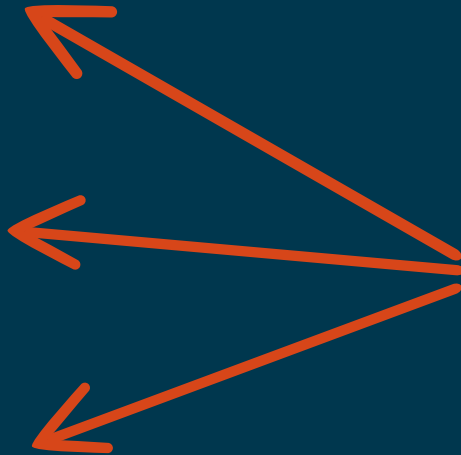




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fivemooreminutes

# Welcome!

## Our Plan Together

November 13: Kick Off – What are the **guiding conditions** of inclusion?

January 22: Guiding Condition #1: All Students are **presumed competent**

February 19: Guiding Condition #2: All students are **placed** in inclusive classrooms

March 4: Guiding Condition #3: All students are within **proximity to** and **participating in** learning with **peers**

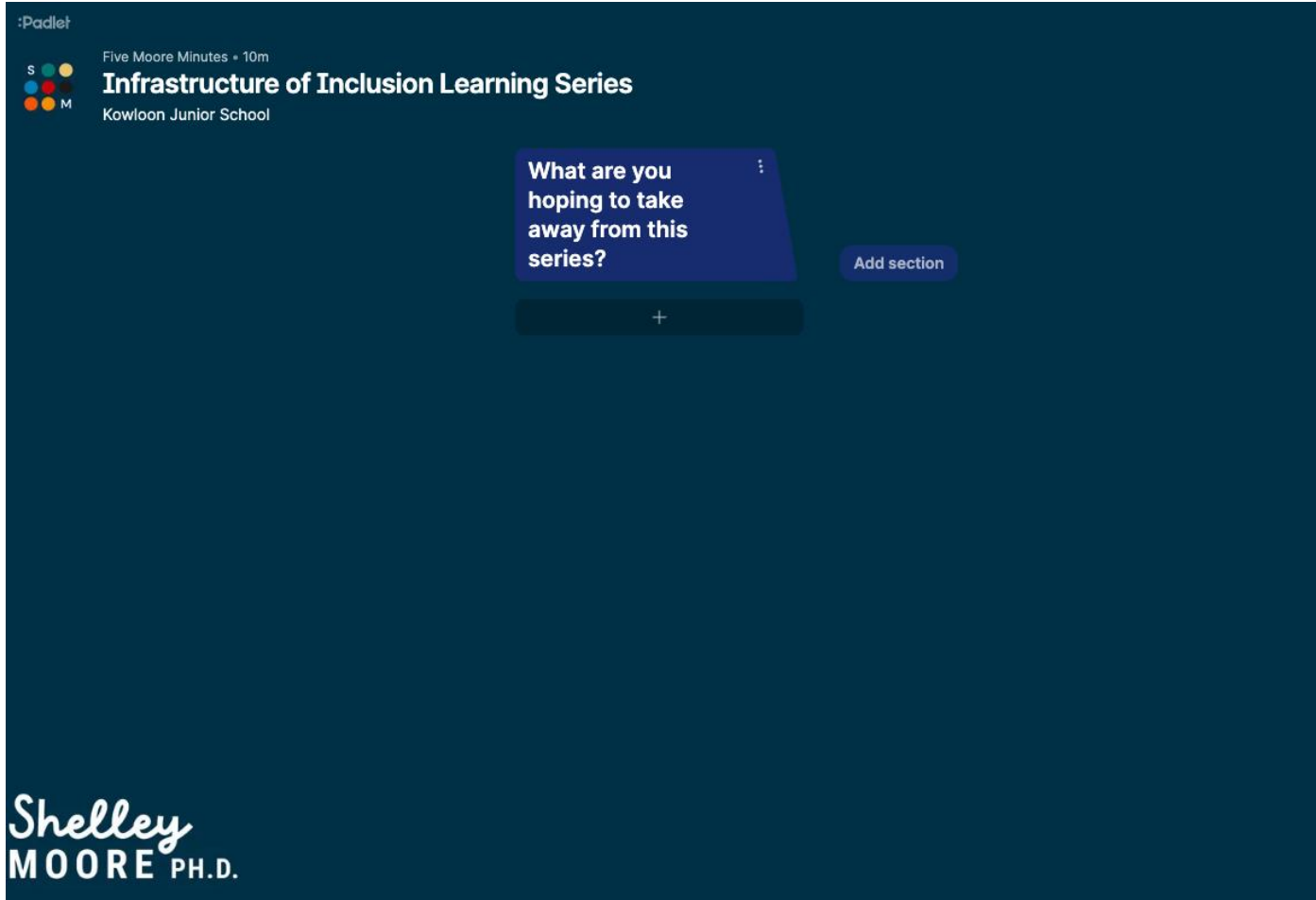
March 24: Guiding Condition #4: All students have meaningful **purpose** in inclusive classrooms

