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Dr. Shelley Moore

WHAT DOES

inclusion

MEAN?

WHAT DOES

inclusion

LOOK LIKE?

WE ARE COMING

OUT!

3rd Edition



Dealing with Difficult People



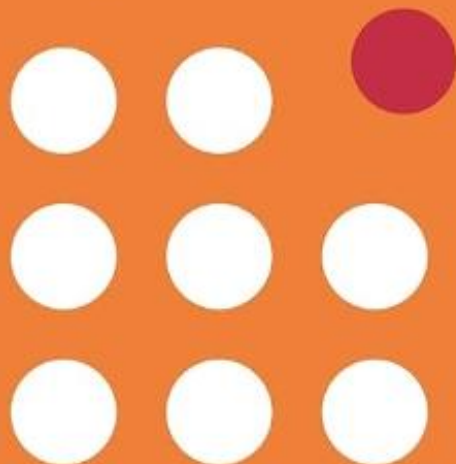
**Roy
Lilley**



3rd Edition



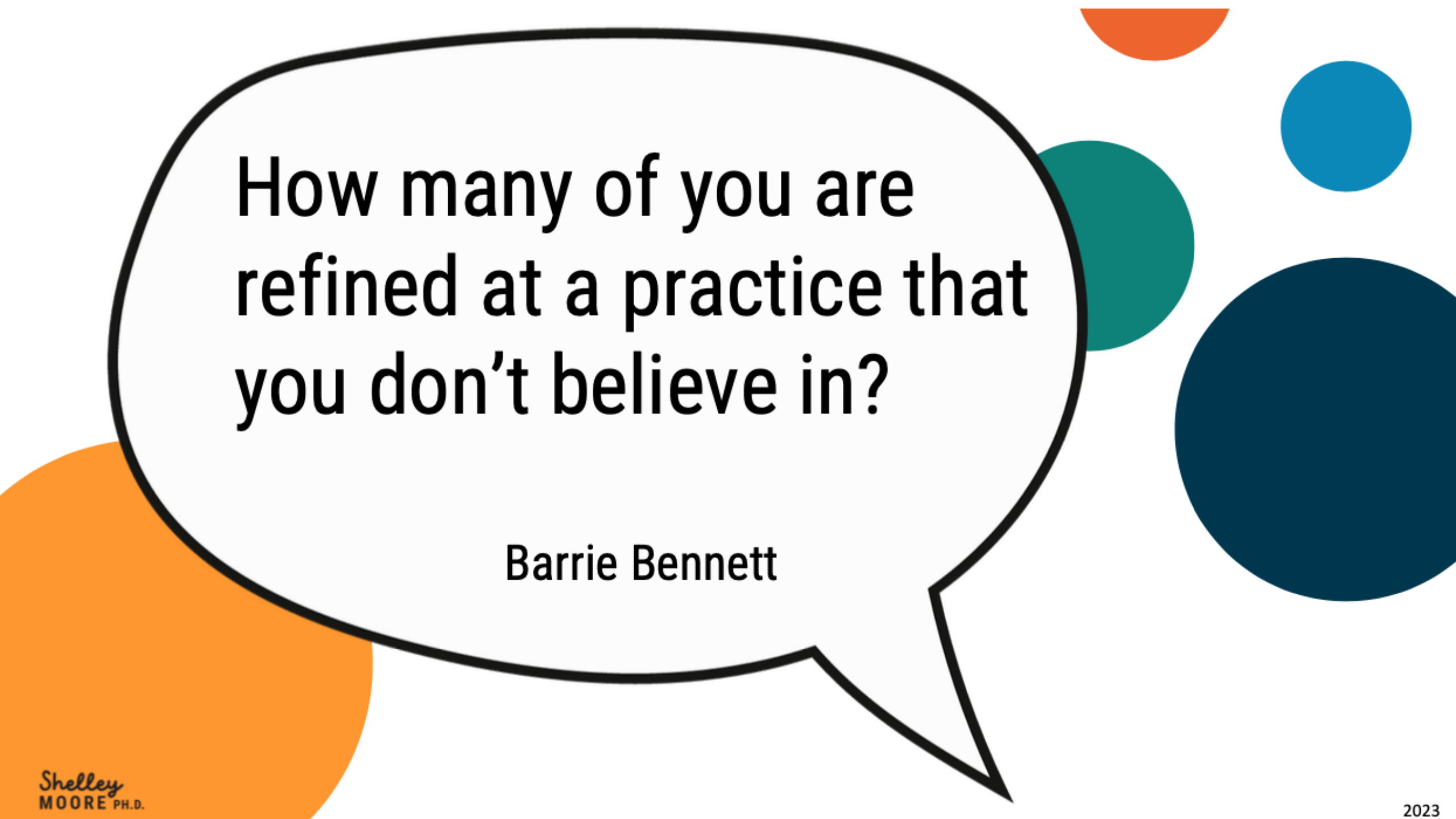
Dealing with Difficult People



**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



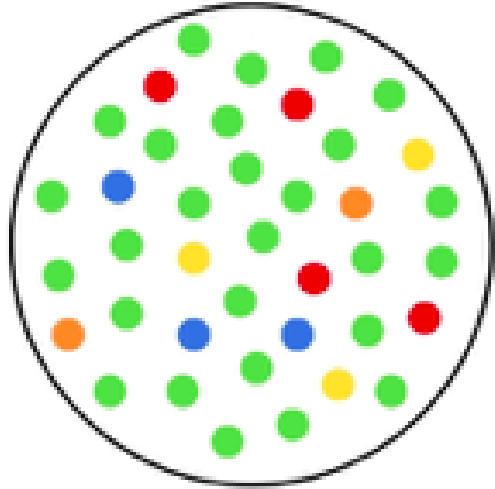
