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I acknowledge the land that I live, and work is on the unceded territory of the Coast Salish peoples, including the territories of the x̱məθkwəyəm (Musqueam), Skwxwú7mesh (Squamish), Stó:lō and Səl̓ílwətaʔ/Selilwitulh (Tsleil-Waututh) Nations.

What does Inclusion mean?

What questions do you have  
about inclusion?

What are you hoping to get out of  
today?

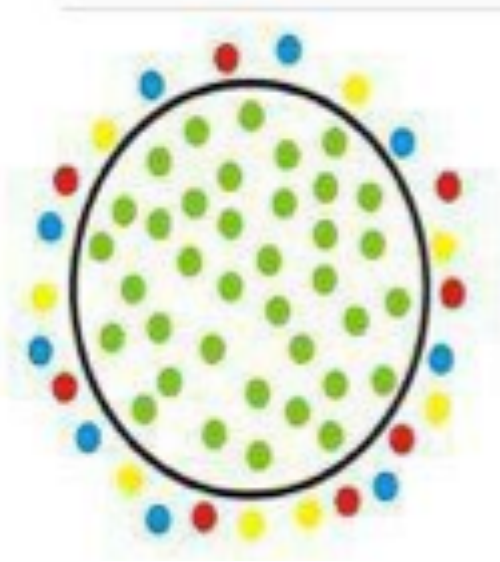
# What is Inclusion?

INTEGRATION  
SEGREGATION  
EXCLUSION  
INCLUSION

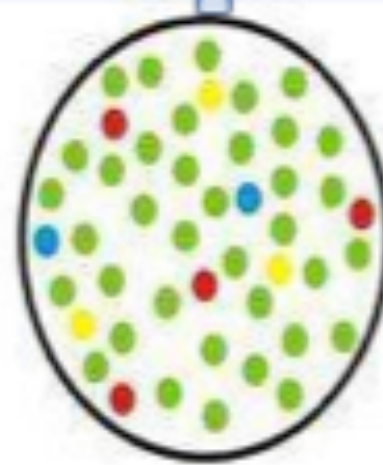
# What is Inclusion?

INCLUSION  
SEGREGATION  
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INTEGRATION

