

# THE INFRASTRUCTURE OF INCLUSION

Learning Series

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# 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

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

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

March 19: Guiding Condition #3: All students are within **proximity to** and **participating in** learning with **peers**

April 24: Guiding Condition #4: All students have meaningful **purpose** in inclusive classrooms

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



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

**What questions are coming up?**

**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 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

# Place Based Planning



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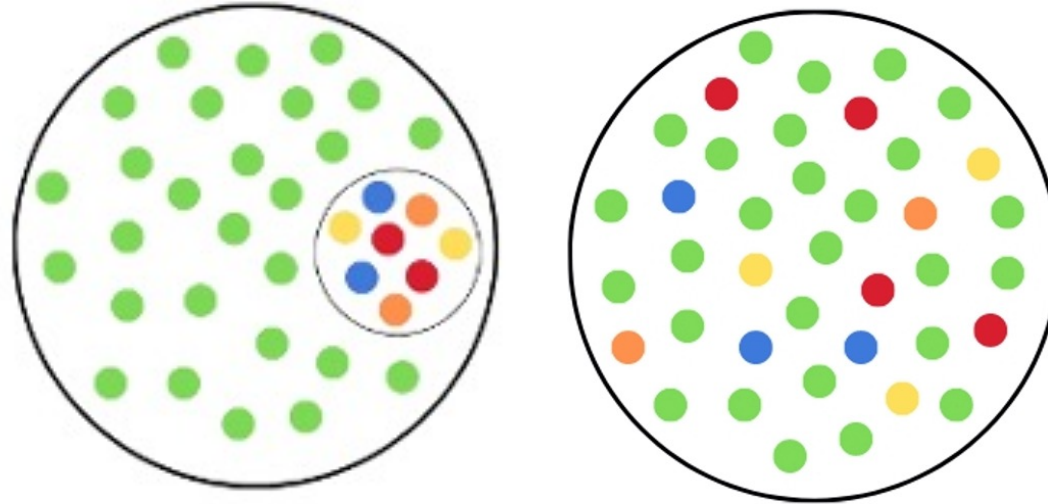
are **PLANNED** for  
from the start



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



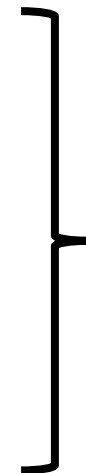
The gas station



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?

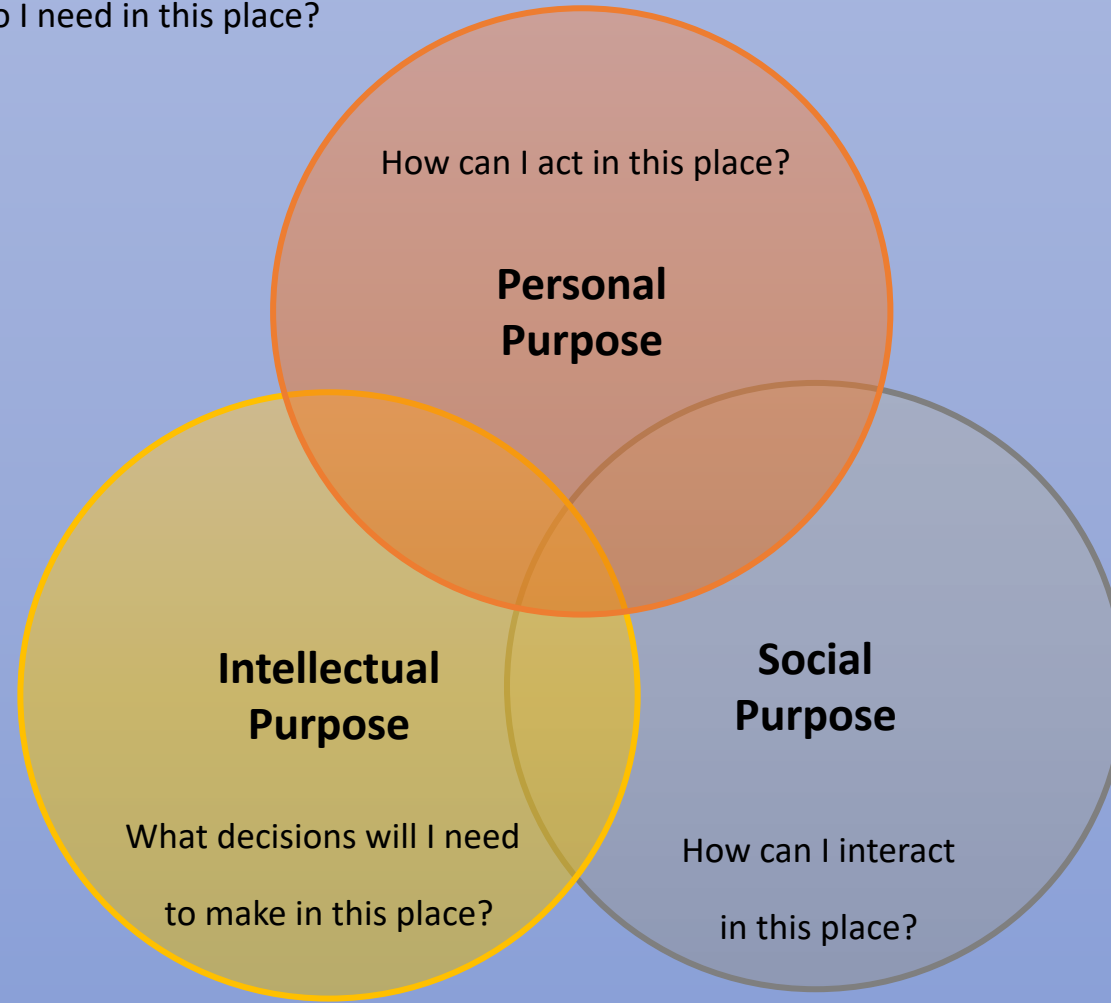
What **decisions** will I need to make in this place?

