

SHELLEY MOORE



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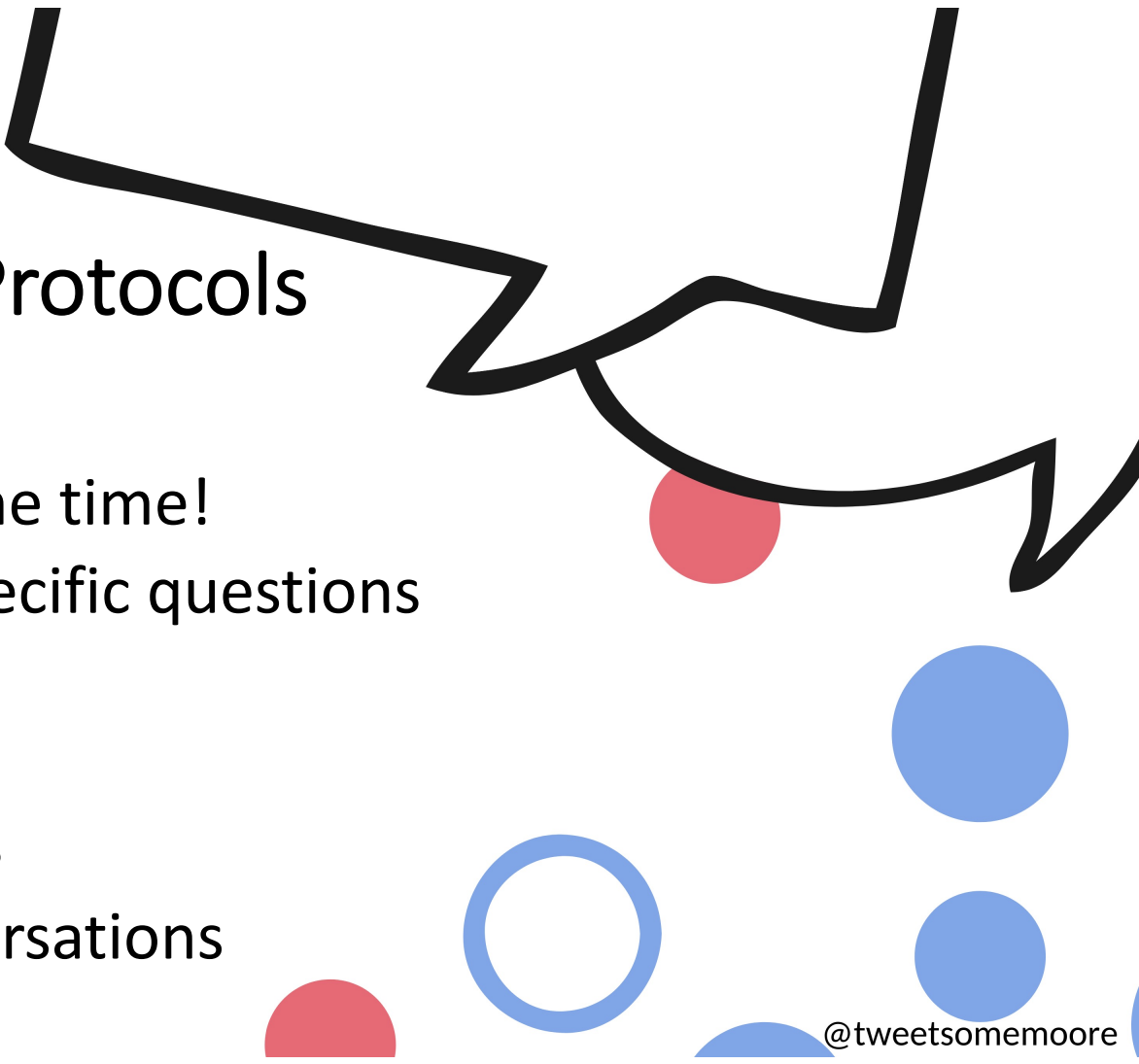
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Nexw̓lélexm (Bowen Island)

- 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 Learning Protocols

A decorative graphic consisting of a thick, black, jagged line that starts at the top left and extends towards the right. Along this line and below it are several circles: a red circle, a blue circle, and a blue circle with a white outline. There are also red and blue semi-circles at the bottom of the slide.

