

THE INFRASTRUCTURE OF INCLUSION

Learning Series

Shelley
MOORE PH.D.



Shelley MOORE PH.D.



@tweetsomemoore



@fivemooreminutes



@fivemooreminutes



www.fivemooreminutes.com

www.blogsomemoore.com

Nexwlélexm (Bowen Island)

- The Islands Trust Council acknowledges that the lands and waters that encompass the Islands Trust Area have been **home to Indigenous peoples** since **time immemorial** and honours the **rich history, stewardship, and cultural heritage** that embody this place we all call home.
- The Islands Trust Council is committed to establishing and maintaining mutually **respectful relationships** between Indigenous and non-Indigenous peoples. Islands Trust states a **commitment to Reconciliation** with the understanding that this commitment is a **long-term relationship-building and healing process**.
- The Islands Trust Council will strive to **create opportunities for knowledge-sharing** and understanding as people come together to **preserve and protect** the special nature of the islands within the **Salish**



Welcome!

Our Plan Together

November 16: Kick Off – What are the **guiding conditions** of inclusion?

December 6: Guiding Condition #1: All Students are **presumed competent**

February 21 : Guiding Condition #2: All students are **placed** in inclusive classrooms

March 20 : Guiding Condition #3: All students are within **proximity to** and **participating in** learning with **peers**

April 23: Guiding Condition #4: All students have meaningful **purpose** in inclusive classrooms

May 16: Guiding Condition #5: All students are **planned for** from the start

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
with **PEERS**

have
PURPOSEFUL
roles and
responsibilities

are **PLANNED** for
from the start

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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**What stands out from our time
together last?**

What questions are coming up?

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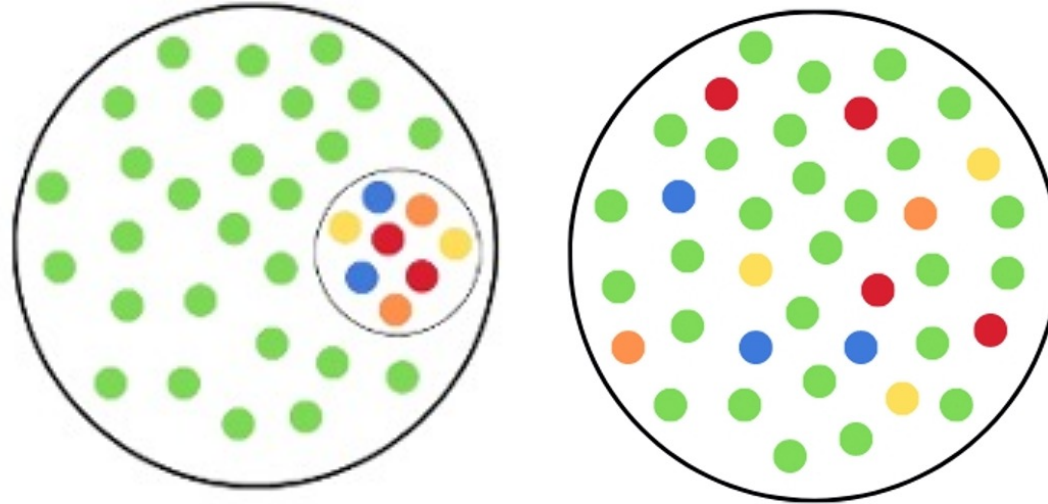
are **PLANNED** for
from the start



Why does **purpose**
matter?

Purposeful Planning

The difference between **integration** and *inclusion*



What is PURPOSE?



The bank



The gas station



The grocery store

PURPOSE is the why, the how and the what of being successful in a place

What is PURPOSE?



The bank



The gas station



The grocery store

Where am I?

Why am I here?

How can I **act** in this place?

How can I **interact** in this place?

What **decisions** will I need to make in this place?

What specific **skills** do I need in this place?

~~Determining~~ Roles & Responsibilities Anticipating

How can I **act** in this place?

How can I **interact** in this place?

