

# THE INFRASTRUCTURE OF INCLUSION

## Learning Series

Guiding Condition # 2: All students are placed in inclusive classrooms and schools

---

Shelley  
MOORE PH.D.



# Shelley MOORE PH.D.



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



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



[@drshelleymoore.bksy.social](https://www.bksy.social/@drshelleymoore)



[@drshelleymoore](mailto:drshelleymoore)



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

# 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**



# Welcome!

## Our Plan Together

November 12: Kick Off – What are the **guiding conditions** of inclusion?

January 24 : Guiding Condition #1: All Students are **presumed competent**

February 5: Guiding Condition #2: All students are **placed** in inclusive classrooms

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

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

March 25: 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!



Five Moore Minutes + 30 + 11d

## Infrastructure on Inclusion

Central Valley School District

What are you hoping to take away from this series?

What is a question that is coming up for you?

What is one thing you are learning in this series?

Add section

### Knowledge

More information on inclusive practices to ensure every student is successful in a general education setting.

How to get all key players on board when the work is challenging?

To find ways to make core curriculum accessible to all students

### Student choice

How do we balance student choice and inclusion practices while still addressing skill deficits?

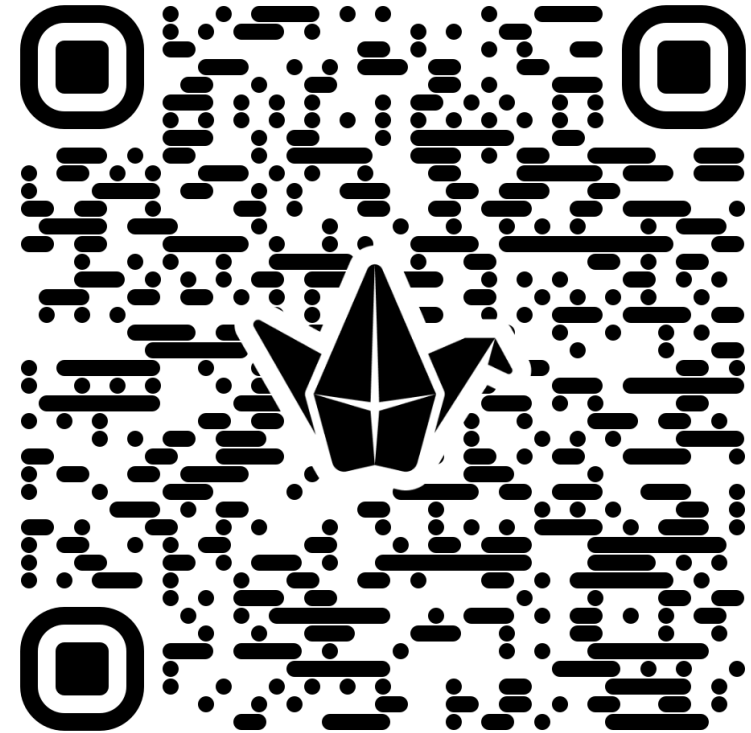
Ideas for improving practice around inclusion

How to phase this in to high school and still provide individualized support to learners that still need one on one or smaller classes

### Best Practices

Best practices of inclusion and help make it as successful as possible for all students.

What are some simple ways to start working toward an inclusionary model in your school?



