

# LEADERSHIP FOR INCLUSION

*A Five-Part Inquiry Series with Shelley Moore*



# NEXWLÉLEXM (BOWEN ISLAND)

- The Islands Trust council acknowledges that the lands and waters that encompass the Islands Trust Area have been **home to Indigenous peoples** since **time immemorial** and honours the **rich history, stewardship, and cultural heritage** that embody this place we all call home.
- The Islands Trust council is committed to establishing and maintaining mutually **respectful relationships** between Indigenous and non-Indigenous peoples. Islands Trust states a **commitment to Reconciliation** with the understanding that this commitment is a **long-term relationship-building and healing process**.
- The Islands Trust council will strive to **create opportunities for knowledge-sharing** and understanding as people come together to **preserve and protect** the special nature of the islands within the **Salish Sea**.



# SHELLEY MOORE



@tweetsomemoore



@fivemooreminutes



@fivemooreminutes



[www.fivemooreminutes.com](http://www.fivemooreminutes.com)

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## Our plan for today

- Sharing Out
- Participation Protocols
- Quick Review
- P #4: Purposeful Planning
- Next Steps & Action Plans
- Resources

# Virtual Participation Protocols



## Chat Box

- Anytime! All the time!
- Wild Tea

## Break Out Groups

- Popcorn conversations

## Google Form

- The Quad

## Padlet

- “I used to think but now”

Q1: What is one thing you are learning through this series?

Q2: How are you and/or how do you want to use your learning to create impact in your context?

Our Inquiry Team Name

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# Sharing Out Step 1

7 minutes

As a team

- QUAD 1 & 2

- What is one thing you are learning through this series?
- How are you and/or how do you want to use your learning to create impact in your context?


• <https://forms.gle/T5xBYZVjX7fxJV3n9>

Q1: What is one thing you are learning through this series?

Q2: How are you and/or how do you want to use your learning to create impact in your context?

Our Inquiry Team Name

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What Infrastructure can  
be put in place that will  
make choosing  
inclusion easier?

# What does the Research Say?

## 1. Guiding conditions of inclusion describe that all students...

are presumed competent

are enrolled in and attending curricular classes

are in proximity to and participating in learning with peers

have purposeful roles and responsibilities

are planned for

## 2. Teacher professional development that...

supports collaboration and the changing roles of educators & support staff

is situated, ongoing and inquiry based

## 3. Systems frameworks that ...

support Universal Design for Learning

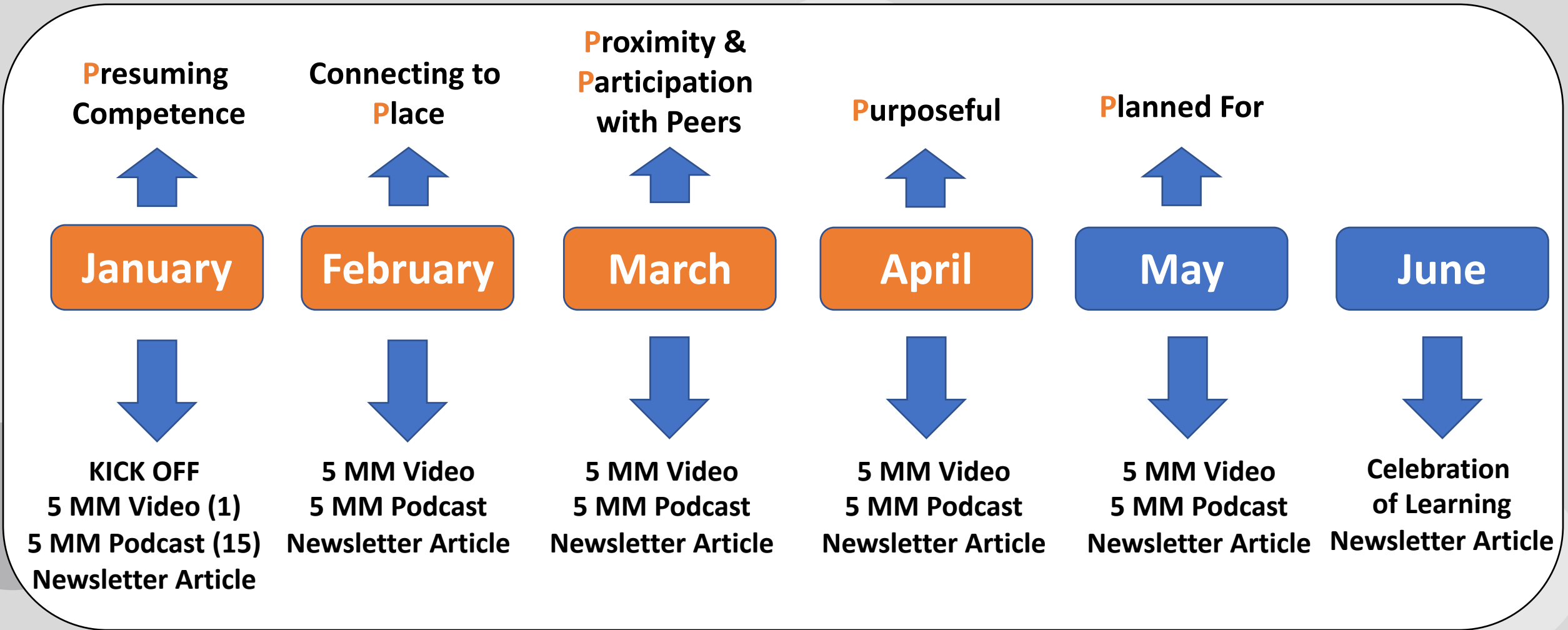
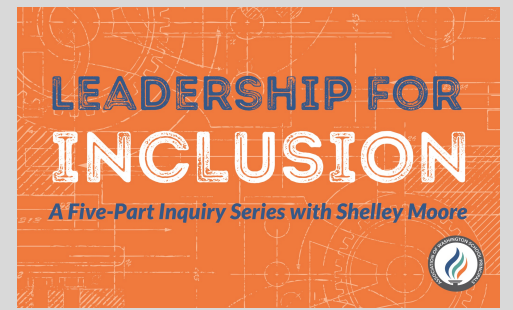
move away from a medical & deficit-based model of special education (IEPS)

School & District Infrastructure

Teacher & Staffing Infrastructure

Student Infrastructure

Every Month will focus on an infrastructural condition with supporting resources





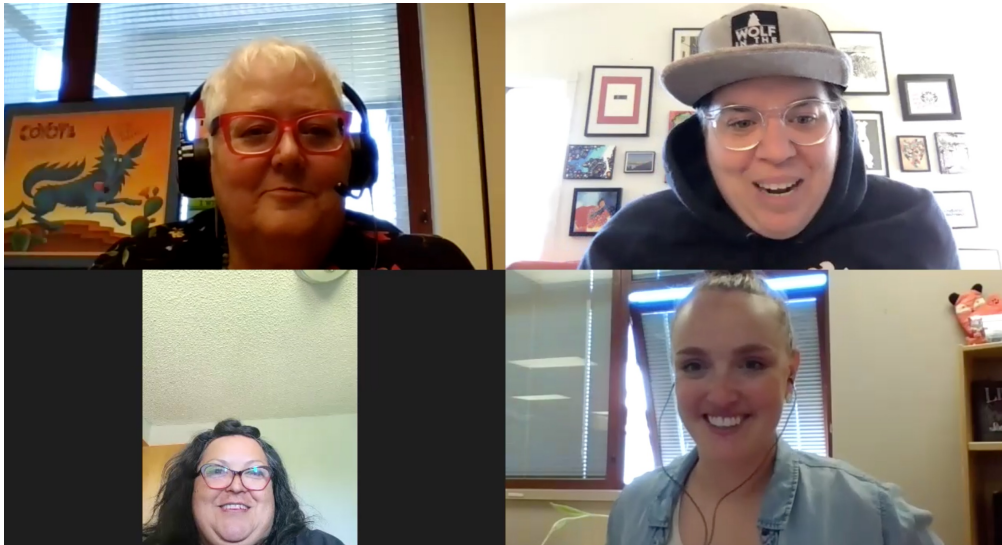
## The Five Moore Minutes' Podcast Shelley Moore

▶ Play Episode

✓ SUBSCRIBED

19. The Infrastructure of Inclusion: The Role of Place with Jo Chrona and Friends: This podcast is the second in a five part series, in partnership with the Association of Washington School Principals (AWSP) and is looking at five guiding principles of inclusive education (the 5 P's).

