

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

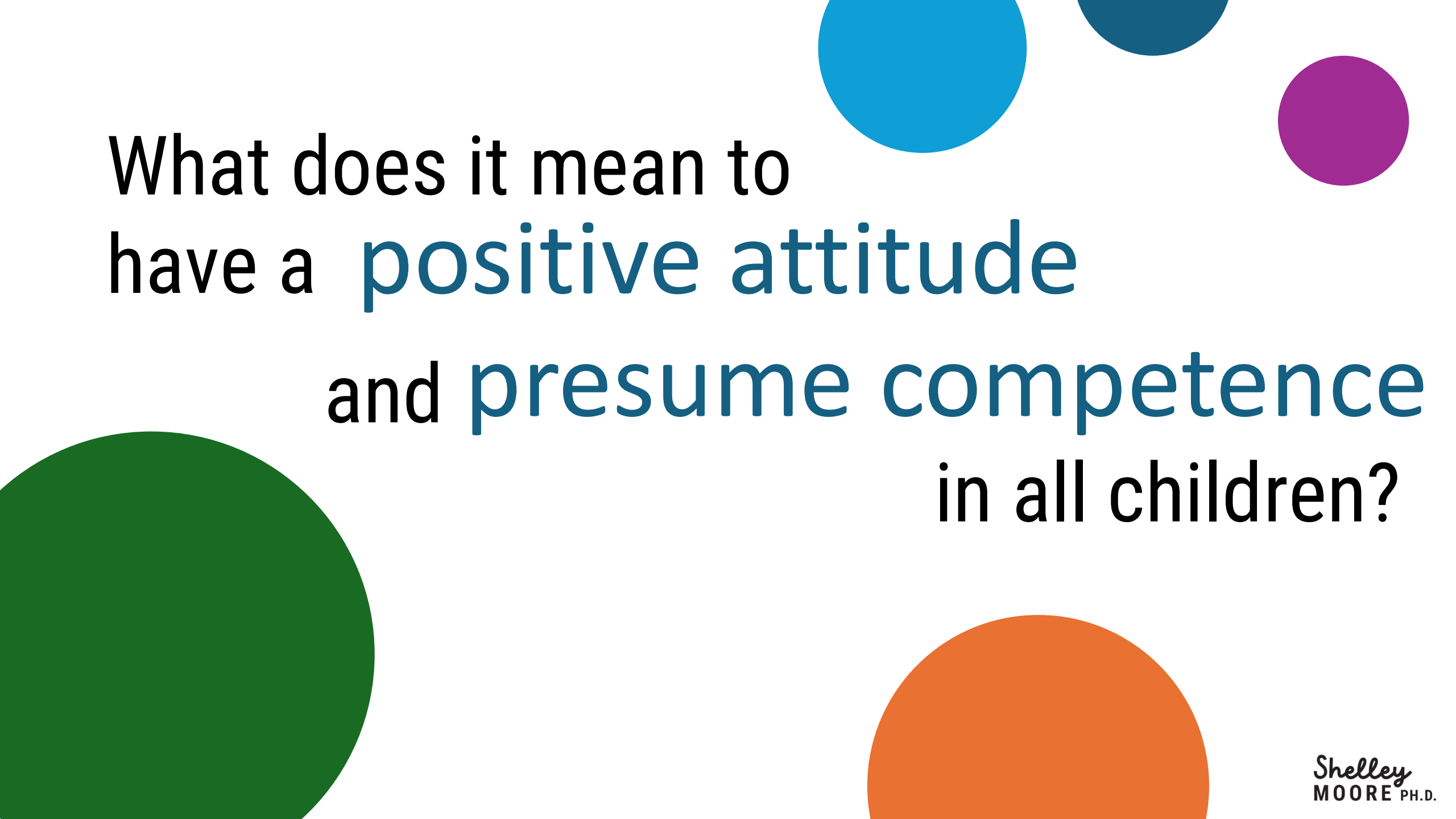
Condition 1

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

What does the research say?

