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Dan Habib



INCLUDING SAMUEL



A DOCUMENTARY BY DAN HABIB

failing grades
+ ADHD
+ self-mutilation
+ abuse

DROPOUT

who cares about *Kelsey*?

a documentary by dan habib
DIRECTOR OF INCLUDING SAMUEL

whocaresaboutkelsey.com

A movie poster for the documentary 'Who Cares About Kelsey?'. It features a young woman in a black hoodie and white pants walking through a hallway. The poster includes a list of awards and the website whocaresaboutkelsey.com.

BEST SHORT
NOMINEE
16th Documentary
awards 2017

TOUGH QUESTIONS.
LIFE LESSONS.

MR. CONNOLLY
Has ALS

A movie poster for 'Mr. Connolly Has ALS'. It features a young woman in a white patterned top and a colorful headscarf talking to an older man in a green sweater. The poster includes several award logos and the text 'TOUGH QUESTIONS. LIFE LESSONS.'.

What do we lose
when intelligence
is a number?

intelligent *lives*
a film by dan habib



Why does inclusion
matter to you?

WE.....are coming OUT!

... *all in a day's*
work

Packed with top tips
on how to deal with the
most difficult types.

- Handle aggression
- Manage conflict
- Motivate poor performers

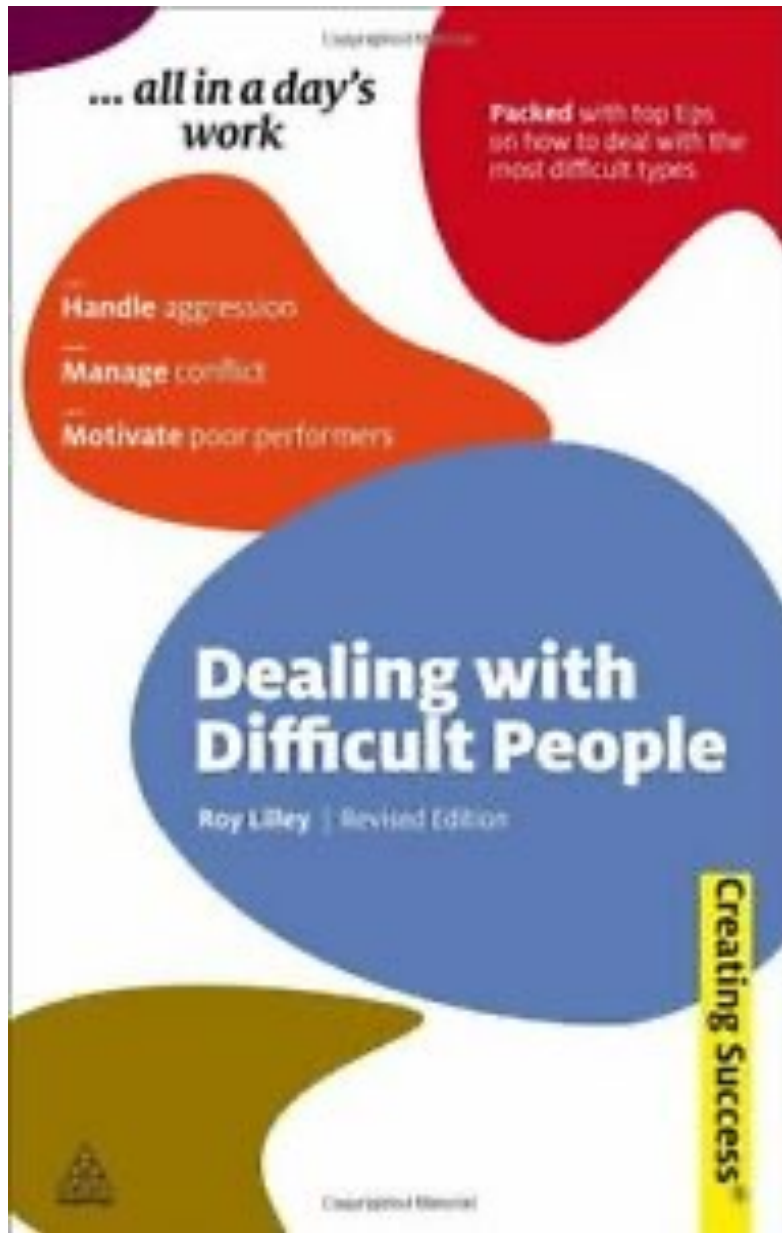
Dealing with Difficult People

Roy Lilley | Revised Edition

Creating Success®



Copyrighted Material



“If you bought this book....you are the difficult person.”

“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



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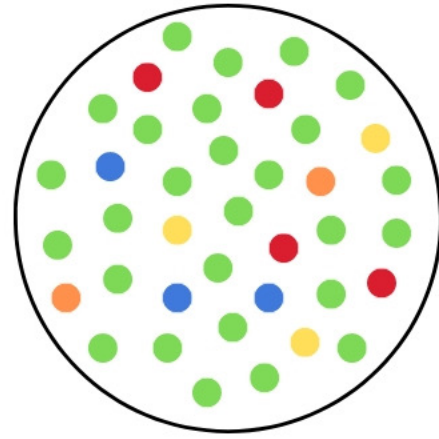
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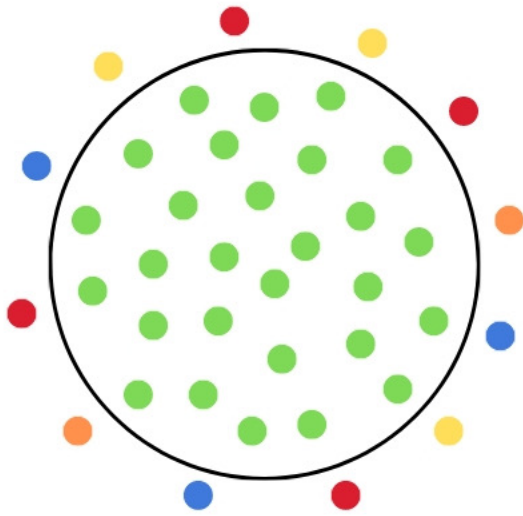




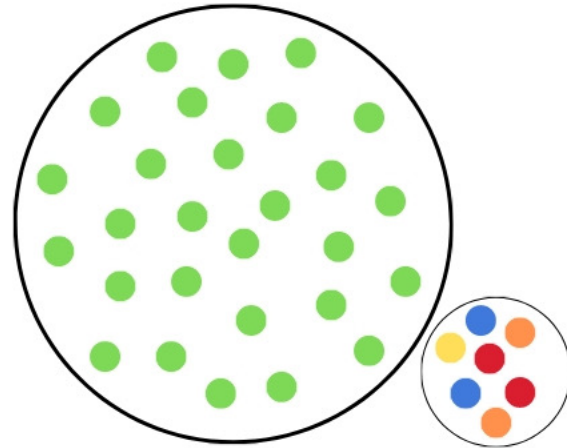
WHAT DOES INCLUSION MEAN?



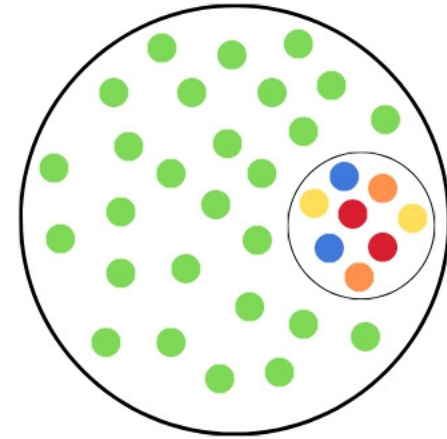
inclusion



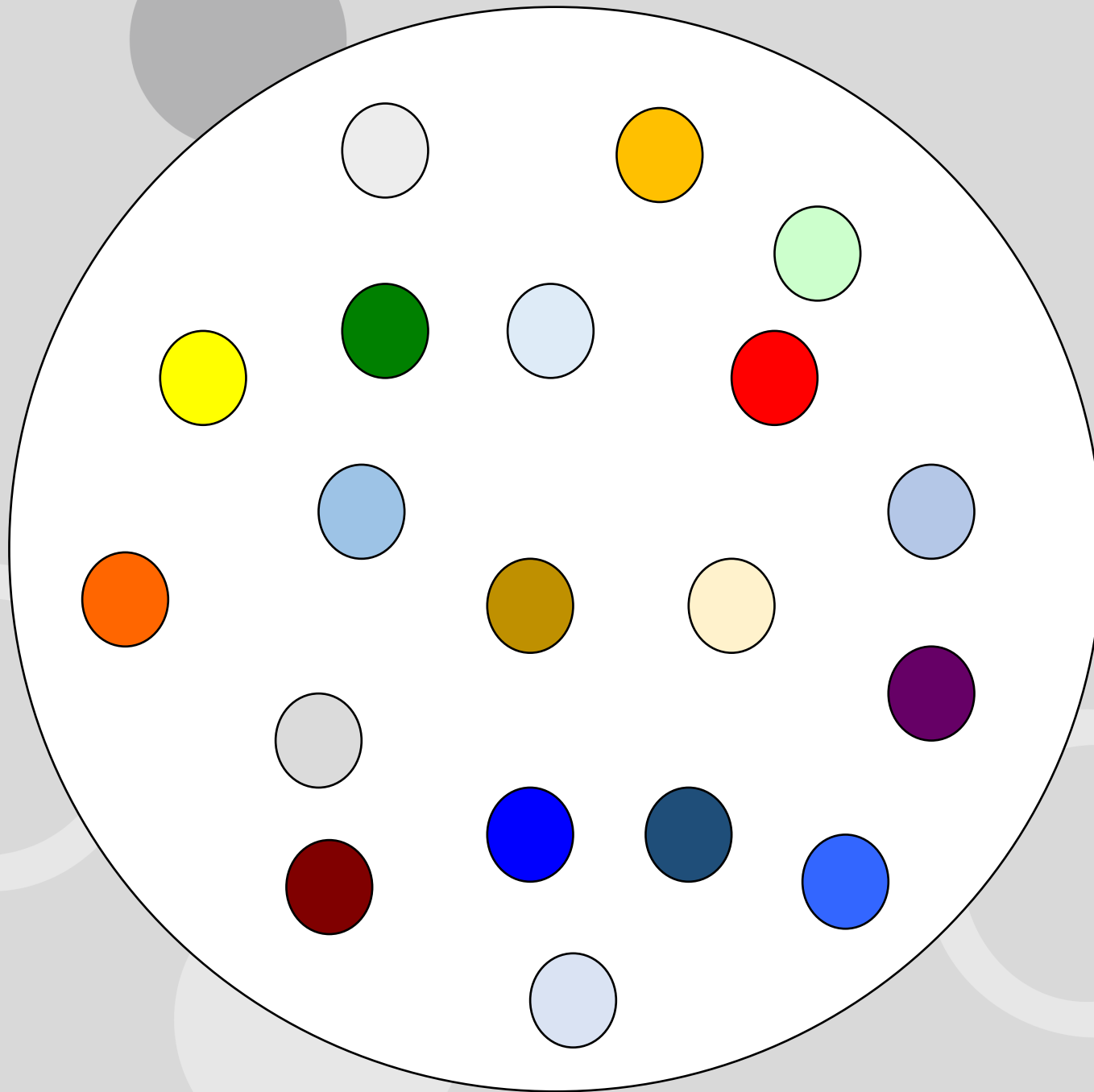
exclusion



segregation



integration





Now What?!

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



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



How to we do it?

