

Shelley
MOORE PH.D.



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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**

October 2: Guiding Condition #2: All students are **placed** in inclusive classrooms

October 2 : Guiding Condition #4: All students have meaningful **purpose** in inclusive classrooms

October 30: Guiding Condition #3: All students are within **proximity to** and **participating in** learning with **peers**

November 18: Guiding Condition #5: All students are **planned for** from the start

What stands out from our last session together?

What did you try or do based on your learning?

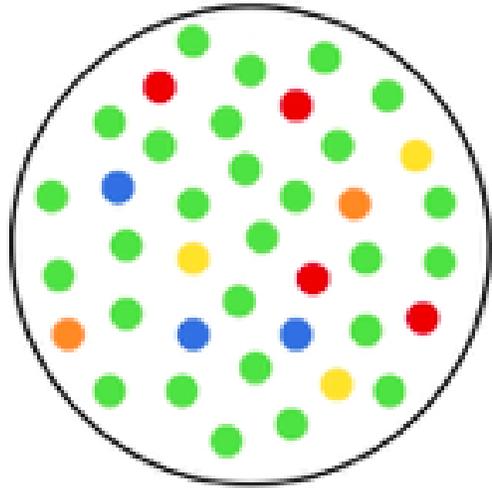
What are you noticing about yourself and others based on your learning?

WHAT DOES

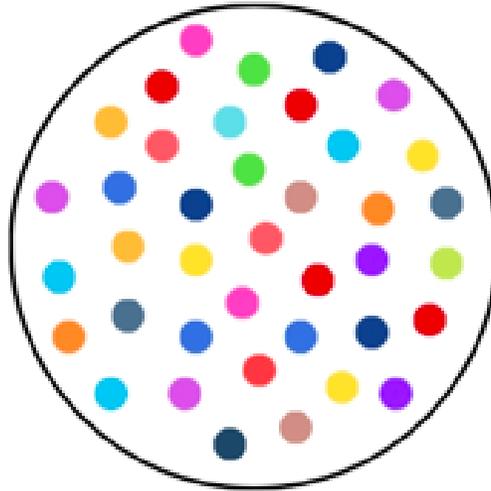
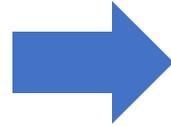
inclusion

MEAN?

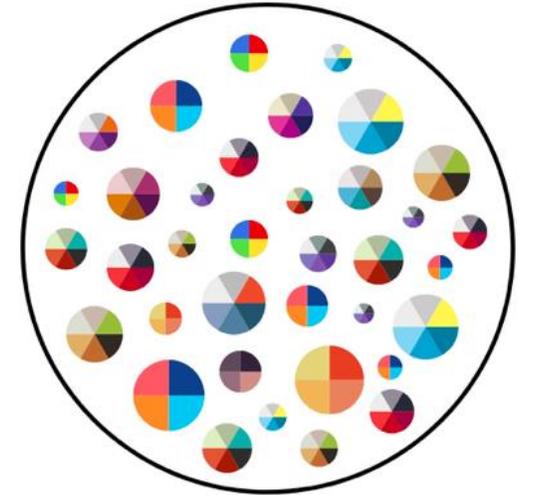
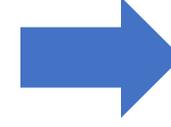
How do we do **inclusion** ?



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)

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 students...

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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

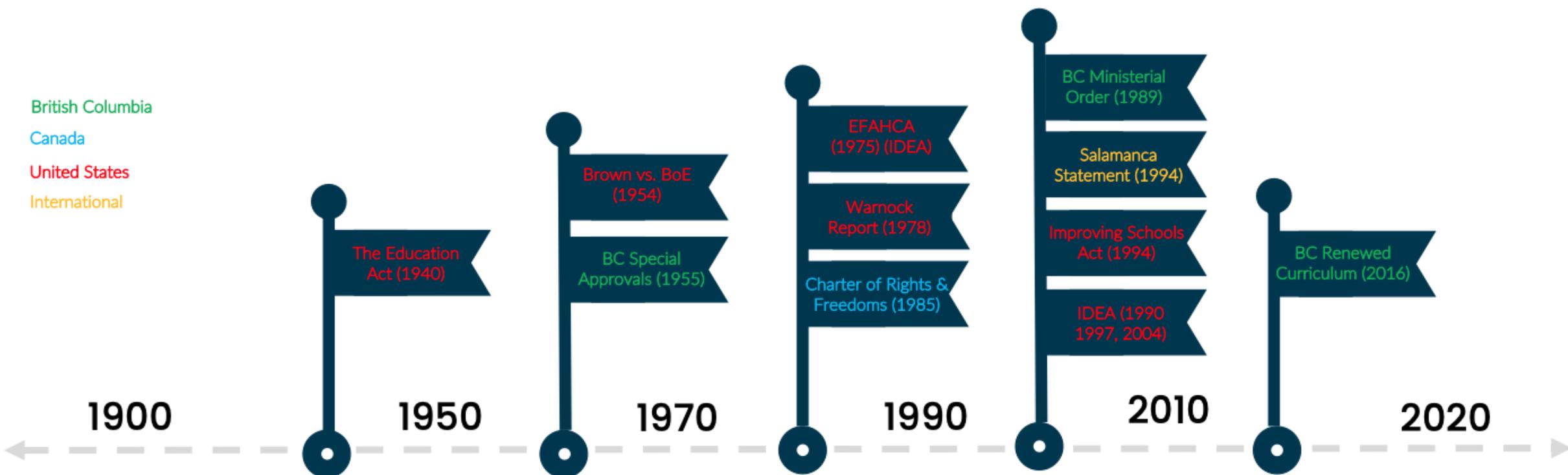
are in **PROXIMITY**
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from the start

