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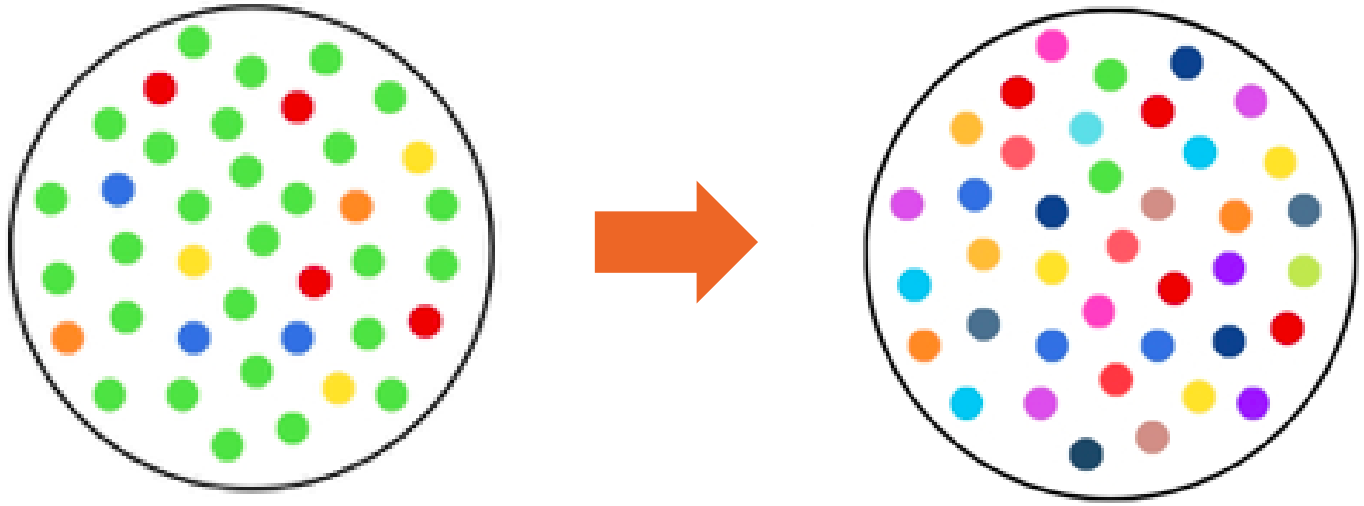
Dr. Shelley Moore

WHAT DOES inclusion MEAN?

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How do we do inclusion ?

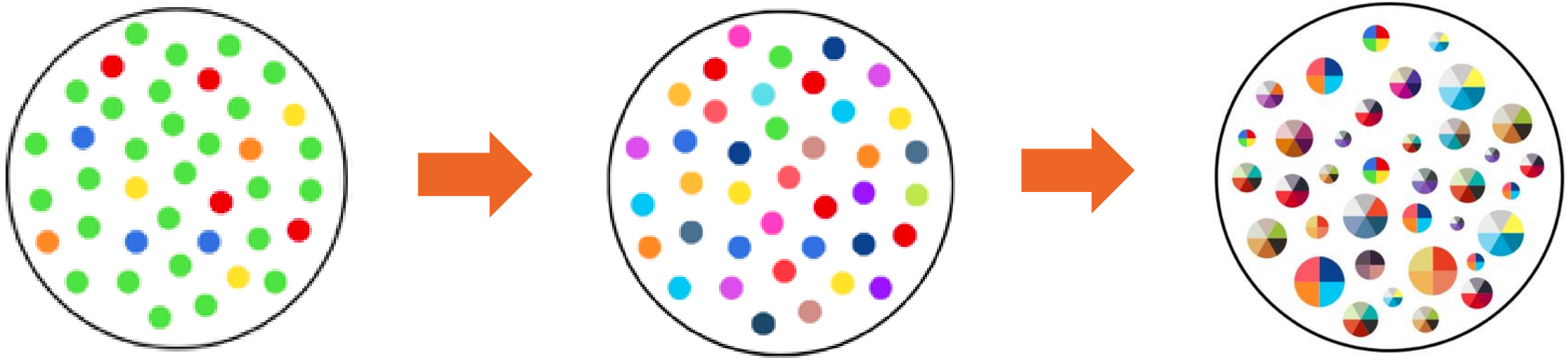


Including
'special needs' children into general education classrooms

Teaching and designing to
diversity
(that includes Disability)

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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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What is a barrier?

