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Dr. Shelley Moore

# Welcome!

## Please

Turn on your cameras

Interact in the chat box

Participate in the breakout groups

# Welcome!

## Our Plan Together

September 15: Kick Off – What are the **guiding conditions** of inclusion?

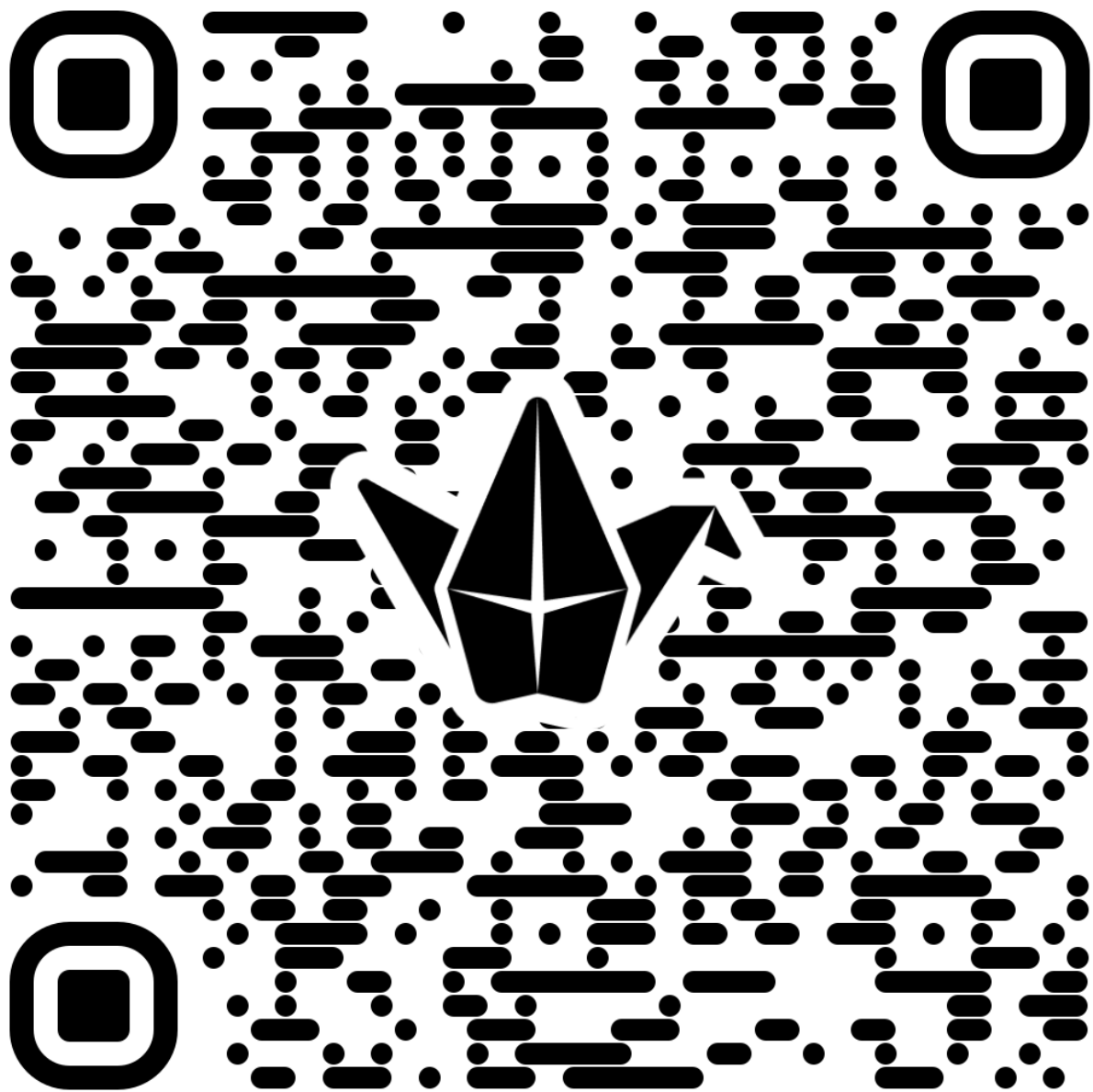
September 21: Guiding Condition #1: All children are **presumed competent**

October 5: Guiding Condition #2: All children are **placed** in inclusive classrooms

October 19: Guiding Condition #3: All children are within **proximity to** and **participating in** learning with **peers**

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November 30: Guiding Condition #5: All children are **planned for** from the start



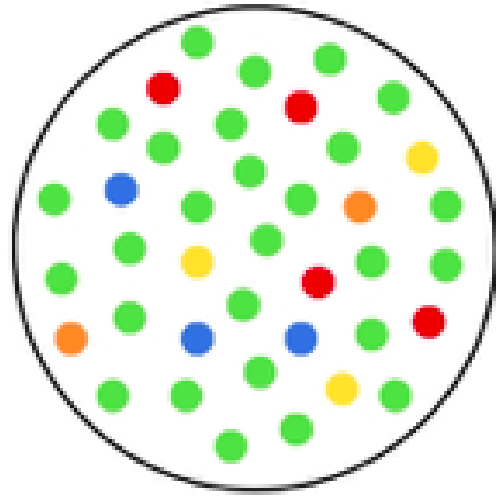
What stands out  
from last session?

WHAT DOES

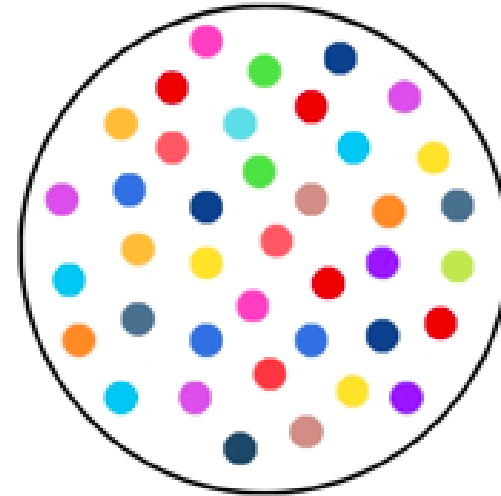
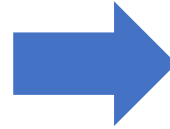
inclusion

MEAN?

# How do we do **inclusion** ?



Including  
'special needs' children  
into general education  
classrooms



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

In a world of  
**UNiCORN**S

Be a **UNiCORN**  
that celebrates a  
**BAT**





# When the conditions are right, everyone can be successful

Rather than asking, “Is this child ready to be included?” we are asking, “Are the conditions for inclusion in place?”

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

are **PRESUMED**  
competent and  
as having  
**POTENTIAL**

are **PLACED** in  
and attending  
inclusive  
childcare  
programs

are in **PROXIMITY**  
to and  
**PARTICIPATING**  
with **PEERS**

have  
**PURPOSEFUL**  
roles and  
responsibilities

are **PLANNED** for  
from the start



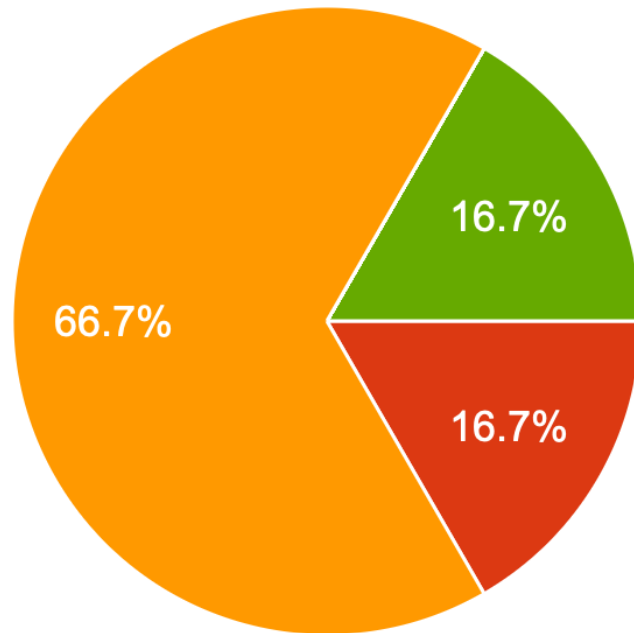
Which condition is a strength area for your community?

