

THE INFRASTRUCTURE OF INCLUSION

Learning Series

Session 2: Increasing Inclusive Placements

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What Infrastructure can
be put in place that will
make choosing
inclusion easier?



Guiding Conditions of **iNCLUSION** describe that all students...

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
from the start



Why does *place* matter?

Location vs. *Place*



Existence vs. *Belonging*

Place Based Planning

Historically programming for children with disabilities has not been connected to place, it has been connected to **individual deficit areas**

Place can influence what an individual's **identities, roles, responsibilities** and **contributions** are

Place **connects** individuals within a **community** to each other

Place can **influence barriers** that individuals are experiencing

Place reflects an inclusive vision – increasing the places where individuals have **purpose and belonging**



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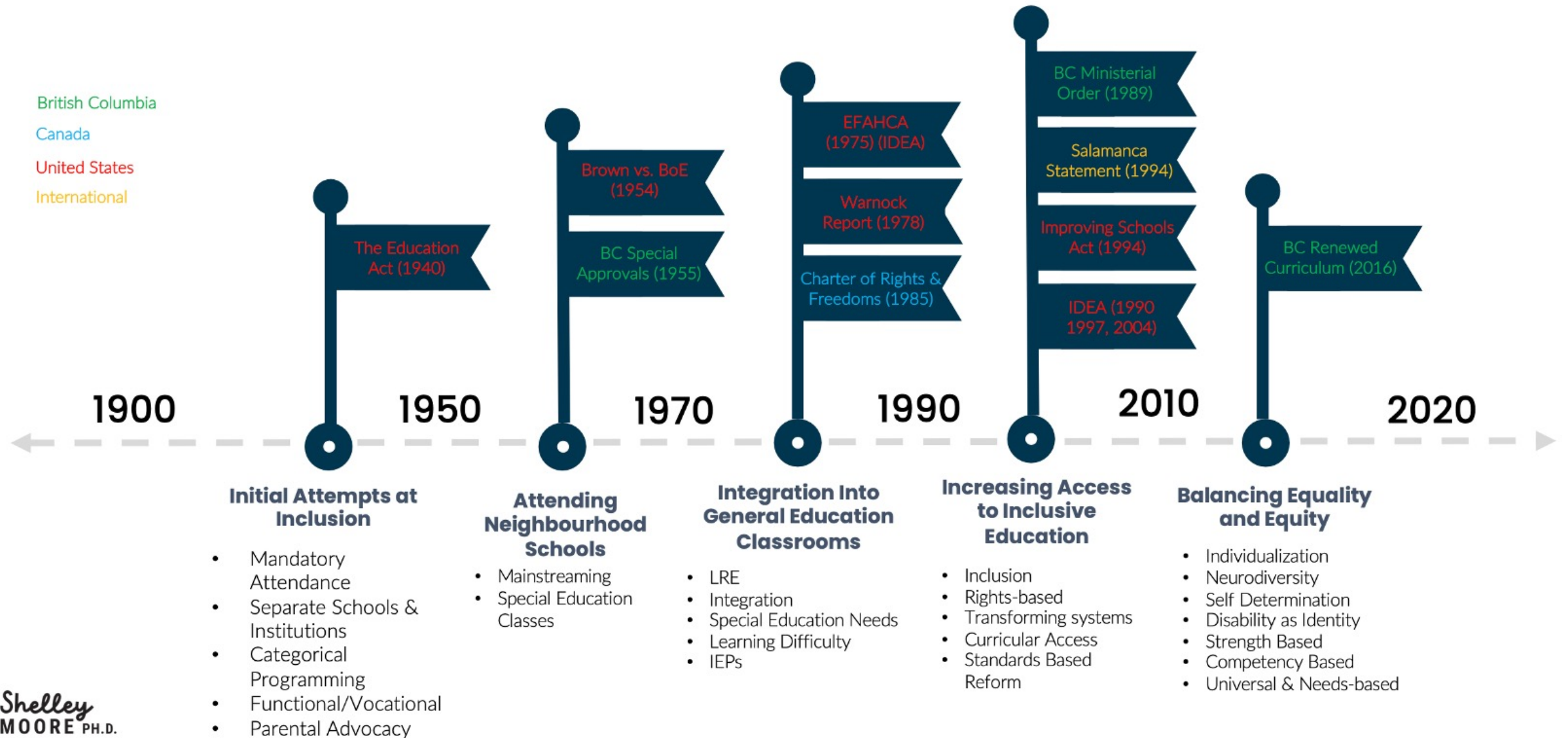


