

Shelley MOORE PH.D.



www.drshelleymoore.com



[@drshelleymoore](https://www.instagram.com/drshelleymoore)



[@drshelleymoore.bksy.social](https://www.bksy.social/@drshelleymoore)



[@drshelleymoore](mailto:drshelleymoore)



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

Last Session

- Share revisions on policy
- Share questions that are coming up

Our goals for today:

- Learn more about condition 1
- Review next policy section

Revisions – Feedback Received

- Add language about children’s rights to **opportunities**.
- Add “participate and grow within the daily life of our community in **their individual way**.”
- Add “**child-centred, family-informed practice**” and “**family partnerships**.”
- Add language acknowledging **individual participation styles**.
- Changed wording from “creating an inclusive community” to language that **acknowledges inclusion is already occurring**.

Revisions to Policy

Draft Policy

1. Purpose

We, as the BCC community, are committed to creating an inclusive, welcoming, and equitable learning environment for all children from birth to age four. Inclusion means that every child in our community *belongs, participates, and grows* in the daily life of BCC.

Updated Policy

1. Purpose

We, as the BCC community, are committed to continuing to build an inclusive, welcoming, and equitable learning environment for all children from birth to age twelve.

Inclusion means that every child in our community belongs, participates, and grows in the daily life of BCC, **and every child has the right to belong, the right to opportunity, and the right to participate and grow within the daily life of our community in their individual way.**

Revisions to Policy

Draft Policy

2. Guiding Principles

2.1 Belonging and Participation

We believe every child has the right to be included in all aspects of daily routines, play, and learning, regardless of ability, identity, language, culture, or developmental profile.

Updated Policy

2. Guiding Principles

2.1 Belonging and Participation

We believe every child has the right to belong, **the right to opportunity**, and the right to be included in all aspects of daily routines, play, and learning, regardless of ability, identity, language, culture, or developmental profile. **We recognize that children participate, engage, and grow in their own individual ways.**

Revisions to Policy

Draft Policy

2. Guiding Principles

2.4 Family–Centred Practice

Families are respected as children’s first and most important teachers. Their knowledge, culture, languages, and goals guide planning and decision-making.

Updated Policy

2. Guiding Principles

2.4 Family–Centred Practice

Families are respected as children’s first and most important teachers. Their knowledge, culture, languages, and goals guide planning and decision-making through **child-centered, family-informed practice and meaningful family partnerships.**

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

are **PRESUMED**
competent and
as having
POTENTIAL

are **PLACED** in
and attending
inclusive
childcare
programs

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

have
PURPOSEFUL
roles and
responsibilities

are **PLANNED** for
from the start

Questions that are coming up!

are **PRESUMED**
competent and
as having
POTENTIAL

- Who decides what is equitable?
- Clarify the difference between equal and equitable
- Can you clarify what anti-ableism and anti-bias practices are?
- How do we address and acknowledge concerns in a respectful and trauma-informed way?
- How can we be child centered if it doesn't work for the group as a whole?
- How do we plan for the best interests of a child and inform families?
- What if there are tensions between the best interests of the family and the child?

Possible Professional Development Opportunities

- Anti-ableism and anti-bias practice
- Equity literacy
- Trauma-informed care
- **Strengths-based language**
- Reflective practice
- Family-centered communication

Questions that are coming up!

are **PLACED** in
and attending
inclusive
childcare
programs

- What do we do if a child can't go on a nature walk?
- How do we make the down below playground accessible?
- What do we do when the proximity of an individual is compromised or unsafe?

Possible Professional Development Opportunities

- Accessible environment design
- Inclusive outdoor play
- Risk and safety in inclusion
- Barrier reduction strategies for inclusive placement

Questions that are coming up!

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

- How does design apply to increasing proximity to peers?
- How do we support proximity to peers?
- What does meaningful participation mean?
- What do we do when proximity becomes unsafe or dysregulating?
- How do we support children to participate alongside peers in their own ways?