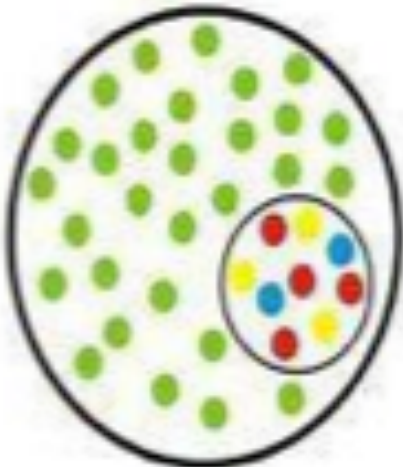
**A**



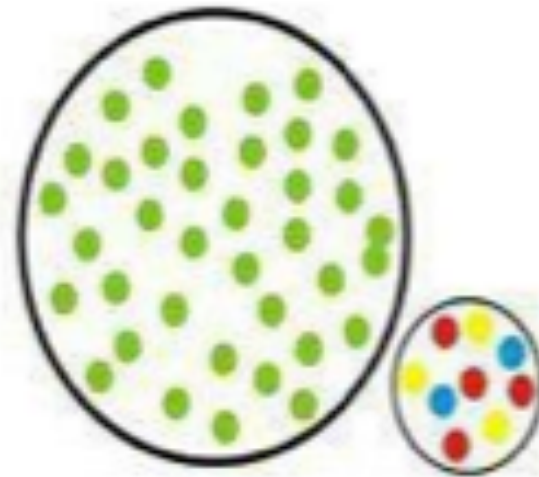
**C**

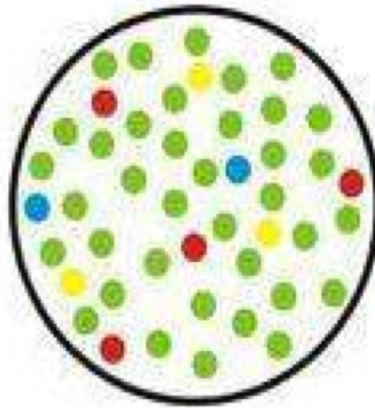


**B**

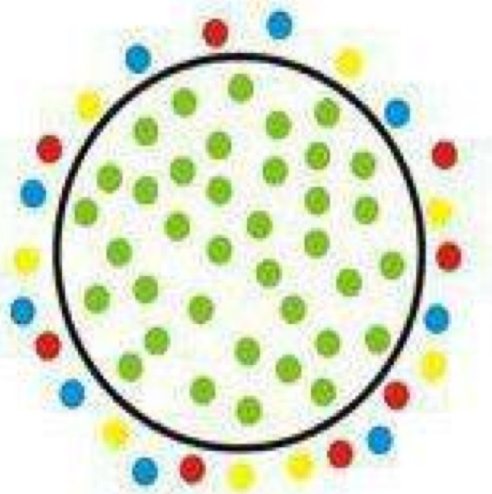


**D**

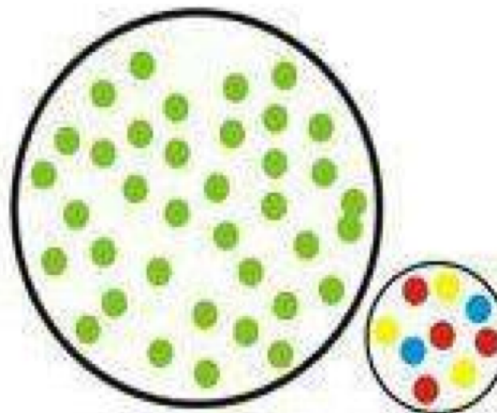




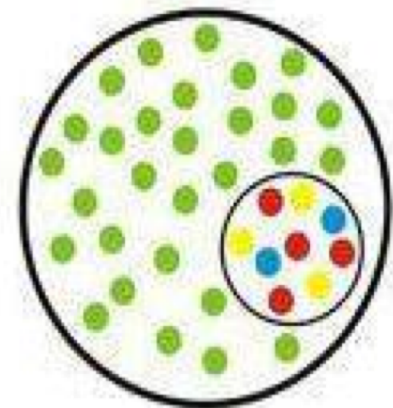
**Inclusion**



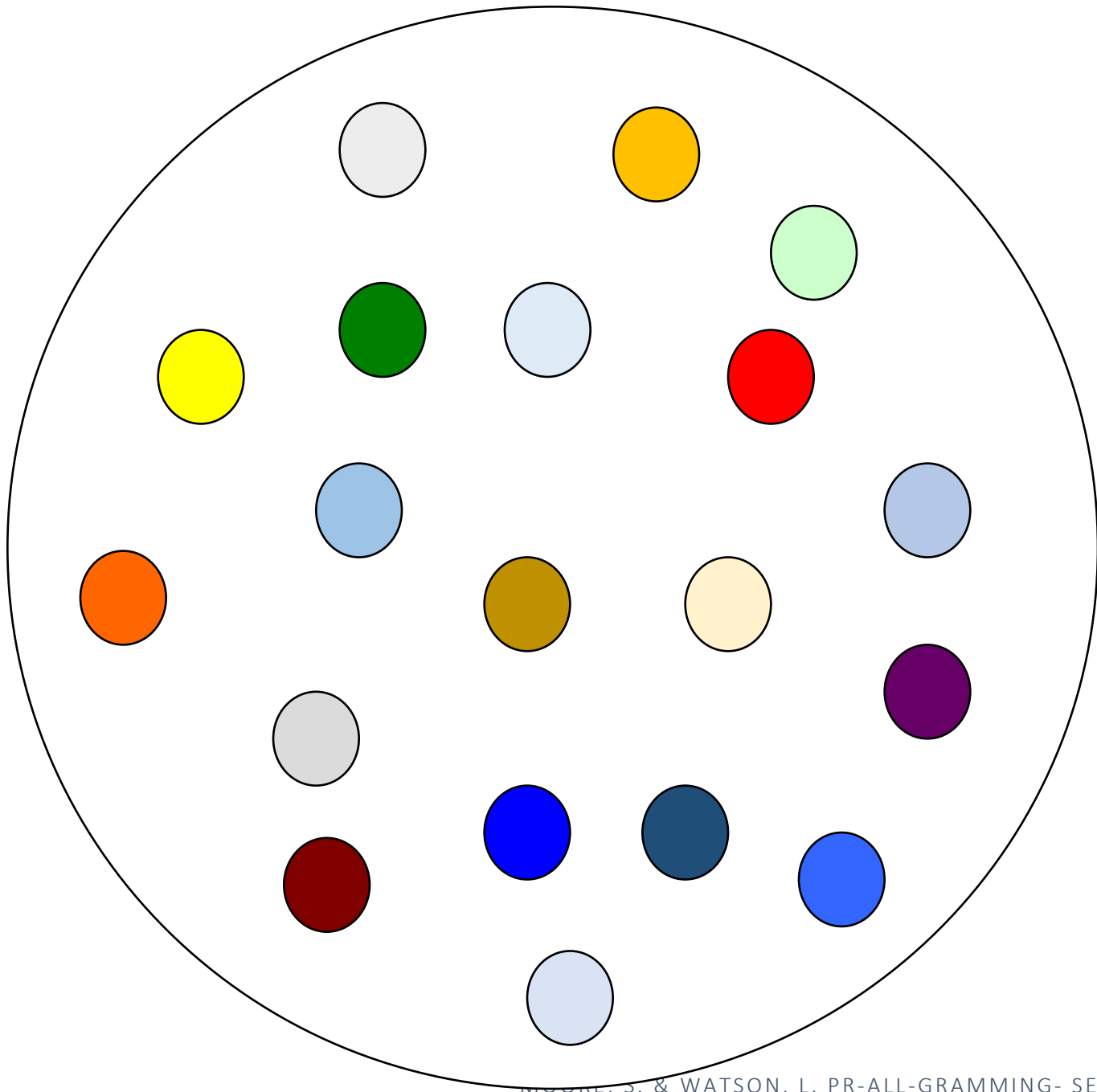
**Exclusion**



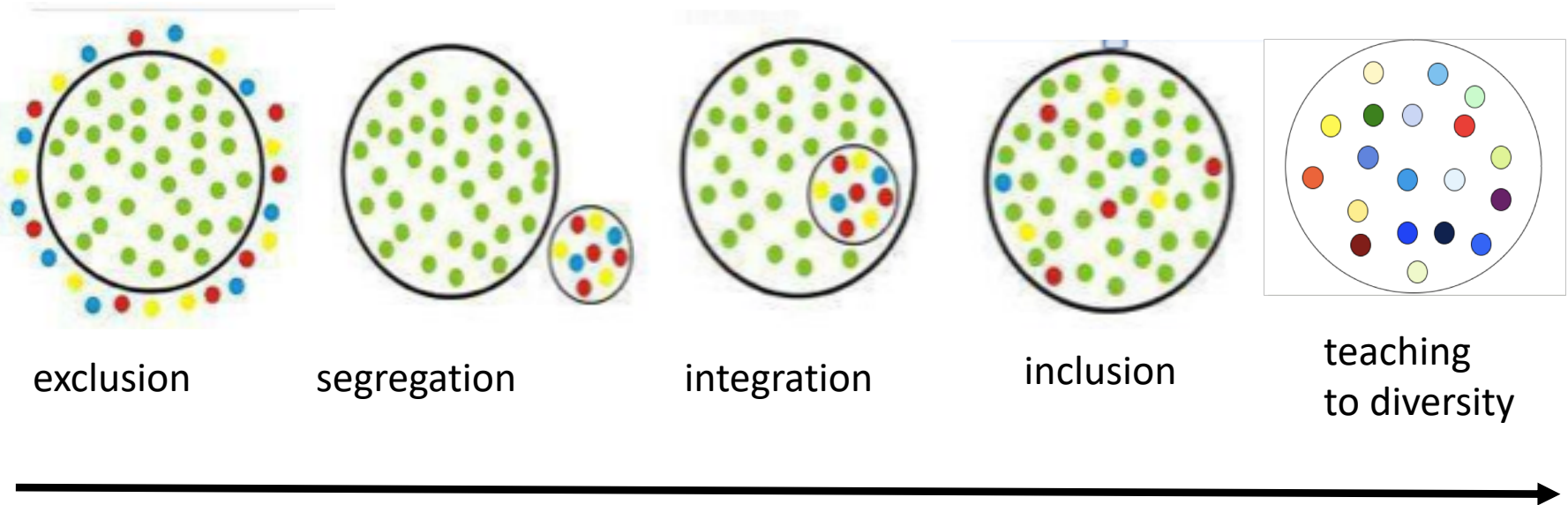
**Segregation**



**Integration**



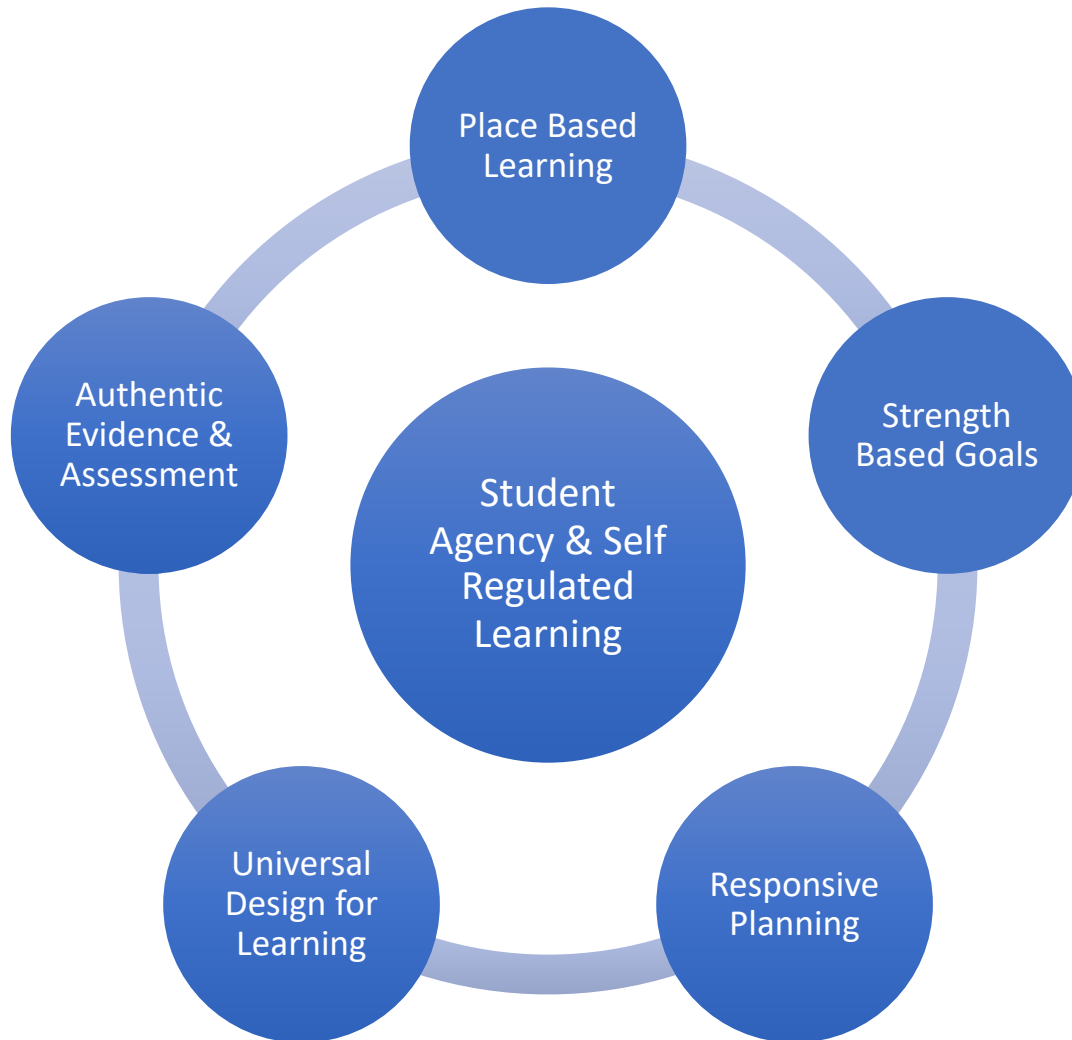
# How could you use these strategies to support your classrooms to shift



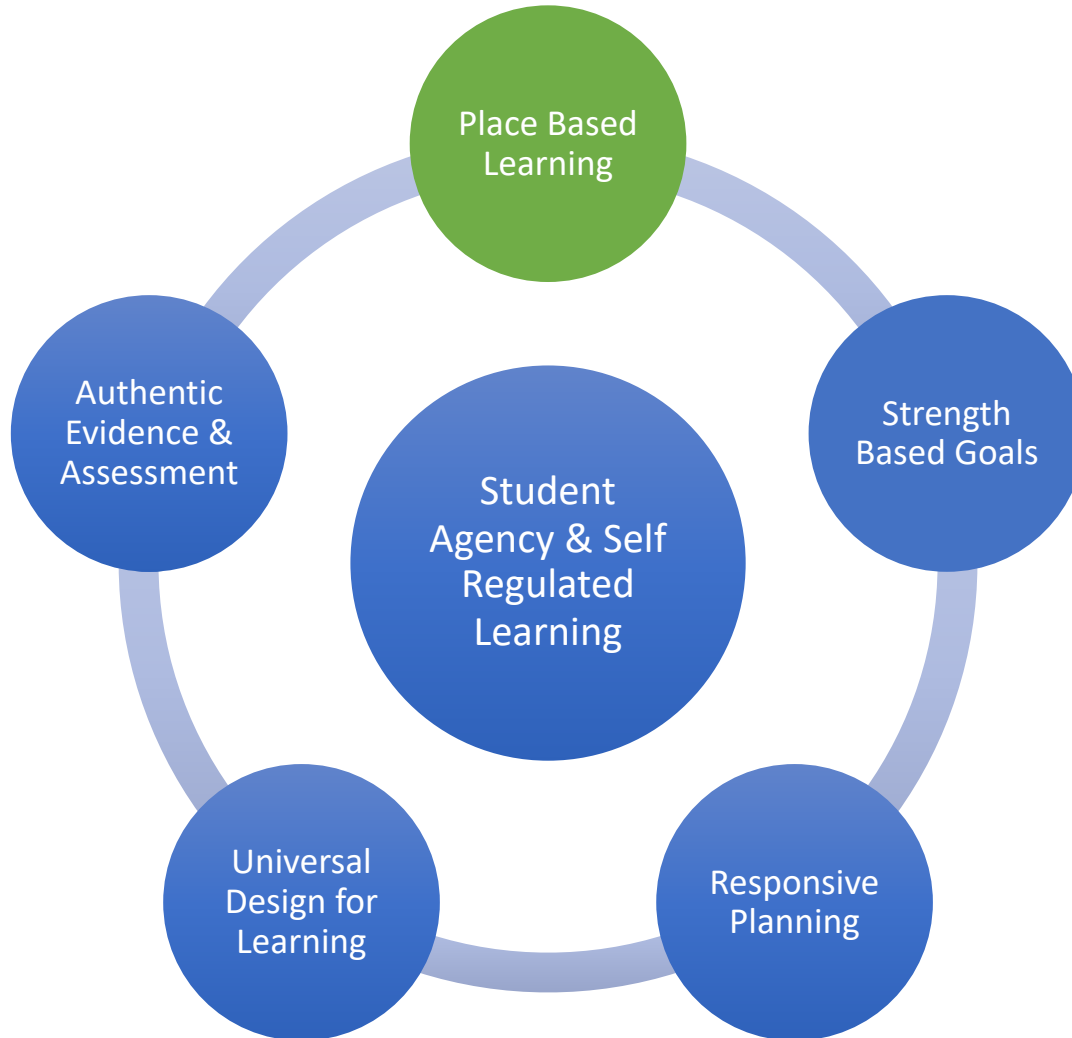
# Why do we need to renew our IEP?

