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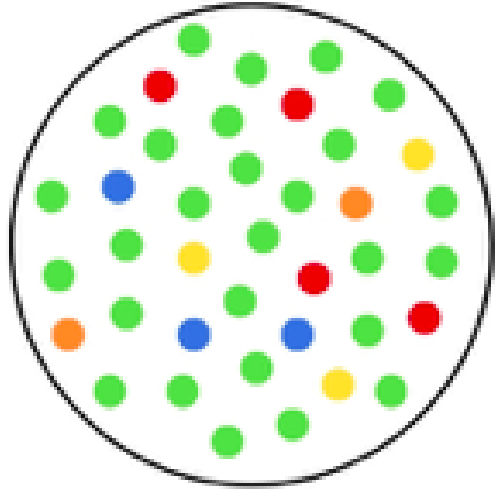


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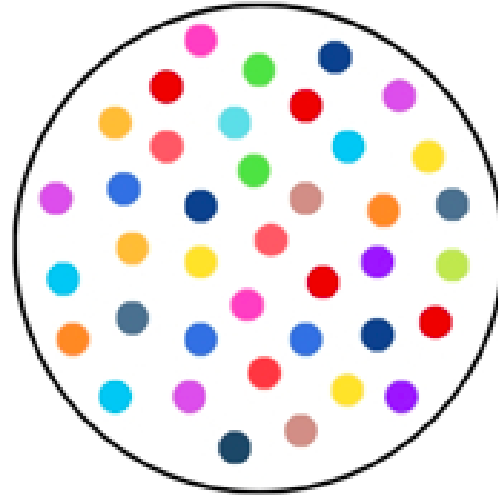
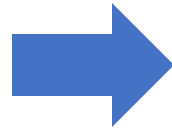


[Dr. Shelley Moore](https://www.facebook.com/Dr.Shelley.Moore)

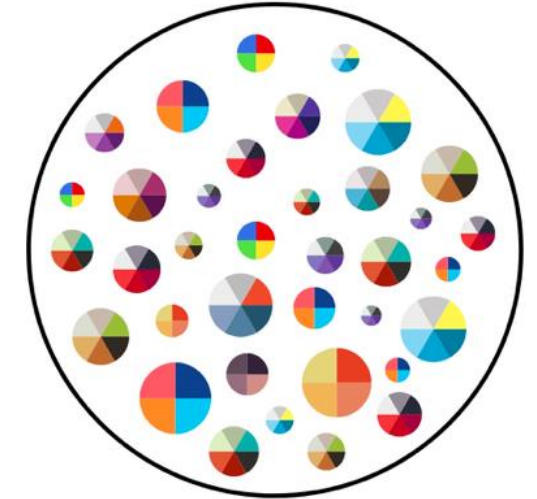
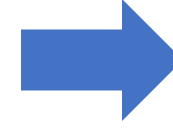
WHAT IS **inclusion** ?



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)

Guiding Conditions of **inclusion** describe that all children & youth...

are **PRESUMED**
competent and
as having
POTENTIAL

are **PLACED** in
and attending
inclusive
programs

are in **PROXIMITY**
to and
PARTICIPATING
with **PEERS**

have
PURPOSEFUL
roles and
responsibilities

are **PLANNED** for
from the start

Guiding Conditions of **inclusion** describe that all children...

are **PRESUMED**
competent and
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are **PLACED** in
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are in **PROXIMITY**
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have
PURPOSEFUL
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responsibilities

are **PLANNED** for
from the start



**What stands out from
last session?**

**What are you noticing
about your thinking and
practice?**



Guiding Conditions of **inclusion** describe that all children...

are **PRESUMED**
competent and
as having
POTENTIAL

are **PLACED** in
and attending
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from the start

Place Based Planning

Historically programming for children with disabilities has not been connected to place, it has been connected to **individual deficit areas**

Place can influence what an individual's **identities, roles, responsibilities** and **contributions** are

Place **connects** individuals within a **community** to each other

Place can **influence barriers** that individuals are experiencing

Place reflects an inclusive vision – increasing the places where individuals have **purpose and belonging**



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Historically programming for children with disabilities has not been connected to place, it has been connected to **individual deficit areas**

Place can influence what an individual's **identities, roles, responsibilities** and **contributions** are

Place **connects** individuals within a **community** to each other


Place can **influence barriers** that individuals are experiencing

Place reflects an inclusive vision – increasing the places where individuals have **purpose and belonging**





How do we increase
inclusive **places**
with **purpose?**



What are the different roles & responsibilities of children in inclusive children care settings?

What are the different ways that children can be part of a community



Why does **purpose**
matter?

What is Purpose?



The bank



The gas station



The grocery store

Purpose is the why, the how and the what of being successful in a place

What is Purpose?



The bank



The gas station



The grocery store

Where am I?

Why am I here?

How can I **act** in this place?

How can I **interact** in this place?

What **decisions** will I need to make in this place?

What specific **skills** do I need in this place?

~~Determining~~ Roles & Responsibilities Anticipating

How can I **act** in this place?

How can I **interact** in this place?

