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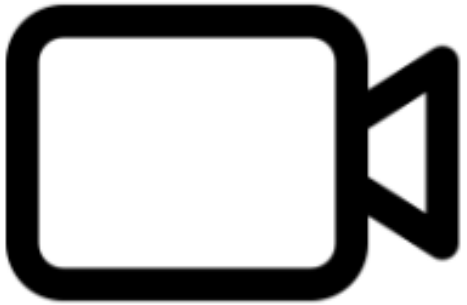
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Dr. Shelley Moore

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?

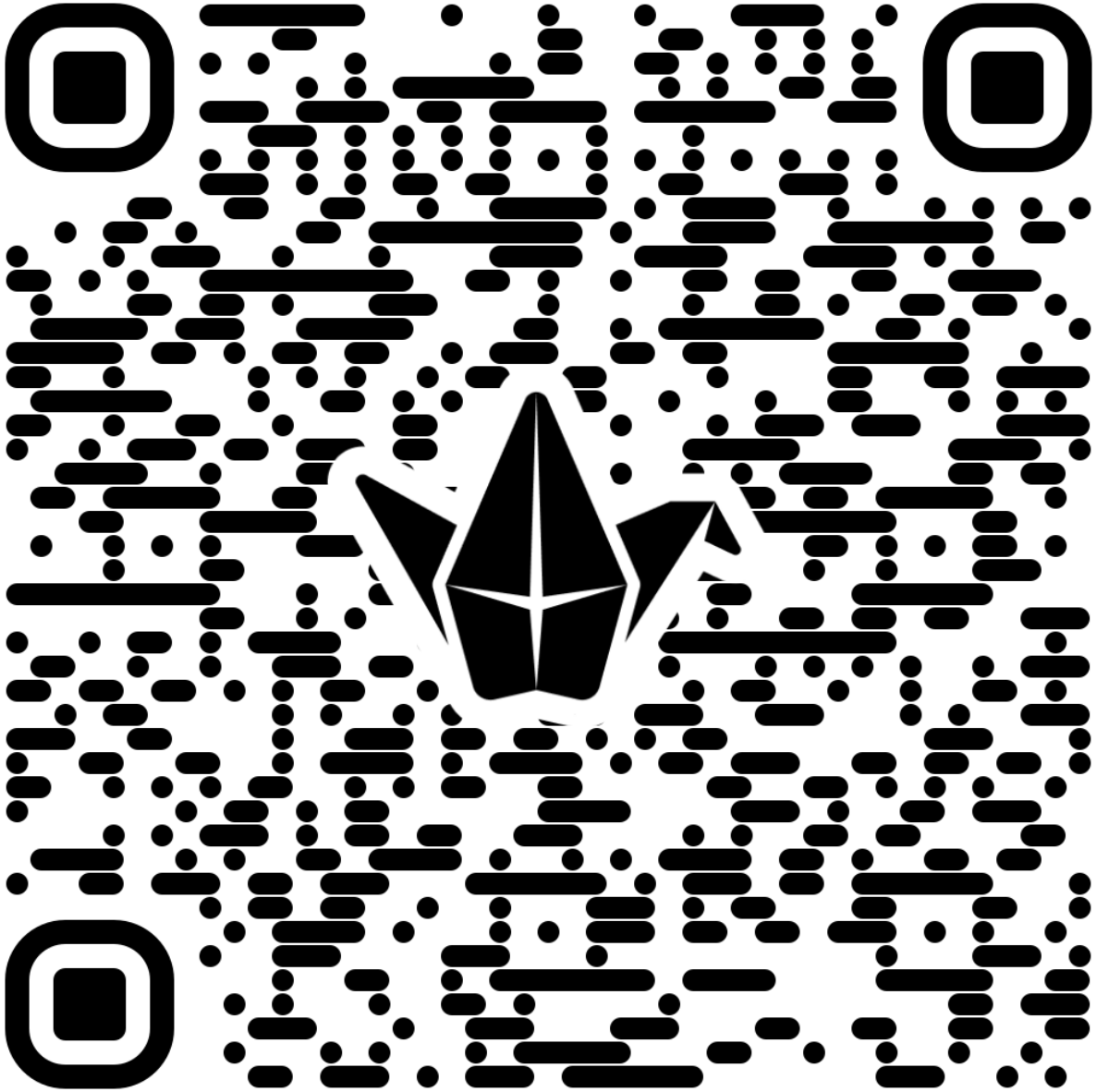
September 21: Guiding Condition #1: All children are presumed competent

