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Dr. Shelley Moore

Welcome!

Our Plan Together

September 15: Kick Off – What are the **guiding conditions** of inclusion?

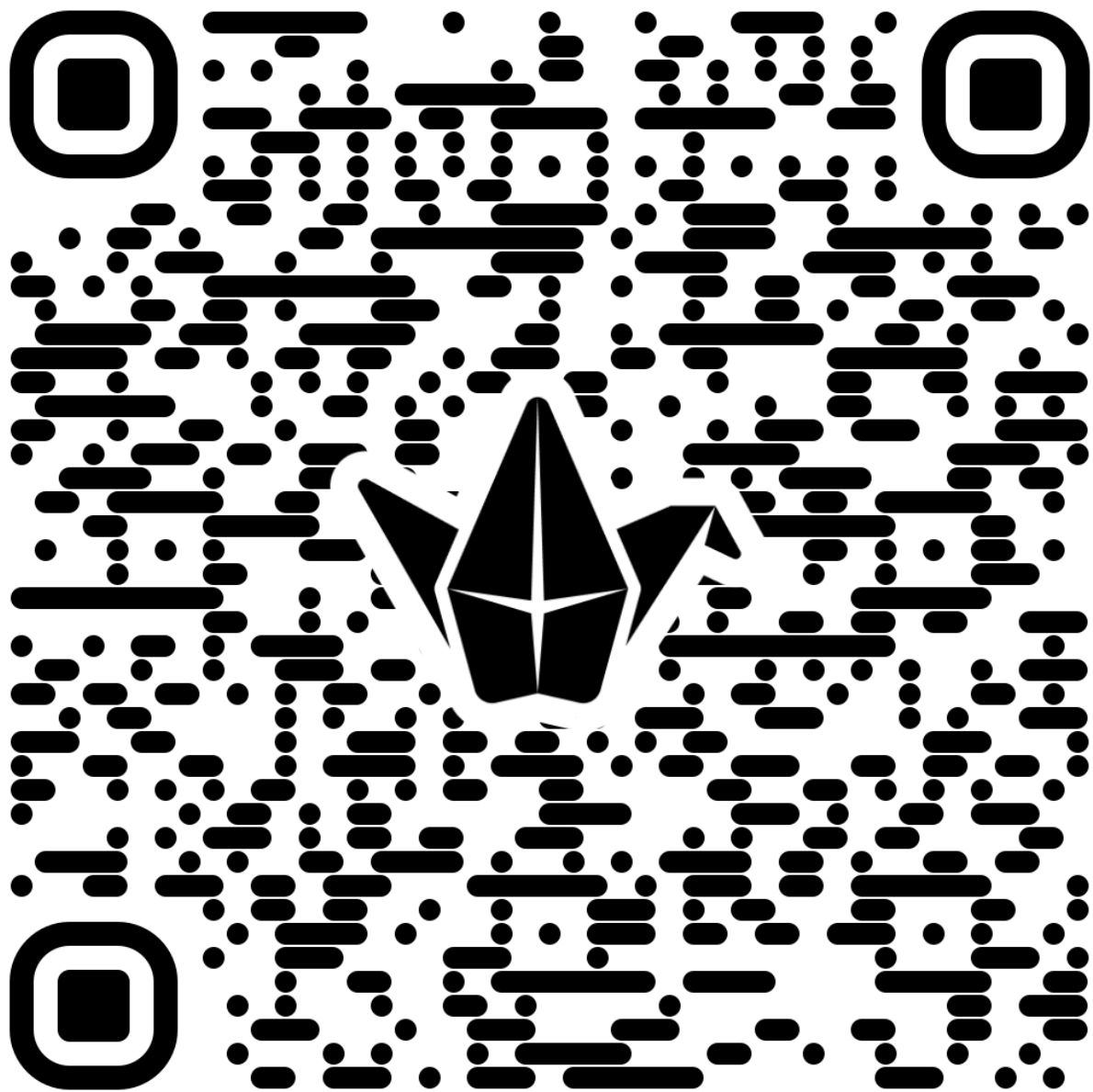
September 21: Guiding Condition #1: All children are **presumed competent**

October 5: Guiding Condition #2: All children are **placed** in inclusive classrooms

October 19: Guiding Condition #3: All children are within **proximity to** and **participating in** learning with **peers**

November 9: Guiding Condition #4: All children have meaningful **purpose** in inclusive community programs

November 30: Guiding Condition #5: All children are **planned for** from the start



What are you
hoping to take
away from this
series?

