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Nexwlélexm (Bowen Island)

- The Islands Trust Council acknowledges that the lands and waters that encompass the Islands Trust Area have been **home to Indigenous peoples** since **time immemorial** and honours the **rich history, stewardship, and cultural heritage** that embody this place we all call home.
- The Islands Trust Council is committed to establishing and maintaining mutually **respectful relationships** between Indigenous and non-Indigenous peoples. Islands Trust states a **commitment to Reconciliation** with the understanding that this commitment is a **long-term relationship-building and healing process**.
- The Islands Trust Council will strive to **create opportunities for knowledge-sharing** and understanding as people come together to **preserve and protect** the special nature of the islands within the **Salish**



Inclusion is...

...recognizing

...reconciling

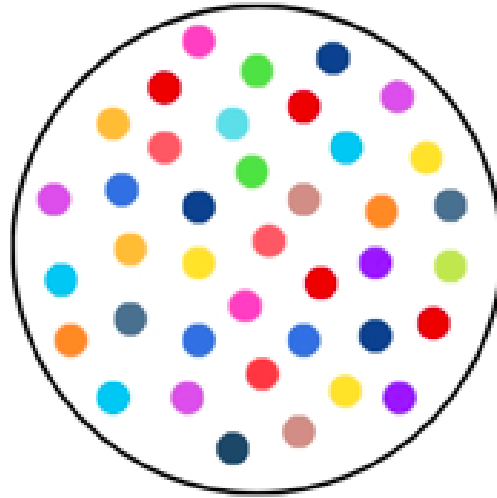
...acknowledging

Indigenous ways of knowing and being.

What stands out from our last session together?

What does someone need to know if they are just joining us today?

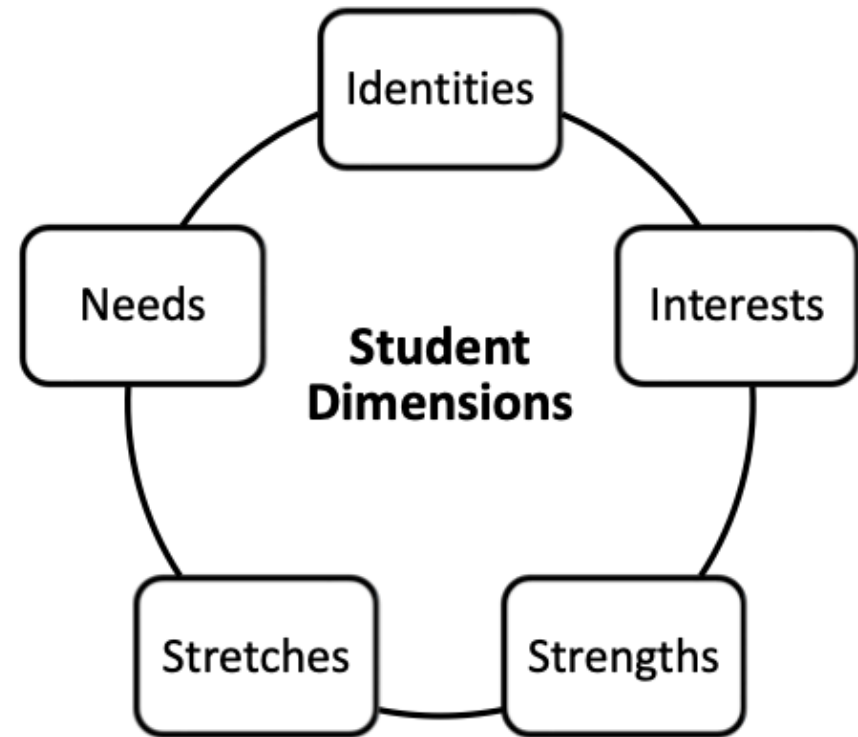
1. Who is this community?



