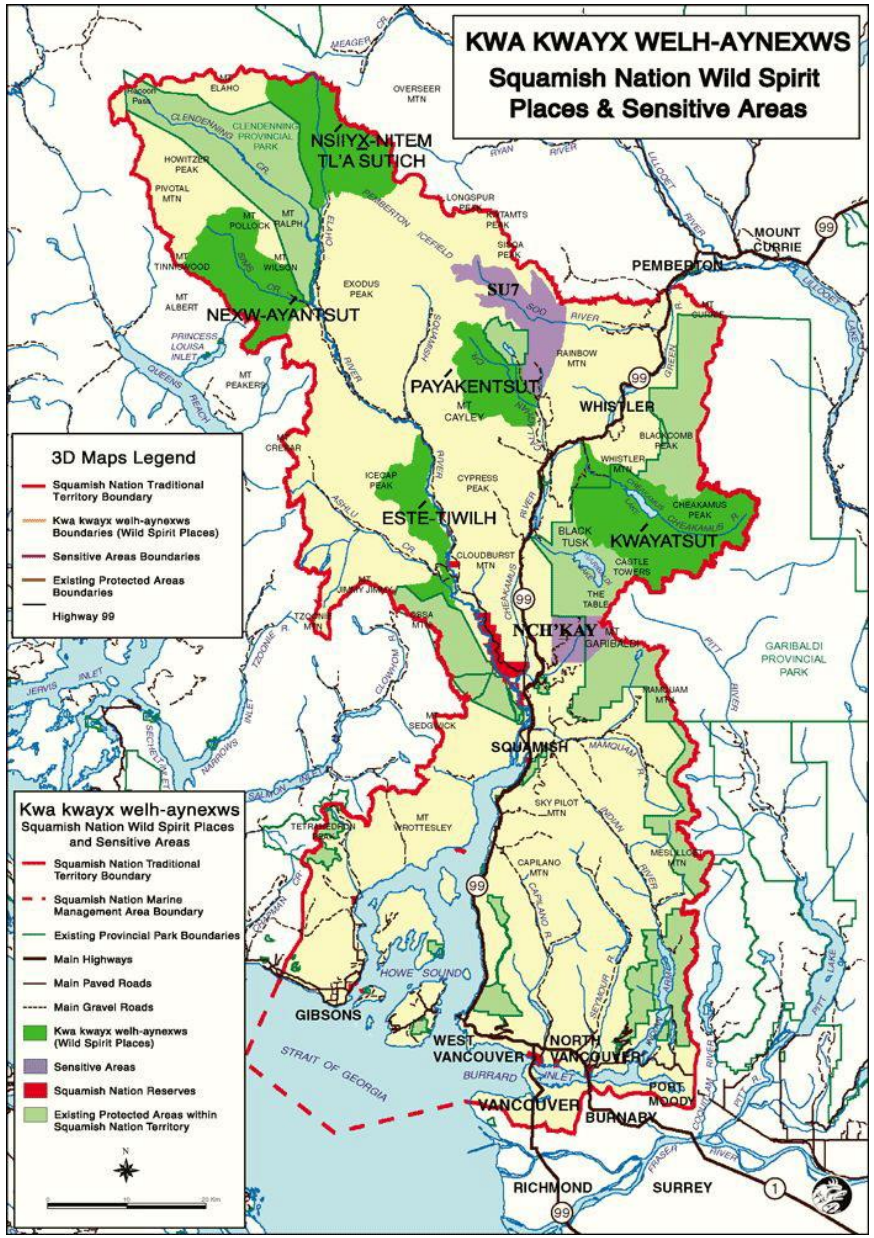


www.drshelleymoore.com
www.outsidepinconsulting.com

@drshelleymoore
@outsidepinconsulting

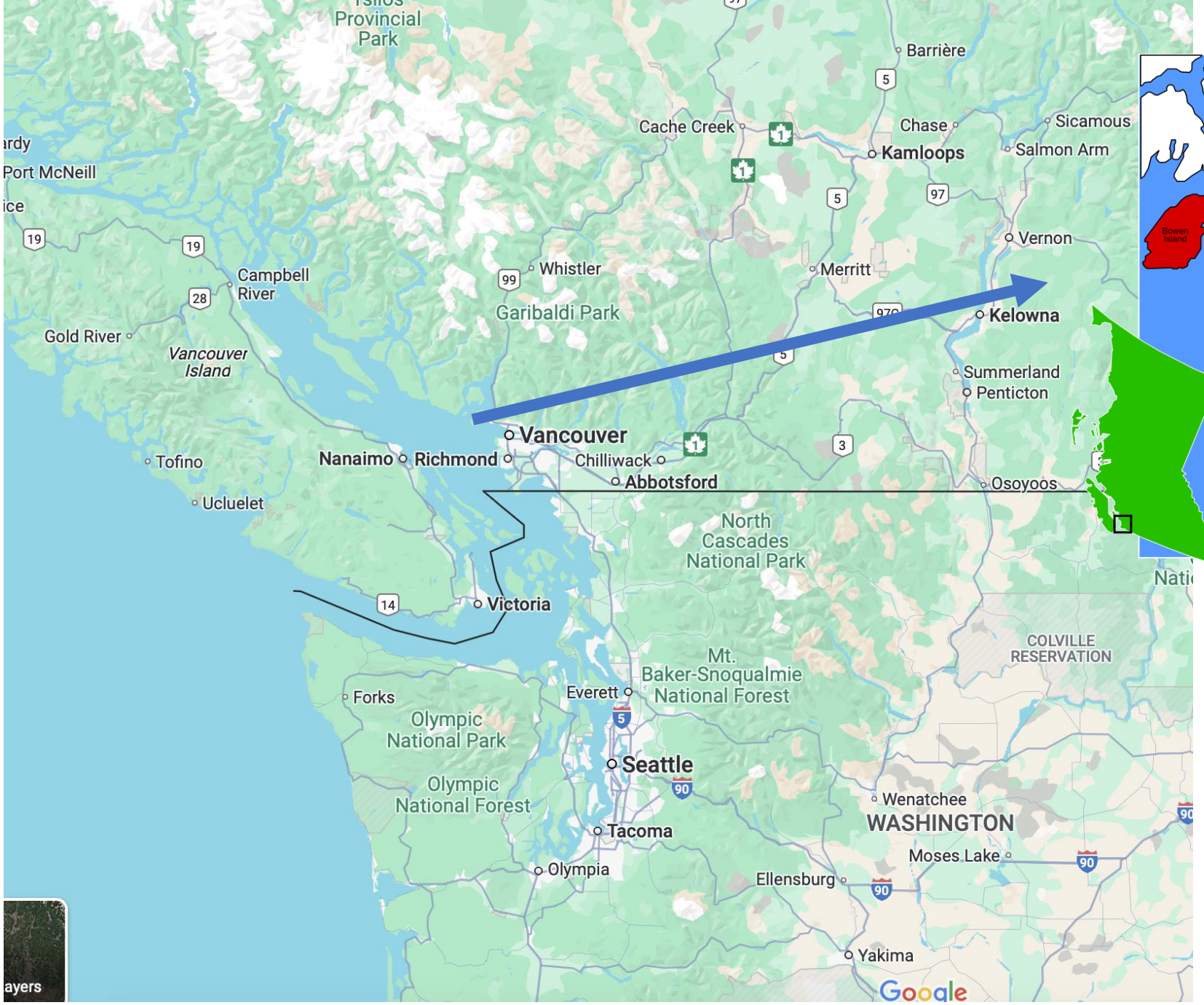
Dr. Shelley Moore

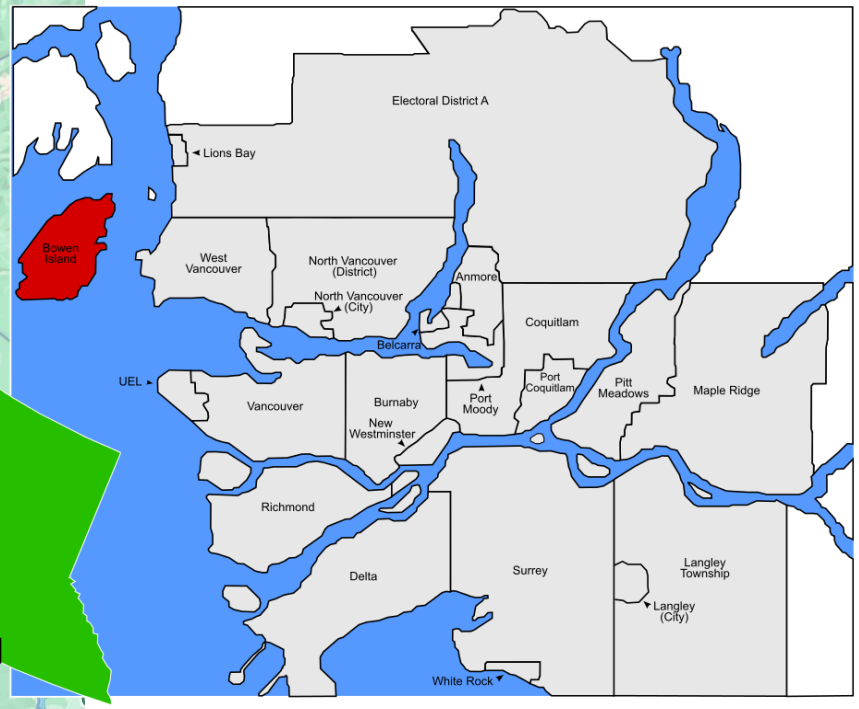
outside pln consulting



I respectfully acknowledge that I live and work on the island of **Nexwlélexwm** which is part of the unceded and traditional territory of the **Skwxwú7mesh Nation**, who have stewarded this land for generation. I am to share this community in this incredible place in **Átl'ka7tsem**

Shelley MOORE PH.D.



