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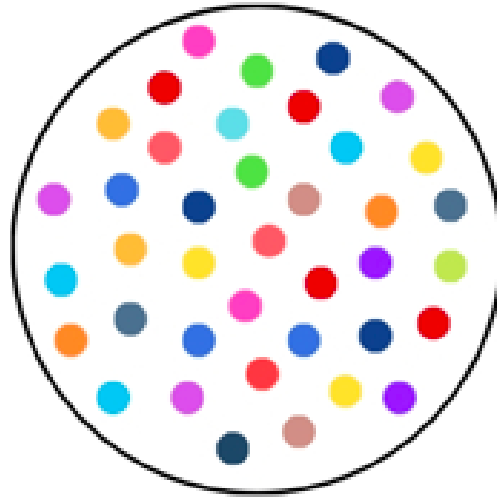
Dr. Shelley Moore

What stands out from our last session together?

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

When the conditions are  
right, everyone can be  
successful

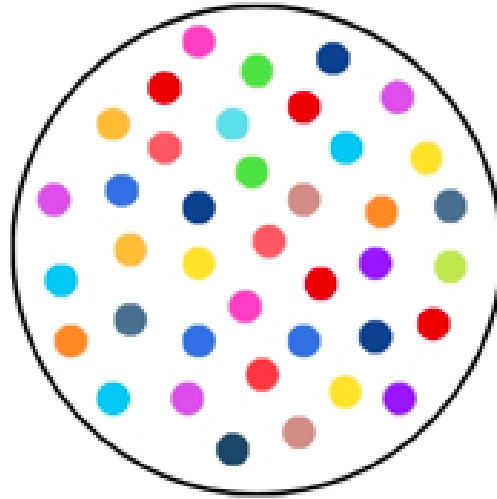
# 1. Who is this community?



