



Proud to be
an outside p·n.

KATIE JAMESON

DISABILITY PARENT PERSPECTIVE

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outside
pin
consulting

I would like to
respectfully acknowledge
that I live, raise a family
and advocate on the
unceded, ancestral
territory of the
Coast Salish Peoples,
specifically the
Musqueam, Squamish,
and
Tsleil-Waututh
Nations.

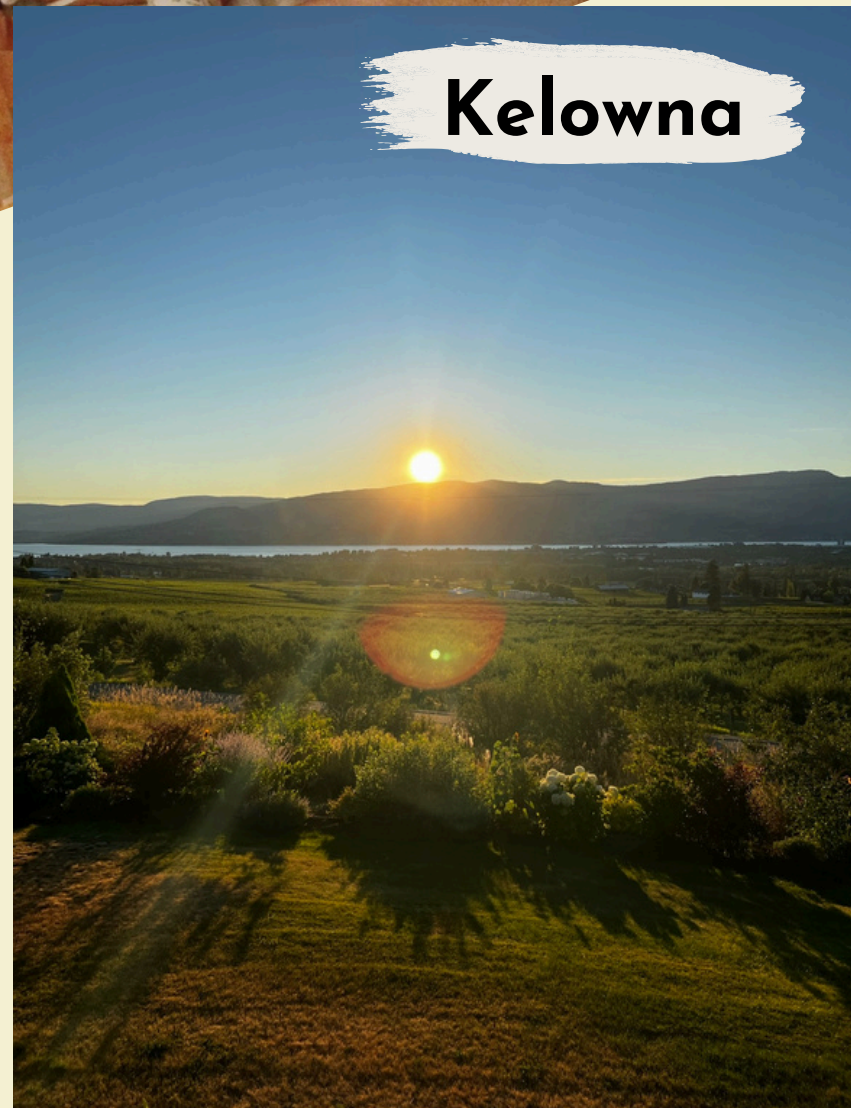


KATIE JAMESON

MOTHER, WRITER, ADVOCATE



Lochlan



Kelowna



Family



Kenzie

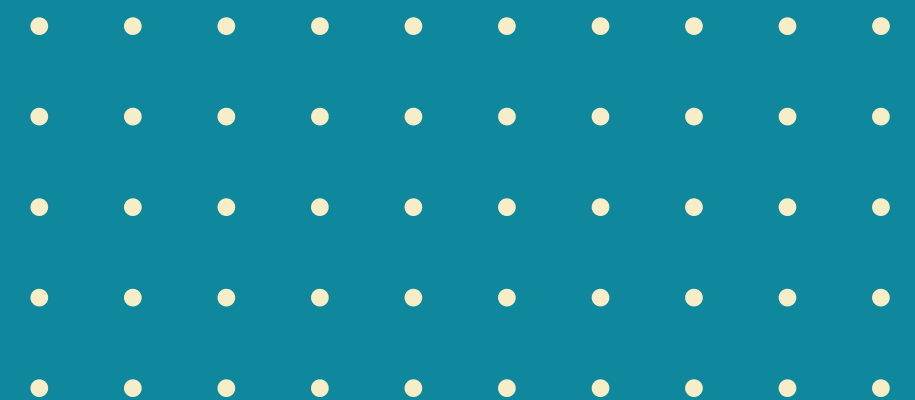
Grief + Joy

FIND ME —→  @katie__jameson



SIDE BY SIDE

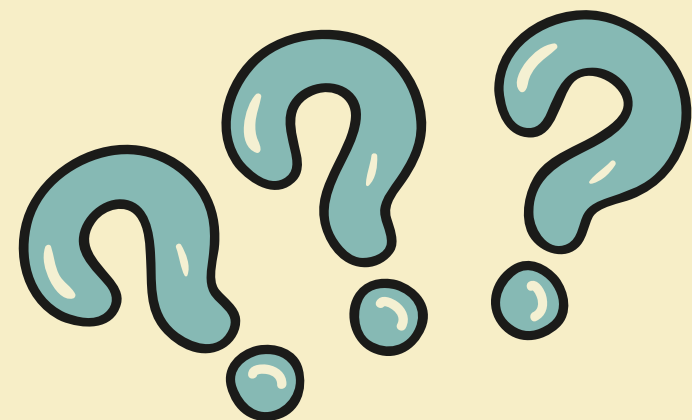
A reflective look at inclusion through
two different experiences within the education system,
in the same room.





WHAT IS

INCLUSION



MY FAMILY



wally



kenzie





Side by Side = Equal Opportunity

Side by Side = Equal Opportunity
+
Equitable Supports



wally

kenzie



Equal Opportunity + Equitable Supports



Side By Side

=

Equal Opportunity

AND

**Equity of Supports to
access those
opportunities**



LET'S DISCUSS:

Chat with the person next to you about one of the following questions that resonates with you...

1. What does side by side mean to you?