Chat Box

- Anytime! All the time!
- Respond to specific questions
- Waterfall

Break Out Groups

- Popcorn conversations

The Chat Box – Waterfall

- I will show you a prompt on the screen
- Type your response in the chat box BUT DO NOT press send
- I will do a 3-2-1 “Go” countdown
- Everyone will press send at the same time when I say “GO!”

our burning



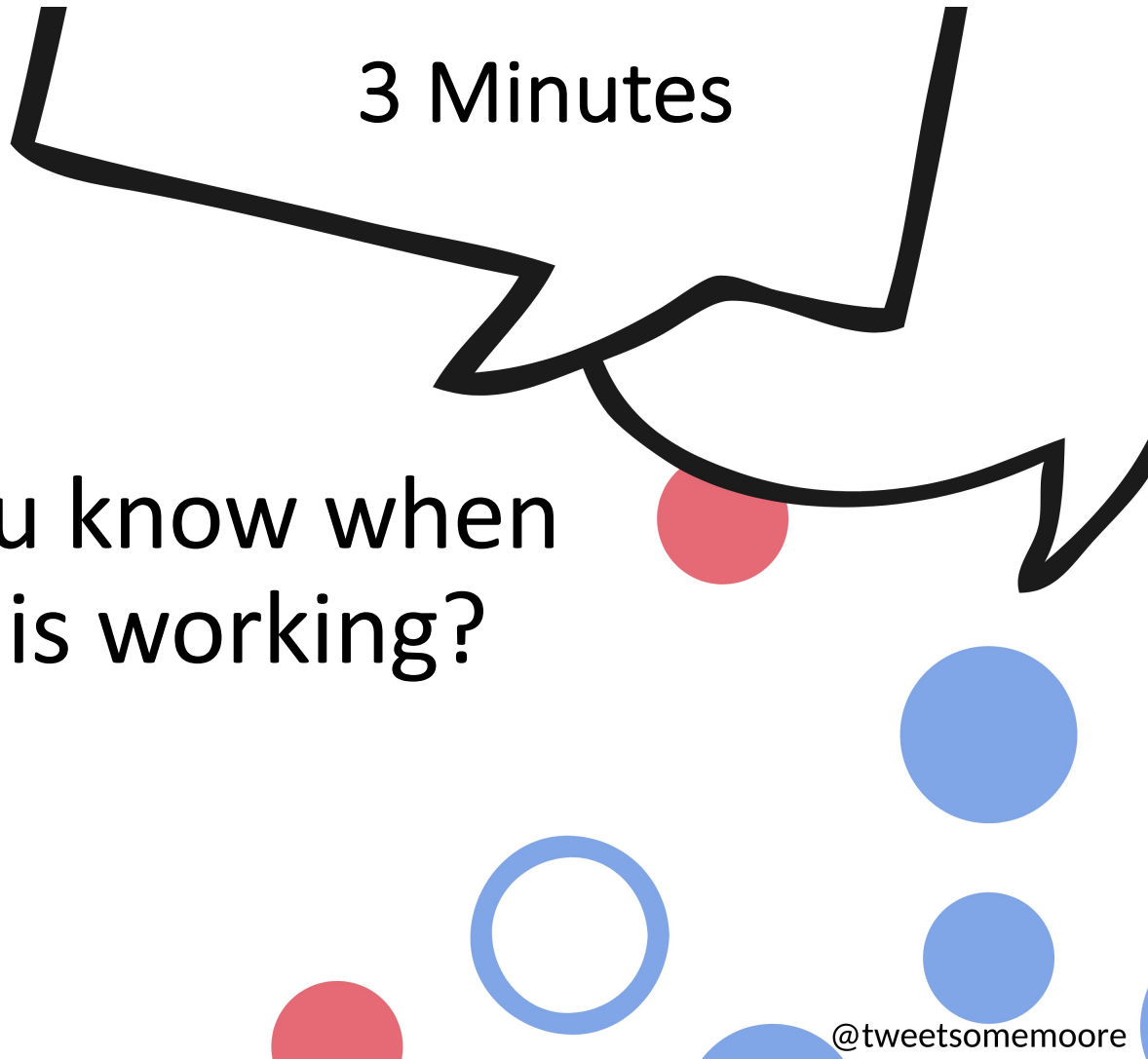
Break Out Groups – Popcorn

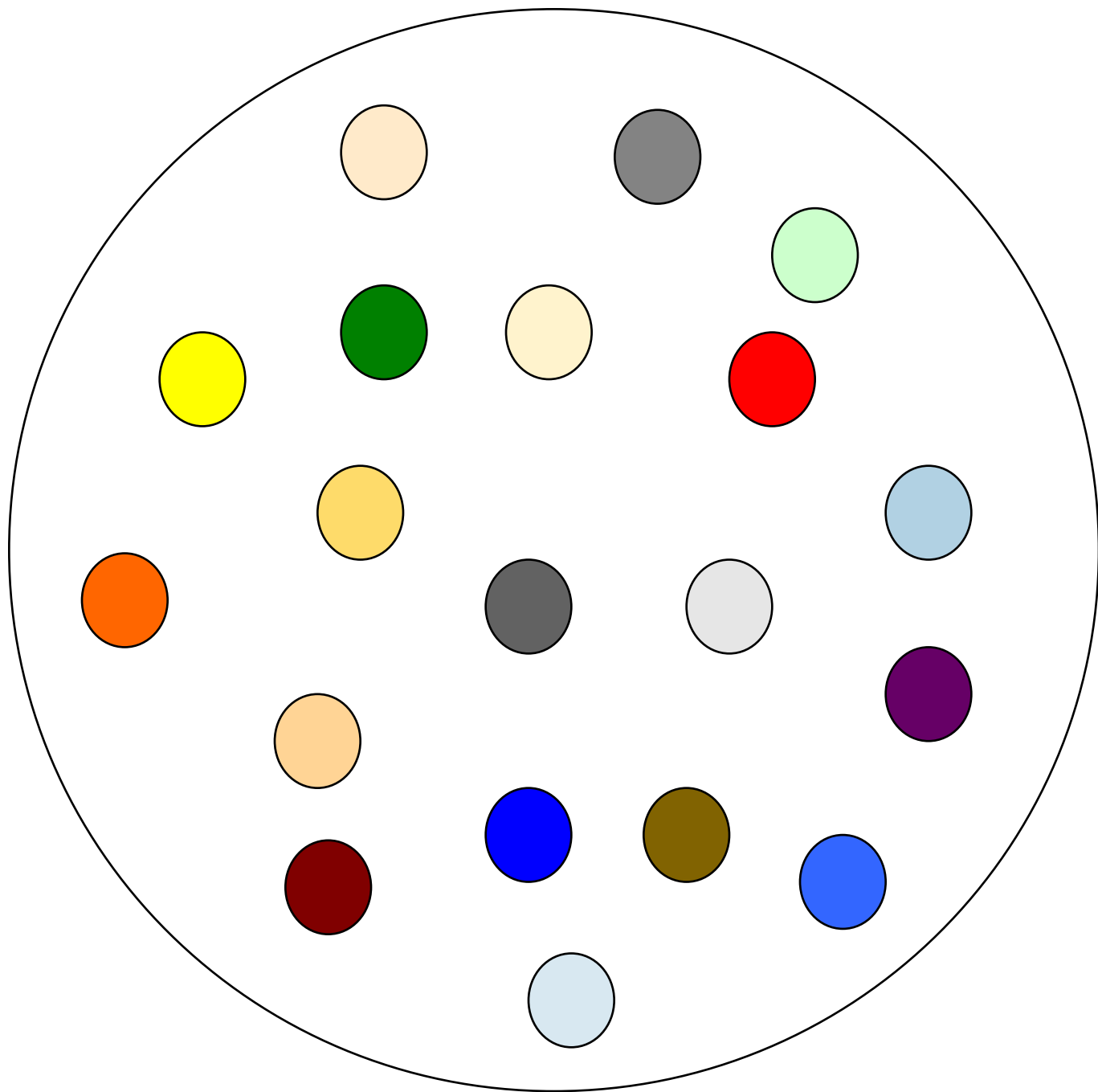
- In break out groups, everyone is a kernel
- You will have 3 minutes to pop - Everyone needs to pop!
- You pop by sharing a thought or a response, or asking a question to the group
- How can you support each other to make sure everyone pops in the time allowed?

Popcorn!

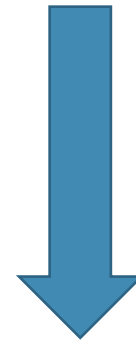
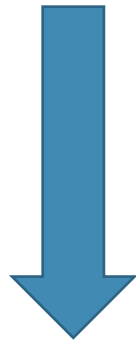
3 Minutes

How do you know when
inclusion is working?





Location vs. Place



Existence vs. Belonging

Why does **place** matter?

- Historically, Individual Education Plans (**IEPs**) have **not** been connected to **place** and have historically been implemented in **one place** (self contained or segregated setting)
- **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!

