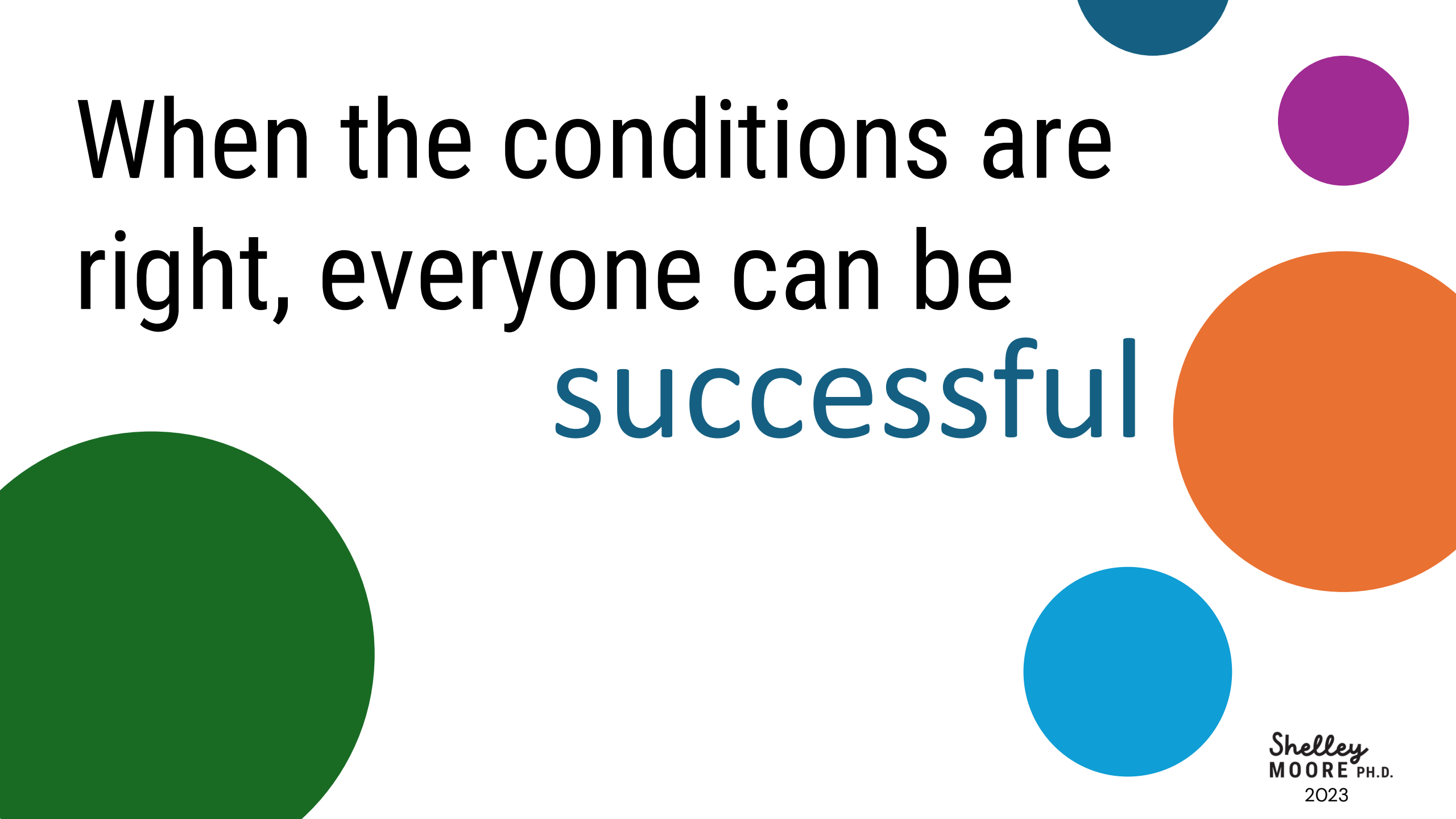
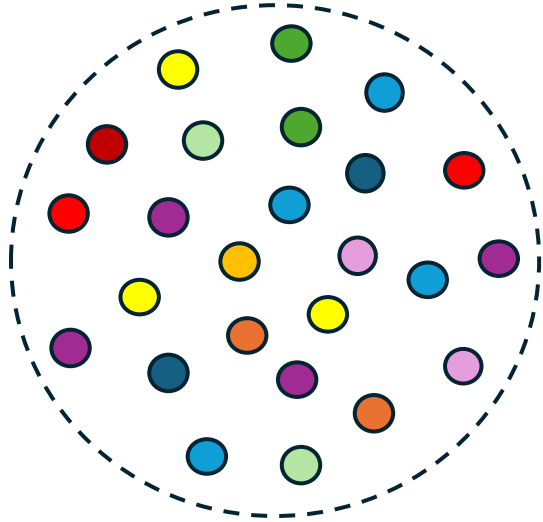


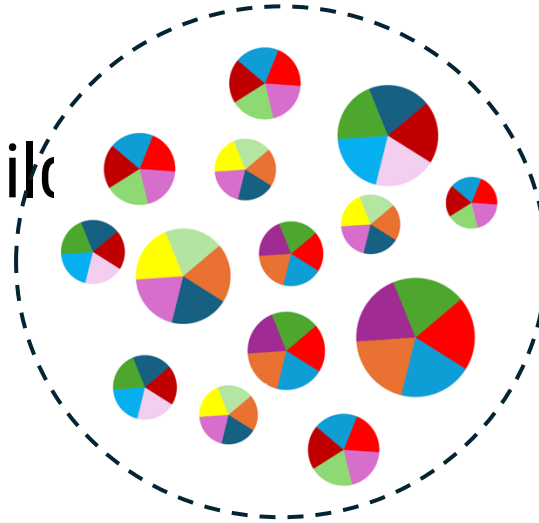
The background features several large, solid-colored circles in various shades: a large green circle on the bottom left, a large orange circle on the right, a medium blue circle at the bottom right, a small purple circle at the top right, and a small dark blue circle at the top center.

