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

Nexwlélexm (Bowen Island)



Inclusion is...

...recognizing

...reconciling

...acknowledging

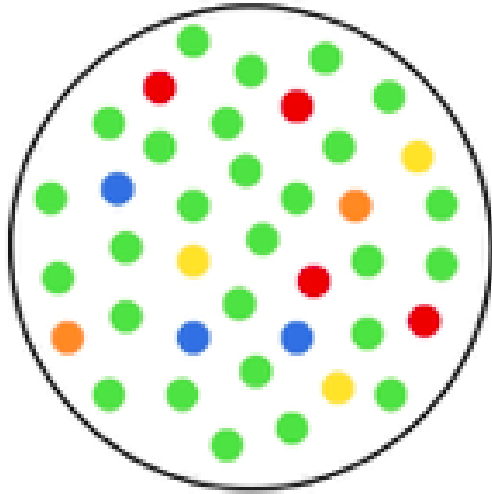
Indigenous ways of knowing and being.

WHAT DOES

inclusion

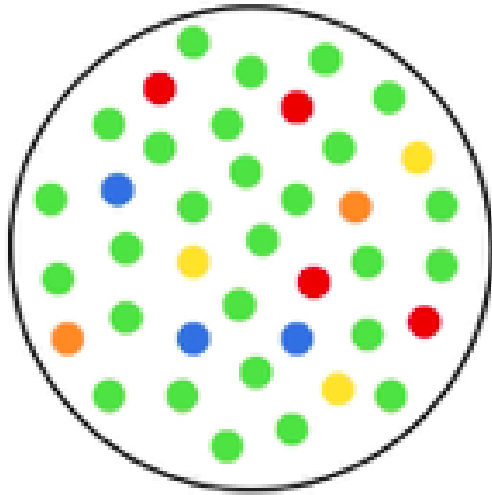
MEAN?

Designing for diversity

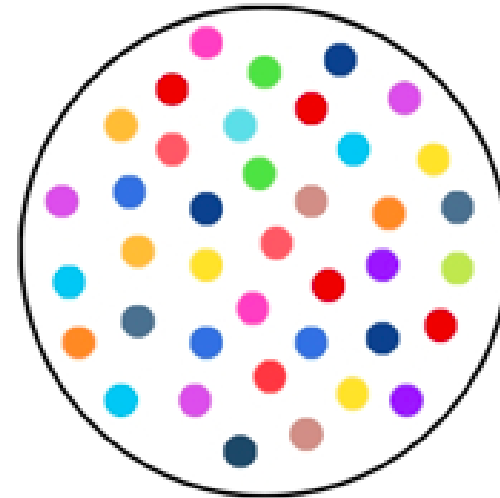


Including
'special needs' children
into childcare programs

Designing for diversity



Including
'special needs' children
into general education
classrooms



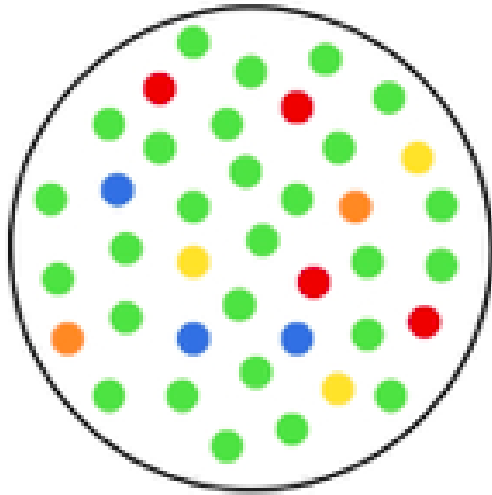
Teaching and designing to
diversity
(that includes Disability)

