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about.me
Shelley Moore
Inclusion Consultant

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Inclusive education?

- ▣ Who does it include/ who is it for?
- ▣ What is it?
- ▣ Where/when does it already happen?
- ▣ Why is it important?

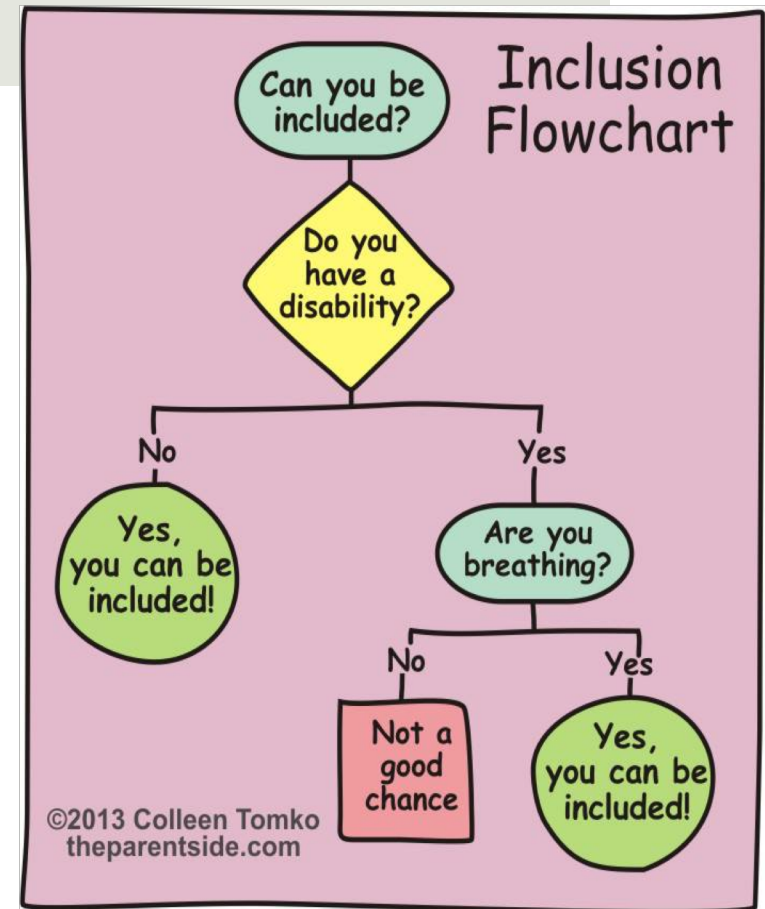
Bridging
what we **believe**
with what **how we live**



Who is inclusion for?
Who does it include?

In philosophy?

In practice?



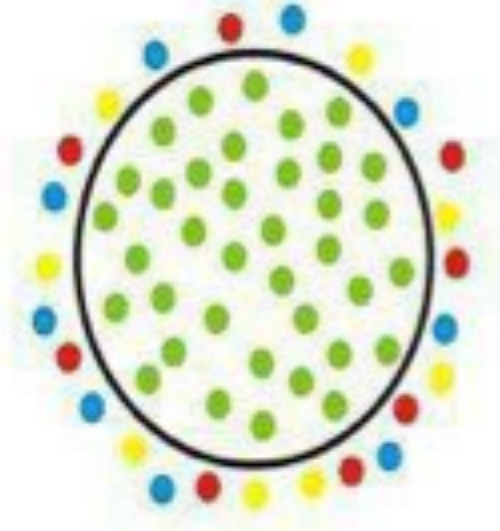
What is Inclusion?

INTEGRATION
SEGREGATION
EXCLUSION
INCLUSION

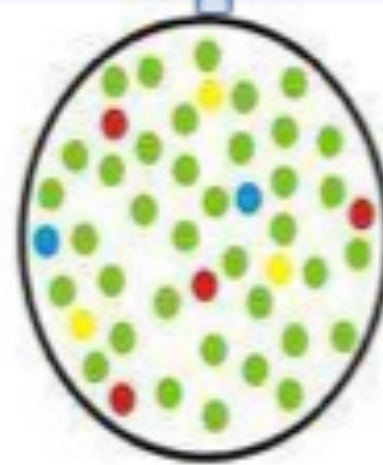
What is Inclusion?

INCLUSION
SEGREGATION
EXCLUSION
INTEGRATION

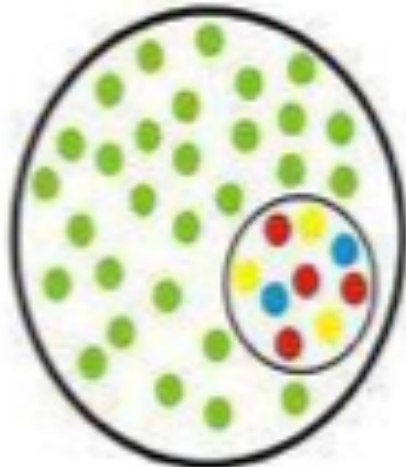
A



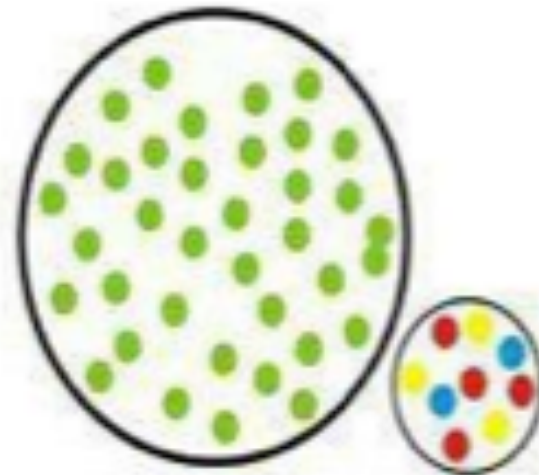
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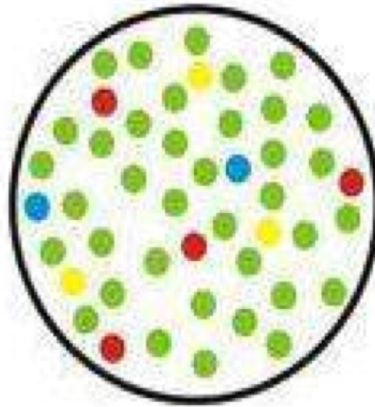


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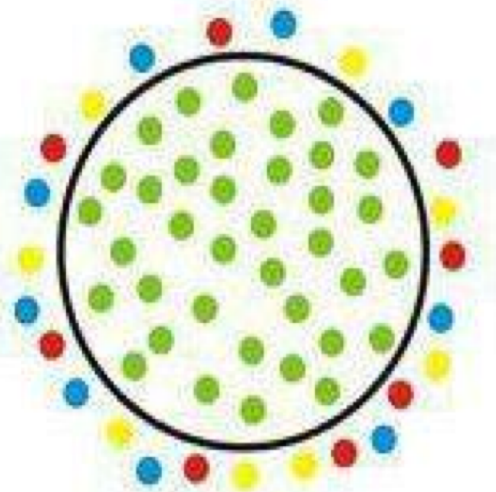


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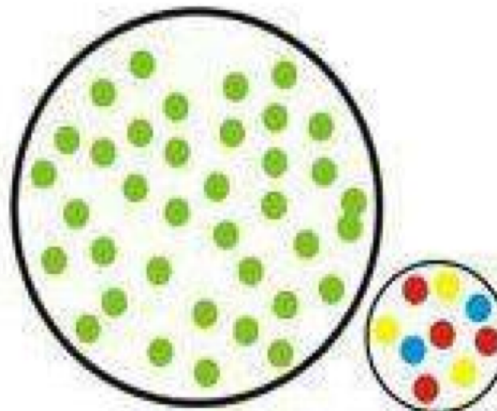




