

# THE INFRASTRUCTURE OF INCLUSION

Learning Series

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@fivemooreminutes



# Welcome!

## Our Plan Together

November 20: Kick Off – What are the **guiding conditions** of inclusion?

January 14 : Guiding Condition #1: All Students are **presumed competent**

January 28 : Guiding Condition #2: All students are **placed** in inclusive classrooms

February 3 : 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

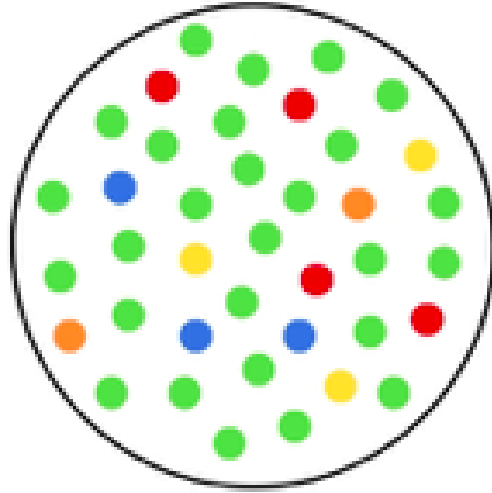
- Set intentions for the day
- Reflect on shifts in thinking and practice
- Topic presentation with built in discussion time
- Reflect and drawing on learning
- Make plans to take action
- Homework!

WHAT DOES

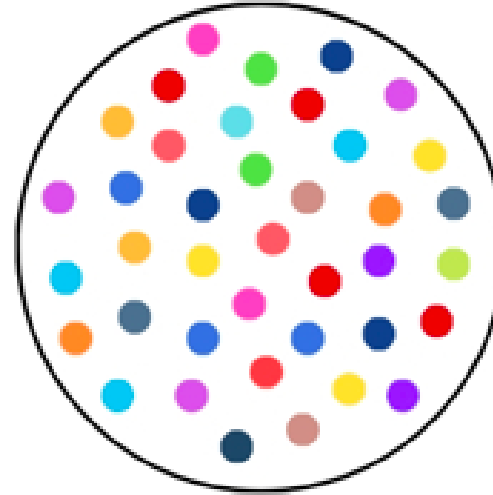
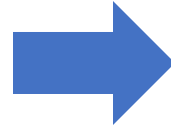
inclusion

MEAN?

# How do we do inclusion ?



Including students  
with special  
needs



Teaching  
to diversity,  
including Disability?

# How do we do inclusion ?

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

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

are **PLACED** in  
and attending  
inclusive  
classrooms and  
schools

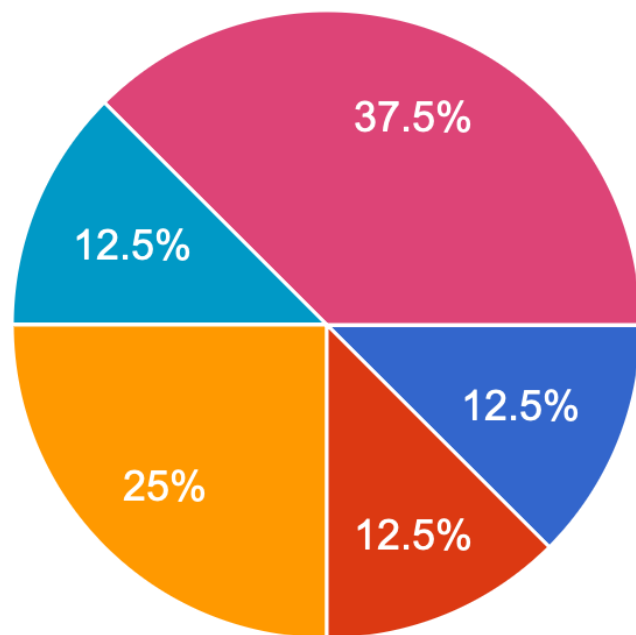
are in **PROXIMITY**  
to and  
**PARTICIPATING**  
with **PEERS**

