

Shelley MOORE PH.D.



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Who are you?

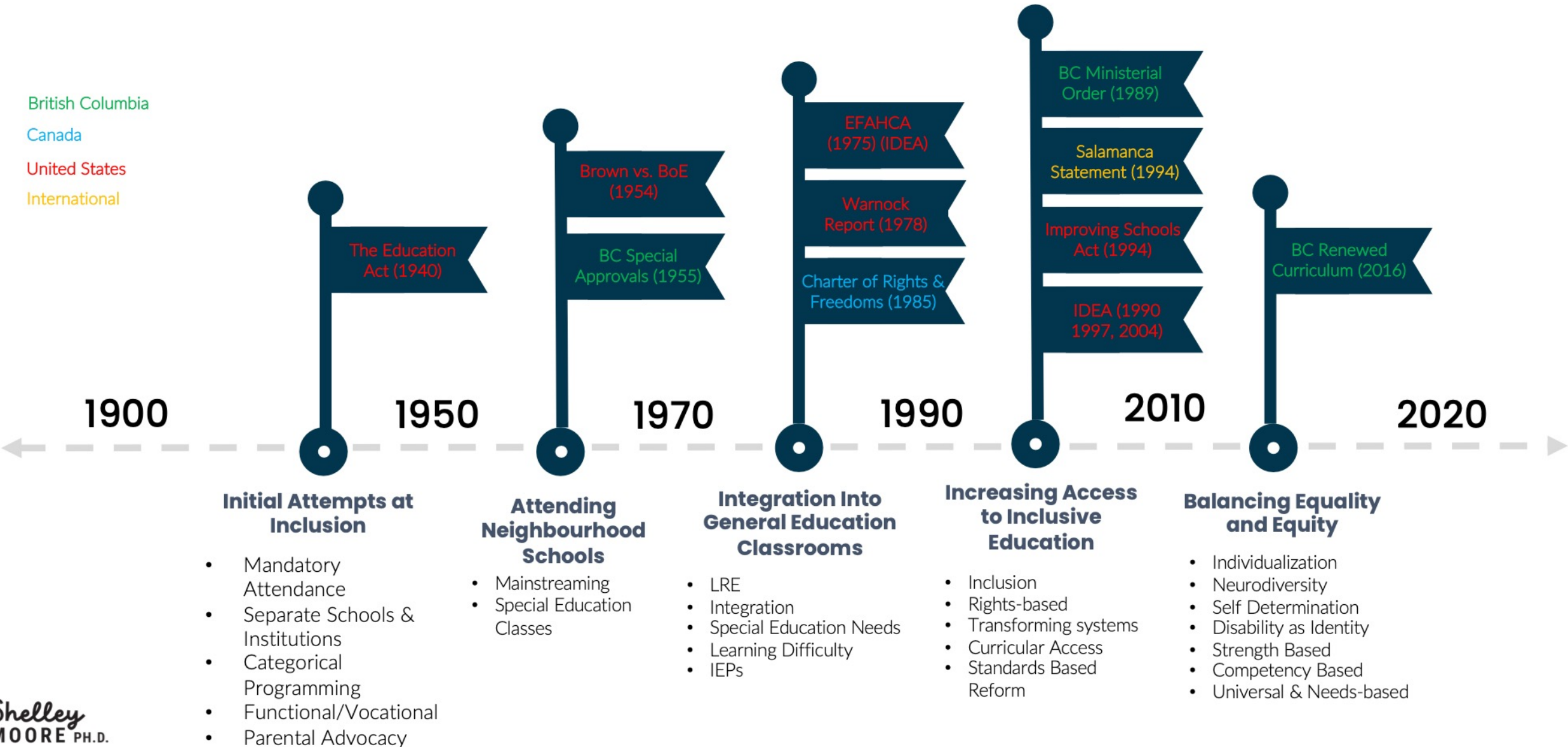
- Where is **home** for you?
- What is the **traditional territory** where you live?
- What are some of your **roles**?
- What are some of your **identities**?
- What are your **interests** and hobbies?
- What is **important** to you?
- What is a **life event** that shaped who you are?
- What is something that you want others to **know about you**?



