

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**.



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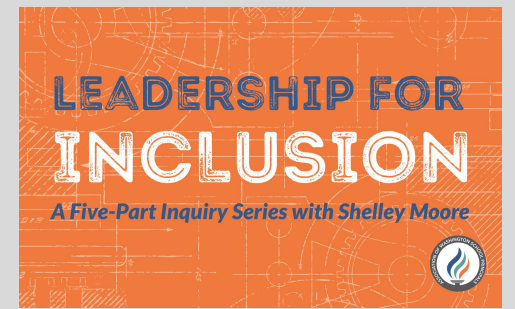
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What Infrastructure can
be put in place that will
make choosing
inclusion easier?

Every Month will focus on an infrastructural condition with supporting resources



**Presuming
Competence**

**Connecting to
Place**

**Proximity &
Participation
with Peers**

Purposeful

Planned For

January

February

March

April

May

June

KICK OFF

**5 MM Video (1)
5 MM Podcast (15)
Newsletter Article**

5 MM Video

**5 MM Podcast
Newsletter Article**

5 MM Video

**5 MM Podcast
Newsletter Article**

5 MM Video


**5 MM Podcast
Newsletter Article**

5 MM Video

**5 MM Podcast
Newsletter Article**

**Celebration
of Learning**

Newsletter Article



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

Popcorn

4 minutes

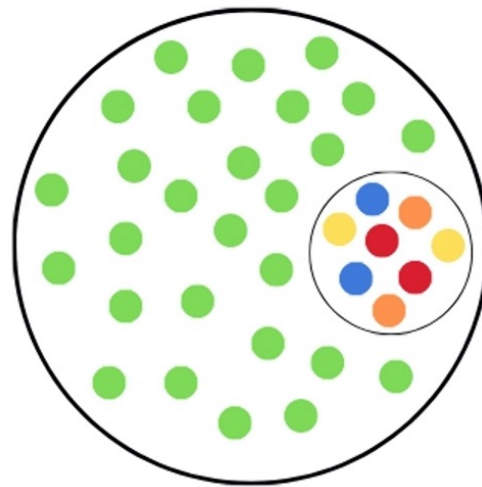
What are (or could be) the different roles and responsibilities of students with disabilities in inclusive classrooms?



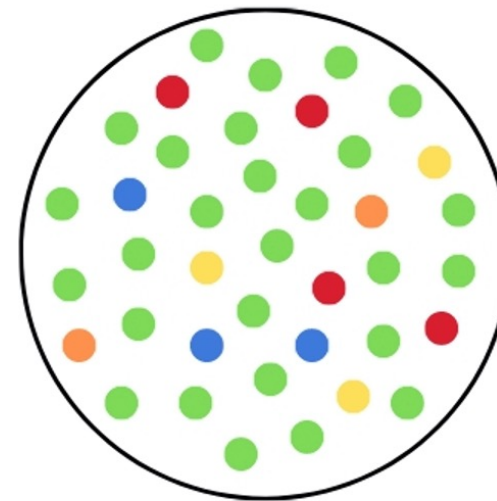
Purpose

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?