2. What do you hope side-by-side looks like in your classroom?

3. What will you need to cultivate to make side-by-side achievable?

LET'S TALK ABOUT SCHOOL!



Wally

Loves to be in charge!



Art + Science



Baseball + Skateboarding



Outspoken!

Great Friend



Kenzie

Down syndrome + Autism



Non - speaking



**Needs accessible
curriculum**



**ASL + visual supports
needed**



**Needs help with self-skills
and making friends**



Wally

WHAT DO YOU NOTICE?

Kenzie



Loves to be in charge!

Art + Science

Baseball + Skateboarding

Outspoken!

Great Friend

Down syndrome + Autism

Non - speaking

Needs accessible
curriculum

ASL + visual supports
needed

Needs help with self skills
and making friends



IN OUR EXPERIENCE OF INCLUSION WITHIN THE
EDUCATIONAL SYSTEM, IT'S HER
DEFICITS
THAT ARE VALUED.

IT'S HER DEFICITS THAT GAIN HER
ACCESS





SIDE BY SIDE AT HOME

Equality in opportunities + Equity of supports

Community

Anticiapted supports

Celebration and belonging



SIDE BY SIDE IN EDUCATION

Standardize Norms + Deficits

Separation

Lack of resources

Assuming incompetence

**FIRST DAY OF
SCHOOL
FOR
*Wally***



**FIRST DAY OF
SCHOOL
FOR
*Kenzie***



WHILE WALLY LEARNS, KENZIE WAITS.