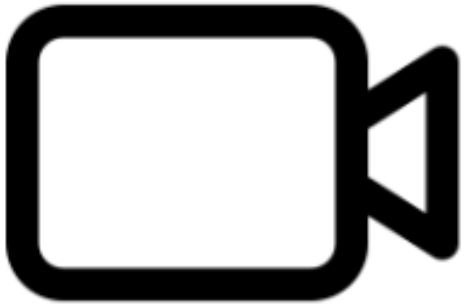


Bowen Island, British Columbia CANADA

Shelley MOORE PH.D.

Welcome!

Please





Turn on your cameras

Interact in the chat box with questions or comments

Participate in the breakout groups



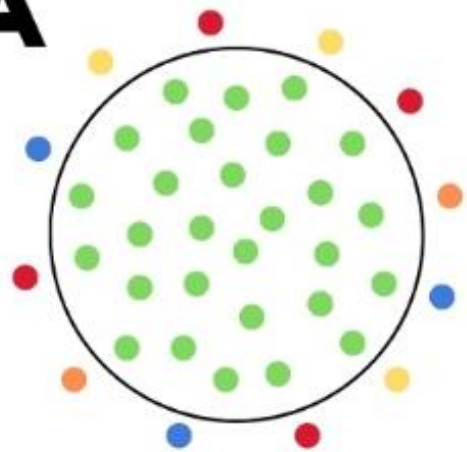
Shelley MOORE PH.D.

WHAT DOES inclusion MEAN?

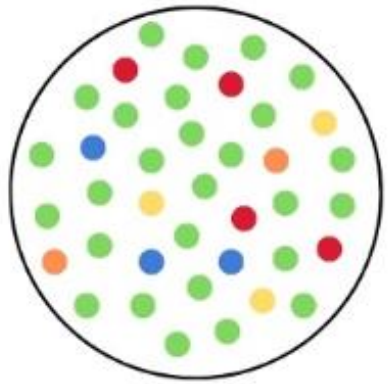
Shelley MOORE PH.D.

WHAT IS *Inclusion?*

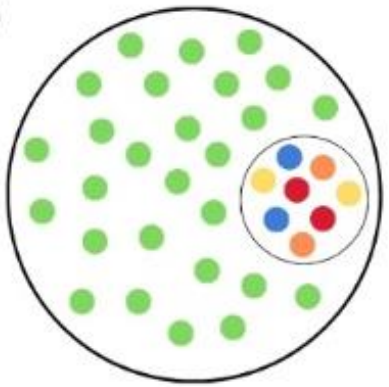
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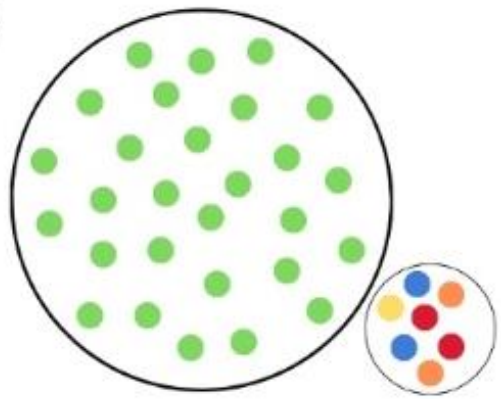
C