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



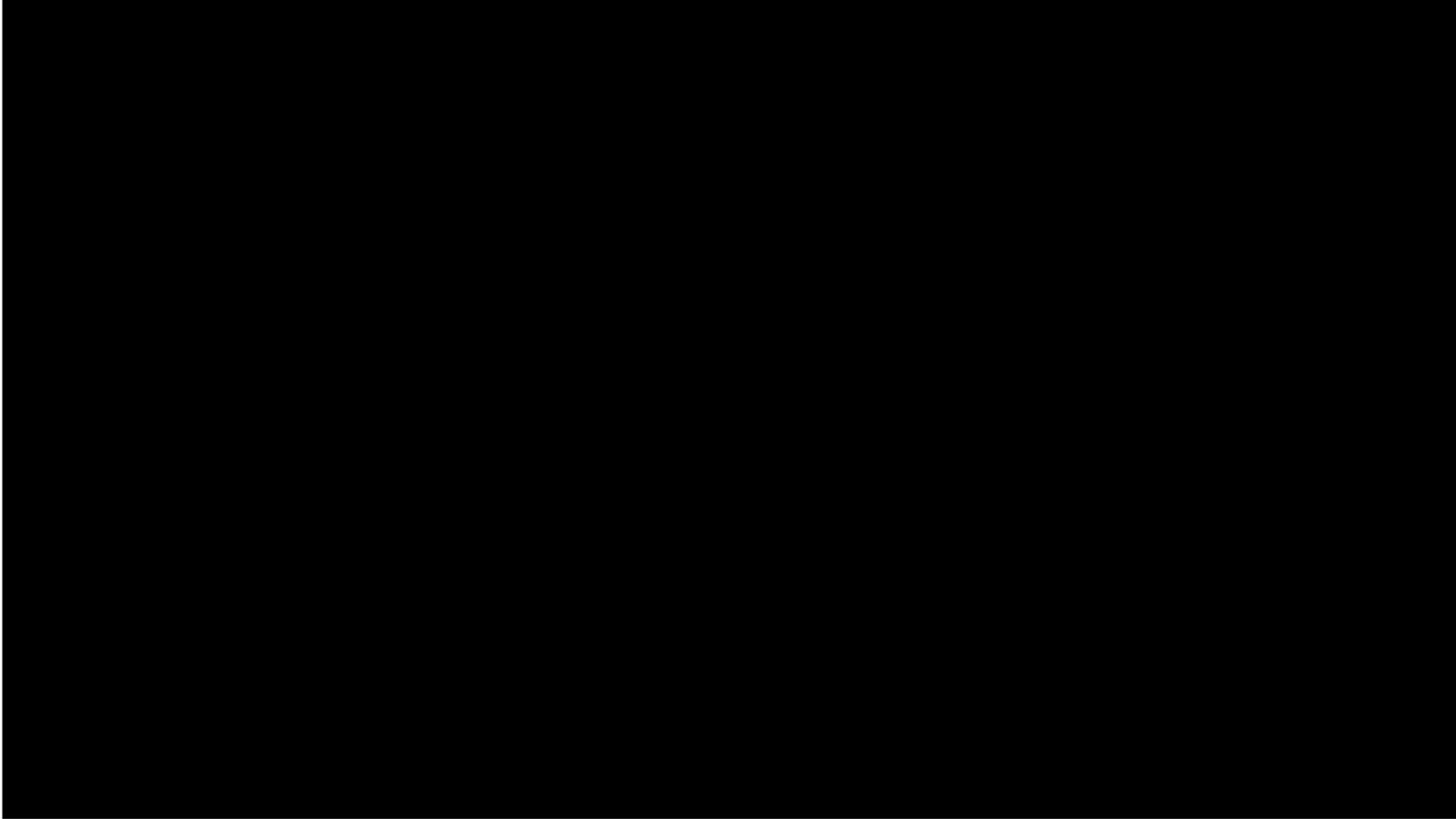


What does it mean to
have a **positive** attitude
and **presume** competence
in all children?

The slide features five large, solid-colored circles: a light blue circle at the top center, a dark blue circle at the top right, a purple circle at the top right, a green circle on the left side, and an orange circle at the bottom center.

strength-based perspectives

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

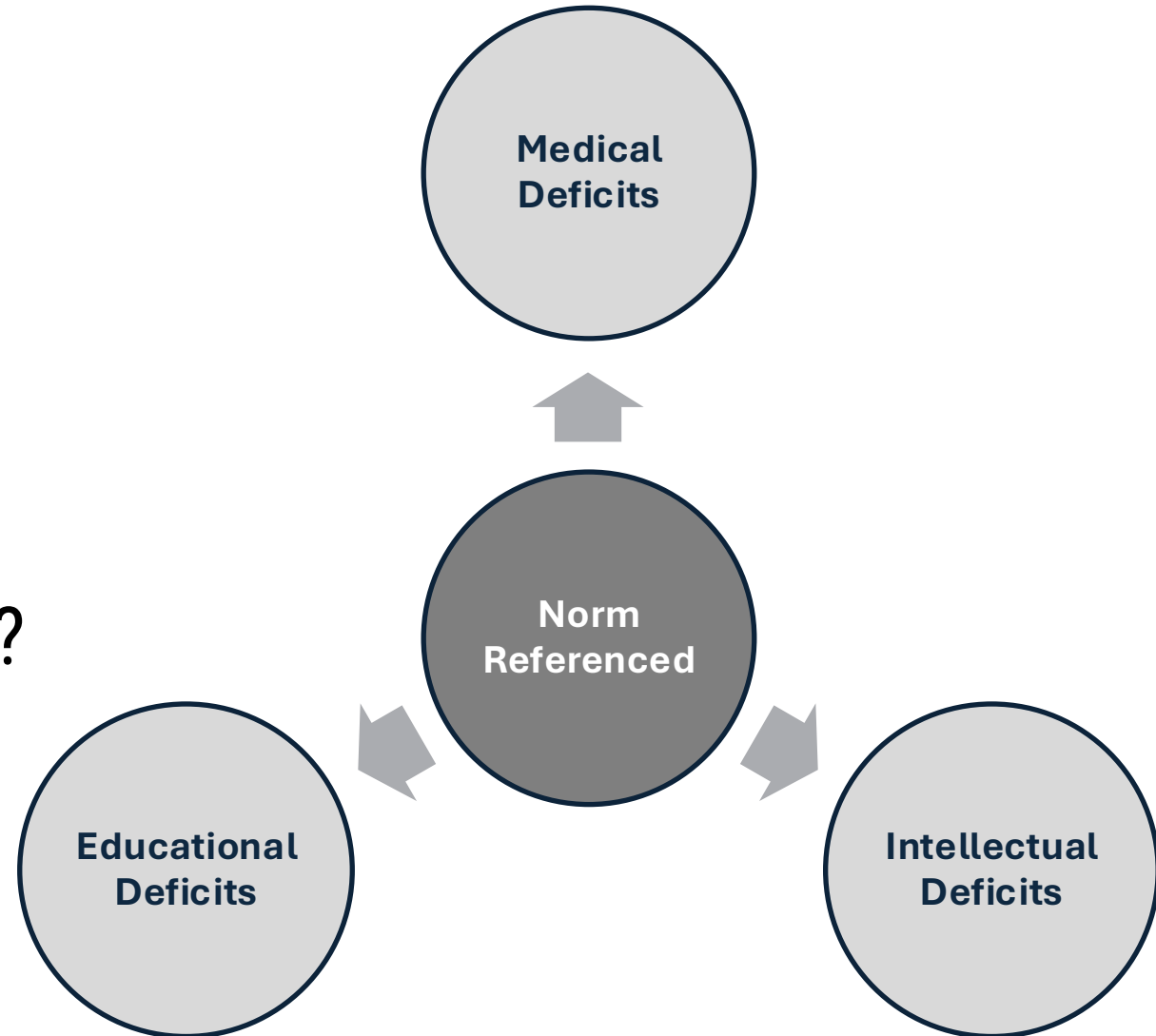


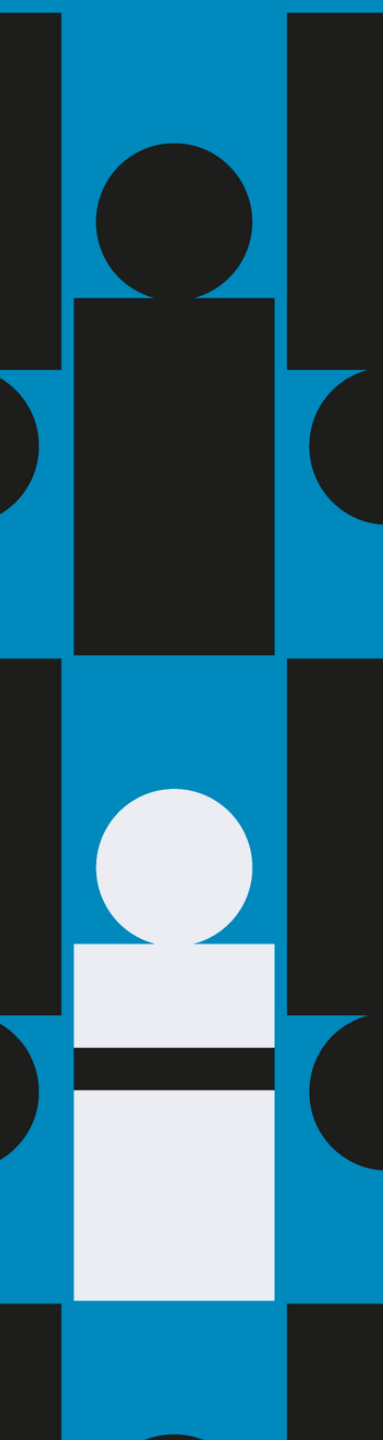
Why are children not often viewed through a strength-based perspective?