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



## Place (Contextual Purpose)

What specific skills do I need in this place?



How can I act in this place?

**Personal  
Purpose**

**Intellectual  
Purpose**

What decisions will I need  
to make in this place?

**Social  
Purpose**

How can I interact  
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?

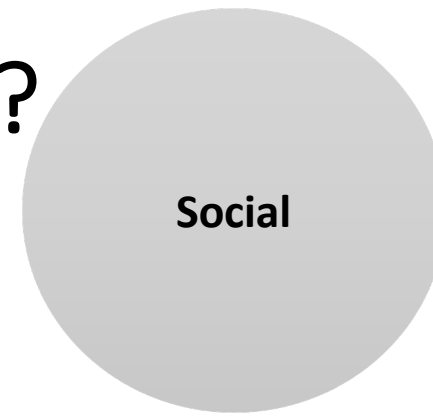


Personal

## 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 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

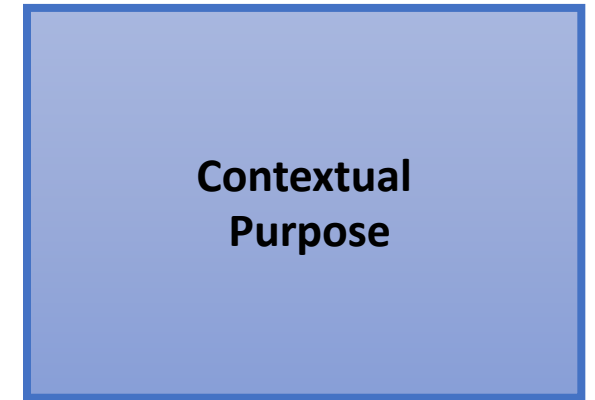
## Intellectual/ Thinking Purpose

- 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

- 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?

