

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



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Our plan for today

- Sharing Out
- Participation Protocols
- Quick Review
- P #2: The Importance of Place
- Next Steps & Action Plans
- Resources



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- **Sharing Out**
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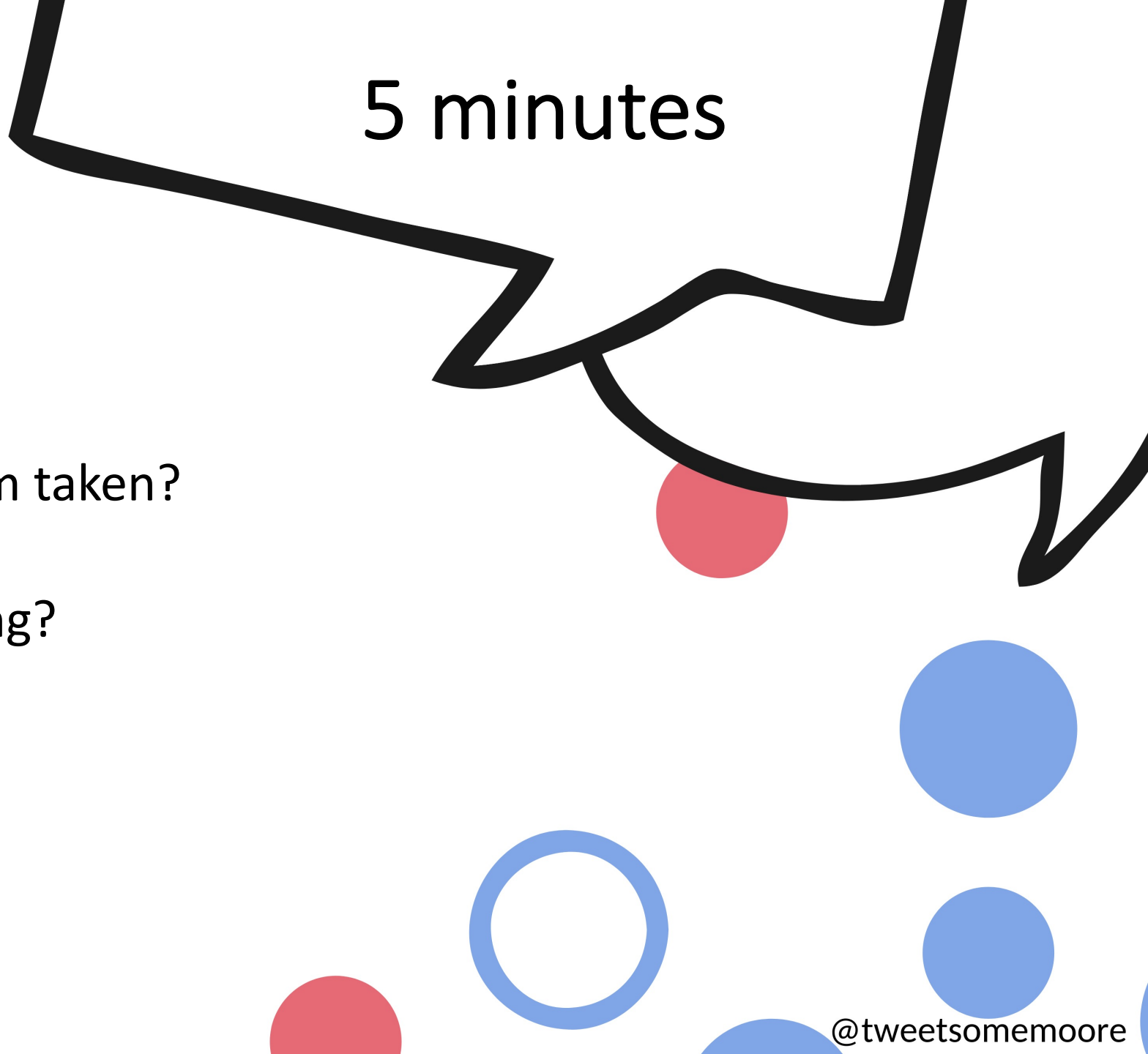
Sharing Out Step 1

As a team

What action(s) has your team taken?

- What did you try?
- What are you noticing?


5 minutes





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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)

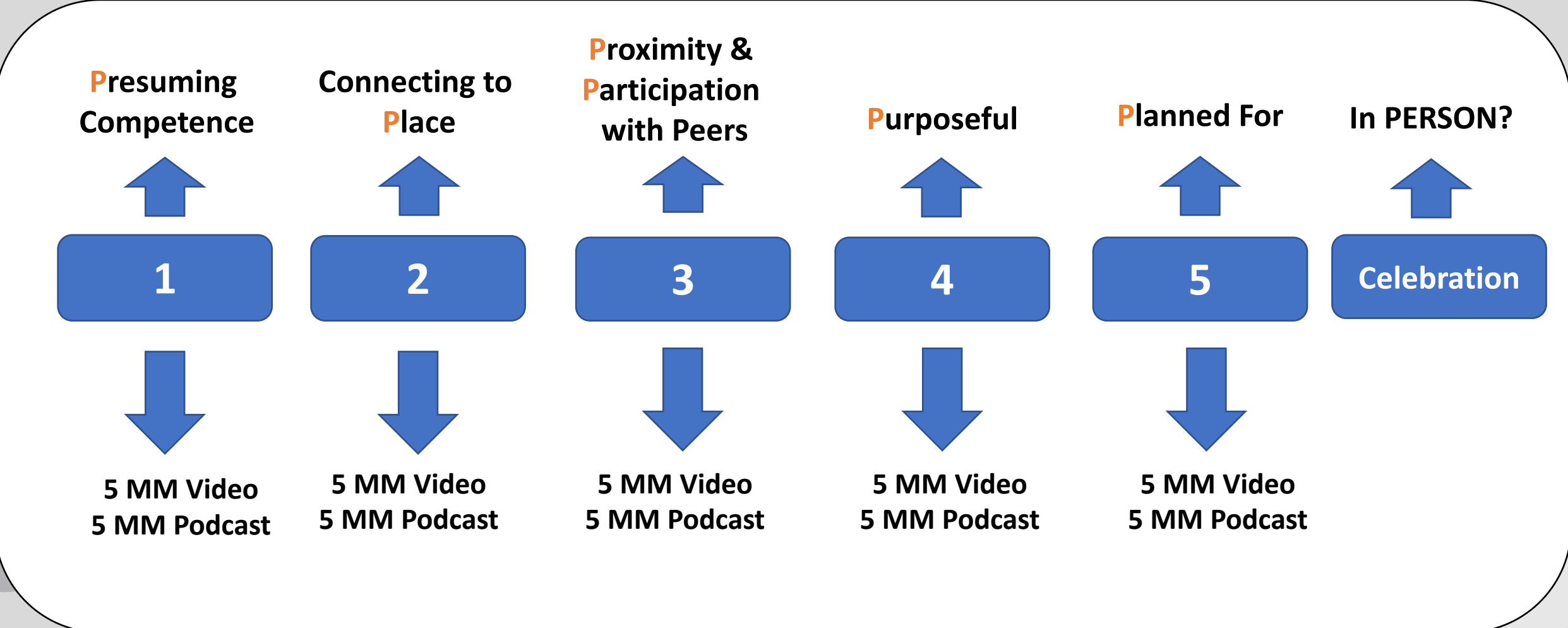
School & District Infrastructure

Teacher & Staffing Infrastructure

Student Infrastructure

You Can Follow Along in Their Journey!!!