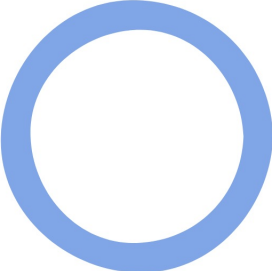
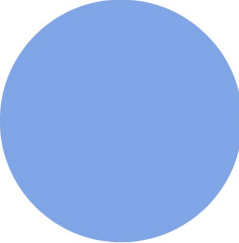
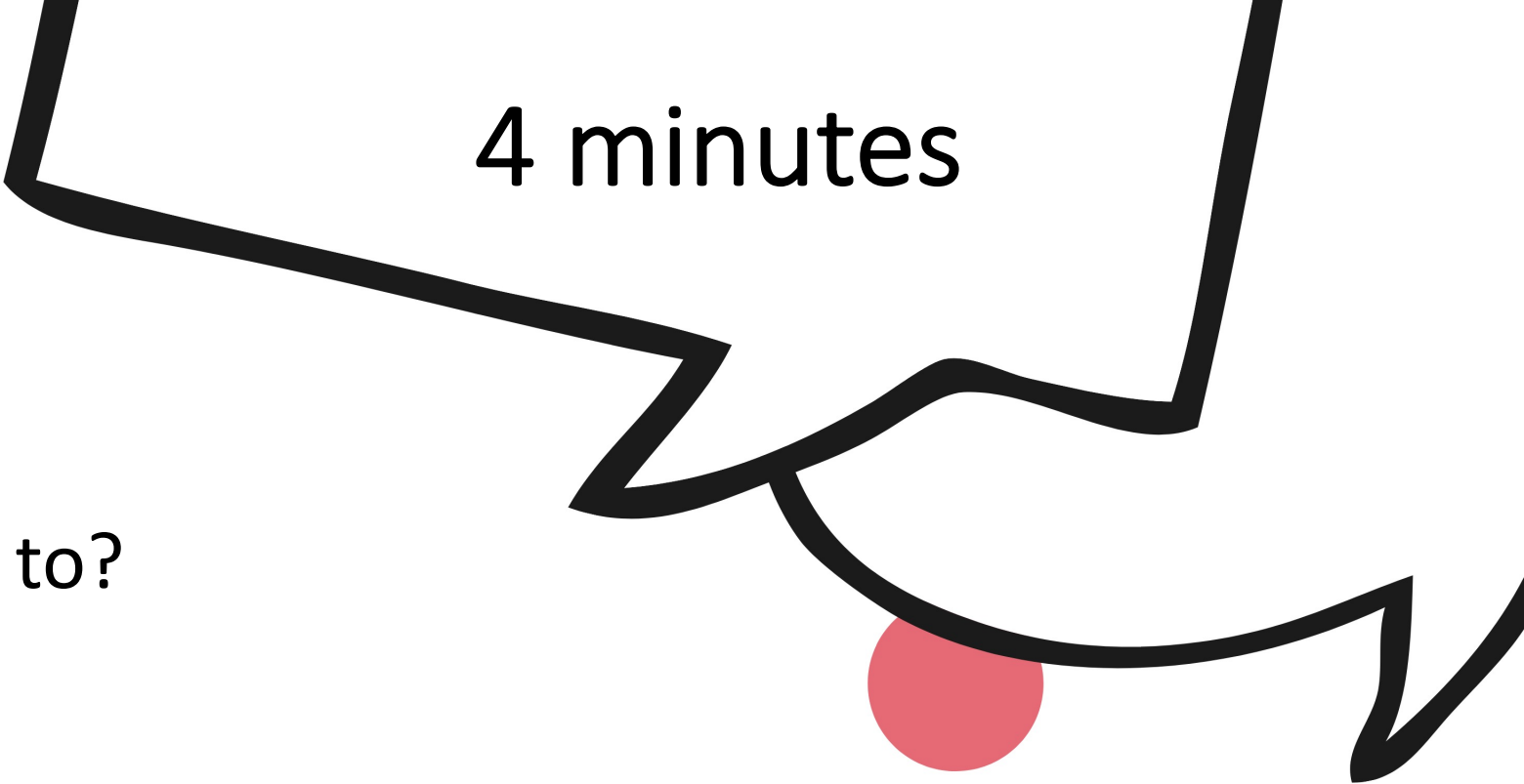
What **skills** do I need in this place?