When the conditions are
right, everyone can be
successful

inclusion is...



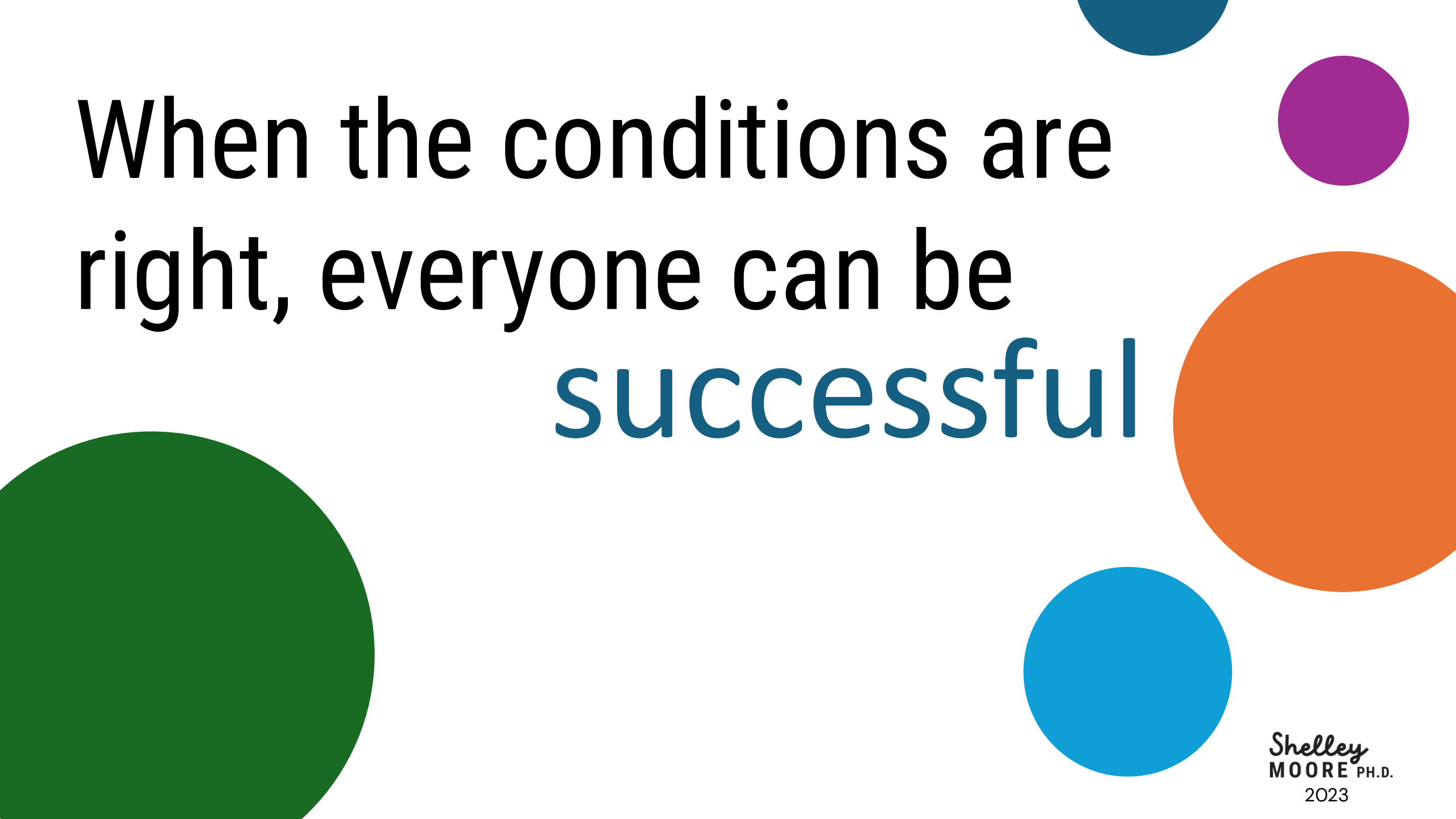
So that children
can...



teaching and planning for
diversity
in neighbourhood
classrooms and programs
(where Diversity includes
Disability)

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

How do we do inclusion ?

The background features several large, solid-colored circles in shades of green, blue, orange, and purple, scattered across the slide.

When the conditions are
right, everyone can be
successful



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

–Alexander den Heijer



What does it need?
What is getting in the way?
How do we meet its need?



What do all plants need?



All plants
need light

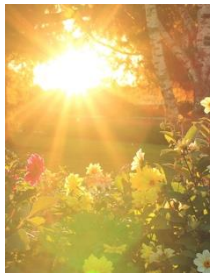


All plants
need moisture



All plants
need space

What do ALL children need?



