

THE INFRASTRUCTURE OF INCLUSION

Learning Series

Planning for ALL – Part 1

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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



What stands out from
last session?

What are you noticing
about your thinking and
practice?

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How do we

plan for all needs



What is a barrier?

What is a need?

Reducing Barriers



Supporting Needs

Shifting the Paradigm: MEDICAL MODEL OF DISABILITY



Place

Shifting the Paradigm: MEDICAL MODEL OF DISABILITY

Child



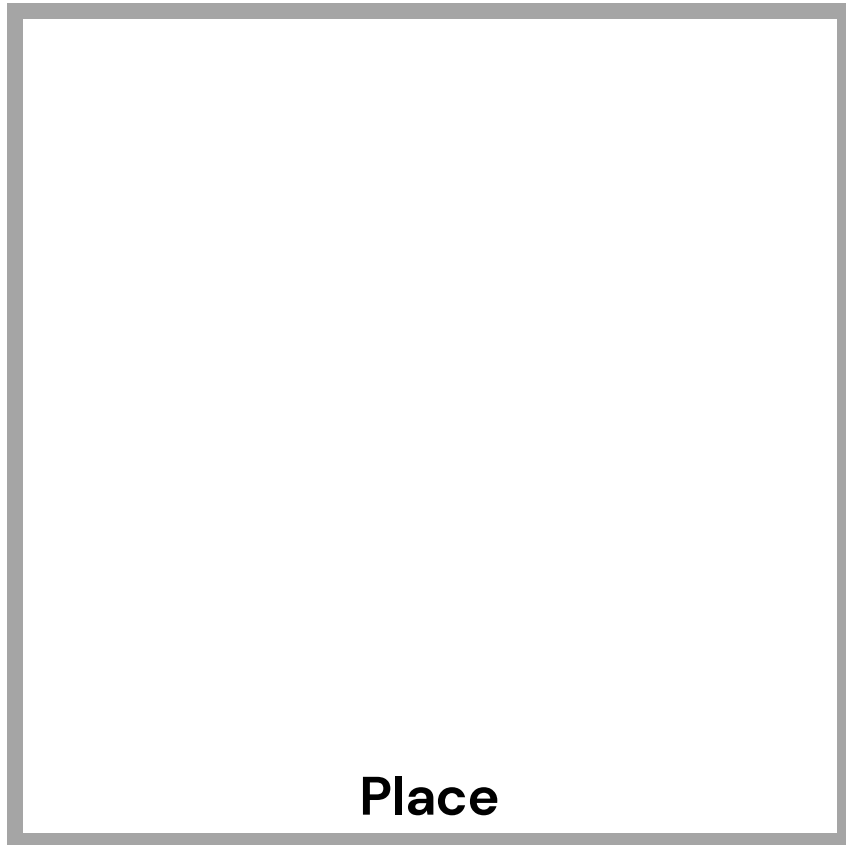
Place

Historical Special Education

If child isn't successful:

- Remove the child
- Diagnose the problems in the child
- Fix the child
- Child goes back when they are "ready"

Shifting the Paradigm: MEDICAL MODEL OF DISABILITY



Child



Historical Special Education

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Shifting the Paradigm: MEDICAL MODEL OF DISABILITY

Child



Place

Historical Special Education

If child isn't successful:

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- Diagnose the problems in the child
- Fix the child
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BUT WAIT...

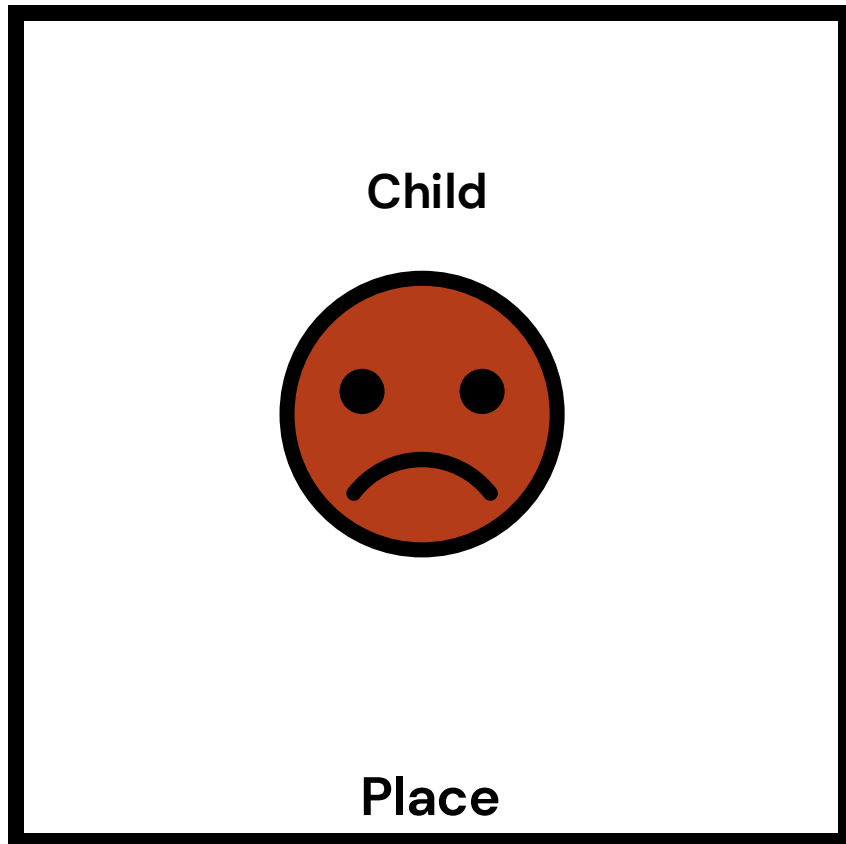
People with disabilities said:



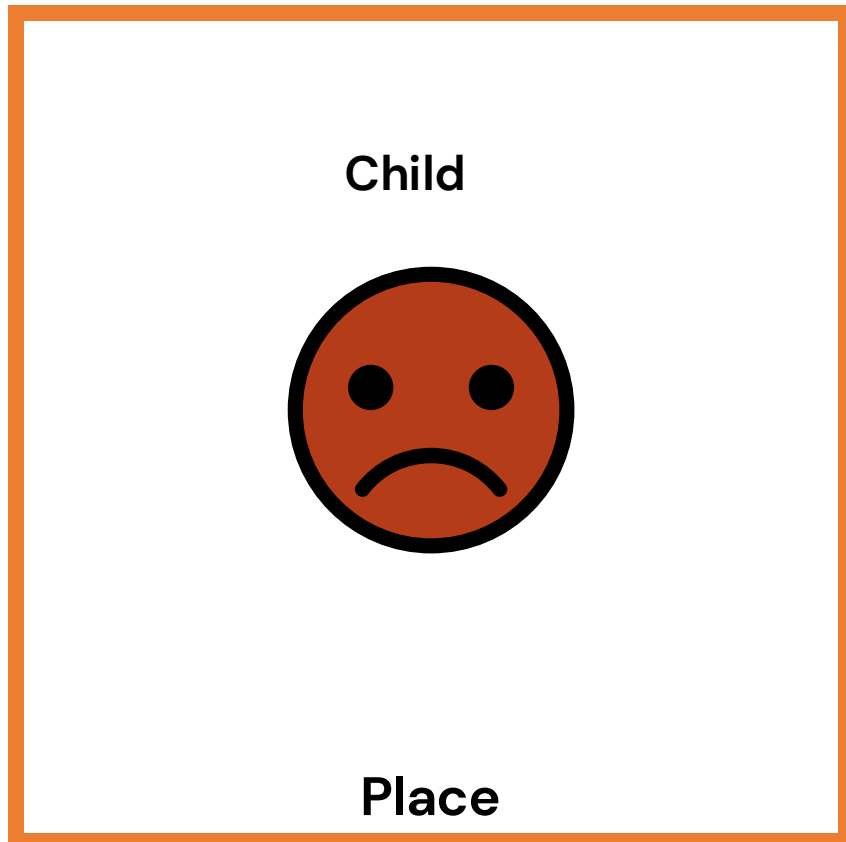
“I am not broken.”

“I do not need to be fixed!”

Shifting the Paradigm: SOCIAL MODEL OF DISABILITY




Shifting the Paradigm: SOCIAL MODEL OF DISABILITY



Social Model

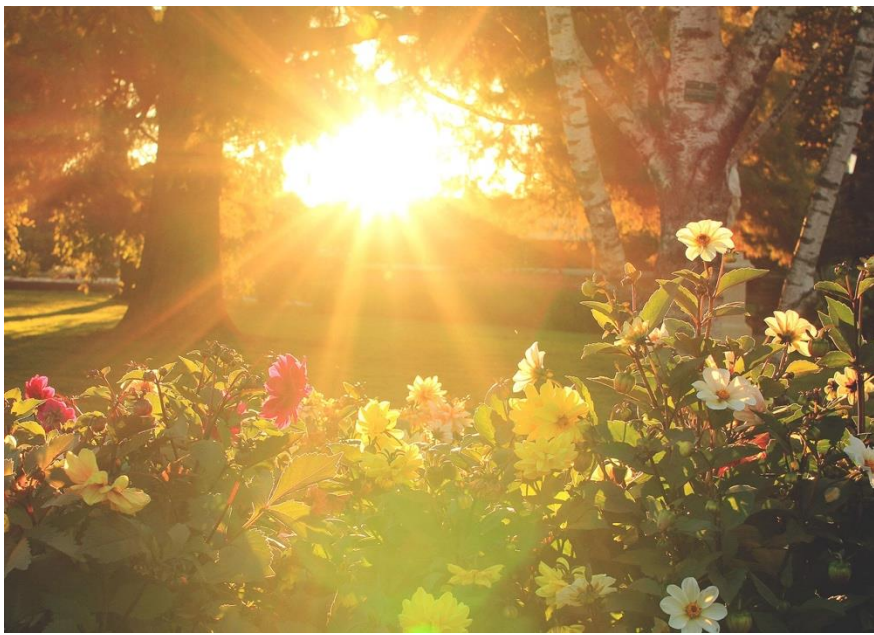
If a child isn't successful:

- Diagnose the barriers in the place
- Target the place



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

–Alexander den Heijer



What is happening in the environment?

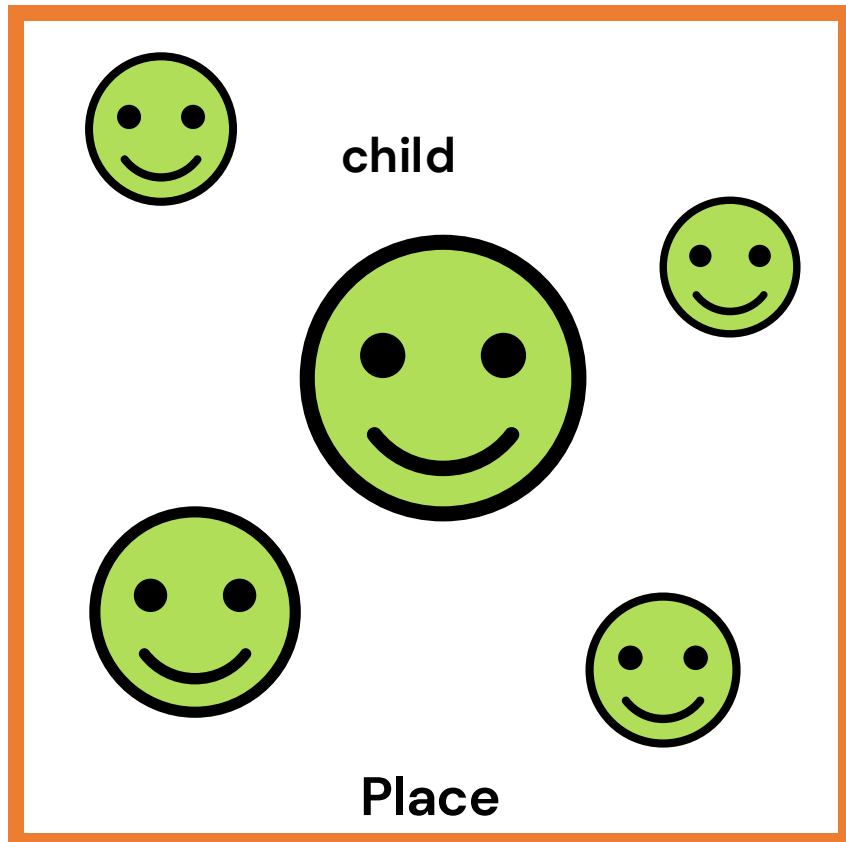
What are the potential barriers?