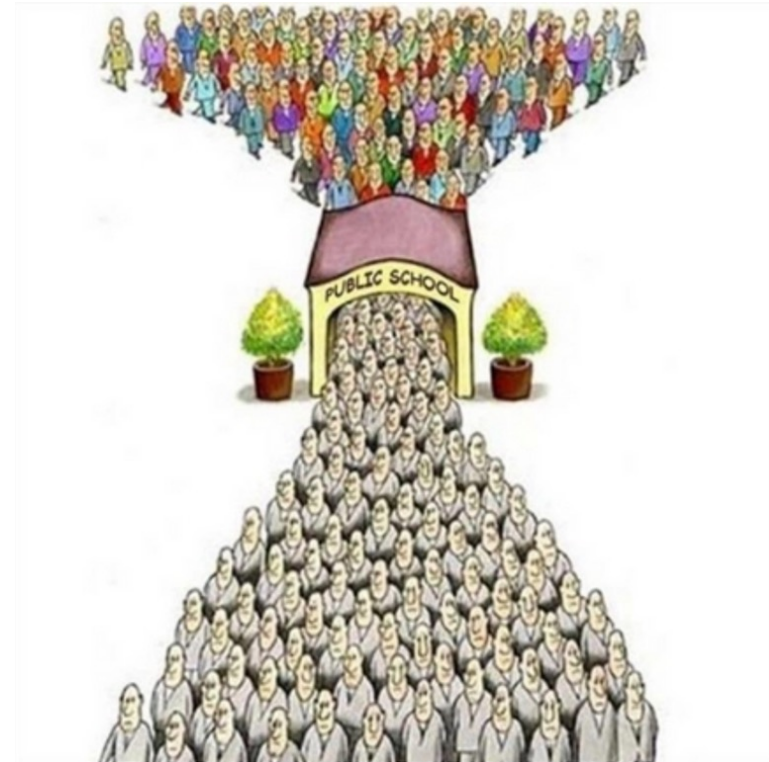
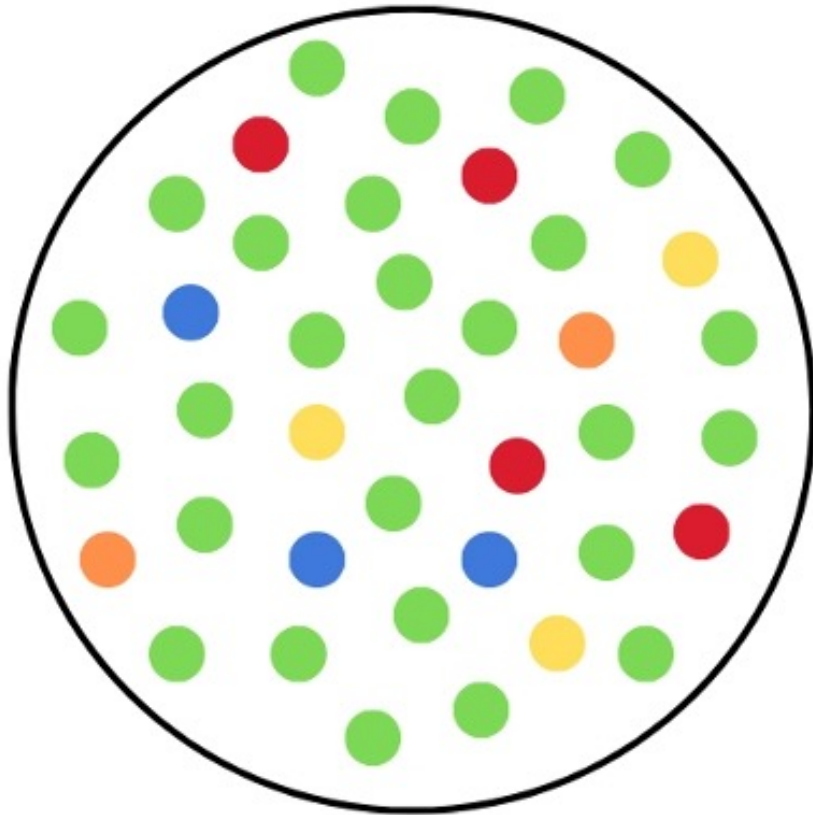


- How do we make Inclusion easier?

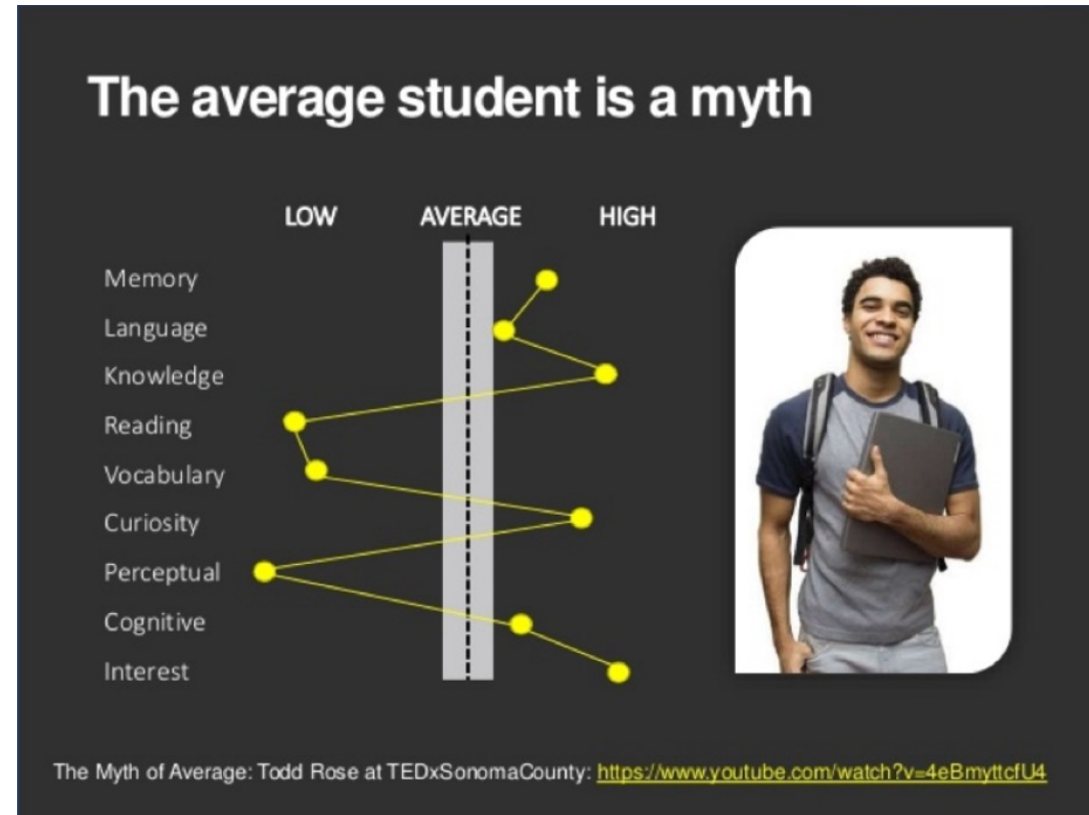
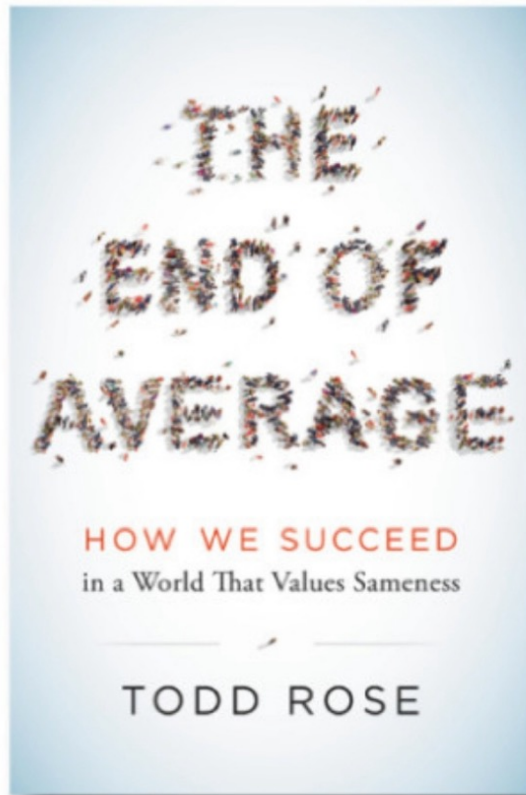


INFRASTRUCTURE!

The intersections of ableism

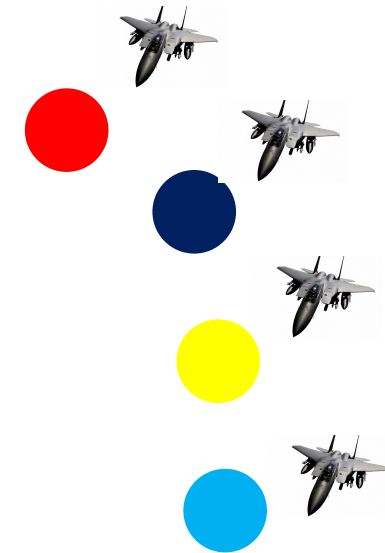
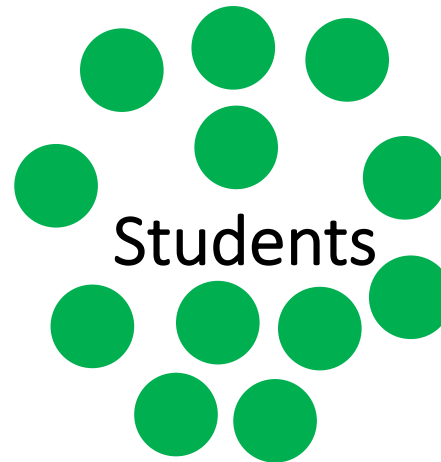
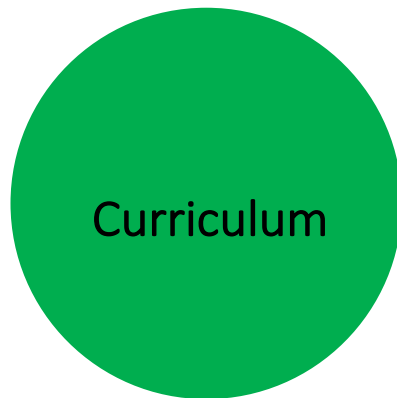


What is “normal”?



What is “average”?

What & how we were taught...



What if we anticipated variability



instead of homogeneity?

How do we design an adjustable plane?

- Who are the **pilots**? What are their **dimensions**?
- What kind of **planes** are they 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 plan?

- Who are the **students**? What is the range of the **variability**?
- What is the **grade level curriculum** that students need to access?
- How is the grade level curriculum **responsive** to the range of student variability?
- How do we help **students to make the adjustments** they need to access the grade level curriculum?



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Now What?!

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



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



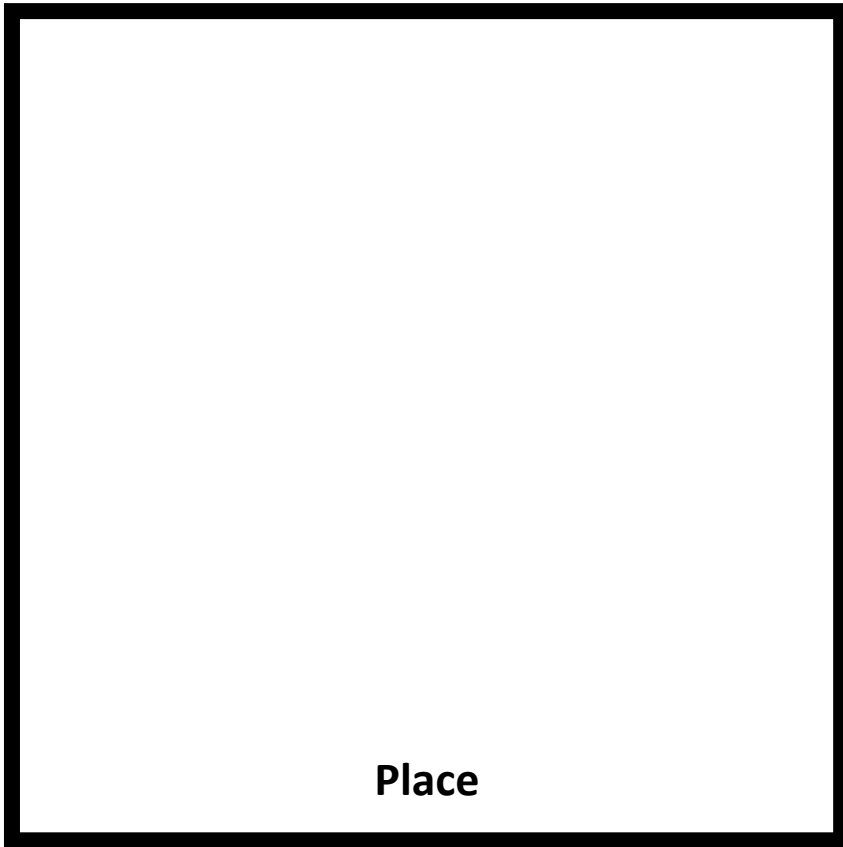
How to we do it?

One **useful** thing?

How can we *shift our thinking*
towards **inclusion**?

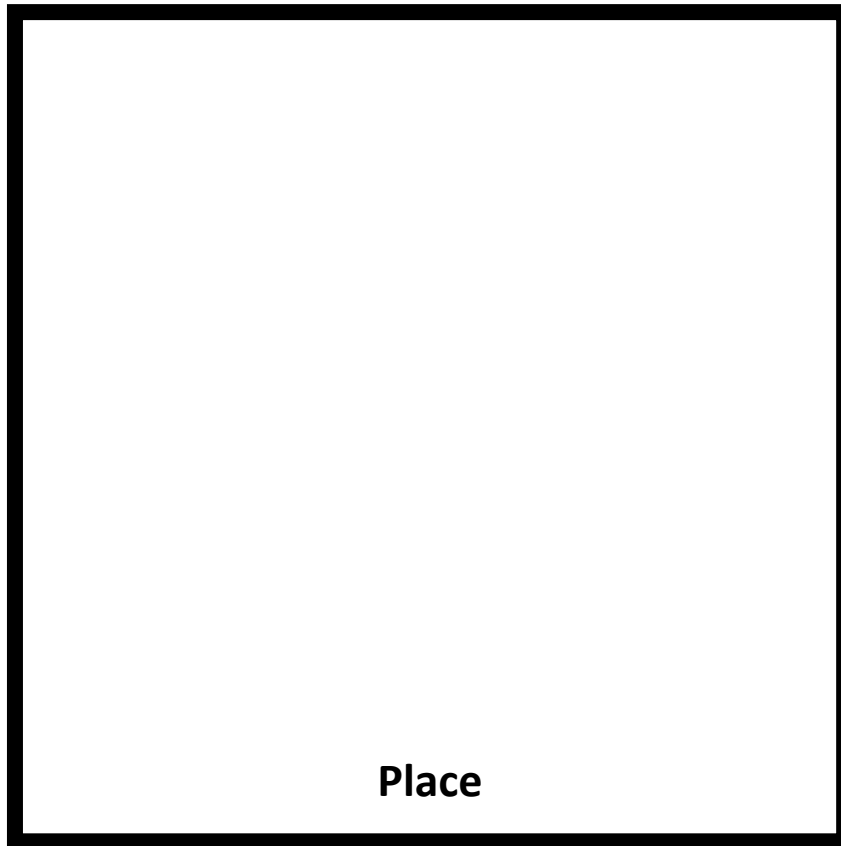


What is the barrier?



