

# SHELLEY MOORE



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# WHAT DOES INCLUSION MEAN?

“How many of you are refined at a practice that you don’t believe in?”

Barrie Bennett

**What I  
Believe In**




**My  
Practices**



# The Inclusion Bus





What is one useful  
thing so far?

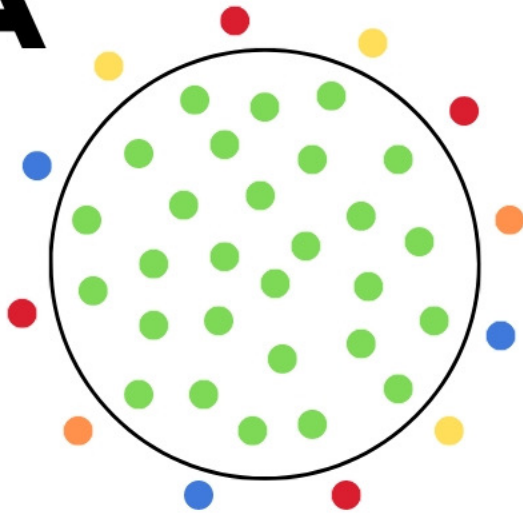


# WHAT DOES INCLUSION MEAN?

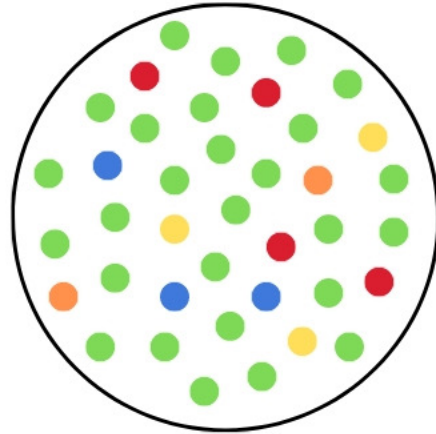


**EXCLUSION**  
**INTEGRATION**  
**INCLUSION**  
**SEGREGATION**

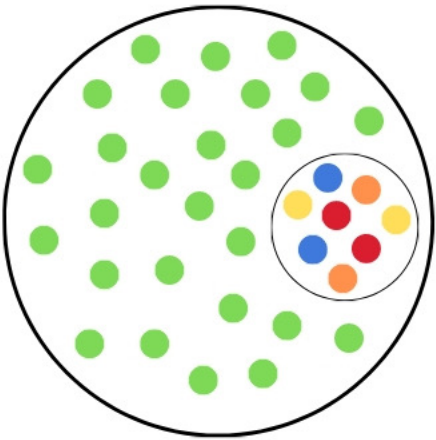
**A**



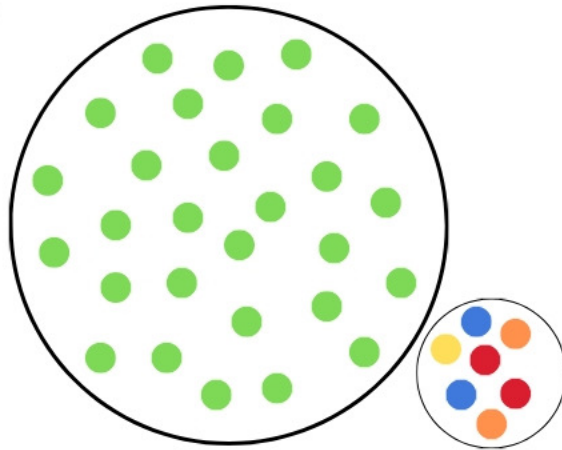
**C**



**B**

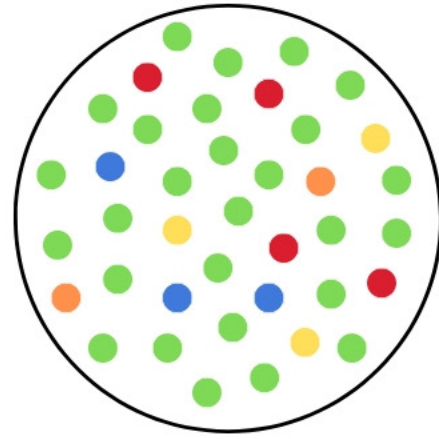


**D**

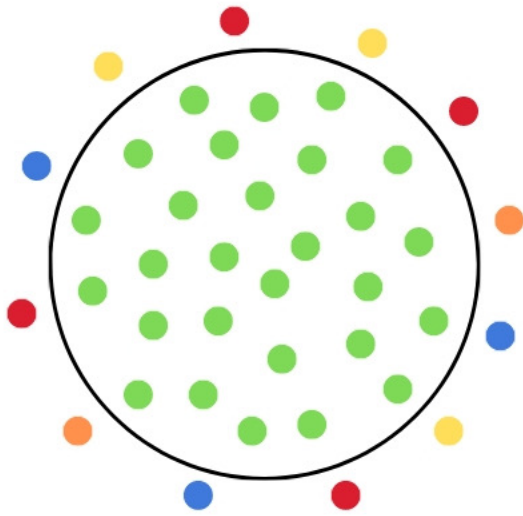


**EXCLUSION**  
**INTEGRATION**  
**INCLUSION**  
**SEGREGATION**

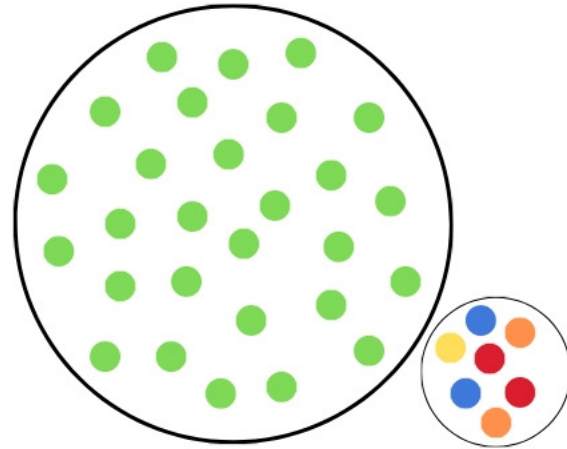
**WHAT IS**  
**INCLUSION?**



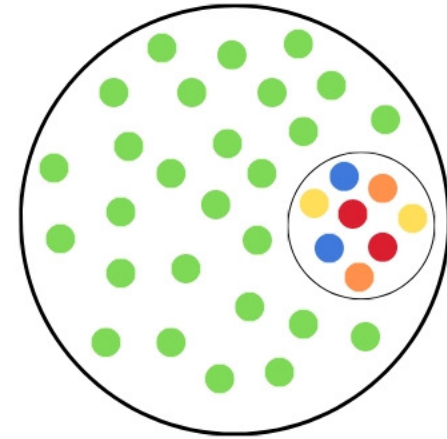
inclusion



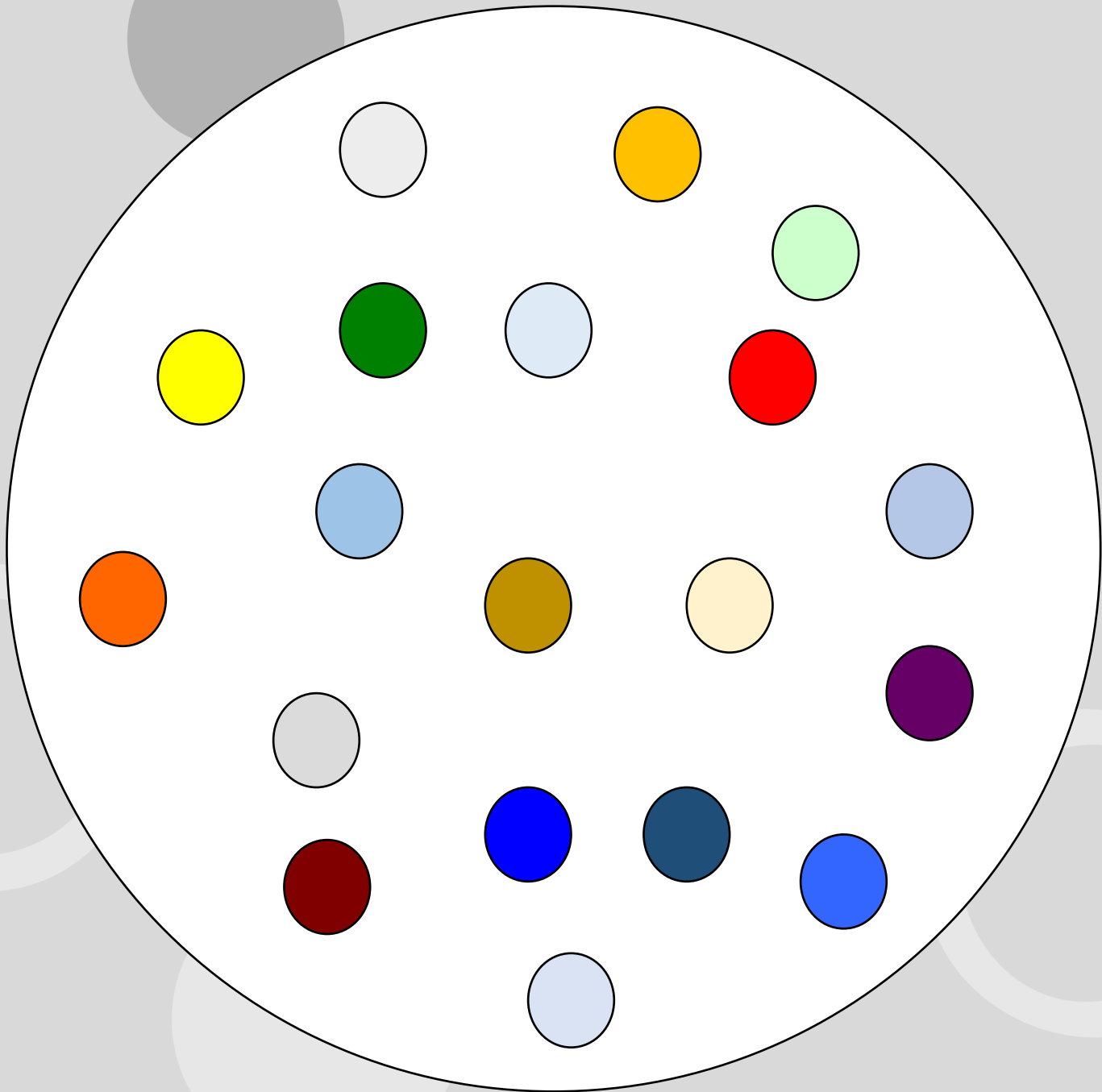
exclusion

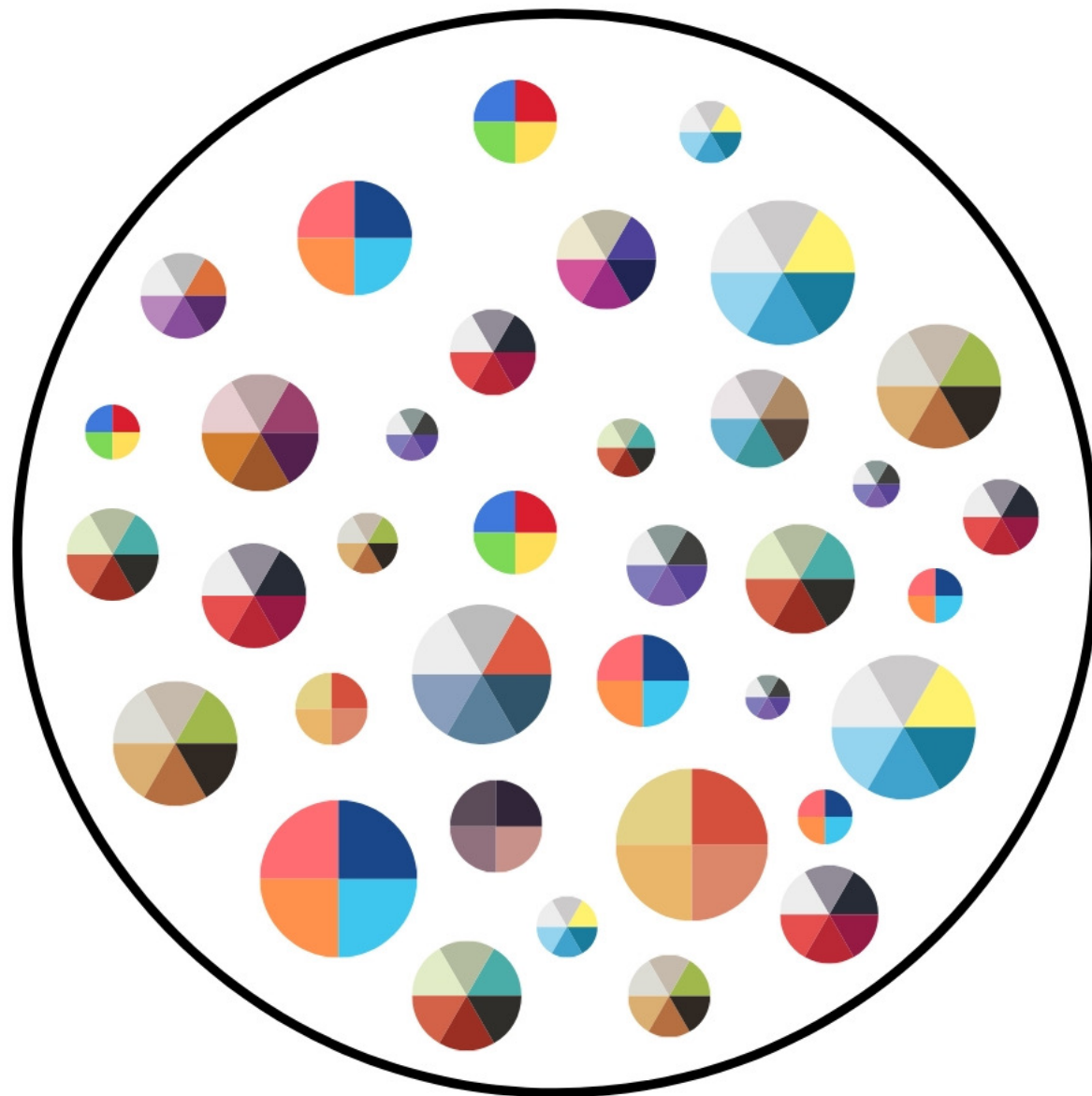


segregation



integration





