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

November 18: Guiding Condition #4: All students have meaningful **purpose** in inclusive classrooms

December 16: Guiding Condition #5: All students are **planned for** from the start

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...

are **PRESUMED**
competent and
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are in **PROXIMITY**
to and
PARTICIPATING
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have
PURPOSEFUL
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are **PLANNED** for
from the start

What stands out from our last session together?

Share an artifact reflecting one thing you tried since our last session.

What are you noticing about yourself and others as you learn more?

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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**



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How do we increase
inclusive placements
with purpose?

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?

What specific **skills** do I need in this place?

~~Determining~~ Roles & Responsibilities Anticipating

How can I **act** in this place?

How can I **interact** in this place?

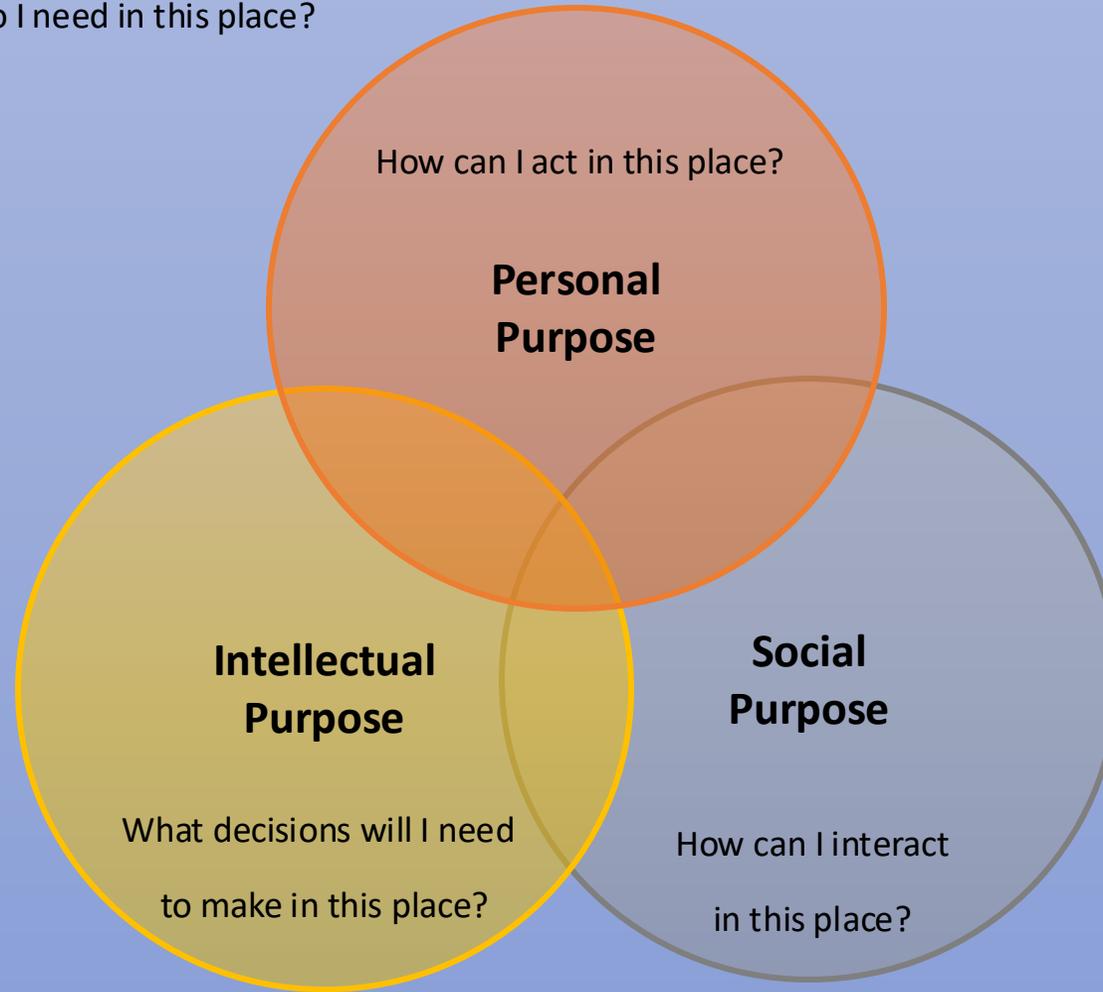
What **decisions** will I need to make in this place?

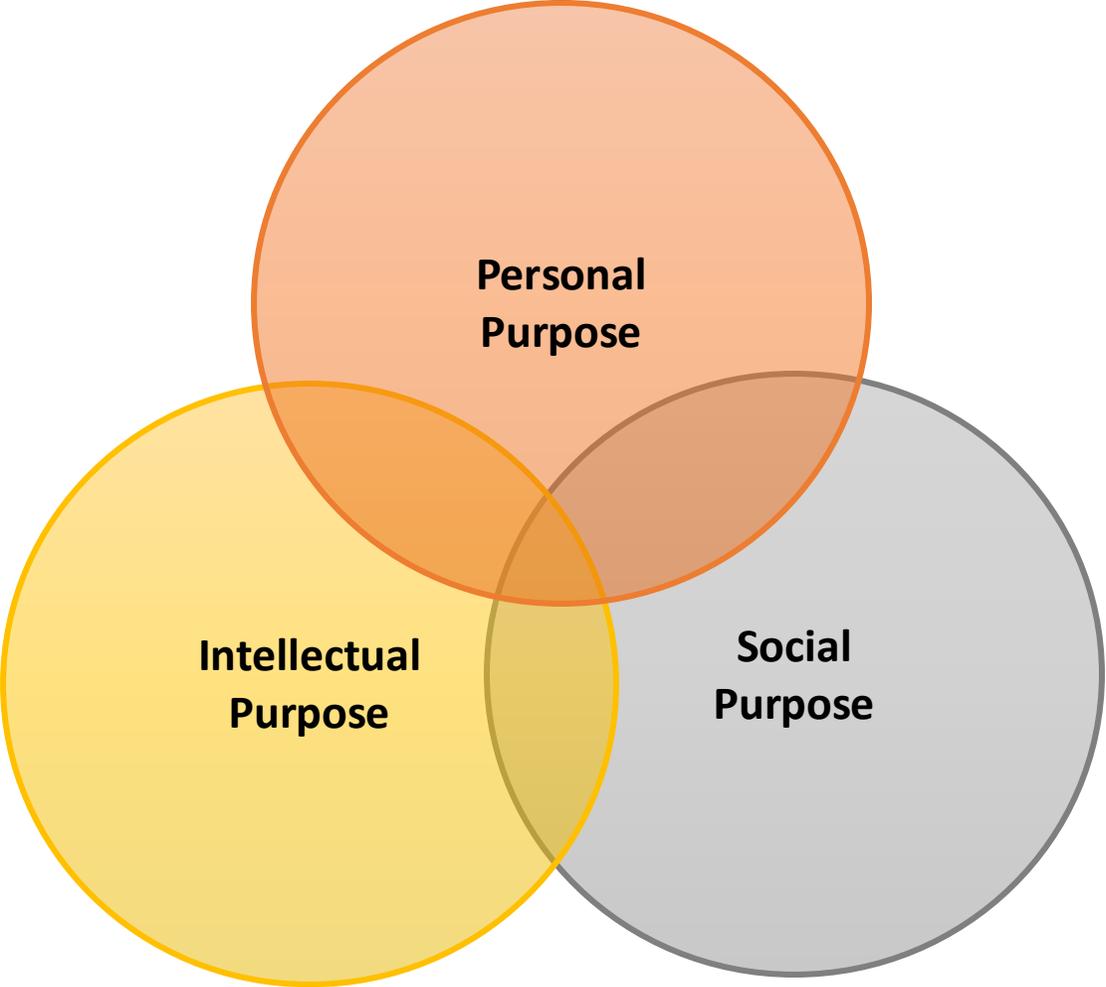
What specific **skills** do I need in this place?