Where **should** a child be?

What is **wrong**?

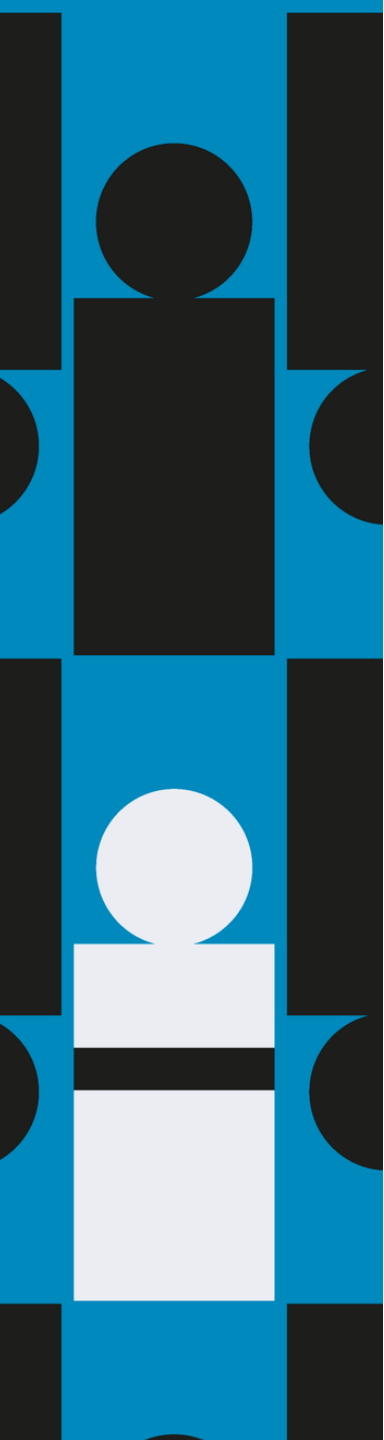
How do we help to **fix them**?





What are you thinking and connecting to?

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



What does it mean to Presume Competence & Potential?

It means we start from the belief that **every child can understand, communicate, and grow**—then we **design access** (instruction, supports, time, tools, relationships) so they can participate in multiple ways.

It shows up as **high expectations** paired with **proactive design**, instead of “wait-and-see” or “prove you can first.”

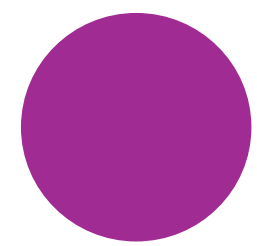
What does it mean to view a child through a strength-based perspective?

Where **could** a child be?

What do **they bring**?

How do we help them **grow**?



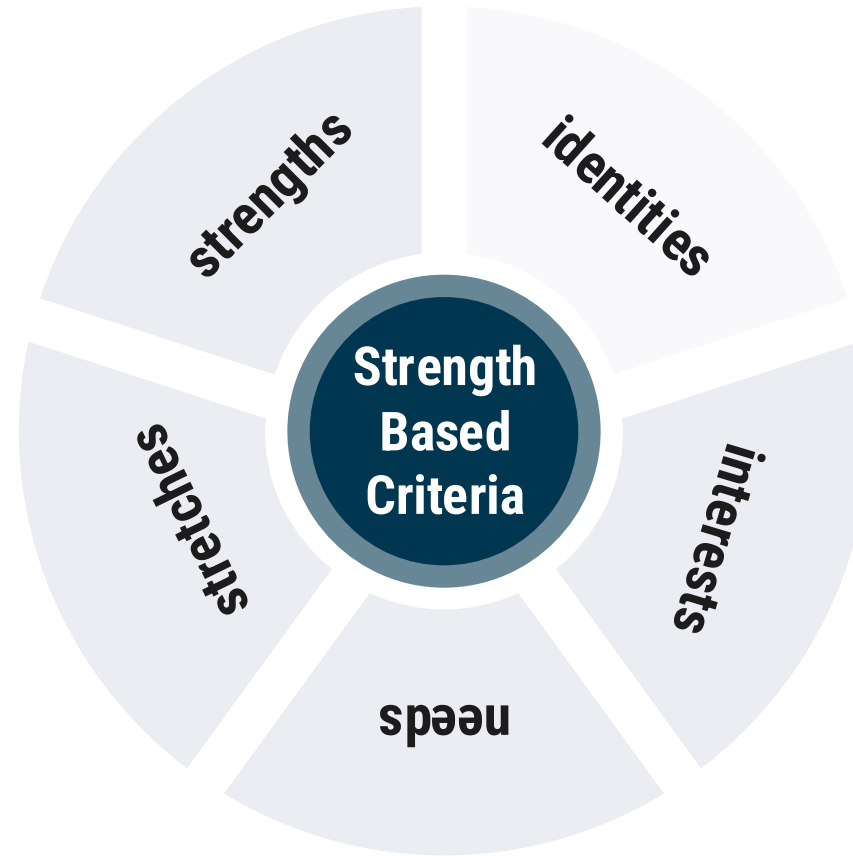


We cannot

design

for who a child is not.

