

SHELLEY MOORE



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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 Learning Protocols



Chat Box

- Anytime! All the time!
- Respond to specific questions
- Wild Tea

Break Out Groups

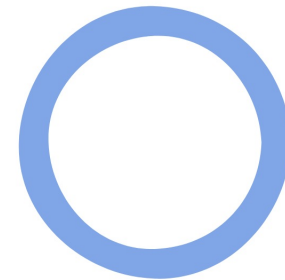
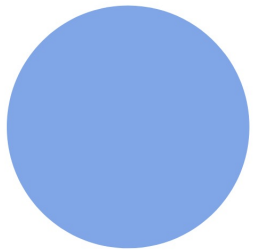
- Popcorn conversations

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!”

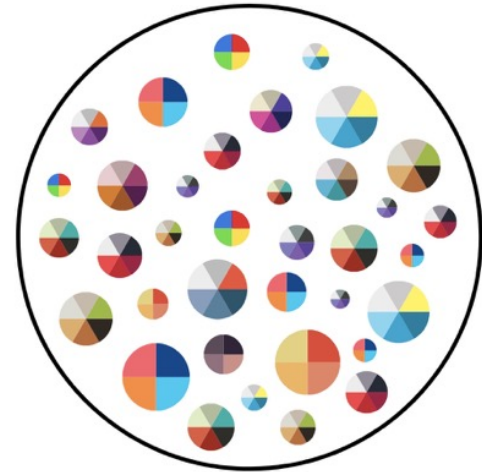
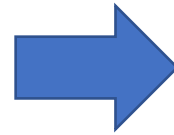
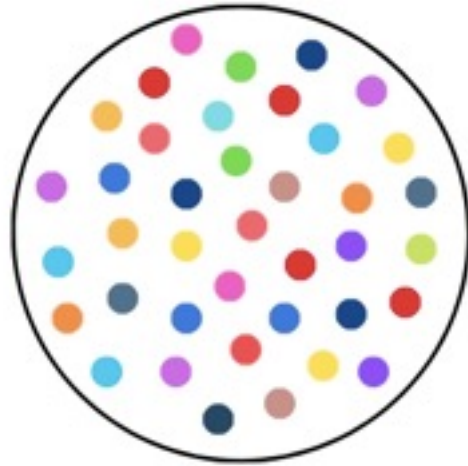
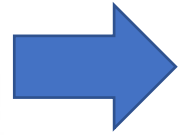
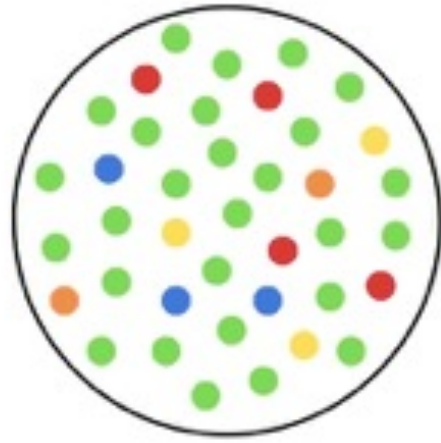
Waterfall!

What stands out from
last week?





WHAT DOES INCLUSION MEAN?



How do we include
people who are
different

How do we teach
to diversity?

How do we
teach to
identity?



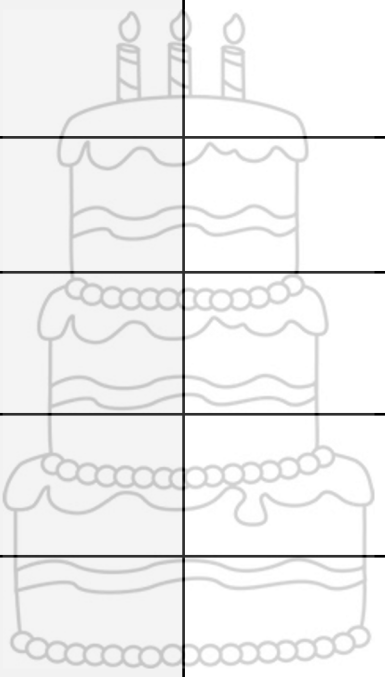

SHIFTING OUR SUPPORT MODELS

The layered cake model



Shelley Moore, 2019

@tweetsomemoore

Students...	Strategies & Supports			
	who needs the most support	Universal Support (Good for ALL)	Targeted Support (CHOICE for ALL)	Essential Support (Good for ONE)
Need				
Need				
Need				
Need				
Need				
Need				
who needs the most challenge				

Range of Students (RTI)

THE **SUPPORT** EQUATION

RTI + **UDL** = **SRL**

Response to
Instruction

universal
Design for
Learning

Self Regulation
for
Learning





How do we make it easier?



INFRASTRUCTURE!

5MM Video 2



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

How do we make inclusion easier? What Does Research Say?

Student Level Infrastructure

Guiding conditions of inclusion describe that all students...

are **PLACED** in
and attending
inclusive
classrooms

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
within the
curricular context

Waterfall

What is **ALREADY**
happening to support
inclusion in your context?

How do we make inclusion easier? What Does Research Say?


Teacher Level Infrastructure

Teacher Professional Development that...

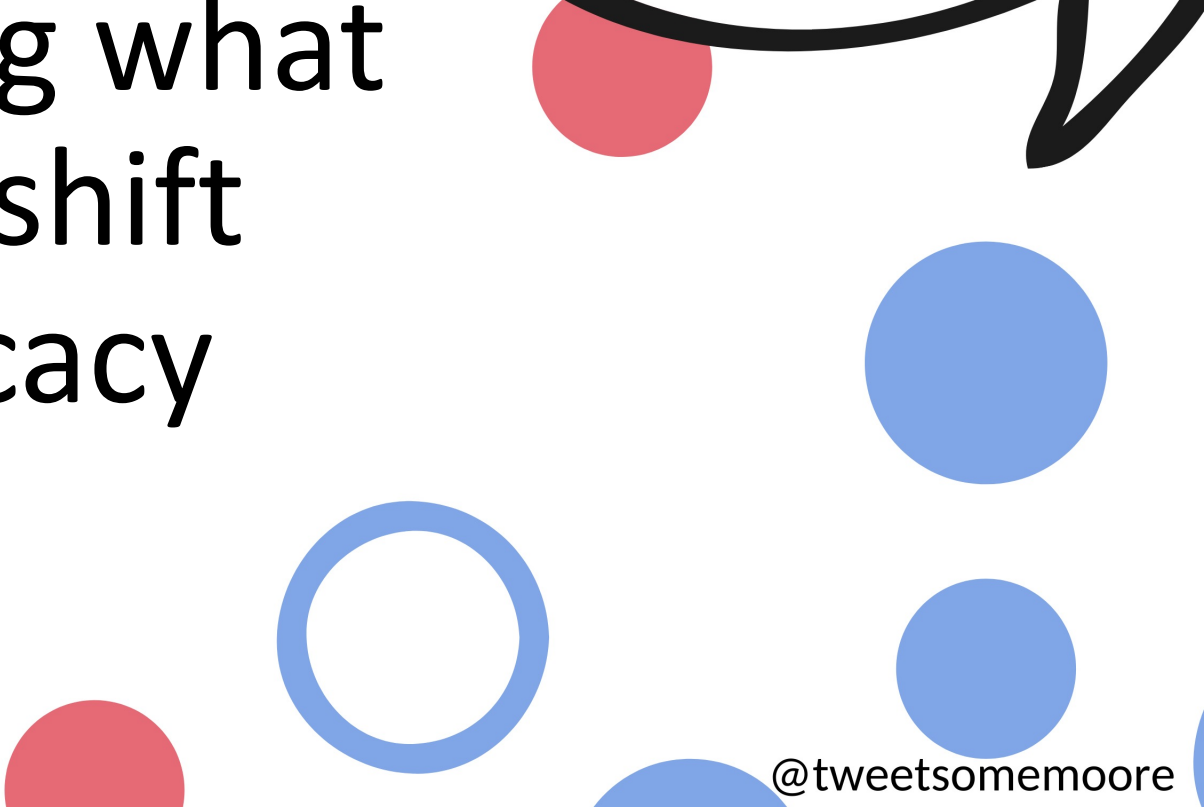
supports teacher
learning & practice
shifts through a **UDL**
lens

