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MOORE PH.D.



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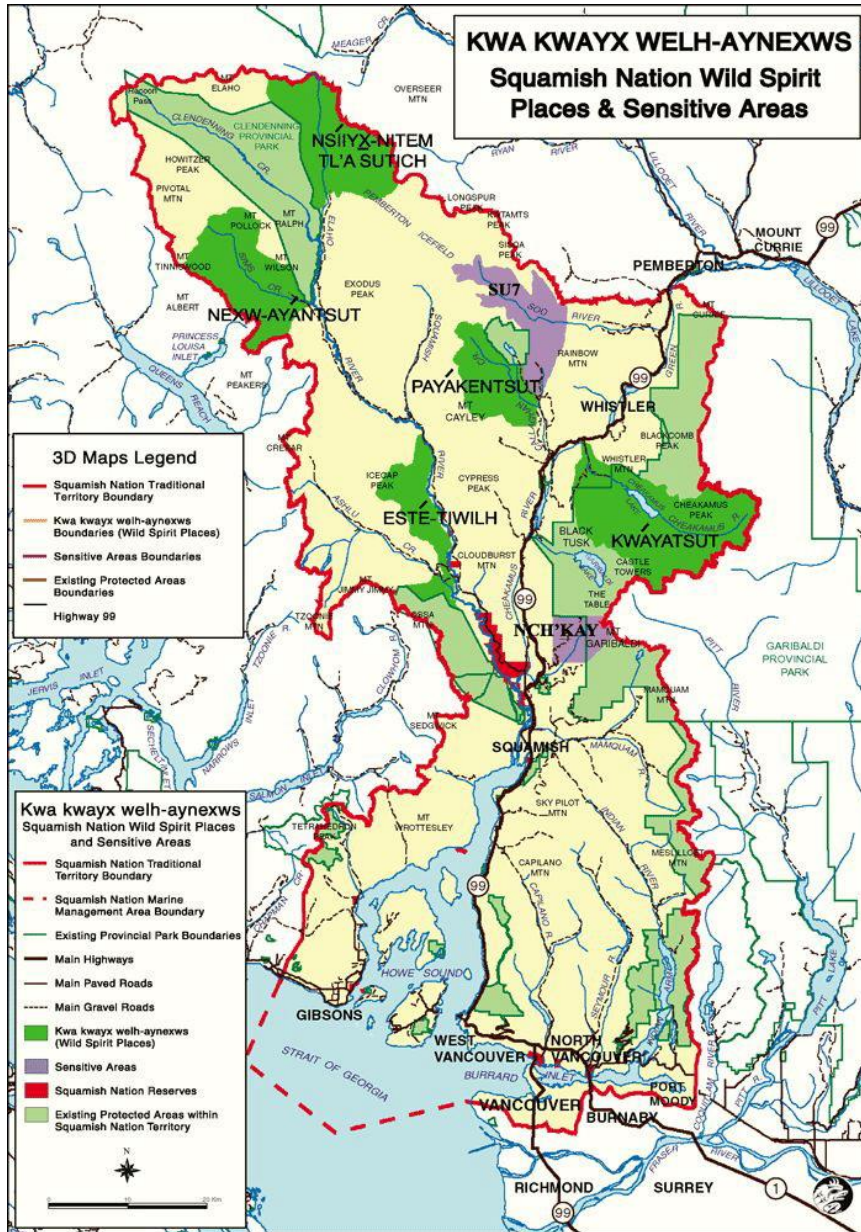
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