

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**.





Popcorn

One thing that stands out from
last time

OR

What are you hoping for today?

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 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**.

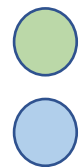
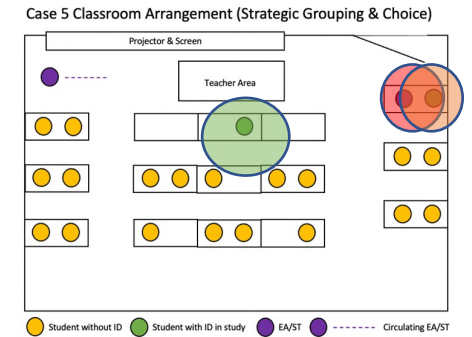
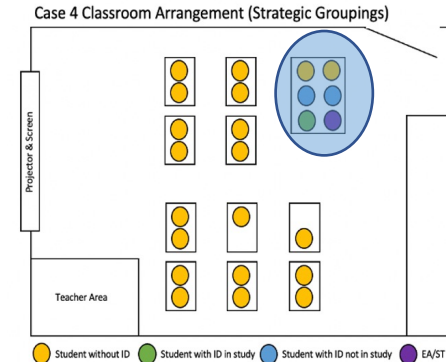
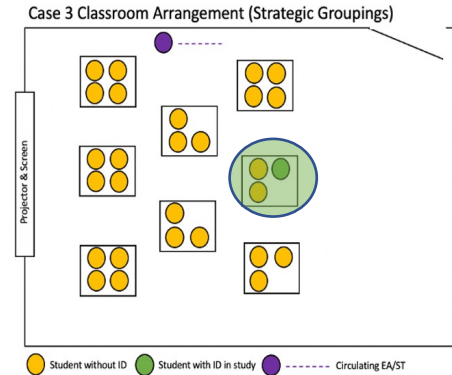
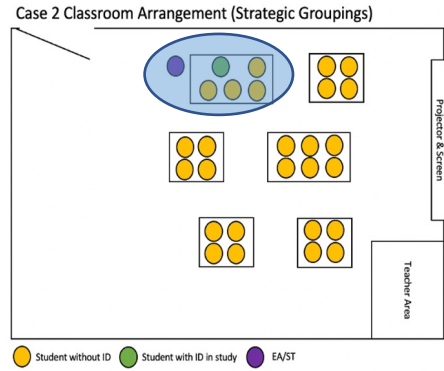
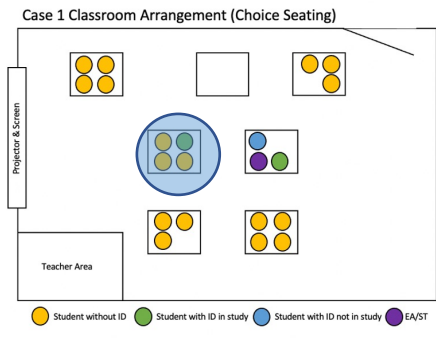
Cheryl Jorgenson

Location vs. Place



Existence vs. Belonging

Proximity Influences Participation



The most social participation

The most learning participation



The least social participation



The least learning participation



Popcorn

What are you trying/ want to try?

What are you noticing?

What Does Research Say?

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

are **PLACED** in
and attending
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programs

are **PRESUMED**
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roles and
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are **PLANNED** for


SESSION 1

SESSION 2

SESSION 3

SESSION 4

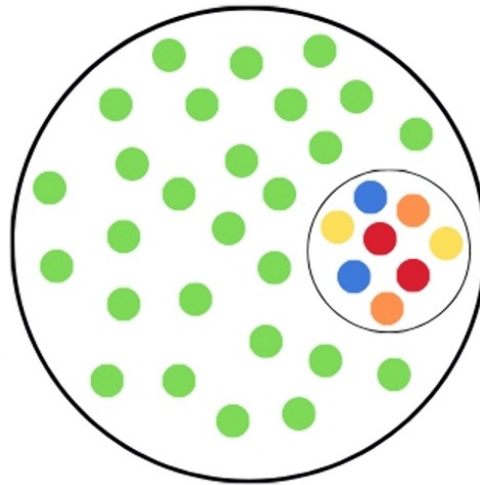
SESSION 5



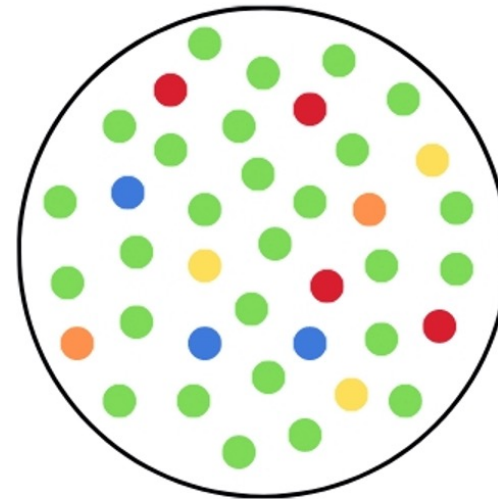
How do we make
places **purposeful** for
students with
disabilities?

