

# 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**.



# SHELLEY MOORE



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# 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  
the last 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!

5 Minutes

What is something you  
have tried/or want to try in  
your context to increase  
inclusive opportunities for  
students with disabilities?

# 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**

# Why is Presuming Competence Important?

“Even if **we are wrong** about a students’ **capabilities** to learn general education curriculum 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

# Place Based Planning




# Guiding Ratios for Inclusive Program Planning for Students with Intellectual Disabilities

Grade	% Strategic Instruction/ day	% Explicit Instruction/ day
K-7	100%	Max 20%
7-9	75 %	25 %
10-11	50 %	50 %
12 – 12+	25%	75%

**Place Alignment Planner – Middle and Secondary**

<b>Student:</b> Sharice L.		<b>Enrolled Classes:</b>		<b>Start Date:</b>		<b>Next Check in Date:</b>	
Grade: Grade 11		Grade 11 Cohort		Feb. 6, 2019		Oct. 1, 2019	
<b>Plan is Aligned to:</b> <input checked="" type="checkbox"/> <b>Academics</b> <input checked="" type="checkbox"/> <b>Electives</b> <input type="checkbox"/> <b>In-School Activities</b> <input type="checkbox"/> <b>Out-of-School Activities</b>							
<b>Student interest and/or Family Priority</b>		<b>Aligned</b>	<b>Next Step</b>	<b>As soon as Possible:</b>	<b>Not a priority at this time:</b>		
		<b>What this means:</b> Student is enrolled and attending  <b>Next Step:</b> Inclusive IEP Goals for Place	<b>What this means:</b> Student is enrolled and may or may not be attending  <b>Next Step:</b> Plan for and prepare place (Target teachers & peers)	<b>What this means:</b> Student is not yet enrolled or attending  <b>Next Step:</b> Plan for new place (Target student & family)	<b>What this means:</b> Student is not enrolled or attending/ replacement. programing offered  <b>Next Step:</b> Re-evaluate student needs at next check in		
•	Homeroom (cross grade)	•					
	Academic: Social Studies 11			•			
	Academic: Science 11			•			
	Academic: Math 11						Work Experience
•	Academic: English 11	•					
•	Elective (chosen): Art 11/12		•				
•	Elective (chosen): Band 11/12	•					
	French 11						OT/PT time
•	Physical Education 11		•				