- What is working?
- What isn't working?
- What is the dream?

# Guiding Principles of a Renewed IEP



# Guiding Principles of a Renewed IEP



# Place/ Community Based Learning

- **Where** are we and **who** is with us in this place?
  - classroom, a school, a community, or the land
  - includes who is in this place with us

**Historically**, IEPs have **not been connected** to place, which has made it difficult to plan for specific contexts in an educational plan

# Where are the places that students could go?

- Possible places connected to an educational program
  - The **land**
  - Places within **the community**
  - Areas in **the school**
  - Specific **classes**
  - Contexts **within** specific **classes**
  - **Individual** spaces
- **Do all students have access to all places?**

# Where can inclusion happen?



- Where are the places that ALL students go in a school or community?

# Finding opportunities for inclusion to happen

- Classrooms for Content
  - Social studies, math, science etc.
- Classrooms for Electives
  - Phys Ed, Music, Home Ec., Art etc.
- Activities/spaces inside the school
  - Hallways, cafeteria, lunch room, assemblies etc.
- Activities/ spaces outside the school
  - Recess, field trips, extra curricular activities, sports teams etc.

# Menu

## For Support Teachers



- **Co-teaching**
- **Working with small groups**
- **Co-planning**
- **Observation & Consultation**
- **Finding/creating materials & resources**
- **Setting up technology**
- **Supporting an EA**

Brownlie & King, 2011

Where are the **places**  
that students could go?

If a student is not connected to places of  
their peers, **how can we move** to include more  
places throughout their educational program?



# Supporting & Developing Inclusive Places - Elementary

Inclusive Plan for:		Class		Priority of focus			
Class Schedule (when the class is doing...)	Place (they are usually located in ...)	Student Schedule (the individual student is doing...)	Place (They are located ....)	Aligned/ in progress	Immediate next step	As soon as possible	Not a priority at this time
Math	classroom	Math	Resource room				
Recess	Outside the school/ playground	Recess	Outside the school/ playground				
Science	Classroom/ Land	OT	Resource room				
Lunch	Lunch room	Lunch	Resource room				
Washroom	School washroom	Washroom	Handicapped washroom				
Silent reading	Choice of place	Reading	At desk				
Music	Music Room	Music	Resource room				
Phys Ed	Gym	Phys Ed	Gym				

# Supporting & Developing Inclusive Places – Secondary Enrolling

Inclusive Plan for:		Class		Priority of focus			
Class Schedule (when the class is doing...)	Place (they are usually located in ...)	Student Schedule (the individual student is doing...)	Place (They are located ....)	Aligned/ in progress	Immediate next step	As soon as possible	Not a priority at this time
Language Arts	Classroom	Functional Literacy	Resource Room				
Math	Classroom	Functional Math	Resource Room				
French	Classroom	Work Experience	Resource Room				
Science	Classroom	Science	Classroom				
Social Studies	Classroom	Life Skills	Resource room				

# How can we move? Increasing Inclusive Places

## The Place Planner: Secondary non-enrolling

Inclusive Plan for: Jay		Grade: 9		Year: 2017			
Peer Activities/ Classes (When peers are...)	Place (...they are located...)	Student Activities/ Classes (...and this student is...)	Place (...and they are located...)	Aligned/ in progress	Immediate next step	As soon as possible	Not a priority at this time
Visiting, eating, transitioning from class to class	Hallways	Waiting for crowds to clear	Sensory regulation room				
Eating, buying food, visiting with peers	Cafeteria/ Vending machines	Eating food from home	Resource room				
Arriving/ departing to/from school	Main Entrance	Arriving/ departing to/ from school	Side entrance				
Need to go to the washroom	Public Washrooms	Goes to the washroom on a schedule	Private handicapped washroom				
Managing their belongings	Locker	Managing their belongings	Locker (in a separate area)				
Attending large group gatherings (e.g. assemblies)	Gym, Foyer	Doing choice activities	Resource room				
Sports Teams/Clubs	Afterschool	Has left	home				

# Finding the Balance for Programming

- **Strategic** Planning
  - Students are in classrooms with diverse peers
  - Students are working on cognitively appropriate curricular goals (e.g. Science, Math, Phys Ed, Home Ec.)
  - Making grade level curriculum accessible (not trying to close the gap)
- **Explicit** Planning
  - Students are in smaller classrooms with their identity peers
  - Students are working on cognitively, emotionally appropriate or developmental goals (i.e. literacy, sensory, numeracy, life skills, OT, PT, SLP, toileting, eating etc.)
  - Students are working with developmental curriculum (working on closing the gap)

# Guiding ratios for inclusive planning for students with cognitive and developmental disabilities\*

Grade	% Strategic Instruction	% Explicit Instruction
K-7	100%	Max 20%
7-9	75 %	25 %
10-11	50 %	50 %
12 – 12+	25%	75%

\*These are guiding ratios only, some individuals may need more individualized ratios

# Increasing Places!

Go with the Goers!

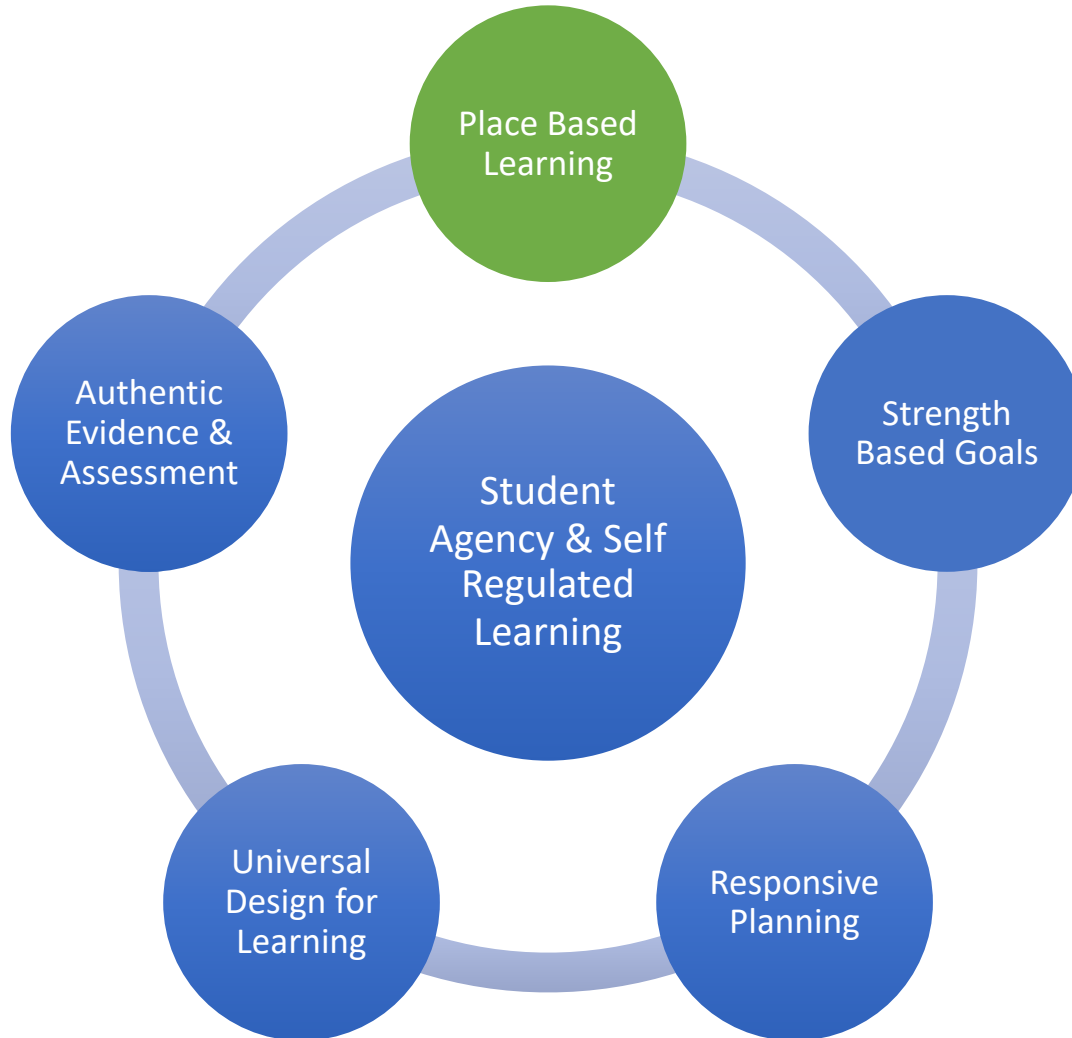
Where students start their day (class, week, year, education) and end their day (class, week, year, education) is where we are communicating that they belong...



How can we increase the number of places that students feel connected to an **inclusive** and **diverse** community?

Becasue feeling included in only ONE place is NOT enough.