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

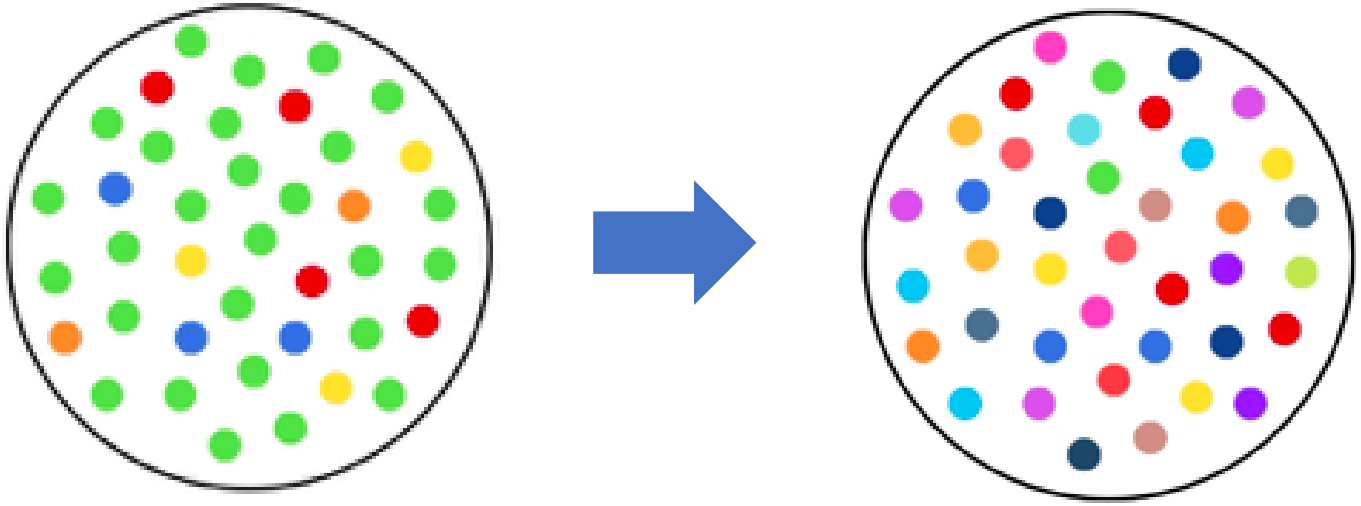
November 9: Guiding Condition #4: All children have meaningful purpose in inclusive community programs

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



What stands out from last session?

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

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2023



Condition 2: ALL children are **placed** in and **attending** inclusive **early learning and community care programs**

Why does the word place matter?

Why does the word place matter?

Location vs. Place



Existence vs. Belonging

Inclusive Placement

Historically programming for children with disabilities has not been connected to community, it has been connected to individual deficit areas

Inclusive placement can be access to a location, that children have not have the opportunity to attend

Inclusive placement can be considering the context that influences barriers that individuals are experiencing

Inclusive placement can be what connects individuals within a community to each other and the land



Shelley MOORE PH.D.

Inclusive Placement





Inclusive Placement as Location

Do all children have access to this place?

