

# SHELLEY MOORE



@tweetsomemoore



@fivemooreminutes



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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**.

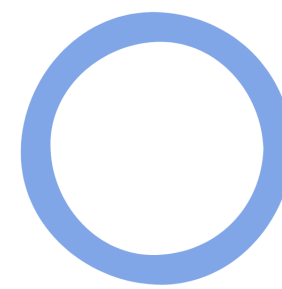


# The Chat Box – Waterfall

- 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 does inclusion mean to  
you?



# Break Out Groups – Popcorn

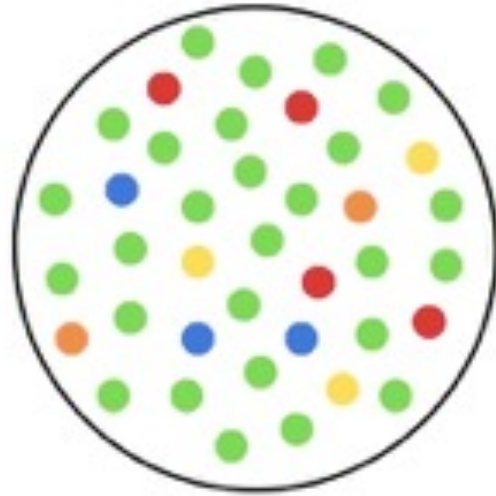
- In break out groups, everyone is a kernel
- You will have 3 minutes to pop – Everyone (except for one person) needs to pop!
- You pop by sharing a thought or a response, or asking a question to the group
- How can you support each other to make sure everyone (except for one person) pops in the time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

4 Minutes

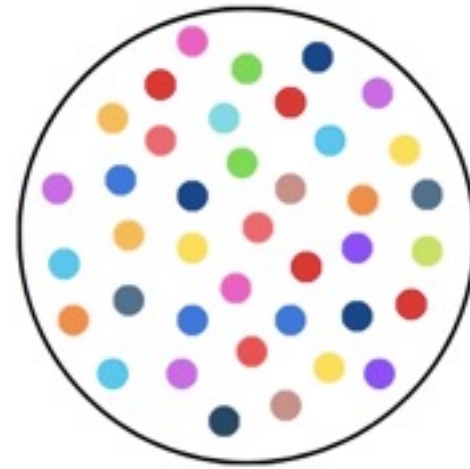
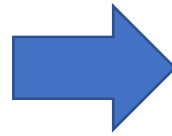
Popcorn!

What is something that you  
have learned this week so  
far?

# What is inclusion?



How do we include  
children with  
disabilities



How do we teach &  
respond to the  
diversity of all children?



# Now What?!

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



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



How to we do it?

- How do we do inclusion?  
How do we make it manageable?



**INFRASTRUCTURE!**

# 5MM Video 2

# What Does Research Say?

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

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

are **PLACED** in  
and attending  
inclusive  
programs

have needs that  
are **PLANNED** for

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

have  
**PURPOSEFUL**  
roles and  
responsibilities

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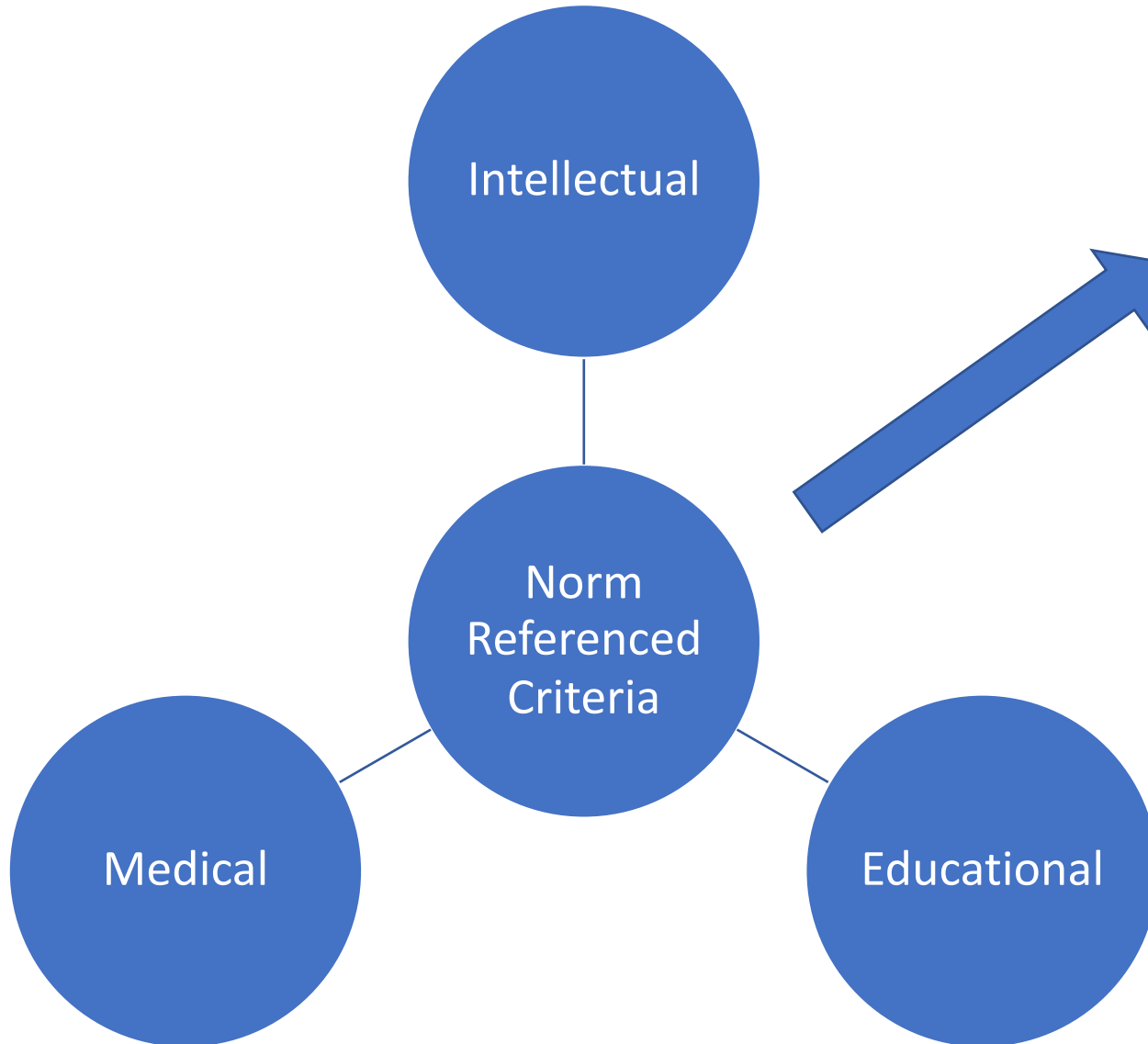
are in **PROXIMITY**  
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# Mr. W Commercial

# 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"

4 Minutes

Popcorn!

Why does presuming  
competence matter for  
inclusive planning?

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

# Why does **place** matter?

- Historically, Individual Education Plans (IEPs) have **not** been connected to **place** and have historically been implemented in **one place** (self contained or segregated setting)
- **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



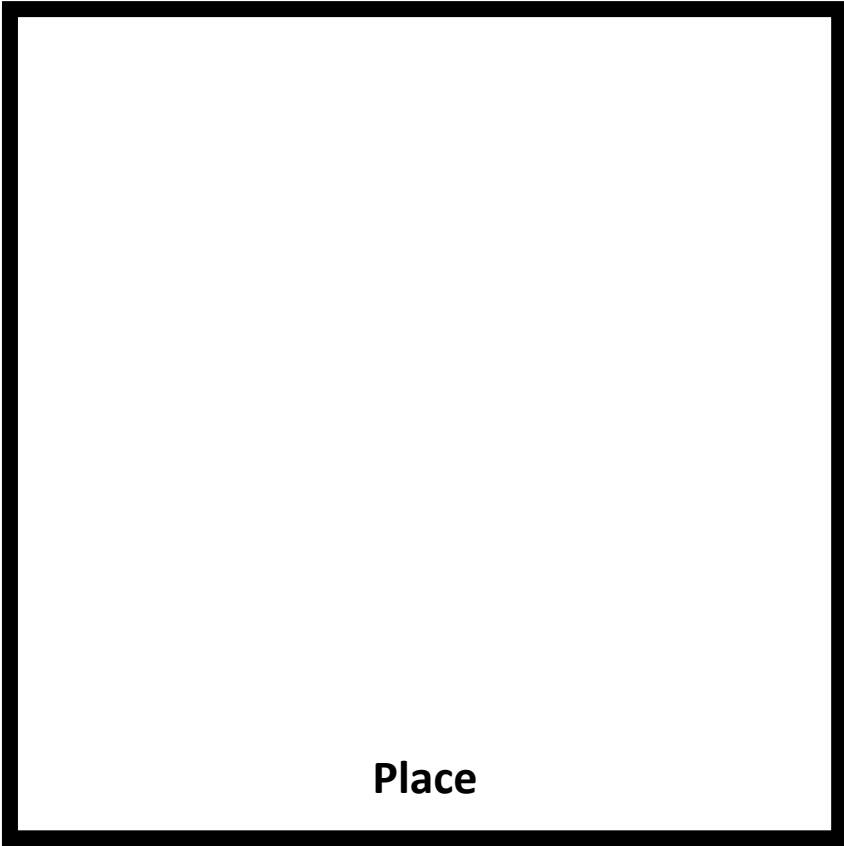
# Understanding the Role of Place



# A shift in thinking...

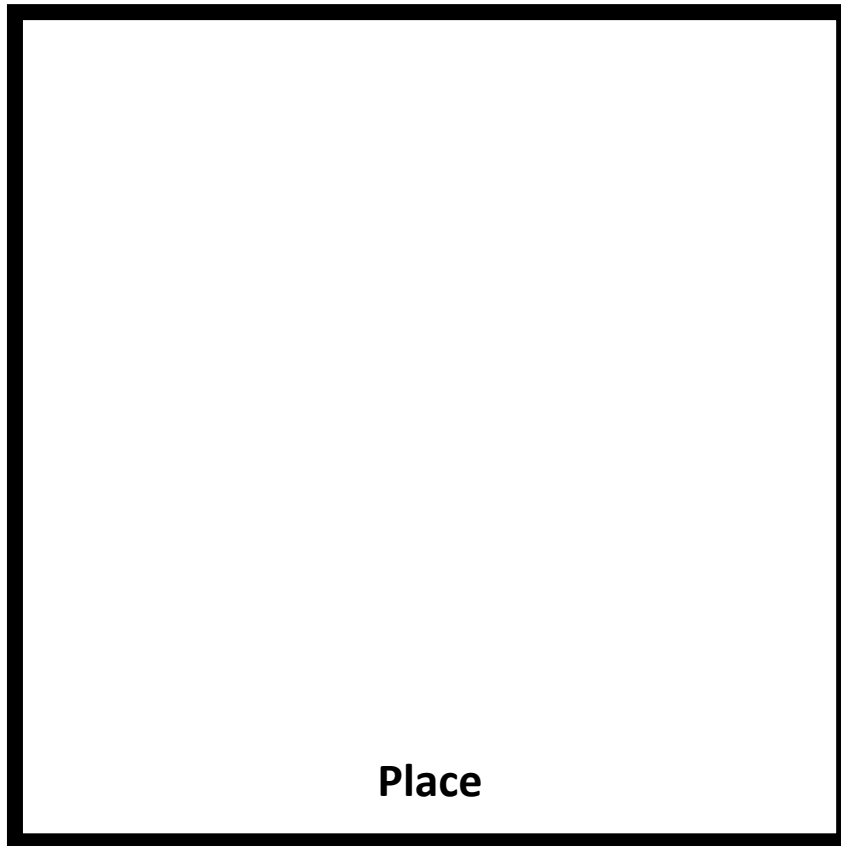
## **There are some things we need to understand:**