B



D



exclusion

integration

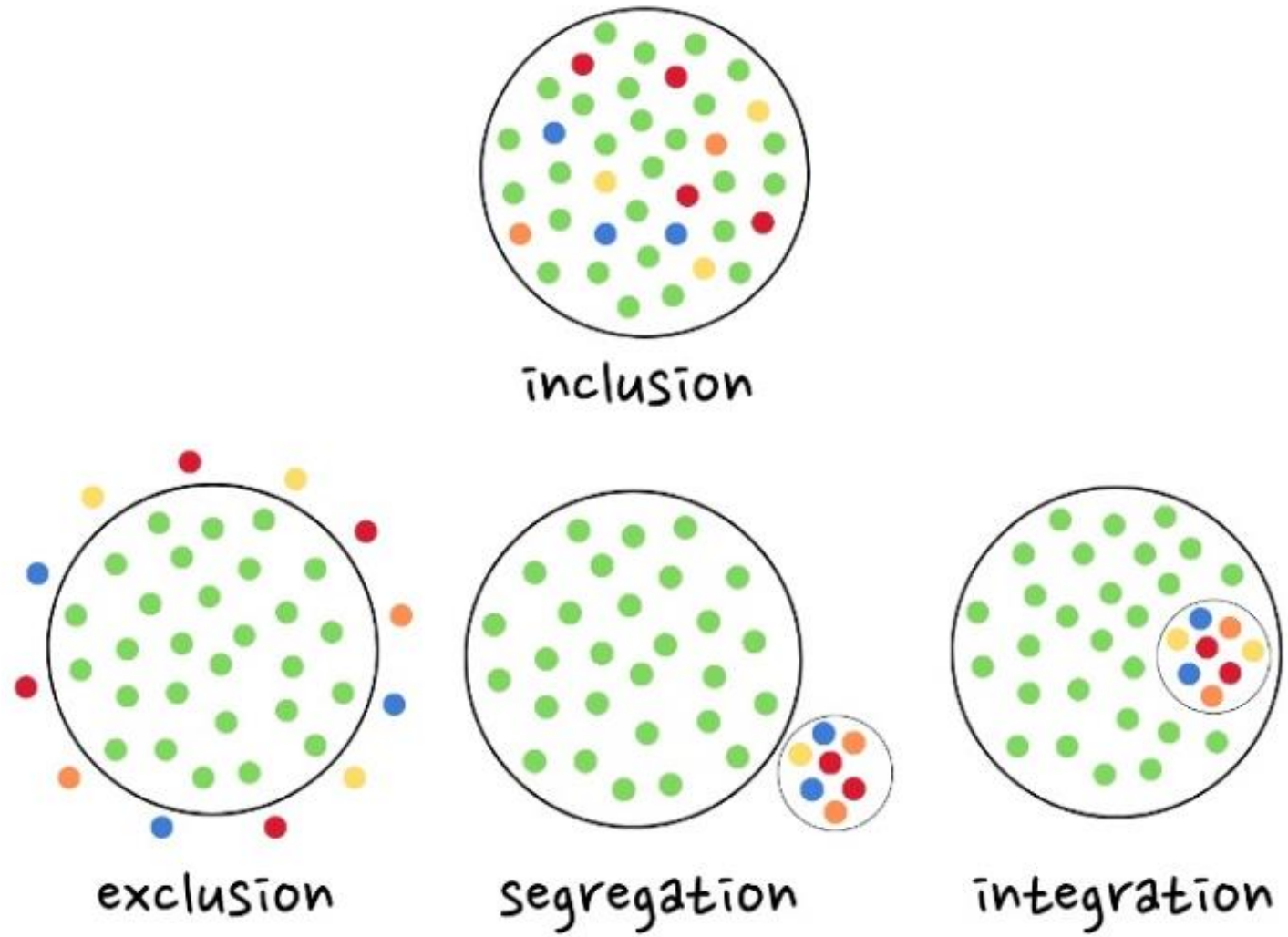
inclusion

congregation

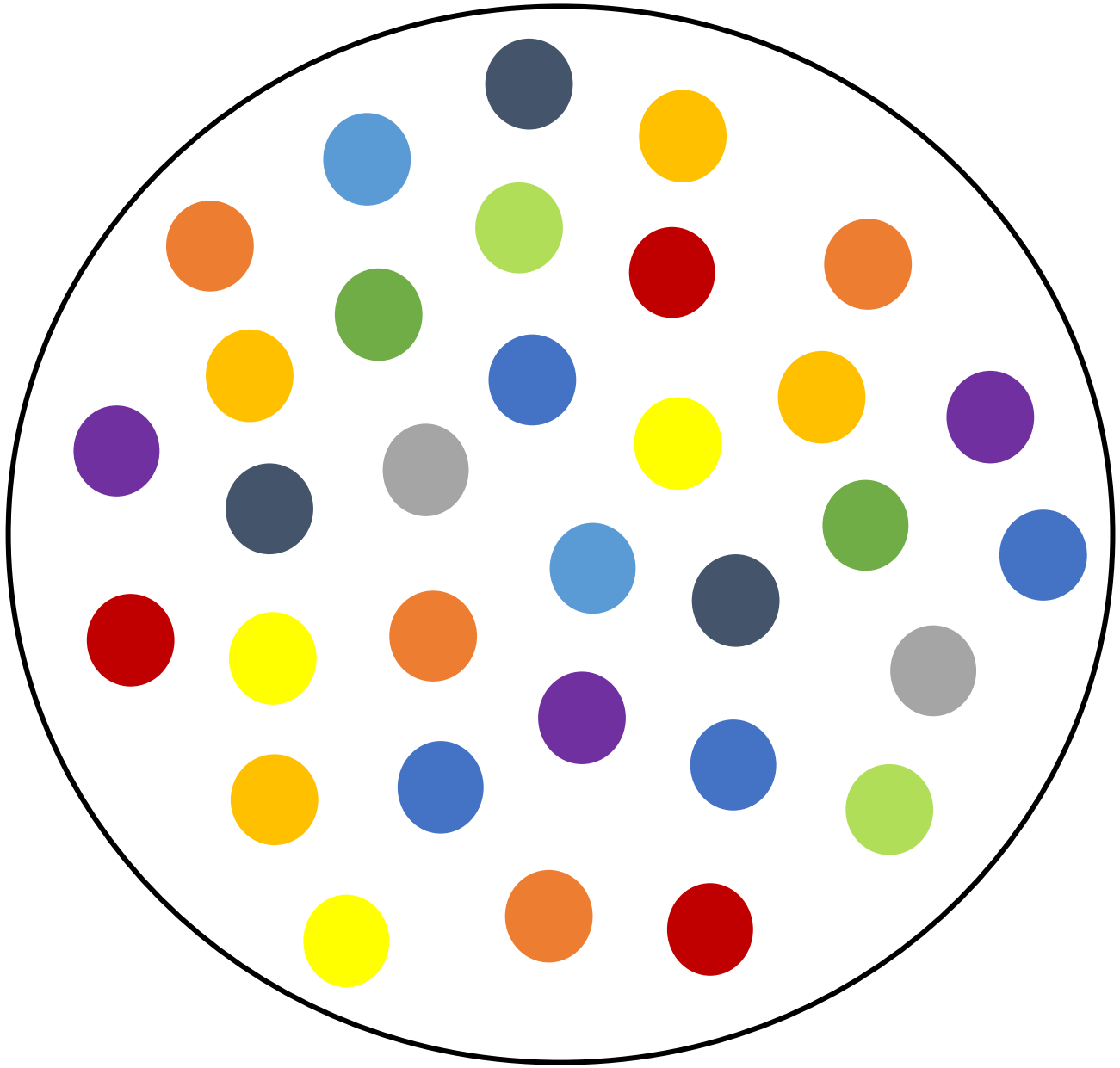
segregation

Shelley MOORE PH.D.

WHAT IS *inclusion*?

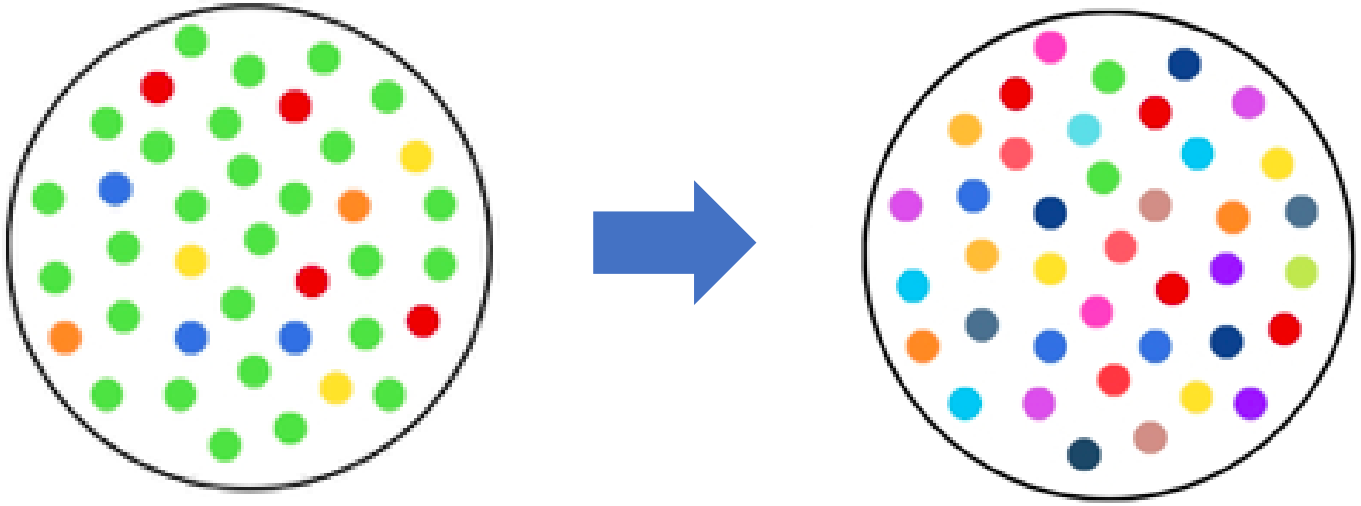


WHAT IS inclusion ?



Shelley MOORE PH.D.

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.


In a world of
UNICORNS
Be a UNICORN
that celebrates a
BAT
www.drshelleymoore.com

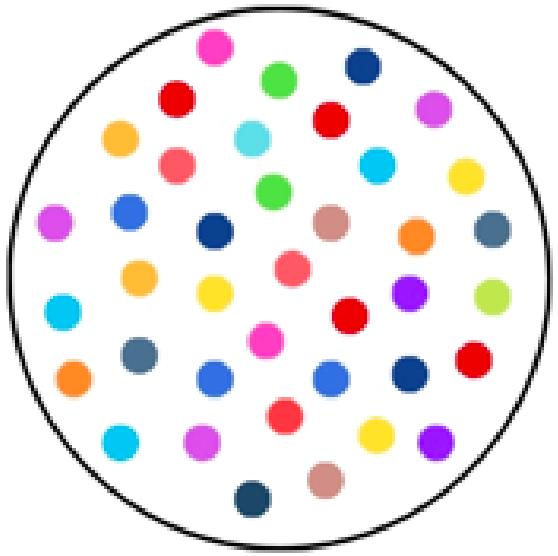
When the conditions are right, everyone can be successful

Shelley MOORE PH.D.
2023

Who is in this community?

Before we can change the conditions, we need to know the

dimensions



Shelley MOORE PH.D.



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

Moore, 2020

The Five Dimensions

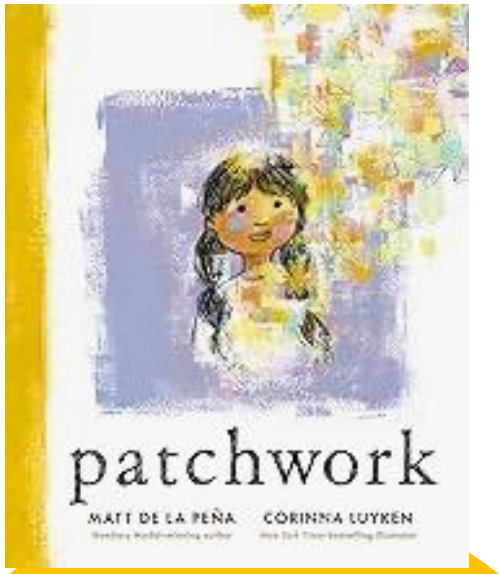


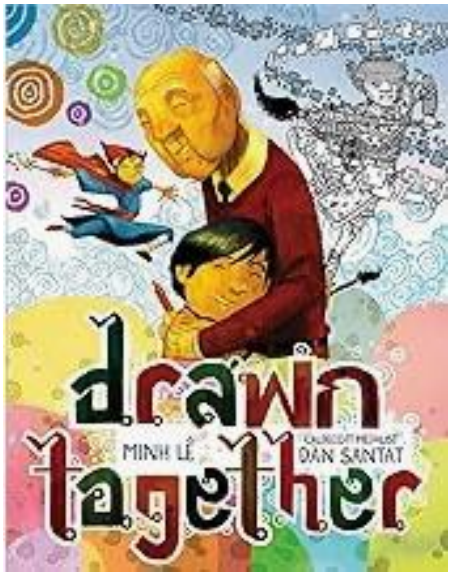
We cannot design for who a child isn't.