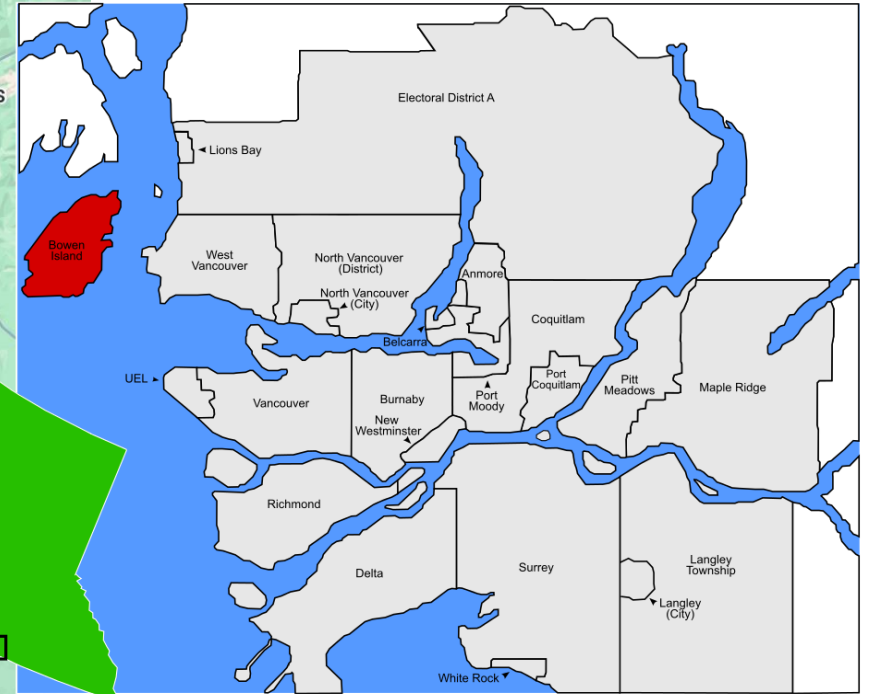
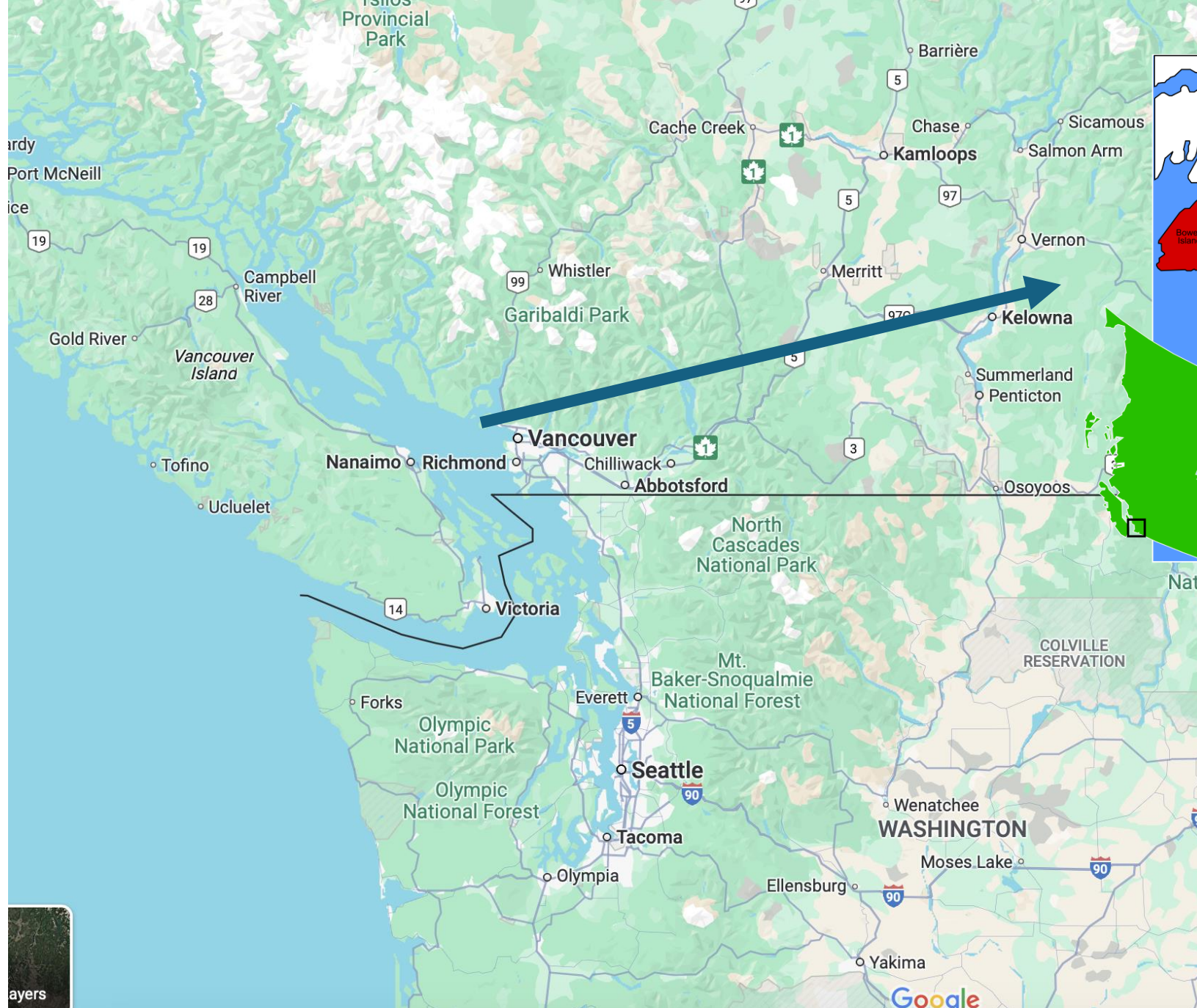
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[Dr. Shelley Moore](https://www.facebook.com/Dr.Shelley.Moore)



