

# 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**.



# The Chat Box – Wild Tea

- 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!”

Wild Tea

What are you hoping  
to get out of this  
session?

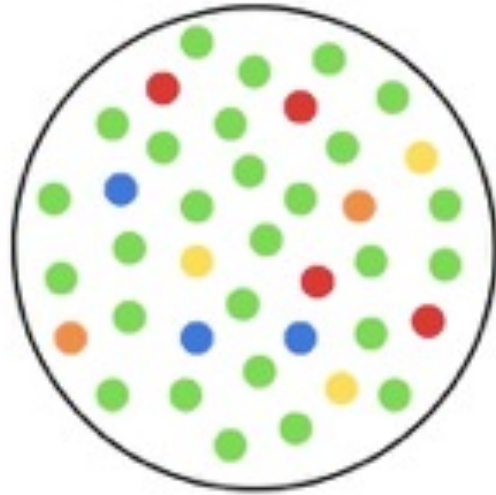
# Break Out Groups – Popcorn

- In break out groups, everyone is a kernel
- You will have 3 minutes to pop - Everyone needs to pop!
- You pop by sharing a thought or a response, or asking a question to the group
- How can you support each other to make sure everyone pops in the time allowed?

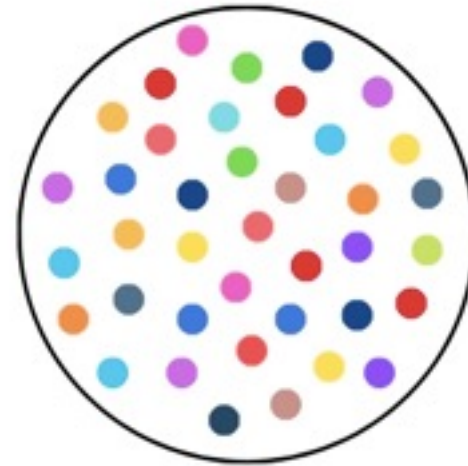
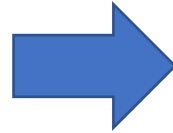
Popcorn

What are your  
biggest questions  
about inclusion?

# What is inclusion?



How do we include  
children with  
disabilities



How do we  
respond to  
to diversity?



# Now What?!

- Understand **WHAT** Inclusion is....



Understand **WHY** it is important...



How to we do it?

# What Does Research Say?

## 1. Guiding conditions of inclusion describe that all children ...

are **PLACED** in  
and attending  
inclusive  
programs

**SESSION 1**

are **PRESUMED**  
competent and as  
having  
**POTENTIAL**

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

**SESSION 2**

have  
**PURPOSEFUL**  
roles and  
responsibilities

**SESSION 3**

are **PLANNED** for

# What Does Research Say?

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What is the role of  
of **place** in inclusive  
planning?