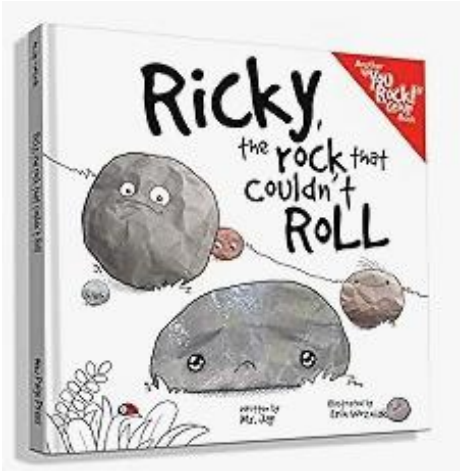
Moore,

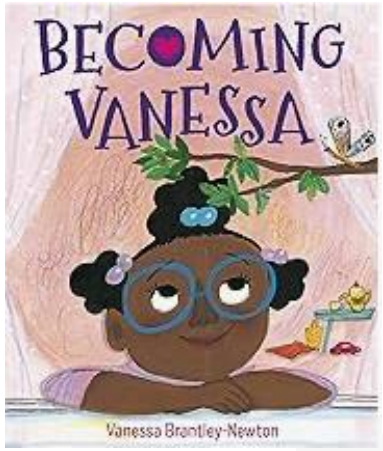
Identity

@mrsmacskinders

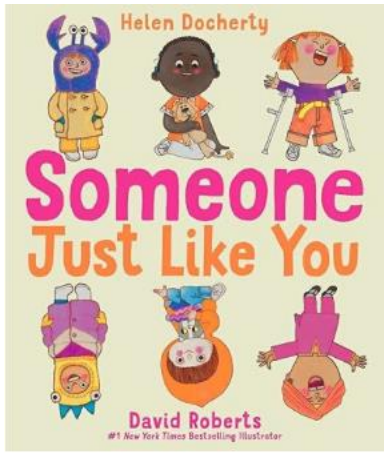


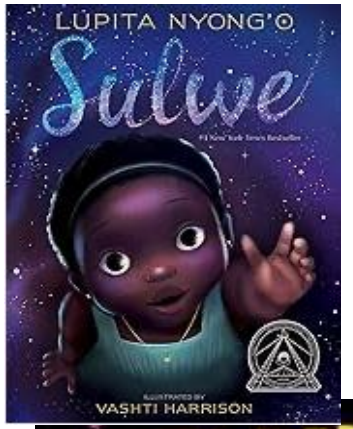


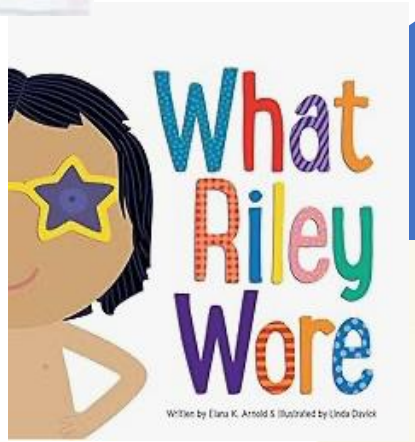




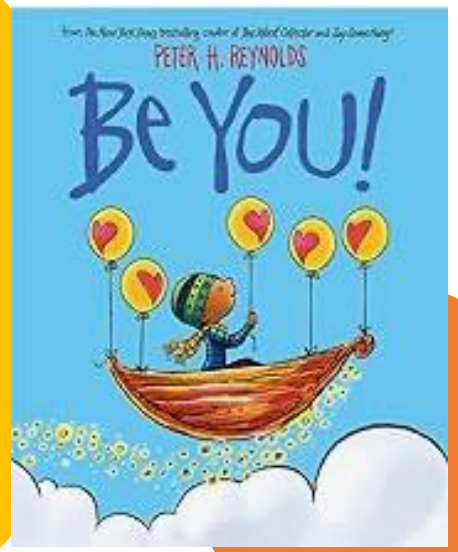


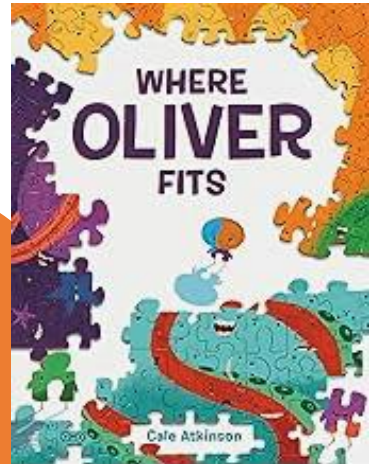


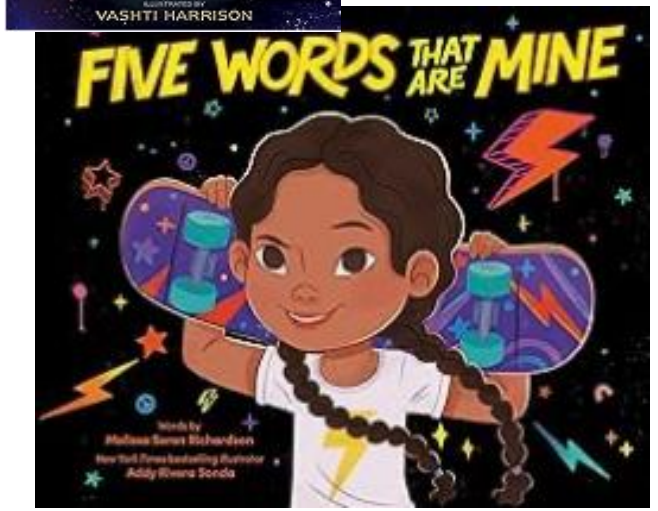






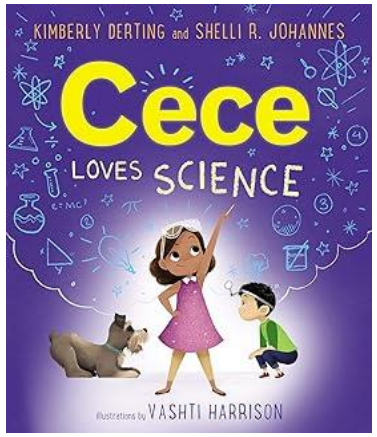


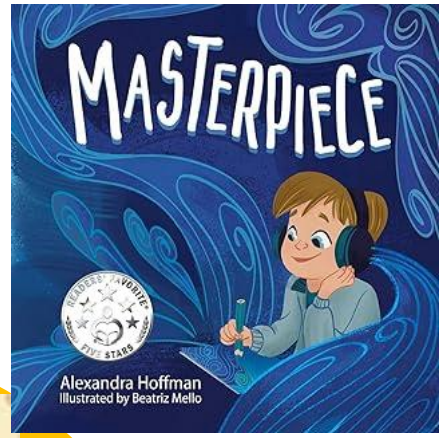




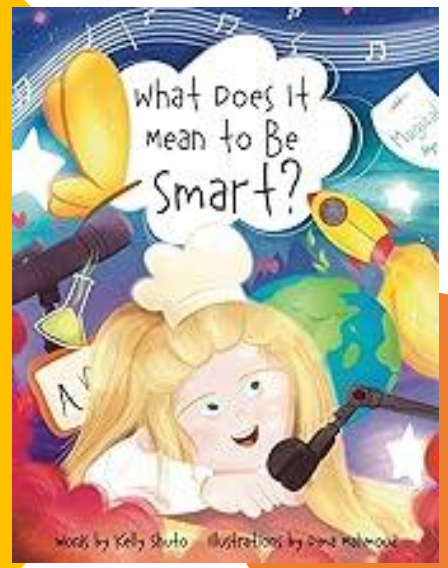


Strengths





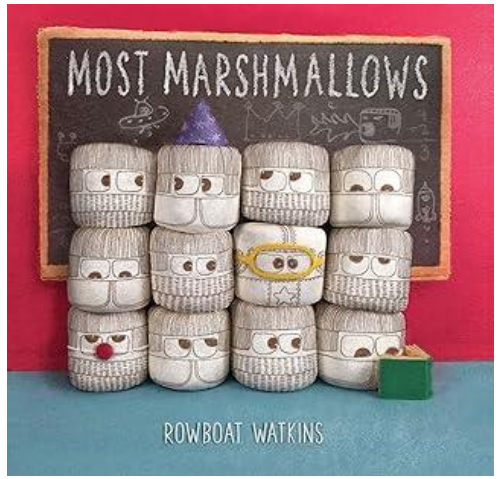












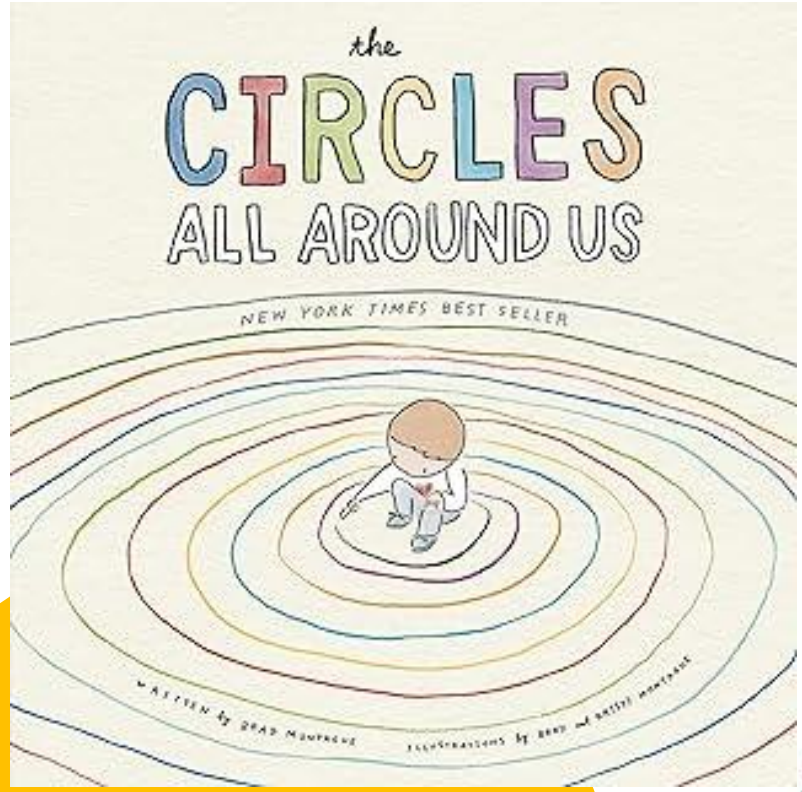




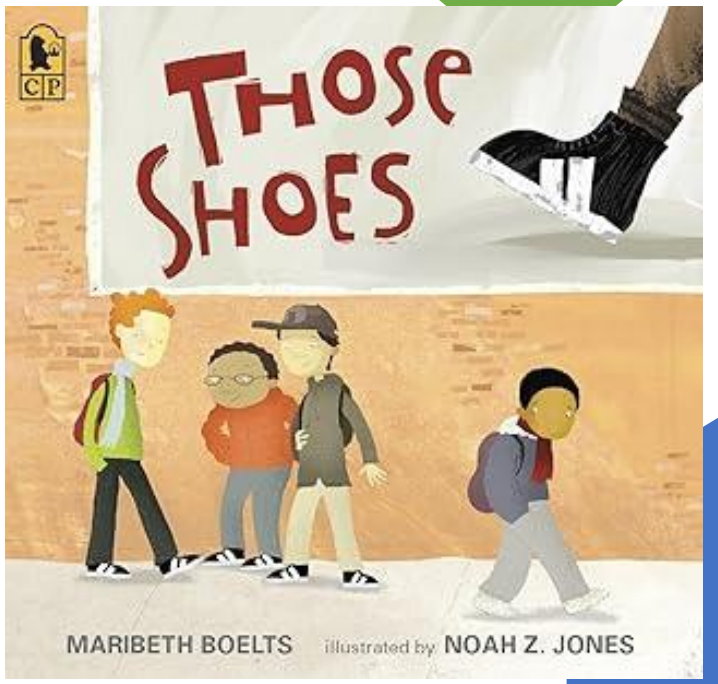
@mrsmacskinders

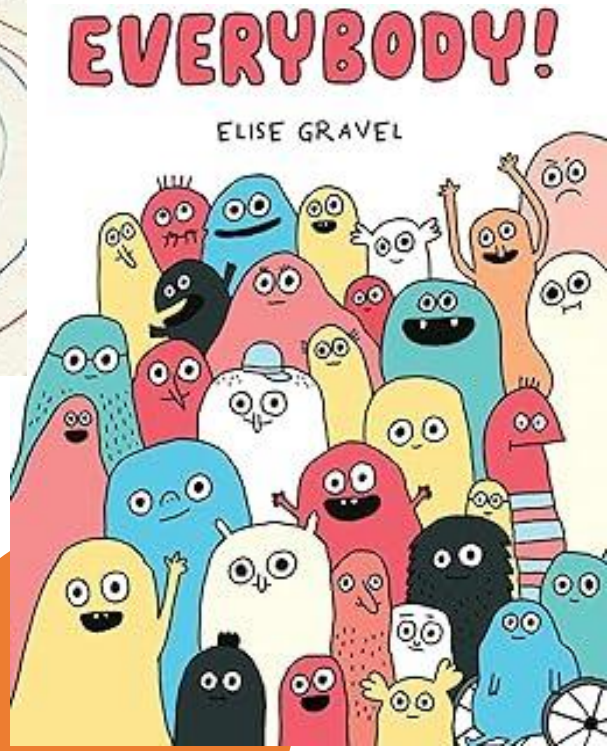
Interests

Needs







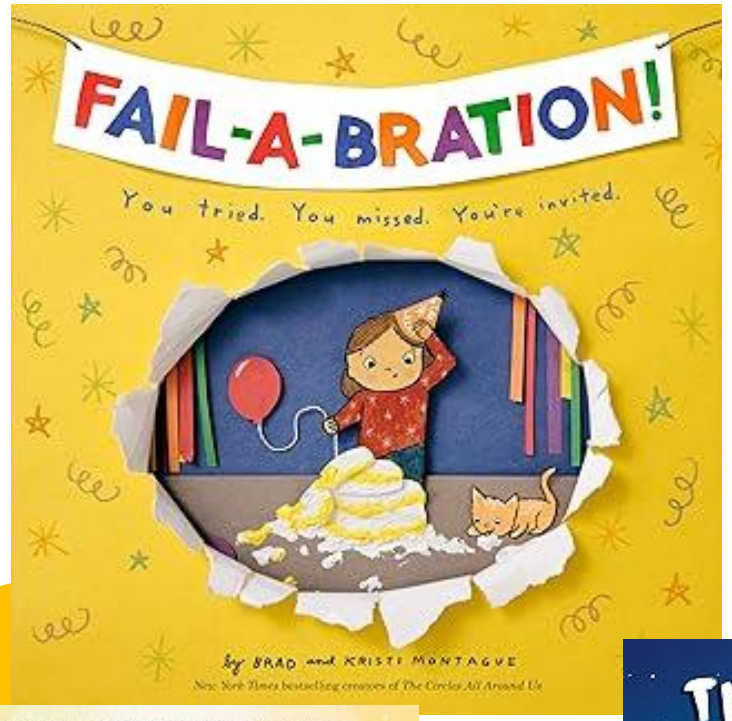


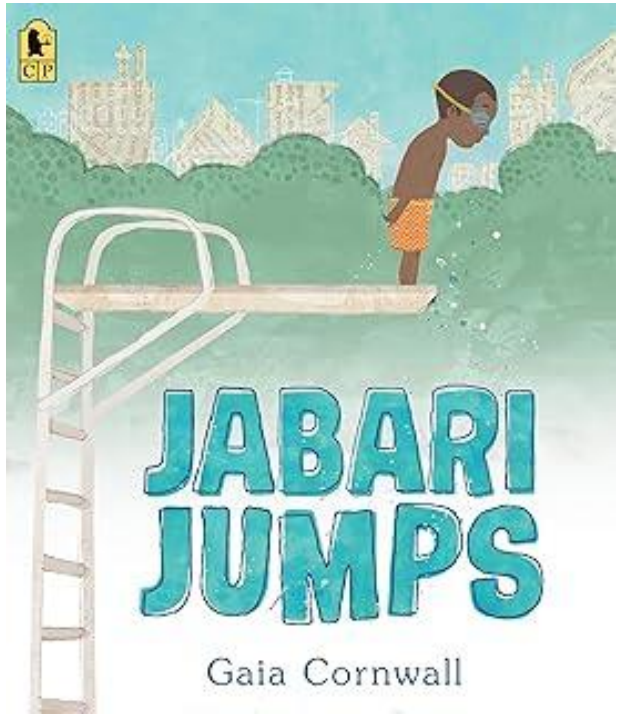


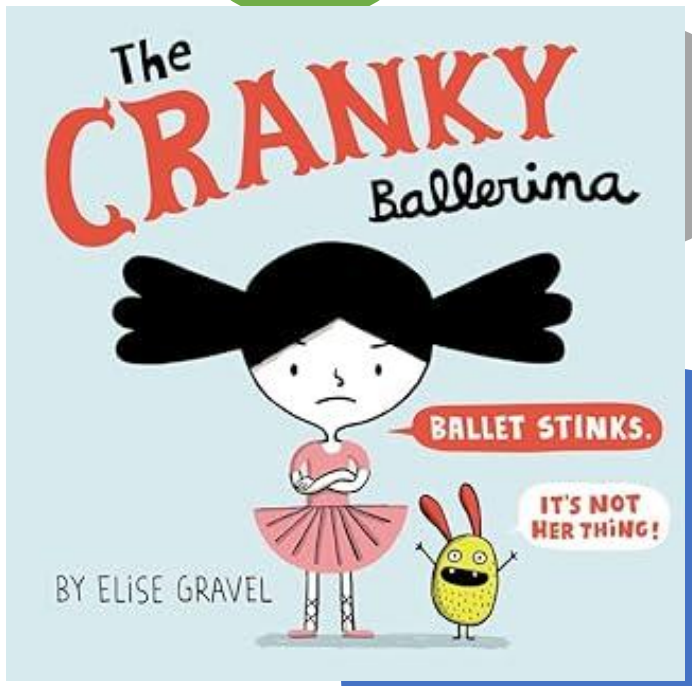


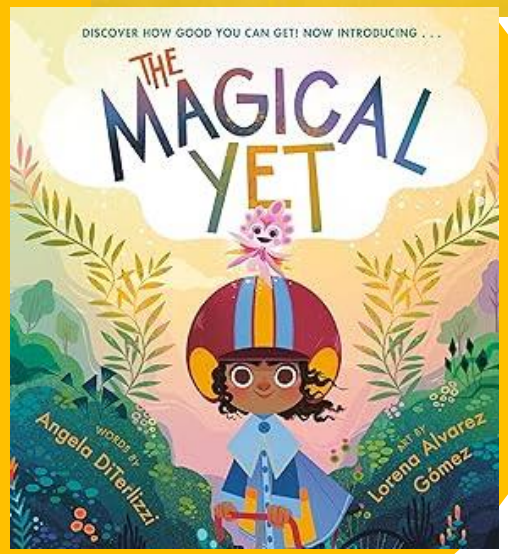
@mrsmacskinders

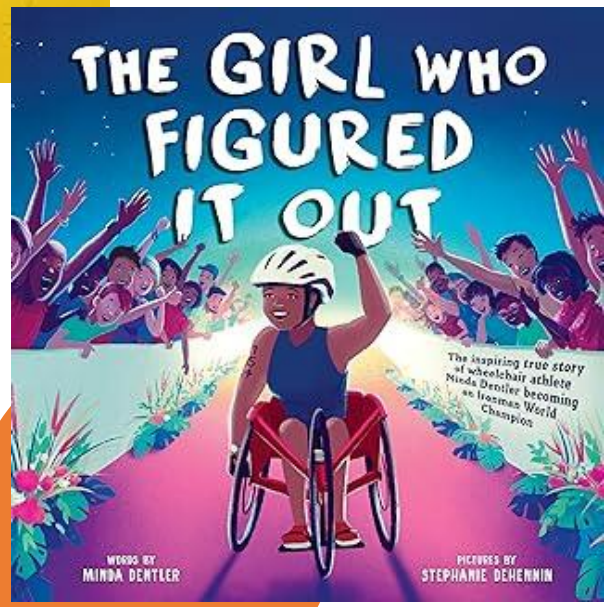
Stretches

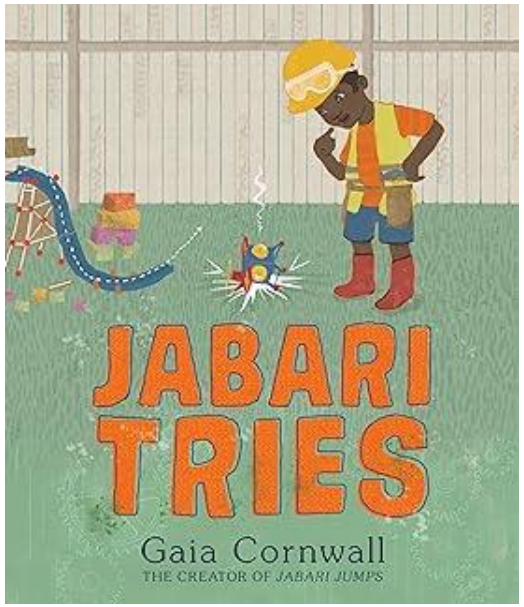

FAIL-A-BRATION!
You tried. You missed. You're invited.
by BRAD and KRISTI MONTAGUE

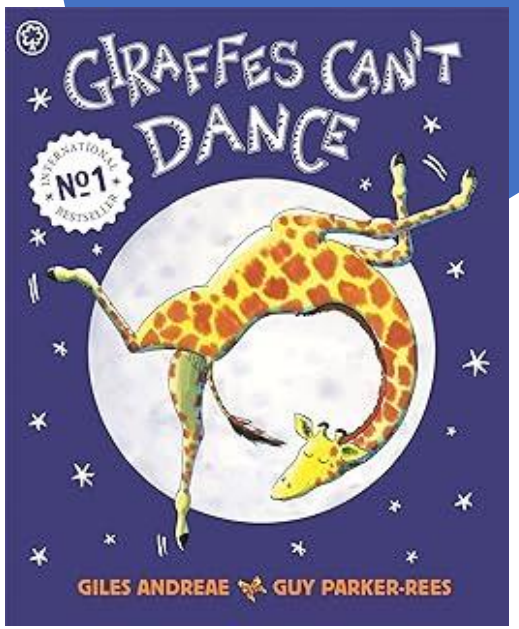

JABARI JUMPS
Gaia Cornwall


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
WORDS BY MINDA DENTLER
PICTURES BY STEPHANIE DEHENNIN


JABARI TRIES
