

SHELLEY MOORE



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www.fivemooreminutes.com

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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**.



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



The Five Moore Minutes' Podcast
Shelley Moore

▶ Resume Episode

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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.

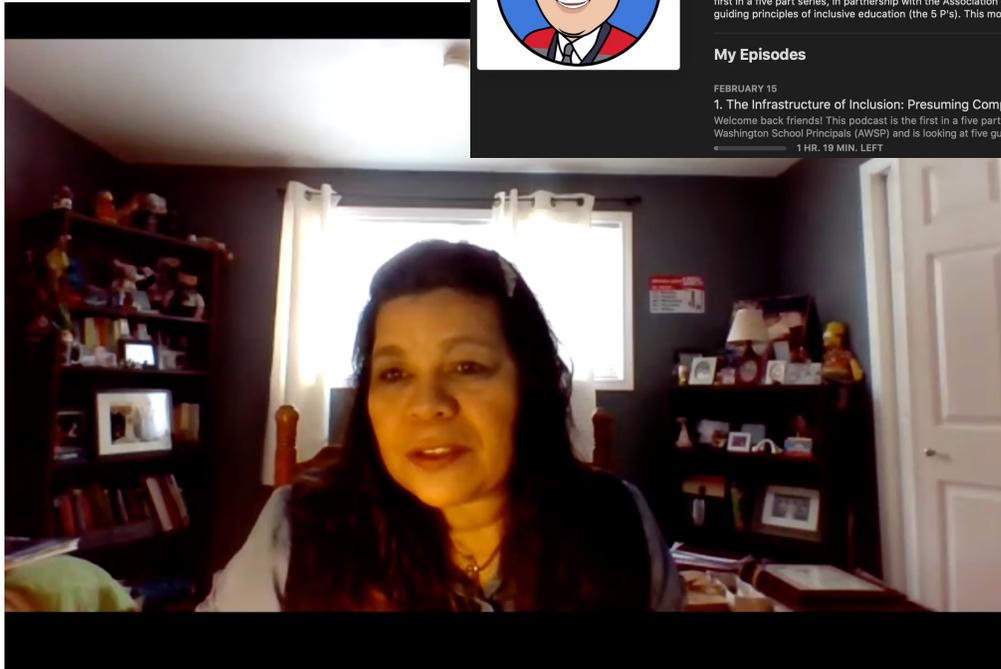
My Episodes

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



Oak Harbor-Sara Lucero



Shelley Moore

The Five Moore Minutes' Podcast
Shelley Moore

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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



