Dr. Shelley Moore



@drshelleymoore

www.drshelleymoore.com

Dr. Shelley Moore

SMOOREVancouver

Shelley MOORE PH.D.

Proud to be an outside pin.

Welcome!

Inclusive Space in Childcare

October 29, 2026: From Needs to Possibilities: Reducing Barriers in Early Learning

March 1, 2027: From Needs to Skills – Building Core Competencies in Early Learning

Welcome!

Inclusive Space in Childcare

October 29, 2026: From Needs to Possibilities: Reducing Barriers in Early Learning

March 1, 2027: From Needs to Skills – Building Core Competencies in Early Learning

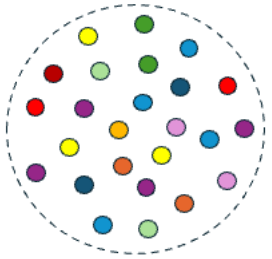
What stands out from our last sessions together?

What does someone need to know if they are just joining us today?

Shelley MOORE PH.D.
2023

Thinking Back: A quick Review

inclusion is...



teaching and planning for
diversity
in early learning programs
(where Diversity includes Disability)

So that children can...



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



Where could a child be?

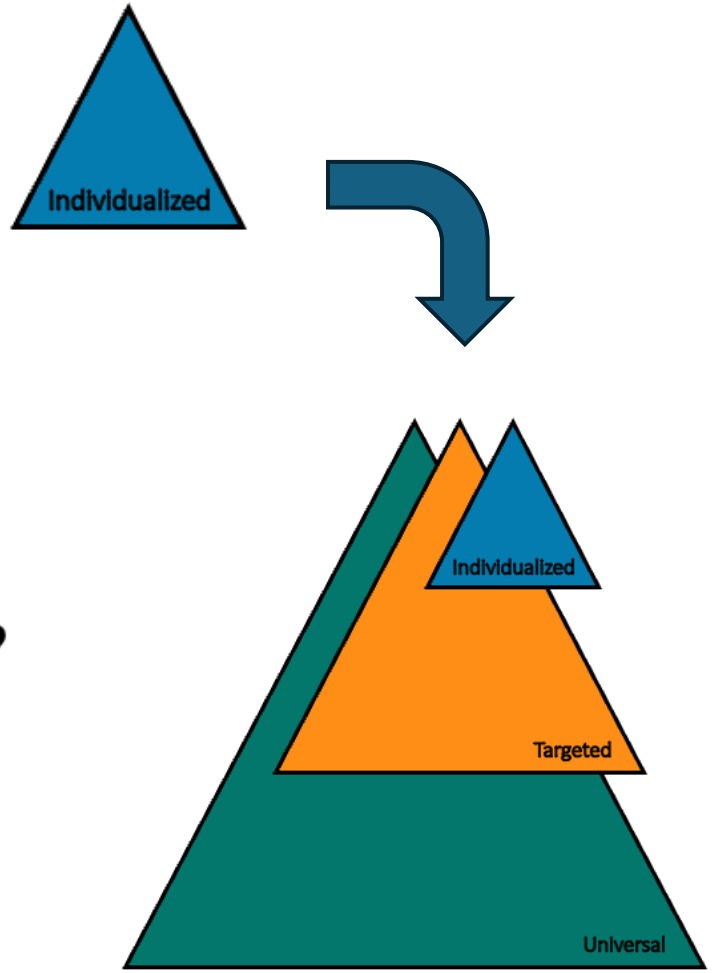
What do they bring?

How do we help them grow?

Where should a child be?

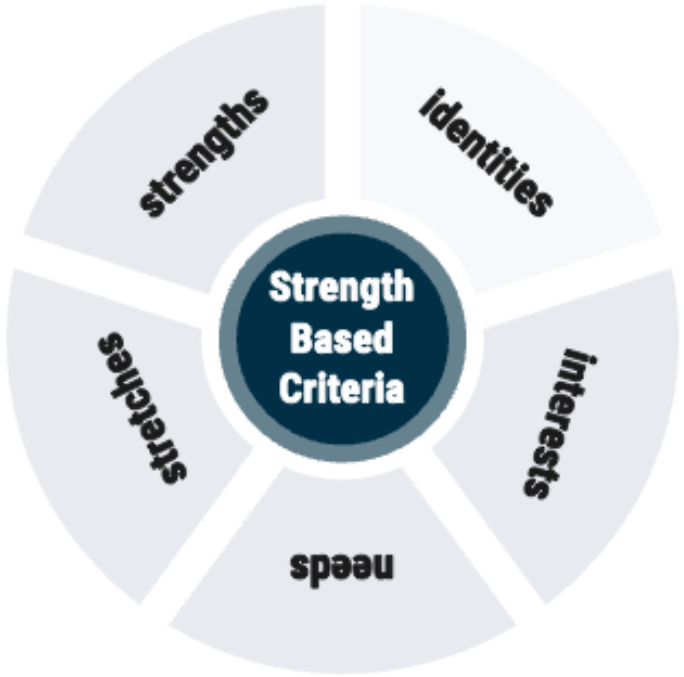
What is wrong?

How do we help to fix them?



Shelley MOORE PH.D.

Today: Looking at specific needs



What are needs?

Needs are not Deficits

Historically, children's development has often been understood through **a norm-referenced lens**, where children are **compared to what is considered typical** for their **age or developmental stage**.

When children develop, communicate, behave, or participate differently than expected, those **differences may be interpreted as delays, deficits, or problems** within the child.

What are Needs?

Everyone has needs, and needs can vary depending on the person, the environment, the activity, and the people around them.

Some needs are **shared by many people**, while others are more individualized.