Popcorn

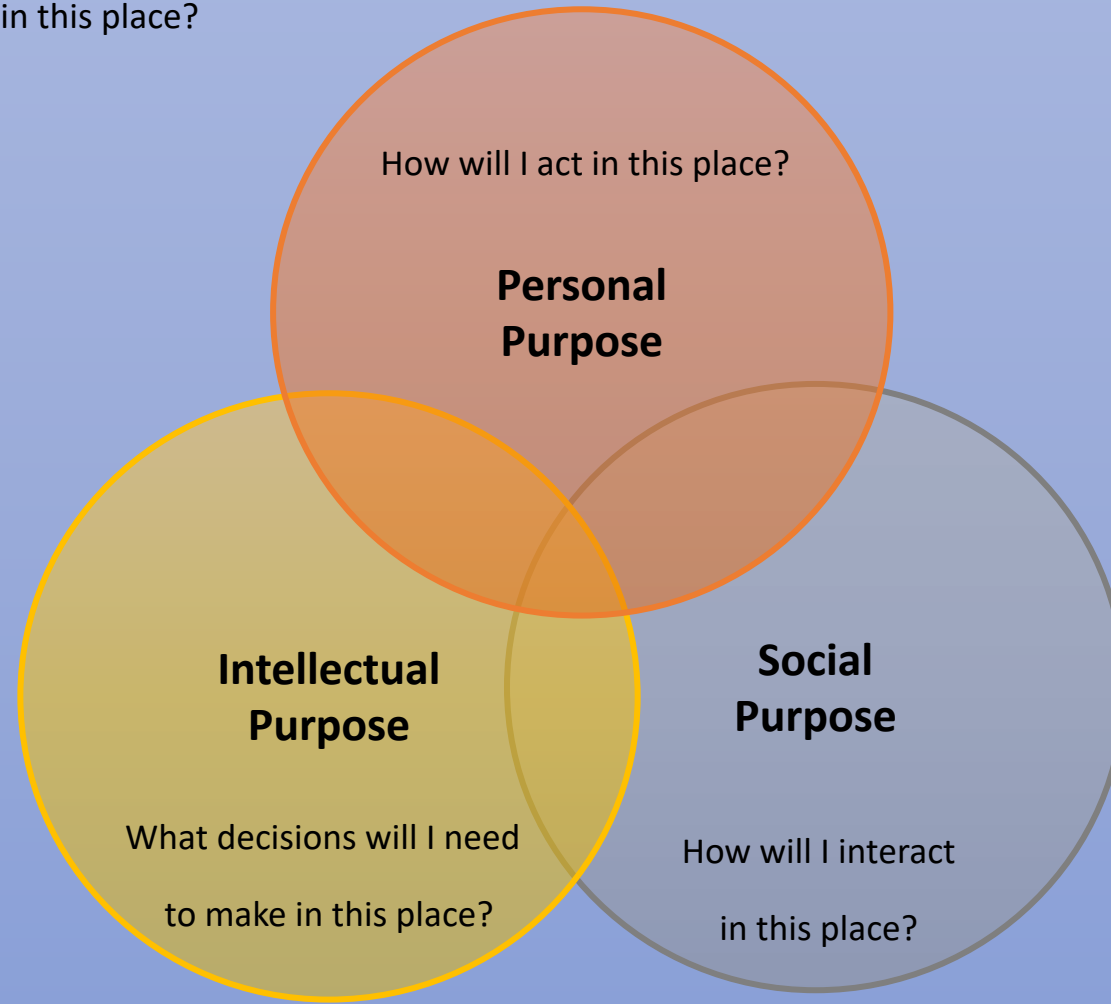
4 minutes

What are you connecting to?



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?

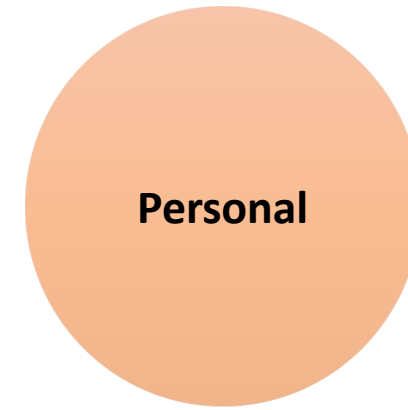
All of us navigate **4 purposes** in every **place** we are in:

- 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?

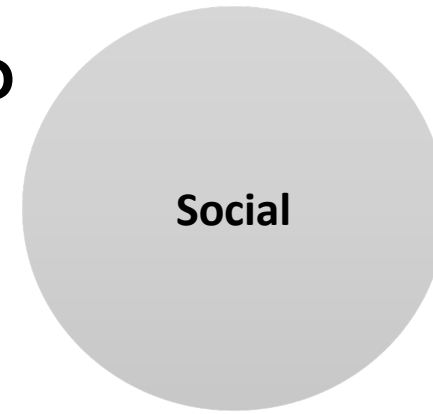
What is Purposeful Planning?



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?



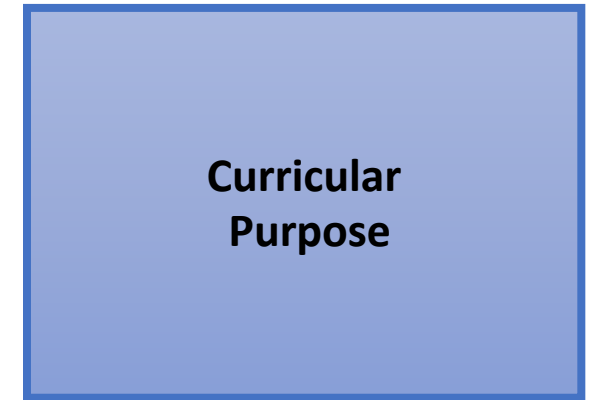
Intellectual

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?