**My educational
philosophy & beliefs**

**My educational
practices**

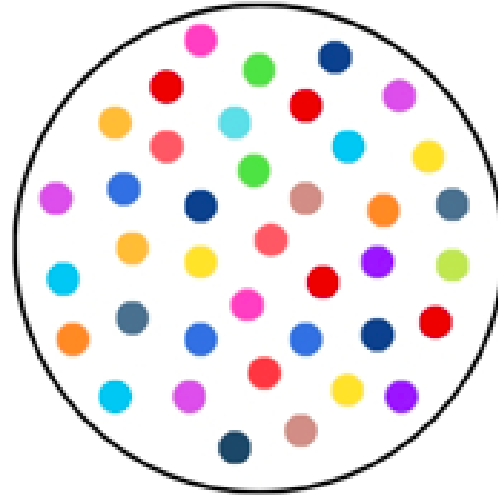
The slide features several large, semi-transparent circles in teal, orange, and blue, scattered across the background. The text is centered and reads:

HOW CAN WE
shift our thinking
TOWARDS
inclusion ?

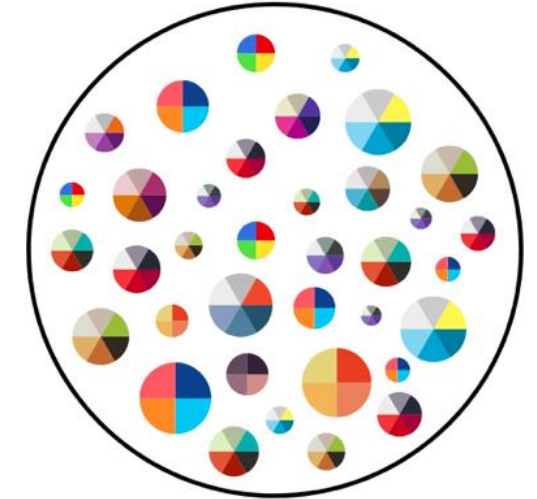
WHAT IS **inclusion** ?



