

EDUCATION WATCH

AN UPDATE ON INCLUSIVE EDUCATION

A Message from Inclusive Education Canada Director, Gordon L. Porter:

Inclusion Flu: Time to Inoculate From This Grave Affliction!

Is it possible to change the focus of the recurring attacks on the opportunity for children with disabilities to attend their neighbourhood/community school in Canada?

It seems that the skeptics and critics have declared open season on the very idea of inclusion with the predictable regularity of our country's flu outbreaks.

Although we can be protected by getting a flu shot from the local pharmacy or the family doctor, no such protection is available to students who are disparagingly said to be "included" who shouldn't be. They are portrayed as a grave threat to the effective functioning of our public education system.

These recurring attacks on students with learning and behaviour challenges and the alleged danger they represent to other children and school staff is destructive on a number of counts.

First, it attacks some of the most



important assumptions we have about Canada and the kind of society we are building. Since the Charter of Rights and Freedoms was adopted in 1982, we have prided ourselves on the values it represents – tolerance, equity, respect, equal rights and freedom from discrimination on the basis of 'mental and physical disability' among other factors (Section 15-1).

Human rights legislation, education law and policy, and international obligations, including the CRPD (see Article 24), anchor this commitment. Prime Minister Justin Trudeau's support for inclusion, diversity, and indeed his 'sunny ways' perspective reflects this Pan-Canadian mind-set.

Second, the attacks on inclusive education present a major assault

» cont... A MESSAGE FROM GORDON L. PORTER

on the confidence parents of children with disabilities have about the way others see their children. They feel threatened and consider the citizenship of their children at-risk every time the 'Inclusion Flu' breaks out in their community.

Third, the assaults on the very idea of inclusive schools weakens the efforts of school leaders and teachers to make the changes, improvements and adjustments needed to make schools a place that welcomes all our children.

It strengthens the nay-sayers; it supports those who suggest teachers and schools are not competent enough to make inclusion work; and, it flies in the face of the research that shows that inclusion works and that there are many examples of classrooms, schools and school districts where it is working. (Check our 'Learn' page under 'Resources' on our website for more information).

Fourth, this 'Inclusion Flu' is situationally-driven, often based on specific incidents that criticize an individual teacher or school. The teacher and school are almost always

unable to respond to the media attack as a consequence of privacy policies. There is little effort to look at the issue in a systemic way.

If the story is not just based on one incident about one student, it might be a 'he says', 'she says' piece with a spokesperson for each side set up to induce conflict and debate.

The intense, deep research needed is rarely - if ever - done. Critics gloss over the systemic challenges of making our schools successful for all our children is neglected.

Some recent comments about inclusion are below:

"There can be anything from unbelievable language to violence. Violence towards others or themselves. Not only throwing things but also biting or pinching or head-butting. You name it, they can do it." "At any moment, something could happen," she said. "And they're quick. You just don't know when they'll decide to grab somebody or flip their desk."

Note the use of 'they' in the comments. Do we assume that these comments apply to every student provided with support by this source? Are all students with special needs the same? Do individual differences not manifest themselves in this school?

It is time we put an end to the 'Inclusion Flu' in Canada. We can do that by joining hands – teachers, educational assistants, unions, parents and advocacy groups – and working together to make our schools the force for equality they can be.

We can work together to put in place policies, funding, programs and practices that enhance our school system in Canada.

We can rid ourselves of this scourge of the 'Inclusion Flu'.

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What is Inclusive Education?

Inclusive education means that all students attend and are welcomed by their neighbourhood schools in age-appropriate, regular classes and are supported to learn, contribute and participate in all aspects of the life of the school.

Inclusive education is about how we develop and design our schools, classrooms, programs and activities so that all students learn and participate together.

Inclusive education is about ensuring access to quality education for all students by effectively meeting their diverse needs in a way that is responsive, accepting, respectful and supportive. Students participate in the education program in a common learning environment with support to diminish and remove barriers and obstacles that may lead to exclusion.



February 2018

February is Inclusive Education Month in Canada



National Inclusive Education Month is a time for members of the Community Living movement and its many partners to promote and raise awareness about inclusive education.

The purposes of National Inclusive Education Month are:

- To highlight inclusive education – to define what it is and how the development of inclusive schools and inclusive school practices helps provide quality education to an increasingly diverse student population, including students with an intellectual disability.
- To provide educators, students and parents an opportunity to share ideas on strategies to enhance inclusion and successful school experiences for every child.
- To acknowledge and recognize the commitment and effort of teachers, administrators, students, and families who contribute to successful inclusion of students in schools and classrooms throughout Canada.

Share your activities with us and we will post them on our **Facebook** page or email your stories to inclusiveeducation@cacl.ca.

www.inclusiveeducation.ca



Inclusive Education Canada:

Inclusive Education Canada Welcomes Four New Associates

IEC Director Gordon L. Porter is pleased to welcome four outstanding new associates to our network. Each of these individuals brings a unique set of experiences and expertise to our team. See more information on each of these individuals through the link below to our full panel of associates.

Donna Barrett is an accomplished educator and school administrator in Alberta. She held senior positions in the Edmonton Public School Board and was Superintendent of the Northlands School Division. Donna has also been active with the work of Inclusion Alberta. She brings both a pedagogical and administrative perspective to inclusive education. Ms. Barrett is the principal of **DBarrett Consulting** in Edmonton.