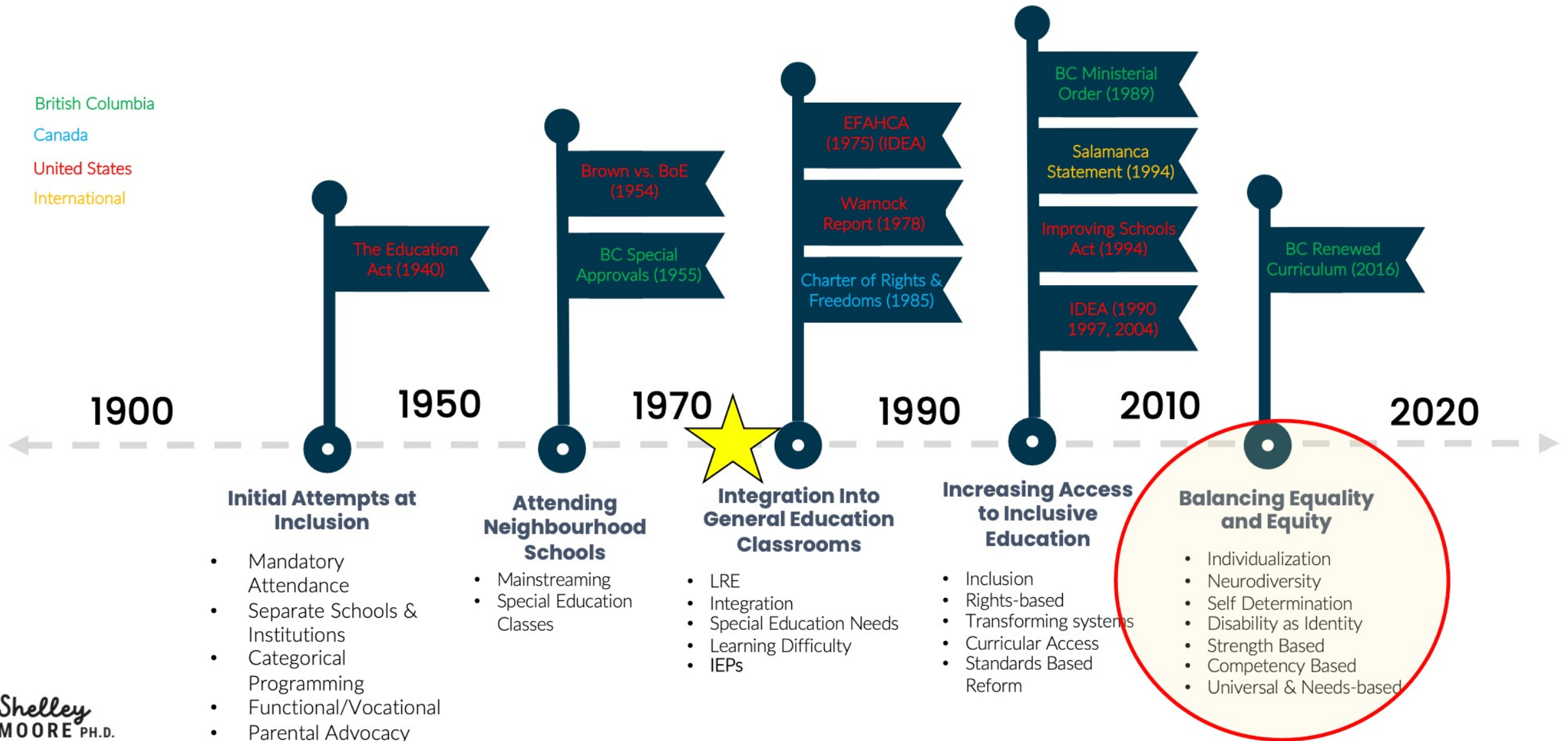
WHAT is

Inclusion?

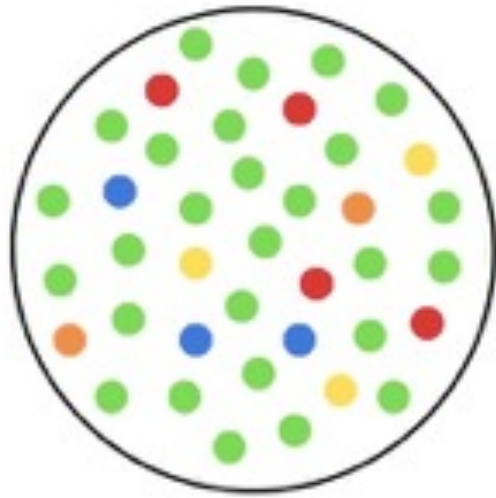
History & Evolution of Inclusion for Students Intellectual Disabilities



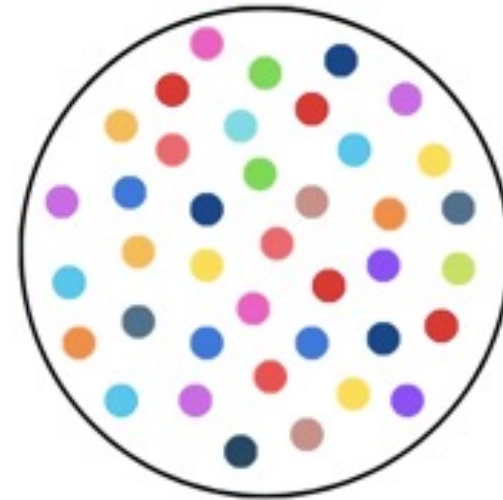
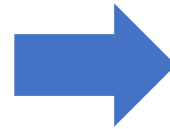
History & Evolution of Inclusion for Students Intellectual Disabilities



WHAT IS *inclusion* ?




How do we
include people
with disabilities?



How do we teach
to *diversity*?



How do we advocate for *inclusion* ?




How do we advocate for inclusion?
We advocate for



INFRASTRUCTURE!



One useful idea so far?



What Infrastructure can
be put in place that will
make CHOOSING
inclusion easier?

What does the Research Say?

1. Guiding conditions of inclusion describe that all students...

are presumed competent

are enrolled in and attending curricular classes

are in proximity to and participating in learning with peers

have purposeful roles and responsibilities

are planned for

2. Teacher professional development that...

supports collaboration and the changing roles of educators & support staff

is situated, ongoing and inquiry based

3. Systems frameworks that ...

support Universal Design for Learning and needs based multi layered support models

move away from a medical & deficit-based model of special education (IEPS)