Which condition is an area that needs to be targeted in your community?

What questions are coming up for you as an educator?

## Which condition is a strength area for your community?

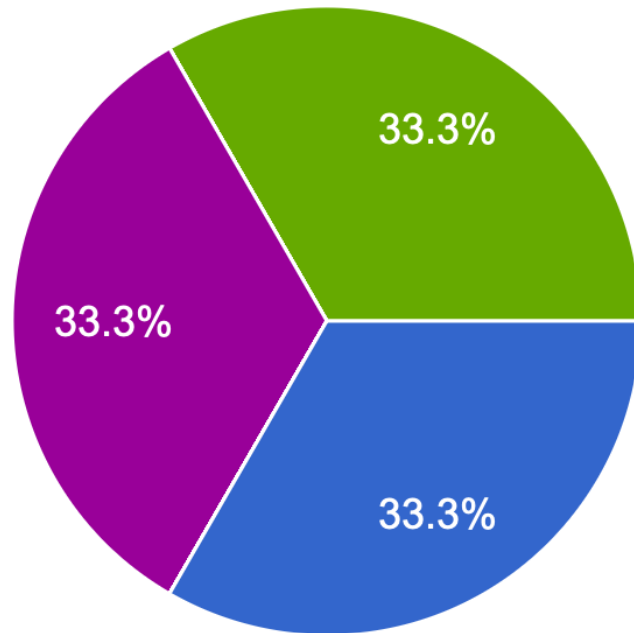
6 responses



- All children are presumed competent
- All children are placed in and welcomed in inclusive community programs
- All children are within proximity to and participating in play, learning and exploration
- All children have meaningful purpose
- All children are planned for from the start
- Not sure
- We don't have a strength area
- All of them

## Which condition is an area that needs to be targeted in your community?

6 responses



- All children are presumed competent
- All children are placed in and welcomed in inclusive community programs
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## Guiding Conditions of **inclusion** describe that all children...

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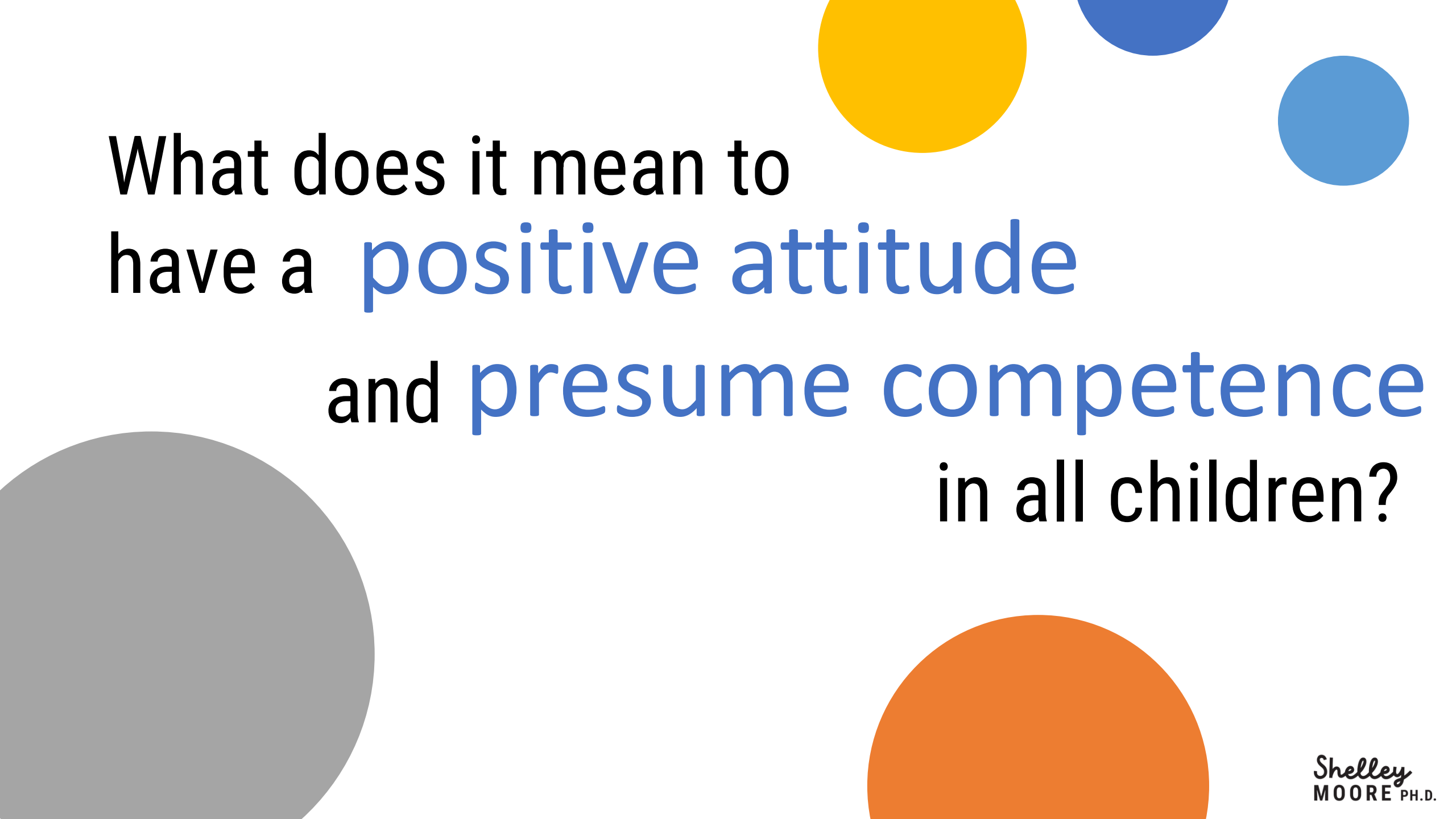
# Condition 1

- 1. Positive Attitudes Towards Inclusion**
- 2. Presuming Competence in All Children**

# What does the research say?

When adults have  
**positive beliefs &  
attitudes** towards  
inclusion...