May 7: Guiding Condition #5: All students are **planned for** from the start

# Welcome!

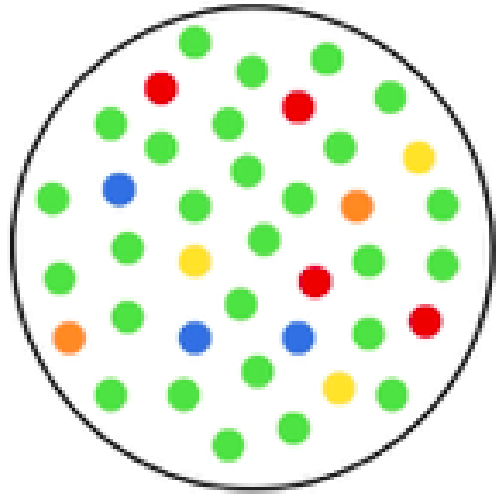
## Structure of Sessions

- Set intentions for the day
- Reflect on shifts in thinking and practice
- Topic presentation with built in discussion time
- Reflect and drawing on learning
- Make plans to take action
- Homework!

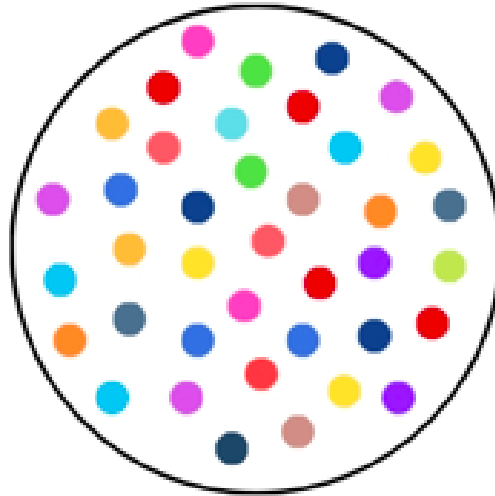
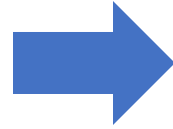


Session 2: What is a question that is coming up for you?

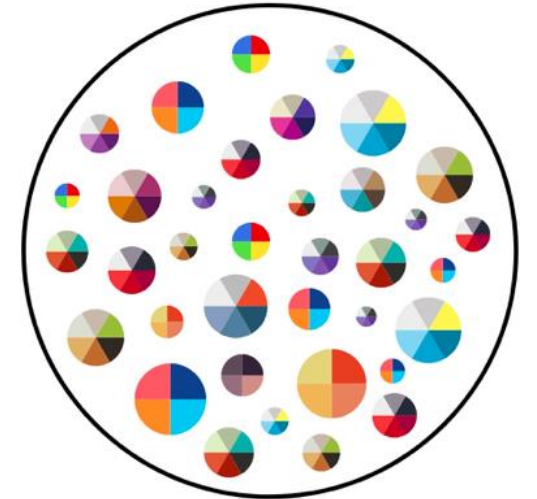
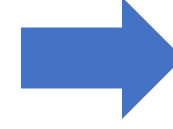
# WHAT IS inclusion ?



How do we  
include people  
with disabilities?