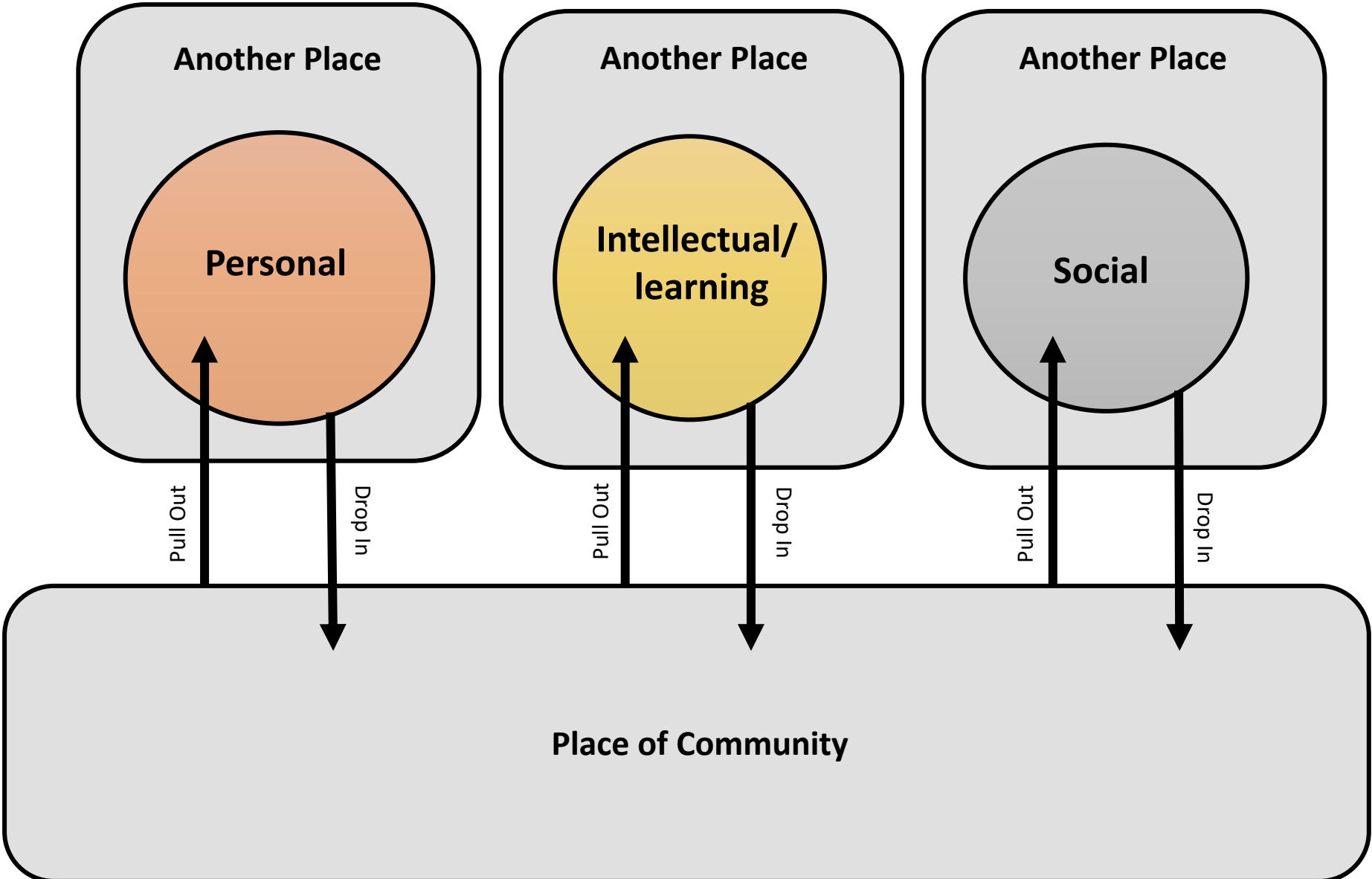
Historically, however...

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”

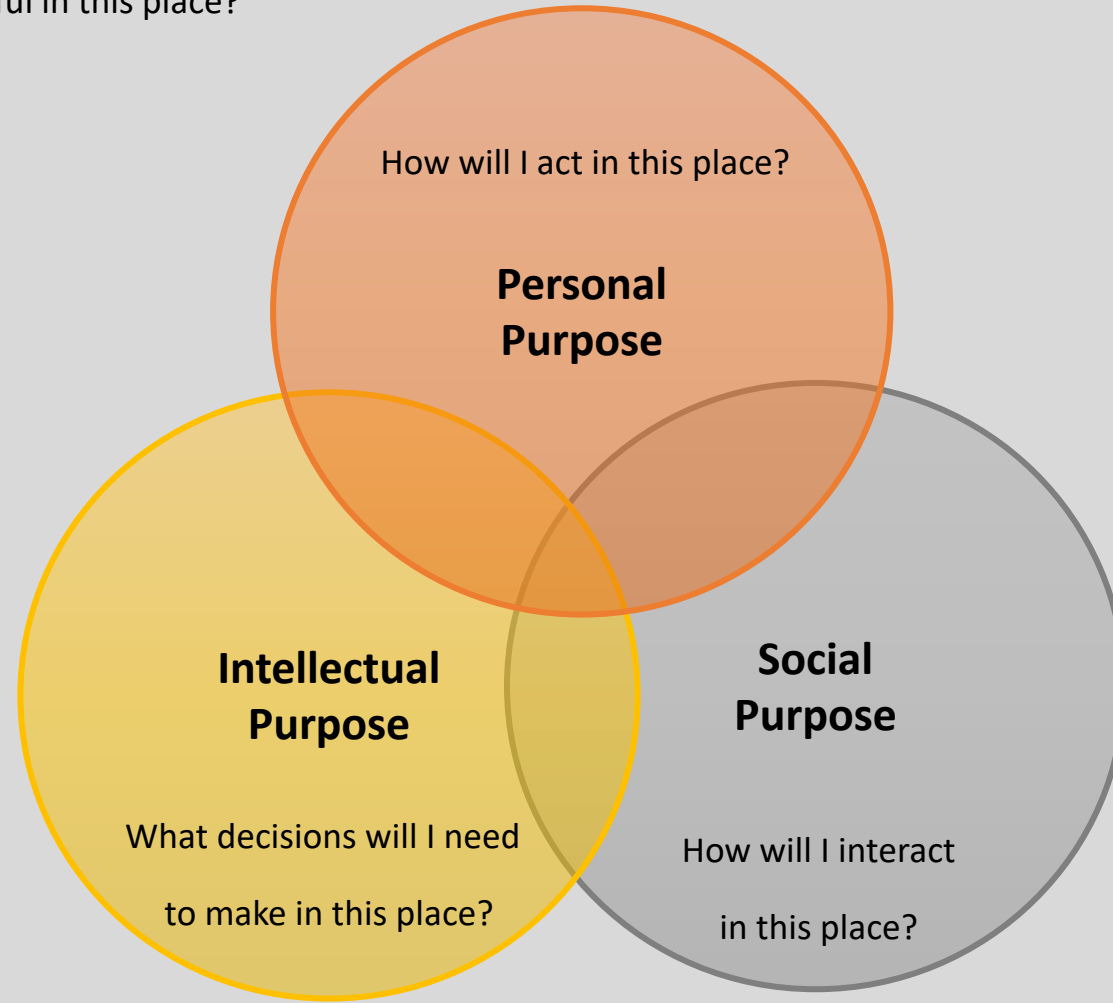
This has led to IEPs **focusing** on **deficit-based goals** and **programming**