Every session will focus on an infrastructural condition with supporting resources for EVERYONE!





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.

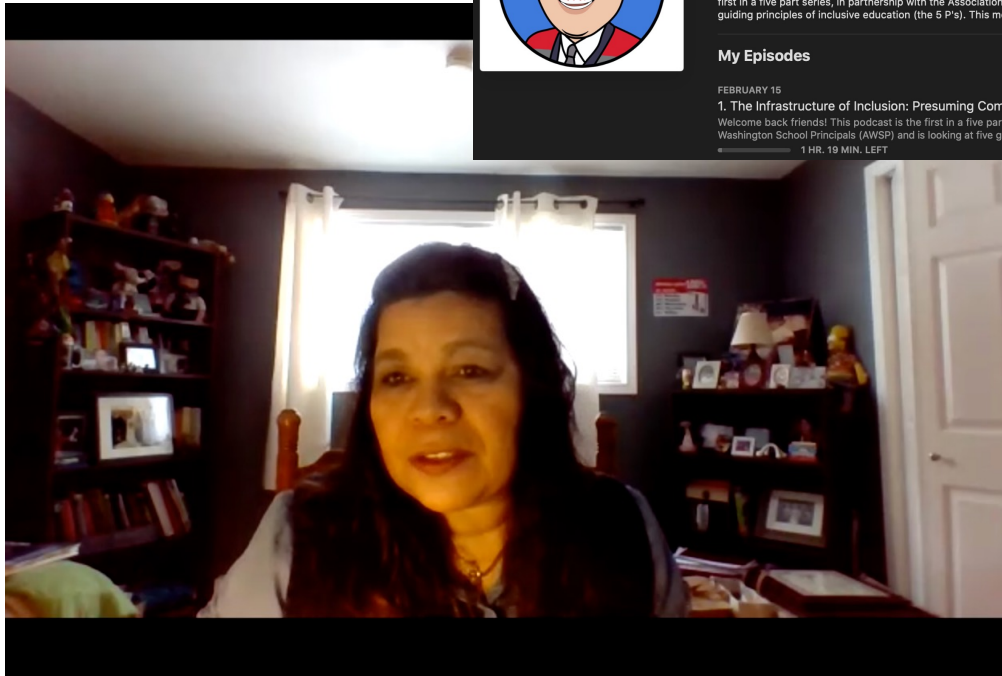
My Episodes

FEBRUARY 15

1. The Infrastructure of Inclusion: Presuming Competence with Mabel & Joanne

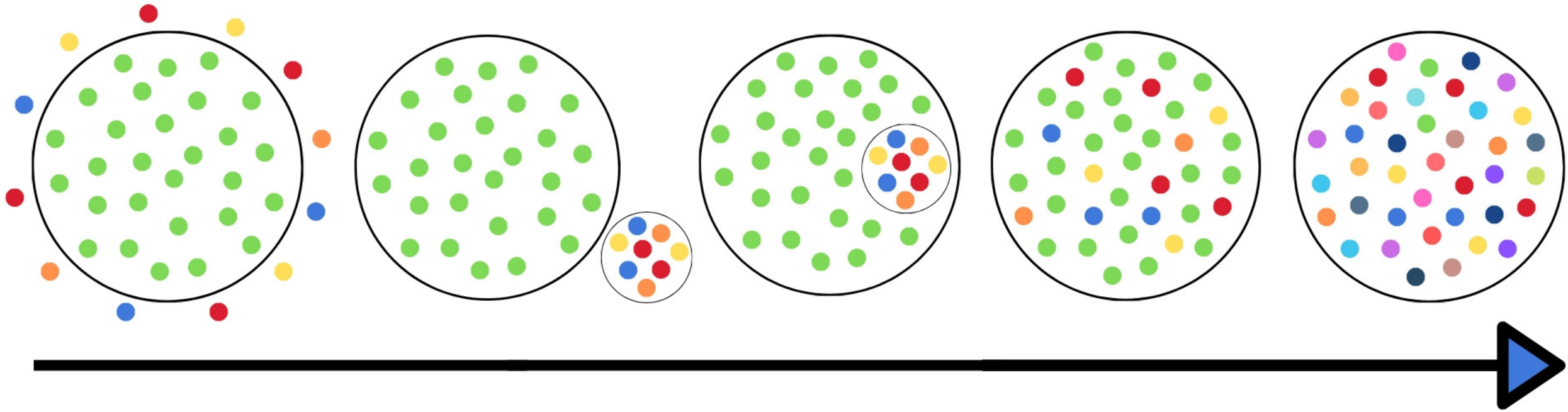
Welcome back friends! This podcast is the first in a five part series, in partnership with the Association of Washington School Principals (AWSP) and is looking at five guiding principles of inclusive education (the 5 P's)... 1 HR, 19 MIN. LEFT

1 H 21 MIN.



Shelley Moore, 2021

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?

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


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.”



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- 
- What is the role of **place** in inclusive planning and infrastructure?

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!

