

SHELLEY MOORE



@tweetsomemoore



@fivemooreminutes



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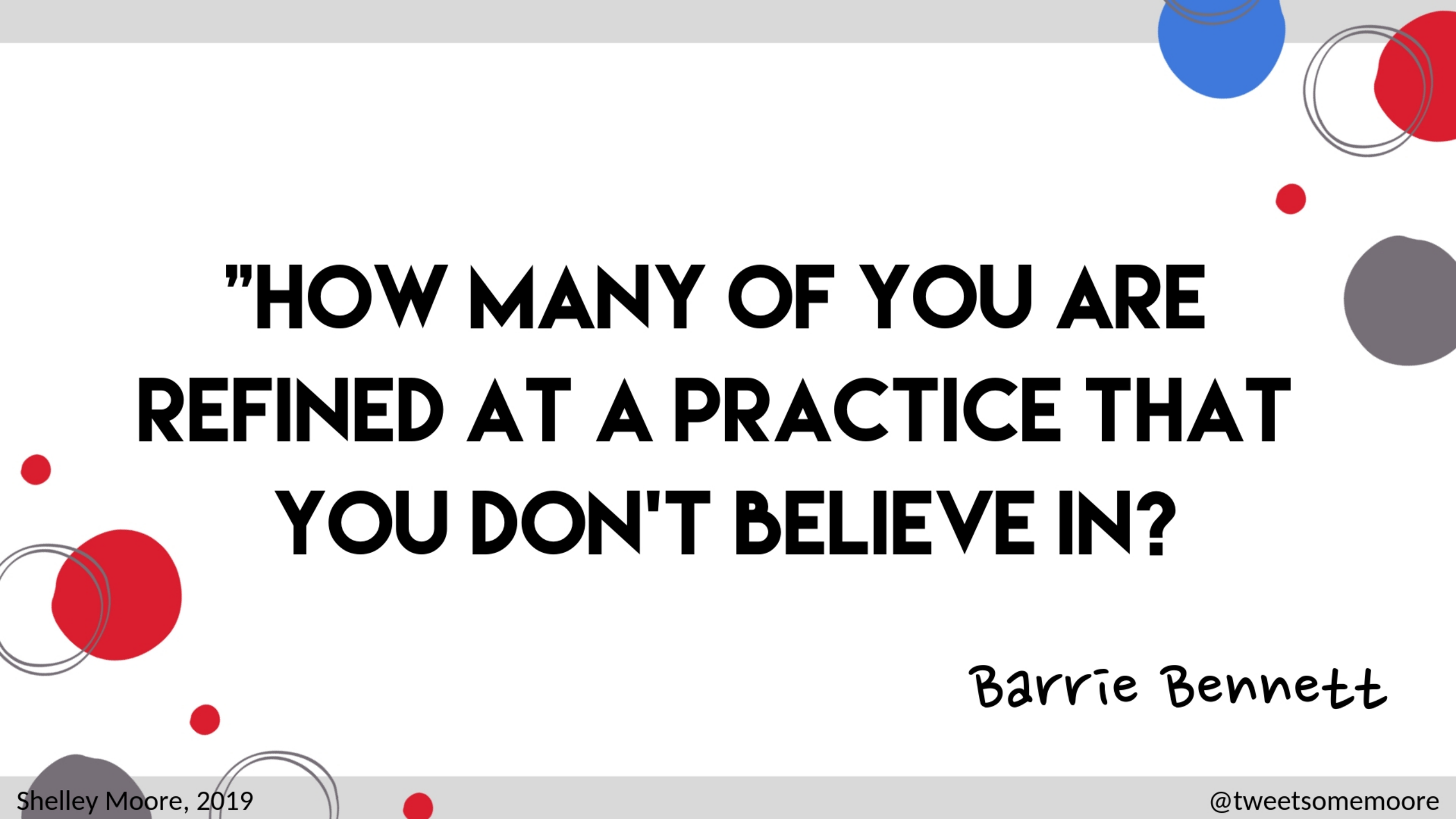
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www.blogsomemoore.com



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 is stretched across a gap between two dark grey cliffs. The person is in the middle of the gap, with one foot on the rope and the other leg extended behind. The background is a solid grey with two white, fluffy clouds. The text 'THEORY & BELIEFS' is on the left cliff, 'PRACTICE' is on the right cliff, and a central question is written on the rope. The bottom left has the name 'Shelley Moore, 2019' and the bottom right has the handle '@tweetsomemoore'.