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Reducing Barriers



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Using Resources to Reduce Barriers





- Is it effective?
- Is it efficient?
- Does it increase agency?

Using Resources to Reduce Barriers



- Is it effective?
- Is it efficient?
- Does it increase agency?

When the conditions are right, everyone can be successful

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How do we use people (resources) to reduce barriers?

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Guiding Conditions **of inclusion describe that all students...**

are **PRESUMED** competent and as having **POTENTIAL** (a strength-based perspective)	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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Which condition is the strength area for your classroom, school, or district?

Which condition is the area that needs to be targeted the most in your classroom, school, or district?

Guiding Conditions **of inclusion describe that all students...**

are **PRESUMED** competent and as having **POTENTIAL**

(a strength-based perspective)

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How do we shift our thinking towards a strength-based perspective?

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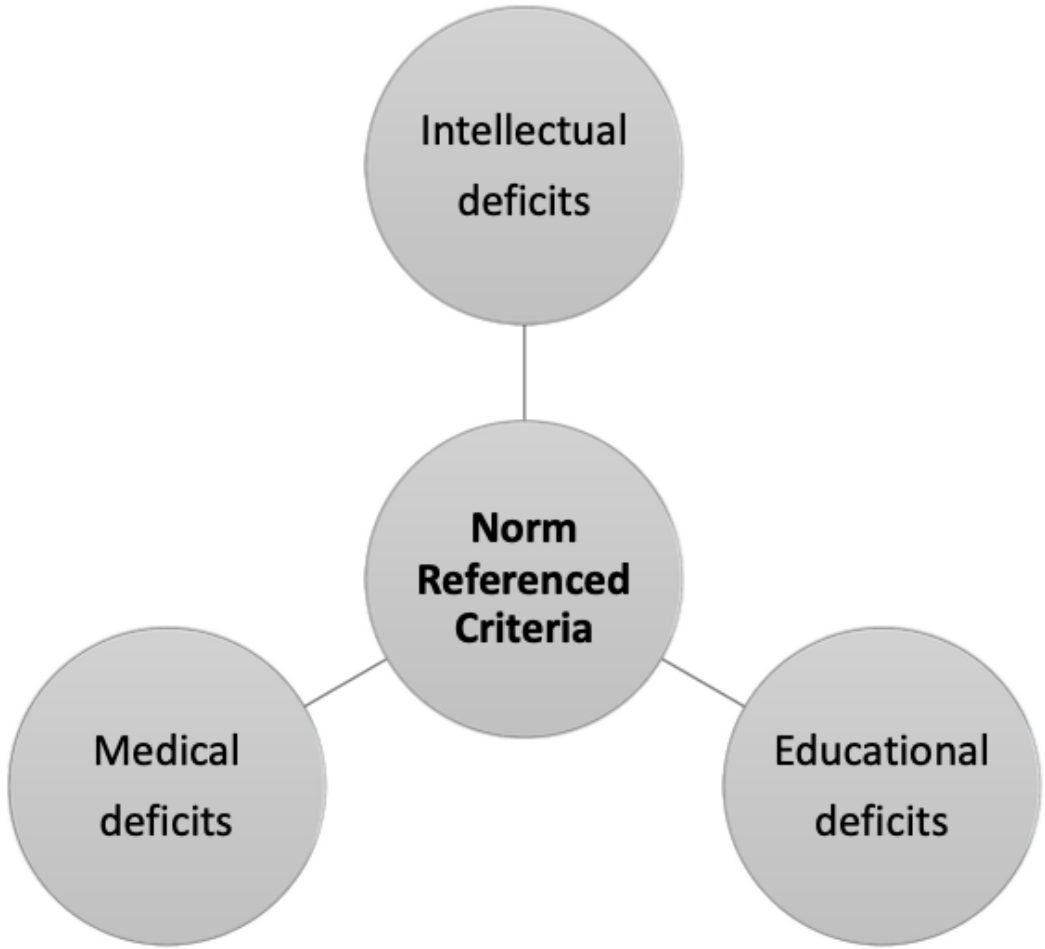
What is a strength-based perspective?

What is a strength-based perspective?



