

# Inclusive Education Learning Portfolio

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## ABC Person First Language Poem

### ABC Person First Language Poem

Ashley has a mental health condition.  
Bailey has a psychiatric disability.  
Cathy lives with a seizure Disorder.  
Dylan loves carrying keys, he lives with Fetal Alcohol Syndrome.  
Elmira is deaf and loves to sign.  
Fran with cerebral palsy.  
Gary has dyslexia and is currently receiving extra support.  
Henry has autism.  
Ijeoma is of a short stature.  
Jaime is hard of hearing in her left ear.  
Ken is a great photographer and lives with visual impairment.  
Leah has an intellectual disability.  
Maya lives with post-traumatic stress disorder.  
Norah has attention deficit hyperactivity disorder.  
Oliver lives with cancer, you can't tell but need to know his care plan.  
People without a disability.  
Quinn has chronic pain and at times needs to leave the classroom.  
Ryan's grandson who has Down's Syndrome.  
Sara who uses a wheelchair.  
Tara uses a communication device.  
Umar is being assessed for bipolar disorder.  
Verna makes use of an accessible parking spot.  
Wesley was in a serious car accident and lives with a brain injury.  
Xavier lives with Asperger Syndrome.  
Yasmin has an anxiety disorder.  
Zoe has dyscalculia, she struggles to understand numbers.

## Artifact One Artist Statement

This ABC Person First Language acrostic poem reflects how important it is to use person-first language when referring to the exceptionalities that individuals have. Person first language is essential with children and adults, when referring to people in a community, a group of people, or speaking about someone who is important to another (i.e., a grandchild). I chose to represent the importance of person-first language through this ABC acrostic poem to help me visualize the extent of how many places person-first language can be used, should be used and can be modeled to others. I completed this poem while reflecting on the people I have had the privilege to know and work alongside in my life. Their names are not used in the poem, but their presence and all they have taught me was held closely as I considered person-first language and sought to include and reflect on various exceptionalities. My reflections included considering the areas where I have succeeded in using person-first language and the areas where I could have been more intentional. I am grateful for each individual in my life that has been significant in my arriving at where I am today.

## Artifact One Reflection

**Competency:** *Teachers should have the ability to model and describe Person First language when referring to students with exceptionalities.*

In my learning about the person-first language, I found myself having moments of emotion as I imagined people being commonly defined by their exceptionality rather than by who they are and what they have to offer and bring to the world. I read different blog articles about person-first language and re-read the Carol Russell article with self-assessment, "How Are Your Person First Skills?" I completed the self-assessment within the article and scored 62, which is defined as "you're an expert." This surprised me, as I have not encountered the term "person-first language" before this course. I have been intentional about honouring the people I meet and work alongside, no matter who they are and what they are bringing to a group or a relationship. I am aware and conscious of how people respond to specific comments. From that place, I adapt and shift the language I am using.

Spending time with materials about person-first language has led me to commit to being intentional about using person-first language in every interaction I have with people. I also commit to teaching this to future students through the use of story, role-play, modeling, and at times correction. Using person-first language in the staffroom, documentation, and larger society is essential for changing how the world interacts with others and refers to others.

It was helpful to consider how I introduce people who do not live with exceptionalities. From that place, I can begin to be intentional about introducing

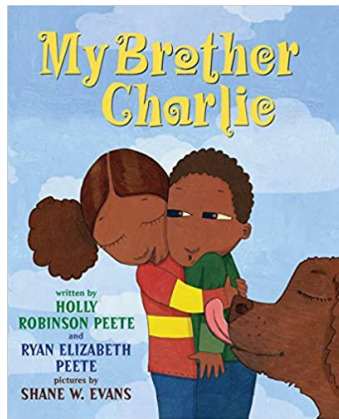
every person in this form. Introducing by name, highlighting who they are and what they bring to the classroom, their strengths, accomplishments, where they are from, etc. I hope that when I am speaking with an Education Assistant or a Teacher On Call about a student with an exceptionality or disability, I will first share about the students' strengths and passions before focusing on their exceptionalities and limitations.

This acrostic poem took me back to moments in my life when I have been defined based on my family structure and background or my shyness and hesitancy in many settings. It wasn't until I moved and entered into opportunities that I hadn't had before that I began to create an identity that wasn't defined as who the community knew me from my family and childhood experiences and behaviours. This transition in my life was significant in me becoming who I am today. It is important to me that I use person-first language to honour each person for who they are and who they are becoming.

The opportunity to reflect on the person-first language and incorporate it more intentionally into my life has given me the confidence and tools I need for ongoing practice and learning.

