

SHELLEY MOORE



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@fivemooreminutes



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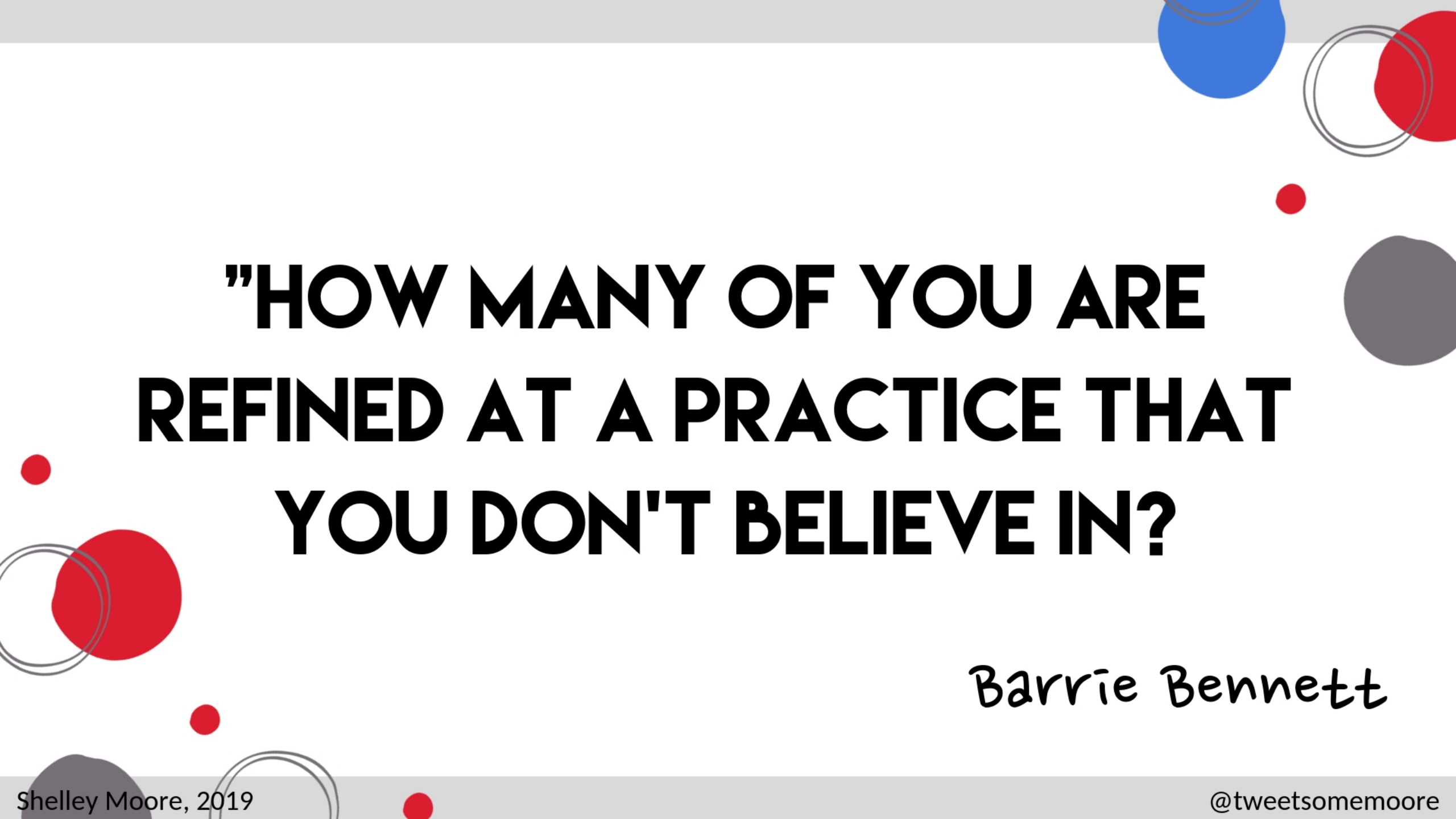
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TALK TO YOUR NEIGHBOUR...

- what is inclusion?
- who is inclusion for?
- where/ when do you see it happening?
- why is it important?



**"HOW MANY OF YOU ARE
REFINED AT A PRACTICE THAT
YOU DON'T BELIEVE IN?"**

Barrie Bennett

An illustration featuring a person in a yellow shirt and white pants walking a yellow tightrope. The tightrope spans a gap between two dark grey cliffs. The left cliff is labeled 'THEORY & BELIEFS' and the right cliff is labeled 'PRACTICE'. The background is a solid grey with two white clouds. The text 'How do we bridge the gap between what we believe in (and know to be true)... and how we live?' is written in the center of the gap.

**THEORY
& BELIEFS**

How do we bridge the gap
between what we believe in (and
know to be true)... and how we
live?