# What is one thing you are learning in this series?

## 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

## 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  
**PARTICIPATING**  
with **PEERS**

have  
**PURPOSEFUL**  
roles and  
responsibilities

are **PLANNED** for  
from the start

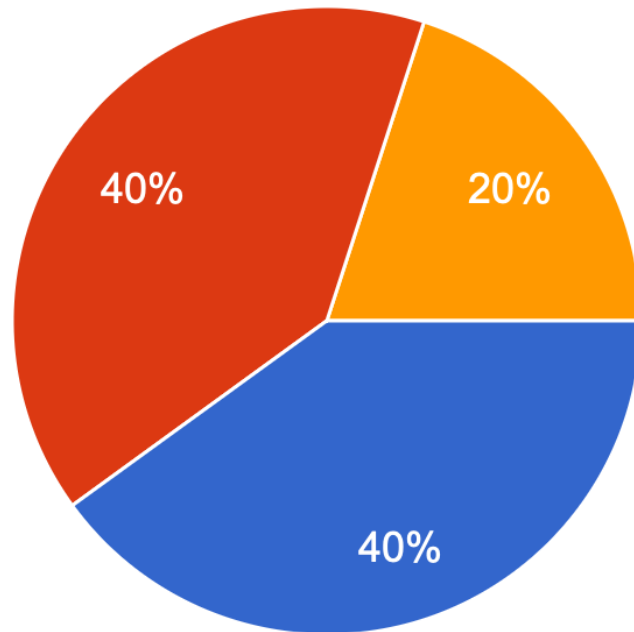


# Presuming Competence: Positive Attitudes Towards Disability & Inclusion

	Access	Essential	Developing	Confident	Extending
	Awareness	Attitudes	Practices	Collaboration & Communication	Personal & Professional Growth
Attitudes Towards Disability & Inclusion	<ul style="list-style-type: none"> <li>Staff is aware of the variety of disabilities in the school community</li> <li>Staff are aware that there are students who may not be included in their classroom/school communities</li> <li>Staff have an understanding of what inclusion is</li> <li>Staff are aware of how students with disabilities are perceived by the school community</li> <li>Staff are aware of the language they use to describe students</li> <li>Staff respectfully address students with disabilities in age appropriate tones and their privacy and integrity is respected</li> <li>Staff is aware that Disability is an identity to be celebrated as unique contribution to diverse communities</li> </ul>	<ul style="list-style-type: none"> <li>Staff have a positive attitude towards disability and inclusion</li> <li>Staff have a common understanding about what inclusion is and why it is important</li> <li>Staff understand that perceptions of disability influence decisions about educational placement and programming</li> <li>Staff understand value in including students' voice in educational decision making</li> <li>Staff know what ableism is and are noticing examples of ableism in classroom and school communities</li> <li>Staff understand that Disability needs to also be considered in diversity, inclusion and equity (DEI) oriented initiatives</li> <li>Staff describe students in ways that are Disability affirming and non ableist that avoid derogatory terms that perpetuate negative stereotypes</li> </ul>	<ul style="list-style-type: none"> <li>Staff members are trying inclusive practices in their classrooms</li> <li>Staff are getting to know students from a strength based perspective</li> <li>Staff are using strength based perspectives as part of their data collection and formative assessment techniques that inform their practice</li> <li>Community and school based job activities are an inclusive experience and not the sole responsibility of students with disabilities during and not done during instructional time</li> <li>Educational programming and enrollment is based on equal opportunity not ability levels</li> <li>Staff are including Disabled students' voice in decision making processes (and ensuring communication tools are available to do so)</li> </ul>	<ul style="list-style-type: none"> <li>Staff are working together to better understand and enact inclusive practices in their classroom and school</li> <li>Staff are learning about disability from multiple perspectives</li> <li>Staff are advocating for inclusion and increasing access and opportunity for disability in classrooms and schools</li> <li>Staff are intentionally taking action to combat ableism in their school community and beyond</li> <li>Staff are advocating for resources that increase accessibility and situate Disability and Inclusion as a critical and equity oriented practice</li> <li>Staff provide space for (and are responsive when) students with disabilities self advocate</li> </ul>	<ul style="list-style-type: none"> <li>Staff are constantly reflecting on their hidden bias towards disability and inclusion</li> <li>Staff understand when their experiences, beliefs and attitudes are the barrier to inclusion and/or the success of a student with a disability</li> <li>Staff are engaging in learning and growth opportunities to learn more about, and from, Disabled perspectives</li> <li>Staff challenge Disability stereotypes (e.g. inspiration porn, infantilization etc.) and correct misconceptions that they encounter in others</li> <li>Staff display allyship by leading by example and influencing others around them to contribute to a more inclusive culture in the school and community</li> </ul>

Reflect on your own context, where do you think they fall in terms of their attitudes towards inclusion and students?

10 responses



- Access: Members of the community are aware of Disability & Inclusion efforts
- Essential: Members of the community have a positive attitude towards inclus...
- Developing: Members of the community are intentionally shifting practices to b...
- Confident: Members of the community are working together to shift practices...
- Extending: Members of the community are searching out opportunities to cont...

# Goals moving forward

- **We can** construct a **common understanding** of what inclusion and why it is important is x 2
- **We can** **support each other** to move forward in this work by being open and having a positive mindset x2
- **We can** take practical and **actionable steps** towards inclusion
- **We can** help staff become **aware of Disability** as an identity to be celebrated
- **We can** target and focus on the attitude that **all students are able**

## 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  
**PARTICIPATING**  
with **PEERS**

have  
**PURPOSEFUL**  
roles and  
responsibilities

are **PLANNED** for  
from the start

How do we increase  
opportunities for

inclusion

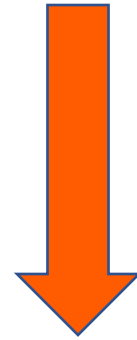
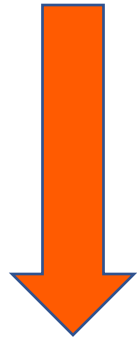
to happen?



