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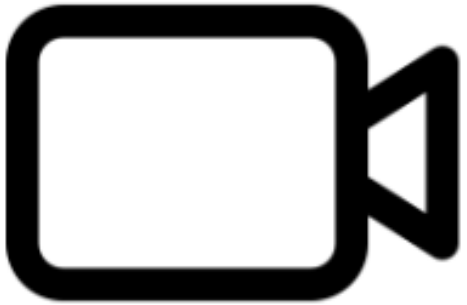
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Dr. Shelley Moore

outside pln consulting

Welcome!

Please





Turn on your cameras

Interact in the chat box with questions or comments

Participate in the breakout groups



Shelley MOORE PH.D.

Welcome!

Our Plan Together

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

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

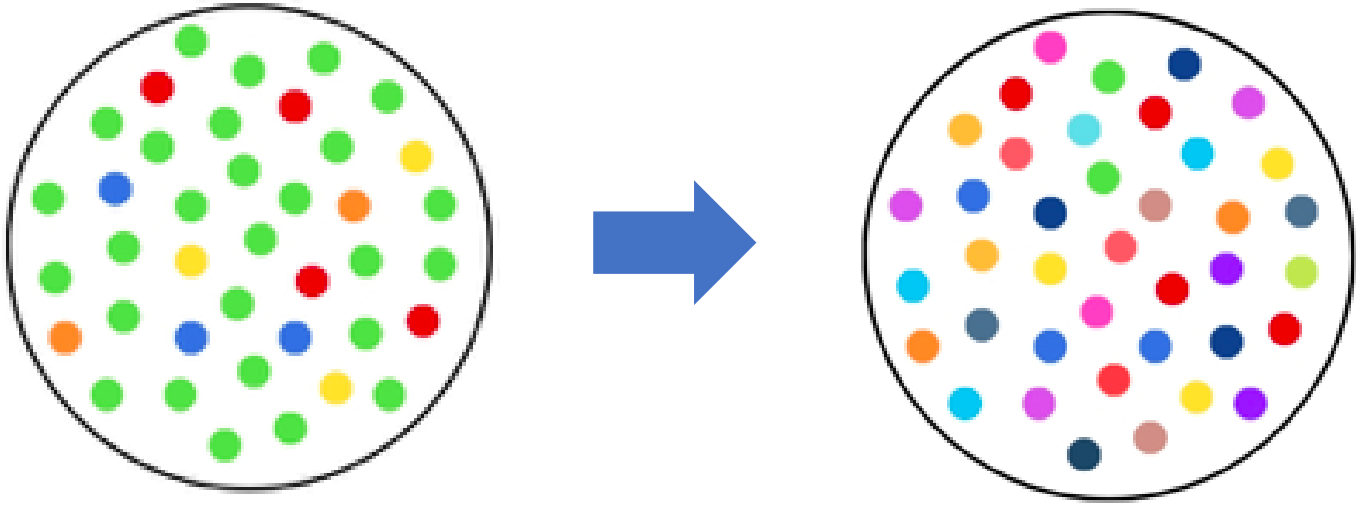
October 5: Guiding Condition #2: All children are placed in inclusive classrooms

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

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

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

How do we do inclusion ?



Including

‘special needs’ children into general education classrooms

Teaching and designing to

diversity

(that includes Disability)

Shelley MOORE PH.D.

When the conditions are right, everyone can be successful

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

Shelley MOORE PH.D.
2023

Guiding Conditions **of inclusion describe that all children...**

are **PRESUMED** competent and as having **POTENTIAL** (positive mindset)	are **PLACED** in and attending inclusive childcare programs	are in **PROXIMITY** to and **PARTICIPATING** with **PEERS**	have **PURPOSEFUL** roles and responsibilities	are **PLANNED** for from the start

Guiding Conditions **of inclusion describe that all children...**

are **PRESUMED** competent and as having **POTENTIAL** (positive mindset)	are **PLACED** in and attending inclusive childcare programs	are in **PROXIMITY** to and **PARTICIPATING** with **PEERS**	have **PURPOSEFUL** roles and responsibilities	are **PLANNED** for from the start

Shelley MOORE PH.D.

2023



Condition 3: All children are within proximity to and participating in learning with peers



What is the role of peers in supporting inclusion?

