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

WHAT DOES

inclusion

MEAN?

**WE ARE COMING**

**OUT!**

3rd Edition



# Dealing with Difficult People



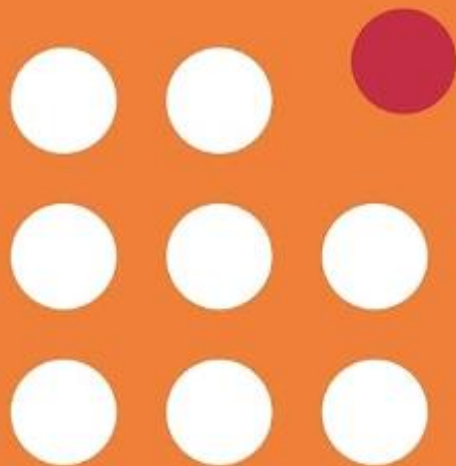
**Roy  
Lilley**



3rd Edition



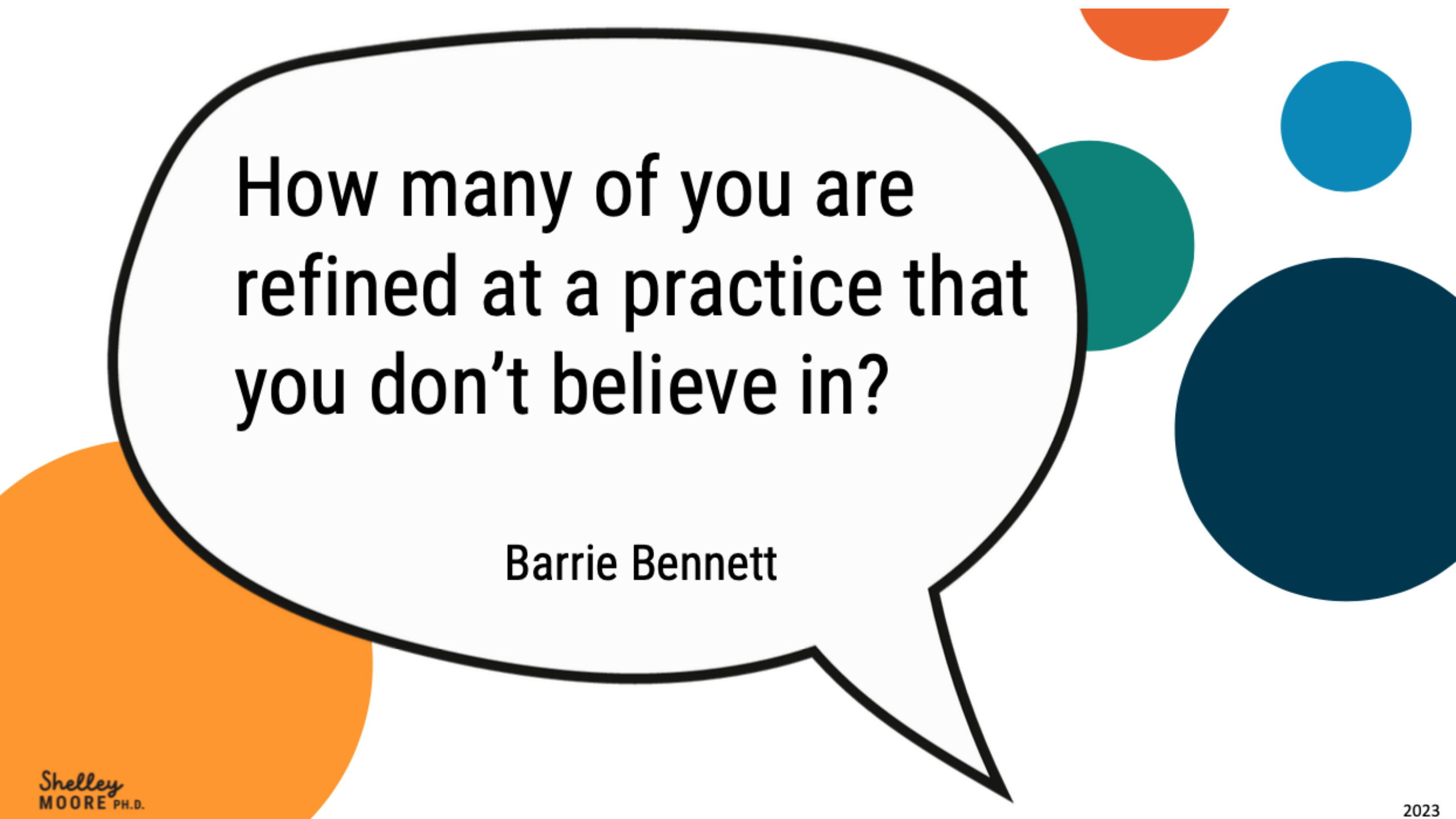
# Dealing with Difficult People



**Roy  
Lilley**



**“If you bought this book...you  
are the difficult person.”**



How many of you are  
refined at a practice that  
you don't believe in?

Barrie Bennett



**My educational  
philosophy & beliefs**

**My educational  
practices**





What are you connecting to?

WHAT DOES

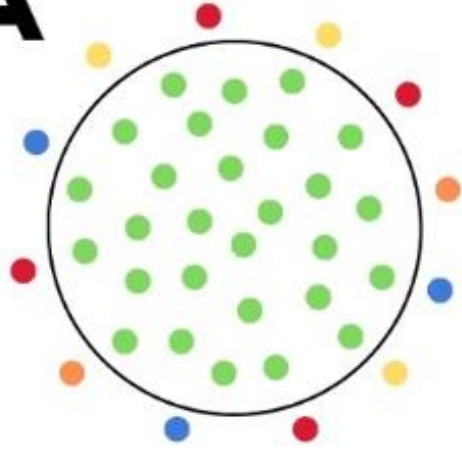
*inclusion*

MEAN?

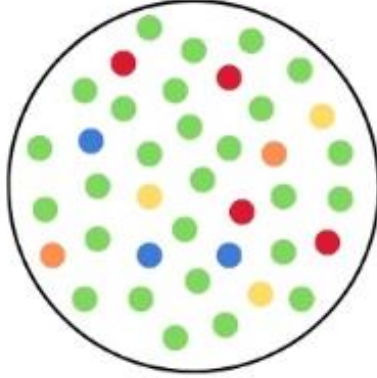
LOOK LIKE?

