

Shelley  
MOORE PH.D.



[www.drshelleymoore.com](http://www.drshelleymoore.com)



[@drshelleymoore](https://www.instagram.com/drshelleymoore)



[@drshelleymoore.bksy.social](https://www.blogger.com/profile/12345678901234567890)



[@drshelleymoore](mailto:drshelleymoore@bksy.com)



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

A vertical decorative bar on the left side of the slide, featuring a repeating pattern of black and blue squares. The blue squares contain white circles, and the black squares contain black circles. The overall effect is a stylized, geometric representation of a human figure or a group of people.

**What stands out from our last session  
together?**

## 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  
from the start

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

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**Pillar 2: **Placed** and **attending** grade level  
inclusive classrooms**



Why does **place** matter?

Location vs. Place



Existence vs. Belonging

# 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**



# 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

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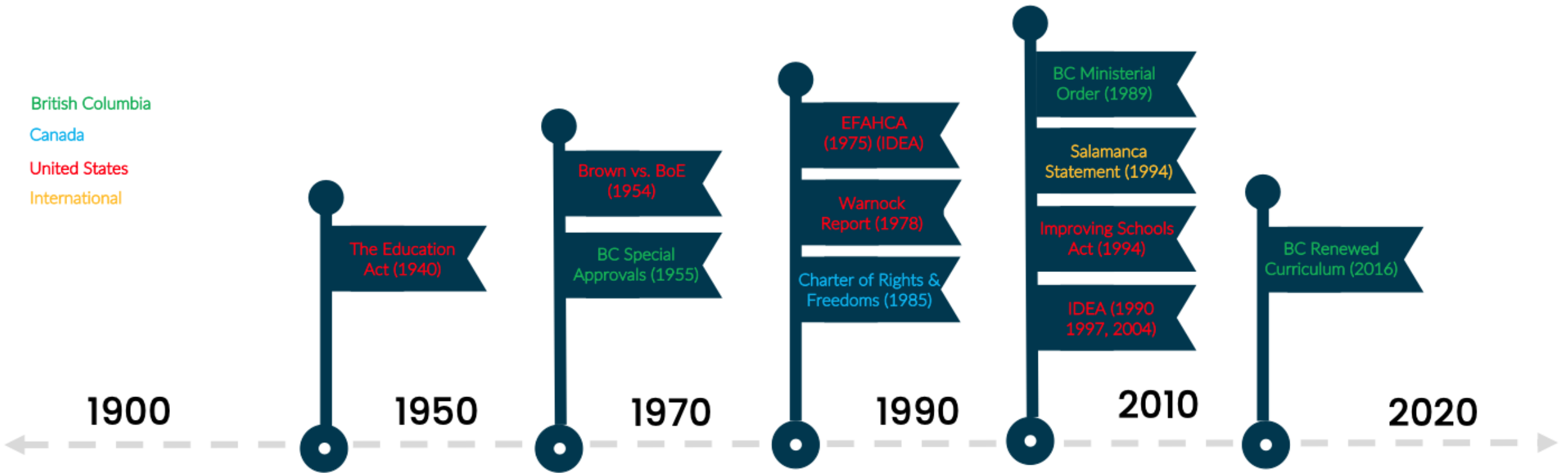
Place can **influence barriers** that individuals are experiencing

Place reflects an inclusive vision – increasing the places where individuals have **purpose and belonging**



# History of Inclusive Placements for Students with Disabilities

British Columbia  
Canada  
United States  
International



1900

1950

1970

1990

2010

2020

## Initial Attempts at Inclusion

- Mandatory Attendance
- Separate Schools & Institutions
- Categorical Programming
- Functional/Vocational
- Parental Advocacy

## Attending Neighbourhood Schools

- Mainstreaming
- Special Education Classes

## Integration Into General Education Classrooms

- LRE
- Integration
- Special Education Needs
- Learning Difficulty
- IEPs

## Increasing Access to Inclusive Education

- Inclusion
- Rights-based
- Transforming systems
- Curricular Access
- Standards Based Reform

## Balancing Equality and Equity

- Individualization
- Neurodiversity
- Self Determination
- Disability as Identity
- Strength Based
- Competency Based
- Universal & Needs-based

The Education Act (1940)

Brown vs. BoE (1954)

BC Special Approvals (1955)

EFAHCA (1975) (IDEA)

Warnock Report (1978)

Charter of Rights & Freedoms (1985)

BC Ministerial Order (1989)

Salamanca Statement (1994)

