

SHELLEY MOORE



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www.fivemooreminutes.com

www.blogsomemoore.com



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**.



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

Location vs. Place



Existence vs. Belonging

What Does Research Say?

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

are **PRESUMED**
competent and as
having
POTENTIAL

SESSION 1

are **PLACED** in
and attending
inclusive
programs

SESSION 2

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

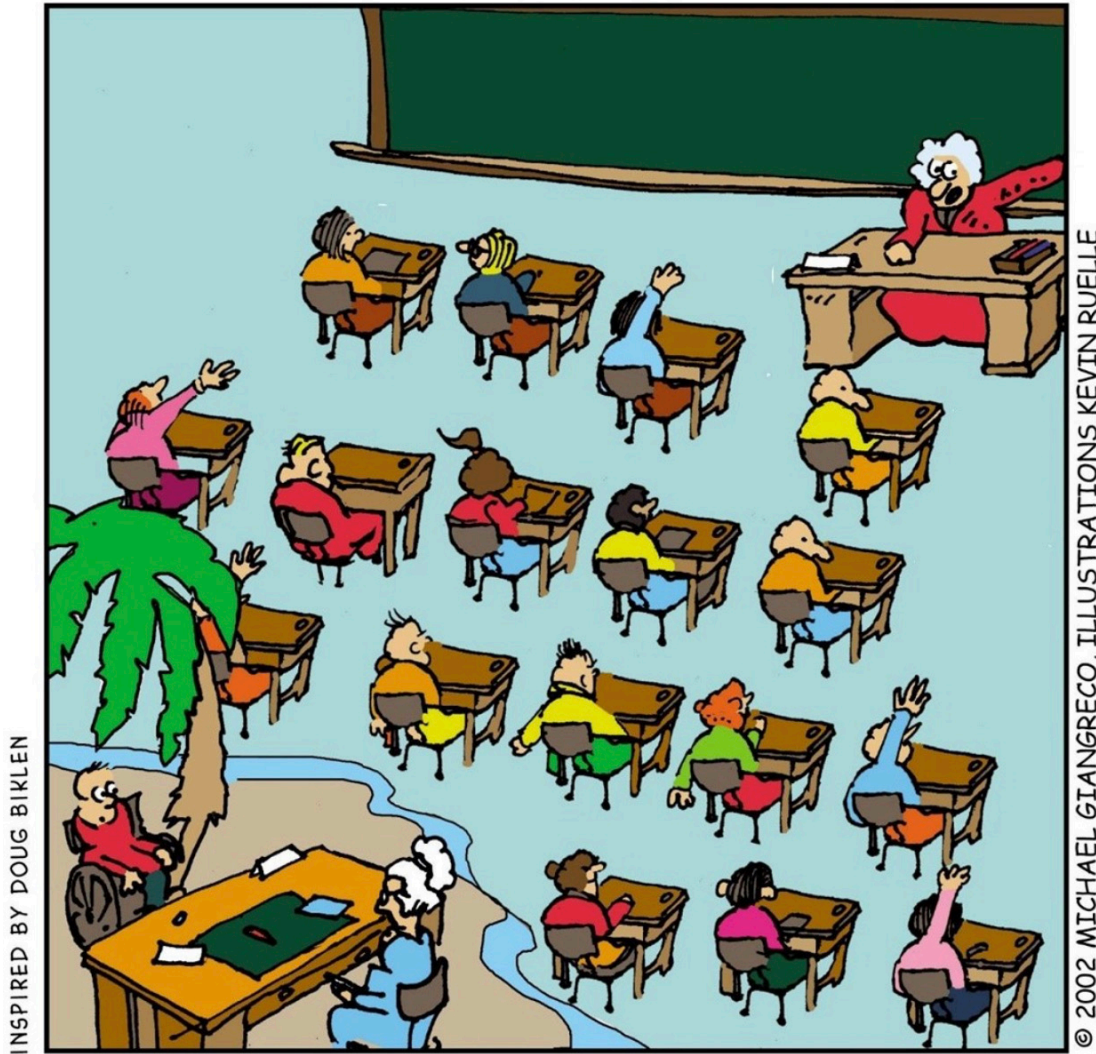
SESSION 3

have
PURPOSEFUL
roles and
responsibilities

SESSION 4

are **PLANNED** for

SESSION 5



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)

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?

~~Determining~~ Roles & Responsibilities Anticipating

How will I **act** in this place?

How will I **interact** in this place?