In a world of
UNICORNS

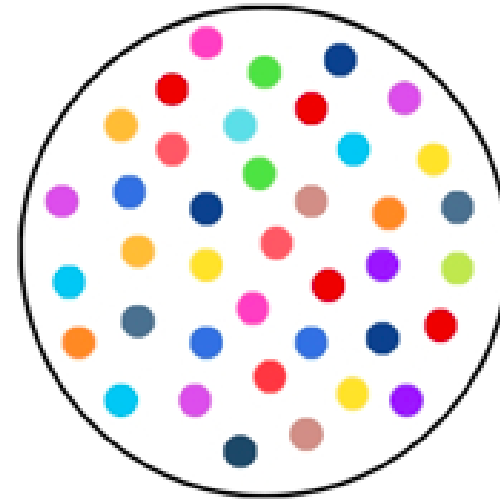
Be a **UNICORN**
that celebrates a
BAT



Designing for diversity



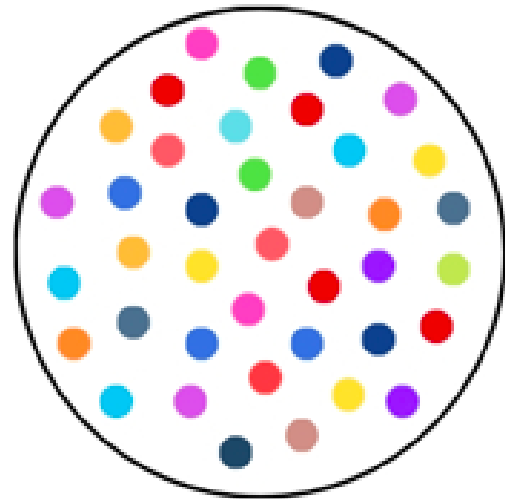
Including
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into general education
classrooms



Teaching and designing to
diversity
(that includes Disability)

Designing for

Diversity!





What is a barrier?

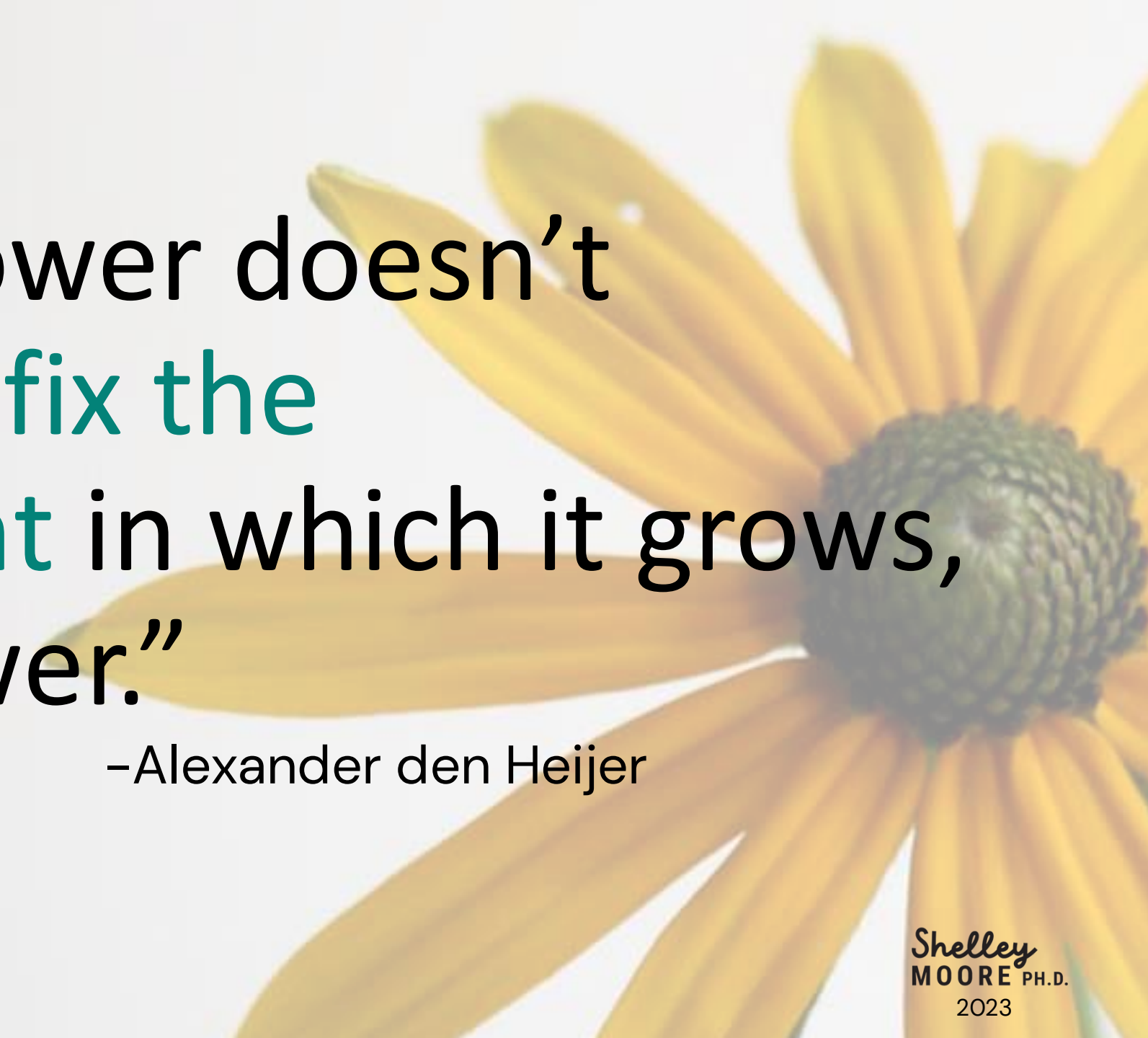
What is a need?