- 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



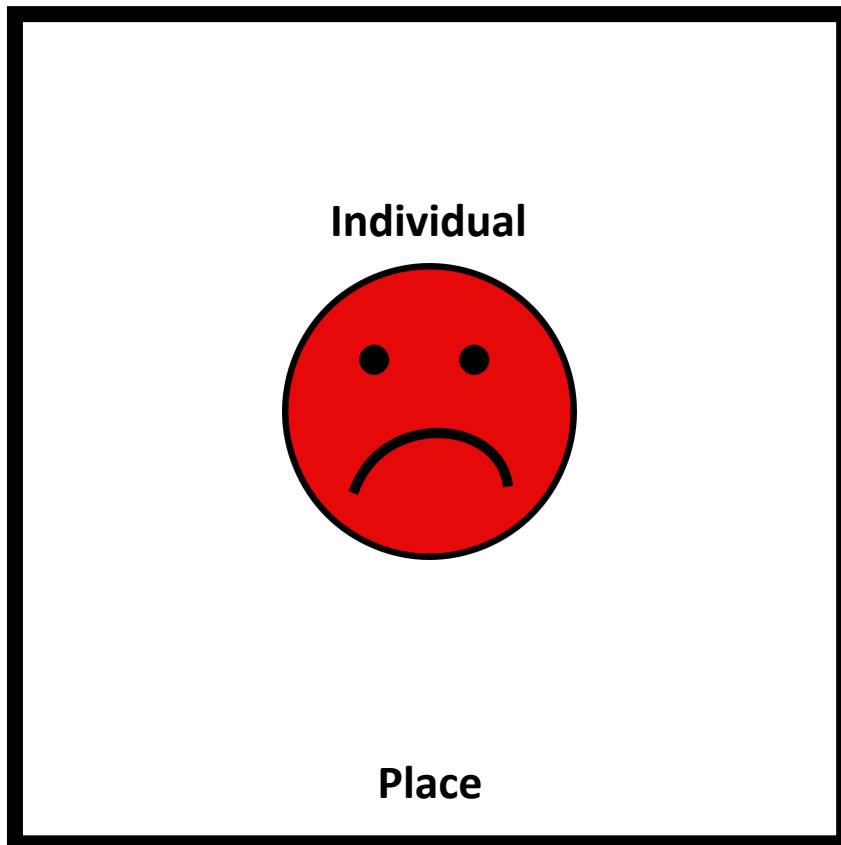
**Place**

# Shifting the Paradigm: Medical Model of Disability



Place

# Shifting the Paradigm: Medical Model of Disability

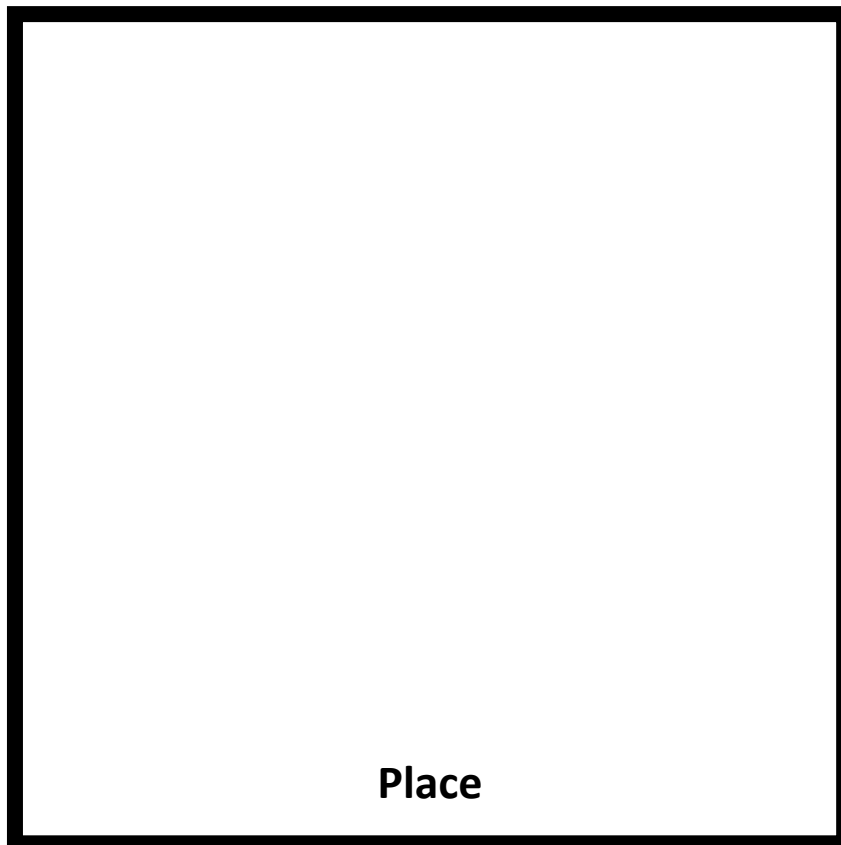


## Special Education

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

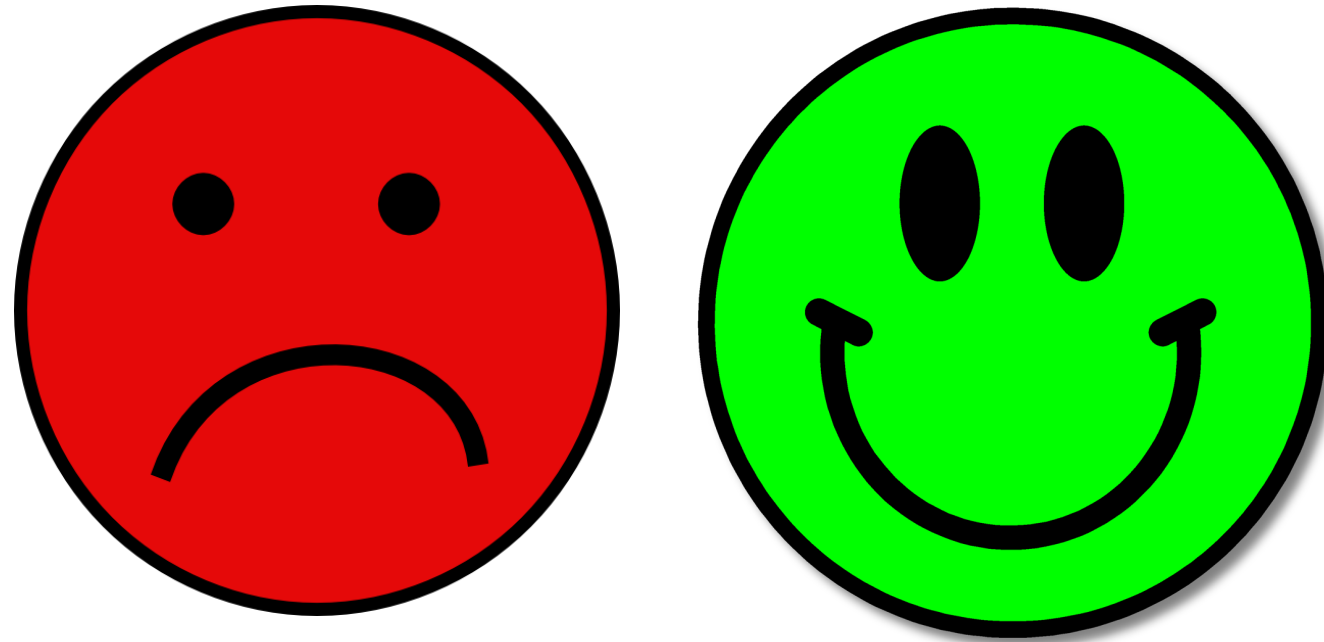
## Special Education

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Wait a second....

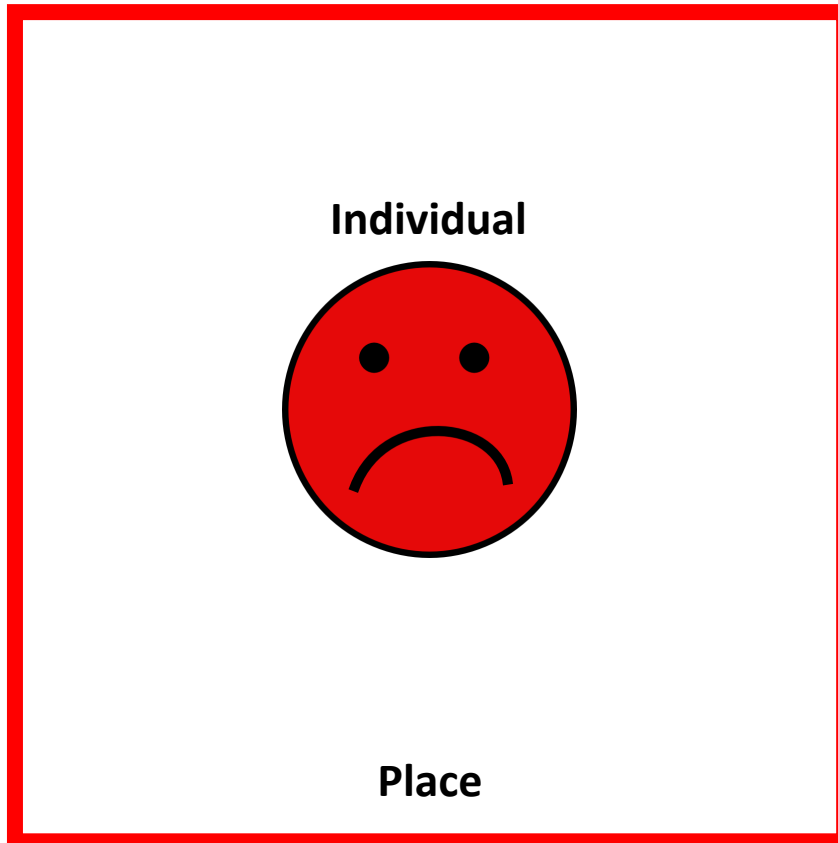
People with disabilities said:



“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

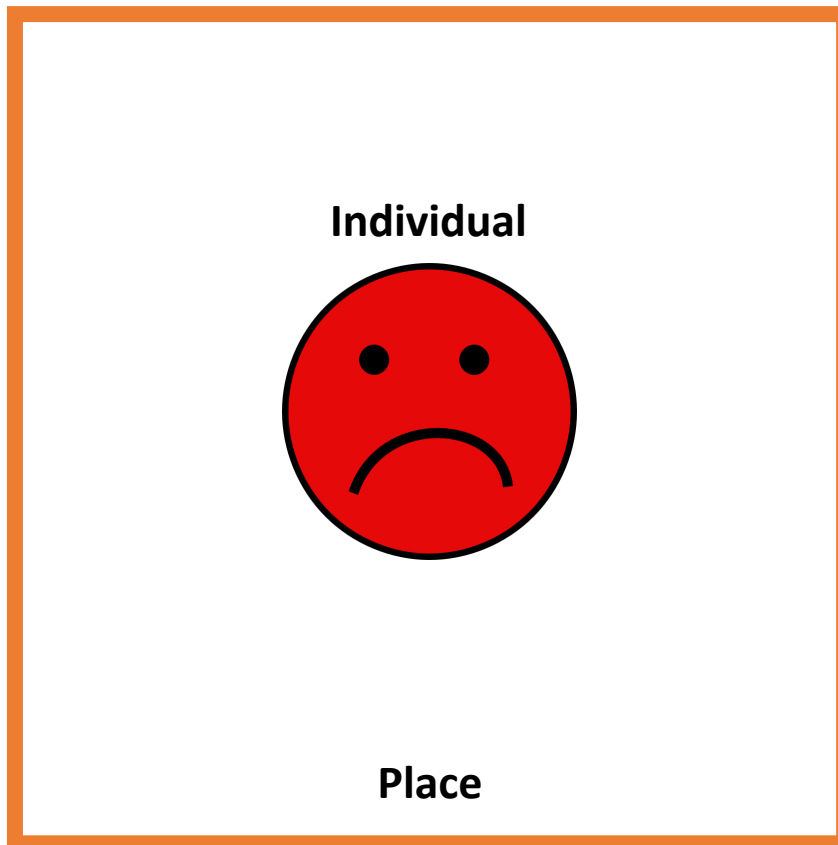
- Diagnose the problems in the place
- Fix the place
- Support everyone in the place



“When a flower  
doesn't bloom,  
you fix the  
environment in  
which it grows,  
not the flower.”

Alexander Den  
Heije

# Shifting the Paradigm: Social Model of Disability



## **Social Model**

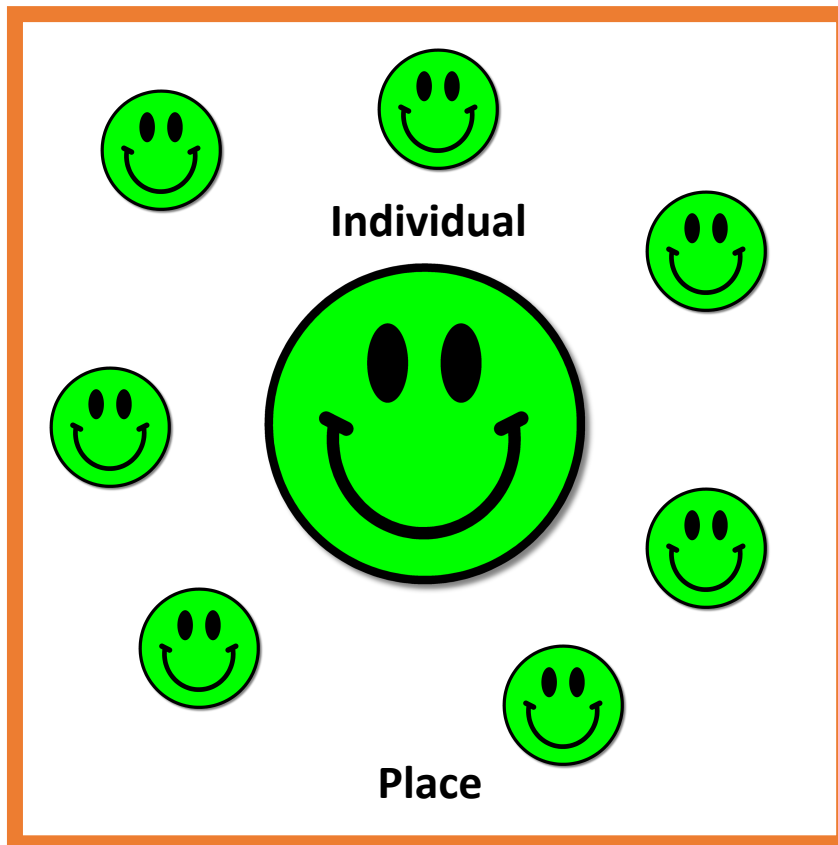
If individual isn't successful

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What is  
happening in  
the  
environment?