fosters **collaboration**
and the changing
roles of educators

is **situated, ongoing**
and **inquiry-oriented**



How does knowing what
teachers need, shift
inclusion advocacy
efforts??



How do we make inclusion easier? What Does Research Say?

Student Level Infrastructure

Guiding conditions of inclusion describe that all students...

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curricular context



Waterfall

What is an area of stretch
for your context?

What could be a next step
to focus on?



Oak Harbor-Sara Lucero



Shelley Moore

The Five Moore Minutes' Podcast
Shelley Moore

[▶ Play Episode](#) ✓ SUBSCRIBED

19. **The Infrastructure of Inclusion: The Role of Place with Jo Chrona and Friends:** This podcast is the second 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 place and I am talking to Jo Chrona, a passionate advocate for inclusion and strength-based



Shelley Moore, 2021

What Does Research Say?

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

are **PLACED** in
and attending
inclusive
programs

SESSION 1

are **PRESUMED**
competent and as
having
POTENTIAL

SESSION 2

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

SESSION 3

have
PURPOSEFUL
roles and
responsibilities

SESSION 4

are **PLANNED** for

SESSION 5

Location vs. Place



Existence vs. Belonging

Place Based Planning



What Does Research Say?

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

are **PLACED** in
and attending
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SESSION 1

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learning with
PEERS

SESSION 3

have
PURPOSEFUL
roles and
responsibilities

SESSION 4

are **PLANNED** for


SESSION 5

The Next Step?

Being **present** in a classroom is a definitive **first step**, it is however, **insufficient** in addressing the **needs** of students with disabilities once they are there.

Fryxell & Kennedy, 1995

What about the “other kids?”

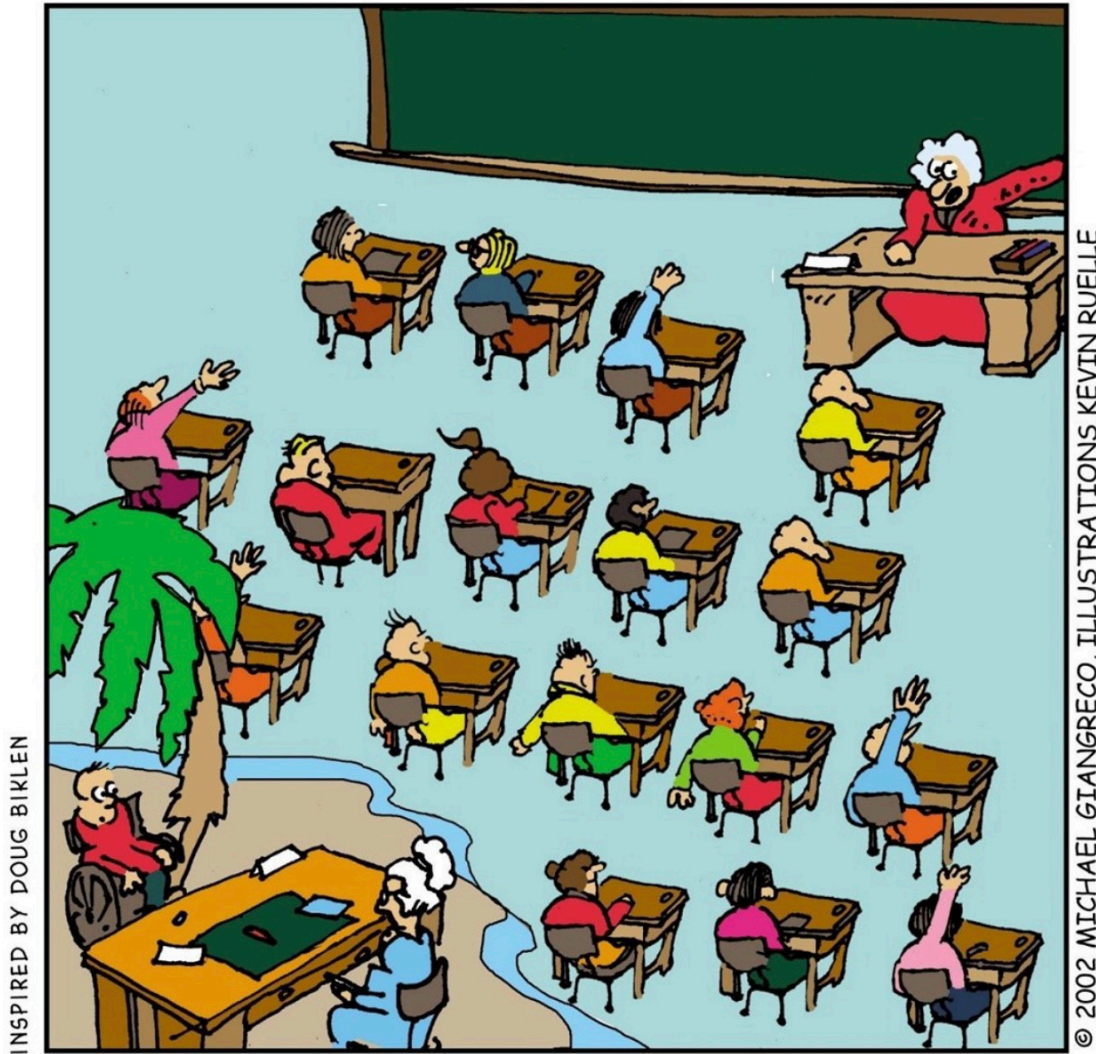


Proximity to & Participation with Peers (with a UDL lens)

