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Dr. Shelley Moore

outside pln consulting

What are you hoping for today?

Shelley MOORE PH.D.
2023

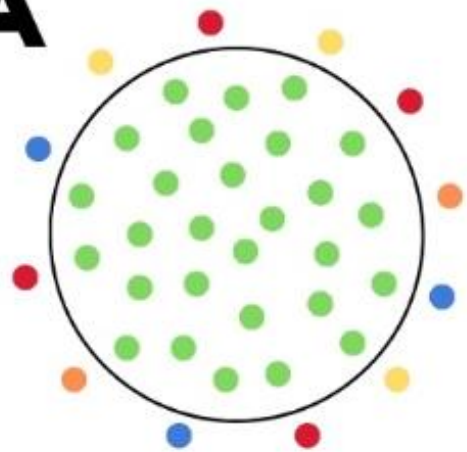
WHAT DOES inclusion MEAN?

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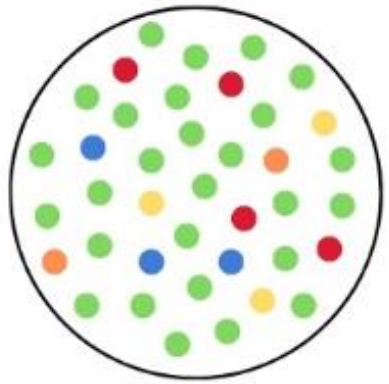
2023

WHAT IS *Inclusion?*

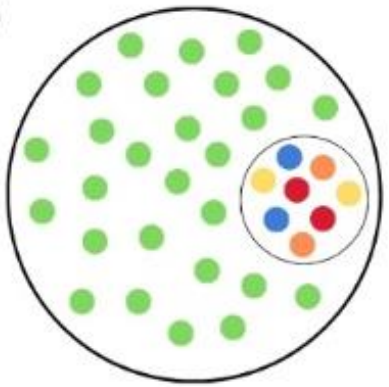
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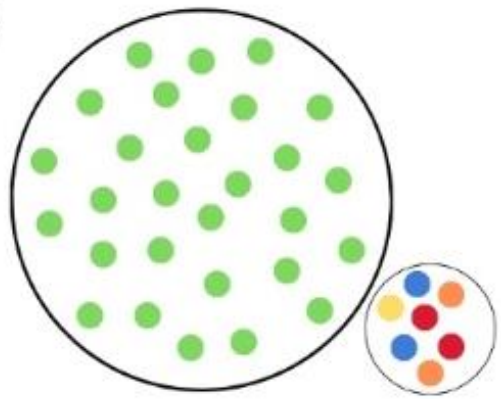
C



B



D



exclusion

integration

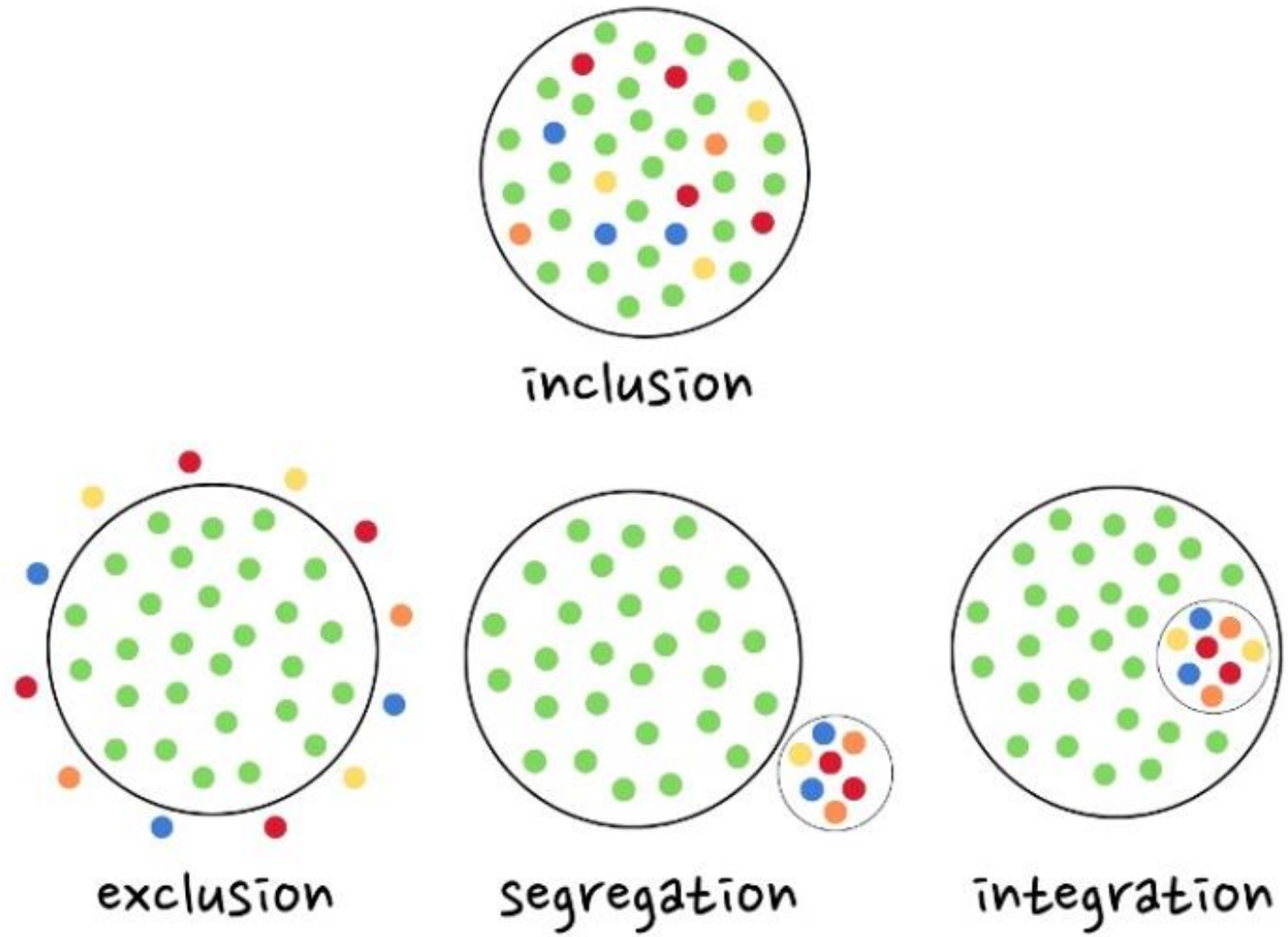
inclusion

congregation

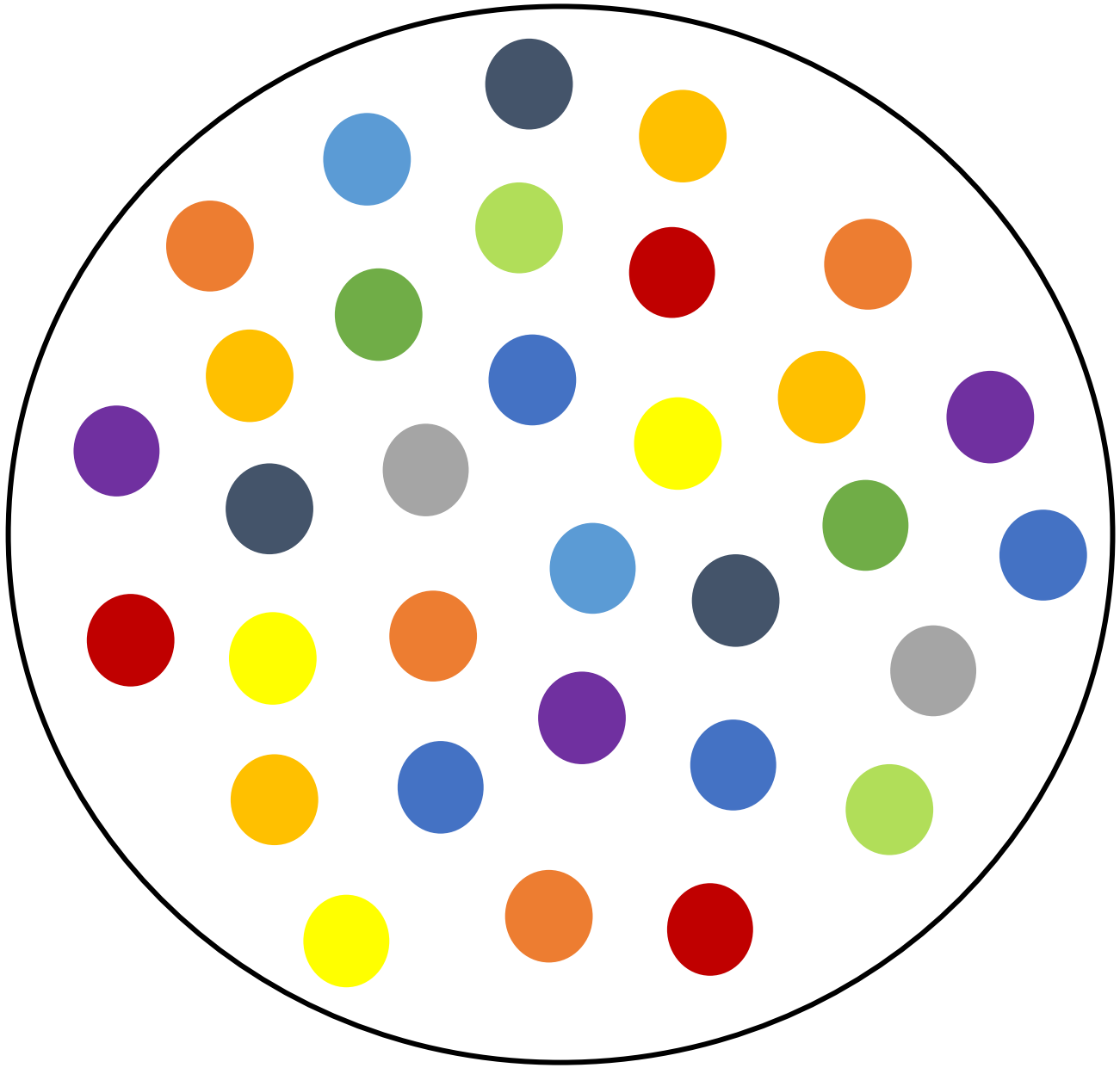
segregation

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WHAT IS *inclusion*?

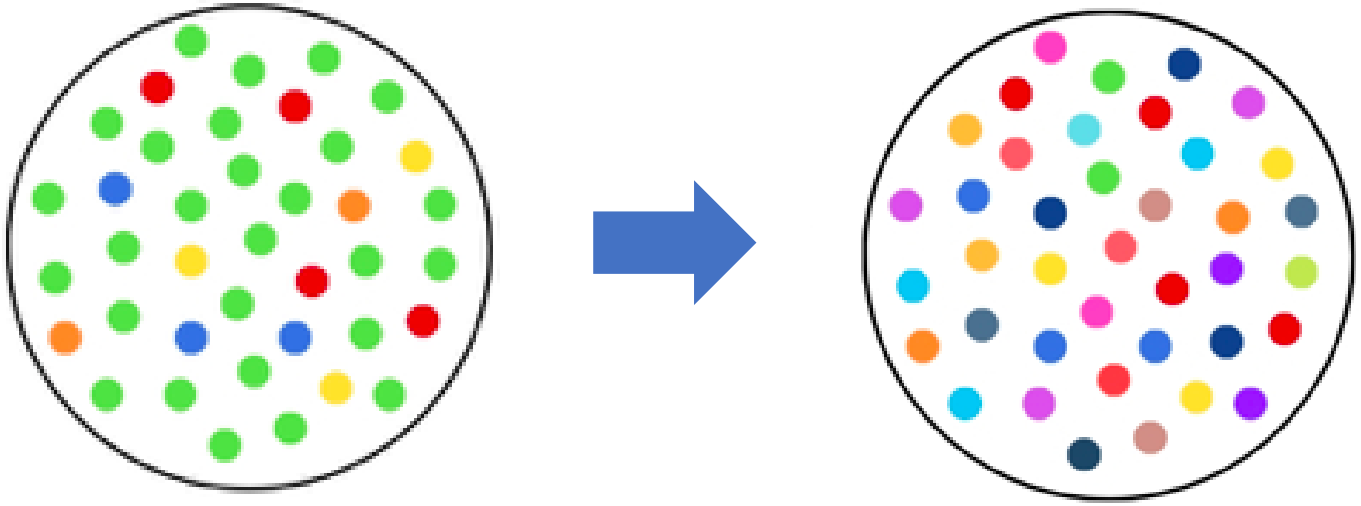


WHAT IS inclusion ?