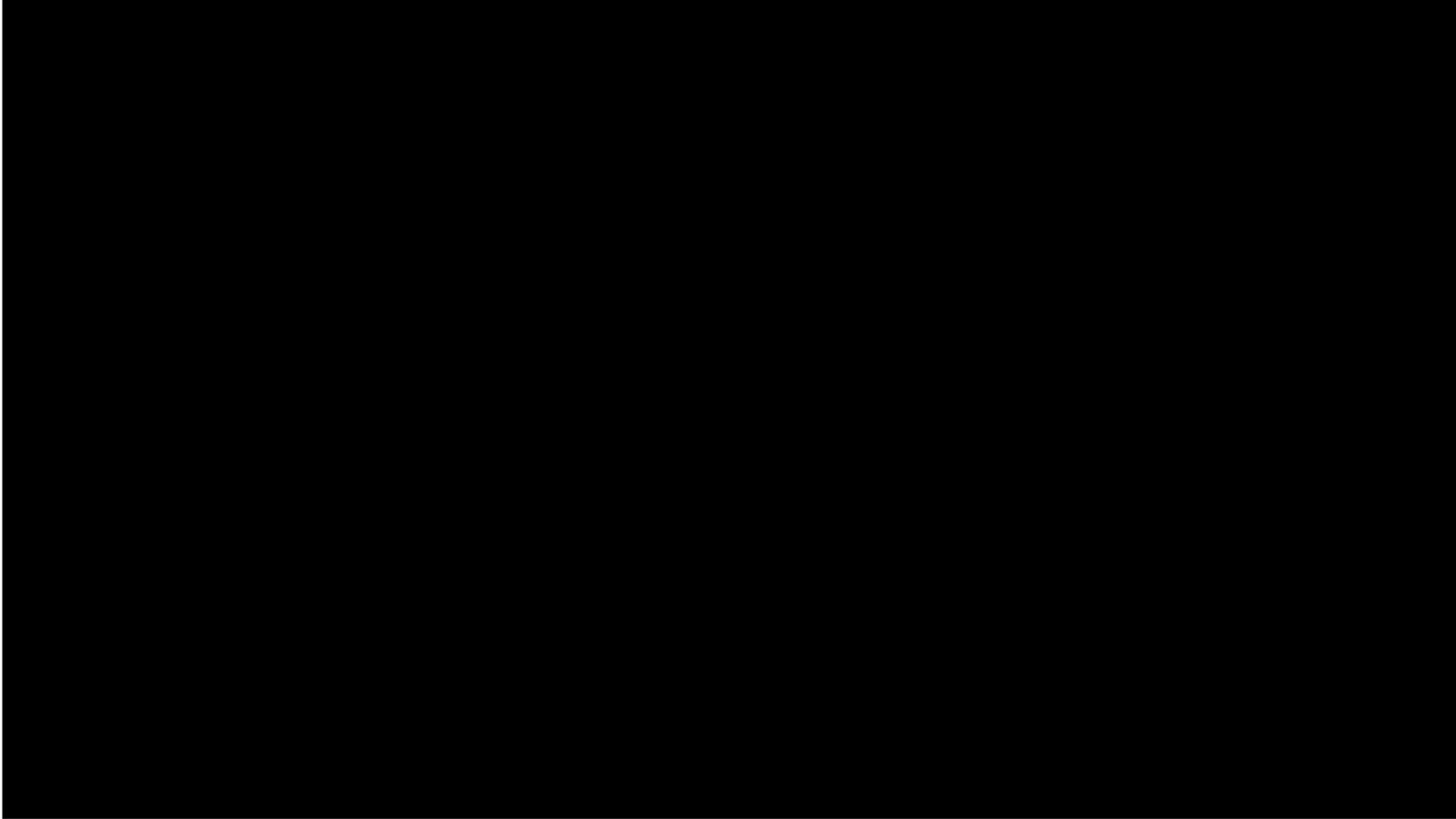


What does it mean to  
have a positive attitude  
and presume competence  
in all children?



# strength-based perspectives

# What is a **strength-based perspective**?

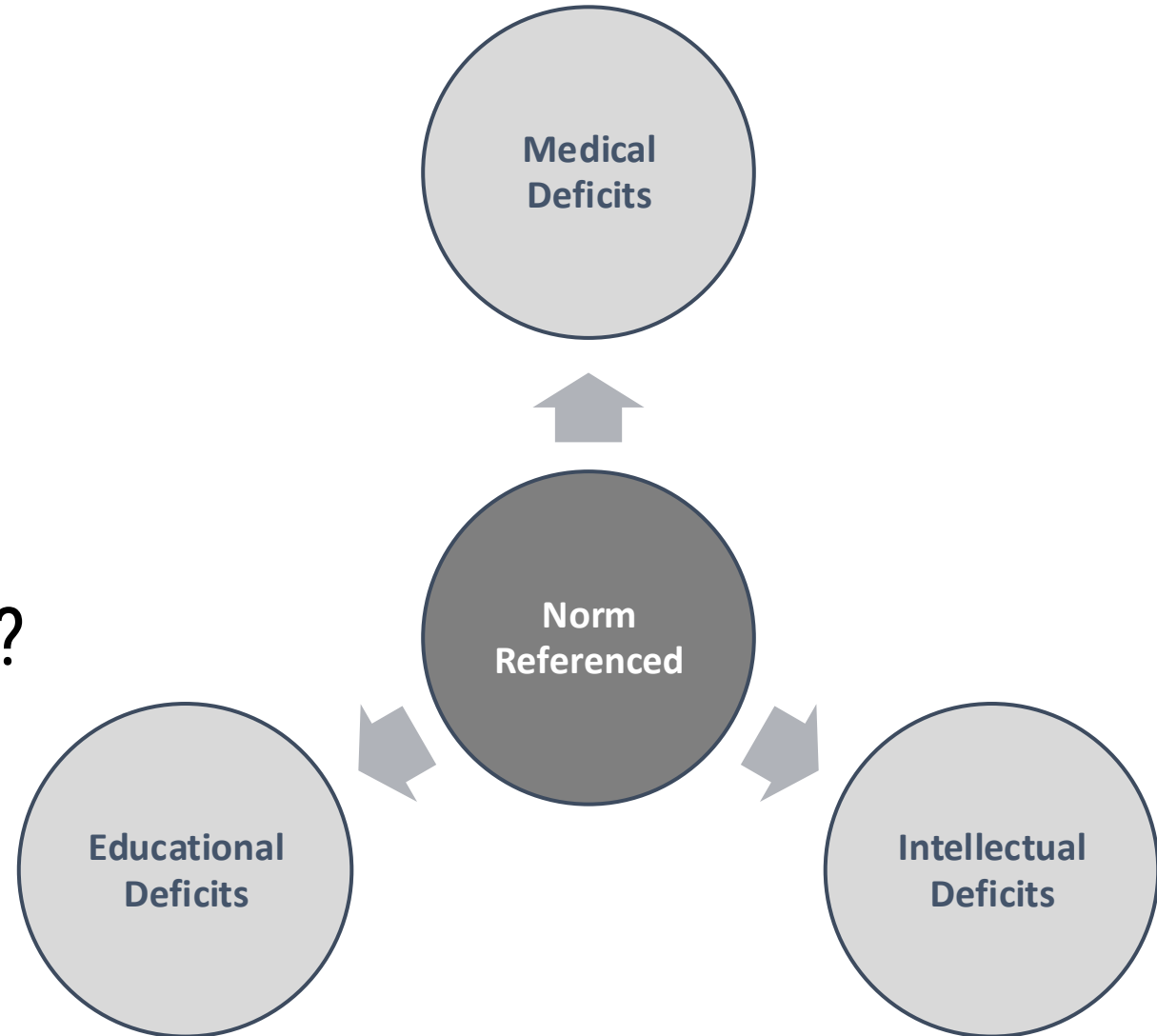


# Why are children not often viewed through a **strength-based** perspective?

Where **should** a child be?

What is **wrong**?

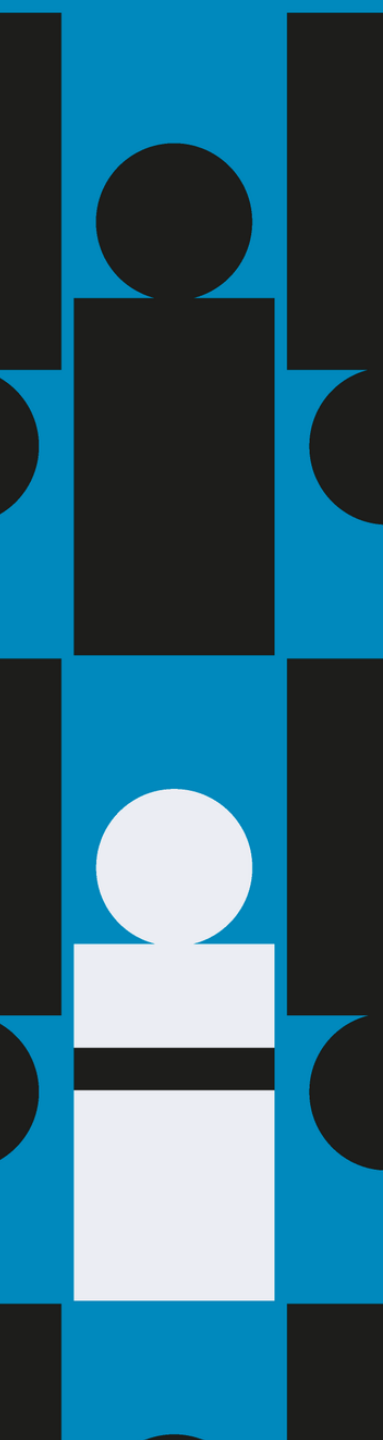
How do we help to **fix them**?