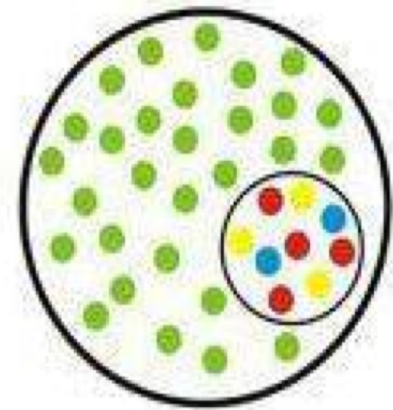
Inclusion



Exclusion

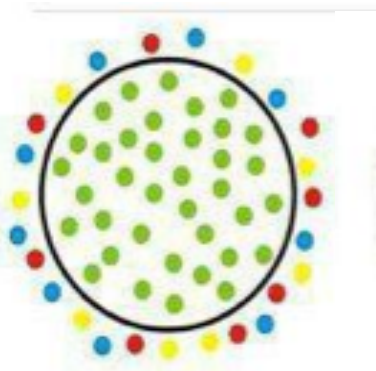


Segregation

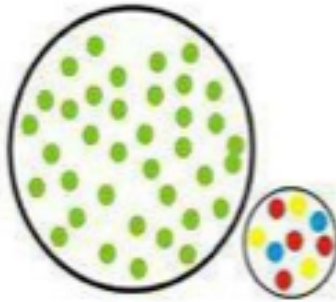


Integration

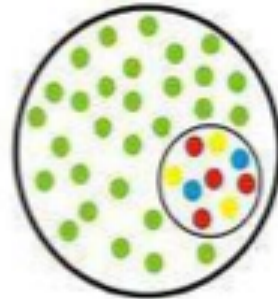
The evolution of inclusion



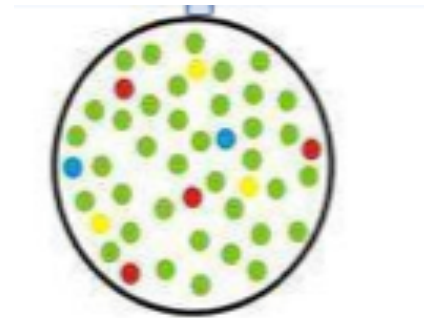
exclusion



segregation



integration



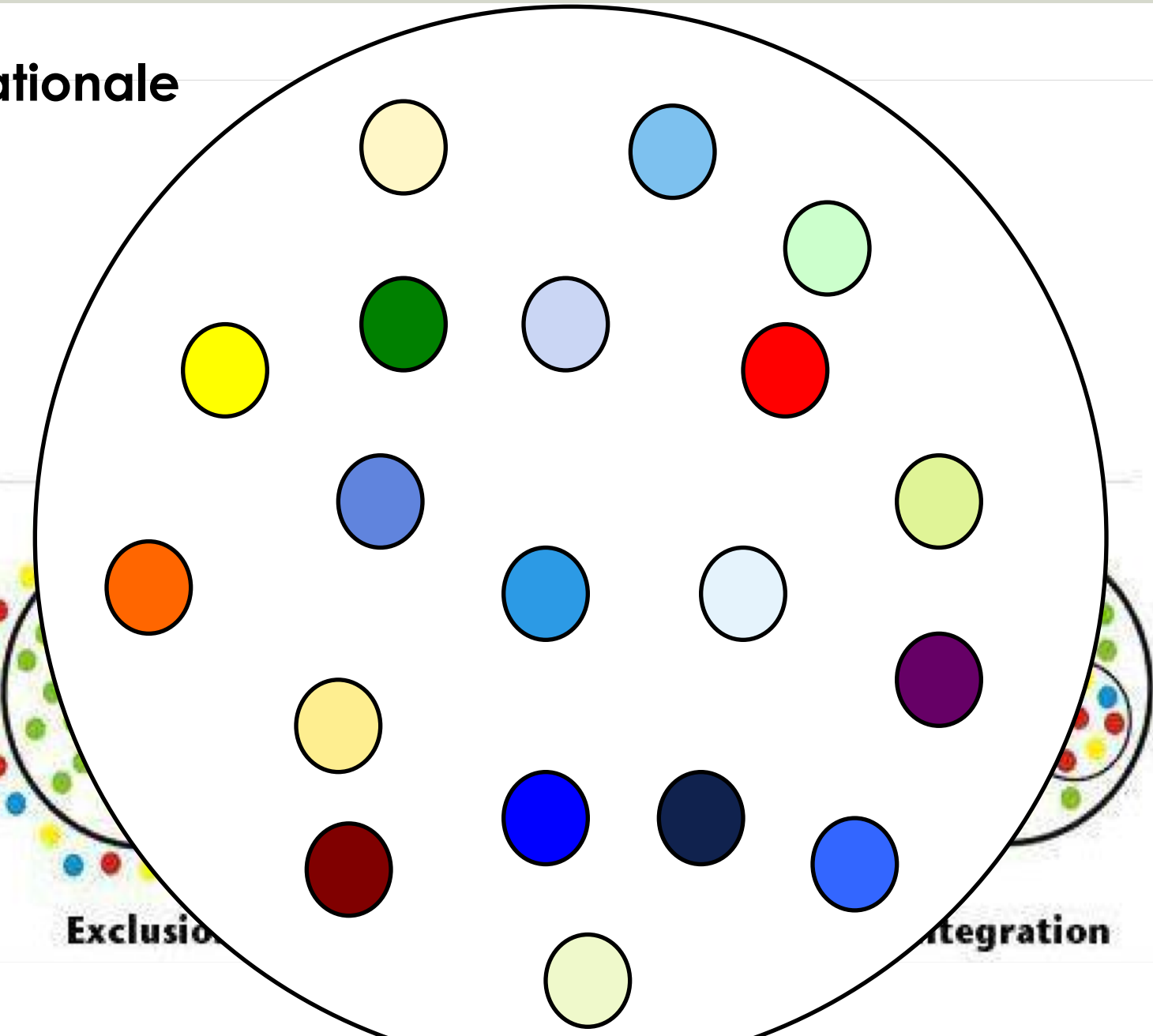
inclusion

?



How do we move?

The Rationale

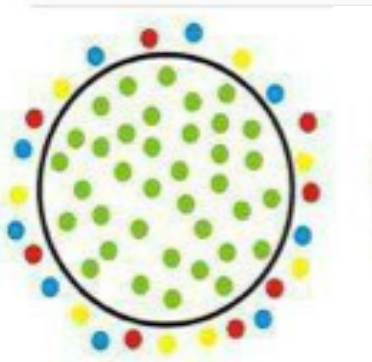


Exclusion

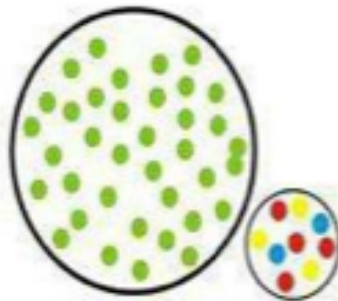
Integration



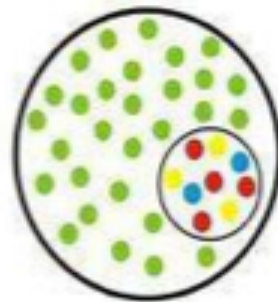
The evolution of inclusion



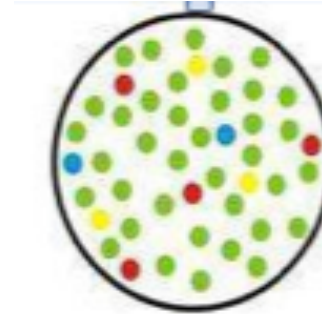
exclusion



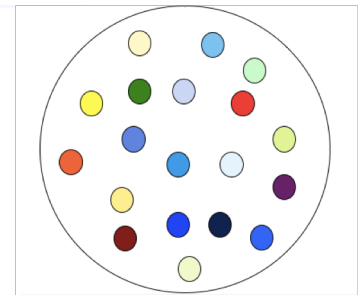
segregation



integration



inclusion



teaching
to diversity



How do we move?