History of Inclusive Placements for Children in Ontario

Period	What was happening	Placement
1940s–60s	Ontario's **Day Nurseries Act (1946)** established the regulatory framework for child care. Children with disabilities were often served separately or had very limited access to ordinary child care. (Ontario Newsroom)	**Separate places**
1970s	Ontario began formally supporting opportunities for children with disabilities in day nurseries. A **1971 amendment** strengthened the province's commitment and funding for children with physical and developmental disabilities; a 1978 policy manual addressed services for children with special needs. (SpeciaLink)	**Access begins**
1980s	Policy increasingly favoured **integration** into regular child-care centres. But segregation remained common: a historical review reported that in **1983, 79% of children with physical/developmental disabilities receiving these services were still in segregated day-nursery programs**. (SpeciaLink)	**Integration becomes the goal**
1990s–2000s	Ontario regulations explicitly recognized **"integrated day nurseries"** serving children with and without disabilities, alongside individual program planning and specialized supports. (Government of Ontario)	**Children enter shared spaces—with specialized support**
2014–15	The old Day Nurseries Act was replaced through child-care modernization by the **Child Care and Early Years Act (CCEYA)** framework. The 1946 legislation was explicitly described as outdated and no longer reflecting contemporary evidence or family needs. (Ontario Newsroom)	**Modern early-years system**
2010s–present	**Special Needs Resourcing (SNR)** supports inclusion through staffing/services, professional learning, equipment and other supports, administered locally by service-system managers and First Nations. (Government of Ontario)	**Supporting participation**
2023–present	Ontario's **Access and Inclusion Framework** makes *access* itself part of the inclusion conversation, including underserved and vulnerable communities and children with disabilities. (Government of Ontario)	**Who can actually access the system?**

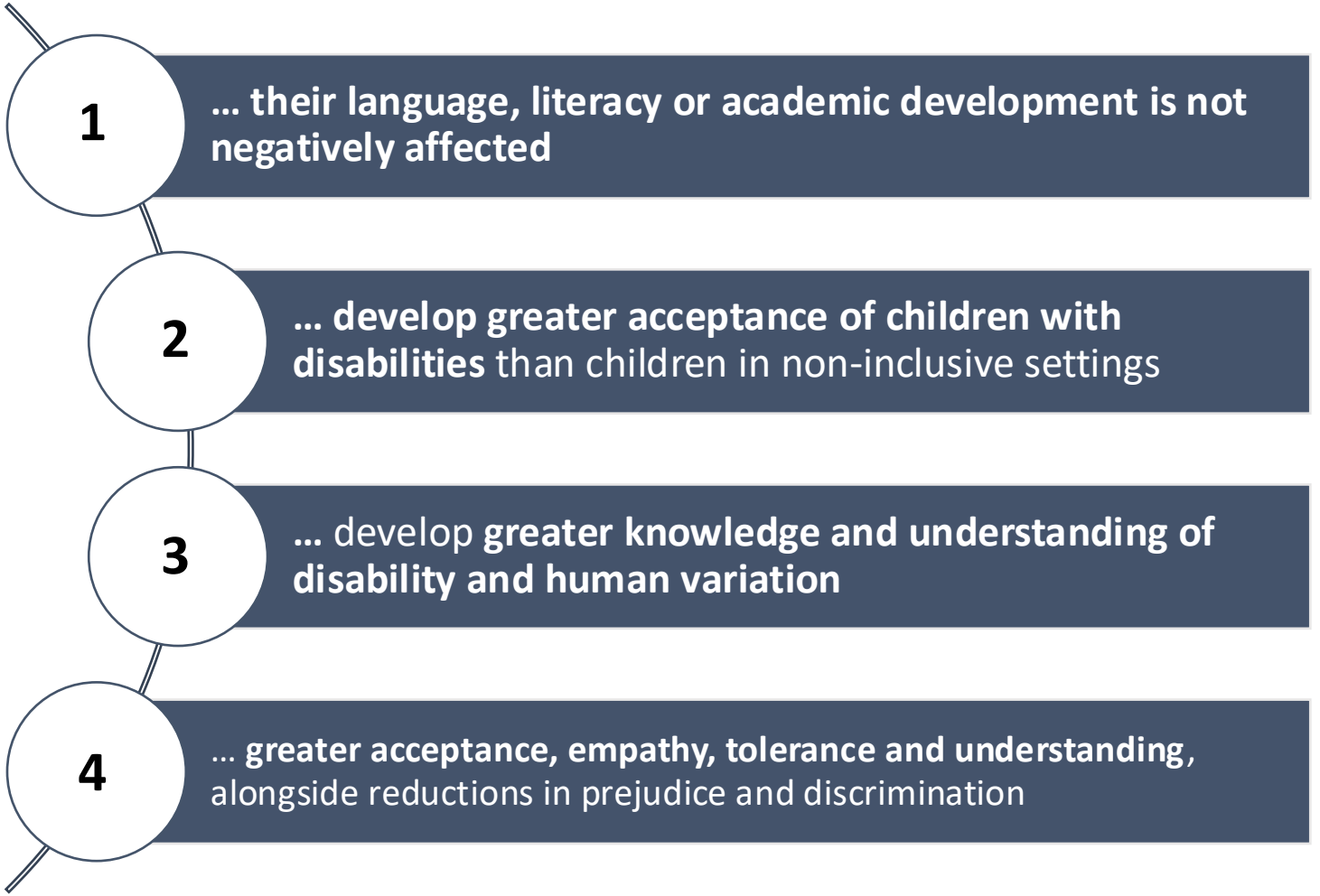
What does the research say?