Proximity to and Participation with Peers



- Many children with disabilities, although present, typically spend their day socially isolated in places and activities working on the side with individually assigned assistants. (Jameson, Mcdonnell, Polychronis & Riesen, 2008; Feldman, Carter, Asmus & Brock, 2015)

- This approach used to support children with disabilities, has little to no research to back it up (Giangreco & Doyle, 2007; Carter, Sisco, Melekoglu & Kurkowski, 2007)

- Educational assistants and support staff that children with disabilities are left to interact with, "may prevent the very social goals they are present to promote (2010)" (Giangreco & Doyle, 2007)

Why does the word place matter?

Location vs. Place



Existence vs. Belonging

Inclusive Placement



What does the research say?

When children <u>with</u> disabilities are participating in shared experiences together…

1. **… children with and without disabilities show more communication and social interactions** (Goldstein et al., 1997)
2. **… children with and without disabilities show increased imitation and social interaction, learning new ways to play** (Garfinkle & Schwatrz, 2002)
3. **… children with and without disabilities show greater understanding of emotions and acceptance** (Diamond, 2001)
4. **… children with and without disabilities show greater participation in peer play, especially when interests were incorporated** (Lundqvist, 2024)



We have moved from asking:

Where should we put children with disabilities?

and

Who gets to access childcare?

toward asking:

What needs to change so every child can access and participate in their community?

	LOCATION Can I be here?	CONTEXT Can I participate here?	CONNECTION Am I connected here?
How Does Learning Happen? (HDLH)	**Belonging** — every child experiences being valued and contributing within a group, community and the natural world.	**Engagement + Expression** — environments support active exploration, play and inquiry, with many forms of communication and expression.	**Belonging** — relationships and connections with other people, community and the natural world.
Early Learning for Every Child Today (ELECT)	**Diversity, equity & inclusion**— environments are created for the full participation of all children.	**Intentional environments + play and inquiry** — environments, experiences and responsive educators support participation and learning.	**Families & communities** — partnerships with families and communities are essential to children's learning and development.
Indigenous Early Learning and Child Care (IELCC)	**Land as a place for learning**— children have a right to explore, inquire and learn on the land.	**Culturally safe spaces** — educators critically examine environments and practices through Indigenous worldviews.	**Relationship with land and all of creation** — children, educators and families exist within relationships with one another, land and creation.
Placement becomes…	**ACCESS**	**PARTICIPATION**	**RELATIONSHIP**

Increasing proximity?

What this means

- Creating opportunities for children to be near one another so they can notice, communicate, play, and learn together.

What this Looks Like

- Arranging spaces so children can comfortably join peers at the same table, on the carpet, or outdoors.
- Making materials accessible so children can explore and contribute to a shared experience.
- Inviting children into small groups around common interests, such as building, water play, books, or music.
- Supporting each child's comfort and choice, including sensory needs, personal space, and ways of communicating.

Noah - 2

It is time to go outside, and the children need to get all their outdoor gear on. The educators are helping the children get ready. Noah and a support educator get ready in a separate area because he needs more space and time. The support worker helps Amir with his snow pants, boots, and coat while his peers get dressed in another area together near their cubbies.

How could we increase proximity for Noah?

Ella - 3

The day is beginning, and all the children are invited to the carpet for circle time for some songs and a story. Ella stays near the edge and is showing that she does not want o join in. A support educator takes her to a table across the room and offers her a puzzle.

How could we increase proximity for Ella?

Aisha - 1

After morning snack, the infants are invited to explore toys and spend time together during floor play.

During floor play, the infants gather on a soft mat to explore baskets of toys. Twelve-month-old Aisha needs support to sit comfortably, so an educator positions her on a separate mat across the room and sits beside her with some toys.

How could we increase proximity for Aisha?

Liam - 4

During center time, all children explore blocks, dramatic play, and a water table. Liam loves cars, and so a center all about cars has been set up for him, and a support adult goes with him to the center.

How could we increase proximity for Liam?

Oliver - 7

On the playground at the after-school program, children play lava tag and explore the playground. Oliver is often found on a bench away from the play area and reading to himself. An educator asks Oliver is he wants to go join the tag and he says “No.”

How could we increase proximity for Oliver?

What do you notice about student proximity and participation in these examples?

What do you notice about the role of adults?