Gaia Cornwall
THE CREATOR OF JABARI JUMPS


GIRAFFES CAN'T DANCE
INTERNATIONAL No1 BESTSELLER
GILES ANDREAE & GUY PARKER-REES

Getting to Know Children & Family Dimensions – Family Interviews

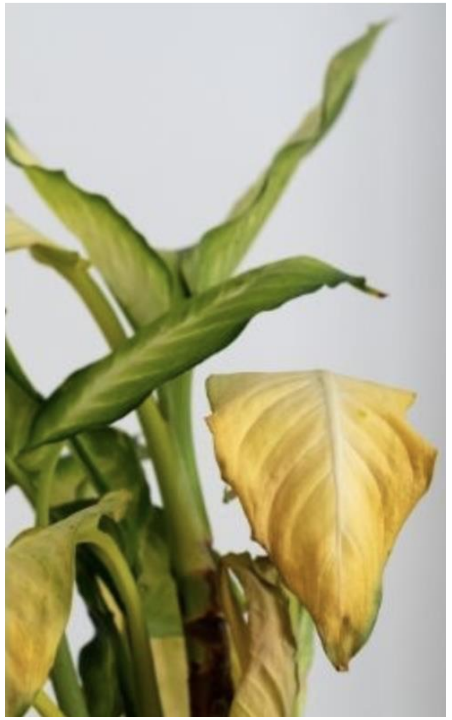
Child:	Child:	Child:	Child:	Child:
What are the **identities** of your child and your family?	What are the **identities** of your child and your family?	What are the **identities** of your child and your family?	What are the **identities** of your child and your family?	What are the **identities** of your child and your family?
What are the **interests** of your child and your family?	What are the **interests** of your child and your family?	What are the **interests** of your child and your family?	What are the **interests** of your child and your family?	What are the **interests** of your child and your family?
What are the **strengths** of your child?	What are the **strengths** of your child?	What are the **strengths** of your child?	What are the **strengths** of your child?	What are the **strengths** of your child?
What is hard for your child in this community? What do they **need support** with?	What is hard for your child in this community? What do they **need support** with?	What is hard for your child in this community? What do they **need support** with?	What is hard for your child in this community? What do they **need support** with?	What is hard for your child in this community? What do they **need support** with?