“what works for one, works for all”



Proximity & Participation



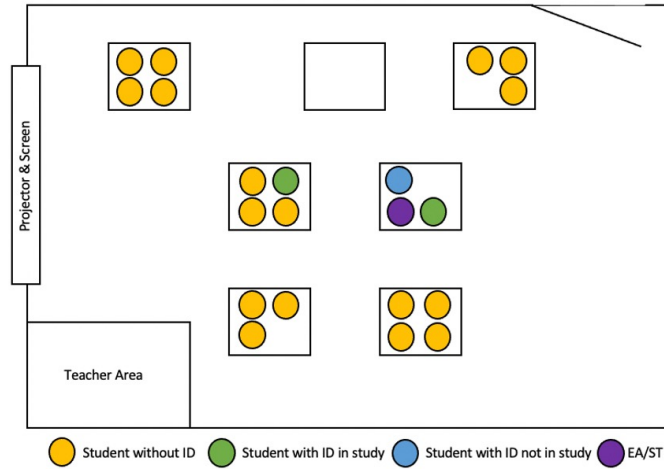
ISLAND IN THE MAINSTREAM
MRS. JONES AND MRS. COOPER ARE
STILL TRYING TO FIGURE OUT WHY FRED
DOESN'T FEEL LIKE PART OF THE CLASS.

Shelley Moore, 2021

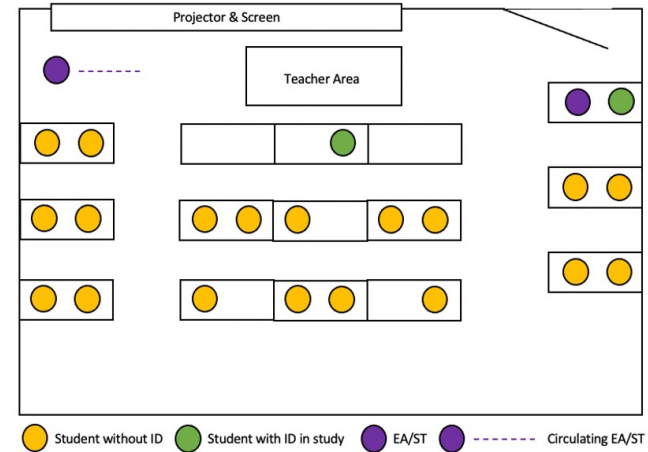
- Many students with disabilities, although **present**, typically spend their day **socially isolated** in their classrooms and other school activities **working on the periphery** with individually assigned assistants. (Jameson, McDonnell, Polychronis & Riesen, 2008; Feldman, Carter, Asmus & Brock, 2015)
- This over utilized approach used to support students with disabilities in classrooms, has **little to no empirical support to back it up** (Giangreco & Doyle, 2007; Carter, Sisco, Melekoglu & Kurkowski, 2007)
- Educational assistants that students with disabilities are left to interact with, “may **inadvertently hinder** the very social and academic goals they are present to promote (2010)” (Giangreco & Doyle, 2007)

The Likelihood of Proximity

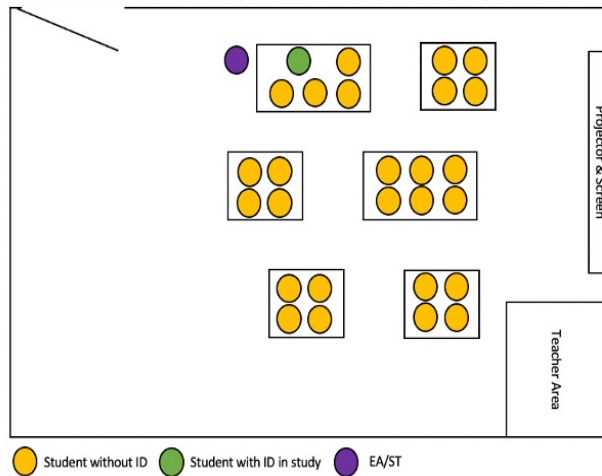
Case 1 Classroom Arrangement (Choice Seating)



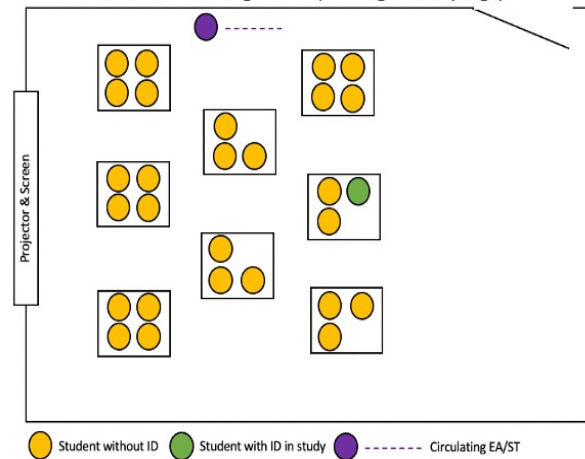
Case 5 Classroom Arrangement (Strategic Grouping & Choice)



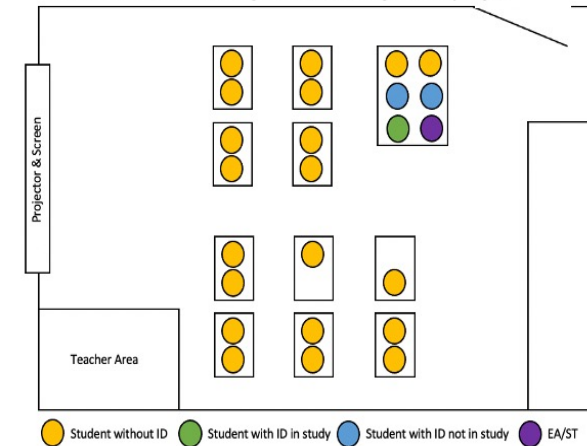
Case 2 Classroom Arrangement (Strategic Groupings)



Case 3 Classroom Arrangement (Strategic Groupings)



Case 4 Classroom Arrangement (Strategic Groupings)



The Likelihood of Proximity


Case	Students	Proximity	Classroom Seating Arrangements	
		SwID sitting in proximity to peers	Choice Seating	Strategic Seating
1	SwID 1-1		•	
	SwID 1-2	•	•	
2	SwID 2-1	•		•
3	SWID 3-1	•	•	•
4	SwID 4-1	•		•
5	SwID 5-1		•	
	SwID 5-2	•	•	



Proximity & Participation


The Likelihood of Participation

Case	Students	Learning Activities				Personal & Social Activities		
		SwID participated with peers in learning activities	SwIDs participated with peers in accessibly designed learning activities	SwIDs participated when receiving learning support from peers	SwIDs participated with peers in shared supports and strategies	SwIDs participated when receiving behavioural/ social support from peers	SwIDs participated in social peer invitations/ peer-initiated interactions	SwIDs and peers participated interactions outside of class
1	SwID 1-1	•	•		•			
	SwID 1-2	•	•	•	•		•	
2	SwID 2-1	•	•	•	•		•	
3	SWID 3-1	•			•	•	•	
4	SwID 4-1	•	•	•	•		•	
5	SwID 5-1	•	•	•		•	•	
	SwID 5-2							



How do we support students to be within proximity to each other?