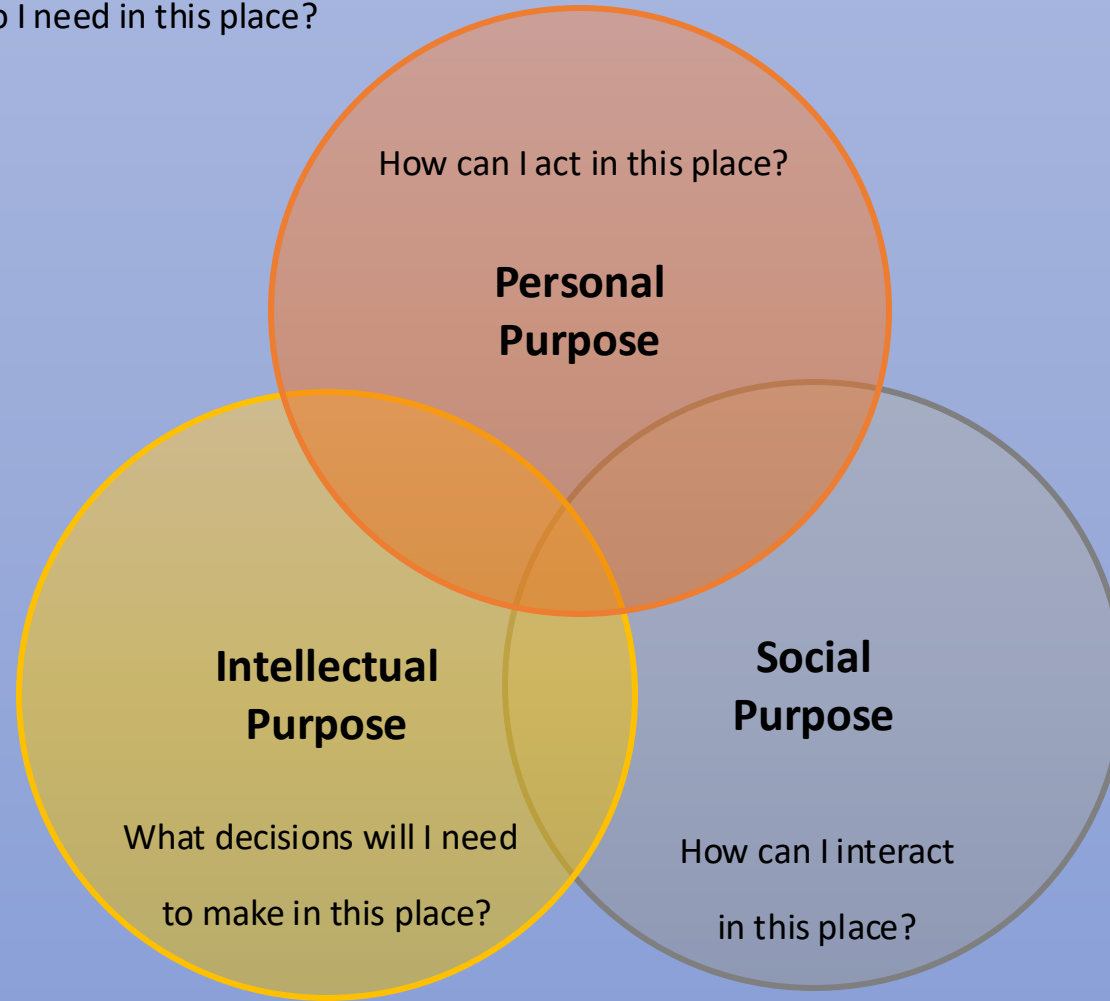
What **decisions** will I need to make in this place?

What specific **skills** do I need in this place?



Place (Contextual Purpose)

What specific skills do I need in this place?



How can I act in this place?

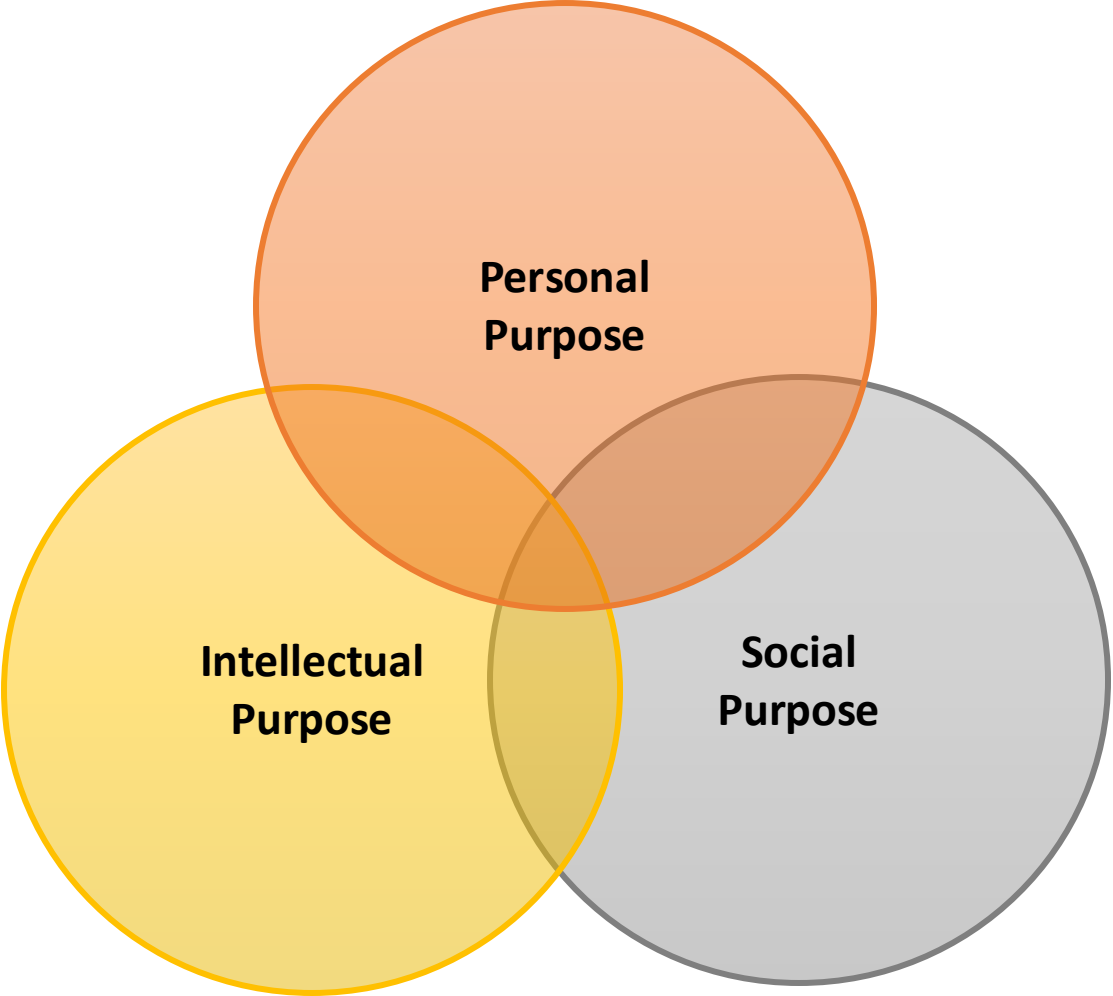
**Personal
Purpose**

**Intellectual
Purpose**

What decisions will I need
to make in this place?