What is **getting in the way** for your child to feel a sense of belonging and success in this community? What is getting in the way for the family?	What is **getting in the way** for your child to feel a sense of belonging and success in this community? What is getting in the way for the family?	What is **getting in the way** for your child to feel a sense of belonging and success in this community? What is getting in the way for the family?	What is **getting in the way** for your child to feel a sense of belonging and success in this community? What is getting in the way for the family?	What is **getting in the way** for your child to feel a sense of belonging and success in this community? What is getting in the way for the family?

When the conditions are right, everyone can be successful

Shelley MOORE PH.D.
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

How do we know if a plant is not thriving?



Needs more light



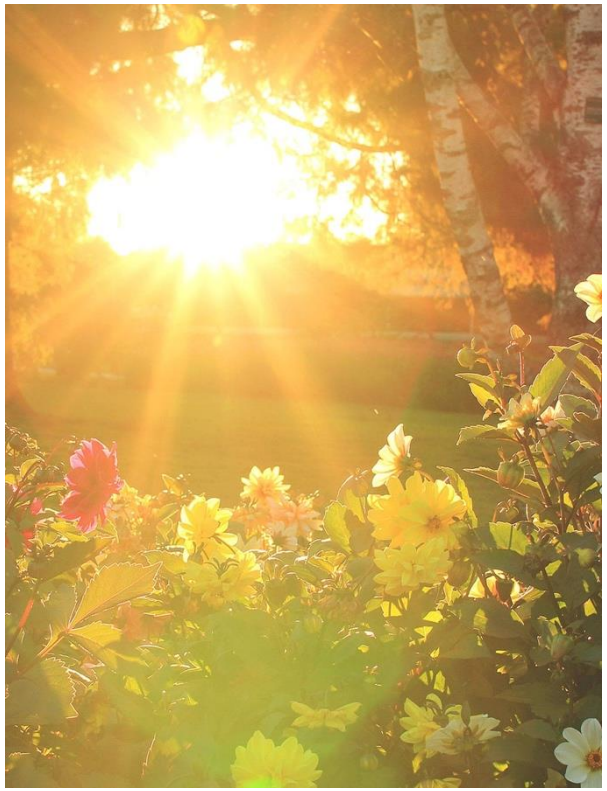
Needs more moisture



Needs more space

The plant TELLS and SHOWS us what it needs

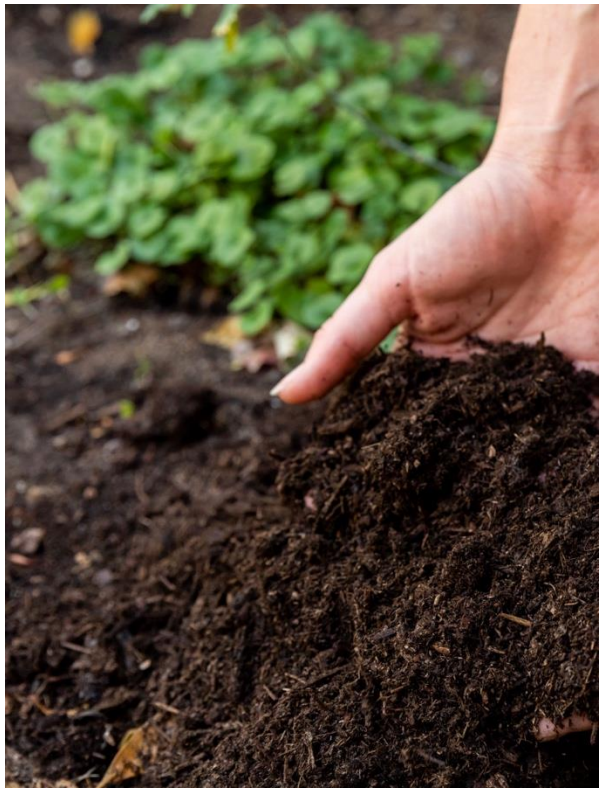
What do all plants need?