# Shifting the Paradigm: Social Model of Disability

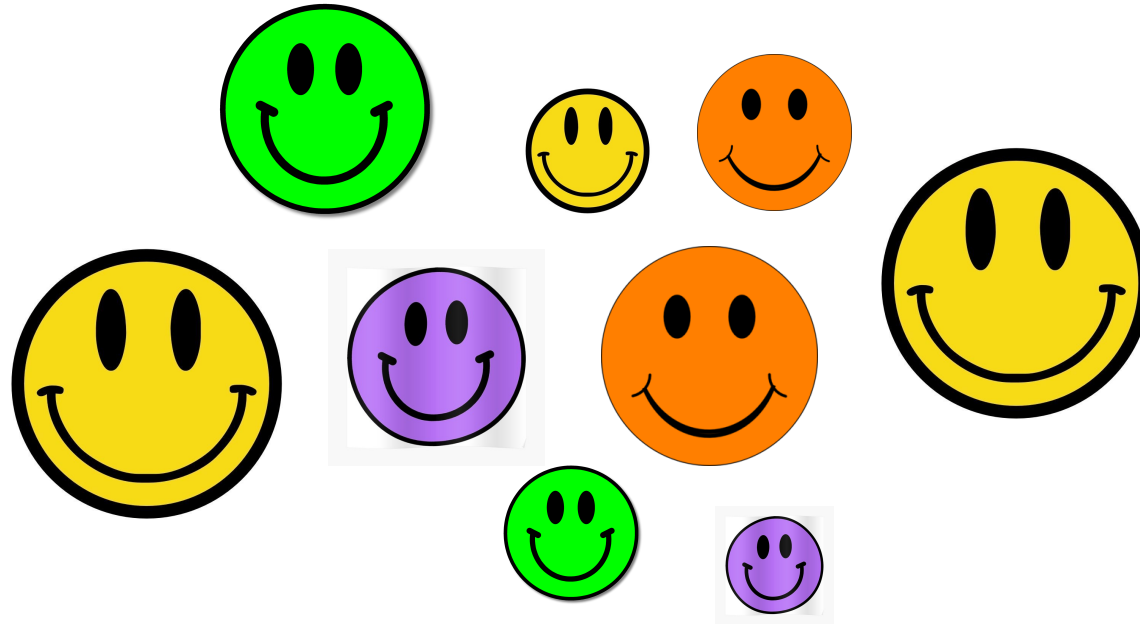


## Social Model

If individual isn't successful

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

Wait a second....  
Teachers said:

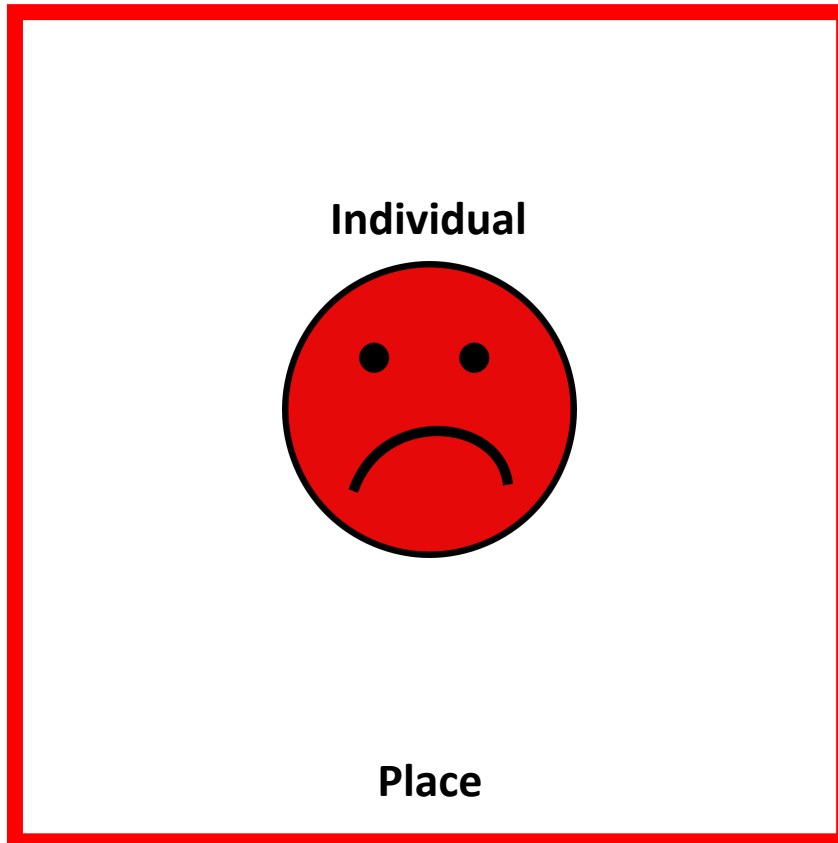


“What about all the individual  
needs in a shared place”

# Diverse Gardens!



# Shifting the Paradigm: Person-Place Model of Need



## **Inclusive Education**

If an individual isn't successful

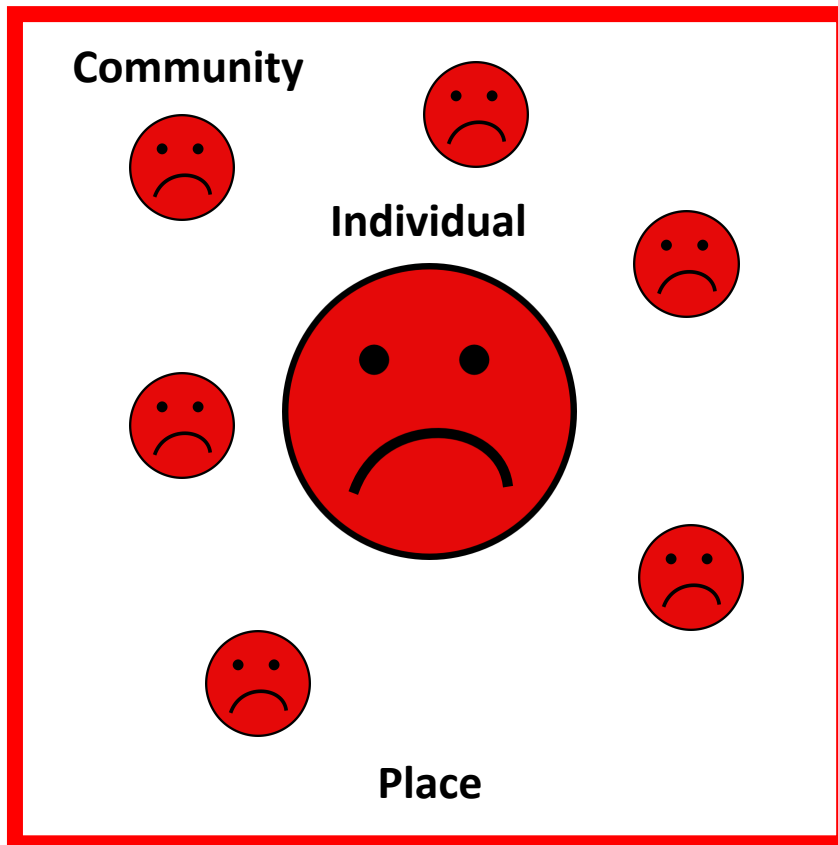
- Determine barriers in place
- Determine needs of the community
- Anticipate supports & strategies based on needs
- Universally apply supports and strategies to ALL

# Shifting the Paradigm: Person-Place Model of Need

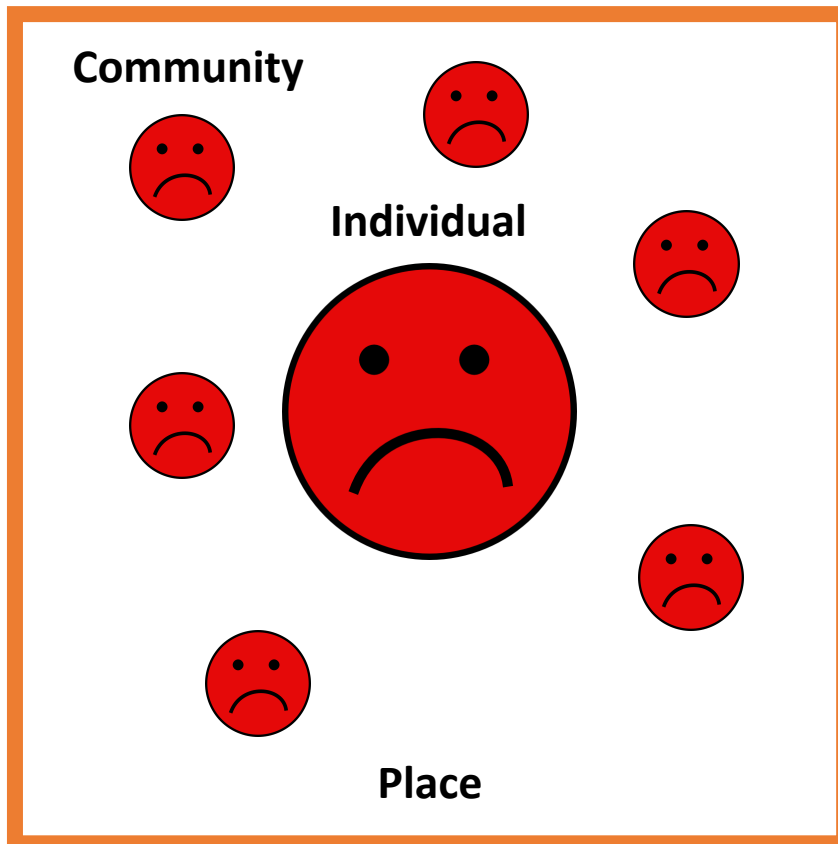
## Inclusive Education

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# Shifting the Paradigm: Person-Place Model of Need



## Inclusive Education

If an individual isn't successful

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FIRST! We look at what needs everyone needs

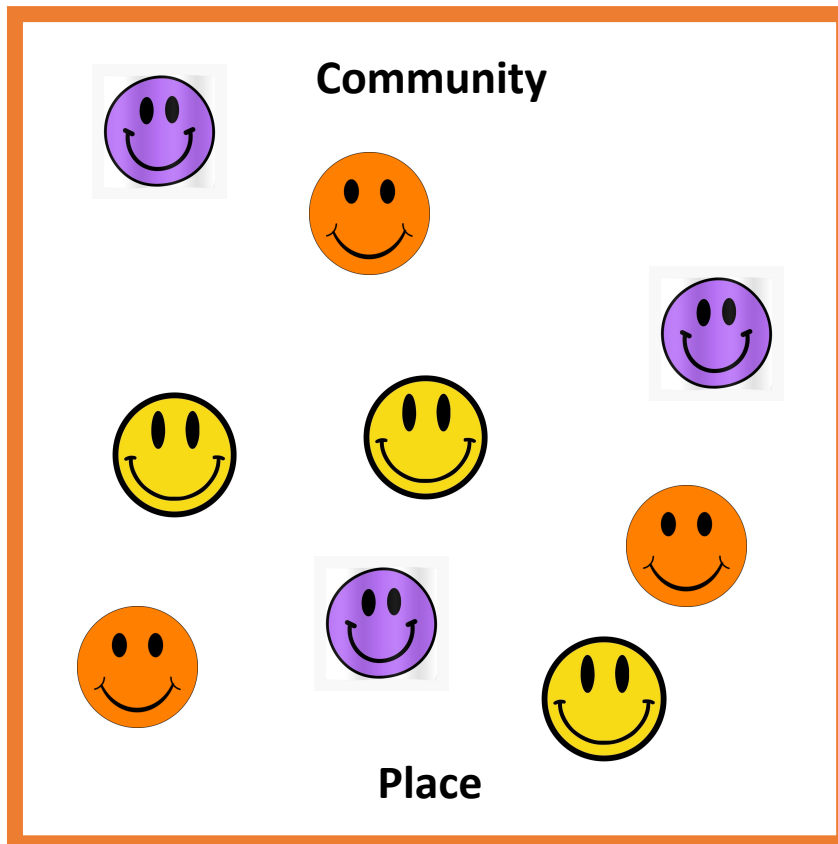


# Shifting the Paradigm: Person-Place Model of Need

## 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

Dear Parents,

We want to introduce ourselves to you as our son, Conor, is in your child's Grade 1 class this year. We thought it might be helpful for you to know a little about Conor because he cannot communicate for himself and you or your child might be curious to know more about him. We want to let you know that we are comfortable answering any questions you may have.



Conor was born with Down syndrome, otherwise known as Trisomy 21. Individuals with Down syndrome have one extra chromosome, instead of 46, they have 47 chromosomes. This is because of the triplication of the 21<sup>st</sup> chromosome. So we say Conor has a little something extra.

Children are often curious about Conor. After all, there are definitely some qualities about him that set him apart. They may also notice that he is treated slightly differently. For example, Conor will have support whilst at school and may leave school early for different therapy or medical appointments. What we really try to share with people is that Conor is more the same than different. Conor is a pretty typical little boy and is very excited about school. He has missed the friends he made in Kindergarten and is excited to be back. He loves to laugh, dance, play outside, have friends, watch videos on YouTube and play with his Disney princess dolls.

Children most often notice Conor's speech first, or lack of it. We often get asked why he doesn't talk yet. For children with Down syndrome this can be because they have had hearing challenges, because their mouths and tongues are shaped differently or because of something called apraxia of speech. Conor is mostly non-verbal because of apraxia of speech. This basically means his brain struggles to develop plans for speech movement. So his brain knows what he wants to say but his mouth muscles aren't getting the correct message to say it. Conor knows a lot of sign language as we have been signing with him since he was a baby. We are working on getting Conor familiar with a picture board to help bridge the communication gap with his new peers. It will take a lot of work for Conor to learn to say sounds and words better but he is working very hard at weekly speech therapy. If your child doesn't understand what Conor is trying to communicate to them, please encourage your child to ask their teacher to help interpret.

It may also take Conor a few minutes to adapt or adjust to new people or a new environment. It may appear he is being "rude" by ignoring you, saying "no" or refusing to say hello at first but I promise you once he warms up he will greet you with the sweetest smile and more often than not a hug (or two).


Conor has very good gross motor skills - these are the skills that allow children to walk, run, jump and climb. That being said, he is still not as strong or fast or stable as other children his age. Regardless, Conor loves to play just like all children and one of our greatest hopes is that he is liked and included. Conor can and will do most everything other children will do. It just may take him a little longer to get there.

If you would like to know more about Down syndrome, or your child asks a question that you are unsure about, please do not hesitate to contact us. You can contact me by email at [redacted] or by phone/text at [redacted].

Thank you for taking the time to read this and we really look forward to getting to know you.

Kieron, Danielle, Conor and Owen





**CONOR GIBBONS**  
**AGE 6**  
**GRADE 1**

**VISION STATEMENT**

We want Conor to be respected and included in all aspects of community. Conor will be included in general education throughout his time in school. Conor will be supported to reach his full potential whilst embracing his differences, and guided to work with his strengths. We believe school will prepare Conor for future independence in college and the workplace. We envision Conor living a happy, purpose-filled and independent life surrounded by love, support and acceptance.

**STRENGTHS**

- visual learner
- following routines
- helping teacher
- musical
- receptive language
- empathetic
- following clear, step by step instructions
- motivated to please

**WHAT DOESN'T WORK**

- negative or forceful commands
- expectations without accommodation
- being rushed
- taking his behaviour personally
- unclear directions or directions with too many instructions

**CONOR LOVES**

Music, dancing, books, outdoor play, gross motor play, Disney princesses, water and water play, jumping, long hair, fruit, popcorn and ice-cream.