Guiding Conditions & Structures of Inclusion

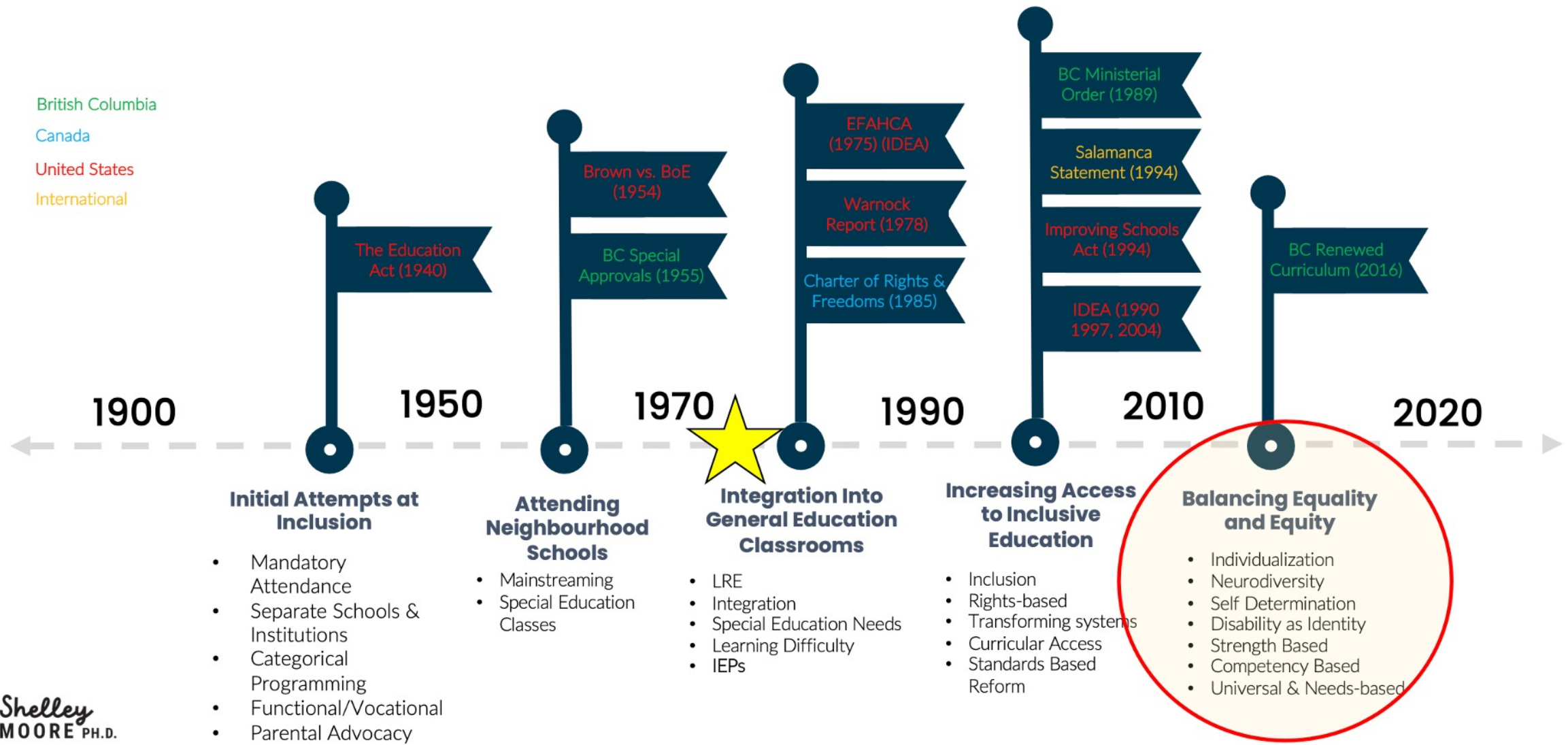
ALL students are enrolled in & attending curricular classes with their peers

