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f Dr. Shelley Moore

Welcome!

Our Plan Together

August 25: Kick Off – What are the guiding conditions of inclusion?

August 25: Guiding Condition #1: All Students are presumed competent

August 25: Guiding Condition #2: All students are placed in inclusive classrooms

October 2: Guiding Condition #3: All students are within proximity to and participating in learning with peers

October 30: Guiding Condition #4: All students have meaningful purpose in inclusive classrooms

November 18: Guiding Condition #5: All students are planned for from the start
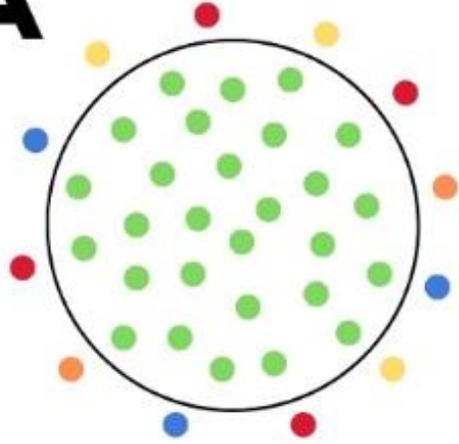
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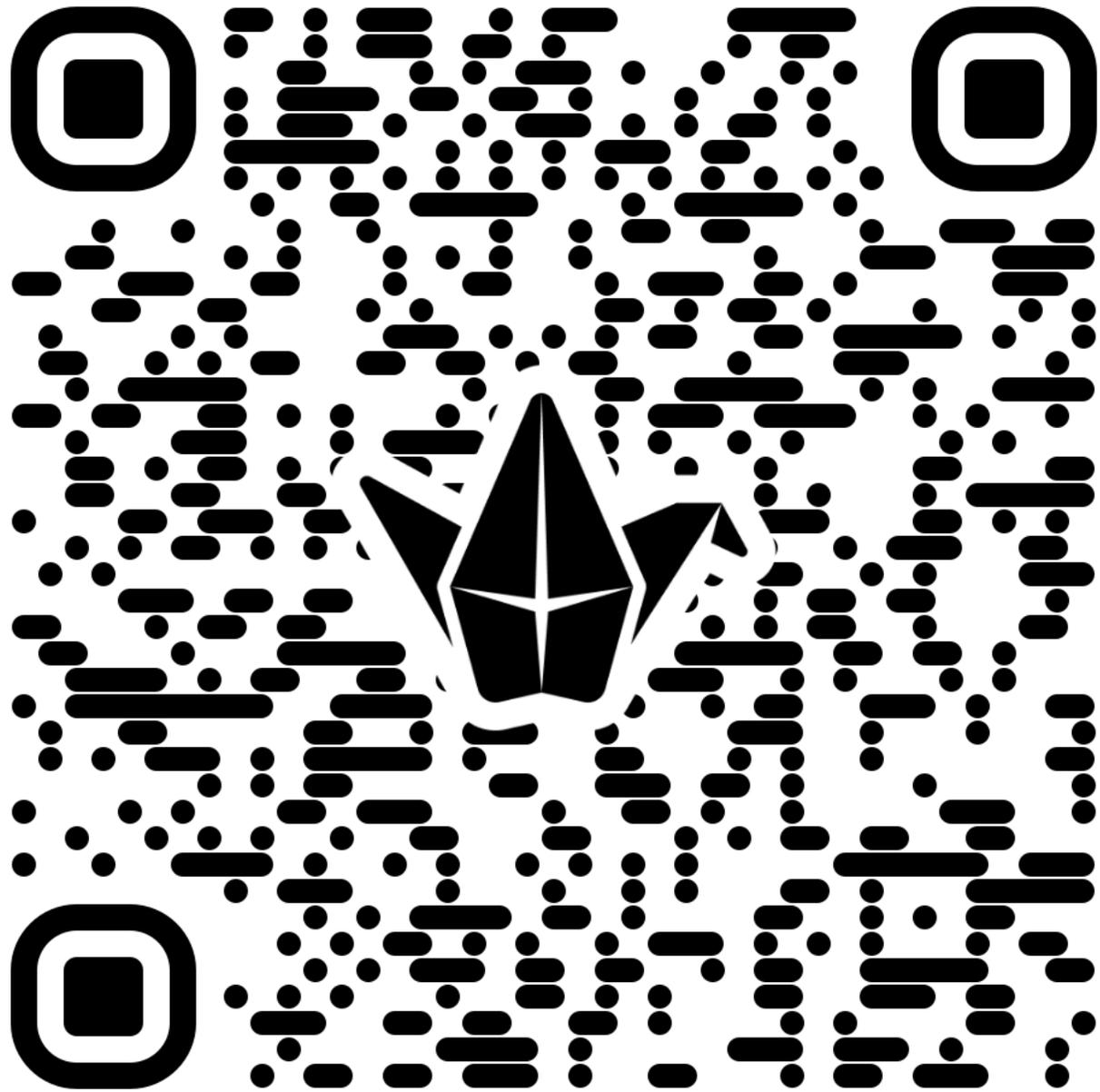
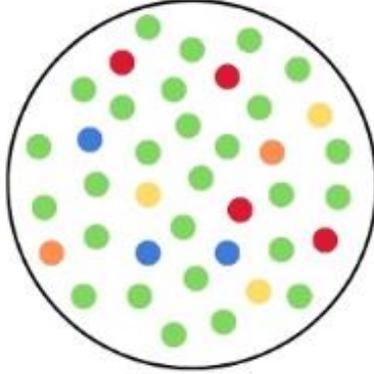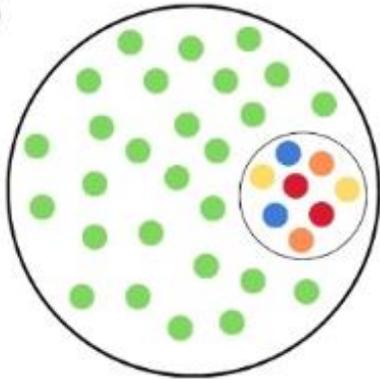What are you hoping to take away from this series?
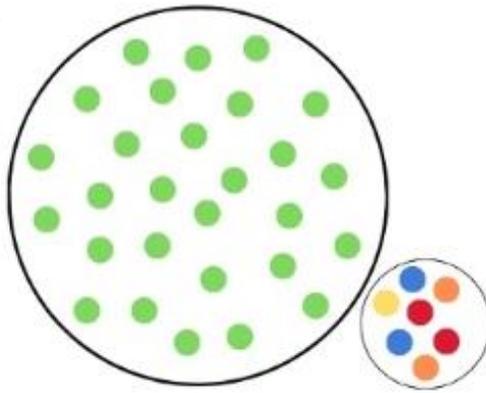
WHAT DOES inclusion MEAN?