Place (Contextual Purpose)

What specific skills do I need in this place?





What is Purposeful Planning?

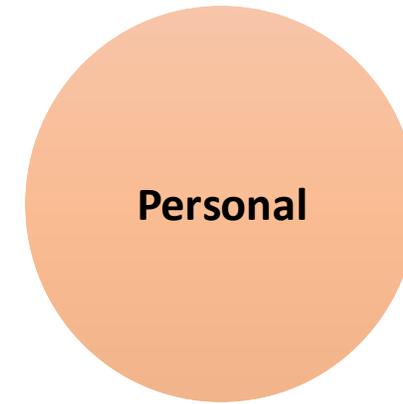
All of us navigate **4 purposes** in every **place** we are in:

- Personal Purpose
- Social Purpose
- Intellectual/Thinking Purpose
- Curricular Purpose

These **purposes** make it so that we are more than just existing in a location, and instead gives us **meaningful roles & responsibilities** in a **community**

How can we **anticipate purpose** to support students to have meaningful **roles and responsibilities** in an inclusive classroom?

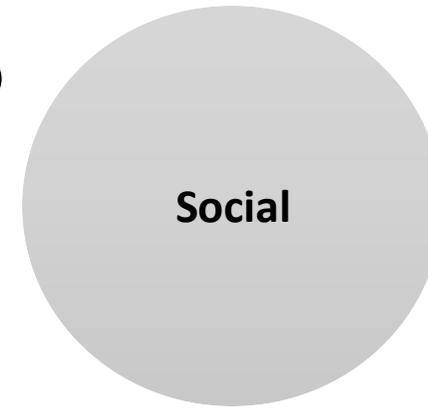
What is Purposeful Planning?



Personal Purpose

- Possible roles & responsibilities connected to how an **individual** can be successful in a community
 - How can we support **individual identity**?
 - How can we support **positive behaviour**?
 - How can we support **individual identity, awareness and regulation**?
 - How can a **community support individuals to personally belong**?
 - How can we **co-construct a personal vision** for a successful community that **considers all the individuals within it**?

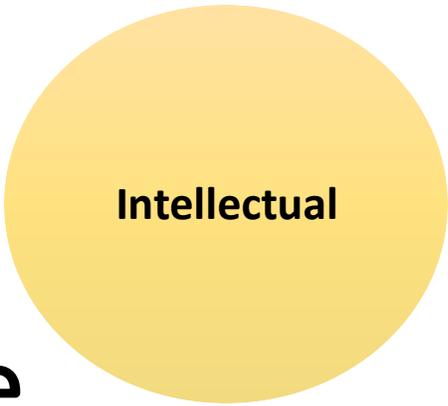
What is Purposeful Planning?



Social Purpose

- Possible roles & responsibilities connected to how a **community** can be successful **together**
 - How can we support **social identity**?
 - How can we support **positive interactions** and **communication**?
 - How can we support **social awareness, responsibility,** and **collaboration**?
 - How can a **community** support individuals to **socially belong**?
 - How can we **co-construct** a **social vision** for a successful community that **considers all the individuals within it**?

What is Purposeful Planning?



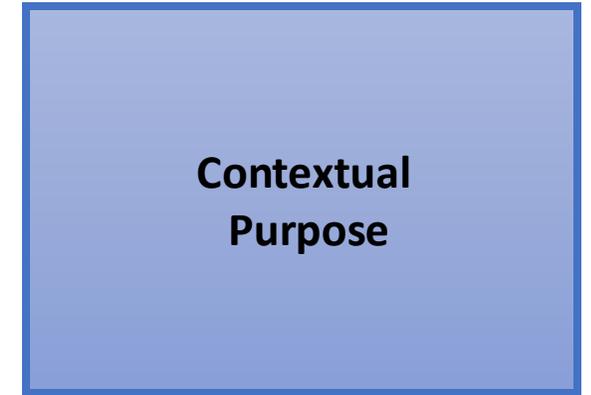
Intellectual

Intellectual/ Thinking Purpose

- Possible roles & responsibilities connected to how a community can learn successfully together
 - How can we support intellectual identity?
 - How can we support positive learning experiences?
 - How can we honour multiple ways of learning and knowing, critical and creative thinking?
 - How can a community support individuals to intellectually belong?
 - How can we co-construct an intellectual vision for a successful community that considers all the individuals within it?

What is Purposeful Planning?

Contextual Purpose



- Roles & responsibilities for students navigating a common curriculum together
 - How can we support curricular engagement?
 - How can we support positive curricular experiences?
 - How can we honour accessible and challenging curriculum/goals?
 - How can a community support individuals to belong in a curricular context?
 - How can we co-construct a curricular plan for a successful community that considers all the individuals within it?