## Children's Picture Books about Neurodiversity and Exceptionalities

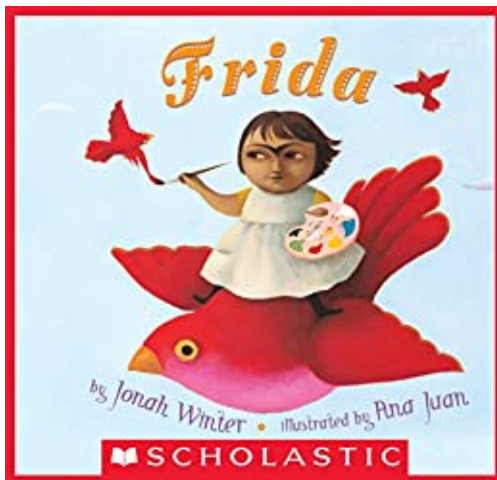
*\*book descriptions and cover images from amazon.ca*



### **My Brother Charlie**

by Ryan Elizabeth Peete & Holly Robinson Peete

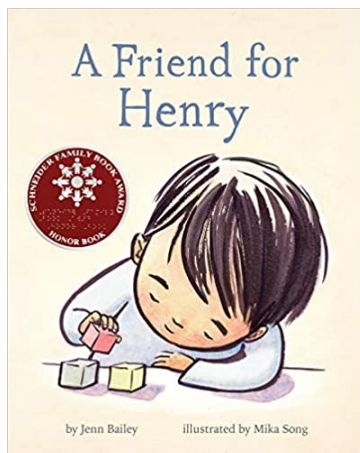
A story about a boy who is autistic. "Charlie has autism. His brain works in a special way. It's harder for him to make friends. Or show his true feelings. Or stay safe." But as his big sister tells us, for everything that Charlie can't do well, there are plenty more things that he's good at.



### **Frida**

by Jonah Jonah

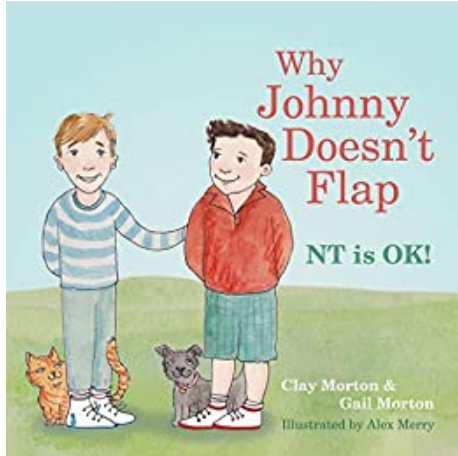
When her mother was worn out from caring for her five sisters, her father gave her lessons in brushwork and color. When polio kept her bedridden for nine months, drawing saved her from boredom. When a bus accident left her in unimaginable agony, her paintings expressed her pain and depression - and eventually, her joys and her loves. Over and over again, Frida Kahlo turned the challenges of her life into art.



### **A Friend for Henry**

by Jenn Bailey

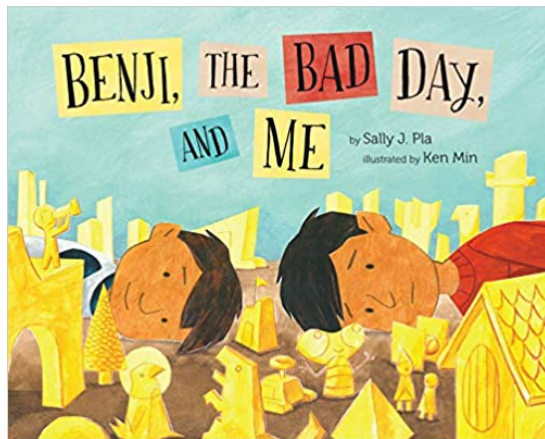
Henry has been on the lookout for a friend. A friend who shares. A friend who listens. Maybe even a friend who likes things to stay the same and all in order, as Henry does. But on a day full of *too close* and *too loud*, when nothing seems to go right, will Henry ever find a friend-or will a friend find him? With insight and warmth, this heartfelt story from the perspective of a boy on the autism spectrum celebrates the everyday magic of friendship.



**Why Johnny Doesn't Flap**  
by Clay Morton & Gail Morton

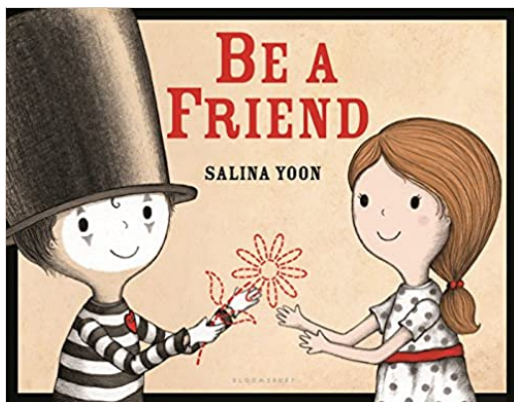
Johnny is different. He is never exactly on time, he can't seem to stick to a routine and he often speaks in cryptic idioms. Johnny is neurotypical, but that's ok.