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



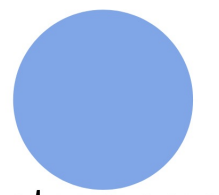
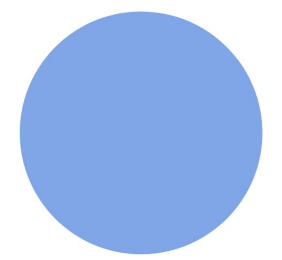
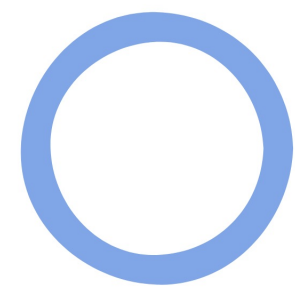
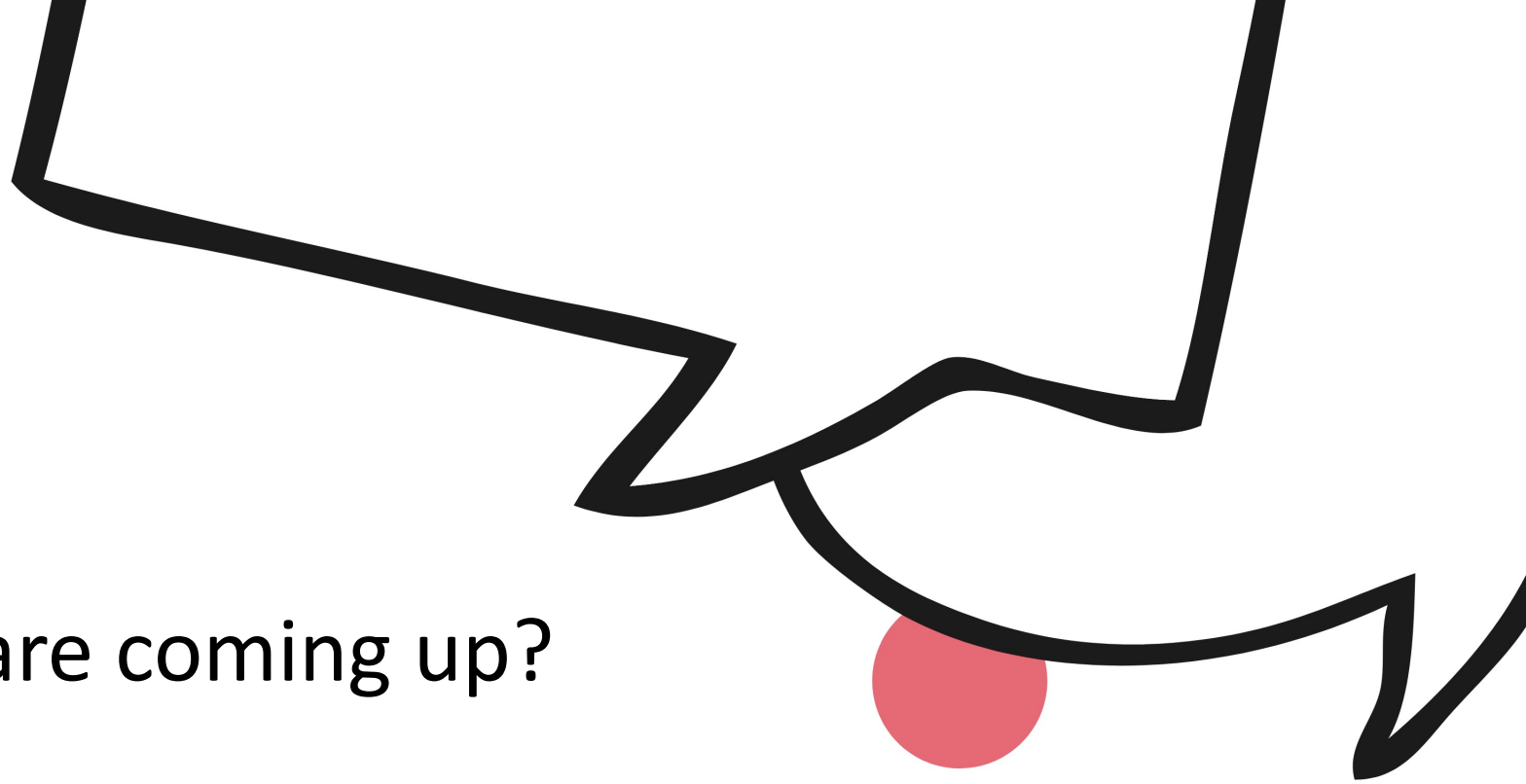
Place of Community