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Location vs. Place

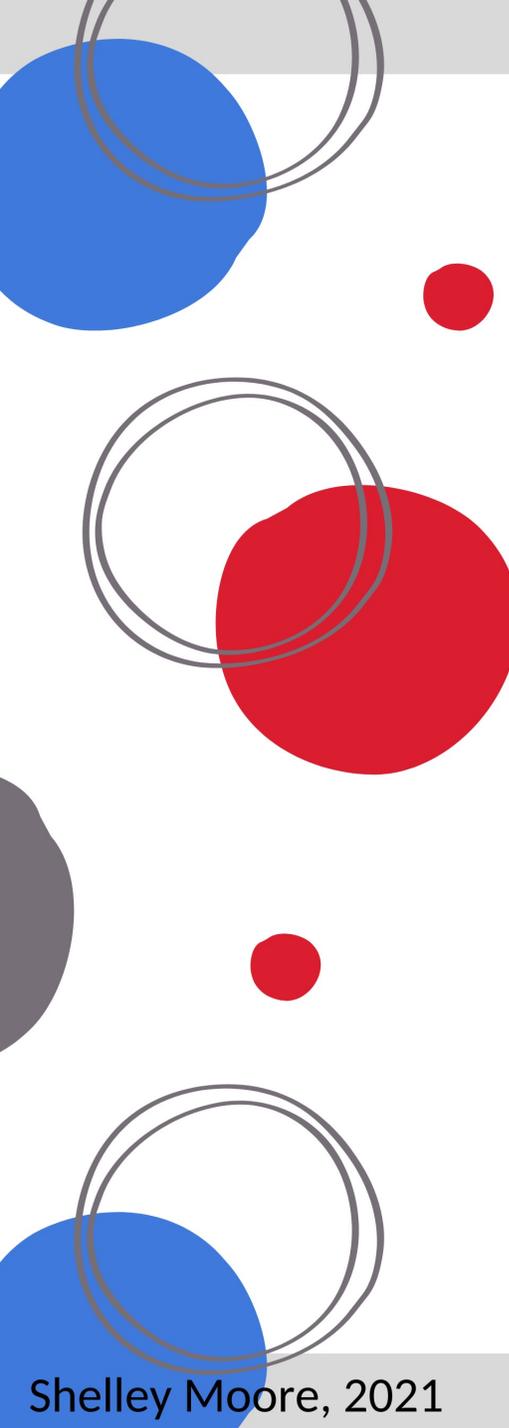


Existence vs. Belonging

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

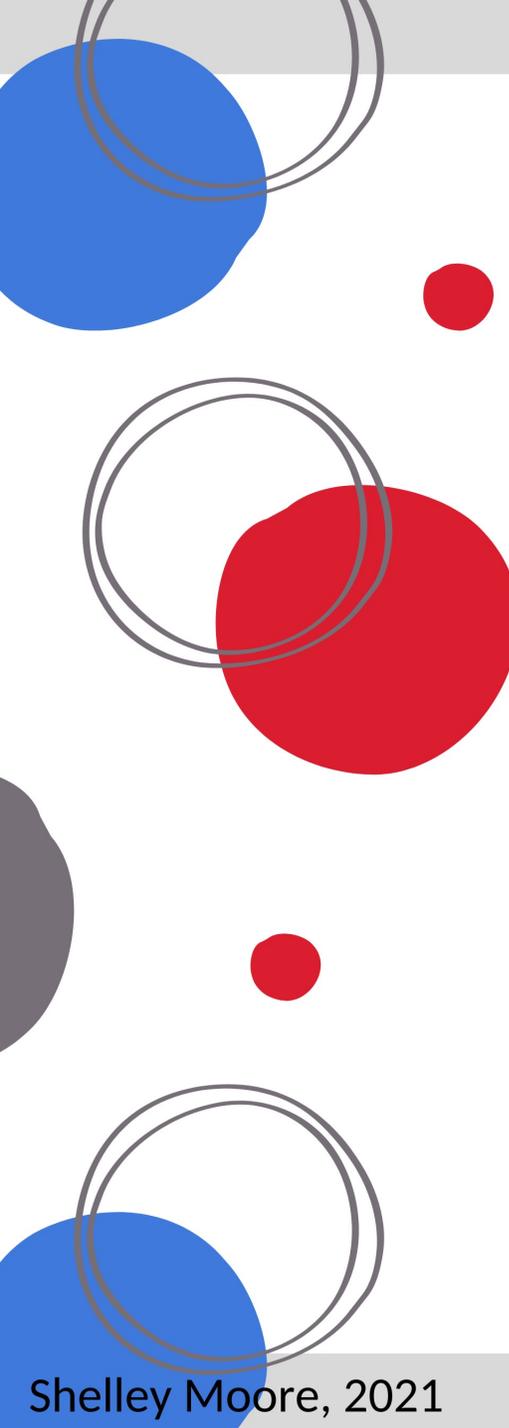


Is being in the same **place** enough?

• Is **presuming competence** Enough?

Nope!

- Now we need to find ways for kids to **interact with, learn and play** with each other!

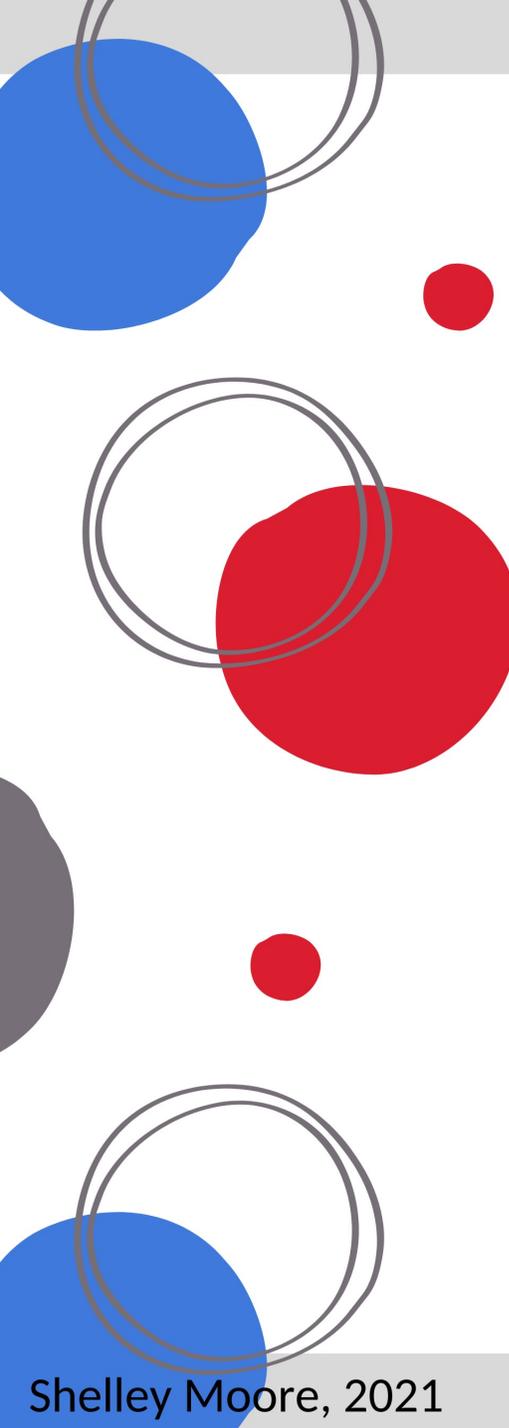


What is the role of
peers in supporting
inclusion?