Moore, 2023

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

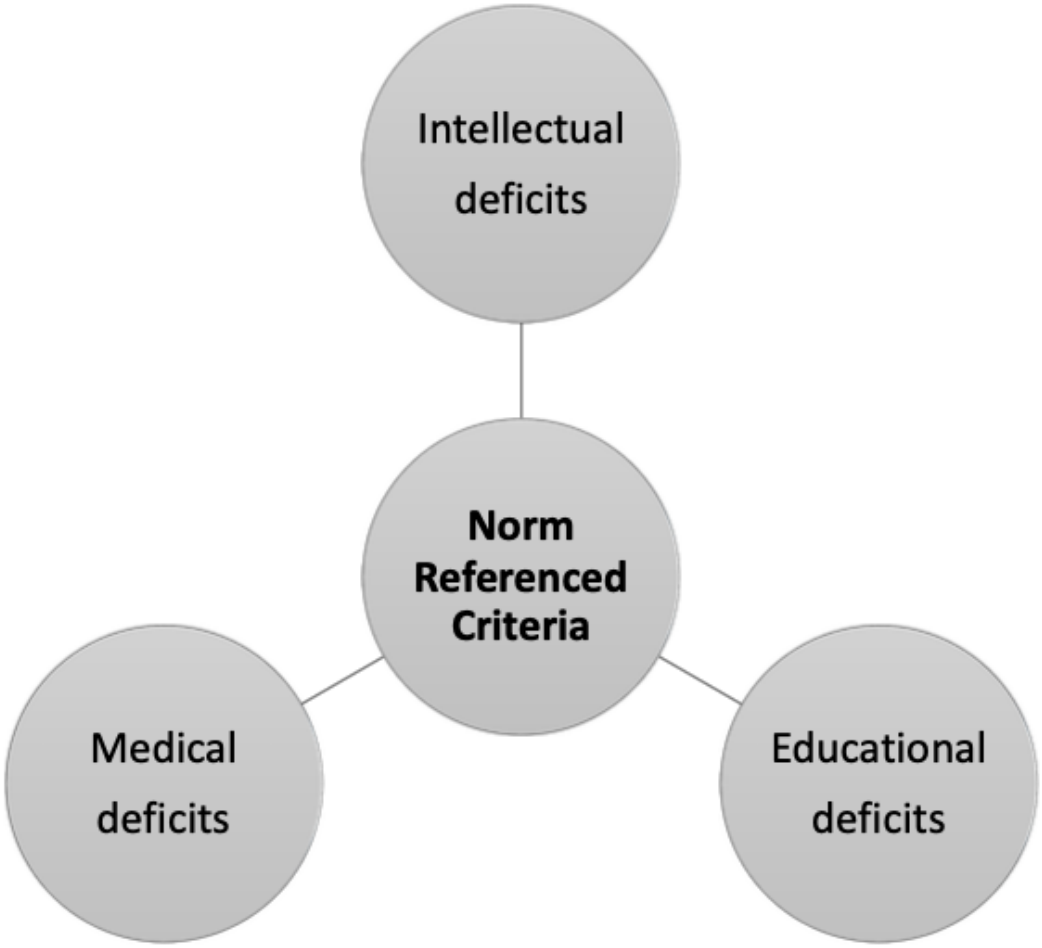


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How do we shift our practice towards a strength-based perspective?