How can I be successful in this place?



Wild Tea

What questions are coming up?



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)

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

Example:
Vadatman
Grade 2
Autism



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

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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)			
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Readers/Writers Workshop	Mini lessons, conferencing, read aloud, partner reading, small groups, stations				
Math Workshop	Mini lessons, conferencing, small group, stations				
Recess	Eating a snack, playground, games/ outside play, bell				
Science/ Socials	Mini lessons, small group activities, hands on)				
Art/ Music	Different teacher/ classroom, using tools/ instruments, following instructions, managing lots of movements, noises				
Lunch	Eating, cleaning up, outside play/ playground, bell				
End of Day Activities	Clean up, agendas, clean up, game				

Class: Mrs. N Grade 2/3 Class		PURPOSES for Vadatman (V)			
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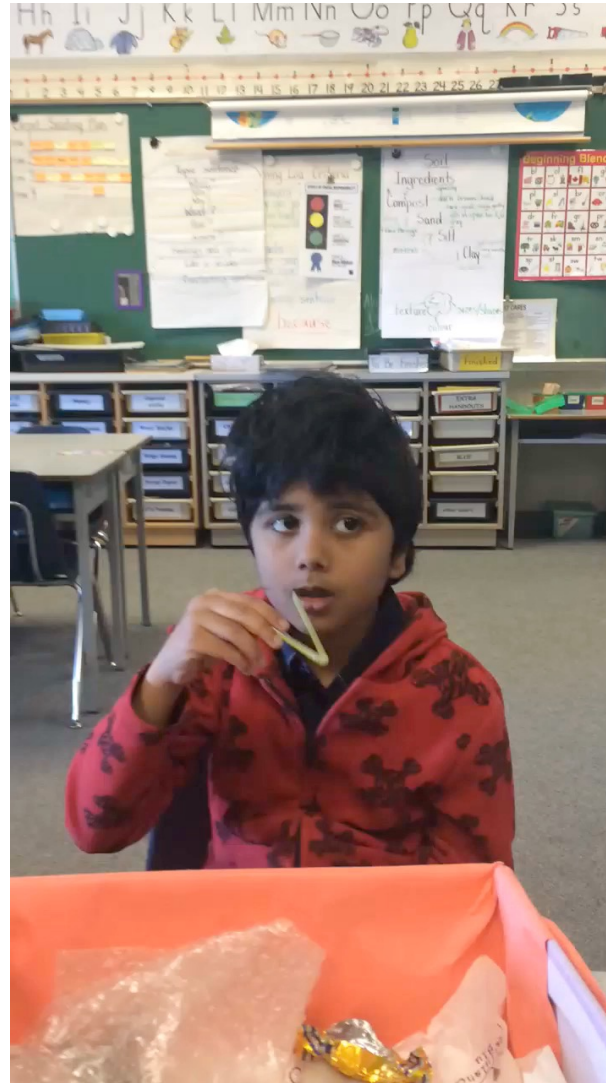
Personal

Personal Roles & Responsibilities

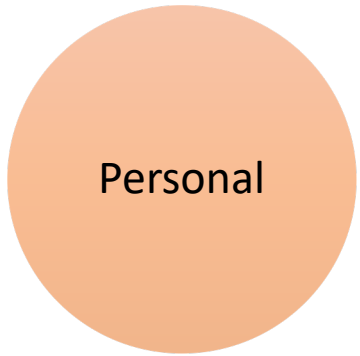
- V knows where his classroom is
- V knows where his table is
- V Knows how to sit at his table

