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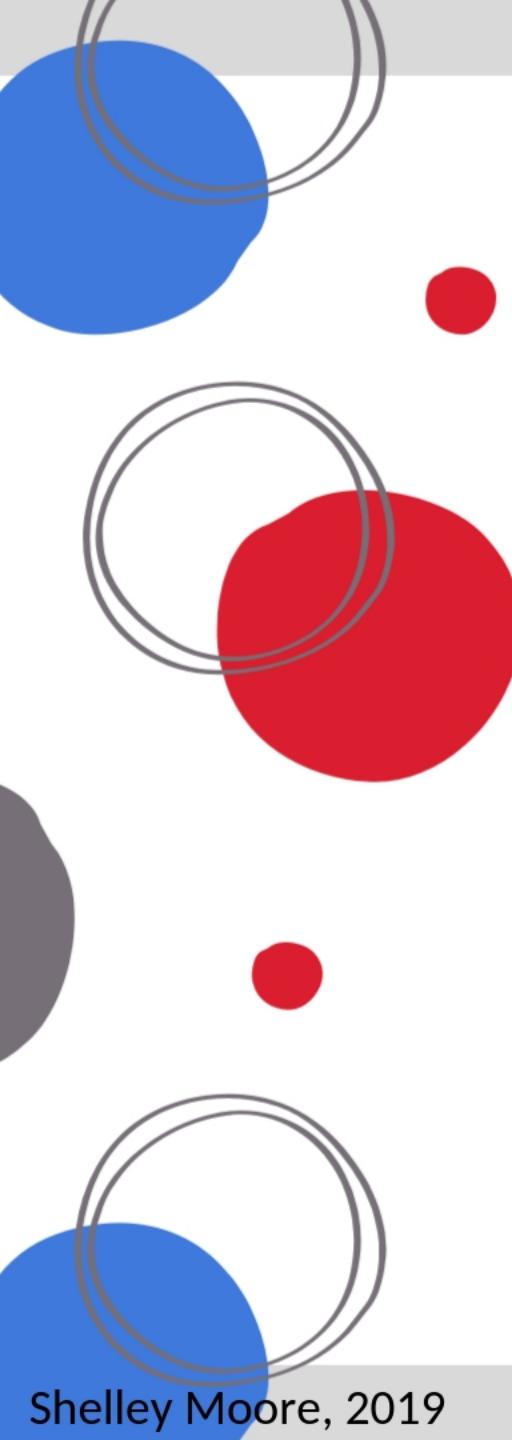
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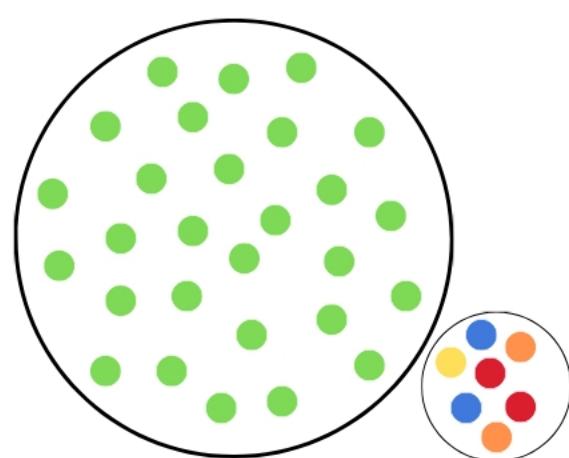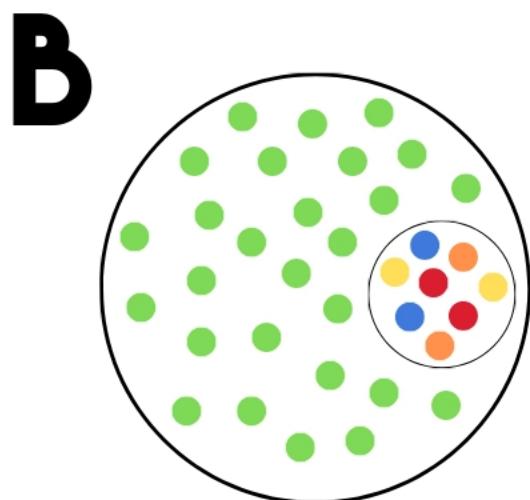
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TALK TO YOUR NEIGHBOUR...

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

WHAT DOES INCLUSION MEAN?

