

THE INFRASTRUCTURE OF INCLUSION

Learning Series

Session 4: Purposeful Inclusive Planning

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



Guiding Conditions of **iNCLUSION** describe that all students...

are **PRESUMED**
competent and
as having
POTENTIAL

are **PLACED** in
and attending
inclusive
programs

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

have
PURPOSEFUL
roles and
responsibilities

are **PLANNED** for
from the start

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Taking Action: Some Ideas!

- watch the 5MM video and have a conversation with your team about your reflections
- Watch the Erik Carter video Series and share with staff and meet to discuss
- Choose an article or a video from the resource list. As a team eat lunch together one day and have a discussion about what you are learning
- Design a learning activity or support for students with and without disabilities to participate share
- Share a resource with someone not on your team, connected to what you are learning
- Share a summary of what your team learned with your staff at a staff meeting or a professional development session
- **Have another idea? Go for it!**



**What stands out from
last session?**



**What are you noticing
about your thinking and
practice?**

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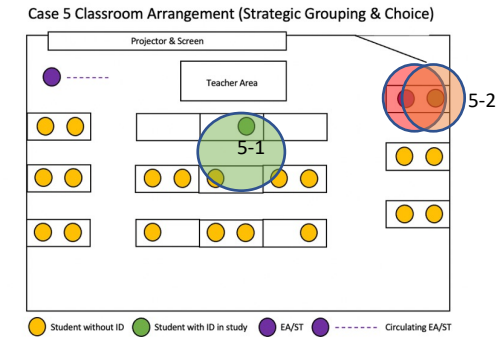
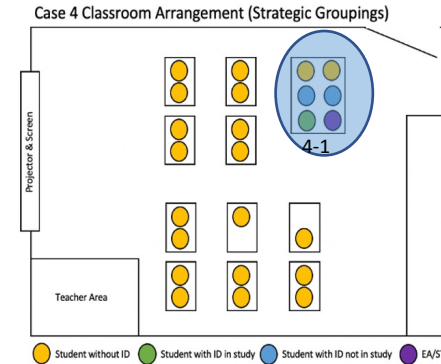
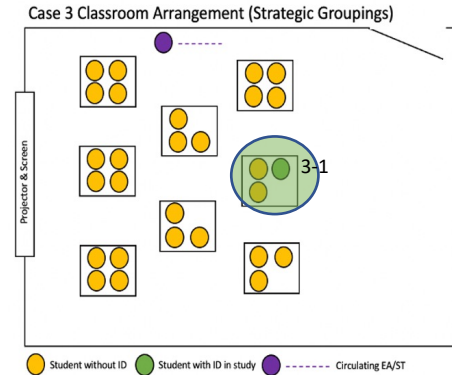
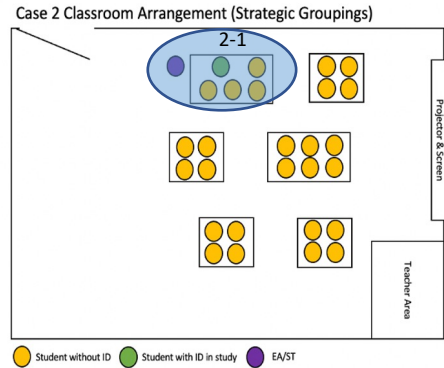
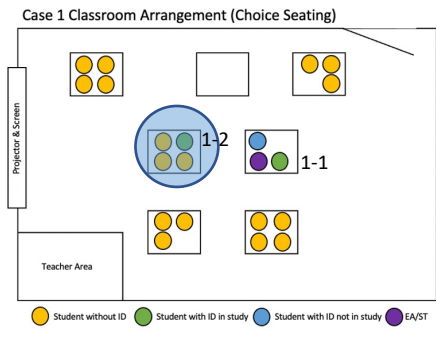
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Proximity Influences Participation