This month's focus is on place and I am talking to Jo Chrona, a passionate advocate for inclusion and strength-based



Shelley Moore, 2021

# Why is Presuming Competence Important?

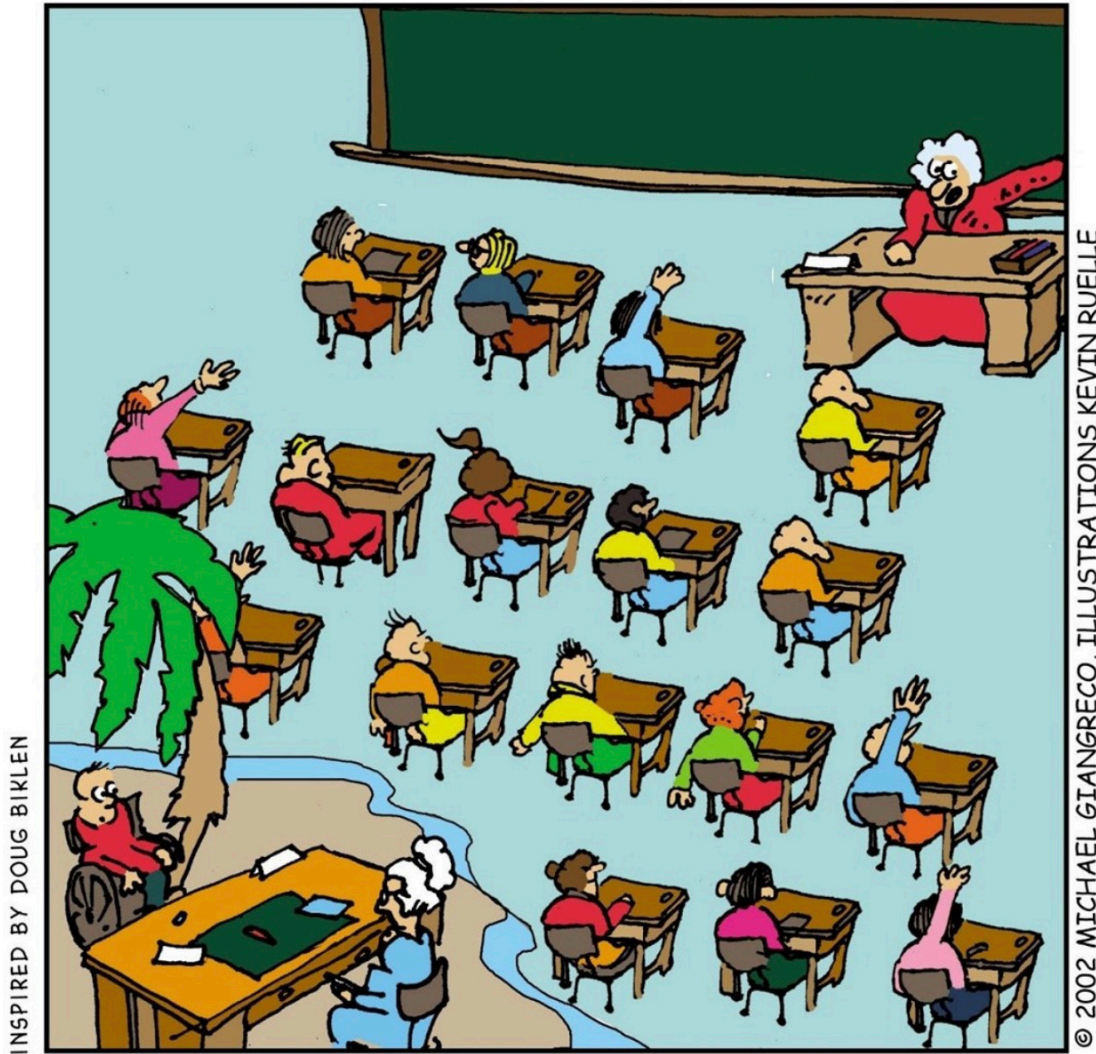
“Even if **we are wrong** about a students’ **capabilities** to learn general education curriculum with their peers, **the consequences** of that presumption **being wrong** are **not as dangerous** as the **alternative.**”

Cheryl Jorgenson

Location vs. Place




Existence vs. Belonging



# Proximity & Participation with Peers

## ISLAND IN THE MAINSTREAM

MRS. JONES AND MRS. COOPER ARE STILL TRYING TO FIGURE OUT WHY FRED DOESN'T FEEL LIKE PART OF THE CLASS.



How do we make  
inclusion **purposeful** for  
students with  
disabilities?

# Popcorn

4 minutes

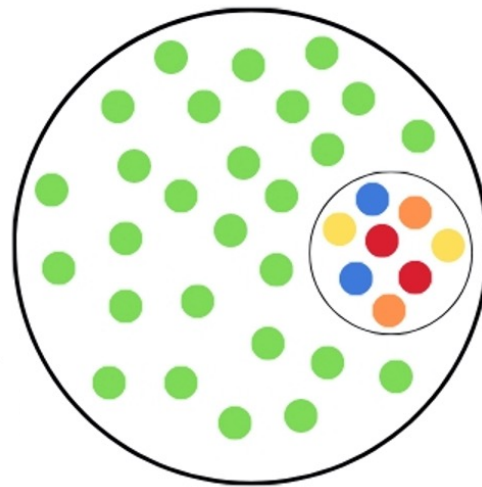
What are (or could be) the different roles and responsibilities of students with disabilities in inclusive classrooms?



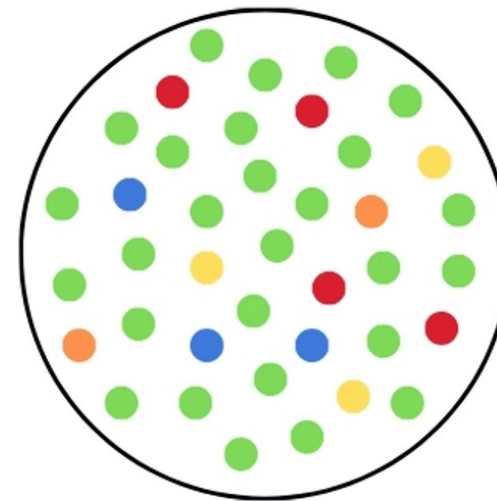
# Purpose

# Purpose

The difference between integration  
and inclusion



integration



inclusion

# What is Purpose?



The bank



The gas station



The grocery store

**Purpose** is the why, the how and the what of being successful in a place

# What is Purpose?



The bank



The gas station



The grocery store

Where am I?

Why am I here?

How will I **act** in this place?

How will I **interact** in this place?

What **decisions** will I need to make in this place?

What **skills** do I need in this place?

# What is Purpose?



The bank



The gas station



The grocery store

**Where** am I? (place)

**Why** am I here? (purpose)

How will I **act** in this place?

How will I **interact** in this place?

What **decisions** will I need to make in this place?

What **skills** do I need in this place?

# ~~Determining~~ Roles & Responsibilities Anticipating

How will I **act** in this place?

How will I **interact** in this place?