- **Seating plans** that are **strategically** created with a purpose
 - **Flexible**, changing, never a pattern
 - **Allow different students** to work with each other
- **Prevent** students from working in **isolation** with an EA by:
 - Having EAs work with a **group of students** that includes a student with a disability
 - Having EAs **circulate**, and not be stationary
 - Having EAs **facilitate peer mentoring** and support
 - Have **2-3 students** with disabilities strategically sitting with peers in a class so that an EA can roam instead of be stationary



How do we support students to participate with each other?

- It was **more common** for students with disabilities and their peers to participate in **social activities** without adult facilitation
- It was **more likely** for students with disabilities and their peers to **participate in learning activities** when:
 - Learning **activities were designed** to be accessible for all students
 - **Adults facilitated peer support** and connection e.g., modelling

Peer Support & Mentoring

- Peers are **not replacements** for instruction from adult support
- Peers can benefit from from the **shared support** provided when a student with a disability is there
- Peers can serve a valuable **co-regulating role** in the shared learning experiences



How educational assistants need to work differently



Watch later Share

How educational assistants need to work differently



Examples!

“what works for one, works for all”



How do we support students to participate with each other **in learning**?

- Peer Support/ Mentoring
- Shared Support
- Shared Learning Opportunities
 - Shared Learning Goal
 - Shared Access Point
 - Shared Learning Task
 - Shared Learning Groups

Peer Support/ Mentoring: Gr. 2



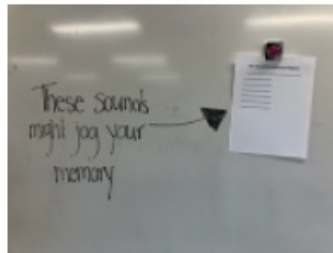
- How does this example reflect UDL?

“what works for one, works for all”

Shared Support Gr. 9 English



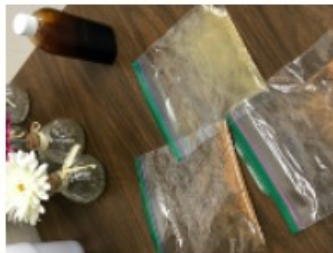
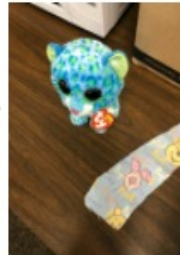
Images of events including activities, clothing, popular books, movies, people etc. from 2005



Songs and sounds to listen to



Textures to feel



Spices to smell and taste



Familiar flavours

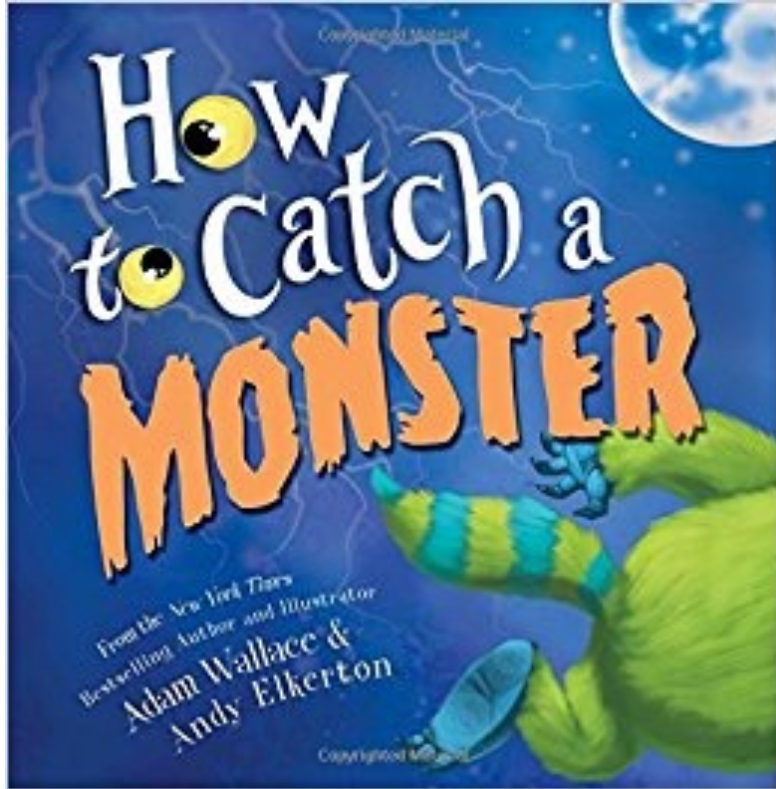


- How does this example reflect UDL?

“what works for one, works for all”

Shared Learning Opportunities

Learning Outcome: I know different types of **forces**



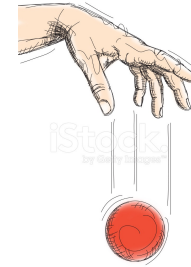
Who are our monsters?

How many ways can we catch them?

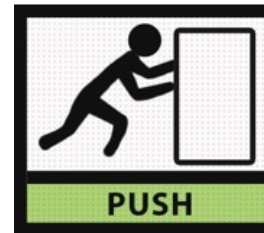
The Lesson: Shared access point

Where in the world do things:

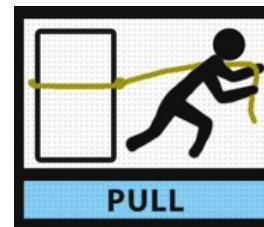
Fall



Push



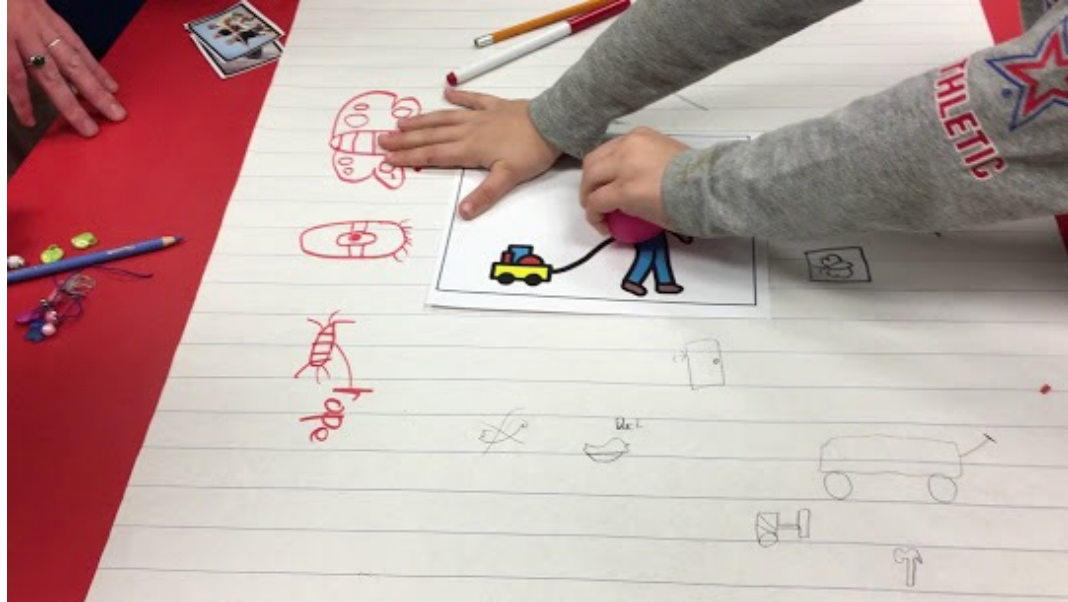
Pull



The Lesson: Shared Supports

In groups of 3...

- 3 minutes at each station
- Record ideas
 - Draw
 - Write
 - Show
 - talk



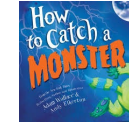
The Activity: Shared Learning Task

Learning Target: I know different types of forces

Start Together

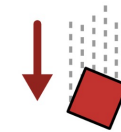
NEED

Finish building the **monster trap** with your group



MUST

Add a **falling force** to your monster trap



CAN

Add a **push or a pull force** to your monster trap



COULD

Add a **material** to **slow down** force



TRY

Add a **material** to **speed up** force



Go as far as you can!



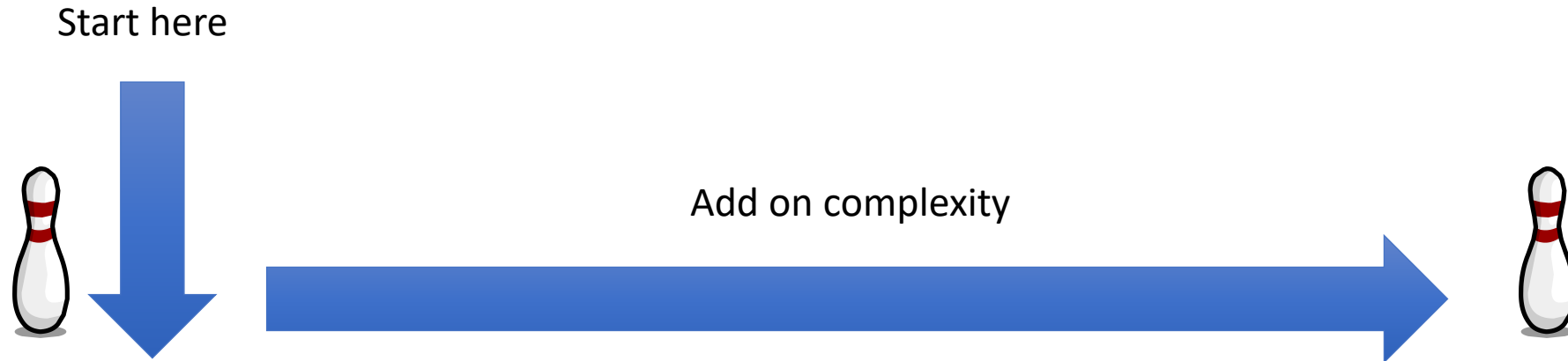
The Activity: Shared Learning Groups



- How does this example reflect UDL?

“what works for one, works for all”

Math 8: Shared Learning Goal



Need to know	Must know	Can know	Could know
What are shapes? (square, rectangle, triangle, circle)	What is 2D/3D, prism, cube, rectangular prism, length, width, height, area, volume?	What is triangular prism, face, surface area?	What is cylinder, base, net?