Location vs. Place



Existence vs. Belonging

Place Based Planning



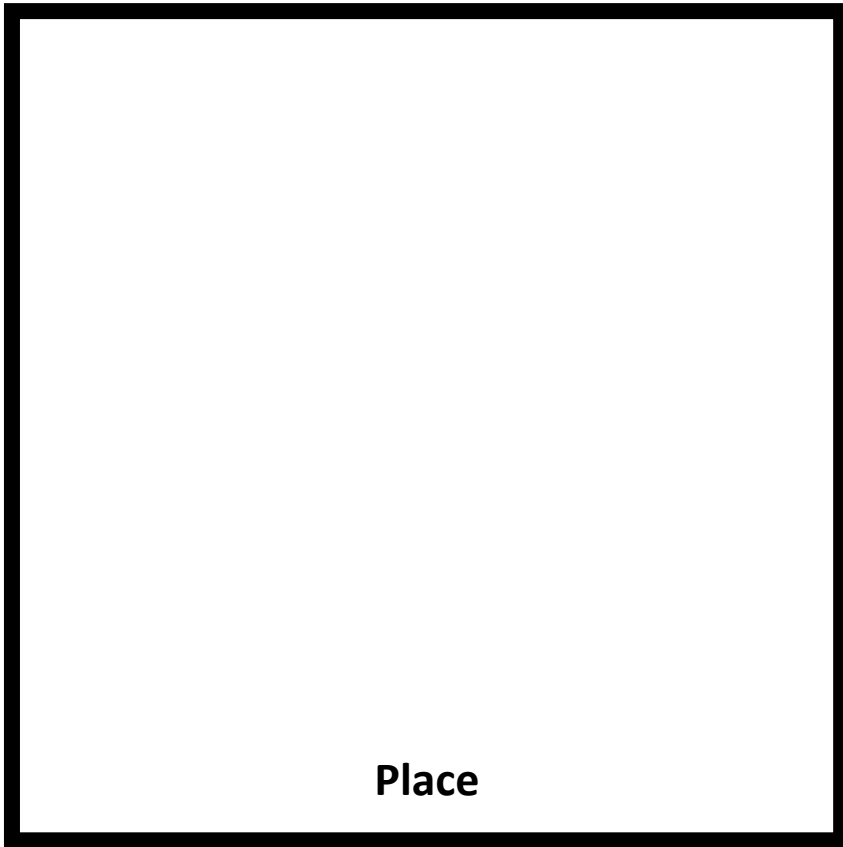
Understanding the Role of Place



A shift in thinking...

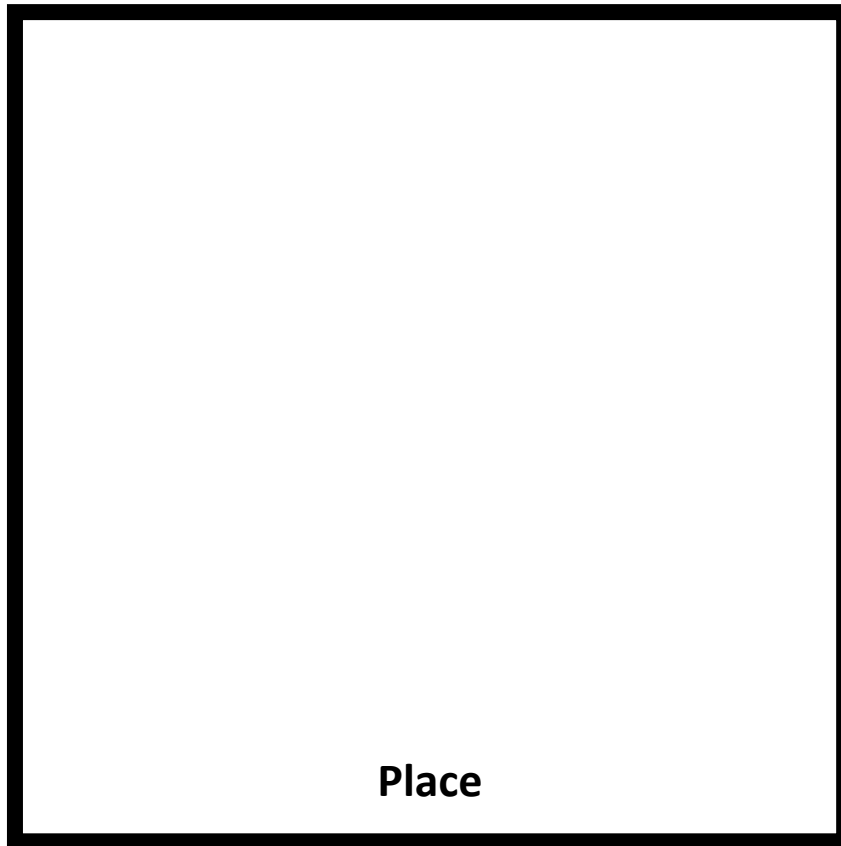
There are some things we need to understand:

- Understand the **thinking shift** for how we view **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