have  
**PURPOSEFUL**  
roles and  
responsibilities

are **PLANNED** for  
from the start

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

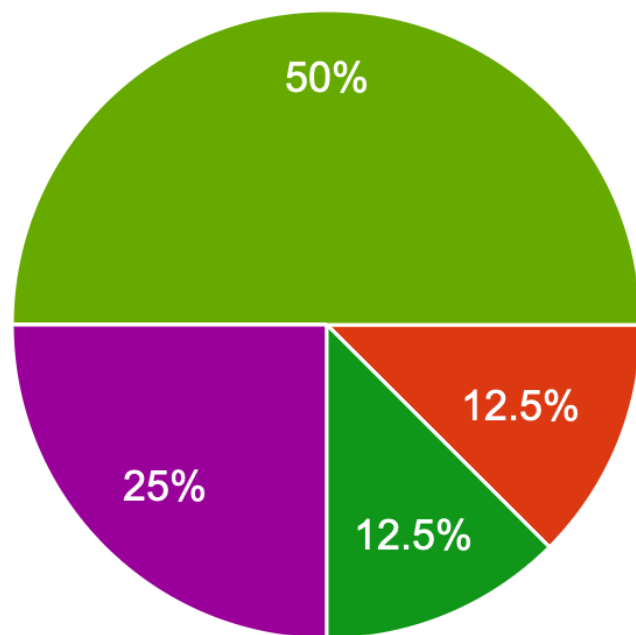
8 responses











- 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?

8 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
- Two blue arrows point from the pie chart to the legend. The top arrow points to the 'All students are planned for from the s...' item, and the bottom arrow points to the 'All of them' item.

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

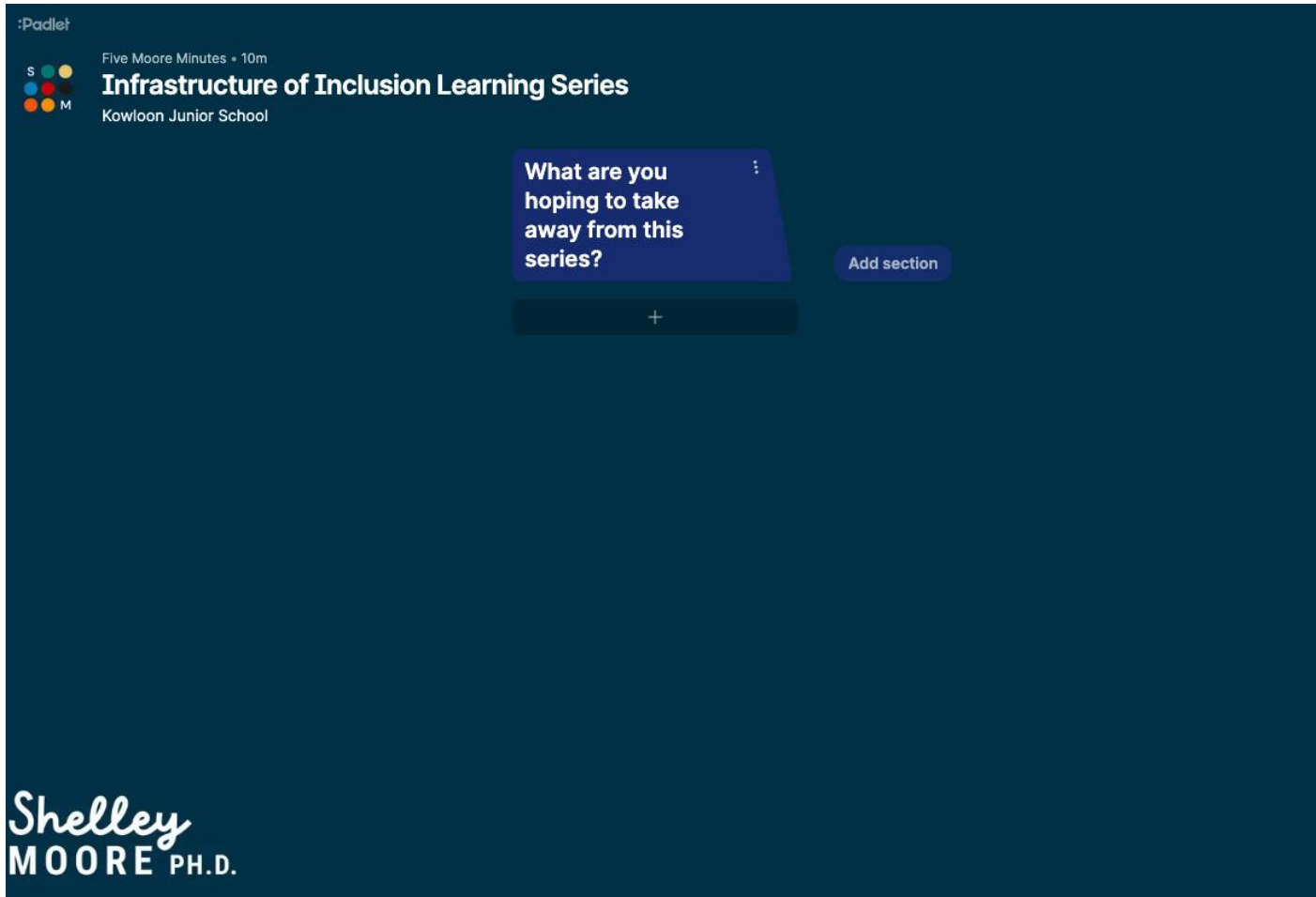
are **PRESUMED**  
competent and  
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are **PLACED** in  
and attending  
inclusive  
classrooms and  
schools

