



# Project Inclusion | Projet sur l'inclusion

Educator modules on disability,  
accessibility, and inclusion

## Facilitator's Guide

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**Holland Bloorview**  
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Suggested citation for this document: Holland Bloorview Kids Rehabilitation Hospital. (2022). *Facilitator's guide. Project inclusion: Educator modules on disability, accessibility, and inclusion.* Holland Bloorview. <https://www.projectinclusion.ca/>

With thanks to...

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## Welcome

This guide provides suggestions for unpacking the modules in small-group learning situations, which we think best serves the content and the intent of the modules. It includes overviews of each of the modules—key messages, guiding questions, lived experience videos, focus and strategies explored—followed by three-part lesson suggestions based on each key message. It includes a basic framework for learning sessions and is by no means exhaustive, instead serving as a launch for more in-depth, school-based discussions and explorations of inclusion and participation of students with disabilities in your particular setting.

## About the resource

*Project Inclusion* comprises a series of five online learning modules built around lived experience stories and practical strategies intended for educators from kindergarten through grade 12. Initiated and funded by Ontario's Ministry of Education EDU, the resource is designed to help educators and school board staff combat ableism and promote accessibility, inclusion, and full participation of students with disabilities in school communities. Modules are available in both English and French, and are accompanied by this guide, as well as by brief resource documents educators can use as a record of learning.

More than 300 stakeholders contributed to this project. Educators and school board staff from all regions of the province participated in interviews, commenting via an online survey, and reviewing the materials. Two teachers from [Bloorview School Authority](#) narrate the modules. Thirty personal experience videos in the modules enable educators to hear directly from students and former students with disabilities, family members, educators and school board staff, and other members of school communities.

## General tips for facilitating learning

### Adapting the module for different settings

Participants can complete the modules in a variety of modes, settings, and time frames.

### Self-directed sessions

The modules, resource documents, and this guide can be made available to individual participants who want to pursue the topics on their own, at their own pace.

### Facilitated and group sessions

Participants can also work on the modules together in groups; for example, through a lunch-and-learn session or a professional learning community (PLC). These materials can be delivered either face to face or remotely using technology. If you choose to deliver the session remotely, you may want to consider the use of breakout rooms for some of the discussion pieces.

## Approaches to adapting the modules

The following questions can be considered in adapting the modules:

- What is the participants' level of interest in the topic? If it is low, perceptions about the importance of the topic need to be addressed before meeting. In this instance, ask a focus group some key questions: How would you describe colleagues' knowledge of this topic? What issues do you expect will be raised? What is their overall level of interest in this topic? What will make these sessions effective for this group?
- What is the prior learning of participants? If possible, engage with participants before the sessions to determine their familiarity and openness to the ideas being presented.
- What are the logistical constraints? What is needed to make participants comfortable during the session? Consider appropriate hydration and nutrition, room environment, competing activities, and weather conditions.
- How can we address the different needs and contexts of participants? (See Differentiation tips below.)

## Differentiation tips

- If there are a large number of participants, consider forming groups to differentiate professional learning according to experience and concerns.
- Consider technological skill when differentiating groups. Some participants may prefer self-directed learning in a computer lab or at home. Groups may also be formed according to interests and/or experiences.

## Selecting topics to explore

The following approaches for selecting topics to explore can help facilitators tailor the sessions to meet the goals and needs of participants:

### Approach 1

- Systematically explore one module at a time, in a series of sessions.

### Approach 2

- Analyze your school or school board's plan, goals, or aims for professional learning and select modules accordingly.
- If your school board has identified equity and inclusion as a focus, contextualize the session in relation to the plan.

### Approach 3

- To determine where to begin, survey the session participants using the key messages for each module.
- Give each participant three stickers. Have them place the stickers beside the three key messages they feel are most important. Another option is to use jamboards, one for each key message where educators can place their notes on the key message they feel is important.
- Use the results of this "sticker survey" to help you choose which goals to emphasize.

For any of these approaches

- Choose and modify the key messages “before, during, and after activities” to meet participants’ needs.
- Participants can answer each question in a pair-share format or within a small group.
- Have participants write their responses to the onscreen discussion questions on sticky notes and place them on chart paper. When delivering the modules remotely, the chat function can also be used for discussion responses. Or, for groups that have the technological capacity, post responses online using the appropriate programs or applications (e.g., Twitter, jamboard, Today’s Meet, Padlet).
- Create a safe environment where everyone can share and learn from one another. Encourage everyone to participate, and value different perspectives and divergent thinking.
- To foster productive dialogue, it is recommended that participants work in small groups of two or three.

## A note to facilitators

As much as possible, we have tried to adhere to terminology that is familiar to educators. In the lived experience videos, we have not edited peoples’ words so you may see some terms that are unfamiliar or are used in a context that differs from typical usage. In each case, we hope the surrounding text will clarify the meaning of the term and the speaker’s intent.

A second note about the lived experience videos included in this resource: Some of the videos are longer and address multiple issues. It was important for us to honour voice and to give you the chance to hear from people directly, in their own words, and speaking to what is important to them.

Included at the end of each module is a request to learners to complete a short survey about their learning. We would like to extend this invitation to you. The survey can be completed at any time—after completion of one module, several modules, or all of them.

Thank you for engaging in this learning. We would like to know about your experience with the module. Please take 5 minutes to do a short survey.

<https://redcap.link/projectinclusion>

## Module overviews

<b>Module 1: The importance of accessibility, inclusion, and participation for students with disability</b>		
<b>Key message</b>	<b>Lived experience videos</b>	<b>Focus + Strategies</b>
KM 1: Why inclusion is important for all students.	<ul style="list-style-type: none"> <li>Alexandra Roy, a recent high school graduate with cerebral palsy and a learning disability, on including students with disabilities in all aspects of school life</li> </ul>	<p>Inclusion is more than integration</p> <p>Inclusion benefits everyone</p> <p>Teaching students about disability</p>
KM 2: Reframing how we look at disability.	<ul style="list-style-type: none"> <li>Cristina Malana, a college and university graduate who acquired a brain injury at the age of 17, on the need to communicate with students</li> <li>Deborah and Mark Ageda, parents of children with diagnoses of mental health and learning disability, on how parents need to be included in discussions about their children</li> <li>Monika Ferenczy, an educational consultant who works with individuals who have learning challenges and their families, on the importance of listening to students</li> </ul>	<p>Exploring definitions of ableism, social model of disability, stigma</p> <p>People-first language</p> <p>Concept of invisible (non-evident) disability</p> <p>Creating belonging classrooms</p>
KM 3: Legislation: What it means for classrooms and schools.	<ul style="list-style-type: none"> <li>Marc and Melody Lemoine, educators and parents of a recent high school graduate, on partnership between parents and schools and shared high expectations</li> </ul>	<p>Looking at relevant portions of AODA, OHRC, and the Canadian Charter of Rights and Freedoms</p>
KM 4: Partnering with parents to achieve outcomes for students.	<ul style="list-style-type: none"> <li>Nerissa Hutchinson, mother to a daughter with autism and a child and youth practitioner, on the need for IEPs to be used by educators and the need for educators to listen to parents</li> </ul>	<p>Collaborating with parents with children with disability</p> <p>Developing a holistic view of a student (empathy interviews)</p> <p>Creating safe spaces</p>