# Why does **place** matter?

- **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



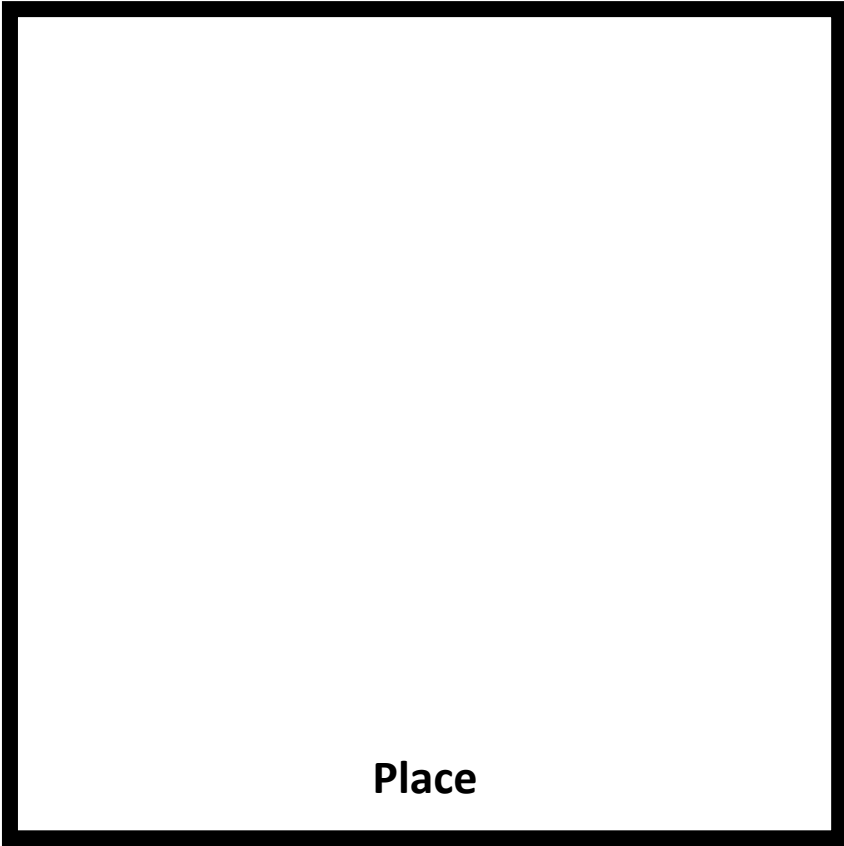
# Understanding the Role of Place



# A shift in thinking...

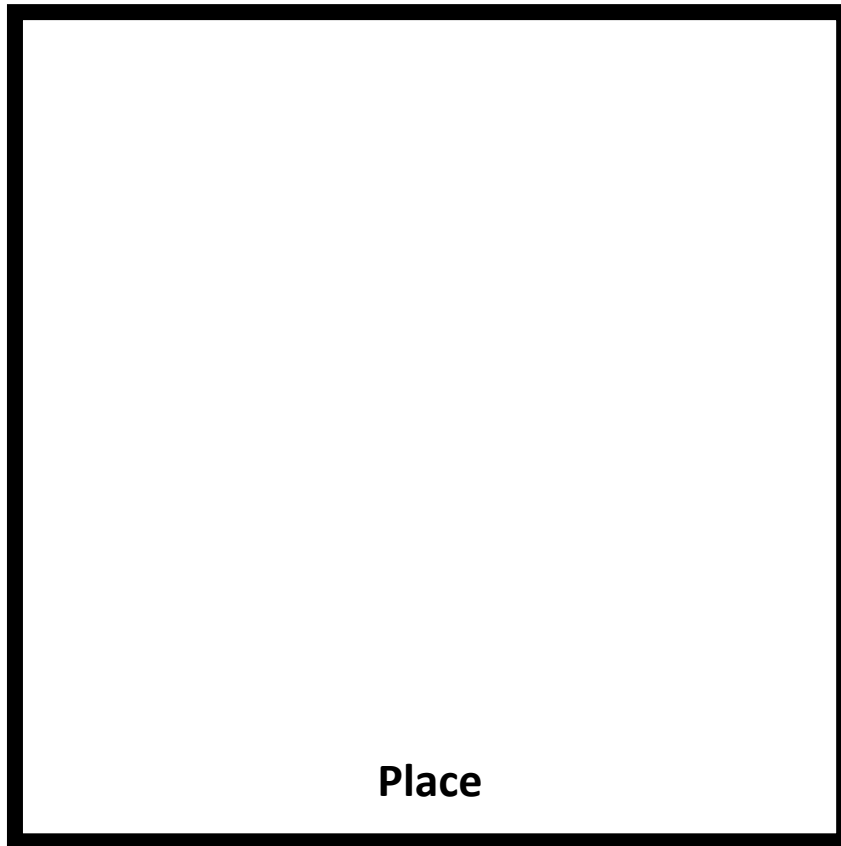
## **There are some things we need to understand:**