I respectfully acknowledge that I live and work on the island of **Nexwlélexwm** which is part of the unceded and traditional territory of the **Skwxwú7mesh Nation**, who have stewarded this land for generation. I am to share this community in this incredible place in **Átl'ka7tsem**



Bowen Island, British Columbia CANADA

Questions to think about today

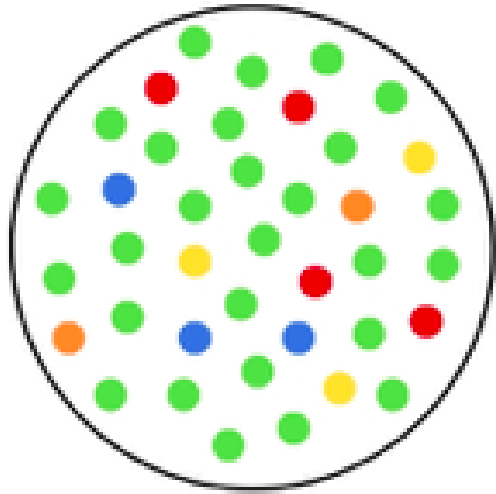
- What does true inclusion look and feel like in an early learning environment?
- What is the difference between a barrier and a need? How does knowing the difference help us support children?
- What is UDL and which “ramp” stood out to you today?
- How can educators use a strength-based lens when planning for children?
- What is one thing from this session that you want to apply in your own practice?

WHAT DOES

inclusion

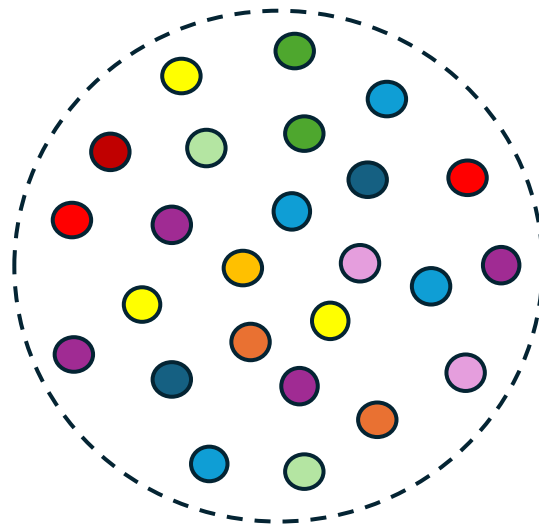
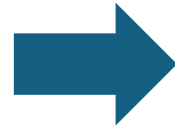
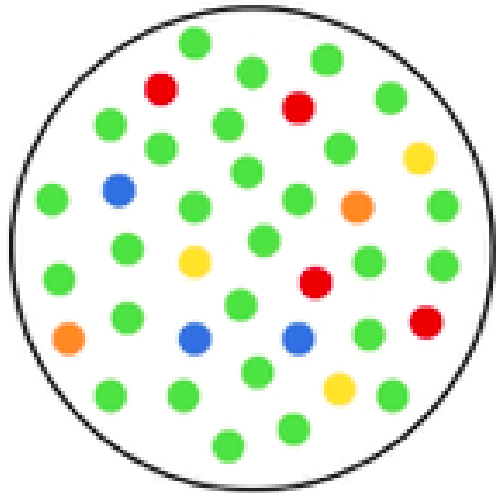
MEAN?

How do we do inclusion ?