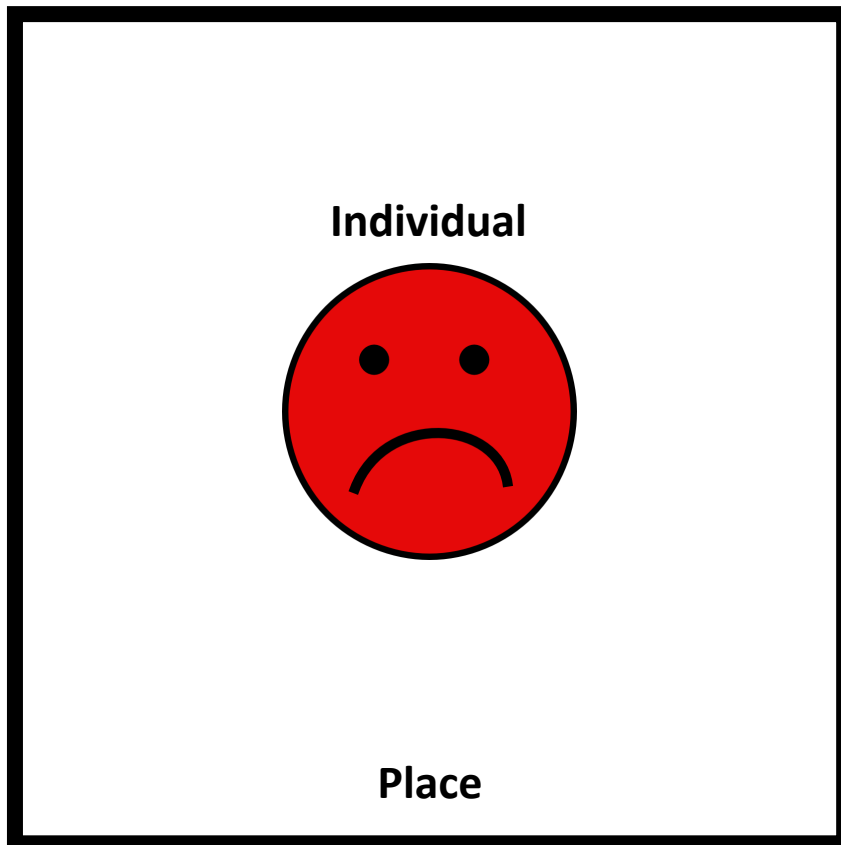
Place

Shifting the Paradigm: Medical Model of Disability



Place

Shifting the Paradigm: Medical Model of Disability

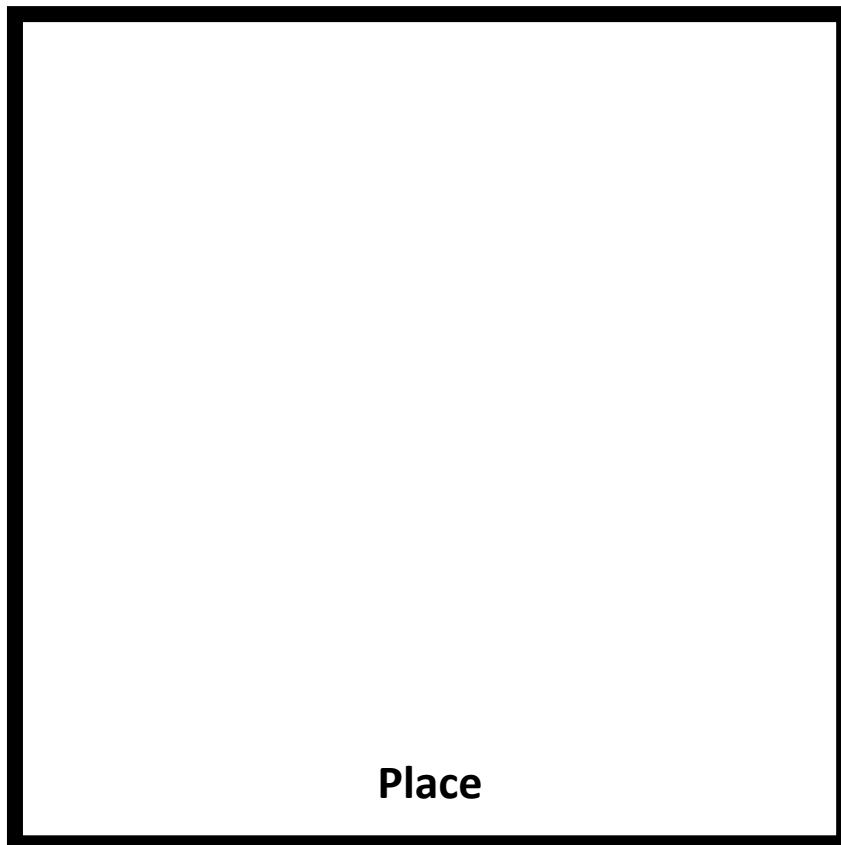


Special Education

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

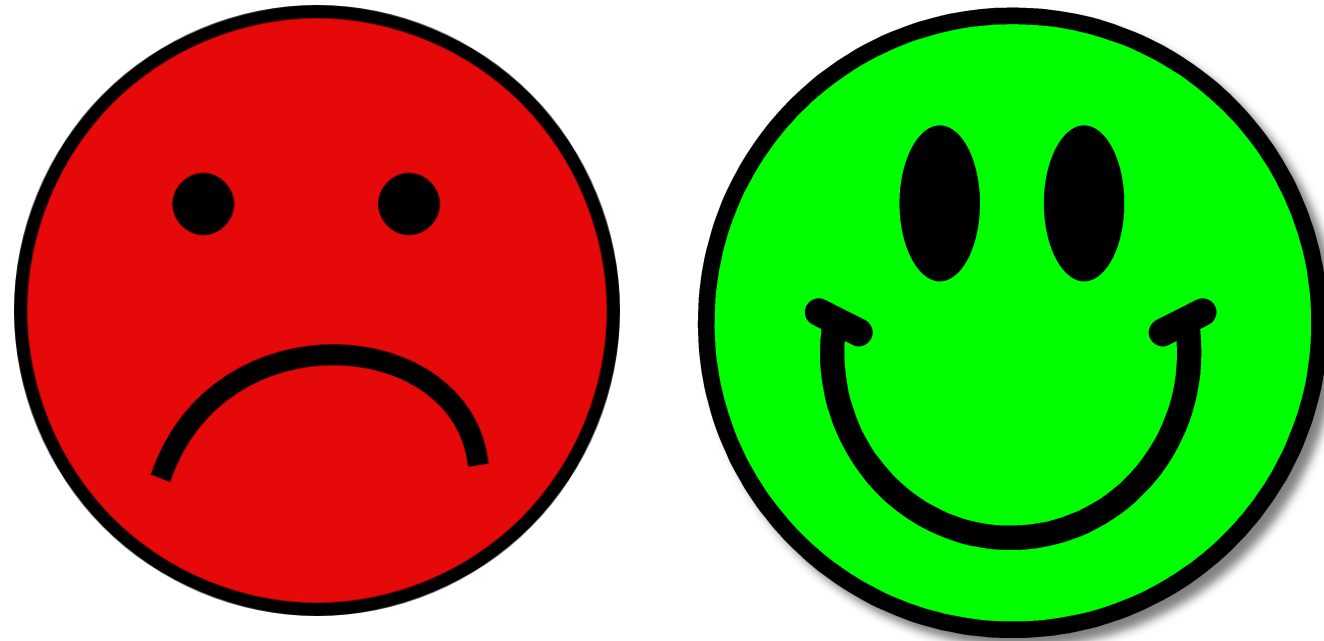
Special Education

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Wait a second....

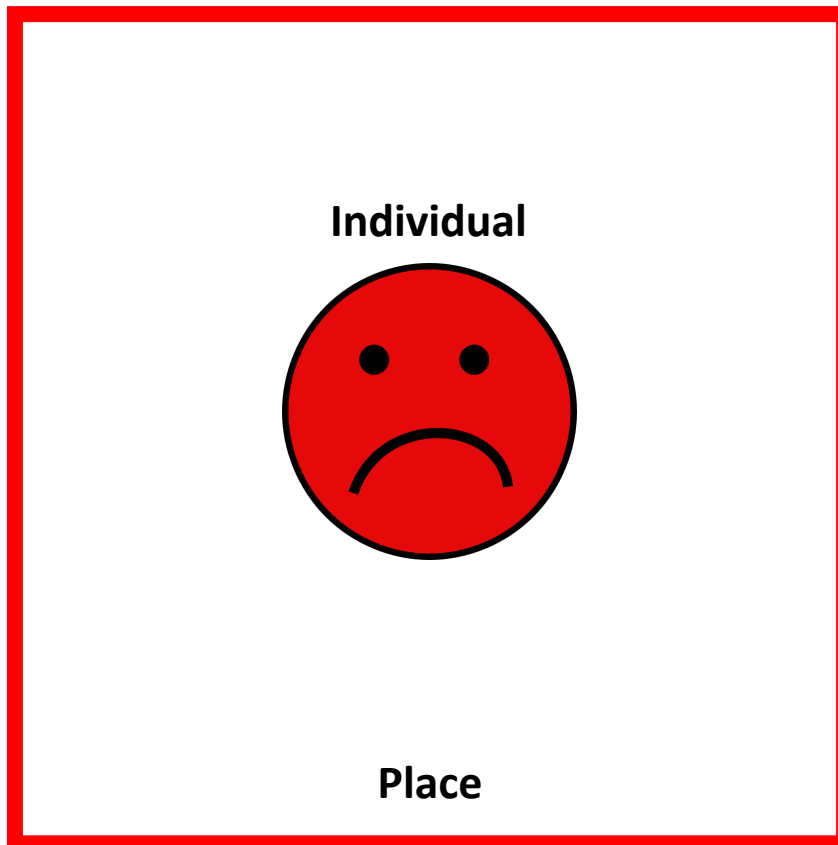
People with disabilities said:



“I am not broken.”