- 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



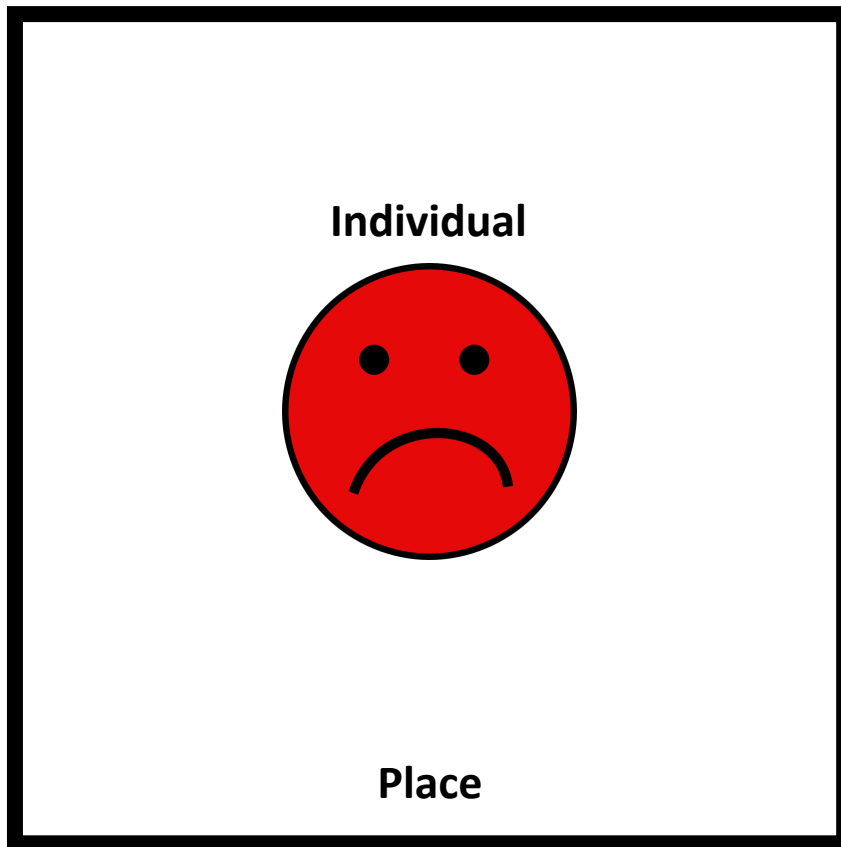
**Place**

# Shifting the Paradigm: Medical Model of Disability



Place

# Shifting the Paradigm: Medical Model of Disability

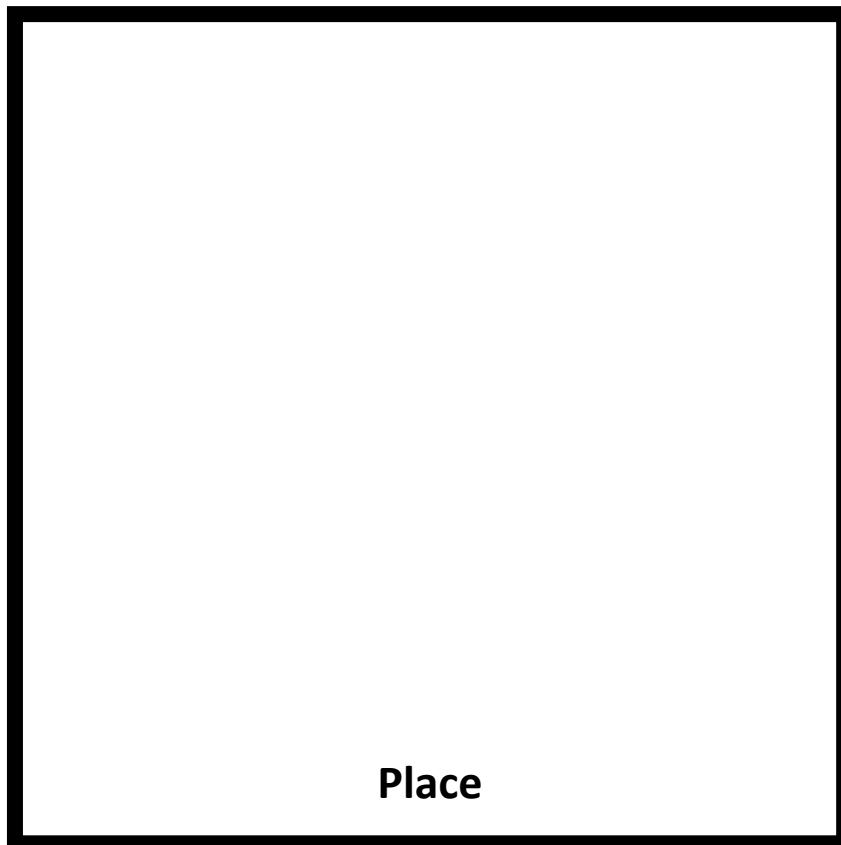


## Special Education

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

If individual isn't successful

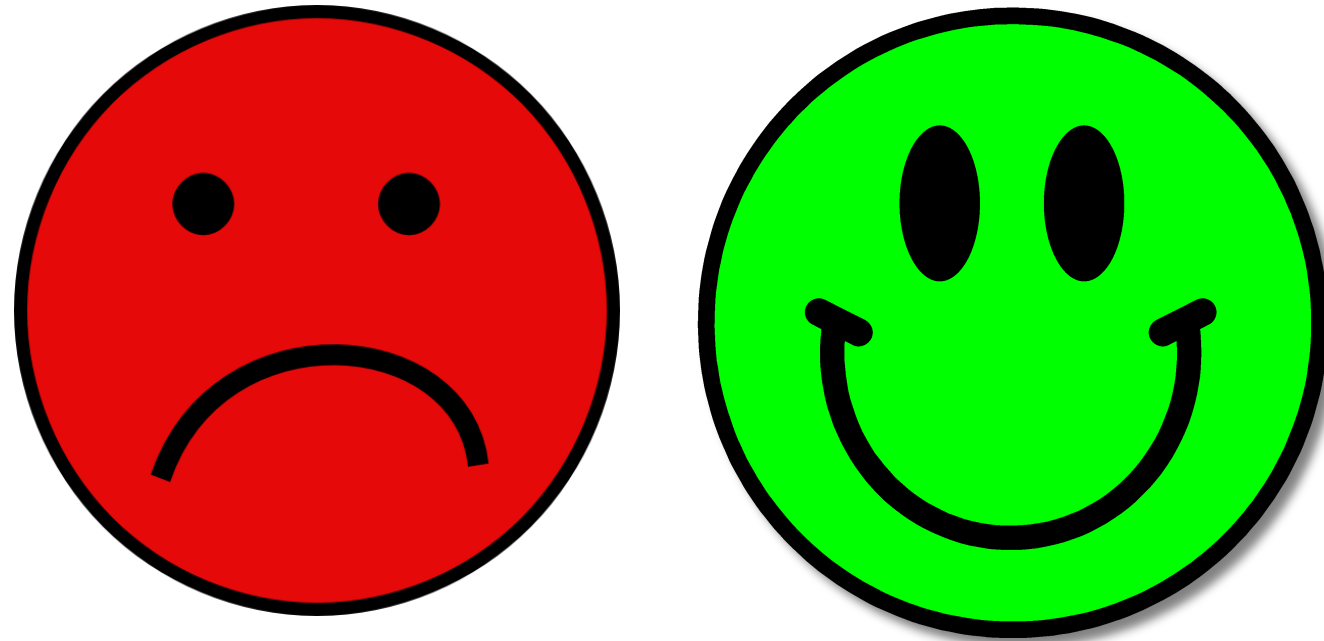
- Remove the individual
- Diagnose the problems in the individual
- Fix the individual
- Individual goes back when they are "ready"
- IEPs are separate from the place

If a flower  
isn't thriving  
in a garden...



Wait a second....

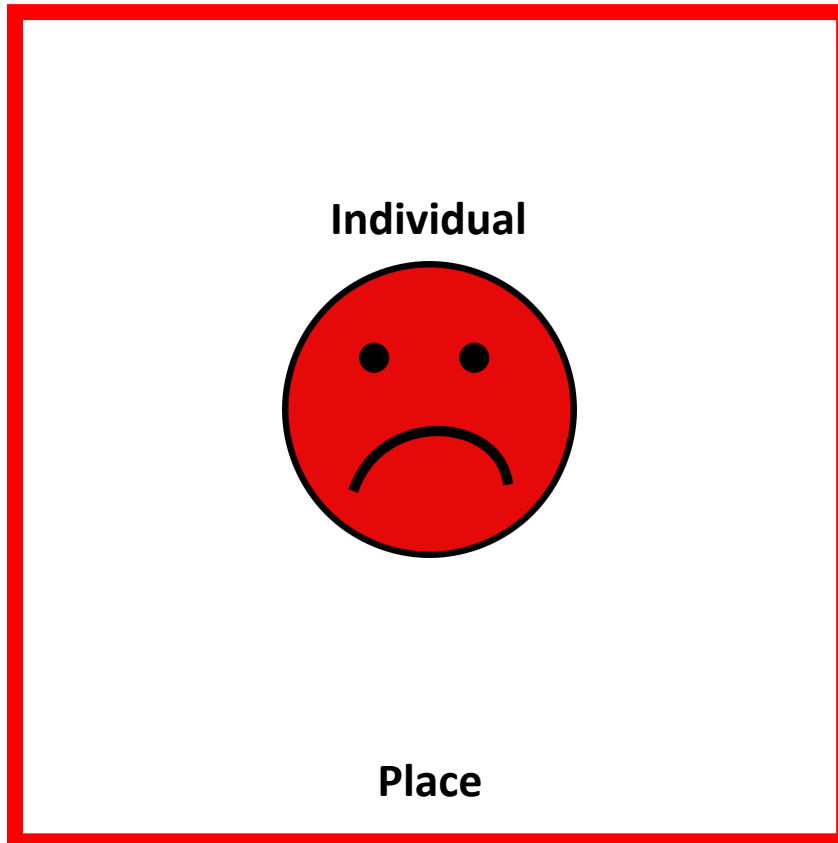
People with disabilities said:



“I am not broken.”

“I do not need to be fixed!”

