

SHELLEY MOORE



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www.fivemooreminutes.com

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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**.



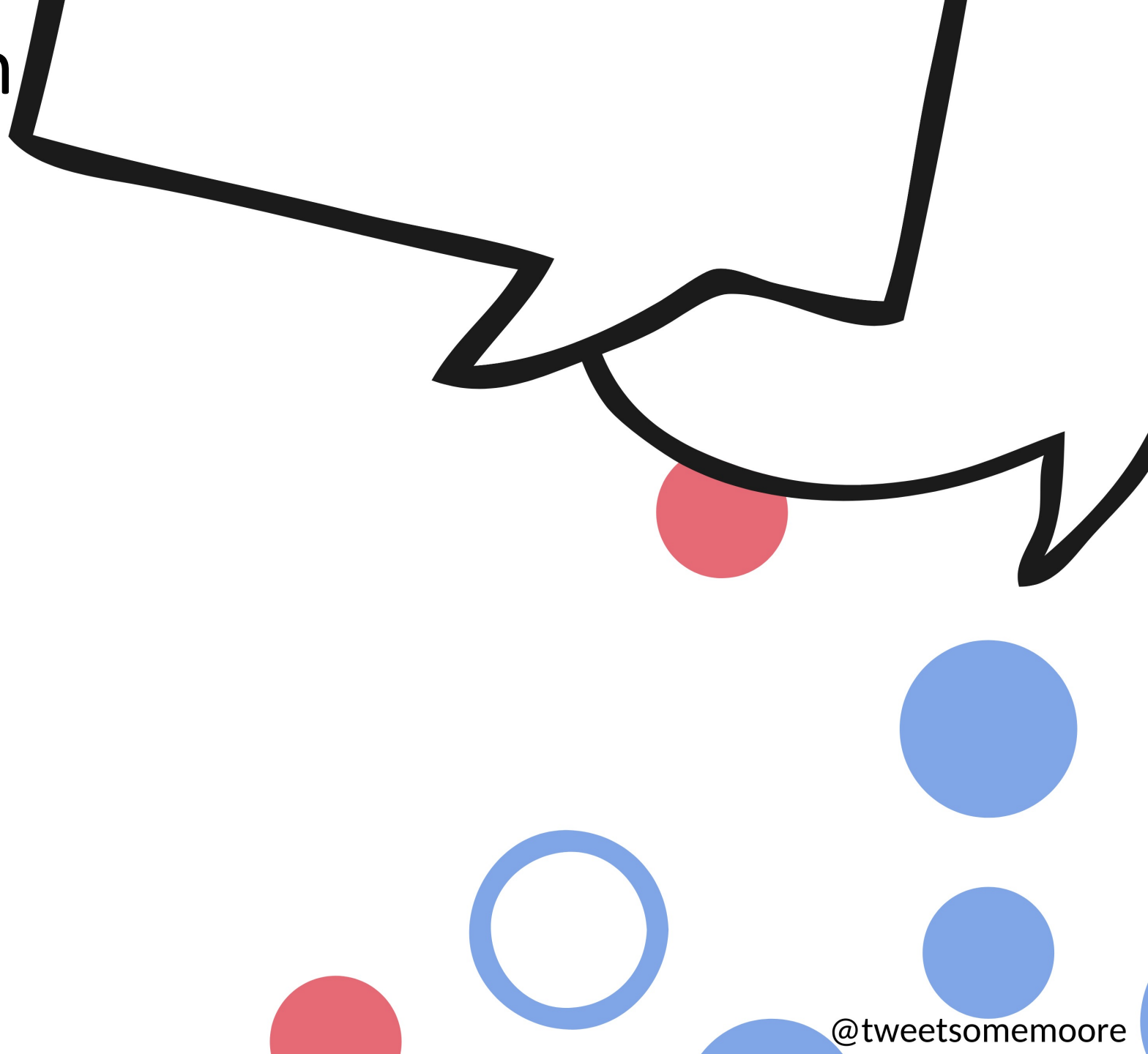
Virtual Participation Protocols

Chat Box

- Anytime! All the time!
- Waterfall

Break Out Groups

- Popcorn conversations

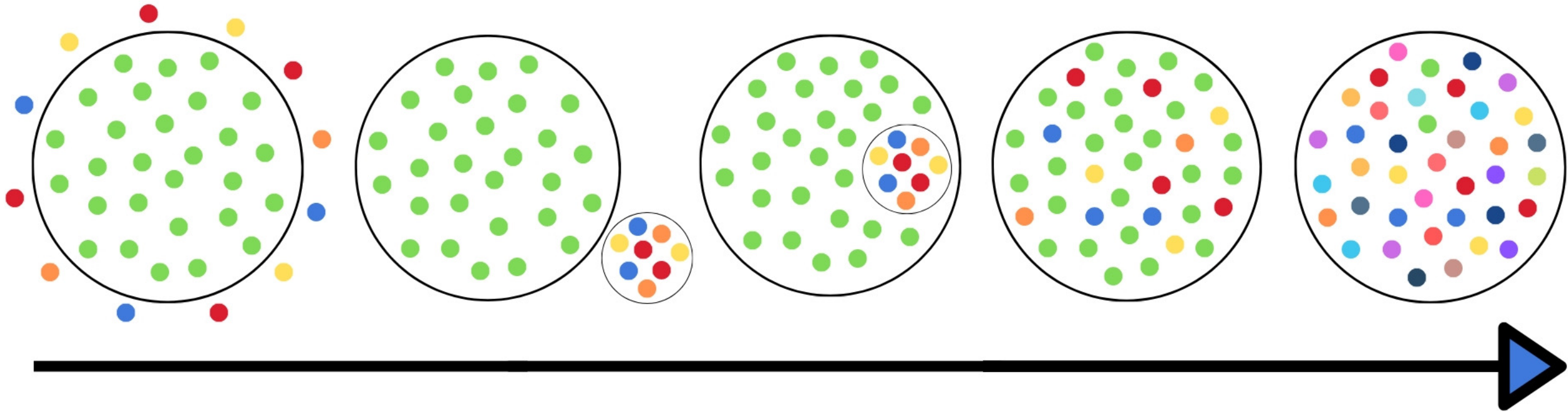




Waterfall

What are you hoping to
get out of today?

WHAT IS INCLUSION?



Where are you on this continuum? What's the next step?



Now What?!

- Understand WHAT Inclusion is....



Understand WHY it is important...



How to we do it?



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

5 MM video Infrastructure

What does the Research Say?

Guiding conditions of inclusion describe that all children...

are presumed
competent

are placed in
community
programs &
schools

are in proximity
to and
participating in
activities with
peers

have purposeful
roles and
responsibilities

are planned for

The 5 P's of Inclusion



PLACE



PRESUME COMPETENCE

Do we believe that ALL learners can learn in this community?