- Inclusive placements, more so than segregated or self-contained, 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

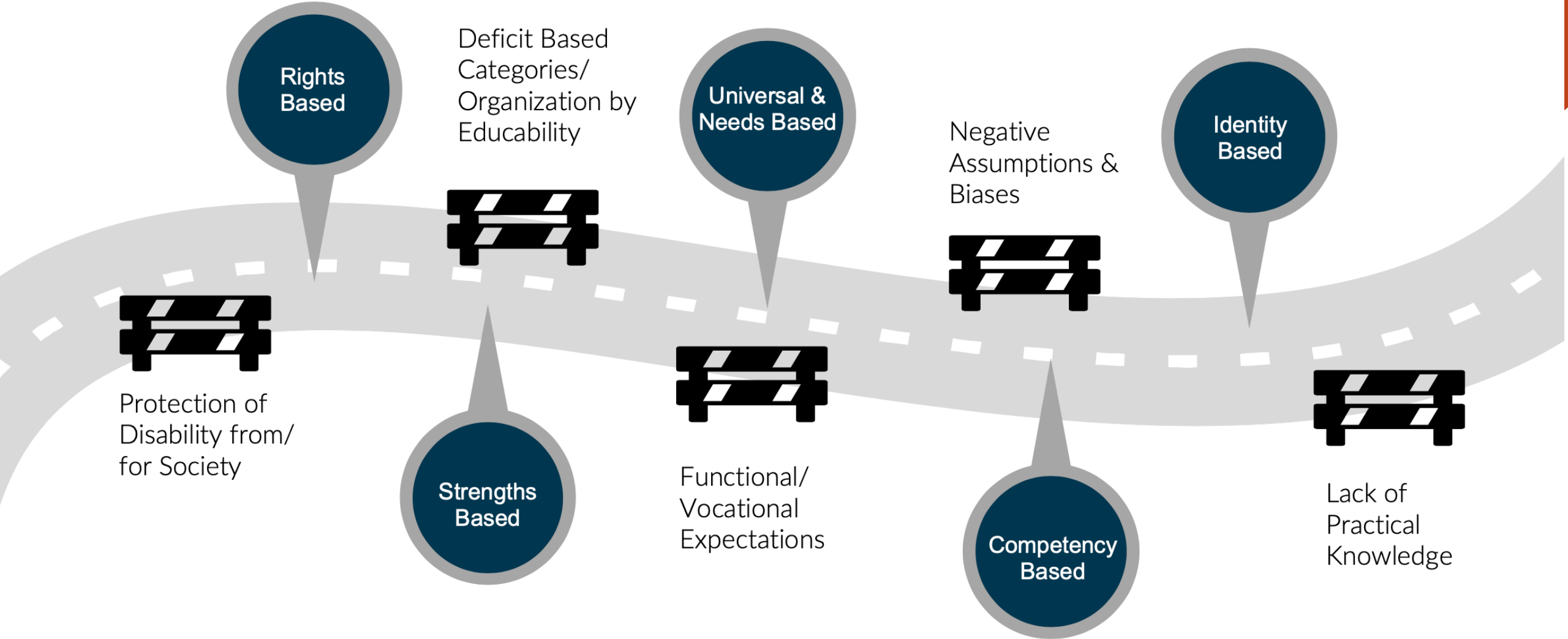
The History & Evolution of Inclusion for Students with Disabilities



