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[Dr. Shelley Moore](https://www.facebook.com/Dr.Shelley.Moore)

Who are you? What brings you to this place?

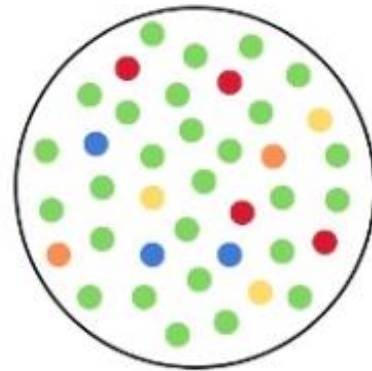
- Where is **home** for you?
- What are some of the **roles** you have in your **community**?
- What **identities** do you hold?
- What are some of your **interests**?
- What is a **strength** that you teach to others?
- what is a **life event** that shaped who you are?
- What is something that is **important to know** about you?
- What **brought you here today** to this place?

WHAT DOES

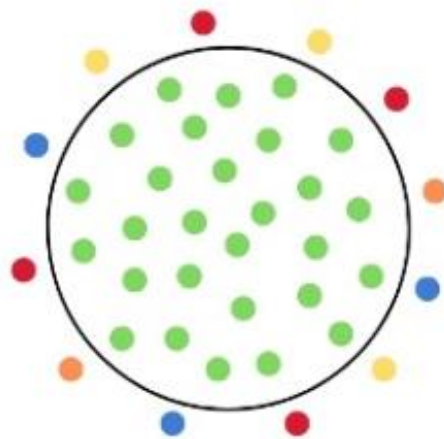
inclusion

MEAN?

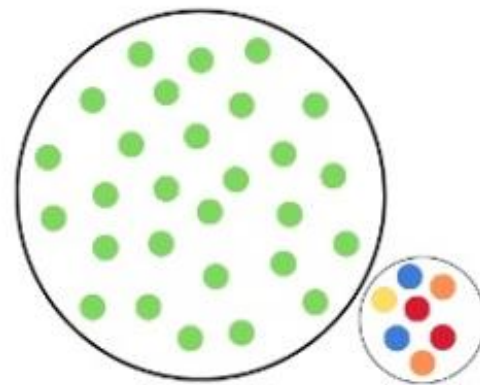
WHAT IS *inclusion*?



