

# SHELLEY MOORE



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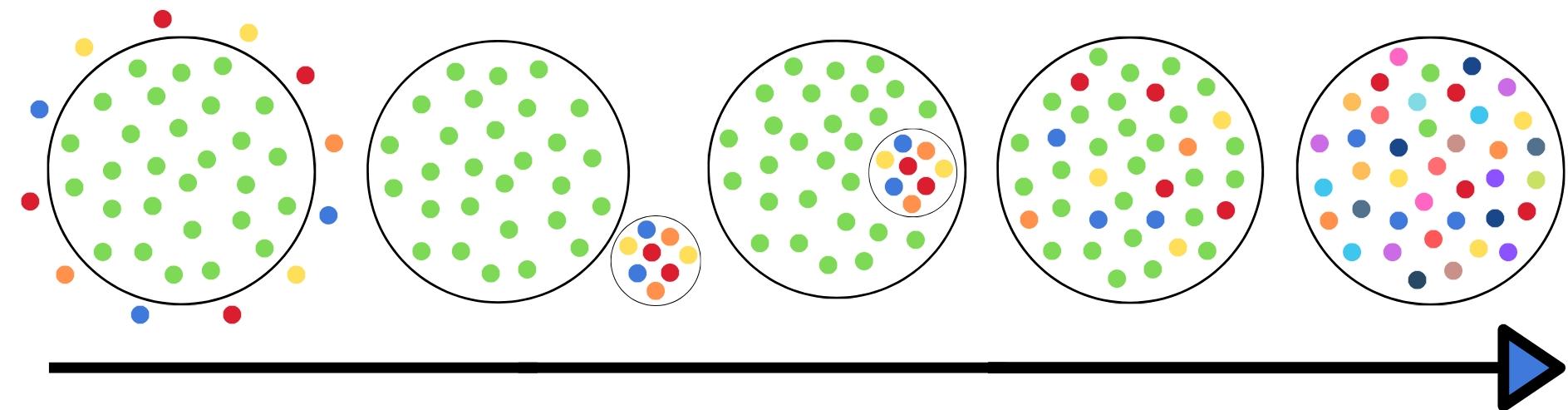
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What is useful so far today?

# WHAT IS INCLUSION?



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



**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:

video strategy on [www.fivemooreminutes.com](http://www.fivemooreminutes.com)

Shelley Moore, 2019

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# Place Based Inclusive Planning

- Historically, students with disabilities have **not** been connected to the same **place** as their peers
- Assumption that plans for students with disabilities 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:

Classroom Community		Individual		Alignment		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...)	Aligned/ In progress	As soon as possible Immediate next Step	
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		Not a Priority at this time
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	As soon as possible	
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:

Classroom Community		Individual		Alignment		Not a Priority at this time
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	As soon as possible Immediate next Step	
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