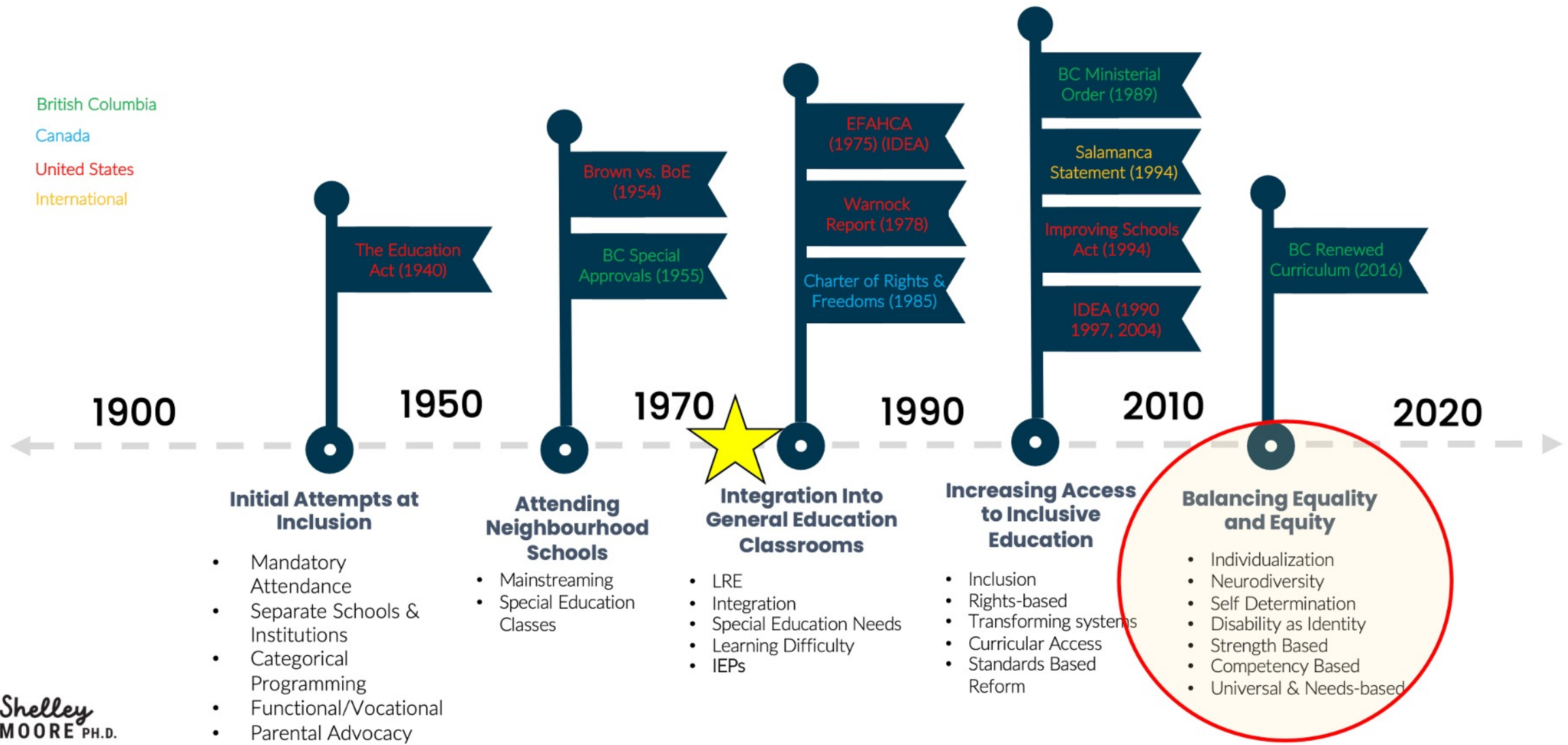
The History & Evolution of Inclusion for Students with Disabilities



Contributions and Legacies of Inclusive Eras



The History & Evolution of Inclusion for Students with Disabilities



What are we advocating for?

- **Neurodiversity:** all students have different strengths, stretches, needs and interests
- **Individualization:** all students need to be responded to, not changed (or forced to conform), diversity is valued
- **Self Determination:** all students need to have agency in their educational journey
- **Disability as Identity:** Disability is an identity (not a problem) that we need to appreciate and celebrate like any identity, and we NEED disability in all of our communities
- **Strength & competency-based learning:** all students can learn and grow, looking at what students could do instead of what they should do
- **Universal and needs based:** all students need tools to manage their needs (not fix their deficits) & what works for one, works for many



The slide features several large, semi-transparent circles in yellow, orange, and blue scattered across the background. The main text is centered and reads:

Balancing advocacy efforts with real life contexts and structures of schooling...starting with inclusive enrollment

