

SHELLEY MOORE



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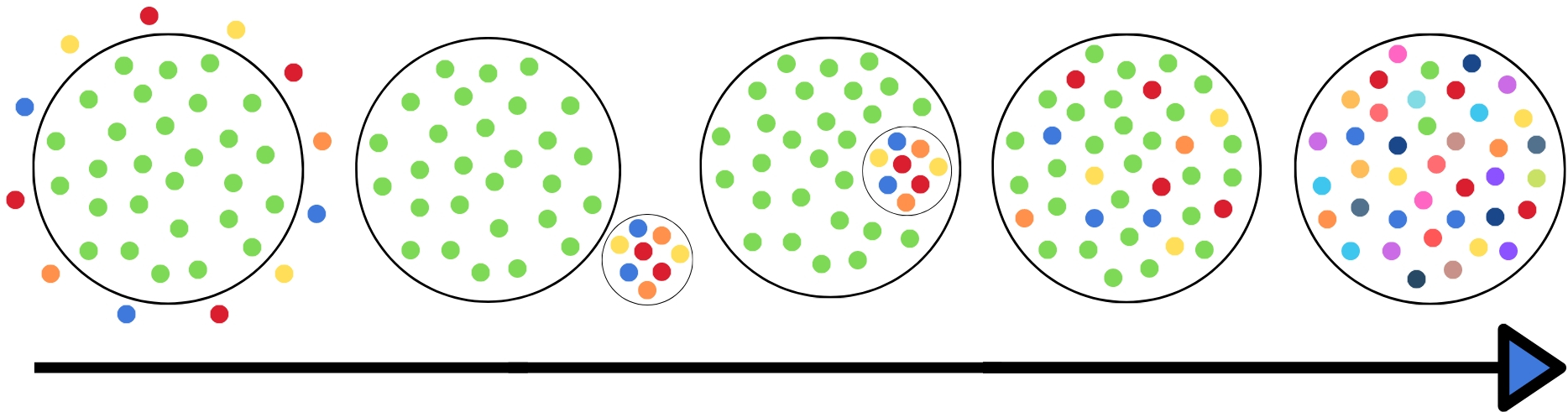
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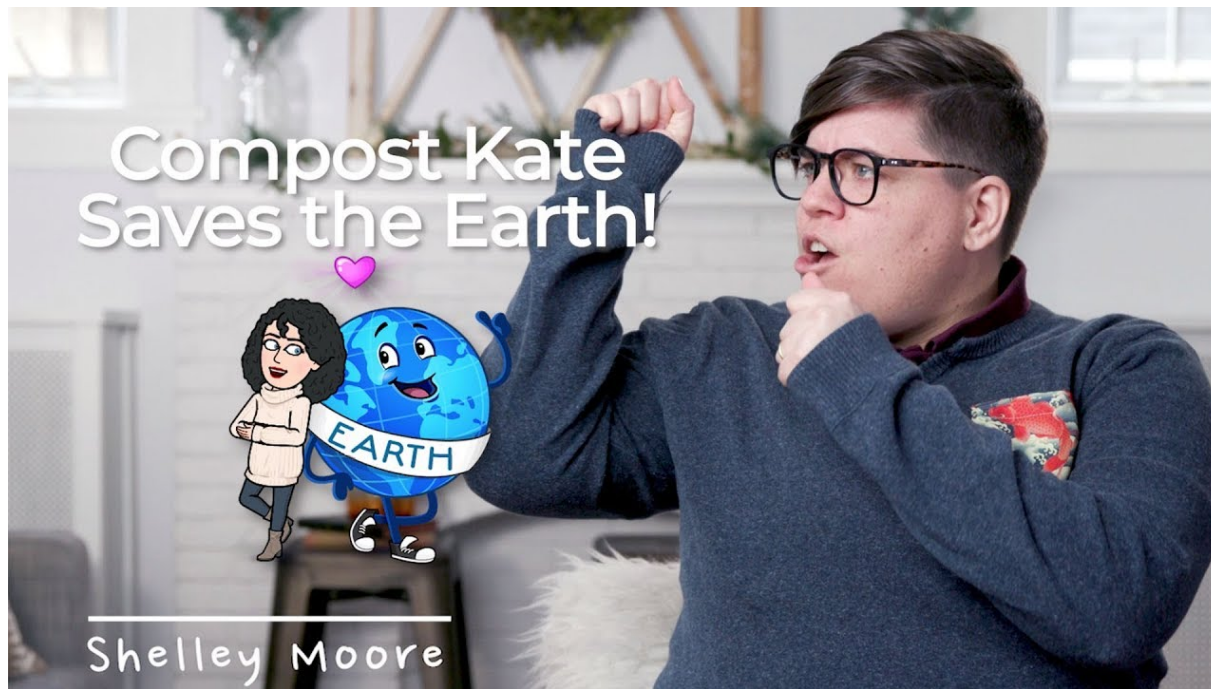
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WHAT IS INCLUSION?



Where are you on this continuum? What's the next step?

The Infrastructure of Inclusion!



Infrastructure



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Inclusive Education: It's not more work, it's different work!

What does inclusion need?

We know that the infrastructure of inclusion includes...

1. guiding conditions and **structures**
2. opportunities for supportive & collaborative **professional development**
3. research based **planning & design frameworks**

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Infrastructure of Inclusion

1. Guiding conditions of inclusion describe that all students...

are presumed competent

are enrolled in and attending curricular classes

are in proximity to and participating in learning with peers

have purposeful roles and responsibilities

2. Teacher professional development that...

supports collaboration and the changing roles of educators

is situated, ongoing and inquiry based

3. Planning frameworks that

...