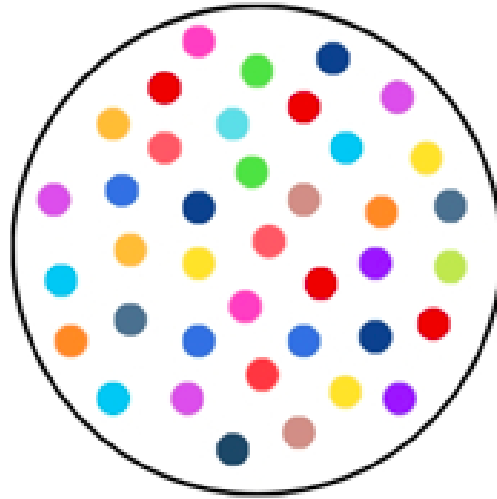
Getting to know children & families
from a strength-based perspective

Getting to know who the students are

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



2. How do we support this community?




Layering supports based on needs

When the conditions are
right, everyone can be
successful

What is a barrier?

Reducing Barriers

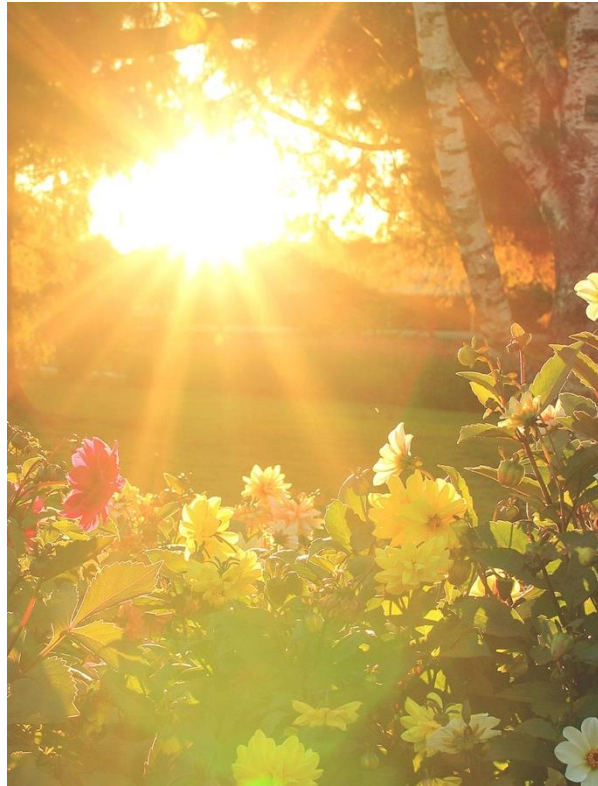




“When a flower doesn’t bloom, you **fix the environment** in which it grows, not the flower.”

–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
participate in
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)

Reducing Barriers



Example: If you have a child is 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

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	How this connects to the BC Early Learning Framework	How this connects to the First Peoples Principles of Learning
<p>The 7.4 Ramp</p> <p>Address biases, threats, and distractions</p>	<p>Engagement is not about motivation—it is about safety.</p> <p>When children disengage, withdraw, resist, or act out, this indicator invites educators to look first at environmental barriers, bias, and threat, not children’s behaviour.</p> <p>Children feel emotionally and physically safe to participate because environments, relationships, and expectations reduce fear, shame, exclusion, and sensory or social overwhelm. Children are not pressured to conform or perform in ways that conflict with who they are.</p>	<p>Well-Being & Belonging: The ELF emphasizes that children learn best when they feel safe, secure, and respected. Addressing bias and threat directly supports emotional well-being, identity safety, and a sense of belonging.</p> <p>Diversity & Social Responsibility: This indicator aligns with creating environments that actively challenge exclusion, stereotypes, and inequitable practices rather than expecting children to adapt to them.</p> <p>Holistic Development: By reducing stress, threat, and overload, educators support children’s emotional, social, physical, and cognitive development as interconnected.</p>	<p>Learning requires safety and trust: FPPL emphasizes that learning cannot occur without emotional and relational safety. Addressing bias and threat is foundational, not optional.</p> <p>Learning is holistic, reflexive, reflective, experiential, and relational: Children’s emotions, identities, and experiences are inseparable from learning.</p> <p>Learning involves recognizing the consequences of one’s actions: Educators take responsibility for how environments, language, and systems impact children, rather than locating “difficulty” within the child.</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>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>