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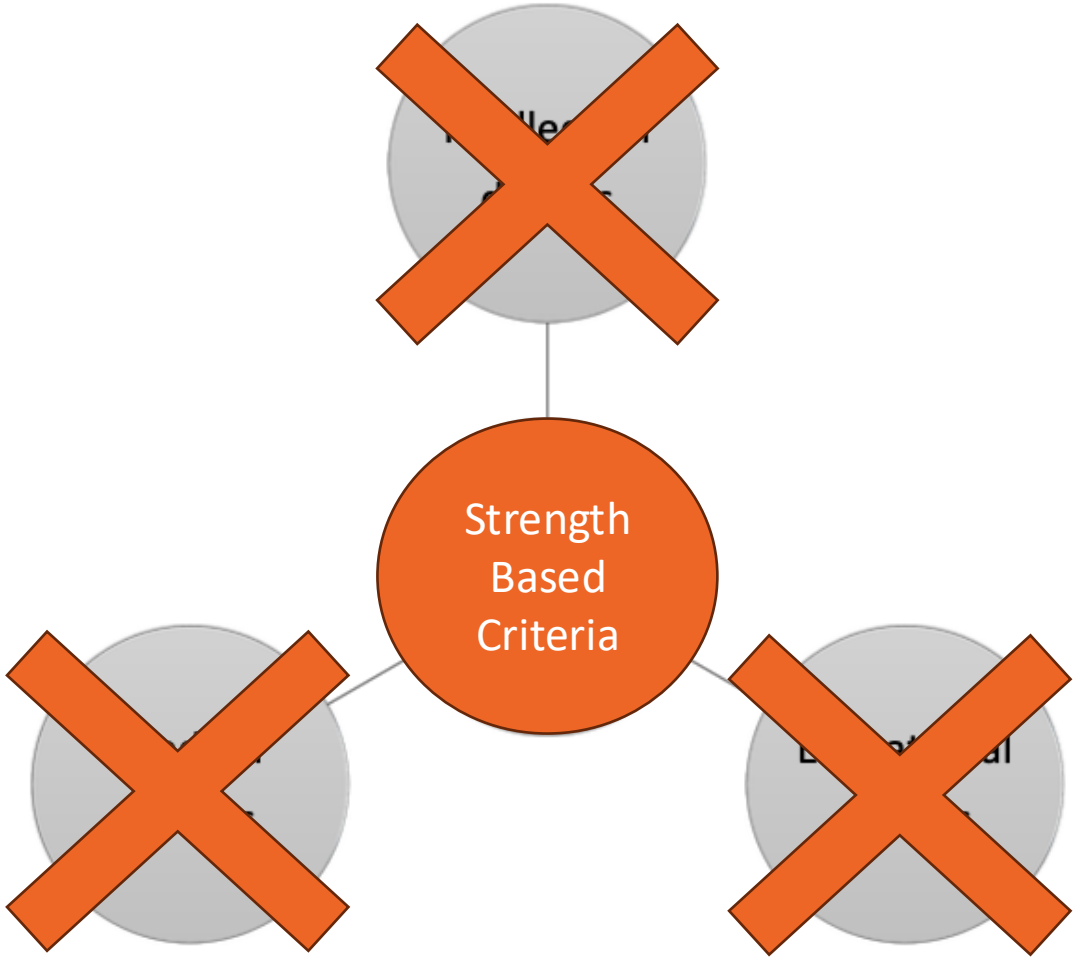
Why are students not often viewed through a strength-based perspective?



Moore, 2023

Where should a student be? What is wrong? How do we fix them?