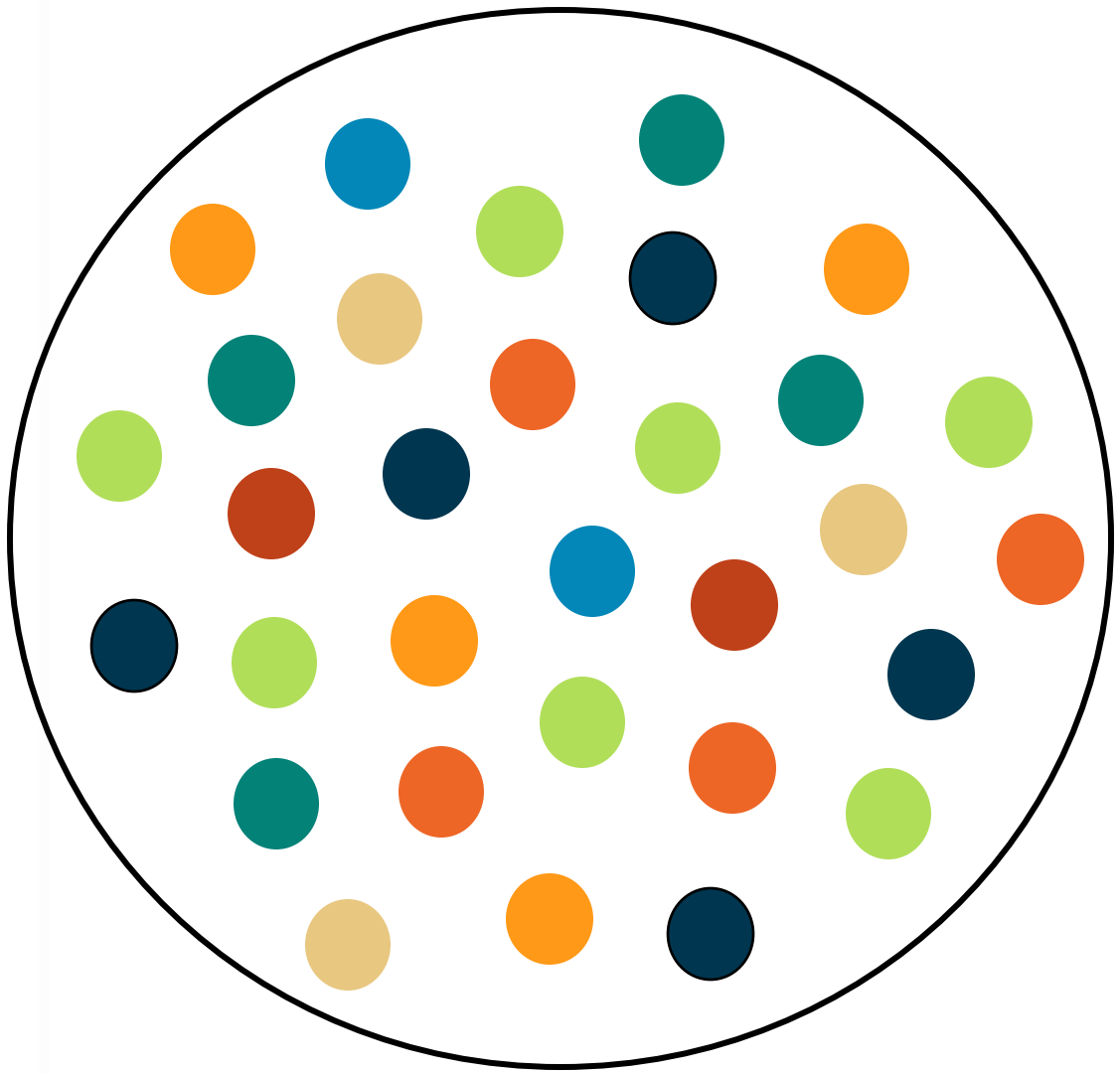
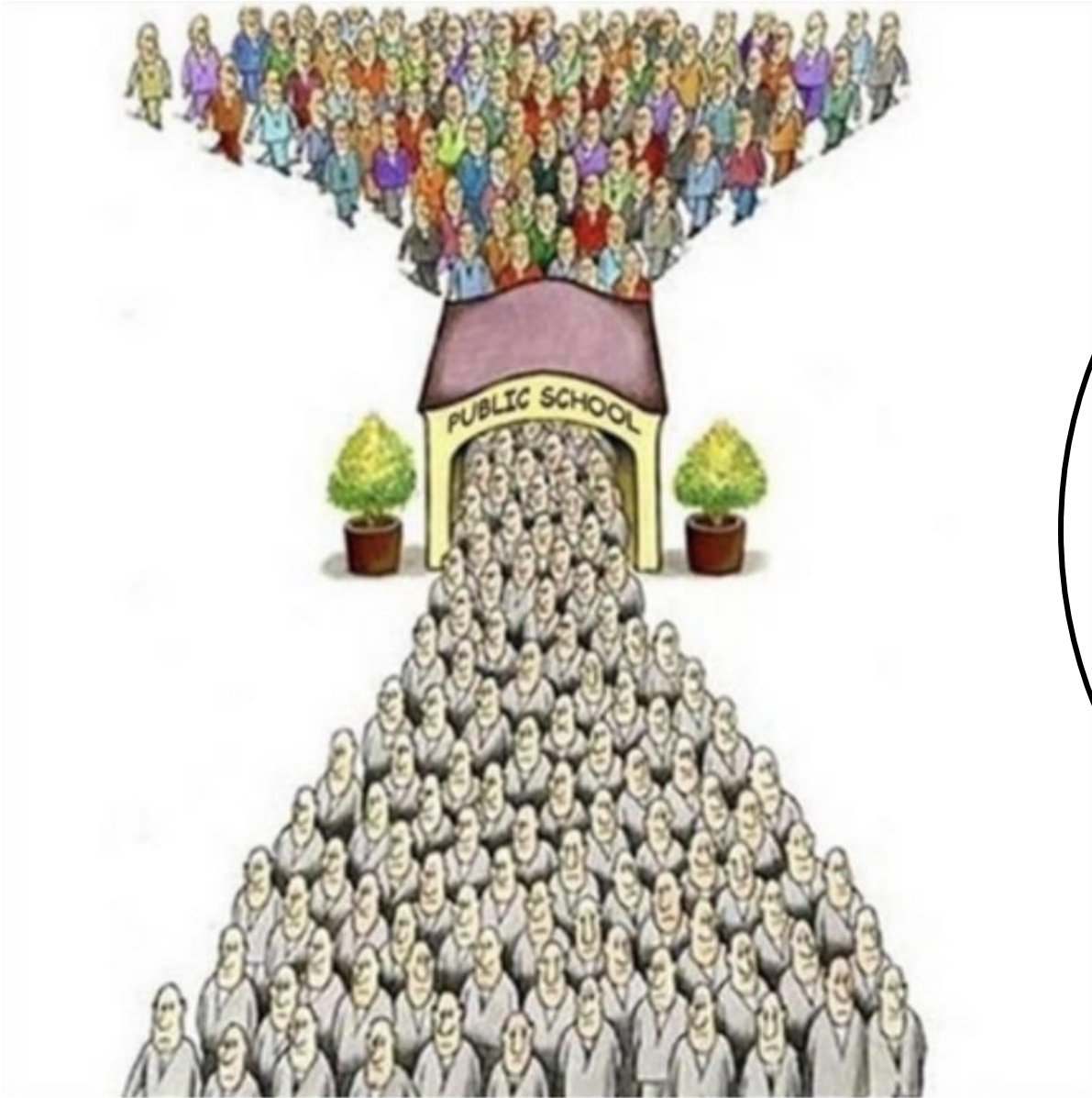
Including
'special needs' students
into general education
classrooms