PLACE

How do ALL learners belong in this community?



PROXIMITY & PARTICIPATION

How are ALL learners organized?
How are ALL learners interacting and learning?



PURPOSE

What makes this community meaningful for ALL learners?



PLANNED FOR

How are ALL learners designed for in this community?



INCLUSIVE EDUCATION IS ABOUT PROVIDING OPPORTUNITIES WITH SUPPORTS FOR ALL STUDENTS TO HAVE ACCESS TO, AND CONTRIBUTE TO, AN EDUCATION RICH IN CONTENT AND EXPERIENCE WITH THEIR PEERS.

~ SHELLEY MOORE ~

@kwiens62



Popcorn

How is your place
already inclusive to all
children?

Why does **place** matter?

- **Place** connects individuals to others who are in the **community** to learn with
- **Place** can have a role in teaching and learning
- **Place** can impact (and help navigate) barriers to learning
- **Place** connects to an **inclusive vision** – the more places an individual is included in, with belonging, the better!

Location vs. Place



Existence vs. Belonging

Place Based Planning



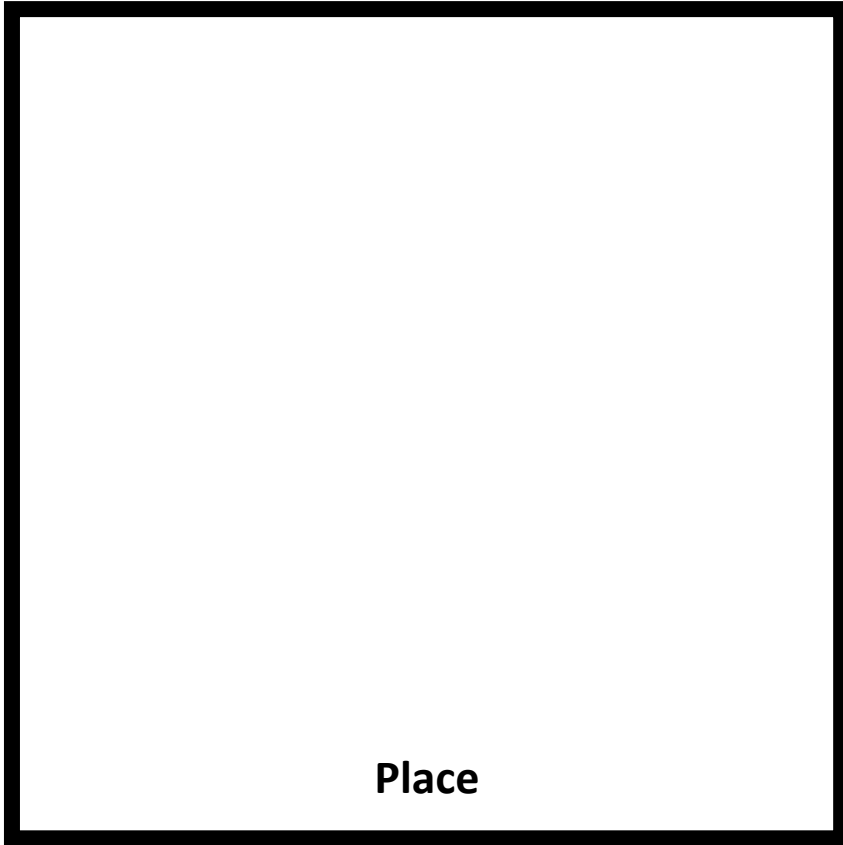
Understanding the Role of Place



A shift in thinking...

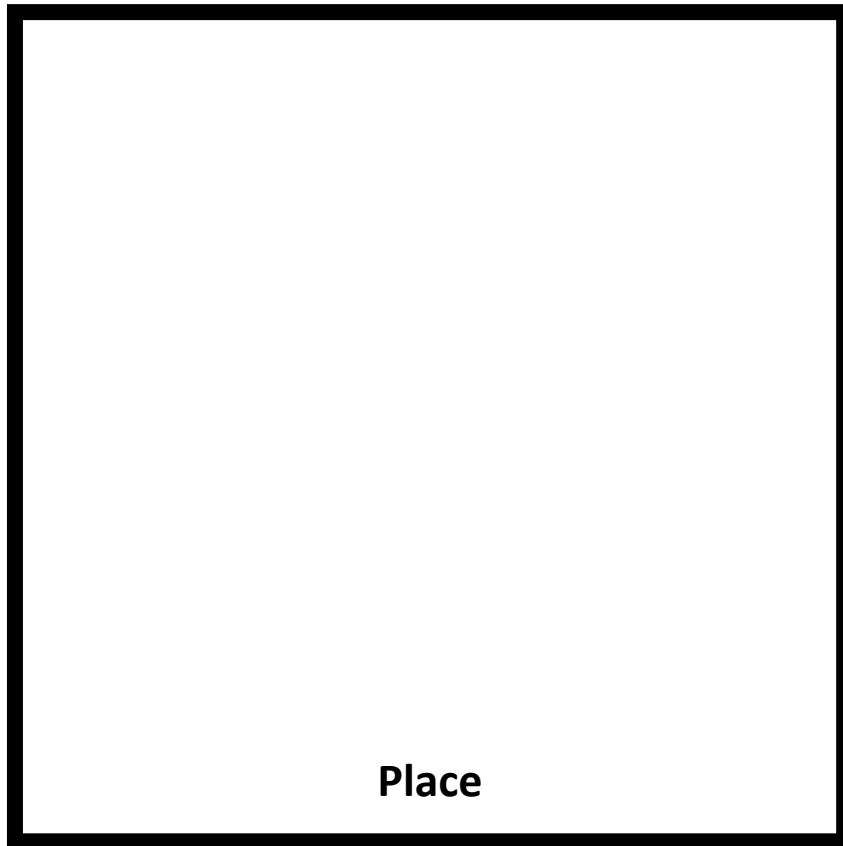
There are some things we need to understand:

- Understand the **thinking shift** for how we view **children with Disabilities**
- Understand the **role that a context** plays in **teaching** and in barriers that **limit children**
- Understand that the **less** a context is **limiting**, the **less support** a child needs