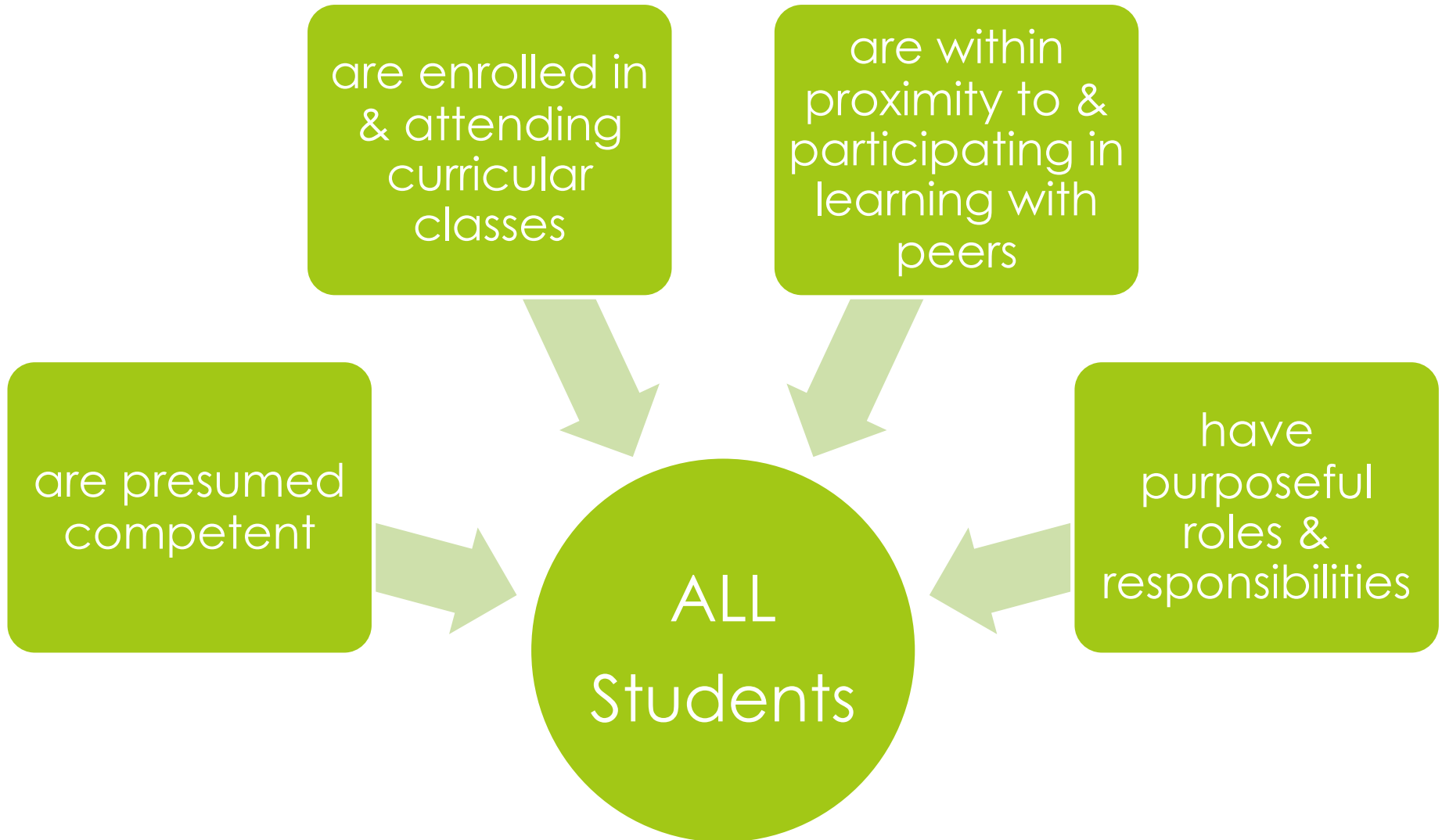
support Universal Design for Learning

include connecting IEPs to the curriculum

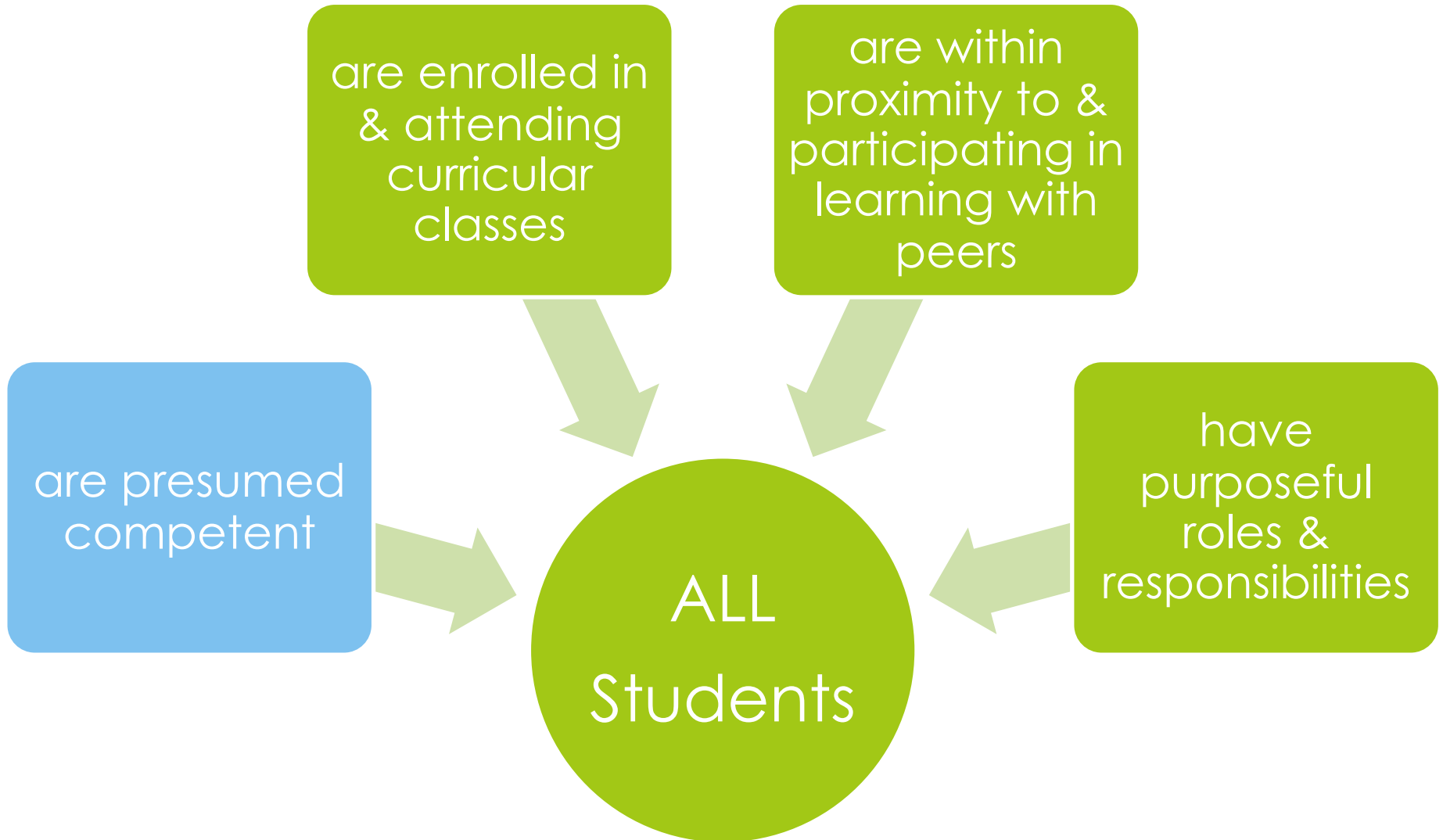
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1. Guiding Conditions & Structures



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Guiding Conditions & Structures of Inclusion

ALL students are are presumed competent

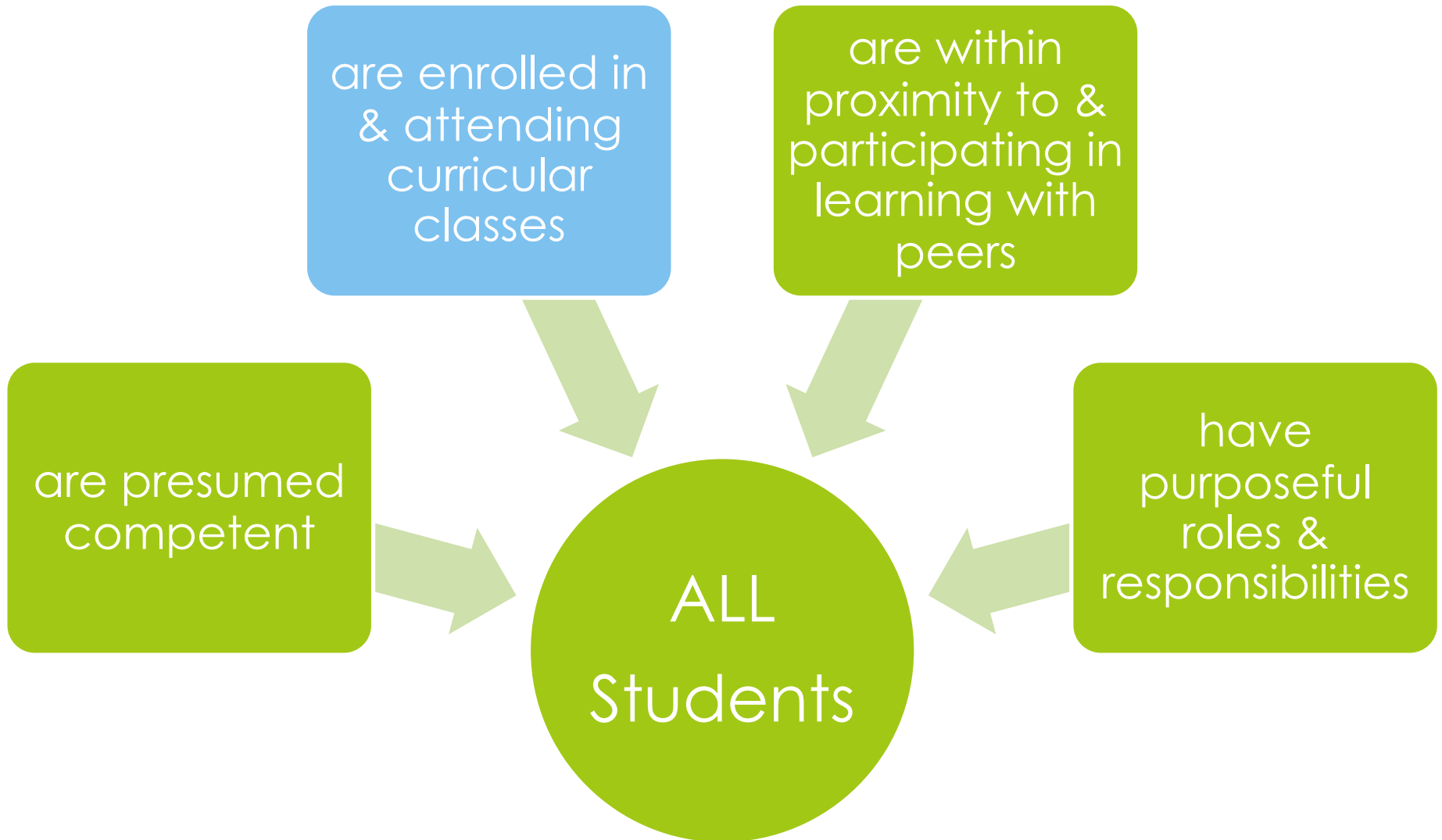
- ▣ Historically, “Individuals were **too incompetent** to receive and process curricular information” Biklen & Burke, 2006
- ▣ Misconception that the difficulties are the result of the **lack of capability** rather than, a lack of design and supports provided to them (Harrower, 1999)
- ▣ Assumption that there is **no benefit to curriculum access**, students may demonstrate their learning, but it isn't in a form that is easy for another person to capture