“I do not need to be fixed!”

Shifting the Paradigm: Social Model of Disability

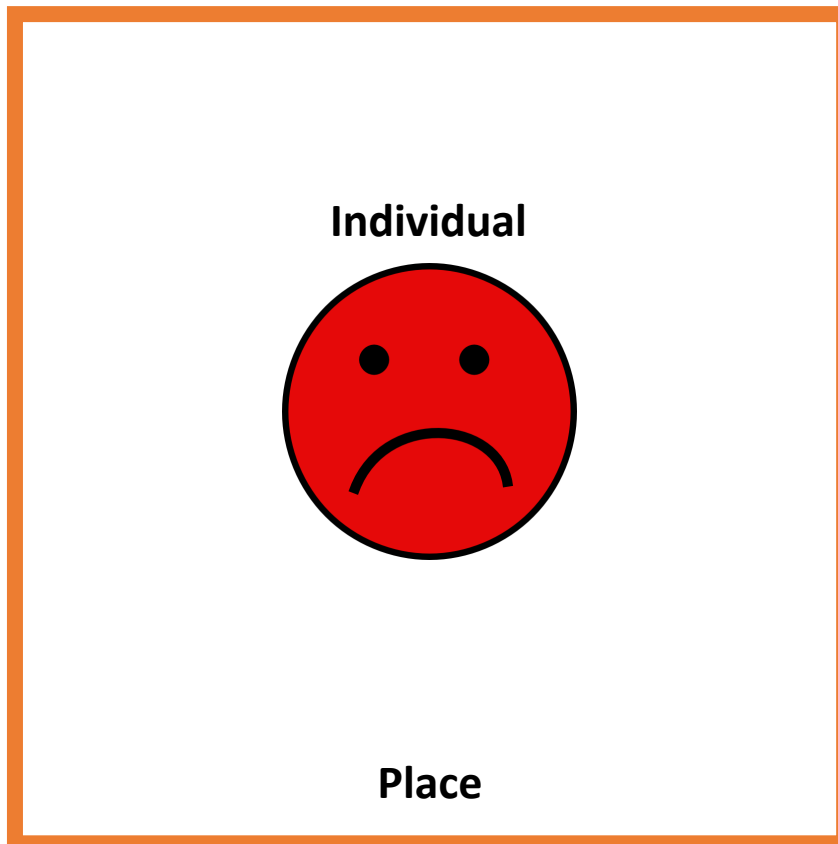


Social Model

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

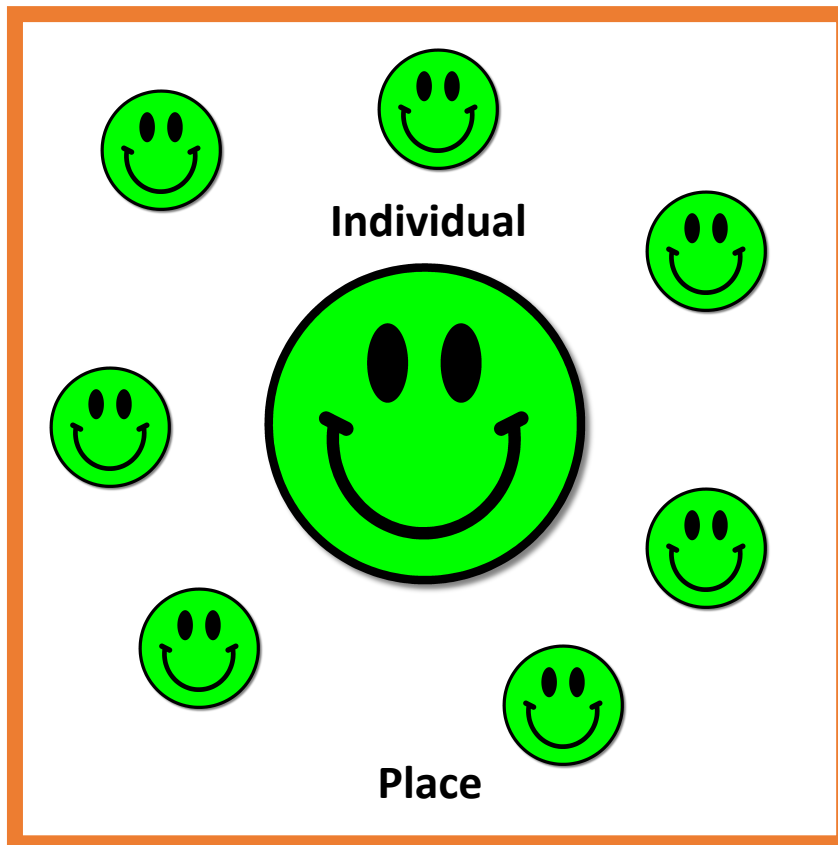


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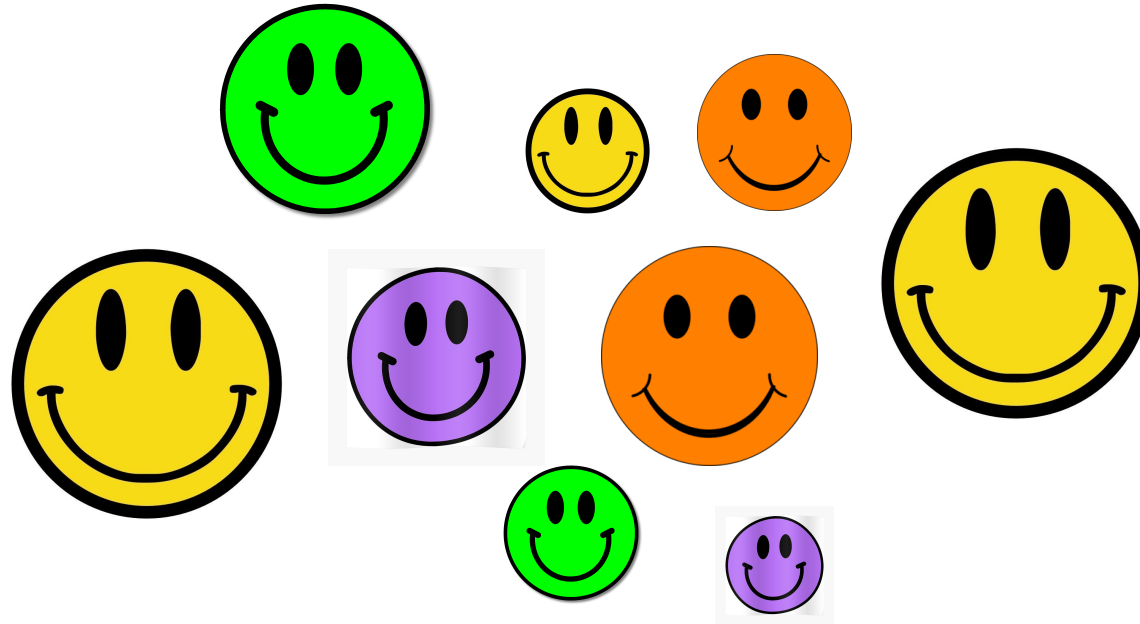


