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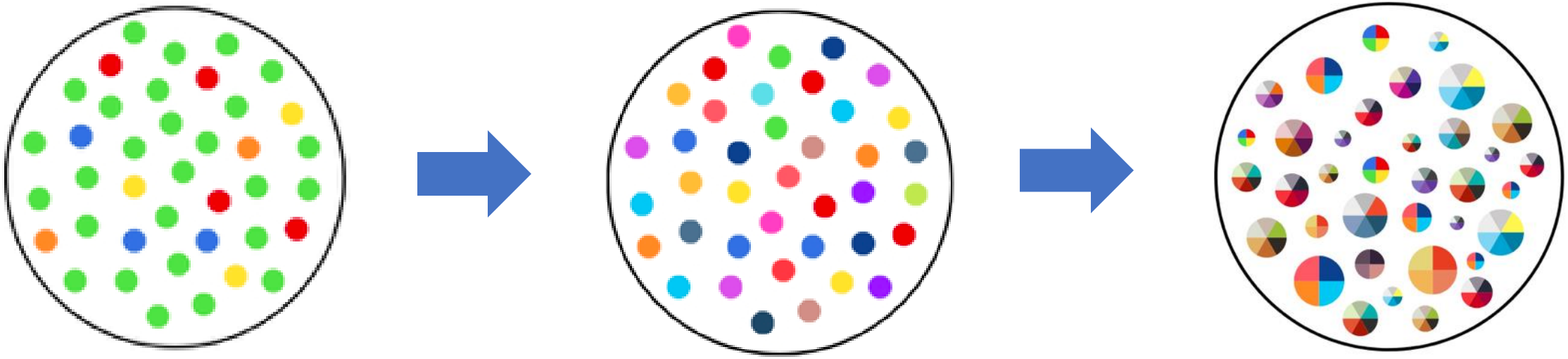
Dr. Shelley Moore

WHAT IS inclusion ?



How do we include people with disabilities?

How do we teach to diversity?

How do we teach to identity?

Shelley MOORE PH.D.
2023

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In a world of
UNICORNS
Be a UNICORN
that celebrates a
BAT
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When the conditions are right, everyone can be successful

Shelley MOORE PH.D.

2023

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 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

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What is a strength-based perspective?

What is a strength-based perspective?

