

SHELLEY MOORE



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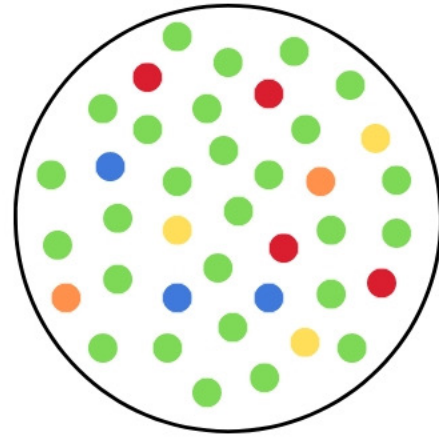




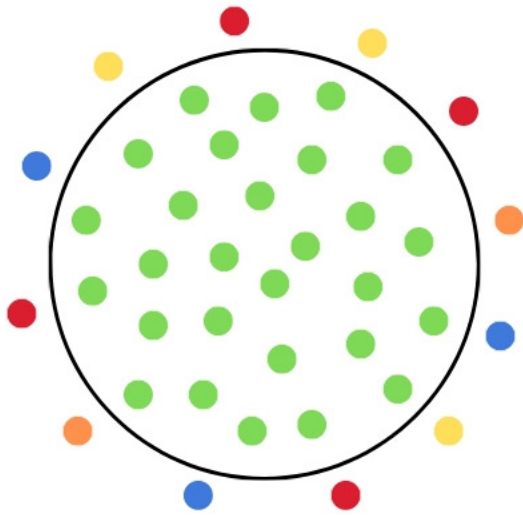
What are you burning
questions about
inclusion?



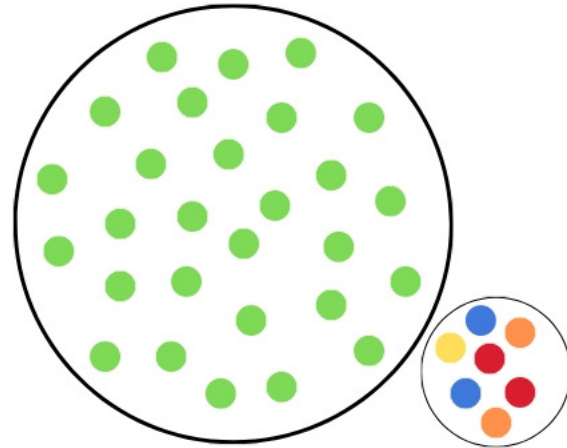
WHAT DOES INCLUSION MEAN?