What are your colour(s)?



Do we value all colours equally?

How do we support communities of **identity**?

How do we support communities of **diversity**?



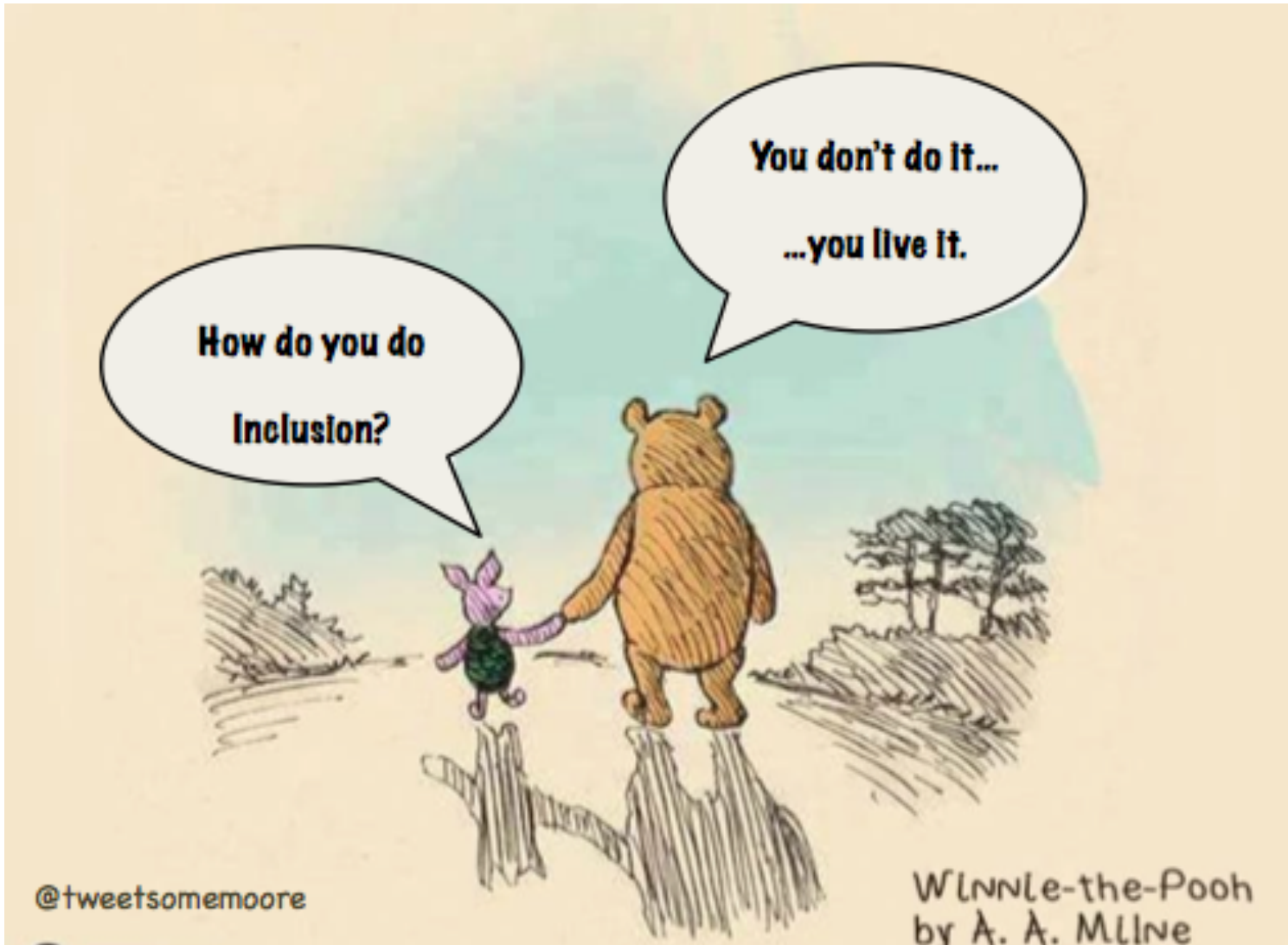
How do we move **away** from groups of deficit?

Inclusion is...

- ❑ Not forcing separation
- ❑ Finding the balance between communities of identity and diversity
- ❑ More than physical integration
- ❑ Facilitating Voluntary communities
- ❑ Teaching to diversity – Not just valuing green
- ❑ Finding places where we can move along the inclusion continuum
- ❑ All of us

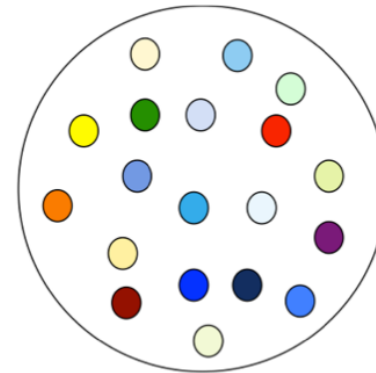
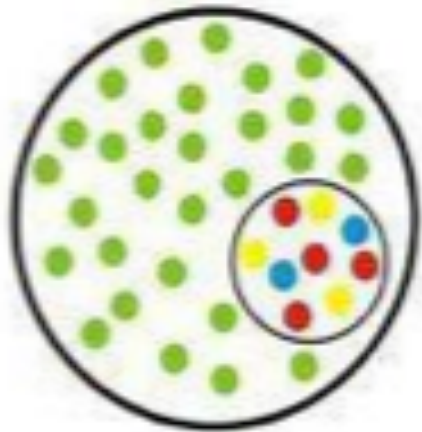


Inclusion is...



How do we move from...

Containers of integration



Communities of Inclusion

We MUST consider place!



Where can inclusion happen?



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



Where can inclusion happen?



Step 1- Integration:

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.

Place Alignment Planner

How do we **increase**
the **places** where
inclusion can
happen?

Inclusive Strategy: Place Alignment Planner

Inclusive Alignment Plan for:

Grade:

Targeted Context:

Date:

Classroom Community		Individual		Alignment			
Schedule/ Activities <small>(When peers are doing/scheduled to...)</small>	Place <small>(they are usually located ...)</small>	Schedule/ Activities <small>(and this student is doing...)</small>	Place <small>(and they are usually located...)</small>	Aligned/In progress	Immediate next Step	As soon as possible	Not a Priority at this time

Inclusive Strategy: Place Alignment Planner

Inclusive Alignment Plan for: Samantha R.

Grade: 4

Targeted Context: Elementary Subject Area

Date: September 30, 2018

Classroom Community		Individual		Alignment			
Schedule/ Activities (When the class/school is doing/scheduled to...)	Place (they are usually located ...)	Schedule/ Activities (and this student is doing...)	Place (and they are usually located...)	Aligned/In progress	Immediate next Step	As soon as possible	Not a Priority at this time
Math	Classroom/ Flexible seating	Math	Resource room				
Reading	Classroom/ Flexible seating	Literacy	Resource room				
Writing	Classroom/ Flexible seating	Literacy	Classroom (not flexible seating)				
Art	Classroom	OT/PT	Resource room				
Music	Music Room	Music	Music Room				
Gym	Gym/Outside	Gym	Gym/Outside				
Science	Classroom/Lab	OT/PT	Resource room				
Outdoor Ed	Outdoors/ Community	Outdoor Ed	Outdoors/ Community				

Inclusive Strategy: Place Alignment Planner

Inclusive Alignment Plan for: **Manpreet S.**

Grade: **K**

Targeted Context: **Elementary School Non-Academic**

Date: **September 30, 2018**

Classroom Community		Individual		Alignment			
Schedule/ Activities (When the school is doing...)	Place (they are usually located ...)	Schedule/ Activities (and this student is doing...)	Place (and they are usually located...)	Aligned/ In progress	Immediate next Step	As soon as possible	Not a Priority at this time
Arrival/ Departure	Choice of door, Hallways, cubbies	Arrival/ Departure (same times as peers)	side door, cubby in home classroom classroom, check in first at support room				
Recess	Playground/field	Break time (recess at different time)	Resource room				
Lunch (eating)	School lunch room	Lunch (eating)	Resource room				
Lunch (activities)	Choice –various inside/outside activities	Choice of inside activities	Resource room				
Assemblies	Gym	Alternate activity	Resource room				
After School Sports/ Clubs	Choice – various (all on school property)	Home on school bus					
Field Trips	Various off school	Field Trips	Various (off school				

Inclusive Strategy: Place Alignment Planner

Inclusive Alignment Plan for: Rahul R.

