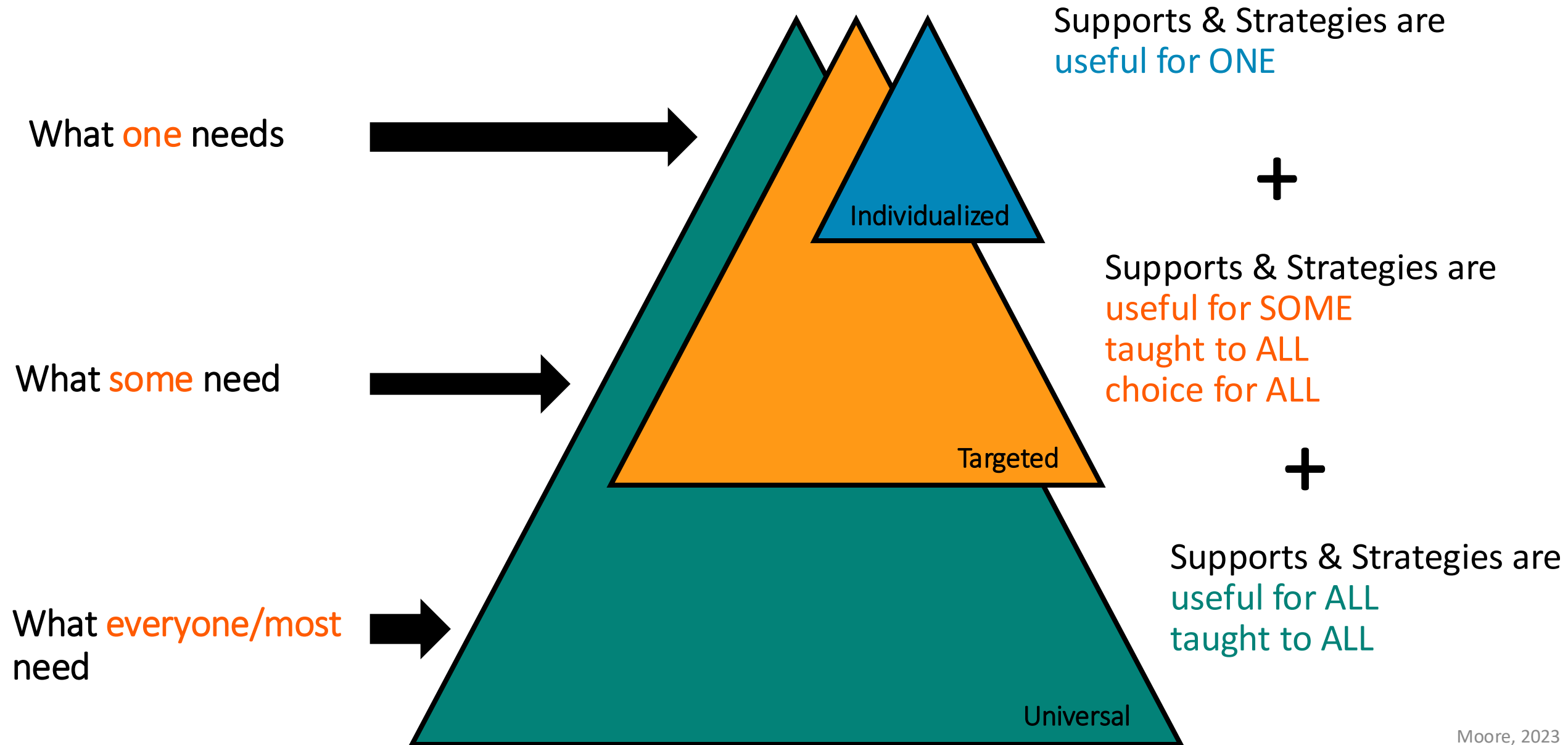


All plants
need moisture



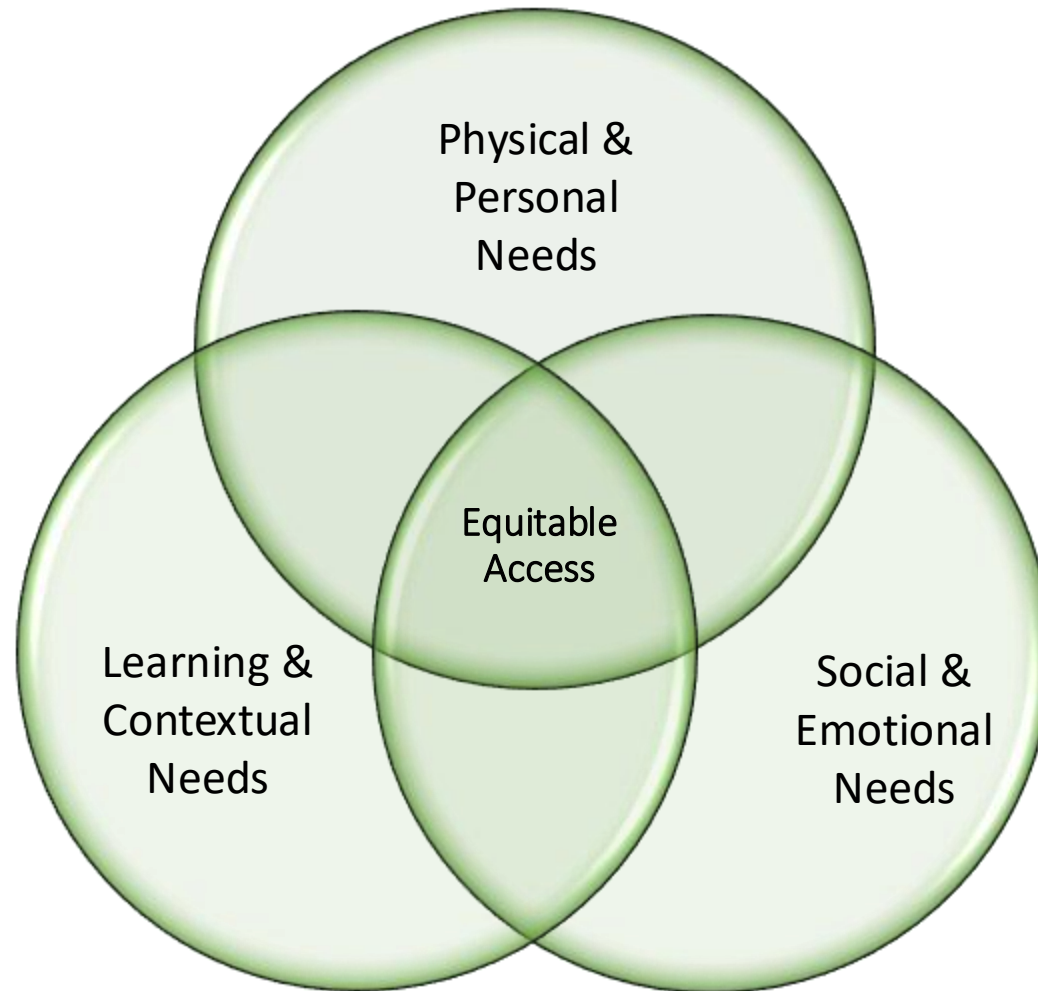
All plants
need space

Multiple Layers of Needs Based Support



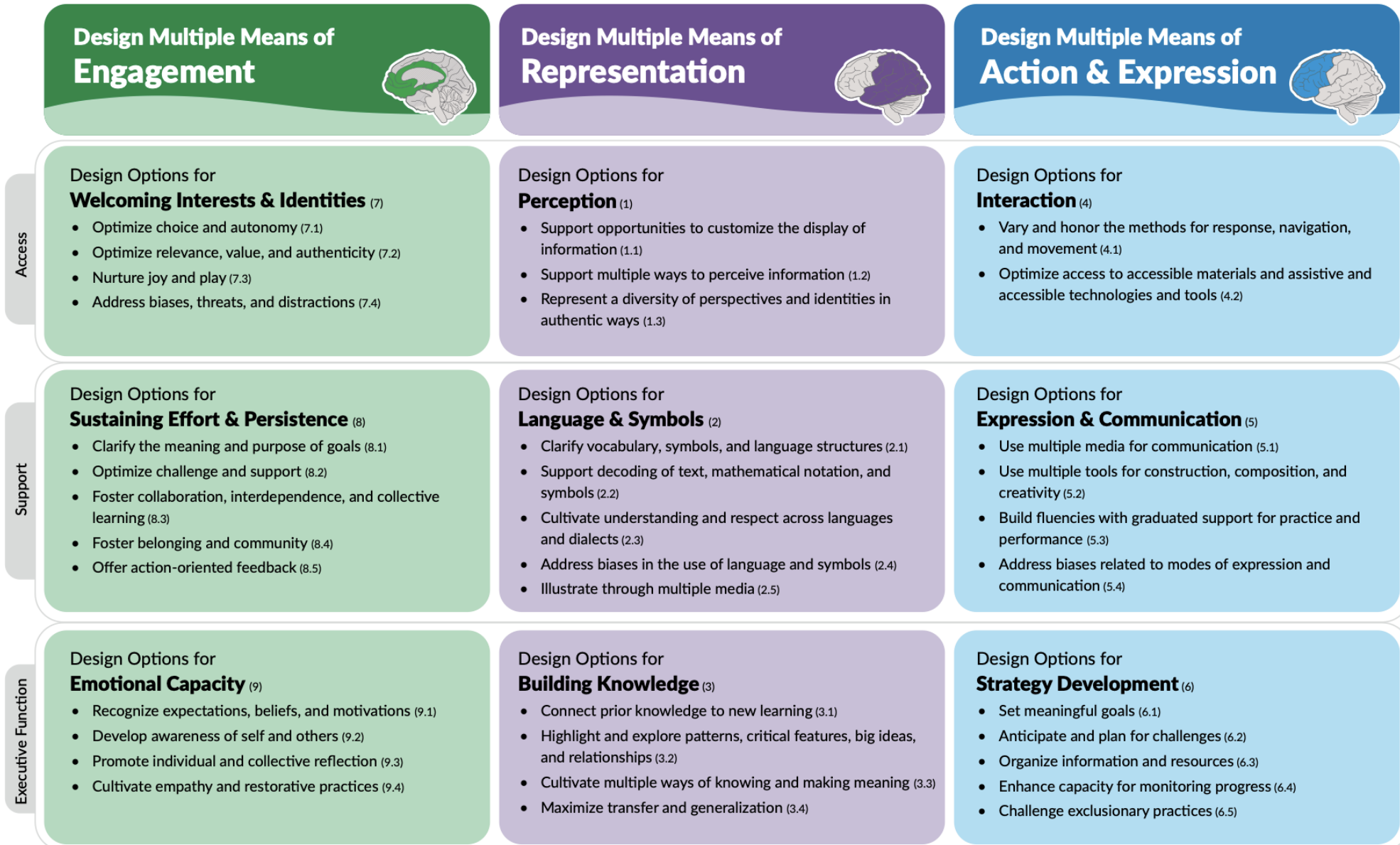
Increasing Inclusive & Equitable Access by Designing for Individual Needs

- 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)



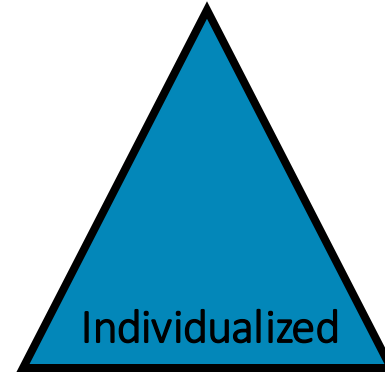
- Language
- Literacy (decoding)
- Literacy (understanding)
- Literacy (written output)
- Literacy (Speaking/ oral language)
- Medical
- Memory
- Numeracy
- Personal Care
- Physical/Mobility
- Self Advocacy
- Self Regulation (emotional)
- Self Regulation (behavioural)
- Self Regulation(learning)
- Self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

