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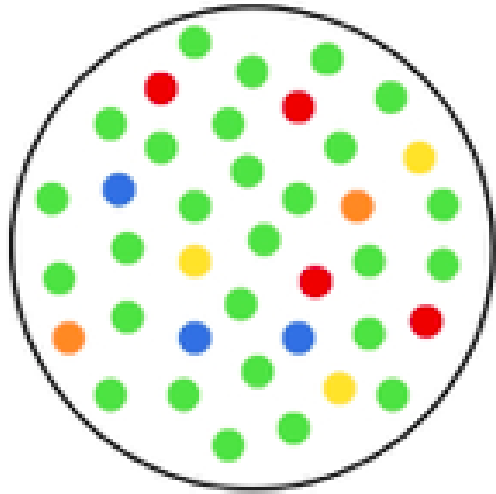
[Dr. Shelley Moore](https://www.facebook.com/Dr.Shelley.Moore)

WHAT DOES

inclusion

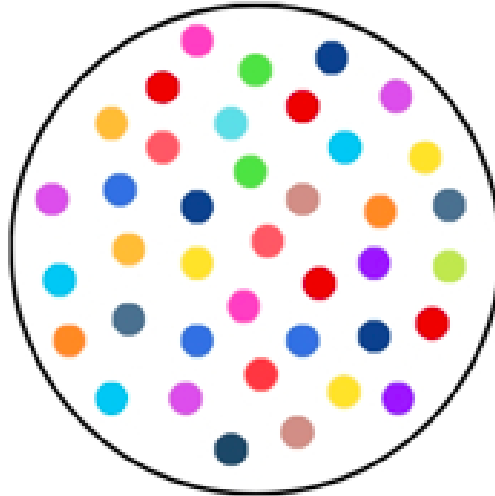
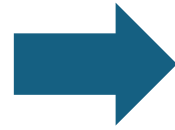
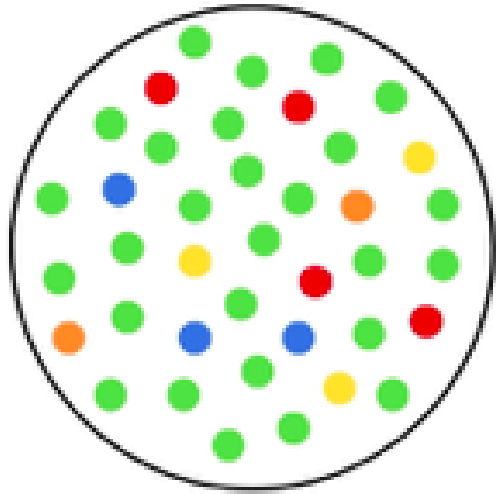
MEAN?

# How do we do inclusion ?



Including  
'special needs' children  
into general education  
classrooms

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Including  
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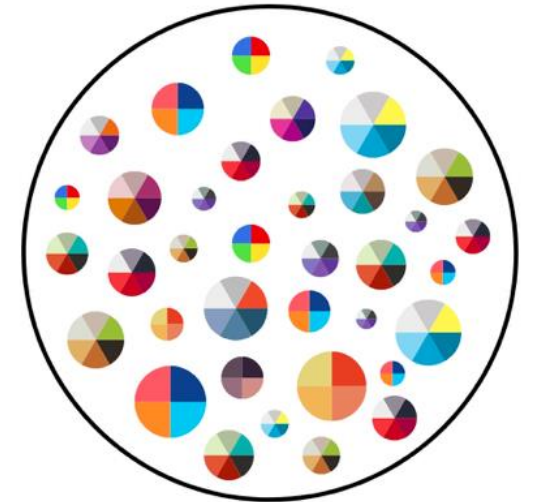
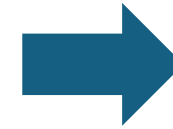
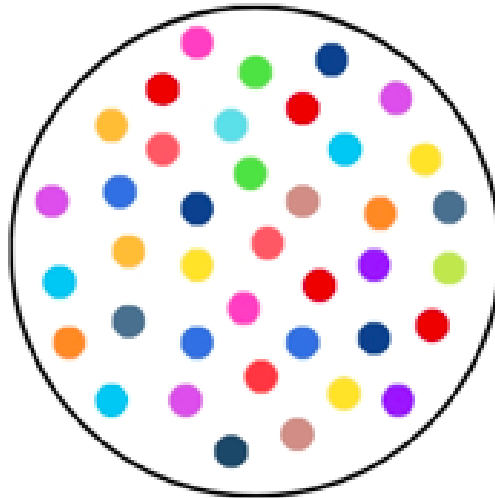
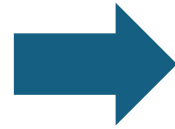
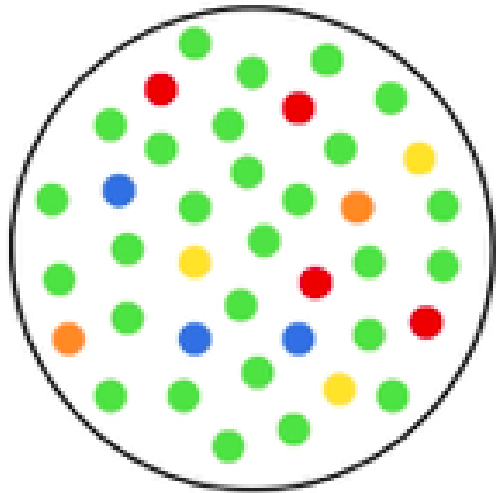
Teaching and designing to  
**diversity**  
(that includes Disability)

