



# Dr. Geoff Potter's Clinical Corner

OVERVIEW OF VARIOUS  
BEHAVIOURAL TOPICS &  
INDUSTRY UPDATES

# FULL INCLUSION

**To uphold the full inclusion principle, there are several key concepts to follow:**

- Individuals should be allowed the opportunity to learn with and from neurotypical people and situations. Their instructional programmes should include the presence of and interaction with peers who are neurotypical and equal access to community facilities.
- Persons should be instructed in natural and real environments frequented by neurotypical people. That is, if they are to learn to buy groceries for example, they should learn in a real supermarket; if they are to learn table manners, they should learn in a restaurant; if they are to learn to write their name, they should learn to sign a cheque in a bank; if they are to learn a job, they should train at actual places of business alongside neuro-typical employees. It was found through using traditional classroom learning models that students often have a difficult time using skills learned in one environment in a different place with different materials. Therefore, it is imperative that skills be taught in the same environment in which they will be performed, and that the "real world" serves as the "classroom". This helps avoid the need to infer or assume that what a person learned in one setting, they will be capable of performing in another, hence the term, zero-inference.
- The person should participate in tasks which are meaningful in enriching their lives in the present and future. When determining what is "meaningful", two considerations are:
  - The activity produces a natural consequence or end product when completed (such as vacuuming the floor, buying a coke or working at a job).
  - If the person does not perform the activity, someone else will have to do it for them (such as washing his face, doing his laundry).

While the concepts discussed above may sound humanitarian, it may be difficult to envision someone with severe disabilities working, riding a bus, or doing some of the other activities described. The challenge then becomes devising ways for persons with disabilities to participate.

An "adaptation" is something which makes up for a deficit in functioning to allow an individual to do something they otherwise could not do. When a person cannot walk, a wheelchair is an adaptation which often enables him to get around.



# FULL INCLUSION

Sign language or the use of pictures can compensate for the inability to talk. Using a calculator can compensate for a weakness in mathematics. Simply changing the rules of a game or task, such as wheelchair basketball or putting a tape line on a stapler to know exactly how far to push in the paper, can help someone to perform where he might not have been able to before.

Partial participation is a type of adaptation where a person would be involved in only one part of an activity. If Sonya cannot bake a cake for example, perhaps she could be taught to press the button on the blender. If Sammy could not play on the basketball team, he might be able to bring them water at half time. If Wanda could not read but could complete all other parts of her assembly job, and Warren could read but could not move his arms and legs, they could be trained to work together, each doing part of the task.

As an organisation, we cannot accept any less then upholding this underpinning philosophy.

