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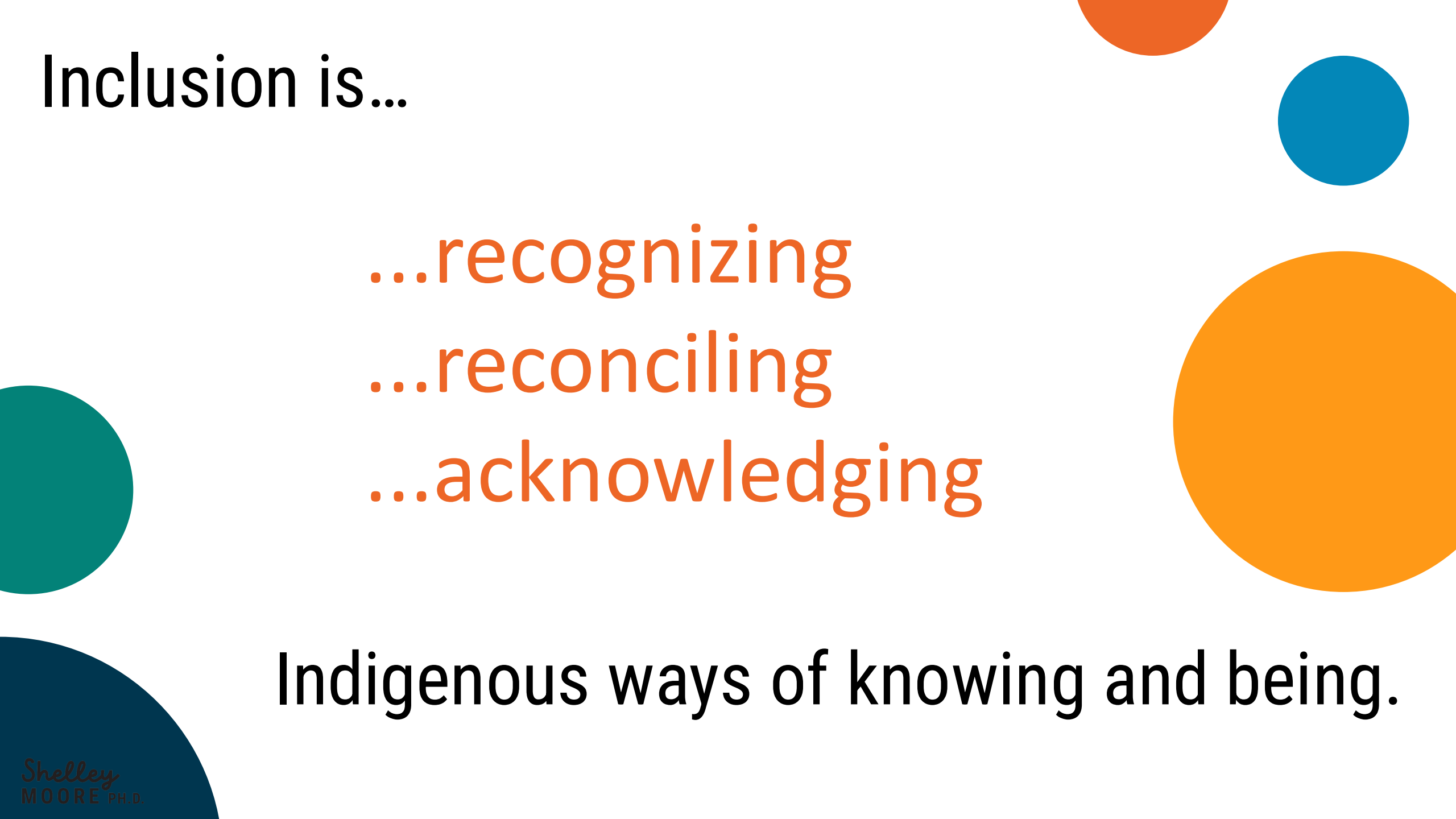
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Dr. Shelley Moore

Nexwlélexm (Bowen Island)





Inclusion is...

...recognizing

...reconciling

...acknowledging

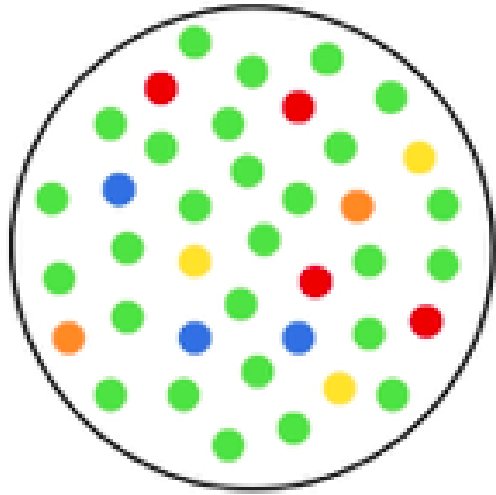
Indigenous ways of knowing and being.