How do we teach  
to diversity?



How do we  
teach to identity?

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

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

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

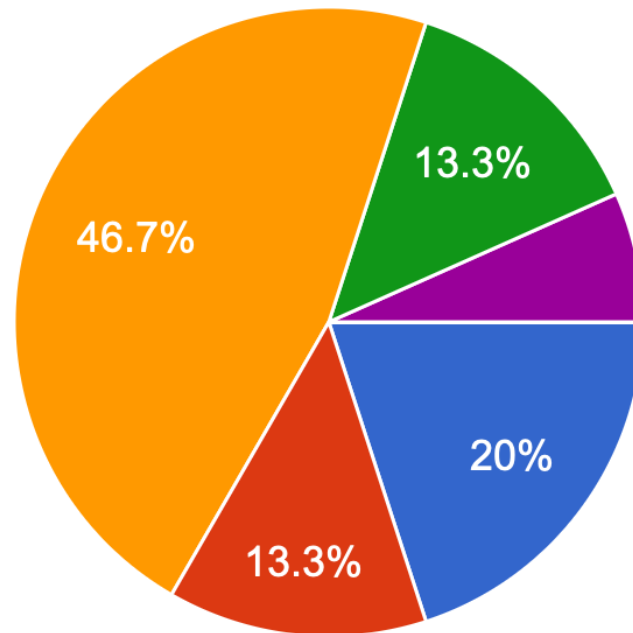
Which condition is the strength area for your classroom or school?

Which condition is an area that needs to be targeted in your classroom or school?



## Which condition is a strength area for your classroom or school?

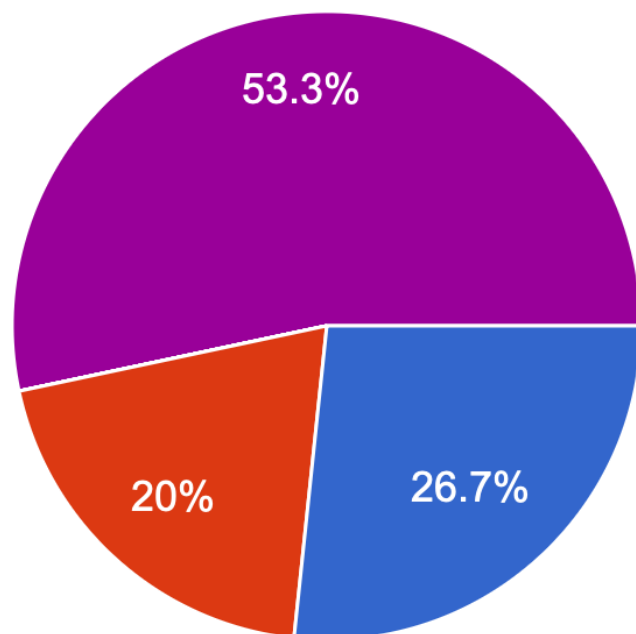
15 responses



- All students are presumed competent
- All students are placed in inclusive classrooms
- All students are within proximity to and participating in learning with peers
- All students have meaningful purpose
- All students are planned for from the s...
- Not sure
- We don't have a strength area
- All of them

Which condition is an area that needs to be targeted the most in your classroom or school?

15 responses



- All students are presumed competent
- All students are placed in inclusive classrooms
- All students are within proximity to and participating in learning with peers
- All students have meaningful purpose
- All students are planned for from the s...
- Not sure
- We don't have a condition to target area
- All of them

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

are **PRESUMED**  
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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 children & youth...