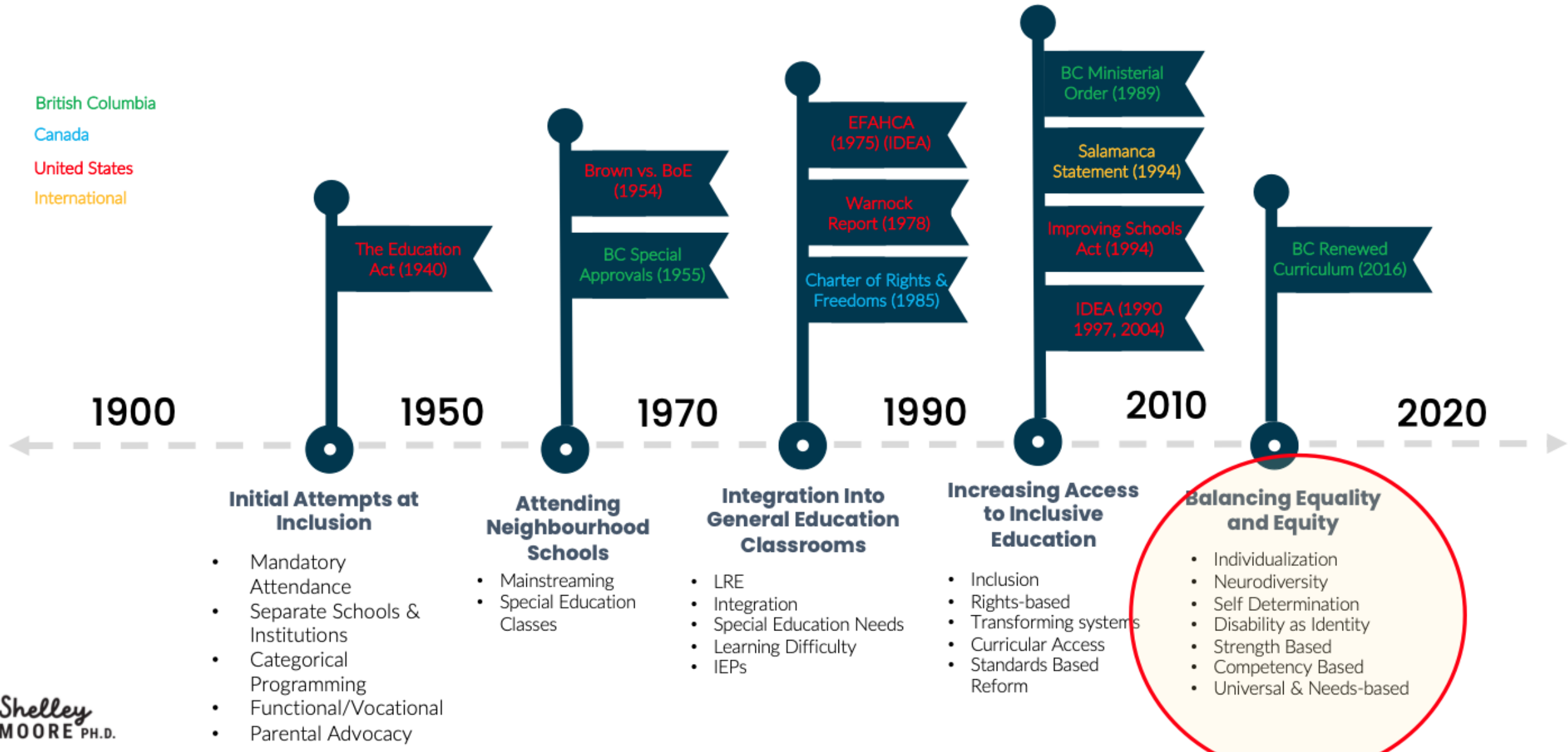
Improving Schools Act (1994)

IDEA (1990, 1997, 2004)

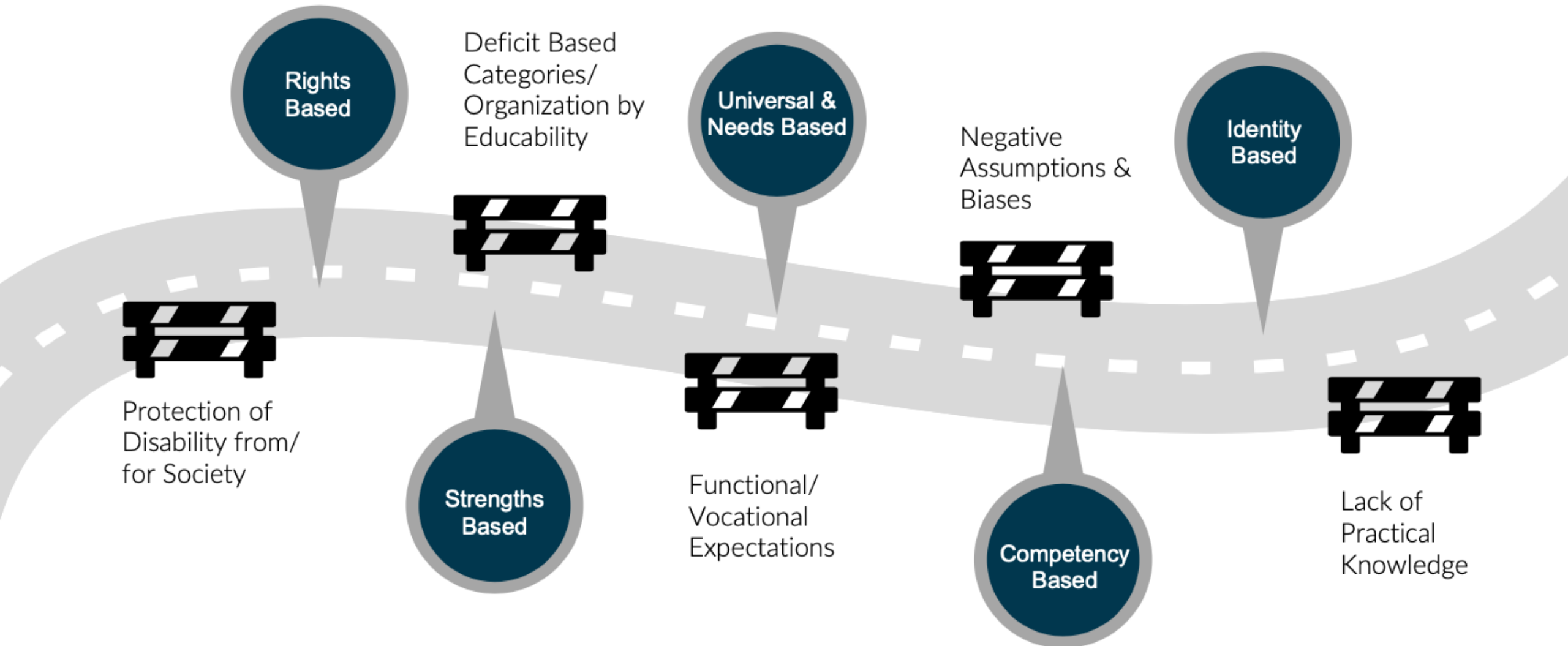
BC Renewed Curriculum (2016)