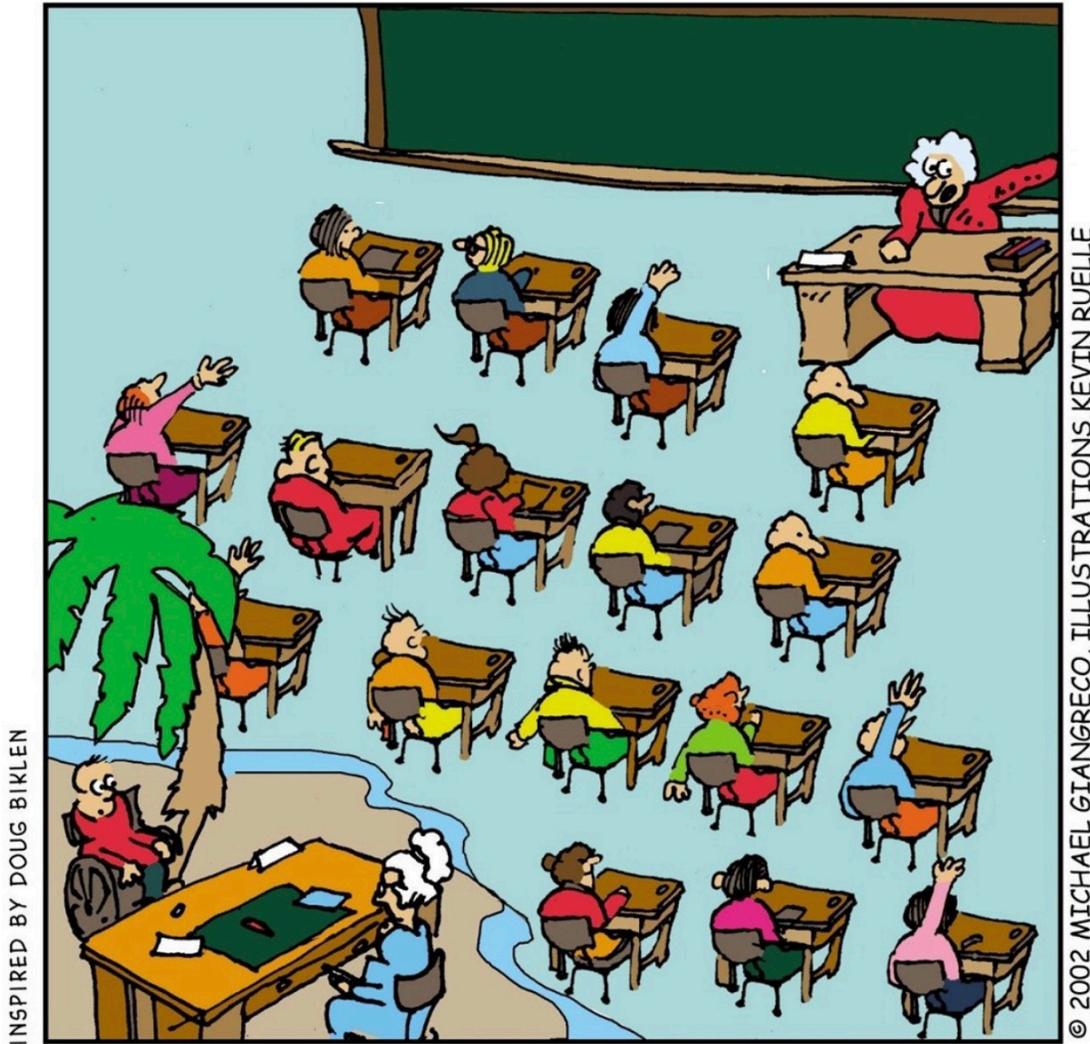
The Next Step?

Being **present** in a in the same place is a **first step**, it is however, **not enough** when addressing the **needs** of students with disabilities once they are there.

Fryxell & Kennedy, 1995



Proximity & Participation

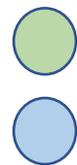
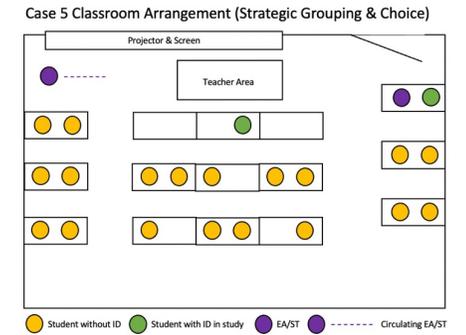
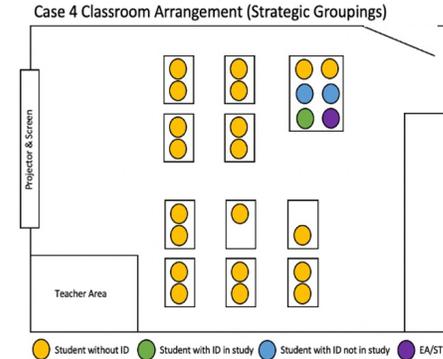
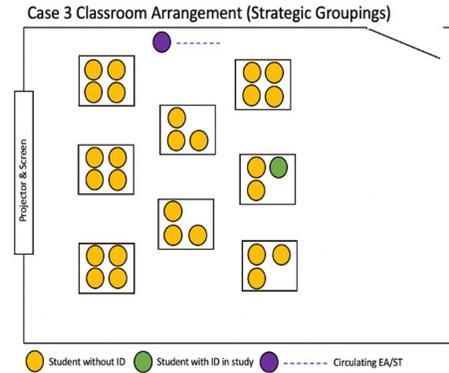
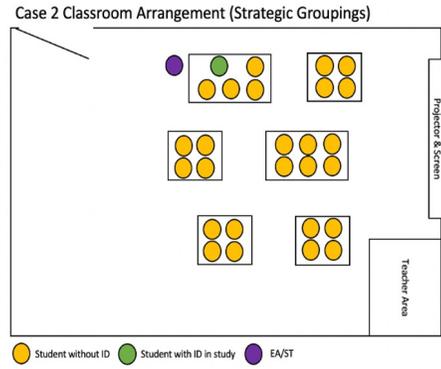
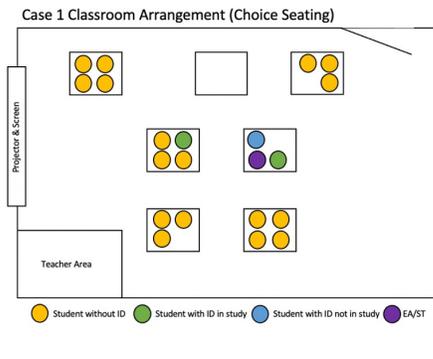


ISLAND IN THE MAINSTREAM
MRS. JONES AND MRS. COOPER ARE
STILL TRYING TO FIGURE OUT WHY FRED
DOESN'T FEEL LIKE PART OF THE CLASS.