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How do we do inclusion ?



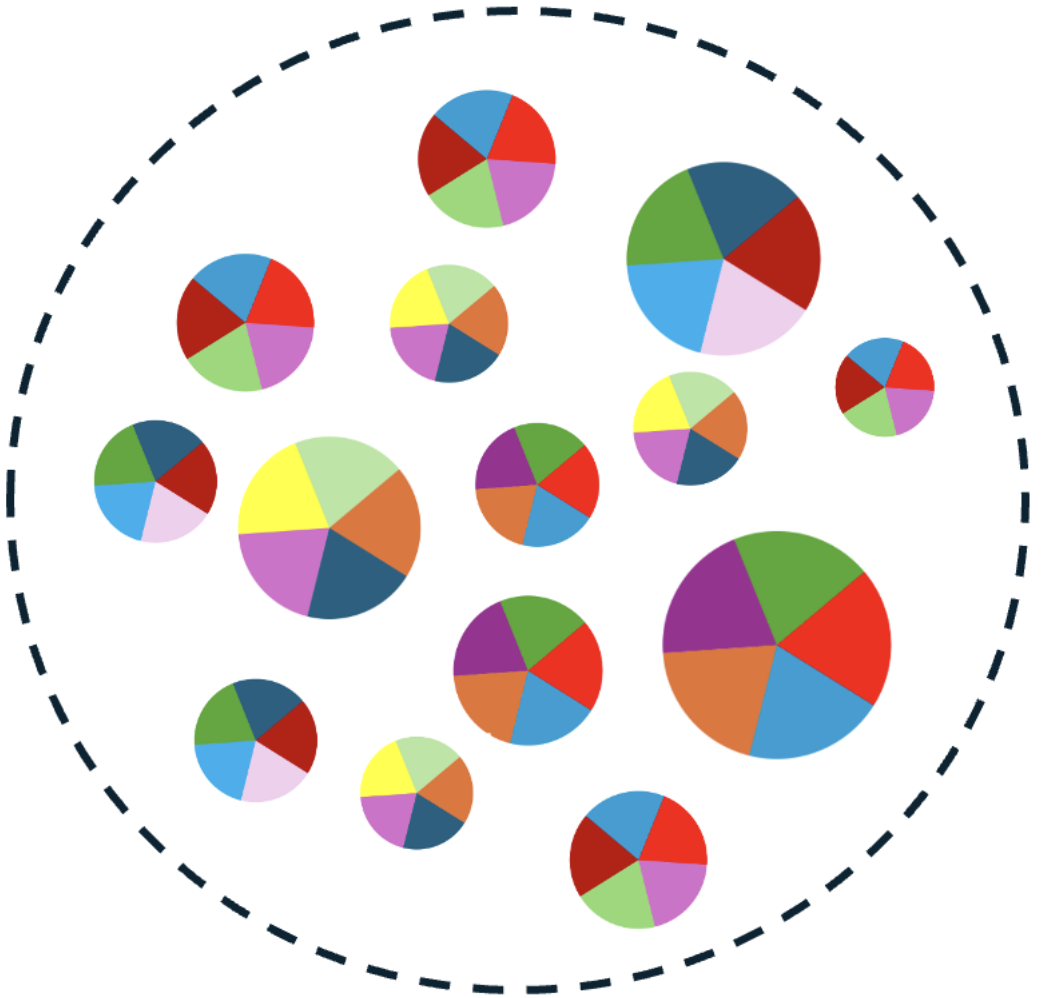
Including
'special needs' children
into general education
classrooms

Teaching and designing to
diversity
(that includes Disability)

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WHAT IS inclusion ?





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WHAT IS inclusion ?





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WHAT IS inclusion ?



Communities of Identity

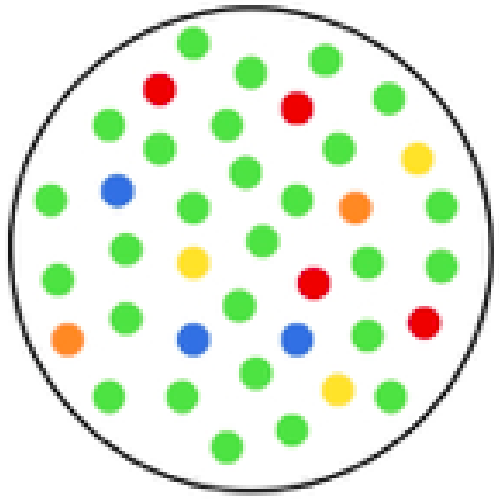




Communities of Diversity

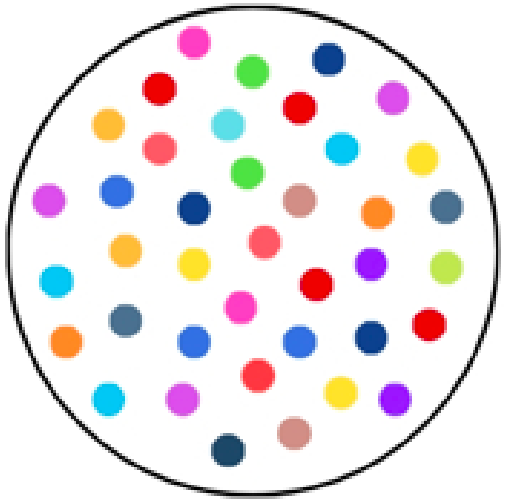
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WHAT IS inclusion ?



Including

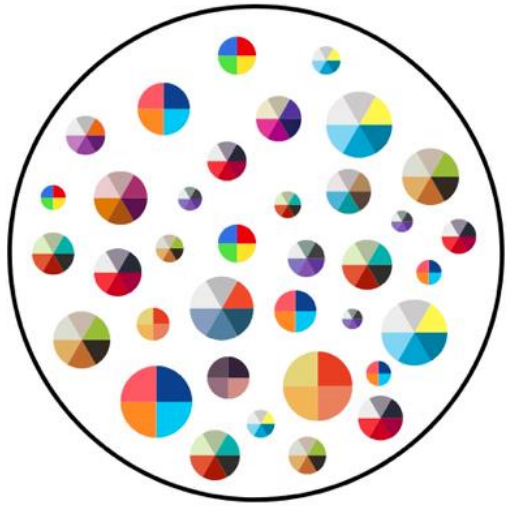
'special needs' children into general childcare spaces



Supporting and designing for

diversity

in childcare spaces (that includes Disability)



Creating space for children to feel confident and safe to identify

in childcare spaces (that includes children who are Disabled)

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What are you going to tell someone about today who is not here?

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2023


In a world of
UNICORNS
Be a UNICORN
that celebrates a
BAT
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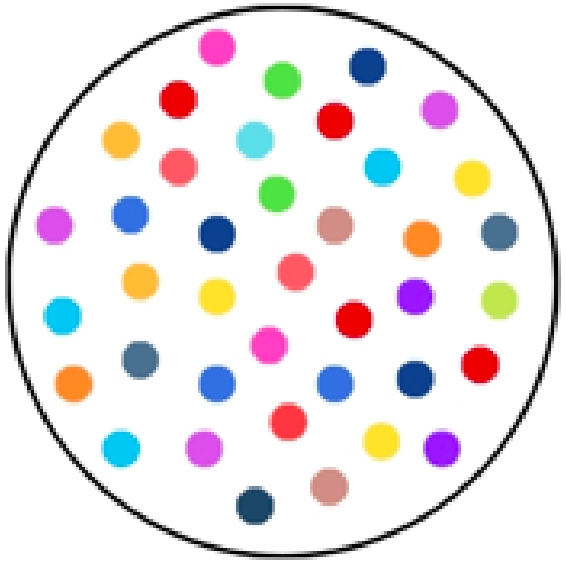
When the conditions are right, everyone can be successful

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2023


“When a flower doesn’t bloom, you fix the environment in which it grows, not the flower.”
–Alexander den Heijer
Shelley MOORE PH.D.
2023

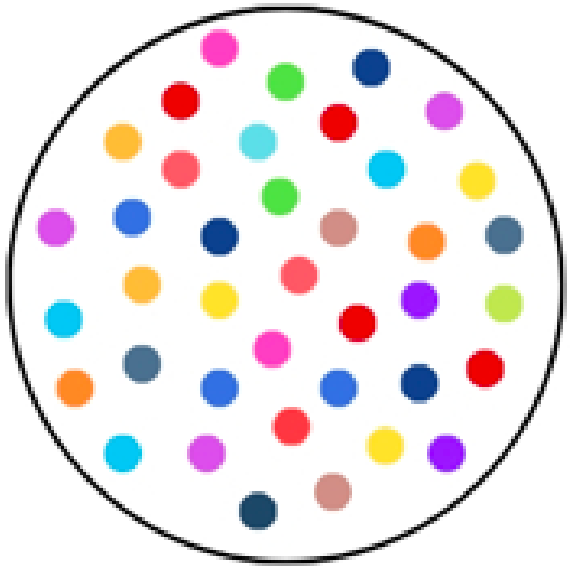
Who is in this community?

Before we support a community, we need to know who is in the community.





Community Dimensions



- Who are the **children**?
- What are their **dimensions**?
- What are we **noticing**?
- What do we want to **pay attention** to?



We cannot design… for who a child isn't.

Moore, 2020

The Five Dimensions



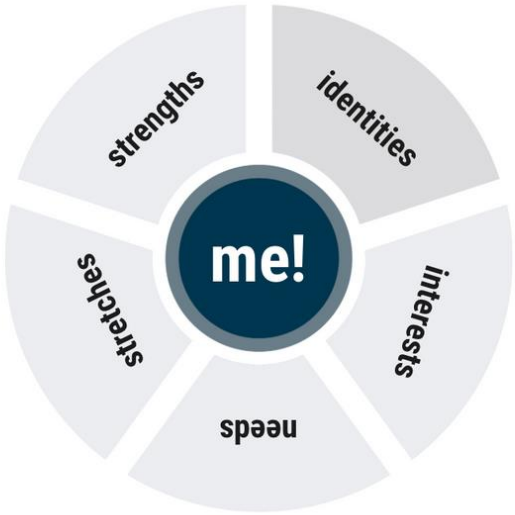
We cannot design for who a child isn't.

Moore,

The Five Dimensions

We cannot change dimensions, but we can design for them.