# WHO IS INCLUSION?

What are your  
colours?

Do we value ALL  
colours equally?



# How do we build communities of identity?



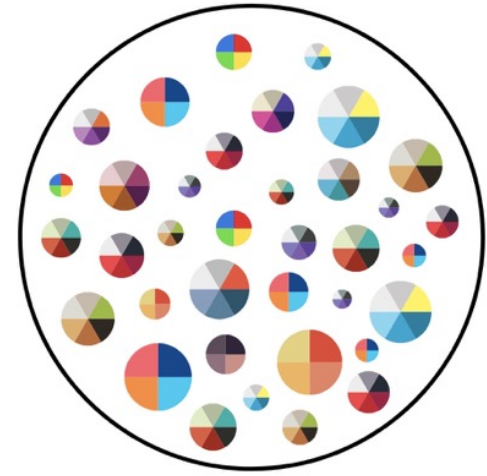
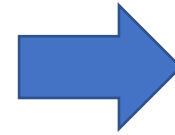
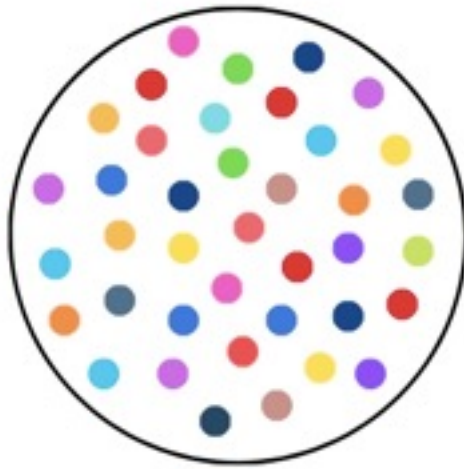
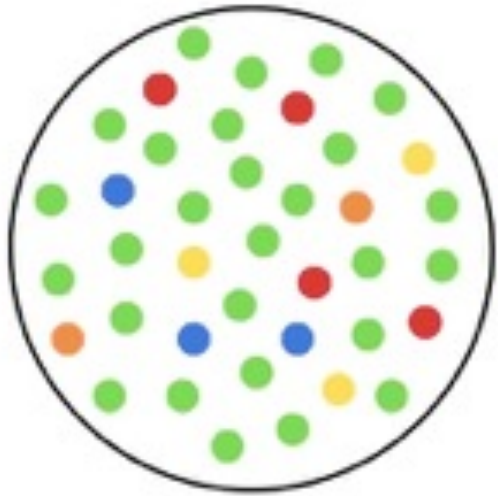
# How do we build communities of diversity?

How do we move away from groupings based on deficits?



How do we make sure that we are welcoming & valuing all colours?


# What is inclusion?



How do we include  
people who are  
different

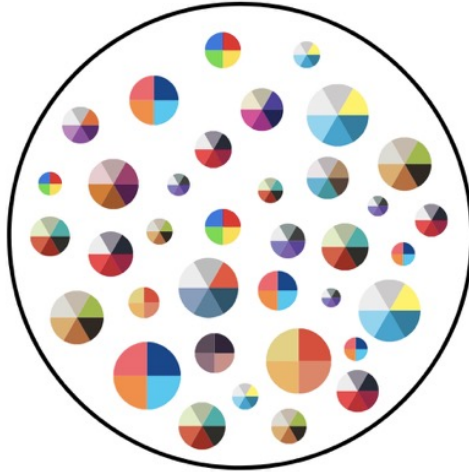
How do we teach  
to diversity?

How do we  
teach to identity?



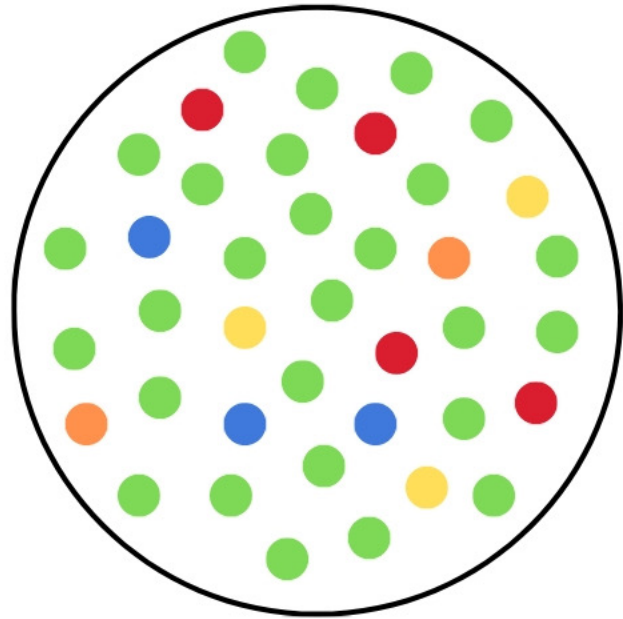
What is a  
question coming up?

# How?



Inclusion

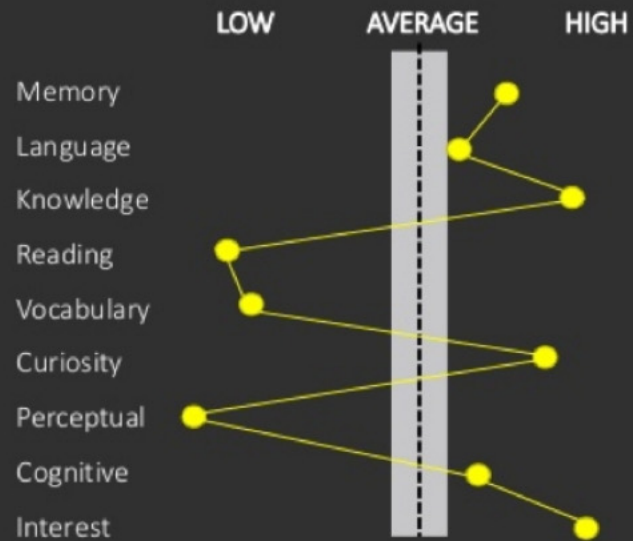
# WHERE DID GREEN COME FROM?



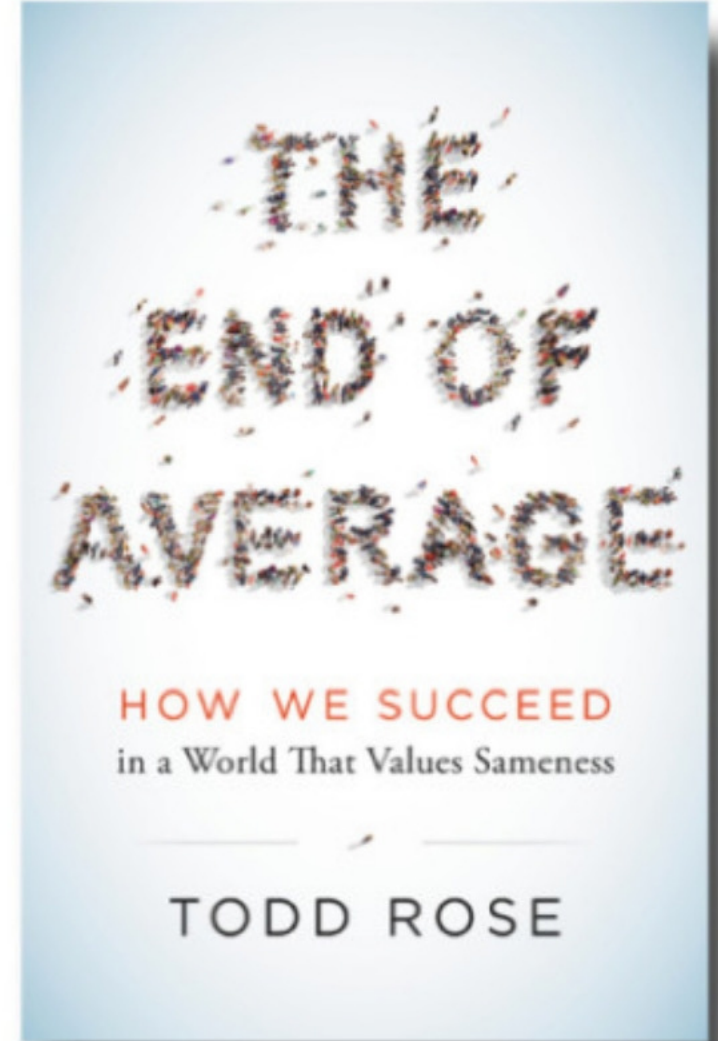
**GREEN = AVERAGE**

# The End of Average!

## The average student is a myth



The Myth of Average: Todd Rose at TEDxSonomaCounty: <https://www.youtube.com/watch?v=4eBmyttcfU4>