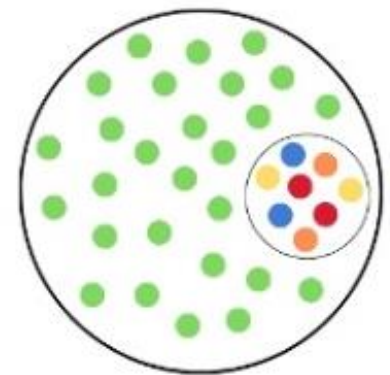
inclusion



exclusion

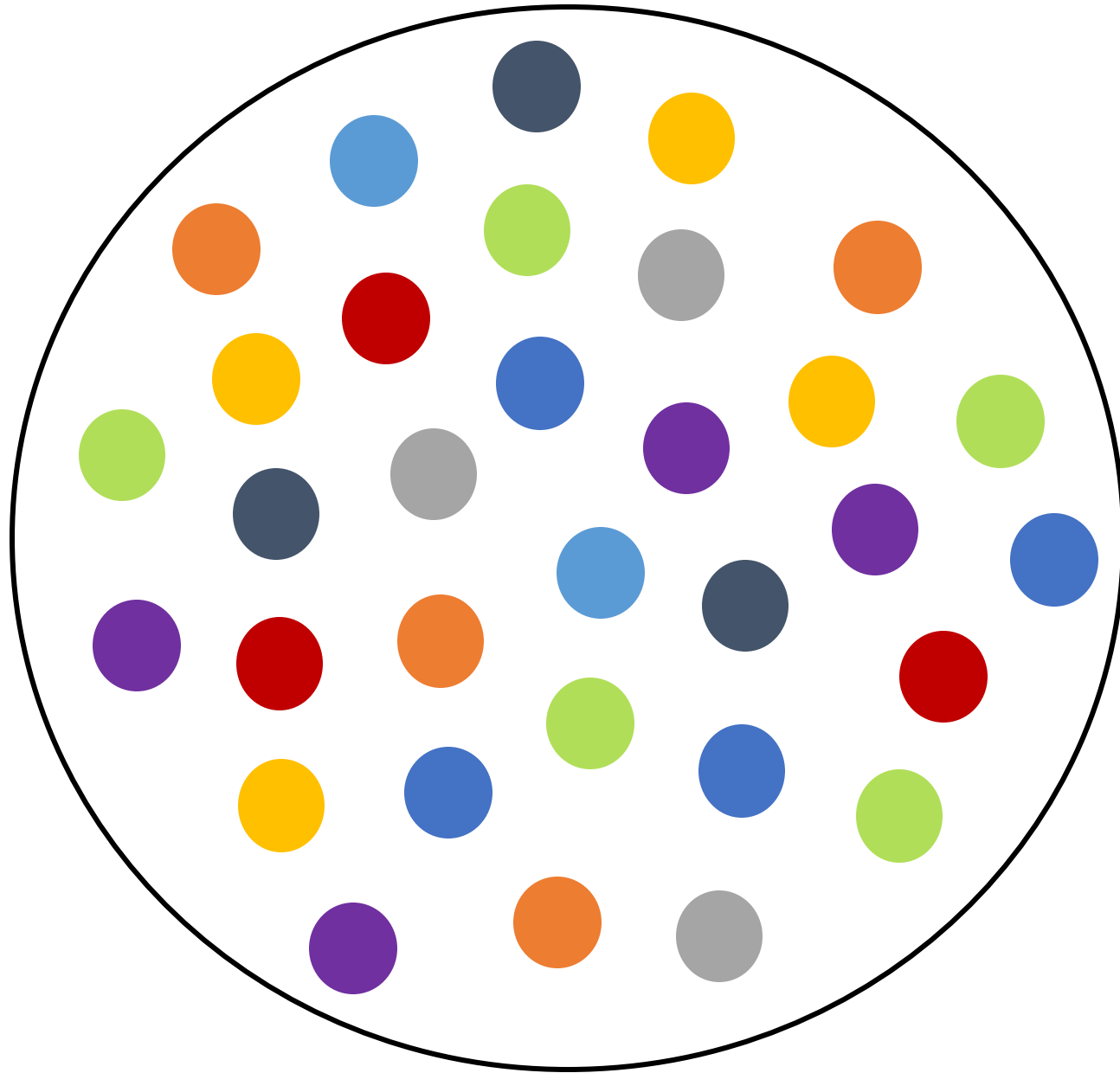


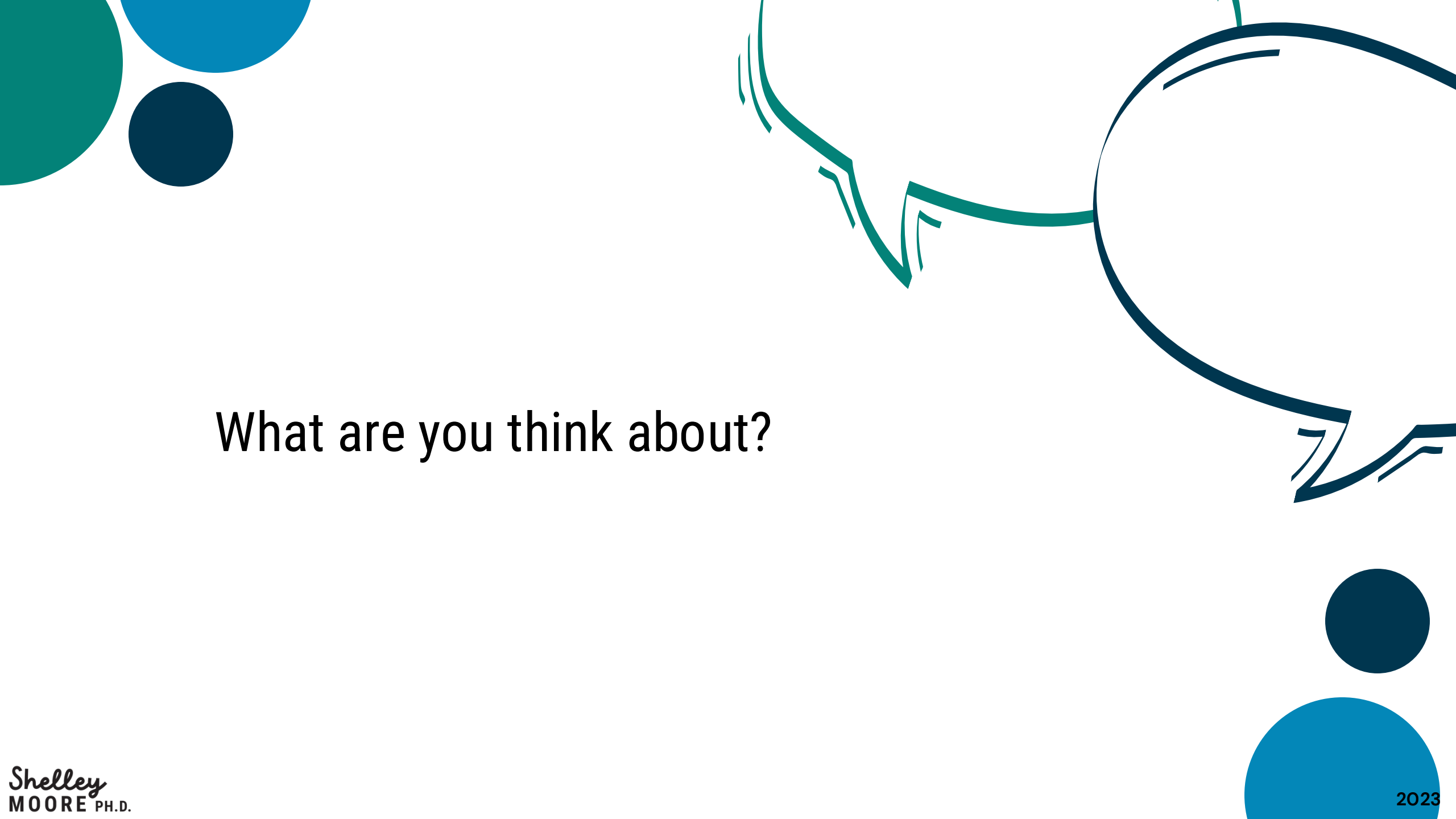
segregation



integration

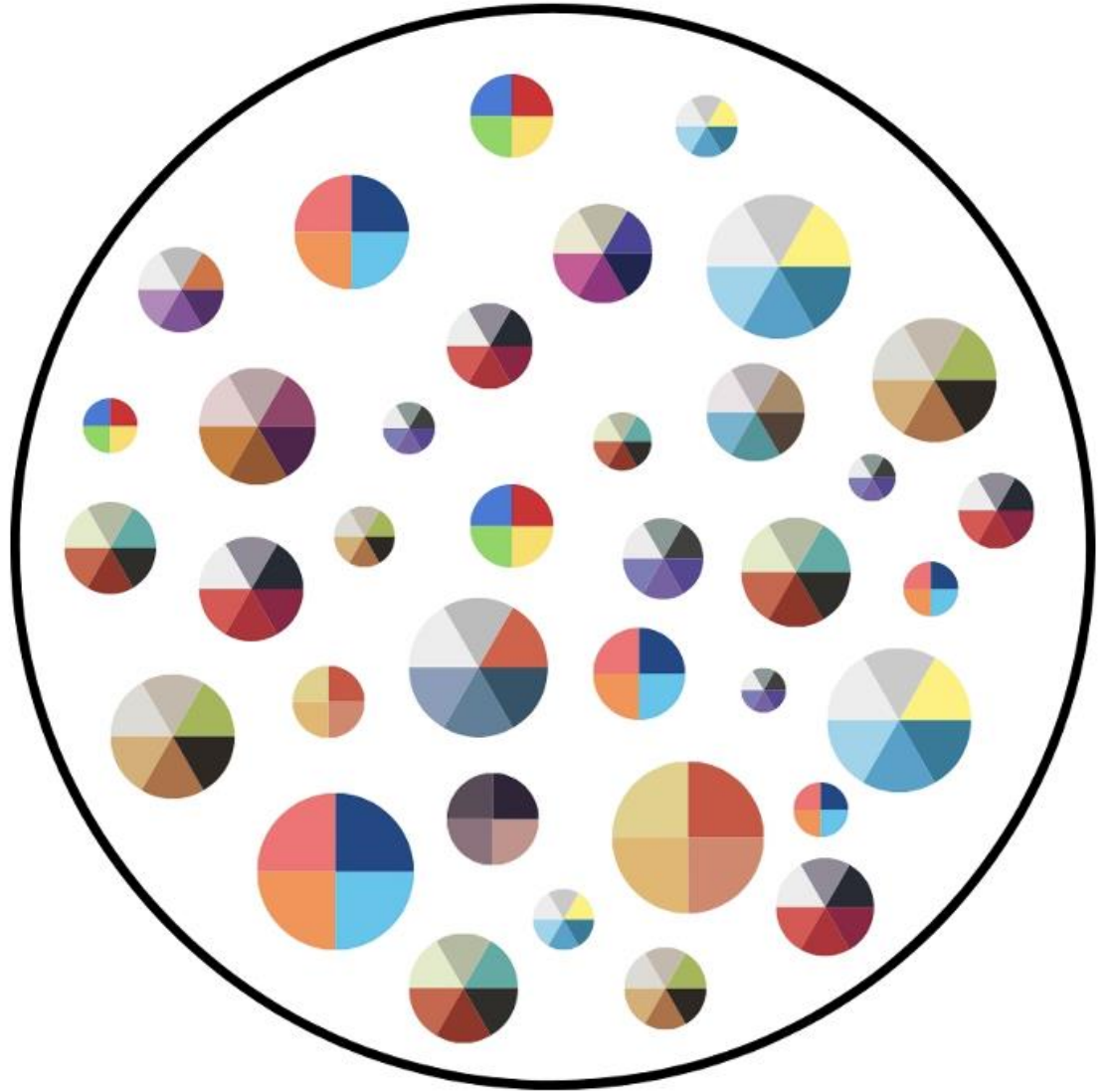
WHAT IS inclusion ?





What are you think about?

WHAT IS inclusion ?

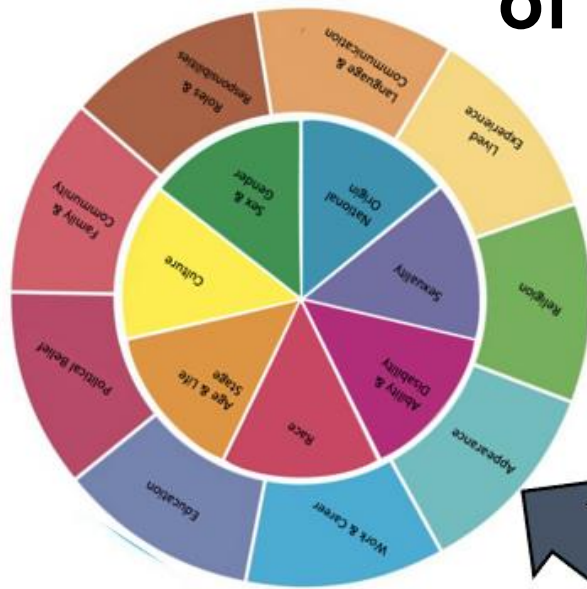


WHAT IS inclusion

?