Jody Carr is an elected member of the New Brunswick Legislature. During his career he has served as Minister of Post-Secondary Education, Training and Labour, and Minister of Education and Early Childhood Development. He has supported inclusion in schools as both a human rights and public policy matter for nearly 20 years. New Brunswick's Policy 322 on inclusive education was developed under his leadership and he signed it as official policy for schools in New Brunswick in 2013. Mr. Carr is following his interest in law and public policy by completing a law degree at the UNB Law School.



Roberto Lattanzio is lawyer with a long career focused on disability and human rights. He is the Executive Director of **ARCH Disability Law Centre** in Toronto. He has supported families and individuals in education cases before a variety of panels, tribunals and courts in Ontario. He has been a strong supporter of inclusive education throughout his career at ARCH.



Stephanie Vucko has been a teacher, inclusion consultant and administrator in the Anglophone school system in Quebec. Her work included acting as a special education consultant with the Riverside School Board, an instruction designer and senior manager with LEARN, and Director General of the Sir Wilfred Laurier School Board in Rosemere, Quebec. Stephanie now operates **a2z strategic consulting**, an organizational change and improvement firm based in Montreal.



Inclusive Education Canada:

Two University Presidents: Inclusive Education Canada Associates

Two western Canadian university presidents are Inclusive Education Canada associates. University of Regina President Vianne Timmons and Tim Loreman, President of Concordia University of Edmonton are among the team of experts who work with IEC to enhance inclusive practices in Canadian schools.

Both Timmons and Loreman are researchers and scholars in inclusive education with work in Canada and abroad.



Dr. Vianne Timmons, President and Vice-Chancellor, University of Regina, has been appointed as an Officer of the Order of Canada. The appointment was announced on December 29, 2017 by the Right Hon. Julie Payette, Governor General of Canada.

One of Canada's highest civilian honours, the Order of Canada recognizes outstanding achievement, dedication to the community, and service to the nation. Dr. Timmons has been appointed an Officer of the Order for, among other things, her longstanding work in the areas of inclusive education for persons with disabilities, family literacy, and women's leadership.

"The Order of Canada's motto – 'They desire a better country' – accurately describes Dr. Timmons," says Ms. Cathy Warner, Chair of the University of Regina Board of Governors. "Whether conducting research to benefit persons marginalized by disability or challenges with literacy, advocating for the post-secondary sector and Indigenous education, or championing diversity as an



Sporting a "lengthy record of academic excellence," **Dr. Tim Loreman** was named as the new President of Concordia University of Edmonton in 2017. Previously he was Concordia's Vice-President Academic and Provost, and a Professor in the Education Department. Loreman has been at the university for 14 years and is "an active, award-winning and highly respected academic and researcher in the field of inclusive education."

"I have seen our university grow spectacularly over the years," Loreman said. "We have always ensured our students are placed at the centre of all that we do, and, through our commitment to preparing them for a successful future, the university is developing into a more robust, inclusive and scholarly community. I'm proud of what has become one of Canada's best smaller universities and am honoured to ...serve ... as President."

Dr. Loreman has taught in a variety of classroom settings in Australia and Canada and worked in the Faculty of Education at Monash University in Melbourne before joining Concordia in 2003. His active research interests include inclusive education and pedagogy, and he has worked, conducted research, and presented at major conferences throughout the world, including in Australia, Hong Kong, Canada, Bangladesh, India, and the Pacific Islands. In 2010 he was Senior Visiting Research Fellow at the University of Bologna in Italy and in 2013 was Visiting Research Professor at Queens University Belfast, Northern Ireland. He is an Adjunct Professor in the Department of Educational

important part of Canada's future, her focus is always on making our country a better place to live."

"This is a tremendous honour because of what it represents – an acknowledgement that together with many colleagues over the years, I have played some small part in a larger national movement to help Canada move forward positively as a society," says Dr. Timmons. "With this appointment comes added responsibility, however, because many of Canada's longstanding ideals – inclusiveness, tolerance and mutual respect – seem to be increasingly under threat. My hope is that as an Officer of the Order of Canada, I can continue to advance and promote these ideals for the next generation of Canada's leaders, on whom we will depend so much in the years to come."

Psychology at the University of Alberta.

He has held a number of major Canadian research grants and recently completed a large cross-institutional and cross-national CIDA project aimed at reform of the education system in Ukraine in order to better support inclusive education. His current international work is with school systems in Pacific Island nations. Dr. Loreman was founding editor of the International Journal of Whole Schooling and he is currently co-editor of Exceptionality Education International. In 2015 Inclusion Alberta awarded him the 'Community Inclusion Award' and in 2016 he was presented with Concordia's 'President's Research Award'.

Dr. Loreman is the host of The Scholarship of Inclusive Education Podcast, available on iTunes. He is on the Executive of the International Inclusive Teacher Education Research Forum.

By Donna Barrett, Ed.D.

Determination and Partnerships: Keys to Successful Inclusion for Secondary Students

Introduction

Sharing stories of the lessons learned in the process of including students with developmental disabilities in middle and high schools has the potential to assist other students, their families and school staff in advancing inclusive education for all. This story highlights successful inclusion that has come about through the determination of parents, strong school leadership, support from Inclusion Lloydminster, Inclusion Alberta and the commitment of staff to build their capacity to offer inclusive learning opportunities at a middle school. In the process of learning to support one student, teachers report what they have learned has helped them to meet the needs of other students.