# Shifting the Paradigm: Social Model of Disability

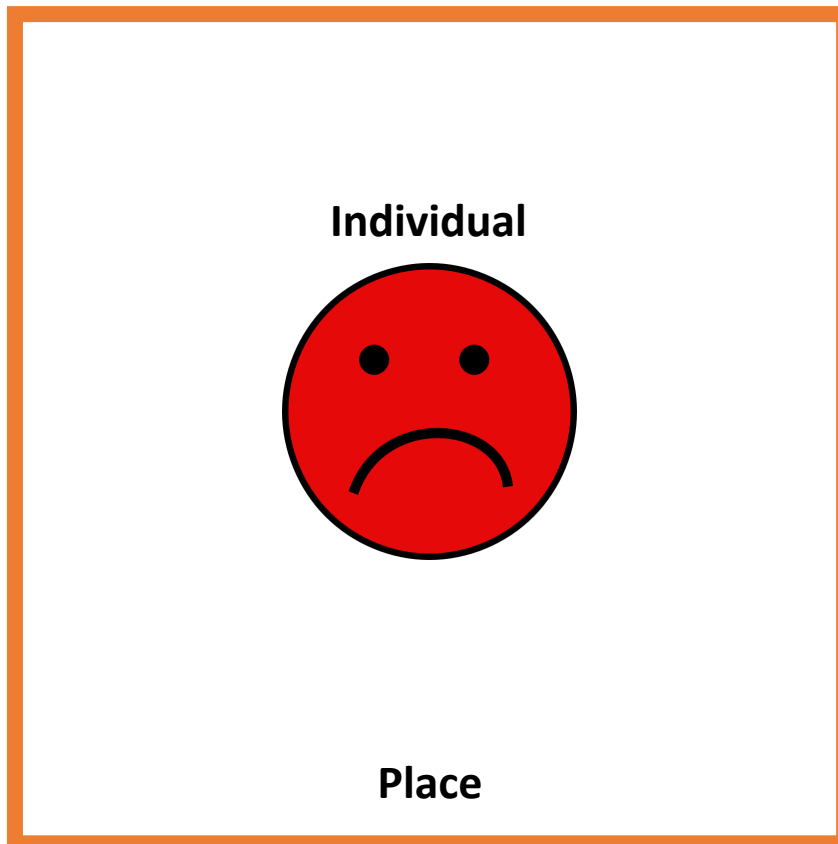


## **Social Model**

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



## **Social Model**

If individual isn't successful

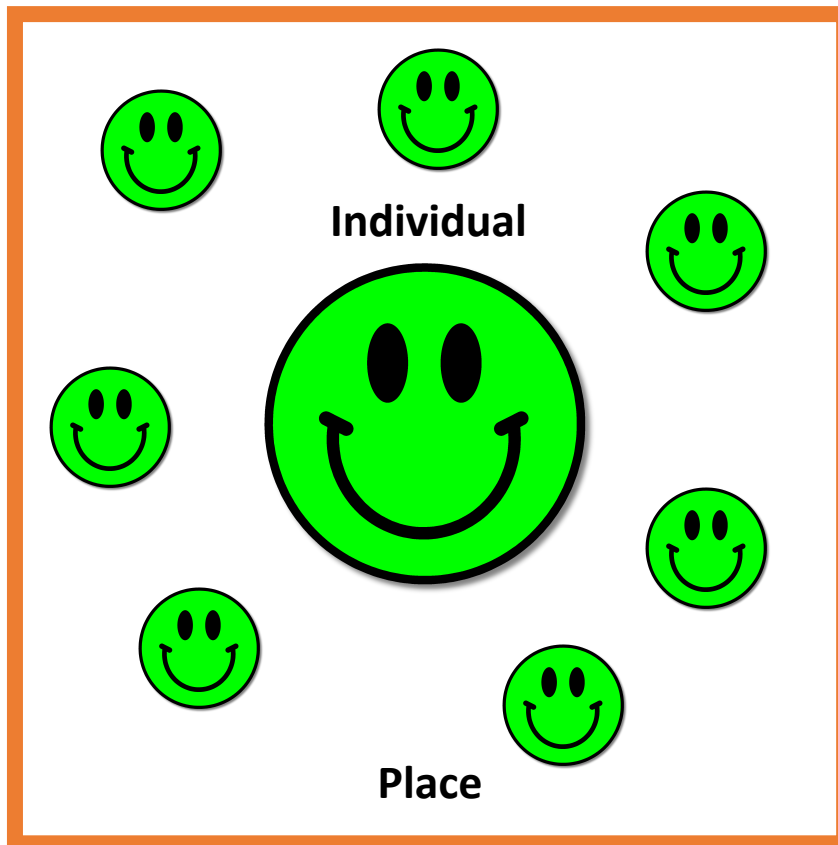
- Diagnose the problems in the place
- Fix the place
- Support everyone in the place



What is happening in the environment?

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# Shifting the Paradigm: Social Model of Disability

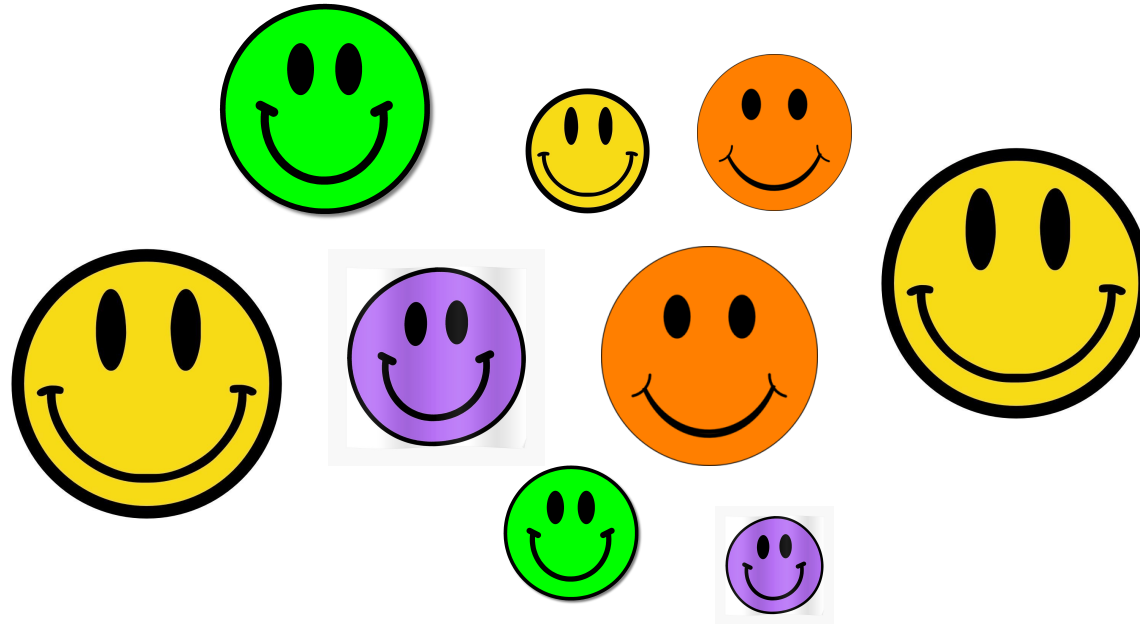


## Social Model

If individual isn't successful

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

Wait a second....  
Teachers said:

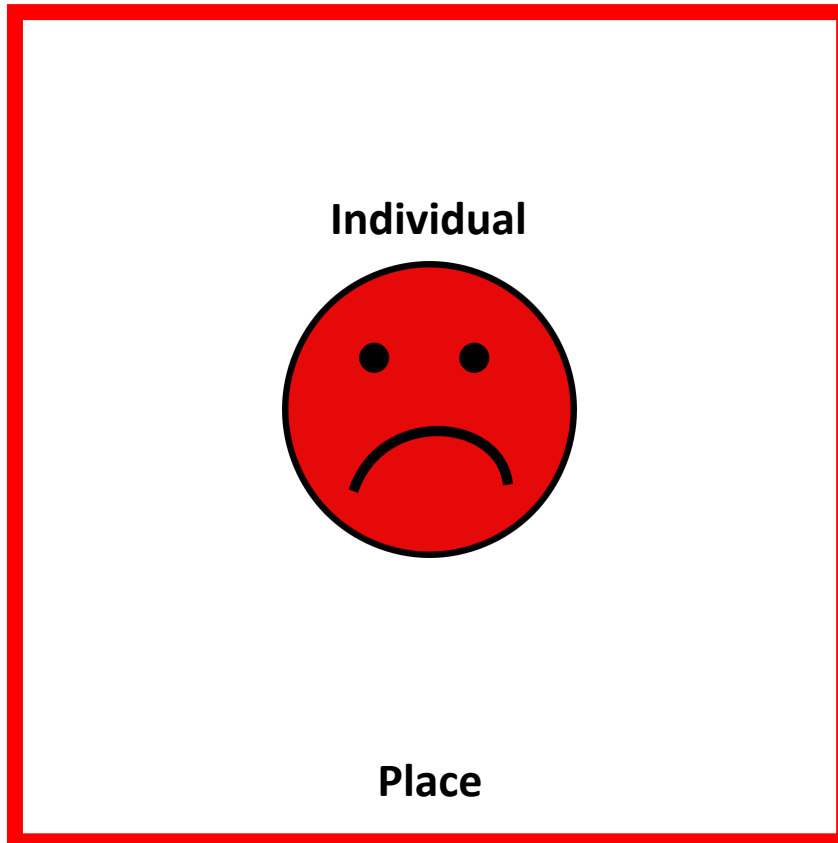


“What about all the individual  
needs in a shared place”

# Diverse Gardens!



# Shifting the Paradigm: Person-Place Model of Need



## **Inclusive Education**

If an individual isn't successful

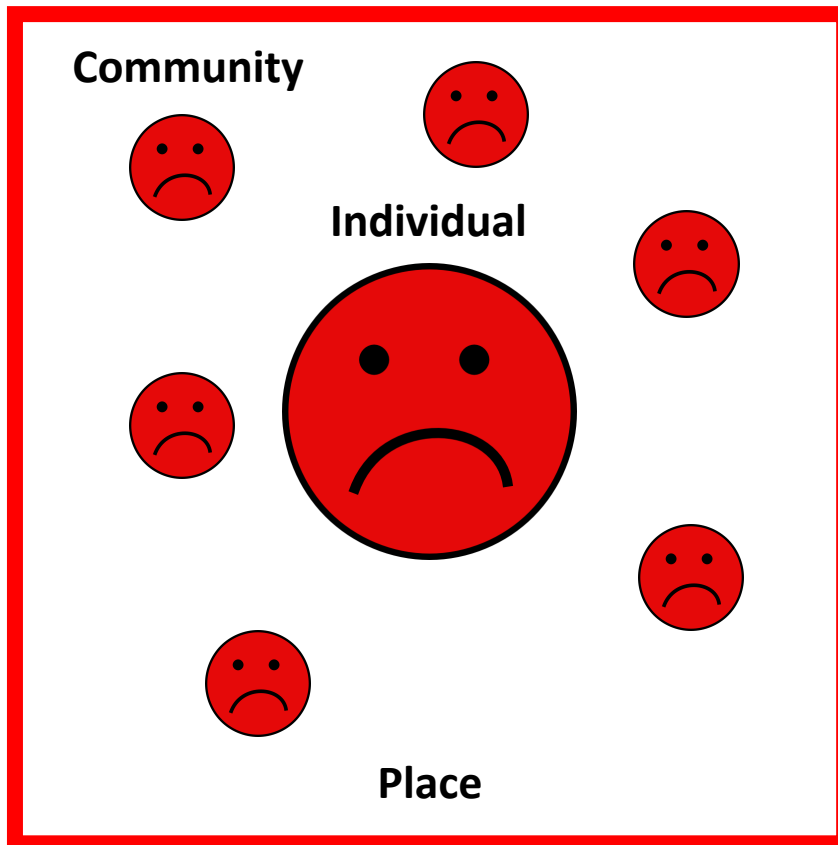
- Determine barriers in place
- Determine needs of the community
- Anticipate supports & strategies based on needs
- Universally apply supports and strategies to ALL