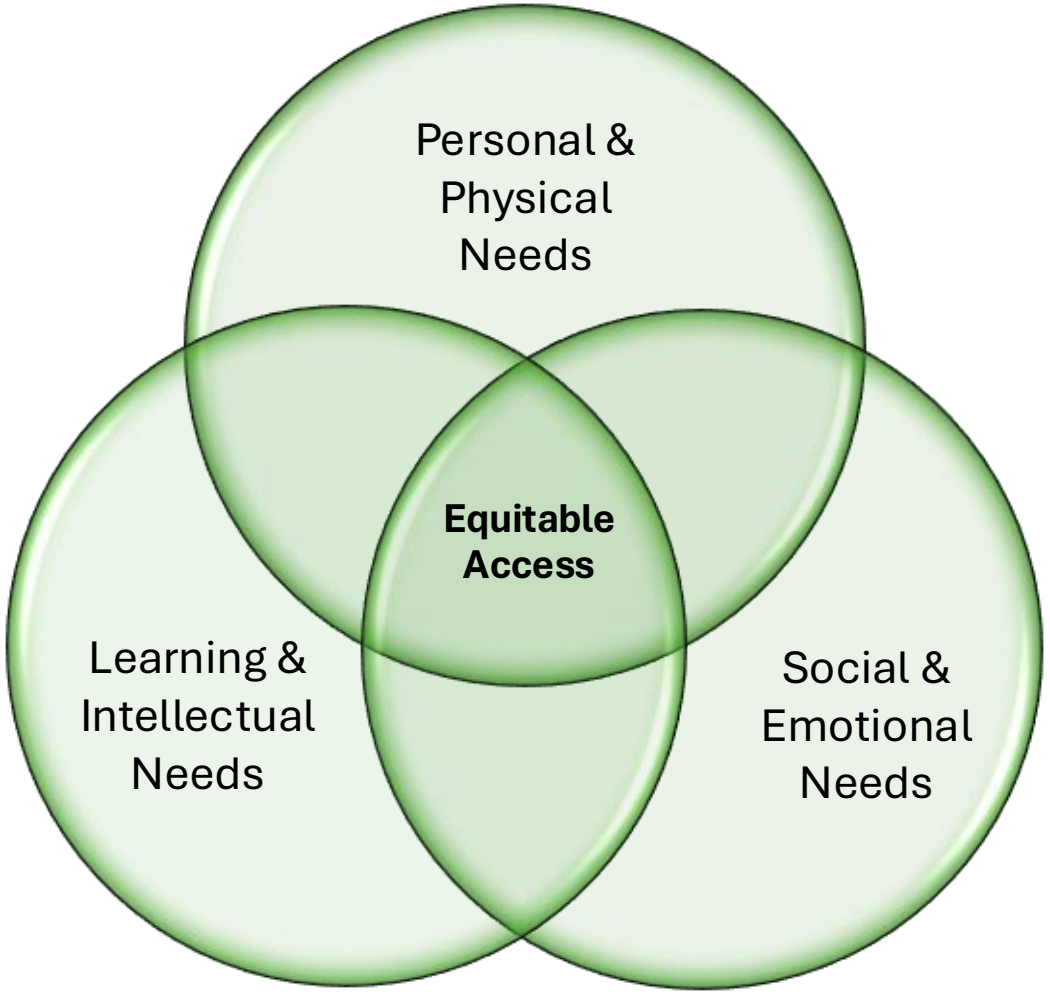
Needs can also change across situations and over time.

What are Needs?

A needs-based approach shifts our attention away from what children are missing or cannot yet do and toward **understanding what children need** to access, participate, connect, explore, and thrive.

Rather than asking how we can make children more like a developmental norm, we ask **how we can create the conditions that support each child's growth and participation.**

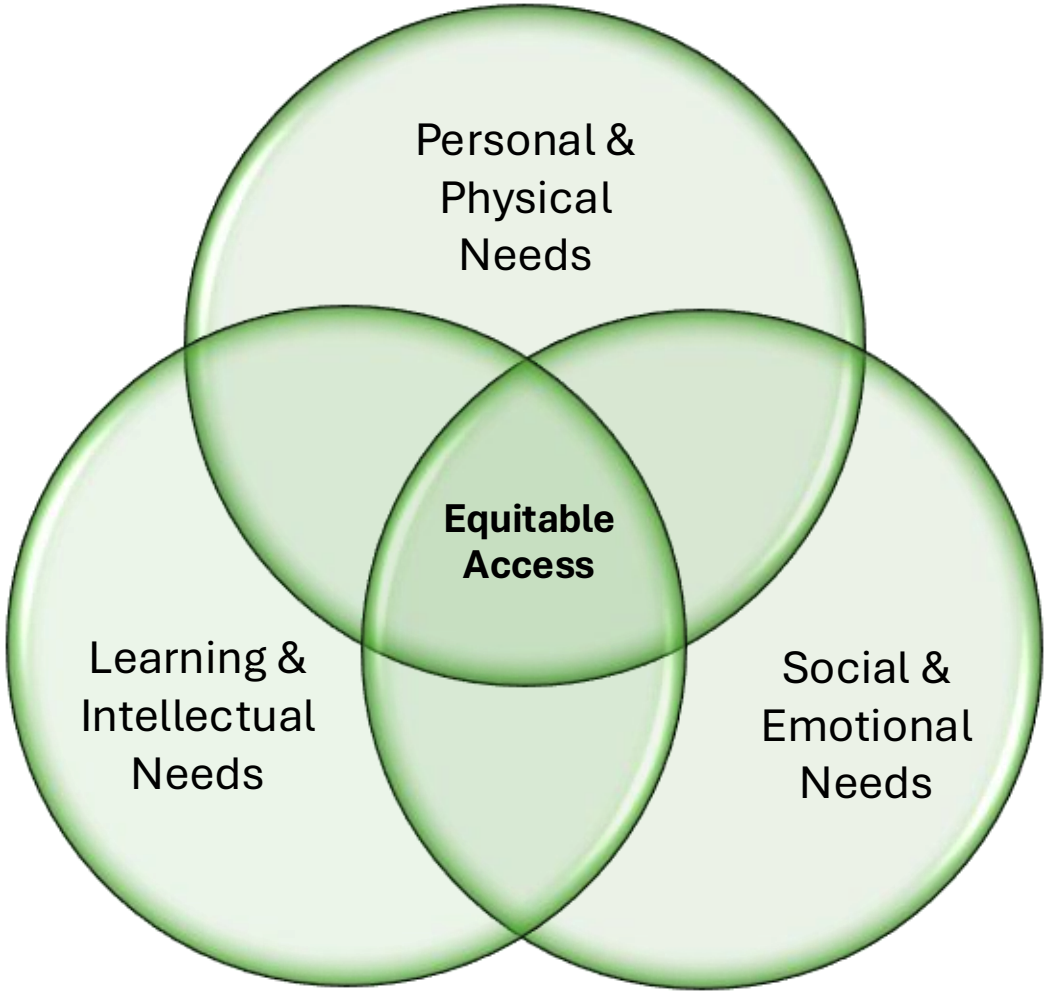
How can we figure out what needs children have?



