

Nexwlélexm (Bowen Island)

- The Islands Trust Council acknowledges that the lands and waters that encompass the Islands Trust Area have been **home to Indigenous peoples** since time immemorial and honours **the rich history, stewardship, and cultural heritage** that embody this place we all call home.
- The Islands Trust Council is committed to establishing and maintaining mutually respectful **relationships** between Indigenous and non-Indigenous peoples. Islands Trust states a **commitment to Reconciliation** with the understanding that this commitment is a **long-term relationship-building and healing process**.
- The Islands Trust Council will strive to create opportunities for **knowledge-sharing** and understanding as people come together to preserve and protect the special nature of the islands within the Salish Sea.



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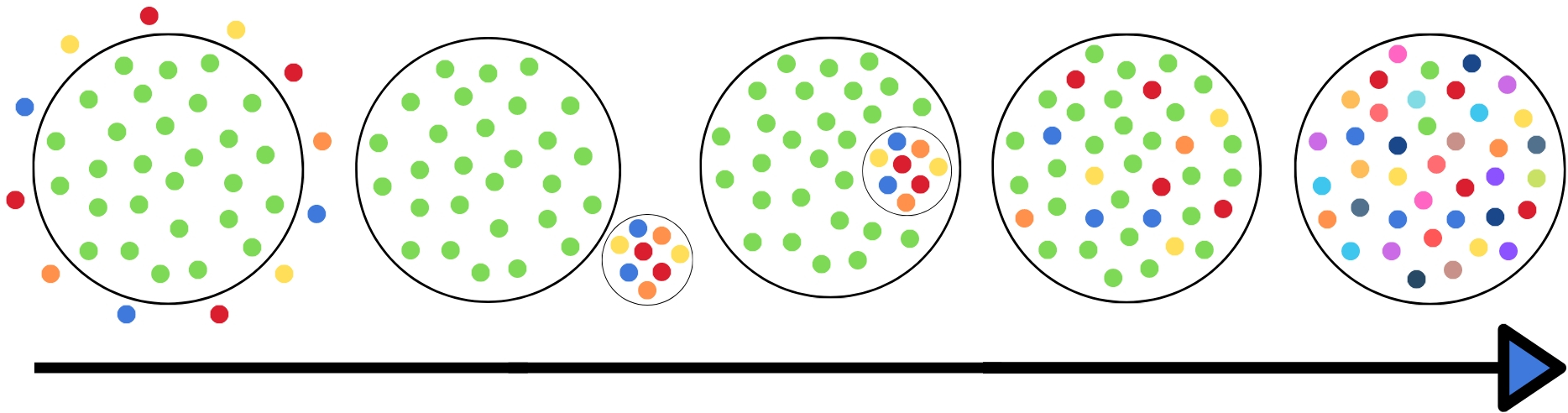


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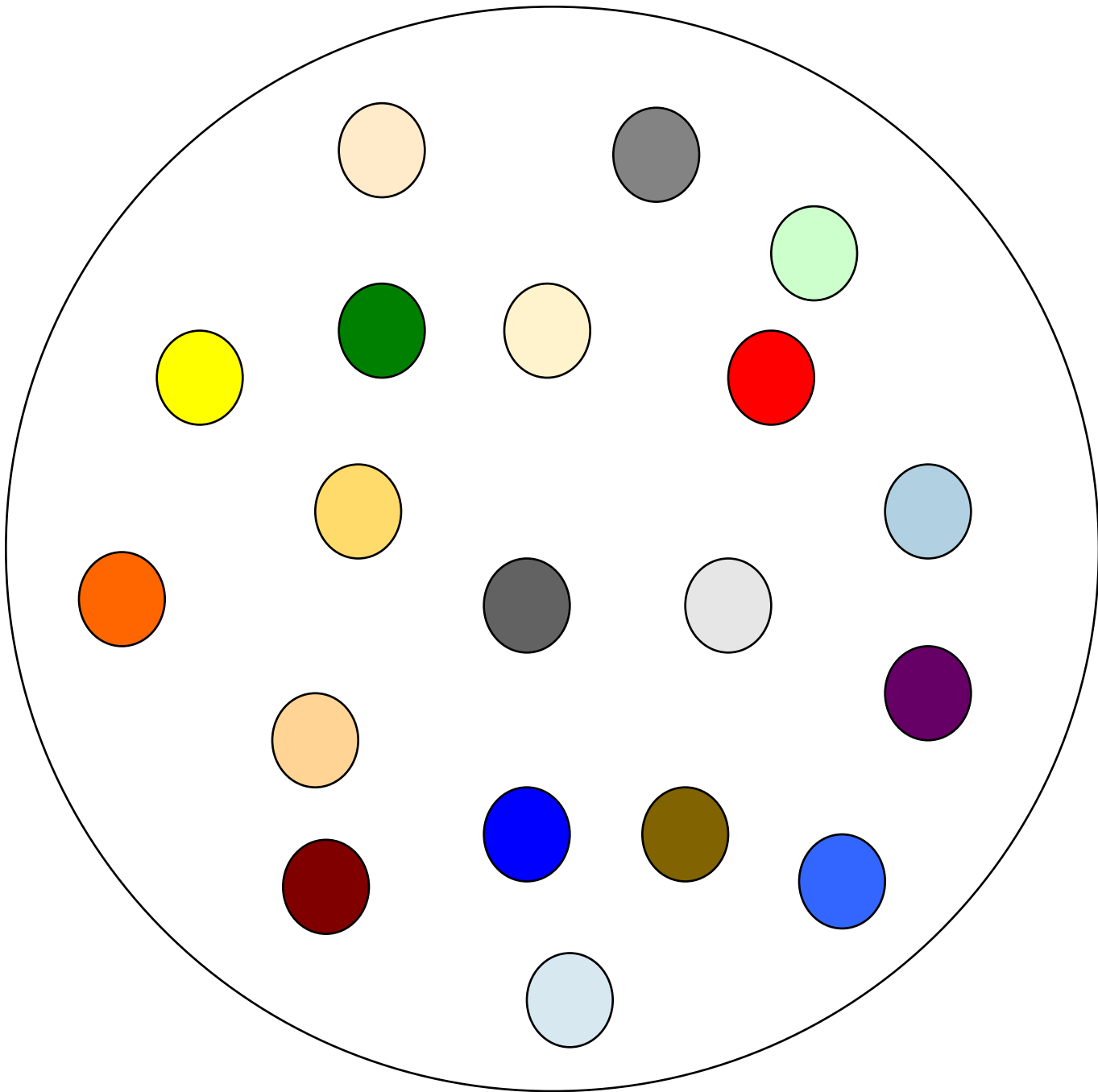


The Infrastructure of Inclusive Education

WHAT IS INCLUSION?