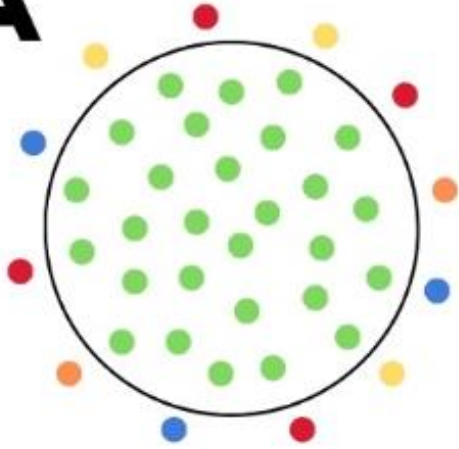
WHAT DOES

inclusion

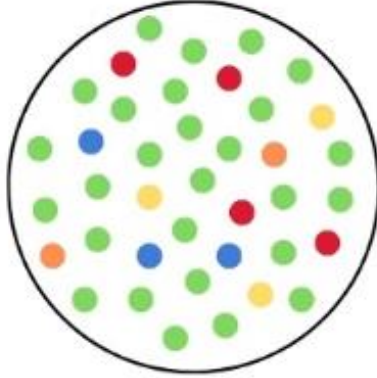
MEAN?

WHAT IS *Inclusion*?

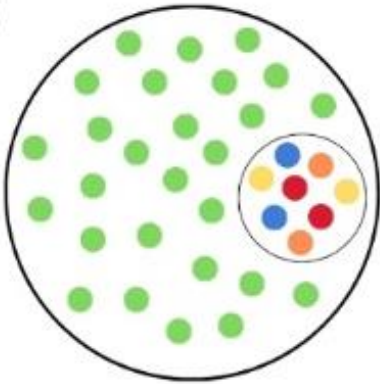
A



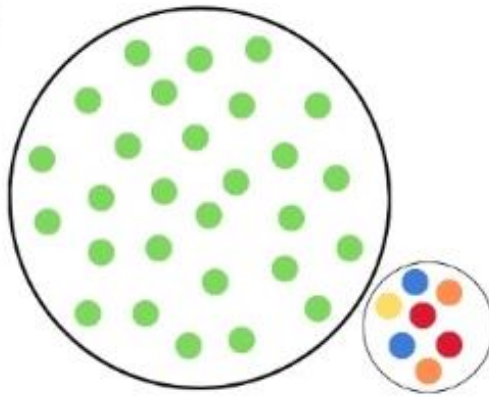
C



B



D



exclusion

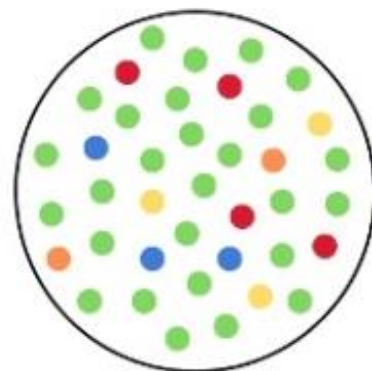
integration

inclusion

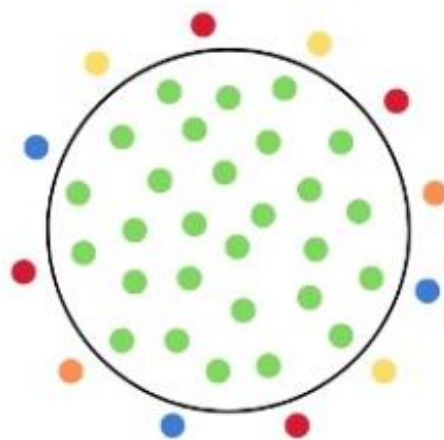
congregation

segregation

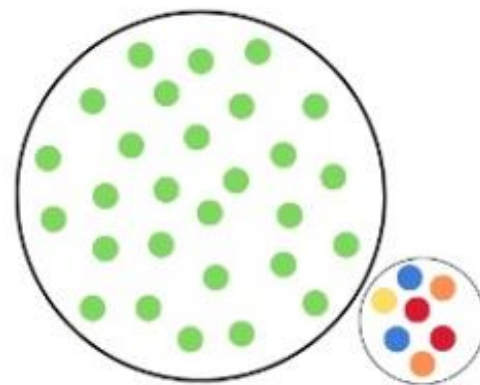
WHAT IS *inclusion*?