WHAT IS *Inclusion?*

A

C

B

D

exclusion

integration

inclusion

congregation

segregation

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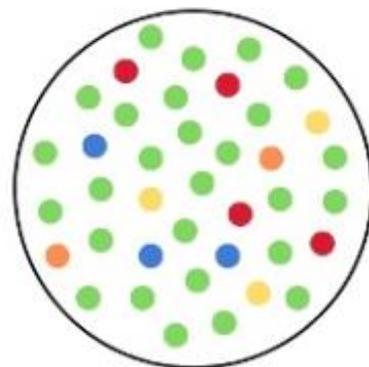
WHAT IS
inclusion ?

inclusion
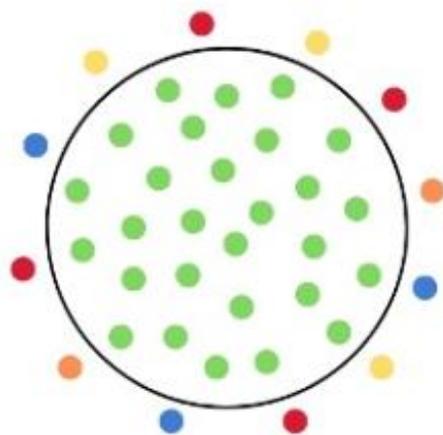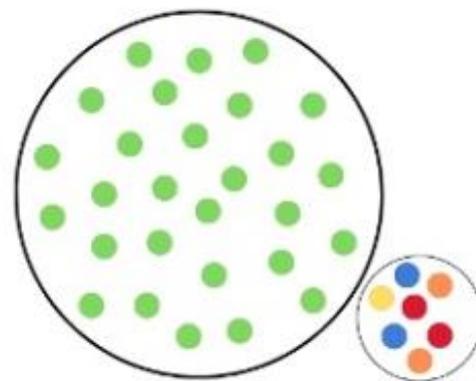
exclusion   segregation   integration

2023

WHAT IS
inclusion
?

WHAT IS
inclusion
?

WHAT IS
inclusion
?

Education

Political Belief

Work & Career

Age & Life Stage

Race

Culture(s)