In a world of  
**UNICORNS**

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



# How do we do **inclusion** ?



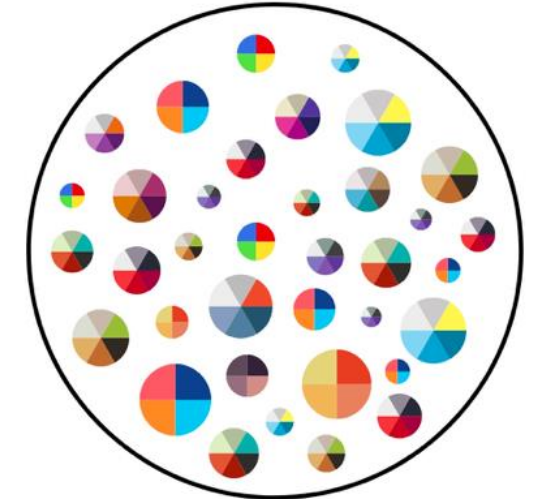
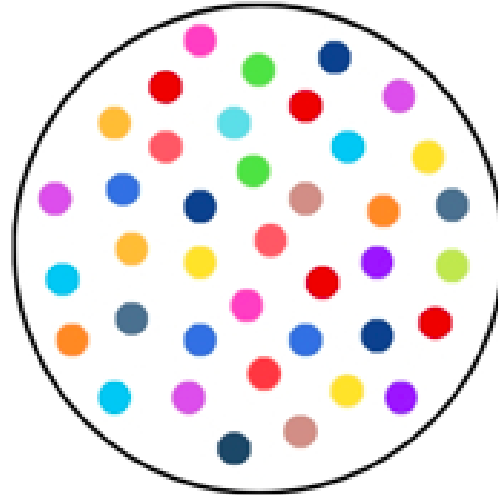
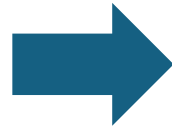
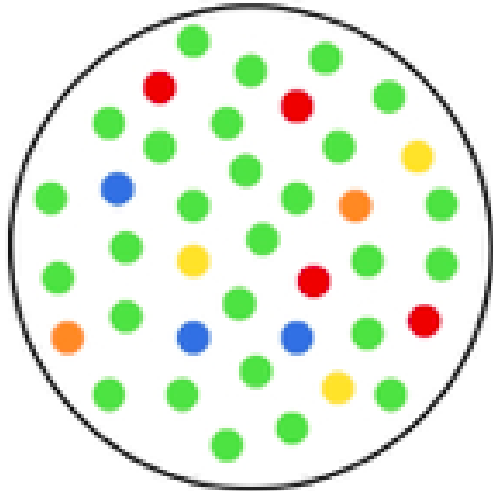
Including  
'special needs' children  
into general education  
classrooms

Teaching and designing to  
**diversity**  
(that includes Disability)

Creating safe spaces for students to  
**identify**  
(that includes Disability)

When the conditions are  
right, everyone can be  
successful

# 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)

When the conditions are  
right, everyone can be  
successful

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

are **PRESUMED**  
competent and  
as having  
**POTENTIAL**  
(positive mindset)