Moore, 2023

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

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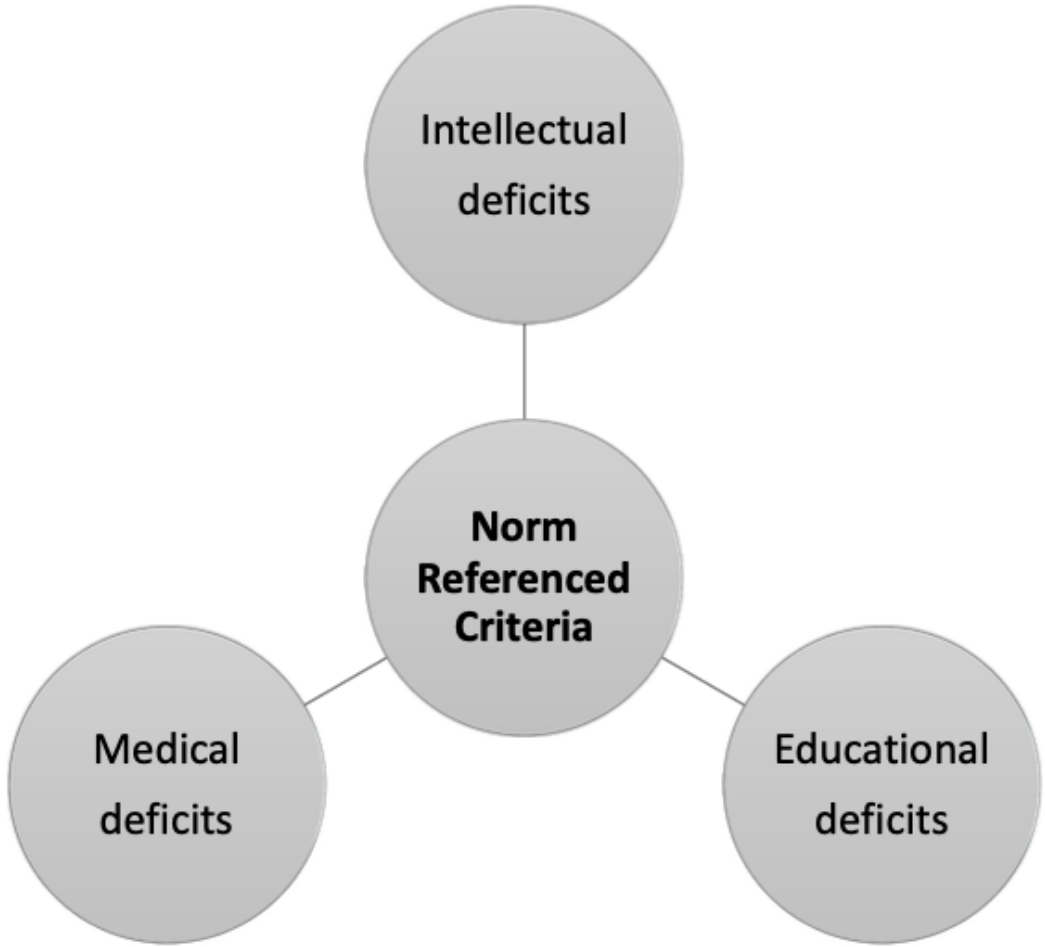
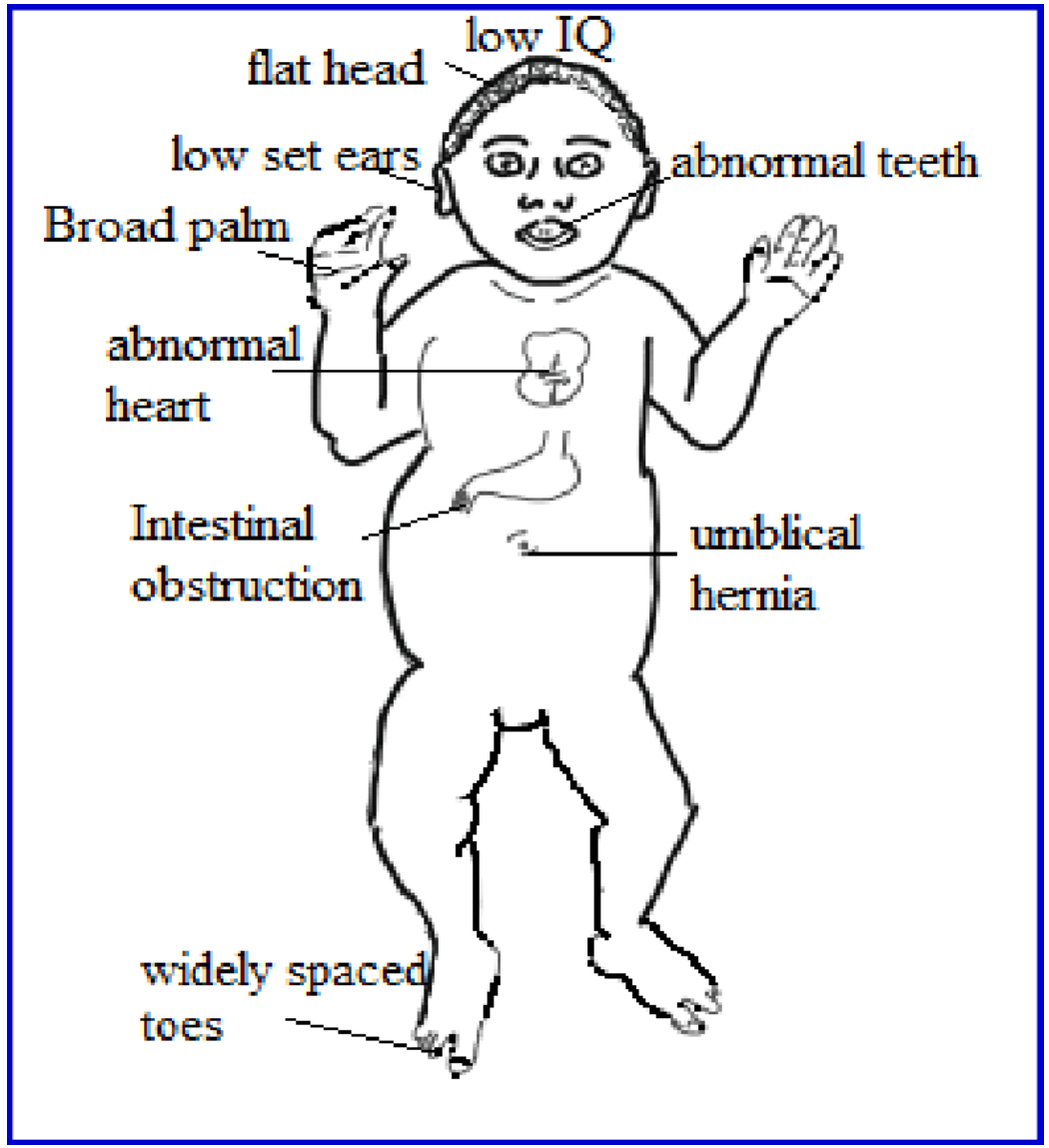
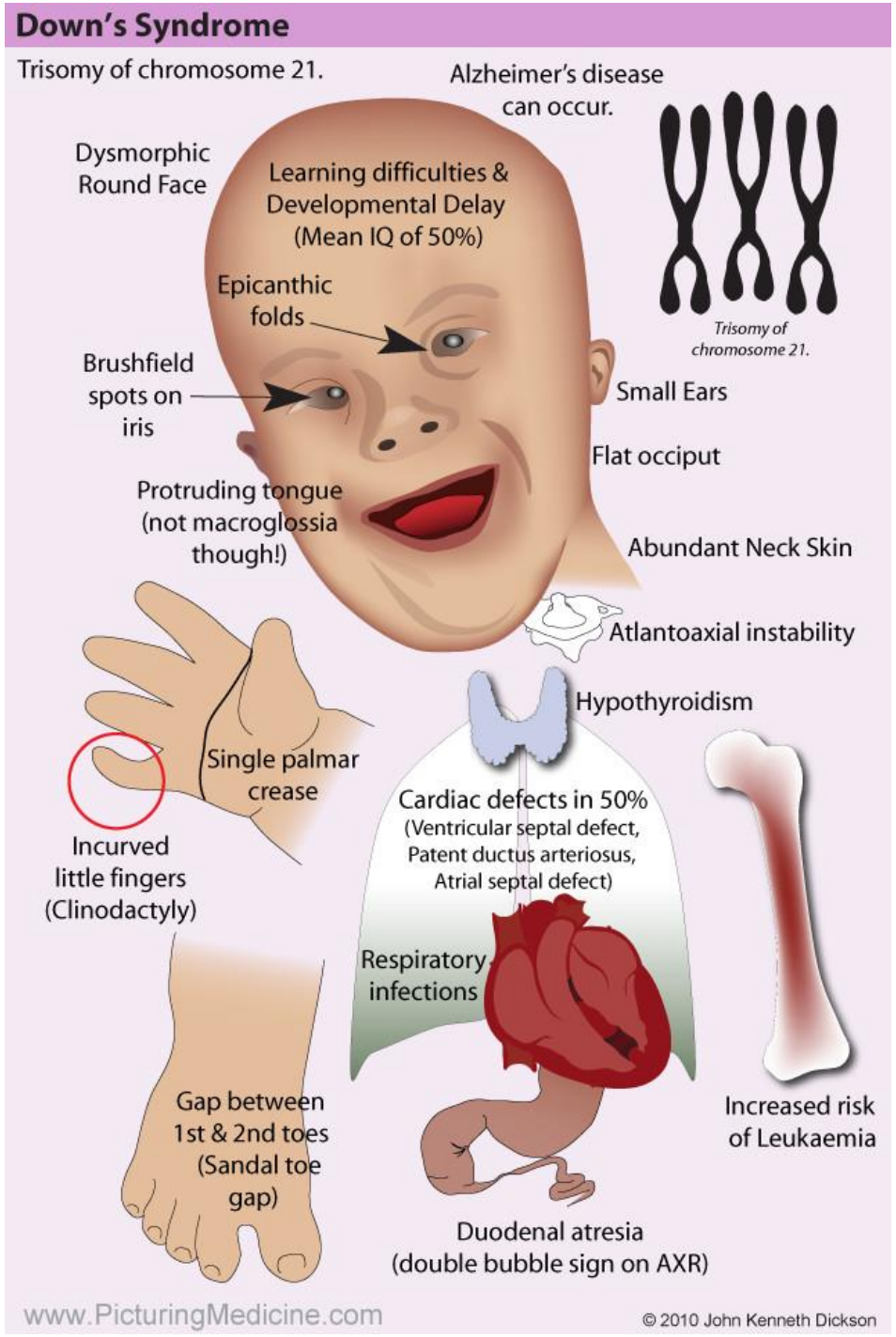
Shelley MOORE PH.D.