# The Least Dangerous Assumption

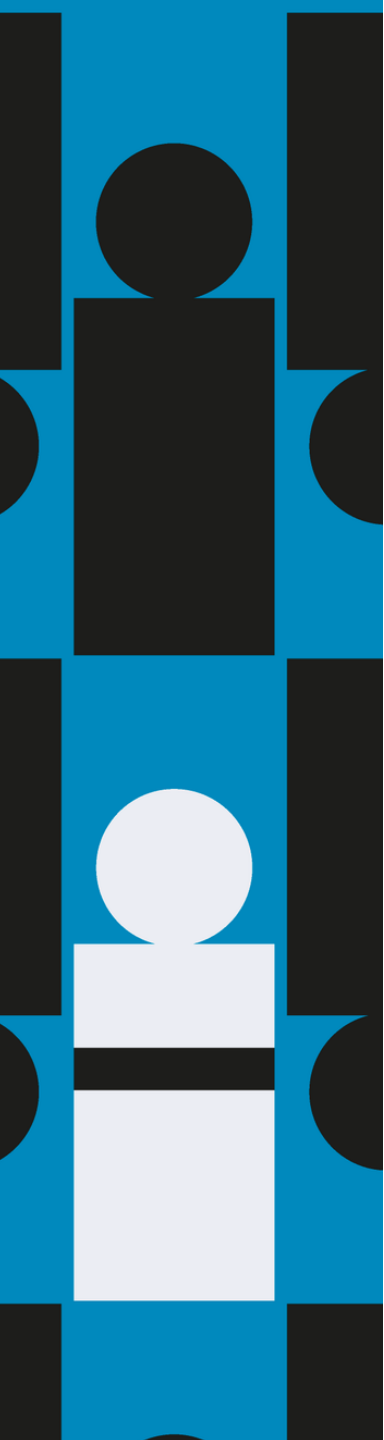
Even if **we are wrong** about a child's **capability** to have access inclusive community programs with their peers, **the consequences** of that presumption **being wrong** are **not as dangerous** as the **alternative**.

Cheryl Jorgenson



# What are you thinking and connecting to?

- What confirms what you already know & believe?
- What challenges your current thinking?



# What does it mean to Presume Competence & Potential?

It means we start from the belief that **every child can understand, communicate, and grow**—then we **design access** (instruction, supports, time, tools, relationships) so they can participate in multiple ways.

It shows up as **high expectations** paired with **proactive design**, instead of “wait-and-see” or “prove you can first.”



# What can we do?

- Instead of solely focusing on deficits or what students can't do, focus more on **strengths, interests, abilities, barriers** and **needs**
- Instead of assuming that some students can't make decisions, make space for **student voice and agency** and give opportunities for students to be a part of the **decision-making** process
- Instead of assuming that some students don't have a voice, teach and provide students with a **means to communicate** other than words (visuals, gestures, voice)

Jorgenson, McSheehan & Sonnenmeier



# What can we do?

What Self Advocates say:

- **Talk to me**, not my support dog, or my support staff, or my parents
- **Do not** call me “**low functioning**” or refer to me as a developmental age, E.g., “**like a 2-year-old**”
- Use **age-appropriate** tone of voice, inflection, vocabulary, and conversation topics when **interacting** with me
- **Respect my privacy** when talking about my personal care, medical needs and/or personal and sensitive information

Jorgenson, McSheehan & Sonnenmeier



# Is Presuming Competence Enough?

Nope!

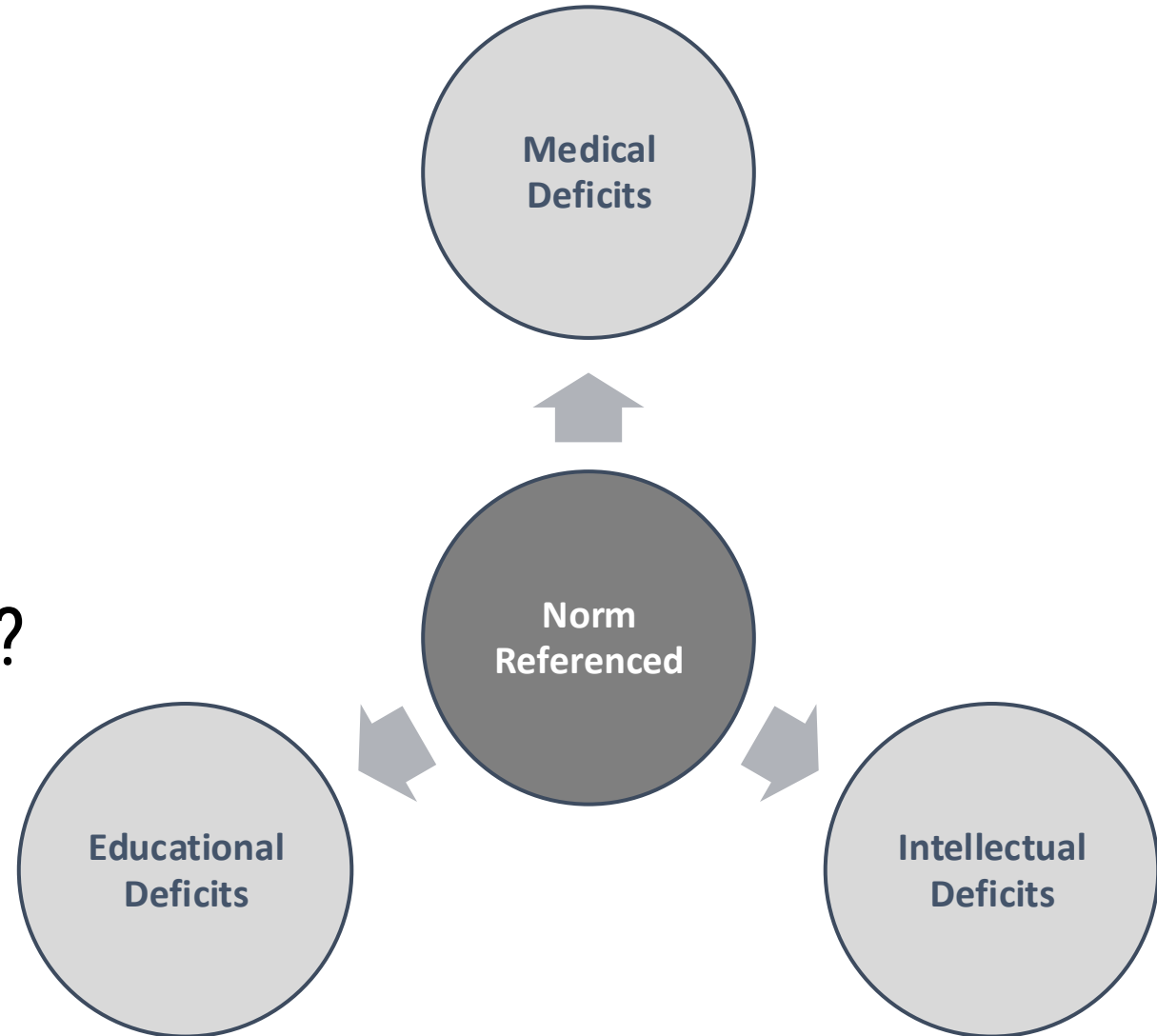
Now, we need to **make decisions** that reflect our **positive perceptions** and **presumptions** about students

# Why are children not often viewed through a **strength-based** perspective?

Where **should** a child be?

What is **wrong**?

How do we help to **fix them**?