Including
'special needs' children
into general education
classrooms

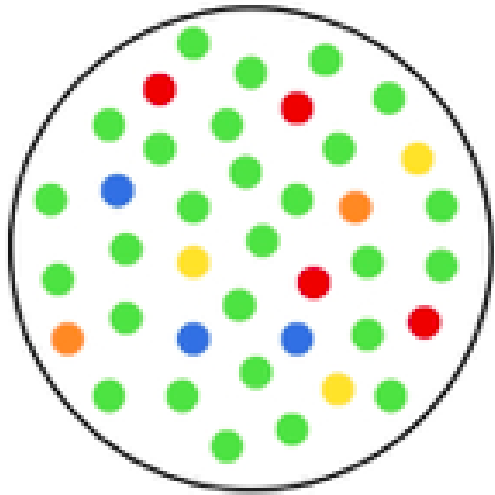
How do we do **inclusion** ?



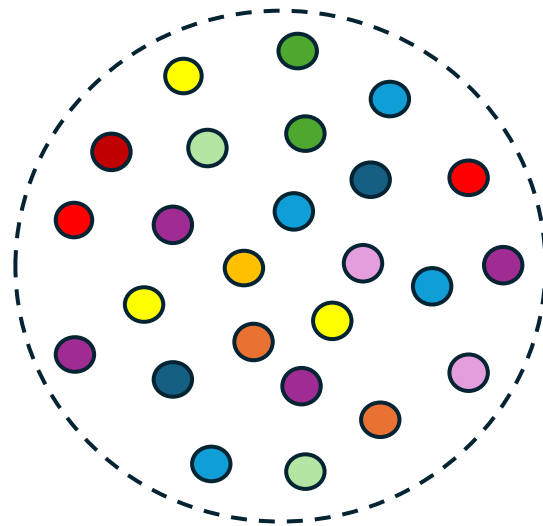
Including
'special needs' children
into general education
classrooms

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

How do we do **inclusion** ?

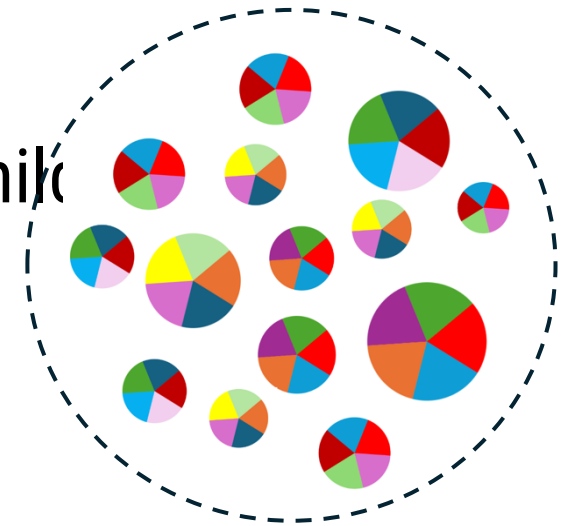


Including
'special needs' children
into general education
classrooms



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

So that children
can...



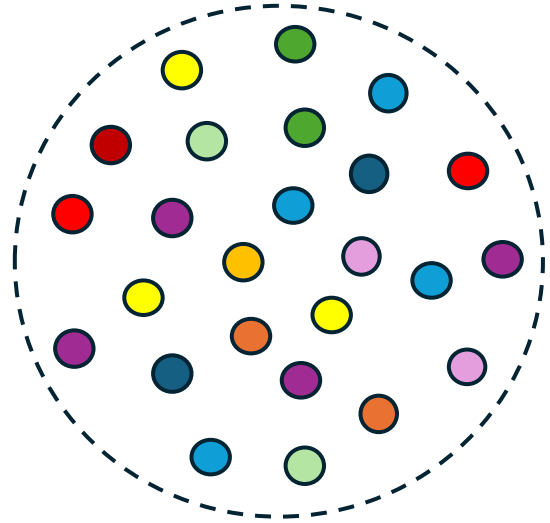
feel confident and safe to
identify
(and where Disability is an
identity)

In a world of
UNICORNS

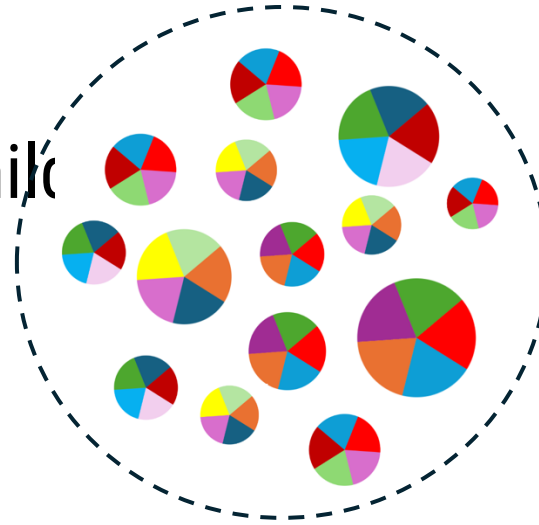
Be a **UNICORN**
that celebrates a
BAT



inclusion is...