Strategic and Explicit Programming

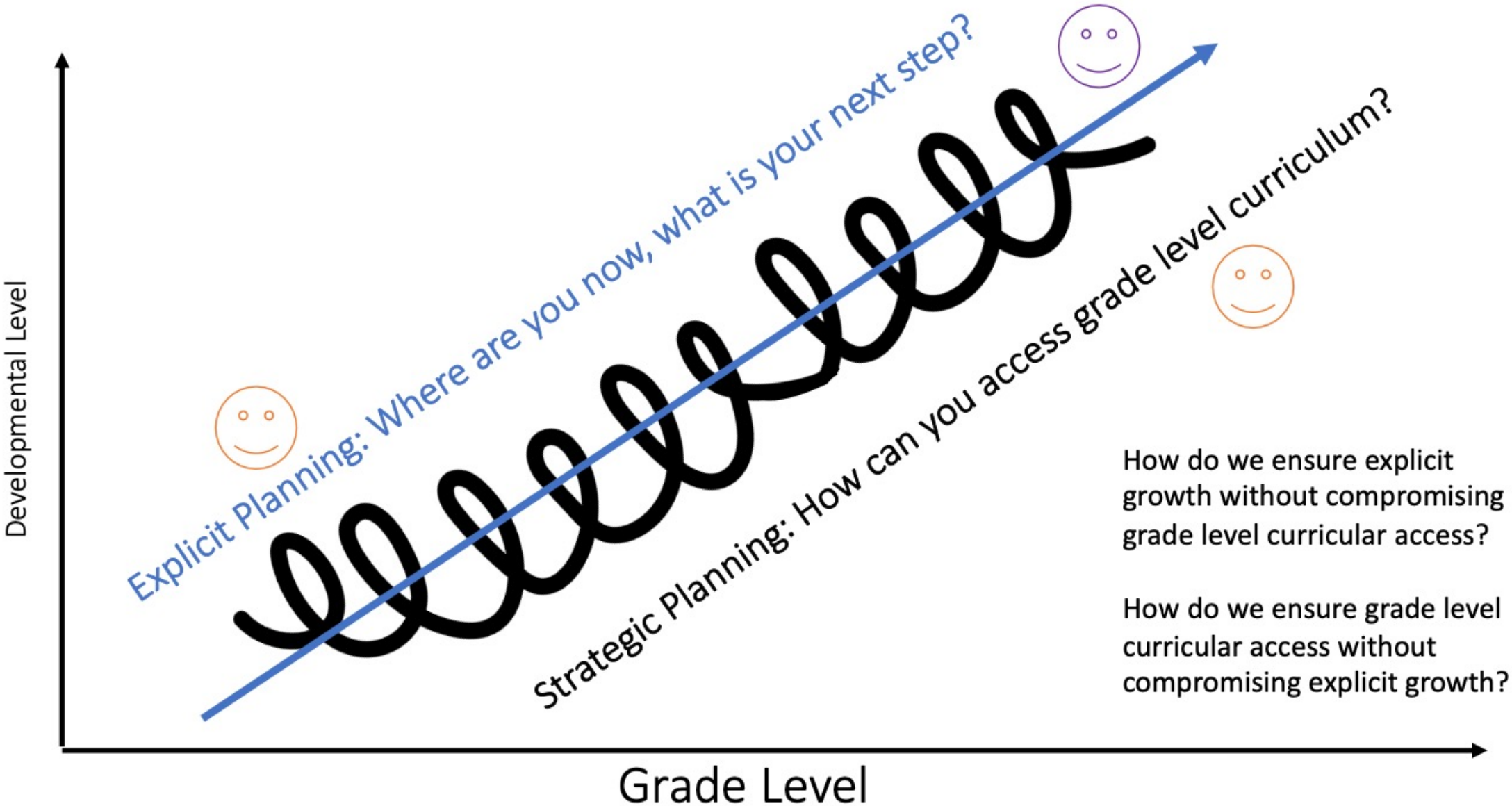
Guiding Conditions & Structures of Inclusion

ALL students are enrolled in & attending curricular classes

Finding the Balance for Enrollment

- **Strategic** Planning
 - Students are in classrooms with diverse peers
 - Students are working on age-appropriate curricular goals derived from grade level (e.g., science, math, phys ed, Art)
 - Not closing the gap – making curriculum accessible
- **Explicit** Planning
 - Students and families can choose to be in smaller classrooms/groups with their identity-based peers
 - Students are working on developmentally and AGE-appropriate goals (i.e. literacy, numeracy, life skills, OT, PT, SLP, toileting, eating etc.)
 - Life/Community oriented Skills
 - Working on closing the gap
 - Can still be inclusive

All students need both explicit and strategic planning?



