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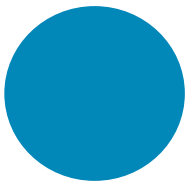
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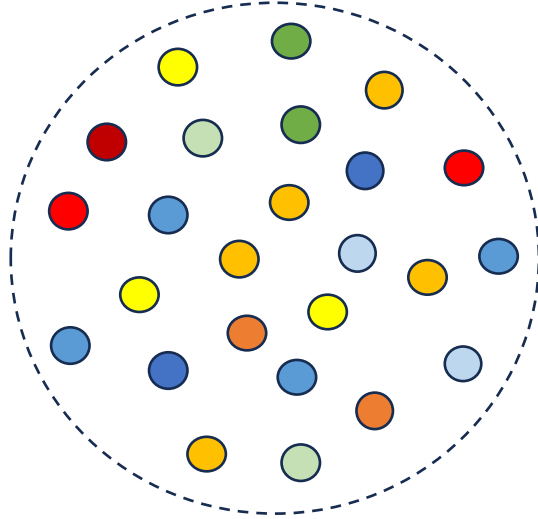


Dr. Shelley Moore

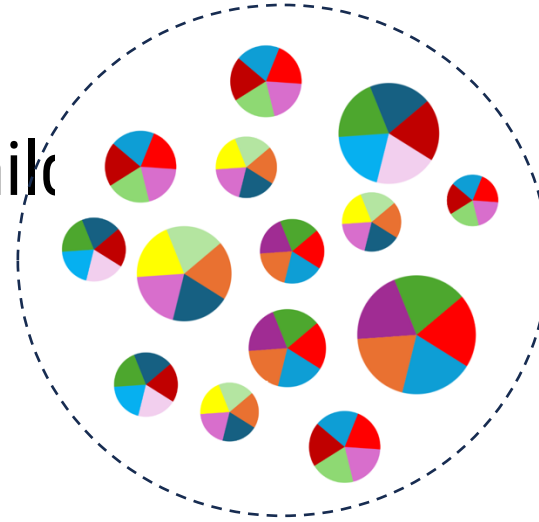


What stands out from last session?

inclusion is...