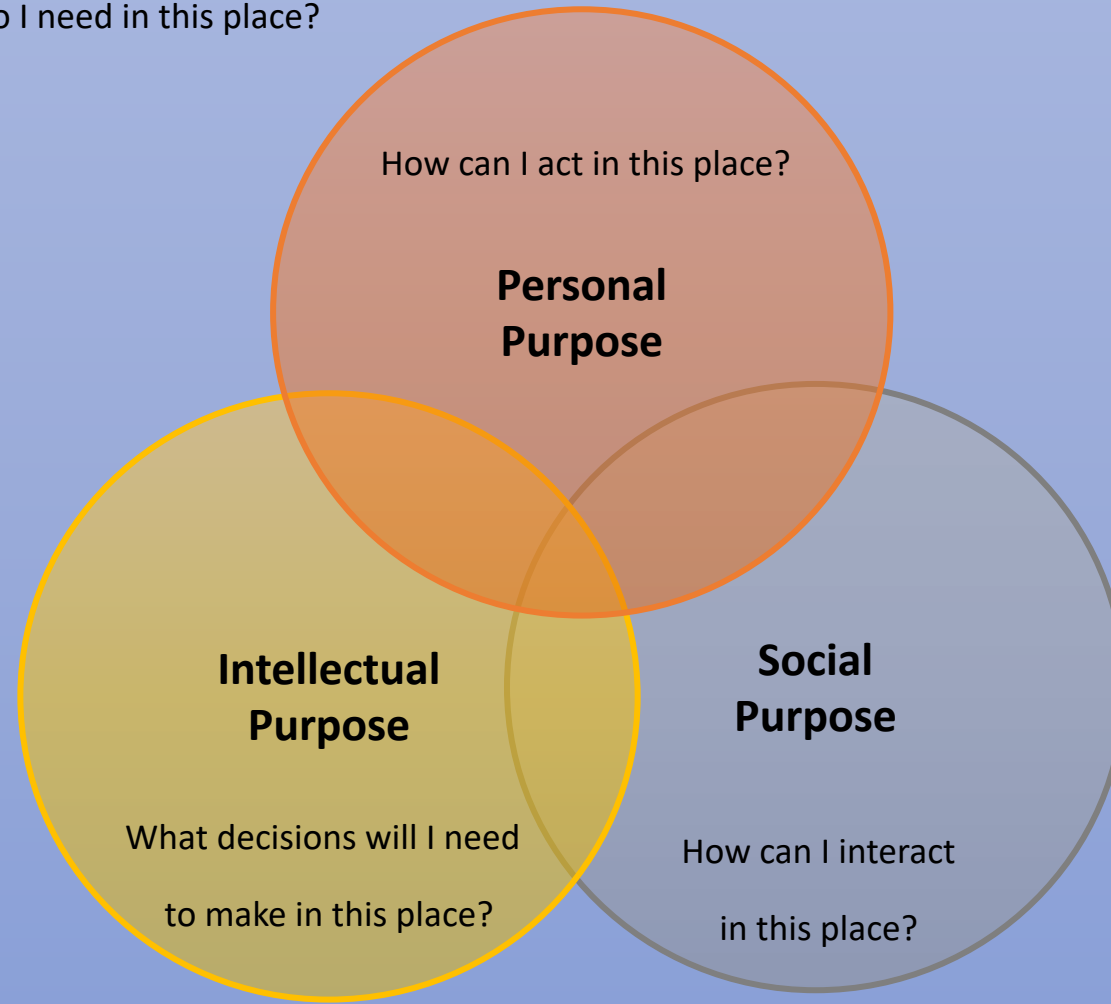
What **decisions** will I need to make in this place?

What specific **skills** do I need in this place?



Place (Contextual Purpose)

What specific skills do I need in this place?



What is Purposeful Planning?

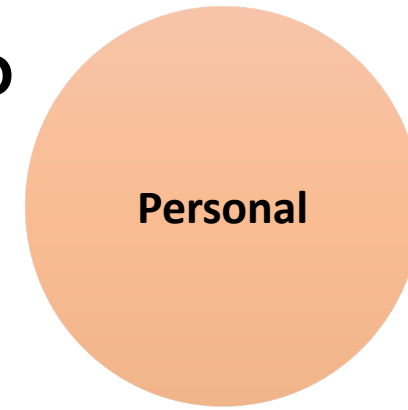
All of us navigate **4 purposes** in every **place** we are in:

- Personal Purpose
- Social Purpose
- Intellectual/Thinking Purpose
- Curricular Purpose

These **purposes** make it so that we are more than just existing in a location, and instead gives us **meaningful roles & responsibilities** in a **community**

How can we **anticipate purpose** to support students to have meaningful **roles and responsibilities** in an inclusive classroom?

What is Purposeful Planning?