not enough light

not enough water

not enough space

Shifting the Paradigm: SOCIAL MODEL OF DISABILITY



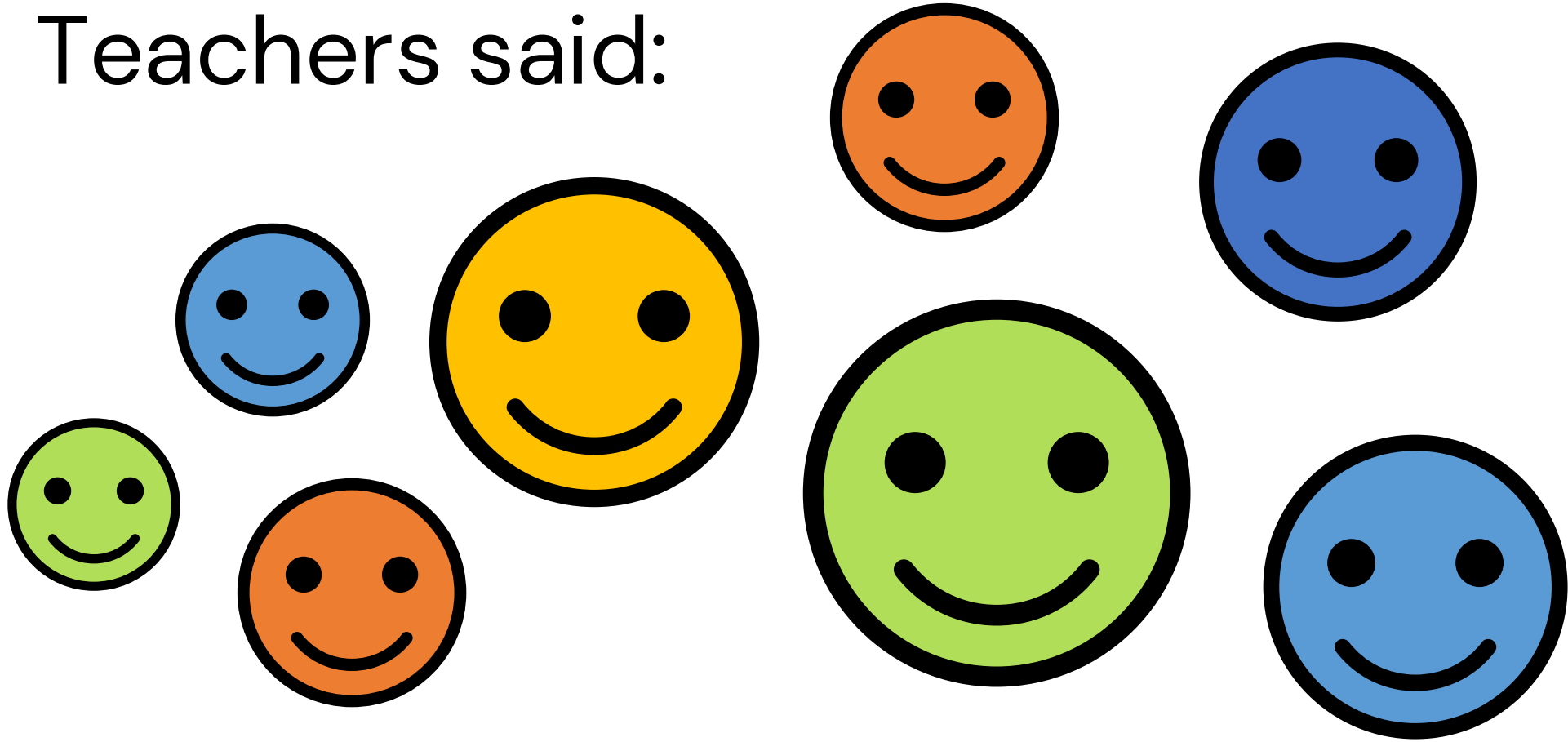
Social Model

If a child isn't successful:

- Diagnose the barriers in the place
- Target the place
- Support EVERYONE in the place

BUT WAIT...

Teachers said:

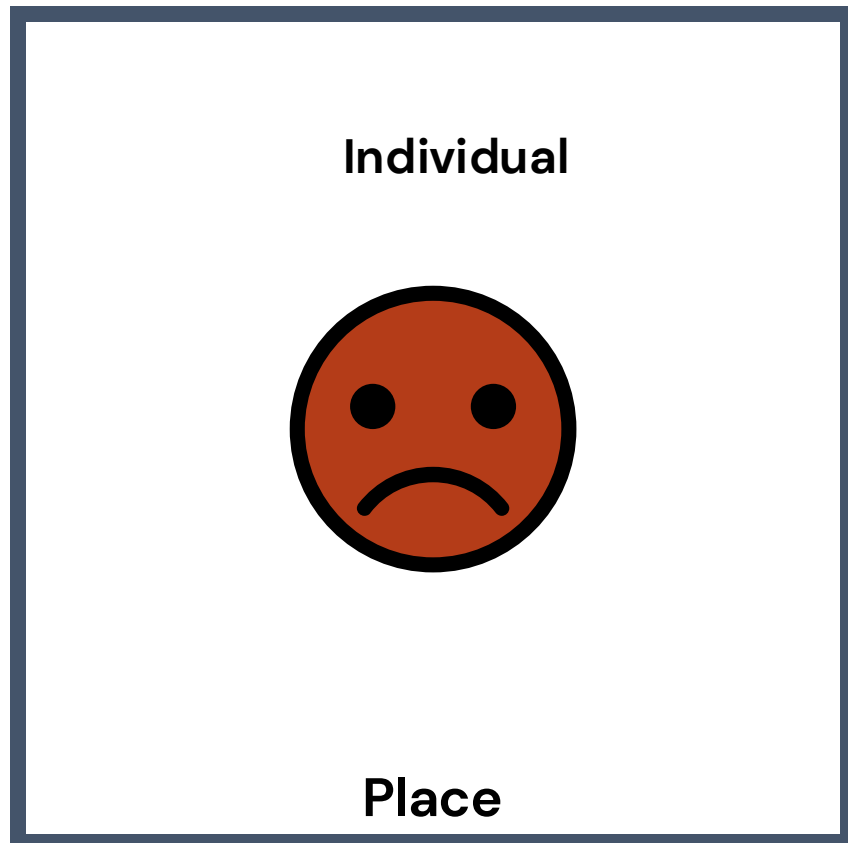


“What about all the different individual needs in a shared place?”

WE HAVE
diverse
GARDENS!



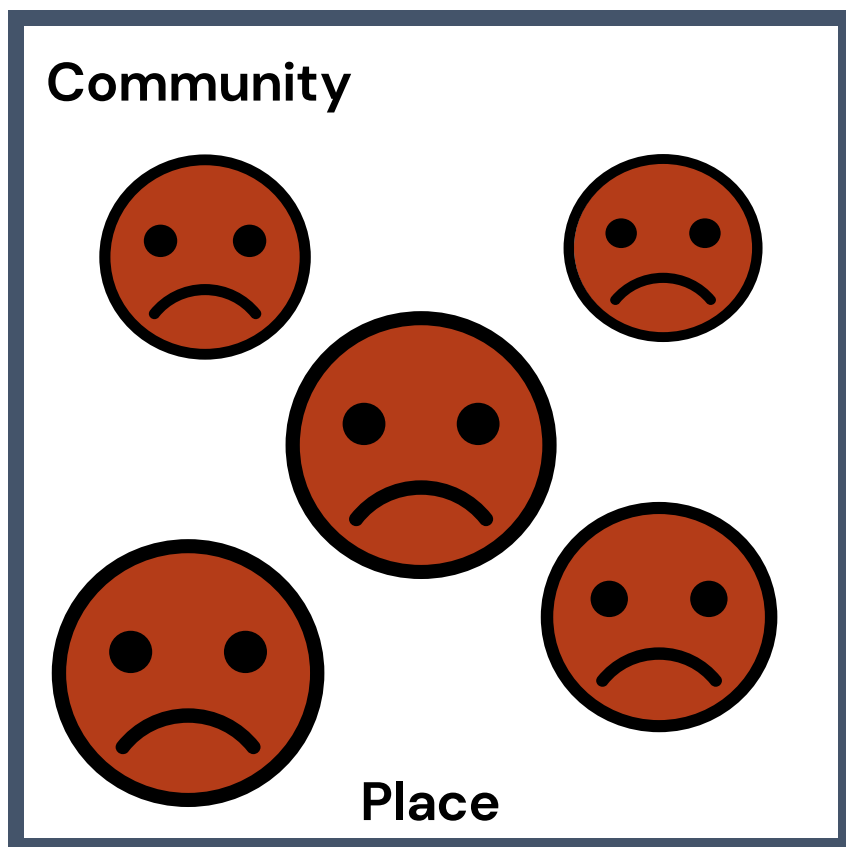
Shifting the Paradigm: PERSON-PLACE MODEL OF NEED



Inclusive Education

If one child is struggling...

Shifting the Paradigm: PERSON-PLACE MODEL OF NEED

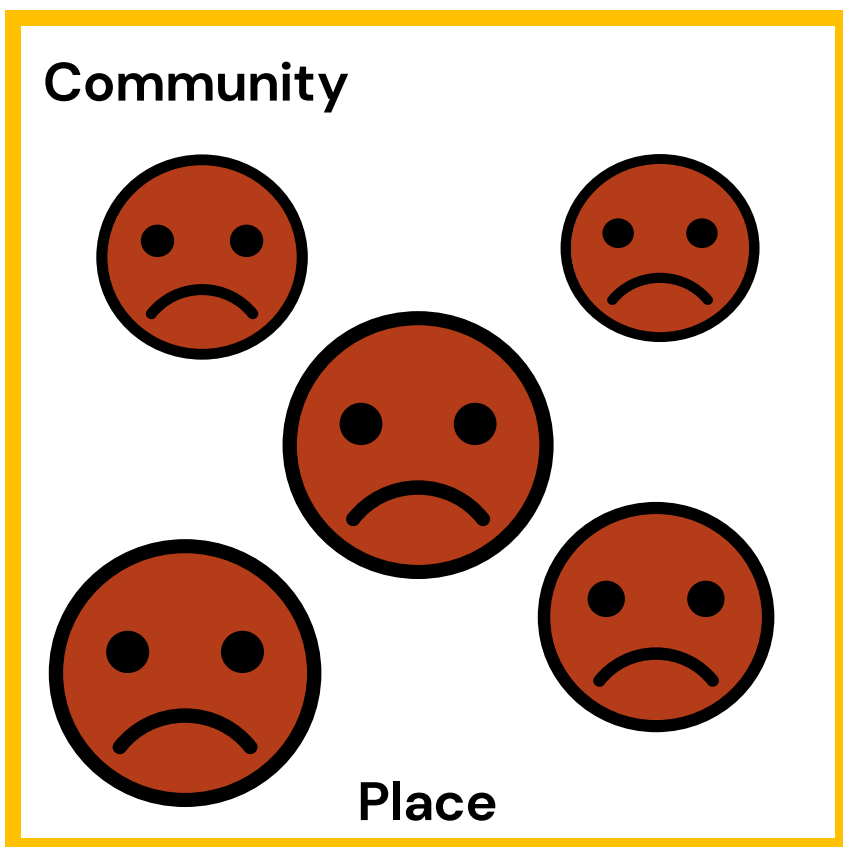


Inclusive Education

If one child is struggling...

...more than one child is
struggling

Shifting the Paradigm: PERSON-PLACE MODEL OF NEED



Inclusive Education

FIRST: Identify barriers in place by determining needs of everyone in the community

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

Shifting the Paradigm: PERSON-PLACE MODEL OF NEED



Inclusive Education

FIRST: Identify barriers in the place

THEN: Reduce or eliminate barriers in place by determining needs of everyone in the community

