

Shelley
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Nexwlélexm (Bowen Island)

- The Islands Trust Council acknowledges that the lands and waters that encompass the Islands Trust Area have been **home to Indigenous peoples** since **time immemorial** and honours the **rich history, stewardship, and cultural heritage** that embody this place we all call home.
- The Islands Trust Council is committed to establishing and maintaining mutually **respectful relationships** between Indigenous and non-Indigenous peoples. Islands Trust states a **commitment to Reconciliation** with the understanding that this commitment is a **long-term relationship-building and healing process**.
- The Islands Trust Council will strive to **create opportunities for knowledge-sharing** and understanding as people come together to **preserve and protect** the special nature of the islands within the **Salish**



WHAT DOES

inclusion

MEAN?

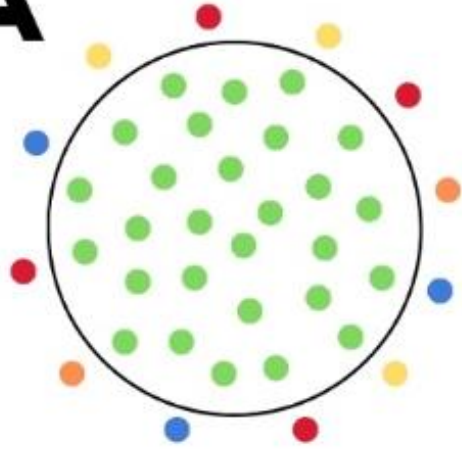
WHAT DOES

inclusion

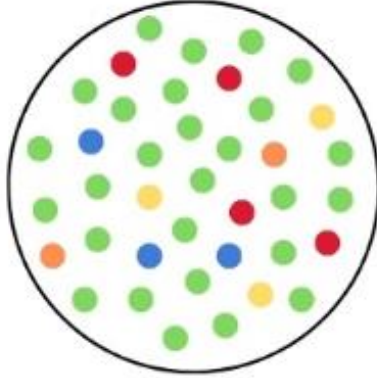
LOOK LIKE?

WHAT IS *Inclusion*?

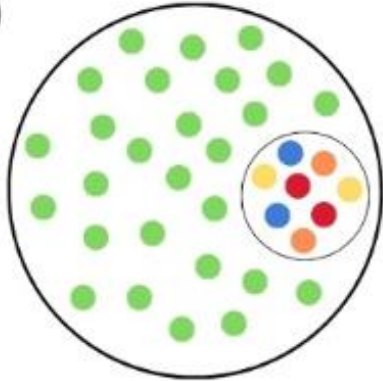
A



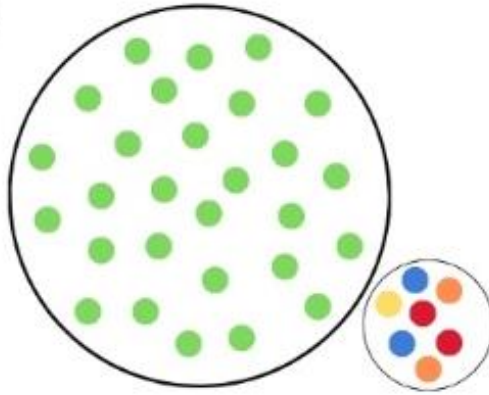
C



B



D



exclusion

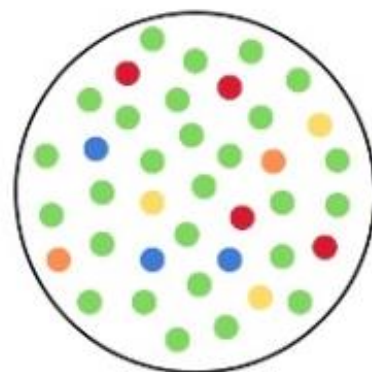
integration

inclusion

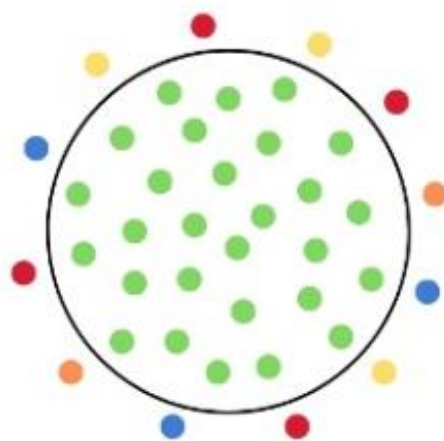
congregation

segregation

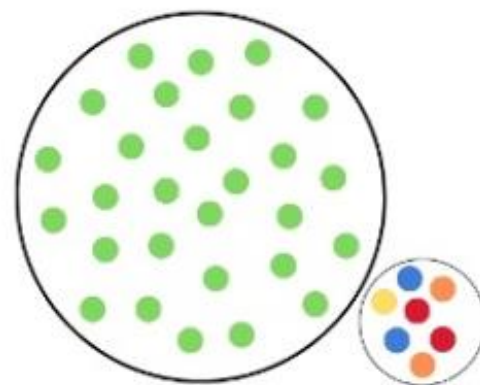
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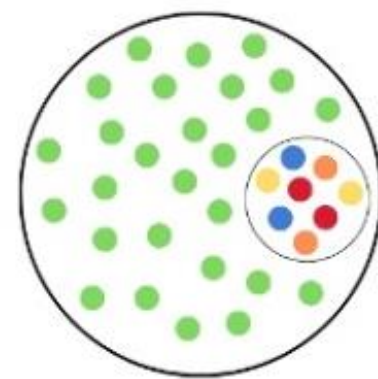
inclusion