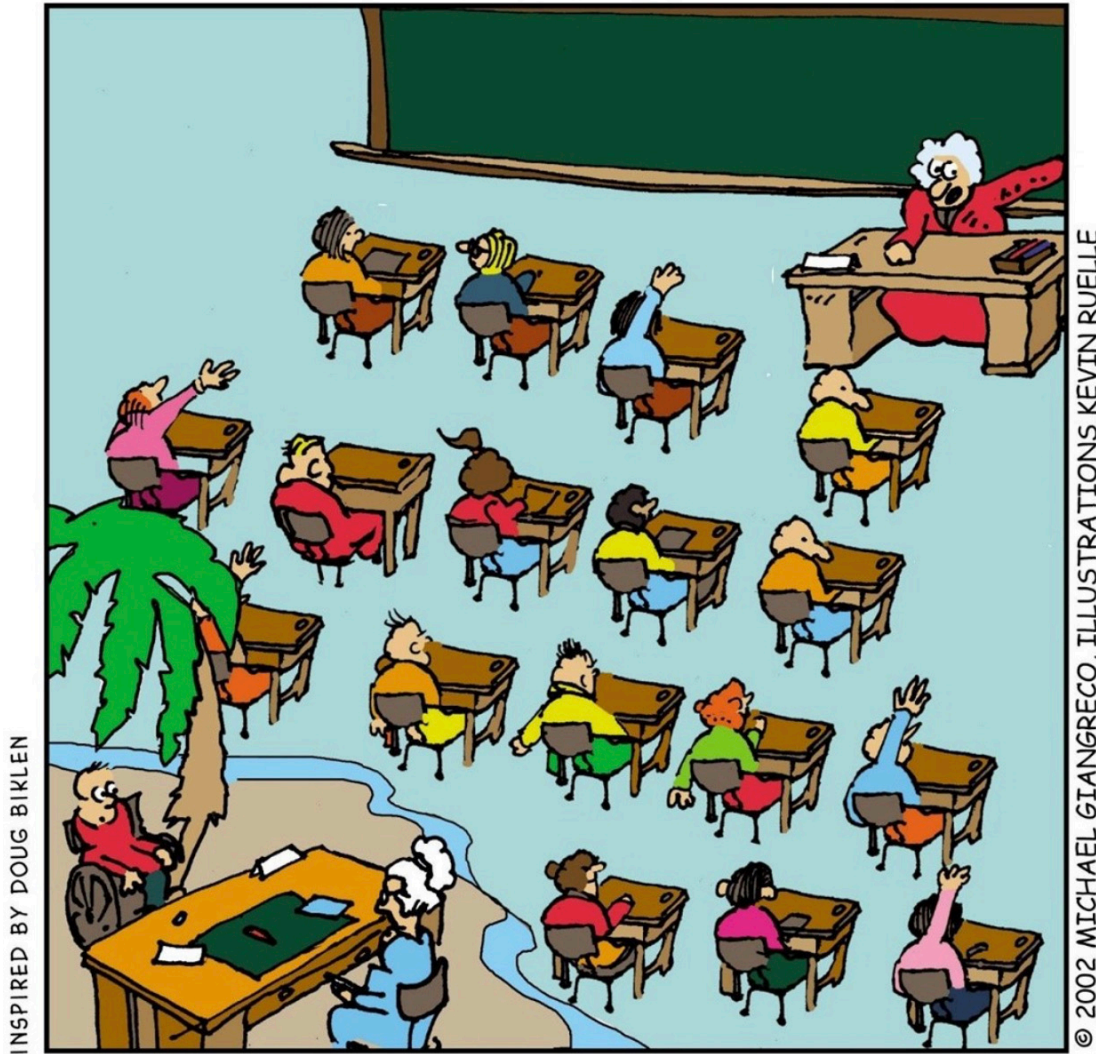
What is the role of  
**peers** in supporting  
inclusion?



# Proximity & Participation



# Proximity & Participation

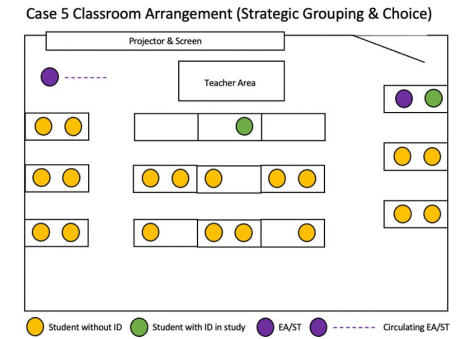
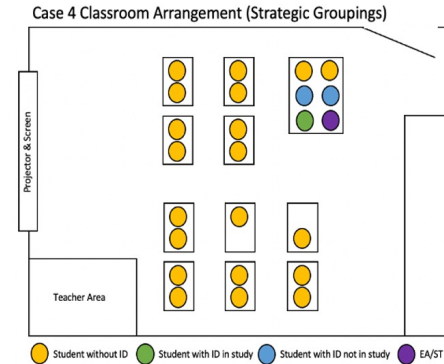
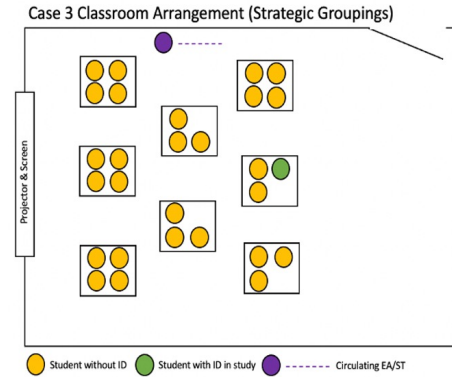
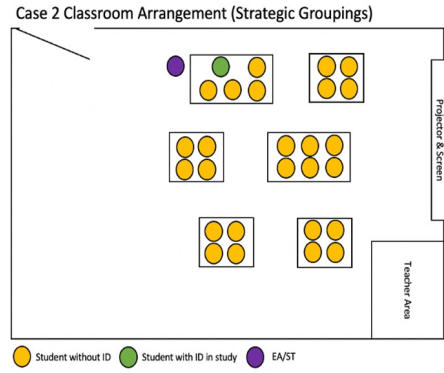
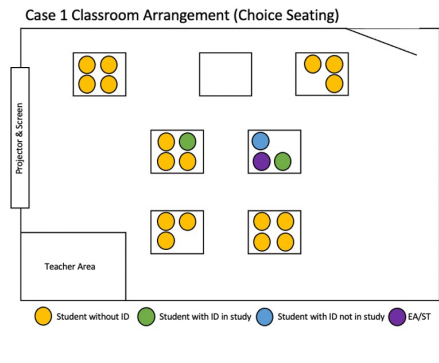