# WHAT IS *Inclusion*?

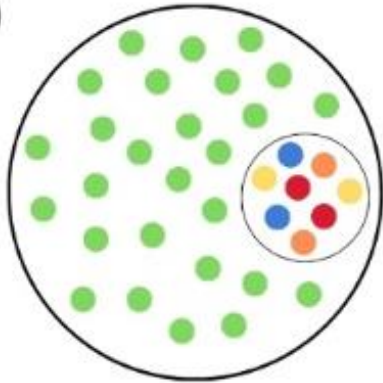
**A**



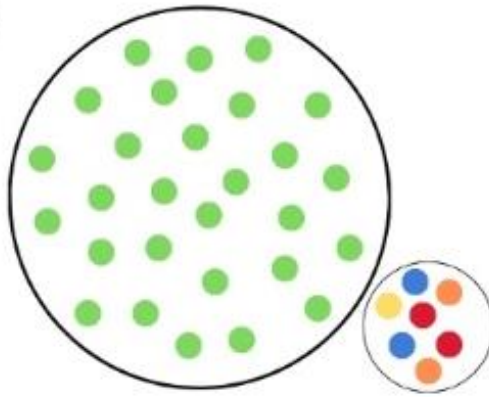
**C**



**B**



**D**



**exclusion**

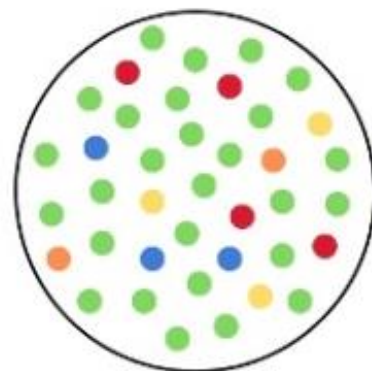
**integration**

*inclusion*

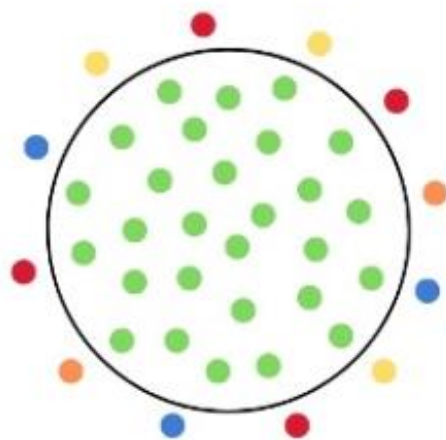
**congregation**

**segregation**

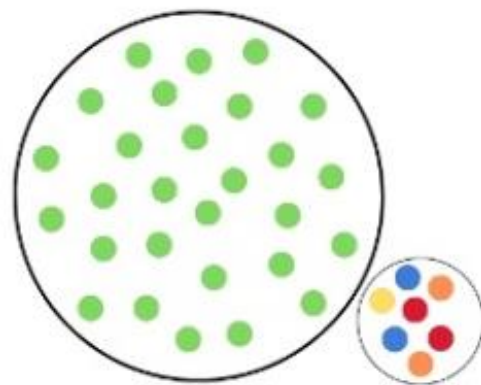
# WHAT IS *inclusion*?