The most **social** participation



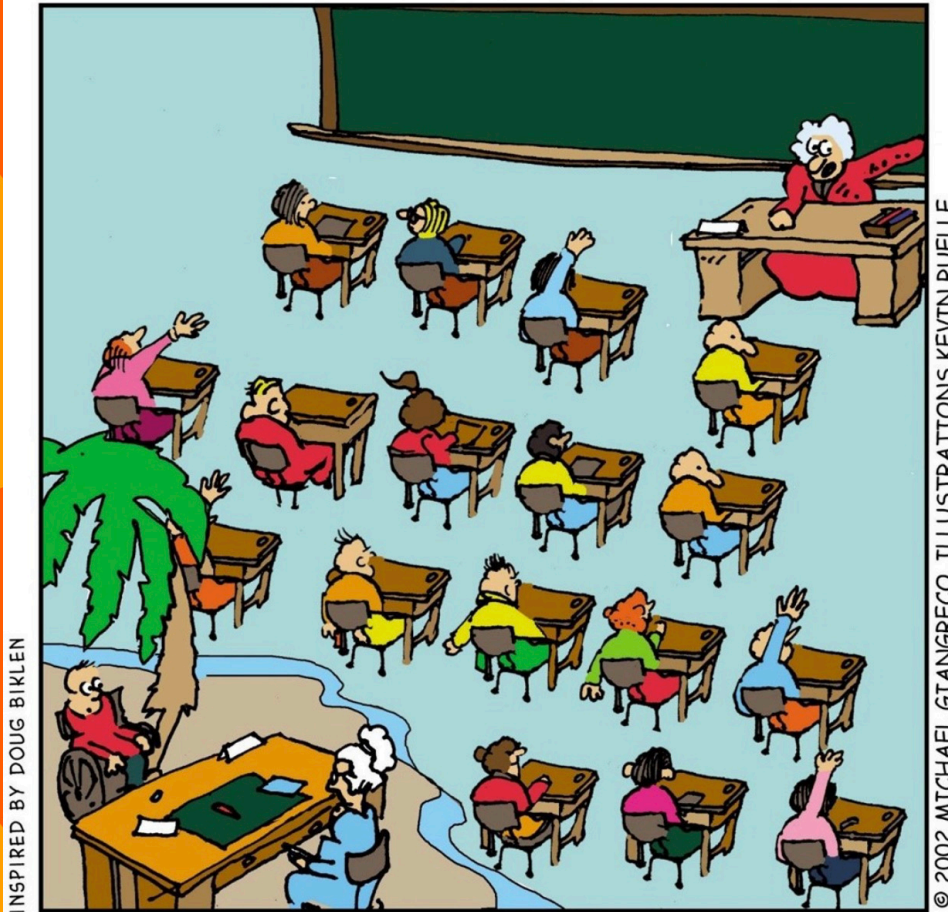
The most **learning** participation



The least **social** participation



The least **learning** participation



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)

ENGAGING ALL LEARNERS!

Home

Learning Supports

Diverse Learning Needs

Instructional Leadership

Early Learning

Ressources en Français



- Video Index
1. **Importance of natural supports** [1:25]
[Play Video](#) [Learning Guide](#)
 2. **How peer mentors can provide natural supports** [1:11]
[Play Video](#) [Learning Guide](#)
 3. **How educational assistants need to work differently** [2:01]
[Play Video](#) [Learning Guide](#)
 4. **How peer supports differ from adult-delivered supports** [2:20]
[Play Video](#) [Learning Guide](#)
 5. **Providing "just enough" support** [1:30]
[Play Video](#) [Learning Guide](#)
 6. **Signs of too much support** [1:21]
[Play Video](#) [Learning Guide](#)

Peer Mentoring to Support Students with Disabilities

This PD resource addresses practical and promising approaches for developing supports and fostering relationships among students with and without significant disabilities both in the classroom and throughout their educational journey.

"Quality mentoring is mentoring that produces significant, lasting, positive outcomes for mentees. It is responsible, ethical, effective mentoring. Mentoring programs come in all shapes and sizes but there are some key components that help to ensure quality and that the needs of the mentee, volunteer mentor, organization and community are fulfilled."

[Alberta Mentoring Partnership](#)



Increasing student *participation* through **shared learning experiences** with *peers*?

- Facilitated Peer Support/ Mentoring
- Shared Universal Supports
- Shared Learning Goals
- Shared Access Points
- Shared Learning Tasks

Why are Peer Connections Important?

Benefits for Students with Disabilities

- Increased attendance
- Increased outcomes during school
- Increased 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
- Personal growth
- Increased awareness of disability issues
- Increased advocacy Skills
- Increased interest in pursuing careers in field
- Increased friendships



Building shared criteria and understanding as leaders



<https://padlet.com/fivemooreminutes/co-creating-criteria-for-proximity-and-participation-with-pe-5vtatgqasbcz3sxx>

A screenshot of a Padlet board with a yellow background. The board title is "Co-Creating Criteria for Proximity and Participation with Peers" and it is dated "AWSP 2023". There are three sticky notes on the board:

- Note 1: "To support inclusion, what is important for classrooms and schools to know about 'proximity & participation with peers?'"
- Note 2: "As leaders, how can we support the increase of peer proximity & participation in classrooms and schools?"
- Note 3: "As leaders, how do we stay accountable to increasing peer proximity & participation in classrooms and schools over time?"

Each note has a plus sign below it. To the right of the notes is a button labeled "Add section".



What is *purposeful*
planning for *inclusive*
placements?

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How are students with disabilities already being included?

What are their roles & responsibilities in their classrooms?

How are they a part of the classroom community?



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**





What are the roles and responsibilities of *students* with disabilities in inclusive classrooms?

OR

What could be the roles and responsibilities of *students* with disabilities in inclusive classrooms?

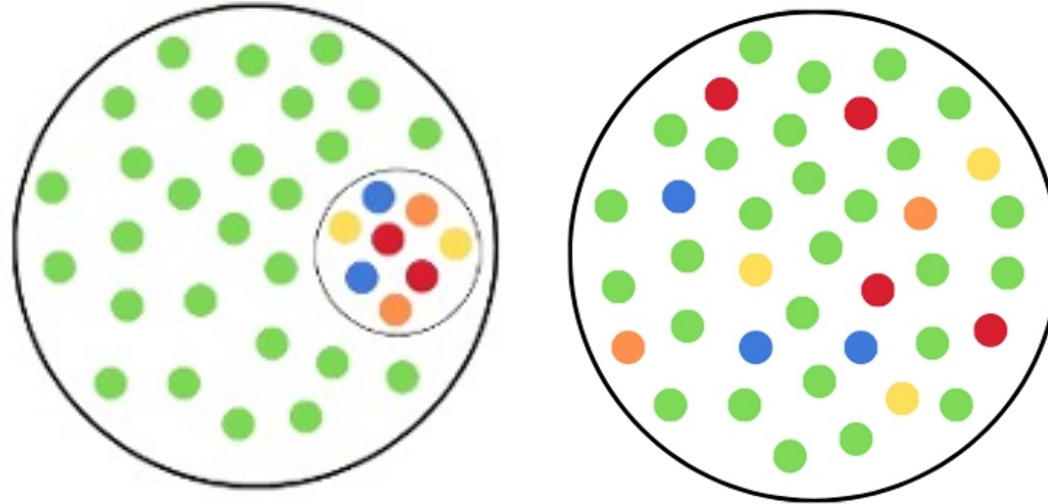




Why does **purpose**
matter?