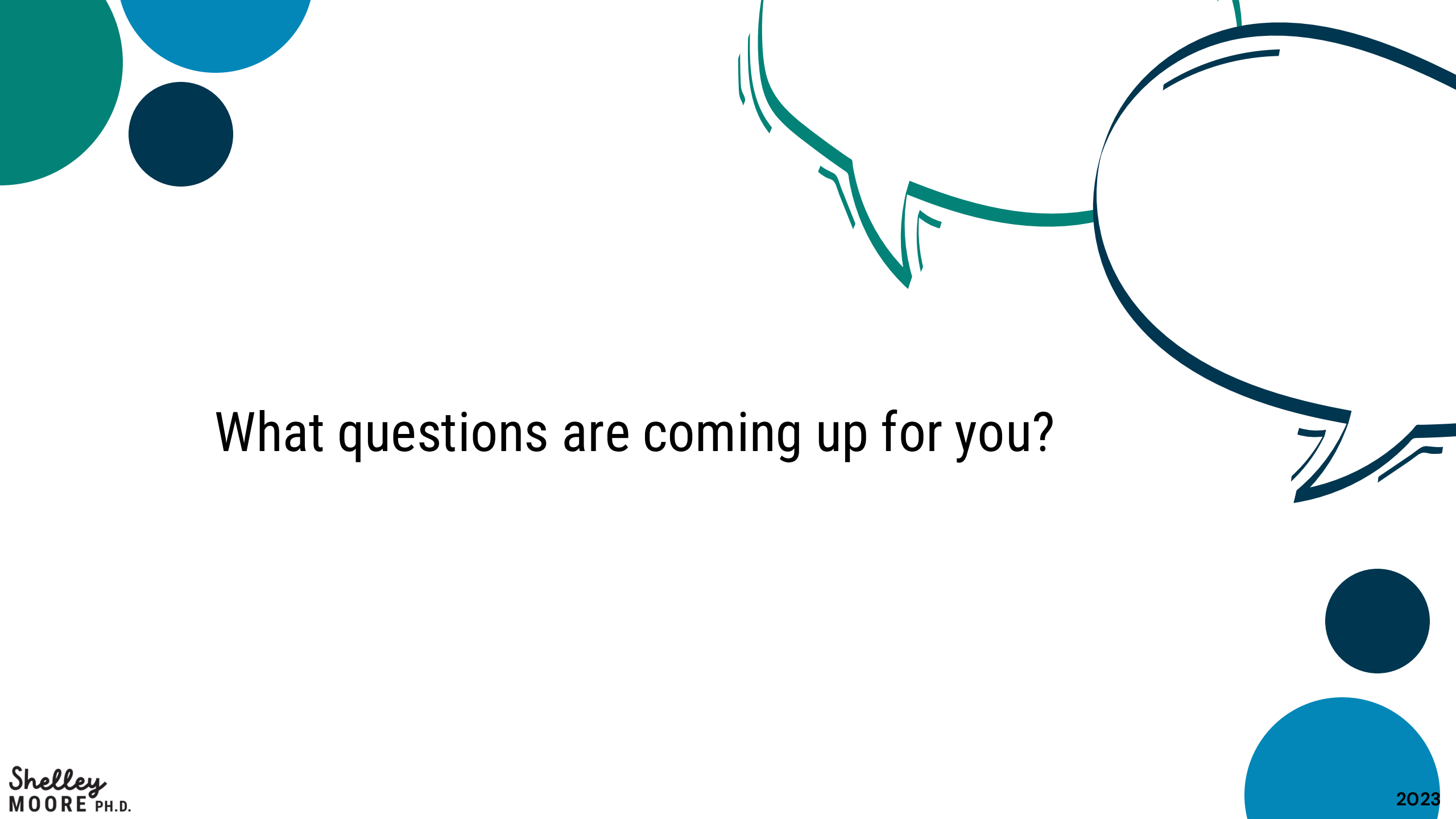


Communities of Identity



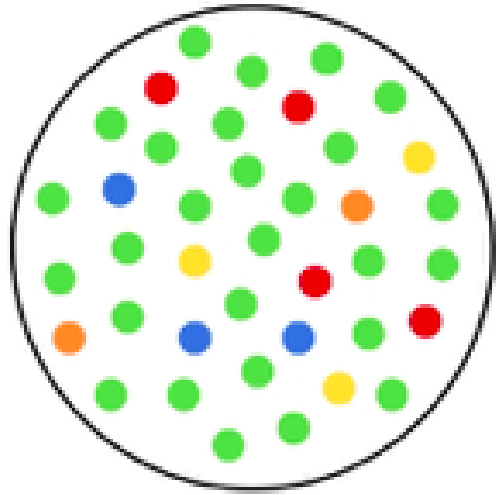
WHAT IS
inclusion
?

Communities
of Diversity

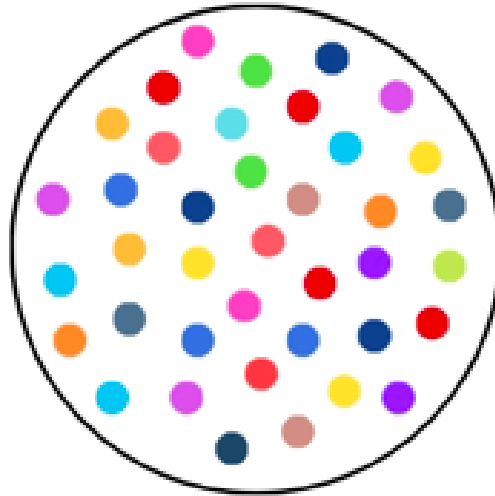
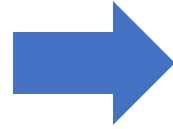


What questions are coming up for you?

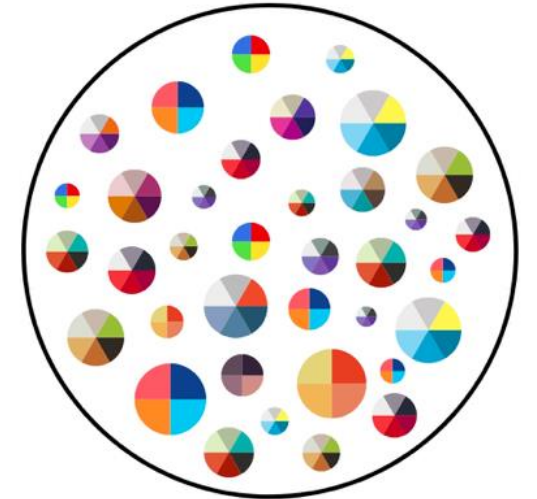
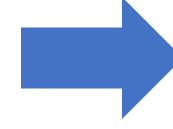
WHAT IS inclusion ?



How do we
include people
with disabilities?



How do we teach
to diversity?



How do we
teach to identity?

How do we do inclusion ?

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

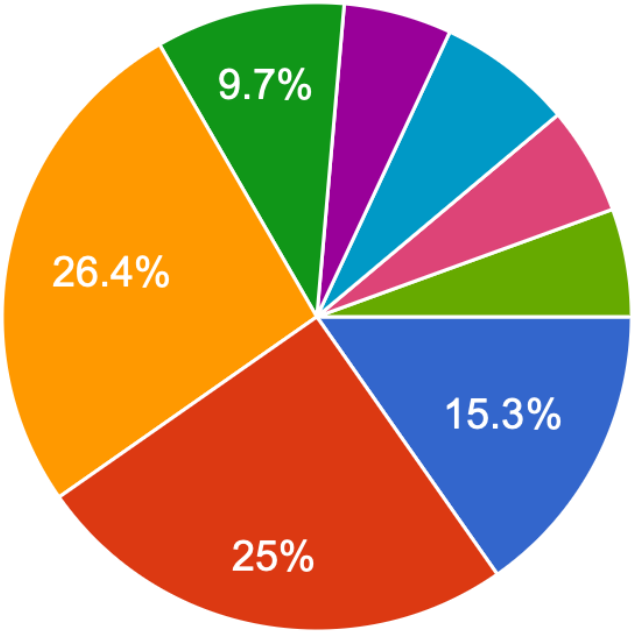
Which condition is the strength area for your classroom or school?

Which condition is an area that needs to be targeted in your classroom or school?



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

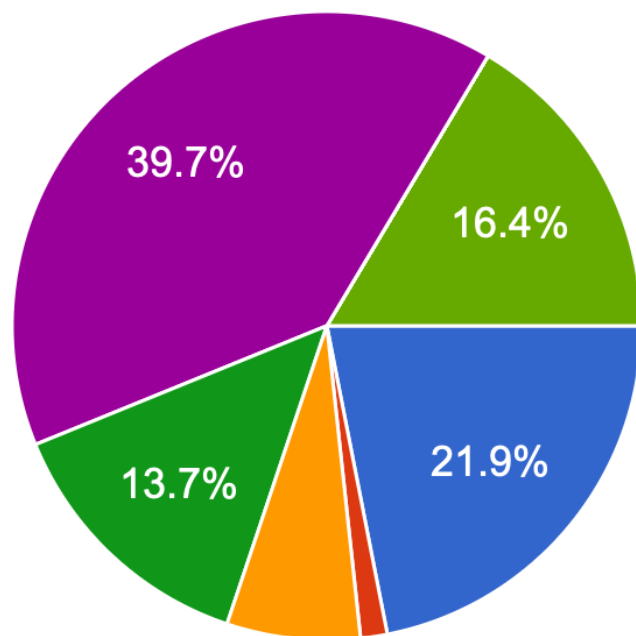
72 responses



- All students are presumed competent
- All students are placed in inclusive classrooms
- All students are within proximity to and participating in learning with peers
- All students have meaningful purpose
- All students are planned for from the s...
- Not sure
- We don't have a strength area
- All of them

Which condition is an area that needs to be targeted the most in your classroom or school?