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



Moore, 2023


low IQ
flat head
low set ears
abnormal teeth
Broad palm
abnormal heart
Intestinal obstruction
umblical hernia
widely spaced toes


Down's Syndrome
Trisomy of chromosome 21.
Alzheimer's disease can occur.
Dysmorphic Round Face
Learning difficulties & Developmental Delay (Mean IQ of 50%)
Trisomy of chromosome 21.
Epicanthic folds
Brushfield spots on iris
Small Ears
Flat occiput
Protruding tongue (not macroglossia though!)
Abundant Neck Skin
Atlantoaxial instability
Hypothyroidism
Single palmar crease
Incurved little fingers (Clinodactyly)
Cardiac defects in 50% (Ventricular septal defect, Patent ductus arteriosus, Atrial septal defect)
Respiratory infections
Increased risk of Leukaemia
Gap between 1st & 2nd toes (Sandal toe gap)
Duodenal atresia (double bubble sign on AXR)
www.PicturingMedicine.com
© 2010 John Kenneth Dickson

What happens when there is a perception that a child “can’t”

We put students with disabilities into special programs outside of general education learning “skills”

Even if students are enrolled in a general education classroom, they are still not often expected to access activities, and focus is placed on behaviour skills aimed to normalize them

Students with and without disabilities do not get the opportunity to share learning experiences together

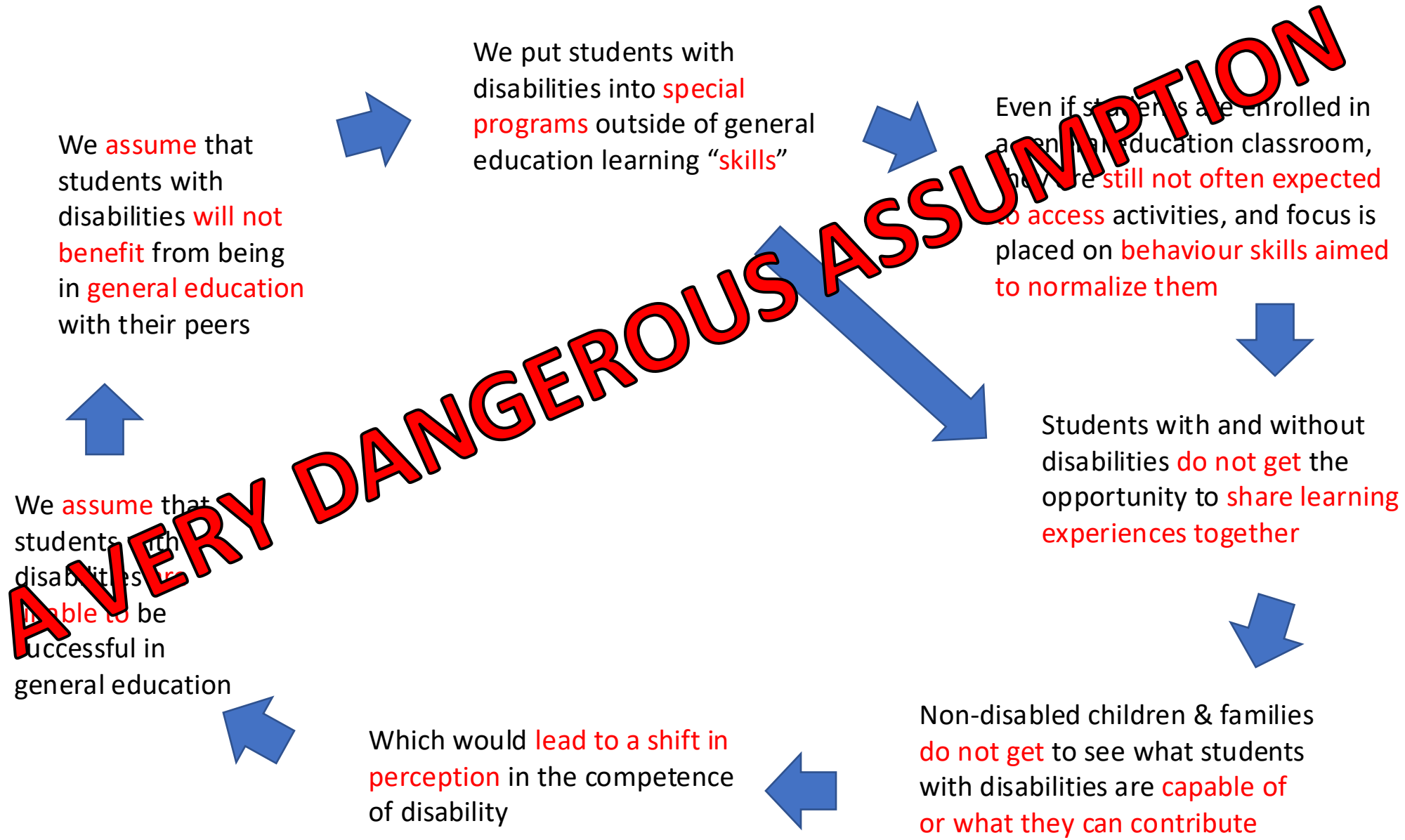
Non-disabled children & families do not get to see what students with disabilities are capable of or what they can contribute