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  
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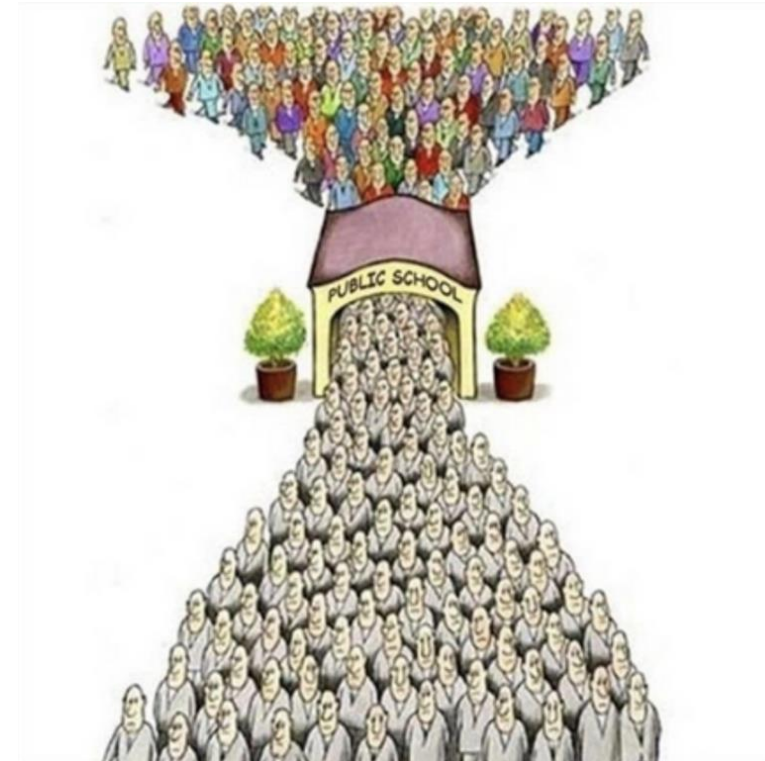
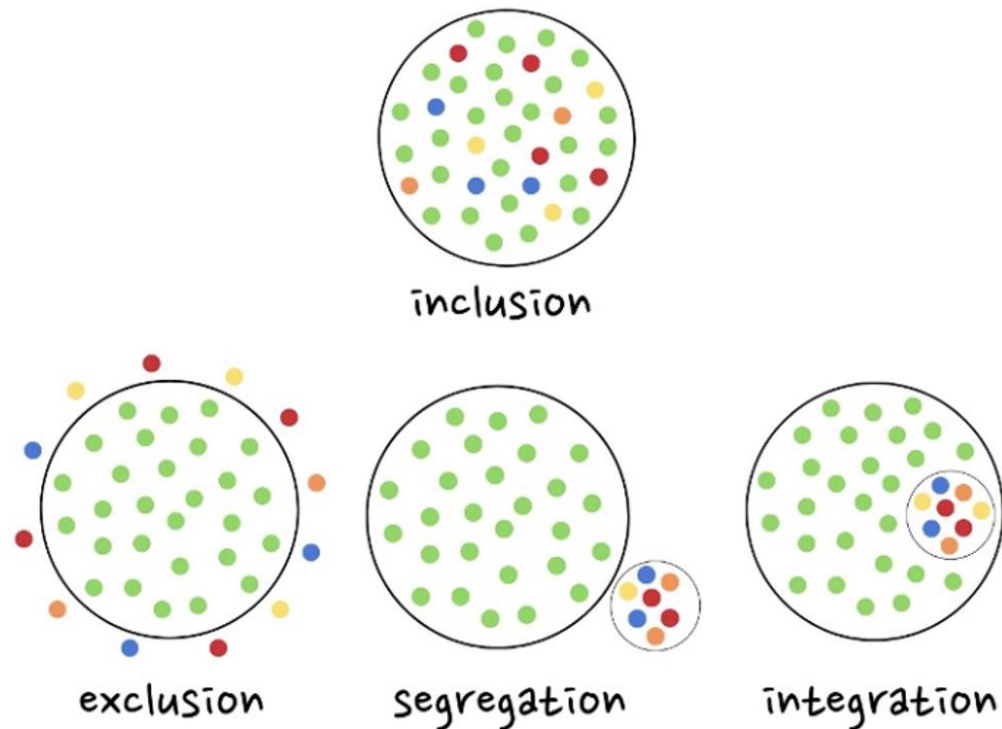
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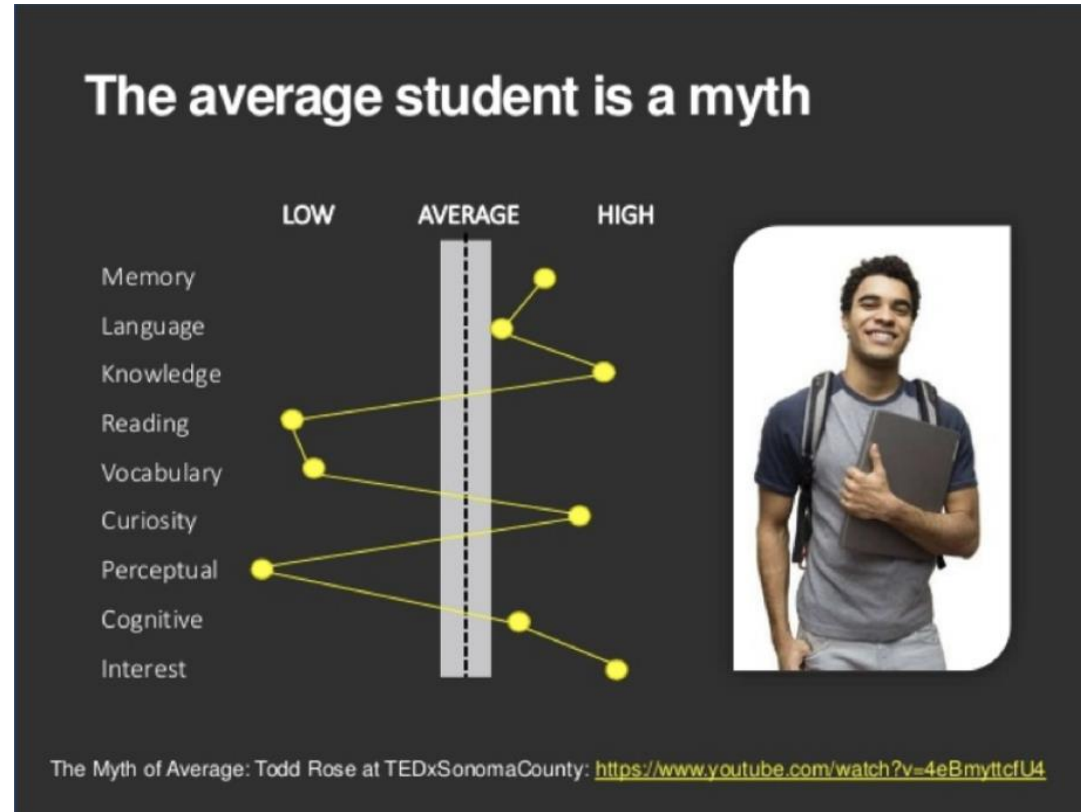
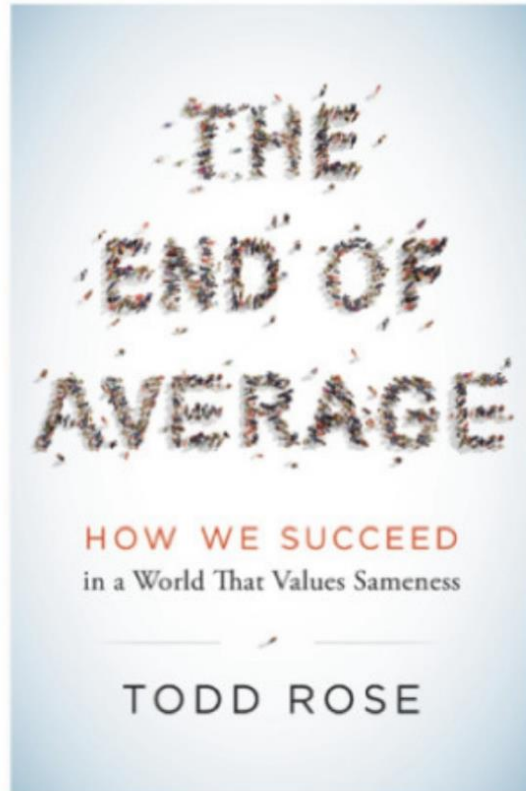
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# Where did green come from?