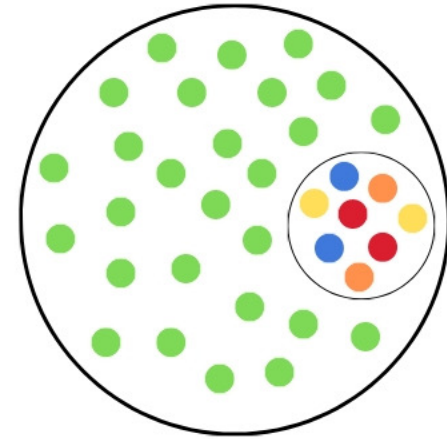
inclusion



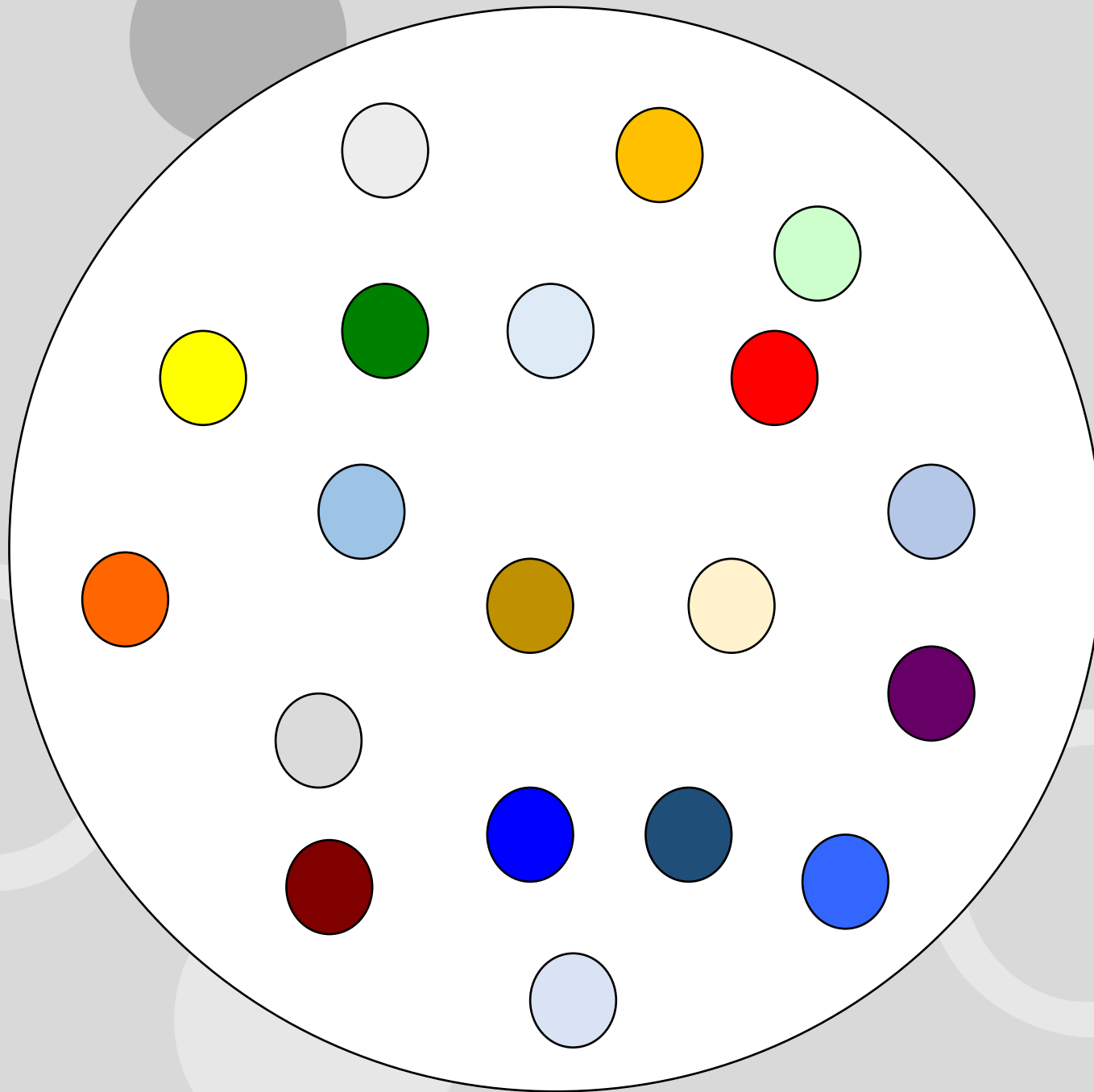
exclusion



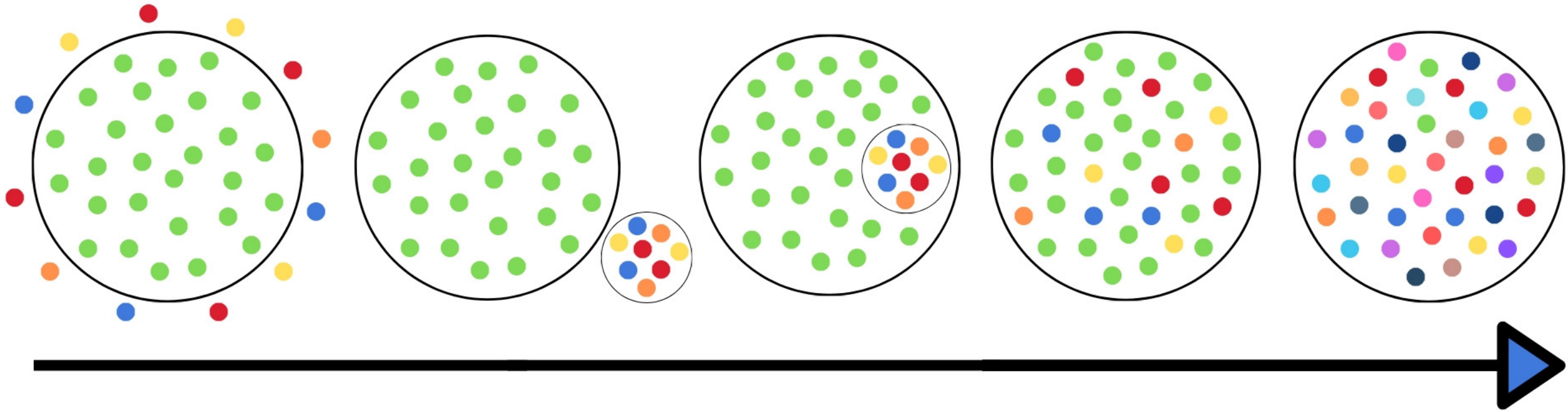
segregation



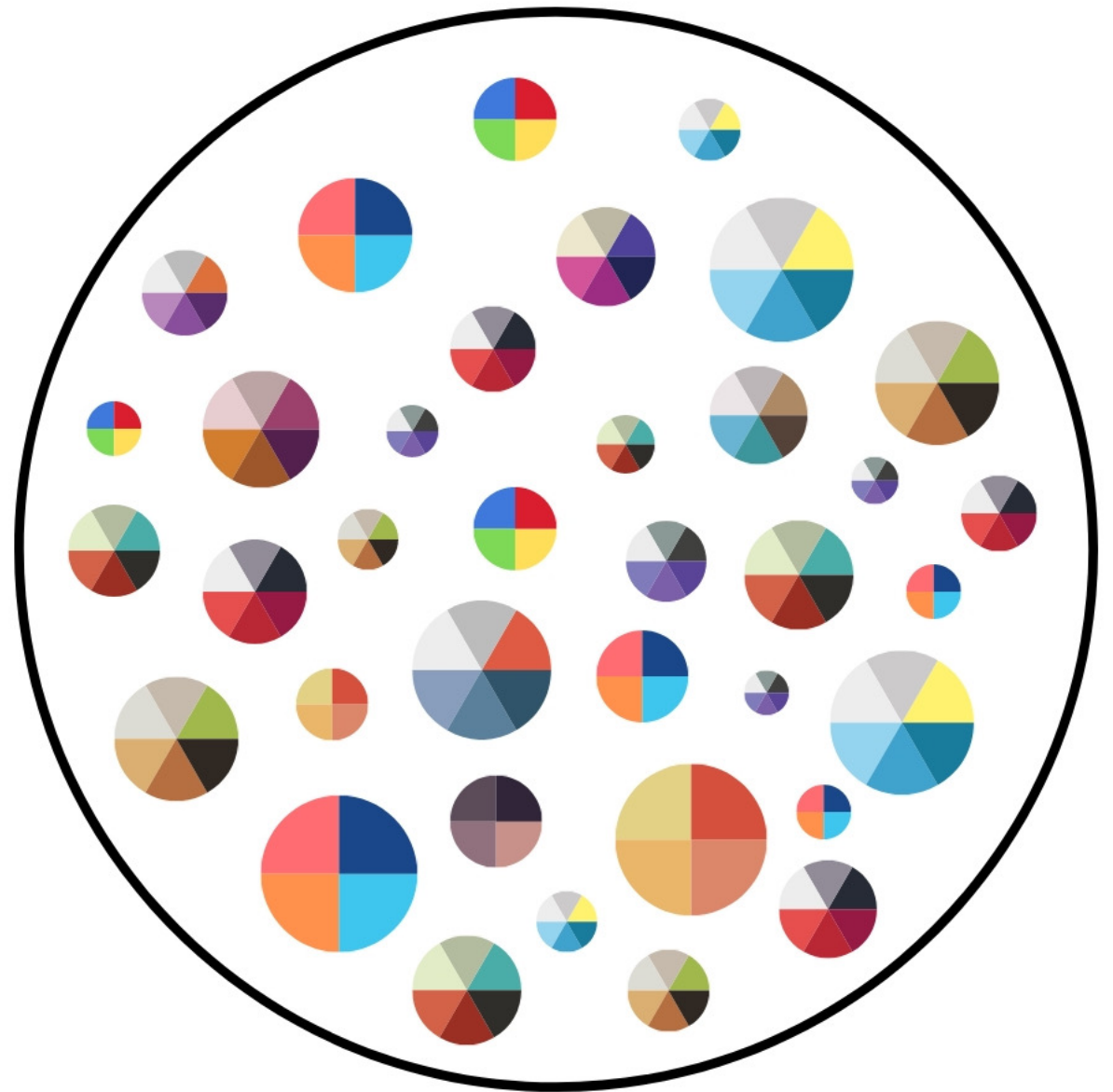
integration



WHAT IS INCLUSION?