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



PERIODIC TABLE OF PLANT NUTRIENTS

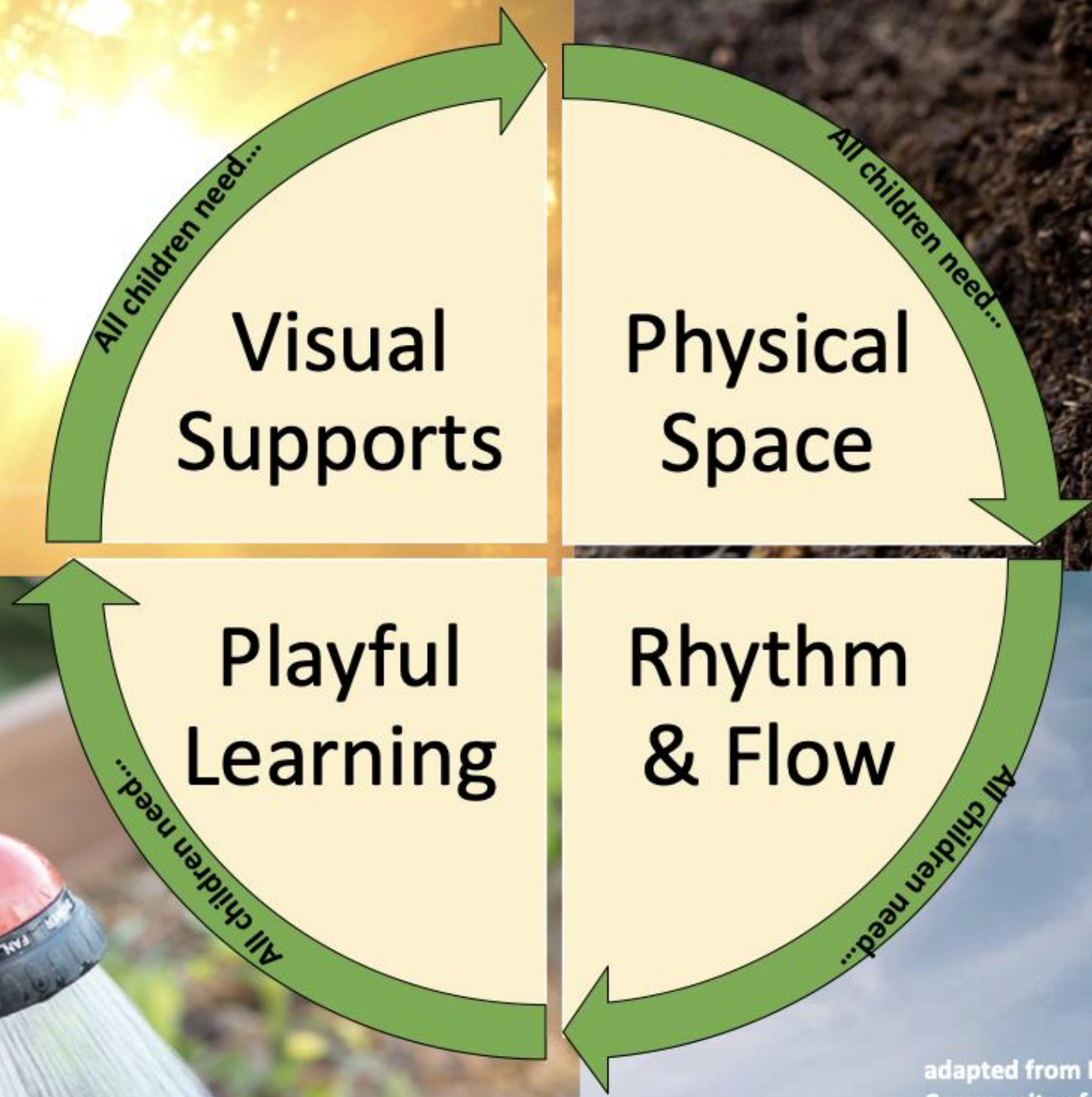
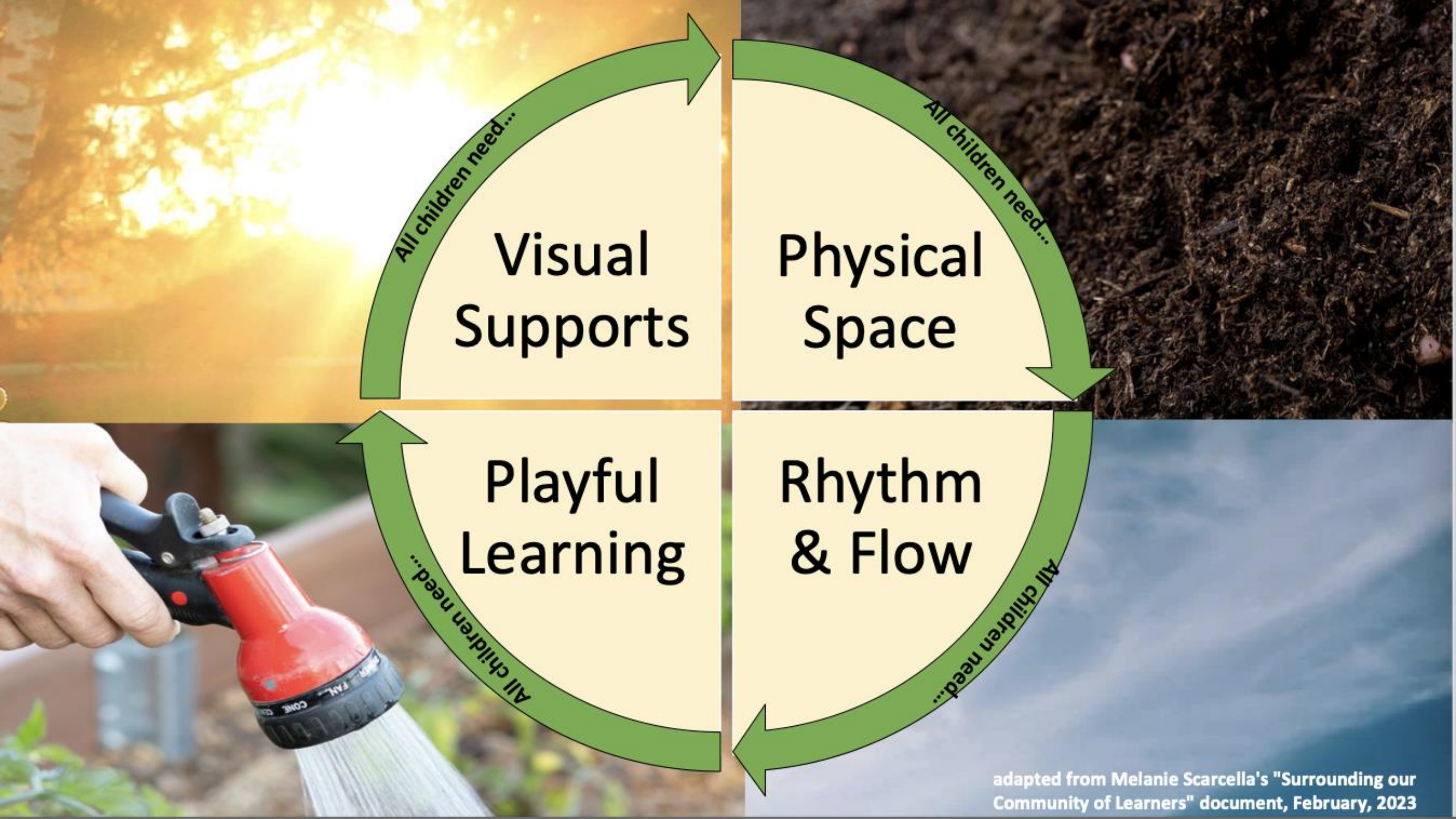
7	15	19	12	16	20
N	P	K	Mg	S	Ca
Nitrogen	Phosphorus	Potassium	Magnesium	Sulfur	Calcium
Primary Macronutrients			Secondary Macronutrients		
5	17				
B	Cl				
Boron	Chlorine				
25	26	28	29	30	42
Mn	Fe	Ni	Cu	Zn	Mo
Manganese	Iron	Nickel	Copper	Zinc	Molybdenum
Micronutrients					

Source: Greenandvibrant.com



What do all children need?



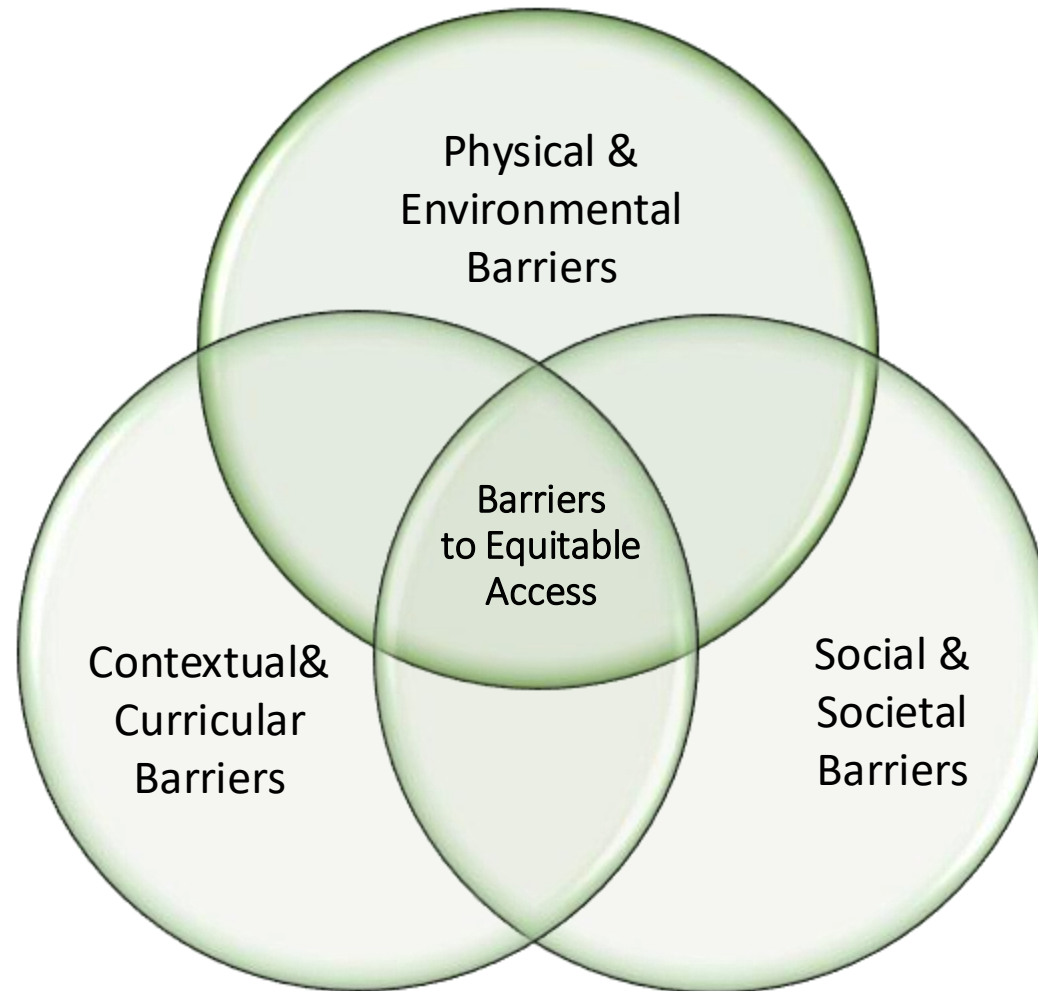


adapted from Melanie Scarcella's "Surrounding our Community of Learners" document, February, 2023

What barriers get in the way?



Increasing Inclusive & Equitable Access by Reducing and Eliminating Barriers

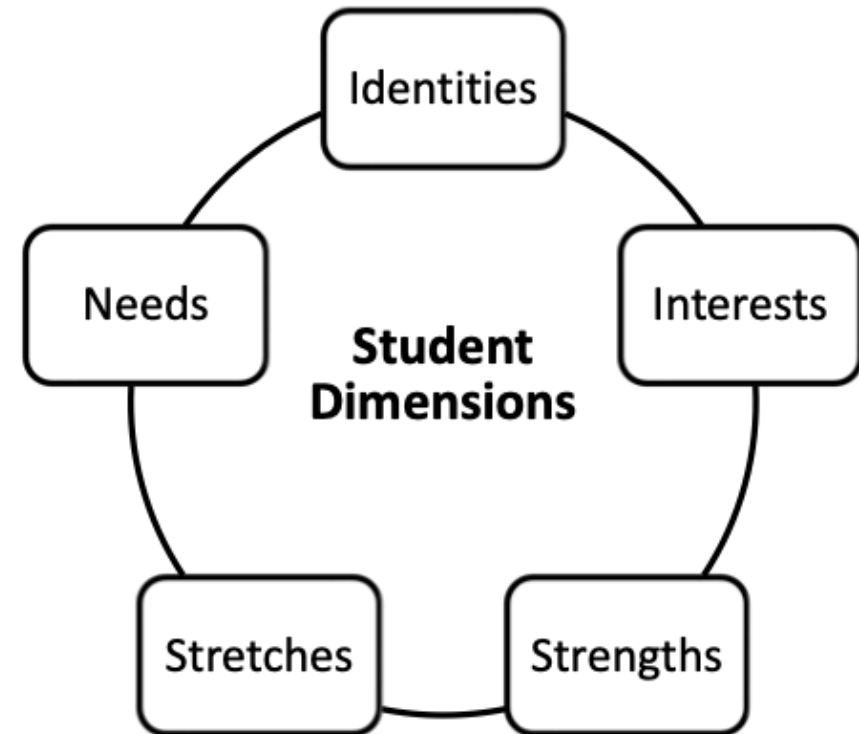


Knowing who the children and families are?



Knowing who students are

What **dimensions** can we capture so that we **reduce and eliminate barriers AND design better** for student variability?



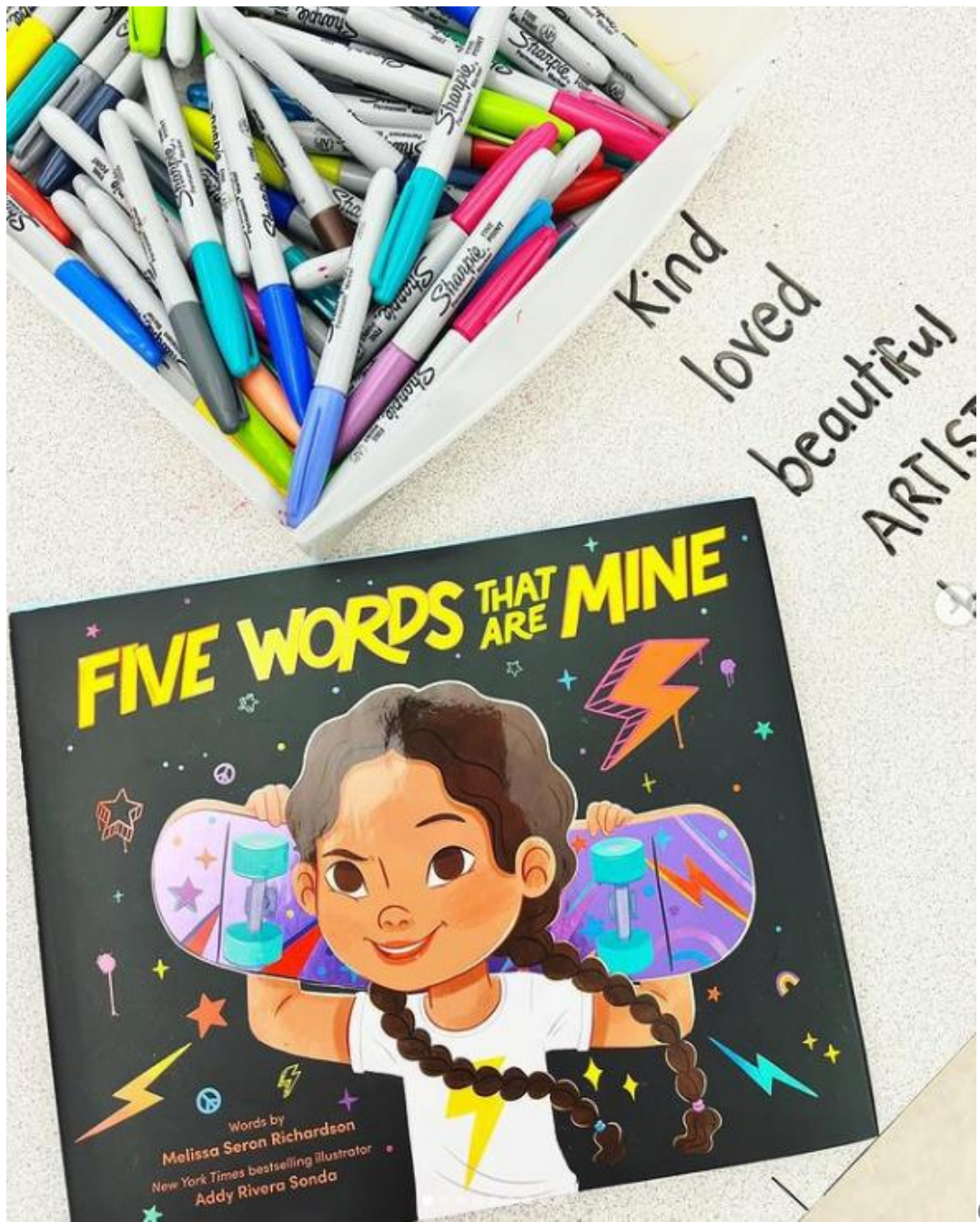
Child and Family Interview

How can we find out what barriers are getting in the way for the children and families in our community?