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 students
need to be
engaged



All students
need to
understand



All students
need to show
learning

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

Example: If you have a child/children who is/are not engaging and is showing these signals or cues:

- **Withdrawal or shutdown:** watching but not joining, going quiet, freezing, or staying close to adults
- **Big reactions in predictable moments:** distress during transitions, group times, noise, or being observed
- **Sensory strain:** covering ears/eyes, restlessness, silliness, or fatigue in busy or loud spaces
- **Belonging signals:** avoiding certain peers, activities, or roles; tension during turn-taking or competition
- **Identity safety cues:** masking, people-pleasing, or stress when language, culture, or identity isn't reflected
- **Transition hot spots:** arrivals, clean-up, line-ups, or changes in routine consistently trigger difficulty



Then the class may need the 7.4 ramp

UDL Principle: Engagement

Supports children's **engagement** by designing multiple ways to support children's motivation, belonging, identity, and emotional connection to learning

| UDL 3.0 Indicator | What this means for early learning settings |
|--|--|
| <p>The 7.4 Ramp</p> <p>Address biases, threats, and distractions</p> | <p>Educators intentionally create safe, predictable, and inclusive environments where children experience <u>emotional security</u>, see their <u>identities reflected</u>, and have <u>multiple ways to participate</u> and succeed.</p> <p>This includes reducing stress and overwhelm through:</p> <ul style="list-style-type: none">- responsive relationships- flexible expectations- co-regulation supports- inclusive materials- consistent routines, and- intentional interruption of stereotypes or exclusion. |

UDL Principle: Engagement

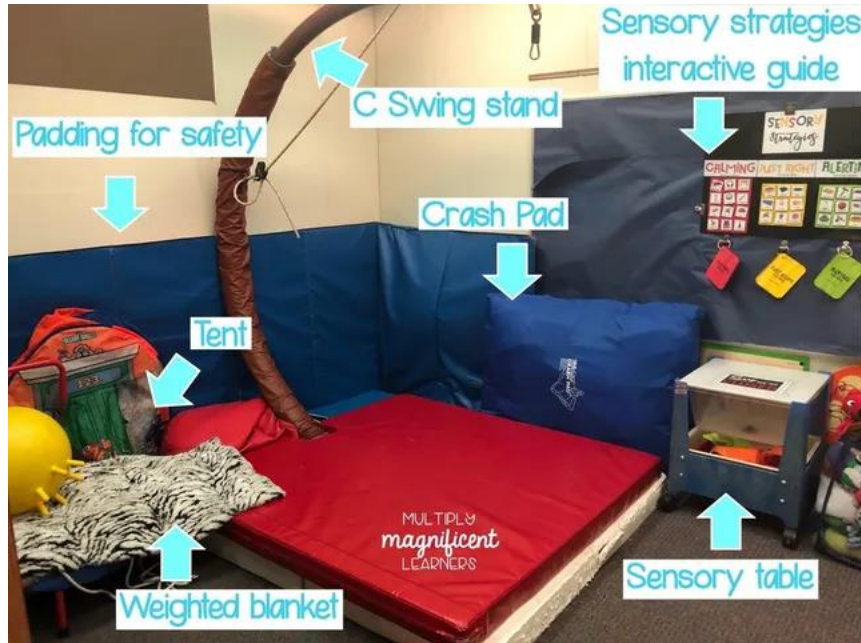
Supports children's **engagement** by designing multiple ways to support children's motivation, belonging, identity, and emotional connection to learning