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

have  
**PURPOSEFUL**  
roles and  
responsibilities

are **PLANNED** for  
from the start



Session 2: Choose a P that is a stretch area, what is a question that you have?

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

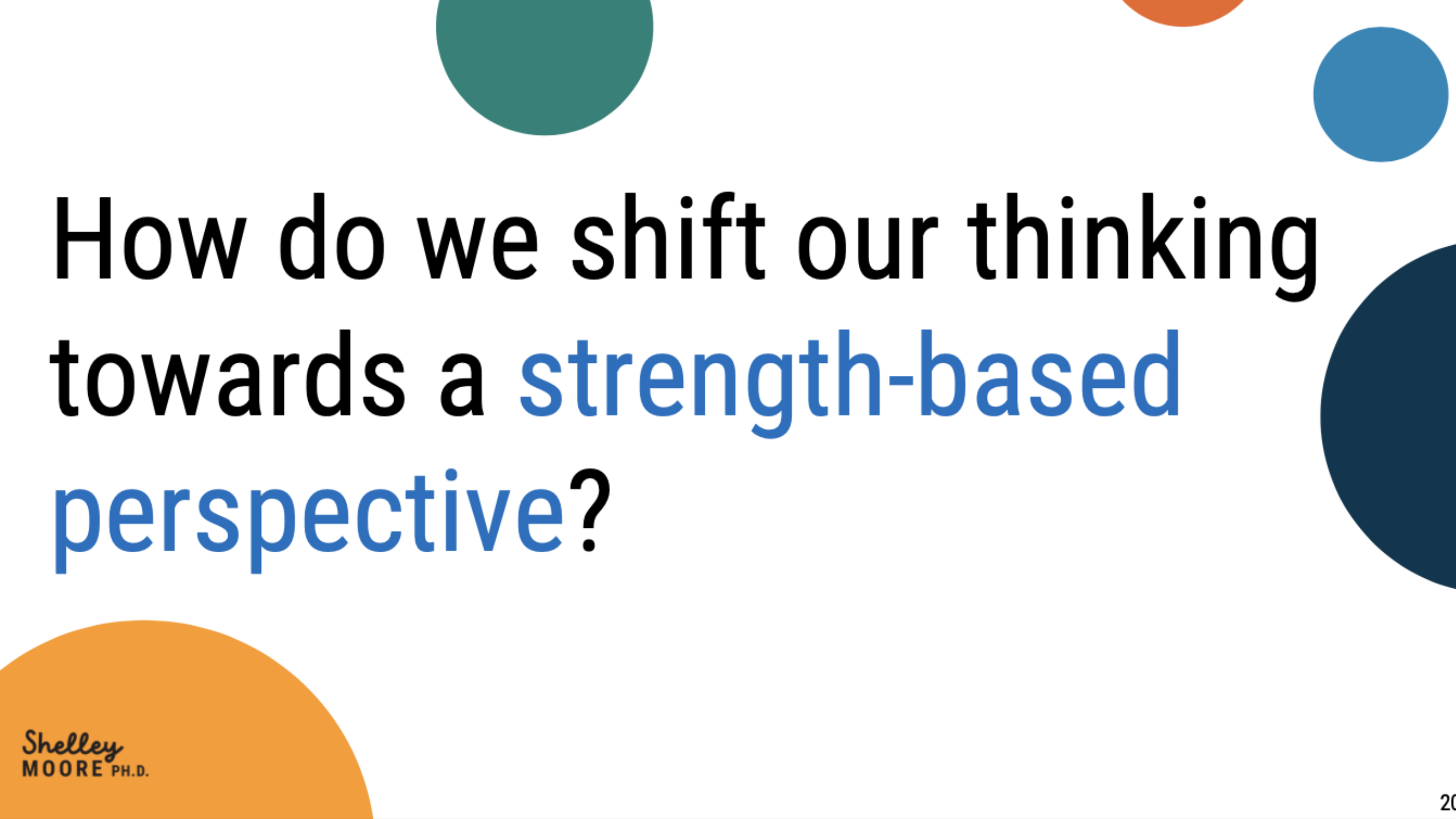
are **PRESUMED**  
competent and  
as having  
**POTENTIAL**