# Guiding Principles of a Renewed IEP



# Who are we in this place?

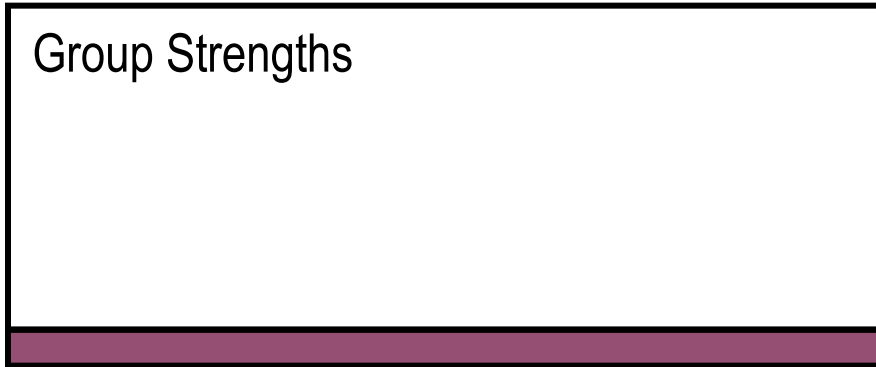
# Who shares this place with us?

- Developing Class Profiles
  - A **collaborative process** for support teachers, curricular teachers, support staff and organizations to come together to talk about the class as a community
  - Relies on the principle that **we can support more students together** if we come together (i.e. bring supports to the students)
  - Focuses on the **strengths and stretches** of a classroom community
  - Also allows for discussion around students who **need more support**
  - These are **needs based** categories NOT disability categories (i.e. anyone can need support, regardless of label)

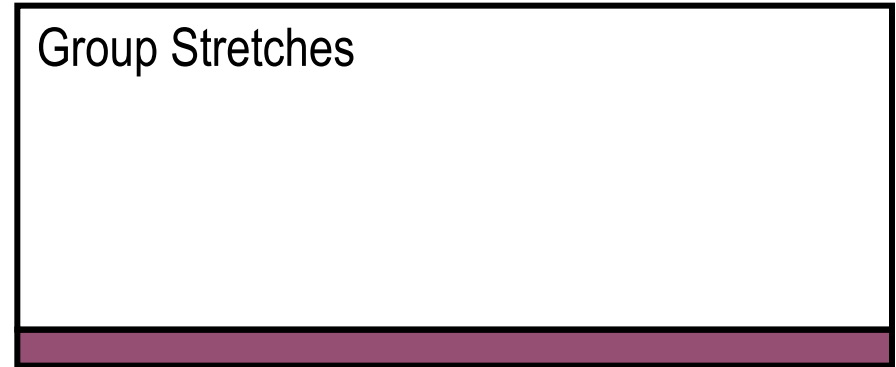
# Class Profile:

(adapted from Brownlie & King, 2000)

Group Strengths



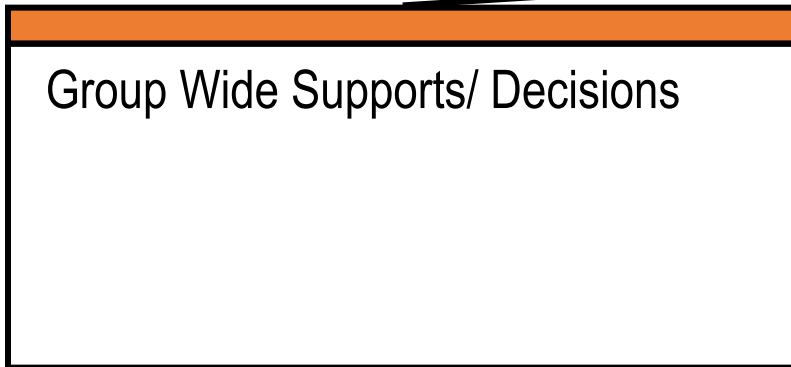
Group Stretches



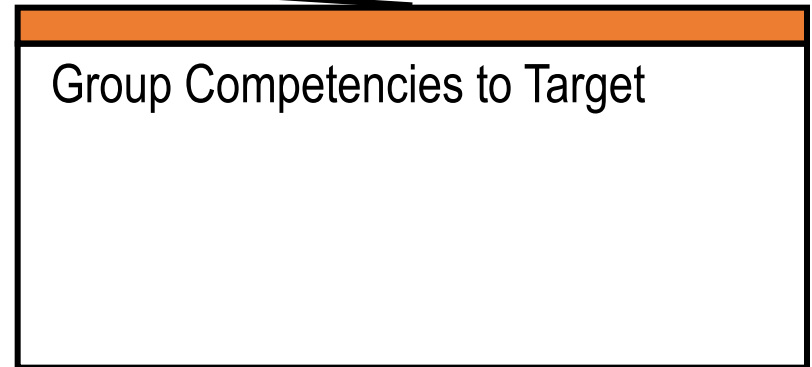
Interests:



Group Wide Supports/ Decisions



Group Competencies to Target



Individual Considerations				
Medical	Language	Learning	Socio-Emotional	Other

# Class Profile

## Grade 6

### Class Review Recording Form

#### Classroom Strengths

- social, funny, aware of their needs, move
- They want to do well
- 

#### Classroom Stretches

- Building more strategies to SRL
- Balancing social and productivity/ learning
- Managing the use of supports and space
- Being responsible and self aware to support self and others
- Attention

Interests: friends, each other, grades are a motivator, movies, comics

#### Class wide supports/structures

- Flexible seating, choice of representing learning, hands on learning, assessment connected to curricular competencies, multiple intelligence structures/ supports, time to work together, growth mindset,

#### Class wide competencies

- Communication (strength)
- Personal awareness & responsibility
- Creative thinking

### Individual Considerations

Medical

Language  
A.P. – ELL  
F.A - ELL

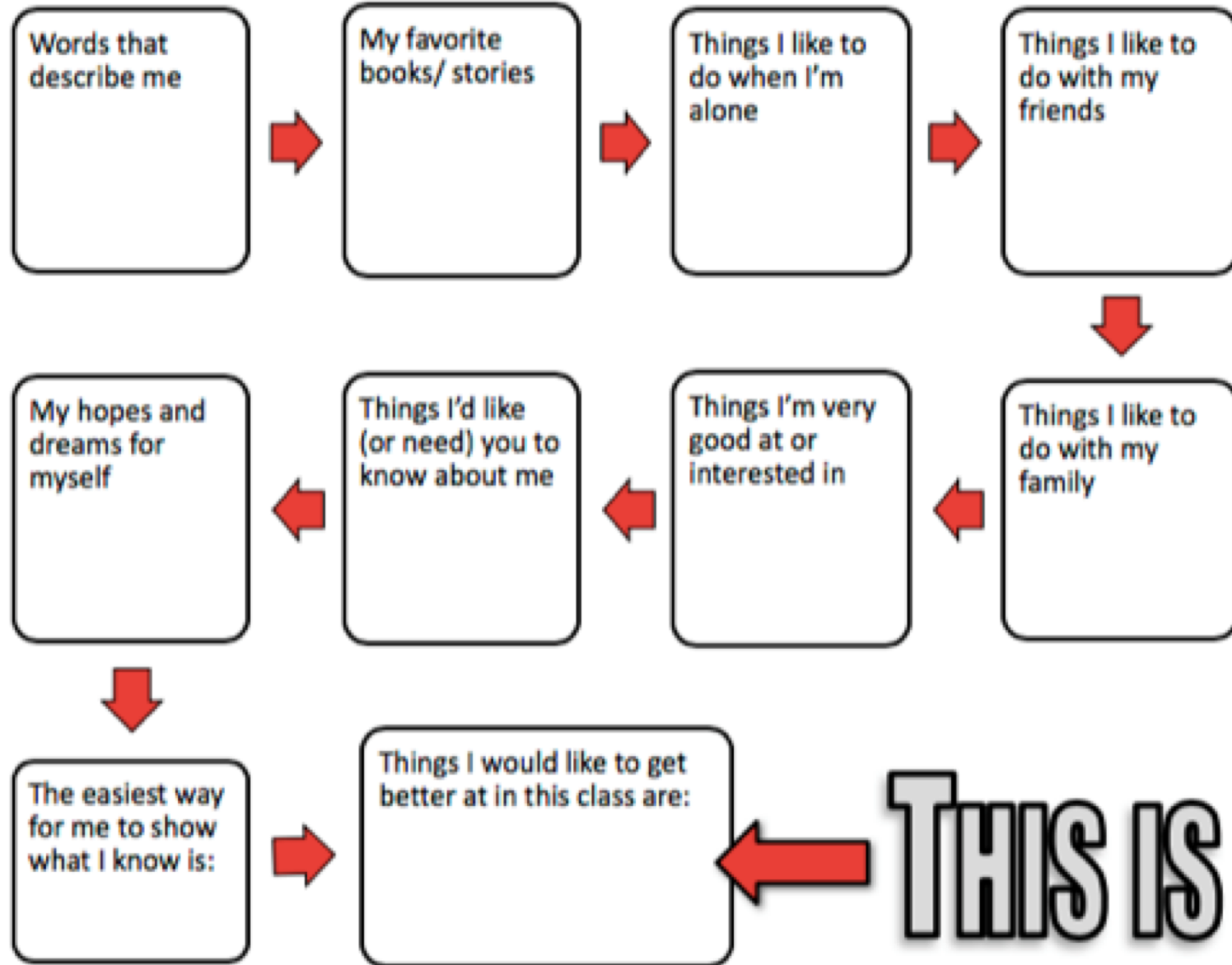
Learning  
CH - LD

Socio-Emotional  
CH (withdrawn)

Self Regulation  
KL (movement)  
IH, TK, BM  
(handing in things)

## Who Am I? Profile

Name: \_\_\_\_\_



# Student Dimension Inventory (Confidential)

Class:

Name	Interests and strengths	Supports needed to be successful	Important things to know/ Remember

# Who am I in this place?

- Developing Individual Profiles
  - An opportunity for students to have **identity** and **voice** in a classroom community
  - Adapted from the “**Who Am I**” Profile by Schnellert & Brownlie
  - Allows student to **communicate what they need** to be successful, their **interests** and **goal areas**
  - This individual profile is where information from a **student self assessment** is collected
  - This profile is **how** we decide which **goal areas** to focus on for a student

# Student Personal Profile

Name:	Grade:	Year:
This is me!	Some things that I am interested in	
	Some things that I am good at:	
	Some things you need to know about me:	
The easiest way for me to show what I know is:		
Some things I want to get better at this year		



Name: Susan

Grade: 12

1	class	Teacher/ EA
A	Cafeteria	Ms. Ho
B	P.E.	Mr. Tuerlings
C	Planning	Ms. Zanikos
D	Resource	Ms. Moore

**Some things that I am good at:**

Taking photos, dancing, computers, cooking, swimming, video games, with animals, Math, art, reading, science.



