

# THE INFRASTRUCTURE OF INCLUSION

## Learning Series

Session 1: All students are presumed competent

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@fivemooreminutes

# 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 1yr

## Infrastructure on Inclusion

Central Valley School District

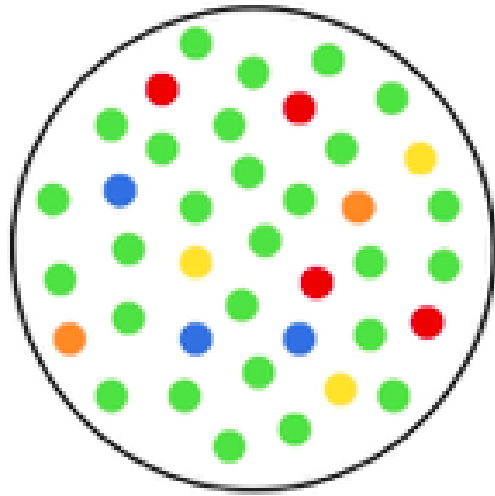
What are you  
hoping to take  
away from this  
series?

Add section

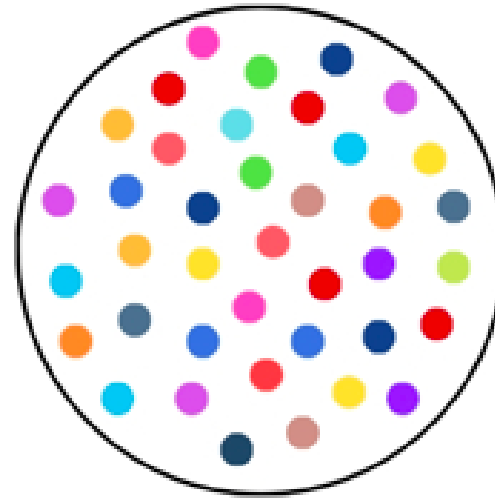
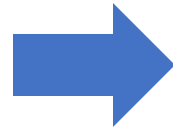
+

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?

## 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



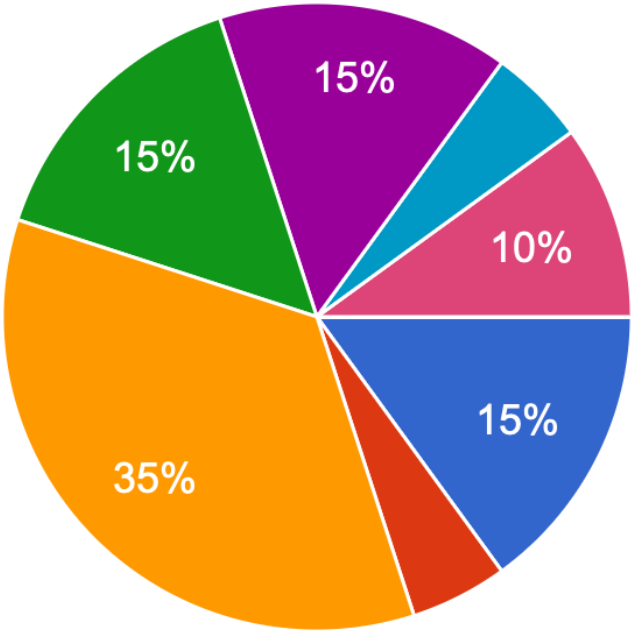
The slide features several large, semi-transparent circles in yellow, orange, and blue scattered around the text. The text is in a dark gray, sans-serif font.

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

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

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

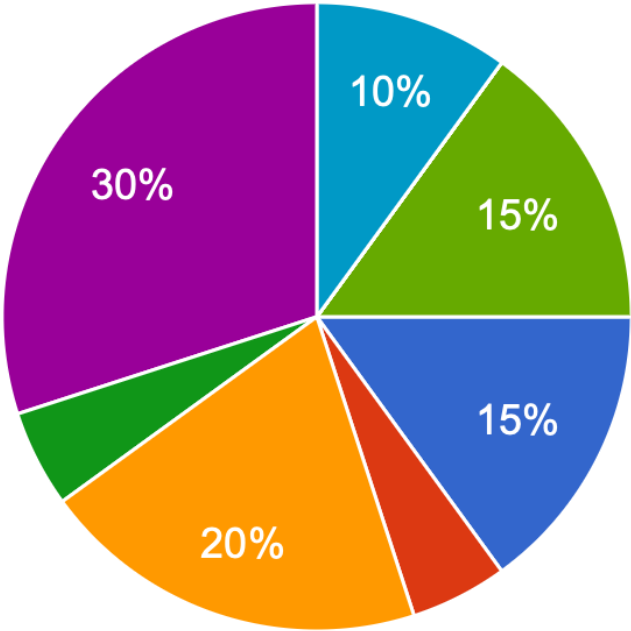
20 responses



- 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, school, or district?