EXCLUSION
INTEGRATION
INCLUSION
SEGREGATION

A

B

C

D
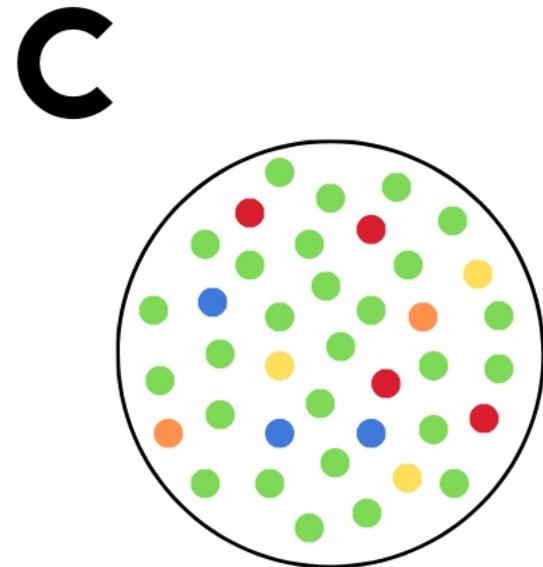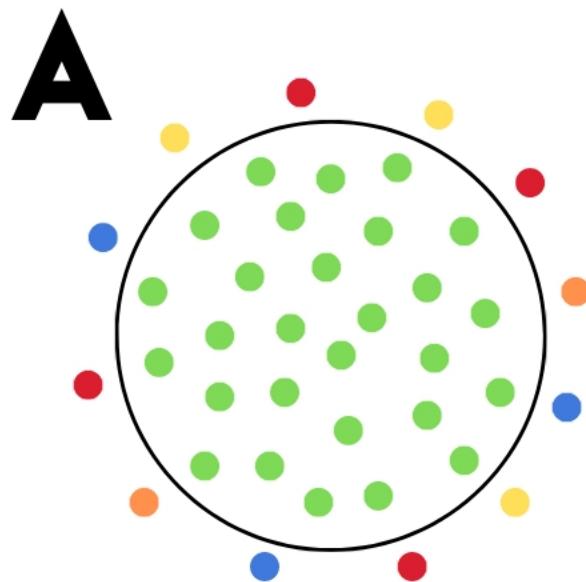
EXCLUSION
INTEGRATION
INCLUSION
SEGREGATION

WHAT IS
INCLUSION?
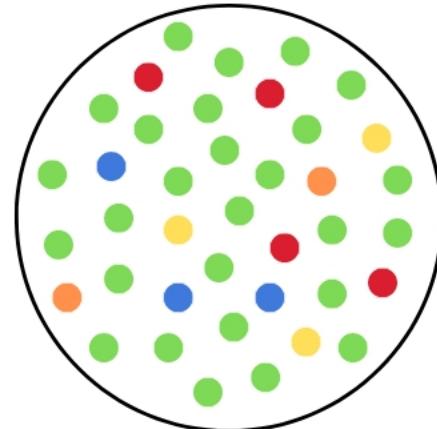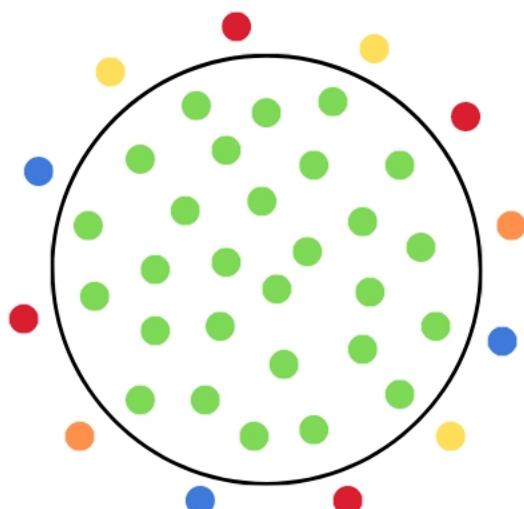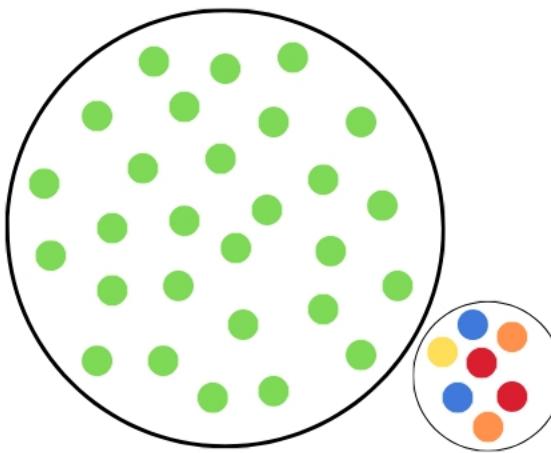