Living an Inclusive Life

Tylan Andrews was diagnosed early in his life with developmental delays, cerebral palsy, hearing and vision loss. Tylan's parents, Stacey and Quentin Andrews, have been very clear that they "wanted the same things for him as his older sister." They want him to have friends, to be included in school and be an active participant in all aspects of community life.

Stacey feels that her family's vision has been the driving force behind Tylan's inclusion. One "non-negotiable" was that Tylan would learn alongside his peers. At three, Tylan, like his sister, enrolled in their community preschool where he met several girls and boys who would later become his friends as he progressed through elementary school. Tylan's inclusive education through elementary school was positive. Over time school staff came to understand the value of inclusion for Tylan as they saw his growth and progress. Stacey says, "They could see he was a learner and that he thrived when he was with his friends and classmates." Stacey and the school staff learned to collaborate and Stacey reflects that his year in sixth grade was his very best year in school.

The Importance of School Leadership

Currently, Tylan is a grade nine student at Bishop Lloyd Middle School in Lloydminster, a small city on the border of Saskatchewan and Alberta. Tylan transitioned to his new school in Grade 7 along with his grade six classmates.

At Bishop Lloyd Middle School, Vice Principal Deb Kruckowski acknowledges that when Stacey initially shared her desire that Tylan be fully included in regular middle school subjects, and to sustain his friendships with peers, she was “puzzled” about how to realize these aspirations. Deb suggests that educators need to be “okay” with admitting that they do not have all the answers.



The Bishop Lloyd administration team is committed to creating a culture of inclusion where everyone feels welcomed and has a sense of belonging. Deb said that in her experience all parents want different kinds of things for their child, not just those of students with special needs. She believes school leaders need to listen to parents and focus on “how” the school can work with families “putting the student’s interests at the centre of decision making”. She believes that we can learn how to create inclusive opportunities for every student by working together and maintaining open communication.

Building Capacity to Support Inclusion in a Middle School Context

For the last two years, an education consultant from Inclusion Alberta has been working directly with the school staff to support teachers to include Tylan in their classrooms. Reflecting back on Tylan’s transition to middle school and some of the challenges that arose in grade seven, both his mother and the vice principal said that staff needed support to build their capacity to include Tylan. The family and Inclusion Alberta connected the school with other specialist supports to help teachers determine Tylan’s learning needs and to develop strategies to assist him in an inclusive setting. Team meetings were held frequently and involved all of Tylan’s teachers, support staff, education support teachers, and the school administration.

As vice principal, Deb is responsible for supervision of the education support teachers. She attended as many team meetings as possible. If she couldn’t attend, she met with teachers after the meeting to learn what had been decided and to consult with teachers on the supports needed to implement the strategies identified. As she visited classrooms, she monitored how things were going with Tylan.

During my visit to the school, teachers and school leaders commented on how much they valued the ongoing and targeted support. Tylan’s Grade 8 teacher said that she initially needed help to plan her lessons so they included Tylan. Later, she volunteered to take a leadership role in transition planning with grade nine teachers because they had not been part of the training and planning sessions. She was confident to do this because of the positive results she had from her work with Tylan. She also said she is able to incorporate strategies she used with Tylan to support the learning of other students in her class.

Inclusion in Grade 9

Tylan is now in Grade 9 and his teachers are working to maximize Tylan’s involvement in day-to-day classroom learning activities. Because Tylan has limited communication, his teachers use emails and digital photos to communicate with his parents and to augment formal report cards.

Tylan participates in grade nine band and this is a good example of how teachers are working to meaningfully include him in the life of the school. Initially, Tylan had difficulty staying in band and would walk out of class. He enjoyed playing a percussion instrument, but a combination of the vibrations and the location of the instruments at the back of the room did not work for Tylan. Over time his band teacher discovered that by moving Tylan front and centre in the room, he could follow the light on the conducting baton and play his triangle on cue.

In addition to being in class, Tylan’s mother wanted him to do homework and learn to prepare for and take tests. To create these opportunities, the education consultant from Inclusion Alberta assisted the science and physical education teachers

to select outcomes for homework and assessment tasks. This planning and personalization enabled Tylan to be better prepared for class activities and increased his participation and learning. They also helped his family understand what he was learning at school.

Inclusion in Field Trips and Extra Curricular Activities

For Tylan, like every student, participating in field trips and extra-curricular events is as important as the formal curriculum activities. The staff at Bishop Lloyd Middle School understand this. Stacey commented “people are wanting to include him...there has been a shift from questioning his inclusion to ‘he belongs here, so let’s figure how to do it.’” She credits the school leadership and the support provided to his teachers for this shift over time. So, whether it is a ski trip, an overnight band trip or a school dance, staff work with Tylan and his family to ensure he participates in a meaningful way. Tylan’s peers happily and naturally supported him at a recent school dance, an important rite of passage for all teenagers.

Looking Ahead

Next year, Tylan will be transitioning to high school with his friends and peers. His family are clear that they want him to continue on an inclusive path and that his transition needs to be inclusive as well. His mother says that Tylan needs to experience this process with his peers. Having learned from past experience, Deb is actively working with high school leadership to plan a successful transition for Tylan. Tylan’s mom believes the high school staff need to see Tylan in his middle school classes so that they can “see him in context.” The staff at Bishop Lloyd Middle School look forward to sharing their successful strategies and learning with the high school.