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%

Bilal'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 8 (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)

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 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)

Grade	% Strategic Instruction/ day	% Explicit Instruction/ day
K-7	100%	Max 20%
7-9	75 %	25 %
10-11	50 %	50 %
12 – 12+	25%	75%

Guiding Conditions & Structures of Inclusion

ALL students are enrolled in & attending curricular classes

Strategic Programming Guidelines

Do ALL students have access to inclusive programming connected to:

- Academics
- Electives
- Activities/events in the school
- Activities/events outside the school

Strategy: Place Alignment Planner

- For students who are **not included** in any places
- For students who are **partially included** in some places
- For students who are **existing**, but not belonging in an inclusive place (AND have some **challenging behaviour**)
- **NOT** for students who are already included
- **NOT** for students who are not having challenging behaviour

Place Alignment Planner: Elementary

Student: Vinaj P.		Grade: 2	Enrolled Class: Ms. Yee Grade 2	Start Date: October 15, 2020	Next Check in Date: Nov. 30, 2020
Plan is Aligned to:		<input checked="" type="checkbox"/> Academics	<input checked="" type="checkbox"/> Electives	<input type="checkbox"/> In-School Activities	<input type="checkbox"/> Out-of-School Activities
Student interest and/or Family Priority	Possible Place Opportunities (Typical Peer Opportunities)	Aligned	Next Step	As soon as Possible:	Not a priority at this time:
		What this means: Student is enrolled and attending Next Step: Inclusive IEP Goals for Place	What this means: Student is enrolled and attending sometimes Next Step: Plan for and prepare place (Target teachers & peers)	What this means: Student is enrolled, not yet attending Next Step: Plan for new place (Target student & family)	What this means: Student is not enrolled or attending and receiving supplemental programming Next Step: Re-evaluate student needs at next check in
	Outside before school			•	
	Arrival & morning meeting			•	
•	Reader's workshop	•			
•	Recess		•		
•	Literacy & Math Centers		•		
•	Math Workshop				Explicit Numeracy
	Lunch			•	
	Art				SLP Support
•	Music			•	
•	Gym		•		
	Science/Socials				Autism Support

Place Alignment Planner – Middle and Secondary

Student: Sharice L.		Enrolled Classes:		Start Date:		Next Check in Date:	
Grade: Grade 11		Grade 11 Cohort		Feb. 6, 2019		Oct. 1, 2019	
Plan is Aligned to: <input checked="" type="checkbox"/> Academics <input checked="" type="checkbox"/> Electives <input type="checkbox"/> In-School Activities <input type="checkbox"/> Out-of-School Activities							
Student interest and/or Family Priority		Aligned	Next Step	As soon as Possible:	Not a priority at this time:		
		What this means: Student is enrolled and attending Next Step: Inclusive IEP Goals for Place	What this means: Student is enrolled and may or may not be attending Next Step: Plan for and prepare place (Target teachers & peers)	What this means: Student is not yet enrolled or attending Next Step: Plan for new place (Target student & family)	What this means: Student is not enrolled or attending/ replacement. programing offered Next Step: Re-evaluate student needs at next check in		
•	Homeroom (cross grade)	•					
	Academic: Social Studies 11			•			
	Academic: Science 11			•			
	Academic: Math 11						Work Experience
•	Academic: English 11	•					
•	Elective (chosen): Art 11/12		•				
•	Elective (chosen): Band 11/12	•					
	French 11						OT/PT time
•	Physical Education 11		•				

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Taking Action: Some Ideas!