Shelley MOORE PH.D.

How can we figure out what needs children have?

- **Co-Regulation**
- **Attention & Focus**
- **Transitions**
- **Receptive Communication**
- **Access to Play & Learning**
- **Belonging & Community**



- **Emotional Regulation**
- **Flexible Thinking**
- **Expressive Communication**
- **Sensory Access**
- **Shared Participation**
- **Choice & Agency**
- **Health, Medical & Personal Care**
- **Physical**

Shelley MOORE PH.D.

Need	Description of Need
Co-Regulation	Support from a trusted adult or another person to help manage emotions, energy, and responses to experiences.
Emotional Regulation	Support to recognize, express, and navigate emotions and return to a comfortable state of participation.
Attention & Focus	Support to notice, direct, shift, or sustain attention during meaningful experiences.
Flexible Thinking	Support to adapt when situations change, consider different possibilities, or try another approach.
Transitions	Support to move between activities, spaces, people, or routines while maintaining comfort and participation.
Receptive Communication	Support to access and understand information communicated by others, including words, gestures, signs, and visual information.
Expressive Communication	Support to communicate thoughts, ideas, feelings, choices, and needs in ways others can understand.
Sensory	Support to comfortably access and participate in environments and experiences with different sounds, sights, textures, movements, and other sensory information.
Play & Learning	Support to access materials, experiences, information, and opportunities for exploration in ways that work for the child.
Shared Participation	Support to engage, explore, play, and contribute alongside other children.
Belonging & Community	Support to experience meaningful relationships, acceptance, connection, and valued membership within the group.
Choice & Agency	Support to make meaningful choices, express preferences, initiate ideas, and influence what happens during play and daily routines.
Health, Medical & Personal Care	Support for children's health, safety, wellbeing, and daily care, including medical needs, feeding, hygiene, dressing, and personal care routines.
Physical	Support for children to access and participate in environments and experiences through mobility, positioning, sensory adjustments, accessible materials, and adaptive equipment.

Needs Based reflection

Needs Based Areas		Situational Need	Ongoing Need	Priority Shared Need Area
Co-Regulation	Support from a trusted adult or another person to help manage emotion, energy, and responses to experiences.			
Emotional Regulation	Support to recognize, express, and navigate emotions and return to a comfortable state of participation.			
Attention & Focus	Support to notice, direct, shift, or sustain attention during meaningful experiences.			
Flexible Thinking	Support to adapt when situations change, consider different possibilities, or try another approach.			
Transitions	Support to move between activities, spaces, people, or routines while maintaining comfort and participation.			

Needs Based Support Planning for Early Learning

Target Class/Program: Preschool (3-year-olds) - exemplar	Educators: Preschool Team	Support Staff: Inclusion Support	Date: October 2026

Needs Based Areas		Situational Need	Ongoing Need	Priority Shared Need Area
Co-Regulation	Support from a trusted adult or another person to help manage emotion, energy, and responses to experiences.	AM, CL, ES, GH, JP, TW	BK, DR, LN	YES
Emotional Regulation	Support to recognize, express, and navigate emotions and return to a comfortable state of participation.	BK, CL, FT, KM, OS	DR, LN	
Attention & Focus	Support to notice, direct, shift, or sustain attention during meaningful experiences.	AM, ES, GH, KM, TW	BK, JP	
Flexible Thinking	Support to adapt when situations change, consider different possibilities, or try another approach.	AM, DR, FT, OS	BK, LN	
Transitions	Support to move between activities, spaces, people, or routines while maintaining comfort and participation.	AM, CL, ES, GH, JP, TW	BK, DR, LN	YES
Receptive Communication	Support to access and understand information communicated by others, including words, gestures, signs, and visual information.	ES, FT, GH, KM	BK, JP, LN	
Expressive Communication	Support to communicate thoughts, ideas, feelings, choices, and needs in ways others can understand.	AM, CL, OS, TW	BK, JP, LN	YES
Sensory	Support to comfortably access and participate in environments and experiences with different sounds, sights, textures, movements, and other sensory information.	CL, FT, KM, OS	DR, LN	
Play & Learning	Support to access materials, experiences, information, and opportunities for exploration in ways that work for the child.	AM, ES, GH, TW	BK, JP	
Shared Participation	Support to engage, explore, play, and contribute alongside other children.	CL, ES, GH, KM, TW	BK, JP, LN	YES
Belonging & Community	Support to experience meaningful relationships, acceptance, connection, and valued membership within the group.	DR, FT, OS	BK, LN	
Choice & Agency	Support to make meaningful choices, express preferences, initiate ideas, and influence what happens during play and daily routines.	AM, GH, KM	BK, JP	
Health, Medical & Personal Care	Support for children's health, safety, well being, and daily care, including medical needs, feeding, hygiene, dressing, and personal care routines.	CL, FT	DR, LN	
Physical	Support for children to access and participate in environments and experiences through mobility, positioning, sensory adjustments, accessible materials, and adaptive equipment.	AM, OS	JP, LN	

Let's Try it!

1. **Choose the group you want to focus on**
    - Name the class or program you are reflecting on. Reflect together with other educators and support staff who know the children.

2. **Consider the needs-based areas for each child in the group**
    - Discuss what you notice during play, routines, and shared experiences. Consider where children participate comfortably and where additional supports or strategies could increase access, connection, or participation.

3. **Record situational and ongoing needs**
    - Note each with their initial and determine if they need support in this area particular situations and/or require consistent support across the day.

4. **Choose one priority shared need area**
    - Look for a need that several children share and that, if targeted and supported, could have a meaningful impact for the group. Mark this in the priority column.

Now what?!

Now what?!



What do we need?

Needs



Barriers

Shelley MOORE PH.D.

WE NEED A RAMP!