Purposeful Planning

The difference between **integration** and *inclusion*



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



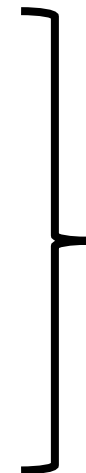
The gas station



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?

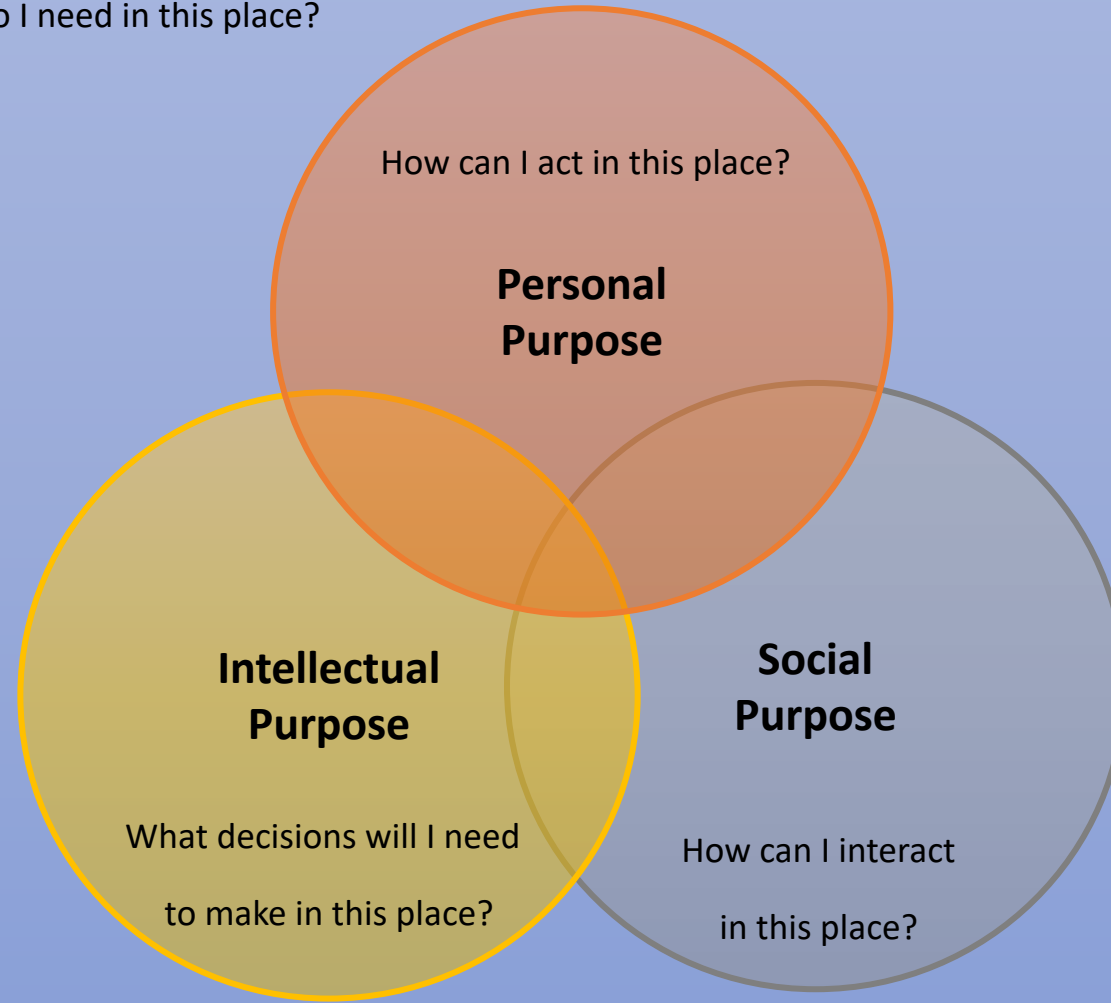
What **decisions** will I need to make in this place?

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



Place (Contextual Purpose)

What specific skills do I need in this place?



How can I act in this place?

**Personal
Purpose**

**Intellectual
Purpose**

What decisions will I need
to make in this place?

**Social
Purpose**

How can I interact
in this place?

What is Purposeful Planning?

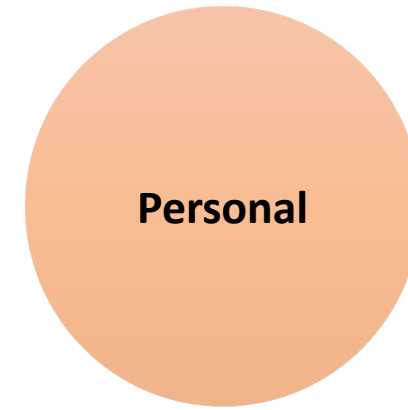
All of us navigate **4 purposes** in every **place** we are in:

- Personal Purpose
- Social Purpose
- Intellectual/Thinking Purpose
- Curricular Purpose

These **purposes** make it so that we are more than just existing in a location, and instead gives us **meaningful roles & responsibilities** in a **community**

How can we **anticipate purpose** to support students to have meaningful **roles and responsibilities** in an inclusive classroom?