Shelley Moore, 2021

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

Proximity Influences Participation



The most social participation

The most learning participation



The least social participation

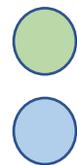
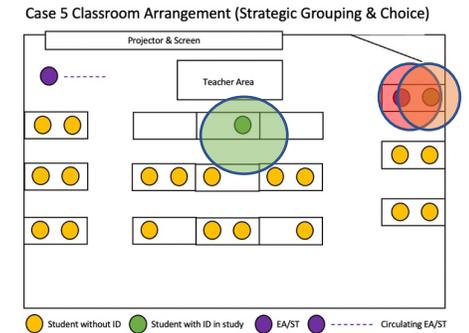
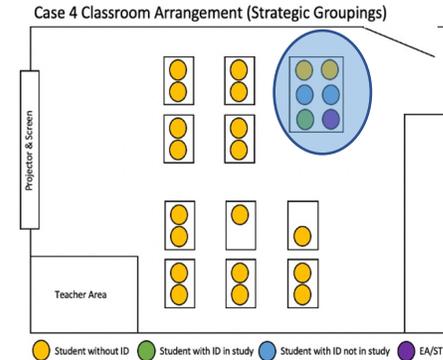
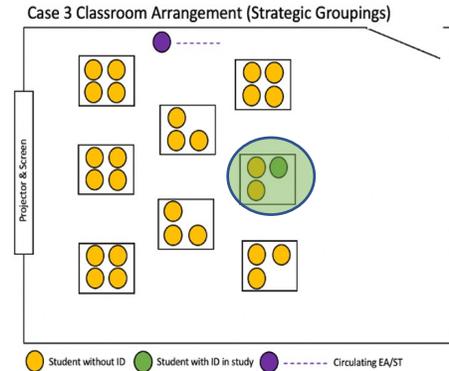
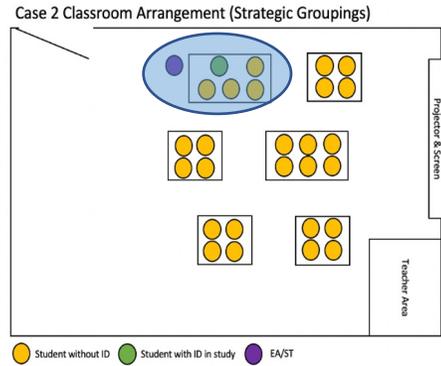
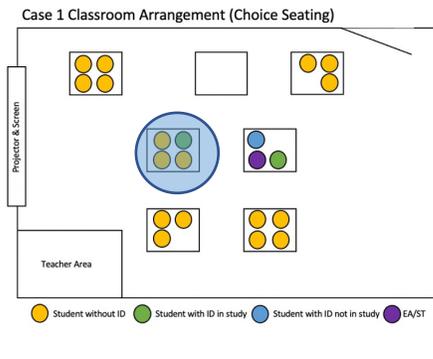