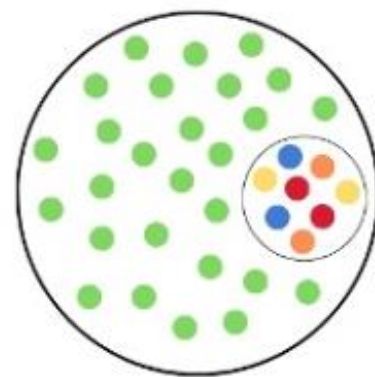
inclusion



exclusion



segregation



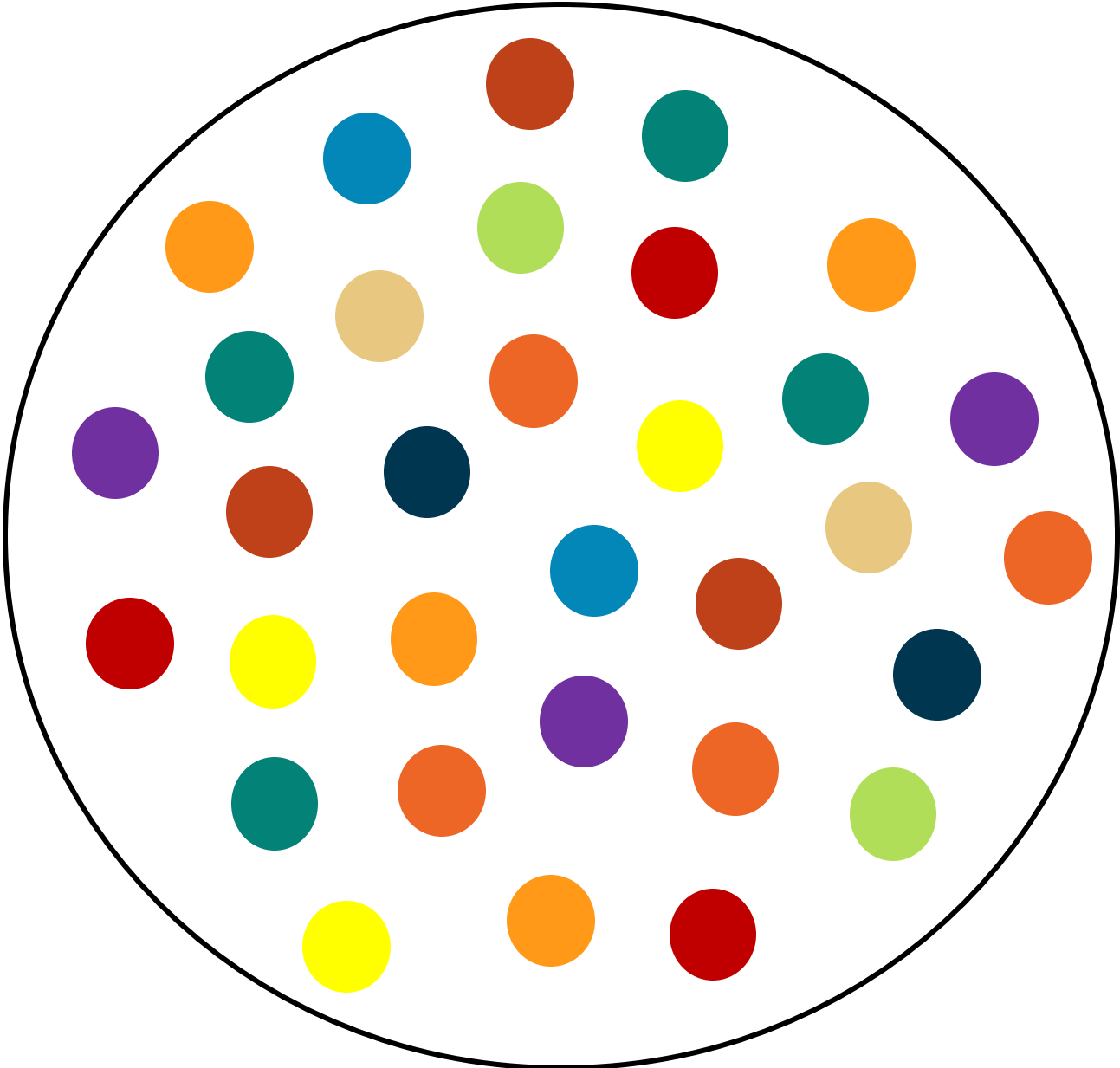
integration



What are you thinking about?

# WHAT IS inclusion

?