Purpose

The difference between integration
and inclusion



integration



inclusion

What is Purpose?



The bank



The gas station



The grocery store

Purpose is the why, the how and the what of being successful in a place

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?

What is Purpose?



The bank



The gas station



The grocery store

Where am I? (place)

Why am I here? (purpose)

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?

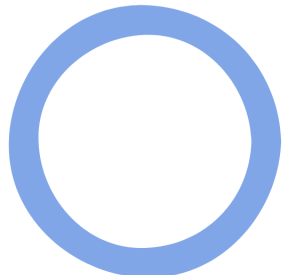
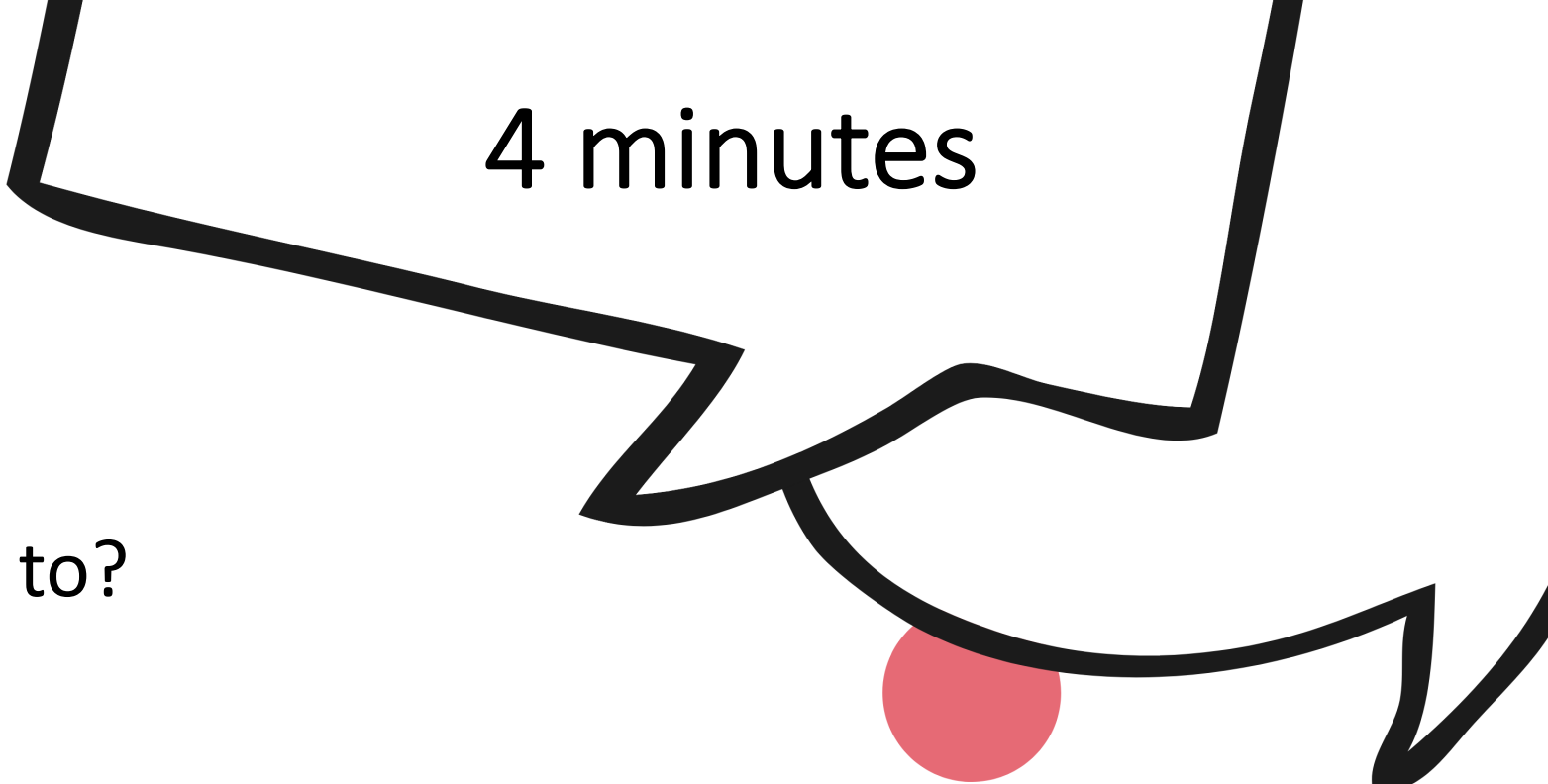
What **skills** do I need in this place?