exclusion



segregation



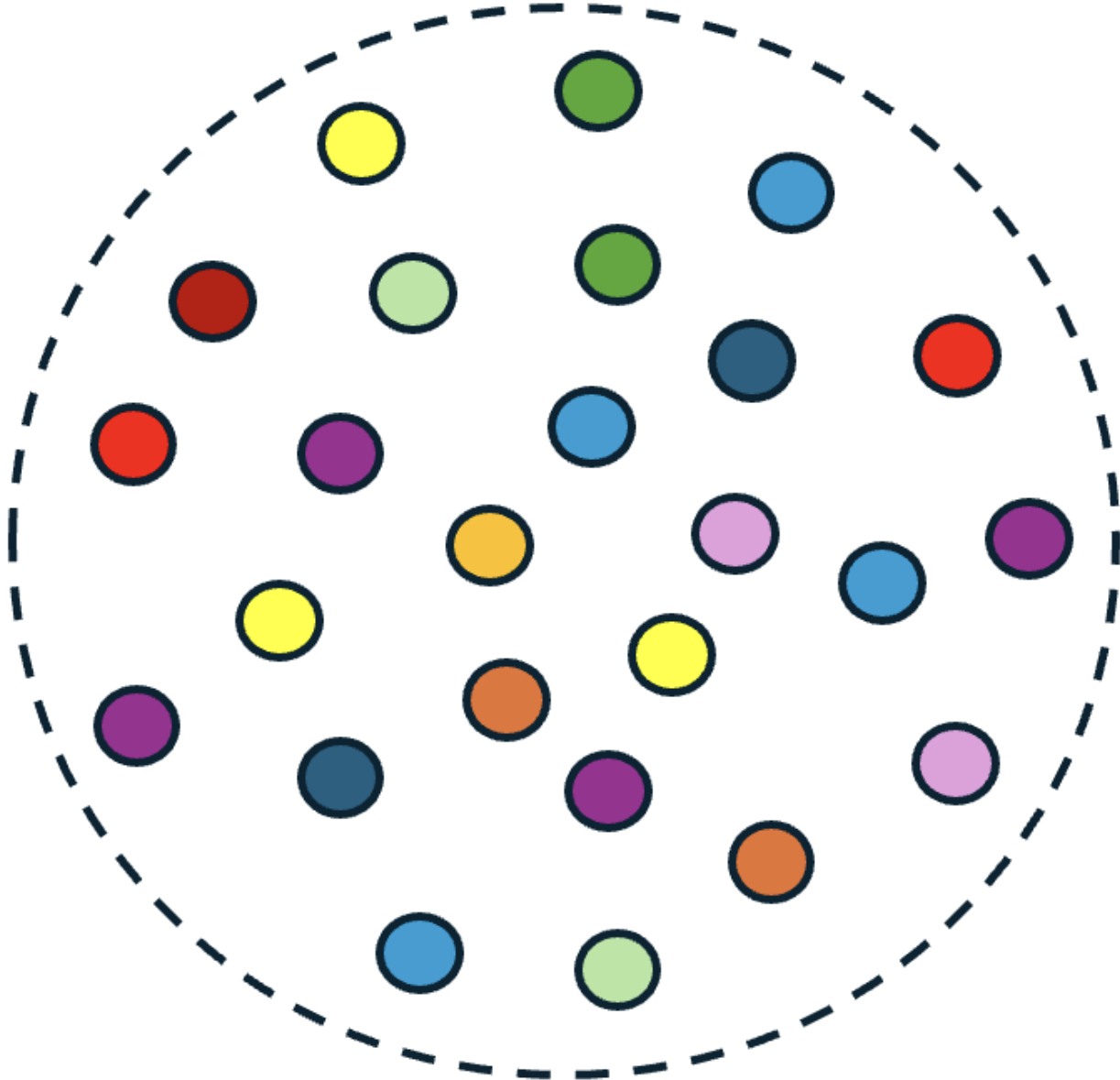
integration



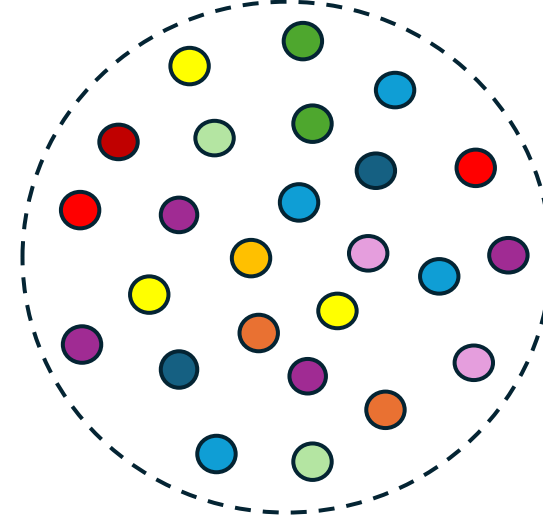
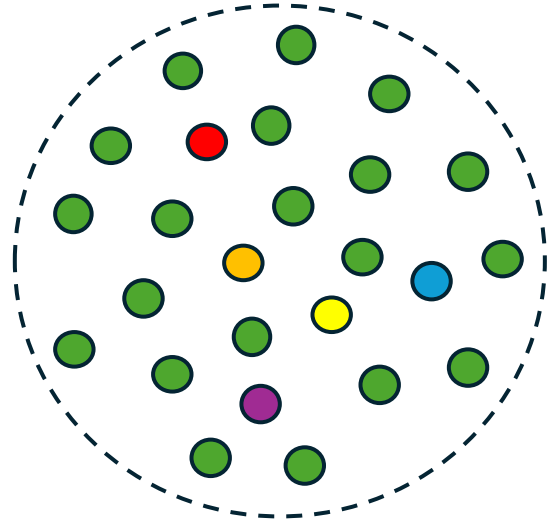
What are you thinking about?

WHAT IS inclusion

?



inclusion looks like...