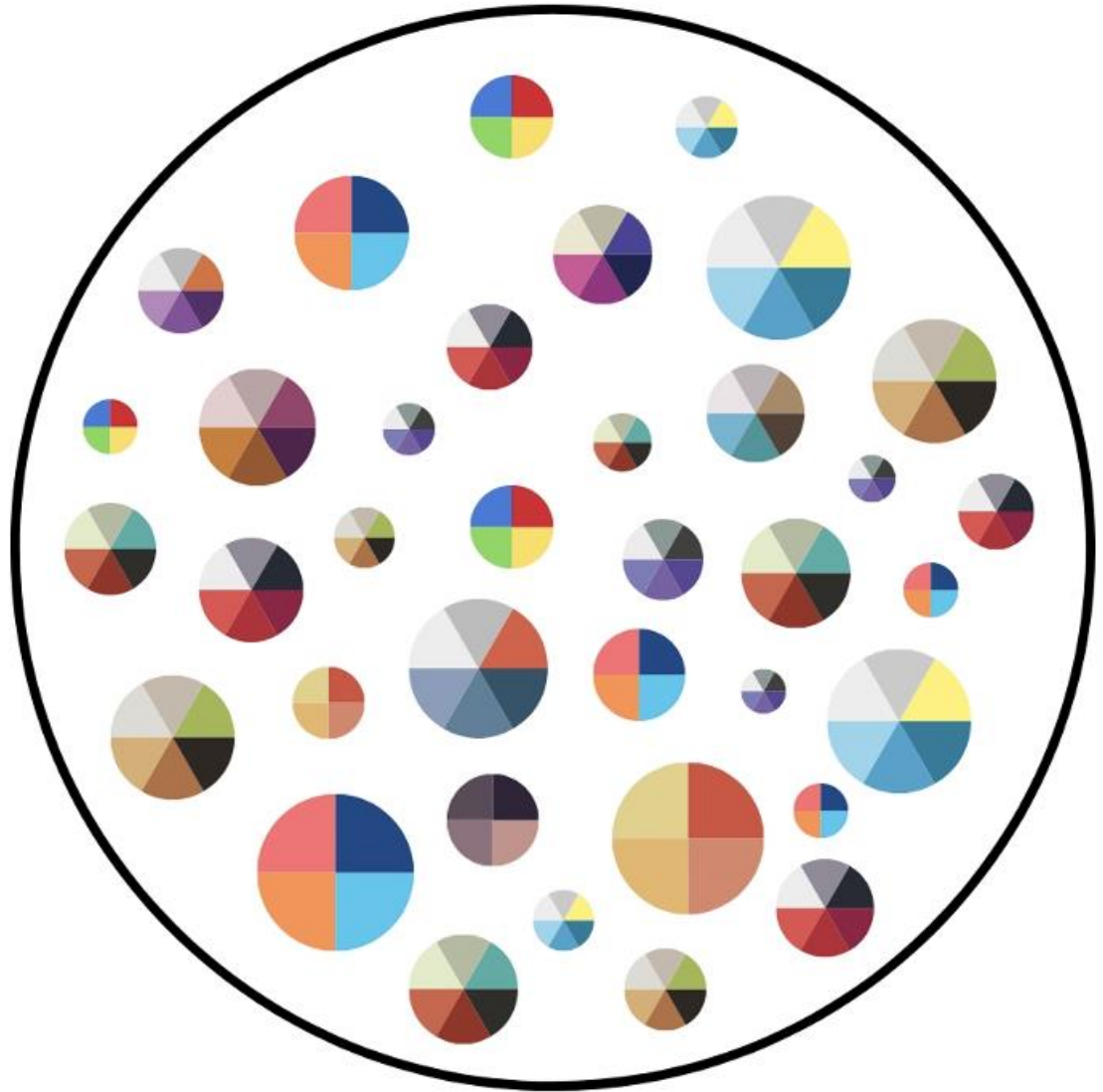




What is useful so far?

# WHAT IS inclusion

?



# WHAT IS inclusion

?



# WHAT IS inclusion ?

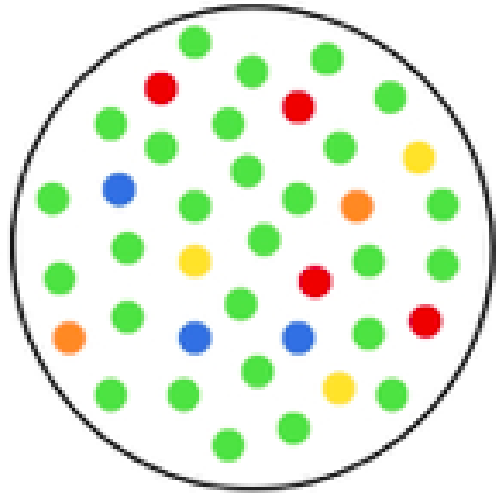