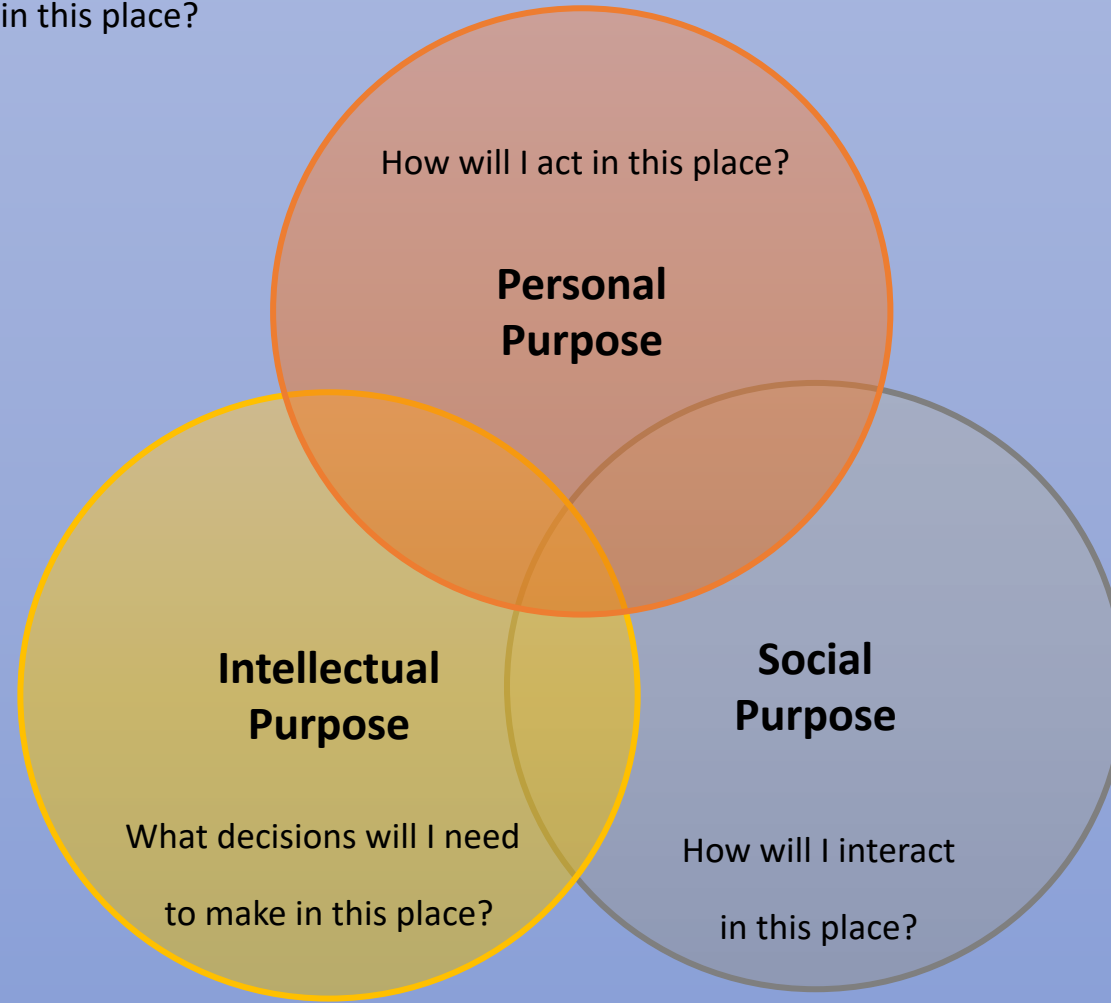
What **decisions** will I need to make in this place?

What **skills** do I need in this place?



## Place (Contextual Purpose)

What skills do I need in this place?



How will I act in this place?

**Personal  
Purpose**

**Intellectual  
Purpose**

What decisions will I need  
to make in this place?

**Social  
Purpose**

How will I interact  
in this place?

# What is Purposeful Planning?

All of us navigate **4 purposes** in every **place** we are in:

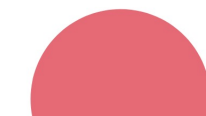
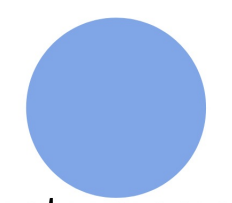
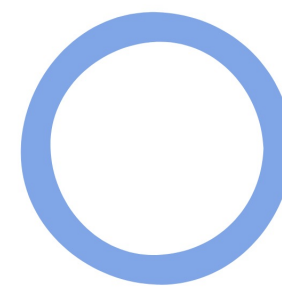
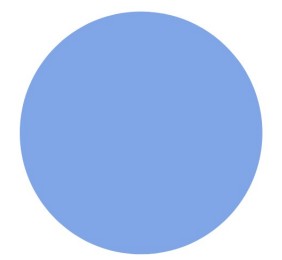
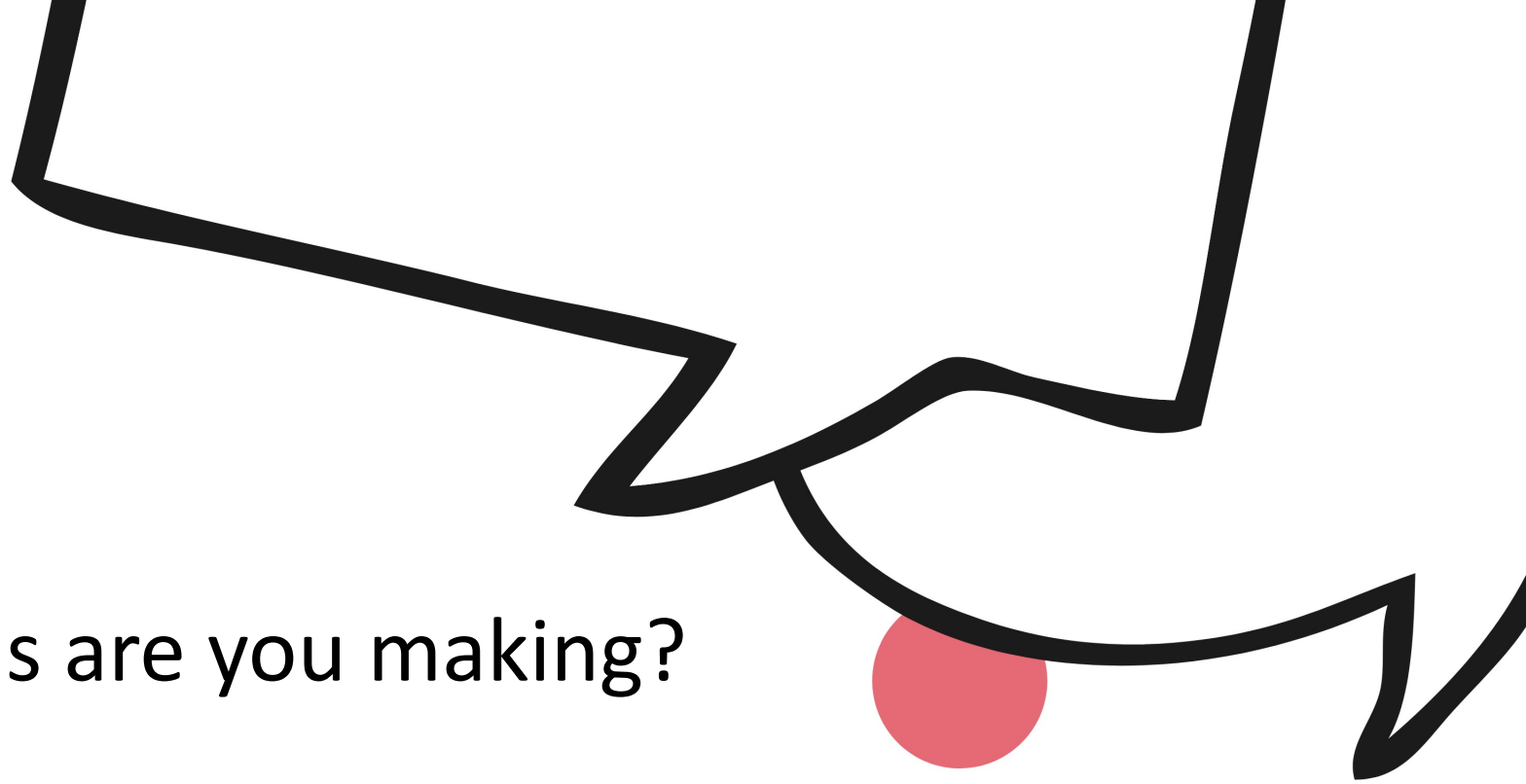
- Personal Purpose
- Social Purpose
- Intellectual/Thinking Purpose
- Curricular Purpose