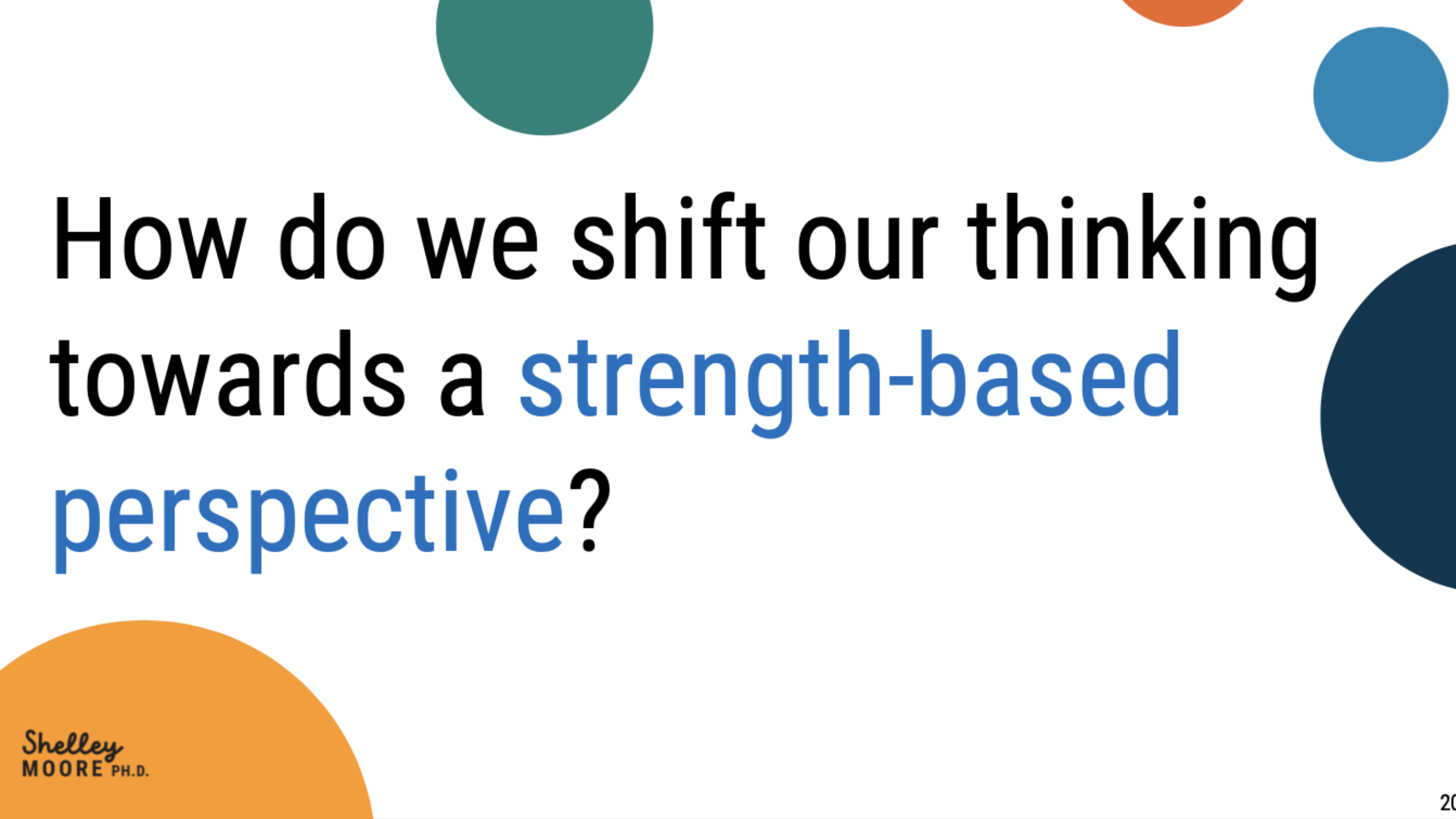
are **PRESUMED**  
competent and  
as having  
**POTENTIAL**