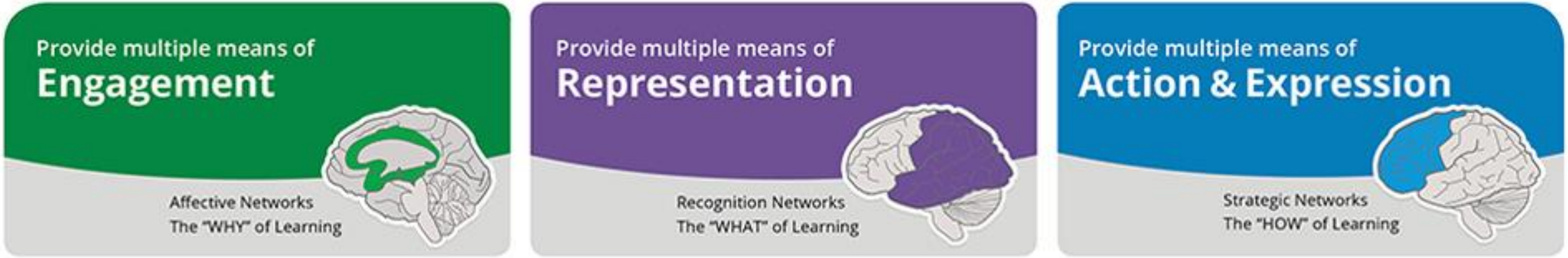
Needs



Barriers

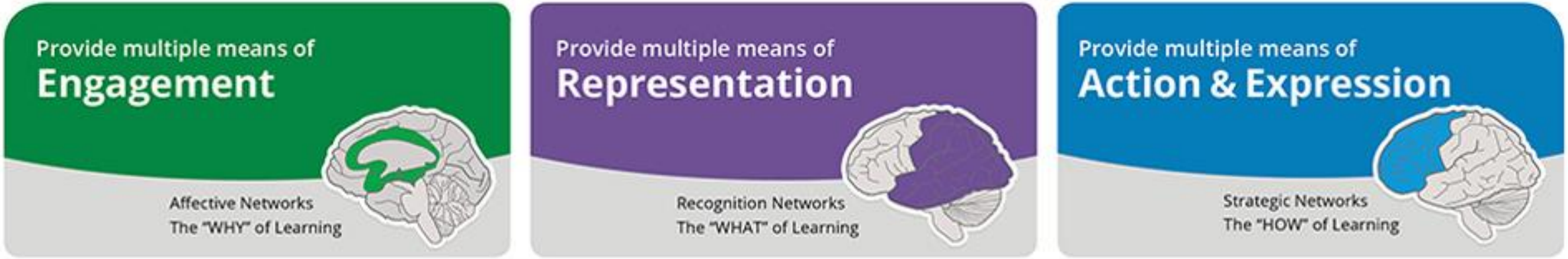
Shelley MOORE PH.D.

UDL 3.0: The Ramps for Learning



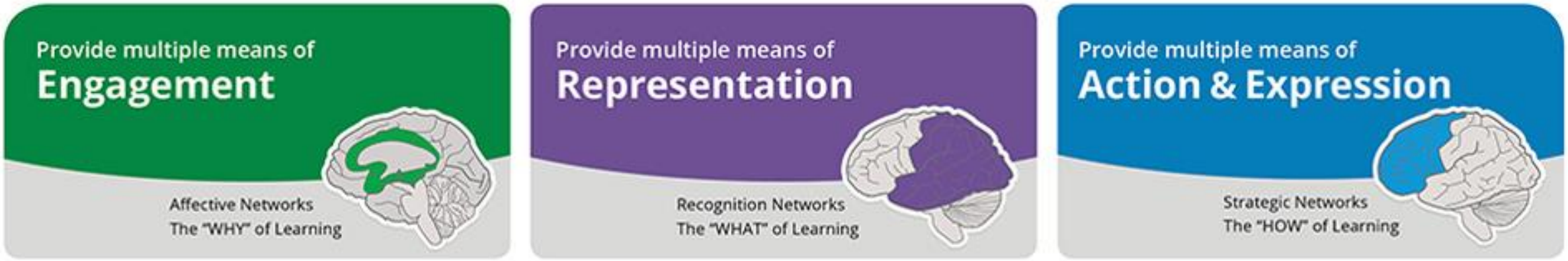
UDL 3.0: The Ramps for Learning

Barriers: What is getting in the way AROUND a child, that is preventing them from meeting a goal



Ramps: Strategies that reduce or eliminate a barriers to help children meet a goal

First Step: We need to figure out which kind of ramp we need!



Chose ONE priority shared needs-based area and think about the child who NEEDS THE MOST SUPPORT in that area. Think of an activity, routine or event where this child is struggling

Priority Shared Need: _____

Child(ren) who needs the MOST support in that area: _____

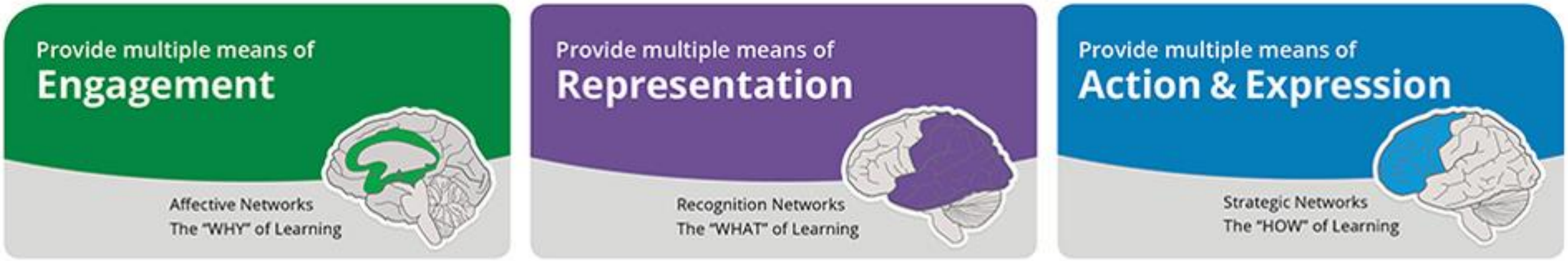
Activity, Routine or Event to Target:_____

Needs Based Support Planning for Early Learning

Target Class/Program: Preschool (3-year-olds) - exemplar	Educators: Preschool Team	Support Staff: Inclusion Support	Date: October 2026