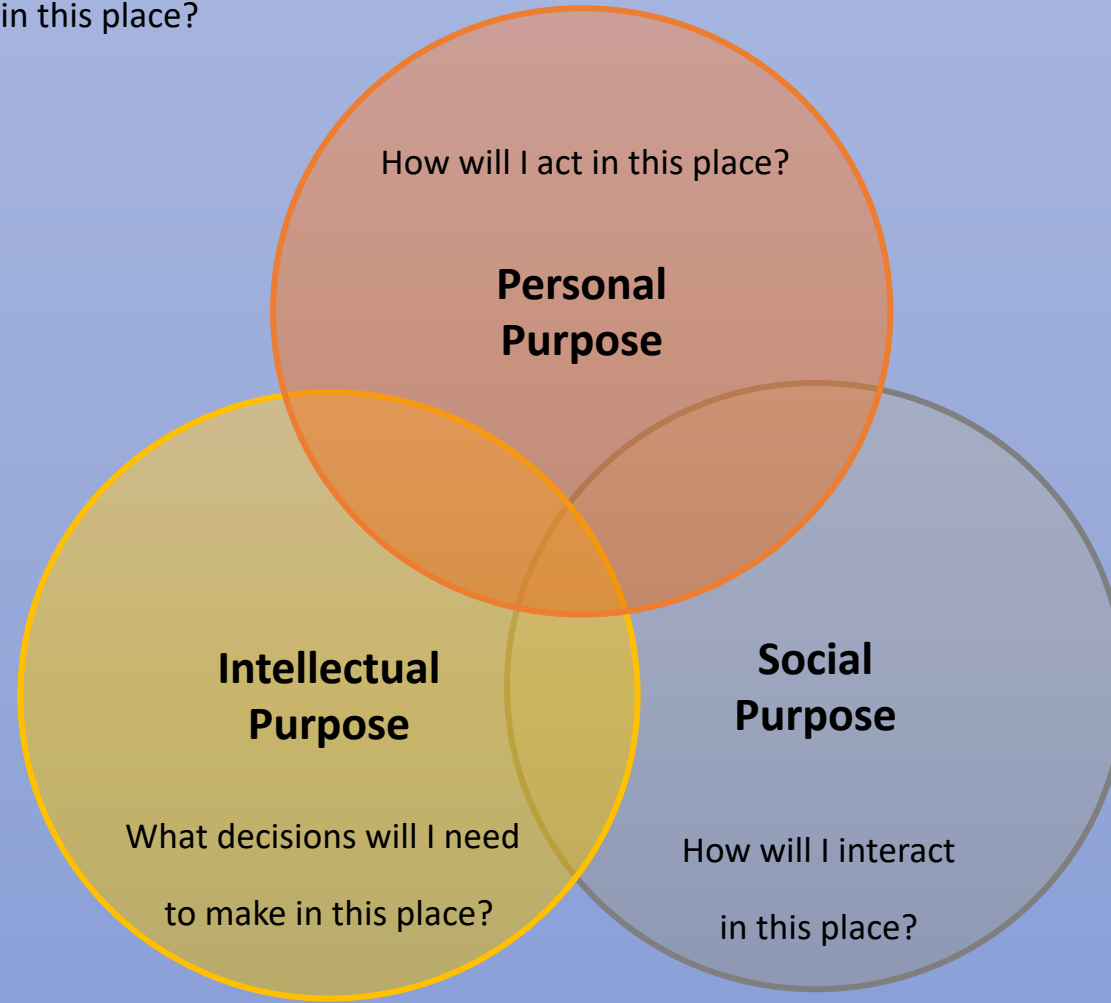
What **decisions** will I need to make in this place?

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



Place (Contextual Purpose)

What skills do I need in this place?



Popcorn

4 minutes

- What are you learning?
- What do you want to try?/ What are you trying?

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

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
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)			
Places/ Contexts	Roles & Responsibilities for Peers	Personal Roles & Responsibilities	Social Roles & Responsibilities	Intellectual Roles & Responsibilities	Curricular Roles & Responsibilities
Arrival to School	Enter school, put outdoor gear away, empty backpack, quiet activity, announcements, morning meeting				
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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End of Day Activities	Clean up, agendas, clean up, game				



Okay

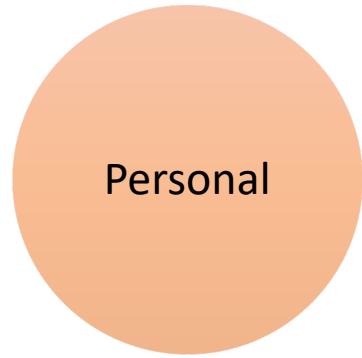


Areas to target



Next steps

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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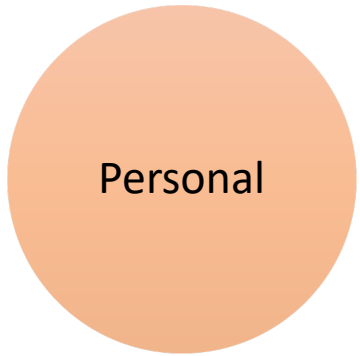
Personal Roles & Responsibilities