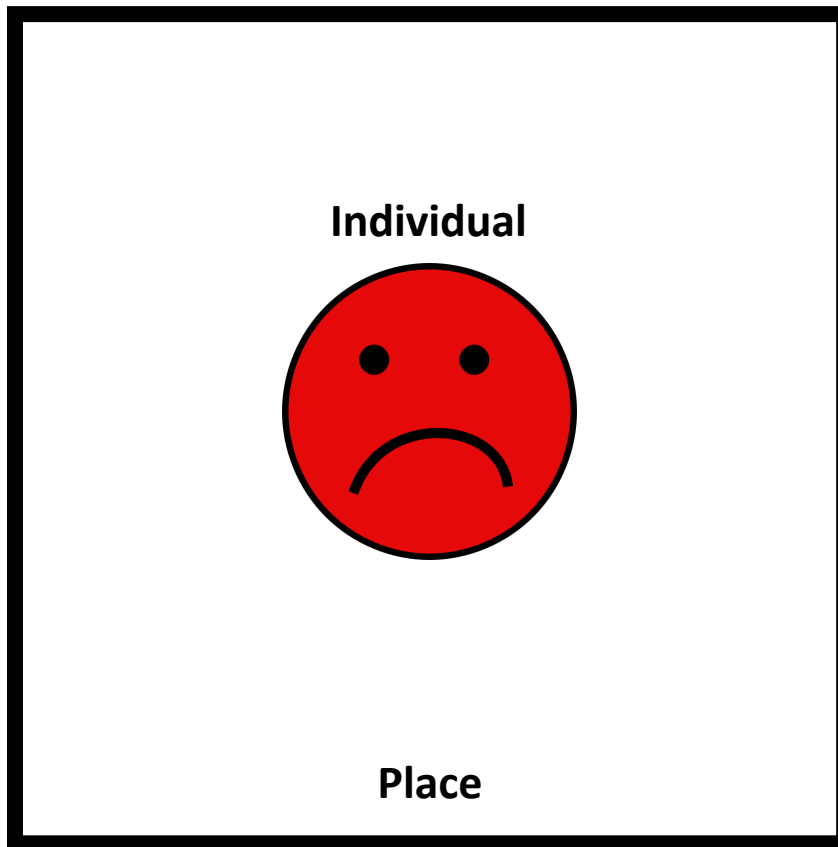
Place

Shifting the Paradigm: Medical Model of Disability



Place

Shifting the Paradigm: Medical Model of Disability

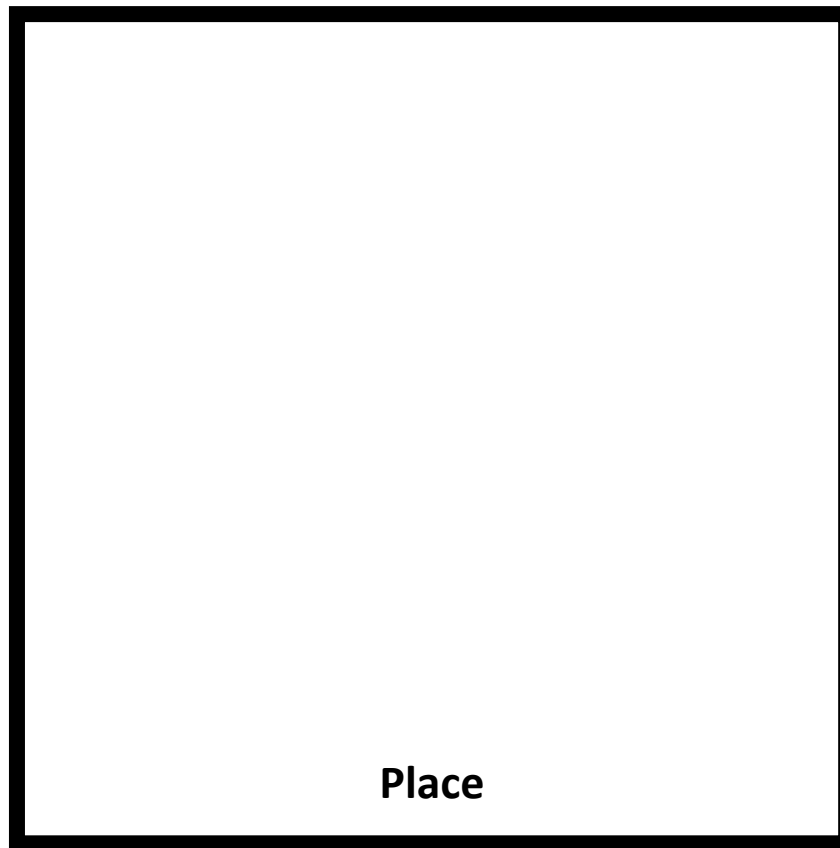


Special Education

If individual isn't successful

- Remove the individual
- Diagnose the problems in the individual
- Fix the individual
- Individual goes back when they are "ready"
- IEPs are separate from the place

