Shelley MOORE PH.D.

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Dr. Shelley Moore

WHAT DOES inclusion MEAN?

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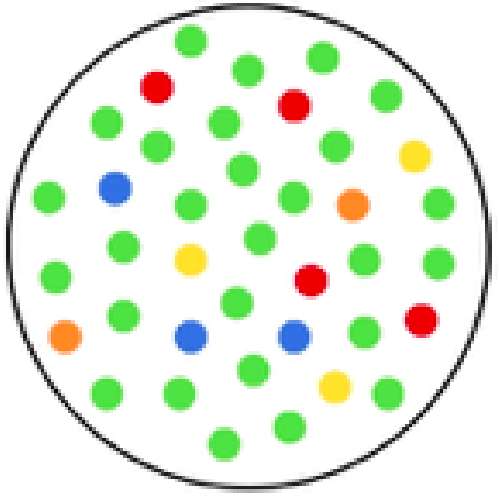
What is inclusion ?



Including
'special needs' children
into general education
classrooms

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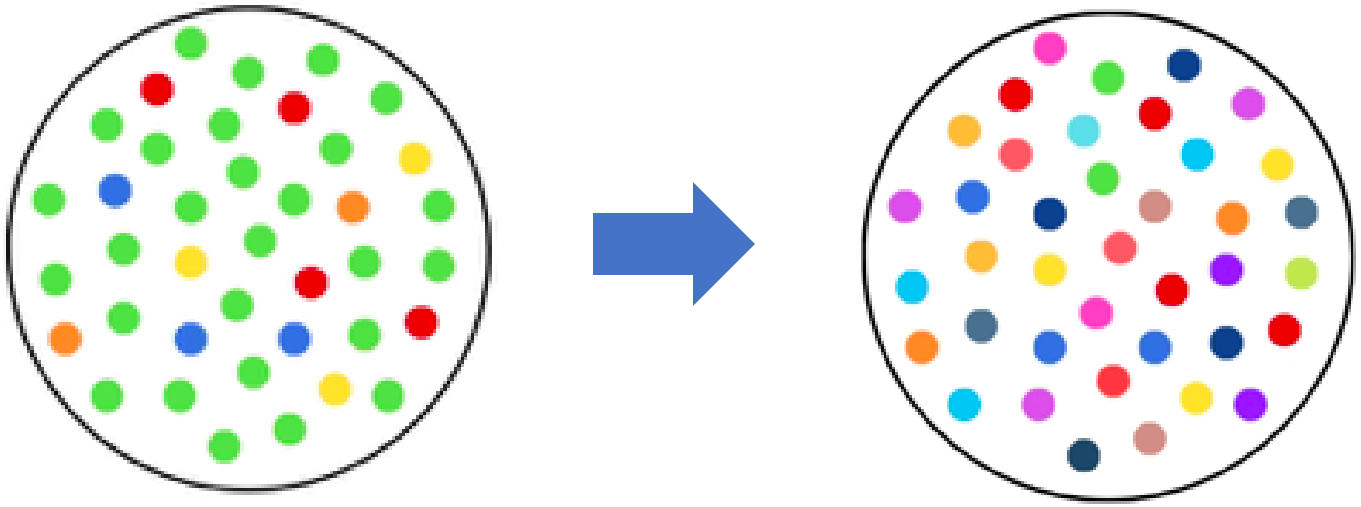
What is inclusion ?



Including
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classrooms

Teaching and designing to
diversity
(that includes Disability)

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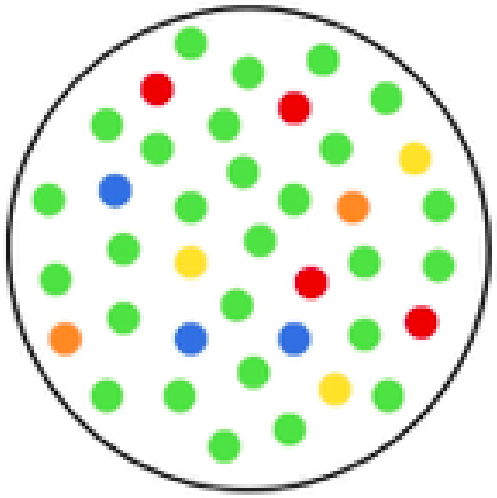

Including
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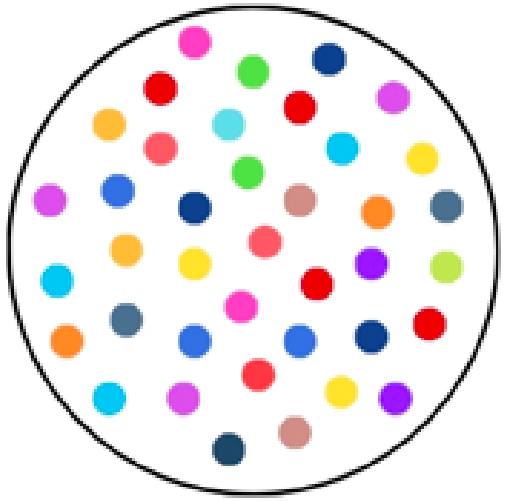