The least learning participation

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							

Proximity Influences Participation



The most social participation

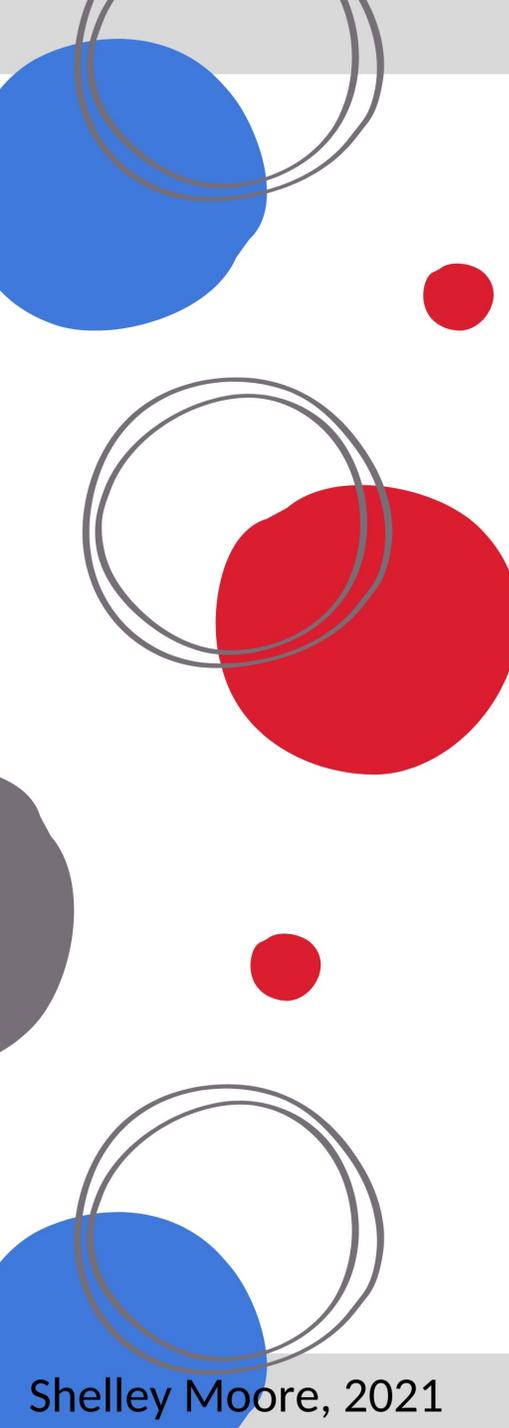
The most learning participation



The least social participation

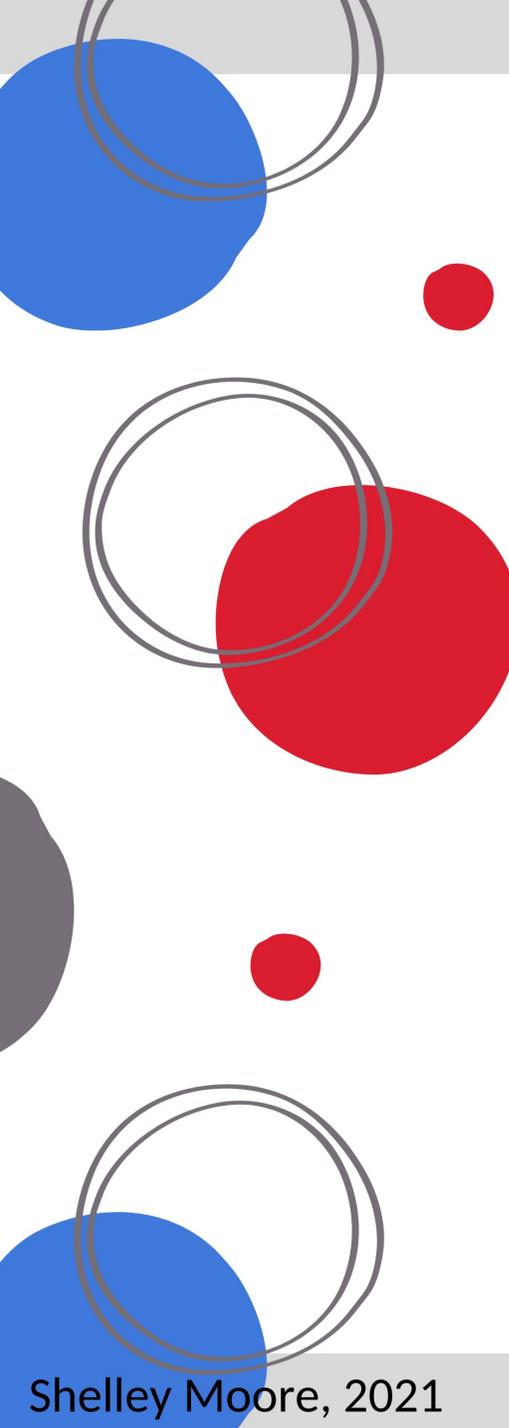


The least learning participation



How do we support children to be within **proximity** to each other?

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



How do we support children to **participate** with each other?

- It was **more common** for children 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 child with a disability is there
- Peers can serve a valuable **co-regulating role** in the shared experiences