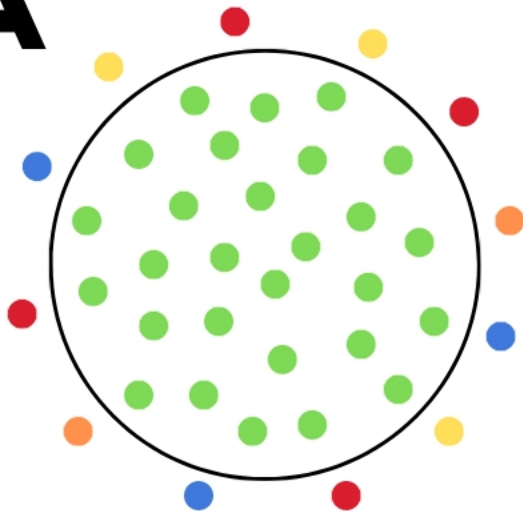
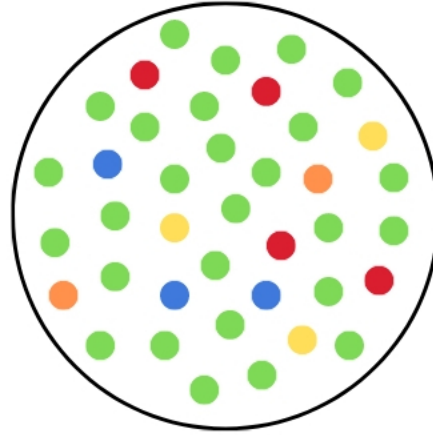
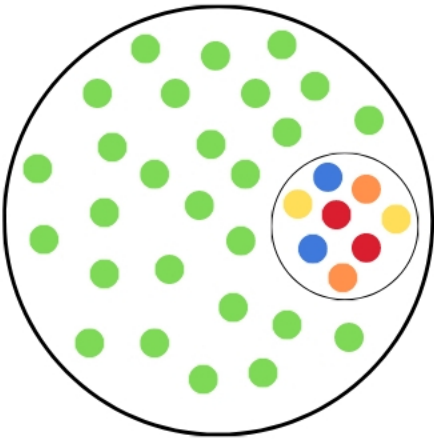
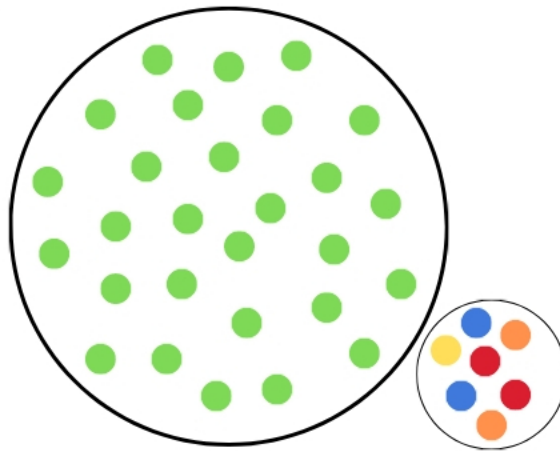
PRACTICE



WHAT DOES **INCLUSION** MEAN?

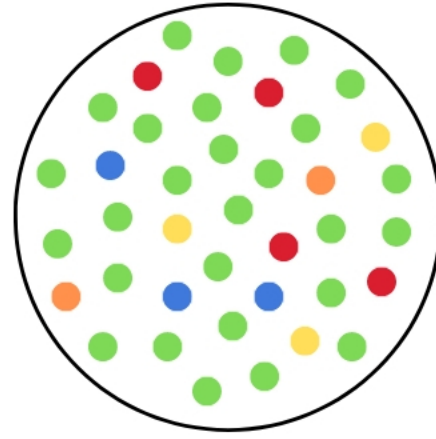


EXCLUSION
INTEGRATION
INCLUSION
SEGREGATION

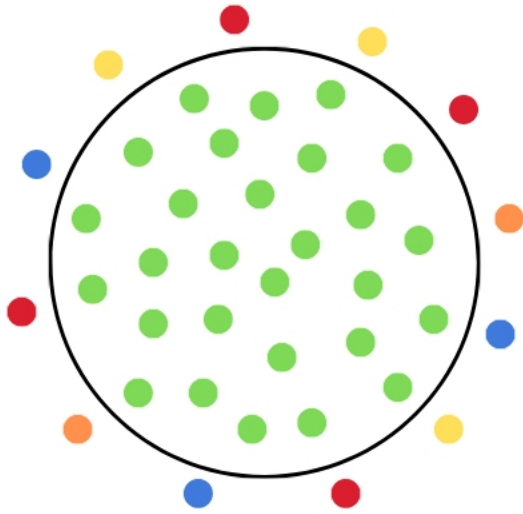
A**C****B****D**

EXCLUSION
INTEGRATION
INCLUSION
SEGREGATION

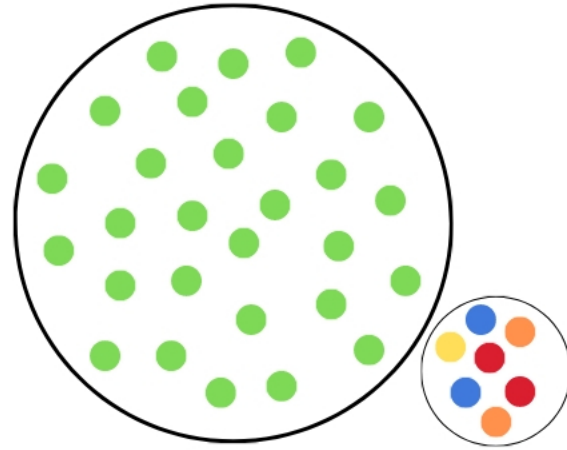
WHAT IS
INCLUSION?