are **PLACED** in  
and attending  
inclusive  
programs

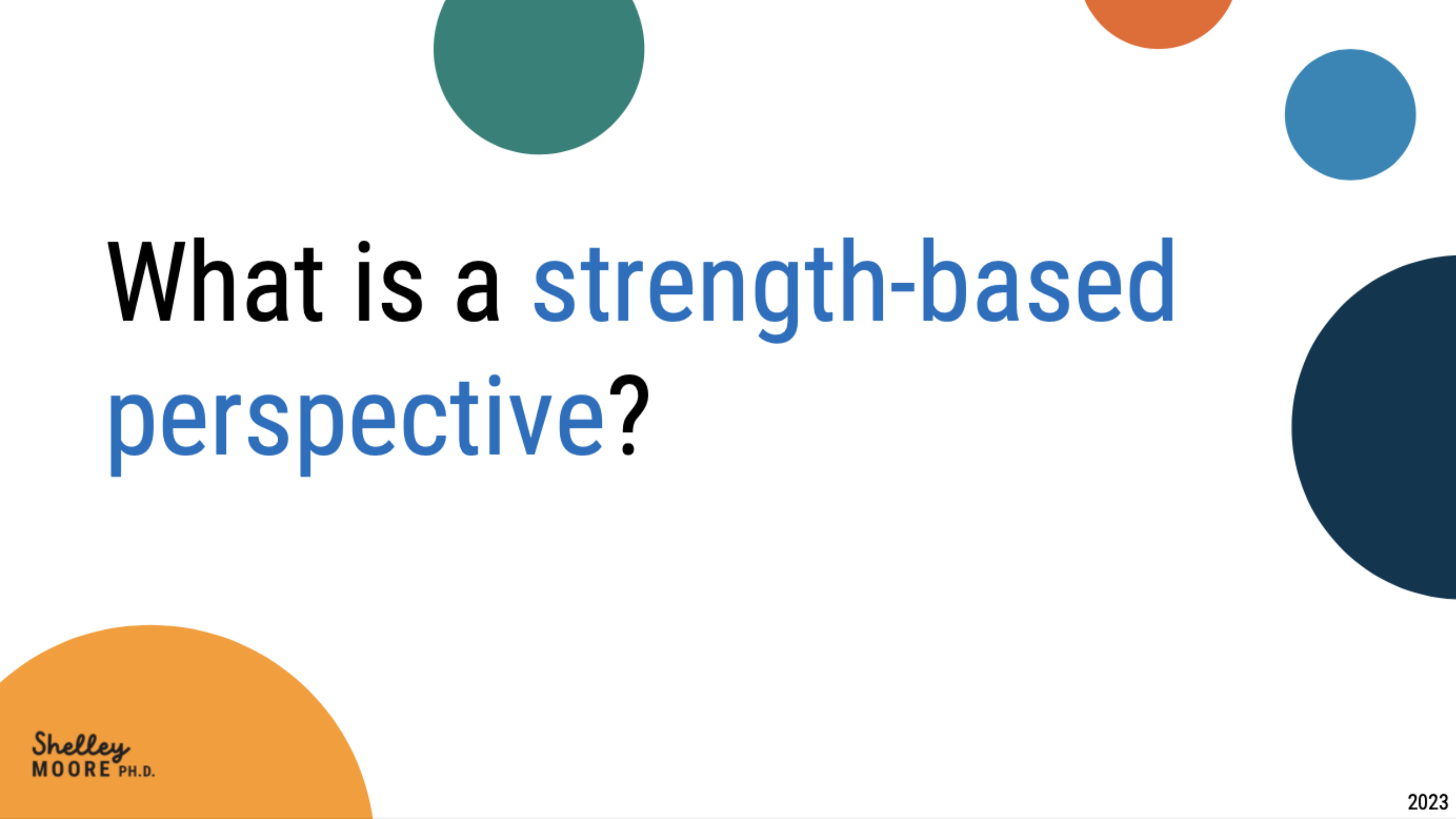
are in **PROXIMITY**  
to and  
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with **PEERS**