Shifting the Paradigm: Medical Model of Disability



Individual



IEP

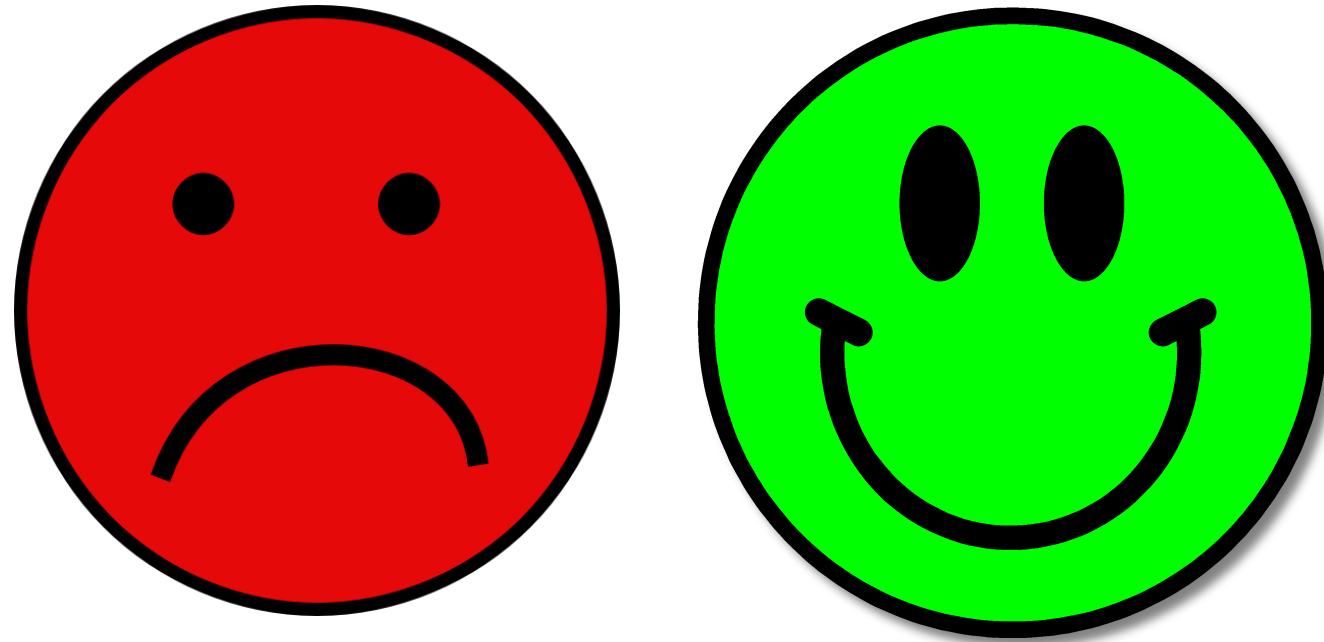


Special Education

If individual isn't successful

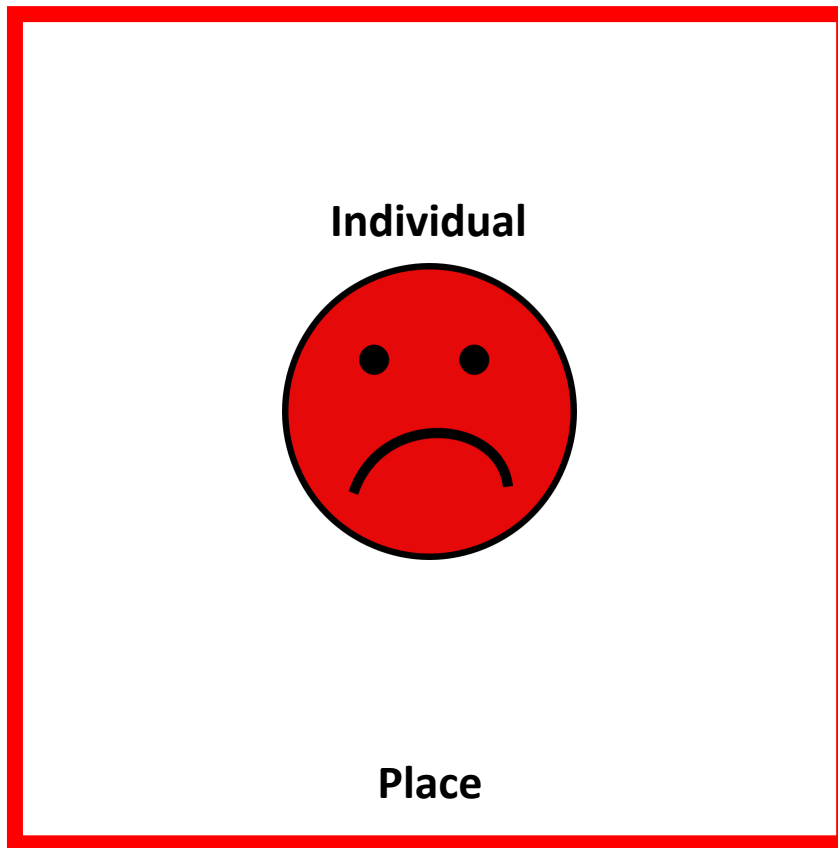
- Remove the individual
- Diagnose the problems in the individual
- Fix the individual
- Individual goes back when they are "ready"
- IEPs are separate from the place

Wait a second....
People with disabilities said:



“I am not broken.”
“I do not need to be fixed!”

Shifting the Paradigm: Social Model of Disability

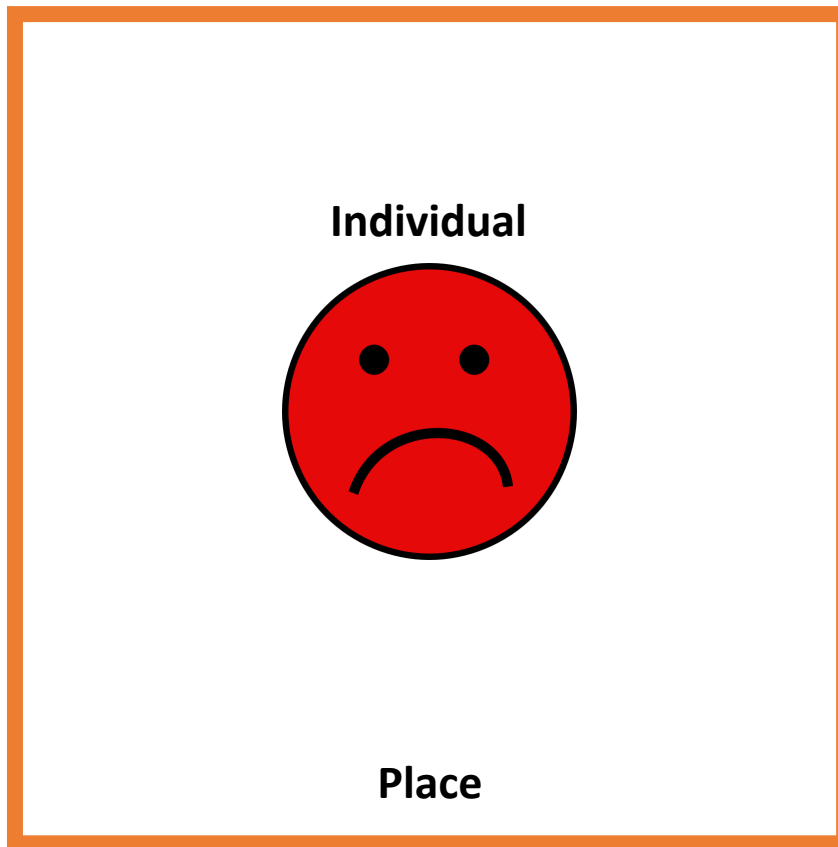


Social Model

If individual isn't successful

- Diagnose the problems in the place
- Fix the place
- Support everyone in the place