Family & Community

Appearance

Ability & Disability

Sex & Gender

Sexuality

Nation of Origin

Roles & Responsibilities

Religion/ Spirituality

Lived Experience

Language & Communication

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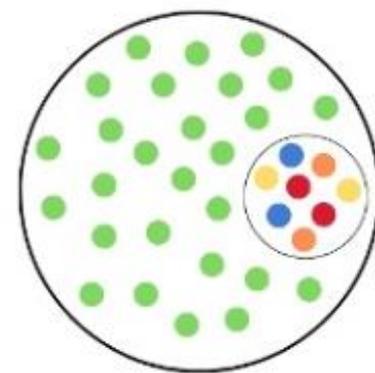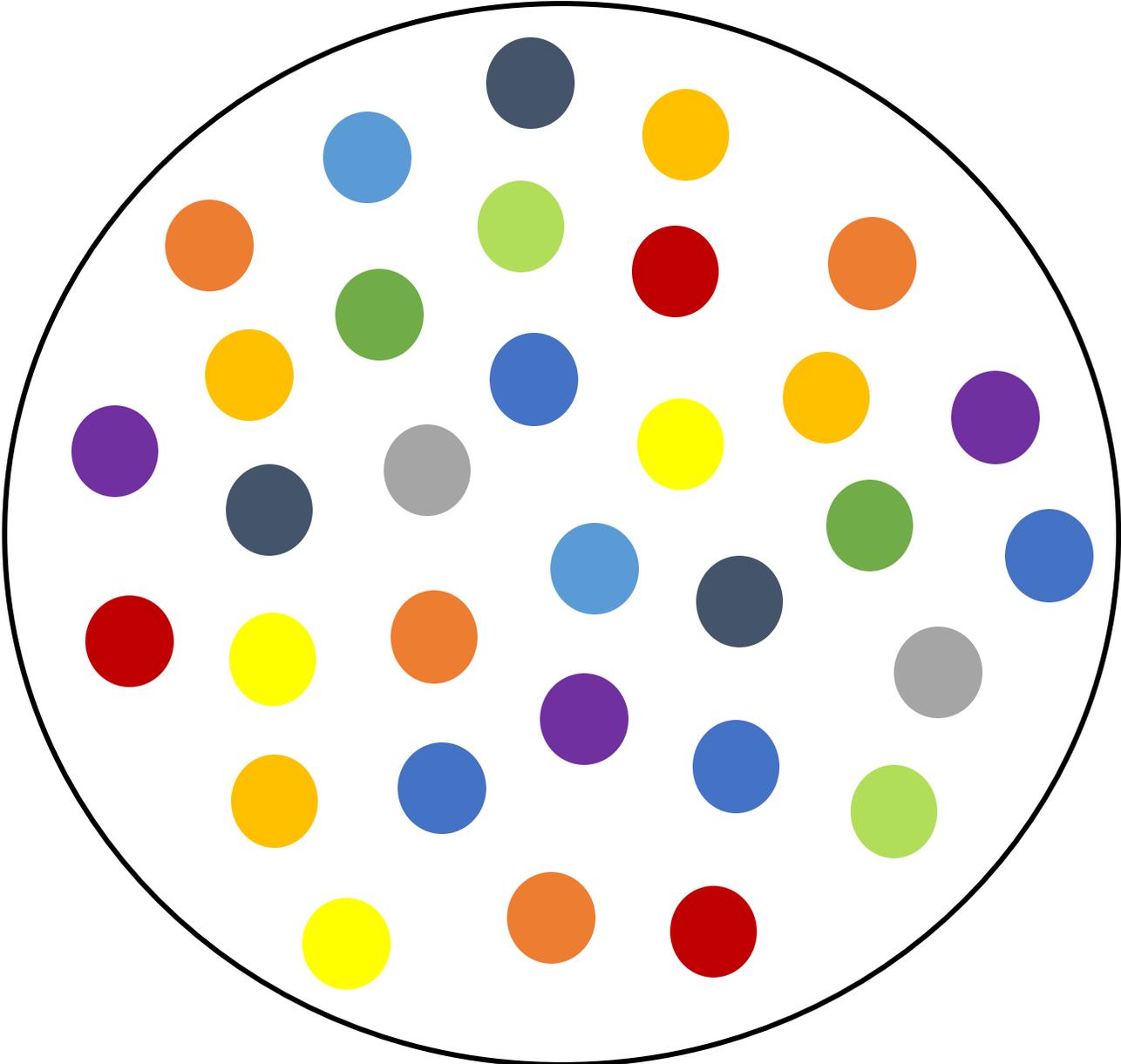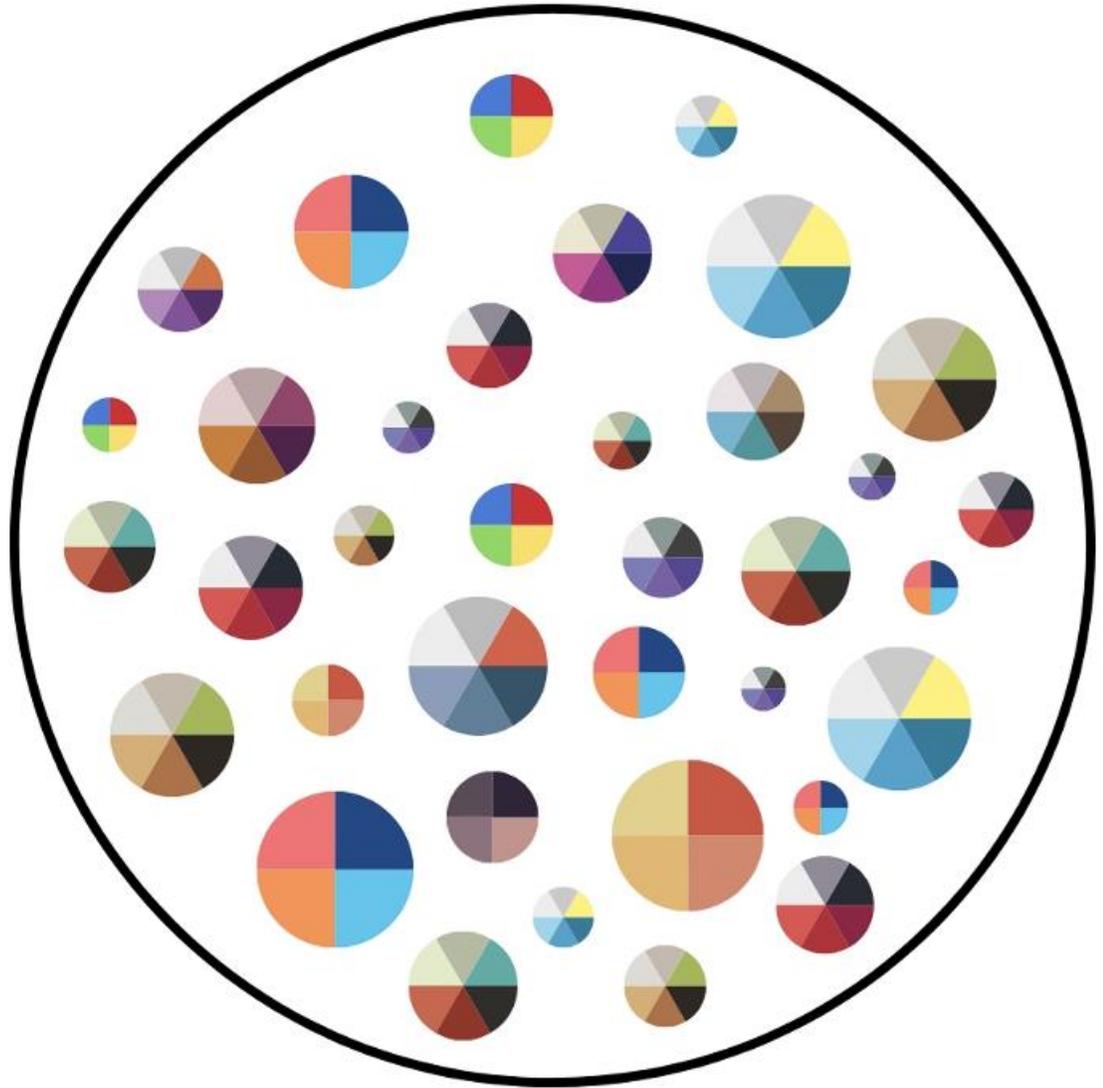
WHAT IS inclusion ?