Communities of **Identity**

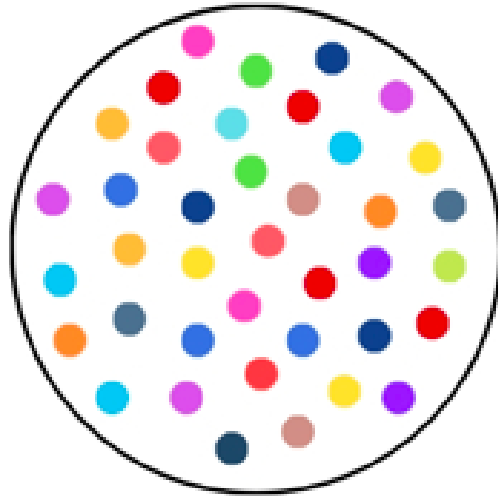


Communities of **Diversity**

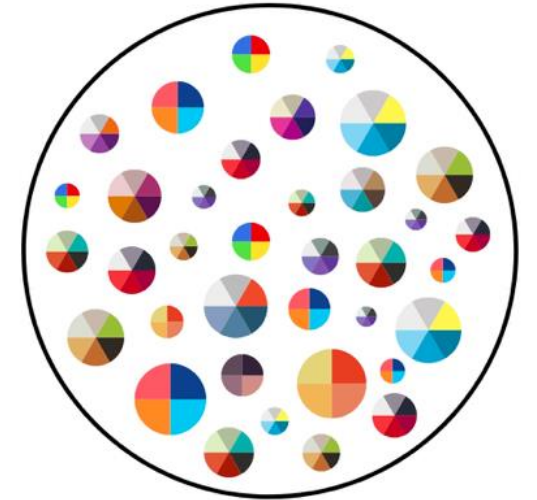
# How do we do **inclusion** ?