are **PLACED** in  
and attending  
inclusive  
programs

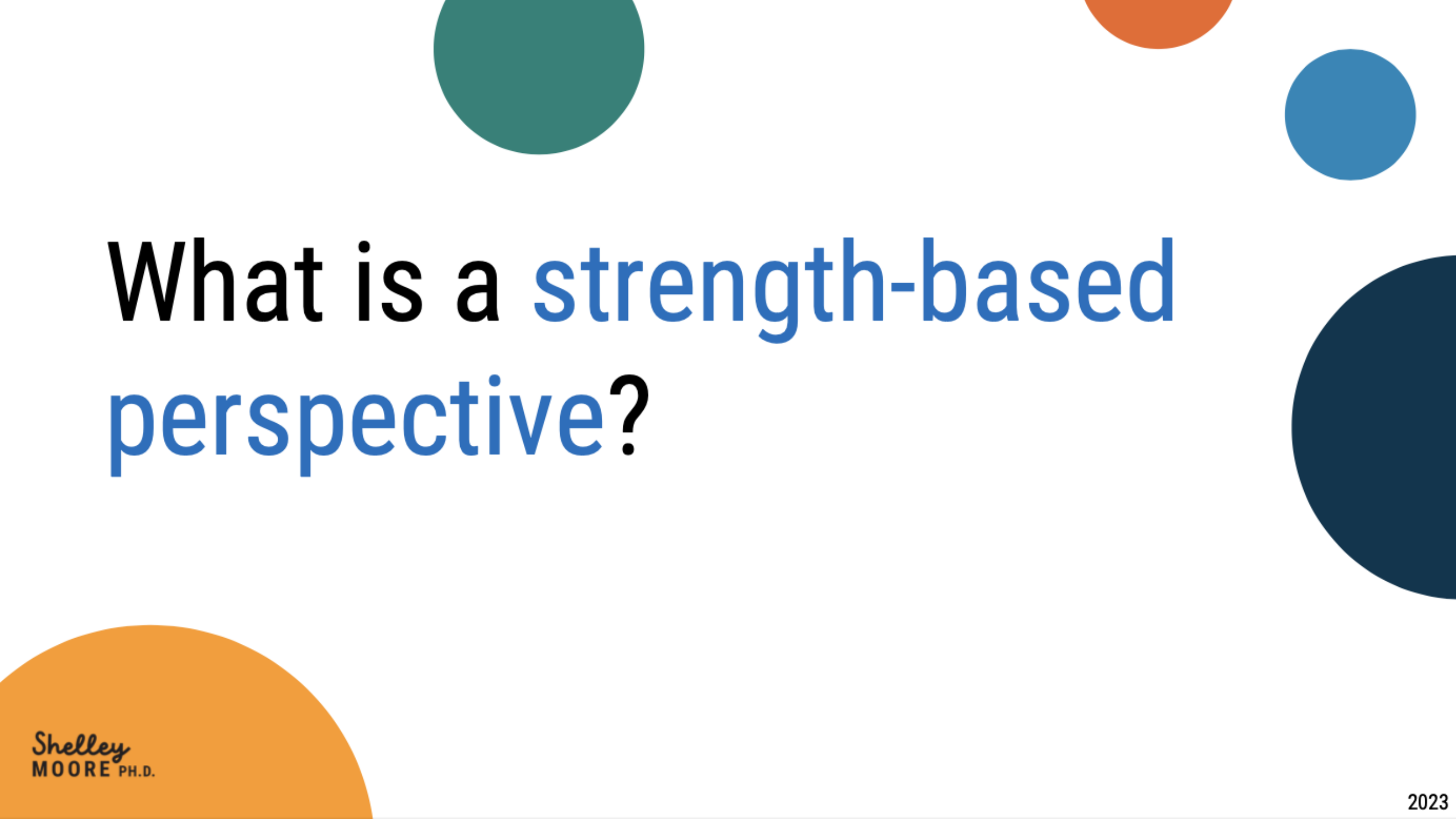
are in **PROXIMITY**  
to and  
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have  
**PURPOSEFUL**  
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from the start