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	How this connects to the BC Early Learning Framework	How this connects to the First Peoples Principles of Learning
<p>The 9.3 Ramp – Promote individual and collective reflection</p>	<p>9.3 matters because learning deepens when children are given time and space to make meaning of their experiences.</p> <p>Reflection helps children notice what happened, how they felt, what they tried, and what changed over time. When reflection is offered in many forms—through play, talk, art, movement, story, or revisiting materials—it supports identity, belonging, and agency rather than performance or compliance. Promoting individual and collective reflection honours learning as relational, holistic, and ongoing, and positions children as capable sense-makers of their own experiences.</p> <p>Children can have regular chances to look back, notice, and make meaning from what they experienced—alone and with others. Reflection can be shown through talk, play, drawing, photos, movement, storytelling, or revisiting materials.</p>	<p>Communication & Literacies: Reflection is meaning-making—children share ideas through many “languages” (talk, gesture, art, movement, play).</p> <p>Engagement with Others, Materials, and the World: Reflecting helps children deepen engagement by revisiting experiences and noticing changes over time.</p> <p>Well-Being & Belonging: When children’s experiences are listened to and remembered, they feel known and valued.</p> <p>Holistic Development: Reflection supports social–emotional growth (naming feelings), cognitive growth (noticing patterns), and identity growth (preferences, strengths).</p>	<p>Learning is holistic, reflexive, reflective, experiential, and relational: Reflection is a core way children learn through experience and relationships.</p> <p>Learning is embedded in memory, history, and story: Reflection often happens through storying, revisiting, and remembering together.</p> <p>Learning requires time and patience: Reflection honours learning as something that deepens over time, not in one moment.</p> <p>Learning is relational and focused on connectedness: Collective reflection strengthens community and shared meaning.</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
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>

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 7 Expression

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 the BC Early Learning Framework	How this connects to the First Peoples Principles of Learning
<p>The 6.2 Ramp: Anticipate and plan for challenges</p>	<p>UDL 6.2 matters because children are more likely to participate, persist, and feel capable when they have a plan for what to do during hard moments. Planning for challenges shifts support away from compliance (“just behave”) and toward skill-building: children learn strategies for transitions, frustration, conflict, uncertainty, and sensory overload. When educators teach planning through visuals, rehearsal, co-created routines, and flexible options, children develop agency and confidence—especially those who experience anxiety, executive functioning differences, or past experiences of exclusion.</p> <p>Children are supported to get ready for tricky moments by thinking ahead: <i>What might be hard? What could help? What’s my plan?</i> Planning is taught through routines, visuals, rehearsal, and co-created strategies (not “just try harder”).</p>	<p>Well-Being & Belonging: Planning supports children to feel safe and capable during uncertainty (transitions, conflicts, new tasks).</p> <p>Engagement with Others, Materials, and the World: Children stay engaged longer when they have tools to handle frustration, waiting, change, or complexity.</p> <p>Communication & Literacies: Planning is expressed through many “languages” (pictures, gestures, checklists, role play, story).</p> <p>Holistic Development: Planning builds self-regulation, problem-solving, and independence in developmentally appropriate ways.</p>	<p>Learning requires time and patience: Planning develops gradually through practice and revisiting.</p> <p>Learning is holistic, reflective, experiential, and relational: Planning grows through experience and supportive relationships, not compliance.</p> <p>Learning involves recognizing consequences of one’s actions: Children learn to consider what might happen and choose supportive actions.</p> <p>Learning requires safety, trust, and respect: Children can only plan for challenges when they trust that mistakes are safe and support is available.</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>