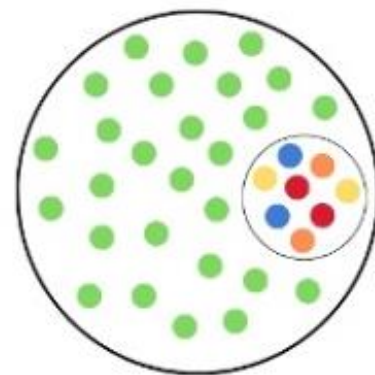
inclusion



exclusion

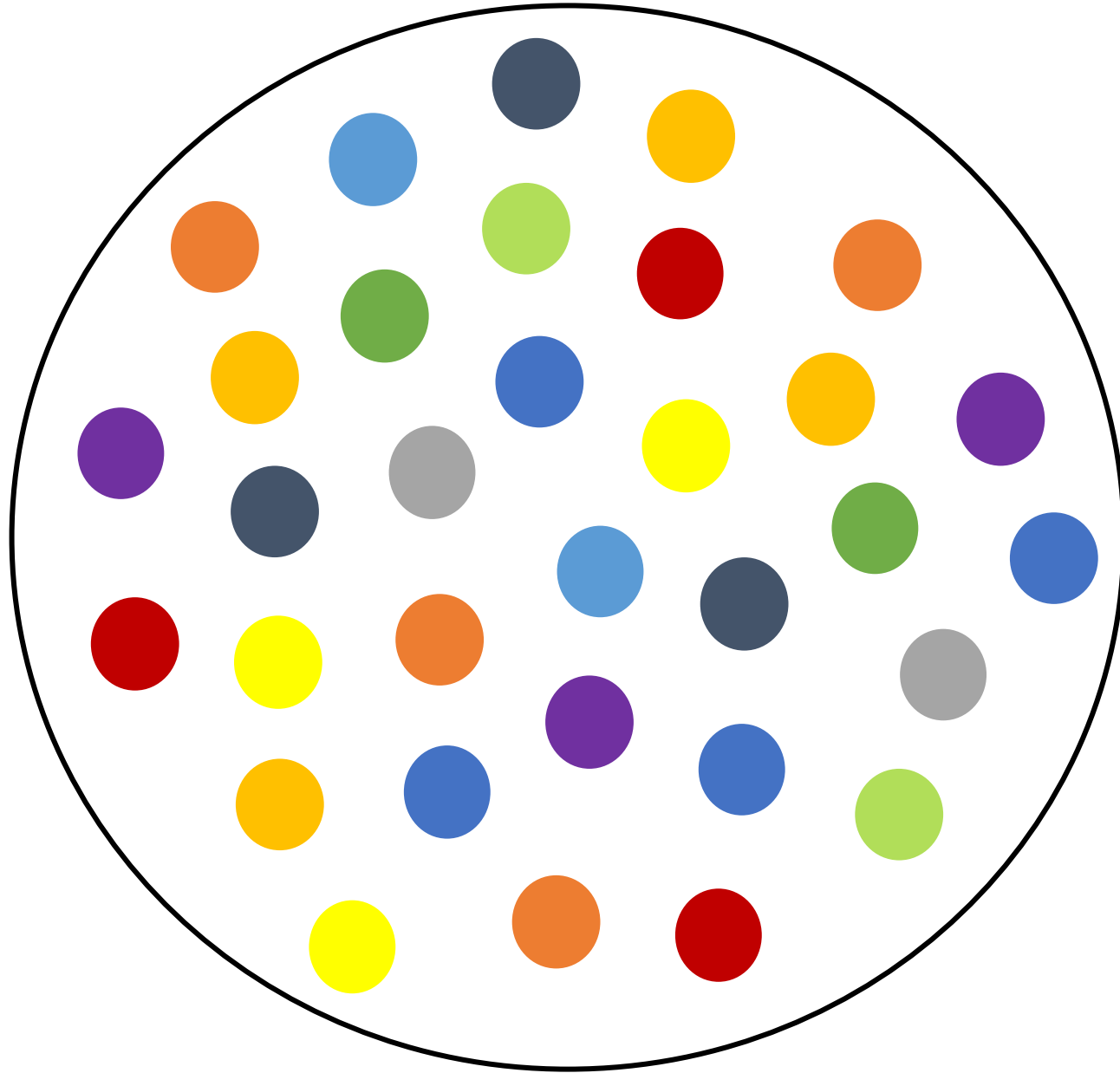


segregation

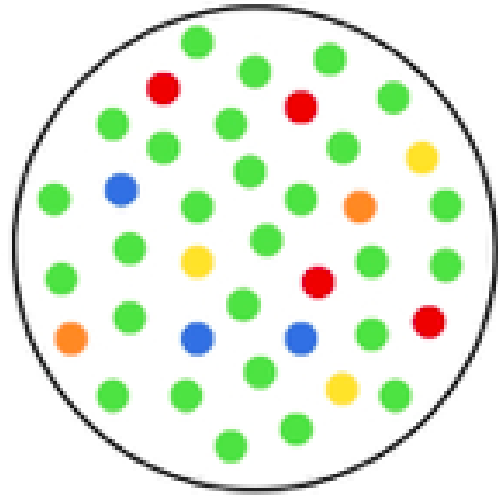


integration

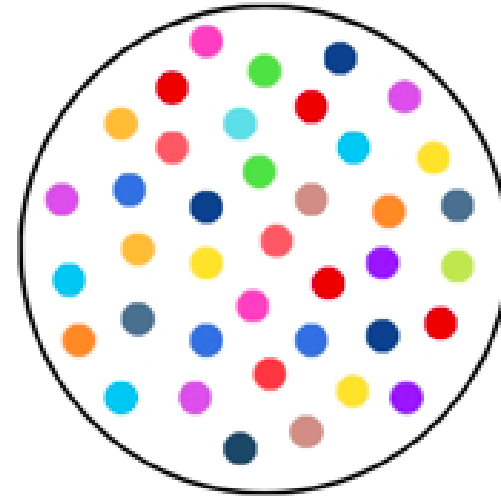
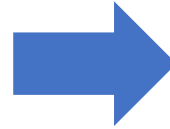
WHAT IS inclusion ?



How do we do **inclusion** ?



Including
'special needs' children
into general education
classrooms



Teaching and designing to
diversity
(that includes Disability)

In a world of
UNiCORNS

Be a **UNiCORN**
that celebrates a
BAT





When the conditions are right, everyone can be successful

Rather than asking, “Is this child ready to be included?” we are asking, “Are the conditions for inclusion in place?”