**Things I really like:**

Sleeping, school, swimming, the beach my family, traveling, playground, movies, ride bike



**Some things you need to know about me:**

I wear glasses. I am good at the computer. Sometimes I take the bus to school. I can do my own locker. I can go to class by my self.

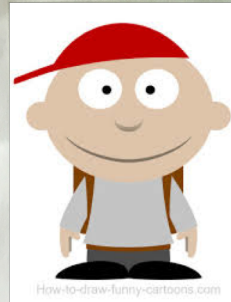


**Some things I want to get better at this year:**

-to ask for help more often  
-change for P.E.  
-to get to class on time  
*-burp quietly*



**The easiest way to show what I know is:**  
-writing, drawing. Talking, doing it, showing



Name: Scott

Grade: 9

1	class	Teacher/ EA
A	Art	Ms Butler
B	science	Ms Pickell
C	APPLS	Ms Moore
D	gym	Steve

**Some things that I am good at:**

I am good at wii and game cube and painting



**Things I really like:**

I like internet swimming alouette lake friends



**Some things you need to know about me:**

im good at swimming and listening to radio and I have a laptop



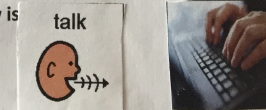
**Some things I want to get better at this year:**

Computers and making friends



**The easiest way to show what I know is**

The easiest way is talking and typing.





Name: Aron

Grade: 9

1	class	Teacher/ EA
A	Science	Mr. Alexis
B	English	Ms. Jones
C	Resource	Ms. Moore
D	gym	Mr. Dhaliwal

**Some things that I am good at:**

Studying homework dog walking horse back riding games basketball

**Things I really like:**

video games basketball animals walking my dog fishing

**Some things you need to know about me:**

I'm in grade 9 I'm 5'11 and I like basketball a lot I take the bus to school in the morning not afternoon I also do horse back riding in block C. I have autism

**Some things I want to get better at this year:**

English

**The easiest way to show what I know is:**

By talking, by asking, by doing it



Name: Ashok

Grade: 10

1	class	Teacher/ EA
A	Foods 9	Ms. Kenakin
B	Social studies 10	Ms. Dunn
C	APPLS	Ms. Moore
D	P.E	Mr. Dhaliwal

**Some things that I am good at:**

I am really good working on the computer, and video games. I'M also good at drawing.

**Things I really like:**

I really like to design cars and I like hanging out with family and friends.

**Some things you need to know about me:**

Things you need to know about me is I'M a fun loving guy that's in a wheelchair and I really like people around me. And another thing you need to know about me is that my wheelchair is not a ride.

**Some things I want to get better at this year:**

This year I want to get better at making friends, helping others, and not worrying.

**The easiest way to show what I know is:**

Writing, talking, and drawing.



Name: Ryan

Grade: 8

Teacher: Mrs. Smith

I like to play hockey and play video games and basketball. Those are my fun things to do.

I like to ride my bike outside I can go so fast on my bike. My favourite sport to watch is hockey. I like to see my uncles at their house.

Sometimes I can't see when things are small. It is too hard to see. I can take notes when they are really far for me to see it. I take the school bus to go home every day.

I would like to learn more math and how to do more things on the computer. I would also like to make more friends at school.

The easiest way for me to show my learning is to type it.



Name: David

Grade: 2

Teacher: Ms. Wayne

EA: Stephanie

My name is David. I am in grade 2. I go to Errington Elementary. I am good at Gym and Reading, but I need help with Science, Math and Spelling.

When I have free time I like to watch family wedding or movies about me and my family. I also enjoy anything to do with Santa, especially movies because Christmas is my favorite time of year.

Some things that help me are when people speak to nice and clear and not too fast. I also have a hard time when people are "bossy" to me.

Other things that really help me are when I can sit near the front of the class so I can see and hear clearly. I really need picture symbols too. When I can have directions it helps if they can be repeated and if they are given to me one at a time.

Sometimes I can't see well so font that is large and dark help me. And if I am feeling tired I might need a break from work or a task that is really difficult.

I work best when I am by myself or with an EA.

It is hard for me to tell how I feel and understand how others feel. I might need help understanding if I hurt someone's feelings.

I like when my teachers and EA's keep things simple, have a sense of humour and tell me when I am doing a good job.

Some things that I love are: Gurdaas Mann, cards and games, food, people, bowling, swimming, dancing, listening to music and drawing.

# Student Learning Profile

Goal Areas	Personal	Social	Intellectual
<b>Strength</b> (Things I can do on my own)			
<b>Stretch</b> (Things I need support with)			
<b>Focus Area</b> (I want to work on this area this year)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

### Strength Based Student Profile

+
**Name:** Jeremy      **School:** Queen's Park      **Class:** Shields      **Grade:** 2

This is a picture of me	Some words that describe me are: <ul style="list-style-type: none"> <li>- Fun, great helper, awesome at science, love outdoors, knows a lot about science, I like to share my ideas</li> </ul> Some things that I am interested in are: <ul style="list-style-type: none"> <li>- Science</li> <li>- Outdoors</li> <li>- [favourite food?]</li> <li>- video game</li> </ul>
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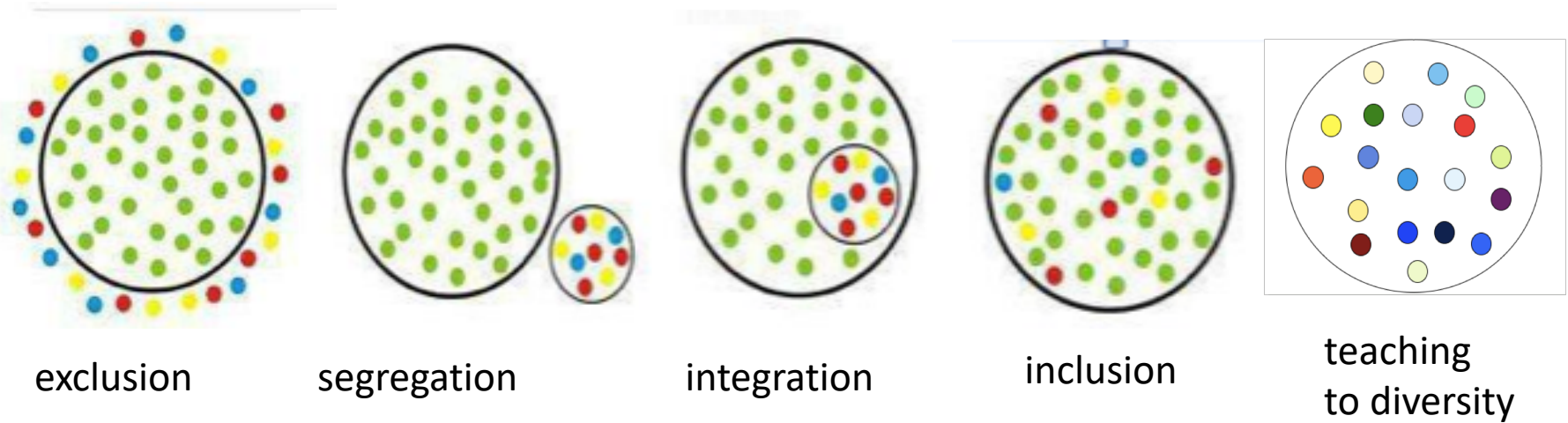
The best ways for me to show what I know/how I communicate are: I will tell you,

Some things that I need to you to know about me are: I want to do my best and I am proud of myself when I do well, I get frustrated easily, Sometimes I feel like class is difficult and/or boring, my 2 brother can drive me wild, Sometimes I don't sleep well, sometimes I like to be alone