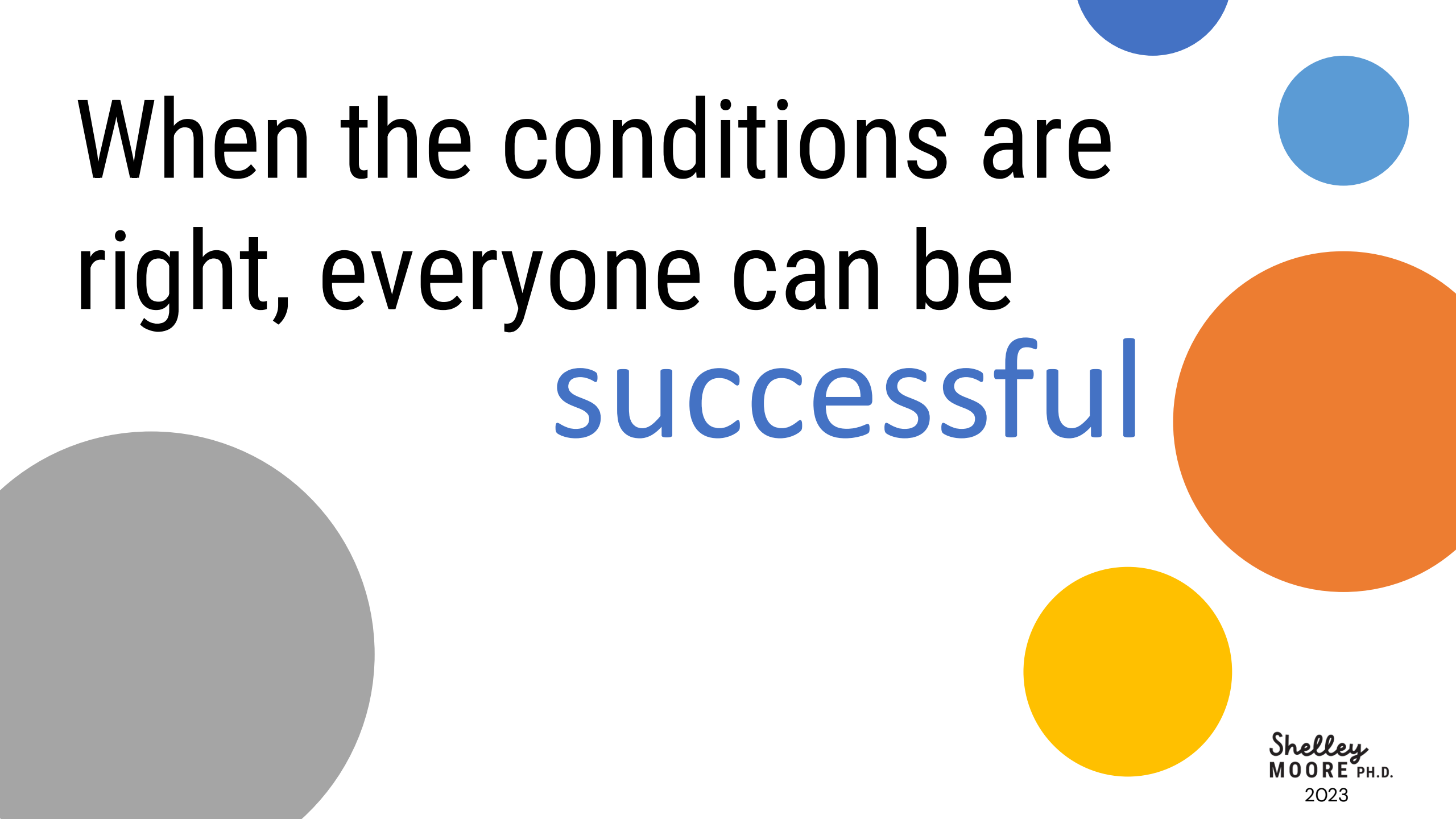


So that children
can...



teaching and planning for
diversity
in early learning programs
(where Diversity includes
Disability)

feel confident and safe to
identify
(and where Disability is an
identity)

The background features several large, semi-transparent circles in blue, orange, yellow, and grey, scattered across the slide.