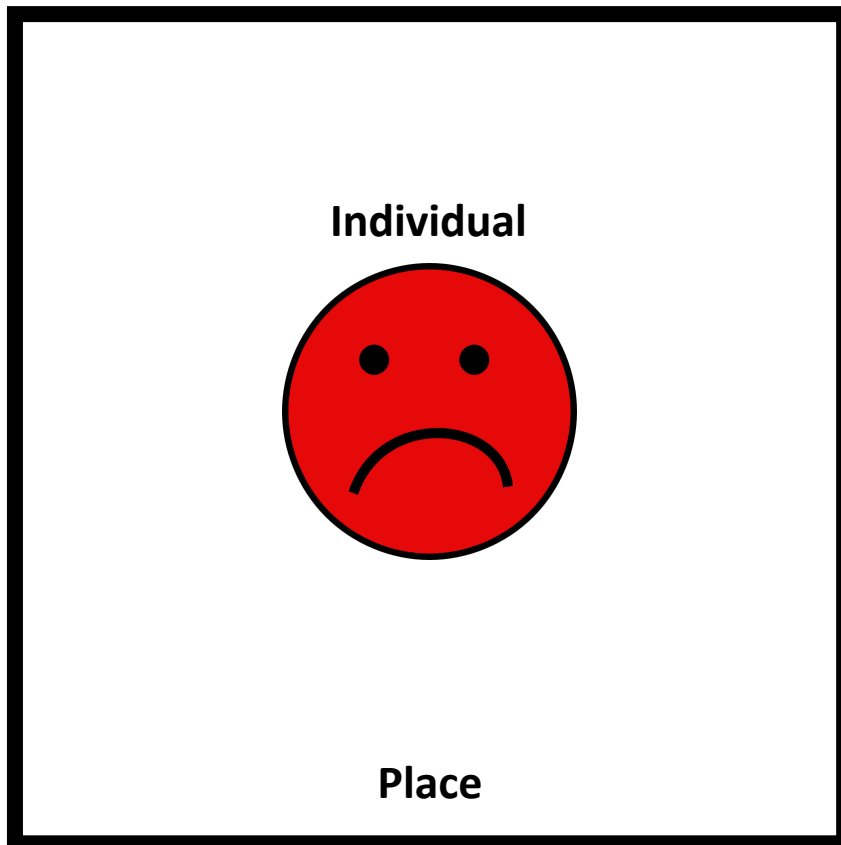
Place

Shifting the Paradigm: Medical Model of Disability



Place

Shifting the Paradigm: Medical Model of Disability

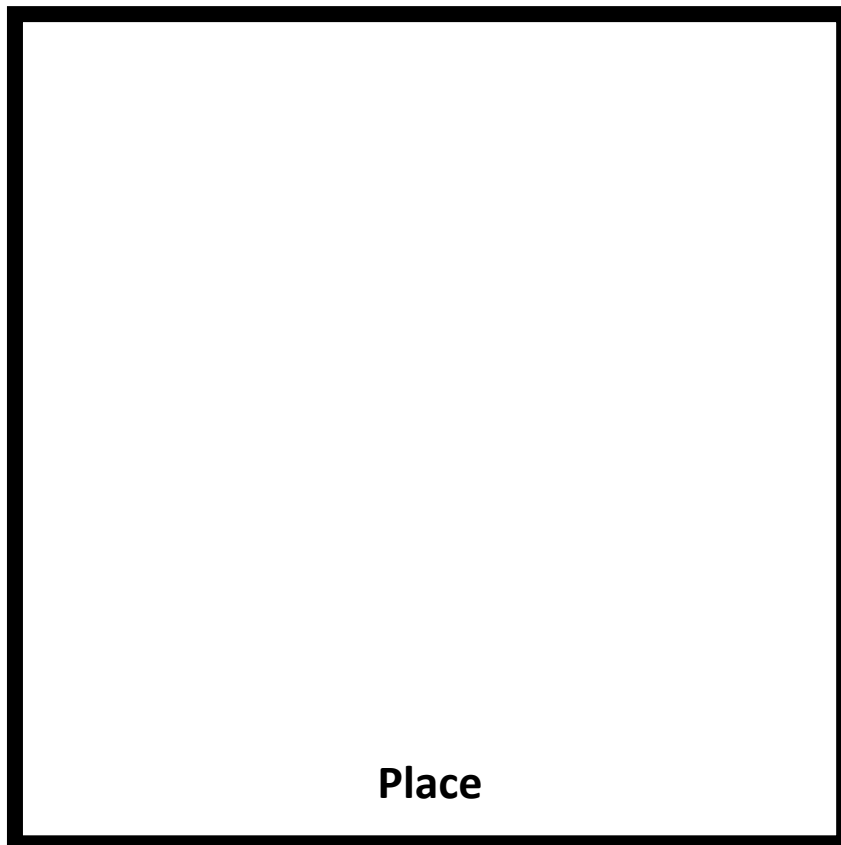


Historical Special Education

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



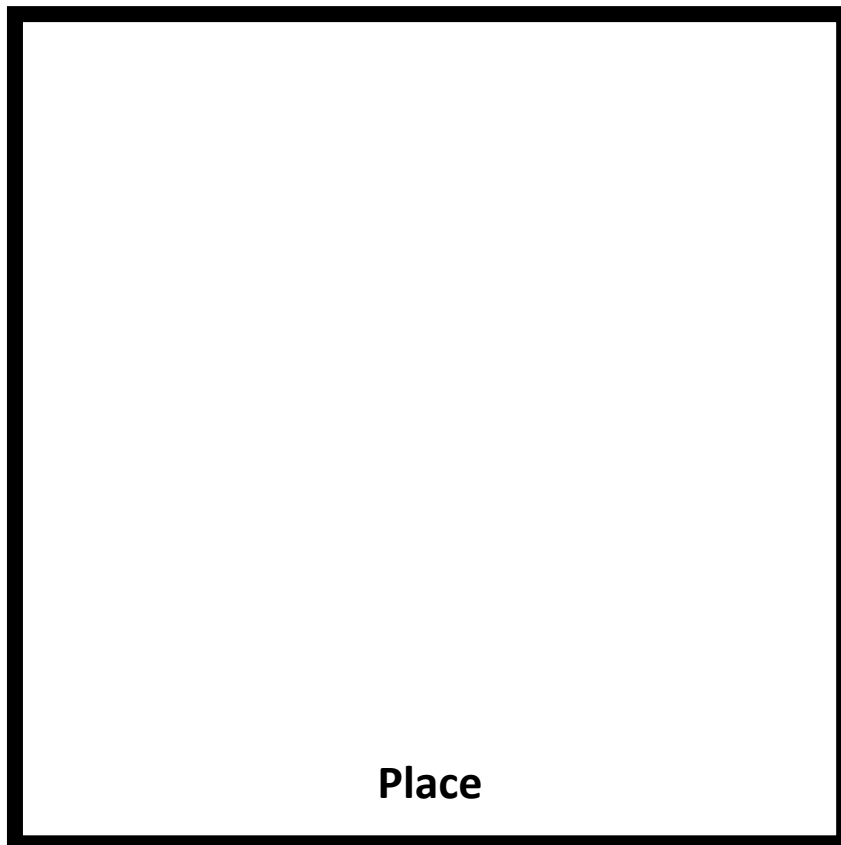
IEP

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Shifting the Paradigm: Medical Model of Disability



Individual



IEP

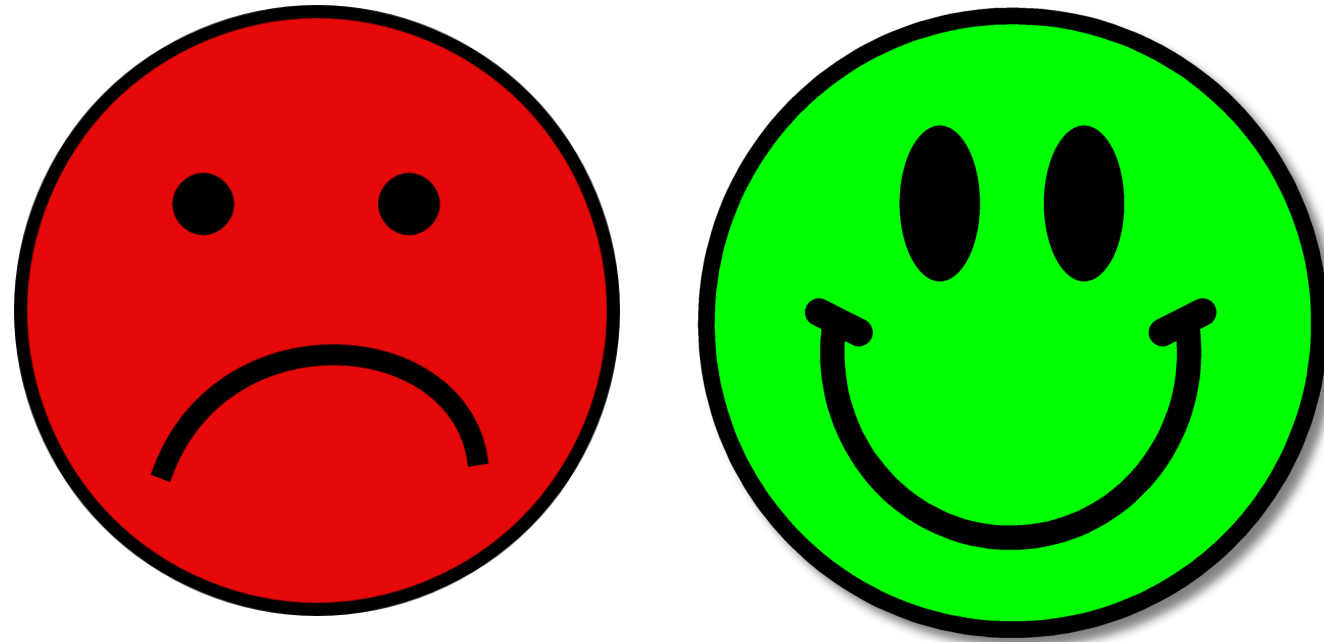
Historical Special Education

If individual isn't successful

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Wait a second....

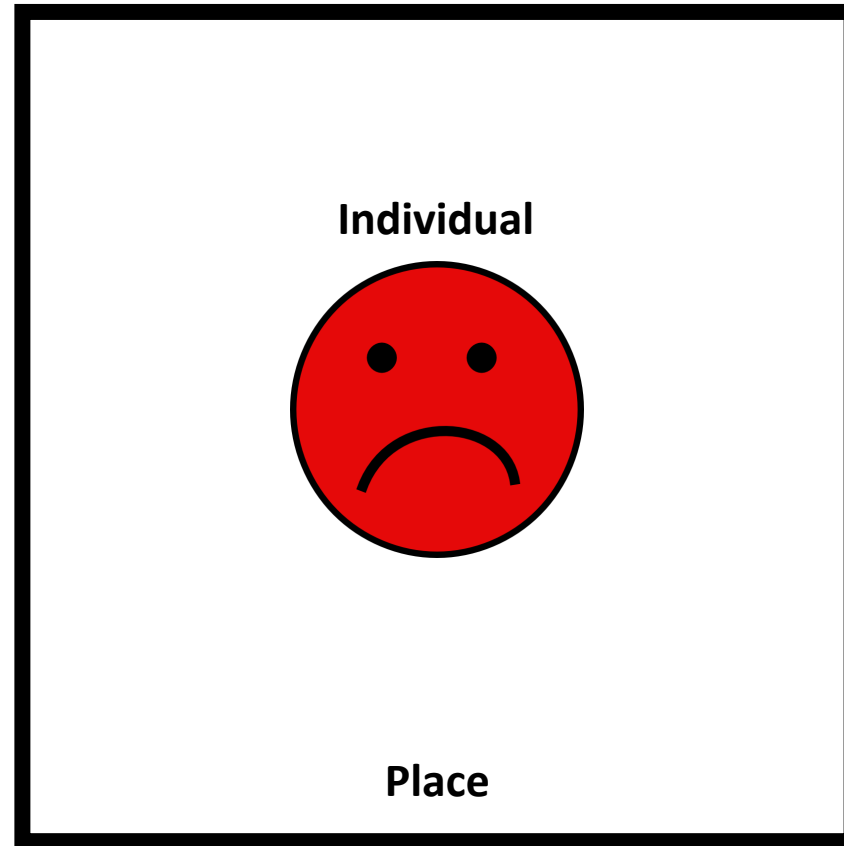
People with disabilities said:



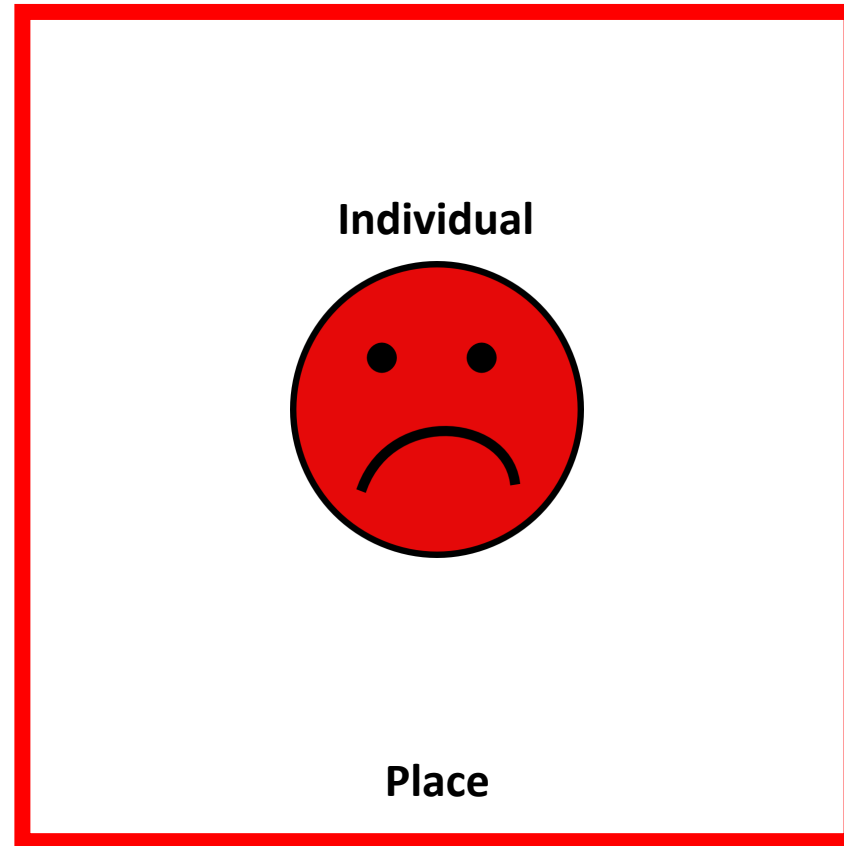
“I am not broken.”

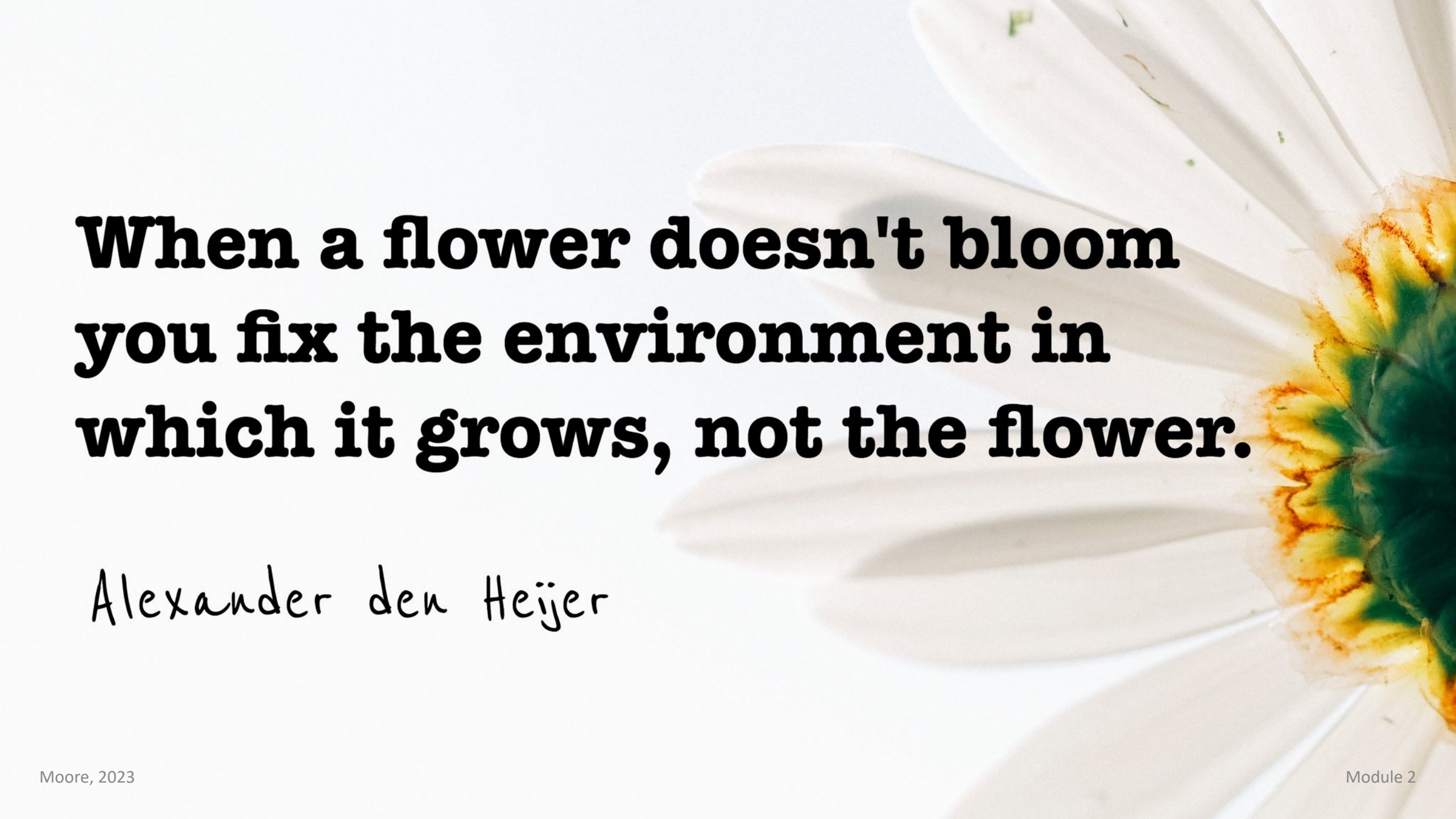
“I do not need to be fixed!”

Shifting the Paradigm: Social Model of Disability



Shifting the Paradigm: Social Model of Disability

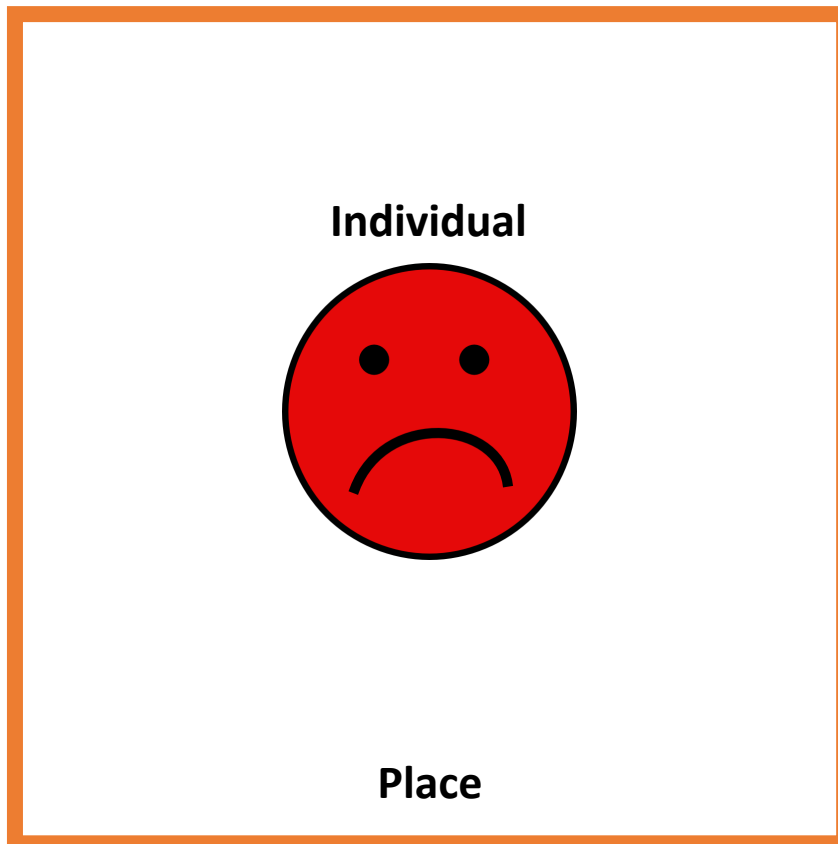




**When a flower doesn't bloom
you fix the environment in
which it grows, not the flower.**

Alexander den Heijer

Shifting the Paradigm: Social Model of Disability



Social Model

If individual isn't successful

- Diagnose the barriers in the place
- Target the place

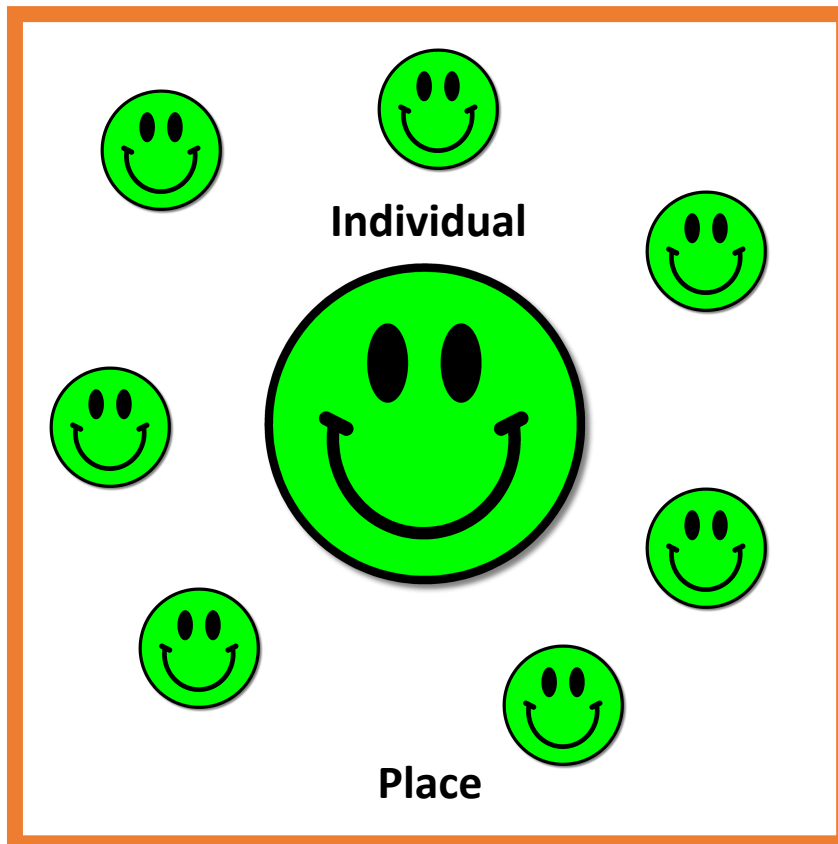


What is happening in the environment?

What are the potential barriers?

- not enough light
- not enough water
- not enough space

Shifting the Paradigm: Social Model of Disability

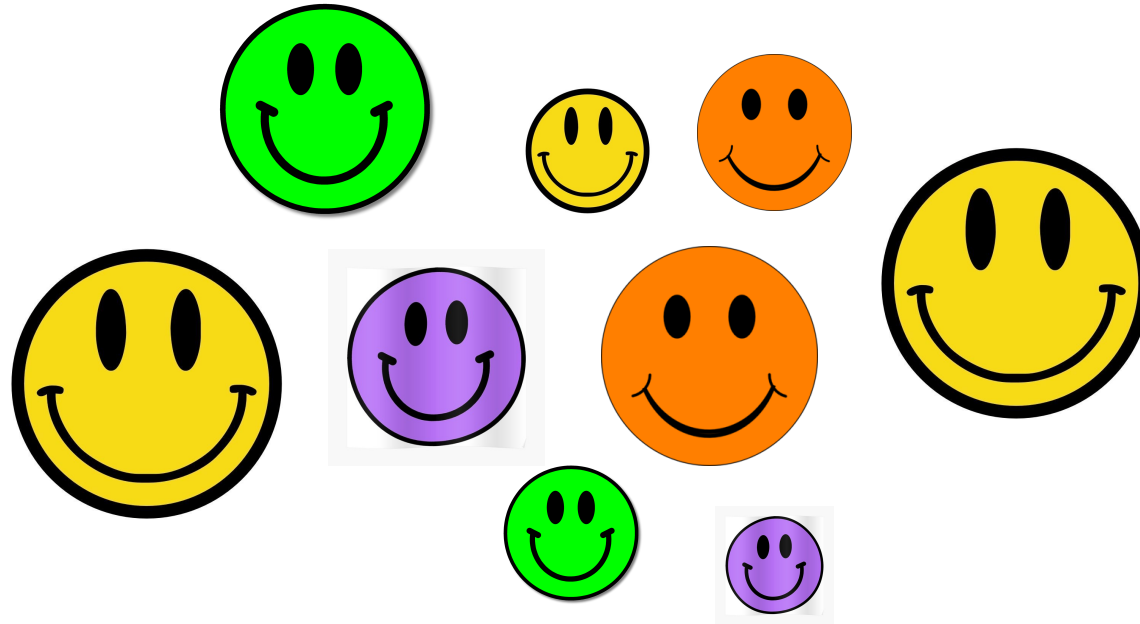


Social Model

If individual isn't successful

- Diagnose the barriers in the place
- Target the place
- Support EVERYONE in the place