One positive first step was when members of the high school administrative team attended an information session offered jointly by Inclusion Alberta and Inclusion Lloydminster. They had an opportunity to learn about the impact inclusion in school can have on positive experiences in postsecondary education and the workplace. They learned how inclusion can impact the lives of students with developmental disabilities. They also became aware of the supports they can access from family-based organizations.

Lessons Learned

Tylan’s story illustrates many of the elements that contribute to quality inclusive practice in schools. Parents play a critical advocacy role by helping schools understand their vision for a fully inclusive life for their child. Schools support inclusion by examining and adjusting their practices, where necessary, so that students can benefit from inclusion in all aspects of school life. School leaders are critical to this process. Inclusion specialists contribute by helping frontline staff to use strategies that can support learning in regular classrooms and school environments.

As a result of actions taken in this school over the past two years, Tylan’s mother feels that he is flourishing. Deb notes that while he still needs some support in class, Tylan is much more independent. He knows the routines of the school, can get from class to class on his own, and hangs out with his classmates at noon hour.

His educational assistants consciously work to pull back and facilitate from a distance both in and outside the classroom. They are focused on encouraging independence and enabling direct interactions with his friends.

Stacey feels the school is truly welcoming and she has a strong bond of trust with the staff and administration. While she will continue to be Tylan’s advocate, she values the support provided by the deepening partnership between the family and the staff at Bishop Lloyd Middle School.

Finally, there is confidence that the efforts involved in supporting Tylan, will have a positive impact on the inclusion of other students in the future.

Donna Barrett is an accomplished educator and school administrator in Alberta. She held senior positions in the Edmonton Public School Board and was Superintendent of the Northlands School Division. Donna has also been active with the work of Inclusion Alberta. She brings both a pedagogical and administrative perspective to inclusive education. Ms. Barrett is the principal of DBarrett Consulting in Edmonton.



By Nadine Bartlett, Ph.D.

Wraparound as a Tertiary Behaviour Support in Inclusive Schools

Background

There are an increasing number of children and youth with severe to profound emotional and behavioural challenges (Waddell, McEwan, Shepherd, Offord & Hua, 2005).

Externalizing behavioural challenges often surface in childhood and therefore teachers may be the first to observe these worrisome behaviours (Kessler, Berglund, Demler, Jin, & Walters, 2005; Hymel, Schonert-Reichl & Miller, 2006). Given the sense of urgency in addressing these needs, provincial policies have been developed in an effort to guide the actions of schools and partnering service providers in sectors including education, child and family services, health, mental health and youth justice in providing support. In the province of Manitoba, one such provincial protocol is ***The Wraparound Approach for Children and Youth with Severe to Profound Emotional and Behavioural Disorders*** (Healthy Child Manitoba, 2013).

What is the Wraparound Approach?

The Wraparound Approach, is an emerging evidence-based practice for planning and individualizing supports for children and youth with severe emotional and behavioural challenges that involves the collaboration of multiple service providers (VanDenBerg, 2008). This approach was originally developed to provide unconditional care to children and youth with severe emotional and behavioural challenges through the provisions of child and family centered, needs-driven, individualized and flexible support. The overall premise of the Wraparound Approach is to enhance options for children, youth, and their families by building collaborative Wraparound teams, who together tailor supports that lead to improved outcomes (VanDenBerg, 2008). In other jurisdictions, the Wraparound Approach has been primarily led by community-based service providers. However, research shows that when this approach is led by community-based service providers such as those in the mental health field, there are increased barriers to the receipt of services for children and youth, including stigma associated with receiving mental health support, accessibility challenges, and increased costs (Catron, Harris, & Weiss, 1998).

Wraparound as a Tertiary Behaviour Support in Inclusive Schools

There is much evidence to suggest that inclusive schools have many of the requisite conditions that may support the leadership and implementation of the Wraparound Approach including: (a) mandates for service provision, (b) daily contact with children, youth and families, (c) broad-based support like resource teachers, counselors, school psychologists, and school social workers, (d) an individualized education planning process [IEP], and (e) a continuum of behavioural supports. Using the framework of Positive Behaviour Intervention and Supports (PBIS), the Wraparound Approach may be seamlessly integrated into a school-wide continuum of behaviour support as a tertiary support for children and youth with severe emotional and behavioural challenges (Eber, Sugai, Smith, & Scott, 2002; Eber, 2008).

Implementing the Wraparound Approach

In order to implement the Wraparound Approach with fidelity, designated school staff including - but not limited to - resource teachers, school counsellors, school social workers or school psychologists require training in Wraparound Facilitation. This training involves learning about the guiding principles of the Wraparound Approach, the development of a Wraparound Plan, and the essential skills of group facilitation (VanDenBerg & Rast, 2003). A certified Wraparound Facilitator is equipped to support the Wraparound team in following a structured practice model and developing a shared plan of support that transcends traditional service systems boundaries, sets measurable goals and assesses progress.

Leadership of the Wraparound Approach

Research in the area of the Wraparound indicates that the designation of a lead organization is a prerequisite to successful implementation (Fixen, Naoom, Blase, Friedman, & Wallace, 2005). In order for the Wraparound Approach to be incorporated as a tertiary behaviour support in schools, schools need to be officially designated as the lead organization and the associated roles and responsibilities of all partnering service providers need to

be clearly delineated. The designation of the school as the lead organization in the provision of Wraparound support provides: “(a) formal structures that foster interdependence among service providers, (b) opportunities to blend funding and de-categorize support, (c) a single point of entry to receive services and enhanced information sharing, and (d) opportunities to overcome discipline-based decision making” (Bartlett, 2015).