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

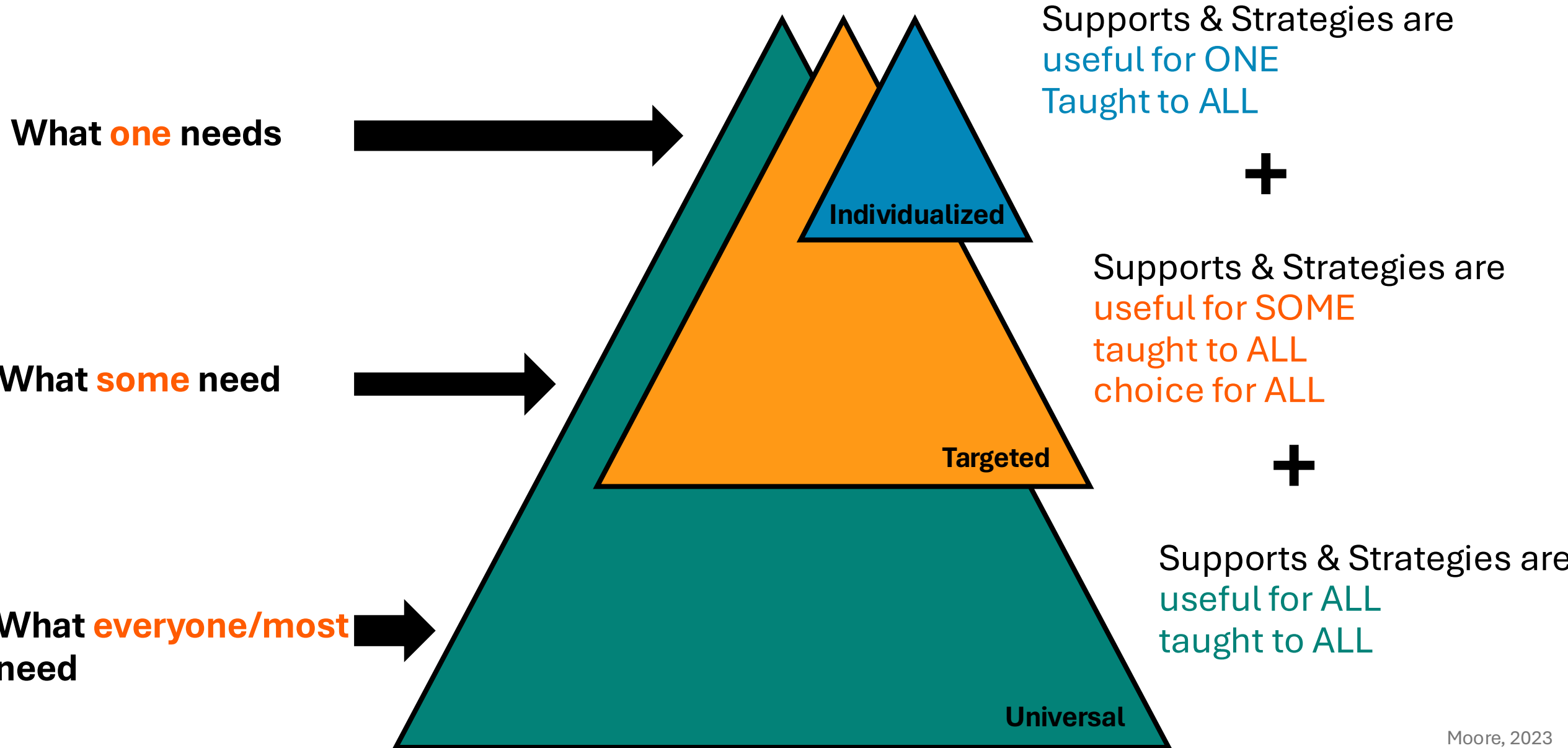


## 2. How do we support this community?

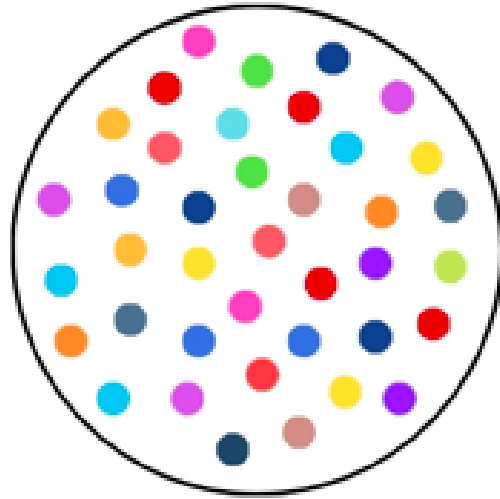


Layering supports based on needs

# Supporting the **Unicorns**...

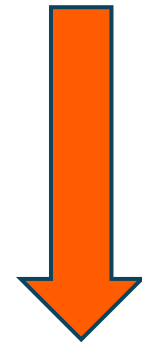
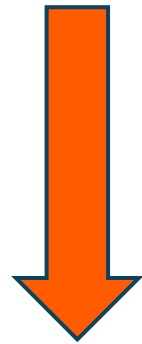


# 3. How do we plan for individuals in a community?



Purposeful Planning

Location vs. Place



Existence vs. Belonging

Think of a place in your life where  
you feel like you BELONG?

What happens in that place  
that helps you feel:

- Purpose?
- Responsibility?
- Connection?

# 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**



# Place Based Planning

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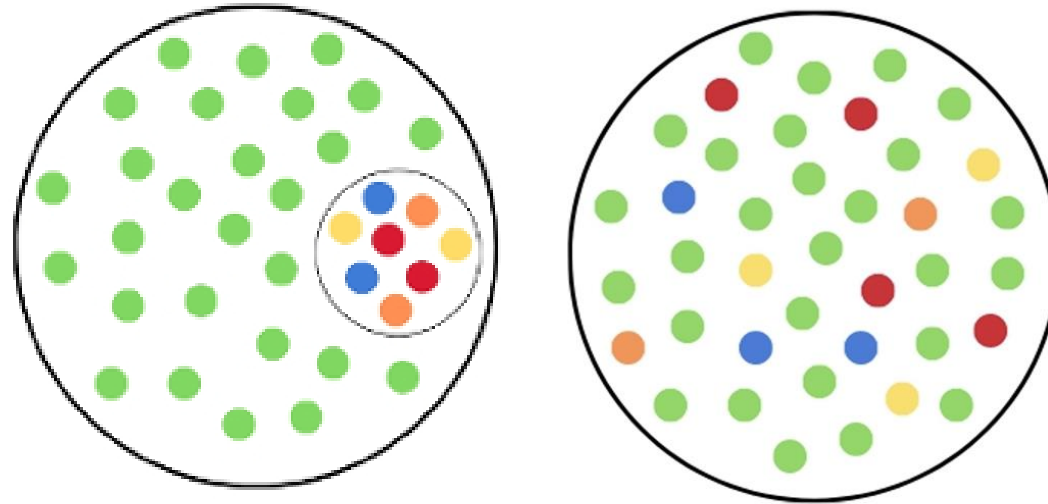
Place can **influence barriers** that individuals are experiencing