**Social
Purpose**

How can I interact
in this place?



What is Purposeful Planning?

All of us navigate **4 purposes** in every **place** we are in:

- Contextual Purpose
- Personal Purpose
- Social Purpose
- Intellectual/Thinking Purpose

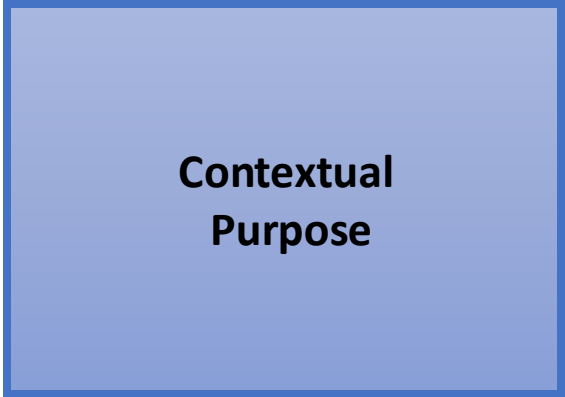
These **purposes** make it so that we are more than just existing in a location, and instead gives us **meaningful roles & responsibilities** in a **community**

How can we **anticipate purpose** to support students to have meaningful **roles and responsibilities** in an inclusive classroom?

What is Purposeful Planning?

Contextual Purpose

- Roles & responsibilities for students navigating a common curriculum together
 - How can we support contextual engagement?
 - How can we support positive contextual experiences?
 - How can we honour accessibility & challenge?
 - How can a community support individuals to belong in a context?
 - How can we co-construct a contextual plan for a successful community that considers all the individuals within it?



Contextual
Purpose

What is Purposeful Planning?



Personal

Personal Purpose

- Roles & responsibilities connected to how an **individual** can be successful in a community
 - How can we support **individual identity**?
 - How can we support **positive behaviour**?
 - How can we support **individual identity, awareness and regulation**?
 - How can a **community support individuals to personally belong**?
 - How can we **co-construct a personal vision** for a successful community that **considers all the individuals within it**?

What is Purposeful Planning?



Social

Social Purpose

- Roles & responsibilities connected to how a **community** can be successful **together**
 - How can we support **social identity**?
 - How can we support **positive interactions** and **communication**?
 - How can we support **social awareness, responsibility,** and **collaboration**?
 - How can a **community** support individuals to **socially belong**?
 - How can we **co-construct** a **social vision** for a successful community that **considers all the individuals within it**?

What is Purposeful Planning?



Intellectual

Intellectual/ Thinking Purpose

- Roles & responsibilities connected to how a community can learn successfully together
 - How can we support intellectual identity?
 - How can we support positive learning experiences?
 - How can we honour multiple ways of learning and knowing, critical and creative thinking?
 - How can a community support individuals to intellectually belong?
 - How can we co-construct an intellectual vision for a successful community that considers all the individuals within it?

What is Purposeful Planning?

Historically, however...

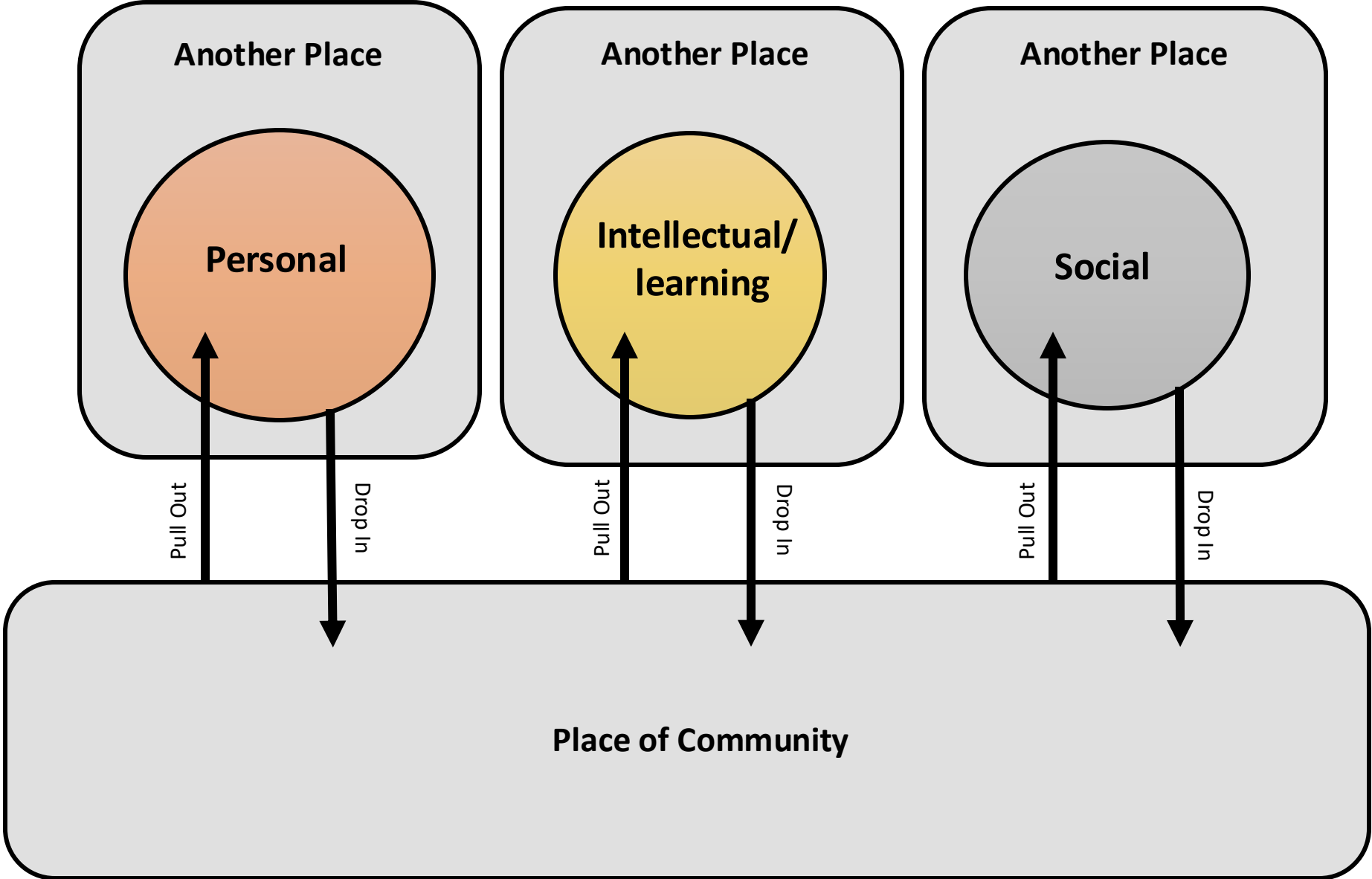
These areas often correspond with an individual's areas of deficit:

1. Contextual– “not ready” “not able”
2. Personal – Behaviour Deficits
3. Social – Communication & Social Skills Deficits
4. Intellectual – Learning Deficits

This has led to IEPs/Individual plans that **focus** on **deficit-based goals** and **programming**

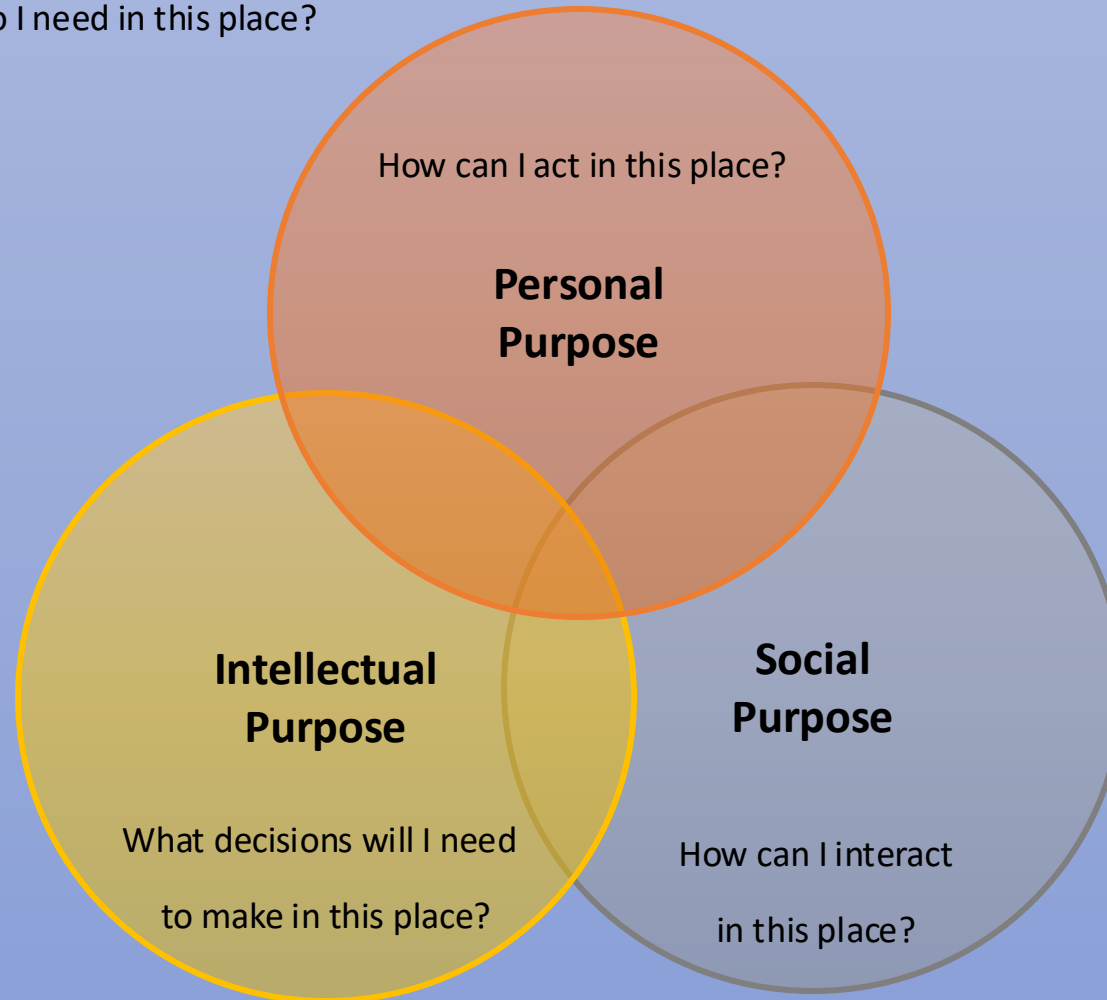
This programming is often connected to receiving services and support in these areas **in another place**

What is not Purposeful Planning?