When the conditions are
right, everyone can be
successful

Goal: To order and enjoy a coffee in a local coffee shop



Barrier = Stairs

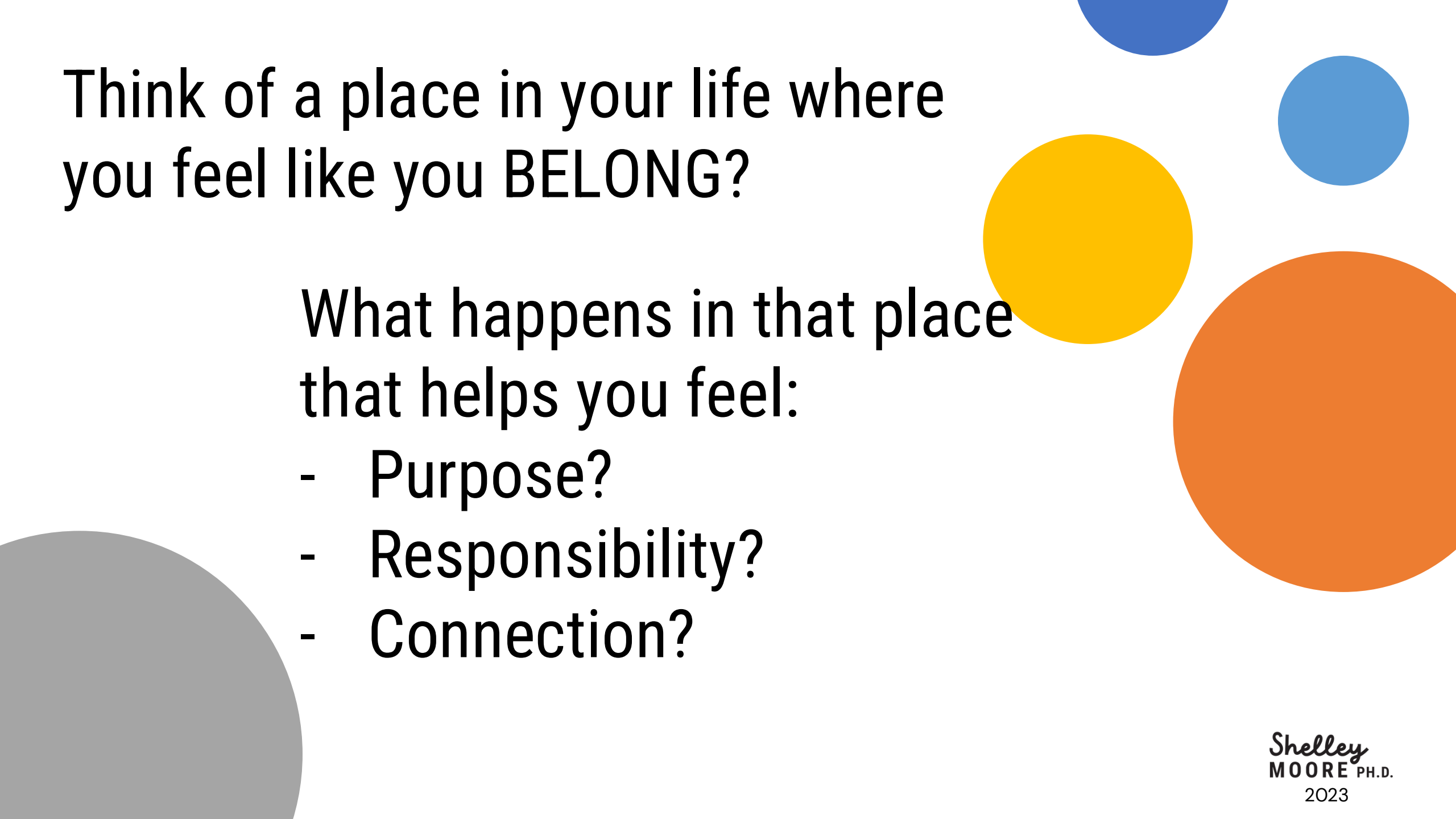
Reduce the Barrier = Ramp

Place-Based & Purposeful Planning

Location vs. Place



Existence vs. Belonging



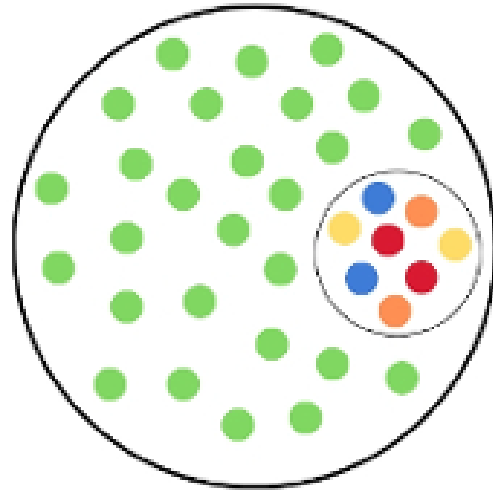
Think of a place in your life where
you feel like you BELONG?

What happens in that place
that helps you feel:

- Purpose?
- Responsibility?
- Connection?

Integration

Considering the location only



Inclusion - Place Based Planning

Place can influence what an children's **identities, roles, responsibilities** and **contributions** are in a community

Place **connects** children within a **community** to each other

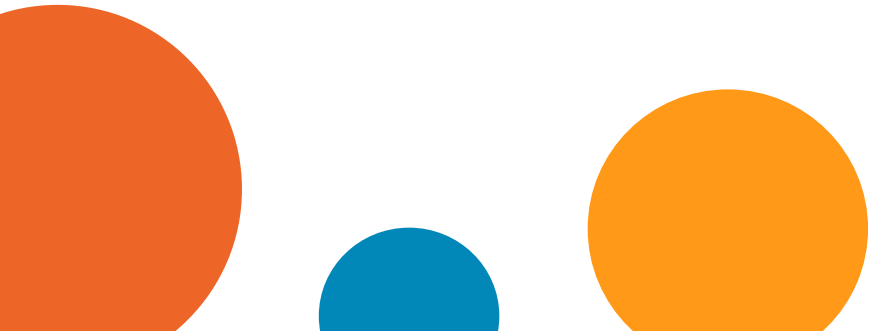
Place can **influence barriers** that children are experiencing

Place reflects an inclusive vision – increasing the places where children have **opportunities to belong**



Reflect on your **learning** from this session

- One new thing I learned today is...
- I used to think... but now I think
- After today, something I want to learn more about is...



Connecting Place & 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?

