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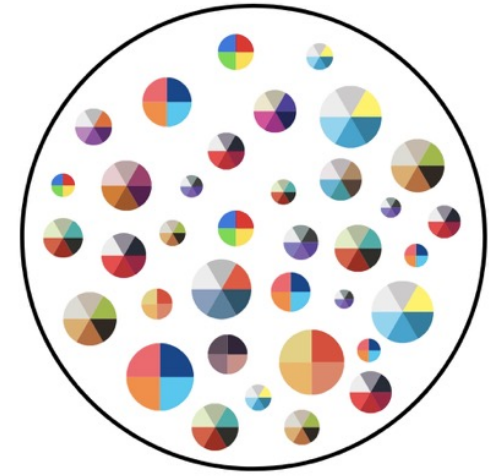
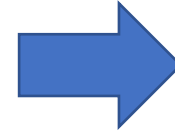
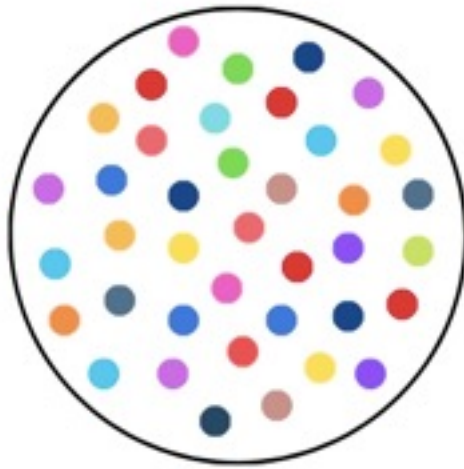
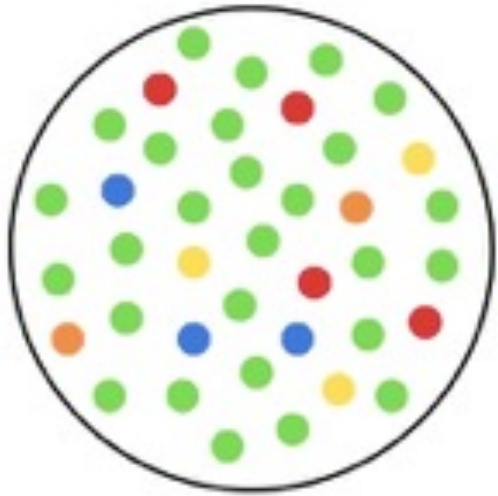


NEXWLÉLEXM (BOWEN ISLAND)

- 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**.



What is inclusion?



How do we include
people who are
different

How do we teach
to diversity?

How do we
teach to identity?



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 students...

are **PRESUMED**
competent and as
having
POTENTIAL

SESSION 1

are **PLACED** in
and attending
inclusive
programs

SESSION 2

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

SESSION 3

have
PURPOSEFUL
roles and
responsibilities

SESSION 4

are **PLANNED** for

SESSION 5

Popcorn



What is standing out from our series together so far?

What questions are coming up?

What Does Research Say?

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

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are **PLACED** in
and attending
inclusive
classrooms and
opportunities

are in **PROXIMITY**
to and
PARTICIPATING in
learning with
peers (not just
adults)

have
PURPOSEFUL
roles and
responsibilities

are **PLANNED** for

SESSION 1

SESSION 2

SESSION 3

SESSION 4

SESSION 5



Mr. W Commercial

pre·sume com·petence

pri' zoom/ 'kämpetens/

To presume competence is to acknowledge that all individuals have the ability to learn, to communicate, to participate in their own way. It means that we provide opportunities by creating accessible & inclusive spaces.

To presume competence is to respect the value of human diversity.

Not presuming competence is to actively harm.

facebook.com/AutismWomensNetwork

PRESUMING COMPETENCE

is an attitude—one that shapes actions in the classrooms and includes a default assumption that the student is capable.



BROOKES

From *Picture Inclusion!* by Whitney H. Rapp, Katrina L. Arndt, & Susan M. Hildenbrand

Presumption of Competence

by Donnie TC Denome

(they/them or xe/xem)

Presuming competence means we presume people are experts on their own bodies and minds and know what they need, even if they can't express it. Or, if they don't know what they need, they are still experts and should still be consulted and assisted in making a decision, not have a decision made for them.