Personal Purpose

- Roles & responsibilities connected to how an **individual** can be successful in a community
 - How can we support **individual identity**?
 - How can we support **positive behaviour**?
 - How can we support **individual identity, awareness and regulation**?
 - How can a **community** support individuals to **personally belong**?
 - How can we **co-construct** a personal vision for a successful community that **considers all the individuals within it**?

What is Purposeful Planning?



Social

Social Purpose

- Roles & responsibilities connected to how a **community** can be successful **together**
 - How can we support **social identity**?
 - How can we support **positive interactions** and **communication**?
 - How can we support **social awareness, responsibility, and collaboration**?
 - How can a **community** support individuals to **socially belong**?
 - How can we **co-construct a social vision** for a successful community that **considers all the individuals within it**?

What is Purposeful Planning?



Intellectual

Intellectual/ Thinking Purpose

- Roles & responsibilities connected to how a community can learn successfully together
 - How can we support intellectual identity?
 - How can we support positive learning experiences?
 - How can we honour multiple ways of learning and knowing, critical and creative thinking?
 - How can a community support individuals to intellectually belong?
 - How can we co-construct an intellectual vision for a successful community that considers all the individuals within it?

What is Purposeful Planning?

Contextual Purpose



Contextual
Purpose

- Roles & responsibilities for students navigating a common curriculum together
 - How can we support curricular engagement?
 - How can we support positive curricular experiences?
 - How can we honour accessible and challenging curriculum?
 - How can a community support individuals to belong in a curricular context?
 - How can we co-construct a curricular plan for a successful community that considers all the individuals within it?

What is Purposeful Planning?

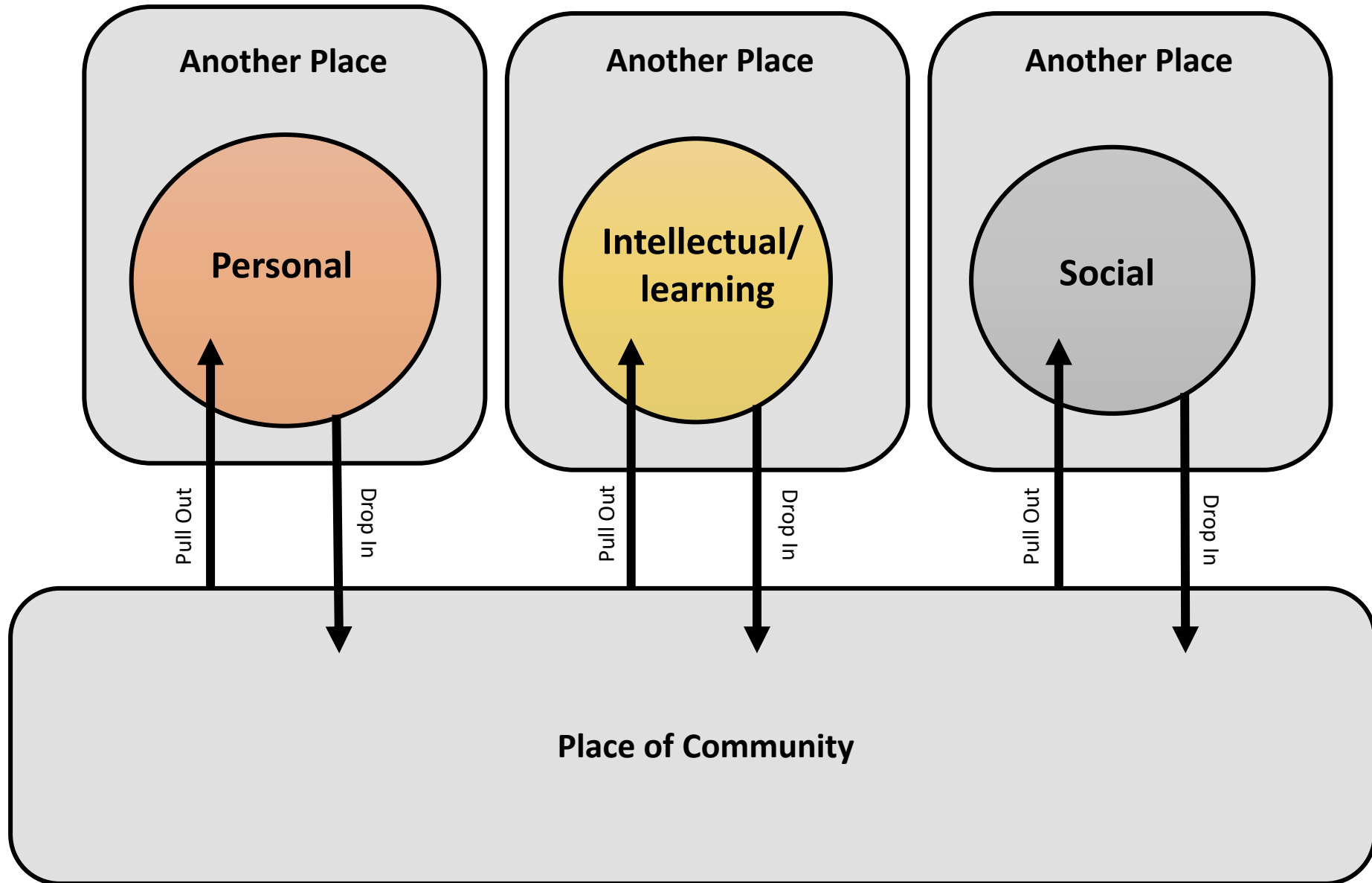
Historically, however...

