

SHELLEY MOORE



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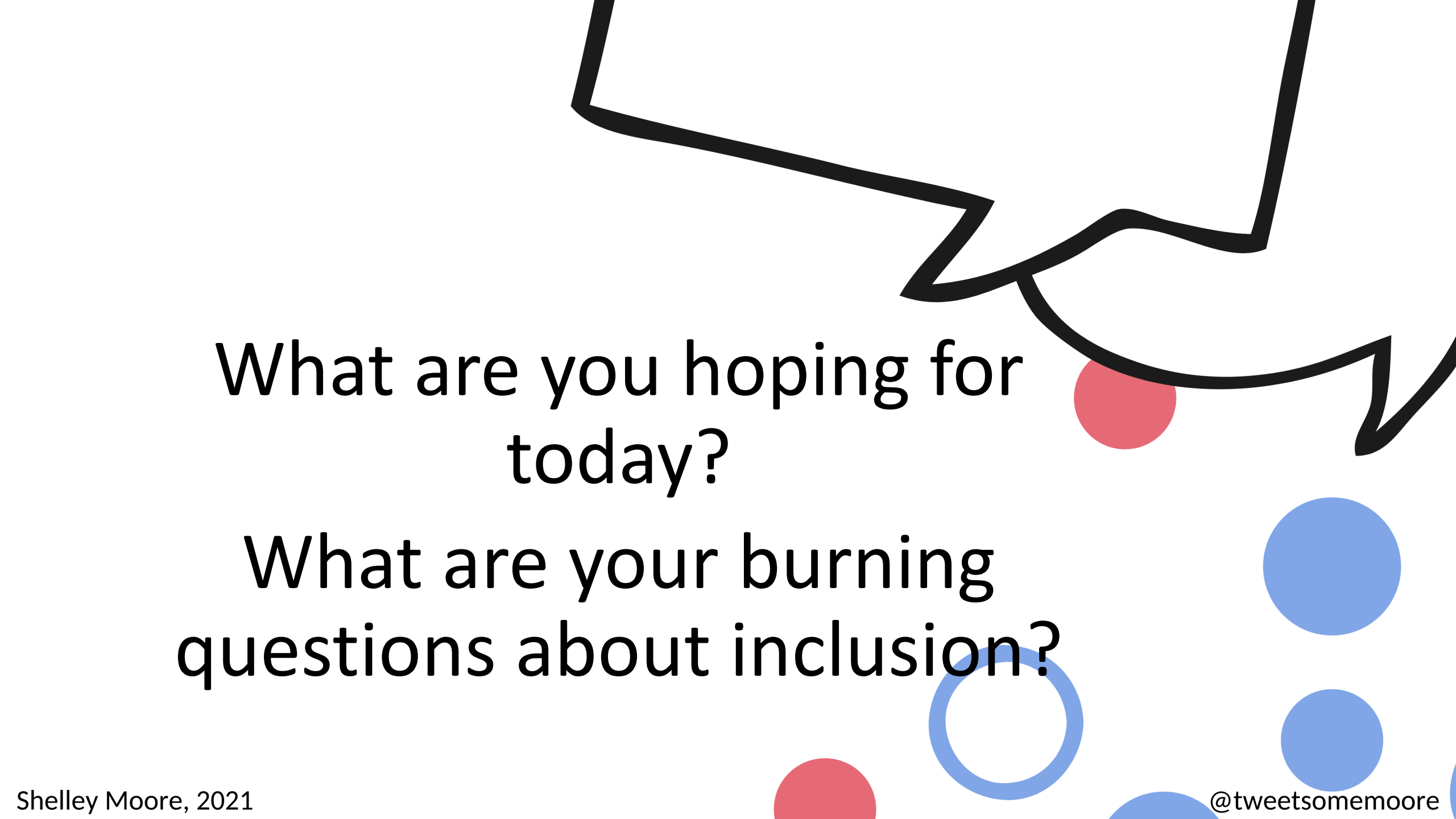
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An abstract graphic featuring a thick, black, hand-drawn line that starts at the top left, zig-zags across the top, and then curves down towards the right. Several circles are scattered in the lower right area: one solid red circle, one hollow blue circle, and several other solid blue circles of varying sizes.

What are you hoping for
today?

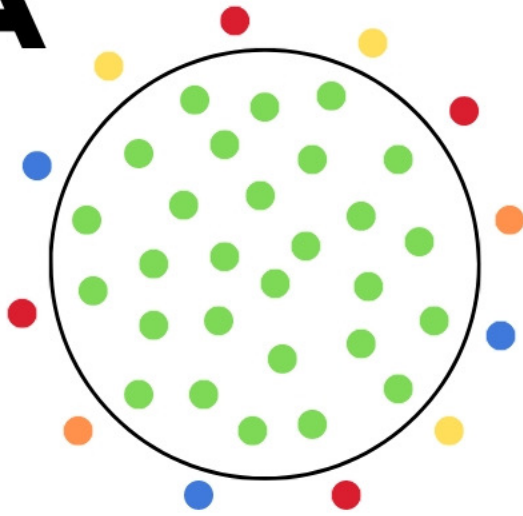
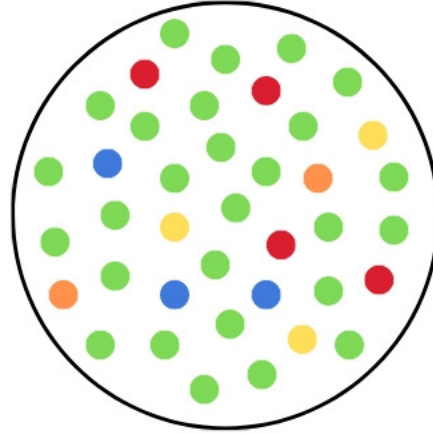
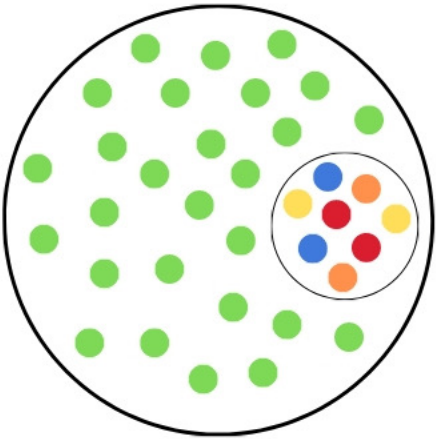
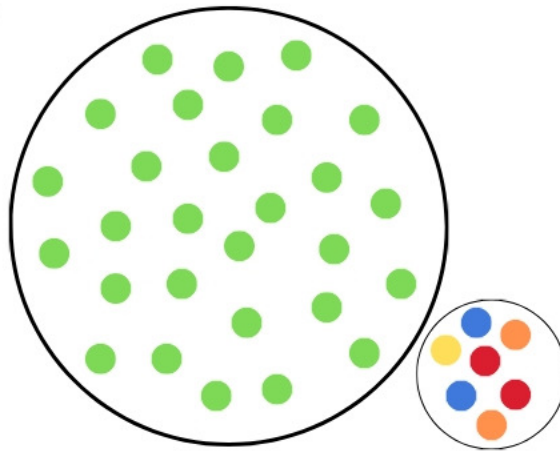
What are your burning
questions about inclusion?



WHAT DOES INCLUSION MEAN?

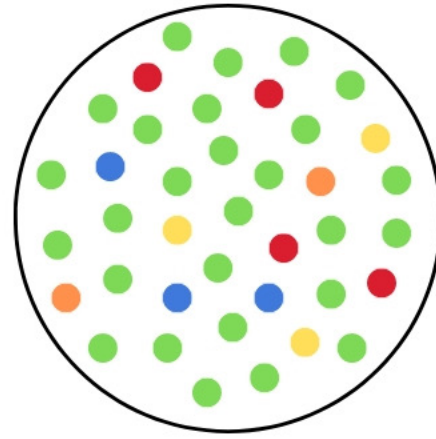


EXCLUSION
INTEGRATION
INCLUSION
SEGREGATION

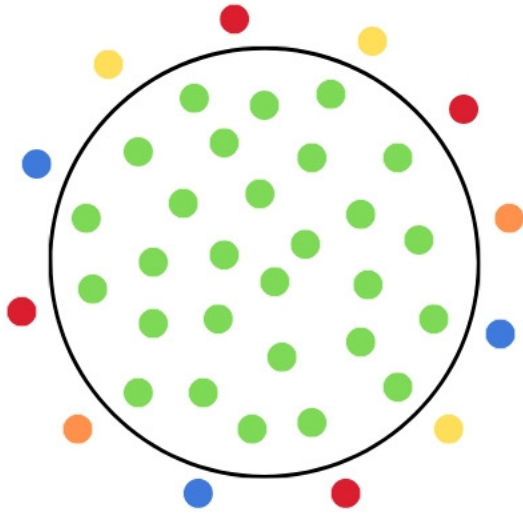
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EXCLUSION
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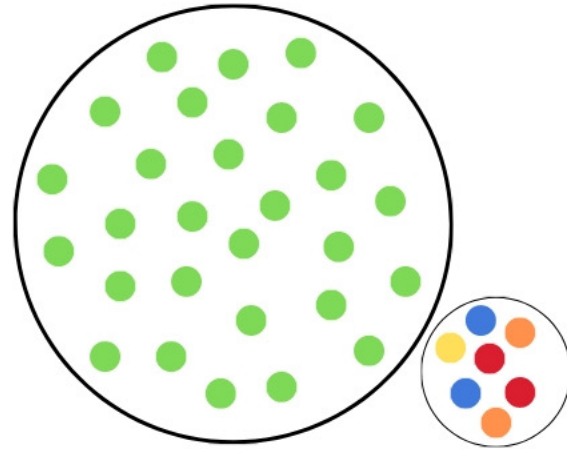
WHAT IS INCLUSION?