Place Based Planning



Place Based Planning the ICBIEP

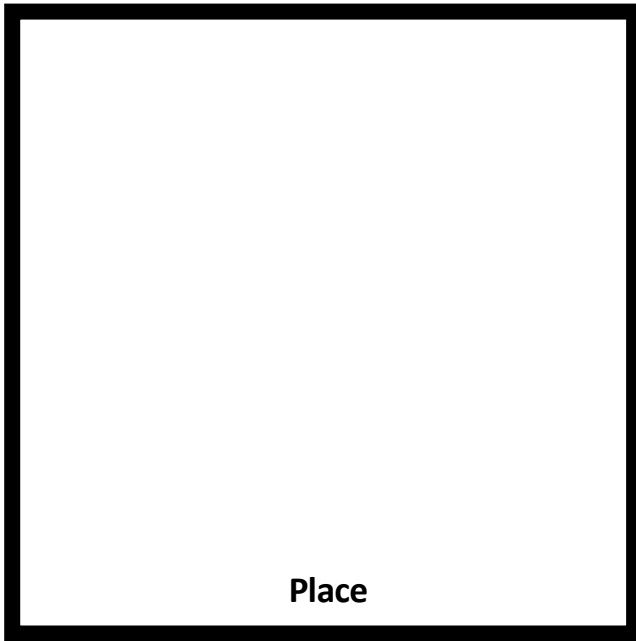


Who shares this **place** with a student who has an ICBIEP?
How do we get to know all students in a shared **place**?

A shift in thinking...

There are some things we need to understand:

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

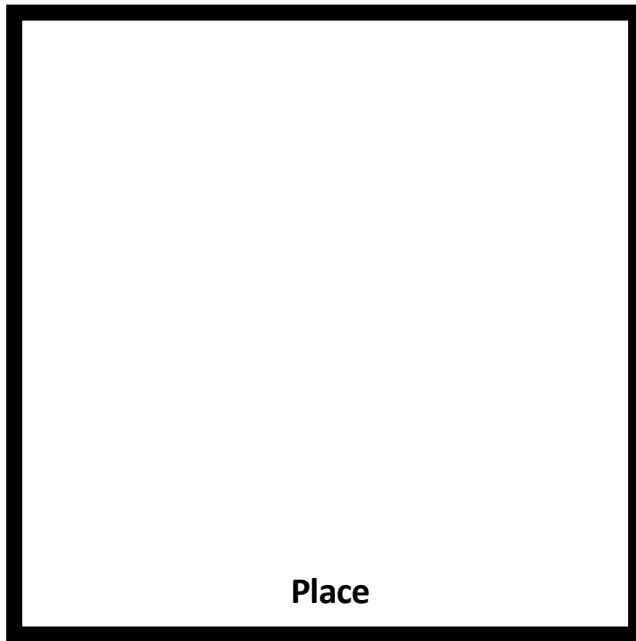


Place

I & CBIEPs Session 2

Shelley Moore, 2020

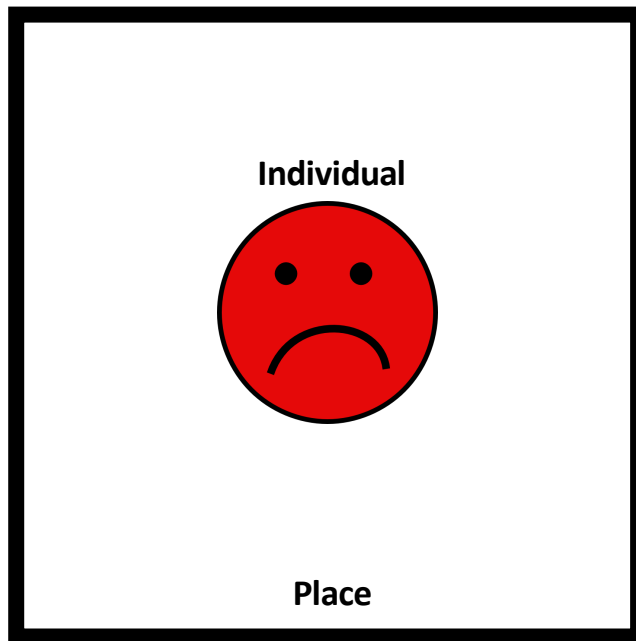
Shifting the Paradigm: Medical Model of Disability