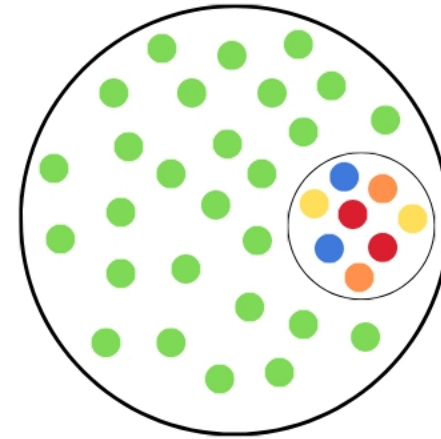
inclusion



exclusion

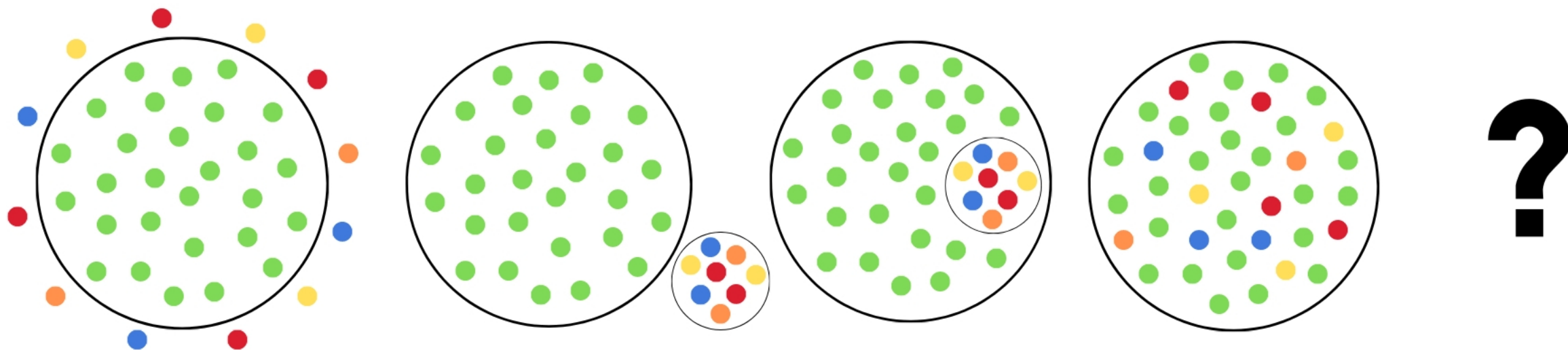


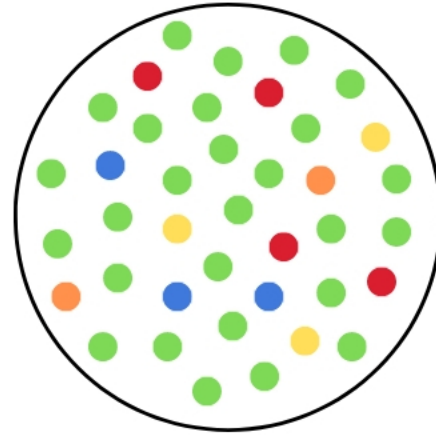
segregation



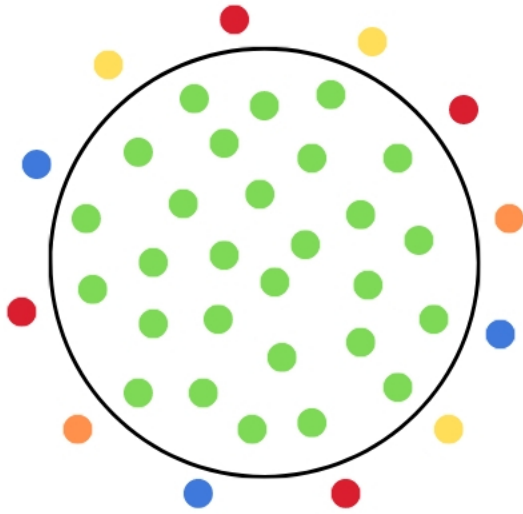
integration

WHAT IS INCLUSION?

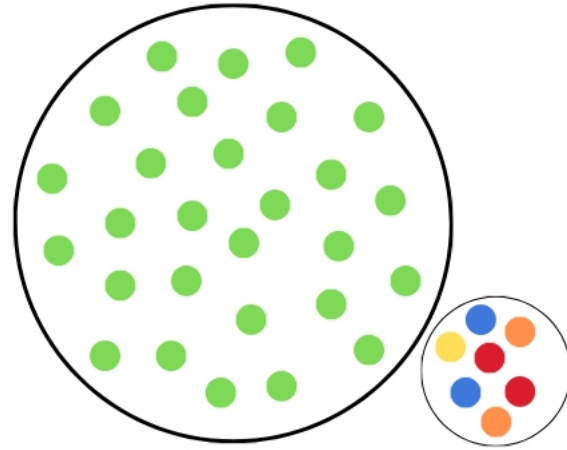




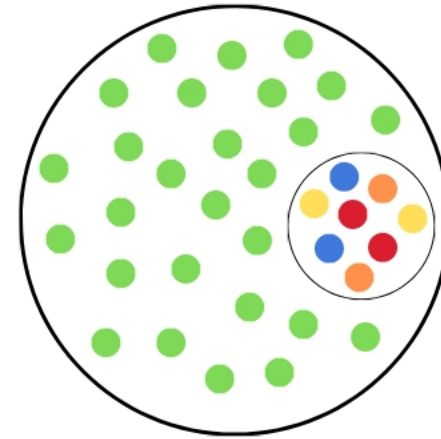
inclusion



exclusion

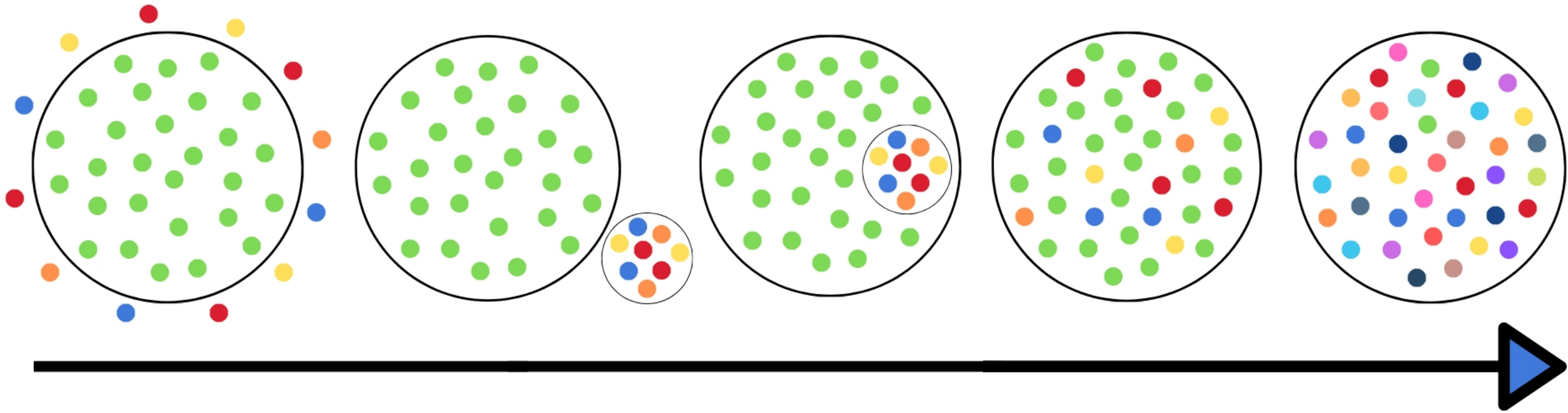


segregation



integration

WHAT IS INCLUSION?