Which would lead to a shift in perception in the competence of disability

We assume that students with disabilities are unable to be successful in general education

We assume that students with disabilities will not benefit from being in general education with their peers

What happens when there is a perception that a child “can’t”



The Least Dangerous Assumption

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.

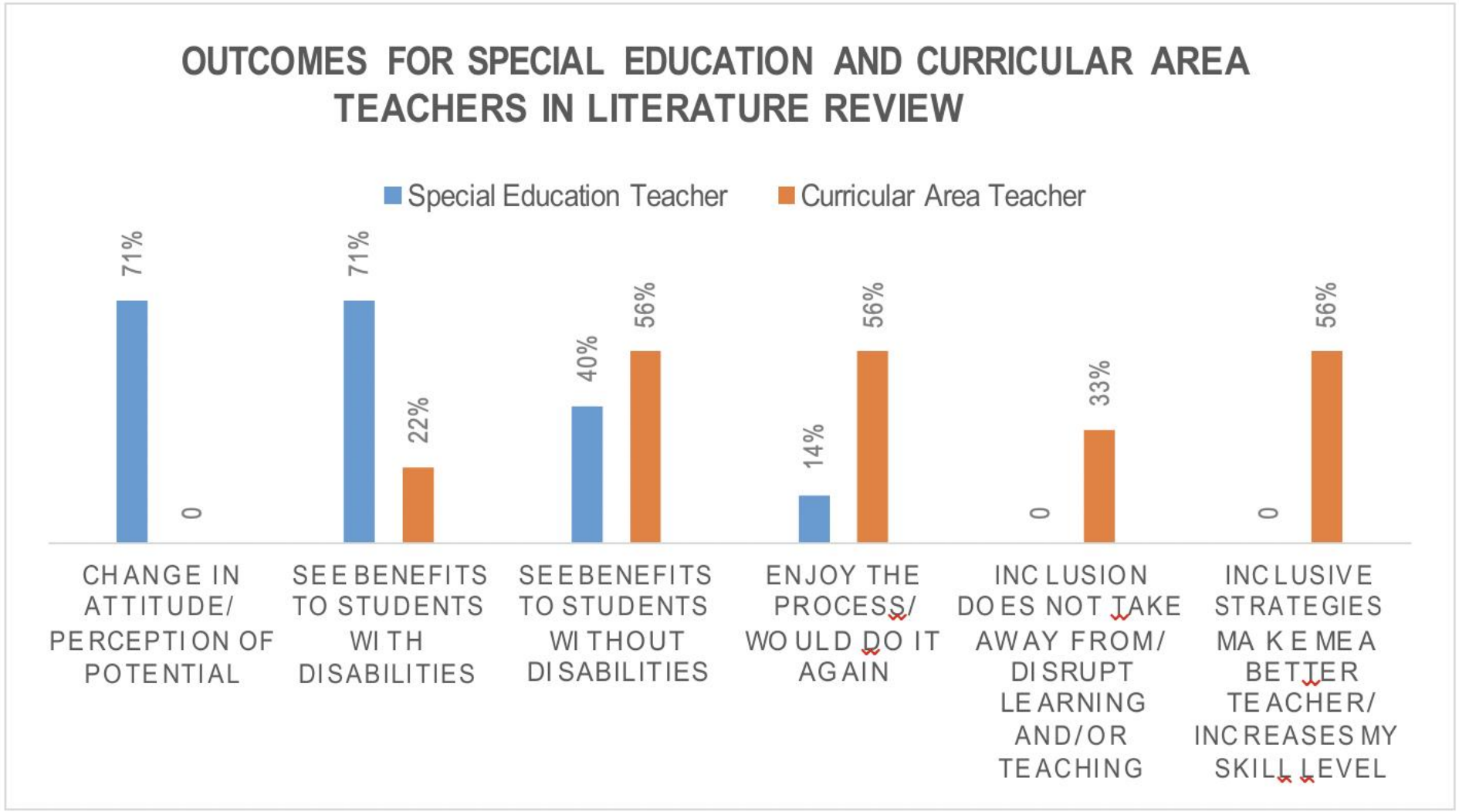
Cheryl Jorgenson

The Least Dangerous Assumption

Changing our mindset about disability will change how we respond and make decisions about educational and community programming.

Access to inclusive community programs, promotes learning, inclusion, achievement and quality of life after schooling, for both children with and without disabilities.