Guiding Conditions & Structures of Inclusion

ALL students are are presumed competent

- ❑ Students do not need to prove their ability as readiness to curricular access
- ❑ Students have ability in any and all placements
- ❑ Ability can take many forms and that **everyone has strengths** to build from
- ❑ Thinking can be accessed and shared in a number of ways, and can look **unique to every student** in a learning community, not just those with intellectual disabilities

1. Guiding Conditions & Structures



Guiding Conditions & Structures of Inclusion

ALL students are enrolled in & attending curricular classes

- Inclusive environments, more so than segregated, provide more opportunities to:
 - engage in interesting and age appropriate curriculum
 - interact with **nondisabled peers**
 - access universal supports
 - negotiate expectations of settings as one does in daily life
- Increase in personal wellbeing, fewer absences from school, increased motivation to learn, higher school completion, and better outcomes after high school in the areas of employment and independent living

Guiding Conditions & Structures of Inclusion

ALL students are enrolled in & attending curricular classes

Finding the Balance for Enrollment

- ▣ **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)
 - ▣ Students are working on grade specific curriculum
 - ▣ Making curriculum accessible – NOT trying to close the gap

- ▣ **Explicit** Planning
 - ▣ Students can be in smaller classrooms/groups with their identity peers
 - ▣ Students are working on cognitively appropriate or developmental goals (i.e. literacy, numeracy, life skills, OT, PT, SLP, toileting, eating etc.)
 - ▣ Working on closing the gap

Guiding Conditions & Structures of Inclusion

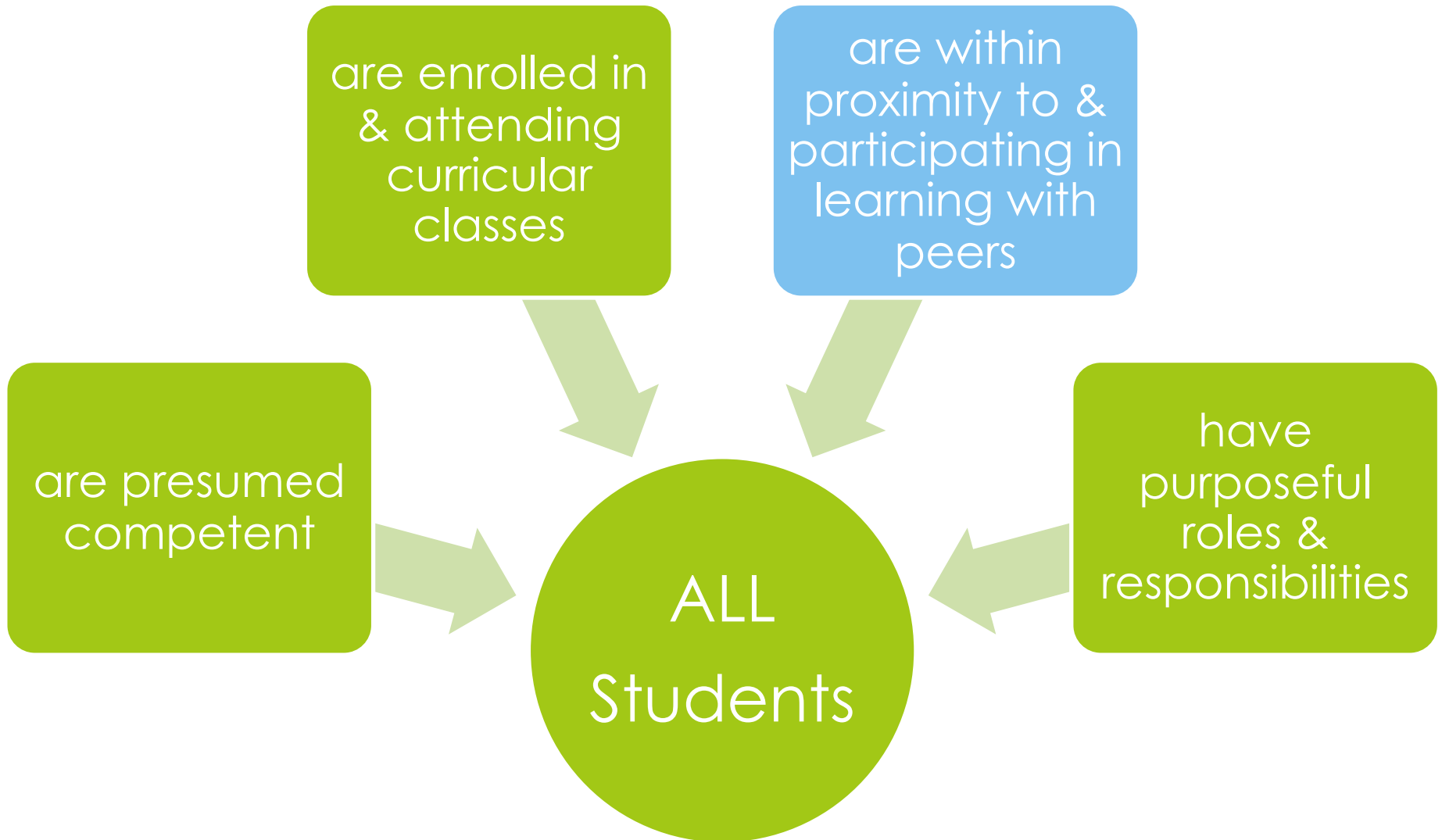
ALL students are enrolled in & attending curricular classes

Guiding Ratios for Inclusive Planning for student with intellectual disabilities*

Grade	% Strategic Instruction	% Explicit Instruction
K-7	100%	Max 20%
8-9	75 %	25 %
10-11	50 %	50 %
12 – 12+	25%	75%