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

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**

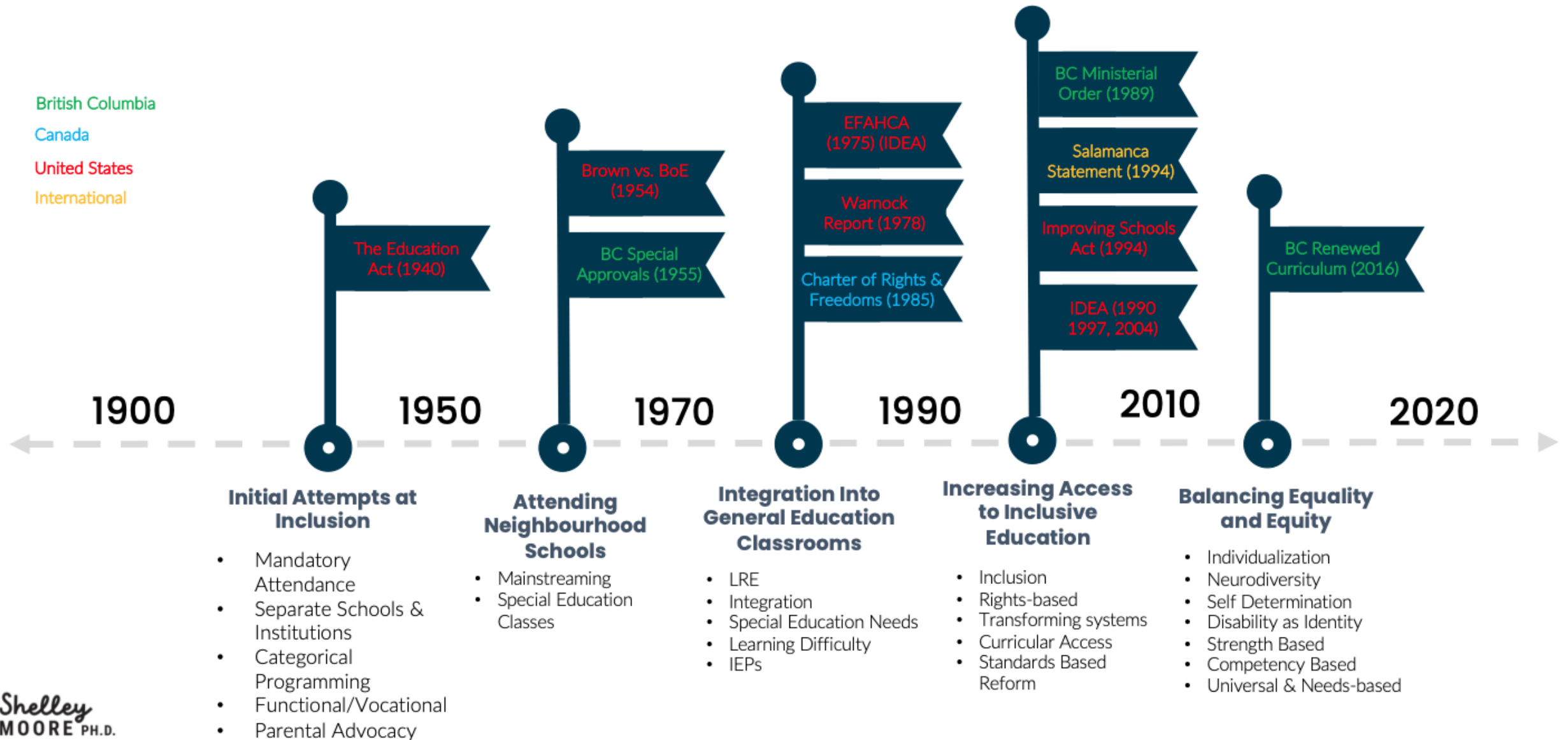


# Guiding Conditions & Structures of Inclusion

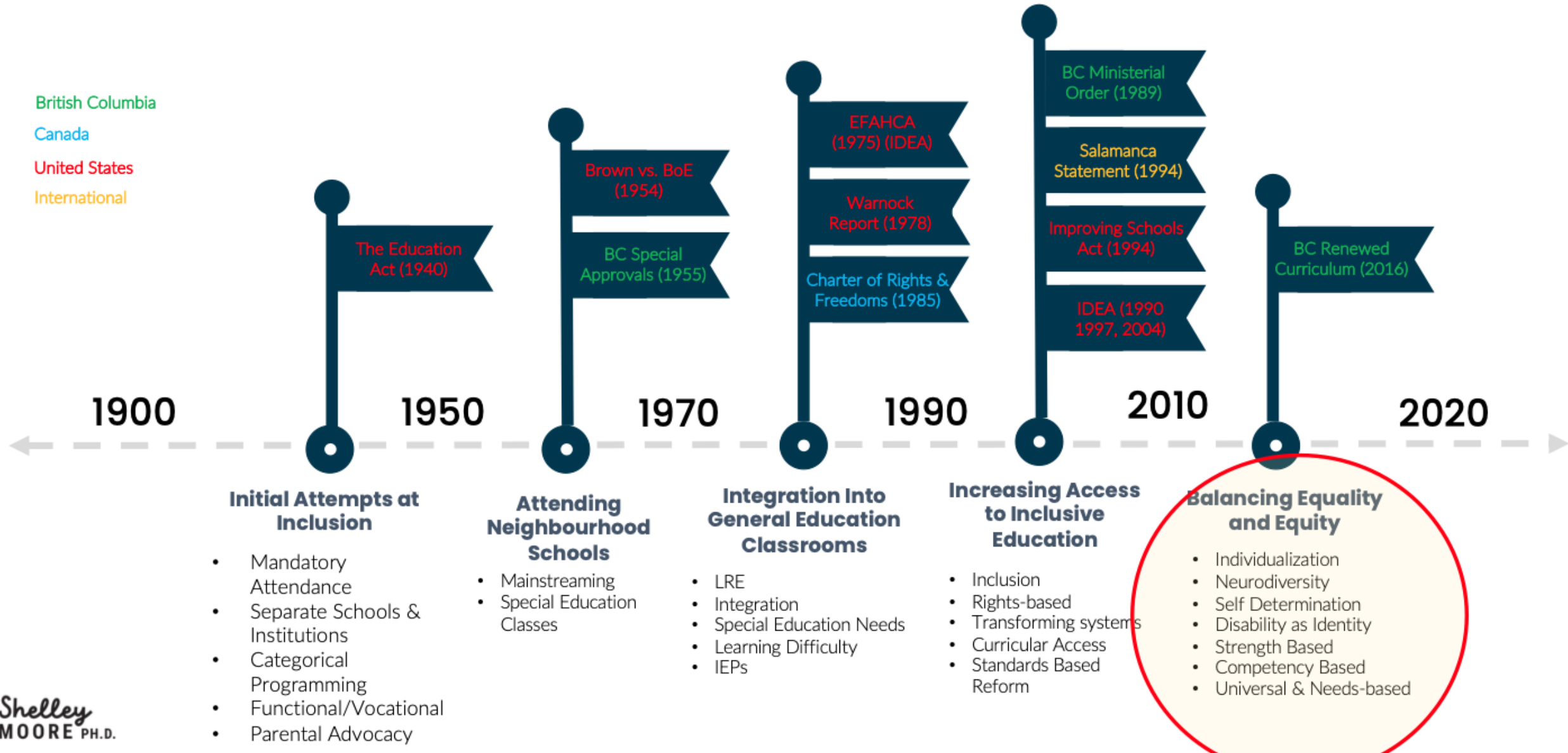
ALL students are enrolled in & attending curricular classes with their peers

- Inclusive placements, more so than segregated or self-contained, provide more opportunities to:
  - engage in interesting and age-appropriate curriculum
  - interact with nondisabled peers
  - access universal supports
  - negotiate expectations of settings as one does in daily life
- Increase in personal wellbeing, fewer absences from school, increased motivation to learn, higher school completion, and better outcomes after high school in the areas of employment and independent living