She waits for her support to be organized.

She waits for the team to understand her.

She waits for someone to explain the schedule.

She waits for her team to use her AAC device.

She waits to be taken to the bathroom.

She waits to be invited to play.

She waits for lessons and activities to be made accessible.

she waits for mindsets to shift.

**SHE DESERVES TO HAVE
EQUITY
ALONGSIDE HER EQUALITY.**



THE SCHOOL'S VERSION OF SIDE BY SIDE

“She was in the room.”

=

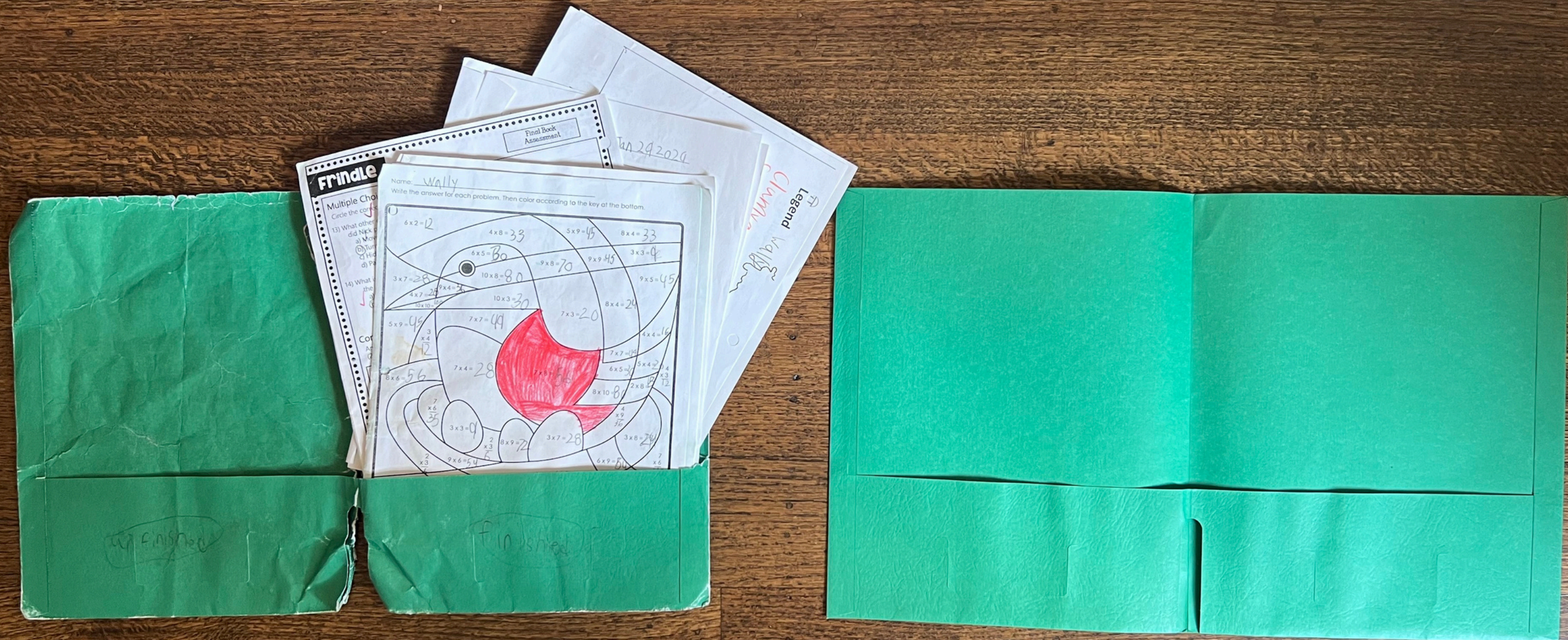
INCLUSION

THE SCHOOL'S VERSION OF SIDE BY SIDE

SIDE BY SIDE = INCLUSION

	<i>Wally</i>	<i>Kenzie</i>
Classroom	✓	✓
Opportunities	✓	
Valued	✓	
Accessible Learning	✓	
Potential	✓	

"THERE IS NO EVIDENCE OF HER LEARNING, BECAUSE
THERE WAS NO BELIEF SHE COULD LEARN"



LET'S THINK ABOUT:

Chat with the person beside you and discuss
one or more of the following questions

1. Why do you think Disability is viewed through a deficit lens?
2. Why is there an assumption that students with disabilities can't access learning or grade-level curriculum, especially as they get older?
3. How could you challenge mindsets in a way that shows Disability allyship?

