

INFRASTRUCTURE OF INCLUSION

with Dr. Shelley Moore

This series of inquiry sessions explores five guiding conditions for how to build inclusive communities. There will be opportunities to collaborate between sessions to try out new practices and reflect on experiences.

DATE	SESSION TOPIC
September 16, 2026 7:00–9:00pm ET	Supporting Infrastructural Condition #1: All Children & Youth are Presumed Competent
September 29, 2026 7:00–9:00pm ET	Supporting Infrastructural Condition #2: All Children & Youth are Placed in Inclusive Classrooms
October 28, 2026 7:00–9:00pm ET	Supporting Infrastructural Condition #3: All Children & Youth are within Proximity to and Participating in Learning with Peers
November 18, 2026 7:00–9:00pm ET	Supporting Infrastructural Condition #4: All Children & Youth have Meaningful Purpose
December 9, 2026 7:00–9:00pm ET	Supporting Infrastructural Condition #5: All Children & Youth are Planned For

Register here!



Dr. Shelley Moore is a passionate inclusive education researcher, teacher, and storyteller. Her work focuses on supporting teachers to design inclusive classrooms for all learners, including students with intellectual disabilities in grade level academic classrooms through strength-based and responsive approaches.

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Session Descriptions

DATE	SESSION TOPIC	SESSION DESCRIPTION
Sept 16, 2026 7:00–9:00pm ET	Supporting Infrastructural Condition #1: All Children & Youth are Presumed Competent	Holding a positive mindset towards inclusion is essential, as it shapes how children and youth are viewed, supported, and given opportunities to succeed. For educators, this begins with a commitment to seeing every child as capable, valued, and able to contribute. As our understanding of diversity, identity, and equity evolves, so must our teaching practices—ensuring all learners feel seen, respected, and supported in the classroom. A key factor in this mindset is presuming competence and potential. This mindset shift moves educators away from deficit-based thinking toward strengths-based approaches that guide decision making processes. By assuming all children can learn and grow, educators are more likely to provide meaningful opportunities, maintain high expectations, and offer the supports needed for every child to thrive.
Sept 29, 2026 7:00–9:00pm ET	Supporting Infrastructural Condition #2: All Children & Youth are Placed in Inclusive Classrooms	Creating inclusive communities requires more than enrolling children and youth into a shared location—it means ensuring they are meaningfully included and supported. Place matters because it is the environment where children learn, play, and grow, shaping their sense of belonging, identity, and connection to others. Attending to place is about adopting a community-based perspective that values relationships, accessibility, and shared responsibility. This shift encourages educators to move beyond “fitting children into programs” toward designing inclusive environments that respond to the strengths, needs, and experiences of every child and family.

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DATE	SESSION TOPIC	SESSION DESCRIPTION
Oct 28, 2026 7:00–9:00pm ET	Supporting Infrastructural Condition #3: All Children & Youth are within Proximity to and Participating in Learning with Peers	Meaningful inclusion is strengthened when children and youth have opportunities to learn, play, and participate alongside their peers in shared experiences. Proximity alone is not enough—true participation happens when children are actively engaged, connected, and supported in building relationships within inclusive classrooms and community settings. For educators, this means intentionally creating environments and learning opportunities that encourage collaboration, interaction, and a sense of belonging for every child. An important part of this process involves understanding the evolving role of support adults, including educational assistants and support staff, in fostering peer connections rather than unintentionally creating isolation. By shifting toward practices that promote shared participation, independence, and natural supports, educators can help children build meaningful relationships and experience learning as part of a connected community. This strengths-based approach recognizes that peer relationships are essential to social and emotional growth, and that inclusive communities benefit all learners.
Nov 18, 2026 7:00–9:00pm ET	Supporting Infrastructural Condition #4: All Children & Youth have Meaningful Purpose	Designing meaningful and purposeful goals help children and youth feel valued, connected, and recognized as important members of their community. When learners are given authentic opportunities to contribute and engage in ways that reflect their strengths and interests, they are more likely to experience a sense of belonging and success. This means moving beyond historical norm referenced and deficit oriented approaches to programming, and instead considering how each child can have a meaningful role within the life of the classroom and community. Understanding the connection between place and purpose becomes a critical guide in this process that can provide natural opportunities for educators, children and their families to co-create responsive goals and universal support for all children within an inclusive community.
Dec 9, 2026 7:00–9:00pm ET	Supporting Infrastructural Condition #5: All Children & Youth are Planned For	Intentional planning that recognizes and responds to the diverse strengths, identities, and needs of all children and youth is required for inclusion to not only be effective, but also efficient. It begins with the understanding that every child is diverse, and whose needs can be considered from the start. This means creating flexible and responsive environments where all children can access programming without retrofitting and emphasizing that it is contexts that need to change to fit children, and not the other way around. Inclusive planning encourages educators to think proactively about shared goals, accessible activities, and multiple pathways, ensuring that all children and youth have opportunities to be seen as capable contributors within inclusive settings.