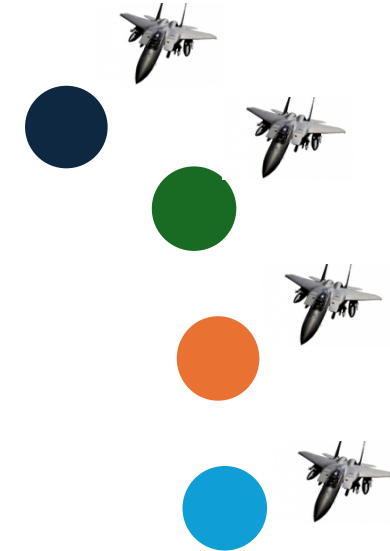
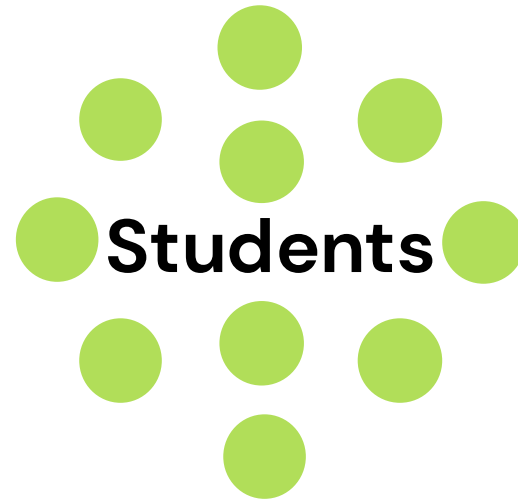
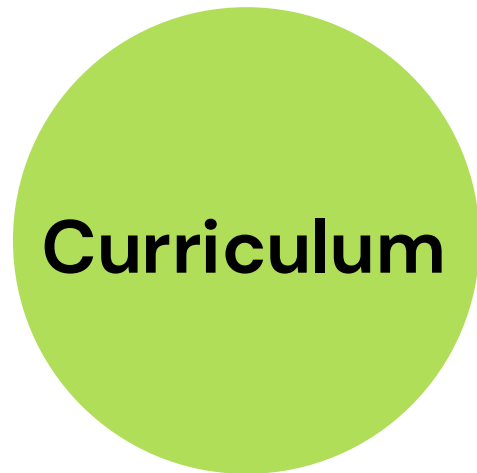