SCHOOLS FOR FREEDOM

@schoolsforfreedom

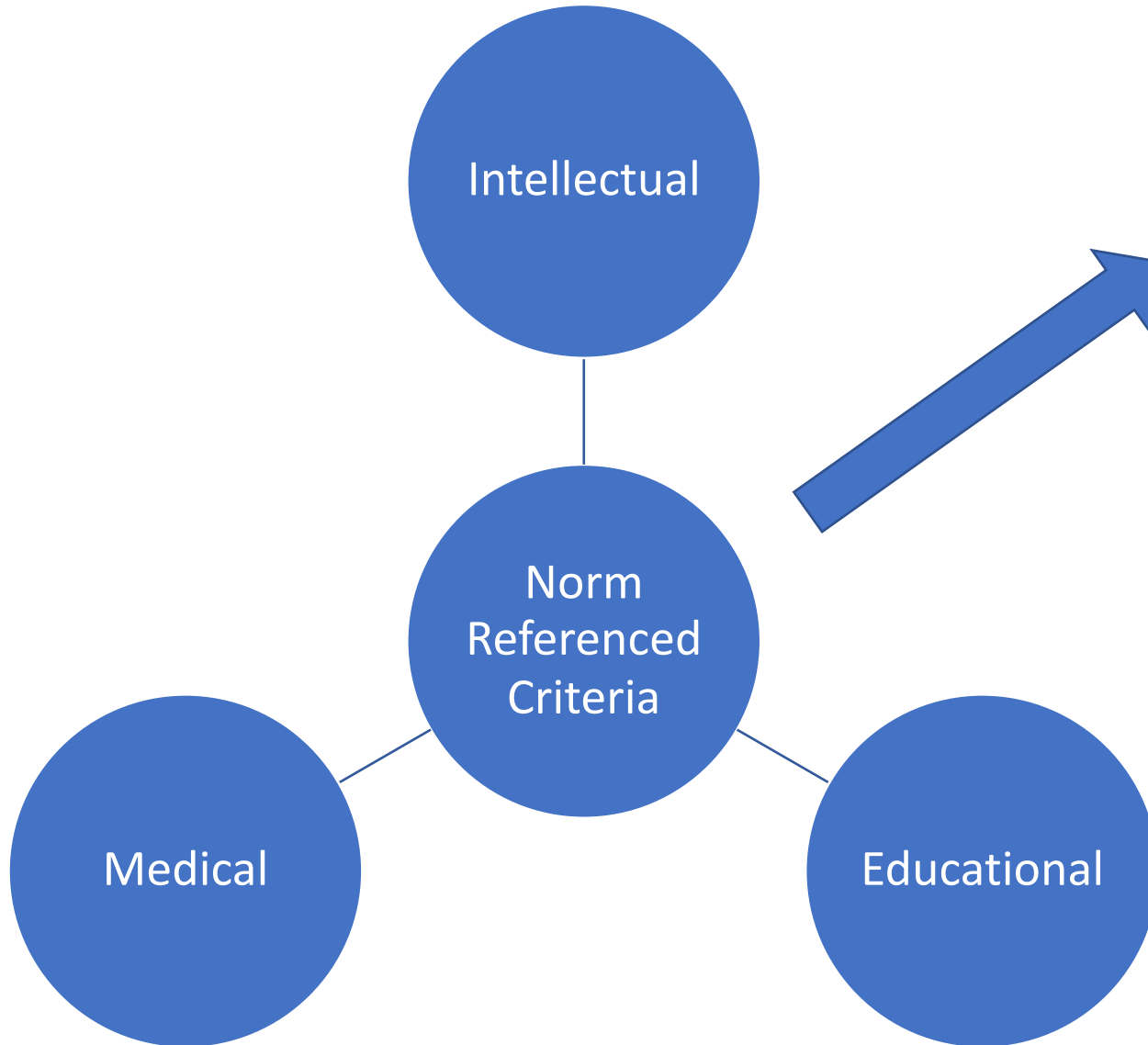
Presuming competence is nothing less than a Hippocratic oath for educators.

Douglas Biklen

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What is Presuming Competence?

What do we think when we think of someone with a disability?



- Measure deficits, not strengths
- Capture responses verbally/ written/ physically



- If students can't express in the way being captured



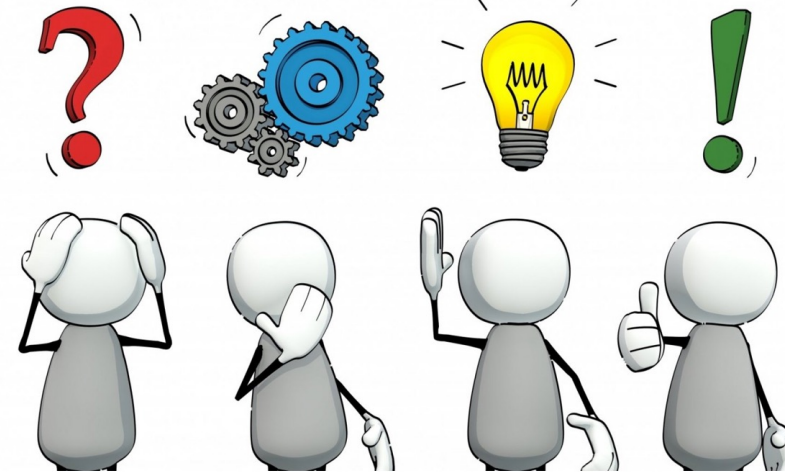
- It leads to the perceptions that "they can't"