- 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)			
Places/ Contexts	Roles & Responsibilities for Peers	Personal Roles & Responsibilities	Social Roles & Responsibilities	Intellectual Roles & Responsibilities	Curricular Roles & Responsibilities
Arrival to School	Enter school, put outdoor gear away, empty backpack, quiet activity, announcements, morning meeting				
Readers/Writers Workshop	Mini lessons, conferencing, read aloud, partner reading, small groups, stations	<ul style="list-style-type: none"> • V knows where his classroom is • V knows where his table is • V Knows how to sit at his table 			
Math Workshop	Mini lessons, conferencing, small group, stations				
Recess	Eating a snack, clean up, playground, games/ outside play, bell, playing with peers, solving problems				
Science/ Socials	Mini lessons, small group activities, hands on)				
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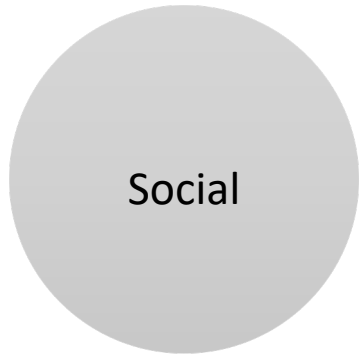
Personal

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



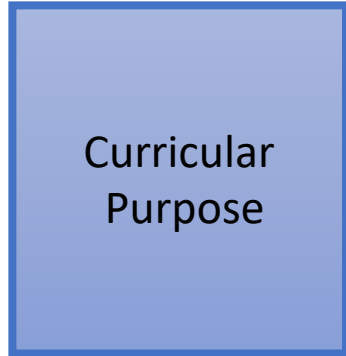
Social

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

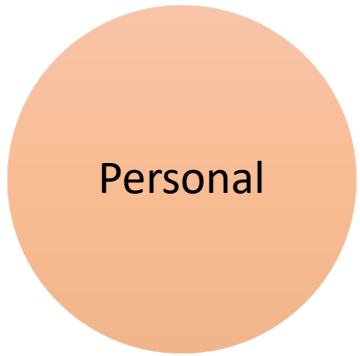
Curricular Roles & Responsibilities

- 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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Readers/Writers Workshop	Mini lessons, conferencing, read aloud, partner reading, small groups, stations	<ul style="list-style-type: none"> • V knows where his class is • V can engage/ participate in an activity with peers • V can choose a book to read 	<ul style="list-style-type: none"> • V can reference peers • V can take turns 		Literacy <ul style="list-style-type: none"> • V knows concepts of print • V can show cadence
Math Workshop	Mini lessons, conferencing, small group, stations				
Recess	Eating a snack, clean up, playground, games/ outside play, bell, playing with peers, solving problems				
Science/ Socials	Mini lessons, small group activities, hands on)				
Art/ Music	Different teacher/ classroom, using tools/ instruments, following instructions, managing lots of movements, noises				
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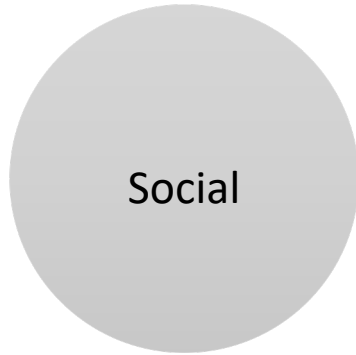
Personal

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



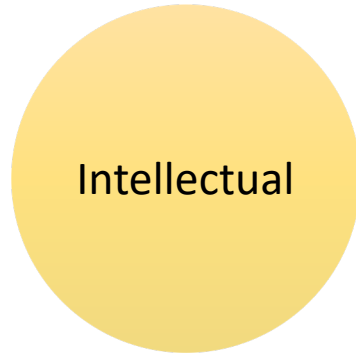
Social

Social Roles & Responsibilities

- V can communicate when finished (done)

Strategies

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



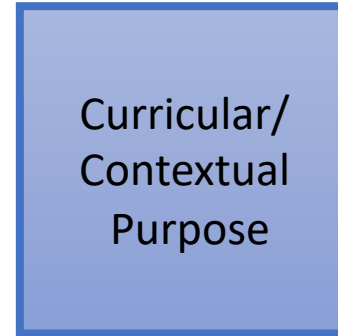
Intellectual

Intellectual & Thinking Roles & Responsibilities

- V can make choices (critical thinking)