A picture book with a difference, *Why Johnny Doesn't Flap* turns the tables on common depictions of neurological difference by drolly revealing how people who are not on the autistic spectrum are perceived by those who are. The autistic narrator's bafflement at his neurotypical friend's quirks shows that 'normal' is simply a matter of perspective.



**Benji, the Bad Day and Me**  
by Sally Pla

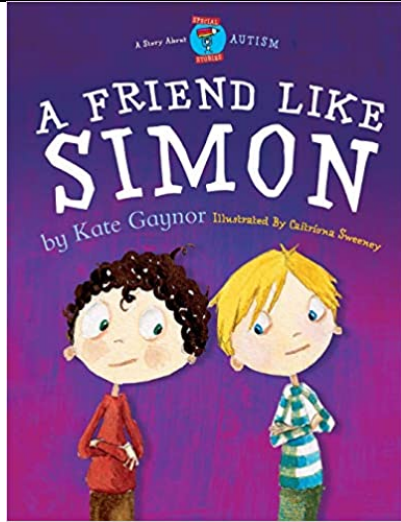
Nothing seems to be going right for Sammy today. At school, he got in trouble for kicking a fence, then the cafeteria ran out of pizza for lunch. After he walks home in the pouring rain, he finds his autistic little brother Benji is having a bad day too. On days like this, Benji has a special play—box where he goes to feel cozy and safe. Sammy doesn't have a special place, and he's convinced no one cares how he feels, or even notices him. But somebody is noticing, and may just have an idea on how to make Sammy feel better.



**Be a Friend**  
by Salina Yoon

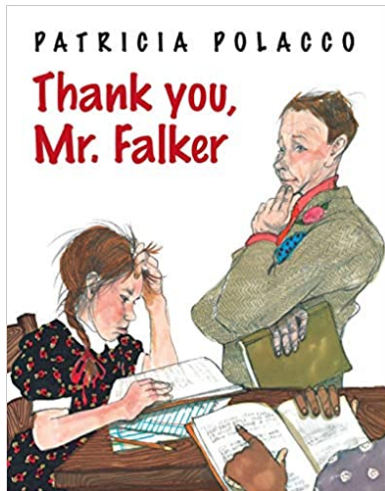
Dennis is an ordinary boy who expresses himself in extraordinary ways. Some children do show-and-tell. Dennis mimes his. Some children climb trees. Dennis is happy to BE a tree . . . But being a mime can be lonely. It isn't until Dennis meets a girl named Joy that he discovers the power of friendship--and how special he truly is!





**A Friend Like Simon**  
by Kate Gaynor

This is a special education children's picture book that introduces autism. When an autistic child joins a mainstream school, many children can find it difficult to understand and cope with a student that is somewhat 'different' to them. This story encourages other children to be mindful and patient of the differences that exist and to also appreciate the positive contribution that an autistic child can make to the group.



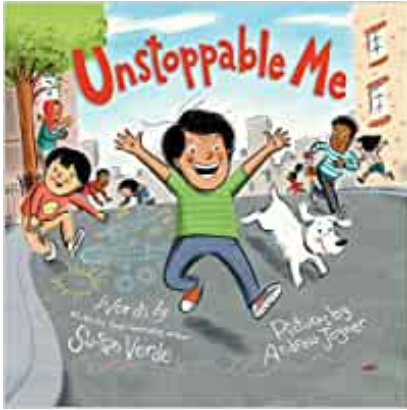
**Thank You Mr. Falker**  
by Patricia Polacco

Patricia Polacco is now one of America's most loved children's book creators, but once upon a time, she was a little girl named Trisha starting school. Trisha could paint and draw beautifully, but when she looked at words on a page, all she could see was jumble. It took a very special teacher to recognize little Trisha's dyslexia: Mr. Falker, who encouraged her to overcome her reading disability. Patricia Polacco will never forget him, and neither will we.



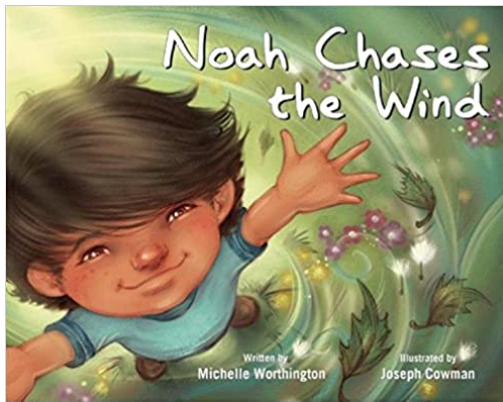
**The Girl Who Thought in Pictures**  
by Julia Finley Mosca

When young Temple was diagnosed with autism, no one expected her to talk, let alone become one of the most powerful voices in modern science. Yet, the determined visual thinker did just that. Her unique mind allowed her to connect with animals in a special way, helping her invent groundbreaking improvements for farms around the globe!