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



# Purposeful Planning

The difference between **integration** and **inclusion**



# 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 **be myself** in this place?

How can I **interact with others** 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 **be myself** in this place?



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

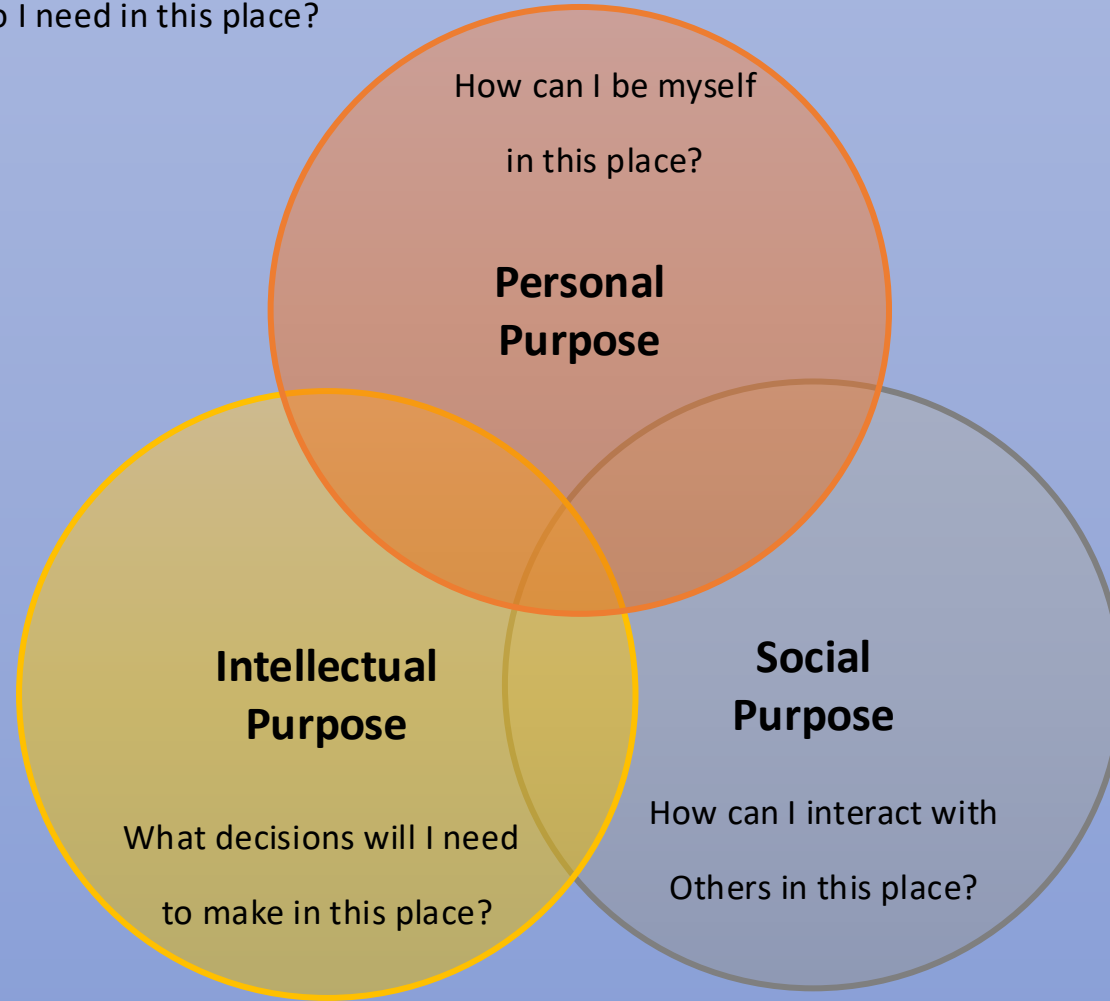
What **decisions** will I need to make in this place?