**THEORY
& BELIEFS**

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

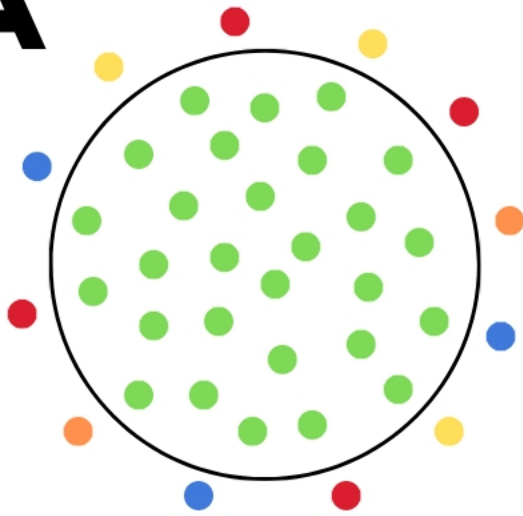
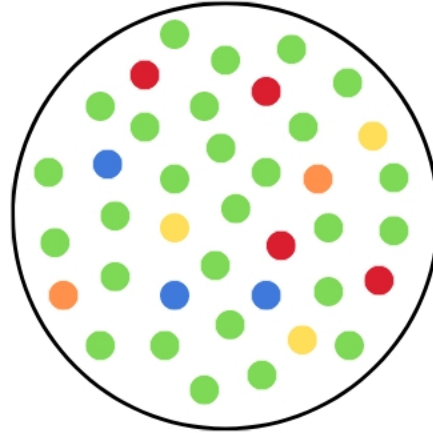
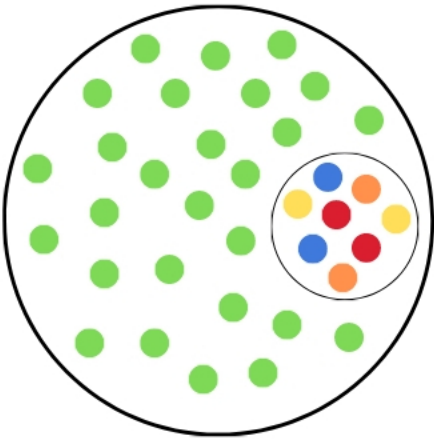
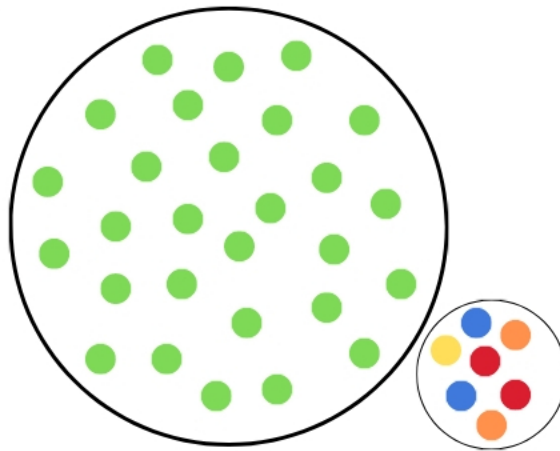
PRACTICE



WHAT DOES **INCLUSION** MEAN?

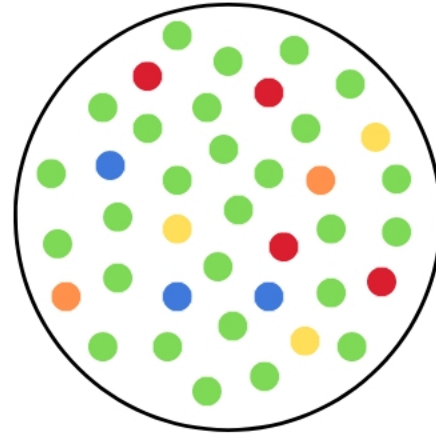


EXCLUSION
INTEGRATION
INCLUSION
SEGREGATION

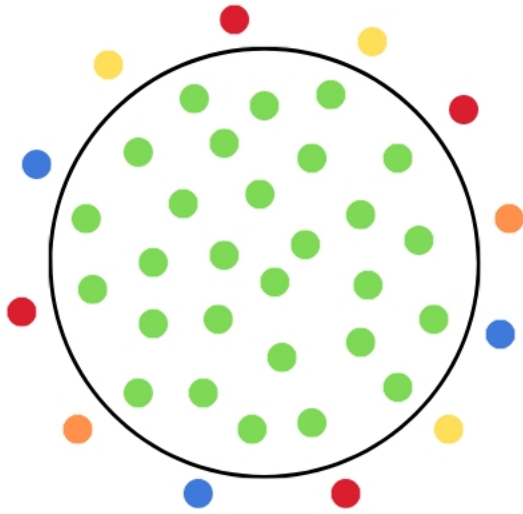
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EXCLUSION
INTEGRATION
INCLUSION
SEGREGATION

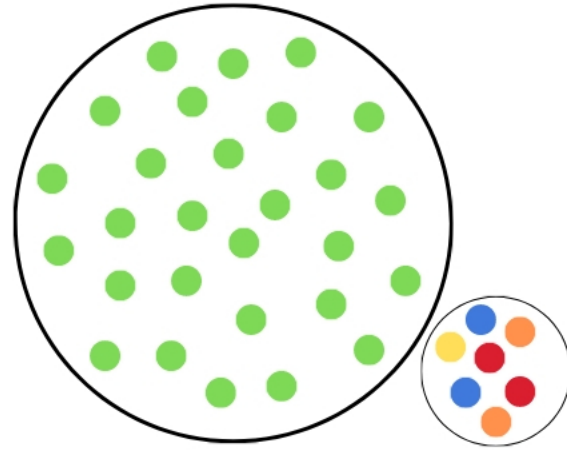
WHAT IS
INCLUSION?



