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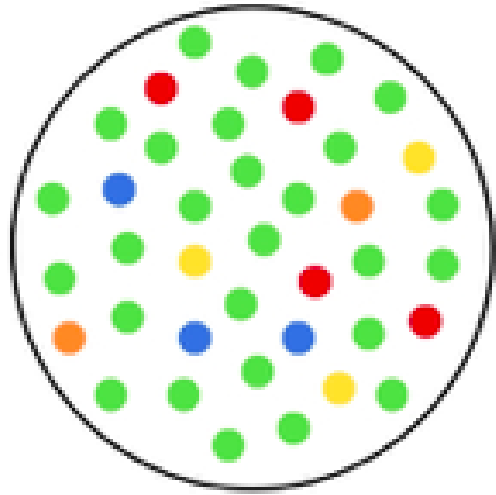
[Dr. Shelley Moore](https://www.facebook.com/Dr.Shelley.Moore)

WHAT DOES

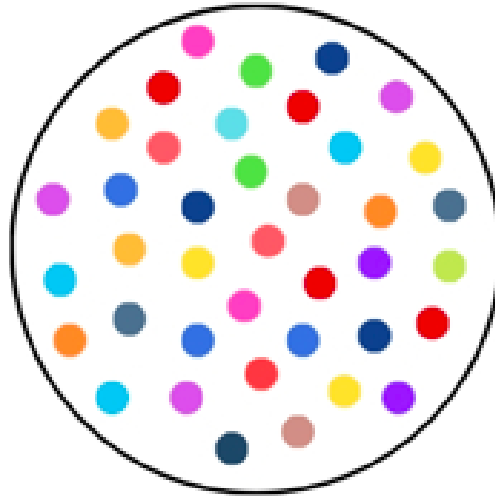
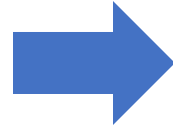
inclusion

MEAN?

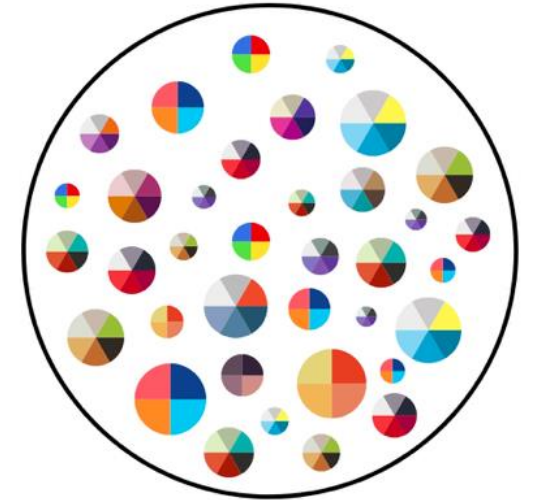
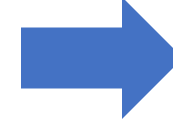
WHAT IS inclusion ?



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

Guiding Conditions of **inclusion** that consider all students...

are **PRESUMED**
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as having
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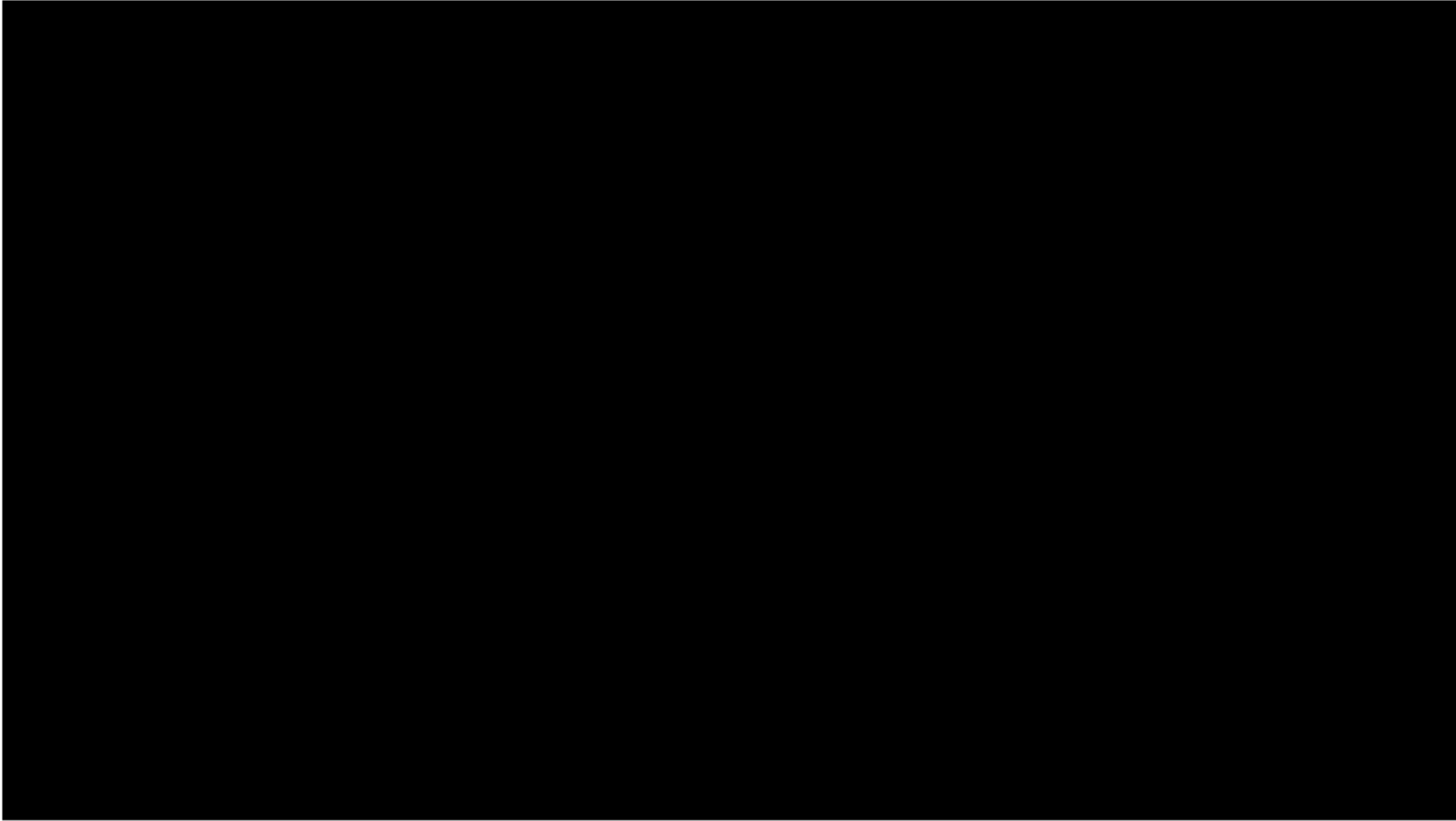
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Presuming Competence and Potential