# History & Evolution of Inclusion for Students Intellectual Disabilities

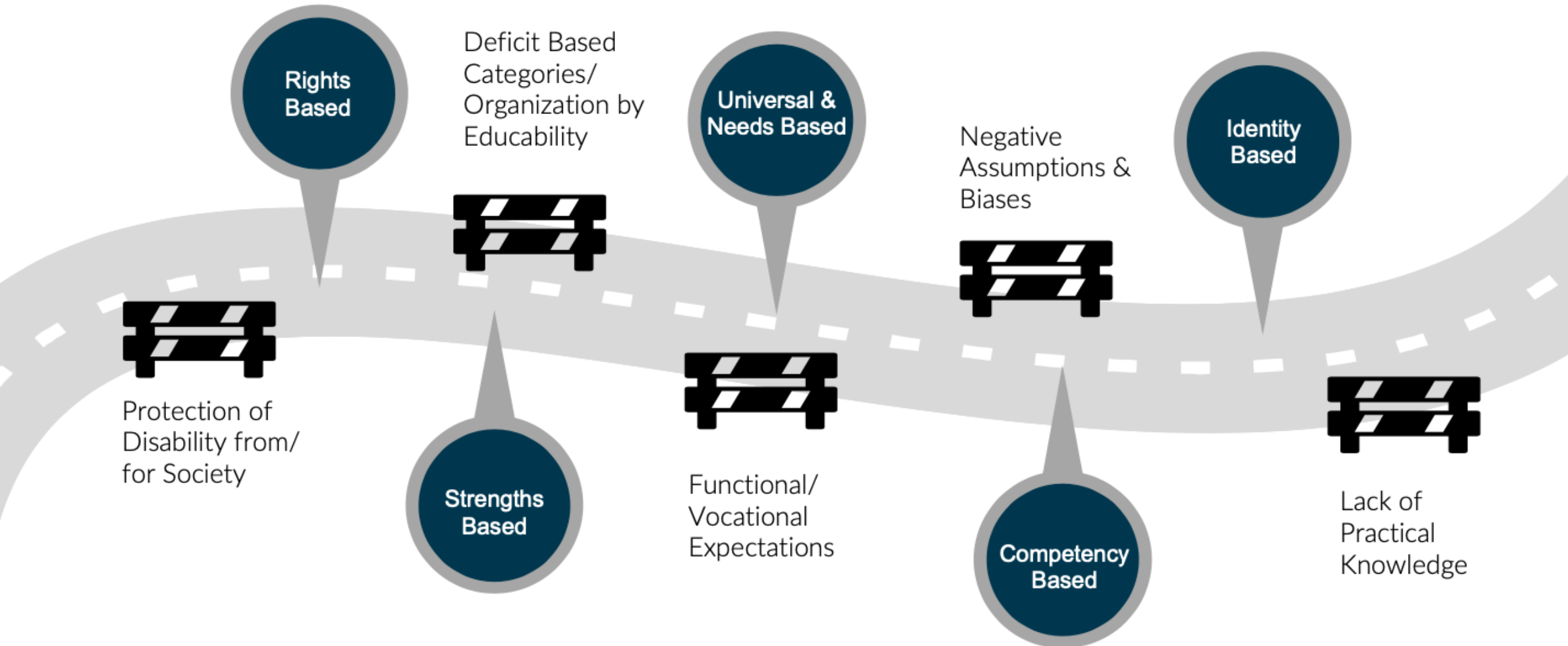


# History & Evolution of Inclusion for Students Intellectual Disabilities

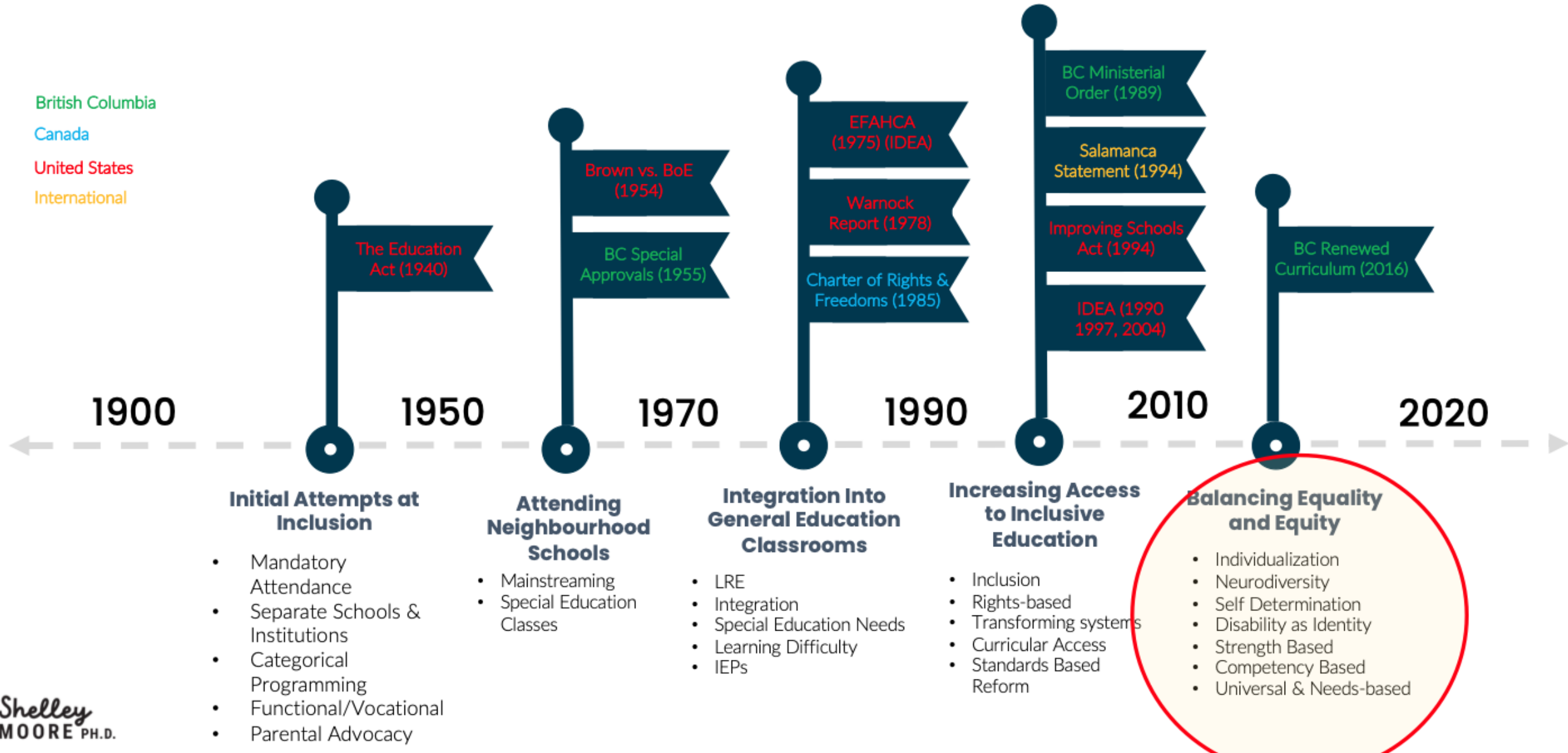




# What are the barriers to enrollment in inclusive places for students with disabilities?



# History & Evolution of Inclusion for Students Intellectual Disabilities



# What is What?

## Neurodiversity

- Disability is an identity (not a problem) that we need to appreciate and celebrate like any identity, and we NEED disability in all of our communities

## Individualization

- all students need to have agency in their educational journey