History & Evolution of Inclusion for Students Intellectual Disabilities

British Columbia
Canada
United States
International



1900

1950

1970

1990

2010

2020

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

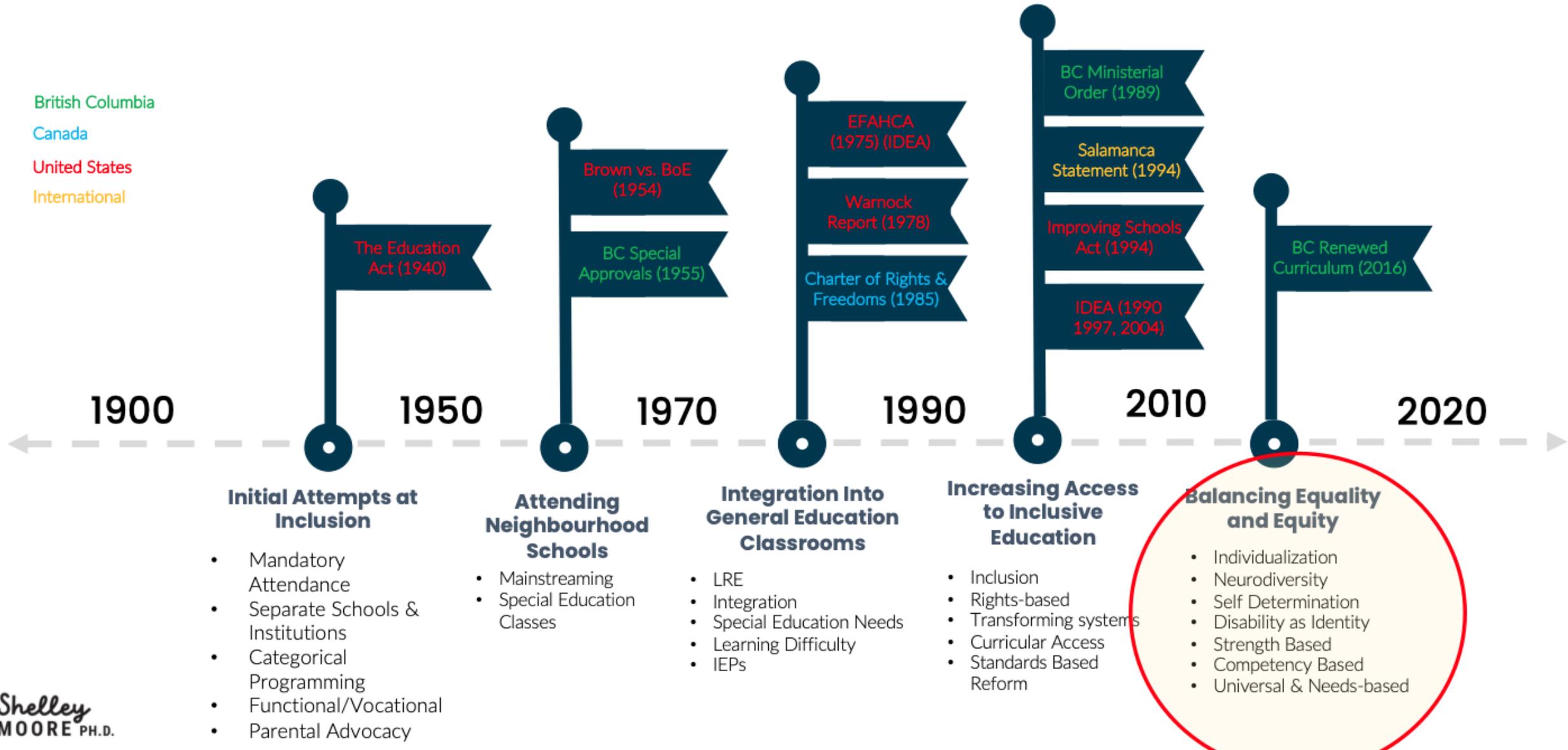
- Inclusion
- Rights-based
- Transforming systems
- Curricular Access
- Standards Based Reform