# THE AIRPLANE DILEMMA...

**Effectiveness:** Building individualized  
planes for every pilot

**Efficiency:** Building one standardized  
plane for ALL pilots

# THE CURRICULUM DILEMMA...

**Effectiveness:** Building individualized education plans for every student

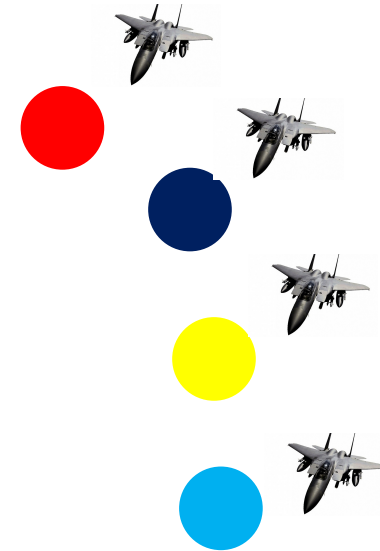
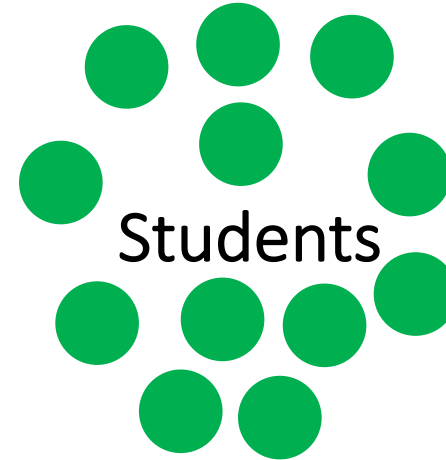
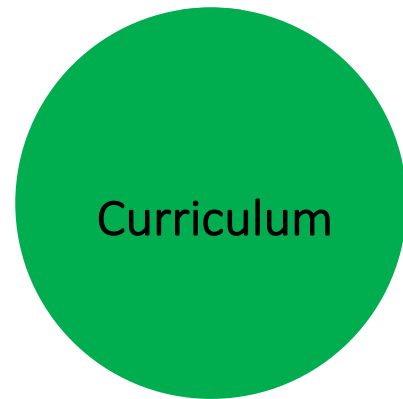
**Efficiency:** Building one standardized curriculum for ALL students

# A SOLUTION?! Effective & Efficient?

An **adjustable** plane designed for a  
**range** of **dimensions**

An **adjustable** curriculum designed for  
**a range** of **diversity**

# WHAT'S THE DIFFERENCE?



# DESIGN: THE MOST UNDERUTILIZED SUPPORT



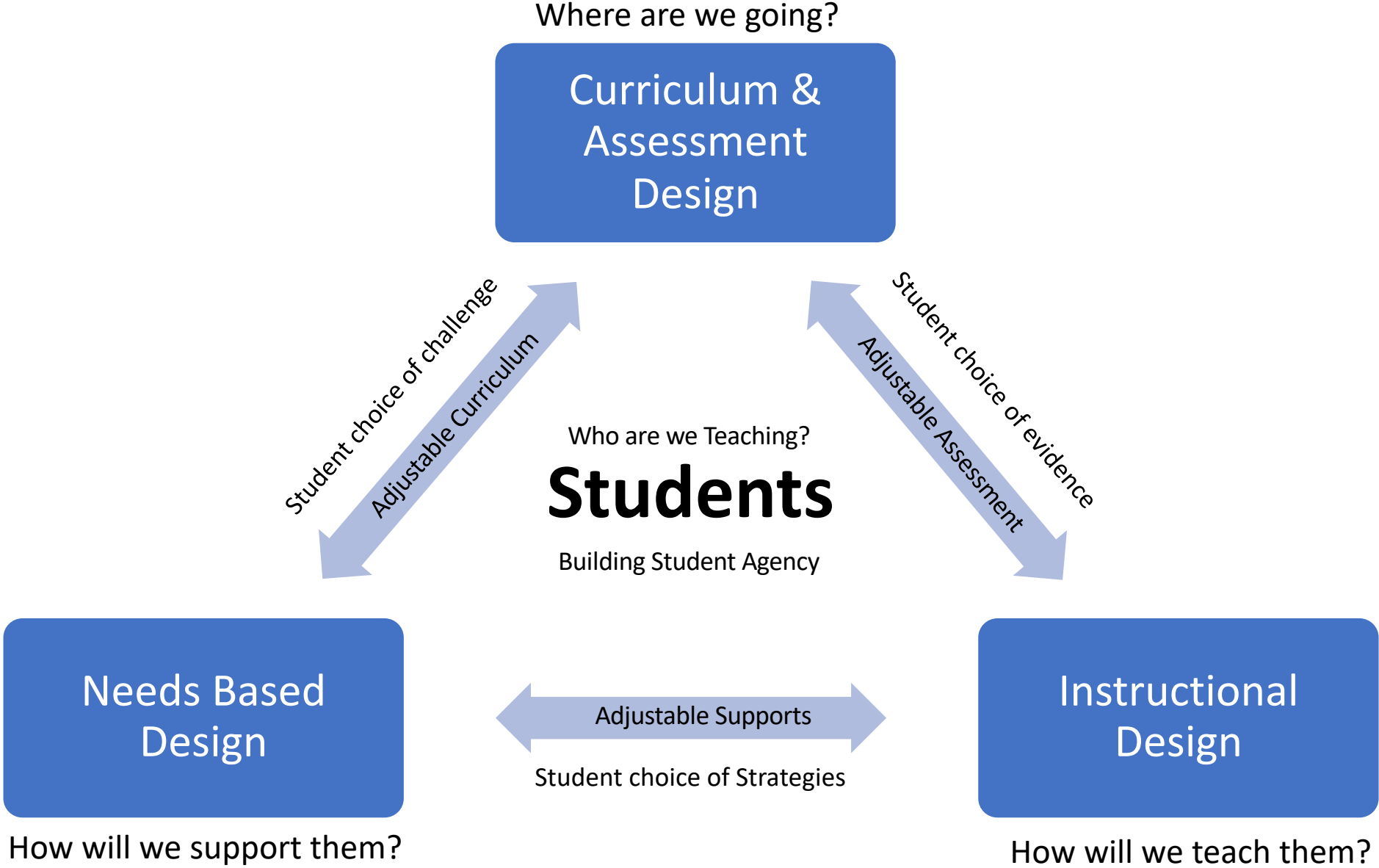
# HOW DO WE DESIGN AN ADJUSTABLE AIRPLANE?

- Who are the pilots? What is the range of dimensions?
- What kind of planes are the pilots flying?
- How is the plane responsive to the pilot's dimensions?
- How do the pilots make the adjustments they need to fly the plane?

# HOW DO WE DESIGN AN ADJUSTABLE CURRICULUM?

- who are the *students*? what is the range of *diversity*?
- what kind of *curricula* are the students learning?
- How is the curriculum *responsive* to the students dimensions?
- How do the students make the *adjustments* they need to use the curriculum?

# How can we change the system? Designing with Equity in Mind



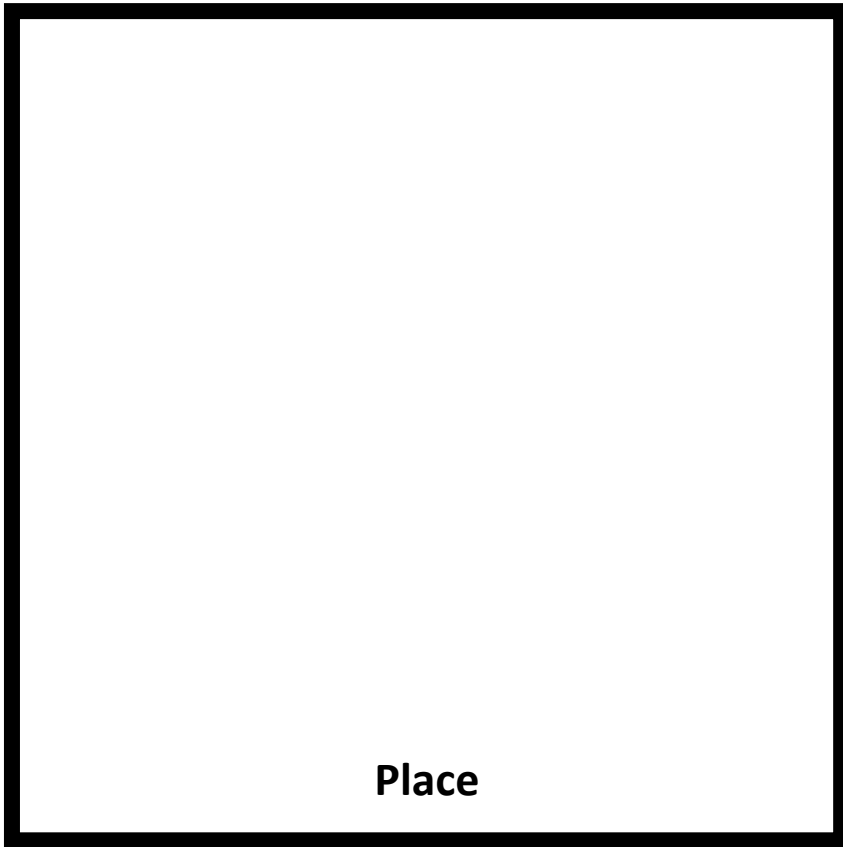


# A shift in thinking...

- **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

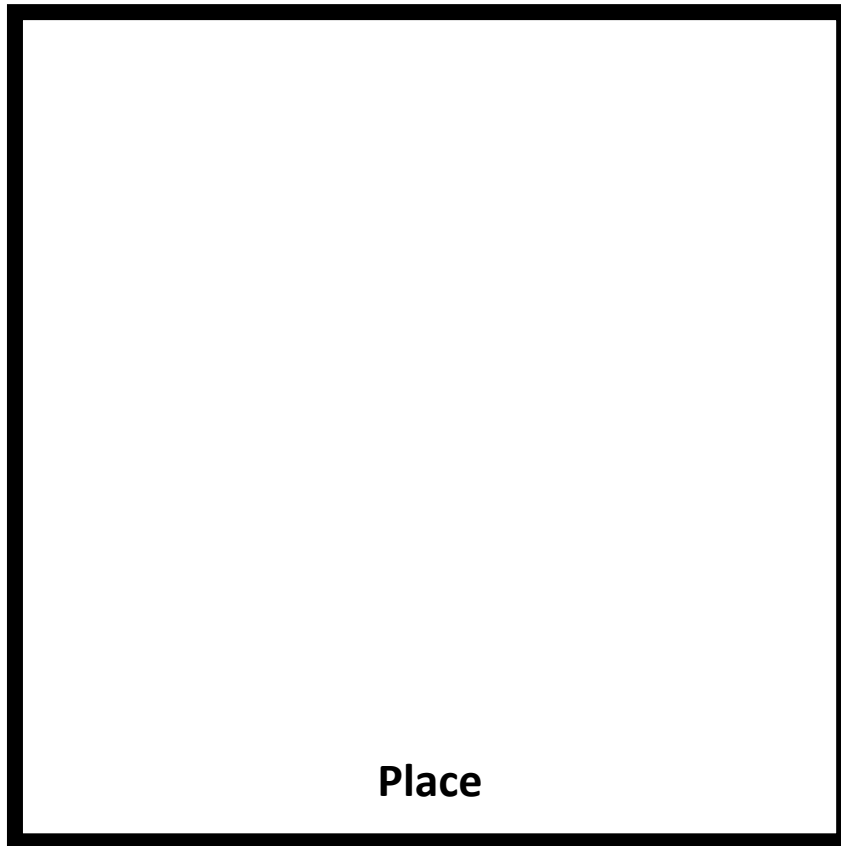
What are **barriers**??