## Self Determination

- all students need tools to manage their needs (not fix their deficits) & what works for one, works for many

## Disability as Identity

- all students are valued and responded to just as they are; they are not forced to conform to a status quo or dominant group in to be successful

## Strength & Competency-Based Learning

- all brains work differently, there is no one way or right way to think and learn

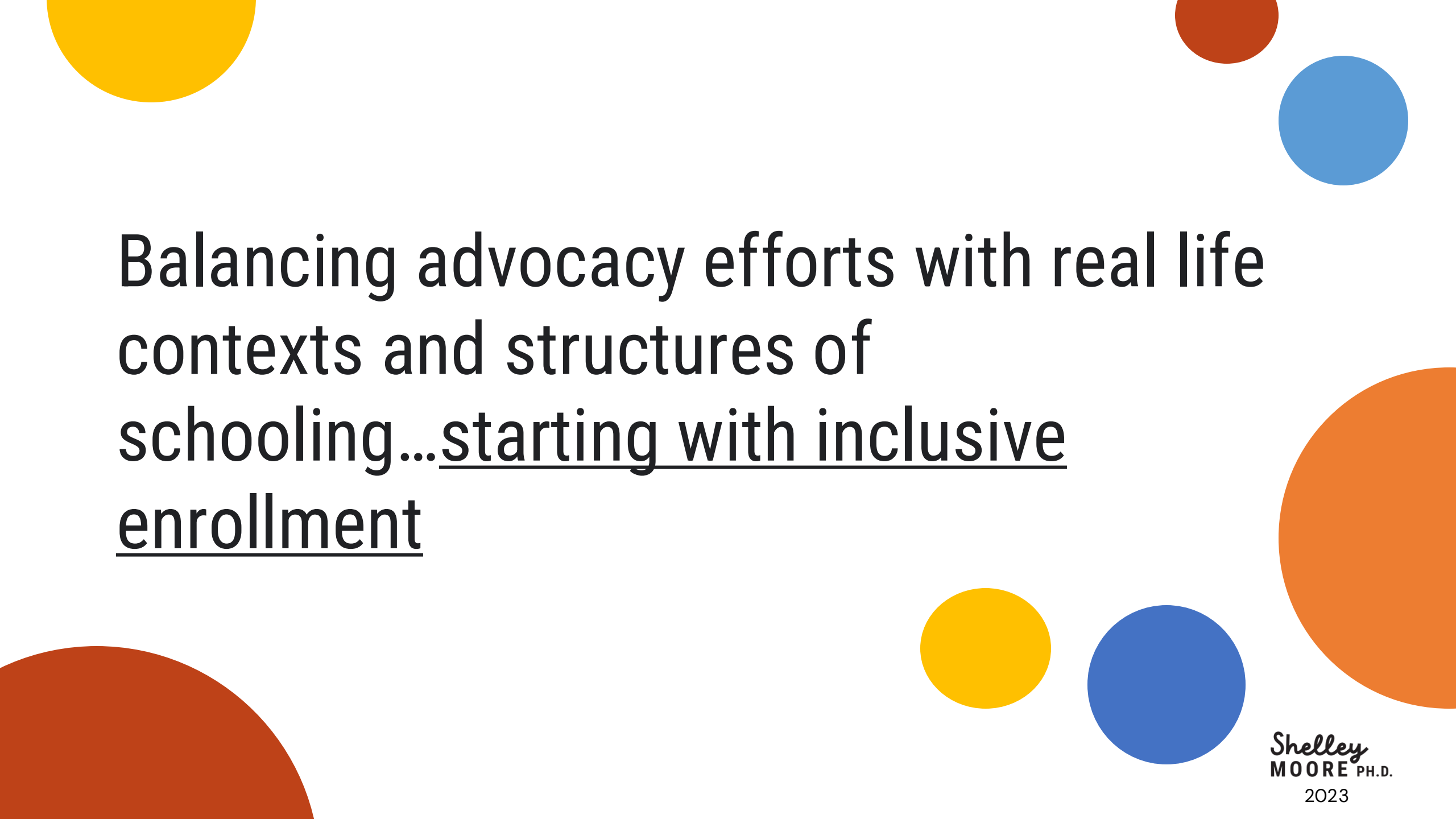
## Universal and Needs Based

- all students can learn and grow, looking at what students could do instead of what they should do