The lesson – Shared access point

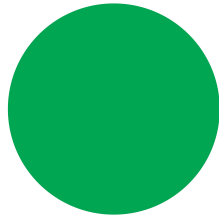
Words I Know	Words I Don't Know

Sort the pictures/words

rectangle



circle



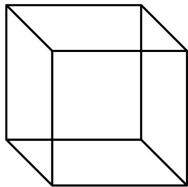
triangle



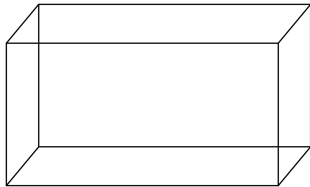
square



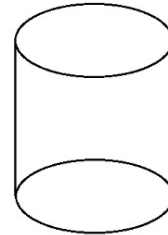
cube



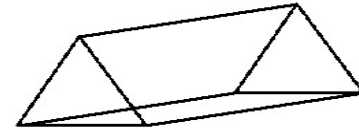
rectangular prism



cylinder

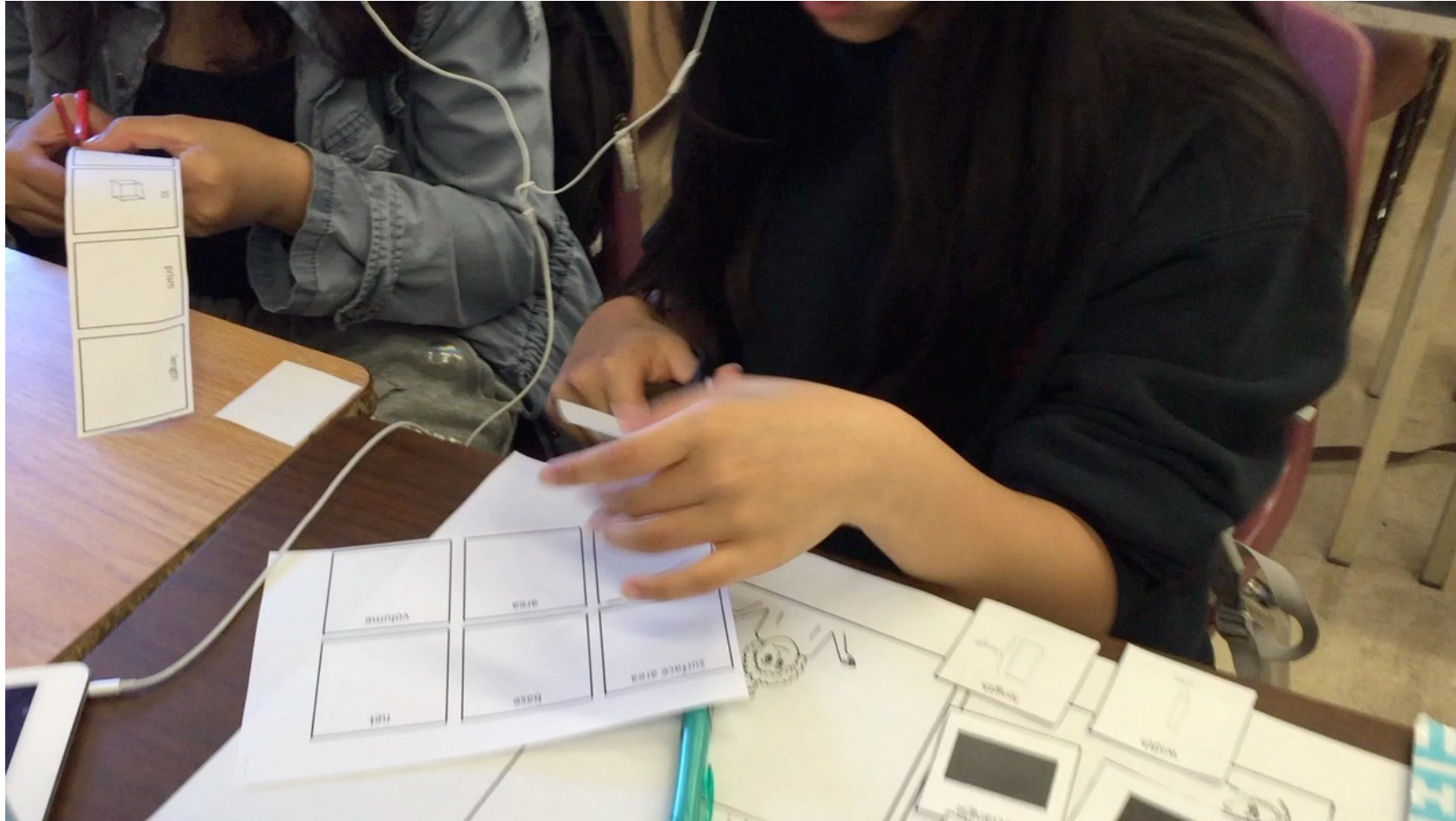


triangular prism

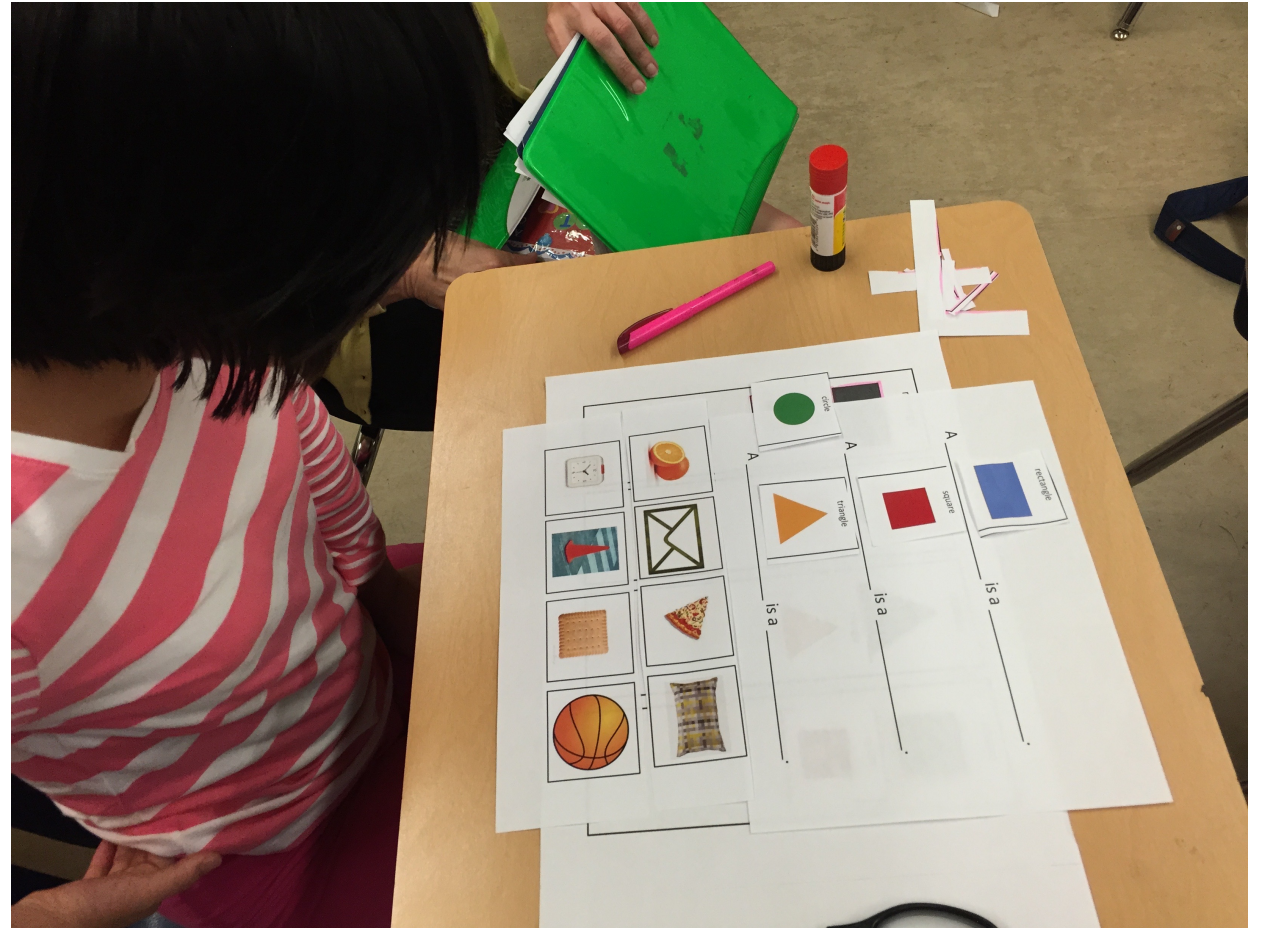


face	surface area	base	net
width	height	area	volume
2D	3D	prism	length

Shared Learning Task



Shared Learning Task