Grade: 9

Targeted Context: Enrolling Classes

Date: September 30, 2018

Classroom Community		Individual		Alignment			
Schedule/ Activities (When peers are scheduled to take...)	Place (they are usually located ...)	Schedule/ Activities (and this student is doing...)	Place (and they are usually located...)	Aligned/In progress	Immediate next Step	As soon as possible	Not a Priority at this time
Math	Math Class	Math	Resource room				
Humanities (English/Social Studies)	Hum Class	Literacy	Resource room				
Science	Science Class/ Land based	Science	Science Class/ Land based				
Elective	Various - choices	OT/PT	Resource room				
Elective	Various - choices	Choice of Art or Music	Art or Music Room				
French	French Class	Life Skills	Resource room				
Gym	Gym/ Outside	Gym	Gym/ Outside				

Inclusive Strategy: Place Alignment Planner

Inclusive Alignment Plan for: Adele H.

Grade: 11

Targeted Context: Secondary Non Enrolling School Contexts

Date: September 30, 2018

Classroom Community		Individual		Alignment			
Schedule/ Activities (When peers are scheduled to take...)	Place (they are usually located ...)	Schedule/ Activities (and this student is doing...)	Place (and they are usually 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	Offer Choice of front or 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 various	Has gone home	Episode 1 Strategy home				

Inclusion: Purposeful Places

How do we support
places to be
purposeful?!

- What do we have to do to make the places we go have meaning?

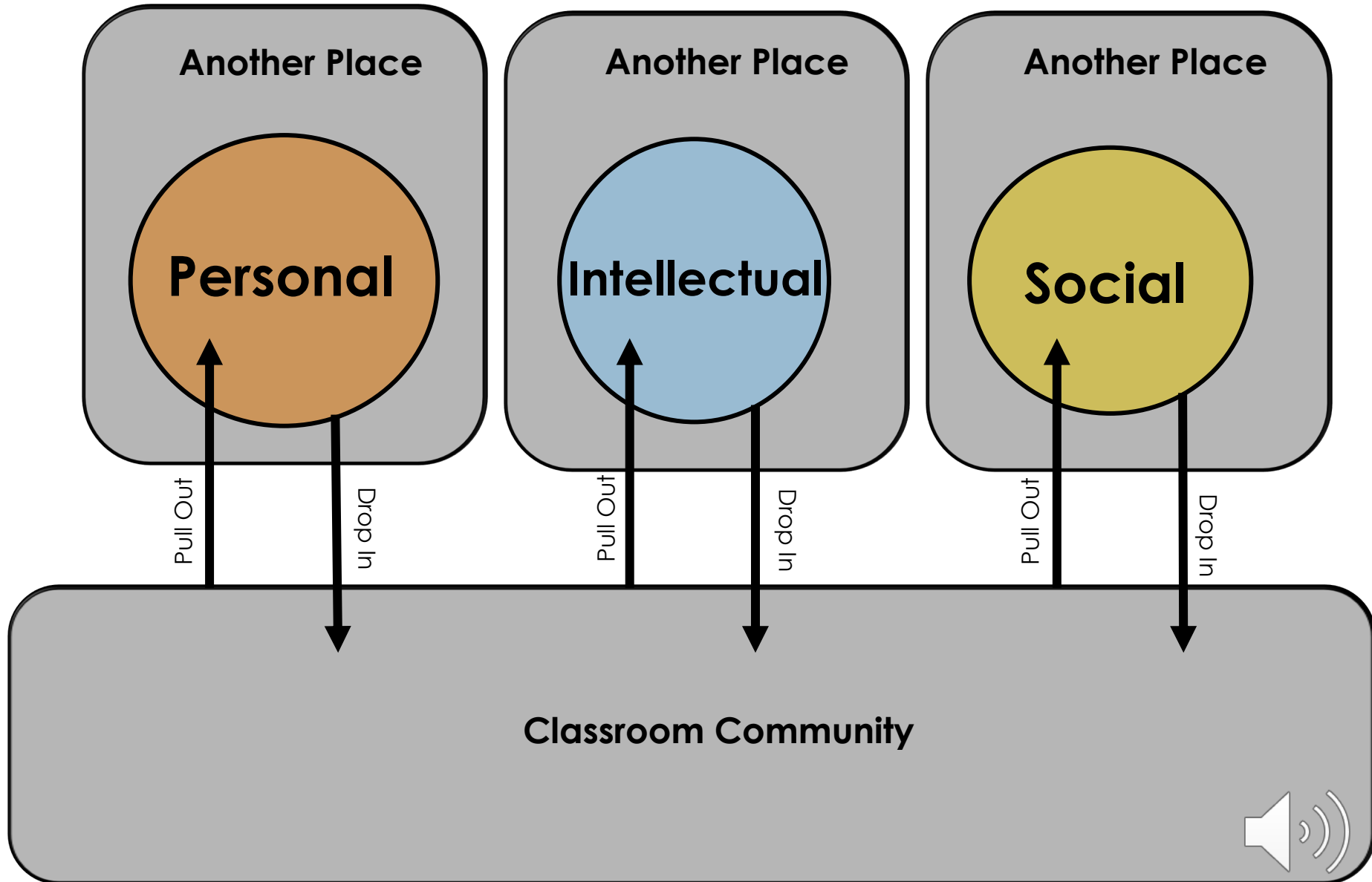


Step 2: Inclusion: Making places purposeful

- **Personal purpose**
 - Goals to help students be included in the physical community
- **Social purpose**
 - Goals to help students be included in the social-emotional community
- **Intellectual purpose**
 - Goals to help students be included in the learning community