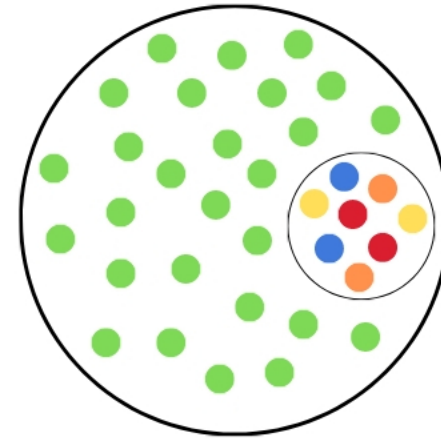
inclusion



exclusion



segregation



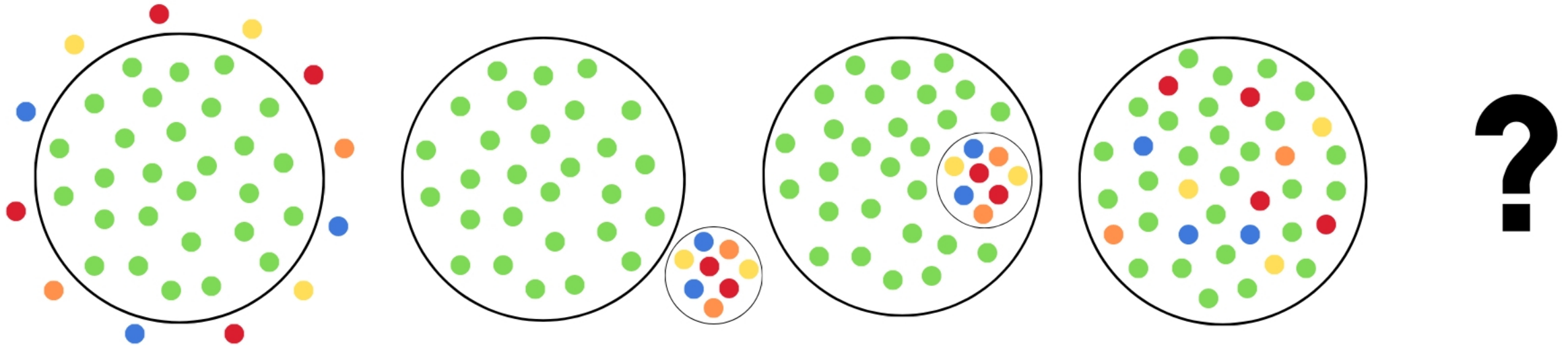
integration

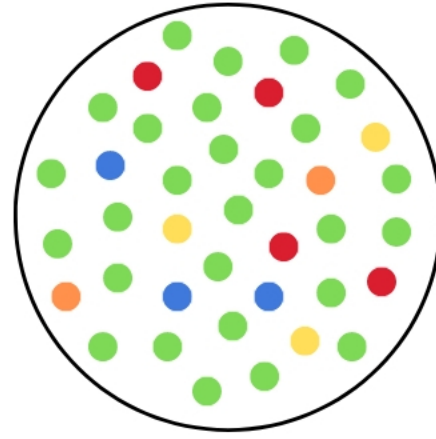
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Video link: <https://youtu.be/PQgXBhPh5Zo>

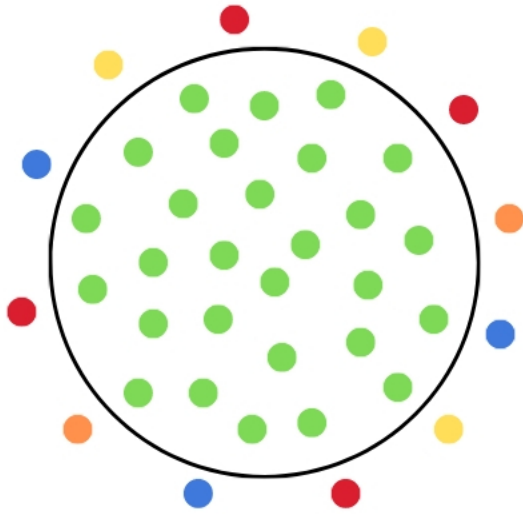
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WHAT IS INCLUSION?