73 responses



- All students are presumed competent
- All students are placed in inclusive classrooms
- All students are within proximity to and participating in learning with peers
- All students have meaningful purpose
- All students are planned for from the s...
- Not sure
- We don't have a condition to target area
- All of them

Guiding Conditions of **inclusion** describe that all children & youth...

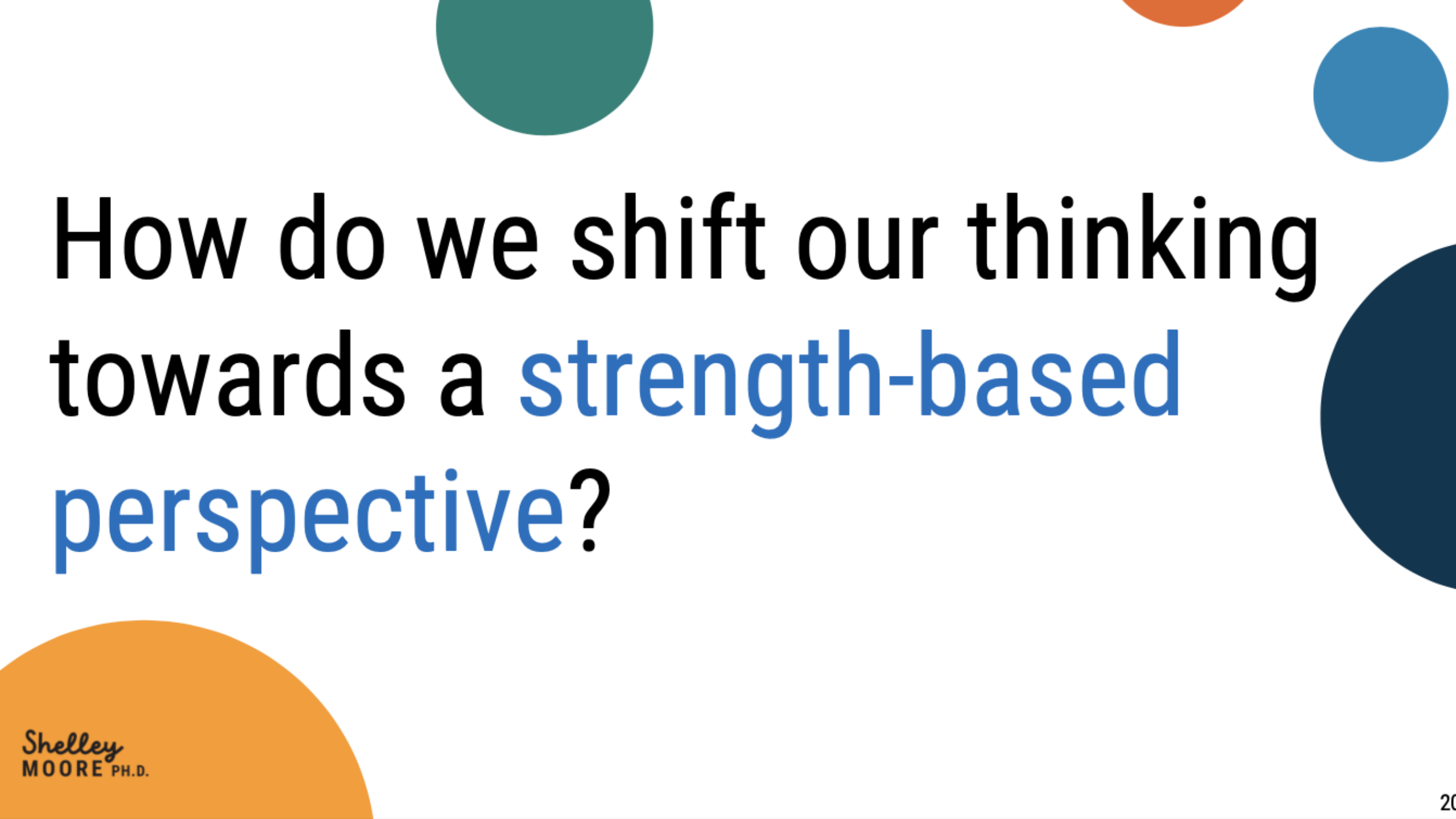
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inclusive
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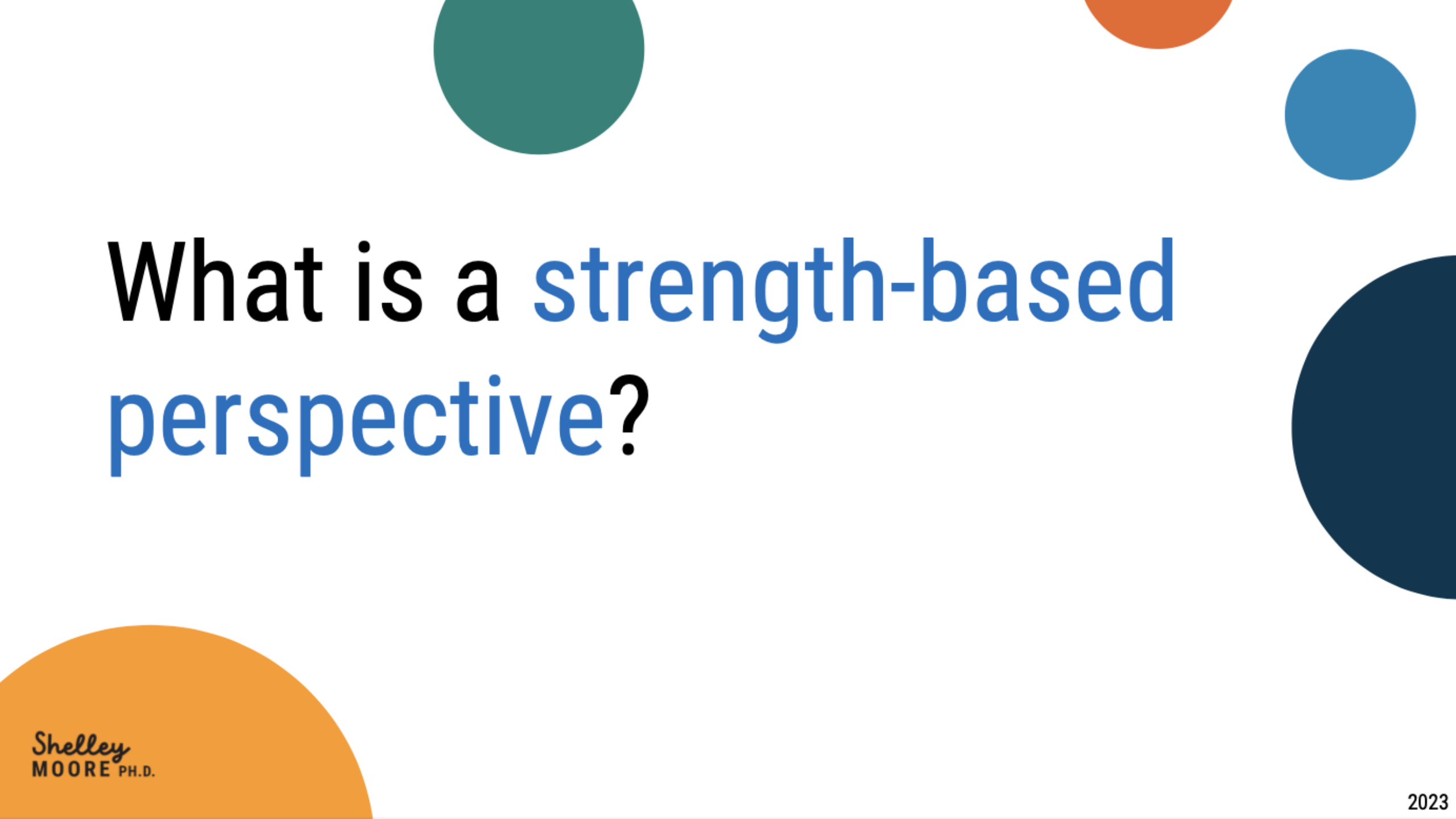
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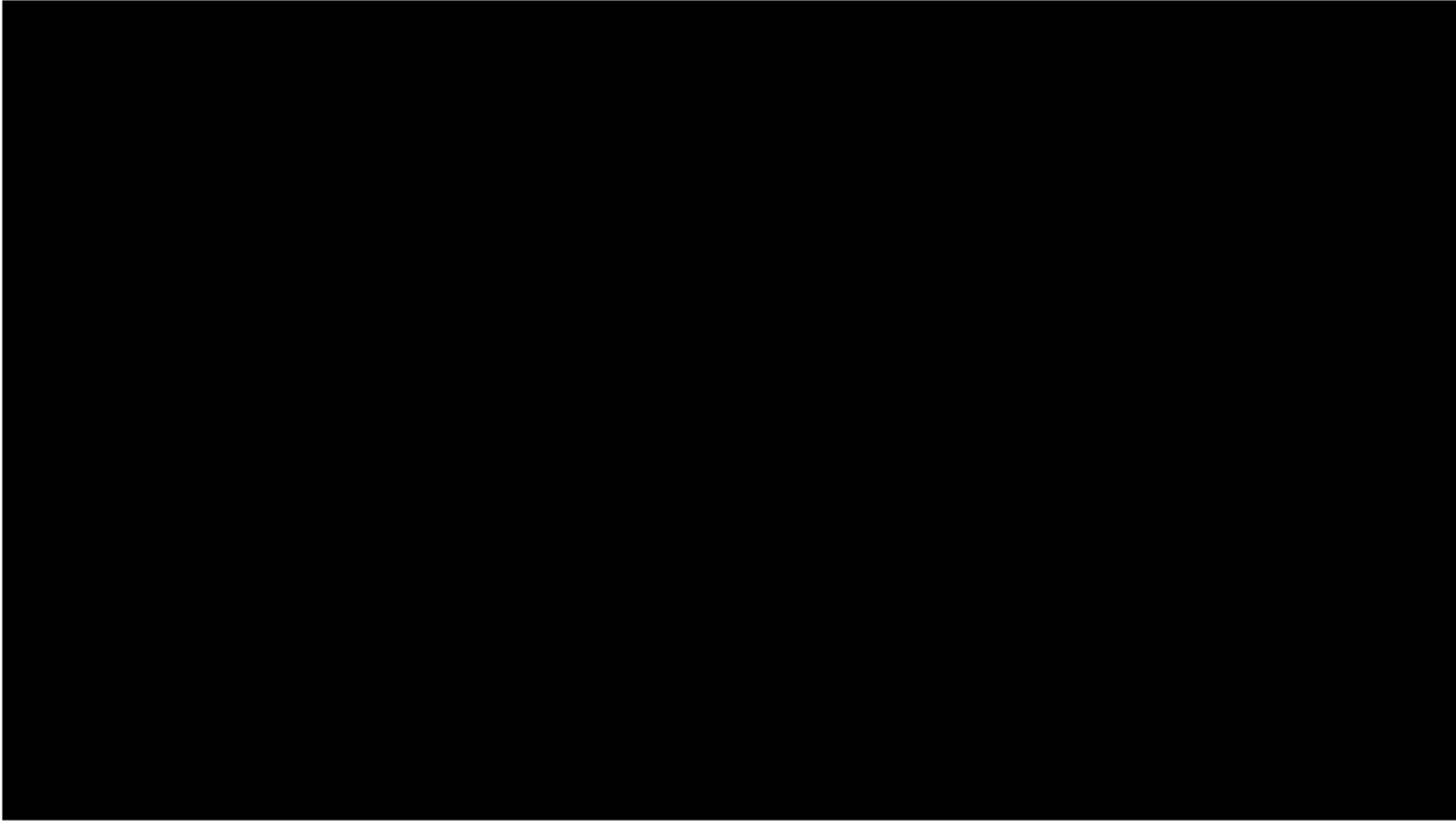