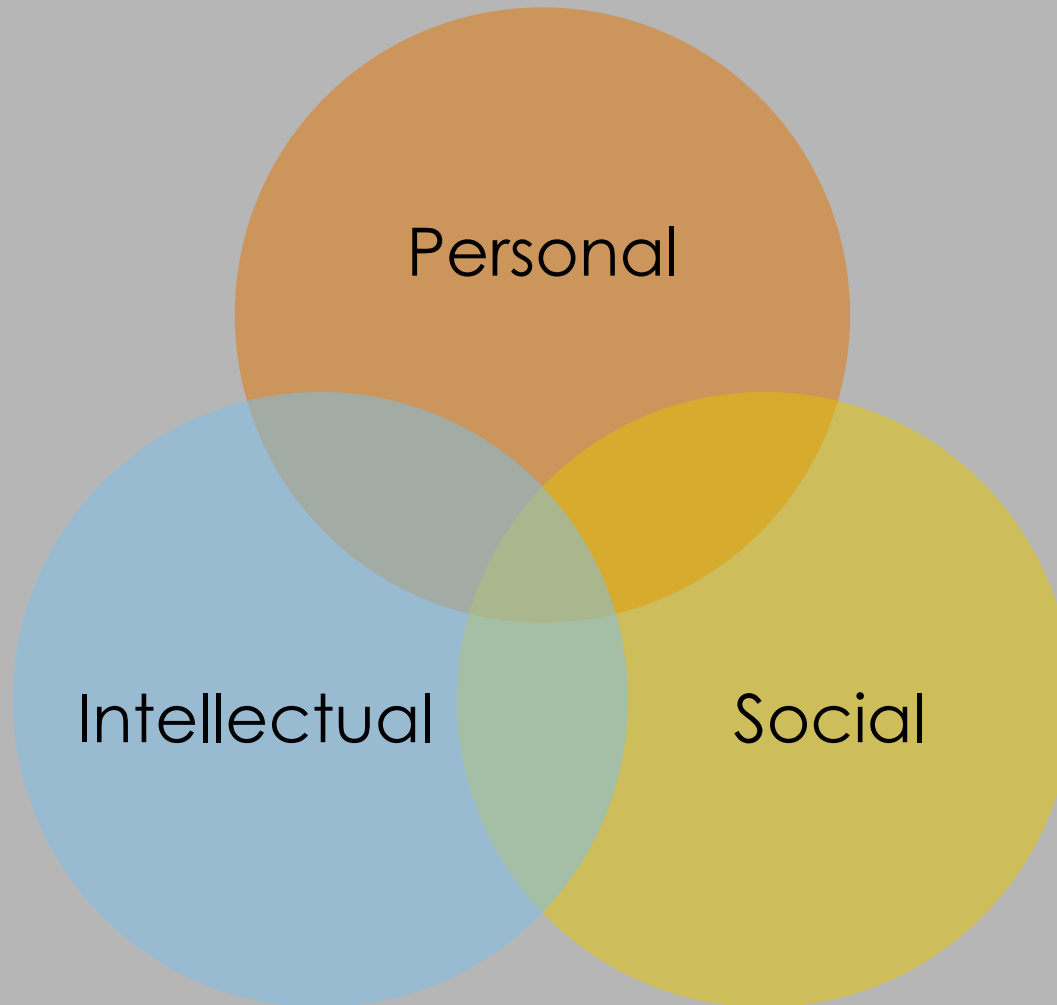


Old Paradigm: Pull students out to address deficit areas and then drop them back into a classroom

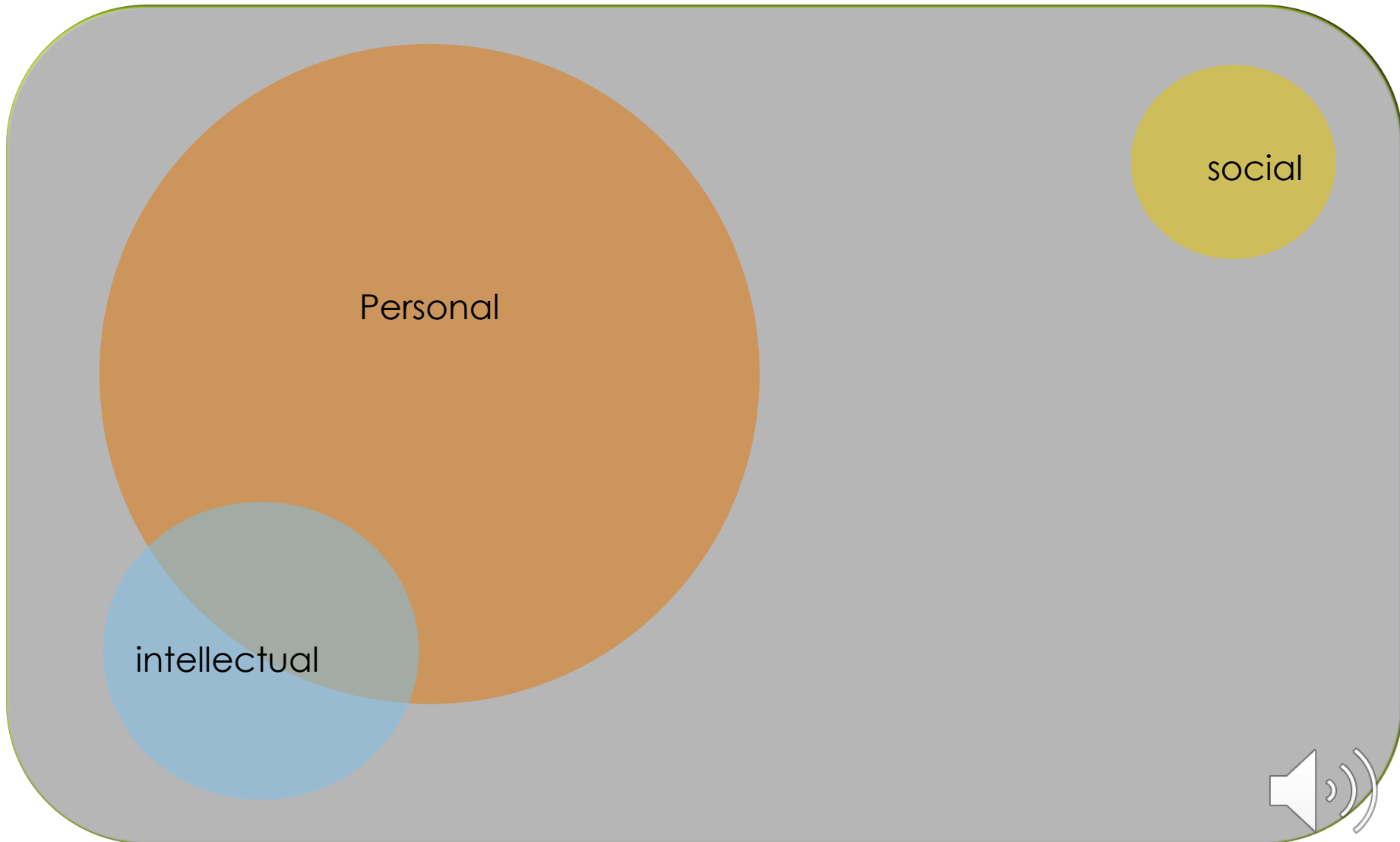


Purposes **IN** a Place

Place



New paradigm: Balance the bubbles in the place of application



PURPOSEFUL ALIGNMENT

		PURPOSES		
		Personal	Social	Intellectual
PLACES	In elective classrooms			
	In content classrooms			
	In the school			
	Outside of the school			



WHERE CAN INCLUSION HAPPEN??

		PURPOSES		
		Personal	Social	Intellectual
		Awareness, Responsibility & Behaviour goals	Communication & Interaction	Thinking & Curriculum
PLACES	In elective classrooms			
	In content classrooms	Regulating behaviour	Turn taking Imitating	Literacy – concepts of print
	In the school			
	Extra curricular activities			

Share with your neighbour...

- What are you thinking?
- What are your questions?
- What connections do you have?

Share with your neighbour....

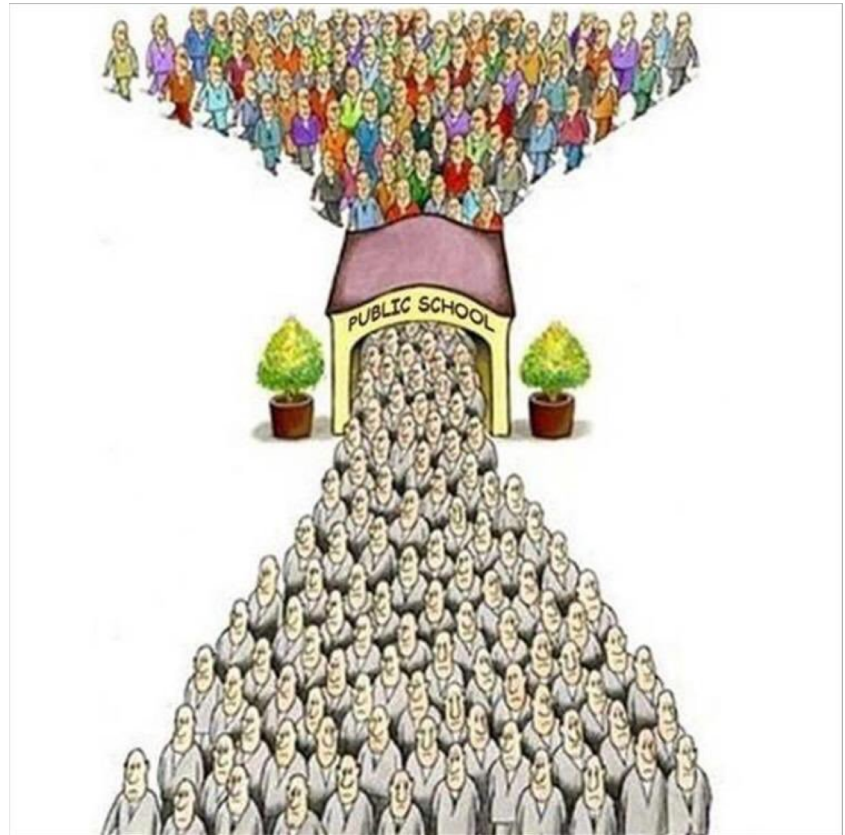
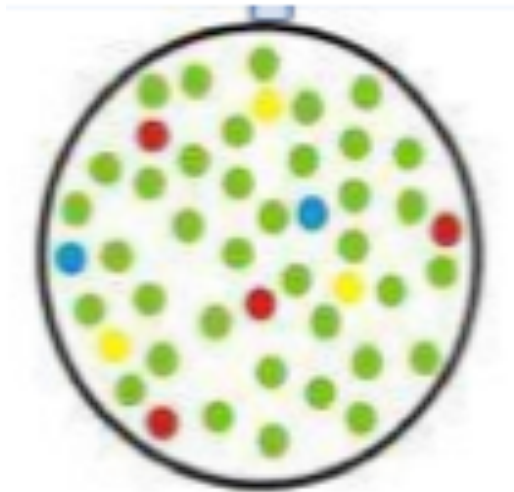
- What is your something?
- Where could you start?
- Who could support you?