All children
need to be
engaged



All children
need to
understand



All children
need to
grow

Universal Design for Learning 3.0

Design Multiple Means of Engagement



Design Multiple Means of Representation



Design Multiple Means of Action & Expression



Access

Design Options for Welcoming Interests & Identities ⁽⁷⁾

- 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)

Design Options for Perception ⁽¹⁾

- 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)

Design Options for Interaction ⁽⁴⁾

- 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

Design Options for Sustaining Effort & Persistence ⁽⁸⁾

- 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)

Design Options for Language & Symbols ⁽²⁾

- 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)

Design Options for Expression & Communication ⁽⁵⁾

- 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

Design Options for Emotional Capacity ⁽⁹⁾

- 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)

Design Options for Building Knowledge ⁽³⁾

- 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)

Design Options for Strategy Development ⁽⁶⁾

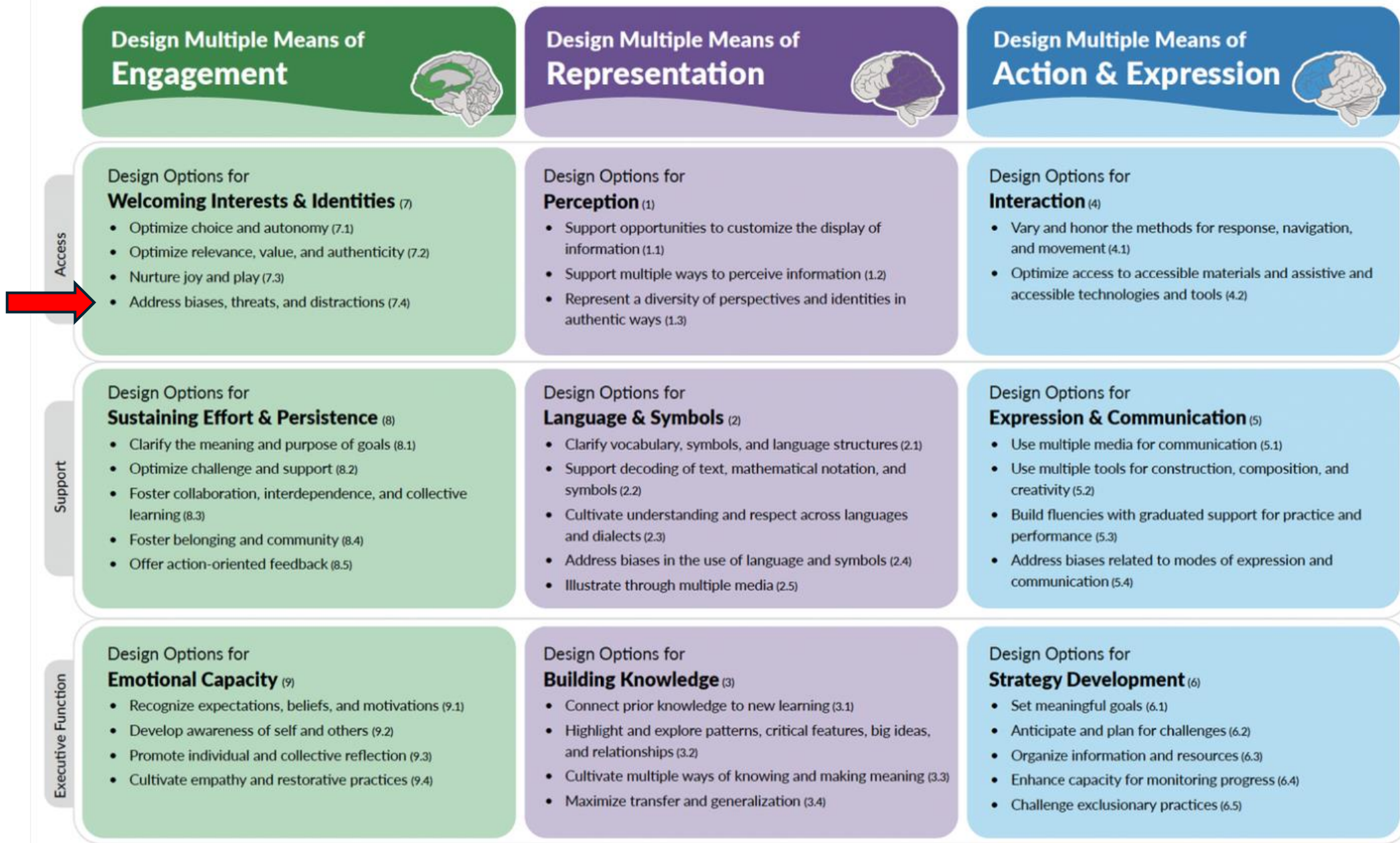
- Set meaningful goals (6.1)
- Anticipate and plan for challenges (6.2)
- Organize information and resources (6.3)
- Enhance capacity for monitoring progress (6.4)
- Challenge exclusionary practices (6.5)

Do you have a child who....

- is watching but not joining, going quiet, freezing, or staying close to adults (**withdrawal or shutdown**)
- is distressed during transitions, group times, noise, or being observed (**big reactions in predictable moments**)
- : is covering ears/eyes, restlessness, silliness, or fatigue in busy or loud spaces (**sensory strain**)
- is avoiding certain peers, activities, or roles; tension during turn-taking or competition (**belonging signals**)
- is masking, people-pleasing, or stress when language, culture, or identity isn't reflected (**identity safety cues**)
- is dysregulated during arrival, clean-up, line-ups, or changes in routine consistently trigger difficulty (**transition hot spots**)



Then the class may need engagement strategies



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
The 7.4 Ramp Address biases, threats, and distractions	Engagement is not about motivation—it is about safety. 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. 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.	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. 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. Holistic Development: By reducing stress, threat, and overload, educators support children’s emotional, social, physical, and cognitive development as interconnected.	Learning requires safety and trust: FPPL emphasizes that learning cannot occur without emotional and relational safety. Addressing bias and threat is foundational, not optional. Learning is holistic, reflexive, reflective, experiential, and relational: Children’s emotions, identities, and experiences are inseparable from learning. 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.