These **purposes** make it so that we are more than just existing in a location, and instead gives us **meaningful roles & responsibilities** in a **community**

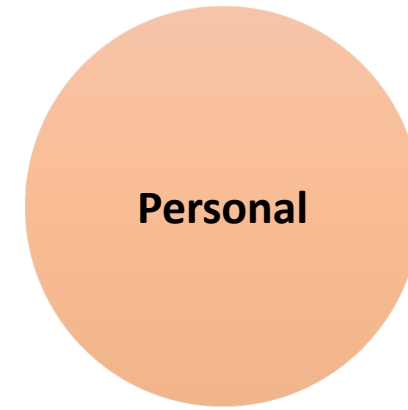
How can we **anticipate purpose** to support students to have meaningful **roles and responsibilities** in an inclusive classroom?

# Wild Tea

What connections are you making?



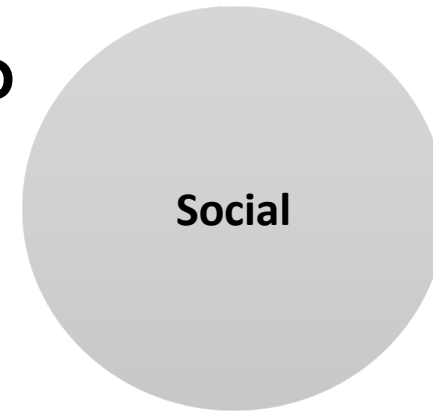
# What is Purposeful Planning?



## Personal Purpose

- Roles & responsibilities connected to how an **individual** can be successful in a community
  - How can we support **individual identity**?
  - How can we support **positive behaviour**?
  - How can we support **individual identity, awareness and regulation**?
  - How can a **community support individuals to personally belong**?
  - How can we **co-construct a personal vision** for a successful community that **considers all the individuals within it**?

# What is Purposeful Planning?



## Social Purpose

- Roles & responsibilities connected to how a **community** can be successful **together**
  - How can we support **social identity**?
  - How can we support **positive interactions** and **communication**?
  - How can we support **social awareness, responsibility,** and **collaboration**?
  - How can a **community** support individuals to **socially belong**?
  - How can we **co-construct** a **social vision** for a successful community that **considers all the individuals within it**?

# What is Purposeful Planning?



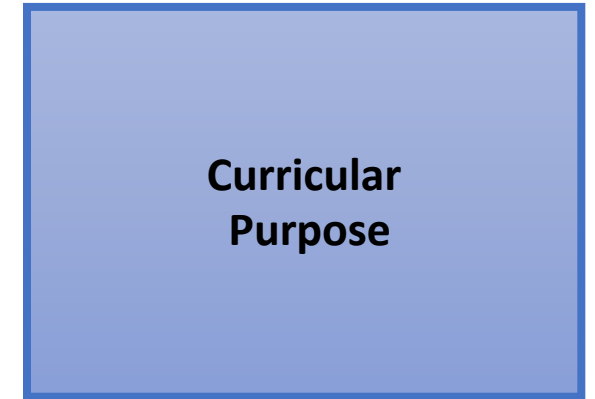
Intellectual

## Intellectual/ Thinking Purpose

- Roles & responsibilities connected to how a community can learn successfully together
  - How can we support intellectual identity?
  - How can we support positive learning experiences?
  - How can we honour multiple ways of learning and knowing, critical and creative thinking?
  - How can a community support individuals to intellectually belong?
  - How can we co-construct an intellectual vision for a successful community that considers all the individuals within it?

# What is Purposeful Planning?

## Curricular Purpose



- Roles & responsibilities for students navigating a common curriculum together
  - How can we support **curricular engagement**?
  - How can we support **positive curricular experiences**?
  - How can we honour **accessible and challenging curriculum**?
  - How can a **community support individuals to belong in a curricular context**?
  - How can we **co-construct a curricular plan for a successful community that considers all the individuals within it**?

# What is Purposeful Planning?

## Historically, however...

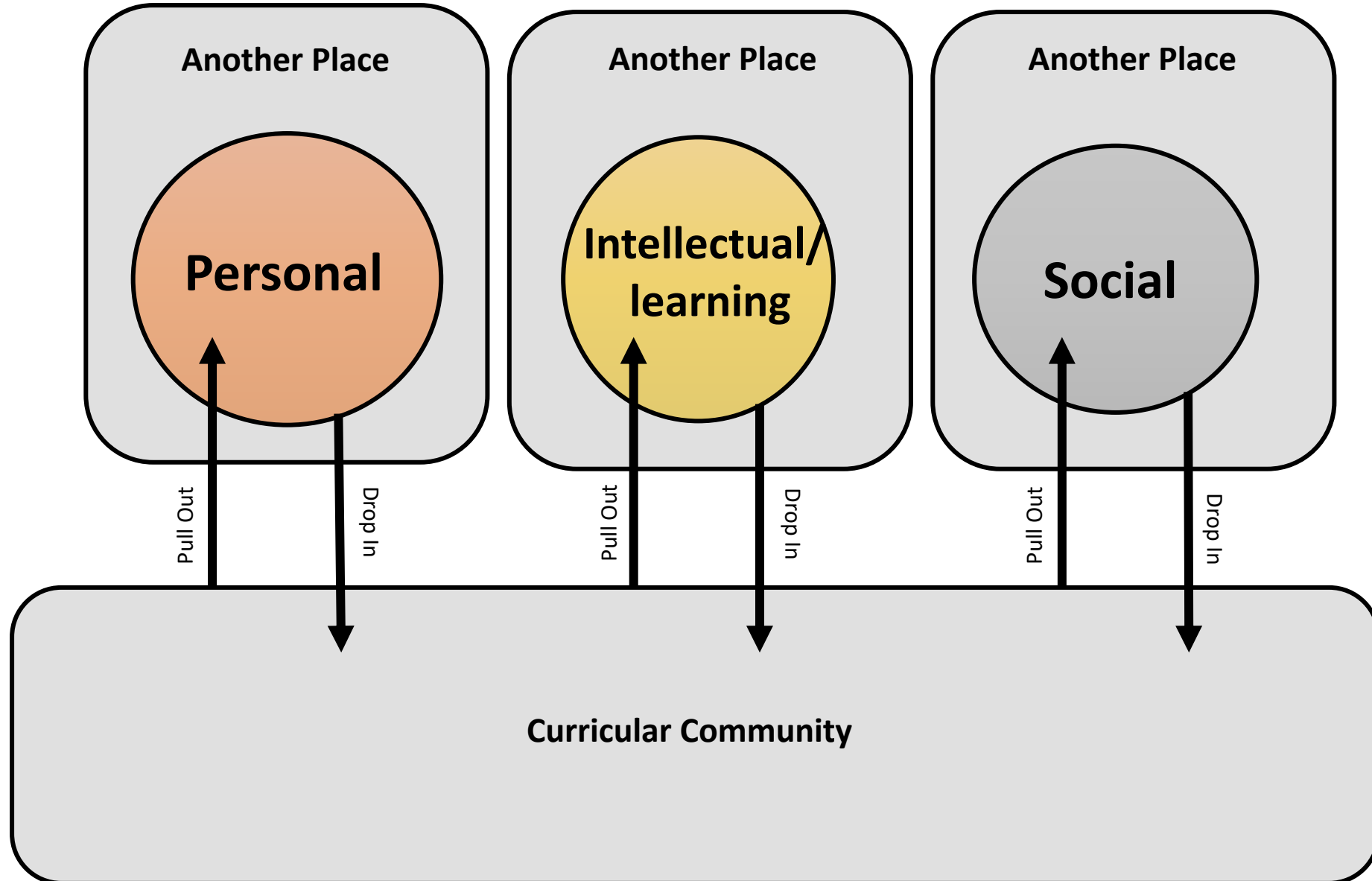
These areas often correspond with an individual's areas of deficit:

1. Personal – Behaviour Deficits
2. Social – Communication & Social Skills Deficits
3. Intellectual – Learning Deficits
4. Curricular – “not ready” “not able”

This has led to IEPs **focusing** on **deficit-based goals** and **programming**

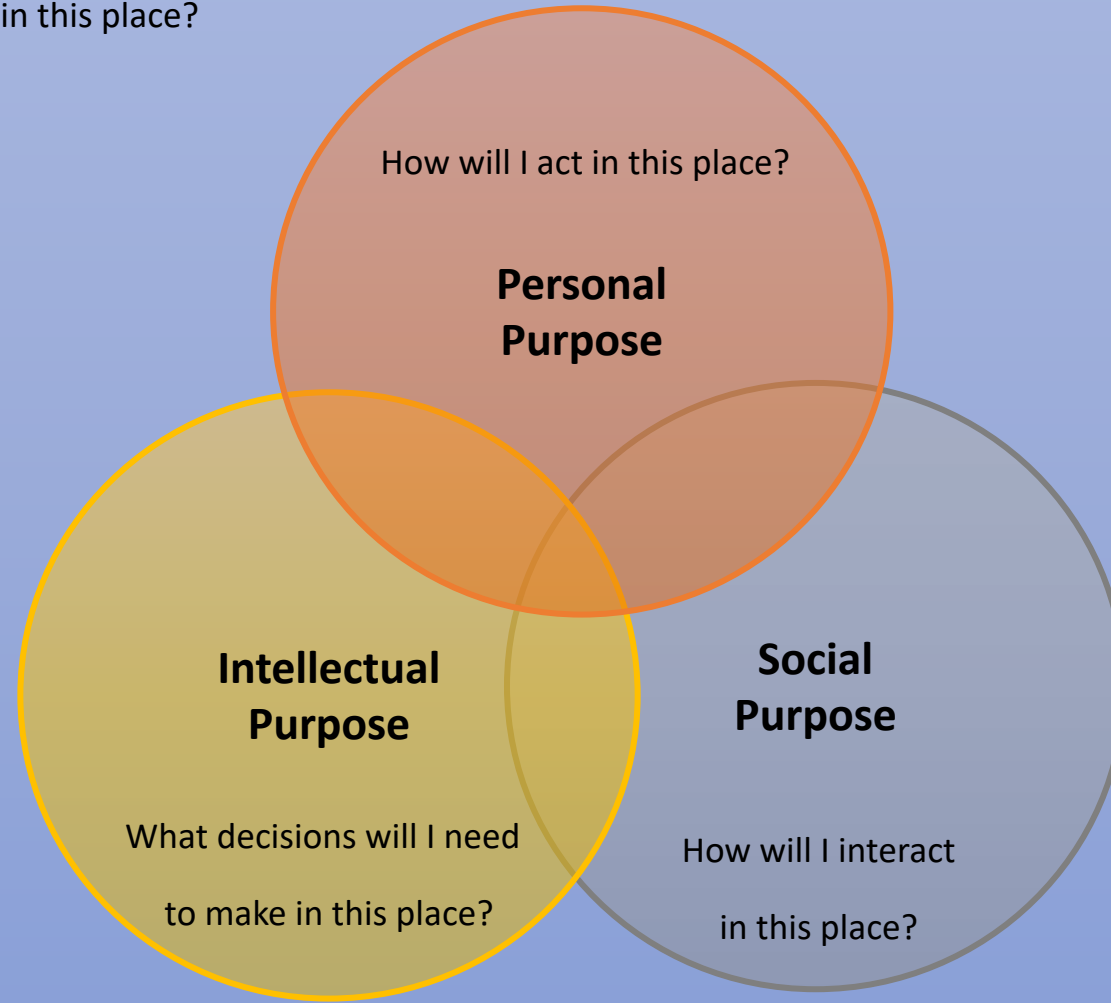
This programming is often connected to receiving services and support in these areas **in another place**

# Historical Special Education: Pull students out to address deficit areas



## Place (Contextual Purpose)

What skills do I need in this place?

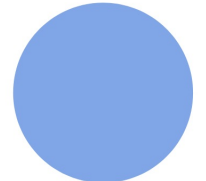
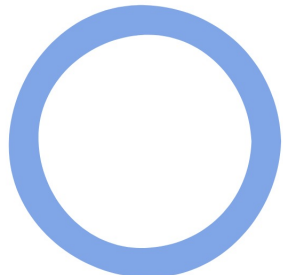
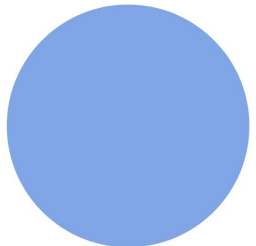
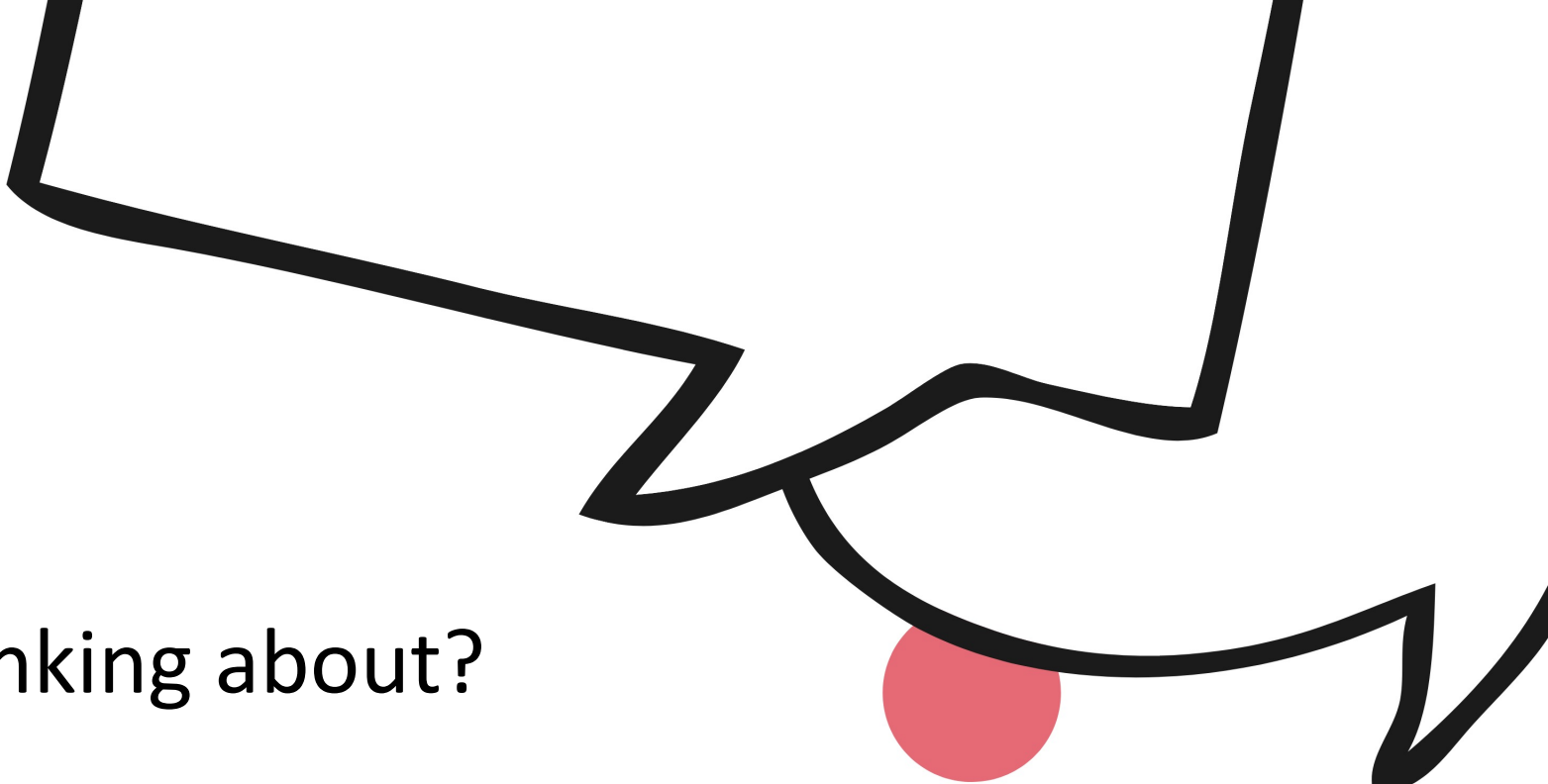


