PANEL THREE: POLICY RESEARCH INFORMING BEST PRACTICE?

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INCLUSION – WHAT WE ALREADY KNOW

LIMITED ACCESS:
- Infants
- New Canadians
- Complex needs
- Economically marginalized

LIMITED MEANINGFUL PARTICIPATION ACCESS:
- Behaviours
- Neurodiverse
- Indigenous, especially off-reserve

Expansion alone will not address these issues
FIVE TENETS OF INCLUSION

- Appropriate and aligned resources (material and human)
- Collaborations
- Data collection and monitoring
- Training
- Continuum of Inclusion
A CONTINUUM OF INCLUSION

- Policy
- Multi-tiered System of Supports (MTSS)
- Language
- Regulation
- Pedagogy, curriculum, professional development
2. Appropriate and aligned resources

- Inclusion toolboxes that link with primary
- Streamlined staff

3. Training

- Pre & In-service
- Shared PD with K-12
- Discomfort & perception
4. Collaborations

- Interdisciplinary
- Interdepartmental
- Community stakeholders
- Families

5. Data collection and monitoring

- Enrollment, attendance & supports
- Proportionality
WHAT IS IN IT FOR K–12 EDUCATORS

THE PRE-EMPTIVE NATURE OF ECE

- Lowering Spec Ed
- Language
- Behavioural regulation
- Academic boosts

LESSENING THE INTENSITY OF SUPPORTS

- Earlier intervention, especially behavior and neurodiverse
- Family relationships established
THANK YOU

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