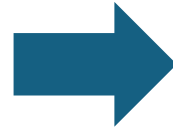
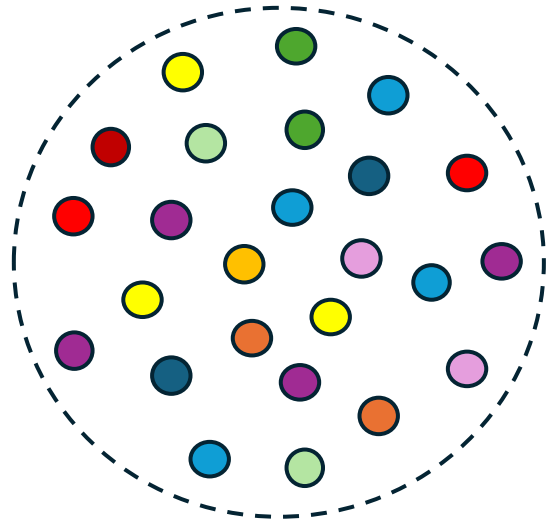
including
'special needs' children in
early learning programs

teaching and planning for
diversity
in early learning programs
(where Diversity includes
Disability)



What is useful so far?

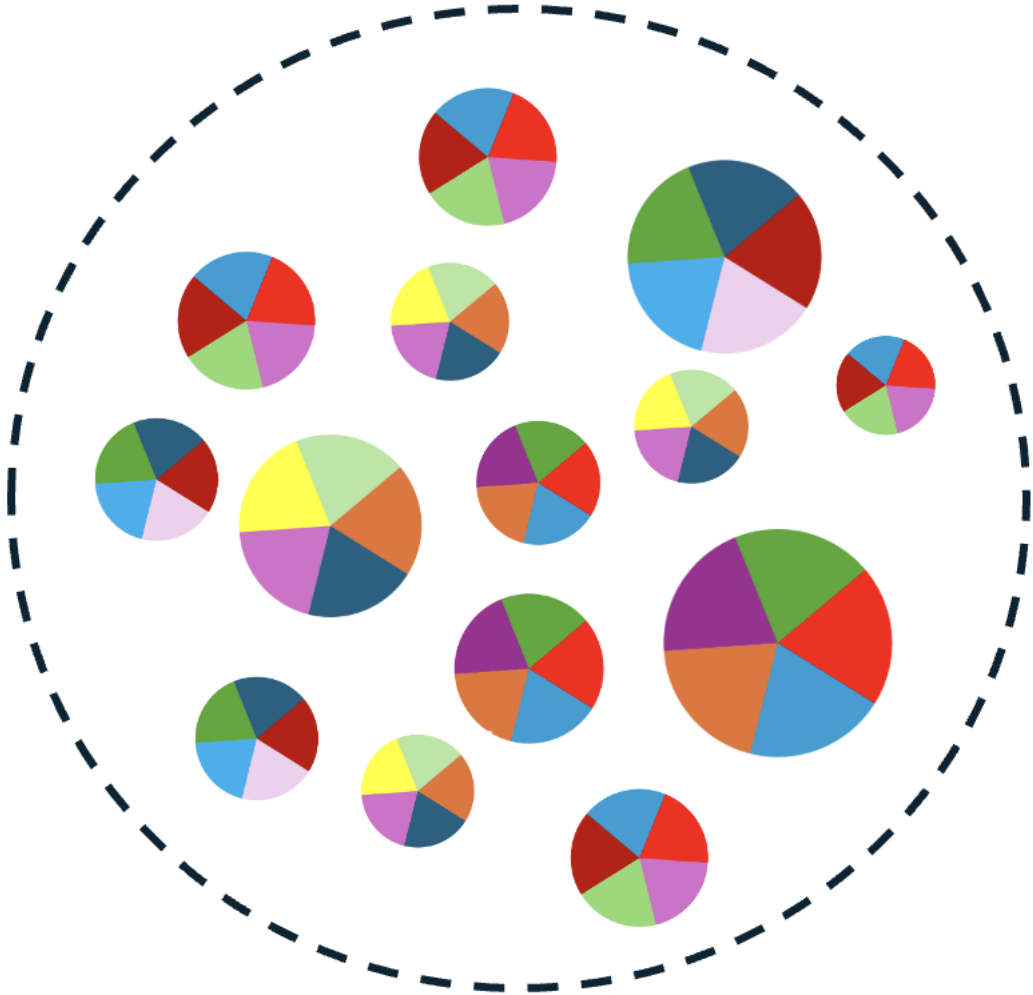
inclusion looks like...



teaching and planning for
diversity
in early learning programs
(where Diversity includes
Disability)

WHAT IS inclusion

?



WHAT IS inclusion

?



WHAT IS inclusion ?

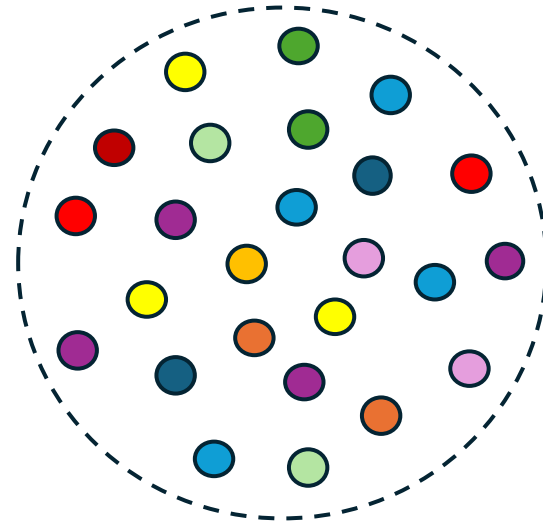
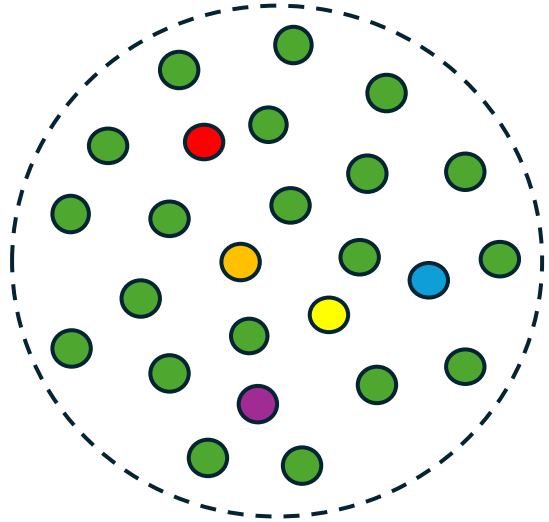