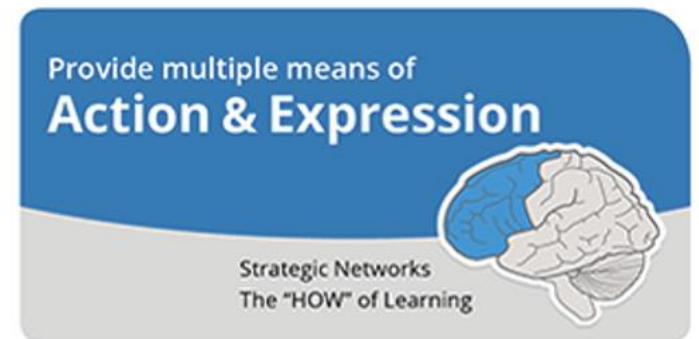
UDL 3.0 Indicator	What this looks like for children ages 0-2	What this looks like for children ages 3-5	What this looks like for children ages 6-12
7.4 – Address biases, threats, and distractions	Emotional + relational safety: Predictable caregivers, warm greetings, responsive soothing, and calm transitions so distress is met with connection (not “fixing” or ignoring). Reduce sensory threat: Soft lighting options, quiet spaces, gentle sound environments, fewer competing toys at once, and freedom to move or cuddle. Honor communication + refusal: “No,” turning away, crying, or pushing something away is treated as communication; adults adjust rather than escalate demands. Bias-aware materials: Books, photos, dolls, and songs reflect many families, skin tones, abilities, languages—without treating any identity as “special topic week.” Safety in care routines: Consent-based caregiving (narration, asking before touch, respecting “stop”), so children experience their bodies as safe and respected. Reduce distractions thoughtfully: Simple, uncluttered spaces; materials rotated; clear “home” locations for objects; short, flexible group moments. Repair + reassurance: After distress, adults help children return to safety (comfort item, rocking, quiet space), and re-entry is gentle and non-punitive	Emotional + relational safety: Children know what to expect (visual routines, clear rituals), and adults respond to big feelings with co-regulation, not punishment Reduce sensory threat: Choice of seating/space (cozy corner, floor, table), headphones available, movement breaks built in, and quieter alternatives to loud group games Honor communication + refusal: Children can say “no,” pause, or watch first. Participation has multiple entry points (observe, join later, do parallel play). Bias-aware materials: Classroom visuals, stories, and dramatic play props reflect diverse families and roles; adults interrupt stereotyping in play with curiosity and alternatives. Safety in routines + boundaries: Consent language in play (asking before hugging, respecting “no”), and adults model boundary-setting as normal and kind. 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. Repair + restoration: Conflict is handled as learning—naming impact, repairing play, practicing new language—without forced apologies or public discipline.	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. 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 Honor communication + refusal: Kids can choose “watch,” “take a break,” or “join later” without being labelled uncooperative. Opt-out is normalized and planned for Bias-aware materials: Clubs/activities reflect diverse interests and identities; staff notice exclusion (gendered teasing, racist jokes, ableist language) and respond quickly and restoratively. Belonging norms: Group agreements are co-created and revisited; safety includes emotional safety (no humiliation), identity safety, and protection from bullying. Reduce distractions thoughtfully: Clear schedules and sign-up systems, predictable transitions, visual posted options, and staff support for task-starting without public calling-out Repair + restoration: Restorative responses after harm (check-ins, making it right, rejoining the group). Consequences focus on repair and safety, not removal or shame

Think of **one child**?

- What UDL strategies are you already trying?
- What UDL strategies do you want to learn more about?
- What new UDL strategy do you want to try?

Do you have a child who....

- Shows distress, refusal, or shutdown during starts, stops, clean-up, lining up, or changes in routine (**transitions are hard**)
- Shows frustration escalates quickly when materials break, rules change, or peers act unexpectedly (**Stuck when things don't go as planned**)
- doesn't know how to begin or rejoin after a pause (**Difficulty starting or re-starting**)
- asks “What do I do?” or avoids tasks without a clear plan or entry point (**overwhelmed by open-ended tasks**)
- hunger, fatigue, sensory overload, or emotional carryover affect engagement (**energy shifts derail participation**)



Then the class may need expression strategies

Design Multiple Means of Engagement



Design Multiple Means of Representation



Design Multiple Means of Action & Expression



Access

Design Options for Welcoming Interests & Identities (7)

- 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)

Design Options for Perception (1)

- 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)

Design Options for Interaction (4)

- 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

Design Options for Sustaining Effort & Persistence (8)

- 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)

Design Options for Language & Symbols (2)

- 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)

Design Options for Expression & Communication (5)

- 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

Design Options for Emotional Capacity (9)

- 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)

Design Options for Building Knowledge (3)

- 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)

Design Options for Strategy Development (6)

- 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)



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.

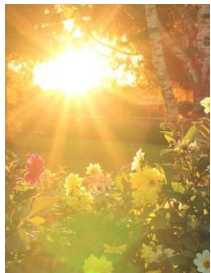
UDL 3.0 Indicator	What this means for early learning settings	How this connects to the BC Early Learning Framework	How this connects to the First Peoples Principles of Learning
The 6.2 Ramp: Anticipate and plan for challenges	UDL 6.2 matters because children are more likely to participate, persist, and 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. 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”).	Well-Being & Belonging: Planning supports children to feel safe and capable during uncertainty (transitions, conflicts, new tasks). Engagement with Others, Materials, and the World: Children stay engaged longer when they have tools to handle frustration, waiting, change, or complexity. Communication & Literacies: Planning is expressed through many “languages” (pictures, gestures, checklists, role play, story). Holistic Development: Planning builds self-regulation, problem-solving, and independence in developmentally appropriate ways.	Learning requires time and patience: Planning develops gradually through practice and revisiting. Learning is holistic, reflective, experiential, and relational: Planning grows through experience and supportive relationships, not compliance. Learning involves recognizing consequences of one’s actions: Children learn to consider what might happen and choose supportive actions. Learning requires safety, trust, and respect: Children can only plan for challenges when they trust that mistakes are safe and support is available.