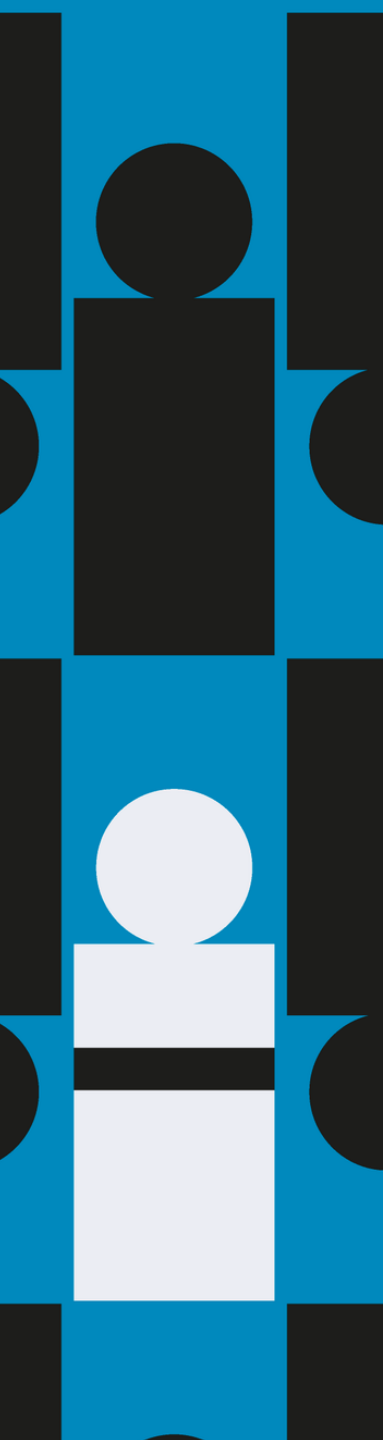
The Five Dimensions



Where **could** a child be?

What do **they bring**?

How do we help them **grow**?



What are you thinking and connecting to?

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

Identity

How do you identify?

What are some words that describe you?

Complete the statement: I am _____

What communities are you a part of?

What are your pronouns?

What place do you call home?

What languages do you speak?

What cultures, nations, or races do you identify with?

Do you identify as disabled or neurodivergent?

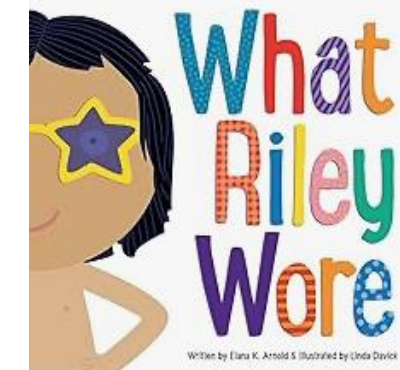
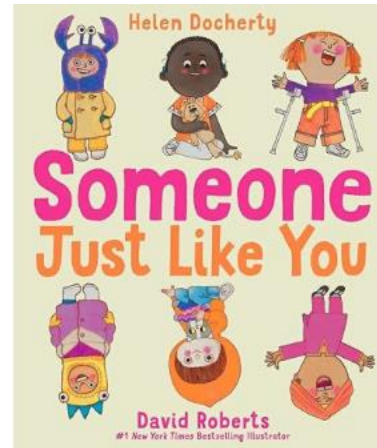
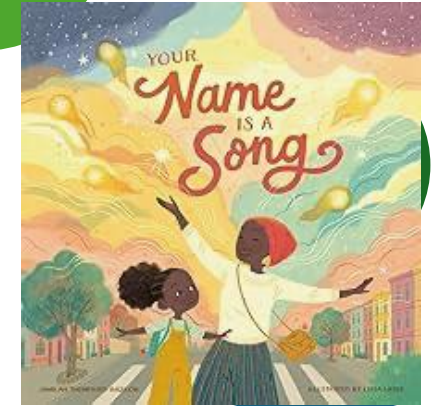
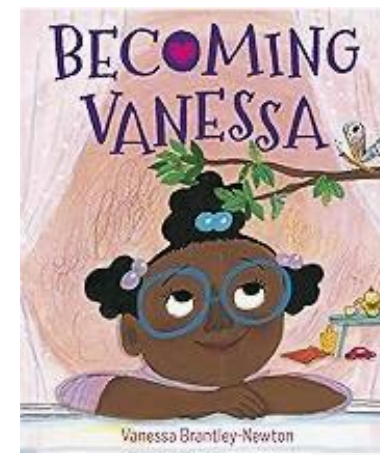
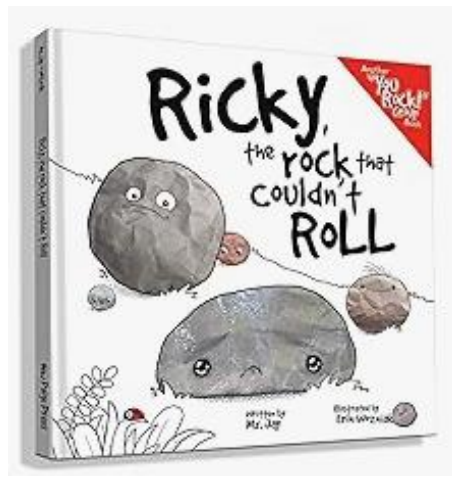
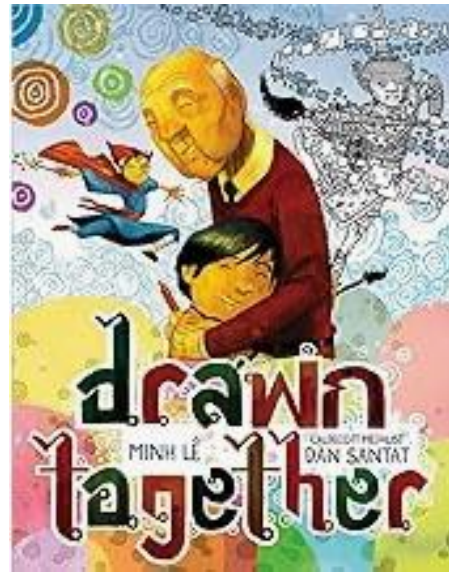
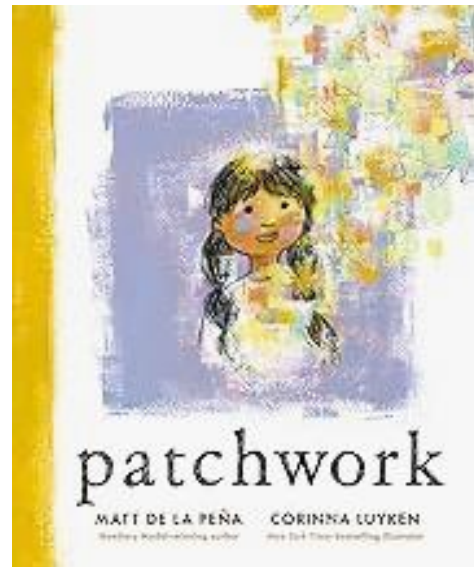
Who makes up your family?