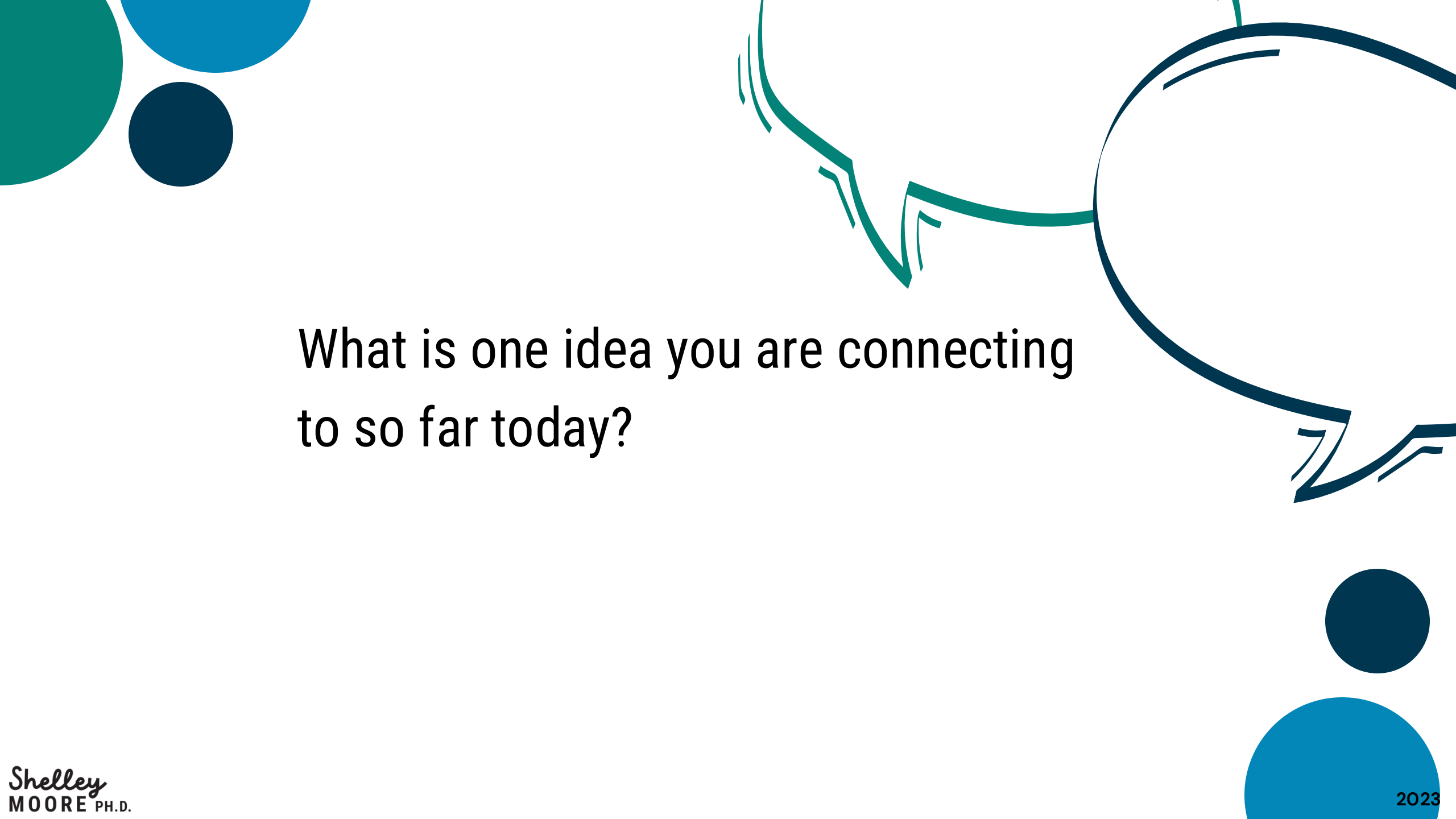
Place (Contextual Purpose)

What specific skills do I need in this place?



Why is Purposeful Planning Important?

- Focusing on a child's roles & responsibilities that are connected to belonging to a community
- Shifting away from targeting individual's deficits in isolation and towards holistically building on their strengths and contributions in a community
- Ensures individuals are more than just integrated, or existing in a classroom (which often leads to challenging behaviour)



What is one idea you are connecting
to so far today?

Strategy: The Purpose Planner: Eagle Room

Class: Saplings		Possible Purposes for CH			
Places/ Contexts	Targeted Goals for Everyone	Personal Roles & Responsibilities	Social Roles & Responsibilities	Intellectual Roles & Responsibilities	Contextual Roles & Responsibilities
Drop off					
Snack					
Centers – Small group activity					
Circle – Large Group Activity					
Lunch					
Outside play					
Snack					
Centers – Small group activity					
Nap time					
Closing circle/ Pick up					

Strategy: The Purpose Planner: Eagle Room

Class: Saplings		Possible Purposes for CH			
Places/ Contexts	Targeted Goals for Everyone	Personal Roles & Responsibilities	Social Roles & Responsibilities	Intellectual Roles & Responsibilities	Contextual Roles & Responsibilities
Drop off	Communication, independence				
Snack	Eating, choice, communication, independence, vocabulary, conversations				
Centers – Small group activity	Sensory exploration, Play, referencing/ observing/ imitation, trying new things, fine motor, following single/ multi step instructions				
Circle – Large Group Activity	Cooperation, Interaction, referencing each other/ observing/ imitation, following a model, problem solving, social skills/ friendships, turn taking, joint activities with a common goal				
Lunch	Eating, choice, communication, independence, conversations				
Outside play	Gross motor skills, physical development, cooperation, problem solving, social skills/ friendships, following single/ multi step instructions				
Snack	Eating, choice, communication, independence, vocabulary, conversations				
Centers – Small group activity	Sensory exploration, choice, fine motor, vocabulary, following single/ multi step instructions				
Nap time	Rest, calmness, quiet				
Closing circle/ Pick up	Communication, reflection, vocabulary, listening				

Strategy: The Purpose Planner


Class: Eagle Room		Possible Purposes for CH			
Places/ Contexts	Targeted Goals for Everyone	Contextual Roles & Responsibilities	Personal Roles & Responsibilities	Social Roles & Responsibilities	Intellectual Roles & Responsibilities
Drop off	Communication, independence	Knowing where they are and why, who is there etc.			
Snack	Eating, choice, communication, independence, vocabulary, conversations	eating			
Centers – Small group activity	Sensory exploration, Play, referencing/ observing/ imitation, trying new things, fine motor, following single/ multi step instructions	What to know at each center E.g. puzzle, blocks, sand etc. using senses to explore			
Circle – Large Group Activity	Cooperation, Interaction, referencing each other/ observing/ imitation, following a model, problem solving, social skills/ friendships, turn taking, joint activities with a common goal	Knowing how to play the game/ do that activity/ rules of the game			
Lunch	Eating, choice, communication, independence, conversations	eating			
Outside play	Gross motor skills, physical development, cooperation, problem solving, social skills/ friendships, following single/ multi step instructions	Running, moving, riding a bike, climbing, walking, using senses to explore			
Snack	Eating, choice, communication, independence, vocabulary, conversations	eating			
Centers – Small group activity	Sensory exploration, choice, fine motor, vocabulary, following single/ multi step instructions	Using senses to explore			
Nap time	Rest, calmness, quiet	Resting, feeling calm, know what activities are for quiet/ rest time and how to do them			
Closing circle/ Pick up	Communication, reflection, vocabulary, listening	Saying goodbye			