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



What does the research tell us about inclusion?

Infrastructure



What does the research tell us about inclusion?

- 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**

Theory to Practice Framework

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 & support staff

is situated, ongoing and inquiry based

3. Planning frameworks that ...

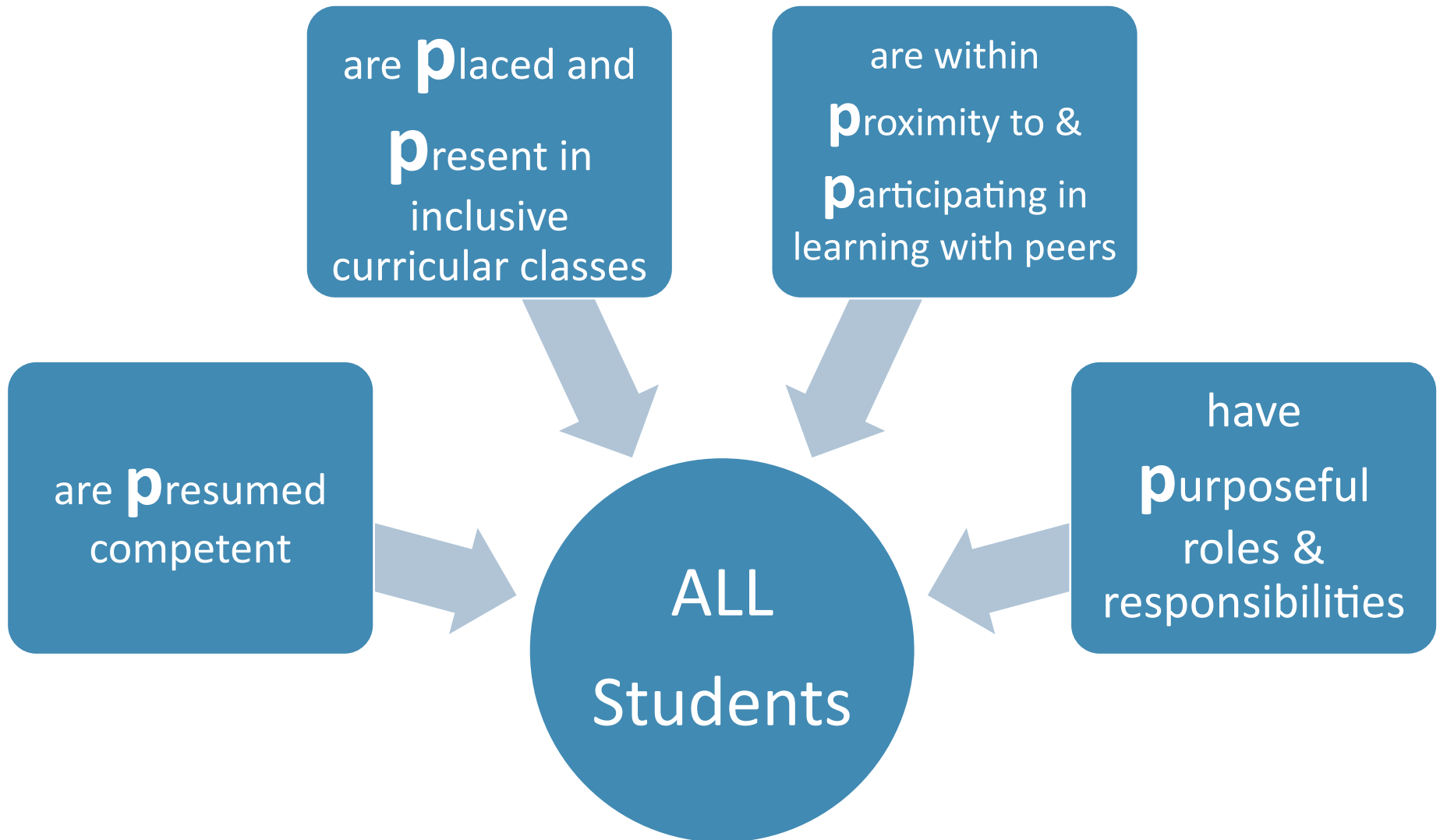
support Universal Design for Learning

include connecting IEPs to the curriculum

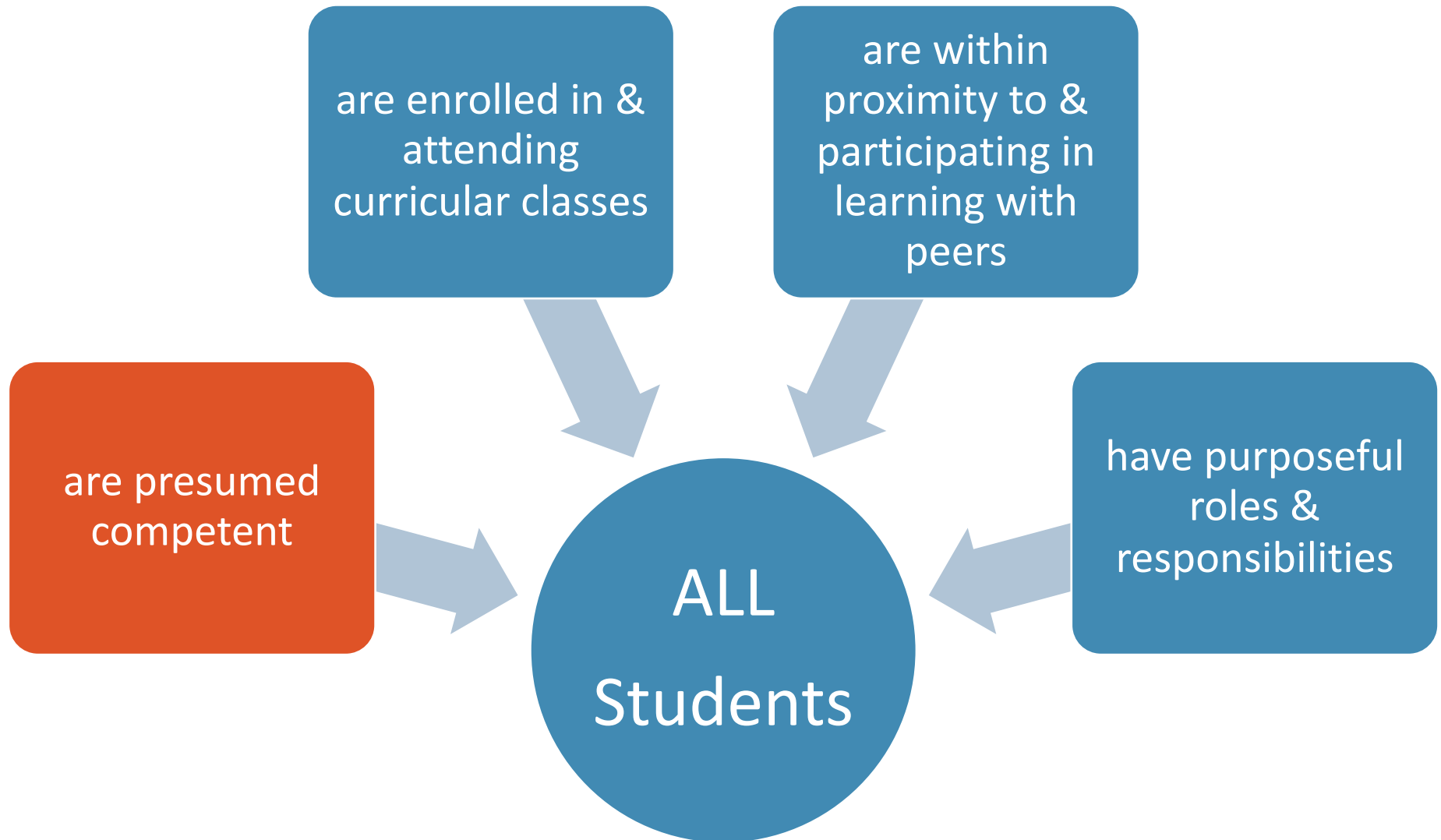
What does the research tell us about inclusion?

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 1. **guiding conditions and structures**
