

# 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



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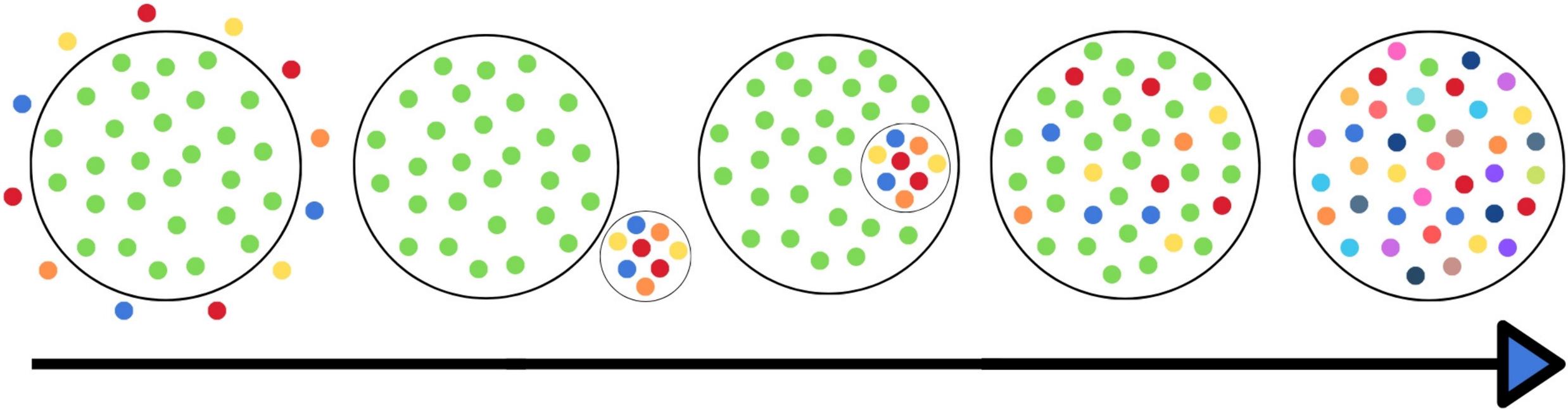


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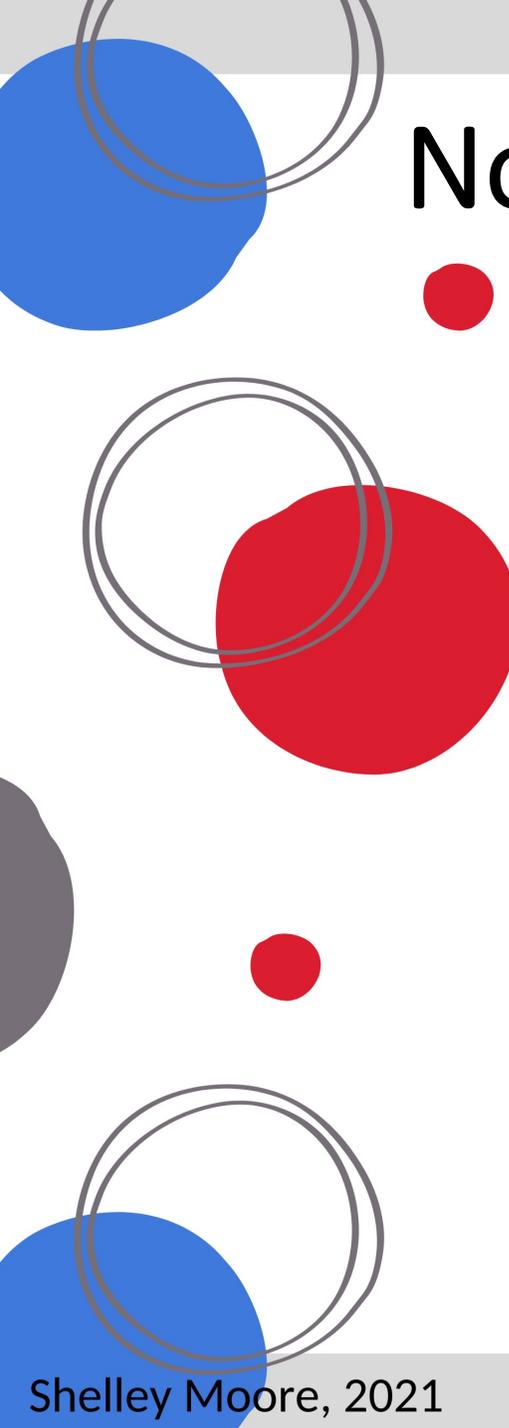
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# WHAT IS INCLUSION?



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 Does Research Say?