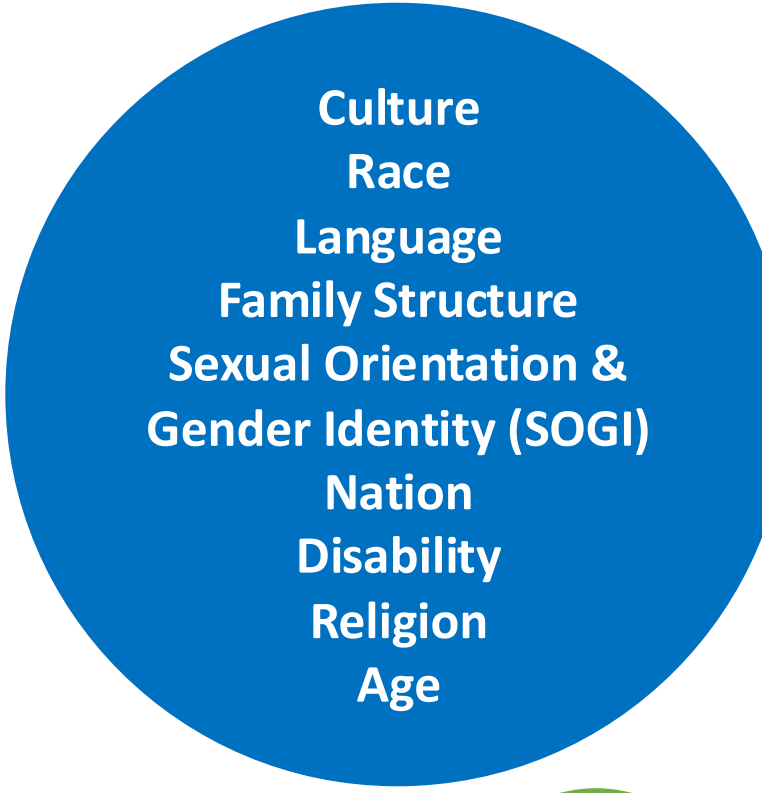
- **Identities**: Who are you? What communities are you a part of?
- **Interests**: What do you love? What would you spend time doing if you could?
- **Strengths**: What do you bring to a community? What could you teach others?
- **Stretches**: What are some things that are hard for you, but the more you do it the easier it gets?
- **Needs**: What are things that you need support for (and may always need support for)



Moore, 2020

Identity

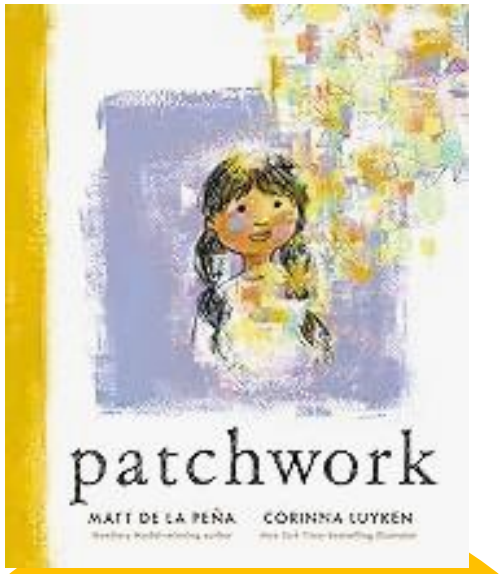
- How do the children and their families identify?
- What communities are they a part of?
- What place do they call home?
- What languages do they speak?
- What cultures, nations, or races do they identify with?
- Do they identify as disabled or neurodivergent?
- Who makes up their family?

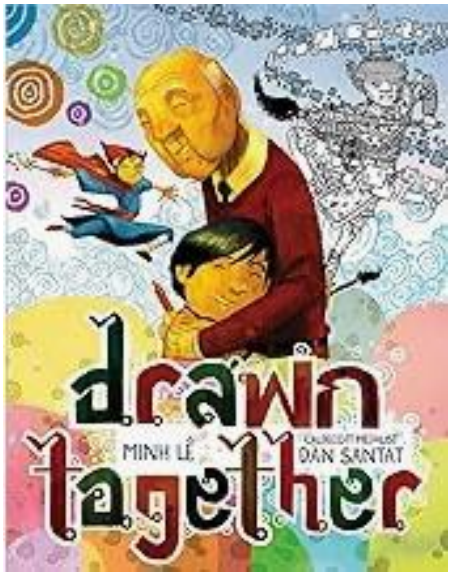


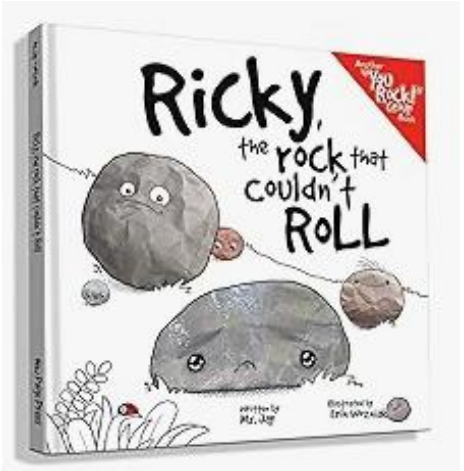
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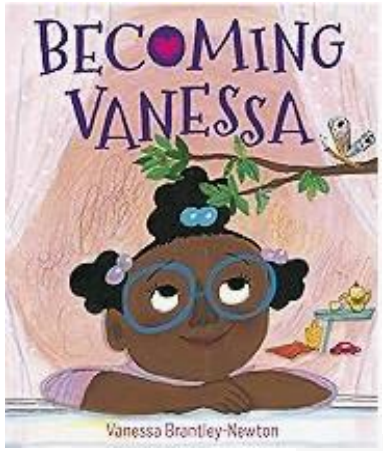
Identity

@mrsmacskinders

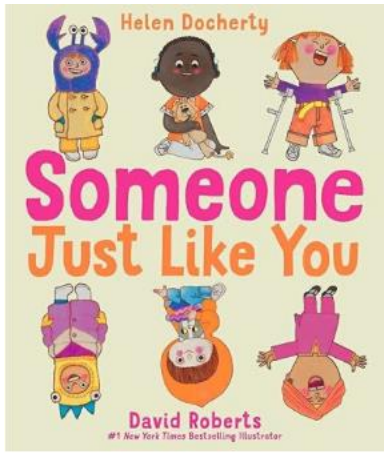


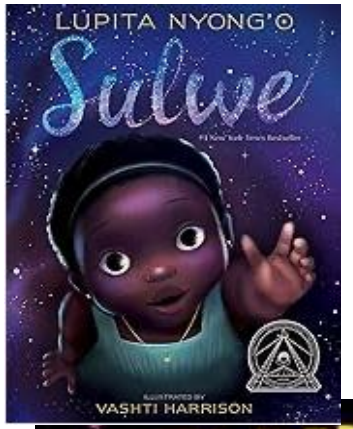


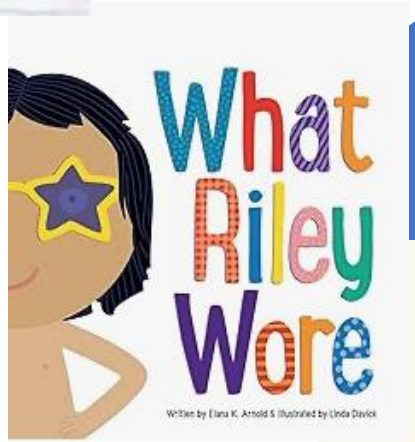




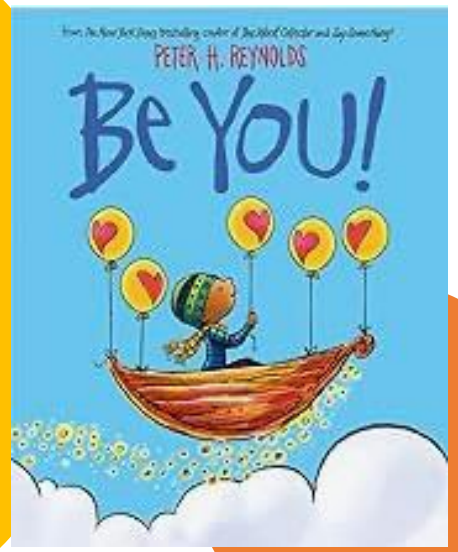


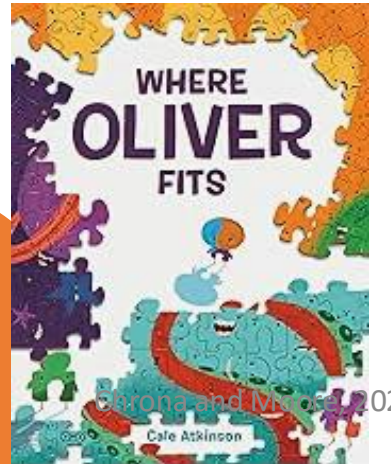


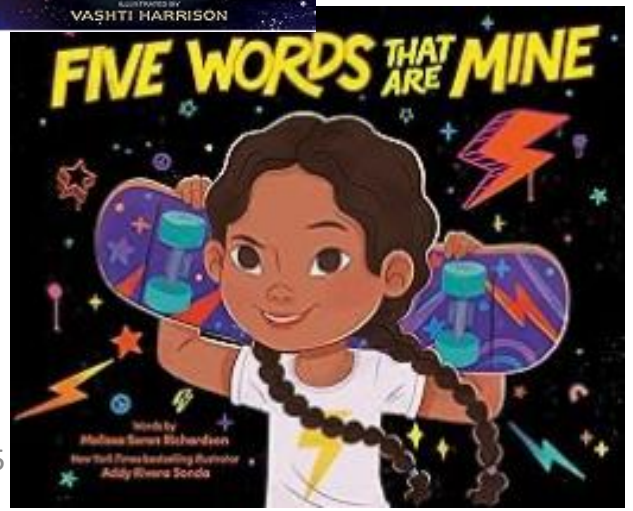














Strengths

- What can the children do on their own?
- What is easy for them?
- What do they know a lot about?
- What are they really good at?
- What could they teach others?
- How do they help each other?
- What do they do that brings people joy?

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

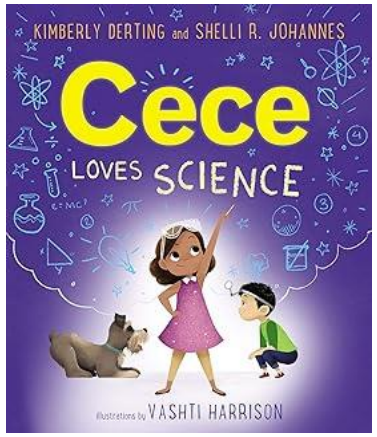
Monique Gray Smith

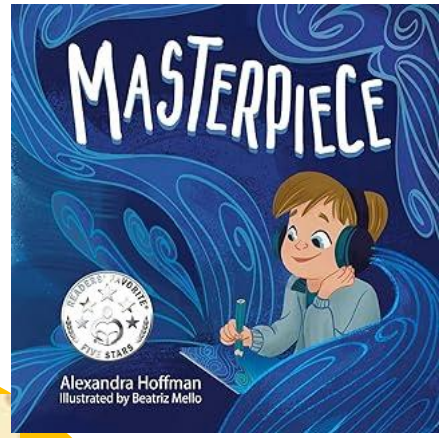
Interests

- What brings them joy?
- What do they want to learn more about?
- What do they want to learn how to do?
- What would they do if they had free time?
- What do they like to read/learn about?
- What kinds of shows/movies/books/characters do they like?
- What are some things they like to do with their friends and family?
- What are some of their favourite things/ things to do?
- What do they wish they could spend more time doing?
- What do they keep going back to?
- What draws them in and grabs their attention?

Modelling what it means to be an interesting person

Strengths



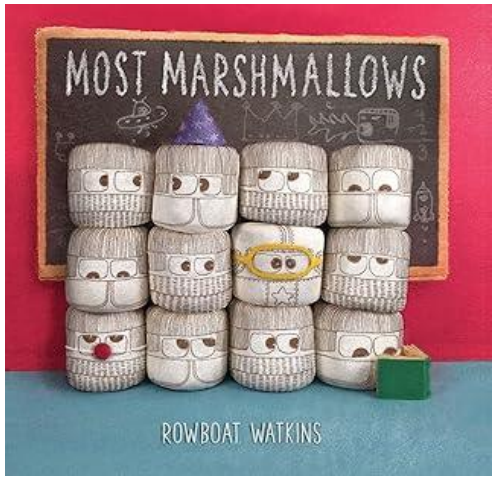






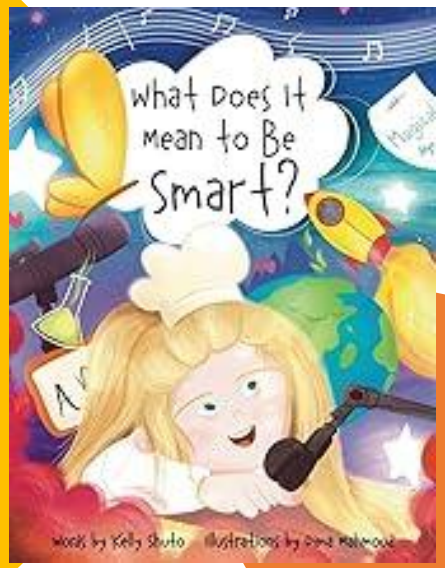












Interests

Stretches

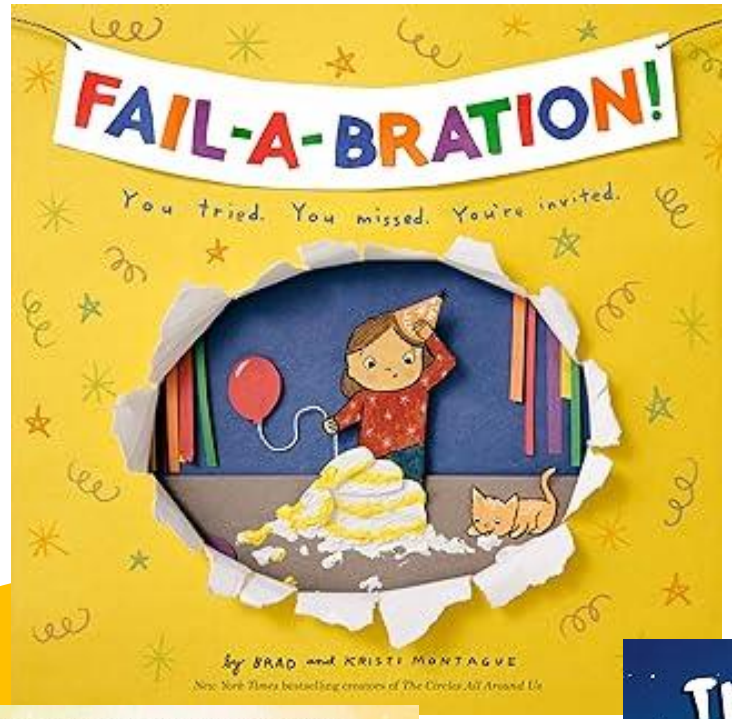
- What is something that you think they want to get better at?
- How do you think they want to grow this year?
- If they could get better at one thing, what do you think it would it be?
- What do you think are their hopes are?
- What would make them feel proud of themselves?
- If they could improve one thing about their day, what would it be?