ISLAND IN THE MAINSTREAM  
MRS. JONES AND MRS. COOPER ARE  
STILL TRYING TO FIGURE OUT WHY FRED  
DOESN'T FEEL LIKE PART OF THE CLASS.

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

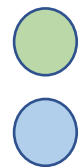
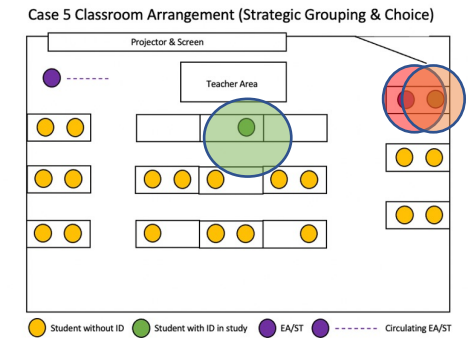
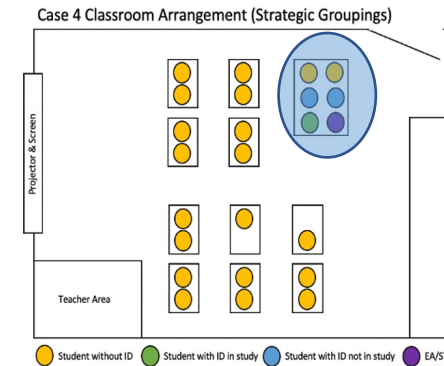
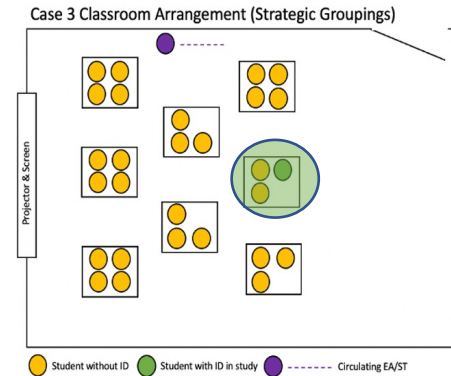
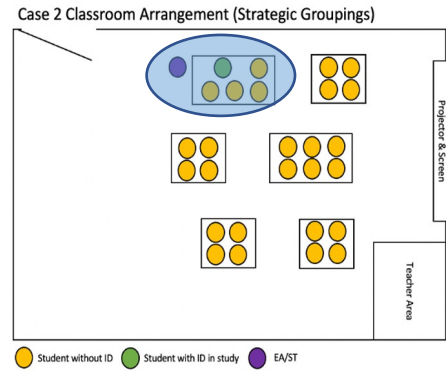
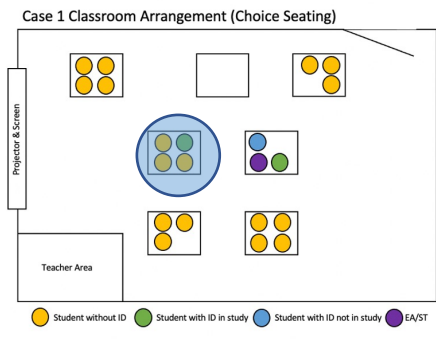