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



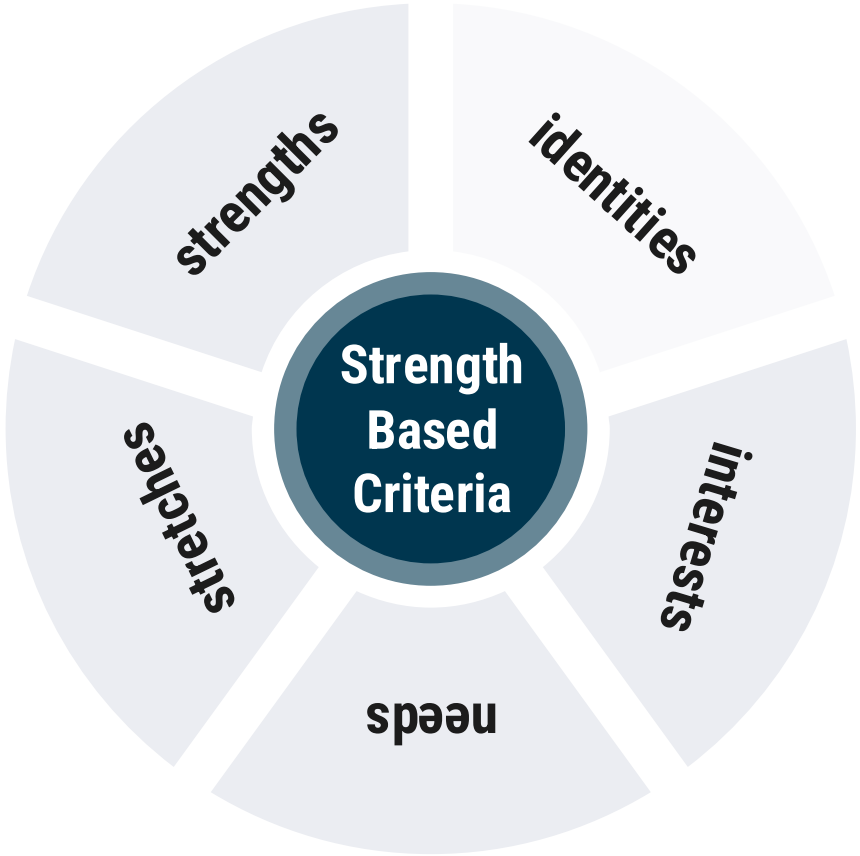
Moore, 2023



We cannot design… for who a student isn't.

Moore, 2020

The Five Dimensions



What do students bring? How do we respond to them? What could they do?

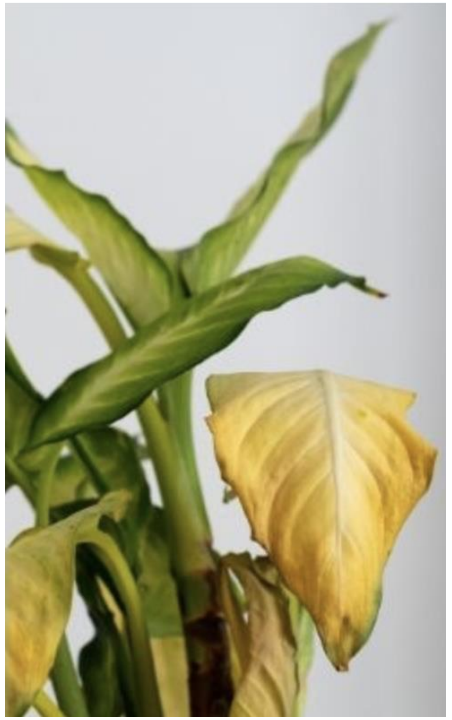


"When a flower doesn't bloom, you fix the environment in which it grows, not the flower."

–Alexander den Heijer

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How do we know if a plant is not thriving?