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



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

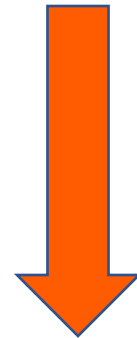
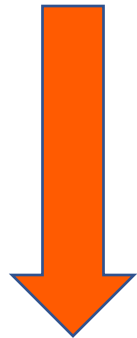
inclusion

to happen?

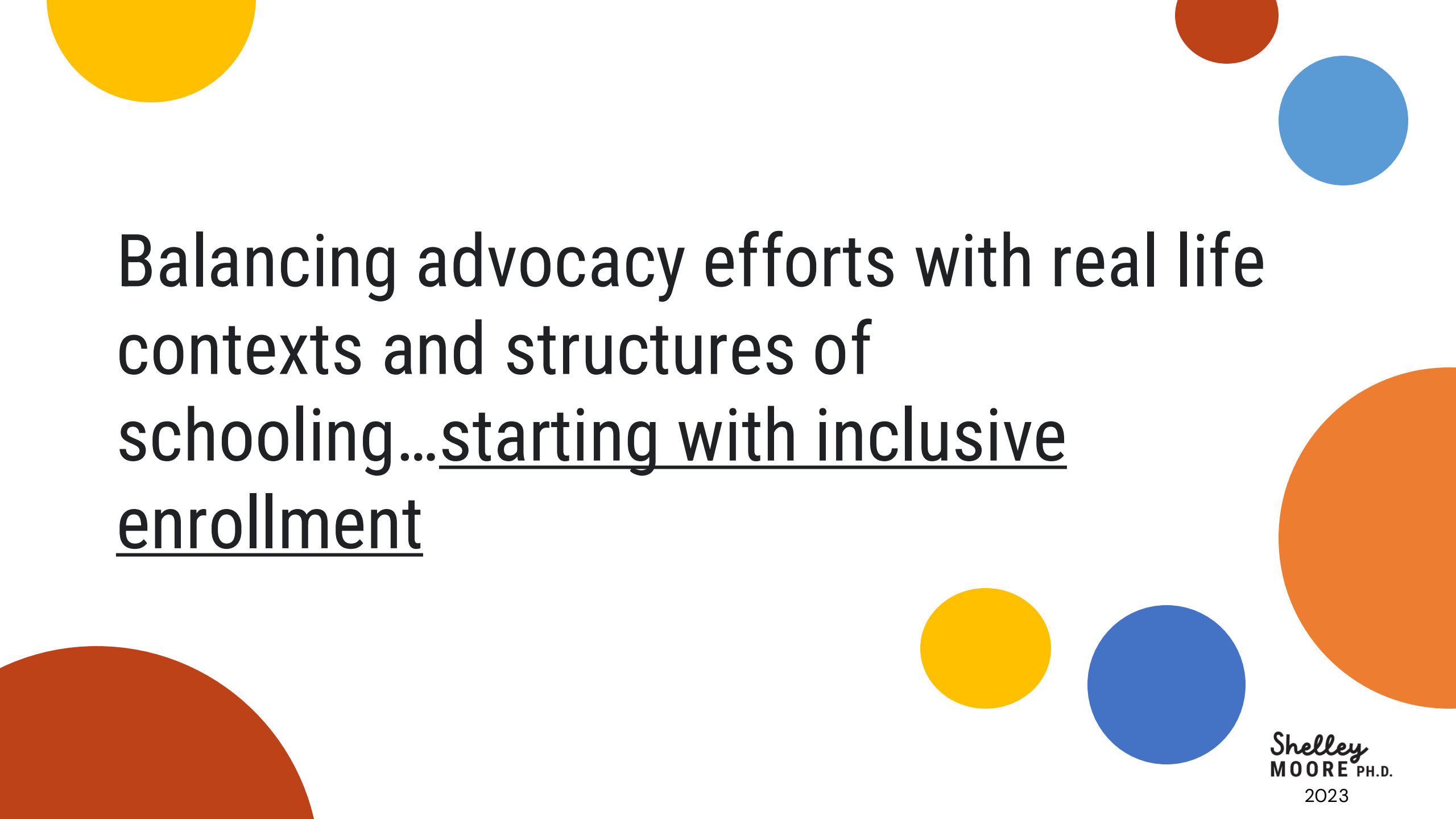


Why does place matter?