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	Planning through predictable routines: Consistent sequences (arrive → wash hands → snack) so children can anticipate what’s next. Rehearsal before transitions: Adults preview what’s coming (show shoes, point to outside, sing transition songs). Support tools placed in reach: Comfort objects, quiet cozy spaces, sensory supports available before distress escalates. Adults plan for the child with the child: Caregivers notice patterns (hunger, fatigue) and adjust timing, environment, and pacing. Gentle “pre-correction”: Adults support success without shame (move away from loud area; offer lap; reduce stimulation). Co-regulation as planning: Adults help children “borrow calm” so they can tolerate waiting and changes.	Visual “ready plans”: Simple picture routines for common challenges (clean-up, lining up, waiting turns, toileting). Role-play tricky moments: Practice “what to do when…” (someone takes your block, you feel overwhelmed, you don’t want to stop playing). “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). Problem-solving language: “What might be hard? What could help? Who can we ask? Where can we go?” Planning tools that aren’t text-heavy: Photo cues, object cues, simple maps of the room, choice cards. Group planning rituals: Morning meeting plan, centre planning boards (“Where will you start? What do you need?”).	Co-created group plans: Kids help design the schedule and norms (what we do first, where to go for help, how we handle conflict). Choice-based coping plans: Kids choose strategies for expected challenges (noise, boredom, competitive games, homework time). Planning for energy after school: Built-in decompression entry routine (snack, movement, quiet zone) before demands or group activities Explicit transition supports: Posted schedule, 5–2–1 warnings, predictable clean-up jobs, timers kids control. Belonging-safe planning: Kids can opt out, take breaks, or choose quiet roles without losing belonging (“You can still be part of this”). Restorative planning: After conflict, kids plan for next time (“What will we try if it happens again?”).

Think of **one child**?

- What UDL strategies are you already trying?
- What UDL strategies do you want to learn more about?
- What new UDL strategy do you want to try?

What do ALL children need?



All children
need to be
engaged



All children
need to
understand



All children
need to
grow

Universal Design for Learning 3.0

What if some children need more support?

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

What if some children need EVEN more support?



A few plants may need very specific temperatures and humidity levels

MULTIPLE LAYERS OF SUPPORT



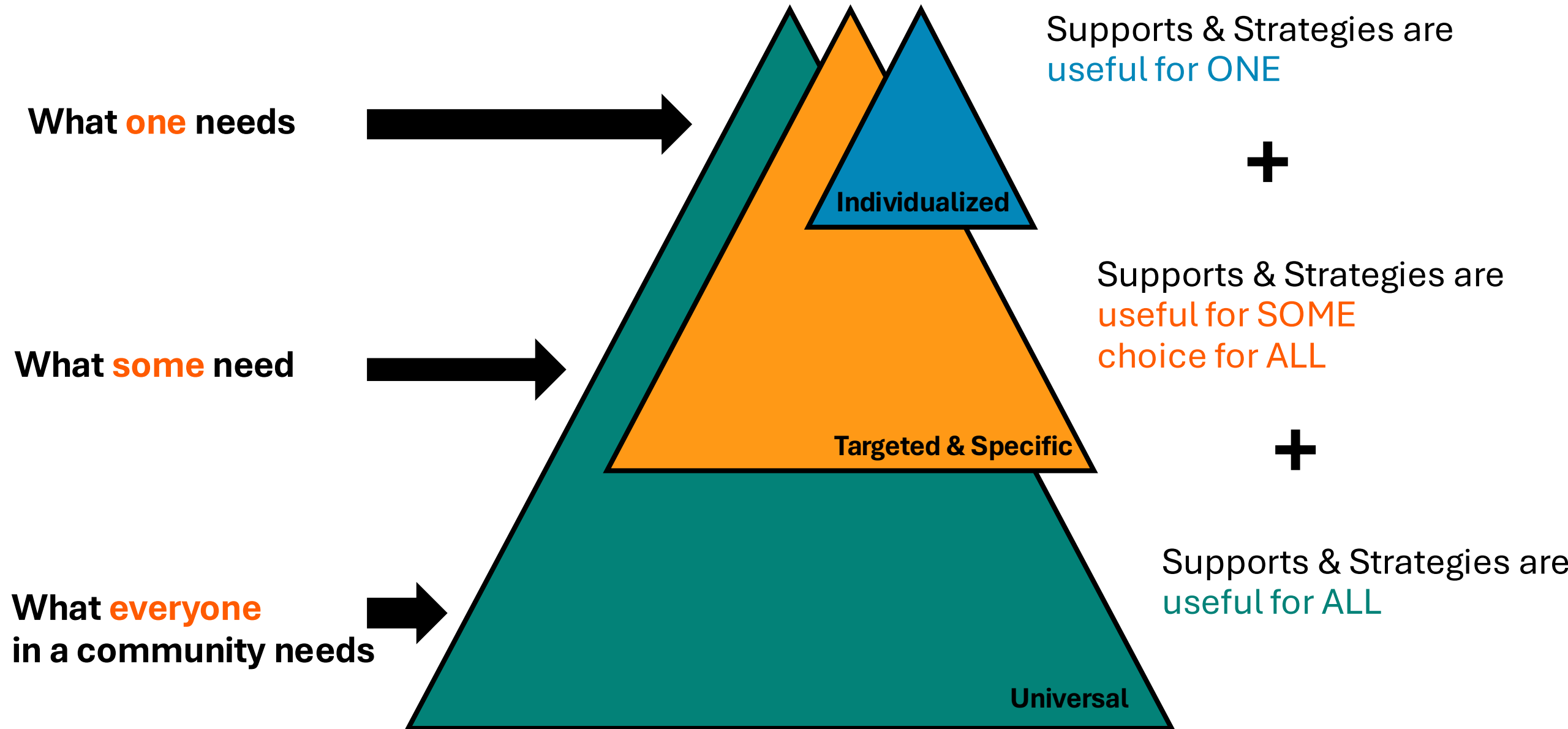
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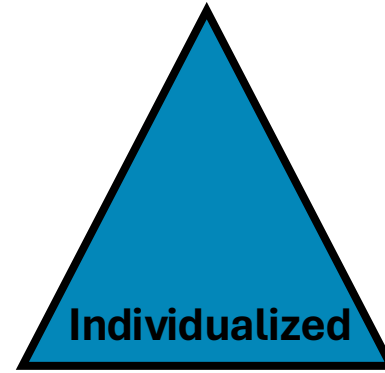