The least learning participation

# 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 an support can roam instead of be stationary



# How do we support children 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 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 Learning Opportunities
  - Shared Learning Goal
  - Shared Access Point
  - Shared Learning Task
  - Shared Learning Groups



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

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

# Peer Support/ Mentoring: Gr. 2



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

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

# Shared Supports

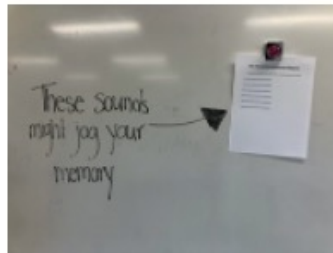
## In groups of 3...

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

# Shared Support Gr. 9 English



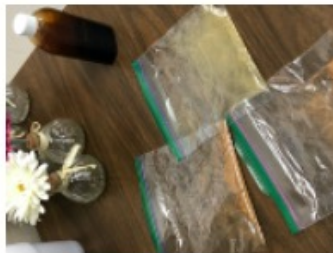
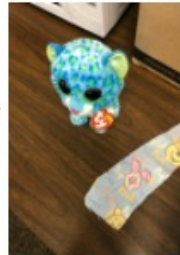
Images of events including activities, clothing, popular books, movies, people etc. from 2005



Songs and sounds to listen to



Textures to feel



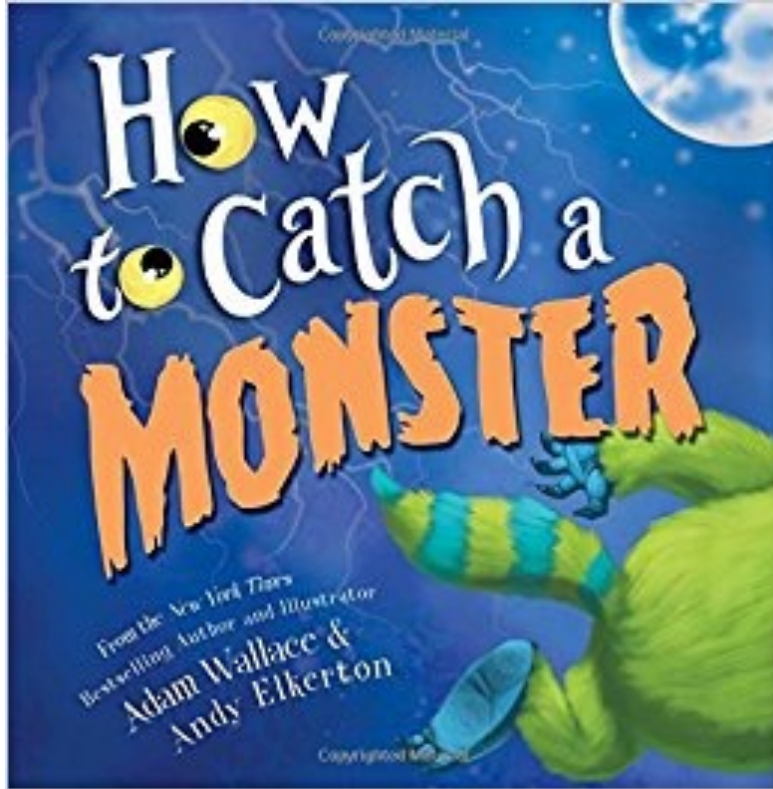
Spices to smell and taste



Familiar flavours

# Shared Learning Opportunities

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



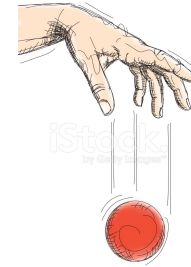
Who are our monsters?