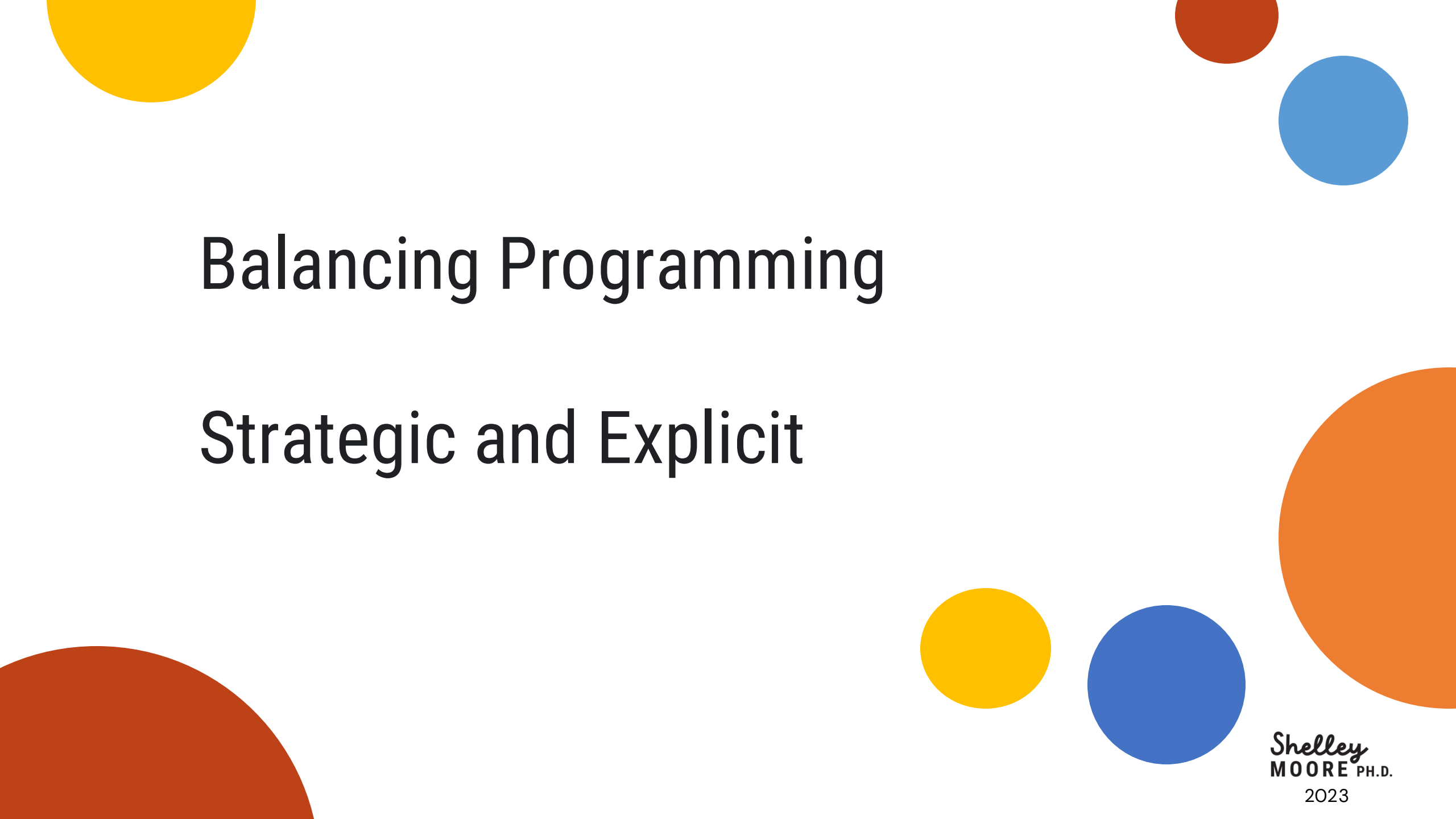
Location vs. Place



Existence vs. Belonging



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

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

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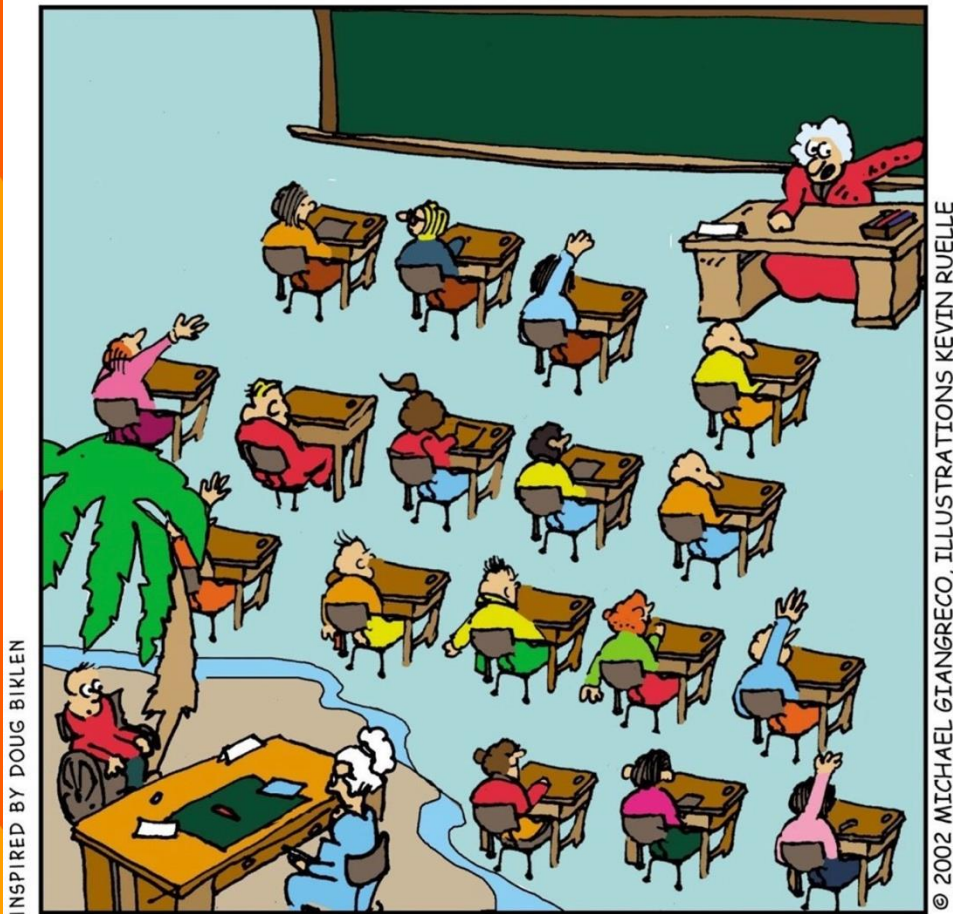
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Proximity to and Participation with Peers