Needs Based Areas		Situational Need	Ongoing Need	Priority Shared Need Area
Co-Regulation	Support from a trusted adult or another person to help manage emotion, energy, and responses to experiences.	AM, CL, ES, GH, JP, TW	BK, DR, LN	YES
Emotional Regulation	Support to recognize, express, and navigate emotions and return to a comfortable state of participation.	BK, CL, FT, KM, OS	DR, LN	
Attention & Focus	Support to notice, direct, shift, or sustain attention during meaningful experiences.	AM, ES, GH, KM, TW	BK, JP	
Flexible Thinking	Support to adapt when situations change, consider different possibilities, or try another approach.	AM, DR, FT, OS	BK, LN	
Transitions	Support to move between activities, spaces, people, or routines while maintaining comfort and participation.	AM, CL, ES, GH, JP, TW	BK, DR, LN	YES
Receptive Communication	Support to access and understand information communicated by others, including words, gestures, signs, and visual information.	ES, FT, GH, KM	BK, JP, LN	
Expressive Communication	Support to communicate thoughts, ideas, feelings, choices, and needs in ways others can understand.	AM, CL, OS, TW	BK, JP, LN	YES
Sensory	Support to comfortably access and participate in environments and experiences with different sounds, sights, textures, movements, and other sensory information.	CL, FT, KM, OS	DR, LN	
Play & Learning	Support to access materials, experiences, information, and opportunities for exploration in ways that work for the child.	AM, ES, GH, TW	BK, JP	
Shared Participation	Support to engage, explore, play, and contribute alongside other children.	CL, ES, GH, KM, TW	BK, JP, LN	YES
Belonging & Community	Support to experience meaningful relationships, acceptance, connection, and valued membership within the group.	DR, FT, OS	BK, LN	
Choice & Agency	Support to make meaningful choices, express preferences, initiate ideas, and influence what happens during play and daily routines.	AM, GH, KM	BK, JP	
Health, Medical & Personal Care	Support for children's health, safety, well being, and daily care, including medical needs, feeding, hygiene, dressing, and personal care routines.	CL, FT	DR, LN	
Physical	Support for children to access and participate in environments and experiences through mobility, positioning, sensory adjustments, accessible materials, and adaptive equipment.	AM, OS	JP, LN	

First Step: We need to figure out which kind of ramp we need!



Chose ONE priority shared needs-based area and think about the child who NEEDS THE MOST SUPPORT in that area. Think of an activity, routine or event where this child is struggling

Priority Shared Need: Transitions

Child(ren) who needs the MOST support in that area: ES, GH

Activity, Routine or Event to Target: Transitioning between activities i.e. from centers to cleaning up to washing hands to lunch time



Child: ES	Age: 3
Identities ES lives with her mom and grandmother. Their family speaks English and Spanish. ES takes pride in being a builder and a helpful friend.	**Interests** Blocks, ramps, and building alongside other children. ES enjoys telling friends how their structures work.

Strengths

ES notices details, solves problems with materials, and builds elaborate structures. She communicate ideas through words, gestures, and showing others what she has made.

Stretches

ES is practising co-regulating her emotions when she feels frustration and finishing up activities when she needs to move to the next activity.

Needs

ES needs support to anticipate changes, bring play to a pause, and have a say in what happens to unfinished things she creates. When clean-up is announced, ES may hold onto blocks and say, “Not done! Don’t break it!” If an adult begins taking the structure apart, ES may cry and get really upset.



Child: GH	Age: 3
Identities GH is a three-year-old boy who lives with his two dads and an older sibling. He enjoys being part of the group and often describes himself as a dancer.	**Interests** Music, dancing, and pretend cooking. GH enjoys lunch conversations and often wants to share his food.

Strengths

GH is imaginative, connects readily with peers, and remembers familiar songs and actions. He learns through movement, demonstrations, and watching others. He communicates through short phrases, gestures, and showing.

Stretches

GH is practicing following routines.

Needs

GH needs support with flexible thinking and transitioning between activities.

Priority Shared Need: Transition **Child(ren) ES, GH** **Activity: Centers to lunch transition**

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**

Priority Shared Need: Transition **Child(ren): ES, GH** **Activity: Centers to lunch transition**

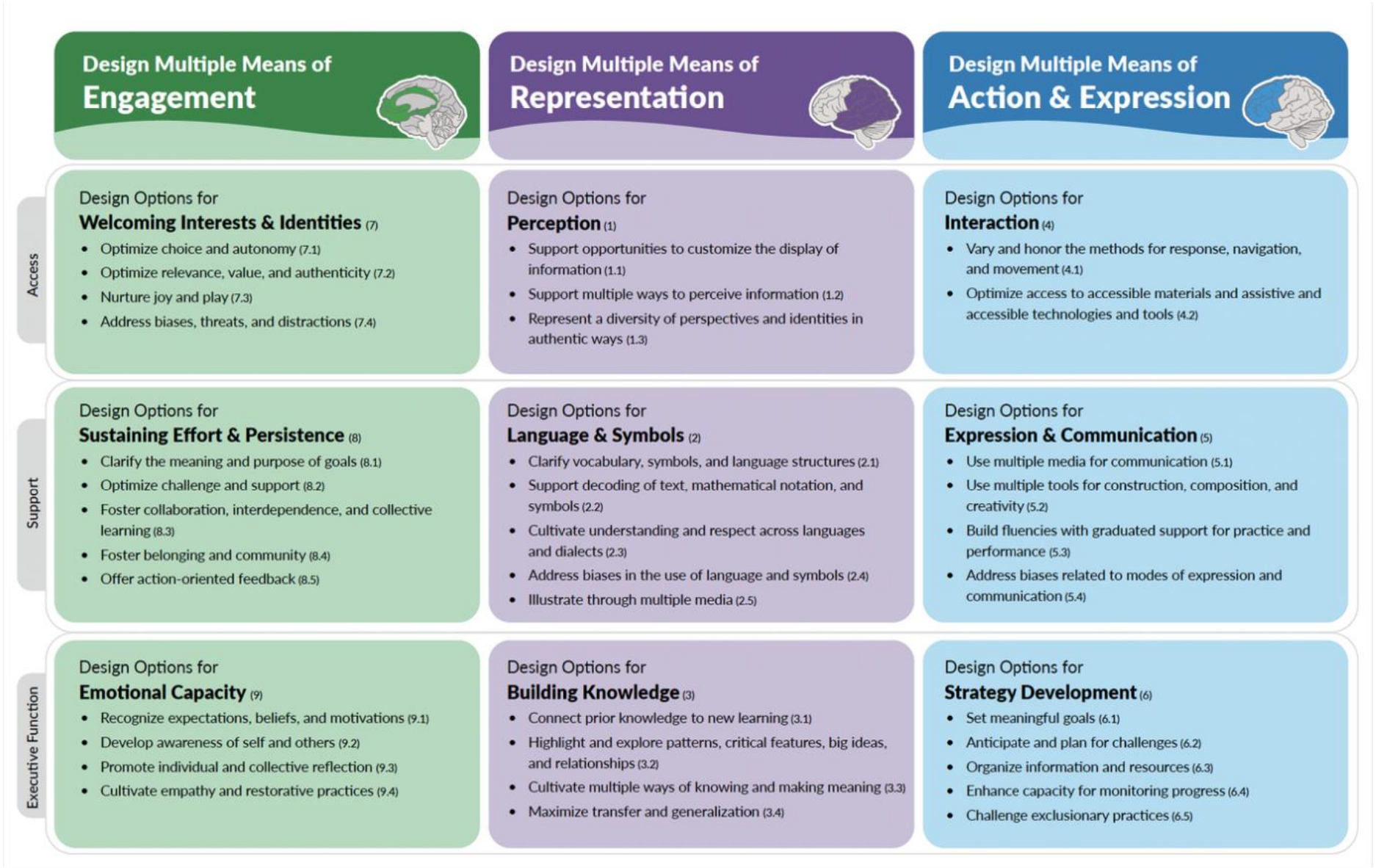
When a child is struggling in a shared experience, start with being curious and noticing what is happening around them