Strategy: The Purpose Planner

Class: Eagle Room		Possible Purposes for CH			
Places/ Contexts	Targeted Goals for Everyone	Contextual Roles & Responsibilities	Personal Roles & Responsibilities	Social Roles & Responsibilities	Intellectual Roles & Responsibilities
Drop off	Communication, independence	Knowing where they are and why, who is there etc.	Put jacket, shoes away, feeling brave,		
Snack	Eating, choice, communication, independence, vocabulary, conversations	eating	Get food, where to eat, clean up, being safe, knowing sensations of hunger and fullness, trying new foods		
Centers – Small group activity	Sensory exploration, Play, referencing/ observing/ imitation, trying new things, fine motor, following single/ multi step instructions	What to know at each center E.g. puzzle, blocks, sand etc. using senses to explore	Trying new things, Imitating, following model of another person, Transitioning to a new activity, clean up		
Circle – Large Group Activity	Cooperation, Interaction, referencing each other/ observing/ imitation, following a model, problem solving, social skills/ friendships, turn taking, joint activities with a common goal	Knowing how to play the game/ do that activity/ rules of the game	Following a model, referencing and imitating others,		
Lunch	Eating, choice, communication, independence, conversations	eating	Get food, where to eat, clean up, being safe, knowing sensations of hunger and fullness, trying new foods		
Outside play	Gross motor skills, physical development, cooperation, problem solving, social skills/ friendships, following single/ multi step instructions	Running, moving, riding a bike, climbing, walking, using senses to explore	How be play safely outside, dressing for outside, transitioning back inside		
Snack	Eating, choice, communication, independence, vocabulary, conversations	eating	Get food, where to eat, clean up, being safe, knowing sensations of hunger and fullness, trying new foods		
Centers – Small group activity	Sensory exploration, choice, fine motor, vocabulary, following single/ multi step instructions	Using senses to explore	Getting supplies, being safe, following a model/ instructions, celebrating accomplishments, clean up		
Nap time	Rest, calmness, quiet	Resting, feeling calm, know what activities are for quiet/ rest time and how to do them	How to calm down/ being still, identifying feelings of being calm. quiet		
Closing circle/ Pick up	Communication, reflection, vocabulary, listening	Saying goodbye	Reflect on day, share feelings, favourite activities, Set a goal for the next day, sharing something they are proud of		

Strategy: The Purpose Planner

Class: Eagle Room		Possible Purposes for CH			
Places/ Contexts	Targeted Goals for Everyone	Contextual Roles & Responsibilities	Personal Roles & Responsibilities	Social Roles & Responsibilities	Intellectual Roles & Responsibilities
Drop off	Communication, independence	Knowing where they are and why, who is there etc.	Put jacket, shoes away, feeling brave,		
Snack	Eating, choice, communication, independence, vocabulary, conversations	eating	Get food, where to eat, clean up, being safe, knowing sensations of hunger and fullness, trying new foods		
Centers – Small group activity	Sensory exploration, Play, referencing/ observing/ imitation, trying new things, fine motor, following single/ multi step instructions	What to know at each center E.g. puzzle, blocks, sand etc. using senses to explore	Trying new things, Imitating, following model of another person, Transitioning to a new activity, clean up		
Circle – Large Group Activity	Cooperation, Interaction, referencing each other/ observing/ imitation, following a model, problem solving, social skills/ friendships, turn taking, joint activities with a common goal	Knowing how to play the game/ do that activity/ rules of the game	Following a model, referencing and imitating others,		
Lunch	Eating, choice, communication, independence, conversations	eating	Get food, where to eat, clean up, being safe, knowing sensations of hunger and fullness, trying new foods		
Outside play	Gross motor skills, physical development, cooperation, problem solving, social skills/ friendships, following single/ multi step instructions	Running, moving, riding a bike, climbing, walking, using senses to explore	How be play safely outside, dressing for outside, transitioning back inside		
Snack	Eating, choice, communication, independence, vocabulary, conversations	eating	Get food, where to eat, clean up, being safe, knowing sensations of hunger and fullness, trying new foods		
Centers – Small group activity	Sensory exploration, choice, fine motor, vocabulary, following single/ multi step instructions	Using senses to explore	Getting supplies, being safe, following a model/ instructions, celebrating accomplishments, clean up		
Nap time	Rest, calmness, quiet	Resting, feeling calm, know what activities are for quiet/ rest time and how to do them	How to calm down/ being still, identifying feelings of being calm. quiet		
Closing circle/ Pick up	Communication, reflection, vocabulary, listening	Saying goodbye	Reflect on day, share feelings, favourite activities, Set a goal for the next day, sharing something they are proud of		



What are some possible social purposes for children in different contexts?