Wait a second....
Teachers said:

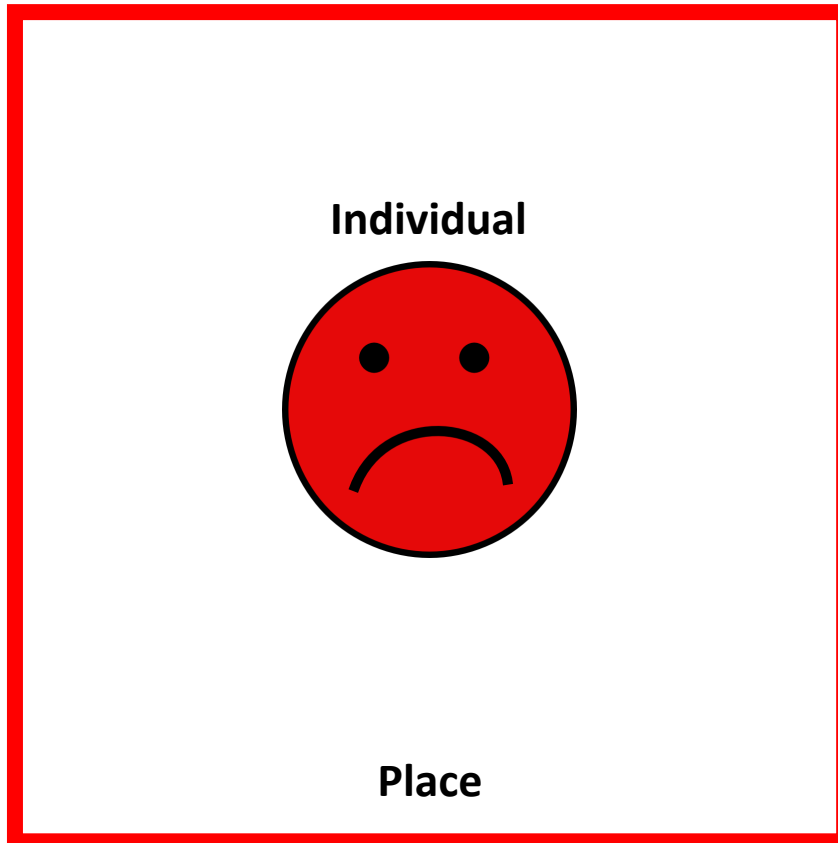


“What about all the different individual needs in a shared place”

We Have Diverse Gardens!



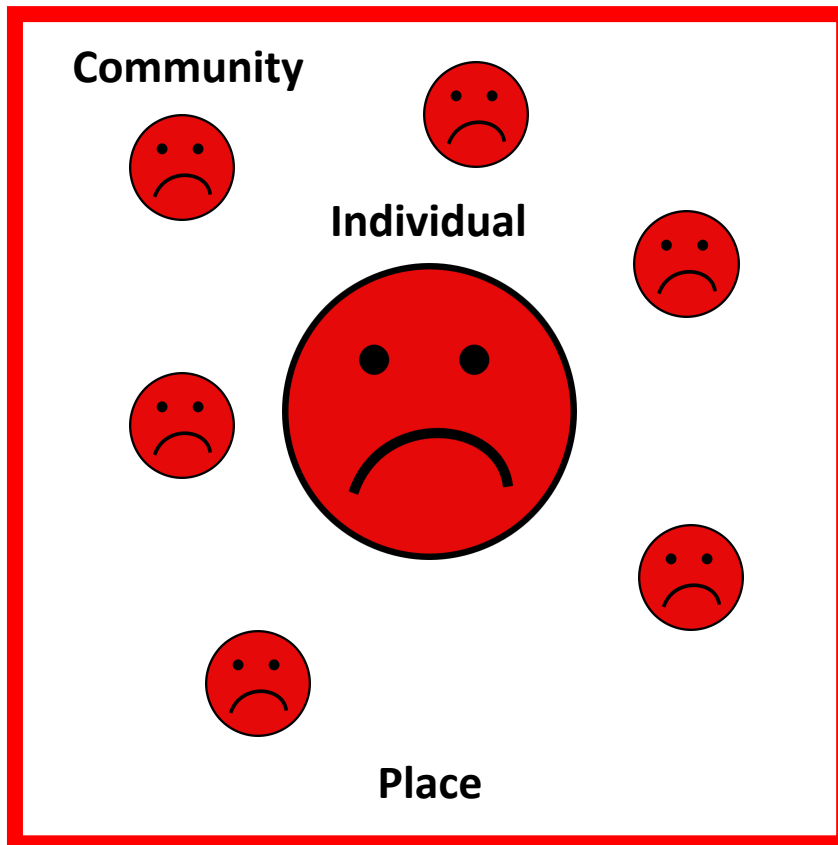
Shifting the Paradigm: Person-Place Model of Need



Inclusive Education

If one student is struggling...

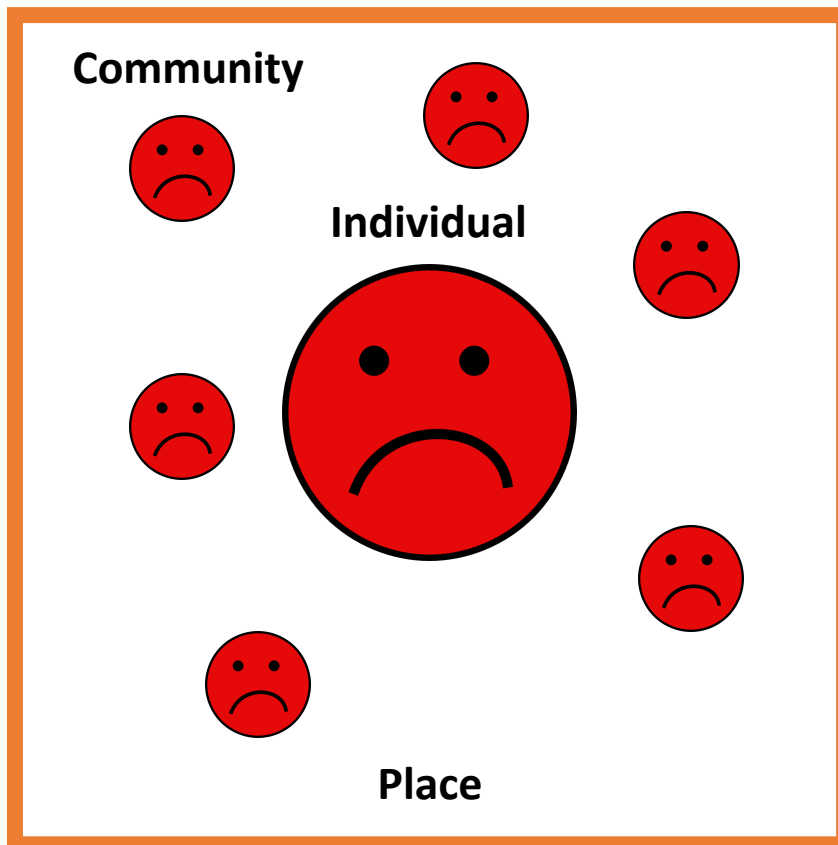
Shifting the Paradigm: Person-Place Model of Need



Inclusive Education

More than one student is struggling

Shifting the Paradigm: Person-Place Model of Need



Inclusive Education

- FIRST: Reduce or eliminate barriers in place by determining needs of everyone in the community

FIRST! Reduce or eliminate barriers in place by reducing and/ or eliminating barriers for of everyone in the community



All plants need
light

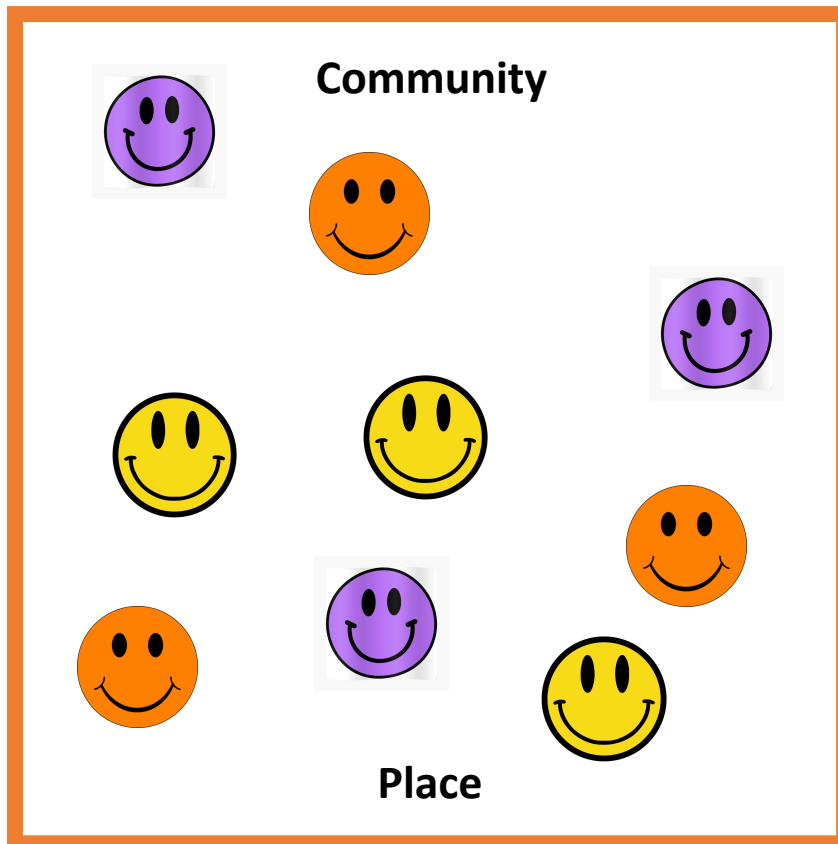


All plants need
moisture



All plants need
space

Shifting the Paradigm: Person-Place Model of Need



Inclusive Education

- THEN: Reduce or eliminate barriers in place by determining needs of everyone in the community
- Determine the needs of individuals and anticipate the supports & strategies that they will require

THEN! Determine the needs of individuals and anticipate the supports & strategies that they will require

PERIODIC TABLE OF PLANT NUTRIENTS

7 N Nitrogen	15 P Phosphorus	19 K Potassium	12 Mg Magnesium	16 S Sulfur	20 Ca Calcium
Primary Macronutrients			Secondary Macronutrients		
5 B Boron	17 Cl Chlorine				
25 Mn Manganese	26 Fe Iron	28 Ni Nickel	29 Cu Copper	30 Zn Zinc	42 Mo Molybdenum
Micronutrients					

Source: Greenandvibrant.com



Some plants need added nutrients

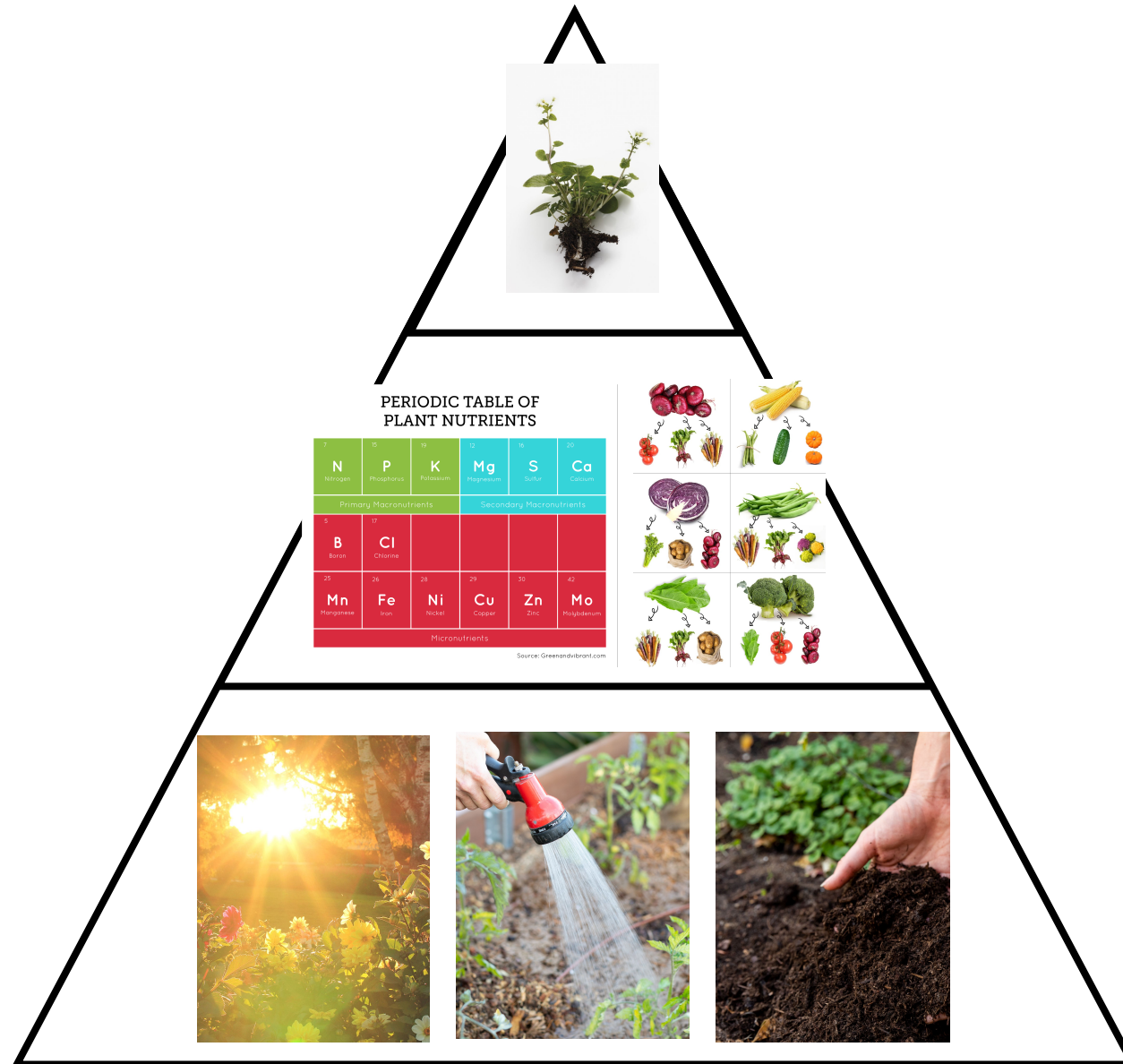
Some plants need companions

THEN! Determine the needs of individuals and anticipate the supports & strategies that they will need