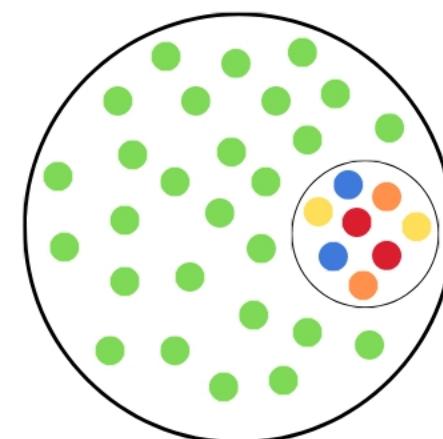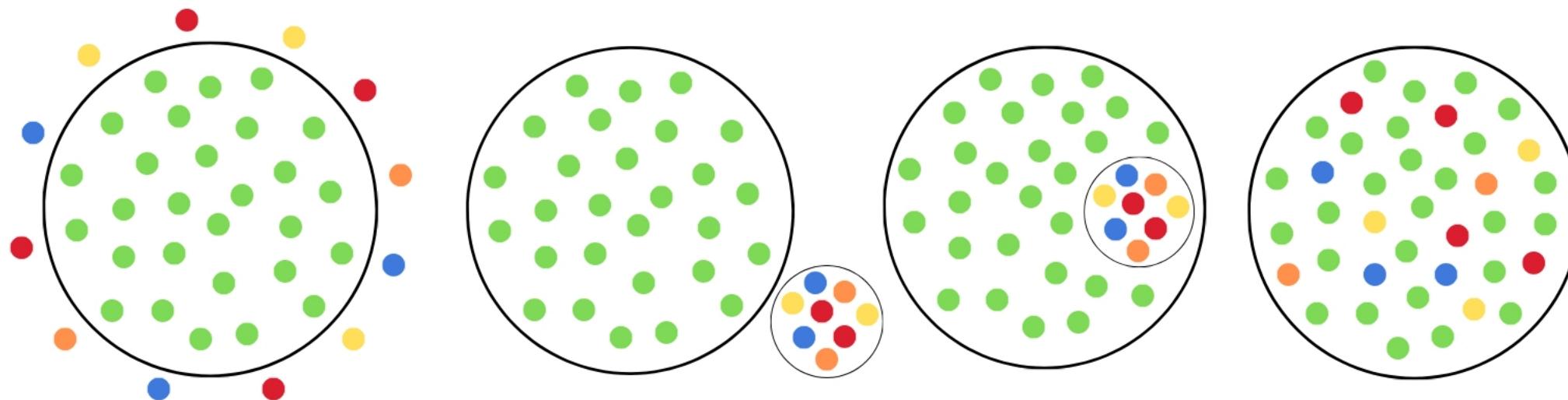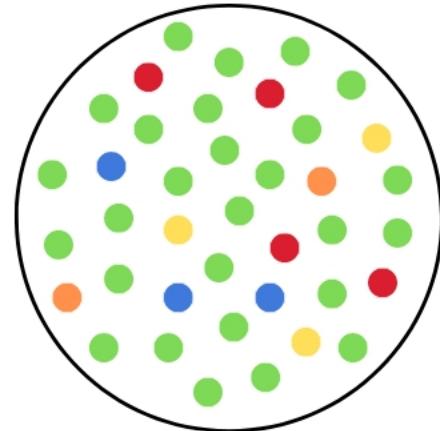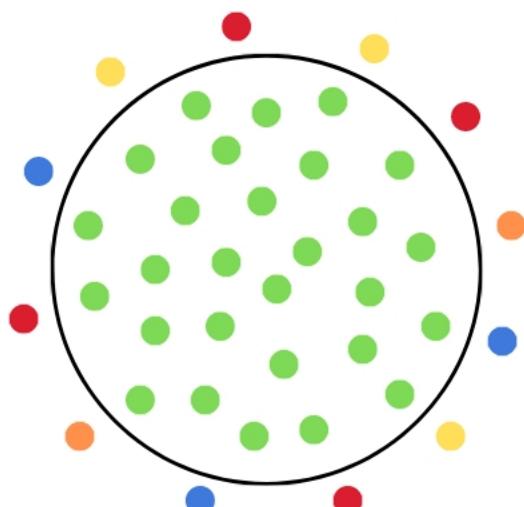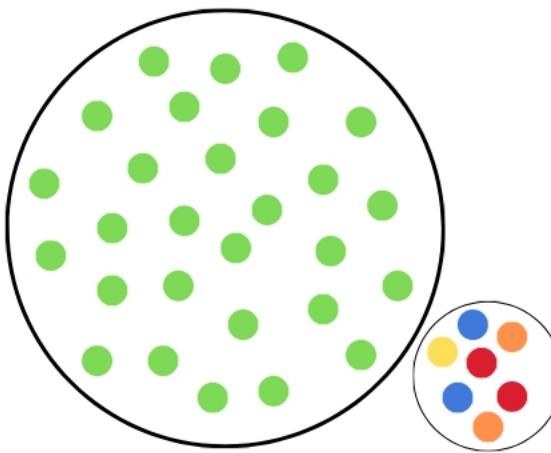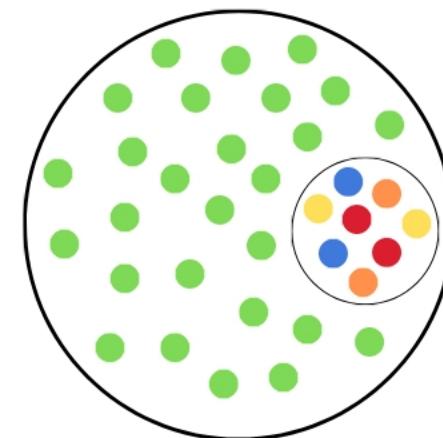
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inclusion

