

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

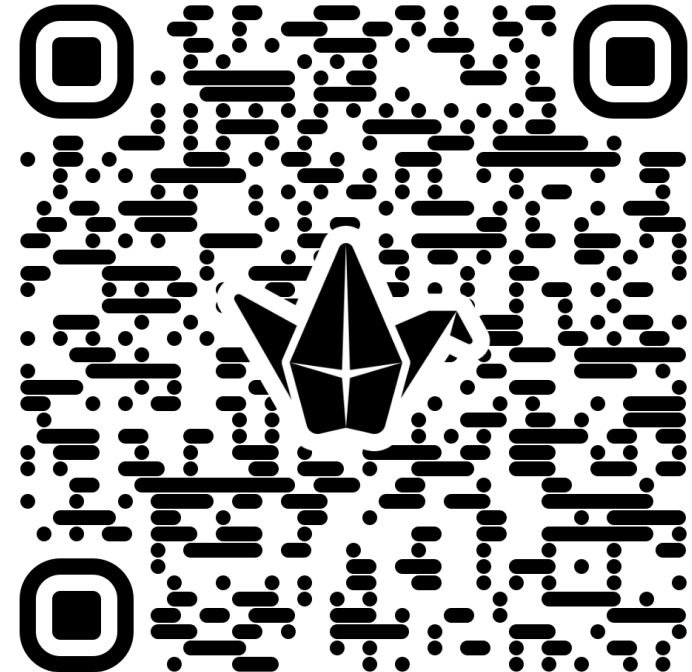
- Decide if you are reflect about your school (page 2)
- Choose one **highlighting colour**
- Read through the continuum and highlight indicators reflective of **what is already happening for** within your context

I Can: Look Forward

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



Peers: Students are within proximity to and participating in shared learning experiences with peers

	Access	Essential	Developing	Confident	Extending
	Awareness	Attitudes	Practices	Collaboration & Communication	Personal & Professional Growth
Participation & Proximity to Peers	<ul style="list-style-type: none"> • Staff are aware of what access students with disabilities have to school social and learning opportunities, and what they do not have access to • Staff have identified barriers to school culture for students with disabilities • Staff are aware of and understand the purpose of communication aids and that they are essential to a student's well-being in a school community (they must be used and cannot be taken away) • Staff are aware of why peer connection is important for students with and without disabilities • Staff have been provided research and had opportunities to hear from self-advocates and families with lived experience on the value and impact of peer connection and shared social and learning experiences 	<ul style="list-style-type: none"> • Schools and classrooms foster inclusive opportunities by welcoming students with disabilities in all aspects of school culture including school clubs, extra-curricular activities, sports teams, school leadership, lunch, break, locker placement, entrance to building, social events, etc. • Students with and without disabilities are within proximity to each other in both elective and academic grade level classrooms • Resources are reserved for and intentionally used to increase access to school and classroom activities that promote shared experiences and opportunities (e.g. physical access, staffing for extra-curricular activities, collaboration and planning time for staff) • There are still opportunities for students with disabilities to be together, if they choose, and as long as, it is not the only option for educational programming, and they have a role in co creating what happens in that space 	<ul style="list-style-type: none"> • School has opportunities for peers to learn how to interact with, connect to and communicate with students with disabilities (communication aids, sign language etc.) • Classroom teachers anticipate accessible goals and supports & strategies for students with disabilities and implement them in shared and universal ways • Support staff work with a group of students that may include a student with a disability and avoid one-on-one arrangements • Support staff increase proximity to allow for students with and without disabilities to socially connect • Support staff decrease proximity when students with and without disabilities re learning together • Support staff act as a connector between students with and without disabilities • Support staff circulate and avoid being stationary • Students with and without disabilities work in groups together 	<ul style="list-style-type: none"> • School facilitates disability allyship and mentorship opportunities that center disability (e.g. unified sports, accessible drama reproductions etc.) • Teachers actively collaborate to create opportunities for students with and without disabilities to access grade level curriculum and share social and learning opportunities with peers • School processes actively involves the student and family in decision making processes, seek their input and provide regular communication regarding classroom and school events and activities • The voice of students with disabilities are included in decisions about school culture 	<ul style="list-style-type: none"> • School offers ongoing professional development opportunities that increase knowledge in skills in how to foster shared social and learning opportunities between students with and without disabilities • Staff are provided professional development about how to create accessible social and learning opportunities for all students to engage in • Classroom teachers and paraprofessionals collaborate together to support all students to have shared social and learning experiences together