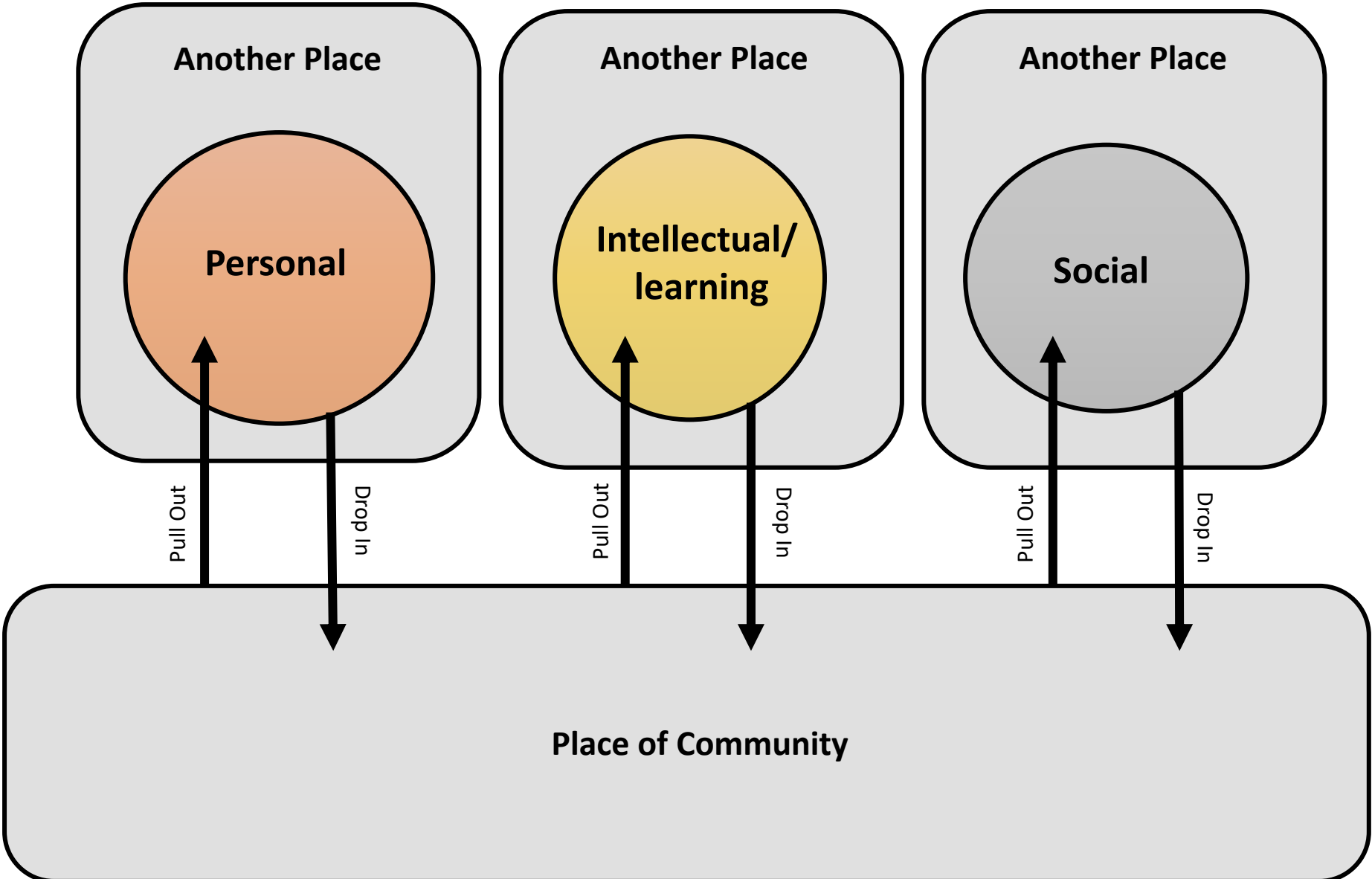
## Historically, however...

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”