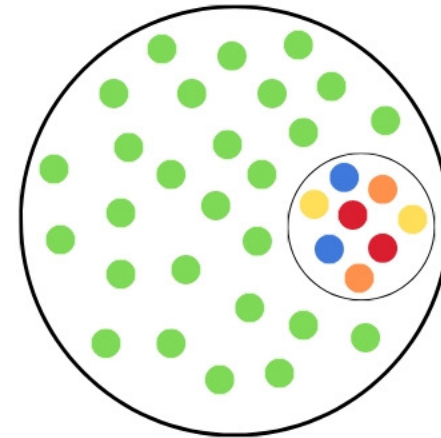
inclusion



exclusion

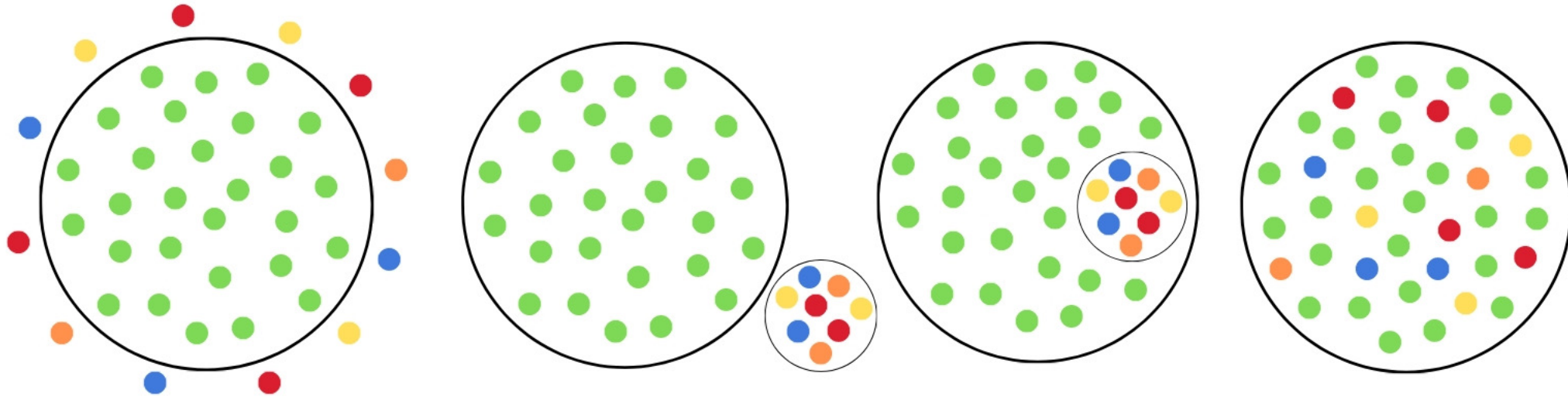


segregation

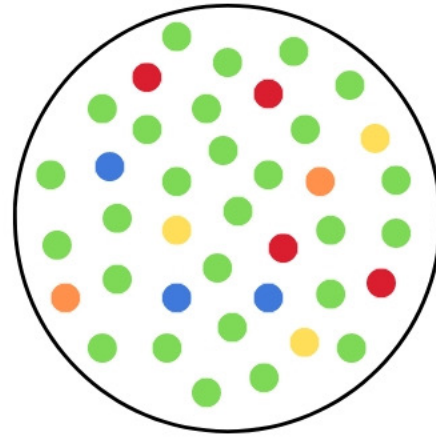


integration

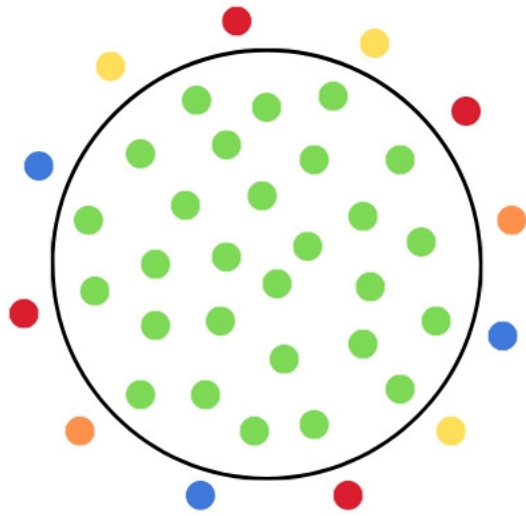
WHAT IS INCLUSION?



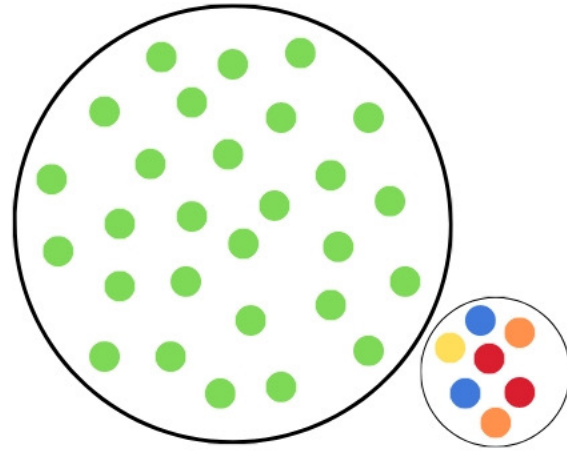
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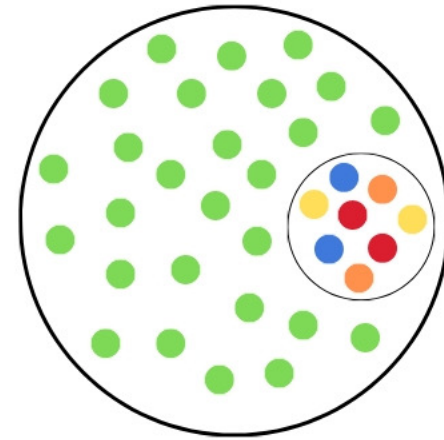
inclusion



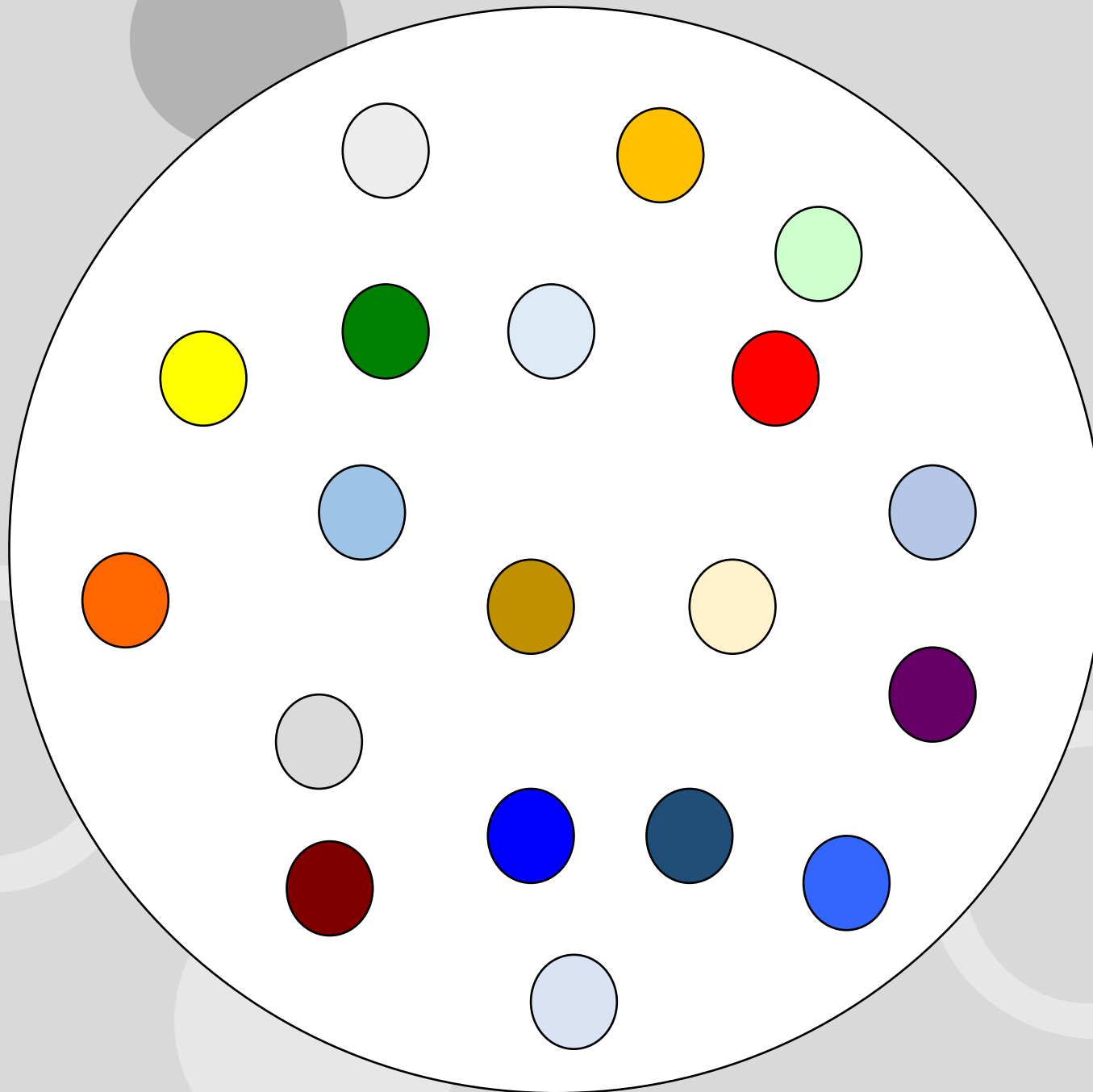
exclusion



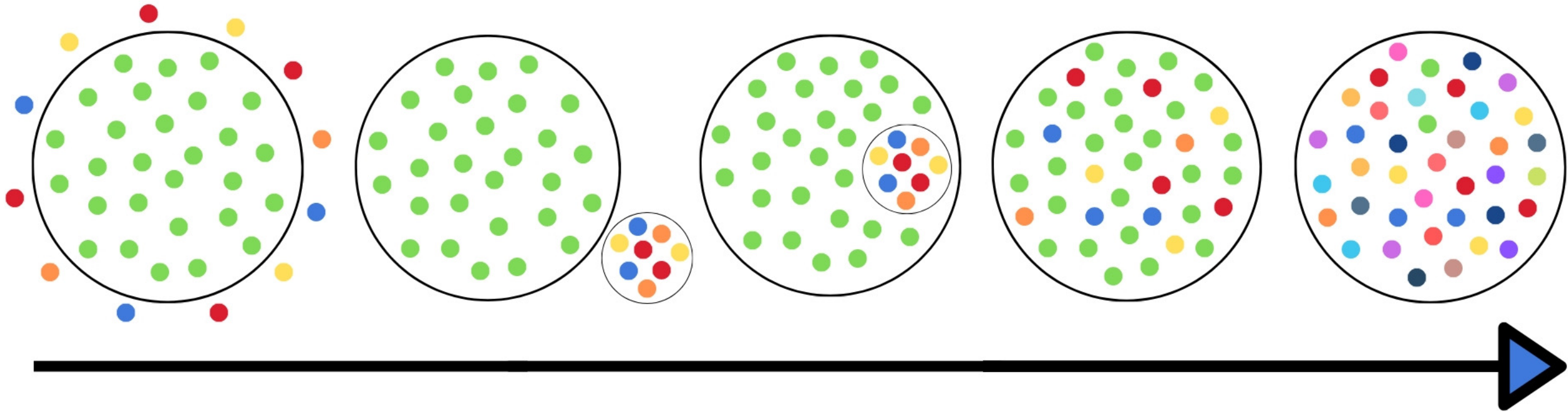
segregation



integration



WHAT IS INCLUSION?