Social Model

If individual isn't successful

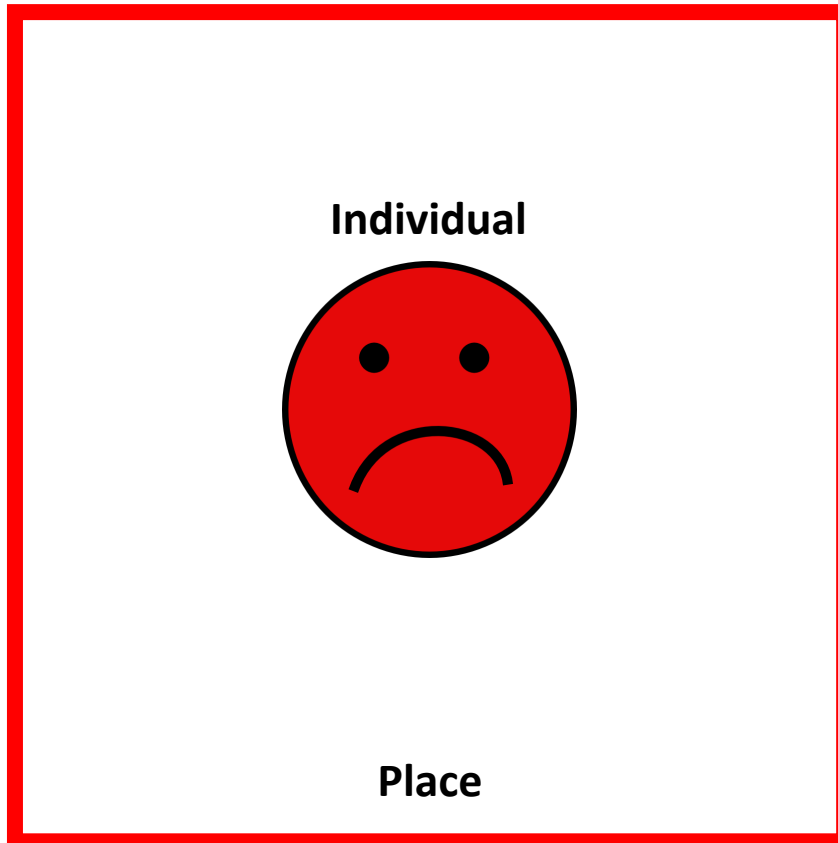
- Diagnose the problems in the place
- Fix the place
- Support everyone in the place

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

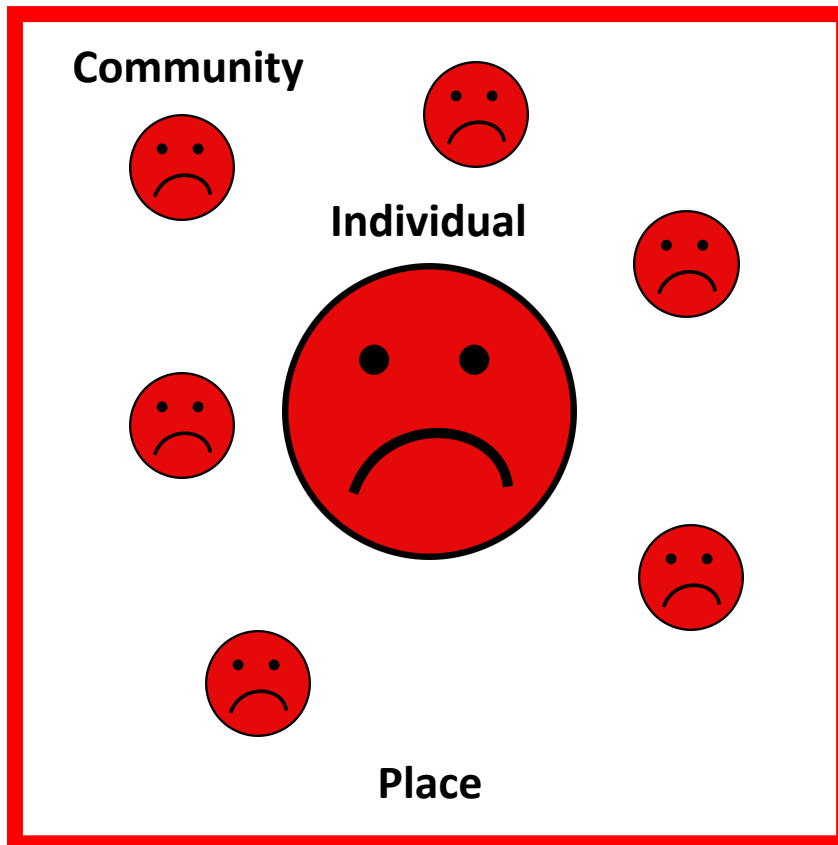
- Determine barriers in place
- Determine needs of the community
- Anticipate supports & strategies based on needs
- Universally apply supports and strategies to ALL

Shifting the Paradigm: Person-Place Model of Need

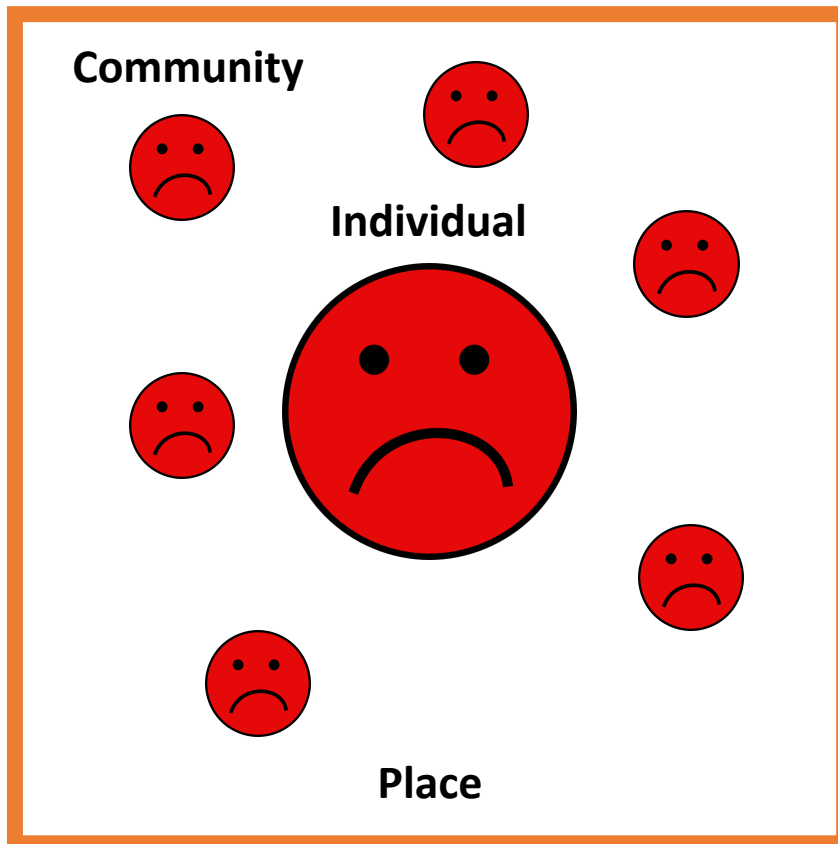
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Shifting the Paradigm: Person-Place Model of Need