**WHAT WORKS FOR ME**

- "First this, then this" language
- lots and lots of praise
- time for transition with verbal and visual cues
- lots of repetition
- appropriate accommodations
- patience
- giving him a job
- silly and exciting language

**WHAT I'M WORKING ON**

- safety awareness
- communication
- social interaction skills
- fine motor skills

What are the **barriers** in a community?

(What is getting in the way that is outside of a student control?)

What are the **needs** of the individuals in a community?

(Needs not disabilities)

How do we **anticipate** supports & strategies needed for individuals in the community?

(Planned for before, not after)

How can we teach the supports & strategies so **ALL students** can access and choose?

(Accessing supports & strategies do not affect evaluation or grades)

4 Minutes

Popcorn!

What does PLACE matter  
for inclusive planning?

# What Does Research Say?

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

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Planning for ALL

How do we **plan for** a  
group of children with  
many different needs?



# SHIFTING OUR SUPPORT MODELS

# The cupcake Model



Special Education

Medical Model

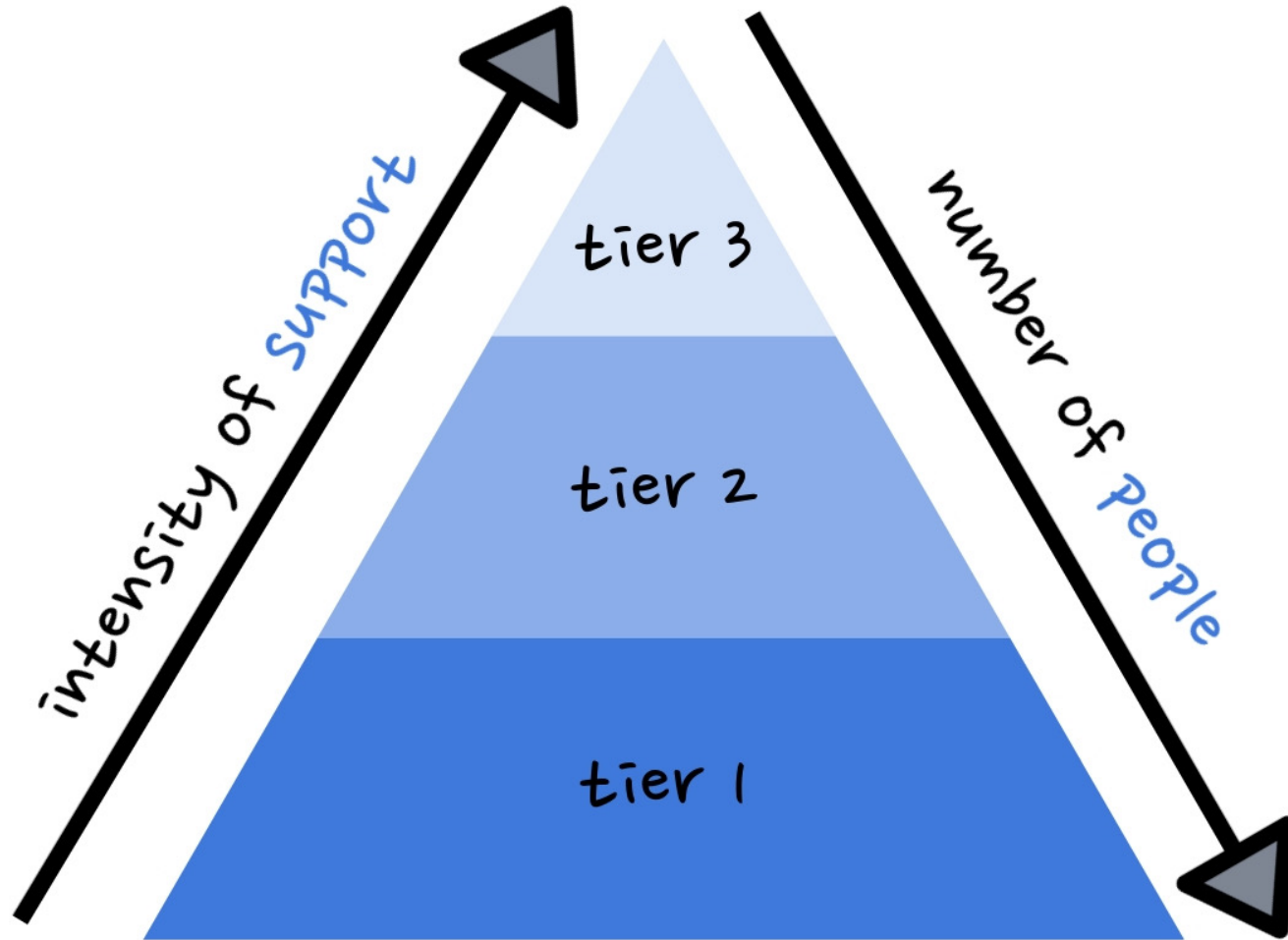
# The cupcake model



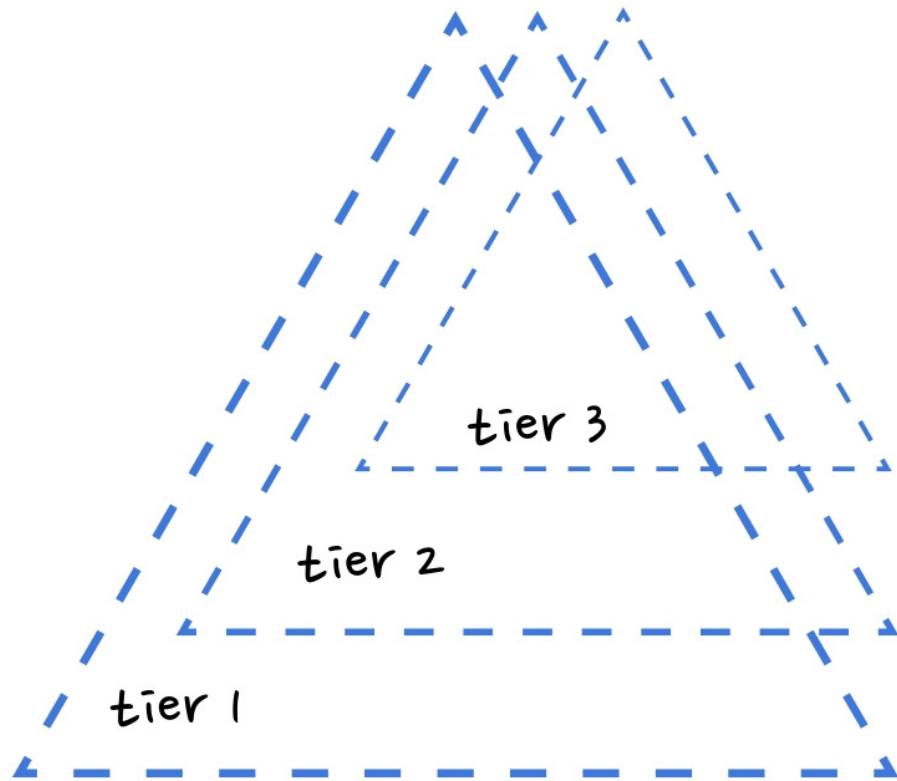
# The layered cake model



# RTI: RESPONSE TO INTERVENTION

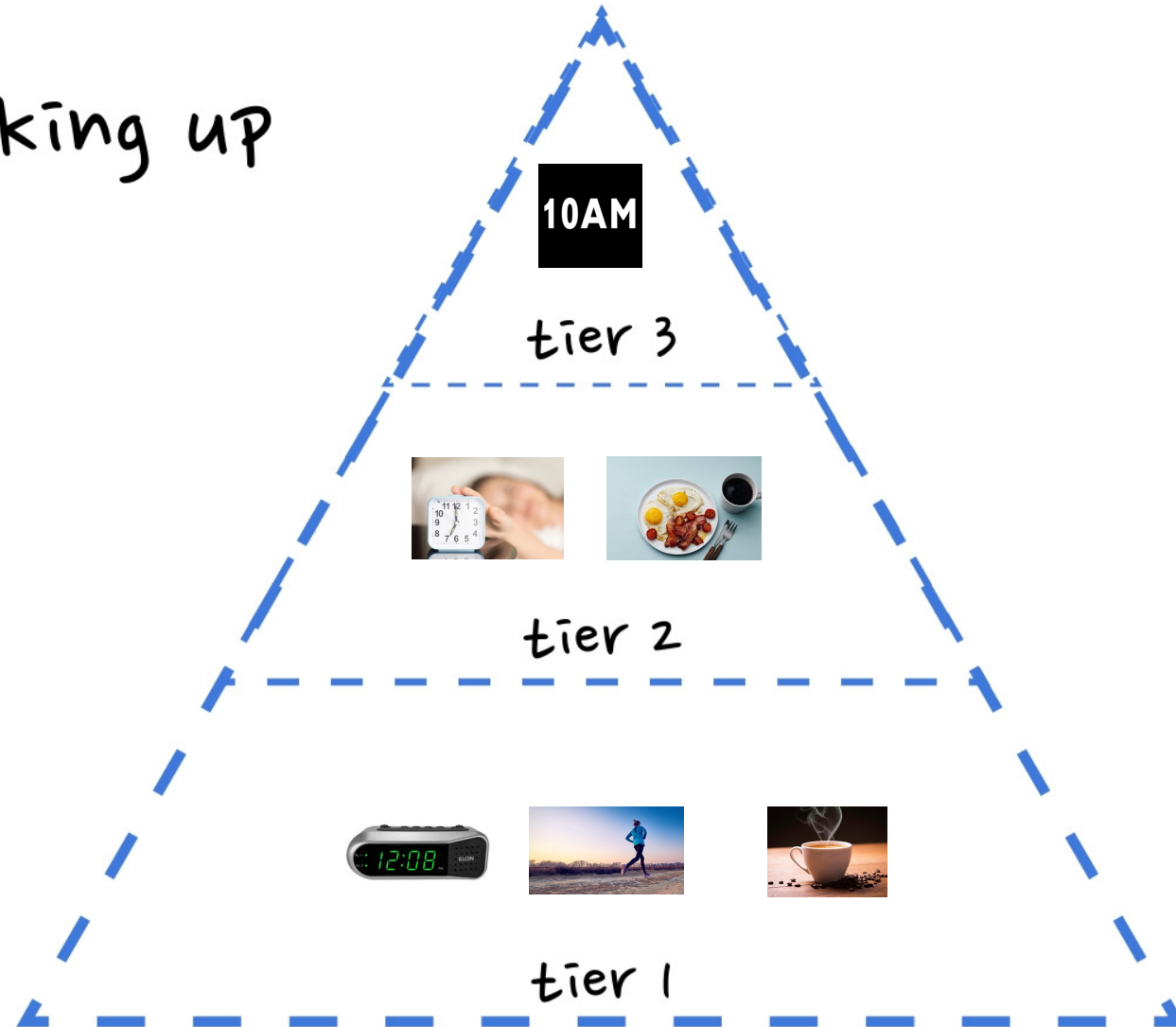


# RTI: RESPONSE TO INSTRUCTION

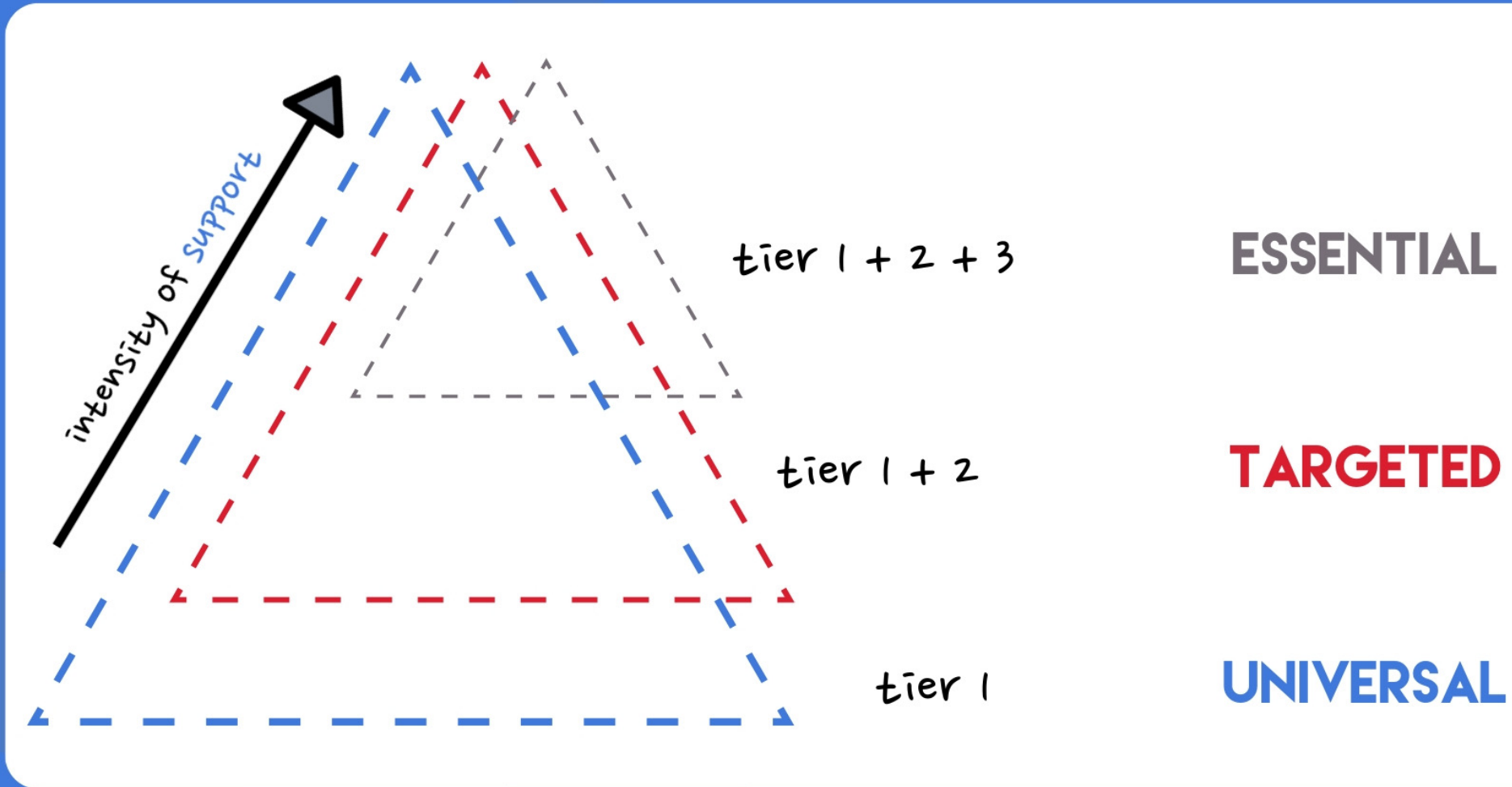


# RESPONSE TO INSTRUCTION

Lens: waking up



# RTI/MTLS



# What are needs?

- Things we need support for
- A part of who we are
- Often, they are things that we can't control
- Not disabilities
- Not part of us that need "fixing" just parts of us that need support navigating