Why is inclusion important?



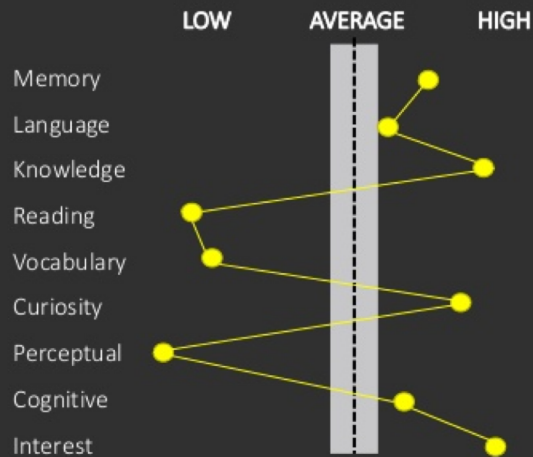
This used to be true!

■ The “green” kids



The End of Average!

The average student is a myth



The Myth of Average: Todd Rose at TEDxSonomaCounty: <https://www.youtube.com/watch?v=4eBmyttcfU4>

THE END OF AVERAGE

HOW WE SUCCEED
in a World That Values Sameness

TODD ROSE



THE
END OF
AVERAGE

HOW WE SUCCEED
in a World That Values Sameness

TODD ROSE

The Airplane Dilemma...

Designing INDIVIDUAL **planes** for every **pilot** is not efficient!

AND

Designing ONE **plane** for EVERY **pilot** is not effective!



THE
END OF
AVERAGE

HOW WE SUCCEED
in a World That Values Sameness

TODD ROSE

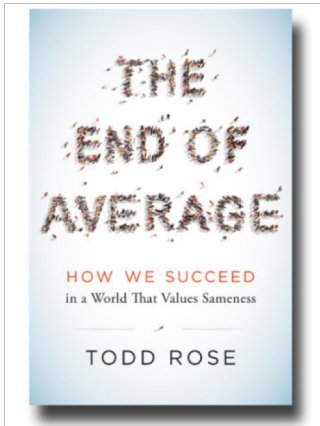
The Curricular Dilemma...

Designing INDIVIDUAL **curricula** for every **learner** is not efficient!

AND

Designing ONE **curriculum** for EVERY **student** is not effective!

A solution....



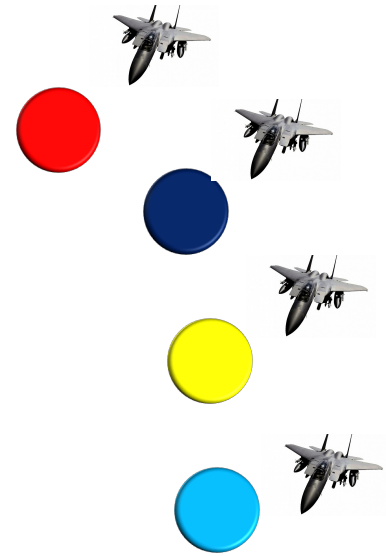
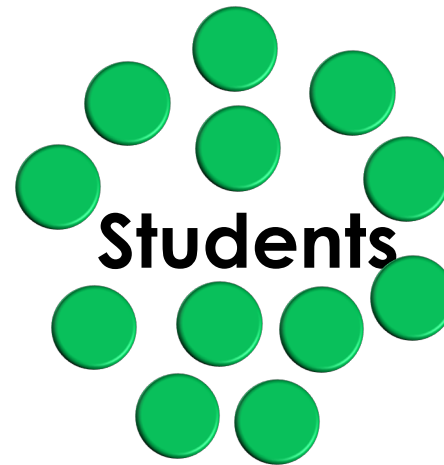
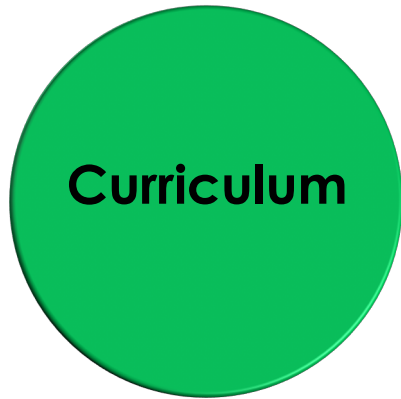
An ADJUSTABLE **plane**, designed for
a range of dimensions

OR

An ADJUSTABLE **curriculum**,
designed for a range of diversity

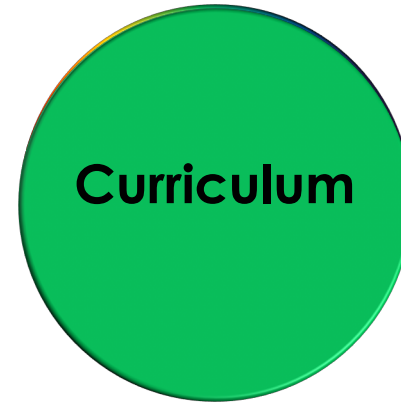
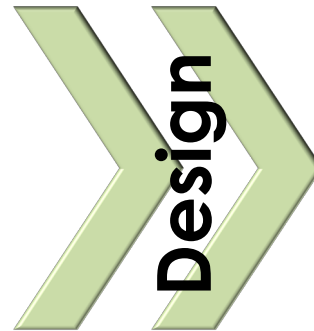
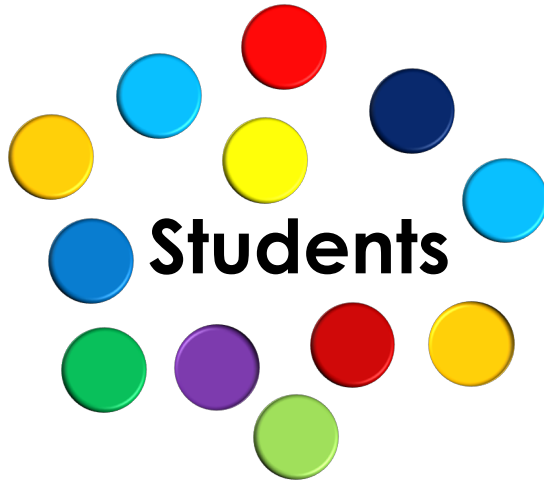


Design is the MOST underutilized support!





Design is the MOST underutilized support!



How can we design an adjustable **plane**?

▣ Who are our **pilots**?

- ▣ Getting to know who the pilots are and their range of dimensions

▣ What is the **plane** they are flying?