exclusion segregation integration

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WHAT IS INCLUSION?

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inclusion

exclusion

segregation

integration

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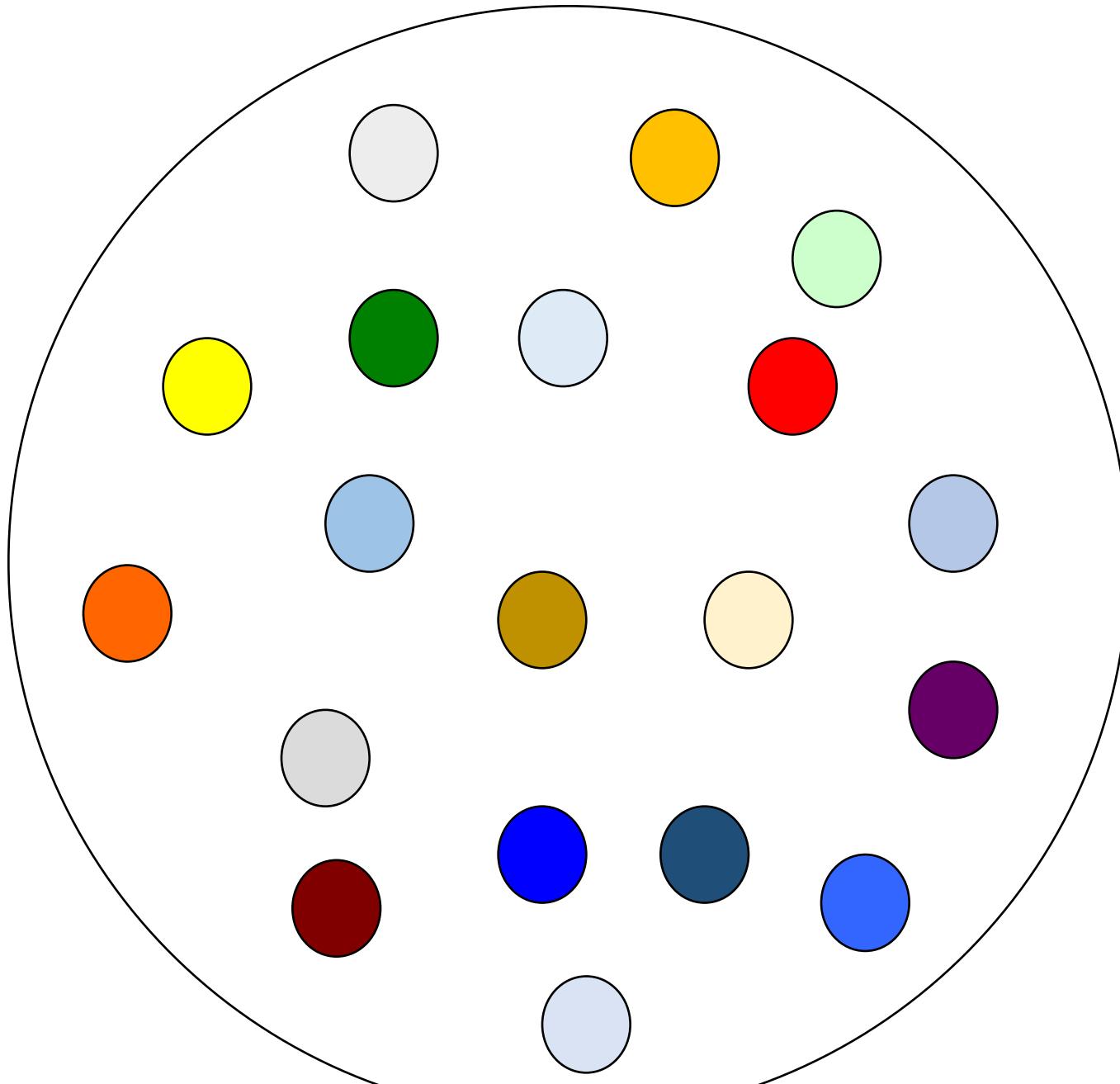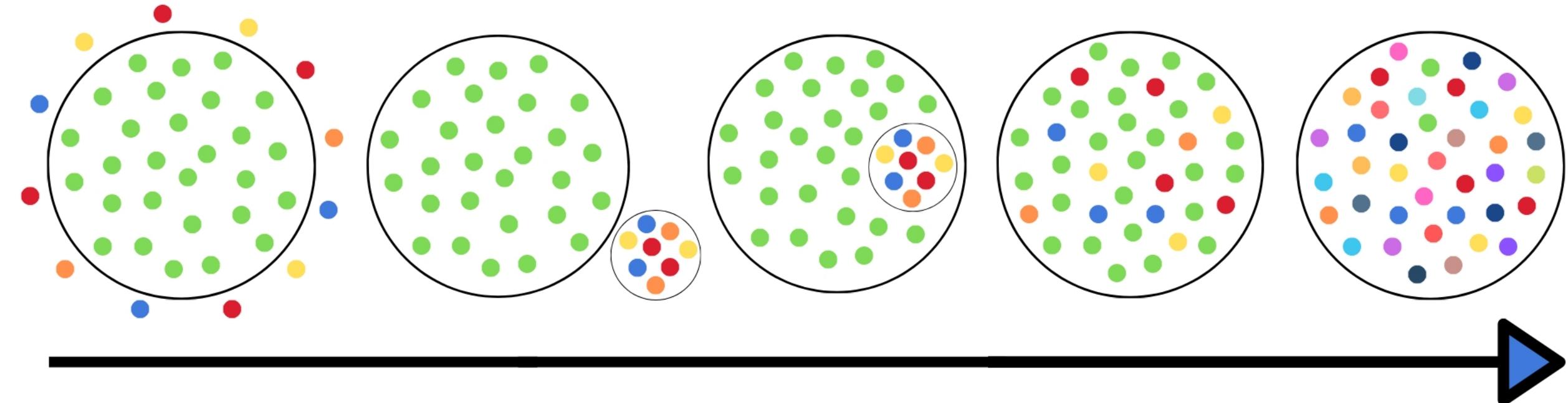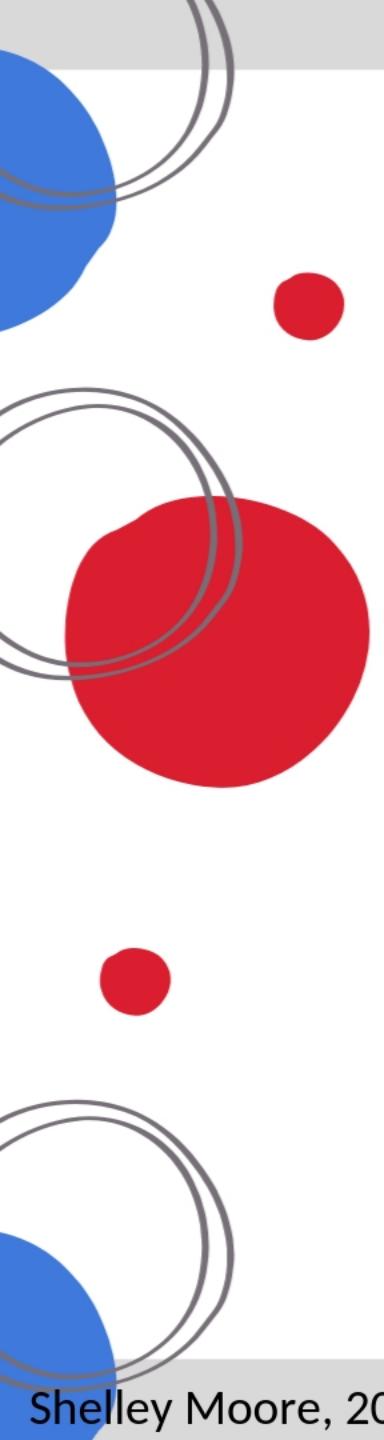
WHAT IS INCLUSION?