Balancing Equality and Equity

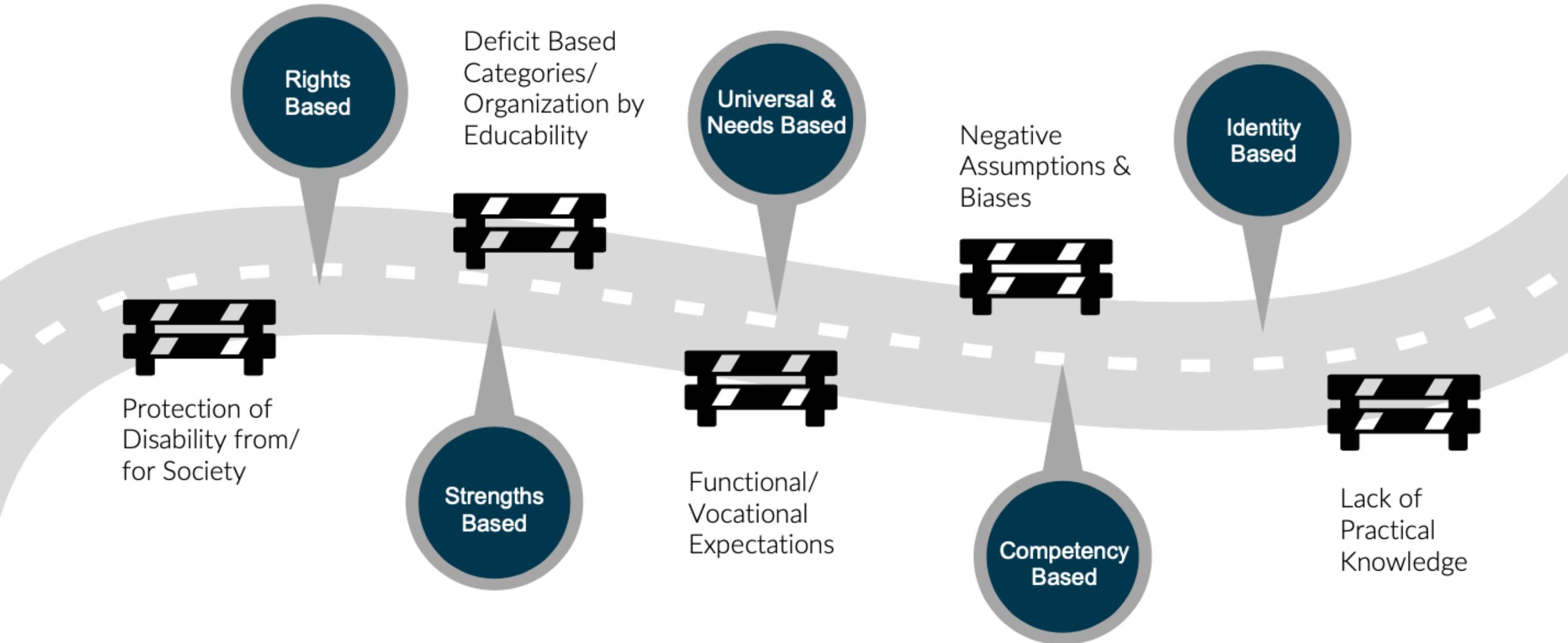
- Individualization
- Neurodiversity
- Self Determination
- Disability as Identity
- Strength Based
- Competency Based
- Universal & Needs-based

History & Evolution of Inclusion for Students Intellectual Disabilities

British Columbia
Canada
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International



What are the barriers to enrollment in inclusive places for students with disabilities?





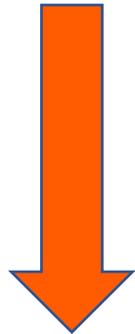
Why does **place** matter?

Guiding Conditions & Structures of Inclusion

ALL students are enrolled in & attending curricular classes with their peers

- Inclusive placements, more so than segregated or self-contained, provide more opportunities to:
 - engage in interesting and age-appropriate curriculum
 - interact with nondisabled peers
 - access universal supports
 - negotiate expectations of settings as one does in daily life
- Increase in personal wellbeing, fewer absences from school, increased motivation to learn, higher school completion, and better outcomes after high school in the areas of employment and independent living

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

Historically programming for children with disabilities has not been connected to place, it has been connected to **individual deficit areas**