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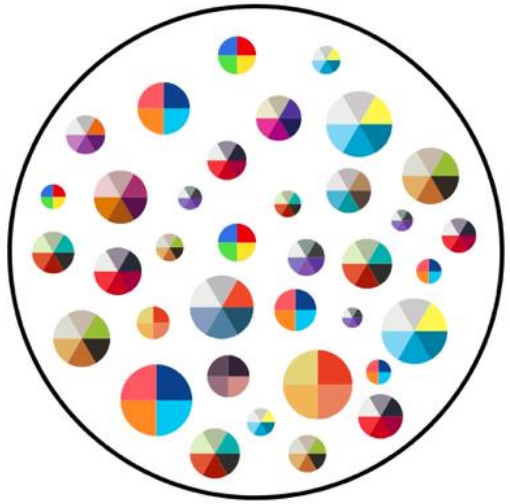

Creating safe spaces for students to
identify
(that includes Disability)

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In a world of
UNICORNS
Be a UNICORN
that celebrates a
BAT
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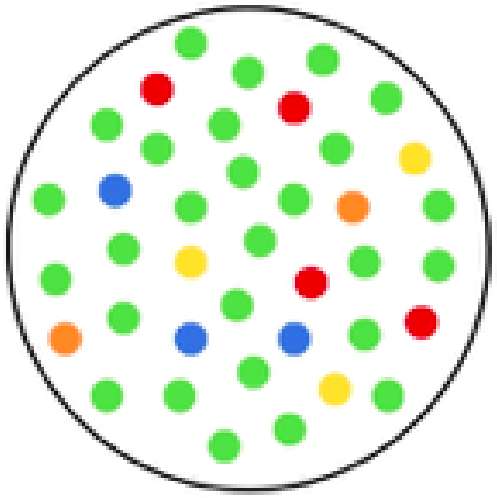
How do we do inclusion ?



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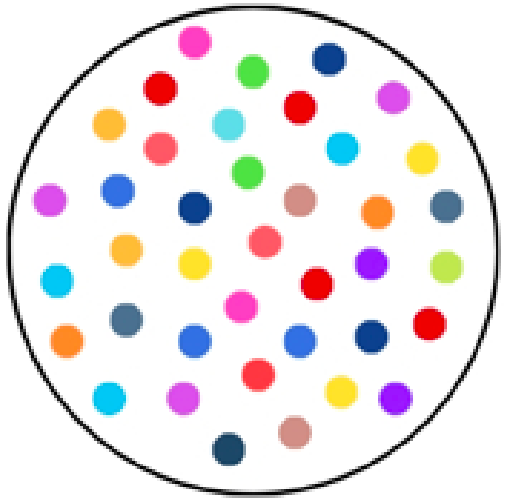

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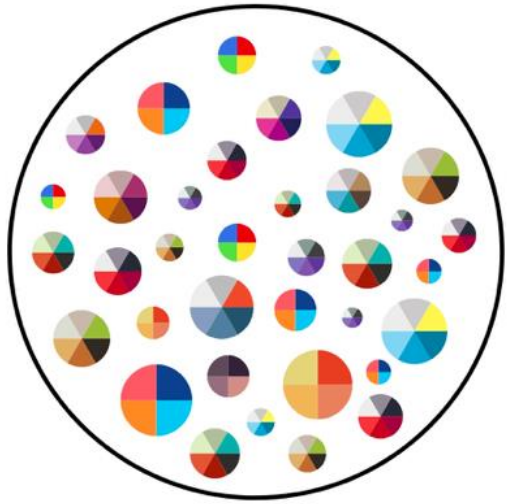

Creating safe spaces for students to
identify
(that includes Disability)

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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

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

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

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Presuming Competence and Potential

Moore, 2023

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

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

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How do we increase opportunities for inclusion to happen?

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2023

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

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Balancing Programming

Strategic and Explicit

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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%

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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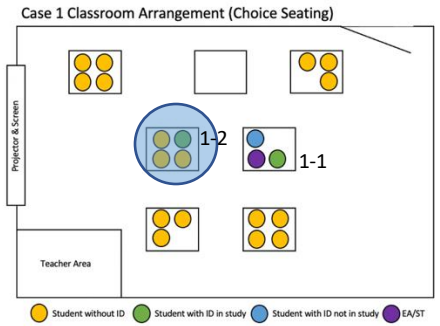
Proximity to and Participation with Peers

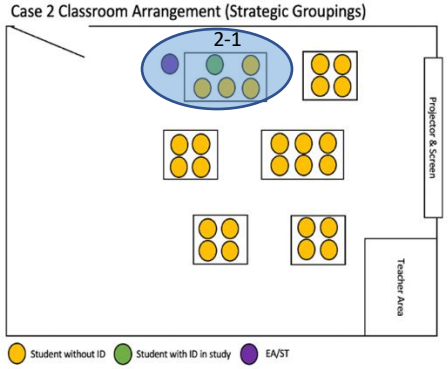
- Many children with disabilities, although present, typically spend their day socially isolated in places and activities working on the side with individually assigned assistants. (Jameson, Mcdonnell, Polychronis & Riesen, 2008; Feldman, Carter, Asmus & Brock, 2015)