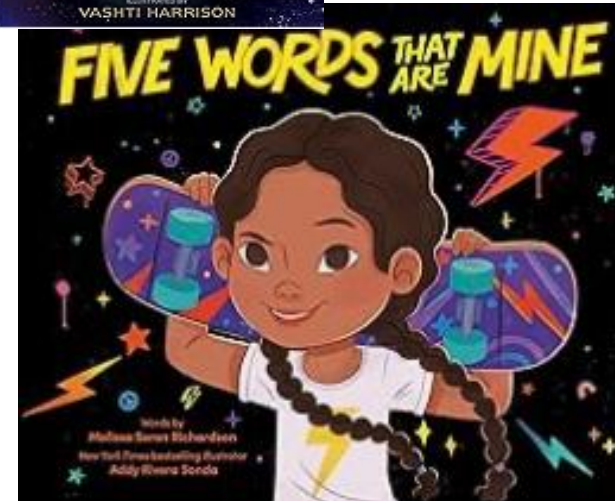
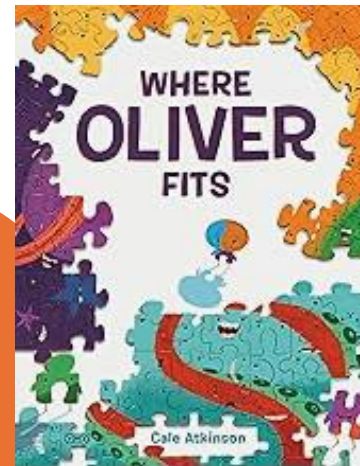
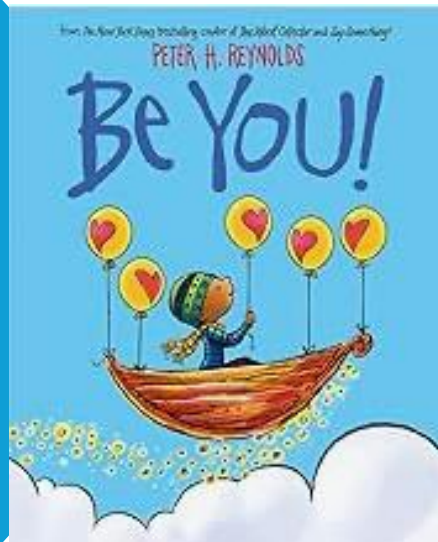
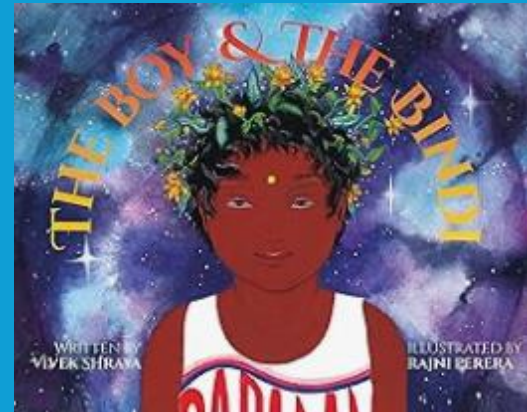
Culture
Race
Language
Family Structure
Sexual Orientation &
Gender Identity
(SOGI)
Nation
Disability
Religion
Age

Identity

@mrsmacskinders



KELSEY WROTON
CANNON BALL



Strengths

What can you do on your own?

What feels easy for you?

What do you know a lot about?

What perspectives to you bring to conversations?

What are you really good at?

What could you teach to someone else?

Why is you family/community so lucky to have you?

How do you help others?

What do you do that brings people joy?

“You cannot give
your gifts away, until
you know what gifts
you bring”

Monique Gray Smith

Interests

What brings you joy?

What do you want to learn more about?

What do you want to learn how to do?

What would you do if you had a full day off?

What do you like to read/learn about?

What kinds of shows/movies/books do you like?

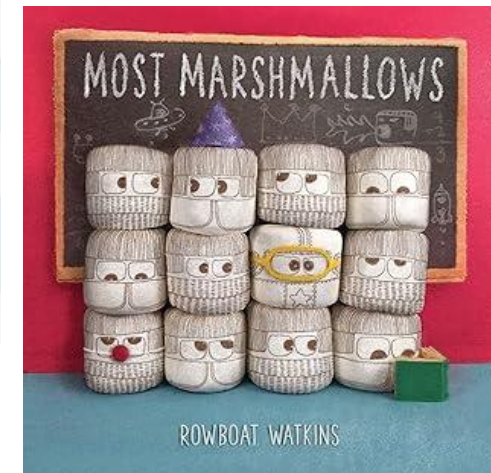
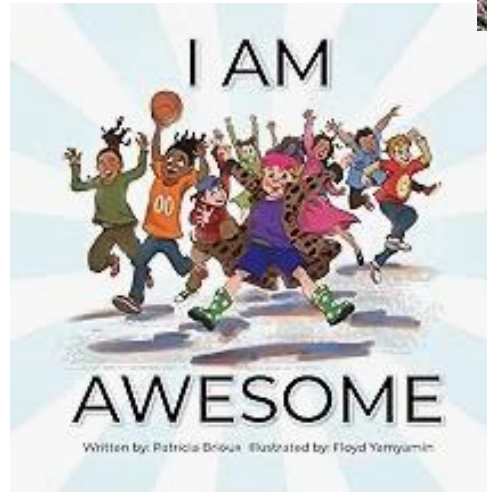
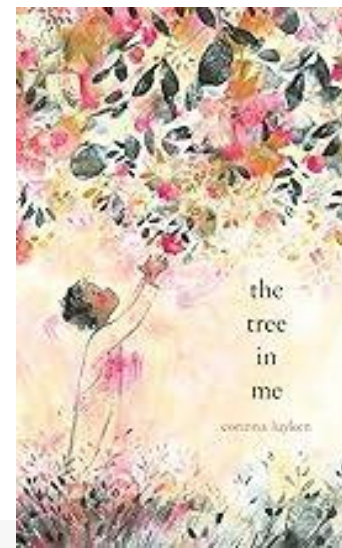
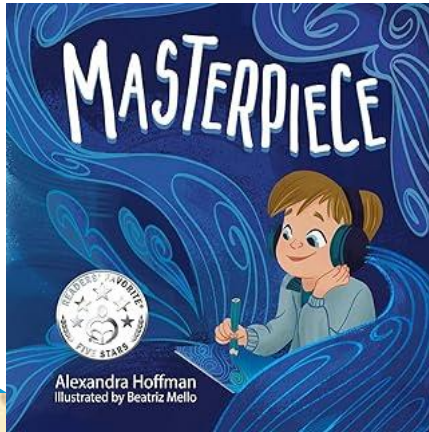
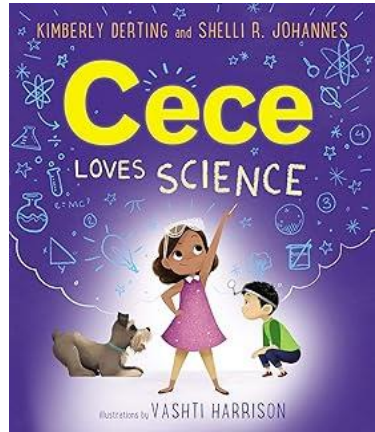
What are some things you like to do with your friends and family?