These areas often correspond with an individual's areas of deficit:

1. Personal – Behaviour Deficits
2. Social – Communication & Social Skills Deficits
3. Intellectual – Learning Deficits
4. Contextual– “not ready” “not able”

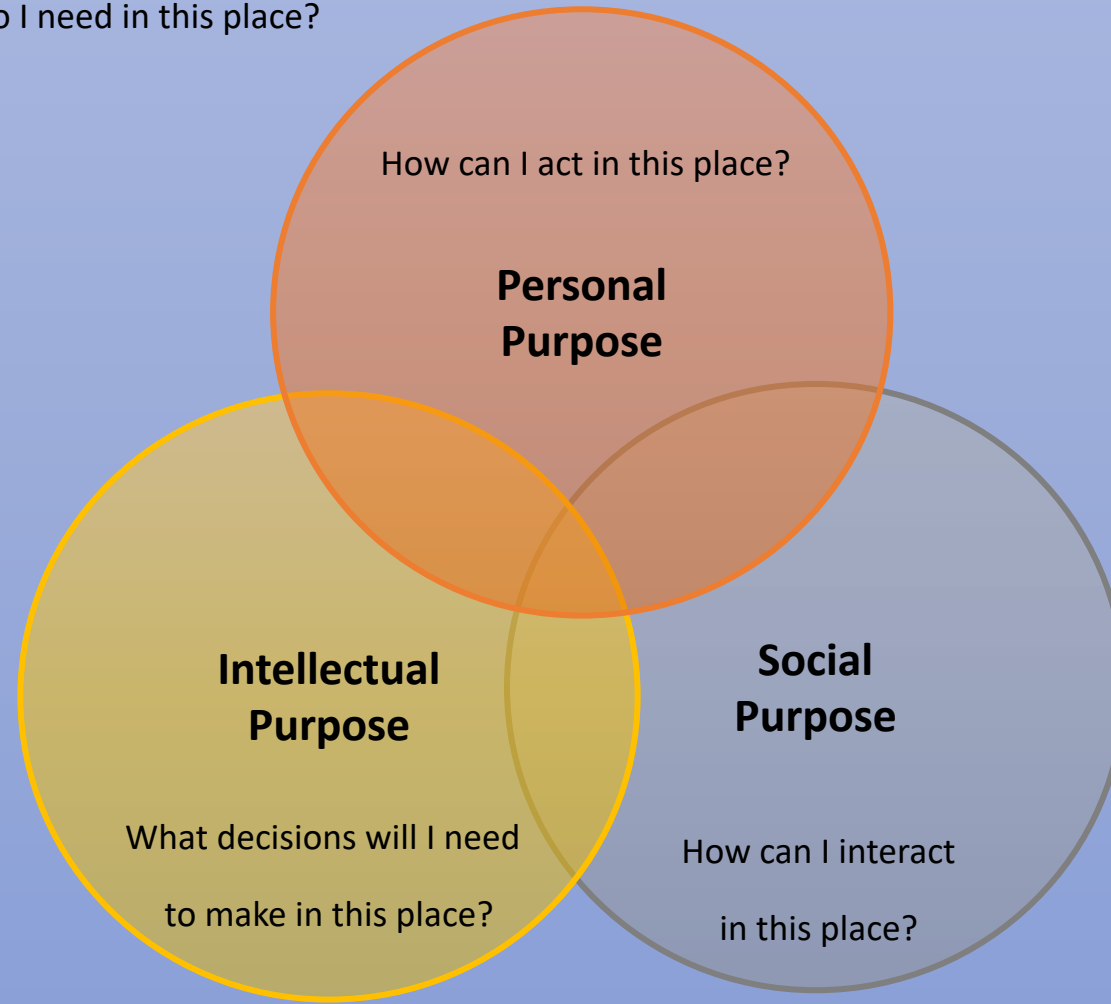
This has led to IEPs/Individual plans that focus on deficit-based goals and programming