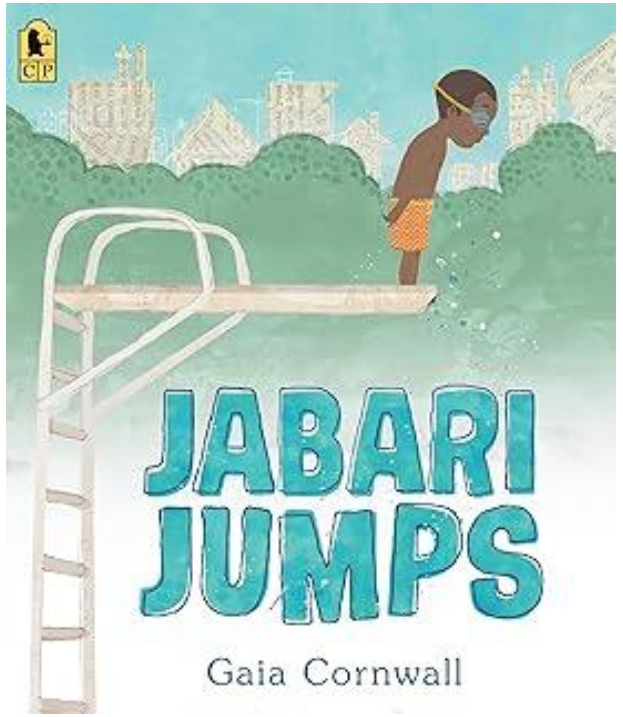
"Stretches hurt…especially if you haven't done them in awhile.

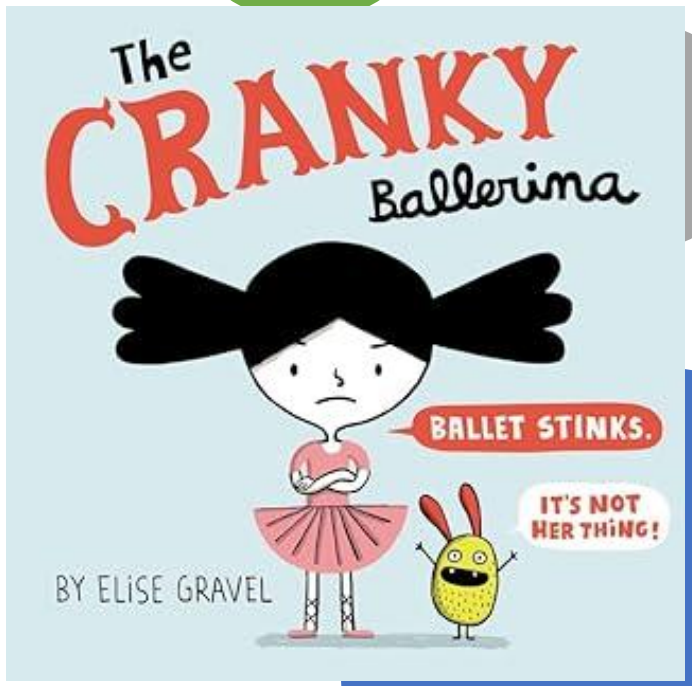
But the more you stretch, the stronger you get!"

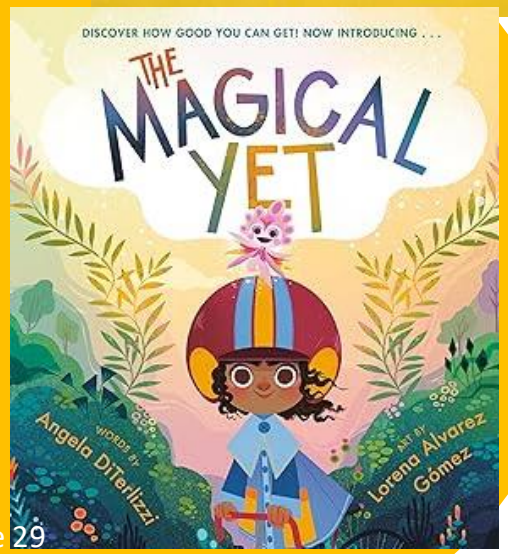
Faye Brownlie

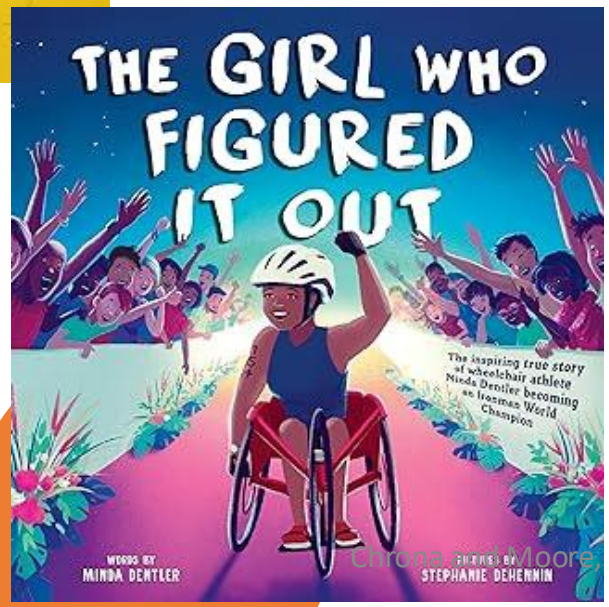
Stretches

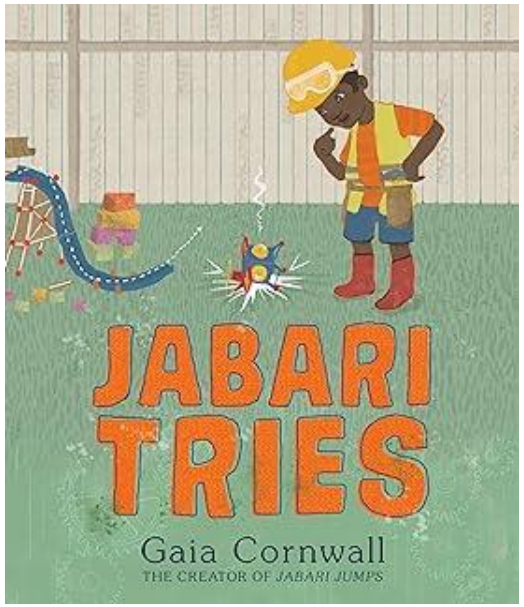

FAIL-A-BRATION!
You tried. You missed. You're invited.
by BRAD and KRISTI MONTAGUE

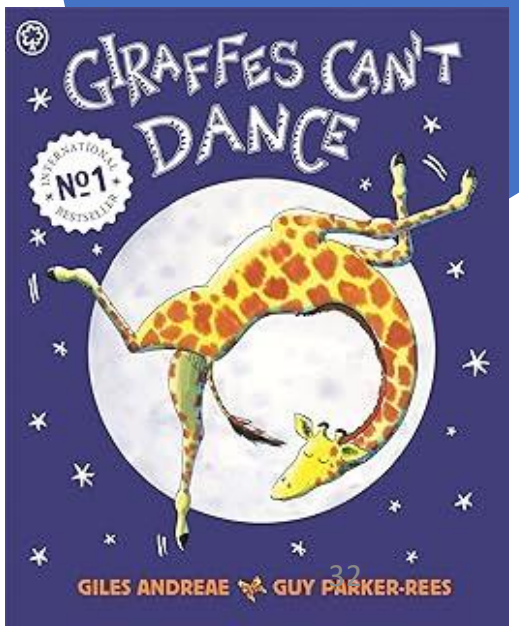

JABARI JUMPS
Gaia Cornwall


The CRANKY Ballerina
BALLET STINKS.
IT'S NOT HER THING!
BY ELISE GRAVEL


DISCOVER HOW GOOD YOU CAN GET! NOW INTRODUCING . . .
THE MAGICAL YET
Angela DiTerlizzi
Lorena Alvarez Gómez


THE GIRL WHO FIGURED IT OUT
The inspiring true story of wheelchair athlete Nicola Dentler becoming an Ironman World Championship
MINDA DENTLER
STEPHANIE DEHENNIN


JABARI TRIES
Gaia Cornwall
THE CREATOR OF JABARI JUMPS


GIRAFFES CAN'T DANCE
INTERNATIONAL No 1 BESTSELLER
GILES ANDREAE
GUY PARKER-REES

Room:	Date:	Target Child:		Age:
	Identities	**Interests**	**Strengths**	**Needs**	**Stretches**
Possible Interview/ Conversation Questions	**Questions for a child** • Who is in your family? • What do you call people in your family? • Finish the sentence: I am _____ • Where is home? • What languages do you speak? • What are some special celebrations in your family?	**Questions for a child** • What makes you laugh or smile? • What do you want to learn more about? • What do you want to learn how to do? • What do you want to be when you grow up? • 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 you favourite things/ things to do?	**Questions for a child** • What is something you can do all by yourself? • What is something that feels easy? • What do you know a lot about? • What are you really good at? • What is something that you could teach to your friends? • How do you help your family at home? • How do you help out at school? • What do you think your friends like about you? • Why is your family so lucky to have you?	**Questions for a child** • What makes coming to school hard? • What do you wish you were better at? • What feels hard or confusing? • What do you wish your teachers or your family knew about you? • What do you wish felt easier? • What is something that you need help to do?	**Questions for a child** • What is something that you want to get better at? • What do you want to do to be ready for _____? • What is one thing you want to get better at this year? • What is something that would make you feel proud of yourself? • What is a goal that you have? • What is one thing that you could do to make your day better? • What is one thing you get better at, so you could be a good friend?

Dr. Shelley Moore, 2026

Room:	Date:	Target Child:		Age:
	Identities	**Interests**	**Strengths**	**Needs**	**Stretches**
Possible Interview/ Conversation Questions	**Questions for family/caregivers** • Who makes up the important people in your child's family/community? • What are some words that describe your child? • Complete the statement: (child's name) is _____ • What communities are you and/or your child a part of? • What are your child's pronouns? • What are some places that your family calls home? • What languages does your family speak? • What cultures, nations, or races does your family/ your child identify with? • What are some special celebrations that you family enjoys? • Does your child have a disability? • What 5 words would you use to describe your child?	**Questions for family/caregivers** • What brings you/your child joy? How do you know? • What would your child choose to do without any prompting or guidance? • What does your child like? • What do you think your child wishes they could do more of? • What are some things that you do together as a family? • What are some things that your child does with their friends or other children? • What kinds of books, shows, movies does your child like? • What are your child's favourite items, toys, people, activities, places?	**Questions for family/caregivers** • What is something that your child can do independently? • What does your child know a lot about? • What is your child really good at? • What has your child taught you? • How does your child help out at home? • What do you think other children learn from your child?	**Questions for family/caregivers** • What do you see is something that feel hard or challenging for your child? • Where is an area where your child needs a lot of support? • What do you wish would change in the world/this community, that would help your child thrive? • What do you think your child wishes they were better at? • What makes school hard for your child? • What do you wish felt easier for your child? • What might your child need support for over their lifetime?	**Questions for family/caregivers** • How do you want your child to grow this year? • What is a goal you think your child has? • What is a goal that you think is important for your child to work on right now? • What is a strength area that you want to challenge your child in?