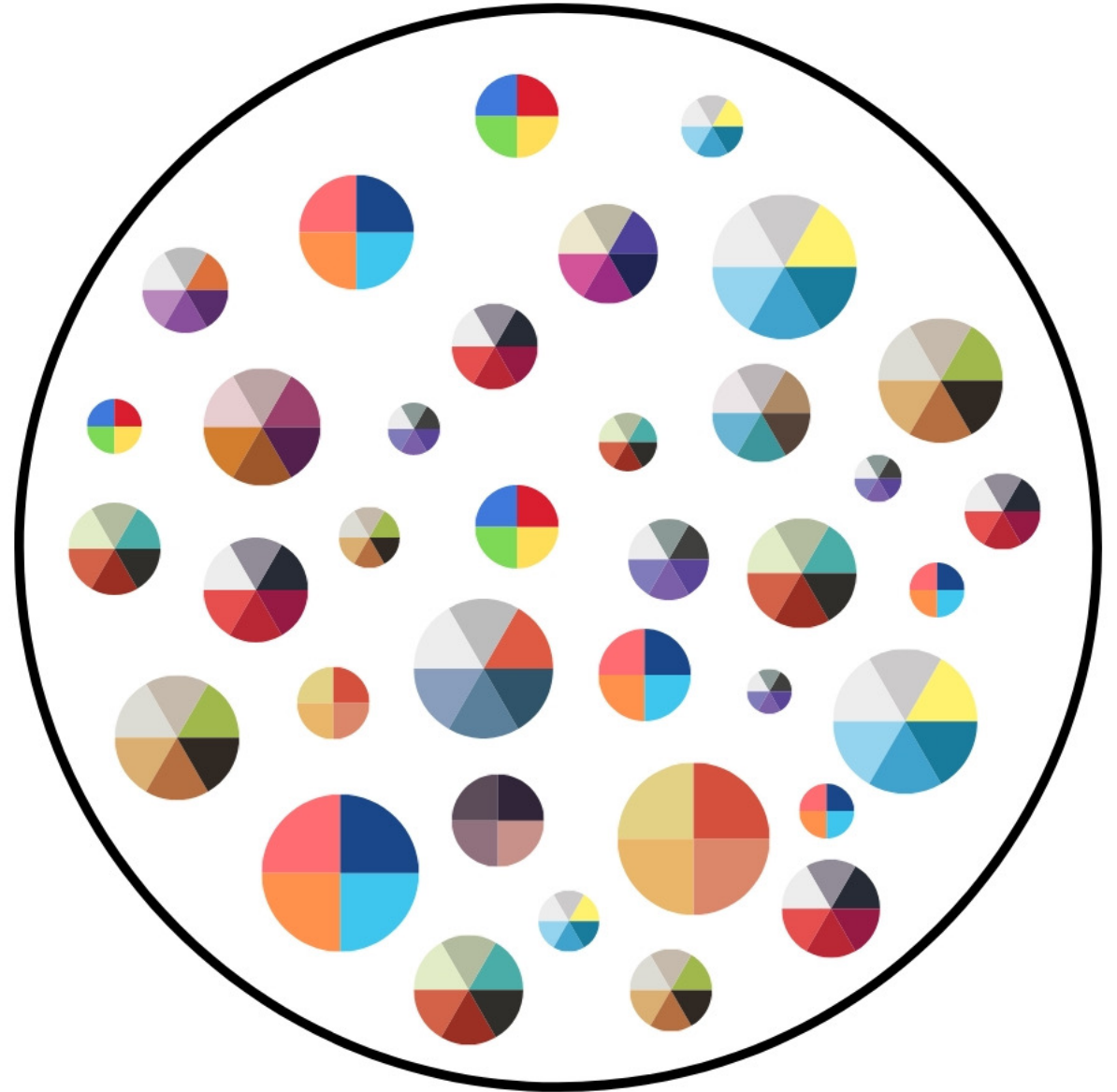
Where are you on this continuum? What's the next step?



WHO IS INCLUSION?



WHO IS INCLUSION?

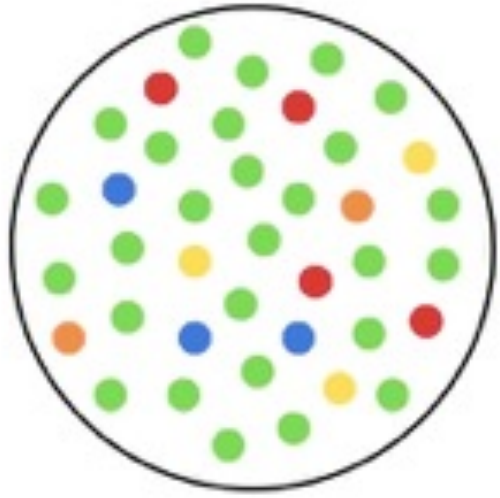


What are your
colours?

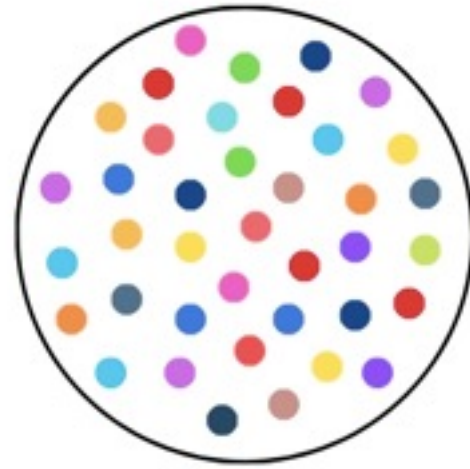
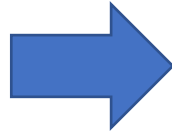
Do we value ALL
colours equally?



How?



How do we include
people who are
different



How do we teach
to diversity?

- 
- How do we do inclusion?
How do we make sure it is not integration?



INFRASTRUCTURE!



- Talk to someone who is
NOT at your table

- What is one useful idea so far?

What does the Research Say?

1. Guiding conditions of inclusion describe that all students...

are presumed competent

are enrolled in and attending grade level curricular classes

are in proximity to and participating in learning with peers

have purposeful roles and responsibilities

are planned for

2. Teacher professional development that...

supports collaboration and the changing roles of educators & support staff

is situated, ongoing and inquiry based

3. Systems frameworks that ...

support Universal Design for Learning

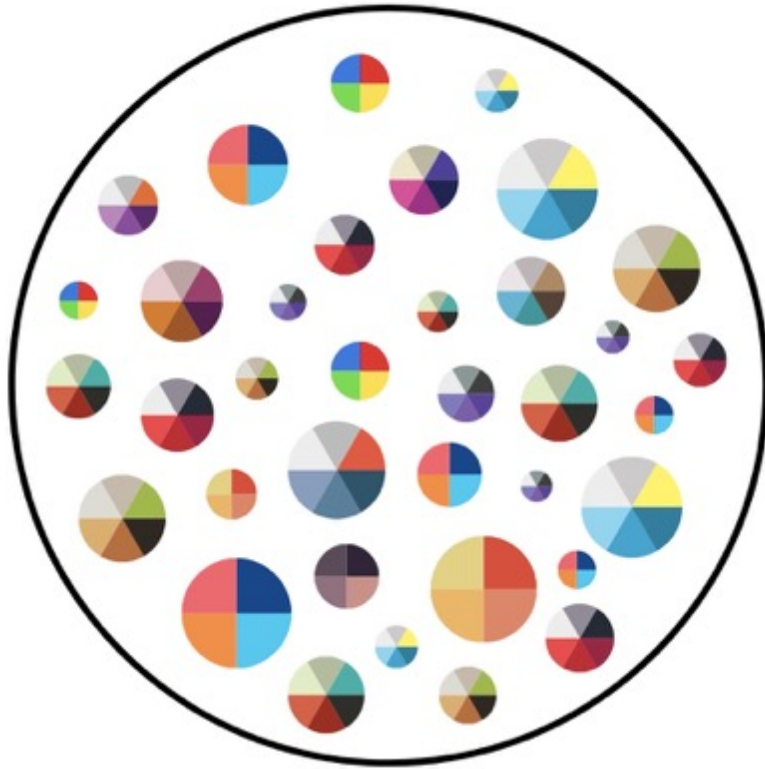
move away from a medical & deficit-based model of special education (IEPS)

School & District Infrastructure

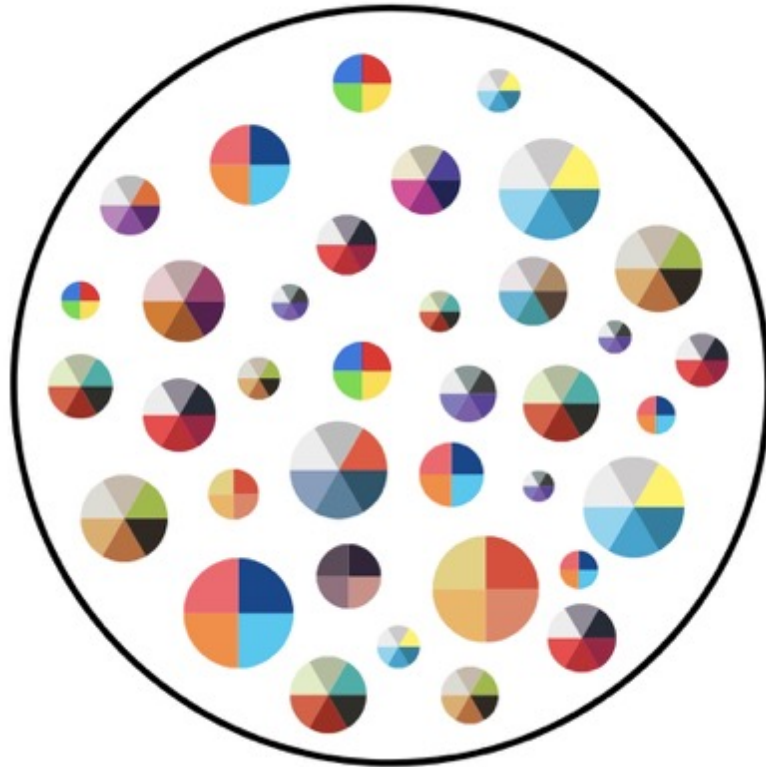
Teacher & Staffing Infrastructure

Student Infrastructure

How do we plan for diversity and identity?



How do we plan for diversity and identity?



We need to know WHO are students are?