Strategy: The Purpose Planner

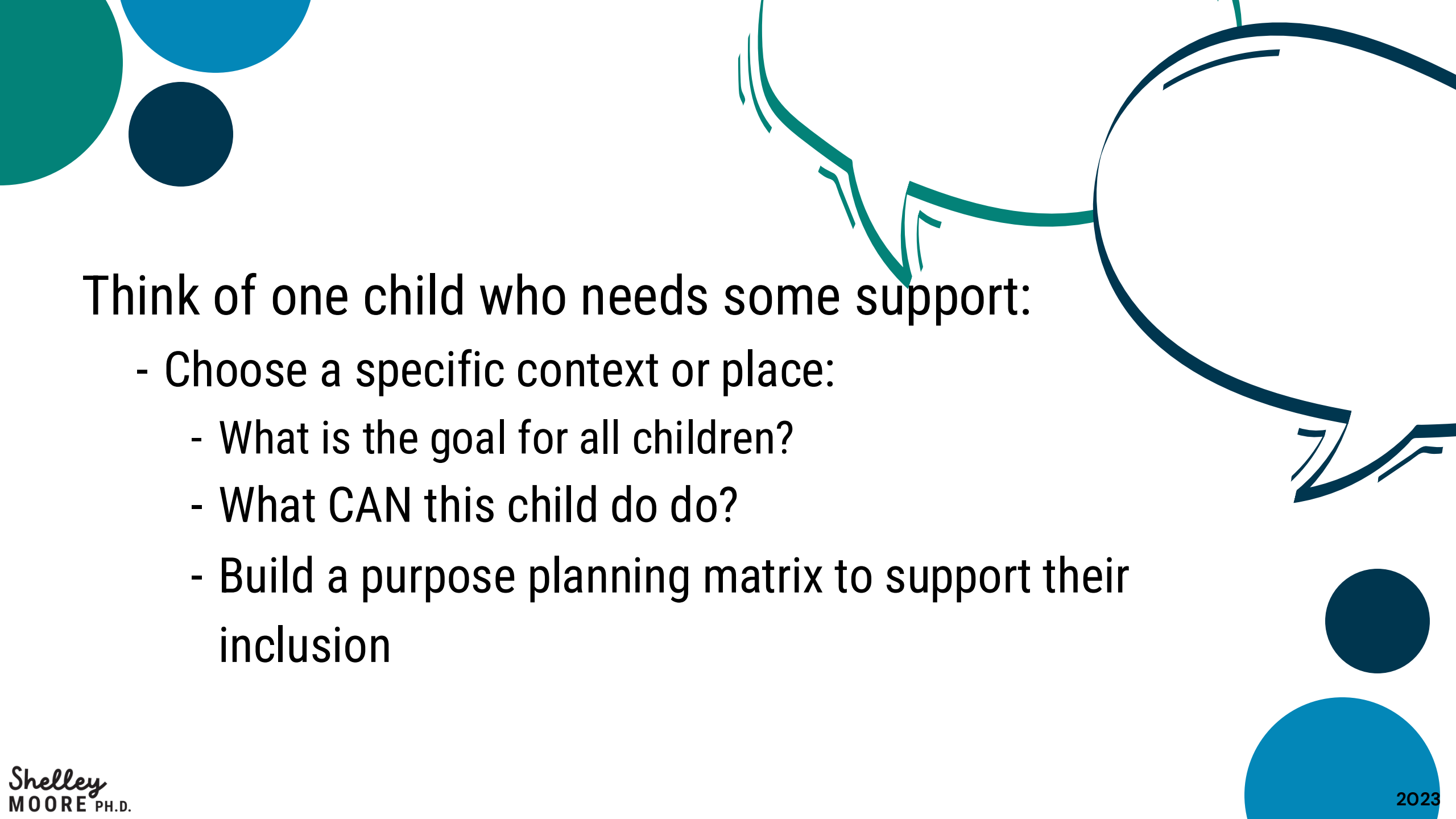
Class: Eagle Room		Possible Purposes for CH			
Places/ Contexts	Targeted Goals for Everyone	Contextual Roles & Responsibilities	Personal Roles & Responsibilities	Social Roles & Responsibilities	Intellectual Roles & Responsibilities
Drop off	Communication, independence	Knowing where they are and why, who is there etc.	Put jacket, shoes away, feeling brave,	Say hello to a friend	
Snack	Eating, choice, communication, independence, vocabulary, conversations	eating	Get food, where to eat, clean up, being safe, knowing sensations of hunger and fullness, trying new foods	Ask a question, ask for help, using words to describe	
Centers – Small group activity	Sensory exploration, Play, referencing/ observing/ imitation, trying new things, fine motor, following single/ multi step instructions	What to know at each center E.g. puzzle, blocks, sand etc. using senses to explore	Trying new things, Imitating, following model of another person, Transitioning to a new activity, clean up	Sharing space with another person, sharing toys, materials, helping others	
Circle – Large Group Activity	Cooperation, Interaction, referencing each other/ observing/ imitation, following a model, problem solving, social skills/ friendships, turn taking, joint activities with a common goal	Knowing how to play the game/ do that activity/ rules of the game	Following a model, referencing and imitating others,	Taking turns, working together, solving problems, sharing space	
Lunch	Eating, choice, communication, independence, conversations	eating	Get food, where to eat, clean up, being safe, knowing sensations of hunger and fullness, trying new foods	Ask a question, ask for help, using words to describe	
Outside play	Gross motor skills, physical development, cooperation, problem solving, social skills/ friendships, following single/ multi step instructions	Running, moving, riding a bike, climbing, walking, using senses to explore	How be play safely outside, dressing for outside, transitioning back inside	Sharing, taking turns, asking for help, solving problems, asking to play, inviting other to play, mimicking peers, following others, helping others	
Snack	Eating, choice, communication, independence, vocabulary, conversations	eating	Get food, where to eat, clean up, being safe, knowing sensations of hunger and fullness, trying new foods	Ask a question, ask for help, using words to describe	
Centers – Small group activity	Sensory exploration, choice, fine motor, vocabulary, following single/ multi step instructions	Using senses to explore	Getting supplies, being safe, following a model/ instructions, celebrating accomplishments, clean up	Sharing materials, supplies, space with others, asking for help, helping others, using words to describe	
Nap time	Rest, calmness, quiet	Resting, feeling calm, know what activities are for quiet/ rest time and how to do them	How to calm down/ being still, identifying feelings of being calm. quiet	Allowing others to have quiet time/ space	
Closing circle/ Pick up	Communication, reflection, vocabulary, listening	Saying goodbye	Reflect on day, share feelings, favourite activities, Set a goal for the next day, sharing something they are proud of	Share with someone else about your day, communication with home (back)	