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?



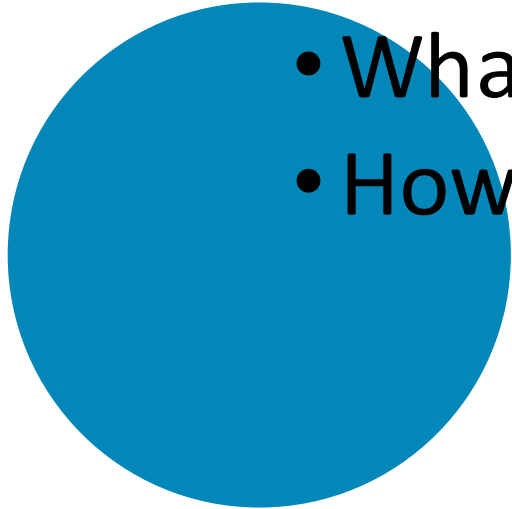
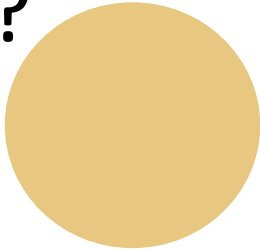
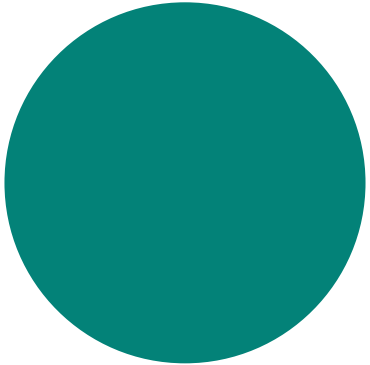
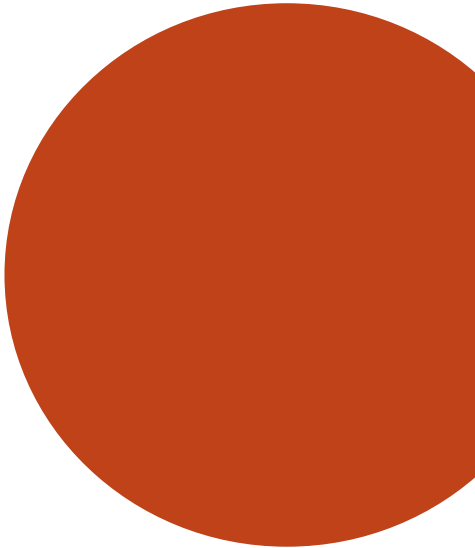
Which condition is a strength area for your community?

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

What questions are coming up for you as an educator?



Homework: For next Session

- Start noticing what is already happening?
 - What do we believe about children?
 - Where are children throughout the day?
 - Who are children with, and are they joining in?
 - What are they learning and contributing?
 - How are we planning for everyone?
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