What is Purposeful Planning?

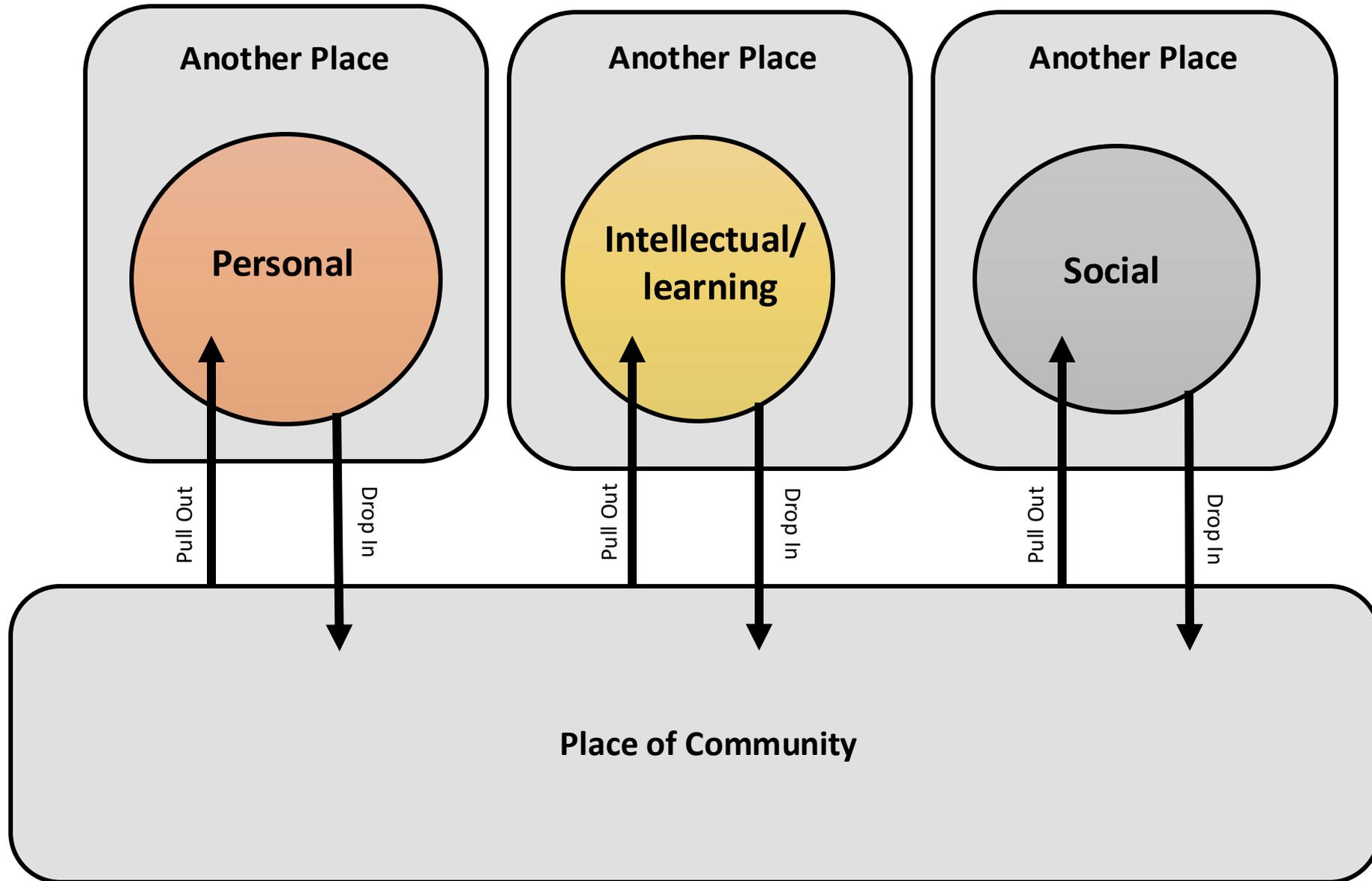
Historically, however...

These areas often correspond with an individual's areas of deficit:

1. Personal – Behaviour Deficits
2. Social – Communication & Social Skills Deficits
3. Intellectual – Learning Deficits
4. Contextual– “not ready” “not able”

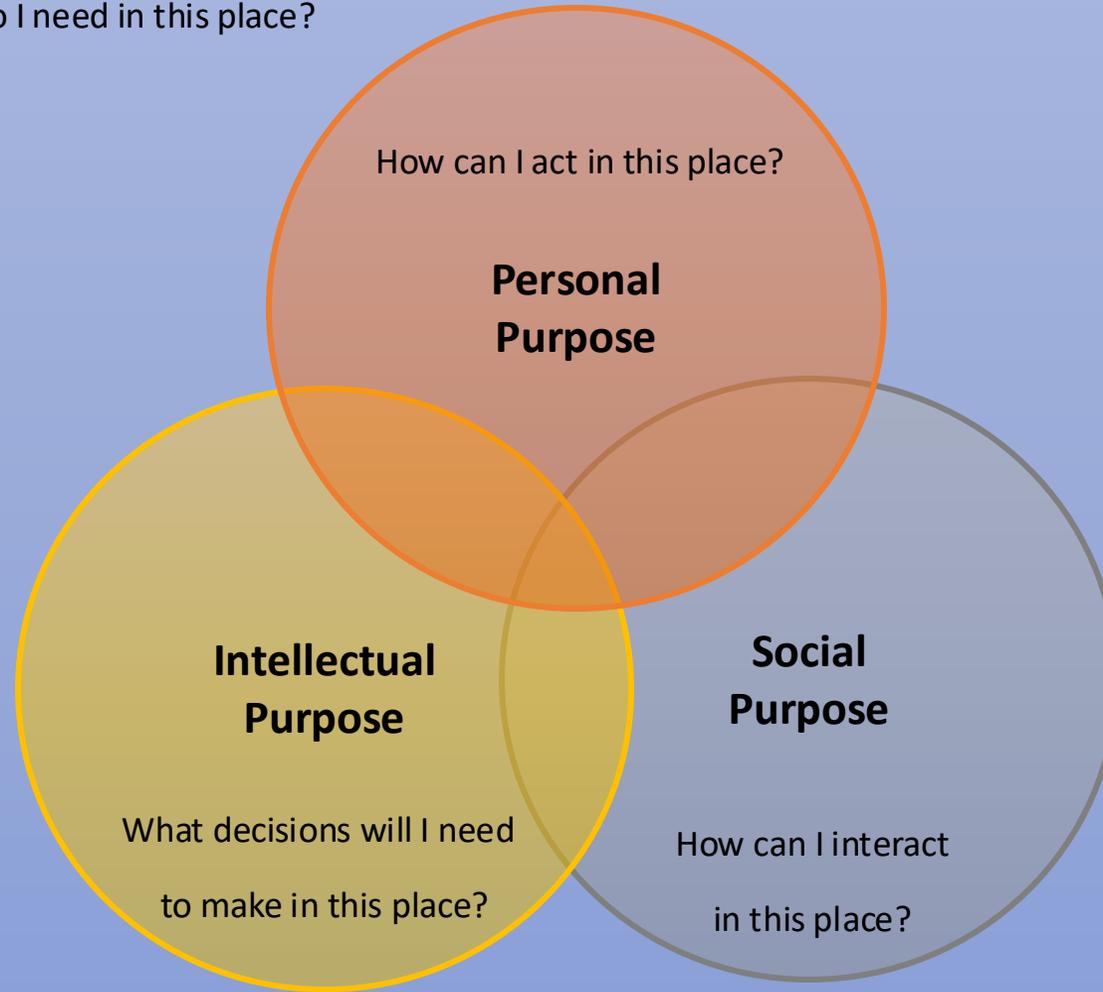
This has led to IEPs/Individual plans that focus on deficit-based goals and programming