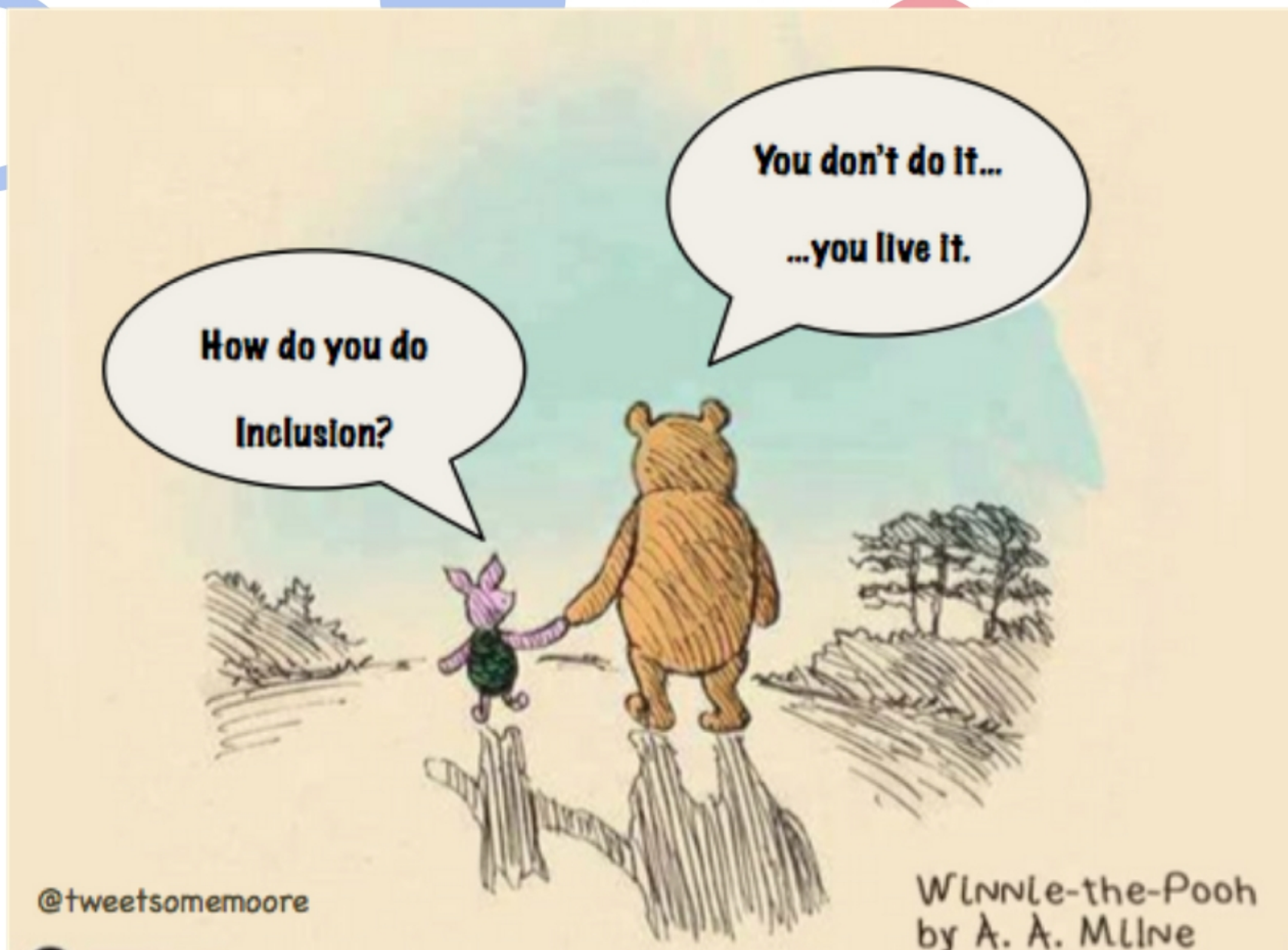


Where are you on this continuum? What's the next step?



WHAT IS **INCLUSION**?

- inclusion is about invitation not force
- inclusion is more than physical integration
- inclusion is responding to diversity not changing the diversity
- inclusion is committing to getting better - living it!



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Winnie-the-Pooh
by A. A. Milne