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**

ES: Purple Ramps

GH: Purple Ramps

Reducing Barriers using UDL: The Ramps!



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

If you notice a child....	They may be experiencing these barriers (stairs)	...this UDL 3.0 Indicator can help reduce the barrier (ramp)	... what this means in Early Childhood and Community Care Programs (building the ramp for everyone)
turning away, pushing materials away, reaching for alternatives, or saying "No," "Not that," or "I want to choose."	• Adults make most of the choices. • Choices do not include what interests the child. • The child's preferences or "no" are missed or ignored.	**Optimize choice and autonomy (7.1)**	Giving children meaningful choices about what they explore and how they participate. Recognizing preferences communicated through actions, sounds, gestures, communication tools, and words.
leaving an experience but returning to something familiar or personally interesting, or saying "I don't like this," "Can we do something else?" or "That's not how we do it at home."	• Activities do not connect to the child's interests. • The child's language, family, or culture is missing. • Experiences feel unfamiliar or disconnected from everyday life.	**Optimize relevance, value, and authenticity (7.2)**	Connecting experiences to children's interests, familiar people, family lives, cultures, communities, and meaningful discoveries..
stopping their exploration after being redirected, repeatedly returning to their own way of playing, or saying "Can I pretend?" "I want to try this," or "Do I have to do it that way?"	• There is only one "right" way to play. • Play is interrupted too often. • There is little room for imagination or trying new things.	**Nurture joy and play (7.3)**	Making room for delight, curiosity, imagination, and discovery through play. Valuing playful experiences that children help shape
startling, stiffening, crying, covering their ears, moving away, or saying "Too loud," "I'm scared," "Stop," or "They're making fun of me."	• There is too much noise, clutter, or activity. • The child does not feel safe or accepted. • Changes happen without enough warning or support.	**Address biases, threats, and distractions (7.4)**	Recognizing and reducing bias, exclusion, stress, and distractions. Creating environments where children feel safe, respected, and able to engage.
repeatedly looking between materials and another person, reaching without continuing, or asking "What do I do?" "What happens next?" or "Why are we doing this?"	• It is unclear what the child is working towards. • The purpose is explained in a way the child cannot access. • What the child is trying to do is overlooked or ignored	**Clarify the meaning and purpose of goals (8.1)**	Making the purpose of an experience understandable through shared actions, demonstrations, objects, images, and words. Recognizing what children are trying to accomplish.
making repeated attempts and then crying, pushing materials away, or saying "It's too hard" or "Help me"—or finishing quickly and saying, "This is too easy" or "What else can I do?"	• The activity is too hard or too easy. • Help or useful materials are missing. • There is not enough time to explore or practise.	**Optimize challenge and support (8.2)**	Offering meaningful challenges with the time, materials, encouragement, and assistance each child needs to participate and grow.
watching, reaching towards, vocalizing to, or approaching others without a response, or saying "Can you help me?" "Can we do it together?" or "Nobody listens to my ideas."	• There are few chances to do things together. • The child does not have a way to join or contribute. • Children need more support to communicate and help one another.	**Foster collaboration, interdependence, and collective learning (8.3)**	Creating opportunities for shared attention, play, exploration, and problem solving. Supporting children in giving and receiving help and contributing in different ways.
being left outside shared experiences, repeatedly approaching without being included, or saying "Can I play?" "They won't let me," or "Nobody wants me here."	• The child is left out of shared experiences. • There are few chances to build relationships. • The child's ideas and contributions are overlooked or ignored.	**Foster belonging and community (8.4)**	Building a community where every child is welcomed, recognized, and connected. Making space for each child to participate and contribute.
Repeating an unsuccessful action after feedback, repeatedly looking or gesturing for assistance, or asking "Is this right?" "What should I try?" or "What do you mean?"	• Responses do not explain what worked. • Suggestions are hard for the child to understand. • The child is told to "try again" without help with what to try.	**Offer action-oriented feedback (8.5)**	Responding to children's efforts in ways they can understand. Helping them notice what happened and discover a possible next step.
pulling back from a familiar challenge, handing materials to someone else before trying, or saying "I can't," "I'm bad at this," "You do it," or "I always get it wrong."	• Adults or peers expect too little of the child. • Past experiences have left the child expecting things to go wrong. • There is pressure to succeed in the same way as others.	**Recognize expectations, beliefs, and motivations (9.1)**	Recognizing what draws children into an experience and what may make them hesitate. Supporting confidence and noticing how expectations and past experiences affect participation.
communicating discomfort through crying, movements, gestures, or words that are missed or misunderstood, including saying "I need a break," "I don't like that," or "I don't know how I feel."	• The child's signals about feelings and needs are missed. • Ways to communicate feelings and needs are missing. • There is little support for children to notice and understand their feelings.	**Develop awareness of self and others (9.2)**	Responding to children's signals and helping them gradually recognize feelings, needs, and responses in themselves and others.
trying to revisit an experience by reaching for familiar objects or photos, repeating actions, or saying "Again," "Remember when...?" or "Can I show you?" without an opportunity to share	• Experiences move on without time to revisit them. • Photos, objects, or other reminders are missing. • Children are expected to explain their thinking only through speech.	**Promote individual and collective reflection (9.3)**	Making time to revisit experiences through familiar objects, photos, actions, sounds, gestures, and conversations. Creating opportunities to remember and make meaning together.

