

SHELLEY MOORE



@tweetsomemoore



@fivemooreminutes



@fivemooreminutes



www.fivemooreminutes.com

www.blogsomemoore.com



NEXWLÉLEXM (BOWEN ISLAND)

- The Islands Trust council acknowledges that the lands and waters that encompass the Islands Trust Area have been **home to Indigenous peoples** since **time immemorial** and honours the **rich history, stewardship, and cultural heritage** that embody this place we all call home.
- The Islands Trust council is committed to establishing and maintaining mutually **respectful relationships** between Indigenous and non-Indigenous peoples. Islands Trust states a **commitment to Reconciliation** with the understanding that this commitment is a **long-term relationship-building and healing process**.
- The Islands Trust council will strive to **create opportunities for knowledge-sharing** and understanding as people come together to **preserve and protect** the special nature of the islands within the **Salish Sea**.

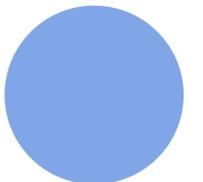
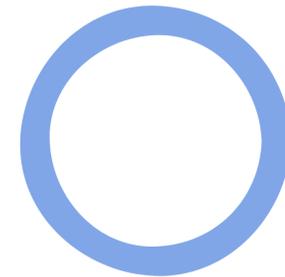
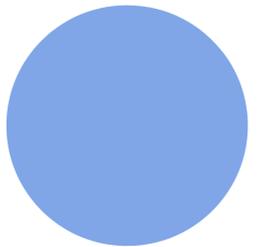


The Chat Box – Waterfall

- 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?

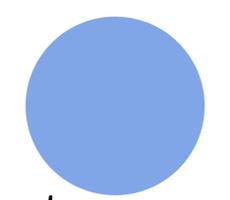
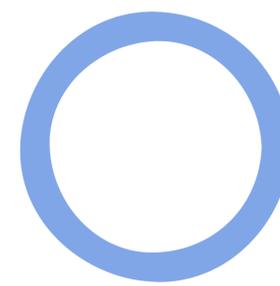
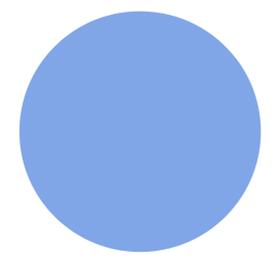


Break Out Groups – Popcorn

- 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

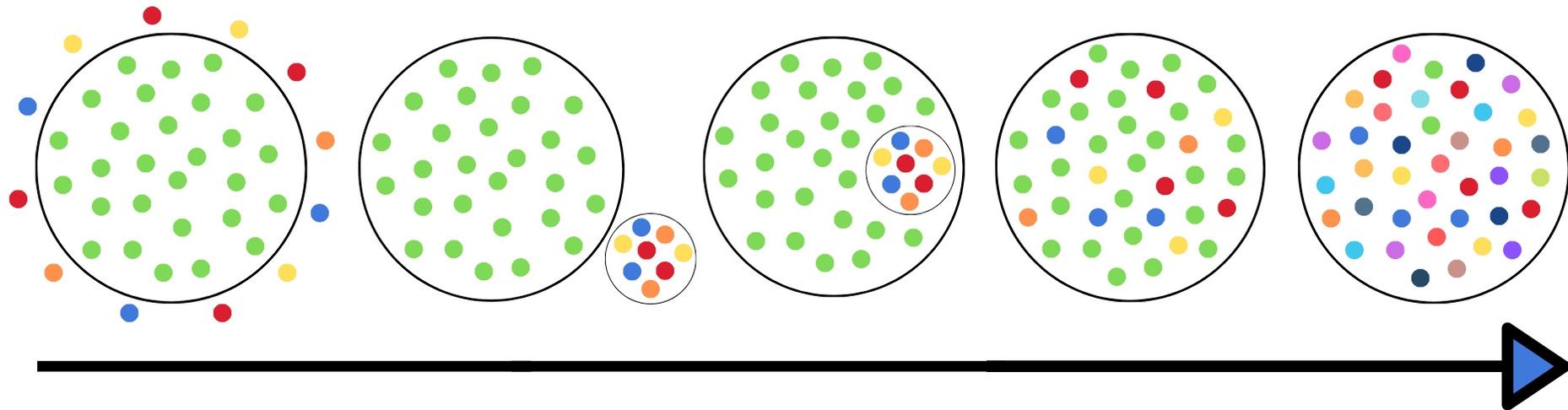
What is a goal you
have for this year?