What are some of your favourite things/ things to do?

What do you wish you could spend more time doing?

Modelling what it
means to be an
interesting person

Strengths



@mrsmacskinders

Interests

Needs

**We all need support
sometimes!**

What makes learning/working/playing hard?

What makes it hard for you to focus/pay attention?

What makes it hard to get to work/school?

What do you wish you were better at?

What is something that you need a lot of support for?

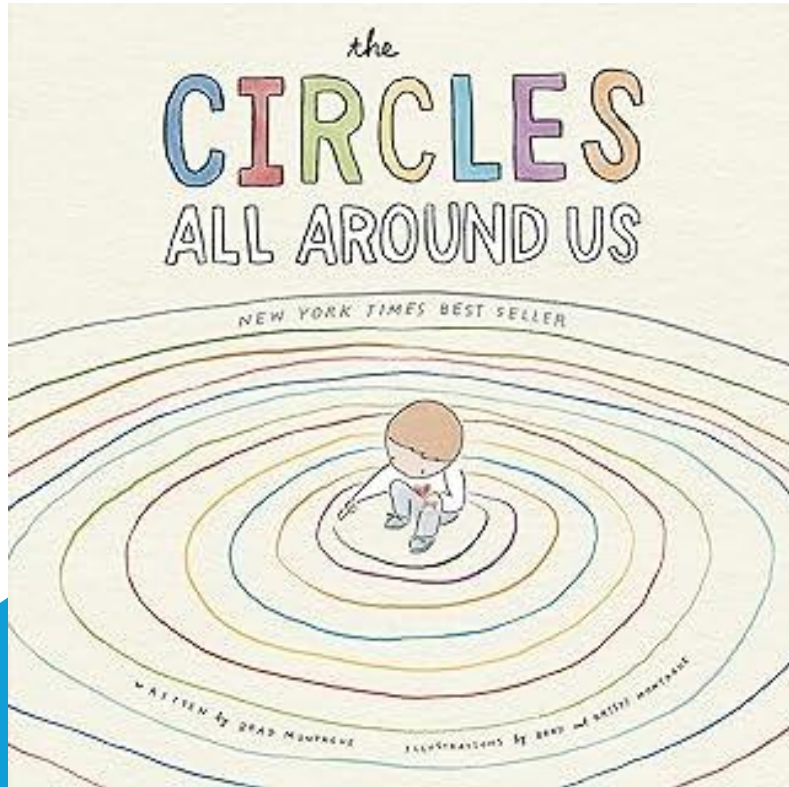
What feels hard or confusing?

What do you wish were different about the world/your community/work/school?

What do you wish people knew about you that would help them understand you better?

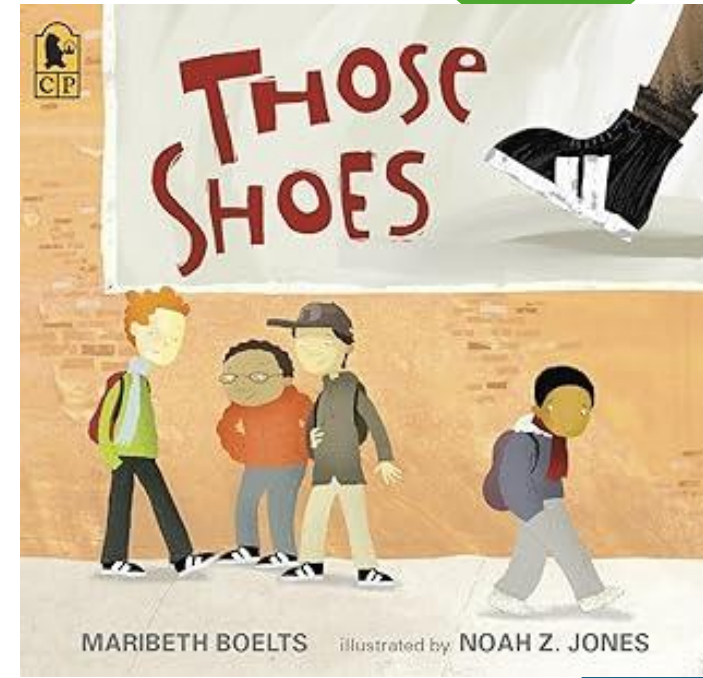
What do you wish was easier for you?

Needs



EVERYBODY!

ELISE GRAVEL



Stretches

What is something that you want to get better at?

How do you want to grow this year?

If you could get better at one thing, what would it be?

What are your hopes for this year?

What does success look like for you?

What would make you feel proud of yourself?

What is a goal you could set for yourself?

If you could improve one thing about your day, what would it be?

What area(s) do you want to focus on this year: your personal, social or intellectual wellbeing?