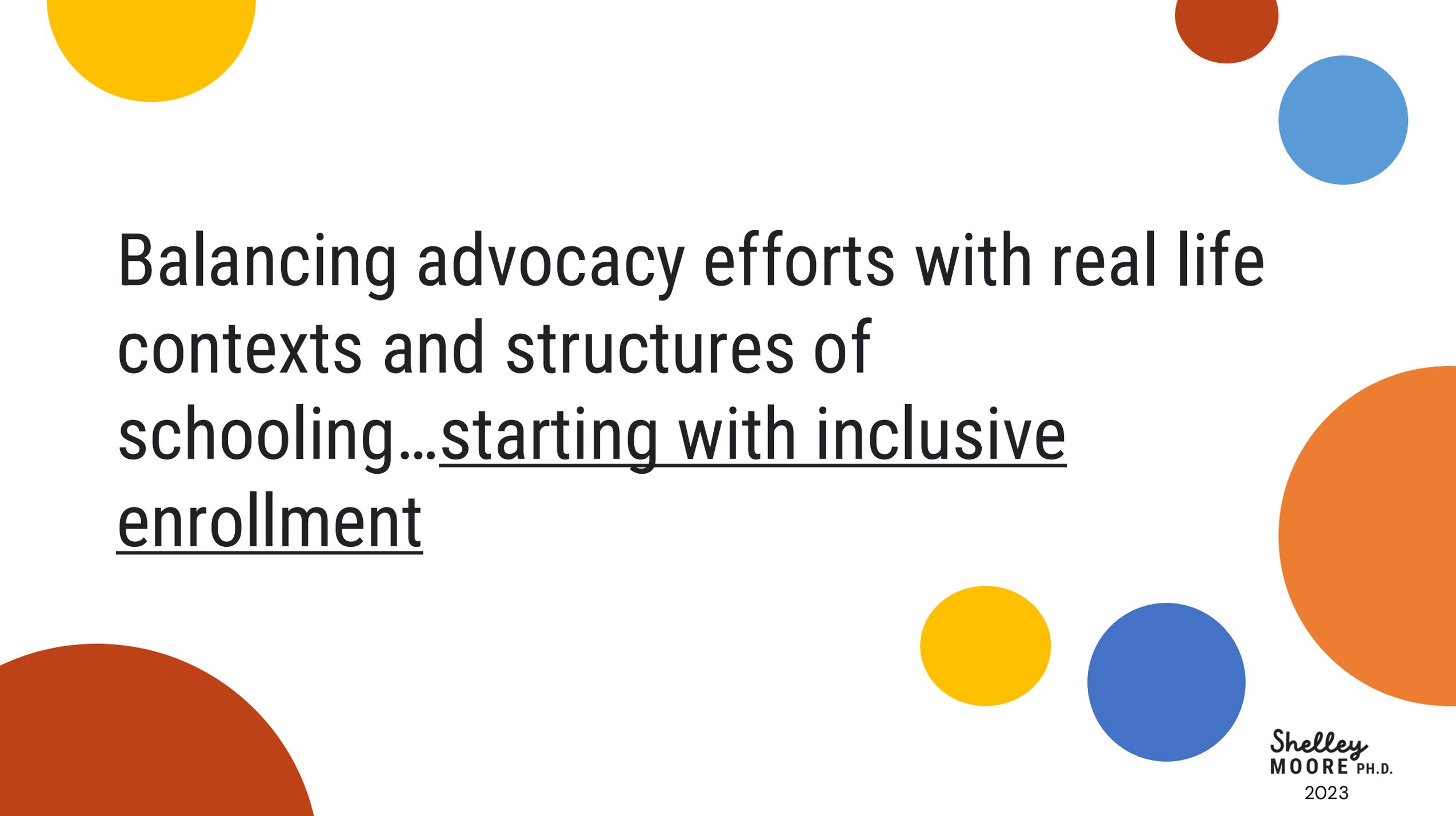
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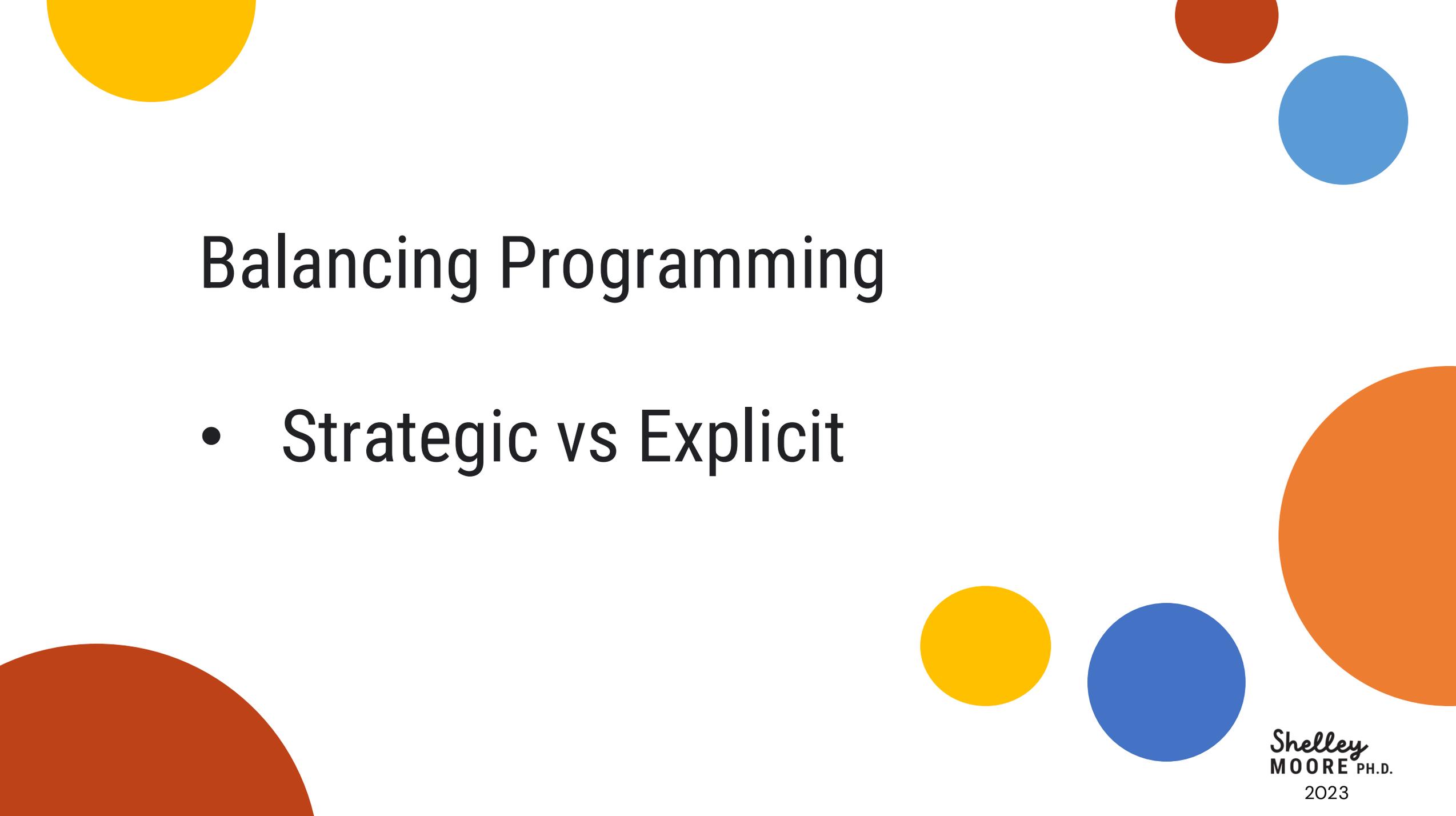
Place can **influence barriers** that individuals are experiencing

Place reflects an inclusive vision – increasing the places where individuals have **purpose and belonging**



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Balancing advocacy efforts with real life contexts and structures of schooling...starting with inclusive enrollment

A slide with a white background and several large, semi-transparent circles in yellow, orange, and blue scattered around the edges. The main text is centered in a large, black, sans-serif font.

Balancing Programming

- Strategic vs 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%



How do we ensure that explicit programming **supplements** (rather than **replaces**) strategic programming?