I & CBIEPs Session 2

Shelley Moore, 2020

Shifting the Paradigm: Medical Model of Disability



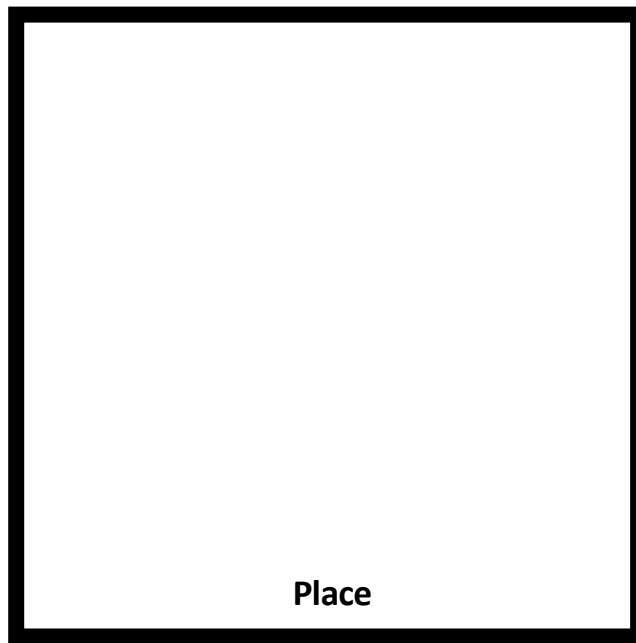
Special Education

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

IEP

Shifting the Paradigm: Medical Model of Disability



Individual



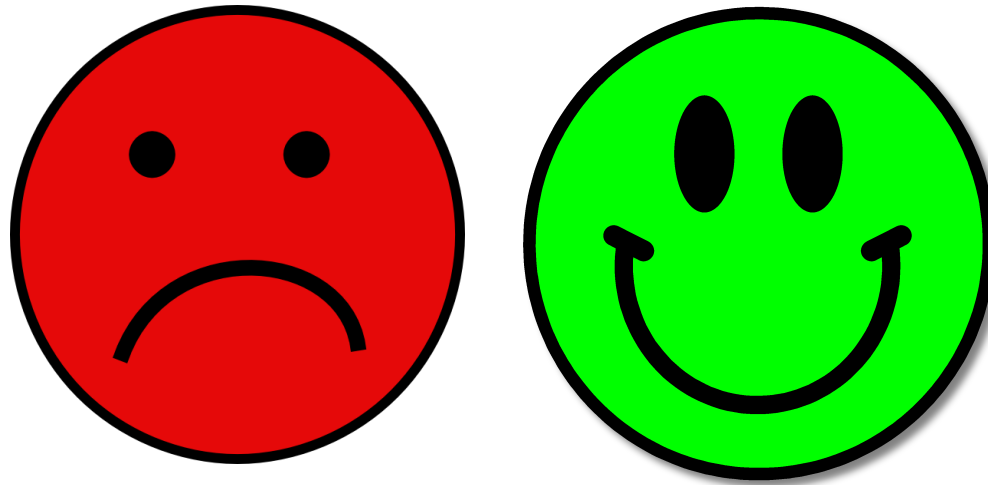
IEP

Special Education

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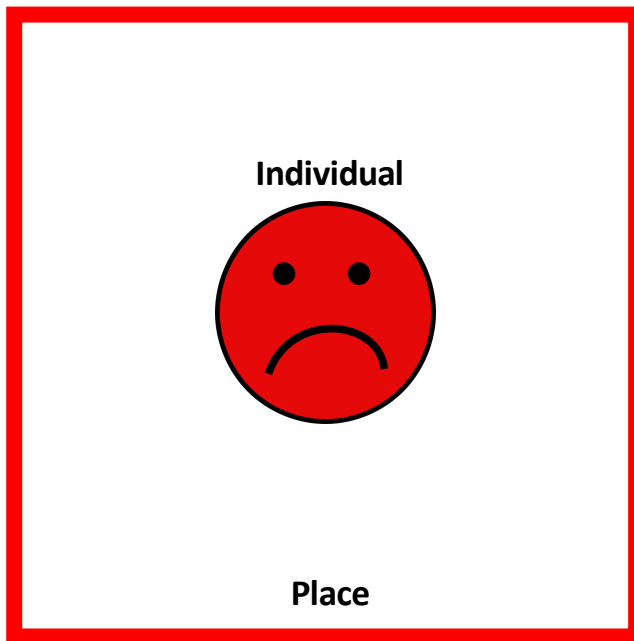
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Wait a second....
People with disabilities said:



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

Shifting the Paradigm: Social Model of Disability

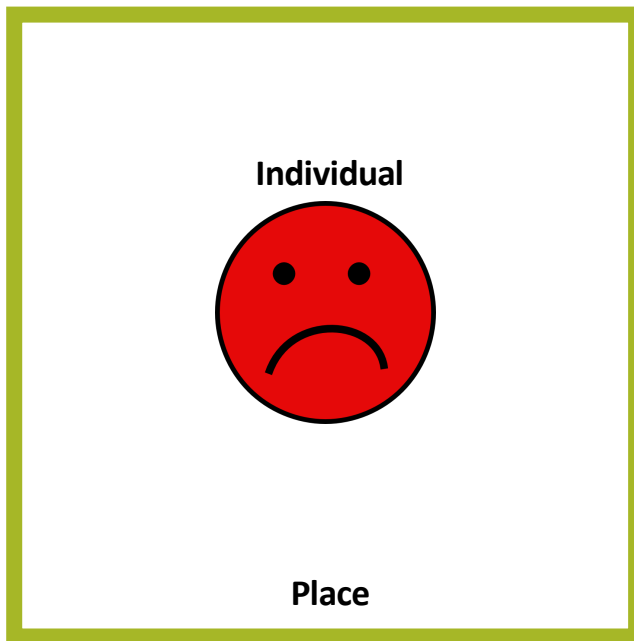


Social Model

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

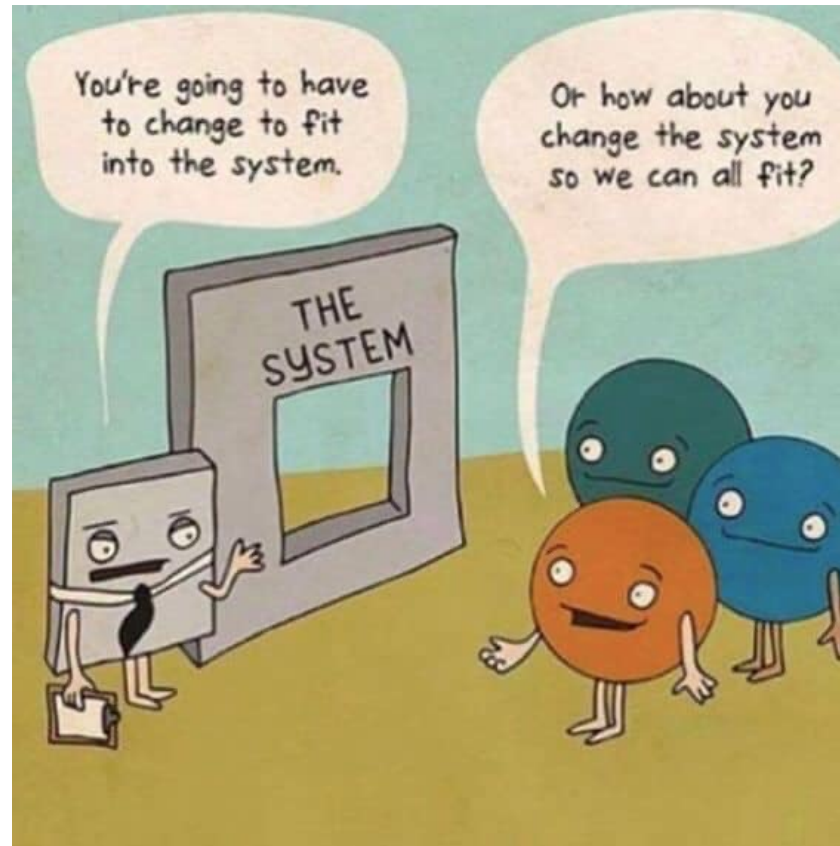


Social Model

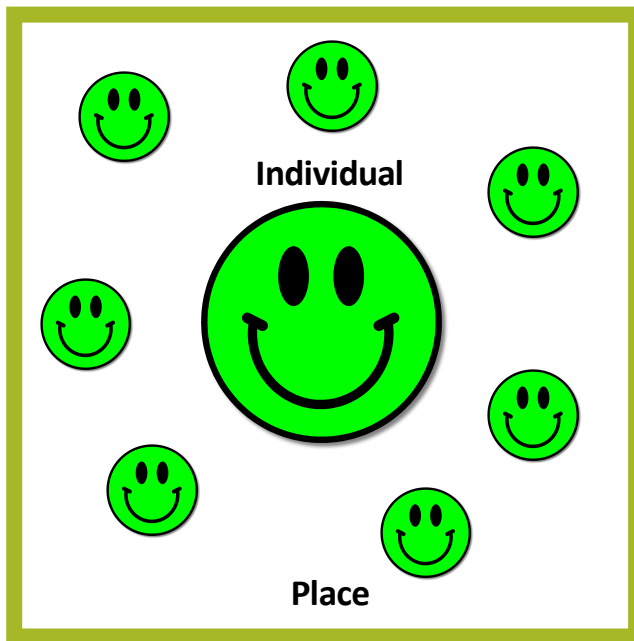
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The Role of the Environment/ System in Disabling Individuals