Shifting the Paradigm: Social Model of Disability

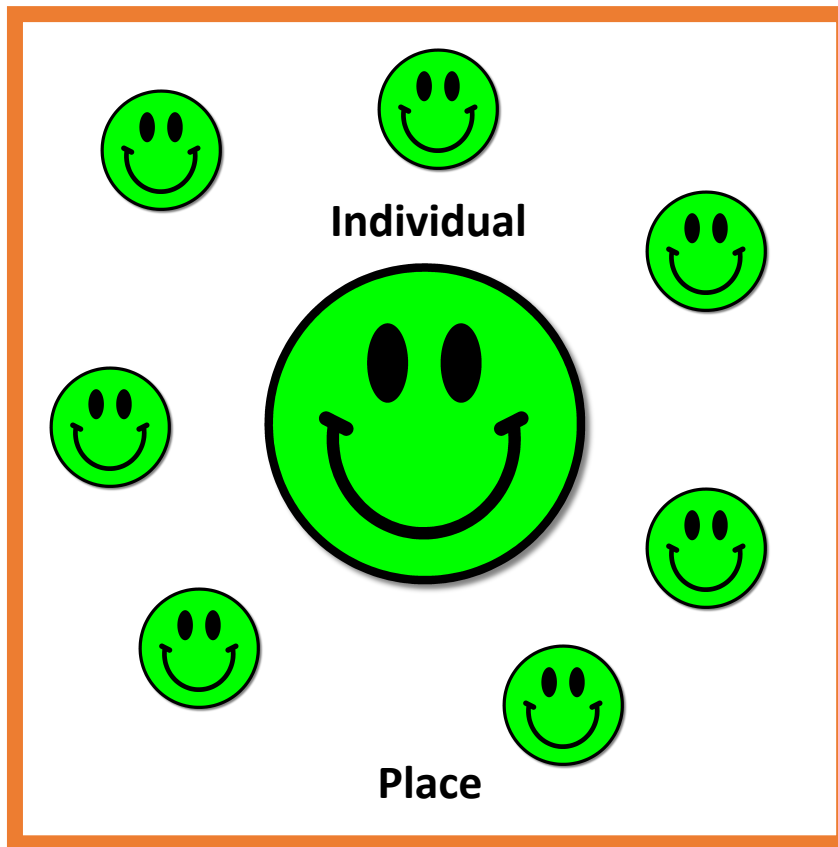


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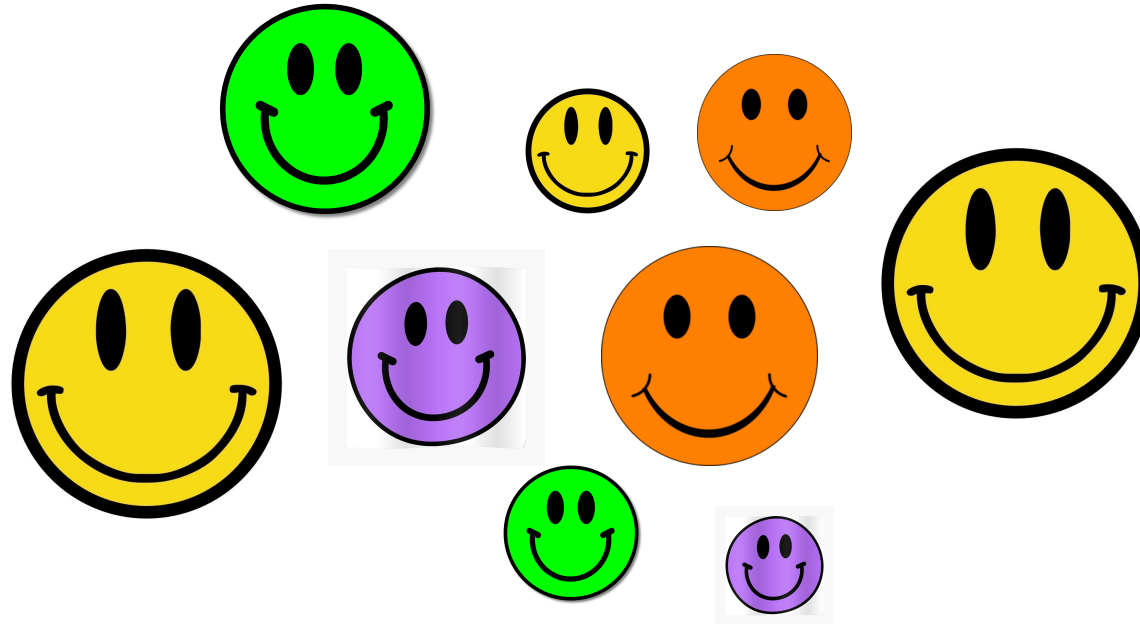


Social Model

If individual isn't successful

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Wait a second....
Teachers said:



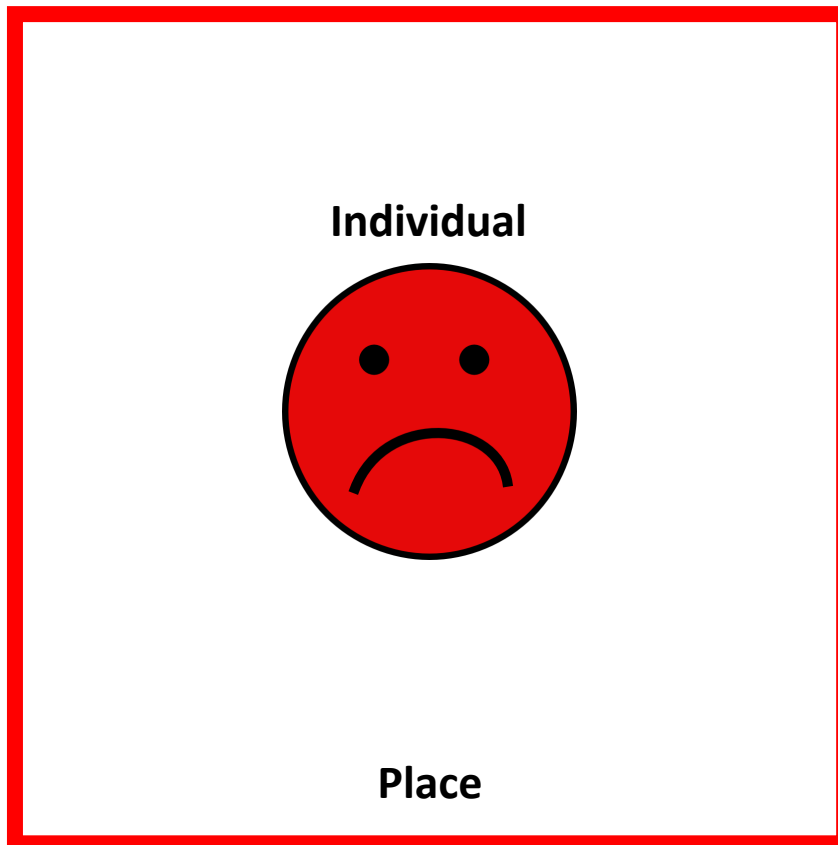
“What about all the individual
needs in a shared place”

Shifting the Paradigm: Person-Place Model of Need

Inclusive Education

If an individual isn't successful

- Determine barriers in place
- Determine needs of the community
- Anticipate supports & strategies based on needs
- Universally apply supports and strategies to ALL