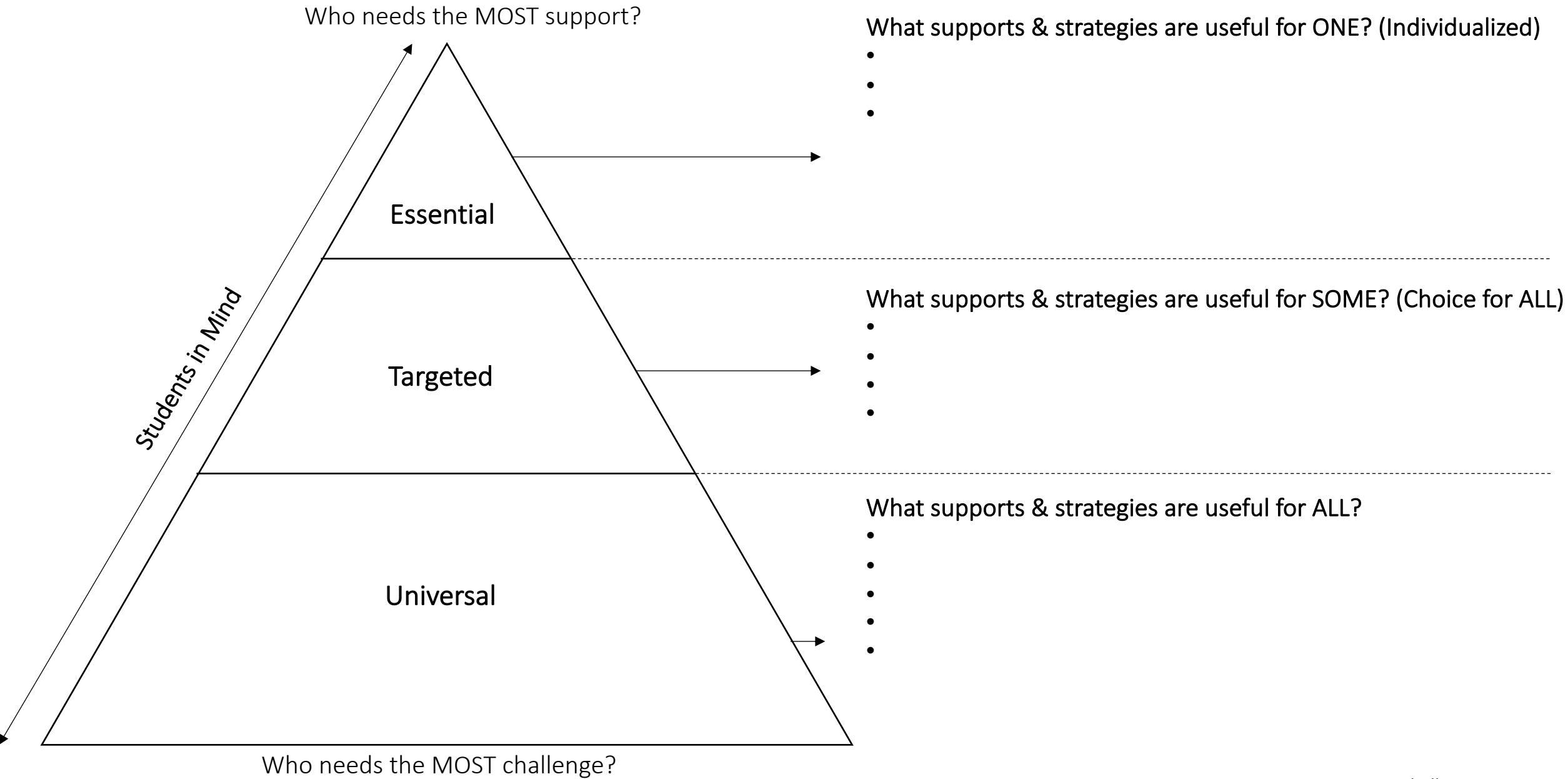


Teaching Strategies & Resources		Key Practices		Glossary		FAQs		<input type="text"/>	
Student Needs			IPRC Exceptionalities			Diagnosed Conditions <span>✕</span>			
Aggression Management			Autism Spectrum Disorder (ASD)			Acquired Brain Injury			
Anger/Frustration Management			Behaviour			Alcohol-Related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

# Planning for ALL

## Need:

## Students in Mind:



Planning for ALL

Need: English Language

Students in Mind:

Who needs the MOST support?

What supports & strategies are useful for ONE? (Individualized)

Essential

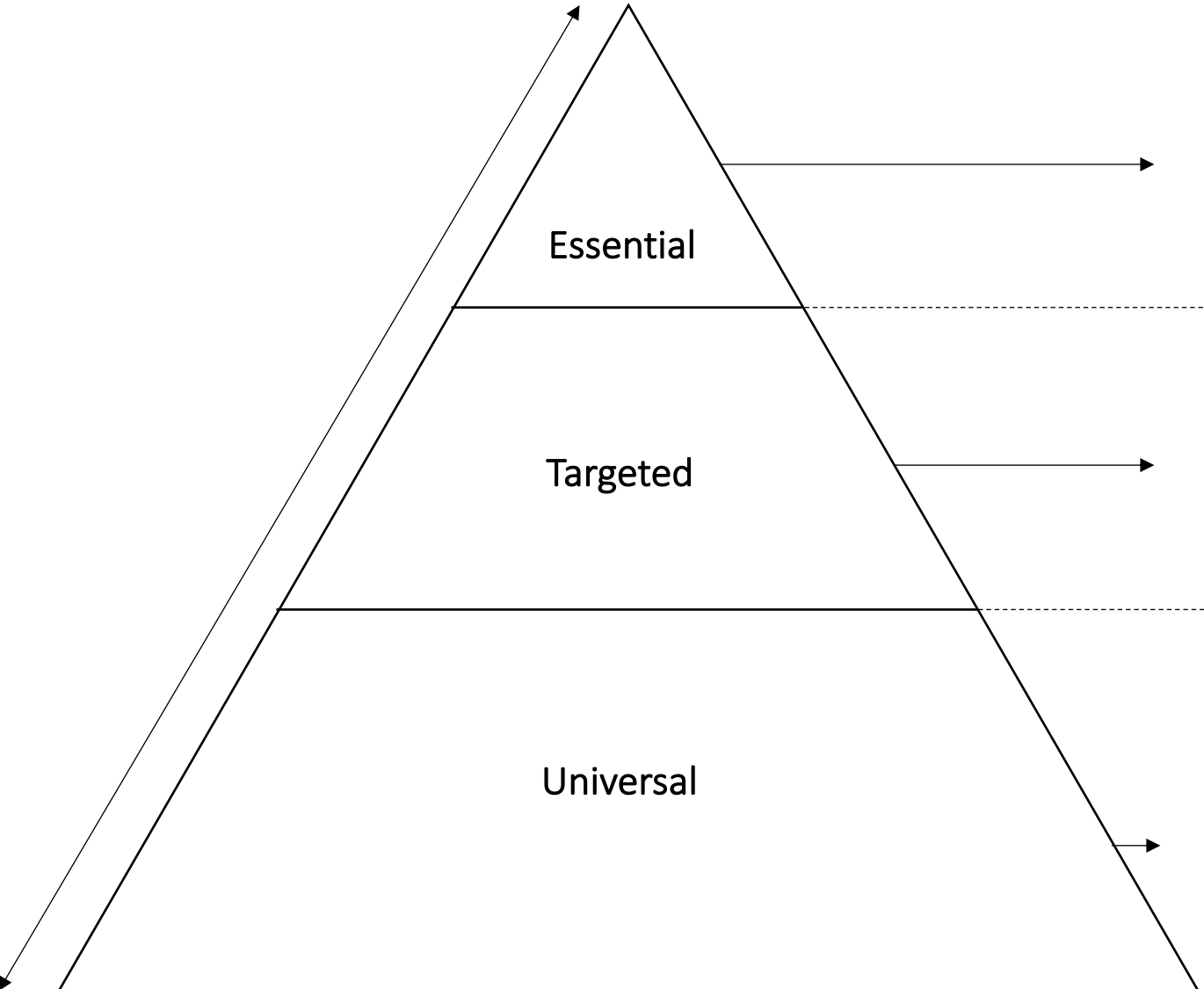
What supports & strategies are useful for SOME? (Choice for ALL)

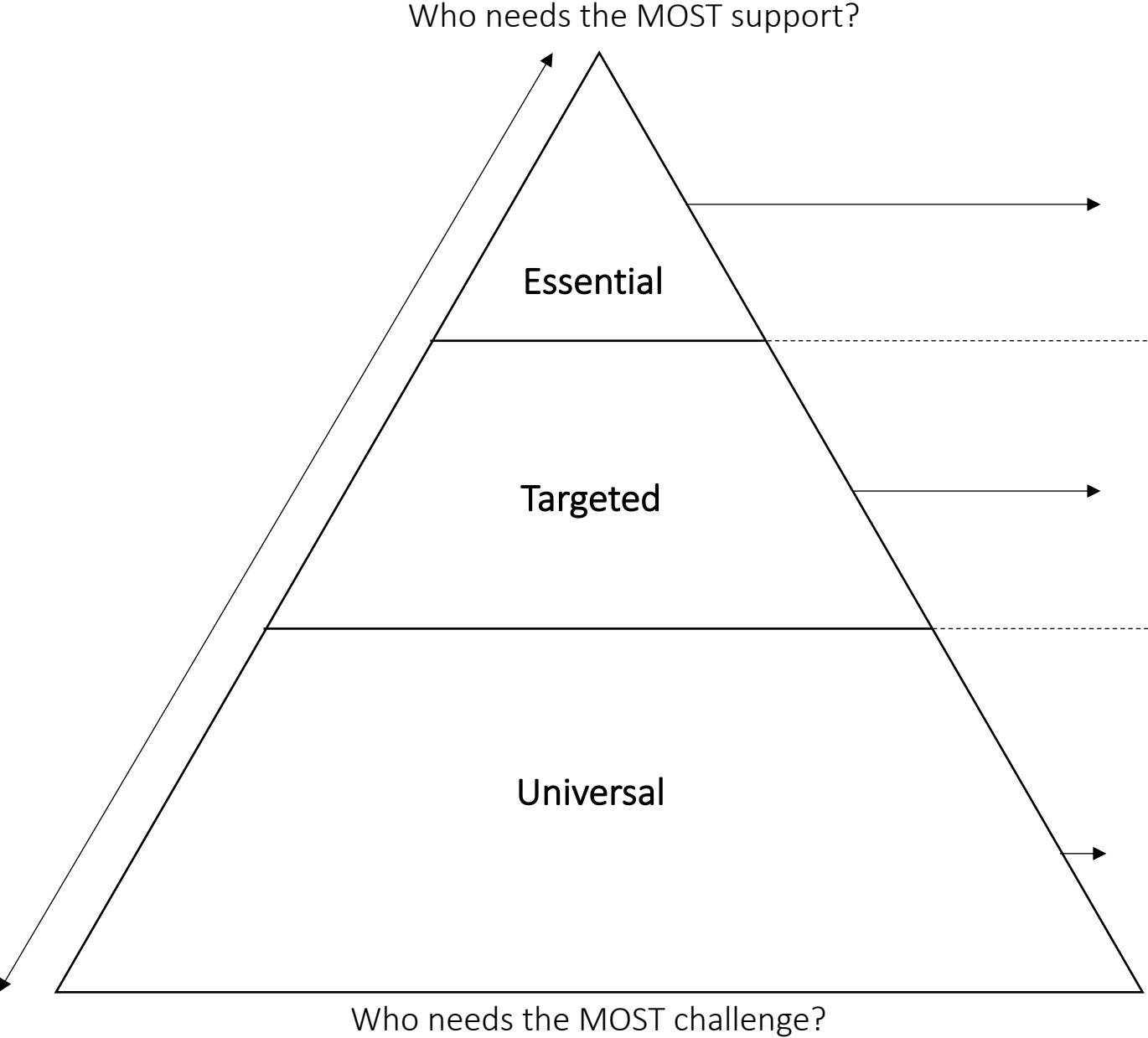
Targeted

What supports & strategies are useful for ALL?

Universal

Who needs the MOST challenge?





**What supports & strategies are useful for ONE? (Individualized)**

- Translations available for family/ caregiver information
- Individual language goals

**What supports & strategies are useful for SOME? (Choice for ALL)**

- iPad for visual translation/communication support
- Sentence frames
- Visuals/ objects
- Strategic Pairings
- QSSSA strategy (question, signal, stem, share, assess)
- Allow previewing of information in home language

**What supports & strategies are useful for ALL?**

- Relationships with student, families and caregivers
- Multi-lingual word/picture wall
- Books with diverse characters
- Everyone learns new language words
- Learn language across all curricular areas
- Speak clear, slow and allow for wait time
- Multiple ways to show learning

Planning for ALL

Need: Anxiety

Students in Mind:

Who needs the MOST support?