WHO IS **INCLUSION FOR?**

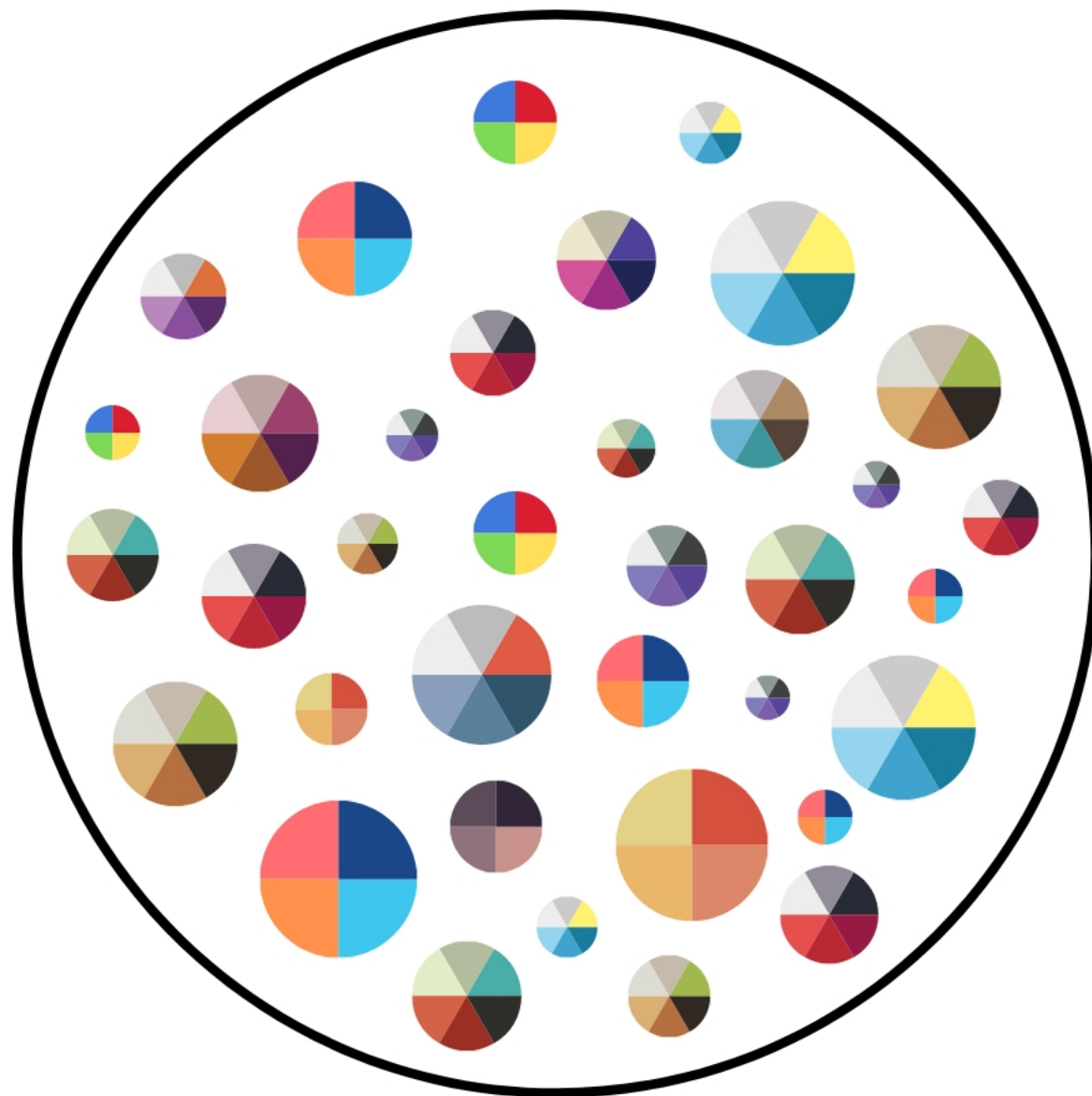
WHO DOES **INCLUSION
INCLUDE?**



WHO IS INCLUSION?



WHO IS INCLUSION?



What are your
colours?

Do we value ALL
colours equally?



How do we build communities of identity?



How do we build communities of diversity?

How do we move away from groupings based on deficits?



How do we make sure that we are welcoming & valuing all colours?



WHO IS **INCLUSION**?

- inclusion is about **identity** and **diversity**
- inclusion is **valuing** all colours
- inclusion is looking for **who is missing**
- inclusion is seeing the **strengths**
- inclusion is **ALL** of us



WHERE CAN **INCLUSION HAPPEN?**

**HOW DO WE MAKE SURE IT IS
INCLUSION AND NOT
INTEGRATION?**

WHERE CAN **INCLUSION** HAPPEN?



Where are the possible places that any student could go in a school community?

FINDING OPPORTUNITIES FOR INCLUSION TO HAPPEN?

- Places for academics
- Places for electives
- Places inside the school
- Places outside of the school

DO ALL STUDENTS IN
OUR SCHOOL
COMMUNITY HAVE
ACCESS TO
ALL PLACES

STRATEGY: THE PLACE ALIGNMENT PLANNER

Inclusive Strategy: Place Alignment Planner

Inclusive Alignment Plan for:

Grade:

Targeted Context:

Date:

Classroom Community		Individual		Alignment			
Schedule/ Activities (When peers are 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

video strategy on www.fivemooreminutes.com

Place Based Inclusive Planning

- Historically, Individual Education Plans (IEPs) have **not** been connected to **place**
- Assumption that IEPs are implemented in **one place** (self contained segregated setting)
- Disconnect to **inclusive vision** – the more places the better!
- Goal: How can we **Increase** the places where individuals feel **included**

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 property)	Field Trips	Various (off school property)				

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: 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

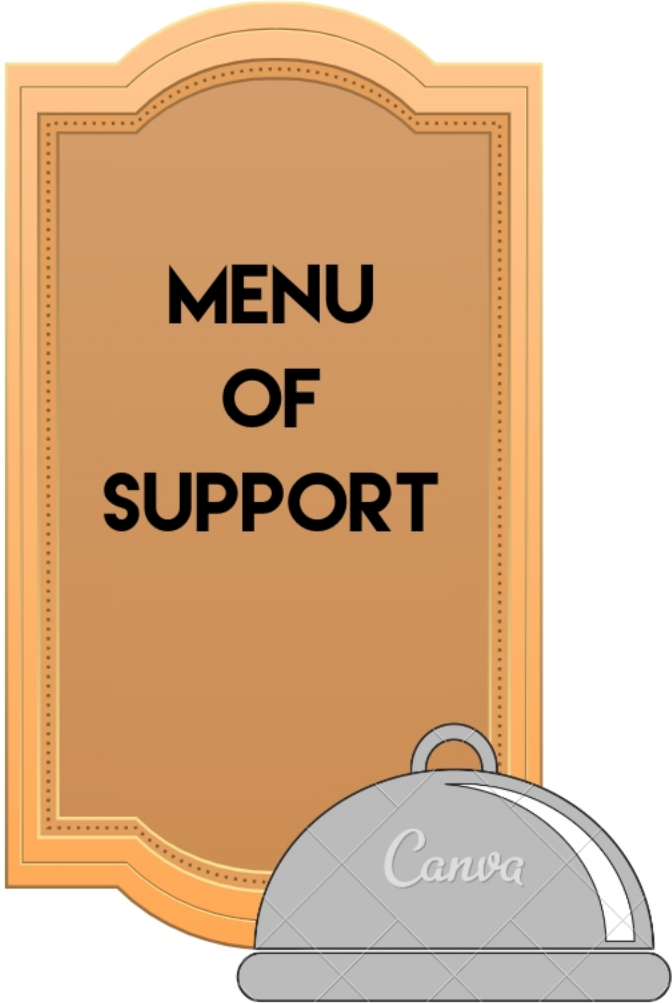
Targeted Context: Secondary Non Enrolling School Contexts

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	Bus/home				

HOW DO WE MAKE SURE IT IS
INCLUSION AND NOT
INTEGRATION?