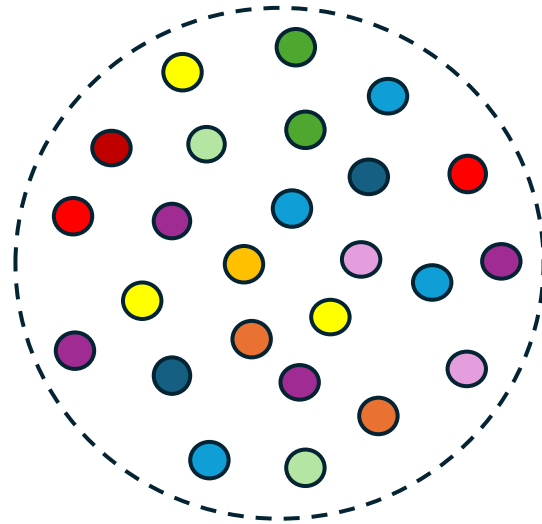
So that children
can...



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)

Who are we planning for?

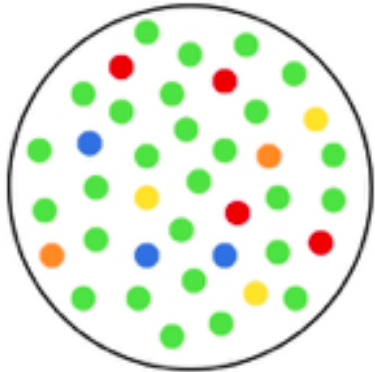


Why are children not often viewed through a strength-based perspective?

Where **should** a child be?

What is **wrong**?