- Parallel Block Scheduling & Extension
- Coteaching Models
- Embedded Instruction (UDL + MTSS)



Parallel Block Scheduling & Extension

- Block 1 (60 min): Classroom teacher provides uninterrupted, strategic, whole class instruction
- Block 2: (1/2 of Block 1 time e.g., 30 min): Students grouped into reading/writing/math explicit or enrichment clusters
- Block 2: specialized services are delivered
- Can do multiple rotations



Coteaching Models

- Whole class instruction of grade level content (strategic)
- Small group rotations for enrichment or targeted instruction during “work” time (explicit)
- Small groups are flexible and constantly rearranged to avoid stigma
- Parallel teaching opportunities
- Station teaching opportunities



Embedded Instruction (UDL + MTSS)

- IEP goals are woven into classroom routines in authentic ways (e.g. OT works with students during recess or writing)
- W.I.N. Time (What I Need): Students have a role in determining what they need support for during a set time

Example Schedule (Grade 2) Goal 80-100%

time	Activity	Staffing	Format/Programming	
8-815	Morning Meeting	CT/Para	Strategic/Whole Group	Sensory support - individual
815-915	ELA Reading	CT/ST coteach	Strategic/Whole Group	
915-945	WIN Literacy	CT/ST/Para (2x/week)	Small group/individual explicit/enrichment rotations/ Embedded SLP	
945-1030	ELA Writing & Speaking	CT/ST parallel teach	Strategic Whole group	Station rotations/ embedded SLP
1030-1050	Recess	Recess staff	Strategic/Whole Group	
1050-1150	Math	CT/ST coteach	Strategic/Whole Group Co-Teaching	
1150-1210	WIN Numeracy	CT/ST/Para (2x/week)	Small group/individual explicit/enrichment rotations	
1210-110	Lunch	Lunch staff/para	Strategic/Whole Group	Sensory support - individual
110-140	Socials/Science	CT	Strategic/Whole Group	
140-200	Recess	Recess staff/ OT & PT (1x/month)	Strategic/Whole Group	Embedded OT/PT
200-230	Art/Music/PE	Elective Teacher/ OT & PT (1x/month)	Strategic/Whole Group	Embedded OT/PT
230-245	Closing Circle	CT/Para	Strategic/Whole Group	Sensory support - individual

Strategy: Place Alignment Planner

- For students who are not enrolled and/or attending in any places
- For students who are partially enrolled and/or attending in some places
- For students who are enrolled and attending AND having some challenging behaviour
- NOT for students who are already enrolled and/or attending AND NOT having challenging behaviour

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

Place Alignment Planner

Student: Vinaj	Grade: 2	Enrolled Class/ Grade: Ms. Yee	Start Date: Oct 15 2023	Next Check in Date: Nov 30 2023	
Plan is Aligned to: <input checked="" type="checkbox"/> Academics <input type="checkbox"/> Electives <input type="checkbox"/> In-School Activities <input type="checkbox"/> Out-of-School Activities					
Student Interest and/or Family Priority	Possible Place Opportunities Class Schedule	Aligned	Working on it	Next Step	Not a priority at this time:
		What this means: Student is enrolled and attending Next Step: Inclusive IEP Goals for Place	What this means: Student is enrolled and attending sometimes Next Step: Plan for and prepare place (Target teachers & peers)	What this means: Student is enrolled, not yet attending Next Step: Plan for new place (Prepare teachers)	What this means: Student is receiving supplemental programming Next Step: Re-evaluate student needs at next check in
	Morning Meeting				Sensory support
x	ELA Reading 2		x		
	WIN Time Literacy				Small group literacy
	ELA writing/Speaking				Sensory support/ SLP
x	Recess		(x)	x	Choice small or large group/ OT/PT
x	Math 2			x	Small group numeracy
	WIN Time Numeracy				Sensory support
	Lunch				Choice small or large group
Sci	Socials or Science				Sensory support
Music/PE	Art or Music or PE			PE	Small group music/art activity
	Closing Circle				Sensory support

Goal 80-100%

Oct-Nov: 18%

Place Alignment Planner

Student: Vinaj		Grade: 2	Enrolled Class/ Grade: Ms. Yee	Start Date: Nov 30, 2023	Next Check in Date: Jan 15, 2024
Plan is Aligned to: <input checked="" type="checkbox"/> Academics <input checked="" type="checkbox"/> Electives <input checked="" type="checkbox"/> In-School Activities <input type="checkbox"/> Out-of-School Activities					
Student Interest and/or Family Priority	Possible Place Opportunities Class Schedule	Aligned	Working on it	Next Step	Not a priority at this time:
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	Morning Meeting				Sensory support
x	ELA Reading 2	x			
	WIN Time Literacy				Sensory support/ SLP
	ELA writing/Speaking				Choice small or large group/ OT/PT
x	Recess	x			Choice small or large group
x	Math 2		x		
	WIN Time Numeracy				Sensory support
	Lunch		(x)		Choice small or large group
Sci	Socials or Science		(x)	Science	Choice/ Sensory support
Music/PE	Art or Music or PE		PE	Music	small group art/music
	Closing Circle				Sensory support

Goal 80-100%

Oct-Nov: 55%

Place Alignment Planner

Student: Vinaj	Grade: 2	Enrolled Class/ Grade: Ms. Yee	Start Date: Jan 15, 2024	Next Check in Date: March 1, 2024	
Plan is Aligned to: <input checked="" type="checkbox"/> Academics <input checked="" type="checkbox"/> Electives <input checked="" type="checkbox"/> In-School Activities <input type="checkbox"/> Out-of-School Activities					
Student Interest and/or Family Priority	Possible Place Opportunities Class Schedule	Aligned	Working on it	Next Step	Not a priority at this time:
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	Morning Meeting				Sensory support
x	ELA Reading 2	x			
	WIN Time Literacy		x		
	ELA writing/Speaking			x	Sensory support/ SLP
x	Recess	x			Choice small or large group
x	Math 2	x			
	WIN Time Numeracy				Sensory support
	Lunch		(x)		Choice small or large group
Sci	Socials or Science		(x)		Choice/ Sensory support
Music/PE	Art or Music or PE	PE		Music	Choice/small group art
	Closing Circle				Sensory support