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



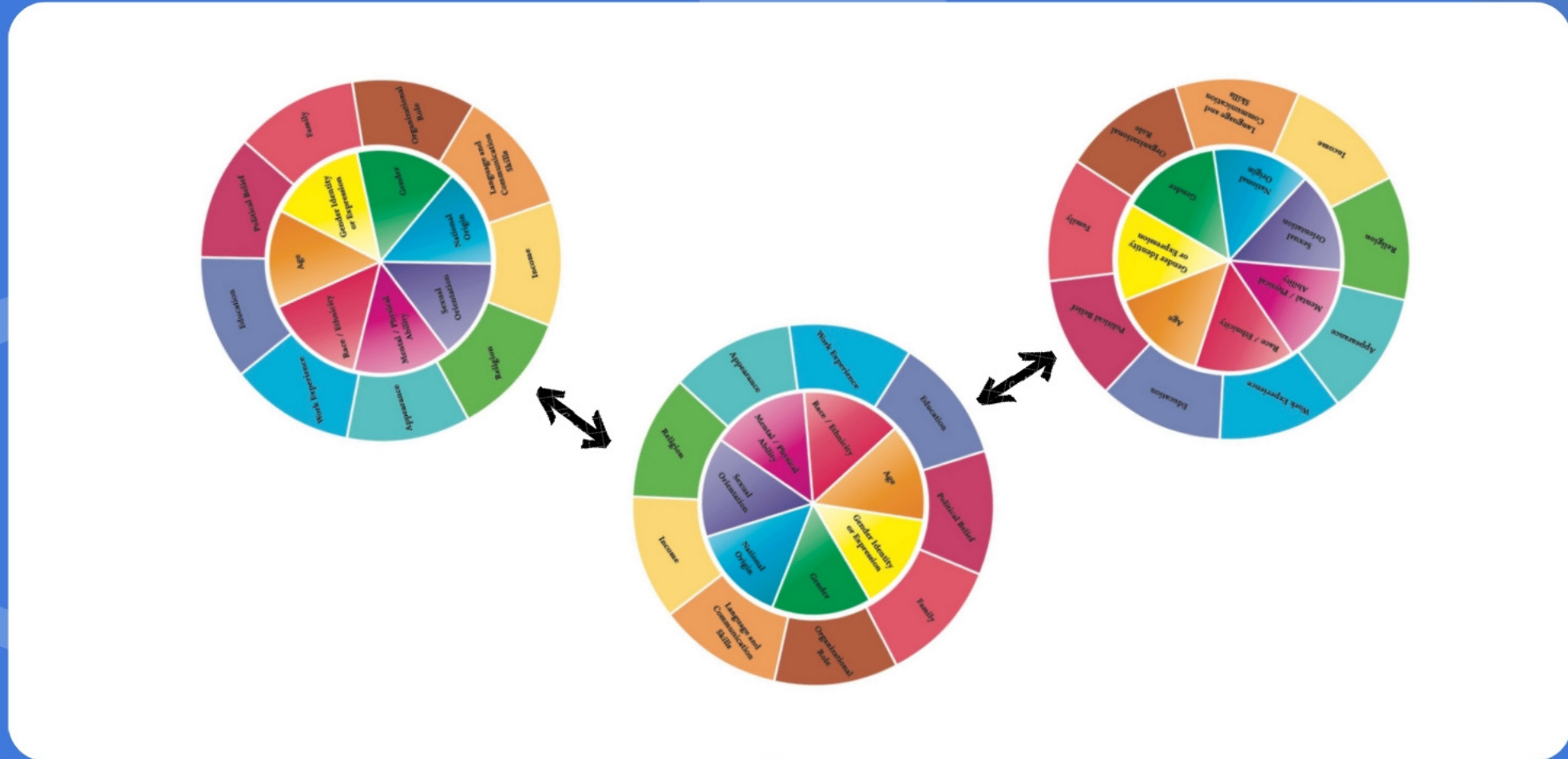
WHO IS INCLUSION?

What are your
colours?

Do we value ALL
colours equally?



How do we build communities of identity?



How do we build communities of diversity?



Now What?!

- Understand **WHAT** Inclusion is....



Understand **WHY** it is important...



How to we do it?

What Does Research Say?

1. Guiding conditions of inclusion describe that all children & youth...

are **PLACED** in
and attending
inclusive
programs

are **PRESUMED**
competent and as
having
POTENTIAL

are in **PROXIMITY**
to and
PARTICIPATING in
learning with
PEERS

have
PURPOSEFUL
roles and
responsibilities

are **PLANNED** for

What does the Research Say?

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

are planned for



Student Infrastructure

What does the Research Say?

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

are planned for

2. Teacher professional development that...

supports collaboration and the changing roles of educators & support staff

is situated, ongoing and inquiry based

Teacher & Staffing Infrastructure

Student Infrastructure

What does the Research Say?

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

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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 ...