How many ways can we catch them?

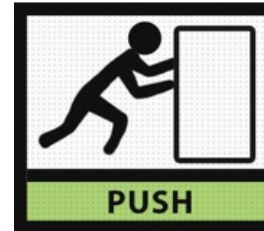
# The Lesson: Shared access point

Where in the world do things:

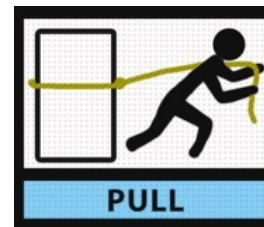
**Fall**



**Push**



**Pull**



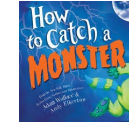
# The Activity: Shared Learning Task

Learning Target: I know different types of forces

Start Together

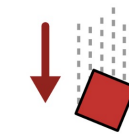
NEED

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



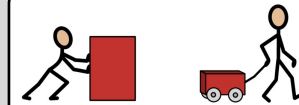
MUST

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



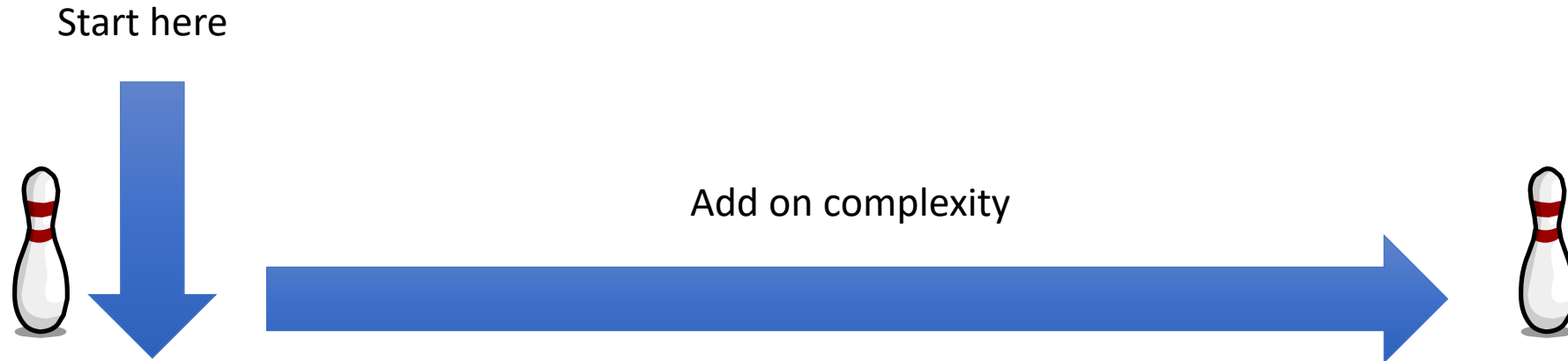
TRY

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



Go as far as you can!

# Math 8: Shared Learning Goal



<b>Need to know</b>	<b>Must know</b>	<b>Can know</b>	<b>Could know</b>
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