The Power of Perception
(Moore, Butler & Schnellert 2022)



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

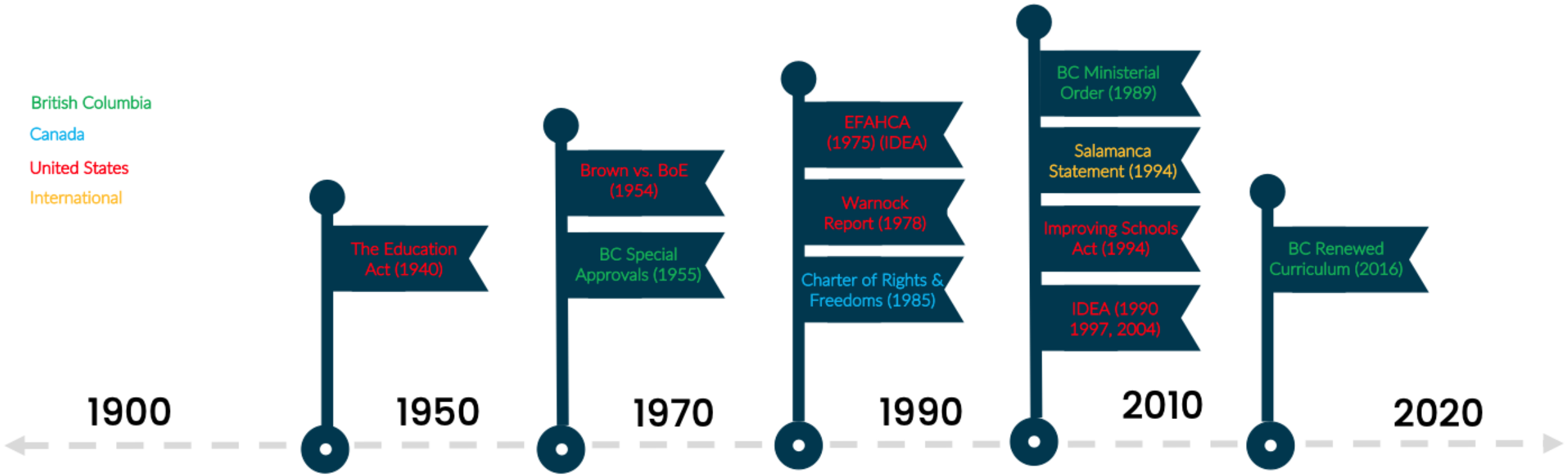
Jorgenson, McSheehan & Sonnenmeier

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

History & Evolution of Inclusion for Students Intellectual Disabilities



Initial Attempts at Inclusion

- Mandatory Attendance
- Separate Schools & Institutions
- Categorical Programming
- Functional/Vocational
- Parental Advocacy

Attending Neighbourhood Schools

- Mainstreaming
- Special Education Classes

Integration Into General Education Classrooms

- LRE
- Integration
- Special Education Needs
- Learning Difficulty
- IEPs

Increasing Access to Inclusive Education

- Inclusion
- Rights-based
- Transforming systems
- Curricular Access
- Standards Based Reform