# What does it mean to view a child through a **strength-based** perspective?

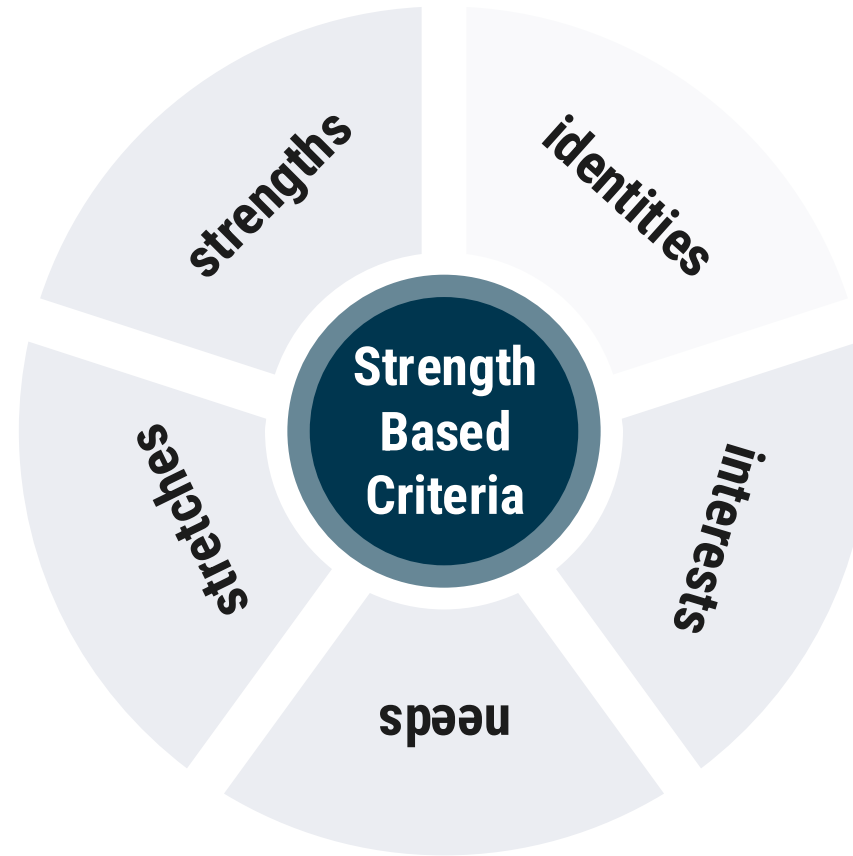
Where **could** a child be?

What do **they bring**?

How do we help them **grow**?



# The Five Dimensions



Where **could** a child be?

What do **they bring**? How do we help them **grow**?

# Session Reflection & Activity: Positive Attitudes & Presuming Competence in all Children

Use this reflection tool to think about your current understanding and practice related to disability and inclusion. Read each statement and choose the response that best describes where you are **right now**. There are no right or wrong answers, and you may be at different places for different statements. Use your responses to notice what you already know and do, identify areas you want to learn more about, and choose possible next steps for your own practice, professional learning, and work with your community.

| Statement                                                                 | I am not yet aware, or I do not understand this idea yet. | I am learning, or want to learn, more about this idea. | I am shifting my practices in response to this idea. | I am working with others to build shared understanding and strengthen how we respond to this idea as a community. | I am actively seeking out perspectives, resources, and learning opportunities to deepen my understanding and continue to grow my practice in this area. |
|---------------------------------------------------------------------------|-----------------------------------------------------------|--------------------------------------------------------|------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------|
| I see disability as part of human diversity.                              |                                                           |                                                        |                                                      |                                                                                                                   |                                                                                                                                                         |
| I believe all children can learn, play and participate in all activities. |                                                           |                                                        |                                                      |                                                                                                                   |                                                                                                                                                         |

# Identity

How do you identify?

What are some words that describe you?

Complete the statement: I am \_\_\_\_\_

What communities are you a part of?

What are your pronouns?

What place do you call home?

What languages do you speak?

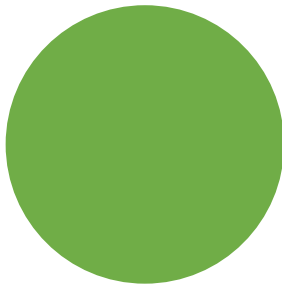
What cultures, nations, or races do you identify with?

Do you identify as disabled or neurodivergent?

Who makes up your family?

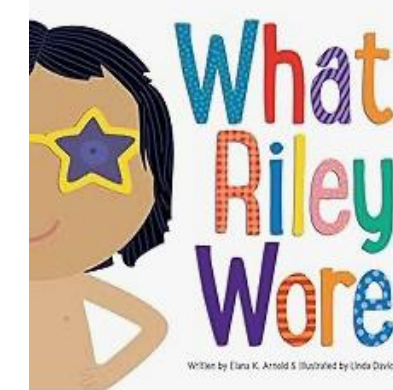
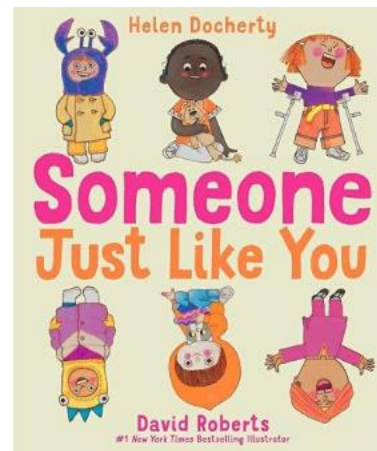
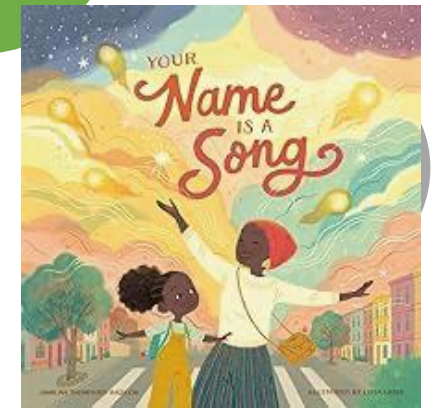
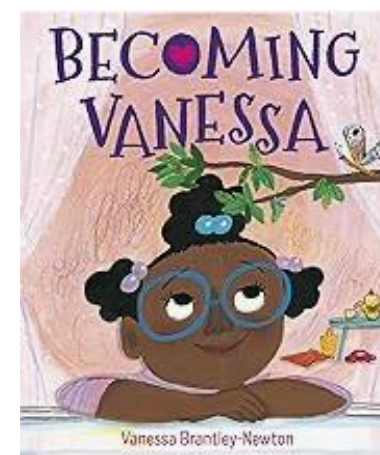
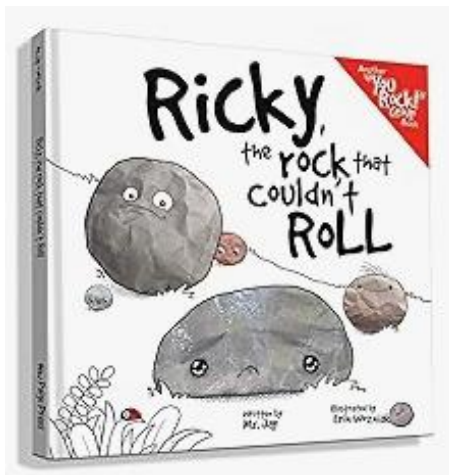
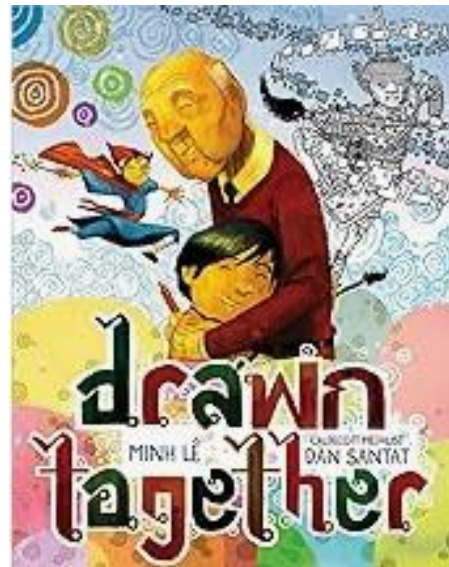
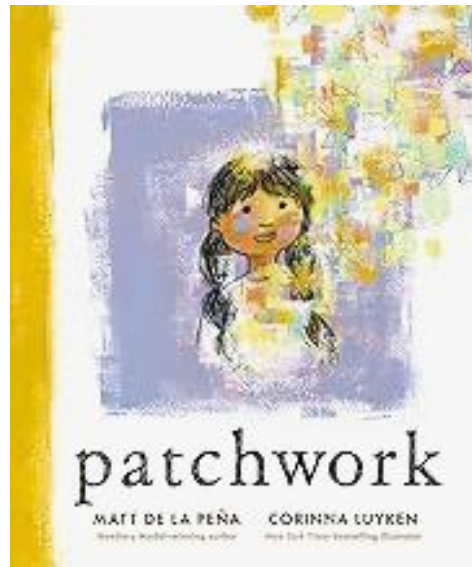