1. SUPPORT FOR **INCLUSIVE** PLACES



MENU OF SUPPORT

- co teaching
- co planning
- co assessing/debriefing
- observing/ consulting
- working with small groups
- setting up technology
- finding/creating materials
- supporting EAs/Paras

2. PURPOSE FOR INCLUSIVE PLACES

What makes the places we go in our life purposeful?

● Personal Purpose

- being included in the physical community

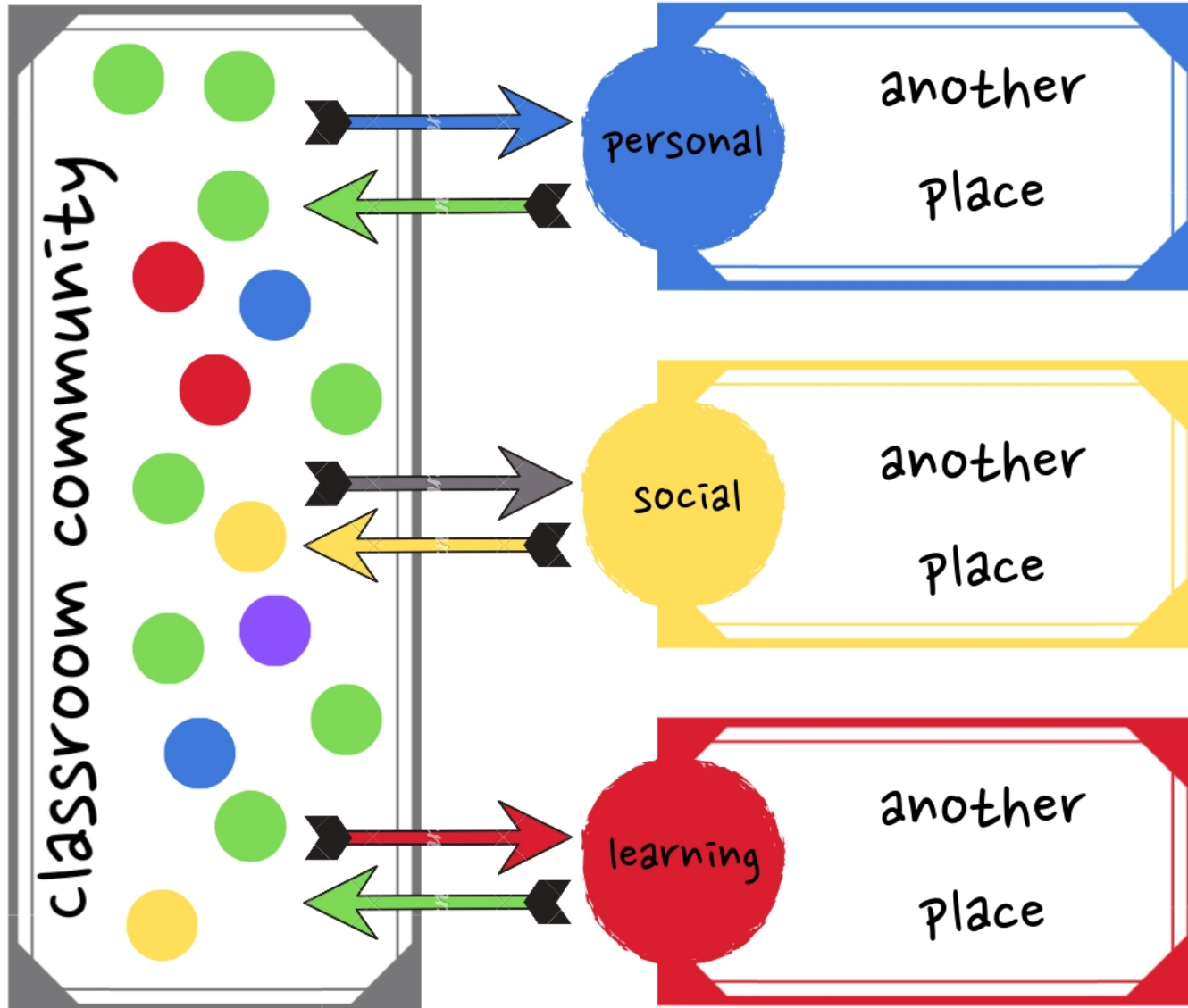
● Social Purpose

- being included in the social/emotional community

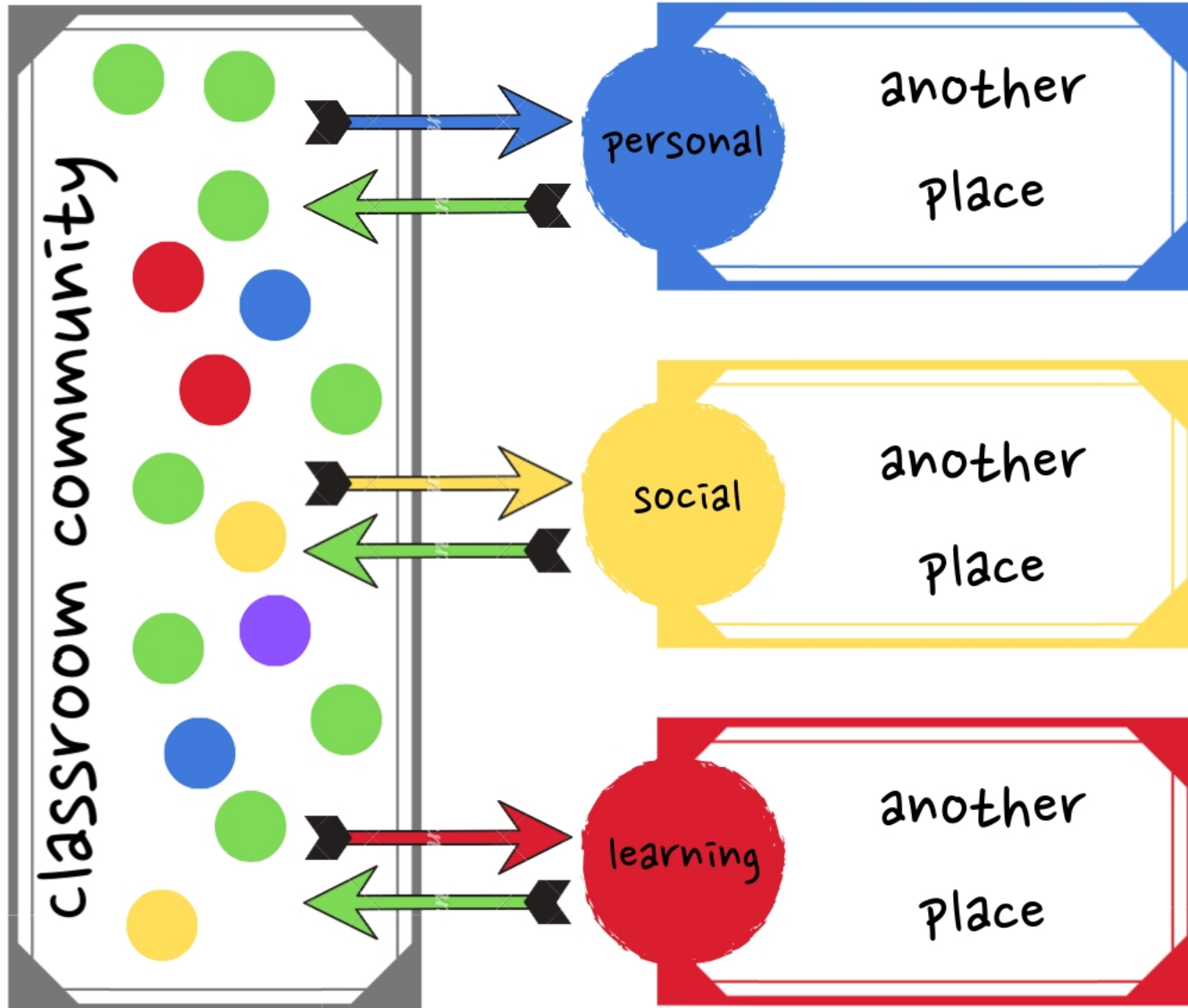
● Intellectual Purpose

- being included in the learning community

PURPOSE: THE HISTORICAL PARADIGM



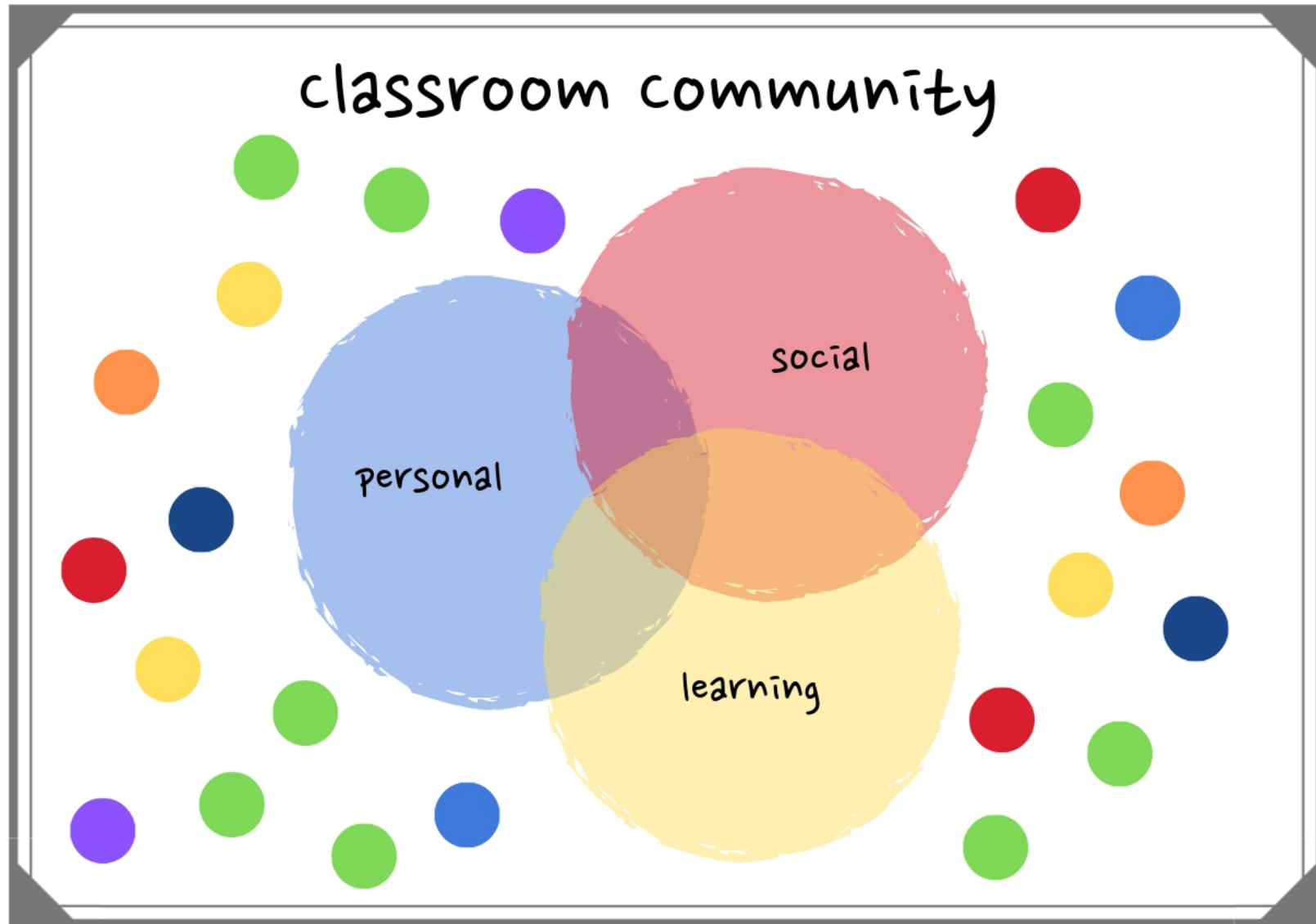
PURPOSE: THE MEDICAL PARADIGM



Problematic Assumptions

- assumes that areas don't affect **each other**
- assumes that **no one else** in the class **needs** support
- assumes that the **class ISN'T** a **SUPPORT**

PURPOSE: THE INCLUSIVE PARADIGM





WHERE CAN **INCLUSION** HAPPEN?

- ANYWHERE & EVERYWHERE
- Equal opportunities as peers

HOW DO WE MAKE SURE IT IS **INCLUSION** AND NOT INTEGRATION?

- make it supportive
- make it purposeful

STRATEGY: THE PURPOSE PLANNER

Inclusive Purpose Planner for: _____

Targeted Class: _____

Place(s)/Context(s): _____

Classroom Activities	What is the class goal for this activity?	What could this look like for _____		
		Intellectual Purpose	Social Purpose	Personal Purpose

video strategy on www.fivemooreminutes.com

What is Inclusion?

PLACE + PURPOSE



Where?



Why?

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

WHERE CAN INCLUSION HAPPEN??

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

WHERE TO START?!

		PURPOSES		
		Personal	Social	Intellectual
PLACES	In elective classrooms			
	In content classrooms			
	In the school			
	Extra curricular activities			

Inclusive Purpose Planner for: _____

Targeted Class: _____

Place(s)/Context(s): _____