Dr. Shelley Moore, 2026

From Barriers to Ramps: UDL 3.0 Planning Guides for Early Learning & Community Care
Noticing children's cues, exploring possible barriers, and planning for access, participation, and learning

Representation
Supporting Access and Understanding

If you notice a child....	...they may be experiencing these barriers (stairs)	...this UDL 3.0 Indicator can help reduce the barrier (ramp)	... what this means in Early Childhood and Community Care Programs (building the ramp for everyone)
moving closer to pictures, turning materials, looking away from a crowded display, or saying "I can't see it," "Make it bigger," or "It's too quiet."	• Pictures, print, or details are too small or crowded. • Lighting, contrast, or sound levels make information hard to notice. • How information is presented cannot easily be adjusted.	**Support opportunities to customize the display of information (1.1)**	Making information adjustable so children can perceive it comfortably. Changing picture size, spacing, contrast, positioning, lighting, or sound levels to improve access.
reaching to touch something that is only being shown, watching others after a spoken cue, or saying "Can I feel it?" "Show me," or "I didn't hear." No observable response to spoken information, but a response when shown an object, picture, gesture, or sign.	• Information is available only through looking or listening. • Objects and materials cannot be explored in other ways. • Another way to access the information is missing.	**Support multiple ways to perceive information (1.2)**	Offering information through different senses and accessible formats. Pairing spoken information with objects, pictures, gestures, signs, descriptions, or tactile materials.
repeatedly searching for familiar people or experiences in materials, pointing out differences, or saying "Where's my family?" "Nobody looks like me," or "That's not what we do."	• Materials show only a narrow range of people and experiences. • Some identities are missing or shown through stereotypes. • Children rarely encounter their own lives represented accurately.	**Represent a diversity of perspectives and identities in authentic ways (1.3)**	Including accurate, respectful representations of different identities, families, cultures, abilities, and experiences. Making space for children and families to contribute their perspectives.
pausing after unfamiliar words or gestures, selecting a different object than intended, or saying "What does that mean?" "Which one?" or "I don't know" No observable response to an unfamiliar word, but a response when its meaning is demonstrated.	• Words, gestures, or symbols are unfamiliar. • Too much language is used at once. • Meanings are not connected to objects, actions, or examples.	**Clarify vocabulary, symbols, and language structures (2.1)**	Making words, gestures, signs, and symbols understandable. Connecting them with objects and actions, explaining unfamiliar language, and using clear phrases with time to process.
relying on another person to interpret labels or symbols, repeatedly choosing a different picture than the one intended, or saying "What does this say?" "Which number?" or "What does that sign mean?"	• Meaning depends on reading print, numbers, or symbols. • Connections between marks and meanings have not been made clear. • Accessible ways to interpret the information are missing.	**Support decoding of text, mathematical notation, and symbols (2.2)**	Helping children connect print, numbers, and symbols with meaning as these skills develop. Pairing labels and symbols with familiar objects, pictures, spoken or signed language, and accessible reading supports.
responding to a familiar language but not the language being used, switching languages, or saying "I know it in another language," "That's what we call it," or "Can you say it another way?"	• Only one language or dialect is recognized. • Familiar words and language supports are missing. • Children have few opportunities to learn across languages.	**Cultivate understanding and respect across languages and dialects (2.3)**	Welcoming and valuing children's languages and dialects. Building connections across languages through family knowledge, familiar words, multilingual materials, signs, and gestures.
stopping their contribution after their name, words, accent, or signs are corrected or mocked, or saying "That's my name," "That's how we say it," or "Don't call me that."	• Names or ways of communicating are treated as wrong. • Labels, images, or expressions carry stereotypes or hurtful messages. • Only one way of speaking or signing is valued.	**Address biases in the use of language and symbols (2.4)**	Using respectful names, words, images, and symbols. Examining messages for stereotypes and valuing different languages, dialects, accents, and ways of communicating.
looking between an explanation and the materials without continuing, attempting an action after seeing a demonstration, or saying "Can you show me?" "Do you have a picture?" or "What does it look like?" No observable response during an explanation, but participation begins after a demonstration.	• Ideas are explained in only one format. • Descriptions are not supported by examples or demonstrations. • Children cannot connect the explanation with something concrete.	**Illustrate through multiple media (2.5)**	Showing ideas in different ways through real objects, photographs, drawings, models, demonstrations, audio, and video. Connecting these formats so they support understanding.
returning to a familiar action or object when something new is introduced, bringing over something related, or saying "Is it like...?" "We did that at home," or "I haven't seen this before."	• New experiences are introduced without familiar connections. • What the child already knows is overlooked. • Adults assume all children have had the same experiences.	**Connect prior knowledge to new learning (3.1)**	Finding out what children already know through their actions, play, communication, and family experiences. Connecting new learning with familiar people, objects, routines, and discoveries.
repeatedly exploring details without noticing the feature being discussed, switching between many materials, or asking "Which part?" "What's the same?" or "What am I looking for?"	• Too many details are presented at once. • Important features or connections are hard to notice. • Patterns and relationships are not made clear.	**Highlight and explore patterns, critical features, big ideas, and relationships (3.2)**	Drawing attention to important features and connections. Exploring what is similar, different, repeated, or related through play, comparisons, gestures, and demonstrations.
trying to understand through movement, storytelling, building, or observation but being redirected to one required approach, or saying "Can I show you?" "I do it another way," or "My family taught me this."	• Only one way of understanding is accepted. • Family and cultural knowledge is overlooked. • Children have few ways to explore and make sense of ideas.	**Cultivate multiple ways of knowing and making meaning (3.3)**	Valuing different ways of understanding through relationships, play, observation, movement, storytelling, cultural knowledge, and investigation. Welcoming children's and families' contributions to meaning making.
using an action successfully in one setting but pausing when the materials, people, or location change, or saying "I only know how with this one," "Is this the same?" or "Can you help me here?"	• Learning happens with only one set of materials or in one place. • Connections between experiences are not made clear. • Support disappears when the situation changes.	**Maximize transfer and generalization (3.4)**	Helping children use learning across different materials, people, places, and routines. Revisiting familiar ideas in new situations and keeping helpful supports available.