## Why is Purposeful Planning Important?

- Focusing on an individual's roles & responsibilities that are connected to belonging to a community
- Shifts away from targeting individual's deficits in isolation and towards their holistically building on their strengths and contributions in a community
- Ensures students are more than just integrated, or existing in a classroom (which often leads to challenging behaviour)

Popcorn

What are you thinking about?



# Strategy: Place Alignment Planner

- For students who are **not included** in any places
- For students who are **partially included** in some places
- For students who are **existing**, but not belonging in an inclusive place (AND have some **challenging behaviour**)
- **NOT** for students who are already included
- **NOT** for students who are not having challenging behaviour



Place Alignment Planner: Elementary

Student: Vinaj P.		Grade: 2	Enrolled Class: Ms. Yee Grade 2	Start Date: October 15, 2020	Next Check in Date: Nov. 30, 2020
Plan is Aligned to:		<input checked="" type="checkbox"/> Academics	<input checked="" type="checkbox"/> Electives	<input type="checkbox"/> In-School Activities	<input type="checkbox"/> Out-of-School Activities
Student interest and/or Family Priority	Possible Place Opportunities (Typical Peer Opportunities)	Aligned	Next Step	As soon as Possible:	Not a priority at this time:
		<b>What this means:</b> Student is enrolled and attending  <b>Next Step:</b> Inclusive IEP Goals for Place	<b>What this means:</b> Student is enrolled and attending sometimes  <b>Next Step:</b> Plan for and prepare place (Target teachers & peers)	<b>What this means:</b> Student is enrolled, not yet attending  <b>Next Step:</b> Plan for new place (Target student & family)	<b>What this means:</b> Student is not enrolled or attending and receiving supplemental programming <b>Next Step:</b> Re-evaluate student needs at next check in
	Outside before school			•	
	Arrival & morning meeting			•	
•	Reader's workshop	•			
•	Recess		•		
•	Literacy & Math Centers		•		
•	Math Workshop				Explicit Numeracy
	Lunch			•	
	Art				SLP Support
•	Music			•	
•	Gym		•		
	Science/Socials				Autism Support

# Strategy: The Purpose Planner

Class:		PURPOSES for _____			
Places/ Contexts	Roles & Responsibilities for Peers	Personal Roles & Responsibilities	Social Roles & Responsibilities	Intellectual Roles & Responsibilities	Curricular Roles & Responsibilities

# Strategy: The Purpose Planner

Class: Mrs. N Grade 2/3 Class		PURPOSES for for Vadatman (V)			
Places/ Contexts	Roles & Responsibilities for Peers	Personal Roles & Responsibilities	Social Roles & Responsibilities	Intellectual Roles & Responsibilities	Curricular Roles & Responsibilities

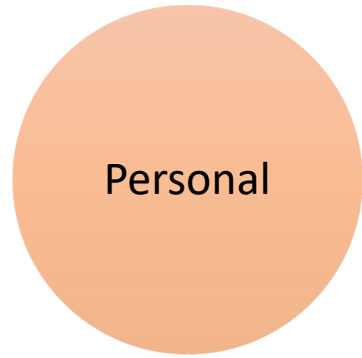
# Strategy: The Purpose Planner

Class: Mrs. N Grade 2/3 Class		PURPOSES for for Vadatman (V)			
Places/ Contexts	Roles & Responsibilities for Peers	Personal Roles & Responsibilities	Social Roles & Responsibilities	Intellectual Roles & Responsibilities	Curricular Roles & Responsibilities
Arrival to School					
Readers/Writers Workshop					
Math Workshop					
Recess					
Science/ Socials					
Art/ Music					
Lunch					
End of Day Activities					

Class: Mrs. N Grade 2/3 Class		PURPOSES for Vadatman (V)			
Places/ Contexts	Roles & Responsibilities for Peers	Personal Roles & Responsibilities	Social Roles & Responsibilities	Intellectual Roles & Responsibilities	Curricular Roles & Responsibilities
<b>Arrival to School</b>	Enter school, put outdoor gear away, empty backpack, quiet activity, announcements, morning meeting				
<b>Readers/Writers Workshop</b>	Mini lessons, conferencing, read aloud, partner reading, small groups, stations				
<b>Math Workshop</b>	Mini lessons, conferencing, small group, stations				
<b>Recess</b>	Eating a snack, playground, games/ outside play, bell				
<b>Science/ Socials</b>	Mini lessons, small group activities, hands on)				
<b>Art/ Music</b>	Different teacher/ classroom, using tools/ instruments, following instructions, managing lots of movements, noises				
<b>Lunch</b>	Eating, cleaning up, outside play/ playground, bell				
<b>End of Day Activities</b>	Clean up, agendas, clean up, game				

Class: Mrs. N Grade 2/3 Class		PURPOSES for Vadatman (V)			
Places/ Contexts	Roles & Responsibilities for Peers	Personal Roles & Responsibilities	Social Roles & Responsibilities	Intellectual Roles & Responsibilities	Curricular Roles & Responsibilities
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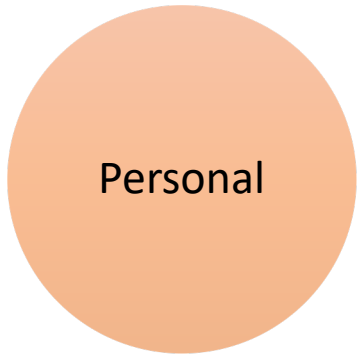
### **Personal Roles & Responsibilities**

- V knows where his classroom is
- V knows where his table is
- V Knows how to sit at his table

### **Strategies**

- Co-construct the criteria with V
- Practice without other students
- Practice while doing his favourite things

Class: Mrs. N Grade 2/3 Class		PURPOSES for Vadatman (V)			
Places/ Contexts	Roles & Responsibilities for Peers	Personal Roles & Responsibilities	Social Roles & Responsibilities	Intellectual Roles & Responsibilities	Curricular Roles & Responsibilities
<b>Arrival to School</b>	Enter school, put outdoor gear away, empty backpack, quiet activity, announcements, morning meeting				
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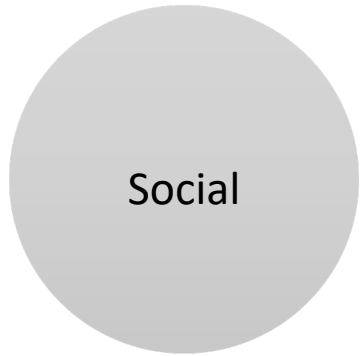
Personal