- 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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WHO IS INCLUSION?

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WHO IS INCLUSION?

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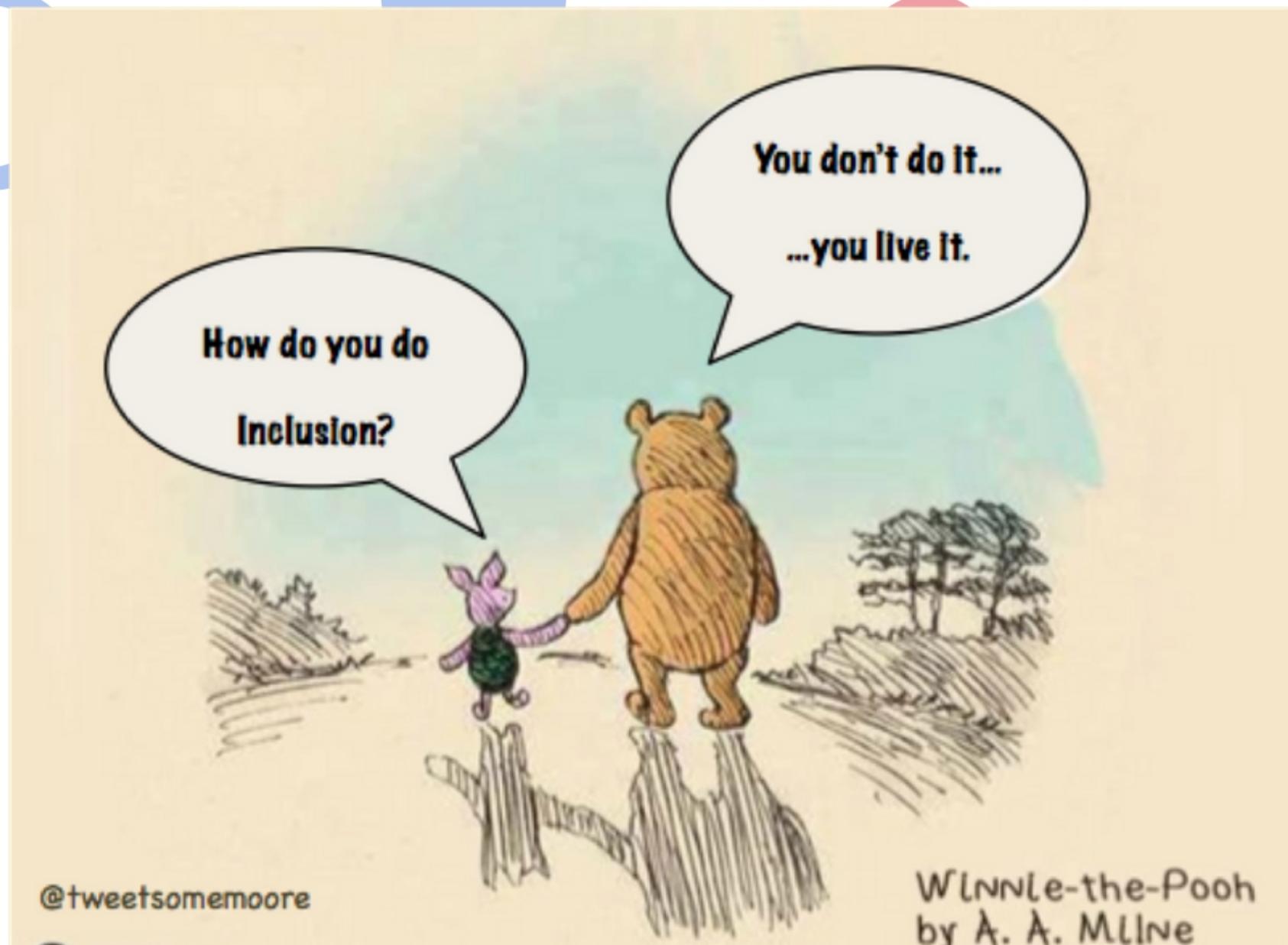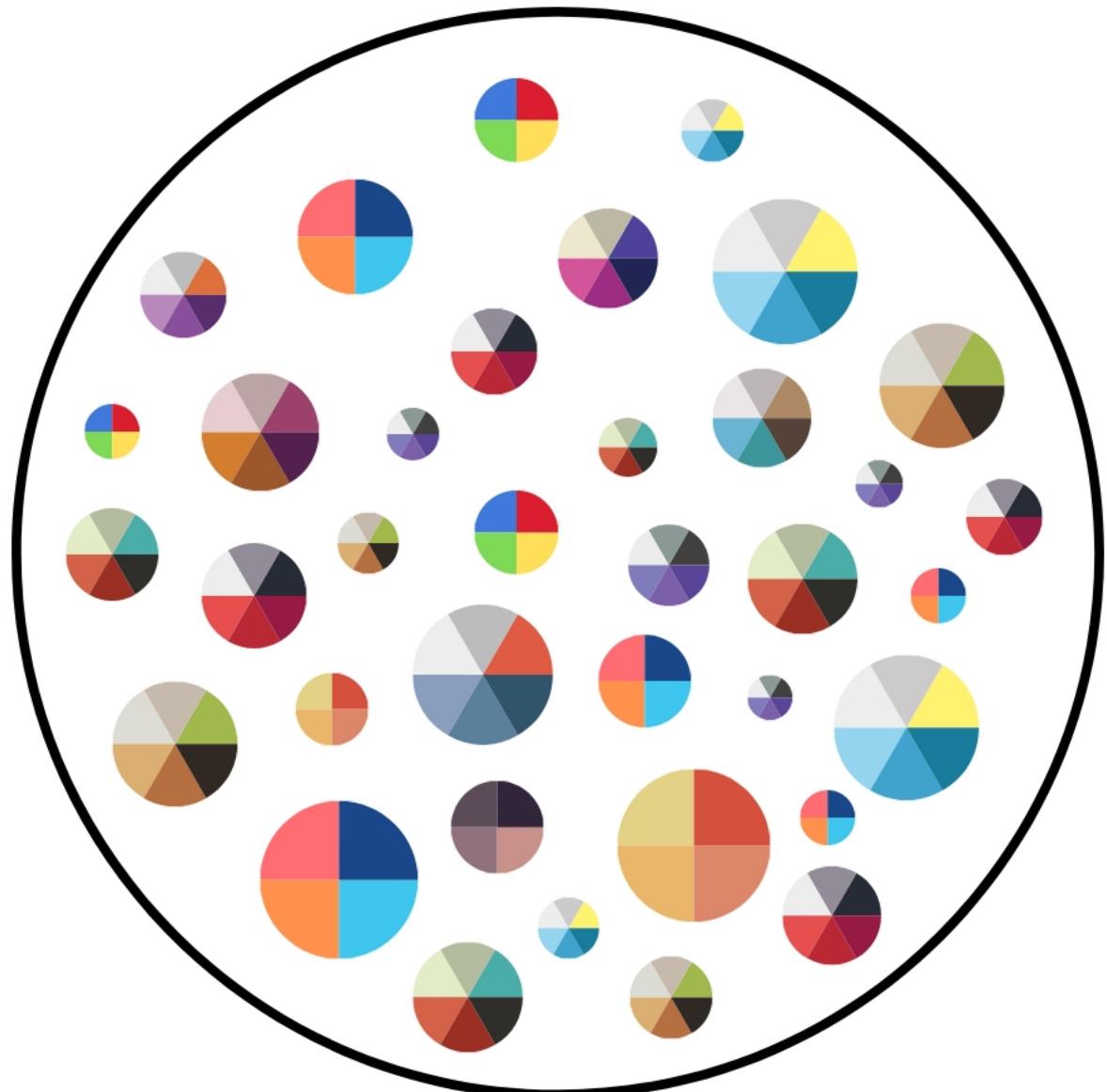
what are your colours?