This programming is often connected to receiving services and support in these areas in another place



Place (Contextual Purpose)

What specific skills do I need in this place?



How can I act in this place?

**Personal
Purpose**

**Intellectual
Purpose**

What decisions will I need
to make in this place?

**Social
Purpose**

How can I interact
in this place?

Why is Purposeful Planning Important?

- Focusing on an individual's roles & responsibilities that are connected to belonging to a community
- Shifts away from targeting individual's deficits in isolation and towards their holistically building on their strengths and contributions in a community
- Ensures individuals are more than just integrated, or existing in a classroom (which often leads to challenging behaviour & disengagement)

Strategy: The Purpose Planner

| Class: | | Possible PURPOSES for _____ | | | |
|---------------------|------------------------------------|--------------------------------------|------------------------------------|--|--|
| Places/ Contexts | Roles & Responsibilities for Peers | Personal Roles & Responsibilities | Social Roles & Responsibilities | Intellectual Roles & Responsibilities | Curricular Roles & Responsibilities |
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Place Alignment Planner:

| | | | | | |
|--|---|---|--|---|--|
| Student: | | Grade: | Enrolled Class/ Grade: | Start Date: | Next Check in Date: |
| Plan is Aligned to: | | <input 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 (Typical Peer Opportunities) | Aligned | Next Step | As soon as Possible: | 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 (Target student & family) | What this means: Student is receiving supplemental programming Next Step: Re-evaluate student needs at next check in |
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Moving Towards Alignment Purposefully

Place Alignment Planner: Elementary

| Student: Vadatman | | Grade: 2 | Enrolled Class: Ms. Yee Grade 2 | Start Date: October 15, 2020 | Next Check in Date: Nov. 30, 2020 |
|---|---|---|--|---|--|
| Plan is Aligned to: | | <input checked="" type="checkbox"/> Academics | <input checked="" 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 (Typical Peer Opportunities) | Aligned | Next Step | As soon as Possible: | Not a priority at this time: |
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| | Outside before school | | | • | |
| | Arrival & morning meeting |  | • | | |
| • | Reader's workshop |  | • | | |
| • | Recess | | • | | |
| • | Literacy & Math Centers | | • | | |
| • | Math Workshop | | | | Explicit Numeracy |
| | Lunch | | | • | |
| | Art | | | | SLP Support |
| • | Music | | | • | |
| • | Gym | | • | | |
| | Science/Socials | | | | Autism Support |

Strategy: The Purpose Planner – What CAN a student do?

| Aligned Class: | | Possible PURPOSES for for _____ | | | |
|---------------------|------------------------------------|-----------------------------------|---------------------------------|---------------------------------------|-------------------------------------|
| Places/ Contexts | Roles & Responsibilities for Peers | Personal Roles & Responsibilities | Social Roles & Responsibilities | Intellectual Roles & Responsibilities | Curricular Roles & Responsibilities |
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Strategy: The Purpose Planner – What CAN a student do?

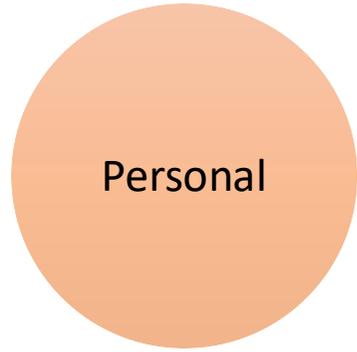
| Class: Mrs. N Grade 1/2 Class | | Possible PURPOSES for for Vadatman (V) | | | |
|-------------------------------|------------------------------------|--|---------------------------------|---------------------------------------|-------------------------------------|
| Places/ Contexts | Roles & Responsibilities for Peers | Personal Roles & Responsibilities | Social Roles & Responsibilities | Intellectual Roles & Responsibilities | Curricular Roles & Responsibilities |
| Arrival to School | | | | | |
| Readers/Writers Workshop | | | | | |
| Math Workshop | | | | | |
| Recess | | | | | |
| Science/ Socials | | | | | |
| Art/ Music | | | | | |
| Lunch | | | | | |
| End of Day Activities | | | | | |

| Class: Mrs. N Grade 1/2 Class | | Possible PURPOSES for Vadatman (V) | | | |
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| Math Workshop | Engage in mini lessons, conferencing, small group, stations | | | | |
| Recess | Get and eat a snack, clean up, play at playground, games/ outside play, bell, play/interact with peers | | | | |
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| Lunch | Get and eat, clean up, outside play/ playground, bell, lining up, play/ interact with peers | | | | |
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Personal Roles & Responsibilities

- Does V know where his classroom is?
- Does V know where his table is?
- Does V Knows how to sit at his table?