Popcorn

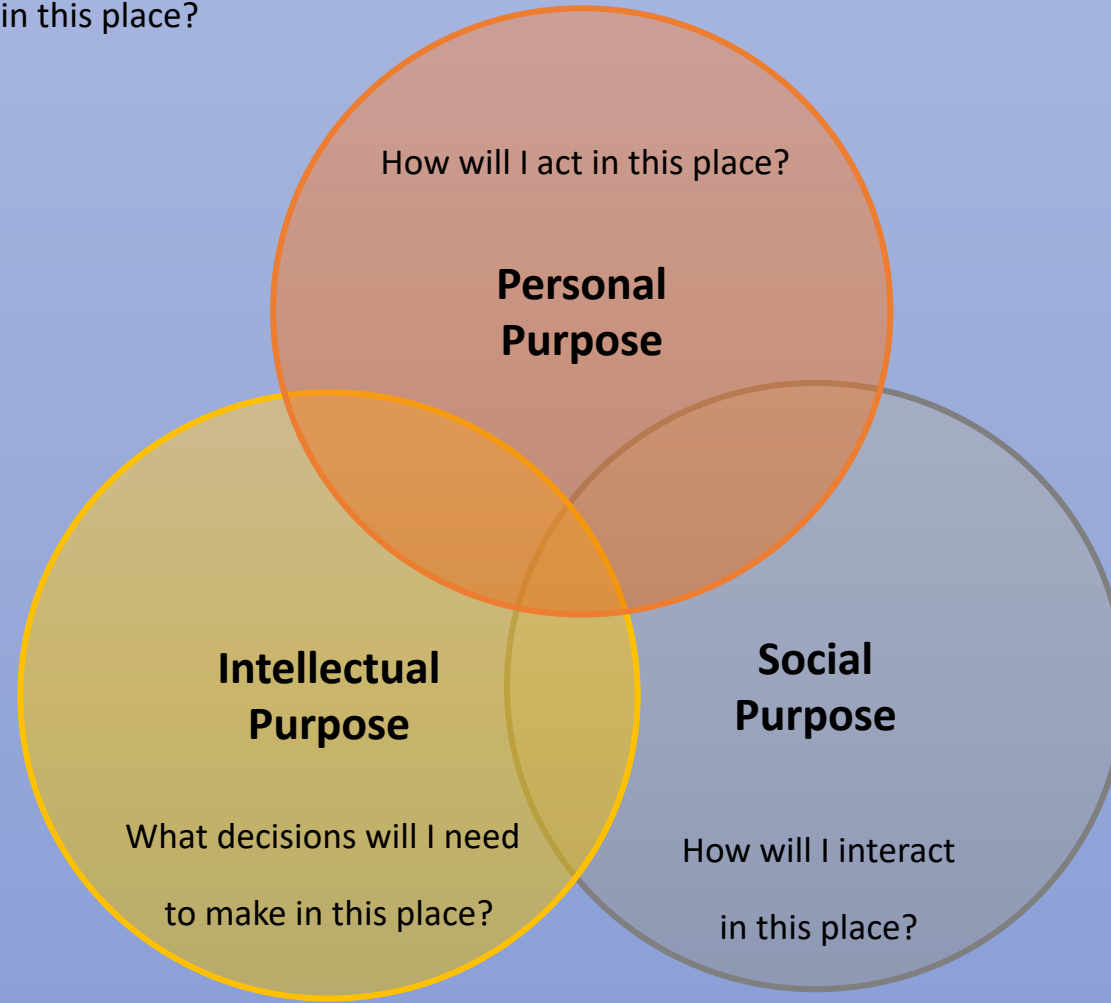
4 minutes

What are you connecting to?



Place (Contextual Purpose)

What skills do I need in this place?



How will I act in this place?

**Personal
Purpose**

**Intellectual
Purpose**

What decisions will I need
to make in this place?

**Social
Purpose**

How will I interact
in this place?

What is Purposeful Planning?

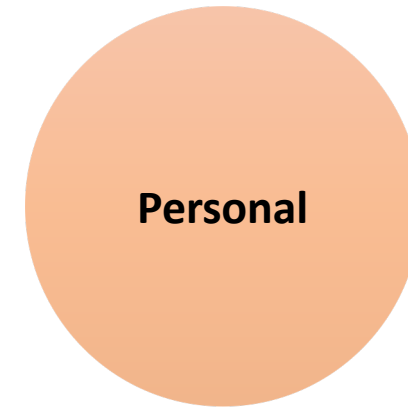
All of us navigate **4 purposes** in every **place** we are in:

- Personal Purpose
- Social Purpose
- Intellectual/Thinking Purpose
- Curricular Purpose

These **purposes** make it so that we are more than just existing in a location, and instead gives us **meaningful roles & responsibilities** in a **community**

How can we **anticipate purpose** to support students to have meaningful **roles and responsibilities** in an inclusive classroom?