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1. Guiding Conditions & Structures



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Guiding Conditions & Structures of Inclusion

ALL students are are presumed competent

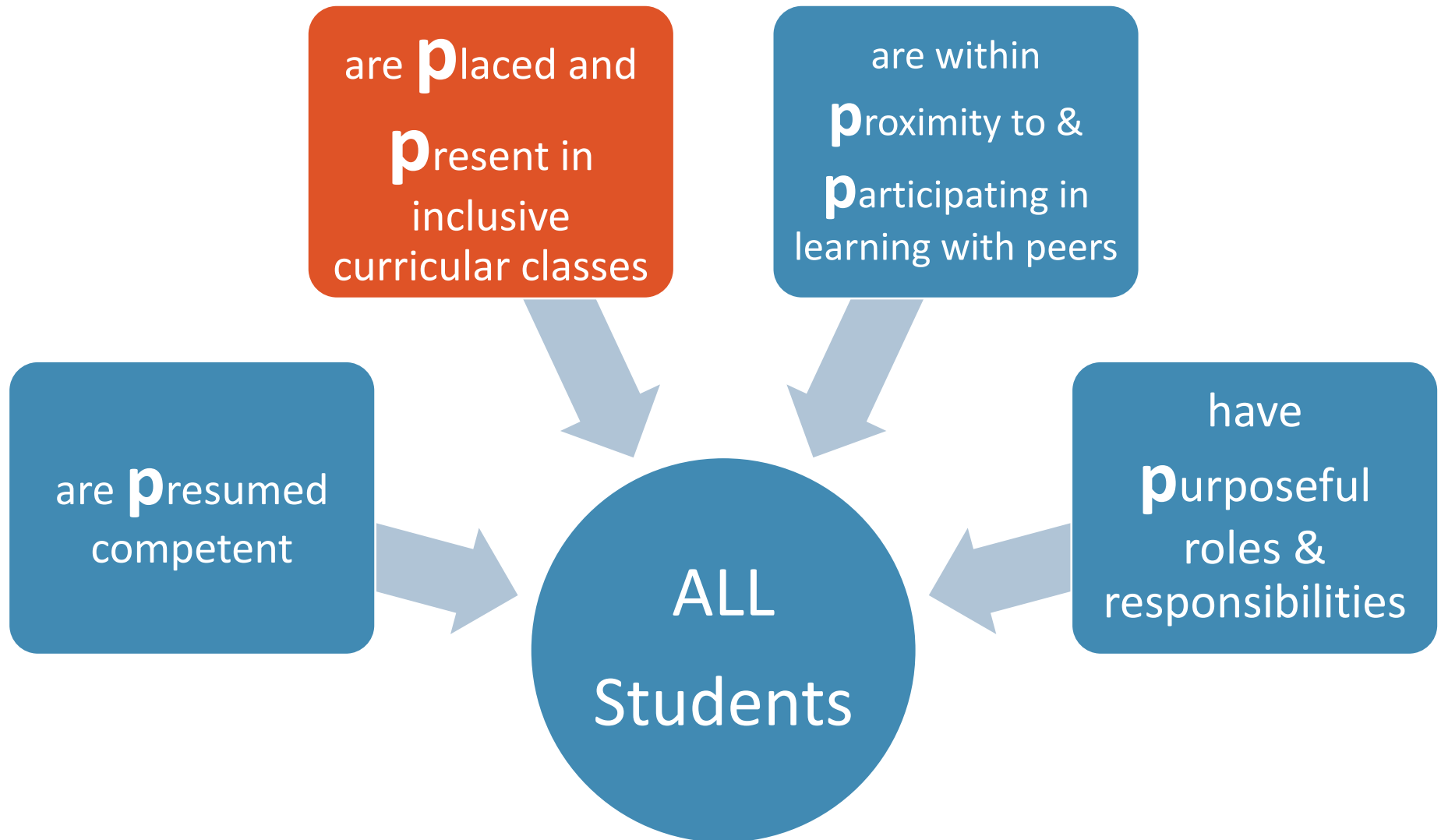
- Historically, “Individuals were too incompetent to receive and process curricular information”
- Misconception that the difficulties are the result of the lack of capability rather than, a lack of design and supports provided to them
- Assumption that there is no benefit to curriculum access, students 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