Getting to Know Children & Family Dimensions – Family Interview				
Child:	Child:	Child:	Child:	Child:
What are the identities of your child and your family?	What are the identities of your child and your family?	What are the identities of your child and your family?	What are the identities of your child and your family?	What are the identities of your child and your family?
What are the interests of your child and your family?	What are the interests of your child and your family?	What are the interests of your child and your family?	What are the interests of your child and your family?	What are the interests of your child and your family?
What are the strengths of your child?	What are the strengths of your child?	What are the strengths of your child?	What are the strengths of your child?	What are the strengths of your child?
What is hard for your child in this community? What do they need support with?	What is hard for your child in this community? What do they need support with?	What is hard for your child in this community? What do they need support with?	What is hard for your child in this community? What do they need support with?	What is hard for your child in this community? What do they need support with?
What is getting in the way 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 getting in the way 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 getting in the way 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 getting in the way 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 getting in the way for your child to feel a sense of belonging and success in this community? What is getting in the way for the family?

Getting to Know Children & Family Dimensions Family Interview

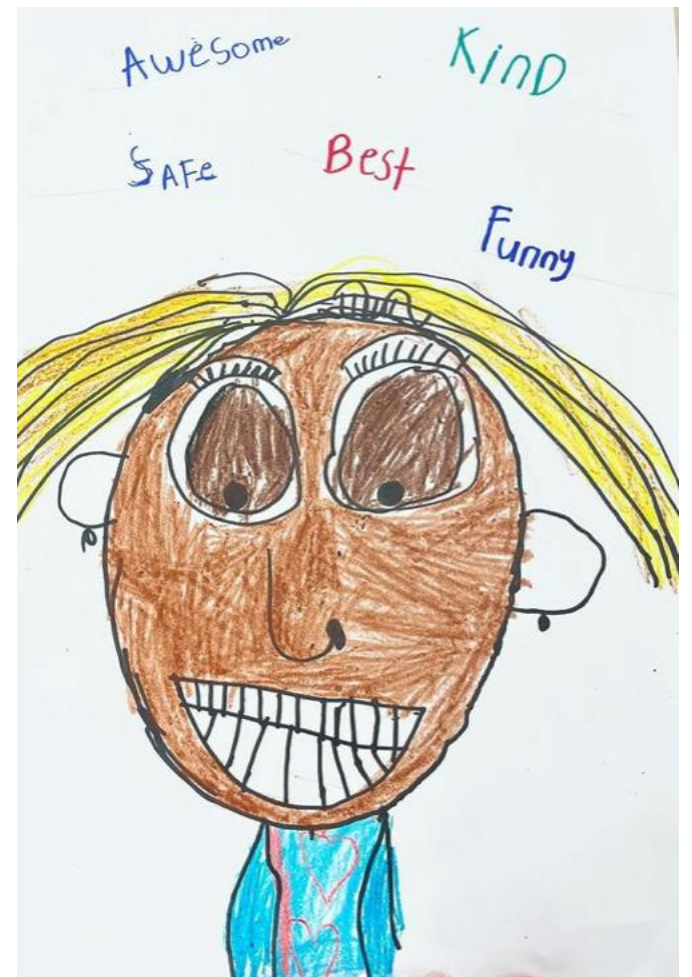
Child:	Child:	Child:	Child:	Child:
What are the identities of your child and your family?	What are the identities of your child and your family?	What are the identities of your child and your family?	What are the identities of your child and your family?	What are the identities of your child and your family?
What are the interests of your child and your family?	What are the interests of your child and your family?	What are the interests of your child and your family?	What are the interests of your child and your family?	What are the interests of your child and your family?
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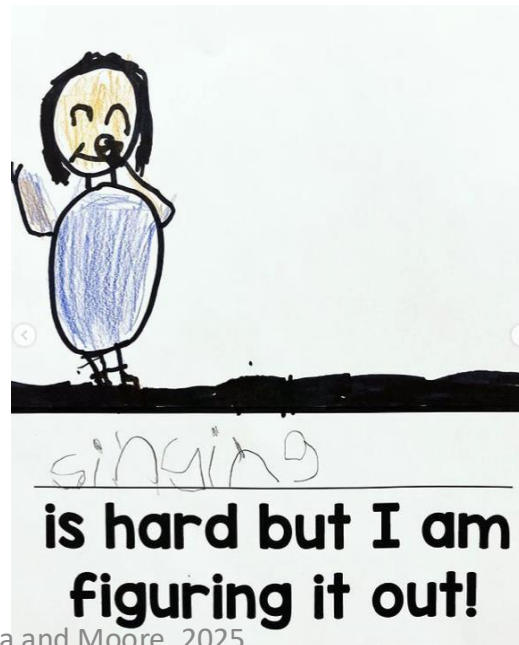
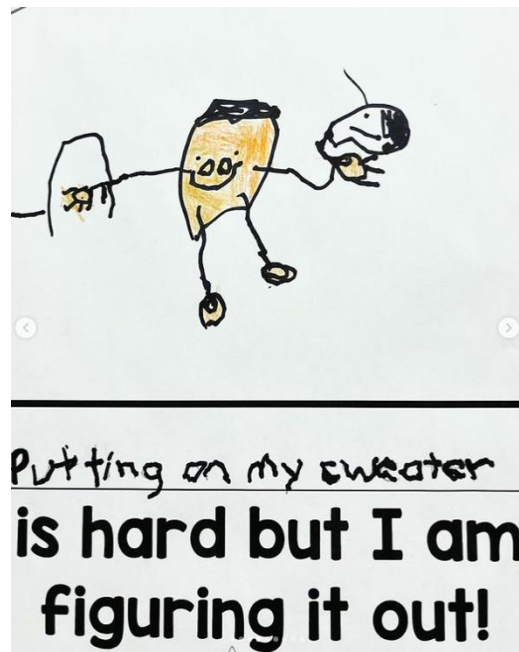
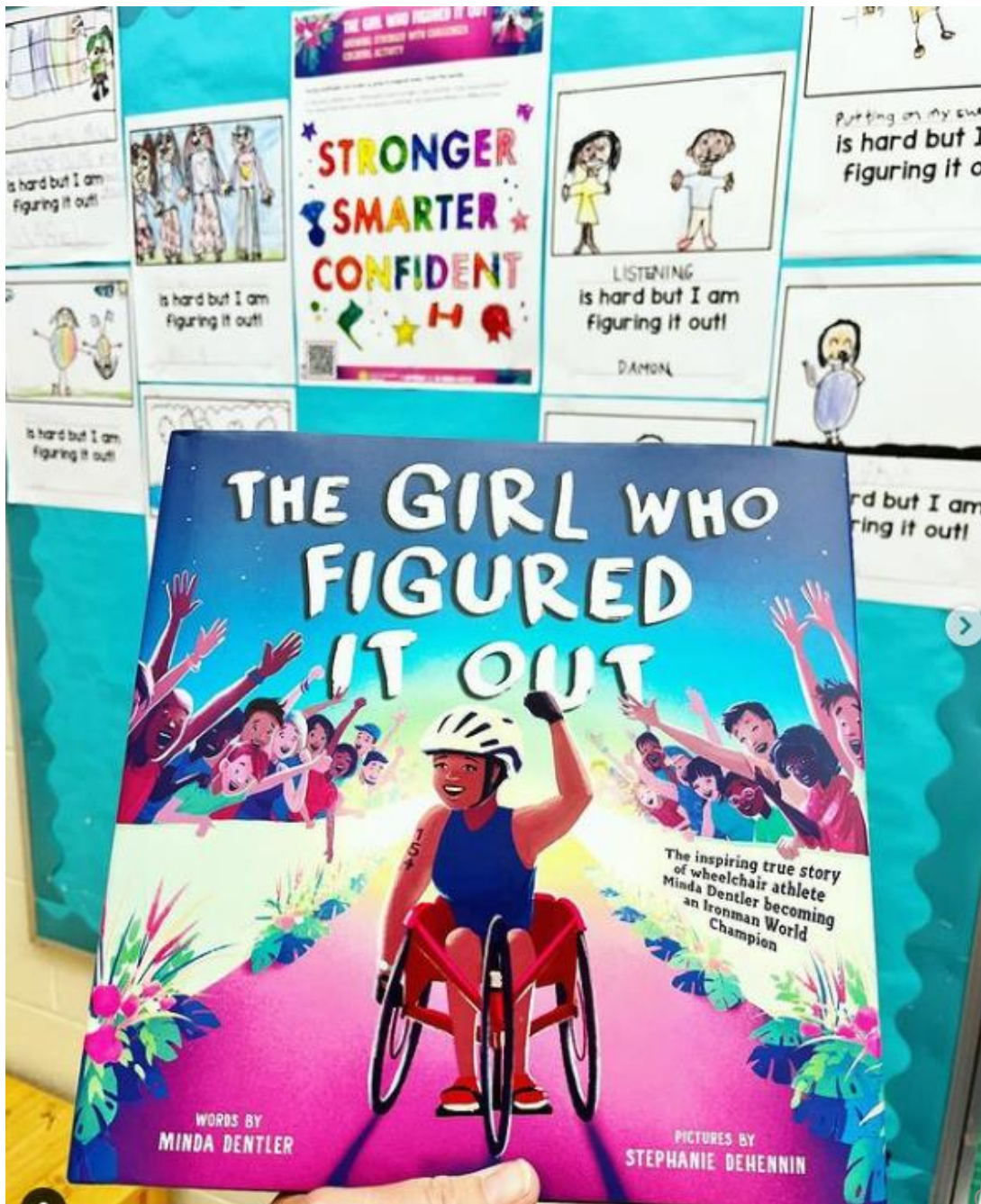
Kind
loved
beautiful
ARTIST