Communities of Identity

Communities of Diversity

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How do we do inclusion ?
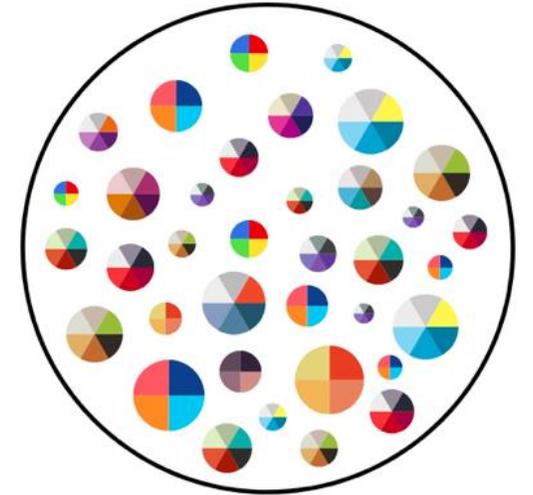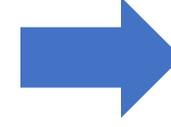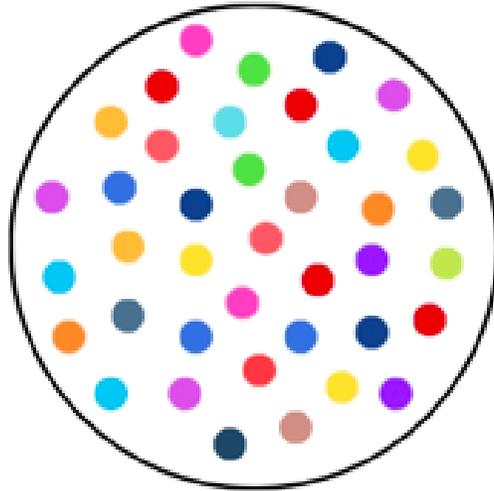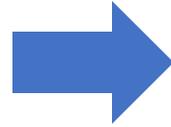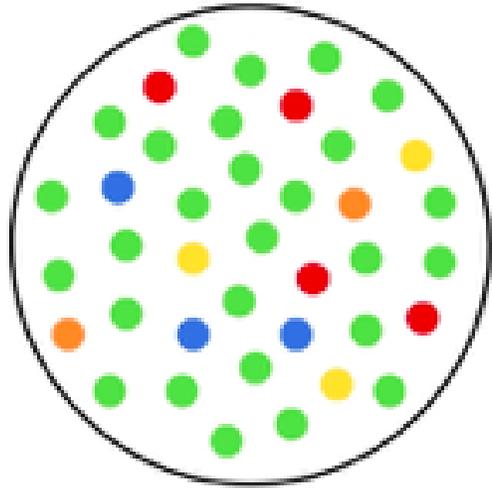
Including
'special needs' children into general education classrooms

Teaching and designing to diversity
(that includes Disability)

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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When the conditions are right, everyone can be successful

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

Which condition is an area that needs to be targeted in your school/context?

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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What is a strength-based perspective?