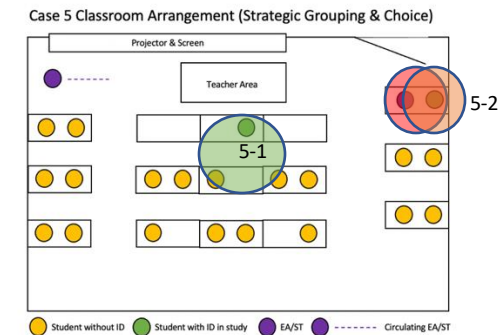
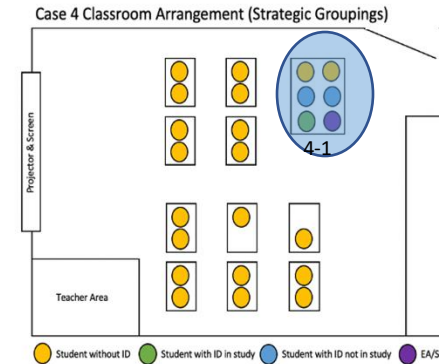
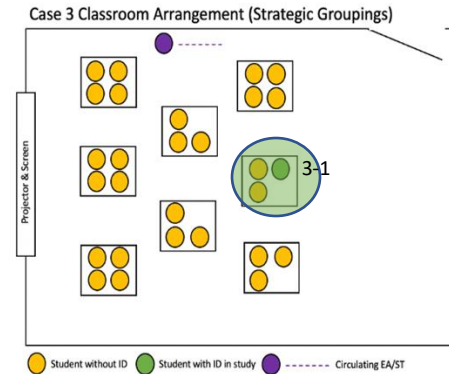
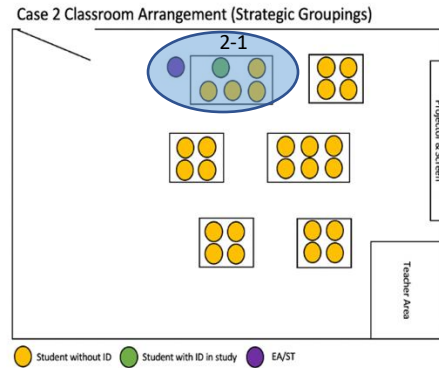
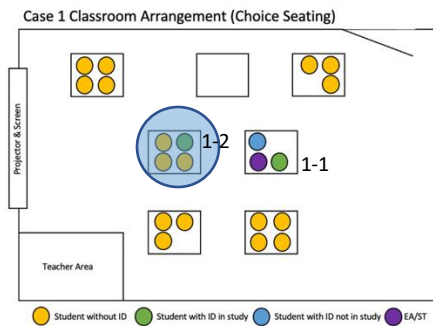


ISLAND IN THE MAINSTREAM

MRS. JONES AND MRS. COOPER ARE STILL TRYING TO FIGURE OUT WHY FRED DOESN'T FEEL LIKE PART OF THE CLASS.

- 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

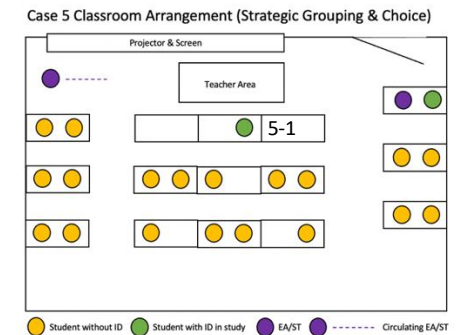
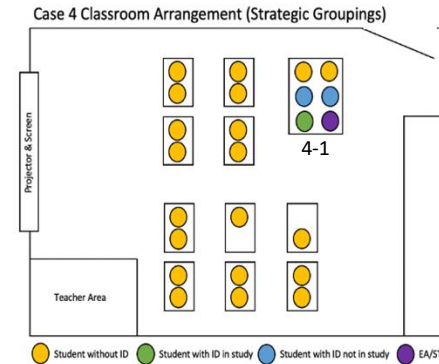
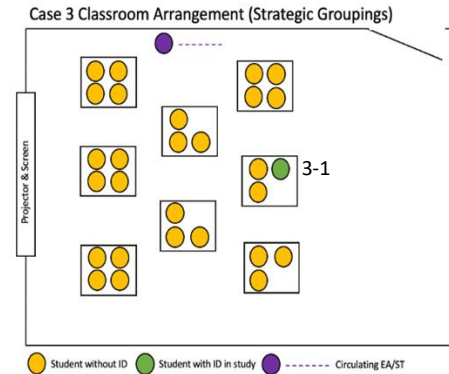
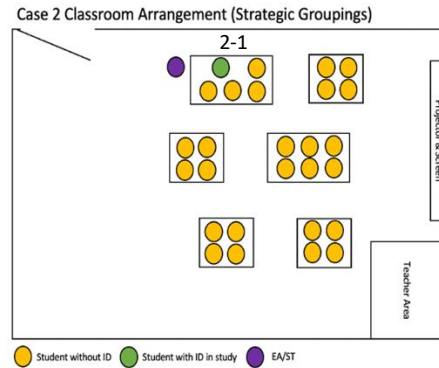
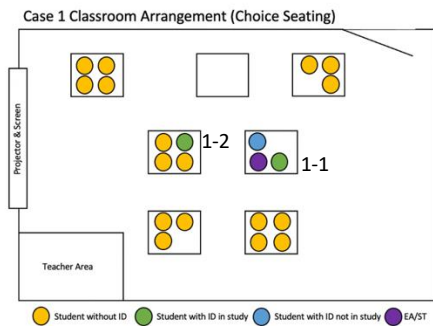


The least **social** participation



The least **learning** participation

Proximity Influences Participation



The most **social** participation

The most **learning** participation



The least **social** participation

The least **learning** participation

Case	Students
1	SwID 1-1
	SwID 1-2
2	SwID 2-1
3	SWID 3-1
4	SwID 4-1
5	SwID 5-1
	SwID 5-2

Learning Activities				Personal & Social Activities		
SwID participated with peers in learning activities	SwIDs participated with peers in accessibly designed learning activities	SwIDs participated when receiving learning support from peers	SwIDs participated with peers in shared supports and strategies	SwIDs participated when receiving behavioural/ social support form peers	SwIDs participated in social peer invitations/ peer-initiated interactions	SwIDs and peers participated interactions outside of class
•	•		•	•		
•	•	•	•		•	•
•	•	•	•		•	•
•			•	•	•	•
•	•	•	•		•	•
•	•	•		•	•	•

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

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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?