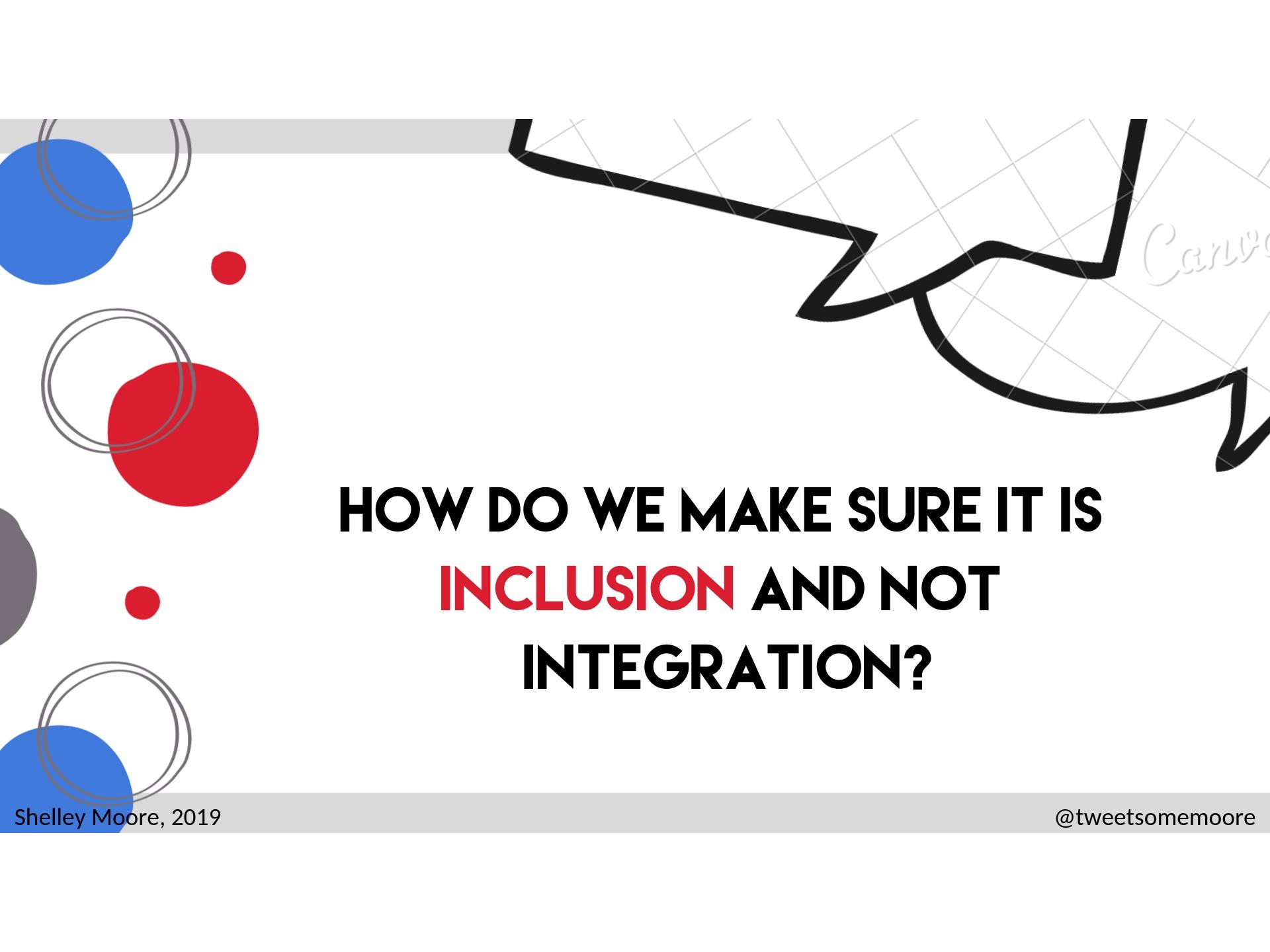
Inclusive Alignment Plan for: Adele H.

Grade: 11

Targeted Context: Secondary Non Enrolling School Contexts

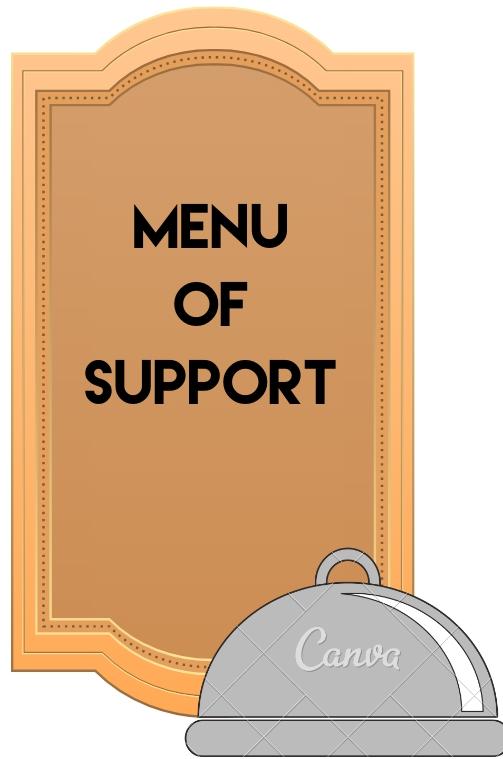
Date: September 30, 2018

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	As soon as possible
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		