WHAT DOES

inclusion

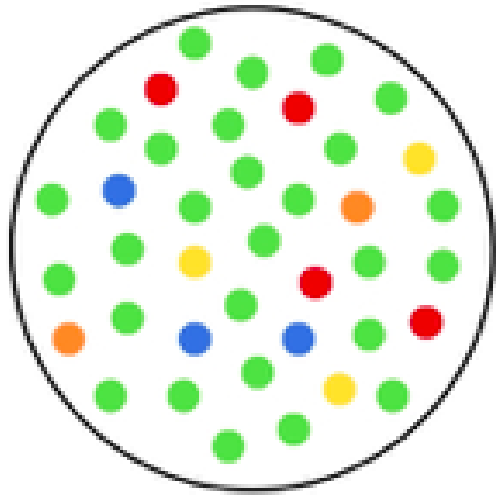
MEAN?

What does **inclusion** look like ?

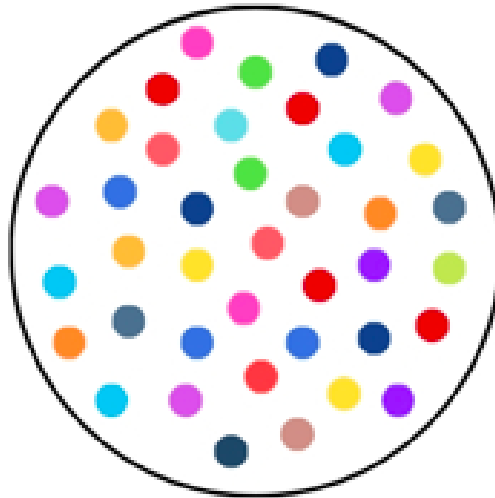


Including
'special needs' children
into general education
classrooms

What does **inclusion** look like ?



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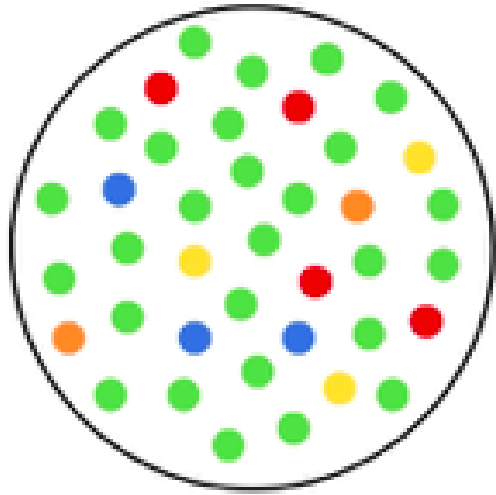
Teaching and designing to
diversity
(that includes Disability)

In a world of
UNiCORNS

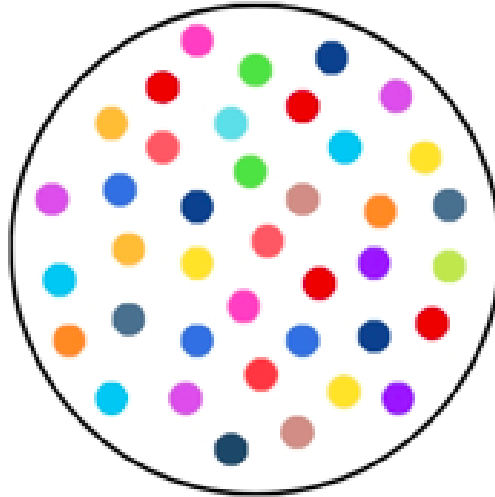
Be a **UNiCORN**
that celebrates a
BAT



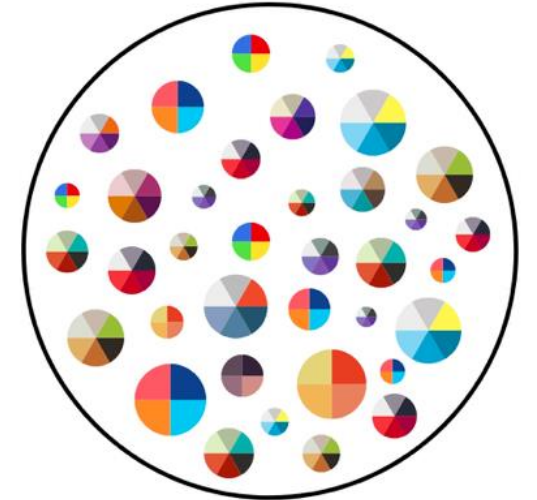
What does **inclusion** look like ?