This programming is often connected to receiving services and support in these areas in another place



Place (Contextual Purpose)

What specific skills do I need in this place?



Why is Purposeful Planning Important?

- Focusing on an individual's roles & responsibilities that are connected to belonging to a community
- Shifts away from targeting individual's deficits in isolation and towards their holistically building on their strengths and contributions in a community
- Ensures individuals are more than just integrated, or existing in a classroom (which often leads to challenging behaviour)

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:

Student:		Grade:	Enrolled Class/ Grade:	Start Date:	Next Check in Date:	
Plan is Aligned to:		<input type="checkbox"/> Academics	<input 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 receiving supplemental programming Next Step: Re-evaluate student needs at next check in	

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
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	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

Strategy: The Purpose Planner

Class:		PURPOSES for _____			
Places/ Contexts	Roles & Responsibilities for Peers	Personal Roles & Responsibilities	Social Roles & Responsibilities	Intellectual Roles & Responsibilities	Curricular Roles & Responsibilities

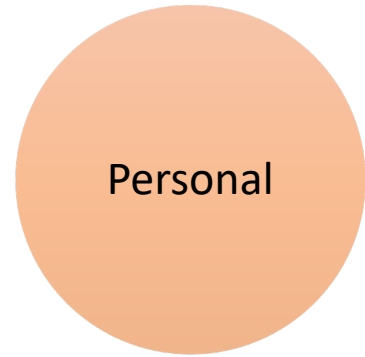
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•	Math Workshop				Explicit Numeracy
	Lunch			•	
	Art				SLP Support
•	Music			•	
•	Gym		•		
	Science/Socials				Autism Support

Class: Mrs. N Grade 1/2 Class		PURPOSES for Vadatman (V)			
Places/ Contexts	Roles & Responsibilities for Peers	Personal Roles & Responsibilities	Social Roles & Responsibilities	Intellectual Roles & Responsibilities	Curricular Roles & Responsibilities
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Readers/Writers Workshop	Mini lessons, conferencing, read aloud, partner reading, small groups, stations				
Math Workshop/Stations	Mini lessons, conferencing, small group, stations				
Recess	Eating a snack, playground, games/ outside play, bell				
Science/ Socials	Mini lessons, small group activities, hands on)				
Art/ Music	Different teacher/ classroom, using tools/ instruments, following instructions, managing lots of movements, noises				
Lunch	Eating, cleaning up, outside play/ playground, bell				
Gym	Movement, fun, cooperation, encouragement, healthy living, regulation				

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Personal Roles & Responsibilities

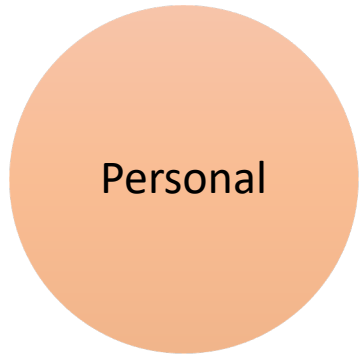
- V knows where his classroom is
- V knows where his table is
- V Knows how to sit at his table

Strategies

- Co-construct the criteria with V
- Practice without other students
- Practice while doing his favourite things

Class: Mrs. N Grade 1/2 Class		PURPOSES for Vadatman (V)			
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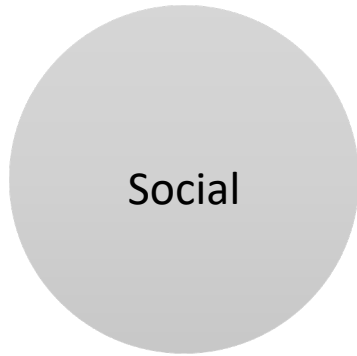
Personal