	Framework Connection	Increasing Peer Proximity & Participation in Shared Experiences Increasing Proximity
How Does Learning Happen? (HDLH)	Belonging	How could arranging spaces so children can comfortably be near one another create opportunities for relationships?
Early Learning for Every Child Today (ELECT)	Diversity, equity and inclusion	What changes would allow children to remain alongside peers while having the space and individual support they need?
Indigenous Early Learning and Child Care (IELCC)	Relationship with land and all of creation	How could we position children so they can experience this place alongside one another?

Proximity leads to Participation!

How can we increase the opportunities for children with and without disabilities to shared experiences and build connection with peers?

- Facilitated peer support
- Shared supports & strategies
- Shared goals
- Shared access points

Facilitated Peer Support

What is shared facilitated peer support?

- Adults help children to connect and participate together in **play and everyday routines** together
- Educators **notice opportunities for connection** and support children to invite one another, share ideas and materials, and respond to different ways of communicating.

How do shared supports & strategies increase participation and connection?

- Facilitated peer support increases participation and connection by helping children **enter play**, **contribute** to a shared activity, and **keep an interaction going**.
- These exchanges give children opportunities to discover common interests, enjoy one another's company, and **build relationships**.

Noah

As Noah gets dressed beside his peers, the educator notices that he is having trouble pulling up his zipper. She asks, “Would you like to see how Sam gets his zipper started?”

With both children’s agreement, she invites Sam to show Noah using his own coat. She gives them time to watch, try, and respond to one another, adding support as needed.

Ella

During circle time, Ella sits on a small chair beside her peers. The educator notices her looking toward the basket of book puppets and asks, “Would you like to choose one with Amir?”

When Ella shows interest, the educator invites Amir to hold the puppet where both children can reach it. She gives them time to choose, notice the puppets, and use them together during the song, offering support as needed.

Aisha

After morning snack, Aisha sits comfortably in her supportive seat on the shared floor mat beside the other infants. An educator notices her looking toward a ball another infant is holding and says, “Aisha is looking at your ball.”

The educator models gently rolling a second ball toward Aisha, then pauses for the infants to respond. She helps keep the balls within reach and supports exchanges as the infants show interest through looking, reaching, sounds, or movements.

What do you notice about children's proximity and participation in these examples?

What do you notice about the role of adults?

	Framework Connection	Increasing Peer Proximity & Participation in Shared Experiences Facilitated Peer Support
How Does Learning Happen? (HDLH)	Belonging	How can adults help children notice, communicate with, and respond to one another in ways that build relationships?
Early Learning for Every Child Today (ELECT)	Intentional environments, play and inquiry	How can educators intentionally support peer interactions while giving children room to lead their play?
Indigenous Early Learning and Child Care (IELCC)	Relationship with land and all of creation	How could adults support children to learn from and help one another as they explore and care for this place?

Shared Supports & Strategies

What are shared supports & strategies?

- Making helpful tools and approaches **available to all children** during shared play and everyday routines. **Children choose and use** the supports that work for them, alongside any individual support they need.
- Examples: visual cues, gestures, communication boards, sensory tools, flexible seating, or extra time to respond.

How do shared supports & strategies increase participation and connection?

- Shared supports increase participation and connection by giving children **different ways to understand** what is happening, communicate, and **contribute to the same experience**.

Noah

Provide a picture sequence for getting dressed, low benches, accessible boot pullers, and plenty of time for all children.

Educators model for everyone each step using pictures, gestures, and words.

Noah and his peers can follow the same routine, use tools that help them, and share discoveries while getting ready together.

Shared Supports & Strategies

Ella

Offer chairs, cushions, and standing space, along with song-choice pictures, props, and movement opportunities for everyone. They don't have to sit in a circle!

Ella can choose a comfortable position and join through pointing, moving, holding a prop, or singing. Children contribute to the same songs and story in different ways.

Liam

Make cars, blocks, animals, and large loose parts available to everyone.

Offer optional picture ideas and strips of fabric or tape to guidelines, with enough materials and space for several children.

Shared Supports & Strategies

What do you notice about children's proximity and participation in these examples?

What do you notice about the role of adults?

	Framework Connection	Increasing Peer Proximity & Participation in Shared Experiences Shared Supports and Strategies
How Does Learning Happen? (HDLH)	Engagement and expression	How could shared supports give children different ways to explore, communicate, and contribute to the same experience?
Early Learning for Every Child Today (ELECT)	Diversity, equity and inclusion	What supports could we make available to everyone so children can participate alongside peers while receiving the individual support they need?
Indigenous Early Learning and Child Care (IELCC)	Culturally safe spaces	How could Indigenous families' and communities' knowledge guide the supports we offer so they honour children's cultures and ways of learning?