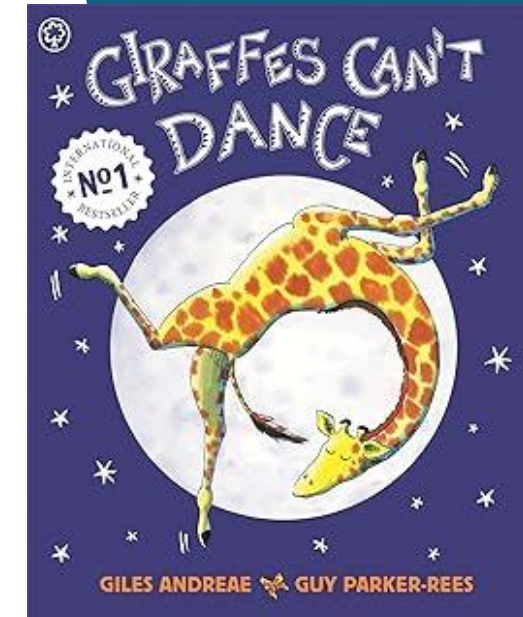
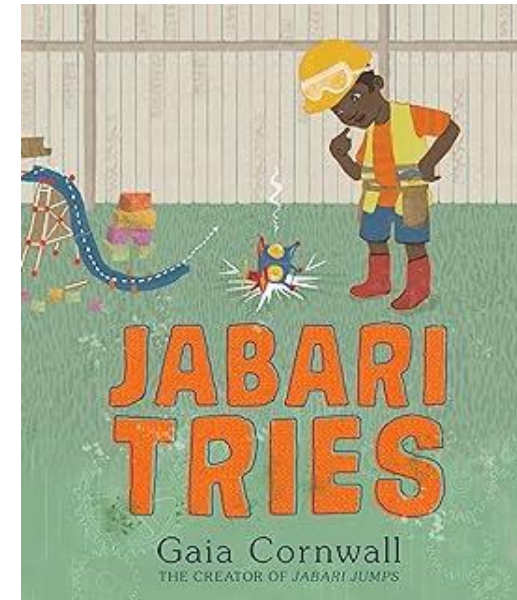
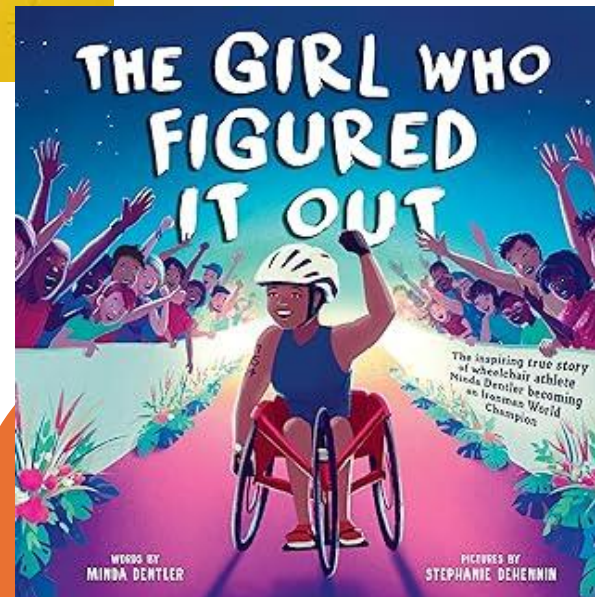
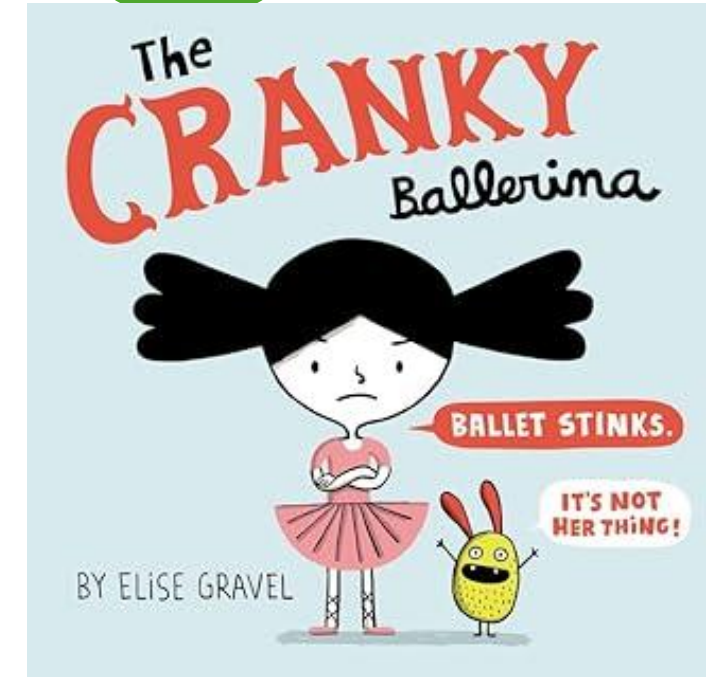
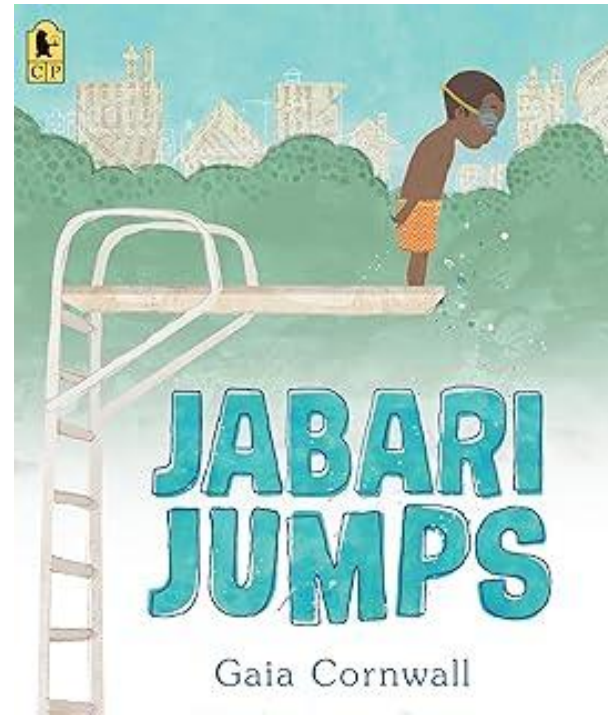
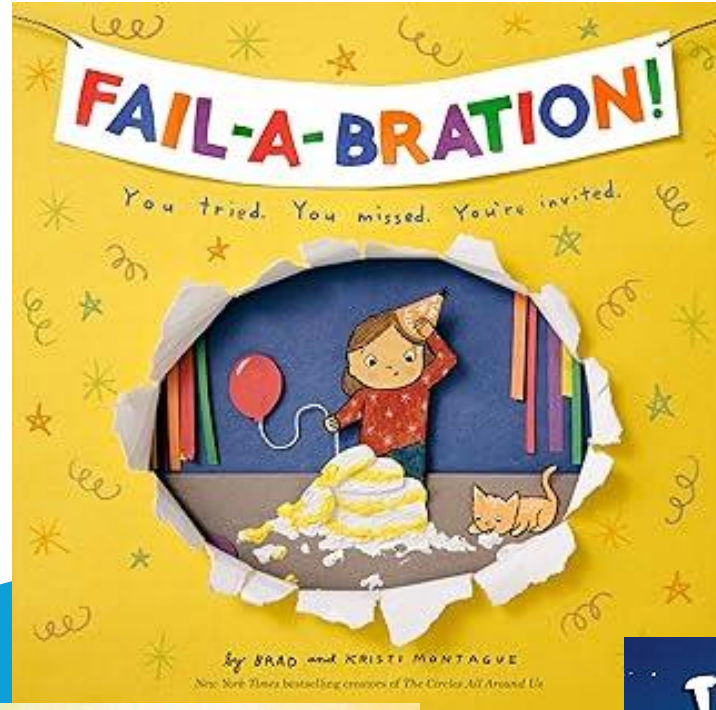
“Stretches hurt...especially if you haven’t done them in awhile.