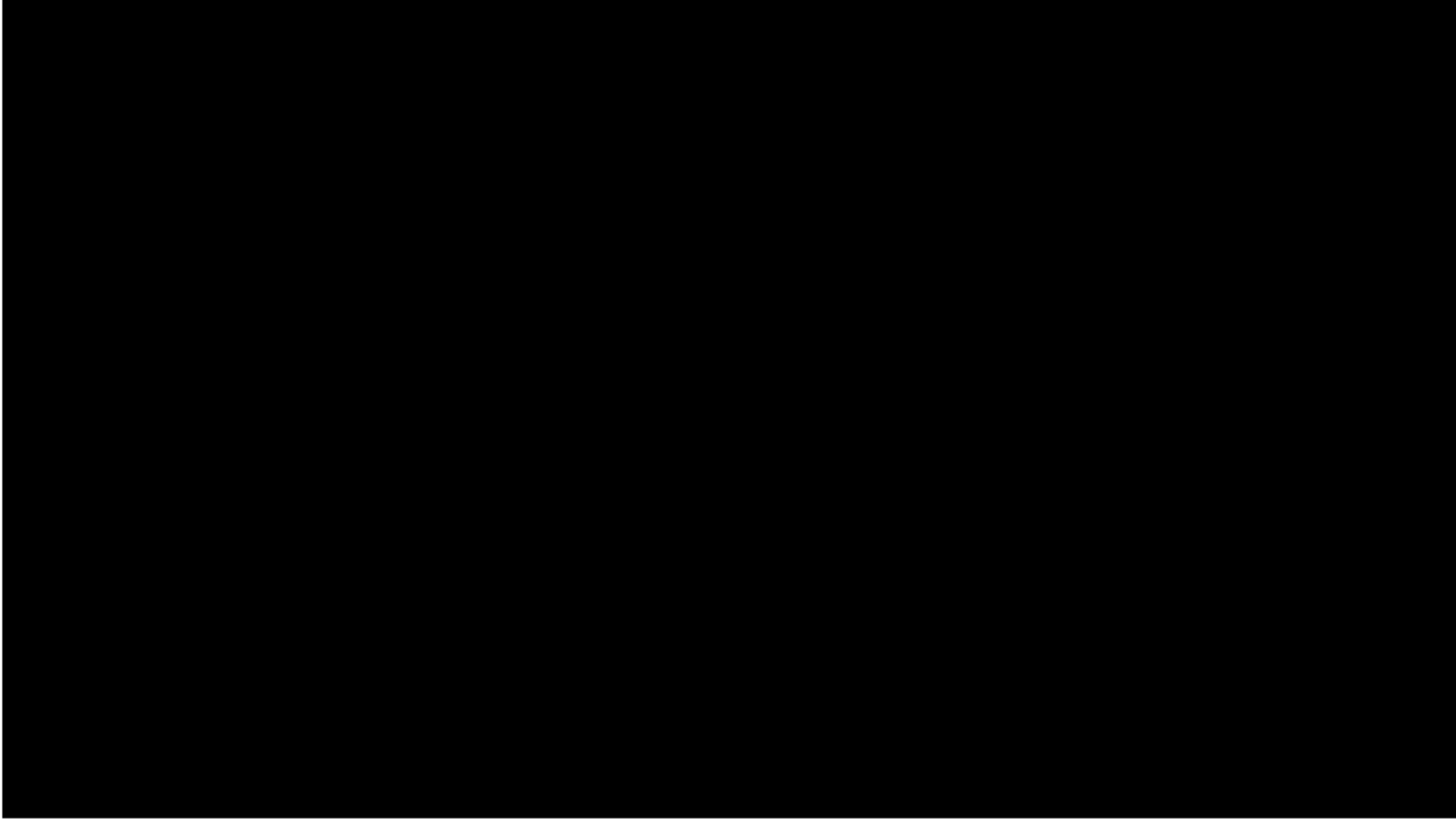


How do we shift our thinking  
towards a strength-based  
perspective?