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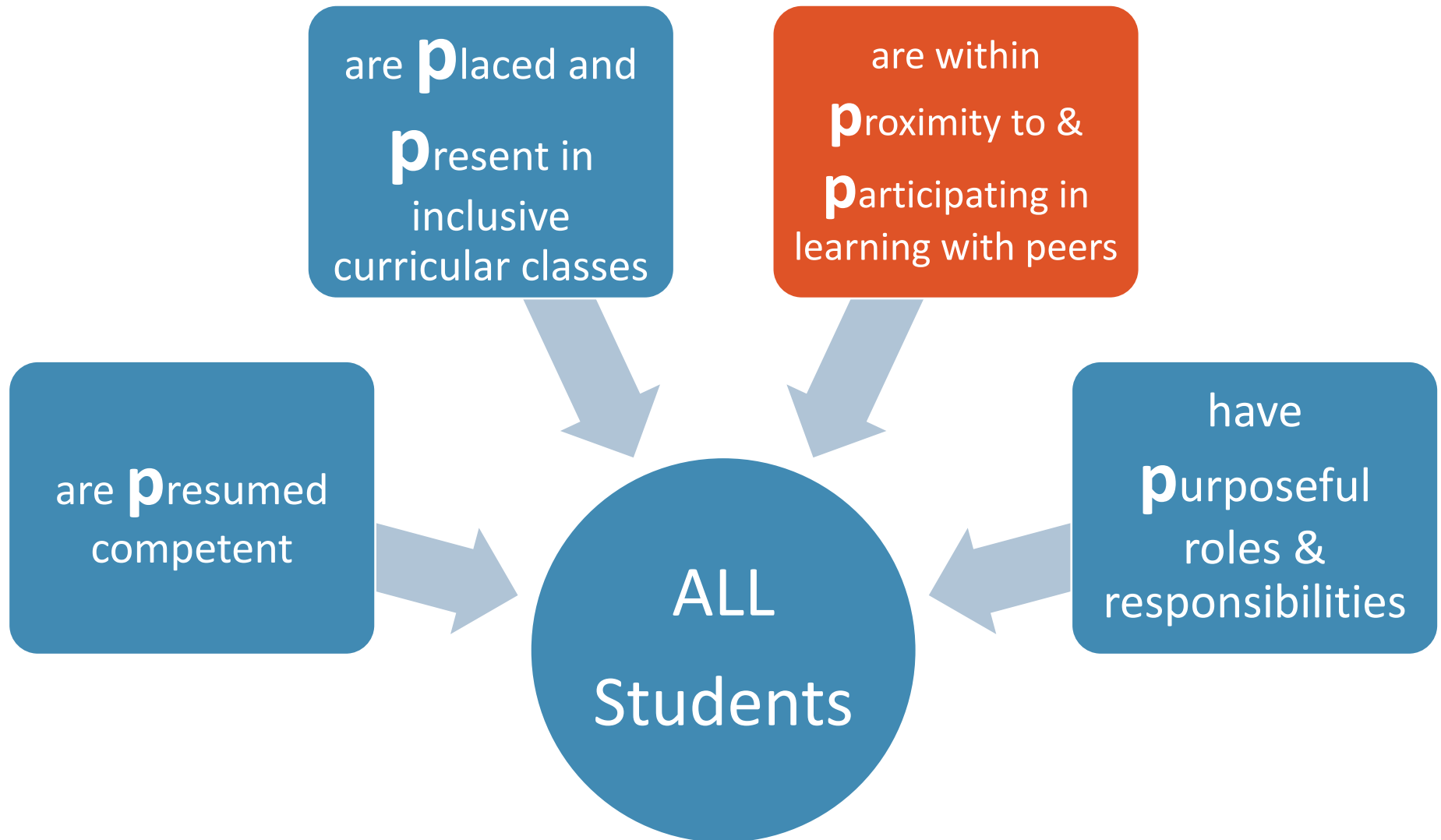
Finding the Balance for Enrollment

- **Strategic** Planning
 - Students are in classrooms with diverse peers
 - Students are working within the same curriculum as peers
 - Students have a **Replacement Curricular Goal** at an accessible level
- **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, work experience etc.)
 - Explicit goals can still be met in inclusive classroom settings
 - Students have a **Supplemental Curricular Goal** at a developmental level

Guiding Ratios for Inclusive Program Planning for Students with Intellectual Disabilities

Grade	% Strategic Instruction/ day	% Explicit Instruction/ day
K-7	100%	Max 20%
7-10	75 %	25 %
11-12	50 %	50 %
12+	25%	75%