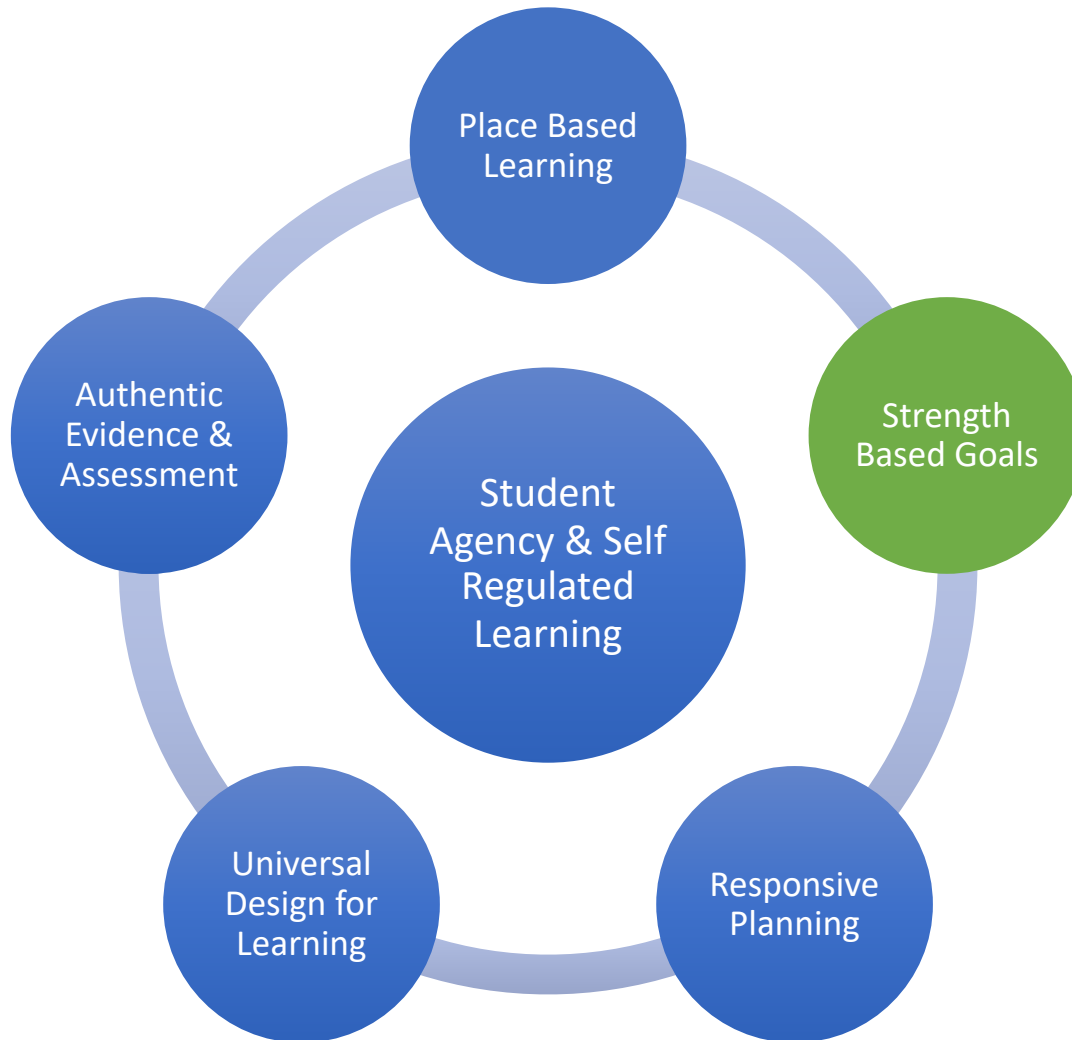
Some things that I want to get better at this year are: I don't want to be so frustrated and upset

My Goal Areas	Strengths <small>(What I am good at/ know a lot about)</small>	Stretches <small>(what I still need support with/ need to get better at)</small>
<b>Personal Goals</b> <small>(Things I can do on my own)</small>	- I am good at and love hockey - I am very focused on things I am interested in - I do not take off to unsafe places	- I can get frustrated and upset - I need support letting go of things that make me upset - I need support with growth mindset - Sometimes I get overwhelmed with tasks - Sometimes I walk away and hide
<b>Social Goals</b> <small>(Things I can do with other people)</small>	- I can share information and participate when I am interested in a topic - I can be a great helper	- I need some support working with other people - I need support with other roles in the classrooms
<b>Intellectual Goals</b> <small>(Things I can learn and think about)</small>	- I am curious and interested in science, how to show, animals, fish, spending time outdoors	- I need support when I think that work is too hard -

# How could you use these strategies to support a classroom to move forward?



# Guiding Principles of a Renewed IEP



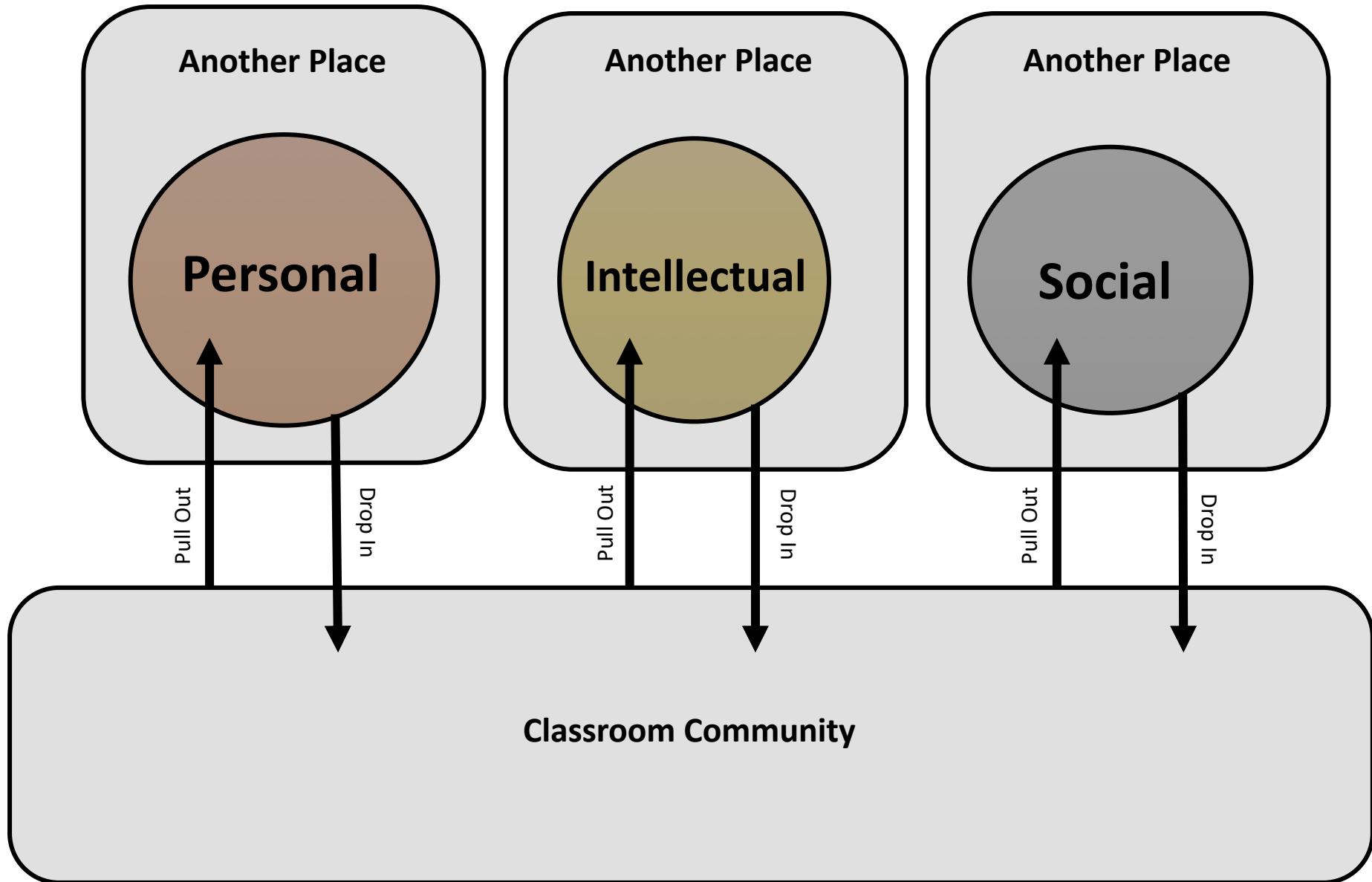
# Strength Based Goals

- **Where are we now, and what is our next step?**
  - Instead of where should we be and why aren't we there
- **Focuses on what students (and teachers) bring to a community**
  - Instead of trying to make everyone the same
- **Aiming to align goals to a common curriculum with peers (core competencies)**
- **Presuming competence in all abilities**
  - Focusing not just in deficit areas
  - Moving away from a SMART goal framework to better align with goals of peers and,
  - Move toward collecting evidence of learning that shows growth rather than mastery/proficiency

# Strength Based Goals: What is the Purpose?

- There are three purposes that **EVERY** person negotiates when existing in a **place**
  1. **Personal** Purpose
  2. **Social** Purpose
  3. **Intellectual** Purpose
- These three **purposes** guide all of us in knowing how to be successful in all the **places** they go
- These purposes are **specific to place** however, so it is important to **start with place** before figuring out the purposes within it