Strategies

- White board marker
- Choice of activities



Curricular/ Contextual Purpose

Curricular Roles & Responsibilities

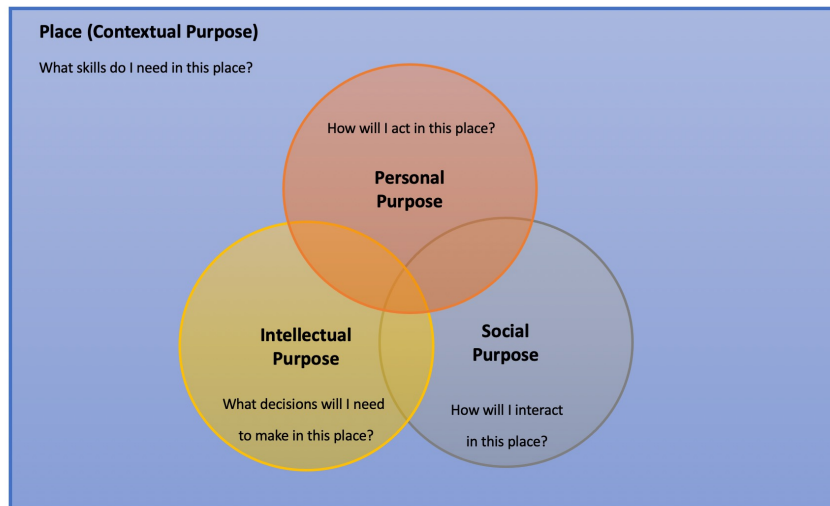
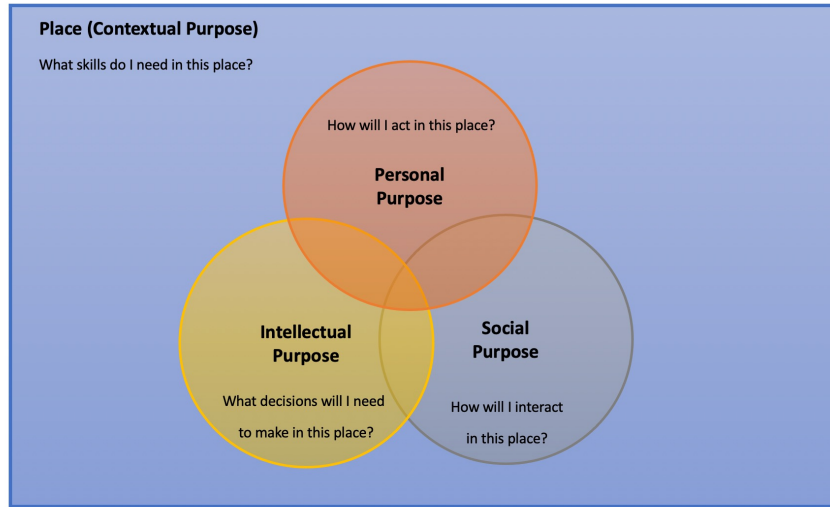
- V knows concepts of print (directionality)

Strategies

- Choice of activity (writing, building, reading)

Class: Mrs. N Grade 2/3 Class		PURPOSES for Vadatman (V)			
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Readers/Writers Workshop	Mini lessons, conferencing, read aloud, partner reading, small groups, stations	<ul style="list-style-type: none"> • V knows where his class is • V can engage/ participate in an activity with peers • V can choose a book to read • V can use fine motor skills • V can finish a task 	<ul style="list-style-type: none"> • V can reference peers • V can take turns • V can communicate when finished (done) 	<ul style="list-style-type: none"> • V can make choices (critical thinking) 	Literacy <ul style="list-style-type: none"> • V knows concepts of print • V can show cadence
Math Workshop	Mini lessons, conferencing, small group, stations				
Recess	Eating a snack, clean up, playground, games/ outside play, bell, playing with peers, solving problems				
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Reading Classrooms



Playground

V

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

Peers

- Prompting (its your turn)
- Engaging with V

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

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Science/ Socials					
Art/ Music					
Lunch					
End of Day Activities					

Class: Sunnyside Daycare		PURPOSE Planning for Becca S.			
Places/ Contexts	Roles & Responsibilities for Peers	Personal Roles & Responsibilities	Social Roles & Responsibilities	Intellectual Roles & Responsibilities	Contextual Roles & Responsibilities
Arrival	Say goodbye to caregiver, put coat & shoes away, put lunch in cubby	I can hang up my coat	I can say goodbye to my mom, saying hi to friends	I can find my cubby	I can be ready for the day
Outdoor Walk/ Play	Partner walk, hold onto hands/rope, put on pinney, stay together, stop at roads, stay safe, look for staff	I can stay with my partner	I can ask for help when I need	I know when it is safe to cross the road	I can play outside safely
Music time	Choose an instrument, find your partner, follow instructions, take care instrument, put away when finished	I can treat my instrument with care	I know when I am playing too loud or too quiet	I can follow directions and learn from others	I can play music with an instrument
Snack time	Get snack from lunch kit, go to eating spot, eat lunch, clean up, play quiet game	I know where to find my snack I can clean up when I am done	I can eat my own food and not eat others food	I know when I am full	I can eat my snack
Play time	Choose an activity, find a place to play, share with others, clean up when it is time				
Playground	Stay safe, stay in playground, take turns, use kind words, ask for help when needed				
Lunch time	Get lunch from cubby, go to eating spot, eat own food, clean up, play quiet game				
Quiet time/ Rest time	Choose a quiet activity, grab home object, find a quiet spot by yourself				
Home time	Clean up, gather belongings, say goodbye to friends				

What Does Research Say?