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)

In a world of  
**UNICORNS**

Be a **UNICORN**  
that celebrates a  
**BAT**



When the conditions are  
right, everyone can be  
successful

## 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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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**





# Place Based Planning





What is the role of peers  
in supporting inclusion?



How are **peers** with and without disabilities **ALREADY participating** together throughout their school day?

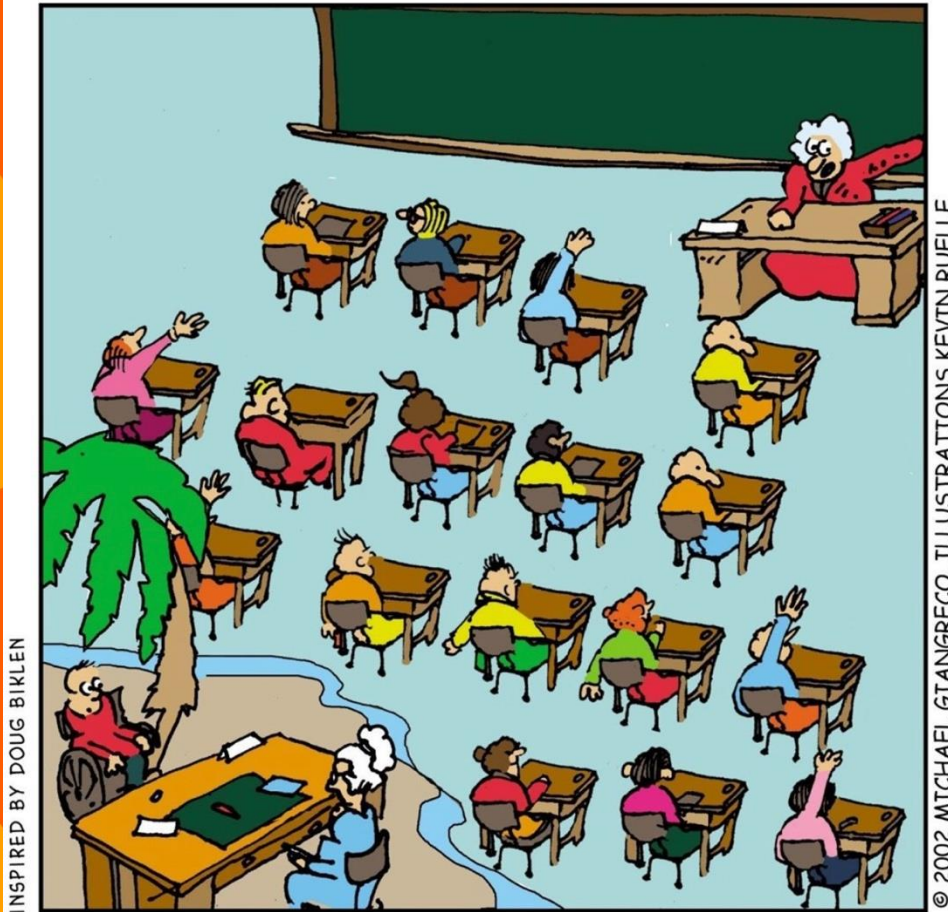
OR

How do you hope that students with and without disabilities could **participate** together in the future?