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| UDL 3.0 Indicator | What this looks like for children ages 0-2 | What this looks like for children ages 3-5 | What this looks like for children ages 6-12 |
|---|--|--|---|
| <p>7.4 – Address biases, threats, and distractions</p> | <p>Emotional + relational safety: Predictable caregivers, warm greetings, responsive soothing, and calm transitions so distress is met with connection (not “fixing” or ignoring).</p> <p>Reduce sensory threat: Soft lighting options, quiet spaces, gentle sound environments, fewer competing toys at once, and freedom to move or cuddle.</p> <p>Honor communication + refusal: “No,” turning away, crying, or pushing something away is treated as communication; adults adjust rather than escalate demands.</p> <p>Bias-aware materials: Books, photos, dolls, and songs reflect many families, skin tones, abilities, languages—without treating any identity as “special topic week.”</p> <p>Safety in care routines: Consent-based caregiving (narration, asking before touch, respecting “stop”), so children experience their bodies as safe and respected.</p> <p>Reduce distractions thoughtfully: Simple, uncluttered spaces; materials rotated; clear “home” locations for objects; short, flexible group moments.</p> <p>Repair + reassurance: After distress, adults help children return to safety (comfort item, rocking, quiet space), and re-entry is gentle and non-punitive</p> | <p>Emotional + relational safety: Children know what to expect (visual routines, clear rituals), and adults respond to big feelings with co-regulation, not punishment</p> <p>Reduce sensory threat: Choice of seating/space (cozy corner, floor, table), headphones available, movement breaks built in, and quieter alternatives to loud group games</p> <p>Honor communication + refusal: Children can say “no,” pause, or watch first. Participation has multiple entry points (observe, join later, do parallel play).</p> <p>Bias-aware materials: Classroom visuals, stories, and dramatic play props reflect diverse families and roles; adults interrupt stereotyping in play with curiosity and alternatives.</p> <p>Safety in routines + boundaries: Consent language in play (asking before hugging, respecting “no”), and adults model boundary-setting as normal and kind.</p> <p>Reduce distractions thoughtfully: Clear and defined play areas, simple directions with visuals/objects, small-group options, and predictable clean-up supports that don’t rely on shame.</p> <p>Repair + restoration: Conflict is handled as learning—naming impact, repairing play, practicing new language—without forced apologies or public discipline.</p> | <p>Emotional + relational safety: Staff assume kids may be tired, hungry, overstimulated; there’s a decompression routine (snack, quiet corners, low-demand entry) before expectations ramp up.</p> <p>Reduce sensory threat: Multiple zones (active / social / quiet). Kids can opt out of noisy activities without losing belonging. Clear noise expectations and access to sensory tools</p> <p>Honor communication + refusal: Kids can choose “watch,” “take a break,” or “join later” without being labelled uncooperative. Opt-out is normalized and planned for</p> <p>Bias-aware materials: Clubs/activities reflect diverse interests and identities; staff notice exclusion (gendered teasing, racist jokes, ableist language) and respond quickly and restoratively.</p> <p>Belonging norms: Group agreements are co-created and revisited; safety includes emotional safety (no humiliation), identity safety, and protection from bullying.</p> <p>Reduce distractions thoughtfully: Clear schedules and sign-up systems, predictable transitions, visual posted options, and staff support for task-starting without public calling-out</p> <p>Repair + restoration: Restorative responses after harm (check-ins, making it right, rejoining the group). Consequences focus on repair and safety, not removal or shame</p> |

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Examples of ramp 7.4 - Address biases, threats, and distractions: Reducing Sensory Threat

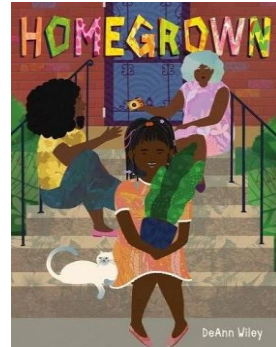
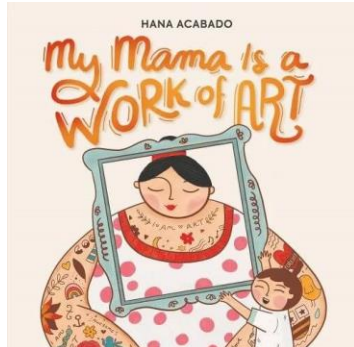
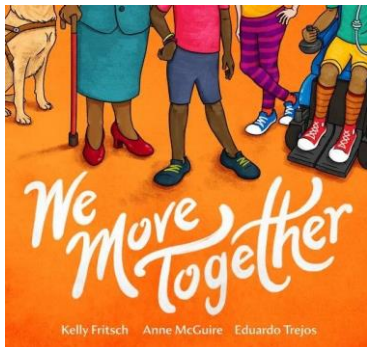