Goal 80-100%

Oct-Nov: 64%

Place Alignment Planner

Student: Vinaj	Grade: 2	Enrolled Class/ Grade: Ms. Yee	Start Date: March 1, 2024	Next Check in Date: April 15, 2025		
Plan is Aligned to: <input checked="" type="checkbox"/> Academics <input checked="" type="checkbox"/> Electives <input checked="" type="checkbox"/> In-School Activities <input type="checkbox"/> Out-of-School Activities						
Student Interest and/or Family Priority	Possible Place Opportunities Class Schedule	What this Student is attending	Aligned	Working on it	Next Step	Not a priority at this time:
			Next Step Goals for	What this means: Student is enrolled and attending	What this means: Student is enrolled and attending sometimes	What this means: Student is enrolled, not yet attending
	Morning Meeting			x		Sensory support
x	ELA Reading 2		x			
	WIN Time Literacy			x		
	ELA writing/Speaking			x		Sensory support/ SLP
x	Recess		x			Choice small or large group
x	Math 2		x			
	WIN Time Numeracy					Sensory support
	Lunch		x			Choice small or large group
	Sci Socials or Science		x			Choice/ Sensory support
Music/PE	Art or Music or PE		PE/ Music			Choice/small group art
	Closing Circle					Sensory support
	WIN Time Numeracy					Sensory support
	Lunch		(x)			Choice small or large group
Sci	Socials or Science		Science			Choice/ Sensory support
Music/PE	Art or Music or PE		PE	Music		Choice/small group art
	Closing Circle					Sensory support

Goal 80-100%

Oct-Nov: 73%

Place Alignment Planner

Student: Vinaj	Grade: 2	Enrolled Class/ Grade: Ms. Yee	Start Date: April 15, 2025	Next Check in Date: June 25, 2025	
Plan is Aligned to: <input checked="" type="checkbox"/> Academics <input checked="" type="checkbox"/> Electives <input checked="" type="checkbox"/> In-School Activities <input type="checkbox"/> Out-of-School Activities					
Student Interest and/or Family Priority	Possible Place Opportunities Class Schedule	Aligned	Working on it	Next Step	Not a priority at this time:
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	Morning Meeting		x		Sensory support
x	ELA Reading 2	x			
	WIN Time Literacy		x		
	ELA writing/Speaking		X / embedded SLP		
x	Recess	x			Choice small or large group
x	Math 2	x			
	WIN Time Numeracy				Sensory support
	Lunch	x			Choice small or large group
Sci	Socials or Science	x			Choice/ Sensory support
Music/PE	Art or Music or PE	PE/ Music			Choice/small group art
	Closing Circle				Sensory support

