What Does Research Say?

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

- are **PRESUMED** competent and as having **POTENTIAL**
- are **PLACED** in and attending inclusive programs
- are in **PROXIMITY** to and **PARTICIPATING** in learning with PEERS
- have **PURPOSEFUL** roles and responsibilities
- are **PLANNED** for

Guiding Conditions & Structures of Inclusion: Place

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

Finding the Balance for Enrollment

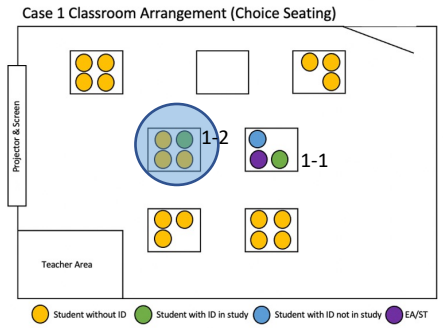
- Strategic Planning
  - Students are in classrooms with grade/age based peers
  - Students are working within the same curriculum as peers
  - Students have a Replacement Curricular Goal at an accessible level
- Explicit Planning
  - Students can be in smaller classrooms/groups with their needs based peers
  - Students are working on cognitively appropriate or developmental goals (i.e. literacy, numeracy, life skills, OT, PT, SLP, toileting, eating, work experience etc.)
  - Students have a Supplemental Curricular Goal at a developmental level
  - Explicit goals can still be met in inclusive classroom settings

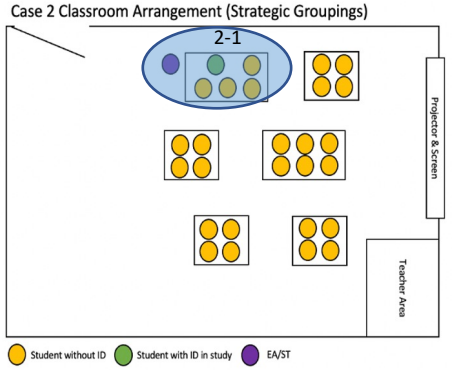
Guiding Ratios for Inclusive Program Planning for Students with **Intellectual Disabilities**

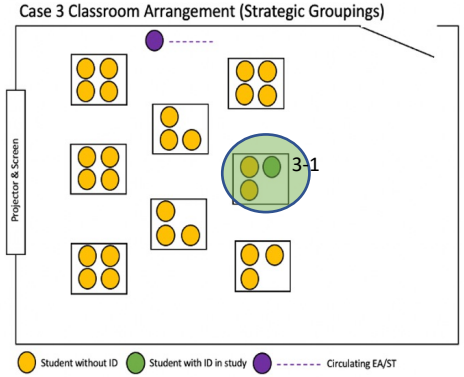
Grade	% Strategic Instruction/ day Academic & Elective	% Explicit Instruction/ day Support/Resource/ Life Skills
K-7	100%	Max 20%
7-9	75 %	25 %
10-11	50 %	50 %
12 – 12+	25%	75%

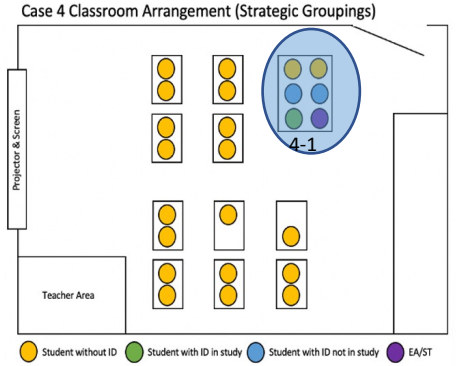
Dr. Shelley Moore, 2023

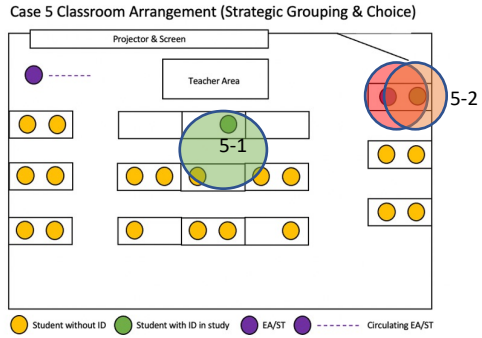
Proximity Influences Participation











The most social participation

The most learning participation

The least social participation

The least learning participation

Dr. Shelley Moore, 2023