## 1. Guiding conditions of inclusion describe that all children & youth...

are **PLACED** in  
and attending  
inclusive  
programs

are **PRESUMED**  
competent and as  
having  
**POTENTIAL**

are in **PROXIMITY**  
to and  
**PARTICIPATING** in  
learning with  
**PEERS**

have  
**PURPOSEFUL**  
roles and  
responsibilities

are **PLANNED** for

**SESSION 1**

**SESSION 2**

**SESSION 3**

**SESSION 4**

**SESSION 5**

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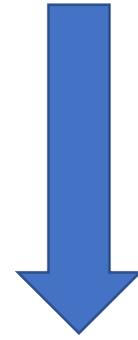
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# Location vs. Place

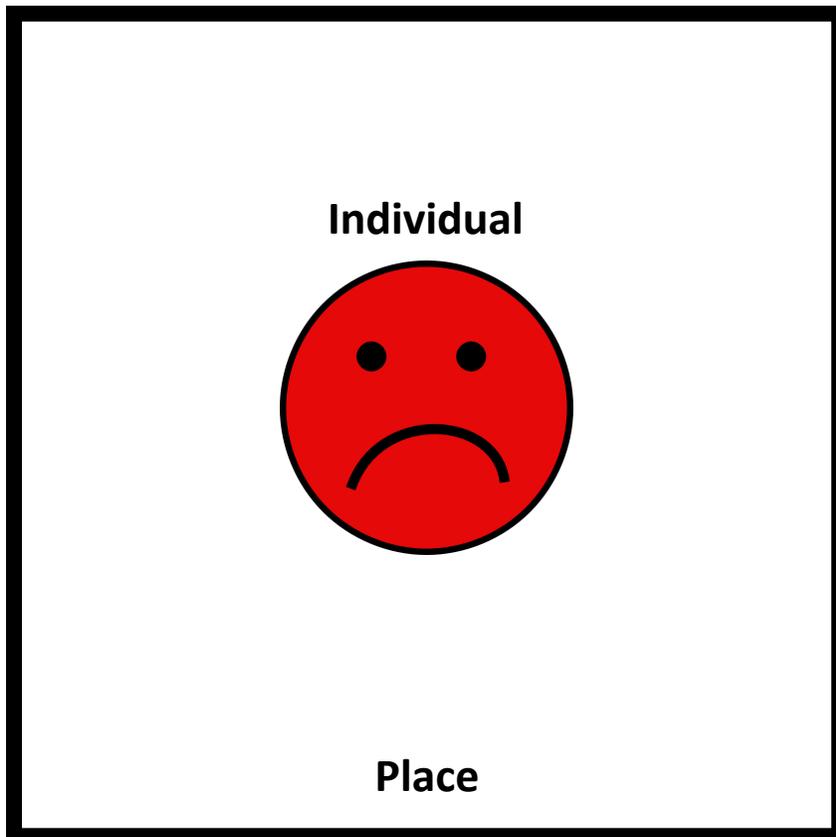