**Unstoppable Me**  
by Susan Verde

*Unstoppable Me* is about the sort of energetic child we all know and love — full of fun and play...and a bit exhausting! In this book, we see an unstoppable little boy, run, jump, and soar through his day. He takes a little time to refuel, then he's back at it—zooming and zipping around. A poetic and joyful book about the celebration of an active child.



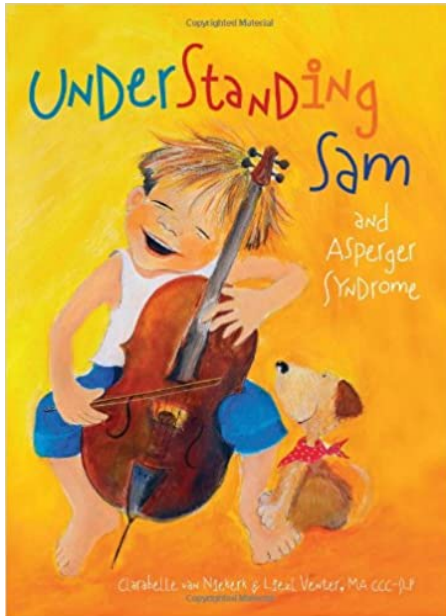
**Noah Chases the Wind**  
by Michelle Worthington

Noah knew he was different. He could see things that others couldn't, like the patterns in the dust that floated down on sunbeams. Noah sees, hears, feels, and thinks in ways that other people don't always understand, and he asks a lot of questions along the way. Noah loves science, especially the weather. His books usually provide him with the answers he needs, until one day, there's one question they don't answer where does the wind go Filled with rich, sweeping illustrations, this picture book celebrates the inquisitive nature of all children, including those on the autism spectrum.



**The Masterpiece**  
by Jay Miletsky

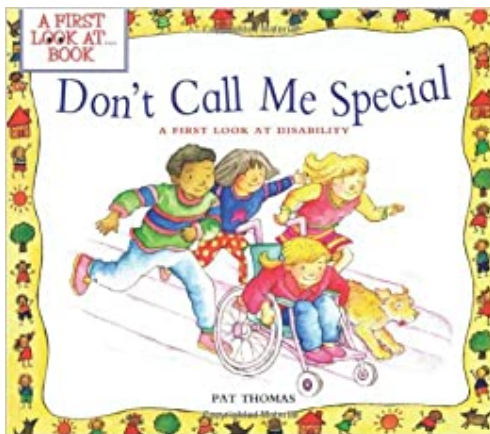
In this story, an initiative of REED Foundation for Autism, young readers are introduced to some of the behavioral differences in their peers with autism. Without ever mentioning any particular challenge or disability by name, this story helps children recognize and understand what autism is, and impress upon them the importance of showing kindness to those who are different, wrapped into a fun story with lighthearted, engaging characters.



## **Understanding Sam and Asperger Syndrome**

By Clarabelle van Niekerk

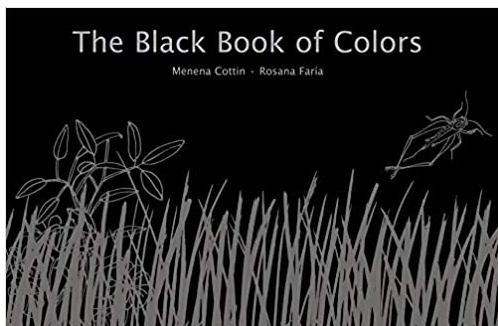
Answering the question *Why is Sam different?*, this heartwarming story tells of the challenges of living with Asperger Syndrome, a form of autism. This firsthand view of the life of an undiagnosed child presents behaviors and characteristics that are common among children with this disorder. Sam doesn't like his pancakes to touch, his sister is annoyed with his repetitive song, and his new coat hurts his skin, but once he is diagnosed, teamwork-based support helps Sam's life become a little easier. With endearing illustrations, the book includes 10 helpful tips geared toward children, showing them how to respect and accept differences as well as to interact with a classmate or friend with Asperger Syndrome.