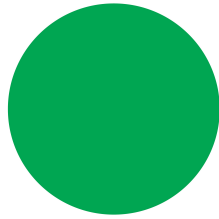
Words I Know	Words I Don't Know

# Sort the pictures/words

rectangle



circle



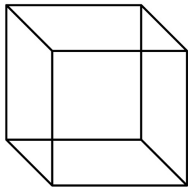
triangle



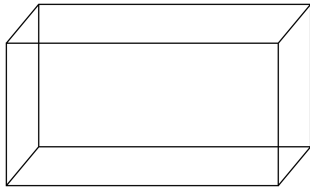
square



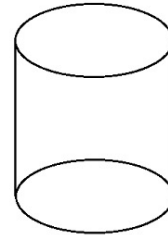
cube



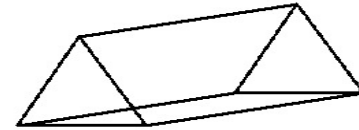
rectangular prism



cylinder



triangular prism



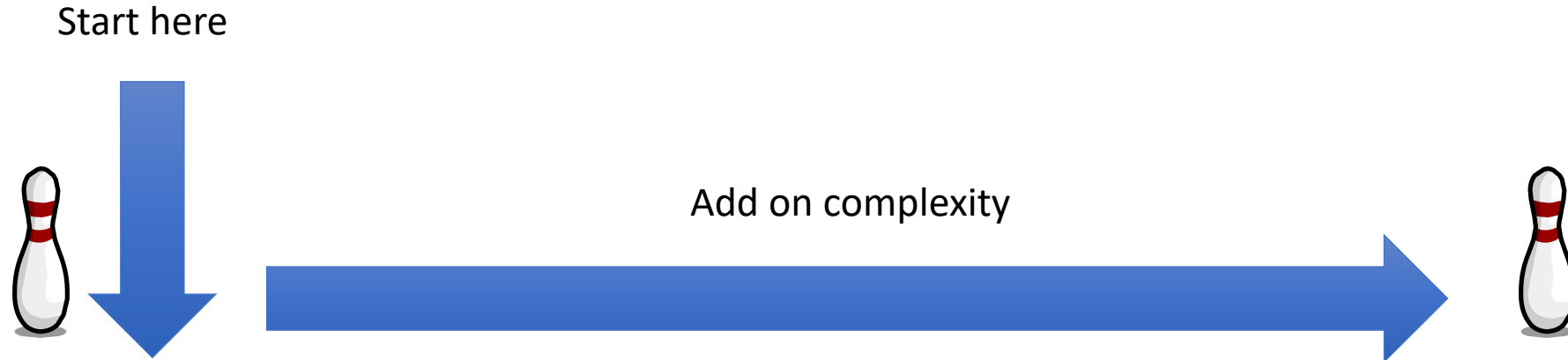
face	surface area	base	net
width	height	area	volume
2D	3D	prism	length

# 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 <sup>3</sup> I can create a drawing of a 3D prism with a volume of 24 units <sup>3</sup>	I can build a net for a prism with the volume of 24 units <sup>3</sup>	I can determine the surface area for a 3D prism with the volume of 24 units <sup>3</sup>

# 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 <sup>3</sup> I can create a drawing of a 3D prism with a volume of 24 units <sup>3</sup>	I can build a net for a prism with the volume of 24 units <sup>3</sup>	I can determine the surface area for a 3D prism with the volume of 24 units <sup>3</sup>

# 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

# Taking Action: Some Ideas!

- Your team:
  - watch the 5MM video (April 1) and have a conversation with your team about your reflections
  - Watch the Erik Carter video Series and share with staff. After watching meet to discuss
  - choose an article or a video from the resource list. As a team eat lunch together one day and have a discussion about what you are learning
  - Create an opportunity for students with and without disabilities to participate in an activity together
  - share a resource with someone not on your team, connected to what you are learning
  - share a summary of what your team learned with your staff at a staff meeting or a professional development session
  - **Have another idea?** Let me know in your google form