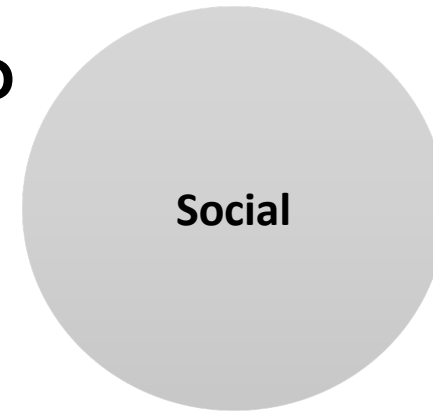
What is Purposeful Planning?



Personal Purpose

- Roles & responsibilities connected to how an **individual** can be successful in a community
 - How can we support **individual identity**?
 - How can we support **positive behaviour**?
 - How can we support **individual identity, awareness and regulation**?
 - How can a **community support individuals to personally belong**?
 - How can we **co-construct a personal vision** for a successful community that **considers all the individuals within it**?

What is Purposeful Planning?



Social Purpose

- Roles & responsibilities connected to how a **community** can be successful **together**
 - How can we support **social identity**?
 - How can we support **positive interactions** and **communication**?
 - How can we support **social awareness, responsibility,** and **collaboration**?
 - How can a **community** support individuals to **socially belong**?
 - How can we **co-construct** a **social vision** for a successful community that **considers all the individuals within it**?

What is Purposeful Planning?



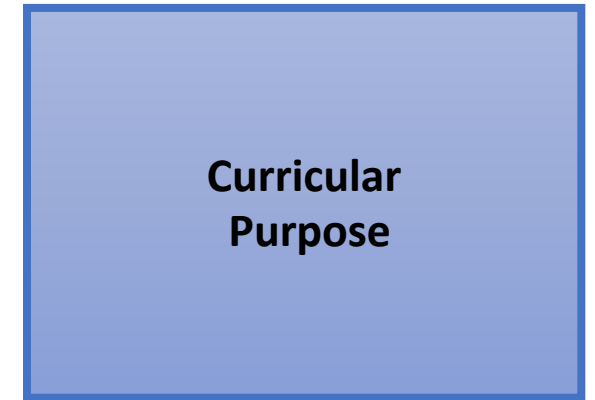
Intellectual

Intellectual/ Thinking Purpose

- Roles & responsibilities connected to how a community can learn successfully together
 - How can we support intellectual identity?
 - How can we support positive learning experiences?
 - How can we honour multiple ways of learning and knowing, critical and creative thinking?
 - How can a community support individuals to intellectually belong?
 - How can we co-construct an intellectual vision for a successful community that considers all the individuals within it?

What is Purposeful Planning?

Curricular Purpose



- Roles & responsibilities for students navigating a common curriculum together
 - How can we support **curricular engagement**?
 - How can we support **positive curricular experiences**?
 - How can we honour **accessible and challenging curriculum**?
 - How can a **community support individuals to belong in a curricular context**?
 - How can we **co-construct a curricular plan for a successful community that considers all the individuals within it**?

What is Purposeful Planning?