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

1. Guiding Conditions & Structures

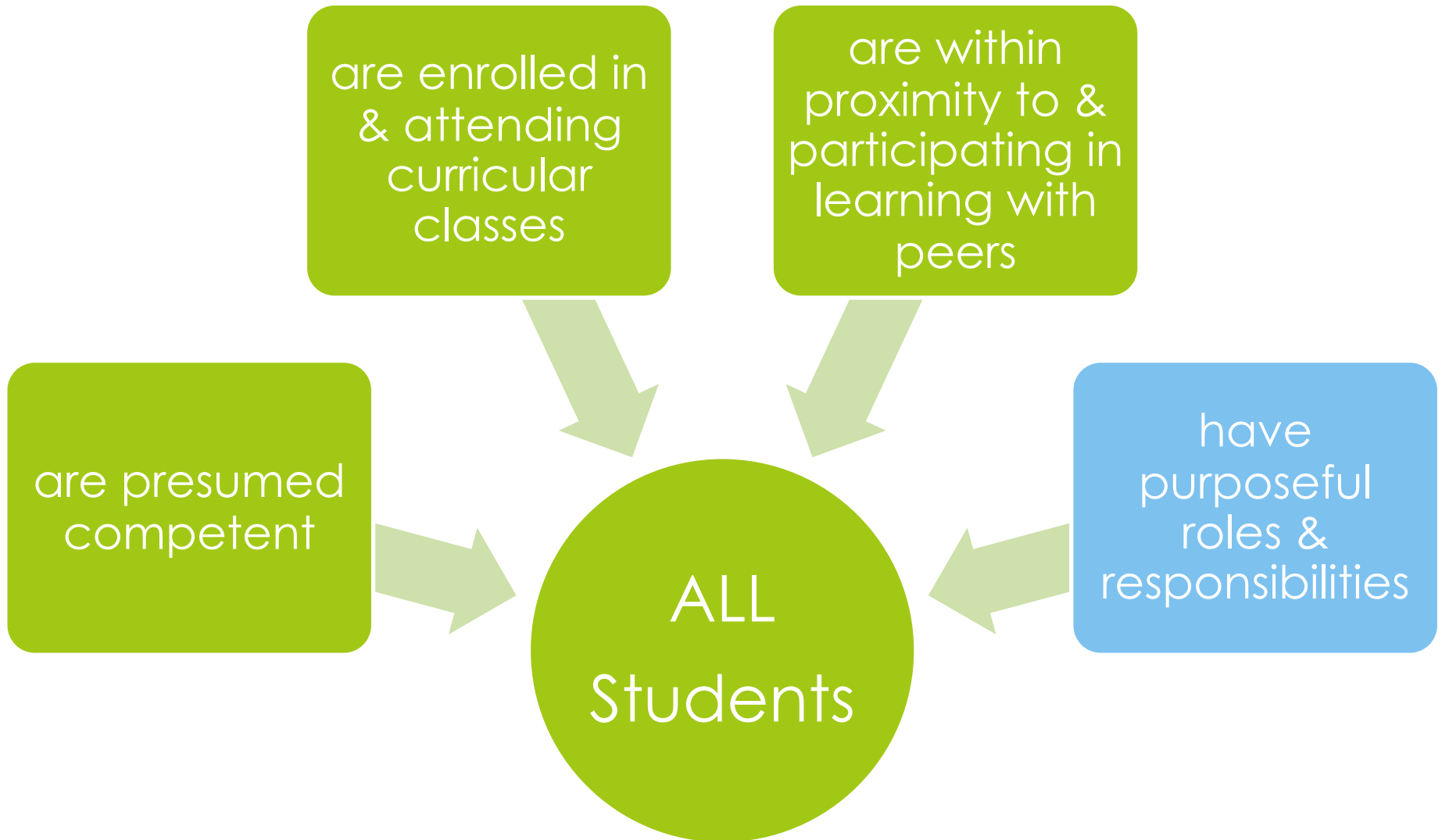


Guiding Conditions & Structures of Inclusion

ALL students are within proximity to & participating in learning with peers

- many of these students, although present, spend their time **socially isolated** in their classrooms working on the periphery with EAs
- EAs (and other adults) **inadvertently hinder** the social and academic goals they are present to promote
- **peers are not replacements** for instruction from adult support
- benefits that peers can receive as/ from the shared support provided
- peers can serve a valuable co-regulating role in the shared learning experiences

1. Guiding Conditions & Structures

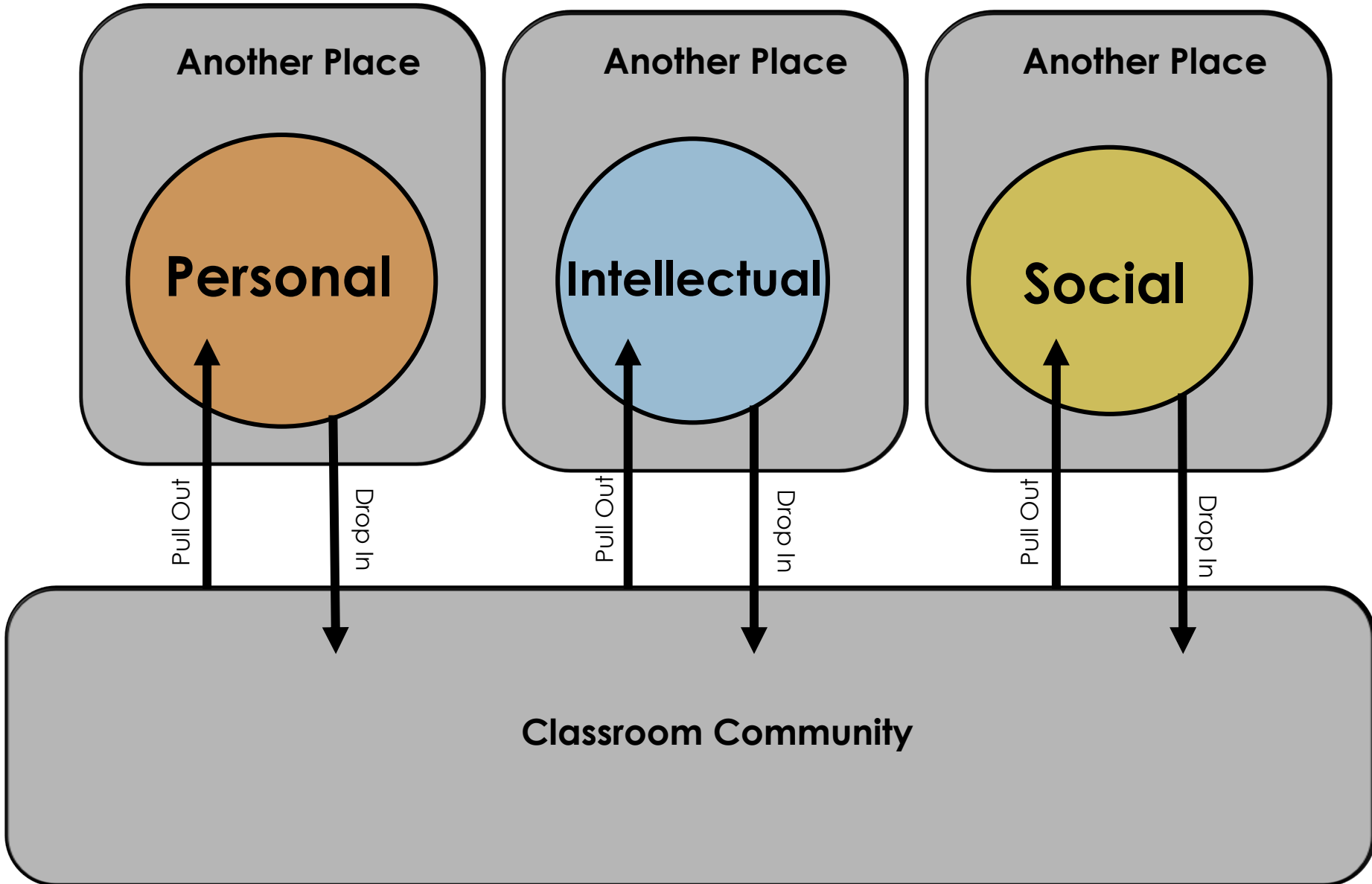


Guiding Conditions & Structures of Inclusion

ALL students have purposeful roles & responsibilities

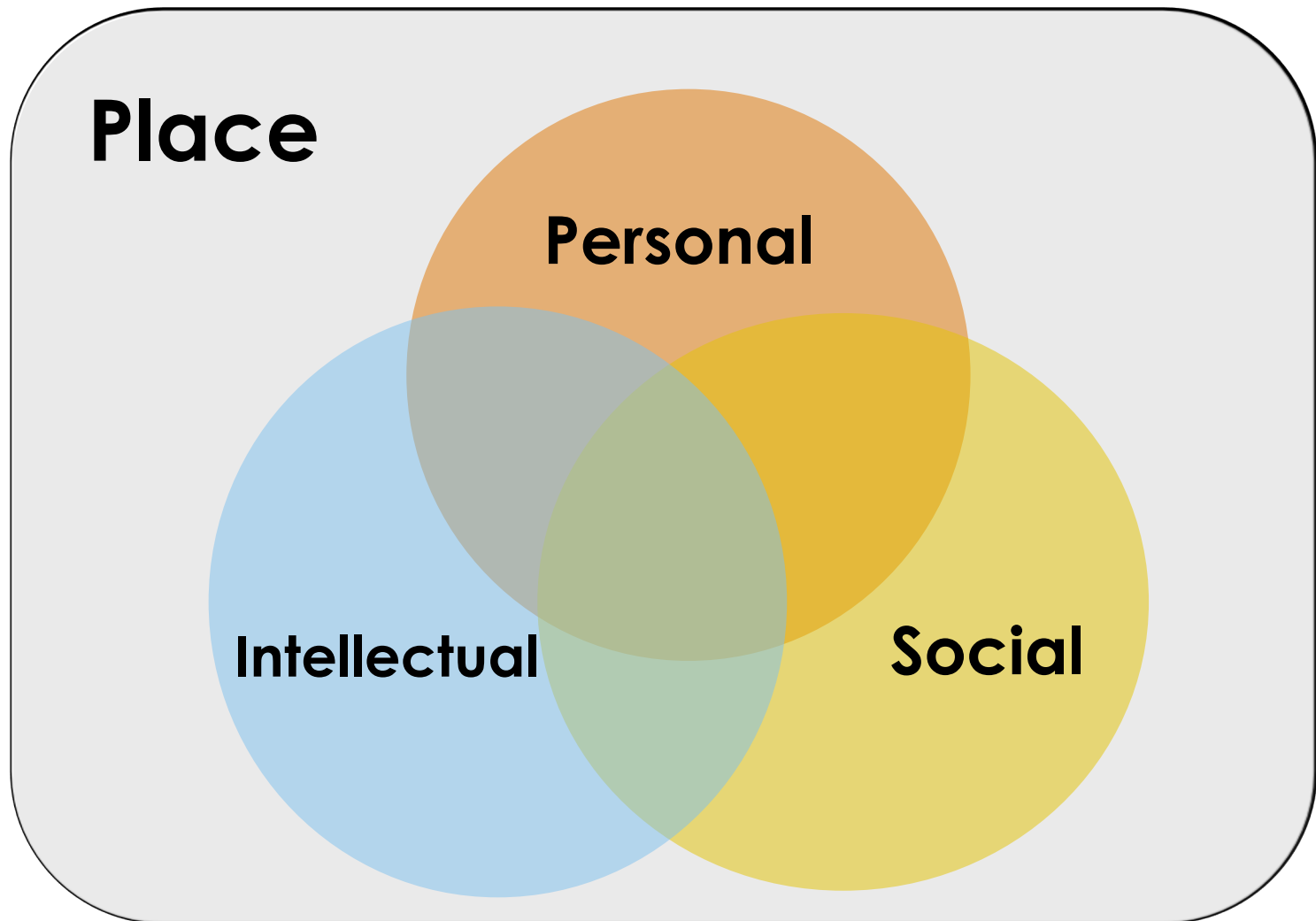
- Purposeful responsibilities may include a combination of:
 - Personal outcomes
 - Social outcomes
 - Intellectual outcomes
- Students participating in the general education curriculum