How do we shift our thinking
towards a strength-based
perspective?



What is a strength-based perspective?

What is a **strength-based perspective**?



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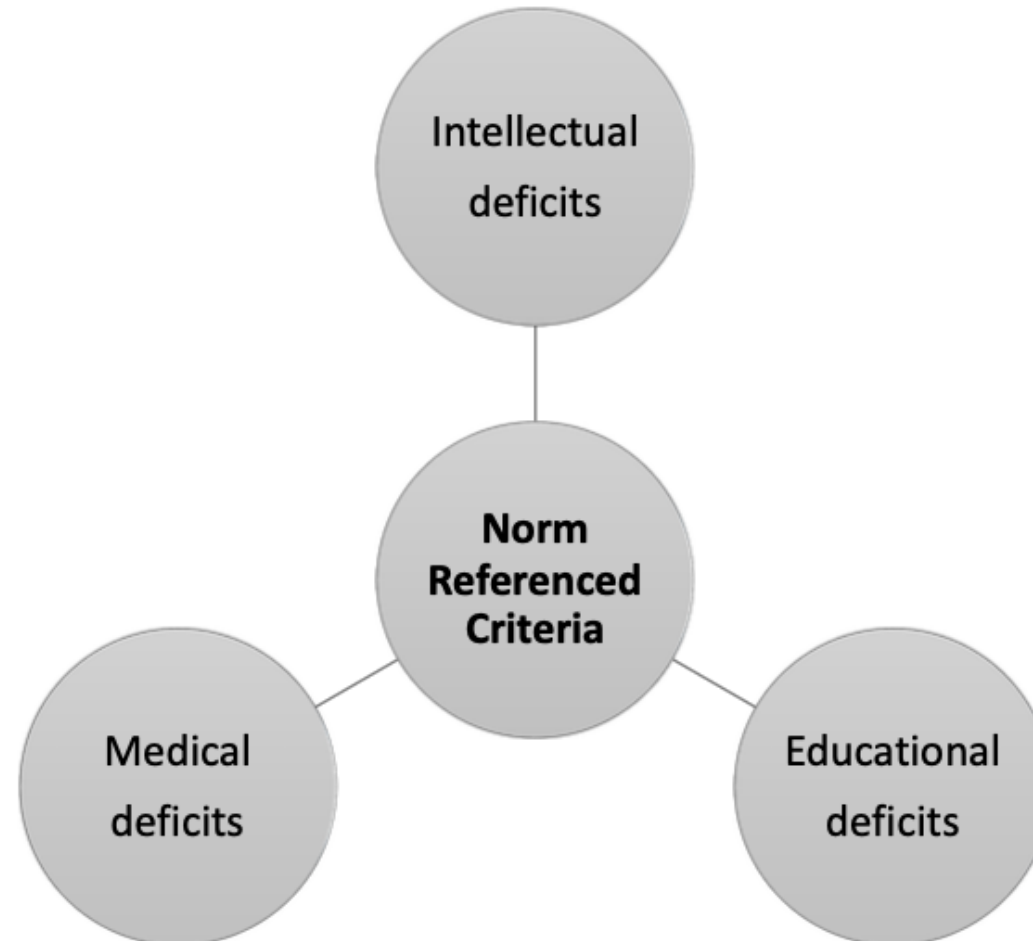
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Why are students not often viewed through a **strength-based perspective**?



Why is Presuming Competence Important?

Even if **we are wrong** about a child's **capability** to have access inclusive community programs with their peers, **the consequences** of that presumption **being wrong** are **not as dangerous** as the **alternative**.

Cheryl Jorgenson



How can we Presuming Competence?

- Children with disabilities so often **need** to “**prove**” that they can behave **before** **given access** to community programming
- Biklen & Burke suggest:
 - Rather than proving their ability, presuming competence is **assuming that all** children have **ability** in any and **all places**



How can we Presuming Competence?