# Existence vs. Belonging

# Place Based Planning



# Shifting the Paradigm: Medical Model of Disability

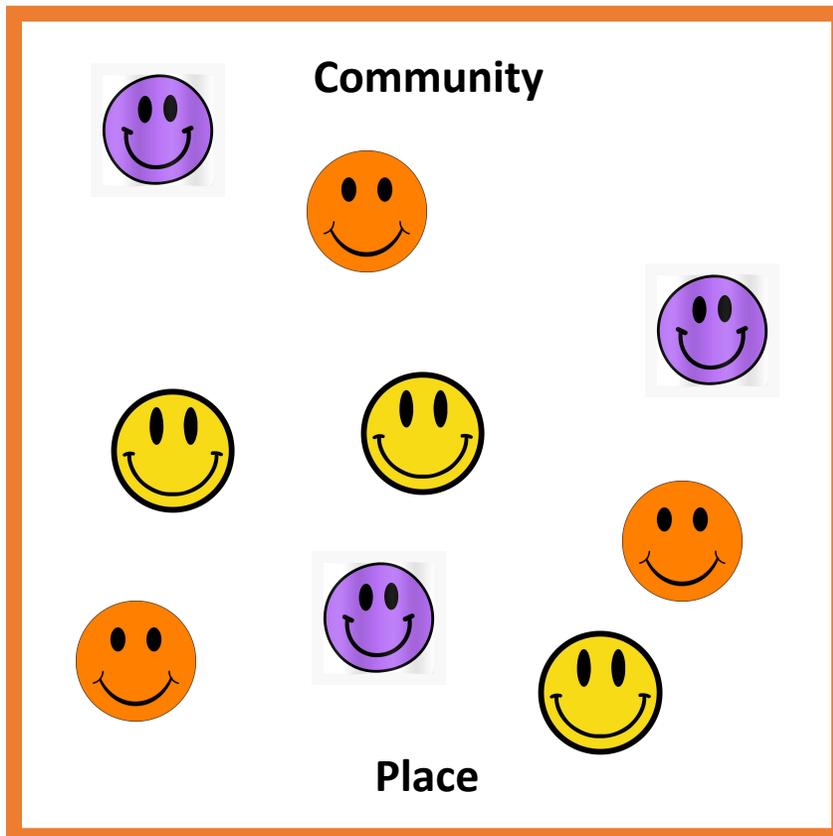


## Special Education

If individual isn't successful

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

# Shifting the Paradigm: Person-Place Model of Need



## Inclusive Planning

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

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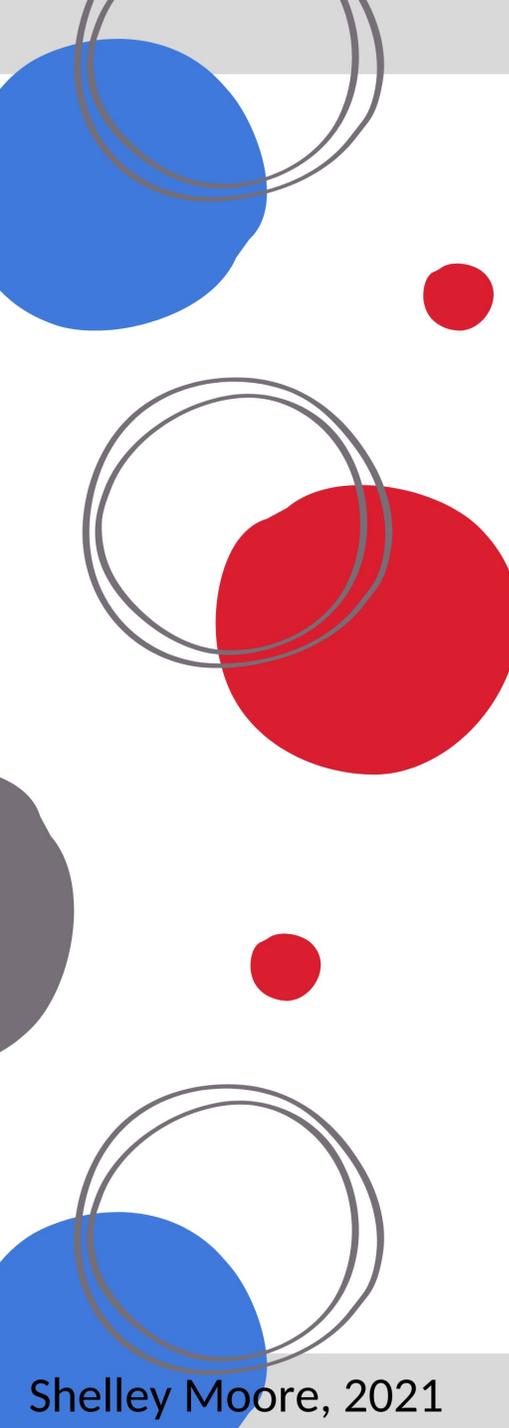
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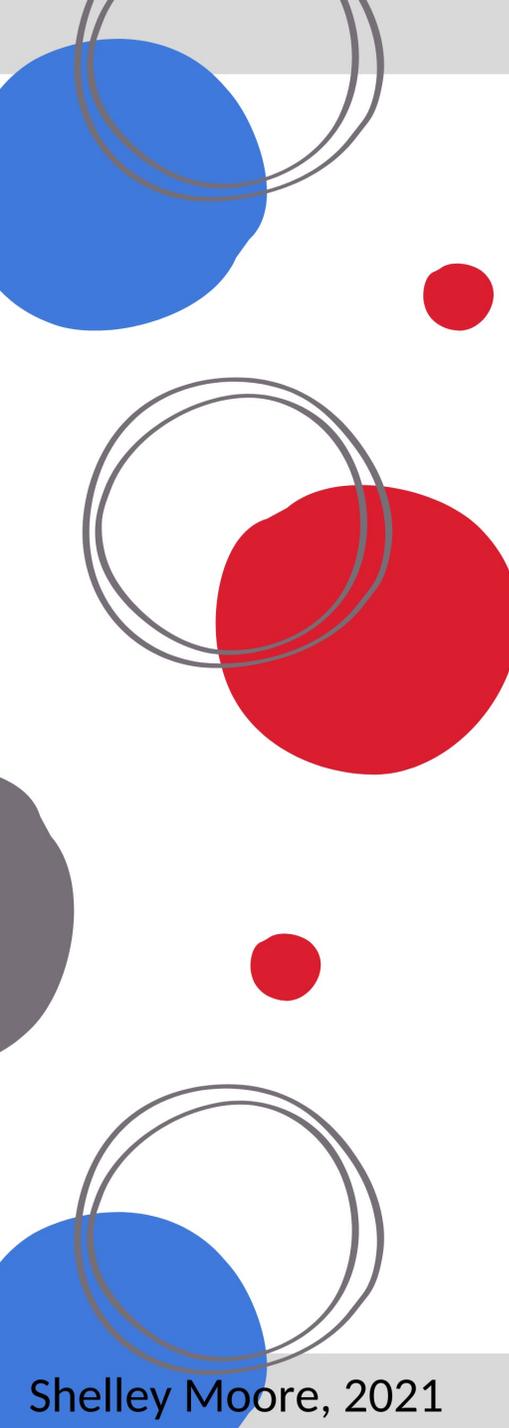
**SESSION 5**



Type in the Chat Box:

Finish this statement:

Presuming Competence is...