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)			
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Math Workshop	Mini lessons, conferencing, small group, stations				
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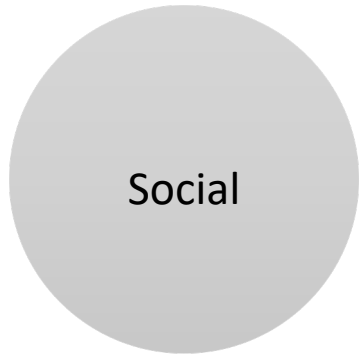
Personal

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



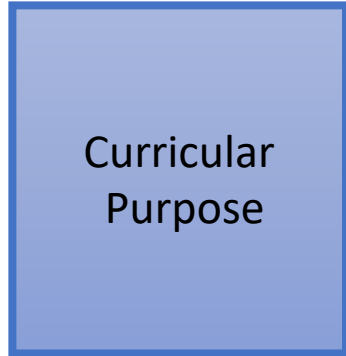
Social

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)



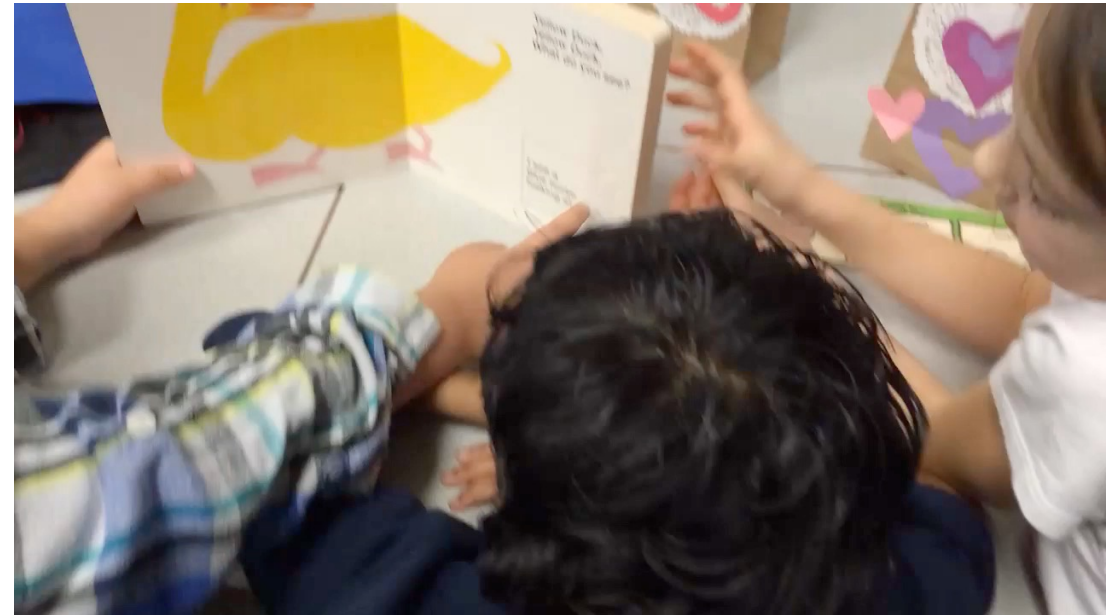
Curricular Purpose

Curricular Roles & Responsibilities

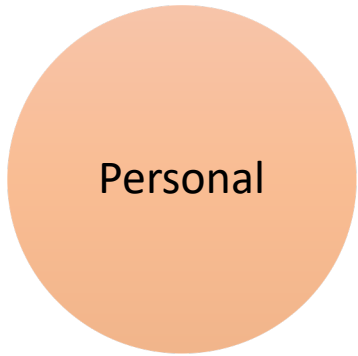
- V knows concepts of print (text/pictures, Parts of a book)
- V can show cadence

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
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Math Workshop	Mini lessons, conferencing, small group, stations				
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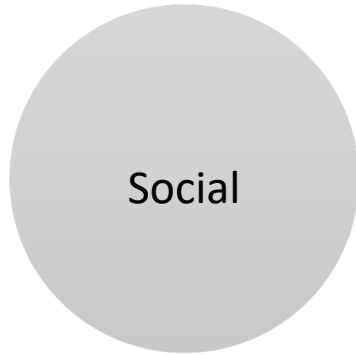
Personal

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



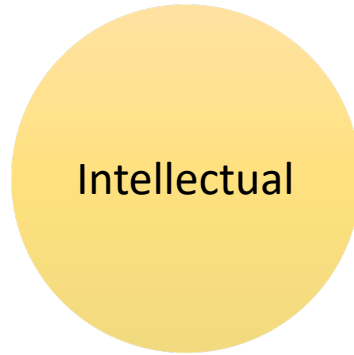
Social

Social Roles & Responsibilities

- V can communicate when finished (done)

Strategies

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



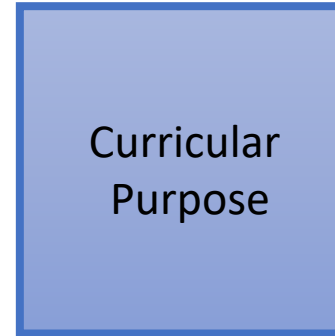
Intellectual

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)