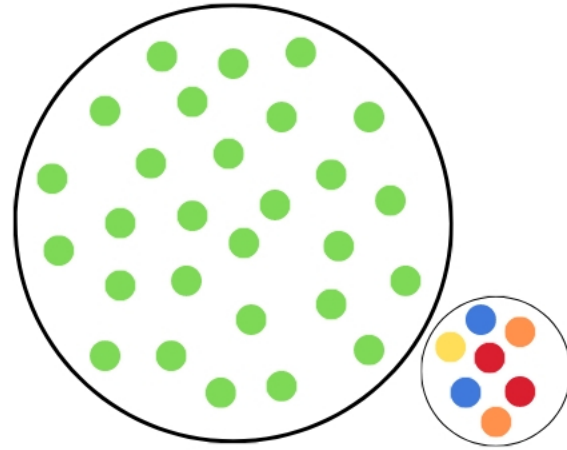




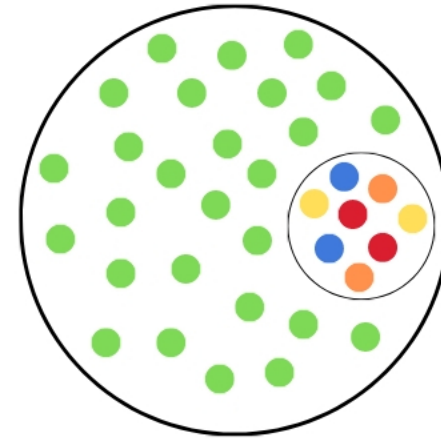
inclusion



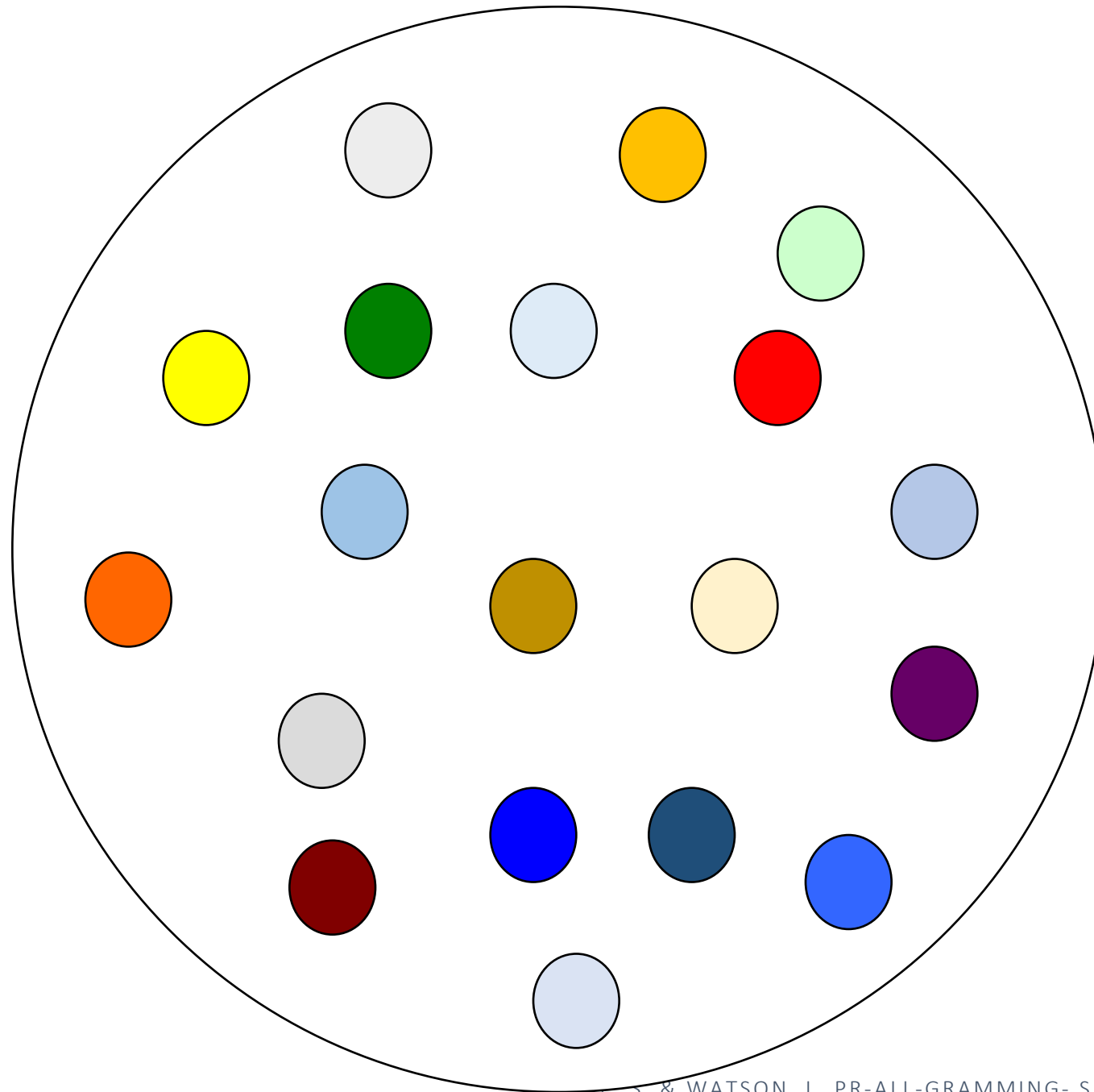