Personal Roles & Responsibilities

- V knows where his class is
- V can engage/ participate in an activity with peers
- V can choose a book to read

Strategies

- Visual schedule of day
- Visual of class
- Choice of text
- Choice of peers



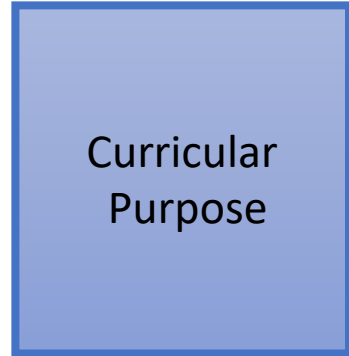
Social

Social Roles & Responsibilities

- V can reference peers
- V can take turns

Strategies

- Reading with peers (high interest)
- Teach peers how to read with V
- Having a job/purpose (turning the page)
- Copying/mimicking (peer referencing)



Curricular Purpose

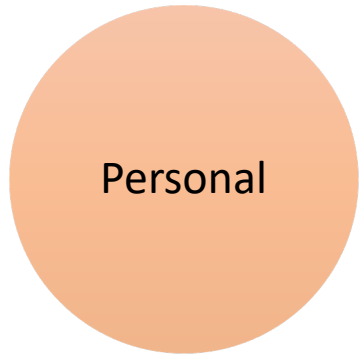
Curricular Roles & Responsibilities

- V knows concepts of print (text/pictures, Parts of a book)
- V can show cadence

Strategies

- Choice of book(high interest)
- Copying/mimicking (peer referencing)

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Math Workshop	Mini lessons, conferencing, small group, stations				
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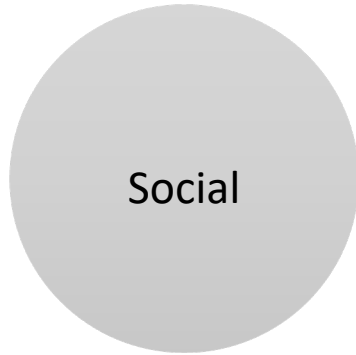
Personal

Personal Roles & Responsibilities

- V can use fine motor skills (using a writing tool)
- V can finish a task (perseverance)

Strategies

- white board marker (high interest)
- Choice of where to sit
- Non preferred/ Preferred activity
- Visuals



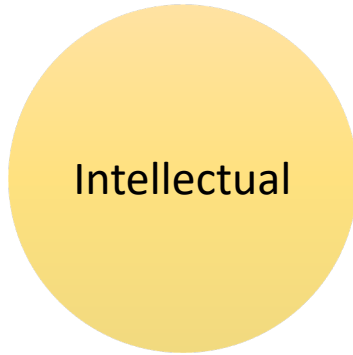
Social

Social Roles & Responsibilities

- V can communicate when finished (done)

Strategies

- Visuals
- Transition strip (3-2-1 chips)



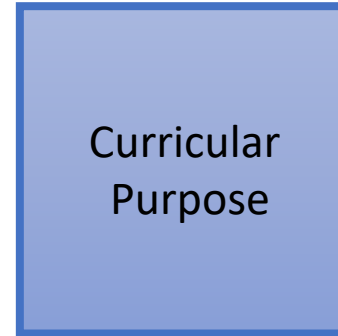
Intellectual

Intellectual & Thinking Roles & Responsibilities

- V can make choices (critical thinking)