Inclusion for All

In many Canadian jurisdictions students with severe emotional and behavioural challenges continue to be placed in segregated classrooms and segregated schools. If inclusive education is truly intended for all then schools need to be equipped to address the needs of all learners

including those with severe emotional and behavioural challenges.

Incorporating the Wraparound Approach as a part of a school-wide continuum of Positive Behaviour Interventions and Supports in partnership with families and other service providers is essential.

It sets the stage to develop highly individualized and integrated plans of support for some of the most vulnerable children and youth which may ultimately improve their life outcomes.

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Dr. Nadine Bartlett is an Assistant Professor in the Department of Educational Administration, Foundations and Psychology in the area of Inclusive Education at the University of Manitoba. Nadine has 22 years of experience in the public school system as a classroom teacher, resource teacher and student services administrator. Her career as an educator has included teaching in urban, rural and Northern Indigenous communities. Her research focuses on inclusive, person-centered and strength-based models of support for marginalized children, youth and families.



Project:

Ontario IE Research Project: If Inclusion Means Everyone, Why Not ME?

A research project is currently underway to address accommodation issues within Ontario's schools for students who have an intellectual disability and to identify the barriers impeding their access to education.

Launched in February of 2017 by the Inclusive Education Advocacy Initiative, which consists of **Community Living Ontario, ARCH Disability Law Centre, Inclusive Education Canada and Brockville and District Association for Community Involvement** in partnership with **Brock University and Western University**, people were asked to participate in *If Inclusion Means Everyone, Why Not ME?*, a survey

focused on the experiences of students who have an intellectual disability in our Kindergarten to Grade 12 school system.

Nearly 400 surveys were submitted. The team is analyzing the data collected and examining emerging themes from the results.

The Inclusive Education Advocacy Initiative also continues to work with and support member organizations and partners to enhance the work that is being done in the areas of inclusive education/ family mentoring to build inclusive cultures in schools through local demonstration projects.

Study:

Beginning Teachers Study: IEC Associates Key Members of the Team

What is the Beginning Teachers Study?

The Beginning Teachers Study has been funded by the Social Sciences and Humanities Research Council of Canada (SSHRC).

A variety of scholars from multiple disciplines related to education (equity and diversity, human rights, advocacy, disability studies and special education) across Canada are collaborating on the important issue of creating competent and confident teachers for the inclusive classroom.

The researchers are interested in the self-efficacy, beliefs and instructional practices of beginning

teachers, identifying the factors that shape their development over time and in the context of their initial teaching experiences.

The intent is to follow beginning teachers throughout their program and beyond into their first years of teaching to determine how new teachers develop their practice to teach in our increasingly diverse classrooms.

Please see the Newsletters on the **Canadian Research Centre on Inclusive Education** for more information and updates. **Inclusive Education Canada** is a community stakeholder partner in the project.

Ontario:

Re:Action4Inclusion Conference Brings Increased Momentum to the Movement



Re:Action4Inclusion held its 9th annual youth conference in Orillia in October 2017. This year's theme was *"Be Artists of People"*, referencing young people's ability to bring authentic inclusion to their communities.

"It was really about getting people thinking about community," said Community Living Ontario's Provincial Youth Partnership and Project Advisor, Emily Branje, who helped make the event a reality, "and looking at community like a blank canvas gave young people the chance to think about 'who can be brought into our vision of what a community should be?'"

"What are the fundamental cornerstones of community, and how are young people experiencing their community. How can youth take ownership and make spaces for all youth to thrive in community?"

About 150 people were in attendance throughout the weekend, including educators, allies, students, alumni of the movement, and representatives from 20 Community Living organizations and 36 schools from across Ontario.

Conference host Emily Wilcox spoke of a young woman whose world was seemingly changed by the event. "She came up to me and told me that she felt so strongly, now, about the topic of inclusion, that she just wanted to go home and do something about it." Wilcox continued, "A lot of people didn't even know that inclusion was an issue, really. They came up and said 'Wow, I really didn't know the 'R' word was offensive,' for example."

Perhaps the most powerful segment of the event, according to Community Living Ontario's Manager of Family and Youth projects, Linda White, was the Youth Speaker series, in which youth and adult allies gave frank and influential speeches on their experiences. "They had worked with Emily [Branje]," she explained, "to practice speeches that they felt young people in the room need to hear about the intended purpose of why this movement even exists." "People felt a real connection to hearing from people that they could relate to, like their peers."

Emily Branje has experienced the power of the Re:Action4Inclusion movement firsthand, having been a youth participant and, subsequently, an adult mentor before being hired by Community Living Ontario to work on the project. "It's really been a full-circle experience [for me]," she explained, "and it's really important to me to see that youth are continuing to take up the challenge to be leaders in their school communities—to change the social framework of our schools and of the broader community."

"Youth don't realize the power of their own experience," Branje stated, "and it's so amazing to watch them come to the realization that what they are experiencing is powerful, and that they are valuable. They began to realize that they have a powerful role to play in bringing about change and that their thoughtful acts of citizenship are needed to change the way society perceives others."