- Multiple zones for different purposes
- Quiet/cozy corners
- Flexible seating options including low tables
- A place to opt out of loud and large group activities
- Uncluttered
- Soft sounds/music
- Headphones available

Examples of ramp 7.4 - Address biases, threats, and distractions: Bias aware materials



- Books that reflect children and families in the community
- Toys that reflect diverse cultures (dolls, food, markers puzzles etc.)




Resources to support ramp 7.4 - Address biases, threats, and distractions: Reducing Sensory Threat

- [Creating Welcoming & Calming Learning Spaces](#)
- [Sensory Nooks & Quiet Spaces](#)
- [How to create cozy corners in ECE settings](#)
- [Creating a sensory calming corner in your preschool](#)

Resources to support ramp 7.4 - Address biases, threats, and distractions: Bias aware materials

- [Multi cultural classroom materials and diverse toys for preschool](#)
- [21 anti-bias books for preschool & kindergarten](#)
- [10 books featuring neurodivergent characters](#)
- [The gender-neutral classroom](#)



What are you already
doing?

What can add?

Example: If you have a child who not understanding new information or what to do, and is showing these signals or cues:

- **Hard to retell or revisit:** after an experience, the child can't easily share what happened or what they were thinking/doing (even if they were engaged in the moment)
- **Learning feels “in the moment only”:** skills or ideas don't show up again later, in a new setting, or with new materials
- **Emotions linger without meaning-making:** the child stays stuck in frustration/excitement without a way to process and move forward
- **Avoids reflection:** disengages when asked to “talk about it,” journal, or share in a group, but may show understanding through play, drawing, building, movement, or photos
- **Needs help noticing growth:** doesn't recognize progress, strengths, or strategies that helped (“I can't,” even with evidence of success)
- **Group reflection is tricky:** sharing circles, debriefs, or peer discussions increase anxiety, shutdown, or silliness



Then the class may need the 9.3 ramp

UDL Principle: Representation

Supports children's **understanding** by offering many ways to notice, explore, and make meaning. Language intentionally centers children and reflects inclusive, strengths-based practice.

| UDL 3.0 Indicator | What this means for early learning settings |
|---|--|
| The 9.3 Ramp – Promote individual and collective reflection | <p>Educators intentionally create opportunities for children to <u>think about their experiences</u>, <u>notice their feelings</u>, <u>recognize their growth</u>, and <u>share ideas with others</u>.</p> <p>Reflection may occur through:</p> <ul style="list-style-type: none">- Conversation- Storytelling- revisiting documentation- play-based debriefs- visual supports, or- expressive arts. <p>Reflection helps children build identity, recognize their contributions to community, develop problem-solving skills, and learn that learning is an ongoing and shared process.</p> |