Strategy: The Purpose Planner: Eagle Room

Class: Saplings		Possible Purposes for CH			
Places/ Contexts	Targeted Goals for Everyone	Personal Roles & Responsibilities	Social Roles & Responsibilities	Intellectual Roles & Responsibilities	Contextual Roles & Responsibilities
Drop off	Communication, independence	Put jacket, shoes away, feeling brave,	Say hello to a friend	Knowing/ building schedule for the day	Knowing where they are and why, who is there etc.
Snack	Eating, choice, communication, independence, vocabulary, conversations	Get food, where to eat, clean up, being safe, knowing sensations of hunger and fullness, trying new foods	Ask a question, ask for help, using words to describe	Choose what to eat first, pick a favourite breakfast, build a breakfast menu plan	eating
Centers – Small group activity	Sensory exploration, Play, referencing/ observing/ imitation, trying new things, fine motor, following single/ multi step instructions	Trying new things, Imitating, following model of another person, Transitioning to a new activity, clean up	Sharing space with another person, sharing toys, materials, helping others	Making a choice, sorting, matching, following instructions, being creative	What to know at each center E.g. puzzle, blocks, sand etc. using senses to explore
Circle – Large Group Activity	Cooperation, Interaction, referencing each other/ observing/ imitation, following a model, problem solving, social skills/ friendships, turn taking, joint activities with a common goal	Following a model, referencing and imitating others,	Taking turns, working together, solving problems, sharing space	Figuring different solutions, following instructions	Knowing how to play the game/ do that activity/ rules of the game
Lunch	Eating, choice, communication, independence, conversations	Get food, where to eat, clean up, being safe, knowing sensations of hunger and fullness, trying new foods	Ask a question, ask for help, using words to describe	Choose what to eat first, pick a favourite breakfast, build a breakfast menu plan	eating
Outside play	Gross motor skills, physical development, cooperation, problem solving, social skills/ friendships, following single/ multi step instructions	How be play safely outside, dressing for outside, transitioning back inside	Sharing, taking turns, asking for help, solving problems, asking to play, inviting other to play, mimicking peers, following others, helping others	following instructions, making choices	Running, moving, riding a bike, climbing, walking, using senses to explore
Snack	Eating, choice, communication, independence, vocabulary, conversations	Get food, where to eat, clean up, being safe, knowing sensations of hunger and fullness, trying new foods	Ask a question, ask for help, using words to describe	Choose what to eat first, pick a favourite breakfast, build a breakfast menu plan	eating
Centers – Small group activity	Sensory exploration, choice, fine motor, vocabulary, following single/ multi step instructions	Getting supplies, being safe, following a model/ instructions, celebrating accomplishments, clean up	Sharing materials, supplies, space with others, asking for help, helping others, using words to describe	Making choices, being creative, following instructions	Using senses to explore
Nap time	Rest, calmness, quiet	How to calm down/ being still, identifying feelings of being calm. quiet	Allowing others to have quiet time/ space	Making choices	Resting, feeling calm, know what activities are for quiet/ rest time and how to do them
Closing circle/ Pick up	Communication, reflection, vocabulary, listening	Reflect on day, share feelings, favourite activities, Set a goal for the next day, sharing something they are proud of	Share with someone else about your day, communication with home (book)	Share what you learned that day, what you are looking forward to	Saying goodbye

Strategy: The Purpose Planner for Vadatman (V)

Class: Saplings PM		Targeted PURPOSES for Vadatman			
Places/ Contexts	Targeted Goals for Everyone	Contextual Roles & Responsibilities	Personal Roles & Responsibilities	Social Roles & Responsibilities	Intellectual Roles & Responsibilities
Drop off	Communication, independence	<ul style="list-style-type: none"> • V knows where he is • V knows name of some people at daycare 	<ul style="list-style-type: none"> • V can feel brave • V can hang up jacket and bag 	<ul style="list-style-type: none"> • V can say hello to 2 friends 	<ul style="list-style-type: none"> • V can help build the visual schedule for the day
Snack	Eating, choice, communication, independence, vocabulary, conversations	<ul style="list-style-type: none"> • V can eat his snack 	<ul style="list-style-type: none"> • V can find their snack spot • V can clean up when they are done 	<ul style="list-style-type: none"> • V can ask for help if he need 	<ul style="list-style-type: none"> • V can choose what to eat
Centers – Small group activity	Play, referencing/ observing/ imitation, trying new things, fine motor, following single/ multi step instructions	<ul style="list-style-type: none"> • V can play at different centers 	<ul style="list-style-type: none"> • V can try new activities • V can change activities 	<ul style="list-style-type: none"> • V can share space with others 	<ul style="list-style-type: none"> • V can make a choice • V can play
Circle – Large Group Activity	Gross motor skills, physical development, cooperation, problem solving, social skills/ friendships, following single/ multi step instructions	<ul style="list-style-type: none"> • V can go down a slide • V can ride a trike • V can slide 	<ul style="list-style-type: none"> • V can put on his coat • V can stay with a partner 	<ul style="list-style-type: none"> • V can take turns • V can ask for a break 	<ul style="list-style-type: none"> • V can make a choice of what to pay with



Think of one child who needs some support:

- Choose a specific context or place:
 - What is the goal for all children?
 - What CAN this child do do?
- Build a purpose planning matrix to support their inclusion

Strategy: The Purpose Planner

Class: Saplings PM		Targeted PURPOSES for _____			
Places/ Contexts	Targeted Goals for Everyone	Contextual Roles & Responsibilities	Personal Roles & Responsibilities	Social Roles & Responsibilities	Intellectual Roles & Responsibilities

WHERE & WHEN CAN **INCLUSION** HAPPEN?

Inclusion IS NOT place and time

Inclusion IS increasing places with
purpose over time



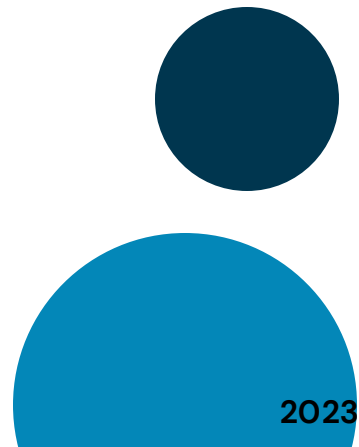
What is one useful idea?

What is one thing you want to try?

What is one thing you want to think about?

What is one thing you want to learn more about?

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



Shelley
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Dr. Shelley Moore