Including
'special needs' children
into general education
classrooms



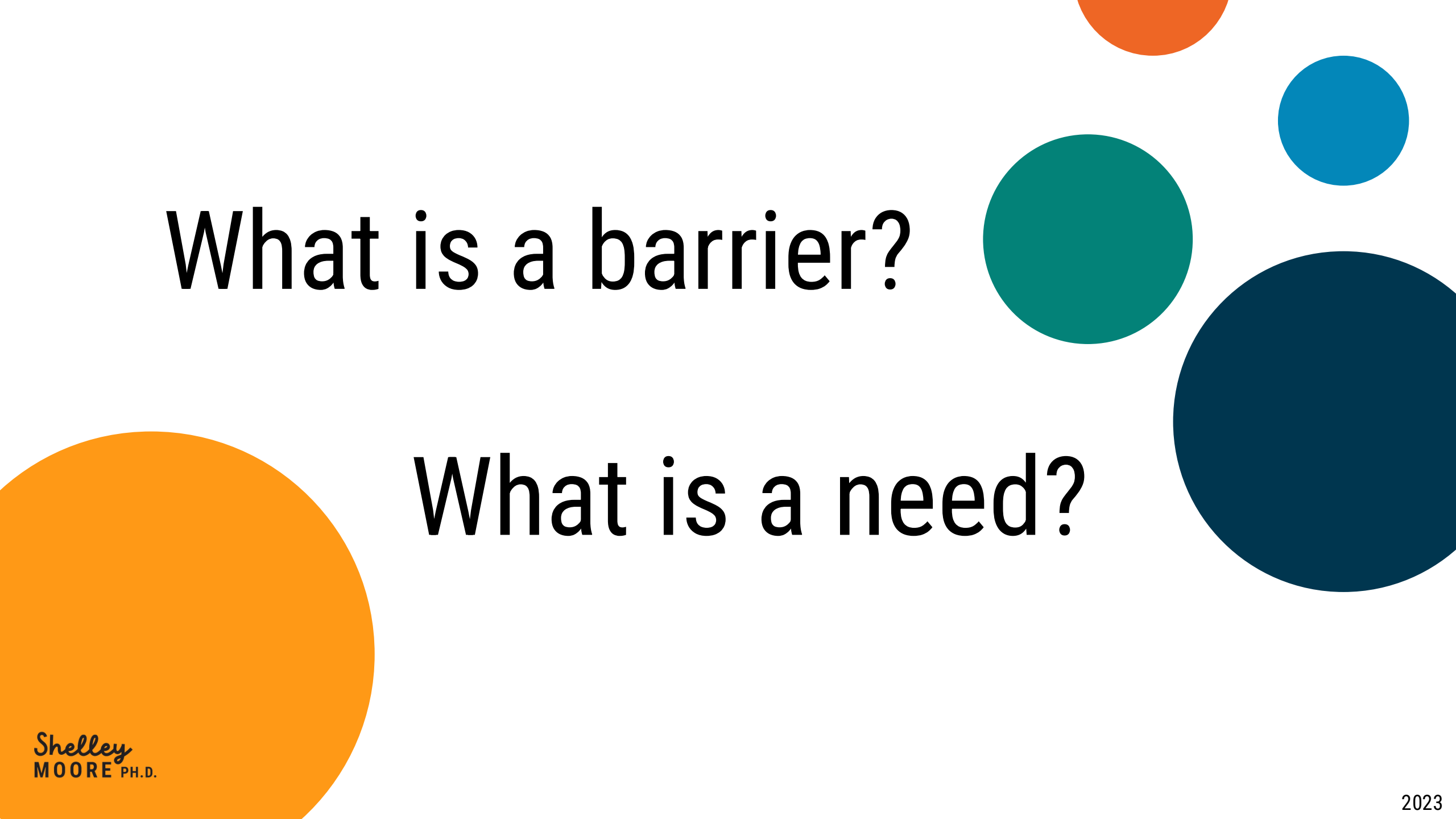
Teaching and designing to
diversity
(that includes Disability)



Creating safe spaces for students to
identify
(that includes Disability)

The slide features several large, solid-colored circles in the background: a large orange circle at the top right, a medium blue circle below it, a large orange circle on the right side, a medium teal circle at the bottom right, and a large dark teal circle on the bottom left.