Communities of **Identity**

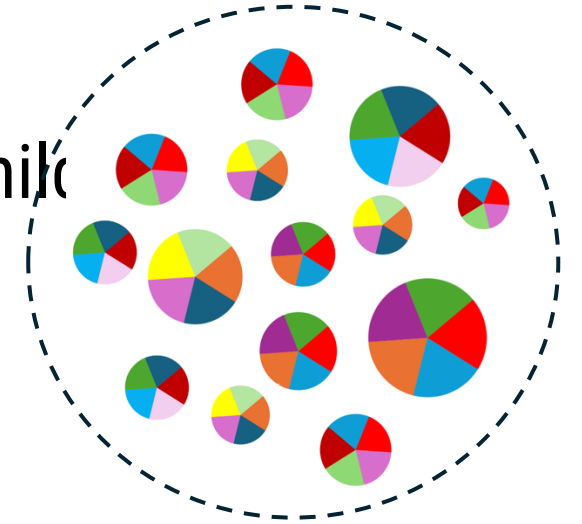


Communities of **Diversity**

inclusion looks like...



So that children
can...



including
'special needs' children in
early learning programs

teaching and planning for
diversity
in early learning programs
(where Diversity includes
Disability)

feel confident and safe to
identify
(and where Disability is an
identity)

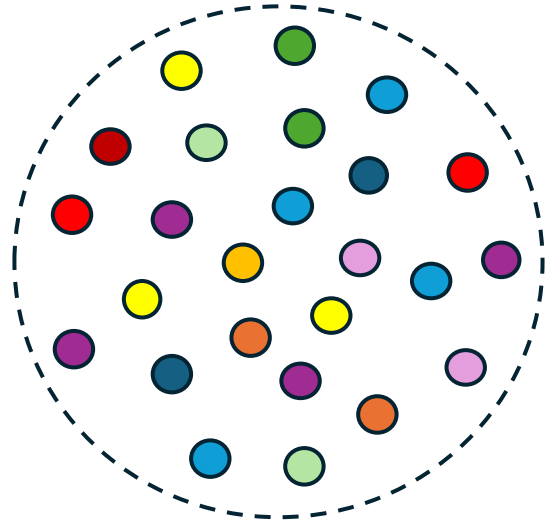
In a world of
UNICORNS

Be a **UNICORN**
that celebrates a
BAT



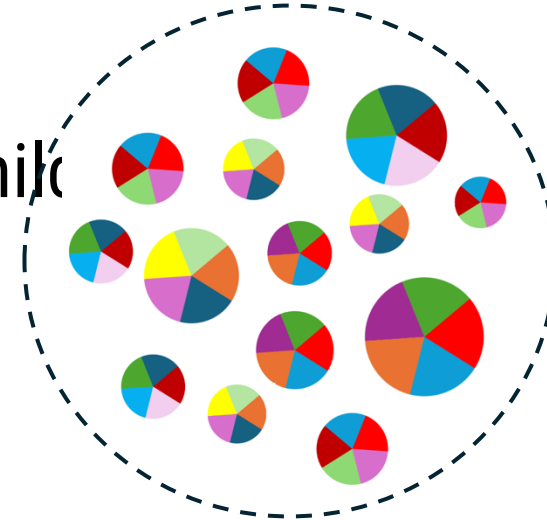
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inclusion looks like...




teaching and planning for
diversity
in early learning programs
(where Diversity includes
Disability)

So that children
can...



feel confident and safe to
identify
(and where Disability is an
identity)

When the conditions are
right, everyone can be
successful



“When a flower doesn’t bloom, you **fix the environment** in which it grows, not the flower.”

-Alexander den Heijer

FIRST! Reduce or eliminate barriers in place by reducing or eliminating barriers for everyone in the community