School & District Infrastructure

Teacher & Staffing Infrastructure

Student Infrastructure

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

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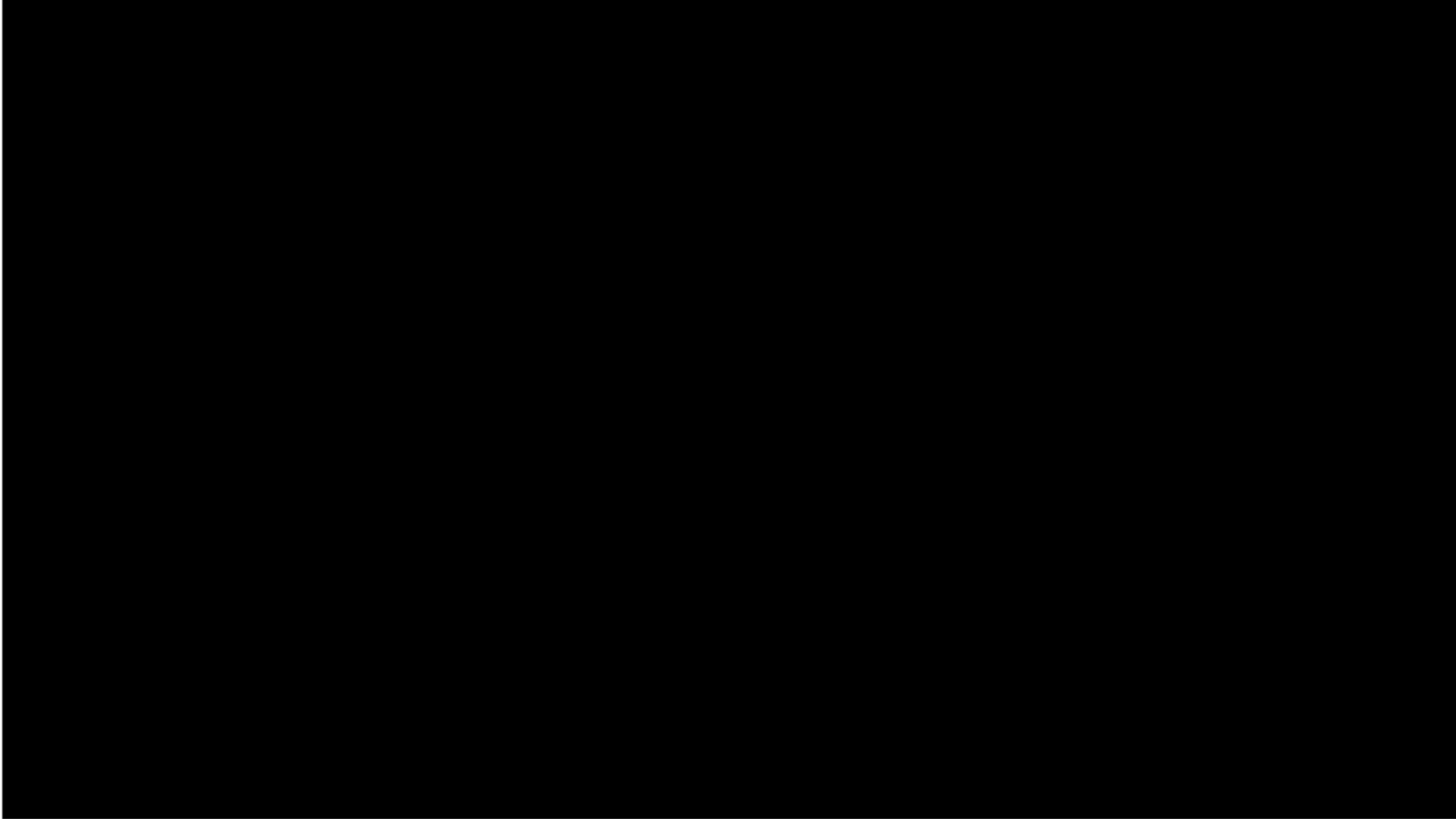
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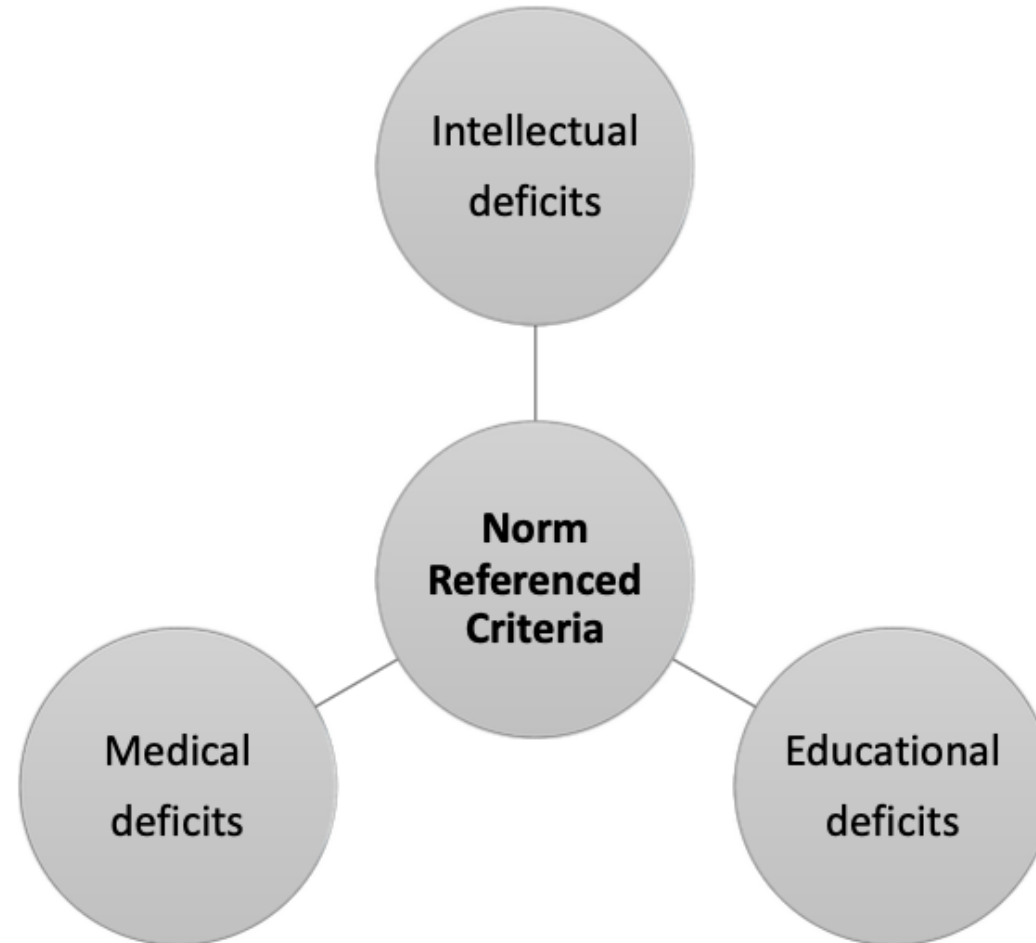
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What does it mean to presume competence?