**“WHEN THE CONDITIONS ARE RIGHT,
EVERYONE CAN BE SUCCESSFUL.”**

QUESTION

What conditions does Kenzie need to be successful?



QUESTION

What conditions does Kenzie need to be successful?

What **conditions** do classrooms and teachers need to better understand what **inclusion** means, and what makes it **meaningful**?

**FIVE CONDITIONS OF INCLUSION
FOR STUDENTS WITH INTELLECTUAL AND
DEVELOPMENTAL DISABILITIES.**

Place

Presuming Competence

Peers

Purpose

Planning

FIVE CONDITIONS OF INCLUSION FOR STUDENTS WITH INTELLECTUAL AND DEVELOPMENTAL DISABILITIES.

Place

Presuming Competence

Peers

Purpose

Planning

**SHE HAS NEVER
EXPERIENCED
ALL FIVE OF THESE
CONDITIONS
IN ONE CLASSROOM
AT THE SAME TIME.**



CONDITION ONE.

1. IMPORTANCE OF PLACE



CONDITION ONE.

1. IMPORTANCE OF PLACE

Old Mindset

same task
same tools
same outcome

New Mindset

differences noticed,
valued,
supported
and INCLUDED in
opportunities.

CONDITION ONE.

1. IMPORTANCE OF PLACE



If given the opportunity to participate in a **PLACE** where everyone presumes what Kenzie creates is valuable, *Kenzie will create valuable things every day.*

LETS DISCUSS:

Chat with the person next to you about one of the following questions that resonates with you...

1. What is the difference between place and location?
2. Where in your life do you feel you can truly be yourself?
3. What would you need in the classroom to find that same ability to truly be yourself?

CONDITION TWO.

2. PRESUMED COMPETENCE

Presuming competence is
believing that everyone
can learn.

That every person can find
meaning in any context.



CONDITION TWO.

2. PRESUMED COMPETENCE

Barrier

=

The mindset that, because of her disability,

Kenzie couldn't succeed at playing soccer.

Result = She didn't get to play



CONDITION TWO.

2. PRESUMED COMPETENCE



CONDITION TWO. PRESUMED COMPETENCE

Inclusion

=

Presumed competence gave
Kenzie access to play in a way
that was meaningful to her.

Result = She Played.

This is soccer, too



This is soccer

TELL ME

Why do you think presuming competence of each student in your class matters?

CONDITION THREE.

3. PEERS

What are the roles of peers
and adults in fostering
belonging for everyone in a
community?



CONDITION THREE.

3. PEERS



CONDITION THREE.

PEERS

Often, we adults overlook how tremendous the positive impact of a peer can be for any child quietly looking for support in a system that doesn't fit them.



LET'S DISCUSS:

Chat with the person next to you about one of the following questions that resonates with you...

1. What roles do you see peers having in inclusive classrooms?
2. How could the role of adults (both teachers and support staff) support - or *inhibit* - peer connection?
3. What questions could you ask to advocate for more shared experiences for all students in your school?

CONDITION FOUR.

4. PURPOSE

The difference between
existing in a place,
and belonging.



CONDITION THREE.

4. PURPOSE



Kenzie!

CONDITION THREE.

4. PURPOSE

Existing

She was in the room.

vs.