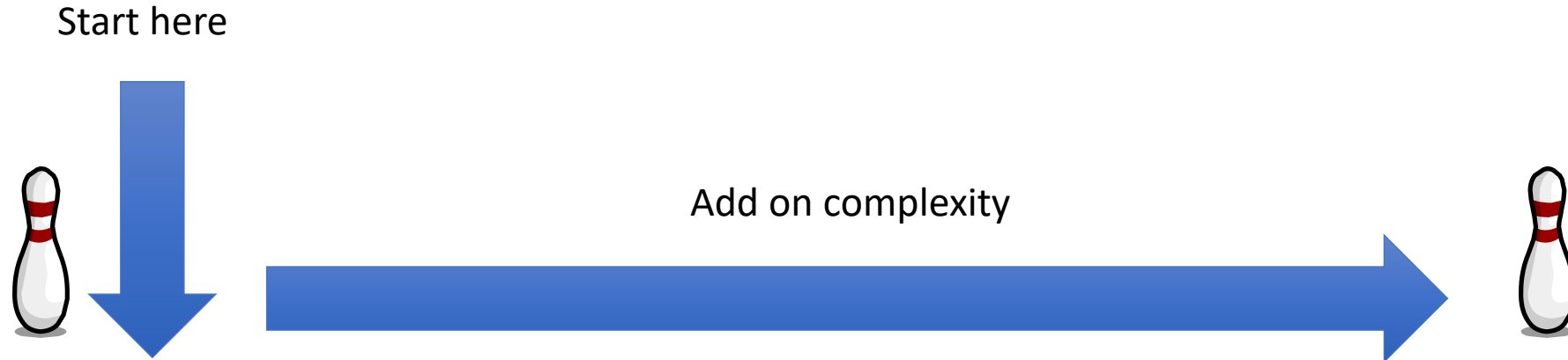




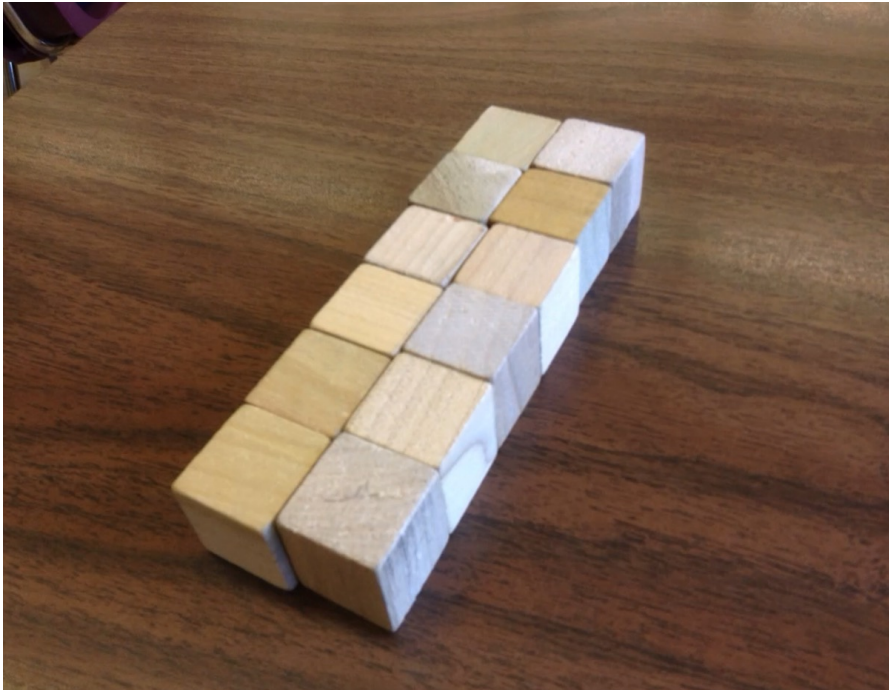
- How does this example reflect UDL?

“what works for one, works for all”

The lesson goal...

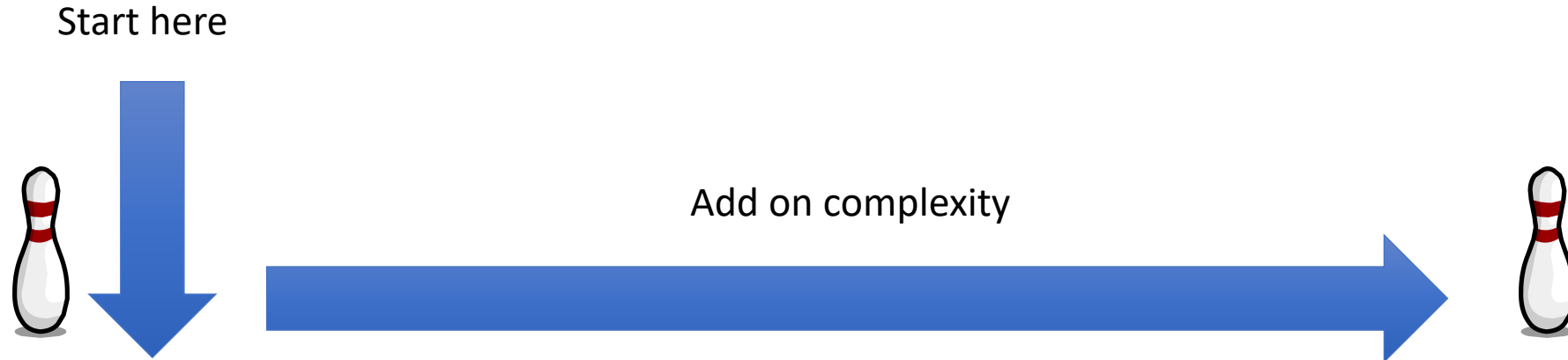


Access (NEED)	All (MUST)	Some (CAN)	Few (COULD)
I can build a 3D prism I can draw a line with a ruler	I can build a 3D prism with a volume of 24 units ³ I can create a drawing of a 3D prism with a volume of 24 units ³	I can build a net for a prism with the volume of 24 units ³	I can determine the surface area for a 3D prism with the volume of 24 units ³