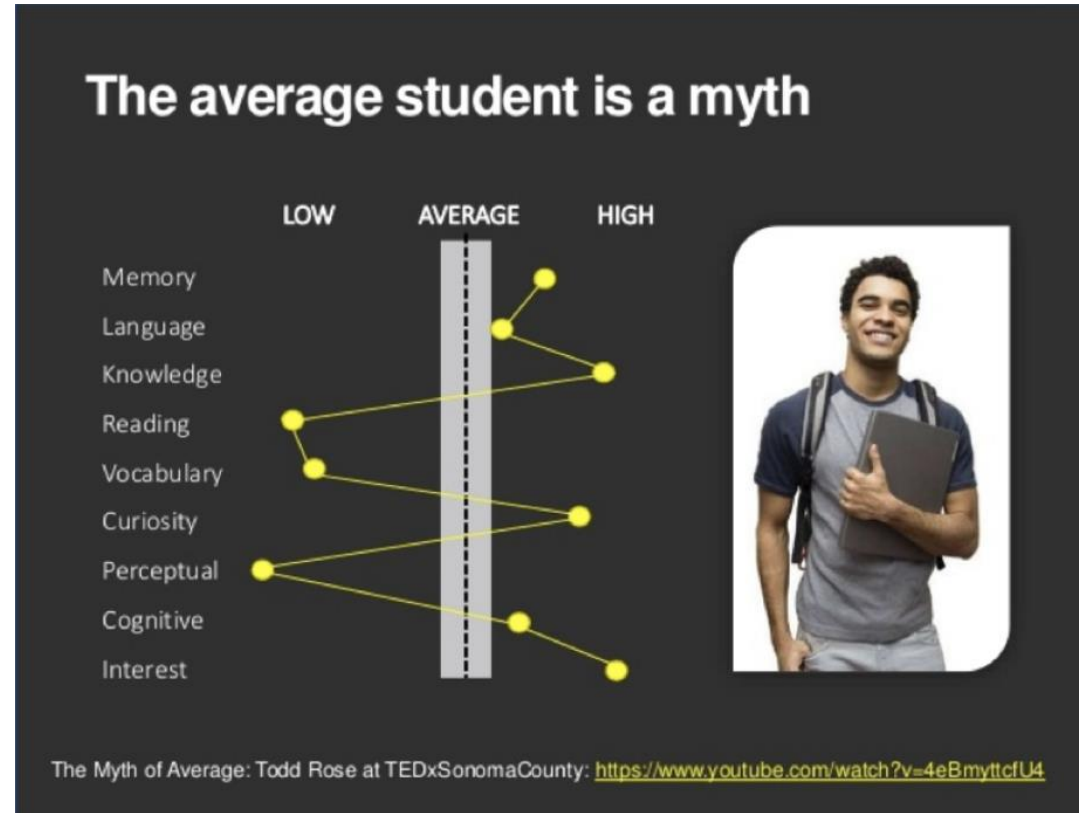
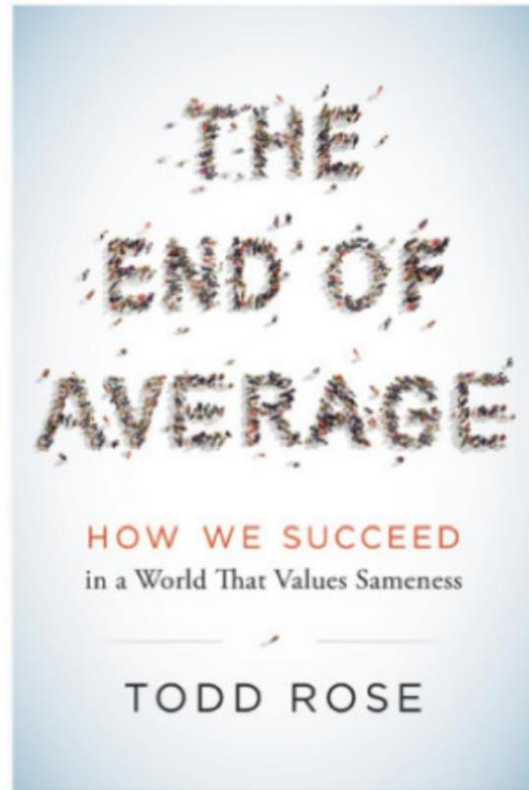
Teaching and designing for
diversity
(that includes Disability)