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

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POTENTIAL

SESSION 1

are **PLACED** in
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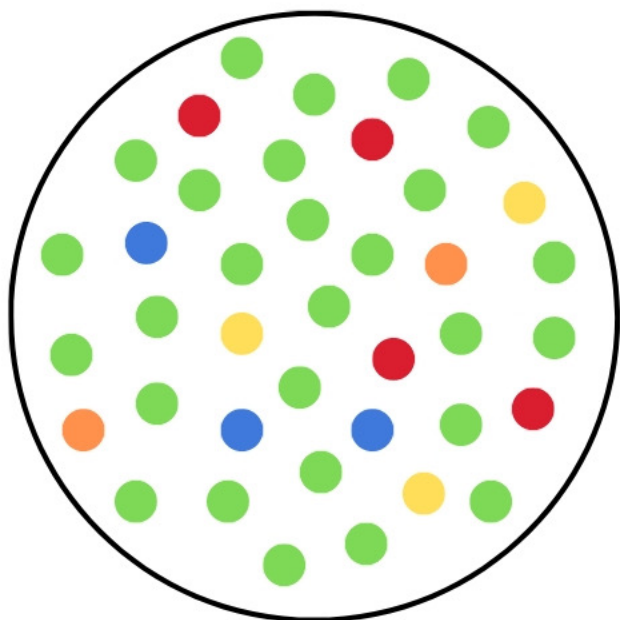
have
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SESSION 4

are **PLANNED** for

SESSION 5

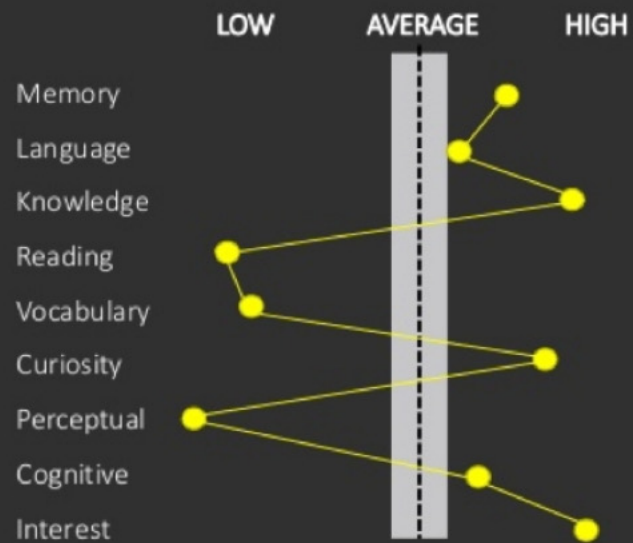
WHERE DID GREEN COME FROM?



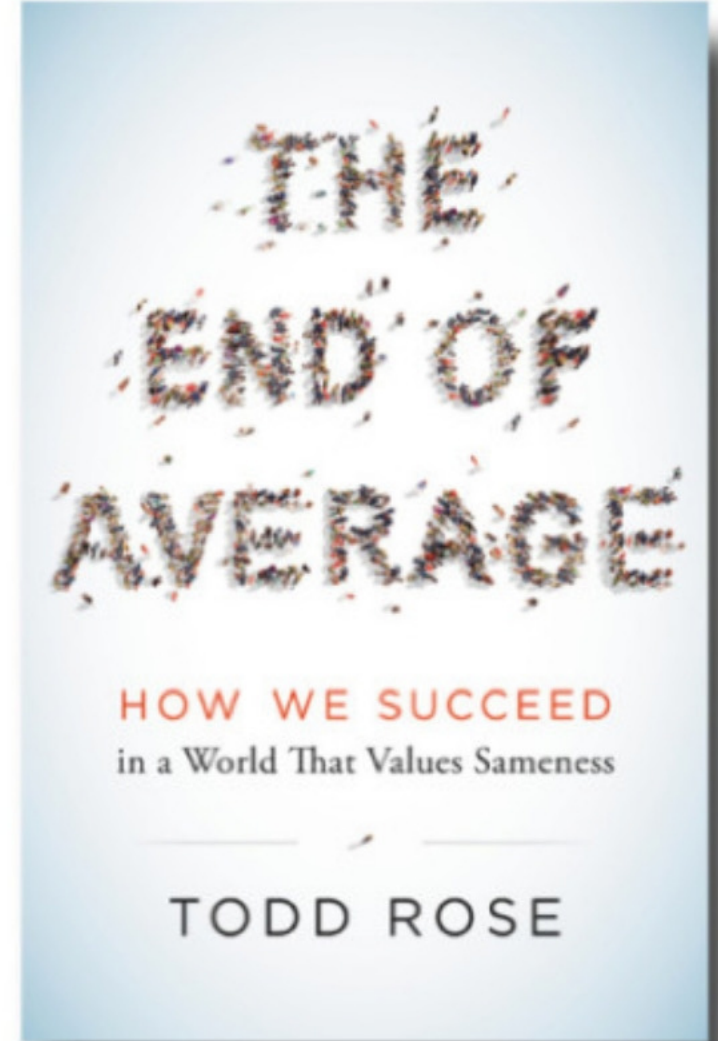
GREEN = AVERAGE

The End of Average!