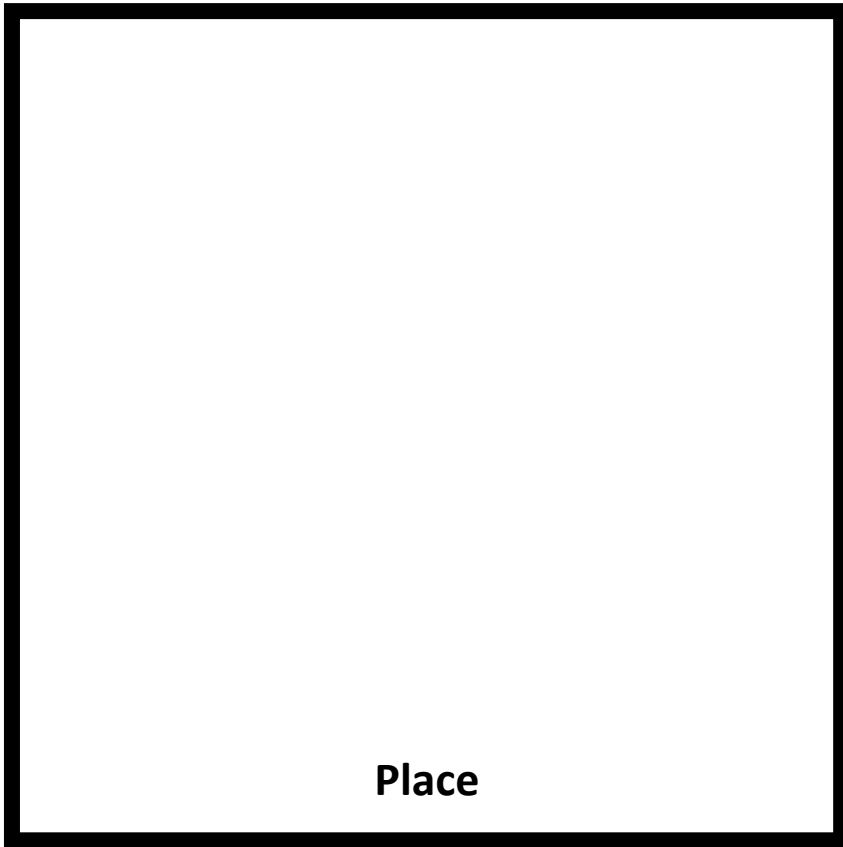
support Universal Design for Learning

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

School & District Infrastructure

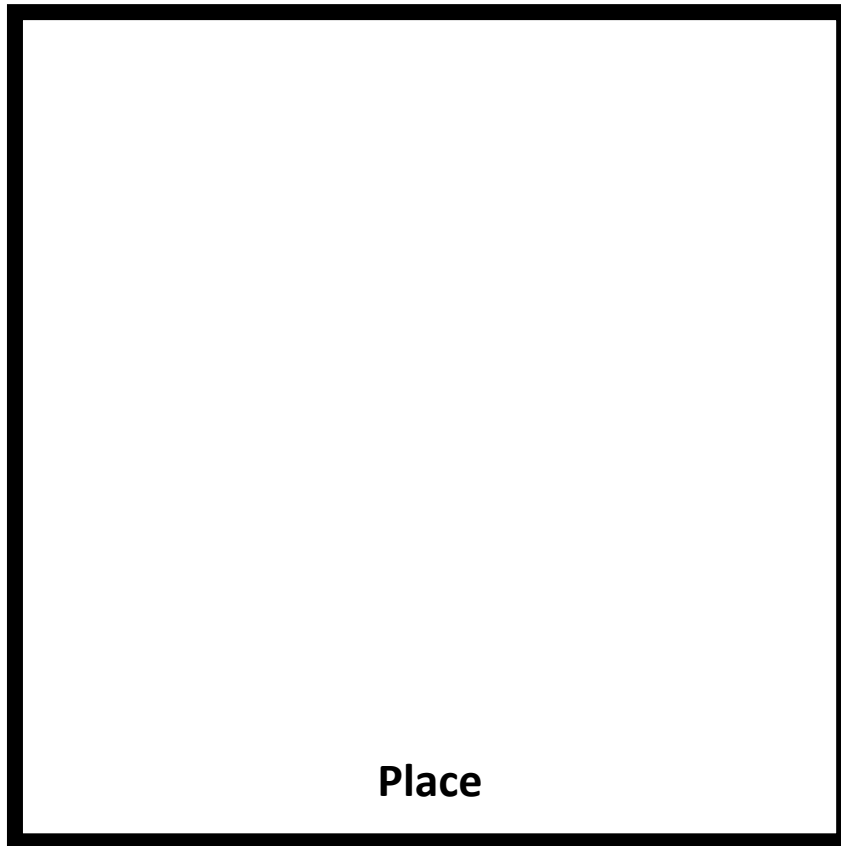
Teacher & Staffing Infrastructure

Student Infrastructure



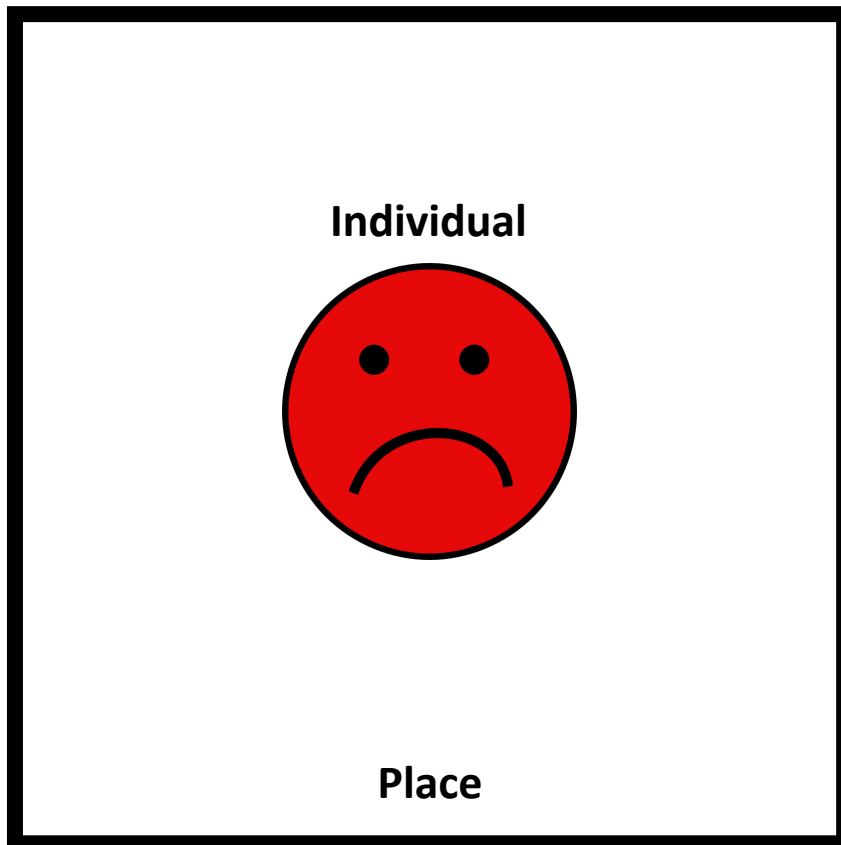
Place

Shifting the Paradigm: Medical Model of Disability



Place