# History of Inclusive Placements for Students with Disabilities

British Columbia  
Canada  
United States  
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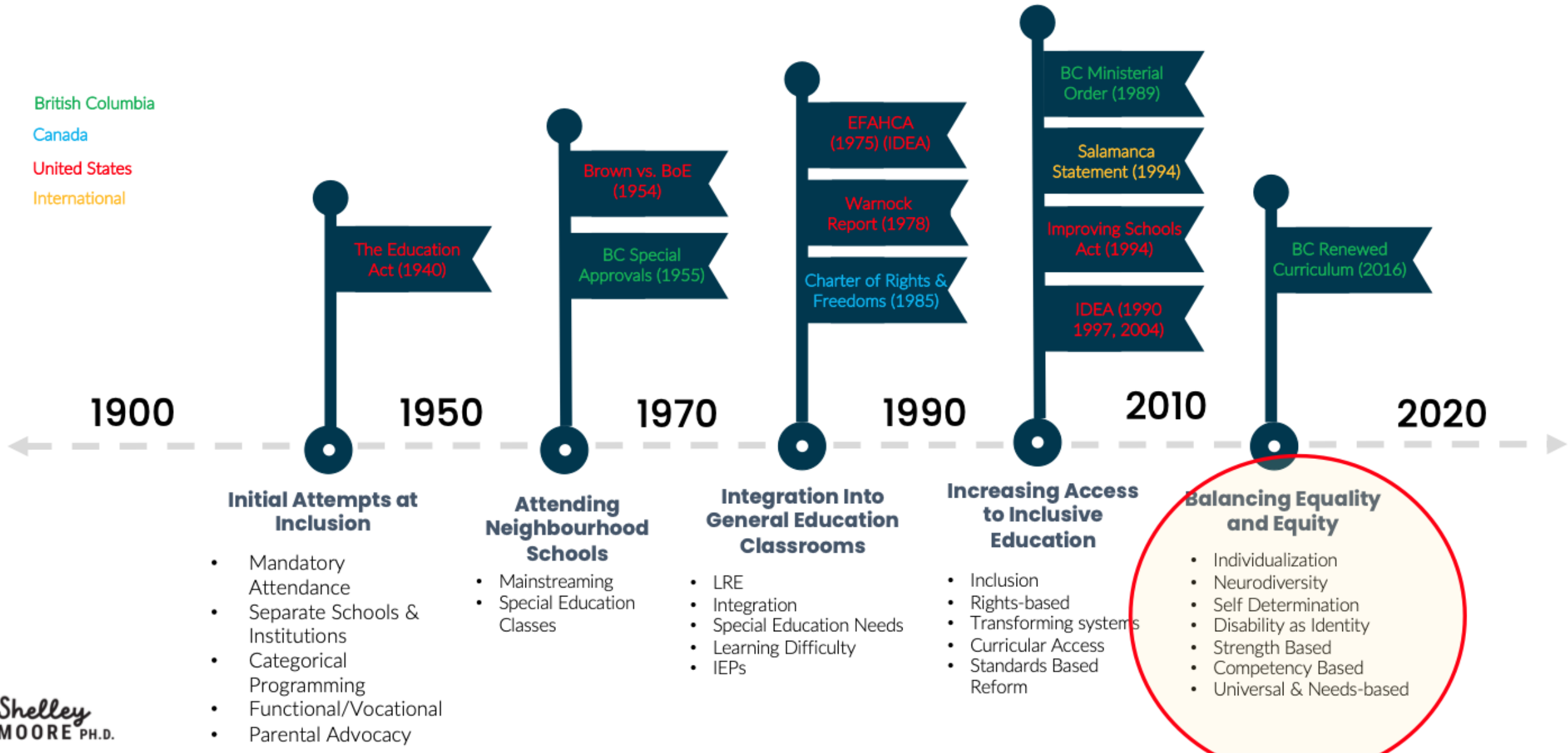