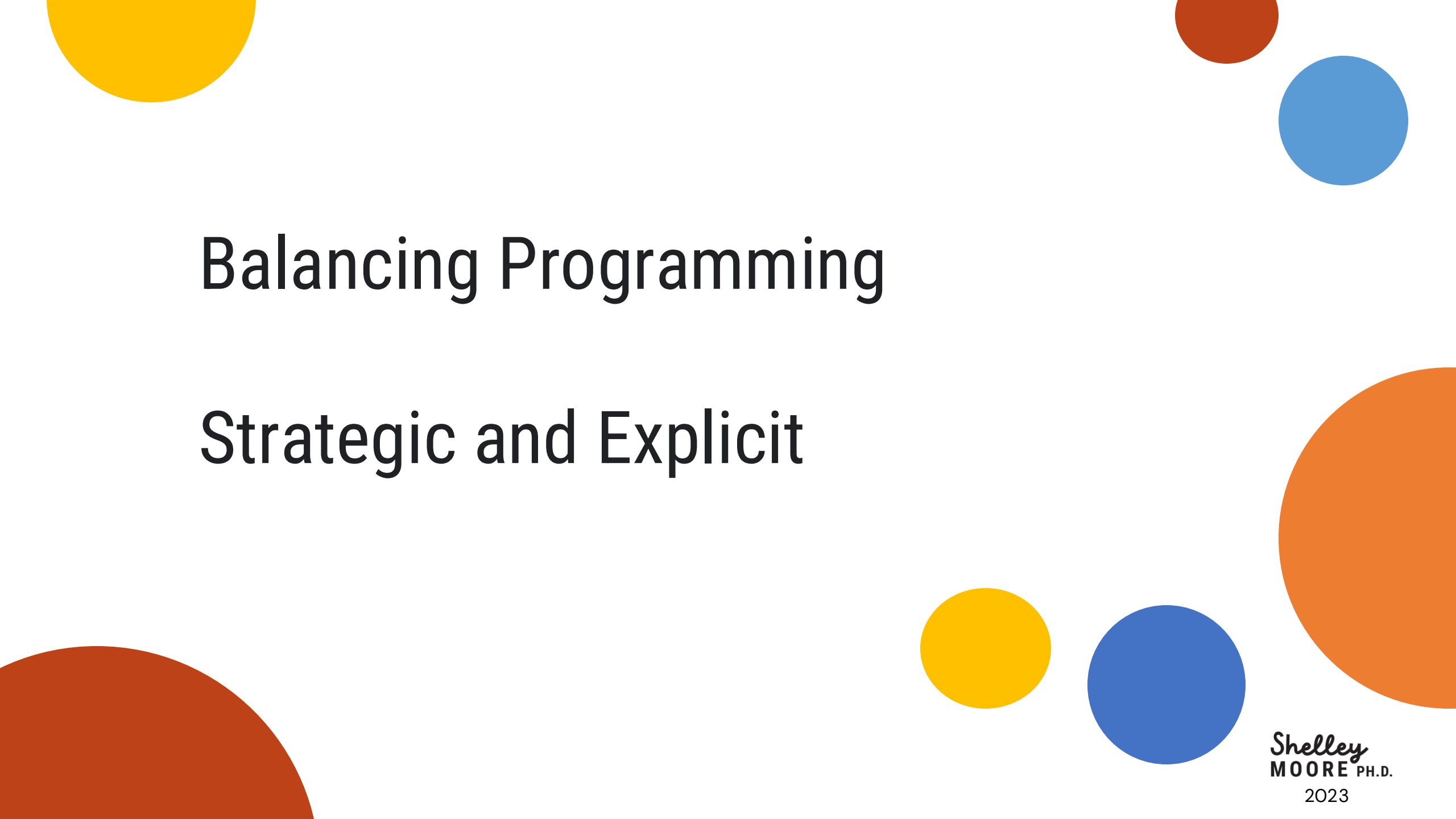


# What are we advocating for?

- **Neurodiversity:** all brains work differently, there is no one way or right way to think and learn
- **Individualization:** all students are valued and responded to; they are not forced to conform to a status quo or dominant group
- **Self Determination:** all students need to have agency in their educational journey
- **Disability as Identity:** Disability is an identity (not a problem) that we need to appreciate and celebrate like any identity, and we NEED disability in all of our communities
- **Strength & Competency-Based Learning:** all students can learn and grow, looking at what students could do instead of what they should do
- **Universal and Needs Based:** all students need tools to manage their needs (not fix their deficits) & what works for one, works for many

The slide features several large, semi-transparent circles in yellow, orange, and blue scattered around the text. A large yellow circle is in the top left, a small orange circle is in the top right, a medium blue circle is in the top right, a large orange circle is on the right side, a medium yellow circle is in the bottom right, a medium blue circle is in the bottom right, and a large orange circle is in the bottom left.

Balancing advocacy efforts with real life  
contexts and structures of  
schooling...starting with inclusive  
enrollment

The slide features several large, semi-transparent colored circles in the corners: a yellow circle in the top-left, a blue circle in the top-right, a large orange circle in the bottom-right, and a brown circle in the bottom-left. The text is centered in the middle of the slide.