## **Don't Call Me Special: A First Look at Disability**

by Pat Thomas

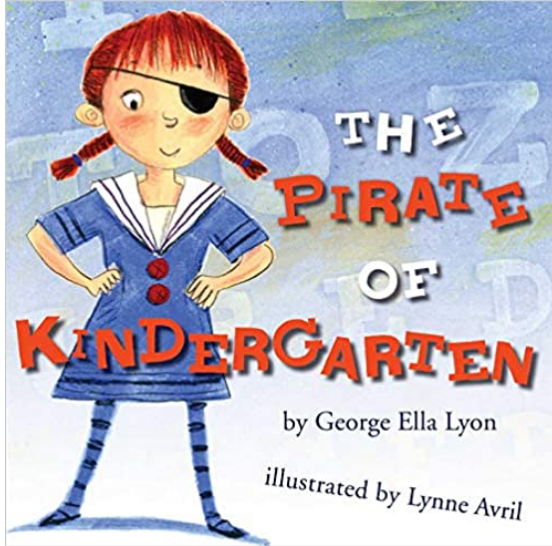
This unique picture book explores questions and concerns about physical disabilities in a simple and reassuring way. Younger children can find out about individual disabilities, special equipment that is available to help the disabled, and how people of all ages can deal with disabilities and live happy and full lives.



## **The Black Book of Colors**

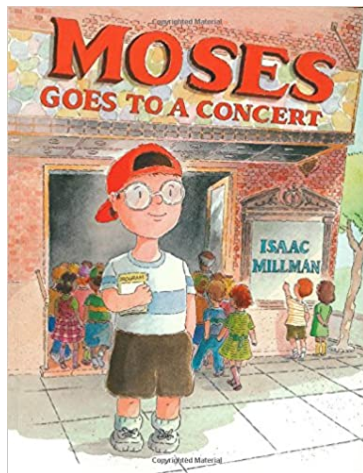
by Menena Cottin

Living with the use of one's eyes can make imagining blindness difficult, but this innovative title invites readers to imagine living without sight through remarkable illustrations done with raised lines and descriptions of colors based on imagery. Braille letters accompany the illustrations.



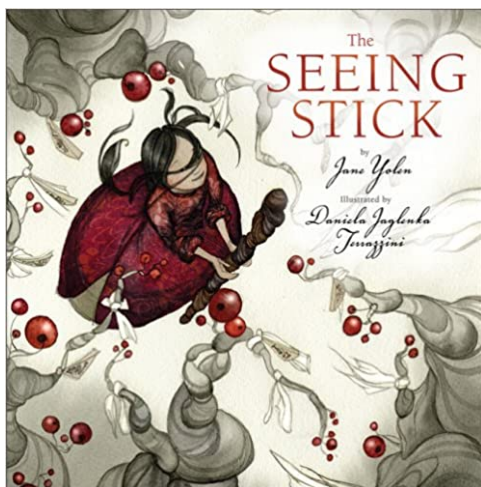
**The Pirate of Kindergarten**  
By George Ella Lyon

Doubles are good for lots of things—double scoops of ice cream, double features at the movies. But double vision is NOT a good kind of double. In fact, it can make kindergarten kind of hard. Ginny sees double chairs at reading circle and double words in her books. She knows that only half of what she sees is real, but which half? The solution to her problem is wondrously simple: an eye patch! Ginny becomes the pirate of kindergarten. With the help of her pirate patch, Ginny can read, run, and even snip her scissors with double the speed!



**Moses Goes to a Concert**  
by Isaac Millman

Moses and his school friends are deaf, but like most children, they have a lot to say. They communicate in American Sign Language, using visual signs and facial expressions. This is called signing. And even though they can't hear, they can enjoy many activities through their other senses. Today, Moses and his classmates are going to a concert. Their teacher, Mr. Samuels, has two surprises in store for them, to make this particular concert a special event.



**The Seeing Stick**  
By Jane Yolen

Hwei Min, the only daughter of the emperor of China, has been blind since birth. Her father offers a reward to anyone who can find a cure for the little girl. It seems that no one from magicians to physicians can help her. Then, one day a wise old man with a mysterious seeing stick visits the princess. Will he be able to teach Hwei Min that there is more than one way to see the world?



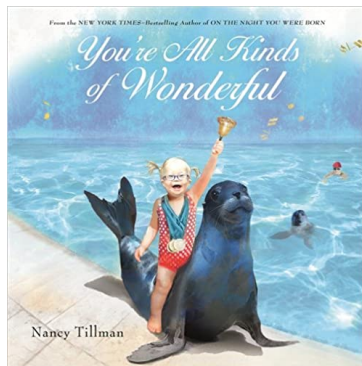
**My Friend Has Down Syndrome**  
By Kaitlyn Duling

Beginning readers are introduced to different characters who have Down syndrome, how Down syndrome may affect their actions, and how we can be good friends to people with this condition.