**Personal Roles & Responsibilities**

- V knows where his class is
- V can engage/participate in an activity with peers
- V can choose a book to read

**Strategies**

- Visual schedule of day
- Visual of class
- Choice of text
- Choice of peers



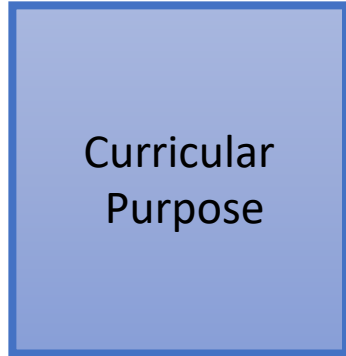
Social

**Social Roles & Responsibilities**

- V can reference peers
- V can take turns

**Strategies**

- Reading with peers (high interest)
- Teach peers how to read with V
- Having a job/purpose (turning the page)
- Copying/mimicking (peer referencing)



Curricular Purpose

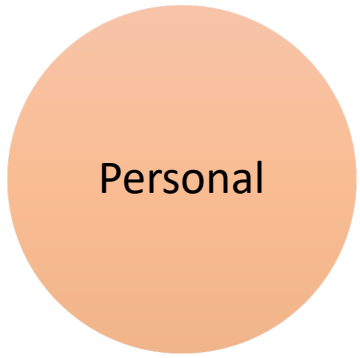
**Curricular Roles & Responsibilities**

- V knows concepts of print (text/pictures, Parts of a book)
- V can show cadence

**Strategies**

- Choice of book (high interest)
- Copying/mimicking (peer referencing)

Class: Mrs. N Grade 2/3 Class		PURPOSES for Vadatman (V)			
Places/ Contexts	Roles & Responsibilities for Peers	Personal Roles & Responsibilities	Social Roles & Responsibilities	Intellectual Roles & Responsibilities	Curricular Roles & Responsibilities
<b>Arrival to School</b>	Enter school, put outdoor gear away, empty backpack, quiet activity, announcements, morning meeting				
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<b>Math Workshop</b>	Mini lessons, conferencing, small group, stations				
<b>Recess</b>	Eating a snack, clean up, playground, games/ outside play, bell, playing with peers, solving problems				
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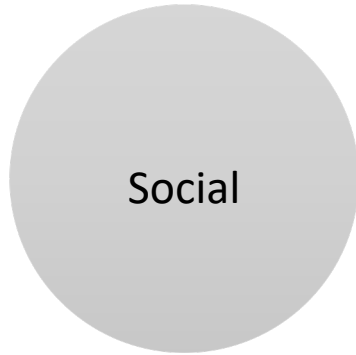
## Personal

### Personal Roles & Responsibilities

- V can use fine motor skills (using a writing tool)
- V can finish a task (perseverance)

### Strategies

- white board marker (high interest)
- Choice of where to sit
- Non preferred/ Preferred activity
- Visuals



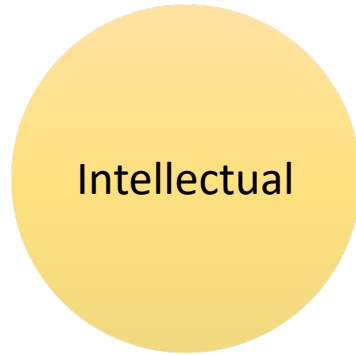
## Social

### Social Roles & Responsibilities

- V can communicate when finished (done)

### Strategies

- Visuals
- Transition strip (3-2-1 chips)



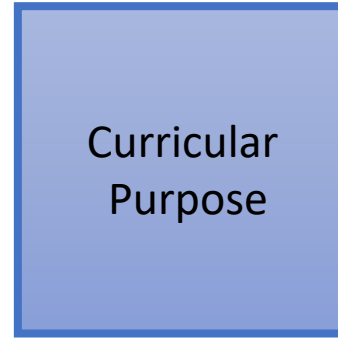
## Intellectual

### Intellectual & Thinking Roles & Responsibilities

- V can make choices (critical thinking)

### Strategies

- White board marker
- Choice of activities



## Curricular Purpose

### Curricular Roles & Responsibilities

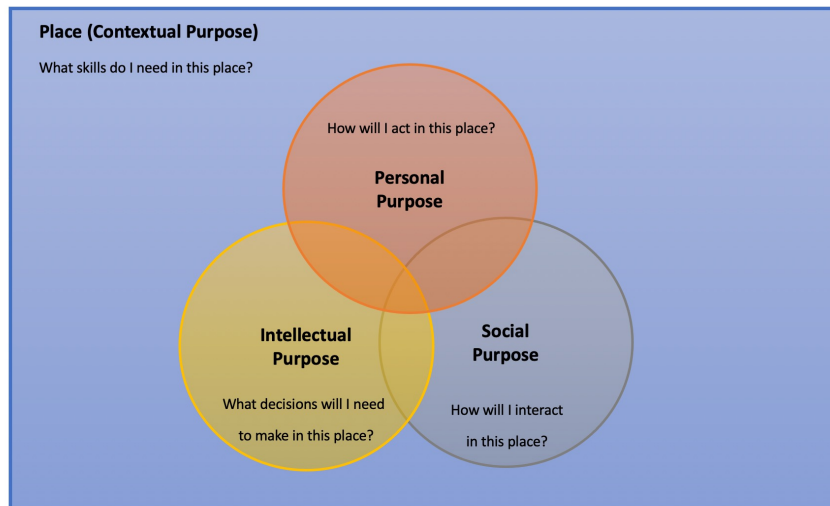
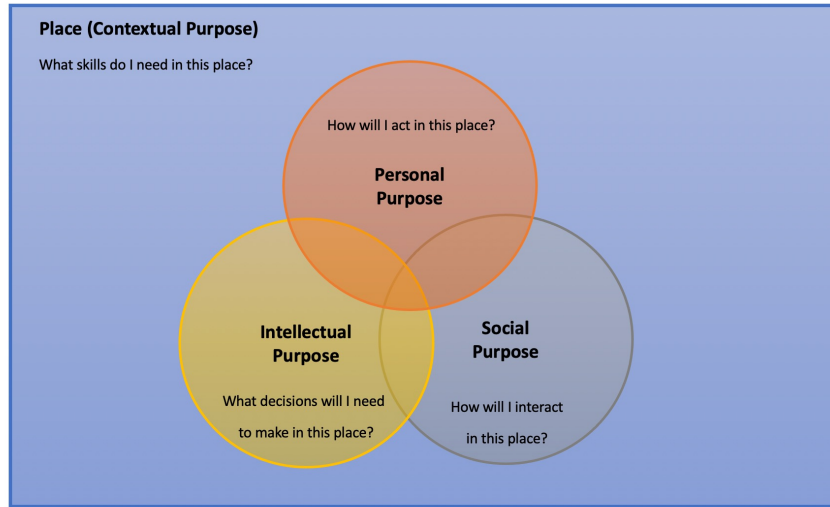
- V knows concepts of print (directionality)

### Strategies

- Choice of activity (writing, building, reading)