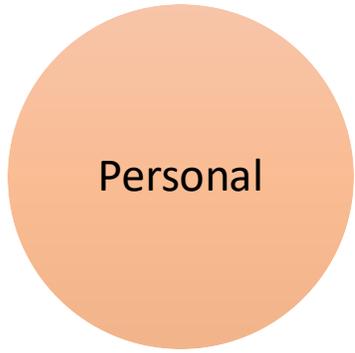
Strategies

- Co-construct the criteria with V
- Practice without other students
- Practice while doing his favourite things

| Class: Mrs. N Grade 1/2 Class | | PURPOSES for Vadatman (V) | | | |
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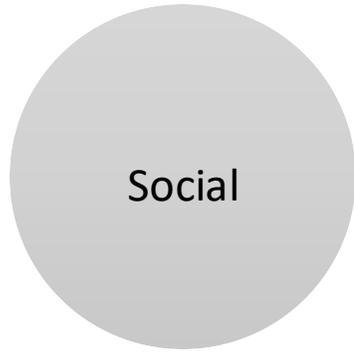
Personal

Personal Roles & Responsibilities

- Does V know what he is interested in

Strategies

- Text accessible/ pre organized with interests in mind
- Survey V and his family about what his interests



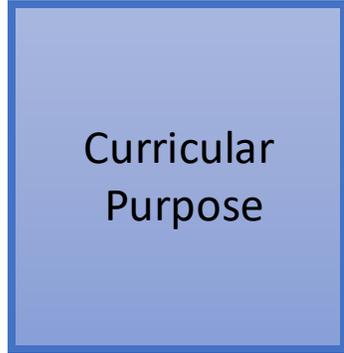
Social

Social Roles & Responsibilities

- Can V reference his peers?
- Can V can take turns?

Strategies

- Reading with peers (high interest)
- Teach peers how to read with V
- Having a job/purpose (turning the page)
- Copying/mimicking (peer referencing)



Curricular Purpose

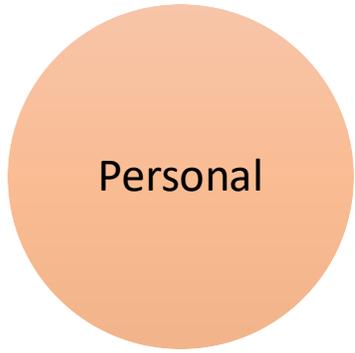
Curricular Roles & Responsibilities

- Does V know concepts of print (text/pictures, Parts of a book)?
- Can V show cadence?

Strategies

- Choice of book(high interest)
- Copying/mimicking (peer referencing)

| Class: Mrs. N Grade 1/2 Class | | Possible PURPOSES for Vadatman (V) | | | |
|---------------------------------|---|---|--|---|--|
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| Readers/Writers Workshop | Engage in mini lessons, conferencing, read aloud, partner reading, small groups, stations | <ul style="list-style-type: none"> V knows his interests | <ul style="list-style-type: none"> V can choose peers to read with V can reference peers V can take turns | <ul style="list-style-type: none"> V can choose a book to read | Literacy <ul style="list-style-type: none"> V knows concepts of print V can show cadence |
| Math Workshop | Engage in mini lessons, conferencing, small group, stations | | | | |
| Recess | Get and eat a snack, clean up, play at playground, games/ outside play, bell, play/interact with peers | | | | |
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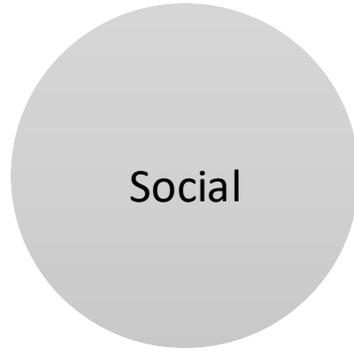
Personal

Personal Roles & Responsibilities

- Can V use fine motor skills (using a writing tool)?
- Can V finish a task (perseverance)?

Strategies

- white board marker (high interest)
- Choice of where to sit
- Non preferred/ Preferred activity
- Visuals



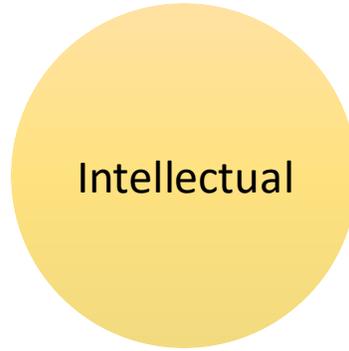
Social

Social Roles & Responsibilities

- Can V communicate when finished (done)?

Strategies

- Visuals
- Transition strip (3-2-1 chips)



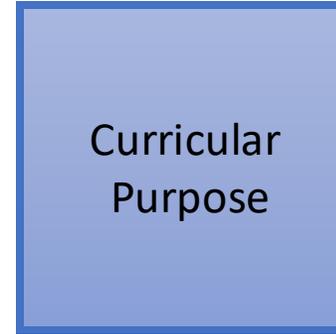
Intellectual

Intellectual & Thinking Roles & Responsibilities

- Can V make choices (critical thinking)?