# Balancing Programming

## Strategic and Explicit



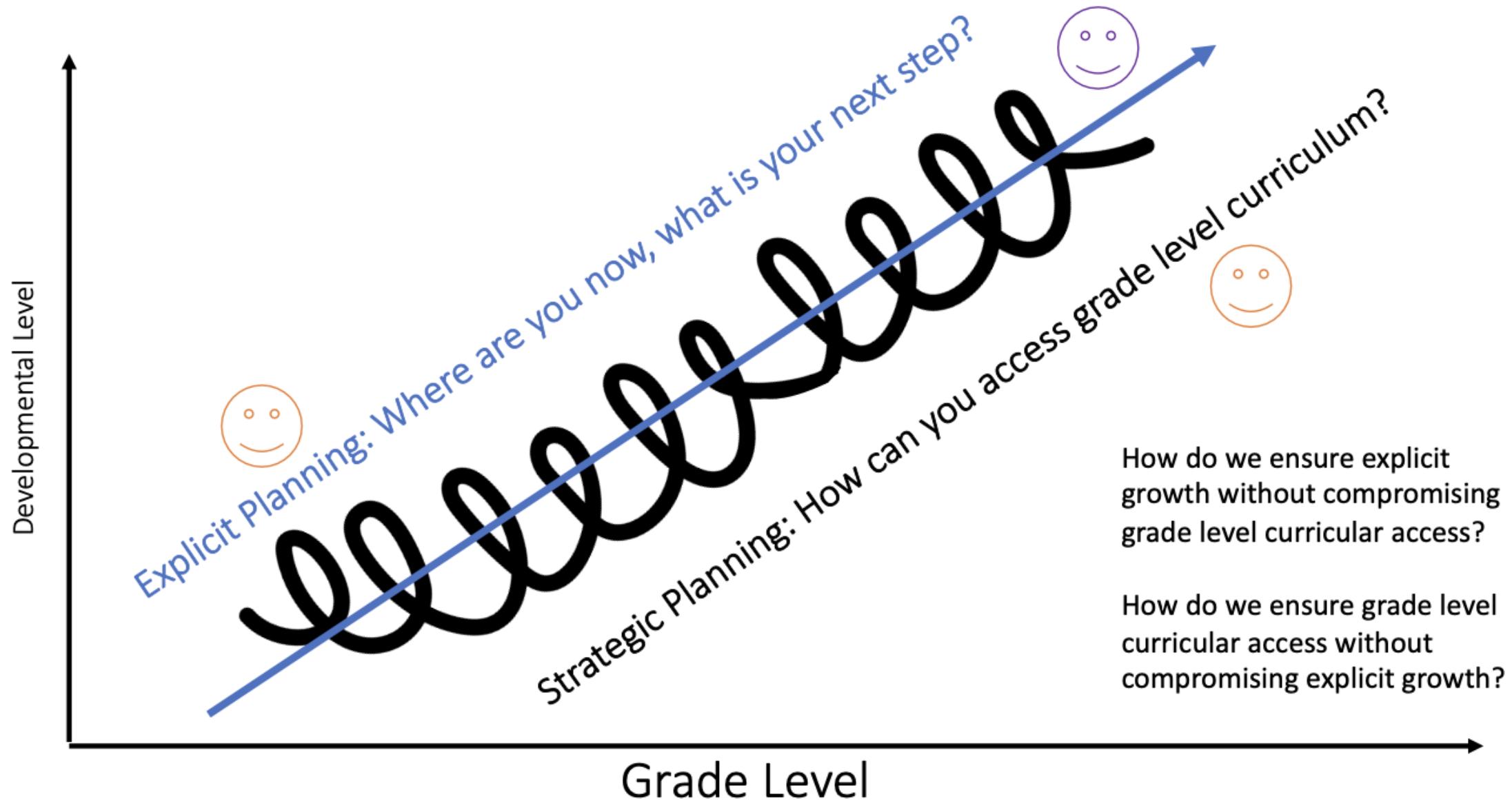
# Guiding Conditions & Structures of Inclusion

ALL students are enrolled in & attending curricular classes

## Finding the Balance for Enrollment

- **Strategic** Planning
  - Students are in classrooms with diverse peers
  - Students are working on age-appropriate curricular goals derived from grade level (e.g., science, math, phys ed, Art)
  - Not closing the gap – making curriculum accessible
- **Explicit** Planning
  - Students and families can choose to be in smaller classrooms/groups with their identity-based peers
  - Students are working on developmentally and AGE-appropriate goals (i.e. literacy, numeracy, life skills, OT, PT, SLP, toileting, eating etc.)
  - Life/Community oriented Skills
  - Working on closing the gap
  - Can still be inclusive

# All students need both explicit and strategic planning?



# 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%

# Guiding Conditions & Structures of Inclusion

**ALL students are enrolled in & attending  
curricular classes**

## **Strategic Programming Guidelines**

**Do ALL students have access to inclusive programming  
connected to:**

- Academics
- Electives
- Activities/events in the school
- Activities/events outside the school



# 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:

<b>Student:</b>		<b>Grade:</b>	<b>Enrolled Class/ Grade:</b>	<b>Start Date:</b>	<b>Next Check in Date:</b>	
<b>Plan is Aligned to:</b>		<input type="checkbox"/> <b>Academics</b>	<input 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>Possible Place Opportunities</b> (Typical Peer Opportunities)	<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 attending sometimes  <b>Next Step:</b> Plan for and prepare place (Target teachers & peers)	<b>What this means:</b> Student is enrolled, not yet attending  <b>Next Step:</b> Plan for new place (Target student & family)	<b>What this means:</b> Student is receiving supplemental programming <b>Next Step:</b> Re-evaluate student needs at next check in	

# Place Alignment Planner: Elementary

Student: Vinaj P.		Grade: 2	Enrolled Class: Ms. Yee Grade 2	Start Date: October 15, 2020	Next Check in Date: Nov. 30, 2020
Plan is Aligned to:		<input checked="" type="checkbox"/> Academics	<input checked="" type="checkbox"/> Electives	<input type="checkbox"/> In-School Activities	<input type="checkbox"/> Out-of-School Activities
Student interest and/or Family Priority	Possible Place Opportunities (Typical Peer Opportunities)	Aligned	Next Step	As soon as Possible:	Not a priority at this time:
		<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 attending sometimes  <b>Next Step:</b> Plan for and prepare place (Target teachers & peers)	<b>What this means:</b> Student is enrolled, not yet attending  <b>Next Step:</b> Plan for new place (Target student & family)	<b>What this means:</b> Student is not enrolled or attending and receiving supplemental programming <b>Next Step:</b> Re-evaluate student needs at next check in
	Outside before school			•	
	Arrival & morning meeting			•	
•	Reader's workshop	•			
•	Recess		•		
•	Literacy & Math Centers		•		
•	Math Workshop				Explicit Numeracy
	Lunch			•	
	Art				SLP Support
•	Music			•	
•	Gym		•		
	Science/Socials				Autism Support

# 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>Possible Place Opportunities</b> (Typical Peer Opportunities)	<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		•				

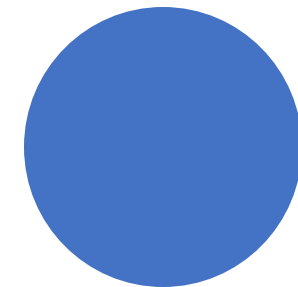
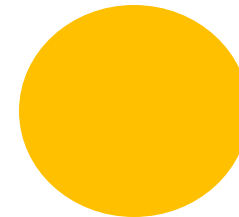


# Reflecting on your own context...

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...