# Old Paradigm: Pull students out to address deficit areas and then drop them back into a classroom



# Traditionally however...

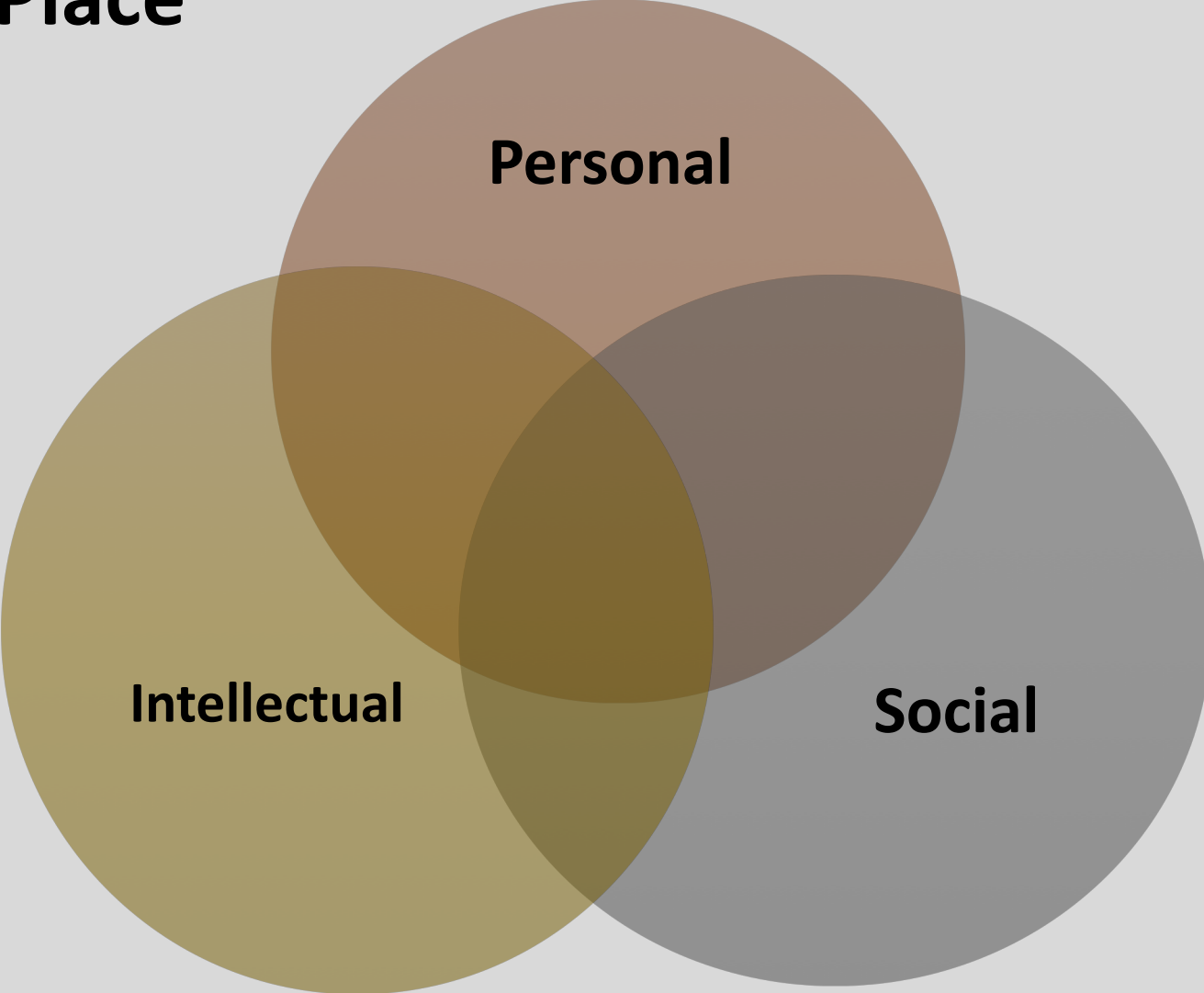
- These three areas often correspond with an individual's areas of deficit:
  1. **Personal** – Behaviour Deficits
  2. **Social** – Communication & Social Skills Deficits
  3. **Intellectual** – Learning Deficits
- This leads to production of **deficit based goals**
- Which results in often the sending away of a student to **receive support** in these areas **somewhere else**

**Place**

**Personal**

**Intellectual**

**Social**



## Inclusive Classroom Purpose Planner



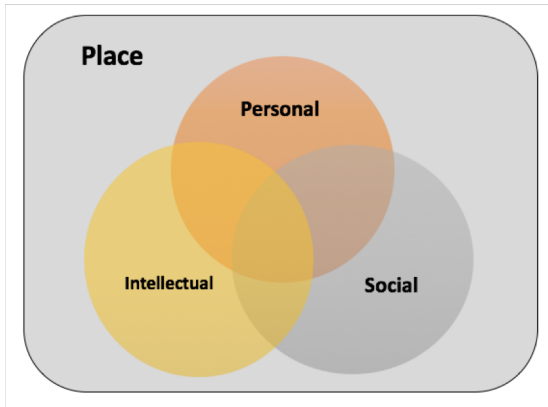
Place:	Purposes			
Activities in the place:	What the class does	What the student does		
		Learning Purpose	Social Purpose	Personal Purpose

Inclusive Classroom Purpose Planner



Place:	Purposes			
Activities in the place:	What the class does	What the student does		
		Personal Community	Social Community	Learning Community
Calendar	<ul style="list-style-type: none"> <li>- Prime numbers</li> <li>- Multiplication/division</li> <li>- Problem solving</li> </ul>	Walks to the calendar, looks out the window checks the weather	Asks class - who lost a tooth Report the weather	Graphing, counting]
Class meeting	<ul style="list-style-type: none"> <li>- Main idea of previous day</li> <li>- Feelings</li> <li>- Moving/stretches</li> <li>- story</li> </ul>	Follow peers in movement (go noodle)  Attendance	Peers invite him to join a small group  "Good morning _____"	Move/dance  Learn peers' names
Math class	<ul style="list-style-type: none"> <li>- direct whole group lesson</li> <li>- seat work time (daily 5)</li> <li>- exit slip</li> </ul>	Using a calculator/ checking work  sitting, listening, quiet, body still, quiet activities	Social math games  Counting job in a group	Gr. 2 Jump Math  Multiplication facets  Money/time math
Recess	15 min	Play in classroom	Choice of peer to play with	Fun!
Reading buddies	<u>Daily 5 structure</u> <ul style="list-style-type: none"> <li>- start with partner read</li> </ul>	Come in, check the board, see partners, find a place to read	Parallel reading with a peer	vocal expression comprehension  read the words, pictures, retell story

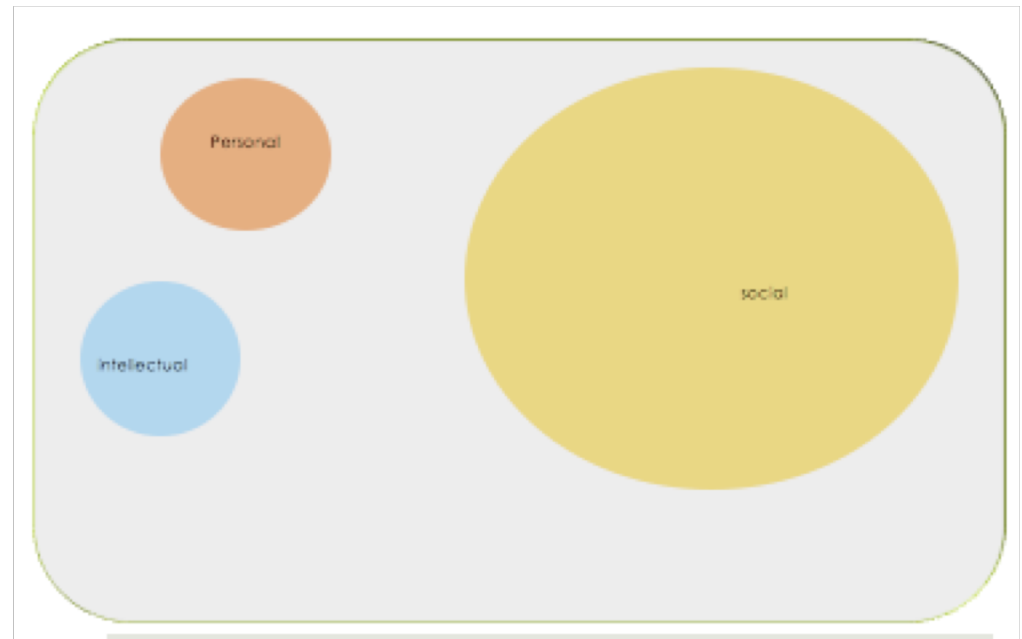
# Balancing Bubbles within a Place



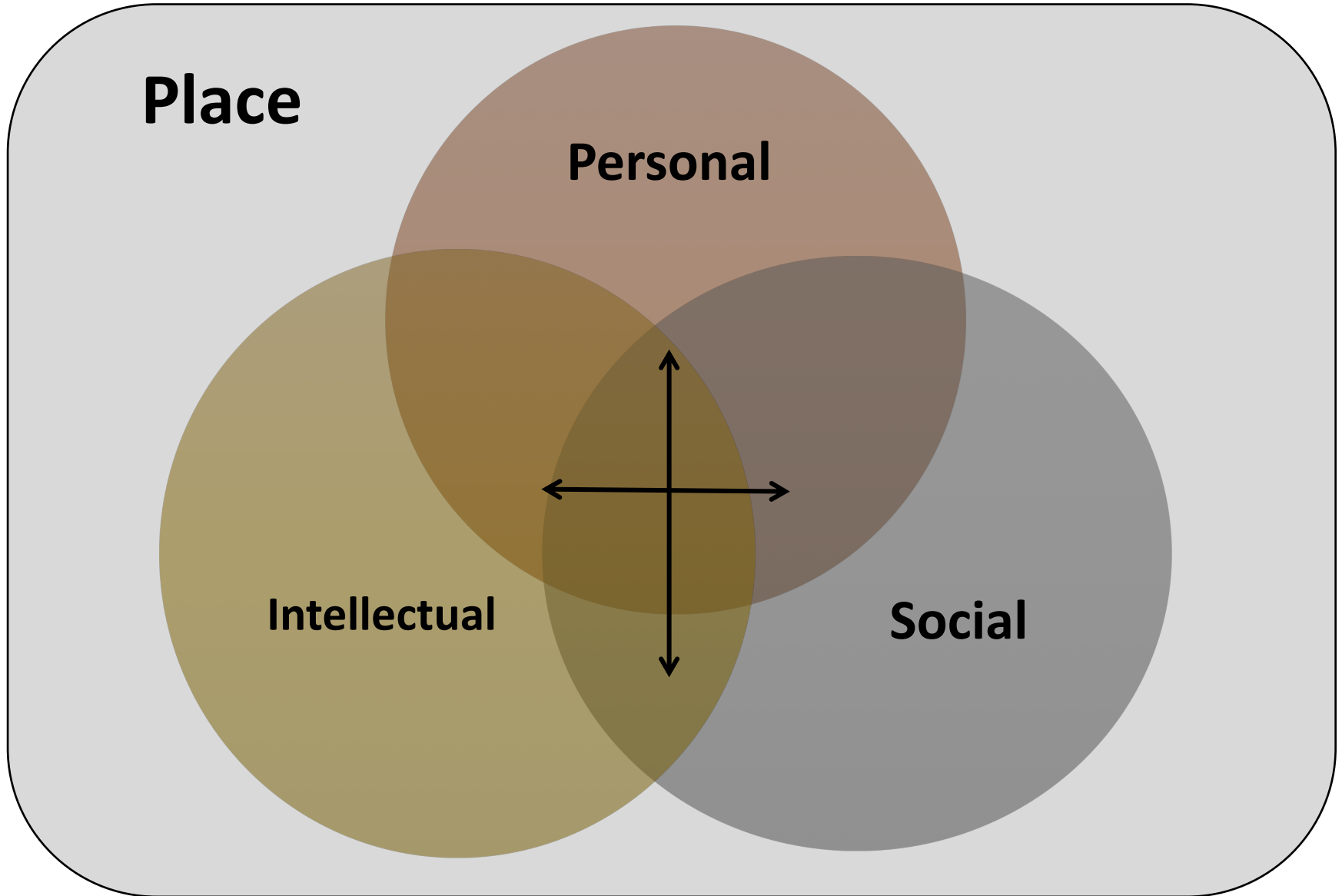
- This approach assumes that all students need support in these areas
- The focus is on balancing the bubbles, instead of trying to “fix” them
- It allows us to rely on areas of strength as a support for areas of stretch
- It encourages (and teaches) support from all individuals in a community rather than relying on one person
- Supports a collaborative model of support and the multiple expertise of all educators and support staff