Class Review for :	Teacher:	Date:
I can plan for my students by getting to know the:		
Interests & identities of the class	Classroom Strengths	Classroom Stretches
Based on the interests, strengths and stretches of this class, one goal(s) for these I have for this class is:		
The BIG goal I have for this class:		
I can meet this goal(s) by collaborating	I can meet this goal(s) by reducing barriers in the classroom:	
Tier 1 Decision: Menu of support	Tier 1 Decision: Barriers to Learning	Tier 1 Decision: Barriers to Equity
We can meet this goal(s) by targeting core competencies chosen as a community:		
Tier 1 Decision: 21 st century competency goal		

Who am I?

Who am I? Profile

```
graph LR; A[Words that describe me:] --> B[My favourite books/stories:]; B --> C[Things I like to do when I'm alone:]; C --> D[Things I like to do with my friends:]; D --> E[Things I like to do with my family:]; E --> F[Things I'm very good at or interested in:]; F --> G[Things I like (or need) you to know about me:]; G --> H[My hopes and dreams for myself are:]; H --> I[The easiest way for me to show what I know is:]; I --> J[Things I would like to get better at in this class are:]; J --> K[THIS IS ME!];
```

Words that describe me:

My favourite books/stories:

Things I like to do when I'm alone:

Things I like to do with my friends:

Things I like to do with my family:

Things I'm very good at or interested in:

Things I like (or need) you to know about me:

My hopes and dreams for myself are:

The easiest way for me to show what I know is:

Things I would like to get better at in this class are:

THIS IS ME!

Student Dimension Inventory (Confidential)

Class:

Name	Identities	Interests	Strengths	Stretches	Needs	Barriers	Supports & Strategies

School: Forest Heights Elementary	Student Profile
-----------------------------------	-----------------

Who am I as a person				
	Name	Juniper Melnik	Age	9
	Grade	4	Year	2019
	A little about me...			
	My identities are:	Strong, Happy, Funny, Ukrainian		
	My interests are:	BC Lions, whale sharks, tennis, watching salmon in the river, sewing, learning about science		
	My needs are:	I get tired, I get mad, I worry		

Who I am as a learner			
My Strengths	For myself	With others	When I am learning
	I think... - I'm good at seeing around me, playing, fashion, laughing	I think... - I am good at being with my friends, sharing, making people laugh	I think... - I'm smart
	My team thinks... Teacher: Juni is strong and loves to learn, asks for help when she needs it Benny: Juni is so funny! Classmate: Juni is happy and a great dancer Mom: Juni is kind	My team thinks... Mom: she is so great to hang out with Dad: a great listener Cousin: fun to play with Classmate: a great friend Benny: communicating with her friends	My team thinks... Mom: She notices everything, a keen observer Benny: Juni knows what she likes and doesn't like Ms. Turner: making choices
My Stretches	For myself	With others	When I am learning
	I think... I want to get better at: waking up	I think... I want to get better at: making friends, not getting so mad, playing games, using iPad to talk	I think... - I want to get better at: math
	My team thinks: Benny: doing activities that she doesn't like, or if something is too hard, and not giving up	My team thinks: Benny: working with new people Mr. Lopez: communicating what she needs when she is frustrated Ms. Turner: practice using AAC to communicate wants and needs	My team thinks I could work on: Ms. Turner: asking questions Mom: trying new things (foods)

Menu

Of Tier 1 Support



- Co - teaching
- Co - planning (curricular, needs based support, UDL etc.)
- Working with flexible small groups/ station teaching
- Collecting student evidence
- Observation & Consultation
- Finding/creating accessible (and challenging) materials & resources
- Setting and utilizing assistive technology
- Supporting and working with EA/Para
-
-

What are **barriers**??

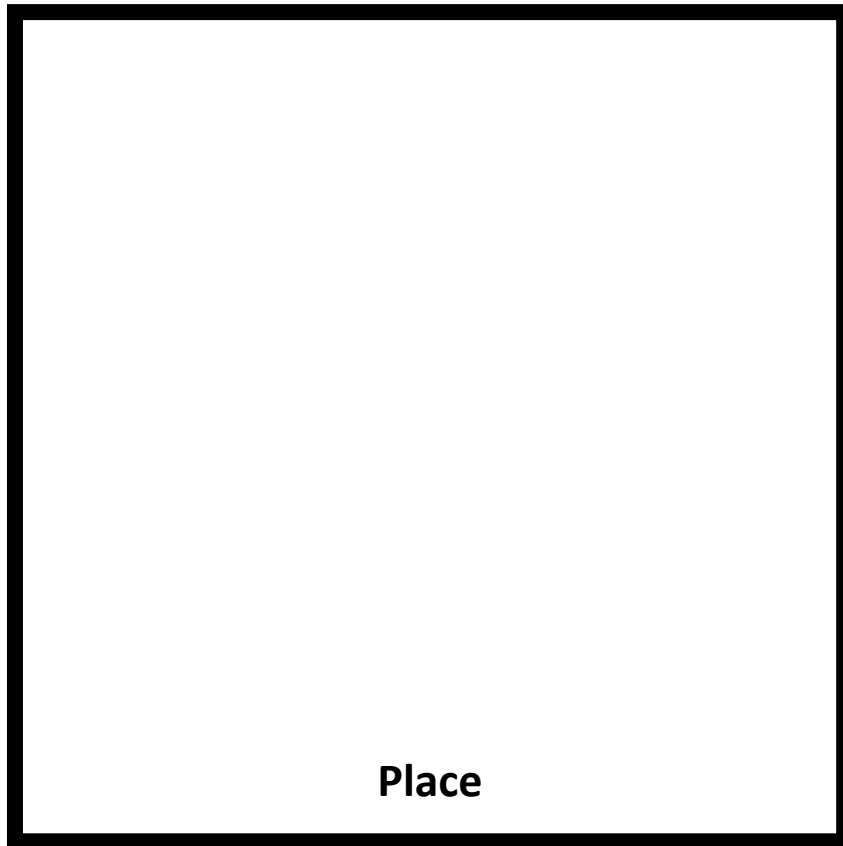




A shift in thinking...

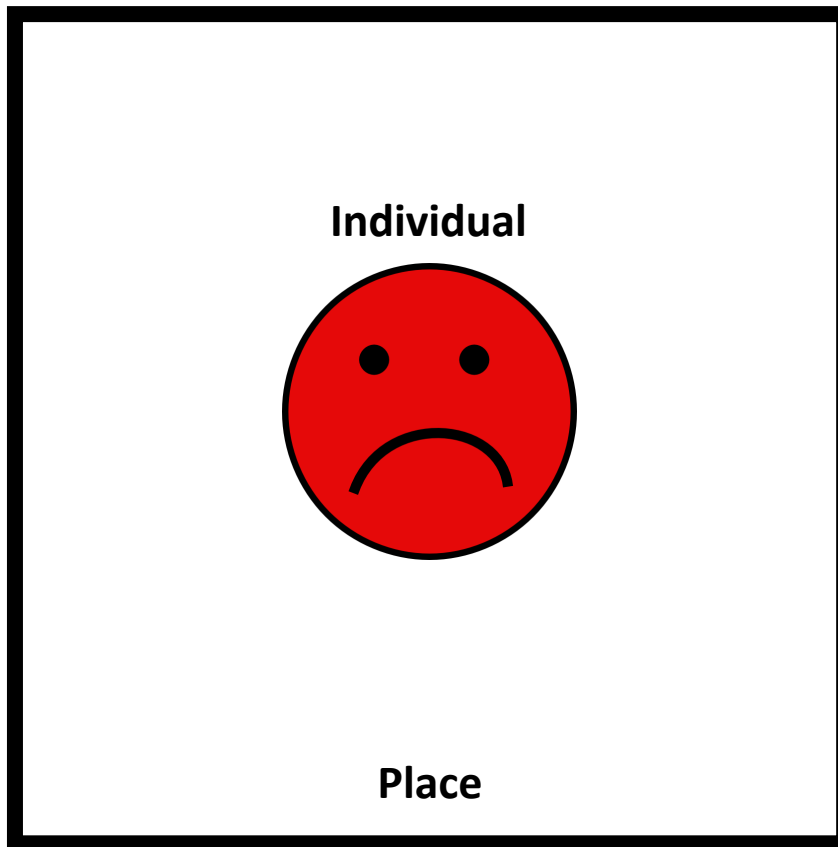
- **There are some things we need to understand:**
 - Understand the thinking shift for how we view individuals with Disabilities
 - Understand the role that a context plays in teaching and in barriers that limit individuals
 - Understand that the less a context is limiting, the less support an individual needs

Shifting the Paradigm: Medical Model of Disability



Place

Shifting the Paradigm: Medical Model of Disability

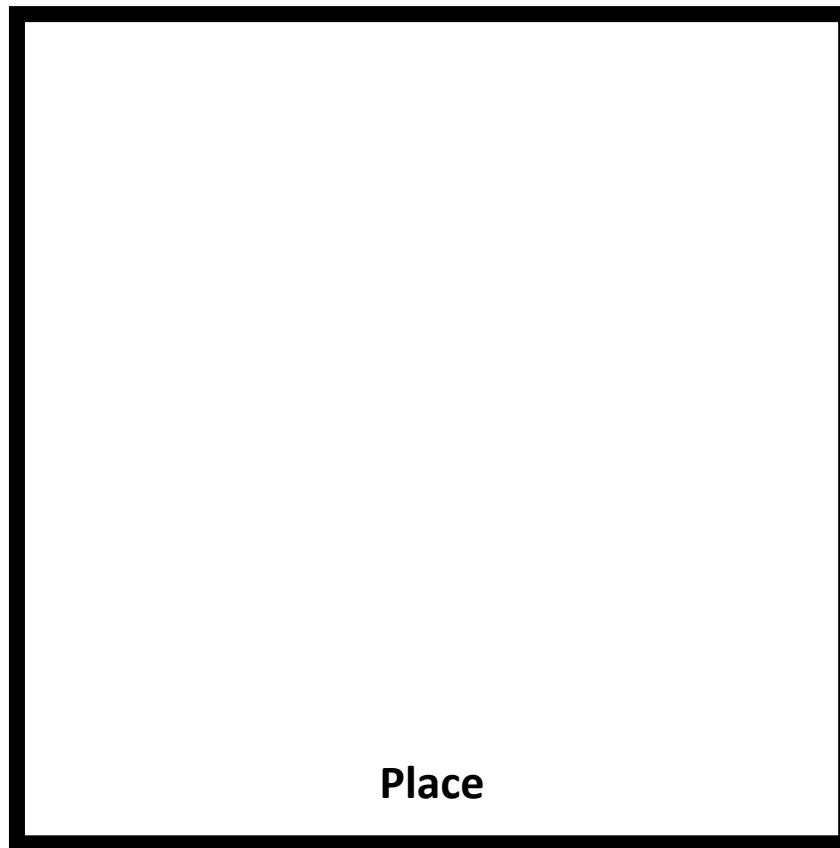


Special Education

If individual isn't successful

- Remove the individual
- Diagnose the problems in the individual
- Fix the individual
- Individual goes back when they are "ready"
- IEPs are separate from the place