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

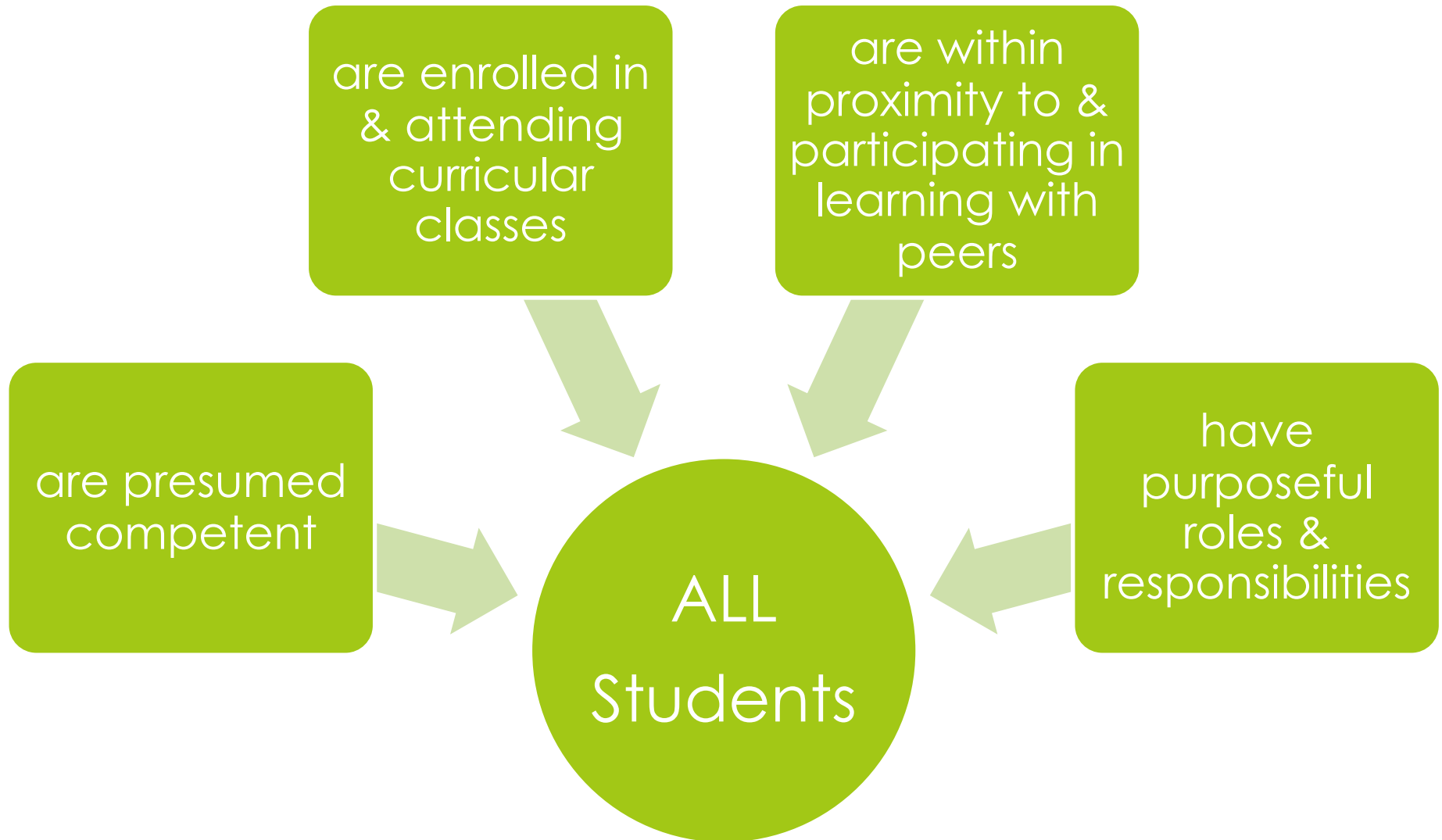


Guiding Conditions & Structures of Inclusion

ALL students have purposeful roles & responsibilities



1. Guiding Conditions & Structures of Inclusion



What does inclusion need?

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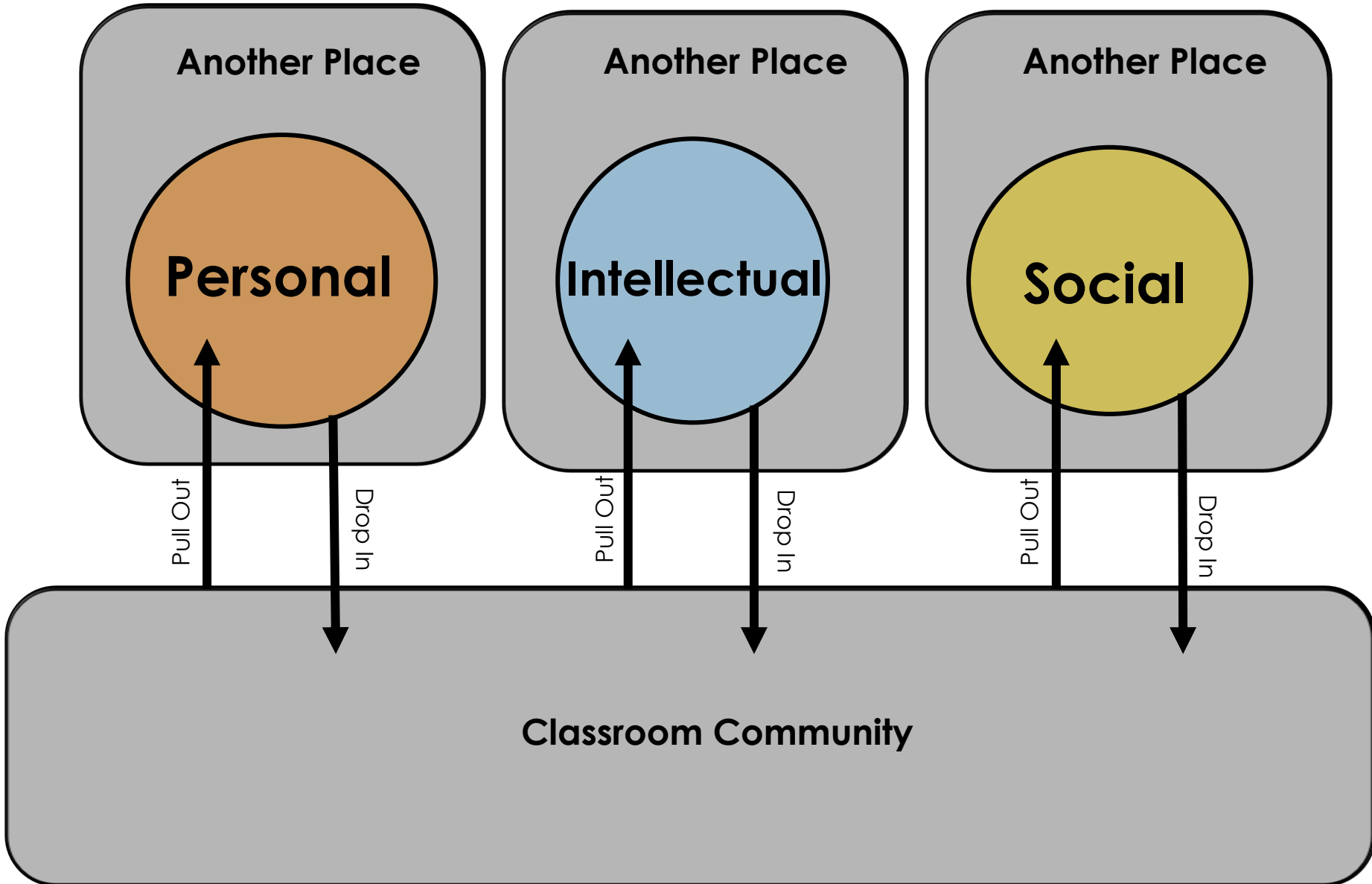
2. Opportunities for Supportive & Collaborative Professional Development