Dr. Shelley Moore, 2026

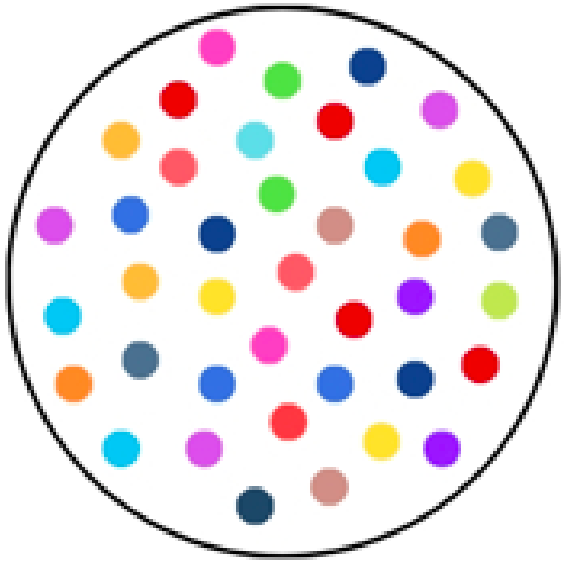
Room:		Date:	Target Child(Designation/Diagnosis):		
	Identities	**Interests**	**Strengths**	**Needs**	**Stretches**
Child Perspective					
Family Perspective					
Team Perspective					
What questions do we have or what are we wondering about this child?					

Dr. Shelley Moore, 2026


“When a flower doesn’t bloom, you fix the environment in which it grows, not the flower.”
–Alexander den Heijer
Shelley MOORE PH.D.
2023

Who is in this community?

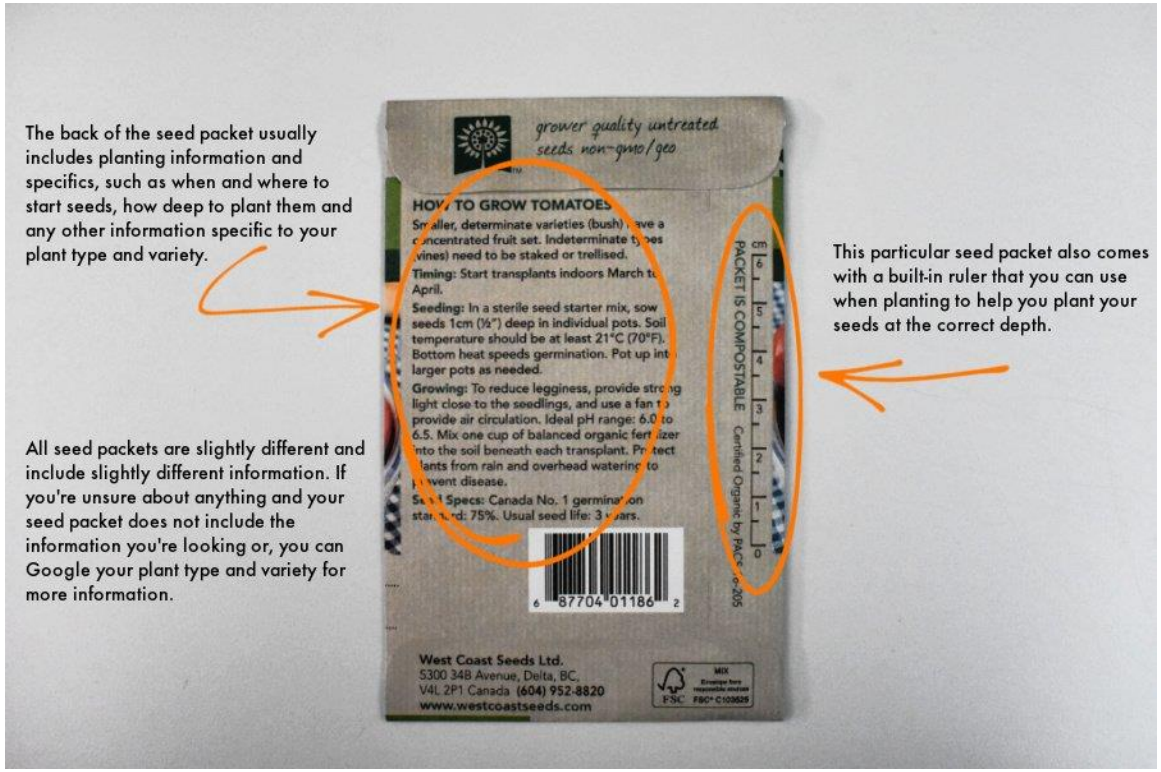
Before we support a community, we need to know who is in the community.





The SEED PACKET





My I.E.Pea Seed Packet

Growth Year: _____

Name: _____ **Grade:** _____



Identities: I am…

- _____
- _____
- _____
- _____
- _____

Interests: I really like and/or what to learn more about:

- _____
- _____

Strengths: I am really good at and/or could teach others:

- _____
- _____
- _____
- _____

Goals: I want to grow in these areas:

1. _____
2. _____
3. _____

Needs: I need this support in these areas to grow:

- _____
- _____
- _____
- _____
- _____
- _____

Supports: I need this in my garden to grow:

- _____
- _____
- _____

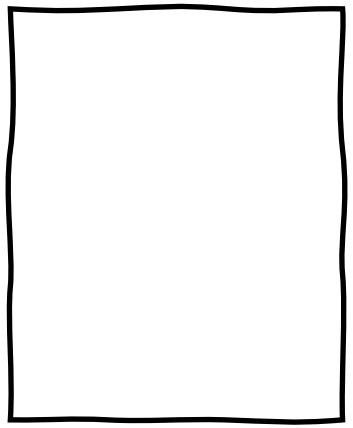
Barriers: This is what makes it hard for me to grow:

- _____
- _____
- _____

Thank You For helping me GROW

Growth Year:

Name: Conor G. **Grade: 1**



Identities: I am…

- Joyful, funny & dramatic!
- I am so loving!
- I use English, visual and ASL languages to communicate
- I am part of the DS community and have a strong inclusive school community
- My family enjoys some Caribbean traditions and food because that is where my mom grew up!

Interests: I really like and/or what to learn more about:

- Music, dancing, books, outdoor play, Disney princesses, water and water play, jumping, long hair, fruit, popcorn, ice cream

Strengths: I am really good at and/or could teach others:

- Visual, musical, following routines
- helping the teacher, receptive language, empathetic, motivated to please, reading

- I can help my classmates to understand that with the right supports in place, you are capable of anything. Even if others (or yourself) think that you can't

Goals: I want to grow in these areas:

1. **Being aware of when I am/ am not safe**
2. **Communicating what I need and want**
3. **Social connections and interactions**
4. **Fine motor skills**
5. **Being independent**

Needs: I need this support in these areas to grow:

- Communication
- Social Skills
- Physical
- Hearing
- Vision

Supports: I need this in my garden to grow:

- Being respected and included in all aspects of community, "first/then" language, lots of praise, time for transition with verbal and visual cues, lots of repetition, appropriate supports and strategies, patience, getting a specific job, silly and exciting language

Barriers: This is what makes it hard for me to grow:

- Negative or forceful comments, expectations without supports or strategies in place, bring rushed, taking behaviour personally, unclear directions, too many instructions at once, when people assume that I am not capable

Thank You For helping me GROW

Student & Family/ Community Voice

Growth Year: 2025

Name: Joshua I. **Grade: 11**



Identities: I am…

- Happy, Helpful, friendly, strong
- I speak English to communicate
- I am from Maple Ridge, BC
- I use he/him pronouns
- I am part of a school community
- I am a younger brother

Interests: I really like and/or what to learn more about:

- I like to work with my friends and be on student council at school, I like my Drama class. I want to learn about places in the world that I want to travel to like Egypt

Strengths: I am really good at and/or could teach others:

- I am good at organizing and being on time. I am a good friend
- I could teach others about student council and about what I learn about Egypt when I learn about it
- I have good ideas, and I am good at math

Goals: I want to grow in these areas:

1. **I want to learn more about different countries**
2. **I want to learn how to be a good leader**
3. **I want to get a job**

Needs: I need this support in these areas to grow:

- communication
- emotional regulation
- literacy (understanding)
- Social skills

Supports: I need this in my garden to grow:

- Helping me be prepared for what I need to do ahead of time, working with my friends who understand me, post it notes to write down my ideas and thinking, when someone check in on me to see if I understand, sometimes I need more time to do things, I need breaks, pictures and visuals, learning about things that are interesting

Barriers: This is what makes it hard for me to grow:

- Sitting for a long time, when I don't know what to do, when I have to work by myself with an EA, when something is too hard, when there are only words and no pictures, when people do things for me because they think I can't do it

Thank You For helping me GROW

Student Voice

Shelley MOORE PH.D.

Help us get to know: _____ Date: _____

Person connected to _____	Identities	Interests	Strengths	Stretches	Needs
Who are you and how do you know _____?	What words would you use to describe _____? What groups is _____ connected to in their community?	What is _____ interested in? What do they like to do on their own? With their friends? Family? Community?	What is _____ good at? What can they teach others?	What is hard for _____? What do you think _____ wants to get better at?	What does _____ need support with? What is important for people to know about _____?
Person 1:					
Person 2:					
Person 3:					
Person 4:					

Help us get to know Juni?

Date: Dec 2022

	Identities	Interests	Strengths	Stretches	Needs
Who are you and how do you know Juni?	What words would you use to describe Juni? What groups is Juni connected to in their community?	What is Juni interested in? What do they like to do on their own? With their friends? Family? Community?	What is Juni good at? What can they teach others?	What is hard for Juni? What do you think Juni wants to get better at?	What does Juni need support with? What is important for people to know about Juni?
Person 1: Rita Grandmother	Kind, strong, smart	watching me sew, taking pictures, listening to music	Patience, she notices everything	Waking up! Trying new things	She needs time and patience. If she is upset or frustrated, she needs space
Person 2: Frank Dad	Athletic, joyful, Ukrainian, church	Watching the baking shows , fishing with me	A great listener, being present	Independence, changes in routine	I think she worries a lot; I need others to know that she needs reassurance sometimes
Person 3: Kiran Family Friend	funny	Football! She loves the BC lions, movies, going for walks	making you feel so important, spreads joy, makes everyone laugh	Friendships, spending more time with her peers	Sharing her thinking, communicating. She has come such a long way!
Person 4:Matty Cousin	Fun, we play a lot together	Whale sharks, camping, swimming	Playing with me	Its hard for Juni to talk sometimes, but I know when she likes something, and she likes me	using her iPad to help her talk