Creating space for
students to feel confident
and safe to **identify?**
(that includes students
who are Disabled)

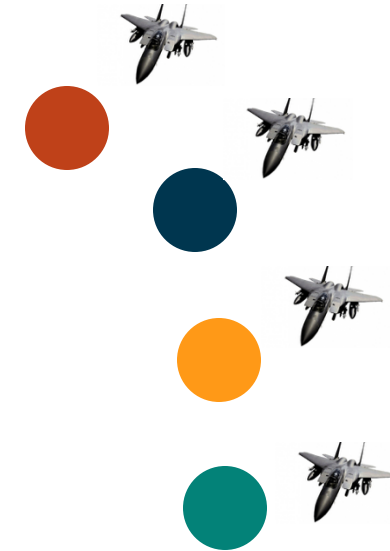
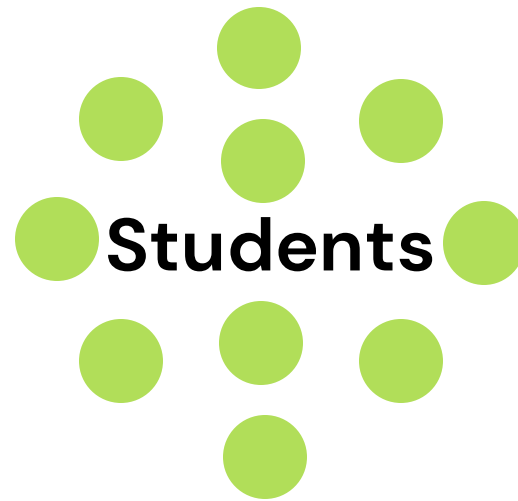
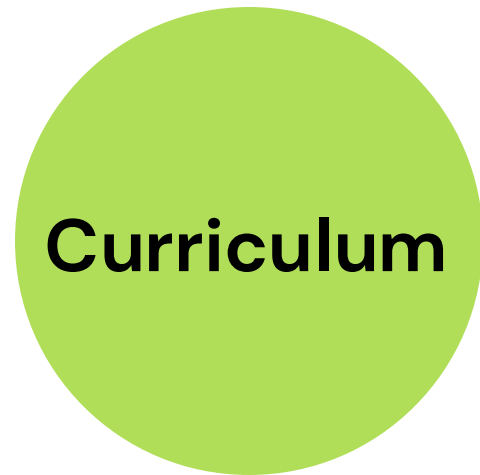


WHAT IS “normal”?