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

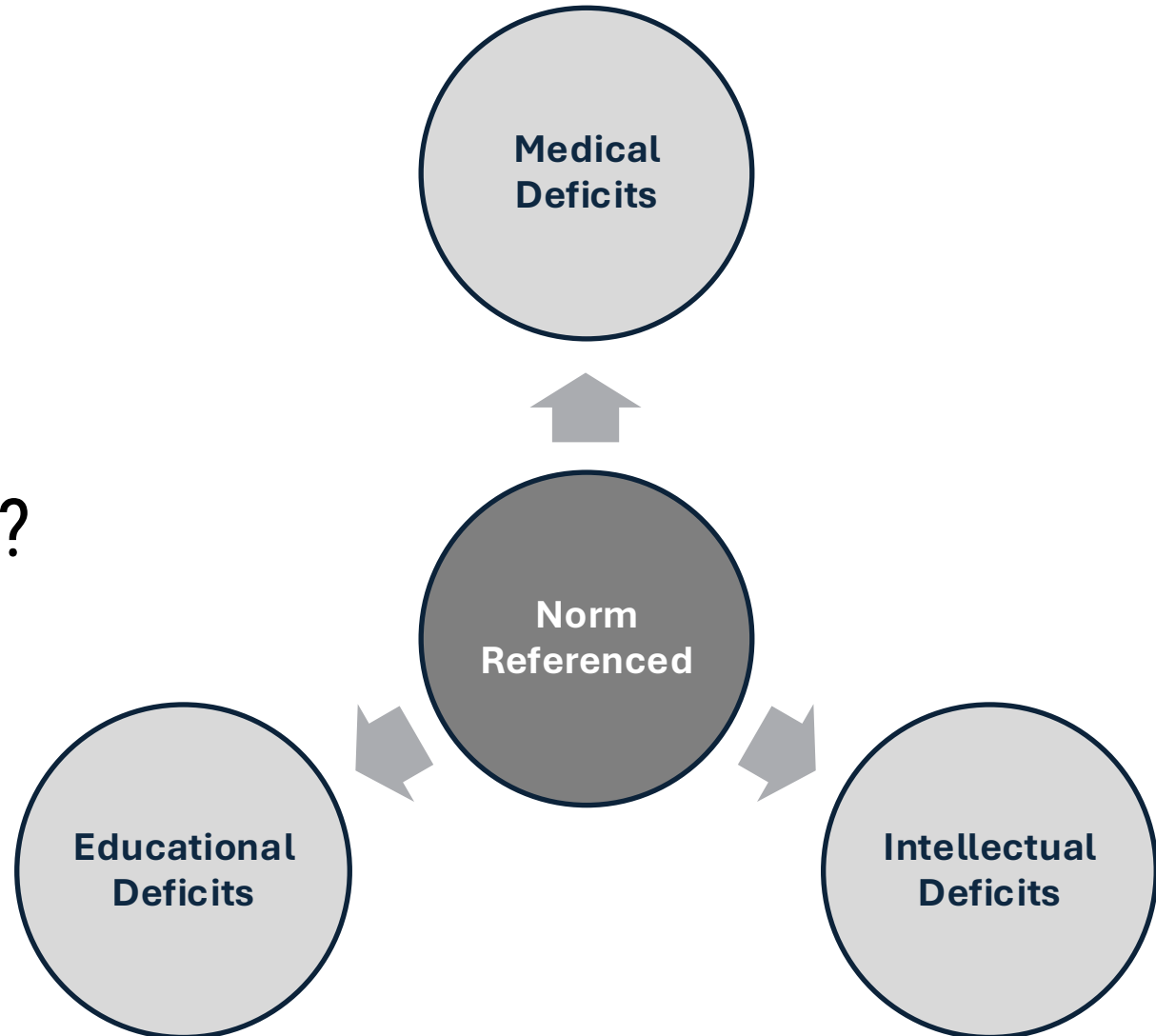
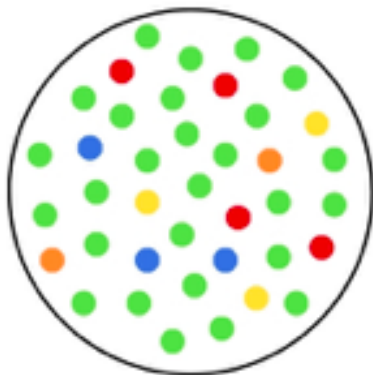


Why are children not often viewed through a **strength-based** perspective?

Where **should** a child be?

What is **wrong**?

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



What does it mean to view a child through a **strength-based** perspective?

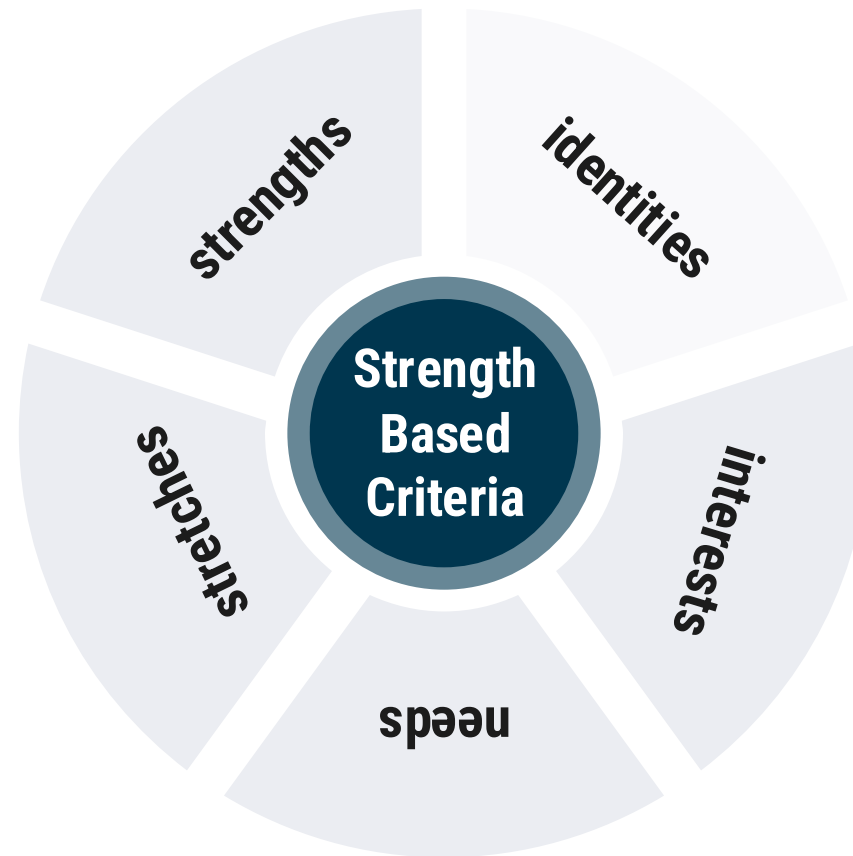
Where **could** a child be?