Shifting the Paradigm: Medical Model of Disability

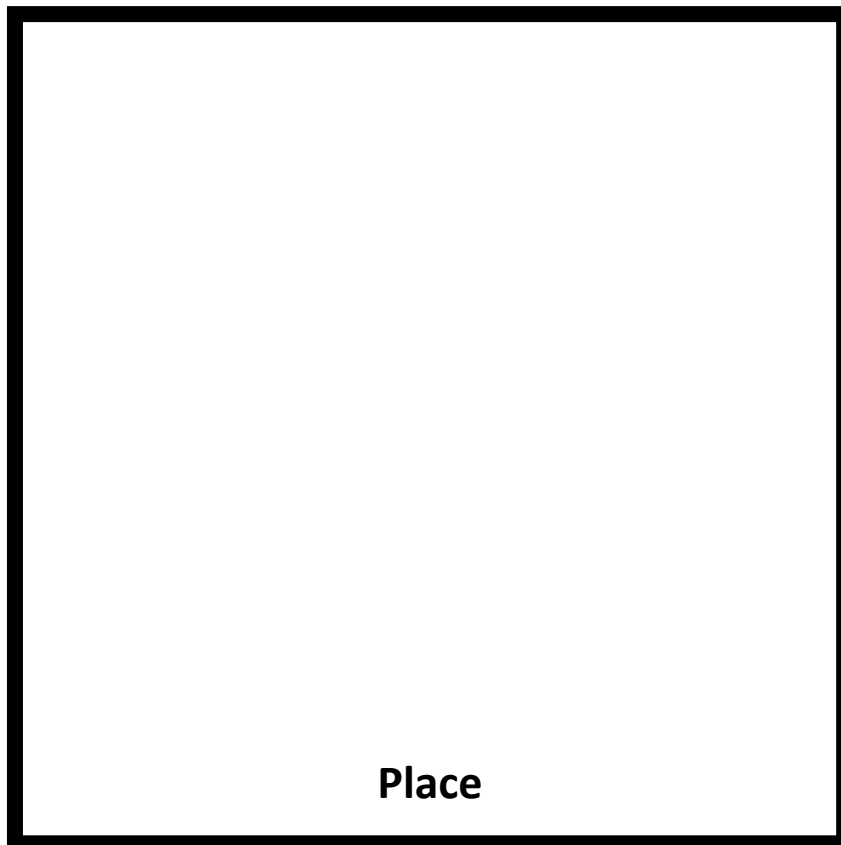


Special Education

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



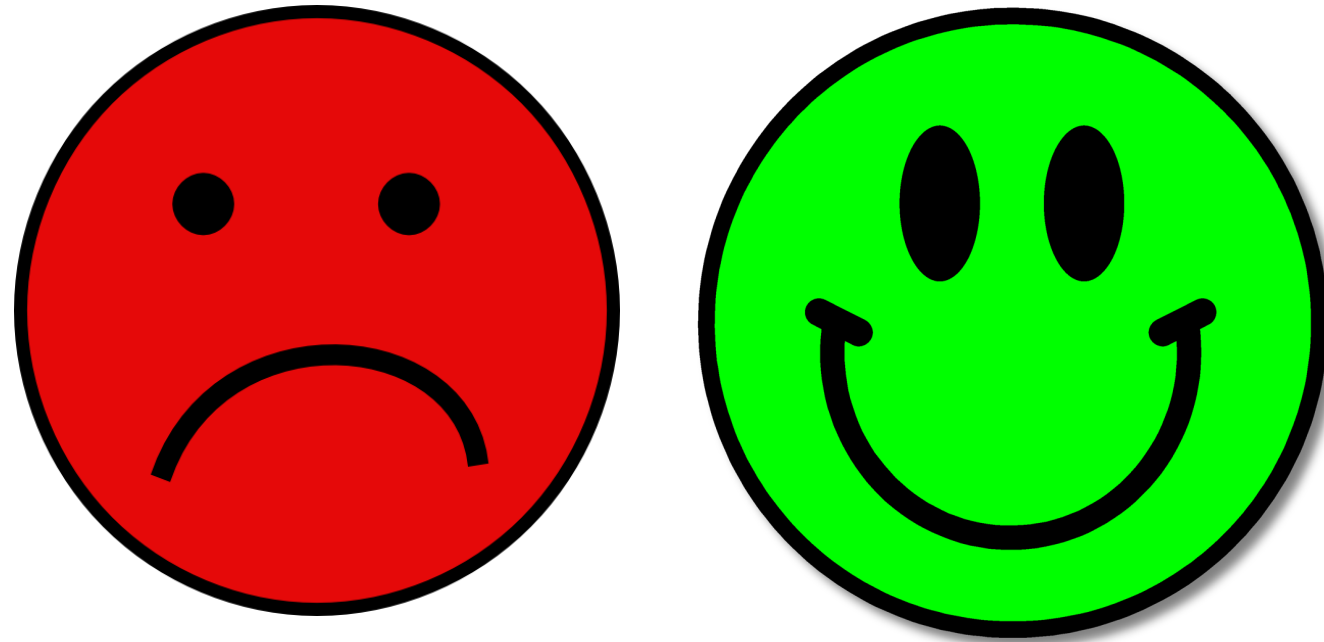
Special Education

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Wait a second....

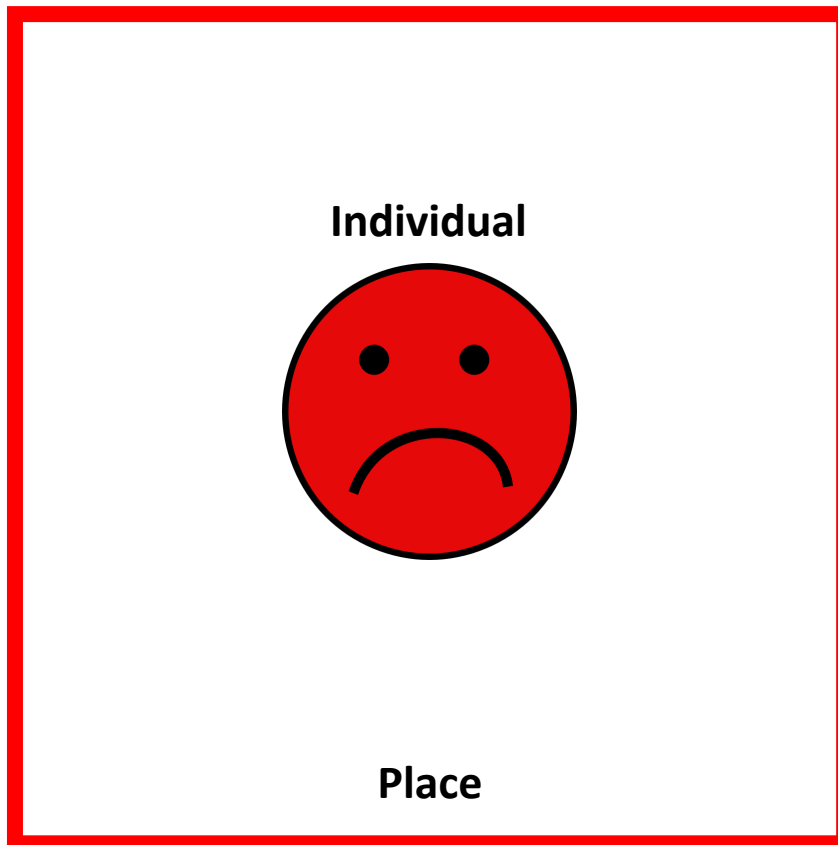
People with disabilities said:



“I am not broken.”