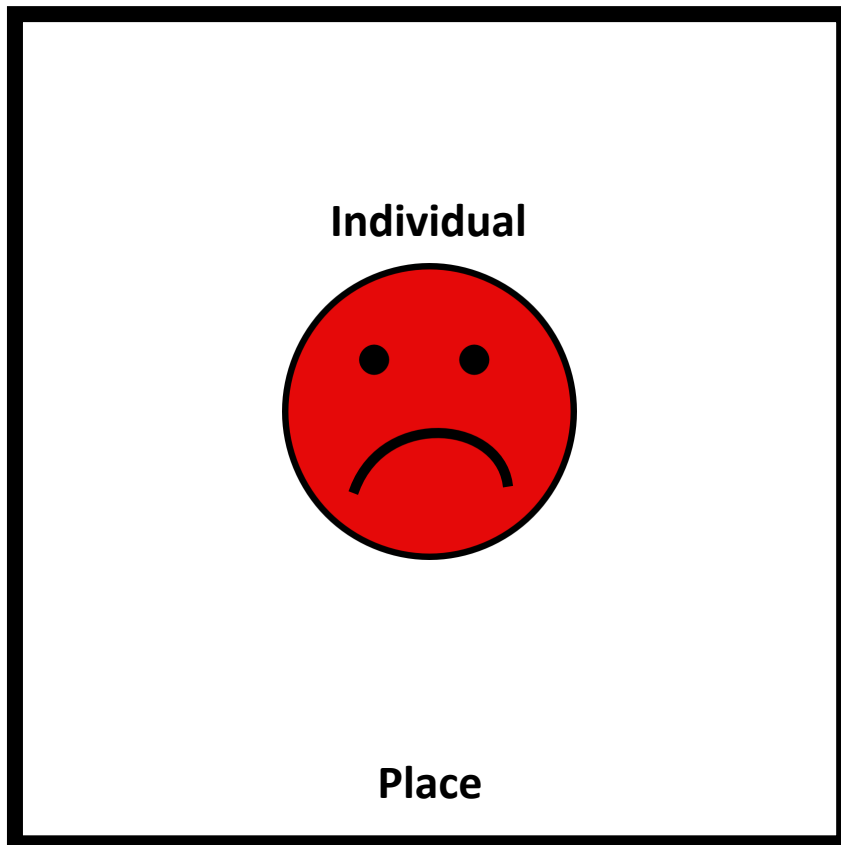
**Place**

# Shifting the Paradigm: Medical Model of Disability



Place

# Shifting the Paradigm: Medical Model of Disability



## Special Education

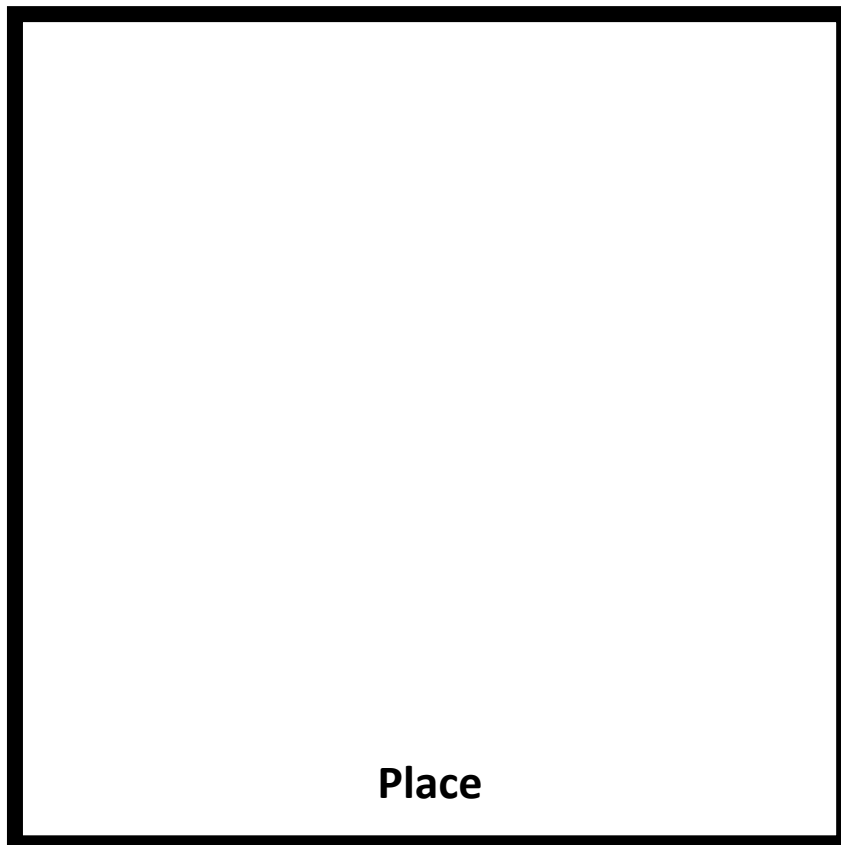
If individual isn't successful

- 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

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



# Shifting the Paradigm: Medical Model of Disability



Individual



IEP



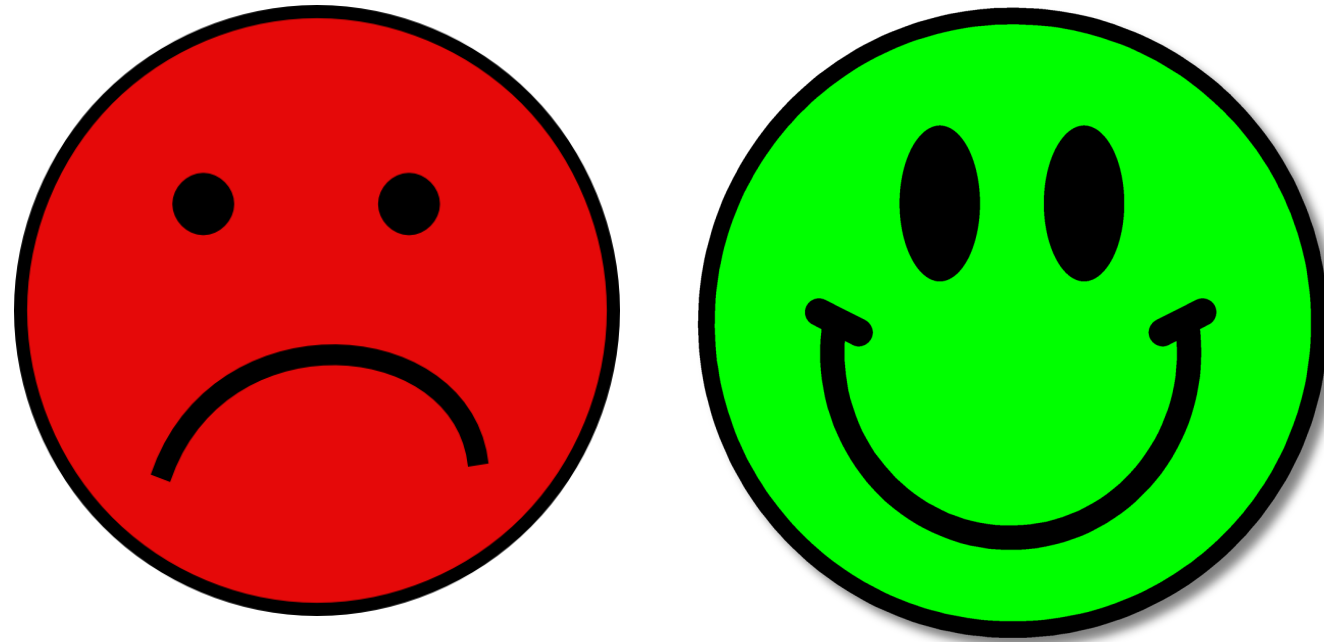
## Special Education

If individual isn't successful

- Remove the individual
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- IEPs are separate from the place

Wait a second....

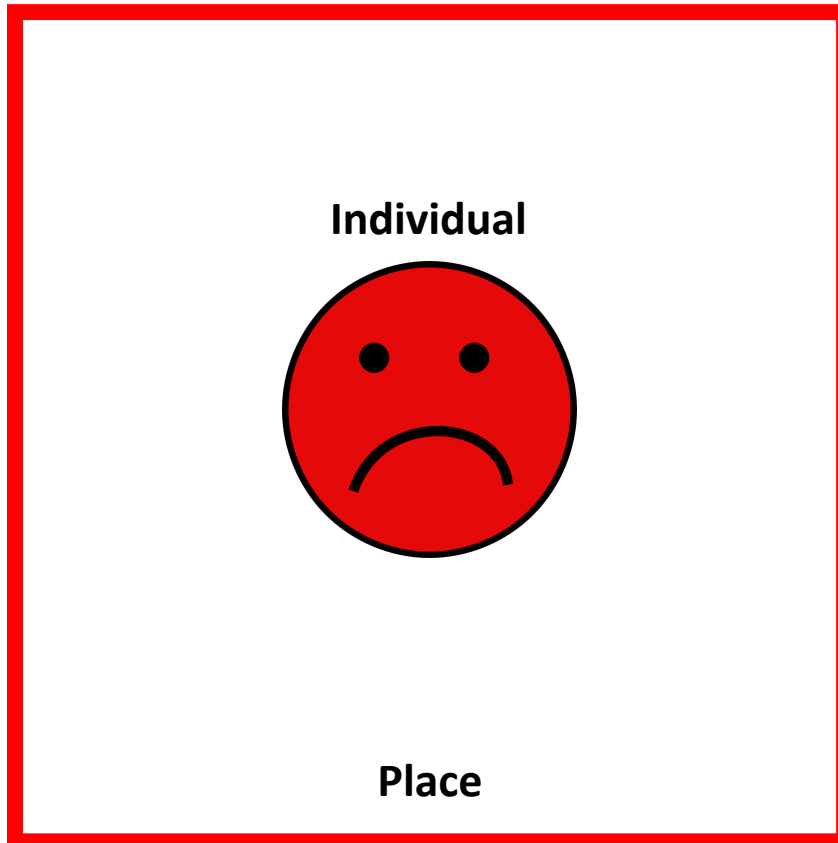
People with disabilities said:



“I am not broken.”