Multiple Layers of Needs Based Support



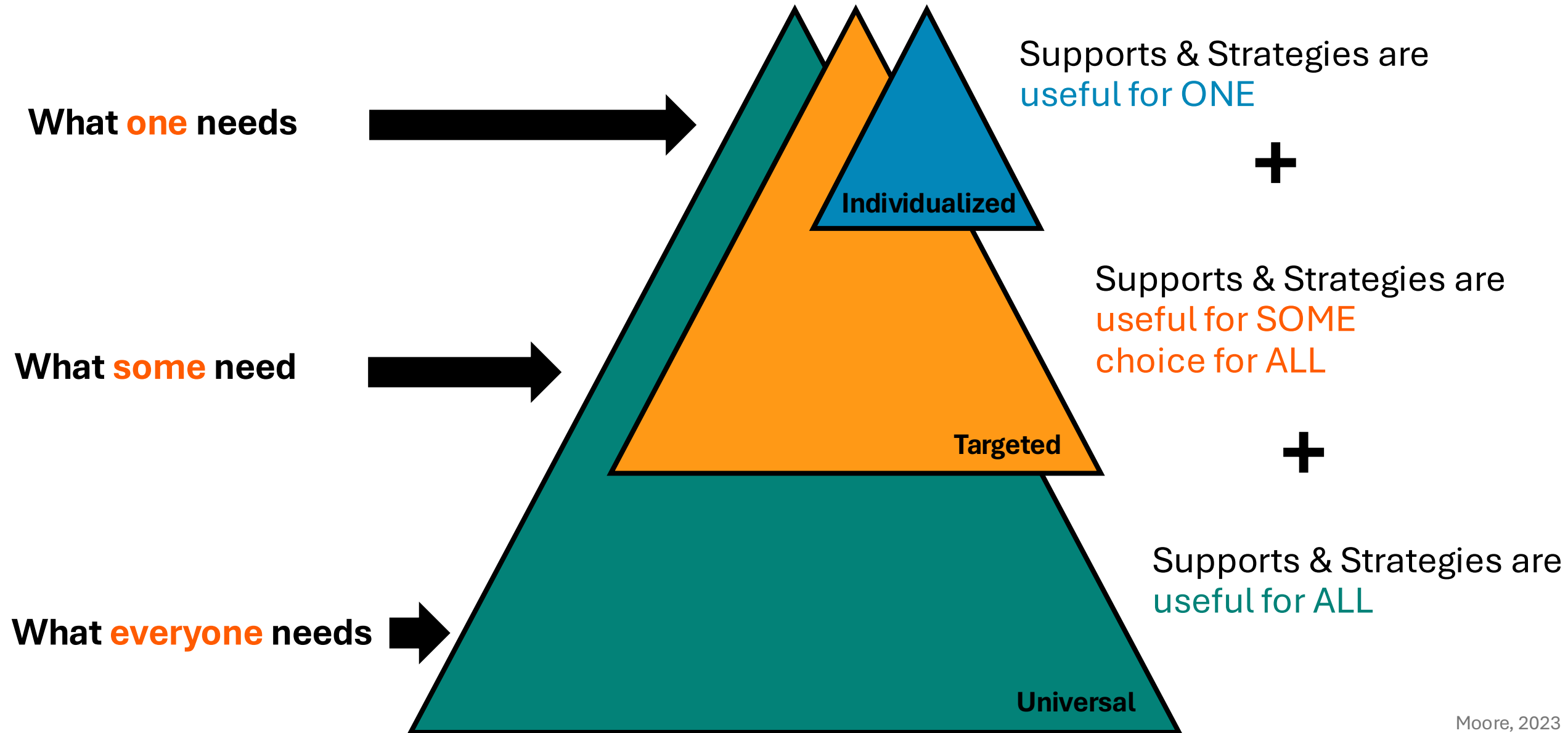
Supporting the **Bats**...