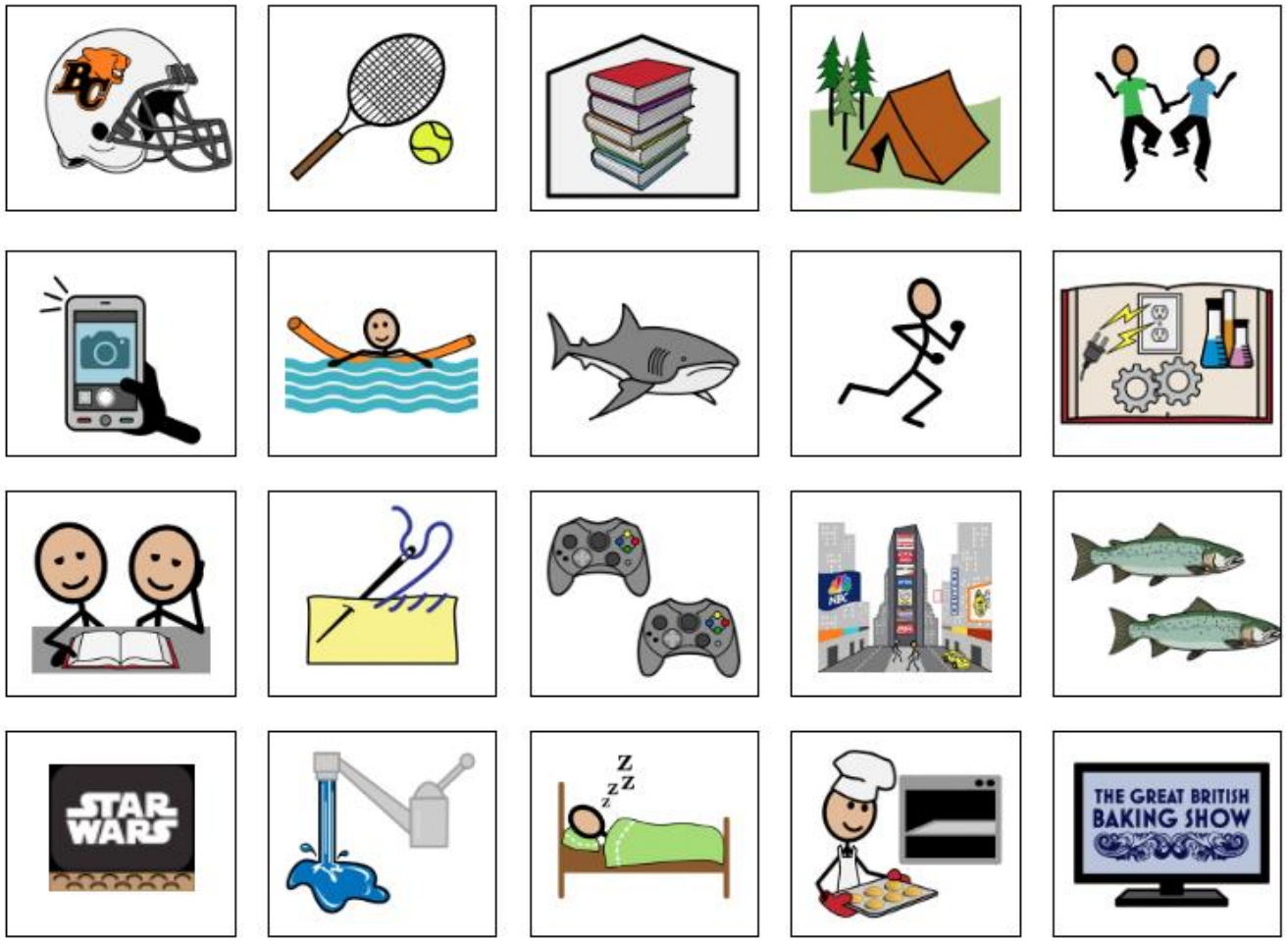
Help us get to know Juni?

Date: Dec 2022

	Identities	Interests	Strengths	Stretches	Needs
Who are you and how do you know Juni?	What words would you use to describe Juni? What groups is Juni connected to in their community?	What is Juni interested in? What do they like to do on their own? With their friends? Family? Community?	What is Juni good at? What can they teach others?	What is hard for Juni? What do you think Juni wants to get better at?	What does Juni need support with? What is important for people to know about Juni?
Person 1: Mr. Lopez Classroom Teacher	Strong, smart, a learner	Getting read to, books, you tube, science	Connecting with her peers	Communicating, independence, asking to help when she needs it	She needs support with her reading (decoding) and her communication with the device
Person 2: Benny Educational Assistant	Funny, curious	Fashion, her friends, books, magazines, her iPad	She knows what she likes and doesn't like and lets us know	Making friends, communicating or using strategies before she gets too frustrated	She needs a chance to rest throughout the day and breaks
Person 3: Ms. Turner SLP	joyful	Sights and sounds around her, being social	Using her iPad to communicate	Building friendships, communicating what she needs	She needs her device available to her, she needs to be around her peers
Person 4: Jesse Classmate	Funny, sometimes she's loud	Playing games, hanging out with her friends	Being happy, making people laugh	I think talking is hard for her	she needs to be around us, her friends



Building my Student profile: What are my INTERESTS?



Growth Year: 2022

Name: Juniper **Grade: K**

Identities: I am...

kind	a friend	funny
an athlete	Ukrainian	smart

Interests: I really like and/or what to learn more about:

reading	whale sharks	Star Wars	fashion	Great British Bakinig Show
camping	BC lions	taking pictures	salmon in river	dancing

Strengths: I am really good at and/or could teach others:

Star Wars	singing	being a friend	playing	asking for help

Goals: I want to grow in these areas:

waking up	playing football	talking	making friends

Needs: I need this support to grow:

emotional regulation	social skills	communication	physical

Supports: I need this in my garden to grow:

patience	my peers	a plan	visuals	my talker

Barriers: This is what makes it hard for me to grow:

being rushed	no one asks me	writing	no visuals	ignored

Thank You For helping me GROW

Student Voice

Community: Sa	Team:	Date:

Community Dimensions			
Identities: Language: Religion: Race & Culture: Family Structures: Neurodivergence: Age: Nation: Gender:	**Interests:**	**Strengths:**	**Stretches:**

Community: Saplings Room	Team: Saplings Team	Date: September 2026	
Community Dimensions			
Identities: Language: English, Punjabi, Mandarin; some children use gestures, signs, sounds, and emerging spoken words **Religion:** Sikh, Christian, Muslim, no religious affilia tion **Race & Culture:** South Asian, East Asian, Black, White, mixed-race children **Family Structures:** Two-parent families, single-parent family, multigenerational households; some children regularly cared for by grandparents, two mom household **Neurodivergence:** Autistic child; children with emerging language; children who seek movement and sensory input **Age:** 24–35 months **Nation(s):** local Squamish nation, families with connections to India, China, the Philippines and Nigeria	**Interests:** Pouring water between containers, Puddles and water play, Trucks, buses and things with wheels, Filling, dumping and transporting objects, Dogs, birds and insects, Music, dancing and action songs, Rocks, sticks, leaves and other outdoor materials, Babies, cooking and family routines, Opening, closing, hiding and finding, Boxes, containers and small spaces, Repeated books and songs	**Strengths:** Climbing, running and balancing, carrying, pushing and pulling large objects, matching and sorting familiar objects, remembering familiar songs, stories and routines, using gestures, pointing, sounds and words to communicate, imitating the actions of adults and other children, persisting with familiar physical challenges, pretend play based on familiar experiences, noticing small changes in familiar spaces, making choices and communicating clear preferences, repeating actions to see what happens	**Stretches:** Climbing higher, carrying bigger objects, building taller structures, making things balance, opening and closing things independently, putting on shoes or clothing independently, pouring without spilling, reaching something that is out of reach, making a toy or object work, communicating a specific idea, learning new words or signs to express themselves, doing something “by myself,” keeping up with older children, joining another child’s play, getting another child to understand an idea, making someone laugh, creating something they have imagined, figuring out where something goes, completing a puzzle or challenge, riding or steering wheeled toys, jumping farther or higher, learning the words or actions to a favourite song

The Five Dimensions



We cannot design for who a child isn't.

Moore,

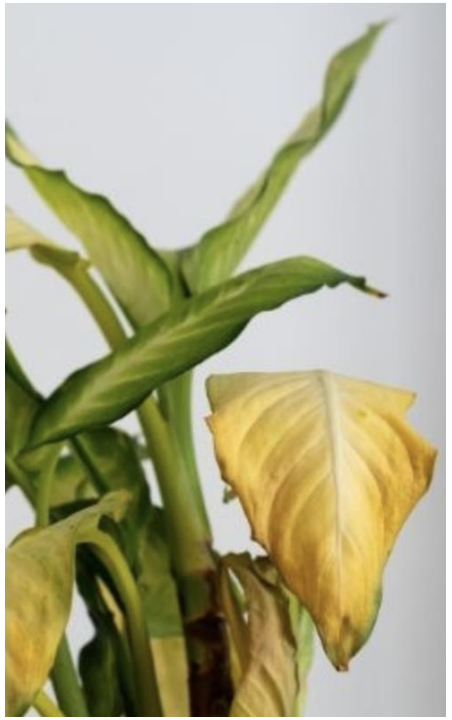
Needs

We all need support sometimes!

- What makes participating hard?
- What makes it hard for them to focus/pay attention?
- What makes it hard to get to attend the program?
- What is something that they need a lot of support for?
- What feels hard or confusing to them?
- What do you think they wish were different about the world/your community/program/school?
- What do you think they wish was easier for them?


“When a flower doesn’t bloom, you fix the environment in which it grows, not the flower.”
–Alexander den Heijer
Shelley MOORE PH.D.
2023

How do we know if a plant is not thriving?



Needs more light



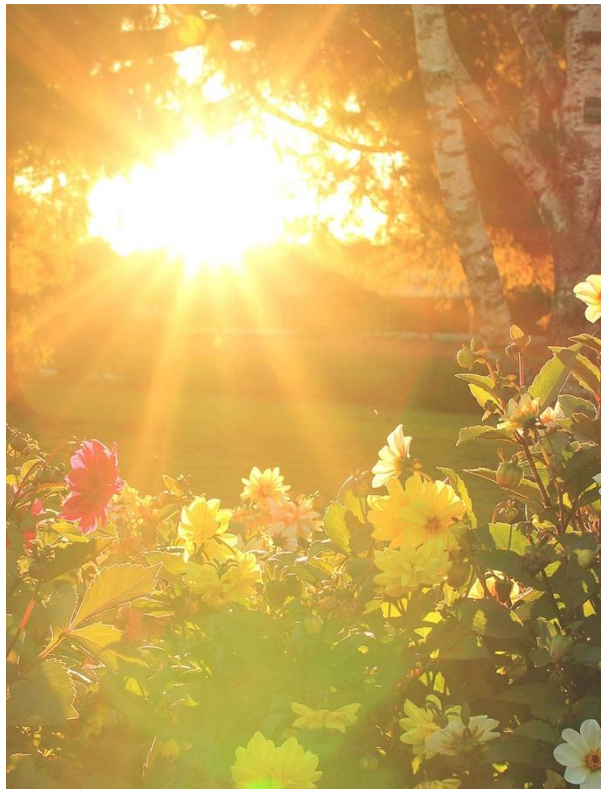
Needs more moisture



Needs more space

The plant TELLS and SHOWS us what it needs

FIRST! Reduce or eliminate barriers in place by reducing or eliminating barriers for everyone in the community



All plants need light



All plants need moisture



All plants need space

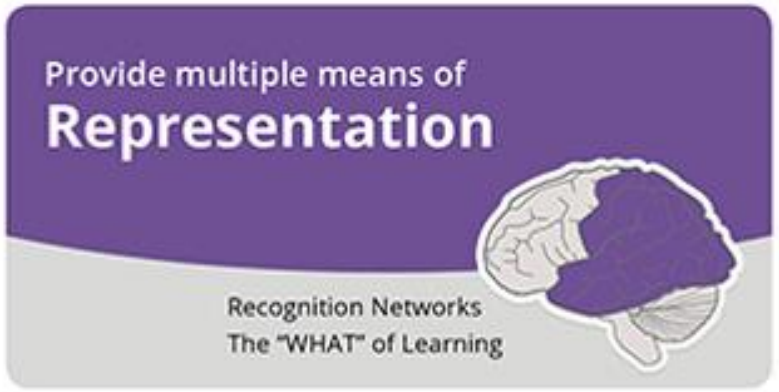
Shelley MOORE PH.D.

2023

UDL 3.0: Universal Design for Learning



All children need to engage in shared experiences



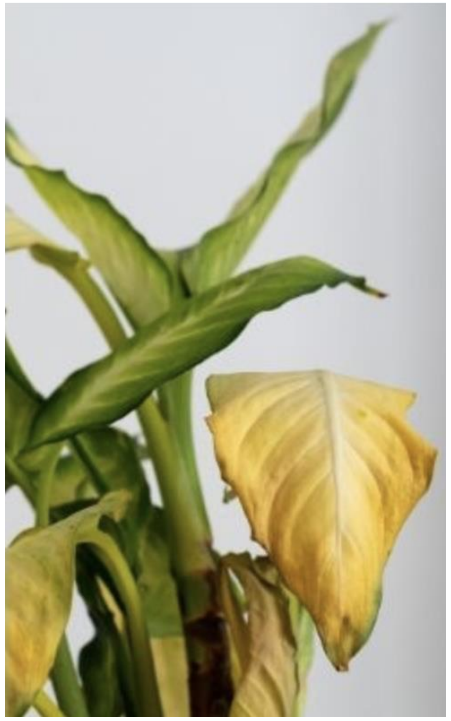
All children need to understand what, why and how to share an experience



All children need to participate and share experiences

Scenario - Maya

- Maya is 3 years old. During free play, she loves **building with blocks** and often has big ideas about what she wants to make. Today, she tells an educator, “I’m making a zoo!” and begins building.
- A few minutes later, her structure falls over. Maya **becomes frustrated** and **knocks the rest of the blocks down**. She pushes some of the blocks away and leaves the area.
- An educator asks Maya to come back and help clean up the blocks. Maya says, “No!” and refuses to return. When the educator asks again, Maya **becomes increasingly upset.**



What is wrong around the child?