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



## Place (Contextual Purpose)

What specific skills do I need in this place?



How can I be myself  
in this place?

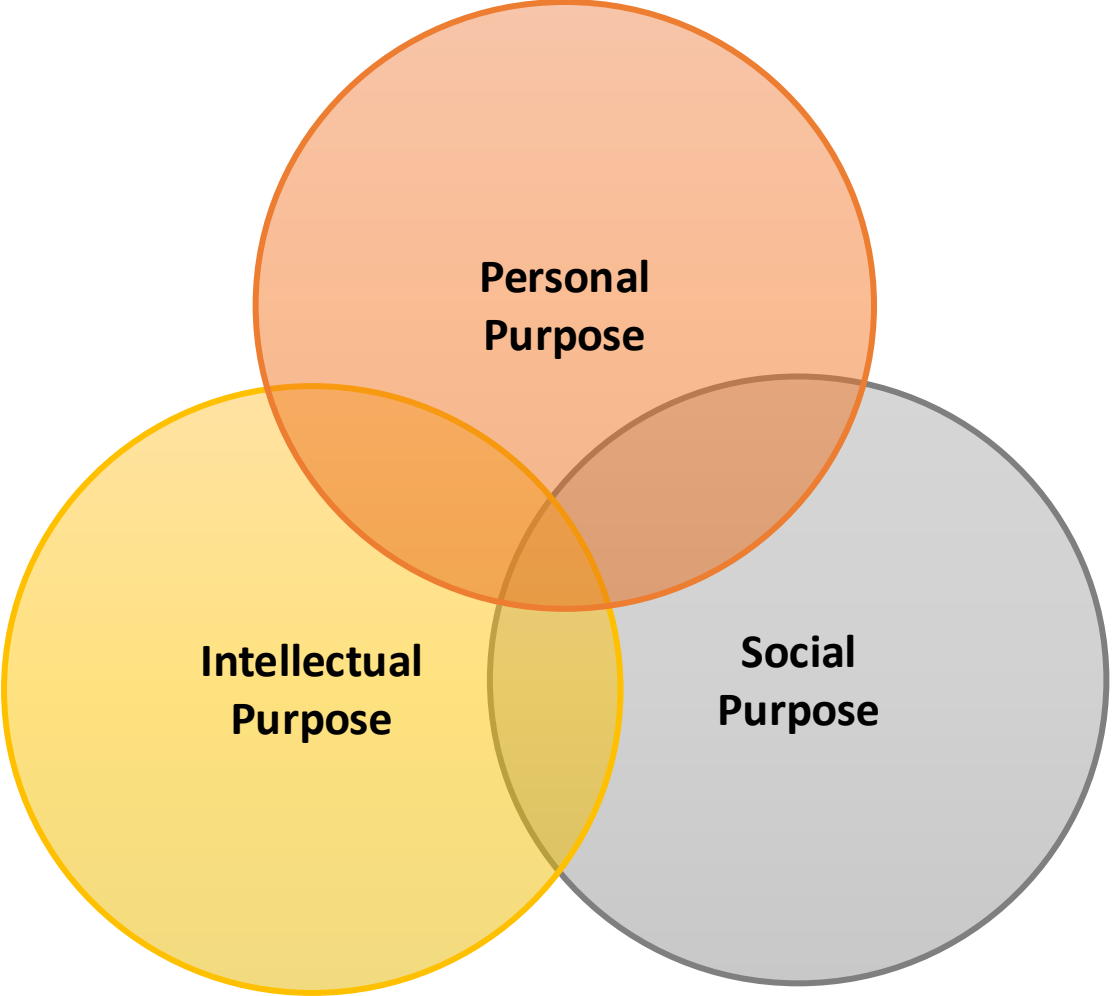
**Personal  
Purpose**

**Intellectual  
Purpose**

What decisions will I need  
to make in this place?

**Social  
Purpose**

How can I interact with  
Others in this place?



**Personal  
Purpose**

**Intellectual  
Purpose**

**Social  
Purpose**

# What is Purposeful Planning?

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

- Personal Purpose
- Social Purpose
- Intellectual/Thinking Purpose
- Curricular 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?