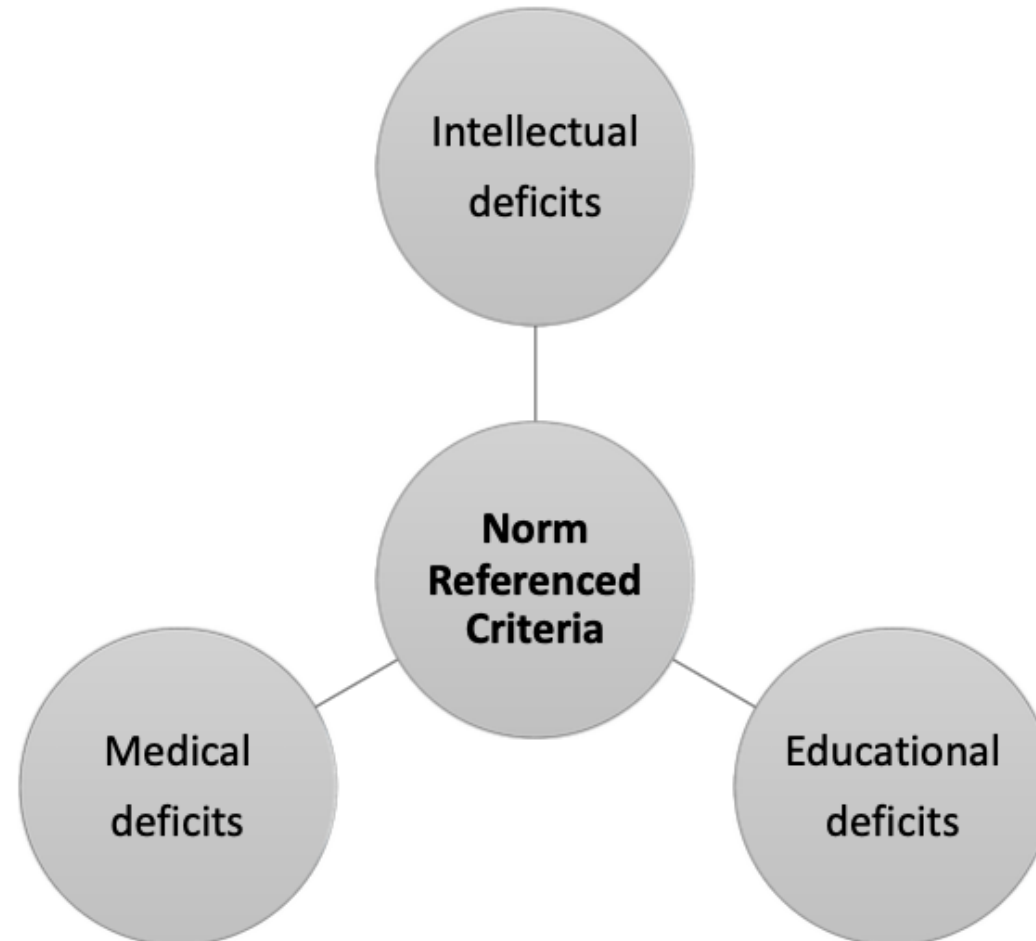



# What is a strength-based perspective?

# 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 community programs with their peers, **the consequences** of that presumption **being wrong** are **not as dangerous** as the **alternative**.

Cheryl Jorgenson



# How can we Presuming Competence?

- Children with disabilities so often **need** to “**prove**” that they can behave **before** **given access** to community programming
- Biklen & Burke suggest:
  - Rather than proving their ability, presuming competence is **assuming that all** children 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 educational programming
- Provide children with a **means to communicate** other than words (visuals, gestures, voice)

Jorgenson, McSheehan & Sonnenmeier



# How can we Presuming Competence?

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 **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  |
|--|---|---|---|--|--|
|  | Awareness   | Attitudes   | Practices   | Collaboration & Communication  | Personal & Professional Growth   |
| Attitudes Towards Disability & Inclusion | <ul style="list-style-type: none"> <li>Staff are aware of the variety of disabilities in the school community, and who may be missing</li> <li>Staff are aware that there are students who may not be included in their classroom/school communities</li> <li>Staff have a common 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 what language to use when describing students with disabilities</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 why inclusion 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 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> |

<https://forms.gle/Q5NnuBbU3r5hTjqcA>

- 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...

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- 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
    - by participating in a community book that centers Disabled characters



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