# Shifting the Paradigm: Person-Place Model of Need

## Inclusive Education

If an individual isn't successful

- Determine barriers in place
- Determine needs of the community
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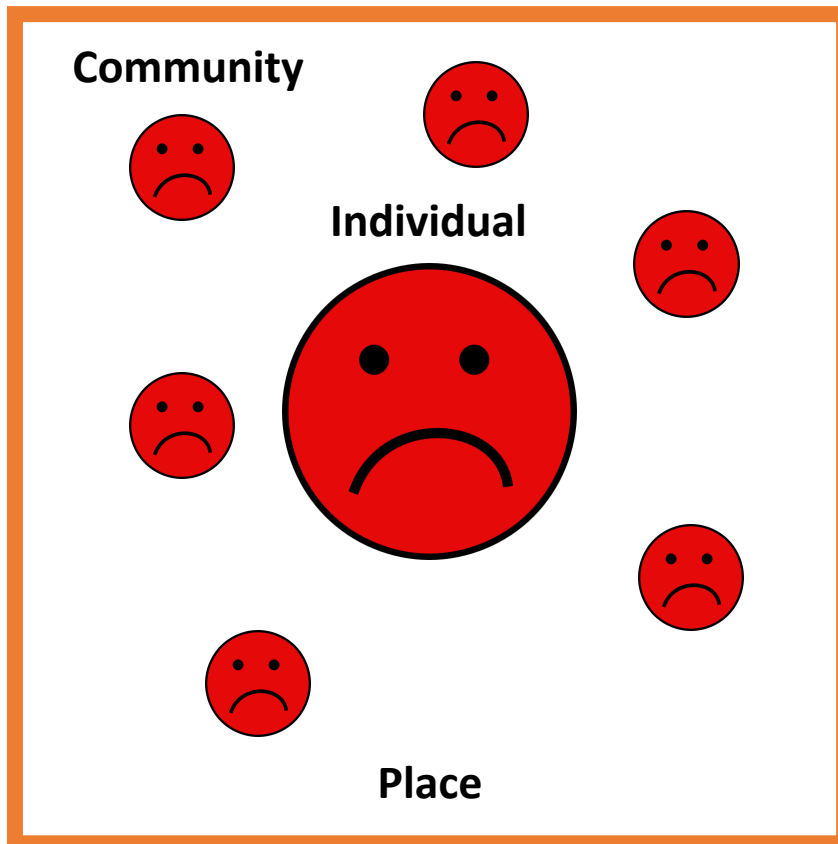


# Shifting the Paradigm: Person-Place Model of Need

## Inclusive Education

If an individual isn't successful

- Determine barriers in place
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- Universally apply supports and strategies to ALL



FIRST! We look at what needs everyone has

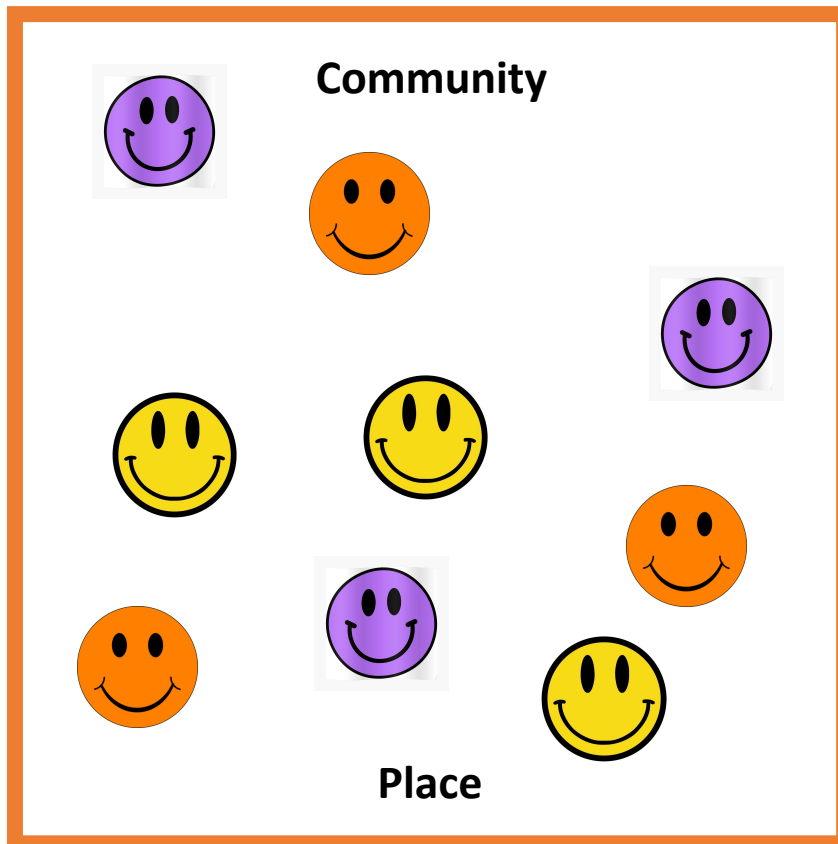


# Shifting the Paradigm: Person-Place Model of Need

## 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



# THEN! We look at what individuals need




## TOP 4 PEST-REPELLING PLANTS

<b>CATNIP</b> for aphids, beetles, caterpillars and shield bugs	<b>DILL</b> for aphids, caterpillars, shield bugs and spider mites
<b>MINT</b> for aphids, beetles, caterpillars, shield bugs and whiteflies	<b>NASTURTIUM</b> for aphids, beetles, caterpillars and shield bugs



What do **ALL kids** need to be  
successful in **your place**?



# Anticipating Instead of Reacting



# PLACE

How do we increase the places where kids feel like they belong?

- Support all kids to know **where they are?** **Who they are?** And **who they are with** in a **place?**
- Target what **all kids need** in a place first (the whole garden)
- Anticipate **individual needs** in a place second (individual flowers)
- Make individual supports **available to everyone** as much as possible



What is useful so far?

# What Does Research Say?

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**SESSION 1**

are **PRESUMED**  
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responsibilities

**SESSION 4**

are **PLANNED** for

**SESSION 5**



# Mr. W Commercial

## pre·sume com·petence

pri' zōōm/ 'kämpetens/

To presume competence is to acknowledge that all individuals have the ability to learn, to communicate, to participate in their own way. It means that we provide opportunities by creating accessible & inclusive spaces.

To presume competence is to respect the value of human diversity.

Not presuming competence is to actively harm.

[facebook.com/AutismWomensNetwork](https://facebook.com/AutismWomensNetwork)

## PRESUMING COMPETENCE

is an attitude—one that shapes actions in the classrooms and includes a default assumption that the student is capable.



BROOKES

From *Picture Inclusion!* by Whitney H. Rapp, Katrina L. Arndt, & Susan M. Hildenbrand

## Presumption of Competence

by Donnie TC Denome

(they/them or xe/xem)

Presuming competence means we presume people are experts on their own bodies and minds and know what they need, even if they can't express it. Or, if they don't know what they need, they are still experts and should still be consulted and assisted in making a decision, not have a decision made for them.