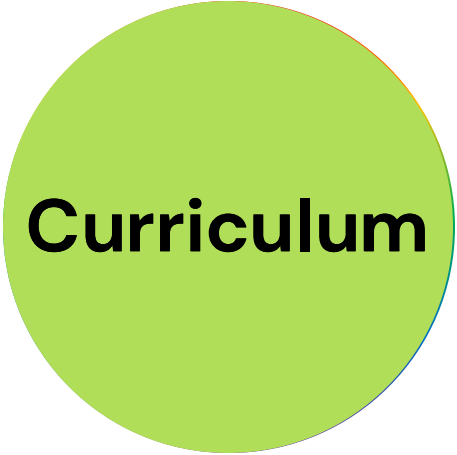
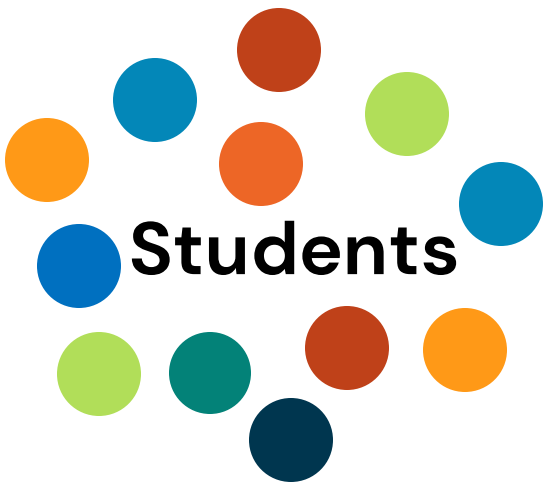


WHAT IS “average”?

WHAT & HOW WE WERE TAUGHT..



WHAT IF WE ANTICIPATED variability



INSTEAD OF homogeneity?

HOW DO WE DESIGN AN ADJUSTABLE PLANE?

- Who are the **pilots**? What are their **dimensions**?
- What kind of **planes** are they flying?
- How is the plane **responsive** to the pilot's dimensions?
- How do the **pilots make the adjustments** they need to fly the plane?



HOW DO WE DESIGN AN ADJUSTABLE PLANE?

- Who are the **students**? What is the range of the **variability**?
- What is the **grade level curriculum** that students need to access?
- How is the grade level curriculum **responsive** to the range of student variability?
- How do we help **students to make the adjustments** they need to access the grade level curriculum?





HOW CAN WE
shift our practices
TOWARDS
inclusion ?

What grade level curriculum are we using?
What are the learning standards?

CURRICULUM & ASSESSMENT DESIGN

Student choice of challenge
Adjustable Curriculum

Student choice of evidence
Adjustable Assessment

Students

Who are the pilots?
What are their dimensions?
Where is their agency?

Adjustable Supports & Strategies
Student choice of tools and actions

NEEDS BASED DESIGN

What are the student needs?
What barriers are getting in the way?
What do student require to navigate needs & barriers?

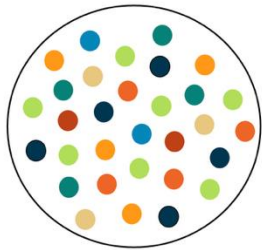
INSTRUCTIONAL DESIGN

How will students show growth within the learning standard?
How do we know?

SUMMARY



- Inclusion is facilitating **belonging** in **diverse and identity-oriented communities**, where all students **can access and be challenged** in any and all educational settings and be valued for who they are and what they bring.



- We can shift our thinking towards inclusion by **moving away from the assumption that the factory model** of education where students are organized in homogenous, one-dimensional groupings **is the goal** and **towards the assumption** that **purposefully designed classrooms and schools** that maintain the integrity of student diversity reflected in the community **is the goal**.



- We can shift our practices towards inclusion by **moving away from standardization** and retrofitting for those students who don't fit and **towards designing for a learning community that anticipates variability** from the start and allows for student to be **agents in their learning journey**.



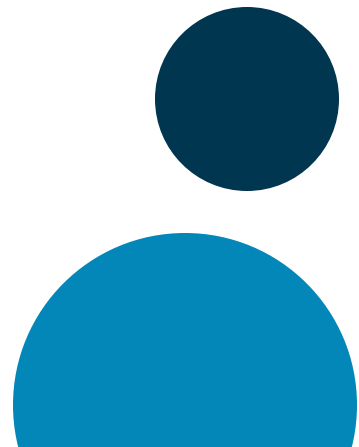
What is one useful idea?

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



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