The average student is a myth



The Myth of Average: Todd Rose at TEDxSonomaCounty: <https://www.youtube.com/watch?v=4eBmyttcfU4>



THE AIRPLANE DILEMMA...

Effectiveness: Building individualized
planes for every pilot

Efficiency: Building one standardized
plane for ALL pilots

THE CURRICULUM DILEMMA...

Effectiveness: Building individualized education plans for every student

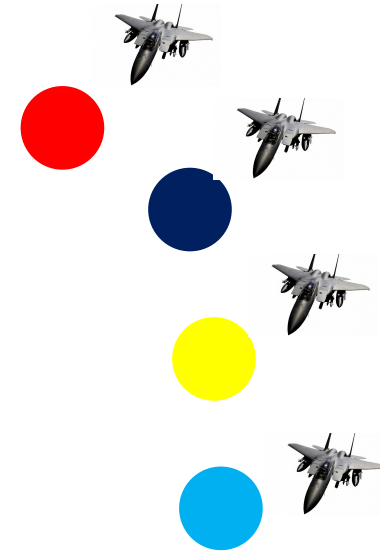
Efficiency: Building one standardized curriculum for ALL students

A SOLUTION?! Effective & Efficient?

An **adjustable** plane designed for a
range of **dimensions**

An **adjustable** curriculum designed for
a **range** of **diversity**

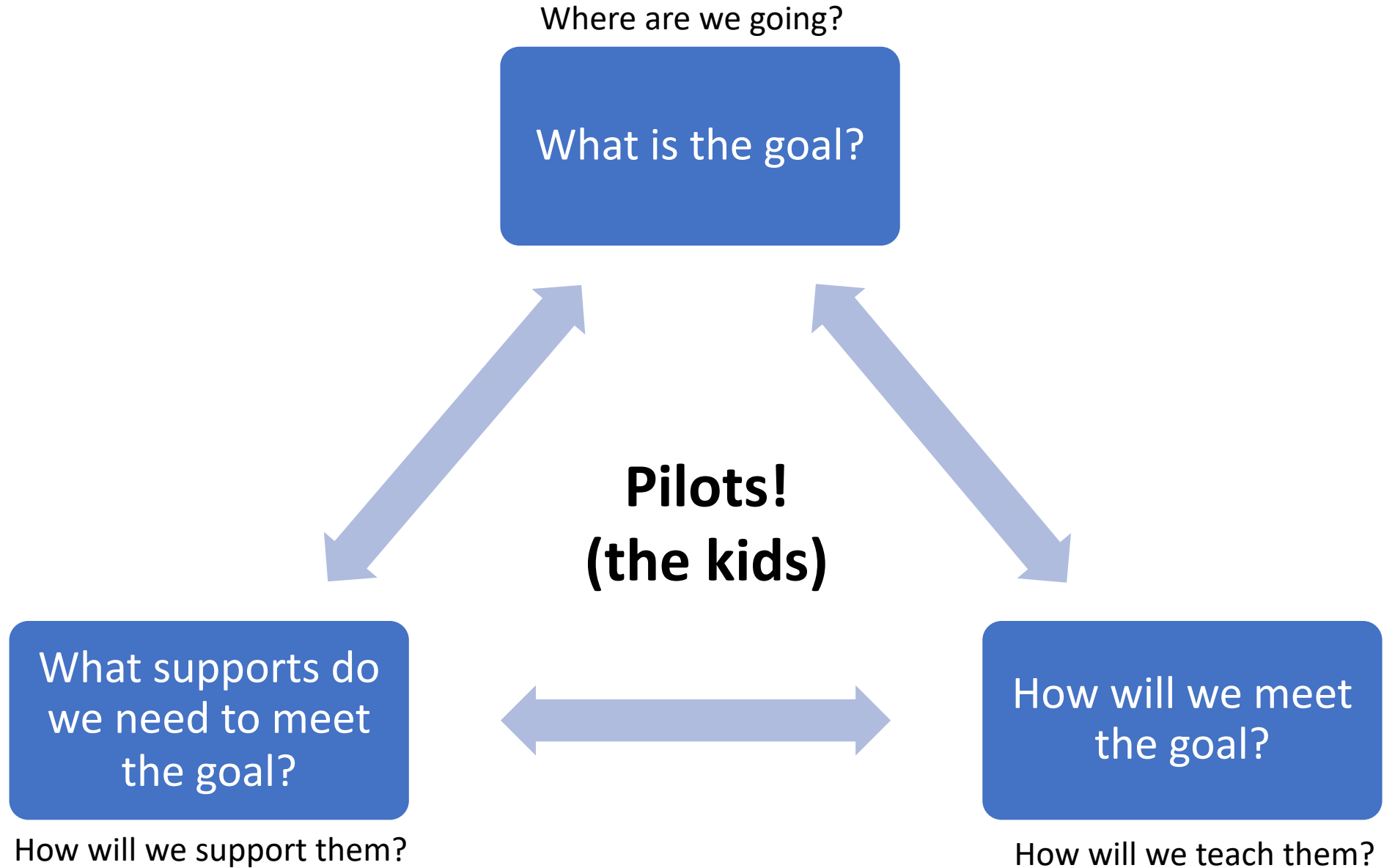
WHAT'S THE DIFFERENCE?