“I do not need to be fixed!”

Shifting the Paradigm: Social Model of Disability

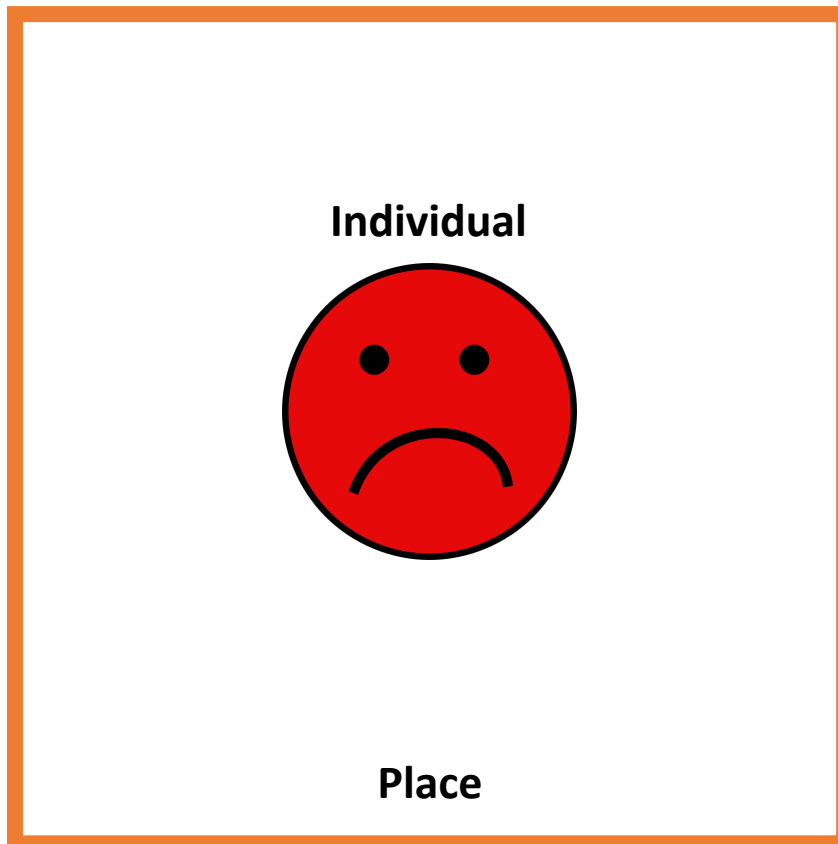


Social Model

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

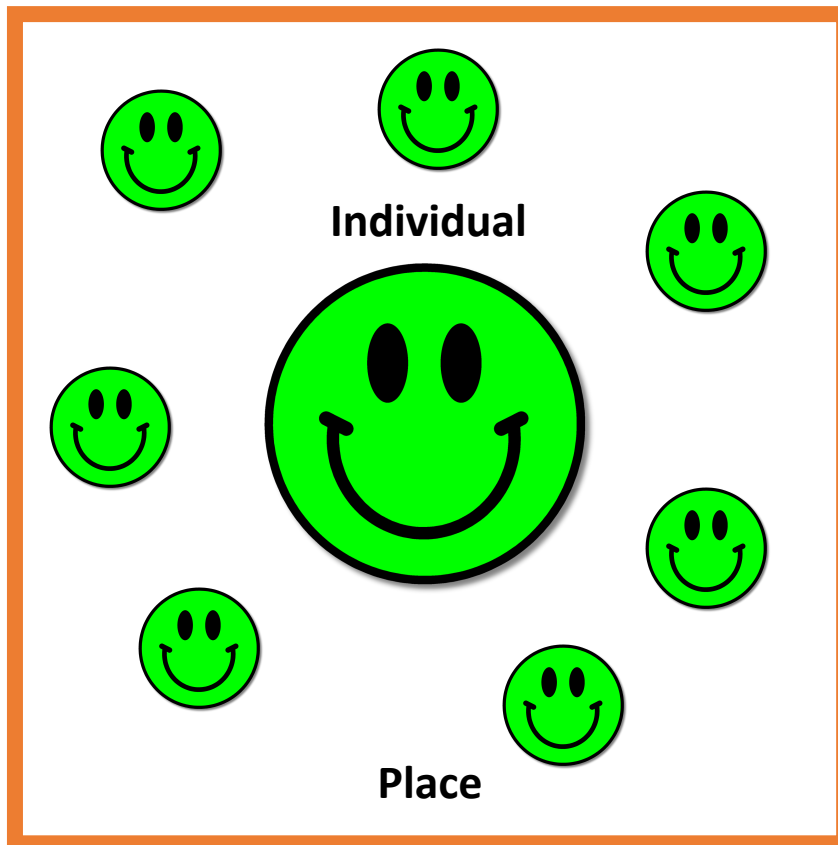


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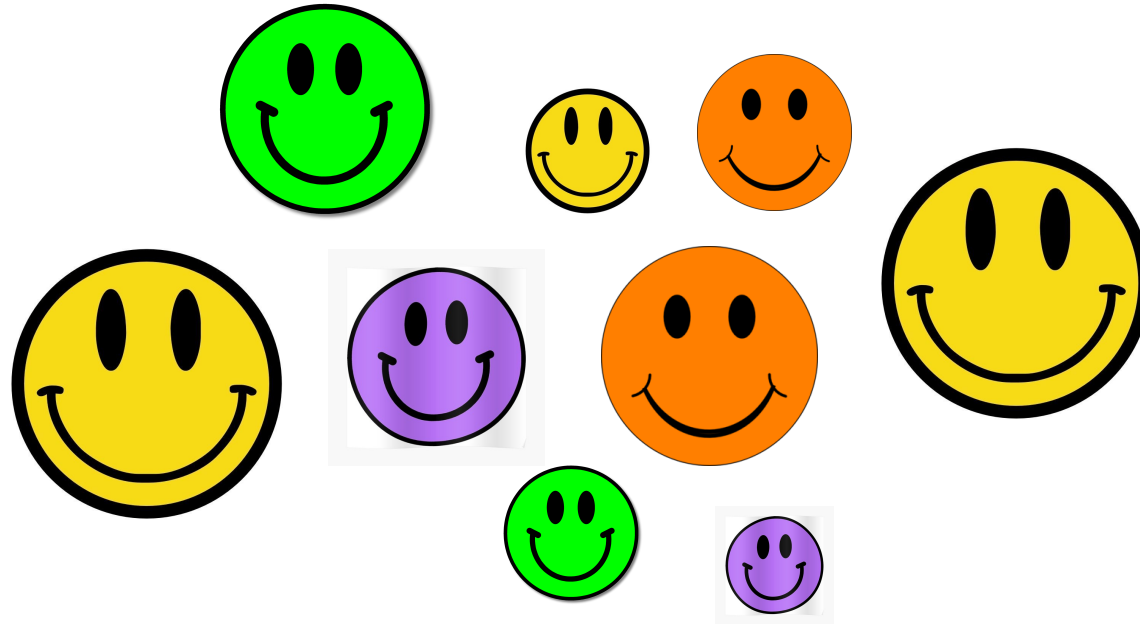