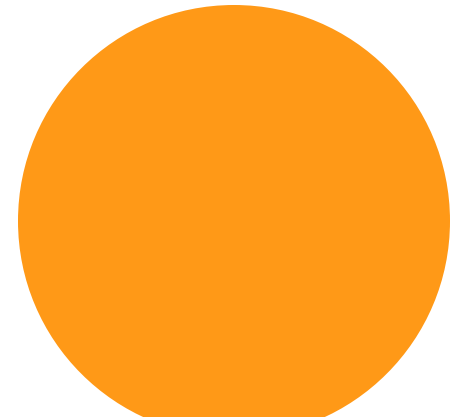
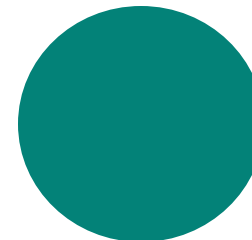
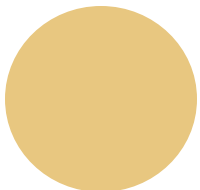
## Place: Students with Disabilities are enrolled and attending inclusive classrooms

	Access	Essential	Developing	Confident	Extending
	Awareness	Attitudes	Practices	Collaboration & Communication	Personal & Professional Growth
Enrollment and Attendance in Inclusion Classrooms and Schools	<ul style="list-style-type: none"> <li>School has a self-contained and/or segregated program for students with disabilities and are aware that a shift towards more inclusive programming needs to occur</li> <li>School and staff are aware that there are students missing from their classroom and/or school community</li> <li>School and staff are aware of barriers to enrollment, including physical facilities, learning materials, technology, professional development, attitudes, etc.</li> <li>Staff have been provided research and had opportunities to hear from self-advocates and families with lived experience on the value and impact of inclusive enrollment and attendance</li> <li>All students are enrolled in a grade-based homeroom classroom with their peers</li> </ul>	<ul style="list-style-type: none"> <li>Students with disabilities are enrolled in interest and strength based elective classes with their peers</li> <li>Decisions on enrollment are influenced by positive attitudes and beliefs of the classroom teacher towards Disability and inclusion</li> <li>School and staff are working towards increasing enrollment for students with disabilities who have not historically attended the school and/or classrooms with peers</li> <li>Attendance of students with disabilities in increasing/ a plan is in place to increase attendance</li> <li>Students and families are consulted about which classes to enroll student with disabilities in</li> <li>Students with disabilities are enrolled in classes first to ensure there is adequate space</li> <li>Enrollment numbers for students with disabilities in elective and academic classrooms are increasing</li> </ul>	<ul style="list-style-type: none"> <li>Attendance and retention rates of students with disabilities who are enrolled reflect rate of students without Disabilities</li> <li>School keeps track of and decreases disproportionality data including disciplinary actions, school completion, graduation, enrollment and attendance rates</li> <li>All students attend school for the full number of hours as directed by law</li> <li>Students with disabilities are given equal opportunity to enroll and attend any elective and academic class with their peers</li> <li>Students with Disabilities attend and can access grade level curriculum and instruction</li> <li>Students with Disabilities receive supplemental services outside of instructional time</li> </ul>	<ul style="list-style-type: none"> <li>Classroom teachers are collaborating with support teachers and support staff to ensure placement within the class in purposeful</li> <li>School is receiving positive feedback from students and families about enrollment and attendance</li> <li>School is offering information about the importance of diversity and inclusion that include Disability to the community</li> <li>School/ District has a process of reporting and tracking exclusionary events and practices</li> <li>School implements a layered support model that allows for services to be offered to students in more universal ways</li> </ul>	<ul style="list-style-type: none"> <li>Staff are seeking out missing Disabled voices in their classes and advocating for inclusive placement for students with disabilities</li> <li>School and staff are addressing bias in the disproportionality of data being gathered</li> <li>School and staff are addressing exclusion being reported by students and families</li> <li>Staff are provided opportunities and attending professional development on universal design and layered support models</li> <li>Staff are provided opportunities to collaborate to support students in universal and needs based ways</li> </ul>



# Reflection and Goal Setting

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



## 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  
**PARTICIPATING**  
with **PEERS**

have  
**PURPOSEFUL**  
roles and  
responsibilities

are **PLANNED** for  
from the start



# 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**



# How is your learning so far in this series aligning to:

- **Neurodiversity:** all brains work differently, there is no one way or right way to think and learn
- **Individualization:** all students' needs are responded to; they are not changed (or forced to conform) to a status quo or dominant group
- **Self Determination:** all students need to have agency in their educational journey
- **Disability as Identity:** Disability is an identity (not a problem) that we need to appreciate and celebrate like any identity, and we NEED disability in all of our communities
- **Strength & Competency-Based Learning:** all students can learn and grow, looking at what students could do instead of what they should do
- **Universal and Needs Based:** all students need tools to manage their needs (not fix their deficits) & what works for one, works for many



# Homework

- **Between now and next session – choose an action**
  - Talk to someone about the session
  - Notice how your thinking is changing
  - Notice how your practice is changing
  - Keep track of questions that are coming up
  - Seek out resources to learn more about inclusive placement
  - Make a plan to to take an actionable step towards a goal you have set

# Shelley MOORE PH.D.



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



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



[@drshelleymoore.bksy.social](https://www.bksy.social/@drshelleymoore)



[@drshelleymoore](mailto:drshelleymoore)



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