# Mr. W Commercial

## pre·sume com·petence

pri' zōōm/ 'kämpetens/

To presume competence is to acknowledge that all individuals have the ability to learn, to communicate, to participate in their own way. It means that we provide opportunities by creating accessible & inclusive spaces.

To presume competence is to respect the value of human diversity.

Not presuming competence is to actively harm.

[facebook.com/AutismWomensNetwork](https://facebook.com/AutismWomensNetwork)

## PRESUMING COMPETENCE

is an attitude—one that shapes actions in the classrooms and includes a default assumption that the student is capable.



BROOKES

From *Picture Inclusion!* by Whitney H. Rapp, Katrina L. Arndt, & Susan M. Hildenbrand

## Presumption of Competence

by Donnie TC Denome

(they/them or xe/xem)

Presuming competence means we presume people are experts on their own bodies and minds and know what they need, even if they can't express it. Or, if they don't know what they need, they are still experts and should still be consulted and assisted in making a decision, not have a decision made for them.

SCHOOLS FOR FREEDOM

@schoolsforfreedom

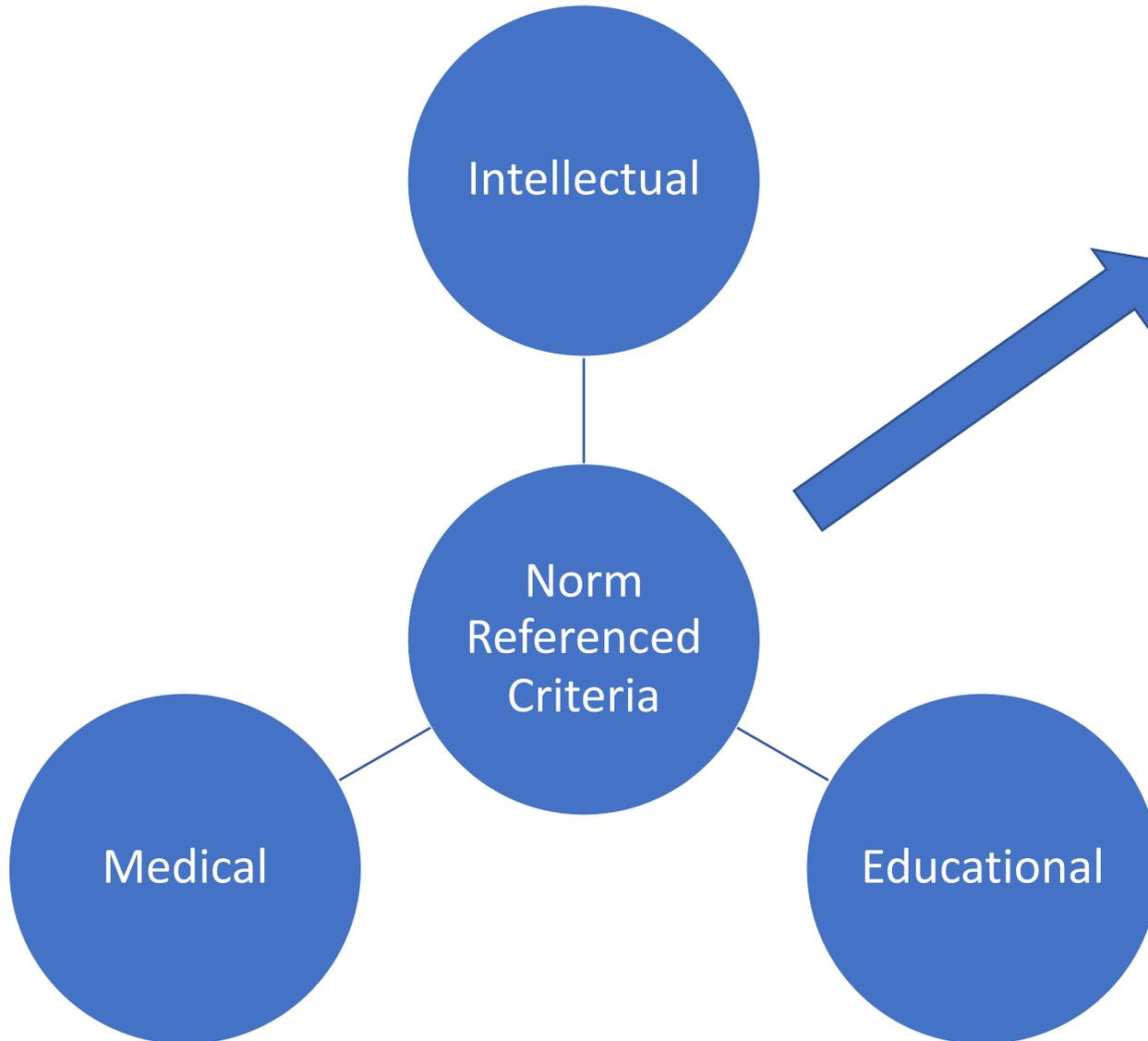
Presuming competence is nothing less than a Hippocratic oath for educators.