<b>Module 2: Promoting inclusion</b>		
<b>Key message</b>	<b>Lived experience videos</b>	<b>Focus + Strategies</b>
<p>KM 1: Barrier-free interactions are key to promoting social inclusion and full participation in all aspects of school life, including with students, families, colleagues, parents, and community members.</p>	<ul style="list-style-type: none"> <li>• Ingrid Palmer, mother with a visual disability with three children, one with a learning disability and another with autism, on barriers to inclusion</li> </ul>	<p>Inclusion as a continuum Barriers to inclusion Frameworks: trauma informed practices; culturally responsive and anti-oppressive practices; valuing neurodiversity</p>
<p>KM 2: Social inclusion is an important part of development for all students, especially students with disabilities. Social inclusion lays the foundation for friendships.</p>	<ul style="list-style-type: none"> <li>• Gunjan Seth, mother to a son with autism, on the importance of social inclusion for students and for families</li> <li>• Cynthia Berringer, a teacher with cerebral palsy, reflecting on her personal experiences of social inclusion</li> </ul>	<p>Defining social inclusion Impacts of social inclusion</p>
<p>KM 3: Adults play an essential role in facilitating opportunities to promote social inclusion and friendships in the school community.</p>	<ul style="list-style-type: none"> <li>• Kelly Johnston, a recent high school graduate, on friendships and inclusion in the school community</li> <li>• Kelly Johnston and Cynthia Berringer on the role educators can play to promote inclusion</li> <li>• Steven Mills, a physiotherapist at a children’s rehab services, on the importance of inclusion of students with disabilities</li> <li>• Clovis Grant, CEO of 360° Kids, long-standing member of SEAC, TDSB, and father of an adult son with autism, on the need for parents and schools to work together to achieve best outcomes for students</li> </ul>	<p>Adults’ role in promoting social inclusion and friendship Idea that inclusion involves everyone</p>

**Module 3: Enabling engagement in choices, goals, and plans**

Key message	Lived experience videos	Focus + Strategies
<p>KM 1: Meaningful engagement enriches all students' educational experience.</p>	<ul style="list-style-type: none"> <li>• Makumbu Lumbu, a college student with cerebral palsy, on what educators can do to increase engagement for students who learn differently and the importance of listening to students</li> <li>• Tristan Boivin, a high school student with a physical disability, on communication and not underestimating students with disability</li> <li>• Jonah Muskat-Brown, a teacher with hearing challenges, on not defining students by their disabilities</li> <li>• Bryan Bellefeuille, an Ojibwe and math elementary school teacher, on getting to know students and the need for patience</li> </ul>	<p>Definition of meaningful engagement</p> <p>Key elements of engagement</p> <p>Student lack of engagement</p> <p>Taking time—to listen and get to know students and for educators to be patient with themselves</p>
<p>KM 2: Provide developmentally appropriate decision-making opportunities.</p>	<ul style="list-style-type: none"> <li>• Tristan Boivin, on the need for students to speak up for themselves and for educators to reach out to students to learn what works for them</li> <li>• Julia Oliver, a woman with a visual impairment and cerebral palsy, on goal setting and the need for students to speak and be heard as experts in their own life</li> </ul>	<p>Importance of choice</p> <p>Decision making as core to meaningful engagement</p>
<p>KM 3: See collaboration as vital and set clear expectations.</p>	<ul style="list-style-type: none"> <li>• Clovis Grant, CEO of 360° Kids, long-standing member of SEAC, TDSB, and father of an adult son with autism, on the need for school, parents, and the community to work together to have high expectations for all students</li> </ul>	<p>Building 3-way partnerships— student, educator, and parents</p> <p>Setting expectations</p> <p>Helping students become “ready to learn”</p>

	<ul style="list-style-type: none"><li>• Amira and Aaliyah, sisters with diagnoses of ADHD and autism, on navigating social acceptance and advocacy</li></ul>	
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<b>Module 4: Participation in school life beyond academics</b>		
<b>Key message</b>	<b>Lived experience videos</b>	<b>Focus + Strategies</b>
<p>KM 1: Co-curricular and extra-curricular activities are a positive influence on childhood and adolescent development.</p>	<ul style="list-style-type: none"> <li>• Yemina Goldberg, a high school student with cerebral palsy and Shaina Green, her PSW, on the need to consider the full inclusion of all students when planning extra-curricular activities</li> <li>• Joel Willet, an occupational therapist who works with an organization servicing 5 NW ON districts, on the importance of relationships and the challenges and benefits of working in rural areas</li> <li>• Sherron Grant, an educator, principal, and mother to an adult son with autism, on the importance of extra-curricular experiences for students with disabilities, the value of inclusion for typically developing students, and the issue of equity as inclusive of people with disability</li> </ul>	<p>Designing excursions needs to include all students at the outset</p> <p>Positive aspects of extra-curricular activity for students with disability</p>
<p>KM 2: Creating an inclusive environment extends beyond physical environment.</p>	<ul style="list-style-type: none"> <li>• Ahsan Musavi, a recent university graduate with a physical disability, on the lasting impact of an educator</li> </ul>	<p>Gathering information about students and their needs from multiple sources</p> <p>Creating an inclusive environment</p>
<p>KM 3: Universal design for learning focuses on using teaching strategies or pedagogical materials designed to meet special needs to enhance learning for all students, regardless of age, skills, or situation.</p>	<ul style="list-style-type: none"> <li>• Adam Ahrens, a recent university graduate with low vision, on experiences and ideas to include students with disabilities in parts of school outside of academics</li> </ul>	<p>What, why, and how of UDL</p> <p>UDL as a means to promote individual health and well being</p> <p>Planning for success</p> <p>Know your learners</p> <p>Creating class profiles</p>

## Module 5: Preparing for life after high school

Key message	Lived experience videos	Focus + Strategies
<p>KM 1: Make positive post-school options possible: Have high expectations. Enable experiential learning opportunities.</p>	<ul style="list-style-type: none"> <li>• Max Lemoine, a recent high school graduate with cerebral palsy, on the influence of educators on his choice of study and career</li> <li>• Marc and Melody Lemoine, Max's parents and educators, on the value of work experience</li> <li>• Ingrid Muschta, Director of Special Projects and Innovation at ODEN and mother to a son with Down Syndrome, on the value of employment for people with disabilities</li> <li>• Tiffany Dawe, a woman with an intellectual disability, on what constitutes a good life</li> </ul>	<p>Ontario Disability Employment Network (ODEN)</p> <p>Many options for a good life</p> <p>Necessity of high expectations</p>
<p>KM 2: Use an intentional, differentiated approach to break down barriers to K-12 experiential learning opportunities.</p>	<ul style="list-style-type: none"> <li>• Ingrid Muschta, on the role of peers and natural supports; the need for parents to avoid overprotection and allow for risks in the safe environment of school</li> <li>• Yemina Goldberg, a high school student with cerebral palsy and Shaina Green, her PSW, on the importance of students with disabilities being treated as other students</li> <li>• Ivona Novak, mother to a primary school student with physical mobility disability, on encouraging independence and experiential learning from an early age</li> <li>• Ahsan Musavi, a recent university graduate with a physical disability, on his co-op experience and the need to address disability directly</li> <li>• Abdul Shehzab, a high school student preparing for summer work experience and eventually college</li> </ul>	<p>Barriers and experiential learning for students with disability</p> <p>Experience builds skills</p> <p>Co-op education strategies</p>