Strategies

- White board marker
- Choice of activities



Curricular Purpose

Curricular Roles & Responsibilities

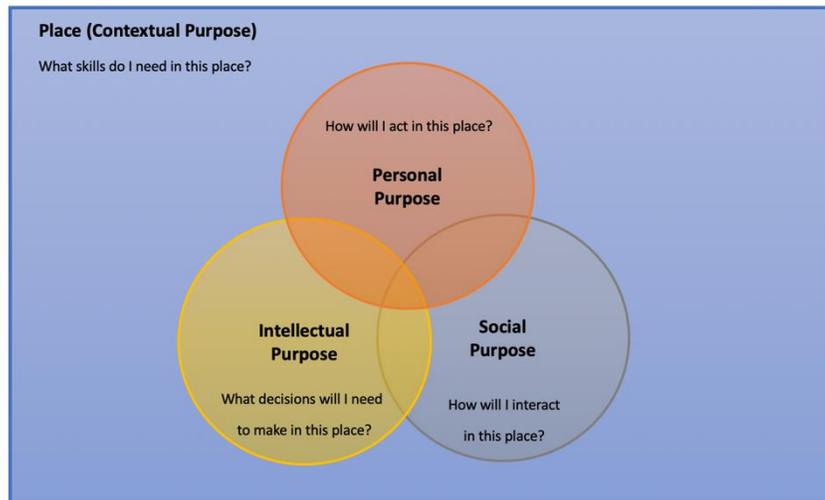
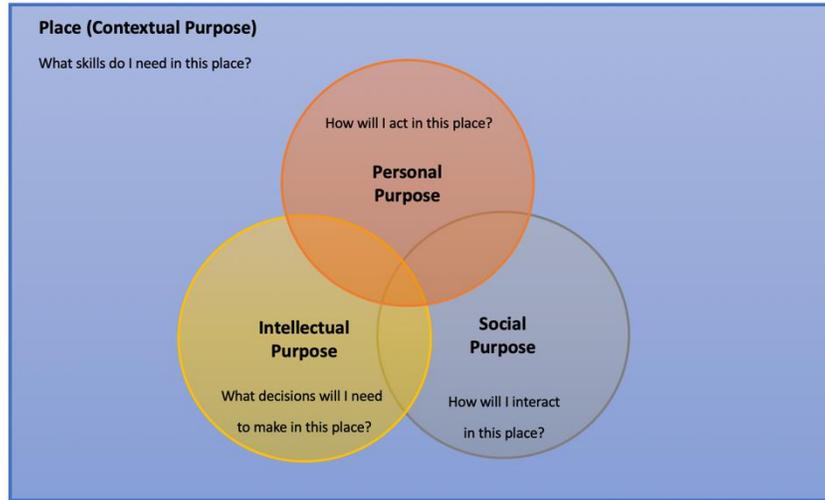
- Does V concepts of print? (directionality)

Strategies

- Choice of activity (writing, building, reading)

| Class: Mrs. N Grade 1/2 Class | | Possible PURPOSES for Vadatman (V) | | | |
|---------------------------------|---|---|--|---|--|
| Places/ Contexts | Roles & Responsibilities for Peers | Personal Roles & Responsibilities | Social Roles & Responsibilities | Intellectual Roles & Responsibilities | Curricular Roles & Responsibilities |
| Arrival to School | Enter school, put outdoor gear away, empty backpack, quiet activity, announcements, morning meeting | <ul style="list-style-type: none"> V can finds/walks to classroom V can walk to and sits at his table | | | |
| Readers/Writers Workshop | Engage in mini lessons, conferencing, read aloud, partner reading, small groups, stations | <ul style="list-style-type: none"> V knows his interests | <ul style="list-style-type: none"> V can choose peers to read with V can reference peers V can take turns | <ul style="list-style-type: none"> V can choose a book to read | Literacy <ul style="list-style-type: none"> V knows concepts of print V can show cadence |
| Math Workshop | Engage in mini lessons, conferencing, small group, stations | | | | |
| Recess | Get and eat a snack, clean up, play at playground, games/ outside play, bell, play/interact with peers | | | | |
| Science/ Socials | Engage in mini lessons, small group activities | | | | |
| Art/ Music | Engage and interact with a different teacher/ classroom/ activities, using tools/ instruments, following instructions, managing lots of movements, noises | | | | |
| Lunch | Get and eat, clean up, outside play/ playground, bell, lining up, play/ interact with peers | | | | |
| End of Day Activities | Clean up, agendas, game, gather belongings, wait for pick up | | | | |

Reading Classroom



Playground

V

- Taking turns
- Referencing Peers
- Engaging with peers
- Making choices

Peers

- Prompting (it's your turn)
- Engaging with/Supporting V
- Taking turn

| Class: Mrs. N Grade 1/2 Class | | Possible PURPOSES for Vadatman (V) | | | |
|---------------------------------|---|---|--|---|--|
| Places/ Contexts | Roles & Responsibilities for Peers | Personal Roles & Responsibilities | Social Roles & Responsibilities | Intellectual Roles & Responsibilities | Curricular Roles & Responsibilities |
| Arrival to School | Enter school, put outdoor gear away, empty backpack, quiet activity, announcements, morning meeting | <ul style="list-style-type: none"> V can finds/walks to classroom V can walk to and sits at his table | | | |
| Readers/Writers Workshop | Engage in mini lessons, conferencing, read aloud, partner reading, small groups, stations | <ul style="list-style-type: none"> V knows his interests | <ul style="list-style-type: none"> V can choose peers to read with V can reference peers V can take turns | <ul style="list-style-type: none"> V can choose a book to read | Literacy <ul style="list-style-type: none"> V knows concepts of print V can show cadence |
| Math Workshop | Engage in mini lessons, conferencing, small group, stations | | | | |
| Recess | Get and eat a snack, clean up, play at playground, games/ outside play, bell, play/interact with peers | | <ul style="list-style-type: none"> V can engage/ participate in an activity with peers V can reference peers V can take turns | <ul style="list-style-type: none"> V can make choices | Playground <ul style="list-style-type: none"> V can play on playground equipment safely |
| Science/ Socials | Engage in mini lessons, small group activities | | | | |
| Art/ Music | Engage and interact with a different teacher/ classroom/ activities, using tools/ instruments, following instructions, managing lots of movements, noises | | | | |
| Lunch | Get and eat, clean up, outside play/ playground, bell, lining up, play/ interact with peers | | | | |
| End of Day Activities | Clean up, agendas, game, gather belongings, wait for pick up | | | | |

Place Alignment Planner: Elementary

| Student: Vinaj P. | | Grade: 2 | Enrolled Class: Ms. Yee Grade 2 | Start Date: October 15, 2020 | Next Check in Date: Nov. 30, 2020 |
|---|---|---|--|---|--|
| Plan is Aligned to: | | <input checked="" type="checkbox"/> Academics | <input checked="" 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 (Typical Peer Opportunities) | Aligned | Next Step | As soon as Possible: | 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 (Target student & family) | What this means: Student is not enrolled or attending and receiving supplemental programming Next Step: Re-evaluate student needs at next check in |
| | Outside before school | • | | • | |
| | Arrival & morning meeting | | | • | |
| • | Reader's workshop | • | | | |
| • | Recess | • | • | | |
| • | Literacy & Math Centers | | • | | |
| • | Math Workshop | | | | Explicit Numeracy |
| | Lunch | | | • | |
| | Art | | | | SLP Support |
| • | Music | | | • | |
| • | Gym | | • | | |
| | Science/Socials | | | | Autism Support |

WHERE & WHEN CAN **INCLUSION** HAPPEN?

