Shelley MOORE PH.D.

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WHAT DOES *inclusion* MEAN?

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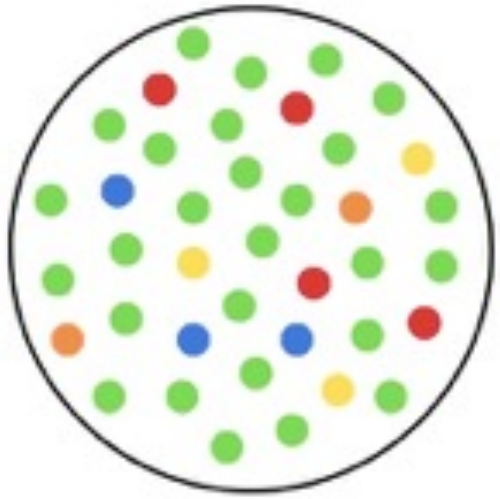
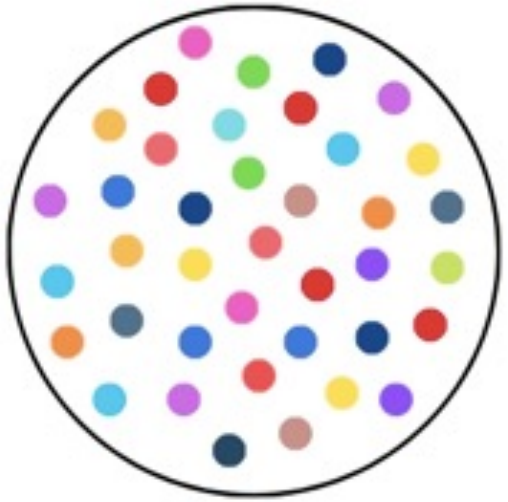
2023

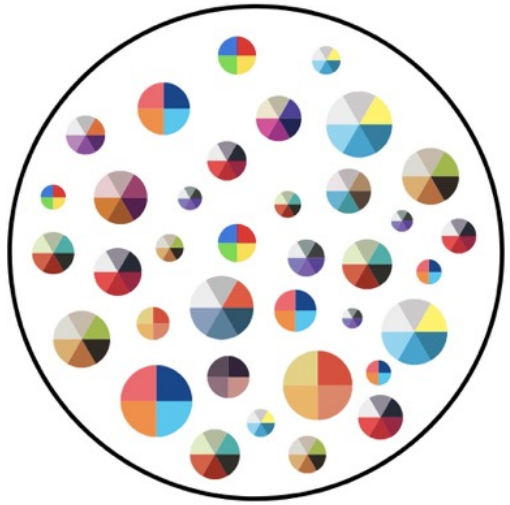
WHAT IS *inclusion* ?



How do we
include people
with disabilities?



How do we teach
to ***diversity***?



How do we
teach to ***identity***?

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HOW do we DO

inclusion ?

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Guiding Conditions of iNCLUSiON describe that all students...

are **PRESUMED** competent and as having **POTENTIAL**	are **PLACED** in and attending inclusive classrooms and schools	are in **PROXIMITY** to and **PARTICIPATING** with **PEERS**	have **PURPOSEFUL** roles and responsibilities	are **PLANNED** for from the start

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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 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

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%

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Guiding Conditions of iNCLUSiON describe that all teachers...

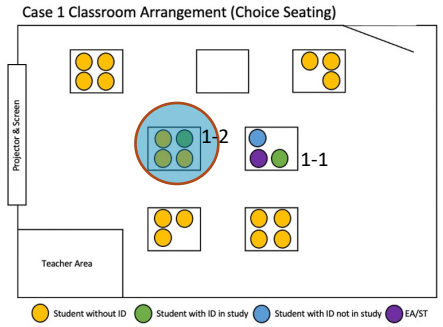
- Can collaborate with multiple perspectives
- Have time and space to respond to and design for variability
- Can support students using universal design and layered support processes
- Can access inclusive professional development that is situated, ongoing, and inquiry oriented

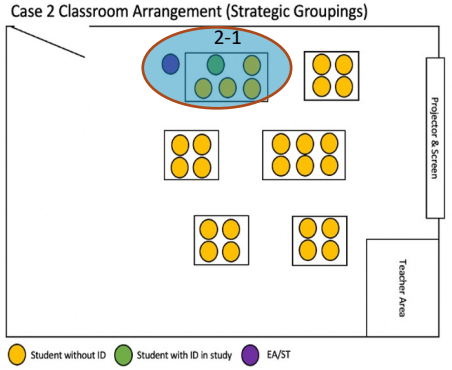
- Many children with disabilities, although present, typically spend their day socially isolated in places and activities working on the side with individually assigned assistants. (Jameson, Mcdonnell, Polychronis & Riesen, 2008; Feldman, Carter, Asmus & Brock, 2015)

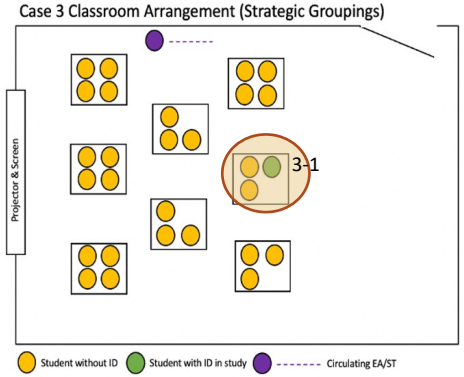
- This approach used to support children with disabilities in classrooms, has little to no research to back it up (Giangreco & Doyle, 2007; Carter, Sisco, Melekoglu & Kurkowski, 2007)

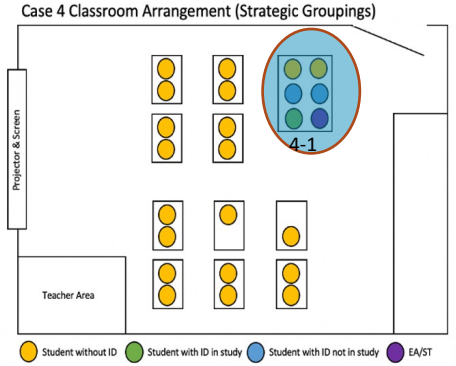
- Educational assistants and support staff that children with disabilities are left to interact with, "may prevent the very social goals they are present to promote (2010)" (Giangreco & Doyle, 2007)

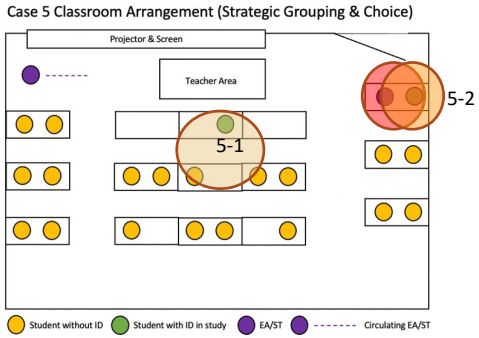
Proximity Influences Participation











The most social participation

The most learning participation

The least social participation

The least learning participation

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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Which condition is a strength area for your classroom, school, or district?

Which condition is a target area to advocate for your classroom, school, or district?

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What is one useful idea?

What is one question you have?

What is one thing you learned?

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

THANK YOU!

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GET IN TOUCH

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LEARN MORE

Web: www.drshelleymoore.com