- ▣ Designing planes with purpose in mind (e.g. fighter plane, cargo plane, passenger plane, etc.)

▣ How is the plane **responsive** to the pilots dimensions?

- ▣ Designing planes with both access and extension as well as considering specific supports needed for this group of pilots

▣ How are we **teaching pilots** to make the **adjustments** they need to fly the plane?

- ▣ Pilots knowing what they need to fit into and fly the plane

How can we design an adjustable **curriculum**?

□ Who are our **Learners**?

- Getting to know who are learners are and their their range of diversity

□ What is the **curriculum** we are using?

- Designing curriculum with goals in mind (e.g. math, reading, behaviour, home Ec, etc.)

□ How is the curriculum **responsive** to the learners?

- Designing curriculum with both access and challenge as well as considering specific supports needed for this group of learners

□ How are we **teaching students** to make the **adjustments** they need to use the curriculum?

- Students knowing what they need to fit into and use the curriculum

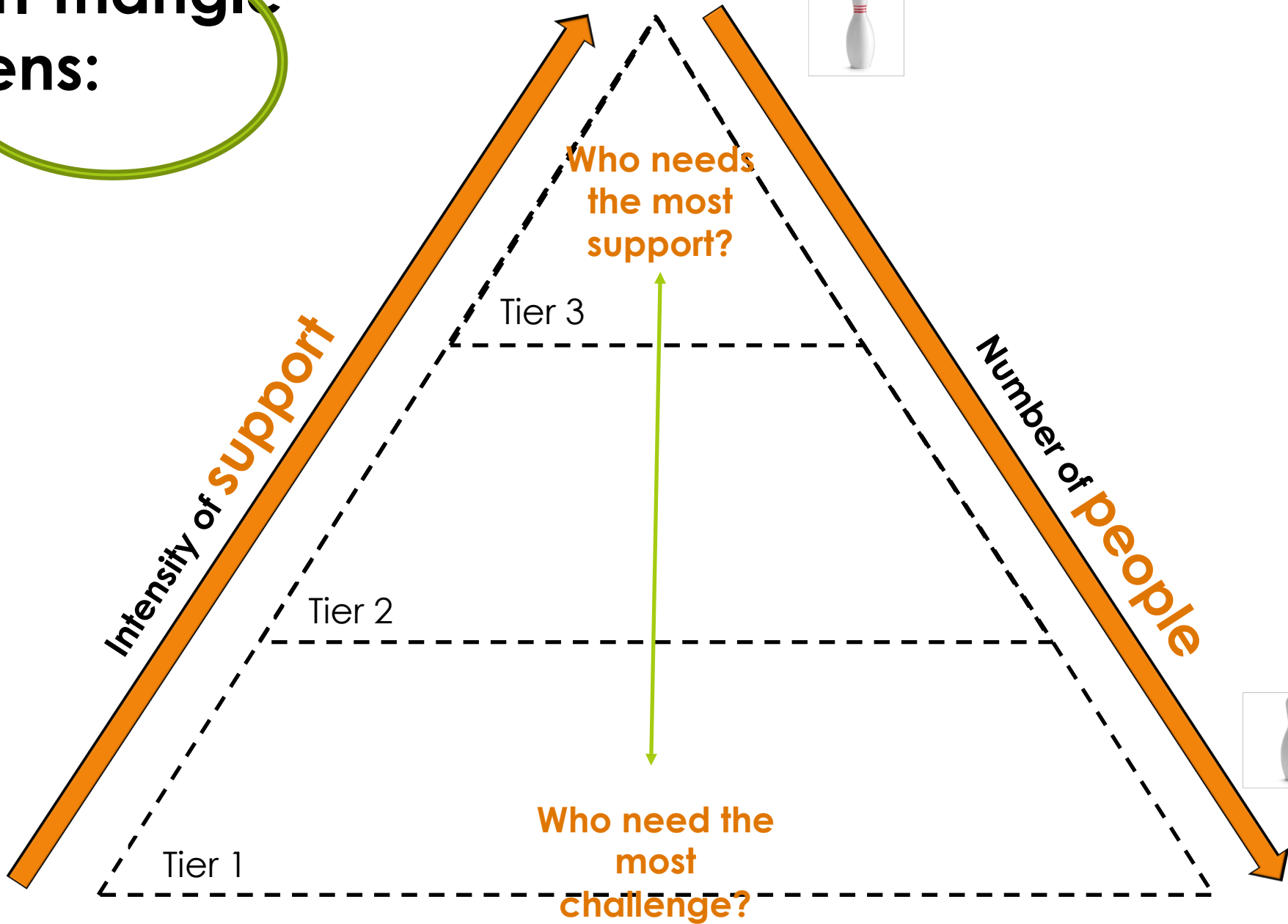
Who are our pilots?
What do they bring?

**WHO
are we?**

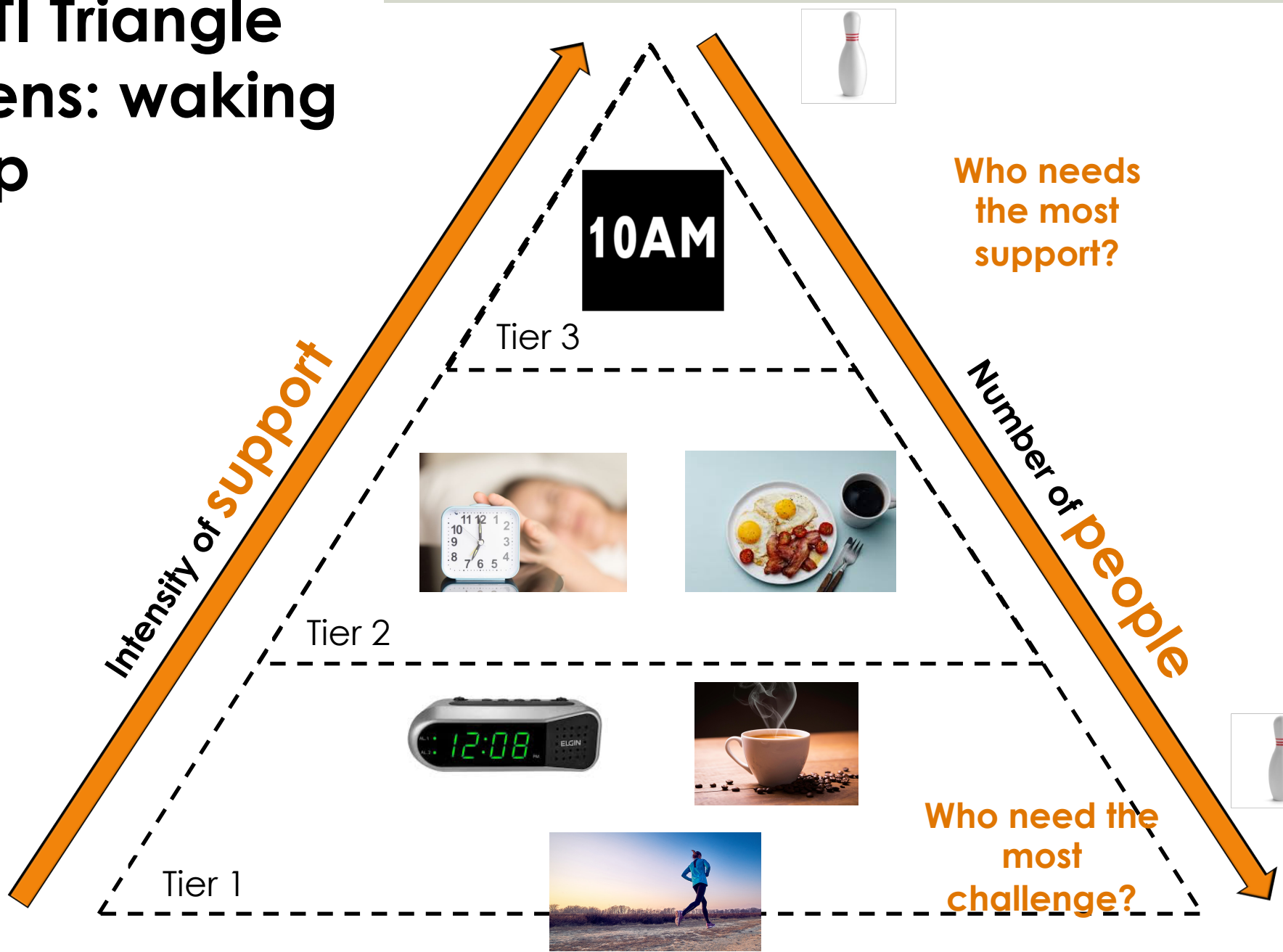
instruction

Response to Intervention

RTI Triangle Lens:



RTI Triangle Lens: waking up



Keep in mind...