- Focus more on **strengths, interests, abilities, barriers** and **needs** and less on deficits
- Make space for **student voice and agency** and give opportunities for students to be a part of the **decision making** in their educational programming
- Provide children with a **means to communicate** other than words (visuals, gestures, voice)

Jorgenson, McSheehan & Sonnenmeier



How can we Presuming Competence?

What Self Advocates say:

- **Talk to me**, not my support dog, or my support staff, or my parents
- **Do not** call me “**low functioning**” or refer to me as a developmental age, E.g., “**like a 2-year-old**”
- Use **age-appropriate** tone of voice, inflection, vocabulary, and conversation topics when **interacting** with me
- **Respect my privacy** when talking about my personal care, medical needs and/or personal and sensitive information



Is Presuming Competence Enough?

Nope!

Now we need to **focus** on the **decisions** that we make that are **based on our perceptions** and assumptions about students

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How do we increase
opportunities for

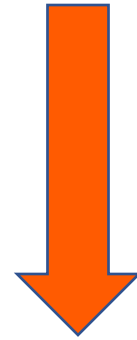
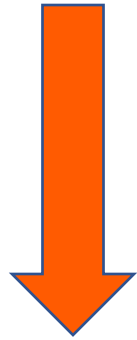
inclusion

to happen?



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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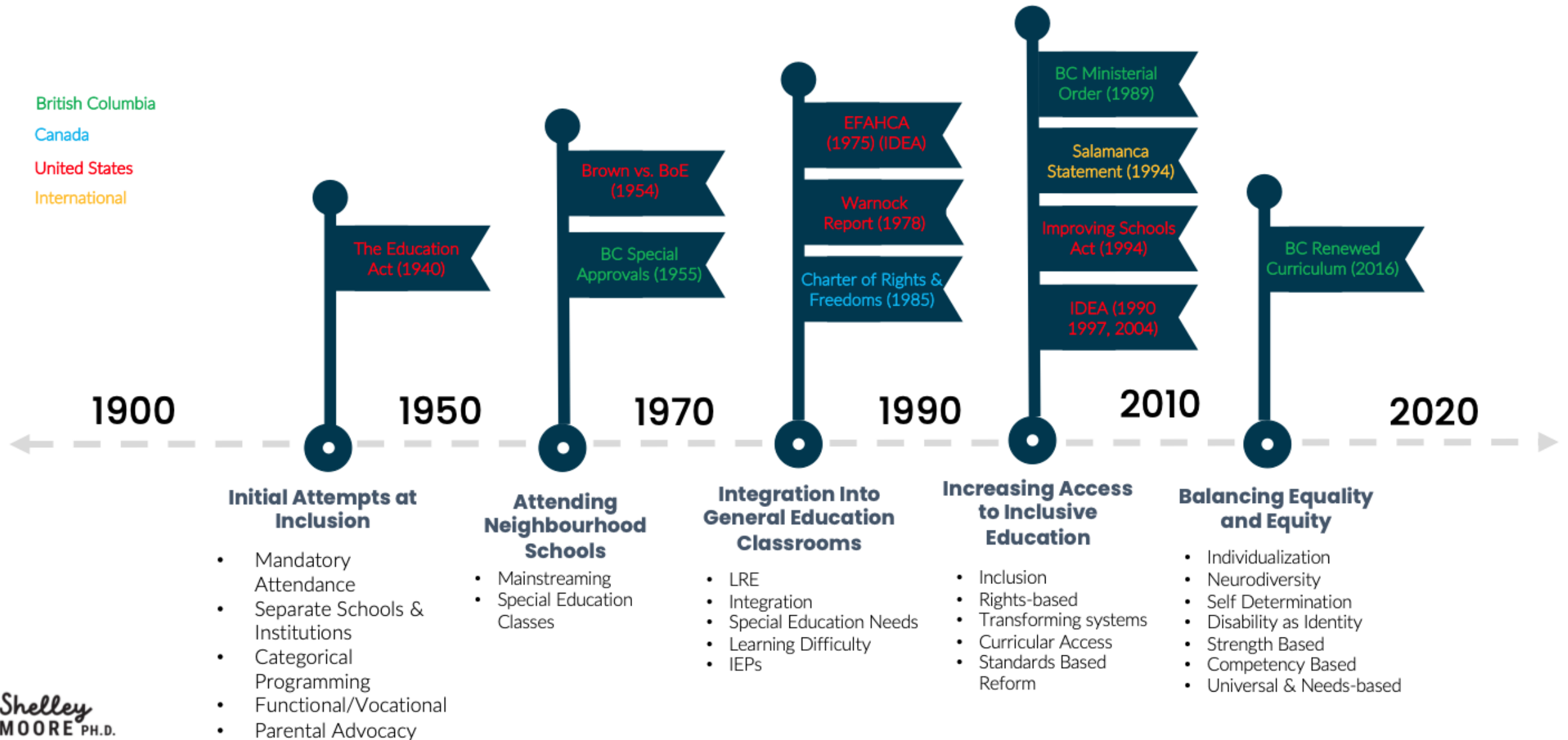


Guiding Conditions & Structures of Inclusion

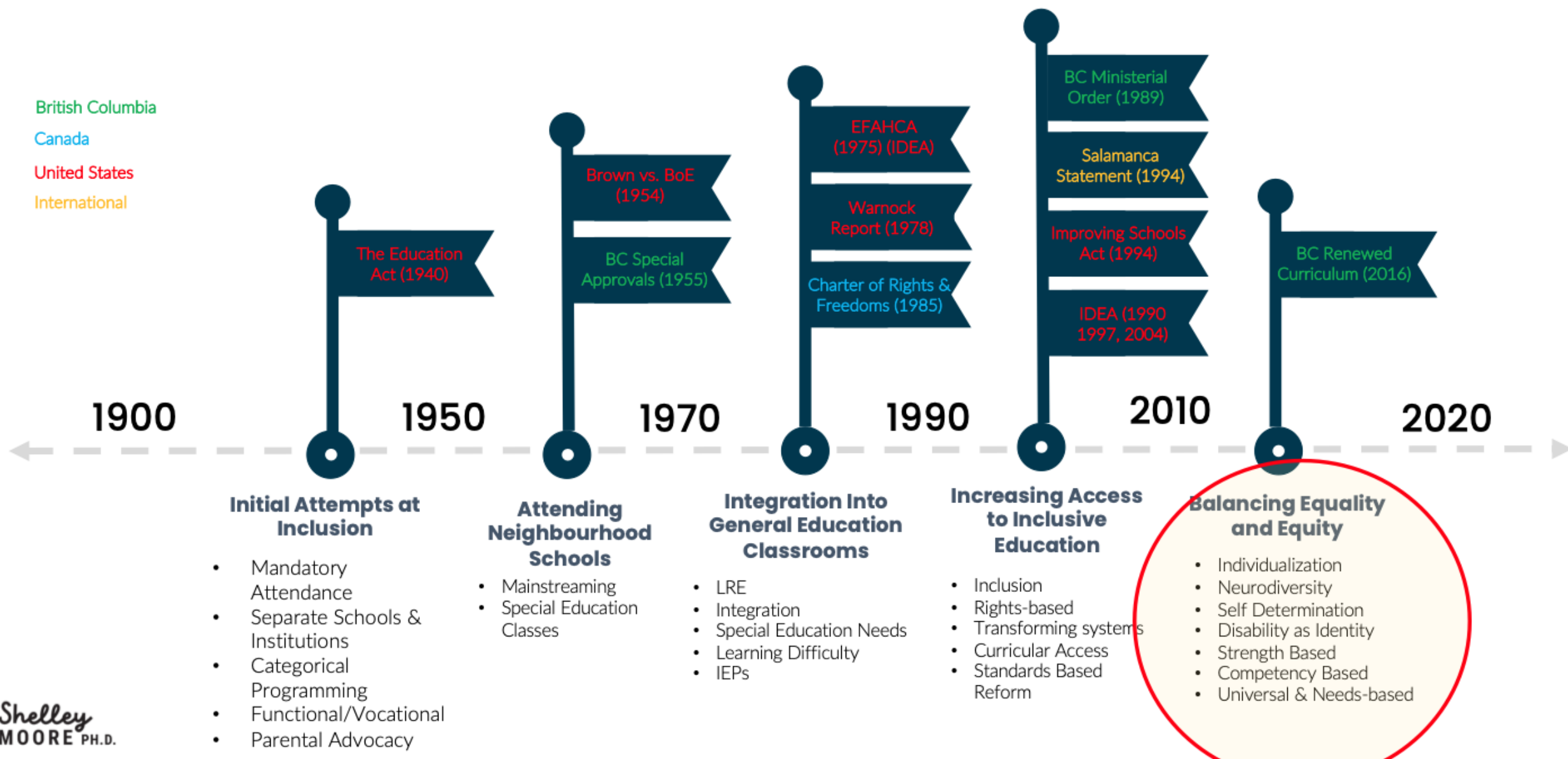
ALL students are enrolled in & attending curricular classes with their peers