Social Model

If individual isn't successful

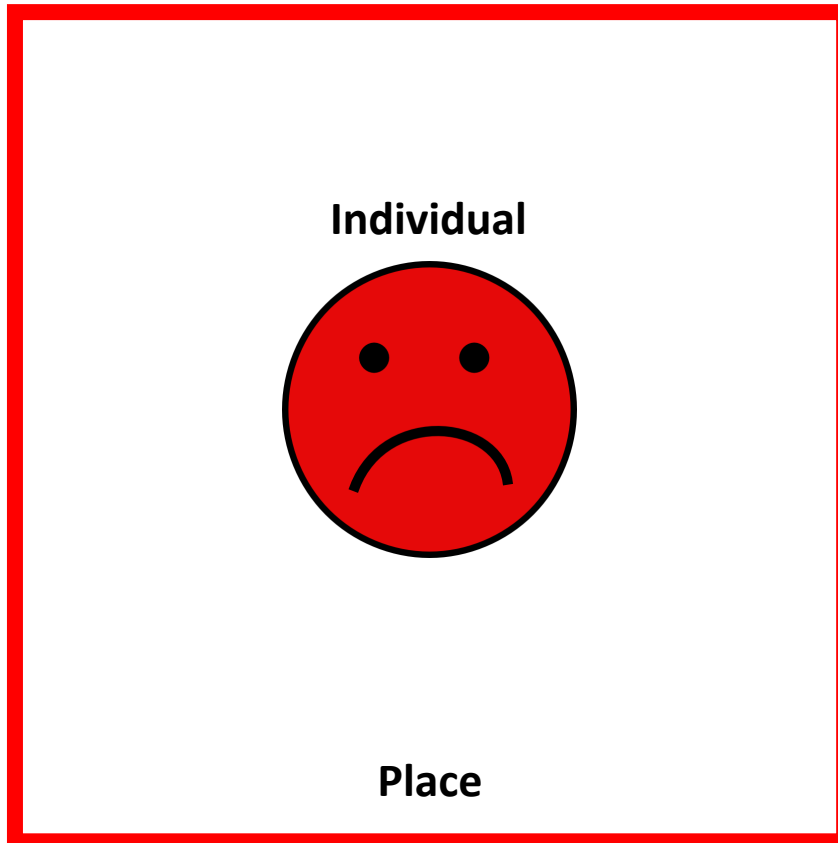
- Diagnose the problems in the place
- Fix the place
- Support everyone in the place

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

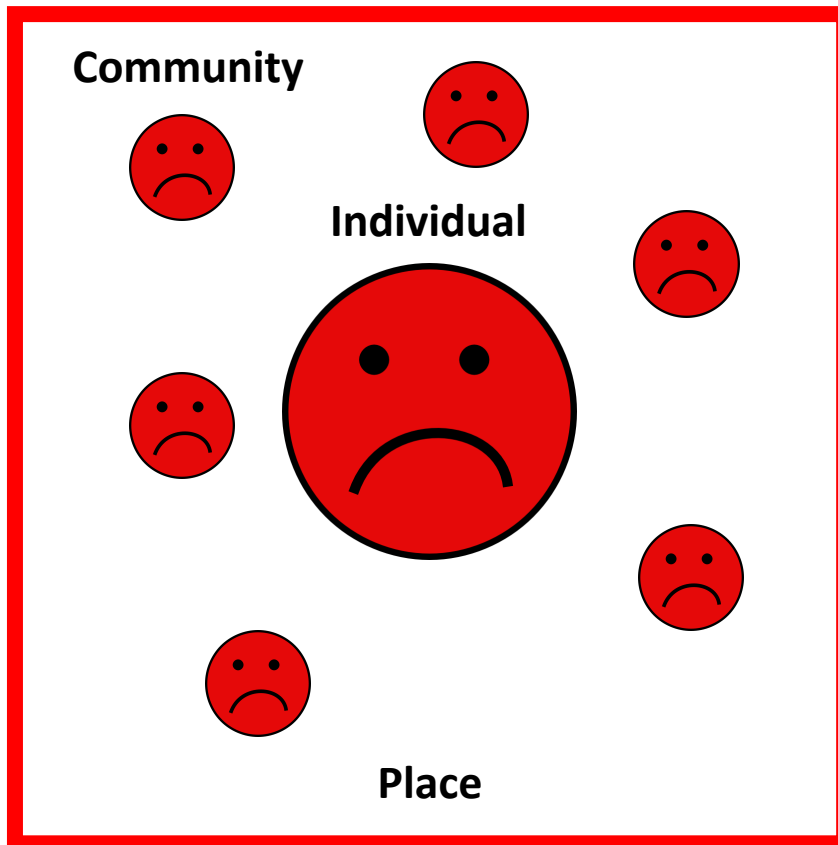
- Determine barriers in place
- Determine needs of the community
- Anticipate supports & strategies based on needs
- Universally apply supports and strategies to ALL