Classroom Activities	What is the class goal for this activity?	What could this look like for _____		
		Intellectual Purpose	Social Purpose	Personal Purpose

Inclusive Purpose Planner for: Gabriel

Targeted Class: Grade 2 Ms. B.

Place(s)/Context(s): Classroom (morning)

Classroom Activities	What is the class goal for this activity?	What could this look like for Gabriel:		
		Intellectual Purpose	Social Purpose	Personal Purpose
Calendar	- Practicing days of the week/ months - Upcoming events - Prime numbers	- Graph the weather - in charge of "today is..." - In charge of birthdays - In charge of lost teeth	- Reports the weather to class - Asks class if anyone lost a tooth - Asks if its anyone's birthday	- Stand up, walk to window, check weather, record & graph, share information with class, ask a question, sit on chair at carpet
Class Meeting	- Feelings check in - Daily movement - Attendance	-Feelings check in (happy/sad/tired) - Daily movement (Go Noodle) - Learn name of peers	- Teach peers to invite him to join a small group - "Good morning _____"	- Reference peers for movement, look at screen (Go Noodle), stay in body zone, join a group - Take attendance
Math	- Mini lesson - Small group activities - Exit slip	- Counting 1-10 - Using a calculator - Simple addition	- Join small group math activities - His job is to count & calculate (check)	- sitting, listening at desk for mini lesson, quiet body, quiet activities about topic

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

Inclusive Purpose Planner for: Puneet

Targeted Class: Social Studies 9

Place(s)/Context(s): Rm. 202

Classroom Activities	What is the class goal for this activity?	What could this look like for Puneet		
		Intellectual Purpose	Social Purpose	Personal Purpose
Start up Activity	- Self start vocabulary activity	- Self start – word work activity	- Ask for help if needed	- Initiation - Arrive to class, grab WW activity, go to desk, start activity