# Resources

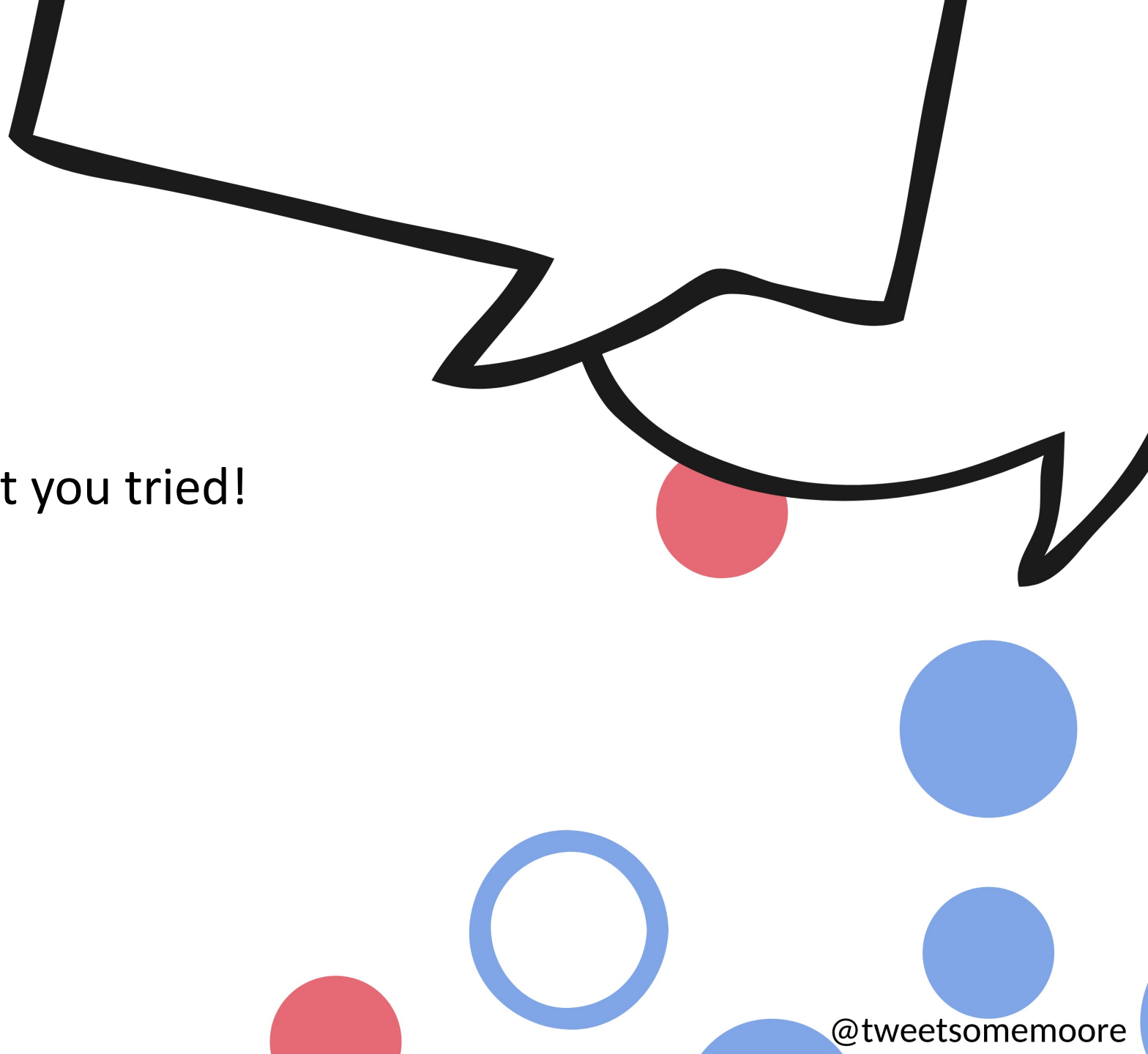
- 5MM Podcast with Mabel and Jo:
  - <https://podcasts.apple.com/ca/podcast/the-five-moore-minutes-podcast/id1439038183?i=1000509241169>
- 5MM Podcast with Parker & Cruz
  - <https://podcasts.apple.com/ca/podcast/the-five-moore-minutes-podcast/id1439038183?i=1000421830621>
- Erik Carter Video Series
  - <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.

# For Next Session

1. Take one action
2. Bring the evidence of what you tried!



# What Does Research Say?

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

are **PRESUMED**  
competent and as  
having  
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are **PLACED** in  
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