Douglas Biklen

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# What is Presuming Competence?

# What do we think when we think of someone with a disability?



- Measure deficits, not strengths
- Capture responses verbally/ written/ physically



- If children can't express in the way being captured



- It leads to the perceptions that "they can't"

# What happens when there is a perception that a child “can’t”

We **assume** that children with disabilities **will not benefit** from being in **community programs** with their peers



We **assume** that students with disabilities **are unable to** be successful in community programming



So we put students with disabilities into **programs outside** of community programs learning “**skills**”



Even if children are enrolled in a community programs, they are **still not often expected to access** activities, and focus is placed on **behaviour skills aimed to normalize them**



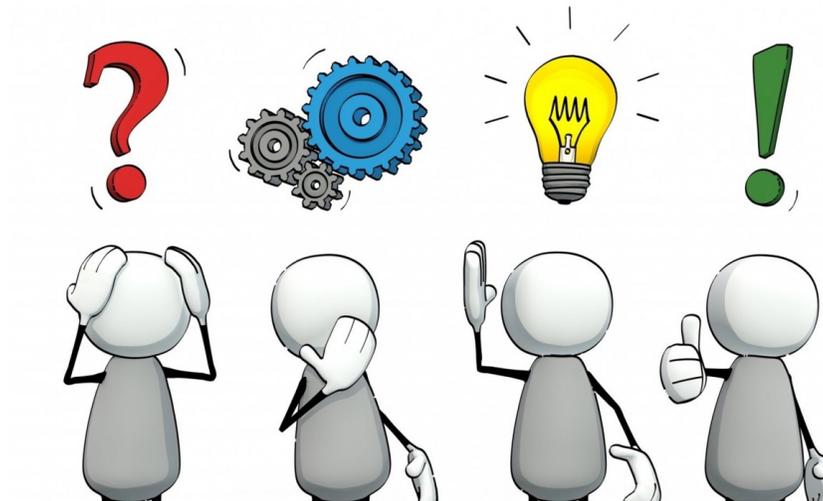
Children with and without disabilities **do not get** the opportunity **to learn/play with** and from **each other**



Non disabled children & families **do not get** to see what children with disabilities are **capable of** or what they can contribute



Which would **lead to a shift in perception** in the competence of disability



Getty Images

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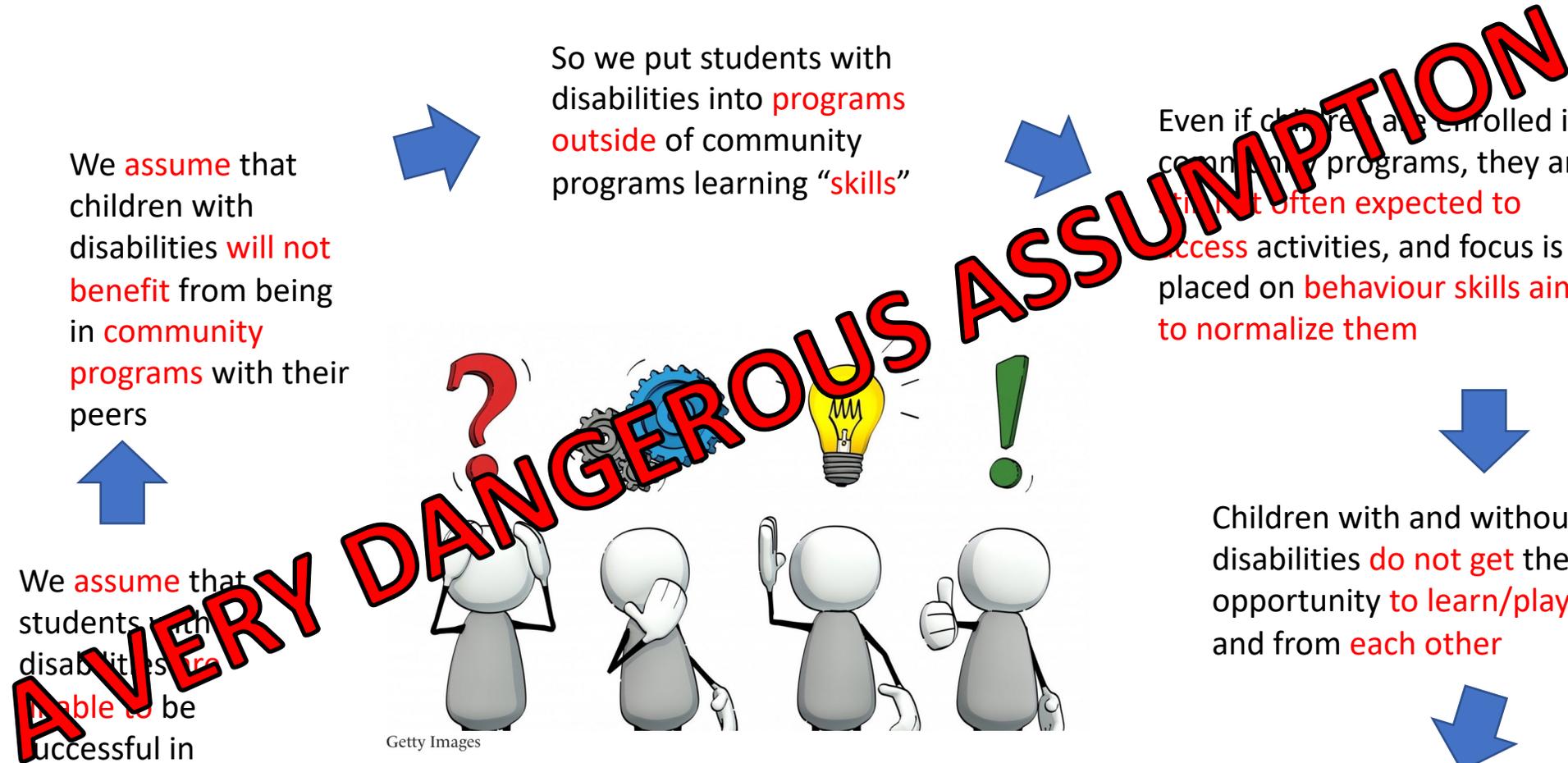
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Getty Images