Chrona and Moore, 2025

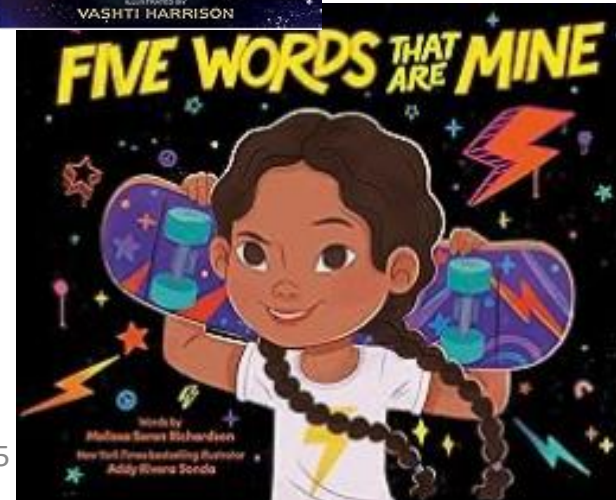
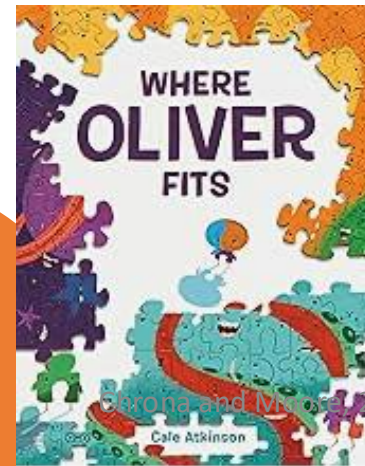
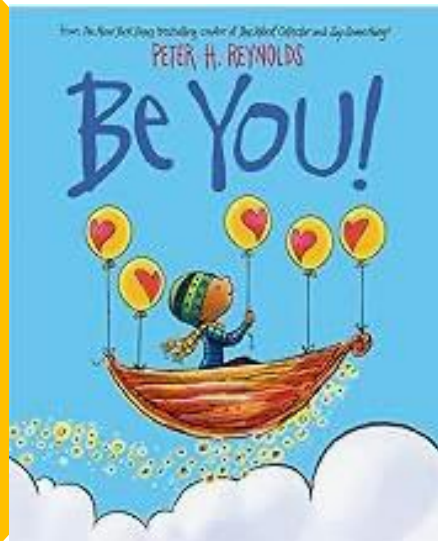
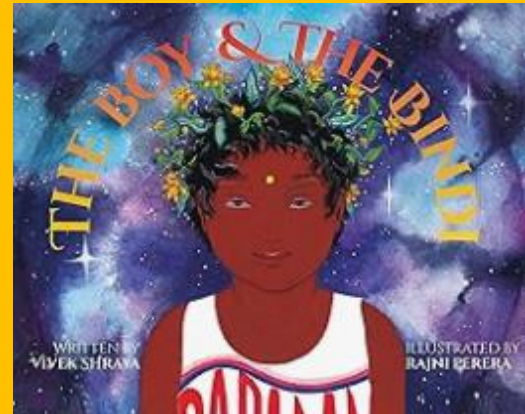
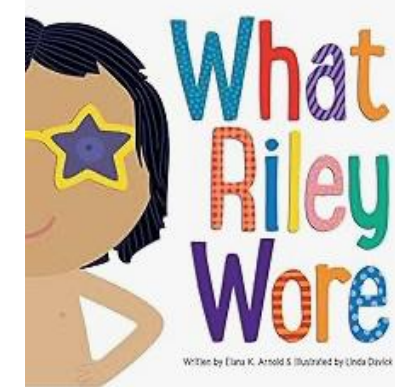
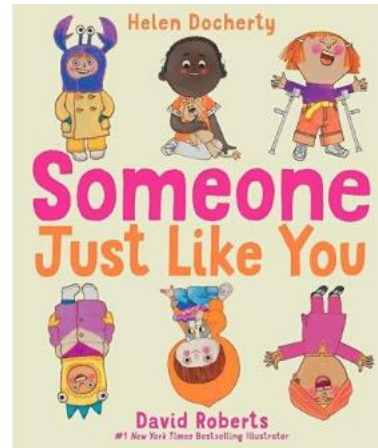
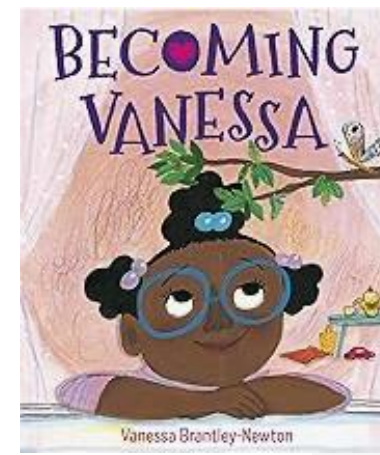
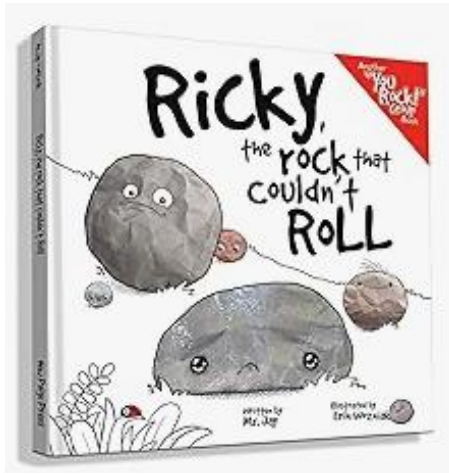
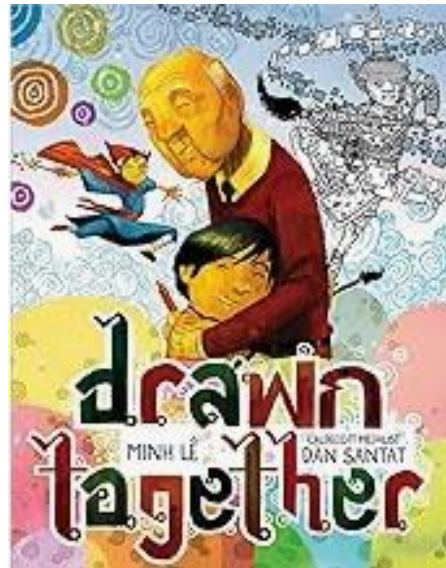
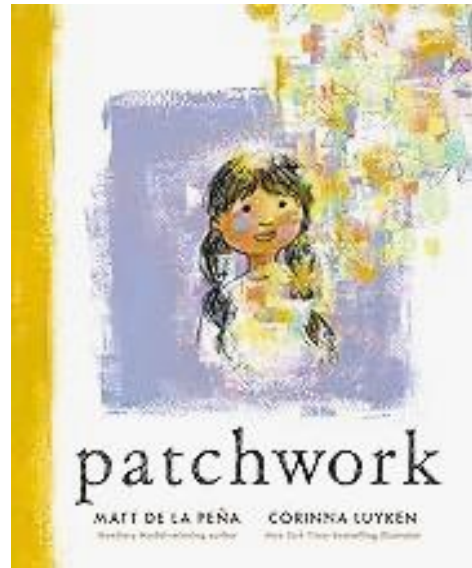


@mrsmacskinders

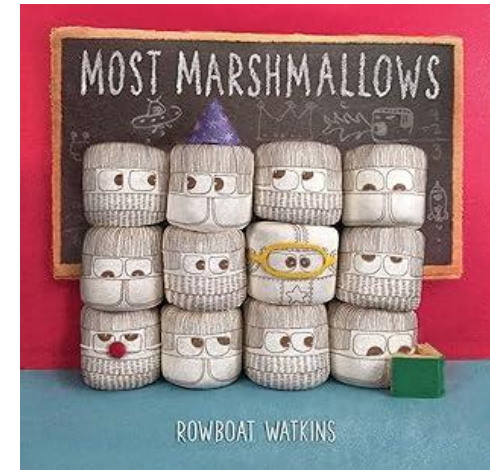
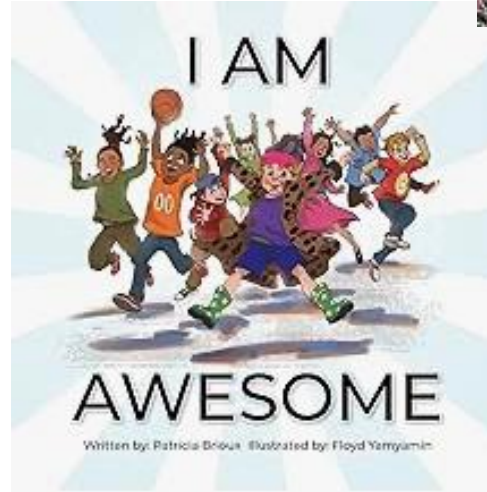
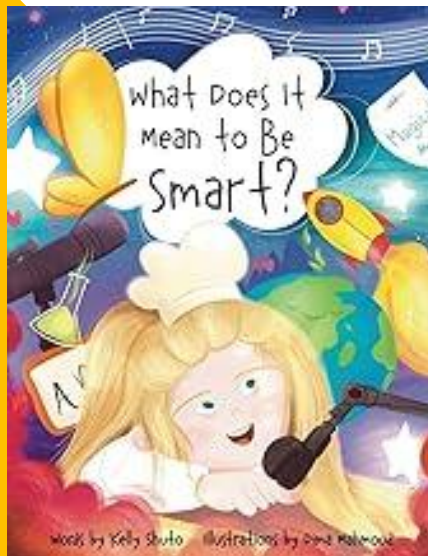
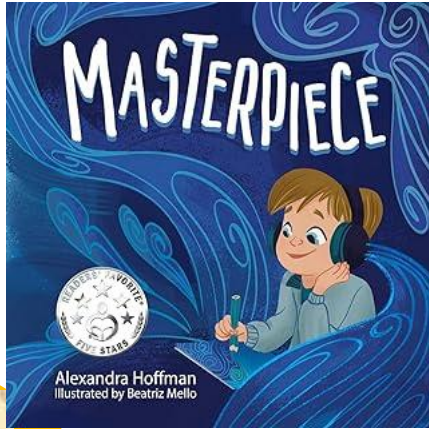
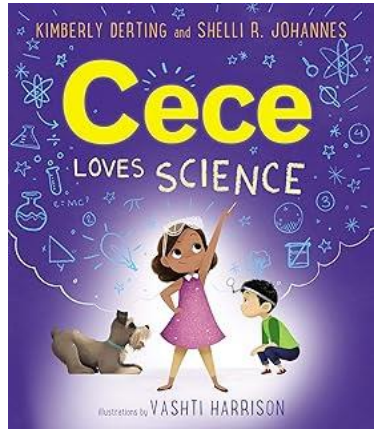


Identity

@mrsmacskinders

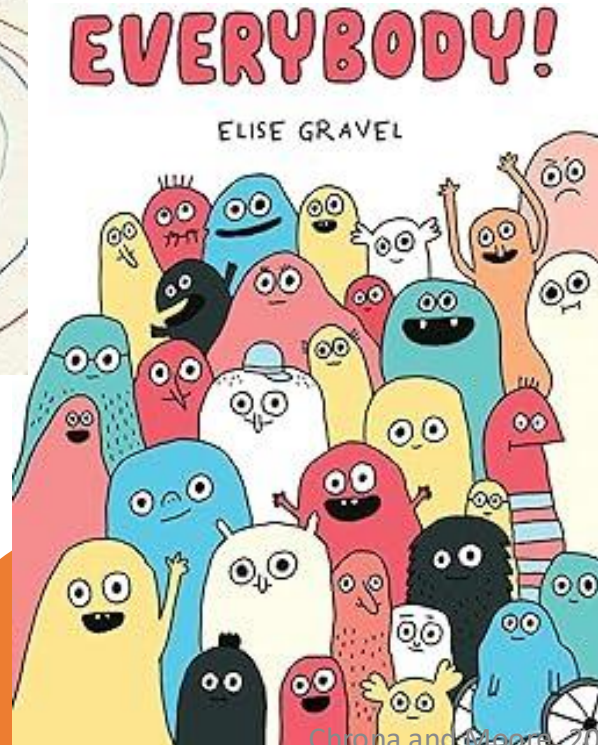
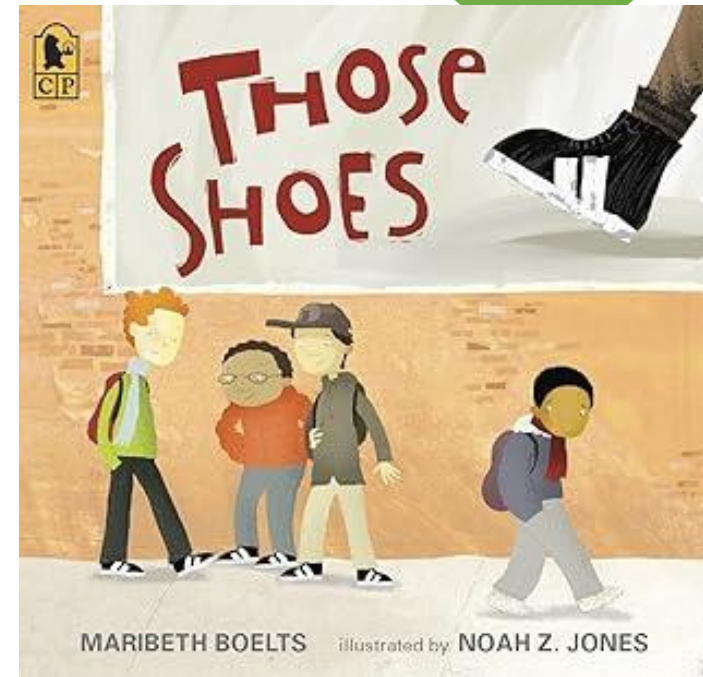
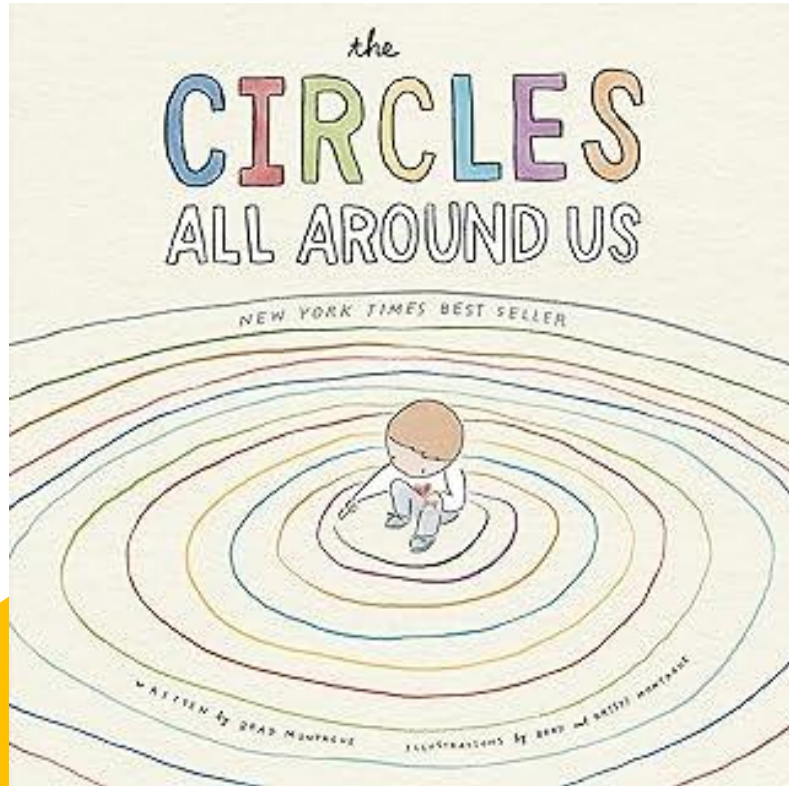