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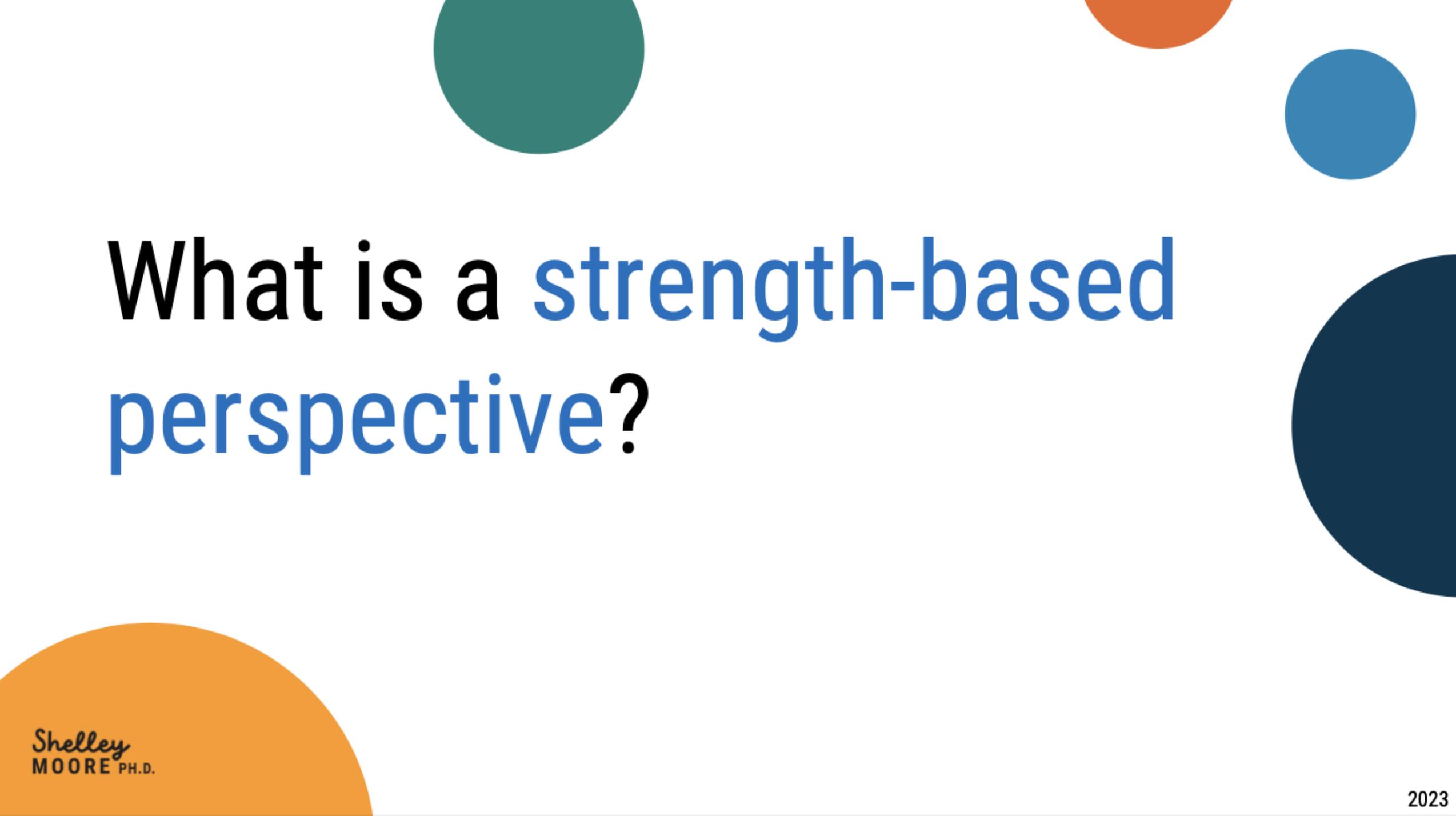
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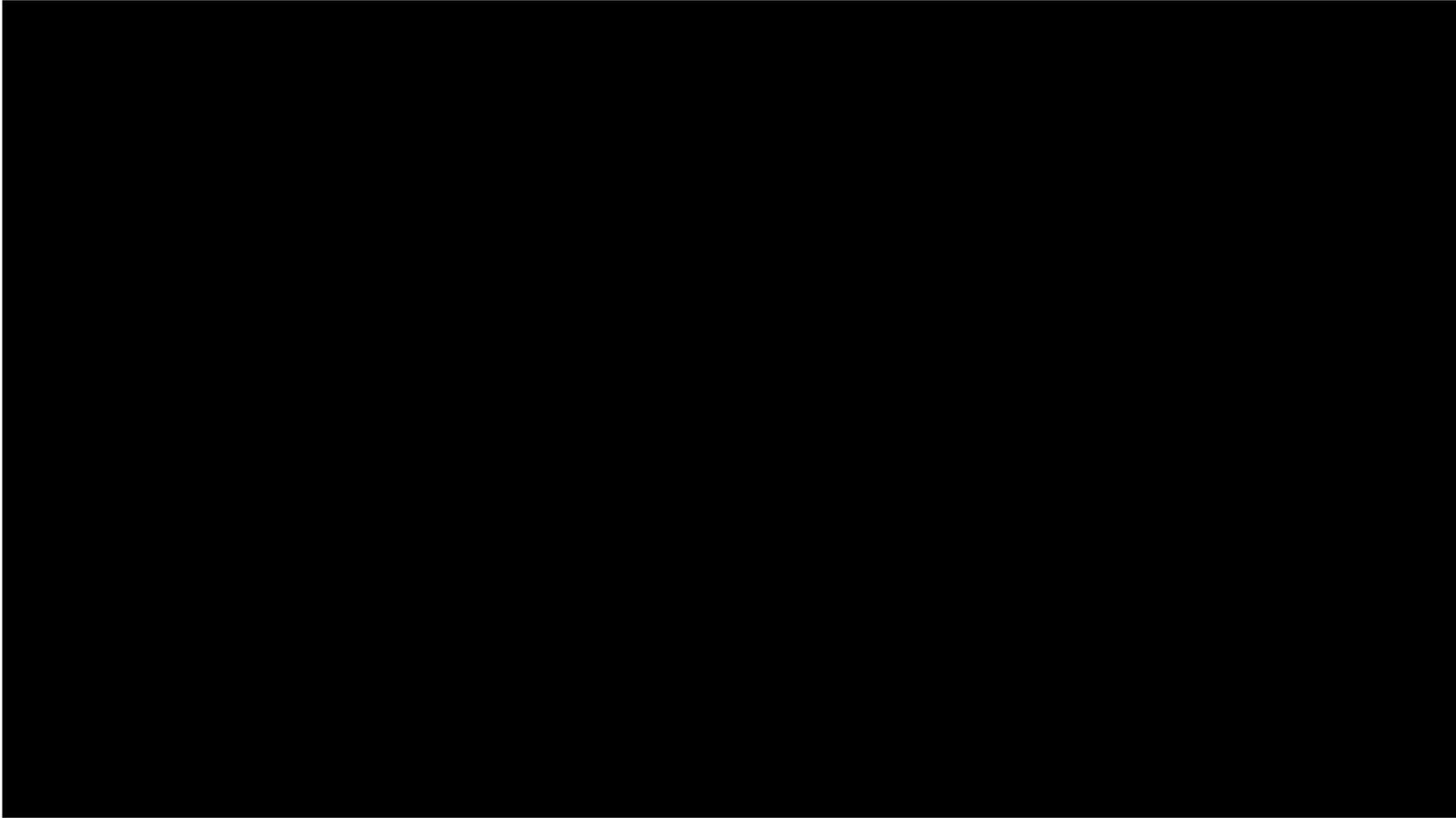
Guiding Conditions **of inclusion** describe that all children & youth...