Belonging

She contributed to the success in her own unique way

Kenzie

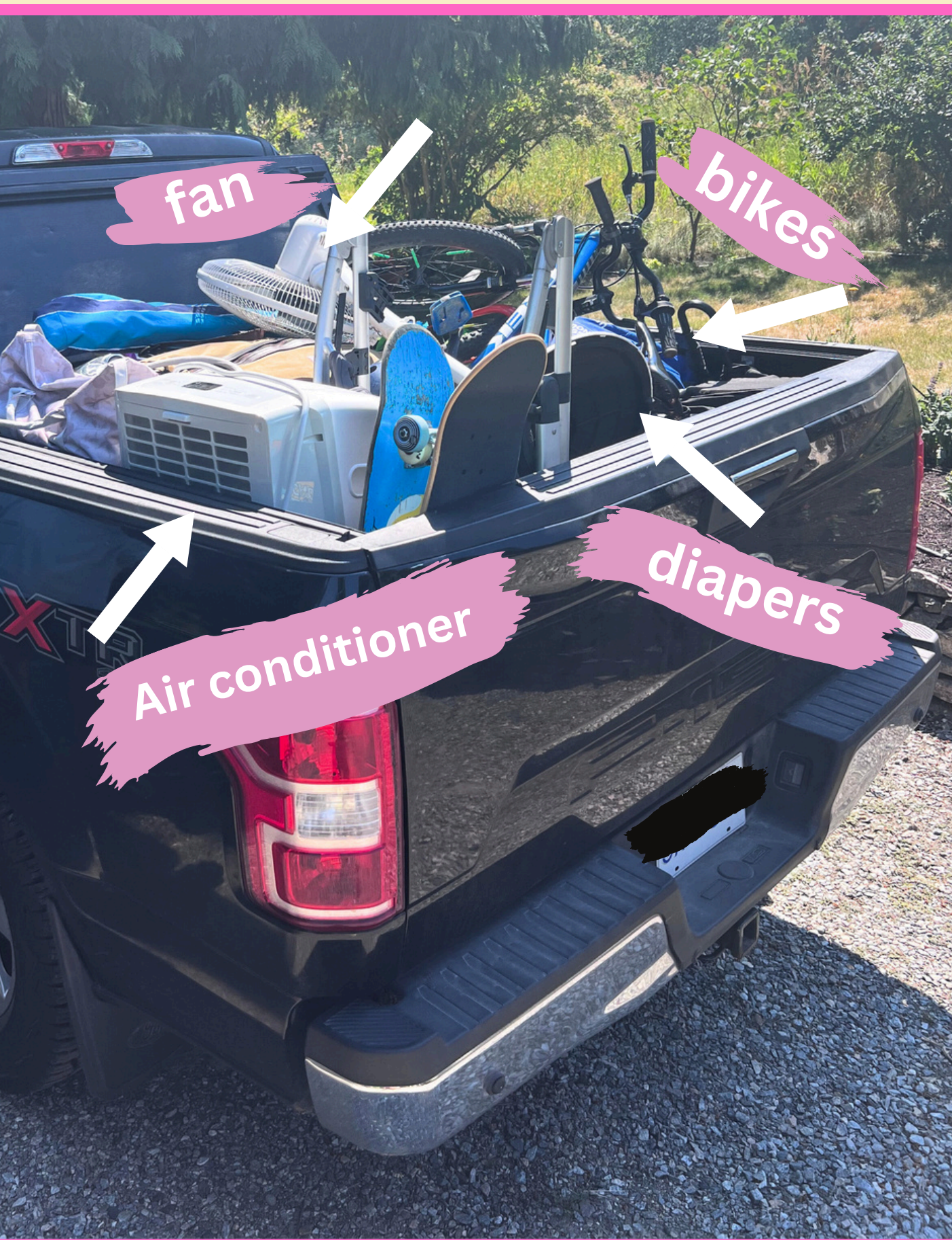


Wally

LET'S DISCUSS:

Chat with the person next to you about one of the following questions that resonates with you...