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| 9.3 – Promote individual and collective reflection | <p>Revisiting as reflection: Children return to the same song, book, toy, or routine, and adults treat that repetition as meaning-making.</p> <p>Narrated reflection: Adults name what happened (“You watched the bubbles... then you touched!”) to help children organize experience.</p> <p>Shared attention memories: Adults use photos or familiar objects to “remember together” (a walk, a visitor, sensory play).</p> <p>Body-based reflection: Adults notice body signals (calm/tense, energized/tired) and support children to recognize shifts through routines and co-regulation.</p> <p>Gentle “before/after” noticing: Adults highlight changes over time (new sounds, longer focus, new movements) as growth</p> <p>Micro-reflection moments: Quick pauses built into routines (after snack, after outside) rather than long group discussions.</p> | <p>Revisiting play: Children return to a build, pretend story, or art project across days and deepen it (add characters, revise plans, extend ideas)</p> <p>Storying learning: Children tell what happened using drawing, puppets, blocks, photos, or their own play re-enactment.</p> <p>Documentation that children use: Photos at child height, simple “learning stories,” or displayed artifacts that children revisit and talk about.</p> <p>Feelings + learning connection: Children reflect on emotions linked to experiences (“That was frustrating... what helped?”) through visuals and gentle prompts.</p> <p>“Noticing growth” language: Adults reflect back strengths (“You kept trying different ways...”) and invite children to notice their own strategies.</p> <p>Small-group reflection: Brief circles with objects or visuals so many children can participate in different ways.</p> | <p>Debrief routines: Short, low-pressure check-outs (“high/low,” “one thing I noticed,” “what I’d change next time”) normalize reflection without making it performative.</p> <p>Choice-based reflection: Kids choose how to reflect—talk, sketch, photo captions, short audio/video, comic strip, or “show me” demonstration.</p> <p>Community reflection: Groups set norms, revisit them, and reflect on belonging and safety (“What helped us feel included today?”).</p> <p>Restorative reflection: After conflict, kids reflect on impact and repair (“What happened? Who was affected? What helps make it right?”).</p> <p>Goal-and-strategy reflection: Kids notice what supports them (breaks, music, partners, quiet space) and advocate for what helps.</p> <p>Light-touch reflection: Reflection is short, predictable, and respectful of end-of-day energy (no long sitting expectations).</p> |

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Resources to support ramp 9.3 – Promote individual and reflective reflection - Shared attention & documentation

- [What about the what? Finder the deeper meaning in Pedagogical Documentation](#)
- [Pedagogical Documentation: Sharing Stories of Meaning](#)
- [Being curious, connected and aware: A reflection on recognizing and drawing on children's, families' and teacher's funds of knowledge](#)



What are you already
doing?

What can add?

Example: If you have a child is having a hard participating, and is showing these signals or cues:

- **Transitions are hard:** distress, refusal, or shutdown during starts, stops, clean-up, lining up, or changes in routine
- **Stuck when things don't go as planned:** frustration escalates quickly when materials break, rules change, or peers act unexpectedly
- **Difficulty starting or re-starting:** the child wants to participate but doesn't know how to begin or rejoin after a pause
- **Needs support before—not after—challenges:** struggles reduce when adults preview, rehearse, or prepare them in advance
- **Overwhelmed by open-ended tasks:** asks “What do I do?” or avoids tasks without a clear plan or entry point
- **Energy shifts derail participation:** hunger, fatigue, sensory overload, or emotional carryover affect engagement



Then the class may need the 6.2 ramp

UDL Principle: Action & Expression

Supports children's **participation** by offering many ways to interact, communicate, and show what they know. Language intentionally centers children and reflects inclusive, strengths-based practice.

| UDL 3.0 Indicator | What this means for early learning settings |
|---|---|
| The 6.2 Ramp: Anticipate and plan for challenges | <p>Educators “set children up to do hard things” by <u>noticing</u> what tends to be tricky and <u>planning ahead by</u>:</p> <ul style="list-style-type: none">- previewing changes- using visuals and schedules,- rehearsing routines through play- offering role choices- planning regulation supports- simplifying steps, and- ensuring multiple ways to participate/communicate. <p>The goal is not to prevent challenge, but to reduce avoidable frustration and help children build coping strategies, confidence, and independence within a supportive community</p> |

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| UDL 3.0 Indicator | What this means for early learning settings | How this connects to ELECT (Early Learning for Every Child Today) | How this connects to HDLH (How Does Learning Happen?) |
|---|---|---|--|
| The 6.2 Ramp: Anticipate and plan for challenges | <p>Educators “set children up to do hard things” by <u>noticing</u> what tends to be tricky and <u>planning ahead by</u>:</p> <ul style="list-style-type: none">- previewing changes- using visuals and schedules,- rehearsing routines through play- offering role choices- planning regulation supports- simplifying steps, and- ensuring multiple ways to participate/communicate. <p>The goal is not to prevent challenge, but to reduce avoidable frustration and help children build coping strategies, confidence, and independence within a supportive community</p> | <p>ELECT emphasizes responsive environments, developmental variability, and intentional observation to plan programming that meets children where they are.</p> <p>Anticipating challenges aligns with ELECT’s focus on using knowledge of development and relationships to design supportive conditions for learning, including adapting expectations, scaffolding skills (self-regulation, communication, social problem-solving), and partnering with families to understand children’s strengths, needs, and contexts.</p> | <p>HDLH emphasizes that learning happens through relationships and conditions that foster Belonging, Well-Being, Engagement, and Expression.</p> <p>Planning for challenges supports Well-Being by reducing stress and supporting regulation, supports Belonging by keeping children included during hard moments (instead of removed), supports Engagement by making participation feel doable, and supports Expression by ensuring children have ways to communicate needs, choices, and feelings—especially when things get tricky</p> |