have  
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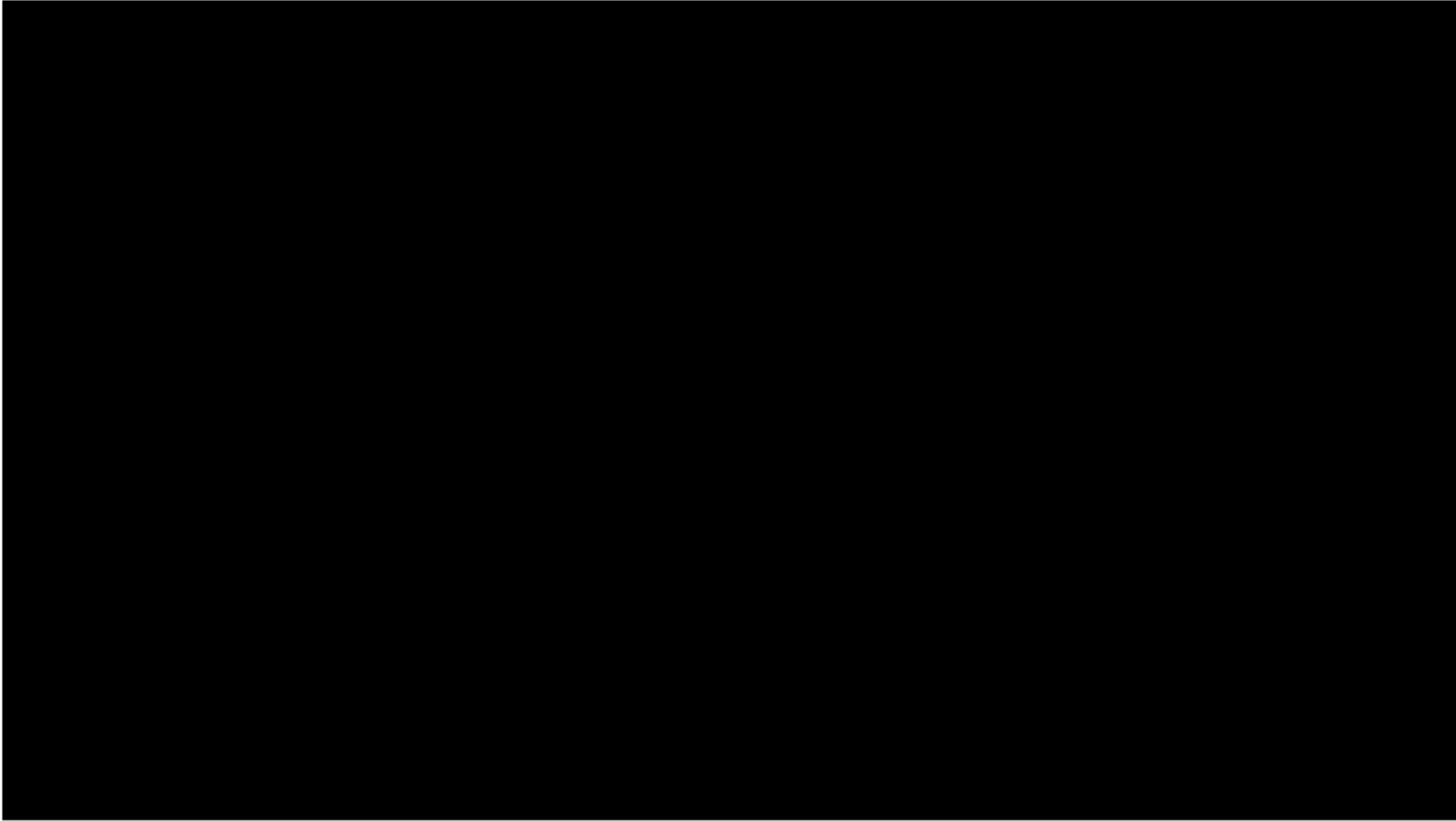


How do we shift our thinking  
towards a strength-based  
perspective?