## Historically, however...

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

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

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

The slide features several large, solid-colored circles. A grey circle is partially visible on the left edge. On the right side, there are four circles: a large orange one at the bottom, a medium yellow one above it, and two smaller blue ones at the top right.

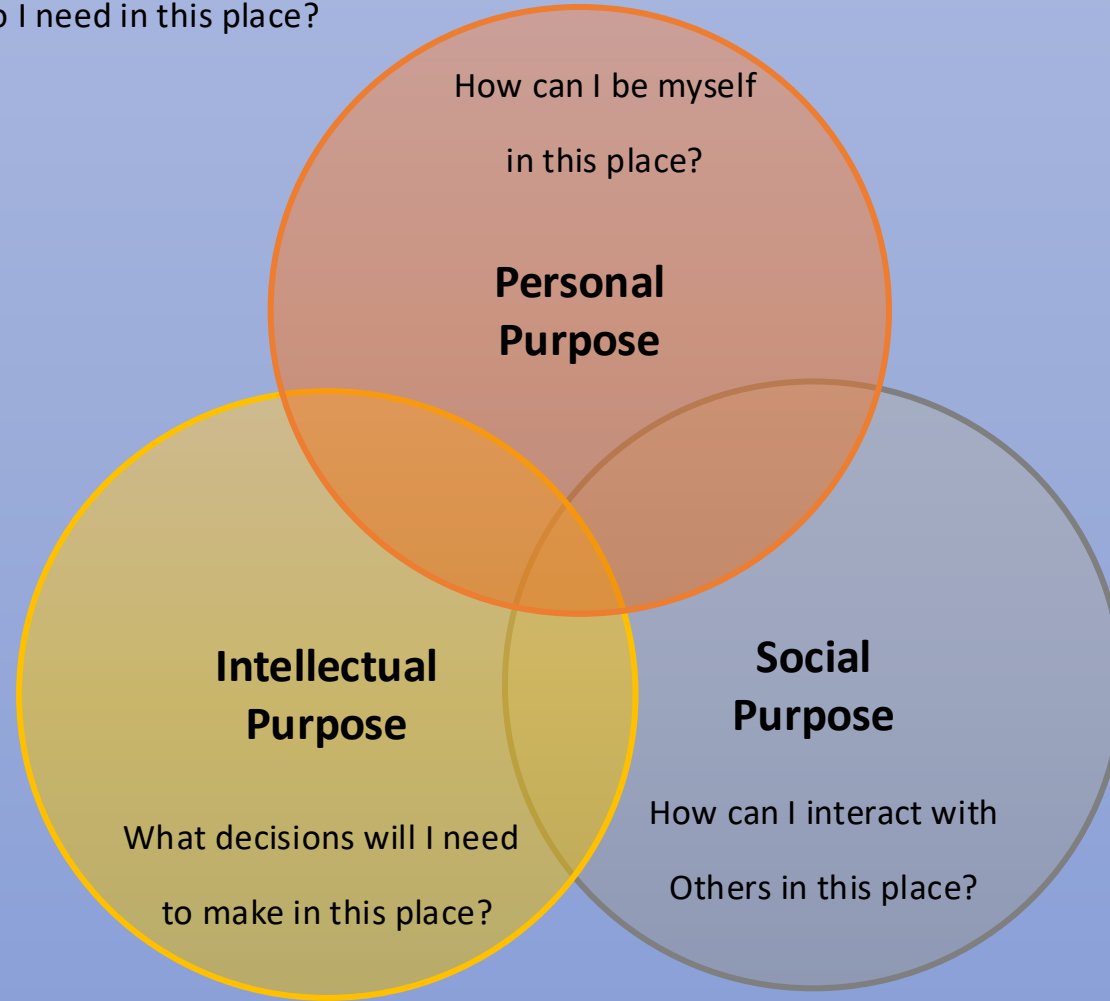
What is one useful idea so far?

## Why is Purposeful Planning Important?

- Focusing on an individual's roles & responsibilities that are connected to belonging to a community
- Shifts away from targeting individual's deficits in isolation and towards their holistically building on their strengths and contributions in a community
- Ensures individuals are more than just integrated, or existing in a classroom

## Place (Contextual Purpose)

What specific skills do I need in this place?



How can I be myself  
in this place?