Shifting the Paradigm: Medical Model of Disability



Individual



IEP



Special Education

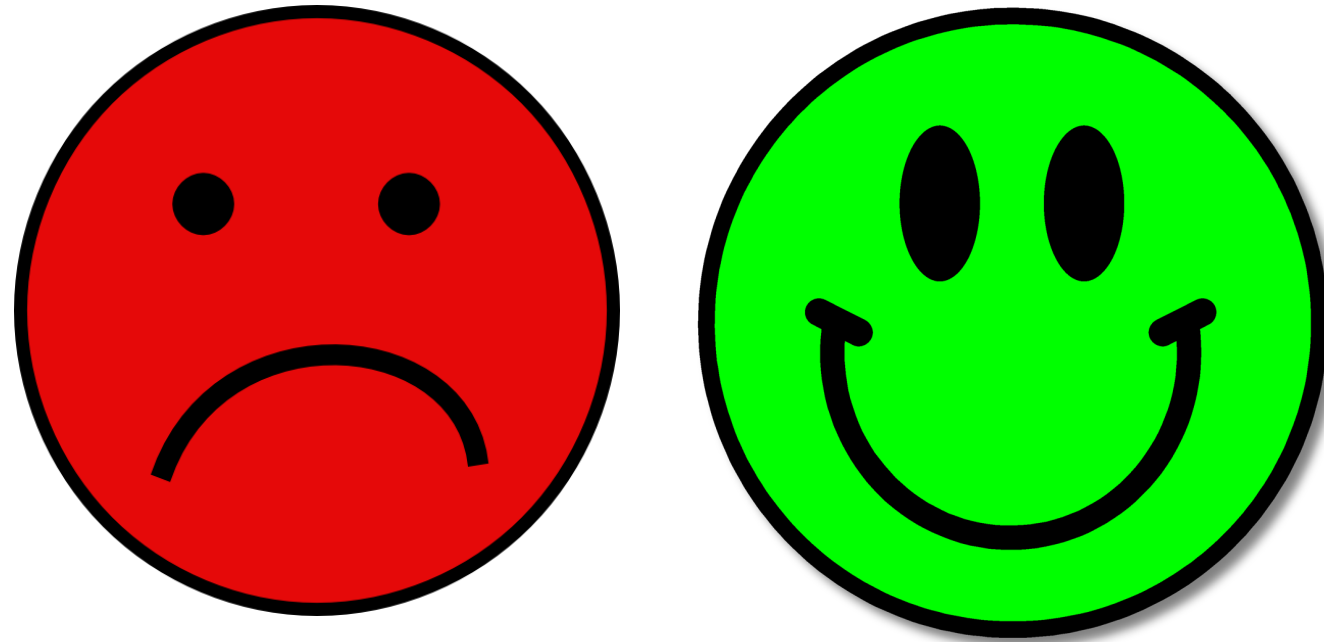
If individual isn't successful

- Remove the individual
- Diagnose the problems in the individual
- Fix the individual
- Individual goes back when they are "ready"
- IEPs are separate from the place

If a flower
isn't thriving
in a garden...

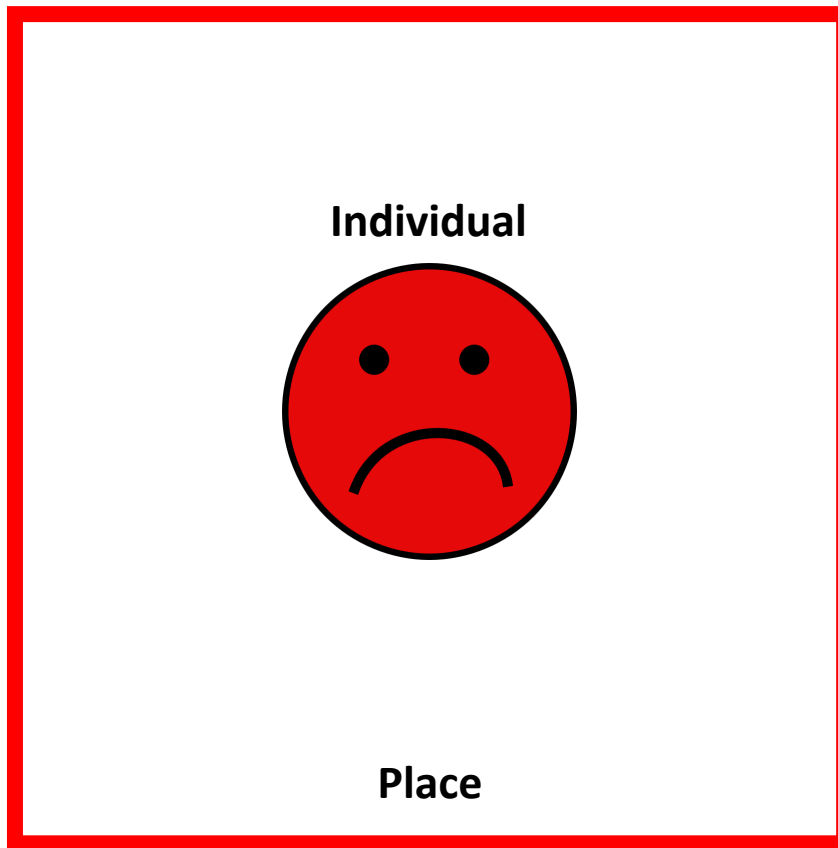


Wait a second....
People with disabilities said:



“I am not broken.”
“I do not need to be fixed!”

Shifting the Paradigm: Social Model of Disability

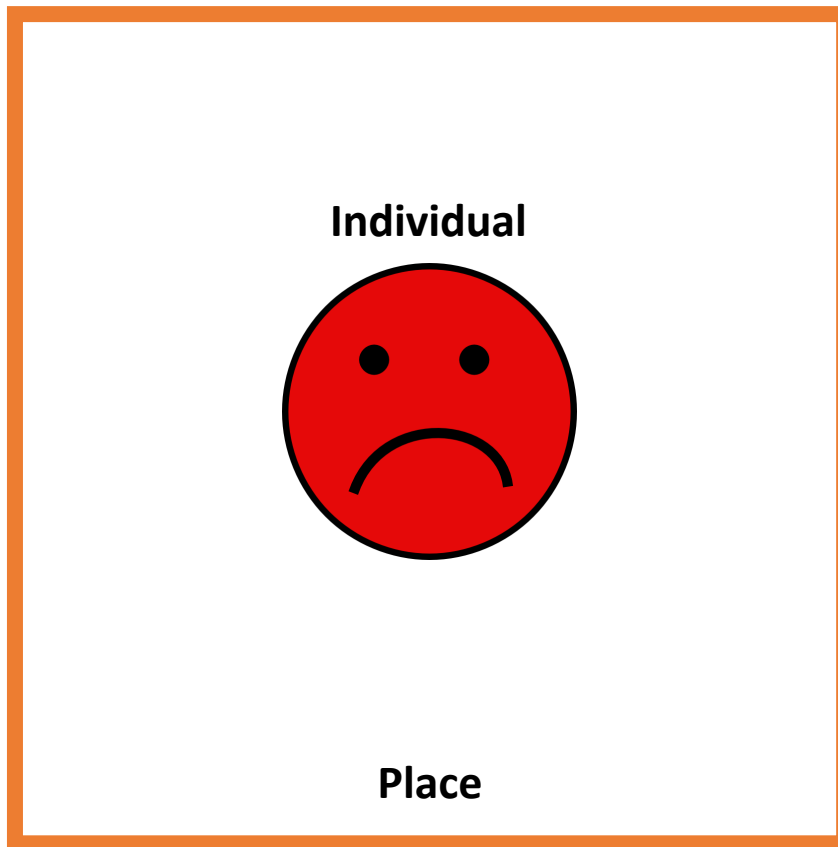


Social Model

If individual isn't successful

- Diagnose the problems in the place
- Fix the place
- Support everyone in the place

Shifting the Paradigm: Social Model of Disability



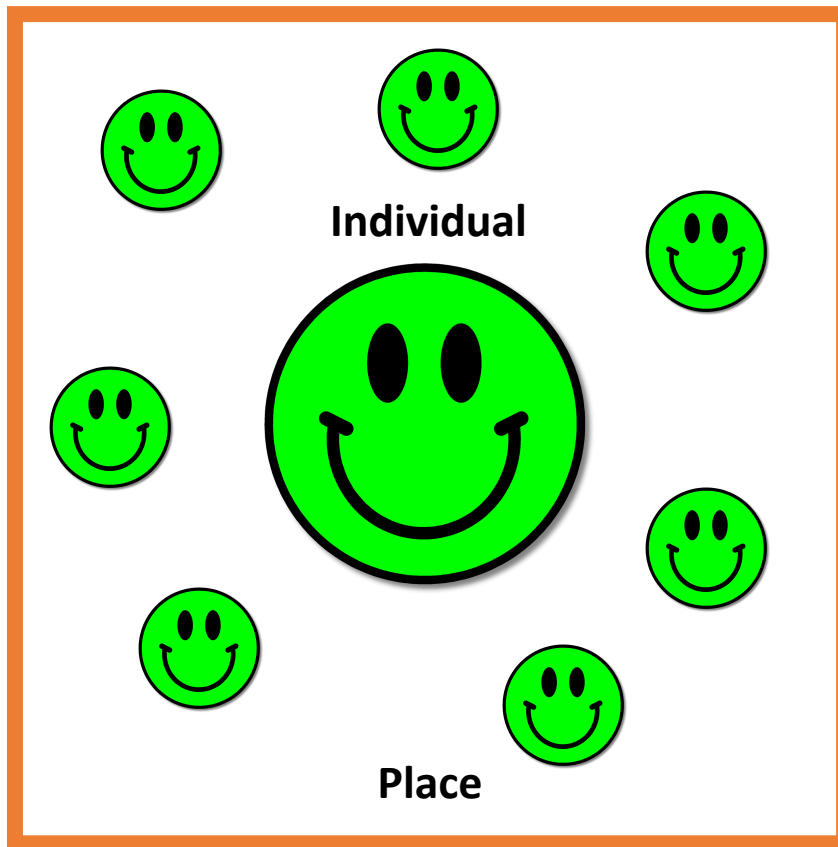
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Shifting the Paradigm: Social Model of Disability