Culture  
Race  
Language  
Family Structure  
Sexual Orientation &  
Gender Identity (SOGI)  
Nation  
Disability  
Religion  
Age

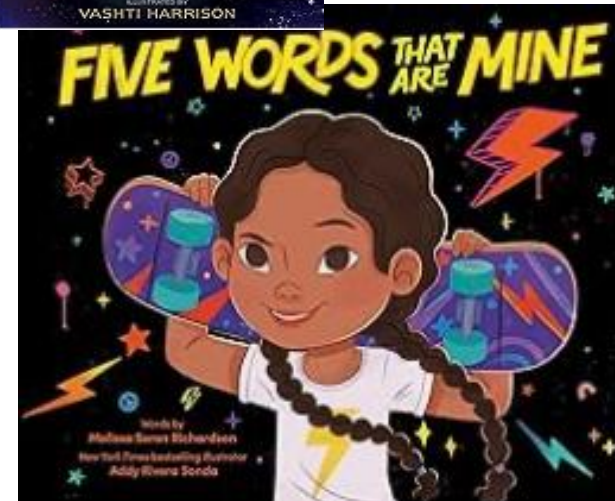
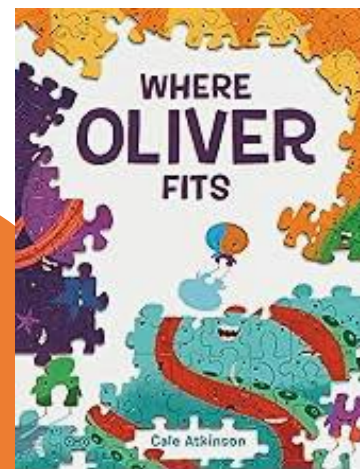
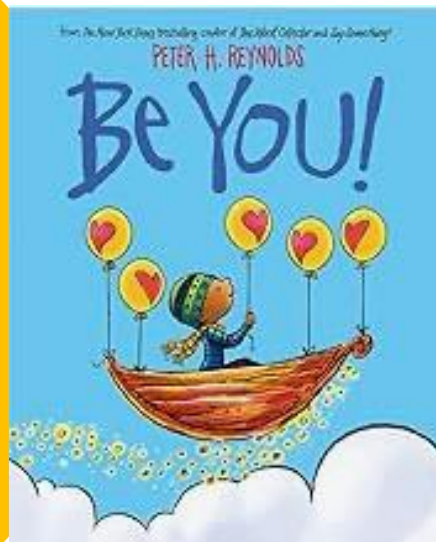
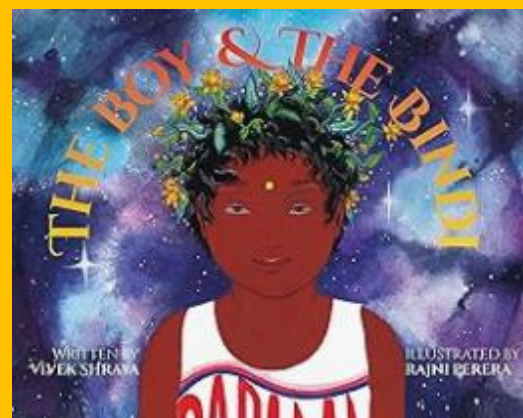


# Identity

@mrsmacskinders



KELSEY WROTON  
**CANNON BALL**



# Strengths

What can you do on your own?

What feels easy for you?

What do you know a lot about?

What perspectives to you bring to conversations?

What are you really good at?

What could you teach to someone else?

Why is you family/community so lucky to have you?

How do you help others?

What do you do that brings people joy?

“You cannot give your  
gifts away, until you  
know what gifts you  
bring”

Monique Gray Smith

# Interests

What brings you joy?

What do you want to learn more about?

What do you want to learn how to do?

What would you do if you had a full day off?

What do you like to read/learn about?

What kinds of shows/movies/books do you like?

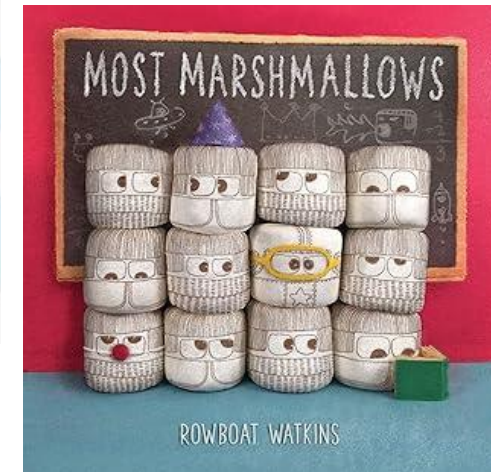
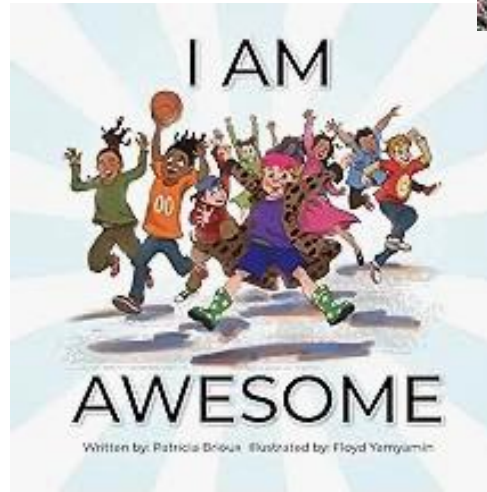
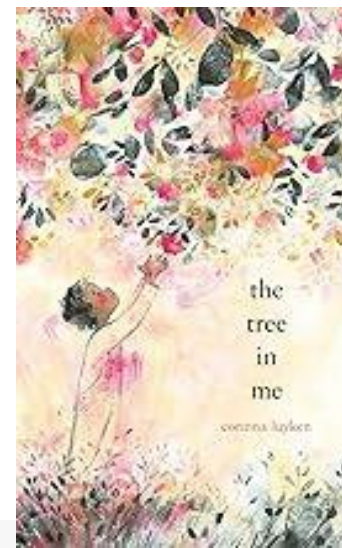
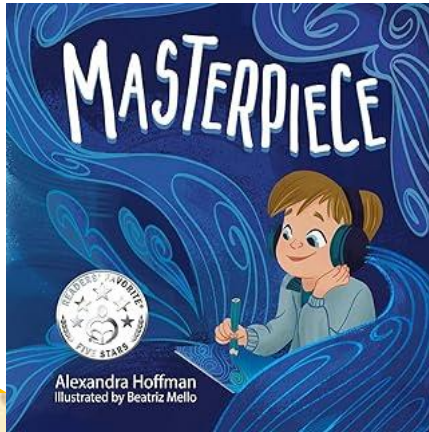
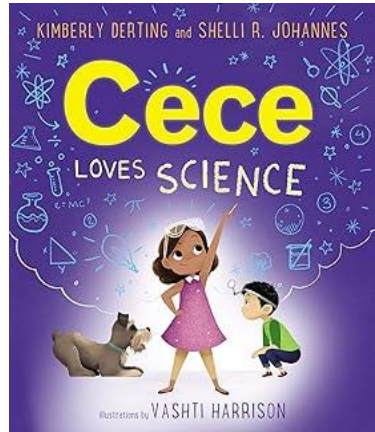
What are some things you like to do with your friends and family?