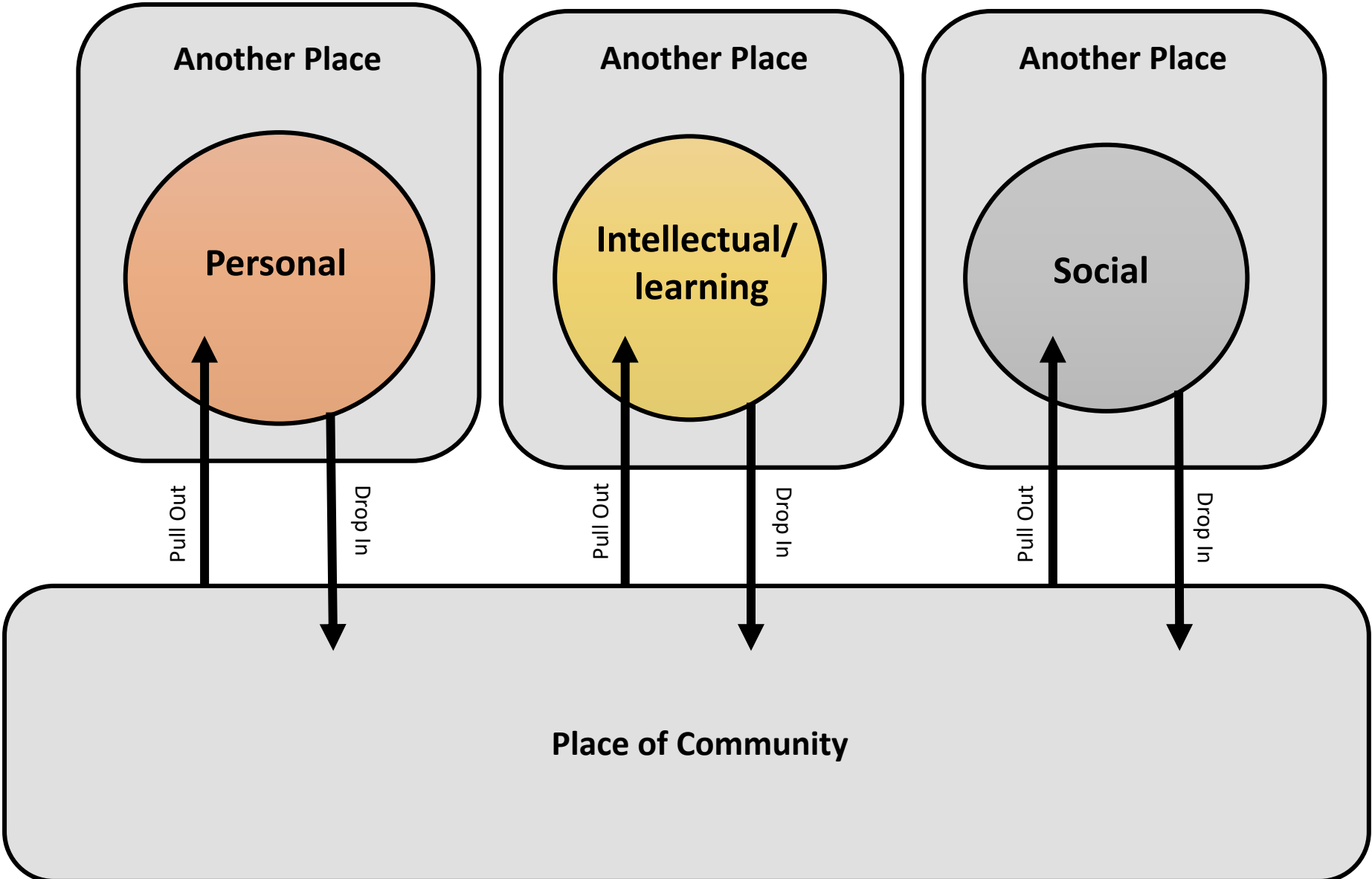
Historically, however...

These areas often correspond with an individual's areas of deficit:

1. Personal – Behaviour Deficits
2. Social – Communication & Social Skills Deficits
3. Intellectual – Learning Deficits
4. Curricular – “not ready” “not able”

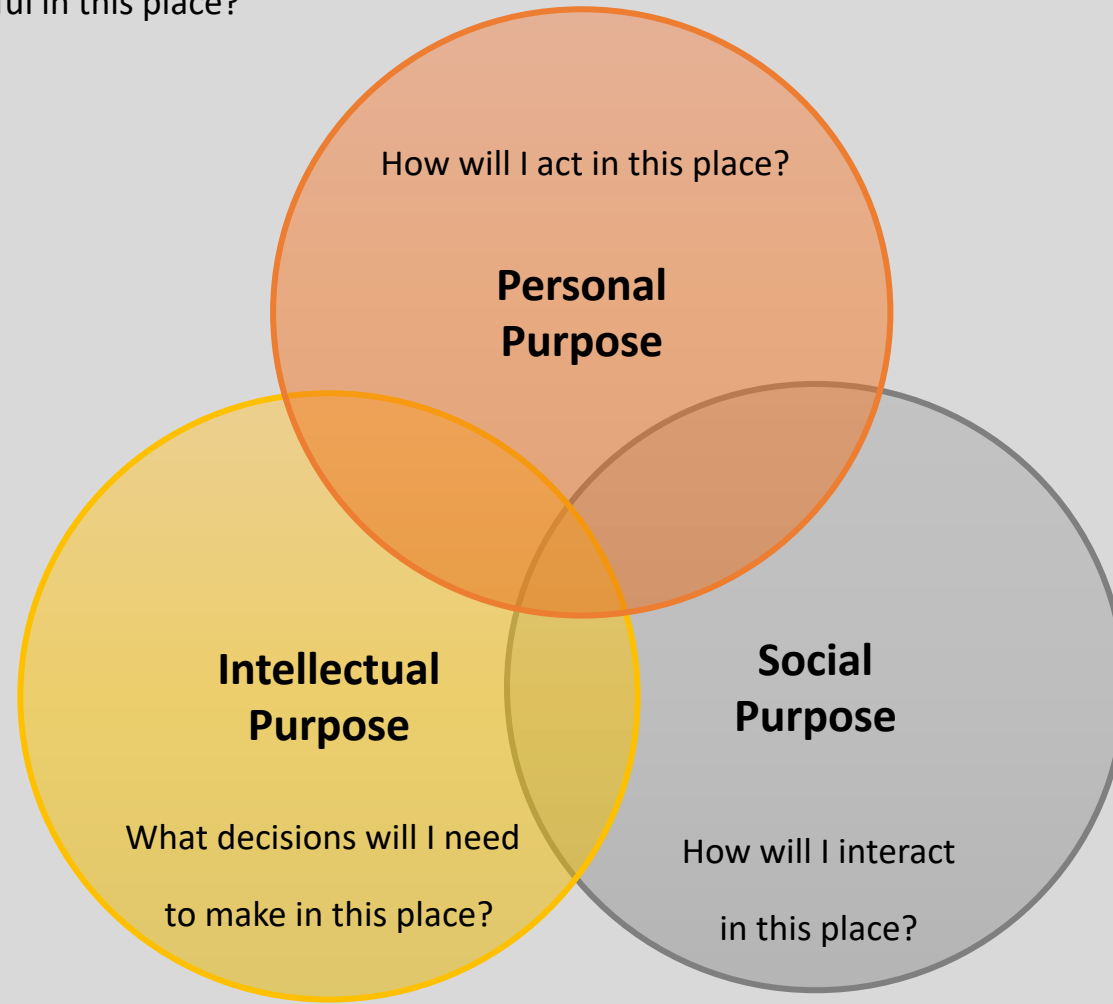
This has led to IEPs **focusing** on **deficit-based goals** and **programming**