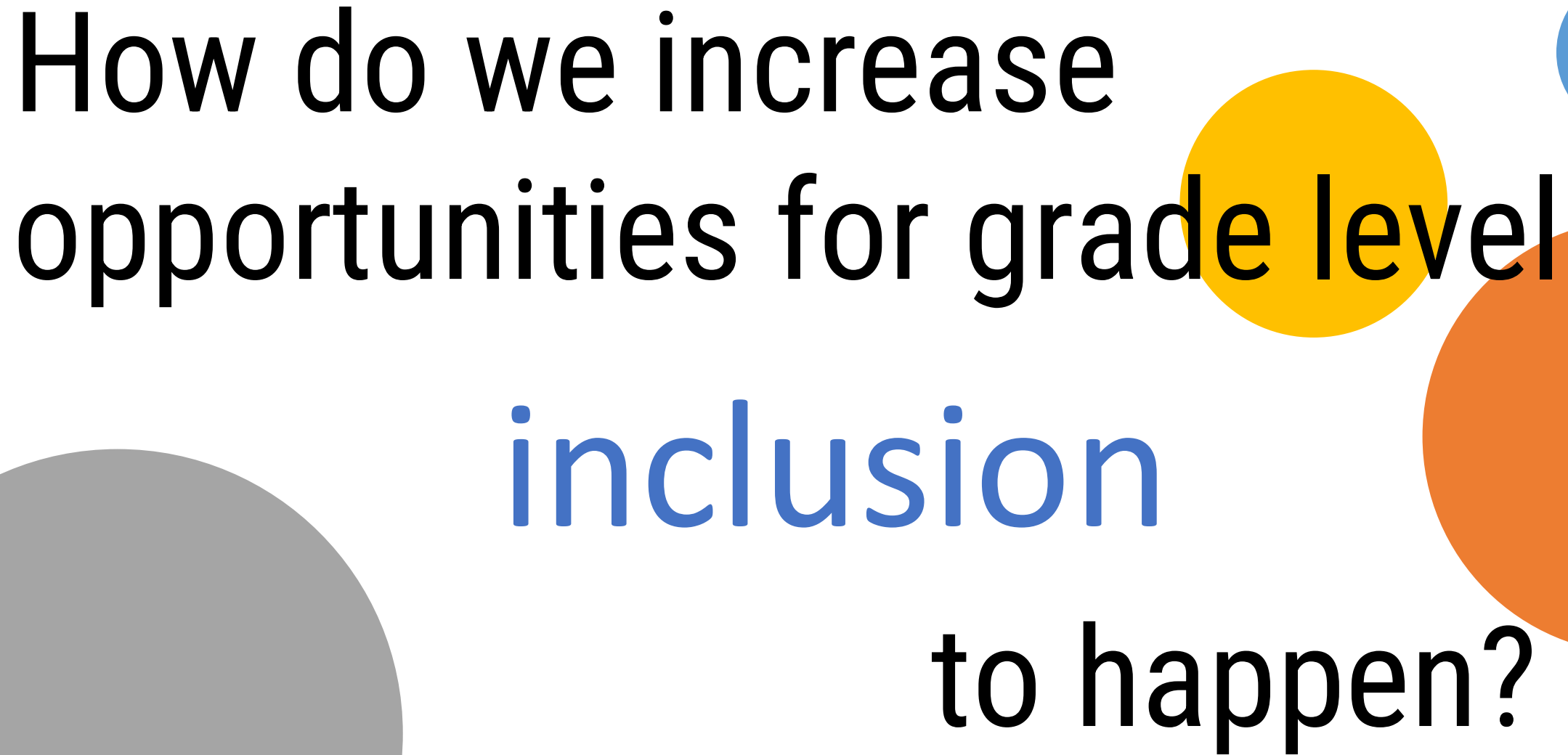
# What is driving the evolution of grade level inclusive placement? What barriers are getting in the way of grade level inclusive placement?



# History of Inclusive Placements for Students with Disabilities

British Columbia  
Canada  
United States  
International





How do we increase  
opportunities for grade level  
inclusion  
to happen?

# What does the research say about **students with disabilities**?

When students with disabilities are **placed** and **attending** grade level classes with their peers...

1

...higher achievement, better math and reading outcomes

2

...stronger social and communication skills

3

...Fewer behaviour difficulties, better attendance and engagement

4

...More positive long term life outcomes (e.g., increased graduation, post secondary, employment and living independently)

# What does the research say about **students without disabilities**?

When students with disabilities are **placed** and **attending** grade level classes with their peers...

1

... No academic harm, no negative impact on achievement

2

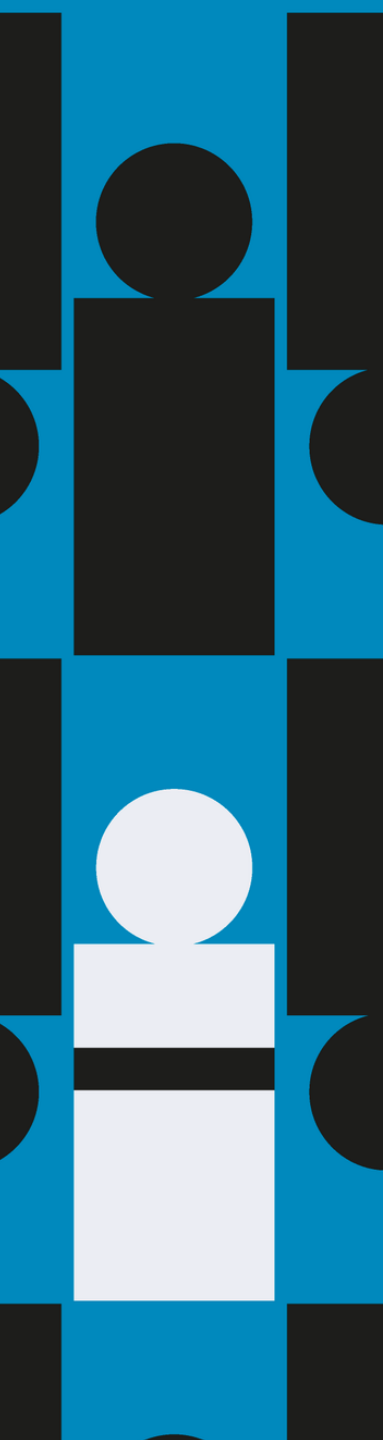
... Greater empathy and understanding of diversity, reduced prejudice, fear and stigma

3

...Stronger social-cognitive development (e.g. perspective taking, theory of mind, moral reasoning)

4

...Improved collaboration and communication skills



# What are you thinking and connecting to?

- What confirms what you already believed?
- What challenges your current thinking?

# What does the research say about **students with disabilities?**

When students with disabilities are **placed** and **attending** grade level classes with their peers...