- ❑ Not through the lens of **special education**
- ❑ Designing and supporting a **whole class**
- ❑ Supporting the changing roles of educators
- ❑ Ongoing, situated, inquiry based PD

We can effectively teach all students in our community



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



Collaborative support models







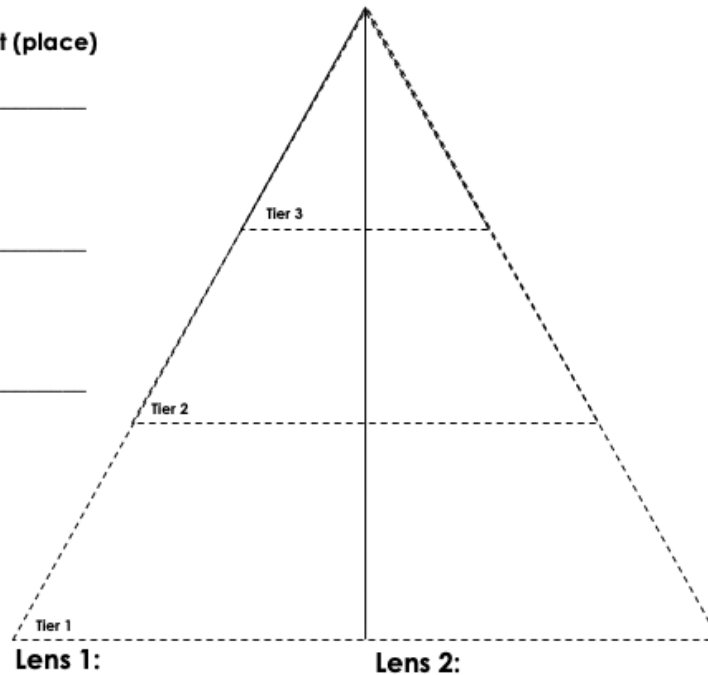
STRATEGY: RTI/MTLS

RTI Triangle

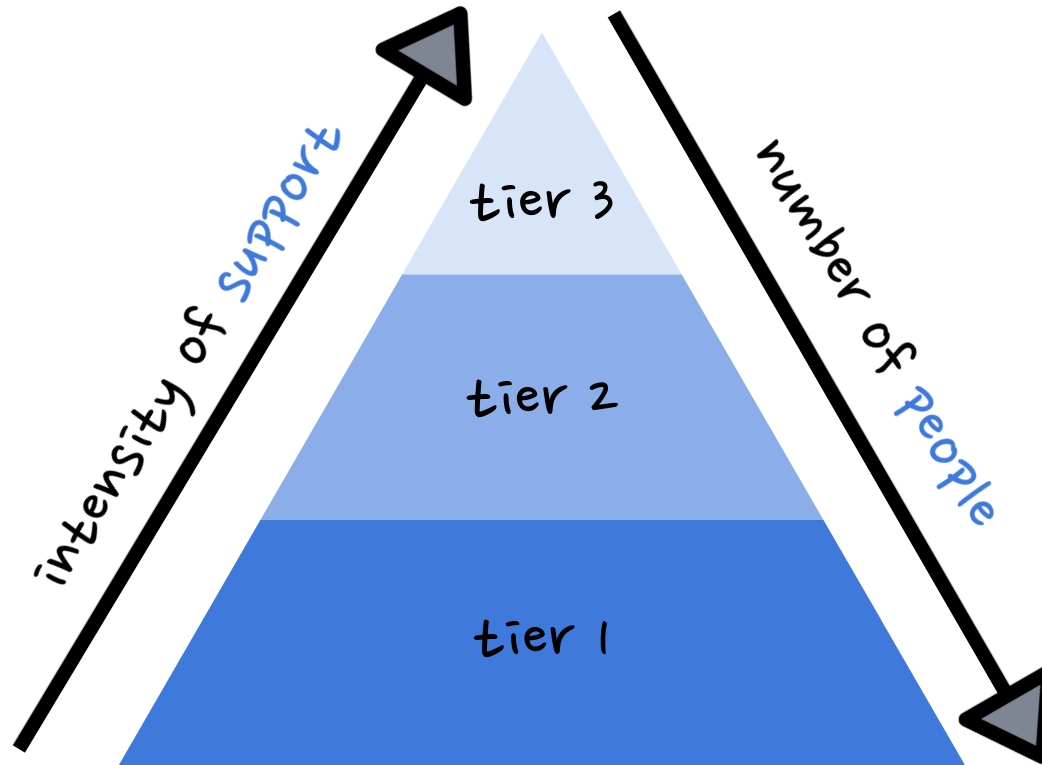
Grade/Course/Subject (place)

Lens 1:

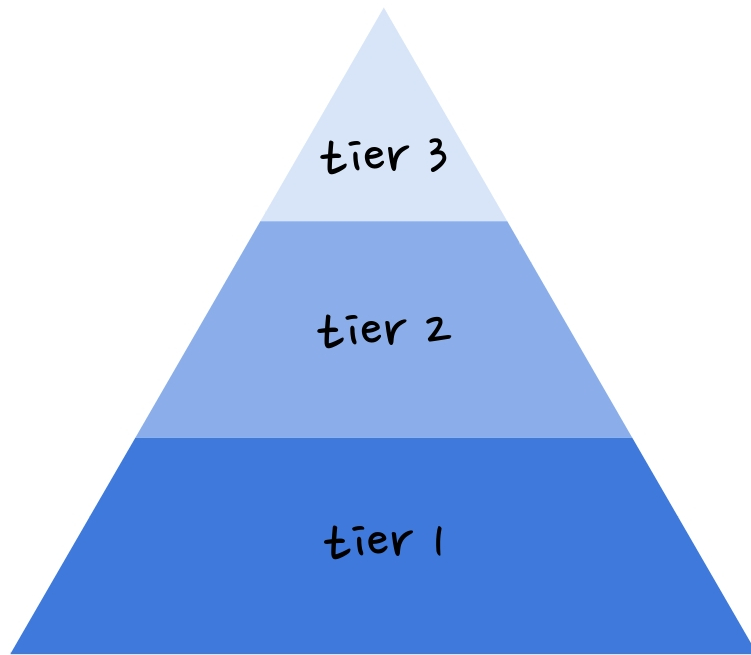
Lens 2:



RTI: RESPONSE TO INTERVENTION



RTI: RESPONSE TO INTERVENTION



- early intervention of support
- assessment of students
- regulated supports

RTI: RESPONSE TO INTERVENTION ??