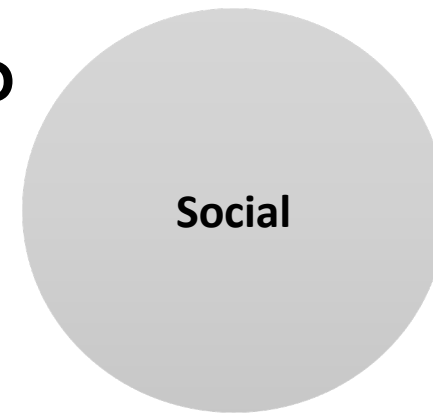
What is Purposeful Planning?



Personal Purpose

- Roles & responsibilities connected to how an **individual** can be successful in a community
 - How can we support **individual identity**?
 - How can we support **positive behaviour**?
 - How can we support **individual identity, awareness and regulation**?
 - How can a **community support individuals to personally belong**?
 - How can we **co-construct a personal vision** for a successful community that **considers all the individuals within it**?

What is Purposeful Planning?



Social Purpose

- Roles & responsibilities connected to how a **community** can be successful **together**
 - How can we support **social identity**?
 - How can we support **positive interactions** and **communication**?
 - How can we support **social awareness, responsibility,** and **collaboration**?
 - How can a **community** support individuals to **socially belong**?
 - How can we **co-construct** a **social vision** for a successful community that **considers all the individuals within it**?

What is Purposeful Planning?



Intellectual

Intellectual/ Thinking Purpose

- Roles & responsibilities connected to how a community can learn successfully together
 - How can we support intellectual identity?
 - How can we support positive learning experiences?
 - How can we honour multiple ways of learning and knowing, critical and creative thinking?
 - How can a community support individuals to intellectually belong?
 - How can we co-construct an intellectual vision for a successful community that considers all the individuals within it?

What is Purposeful Planning?

Contextual Purpose

- Roles & responsibilities for students navigating a common curriculum together
 - How can we support **curricular engagement**?
 - How can we support **positive curricular experiences**?
 - How can we honour **accessible and challenging curriculum**?
 - How can a **community support individuals to belong in a curricular context**?
 - How can we **co-construct a curricular plan for a successful community that considers all the individuals within it**?



Contextual
Purpose

What is Purposeful Planning?

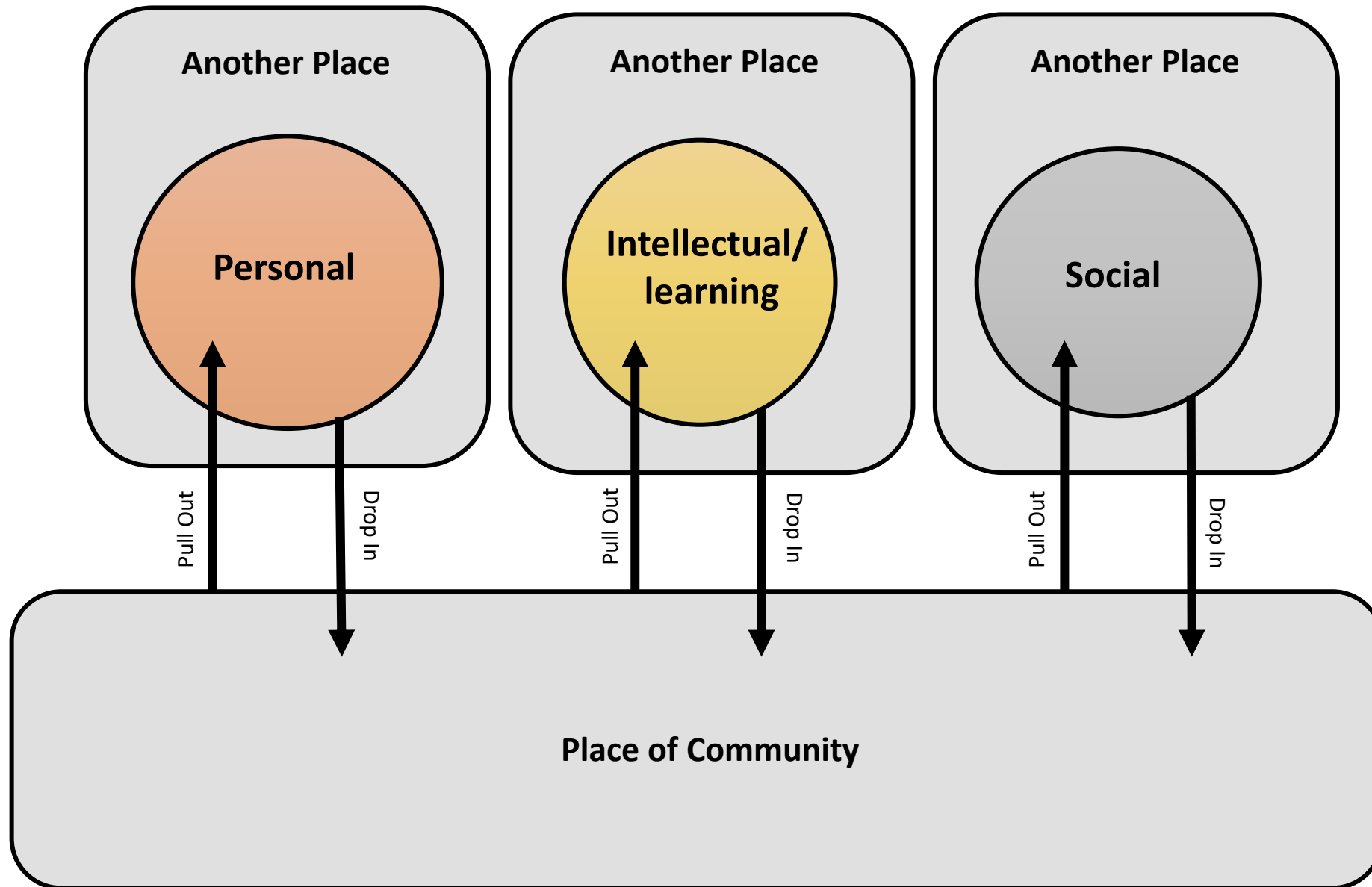
Historically, however...