	<ul style="list-style-type: none"> <li>Denise De Paola, a centrally assigned principal with TDSB, on the board's emphasis on experiential and co-op learning, with a focus on low incidence exceptionalities</li> </ul>	
<p>KM 3: Educate, collaborate, and regularly refresh goals, plans, and accommodations.</p>	<p>No lived experience videos</p>	<p>Practical strategies: Educate yourself and others Review goals, plans, and accommodations regularly Planning worksheet example for Ingrid's video</p>

## Module 1 at a glance: The importance of accessibility, inclusion, and participation for students with disability

Key message	Lived experience videos	Focus + Strategies
KM 1: Why inclusion is important for all students.	<ul style="list-style-type: none"> <li>Alexandra Roy, a recent high school graduate with cerebral palsy and a learning disability, on including students with disabilities in all aspects of school life</li> </ul>	<p>Inclusion is more than integration</p> <p>Inclusion benefits everyone</p> <p>Teaching students about disability</p>
KM 2: Reframing how we look at disability.	<ul style="list-style-type: none"> <li>Cristina Malana, a college and university graduate who acquired a brain injury at the age of 17, on the need to communicate with students</li> <li>Deborah and Mark Ageda, parents of children with diagnoses of mental health and learning disability, on how parents need to be included in discussions about their children</li> <li>Monika Ferenczy, an educational consultant who works with individuals who have learning challenges and their families, on the importance of listening to students</li> </ul>	<p>Exploring definitions of ableism, social model of disability, stigma</p> <p>People-first language</p> <p>Concept of invisible (non-evident) disability</p> <p>Creating belonging classrooms</p>
KM 3: Legislation: What it means for classrooms and schools.	<ul style="list-style-type: none"> <li>Marc and Melody Lemoine, educators and parents of a recent high school graduate, on partnership between parents and schools and shared high expectations</li> </ul>	<p>Looking at relevant portions of AODA, OHRC, and the Canadian Charter of Rights and Freedoms</p>
KM 4: Partnering with parents to achieve outcomes for students.	<ul style="list-style-type: none"> <li>Nerissa Hutchinson, mother to a daughter with autism and a child and youth practitioner, on the need for IEPs to be used by educators and the need for educators to listen to parents</li> </ul>	<p>Collaborating with parents with children with disability</p> <p>Developing a holistic view of a student (empathy interviews)</p> <p>Creating safe spaces</p>

## **Guiding questions for Module 1:**

1. What is our personal understanding of inclusion?
2. Do our practices help our students—those with and without disability—understand what inclusion means and what a difference it can make to those with disabilities?



## Key message 1.1: Why inclusion is important for all students

An understanding of the true meaning of inclusion is explored.

- In the context of disability, inclusion is defined as taking action to welcome and involve people with disabilities in everyday activities, and ensuring they have ways to participate that accommodate their needs.
- Inclusion means fostering an environment where we value and celebrate our differences.
- Disability is only one component of a student’s identity. Students with disabilities have unique experiences shaped by various aspects of their identity. We define intersectionality and include a link to the [Ontario Human Rights Code](#), which protects people from discrimination on the basis of 17 different “personal attributes,” from race to sexual orientation to disability.
- Integration does not automatically mean that a student will be meaningfully included or that their needs are being met; true inclusion necessitates a personal approach.
- When students with disabilities are integrated in classrooms, everyone benefits.
- Intervention and education are key to ensuring inclusion is happening among all students in the classroom.

### Unpacking key message 1.1

<b>Before working through KM 1</b>	What does inclusion mean to you?
<b>While working through KM 1</b>	How is your classroom inclusive?  Watch Alexandra Roy’s video. Think of a previous student or person you have met with a disability. Do you think their experience was an inclusive one? Is there anything that could have been done to make them feel more welcome?
<b>After working through KM 1</b>	How has your understanding of inclusion changed (or been confirmed)?  Consider your educational environment. How do you promote inclusion and accessibility in this space? What else can you do to increase inclusion and accessibility?

## Key message 1.2: Reframing how we look at disability

This key message looks at how disability—what we consider disability, how we define it, how we address it—is changing.

- Delve into how everyone should have a sense of belonging and be valued for their contributions, as well as having opportunities for growth.
- Look at ableism versus the social model of disability. Ableism is the expectation that people with disabilities need to adjust to the environment. The social model looks at disability as a social issue, shaped not by a person’s medical condition, but rather by the attitudinal and environmental barriers that prevent people with disabilities from living a full life.

This portion of the module will also

- examine the consequences of stigma and how to combat it
- look at common misconceptions that those with disabilities need someone to make decisions, advocate, and speak for them, and that any accommodations are a favour rather than a right
- explore how to create belonging classrooms by looking at areas like seeking input from the students with disabilities, adapting group activities, planning physical spaces, using certain accommodations for the whole class, and more

## Unpacking key message 1.2

<b>Before working through KM 2</b>	When you think about the word disability, what tends to come to mind?
<b>While working through KM 2</b>	<p>Disabilities can come in many different forms both visible and invisible. The three videos—Cristina, Mark and Deborah, Monika—deal with the topic of invisible disability. Watch the videos and consider that, although from different perspectives, the message is remarkably similar. Compare your thoughts with a colleague. Was there anything that surprised you? If so, what was it?</p> <p>Reflect on a “strategy for creating belonging classrooms” that you may not have used but might consider using.</p> <ul style="list-style-type: none"> <li>• Listen to and actively seek input from students with disabilities in goal setting and decision making.</li> <li>• Adapt group activities (e.g., field trips, sports) so all students can participate in the same activity and use their strengths to contribute to the activity’s success.</li> <li>• Help students learn how to communicate with others about their disability.</li> <li>• Help students with disabilities advocate for their needs and goals when they choose.</li> <li>• Plan physical spaces and desk arrangements to accommodate supportive equipment and different learning styles.</li> <li>• Consider using accommodations like visual schedules for the entire class, instead of exclusively for students with disabilities.</li> </ul>

<b>After working through KM 2</b>	Content in this section centres on language—including the definition of <i>ableism</i> , the social model of disability, stigma, and people-first language. Think about ways that you can use this language in your classroom and encourage your students to do the same.
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## Key message 1.3: Legislation: What it means for classrooms and schools

This portion of the module looks at aspects of legislation, specifically the Accessibility for Ontarians with Disabilities Act ([AODA](#)), the Ontario Human Rights Commission ([OHRC](#)), and the Canadian Charter of Rights and Freedoms, in particular Section 15 (“[The Charter](#)”).

1. The AODA is a provincial law that sets standards for accessibility across organizations, including school boards, and is designed to help people with disabilities receive equal access to all parts of public life. AODA includes legislation on
  - how people with disabilities must have access to program information and student records in accessible formats, in accordance with individual needs
  - how institutions must provide educators with accessibility training
  - how people with disabilities must have equal opportunity to benefit from goods, services, and facilities

At present, AODA does not have standards specific to education. During 2021, several committees proposed guidelines that would help to reduce or eliminate barriers in education—for students from other cultures and for students with disabilities. For more information on these proposed guidelines, check [here](#).

2. The Ontario Human Rights Commission was created in 1961 to promote and advance human rights. It has as its goals:

**We envision** an inclusive society where everyone takes responsibility for promoting and protecting human rights; where everyone is valued and treated with equal dignity and respect; and where everyone’s human rights are a lived reality.

**We believe** that the way to realize this vision is to activate and engage the full range of our functions and powers under the Ontario Human Rights Code and our institutional expertise to dismantle the complex, intersecting dynamics and conditions that foster and perpetuate systemic discrimination.