# Why is Presuming Competence Important?

Changing our mindset about disability will change how we respond and make decisions about educational and community programming.

Access to inclusive community programs, promotes learning, inclusion, achievement and quality of life after schooling, for both children with and without disabilities.

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THE LEAST DANGEROUS ASSUMPTION

# Why is Presuming Competence Important?

Even if **we are wrong** about a child's **capability** to have access inclusive community programs with their peers, **the consequences** of that presumption **being wrong** are **not as dangerous** as the **alternative**.

Cheryl Jorgenson



## Why is Presuming Competence Important?

# 5 reasons to PRESUME THE COMPETENCE of all learners

- ➔ Intelligence is multifaceted. Using a test as a sole measure of intelligence doesn't really capture the full picture of a student's capacity for learning.
- ➔ For students who have complex communication needs and movement challenges, it's difficult to accurately assess IQ scores.
- ➔ When people with intellectual disability have high-quality instruction and an effective way to communicate, many demonstrate that they're much more capable than originally presumed.
- ➔ Presuming incompetence could result in harm to students if we wrongly assume they aren't capable.
- ➔ If it turns out a student doesn't have the ability to learn the same content their peers are learning—it's okay, because we haven't harmed the student by presuming competence (that's why it's called "the least dangerous assumption"). The potential consequences of NOT presuming competence are much more dangerous to the student.

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

# How can we Presuming Competence?

- Children with disabilities so often **need** to “**prove**” that they can behave **before given access** to community programming
- Biklen & Burke suggest:
  - Rather than proving their ability, presuming competence is **assuming that all** children have **ability** in any and **all places**

# How can we Presuming Competence?

## What the literature says:

- Focus more on **strengths, interests, abilities** and **need** and less on deficits
- Provide children with a **means to communicate** other than words (visuals, gestures, voice)

Jorgenson, McSheehan & Sonnenmeier

# How can we Presuming Competence?

- What Self Advocates say:
  - **Talk to me**, not my support dog, or my support staff, or my parents
  - **Do not** call me “**low functioning**” or refer to me as a developmental age, E.g., “**like a 2-year-old**”
  - Use **age-appropriate** tone of voice, inflection, vocabulary, and conversation topics when **interacting** with me
  - **Respect my privacy** when talking about my personal care, medical needs and/or personal and sensitive information

# Presuming Protentional

“I thought I would explain that I will be using the term **presume potential** instead of presume competence. I will quote AAC specialist Kate Ahern as she does an amazing job of explaining that this small wording difference can change the outcome for many students. When we say presume competence people might give someone an AAC system and expect them to magically use it, without any real teaching. But when we say **presume potential** we don't give a pass to others, we are saying, like all people, this person has the capacity to learn and grow, they aren't static and they won't magically know how to do things they haven't learned or been taught. **Presume potential** puts the onus of teaching/learning on the teachers, therapists and caregivers instead of expecting the disabled individual to already know how to do things without education. **Presume potential** is inclusion in the expectation of learning we place on ALL people. **Presume potential** means we don't dismiss anyone because we think their diagnosis means they can't learn or because we think they are low. Instead we believe that just like all children and adults their brains are plastic and they have boundless potential with the right teaching, supports and high expectations.”