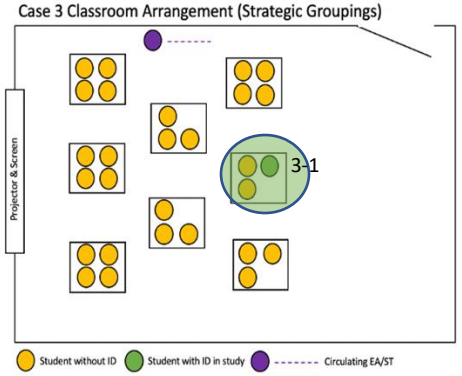
- This approach used to support children with disabilities in classrooms, has little to no research to back it up (Giangreco & Doyle, 2007; Carter, Sisco, Melekoglu & Kurkowski, 2007)

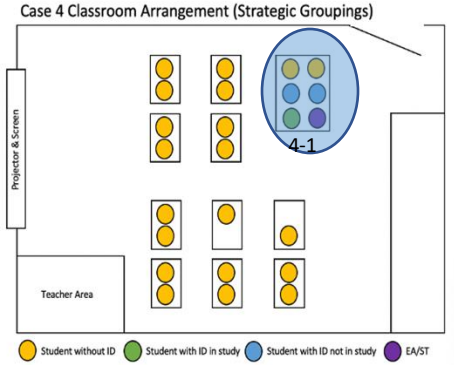
- Educational assistants and support staff that children with disabilities are left to interact with, "may prevent the very social goals they are present to promote (2010)" (Giangreco & Doyle, 2007)

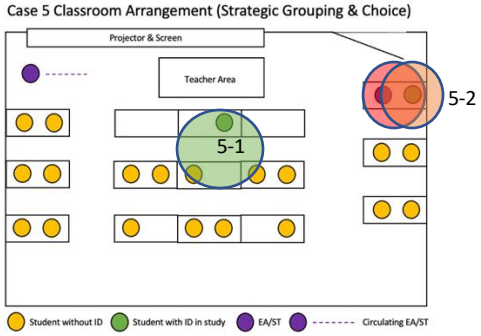
Proximity Influences Participation











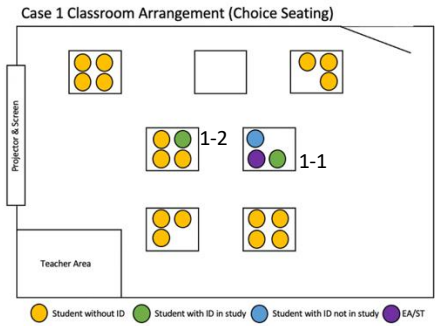
The most social participation

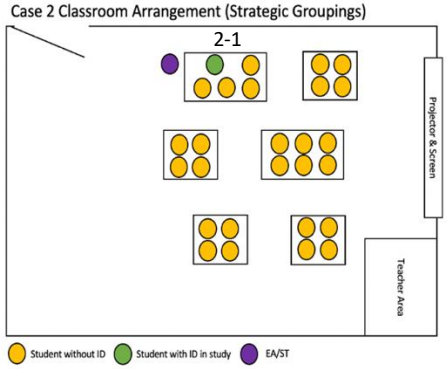
The most learning participation

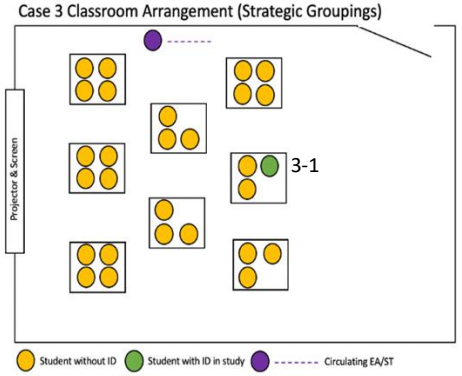
The least social participation

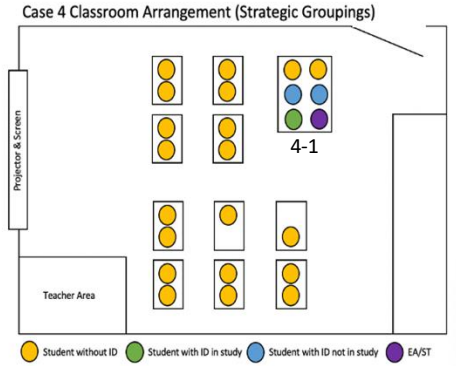
The least learning participation

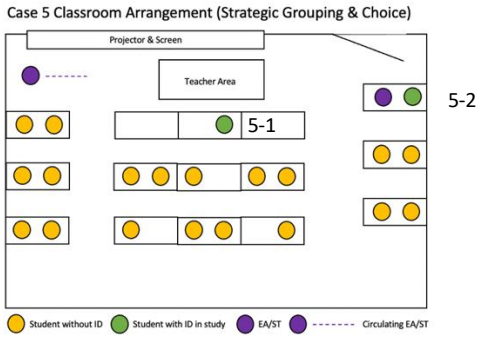
Proximity Influences Participation











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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?