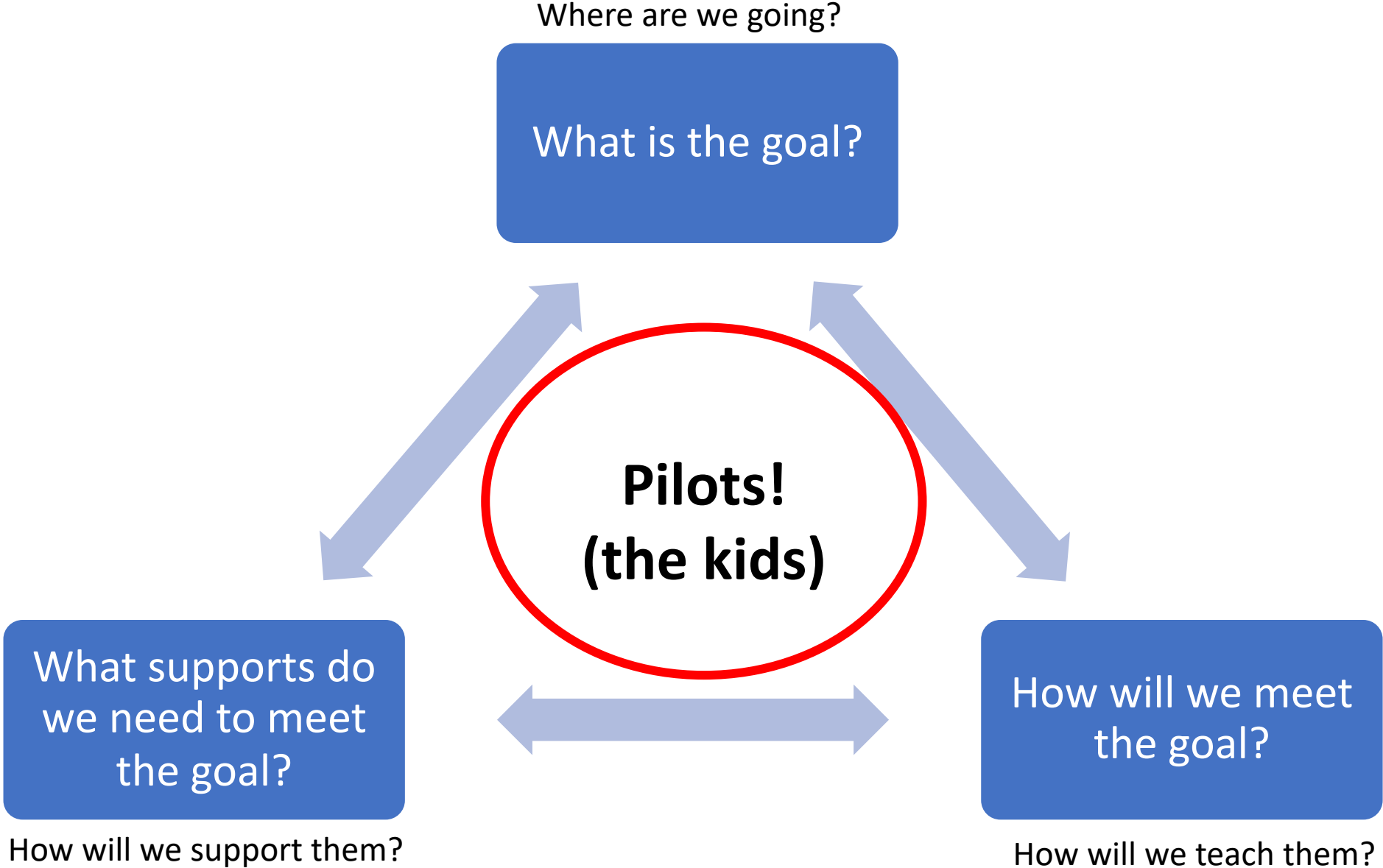
DESIGN: THE MOST UNDERUTILIZED SUPPORT



How can we change the system? Designing with Equity in Mind



How can we change the system? Designing with Equity in Mind



Getting to Know Our Pilots!