Shifting the Paradigm: Social Model of Disability

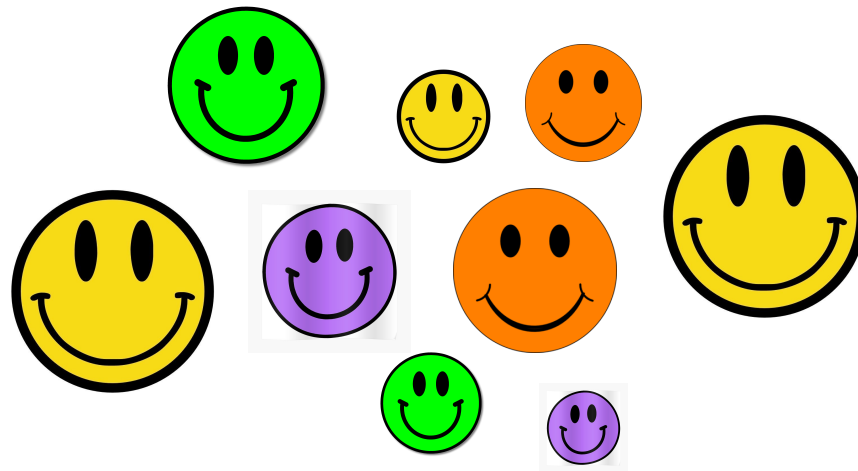


Social Model

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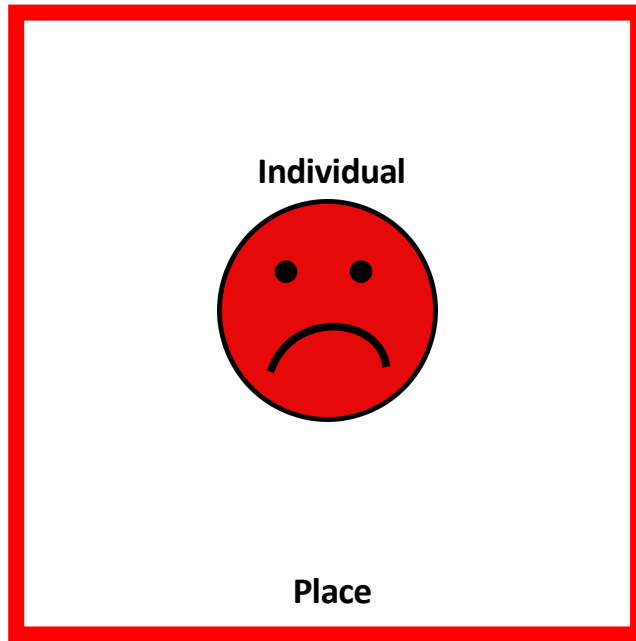
- Diagnose the problems in the place
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Wait a second....
Teacher's said:



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

Shifting the Paradigm: Person-Place Model of Need

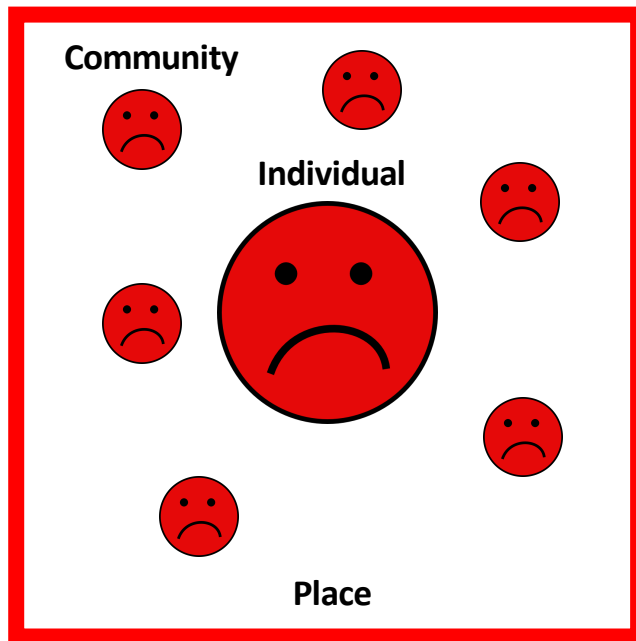


Inclusive Education

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

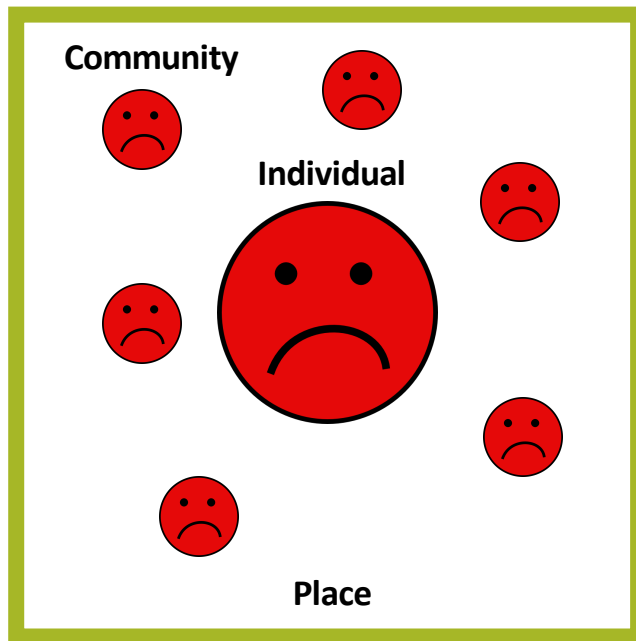


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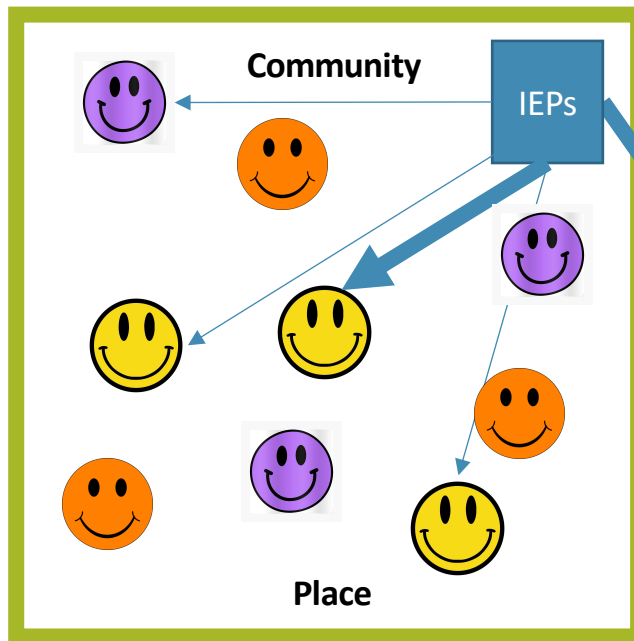
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Shifting the Paradigm: Person-Place Model of Need



Inclusive Education

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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!

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

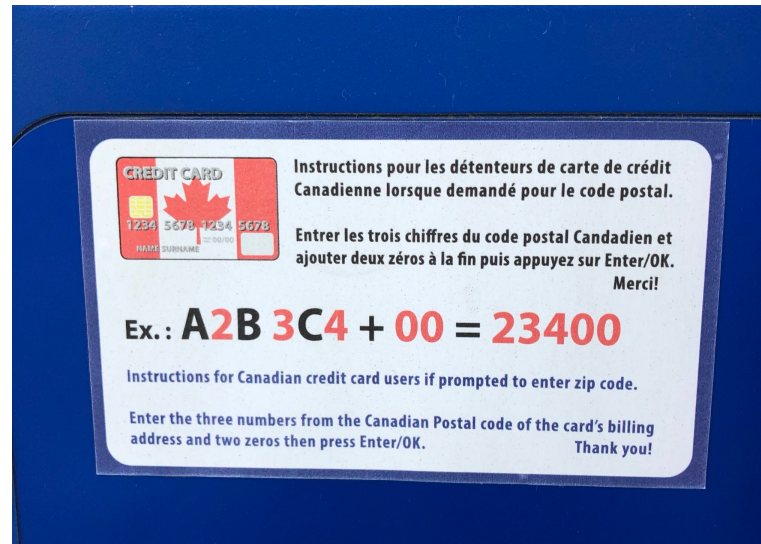
Individual Strategies: have extra cash on hand, extra time to fill up, extra room on my credit card, emotional regulation for anger, extra money for airport fill up, try 90210

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)

I & CBIERS Session 2

What **Barriers** Can We Anticipate?

- **Barriers** exist at every level of education
 - classroom, school, district, community, province etc.
- Some barriers are **explicit**, some are **implicit**
- Some barriers **we have control over**, others we don't
- **We can advocate** for change for **ALL** barriers
- **No barriers** are the result **individual student's** identity

What **Barriers** Can We Anticipate?

- Barriers to **LEARNING**
 - Committing to and Engaging in **UDL Practices**
- Barriers to **EQUITY**
 - Committing to and Engaging in:
 - Reconciliation Practices
 - Sexual Orientation & Gender Diversity
 - Anti Racism Practices
 - Anti Ableism Practices



We need some **ZIP CODE** strategies!

Thinking Ahead

- What is something useful from today?
- What is something that you are already doing well?
- What is something you want to think more about?
- What is something that you want to share with someone else?
- What questions do you still have?

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