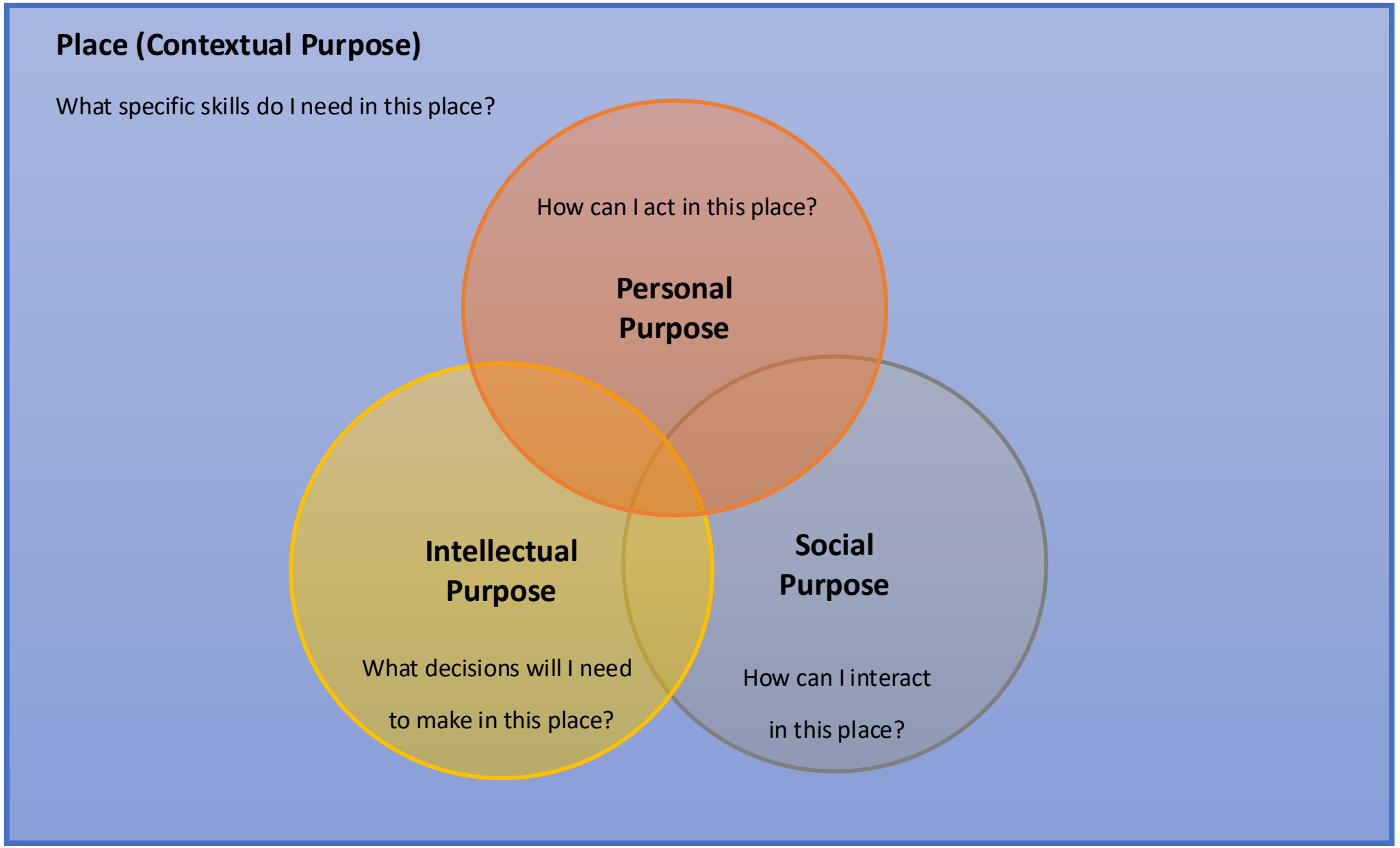
Why am I here?

How can I act in this place?

How can I interact in this place?

What decisions will I need to make in this place?

Whatspecific skills do I need in this place?