Needs more light



Needs more moisture

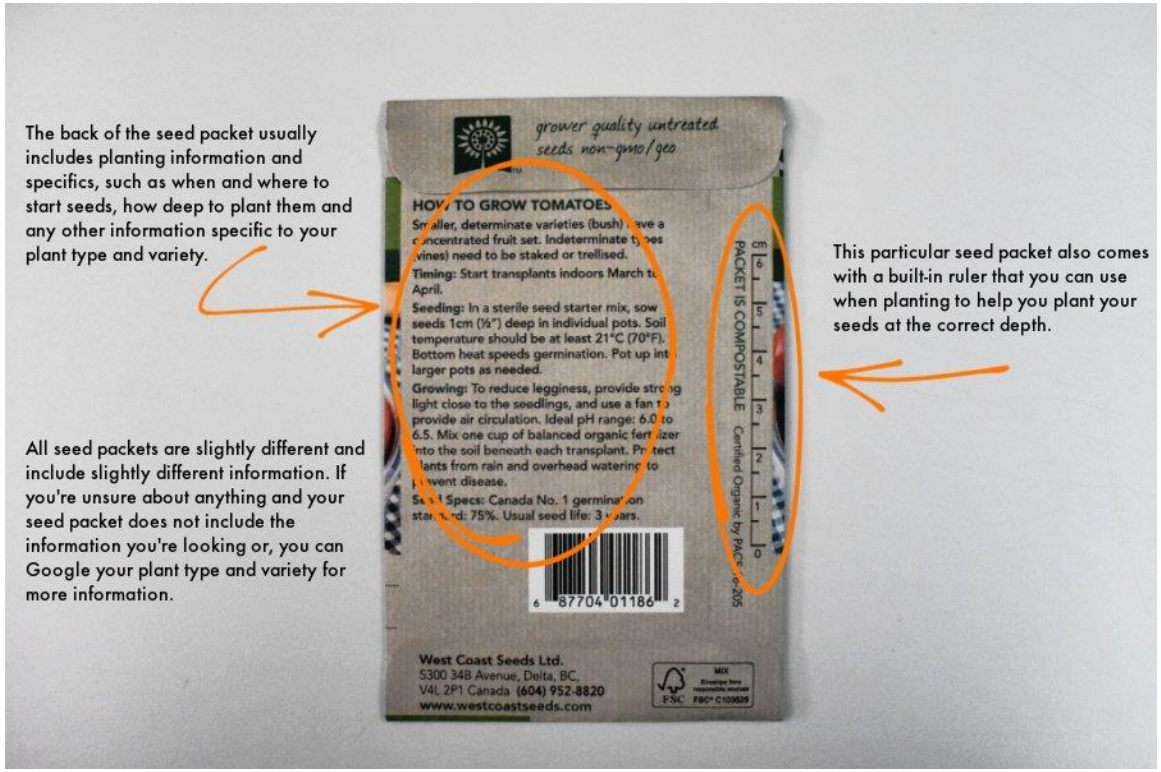


Needs more space

The plant TELLS and SHOWS us what it needs

The SEED PACKET





My I.E.Pea Seed Packet

Growth Year: _____

Name: _____ **Grade:** _____



Identities: I am…

- _____
- _____
- _____
- _____
- _____

Interests: I really like and/or what to learn more about:

- _____
- _____

Strengths: I am really good at and/or could teach others:

- _____
- _____
- _____
- _____

Goals: I want to grow in these areas:

1. _____
2. _____
3. _____

Needs: I need this support in these areas to grow:

- _____
- _____
- _____
- _____
- _____
- _____

Supports: I need this in my garden to grow:

- _____
- _____
- _____

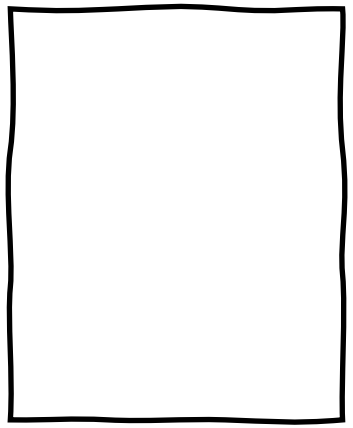
Barriers: This is what makes it hard for me to grow:

- _____
- _____
- _____

Thank You For helping me GROW

Growth Year:

Name: Conor G. **Grade: 1**



Identities: I am…

- Joyful, funny & dramatic!
- I am so loving!
- I use English, visual and ASL languages to communicate
- I am part of the DS community and have a strong inclusive school community
- My family enjoys some Caribbean traditions and food because that is where my mom grew up!

Interests: I really like and/or what to learn more about:

- Music, dancing, books, outdoor play, Disney princesses, water and water play, jumping, long hair, fruit, popcorn, ice cream

Strengths: I am really good at and/or could teach others:

- Visual, musical, following routines
- helping the teacher, receptive language, empathetic, motivated to please, reading

- I can help my classmates to understand that with the right supports in place, you are capable of anything. Even if others (or yourself) think that you can't

Goals: I want to grow in these areas:

1. **Being aware of when I am/ am not safe**
2. **Communicating what I need and want**
3. **Social connections and interactions**
4. **Fine motor skills**
5. **Being independent**

Needs: I need this support in these areas to grow:

- Communication
- Social Skills
- Physical
- Hearing
- Vision

Supports: I need this in my garden to grow:

- Being respected and included in all aspects of community, "first/then" language, lots of praise, time for transition with verbal and visual cues, lots of repetition, appropriate supports and strategies, patience, getting a specific job, silly and exciting language

Barriers: This is what makes it hard for me to grow:

- Negative or forceful comments, expectations without supports or strategies in place, bring rushed, taking behaviour personally, unclear directions, too many instructions at once, when people assume that I am not capable

Thank You For helping me GROW

Student & Family/ Community Voice

Help us get to know: _____ **Date: _____**

Person connected to _____	Identities	Interests	Strengths	Stretches	Needs
Who are you and how do you know _____?	What words would you use to describe _____? What groups is _____ connected to in their community?	What is _____ interested in? What do they like to do on their own? With their friends? Family? Community?	What is _____ good at? What can they teach others?	What is hard for _____? What do you think _____ wants to get better at?	What does _____ need support with? What is important for people to know about _____?
Person 1:					
Person 2:					
Person 3:					
Person 4:					

Help us get to know Juni?