All plants
need light



All plants
need moisture

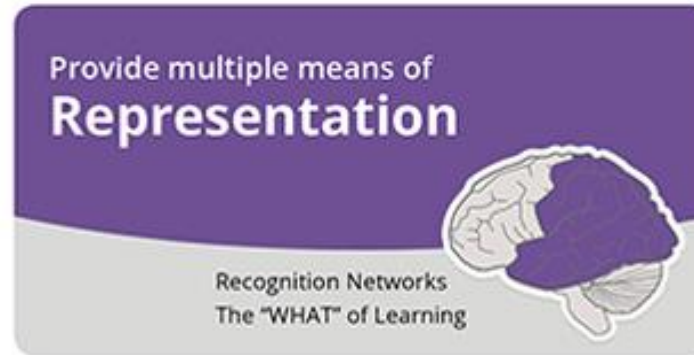


All plants
need space

Universal Design for Learning 3.0





All students
need to be
engaged



All students
need to
understand



All students
need to show
learning

	Design Multiple Means of Engagement 	Design Multiple Means of Representation 	Design Multiple Means of Action & Expression 
Access	<p>Design Options for Welcoming Interests & Identities (7)</p> <ul style="list-style-type: none">• Optimize choice and autonomy (7.1)• Optimize relevance, value, and authenticity (7.2)• Nurture joy and play (7.3)• Address biases, threats, and distractions (7.4)	<p>Design Options for Perception (1)</p> <ul style="list-style-type: none">• Support opportunities to customize the display of information (1.1)• Support multiple ways to perceive information (1.2)• Represent a diversity of perspectives and identities in authentic ways (1.3)	<p>Design Options for Interaction (4)</p> <ul style="list-style-type: none">• Vary and honor the methods for response, navigation, and movement (4.1)• Optimize access to accessible materials and assistive and accessible technologies and tools (4.2)
Support	<p>Design Options for Sustaining Effort & Persistence (8)</p> <ul style="list-style-type: none">• Clarify the meaning and purpose of goals (8.1)• Optimize challenge and support (8.2)• Foster collaboration, interdependence, and collective learning (8.3)• Foster belonging and community (8.4)• Offer action-oriented feedback (8.5)	<p>Design Options for Language & Symbols (2)</p> <ul style="list-style-type: none">• Clarify vocabulary, symbols, and language structures (2.1)• Support decoding of text, mathematical notation, and symbols (2.2)• Cultivate understanding and respect across languages and dialects (2.3)• Address biases in the use of language and symbols (2.4)• Illustrate through multiple media (2.5)	<p>Design Options for Expression & Communication (5)</p> <ul style="list-style-type: none">• Use multiple media for communication (5.1)• Use multiple tools for construction, composition, and creativity (5.2)• Build fluencies with graduated support for practice and performance (5.3)• Address biases related to modes of expression and communication (5.4)
Executive Function	<p>Design Options for Emotional Capacity (9)</p> <ul style="list-style-type: none">• Recognize expectations, beliefs, and motivations (9.1)• Develop awareness of self and others (9.2)• Promote individual and collective reflection (9.3)• Cultivate empathy and restorative practices (9.4)	<p>Design Options for Building Knowledge (3)</p> <ul style="list-style-type: none">• Connect prior knowledge to new learning (3.1)• Highlight and explore patterns, critical features, big ideas, and relationships (3.2)• Cultivate multiple ways of knowing and making meaning (3.3)• Maximize transfer and generalization (3.4)	<p>Design Options for Strategy Development (6)</p> <ul style="list-style-type: none">• Set meaningful goals (6.1)• Anticipate and plan for challenges (6.2)• Organize information and resources (6.3)• Enhance capacity for monitoring progress (6.4)• Challenge exclusionary practices (6.5)

FIRST! Reduce or eliminate barriers in place by reducing or eliminating barriers for everyone in the community



All plants
need light



All plants
need moisture



All plants
need space

NEXT! Determine the needs of individuals and anticipate the supports & strategies that they will require in **universal** ways

PERIODIC TABLE OF PLANT NUTRIENTS

7 N Nitrogen	15 P Phosphorus	19 K Potassium	12 Mg Magnesium	16 S Sulfur	20 Ca Calcium
Primary Macronutrients			Secondary Macronutrients		
5 B Boron	17 Cl Chlorine				
25 Mn Manganese	26 Fe Iron	28 Ni Nickel	29 Cu Copper	30 Zn Zinc	42 Mo Molybdenum
Micronutrients					

Source: Greenandvibrant.com



Some plants need added nutrients

Some plants need companions

THEN! Determine the needs of individuals and anticipate the supports & strategies that they will require in **individualized** ways



A few plants may need very specific temperatures and humidity levels

MULTIPLE LAYERS OF SUPPORT



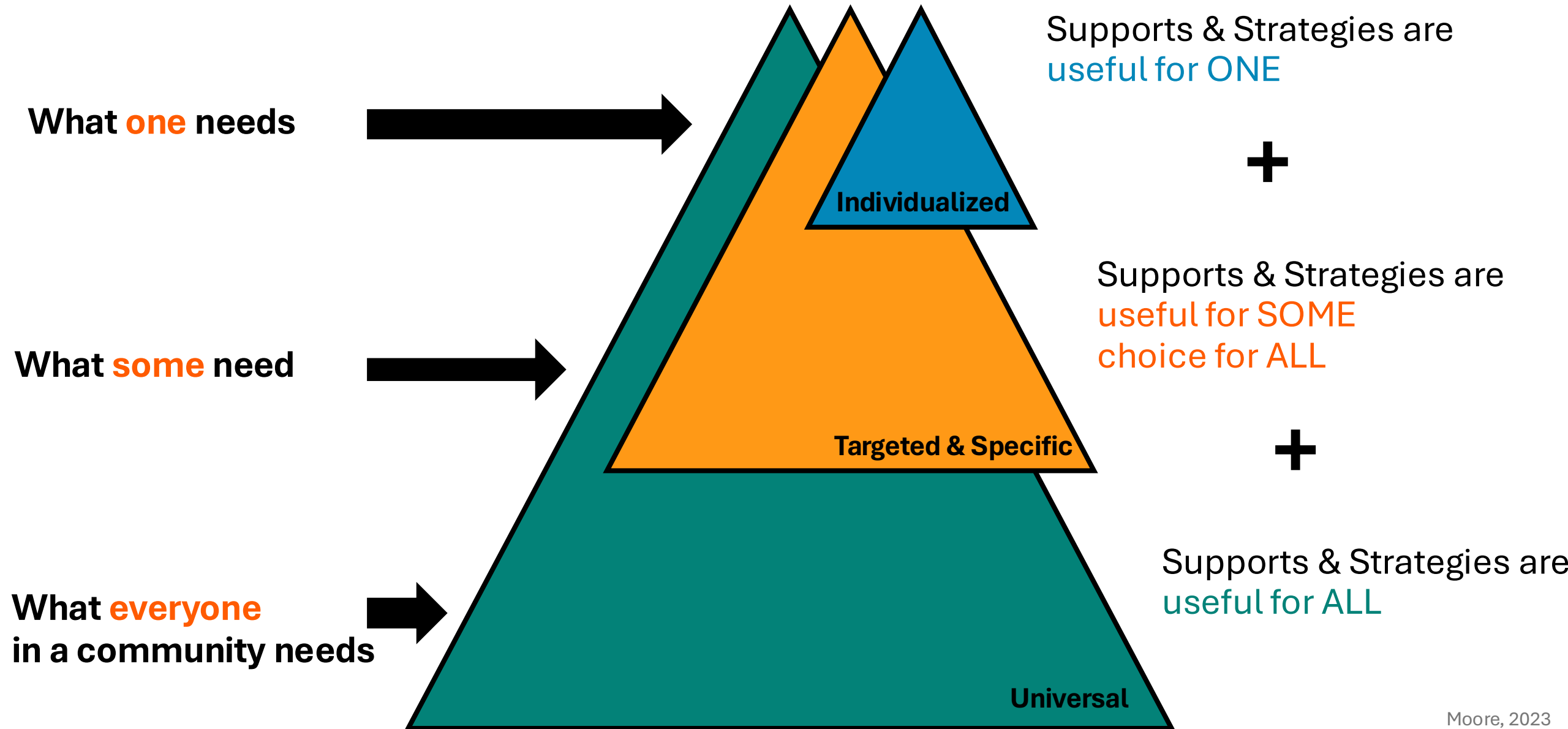
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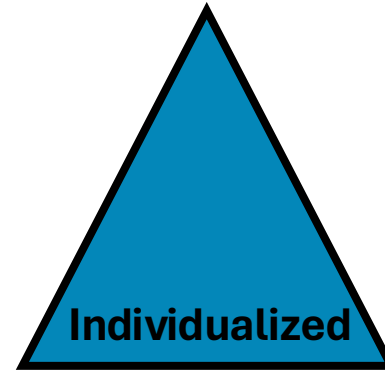