What do **they bring**?

How do we help them **grow**?



The Five Dimensions



Where **could** a child be?

What is **right**?

How do we help them **grow**?

Goal:



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



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

Barrier: What is getting in the way AROUND a person, that is preventing them from meeting a goal

Barrier: Stairs



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



Barrier = Stairs

Reduce the Barrier =

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



Barrier = Stairs

Reduce the Barrier = Ramp

UDL 3.0: The Ramps for Learning

Goal: For children to engage, understand, and show growth in learning

Provide multiple means of
Engagement



Affective Networks
The "WHY" of Learning

Provide multiple means of
Representation



Recognition Networks
The "WHAT" of Learning

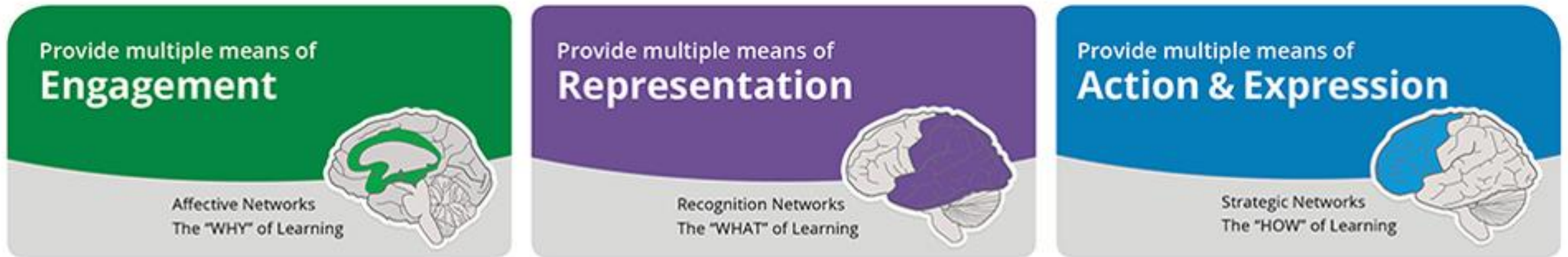
Provide multiple means of
Action & Expression