exclusion



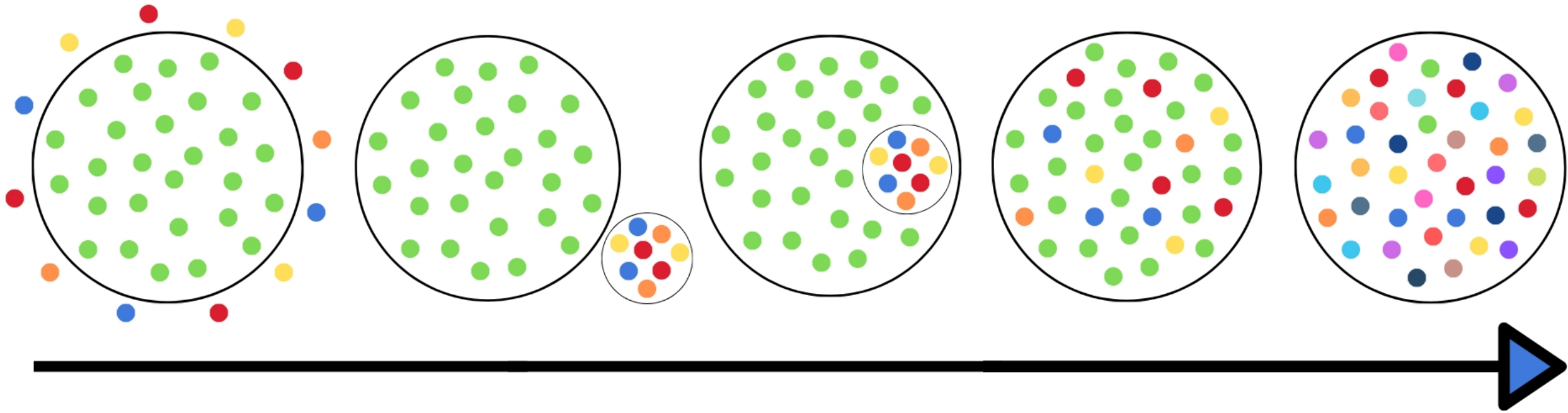
segregation



integration



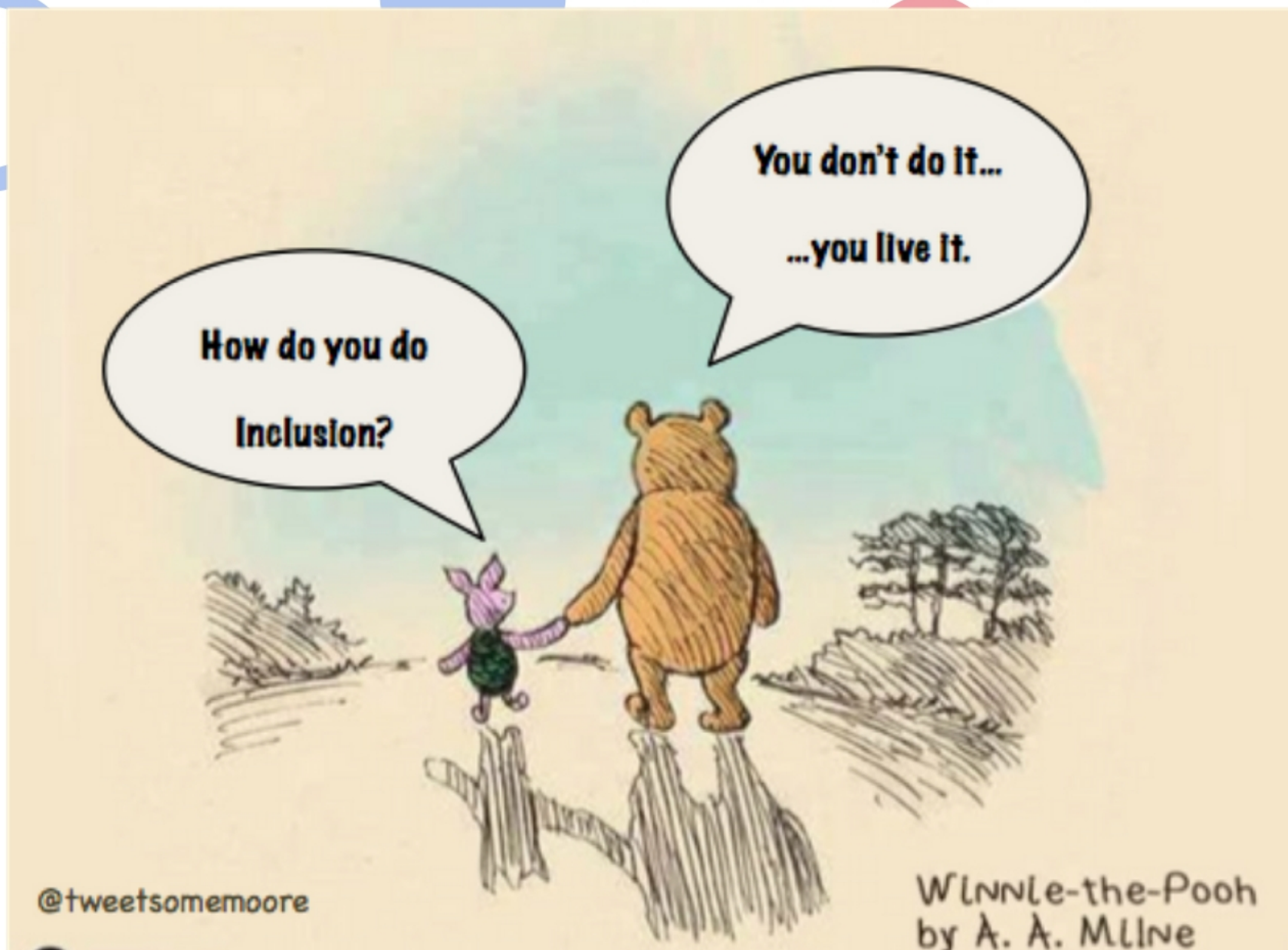
WHAT IS INCLUSION?