“I do not need to be fixed!”

# Shifting the Paradigm: Social Model of Disability

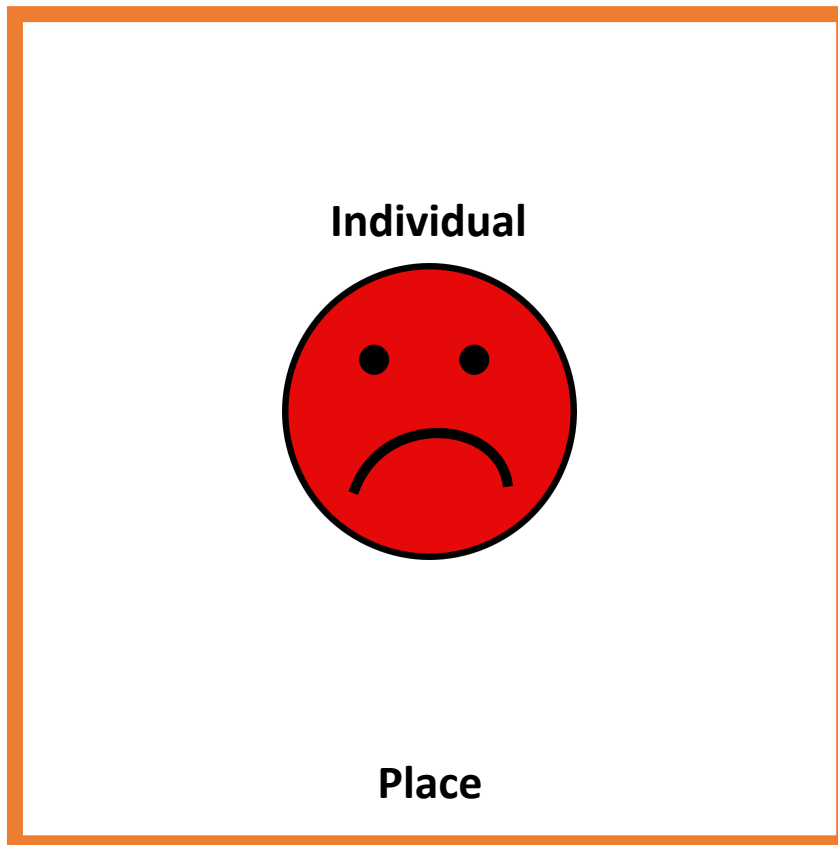


## **Social Model**

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

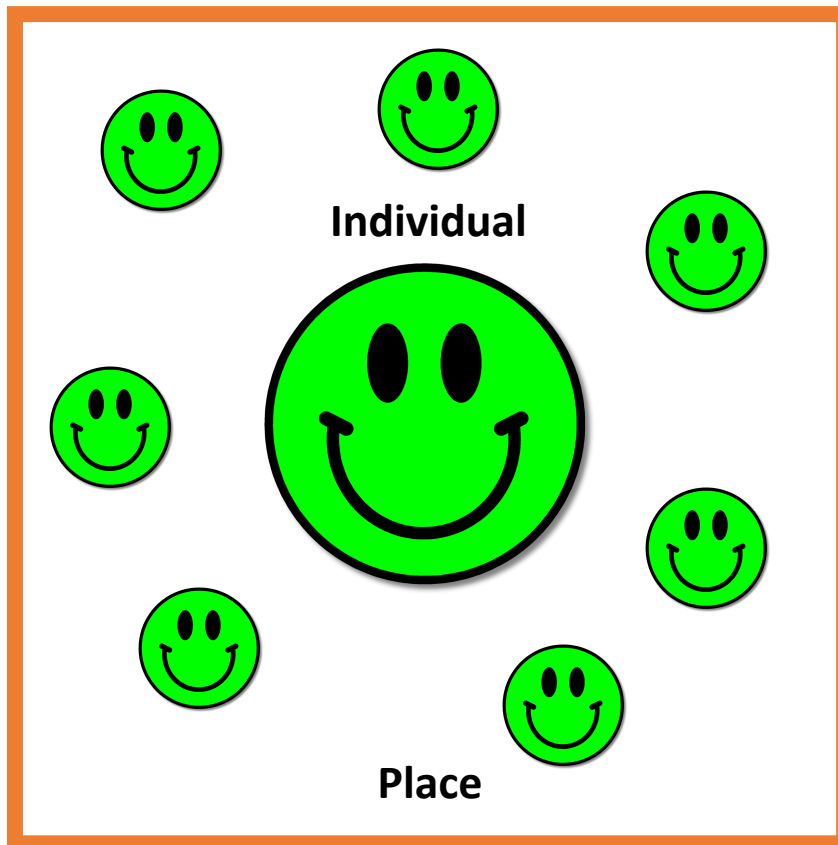


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# Shifting the Paradigm: Social Model of Disability




## Social Model

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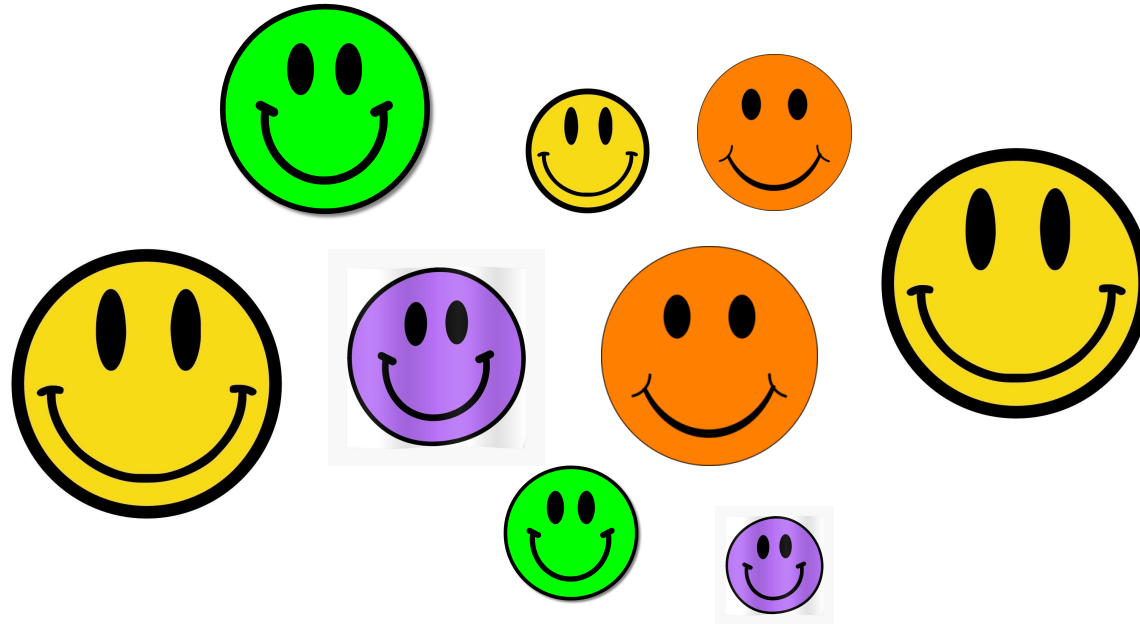


What is happening in the environment?  
What does everyone need?



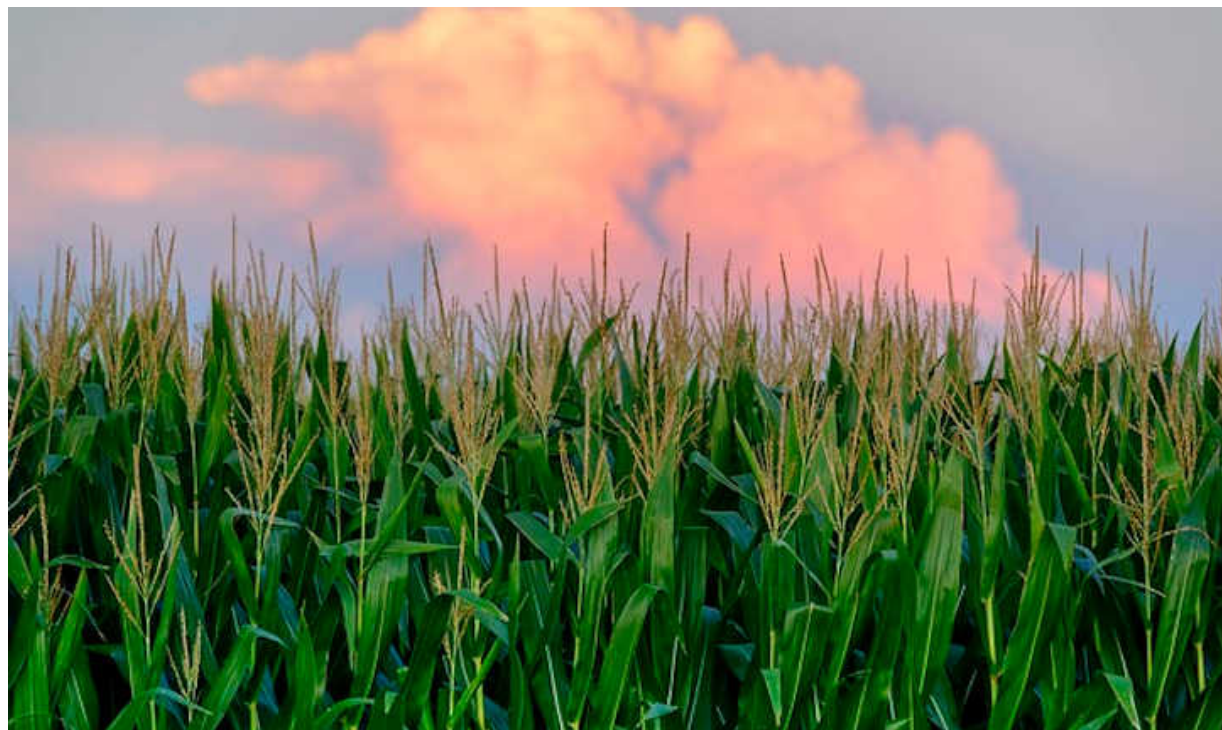
What do ALL children need?  
How do we reduce barriers to  
meet these needs in universal  
ways?