Class: Mrs. N Grade 2/3 Class		PURPOSES for Vadatman (V)			
Places/ Contexts	Roles & Responsibilities for Peers	Personal Roles & Responsibilities	Social Roles & Responsibilities	Intellectual Roles & Responsibilities	Curricular Roles & Responsibilities
<b>Arrival to School</b>	Enter school, put outdoor gear away, empty backpack, quiet activity, announcements, morning meeting				
<b>Readers/Writers Workshop</b>	Mini lessons, conferencing, read aloud, partner reading, small groups, stations	<ul style="list-style-type: none"> <li>• V knows where his class is</li> <li>• V can engage/ participate in an activity with peers</li> <li>• V can choose a book to read</li> <li>• V can use fine motor skills</li> <li>• V can finish a task</li> </ul>	<ul style="list-style-type: none"> <li>• V can reference peers</li> <li>• V can take turns</li> <li>• V can communicate when finished (done)</li> </ul>	<ul style="list-style-type: none"> <li>• V can make choices (critical thinking)</li> </ul>	Literacy <ul style="list-style-type: none"> <li>• V knows concepts of print</li> <li>• V can show cadence</li> </ul>
<b>Math Workshop</b>	Mini lessons, conferencing, small group, stations				
<b>Recess</b>	Eating a snack, clean up, playground, games/ outside play, bell, playing with peers, solving problems				
<b>Science/ Socials</b>	Mini lessons, small group activities, hands on)				
<b>Art/ Music</b>	Different teacher/ classroom, using tools/ instruments, following instructions, managing lots of movements, noises				
<b>Lunch</b>	Eating lunch, clean up, playground, games/ outside play, bell, playing with peers, solving problems				
<b>End of Day Activities</b>	Clean up, agendas, clean up, game				

# Reading Classrooms



Playground

V

- Taking turns
- Referencing Peers
- Engaging with peers
- Making choices

Peers

- Prompting (its your turn)
- Engaging with V

Class: Mrs. N Grade 2/3 Class		PURPOSES for Vadatman (V)			
Places/ Contexts	Roles & Responsibilities for Peers	Personal Roles & Responsibilities	Social Roles & Responsibilities	Intellectual Roles & Responsibilities	Curricular Roles & Responsibilities
<b>Arrival to School</b>	Enter school, put outdoor gear away, empty backpack, quiet activity, announcements, morning meeting				
<b>Readers/Writers Workshop</b>	Mini lessons, conferencing, read aloud, partner reading, small groups, stations	<ul style="list-style-type: none"> <li>• V knows where his class is</li> <li>• V can engage/ participate in an activity with peers</li> <li>• V can choose a book to read</li> <li>• V can use fine motor skills</li> <li>• V can finish a task</li> </ul>	<ul style="list-style-type: none"> <li>• V can reference peers</li> <li>• V can take turns</li> <li>• V can communicate when finished (done)</li> </ul>	<ul style="list-style-type: none"> <li>• V can make choices (critical thinking)</li> </ul>	Literacy <ul style="list-style-type: none"> <li>• V knows concepts of print</li> <li>• V can show cadence</li> </ul>
<b>Math Workshop</b>	Mini lessons, conferencing, small group, stations				
<b>Recess</b>	Eating a snack, clean up, playground, games/ outside play, bell, playing with peers, solving problems	<ul style="list-style-type: none"> <li>• V can engage/ participate in an activity with peers</li> <li>• <b>V knows what is okay/not okay to put mouth on</b></li> </ul>	<ul style="list-style-type: none"> <li>• V can reference peers</li> <li>• V can take turns</li> </ul>	<ul style="list-style-type: none"> <li>• V can make choices</li> </ul>	Playground <ul style="list-style-type: none"> <li>• V can play on playground equipment</li> </ul>
<b>Science/ Socials</b>	Mini lessons, small group activities, hands on)				
<b>Art/ Music</b>	Different teacher/ classroom, using tools/ instruments, following instructions, managing lots of movements, noises				
<b>Lunch</b>	Eating lunch, clean up, playground, games/ outside play, bell, playing with peers, solving problems				
<b>End of Day Activities</b>	Clean up, agendas, clean up, game				

# WHERE & WHEN CAN **INCLUSION** HAPPEN?

**Inclusion** IS NOT place and time

**Inclusion** IS increasing places with  
purpose over time

# Strategy: The Purpose Planner

Class: Mrs. N Grade 2/3 Class		PURPOSES for for Vadatman (V)			
Places/ Contexts	Roles & Responsibilities for Peers	Personal Roles & Responsibilities	Social Roles & Responsibilities	Intellectual Roles & Responsibilities	Curricular Roles & Responsibilities
Arrival to School					
Readers/Writers Workshop					
Math Workshop					
Recess					
Science/ Socials					
Art/ Music					
Lunch					
End of Day Activities					



# Inquiry Action Statements

How can we \_\_\_\_\_ by \_\_\_\_\_,  
(goal) (actions)

And we will try to capture our learning by \_\_\_\_\_.  
(evidence)

# Padlet – Sharing your learning

- Padlet
  - Add team name
  - Share learning statement(s)
  - Add one piece of evidence
    - Image, photo, reflection, website, audio recording, video, etc.
    - Padlet is private to our group

<https://padlet.com/fivemooreminutes/abn6w77y0fethhqp>

The image shows a screenshot of a Padlet board. At the top left, the word "padlet" is visible. The board is titled "Keeping track of our learning" and is attributed to "Five Moore Minutes" with a timestamp of "1m". Below the title is the subtitle "AWSP Leadership for Inclusion Inquiry". A rocket icon is positioned to the left of the title. In the top right corner, there are icons for a heart, "REMAKE", "SHARE", a gear, and a user profile. A central note from "Five Moore Minutes" (timestamped "2m") features a colorful, multi-colored dot pattern. Below the pattern, the text reads: "Team Name", "I used to think that inclusion was just about including students with disabilities, now I think that it is responding to the diversity and identity of all students". At the bottom of the board, there is a dashed line with a central circle and plus signs on either side, and a pink circular button with a white plus sign in the bottom right corner.



# Resources

- 5MM Podcast with Katie Jameson
  - <https://podcasts.apple.com/ca/podcast/the-five-moore-minutes-podcast/id1439038183?i=1000509241169>
- Example of Partial Participation
  - <https://sites.google.com/site/participationstrategies/classroom-routines>
- Articles
  - <https://www.hoagiesgifted.org/eric/e633.html>
  - <http://www.ascd.org/publications/books/107040/chapters/Success-for-all-Students-in-Inclusion-Classes.aspx>

# Research & Literature that Supports this Session:

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- Carter, E. W., Hughes, C., Guth, C. B., & Copeland, S. R. (2005). Factors influencing social interaction among high school students with intellectual disabilities and their general education peers. *American Journal on Mental Retardation*, 110(5), 366-377.
- Carter, E. W., Sisco, L. G., Brown, L., Brickham, D., & Al-Khabbaz, Z. A. (2008). Peer interactions and academic engagement of youth with developmental disabilities in inclusive middle and high school classrooms. *American Journal on Mental Retardation*, 113(6), 479-494.
- Feldman, R., Carter, E., Asmus, J., & Brock, M. E. (2016). Presence, proximity, and peer interactions of adolescents with severe disabilities in general education classrooms. *Exceptional Children*, 82(2), 192-208.
- Fisher, D., & Frey, N. (2001). Access to the core curriculum: Critical ingredients for student success. *Remedial and Special education*, 22(3), 148-157.
- Kwon, Elicker, & Kontos, (2011).
- McDonnell, L. M., McLaughlin, M. J. and Morison, P., eds. 1997. *Educating one and all: Students with disabilities and standards-based reform*, Washington, DC: National Academy Press. Committee on Goals 2000 and the inclusion of students with disability.

# Next Session

## 1. Guiding conditions of inclusion describe that all students...

are presumed competent

are enrolled in and attending curricular classes

are in proximity to and participating in learning with peers

have purposeful roles and responsibilities

are planned for

## 2. Teacher professional development that...

supports collaboration and the changing roles of educators & support staff

is situated, ongoing and inquiry based

## 3. Systems frameworks that ...

support Universal Design for Learning

move away from a medical & deficit-based model of special education (IEPS)

School & District Infrastructure

Teacher & Staffing Infrastructure

Student Infrastructure

# SHELLEY MOORE



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**LEADERSHIP FOR**

**INCLUSION**

***A Five-Part Inquiry Series with Shelley Moore***