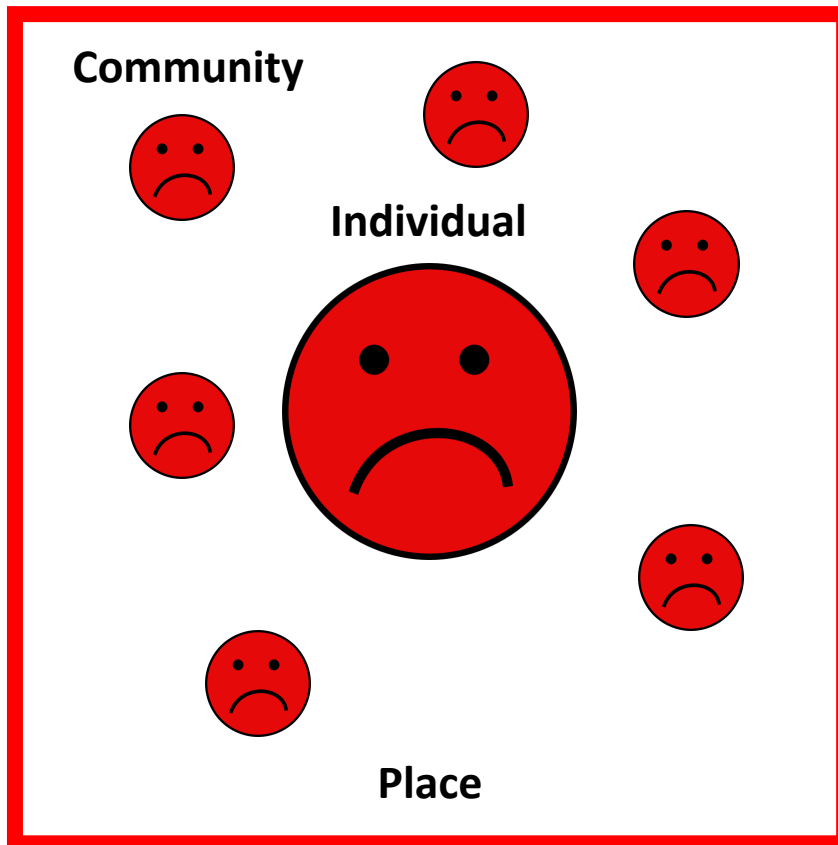


Shifting the Paradigm: Person-Place Model of Need

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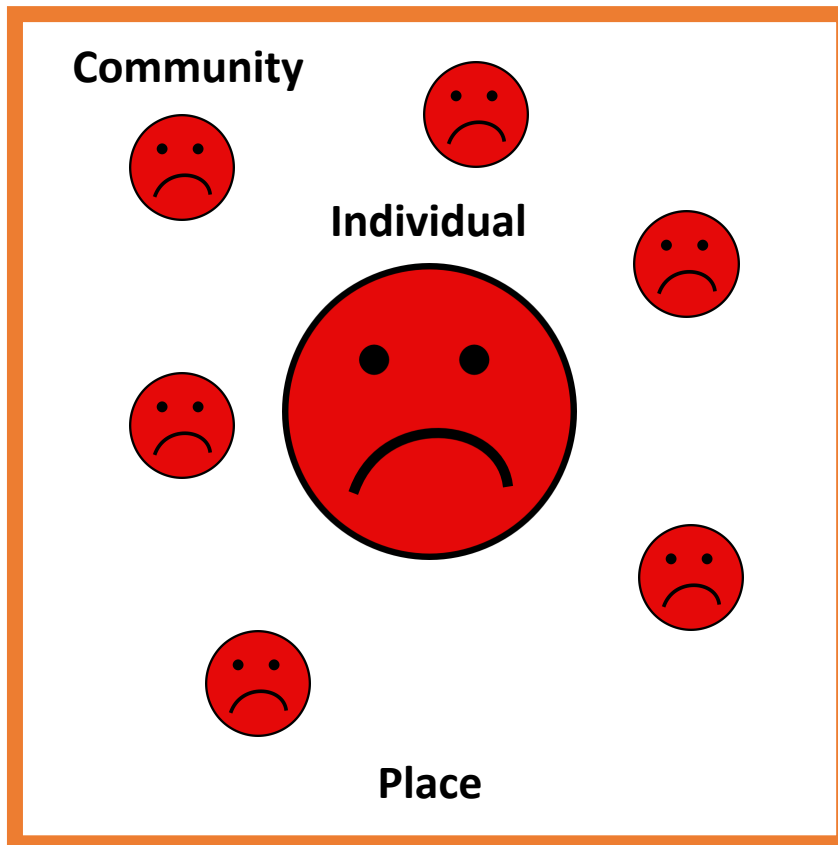


Shifting the Paradigm: Person-Place Model of Need

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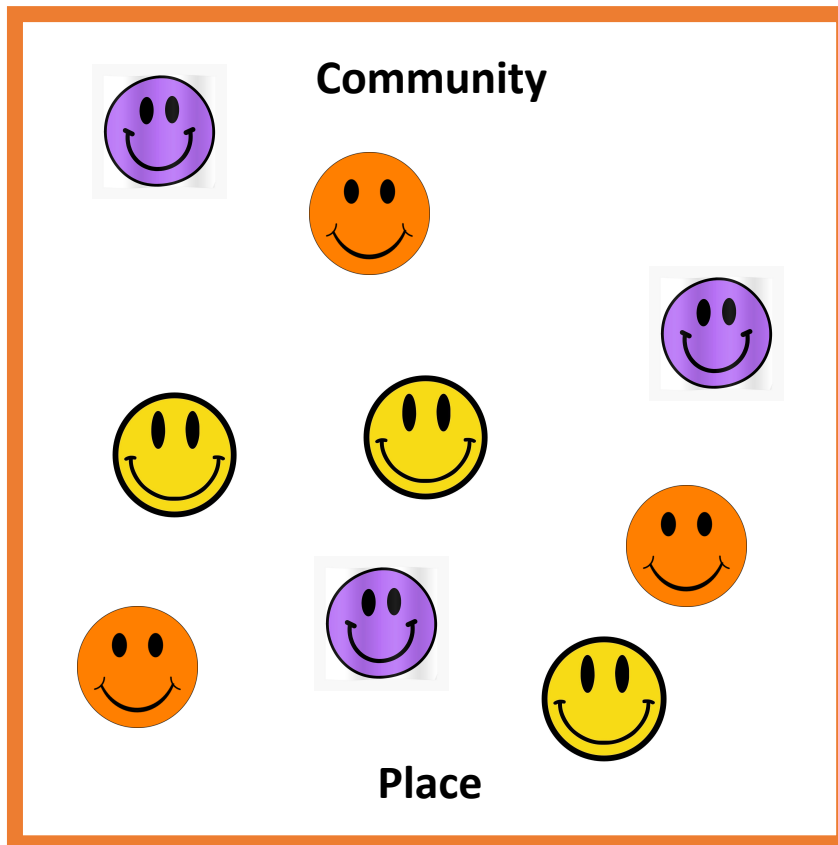