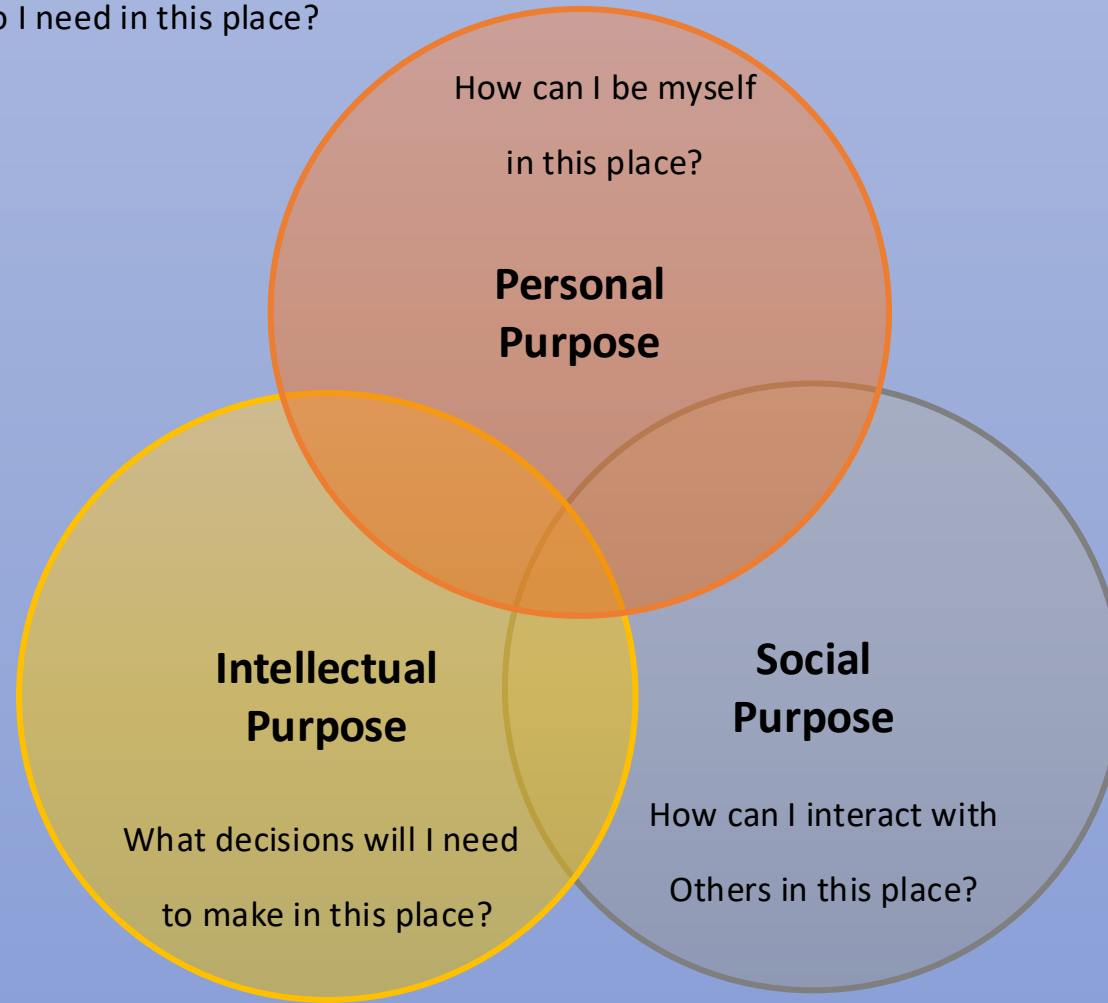
What **decisions** will I need to make in this place?

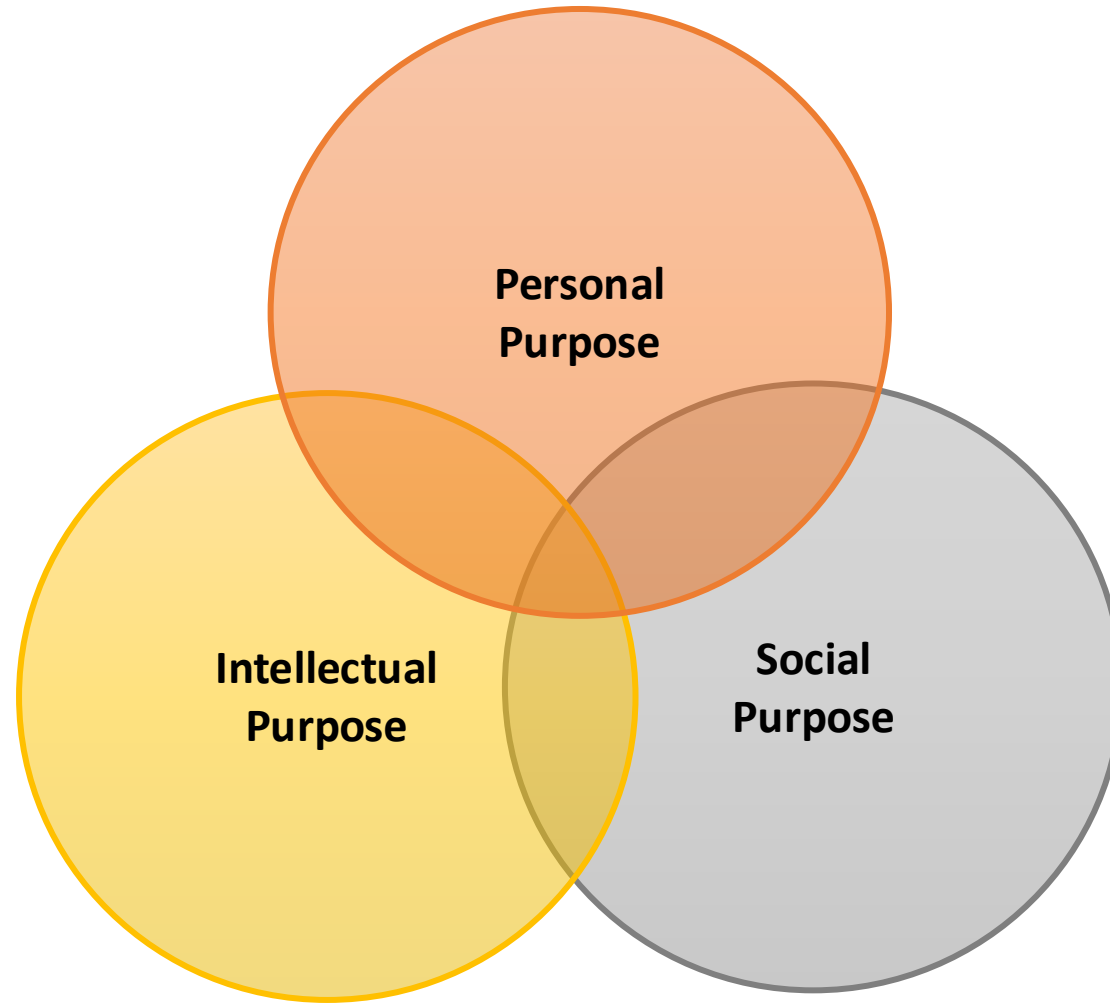
What specific **skills** do I need in this place?