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



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



A *strength-based* PERSPECTIVE IS...

- Believing that **ANY and ALL** students can learn in **ANY and ALL** contexts because accessing learning **does not rely on pre-requisites**
- Focusing on what students **CAN do** and where they **COULD be**, instead of what they CAN'T do and where they SHOULD be
- Build on the strengths of students to **contribute to their communities, teach others** and facilitate a **sense of belonging**
- **Harness the strengths** of students to **build on their stretches**, or get better at things that are hard

WHY A *strength-based* PERSPECTIVE?

Looking at
students
through a
**strength-
based lens**

leads to
**presuming
student
competence**


leads to
decisions
based on **high
expectations**

leads to
greater access
to grade level
curriculum and
peers

Results in
increases in
**student learning,
achievement and
quality of life**
after school

"Even if **we are wrong** about a student's **capabilities** to access and learn grade level curriculum with their peers, **the consequences** of that presumption **being wrong** are **not as dangerous** as not holding high expectations."

–Cheryl Jorgenson



What questions can we ask to help
school presume competence?

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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**



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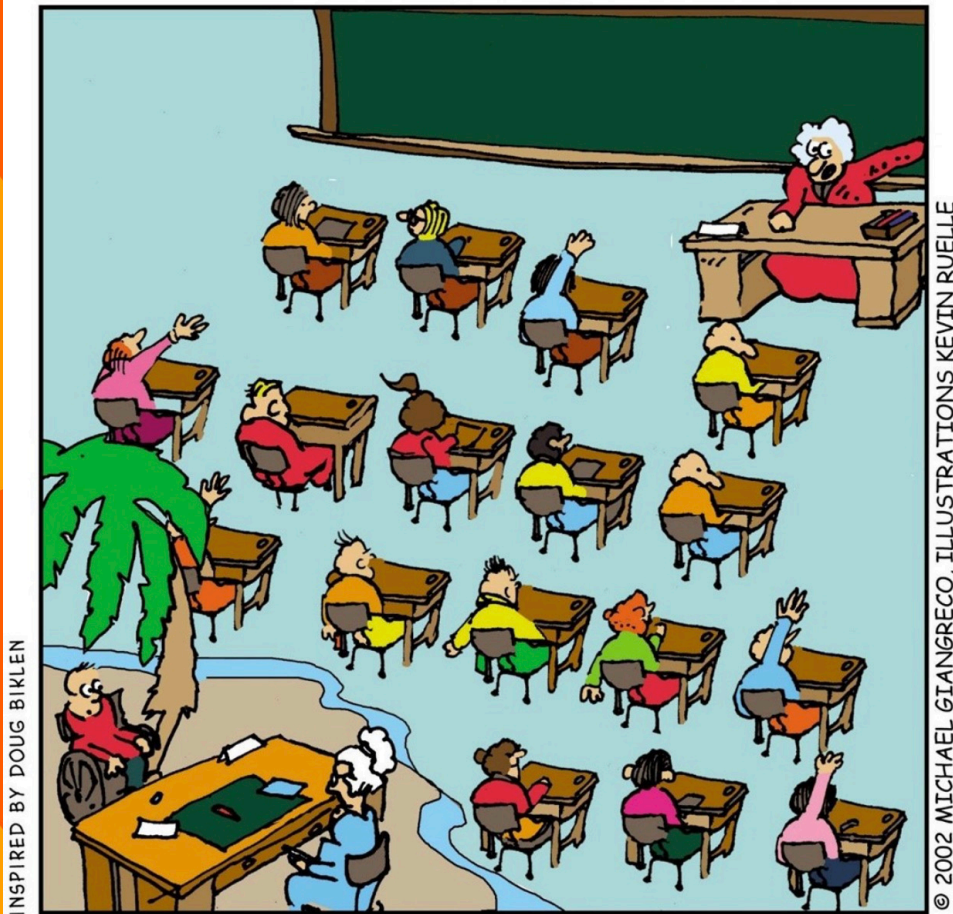




What is the role of *peers*
in supporting *inclusion*?



Proximity to and Participation with Peers

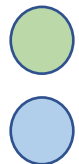
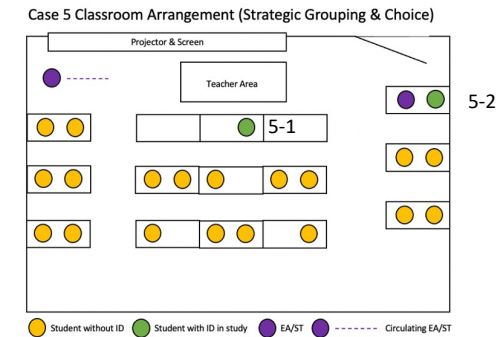
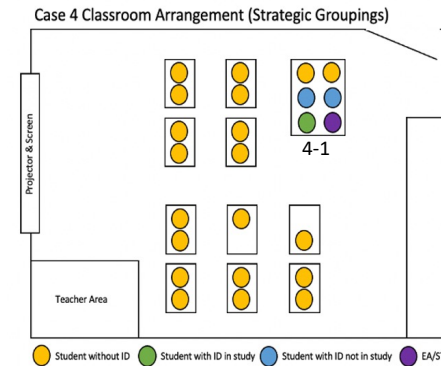
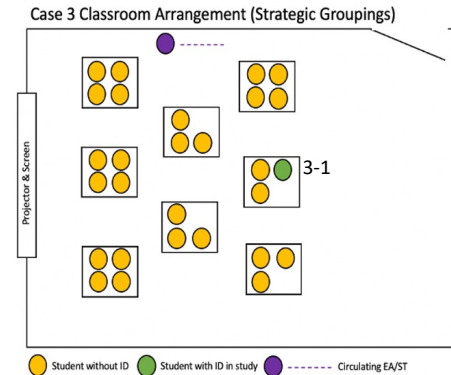
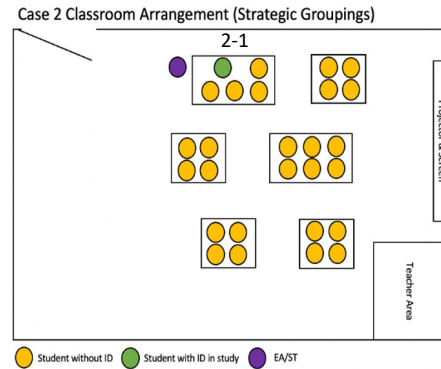
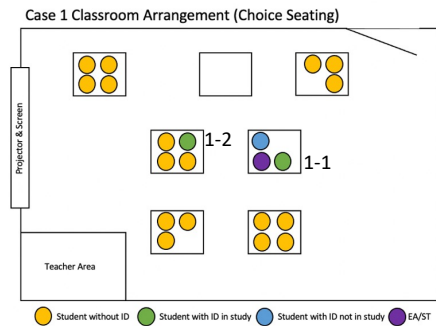