Strategies

- White board marker
- Choice of activities



Curricular Purpose

Curricular Roles & Responsibilities

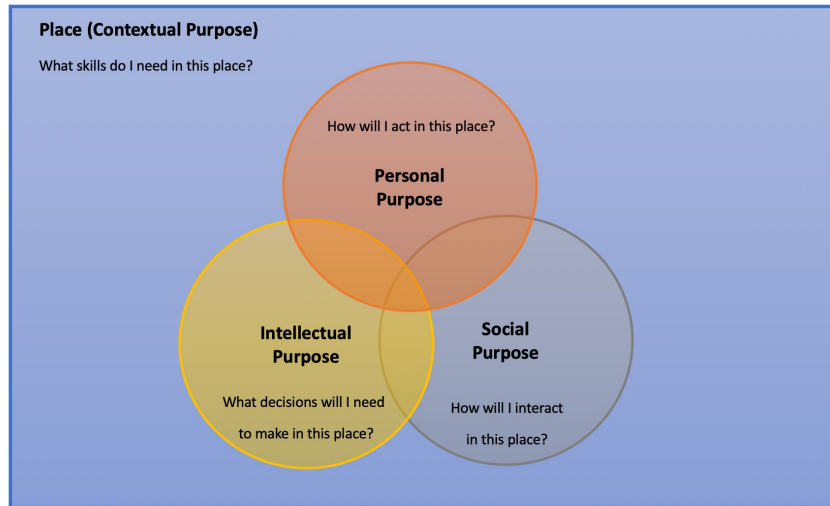
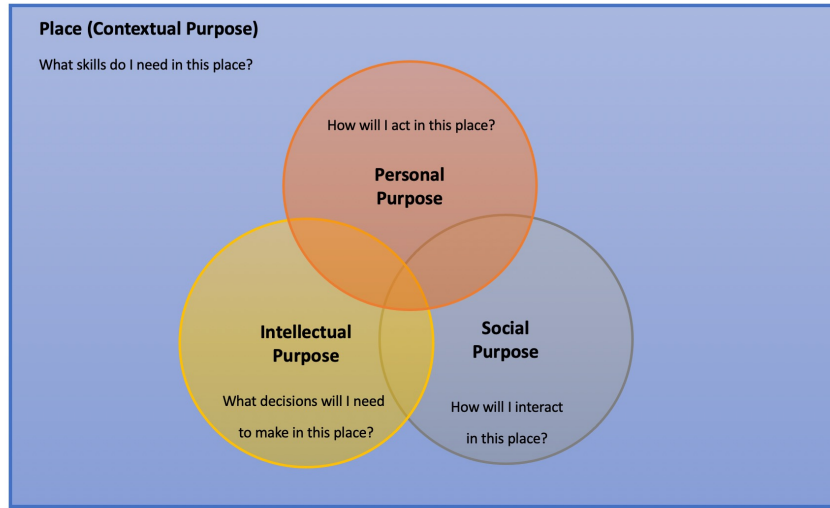
- V knows concepts of print (directionality)

Strategies

- Choice of activity (writing, building, reading)

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Reading Classroom



V

- Taking turns
- Referencing Peers
- Engaging with peers
- Making choices

Peers

- Prompting (its your turn)
- Engaging with V

Playground

Class: Mrs. N Grade 1/2 Class		PURPOSES for Vadatman (V)			
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•	Recess	•	•		
•	Literacy & Math Centers		•		
•	Math Workshop				Explicit Numeracy
	Lunch			•	
	Art				SLP Support
•	Music			•	
•	Gym		•		
	Science/Socials				Autism Support

WHERE & WHEN CAN **INCLUSION** HAPPEN?

Inclusion IS NOT place and time

Inclusion IS increasing places with
purpose over time

Strategy: The Purpose Planner

Class:		PURPOSES for for Vadatman (V)			
Places/ Contexts	Roles & Responsibilities for Peers	Personal Roles & Responsibilities	Social Roles & Responsibilities	Intellectual Roles & Responsibilities	Curricular Roles & Responsibilities

Strategy: The Purpose Planner: Daycare (Toddler)