20 responses



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

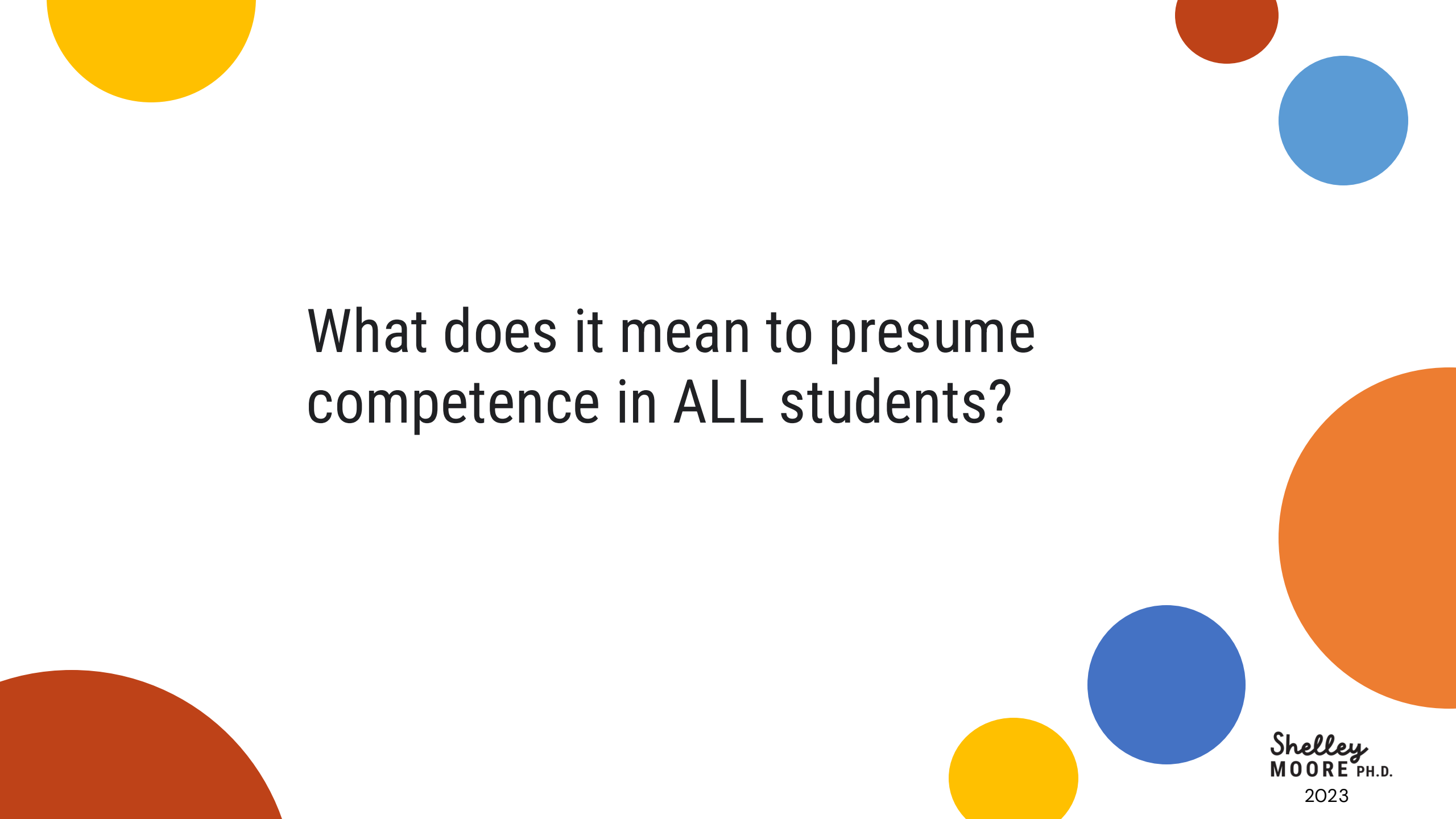
are **PRESUMED**  
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as having  
**POTENTIAL**

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and attending  
inclusive  
programs