ISLAND IN THE MAINSTREAM

MRS. JONES AND MRS. COOPER ARE STILL TRYING TO FIGURE OUT WHY FRED DOESN'T FEEL LIKE PART OF THE CLASS.

- Many children with disabilities, although **present**, typically spend their day **socially isolated** in places and activities **working on the side** with individually assigned assistants. (Jameson, McDonnell, Polychronis & Riesen, 2008; Feldman, Carter, Asmus & Brock, 2015)
- This approach used to support children with disabilities in classrooms, has **little to no research to back it up** (Giangreco & Doyle, 2007; Carter, Sisco, Melekoglu & Kurkowski, 2007)
- Educational assistants and support staff that children with disabilities are left to interact with, "may **prevent** the very social goals they are present to promote (2010)" (Giangreco & Doyle, 2007)

Proximity Influences Participation



The most **social** participation



The most **learning** participation

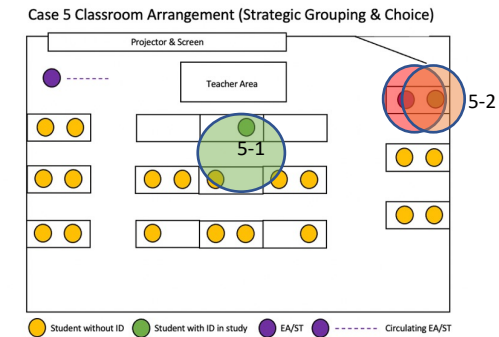
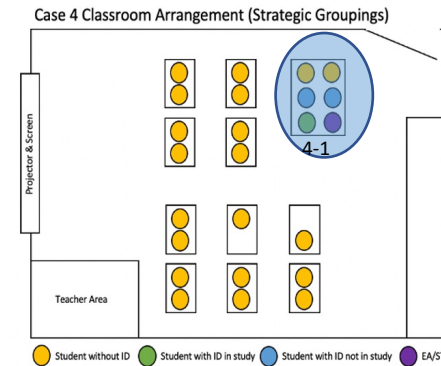
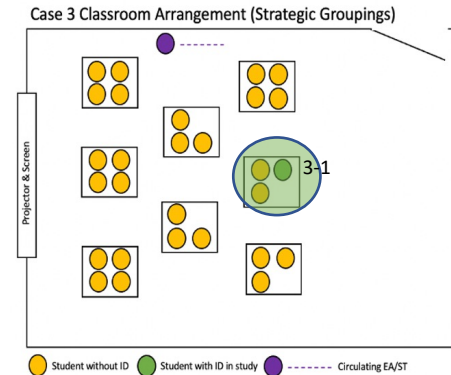
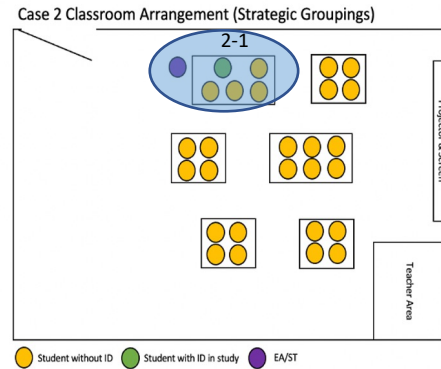
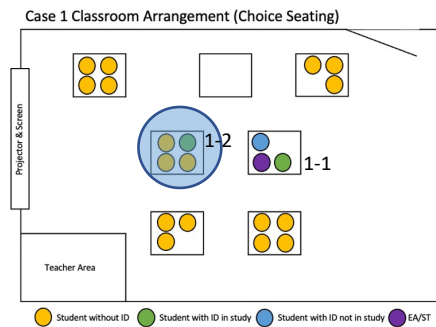


The least **social** participation



The least **learning** participation

Proximity Influences Participation



The most **social** participation

The most **learning** participation



The least **social** participation

The least **learning** participation

Case	Students
1	SwID 1-1
	SwID 1-2
2	SwID 2-1
3	SWID 3-1
4	SwID 4-1
5	SwID 5-1
	SwID 5-2

Learning Activities				Personal & Social Activities		
SwID participated with peers in learning activities	SwIDs participated with peers in accessibly designed learning activities	SwIDs participated when receiving learning support from peers	SwIDs participated with peers in shared supports and strategies	SwIDs participated when receiving behavioural/ social support from peers	SwIDs participated in social peer invitations/ peer-initiated interactions	SwIDs and peers participated interactions outside of class
•	•		•	•		
•	•	•	•		•	•
•	•	•	•		•	•
•			•	•	•	•
•	•	•	•		•	•
•	•	•		•	•	•

How do we increase student PROXimity?