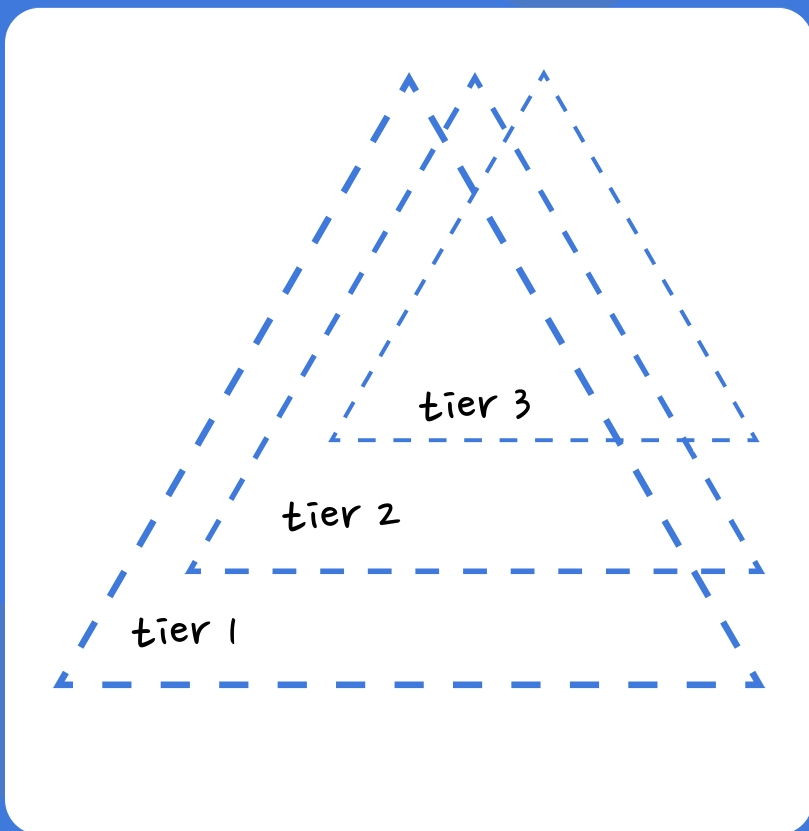
modifications

adaptations

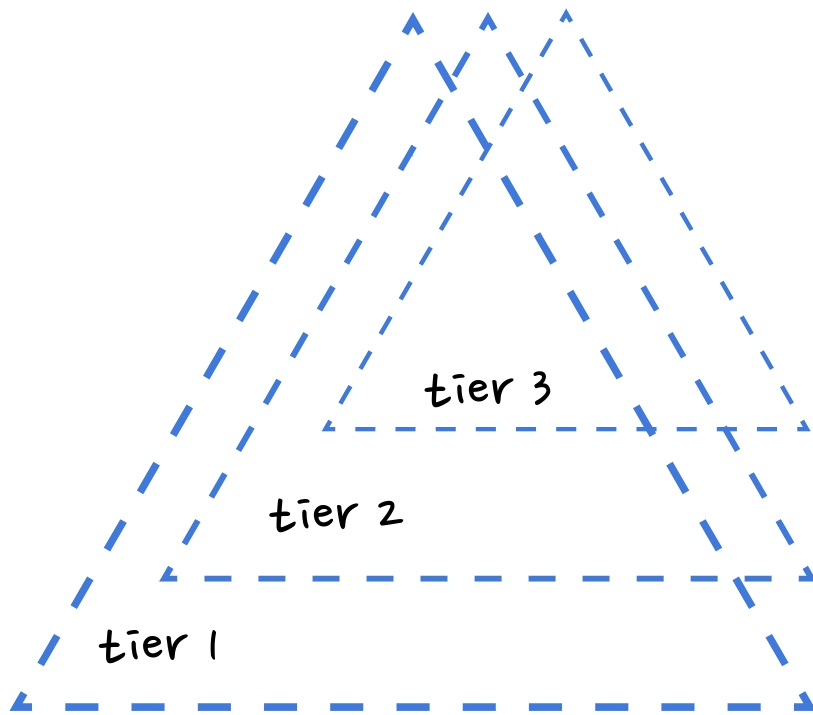
no support



RTI: RESPONSE TO INSTRUCTION



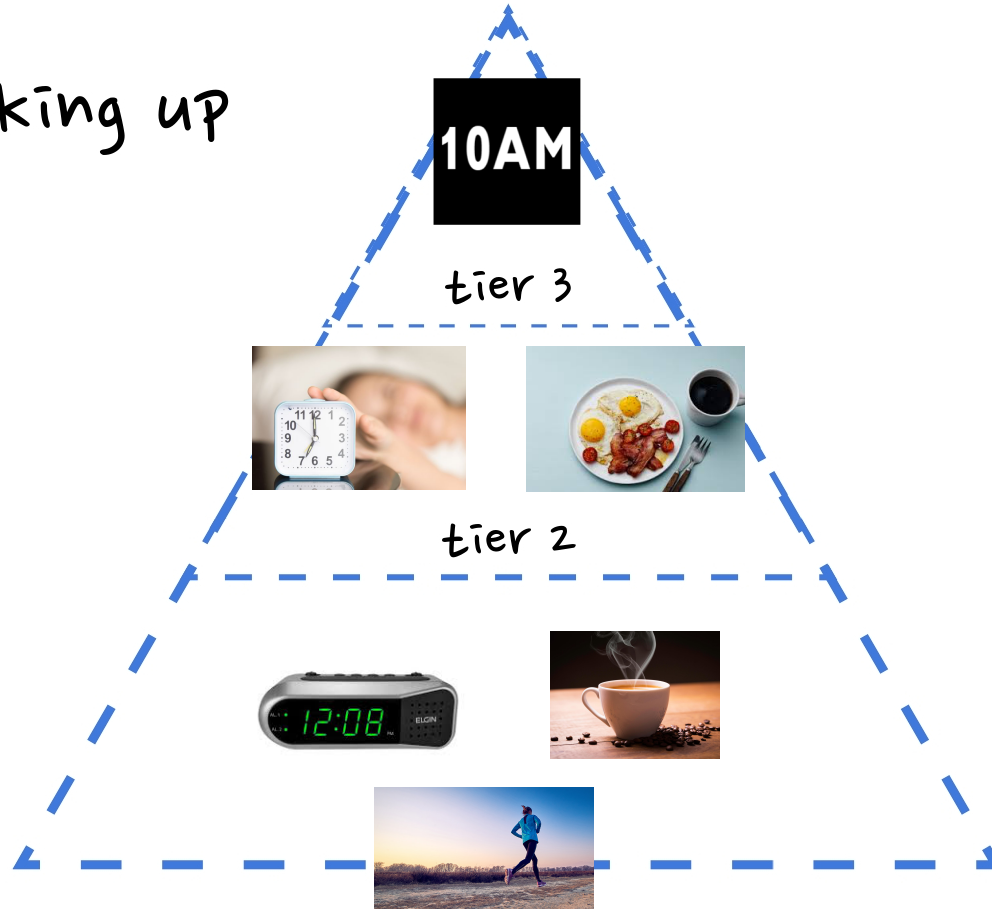
RTI: RESPONSE TO INSTRUCTION



- early instruction of support
- assessment of the environment
- universal supports

RESPONSE TO INSTRUCTION

Lens: Waking up



Shelley Moore, 2019

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Layered Support Cake of Love: Classroom Support Plan

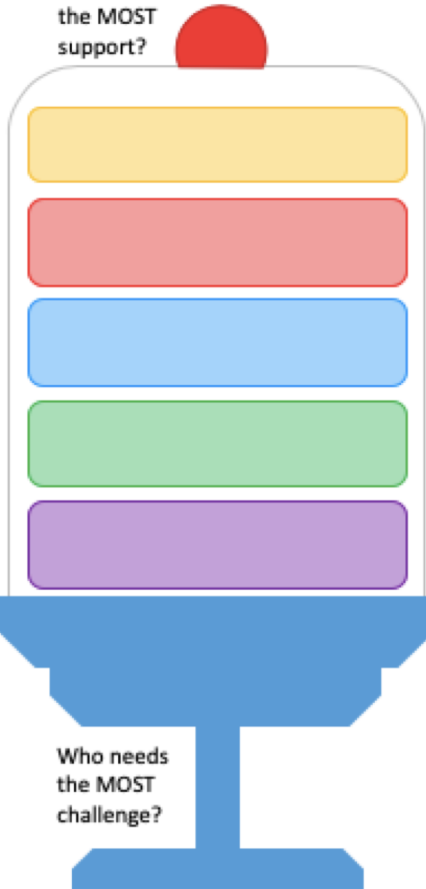
Essential (E)

Targeted (T)

Universal (U)

Party (Class):

Who needs the MOST support?