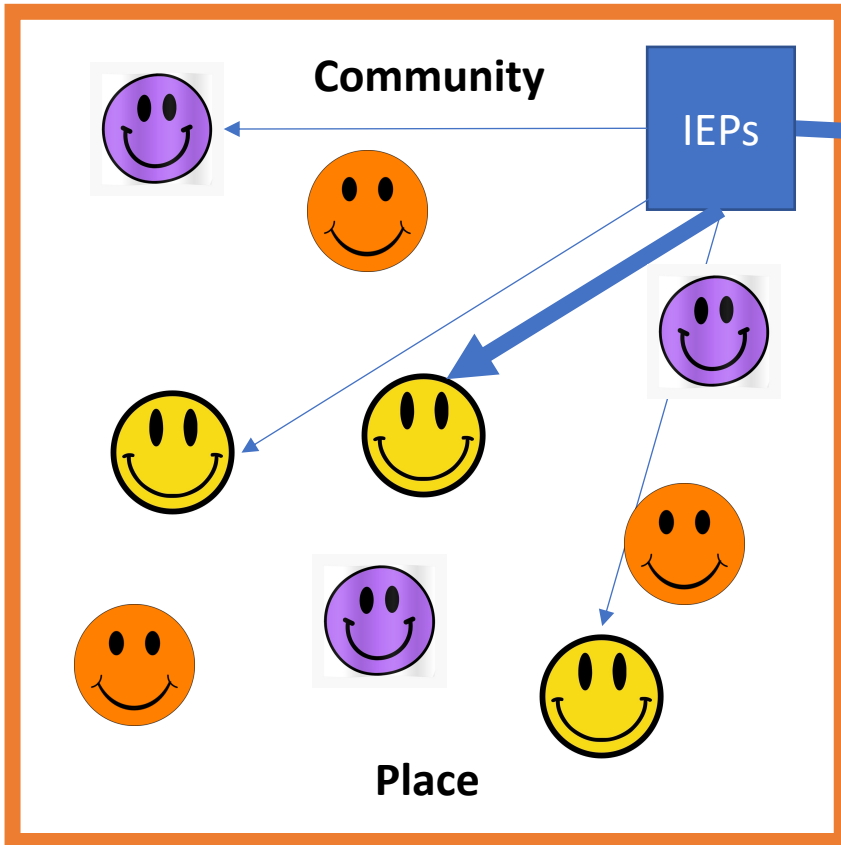


A few plants may
need very specific
temperatures &
humidity levels

Multiple Layers of Support



What about IEPs?



IEP

- Communicates needs of individual
- Communicates supports & strategies that individual needs
- Universally applied to and available to all

Where do we find the information about the needs of a specific plant?

The SEED PACKET



The back of the seed packet usually includes planting information and specifics, such as when and where to start seeds, how deep to plant them and any other information specific to your plant type and variety.

All seed packets are slightly different and include slightly different information. If you're unsure about anything and your seed packet does not include the information you're looking for, you can Google your plant type and variety for more information.

This particular seed packet also comes with a built-in ruler that you can use when planting to help you plant your seeds at the correct depth.

How do we know if a plant is not thriving?



Needs more
light



Needs more
moisture

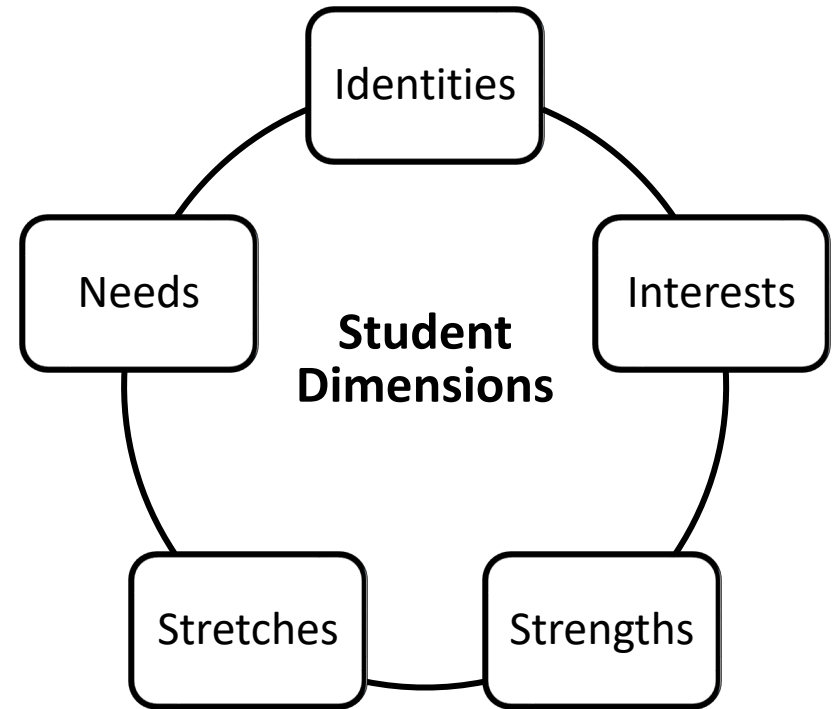


Needs more
space

The plant **TELLS** and **SHOWS** us what it needs

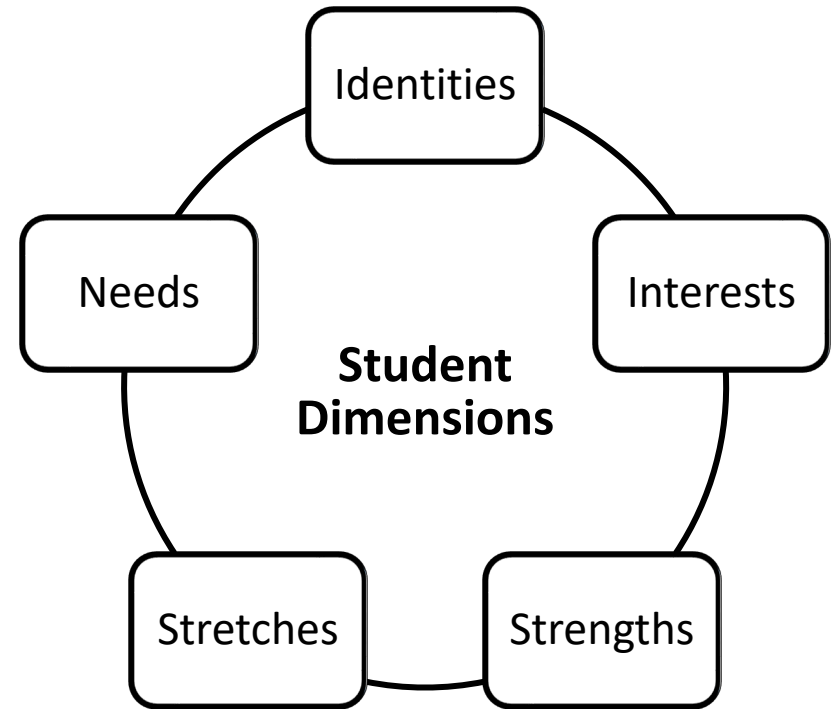
Getting to know who the students are...

What **dimensions** can we capture student dimensions in ways that allow for student, family, and community voice?



...by listening to what *they* are telling and showing us what *they* need to grow

What **dimensions** can we capture student dimensions in ways that allow for student, family, and community voice?

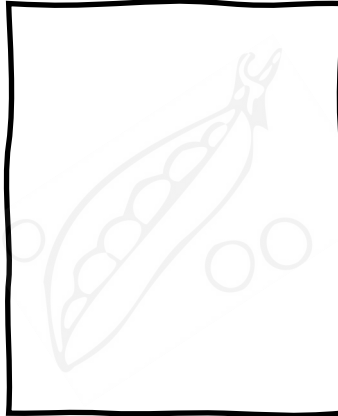


How can we *shift our practices*
towards a **strength-based**
perspective?

Growth Year: _____

Name: _____

Grade: _____



Identities: I am...

- _____
- _____
- _____
- _____
- _____

Interests: I really like and/or what to learn more about:

- _____
- _____

Strengths: I am really good at and/or could teach others:

- _____
- _____
- _____
- _____

Goals: I want to grow in these areas:

1. _____
2. _____
3. _____

Needs: I need this support in these areas to grow:

- _____
- _____
- _____
- _____

Supports: I need this in my garden to grow:

- _____
- _____
- _____

Barriers: This is what makes it hard for me to grow:

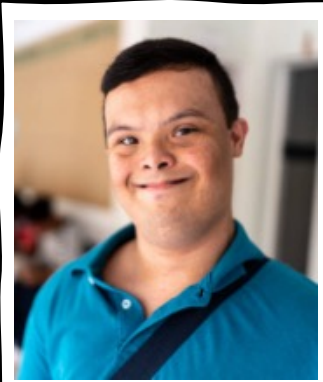
- _____
- _____
- _____

Thank You For helping me GROW

Seed Packet I.E.Peas

Name: Joshua I.

Grade: 11



Identities: I am...

- Happy, Helpful, friendly, strong
- I speak English and Spanish to communicate
- I am from Maple Ridge, BC
- I use he/him pronouns
- I am part of a school community
- I am a younger brother

Interests: I really like and/or what to learn more about:

- I like to work with my friends and be on student council at school, I like my Drama class. I want to learn about places in the world that I want to travel to like Egypt

Strengths: I am really good at and/or could teach others:

- I am good at organizing and being on time. I am a good friend
- I could teach others about student council and about what I learn about Egypt when I learn about it
- I have good ideas and I am good at math

Goals: I want to grow in these areas:

1. I want to learn more about different countries
2. I want to learn how to be a good leader
3. I want to get a job

Needs: I need this support in these areas to grow:

- communication
- literacy (understanding)
- emotional regulation
- Social skills

Supports: I need this in my garden to grow:

- Helping me be prepared for what I need to do ahead of time, working with my friends who understand me, post it notes to write down my ideas and thinking, when someone check in on me to see if I understand, sometimes I need more time to do things, I need breaks, pictures and visuals, learning about things that are interesting

Barriers: This is what makes it hard for me to grow:

- Sitting for a long time, when I don't know what to do, when I have to work by myself with an EA, when something is too hard, when there are only words and no pictures, when people do things for me because they think I cant do it

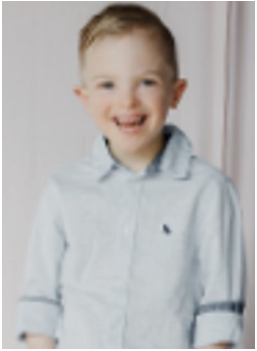
Thank You For helping me GROW

Student Voice

Growth Year:

Name: Conor G.

Grade: 1



Identities: I am...

- Joyful, funny, dramatic
- I am so loving
- I use English, visual and ASL languages to communicate
- I am part of the DS community and have a strong inclusive school community
- My family enjoys some Caribbean traditions and food because that is where my mom grew up!