- Create seating plans strategically so they are flexible and always giving students with and without disabilities different opportunities to be together
- Prevent students with disabilities from working in isolation with a support adult by:
 - Having an adult work with a group of students with and without disabilities
 - Having adults circulate, and not be stationary
 - Having adults facilitate peer mentoring and support

How do we increase student **PARTiCiPATiON**?

- It was more likely for students with disabilities and their peers to participate in **social activities** without adult facilitation
- It was more likely for students with disabilities and their peers to participate in **learning activities** when:
 - Adults **facilitated peer support** and connection
 - Learning activities were designed to be **accessible for all students**

Why are Peer Connections Important?

Benefits for Students with Disabilities

- Increased attendance
- Increased positive outcomes during school
- Increased positive outcomes after leaving school
- Increased friendships
- Decreased stigma
- Increased access to and growth within grade level curriculum

Benefits for Peers

- Increased attendance
- Increased access to support and accessible planning
- Increased appreciation of diversity
- Increase in personal growth & wellbeing
- Increased awareness of disability issues
- Increased advocacy/self advocacy skills
- Increased interest in pursuing careers in field
- Increased friendships



What questions can we ask to increase the proximity and participation of students and their peers in shared experiences?

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What is PURPOSE?



The bank



The gas station



The grocery store

PURPOSE is the why, the how and the what of being successful in a place

What is PURPOSE?



The bank



The gas station



The grocery store

Where am I?

Why am I here?

How can I **act** in this place?

How can I **interact** in this place?

What **decisions** will I need to make in this place?

What specific **skills** do I need in this place?

~~Determining~~ Roles & Responsibilities Anticipating

How can I **act** in this place?

How can I **interact** in this place?

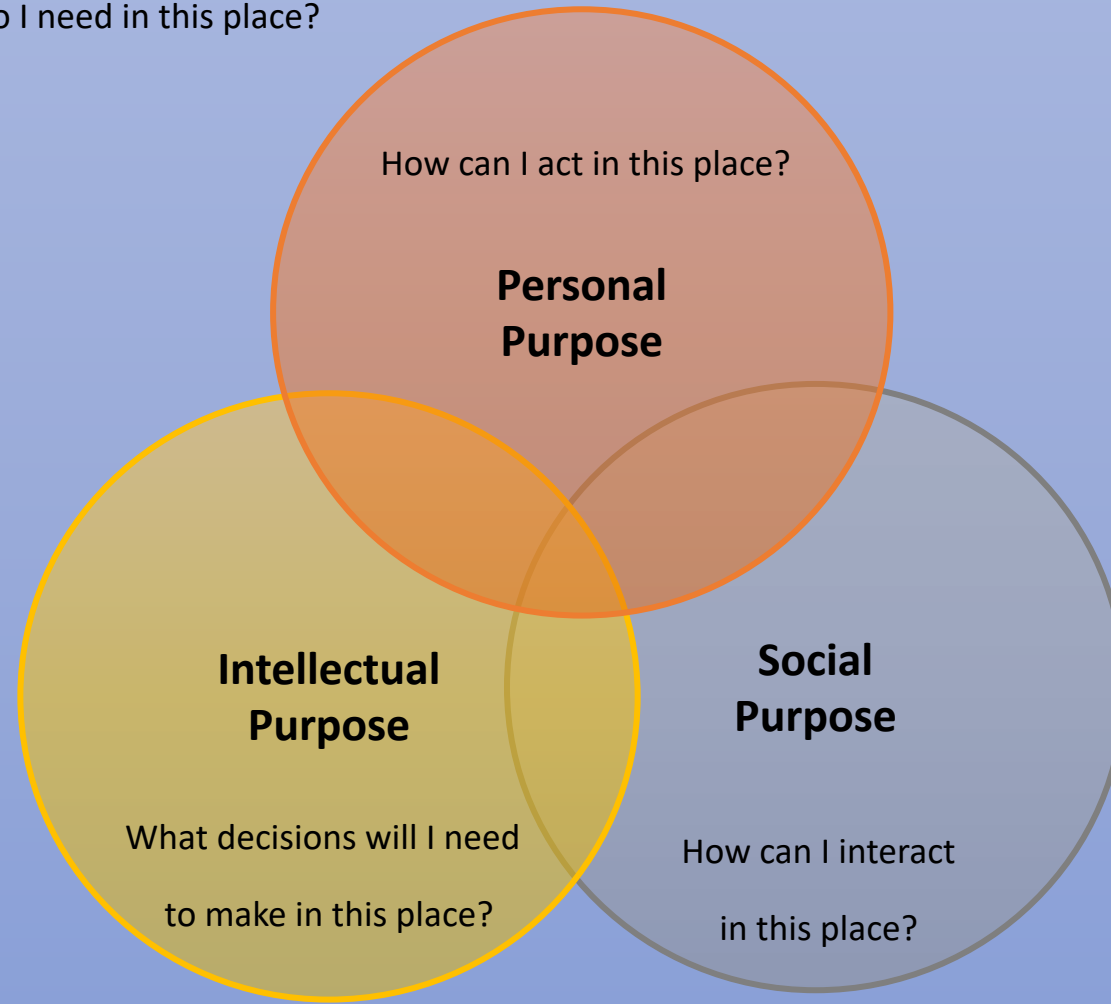
What **decisions** will I need to make in this place?

What specific **skills** do I need in this place?



Place (Contextual Purpose)

What specific skills do I need in this place?



What is Purposeful Planning?