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



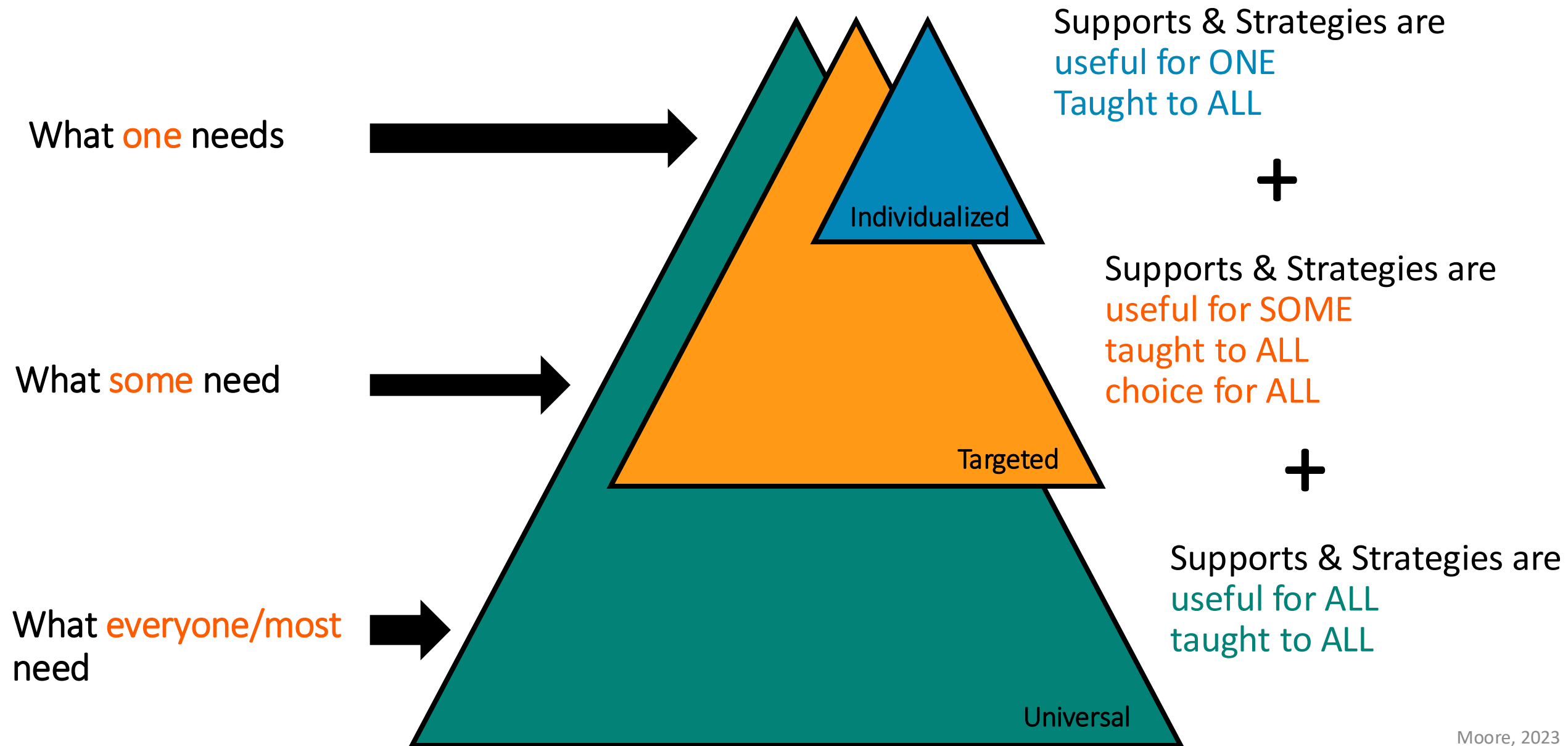
Supporting **one**...

What **one** needs



Supports & Strategies are
useful for **ONE**

Supporting ALL...