1. Guiding Conditions & Structures

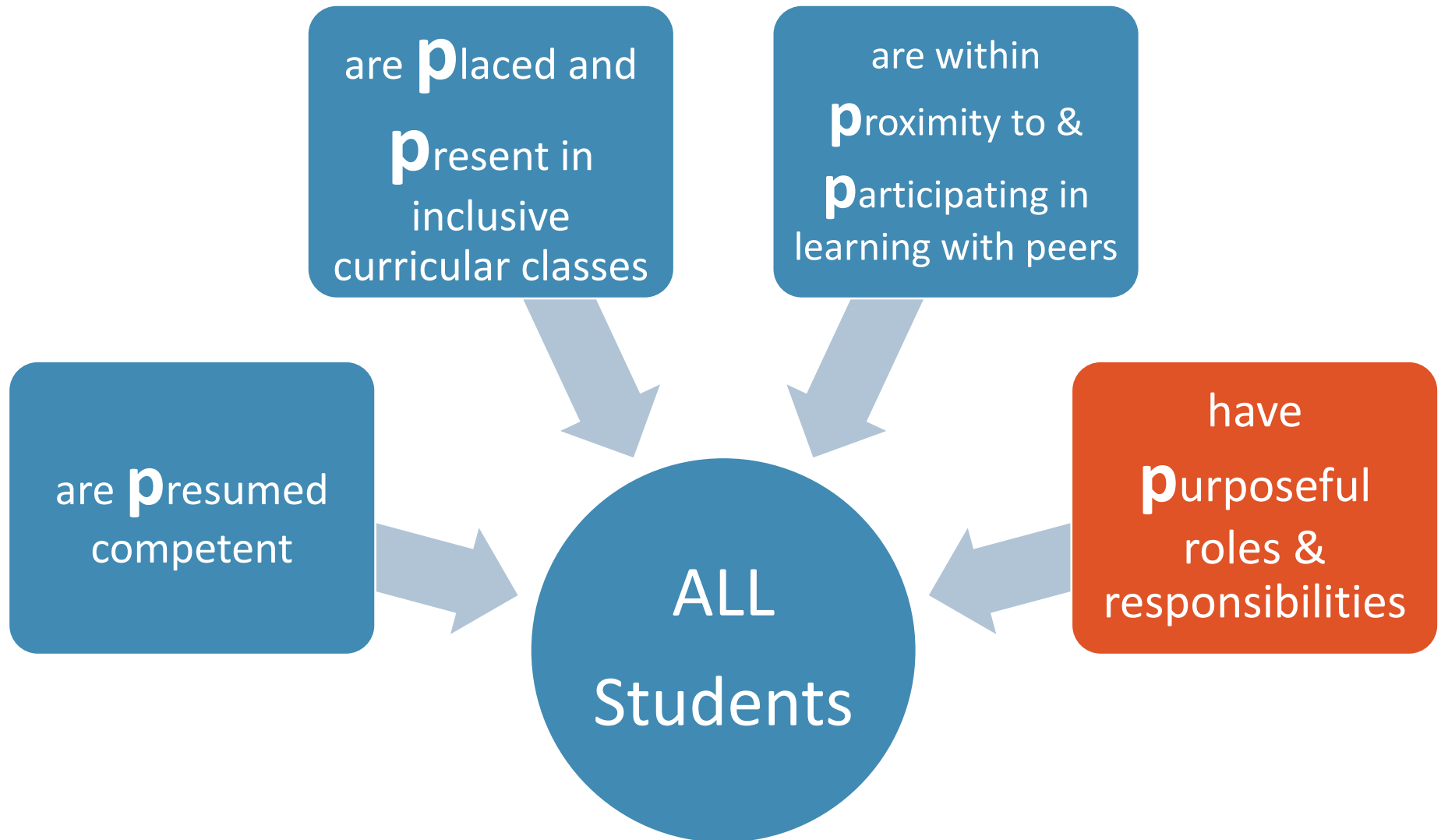


Guiding Conditions & Structures of Inclusion

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
- one on one EA support inadvertently hinders 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