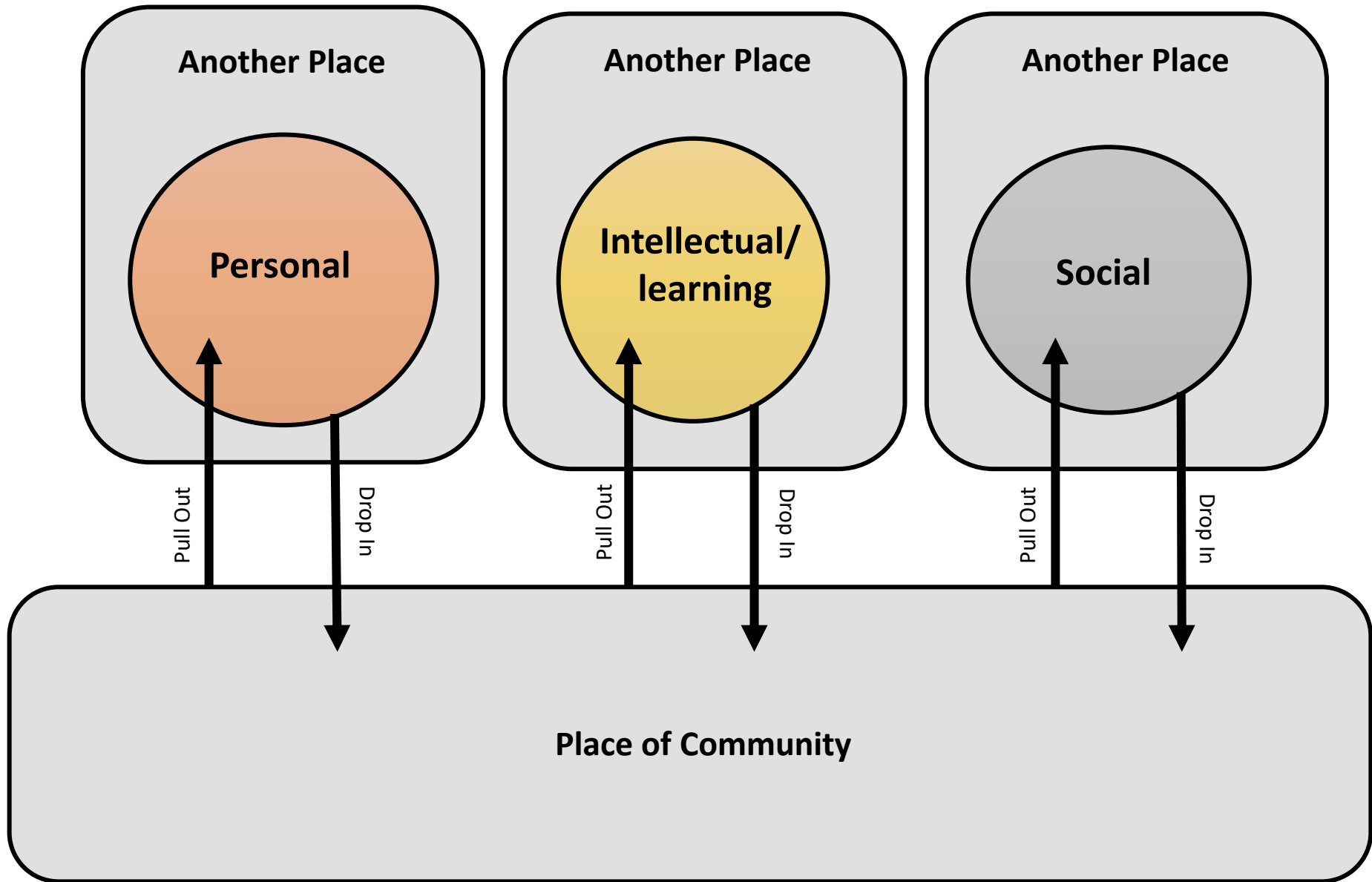
Historically, however...

These areas often correspond with an individual's areas of deficit:

1. Personal – Behaviour Deficits
2. Social – Communication & Social Skills Deficits
3. Intellectual – Learning Deficits
4. Contextual– “not ready” “not able”

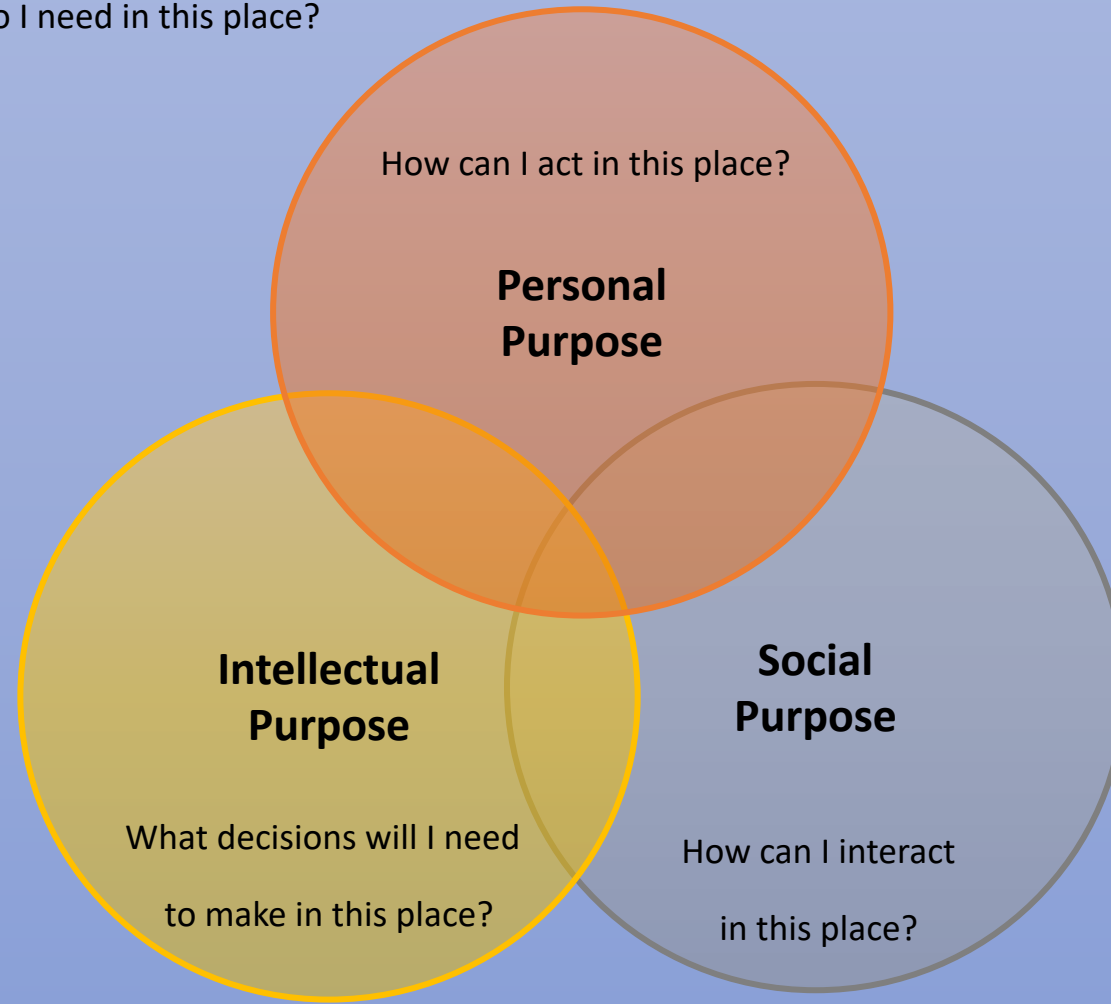
This has led to IEPs/Individual plans that focus on deficit-based goals and programming