Shifting the Paradigm: Person-Place Model of Need

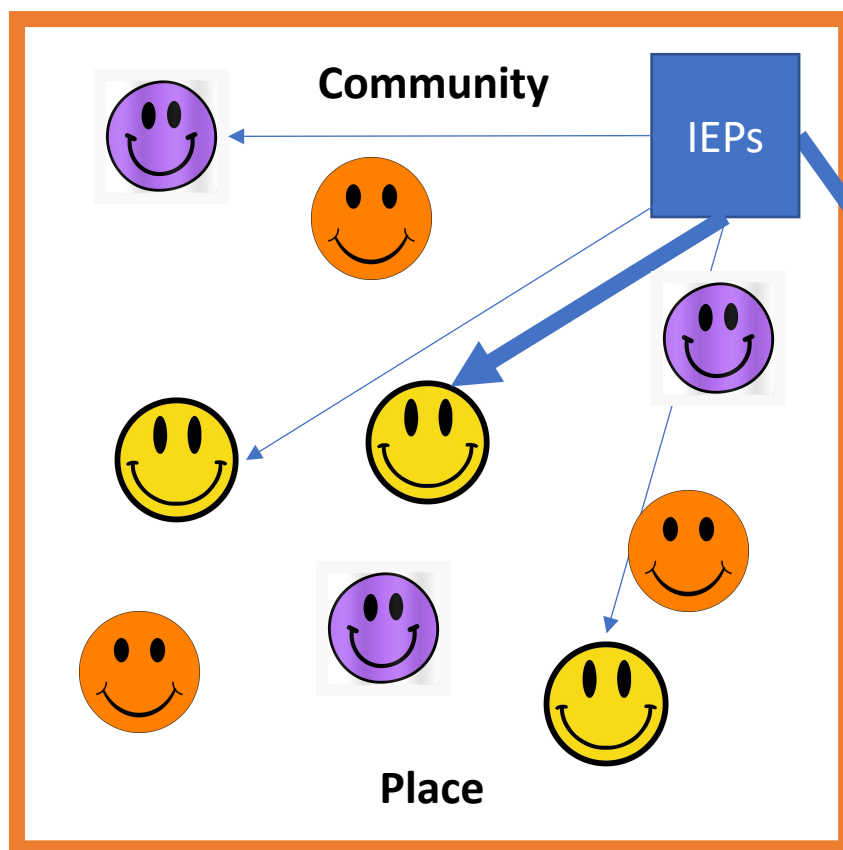
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Shifting the Paradigm: Person-Place Model of Need



Inclusive Education

If an individual isn't successful

- Determine barriers in place
- Determine needs of the community
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IEP

- Communicates barriers of individual
- Communicates needs of individual
- Communicates supports & strategies of individual
- Universally applied to everyone in the community
- Blueprint for the place!

Popcorn

What connections are you
making so far?



Medical Model Perspective: Fix the person

Individual not having success in a place: Shelley putting gas in her car in America

Deficit Model: Shelley can't fill up with gas

Shelley's IEP

S.M.A.R.T goal: Shelley will fill up her car with gas with 90 % accuracy by June 2021 by:

Objective: choosing an individual strategy to help her fill up with gas

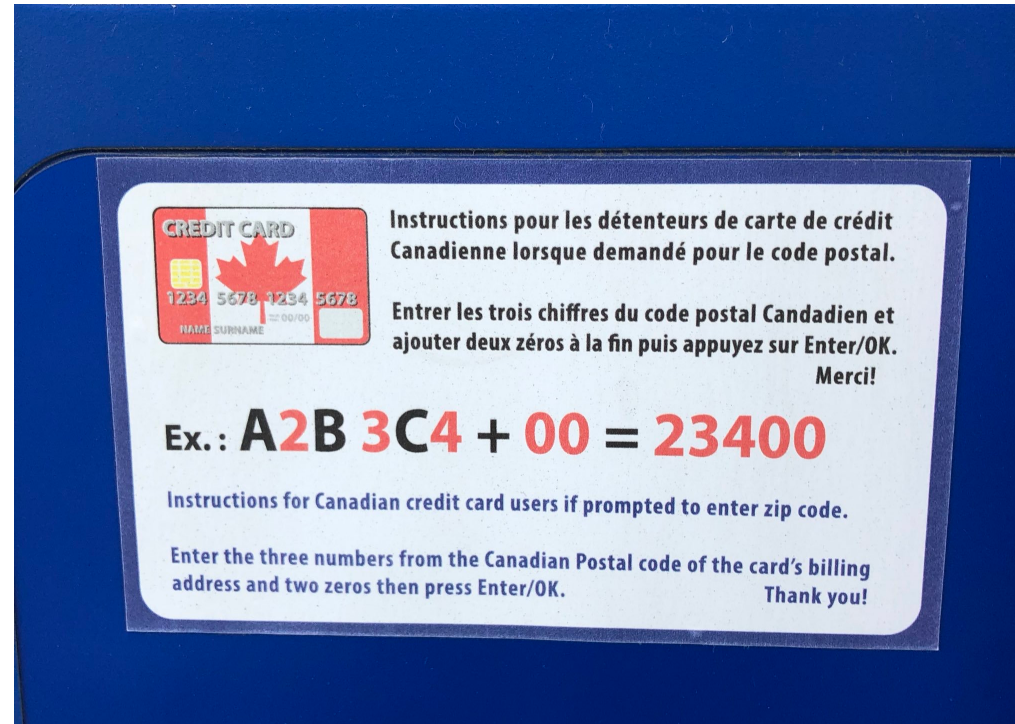
Individual Strategies: have extra cash on hand, extra time to fill up, extra room on my credit card, emotional regulation for anger, extra money for airport fill up, try 90210

Person- Place Model of Need

What is the barrier?!

What is getting in the way in the place?

Why can't Shelley fill up with gas?



Fixing the Deficit vs. Removing the Barrier

Person-Place Perspective: Reduce barriers in place, respond to needs of individual

Place: America

Barrier: Gas tank needs a Zip code to pay with a credit card

Shelley's need: Shelley is Canadian and has a postal code

Shelley's IEP

Goal: Shelley can fill up her car with gas by:

Objective: turning her postal code into a zip code

Universal Strategy: Sticker

Individual Supports & Strategies: None



What are the **barriers** in a community?

(What is getting in the way that is outside of a student control?)

What are the **needs** of the individuals in a community?

(Needs not disabilities)

How do we **anticipate** supports & strategies needed for individuals in the community?