Community Profile	Staff:	Date:
We can plan for our community by getting to know the:		
Interests	Strengths	Stretches
Based on the interests, strengths and stretches of this group:		
The BIG we have for this group is:		
What are the needs of this group?		
Need	Need	Need

Student Areas of Needs Assessment

1. Look at the following areas of need with your family and school team
2. Decide which ones do you/we feel get in the way of learning and being successful at school?
3. Decide which areas you/we need support for immediately, soon or not right now.
4. Choose three areas of need to start with, we can make a support plan

Areas of Need	I need support for this immediately	I need support for this soon	I do not need support for this right now
Aggression	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Anger or Frustration	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Anxiety	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Articulation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Attendance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Assistive Technology	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Blind/Vision Impairment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Bullying	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Central Auditory Processing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Deafness	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Depression/Sadness	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Motivation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Eating Disorder	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Emotional Regulation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
English Language Skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Executive Functioning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Fine Motor Skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Gambling	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Greif Management	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Gross Motor Skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Student Needs	IPRC Exceptionalities	Diagnosed Conditions
Aggression Management Anger/Frustration Management Anxiety Management Articulation Skills Attendance Strategies Attention Skills Assistive Technology Skills Blind/Vision Impaired Bullying Management Skills Central Auditory Processing Deafness Depression/Sadness Management Disengagement/Motivation Strategies Eating Disorder Strategies Emotional Regulation English Language Skills Executive Function Fine Motor Skills Gambling Disorder Grief Management Gross Motor Skills Hearing Intellectual Ability – High Intellectual Ability – Low Listening Comprehension Skills Low Vision Memory Skills	Autism Spectrum Disorder (ASD) Behaviour Blind and Low Vision Deaf and Hard of Hearing Developmental Disability (DD) Giftedness Language Impairment Learning Disabilities (LD) Mild Intellectual Disabilities Multiple Exceptionalities Physical Disability Speech Impairment	Acquired Brain Injury Alcohol-Related Neuro-developmental Disorder (ARND) Angelman Syndrome Anxiety Disorders Attention Deficit Hyperactivity Disorder (ADHD) Auditory Processing Disorder (Central) Autism Spectrum Disorder (ASD) Bipolar Disorder Blind/Vision Impaired Brain Injury Cerebral Palsy (CP) Conduct Disorder (CD) Concussions Cystic Fibrosis (CF) Deafness Depression Disorders Down Syndrome Eating Disorders Epilepsy Fetal Alcohol Syndrome/Fetal Alcohol Effects (FAS/FAE) Fragile X Syndrome Gambling Disorder Intellectual Disabilities Klinefelter's Syndrome Learning Disabilities/Specific Learning Disorders Muscular Dystrophy (MD) Neurological Disabilities

Community Support Plan

The goal:

Staff:

Date:

Children (What are the student's needs?)		Strategies & Supports (What supports do they need to meet the goal)	
who needs the most support		Strategies for Everyone	Strategies for One
Need			
Need			
Need			
who needs the most challenge			

Classroom Support Plan			
Teacher(s): Mr. B	Support Staff: Ms. C (EA)	Class: Grade 2	Lens: Overall

Students...		Strategies & Supports		
Who needs the most support J.W.		Universal Support (Good for ALL)	Targeted Support (CHOICE for ALL)	Essential Support (Good for ONE)
Need Cognitive	J.W.	Start lesson with accessible task how to work with J.W., building community activities, manipulatives,	Access Point to curriculum (Math IEP goal), may need breaks, visual agenda on board that matches AAC device, strategic partnering, calculator	AAC Device, social role on class, works well with Y.T., glasses,
Need Vision	R.P	Large print & high contrast outline of handouts, do not change furniture floor plan	Sitting close proximity to front of class	Magnifier,
Need Trauma	H.L., U.B	Make personal connection daily, snacks, drinks allowed, chunk task into an essential portion, take 2 min breaks	Quiet zone in class, breaks, allow time to leave if needed, follow up later if they leave	Check in before class with Ms. H, might be late
Need ELL	Y.I., O.R., B, F, N.M	Teach important vocabulary for a lesson, visuals, manipulatives & visuals, strategic partnering, math word wall		translator
Need Anxiety	R.M.	Choice of challenge, choice of support options, target advocacy skills and risk taking opportunities, open ended tasks (not one answer)	Taking breaks, choice of where to work, homework optional, parent check ins	
Who needs the most challenge I.K., R.M.				

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.
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- 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.

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