What happens when there is a perception that students “can’t”

We **assume** that students with disabilities **will not benefit** from being in **general education** classes



We **assume** that students with disabilities **are unable to learn** much curriculum



Getty Images

So we put students with disabilities into **programs outside** of the general education curriculum/classroom for the majority of their day learning “**life skills**”

Even if students are enrolled in a class, they are **still not often expected to access** the general education curriculum, and focus is placed on social and/or **behaviour skills aimed to normalize them**

Students with and without disabilities **do not get** the opportunity **to learn with** and from **each other**

Teachers **do not get** to see what students with disabilities are **capable of**

Which would **lead to a shift in perception** in the competence of disability

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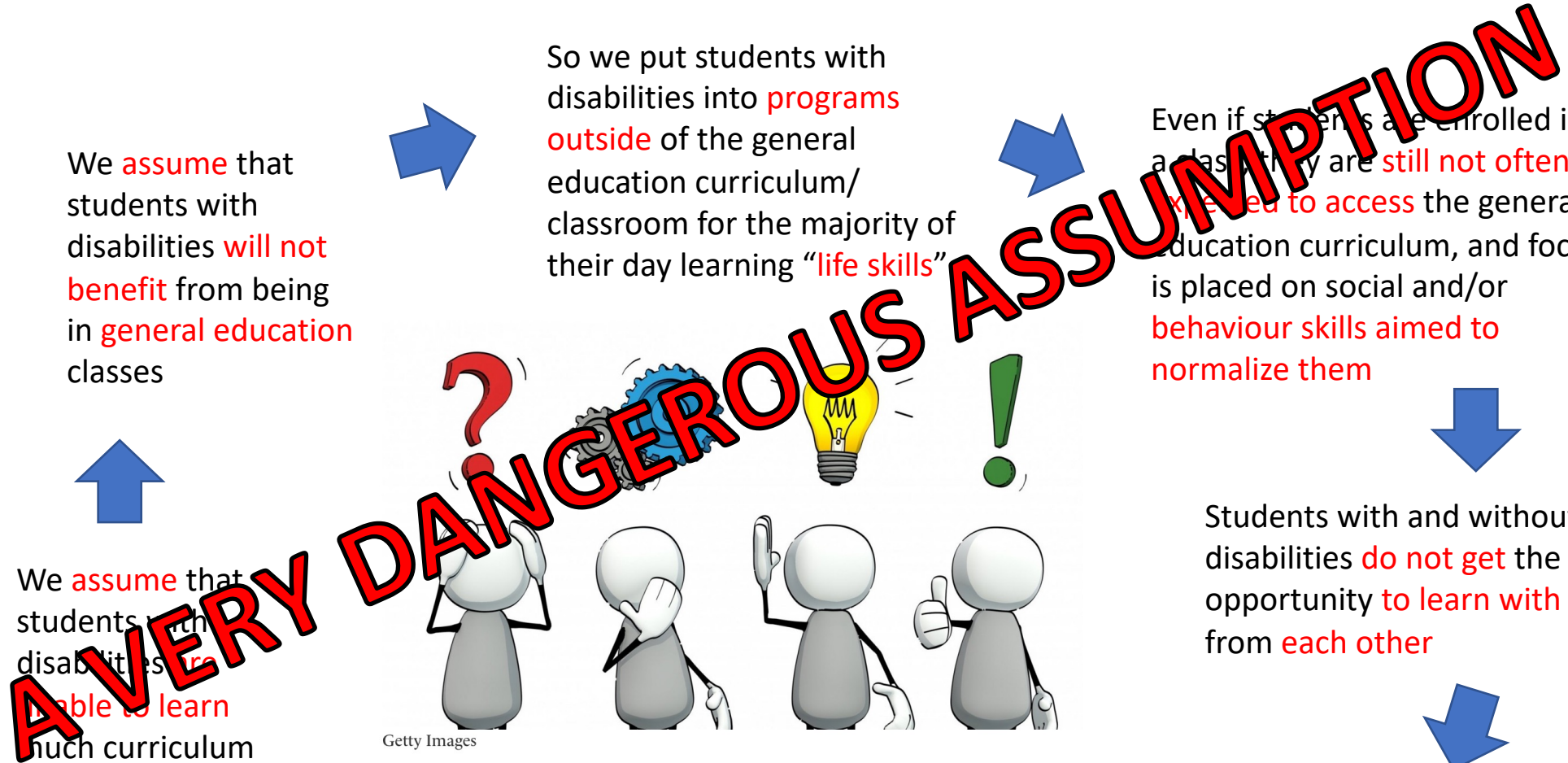
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Why is Presuming Competence Important?