Strengths

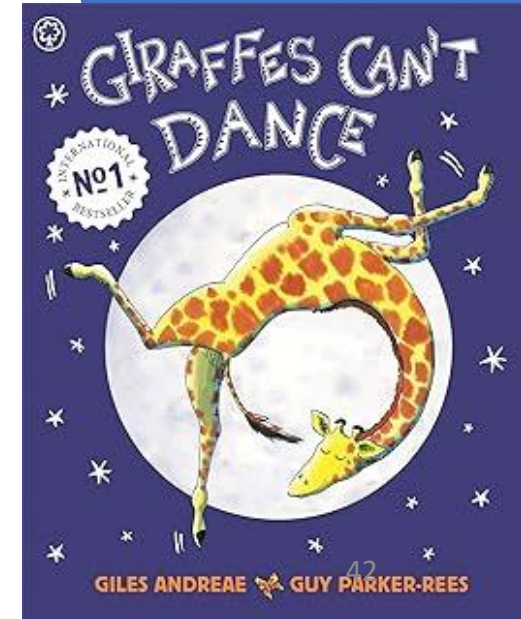
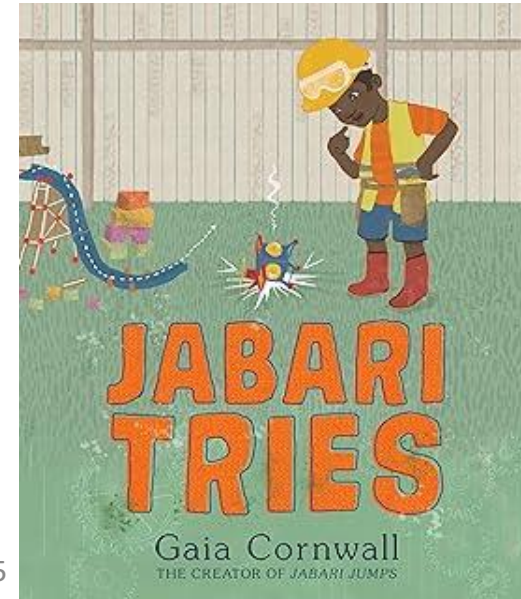
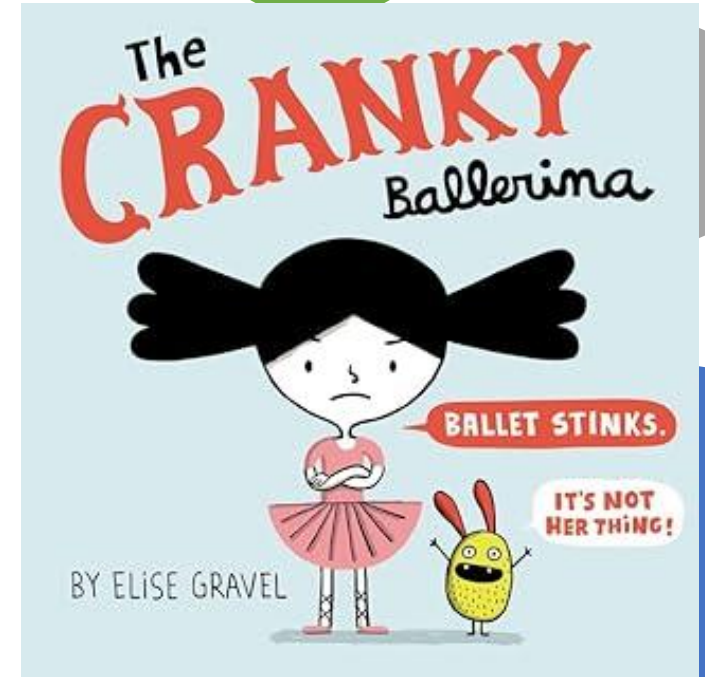
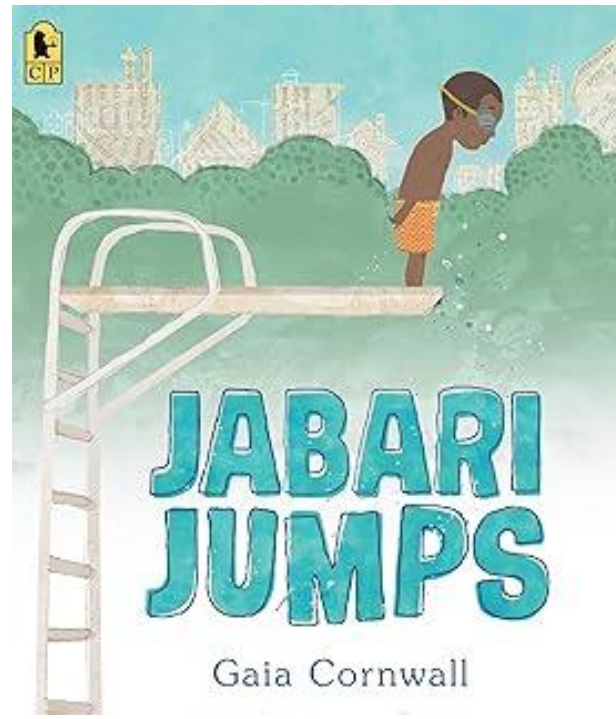
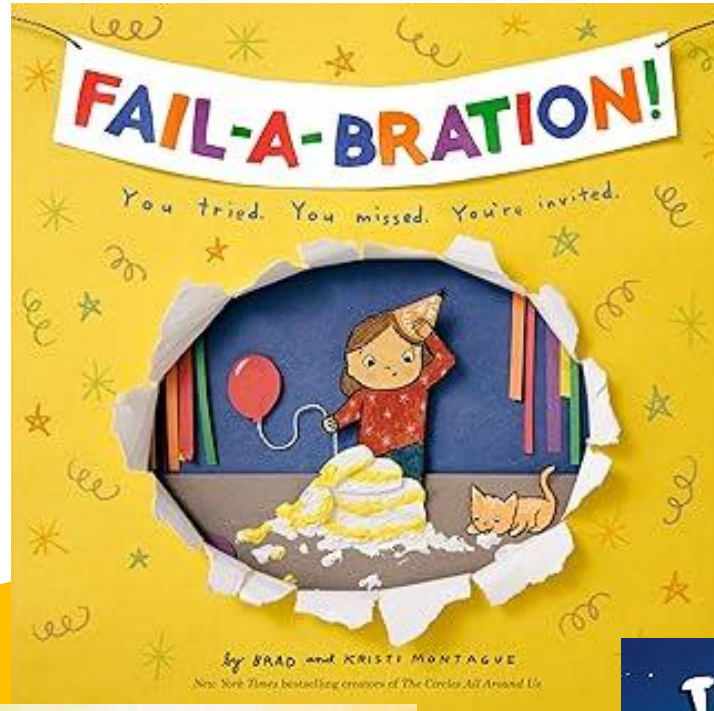


Interests

Needs

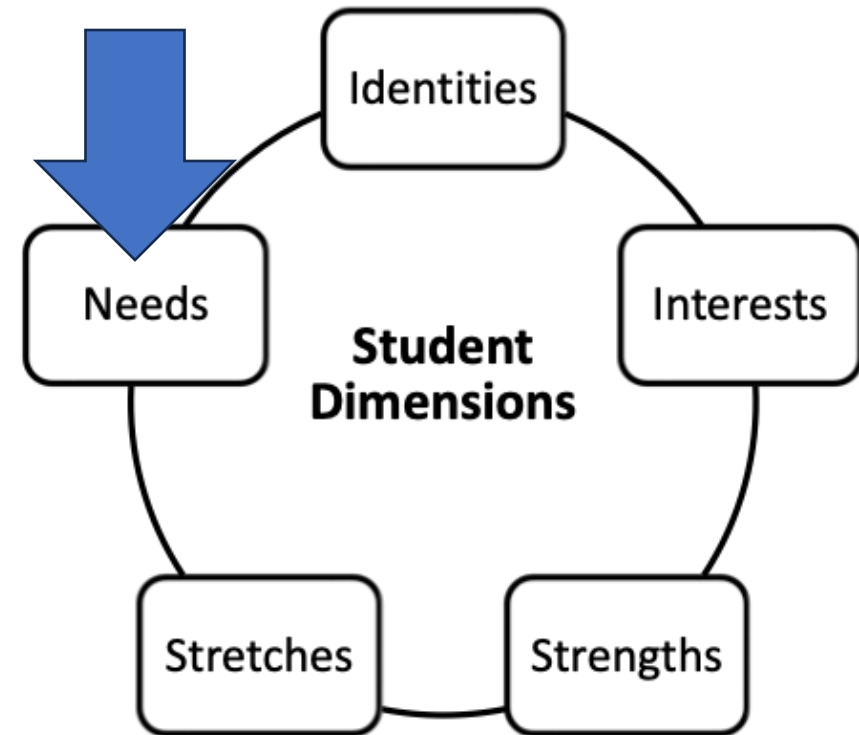


Stretches



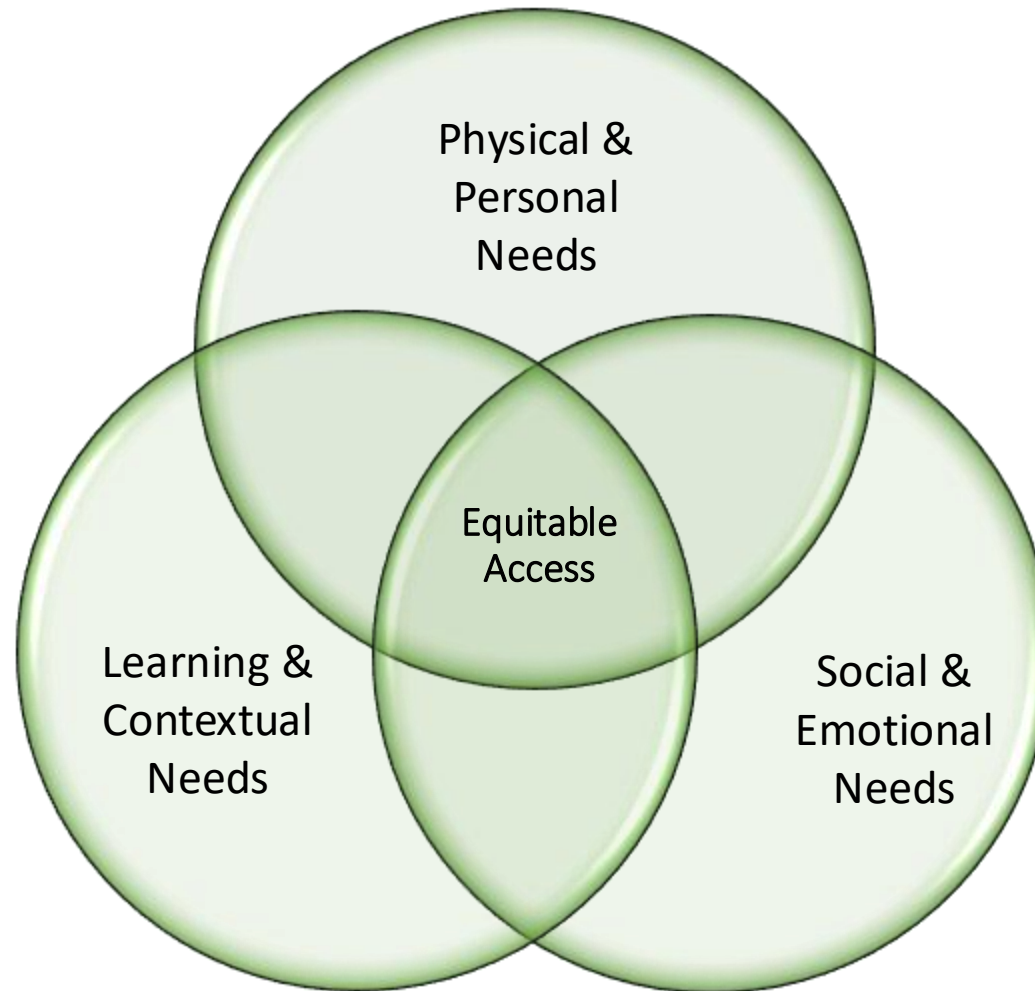
Knowing who students are

What **dimensions** can we capture so that we **reduce and eliminate barriers** **AND** **design better** for student variability?