This programming is often connected to receiving services and support in these areas in another place



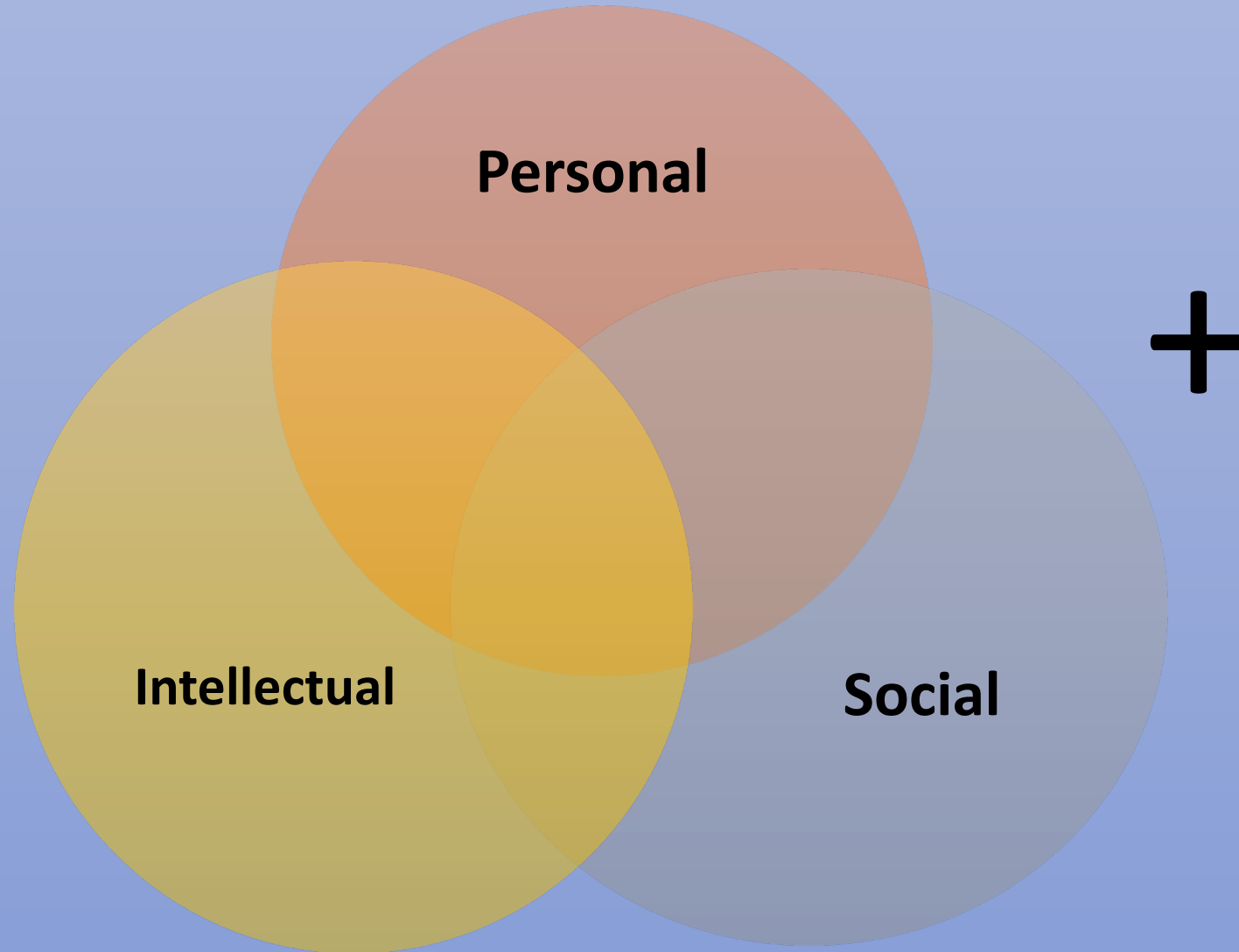
Place (Contextual Purpose)

What specific skills do I need in this place?



Purposeful Planning

Place (Contextual Purpose)





What questions can we ask to
increase the purposeful inclusive
placements of students?

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How do we

plan for all needs

Reducing Barriers



Supporting Needs

What's next for you?

- What is one useful idea?
- What is one thing you want to try?
- What is one thing you want to think about?
- What is one thing you want to learn more about?
- What is one thing you want to share with someone who is not here today?



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