# For example: An Individual Profile

- If an individual shows a lot of strength socially, we can use that to support other areas like the personal or intellectual domains

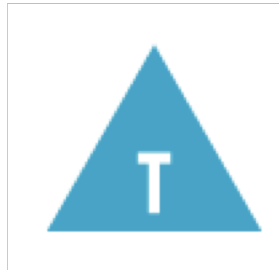
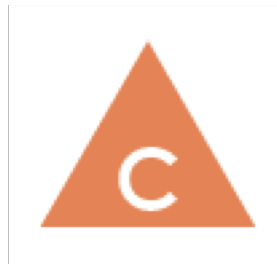


# A Place-Based Framework of Inclusive Classroom & Individual Planning



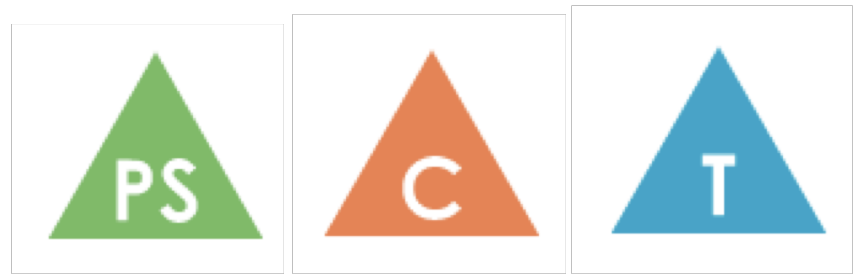
# AND GUESS WHAT?!!!

- This framework also aligns with BC's Renewed Curriculum!
- The Core Competencies have been organized in a similar arrangement:



- Communication competency
- Thinking competencies
- Personal & Social competencies

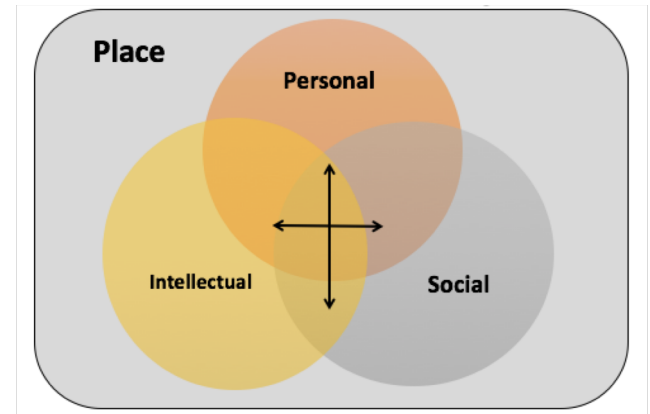
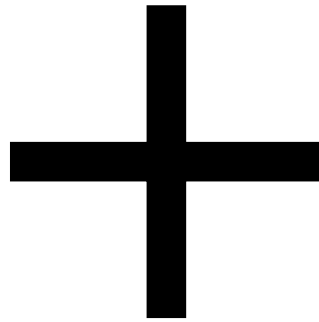
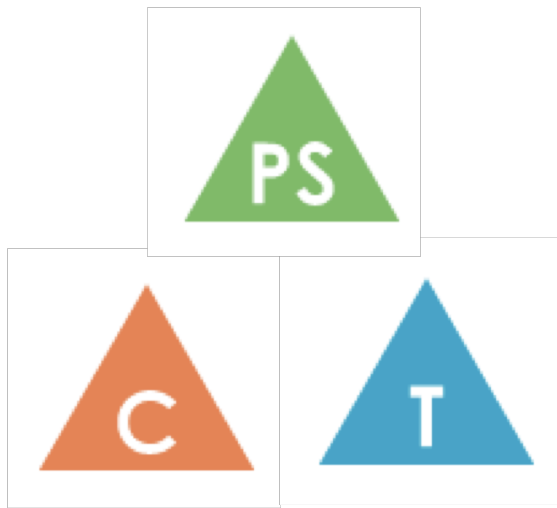
# Core Competencies



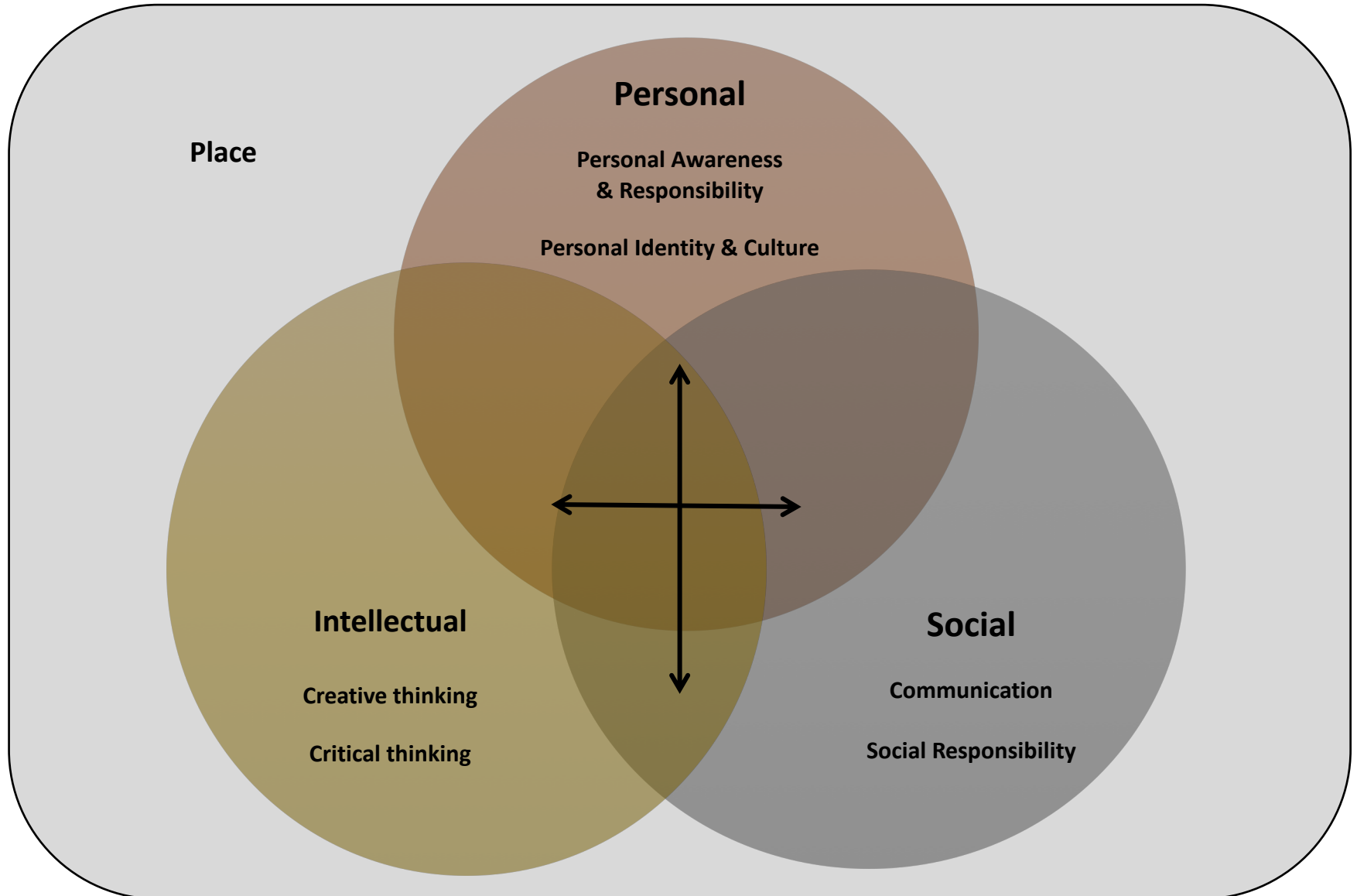
- These competencies are areas that ALL students need to develop in order to engage in life long learning
- They are written as continuums of growth that represent the range of learners from Kindergarten to Grade 12
- They aim to support students to set goals and self assess their progress over time and can be embedded into any area of learning
- The goal for the core competencies is to develop skills in students that they can transfer to their life outside of school and as adults (i.e. LIFE SKILLS)
- Communicate where a student is, not where they should be (i.e. not standardized or normative)
- Responsive to individual and community needs

# Core Competencies + Place-Based Inclusive Framework

- If we want to combine these frameworks however, a few adjustments need to be made to best represent the principles of both



# A Place Based, Competency Based & Strength Based IEP Framework!



# What is useful to you?

- Who is one teacher that you can work with?
- What is strategy that you could try?
- What supports can we advocate for to make this happen?
- How will you celebrate and share your learning?