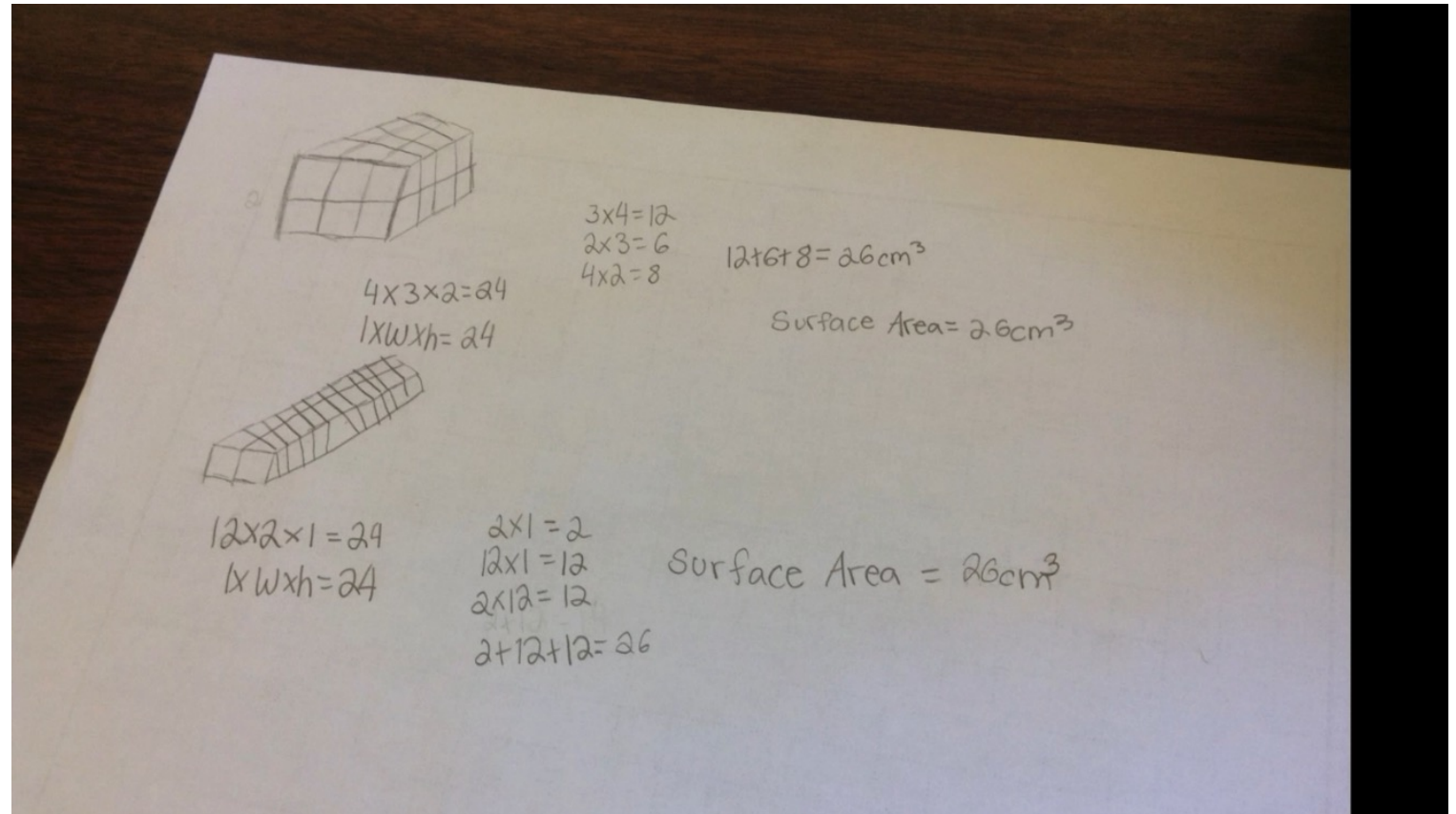
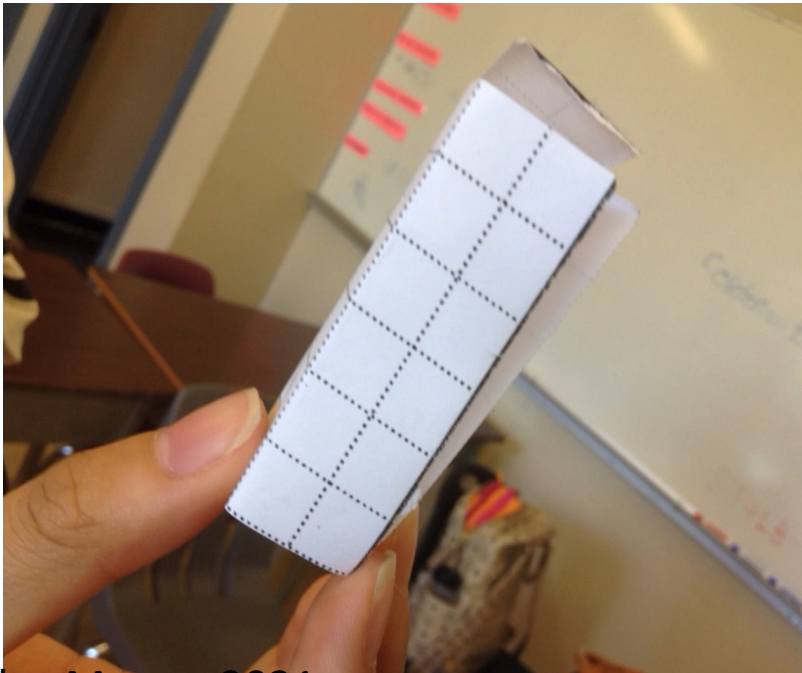
Shared Access Point

The lesson goal...



Access (NEED)	All (MUST)	Some (CAN)	Few (COULD)
I can build a 3D prism I can draw a line with a ruler	I can build a 3D prism with a volume of 24 units ³ I can create a drawing of a 3D prism with a volume of 24 units ³	I can build a net for a prism with the volume of 24 units ³	I can determine the surface area for a 3D prism with the volume of 24 units ³

Adding on Complexity





- How does this example reflect UDL?

“what works for one, works for all”

Why are Peer Connections Important?

Benefits for Students with Disabilities

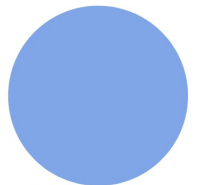
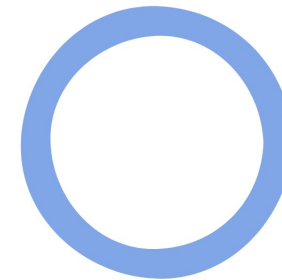
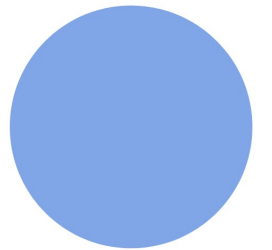
- Increased attendance
- Increased outcomes during school
- Increased outcomes after leaving school
- Increased friendships
- Decreased Stigma
- Increased access to grade level curriculum

Benefits for Peers

- Increased attendance
- Increased appreciation of diversity
- Personal growth
- Increased awareness of disability issues
- Increased Advocacy Skills
- Increased interest in pursuing careers in field
- Increased friendships

Waterfall!

One takeaway from today?



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Thinking Back, Moving Forward

- What is one thing that is already happening in your community?
- What is one new idea from today that you want to hold on to?
- What is one thing you want to try or do differently?
- Who is one person that you can connect with to make this happen?
- What is one lingering questions that you still have?