

# EPSE 317

Development and Exceptionality in the  
Classroom

# Today



Goals for Today



Processing the Readings



Getting to know the Students



Looking ahead?



**BIG IDEAS: I understand ...**

1. that disability is a social construct and identity	2. that social justice in education includes Disability justice	3. that environments need to change, not students	4. that both social and academic inclusion is important	5. the responsibility to include the voices of PwDs and their families
6. that there is variability in all learners	7. that inclusion relies on collaboration	8. how evidence-based frameworks, including UDL, can support inclusive education	9. the impact of ableism historically and today	10. how teachers can be agents of change in creating inclusive classrooms

**Learning Standards - Curricular Competencies: I can...**

Students are expected to *do* the following:

**Recognize historical legacies of the deficit model towards disability by:**

- applying the social, medical and person-environment/place models of disability to real life settings
- evaluating teaching strategies and environments to identify barriers and develop methods to address these challenges
- exploring the role of classroom environments including peers, teachers and other support adults in creating inclusive classrooms

**Reflect and act on own and others' biases by:**

- engaging in critical reflection of classroom practices, structures, policies, and procedures
- identify ableist and anti ableist practices in myself and others

**Inclusively plan, enact, reflect on, and assess in ways that maintain the integrity of classroom and individual diversities by:**

- applying inclusive frameworks, including UDL principles to design classroom practices that respond to students' dimensions (identities, interests, strengths, stretches, needs, barriers & supports)
- determining flexible lesson supports (tools) and strategies (actions) informed by student dimensions
- assessing and evaluating equitably
- Using a student IEP to inform classroom planning

**Collaborate with my colleagues to draw from and build on their expertise by:**

- explaining the role of teachers and other adult staff in inclusive classrooms
- engaging in collaborative activities to met the needs of diverse students

**Learning Standards - Content: I know...**

Students are expected to *know* the following:

- **Models of disability**
- **History of inclusive education in Canada**
- **Disability Justice**
- **Ableism in classroom in schools**
- **Inclusive education**
- **Inclusive & Competency Based IEPs**
- **School based teams**
- **Collaborative support models**
- **Inclusive Frameworks and practices including UDL**
- **Strength based approaches**

# Goals for Today

## **Big Ideas**

- 3. that environments need to change, not students
- 4. that both social and academic inclusion is important
- 9. the impact of ableism historically and today

## **Content Goals:**

- how and why IEPs are evolving to be Inclusive & Competency Based
- what a strength-based approach is and why it is important **Ableism in classroom in schools**

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# Processing Activity 1: 3-2-1

- Based on the 3-5 texts chosen this week
  - 3 connections between the texts
  - 2 questions
  - 1 learning
- Bring your 3-2-1 to next class to share

# Assigned resources for next week:



Read: [Models of Disability and How They Impact Teaching](#) (blog)



Watch: [The right to be disabled](#) (video)



Listen: [Social vs Medical Model of Disability: what's the difference?](#) (podcast)



Look at: Look at: [Infographic of social and medical model](#)



Additional choices: [Is It Okay To Say Disabled?](#) (video)



**Read:** [Changing the Framework: Disability Justice](#) or [Celebrating neurodiversity: Creating neuro-affirming spaces for all learners](#) (BCTF blog)



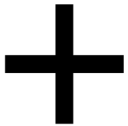
**Watch:** Nina's video "Disproportionate representation of culturally and linguistically diverse students in special education" located on Canvas or [Intersections of Disability Justice and Transformative Justice](#)



**Listen:** [StoryCorps](#) (Judy Heumann podcast)



**Look at:** [Disability Rights and Justice timeline](#)



**Additional choices:** [Disability Justice with Carly Christensen and Joann Anokwuru](#), [Disability Justice Network of Ontario Timeline](#), [A Brief Timeline of the History of People with Disabilities](#), [Disabled Activists who have Instagram accounts worth following](#), [10 principles of disability justice](#)

# Content warning:



**Look at:** [Disability Rights and Justice timeline](#)

This **timeline** details many key struggles and victories in the disability rights movement. In overviewing many of these central ideas, people, and moments, there are many potentially distressing themes covered. These include:

- Institutionalization
- Forced sterilization
- Death and dying
- Violence in various forms
- Ableism and various types of discrimination
- Eugenics (with detailed mentions of the Nazi regime)
- Anti-Semitism
- Indian Residential Schooling
- Historical and ongoing acts of genocide directed at Indigenous people living in Turtle Island
- Childhood abuse (emotional, sexual, physical)
- Medical experimentation and medicalization of humans
- Sexism
- Transphobia and trans misogyny
- Homophobia and heterosexism
- Racism

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# September 19: Getting to Know Students

- Connect
  - Reflection:
    - What are the differences between the medical and the social model of disability
- Mini Lesson
  - Watch video: <https://vimeo.com/860040675?share=copy>
- Processing
  - Create a Seed Packet for yourself as a learner
- Transform & Personalize
  - Think about some strengths and stretches for some student that you interact with and support, how could you find out more from them?

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Looking ahead?

# For next class - Sept 26, 2023

- Watch Video
- Choose 3-5 texts from next slide
- Bring back Seed Packet that you made for yourself as a learner

# Assigned texts



## Select 3-5

### Read:

Novak, K. (2020). *The value of student variability*. Novak Education. <https://www.novakeducation.com/blog/student-variability>

or

Meyer, A., Rose, D.H. & Gordon, D. (2014). *Universal design for learning: Theory to practice*. Chapter 3. <https://publishing.cast.org/catalog/books-products/universal-design-for-learning-meyer-rose-gordon> (free version available online when you make an account).



### Watch:

Rose, T. (2014). *The myth of the average*. [Video]. YouTube.

[https://www.youtube.com/watch?v=4eBmyttcfU4&ab\\_channel=TEDxTalks](https://www.youtube.com/watch?v=4eBmyttcfU4&ab_channel=TEDxTalks)

or

Moore, S. (2021). *The importance of presuming competence*. [Video]. YouTube.

[https://www.youtube.com/watch?v=6Mq8sQTEhG8&ab\\_channel=FiveMooreMinutes](https://www.youtube.com/watch?v=6Mq8sQTEhG8&ab_channel=FiveMooreMinutes)



### Listen:

Moore, S. (Host). (2019). *The end of average: Todd Rose*. [Audio podcast]. In *Five Moore Minutes*.

[https://www.youtube.com/watch?v=Ty2THV3iKoi&ab\\_channel=FiveMooreMinutes](https://www.youtube.com/watch?v=Ty2THV3iKoi&ab_channel=FiveMooreMinutes)



### Look at:

Open Colleges. (2013). *Your brain map: Strategies for accelerated learning*.

<http://www.opencolleges.edu.au/informed/learning-strategies/>



### Additional:

Association for Supervision and Curriculum Development. (2017). *Personalization and UDL: A perfect match*.

<https://www.ascd.org/el/articles/personalization-and-udl-a-perfect-match>