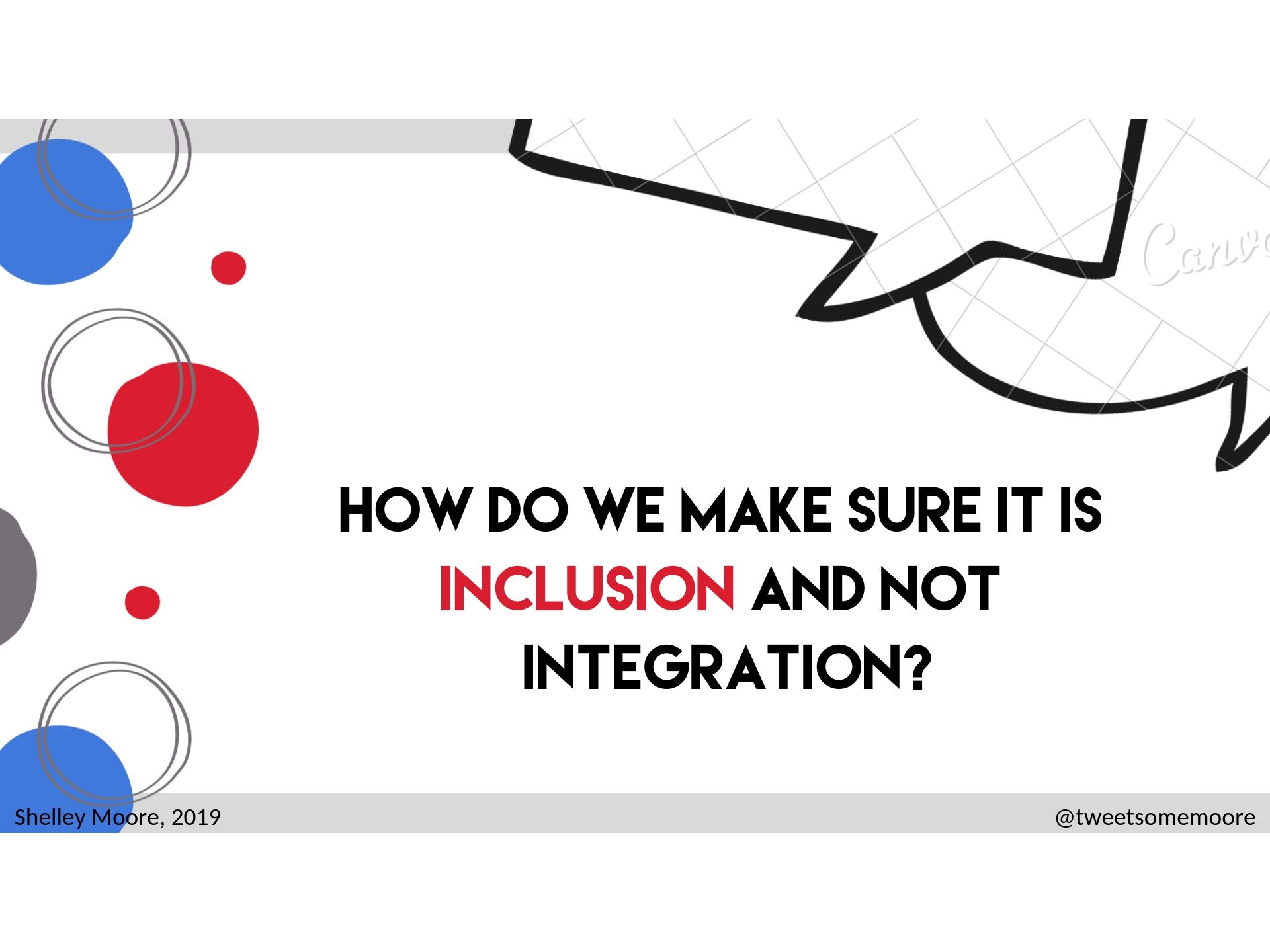
The background features abstract graphic elements: a blue circle with a grey outline on the left, a red circle with a grey outline below it, and a grey circle with a grey outline at the bottom left. A thick black wavy line starts from the top right, descends, then turns left and up, ending with a vertical stroke. A faint, handwritten-style signature 'Carly' is visible in the upper right corner.