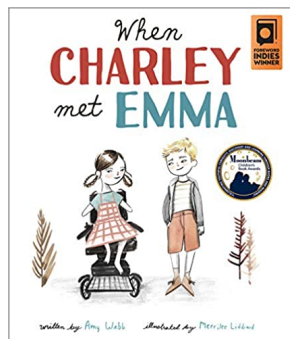
**Susan Laughs**  
By Jeanne Willis

Told in rhyme, this story follows Susan through a series of familiar activities. She swims with her father, works hard in school, plays with her friends -- and even rides a horse. Lively, thoughtfully drawn illustrations reveal a portrait of a busy, happy little girl with whom younger readers will identify. Not until the end of the story is it revealed that Susan uses a wheelchair.



**You're All Kinds of Wonderful**  
By Nancy Tillman

Part of growing up is discovering—and embracing—what makes us unique. From different abilities to different personalities, we are all wonderfully made with our own bells and whistles.



**When Charley Met Emma**  
By Amy Webb

When Charley goes to the playground and sees Emma, a girl with limb differences who gets around in a wheelchair, he doesn't know how to react at first. But after he and Emma start talking, he learns that different isn't bad, sad, or strange--different is just different, and different is great!

## Artifact Two Reflection

**Competency:** *Teachers will be able to share in their classrooms a variety of age appropriate language arts materials that reflect diverse exceptionalities.*

Throughout the Bachelor of Education program, it has become clear that when we teach about the diversity of individuals, families, cultures, and communities at a young age, students are more equipped and prepared to welcome all they meet. My focus in this practice of diversifying the literature I share with students has been connected to including Indigenous Peoples (specifically books written and illustrated by Indigenous Peoples), diverse family structures (including single-parent homes and same-gender couples), and a variety of cultures and shades of skin colour.

Through the Inclusive Education course, I realized that it is essential to expand my diverse selection of books to include books that show neurodiversity and various exceptionalities. Books that show observable and "hidden" exceptionalities highlighting that we are all wonderfully and uniquely made with our personalities, strengths, and interests. I set off to read and learn about the children's picture books that have been published that fit these categories. I spent time in the public library, in the local bookstore, watching recorded videos of books online, and read about books that I found listed on the Internet when I couldn't see a local copy. I was pleasantly surprised to learn that many books for students fall into these categories; I narrowed my research to children's picture books focusing on the primary grades.

The visual library I have created as my second artifact shows twenty-two books that I hope to incorporate into my future classrooms. This is only a small selection of books, the diversity of literature opportunities is vast, and I believe it needs to be commonplace in our primary classrooms. Books about feelings and Emotional IQ could be another list on its own; few of these are included on my list for this artifact.

When children are exposed to all people's diversity, they are more likely to be comfortable with those they meet who have behaviours and exceptionalities that are not like what they see most regularly. In my reviewing of the children's books for this artifact, I realized that the selection of books I share with a group of students should not be determined based on who is in the classroom but be as diverse as I can make it to be. When students can learn about the diversity of people in our community and the larger world, they are more prepared to be adults in society who are inclusive and welcoming in their families, communities, and employment places.

As an Educator, I am responsible to my students to share a diverse selection of books so they can see, learn, and wonder about the people around them who they may one day meet. This may equip them to know that each of our uniqueness is a gift to the world. Literature opens many doors and windows for learning; this selection of books most certainly offers that extension of learning for students.

## Learning on Neurodiversity

# Learning on Neurodiversity

{ Notes from the “Leading the Implementation of  
Neurodiverse Practice in the Classroom and School”  
Webinar presented by: Yvonne Bristow and Chris Sands,  
Toronto School District Board Members

PowerPoint of Learning's and notes by Melissa Green

A PowerPoint presentation of notes and learning's from a webinar can be viewed at:  
[https://drive.google.com/file/d/15S9UTrDn1PLSDrcJI6V\\_u7iAChrru0rA/view?usp=sharing](https://drive.google.com/file/d/15S9UTrDn1PLSDrcJI6V_u7iAChrru0rA/view?usp=sharing)

(Or click on the image above)



## Artifact Three Reflection

**Competency:** Teachers should attend to their needs for continual professional growth by attending webinars, podcasts, and relevant in-service sessions.

Early on in the Inclusive Education class, I was exposed to the word “neurodiversity.” While I have encountered this term in previous courses, it was not until this course that I learned the importance of the term and needed to create time and intention to learn more. Over the semester, I have engaged in a few learning opportunities connected to Neurodiversity, including:

- Listening to the Podcast: “How to Talk to Kids about the Gifts and Challenges of Neurodiversity” with Debbie Reber.
- Watching the recording of the Webinar, “Leading the Implementation of Neurodiverse Practice in the Classroom and School,” with Yvonne Bristow and Chris Sands.
- Started to read the book “The Power of Neurodiversity: Unleashing the advantages of your differently wired brain” by Thomas Armstrong.