When a child is struggling…

1. Determine the context of the shared experience

1. Determine the context of the shared experience

- What part of the day, routine, activity, or experience is this happening in?
- What is happening around the child at this time?
- Who and what are part of this context — people, spaces, materials, routines, or expectations?

Maya

Step 1: Determine the context of the shared experience	• What part of the day, routine, activity, or experience is this happening in? • What is happening around the child at this time? • Who and what are part of this context — people, spaces, materials, routines, or expectations?	• **Free play/child directed play** • **Children are choosing where and how they want to play. Maya has chosen the block area and is building a zoo.** • **Maya, other children and educators; blocks and building materials; the block-play space; and the routines and expectations connected to playing and eventually cleaning up.**

What is wrong around the child?

When a child is struggling…

1. Determine the context of the shared experience
2. Target a goal that all children are working towards in this context

2. Target a goal that all children are working towards in this context

- In this shared experience, what is the goal for all children?
- What do we want all children to learn or develop?
- Is the goal meaningful and developmentally appropriate?
- Are we focusing on a meaningful goal—or expecting compliance?

Maya

Step 2: Target a goal that all children are working towards in this context	• In this shared experience, what is the goal for all children? • Is the goal meaningful and developmentally appropriate? • Are we focusing on a meaningful goal or expecting compliance?	• **During free play, children are learning to develop their ideas, respond when things don't go as planned, and decide what to do next.** **NOT** • **Maya will clean up when the educator tells her to.**

What is wrong around the child?

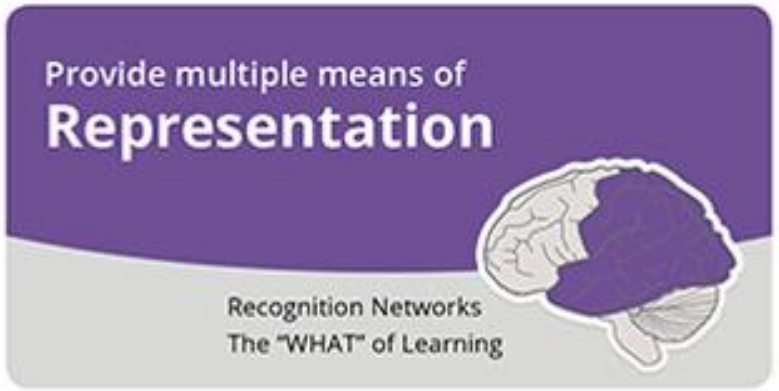
When a child is struggling…

1. Determine the context of the shared experience
2. Target a goal that all children would work towards
3. Notice where the barrier might be occurring

3. Notice where the barrier might be occurring



All children need to engage in shared experiences



All children need to understand what, why and how to share an experience



All children need to participate and share experiences

When a child is struggling in a shared experience, start with being curious and noticing what is happening around them

What are we noticing about when and how the child **approaches, joins, stays with, or moves away from** an experience?	What are we noticing about how the child **responds to information, directions, routines, rules, or what is happening around them**?	What are we noticing about how the child **gets started, takes part, uses materials, communicates, shares ideas, and responds when they get stuck**?
• Does the child want to connect with this experience? • Are they interested in what is happening? • Do they feel safe and comfortable joining in? • Does the experience feel meaningful or relevant to them? • Do they have enough choice or agency? • Are they able to stay connected when something becomes difficult?	• Does the child know what is happening and what it means? • Do they know what is happening next? • Is the information being shared in a way they can access and understand? • Do they have enough examples, modelling, visuals, or cues? • Can they connect what is happening to something they already know or have experienced?	• Do they have a way to get started and join in? • Can they access and use the space, materials, and tools? • Do they have a way to communicate and share their ideas? • Do they have the skills and supports they need to participate? • Do they have a strategy for what to do when they get stuck or something doesn't go as planned?
ENGAGEMENT	**REPRESENTATION**	**ACTION & EXPRESSION**

CAST UDL 3.0 Guidelines: adapted by S, Moore, 2026

When a child is struggling in a shared experience, start with being curious and noticing what is happening around them

What are we noticing about when and how the child **approaches, joins, stays with, or moves away from** an experience?	What are we noticing about how the child **understands information, directions, routines, rules, or what is happening around them**?	What are we noticing about how the child **gets started, takes part, uses materials, communicates, shares ideas, and responds when they get stuck**?
• Does the child want to connect with this experience? • Are they interested in what is happening? • Do they feel safe and comfortable joining in? • Does the experience feel meaningful or relevant to them? • Do they have enough choice or agency? • Are they able to stay connected when something becomes difficult?	• Does the child know what is happening and what it means? • Do they know what is happening next? • Is the information being shared in a way they can access and understand? • Do they have enough examples, modelling, visuals, or cues? • Can they connect what is happening to something they already know or have experienced?	• Do they have a way to get started and join in? • Can they access and use the space, materials, and tools? • Do they have a way to communicate and share their ideas? • Do they have the skills and supports they need to participate? • Do they have a strategy for what to do when they get stuck or something doesn't go as planned?
ENGAGEMENT	**REPRESENTATION**	**ACTION & EXPRESSION**

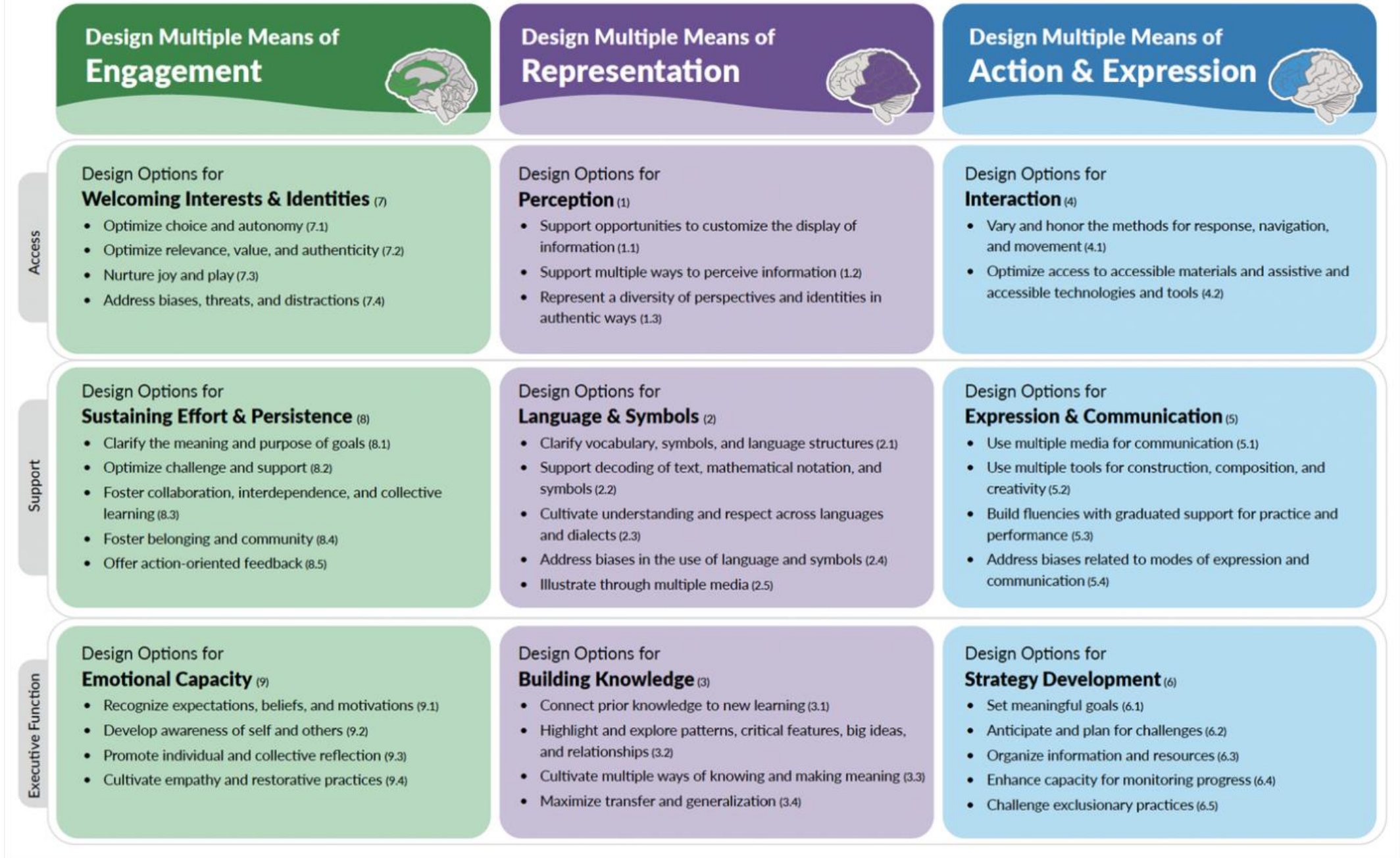
Maya

Step 3: Notice where the barriers might be occurring (UDL Planning Form 1: Noticing Barriers)	**Engagement:** Does the child need support with approaching, joining, staying with, or moving away from an experience or activity?	
	Representation: Does the child need support understanding information, directions, routines, rules, or what is happening around them?	
	Action & Expression: Does the child need support getting started, participating, using materials, communicating, sharing ideas, and responding when they get stuck?	X

What is wrong around the child?

When a child is struggling…

1. Determine the context of the shared experience
2. Target a goal that all children would work towards
3. Notice where the barrier might be occurring
4. Zoom into 1 or 2 UDL indicator(s) to guide planning



See: https://udlguidelines.cast.org/

Supporting Children to Engage

If you notice the child...	Consider	What this means in early childhood and community care settings
Says “no,” moves away, or stops participating when there is only one option	**7.1 Optimize choice & autonomy**	Offer meaningful choices about how, where, with whom, or with what children participate.
Joins more readily when familiar interests, people, objects, experiences, or topics are included	**7.2 Optimize relevance, value & authenticity**	Connect experiences to children's interests, identities, lives, cultures, and communities.
Leaves, disengages, or watches rather than joins when an experience is highly adult-directed	**7.3 Nurture joy & play**	Create space for curiosity, playfulness, imagination, exploration, humour, and delight.
Covers ears or eyes, moves away, freezes, becomes upset, or repeatedly attends to something else in the environment	**7.4 Address biases, threats & distractions**	Reduce sensory, social, emotional, and environmental barriers to engagement.
Stops, looks to others, or repeatedly asks “why?” or “what are we doing?”	**8.1 Clarify the meaning & purpose of goals**	Help children know what they are working toward and why it matters.
Stops, avoids, rushes through, repeatedly asks for help, or gives up when something becomes difficult	**8.2 Optimize challenge & support**	Adjust challenge and provide enough support for children to stay involved and grow.
Participates less when working alone but joins or stays longer when another child or adult participates with them	**8.3 Foster collaboration, interdependence & collective learning**	Create opportunities to play, learn, problem-solve, and contribute with others.
Stays on the edge of the group, leaves group experiences, or repeatedly seeks a familiar person	**8.4 Foster belonging & community**	Build relationships, routines, and spaces that strengthen connection and belonging.
Repeats an approach, stops, or looks to an adult after receiving feedback that doesn't tell them what to do next	**8.5 Offer action-oriented feedback**	Give specific feedback that helps children know what is working and what they could try next.
Says things like “I can't,” “I'm bad at this,” or “I don't want to,” or stops before trying	**9.1 Recognize expectations, beliefs & motivations**	Help children notice expectations, beliefs, feelings, and what motivates them.
Has difficulty naming, showing, or responding to what is happening for themselves or another person	**9.2 Develop awareness of self & others**	Support children to notice their own experiences and those of others.
Moves quickly on after an experience and needs prompting to recall what happened, what helped, or what they might try again	**9.3 Promote individual & collective reflection**	Create simple ways to revisit experiences and notice what children learned or discovered.
Avoids, argues with, or stays disconnected from another child after conflict or harm	**9.4 Cultivate empathy & restorative practices**	Support children to understand impact, repair relationships, and reconnect.