Inclusive Education

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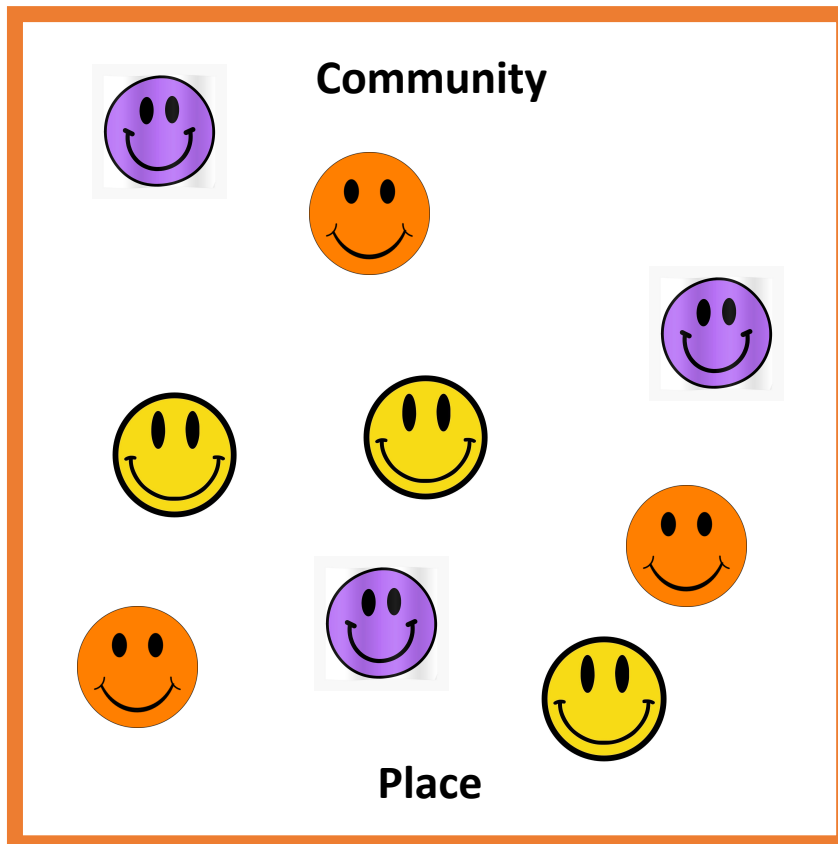
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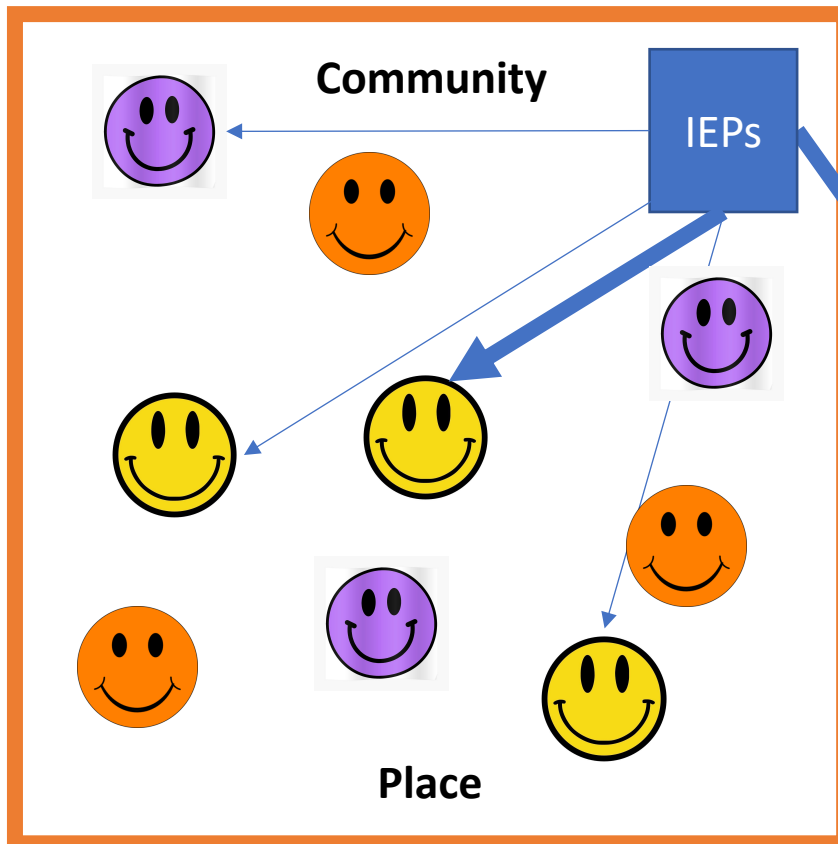
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Shifting the Paradigm: Person-Place Model of Need



Inclusive Education

If an individual isn't successful

- Determine barriers in place
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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!

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)

Creating Learning Statements

- I used to think....

- But now....

Creating Learning Statements - Examples

- **I used to think that** community could not be created in virtual learning spaces. **But now I think** that when we create opportunities for engagement and connection, community can be built anywhere!
- **I used to think** that inclusion meant making a plan to include a student with a disability into a general education classroom. **But now I think** that inclusion means making a plan to respond to the diversity of all students but creating a safe place for students to identify and increase the places where they feel like they belong



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Place Based Planning the ICBIEP



How do we increase the **places** where a student feels belonging?

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:
		What this means: Student is enrolled and attending Next Step: Inclusive IEP Goals for Place	What this means: Student is enrolled and attending sometimes Next Step: Plan for and prepare place (Target teachers & peers)	What this means: Student is enrolled, not yet attending Next Step: Plan for new place (Target student & family)	What this means: Student is not enrolled or attending and receiving supplemental programming Next Step: 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

Place Alignment Planner – Middle and Secondary

Student: Sharice L.		Enrolled Classes:		Start Date:		Next Check in Date:	
Grade: Grade 11		Grade 11 Cohort		Feb. 6, 2019		Oct. 1, 2019	
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		Aligned	Next Step	As soon as Possible:	Not a priority at this time:		
		What this means: Student is enrolled and attending Next Step: Inclusive IEP Goals for Place	What this means: Student is enrolled and may or may not be attending Next Step: Plan for and prepare place (Target teachers & peers)	What this means: Student is not yet enrolled or attending Next Step: Plan for new place (Target student & family)	What this means: Student is not enrolled or attending/ replacement. programing offered Next Step: Re-evaluate student needs at next check in		
•	Homeroom (cross grade)	•					
	Academic: Social Studies 11			•			
	Academic: Science 11			•			
	Academic: Math 11						Work Experience
•	Academic: English 11	•					
•	Elective (chosen): Art 11/12		•				
•	Elective (chosen): Band 11/12	•					
	French 11						OT/PT time
•	Physical Education 11		•				

Taking Action: Some Ideas!