Shared Goals

What are shared goals?

- A shared goal gives children a **common purpose**, with different ways to participate and contribute.
- When educators identify **why** the children are doing an activity, they can **offer choices** in activities, materials, seating, and communication **to get there**.
- Children work toward the same goal in ways that **connect with their interests and support needs**.

How do shared goals increase participation and connection?

- Shared goals helps children share ideas**, notice one another's contributions**, and experience connection—**even when their participation looks different**.

Oliver

Shared Goal: Play and connect with peers through a shared activity (not play lava tag)

Choose a way to get there:

Offer choices such as a playground game, a board game, or a reading circle where all children can choose different activities every day.

Ella

Shared Goal: Learn about the day ahead and connect with the group. (not sit in a circle)

Choose a way to get there:
All children explore the visual schedule, choose a greeting, or help identify the day's activities while sitting on the carpet, using a chair, or standing nearby.

Liam

- **Shared Goal:** Build fine motor skills through arranging and lining up objects. (not play with cars)
- **Choose a way to get there:**
- Children grasp, place, and adjust cars, blocks, animals, or other materials, choosing what interests them.

What do you notice about children's proximity and participation in these examples?

What do you notice about the role of adults?

	Framework Connection	Increasing Peer Proximity & Participation in Shared Experiences Shared Supports and Strategies
How Does Learning Happen? (HDLH)	Belonging	How could a shared goal help every child experience being valued and contributing to the group, even when they participate differently?
Early Learning for Every Child Today (ELECT)	Intentional environments, play and inquiry	How could clarifying the purpose of an experience open up different ways for children to play and learn together?
Indigenous Early Learning and Child Care (IELCC)	Culturally safe spaces	How could Indigenous families' and communities' knowledge help shape shared goals that honour their priorities and ways of learning?

Shared Access Point

What are shared access points?

- Designing a shared activity around an **entry point that works for the child who needs the most support**
- Access points allow for children to begin together, while also extending the experience for children who need added challenges that build on the shared starting point.

How do shared access points increase participation and connection?

- Access points create an opportunity for all children to explore common materials and ideas, creating opportunities to notice, communicate, and play with one another.

Oliver

Shared access point: Begin lava tag with wide, clearly marked “safe islands” close together.

Adding complexity: Children can choose longer routes, add islands, or introduce a walking tagger. Keep the shorter route available and let children choose whether to be chased so everyone can remain part of the same game.

Aisha

Shared access point: Begin with a large, lightweight ball that Aisha can reach and move from her supportive seat. Invite all infants to explore touching, pushing, and exchanging it with a nearby peer.

Adding complexity: Children can explore rolling farther, changing direction, or exchanging the ball several times. Everyone remains part of the same ball play.

NOah

Shared access point: Begin with outdoor clothing laid out in order, fastenings open, and a picture sequence available to everyone. Each child finds and begins putting on their first item.

Adding complexity: Children can take on more steps, try fastenings, or use the pictures to check what comes next. They continue getting ready alongside one another.

What do you notice about children's proximity and participation in these examples?

What do you notice about the role of adults?

	Framework Connection	Increasing Peer Proximity & Participation in Shared Experiences Shared Supports and Strategies
How Does Learning Happen? (HDLH)	Engagement and expression	How could an accessible starting point allow children to begin exploring together, with different ways to communicate and extend their learning?
Early Learning for Every Child Today (ELECT)	Diversity, equity and inclusion	How could designing first for the child who needs the most support create an entry point for everyone, with room to add challenge?
Indigenous Early Learning and Child Care (IELCC)	Culturally safe spaces	How could Indigenous families' and communities' knowledge help us recognize accessible starting points that honour their children's knowledge and ways of learning?

Inclusive Placement



Guiding Conditions of inclusion describe that all children & youth...

are **PRESUMED** competent and as having **POTENTIAL**	are **PLACED** in and attending inclusive programs	are in **PROXIMITY** to and **PARTICIPATING** with **PEERS**	have **PURPOSEFUL** roles and responsibilities	are **PLANNED** for from the start

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