When students <u>with</u> disabilities are placed and attending inclusive childcare programs…



What does the research say?

When students <u>without</u> disabilities are placed and attending inclusive child care programs…



A recent Canadian study conducted in late 2024/early 2025 found that 30% of participating child-care directors had either declined to accept children with disabilities or limited how many children with disabilities they enrolled.



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?

Inclusive Placement





Inclusive Placement as Context

What is it about this place that makes participation possible—or difficult for all children?


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

What is the context?



To go to (and experience) a neighbourhood coffee shop. This could look like, ordering a coffee, working, visiting, drawing, listening to music etc.

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What is the barrier?



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MOORE PH.D.

What is the barrier?



The stairs

Shelley
MOORE PH.D.

What are common barriers in early learning settings?

Context	Common barriers to participation
Physical & Sensory	Noise, crowded spaces, lighting, inaccessible furniture/play areas, limited movement options, overwhelming displays, lack of quiet spaces
Time & Routines	Rigid schedules, rushed transitions, long waiting periods, expectations to transition at the same pace, limited warning before change
Communication	Instructions only given verbally, too much language at once, few visuals, limited AAC access, adults doing most of the talking, communication differences not recognized
Activities & Materials	One way to use materials, fine-motor demands, inaccessible toys/tools, activities with one expected outcome, materials that don't reflect children's identities/interests
Social & Relational	Adult-directed interaction, limited support for peer connection, reliance on 1:1 adult support, assumptions about behaviour, few ways to enter or leave play
Expectations	Everyone expected to sit, speak, attend, transition, play, eat or demonstrate learning in the same way; compliance confused with participation

Reducing & Eliminating Barriers



Whose responsibility is it to reduce the barrier?

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The Ramps!

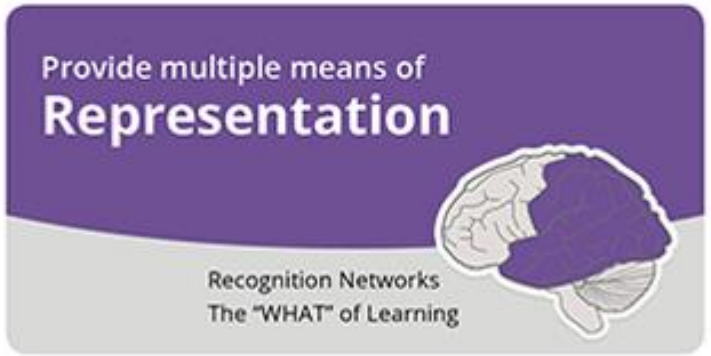


How are we using resources to remove the barriers so that a person can access and participate in the place?