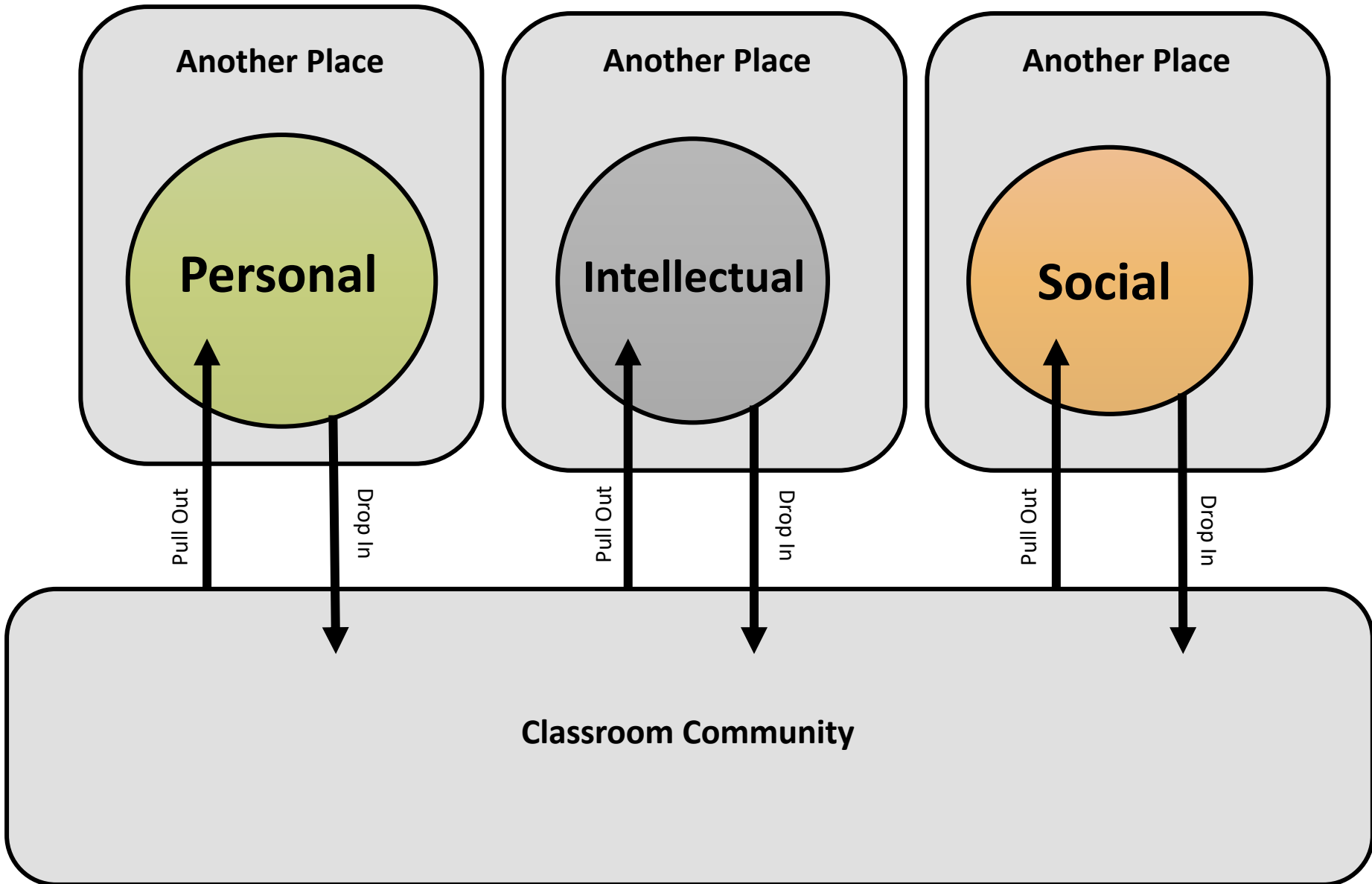


Guiding Conditions & Structures of Inclusion

ALL students have purposeful roles & responsibilities

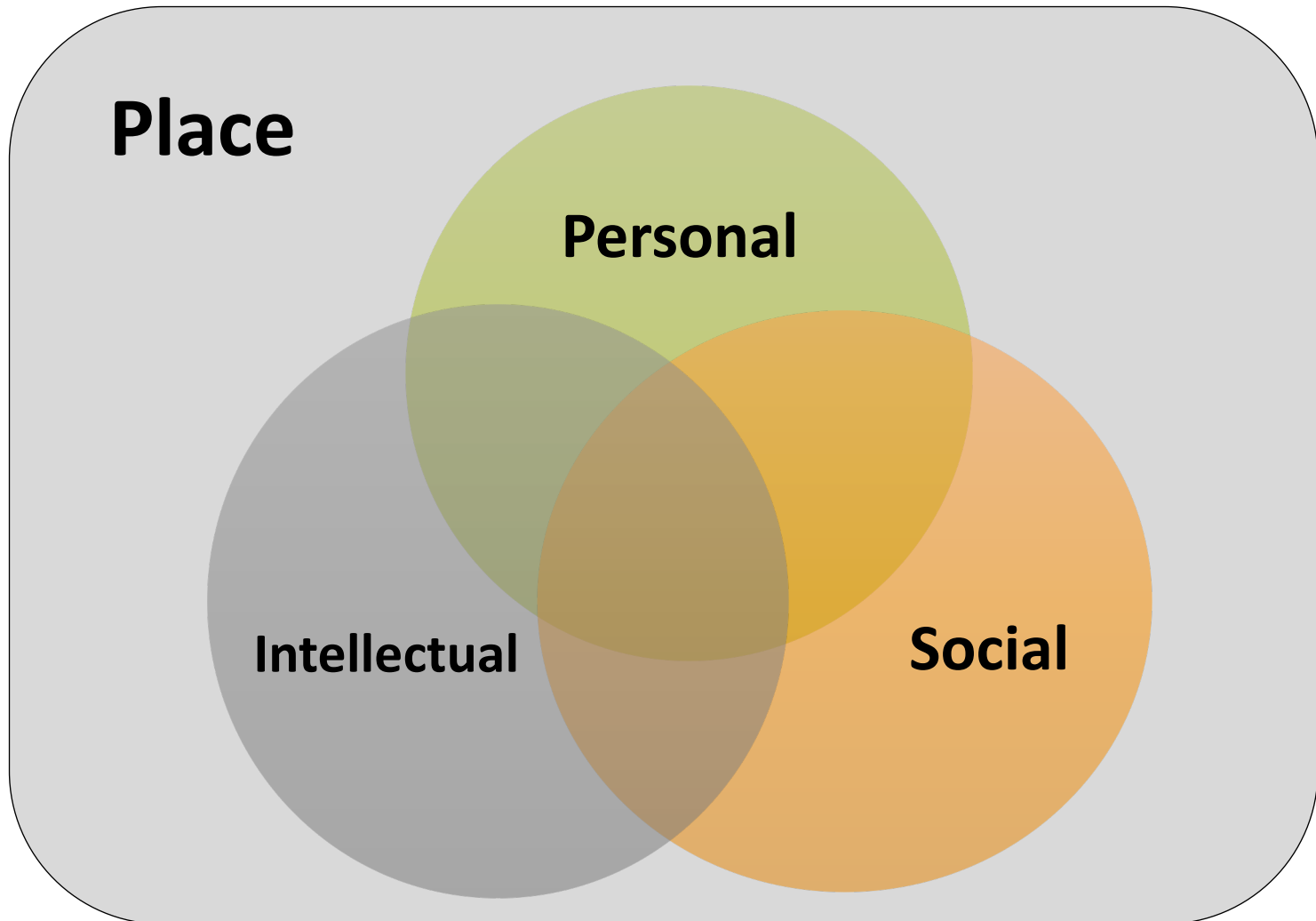
- Purposeful responsibilities may include a combination of:
 - Personal outcomes
 - Social outcomes
 - Intellectual outcomes
- Students participating in the general education curriculum