- Your team:
 - watch the 5MM video (March 1!) and have a conversation with your team about your reflections
 - 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
 - construct a place-based strategy with a school team (i.e. Place Alignment planner)
 - share a resource with someone not on your team, connected to what you are learning
 - to share a summary of what your team learned with your staff at a staff meeting or a professional development session
 - **Have another idea?** Let me know in your google form

Popcorn

How do you want to pull
today's information into
your team's action plans?

Session 2 Reflection: <https://forms.gle/bYxLVixWHVac7Gvx5>

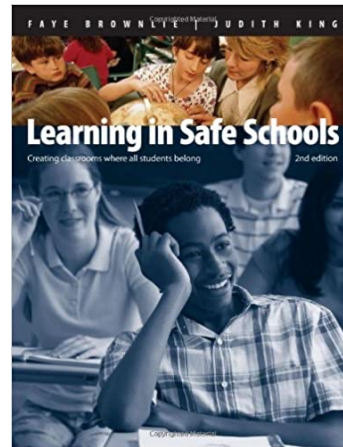
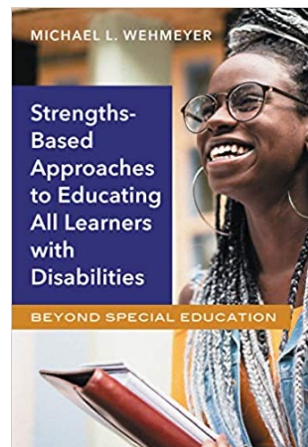


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Resources

- **Interview with Jo Chrona**
 - <https://vimeo.com/user126497787/review/515910987/58365674fc>
- **5MM Podcast with Mabel and Jo:**
 - <https://podcasts.apple.com/ca/podcast/the-five-moore-minutes-podcast/id1439038183?i=1000509241169>
- **Place Based Inclusion Strategies**
 - <https://wordpress.com/page/blogsomemoore.com/4962>

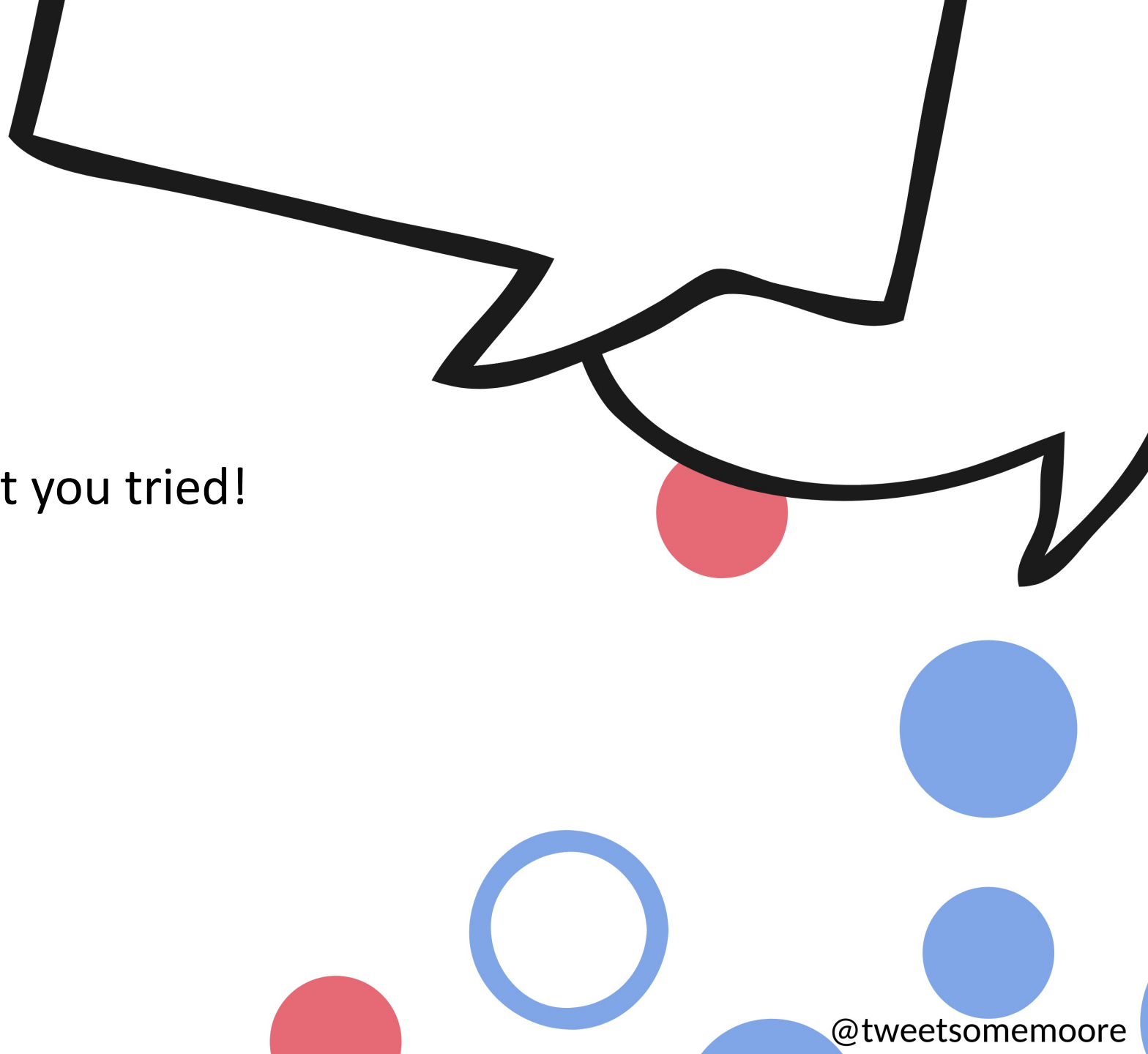


Research & Literature that Supports this Session:

- Brownlie, F., & King, J. (2000). *Learning in safe schools: Creating classrooms where all students belong*. Markham, Ont: Pembroke.
- Falvey, M. A. (2004). Toward Realizing the Influence of. *Research and Practice for Persons with Severe Disabilities (RPSD)*, 29(1), 9-10.
- 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.
- National Center for Educational Restructuring and Inclusion. (1995). National study of inclusion. New York: Author
- 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.

For Next Session

1. Take one action
2. Bring the evidence of what you tried!



Next Session

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