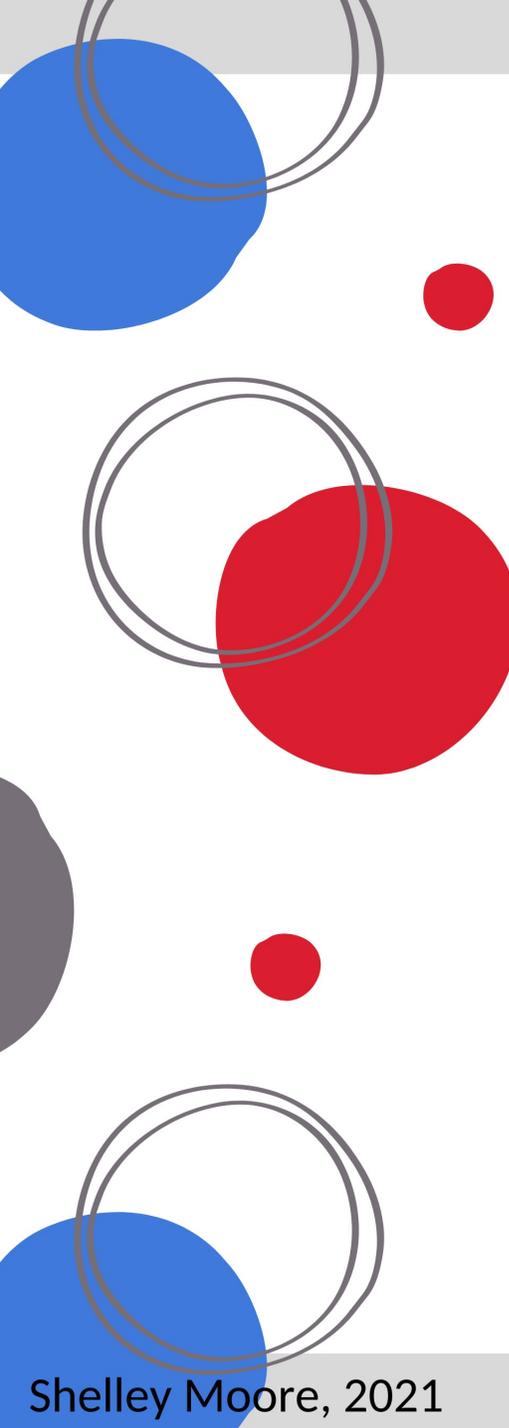


How educational assistants need to work differently



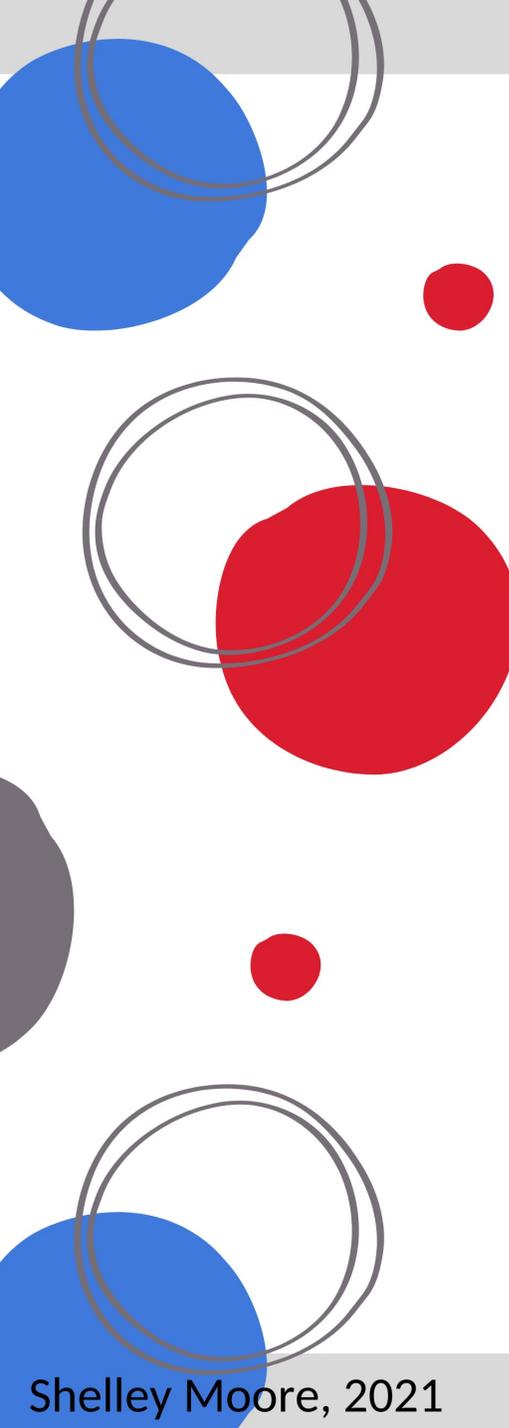
Watch later Share

How educational assistants need to work differently



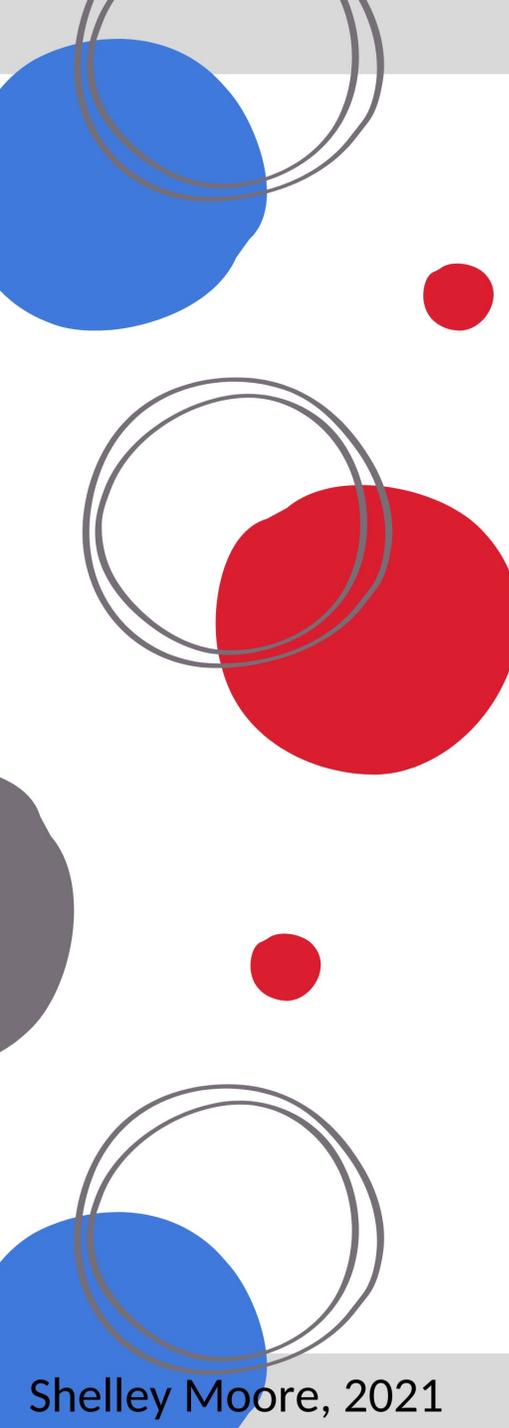
How do we support students to participate with each other **in learning**?