Changing our mindset about disability will change how we respond and make decisions about educational programming.

Access to general education curriculum, general education peers and general education classrooms promote student learning, inclusion, achievement and quality of life after school.

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THE LEAST DANGEROUS ASSUMPTION

Why is Presuming Competence Important?

“Even if **we are wrong** about a students’ **capabilities** to learn general education curriculum with their peers, **the consequences** of that presumption **being wrong** are **not as dangerous** as the **alternative.**”

Cheryl Jorgenson

What Does Research Say?

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

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How do we increase the places (enrollment) for Students with Disabilities to be included?

Understanding the Role of Place



Guiding Conditions & Structures of Inclusion: Place

ALL students are enrolled in & attending grade-based curricular classes with their peers

- 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: Place

ALL students are enrolled in & attending grade-based curricular classes with their peers

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%
7-9	75 %	25 %
10-11	50 %	50 %
12 – 12+	25%	75%

Amy's Enrolled Courses: Grade 8

Block	Term 1	Term 2
A	Support Block (OT/PT/SLP) (Literacy/Numeracy)	Hum 8 (non-choice academic)
Break		
B	Sci 8 or Math 8 (Choice academic)	PE 11/12 (non-choice elective)
C	Fine Art Rotation (non- choice elective)	Support Block (OT/PT/SLP) (Literacy/Numeracy)
Lunch		
D	Hum 8 (non-choice academic)	Tech Rotation (non-choice elective)

Amy's Enrolled Courses: Grade 11

Block	Term 1	Term 2
A	Support Block (OT/PT/SLP) (Literacy/Numeracy)	English 11 (choice academic)
Break		
B	Bio 11 (Choice academic)	PE 11/12 (non-choice elective)
C	Textiles 11/12 (Choice elective)	Support Block (OT/PT/SLP) (Literacy/Numeracy)
Lunch		
D	Work Experience (Volunteer)	Work Experience (PAID)

Place Based Planning the ICBIEP



How do we increase the **places** where a student feels belonging?



Resources

- Articles:

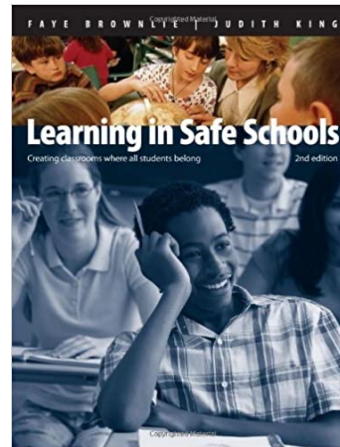
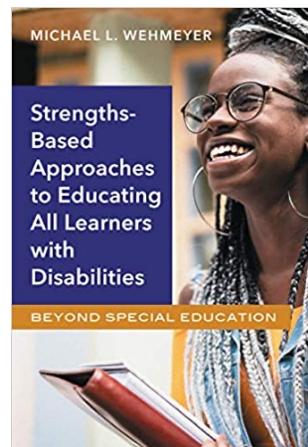
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Resources

- Website Commentaries
 - Presuming Competence: What it is, and what it looks like
 - <https://blog.brookespublishing.com/presuming-competence-what-it-is-what-it-looks-like/>
 - 21 Tips for Presuming Competence
 - <https://the-art-of-autism.com/21-tips-for-presuming-competence/>
- Videos:
 - **Under the Table - Shelley Moore**
 - <https://www.youtube.com/watch?v=AGptAXTV7m0>
 - **Disabling Segregation – Dan Habib**
 - <https://www.youtube.com/watch?v=izkN5vLbnw8>
 - **Presume Competence! – Nate Trainor & Jean Trainor**
 - <https://www.youtube.com/watch?v=6qMdNsYVpVI>
 - **In my language**
 - <https://www.youtube.com/watch?v=JnylM1hI2jc>

Resources

- **Interview with Jo Chrona**
 - <https://vimeo.com/user126497787/review/515910987/58365674fc>
- **5MM Podcast with Mabel and Jo:**
 - <https://podcasts.apple.com/ca/podcast/the-five-moore-minutes-podcast/id1439038183?i=1000509241169>
- **Place Based Inclusion Strategies**
 - <https://wordpress.com/page/blogsomemoore.com/4962>



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