# Taking Action: Choose your Challenge

- Your team:

Everyone

- **Needs** watch the 5MM video (Feb 1.) and have a conversation with your team about your reflections
- **Must:** choose an article or a video from the resource list. As a team eat lunch together one day and have a discussion about what you are learning

Choose your challenge

- **Can:** choose another resource and talk to someone not on your team about what you are learning
- **Could:** to share a summary of what your team learned with your staff at a staff meeting or a professional development session
- **Can try** go and visit a specialized program or site and reflect on what you notice about what students can do
- **Have another idea?** Let me know in your google form



The Five Moore Minutes' Podcast  
Shelley Moore

▶ Resume Episode

✓ SUBSCRIBED

1. The Infrastructure of Inclusion: Presuming Competence with Mabel & Joanne: Welcome back friends! This podcast is the first 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 the first P: presuming competence.

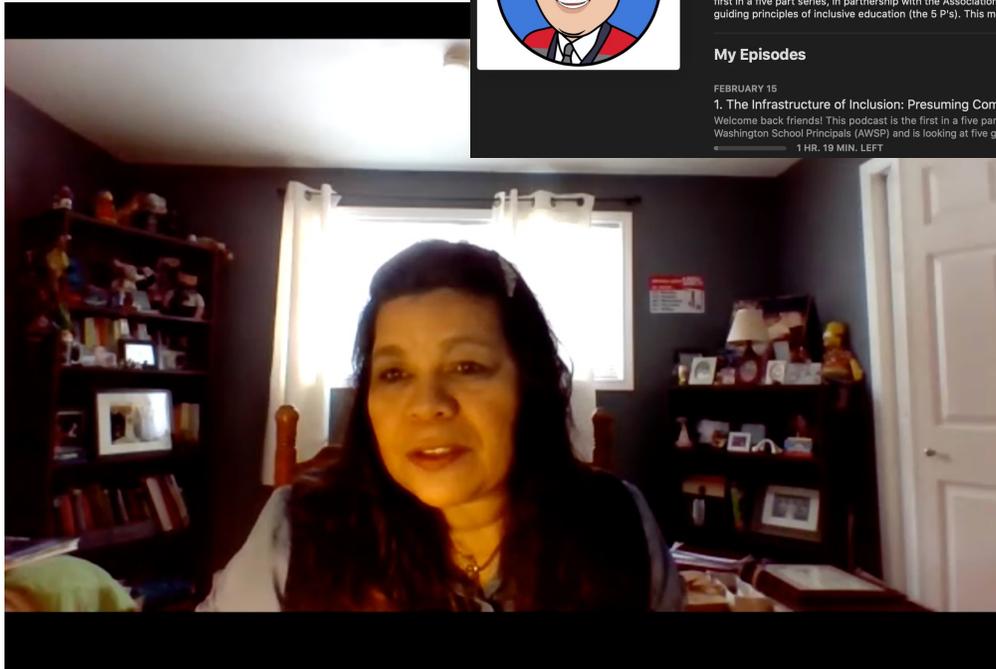
My Episodes

FEBRUARY 15

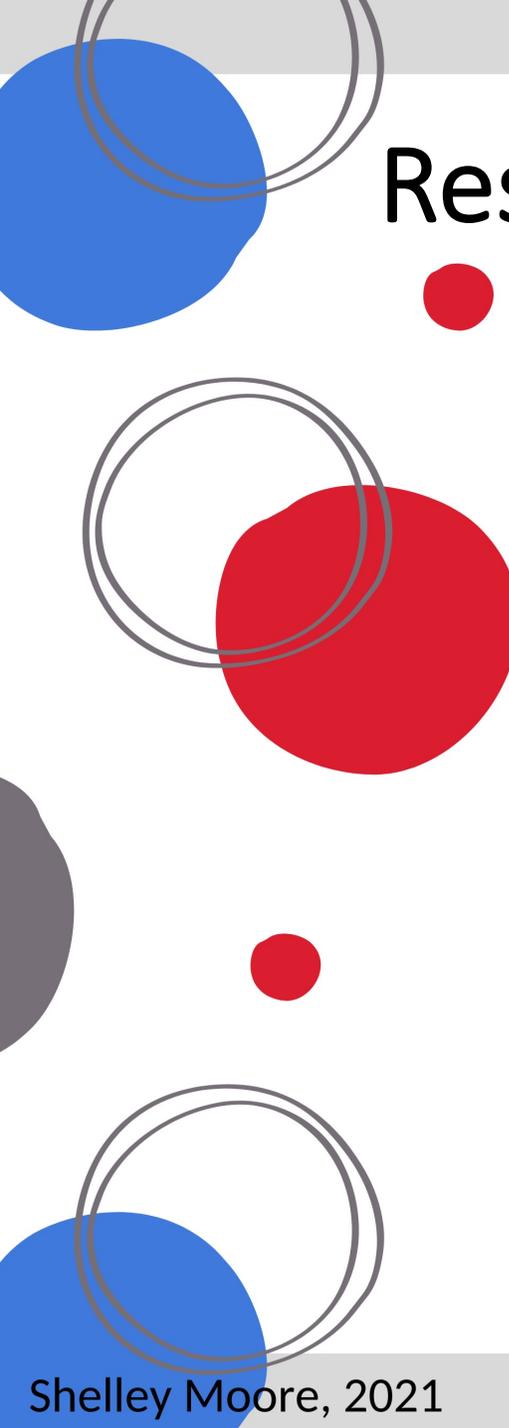
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1 H 21 MIN.