Place (Contextual Purpose)

What specific skills do I need in this place?





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”

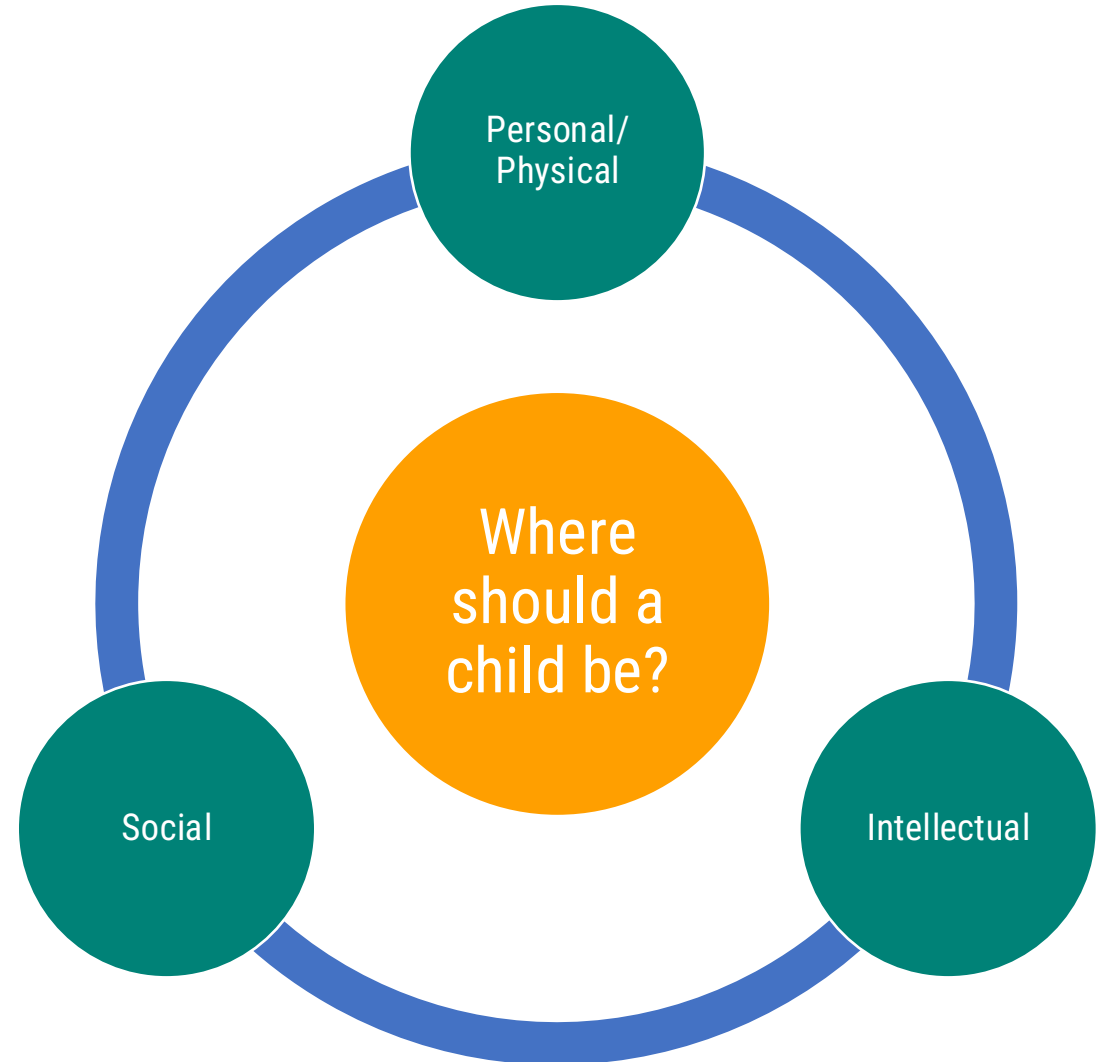
This has led to IEPs/Individual plans that focus on deficit-based goals and programming

This programming is often connected to receiving services and support in these areas in another place

Deficit Based Planning

Historically programming for children with disabilities has not been connected to place, it has been connected to **individual deficit areas**

- Where should a child be?
- What is wrong?
- How do we fix it?