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...higher achievement, better math and reading outcomes

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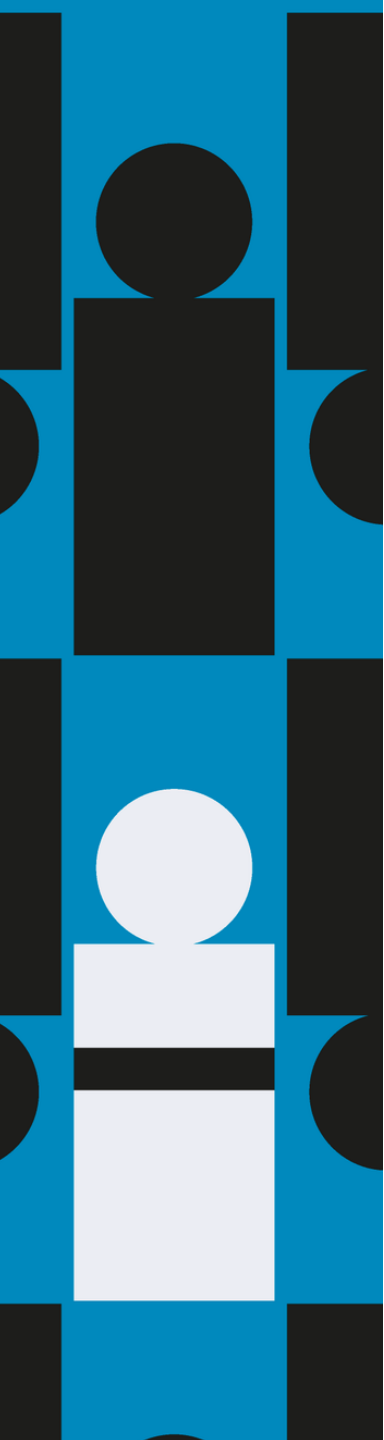
...stronger social and communication skills

3

...Fewer behaviour difficulties, better attendance and engagement

4

...More positive long term life outcomes (e.g., increased graduation, post secondary, employment and living independently)

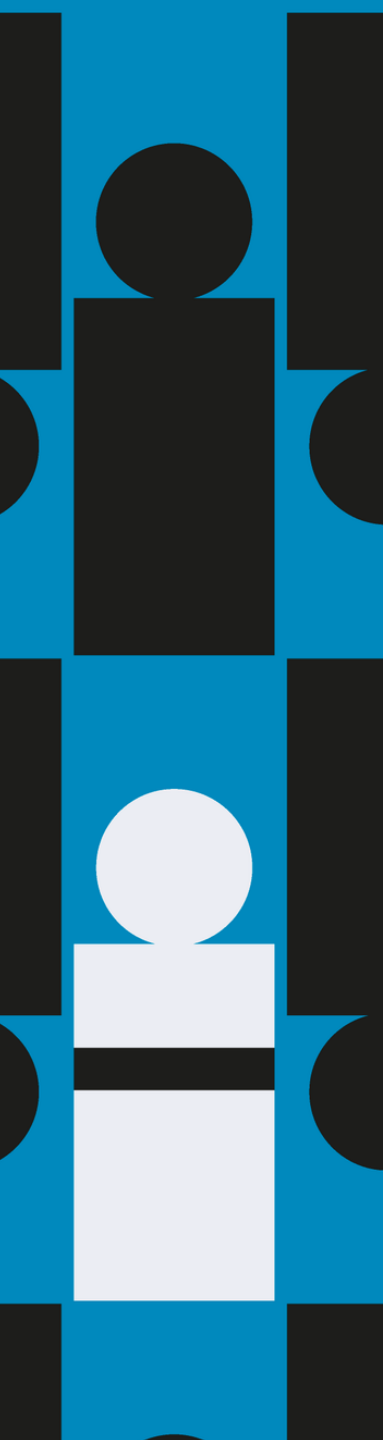


**What did we see in the data?**

# Data Set

Course Sample (16 classes)
Grade 9 - De-streamed Math
Grade 9 - Locally Developed Math
Grade 10 English – Academic
Grade 10 English – Applied
Grade 10 English – Locally Developed
Grade 11 World Religions
Grade 11 Anthropology (College)
Grade 11 Anthropology (University)
Grade 11 Law
Grade 11 Accounting (Mixed)
Grade 11 Biology (College)
Grade 11 Biology (University)
Grade 11 Hospitality and Tourism
Grade 11 Transportation Technology (College)
Grade 12 Business Leadership
Grade 10/11/12 Transportation Technology

Student Representation Analyzed Total students (2176)	
Ontario Ministry Category or Grouping	% of sample
Behaviour (1)	• 0.05%
Communication	
- Autism (7)	• 0.3 %
- Language Impairment (13)	• 0.6%
- Learning Disability (17)	• 0.8%
- Speech Impairment (0)	• 0%
- Deaf & Hard of Hearing (1)	• 0.05%
Intellectual	
- Mild Intellectual (8)	• 0.4%
- Developmental Disability (0)	• 0%
- Gifted (0)	• 0%
Physical	
- Physical Disability (0)	• 0%
- Blind/Low Vision (0)	• 0%
Multiple (4)	• 0.2%
Non-Identified (491)	• 22.6%
ELL (266)	• 12.2 %
Self Identified Indigenous (57)	• 2.6%