Shifting the Paradigm: Person-Place Model of Need

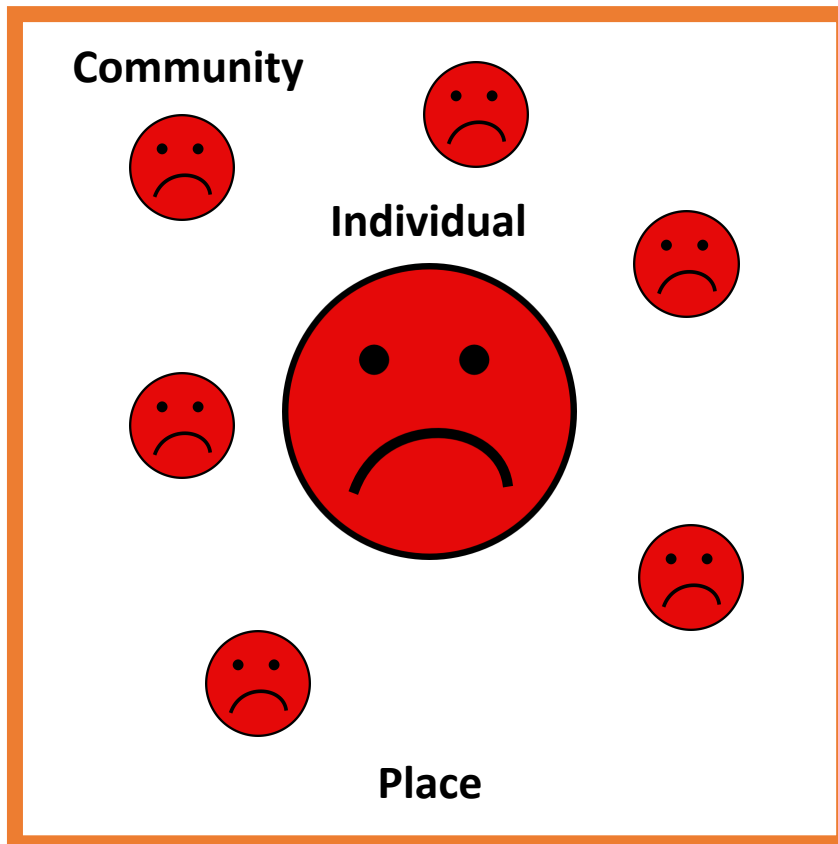
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Shifting the Paradigm: Person-Place Model of Need



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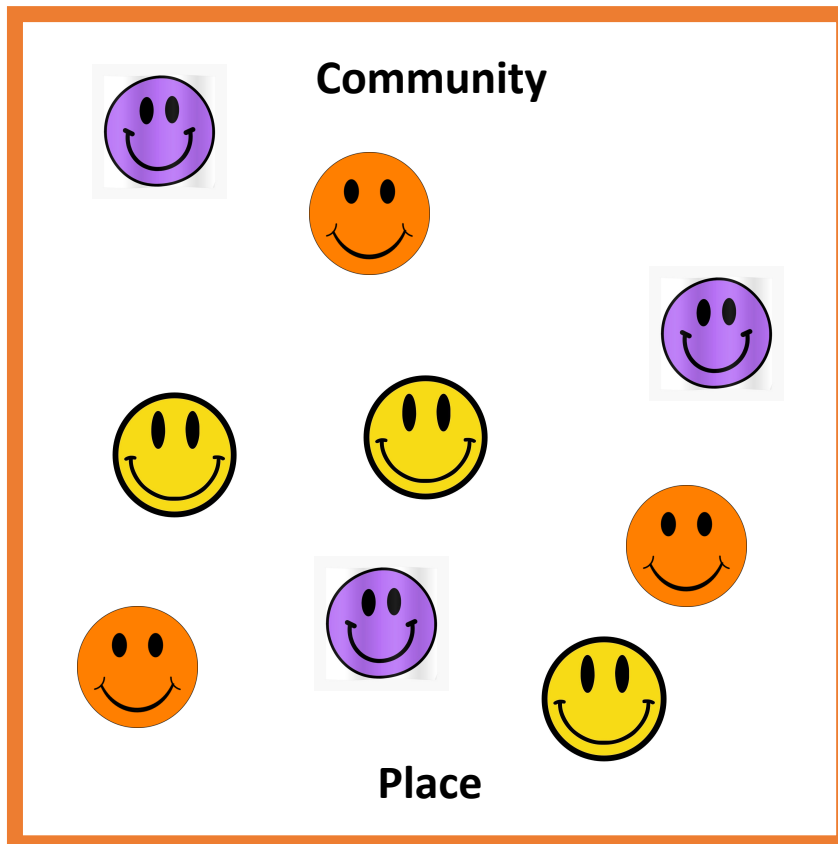
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Shifting the Paradigm: Person-Place Model of Need

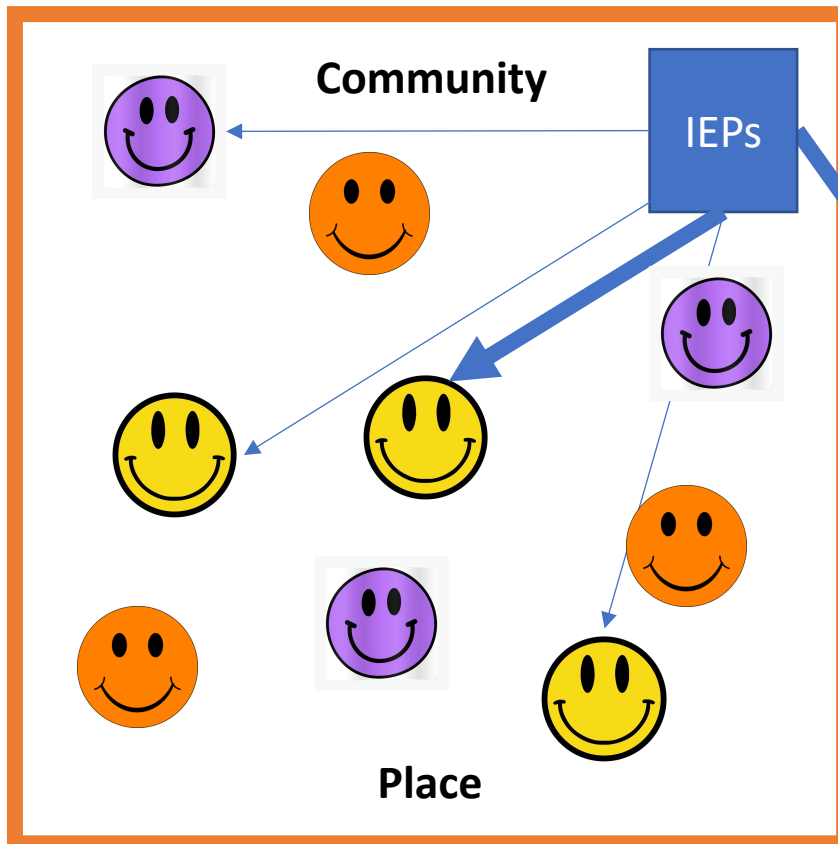
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Shifting the Paradigm: Person-Place Model of Need



Inclusive Education

If an individual isn't successful

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- 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!

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