What **one** needs



Supports & Strategies are
useful for ONE

Supporting the **Unicorns** to Support the **Bats**



Universalized Support Need: Communication (expression)



Universalized Strategy or Support: using technology to help **everyone** to communicate

Individualized – Useful for one

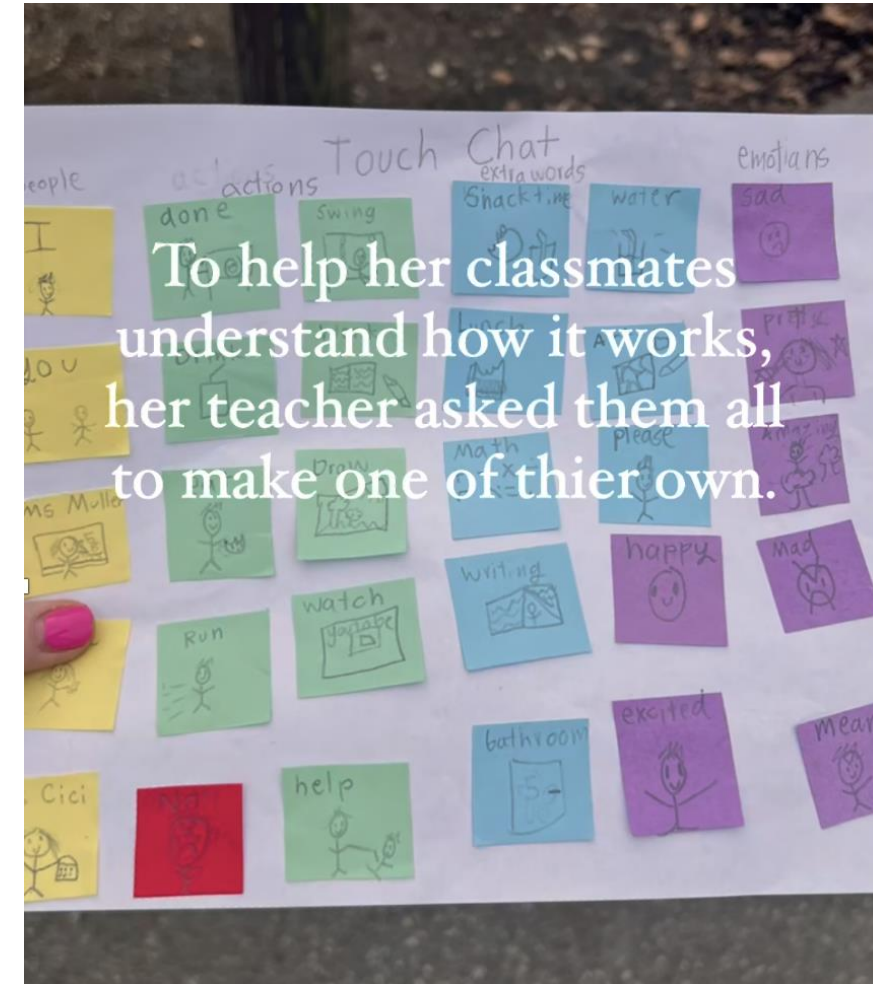
- **4.2, 5.2, 5.4** – Kenzie's touch chat AAC device

Targeted (Useful for Some; Choice for 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** – teach all students about all technologies and tools
- **5.2** – teach all students how to use technologies and tools
- **5.4** – teach all students about people who use different technologies and tools to communicate