**Our mission** is to promote and enforce human rights, to engage in relationships that embody the principles of dignity and respect, and to create a culture of human rights compliance and accountability. We act as a driver for social change based on principles of substantive equality. We accomplish our mission by exposing, challenging and ending entrenched and widespread structures and systems of discrimination through education, policy development, public inquiries and litigation.

[About the Commission | Ontario Human Rights Commission \(ohrc.on.ca\)](#)

The [Ontario Human Rights Code](#) protects people from discrimination on the basis of 17 different “personal attributes,” from race to sexual orientation to disability. These attributes are referred to in

the module in relation to intersectionality (see KM1). In this key message we chose to highlight what the Commission considers to be emerging issues.

3. The Charter sets out the rights and freedoms enjoyed by all Canadians, including people with disabilities. The Equality Rights section of The Charter includes all rights related to equal treatment of people and protection against discrimination on the basis of personal characteristics like disability.

### **Unpacking key message 1.3**

While the main focus of this key message is on legislation, we included a lived experience video of parents to a son with cerebral palsy and also teachers. The laws we have in place protect the rights of all students, including those with disability. For some parents, the provision of these rights through meetings like IPRCs can be stressful, something we will explore in more detail in the next key message.

Content in this section focuses on some of the legislation that is in place to protect the rights of all people, including educators, students, and caregivers with disabilities. Ministry and district documents also reflect these rights for students and parents.

- Consider your district documents, such as your board’s special education plan and any equity and inclusion documents.
- What further rights are included that your school might reflect?

On your own or with a partner, complete the charts on the pages that follow before, during, and after working through the material presented for this key message. (You can also copy the chart from this document and enlarge it online or to produce in print.)

<b>Before working through KM 3</b>	<b>Knowledge: What I know</b>
	Accessibility for Ontarians with Disabilities Act (AODA)
	Ontario Human Rights Commission (OHRC)
	Canadian Charter of Rights and Freedoms (“The Charter”)

<b>While working through KM 3</b>	<b>What: What I want to know</b>
	Accessibility for Ontarians with Disabilities Act (AODA)
	Ontario Human Rights Commission (OHRC)
	Canadian Charter of Rights and Freedoms (“The Charter”)

<b>After working through KM 3</b>	Learned: What I learned
	Accessibility for Ontarians with Disabilities Act (AODA)
	Ontario Human Rights Commission (OHRC)
	Canadian Charter of Rights and Freedoms ("The Charter")



## Key message 1.4: Partnering with parents to achieve outcomes for students

The final key message of this module explores collaborating with parents to develop a holistic view of a student, to create a safe space where parents and educators can talk freely, and to build an understanding that parents of students with disabilities have different needs.

It looks at empathy interviewing, which consists of one-on-one conversations that

- build an understanding of a student that might not otherwise be apparent
- learn about specific experiences to potentially uncover unacknowledged needs
- assist collaboration to come up with potential solutions to challenges

The perspectives of parents who come from different cultures or countries and those who are just learning about their child’s diagnosis are considered.

### Unpacking key message 1.4

<p><b>Before working through KM 4</b></p>	<p>With a colleague, share ways in which you get to know your students holistically.</p>
<p><b>While working through KM 4</b></p>	<p>Discuss Nerissa Hutchinson’s video. She touches on the importance of an IEP for her daughter. For many parents of children with disabilities, school meetings such as IPRCs can be stressful. What are some strategies you use or would like to use to build open communication with families and diminish parent anxiety?</p> <p>In pairs or trios, brainstorm some effective strategies for communicating with families.</p> <div style="display: flex; flex-direction: column; align-items: center;"> <div style="display: flex; justify-content: space-between; width: 100%;"> <div style="border: 1px solid black; padding: 5px; width: 45%;">Strategy for effective communication with families</div> <div style="border: 1px solid black; padding: 5px; width: 45%;">Why/how is this strategy effective?</div> </div> <div style="margin: 10px 0;">—</div> <div style="display: flex; justify-content: space-between; width: 100%;"> <div style="border: 1px solid black; padding: 5px; width: 45%;">Strategy for effective communication with families</div> <div style="border: 1px solid black; padding: 5px; width: 45%;">Why/how is this strategy effective?</div> </div> <div style="margin: 10px 0;">—</div> <div style="display: flex; justify-content: space-between; width: 100%;"> <div style="border: 1px solid black; padding: 5px; width: 45%;">Strategy for effective communication with families</div> <div style="border: 1px solid black; padding: 5px; width: 45%;">Why/how is this strategy effective?</div> </div> </div>
<p><b>After working through KM 4</b></p>	<p>Developing a holistic view of a student is beneficial, not only to the student but also to you as an educator.</p>

Developing a holistic view of a student may take some time and hinges more on relationship building rather than on just asking questions. For those students who are nonverbal, you may have to approach questions differently such as by using a communication device, Picture Exchange Communication System (PECS), table topic, all-about-me book, student information sheet, pictures, and so on.

Consider some ways that could provide you with the time and space you need to develop a holistic view of your students. It is important to view all students in this way and not just those with disabilities. This [link](#) looks at how we need to rethink data to develop a fuller view of all students.

## Module 2 at a glance: Promoting inclusion

Key message	Lived experience videos	Focus + Strategies
KM 1: Barrier-free interactions are key to promoting social inclusion and full participation in all aspects of school life, including with students, families, colleagues, parents, and community members.	<ul style="list-style-type: none"> <li>Ingrid Palmer, mother with a visual disability with three children, one with a learning disability and another with autism, on barriers to inclusion</li> </ul>	<p>Inclusion as a continuum</p> <p>Barriers to inclusion</p> <p>Frameworks: trauma informed practices; culturally responsive and anti-oppressive practices; valuing neurodiversity</p>
KM 2: Social inclusion is an important part of development for all students, especially students with disabilities. Social inclusion lays the foundation for friendships.	<ul style="list-style-type: none"> <li>Gunjan Seth, mother to a son with autism, on the importance of social inclusion for students and for families</li> <li>Cynthia Berringer, a teacher with cerebral palsy, reflecting on her personal experiences of social inclusion</li> </ul>	<p>Defining social inclusion</p> <p>Impacts of social inclusion</p>
KM 3: Adults play an essential role in facilitating opportunities to promote social inclusion and friendships in the school community.	<ul style="list-style-type: none"> <li>Kelly Johnston, a recent high school graduate, on friendships and inclusion in the school community</li> <li>Kelly Johnston and Cynthia Berringer on the role educators can play to promote inclusion</li> <li>Steven Mills, a physiotherapist at a children’s rehab services, on the importance of inclusion of students with disabilities</li> <li>Clovis Grant, CEO of 360° Kids, long-standing member of SEAC, TDSB, and father of an adult son with autism, on the need for parents and schools to work together to achieve best outcomes for students</li> </ul>	<p>Adults’ role in promoting social inclusion and friendship</p> <p>Idea that inclusion involves everyone</p>

### Guiding questions for Module 2:

1. What stigmas/problems may a student with a disability face in society?
2. How can we, as educators, help to create a school environment where those stigmas are not present but rather the students’ abilities are used to their advantage?

## Key message 2.1: Barrier-free interactions are key to promoting social inclusion and full participation in all aspects of school life, including with students, colleagues, parents, and community members.

Barriers in the educational setting are examined along with a broader understanding of what constitutes a barrier-free environment. The importance of using trauma-informed, culturally responsive, and anti-oppressive practices, and valuing neurodiversity is explored as an approach to creating inclusive, barrier-free environments and interactions.

A discussion of the types of potential barriers found in school communities is illustrated along with practical strategies and resources that may help promote barrier-free interactions.