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

# 1. SUPPORT FOR INCLUSIVE PLACES



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

The background features abstract graphic elements: a blue circle with a grey outline on the left, a red circle with a grey outline below it, and a grey circle with a grey outline at the bottom. A thick black wavy line starts from the top right, descends, then turns left and up, ending with a vertical stroke. The word 'Carly' is written in a cursive script in the upper right area.

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

## 2. PURPOSE FOR INCLUSIVE PLACES

what makes the places we go in our life purposeful?

### ● Personal Purpose

- being included in the **physical** community

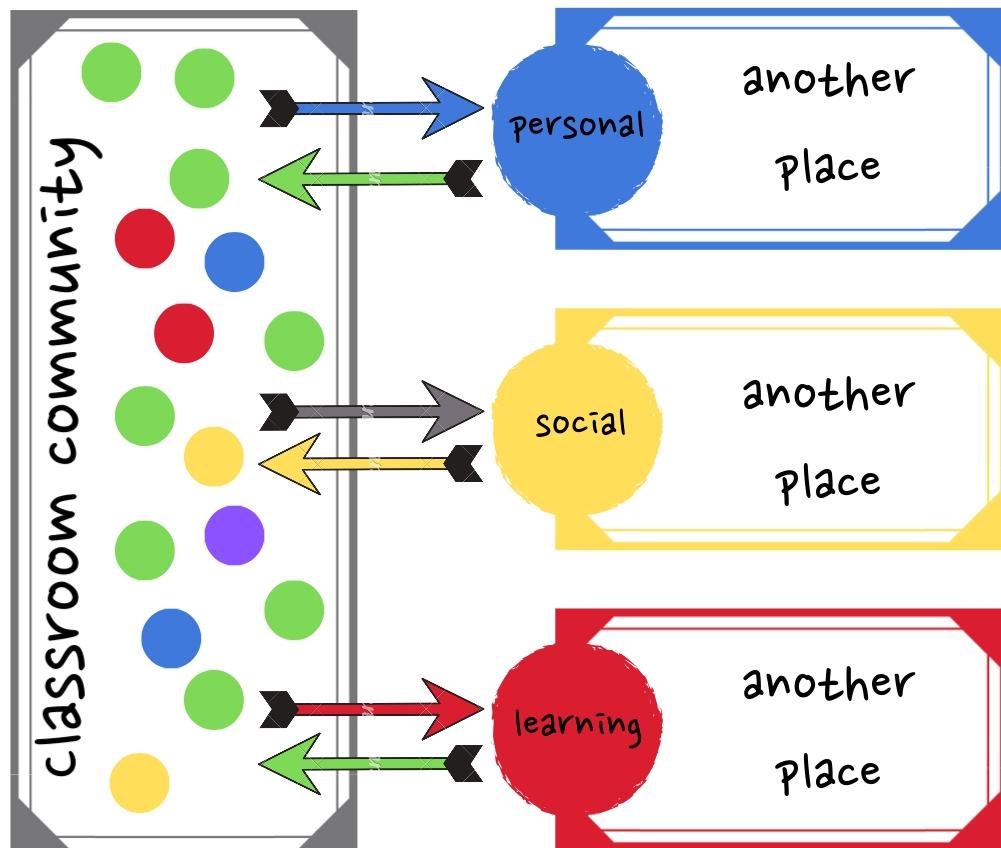
### ● Social Purpose

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

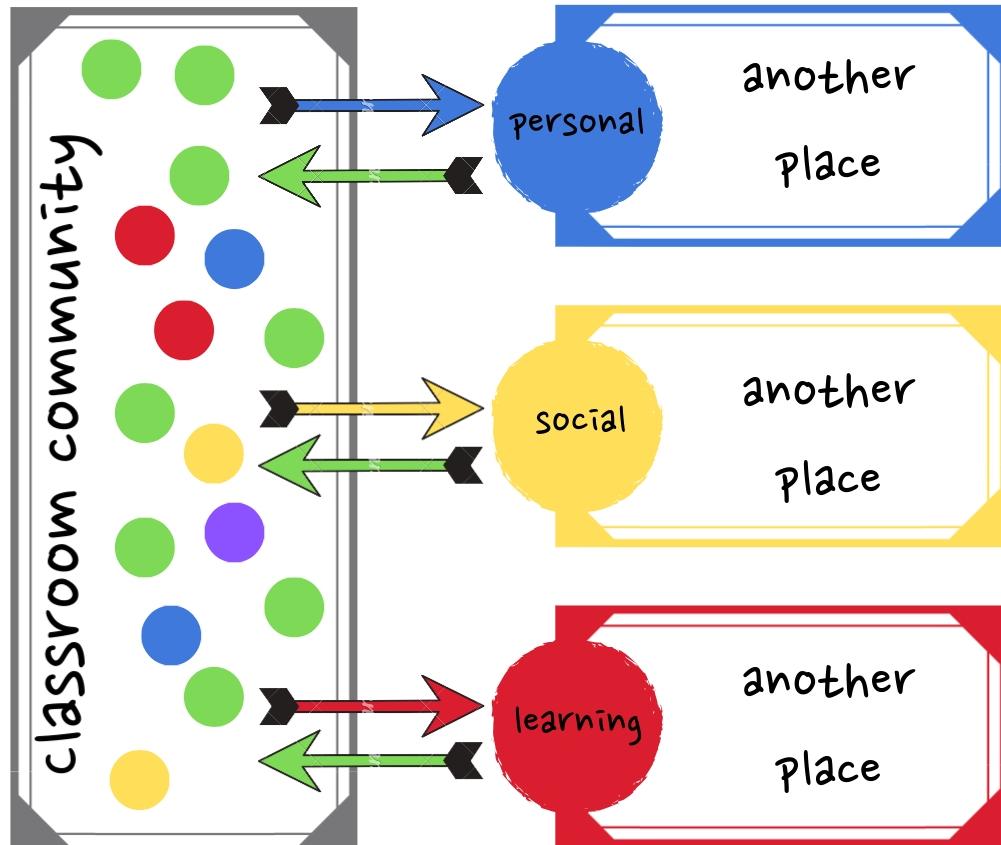
### ● Intellectual Purpose

- being included in the **learning** community

# PURPOSE: THE HISTORICAL PARADIGM



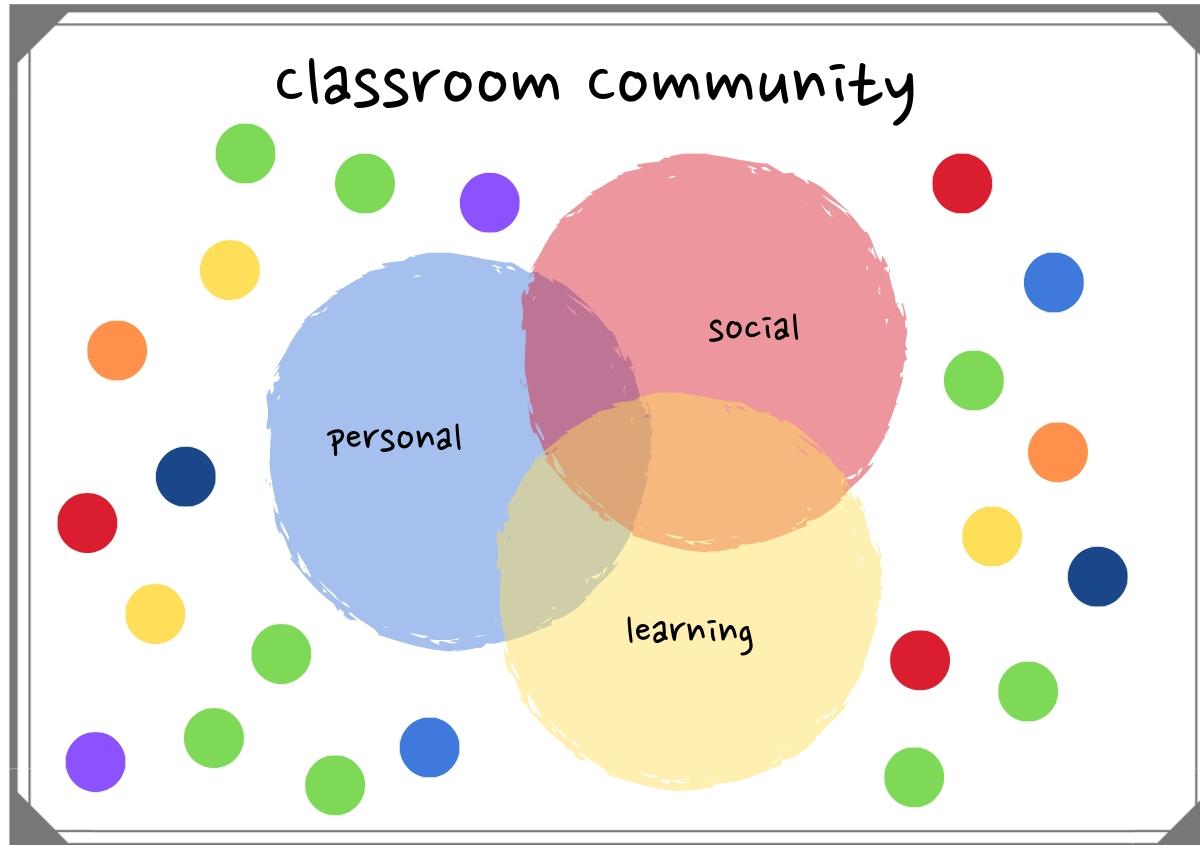
# PURPOSE: THE MEDICAL PARADIGM



## 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](http://www.fivemooreminutes.com)

# What is Inclusion?

## **PLACE + PURPOSE**



Where?



Why?

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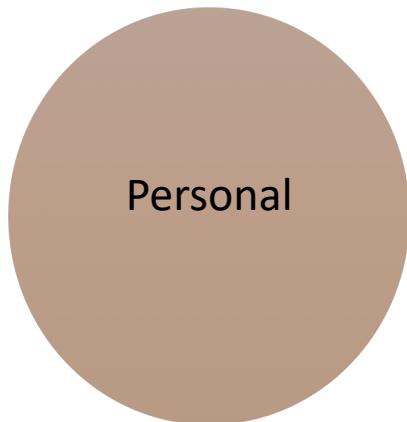
## **Personal Responsibility & Behaviour goals in the Physical community**

Vadatman will know when to sit at his desk in his classroom for extended periods of time by:

- Feet on the floor
- Hands still (or regulation tool)
- Facing desk
- Eyes open

Strategies

- Co-construct the criteria
- Practice without other students
- Practice while doing his favourite things



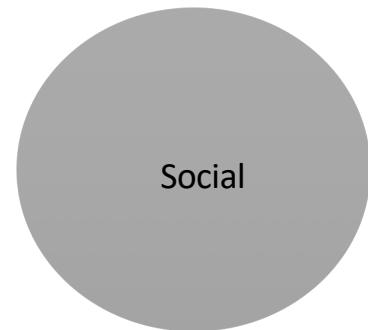
## **Communication & Interaction goals in the Social/Emotional Community**

Vadatman will take turns with his peers by

- Responding to the prompt “you’re turn”

### **Strategies**

- Reading with peers (high interest)
- Having a job/purpose (turning the page)
- Copying/mimicking (peer referencing)



## **Thinking & Curricular Goals in the Learning Community**

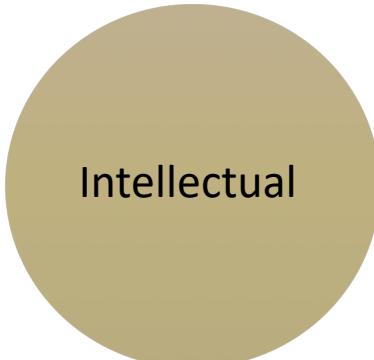
### **Literacy**

Vadatman will develop concepts of print by:

- Distinguishing between picture and print
- Directionality – left to right

### **Strategies**

- White board marker
- Choice of activities

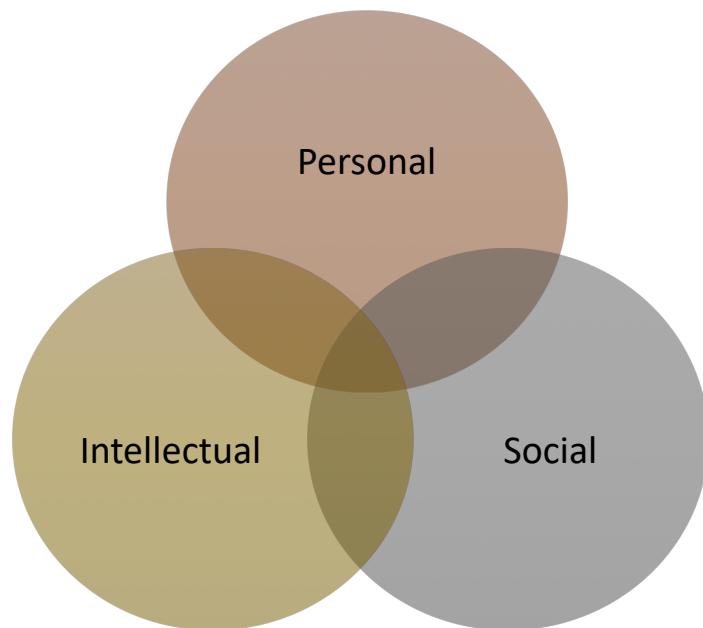


Intellectual

## WHERE CAN INCLUSION HAPPEN??

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

**When you address ALL communities in a plan...  
skills and knowledge transfers to ALL areas.**



## WHERE TO START?!

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

**Inclusive Purpose Planner for:** \_\_\_\_\_

**Targeted Class:** \_\_\_\_\_

Place(s)/Context(s):

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## 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	<ul style="list-style-type: none"> <li>- Practicing days of the week/ months</li> <li>- Upcoming events</li> <li>- Prime numbers</li> </ul>	<ul style="list-style-type: none"> <li>- Graph the weather in charge of "today is..."</li> <li>- In charge of birthdays</li> <li>- In charge of lost teeth</li> </ul>	<ul style="list-style-type: none"> <li>- Reports the weather to class</li> <li>- Asks class if anyone lost a tooth</li> <li>- Asks if its anyone's birthday</li> </ul>	<ul style="list-style-type: none"> <li>- Stand up, walk to window, check weather, record &amp; graph, share information with class, ask a question, sit on chair at carpet</li> </ul>
Class Meeting	<ul style="list-style-type: none"> <li>- Feelings check in</li> <li>- Daily movement</li> <li>- Attendance</li> </ul>	<ul style="list-style-type: none"> <li>-Feelings check in (happy/sad/tired)</li> <li>- Daily movement (Go Noodle)</li> <li>- Learn name of peers</li> </ul>	<ul style="list-style-type: none"> <li>- Teach peers to invite him to join a small group</li> <li>- "Good morning _____"</li> </ul>	<ul style="list-style-type: none"> <li>- Reference peers for movement, look at screen (Go Noodle), stay in body zone, join a group</li> <li>- Take attendance</li> </ul>
Math	<ul style="list-style-type: none"> <li>- Mini lesson</li> <li>- Small group activities</li> <li>- Exit slip</li> </ul>	<ul style="list-style-type: none"> <li>- Counting 1-10</li> <li>- Using a calculator</li> <li>- Simple addition</li> </ul>	<ul style="list-style-type: none"> <li>- Join small group math activities</li> <li>- His job is to count &amp; calculate (check)</li> </ul>	<ul style="list-style-type: none"> <li>- sitting, listening at desk for mini lesson, quiet body, quiet activities about topic</li> </ul>

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## Inclusive Purpose Planner for: Puneet

Targeted Class: Social Studies

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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# 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



# 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?