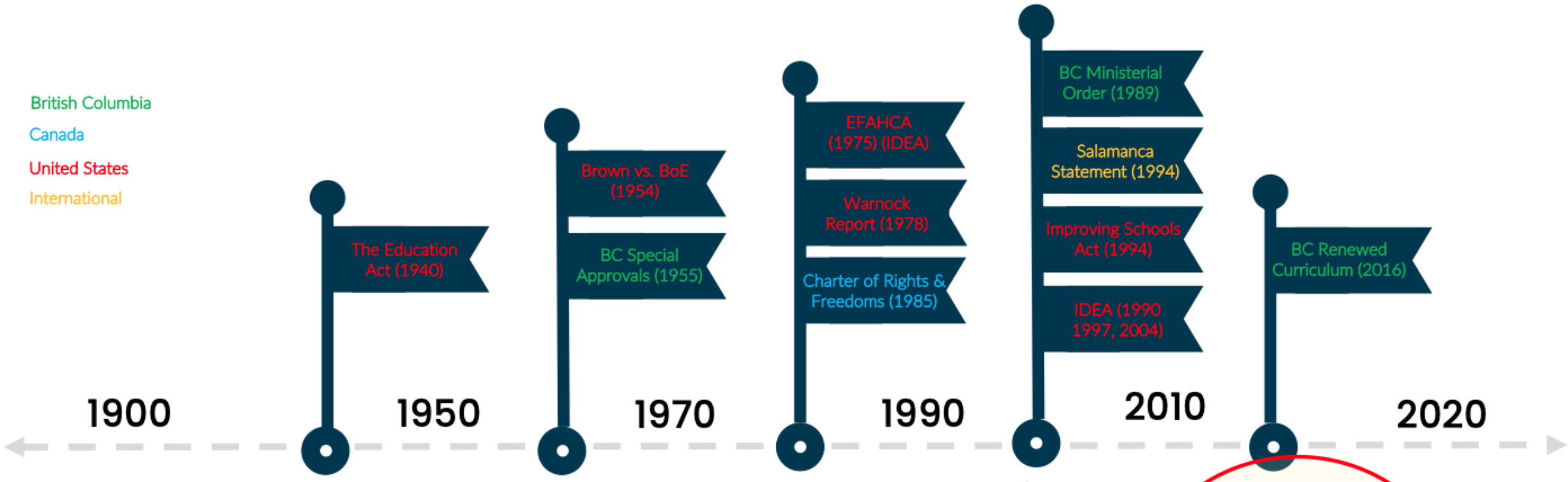
Balancing Equality and Equity

- Individualization
- Neurodiversity
- Self Determination
- Disability as Identity
- Strength Based
- Competency Based
- Universal & Needs-based

Shelley MOORE PH.D.

History & Evolution of Inclusion for Students Intellectual Disabilities

British Columbia
Canada
United States
International



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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 ting you want to share with someone who is not here today?

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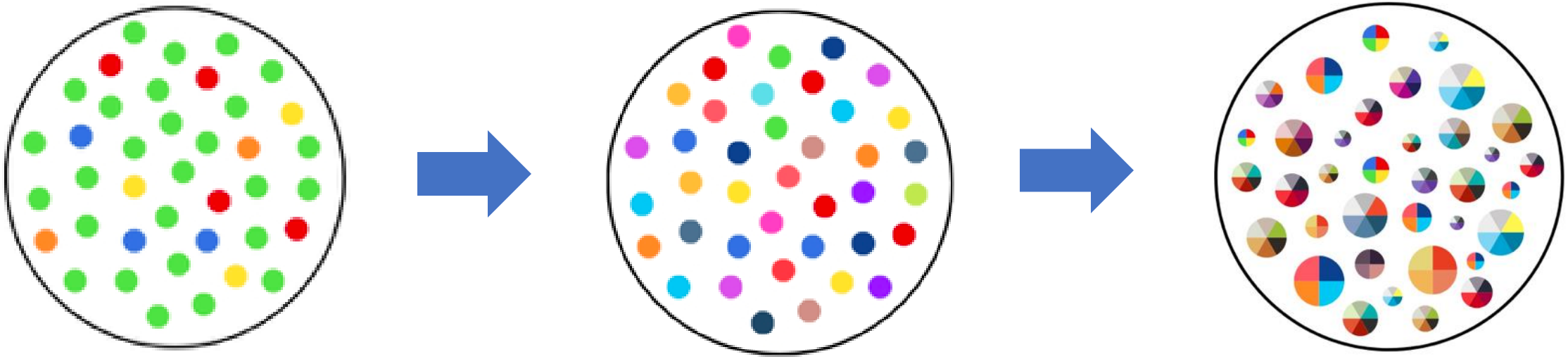

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