- 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

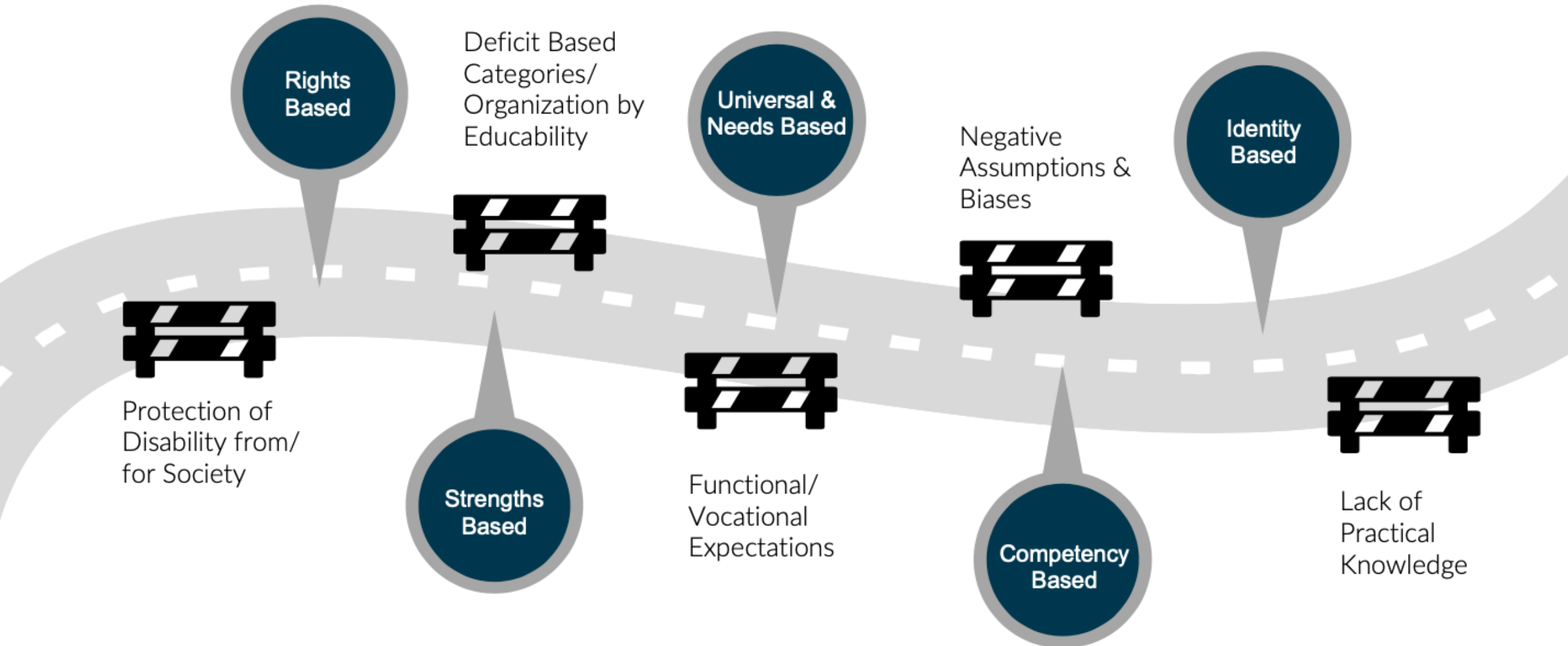
History & Evolution of Inclusion for Students Intellectual Disabilities



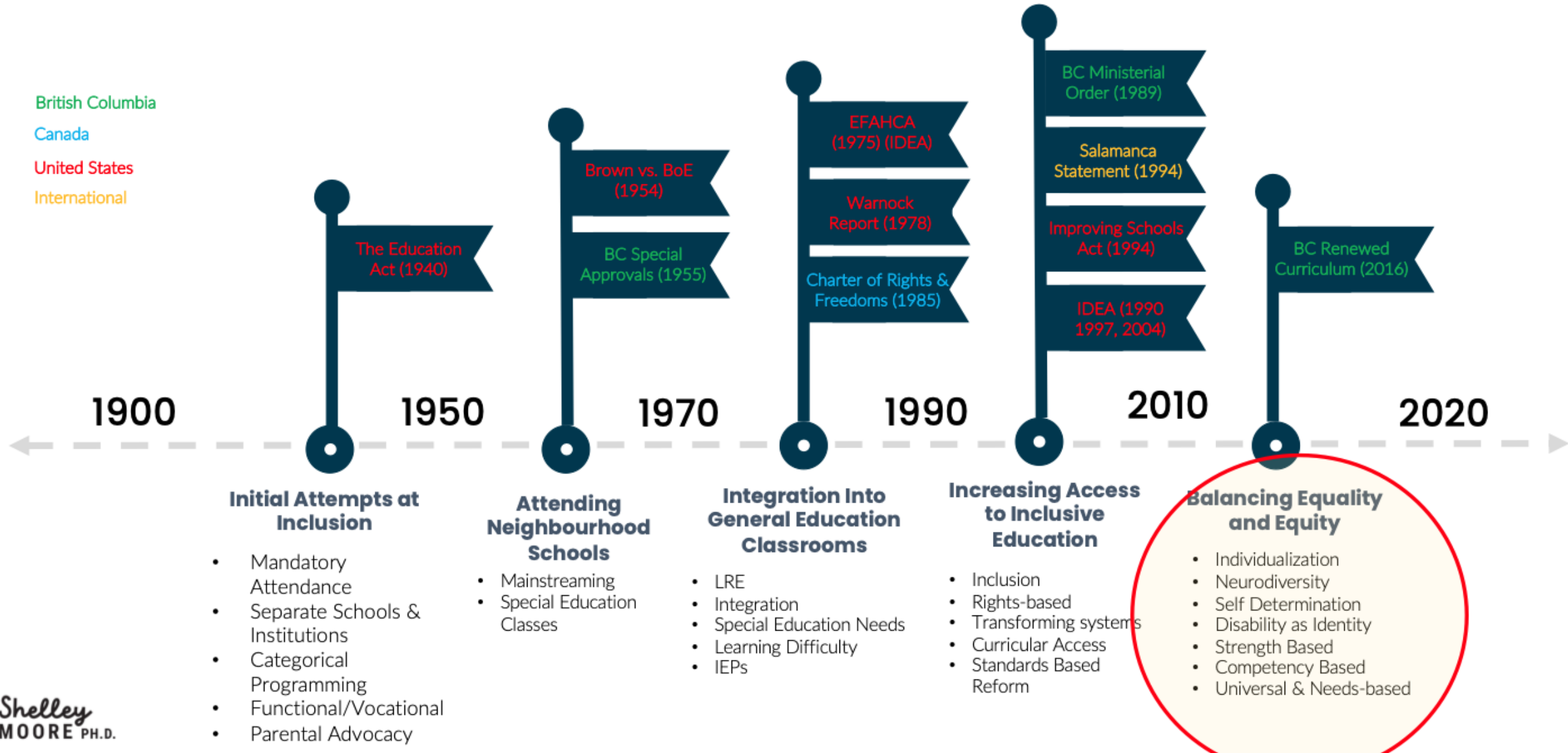
History & Evolution of Inclusion for Students Intellectual Disabilities