What are some of your favourite things/ things to do?

What do you wish you could spend more time doing?

Modelling what it  
means to be an  
interesting person

# Strengths



# Interests

@mrsmacskinders

# Needs

We all need support  
sometimes!

What makes learning/working/playing hard?

What makes it hard for you to focus/pay attention?

What makes it hard to get to work/school?

What do you wish you were better at?

What is something that you need a lot of support for?

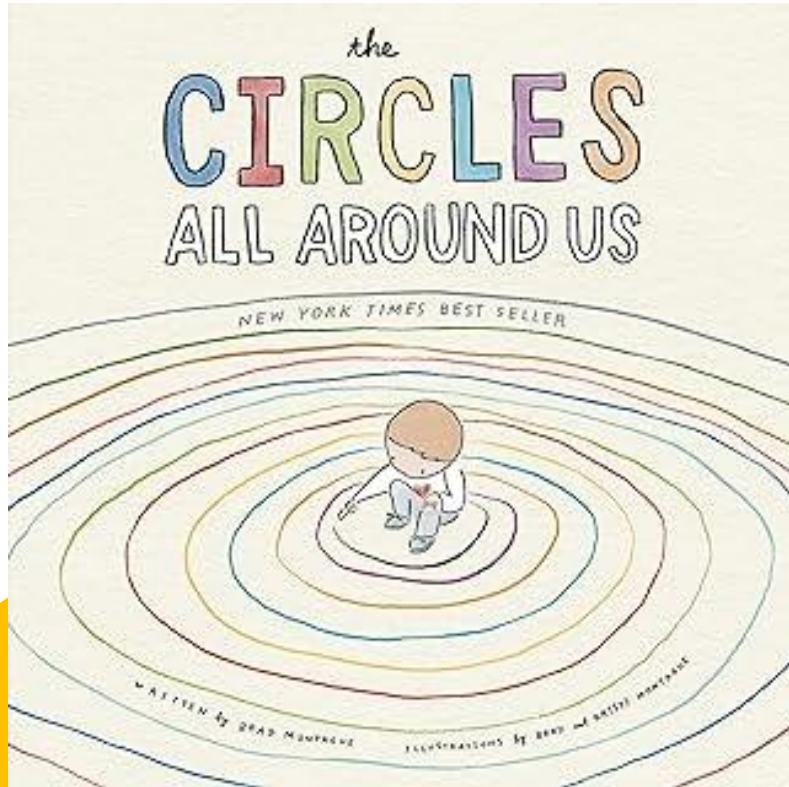
What feels hard or confusing?

What do you wish were different about the world/your community/work/school?

What do you wish people knew about you that would help them understand you better?

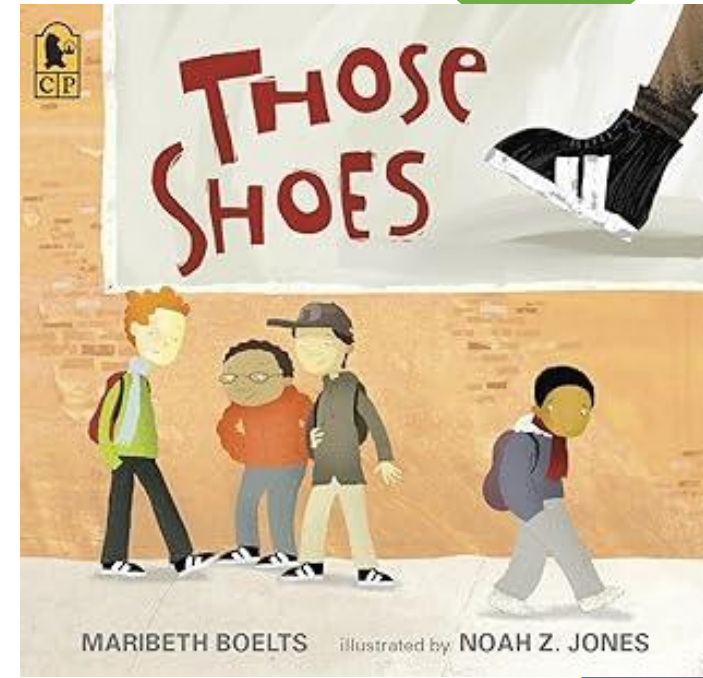
What do you wish was easier for you?

# Needs



**EVERYBODY!**

ELISE GRAVEL



# Stretches

What is something that you want to get better at?

How do you want to grow this year?

If you could get better at one thing, what would it be?

What are your hopes for this year?

What does success look like for you?

What would make you feel proud of yourself?

What is a goal you could set for yourself?

If you could improve one thing about your day, what would it be?

What area(s) do you want to focus on this year: your personal, social or intellectual wellbeing?