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?**

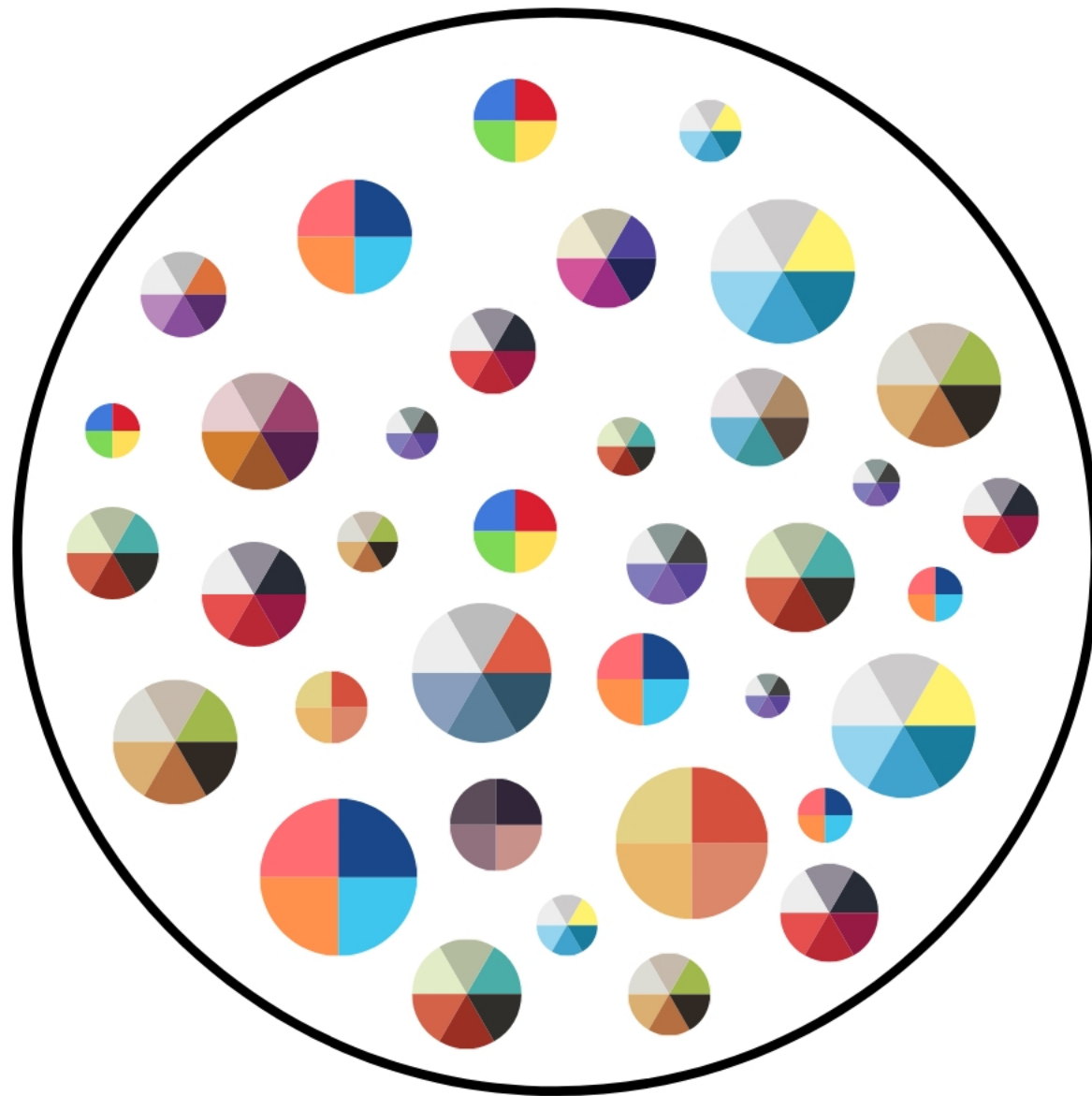
WHO DOES **INCLUSION
INCLUDE?**



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

Thinking Back...Looking Forward

- What is standing out so far today?
- What is useful so far, to you, in your context?
- What is something you want to share with someone who is not here?
- What is something you want to try?



WHERE CAN **INCLUSION HAPPEN?**

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

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**

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

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

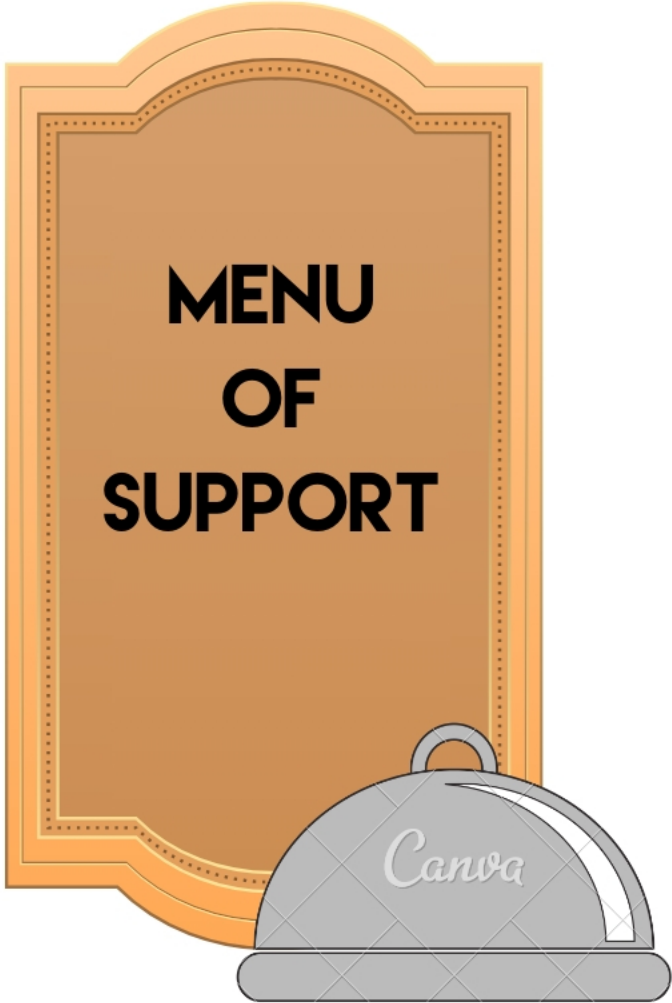
Targeted Context: Secondary Non Enrolling School Contexts