Increasing Inclusive & Equitable Access by Designing for Individual Needs

- Attention
- Anxiety
- Communication (receptive)
- Communication (expressive)
- Eating/Food
- Engagement/Motivation
- Executive functioning
- Family/community and/or identity
- Frustration/ Anger
- Grief/ Trauma
- Gross and/or Fine motor
- Intellectual ability (access)
- Intellectual ability (challenge)



- Language
- Literacy (decoding)
- Literacy (understanding)
- Literacy (written output)
- Literacy (Speaking/ oral language)
- Medical
- Memory
- Numeracy
- Personal Care
- Physical/Mobility
- Self Advocacy
- Self Regulation (emotional)
- Self Regulation (behavioural)
- Self Regulation(learning)
- Self Esteem
- Self Harm
- Sensory
- Social Skills
- Transitioning
- Vision and/or hearing

Community Review for: Maple Room (Age 2.5-3.5)		Team: AS & AH		Date: Jan 2025
Community Dimensions				
Identities Cultural: Indigenous, Japanese, German, Indo-Canadian, Mexican Family: 2 mom family, single parent families, extended families, separated/divorced families, adopted Language: French, English, German, AAC Neurodiversity: Autism	Interests painting, playing, songs, books/ stories, being outside, music and dancing, each other, their families, different places in the world, the baby in M’s belly,	Strengths playing, moving, hands on exploring, curiosity, kind, inclusive, funny, imaginative, expressive, resourceful	Stretches Managing big feelings, building independence, sharing/taking turns, cleaning up/putting toys/items away	Needs Fine and gross motor, rest, eating, language development/ speaking, concept of time
Collaborative Team Questions & Goals				
What big questions do we have for this group: How do we use the adults in the space effectively to manage all the different needs? How can we support families who need support managing their child’s needs at home?				
Collaborative Team Decisions: What needs can we target for this community?				
Anxiety AM, IO, LC, AY	Communication AA, DC, NC, AC, AM, CS, KP, IO, AY, BQ	Gross/Fine Motor Skills AA, DC, NC, AC, AM, CS, IO, DG, AY, CV, BQ	Transitioning AA, DC, NC, AC, AM, CS, IO, DG, LC, CV	
Collaborative Team Decisions: What can we do to reduce barriers for children and families?				
What works well for this group? - routine, play and movement, quiet and calm time, choice of where to play, access to food and snacks anytime, short and purposeful activities, time outdoors (end of day especially)		How can we continue to reduce barriers for children and families? Build a layered community support plan		

Community Support Planning: Collaborative Needs Based Reflection

Target Classroom: Maple Room	Classroom Teacher(s): SA, AH	Support Teachers/Staff: TC, LK	Date: Jan 2025
<ol style="list-style-type: none"> 1. Look at the following areas of need as a team 2. Record needs for students who have IEPs (individual education plan) and/or LSPs (learning support plan) 3. You can refer to individual assessments and recommendations as well as specialists to determine needs if useful 4. Record needs for students in class who do not have IEP or LSP 5. Look for clusters of need and reflect on community impact 6. Determine priority classroom needs to develop Classroom Support Plan 			



Areas of Need	Students who have this need (Start with target students)	This need impacts the community and/or there is a cluster of students who have this need	This need is being monitored/or is being managed	This is an individual need area and/or community does not need support in this area
Attendance/ Lateness	DC, NC, CS, KP, DG, BQ		x	
Attention	DC, NC, KP, IO, DG, JL, CV, KM		x	
Anxiety/Sadness	AM, IO, LC, AY	x		
Bullying	JL, KM, CV		x	
Communication (receptive)	AA, DC, AC, AM, CS, IO, DG, AY, BQ	x		
Communication (expressive)	AA, DC, NC, AC, AM, CS, KP, IO, AY, BQ	x		
Eating/Food/Allergies	AM, CS			x
Engagement/Motivation	NC, KP, IO, DG, JL, LC, AY, CV, BQ		x	
Executive Functioning	AA, DC, NC, AC, AM, CS, KP, IO, DG, AY, CV, BQ	x		
Family/Community/Identity	DC, NC, CS, KP, LC		x	
Frustration/ Anger	AA, CS		x	
Greif/ Trauma	NC, AM, CS, KP, LC, KM, BQ		x	

Gross/Fine Motor Skills	AA, DC, NC, AC, AM, CS, IO, DG, AY, CV, BQ	x		
Intellectual Ability (access)	DC, AM, CS, CV, BQ		x	
Intellectual Ability (extend)	DC, AC, AM, CS, DG, CV, BQ		x	
Language	AA, DC, NC, AC, AM, CS, IO, CV, BQ	x		
Literacy (pre concepts)	AA, DC, NC, AC, AM, CS, KP, IO, DG, BQ	x		
Literacy (oral language/speaking)	AA, DC, NC, AC, AM, CS, IO, LC, CV, BQ	x		
Medical	AM, CS			x
Numeracy	AA, DC, NC, AC, AM, CS, IO, AY, BQ		x	
Personal Care	CS, IO, AY		x	
Personal Safety	CS, KM		x	
Physical/Mobility				x
Self-Advocacy	AC, AM, CS, CS, IO, KM, LC, AY		x	
Self-Regulation (emotional)	AA, DC, NC, CS, LC		x	
Self-Regulation (behavioural)	AA, DC, NC, CS		x	
Self Esteem	NC, AC, AM, IO, LC, KM, AY		x	
Self-Harm/ Self Injurious Behaviour	CS		x	
Sensory	AA, DC, CS, DG, BQ		x	
Social Skills	AA, DC, NC, AM, CS, IO, LC, AY		x	
Transitioning	AA, DC, NC, AC, AM, CS, IO, DG, LC, CV	x		
Other:				
Other:				

How do we support their needs?



Multiple Layers of Support

What one needs
Needs of **individual**
students



Supports & Strategies are
useful for ONE
taught to ALL

+

What some need
Needs of **individual**
students



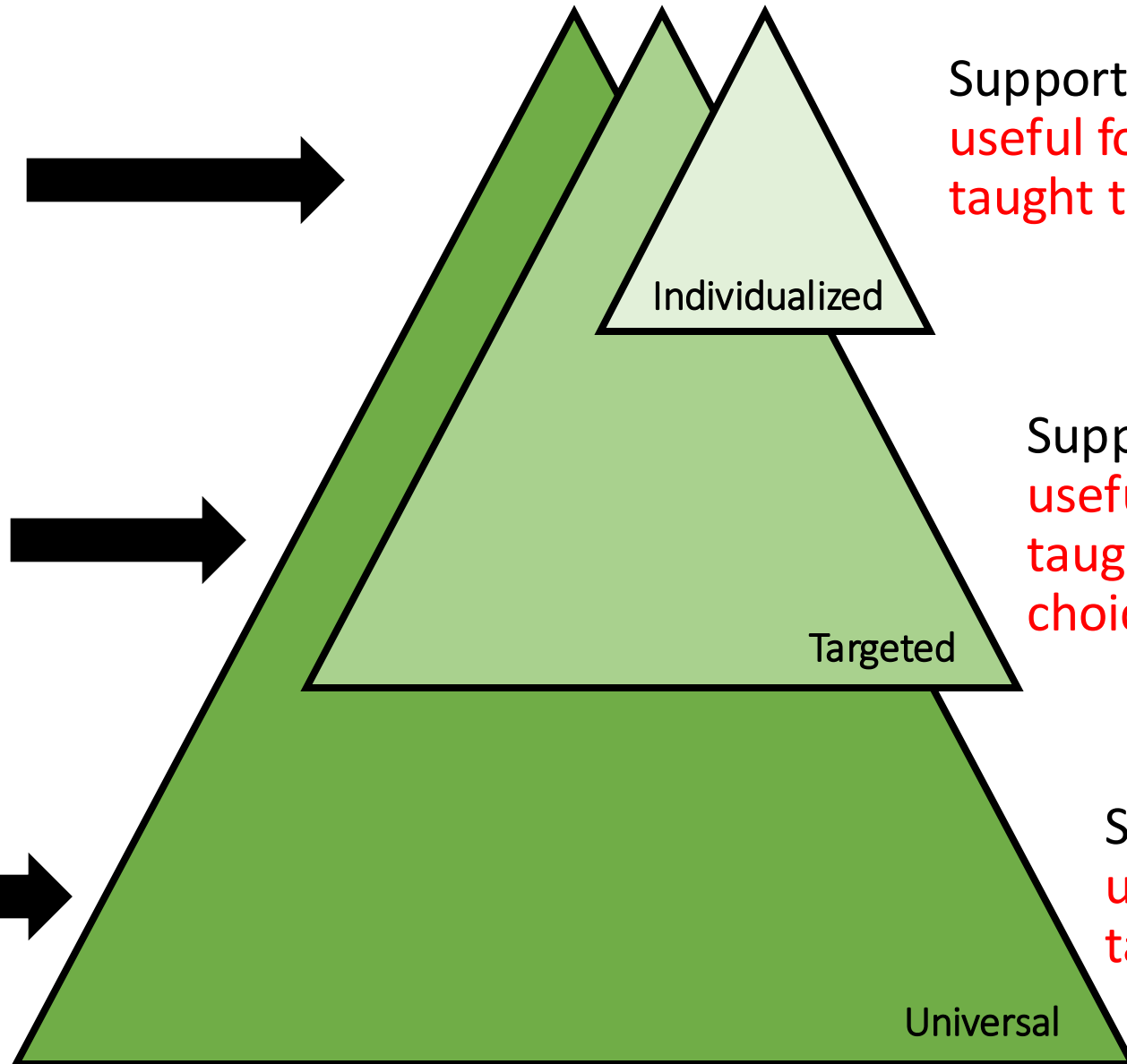
Supports & Strategies are
useful for SOME
taught to ALL
choice for ALL

+

What everyone needs
Reducing/ Eliminating
Barriers for the
place/community

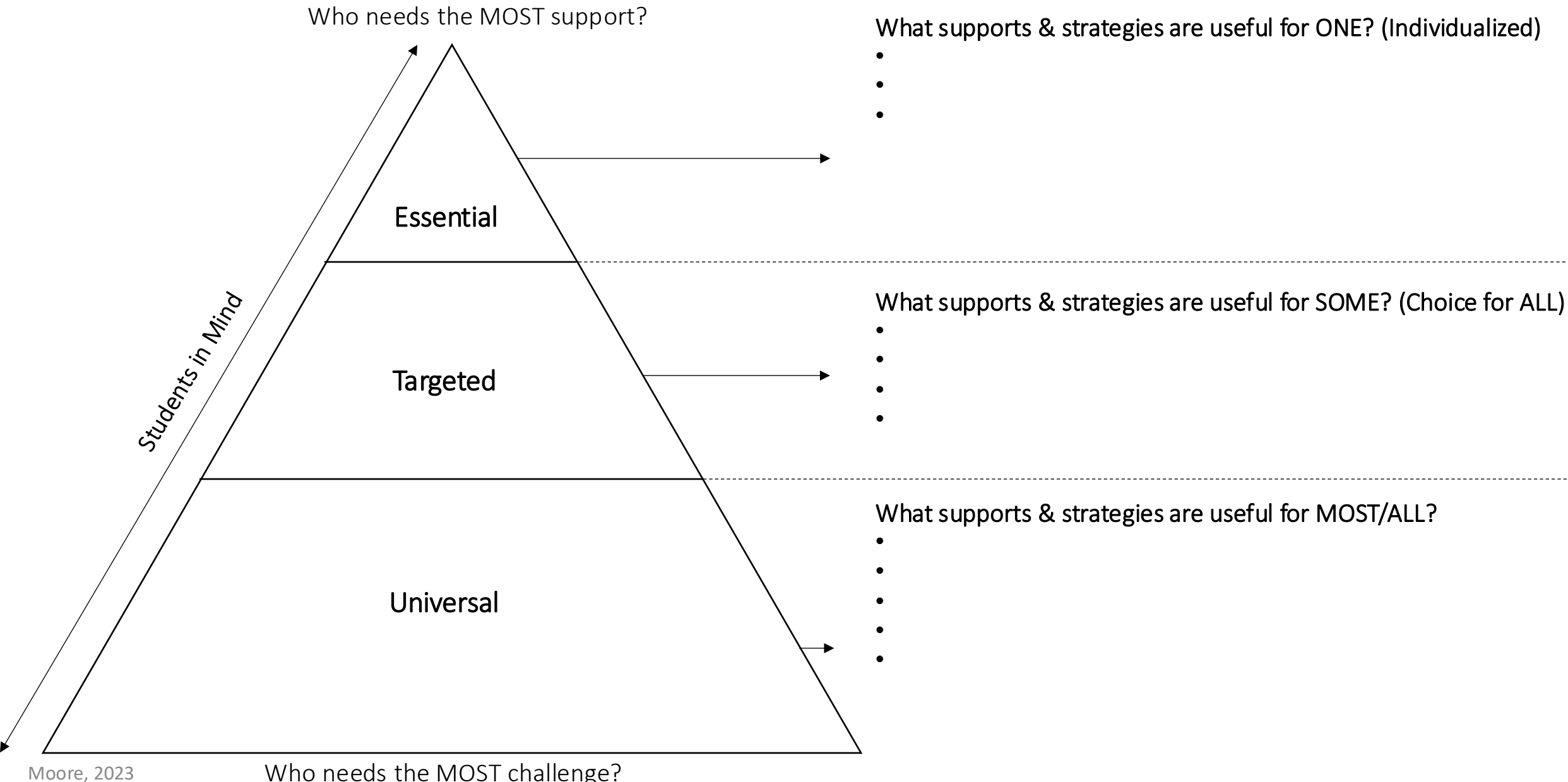


Supports & Strategies are
useful for ALL
taught to ALL



Context:

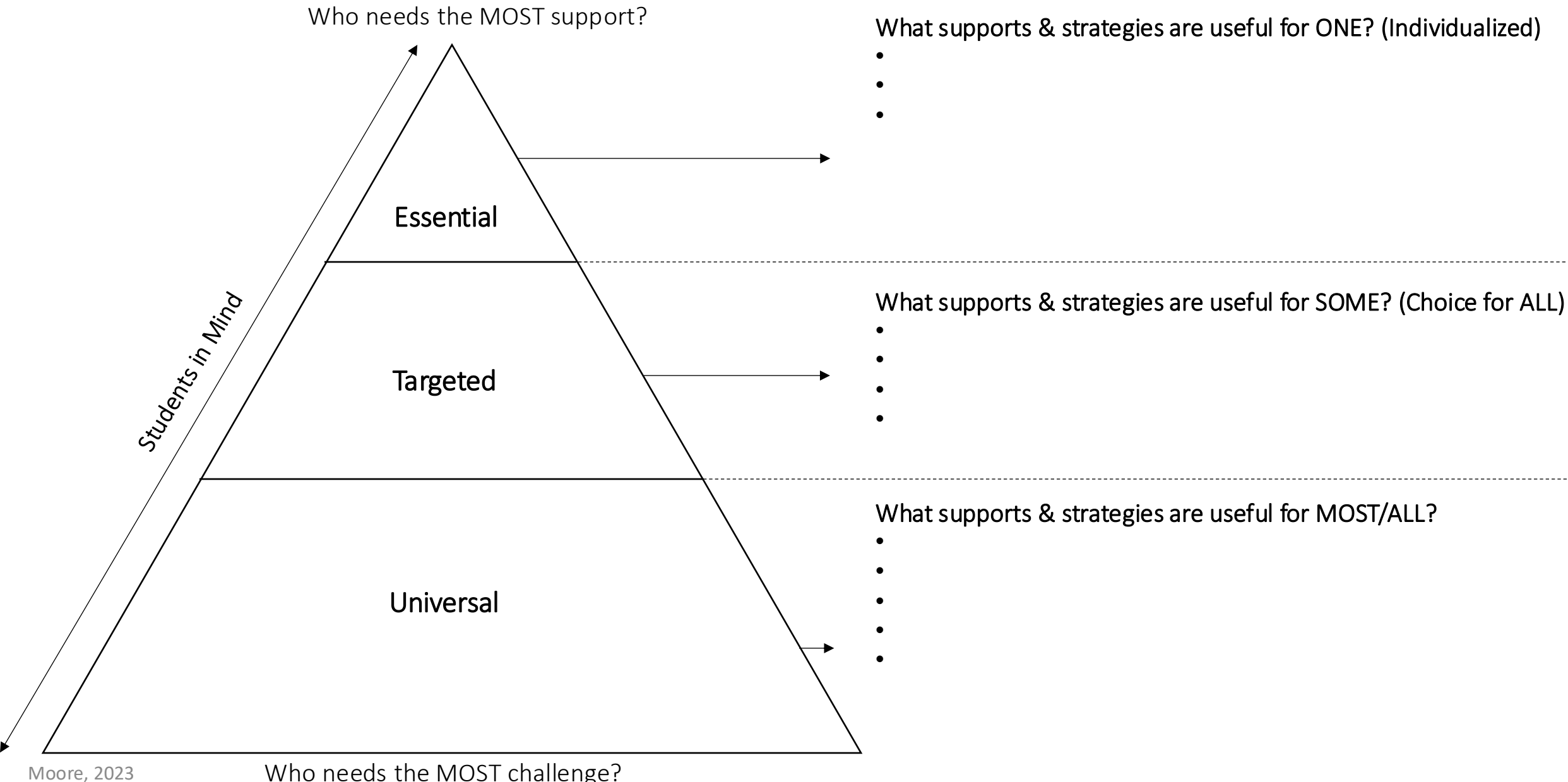
Children in Mind:

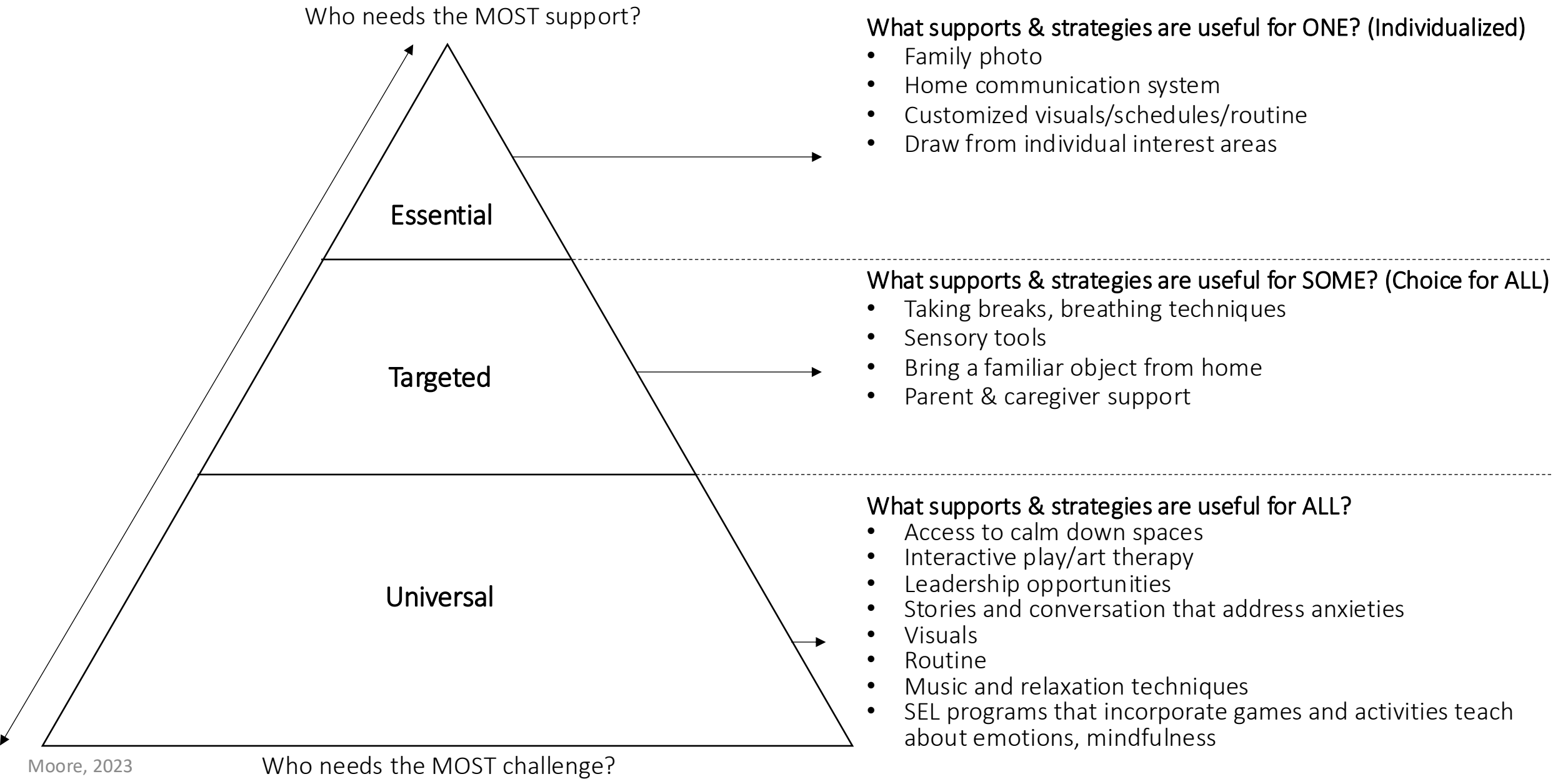


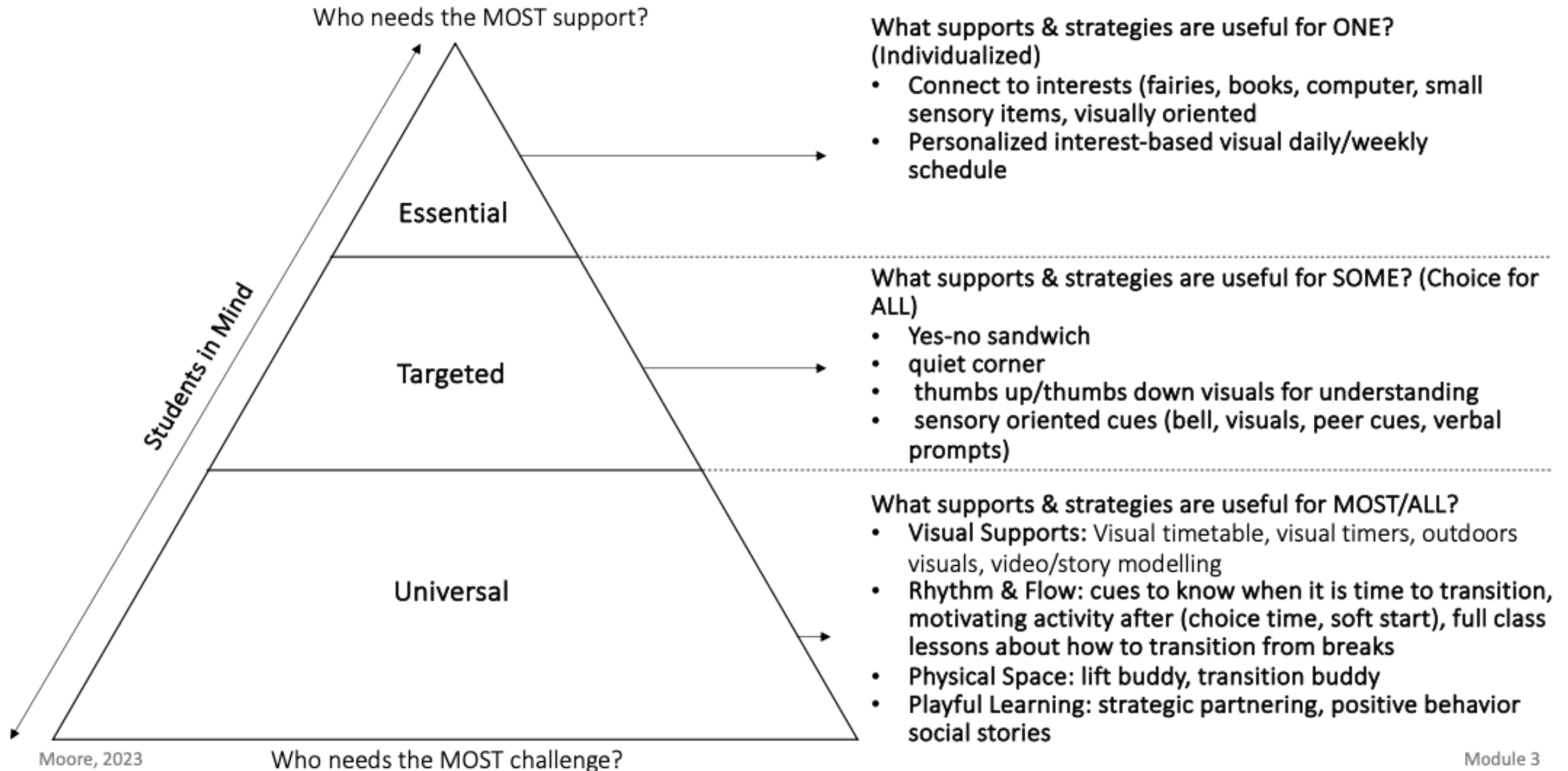
Context: Early Years (age 2-3)

Need: Anxiety

Children in Mind: AM, IO, LC, AY

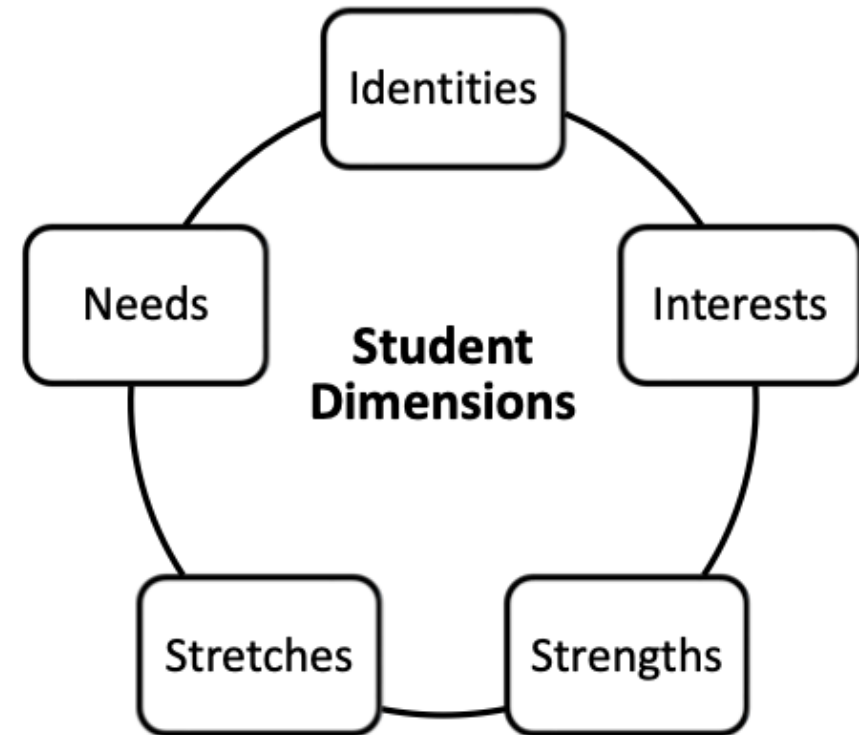






Knowing who students are

What **dimensions** can we capture so that we **reduce and eliminate barriers AND design better** for student variability?



Shelley
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