Date: Dec 2022

	Identities	Interests	Strengths	Stretches	Needs
Who are you and how do you know Juni?	What words would you use to describe Juni? What groups is Juni connected to in their community?	What is Juni interested in? What do they like to do on their own? With their friends? Family? Community?	What is Juni good at? What can they teach others?	What is hard for Juni? What do you think Juni wants to get better at?	What does Juni need support with? What is important for people to know about Juni?
Person 1: Rita Grandmother	Kind, strong, smart	watching me sew, taking pictures, listening to music	Patience, she notices everything	Waking up! Trying new things	She needs time and patience. If she is upset or frustrated, she needs space
Person 2: Frank Dad	Athletic, joyful, Ukrainian, church	Watching the baking shows , fishing with me	A great listener, being present	Independence, changes in routine	I think she worries a lot; I need others to know that she needs reassurance sometimes
Person 3: Kiran Family Friend	funny	Football! She loves the BC lions, movies, going for walks	making you feel so important, spreads joy, makes everyone laugh	Friendships, spending more time with her peers	Sharing her thinking, communicating. She has come such a long way!
Person 4:Matty Cousin	Fun, we play a lot together	Whale sharks, camping, swimming	Playing with me	Its hard for Juni to talk sometimes, but I know when she likes something, and she likes me	using her iPad to help her talk

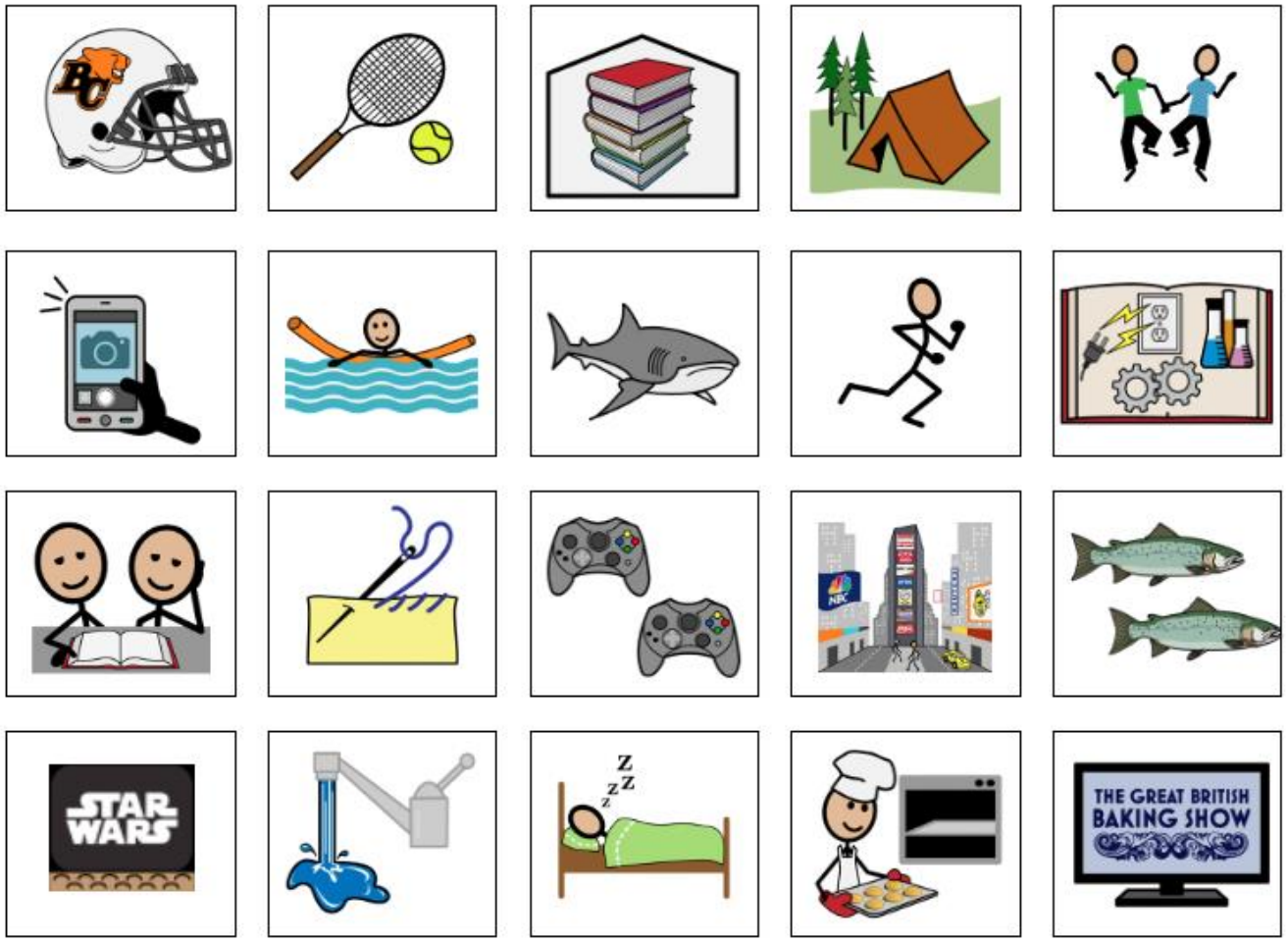
Help us get to know Juni?