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”

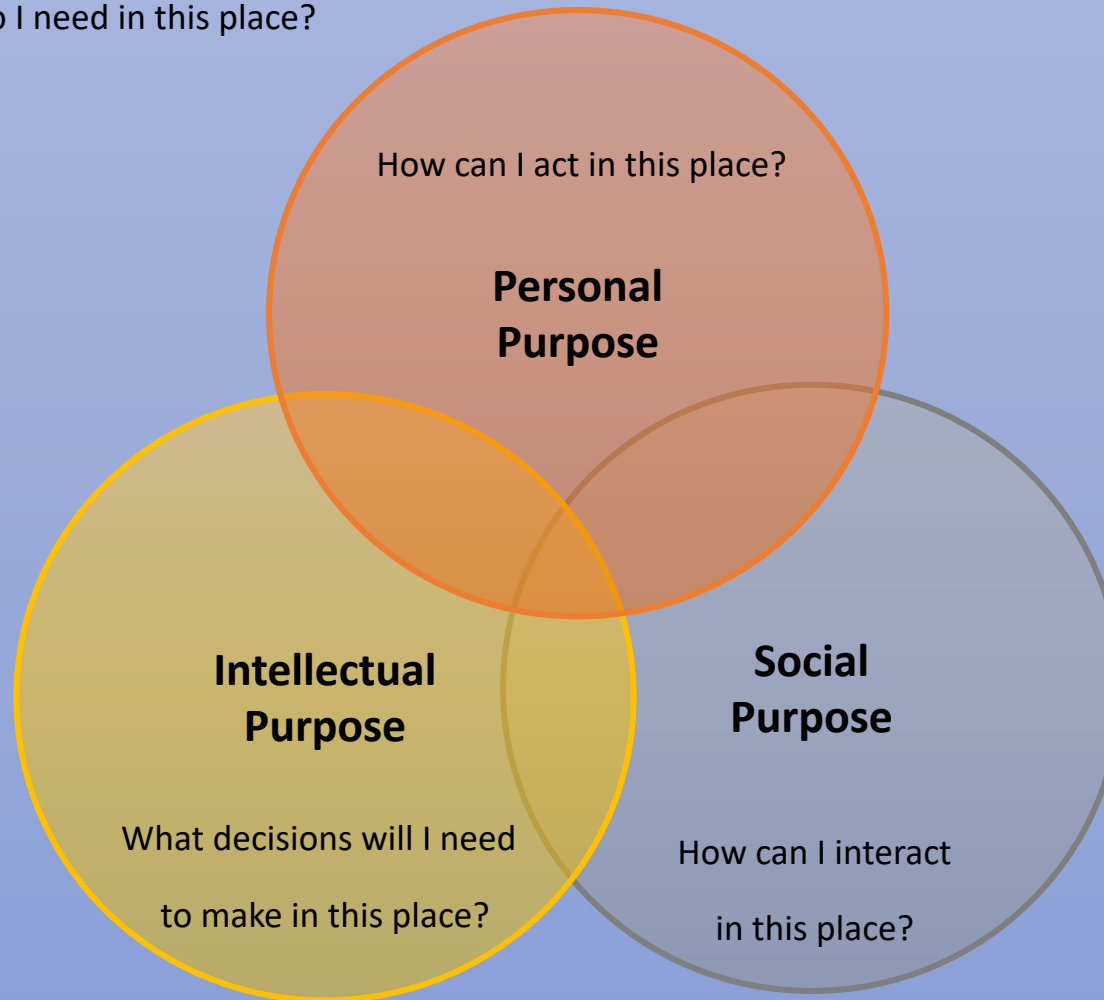
This has led to IEPs/Individual plans that focus on deficit-based goals and programming

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?



Why is Purposeful Planning Important?