Goal 80-100%

Oct-Nov: 82%

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%

Goal 75-100%

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%

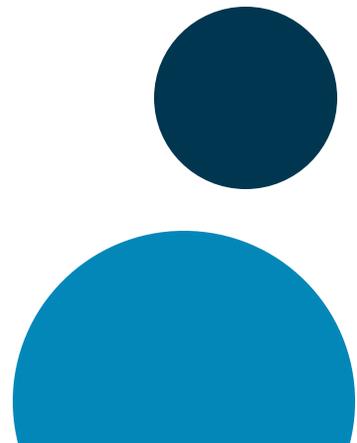
Goal 50%

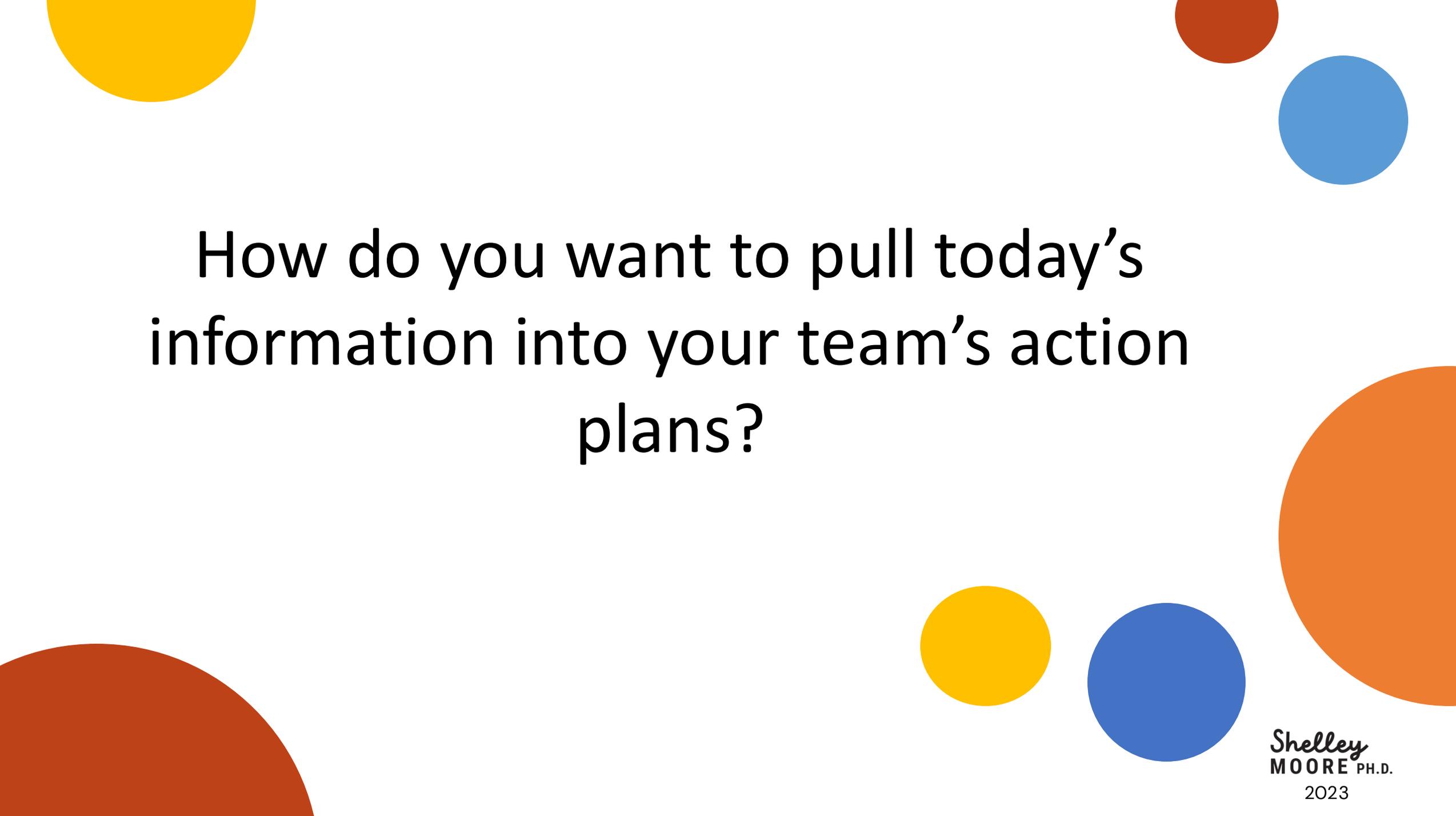
Place: Students with Disabilities are Placed in Inclusive Classrooms and Schools

	Access	Essential	Developing	Confident	Extending
	Awareness	Attitudes	Practices	Collaboration & Communication	Personal & Professional Growth
Students with Disabilities are Placed in Inclusive Classrooms and Schools	<ul style="list-style-type: none"> School has a self-contained and/or segregated program for students with disabilities and are aware that a shift towards more inclusive programming needs to occur School and staff are aware that there are students missing from their classroom and/or school community School and staff are aware of barriers to enrollment, including physical facilities, learning materials, technology, professional development, attitudes, etc. Staff have been provided research and had opportunities to hear from self-advocates and families with lived experience on the value and impact of inclusive enrollment and attendance All students are enrolled in a grade-based homeroom classroom with their peers 	<ul style="list-style-type: none"> Students with disabilities are enrolled in interest and strength based elective classes with their peers Decisions on enrollment are influenced by positive attitudes and beliefs of the classroom teacher towards Disability and inclusion School and staff are working towards increasing enrollment for students with disabilities who have not historically attended the school and/or classrooms with peers Attendance of students with disabilities is increasing/ a plan is in place to increase attendance Students and families are consulted about which classes to enroll student with disabilities in Students with disabilities are enrolled in classes first to ensure there is adequate space Enrollment numbers for students with disabilities in elective and academic classrooms are increasing 	<ul style="list-style-type: none"> Attendance and retention rates of students with disabilities who are enrolled reflect rate of students without Disabilities School keeps track of and decreases disproportionality data including disciplinary actions, school completion, graduation, enrollment and attendance rates All students attend school for the full number of hours as directed by law Students with disabilities are given equal opportunity to enroll and attend any elective and academic class with their peers Students with Disabilities attend and can access grade level curriculum and instruction Students with Disabilities receive supplemental services outside of instructional time 	<ul style="list-style-type: none"> Classroom teachers are collaborating with support teachers and support staff to ensure placement within the class in purposeful School is receiving positive feedback from students and families about enrollment and attendance School is offering information about the importance of diversity and inclusion that include Disability to the community School/ District has a process of reporting and tracking exclusionary events and practices School implements a layered support model that allows for services to be offered to students in more universal ways 	<ul style="list-style-type: none"> Staff are seeking out missing Disabled voices in their classes and advocating for inclusive placement for students with disabilities School and staff are addressing bias in the disproportionality of data being gathered School and staff are addressing exclusion being reported by students and families Staff are provided opportunities and attending professional development on universal design and layered support models Staff are provided opportunities to collaborate to support students in universal and needs based ways



Burning Questions

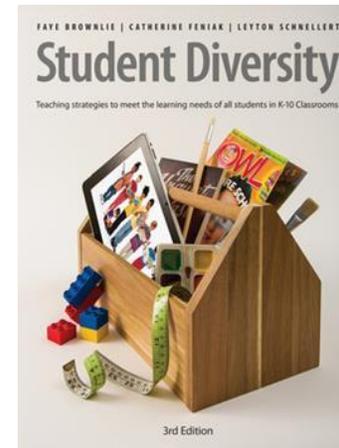
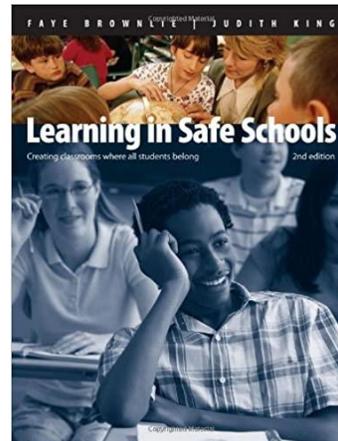
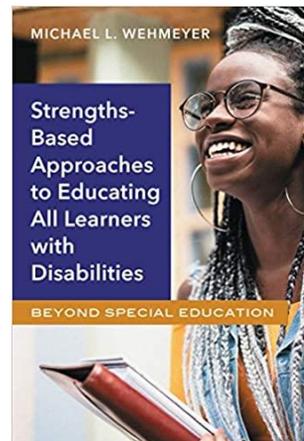


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How do you want to pull today's
information into your team's action
plans?