“It is not about finding the answer...It is about finding out what is useful.”

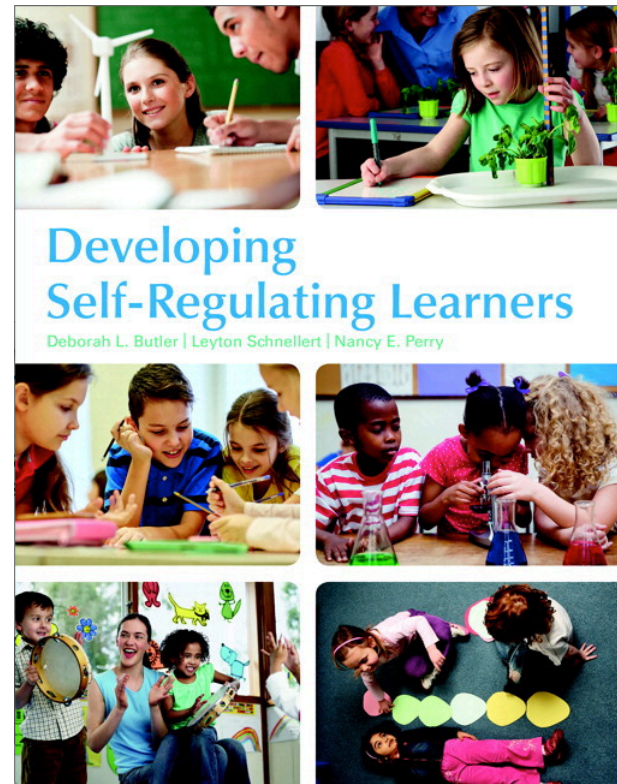
▣ Bruce Beirsto

One thing..

- ▣ What is one USEFUL thing from today?
- ▣ What do you want to try?
- ▣ What is your next steps?
- ▣ Who can support you?

Recommended Resources

Butler, D. L., Schnellert, L., & Perry, N. E. (2016). *Developing self-regulating learners*. Don Mills, ON: Pearson.

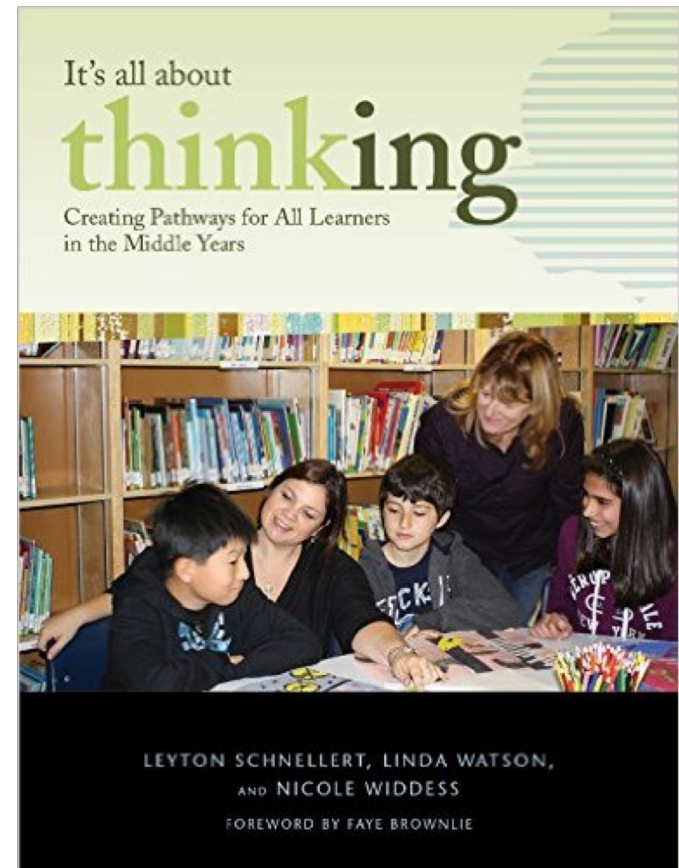


Schnellert, L., Watson, L., & N. Widdess (2015). *It's all about thinking: Building pathways for all learners in the middle years*. Portage and Main. Chapter One.

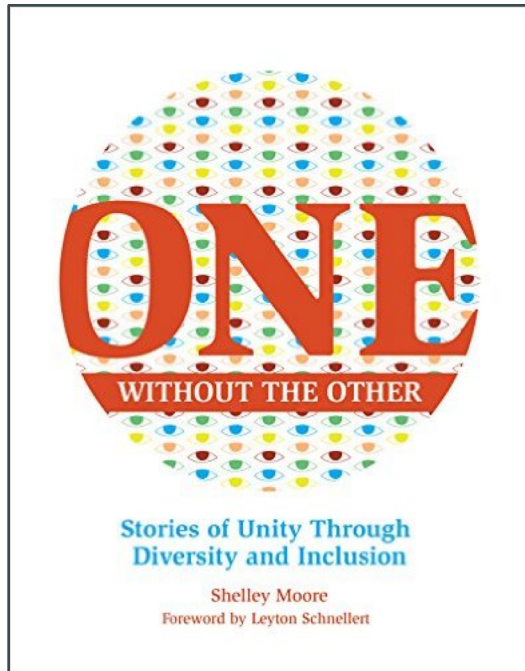
Brownlie, F., Fullerton, C., & Schnellert, L. (2011). *It's all about thinking: Collaborating to support all learners in mathematics and science*. Portage and Main. Chapter One.

Brownlie, F., & Schnellert, L. (2009). *It's all about thinking: Collaborating to support all learners in social studies, English, & humanities*. Portage and Main. Chapter One.

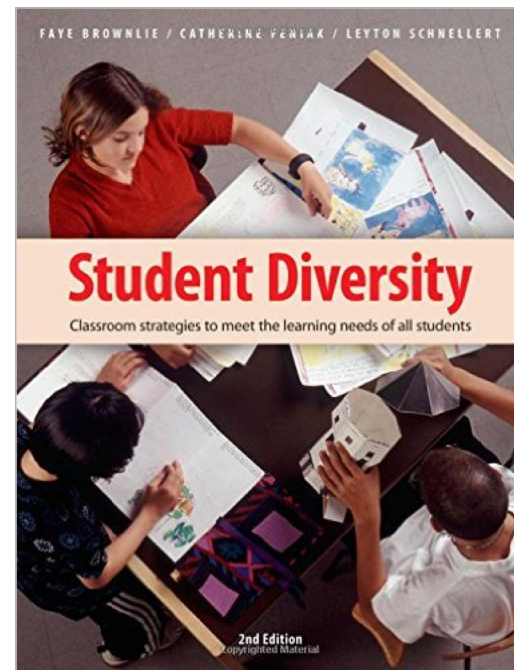
Schnellert, L., Dato, M., Ediger, K., & Panas, J. (2009). *Pulling together: Integrating inquiry, assessment, & instruction in today's English classroom*. Pembroke. Chapter One.



Brownlie, F., Feniak, C., & L. Schnellert (2006). *Student diversity*.
Pembroke.



Moore, S. (2016). *One without the other: Stories of unity through diversity and inclusion*. Portage & Main.



New Edition this Fall!!!

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