From these learning opportunities, I have been inspired to be intentional about learning the strengths and gifts of each student and creating space for students to show their learning and knowledge in a form that meets the strengths they have. This will require a shift from always teaching in my preferred ways and

through my preferred activities and allowing for differentiated instruction and differentiated expressions of learning and assessment.

The additional shift in my teaching will be to empower, equip, and encourage students to communicate their preferences, wants, and needs and journey with them as they explore and engage in their preferred way of expressing their learning. The balance with this, I imagine, will be to challenge the low or current expectations for and with students while honouring the needs they each uniquely have.

Neurodiversity is about honouring that each of us has a unique brain and mind while being an inclusive classroom offers a learning experience rooted in success for neurodiverse students. Supporting students in learning and expressing their understanding in ways that match their strengths gives each student an equal opportunity to succeed.

I feel like I have just started my learning about Neurodiversity and Neurodiversity in the classroom; the next steps for my learning include:

- Reading: Neurodiversity: Discovering the Extraordinary Gifts of Autism, ADHD, Dyslexia, and Other Brain Differences -Thomas Armstrong
- Visiting this website: ASCD Neurodiversity” <https://goo.gl/3s2AvQ>
- Reading: Neurodiversity in the Classroom by Thomas Armstrong

It is my hope to create and teach in a classroom that honours the diversity, strengths and gifts of each student that enters through the door. Learning about Neurodiversity is supporting me in reaching that goal.

## Indigenizing Classroom Space and Teaching



A video of reflections and examples about Indigenizing Classroom Space and Teaching can be viewed by clicking on the above image or by visiting this hyperlink: <https://youtu.be/aJWm3VWRd6Q>

## Artifact Four Reflection

**Competency:** Teachers will be able to include evidence of Indigenizing lesson plans.

The Indigenizing of lesson plans, and even more broadly, of the classroom space has been exciting for me through this program. In my previous career and volunteering, I have been honored to have had the opportunity to welcome Elders and storytellers into different workshop and education experiences that I have planned and implemented. I have also sat in leadership circles with Indigenous Elders within the Anglican Church of Canada to support Indigenous peoples' spiritual journey to self-determination. This work has transformed who I am, how I see and reflect on the world, and many pieces of my teaching practice.

Starting the Bachelor of Education program when the Indigenization of the BC curriculum is at the forefront for Educators was both exciting and challenging for me. I have come to a place where I can clearly understand the importance of Indigenizing my teaching and classroom space. This is not only important for the Indigenous students in my classroom but all students. Through the Indigenization of the curriculum, reconciliation can begin, and all peoples' diversity and all knowledge can be honoured.

Students, and therefore the connected community, will benefit from the opportunities of learning together, Indigenous and non-Indigenous peoples, in the hopes of future generations moving forward and our world being transformed. We cannot rush this work. By Indigenizing our classrooms and teaching, we are not only

offering holistic teaching and learning opportunities, but by infusing it into our daily teaching, we are providing the time to learn, listen, and engage with Indigenous content areas. The Indigenization of every piece of our education allows for a more holistic learning experience. I hope that one day our curriculum and teaching may be at a place where there is no need for separate Indigenous support staff or learning rooms because each of our spaces and all of our teaching honours the history and contributions of our Indigenous communities and peoples. I hope that our classrooms may be a place where Indigenous and non-Indigenous students feel honoured, respected, and can see themselves reflected in their learning.

I find that the more I Indigenize my teaching, the more natural it becomes. I find that students are receptive, curious, and eager to learn and experience Indigenous stories, culture, and language. I find that both students and teachers learn in incredible ways when teaching is taken outside the classroom and into nature. Taking the time to Indigenize my teaching has positively impacted my experience as a future Educator. I hope that I will have opportunities for further learning and engagement in this area of my teaching; I know that I have a lot more to learn and experience.

## Interview with a Parent of a Child who lives with an Exceptionality

*I completed this interview with the mom of a child who I know through my work with the Children and Family Life Ministry at St. Paul's Anglican Cathedral. It has been an honour to get to know them over the years and through this interview process I learned even more about their life.*

### **Can you please tell me about your child's diagnosis?**

My daughter was born with Down Syndrome.

### **When were you made aware of your child's diagnosis?**

I was made aware of her diagnosis two weeks after she was born prematurely in BC Children's Hospital.

### **What were your main concerns or fears when you received the diagnosis?**

That she wouldn't fall in love and know what that felt like.