SCHOOLS FOR FREEDOM

@schoolsforfreedom

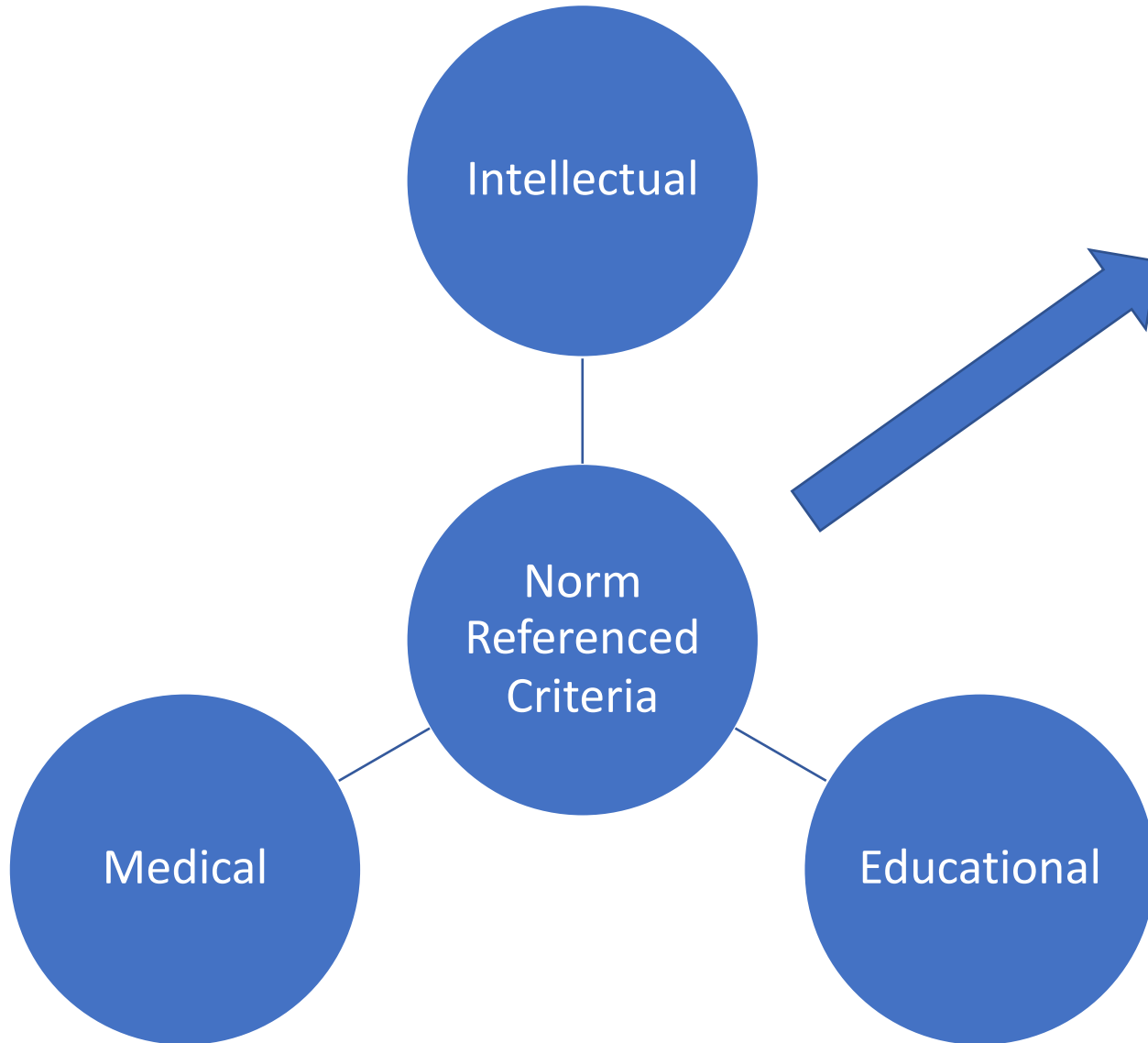
Presuming competence is nothing less than a Hippocratic oath for educators.

Douglas Biklen

ollibean

# What is Presuming Competence?

# What do we think when we think of someone with a disability?



- Measure deficits, not strengths
- Capture responses verbally/ written/ physically



- If children can't express in the way being captured



- It leads to the perceptions that "they can't"

# Why is Presuming Competence Important?


Changing our mindset about disability will change how we respond and make decisions about educational and community programming.

Access to inclusive community programs, promotes learning, inclusion, achievement and quality of life after schooling, for both children with and without disabilities.

# 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



# Why is Presuming Competence Important?

Shelley Moore, 2021

## 5 reasons to PRESUME THE COMPETENCE of all learners

- ➔ Intelligence is multifaceted. Using a test as a sole measure of intelligence doesn't really capture the full picture of a student's capacity for learning.
- ➔ For students who have complex communication needs and movement challenges, it's difficult to accurately assess IQ scores.
- ➔ When people with intellectual disability have high-quality instruction and an effective way to communicate, many demonstrate that they're much more capable than originally presumed.
- ➔ Presuming incompetence could result in harm to students if we wrongly assume they aren't capable.
- ➔ If it turns out a student doesn't have the ability to learn the same content their peers are learning—it's okay, because we haven't harmed the student by presuming competence (that's why it's called "the least dangerous assumption"). The potential consequences of NOT presuming competence are much more dangerous to the student.

[www.brookesinclusionlab.com](http://www.brookesinclusionlab.com)

**BROOKES**  
PUBLISHING CO.

Adapted from *The Beyond Access Model*,  
by Cheryl Jorgensen, Michael McSheehan, & Rae M. Sonnenmeier

re

# How can we Presume Competence?

- Children with disabilities so often **need** to “**prove**” that they can behave **before given access** to community programming
- Biklen & Burke suggest:
  - Rather than proving their ability, presuming competence is **assuming that all** children have **ability** in any and **all places**

# How can we Presume Competence?

## What the literature says:

- Focus more on **strengths, interests, abilities** and **need** and less on deficits
- Provide children with a **means to communicate** other than words (visuals, gestures, voice)

Jorgenson, McSheehan & Sonnenmeier

# How can we Presume Competence?

- What Self Advocates say:
  - **Talk to me**, not my support dog, or my support staff, or my parents
  - **Do not** call me “**low functioning**” or refer to me as a developmental age, E.g., “**like a 2-year-old**”
  - Use **age-appropriate** tone of voice, inflection, vocabulary, and conversation topics when **interacting** with me
  - **Respect my privacy** when talking about my personal care, medical needs and/or personal and sensitive information

# 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.”



# Thinking Back, Looking Forward

- Place & Presuming Competence
  - What is one useful takeaway from today?
  - What is something you want to share with someone who was not in this session?
  - What is something you want to try that is new?
  - What questions are coming up?



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.