**Personal  
Purpose**

**Intellectual  
Purpose**

What decisions will I need  
to make in this place?

**Social  
Purpose**

How can I interact with  
Others in this place?

Purposeful Planning: The 3 lenses of inclusion	BC Early Learning Framework	First Peoples' Principles of Learning
<p><b>Personal Well Being</b> Identity, well-being, and sense of self</p>	<p><b>Well-being and Belonging</b> – developing a sense of safety, identity, and emotional well-being.</p> <p><b>Identity, Social Responsibility, and Diversity</b> – recognizing oneself as capable and valued.</p>	<p>Learning ultimately supports the <b>well-being of the self</b>.</p> <p>Learning involves <b>recognizing the consequences of one's actions</b>.</p> <p>Learning involves <b>generational roles and responsibilities</b></p>
<p><b>Social Well Being</b> Relationships, belonging, and community</p>	<p><b>Well-being and Belonging</b> – relationships and connection with others.</p> <p><b>Identity, Social Responsibility, and Diversity</b> – empathy, community, and respect for diversity.</p>	<p>Learning is <b>holistic, reflexive, reflective, experiential, and relational</b>.</p> <p>Learning involves <b>patience and time</b>.</p> <p>Learning involves <b>recognizing the role of Indigenous knowledge and community</b>.</p>
<p><b>Intellectual Well Being</b> Curiosity, inquiry, and ways of knowing</p>	<p><b>Engagement with Others, Materials, and the World</b> – curiosity, exploration, and inquiry.</p> <p><b>Communication and Literacies</b> – multiple ways of expressing ideas and making meaning.</p>	<p>Learning involves <b>exploring one's identity</b>.</p> <p>Learning involves <b>recognizing that some knowledge is sacred and shared with permission</b>.</p> <p>Learning requires <b>exploration of the world through experience, reflection, and relationships</b></p>

Purposeful Planning: The 3 lenses of inclusion	BC Early Learning Framework	First Peoples' Principles of Learning	BC Core Competencies
<p><b>Personal Well Being</b> Identity, well-being, and sense of self</p>	<p><b>Well-being and Belonging</b> – developing a sense of safety, identity, and emotional well-being. <b>Identity, Social Responsibility, and Diversity</b> – recognizing oneself as capable and valued.</p>	<p>Learning ultimately supports the <b>well-being of the self</b>. Learning involves <b>recognizing the consequences of one's actions</b>. Learning involves <b>generational roles and responsibilities</b></p>	<p><b>Personal Awareness &amp; Responsibility</b> <b>Positive Personal Identity &amp; Culture</b></p>
<p><b>Social Well Being</b> Relationships, belonging, and community</p>	<p><b>Well-being and Belonging</b> – relationships and connection with others. <b>Identity, Social Responsibility, and Diversity</b> – empathy, community, and respect for diversity.</p>	<p>Learning is <b>holistic, reflexive, reflective, experiential, and relational</b>. Learning involves <b>patience and time</b>. Learning involves <b>recognizing the role of Indigenous knowledge and community</b>.</p>	<p><b>Social Awareness &amp; Responsibility</b> <b>Communication</b> <b>Collaboration</b></p>
<p><b>Intellectual Well Being</b> Curiosity, inquiry, and ways of knowing</p>	<p><b>Engagement with Others, Materials, and the World</b> – curiosity, exploration, and inquiry. <b>Communication and Literacies</b> – multiple ways of expressing ideas and making meaning.</p>	<p>Learning involves <b>exploring one's identity</b>. Learning involves <b>recognizing that some knowledge is sacred and shared with permission</b>. Learning requires <b>exploration of the world through experience, reflection, and relationships</b></p>	<p><b>Critical and Reflective Thinking</b> <b>Creative Thinking</b></p>

# Strategy: The Purpose Planner – What CAN a student do?

Aligned Class:		Possible PURPOSES			
Places/ Contexts	Roles & Responsibilities for Peers	Personal Roles & Responsibilities	Social Roles & Responsibilities	Intellectual Roles & Responsibilities	Curricular Roles & Responsibilities

# Strategy: The Purpose Planner: Childcare (Ages 2-3)

Class: Saplings		Possible Purposes			
Places/ Contexts					
Drop off					
Breakfast/Snack					
Independent play					
Outside play					
Lunch					
Art					
Nap time					
Snack					
Group Play					
Closing circle					