1. What resources will you need to advocate for, as a classroom teacher or support, to create a place that feels purposeful to all kids?
2. Why is it important for peers to see each other succeed?
3. What can you do to ensure every student is met with acceptance and valued for their individual strengths?



CONDITION FIVE.

5. PLANNED FOR

Thinking of everyone from the start





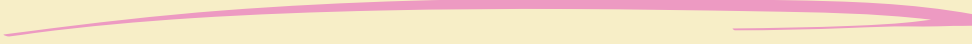
MY BIGGEST FAN

CONDITION FIVE. 5. PLANNED FOR

I planned for her
success before we
arrived.

PACK THE CAR!!!

**SCHOOLS AND CLASSROOMS MUST
PACK THE CAR WITH WHAT
ALL STUDENTS NEED TO LEARN,
TOGETHER.**



WHAT IS INCLUSION



EQUAL OPPORTUNITY FOR SUCCESS

+

EQUITABLE SUPPORTS
TO REACH IT

PACK THE CAR!!!



PACK THE CAR!!!

Don't wait for a student
to get left behind
before implementing
supports



FIVE CONDITIONS OF INCLUSION

Place

Presuming Competence

Peers

Purpose

Planning



‘We can’t wait, we have what you need, already.’

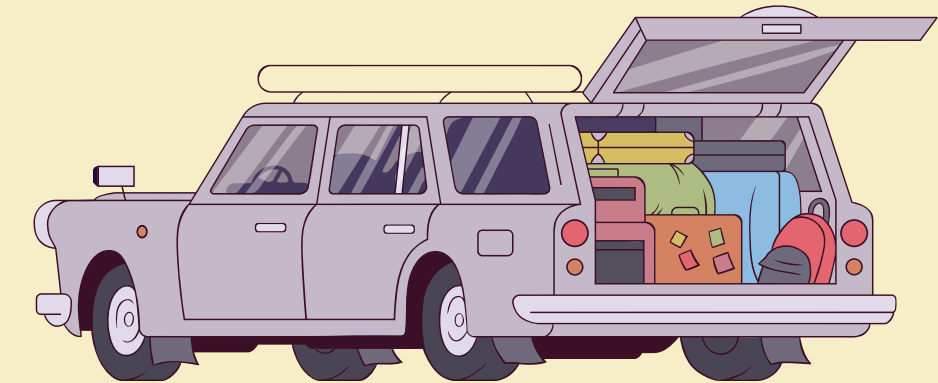


**“WE BELIEVE IF KENZIE NEEDS THIS
PLACE
FOR SUPPORT
SHE DESERVES TO HAVE
PEERS
ALONGSIDE HER, TOO.”**

**" TELL US,
WHAT
MAKES
KENZIE FEEL
JOY? "**



PACK THE CAR



- Presuming Kenzie's competence
- Believing in her Potential
- Placing her + peers, together
- Shared experiences
- Purposful goals connected to **JOY**
- Planning for Kenzie before she arrives

**THE SAME DISTRICT,
THE SAME RESOURCES,
THE SAME NEIGHBOURHOOD.**

**HOW COULD THESE EXPERIENCES BE SO
DRASTICALLY DIFFERENT?**

**THE SAME DISTRICT,
THE SAME RESOURCES,
THE SAME NEIGHBOURHOOD.**

**HOW COULD THESE EXPERIENCES BE SO
DRASTICALLY DIFFERENT?**

DIFFERENT MINDSET.

Wally & Kenzie Side by Side

+

Our Family & School Side by Side

=

PERFECT CONDITIONS FOR
OUR JOINT SUCCESS OF
INCLUSION



SIDE BY SIDE

EQUAL OPPORTUNITY

EQUITABLE SUPPORTS

UNWAVERING MINDSET + BELIEF

THAT IT IS POSSIBLE

THIS IS INCLUSION

KATIE
JAMESON

DISABILITY PARENT PERSPECTIVE

THANK YOU

LET'S CONNECT



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more stories here: [@katie__jameson](https://www.instagram.com/katie__jameson)