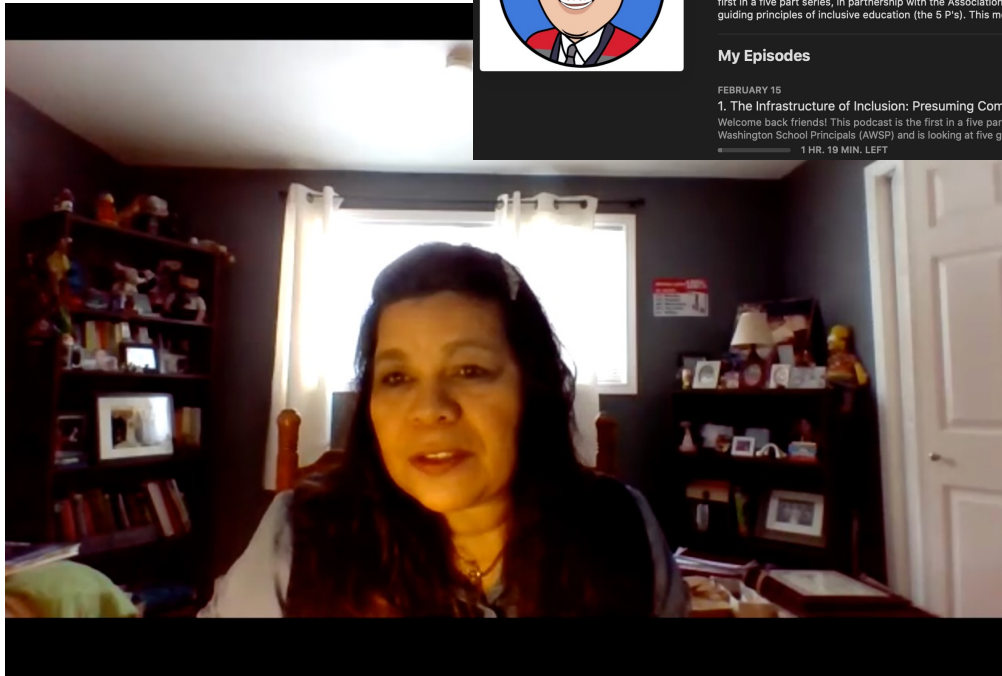
My Episodes

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



# Resources

- Articles:

- Abbott, A. C. (2020). Presuming competence and capability. In A. C. Abbott, A. Bourdeau, R. Seidman & E. Cruz-Torres (Eds.), (1st ed., pp. 14-31) Routledge.
- Douglas Biklen & Jamie Burke (2006) Presuming Competence, Equity & Excellence in Education, 39:2,166-175.
- Biklen, D. Presuming competence, belonging, and the promise of inclusion: The US experience. *Prospects* **49**, 233–247 (2020).

# Resources

- Website Commentaries
  - Presuming Competence: What it is, and what it looks like
    - <https://blog.brookespublishing.com/presuming-competence-what-it-is-what-it-looks-like/>
  - 21 Tips for Presuming Competence
    - <https://the-art-of-autism.com/21-tips-for-presuming-competence/>
- Videos:
  - **Under the Table - Shelley Moore**
    - <https://www.youtube.com/watch?v=AGptAXTV7m0>
  - **Disabling Segregation – Dan Habib**
    - <https://www.youtube.com/watch?v=izkN5vLbnw8>
  - **Presume Competence! – Nate Trainor & Jean Trainor**
    - <https://www.youtube.com/watch?v=6qMdNsYVpVI>
  - **In my language**
    - <https://www.youtube.com/watch?v=JnylM1hI2jc>

# Research & Literature that Supports this Session:

- Biklen, D., & Burke, J. (2006). Presuming competence. *Equity & Excellence in Education*, 39, 166–175.
- 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.
- Donnellan A. The criterion of the least dangerous assumption. *Behavioral Disorders* 1984; 9: 141–150
- Fisher, D., & Frey, N. (2001). Access to the core curriculum: Critical ingredients for student success. *Remedial and Special education*, 22(3), 148-157.
- Giangreco M. F., Dennis R., Cloninger C., Edelman S., Schattman R. "I've counted Jon": Transformational experiences of teachers educating students with disabilities. *Exceptional Children* 1993; 59(4)359–372
- Harrower, J. K. (1999). Educational inclusion of children with severe disabilities. *Journal of Positive Behavior Interventions*, 1(4), 215-230.
- Halvorson, A. T., & Sailor, W. (1990). Integration with students with severe and profound disabilities: A review of research. *Journal of Special Education*, 24(1), 1-10.
- Jorgensen, C., Michael McSheehan & Rae M. Sonnenmeier (2007) Presumed competence reflected in the educational programs of students with IDD before and after the Beyond Access professional development intervention, *Journal of Intellectual & Developmental Disability*, 32:4, 248-262
- Jorgensen, C. M., McSheehan, M., Sonnenmeier, R. M., & Miranda, P. (2010). *The Beyond Access model: Promoting membership, participation, and learning for students with disabilities in the general education classroom*. Baltimore: Paul H. Brookes Pub.
- Kliewer C., Biklen D., Kasa-Hendrickson C. Who may be literate? Disability and resistance to the cultural denial of competence. *American Educational Research Journal* 2006; 43(2)163–192
- Kunc, N. (1992). The need to belong: Rediscovering Maslow's hierarchy of needs. *Restructuring for caring and effective education: An administrative guide to creating heterogeneous schools*, 25-39.
- Maras, P., & Brown, R. (1996). Effects of contact on children's attitudes toward disability: A longitudinal study. *Journal of Applied Social Psychology*, 26, 2113- 2134.
- Thousand, J. S., & Villa, R. A. (1995). Managing complex change toward inclusive schooling. *Creating an inclusive school*, 51-79. Thousand, J., Rosenberg, R. L., Bishop, K. D., & Villa, R. A. (1997). The evolution of secondary inclusion. *Journal for Special Educators*, 18(5), 270-284.



# Is Presuming Competence Enough?

- Nope!
- Now we need to **focus** on the **decisions** that we make that are **based on our perceptions** and assumptions about students

# What Does Research Say?

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**SESSION 1:**  
Nov. 27

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**SESSION 2:**  
Today

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

**SESSION 3:**  
Feb 12

have  
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**SESSION 4**

are **PLANNED** for

**SESSION 5**

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