Possible Professional Development Opportunities

- Peer-mediated strategies
- Co-regulation strategies
- Relationship-based practice
- Designing for social inclusion
- Designing participation for access

Questions that are coming up!

have
PURPOSEFUL
roles and
responsibilities

- How do we know when a child needs additional support for meaningful participation?
- How do we request information about a child?
- How do we figure out what support or strategies a child needs?
- How do we get everyone on the same page in planning and support?
- How do we increase communication between teachers, admin etc.?
- How does ASC get information about children in similar ways to BCC?
- How does collaboration happen in practice with families, SCD, IDP, therapists etc.?

Possible Professional Development Opportunities

- Collaborative goal setting
- Strength based documentation systems
- Team communication structures
- Observation and reflection strategies
- Purposeful planning strategies
- Individual program planning

Questions that are coming up!

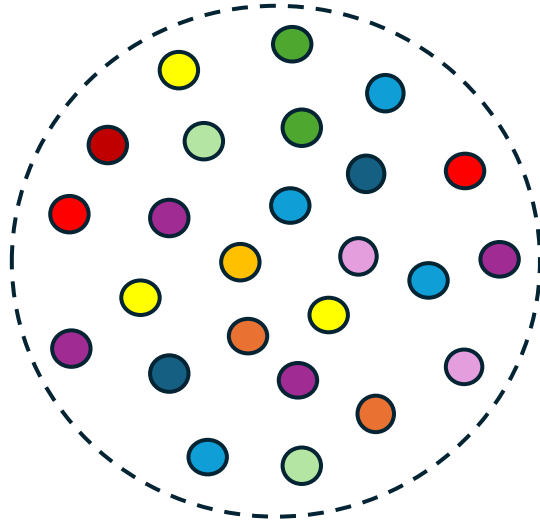
are **PLANNED** for
from the start

- What is UDL?
- What does it look like to design using UDL?
- Adapting vs designing environments?
- How do we train staff to support children universally?
- How do we get more diverse resources to reflect the diversity of the children?
- How do we support children in a trauma informed way?

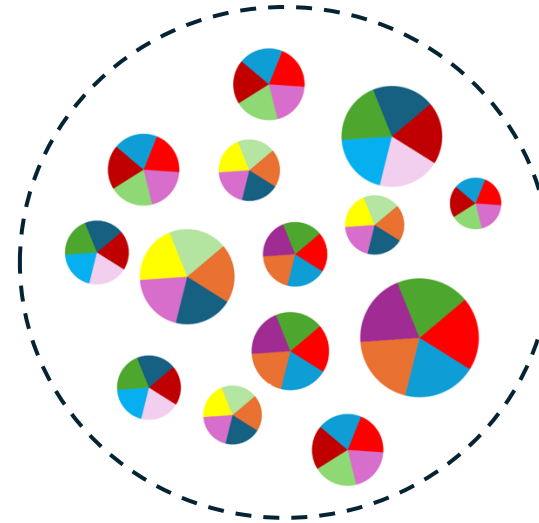
Possible Professional Development Opportunities

- UDL 3.0 in early learning and community care settings
- Designing instead of retrofitting
- Inclusive environment design
- **Diverse and representative materials**
- Universal supports and layered systems

inclusion is...



and



teaching and planning for
diversity
so all children can access early
learning & community care
programs
(where Diversity includes
Disability)

creating conditions for
children to feel confident
and safe to **identify**
(and where Disability is an
identity)