Inclusion IS NOT place and time

Inclusion IS increasing places with
purpose over time

Strategy: The Purpose Planner – What CAN a student do?

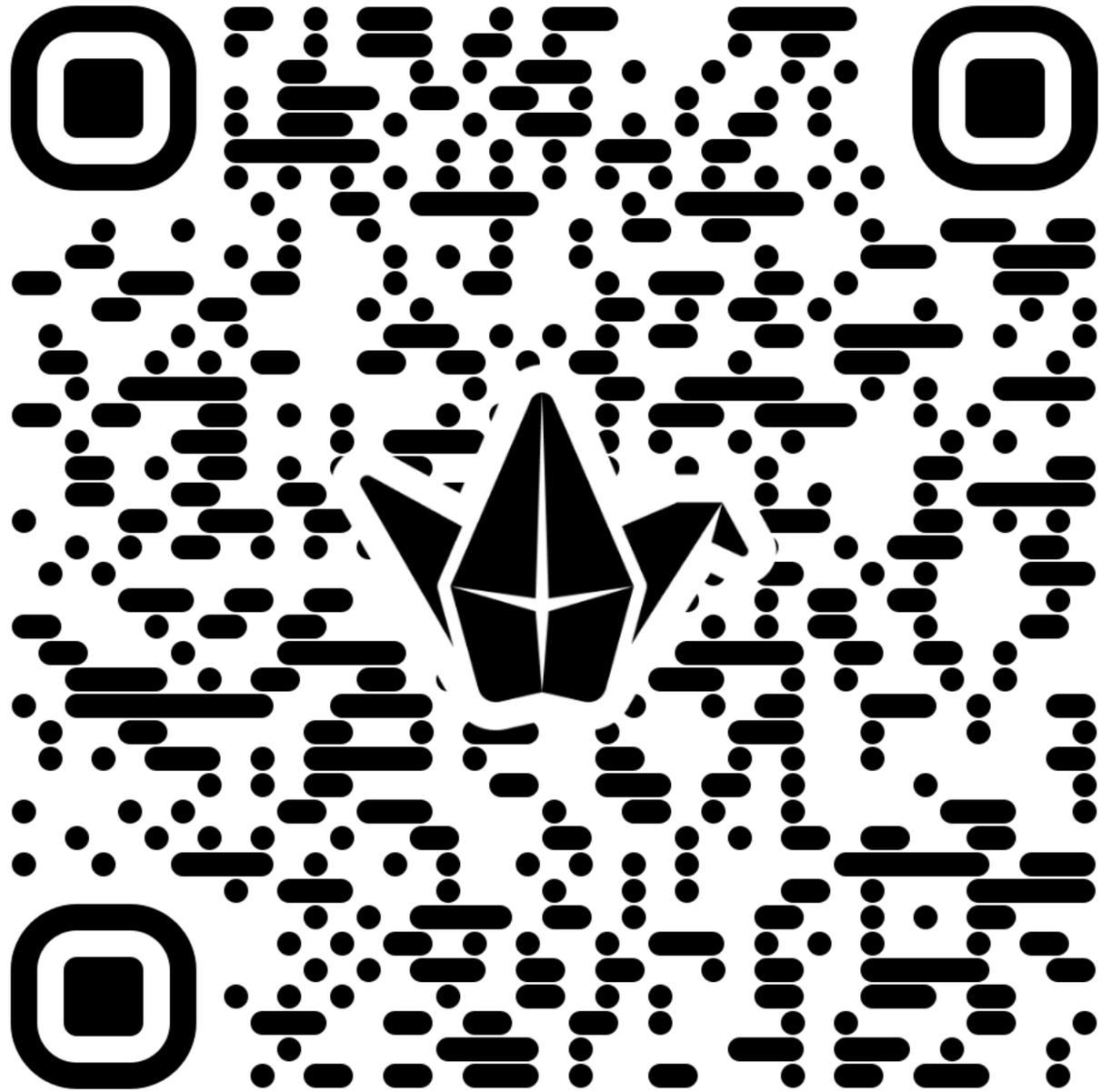
| Class: | | PURPOSES for for Vadatman (V) | | | |
|---------------------|------------------------------------|-----------------------------------|---------------------------------|---------------------------------------|-------------------------------------|
| Places/ Contexts | Roles & Responsibilities for Peers | Personal Roles & Responsibilities | Social Roles & Responsibilities | Intellectual Roles & Responsibilities | Curricular Roles & Responsibilities |
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Strategy: The Purpose Planner: Kindergarten