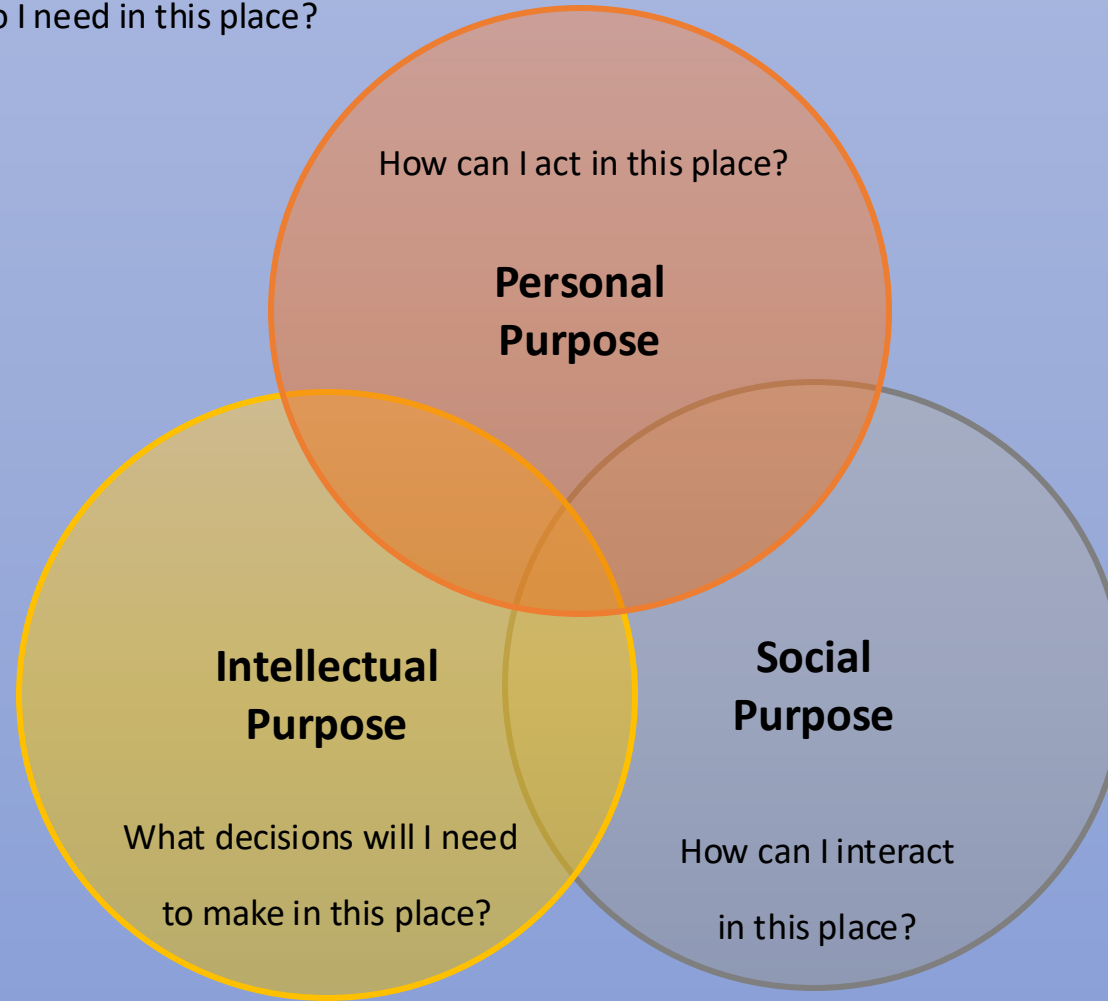
How can I **interact** in this place?

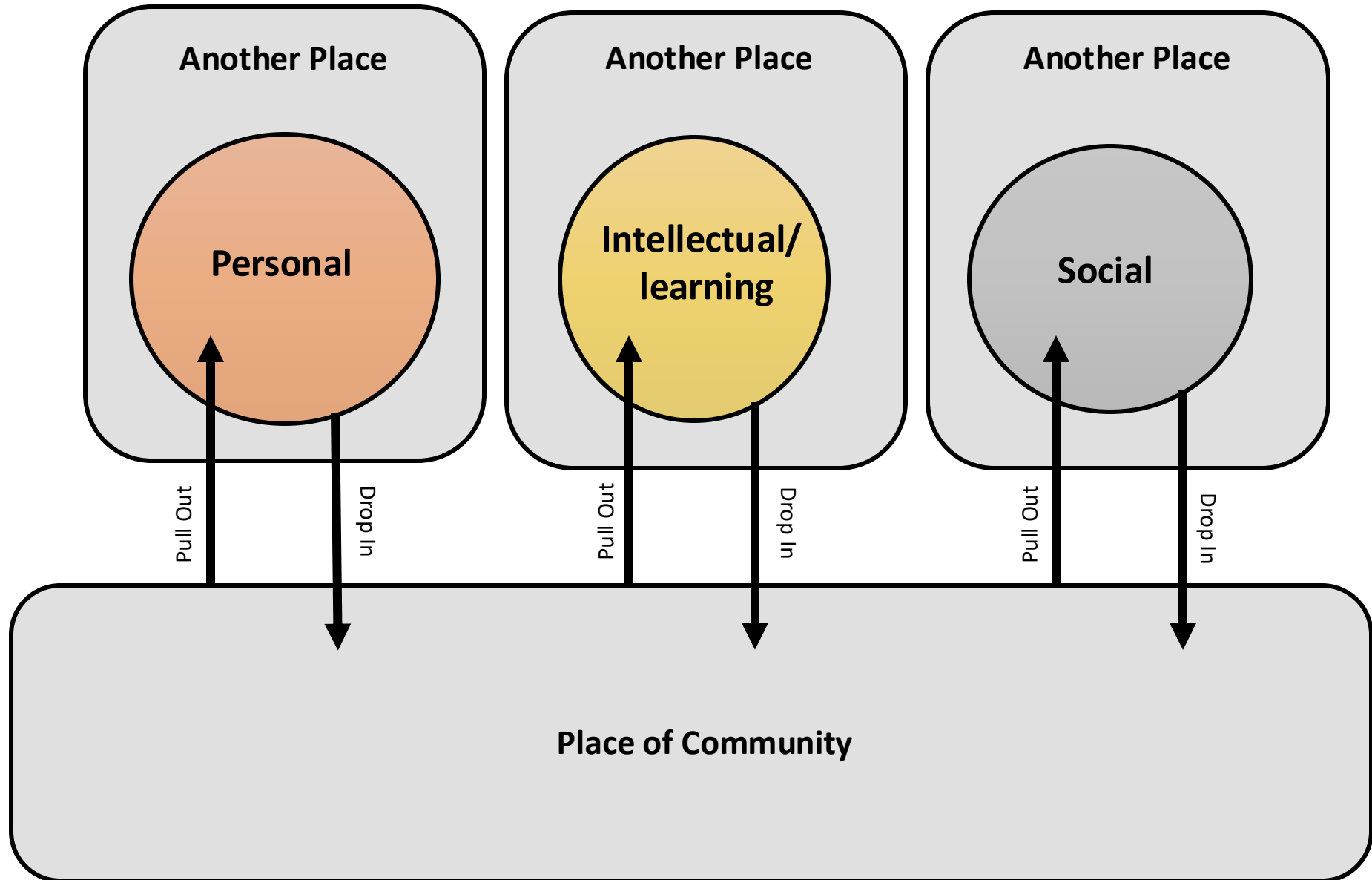
What **decisions** will I need to make in this place?