**Who has access to inclusive courses? (i.e. do courses reflect the prevalence in the community)**

# What do you notice?

Student Representation Analyzed		Total students (2176)
Ontario Ministry Category or Grouping	% of sample	Ontario Prevalence
Behaviour (1)	• 0.05%	• 1-3 %
<b>Communication</b> - Autism (7) - Language Impairment (13) - Learning Disability (17) - Speech Impairment (0) - Deaf & Hard of Hearing (1)	• 0.3 % • 0.6% • 0.8% • 0% • 0.05%	• 2-4% • 2-4% • 8-15% • 1-3% • 0.2-0.5%
<b>Intellectual</b> - Mild Intellectual (8) - Developmental Disability (0) - Gifted (0)	• 0.4% • 0% • 0%	• 1-2% • 1-2% • 1-2%
<b>Physical</b> - Physical Disability (0) - Blind/Low Vision (0)	• 0% • 0%	• 0.1% • 0.3%
Multiple (4)	• 0.2%	• 0.5-1%
Non-Identified (491)	• 22.6%	• 10-20%
ELL (266)	• 12.2 %	• 10-25%
Self Identified Indigenous (57)	• 2.6%	• 2-5%

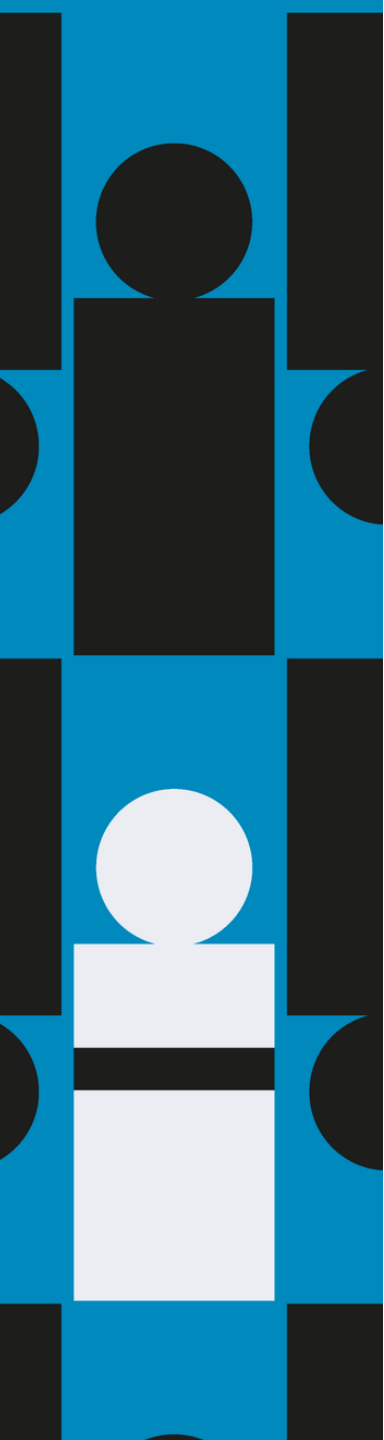
# What do you notice?

Student Representation Analyzed Total students (2176)			Representation
Ontario Ministry Category or Grouping	% of sample	Ontario Prevalence	
Behaviour (1)	• 0.05%	• 1-3 %	• Underrepresented
Communication			
- Autism (7)	• 0.3 %	• 2-4%	• Underrepresented
- Language Impairment (13)	• 0.6%	• 2-4%	• Underrepresented
- Learning Disability (17)	• 0.8%	• 8-15%	• Underrepresented
- Speech Impairment (0)	• 0%	• 1-3%	• No representation
- Deaf & Hard of Hearing (1)	• 0.05%	• 0.2-0.5%	• Underrepresented
Intellectual			
- Mild Intellectual (8)	• 0.4%	• 1-2%	• Underrepresented
- Developmental Disability (0)	• 0%	• 1-2%	• No representation
- Gifted (0)	• 0%	• 1-2%	• No representation
Physical			
- Physical Disability (0)	• 0%	• 0.1%	• No representation
- Blind/Low Vision (0)	• 0%	• 0.3%	• No representation
Multiple (4)	• 0.2%	• 0.5-1%	• Underrepresented
Non-Identified (491)	• 22.6%	• 10-20%	• Overrepresented
ELL (266)	• 12.2 %	• 10-25%	• Proportionally represented
Self Identified Indigenous (57)	• 2.6%	• 2-5%	• Proportionally represented

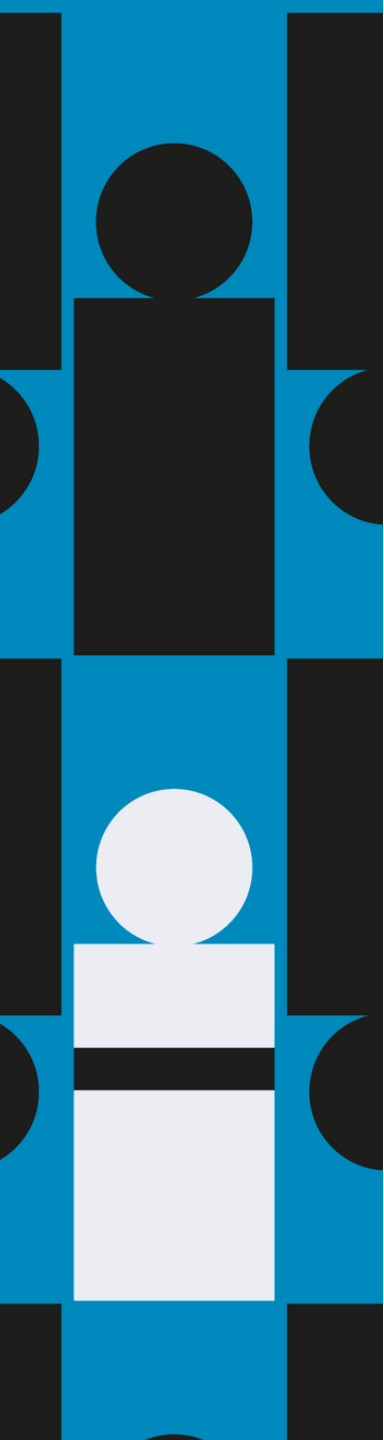


# What does this data tell us?

- ELL and Self-identified Indigenous Students are well represented in inclusive classes
- Identified students are under/not represented in inclusive classes
- Non identified students are over-represented (which may contribute to the underrepresentation of specific categories\_