This programming is often connected to receiving services and support in these areas **in another place**



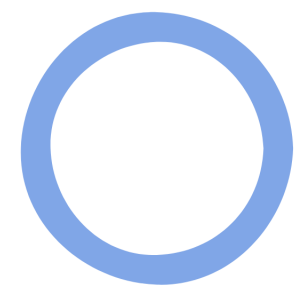
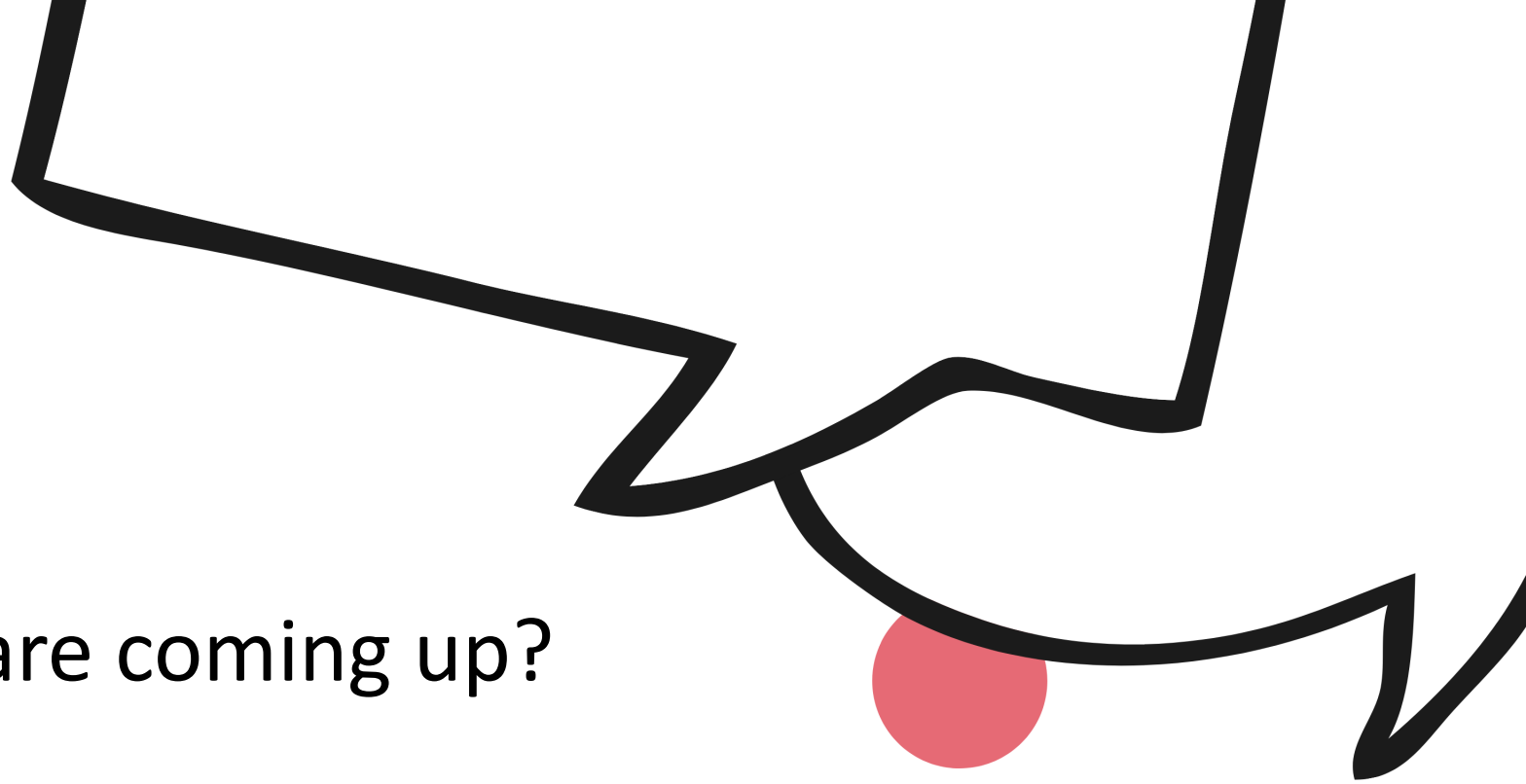
Place of Community

How can I be successful in this place?