| 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 |

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

Down's Syndrome

Left diagram:

low IQ

flat head

low set ears

abnormal teeth

Broad palm

abnormal heart

Intestinal obstruction

umblical hernia

widely spaced toes

Right diagram:

Trisomy of chromosome 21.

Dysmorphic Round Face
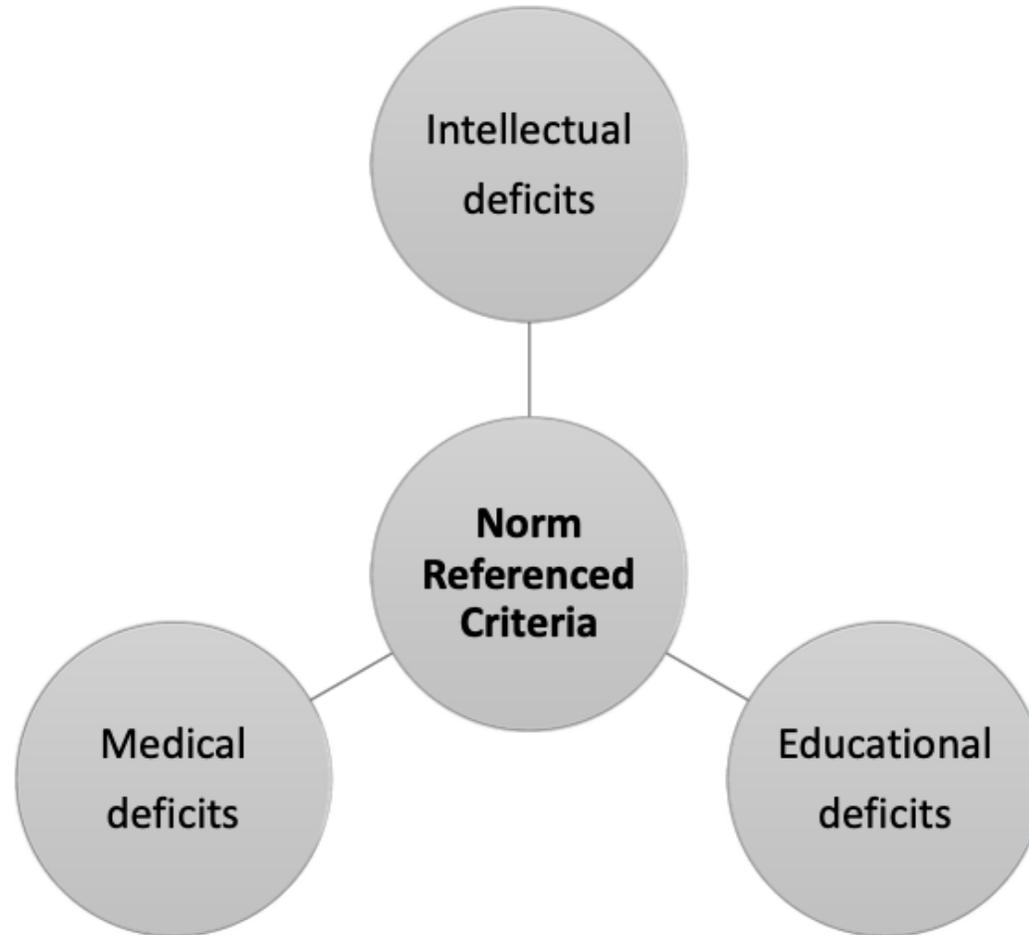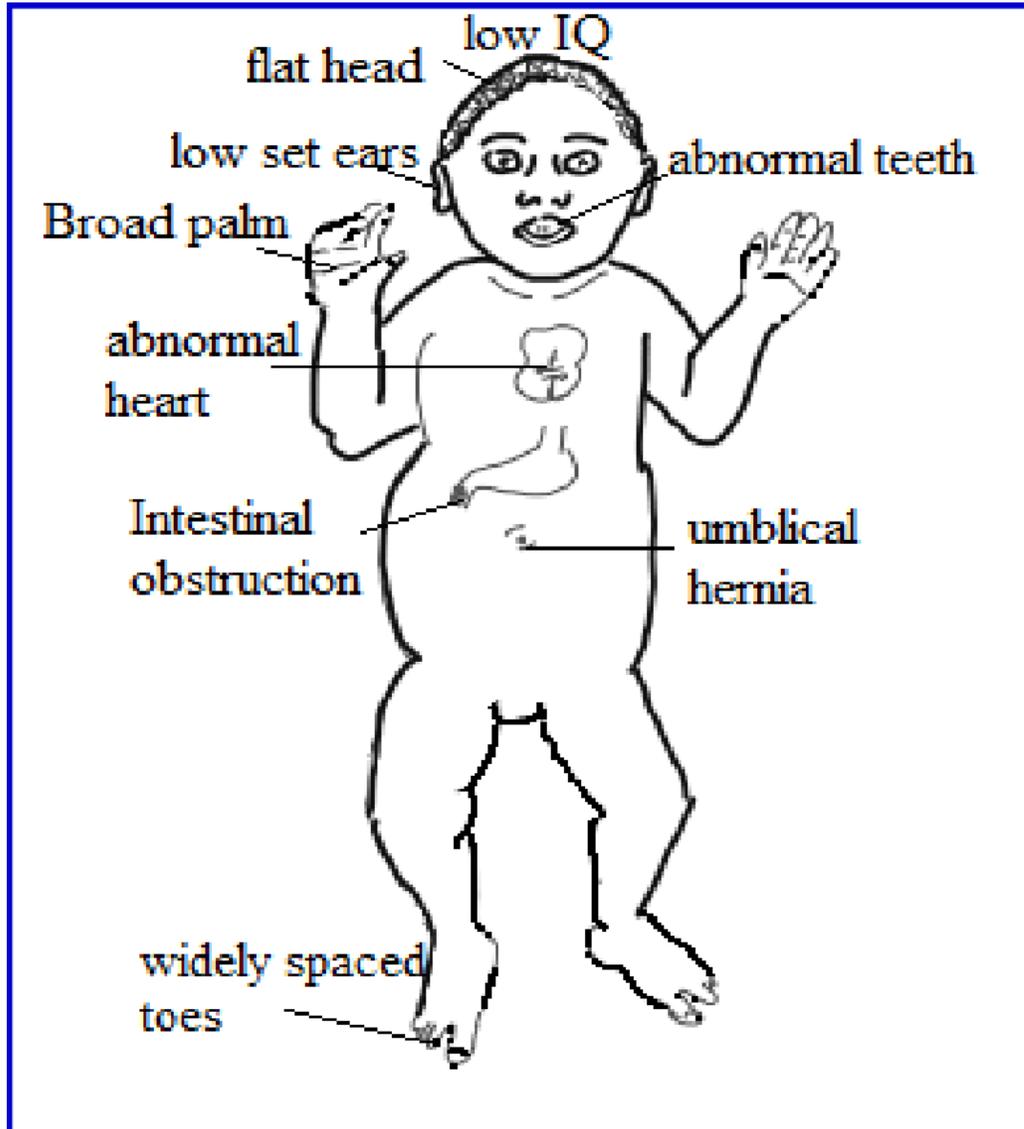
Alzheimer's disease can occur.