When the conditions are
right, everyone can be
successful



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	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)

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
The 7.4 Ramp Address biases, threats, and distractions	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. This includes reducing stress and overwhelm through: - responsive relationships - flexible expectations - co-regulation supports - inclusive materials - consistent routines, and - intentional interruption of stereotypes or exclusion.

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

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	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>. Reflection may occur through: - Conversation - Storytelling - revisiting documentation - play-based debriefs - visual supports, or - expressive arts. Reflection helps children build identity, recognize their contributions to community, develop problem-solving skills, and learn that learning is an ongoing and shared process.

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	How this connects to ELECT (Early Learning for Every Child Today)	How this connects to HDLH (How Does Learning Happen?)
The 9.3 Ramp – Promote individual and collective reflection	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>. Reflection may occur through: - Conversation - Storytelling - revisiting documentation - play-based debriefs - visual supports, or - expressive arts. Reflection helps children build identity, recognize their contributions to community, develop problem-solving skills, and learn that learning is an ongoing and shared process.	ELECT highlights the importance of responsive relationships, intentional observation, and understanding developmental progress through reflection on children's experiences. Promoting individual and collective reflection supports ELECT's emphasis on recognizing children's strengths, supporting self-awareness, and using observation and documentation to inform responsive and inclusive programming. Reflection strengthens partnerships with families and communities by valuing multiple perspectives on children's development and learning.	HDLH positions reflection as essential to deep learning within Belonging, Well-Being, Engagement, and Expression. Reflection supports Belonging by helping children recognize their role within community learning. It supports Well-Being by helping children understand feelings, regulation, and personal growth. It strengthens Engagement by encouraging children to revisit and extend thinking. It supports Expression by providing multiple ways for children to communicate ideas, experiences, and learning journeys

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
9.3 – Promote individual and collective reflection	Revisiting as reflection: Children return to the same song, book, toy, or routine, and adults treat that repetition as meaning-making. Narrated reflection: Adults name what happened (“You watched the bubbles... then you touched!”) to help children organize experience. Shared attention memories: Adults use photos or familiar objects to “remember together” (a walk, a visitor, sensory play). Body-based reflection: Adults notice body signals (calm/tense, energized/tired) and support children to recognize shifts through routines and co-regulation. Gentle “before/after” noticing: Adults highlight changes over time (new sounds, longer focus, new movements) as growth Micro-reflection moments: Quick pauses built into routines (after snack, after outside) rather than long group discussions.	Revisiting play: Children return to a build, pretend story, or art project across days and deepen it (add characters, revise plans, extend ideas) Storying learning: Children tell what happened using drawing, puppets, blocks, photos, or their own play re-enactment. Documentation that children use: Photos at child height, simple “learning stories,” or displayed artifacts that children revisit and talk about. Feelings + learning connection: Children reflect on emotions linked to experiences (“That was frustrating... what helped?”) through visuals and gentle prompts. “Noticing growth” language: Adults reflect back strengths (“You kept trying different ways...”) and invite children to notice their own strategies. Small-group reflection: Brief circles with objects or visuals so many children can participate in different ways.	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. Choice-based reflection: Kids choose how to reflect—talk, sketch, photo captions, short audio/video, comic strip, or “show me” demonstration. Community reflection: Groups set norms, revisit them, and reflect on belonging and safety (“What helped us feel included today?”). Restorative reflection: After conflict, kids reflect on impact and repair (“What happened? Who was affected? What helps make it right?”). Goal-and-strategy reflection: Kids notice what supports them (breaks, music, partners, quiet space) and advocate for what helps. Light-touch reflection: Reflection is short, predictable, and respectful of end-of-day energy (no long sitting expectations).

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	Educators “set children up to do hard things” by <u>noticing</u> what tends to be tricky and <u>planning ahead by</u>: - 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. 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

UDL Principle: Action & Expression

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

The background features several large, solid-colored circles in orange, blue, and teal, scattered across the slide. The text is centered and reads:

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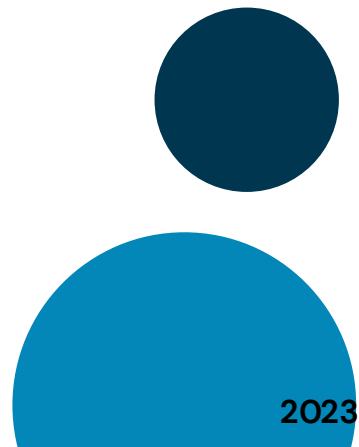


What is one useful idea?

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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