MULTIPLE LAYERS OF SUPPORT



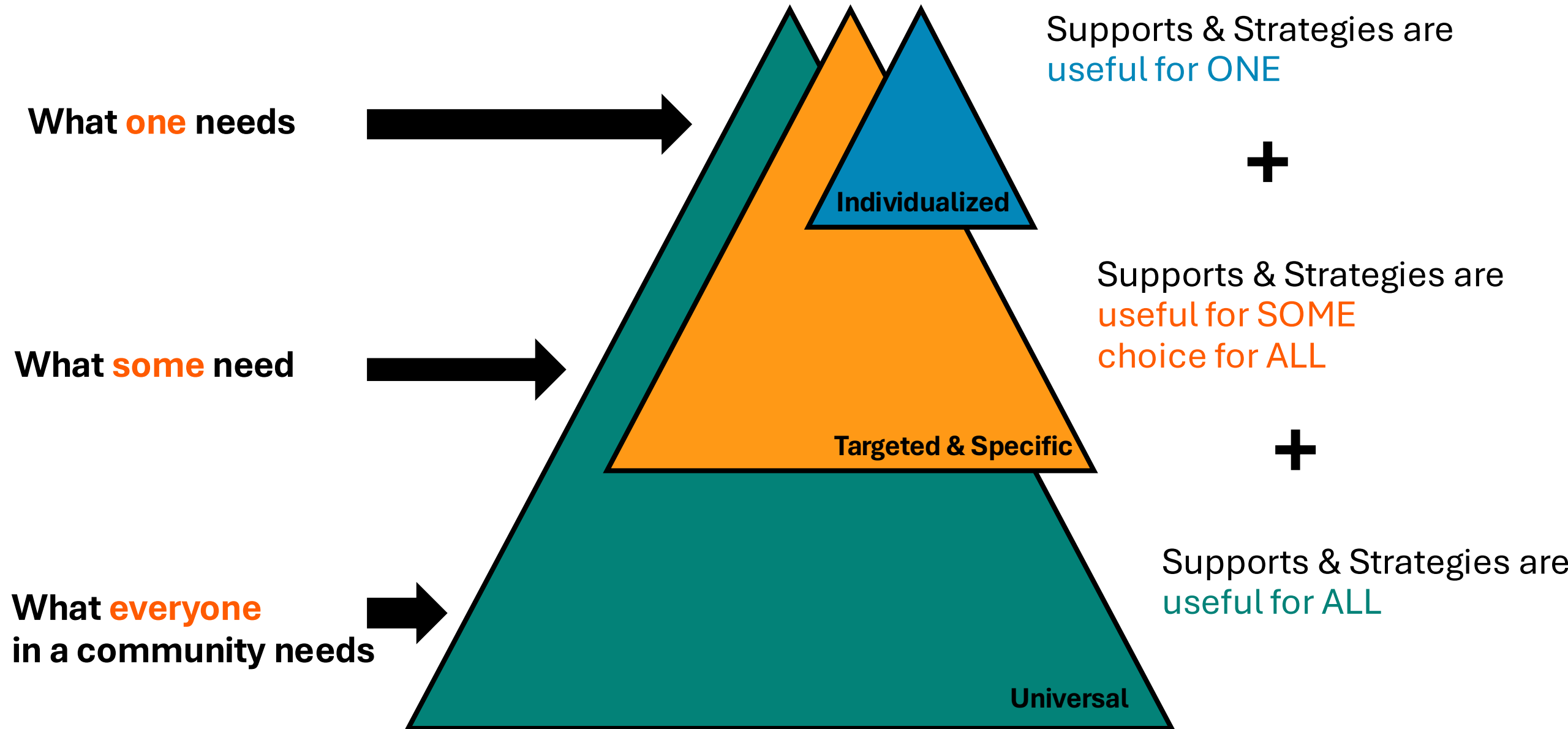
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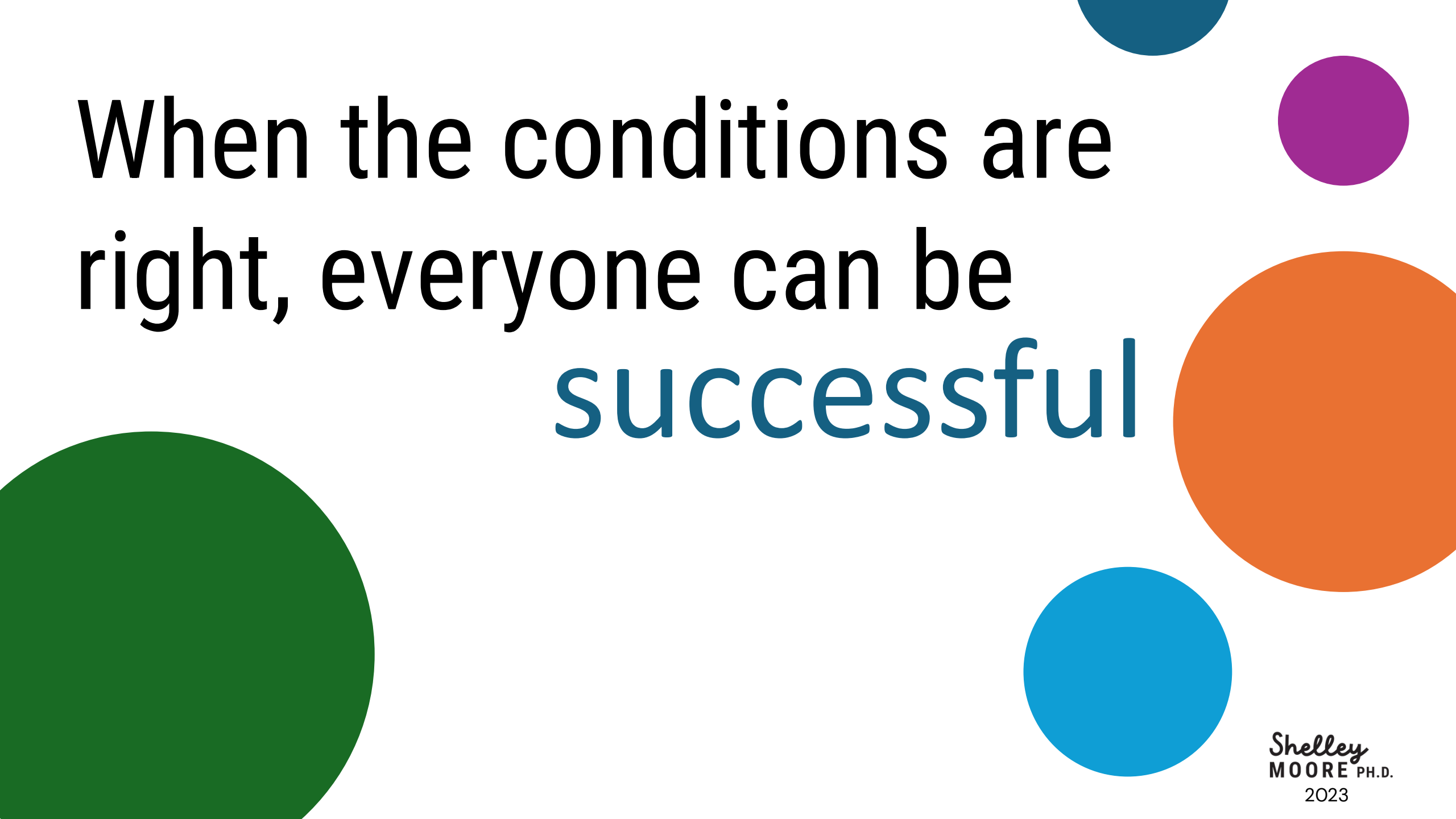
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Micronutrients					

Source: Greenandvibrant.com



Multiple Layers of Needs Based Support



The background features several large, solid-colored circles in various shades: dark green, blue, orange, purple, and teal, scattered across the slide.

When the conditions are
right, everyone can be
successful



What is one useful idea?

What is one thing you learned?

What is one thing you want to try?

What is one question you still have?

Shelley MOORE PH.D.



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