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

Place (Contextual Purpose)

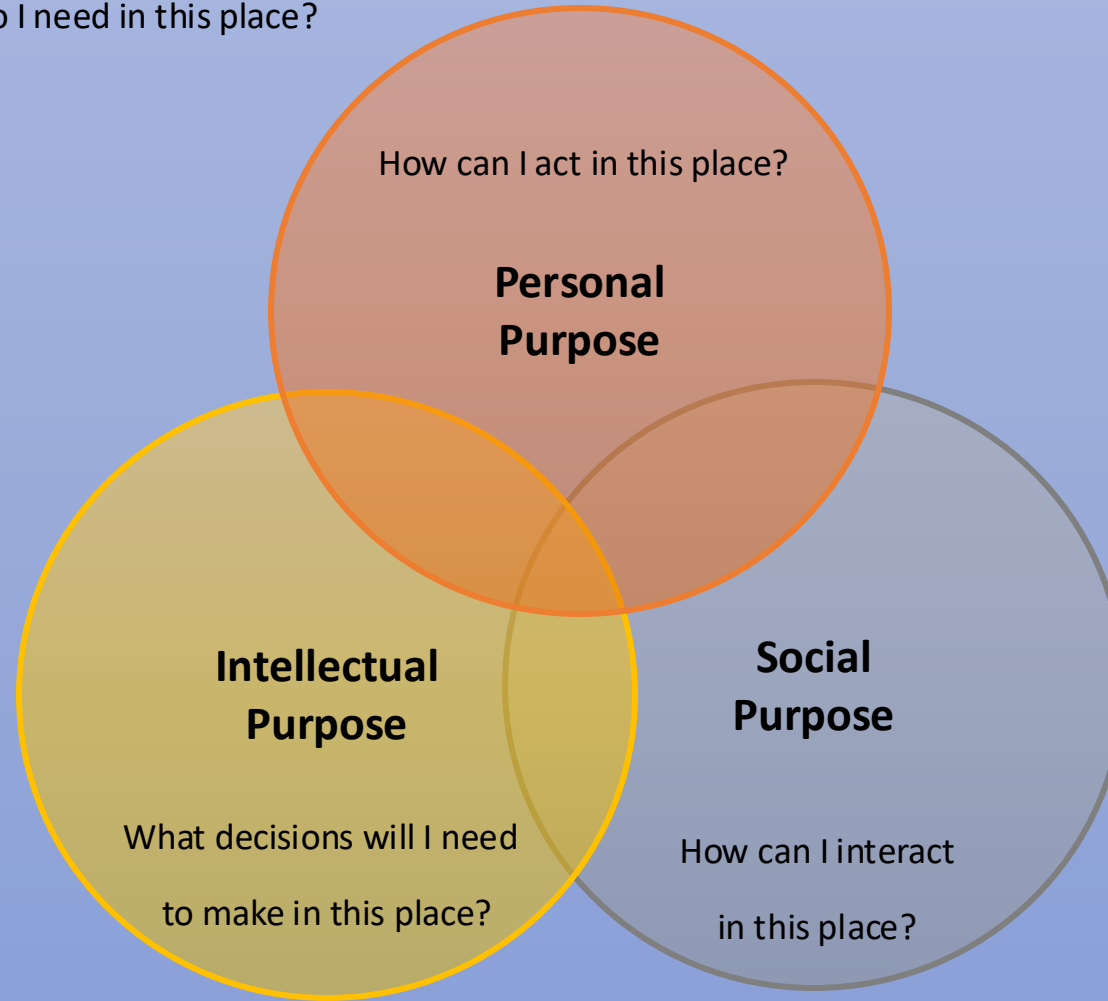
What specific skills do I need in this place?





Place (Contextual Purpose)

What specific skills do I need in this place?