The types of barriers include

- attitudinal barriers
- architectural and structural barriers
- technological barriers
- information and communication barriers
- barriers related to sensory disabilities, sensory processing, or cognitive differences
- barriers related to family engagement
- organizational and systemic barriers

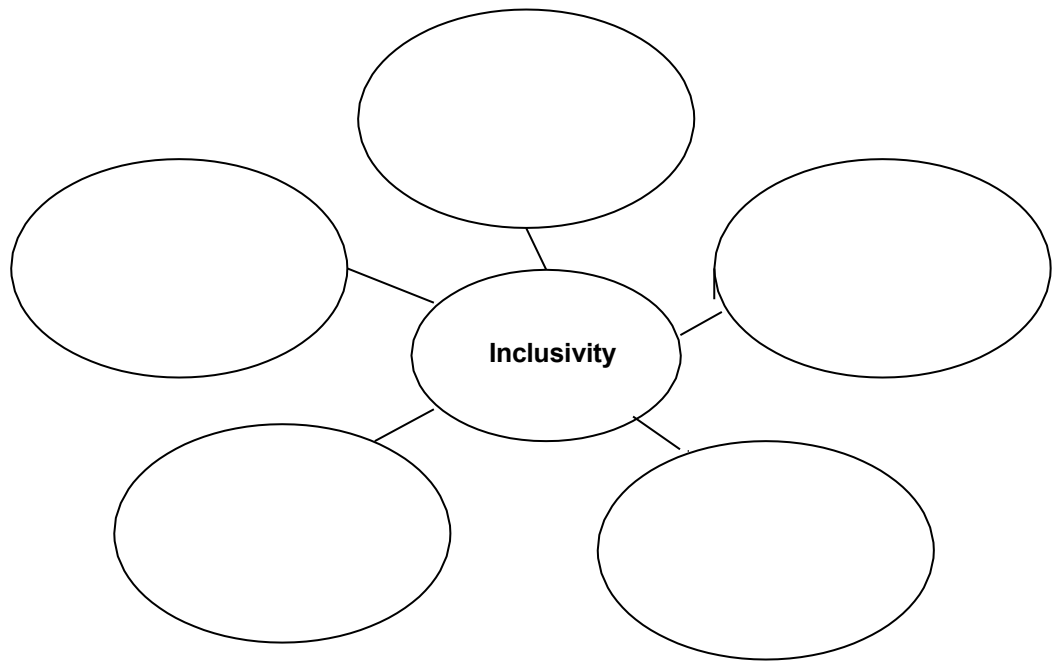
### Unpacking key message 2.1

<b>Before working through KM 1</b>	When looking at inclusion as a continuum, there are many types of barriers including physical, social, attitudinal, and communication. In your experience, what are some barriers that may have hindered a student’s full participation in an activity or event?
<b>While working through KM 1</b>	<p>Ingrid Palmer’s video is a powerful one that speaks to several barriers. In the first part of this session work through the video as a group. What did you hear? Consider your school population. Are there parents like Ingrid who face multiple barriers? What are some of the steps your school and district is taking to dismantle barriers?</p> <p>Bringing the focus to a class level, consider this key message in light of the following questions:</p> <ol style="list-style-type: none"> <li>1. What barriers have I addressed in my classroom?</li> <li>2. What barriers need to be addressed in my classroom?</li> <li>3. What support do I need to address these barriers (e.g., contact person, budget, resources)?</li> </ol>
<b>After working through KM 1</b>	<p><b>Overcoming barriers</b></p> <p>While exploring this key message,</p> <ul style="list-style-type: none"> <li>• What resonated with you and your school or classroom?</li> <li>• How do barrier-free interactions set the stage for social inclusion in your classroom or school?</li> </ul>

“An inclusive culture is based on the philosophy that the whole school shares in the responsibility for inclusion. A real culture of inclusion cannot be brought about unless everyone embraces it.”

(Community Living Ontario’s Inclusion Institute, n.d)

Think about your school community and who has a role in creating an inclusive environment.



## Key message 2.2 Social inclusion is an important part of development for all students, especially students with disabilities. Social inclusion lays the foundation for friendships.

Social inclusion is defined in the context of a school environment through the lens of a barrier-free environment. Three conditions necessary for social inclusion to occur are explored:

- proximity
- valued recognition and respect
- involvement and engagement

Students with disabilities require additional opportunities and supports to develop social inclusion for school and life experiences.

Schools provide an ideal opportunity for the conditions of social inclusion to occur. By creating a strong culture of social inclusion, schools are able to foster the development of friendships.

- Common ingredients of friendship are examined.
- Social inclusion sets the stage for friendship.
- The importance of friendship and social inclusion to the overall development of children and youth is explored.
- Impacts of social exclusion on the well-being of students and their academic success throughout their life are discussed.

### Unpacking key message 2.2

<b>Before working through KM 2</b>	<p>What is friendship?</p> <p>Can you think of students who make friends easily and those who struggle to make and maintain friendships?</p> <p>Are there ways we can support the development of friendships at school?</p>
<b>While working through KM 2</b>	<p>Two lived experience videos detail the importance of inclusion, Gunjan Seth from a parent perspective and Cynthia Berringer from a personal perspective. In your experience, think about someone who was more likely to</p> <ul style="list-style-type: none"> <li>• be rejected by their classmates and had fewer stable friendships</li> <li>• be the target of negative attitudes, biases, and prejudices</li> <li>• feel socially excluded or identify as lonely</li> <li>• fare worse academically</li> </ul> <p>In these instances, what were (or are) considerations that would help to shift the students' experience from exclusion to inclusion?</p>
<b>After working through KM 2</b>	<p>Reflecting on the three conditions necessary for social inclusion, which would you find challenging to implement?</p> <ul style="list-style-type: none"> <li>• proximity</li> <li>• valued recognition and respect</li> <li>• involvement and engagement</li> </ul> <p>Is there someone who can support you with implementation?</p>

## Key message 2.3: Adults play an essential role in facilitating opportunities to promote social inclusion and friendships in the school community.

Participants build on the previous key message to explore several practical strategies, tips, and resources to demonstrate how adults in the school setting can promote social inclusion and friendships within schools and student populations.

A series of interactive and reflective activities are presented. The various activities illustrate different ways adults can support social inclusion and friendships by

- promoting a friendship mindset and culture of social inclusion
- setting up the physical and social aspects of school and classroom environments
- providing support through facilitation, prompting, and modelling
- providing support through classroom curriculum planning and activities
- scheduling the flow and routines of the school community
- building disability awareness into the classroom and school culture
- working in partnership with others in the school, families, and broader community

### Unpacking key message 2.3

<b>Before working through KM 3</b>	What difference do barrier-free interactions and social inclusion make to those in the school community?
<b>While working through KM 3</b>	<p>There are a number of lived experience videos in this key message. Kelly Johnston and Cynthia Berringer discuss the importance of social inclusion and how teachers can facilitate that by simple moves. Steven Mills represents one of the many affiliated services that support inclusion. Finally Clovis Grant addresses, in one succinct clip, themes we have heard from others—the need to work together for best outcomes for a student and the intersection of race and disability. All videos explore the important role of schools as a place where equity and inclusion can be built on and strengthened for students with disabilities. You might choose to look at one or more of these videos, then reflect on how these voices echo content in this section.</p> <p>This portion of the module contains numerous examples and strategies. Group members can discuss the following questions:</p> <ol style="list-style-type: none"> <li>1. What has resonated with you about these examples?</li> <li>2. What is one way your classroom or school is demonstrating this social inclusion area?</li> <li>3. Is this an area of learning you would like to follow up on? What is your first step toward that?</li> </ol>
<b>After working through KM 3</b>	Which of the strategies presented would you find easy to implement and which might you find challenging? What kind of support would you require to implement the more challenging strategies?