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

are **PRESUMED**
competent and
as having
POTENTIAL

are **PLACED** in
and attending
inclusive
childcare
programs

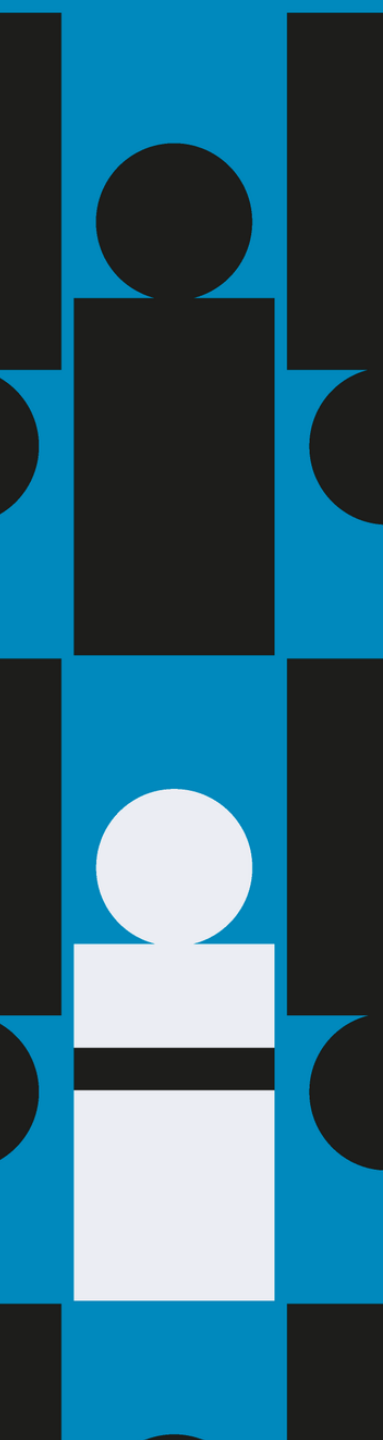
are in **PROXIMITY**
to and
PARTICIPATING
with **PEERS**

have
PURPOSEFUL
roles and
responsibilities

are **PLANNED** for
from the start

Condition 1

- 1. Positive Attitudes Towards Inclusion**
- 2. Presuming Competence in All Children**



What does it mean to have a **positive attitude** towards inclusion?

A positive attitude toward inclusion means believing **that all children**—regardless of ability, background, or need—**are capable of learning, participating, and contributing** meaningfully in **neighbourhood programs including early learning and child and youth care settings**.

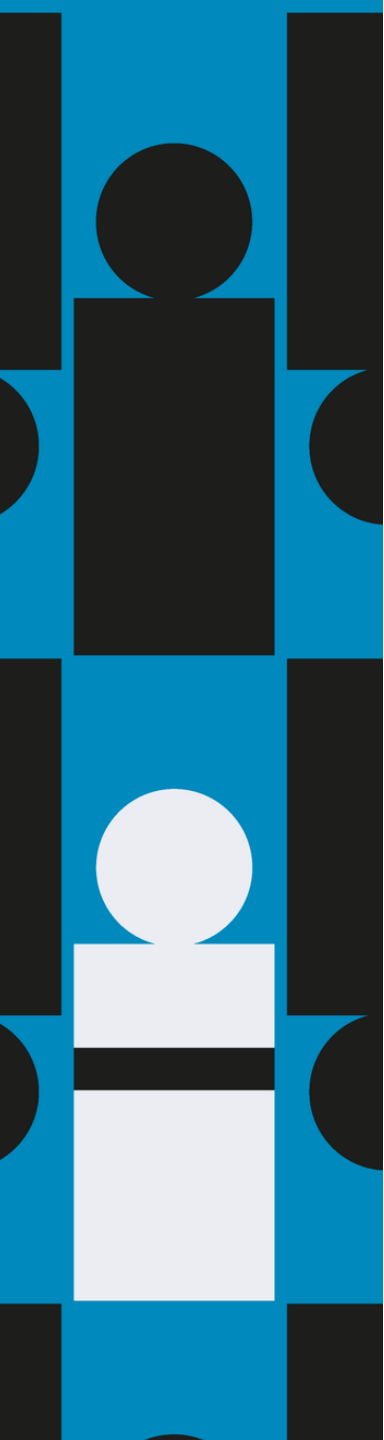
It involves valuing **diversity as a strength**, maintaining **high expectations** for every child, and **taking responsibility** for **designing intentionally** so all children can succeed.

Rather than seeing **differences** as barriers, adults with positive attitudes view them **as opportunities** to build **supportive environments**, and ensure every child feels **respected, capable, and included**.

What does the research say?

When adults
have **positive
beliefs &
attitudes** towards
inclusion...





What are you thinking and connecting to?

- What confirms what you already know & believe?
- What challenges your current thinking?