CAST UDL 3.0 Guidelines: Engagement, adapted by S, Moore, 2026

Supporting Children to Understand

Representation

If you notice the child...	Consider	What this means in early childhood and community care settings
Moves closer, squints, turns away, asks for repetition, or misses information that others are responding to	**1.1 Support opportunities to customize the display of information**	Adjust the size, volume, location, contrast, pace, or presentation of information.
Responds when information is shown one way, but not when it is presented another way	**1.2 Support multiple ways to perceive information**	Share information through words, pictures, objects, sounds, gestures, demonstrations, and experiences.
Rarely sees their family, culture, language, identity, or experiences reflected in materials, stories, or play	**1.3 Represent a diversity of perspectives & identities authentically**	Include authentic materials, stories, images, languages, families, cultures, and perspectives.
Pauses, looks to others, asks questions, or responds differently when unfamiliar words or symbols are used	**2.1 Clarify vocabulary, symbols & language structures**	Make unfamiliar words, symbols, signs, and directions clear and meaningful.
Looks to others, guesses, skips, or stops when print, numbers, signs, or symbols are used	**2.2 Support decoding of text, mathematical notation & symbols**	Help children access and make meaning from print, numbers, signs, and symbols.
Participates less or responds differently when an unfamiliar language or dialect is being used	**2.3 Cultivate understanding & respect across languages & dialects**	Use and value children's home languages, dialects, signs, gestures, and ways of communicating.
Has their words, pronunciation, dialect, language, or communication been corrected, dismissed, or misunderstood by others	**2.4 Address biases in the use of language & symbols**	Notice and reduce assumptions about which languages and ways of communicating are considered “right.”
Watches others, asks for help, or starts differently when an idea is only explained verbally	**2.5 Illustrate through multiple media**	Add pictures, objects, demonstrations, movement, stories, models, and play.
Looks to others, waits, or uses trial and error when an experience is new or unfamiliar	**3.1 Connect prior knowledge to new learning**	Connect new experiences to familiar people, places, ideas, routines, and experiences.
Focuses on one part of an experience and misses other information that is important for knowing what to do	**3.2 Highlight patterns, critical features, big ideas & relationships**	Draw attention to what is important and help children notice patterns and connections.
Uses one familiar way to explore, respond to, or make sense of an idea even when other approaches are available	**3.3 Cultivate multiple ways of knowing & making meaning**	Invite different ways of exploring, experiencing, understanding, and making meaning.
Uses a skill or follows a routine in one situation but not when the people, materials, or setting change	**3.4 Maximize transfer & generalization**	Help children use what they know across different activities, routines, people, and places.

CAST UDL 3.0 Guidelines: Representation, adapted by S, Moore, 2026

Supporting Children to Participate & Communicate

Action & Expression

If you notice the child...	Consider	What this means in early childhood and community care settings
Struggles to physically join in, move through the space, or respond in the expected way	**4.1 Vary and honor methods for response, navigation & movement**	Offer different ways for children to move, join in, and respond.
Struggles to access or use the available materials or tools	**4.2 Optimize access to accessible materials, technologies & tools**	Make sure children can access and use the materials and tools they need.
Struggles to communicate without getting frustrated	**5.1 Use multiple media for communication**	Offer different ways for children to communicate and share their ideas.
Struggles to create, build, record, or express their ideas using the available tools	**5.2 Use multiple tools for construction, composition & creativity**	Offer different tools and materials for children to create and show their ideas
Struggles with a new skill and needs more practice, modelling, or support	**5.3 Build fluencies with graduated support**	Provide practice and support as children develop new skills and adjust the support as they grow.
Is limited by expectations about the “right” way to communicate or express themselves	**5.4 Address biases related to expression & communication**	Teach and show all the different ways children communicate and express themselves.
Struggles to know what they are working toward or why it matters	**6.1 Set meaningful goals**	Help children know what they are working toward and why it matters to them
Struggles to know what to do when something unexpected, difficult, or frustrating happens	**6.2 Anticipate and plan for challenges**	Help children think about what might be tricky and make a plan for what they could do.
Struggles to keep track of materials, steps, ideas, or what comes next	**6.3 Organize information & resources**	Help children organize what they need, what they are doing, and what comes next.
Struggles to notice how things are going or decide what to try next	**6.4 Enhance capacity for monitoring progress**	Help children notice how things are going and think about what they might try next.
Is excluded or participates less because of a rule, routine, grouping, expectation, or practice	**6.5 Challenge exclusionary practices**	Notice and change routines, rules, or expectations that make it harder for some children to participate.

CAST UDL 3.0 Guidelines: Action & Expression, adapted by S, Moore, 2026

Supporting Children to Participate & Communicate

Action & Expression

If you notice the child...	Consider	What this means in early childhood and community care settings
Struggles to physically join in, move through the space, or respond in the expected way	**4.1 Vary and honor methods for response, navigation & movement**	Offer different ways for children to move, join in, and respond.
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Is limited by expectations about the "right" way to communicate or express themselves	**5.4 Address biases related to expression & communication**	Teach and show all the different ways children communicate and express themselves.
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Struggles to notice how things are going or decide what to try next	**6.4 Enhance capacity for monitoring progress**	Help children notice how things are going and think about what they might try next.
Is excluded or participates less because of a rule, routine, grouping, expectation, or practice	**6.5 Challenge exclusionary practices**	Notice and change routines, rules, or expectations that make it harder for some children to participate.

CAST UDL 3.0 Guidelines: Action & Expression, adapted by S, Moore, 2026

Maya

Step 4: Zoom into 1 or 2 UDL indicator(s) to guide planning (UDL Planning For 2: Zooming in)	**6.2 Anticipate and plan for challenges** Help children think about what might be tricky and make a plan for what they could do.

What is wrong around the child?

When a child is struggling…

1. Determine the context of the shared experience
2. Target a goal that all children would work towards
3. Notice where the barrier might be occurring
4. Zoom into 1 UDL indicator to guide planning
5. Brainstorm and research possible supports & strategies that could be taught to everyone
6. Reflect, adjust, repeat

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?").

Maya

Step 5: Brainstorm & research possible supports & strategies that could be taught to <u>everyone</u> (UDL Planning Form 3: Supports & Strategies)	
Supports (tools)	**Strategies (actions)**
Visual "ready plans": Simple picture routines for common challenges • Create a simple picture plan for play: **Play → Something might go wrong → Try a strategy → Clean up** **Planning tools that aren't text-heavy:** Photo cues, object cues, simple maps of the room, choice cards. • Give picture or object cues showing possible strategies: **try again, change it, ask a friend, ask for help, take a break, clean up.** Children can choose a strategy without needing to explain it verbally	**Role-play tricky moments:** Practice "what to do when…" • At a calm time, play out what could happen if a tower falls, someone moves a block, or it is time to clean up. **"First/Then" and "Plan B" thinking:** Children learn there's another way when the first plan doesn't work (e.g. if this happens…then I can….) **Problem-solving language:** "What might be hard? What could help? Who can we ask? Where can we go?" **Group planning rituals:** Morning meeting plan, centre planning boards • ask: *"What are you planning to do? What might be tricky? What could you try if your first plan doesn't work?*

Reducing Contextual Barriers Using UDL		Focus Child:
Step 1: Determine the context of the shared experience	• What part of the day, routine, activity, or experience is this happening in? • What is happening around the child at this time? • Who and what are part of this context — people, spaces, materials, routines, or expectations?	
Step 2: Target a goal that all children are working towards in this context	• In this experience, what is the shared goal for all children? • What do we want all children to learn or develop? • Is the goal meaningful and developmentally appropriate? • Are we focusing on a meaningful goal—or expecting compliance?	
Step 3: Notice where the barriers might be occurring (UDL Planning Form 1: Noticing Barriers)	**Engagement:** Does the child need support with approaching, joining, staying with, or moving away from an experience or activity?	☐
	Representation: Does the child need support understanding information, directions, routines, rules, or what is happening around them?	☐
	Action & Expression: Does the child need support getting started, participating, using materials, communicating, sharing ideas, and responding when they get stuck?	☐
Step 4: Zoom into 1 or 2 UDL indicator(s) to guide planning (UDL Planning Form 2: Zooming in)		
Step 5: Brainstorm & research possible supports & strategies that could be taught to <u>everyone</u> (UDL Planning Form 3: Supports & Strategies)		
Supports (tools)		**Strategies (actions)**

Reducing Contextual Barriers Using UDL		Focus Child: Maya
Step 1: Determine the context of the shared experience	• What part of the day, routine, activity, or experience is this happening in? • What is happening around the child at this time? • Who and what are part of this context — people, spaces, materials, routines, or expectations?	• Free play/child directed play • Children are choosing where and how they want to play. Maya has chosen the block area and is building a zoo. • Maya, other children and educators; blocks and building materials; the block-play space; and the routines and expectations connected to playing and eventually cleaning up.
Step 2: Target a goal that all children are working towards in this context	• In this experience, what is the shared goal for all children? • What do we want all children to learn or develop? • Is the goal meaningful and developmentally appropriate? • Are we focusing on a meaningful goal—or expecting compliance?	• During free play, children are learning to develop their ideas, respond when things don't go as planned, and decide what to do next.
Step 3: Notice where the barriers might be occurring (UDL Planning Form 1: Noticing Barriers)	**Engagement:** Does the child need support with approaching, joining, staying with, or moving away from an experience or activity?	☐
	Representation: Does the child need support understanding information, directions, routines, rules, or what is happening around them?	☐
	Action & Expression: Does the child need support getting started, participating, using materials, communicating, sharing ideas, and responding when they get stuck?	☒
Step 4: Zoom into 1 or 2 UDL indicator(s) to guide planning (UDL Planning Form 2: Zooming in)	**6.2 Anticipate and plan for challenges** Help children think about what might be tricky and make a plan for what they could do.	
Step 5: Brainstorm & research possible supports & strategies that could be taught to <u>everyone</u> (UDL Planning Form 3: Supports & Strategies)		
Supports (tools)		**Strategies (actions)**
Visual "ready plans": Simple picture routines for common challenges • Create a simple picture plan for play: **Play → Something might go wrong → Try a strategy → Clean up** **Planning tools that aren't text-heavy:** Photo cues, object cues, simple maps of the room, choice cards. • Give picture or object cues showing possible strategies: **try again, change it, ask a friend, ask for help, take a break, clean up.** Children can choose a strategy without needing to explain it verbally		**Role-play tricky moments:** Practice "what to do when…" • At a calm time, play out what could happen if a tower falls, someone moves a block, or it is time to clean up. **"First/Then" and "Plan B" thinking:** Children learn there's another way when the first plan doesn't work (e.g. if this happens…then I can….) **Problem-solving language:** "What might be hard? What could help? Who can we ask? Where can we go?" **Group planning rituals:** Morning meeting plan, centre planning boards • ask: *"What are you planning to do? What might be tricky? What could you try if your first plan doesn't work?*

Scenario

- Leo is 18 months old. During sensory play, educators invite the children to explore playdough with rollers, cutters, and other tools.
- Leo approaches the table and watches the other children. An educator offers him some playdough, but Leo pushes it away and moves to another area.
- A few minutes later, Leo returns and watches again. When the educator encourages him to touch the playdough, he pulls his hands back and leaves.
- Educators have noticed that Leo is often interested in watching sensory experiences but is less likely to join when materials are wet, sticky, or unfamiliar.

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Scenario

- Amari is 7 years old and attends an after-school program. Outside, a group of children starts playing a game they call “Lava Tag.”
- Amari watches the game for a few minutes and then runs over to join.
- The other children seem to know the rules already. They call out things like, “You can't stand there!” and “You're frozen!”
- Amari keeps running when the other children expect him to stop and sometimes goes into areas that are supposed to be “lava.”
- The other children become frustrated and tell Amari he isn't playing properly. Amari argues, “That's not fair!” and eventually leaves the game.
- An educator notices that Amari wanted to participate but didn't seem to understand the rules the other children were using.

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