## Module 3 at a glance: Enabling engagement in choices, goals, and plans

Key message	Lived experience videos	Focus + Strategies
<p>KM 1: Meaningful engagement enriches all students' educational experience.</p>	<ul style="list-style-type: none"> <li>• Makumbu Lumbu, a college student with cerebral palsy, on what educators can do to increase engagement for students who learn differently and the importance of listening to students</li> <li>• Tristan Boivin, a high school student with a physical disability, on communication and not underestimating students with disability</li> <li>• Jonah Muskat-Brown, a teacher with hearing challenges, on not defining students by their disabilities</li> <li>• Bryan Bellefeuille, an Ojibwe and math elementary school teacher on getting to know students and the need for patience</li> </ul>	<p>Definition of meaningful engagement</p> <p>Key elements of engagement</p> <p>Student lack of engagement</p> <p>Taking time—to listen and get to know students and for educators to be patient with themselves</p>
<p>KM 2: Provide developmentally appropriate decision-making opportunities.</p>	<ul style="list-style-type: none"> <li>• Tristan Boivin, on the need for students to speak up for themselves and for educators to reach out to students to learn what works for them</li> <li>• Julia Oliver, a woman with a visual impairment and cerebral palsy, on goal setting and the need for students to speak and be heard as experts in their own life</li> </ul>	<p>Importance of choice</p> <p>Decision making as core to meaningful engagement</p>
<p>KM 3: See collaboration as vital and set clear expectations.</p>	<ul style="list-style-type: none"> <li>• Clovis Grant, CEO of 360° Kids, long-standing member of SEAC, TDSB, and father of an adult son with autism, on the need for school, parents, and the community to work together to have high expectations for all students</li> </ul>	<p>Building 3-way partnerships—student, educator, and parents</p> <p>Setting expectations</p> <p>Helping students become “ready to learn”</p>



	<ul style="list-style-type: none"><li>• Amira and Aaliyah, sisters with diagnoses of ADHD and autism, on navigating social acceptance and advocacy</li></ul>	
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### Guiding questions for Module 3:

1. Student engagement is a topical concern for educators. Do we necessarily consider students with disability when we think about engagement?
2. Students with disability need voice and choice. What does our school do to ensure these considerations are built into daily practice? long-term planning?

### Key message 3.1: Meaningful engagement enriches all students' educational experience.

This key message focuses on student self-advocacy and meaningful student engagement in the learning environment.

- Students are engaged when they can interact with others, the environment, and the curriculum.
- By getting to know the student, educators are able to determine levels of engagement.
- Examples of how to engage students are presented and strategies to increase student engagement with the curriculum and one another are considered. Two of the strategies presented are a student-centred approach to gathering information and scaffolding supports.

#### Unpacking key message 3.1

<b>Before working through KM 1</b>	In your own experience, how have you created an engaging space for students to be meaningfully involved in the learning environment?
<b>While working through KM 1</b>	<p>Three videos introduce this key message: Makumbu Lumbu, Tristan Boivin, and Jonah Muskat-Brown with a fourth video by Bryan Bellefeuille included at the end of this key message. Each focuses on an aspect of this key message.</p> <p>Reflect and share with the group: What are some ways educators/families can directly teach the skills students require to advocate for themselves and their needs? What are some of the ways we can develop a deeper understanding of students so that, in turn, we better understand their needs?</p>
<b>After working through KM 1</b>	Thinking about both visible and invisible disabilities, what are some strategies that could be used to meaningfully engage all students with the curriculum, the school environment, and others?

## Key message 3.2: Provide developmentally appropriate decision-making opportunities.

The second key message highlights choices and decision making as important for students to successfully engage with the curriculum, their environment, and others.

- This section explores developmentally appropriate ways in which to offer choices to students.
- Some students with disabilities may not be able to participate in making choices; rather using physical, verbal, and behavioural cues may help them indicate a preference.
- Student-supported decision making is based on these four key areas:
  - choices
  - likely outcome of those choices
  - how the outcome could affect them/their classmates (if applicable)
  - opportunity to ask questions before making the choice

### Unpacking key message 3.2

<p><b>Before working through KM 2</b></p>	<p>Thinking back to your early years as a professional, what are some of the decisions you needed to make? What or who helped you to make the decisions? What strategies helped? What are some decisions that you needed help with? Who helped you? As you gained experience in your professional life, did you notice a shift in the amount of support required to make certain decisions?</p>
<p><b>While working through KM 2</b></p>	<p>A lived experience video from Tristan Boivin and a quote from an interview with Julia Oliver stress the importance of students having their own voice in education, and not through third parties.</p> <p>Explore as a group how your school helps student develop agency. An example occurred last year at Bloorview School Authority when students advocated to have a more inclusive representation of children and youth of all abilities on the Terry Fox website. This advocacy project led the Terry Fox Foundation to commit to becoming more inclusive by making sure students with disabilities are represented in their materials, including in this <a href="#">video</a>.</p>
<p><b>After working through KM 2</b></p>	<p>Reflect on students in your school who may have challenges with decision making. What barriers or challenges do they face? How can educators/family members help students develop the skills required to make decisions?</p>

### Key message 3.3: See collaboration as vital and set clear expectations.

This message focuses on what is required to ensure full participation in all aspects of school life for students with disabilities and the importance of home and school collaboration as foundational to this participation.

Strategies for collaboration include the following:

1. Building a three-way partnership (home–school–student) by connecting with parents to learn what works and what doesn't work for their child. This might include
  - creating strategies for success that can be used both at school and at home
  - leveraging collaboration with parents to incorporate ideas from other areas of the student's life
  - building a strong partnership through honest communication, engaging others, and getting support as needed
2. Setting expectations that foster meaningful engagement and increase the possibility of all students being included. Tips are shared on how to do this.

### Unpacking key message 3.3

<b>Before working through KM 3</b>	Think and share with a partner some of the ways you work to foster a collaborative working relationship between the home and the school environment.
<b>While working through KM 3</b>	<p>Clovis Grant describes the successful outcomes his son has achieved as a member of the larger community because of the strong home-school partnership they had. Through the video he outlines how the school welcomed input from the larger community.</p> <p>Two sisters, Amira and Aaliyah, appear in separate videos. In the first video, Amira describes how autism can affect her actions and what she does to calm herself. In the second video, her sister Aaliyah describes how she advocates for her sister and what advocacy means for her.</p> <p>Thinking about students with disabilities, make a list of all of the people with whom it would be beneficial to collaborate when it comes to overall student success.</p>
<b>After working through KM 3</b>	Having completed this section, what are some new tips for setting expectations you learned that you can easily make a part of your learning environment? What resources will you require to support setting these expectations? How will these things make the experience more meaningful for your students with disabilities?