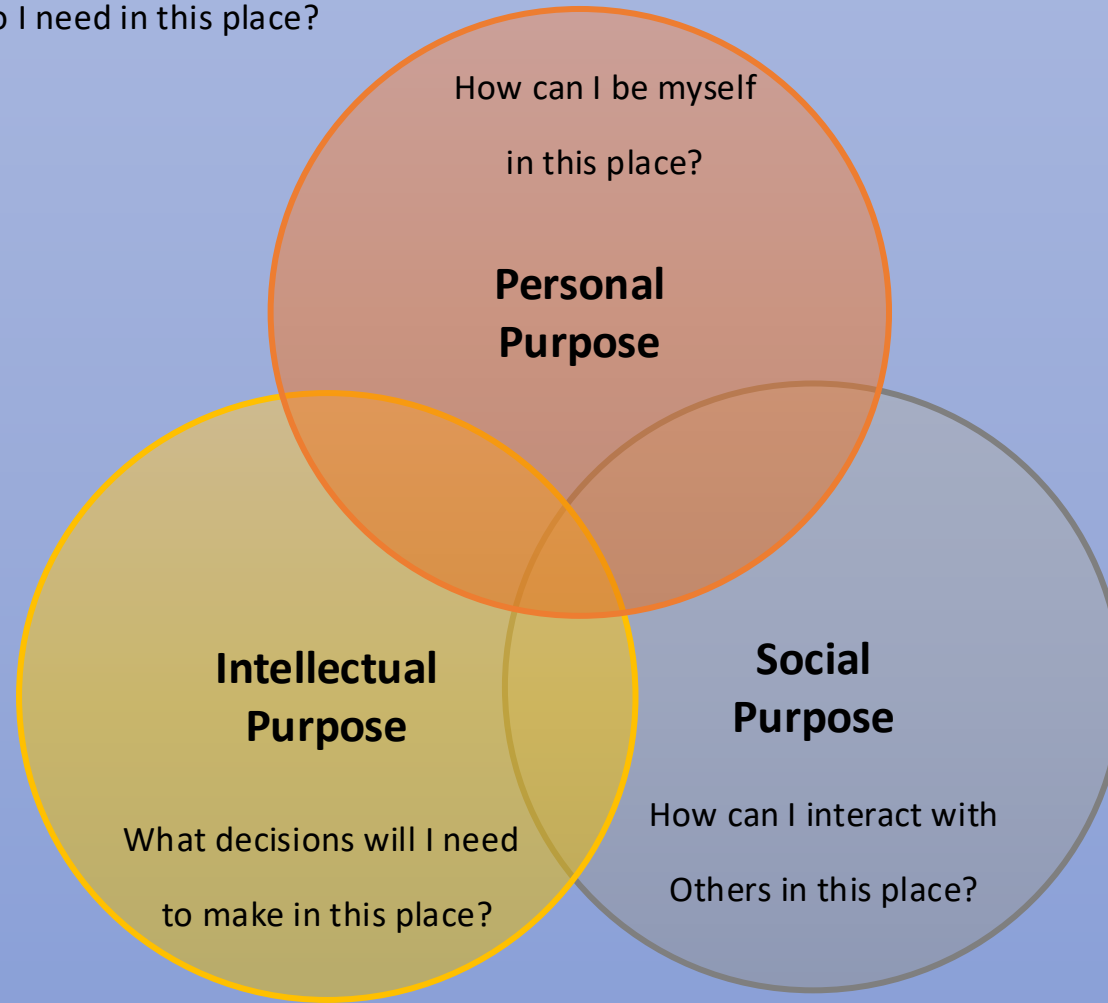


Why is Purposeful Planning Important?

- 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?



Purposeful Planning: The 3 lenses of inclusion	How Does Learning Happen	Early Learning for Every Child Today
Personal Well Being Identity, well-being, and sense of self	Connects to the foundations of Well-Being and Belonging . Children develop self- confidence, emotional security, independence, and a positive sense of identity when they feel safe and valued	Aligns with ELECT’s view of children as competent, capable, curious, and rich in potential . Supports domains of emotional development, self-regulation, and self-help skills . ELECT emphasizes responsive relationships that nurture self-esteem and resilience.
Social Well Being Relationships, belonging, and community	Strongly connected to Belonging and Expression . Children learn through caring relationships with peers, educators, families, and communities..	Connects to ELECT’s focus on social development , attachment, communication, and relationship-building. ELECT highlights the importance of responsive interactions and collaborative play in developing empathy, cooperation, and social competence.
Intellectual Well Being Curiosity, inquiry, and ways of knowing	Reflects the foundation of Engagement . Children are active learners who explore, investigate, and problem-solve through play and inquiry.	Aligns with ELECT’s emphasis on cognitive, language, and communication development . ELECT supports learning through exploration, inquiry, experimentation, and multiple ways of knowing.