- Focusing on an individual's roles & responsibilities that are connected to belonging to a community
- Shifts away from targeting individual's deficits in isolation and towards their holistically building on their strengths and contributions in a community
- Ensures individuals are more than just integrated, or existing in a classroom (which often leads to challenging behaviour)

Strategy: The Purpose Planner

Class:		PURPOSES for _____			
Places/ Contexts	Roles & Responsibilities for Peers	Personal Roles & Responsibilities	Social Roles & Responsibilities	Intellectual Roles & Responsibilities	Curricular Roles & Responsibilities

Strategy: The Purpose Planner

Class: Mrs. N Grade 1/2 Class		PURPOSES for for Vadatman (V)			
Places/ Contexts	Roles & Responsibilities for Peers	Personal Roles & Responsibilities	Social Roles & Responsibilities	Intellectual Roles & Responsibilities	Curricular Roles & Responsibilities

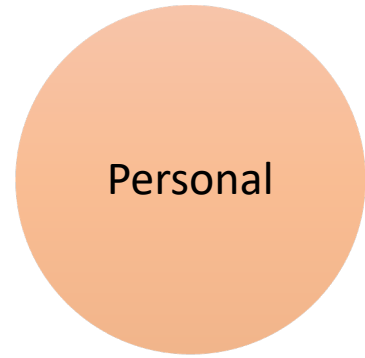
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Readers/Writers Workshop					
Math Workshop					
Recess					
Science/ Socials					
Art/ Music					
Lunch					
End of Day Activities					

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Recess	Eating a snack, playground, games/ outside play, bell				
Science/ Socials	Mini lessons, small group activities, hands on)				
Art/ Music	Different teacher/ classroom, using tools/ instruments, following instructions, managing lots of movements, noises				
Lunch	Eating, cleaning up, outside play/ playground, bell				
End of Day Activities	Clean up, agendas, clean up, game				

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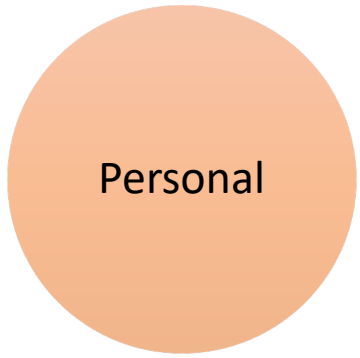
Personal Roles & Responsibilities

- V knows where his classroom is
- V knows where his table is
- V Knows how to sit at his table

Strategies

- Co-construct the criteria with V
- Practice without other students
- Practice while doing his favourite things

Class: Mrs. N Grade 1/2 Class		PURPOSES for Vadatman (V)			
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Math Workshop	Mini lessons, conferencing, small group, stations				
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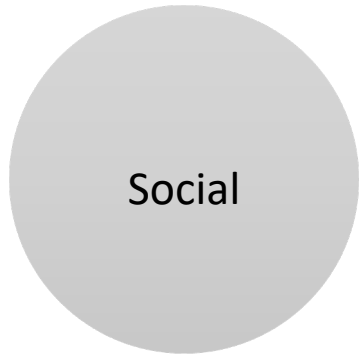
Personal

Personal Roles & Responsibilities

- V knows where his class is
- V can engage/participate in an activity with peers
- V can choose a book to read

Strategies

- Visual schedule of day
- Visual of class
- Choice of text
- Choice of peers



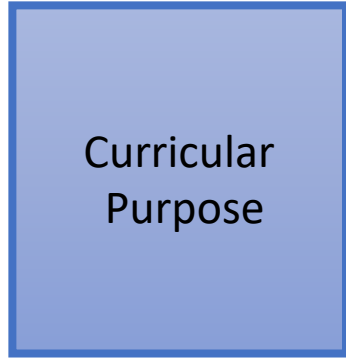
Social

Social Roles & Responsibilities

- V can reference peers
- V can take turns

Strategies

- Reading with peers (high interest)
- Teach peers how to read with V
- Having a job/purpose (turning the page)
- Copying/mimicking (peer referencing)



Curricular Purpose

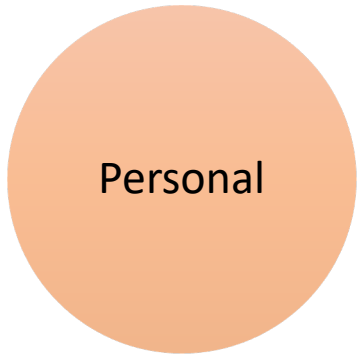
Curricular Roles & Responsibilities

- V knows concepts of print (text/pictures, Parts of a book)
- V can show cadence

Strategies

- Choice of book (high interest)
- Copying/mimicking (peer referencing)

Class: Mrs. N Grade 1/2 Class		PURPOSES for Vadatman (V)			
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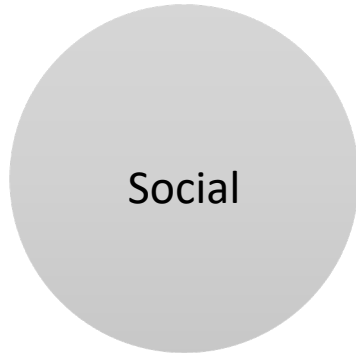
Personal

Personal Roles & Responsibilities

- V can use fine motor skills (using a writing tool)
- V can finish a task (perseverance)

Strategies

- white board marker (high interest)
- Choice of where to sit
- Non preferred/ Preferred activity
- Visuals



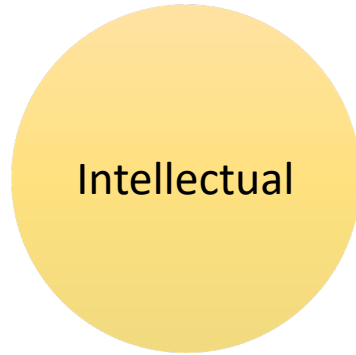
Social

Social Roles & Responsibilities

- V can communicate when finished (done)

Strategies

- Visuals
- Transition strip (3-2-1 chips)