Universal Design for Learning 3.0



All children
need to be
engaged



All children
need to
understand



All children
need to
participate in
learning

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

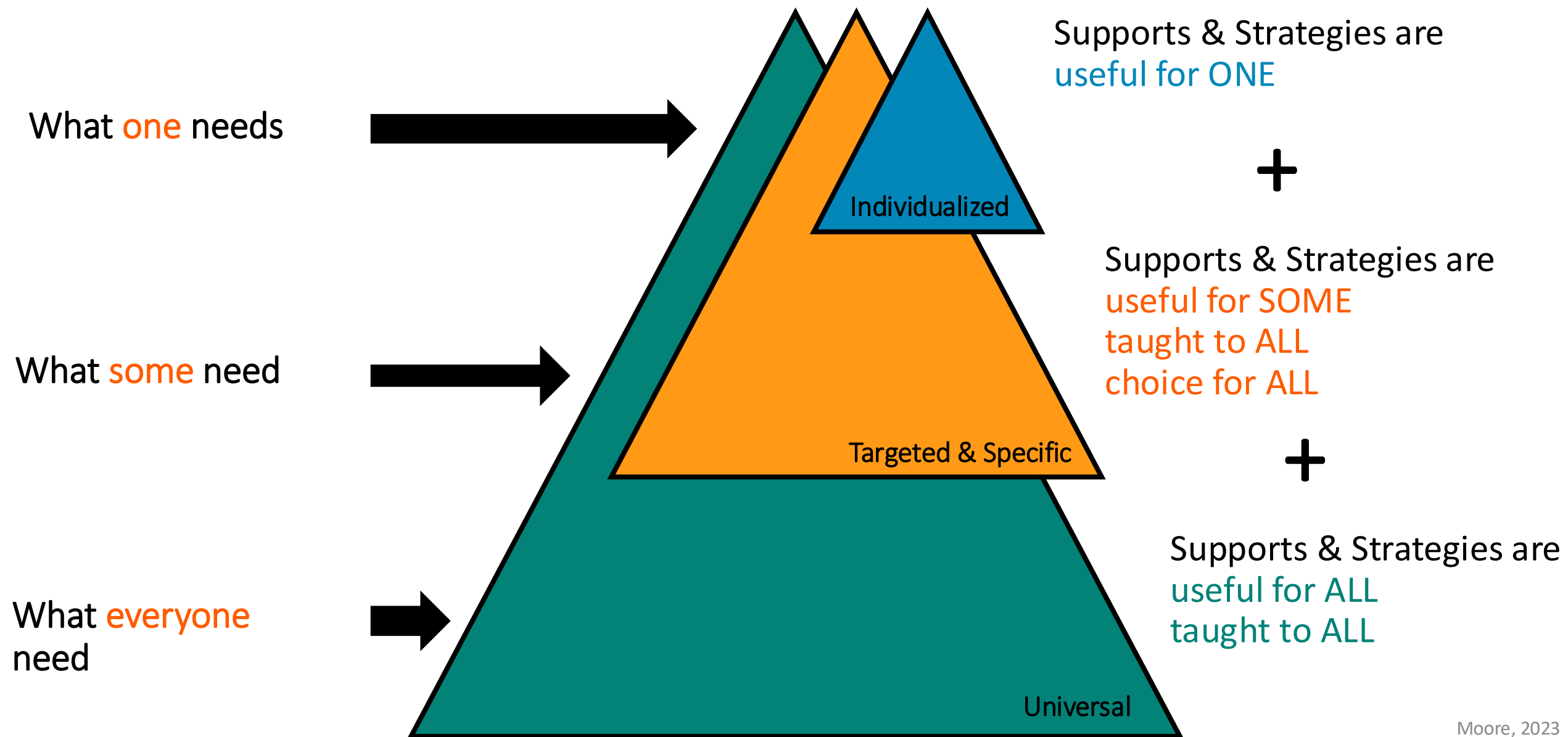


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Multiple Layers of Needs Based Support

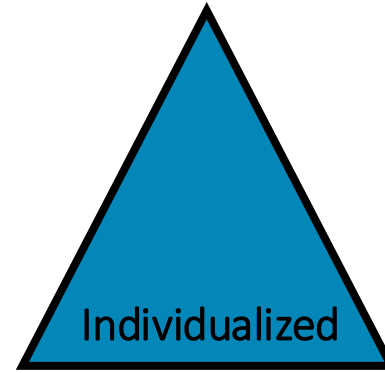


Individual Support Need: Communication (expression)

Individualized Strategy or Support: using an ACC device

Supporting the **Bats**...