Do we value ALL colours equally?

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How do we build communities of identity?

How do we build communities of diversity?

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How do we move away from groupings based on deficits?

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

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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?

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WHERE CAN INCLUSION HAPPEN?

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

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

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

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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			
				Aligned/In progress	Immediate next Step	As soon as possible	Not a Priority at this time
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…)				
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		⬛ (yellow)		
Lunch (eating)	School lunch room	Lunch (eating)	Resource room		⬛ (yellow)		
Lunch (activities)	Choice –various inside/outside activities	Choice of inside activities	Resource room		⬛ (yellow)		
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	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	Music	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 support room				
Eating, buying food, visiting with peers	Cafeteria/ Vending machines	Eating food from home	Resource room		�yellow		
Arriving/ departing to/from school	Main Entrance	Arriving/ departing to/ from school	Offer Choice of front or side entrance		�yellow		
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)		▮yellow		
Attending large group gatherings (e.g. assemblies)	Gym, Foyer	Doing choice activities	Resource room				
Sports Teams/Clubs	Afterschool - various	Has gone home	Bus/home				

1. SUPPORT FOR INCLUSIVE PLACES

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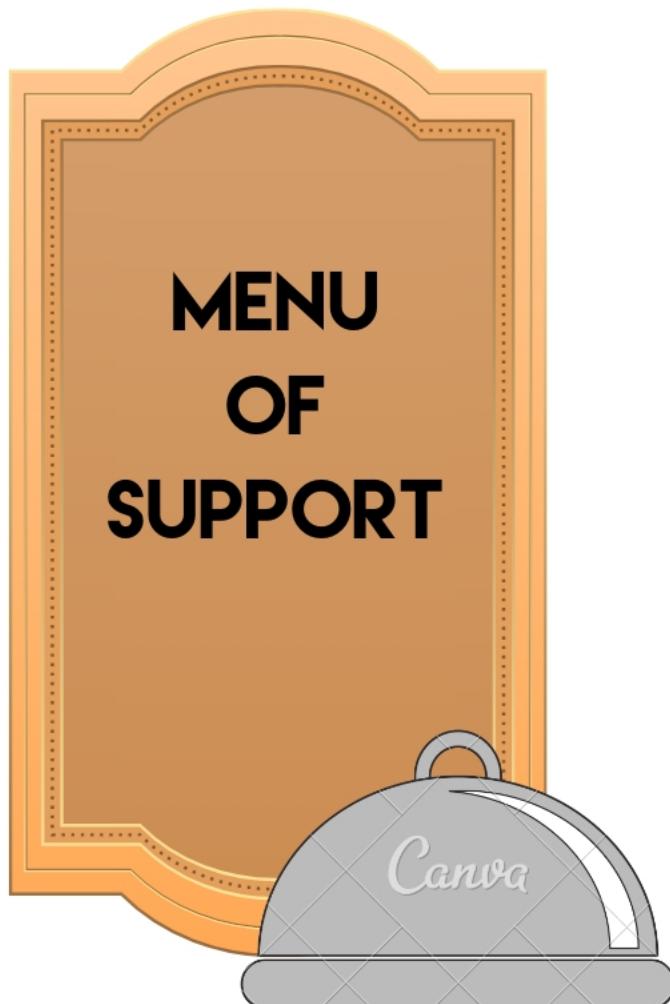
- co teaching
- co planning
- co assessing/debreifing
- observing/ consulting
- working with small groups
- setting up technology
- finding/creating materials
- supporting EAs/Paras