### **Did you access any early intervention services? If so, what services and were they helpful? What were they able to support you with?**

Yes the most wonderful outcome for babies born with special needs is that there is a lot of community support available especially in Kamloops and other big cities. I accessed the early intervention program through Children's Family and Therapy Resource Center. They provided at home check-ins, baby massage classes, physiotherapy, speech and language, and occupational therapy. They were able to support me by being able to access the services when appropriate for my daughter's milestones.

### **What current supports/interventions does your child receive to support her success, in or out of school?**

In school this year she switched schools and is in a district resource room and things are going really well for her. She has access to the services mentioned above for therapy as needed, as a team we are focusing on her speech. She can sign and she has an AAC device but we are focused on getting her to verbally communicate as well.

### **Can you share with me your child's journey through the education system thus far?**

It has been a slow process of having school staff and family work cohesively together toward the goal of supporting my daughter to help her reach her optimal potential in her learning, but now that she is in a classroom that is built specifically around supporting students with diverse abilities I am looking forward to her future years in school.

### **Does your child have any social groups that she attends? (*Acknowledging that this may be been affected by the current pandemic restrictions.*)**

No not at the moment. She was attending a social group for girls but everything went online and she doesn't have the attention span to sit through long zoom meetings. She was also part of Special Olympics where she participated in rhythmic gymnastics once a week.

### **Is there any advice that you would give to parents/families with newly diagnosed children?**

Definitely utilize the services available in their communities for early intervention. I have been so very fortunate to have had such incredible support and build meaningful relationships with individuals in the community that have surrounded my daughter.

**Is there any advice that you would give teachers who have students with a similar exceptionality in their classrooms?**

I would advise a new teacher to educate themselves about a student that they know is coming into their classroom with information on the diagnosis itself and to constantly strive to build on the social skills surrounding the particular student with their peers so that there isn't so much dependence on the adults all of the time.

**What do you envision for your child's future?**

I envision her to get a job and live semi independently. I can see myself having a suite in my basement that could be hers and possibly a live-in roommate that can support her when she needs it. I hope she will be able to take the bus by herself within a certain distance. Be able to hang out with friends as she chooses and to fall in love and hopefully get married. The sky's the limit for any individual with diverse abilities.

**How has your child enriched your life?**

My daughter has completely changed my life and lit a fire within me on advocating for individuals with special needs as they need to have many voices speaking up for them and their rights. I feel so blessed and very lucky that I was chosen to be my daughter's mom, I wouldn't have it any other way!

## Consent Form

*Image remove for privacy – was submitted with the final project to TRU.*



## Artifact Five Reflection

**Competency:** Teacher will demonstrate a knowledge of, and the ability to acquire and use specialized and adapted materials and equipment for students with exceptionalities.

This interview with the parent of a child who lives with Down Syndrome was more meaningful and informative than I anticipated in going into this. I learned more about this young person and her journey and her mom's journey, but I also learned a lot that I will take with me as a Future Educator. Due to the current pandemic, I have not been in regular contact with this family for some time. I was happy to learn of the recent change in this child's education and the success that has come with that.

Hearing this child's experience starting in a district resource room this fall and how positive it has been for her and her family is helpful to my understanding of resource rooms. Amid deep advocacy for students not being excluded, it was useful to hear from this parent that the best support for her daughter, at this time, is in a district resource room. That with this specialized and consistent support, she receives the therapies that she needs and is having the time to learn how to use different pieces of equipment to support her ability to communicate. I am brought to near-tears knowing that it is through the district resource room that this student is getting consistent support specialized for her as a child with diverse abilities and

that her mom is "looking forward to her future years in school." It was helpful to hear what specialized materials and equipment works for this student.

I hope each parent and each student receives what this mom shared in their educational journey. Whether this support and care take place within a traditional classroom or in a district resource room, it does not need to be looked at as "inclusion" or "exclusion" but as "what does this student need for success and what does this student and family need to "look forward to [their] future years in school"?" I will do my best to support students and families arriving at the place where the best decision for each student's education is being made.

This interview was also an important reminder of many parents' hopes and dreams for their children. It was telling to me that one of this mom's main concerns/fears when the diagnosis was made was "that she wouldn't fall in love and know what that felt like." Parents want their children to know and experience love and joy and to be known by others. Hearing this provided the human context and reminder that will serve me in every teaching situation I am in as a future educator.

I feel humbled and honoured to have had this information in this interview shared with me. I am encouraged and motivated to take this mom's advice for teachers seriously and live into that with the utmost interest and dedication. I commit to advocating when and where and I can and also to support parents and families as they advocate for their children. This experience of conversation with this parent is one that I will carry with me as I enter into teaching; it has impacted how I see education and how I will teach.