Interests: I really like and/or what to learn more about:

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

Strengths: I am really good at and/or could teach others:

- Visual, musical, following routines
- helping the teacher, receptive language, empathetic, motivated to please, reading
- I can help my classmates to understand that with the right supports in place, you are capable of anything. Even if others (or yourself) think that you can't

Goals: I want to grow in these areas:

1. Being aware of when I am/ am not safe
2. Communicating what I need and want
3. Social connections and interactions
4. Fine motor skills
5. Being independent

Needs: I need this support in these areas to grow:

- Communication
- Social Skills
- Physical
- Hearing
- Vision

Supports: I need this in my garden to grow:

- Being respected and included in all aspects of community, "first/then" language, lots of praise, time for transition with verbal and visual cues, lots of repetition, appropriate supports and strategies, patience, getting a specific job, silly and exciting language

Barriers: This is what makes it hard for me to grow:

- Negative or forceful comments, expectations without supports or strategies in place, bring rushed, taking behaviour personally, unclear directions, too many instructions at once, when people assume that I am not capable

Thank You For helping me GROW

Student &
Family/
Community
Voice

Student Dimension Interview

Help us get to know: _____

Date: _____

Person connected to _____	Identities	Interests	Strengths	Stretches	Needs
Who are you and how do you know _____?	What words would you use to describe _____? What groups is _____ connected to in their community?	What is _____ interested in? What do they like to do on their own? With their friends? Family? Community?	What is _____ good at? What can they teach others?	What is hard for _____? What do you think _____ wants to get better at?	What does _____ need support with? What is important for people to know about _____?
Person 1:					
Person 2:					
Person 3:					
Person 4:					

Help us get to know: _____

Date: _____

Person connected to _____	Identities	Interests	Strengths	Stretches	Needs
Who are you and how do you know _____?	What words would you use to describe _____? What groups is _____ connected to in their community?	What is _____ interested in? What do they like to do on their own? With their friends? Family? Community?	What is _____ good at? What can they teach others?	What is hard for _____? What do you think _____ wants to get better at?	What does _____ need support with? What is important for people to know about _____?
Person 1:					
Person 2:					
Person 3:					
Person 4:					

Help us get to know Juni?

Date: Dec 2022

	Identities	Interests	Strengths	Stretches	Needs
Who are you and how do you know Juni?	<p>What words would you use to describe Juni?</p> <p>What groups is Juni connected to in their community?</p>	<p>What is Juni interested in?</p> <p>What do they like to do on their own? With their friends? Family? Community?</p>	<p>What is Juni good at?</p> <p>What can they teach others?</p>	<p>What is hard for Juni?</p> <p>What do you think Juni wants to get better at?</p>	<p>What does Juni need support with?</p> <p>What is important for people to know about Juni?</p>
Person 1: Rita Grandmother	Kind, strong, smart	watching me sew, taking pictures, listening to music	Patience, she notices everything	Waking up! Trying new things	She needs time and patience. If she is upset or frustrated, she needs space
Person 2: Frank Dad	Athletic, joyful, Ukrainian, church	Watching the baking shows , fishing with me	A great listener, being present	Independence, changes in routine	I think she worries a lot; I need others to know that she needs reassurance sometimes
Person 3: Kiran Family Friend	funny	Football! She loves the BC lions, movies, going for walks	making you feel so important, spreads joy, makes everyone laugh	Friendships, spending more time with her peers	Sharing her thinking, communicating. She has come such a long way!
Person 4:Matty Cousin	Fun, we play a lot together	Whale sharks, camping, swimming	Playing with me	Its hard for Juni to talk sometimes, but I know when she likes something, and she likes me	using her iPad to help her talk

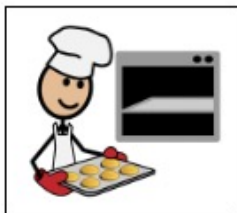
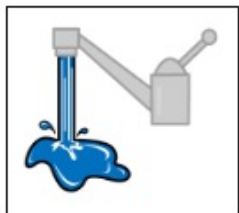
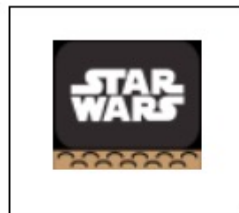
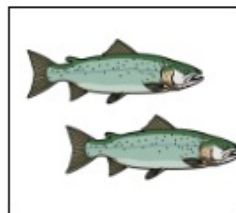
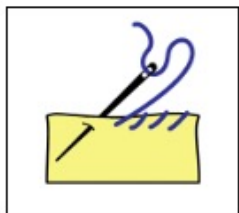
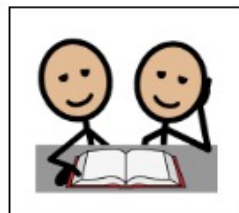
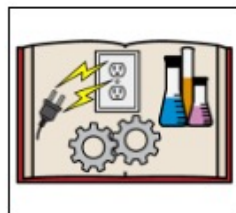
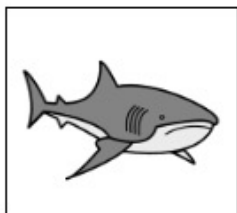
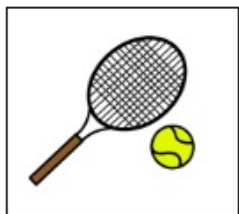
Help us get to know Juni?

Date: Dec 2022

	Identities	Interests	Strengths	Stretches	Needs
Who are you and how do you know Juni?	<p>What words would you use to describe Juni?</p> <p>What groups is Juni connected to in their community?</p>	<p>What is Juni interested in?</p> <p>What do they like to do on their own? With their friends? Family? Community?</p>	<p>What is Juni good at?</p> <p>What can they teach others?</p>	<p>What is hard for Juni?</p> <p>What do you think Juni wants to get better at?</p>	<p>What does Juni need support with?</p> <p>What is important for people to know about Juni?</p>
Person 1: Mr. Lopez Classroom Teacher	Strong, smart, a learner	Getting read to, books, you tube, science	Connecting with her peers	Communicating, independence, asking to help when she needs it	She needs support with her reading (decoding) and her communication with the device
Person 2: Benny Educational Assistant	Funny, curious	Fashion, her friends, books, magazines, her iPad	She knows what she likes and doesn't like and lets us know	Making friends, communicating or using strategies before she gets too frustrated	She needs a chance to rest throughout the day and breaks
Person 3: Ms. Turner SLP	joyful	Sights and sounds around her, being social	Using her iPad to communicate	Building friendships, communicating what she needs	She needs her device available to her, she needs to be around her peers
Person 4: Jesse Classmate	Funny, sometimes she's loud	Playing games, hanging out with her friends	Being happy, making people laugh	I think talking is hard for her	she needs to be around us, her friends



Building my Student profile: What are my INTERESTS?



Growth Year: 2022

Name: Juniper

Grade: 2








Identities: I am...

 kind	 a friend	 funny
 an athlete	 Ukrainian	 smart



Interests: I really like and/or what to learn more about:

 reading	 whale sharks	 Star Wars	 fashion	 Great British Baking Show
 camping	 BC lions	 taking pictures	 salmon in river	 dancing





Strengths: I am really good at and/or could teach others:

 Star Wars	 singing	 being a friend	 playing	 asking for help
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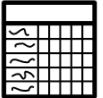
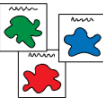

Goals: I want to grow in these areas:

 waking up	 playing football	 talking	 making friends
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Needs: I need this support to grow:

 emotional regulation	 social skills	 communication	 physical
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Supports: I need this in my garden to grow:

 patience	 my peers	 a plan	 visuals	 my talker
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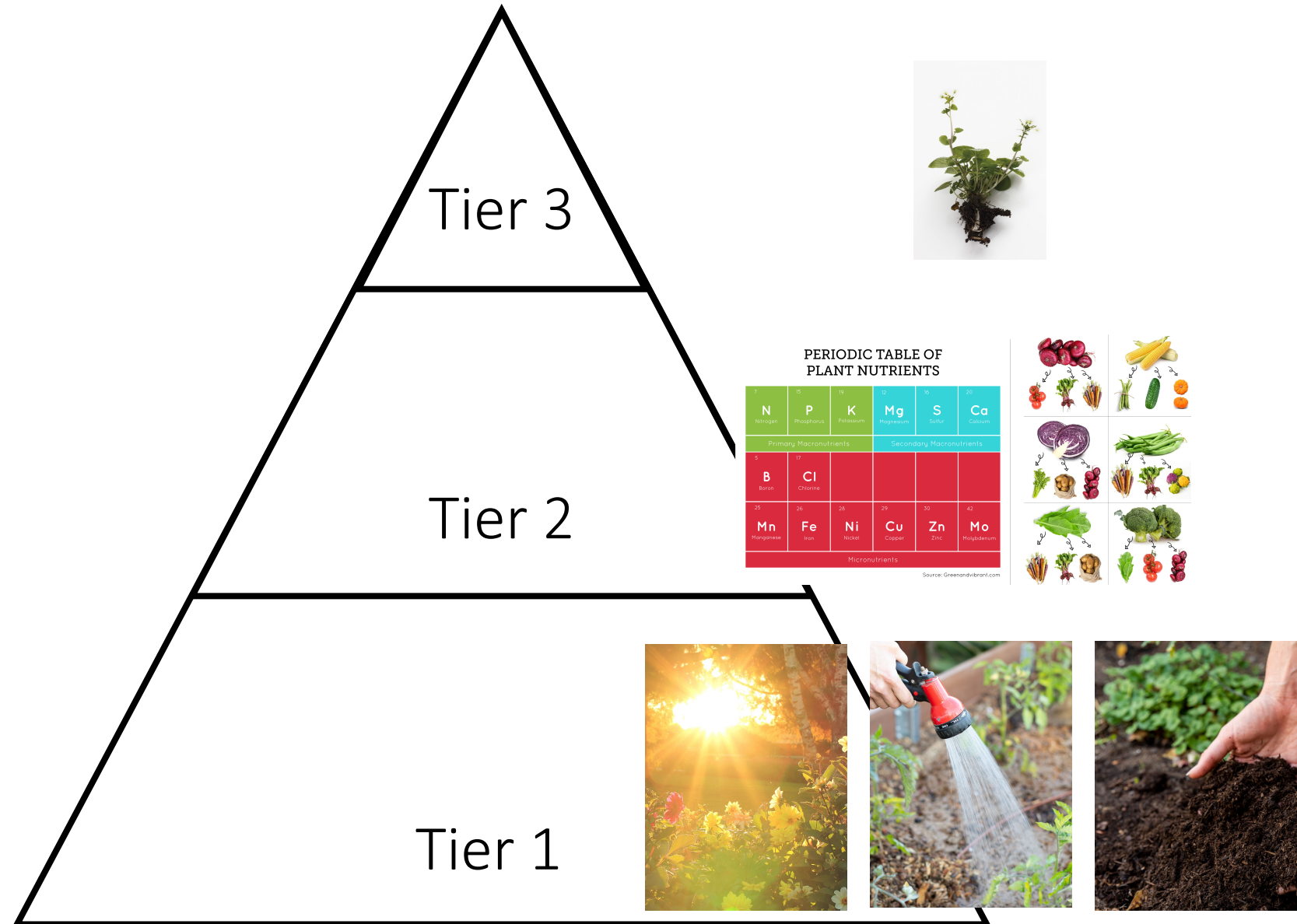
Barriers: This is what makes it hard for me to grow:

 being rushed	 no one asks me	 writing	 no visuals	 ignored
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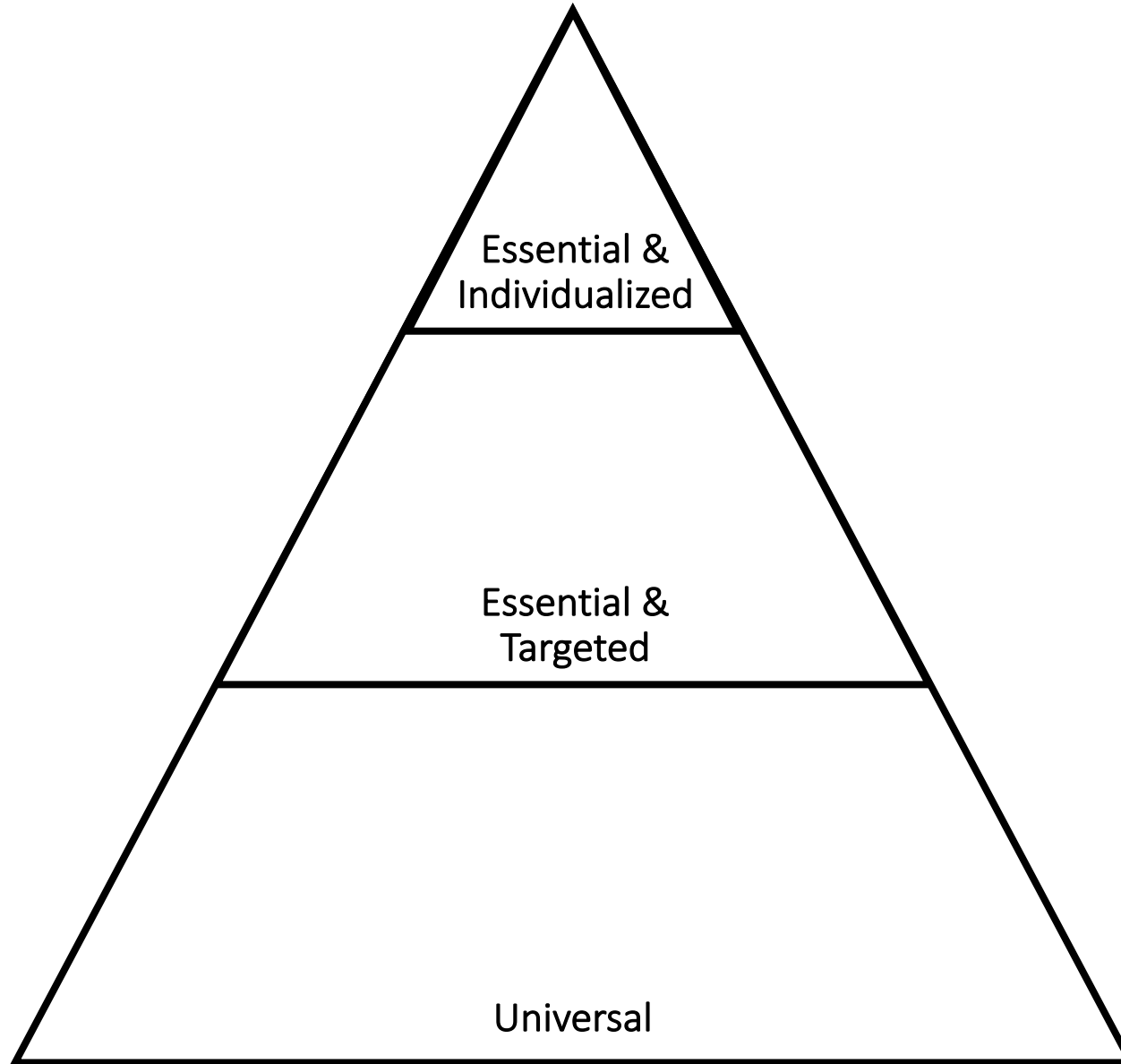
Thank You For helping me GROW