What **one** needs

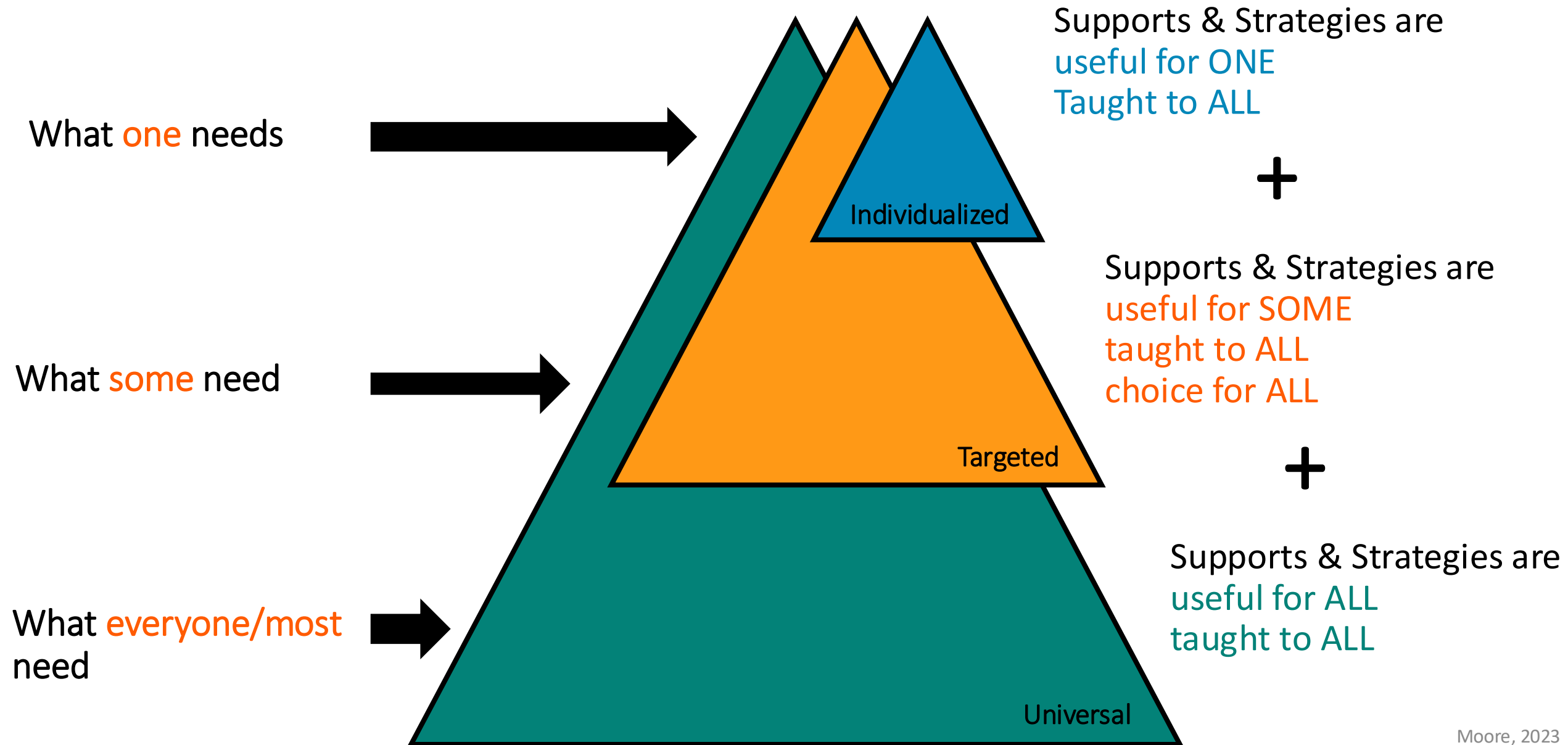


Supports & Strategies are
useful for **ONE**

Individualized Strategy or Support: using an AAC device



Supporting the Unicorns...

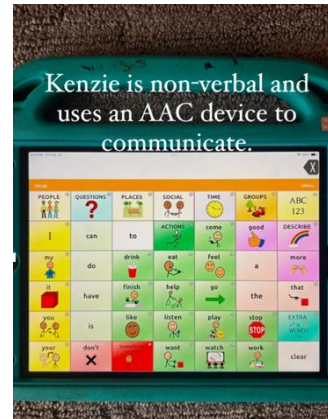


Other support needs: engagement, motivation, identity, community, language, literacy (oral), self advocacy, self esteem, self regulation, social skills