Multiple Layers of Needs Based Support



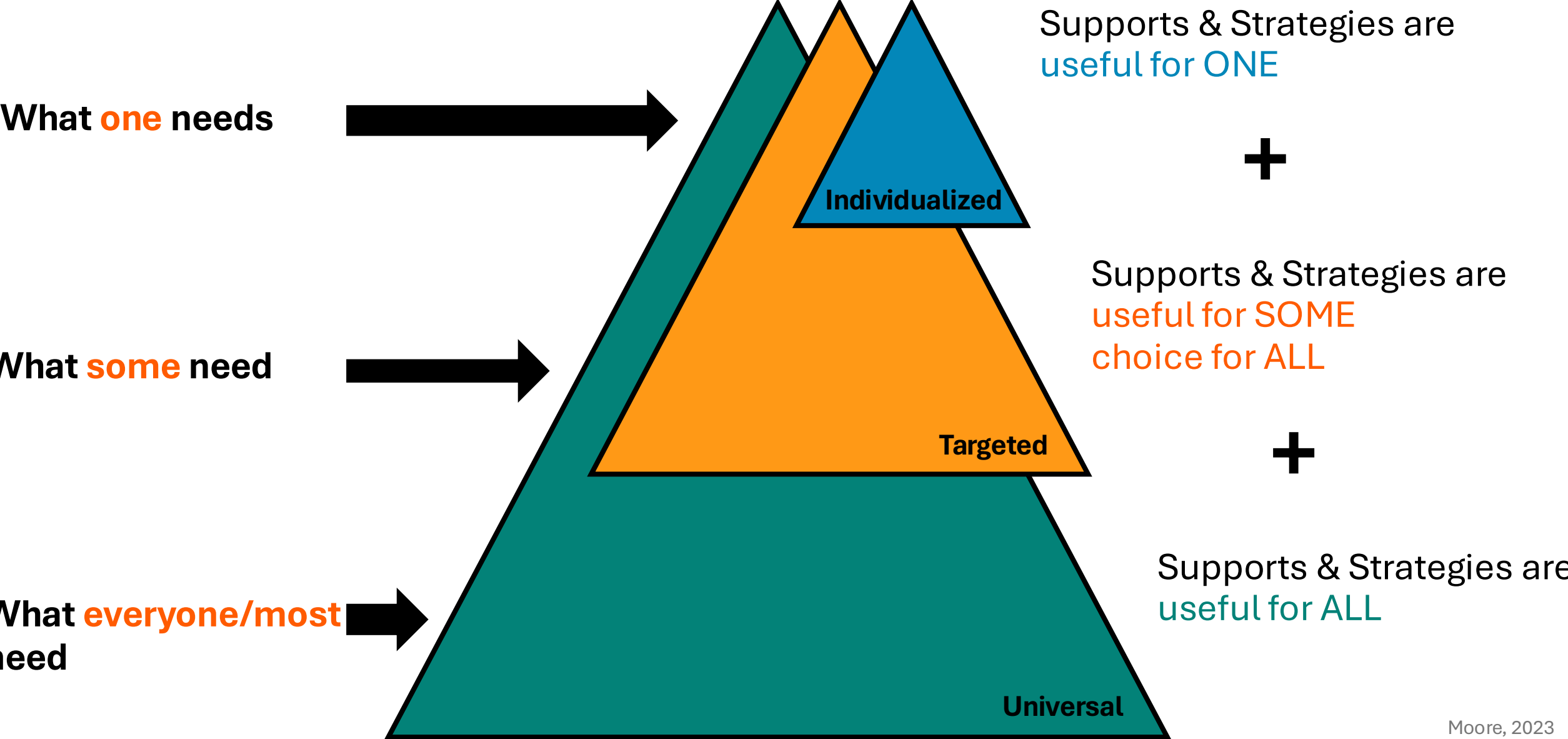
Advocating for **Bats**...

What **one** needs



Supports & Strategies are
useful for **ONE**

Advocating for **Unicorns**...