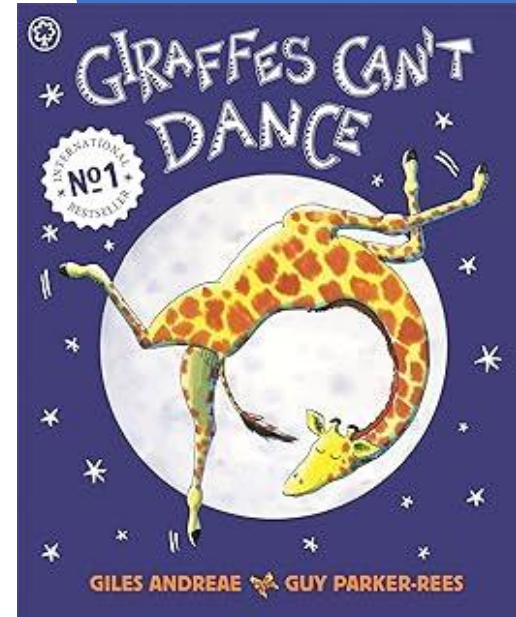
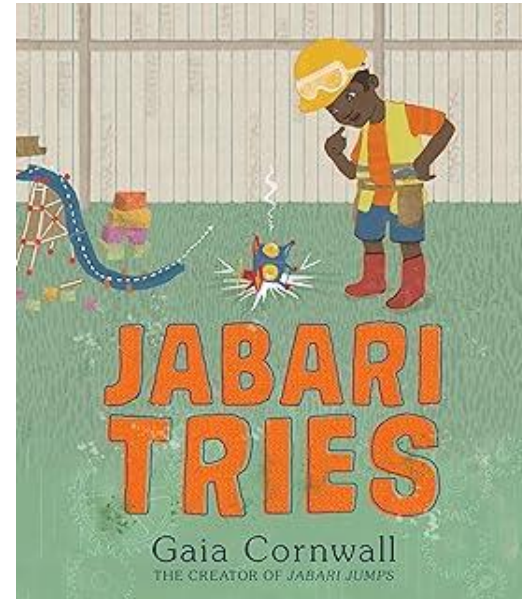
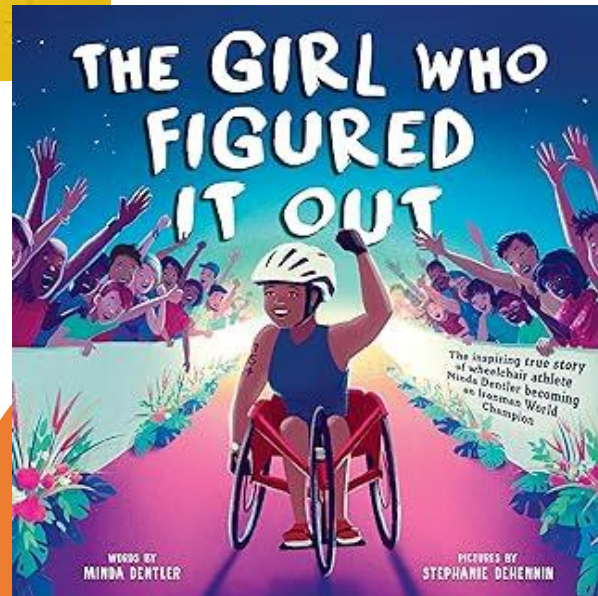
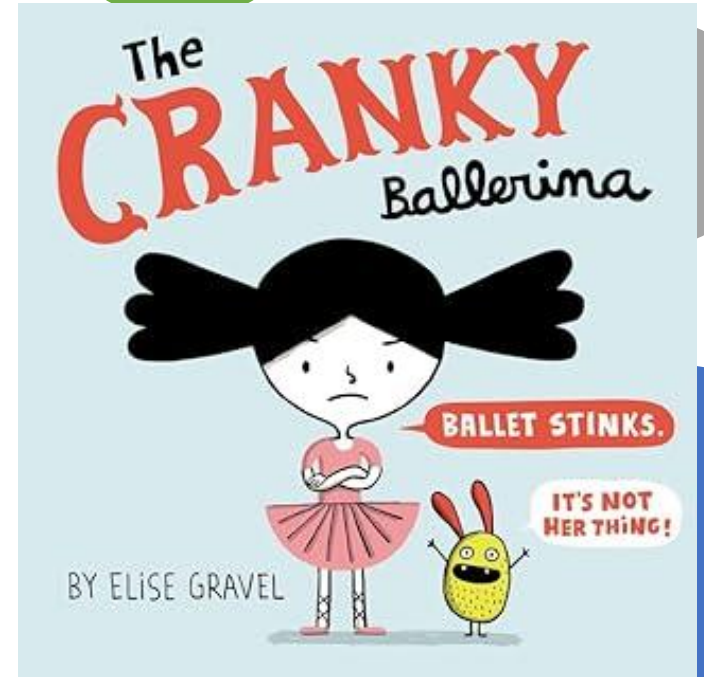
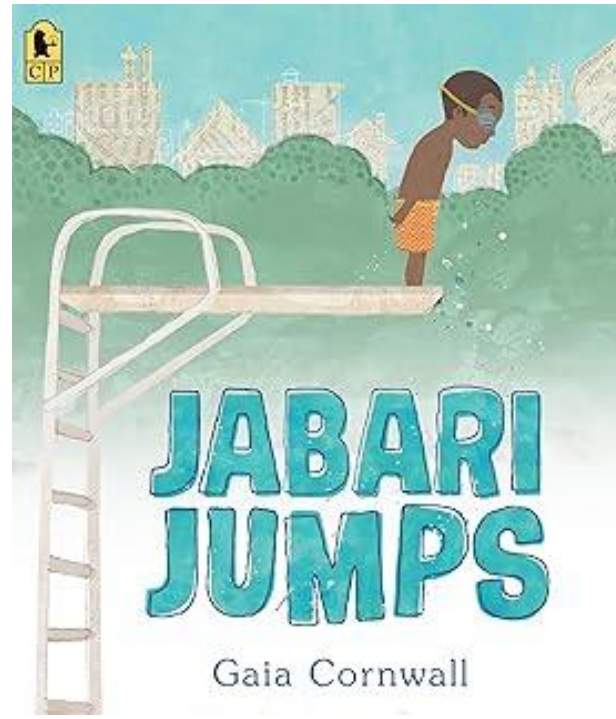
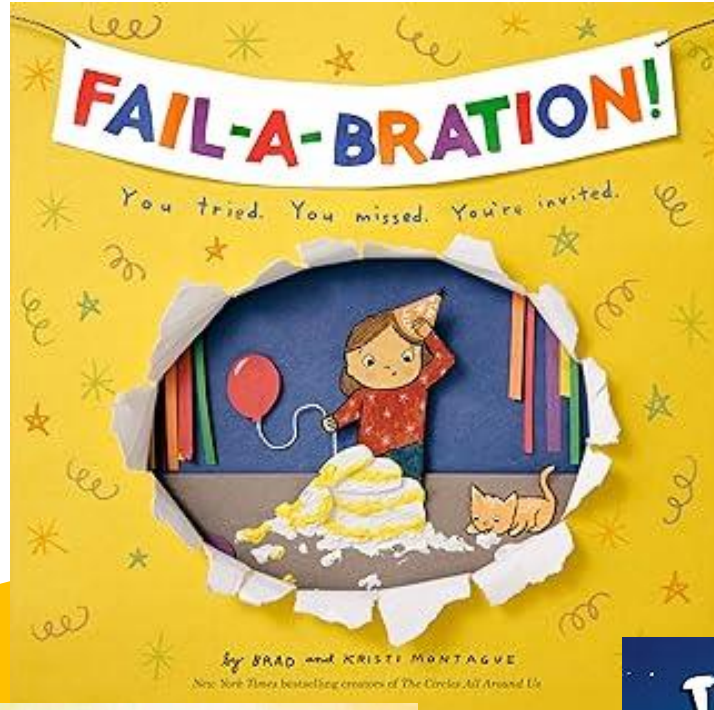
“Stretches hurt...especially if you haven’t done them in awhile.

But the more you stretch, the stronger you get!”

Faye Brownlie

# Stretches

@mrsmacskinders



## Getting to Know Children & Family Dimensions – Family Interviews

| Child:                                                                                                                                                  | Child:                                                                                                                                                  | Child:                                                                                                                                                  | Child:                                                                                                                                                  | Child:                                                                                                                                                  |
|---------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------|
| What are the <b>identities</b> of your child and your family?                                                                                           | What are the <b>identities</b> of your child and your family?                                                                                           | What are the <b>identities</b> of your child and your family?                                                                                           | What are the <b>identities</b> of your child and your family?                                                                                           | What are the <b>identities</b> of your child and your family?                                                                                           |
| What are the <b>interests</b> of your child and your family?                                                                                            | What are the <b>interests</b> of your child and your family?                                                                                            | What are the <b>interests</b> of your child and your family?                                                                                            | What are the <b>interests</b> of your child and your family?                                                                                            | What are the <b>interests</b> of your child and your family?                                                                                            |
| What are the <b>strengths</b> of your child?                                                                                                            | What are the <b>strengths</b> of your child?                                                                                                            | What are the <b>strengths</b> of your child?                                                                                                            | What are the <b>strengths</b> of your child?                                                                                                            | What are the <b>strengths</b> of your child?                                                                                                            |
| What is hard for your child in this community? What do they <b>need support</b> with?                                                                   | What is hard for your child in this community? What do they <b>need support</b> with?                                                                   | What is hard for your child in this community? What do they <b>need support</b> with?                                                                   | What is hard for your child in this community? What do they <b>need support</b> with?                                                                   | What is hard for your child in this community? What do they <b>need support</b> with?                                                                   |
| What is <b>getting in the way</b> for your child to feel a sense of belonging and success in this community? What is getting in the way for the family? | What is <b>getting in the way</b> for your child to feel a sense of belonging and success in this community? What is getting in the way for the family? | What is <b>getting in the way</b> for your child to feel a sense of belonging and success in this community? What is getting in the way for the family? | What is <b>getting in the way</b> for your child to feel a sense of belonging and success in this community? What is getting in the way for the family? | What is <b>getting in the way</b> for your child to feel a sense of belonging and success in this community? What is getting in the way for the family? |

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November 30: Guiding Condition #5: All children are **planned for** from the start

# Homework

MUST: Complete the session reflection

CAN: Observe a child this week and notice their 5 dimensions:

- Identities
- Interests
- Strengths
- Needs
- Stretches

COULD: talk to a child and their family this week to learn more about their dimensions



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Dr. Shelley Moore