| UDL 3.0 Indicator | What this looks like for children ages 0-2 | What this looks like for children ages 3-5 | What this looks like for children ages 6-12 |
|--|--|--|---|
| <p>6.2 – Anticipate and plan for challenges</p> | <p>Planning through predictable routines: Consistent sequences (arrive → wash hands → snack) so children can anticipate what’s next.</p> <p>Rehearsal before transitions: Adults preview what’s coming (show shoes, point to outside, sing transition songs).</p> <p>Support tools placed in reach: Comfort objects, quiet cozy spaces, sensory supports available before distress escalates.</p> <p>Adults plan for the child with the child: Caregivers notice patterns (hunger, fatigue) and adjust timing, environment, and pacing.</p> <p>Gentle “pre-correction”: Adults support success without shame (move away from loud area; offer lap; reduce stimulation).</p> <p>Co-regulation as planning: Adults help children “borrow calm” so they can tolerate waiting and changes.</p> | <p>Visual “ready plans”: Simple picture routines for common challenges (clean-up, lining up, waiting turns, toileting).</p> <p>Role-play tricky moments: Practice “what to do when...” (someone takes your block, you feel overwhelmed, you don’t want to stop playing).</p> <p>“First/Then” and “Plan B” thinking: Children learn there’s another way when the first plan doesn’t work (different material, different role, different space).</p> <p>Problem-solving language: “What might be hard? What could help? Who can we ask? Where can we go?”</p> <p>Planning tools that aren’t text-heavy: Photo cues, object cues, simple maps of the room, choice cards.</p> <p>Group planning rituals: Morning meeting plan, centre planning boards (“Where will you start? What do you need?”).</p> | <p>Co-created group plans: Kids help design the schedule and norms (what we do first, where to go for help, how we handle conflict).</p> <p>Choice-based coping plans: Kids choose strategies for expected challenges (noise, boredom, competitive games, homework time).</p> <p>Planning for energy after school: Built-in decompression entry routine (snack, movement, quiet zone) before demands or group activities</p> <p>Explicit transition supports: Posted schedule, 5–2–1 warnings, predictable clean-up jobs, timers kids control.</p> <p>Belonging-safe planning: Kids can opt out, take breaks, or choose quiet roles without losing belonging (“You can still be part of this”).</p> <p>Restorative planning: After conflict, kids plan for next time (“What will we try if it happens again?”).</p> |

| UDL 3.0 Indicator | What this looks like for children ages 0-2 | What this looks like for children ages 3-5 | What this looks like for children ages 6-12 |
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Examples of ramp 6.2 – Anticipate and plan for challenges: predictable routines

- Visuals of common routines
- Using photos of the children
- Visuals breaking down the steps to tasks

Daily Schedule

Circle Time 

Centers 

Clean-up 

Snack 



Hand Washing Steps

- Get soap
- Wash hands for 20 seconds
- Dry hands
- Turn off water with paper towel
- Throw paper towel away



This is how we get ready

-  snowpants
-  coat
-  hat
-  boots
-  mittens



Resources to support ramp 6.2 – Anticipate and plan for challenges: predictable routines

- [7 tips for supporting children with Autism](#)
- [The environment schedules and routines](#)
- [Huron EarlyON](#)

When the conditions are
right, everyone can be
successful

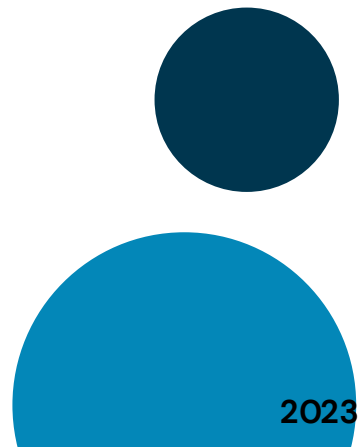


What is one useful idea?

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?



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