Strategic Networks
The "HOW" of Learning

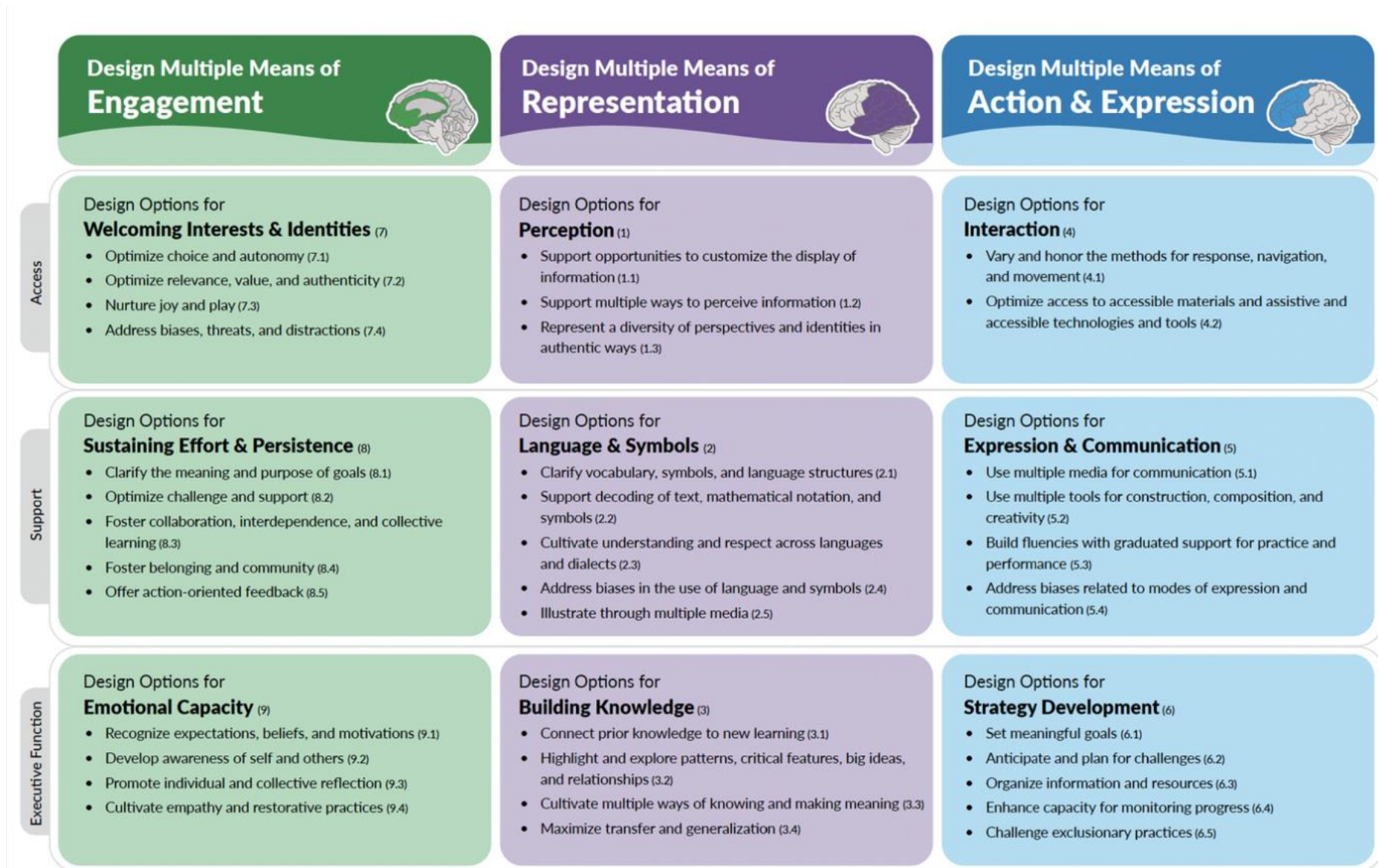
UDL 3.0: The Ramps for Learning

Goal: For children to engage, understand, and show growth in learning



Barriers: What is getting in the way AROUND a child, that is preventing them from meeting a goal

Reducing Barriers: Building the ramps in learning



UDL Principle: Action & Expression

Supports children's **growth** by offering many ways to participate, 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	<p>Educators “set children up to do hard things” by <u>noticing</u> what tends to be tricky and <u>planning ahead by</u>:</p> <ul style="list-style-type: none">- 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. <p>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</p>

UDL Principle: Action & Expression

Supports children’s **growth** by offering many ways to participate, 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	How this connects to ELECT (Early Learning for Every Child Today)	How this connects to HDLH (How Does Learning Happen?)
<p>The 6.2 Ramp: Anticipate and plan for challenges</p>	<p>Educators “set children up to do hard things” by <u>noticing</u> what tends to be tricky and <u>planning ahead</u> by:</p> <ul style="list-style-type: none"> - 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. <p>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</p>	<p>ELECT emphasizes responsive environments, developmental variability, and intentional observation to plan programming that meets children where they are.</p> <p>Anticipating challenges aligns with ELECT’s focus on using knowledge of development and relationships to design supportive conditions for learning, including adapting expectations, scaffolding skills (self-regulation, communication, social problem-solving), and partnering with families to understand children’s strengths, needs, and contexts.</p>	<p>HDLH emphasizes that learning happens through relationships and conditions that foster Belonging, Well-Being, Engagement, and Expression.</p> <p>Planning for challenges supports Well-Being by reducing stress and supporting regulation, supports Belonging by keeping children included during hard moments (instead of removed), supports Engagement by making participation feel doable, and supports Expression by ensuring children have ways to communicate needs, choices, and feelings—especially when things get tricky</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
6.2 – Anticipate and plan for challenges	<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>

UDL Ramp:

Principle:

What this means in educator and family friendly language

What this looks like for children ages _____

Blank area for notes or examples related to the UDL Ramp.

Blank area for notes or examples related to the Principle.

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