# Proximity to and Participation with Peers



INSPIRED BY DOUG BIKLEN

© 2002 MICHAEL GIANGRECO, ILLUSTRATIONS KEVIN RUELLE

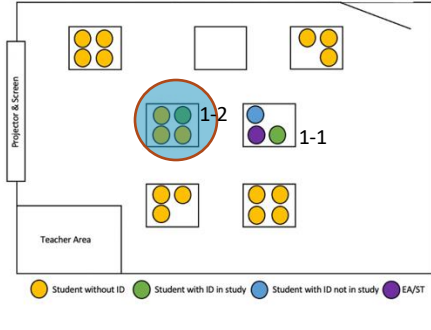
### ISLAND IN THE MAINSTREAM

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

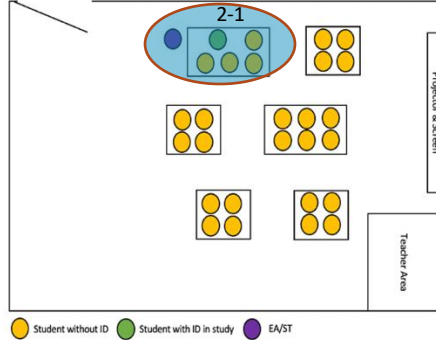
- Many children with disabilities, although present, typically spend their day socially isolated in places and activities working on the side with individually assigned assistants. (Jameson, McDonnell, Polychronis & Riesen, 2008; Feldman, Carter, Asmus & Brock, 2015)
- This approach used to support children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

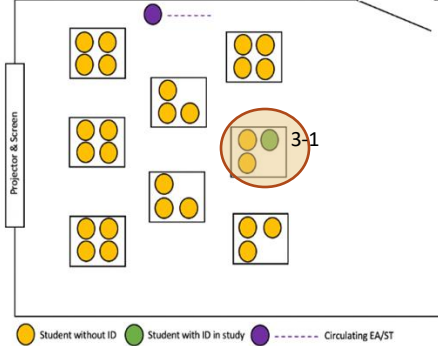
Case 1 Classroom Arrangement (Choice Seating)



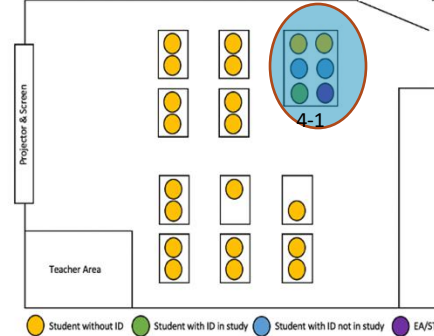
Case 2 Classroom Arrangement (Strategic Groupings)



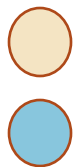
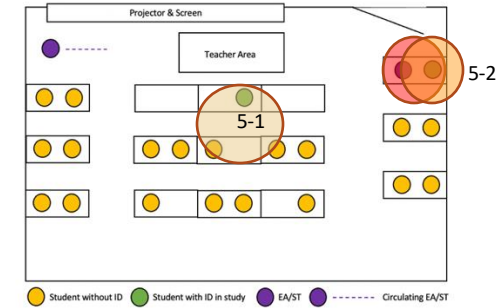
Case 3 Classroom Arrangement (Strategic Groupings)



Case 4 Classroom Arrangement (Strategic Groupings)



Case 5 Classroom Arrangement (Strategic Grouping & Choice)



The most **social** participation

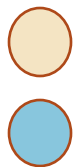
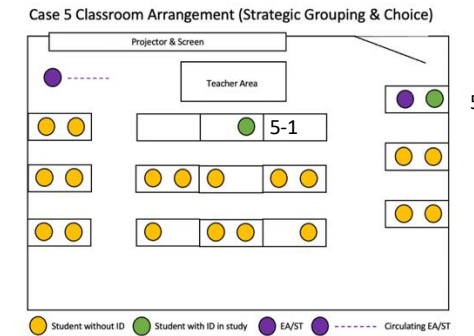
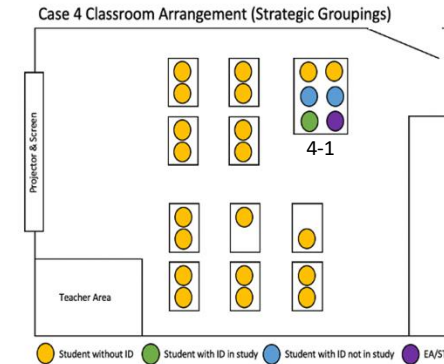
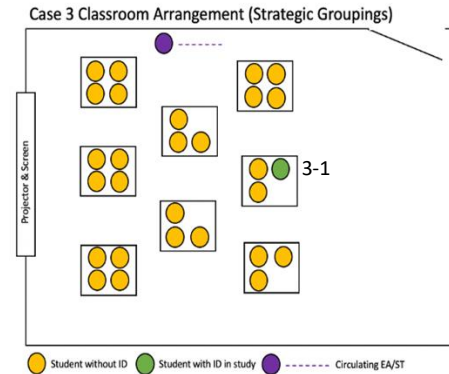
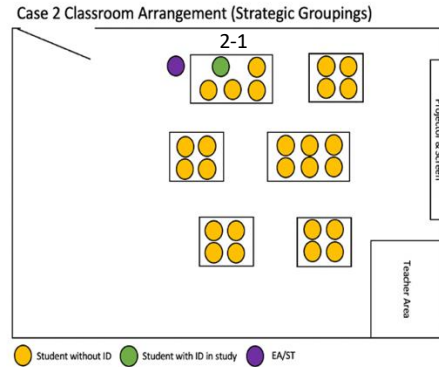
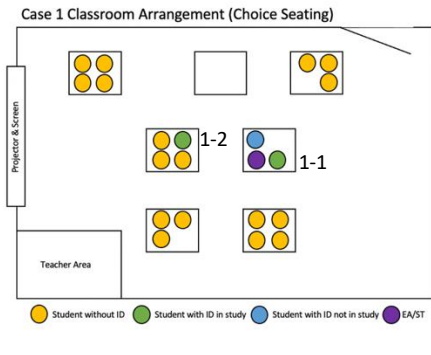
The most **learning** participation



