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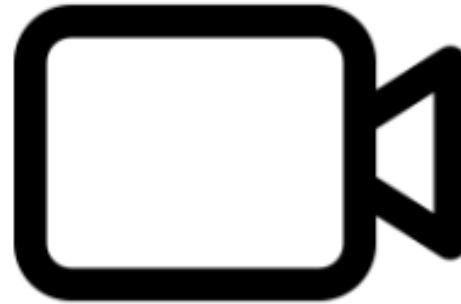


Dr. Shelley Moore

Welcome!

Please

Turn on your cameras



Interact in the chat box with questions or comments



Participate in the breakout groups



Welcome!

Our Plan Together

September 16: Kick Off – What are the **guiding conditions** of inclusion?

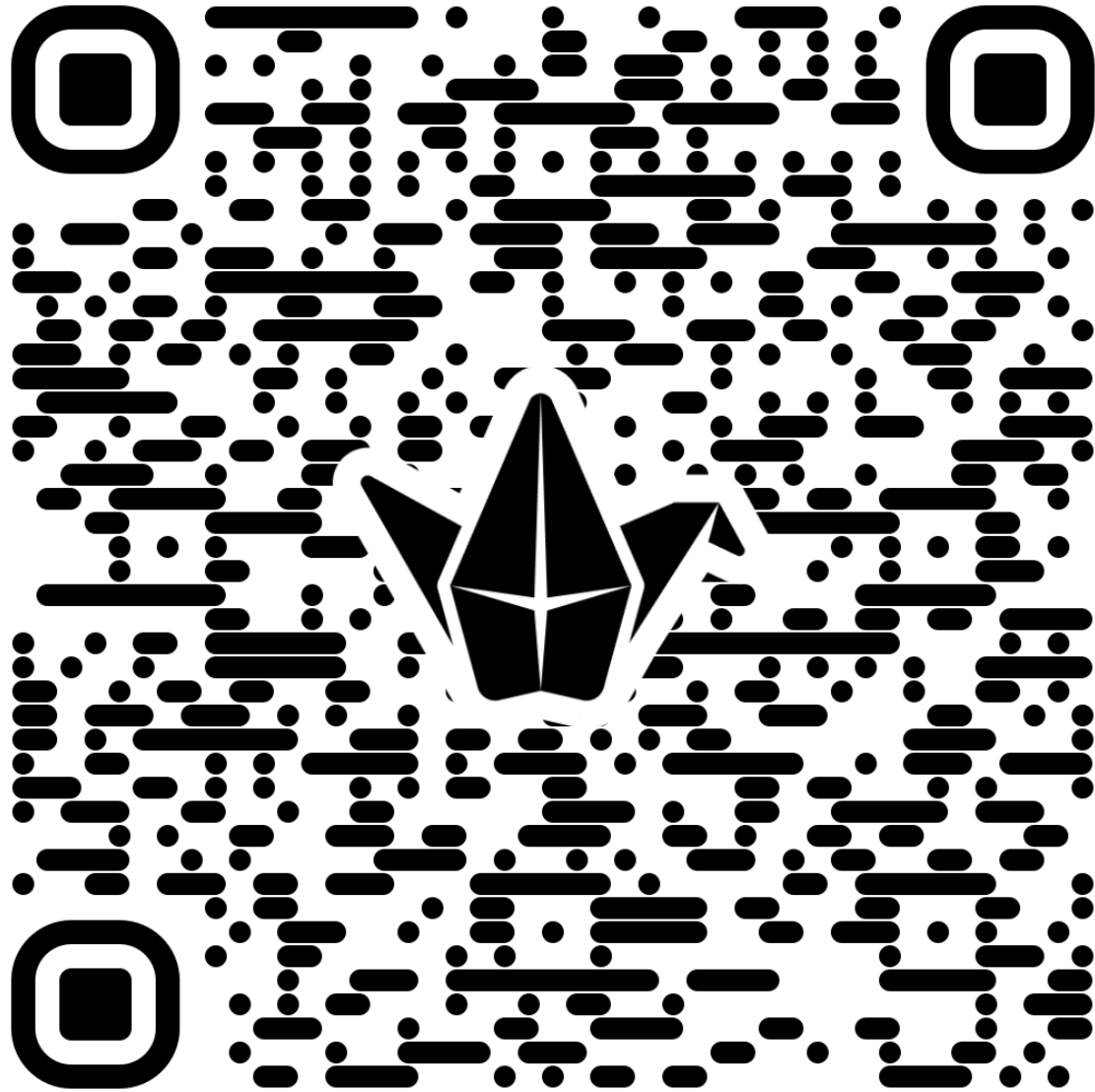
September 16: Guiding Condition #1: All children are **presumed competent**

September 29: Guiding Condition #2: All children are **placed** in inclusive classrooms

October 28: Guiding Condition #3: All children are within **proximity to** and **participating in** learning with **peers**

November 19: Guiding Condition #4: All children have meaningful **purpose** in inclusive community programs

December 9: Guiding Condition #5: All children are **planned for** from the start



What are you
hoping to take
away from this
series?