Cake Flavour (Lens):

Toppings
(Even More Supports)

Student(s) in mind

Support/ Strategy

Student(s) in mind

Support/ Strategy

Layers of The Cake
(More Supports)

Cake Stand
(Supports for ALL)

UDL Structures for this Class:

Reconciliation Structures for this Class:

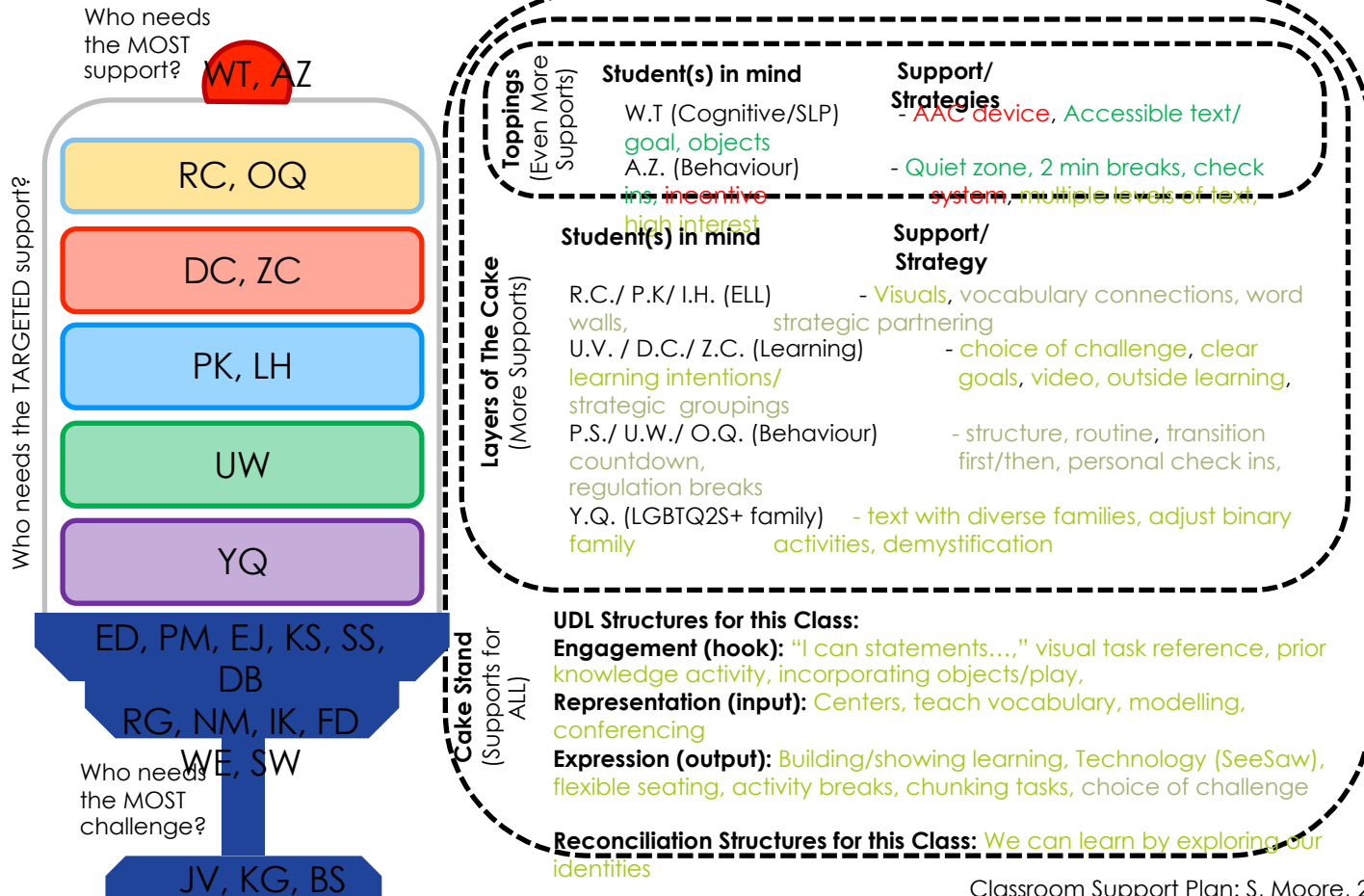
Who needs the TARGETED support?

Layered Support Cake of Love: Classroom Support Plan

Party (Class): Grade 2

Cake Flavour (Lens): Literacy

Essential (E)
Targeted (T)
Universal (U)

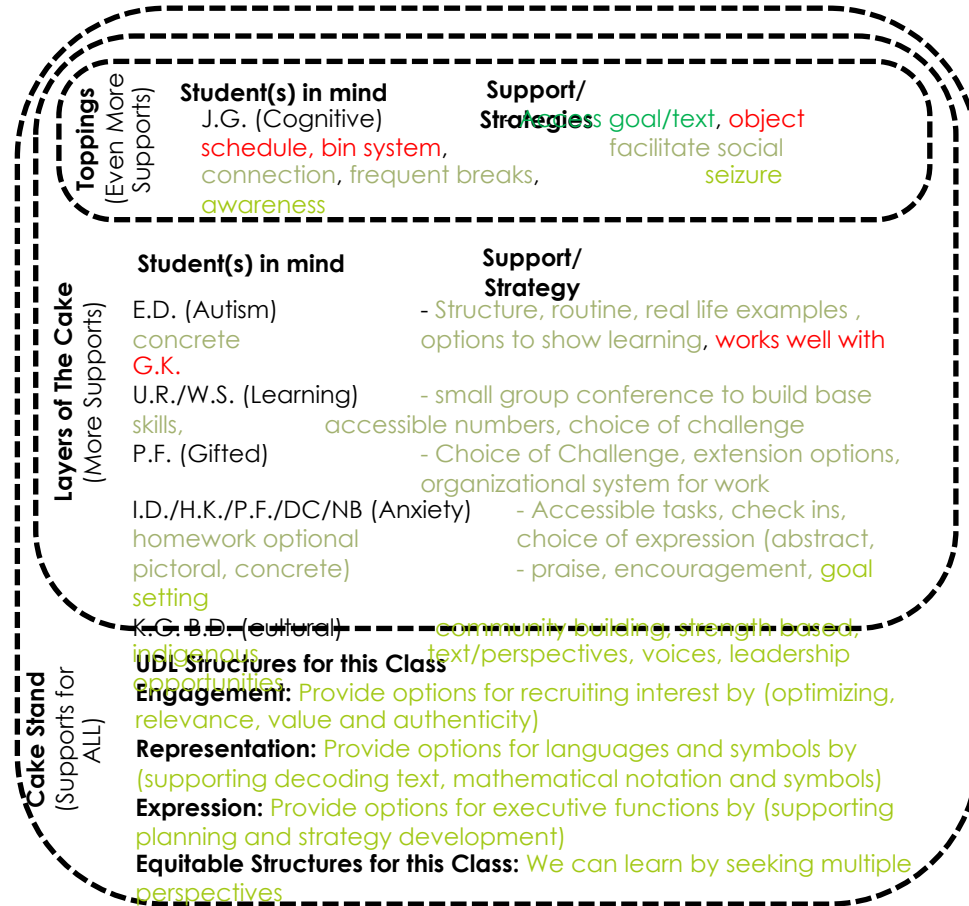
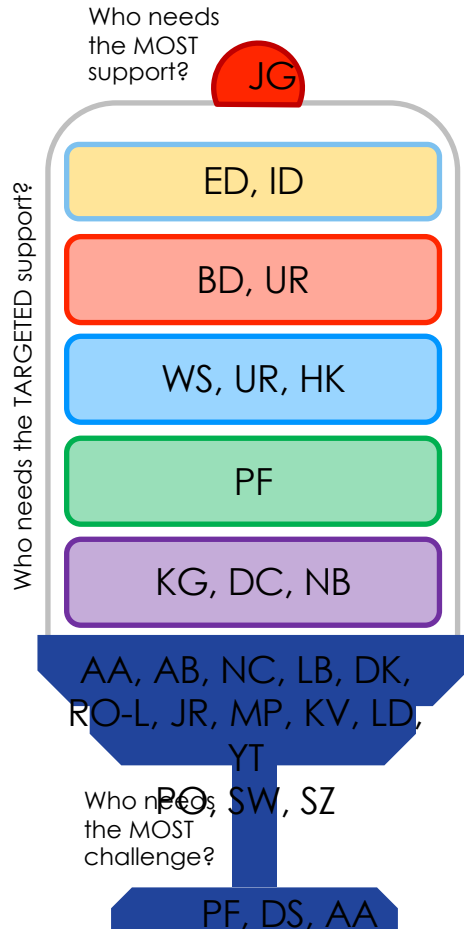


Layered Support Cake of Love: Classroom Support Plan

Essential (E)
Targeted (T)
Universal (U)

Party (Class): Grade 10

Cake Flavour (Lens): Math



Class Review for: _____
Teacher(s): _____

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Inclusive Education: it's not more work, it's different work!

(adapted from Brownlie & King,
2000)

Interests

Classroom Strengths

Classroom Stretches

Class Wide Structures

Class Wide Goals/ Competencies

Individual Considerations

Medical

Language

Learning

Socio-Emotional

Other

What to stay connected?!



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