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 (Becca)

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	• B can feel brave • B can be ready for the day	• B can say hello to 2 friends	• B can help build the schedule for the day	• B know where they are • B knows name of some people at daycare
Snack	Eating, choice, communication, independence, vocabulary, conversations	• B can eat her snack	• B can ask for help if they need	• B can choose what to eat	• B know where to get her snack
Nap time	Rest, calmness, quiet	• B knows when she feel tired and needs to rest	• B can be quiet around others who are resting	• B can decide if she wants to rest or do a quiet activity	• B can rest and feel calm
Independent play	Play, referencing/ observing/ imitation, trying new things, fine motor, following single/ multi step instructions	• B can play with toys • B can play music	• B can share space with others	• B can choose what to play with	• B can play at different centers
Outside play	Gross motor skills, physical development, cooperation, problem solving, social skills/ friendships, following single/ multi step instructions	• B can walk outside safely • B can take turns	• B can take turns	• B can choose what to play with outside	• B can go down a slide • B can swing
Home time	Communication, reflection, vocabulary, listening	• B can choose something she is proud of in her day	• B can share with someone else about her day	• B can share what she is looking forward to tomorrow	• B can say goodbye • B can go home

Strategy: The Purpose Planner: Daycare (Becca Age 4)

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, build schedule	- B can feel brave - B can hang up her coat - B can say goodbye	B can say hello to my friends	B can help build the schedule for the day	- B know where they are - B knows name of some people at daycare
Snack	Eating, choice, communication, independence, vocabulary, conversations	B can eat her snack	B can ask for help if they need	B can choose what to eat	B know where to get and put away lunch box
Nap time	Rest, calmness, quiet	B knows when she feel tired and needs to rest	B can be quiet around others who are resting	B can decide if she wants to rest or do a quiet activity	B can rest and feel calm
Independent play	Play, referencing/ observing/ imitation, trying new things, fine motor, following single/ multi step instructions	- B can play with blocks - B can play music	B can share space with others	B can choose what to play with	B can play at different centers
Outside play	Gross motor skills, physical development, cooperation, problem solving, social skills/ friendships, following single/ multi step instructions	- B can walk outside safely - B have fun at the playground	B can take turns	B can choose what to play with outside	- B can go down a slide - B can swing
Home time	Communication, reflection, vocabulary, listening	B can choose something she is proud of in her day	B can share with someone else about her day	B can share what she is looking forward to tomorrow	- B can say goodbye - B can go home

These are purposes!
Green (I choose)
Blue (You choose)



Arrive	
AM Activity 1	
Snack	
AM Activity 2	
Lunch	
Quiet Time	
PM Activity	
Home Time	

These are purposes!
Green (I choose)
Blue (You choose)



Arrive	
AM Activity 1	
Snack	I can eat my snack
AM Activity 2	
Lunch	I can eat my lunch
Quiet Time	I can rest and feel calm
PM Activity	
Home Time	I can go home

I can be ready for the day

I can be ready for the day



I can hang up my coat

I can be **ready** for the day



by saying **goodbye** to my **mom**.

I can be **ready** for the day



by putting my **lunch box** in my **cubby**

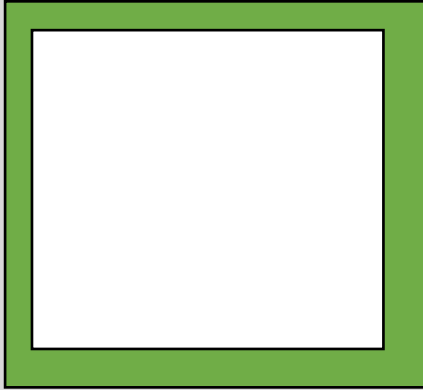
I can be **ready** for the day



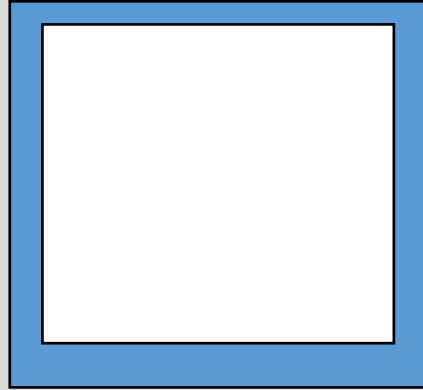
by saying **hi** to my **friends**.