What supports & strategies are useful for ONE? (Individualized)

Essential

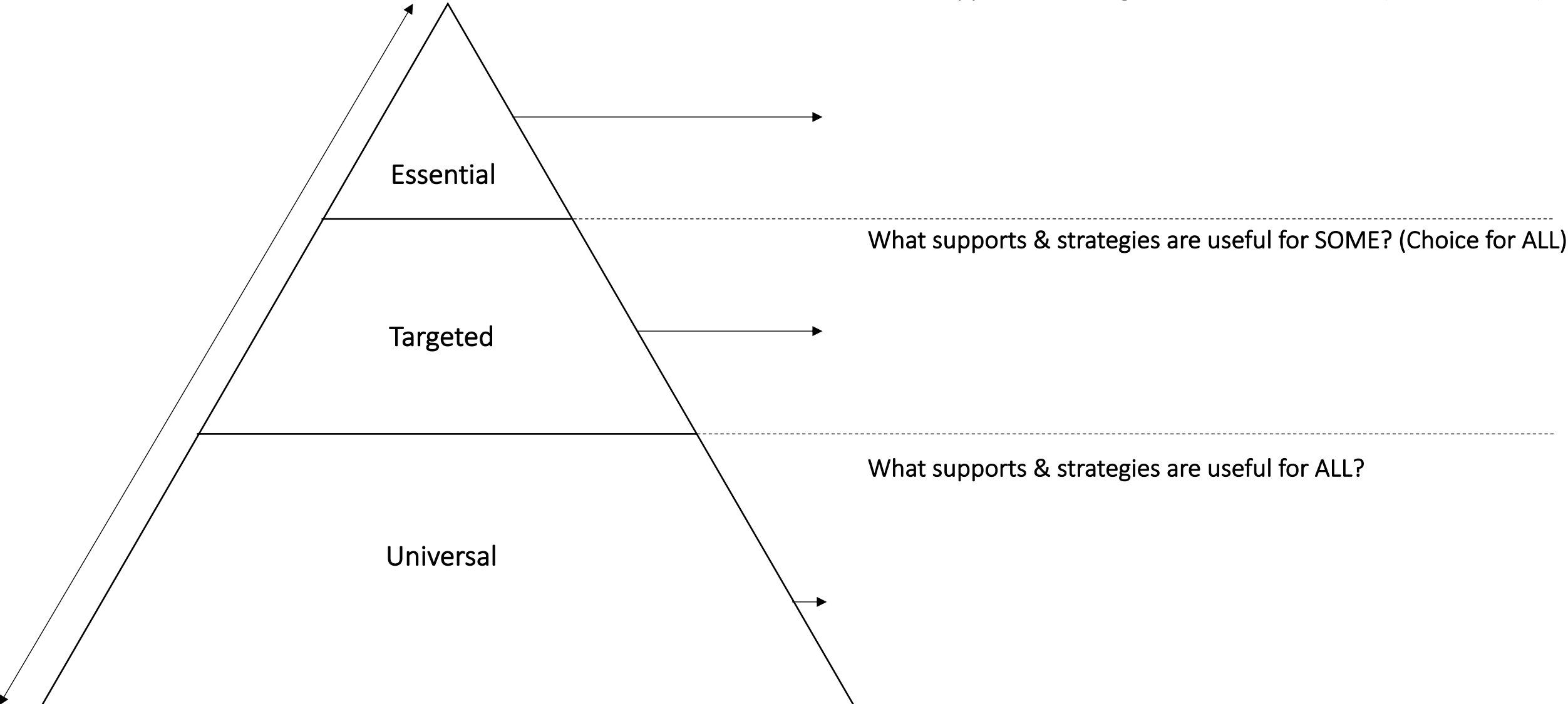
What supports & strategies are useful for SOME? (Choice for ALL)

Targeted

What supports & strategies are useful for ALL?

Universal

Who needs the MOST challenge?



Who needs the MOST support?

What supports & strategies are useful for ONE? (Individualized)

Essential

What supports & strategies are useful for SOME? (Choice for ALL)

Targeted

- Taking breaks
- Parent check ins
- Home communication book
- Bring a familiar object from home

Universal

What supports & strategies are useful for ALL?

- Choice
- Target and teach self advocacy skills
- Open ended tasks (not one answer or one way to complete a task)
- Leadership opportunities
- Calming strategies

Who needs the MOST challenge?

### 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 <b>immediately</b>	I need support for this <b>soon</b>	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"/>

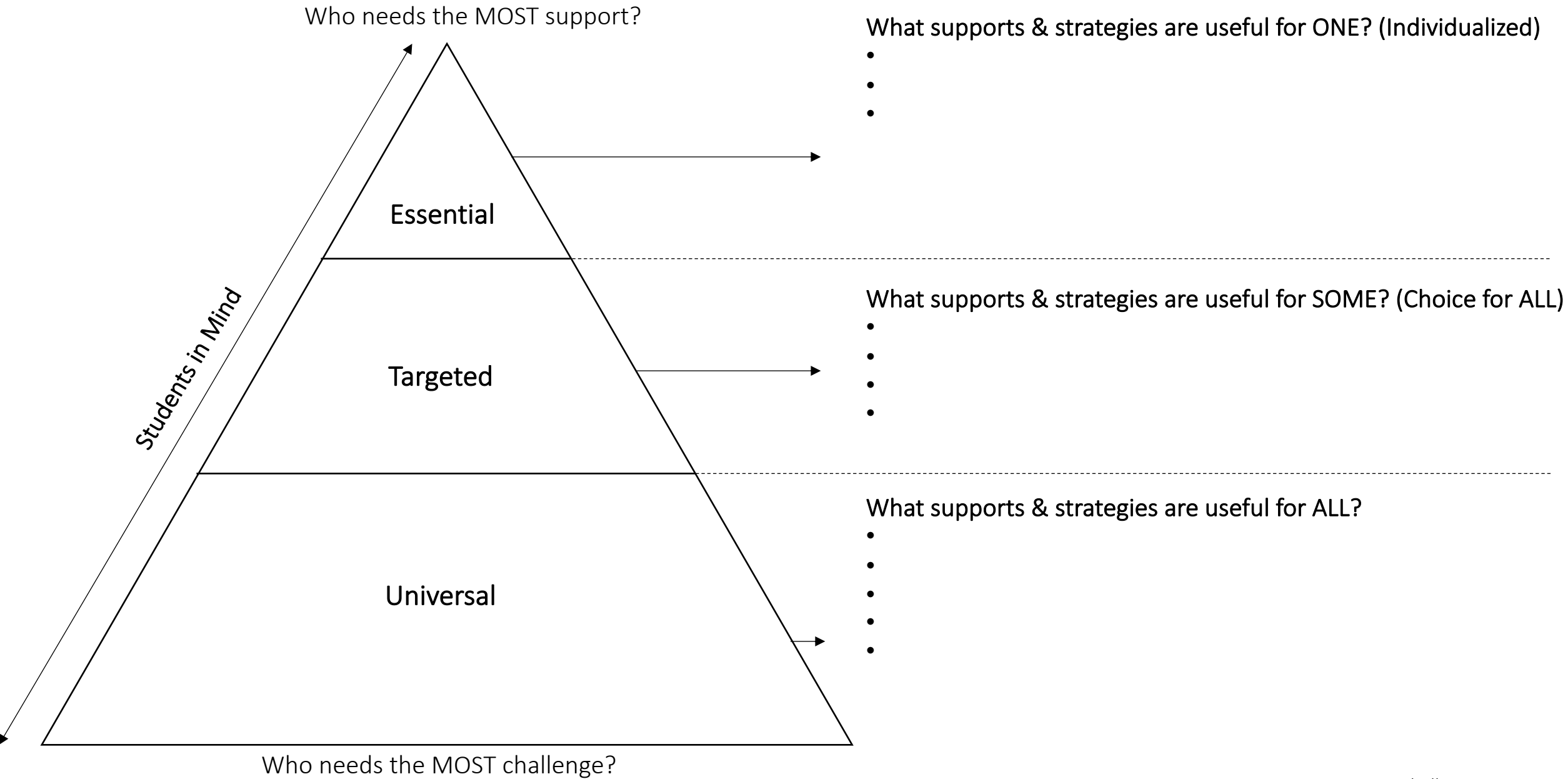


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Attendance Strategies				Developmental Disability (DD)				Attention Deficit Hyperactivity Disorder (ADHD)						
Attention Skills				Giftedness				Auditory Processing Disorder (Central)						
Assistive Technology Skills				Language Impairment				Autism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

# Planning for ALL

## Need:

## Students in Mind:



4 Minutes

Popcorn!

How does **PLANNING** for  
the **NEEDS** of all, support  
inclusive programming?

# What Does Research Say?

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

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

are **PLACED** in  
and attending  
inclusive  
programs

have needs that  
are **PLANNED** for

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

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

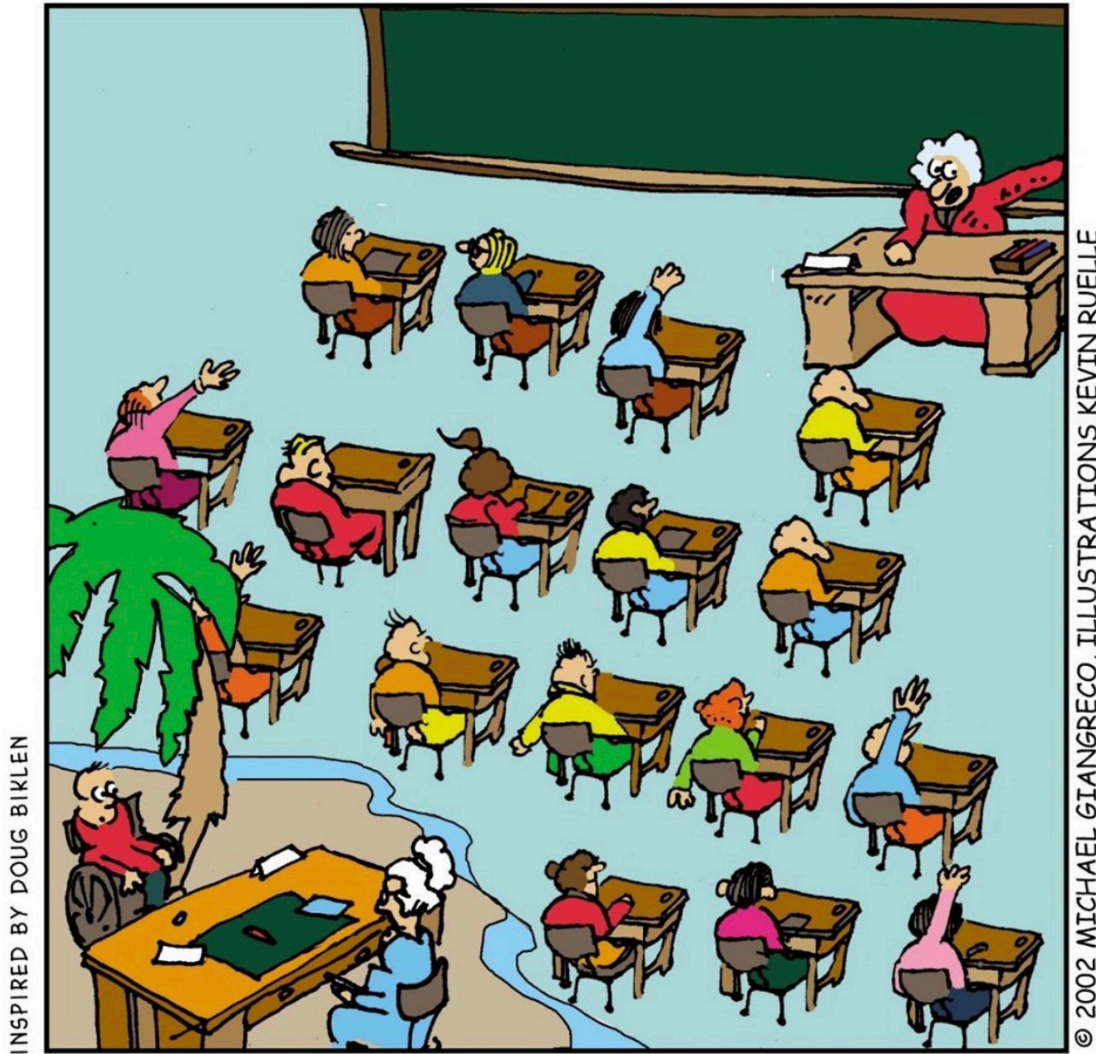
# The Next Step?

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

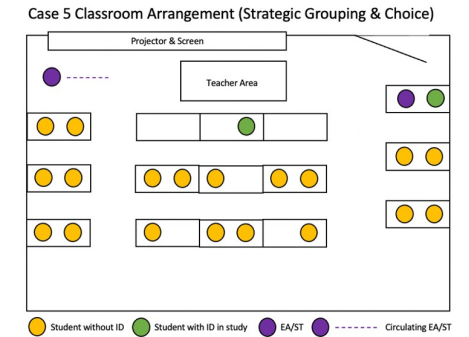
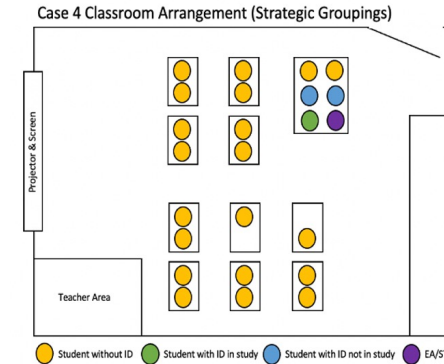
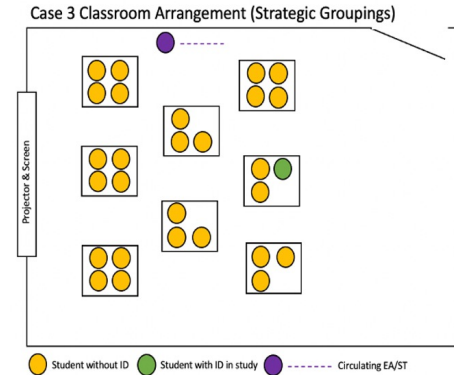
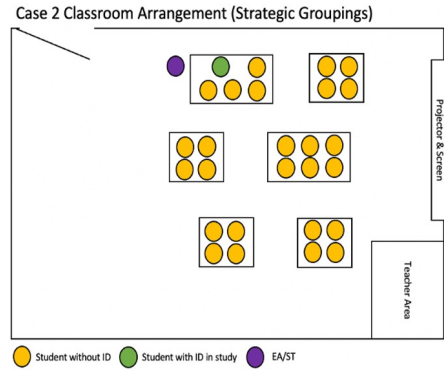
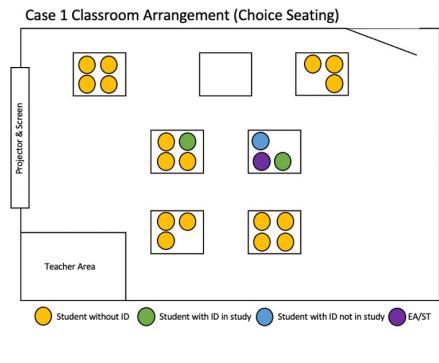


ISLAND IN THE MAINSTREAM  
MRS. JONES AND MRS. COOPER ARE  
STILL TRYING TO FIGURE OUT WHY FRED  
DOESN'T FEEL LIKE PART OF THE CLASS.