Wait a second....  
Teachers said:

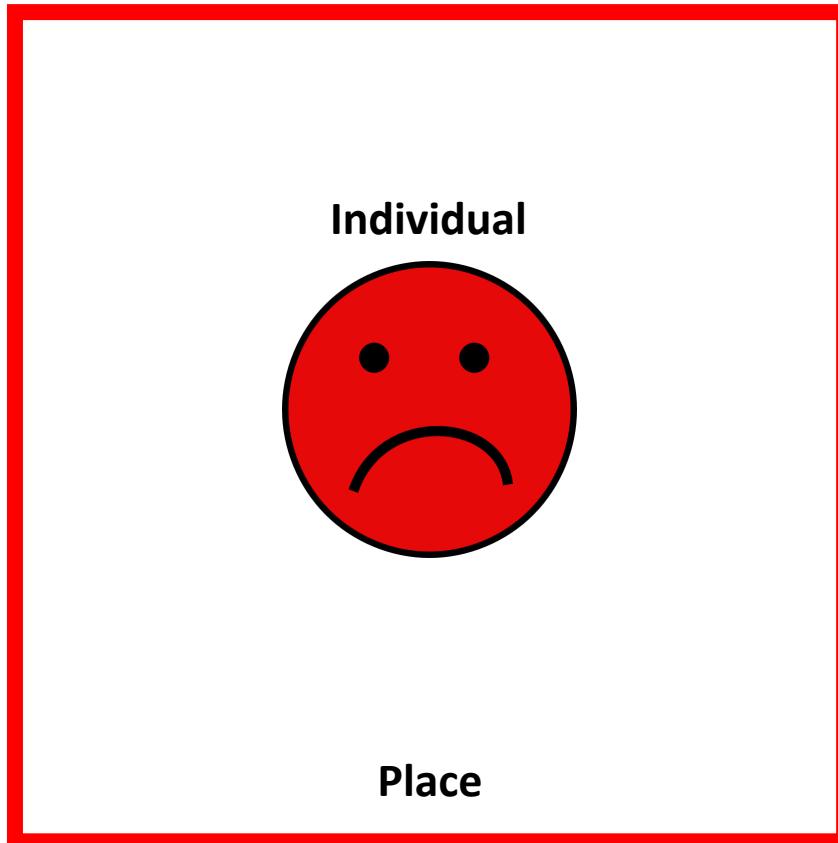


“What about all the individual  
needs in a shared place”

# Diverse Gardens!



# Shifting the Paradigm: Person-Place Model of Need

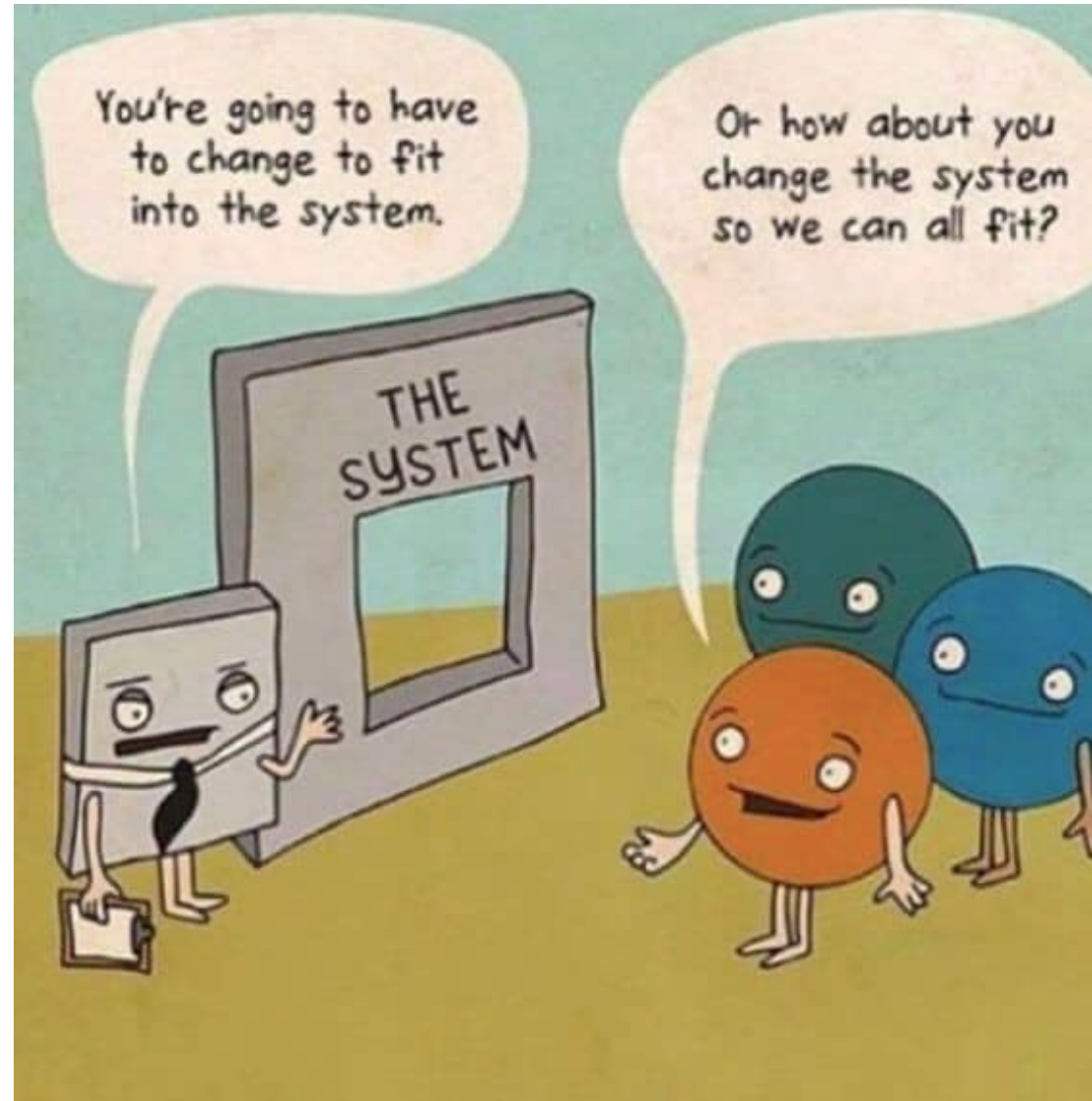


## **Inclusive Education**

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

# The Role of the Environment/ System in Disabling Individuals

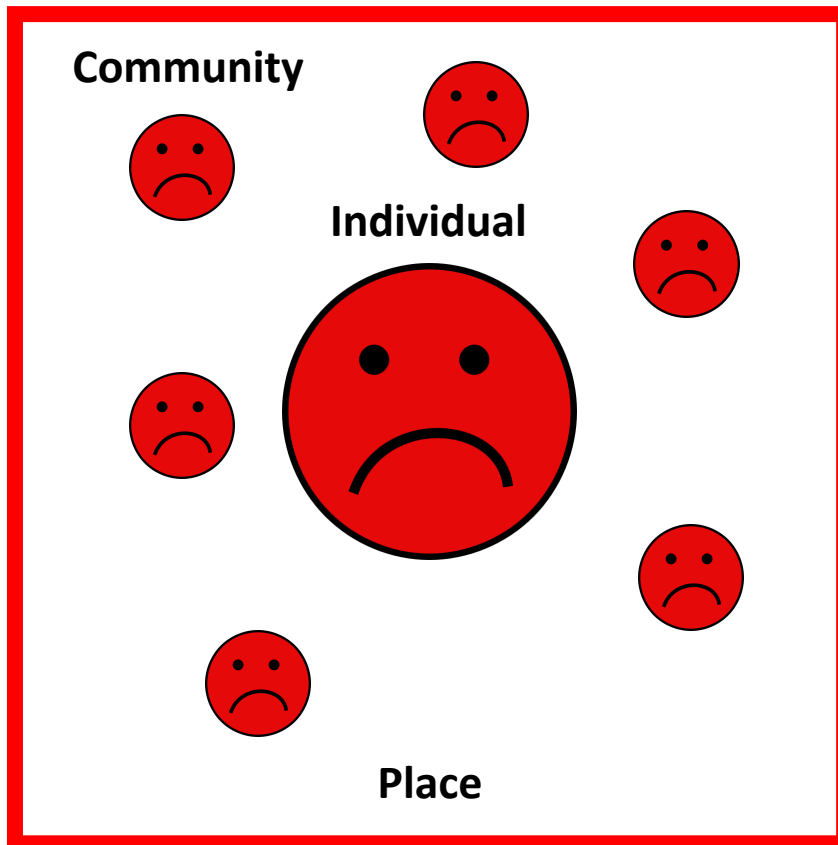


# Shifting the Paradigm: Person-Place Model of Need

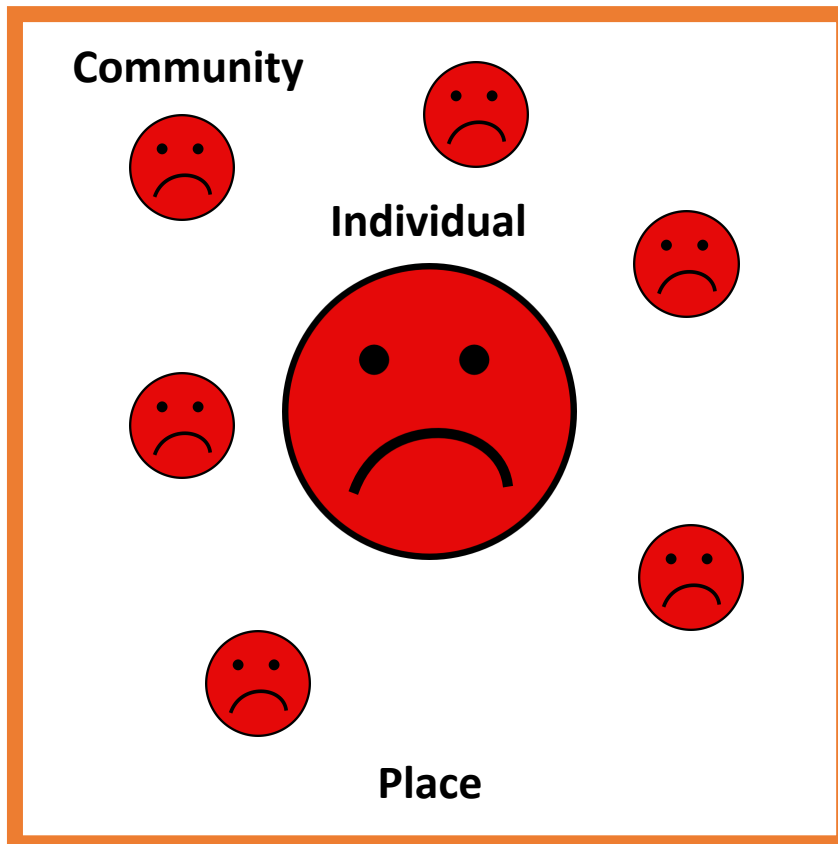
## Inclusive Education

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# Shifting the Paradigm: Person-Place Model of Need