Shelley Moore, 2021



# Resources

- Articles:

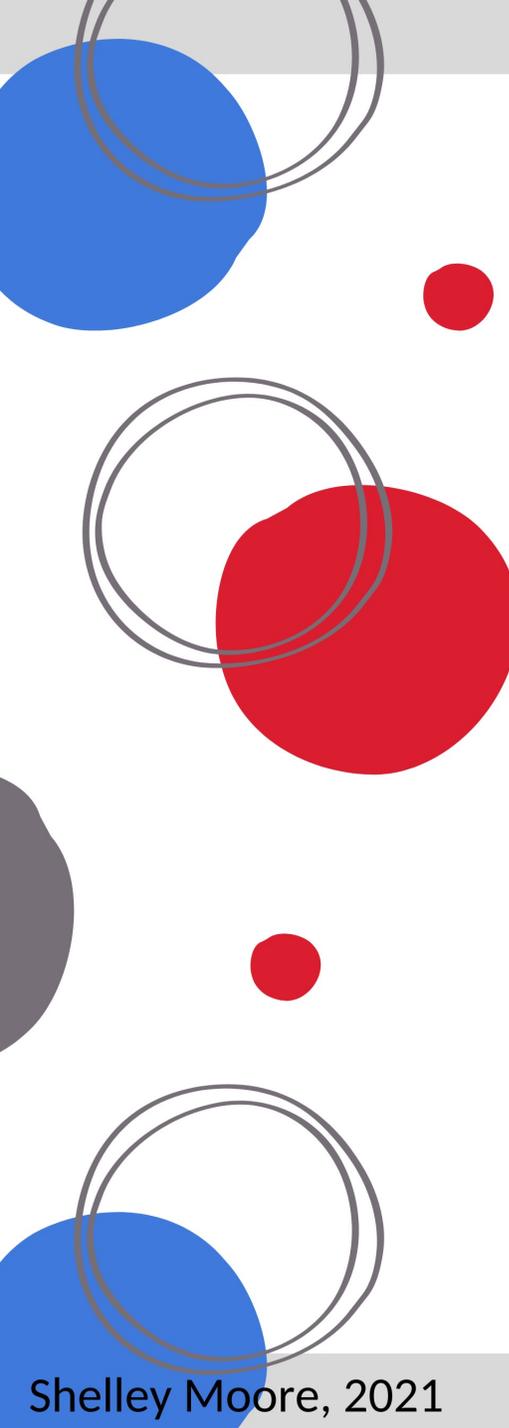
- Abbott, A. C. (2020). Presuming competence and capability. In A. C. Abbott, A. Bourdeau, R. Seidman & E. Cruz-Torres (Eds.), (1st ed., pp. 14-31) Routledge.
- Douglas Biklen & Jamie Burke (2006) Presuming Competence, Equity & Excellence in Education, 39:2,166-175.
- Biklen, D. Presuming competence, belonging, and the promise of inclusion: The US experience. *Prospects* **49**, 233–247 (2020).

# Resources

- Website Commentaries
  - Presuming Competence: What it is, and what it looks like
    - <https://blog.brookespublishing.com/presuming-competence-what-it-is-what-it-looks-like/>
  - 21 Tips for Presuming Competence
    - <https://the-art-of-autism.com/21-tips-for-presuming-competence/>
- Videos:
  - **Under the Table - Shelley Moore**
    - <https://www.youtube.com/watch?v=AGptAXTV7m0>
  - **Disabling Segregation – Dan Habib**
    - <https://www.youtube.com/watch?v=izkN5vLbnw8>
  - **Presume Competence! – Nate Trainor & Jean Trainor**
    - <https://www.youtube.com/watch?v=6qMdNsYVpVI>
  - **In my language**
    - <https://www.youtube.com/watch?v=JnylM1hI2jc>

# Research & Literature that Supports this Session:

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- Jorgensen, C. M., McSheehan, M., Sonnenmeier, R. M., & Miranda, P. (2010). *The Beyond Access model: Promoting membership, participation, and learning for students with disabilities in the general education classroom*. Baltimore: Paul H. Brookes Pub.
- Kliewer C., Biklen D., Kasa-Hendrickson C. Who may be literate? Disability and resistance to the cultural denial of competence. *American Educational Research Journal* 2006; 43(2)163–192
- Kunc, N. (1992). The need to belong: Rediscovering Maslow's hierarchy of needs. *Restructuring for caring and effective education: An administrative guide to creating heterogeneous schools*, 25-39.
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# Is Presuming Competence Enough?

- Nope!
- Now we need to **focus** on the **decisions** that we make that are **based on our perceptions** and assumptions about students

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Nov. 27

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**SESSION 2:**  
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**SESSION 3:**  
Feb 12

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