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

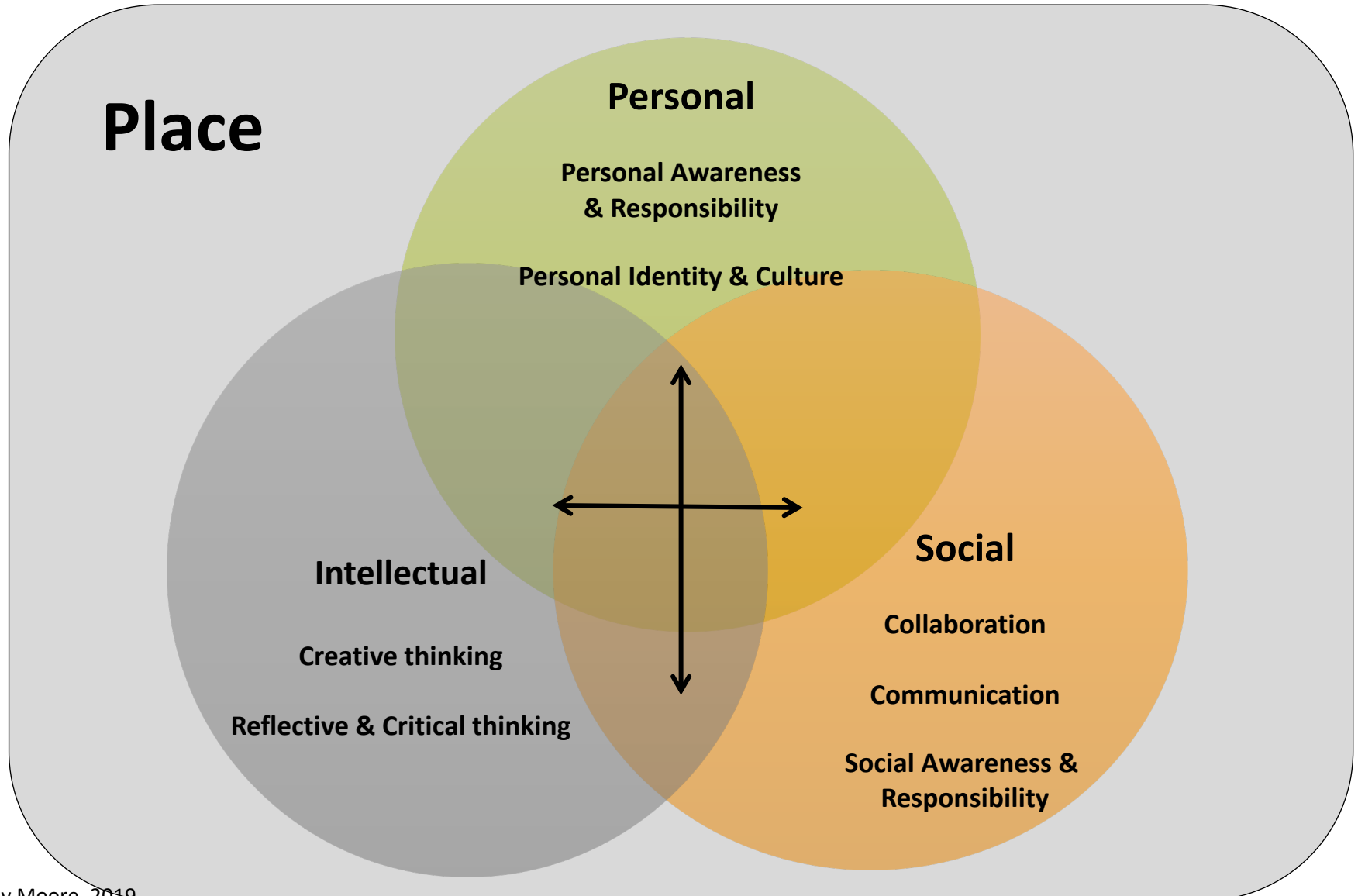


Guiding Conditions & Structures of Inclusion

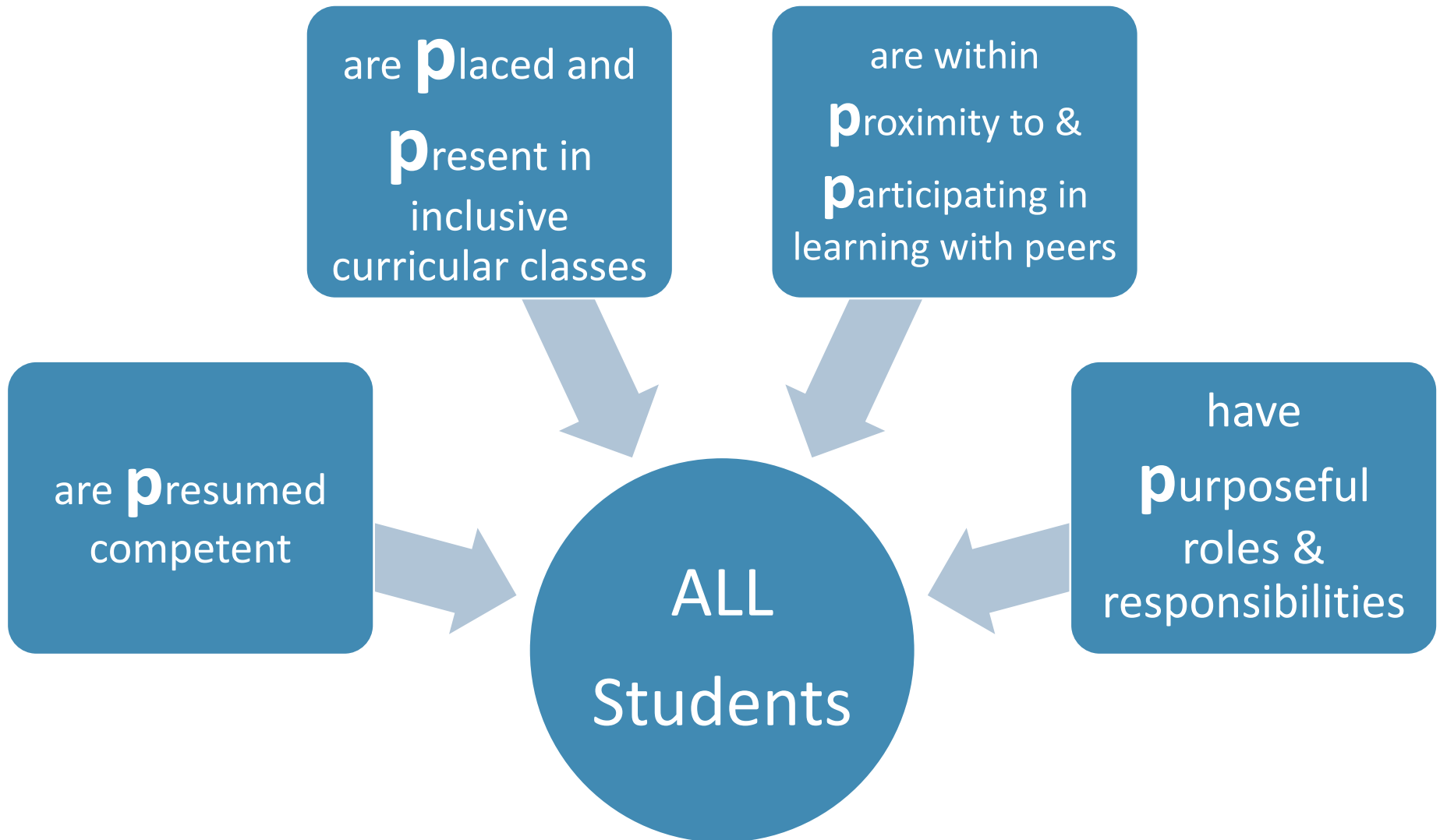
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A Common Place Based, Competency Based & Strength Based Framework