All plants
need light



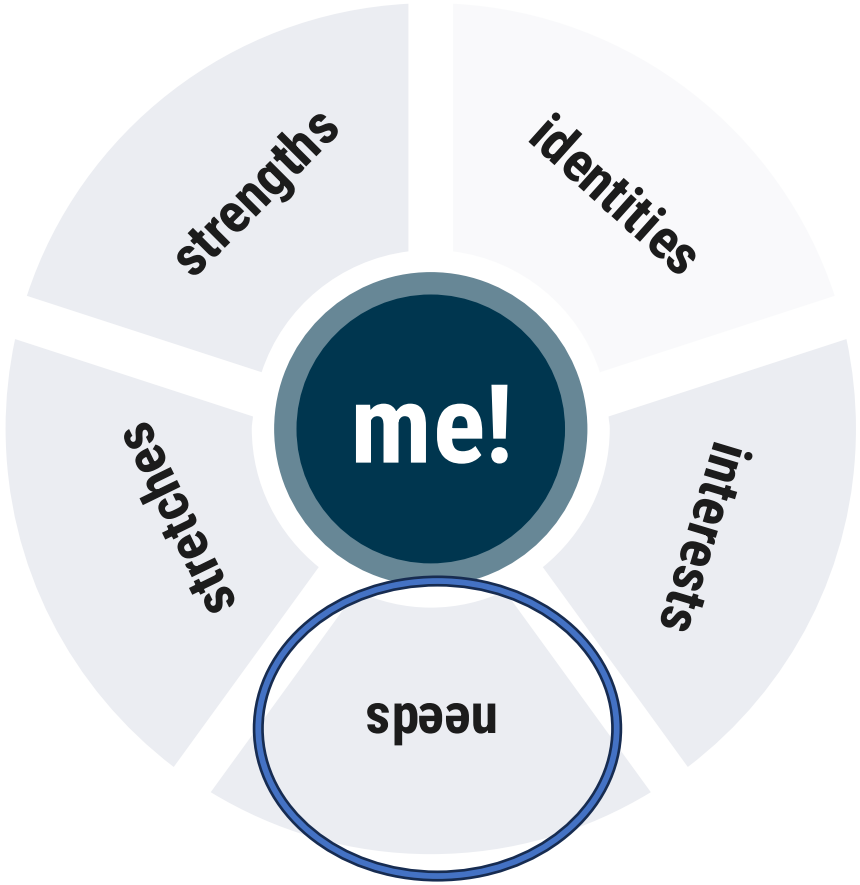
All plants
need moisture



All plants
need space

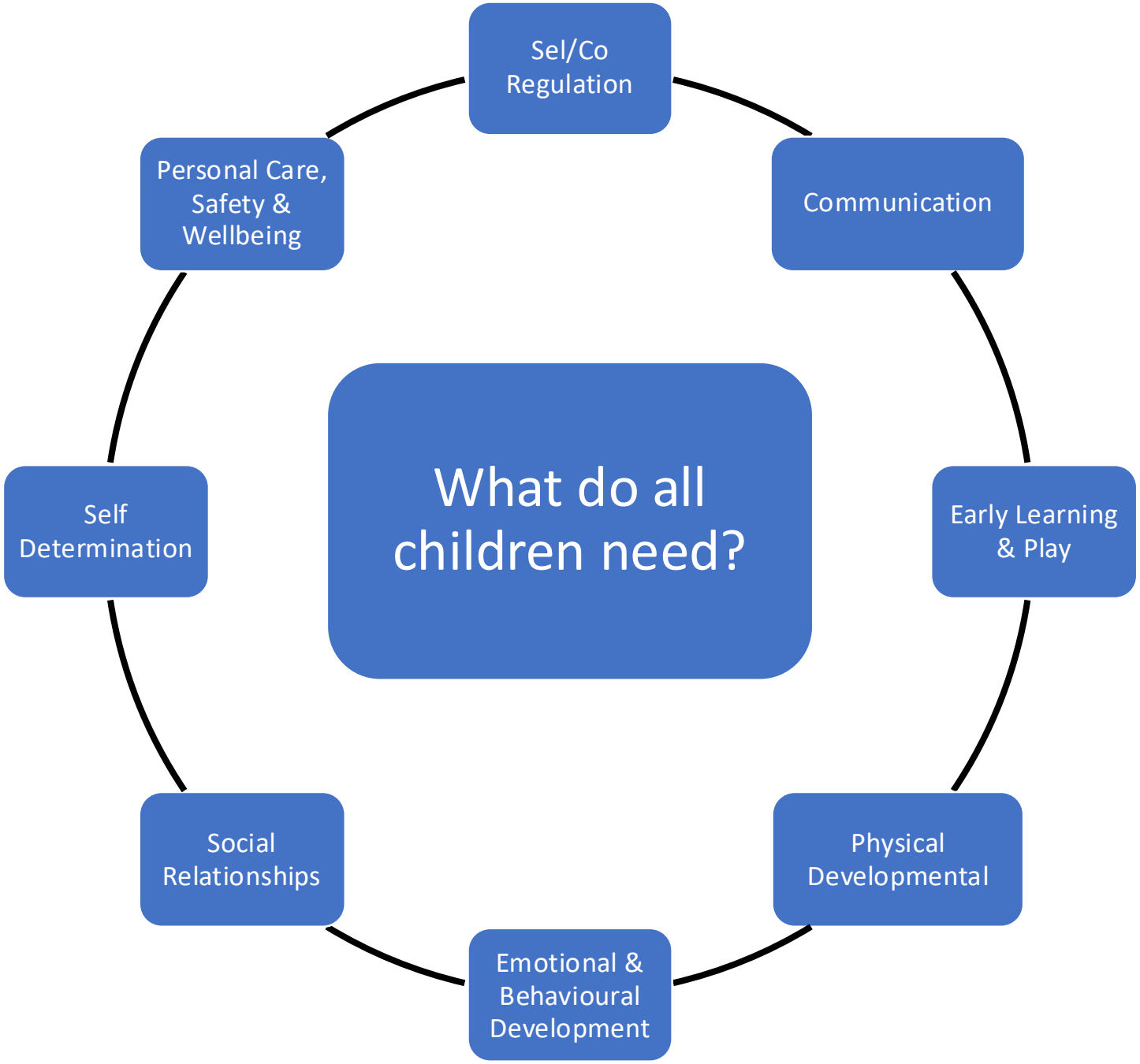
Shelley
MOORE PH.D.

The Five Dimensions



We cannot design for who a child isn't.

Moore,



Shelley MOORE PH.D.