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Who are you and how do you know Juni?	What words would you use to describe Juni? What groups is Juni connected to in their community?	What is Juni interested in? What do they like to do on their own? With their friends? Family? Community?	What is Juni good at? What can they teach others?	What is hard for Juni? What do you think Juni wants to get better at?	What does Juni need support with? What is important for people to know about Juni?
Person 1: Mr. Lopez Classroom Teacher	Strong, smart, a learner	Getting read to, books, you tube, science	Connecting with her peers	Communicating, independence, asking to help when she needs it	She needs support with her reading (decoding) and her communication with the device
Person 2: Benny Educational Assistant	Funny, curious	Fashion, her friends, books, magazines, her iPad	She knows what she likes and doesn't like and lets us know	Making friends, communicating or using strategies before she gets too frustrated	She needs a chance to rest throughout the day and breaks
Person 3: Ms. Turner SLP	joyful	Sights and sounds around her, being social	Using her iPad to communicate	Building friendships, communicating what she needs	She needs her device available to her, she needs to be around her peers
Person 4: Jesse Classmate	Funny, sometimes she's loud	Playing games, hanging out with her friends	Being happy, making people laugh	I think talking is hard for her	she needs to be around us, her friends



Building my Student profile: What are my INTERESTS?



Growth Year: 2022

Name: Juniper **Grade: K**

Identities: I am...

kind	a friend	funny
an athlete	Ukrainian	smart

Interests: I really like and/or what to learn more about:

reading	whale sharks	Star Wars	fashion	Great British Bakinig Show
camping	BC lions	taking pictures	salmon in river	dancing

Strengths: I am really good at and/or could teach others:

Star Wars	singing	being a friend	playing	asking for help

Goals: I want to grow in these areas:

waking up	playing football	talking	making friends

Needs: I need this support to grow:

emotional regulation	social skills	communication	physical

Supports: I need this in my garden to grow:

patience	my peers	a plan	visuals	my talker

Barriers: This is what makes it hard for me to grow:

being rushed	no one asks me	writing	no visuals	ignored

Thank You For helping me GROW

Student Voice

Guiding Conditions **of inclusion describe that all students...**

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2023

How do we advocate to use resources in ways that support:

- Increasing positive attitudes towards inclusion
- Presuming competence in all students

What can we say to help our colleagues to help them to presume competence:

- What strengths have you noticed in this students that we can build on?
- What is the goal? How do you think this student could show their learning best?
- Are there some things we could adjust that could help this student to participate more?

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2023

What can we say to help our colleagues to help them better understand inclusion?

- How can we support this student to stay for this activity?
- What could we do to make this activity more accessible for the class?
- I am noticing that students are really engaged right now…I wonder if…

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2023

What can we say to help our colleagues to help them to have a strength-based perspective?

- What do you think the student is trying to communicate?
- I think many students might benefit from …
- Which peers could we pull in to help support this student?
- How could we create more opportunities for peer interaction?

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Notice – Wonder - Suggest

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Notice – Wonder – Try

What could you say if another colleague says to you about a student:

“This is just too hard they aren’t going to get it”

“We need to be realistic about what they can do”

“They will be too disruptive if they stay for this activity”

“They can’t do this independently”

“They are choosing to not participate”

“What about the learning of the other kids”

“Just take them out”

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?

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