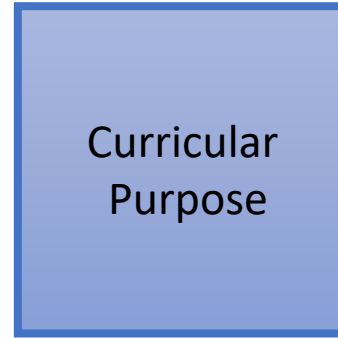
Intellectual

Intellectual & Thinking Roles & Responsibilities

- V can make choices (critical thinking)

Strategies

- White board marker
- Choice of activities



Curricular Purpose

Curricular Roles & Responsibilities

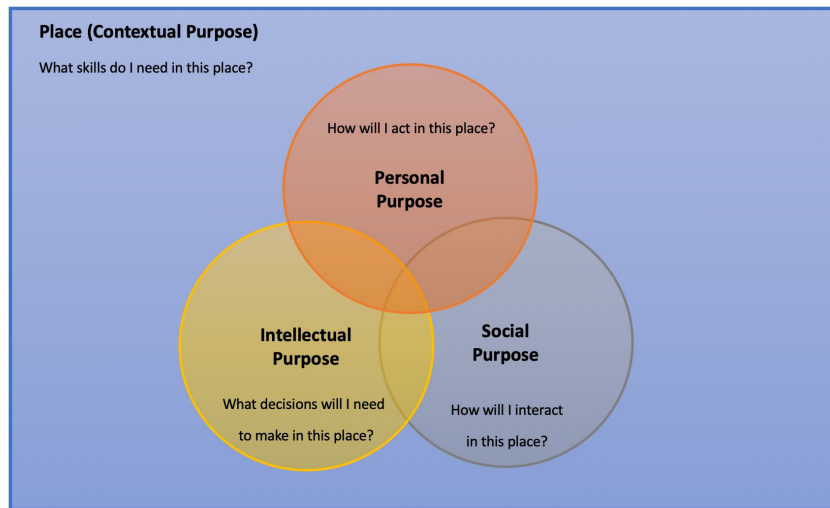
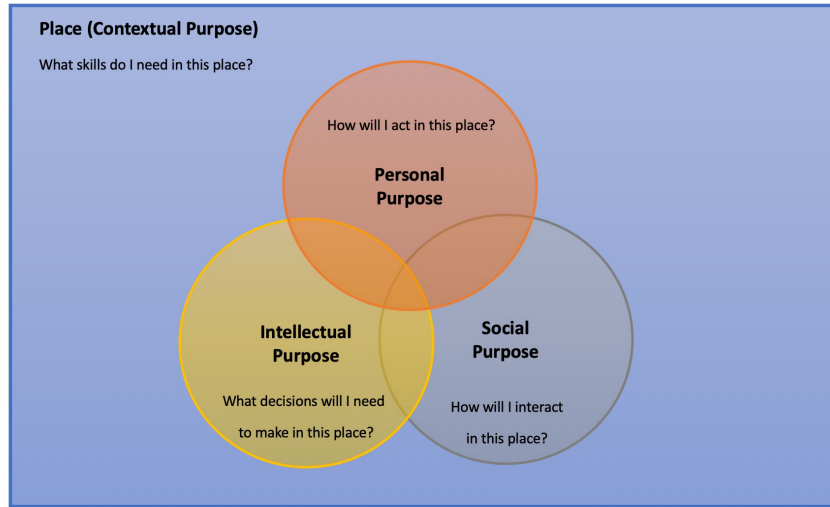
- V knows concepts of print (directionality)

Strategies

- Choice of activity (writing, building, reading)

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Reading Classroom



Playground

V

- Taking turns
- Referencing Peers
- Engaging with peers
- Making choices

Peers

- Prompting (its your turn)
- Engaging with V

Class: Mrs. N Grade 1/2 Class		PURPOSES for Vadatman (V)			
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Math Workshop	Mini lessons, conferencing, small group, stations				
Recess	Eating a snack, clean up, playground, games/ outside play, bell, playing with peers, solving problems	<ul style="list-style-type: none"> • V can engage/ participate in an activity with peers • V knows what is okay/not okay to put mouth on 	<ul style="list-style-type: none"> • V can reference peers • V can take turns 	<ul style="list-style-type: none"> • V can make choices 	Playground <ul style="list-style-type: none"> • V can play on playground equipment
Science/ Socials	Mini lessons, small group activities, hands on)				
Art/ Music	Different teacher/ classroom, using tools/ instruments, following instructions, managing lots of movements, noises				
Lunch	Eating lunch, clean up, playground, games/ outside play, bell, playing with peers, solving problems				
End of Day Activities	Clean up, agendas, clean up, game				

WHERE & WHEN CAN **INCLUSION** HAPPEN?

Inclusion IS NOT place and time

Inclusion IS increasing places with
purpose over time

Strategy: The Purpose Planner

Class:		PURPOSES for for Vadatman (V)			
Places/ Contexts	Roles & Responsibilities for Peers	Personal Roles & Responsibilities	Social Roles & Responsibilities	Intellectual Roles & Responsibilities	Curricular Roles & Responsibilities

Strategy: The Purpose Planner: Kindergarten (unstructured time)