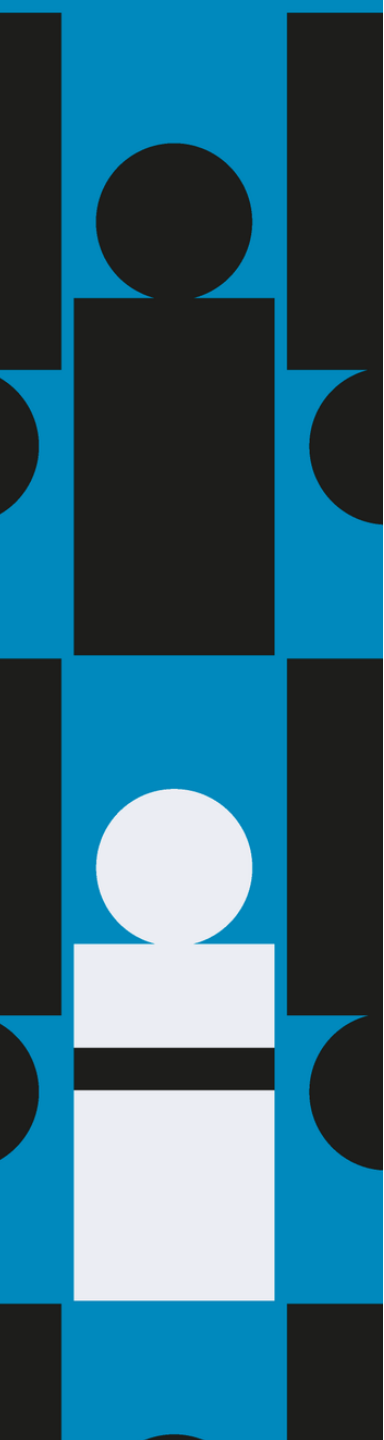
But the more you stretch, the stronger you get!”

Faye Brownlie

Stretches

@mrsmacskinders





What are you thinking and connecting to?

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

Session Reflection & Activity

Being Inclusive is not about doing everything, it is about moving forward.

The attached continuum is strength-based reflection tool to assist individuals and collaborative teams to identity what is already happening in this context, and what a next step could be to move forward.

Activity Instructions:

I Must: Reflect

- Choose one highlighting colour
- Read through the continuum and highlight indicators reflective of what is already happening for you

I Can: Look Forward

- Choose a second highlighting colour
- Read through the continuum and highlight indicators reflective of possible next steps for you

I could: Make a Commitment

- Choose a third highlighting colour
- Read through the continuum and highlight ONE commitment to learning more about/ shifting practice in this learning series
- Share your commitment in the google form



Positive Attitudes Towards Disability Presuming Competence & Potential in ALL children

	Access	Essential	Developing	Confident	Extending
	Awareness	Attitudes	Practices	Collaboration & Communication	Personal & Professional Growth
Indicators of Success and Next Steps	- I am aware of the variety of disabilities in the community - I am aware that there are children who may not be included in childcare or community activities - I know what inclusion is and know that it evolves over time - I am aware of how children with disabilities are perceived by the community - I am aware of what language to use when describing children with disabilities - I address children with disabilities in age-appropriate tones and their privacy and integrity is respected - I am aware that Disability is an identity to be celebrated as unique contribution to diverse childcare communities	- I have a positive attitude towards disability and inclusion - I understand why inclusion in childcare and community is important - I understand that perceptions of disability influence decisions about placement & programming - I understand the value in including children and family voices in planning and decisions making - I know what ableism is and am noticing examples of ableism in my classroom and school communities - I understand why Disability needs to also be considered in diversity, inclusion and equity (DEI) oriented initiatives - I know how to describe/describe children in ways that are Disability affirming and non-ableist that avoid derogatory terms that perpetuate negative stereotypes	- I am trying/supporting inclusive practices in my childcare program - I know how to/ am getting to know children and their families through strength-based perspectives - I know how to/ am using strength-based perspectives as part of my data collection and assessment techniques that inform programming and decision making - I include Disabled children's voice in decision making processes in our childcare and community program (and ensuring communication tools are available to do so)	- I am working collaboratively to better understand and enact inclusive practices in my childcare program and community - I am learning about disability from multiple perspectives - I am advocating for increasing access and opportunity for children with disabilities to be enrolled in childcare and community programs - I am intentionally taking action to combat ableism in my childcare program and community - I am advocating for resources to increase accessibility and situate Disability and Inclusion as a critical and equity-oriented childcare practice - I provide space for response to children when they self-advocate	- I am reflecting on my hidden bias towards disability and inclusion - I understand and recognize when my experiences, beliefs and attitudes are the barrier to inclusion and/or the success of a child with a disability - I am engaging in learning and growth opportunities to learn more about, and from, Disabled perspectives - I challenge Disability stereotypes (e.g. inspiration porn, infantilization etc.) and correct misconceptions that I encounter in others - I display allyship by leading by example and influencing others around me to contribute to a more inclusive culture in childcare and community programs

Positive Attitudes Towards Disability Presuming Competence & Potential in ALL children

	Access	Essential	Developing	Confident	Extending
	Awareness	Attitudes	Practices	Collaboration & Communication	Personal & Professional Growth
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Session Reflection & Activity Example

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The attached continuum is strength-based reflection tool to assist individuals and collaborative teams to identity what is already happening in this context, and what a next step could be to move forward.

Activity Instructions:

I **Must**: Reflect – I already...

- I already understand why Disability needs to also be considered in diversity, inclusion and equity (DEI) oriented initiatives
- I already understand why inclusion in childcare and community is important
- I am already trying/supporting inclusive practices in my childcare program

I **Can**: Look Forward – I want to learn about how...

- I want to learn about how to get to know children and their families through strength-based perspectives
- I want to learn about how to use strength-based perspectives as part of my data collection and assessment techniques that inform programming and decision making
- I want to learn about how to include Disabled children's voice in decision making processes in our childcare and community program (and ensuring communication tools are available to do so)

I **could**: Make a Commitment - I commit to learning about and trying out how...

- I commit to learning about and trying out how to get to know children and their families through strength-based perspectives