Wild Tea

What questions are coming up?



Why is Purposeful Planning Important?

- Focusing on an individual's roles & responsibilities that are connected to belonging to a community
- Shifts away from targeting individual's deficits in isolation and towards their holistically building on their strengths and contributions in a community
- Ensures students are more than just integrated, or existing in a classroom (which often leads to challenging behaviour)

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

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

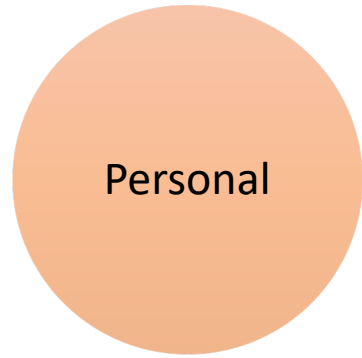
Strategy: The Purpose Planner

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
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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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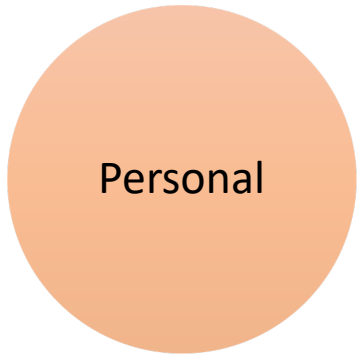
Personal Roles & Responsibilities

- 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				
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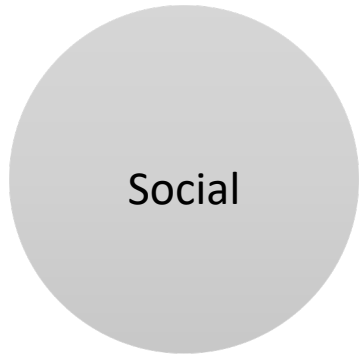
Personal

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



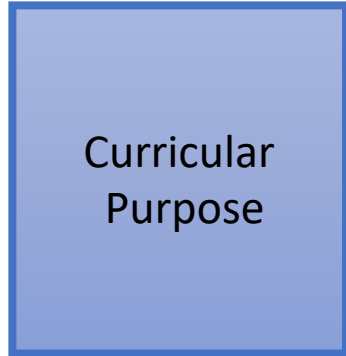
Social

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

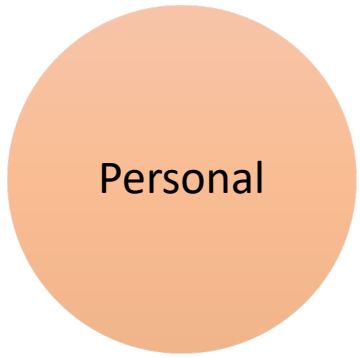
Curricular Roles & Responsibilities

- 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)			
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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				
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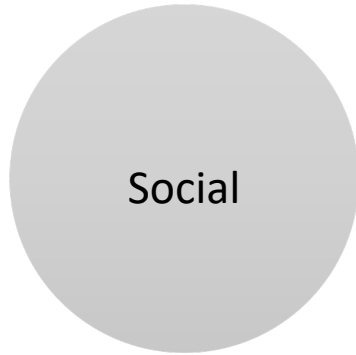
Personal

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



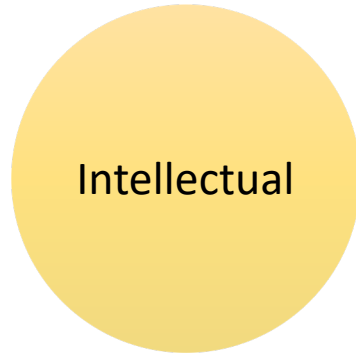
Social

Social Roles & Responsibilities

- V can communicate when finished (done)

Strategies

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



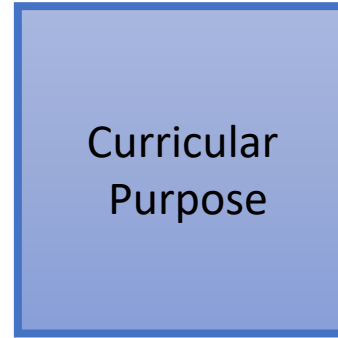
Intellectual

Intellectual & Thinking Roles & Responsibilities

- V can make choices (critical thinking)