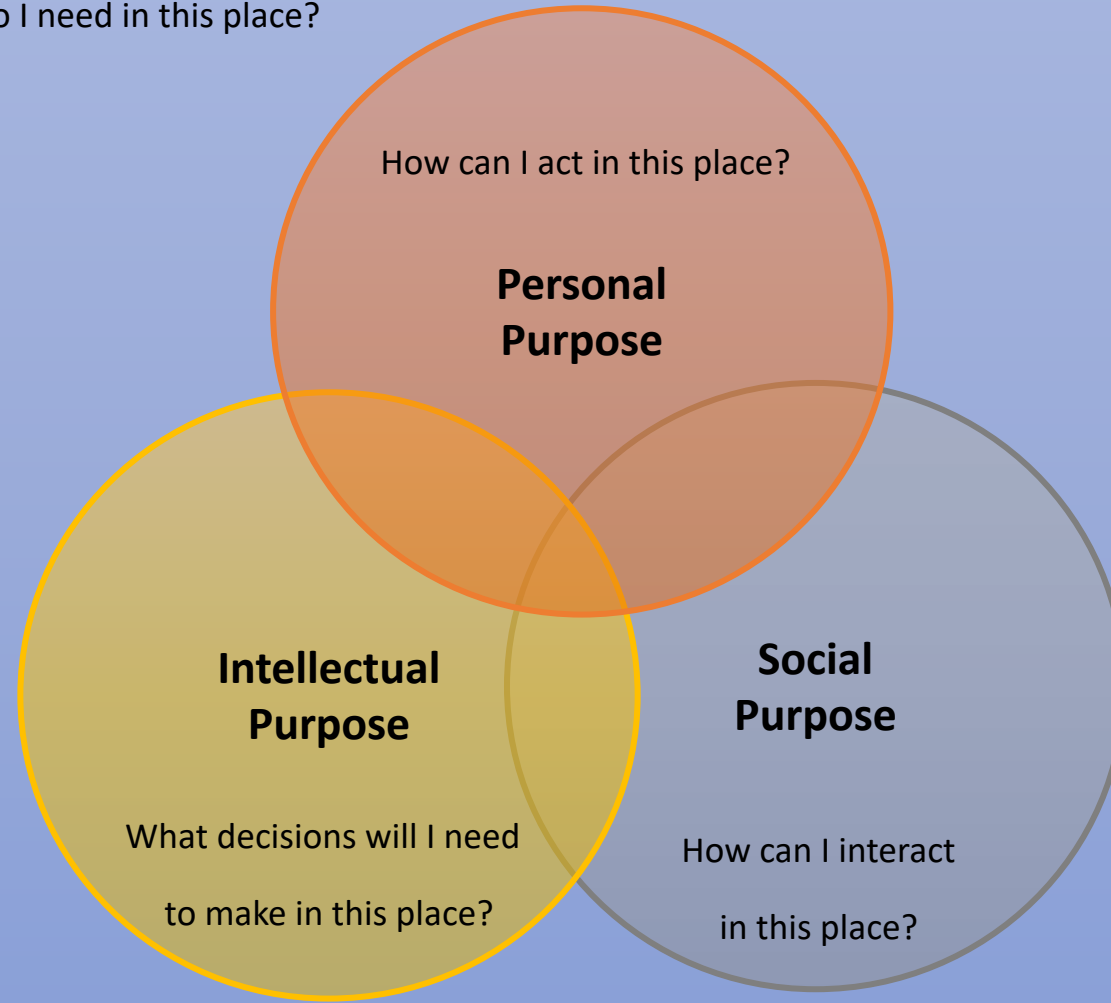
This has led to IEPs/Individual plans that focus on deficit-based goals and programming

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?



How can I act in this place?

**Personal  
Purpose**

**Intellectual  
Purpose**

What decisions will I need  
to make in this place?

**Social  
Purpose**

How can I interact  
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: 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:
		<b>What this means:</b> Student is enrolled and attending  <b>Next Step:</b> Inclusive IEP Goals for Place	<b>What this means:</b> Student is enrolled and attending sometimes  <b>Next Step:</b> Plan for and prepare place (Target teachers & peers)	<b>What this means:</b> Student is enrolled, not yet attending  <b>Next Step:</b> Plan for new place (Target student & family)	<b>What this means:</b> Student is not enrolled or attending and receiving supplemental programming <b>Next Step:</b> 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

# 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

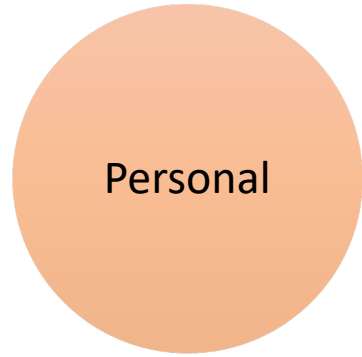
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•	Math Workshop				Explicit Numeracy
	Lunch			•	
	Art				SLP Support
•	Music			•	
•	Gym		•		
	Science/Socials				Autism Support

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
<b>Arrival to School</b>	Enter school, put outdoor gear away, empty backpack, quiet activity, announcements, morning meeting				
<b>Readers/Writers Workshop</b>	Mini lessons, conferencing, read aloud, partner reading, small groups, stations				
<b>Math Workshop/Stations</b>	Mini lessons, conferencing, small group, stations				
<b>Recess</b>	Eating a snack, playground, games/ outside play, bell				
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<b>Art/ Music</b>	Different teacher/ classroom, using tools/ instruments, following instructions, managing lots of movements, noises				
<b>Lunch</b>	Eating, cleaning up, outside play/ playground, bell				
<b>Gym</b>	Movement, fun, cooperation, encouragement, healthy living, regulation				

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### **Personal Roles & Responsibilities**

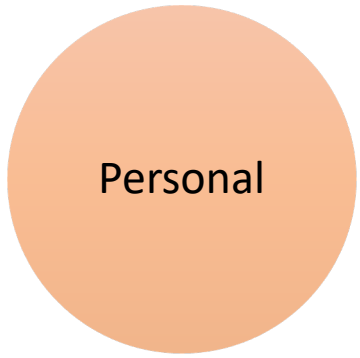
- V knows where his classroom is
- V knows where his table is
- V Knows how to sit at his table