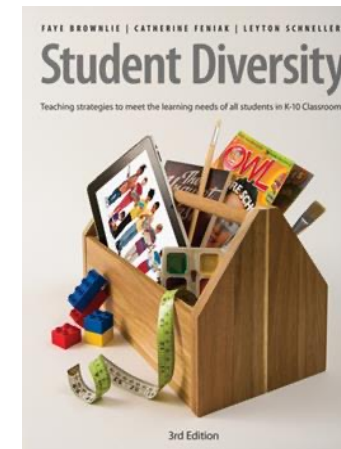
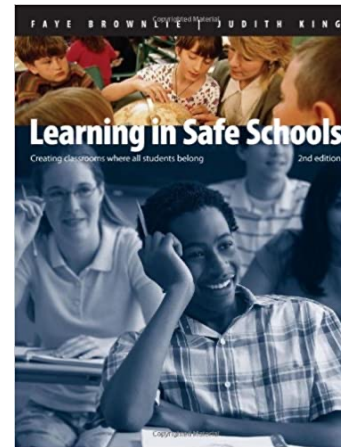
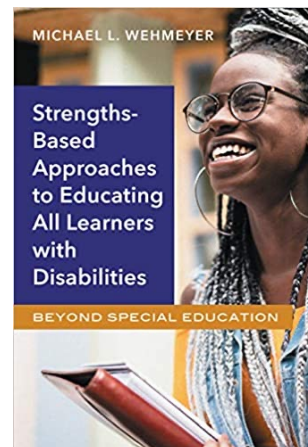
- Your team:
 - watch the 5MM video (March 1!) and have a conversation with your team about your reflections
 - choose an article or a video from the resource list. As a team eat lunch together one day and have a discussion about what you are learning
 - construct a place-based strategy with a school team (i.e. Place Alignment planner)
 - share a resource with someone not on your team, connected to what you are learning
 - to share a summary of what your team learned with your staff at a staff meeting or a professional development session
 - **Have another idea?** Let me know in your google form

Popcorn

How do you want to pull today's information into your team's action plans?

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>



Research & Literature that Supports this Session:

- Brownlie, F., & King, J. (2000). *Learning in safe schools: Creating classrooms where all students belong*. Markham, Ont: Pembroke.
- Falvey, M. A. (2004). Toward Realizing the Influence of. *Research and Practice for Persons with Severe Disabilities (RPSD)*, 29(1), 9-10.
- Feldman, R., Carter, E., Asmus, J., & Brock, M. E. (2016). Presence, proximity, and peer interactions of adolescents with severe disabilities in general education classrooms. *Exceptional Children*, 82(2), 192-208.
- Hunt, P., & Farron-Davis, F. (1992). A preliminary investigation of IEP quality and content associated with placement in general education versus special education classes. *Journal of the Association for Persons with Severe Handicaps*, 17(4), 247-253.
- McDonnell, J., Mathot-Buckner, C., Thorson, N., & Fister, S. (2001). Supporting the inclusion of students with moderate and severe disabilities in junior high school general education classes: The effects of classwide peer tutoring, multi-element curriculum, and accommodations. *Education and Treatment of children*, 141-160.
- National Center for Educational Restructuring and Inclusion. (1995). National study of inclusion. New York: Author
- Wagner, M., Newman, L., Cameto, R., & Levine, P. (2006). The Academic Achievement and Functional Performance of Youth with Disabilities. A Report from the National Longitudinal Transition Study-2 (NLTS2). NCSER 2006-3000. *Online Submission*.
- Yell, M. L. (1995). Least restrictive environment, inclusion, and students with disabilities: A legal analysis. *The Journal of Special Education*, 28(4), 389-404.

Welcome!

Our Plan Together

December 5: Guiding Condition #1: All Students are **presumed competent**

February 13: Guiding Condition #2: All students are **placed** in inclusive classrooms

February 28: Guiding Condition #3: All students are within **proximity to** and **participating in** learning with **peers**

March 19: Guiding Condition #4: All students have meaningful **purpose** in inclusive classrooms

May 30: Guiding Condition #5: All students are **planned for** from the start

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are **PRESUMED**
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What is one useful idea?

What is one thing you want to think about?

What is one thing you want to learn more about?

**What is one thing you want to share with
someone who is not here today?**

THANK YOU!

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