Re:Action4Inclusion is a province wide youth-focused social justice movement. Working from the belief that inclusion is a social justice issue.

In Literature:

Canadian Books on Inclusive Education

2017. S'ouvrir, se donner des clés pour réussir l'inclusion scolaire.

Des cas réels. Des commentaires éclairés. Un manuel pratique, simple d'utilisation, foisonnant d'idées et d'expériences concrètes. Un outil pour devenir son propre expert en inclusion !

«Un outil intéressant pour les directions d'école, les enseignants, le personnel de soutien et les parents!» – COLLECTIONS. La revue du livre d'ici, Septembre 2017, Vol. 4, Numéro 4



La philosophie de l'inclusion est un des fleurons de notre système éducatif au Nouveau-Brunswick. Le 4 novembre prochain, dans le cadre de la cérémonie annuelle de remise des prix d'excellence en éducation, le ministère de l'Éducation et du Développement de la petite enfance profitera de l'occasion pour présenter aux convives le nouveau livre *S'ouvrir. Se donner des clés pour réussir l'inclusion scolaire*. Créé sous la direction littéraire et artistique des éditions Bouton d'or Acadie et magnifiquement illustré par l'artiste néo-brunswickoise Danielle Loranger, ce manuel souhaite favoriser les bonnes pratiques et les solutions les plus innovantes en inclusion scolaire dans la province... et ailleurs !

Cet ouvrage représente l'aboutissement de plusieurs années de travail par des dizaines de collaborateurs. Faisant figure de pionnier sur cette question au Canada et même sur la scène internationale, le Nouveau-Brunswick s'est doté de l'expertise de chercheur.e.s universitaires, de professionnel.le.s des divers secteurs pédagogiques de la province (tant dans les écoles que dans les districts scolaires et au ministère), ainsi que de l'expertise éditoriale de Bouton d'or Acadie afin de mener à bien la publication d'un outil réclamé par les divers acteurs de l'éducation primaire et secondaire.

Divisé en cinq parties, *S'ouvrir* expose des cas réels, anonymes, commentés et analysés en profondeur : l'engagement auprès des élèves, les défis de l'inclusion sociale, la gestion des conflits, l'importance du soutien et les voix des parents et des élèves. Enrichi d'un lexique, d'une bibliographie et d'annexes, le livre donne aussi la parole au lecteur afin qu'il ou elle puisse prendre des notes, ajouter ses propres réflexions et ainsi devenir son propre expert en inclusion scolaire !

Plusieurs centaines d'exemplaires de *S'ouvrir. Se donner des clés pour réussir l'inclusion scolaire* ont déjà été distribuées dans les écoles des trois districts scolaires francophones de la province, mais le livre est simultanément en vente dans toutes les librairies au Canada pour l'usage du grand public, des parents et des chercheurs.

2018. Inclusive Education: Stories of Success and Hope in a Canadian Context

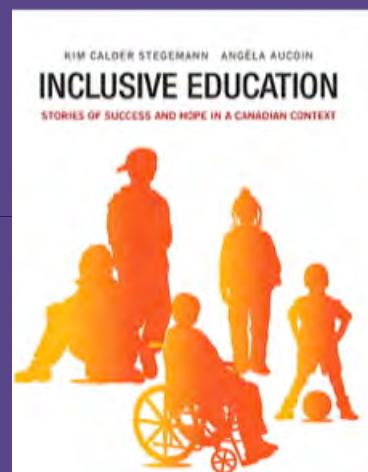
Kim Calder Stegemann, Thompson Rivers University

Angela AuCoin, Université de Moncton

Pre-service students enrolled in Inclusive Education or Special Education, a core foundation course, serve as the primary market for this case resource, *Inclusive Education: Stories of Success and Hope in a Canadian Context*.

Secondary markets for this resource include post-degree certificate programs in special/inclusive education for in-service teachers, and educational leadership programs catering to administrators and principals.

This text presents nine in-depth case studies of children, youth, and young adults who have unique learning needs. Cases are diverse in terms of age of the students, level of functioning, and geographical location.



2016. Inclusion of Exceptional Learners in Canadian Schools: A Practical Handbook for Teachers, Fifth Edition

Nancy L. Hutchinson, Queen's University

Now in its fifth edition, *Inclusion of Exceptional Learners in Canadian Schools* is an outstanding introduction to inclusive education in Canada. In keeping with Canada's commitment to inclusive education, this text examines positive ways of including children of all needs and abilities in the regular classroom.

Author and educator, Nancy Hutchinson draws on her extensive experience educating students to help shape the skills and strategies future teachers need to create an inclusive classroom by individualizing learning for each student regardless of their exceptionality.

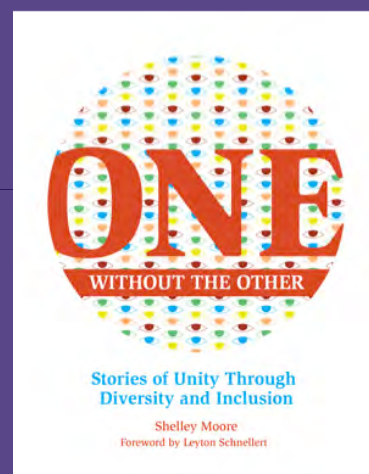
Throughout this book you will hear the voices of exceptional children, their parents, and teachers who are working together to enhance the learning experiences of exceptional students in regular classrooms.