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):

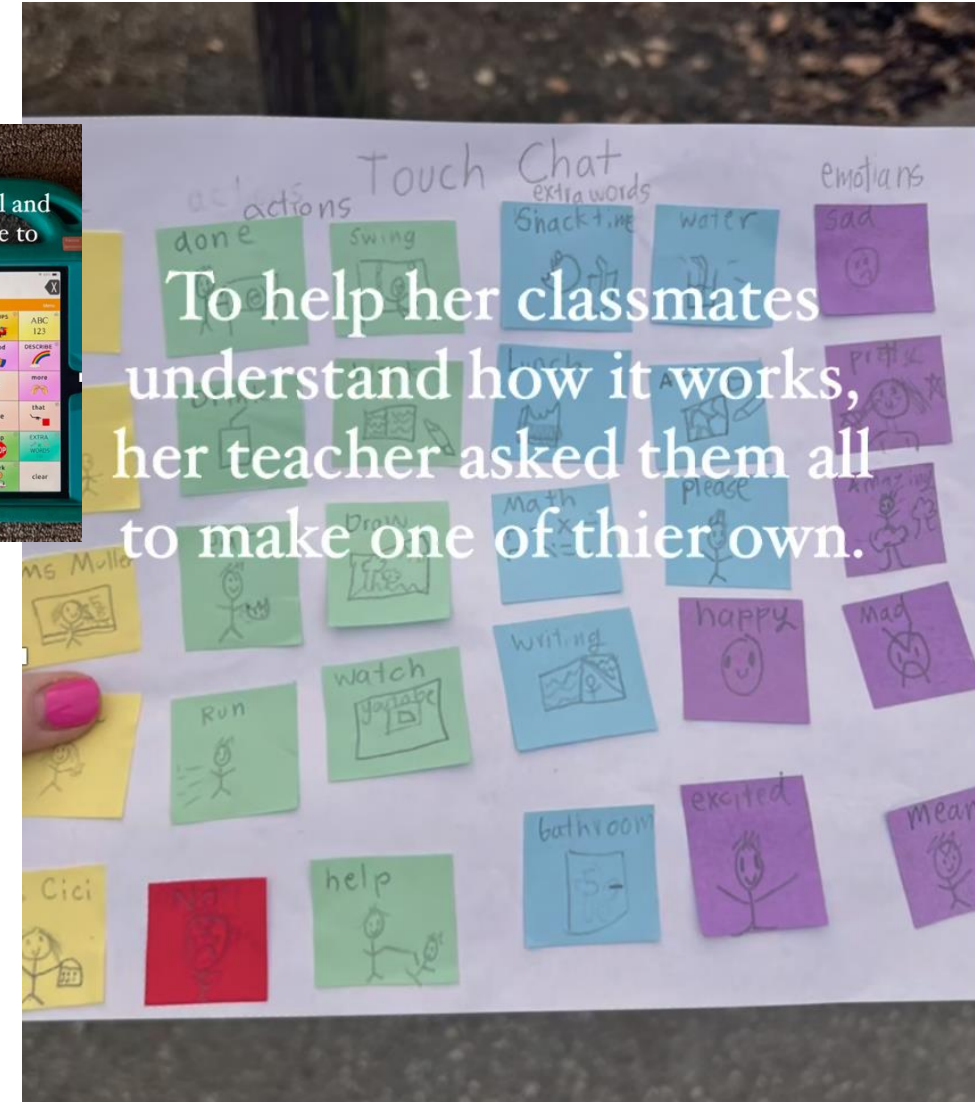
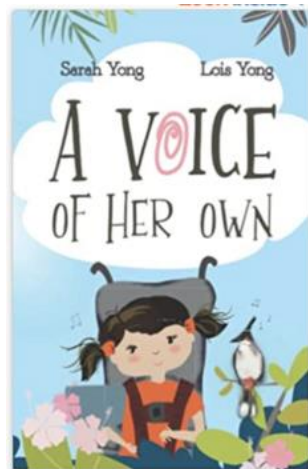
- 4.2, 5.2, 5.4 – Kenzie's touch chat AAC device