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

# How do we increase student **proximity**?

- Create **seating plans** strategically so they are **flexible** and always giving students with and without disabilities different **opportunities** to be **together**
- Prevent students with disabilities from **working in isolation** with a **support adult** by:
  - Having an adult work with **a group of students** with and without disabilities
  - Having adults **circulate**, and not be stationary
  - Having adults **facilitate peer mentoring** and support

# How do we increase student **Participation**?

- It was more likely for students with disabilities and their peers to participate in **social activities** without adult facilitation
- It was more likely for students with disabilities and their peers to participate in **learning activities** when:
  - Adults **facilitated peer support** and connection
  - Learning activities were designed to be **accessible for all students**

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- Learning activities were designed to be **accessible for all students**

<http://www.engagingalllearners.ca/sal/peer-mentoring/index.php?id=3>



How educational assistants need to work differently



Watch later Share

**How educational assistants need  
to work differently**

# ENGAGING ALL LEARNERS!

Home

Learning Supports

Diverse Learning Needs

Instructional Leadership

Early Learning

Ressources en Français



## Peer Mentoring to Support Students with Disabilities

This PD resource addresses practical and promising approaches for developing supports and fostering relationships among students with and without significant disabilities both in the classroom and throughout their educational journey.

*"Quality mentoring is mentoring that produces significant, lasting, positive outcomes for mentees. It is responsible, ethical, effective mentoring. Mentoring programs come in all shapes and sizes but there are some key components that help to ensure quality and that the needs of the mentee, volunteer mentor, organization and community are fulfilled."*

[Alberta Mentoring Partnership](#)

- Video Index
1. **Importance of natural supports** [1:25]  
[Play Video](#) [Learning Guide](#)
  2. **How peer mentors can provide natural supports** [1:11]  
[Play Video](#) [Learning Guide](#)
  3. **How educational assistants need to work differently** [2:01]  
[Play Video](#) [Learning Guide](#)
  4. **How peer supports differ from adult-delivered supports** [2:20]  
[Play Video](#) [Learning Guide](#)
  5. **Providing "just enough" support** [1:30]  
[Play Video](#) [Learning Guide](#)
  6. **Signs of too much support** [1:21]  
[Play Video](#) [Learning Guide](#)

# Why are Peer Connections Important?

## Benefits for Students with Disabilities

- Increased attendance
- Increased outcomes during school
- Increased outcomes after leaving school
- Increased friendships
- Decreased stigma
- Increased access to and growth within grade level curriculum

## Benefits for Peers

- Increased attendance
- Increased access to support and accessible planning
- Increased appreciation of diversity
- Personal growth
- Increased awareness of disability issues
- Increased advocacy Skills
- Increased interest in pursuing careers in field
- Increased friendships



What is one useful idea?

What is one question you have?

What is one thing you learned?

What is one thing you want to want to share with  
someone who is not here?

THANK YOU!

*Shelley*  
**MOORE** PH.D.

GET IN TOUCH

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