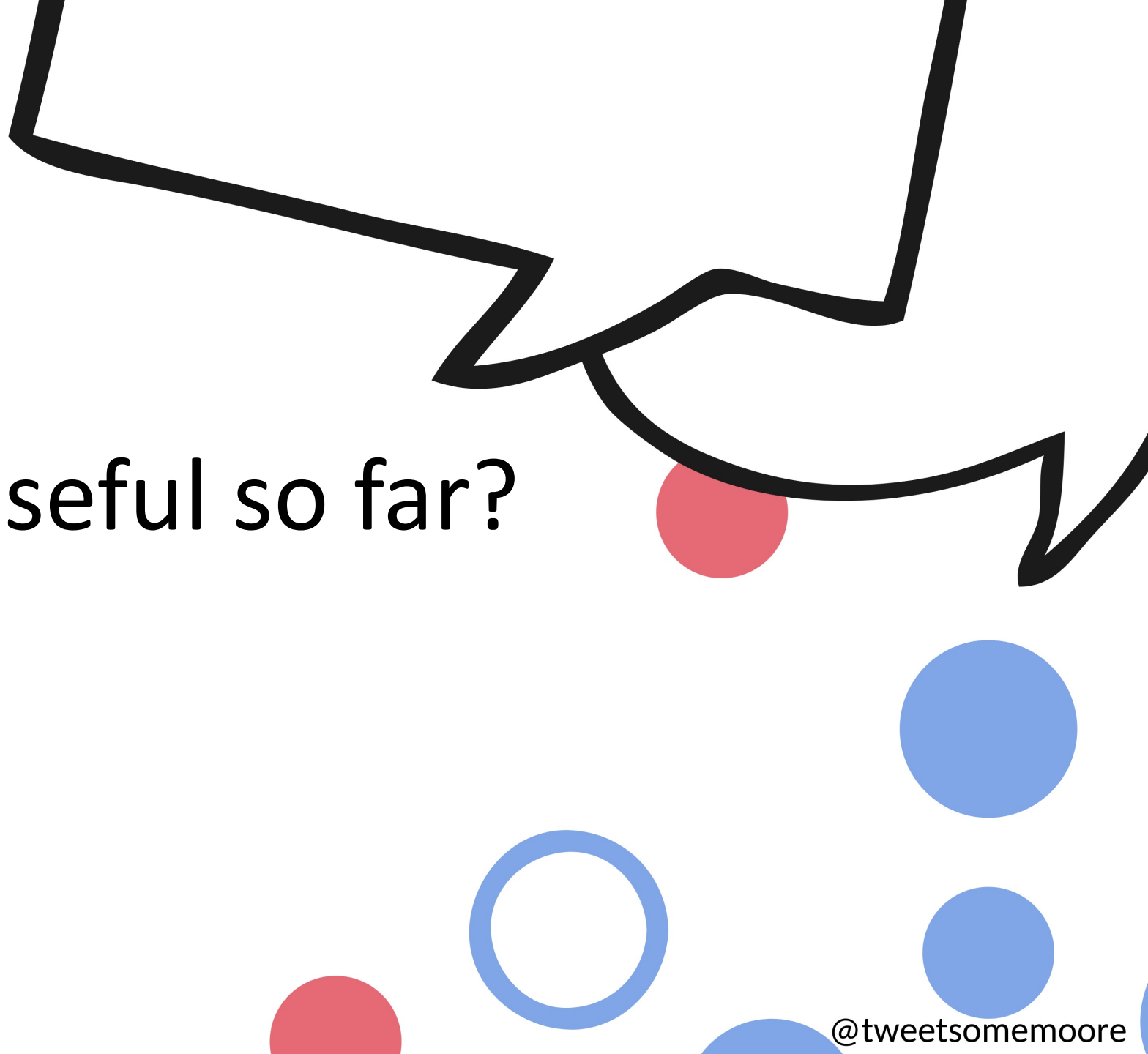
(Planned for before, not after)

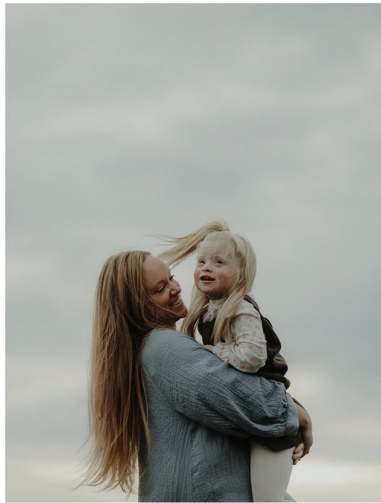
How can we teach the supports & strategies so **ALL students** can access and choose?

(Accessing supports & strategies do not affect evaluation or grades)

Popcorn

What is useful so far?





FIVE MOORE
MINUTES
PRESENTS



THE 5 P'S OF INCLUSION

Child & Youth Care
Edition



with



SHELLEY MOORE

A virtual learning series for staff & families

Inspired by a 6 year old named Kenzie, this virtual learning series will focusing on some *guiding conditions of inclusion* with a special focus on child and youth care programs. This 5 part series will look at **the importance of:**

- Child & youth care programs as inclusive **places** for ALL → **NOV. 27, 2021**
- **Presuming** competence and **potential** in ALL children & youth → **JAN. 8, 2022**
- Supporting ALL children & youth to **participate** in activities with each other → **FEB 12, 2022**
- Making child & youth care programs **purposeful** for ALL → **APRIL 9, 2022**
- **Planning** for ALL in child and youth care programs → **MAY 14, 2022**

\$10

PER SESSION + TAX



15% OFF WITH CODE

FORKENZIE

<https://www.eventbrite.ca/o/shelley-moore-30308766560?fbclid=IwAR2Cu0El8Y6qcCx4cypFJyuqlM5YLqvvnQKLu9JvGc2yVb8cqrqg50fojn8>

Research & Literature that Supports this Session:

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- 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.
- Hunt, P., & Farron-Davis, F. (1992). A preliminary investigation of IEP quality and content associated with placement in general education versus special education classes. *Journal of the Association for Persons with Severe Handicaps*, 17(4), 247-253.
- McDonnell, J., Mathot-Buckner, C., Thorson, N., & Fister, S. (2001). Supporting the inclusion of students with moderate and severe disabilities in junior high school general education classes: The effects of classwide peer tutoring, multi-element curriculum, and accommodations. *Education and Treatment of children*, 141-160.
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- Wagner, M., Newman, L., Cameto, R., & Levine, P. (2006). The Academic Achievement and Functional Performance of Youth with Disabilities. A Report from the National Longitudinal Transition Study-2 (NLTS2). NCSER 2006-3000. *Online Submission*.
- Yell, M. L. (1995). Least restrictive environment, inclusion, and students with disabilities: A legal analysis. *The Journal of Special Education*, 28(4), 389-404.

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