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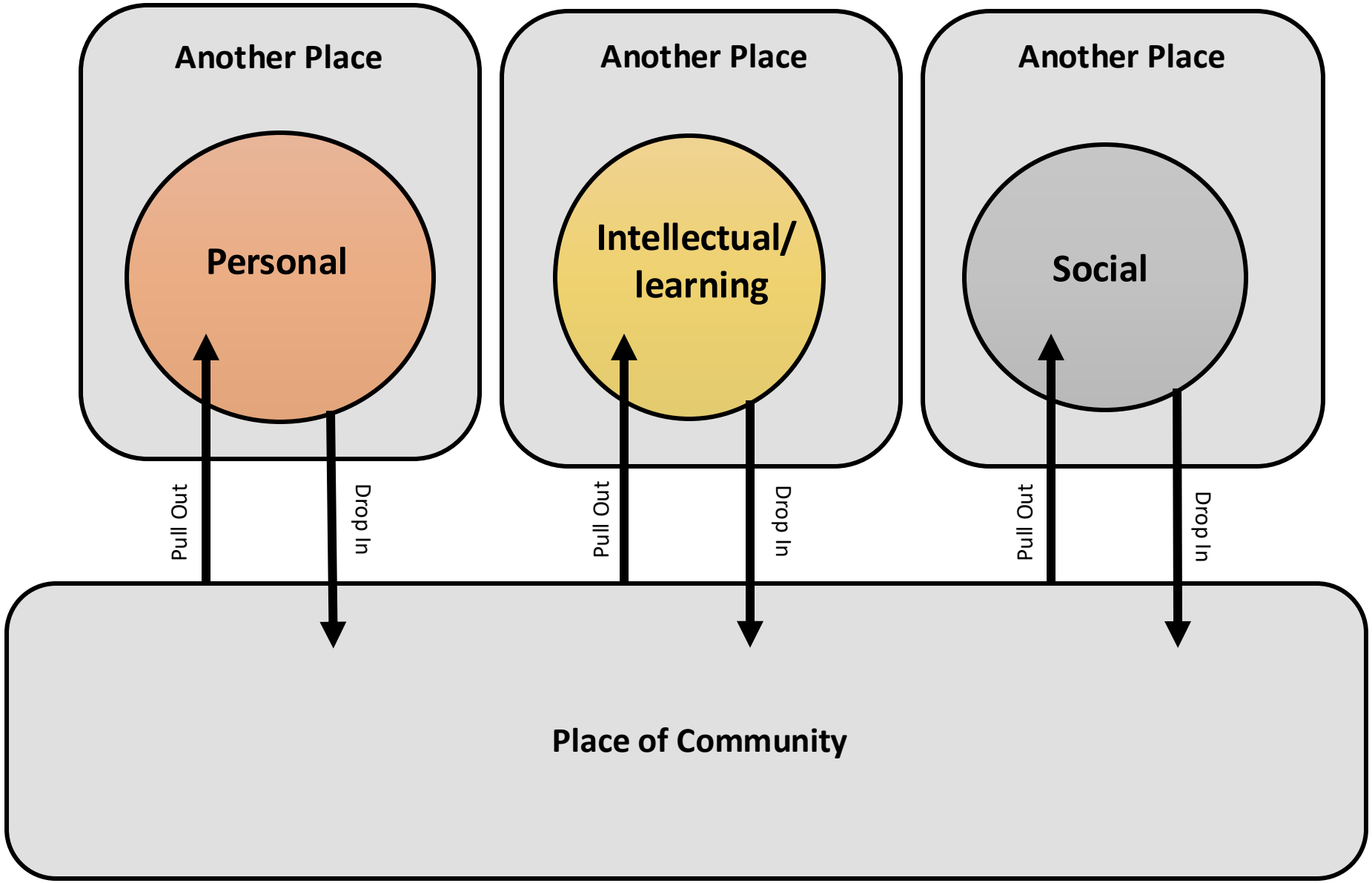
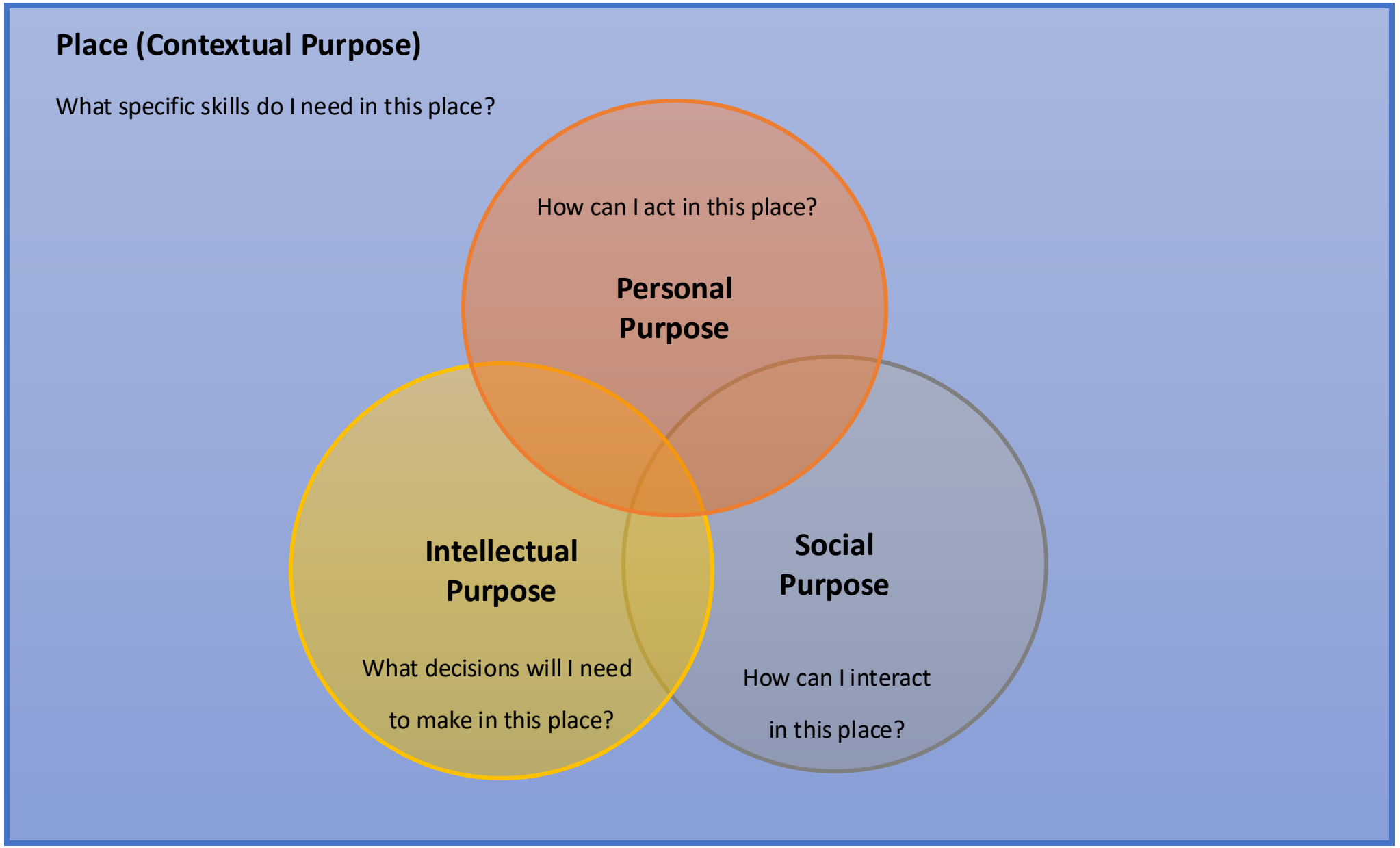