What are the RAMPS?



All children need to access the activities and learning in a place

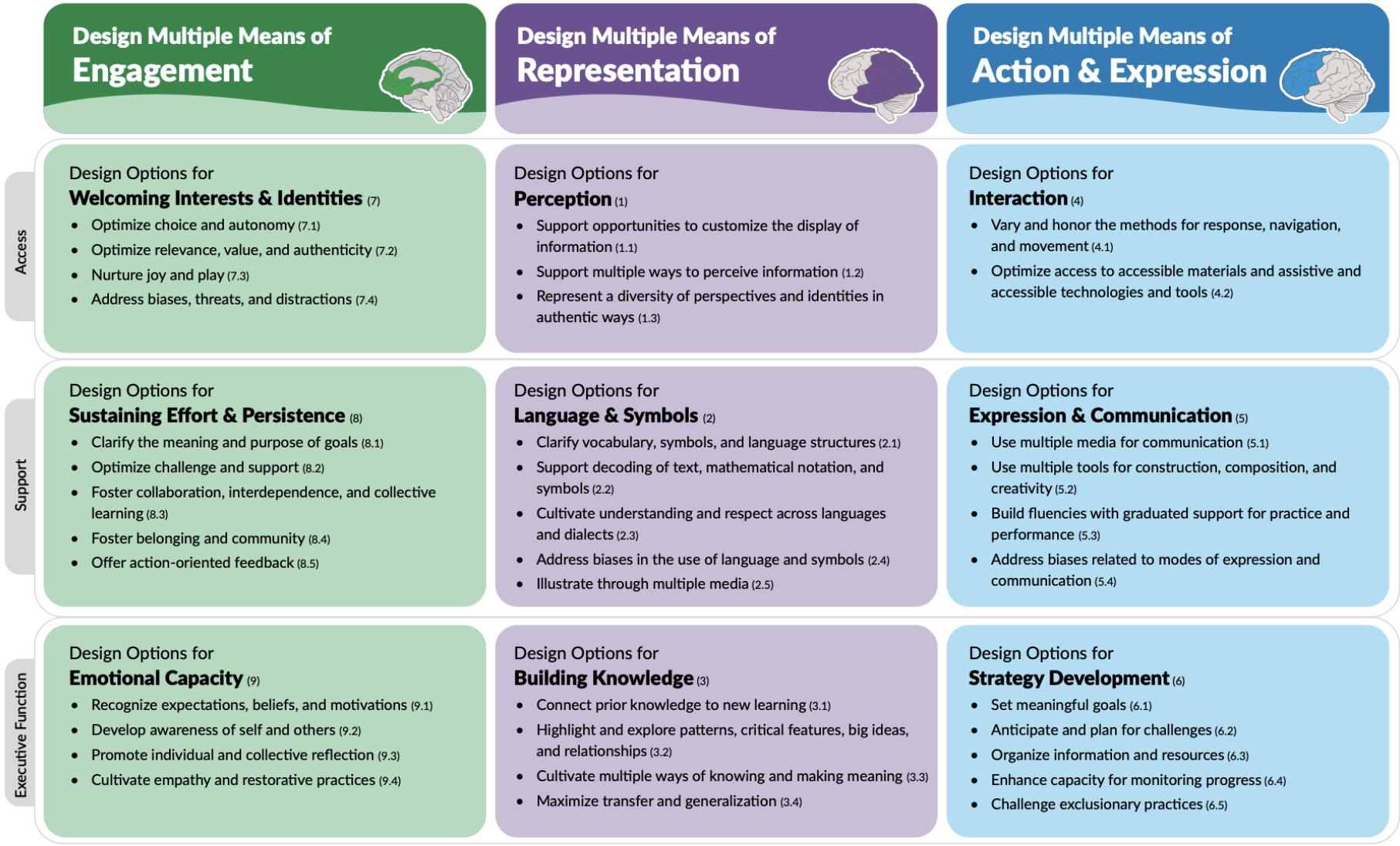


All children need to learn and understand what is happening and why



All children need to participate grow

The Ramps



CAST | Until learning has no limits®

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Suggested Citation: CAST (2024). Universal Design for Learning Guidelines version 3.0 [graphic organizer]. Lynnfield, MA: Author.

The Universal Design for Learning Guideline 3.0 in Accessible Language: Engagement

UDL Language	Early Learning Language	The barriers this ramp is built for
Design Multiple Means of Engagement		
Access: Design options for Welcoming Interests and Identities		
Optimize choice and autonomy (7.1)	Offer meaningful choices in how children play, explore, participate, and communicate.	**Expectations; Activities & Materials**— only one way to join, play, communicate, or participate
Optimize relevance, value, and authenticity (7.2)	Connect experiences to children's interests, identities, families, cultures, communities, and everyday lives.	**Activities & Materials; Expectations** — experiences that don't reflect children's interests, identities, cultures, or lives
Nurture joy and play (7.3)	Protect opportunities for curiosity, imagination, exploration, creativity, and play.	Activities & Materials; Expectations— too much adult direction, compliance, or focus on predetermined outcomes
Address biases, threats, and distractions (7.4)	Notice and reduce conditions that make children feel unsafe, unwelcome, overwhelmed, or excluded	**Physical & Sensory; Social & Relational; Expectations**— bias, exclusion, sensory overload, stress, distraction
Support: Design Options for Sustaining Effort & Persistence		
Clarify the meaning and purpose of goals (8.1)	Make the purpose of experiences understandable while noticing what children are working toward.	**Communication; Activities & Materials**— children don't know what is happening, why, or what they can do
Optimize challenge and support (8.2)	Offer enough challenge for children to grow, with the support needed to participate and experience success	**Activities & Materials; Expectations** — experiences are too difficult, too easy, or supports aren't available when needed