I can be **ready** for the day

First



Then



First



Then



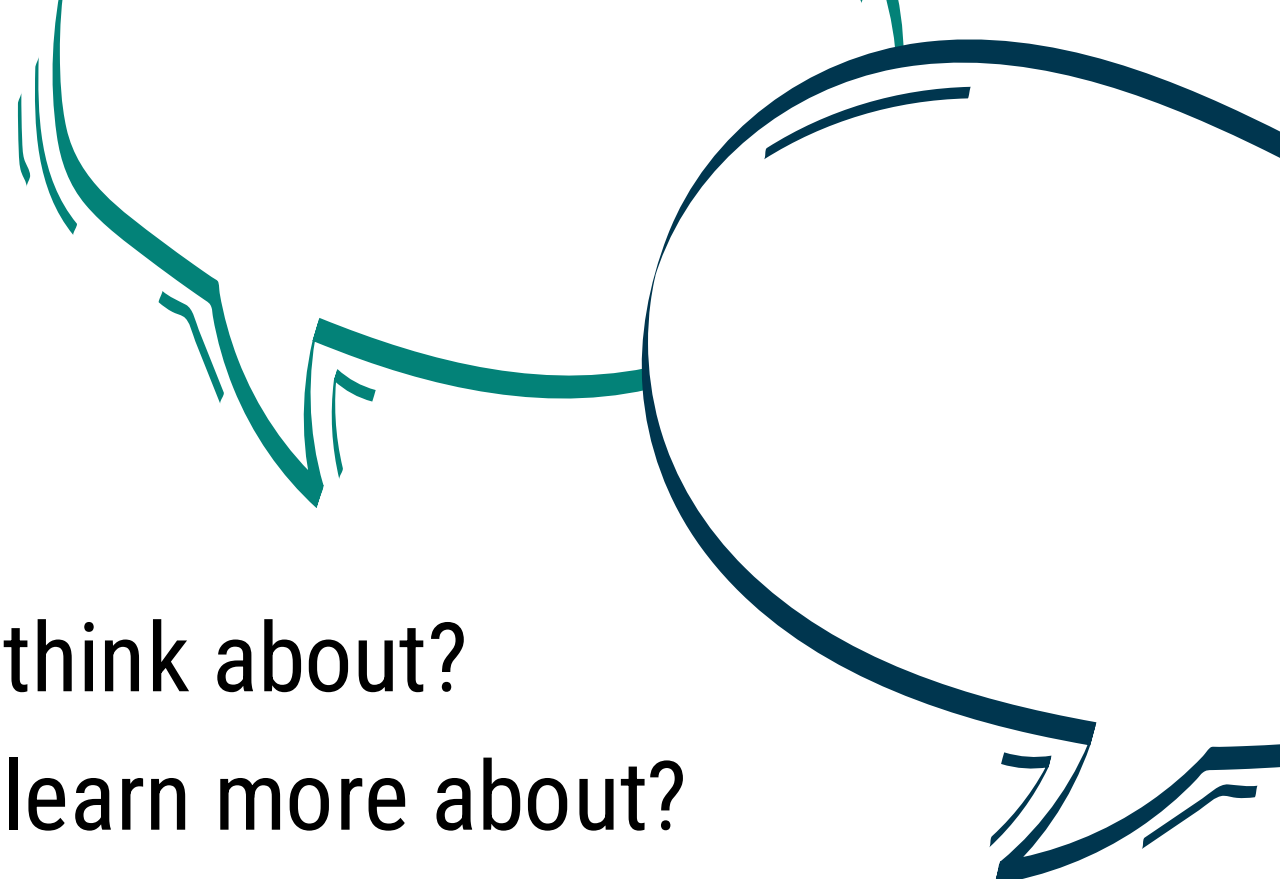
These are purposes!

Green (I choose)

Blue (You choose)



Arrive	I can hang up my coat	
AM Activity 1	I can play blocks	
Snack	I can eat my snack	
AM Activity 2	I can play music	
Lunch	I can eat my lunch	
Quiet Time	I can rest and feel calm	
PM Activity	I walk outside safely	
Home Time	I can go home	

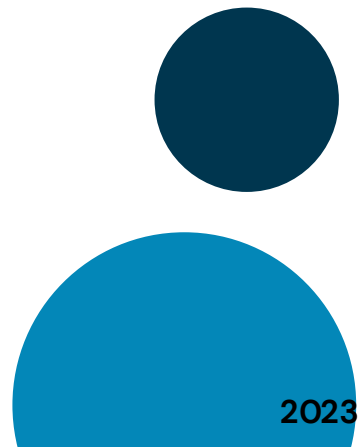


What is one useful idea?

What is one thing you want to think about?

What is one thing you want to learn more about?

What is one thing you want to share with
someone who is not here today?



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