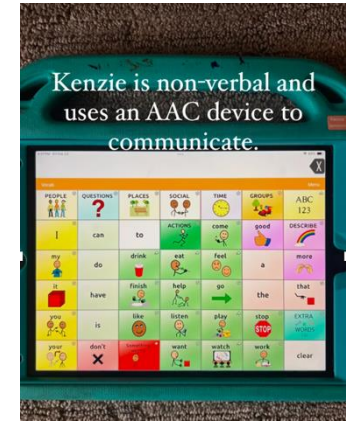
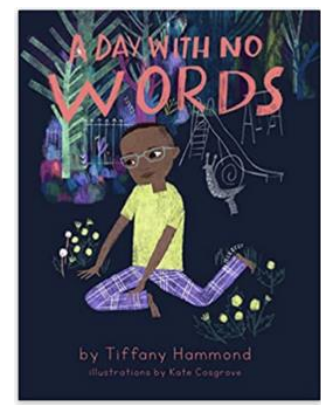
Universalized Support Need: Communication (expression)



Universalized Strategy or Support: using technology to help **everyone** to communicate

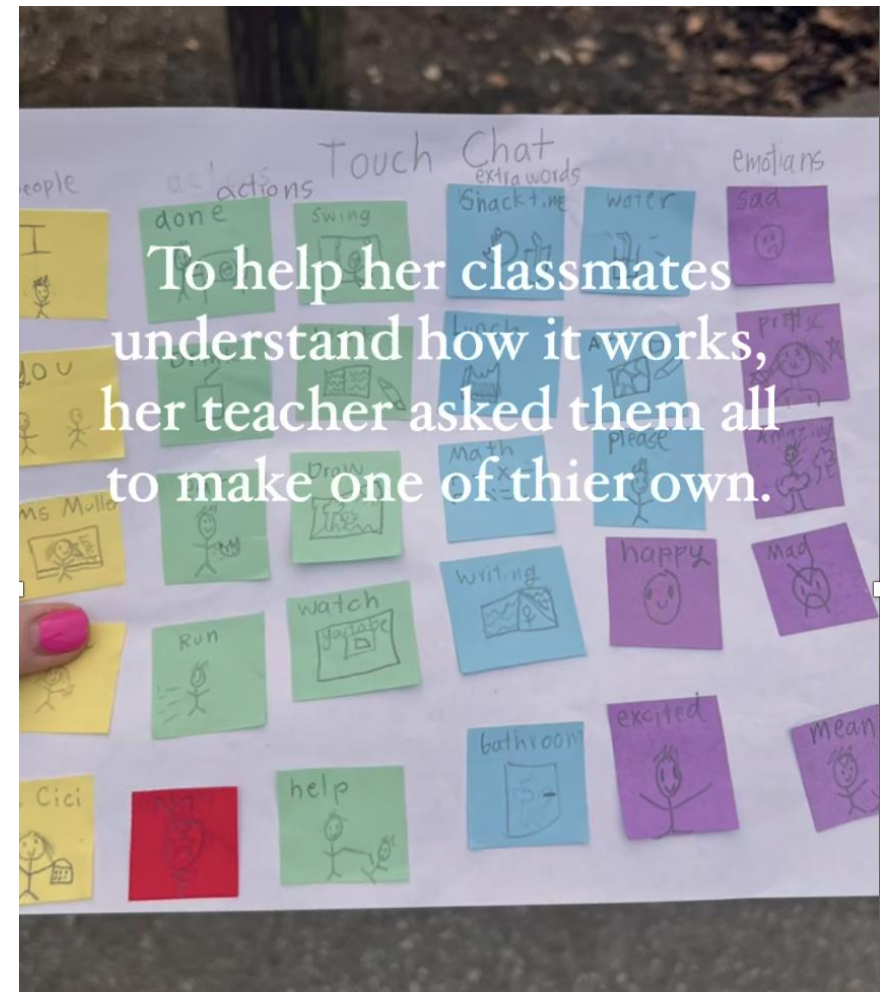
Individualized (Good for ONE/ Taught to ALL):

- **4.2, 5.2, 5.4** – Kenzie’s touch chat AAC device



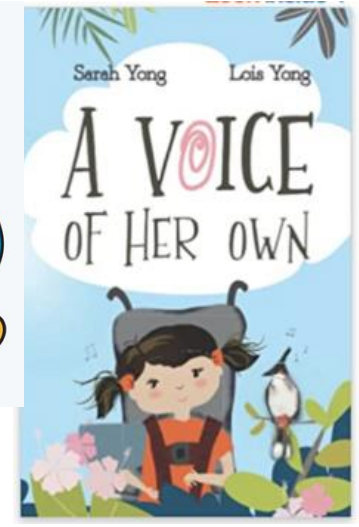
Targeted (Good for Some; Choice to ALL):



- **4.2, 5.2, 5.4** – choosing and using specific tools (AAC device, drawing/visuals, text to speech, word prediction, Storybird, Pictello)



Universal (Good for ALL; Taught to ALL):

- **4.2** – teach all students about all technologies and tools
- **5.2** – teach all students how to use technologies and tools
- **5.4** - teach all students about people who use different technologies and tools



	Design Multiple Means of Engagement 	Design Multiple Means of Representation 	Design Multiple Means of Action & Expression 
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Universalized Support Need: Communication (expression)



Universalized Strategy or Support: using technology to help **everyone** to communicate

Individualized (Good for ONE/ Taught to ALL):