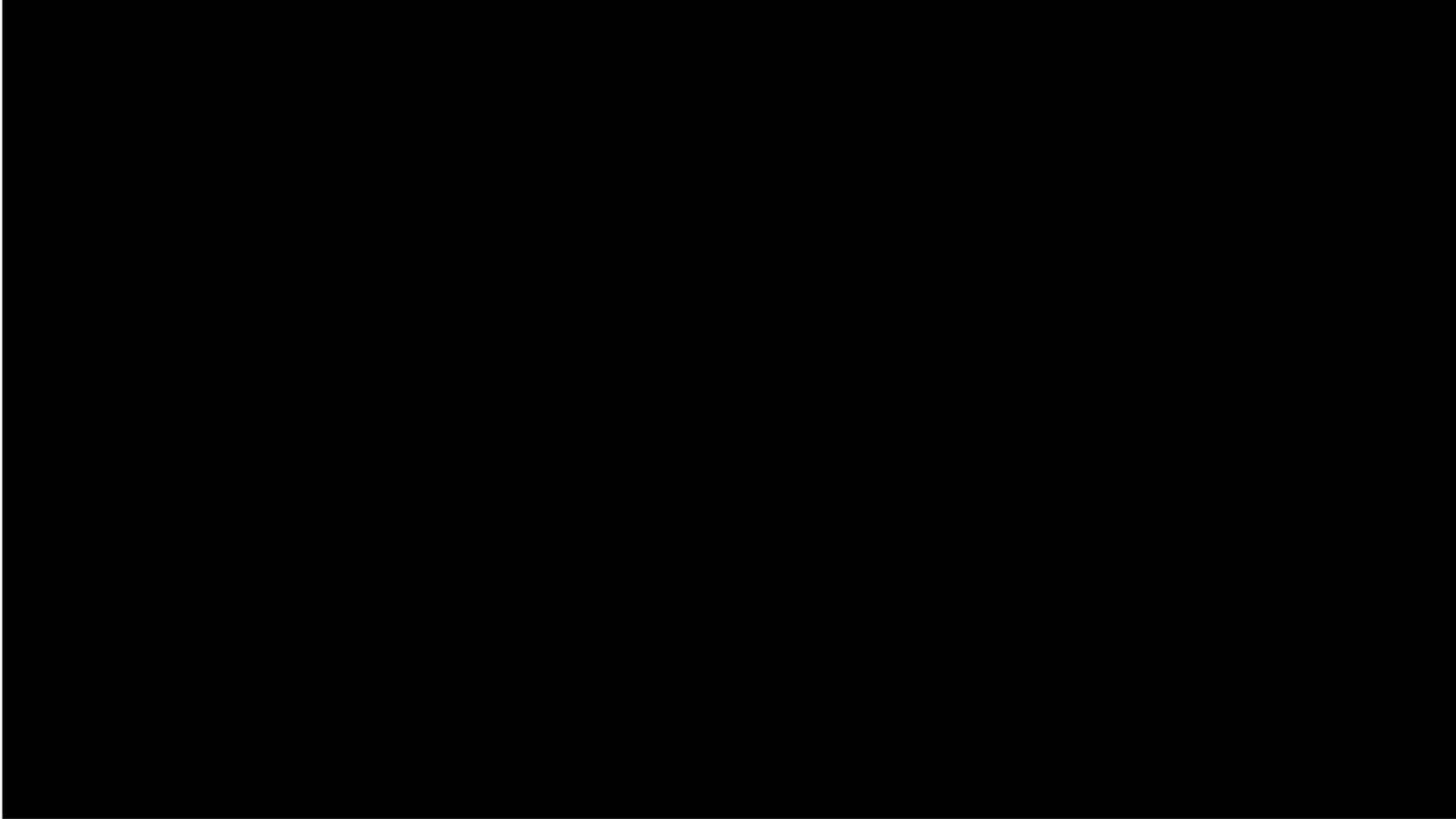


What is a

strength-based

perspective?

What is a **strength-based perspective**?



Why are children not often viewed through a strength-based perspective?

Where **should** a child be?

What is **wrong**?

How do we help to **fix them**?