**Who has access to grade level  
inclusive classes? (i.e. not  
streamed)**



**What course are inclusive?  
(i.e. what courses increase access to  
grade level learning for students)**

Course	Grade level/ De-streamed	Grade level/Streamed	Not Grade level
Grade 9 - De-streamed Math	•		
Grade 9 - Locally Developed Math			•
Grade 10 English – Academic	•		
Grade 10 English – Applied		•	
Grade 10 English – Locally Developed			•
Grade 11 World Religions	•		
Grade 11 Anthropology (College)		•	
Grade 11 Anthropology (University)	•		
Grade 11 Law	•		
Grade 11 Accounting (Mixed)	•		
Grade 11 Biology (College)		•	
Grade 11 Biology (University)	•		
Grade 11 Hospitality and Tourism	•		
Grade 11 Transportation Technology (College)		•	
Grade 12 Business Leadership	•		
Grade 10/11/12 Transportation Technology	•		

Lester B. Pearson			
Course	Grade level/ De-streamed (most access)	Grade level/Streamed (restricted access)	Not Grade level (least access)
Grade 9 - De-streamed Math	•		
Grade 9 - Locally Developed Math			•
Grade 10 English – Academic	•		
Grade 10 English – Applied		•	
Grade 10 English – Locally Developed			•
Grade 11 World Religions	•		
Grade 11 Anthropology (College)		•	
Grade 11 Anthropology (University)	•		
Grade 11 Law	•		
Grade 11 Accounting (Mixed)	•		
Grade 11 Biology (College)		•	
Grade 11 Biology (University)	•		
Grade 11 Hospitality and Tourism	•		
Grade 11 Transportation Technology (College)		•	
Grade 12 Business Leadership	•		
Grade 10/11/12 Transportation Technology	•		

# What do you notice?

Lester B. Pearson									
ON Categories		Behavioural	Communicational	Intellectual	Physical	Multiple	Other groups		
Grade level	LBP		Autism (2) Lang Im (4)	Mild (1)			Non-ID (49)	ELL (88)	I (3)
	STP		Autism (2) Lang Im (6)	Mild (2)		Multi (2)	Non-ID (235)	ELL (159)	I (25)
Grade Level/ De-streamed	LBP	Behav (1)	Lang Im (1)		D/HH (1)	Multi (1)	Non-ID (19)	ELL (48)	I (6)
	STP		Lang Im (2)			Multi (1)	Non-ID (78)	ELL (14)	I (6)
Grade level/ Streamed	LBP						Non-ID (10)	ELL (14)	I (0)
	STP		Autism (1)				Non-ID (40)	ELL (23)	I (3)
Locally Developed (not grade level)	LBP		Autism (1)	Mild (3)			Non-ID (22)	ELL 17)	I (6)
	STP		Autism (1)	Mild (2)			Non-ID (21)	ELL (3)	I (3)

# What does this data tell us?

- Students who are non identified and ELL have the most access to grade level inclusive classes
- Students with language impairments are largely supported within grade level classes, rather than streamed
- Some students with Autism and multiple exceptionalities have access to grade level classes (although numbers are small)
- Students with mild intellectual have limited access to grade level inclusive classes
- There are still some groups who have no access to grade level classes (developmental disabilities, behaviour etc.)
- Access to grade level classes varies significantly by school for Indigenous students



# What does this data tell us?

- De-streamed grade level classes are:
  - a major access point for ELL, Indigenous, and non identified students at both schools
  - not showing representative enrollment of identified students
  - may be unintentionally recreating streaming within de-streaming

A vertical decorative bar on the left side of the slide, composed of a grid of squares in blue, black, and white. The squares contain various geometric shapes: solid circles, solid squares, and a square with a horizontal black bar. The colors of the shapes and the background squares alternate in a pattern.

**What are limitations of the dataset?**



## What are limitations of the dataset?

- Data does not include all students or programs
- Small sample sizes – patterns not reliable
- Full categories are missing – does not capture the full range of need
- High proportion of non identified students
- Lack of detail within category (e.g. multiple exceptionalities)

# Taking Action: What can we do?

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

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

are **PLACED** in  
and attending  
inclusive  
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are **PLANNED**  
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## Start with Finding the Balance of Enrollment



# How do we increase inclusive **placement** in grade level classes in secondary?

**Explicit Programming**

**Strategic Programming**



# How do we increase inclusive placement in secondary?

## **Explicit Programming**

- Students have the option to take a learning/life skills support block with their disability identity-based peers as an elective class
- Students are working toward developmentally appropriate goals that reflect life/community-based skills (e.g. literacy, communication, physiotherapy, work experience etc.)
- The goal is to “close the gap”

## **Strategic Programming**

- Students are enrolled in grade level classrooms with their peers
- Students work towards/within grade level learning standards of the course (e.g. math 10, PE 8)
- The goal is not to “close the gap”
- The goal is to build accessibility and multiple pathways

# Guiding Ratios for Inclusive Program Planning for Students with Intellectual Disabilities

Grade	% Strategic Instruction/ day	% Explicit Instruction/ day
K-7	100%	Max 20%
7-9	75 %	25 %
10-11	50 %	50 %
12 – 12+	25%	75%