Strategies

- White board marker
- Choice of activities



Curricular Purpose

Curricular Roles & Responsibilities

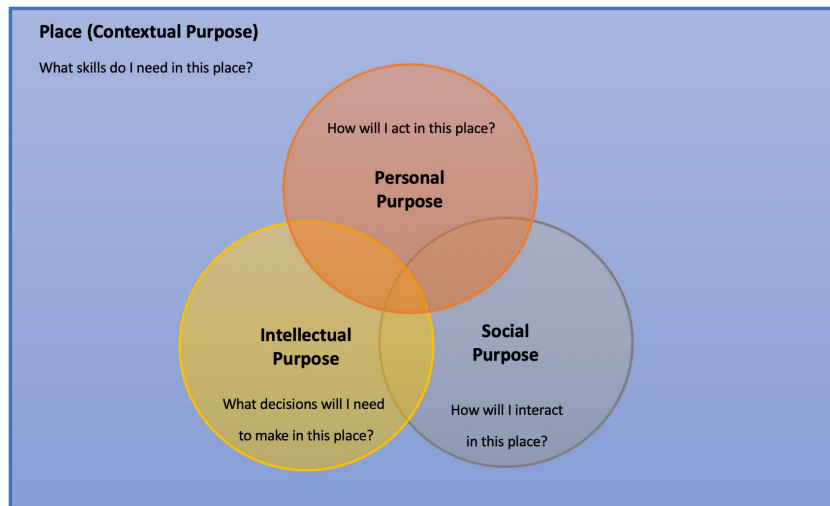
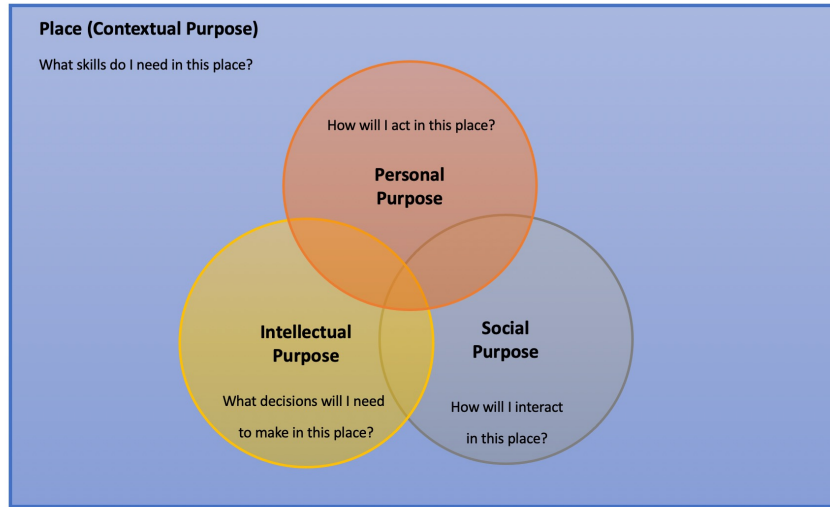
- V knows concepts of print (directionality)

Strategies

- Choice of activity (writing, building, reading)

Class: Mrs. N Grade 2/3 Class		PURPOSES for Vadatman (V)			
Places/ Contexts	Roles & Responsibilities for Peers	Personal Roles & Responsibilities	Social Roles & Responsibilities	Intellectual Roles & Responsibilities	Curricular Roles & Responsibilities
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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				
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End of Day Activities	Clean up, agendas, clean up, game				

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)			
Places/ Contexts	Roles & Responsibilities for Peers	Personal Roles & Responsibilities	Social Roles & Responsibilities	Intellectual Roles & Responsibilities	Curricular Roles & Responsibilities
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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				

Inclusive Purpose Planner for: Puneet

Targeted Class: Social Studies 9

Place(s)/Context(s): Rm. 202

Classroom Activities	What is the class goal for this activity?	What could this look like for Puneet		
		Intellectual Purpose	Social Purpose	Personal Purpose
Start up Activity	- Self start vocabulary activity	- Self start – word work activity	- Ask for help if needed	- Initiation - Arrive to class, grab WW activity, go to desk, start activity
Engaged Reading	- Independent reading 20 min	- Choosing text	- Choose of partner or independent reading	Choose book from bin, choose partner, choose location
Current Events	- 2 students/ day report on an article in the news	- Choose a News2You article - Find video and share with class	- Share video and news2you article with class 1/month	- Stand at front of class, press play button, hand out article to peers
Lesson	- 20 min lesson + small group or independent activity	- Learn about a new topic - Reading books/ activities about topic (at her level)	- Join small group, read topic text to group - Have a job in group (sharing, holding, gathering, pointing)	- Quietly listening or quiet activity about topic at desk - Join small group
Sharing Circle	- Students share a learning from the day	- Being part of community, sharing with peers	- Share/ hold up something she is proud of for that day	- Move chair into circle, look at who is talking, quiet listening, saying "thank you"

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Inclusive Education: It's not more work, it's different work!

WHERE & WHEN CAN **INCLUSION** HAPPEN?

Inclusion IS NOT place and time

Inclusion IS increasing places with
purpose over time

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					

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>
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