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

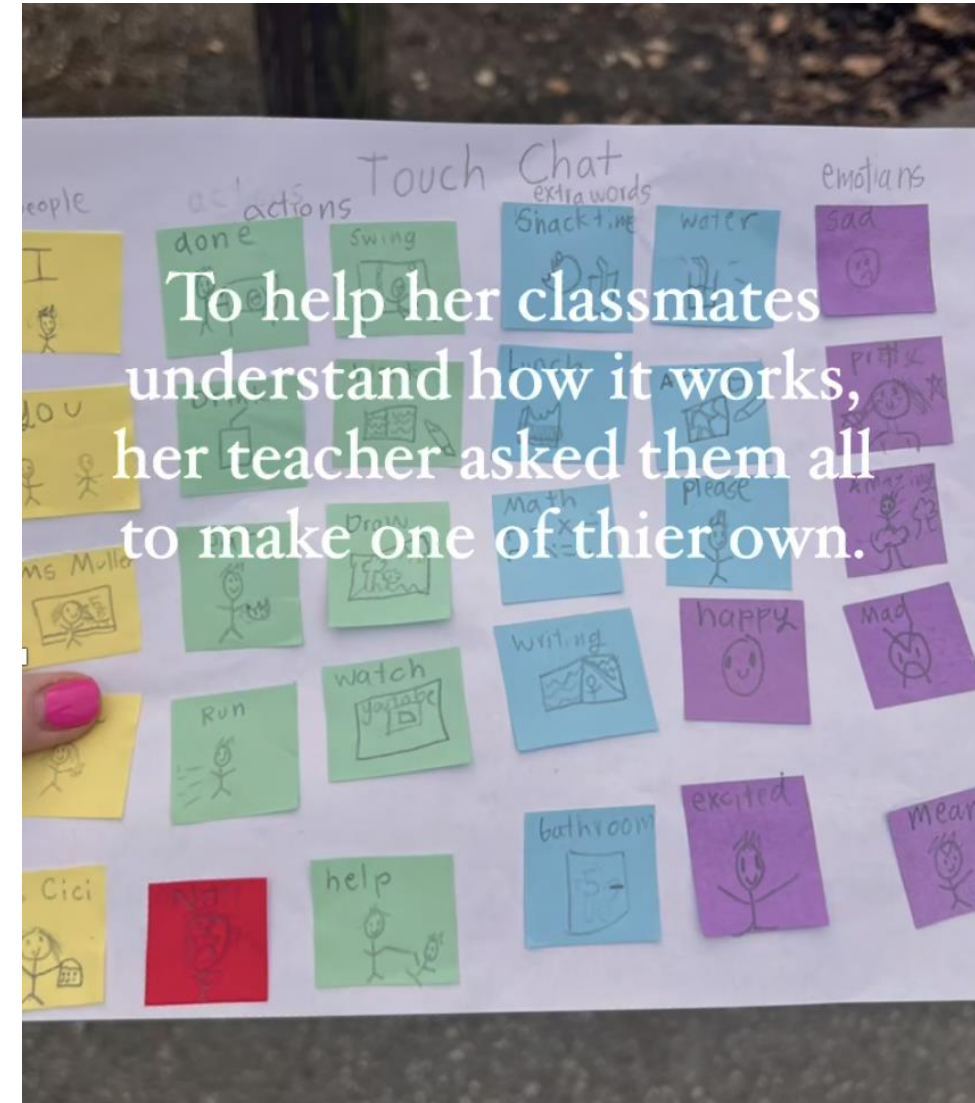


Targeted (Good for Some; Choice to ALL):

- 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)



When the conditions are
right, everyone can be
successful



What is a barrier?

What is a need?



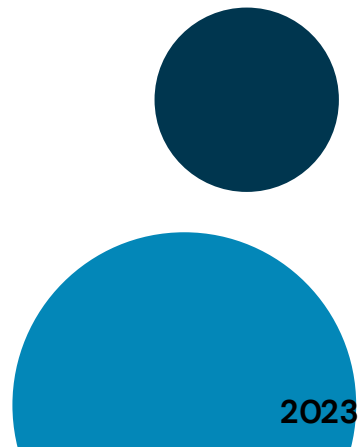


What is one useful idea?

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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Dr. Shelley Moore