Engaged Reading	- Independent reading 20 min	- Choosing text	- Choose of partner or independent reading	Choose book from bin, choose partner, choose location
Current Events	- 2 students/ day report on an article in the news	- Choose a News2You article - Find video and share with class	- Share video and news2you article with class 1/month	- Stand at front of class, press play button, hand out article to peers
Lesson	- 20 min lesson + small group or independent activity	- Learn about a new topic - Reading books/ activities about topic (at her level)	- Join small group, read topic text to group - Have a job in group (sharing, holding, gathering, pointing)	- Quietly listening or quiet activity about topic at desk - Join small group
Sharing Circle	- Students share a learning from the day	- Being part of community, sharing with peers	- Share/ hold up something she is proud of for that day	- Move chair into circle, look at who is talking, quiet listening, saying "thank you"

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

Remember!

- This is NOT about “should!”
- This IS about “could!”
- These purposes are NOT described as deficits
- These purposes ARE described as positive & strength based
- What do we WANT to do vs. what do we NOT want them to do?

WHERE & WHEN CAN **INCLUSION** HAPPEN?

Inclusion IS NOT place and time

Inclusion IS increasing places with
purpose over time

A decorative graphic on the left side of the slide features several overlapping circles in blue, red, and grey, some with thin grey outlines. On the right side, a thick, hand-drawn black line curves across the top, with the word 'Carly' written in a cursive script next to it.

WHY IS **INCLUSION** IMPORTANT?

MAKING A PLAN...

- What is **one useful thing** so far?
- What is something you want to **try**?
- What is your **first step**?
- What **SUPPORTS** do you need?
- How will you **celebrate** your success?

Carly

What to stay connected?!



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