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adapted from Brownlie & King, 2011

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

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

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
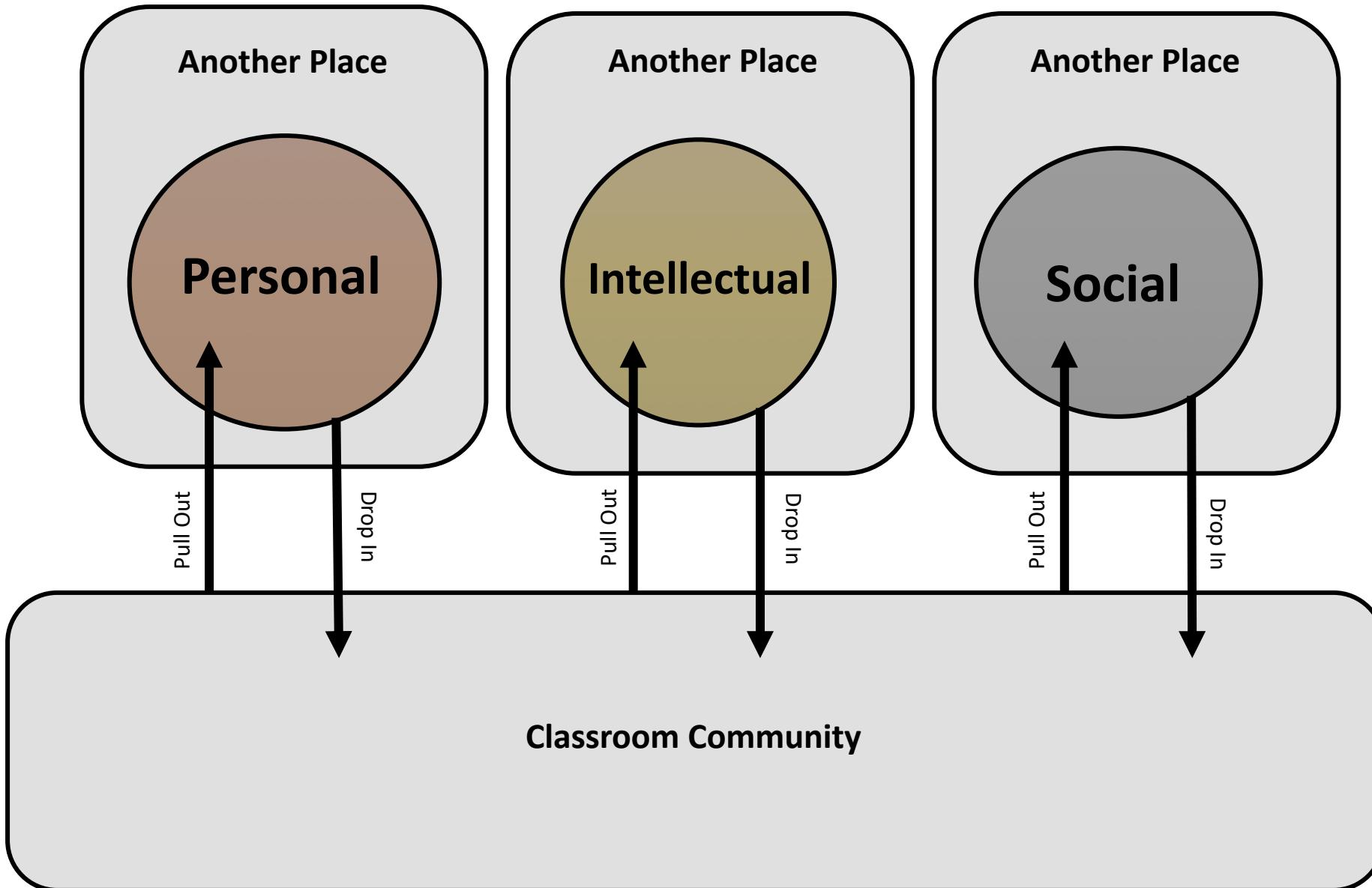
    - being included in the **social/emotional** community
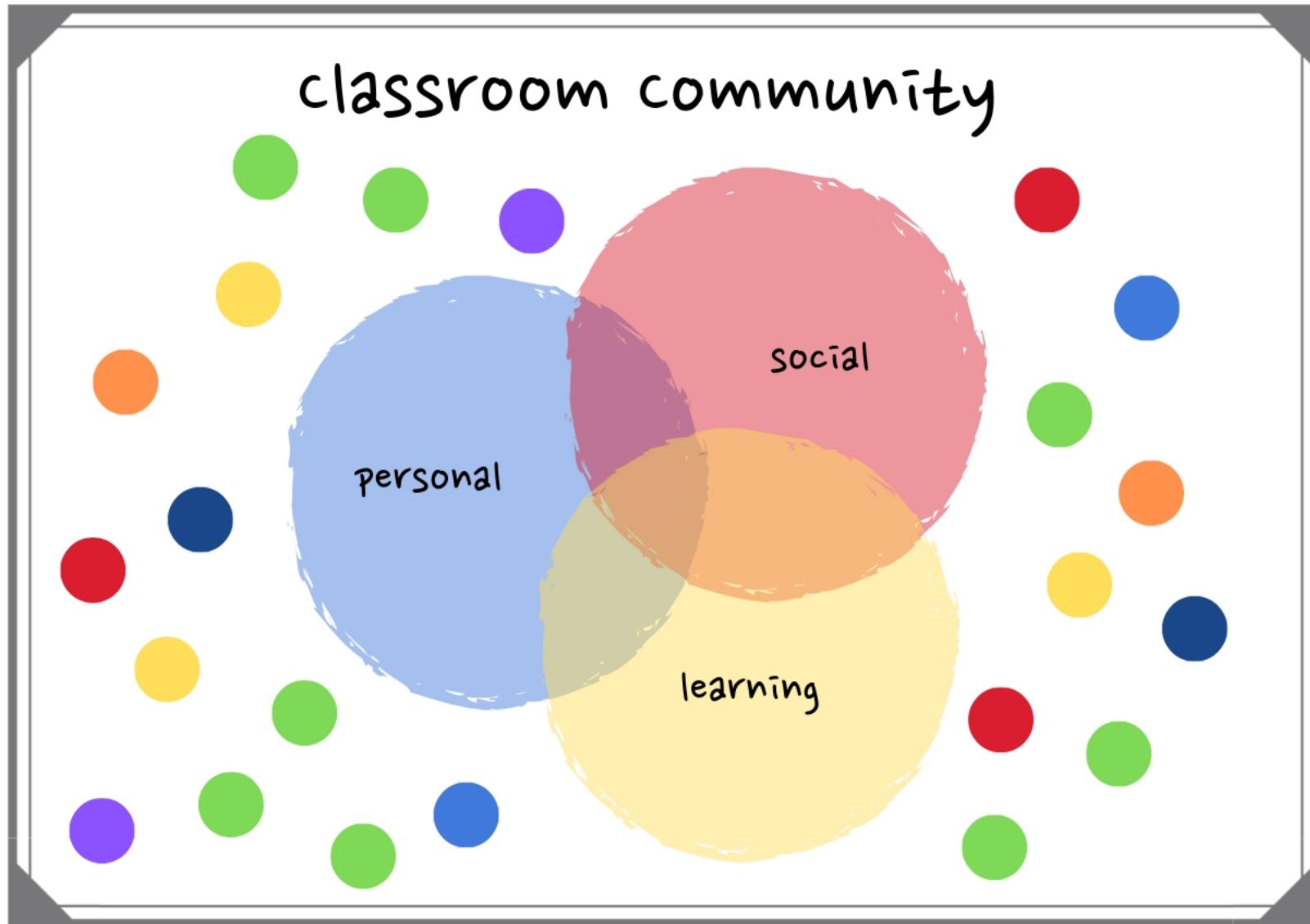
- **Intellectual** Purpose