Learning difficulties & Developmental Delay (Mean IQ of 50%)

Epicanthic folds

Brushfield spots on iris

Small Ears

Flat occiput

Protruding tongue (not macroglossia though!)

Abundant Neck Skin

Atlantoaxial instability

Hypothyroidism

Trisomy of chromosome 21.

Single palmar crease

Incurved little fingers (Clinodactyly)

Cardiac defects in 50% (Ventricular septal defect, Patent ductus arteriosus, Atrial septal defect)

Respiratory infections

Gap between 1st & 2nd toes (Sandal toe gap)

Increased risk of Leukaemia

Duodenal atresia (double bubble sign on AXR)

What happens when there is a perception that a child "can't"

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

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

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A VERY DANGEROUS ASSUMPTION

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.

What can we do?

- 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

What can we do?

- Instead of solely focusing on deficits or what students can't do, focus more on strengths, interests, abilities, barriers and needs

- Instead of assuming that some students can't make decisions, make space for student voice and agency and give opportunities for students to be a part of the decision-making process

- Instead of assuming that some students don't have a voice, teach and provide students with a means to communicate other than words (visuals, gestures, voice)

What can we do?

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 make decisions that reflect our positive perceptions and presumptions about students

Presuming Competence: Positive Attitudes Towards Disability & Inclusion

	Access	Essential	Developing	Confident	Extending
	Awareness	Attitudes	Practices	Collaboration & Communication	Personal & Professional Growth
Attitudes Towards Disability & Inclusion	• Staff are aware of the variety of disabilities in the school community, and who may be missing • Staff are aware that there are students who may not be included in their classroom/school communities • Staff have a common understanding of what inclusion is • Staff are aware of how students with disabilities are perceived by the school community • Staff are aware of what language to use when describing students with disabilities • Staff respectfully address students with disabilities in age-appropriate tones and their privacy and integrity is respected • Staff is aware that Disability is an identity to be celebrated as unique contribution to diverse communities	• Staff have a positive attitude towards disability and inclusion • Staff have a common understanding about why inclusion is important • Staff understand that perceptions of disability influence decisions about educational placement and programming • Staff understand value in including students' voice in educational decision making • Staff know what ableism is and are noticing examples of ableism in classroom and school communities • Staff understand that Disability needs to also be considered in diversity, inclusion and equity (DEI) oriented initiatives • Staff describe students in ways that are Disability affirming and non-ableist that avoid derogatory terms that perpetuate negative stereotypes	• Staff members are trying inclusive practices in their classrooms • Staff are getting to know students from a strength-based perspective • Staff are using strength-based perspectives as part of their data collection and formative assessment techniques that inform their practice • Community and school-based job activities are an inclusive experience and not the sole responsibility of students with disabilities and not done during instructional time • Educational programming and enrollment is based on equal opportunity not ability levels • Staff are including Disabled students' voice in decision making processes (and ensuring communication tools are available to do so)	• Staff are working together to better understand and enact inclusive practices in their classroom and school • Staff are learning about disability from multiple perspectives • Staff are advocating for inclusion and increasing access and opportunity for disability in classrooms and schools • Staff are intentionally taking action to combat ableism in their school community and beyond • Staff are advocating for resources that increase accessibility and situate Disability and Inclusion as a critical and equity-oriented practice • Staff provide space for (and are responsive when) students with disabilities self-advocate	• Staff are constantly reflecting on their hidden bias towards disability and inclusion • Staff understand when their experiences, beliefs and attitudes are the barrier to inclusion and/or the success of a student with a disability • Staff are engaging in learning and growth opportunities to learn more about, and from, Disabled perspectives • Staff challenge Disability stereotypes (e.g. inspiration porn, infantilization etc.) and correct misconceptions that they encounter in others • Staff display allyship by leading by example and influencing others around them to contribute to a more inclusive culture in the school and community

Dr. Shelley Moore, 2024
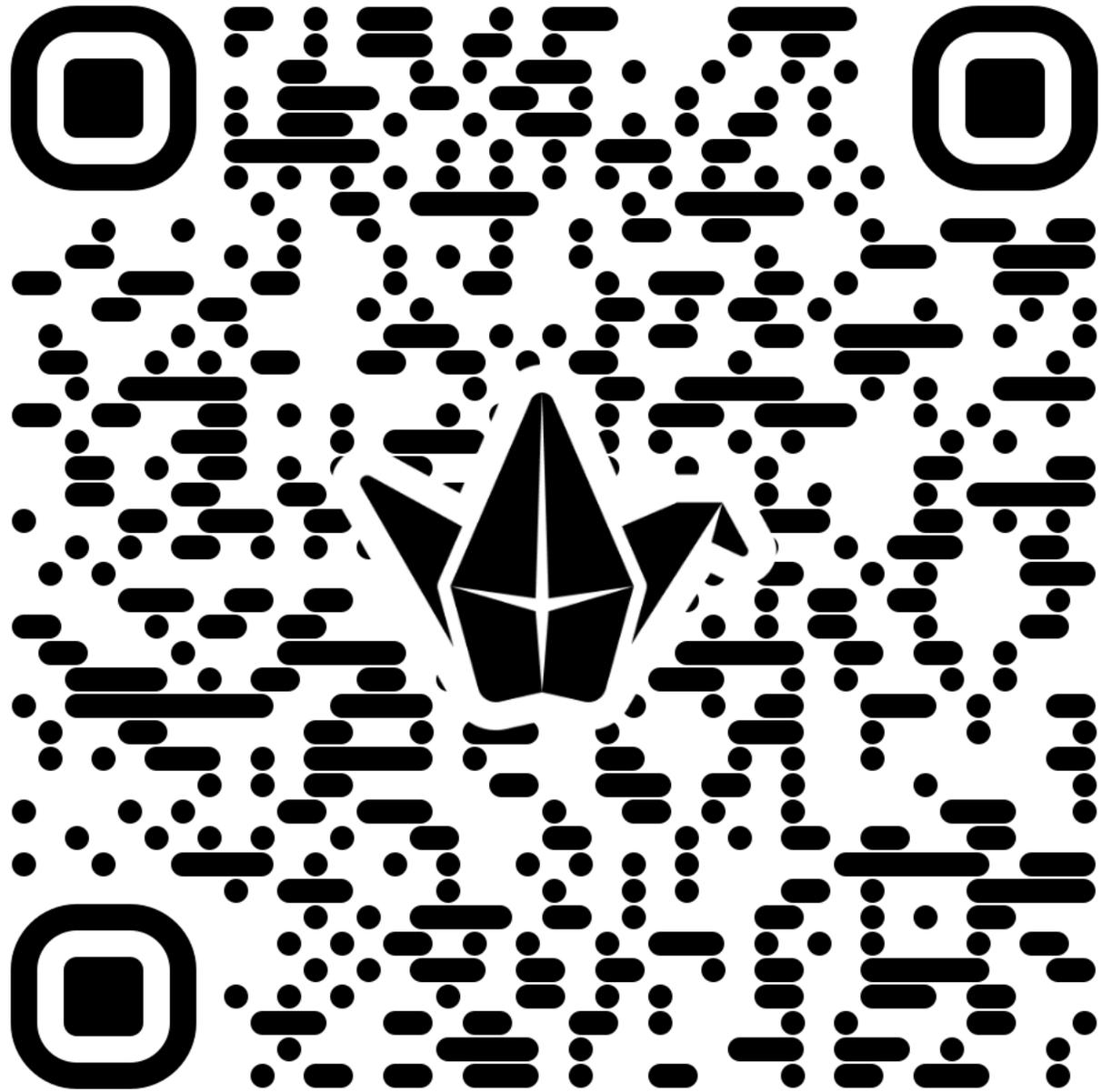
What is one action you could take to support your context to move forward in **Presuming Competence** of all students?

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