1. Guiding Conditions & Structures



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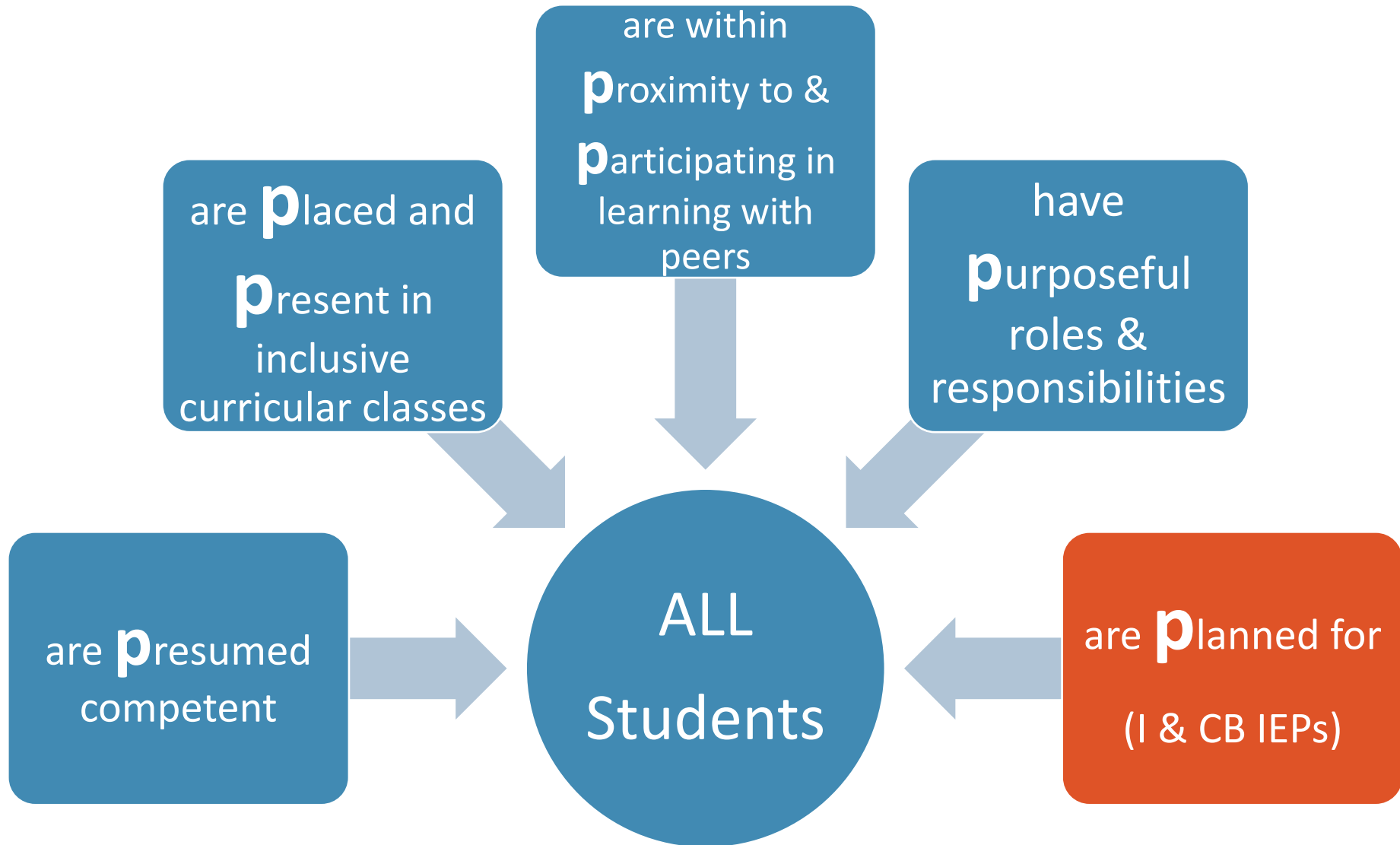
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1. Guiding Conditions & Structures



Thinking Ahead

- What is something useful from today?
- What is something that you are already doing well?
- What is something you want to think more about?
- What is something that you want to share with someone else?
- What questions do you still have?

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