    - being included in the **learning** community

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

PURPOSE: THE INCLUSIVE PARADIGM

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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 useful so far today?

- Something you want to share with someone else
- Something you want to try
- Something you want to think/learn more about

What is Inclusion?

PLACE + PURPOSE

Where?   Why?

WHERE CAN INCLUSION HAPPEN??

		PURPOSES		
		Personal Awareness, Responsibility & Behaviour goals	**Social** Communication & Interaction	**Intellectual** Thinking & Curriculum
PLACES	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			

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

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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"

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
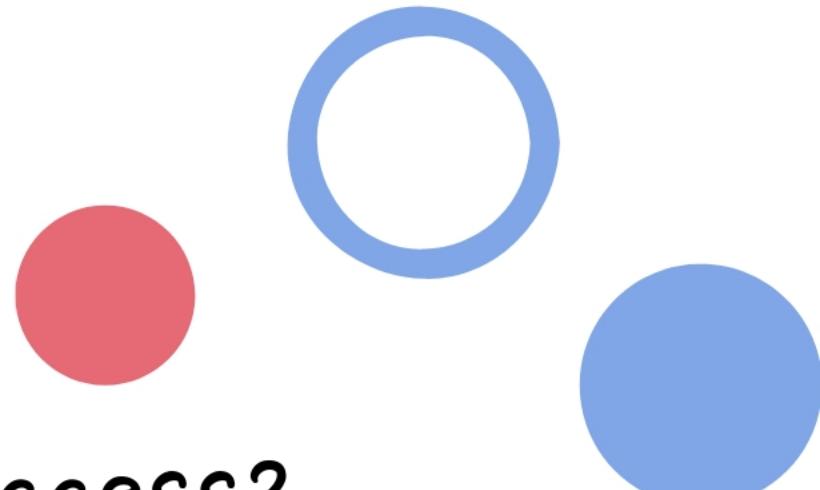
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WHY IS INCLUSION IMPORTANT?

INSERT VIDEO HERE

Video link: https://youtu.be/RYtUIU8MjlY

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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?

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What to stay connected?!

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