## Inclusive Education

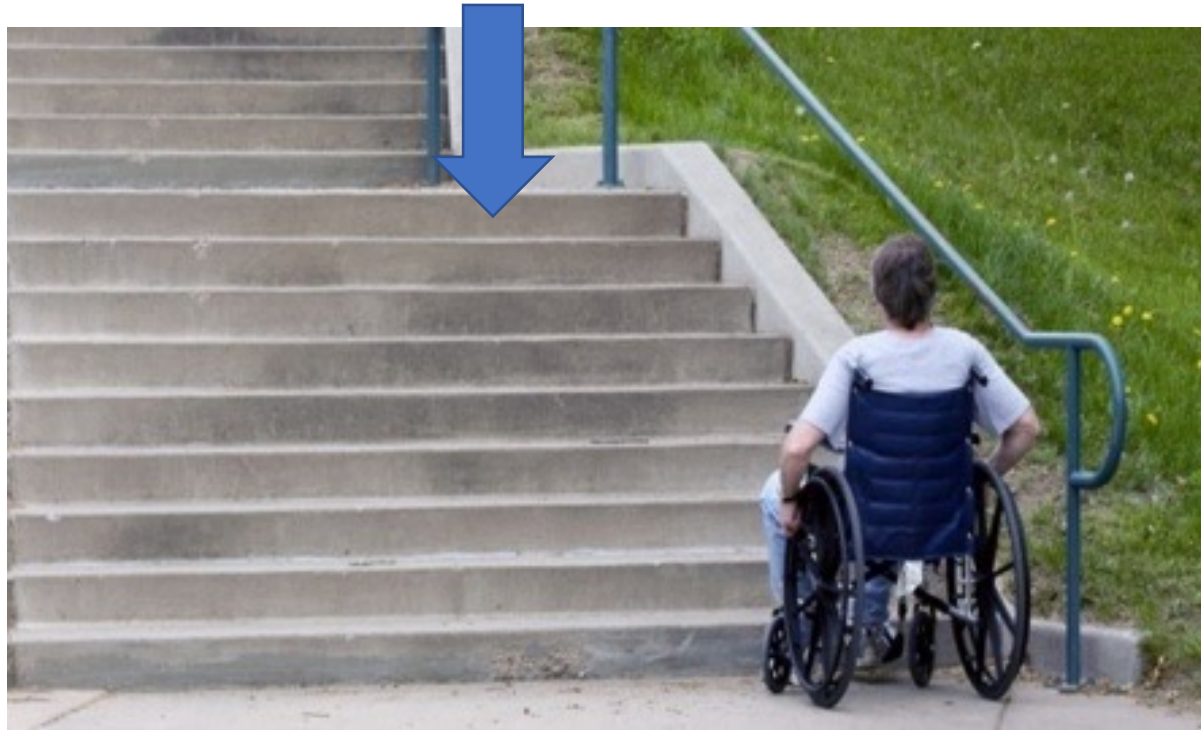
If an individual isn't successful

- Determine barriers in place
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What are **barriers**??

PHYSICAL

To  
LEARNING



To  
EQUITY

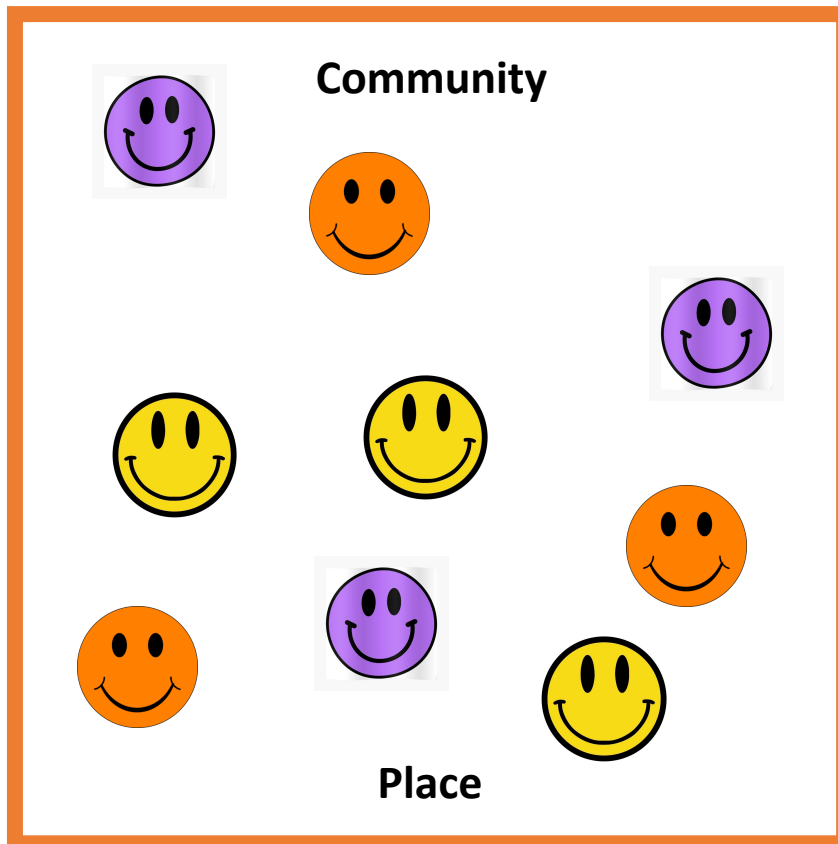
How can we **REDUCE** barriers??

# 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
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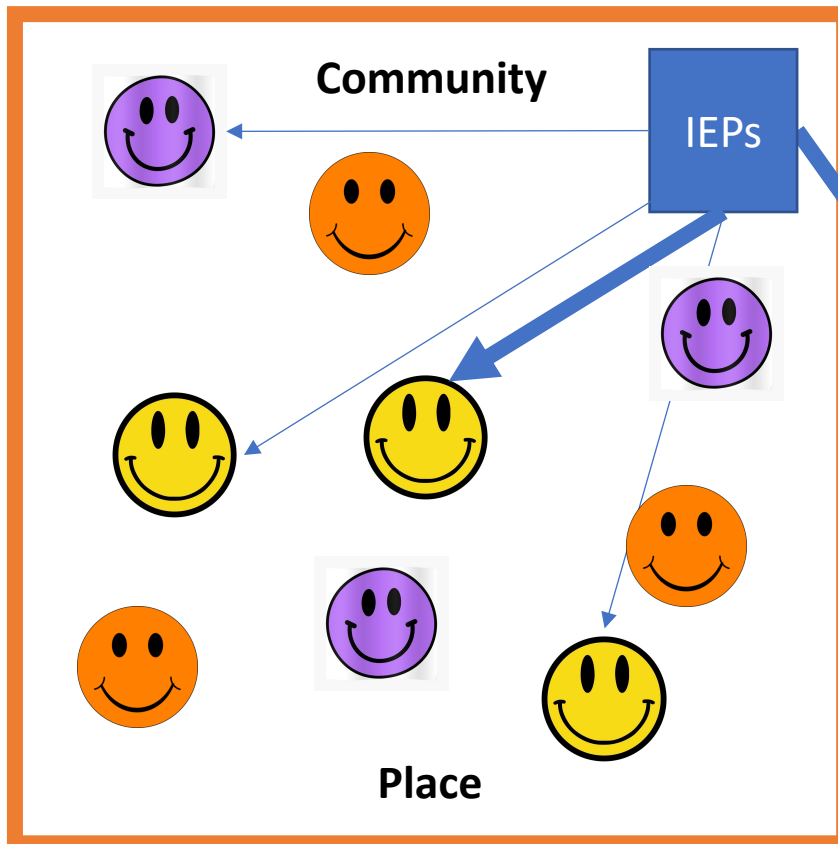
# THEN! We look at what individuals need



## TOP 4 PEST-REPELLING PLANTS

 <p><b>CATNIP</b> for aphids, beetles, caterpillars and shield bugs</p>	 <p><b>DILL</b> for aphids, caterpillars, shield bugs and spider mites</p>
 <p><b>MINT</b> for aphids, beetles, caterpillars, shield bugs and whiteflies</p>	 <p><b>NASTURTIIUM</b> for aphids, beetles, caterpillars and shield bugs</p>

# 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!





## 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 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 DOESN'T WORK