### **Strategies**

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

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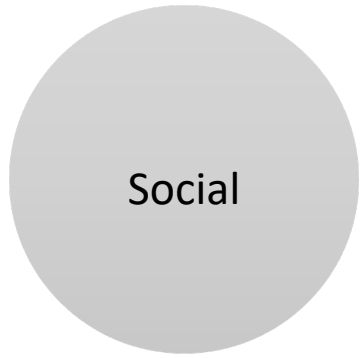
Personal

**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



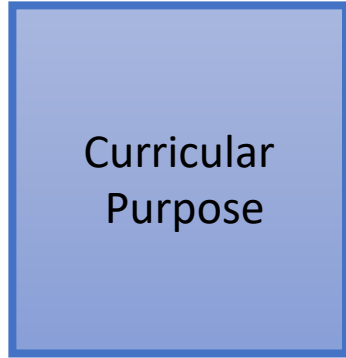
Social

**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

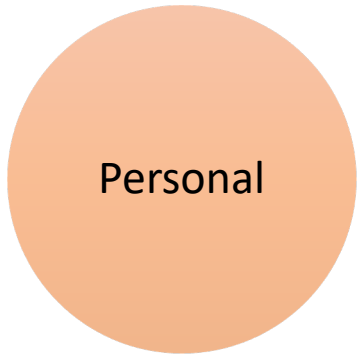
**Curricular Roles & Responsibilities**

- 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)

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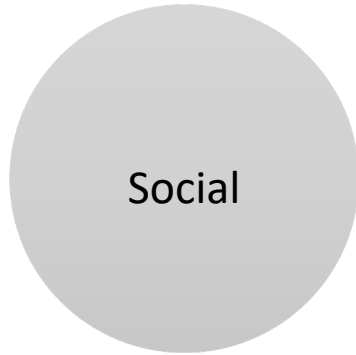
## Personal

### 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



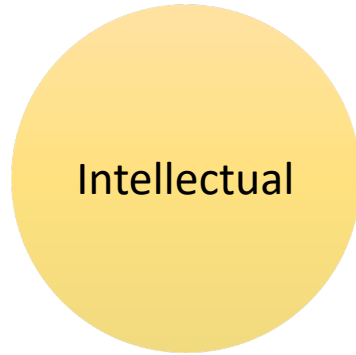
## Social

### Social Roles & Responsibilities

- V can communicate when finished (done)

### Strategies

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



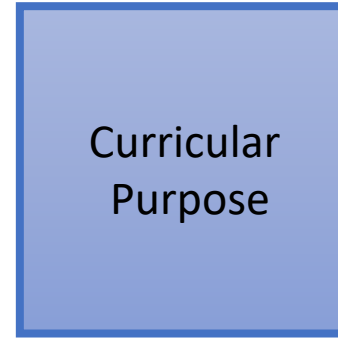
## Intellectual

### Intellectual & Thinking Roles & Responsibilities

- V can make choices (critical thinking)