## Module 4 at a glance: Participation in school life beyond academics

Key message	Lived experience videos	Focus + Strategies
<p>KM 1: Co-curricular and extra-curricular activities are a positive influence on childhood and adolescent development.</p>	<ul style="list-style-type: none"> <li>• Yemina Goldberg, a high school student with cerebral palsy and Shaina Green, her PSW, on the need to consider the full inclusion of all students when planning extra-curricular activities</li> <li>• Joel Willet, an occupational therapist who works with an organization servicing 5 NW ON districts, on the importance of relationships and the challenges and benefits of working in rural areas</li> <li>• Sherron Grant, an educator, principal, and mother to an adult son with autism, on the importance of extra-curricular experiences for students with disabilities, the value of inclusion for typically developing students, and the issue of equity as inclusive of people with disability</li> </ul>	<p>Designing excursions needs to include all students at the outset</p> <p>Positive aspects of extra-curricular activity for students with disability</p>
<p>KM 2: Creating an inclusive environment extends beyond physical environment.</p>	<ul style="list-style-type: none"> <li>• Ahsan Musavi, a recent university graduate with a physical disability, on the lasting impact of an educator</li> </ul>	<p>Gathering information about students and their needs from multiple sources</p> <p>Creating an inclusive environment</p>
<p>KM 3: Universal design for learning focuses on using teaching strategies or pedagogical materials designed to meet special needs to enhance learning for all students, regardless of age, skills, or situation.</p>	<ul style="list-style-type: none"> <li>• Adam Ahrens, a recent university graduate with low vision, on experiences and ideas to include students with disabilities in parts of school outside of academics</li> </ul>	<p>What, why, and how of UDL</p> <p>UDL as a means to promote individual health and well being</p> <p>Planning for success</p> <p>Know your learners</p> <p>Creating class profiles</p>

## **Guiding questions for Module 4:**

1. Time outside the classroom for students with disabilities can offer a host of opportunities for meaningful inclusion. Do we recognize those opportunities?
2. Universal design for learning offers entry points for all students, with and without disability. Are we consistent in deploying these principles of learning when designing learning experiences and activities?

## Key message 4.1: Co-curricular and extra-curricular activities are a positive influence on childhood and adolescent development.

This first key message looks at field trips and other co-curricular experiences that are an important aspect of school life for all students, especially for those with disabilities, and are a positive influence on childhood and adolescent development.

The importance of effective planning to ensure successful experiences for all students is explored.

The key message addresses how activity participation within and outside the classroom can have a positive impact on

- self-identity
- physical health
- teamwork and sportsmanship skills
- emotional and mental health
- confidence and self-esteem
- sense of belonging and social connections

### Unpacking key message 4.1

<p><b>Before working through KM 1</b></p>	<p>Describe a time when a student with a disability was able to experience a field trip or extra-curricular activity at your school. What supports were needed to help them participate? What worked and what didn't?</p>
<p><b>While working through KM 1</b></p>	<p>The topic of inclusion is addressed by several lived experience videos in this key message: Yemina Goldberg, a student, on a school trip to Ottawa; her PSW Shaina, on how a grade 4 teacher made inclusion natural; Joel Willett, an occupational therapist, on inclusion of students with physical disabilities in sports; and Sherron Grant, a principal and mother of an adult son with a disability, on the importance of extra-curricular events for all students, particularly those with disabilities.</p> <p>Think of a field trip or extra-curricular event that you are planning. Are there any barriers to access for some of your students?</p> <p>Consider</p> <ul style="list-style-type: none"> <li>• learning activities</li> <li>• sensory factors</li> <li>• visual and auditory aids</li> <li>• travel</li> <li>• equipment</li> <li>• socio-economic factors</li> </ul> <p>Is there another location or activity that would be more inclusive for all students that would meet the same curriculum goal?</p>

<b>After working through KM 1</b>	What additional considerations can be put in place in your school to ensure that students with disabilities will be included in extra-curricular activities?
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## Key message 4.2: Creating an inclusive environment extends beyond physical environment.

The second key message outlines the necessity of getting to know a student in order to create a fully inclusive environment.

- It discusses spending authentic time with individuals, talking with their caregivers and service providers, as well as observing and trying different approaches to really get to know a student.
- It examines how inclusivity goes beyond the physical environment to encompass the social environment, attitudes of others, and policies in place.
- We need to get to know each individual by understanding their strengths, cultural background, motivations and interests, and goals.
- Barriers to inclusivity are analyzed and strategies to create and model an inclusive environment are provided, helping to embrace diversity, nurture budding friendships, and foster a group environment. Ways to accommodate and modify to help meet students' needs are examined.

### Unpacking key message 4.2

<b>Before working through KM 2</b>	Inclusivity goes beyond the classroom. What are some ways your school fosters inclusion outside the classroom?
<b>While working through KM 2</b>	<p>The lived experience video of Ahsan Musavi is an excellent example of educators and school staff knowing their students and helping them to capitalize on their interests and strengths.</p> <p>One of the primary ways to learn about students' interests and strengths would be to collect information. How might you go about that?</p> <p>In particular, how do you get to know your students with disabilities? Keep in mind there may be other individuals involved (e.g., lunchtime supervisor, administrative staff, therapists) who may be able to contribute.</p>
<b>After working through KM 2</b>	How might you support students with disabilities in your class or school to capitalize on their strengths and interests as evidenced in Ahsan's video?

**Key message 4.3: Universal design for learning focuses on using teaching strategies or pedagogical materials designed to meet special needs to enhance learning for all students, regardless of age, skills, or situation.**

Universal design for learning increases participation and achievement for all students in multiple settings by allowing for access and opportunity. It provides educators and related education and community partners with important principles for planning instruction and activities and designing learning environments for a diverse group of students.

This model can also be adopted when planning for extra-curricular, physical, and recreational activities.

This section focuses on the following:

- What is universal design?
- The uniqueness of all students
- Planning for success
- Know your learner
- Class/group profiles
- What, why, and how of UDL
- Options and choices
- Accessible sports strategies

**Unpacking key message 4.3**

<b>Before working through KM 3</b>	What types of teaching methods/strategies have you used to ensure all learners are able to access the lesson/materials?										
<b>While working through KM 3</b>	<p>Adam Ahrens, a recent university graduate, describes his experience in extra-curricular activities, including recess and field trips, which varied in experience for him.</p> <p>In this section, a baseball example is used to illustrate options within this specific activity/skill.</p> <p>Copy the chart from this document and enlarge it online or to produce in print. With a partner, work through another activity/skill that illustrates this.</p> <table border="1" style="width: 100%; margin-top: 10px;"> <tr> <td colspan="2">Activity/Skill:</td> </tr> <tr> <td style="width: 20%;">Level of assistance</td> <td></td> </tr> <tr> <td>Equipment</td> <td></td> </tr> <tr> <td>Boundaries</td> <td></td> </tr> <tr> <td>Skill level</td> <td></td> </tr> </table>	Activity/Skill:		Level of assistance		Equipment		Boundaries		Skill level	
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<b>After working through KM 3</b>	What new learning did you have that will improve your practice? Share your thoughts with one other person.	