# Bilal's Enrolled Courses: Grade 8

Block	Term 1	Term 2
A	Support Block (OT/PT/SLP) (Literacy/Numeracy)	Hum 8 (non-choice academic)
Break		
B	Sci 8 or Math 8 (Choice academic)	PE 8 (non-choice elective)
C	Fine Art Rotation (non-choice elective)	Support Block (OT/PT/SLP) (Literacy/Numeracy)
Lunch		
D	Hum 8 (non-choice academic)	Tech Rotation (non-choice elective)

Grade	% Strategic Instruction/day	% Explicit Instruction/day
K-7	100%	Max 20%
7-9	75 %	25 %
10-11	50 %	50 %
12 – 12+	25%	75%

# Amy's Enrolled Courses: Grade 11

Block	Term 1	Term 2
A	Support Block (OT/PT/SLP) (Literacy/Numeracy)	English 11 (choice academic)
Break		
B	Bio 11 (Choice academic)	PE 11/12 (non-choice elective)
C	Textiles 11/12 (Choice elective)	Support Block (OT/PT/SLP) (Literacy/Numeracy)
Lunch		
D	Work Experience (Volunteer)	Work Experience (PAID)

Grade	% Strategic Instruction/ day	% Explicit Instruction/ day
K-7	100%	Max 20%
7-9	75 %	25 %
10-11	50 %	50 %
12 – 12+	25%	75%

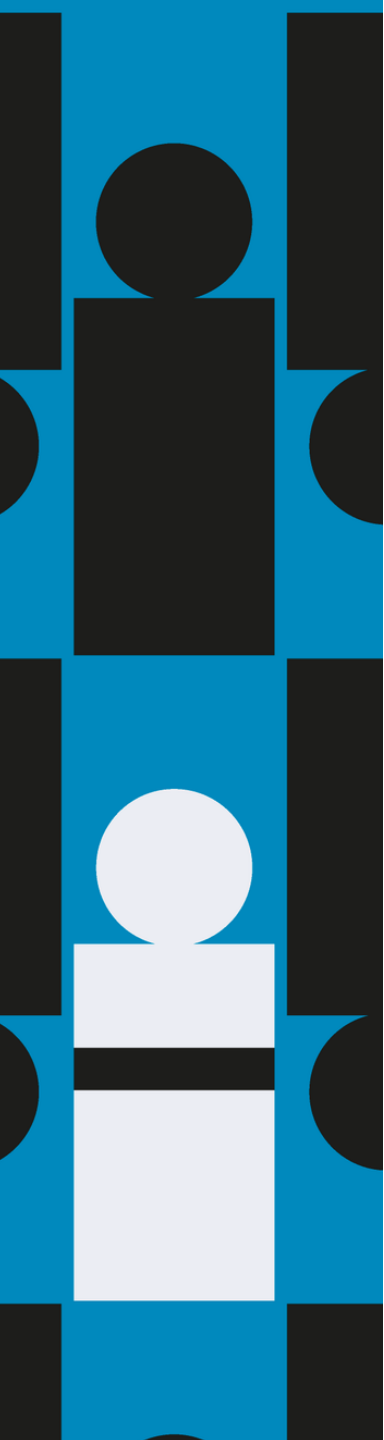
# Strategy: Place Alignment Planner

- For students who are **not included** in any places
- For students who are **partially included** in some places
- For students who are **existing**, but not belonging in an inclusive place (AND have some **challenging behaviour**)
- **NOT** for students who are already included
- **NOT** for students who are not having challenging behaviour



**Place Alignment Planner – Middle and Secondary**

<b>Student: Sharice L.</b>		<b>Enrolled Classes:</b>		<b>Start Date:</b>		<b>Next Check in Date:</b>	
Grade: Grade 11		Grade 11 Cohort		Feb. 6, 2019		Oct. 1, 2019	
<b>Plan is Aligned to:</b> <input checked="" type="checkbox"/> <b>Academics</b> <input checked="" type="checkbox"/> <b>Electives</b> <input type="checkbox"/> <b>In-School Activities</b> <input type="checkbox"/> <b>Out-of-School Activities</b>							
<b>Student interest and/or Family Priority</b>		<b>Aligned</b>	<b>Next Step</b>	<b>As soon as Possible:</b>	<b>Not a priority at this time:</b>		
		<b>What this means:</b> Student is enrolled and attending  <b>Next Step:</b> Inclusive IEP Goals for Place	<b>What this means:</b> Student is enrolled and may or may not be attending  <b>Next Step:</b> Plan for and prepare place (Target teachers & peers)	<b>What this means:</b> Student is not yet enrolled or attending  <b>Next Step:</b> Plan for new place (Target student & family)	<b>What this means:</b> Student is not enrolled or attending/ replacement. programing offered  <b>Next Step:</b> Re-evaluate student needs at next check in		
•	Homeroom (cross grade)	•					
	Academic: Social Studies 11			•			
	Academic: Science 11			•			
	Academic: Math 11						Work Experience
•	Academic: English 11	•					
•	Elective (chosen): Art 11/12		•				
•	Elective (chosen): Band 11/12	•					
	French 11						OT/PT time
•	Physical Education 11		•				



**What are you connecting to?  
What questions are coming up for  
you?**

# Place Based Planning

First start with enrollment

Then build attendance by:

- Considering community
- Considering purpose



# Setting a Goal

**Thinking about the 2 pillars we have looked at so far...**

- Positive attitudes & presuming competence
- Placement in grade level inclusive classes

**Based on your thinking so far:**

*One change I will make is...*

*This will support inclusion by...*

*I will know it's working when...*

**What will this look like in practice?**

*What will you start doing?*

*What will you stop doing?*

*What will you do differently?*



# Taking Action: What can we do?

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

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