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

□ 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**

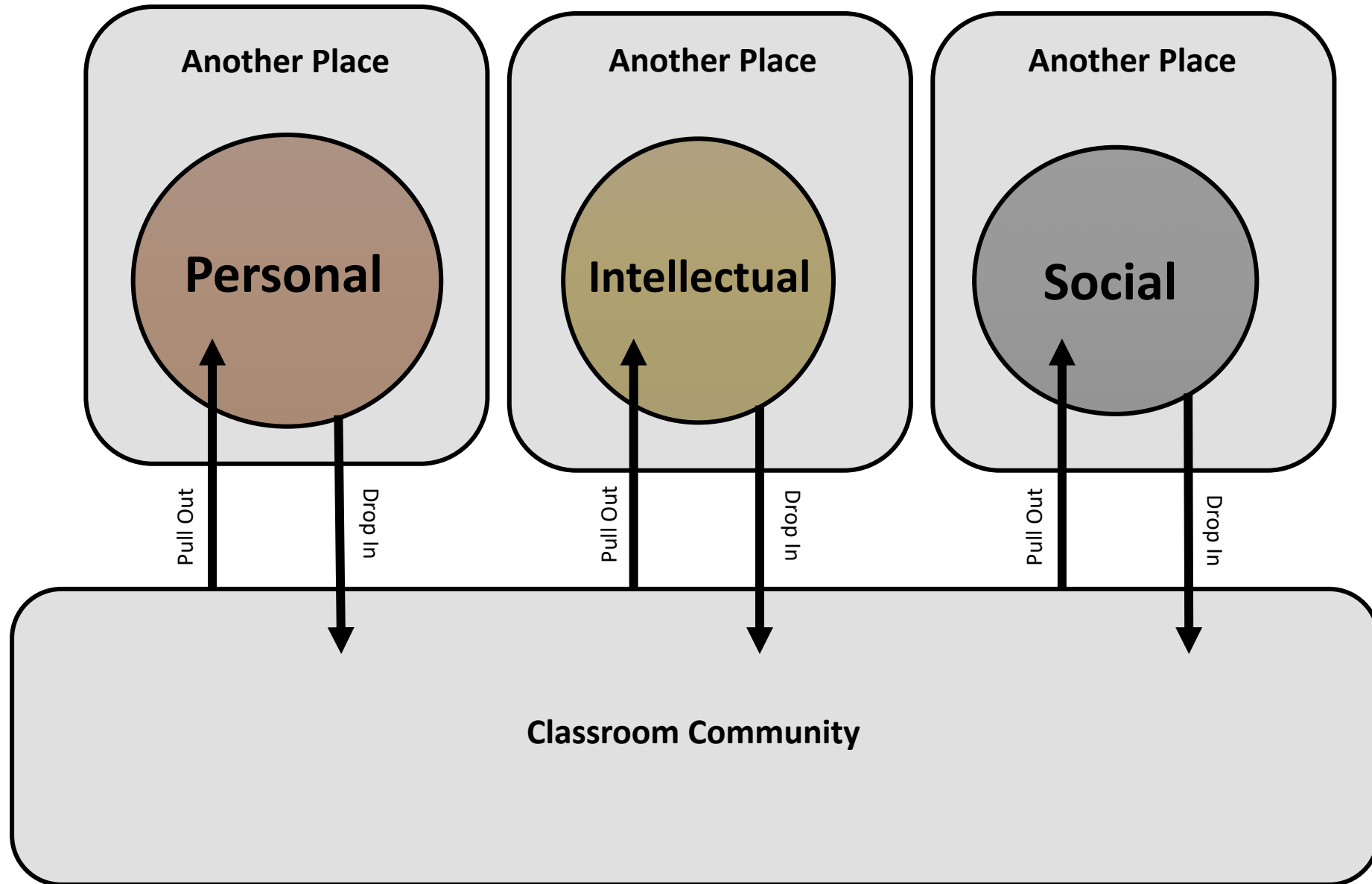
- Goals to help students be included in the social-emotional community

- **Intellectual purpose**

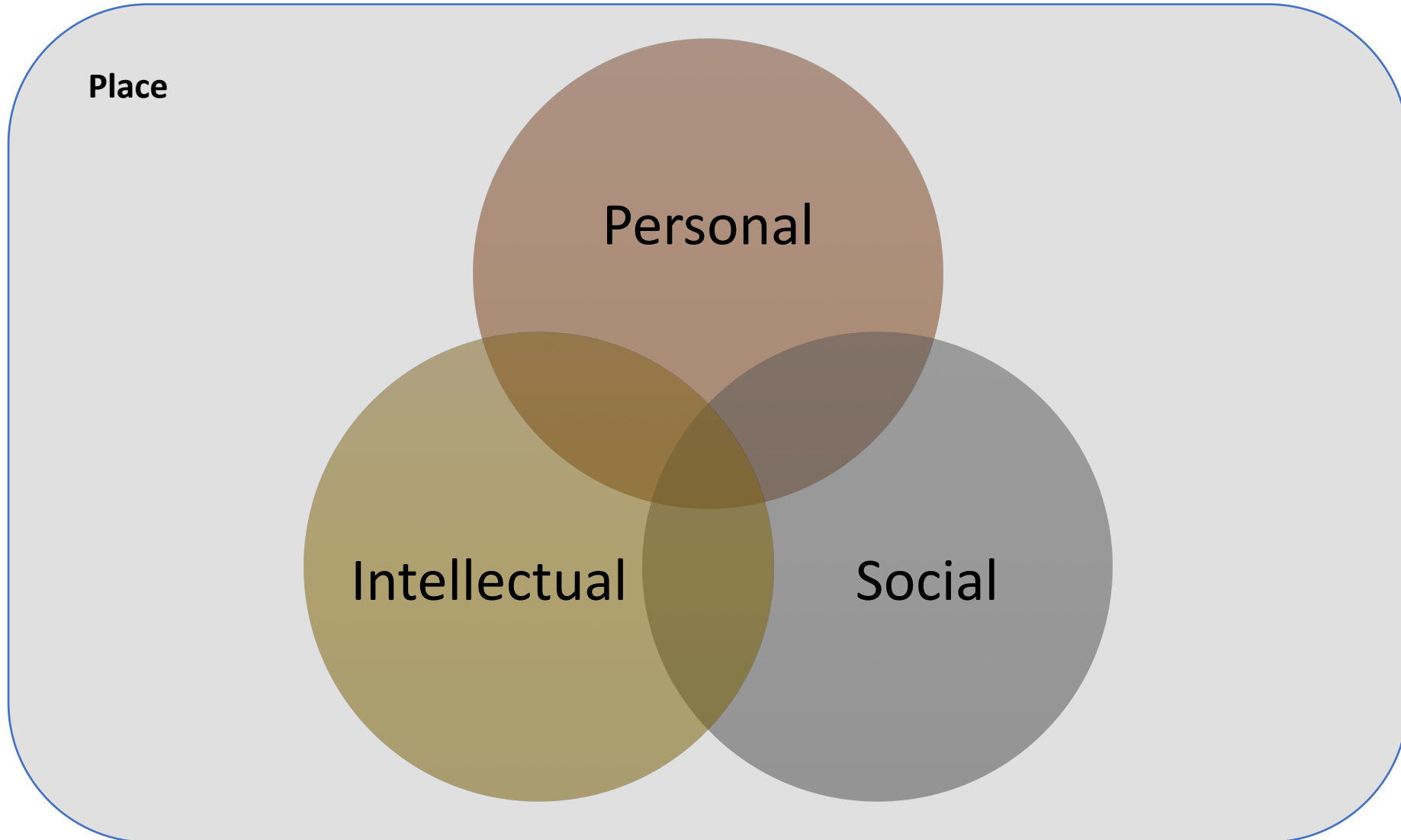
- Goals to help students be included in the learning community