Another Place
Another Place
Another Place
Personal
Intellectual/
learning
Social
Pull Out
Drop In
Pull Out
Drop In
Pull Out
Drop In
Place of Community



Shelley Moore, 2021

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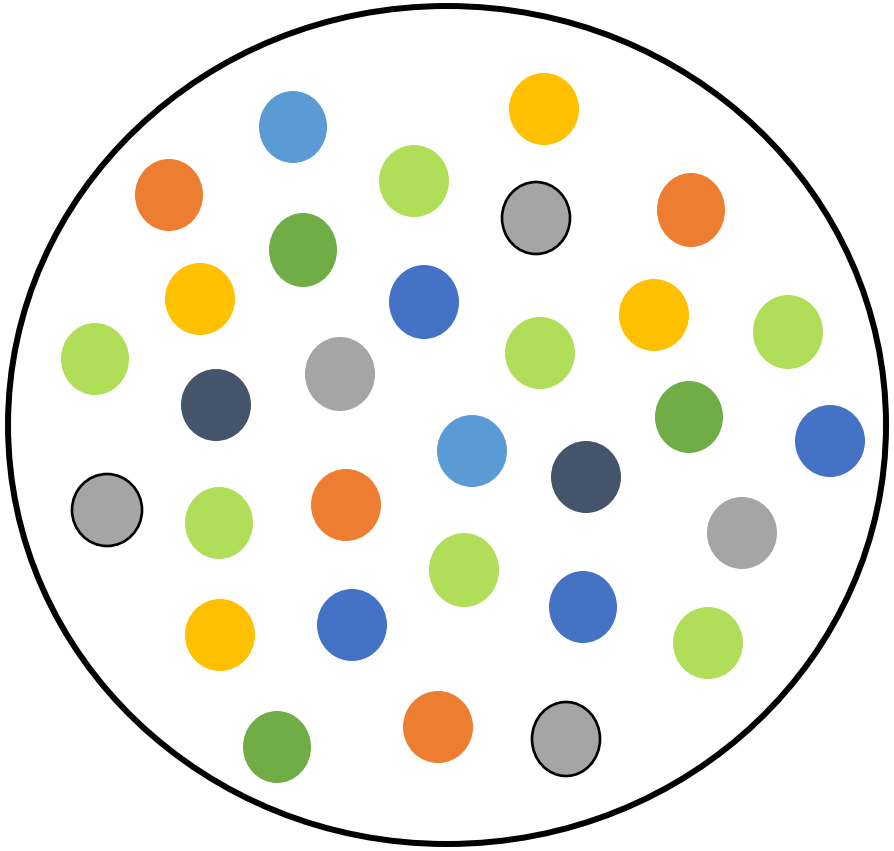
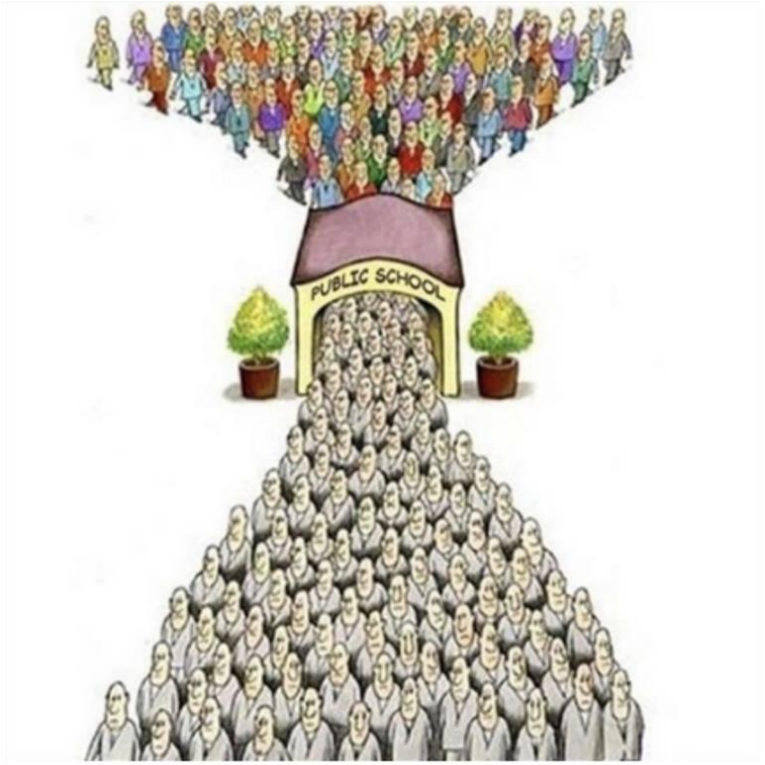
What is the goal of education?