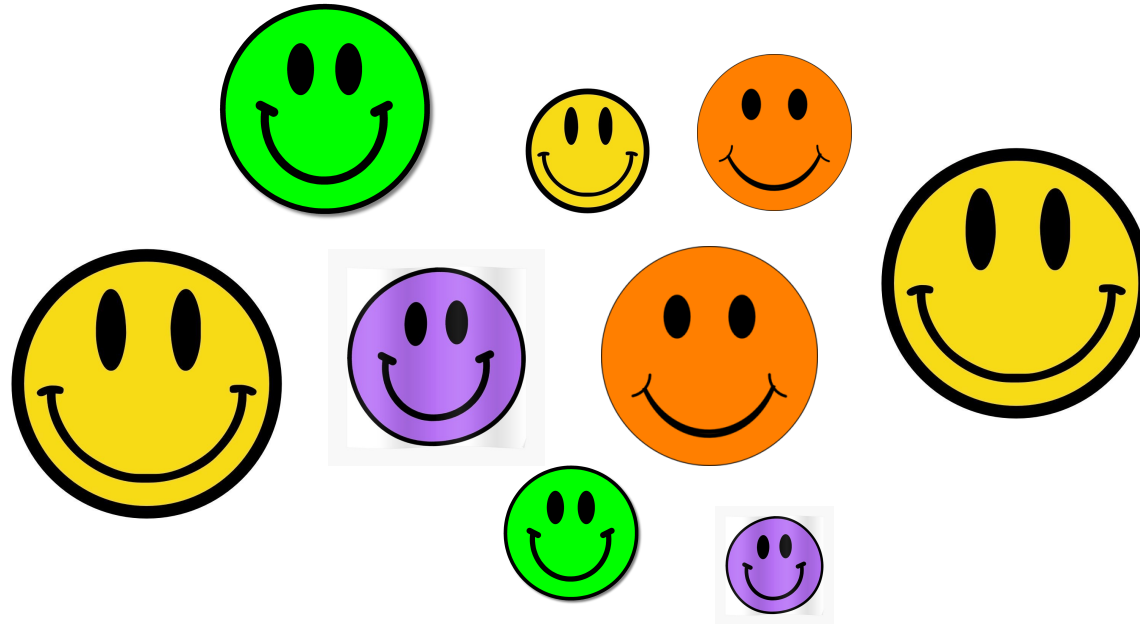


Social Model

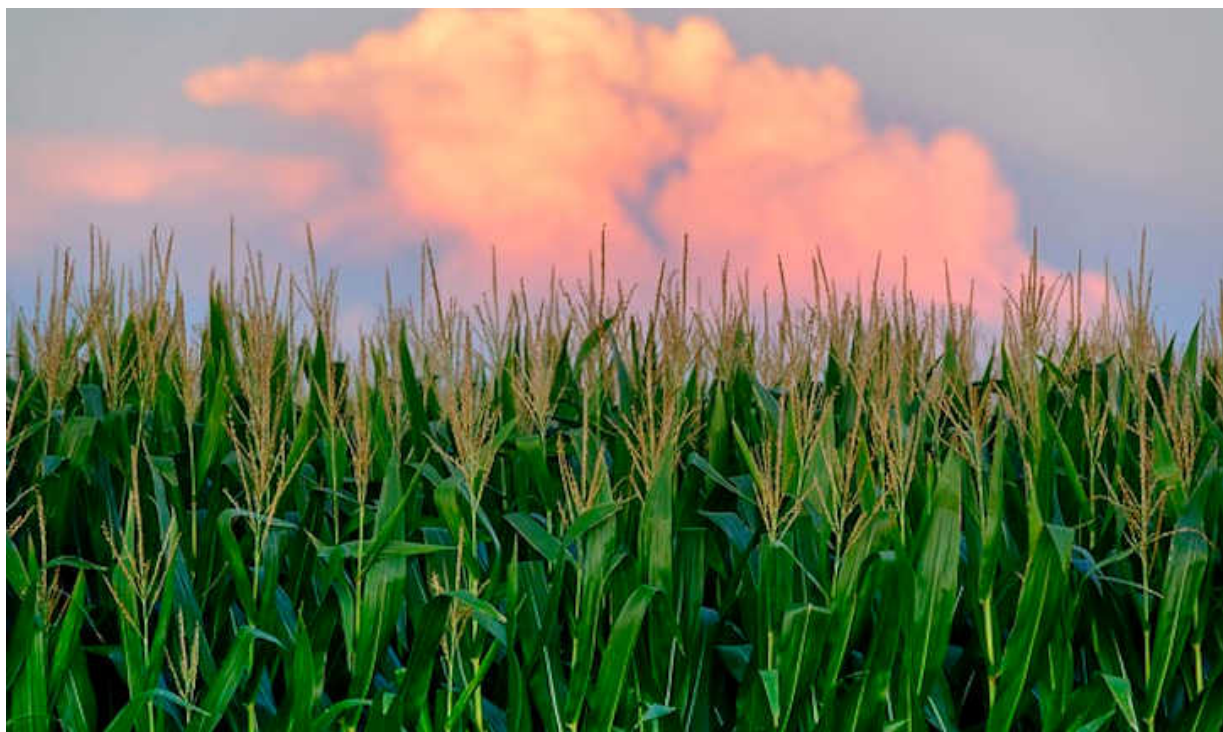
If individual isn't successful

- Diagnose the problems in the place
- Fix the place
- Support everyone in the place

Wait a second....
Teachers said:



“What about all the individual
needs in a shared place”

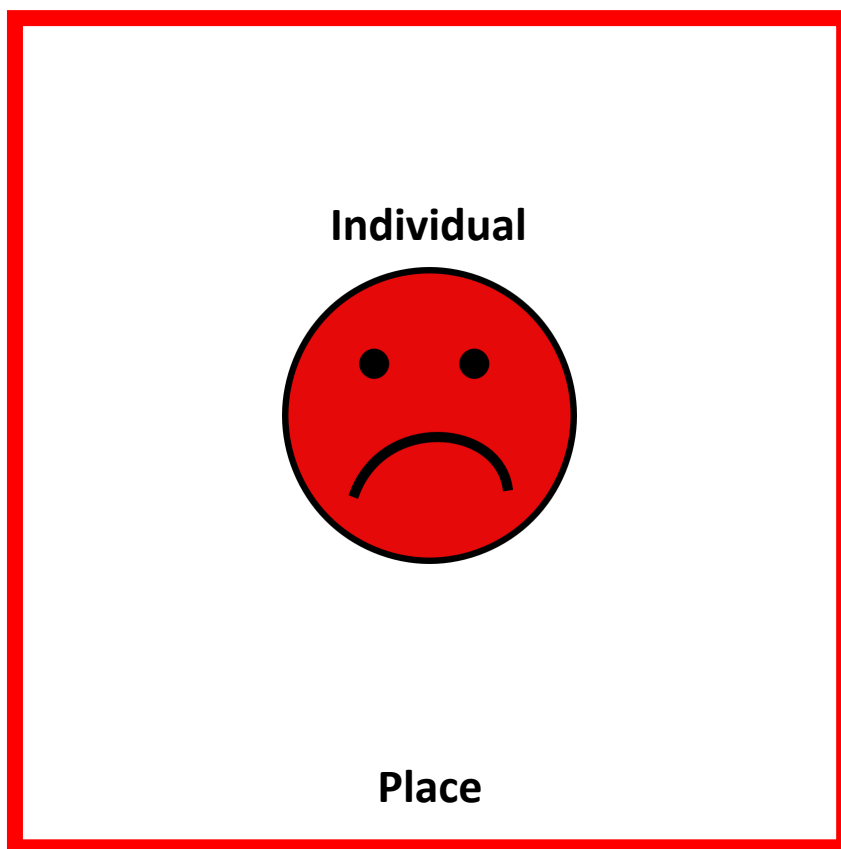


Shifting the Paradigm: Person-Place Model of Need

Inclusive Education

If an individual isn't successful

- Determine barriers in place
- Determine needs of the community
- Anticipate supports & strategies based on needs
- Universally apply supports and strategies to ALL