Need Based Support Planning

Collaborative Needs Based Reflection: Early Learning & Community Care Settings

Program:	Educators	Support Staff:	Date:

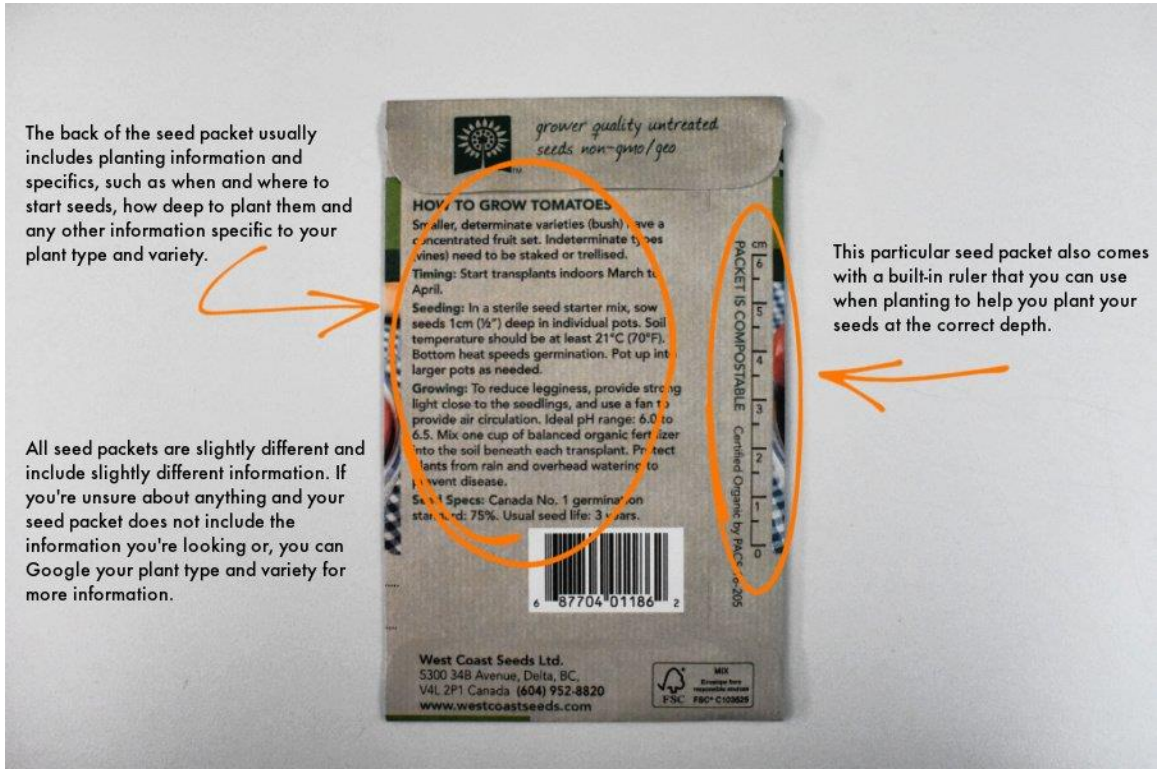
Needs Based Area		Children who have a strength in this area	Children who need support in this area	This is a priority area to support for the community	This is a priority area to support for an individual
Emotional & Behavioural Development	Emotional Wellbeing				
	Sense of Self (confidence, security, identity)				
	Behavioural & Emotional Regulation				
Self-Regulation	Attention & Engagement				
	Flexible Thinking & Problem Solving				
	Transition & Impulse Control				
Communication	Language or Dialect of Instruction				
	Expressive Ideas				
	Social Communication				
	Augmented & Alternative Communication (AAC)				
Early Learning & Play	Early Literacy				
	Early Numeracy				
	Play & Exploration				
Physical Development	Mobility & Motor Skills				
	Sensory Regulation				
	Medical				
	Eating/feeding/allergies				
Social Relationships	Peer Relationships				
	Social Understanding				
	Belonging & Participation				
Self-Determination	Self-Awareness				
	Choice Making				
	Independence/ Agency in Routines				
Personal Care & Safety & wellbeing	Toileting and hygiene				
	Dressing or feeding				
	Safety & risk awareness				
	Family/ community circumstances				
Other:					
Other:					

Priority Community Needs	Specialists/Individuals to connect to	Priority Individual Needs	Specialists/Individuals to connect to

D.

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:

- _____
- _____
- _____

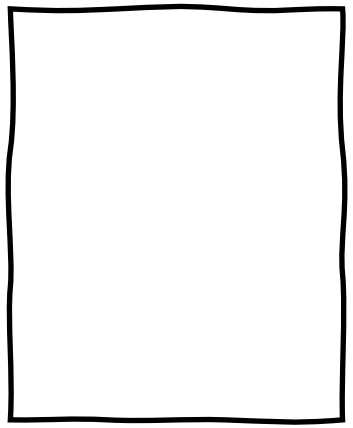
Barriers: This is what makes it hard for me to grow:

- _____
- _____
- _____

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

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

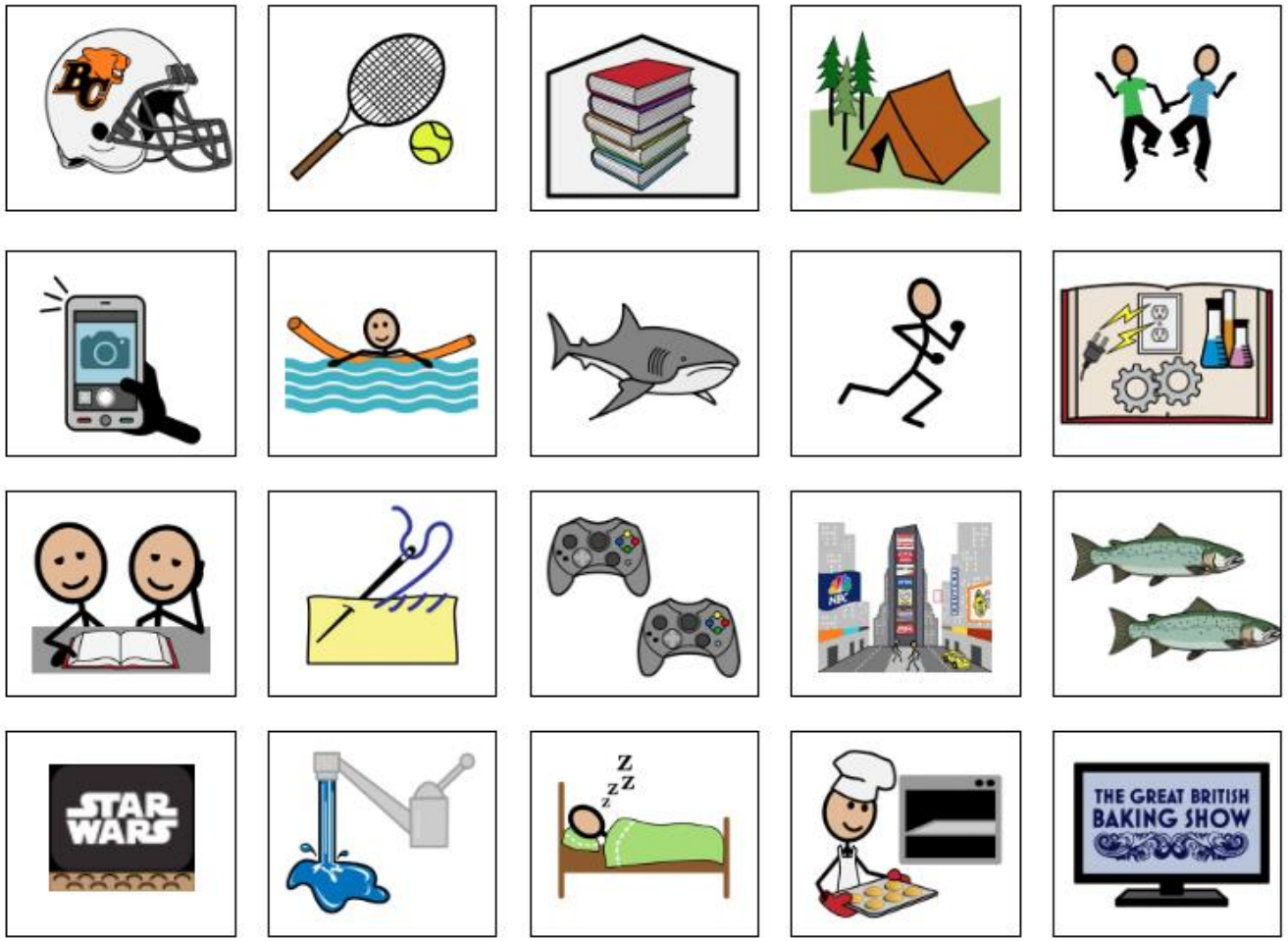
Help us get to know Juni?

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

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

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

Shelley MOORE PH.D.

Guiding Conditions of inclusion describe that all children...

are **PRESUMED** competent and as having **POTENTIAL**

Do we believe every child is capable?

Do all children get chances to try, play, explore, make choices, and take risks?

Are we noticing what children CAN do, not just what they CAN'T do?

Guiding Conditions of inclusion describe that all children...

are **PLACED** in and attending inclusive childcare programs

Are all children enrolled, welcomed and included in the same community programs?

Are there times when some children are regularly away from the group in a community program?

What could we change so that everyone can be together more often?

Guiding Conditions of inclusion describe that all children...

are in **PROXIMITY** to and **PARTICIPATING** with **PEERS**

Does every child have opportunities to play and learn with other children?

Can children join in activities in different ways?

Are adults helping children connect, play, learn and explore with each other—or sometimes getting in the way?

Guiding Conditions of inclusion describe that all children...

have **PURPOSEFUL** roles and responsibilities

Does every child have something meaningful to do and learn?

Are we building on what children already know, enjoy, and are interested in?

Can every child contribute something to the community?

Guiding Conditions of inclusion describe that all children...

are **PLANNED** for from the start

When we plan activities and programming, are we thinking about all of the children from the start?

What might make it hard for some children to join into activities?

What could we change in the space, materials, activity, or routine to make it easier for everyone?



Which condition is a strength area for your community?

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

What questions are coming up for you as an educator?

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



www.drshelleymoore.com
www.outsidepinconsulting.com

@drshelleymoore
@outsidepinconsulting

Dr. Shelley Moore

outside pln consulting