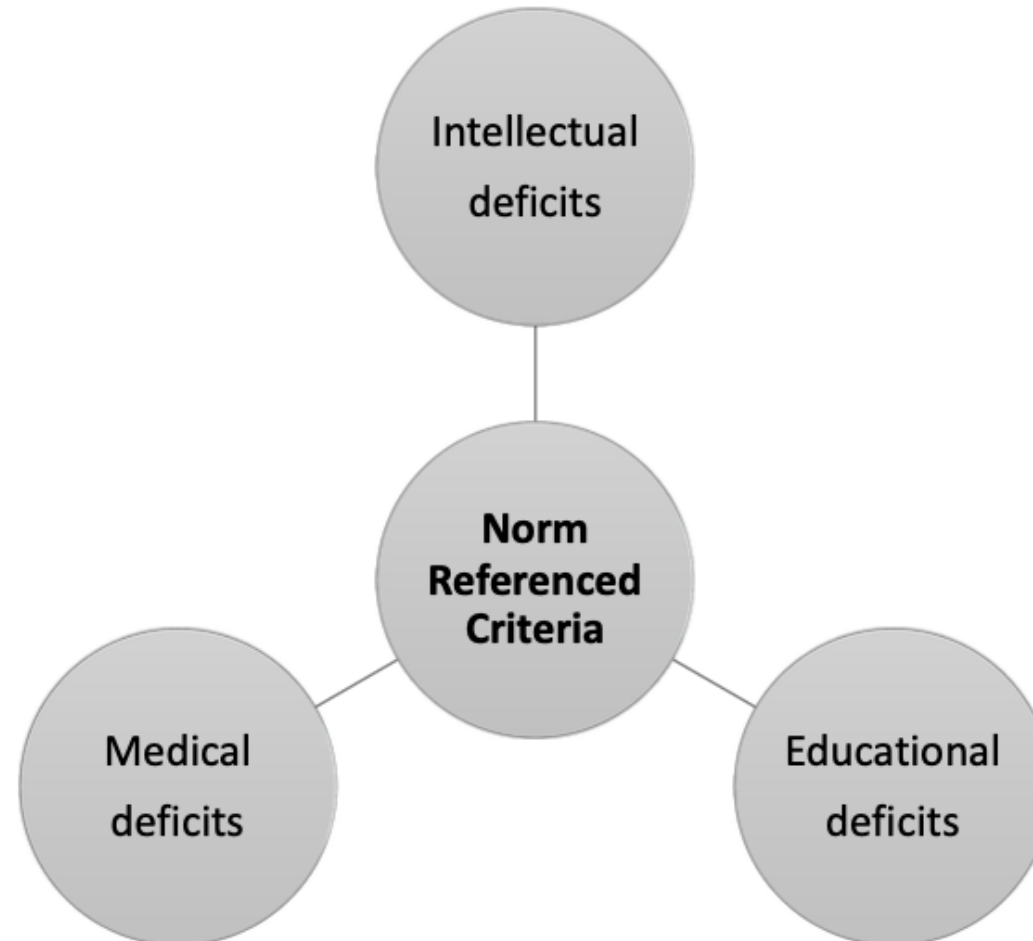


# What is a strength-based perspective?

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



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





What is one useful  
takeaway so far?

# Why is Presuming Competence Important?

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

Cheryl Jorgenson



# How can we Presuming Competence?

- Students so often **need** to “**prove**” that they can behave **before given access** to inclusive learning
- Biklen & Burke suggest:
  - Rather than proving their ability, presuming competence is **assuming that all** students have **ability** in any and **all places**



# How can we Presuming Competence?

- Focus more on **strengths, interests, abilities, barriers** and **needs** and less on deficits
- Make space for **student voice and agency** and give opportunities for students to be a part of the **decision making** in their learning
- Provide children with multiple ways to communicate and share their learning

Jorgenson, McSheehan & Sonnenmeier



# Is Presuming Competence Enough?

Nope!

Now we need to **focus** on the **decisions** that we make that are **based on our perceptions** and assumptions about students

# Presuming Competence: Positive Attitudes Towards Disability & Inclusion

|                                          | Access                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | Essential                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | Developing                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | Confident                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | Extending                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
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<https://docs.google.com/forms/d/e/1FAIpQLSfmzLbt-CiUldp9QsF7kE1rweZxKMqj8e1EhF2sOs3ifeQe-w/viewform?usp=header>

- What column would assess your community to be at?
- Using the indicators in that column, what would be one goal to work towards within your community?
  - We can ...
    - by...

# Presuming Competence: Positive Attitudes Towards Disability & Inclusion

|                                          | Access                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | Essential                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | Developing                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | Confident                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | Extending                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
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<https://forms.gle/Q5NnuBbU3r5hTjqcA>

- What column would assess your community to be at?
  - Awareness
- Using the indicators in that column, what would be one goal to work towards within your community?
  - We can learn more about Disability as being an identity by:
    - seeking out opportunities to learn from Disabled voices and experiences
    - participating in a community book that centers Disabled characters



Shelley  
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