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

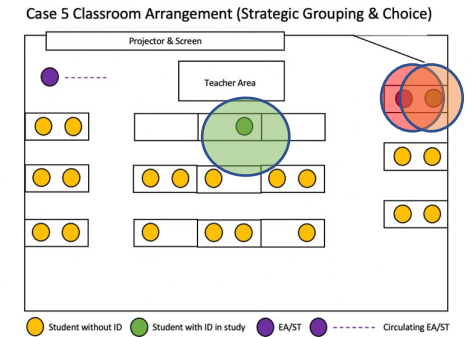
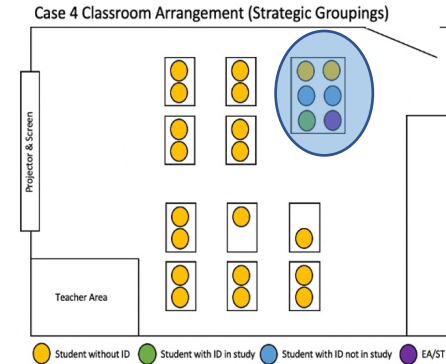
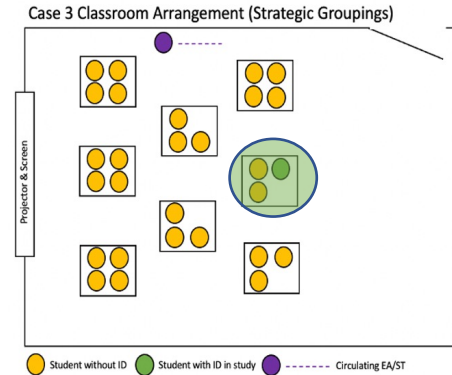
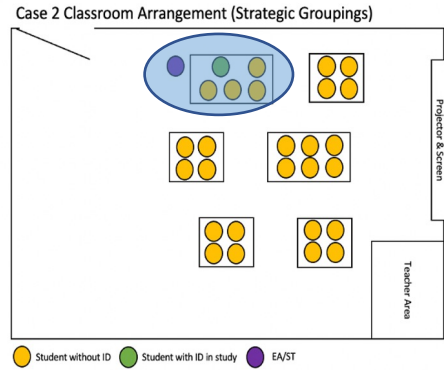
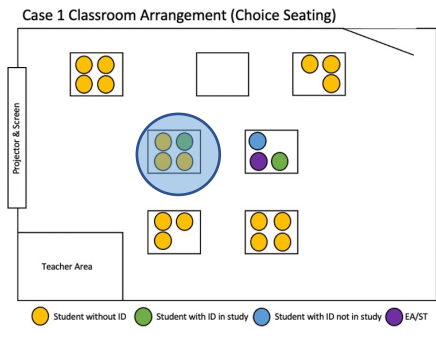


The least social participation



The least learning participation

# 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 can Adults Support Peer Participation?



How educational assistants need to work differently



Watch later



Share

# How educational assistants need to work differently



# Popcorn Chats

As an adult supporting an inclusive classroom, what is one thing you can do to support participation between students?

# What Does Research Say?

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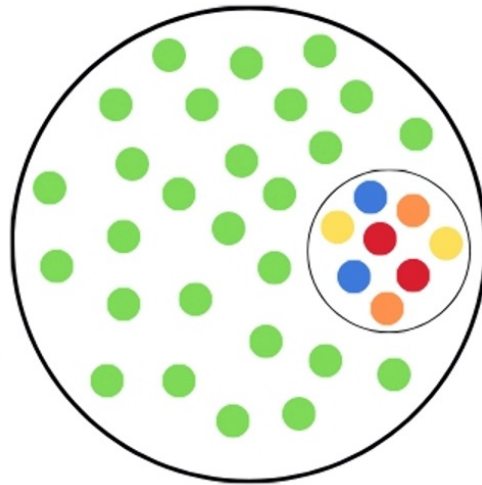
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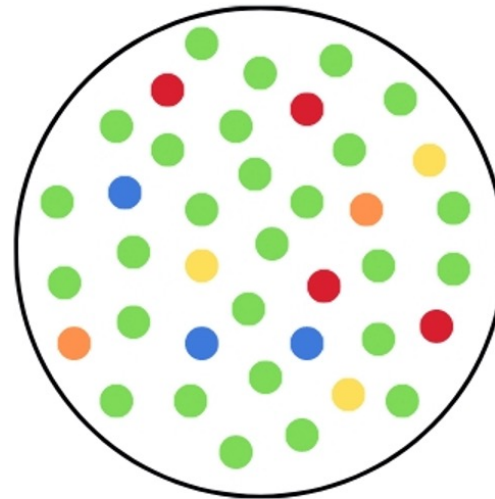
How do we make  
inclusive places  
**purposeful** for children  
with disabilities?

# 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?

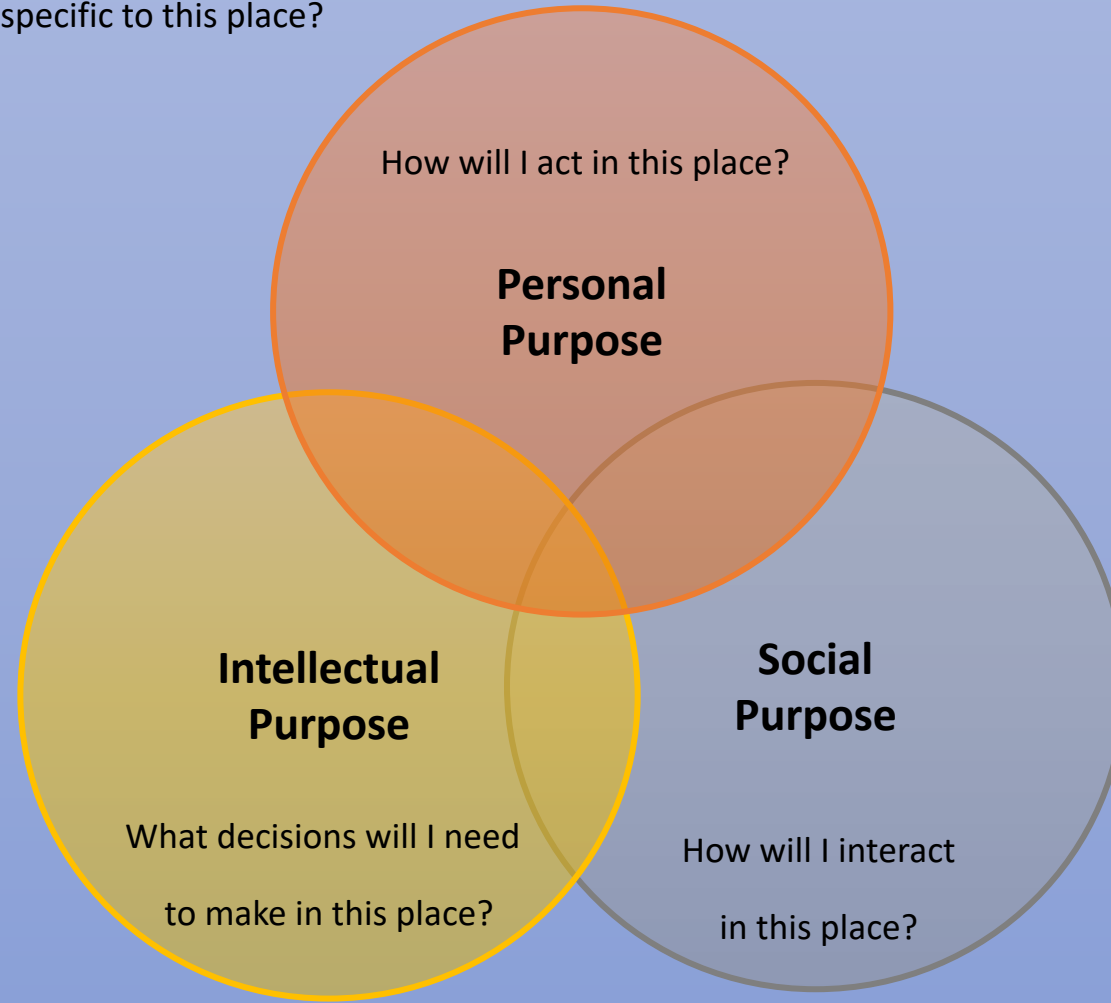
What **decisions** will I need to make in this place?

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



## Place (Curricular Purpose)

What skills do I need specific to 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?

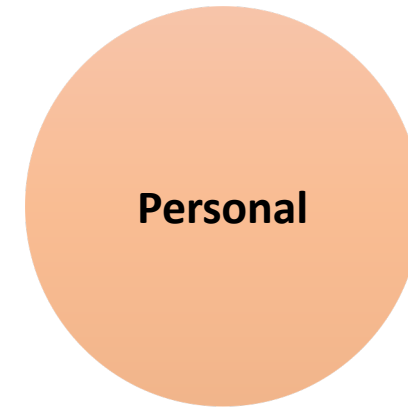
All of us navigate **4 purposes** in every **place** we are in:

- 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?

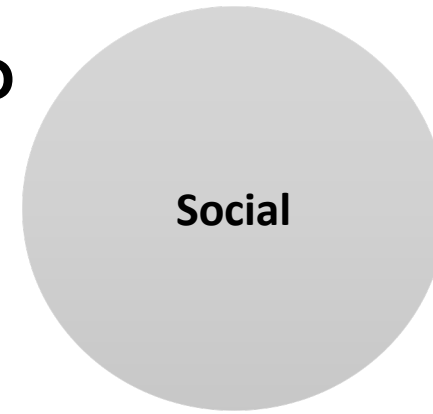
# What is Purposeful Planning?



## 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 (curriculum)

- 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 **accessibility and challenge in the curriculum**?
  - How can a **community support individuals to belong in curricular learning**?
  - How can we **co-construct a plan** for a successful community that **considers all the individuals within a curriculum**?



Contextual  
Purpose

# What is Purposeful Planning?

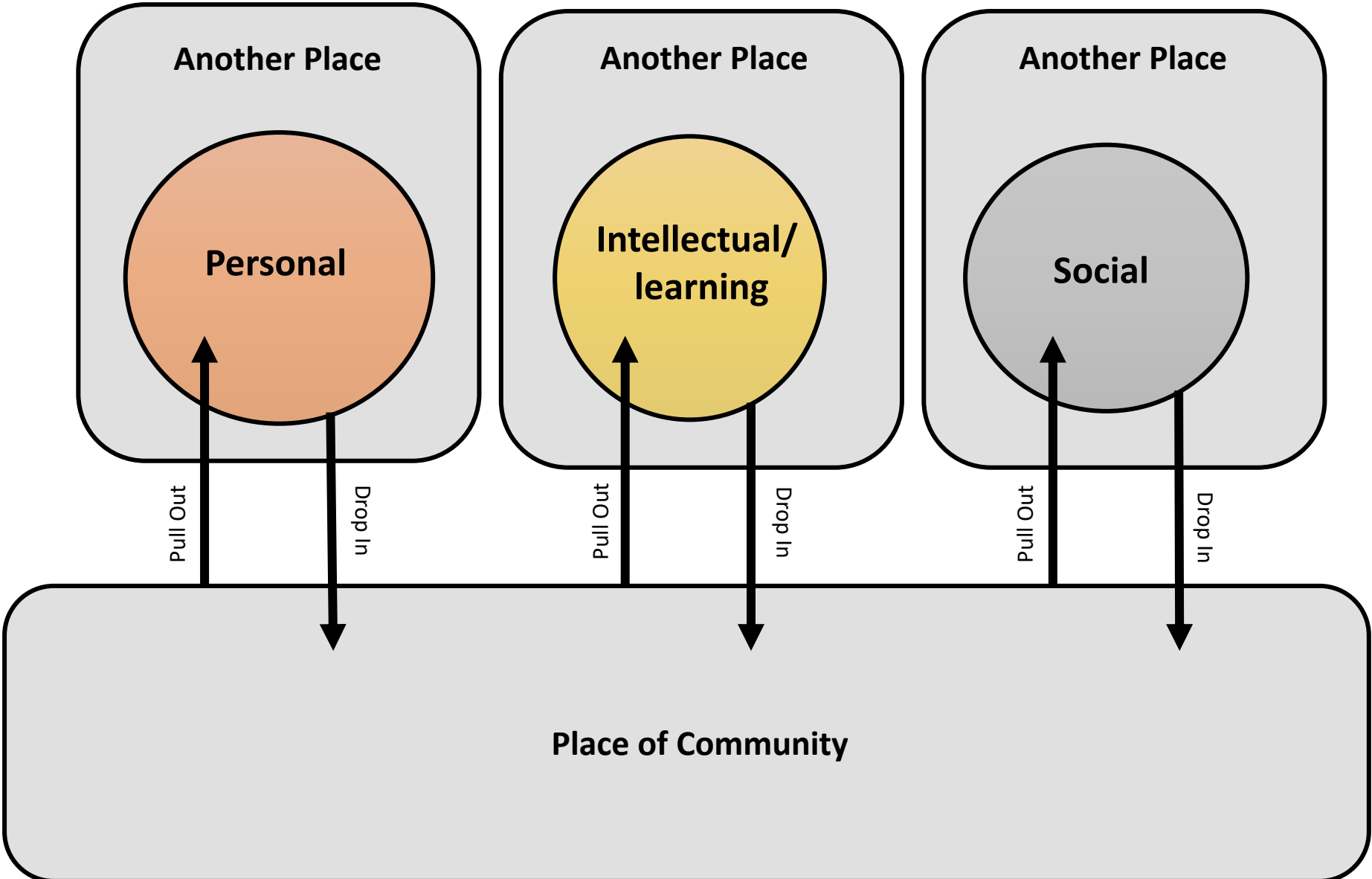
## Historically, however...