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

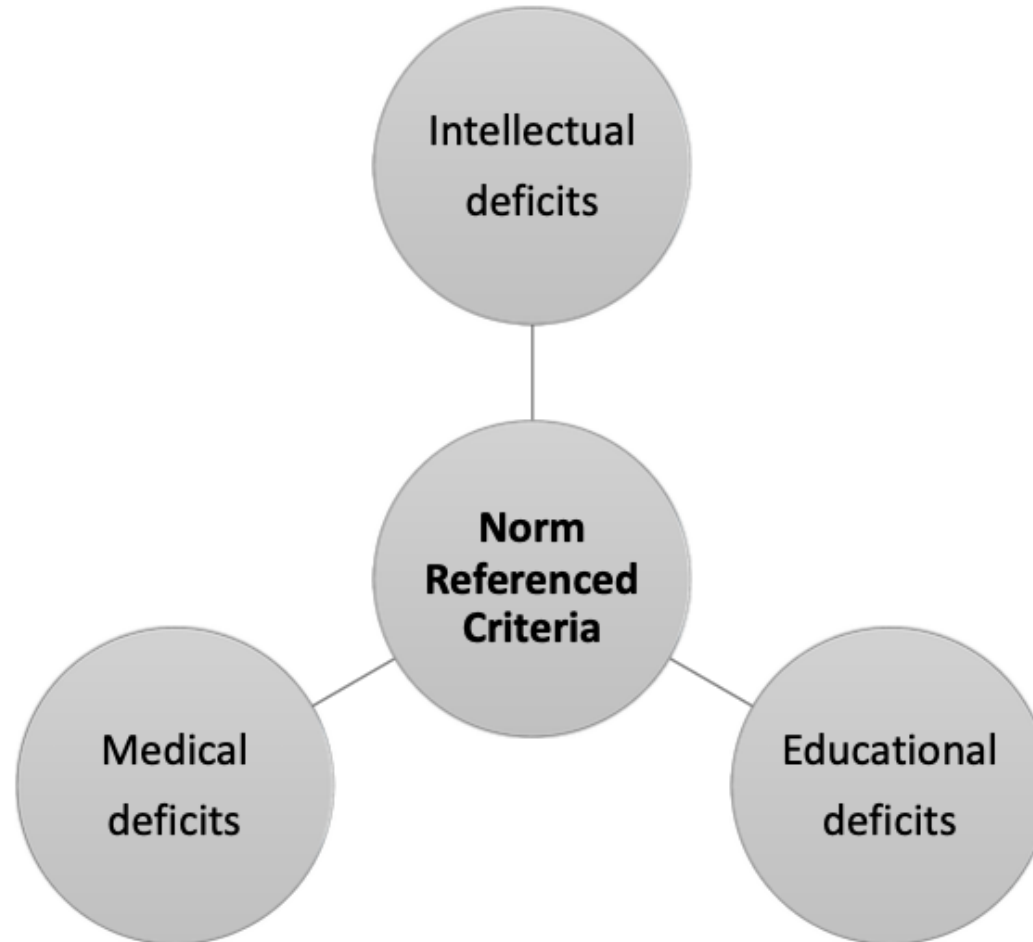
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What does it mean to presume  
competence in ALL students?

# Why are students often viewed through a deficit lens?







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!

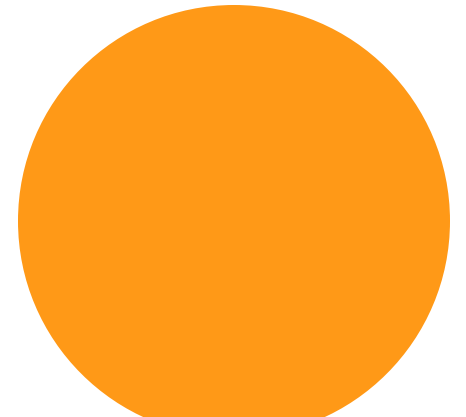
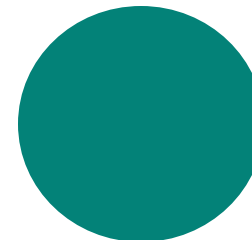
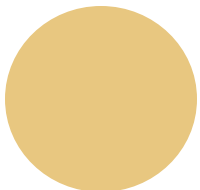
Now we need to **focus** on the **decisions** that we make that are **based on our perceptions** and assumptions about students

# Presuming Competence: Positive Attitudes Towards Disability & Inclusion

	Access	Essential	Developing	Confident	Extending
	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</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 language and their privacy and integrity is respected</li> <li>Staff is aware that Disability is an identity to be celebrated as a 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 how perceptions of disability influence decisions about educational acceptance, 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 school</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>

# 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...





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# Reflection and Goal Setting

- 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



# 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 presuming competence
  - Make a plan to meet your goal connected to presuming competence



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