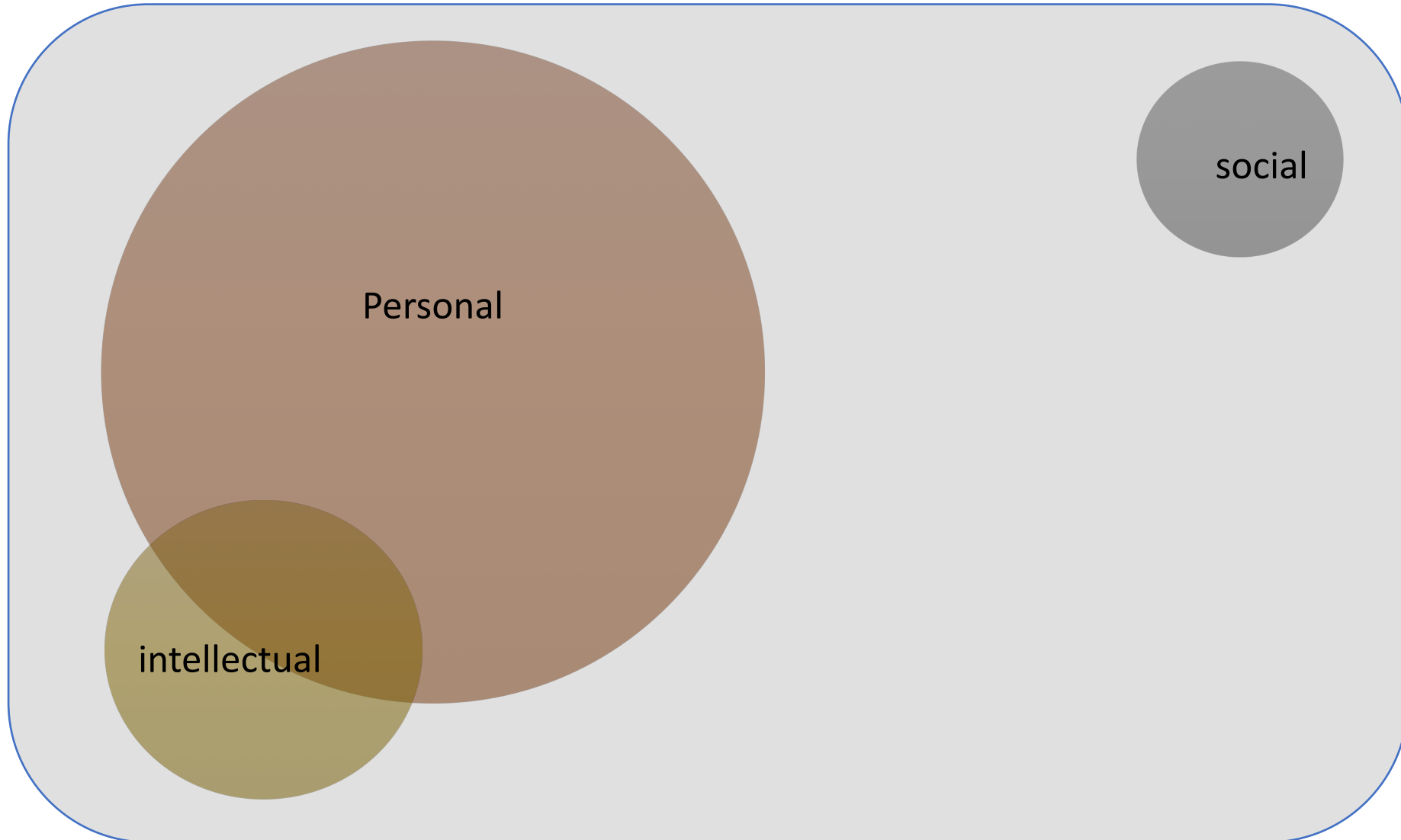
Special Education Paradigm: Pull students out to address deficit areas and then put them back into a classroom



Inclusive Paradigm: Purposes **IN** a Place



Strength Based Paradigm paradigm: Balance our stretches by using our strengths





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

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			

WHERE & WHEN CAN **INCLUSION** HAPPEN?

Inclusion IS NOT place and time

Inclusion IS increasing places with
purpose over time

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

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

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

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?



WHY IS **INCLUSION** IMPORTANT?

INSERT VIDEO HERE

Video link: <https://youtu.be/RYtUIU8MjIY>

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