2016. One Without The Other: Stories of Unity Through Diversity and Inclusion

Shelley Moore

In *One Without the Other: Stories of Unity Through Diversity and Inclusion*, Shelley Moore explores the changing landscape of inclusive education. Presented through real stories from her own classroom experience, this passionate and creative educator tackles such things as inclusion as a philosophy and practice, the difference between integration and inclusion, and how inclusion can work with a variety of students and abilities.



Explorations of differentiation, the role of special education teachers and others, and universal design for learning, all illustrate the evolving discussion on special education and teaching to all learners. This book will be of interest to all educators, from special ed teachers, educational assistants and resource teachers, to classroom teachers, administrators, and superintendents.

Shelley's voice will move you from raucous laughter to tears in a heartbeat. Her stories will bring you to a full stop to reconsider the impact of your words and your actions. Her inclusive visions, honouring the potential and promise of each person, each strengthened within and interconnected community, becomes our North Star. One Without the Other challenges each of us to value diversity and move beyond inclusive platitudes to action.

— Faye Brownlie, co-author of *It's All About Thinking* series

Shelley Moore is a gifted storyteller. Her willingness to be vulnerable and share the moments she has experienced inclusion, and exclusion, power, and need allow all of us to see the connection between our own lives and the experiences of our students. Shelley is passionate and inspirational – she will cause you to think, to cry, to laugh, and to dream.

— Jennifer Katz, author of *Teaching to Diversity* series

Check out our website
and follow us on social
media for information
and resources on
inclusive education!



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Education Canada



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Media:

An Interview with Gordon L. Porter, Director of Inclusive Education Canada

Below is an interview from Educaweb Spain, a Spanish-based website on inclusive education, held with Inclusive Education Canada Director, Gordon L. Porter.

1. How do you define inclusive education?

Gordon L. Porter : Inclusive education means that all students attend and are welcomed in their neighbourhood school. They learn, contribute and participate in all aspects of the life of the school in a common learning environment with their peers. The focus of the school is on implementing practices and supports for students and teachers. The inclusive school is collaborative and identifies areas for improvement in school and classroom practice.

2. Why is it important to achieve inclusive education?

GP : The principle of inclusion in education systems is now reflected in international conventions and human rights agreements. It is also supported by initiatives targeted on school improvement and instructional effectiveness. I believe that every action taken to strengthen school inclusion contributes to building a more effective school for every student.

Inclusive education benefits all students. It permits them to develop individual strengths and gifts, with high and appropriate expectations and to work on individual goals while participating in the life of the classroom with other students. Inclusion fosters a school culture of respect and belonging and provides opportunities to learn about and accept individual differences, lessening the impact of harassment and bullying. It enables the development friendships with a wide variety of other children, each with their own individual needs and abilities.

Finally, and equally important, an inclusive school helps the community appreciate diversity and inclusion and thus has influence on a broader level.

3. What was the situation in New Brunswick when you began to implement inclusion?

GP : Our need to change and develop a more systemic approach to meet our students' needs coincided with a major upheaval in Canada's legal structure. In 1982, Canada adopted a Charter of Rights and Freedoms and for the first time equality rights were part of our constitution. Major change was needed to our education law to assure we were providing quality education to all our students – including those with disabilities.

In the early 1980s, New Brunswick's education system was not very supportive of students with learning challenges. There were a number of segregated schools, many of them operated by non-profit parent associations, as well as several large government-run institutions. A few communities had special classes in regular schools. The school district or local education authority where I worked changed its policy to achieve this and several years later, in 1986, the Province of New Brunswick changed the law to do the same.

As a principal and system administrator I could see the lack of supports and accommodations for students with special needs. Our schools had very little capacity in what was then considered "special education" programs. This was partly because we were a rural area with no tradition for specialized services. It was clearly a "primitive" system by comparison with those in more urban centres with greater population.

In many ways, this "primitive" state of development was an advantage. It meant we had less to change when the idea of "inclusion" first emerged and fewer entrenched interests to deal with. We were able to construct a system of supports designed to make inclusion work.

4. What is the current state of inclusion in New Brunswick?

GP : The effort to make schools inclusive in New Brunswick has been successful. We have received a good deal of recognition of that in both Canada and in other countries, as well as from international institutions including UNESCO (2014) and the Austrian based Project Zero Initiative (2016).

However, it is important to acknowledge it has not been easy. Inclusive Education is hard work and is never done. During the nearly 30 years we have been on this path, there have been four major reviews of the inclusive education effort. I served as a lead researcher of the most recent evaluation (2012). The review took a full year to complete and the report was titled, “Strengthening Inclusion, Strengthening Schools”.



Making our schools inclusive can be a transformational process if it is done effectively. It requires principled leadership that operates from a human rights base. It also must build school and classroom practices that support teachers to serve all students - not just some of them. Quality education and inclusive education are two sides of the same coin. They go together.

5. In general, do you think schools are prepared to meet individual student needs?

GP : Yes! Schools can be inclusive and successfully meet the expectations of students, parents, and the community. Achieving that success invariably depends on the cooperative efforts of parents, school leaders, and support teachers. Parents need to be empowered to share their vision of a future for their child where participation in the community, in work, in leisure, and in citizenship is a reality. This vision cannot be accomplished through participation in segregated classes or segregated schools.