Class: Saplings		Possible Purposes for CH			
Places/ Contexts	Targeted Goals for Everyone	Personal Roles & Responsibilities	Social Roles & Responsibilities	Intellectual Roles & Responsibilities	Contextual Roles & Responsibilities
Drop off	Communication, independence	Put jacket, shoes away, feeling brave,	Say hello to a friend	Knowing/ building schedule for the day	Knowing where they are and why, who is there etc.
Snack	Eating, choice, communication, independence, vocabulary, conversations	Get food, where to eat, clean up, being safe, knowing sensations of hunger and fullness, trying new foods	Ask a question, ask for help, using words to describe	Choose what to eat first, pick a favourite breakfast, build a breakfast menu plan	eating
Independent play	Play, referencing/ observing/ imitation, trying new things, fine motor, following single/ multi step instructions	Trying new things, Imitating, following model of another person, Transitioning to a new activity, clean up	Sharing space with another person, sharing toys, materials, helping others	Making a choice, sorting, matching, following instructions, being creative	What to know at each center E.g. puzzle, blocks, sand etc. using senses to explore
Outside play	Gross motor skills, physical development, cooperation, problem solving, social skills/ friendships, following single/ multi step instructions	How be play safely outside, dressing for outside, transitioning back inside	Sharing, taking turns, asking for help, solving problems, asking to play, inviting other to play, mimicking peers, following others, helping others	following instructions, making choices	Running, moving, riding a bike, climbing, walking, using senses to explore
Lunch	Eating, choice, communication, independence, conversations	Get food, where to eat, clean up, being safe, knowing sensations of hunger and fullness, trying new foods	Ask a question, ask for help, using words to describe	Choose what to eat first, pick a favourite breakfast, build a breakfast menu plan	eating
Art	Sensory exploration, choice, fine motor, vocabulary, following single/ multi step instructions	Getting supplies, being safe, following a model/ instructions, celebrating accomplishments, clean up	Sharing materials, supplies, space with others, asking for help, helping others, using words to describe	Making choices, being creative, following instructions	Using senses to explore
Snack	Eating, choice, communication, independence, vocabulary, conversations	Get food, where to eat, clean up, being safe, knowing sensations of hunger and fullness, trying new foods	Ask a question, ask for help, using words to describe	Choose what to eat first, pick a favourite breakfast, build a breakfast menu plan	eating
Group Play	Cooperation, Interaction, referencing each other/ observing/ imitation, following a model, problem solving, social skills/ friendships, turn taking, joint activities with a common goal	Following a model, referencing and imitating others,	Taking turns, working together, solving problems, sharing space	Figuring different solutions, following instructions	Knowing how to play the game/ do that activity/ rules of the game
Closing circle	Communication, reflection, vocabulary, listening	Reflect on day, share feelings, favourite activities, Set a goal for the next day, sharing something they are proud of	Share with someone else about your day, communication with home (book)	Share what you learned that day, what you are looking forward to	Saying goodbye

Strategy: The Purpose Planner: Kindergarten (unstructured time)

Class: Saplings PM		Targeted PURPOSES for CH			
Places/ Contexts	Targeted Goals for Everyone	Personal Roles & Responsibilities	Social Roles & Responsibilities	Intellectual Roles & Responsibilities	Contextual Roles & Responsibilities
Drop off	Communication, independence	<ul style="list-style-type: none"> • CH can feel brave • CH can hang up jacket and bag 	<ul style="list-style-type: none"> • CH can say hello to 2 friends 	<ul style="list-style-type: none"> • CH can help build the visual schedule for the day 	<ul style="list-style-type: none"> • CH know where they are • CH knows name of some people at daycare
Snack	Eating, choice, communication, independence, vocabulary, conversations	<ul style="list-style-type: none"> • CH can find their breakfast spot • CH can clean up when they are done 	<ul style="list-style-type: none"> • CH can ask for help if they need 	<ul style="list-style-type: none"> • CH can choose what to eat 	<ul style="list-style-type: none"> • CH can eat breakfast
Independent play	Play, referencing/ observing/ imitation, trying new things, fine motor, following single/ multi step instructions	<ul style="list-style-type: none"> • CH can try new activities • CH can change activities 	<ul style="list-style-type: none"> • CH can share space with others 	<ul style="list-style-type: none"> • CH can make a choice • CH can play 	<ul style="list-style-type: none"> • CH can play at different centers
Outside play	Gross motor skills, physical development, cooperation, problem solving, social skills/ friendships, following single/ multi step instructions	<ul style="list-style-type: none"> • CH can put on. their coat • CH can stay with a partner 	<ul style="list-style-type: none"> • CH can take turns • CH can ask for a break 	<ul style="list-style-type: none"> • CH can make a choice of what to pay with 	<ul style="list-style-type: none"> • CH can go down a slide • CH can ride a trike • CH can pump their swing



<https://padlet.com/fivemooreminutes/co-creating-criteria-for-purposeful-inclusive-placements-c20qyzwt0xy84cpr>

Five Moore Minutes • 1m

Co-Creating Criteria for Purposeful Inclusive Placements

AWSP Cohort 2

To support inclusion, what is important for classrooms and schools to know about "purposeful inclusive placements"

+

As leaders, how can we support "purposeful inclusive placements" in classrooms and schools?

+

As leaders, how do we stay accountable to increasing "purposeful placements" in classrooms and schools over time?

+

Add section

Taking Action: Some Ideas!

- watch the 5MM video and have a conversation with your team about your reflections
- Choose an article or a video from the resource list. As a team, have a discussion about what you are learning
- Create a purposeful plan for a student in an inclusive classroom
- Share a resource with someone not on your team, connected to what you are learning
- Share a summary of what your team learned with your staff at a staff meeting or a professional development session
- **Have another idea?** Go for it!



What is one useful idea?

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?**

THANK YOU!

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