- Peer Support/ Mentoring
- Shared Support
- Shared Goal
- Shared Activity
- Shared Experiences



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

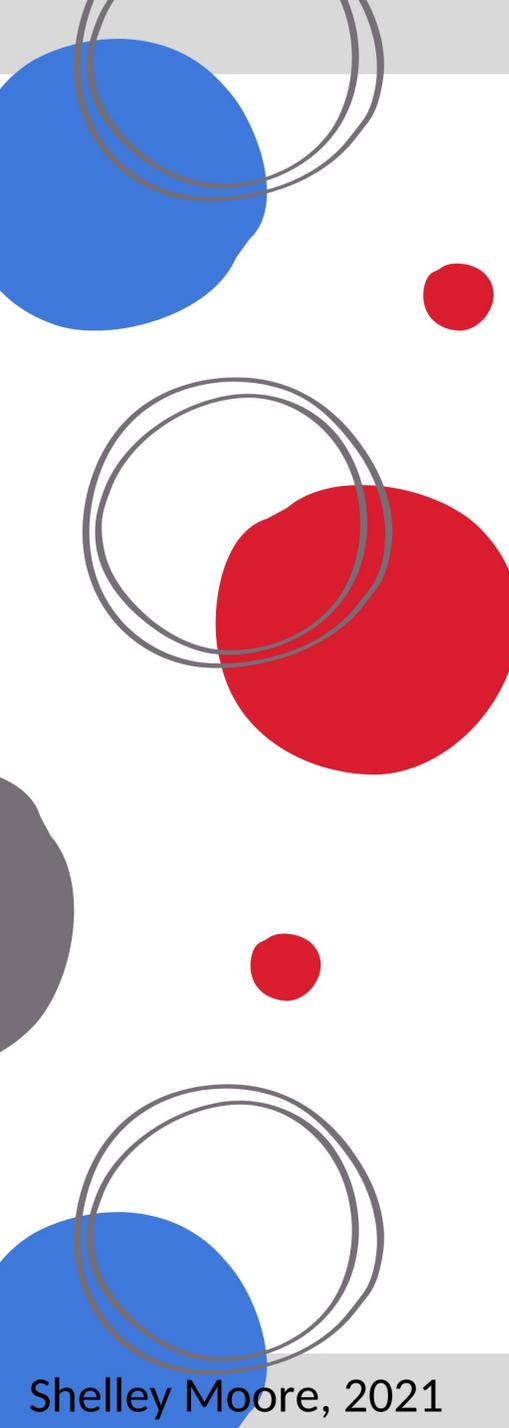
- Peer Support/ Mentoring
 - children without disabilities supporting or helping children with disabilities



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

- **Shared Supports**

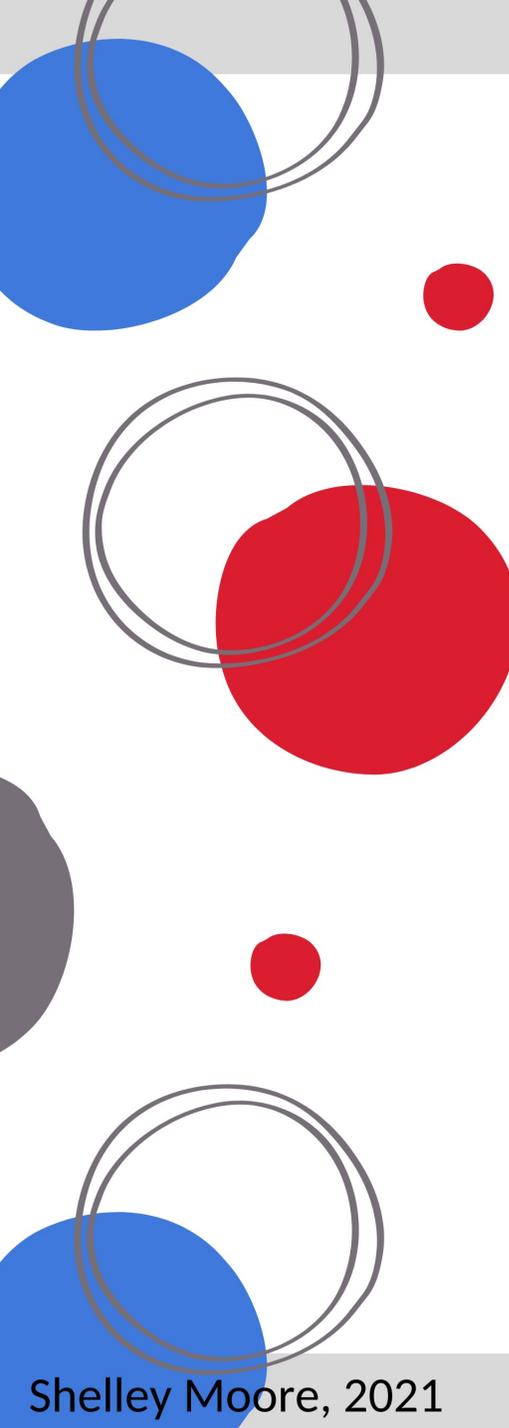
- Child with a disability needs a support or strategy to be successful, but is available for anyone to use
 - E.g., visuals, routine, checklists, movement etc.



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

- **Shared Goal**

- Everyone working together towards a community goal that is important for everyone
 - We can eat lunch, we can play together, we can take turns, we can ask for help, we can be kind
 - Combine with shared supports
 - E.g., what does _____ need to be able to take turns?
 - visual or verbal prompt
 - Teach to everyone



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

- **Shared Activity**

- A large or small diverse group of children participating in a common activity
 - We can build a tower, we can clean up, we can play in the park
- Break down the activity into chunks, starting from accessibility and adding on challenge
 - How can _____ participate (accessibility)
 - Everyone starts there

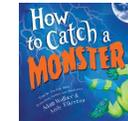
Shared Activity

We can build a Monster Trap

Start Together

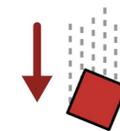
NEED

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



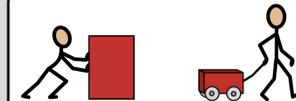
MUST

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



CAN

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



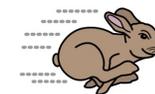
COULD

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



TRY

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



Go as far as you can!