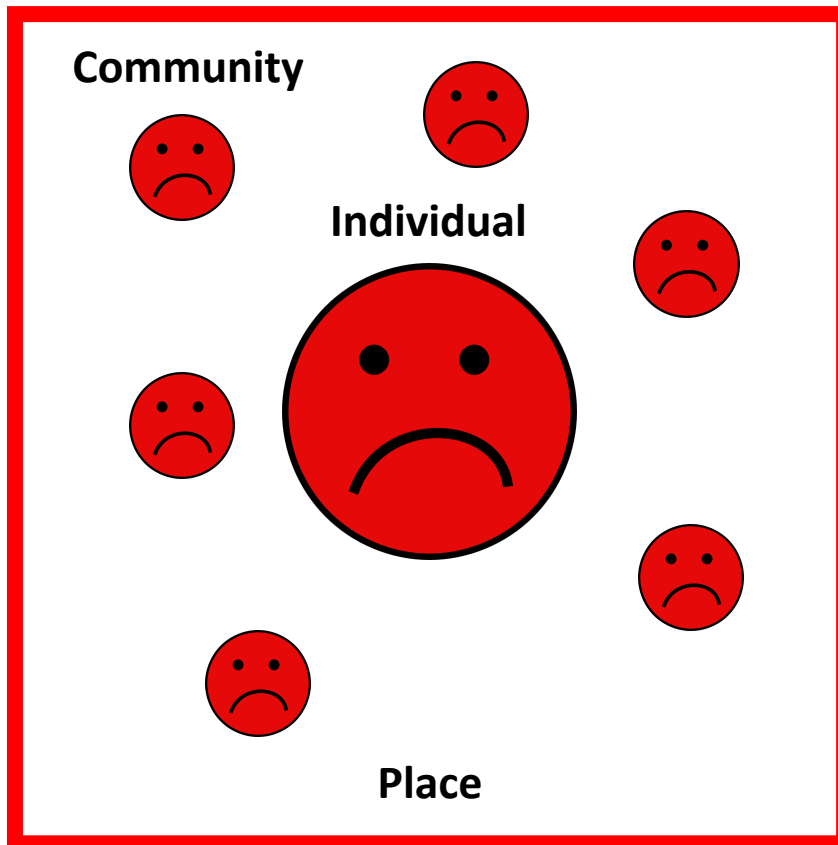


Shifting the Paradigm: Person-Place Model of Need

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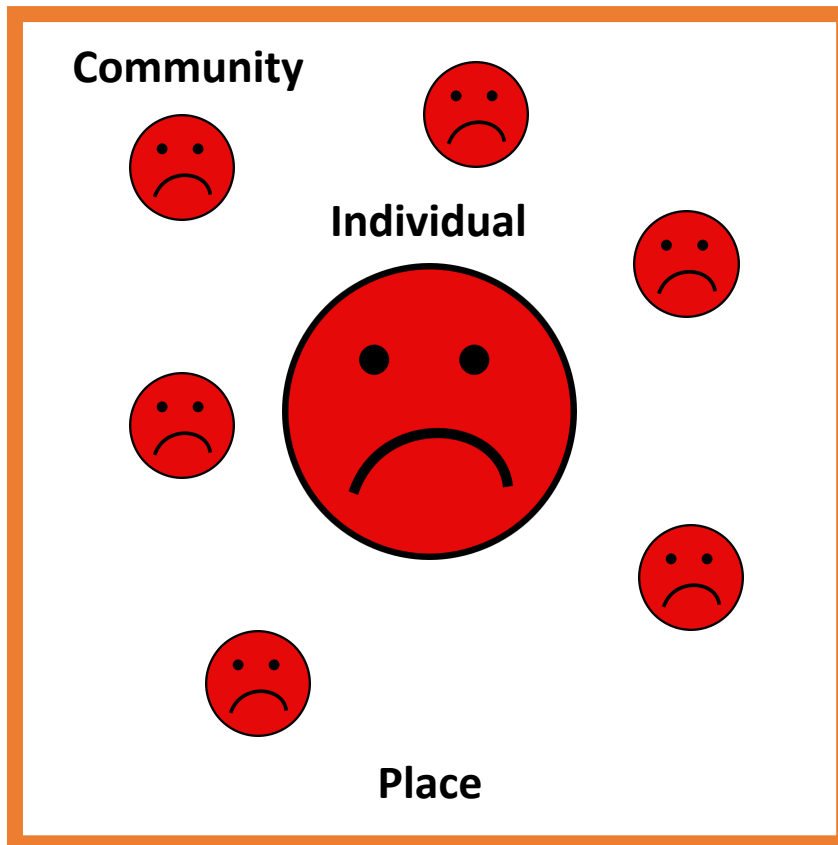


Shifting the Paradigm: Person-Place Model of Need

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FIRST! We look at what needs everyone needs

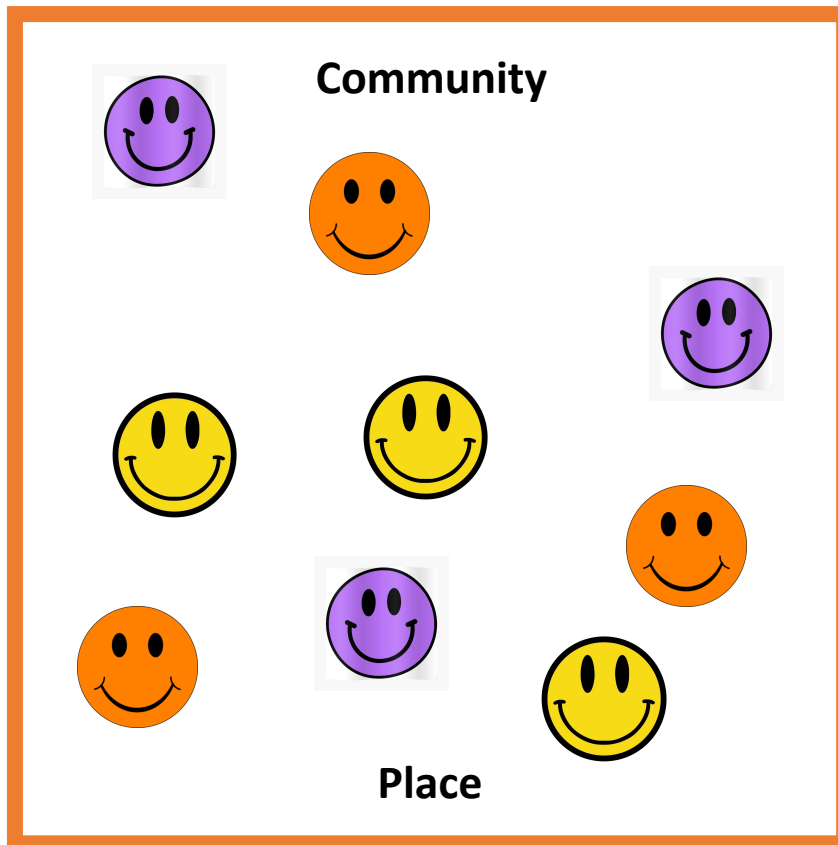


Shifting the Paradigm: Person-Place Model of Need

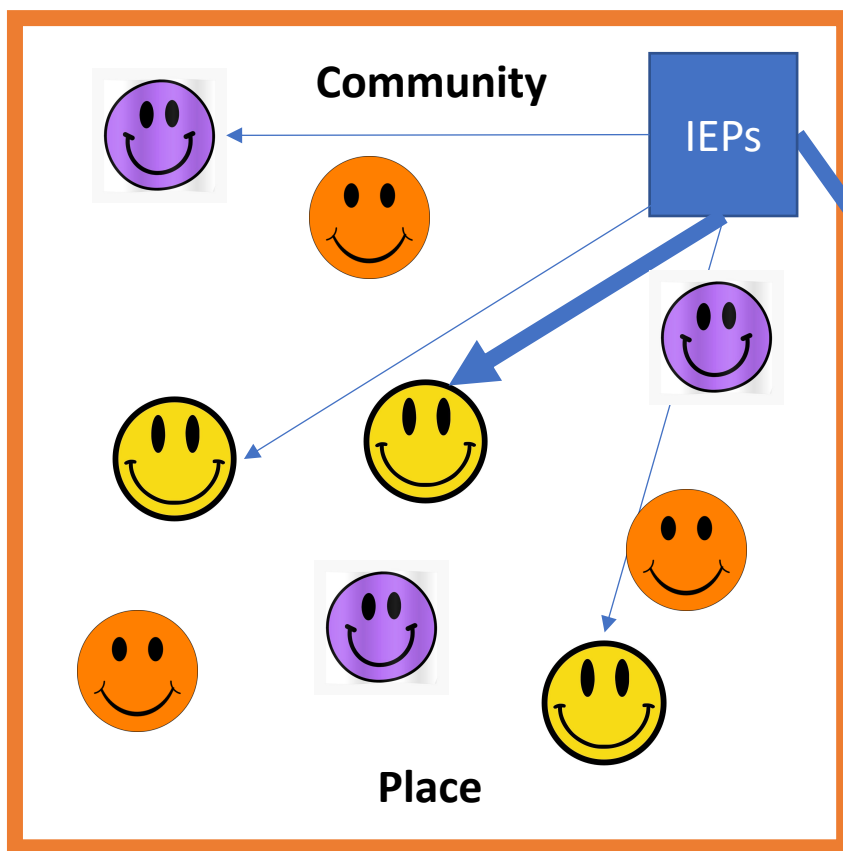
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Shifting the Paradigm: Person-Place Model of Need



Inclusive Education

If an individual isn't successful

- Determine barriers in place
- Determine needs of the community
- Anticipate supports & strategies based on needs
- Universally apply supports and strategies to ALL

IEP

- Communicates barriers of individual
- Communicates needs of individual
- Communicates supports & strategies of individual
- Universally applied to everyone in the community
- Blueprint for the place!

Dear Parents,

We want to introduce ourselves to you as our son, Conor, is in your child's Grade 1 class this year. We thought it might be helpful for you to know a little about Conor because he cannot communicate for himself and you or your child might be curious to know more about him. We want to let you know that we are comfortable answering any questions you may have.

Conor was born with Down syndrome, otherwise known as Trisomy 21. Individuals with Down syndrome have one extra chromosome; instead of 46, they have 47 chromosomes. This is because of the triplication of the 21st chromosome. So we say Conor has a little something extra.



Children are often curious about Conor. After all, there are definitely some qualities about him that set him apart. They may also notice that he is treated slightly differently. For example, Conor will have support whilst at school and may leave school early for different therapy or medical appointments. What we really try to share with people is that Conor is more the same than different. Conor is a pretty typical little boy and is very excited about school. He has missed the friends he made in Kindergarten and is excited to be back. He loves to laugh, dance, play outside, have friends, watch videos on YouTube and play with his Disney princess dolls.

Children most often notice Conor's speech first, or lack of it. We often get asked why he doesn't talk yet. For children with Down syndrome this can be because they have had hearing challenges, because their mouths and tongues are shaped differently or because of something called apraxia of speech. Conor is mostly non-verbal because of apraxia of speech. This basically means his brain struggles to develop plans for speech movement. So his brain knows what he wants to say but his mouth muscles aren't getting the correct message to say it. Conor knows a lot of sign language as we have been signing with him since he was a baby. We are working on getting Conor familiar with a picture board to help bridge the communication gap with his new peers. It will take a lot of work for Conor to learn to say sounds and words better but he is working very hard at weekly speech therapy. If your child doesn't understand what Conor is trying to communicate to them, please encourage your child to ask their teacher to help interpret.

It may also take Conor a few minutes to adapt or adjust to new people or a new environment. It may appear he is being "rude" by ignoring you, saying "no" or refusing to say hello at first but I promise you once he warms up he will greet you with the sweetest smile and more often than not a hug (or two).

Conor has very good gross motor skills - these are the skills that allow children to walk, run, jump and climb. That being said, he is still not as strong or fast or stable as other children his age. Regardless, Conor loves to play just like all children and one of our greatest hopes is that he is liked and included. Conor can and will do most everything other children will do. It just may take him a little longer to get there.

If you would like to know more about Down syndrome, or your child asks a question that you are unsure about, please do not hesitate to contact us. You can contact me by email at [redacted] or by phone/text at [redacted].

Thank you for taking the time to read this and we really look forward to getting to know you.

Kieron, Danielle, Conor and Owen



CONOR GIBBONS AGE 6 GRADE 1

VISION STATEMENT

We want Conor to be respected and included in all aspects of community. Conor will be included in general education throughout his time in school. Conor will be supported to reach his full potential whilst embracing his differences, and guided to work with his strengths. We believe school will prepare Conor for future independence in college and the workplace. We envision Conor living a happy, purpose-filled and independent life surrounded by love, support and acceptance.

STRENGTHS

- visual learner
- following routines
- helping teacher
- musical
- receptive language
- empathetic
- following clear, step by step instructions
- motivated to please

WHAT DOESN'T WORK

- negative or forceful commands
- expectations without accommodation
- being rushed
- taking his behaviour personally
- unclear directions or directions with too many instructions

CONOR LOVES

Music, dancing, books, outdoor play, gross motor play, Disney princesses, water and water play, jumping, long hair, fruit, popcorn and ice-cream.