But to make it work, teachers need to be supported to develop new and effective practices for their classrooms and their schools. Teaching heterogeneous classes with students with diverse needs is a complex task. Since pre-service training of teachers in inclusive practices is often inadequate, education officials need to invest in staff training and re-training with the focus on school and classroom strategies.

6. What steps must be taken to meet personal student needs and make inclusion a success?

GP : We first need to be clear that our goal is to have “inclusive, effective, community schools” that are committed to inclusion and able to carry it out. Once that goal is set leadership at all levels is needed – the policy makers; the local education authority; the school; and the classroom.

I would suggest that the following seven critical steps are necessary:

1. A plan for transition and change, at least 3-5 years to do properly;
2. Invest in capacity building for existing teachers and school leaders;
3. Develop strong supports for classroom teachers;
4. Create positive models of success – identify classrooms, schools, and communities that do a good job and share their success and strategies;
5. Identify a cadre of leaders and innovators at all levels and assist them in building networks where they can share knowledge;
6. Identify and share “best practices” from research as well practices that emerge from local experience;
7. Recognize that innovations and changes that will make a difference will require resources. That means investment in money and people.

7. What should be avoided in implementing inclusion?

GP : We need to keep in mind that making our schools inclusive is not a one-time matter. It is a long-term effort to build capacity in our schools and classrooms. It is also important to avoid thinking inclusion is a special education issue. It isn't. It is about the role of schools in a democratic society in the 21st Century.

It is also important to avoid the idea that creating an inclusive school is an individual task. It takes an effort from every member of the school team to make it happen. That means teachers, principals, parents, and students. And individual schools need to collaborate and share with other schools. Sustaining an inclusive school is a complex task, one of the most challenging but rewarding in education.

8. How should we start to make our schools inclusive in Catalonia? Are there international models to inspire us?

GP : An inclusive school that serves all children requires investments and supports to be successful. It needs qualified and effective teachers, good supports for teachers, support for individual students, investments assuring accessibility and use of assistive technology. This is a challenge in New Brunswick as I am confident it is in Catalonia.

This makes it more important to keep students in the common learning environment in community schools and target every available investment there. When we take students out of the school and send them somewhere else, we take money with them. This diminishes the resources available to provide quality education. If we keep all the students in, we can keep the money there and invest it in building inclusive schools that enhance our efforts to strengthen quality public education.

Since the system developed in New Brunswick it was not based on a strong special education or deficit-driven approach, the learning path and model this experience offers can and has been used in other countries. In this respect, my experience internationally tells me it can at least be instructive in the development of inclusive education systems in many different contexts.

That is the path we have been on in New Brunswick since 1986. We have come a long way but continue our efforts. A new policy was issued in September 2013 and a three-year action plan to increase capacity was completed in 2016. But the work is never finished. New challenges and new opportunities lie ahead.

A final word: My experience tells me that by strengthening inclusion, we can indeed strengthen our schools.

Inclusion International:

Inclusion International Initiative to Overcome Exclusion from Education

With over 60 years experience supporting the education of students with intellectual disabilities, Inclusion International was a leader in the negotiations of the UN Convention on the Rights of Persons with Disabilities and the General Comment on Inclusive Education, which lay out the legal framework for inclusive education.

As governments begin to ask how to implement inclusive education, our member organizations - organizations of families and self-advocates in over 115 countries - are increasingly requesting tools and support in their efforts to advance inclusive education at a country level. We are creating a global mechanism to support and respond to our

members' needs, including: training materials and study tours; research; policy review; access to development programs; litigation; access to human resources and networks.

Diane Richler, IEC Associate and former President of Inclusion International, is Chairperson of this global programme. Learn more at www.catalystforeducation.com.



In Memorium:

Becky Till: A Canadian Hero

Canada has lost a pioneer self-advocate and leader in achieving equal rights for individuals with disabilities. Becky Till passed away on January 8, 2018. Our Associate Marilyn Dolmage, a long-time friend of the Till Family writes as follows:

"Becky has been a leader in our work to end segregation and promote inclusion in families, schools and communities. She spent the first 11 years of her life in a private nursing institution. Her only good fortune during that time was to meet Linda and to insist that Linda connect with her and advocate for her.

Linda and King Till adopted Becky, and her life was further enriched by her brother Jordan. But Becky and her family suffered the York Region school board's attempts to force her segregation in school.

People from all across North America became Becky's allies - the many children who wanted her in their lives, other families experiencing similar struggles, people who had directly experienced the harm of segregation, and educators with experience and expertise to demonstrate it worked (if Ontario school boards and the Ontario government would only listen). Becky was a pioneer ... of human rights ... and with Integration Action for Inclusion and a leader with Building Inclusive Schools.

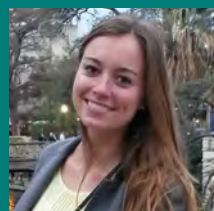
In spite of Becky's many medical struggles, she lived a very active life. Our hearts go out to her family, and all who will miss her so intimately. Our continuing work is a credit to Becky Till."



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ADVANCING INCLUSIVE EDUCATION

Keys to transformational change in public education systems

- ✓ Ten Keys to Transformation
- ✓ Looking at New Brunswick, Canada:
System Transformation to an Inclusion Model
- ✓ Stories of Inclusion in Practice
- ✓ System-wide Implications for Government; for School
Authorities; for School and Classroom Practices

Available for download at www.inclusiveeducation.ca



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