Student Voice

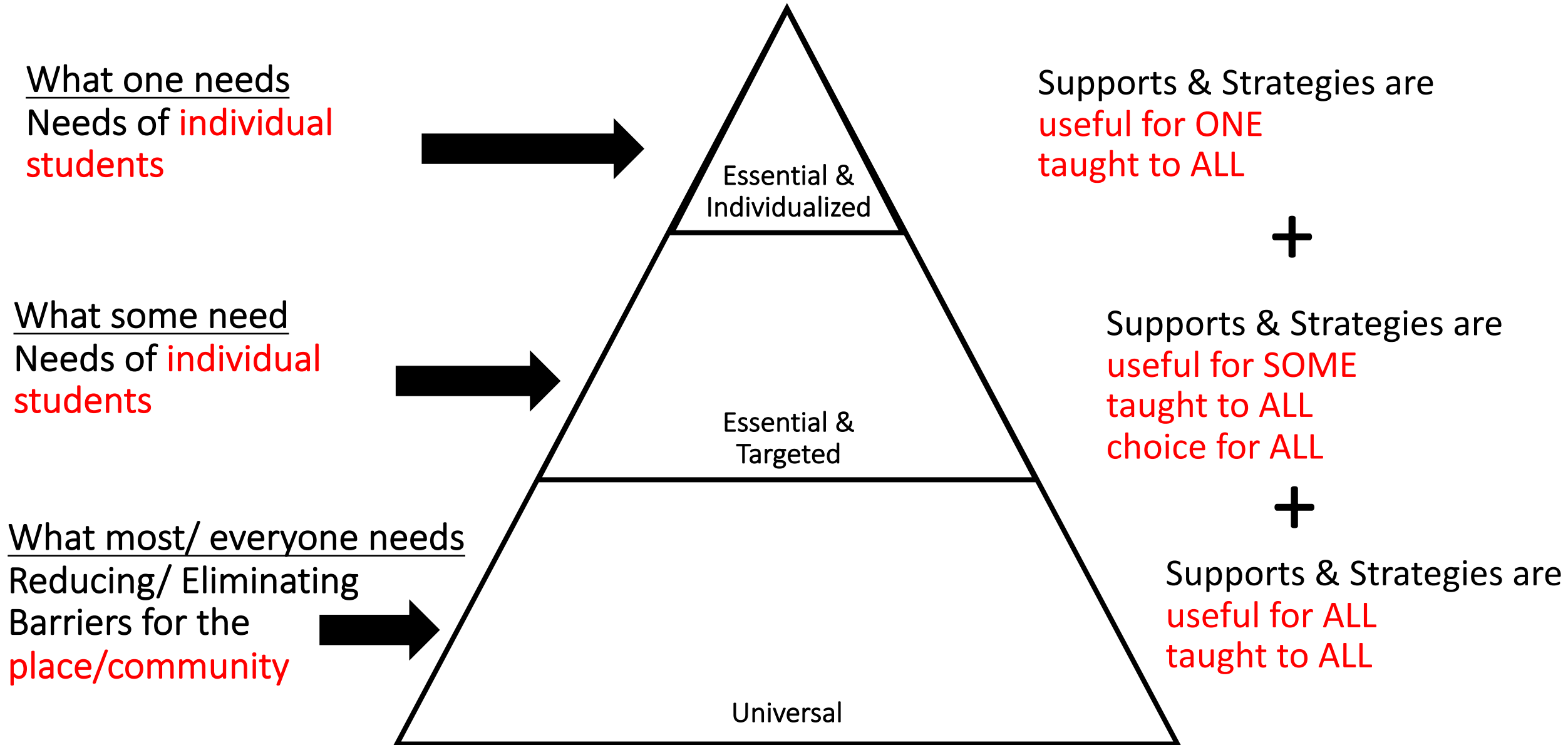
RTI: Response to Instruction/Intervention



Multiple Layers of Support

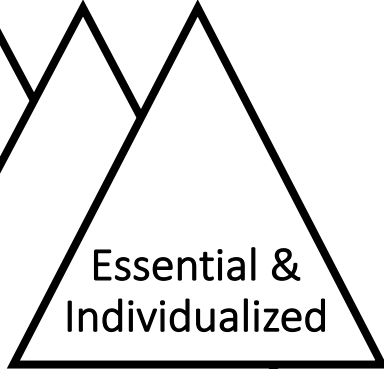


Multiple Layers of Support



Multiple Layers of Support

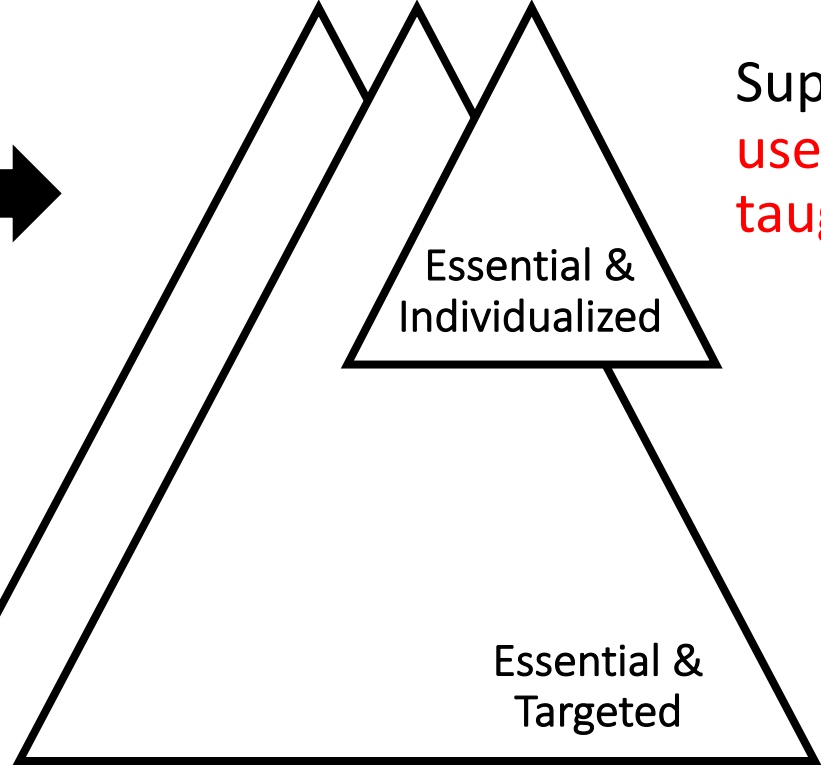
What one needs
Needs of **individual**
students



Supports & Strategies are
useful for ONE
taught to ALL



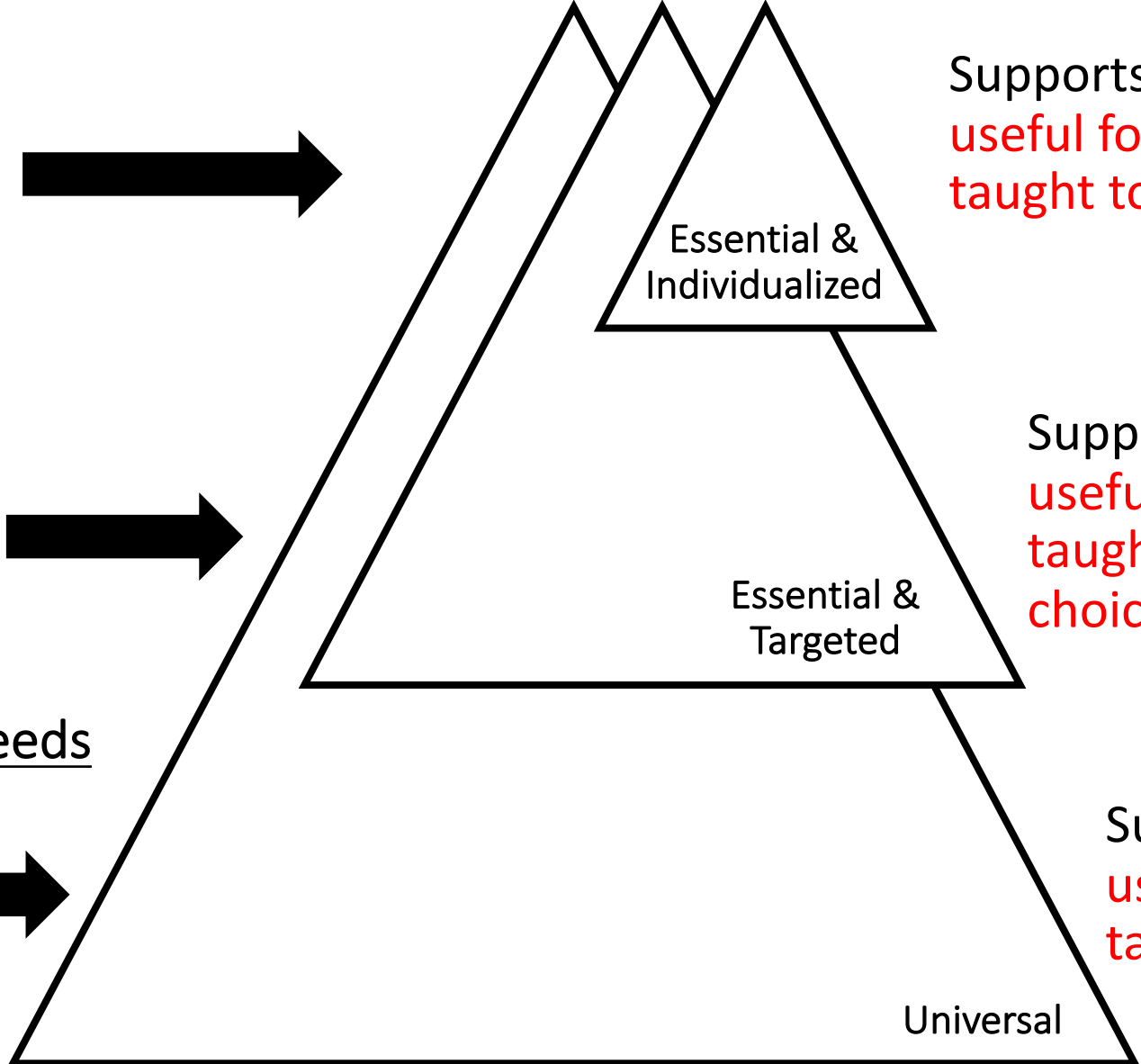
What some need
Needs of **individual**
students



Supports & Strategies are
useful for SOME
taught to ALL
choice for ALL



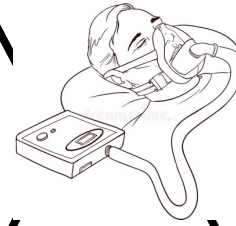
What most/everyone needs
Reducing/ Eliminating
Barriers for the
place/community



Supports & Strategies are
useful for ALL
taught to ALL

Multiple Layers of Support

What one needs

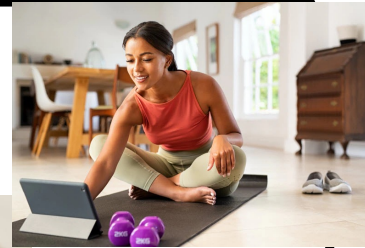
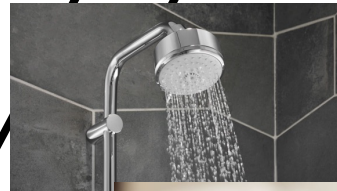


Essential & Individualized

Supports & Strategies are **useful for ONE** taught to **ALL**



What some need



Essential & Targeted

Supports & Strategies are **useful for SOME** taught to **ALL** choice for **ALL**



What most/
everyone
needs



Supports & Strategies are **useful for ALL** taught to **ALL**

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