WHAT WORKS FOR ME

- "first this, then this" language
- lots and lots of praise
- time for transition with verbal and visual cues
- lots of repetition
- appropriate accommodations
- patience
- giving him a job
- silly and exciting language

WHAT I'M WORKING ON

- safety awareness
- communication
- social interaction skills
- fine motor skills

THEN! We look at what individuals need

FIRST! We look at what needs everyone needs



Shifting the Paradigm: Person-Place Model of Need

Identify the **barriers** in the **environment**

Collaborate to **reduce barriers** in the environment

- Learning Barriers
- Equity Barriers

Identify the **needs** of ALL **students** AND **anticipate** additional **supports and strategies** needed



Shifting the Paradigm: Place (1)-Person(2/3) Model of Need

Identify the **barriers** in the **environment**

Tier 1: Collaborate to **reduce barriers** in the environment

- Learning Barriers
- Equity Barriers

Tier 2/3: Identify the **needs** of ALL **students**
AND **anticipate** additional **supports and strategies** needed



What is the **barrier**??



What are **barriers**??

PHYSICAL

To
LEARNING

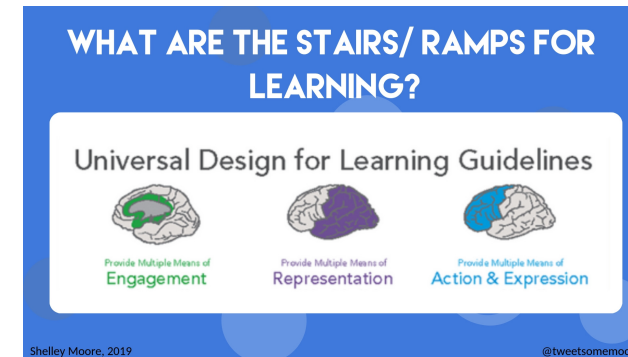


To
EQUITY

How can we **REDUCE** barriers??

Reducing Learning Barriers: UDL Targets

- Making a **commitment** to **reduce learning barriers** in a classroom community over time
- Based in brain research and **how we learn**
- Designed to be used for **ALL** learners
- Strategies are organized into 3 areas
 - How students are **engaged** in learning
 - How **new learning**/information is shared with/to them and how it is **processed**
 - How student **share** and are **metacognitive** of their learning
- UDL targets can be chosen based on the needs of a learning community



www.CAST.org

The **more barriers** we **reduce** in the context, the **less supports** individuals will **need**

UDL Language: Engagement		Accessible Language		Teacher Team UDL Reflection & Self-Assessment		
UDL Guideline	Providing Multiple Means of Engagement	Goal Area	Student Engagement			
7	Provide options for recruiting interest	Goal	I can support students to be interested in what we are learning about by:	We can do this!	We want to keep working on this!	This is our next step!
7.1	Optimizing individual choice and autonomy	Objective	giving students choice and control over what they are learning about (e.g. content, examples used)	☐	☐	☐
7.2	Optimizing relevance, value & authenticity	Objective	making learning relevant to the student's lives and connecting it to real world problems that are important to the students	☐	☐	☐
7.3	Minimize threats & distractions	Objective	reducing distractions in the classroom and building a safe place for students to take risks	☐	☐	☐
8	Providing options for sustaining Effort & Persistence	Goal	I can support students to be motivated by:	We can do this!	We want to keep working on this!	This is our next step!
8.1	Heighten Salience of goals and objectives	Objective	clearly communicating learning goals/ intentions and why tasks and activities matter	☐	☐	☐
8.2	Vary demands and resources to optimize challenge	Objective	scaffolding learning by starting with accessibility and adding on challenge in goals and tasks	☐	☐	☐
8.3	Foster collaboration and community	Objective	building a community where learners work together by teaching collaboration and group work skills	☐	☐	☐
8.4	Increase mastery-oriented feedback	Objective	providing ongoing formative feedback that is relevant, clear, accessible and timely	☐	☐	☐
9	Provide options for Self-Regulation	Goal	I can support learners to effective at coping and engaging successfully with the learning environment by:	We can do this!	We want to keep working on this!	This is our next step!
9.1	Promote expectations and beliefs that optimize motivation	Objective	helping students set learning goals that build confidence and help them take ownership of their learning	☐	☐	☐
9.2	Facilitate personal coping skills and strategies	Objective	teaching how to manage emotional responses & about healthy emotional responses and interactions	☐	☐	☐
9.3	Develop self-assessment and reflection	Objective	by helping students to increase their awareness of how they are progressing towards their goal & how to learn from their mistakes	☐	☐	☐
Our UDL Team Target Goal is:						

UDL Language: Representation		Accessible Language		Teacher Team UDL Reflection & Self-Assessment		
UDL Guideline	Providing Multiple Means of Representation	Goal Area	Sharing “what” students are learning			
1	Provide options for perception	Goal	We can present new information to students so that they understand it by:	We can do this!	We want to keep working on this!	This is our next step!
1.1	Offer ways of customizing the display of information	Objective	Sharing information in formats that are flexible	☐	☐	☐
1.2	Offer alternatives for auditory information	Objective	Utilizing modalities that compliment auditory information (visuals, tactile, movements etc.)	☐	☐	☐
1.3	Offer alternatives for visual information	Objective	Utilizing modalities that compliment visual information (descriptions, objects, auditory clues, reader)	☐	☐	☐
2	Providing options for language and symbols	Goal	We can share different options/ examples of language and symbols to support student understanding by:	We can do this!	We want to keep working on this!	This is our next step!
2.1	Clarify vocabulary and symbols	Objective	Pre-teaching important vocabulary, symbols, numbers labels in many ways (written, oral, visual examples)	☐	☐	☐
2.2	Clarify syntax and structure	Objective	Highlighting and teaching patterns and properties in systems (e.g. grammar, notation, taxonomies, equations etc.)	☐	☐	☐
2.3	Support decoding of text, mathematical notation and symbols	Objective	Teaching and using supports and strategies for students to understand written text, mathematical notation and symbol use (unless the goal is de-coding ability)	☐	☐	☐
2.4	Promote understanding across languages	Objective	Teaching and using translators, descriptions, movement & visuals to support understanding in unfamiliar and multiple languages	☐	☐	☐
2.5	Illustrate through multi media	Objective	Using multi-media to support understanding (videos, graphics, activities)	☐	☐	☐

UDL Language: Expression		Accessible Language		Teacher Team UDL Reflection & Self-Assessment		
UDL Guideline	Providing Multiple Means of Action & Expression	Goal Area	Sharing and representing new information for student learning			
4	Providing options for physical action	Goal	We can provide options for students to communicate using tools and assistive technology by:	We can do this!	We want to keep working on this!	This is our next step!
4.1	Vary the methods for response and navigation	Objective	providing tools/ assistive technologies to support motor skills to interact with instructional materials (i.e. alternatives to pencil/paper)	☐	☐	☐
4.2	Optimize access to tools and assistive technologies	Objective	providing support and teaching how to use tools effectively (i.e. teaching how to use tools/assistive technologies as supports)	☐	☐	☐
5	Provide options for expression and communication	Goal	We can provide options for students to show what they know & communicate their learning by:	We can do this!	We want to keep working on this!	This is our next step!
5.1	Use multi-media for communication	Objective	teaching new formats to develop a wider range of expression using multimedia and materials (oral/visual/written) (concrete/pictorial/abstract)	☐	☐	☐
5.2	Use media tools for construction and composition	Objective	offering supports and strategies for students to create written output (word prediction, text-to-speech, mapping tools, sentence starters etc.)	☐	☐	☐
5.3	Build fluencies with graduated levels of support of support for practice and performance	Objective	supporting increasing fluency by offering scaffolded options of challenge and supports to increase independence	☐	☐	☐
6	Provide options for executive functions	Goal	We can provide options for students to know and set goals and make decisions about what supports they need to meet the goals by:	We can do this!	We want to keep working on this!	This is our next step!
6.1	Guide appropriate goals setting	Objective	guiding students through reflection, self-assessment and goal setting with curricular and core competencies	☐	☐	☐
6.2	Support planning and strategy development	Objective	modelling how to use supports and strategies and empowering students to make individual decisions about what they need to meet goals	☐	☐	☐
6.3	Enhance managing information and resources	Objective	teaching students to organize their evidence of learning and determine their best examples of learning	☐	☐	☐
6.4	Enhance capacity for monitoring progress	Objective	using assessment checklists, learning maps, one-point rubrics and student work samples to provide feedback to students and model self-assessment			
Our UDL Team Target Goal is:						

Reducing Barriers: Equity Targets

- Making a commitment to reduce inequities in the systemic structure of education
- Challenging ourselves to move away from the “we’ve always done it this way” mentality
- Looks at barriers linked to populations that have been/ are being marginalized and/or oppressed:
 - Racialized Students
 - Indigenous Students
 - Immigrants/Refugees
 - Multi Lingual Learners
 - Students with disabilities
 - LGBTQ2S+
 - Students negotiating mental health/trauma/poverty

Equitable Classroom Practice

1. Welcomes students by name as they enter the classroom
Asks students for correct pronunciation of their names; correctly pronounces students' names
2. Uses eye contact with all students
Makes culturally appropriate eye contact with all students
3. Uses proximity with all students equitably
Circulates around student work areas to be close to all students
4. Uses body language, gestures, and expressions to convey a message that all students' questions and opinions are important
Smiles, Nods head in affirmation; Leans toward students; Turns toward students who are speaking to show interest
5. Arranges the classroom to accommodate discussion
Arranges seating to facilitate student-student discussion; Seating to facilitate teacher-student discussion
6. Ensures bulletin boards, displays, instructional materials, and other visuals in the classroom reflect the racial, ethnic, and cultural backgrounds represented by students
Displays and uses materials (supplemental books) that reflect all students' racial, ethnic, and cultural backgrounds year round; Displays products and props from students' home and community background
7. Uses a variety of visual aids and props to support student learning
Uses multiethnic photos, pictures, and props to illustrate concepts and content; Uses appropriate technology to illustrate concepts and content

- <http://laspdg.org/files/Equitable%20Classroom%20Practices%20Observation%20Checklist.pdf>
- <https://ssrce.ca/wp-content/uploads/2016/01/Culturally-Responsive-Teaching-Checklist-1-page-highlighted.pdf>
- <https://www.wgu.edu/heyteach/article/5-things-you-can-do-support-your-lgbtq-students1809.html>

Class Review for :	Teacher:	Date:
I can plan for my students by getting to know the:		
Interests & identities of the class	Classroom Strengths	Classroom Stretches
Based on the interests, strengths and stretches of this class, one goal(s) for these I have for this class is:		
The BIG goal I have for this class:		
I can meet this goal(s) by collaborating	I can meet this goal(s) by reducing barriers in the classroom:	
Tier 1 Decision: Menu of support	Tier 1 Decision: Barriers to Learning	Tier 1 Decision: Barriers to Equity
We can meet this goal(s) by targeting core competencies chosen as a community:		
Tier 1 Decision: 21 st century competency goal		

- 
- Talk to someone who is NOT at your table

- I used to think....but now I think....

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