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 
Access	Design Options for Welcoming Interests & Identities ⁽⁷⁾ - 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)	Design Options for Perception ⁽¹⁾ - 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)	Design Options for Interaction ⁽⁴⁾ - 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	Design Options for Sustaining Effort & Persistence ⁽⁸⁾ - 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)	Design Options for Language & Symbols ⁽²⁾ - 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)	Design Options for Expression & Communication ⁽⁵⁾ - 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	Design Options for Emotional Capacity ⁽⁹⁾ - 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)	Design Options for Building Knowledge ⁽³⁾ - 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)	Design Options for Strategy Development ⁽⁶⁾ - 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)

MULTIPLE LAYERS OF SUPPORT



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

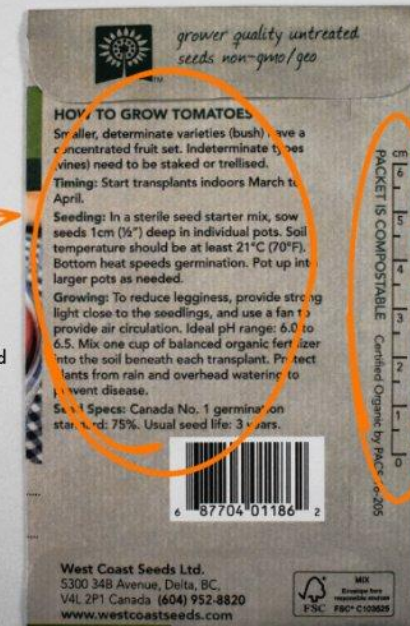


The SEED PACKET



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.

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

Strategy 1:

My I.E.Pea Seed Packet

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, being 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

Growth Year: 2022

Name: Juniper

Grade: K

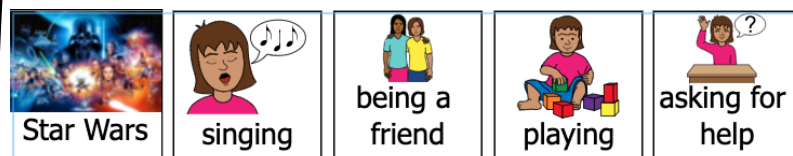
Identities: I am...



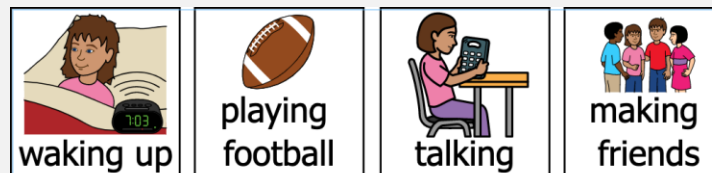
Interests: I really like and/or what to learn more about:



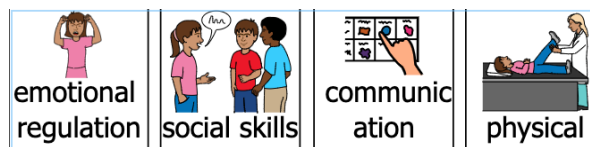
Strengths: I am really good at and/or could teach others:



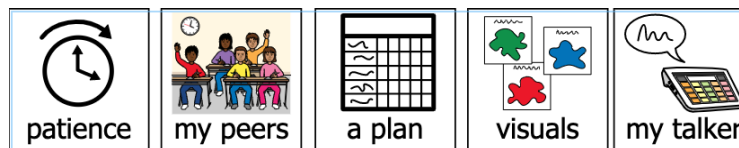
Goals: I want to grow in these areas:



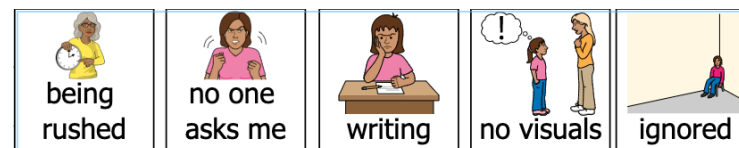
Needs: I need this support to grow:



Supports: I need this in my garden to grow:

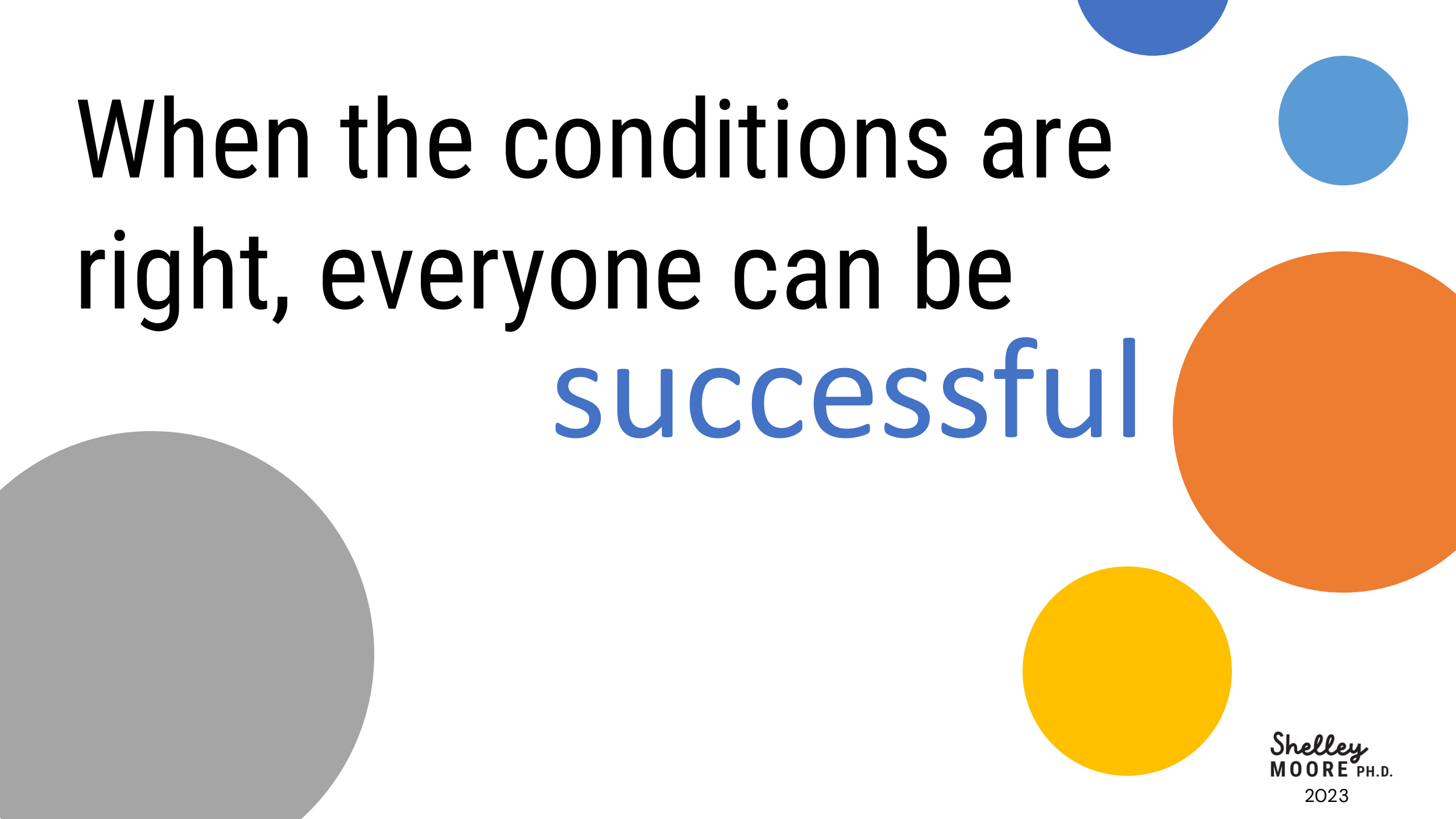


Barriers: This is what makes it hard for me to grow:



Thank You For helping me GROW

Student Voice



When the conditions are
right, everyone can be
successful

Early Learning Framework Principles

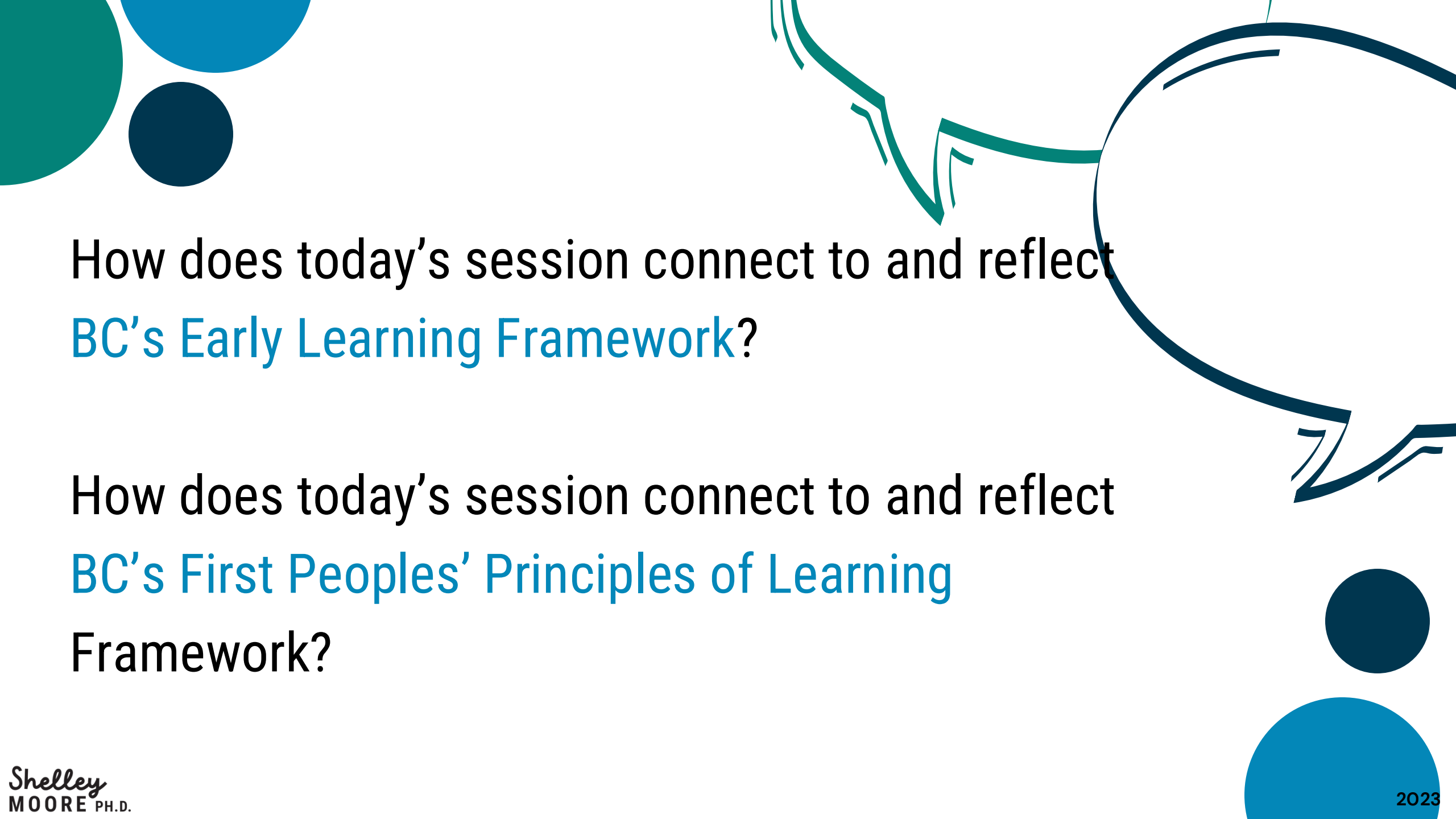
- ♦ Children are strong, capable in their uniqueness, and full of potential.
- ♦ Families have the most important role in contributing to children's well-being and learning.
- ♦ Educators are researchers and collaborators.
- ♦ Early years spaces are inclusive.
- ♦ People build connection and reconnection 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



How does today's session connect to and reflect
BC's Early Learning Framework?

How does today's session connect to and reflect
BC's First Peoples' Principles of Learning
Framework?

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