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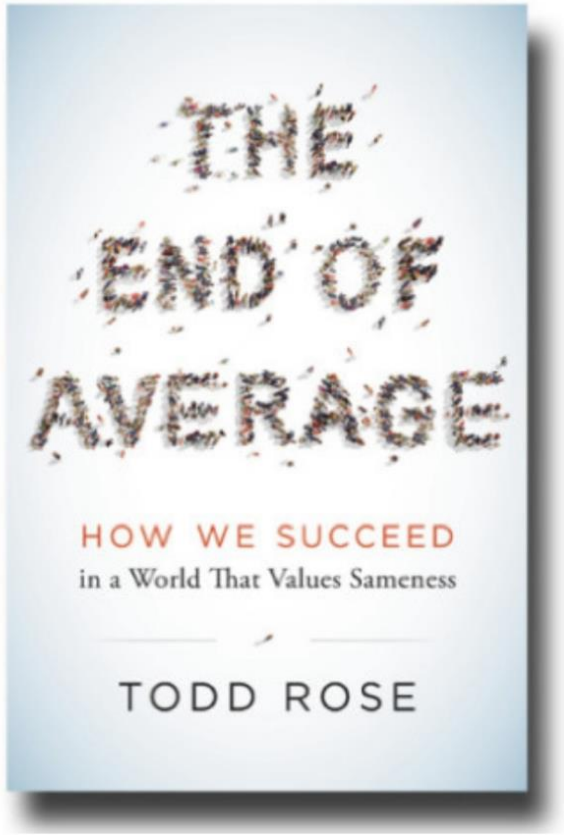
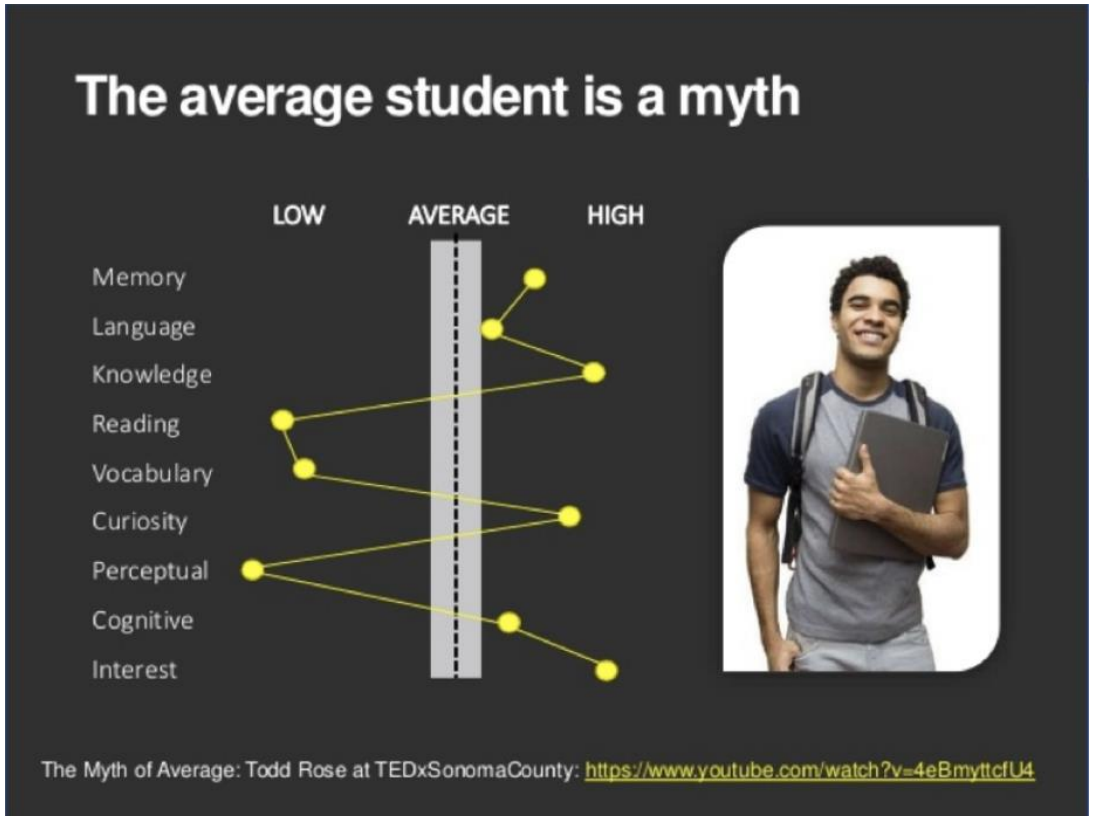
WHAT IS “normal”?