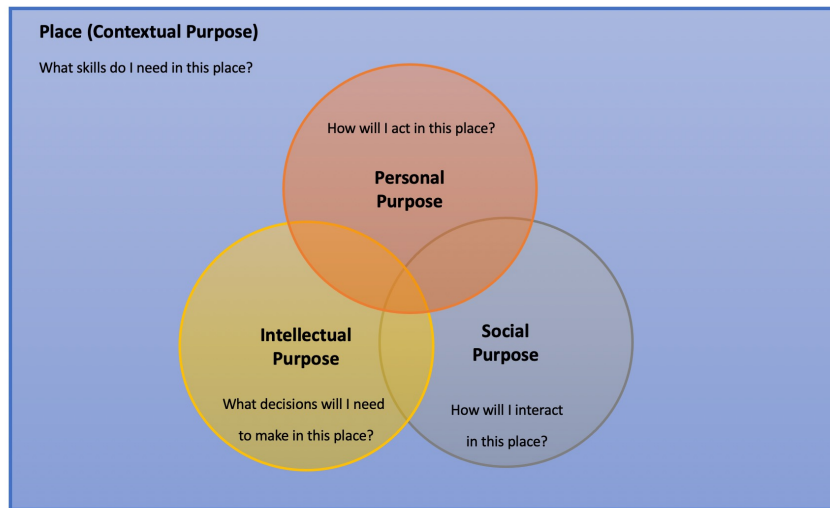
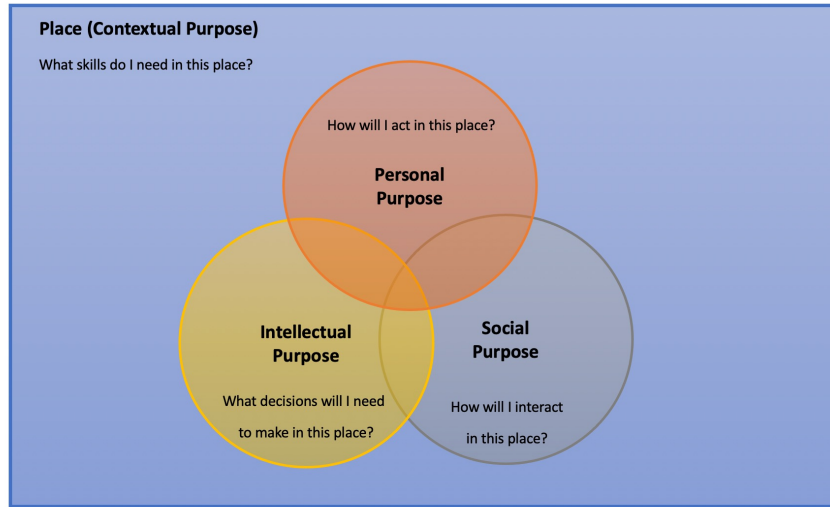
Strategies

- Choice of activity (writing, building, reading)



Class: Mrs. N Grade 2/3 Class		PURPOSES for Vadatman (V)			
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Math Workshop	Mini lessons, conferencing, small group, stations				
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Reading Classrooms



V

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

Peers

- Prompting (its your turn)
- Engaging with V

Playground

Class: Mrs. N Grade 2/3 Class		PURPOSES for Vadatman (V)			
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Math Workshop	Mini lessons, conferencing, small group, stations				
Recess	Eating a snack, clean up, playground, games/ outside play, bell, playing with peers, solving problems	<ul style="list-style-type: none"> • V can engage/ participate in an activity with peers • V knows what is okay/not okay to put mouth on 	<ul style="list-style-type: none"> • V can reference peers • V can take turns 	<ul style="list-style-type: none"> • V can make choices 	Playground <ul style="list-style-type: none"> • V can play on playground equipment
Science/ Socials	Mini lessons, small group activities, hands on)				
Art/ Music	Different teacher/ classroom, using tools/ instruments, following instructions, managing lots of movements, noises				
Lunch	Eating lunch, clean up, playground, games/ outside play, bell, playing with peers, solving problems				
End of Day Activities	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)			
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Arrival to School					
Readers/Writers Workshop					
Math Workshop					
Recess					
Science/ Socials					
Art/ Music					
Lunch					
End of Day Activities					

What about the other kids?



2. What are some big learning from this series so far (e.g., I used to think...but now....)

3. What is 1-3 actions that your team is going to take (i.e., now things that you want to try out) before next session?

1. Your School Team

4. What are questions are coming up for your team?

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:

- Baumgart, D., Brown, L., Pumpian, I., Nisbet, J., Ford, A., Sweet, M. Messina, R., & Schroeder, J. (1982). Principle of partial participation and individualized adaptations in educational programs for severely handicapped students. *Journal of the Association for Persons with Severe Disabilities*, 7, 17-27.
- 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

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