| Class: Saplings | | Possible Purposes in Kindergarten! | | | |
|------------------|--|--|---|---|---|
| Places/ Contexts | Roles & Responsibilities for Everyone | Personal Roles & Responsibilities | Social Roles & Responsibilities | Intellectual Roles & Responsibilities | Contextual Roles & Responsibilities |
| Drop off | Communication, independence | Put jacket, shoes away, feeling brave, | Say hello to a friend | Knowing/ building schedule for the day | Knowing where they are and why, who is there etc. |
| Breakfast | Eating, choice, communication, independence, vocabulary, conversations | Get food, where to eat, clean up, being safe, knowing sensations of hunger and fullness, trying new foods | Ask a question, ask for help, using words to describe | Choose what to eat first, pick a favourite breakfast, build a breakfast menu plan | eating |
| Independent play | Play, referencing/ observing/ imitation, trying new things, fine motor, following single/ multi step instructions | Trying new things, Imitating, following model of another person, Transitioning to a new activity, clean up | Sharing space with another person, sharing toys, materials, helping others | Making a choice, sorting, matching, following instructions, being creative | What to know at each center E.g. puzzle, blocks, sand etc. using senses to explore |
| Outside play | Gross motor skills, physical development, cooperation, problem solving, social skills/ friendships, following single/ multi step instructions | How be play safely outside, dressing for outside, transitioning back inside | Sharing, taking turns, asking for help, solving problems, asking to play, inviting other to play, mimicking peers, following others, helping others | following instructions, making choices | Running, moving, riding a bike, climbing, walking, using senses to explore |
| Lunch | Eating, choice, communication, independence, conversations | Get food, where to eat, clean up, being safe, knowing sensations of hunger and fullness, trying new foods | Ask a question, ask for help, using words to describe | Choose what to eat first, pick a favourite breakfast, build a breakfast menu plan | eating |
| Art | Sensory exploration, choice, fine motor, vocabulary, following single/ multi step instructions | Getting supplies, being safe, following a model/ instructions, celebrating accomplishments, clean up | Sharing materials, supplies, space with others, asking for help, helping others, using words to describe | Making choices, being creative, following instructions | Using senses to explore |
| Nap time | Rest, calmness, quiet | How to calm down/ being still, identifying feelings of being calm. quiet | Allowing others to have quiet time/ space | Making choices | Resting, feeling calm, know what activities are for quiet/ rest time and how to do them |
| Snack | Eating, choice, communication, independence, vocabulary, conversations | Get food, where to eat, clean up, being safe, knowing sensations of hunger and fullness, trying new foods | Ask a question, ask for help, using words to describe | Choose what to eat first, pick a favourite breakfast, build a breakfast menu plan | eating |
| Group Play | Cooperation, Interaction, referencing each other/ observing/ imitation, following a model, problem solving, social skills/ friendships, turn taking, joint activities with a common goal | Following a model, referencing and imitating others, | Taking turns, working together, solving problems, sharing space | Figuring different solutions, following instructions | Knowing how to play the game/ do that activity/ rules of the game |
| Closing circle | Communication, reflection, vocabulary, listening | Reflect on day, share feelings, favourite activities, Set a goal for the next day, sharing something they are proud of | Share with someone else about your day, communication with home (book) | Share what you learned that day, what you are looking forward to | Saying goodbye |

Strategy: The Purpose Planner

| Class: Saplings PM | | Possible PURPOSES for CH in Kindergarten | | | |
|---------------------|---|--|---|---|--|
| Places/ Contexts | Roles & Responsibilities for Everyone | Personal Roles & Responsibilities | Social Roles & Responsibilities | Intellectual Roles & Responsibilities | Contextual Roles & Responsibilities |
| Drop off | Communication, independence | <ul style="list-style-type: none"> CH can feel brave CH can hang up jacket and bag | <ul style="list-style-type: none"> CH can say hello to 2 friends | <ul style="list-style-type: none"> CH can help build the visual schedule for the day | <ul style="list-style-type: none"> CH know where they are CH knows name of some people at daycare |
| Breakfast | Eating, choice, communication, independence, vocabulary, conversations | <ul style="list-style-type: none"> CH can find their breakfast spot CH can clean up when they are done | <ul style="list-style-type: none"> CH can ask for help if they need | <ul style="list-style-type: none"> CH can choose what to eat | <ul style="list-style-type: none"> CH can eat breakfast |
| Independent play | Play, referencing/ observing/ imitation, trying new things, fine motor, following single/ multi step instructions | <ul style="list-style-type: none"> CH can try new activities CH can change activities | <ul style="list-style-type: none"> CH can share space with others | <ul style="list-style-type: none"> CH can make a choice CH can play | <ul style="list-style-type: none"> CH can play at different centers |
| Outside play | Gross motor skills, physical development, cooperation, problem solving, social skills/ friendships, following single/ multi step instructions | <ul style="list-style-type: none"> CH can put on their coat CH can stay with a partner | <ul style="list-style-type: none"> CH can take turns CH can ask for a break | <ul style="list-style-type: none"> CH can make a choice of what to play with | <ul style="list-style-type: none"> CH can go down a slide CH can ride a trike CH can pump their swing |



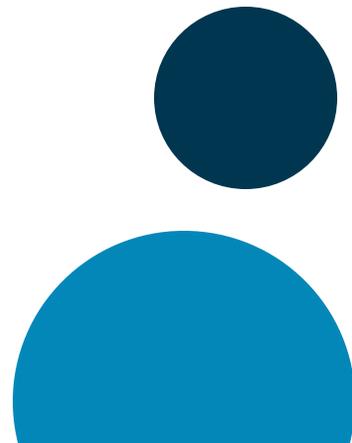
What questions are coming up for you?



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



Resources

- 5MM Podcast with Katie Jameson
 - <https://podcasts.apple.com/ca/podcast/the-five-moore-minutes-podcast/id1439038183?i=1000509241169>
- Example of Partial Participation
 - <https://sites.google.com/site/participationstrategies/classroom-routines>
- Articles
 - <https://www.hoagiesgifted.org/eric/e633.html>
 - <http://www.ascd.org/publications/books/107040/chapters/Success-for-all-Students-in-Inclusion-Classes.aspx>

Research & Literature that Supports this Session:

- Baumgart, D., Brown, L., Pumpian, I., Nisbet, J., Ford, A., Sweet, M. Messina, R., & Schroeder, J. (1982). Principle of partial participation and individualized adaptations in educational programs for severely handicapped students. *Journal of the Association for Persons with Severe Disabilities*, 7, 17-27.
- Carter, E. W., Hughes, C., Guth, C. B., & Copeland, S. R. (2005). Factors influencing social interaction among high school students with intellectual disabilities and their general education peers. *American Journal on Mental Retardation*, 110(5), 366-377.
- Carter, E. W., Sisco, L. G., Brown, L., Brickham, D., & Al-Khabbaz, Z. A. (2008). Peer interactions and academic engagement of youth with developmental disabilities in inclusive middle and high school classrooms. *American Journal on Mental Retardation*, 113(6), 479-494.
- Feldman, R., Carter, E., Asmus, J., & Brock, M. E. (2016). Presence, proximity, and peer interactions of adolescents with severe disabilities in general education classrooms. *Exceptional Children*, 82(2), 192-208.
- Fisher, D., & Frey, N. (2001). Access to the core curriculum: Critical ingredients for student success. *Remedial and Special education*, 22(3), 148-157.
- Kwon, Elicker, & Kontos, 2011).
- McDonnell, L. M., McLaughlin, M. J. and Morison, P., eds. 1997. *Educating one and all: Students with disabilities and standards-based reform*, Washington, DC: National Academy Press. Committee on Goals 2000 and the inclusion of students with disability.

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