# WHAT IS “normal”?

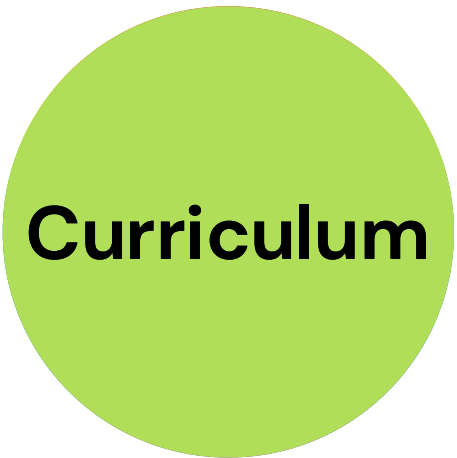
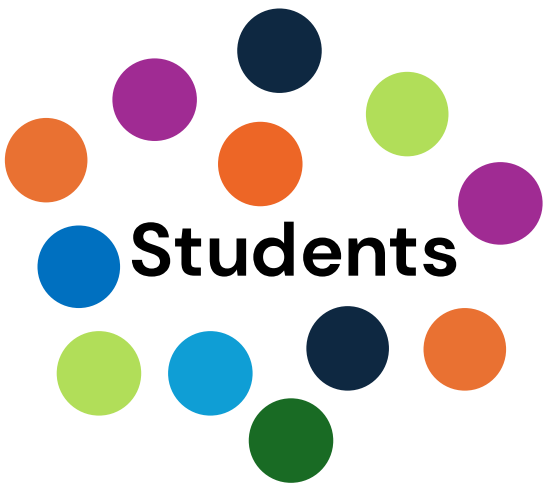


# WHAT IS “average”?

# 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?



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 students?  
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 students require to navigate needs & barriers?

## INSTRUCTIONAL DESIGN

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



What is one useful idea?

What is one thing you learned?

What is one thing you want to try?

What is one question you still have?