# Strategy: The Purpose Planner: Childcare (Ages 2-3)

Class: Saplings		Possible Purposes			
Places/ Contexts	Targeted Goals for Everyone				
Drop off	Communication, independence				
Breakfast/Snack	Eating, choice, communication, independence, vocabulary, conversations				
Independent play	Play, referencing/ observing/ imitation, trying new things, fine motor, following single/ multi step instructions				
Outside play	Gross motor skills, physical development, cooperation, problem solving, social skills/ friendships, following single/ multi step instructions				
Lunch	Eating, choice, communication, independence, conversations				
Art	Sensory exploration, choice, fine motor, vocabulary, following single/ multi step instructions				
Nap time	Rest, calmness, quiet				
Snack	Eating, choice, communication, independence, vocabulary, conversations				
Group Play	Cooperation, Interaction, referencing each other/ observing/ imitation, following a model, problem solving, social skills/ friendships, turn taking, joint activities with a common goal				
Closing circle	Communication, reflection, vocabulary, listening				

# Strategy: The Purpose Planner: Childcare (Ages 2-3)

Class: Saplings		Possible Purposes			
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.
Breakfast/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
Independent play	Play, referencing/ observing/ imitation, trying new things, fine motor, following single/ multi step instructions				
Outside play	Gross motor skills, physical development, cooperation, problem solving, social skills/ friendships, following single/ multi step instructions				
Lunch	Eating, choice, communication, independence, conversations				
Art	Sensory exploration, choice, fine motor, vocabulary, following single/ multi step instructions				
Nap time	Rest, calmness, quiet				
Snack	Eating, choice, communication, independence, vocabulary, conversations				
Group Play	Cooperation, Interaction, referencing each other/ observing/ imitation, following a model, problem solving, social skills/ friendships, turn taking, joint activities with a common goal				
Closing circle	Communication, reflection, vocabulary, listening				

# Strategy: The Purpose Planner: Childcare (Ages 2-3)

Class: Saplings		Possible Purposes			
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.
Breakfast/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
Independent play	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
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
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
Art	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
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
Group Play	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
Closing circle	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: Daycare AM (CH)

Class: Saplings: Afternoon		Targeted 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	<ul style="list-style-type: none"> <li>CH can feel brave</li> <li>CH can hang up jacket and bag</li> </ul>	<ul style="list-style-type: none"> <li>CH can say hello to 2 friends</li> </ul>	<ul style="list-style-type: none"> <li>CH can help build the visual schedule for the day</li> </ul>	<ul style="list-style-type: none"> <li>CH know where they are</li> <li>CH knows name of some people at daycare</li> </ul>
Breakfast	Eating, choice, communication, independence, vocabulary, conversations	<ul style="list-style-type: none"> <li>CH can find their breakfast spot</li> <li>CH can clean up when they are done</li> </ul>	<ul style="list-style-type: none"> <li>CH can ask for help if they need</li> </ul>	<ul style="list-style-type: none"> <li>CH can choose what to eat</li> </ul>	<ul style="list-style-type: none"> <li>CH can eat breakfast</li> </ul>
Independent play	Play, referencing/ observing/ imitation, trying new things, fine motor, following single/ multi step instructions	<ul style="list-style-type: none"> <li>CH can try new activities</li> <li>CH can change activities</li> </ul>	<ul style="list-style-type: none"> <li>CH can share space with others</li> </ul>	<ul style="list-style-type: none"> <li>CH can make a choice</li> <li>CH can play</li> </ul>	<ul style="list-style-type: none"> <li>CH can play at different centers</li> </ul>
Outside play	Gross motor skills, physical development, cooperation, problem solving, social skills/ friendships, following single/ multi step instructions	<ul style="list-style-type: none"> <li>CH can put on. their coat</li> <li>CH can stay with a partner</li> </ul>	<ul style="list-style-type: none"> <li>CH can take turns</li> <li>CH can ask for a break</li> </ul>	<ul style="list-style-type: none"> <li>CH can make a choice of what to pay with</li> </ul>	<ul style="list-style-type: none"> <li>CH can go down a slide</li> <li>CH can ride a trike</li> <li>CH can pump their swing</li> </ul>

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