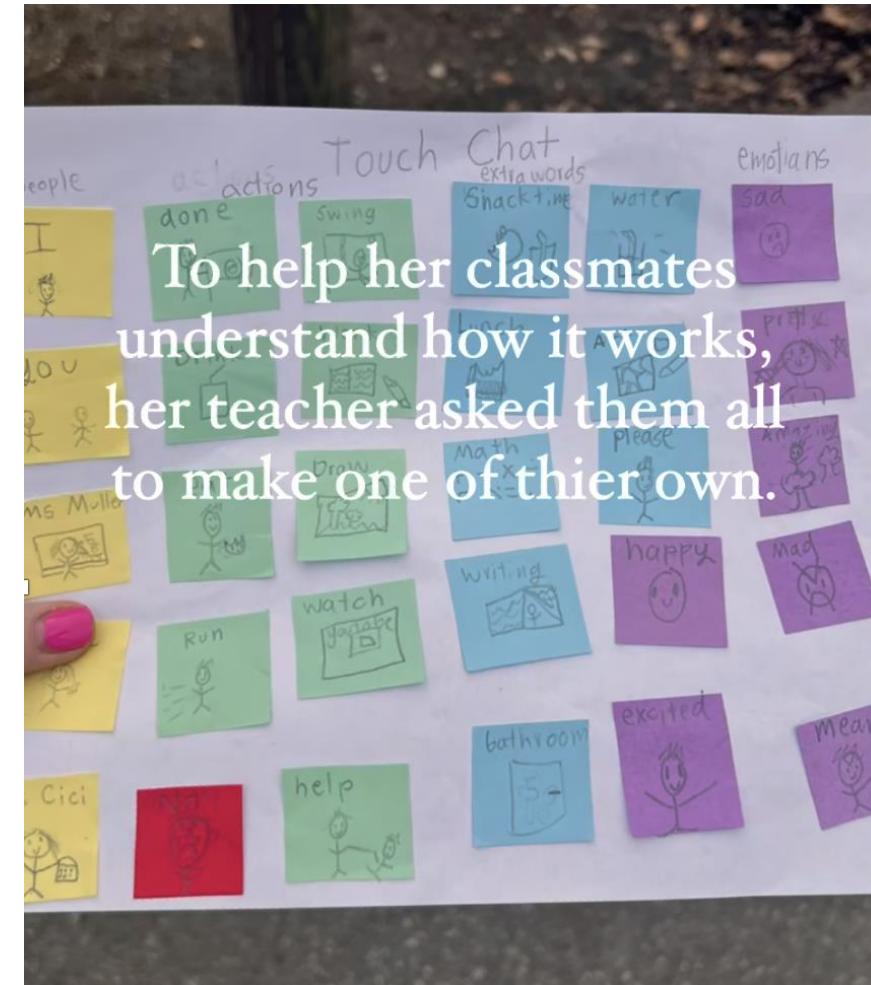
- Kenzie's touch chat AAC device

Targeted (Good for Some; Choice to ALL):

- choosing and using specific tools (AAC device, drawing/visuals, text to speech, word prediction, Storybird, Pictello)

Universal (Good for ALL; Taught to ALL):

- teach all students about (and how to use) all technologies and tools
- teach all students about people who communicate in different ways



How do we know if a plant is not thriving?



Needs more
light



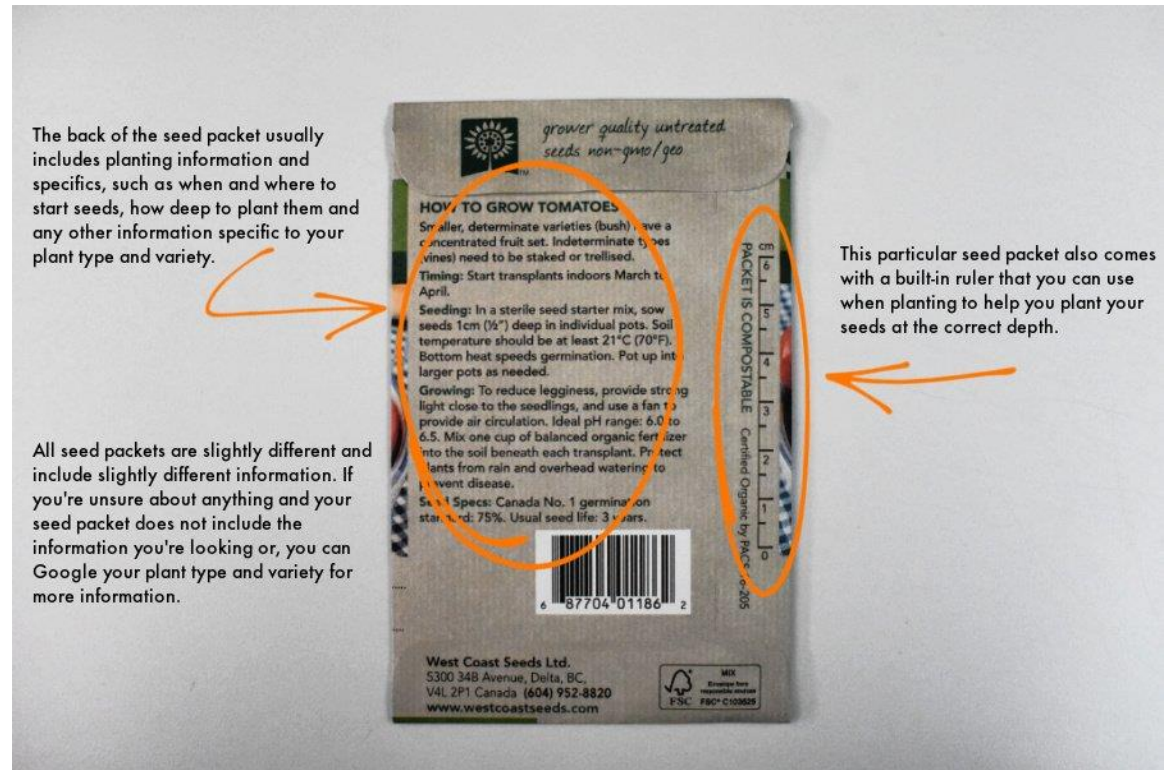
Needs more
moisture



Needs more
space

The plant **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

When the conditions are
right, everyone can be
successful



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?

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