Class: Saplings		Possible Purposes for CH			
Places/ Contexts	Targeted Goals for Everyone	Personal Roles & Responsibilities	Social Roles & Responsibilities	Intellectual Roles & Responsibilities	Contextual Roles & Responsibilities
Drop off	Communication, independence	Put jacket, shoes away, feeling brave,	Say hello to a friend	Knowing/ building schedule for the day	Knowing where they are and why, who is there etc.
Breakfast	Eating, choice, communication, independence, vocabulary, conversations	Get food, where to eat, clean up, being safe, knowing sensations of hunger and fullness, trying new foods	Ask a question, ask for help, using words to describe	Choose what to eat first, pick a favourite breakfast, build a breakfast menu plan	eating
Independent play	Play, referencing/ observing/ imitation, trying new things, fine motor, following single/ multi step instructions	Trying new things, Imitating, following model of another person, Transitioning to a new activity, clean up	Sharing space with another person, sharing toys, materials, helping others	Making a choice, sorting, matching, following instructions, being creative	What to know at each center E.g. puzzle, blocks, sand etc. using senses to explore
Outside play	Gross motor skills, physical development, cooperation, problem solving, social skills/ friendships, following single/ multi step instructions	How be play safely outside, dressing for outside, transitioning back inside	Sharing, taking turns, asking for help, solving problems, asking to play, inviting other to play, mimicking peers, following others, helping others	following instructions, making choices	Running, moving, riding a bike, climbing, walking, using senses to explore
Lunch	Eating, choice, communication, independence, conversations	Get food, where to eat, clean up, being safe, knowing sensations of hunger and fullness, trying new foods	Ask a question, ask for help, using words to describe	Choose what to eat first, pick a favourite breakfast, build a breakfast menu plan	eating
Art	Sensory exploration, choice, fine motor, vocabulary, following single/ multi step instructions	Getting supplies, being safe, following a model/ instructions, celebrating accomplishments, clean up	Sharing materials, supplies, space with others, asking for help, helping others, using words to describe	Making choices, being creative, following instructions	Using senses to explore
Nap time	Rest, calmness, quiet	How to calm down/ being still, identifying feelings of being calm. quiet	Allowing others to have quiet time/ space	Making choices	Resting, feeling calm, know what activities are for quiet/ rest time and how to do them
Snack	Eating, choice, communication, independence, vocabulary, conversations	Get food, where to eat, clean up, being safe, knowing sensations of hunger and fullness, trying new foods	Ask a question, ask for help, using words to describe	Choose what to eat first, pick a favourite breakfast, build a breakfast menu plan	eating
Group Play	Cooperation, Interaction, referencing each other/ observing/ imitation, following a model, problem solving, social skills/ friendships, turn taking, joint activities with a common goal	Following a model, referencing and imitating others,	Taking turns, working together, solving problems, sharing space	Figuring different solutions, following instructions	Knowing how to play the game/ do that activity/ rules of the game
Closing circle	Communication, reflection, vocabulary, listening	Reflect on day, share feelings, favourite activities, Set a goal for the next day, sharing something they are proud of	Share with someone else about your day, communication with home (book)	Share what you learned that day, what you are looking forward to	Saying goodbye

Strategy: The Purpose Planner: Daycare AM (Toddler)

Class: Saplings PM		Targeted PURPOSES for CH			
Places/ Contexts	Targeted Goals for Everyone	Personal Roles & Responsibilities	Social Roles & Responsibilities	Intellectual Roles & Responsibilities	Contextual Roles & Responsibilities
Drop off	Communication, independence	<ul style="list-style-type: none"> CH can feel brave CH can hang up jacket and bag 	<ul style="list-style-type: none"> CH can say hello to 2 friends 	<ul style="list-style-type: none"> CH can help build the visual schedule for the day 	<ul style="list-style-type: none"> CH know where they are CH knows name of some people at daycare
Breakfast	Eating, choice, communication, independence, vocabulary, conversations	<ul style="list-style-type: none"> CH can find their breakfast spot CH can clean up when they are done 	<ul style="list-style-type: none"> CH can ask for help if they need 	<ul style="list-style-type: none"> CH can choose what to eat 	<ul style="list-style-type: none"> CH can eat breakfast
Independent play	Play, referencing/ observing/ imitation, trying new things, fine motor, following single/ multi step instructions	<ul style="list-style-type: none"> CH can try new activities CH can change activities 	<ul style="list-style-type: none"> CH can share space with others 	<ul style="list-style-type: none"> CH can make a choice CH can play 	<ul style="list-style-type: none"> CH can play at different centers
Outside play	Gross motor skills, physical development, cooperation, problem solving, social skills/ friendships, following single/ multi step instructions	<ul style="list-style-type: none"> CH can put on. their coat CH can stay with a partner 	<ul style="list-style-type: none"> CH can take turns CH can ask for a break 	<ul style="list-style-type: none"> CH can make a choice of what to pay with 	<ul style="list-style-type: none"> CH can go down a slide CH can ride a trike CH can pump their swing



What is one useful idea?

What is one thing you want to try?

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?**

Welcome!

Our Plan Together

November 16: Kick Off – What are the **guiding conditions** of inclusion?

December 6: Guiding Condition #1: All Students are **presumed competent**

February 21 : Guiding Condition #2: All students are **placed** in inclusive classrooms

March 20 : Guiding Condition #3: All students are within **proximity to** and **participating in** learning with **peers**

April 23: Guiding Condition #4: All students have meaningful **purpose** in inclusive classrooms

May 16: Guiding Condition #5: All students are **planned for** from the start

Shelley
MOORE PH.D.



@tweetsomemoore



@fivemooreminutes



@fivemooreminutes



www.fivemooreminutes.com

www.blogsomemoore.com