### Strategies

- White board marker
- Choice of activities



## Curricular Purpose

### Curricular Roles & Responsibilities

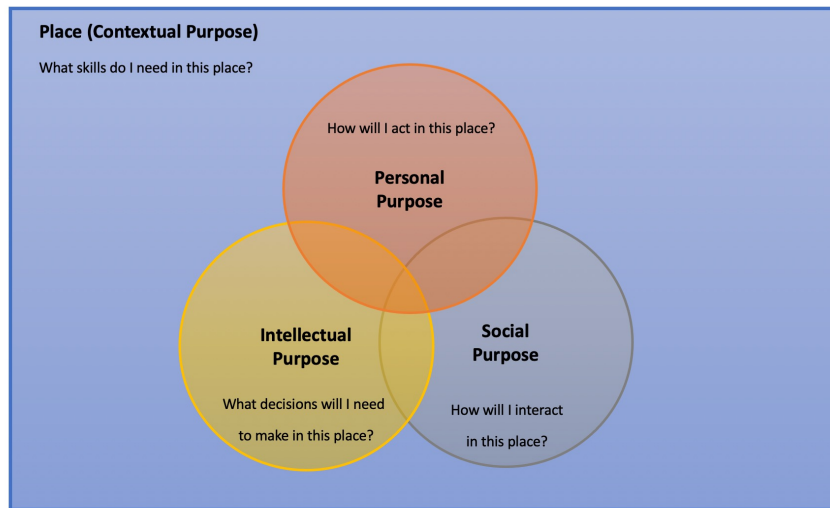
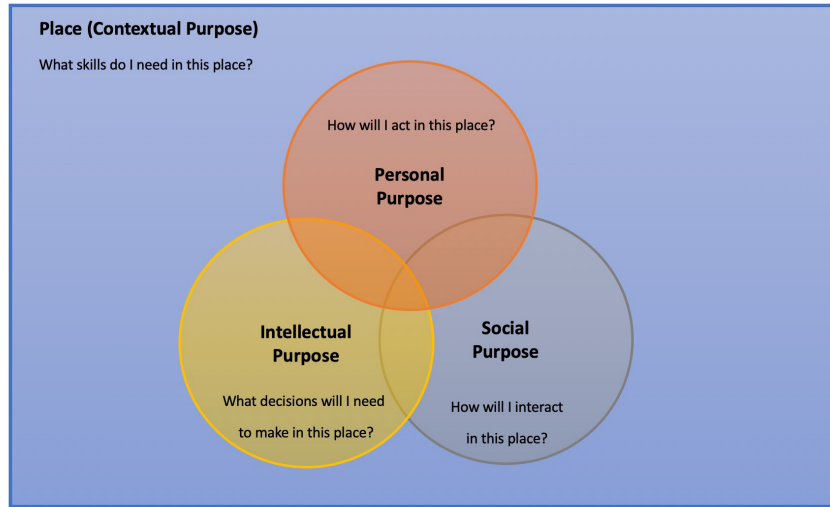
- V knows concepts of print (directionality)

### Strategies

- Choice of activity (writing, building, reading)

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# Reading Classroom



# Playground

V

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

Peers

- Prompting (its your turn)
- Engaging with V

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
<b>Arrival to School</b>	Enter school, put outdoor gear away, empty backpack, quiet activity, announcements, morning meeting	<ul style="list-style-type: none"> <li>V knows where his classroom is</li> <li>V knows where his table is</li> <li>V Knows how to sit at his table</li> </ul>			
<b>Readers/Writers Workshop</b>	Mini lessons, conferencing, read aloud, partner reading, small groups, stations	<ul style="list-style-type: none"> <li>V knows where his class is</li> <li>V can engage/ participate in an activity with peers</li> <li>V can choose a book to read</li> <li>V can use fine motor skills</li> <li>V can finish a task</li> </ul>	<ul style="list-style-type: none"> <li>V can reference peers</li> <li>V can take turns</li> <li>V can communicate when finished (done)</li> </ul>	<ul style="list-style-type: none"> <li>V can make choices (critical thinking)</li> </ul>	Literacy <ul style="list-style-type: none"> <li>V knows concepts of print</li> <li>V can show cadence</li> </ul>
<b>Math Workshop</b>	Mini lessons, conferencing, small group, stations				
<b>Recess</b>	Eating a snack, clean up, playground, games/ outside play, bell, playing with peers, solving problems	<ul style="list-style-type: none"> <li>V can engage/ participate in an activity with peers</li> </ul>	<ul style="list-style-type: none"> <li>V can reference peers</li> <li>V can take turns</li> </ul>	<ul style="list-style-type: none"> <li>V can make choices</li> </ul>	Playground <ul style="list-style-type: none"> <li>V can play on playground equipment</li> </ul>
<b>Science/ Socials</b>	Mini lessons, small group activities, hands on)				
<b>Art/ Music</b>	Different teacher/ classroom, using tools/ instruments, following instructions, managing lots of movements, noises				
<b>Lunch</b>	Eating lunch, clean up, playground, games/ outside play, bell, playing with peers, solving problems				
<b>Gym</b>	Movement, fun, cooperation, encouragement, healthy living, regulation				

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:
		<b>What this means:</b> Student is enrolled and attending  <b>Next Step:</b> Inclusive IEP Goals for Place	<b>What this means:</b> Student is enrolled and attending sometimes  <b>Next Step:</b> Plan for and prepare place (Target teachers & peers)	<b>What this means:</b> Student is enrolled, not yet attending  <b>Next Step:</b> Plan for new place (Target student & family)	<b>What this means:</b> Student is not enrolled or attending and receiving supplemental programming <b>Next Step:</b> 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

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



**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

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

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

March 19: Guiding Condition #3: All students are within **proximity to** and **participating in** learning with **peers**

April 24: 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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