Shared Activity

Start Together

NEED

MUST

CAN

COULD

TRY

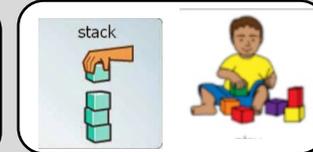
Go as far as you can!

We can build a tower

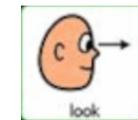
We need to **choose** what we are going to build a tower and find a place to build our tower



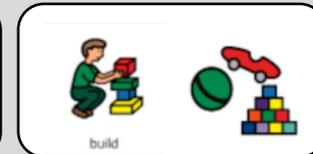
We must **build** a strong foundation to our tower and build our tower up



We can **look at** other people's tower to get some new ideas

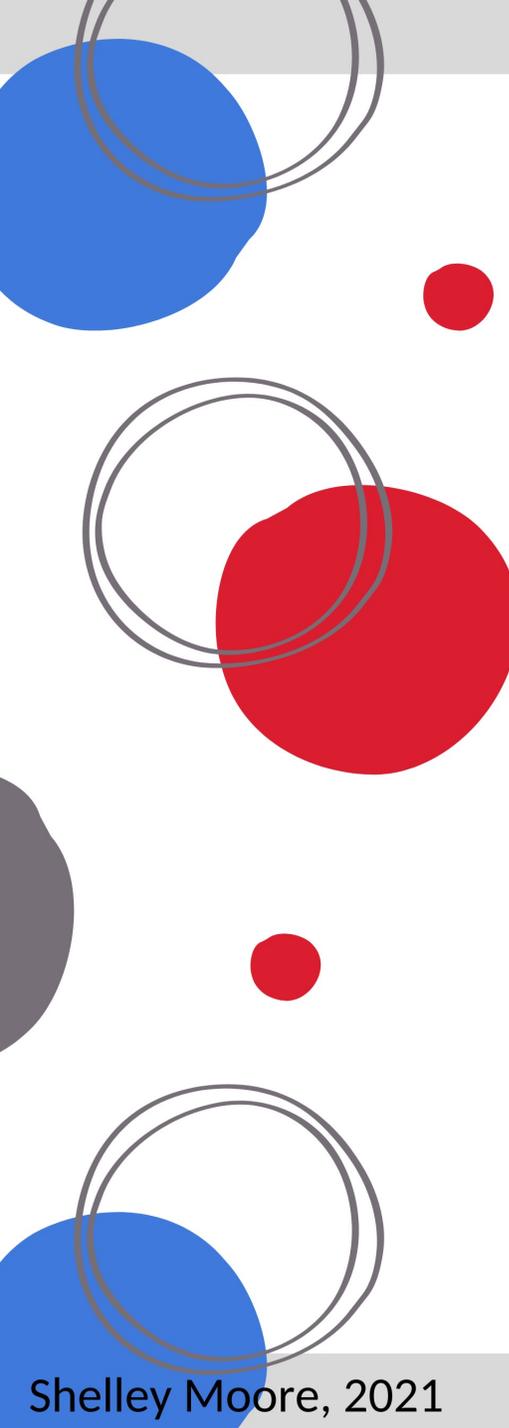


We could **add** accessories, moving parts, different sizes of materials



We could try to **connect** our tower together with other towers





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

- **Shared Experiences**

- A common activity or event, different children have different purposes or jobs (next session)
- Personal purpose
- Social purpose
- Intellectual purpose
- Contextual purpose

Resources

- 5MM Podcast with Mabel and Jo:
 - <https://podcasts.apple.com/ca/podcast/the-five-moore-minutes-podcast/id1439038183?i=1000509241169>
- 5MM Podcast with Parker & Cruz
 - <https://podcasts.apple.com/ca/podcast/the-five-moore-minutes-podcast/id1439038183?i=1000421830621>
- Erik Carter Video Series
 - <http://www.engagingalllearners.ca/sal/peer-mentoring/index.php?id=3>
- Articles
 - Shippy (2015)
 - Pon-Berry et al. (2019)
 - Owusu (2020)

Research & Literature that Supports this Session:

- 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., Melekoglu, M. A., & Kurkowski, C. (2007). Peer supports as an alternative to individually assigned paraprofessionals in inclusive high school classrooms. *Research and Practice for Persons with Severe Disabilities*, 32(4), 213-227.
- 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.
- Carter, E. W., Moss, C. K., Hoffman, A., Chung, Y. C., & Sisco, L. (2011). Efficacy and social validity of peer support arrangements for adolescents with disabilities. *Exceptional Children*, 78(1), 107-125. Carter, Moss, Chung & Sisco, 2011 Carter et al., 2015
- Chung, Carter & Sisco, 2012
- Dymond, S. K., & Russell, D. L. (2004). Impact of grade and disability on the instructional context of inclusive classrooms. *Education and Training in Developmental Disabilities*, 127-140.
- 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.
- Fryxell, D., & Kennedy, C. H. (1995). Placement along the continuum of services and its impact on students' social relationships. *Journal of the Association for Persons with severe Handicaps*, 20(4), 259-269.
- Giangreco, M. F. (2010). One-to-one paraprofessionals for students with disabilities in inclusive classrooms: Is conventional wisdom wrong?. *Intellectual and Developmental Disabilities*, 48(1), 1-13.
- Giangreco, M. F., & Doyle, M. B. (2007). *Quick-guides to inclusion: Ideas for educating students with disabilities*. Brookes Publishing Company. PO Box 10624, Baltimore, MD 21285.

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