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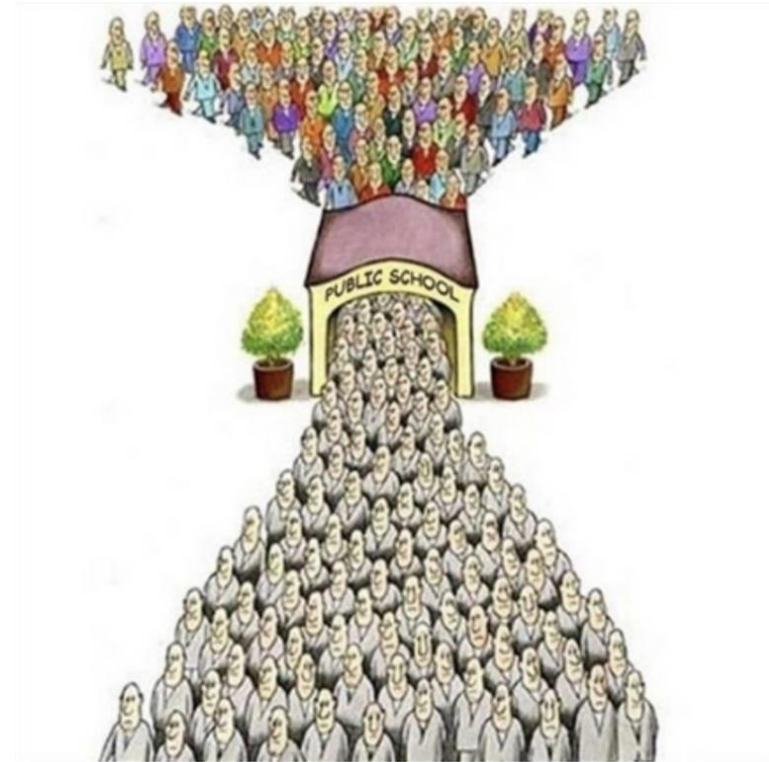
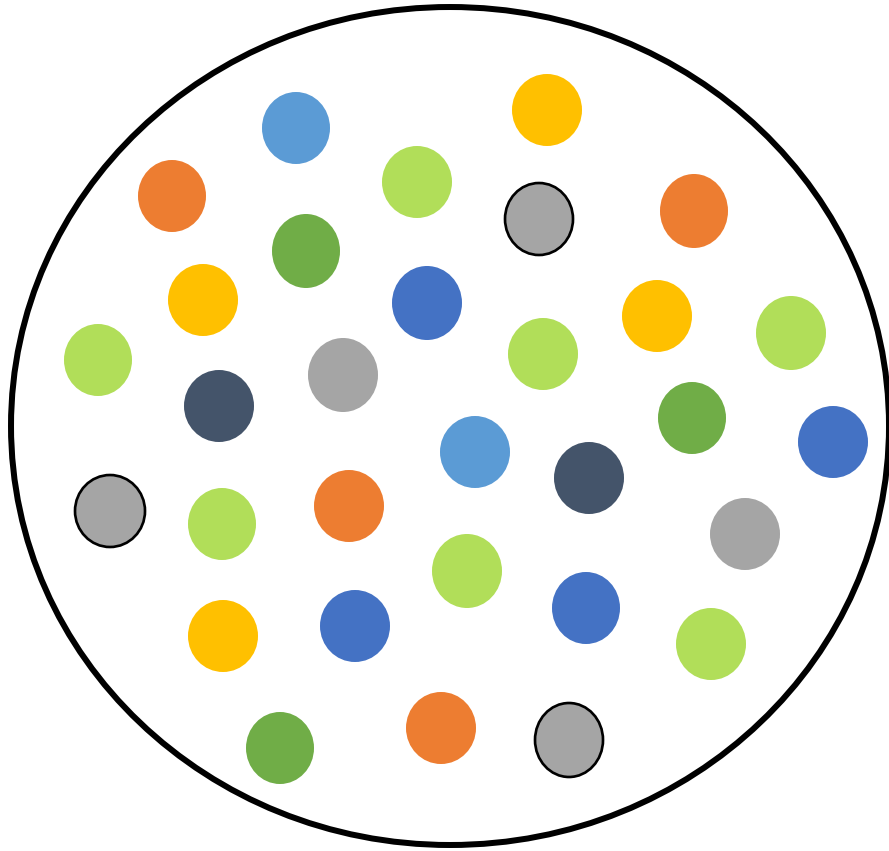
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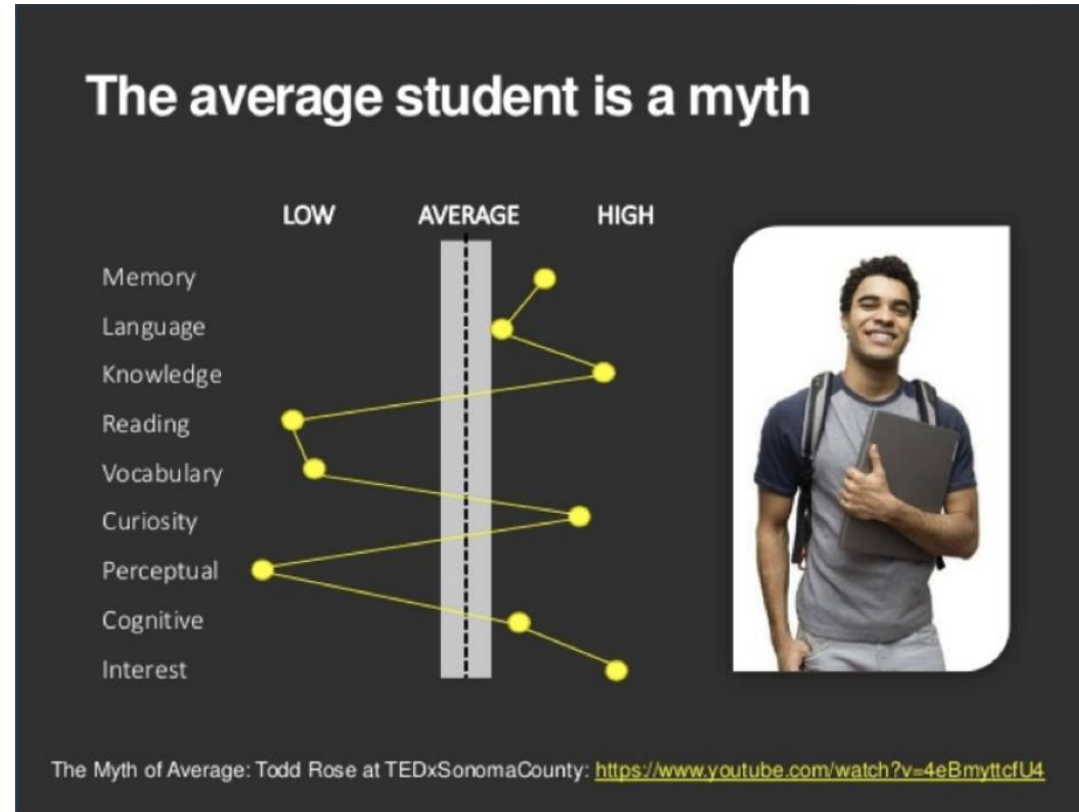
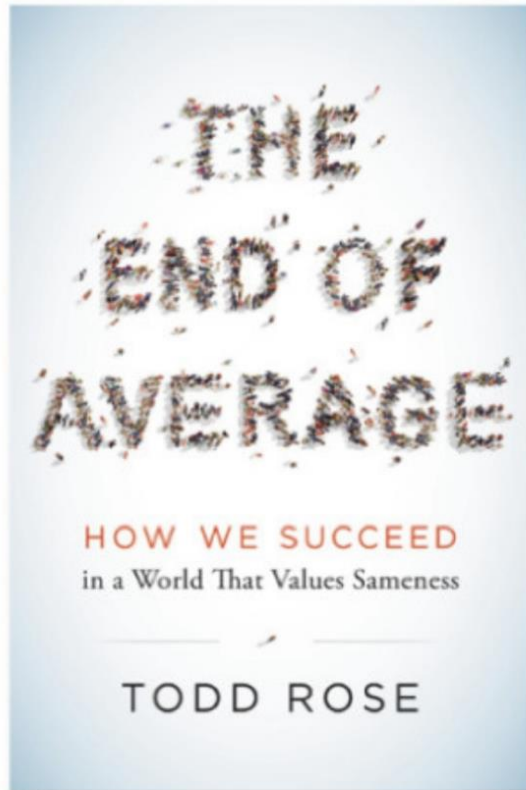
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What is the goal of education?