Foster collaboration, interdependence, and collective learning (8.3)	Create opportunities to play, explore, solve problems, communicate, and learn with others.	**Social & Relational** — too much individual or adult-supported participation and too few opportunities with peers
Foster belonging and community (8.4)	Build communities where every child is known, valued, included, and able to contribute.	**Social & Relational; Expectations** — children are physically present but not meaningfully included, valued, or connected
Offer action-oriented feedback (8.5)	Notice children's efforts, strategies, ideas, and growth and offer feedback that supports what they might try next.	**Communication; Expectations**— emphasis on correction, compliance, praise, or what children can't yet do
Executive Function: Design Options for Emotional Capacity		
Recognize expectations, beliefs, and motivations (9.1)	Notice what interests, motivates, worries, or matters to children.	**Expectations; Social & Relational**— adults decide what should motivate or matter to children
Develop awareness of self and others (9.2)	Help children notice their strengths, needs, feelings, bodies, identities, and relationships	**Communication;** Social & Relational— few ways to recognize, communicate, or respond to feelings and needs

Inclusive Placement





Inclusive Placement as Connection

How are all children connected to this place, the land, and the people around them?

Connection to…	Early learning question
LAND	How are children developing relationships with the land, water, plants, animals and seasons where they live and learn?
IDENTITY & CULTURE	How does this place reflect and strengthen children's languages, cultures, histories, identities and ways of knowing?
PEOPLE & COMMUNITY	Who are children in relationship with—family, peers, educators, Elders, Knowledge Keepers and community?
RESPONSIBILITY & RECIPROCITY	How are children learning that belonging also means caring for and contributing to people, community and the land?

Inclusive Placement



	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**

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Inclusive Placement