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”

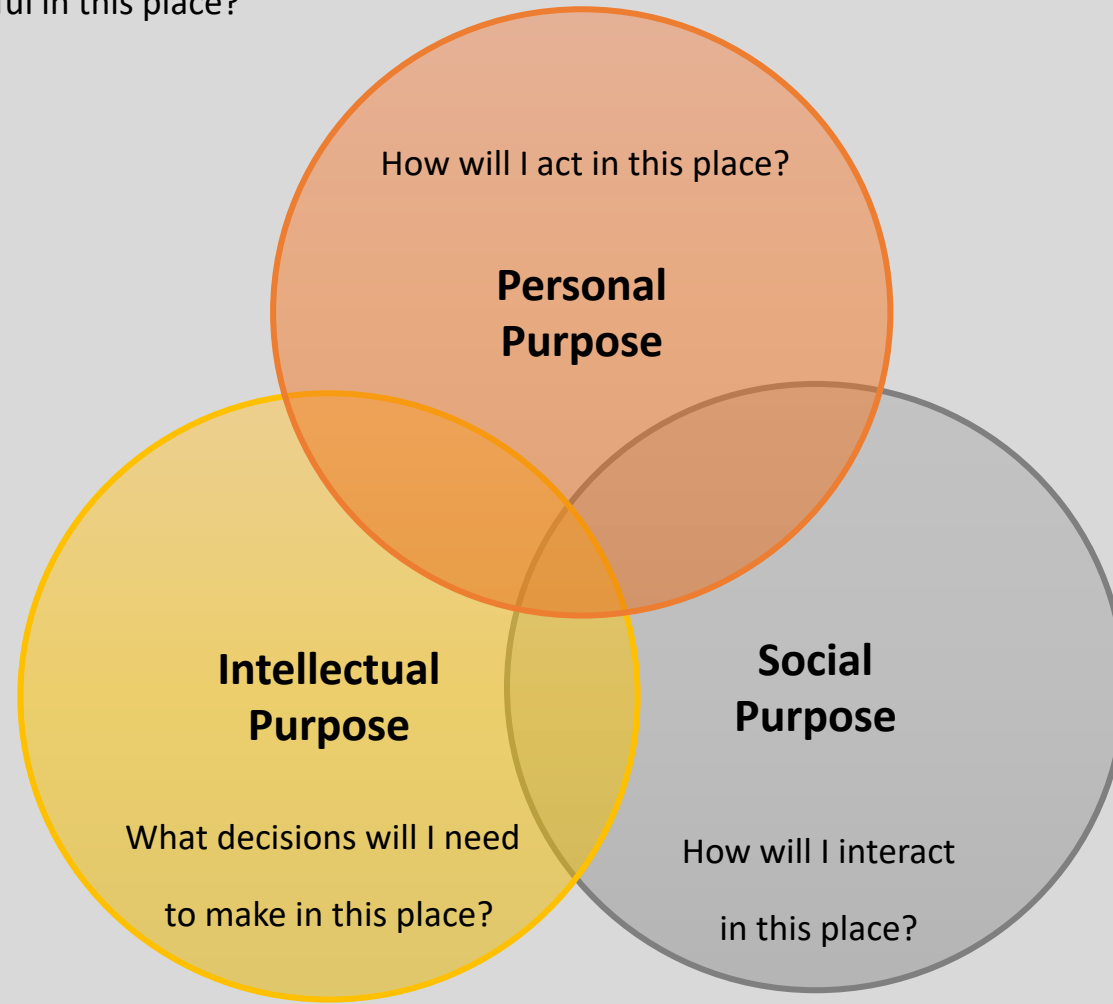
This has led to IEPs **focusing** on **deficit-based goals** and **programming**

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?



## 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)

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
<b>Arrival to School</b>	Enter school, put outdoor gear away, empty backpack, quiet activity, announcements, morning meeting				
<b>Readers/Writers Workshop</b>	Mini lessons, conferencing, read aloud, partner reading, small groups, stations	<ul style="list-style-type: none"> <li>• V knows where his class is</li> <li>• V can engage/ participate in an activity with peers</li> <li>• V can choose a book to read</li> <li>• V can use fine motor skills</li> <li>• V can finish a task</li> </ul>	<ul style="list-style-type: none"> <li>• V can reference peers</li> <li>• V can take turns</li> <li>• V can communicate when finished (done)</li> </ul>	<ul style="list-style-type: none"> <li>• V can make choices (critical thinking)</li> </ul>	Literacy <ul style="list-style-type: none"> <li>• V knows concepts of print</li> <li>• V can show cadence</li> </ul>
<b>Math Workshop</b>	Mini lessons, conferencing, small group, stations				
<b>Recess</b>	Eating a snack, clean up, playground, games/ outside play, bell, playing with peers, solving problems	<ul style="list-style-type: none"> <li>• V can engage/ participate in an activity with peers</li> <li>• <b>V knows what is okay/not okay to put mouth on</b></li> </ul>	<ul style="list-style-type: none"> <li>• V can reference peers</li> <li>• V can take turns</li> </ul>	<ul style="list-style-type: none"> <li>• V can make choices</li> </ul>	Playground <ul style="list-style-type: none"> <li>• V can play on playground equipment</li> </ul>
<b>Science/ Socials</b>	Mini lessons, small group activities, hands on)				
<b>Art/ Music</b>	Different teacher/ classroom, using tools/ instruments, following instructions, managing lots of movements, noises				
<b>Lunch</b>	Eating lunch, clean up, playground, games/ outside play, bell, playing with peers, solving problems				
<b>End of Day Activities</b>	Clean up, agendas, clean up, game				

# Possible Purposes in Preschool

		Possible Purposes			
Places/ Contexts	Targeted Goals for Everyone	Personal Roles & Responsibilities	Social Roles & Responsibilities	Intellectual Roles & Responsibilities	Curricular Roles & Responsibilities
Drop off	Communication, independence	Put jacket, shoes away, feeling brave,	Say hello to a friend	Knowing/ building schedule for the day	Knowing where they are and why, who is there etc.
Breakfast	Eating, choice, communication, independence, vocabulary, conversations	Get food, where to eat, clean up, being safe, knowing sensations of hunger and fullness, trying new foods	Ask a question, ask for help, using words to describe	Choose what to eat first, pick a favourite breakfast, build a breakfast menu plan	eating
Independent play	Play, referencing/ observing/ imitation, trying new things, fine motor, following single/ multi step instructions	Trying new things, Imitating, following model of another person, Transitioning to a new activity, clean up	Sharing space with another person, sharing toys, materials, helping others	Making a choice, sorting, matching, following instructions, being creative	What to know at each center E.g. puzzle, blocks, sand etc. using senses to explore
Outside play	Gross motor skills, physical development, cooperation, problem solving, social skills/ friendships, following single/ multi step instructions	How be play safely outside, dressing for outside, transitioning back inside	Sharing, taking turns, asking for help, solving problems, asking to play, inviting other to play, mimicking peers, following others, helping others	following instructions, making choices	Running, moving, riding a bike, climbing, walking, using senses to explore
Lunch	Eating, choice, communication, independence, conversations	Get food, where to eat, clean up, being safe, knowing sensations of hunger and fullness, trying new foods	Ask a question, ask for help, using words to describe	Choose what to eat first, pick a favourite breakfast, build a breakfast menu plan	eating
Art	Sensory exploration, choice, fine motor, vocabulary, following single/ multi step instructions	Getting supplies, being safe, following a model/ instructions, celebrating accomplishments, clean up	Sharing materials, supplies, space with others, asking for help, helping others, using words to describe	Making choices, being creative, following instructions	Using senses to explore
Quiet time	Rest, calmness, quiet	How to calm down/ being still, identifying feelings of being calm. quiet	Allowing others to have quiet time/ space	Making choices	Resting, feeling calm, know what activities are for quiet/ rest time and how to do them
Snack	Eating, choice, communication, independence, vocabulary, conversations	Get food, where to eat, clean up, being safe, knowing sensations of hunger and fullness, trying new foods	Ask a question, ask for help, using words to describe	Choose what to eat first, pick a favourite breakfast, build a breakfast menu plan	eating
Group Play	Cooperation, Interaction, referencing each other/ observing/ imitation, following a model, problem solving, social skills/ friendships, turn taking, joint activities with a common goal	Following a model, referencing and imitating others,	Taking turns, working together, solving problems, sharing space	Figuring different solutions, following instructions	Knowing how to play the game/ do that activity/ rules of the game
Closing circle	Communication, reflection, vocabulary, listening	Reflect on day, share feelings, favourite activities, Set a goal for the next day, sharing something they are proud of	Share with someone else about your day, communication with home (book)	Share what you learned that day, what you are looking forward to	Saying goodbye

# Strategy: The Purpose Planner: Preschool - CH

Class: Mrs. K & Ms. W Preschool		PURPOSES for for CH			
Places/ Contexts	Targeted Goals for Everyone	Personal Roles & Responsibilities	Social Roles & Responsibilities	Intellectual Roles & Responsibilities	Curricular Roles & Responsibilities
Drop off	Communication, independence	<ul style="list-style-type: none"> <li>CH can feel brave</li> <li>CH can hang up jacket and bag</li> </ul>	<ul style="list-style-type: none"> <li>CH can say hello to 2 friends</li> </ul>	<ul style="list-style-type: none"> <li>CH can help build the visual schedule for the day</li> </ul>	<ul style="list-style-type: none"> <li>CH know where they are</li> <li>CH knows name of some people at daycare</li> </ul>
Breakfast	Eating, choice, communication, independence, vocabulary, conversations	<ul style="list-style-type: none"> <li>CH can find their breakfast spot</li> <li>CH can clean up when they are done</li> </ul>	<ul style="list-style-type: none"> <li>CH can ask for help if they need</li> </ul>	<ul style="list-style-type: none"> <li>CH can choose what to eat</li> </ul>	<ul style="list-style-type: none"> <li>CH can eat breakfast</li> </ul>
Independent play	Play, referencing/ observing/ imitation, trying new things, fine motor, following single/ multi step instructions	<ul style="list-style-type: none"> <li>CH can try new activities</li> <li>CH can change activities</li> </ul>	<ul style="list-style-type: none"> <li>CH can share space with others</li> </ul>	<ul style="list-style-type: none"> <li>CH can make a choice</li> <li>CH can play</li> </ul>	<ul style="list-style-type: none"> <li>CH can play at different centers</li> </ul>
Outside play	Gross motor skills, physical development, cooperation, problem solving, social skills/ friendships, following single/ multi step instructions	<ul style="list-style-type: none"> <li>CH can put on. their coat</li> <li>CH can stay with a partner</li> </ul>	<ul style="list-style-type: none"> <li>CH can take turns</li> <li>CH can ask for a break</li> </ul>	<ul style="list-style-type: none"> <li>CH can make a choice of what to pay with</li> </ul>	<ul style="list-style-type: none"> <li>CH can go down a slide</li> <li>CH can ride a trike</li> <li>CH can pump their swing</li> </ul>
Literacy	Short targeted lessons Small group instruction Literacy stations Independent activities	<ul style="list-style-type: none"> <li>CH know where to sit during a lesson</li> <li>CH can use fidget tools to help her watch and learn</li> <li>CH can persevere when things feel hard</li> </ul>	<ul style="list-style-type: none"> <li>CH can take turns</li> <li>CH can work and play with others at stations</li> <li>CH can share what she is proud of</li> </ul>	<ul style="list-style-type: none"> <li>CH can choose a friend to read/ work with</li> <li>CH can choose a book to read</li> </ul>	<ul style="list-style-type: none"> <li>CH know the letters of her name</li> <li>CH knows the name of her friends</li> </ul>

# 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.
- 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.
- 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.

# SHELLEY MOORE



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

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



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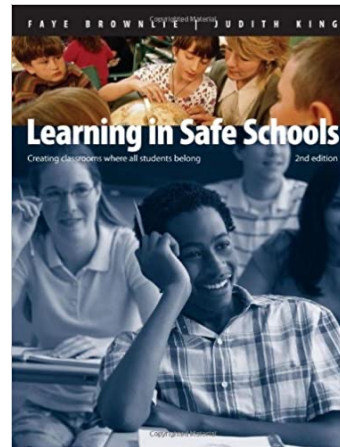
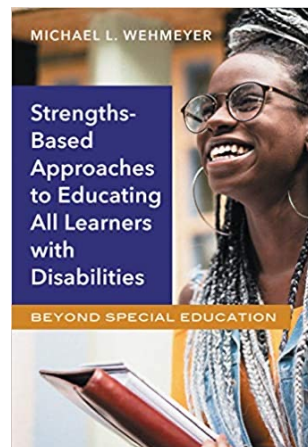
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# Resources

- **Interview with Jo Chrona**
  - <https://vimeo.com/user126497787/review/515910987/58365674fc>
- **5MM Podcast with Mabel and Jo:**
  - <https://podcasts.apple.com/ca/podcast/the-five-moore-minutes-podcast/id1439038183?i=1000509241169>
- **Place Based Inclusion Strategies**
  - <https://wordpress.com/page/blogsomemoore.com/4962>



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- 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)

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