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

### WHAT I'M WORKING ON

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

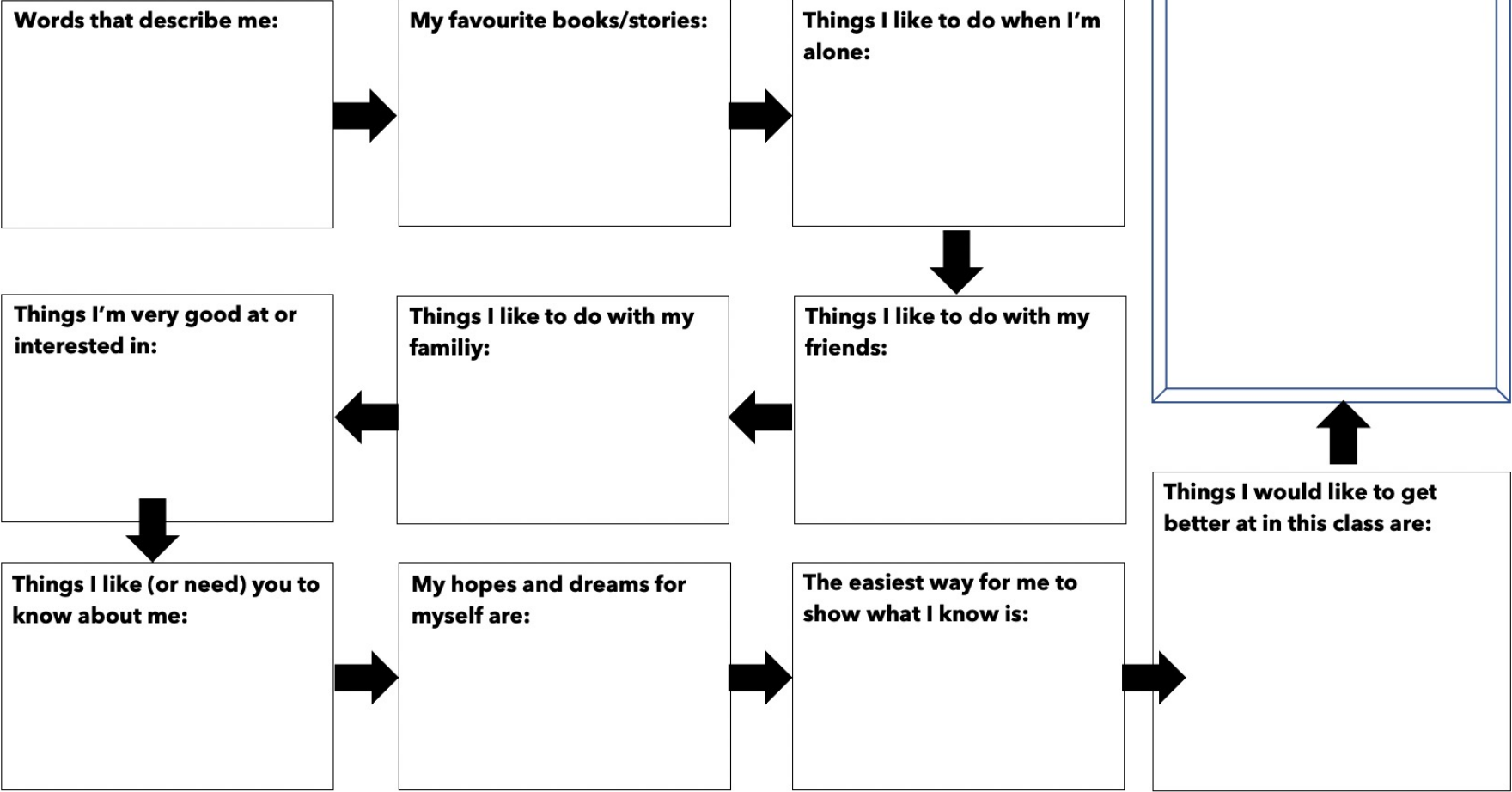
### CONOR LOVES

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

THEN! We look at what individuals need

# Who Am I?

## Who am I? Profile



## Help us get to know \_\_\_\_\_!

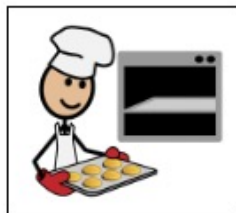
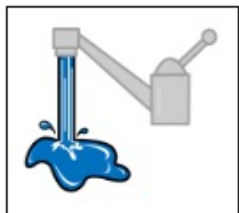
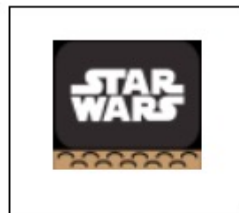
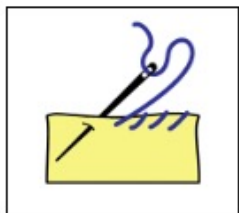
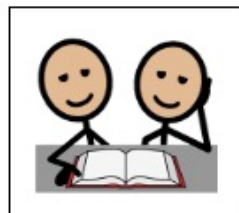
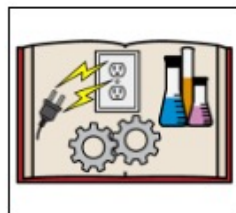
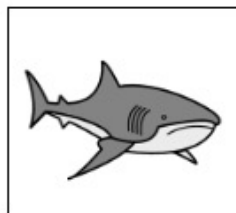
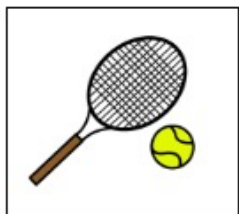
Person	Identities	Interests	Strengths	Stretches	Needs
Your name _____  How do you know _____?	Who is _____?  What words would you use to describe _____?	What is _____ interested in?  What does _____ like to do on their own, with their family and friends?	What is _____ good at?  What could _____ teach others?	What is hard for _____ but they can still do?  What do you think is something _____ wants to get better at?	What does _____ need a lot of support with?  What is something that _____ might not be able to do on their own yet?
Person 1: _____					
Person 1: _____					
Person 1: _____					
Person 1: _____					

## Help us get to know Juni!

Person	Identities	Interests	Strengths	Stretches	Needs
Your name _____  How do you know _____?	Who is <b>Juni</b> ?  What words would you use to describe <b>Juni</b> ?	What is <b>Juni</b> interested in?  What does <b>Juni</b> like to do on their own, with their family and friends?	What is <b>Juni</b> good at?  What could <b>Juni</b> teach others?	What is hard for <b>Juni</b> but she can still do?  What do you think is something <b>Juni</b> wants to get better at?	What does <b>Juni</b> need a lot of support wit?  What is something that <b>Juni</b> might not be able to do on his own yet?
Person 1: Rita  Mom	Kind, Strong, Smart	Watching me sew, taking pictures with my phone	Patience, she notices everything, she's so observant	Waking up! Trying new foods	Calming down when she is upset or frustrated, sleeping, eating enough
Person 2: Frank  Dad	An athlete, she's happy, but don't get her mad, we are Ukrainian!	Watch Great British Baking Show with her mom Watching salmon in the river, helping me bake	A great listener, being present	Independence, connecting	She worries I think, I wonder if her worrying gets her upset
Person 3: Kiran  Friend	Nice, funny	BC Lions, playing with water, we go to the movies, we watched Star Wars	I dunno, we hangout and just talk and stuff	Maybe Juni wants to get better at football	I think Juni would love to talk more, but I think maybe she needs an iPad and that's ok to talk with too
Person 4: Matty  Younger cousin	We play, funny	Whale Sharks, camping, swimming	She plays with me	Its hard for Juni to talk sometimes, but I know when she likes something, and she likes me	Maybe talking more



## Building my Student profile: What are my INTERESTS?

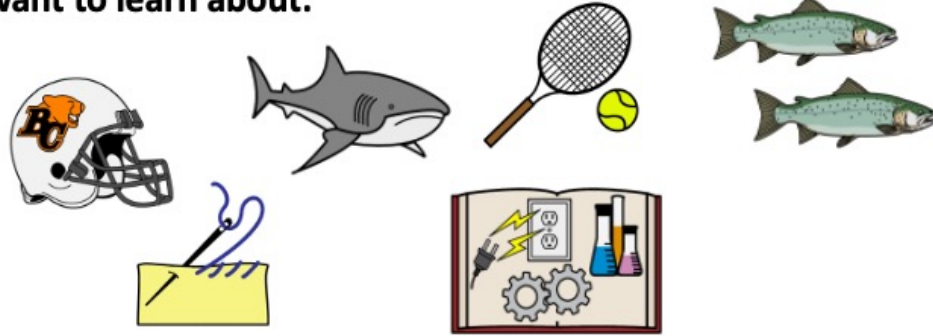




## Building my Student profile: What are my INTERESTS?

**INTERESTS** can be things we want to learn more about.

I want to learn about:



**INTERESTS** can be things like to do on our own, with out family, or with our friends.

I like to:



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

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

Who I am as a learner			
<b>My Strengths</b>	<b>For myself</b>	<b>With others</b>	<b>When I am learning</b>
	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
<b>My Stretches</b>	<b>For myself</b>	<b>With others</b>	<b>When I am learning</b>
	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)

# Student Dimension Inventory (Confidential)

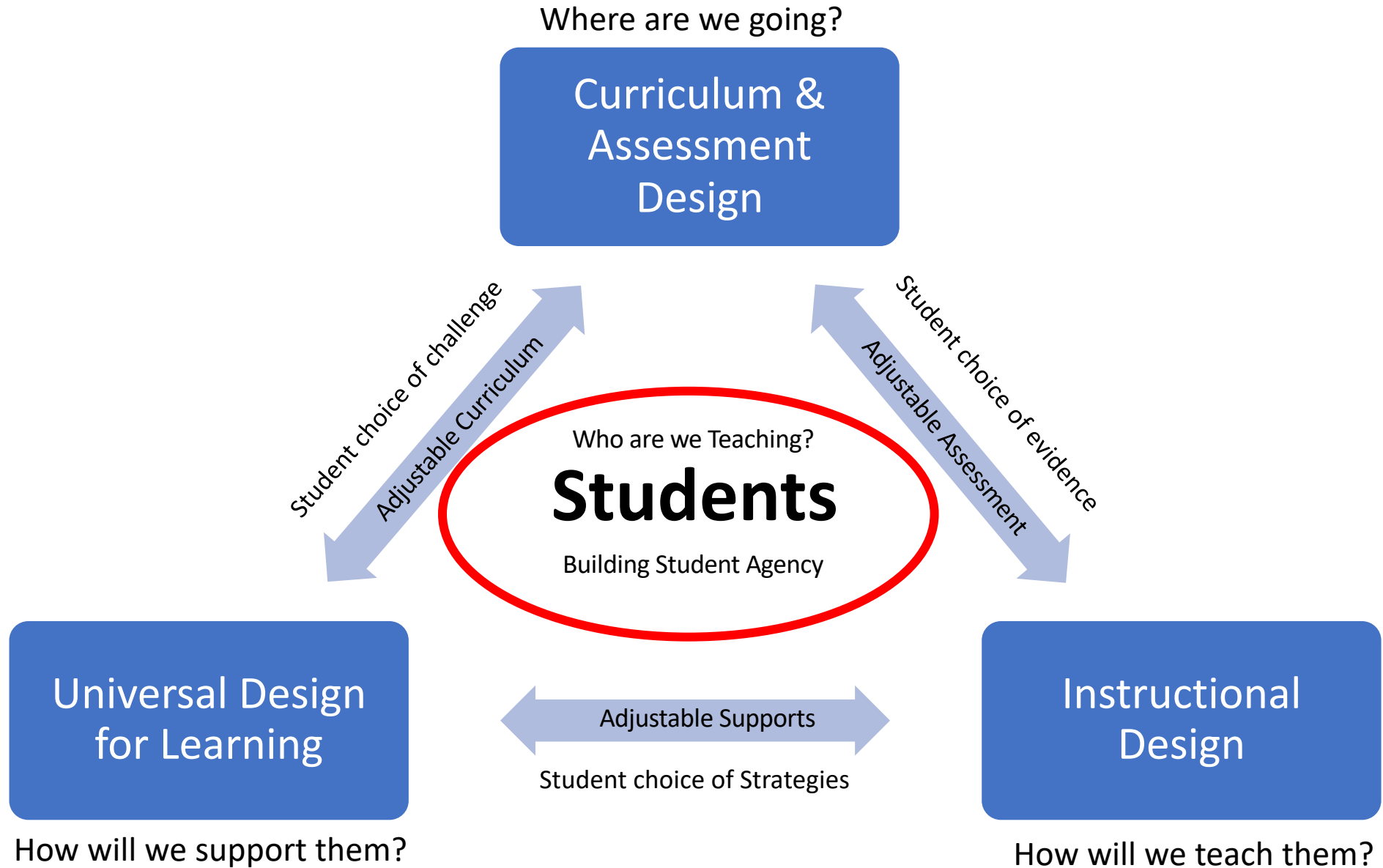
Class:

Name	Identities	Interests	Strengths	Stretches	Needs	Barriers	Supports & Strategies

## Staff Inventory!

Name	Strengths	Needs	Supports - ALL	Supports - Choice	Supports – Essential
Laura-Lee Phillips	listener	Speaking up in a group	Role of listener Inviting contribution		
Fiona Smith	Communicators, group work	Talks a lot, doesn't invite or make space for others	Time during class to work	Knitting, choice of evening workload	
Emily Barrie	Many perspectives/ lenses, experiences with new curriculum/ competencies	Time - Managing multiple roles (family/ student)	Snacks, drinks (water, coffee) conversation time, time to share & learn from others' experiences	Planning templates	
Margo Reindeers	Asks questions, open to sharing	Time - processing	Time to process and think about the day, guiding questions, sharing thinking with others, wait time		
Deanna Holitzki	Many experiences to draw from, diverse roles/ perspectives	Shy, Time - Managing multiple roles (family/ student)	Small group time		
Zoe Oppenheim	Funny, advocate, experience with working with diverse students, multiple perspectives,	anxiety	Need to ask questions, need to be heard and listened too, connect to own context	Vulnerability, authentic conversations	Medication

# How can we change the system? Designing with Equity in Mind



# One thing...

- What is one thing you learned today?
- What is one thing to try differently?
- What is one thing to let go of?
- What is one thing I want to think/learn more about?
- What is a question that you still have

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