Dr. Shelley Moore, 2026

If you notice a child....	...they may be experiencing these barriers (stairs)	...this UDL 3.0 Indicator can help reduce the barrier (ramp)	... what this means in Early Childhood and Community Care Programs (building the ramp for everyone)
reaching without making contact, trying to activate something repeatedly, showing no observable response when only one response method is offered, or saying "I can't reach" or "Can I do it another way?"	• Only one way to move, respond, or use materials is offered. • Positioning or layout makes participation difficult. • The child needs more time to respond.	**Vary and honor the methods for response, navigation, and movement (4.1)**	Offering different ways to move through spaces, explore materials, and respond. Allowing children to participate through movements, gestures, sounds, signs, communication tools, and words, with enough time.
repeatedly dropping or repositioning a tool, reaching for an unavailable support, or saying "I can't hold it," "Where's my device?" or "This doesn't work."	• Materials or tools are difficult to use. • Helpful equipment or technology is unavailable. • Tools are not set up or supported for use.	**Optimize access to accessible materials and assistive and accessible technologies and tools (4.2)**	Making accessible materials and helpful tools available during everyday experiences. Supporting children in using adapted handles, switches, communication systems, positioning equipment, and other tools they need.
pointing, moving, making sounds, signing, or using a communication tool without receiving a response, or saying "Let me show you" or "I can't say it."	• Only spoken answers are accepted. • The child's communication is missed or misunderstood or ignored. • Other ways to communicate are unavailable.	**Use multiple media for communication (5.1)**	Recognizing and responding to communication in many forms. Offering opportunities to share through objects, pictures, movement, sounds, signs, communication tools, drawing, and words.
pushing a particular tool away, attempting to build or create using different materials, or saying "Can I use blocks?" "I want to draw it" or "Do I have to write?"	• Only one tool or material is offered. • Available tools are difficult to use. • Children must create in one prescribed way.	**Use multiple tools for construction, composition, and creativity (5.2)**	Offering different tools and materials for creating and sharing ideas. Making room for building, arranging, drawing, making marks, recording, and using digital or adapted tools.
stopping at the same point during repeated attempts, handing materials to someone else, or saying "Help me start," "Show me again" or "Can we do it together?"	• There are too few opportunities to practise. • Demonstrations or shared practice are missing. • Help is removed too quickly or does not change as needed.	**Build fluencies with graduated support for practice and performance (5.3)**	Providing repeated opportunities to explore and practise with demonstrations, shared participation, and helpful prompts. Adjusting support as children develop confidence and skill.
having gestures, signs, drawings, or device messages passed over while spoken answers are accepted, or saying "I already told you" or "Why do I have to say it?"	• Some ways of communicating are treated as less valuable. • Adults assume speech shows more understanding. • Children are required to express ideas in only one way.	**Address biases related to modes of expression and communication (5.4)**	Valuing different ways of communicating and showing understanding. Recognizing that speech, movement, signs, images, creations, and communication tools can all carry meaningful ideas.
reaching towards something they want to make or do without a response from others, repeatedly switching between offered activities, or saying "I don't know what to do" or "I want to make this."	• Adults overlook what the child is trying to accomplish. • Goals are chosen without the child's involvement. • The next achievable step is unclear.	**Set meaningful goals (6.1)**	Recognizing children's intentions and helping them choose meaningful next steps. Supporting goals communicated through actions, interests, gestures, communication tools, and words.
stopping when a familiar difficulty occurs, making repeated attempts without the needed help, or saying "What if it falls?" "What will I need?" or "What do I do if it doesn't work?"	• Likely difficulties have not been considered. • Helpful materials or supports are not ready. • There is no clear alternative when a plan does not work.	**Anticipate and plan for challenges (6.2)**	Preparing for possible difficulties with children. Making helpful tools, people, reminders, and alternative approaches available before they are needed.
searching through materials, repeatedly leaving to find something, or saying "Where is it?" "What do I need?" or "I lost my place."	• Materials are hard to find or poorly organized. • Too many items or steps are presented together. • Reminders and places to keep work are missing.	**Organize information and resources (6.3)**	Arranging materials and information so children can find and use them. Offering consistent locations, accessible labels, simple sequences, and places to keep unfinished creations.
returning to an adult after each step, repeatedly starting over, or asking "Am I done?" "Did it work?" or "What's next?"	• Progress is difficult to notice. • Steps or signs of completion are unclear. • There are few opportunities to pause and review.	**Enhance capacity for monitoring progress (6.4)**	Helping children notice what they have tried, what has changed, and what comes next. Using shared observation, photos, objects, simple checklists, and conversations to make progress visible.
being given a watching role while others participate, being moved away because materials are inaccessible, or saying "Why can't I?" "They won't let me" or "I want a turn too."	• Rules allow only one way to participate. • Activities are offered without accessible roles or materials. • Assumptions about ability limit opportunities.	**Challenge exclusionary practices (6.5)**	Examining and changing rules, routines, expectations, and arrangements that leave children out. Working with children and families to create meaningful ways for everyone to participate and contribute.

Dr. Shelley Moore, 2026



Shelley
MOORE PH.D.

www.drshelleymoore.com
www.outsidepinconsulting.com

@drshelleymoore
@theoutsidepins

Dr. Shelley Moore

outside pin consulting

THE Outside Pins

@theoutsidepins

www.outsidepinconsulting.com

info@outsidepinconsulting.com















outside pin consulting