Resources

- **Interview with Jo Chrona**
 - <https://vimeo.com/user126497787/review/515910987/58365674fc>
- **5MM Podcast with Mabel and Jo:**
 - <https://podcasts.apple.com/ca/podcast/the-five-moore-minutes-podcast/id1439038183?i=1000509241169>
- **Place Based Inclusion Strategies**
 - <https://wordpress.com/page/blogsomemoore.com/4962>



Place Based Planning

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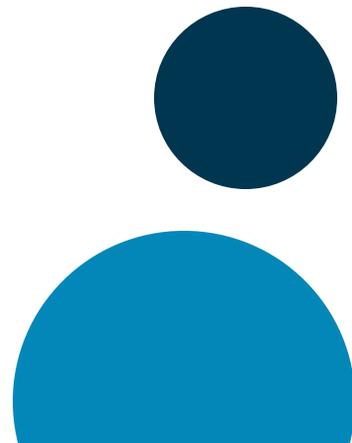


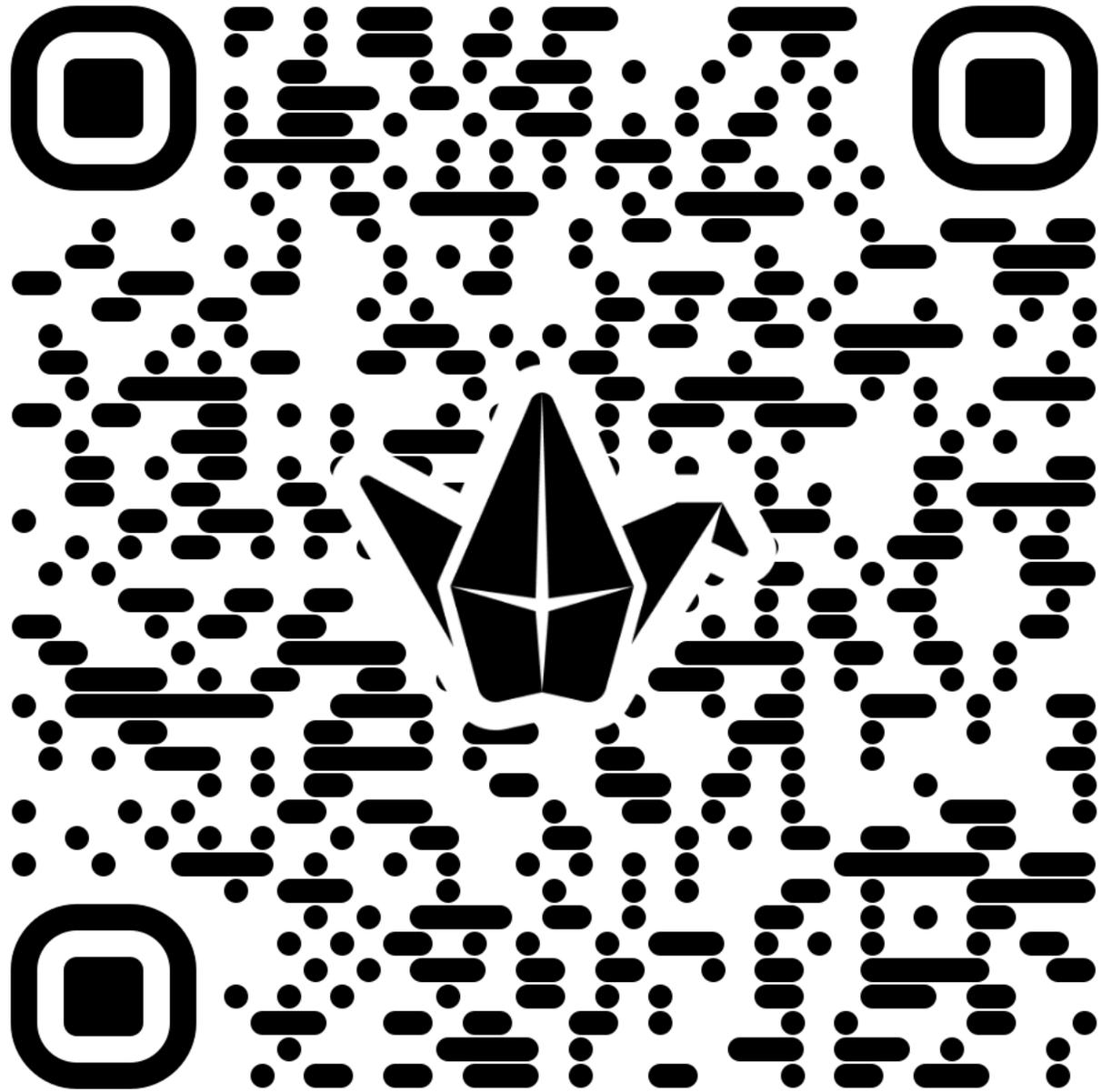


Observation
Conversation
Product

Bring a piece of evidence to share for next session

- reflecting something you tried
- reflecting something you noticed
- reflecting something you have learned





What is one
question you have
moving forward?

Shelley
MOORE PH.D.



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Dr. Shelley Moore