WHAT IS “average”?

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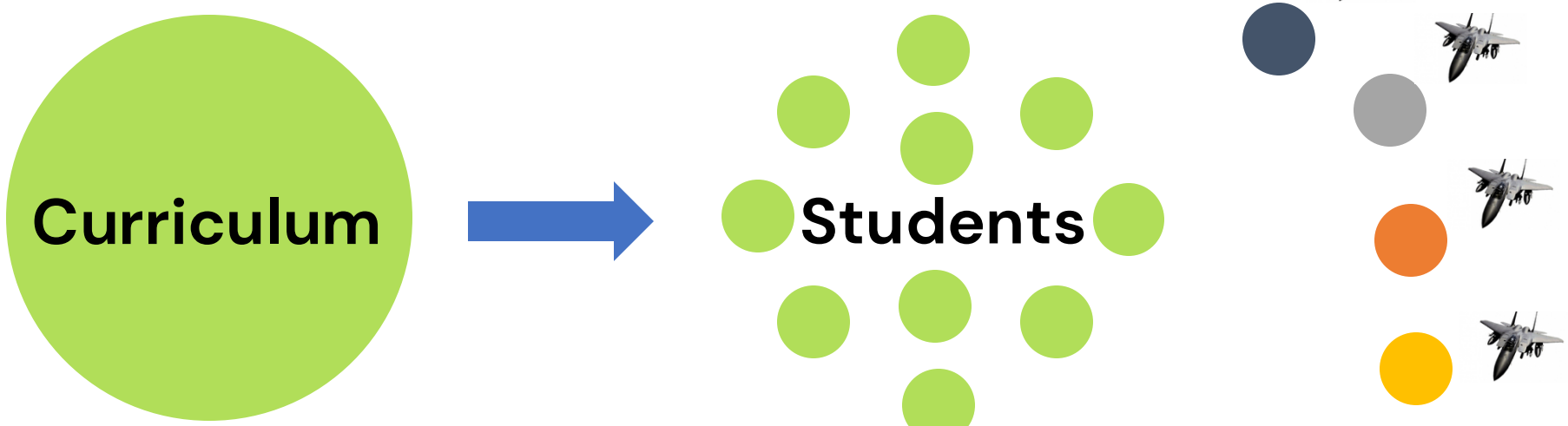
WHAT & HOW WE WERE TAUGHT…



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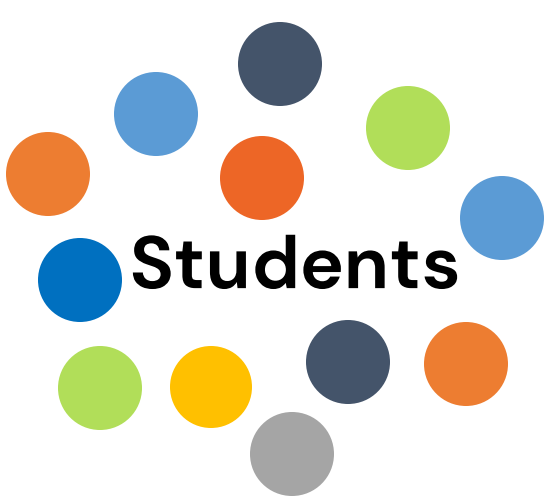
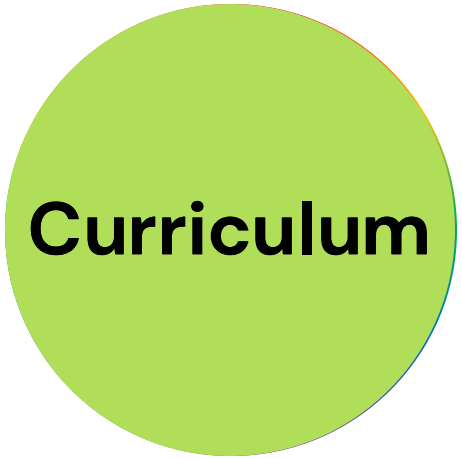
WHAT IF WE ANTICIPATED variability





INSTEAD OF homogeneity?

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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?

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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?

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

CURRICULUM & ASSESSMENT DESIGN

Student choice of challenge

Adjustable Curriculum

Student choice of evidence

Adjustable Assessment

Students

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

Adjustable Supports & Strategies

Student choice of tools and actions

NEEDS BASED DESIGN

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

INSTRUCTIONAL DESIGN

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

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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?

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