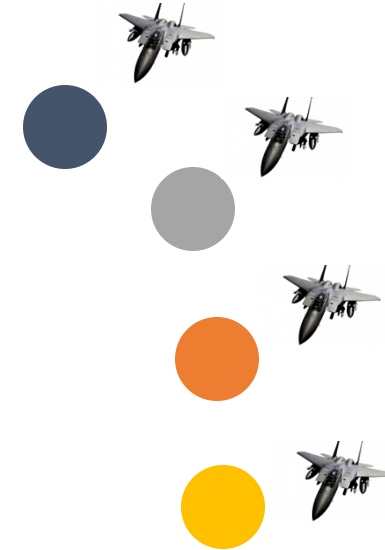
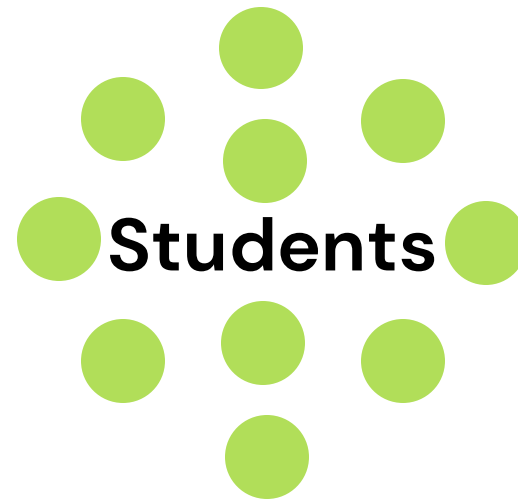
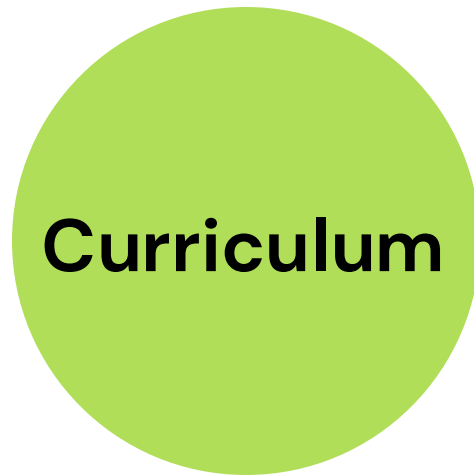


WHAT IS “normal”?

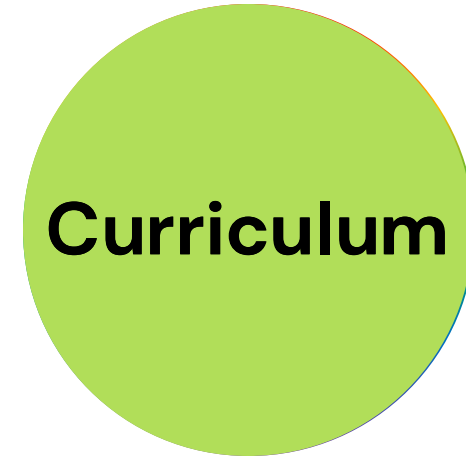
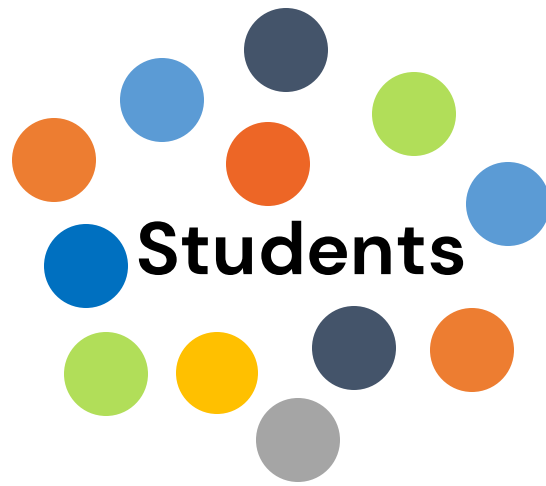


WHAT IS “average”?

WHAT & HOW WE WERE TAUGHT...



WHAT IF WE ANTICIPATED variability



INSTEAD OF homogeneity?

HOW DO WE DESIGN AN ADJUSTABLE PLANE?

- Who are the **pilots**? What are their **dimensions**?
- What kind of **planes** are they flying?
- How is the plane **responsive** to the pilot's dimensions?
- How do the **pilots make the adjustments** they need to fly the plane?



HOW DO WE DESIGN AN ADJUSTABLE PLANE?

- Who are the **students**? What is the range of the **variability**?
- What is the **grade level curriculum** that students need to access?
- How is the grade level curriculum **responsive** to the range of student variability?
- How do we help **students to make the adjustments** they need to access the grade level curriculum?



What grade level curriculum are we using?
What are the learning standards?

CURRICULUM & ASSESSMENT DESIGN

Student choice of challenge
Adjustable Curriculum

Students

Who are the pilots?
What are their dimensions?
Where is their agency?

Student choice of evidence
Adjustable Assessment

NEEDS BASED DESIGN

What are the student needs?
What barriers are getting in the way?
What do student require to navigate
needs & barriers?

Adjustable Supports & Strategies
Student choice of tools and actions

INSTRUCTIONAL DESIGN

How will students show growth
within the learning standard?
How do we know?

Shelley
MOORE PH.D.

2023

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?



What does the Research Say?

1. Guiding conditions of inclusion describe that all students...

are presumed competent

are enrolled in and attending curricular classes

are in proximity to and participating in learning with peers

have purposeful roles and responsibilities

are planned for

2. Teacher professional development that...

supports collaboration and the changing roles of educators & support staff

is situated, ongoing and inquiry based

3. Systems frameworks that ...

support Universal Design for Learning

move away from a medical & deficit-based model of special education (IEPS)

School & District Infrastructure

Teacher & Staffing Infrastructure

Student Infrastructure

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