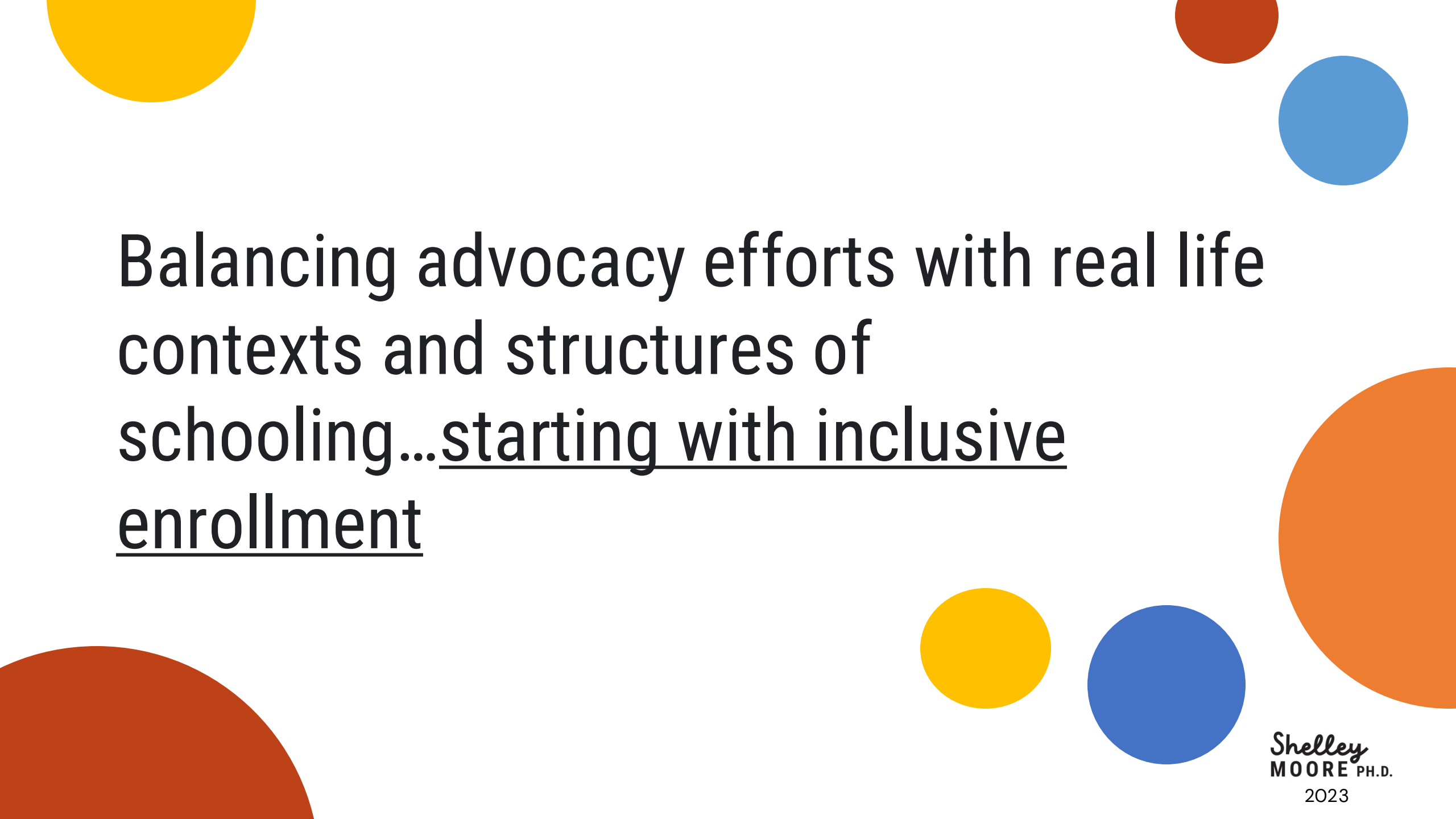


What are the barriers to enrollment in inclusive places for students with disabilities?

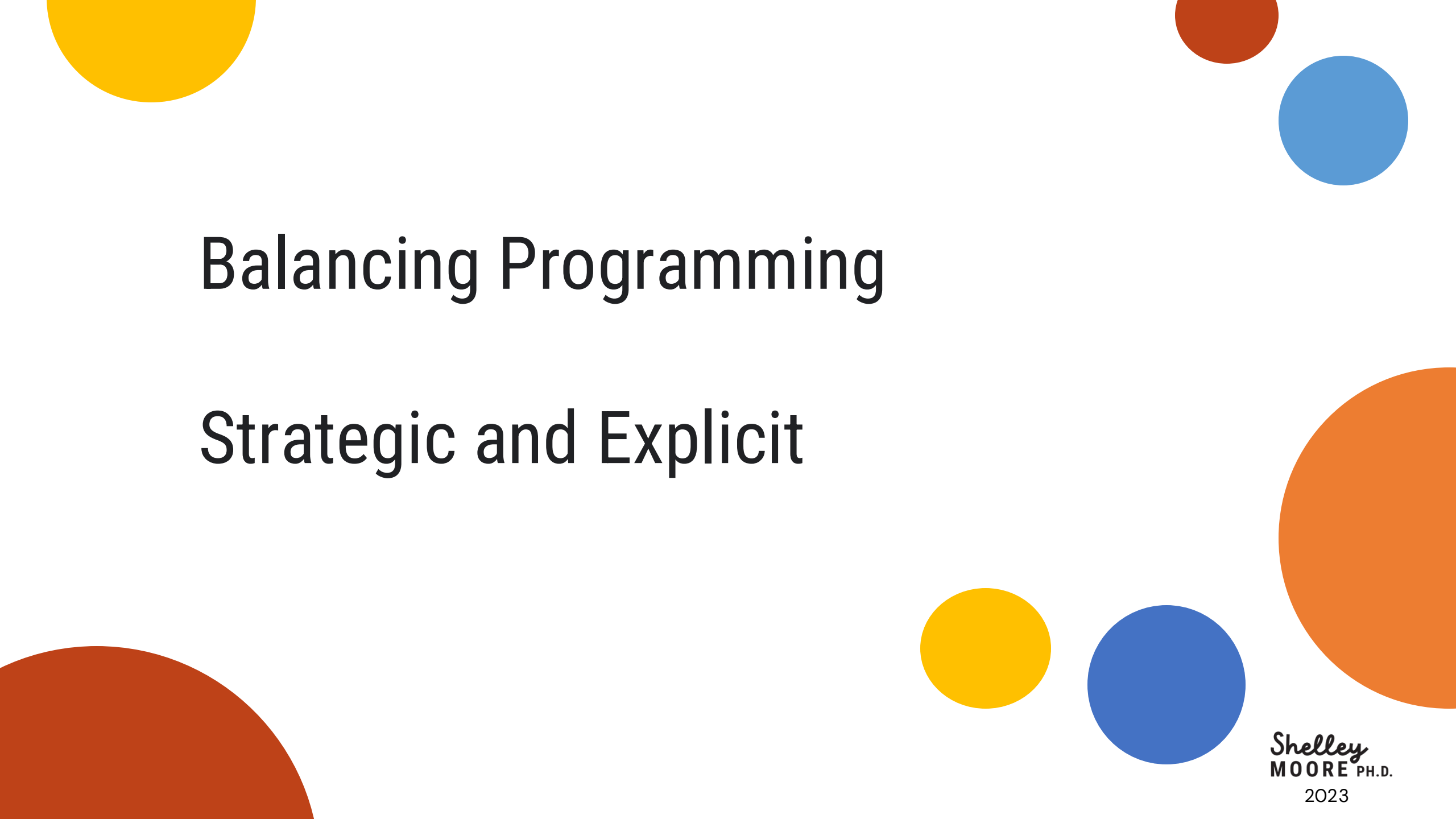


History & Evolution of Inclusion for Students Intellectual Disabilities



The slide features several large, semi-transparent circles in yellow, orange, and blue scattered around the text. A large yellow circle is in the top left, a blue circle in the top right, a large orange circle on the right side, and a blue circle in the bottom right. There are also smaller yellow and orange circles in the bottom left and bottom right areas.

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

The slide features several large, semi-transparent colored circles in the corners: a yellow circle in the top-left, a blue circle in the top-right, a large orange circle in the bottom-right, and a brown circle in the bottom-left. The text is centered in the middle of the slide.

Balancing Programming

Strategic and Explicit

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

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:

Student:		Grade:	Enrolled Class/ Grade:	Start Date:	Next Check in Date:	
Plan is Aligned to:		☐ Academics	☐ Electives	☐ In-School Activities	☐ 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:		☒ Academics	☒ Electives	☐ In-School Activities	☐ 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: ☒ Academics ☒ Electives ☐ In-School Activities ☐ 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 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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