

Session Activity

Being Inclusive is not about doing everything, it is about moving forward.

The attached continuum is strength-based reflection tool to assist individuals and collaborative teams to identify what is already happening in this context, and what a next step could be to move forward.

Activity Instructions:

I Must: Reflect

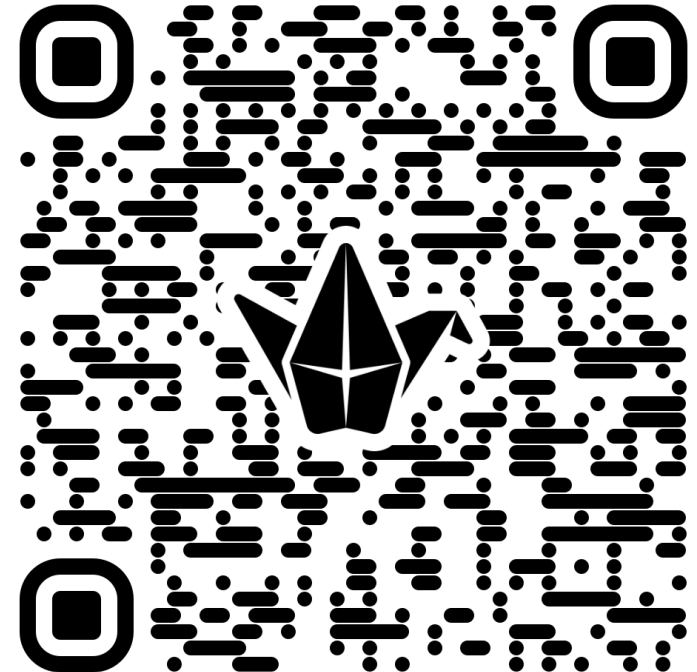
- Decide if you are reflecting as an individual (page 2) or as a team about your school (page 3)
- Choose one **highlighting colour**
- Read through the continuum and highlight indicators reflective of **what is already happening for** you and/or your context

I Can: Look Forward

- Choose a second **highlighting colour**
- Read through the continuum and highlight indicators reflective of **possible next steps for** you and/or your context

I could: Make a Commitment

- Choose a third **highlighting colour**
- Read through the continuum and highlight ONE **commitment** to learning more about/ shifting practice in
- Share your commitment Padlet



Positive Attitudes Towards Disability Presuming Competence & Potential in ALL students

	Access	Essential	Developing	Confident	Extending
	Awareness	Attitudes	Practices	Collaboration & Communication	Personal & Professional Growth
Indicators of Success and Next Steps	<ul style="list-style-type: none"> I am aware of the variety of disabilities in the community I am aware that there are students who may not be included in their classroom/ school communities I know what inclusion is and know that it evolves over time I am aware of how students with disabilities are perceived by the school community I am aware of what language to use when describing students with disabilities I address students with disabilities in age-appropriate tones and their privacy and integrity is respected I am aware that Disability is an identity to be celebrated as unique contribution to diverse communities 	<ul style="list-style-type: none"> I have a positive attitude towards disability and inclusion I understand why inclusion is important I understand that perceptions of disability influence decisions about educational placement and programming I understand the value in including all students' voice in educational decision making I know what ableism is and am noticing examples of ableism in my classroom and school communities I understand why Disability needs to also be considered in diversity, inclusion and equity (DEI) oriented initiatives I know how to describe/describe students in ways that are Disability affirming and non-ableist that avoid derogatory terms that perpetuate negative stereotypes 	<ul style="list-style-type: none"> I am trying/supporting inclusive practices in my classrooms I know how to/ am getting to know my students from strength-based perspectives I know how to/ am using strength-based perspectives as part of my data collection and assessment techniques that inform my practice I include Disabled students' voice in decision making processes in my classroom (and ensuring communication tools are available to do so) 	<ul style="list-style-type: none"> I am working collaboratively to better understand and enact inclusive practices in my classroom and school I am learning about disability from multiple perspectives I am advocating for increasing access and opportunity for students with disabilities to be enrolled in grade level classrooms I am intentionally taking action to combat ableism in my school community I am advocating for resources to increase accessibility and situate Disability and Inclusion as a critical and equity-oriented practice I provide space for respond to students when they self-advocate 	<ul style="list-style-type: none"> I am reflecting on my hidden bias towards disability and inclusion I understand and recognize when my experiences, beliefs and attitudes are the barrier to inclusion and/or the success of a student with a disability I am engaging in learning and growth opportunities to learn more about, and from, Disabled perspectives I challenge Disability stereotypes (e.g. inspiration porn, infantilization etc.) and correct misconceptions that I encounter in others I display allyship by leading by example and influencing others around me to contribute to a more inclusive culture in the school and community

Positive Attitudes Towards Disability Presuming Competence & Potential in ALL students

	Access	Essential	Developing	Confident	Extending
	Awareness	Attitudes	Practices	Collaboration & Communication	Personal & Professional Growth
Indicators of Success and Next Steps	<ul style="list-style-type: none"> Staff are aware of the variety of disabilities in the community Staff are aware that there are students who may not be included in their classroom/ school communities Staff have a common understanding of what inclusion is Staff are aware of how students with disabilities are perceived by the school community Staff are aware of what language to use when describing students with disabilities Staff respectfully address students with disabilities in age-appropriate tones and their privacy and integrity is respected Staff is aware that Disability is an identity to be celebrated as unique contribution to diverse communities 	<ul style="list-style-type: none"> Staff have a positive attitude towards disability and inclusion Staff have a common understanding about why inclusion is important Staff understand that perceptions of disability influence decisions about educational placement and programming Staff understand value in including all students' voice in educational decision making Staff know what ableism is and are noticing examples of ableism in classroom and school communities Staff understand why Disability needs to also be considered in diversity, inclusion and equity (DEI) oriented initiatives Staff know how to/ can describe students in ways that are Disability affirming and non-ableist that avoid derogatory terms that perpetuate negative stereotypes 	<ul style="list-style-type: none"> Staff members are trying inclusive practices in their classrooms Staff are getting to know students from a strength-based perspective Staff are using strength-based perspectives as part of their data collection and assessment techniques that inform their practice Community and school-based job activities are an inclusive experience and not the sole responsibility of students with disabilities and not done during instructional time Educational programming and enrollment is based on equal opportunity not ability levels Staff are including Disabled students' voice in decision making processes (and ensuring communication tools are available to do so) 	<ul style="list-style-type: none"> Staff are working together to better understand and enact inclusive practices in their classroom and school Staff are learning about disability from multiple perspectives Staff are advocating for inclusion and increasing access and opportunity for disability in classrooms and schools Staff are intentionally taking action to combat ableism in their school community and beyond Staff are advocating for resources that increase accessibility and situate Disability and Inclusion as a critical and equity-oriented practice Staff provide space for (and are responsive when) students self-advocate 	<ul style="list-style-type: none"> Staff are constantly reflecting on their hidden bias towards disability and inclusion Staff recognize when their experiences, beliefs and attitudes are the barrier to inclusion and/or the success of a student with a disability Staff are engaging in learning and growth opportunities to learn more about, and from, Disabled perspectives Staff challenge Disability stereotypes (e.g. inspiration porn, infantilization etc.) and correct misconceptions that they encounter in others Staff display allyship by leading by example and influencing others around them to contribute to a more inclusive culture in the school and community