## Module 5 at a glance: Preparing for life after high school

Key message	Lived experience videos	Focus + Strategies
<p>KM 1: Make positive post-school options possible: Have high expectations. Enable experiential learning opportunities.</p>	<ul style="list-style-type: none"> <li>• Max Lemoine, a recent high school graduate with cerebral palsy, on the influence of educators on his choice of study and career</li> <li>• Marc and Melody Lemoine, Max's parents and educators, on the value of work experience</li> <li>• Ingrid Muschta, Director of Special Projects and Innovation at ODEN and mother to a son with Down Syndrome, on the value of employment for people with disabilities</li> <li>• Tiffany Dawe, a woman with an intellectual disability, on what constitutes a good life</li> </ul>	<p>Ontario Disability Employment Network (ODEN)</p> <p>Many options for a good life</p> <p>Necessity of high expectations</p>
<p>KM 2: Use an intentional, differentiated approach to break down barriers to K-12 experiential learning opportunities.</p>	<ul style="list-style-type: none"> <li>• Ingrid Muschta, on the role of peers and natural supports; the need for parents to avoid overprotection and allow for risks in the safe environment of school</li> <li>• Yemina Goldberg, a high school student with cerebral palsy and Shaina Green, her PSW, on the importance of students with disabilities being treated as other students</li> <li>• Ivona Novak, mother to a primary school student with physical mobility disability, on encouraging independence and experiential learning from an early age</li> <li>• Ahsan Musavi, a recent university graduate with a physical disability, on his co-op experience and the need to address disability directly</li> <li>• Abdul Shehzab, a high school student preparing for summer work experience and eventually college</li> </ul>	<p>Barriers and experiential learning for students with disability</p> <p>Experience builds skills</p> <p>Co-op education strategies</p>

	<ul style="list-style-type: none"> <li>Denise De Paola, a centrally assigned principal with TDSB, on the board's emphasis on experiential and co-op learning, with a focus on low incidence exceptionalities</li> </ul>	
KM 3: Educate, collaborate, and regularly refresh goals, plans, and accommodations.	No lived experience videos	<p>Practical strategies:</p> <p>Educate yourself and others</p> <p>Review goals, plans, and accommodations regularly</p> <p>Planning worksheet example for Ingrid's video</p>

### Guiding questions for Module 5:

1. When we consider the future for our students with disabilities, do we consider that they might have multiple options in the same way that we consider future for students without disability?
2. Experiential learning is key for students, particularly those with disability. Do we consider how we can maximize these opportunities?

## Key message 5.1: Make positive post-school options possible: Have high expectations. Enable experiential learning opportunities.

The first key message outlines what the post-secondary world might look like for someone with a disability.

- It discusses inclusive hiring benefits for both the business and the individual, as well as how employment is part of a good life and how the difference in employment rates reflects stigma and social barriers.
- Providing the same opportunities for those with disabilities as for those without builds resilience and skills for learning and life.
- Post-secondary life is explored by looking at post-secondary education, employment, and community opportunities. A wide range of activities makes up a good life and educators can influence the perception of those with disabilities.

### Unpacking key message 5.1

<p><b>Before working through KM 1</b></p>	<p>Post-secondary opportunities for students with disabilities could include college/university, the workplace, community programs, or volunteer work. Ingrid Muschta, in the ODEN video, outlines the importance of work for many people with disabilities. How do we help students meet their post-secondary goals?</p>
<p><b>While working through KM 1</b></p>	<p>The two lived experience videos, Max, Marc and Melody Lemoine and Tiffany Dawe illustrate two paths to fulfilling lives. Consider these two videos when you reflect on the question below.</p> <p>What assumptions or stereotypes shape societal beliefs about people with disabilities and their full participation as workers and citizens? Share your ideas with the group.</p>
<p><b>After working through KM 1</b></p>	<p>We have preconceived ideas of the post-secondary opportunities that exist for students with disabilities. How do we interrupt or move past those preconceived ideas so that we set high expectations and offer varied experiences for those students?</p>

## Key message 5.2: Use an intentional, differentiated approach to break down barriers to K-12 experiential learning opportunities.

The importance of experiential learning opportunities for students with disabilities is explored, in particular providing opportunities to

- learn about self (strengths, interests, values, strategies)
- build skills for learning and life
- make choices about preferred futures (e.g., post-secondary education or training, career, community activities)

School life offers a variety of experiential learning opportunities, and schools are able to support out-of-school opportunities, like volunteering or extra-curricular activities.

Note that students with disabilities don't always have the same range of experiential learning opportunities as their peers.

Several examples of barriers students may face, and the strategies and solutions used to overcome the challenges they can pose, are explored at both school and system levels. Some of the barriers illustrated include the following:

- overprotecting, over-accommodating, over-modifying
- providing more help than is needed
- lack of time to reflect and plan together to support learning/life skills growth
- availability of resources to support
- policy and programming decisions

As adults, having high expectations of students will significantly impact their opportunities and outcomes. These opportunities are essential for all students in all grades, and the barriers faced by some students require intentional, differentiated action.

### Unpacking key message 5.2

<b>Before working through KM 2</b>	What barriers limit experiential learning opportunities for students with disabilities?
<b>While working through KM 2</b>	This key message includes a number of videos that relate to the key message. Ingrid Muschta, mother to a son with Down Syndrome, encourages involvement of peers and natural supports for her son in preparation for being part of a community; Yemina Goldberg and Shaina Green discuss the importance of being treated as any other student; Ivona Novak, mother to a primary school student with a physical mobility disability, discusses the importance of developing independence from an early age; Ahsan Musavi, a recent university graduate with a physical disability, describes how he was encouraged by an educator to combine his interest in sports and co-op by volunteering with Special Olympics;

	<p>Abdul Shehzab, a high school student, shares his plan for summer work experience and eventually college; and Denise De Paola, a centrally assigned principal with TDSB, outlines the board’s emphasis on experiential and co-op learning, with a focus on low incidence exceptionalities.</p> <p>Messages from these videos include the following:</p> <ul style="list-style-type: none"> <li>• Expect that students with disability will be a part of the larger community.</li> <li>• Challenge students with disability, do not offer more support than necessary.</li> <li>• Treat students with disability as you would students without disability so that they see themselves as part of the class.</li> <li>• Know your students to capitalize on their interests and strengths.</li> <li>• Encourage students to build plans for life post-graduation.</li> <li>• As a district, have a comprehensive plan for experiential learning for all students.</li> </ul> <p>Suggestions for exploring this key message are below.</p> <p><b>Elementary</b></p> <p>If we use a backward design approach, soft skills such as time management, teamwork, and conflict resolution can be taught throughout elementary school. Think about opportunities in your day where these skills can be incorporated.</p> <p><b>Secondary</b></p> <p>What are some barriers faced by students with disabilities in accessing co-operative education experiences? Brainstorm some ways the community and family can work together to support the student.</p>
<p><b>After working through KM 2</b></p>	<p>In this key section, what is one thing that surprised or resonated with you?</p>



### Key message 5.3: Educate, collaborate, and regularly refresh goals, plans, and accommodations.

The third and final key message focuses on experiential learning and setting high expectations and participation for students at all ages and stages.

A few practical strategies are shared on how to make learning accessible and effective for all students. These include

- educating yourself and others (continue to talk about the importance of setting high expectations for students)
- applying the principles of universal design for learning (UDL) and differentiated instruction (DI) with a focus on “how” to enable participation and not “whether” to enable participation (an example of a cross-country run is given with a sample template used for participation planning)
- reviewing goals, plans, and accommodations (intentional planning)

The end of the module offers an opportunity for reflection or discussion of the content.

### Unpacking key message 5.3

<b>Before working through KM 3</b>	One aspect that can inform plans for school and life after school is a person’s interests. In both elementary and secondary education, these interests can be used in programming and/or course selection.  What are some of the ways that you learn about your students’ interests?
<b>While working through KM 3</b>	Think about ways in which you can use a student’s interests, strengths, and goals when planning for co-operative education or experiential learning opportunities.
<b>After working through KM 3</b>	As students move from grade to grade and school to school, how do we ensure information is being shared and updated so that their current interests, effective strategies, and successful experiences have been communicated?