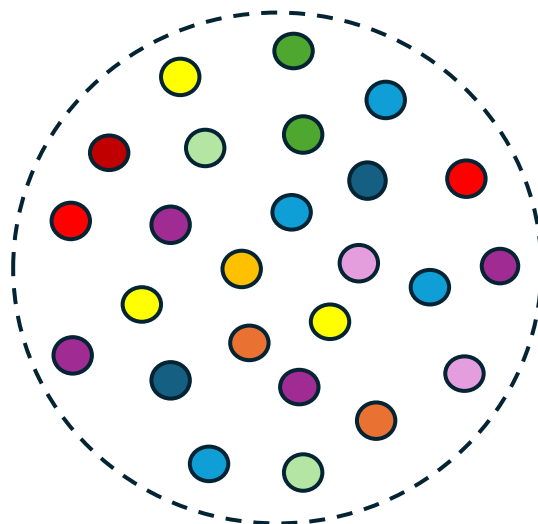
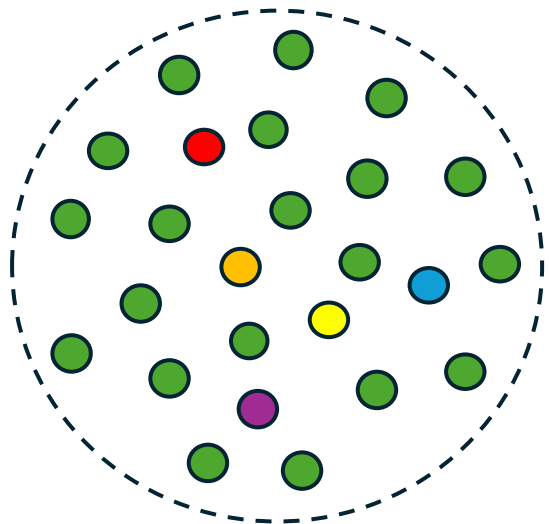


WHAT DOES

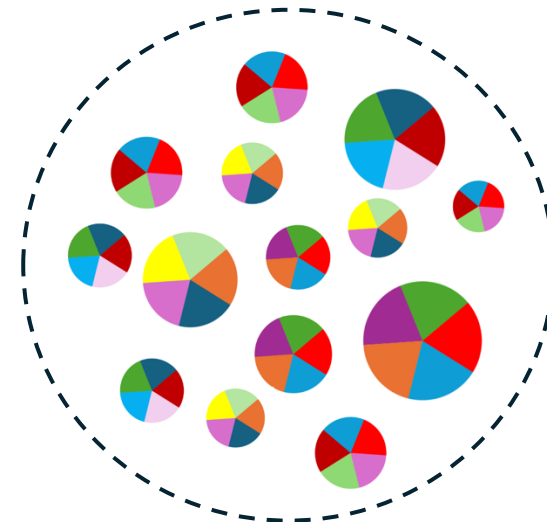
inclusion

MEAN?

inclusion is...



So that
children
and
families
can...



including
'special needs' children
into childcare and
community programs

teaching and planning for
diversity
in childcare and
community programs
(where Diversity includes
Disability)

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

Guiding Conditions of inclusion describe that all children...

are **PRESUMED**
competent and
as having
POTENTIAL

Do we believe every child is capable?

Do all children get chances to try, play, explore,
make choices, and take risks?

Are we noticing what children CAN do, not just
what they CAN'T do?

Guiding Conditions of inclusion describe that all children...

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

Are all children enrolled, welcomed and included in the same community programs?

Are there times when some children are regularly away from the group in a community program?

What could we change so that everyone can be together more often?

Guiding Conditions of inclusion describe that all children...

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

Does every child have opportunities to play and learn with other children?

Can children join in activities in different ways?

Are adults helping children connect, play, learn and explore with each other—or sometimes getting in the way?

Guiding Conditions of inclusion describe that all children...

have
PURPOSEFUL
roles and
responsibilities

Does every child have something meaningful to do and learn?

Are we building on what children already know, enjoy, and are interested in?

Can every child contribute something to the community?

Guiding Conditions of inclusion describe that all children...

are **PLANNED** for
from the start

When we plan activities and programming, are we thinking about all of the children from the start?

What might make it hard for some children to join into activities?

What could we change in the space, materials, activity, or routine to make it easier for everyone?



Which condition is a strength area for your community?

Which condition is an area that needs to be targeted in your community?

What questions are coming up for you as an educator?