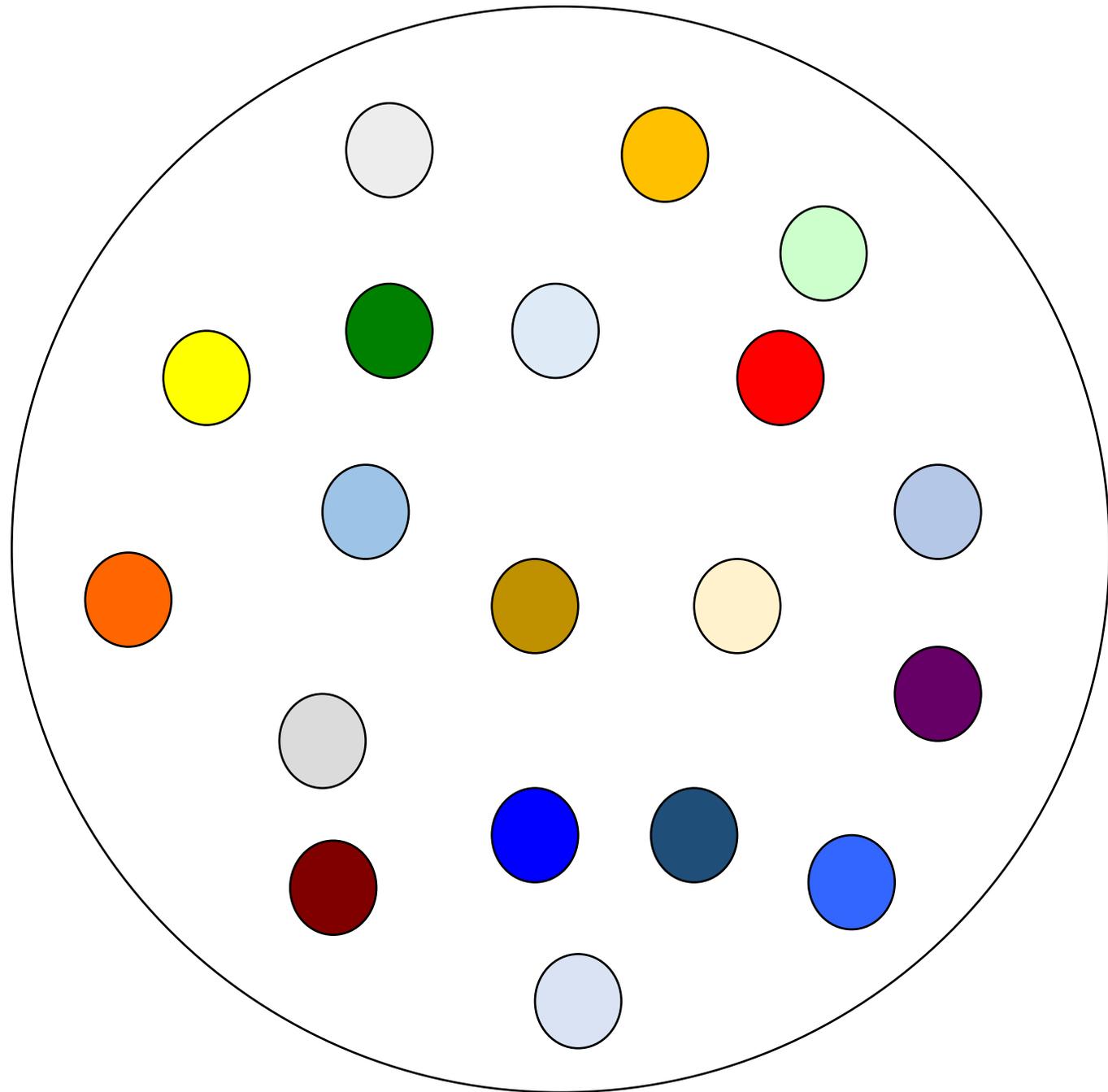


The Infrastructure of Inclusive Education

WHAT IS INCLUSION?

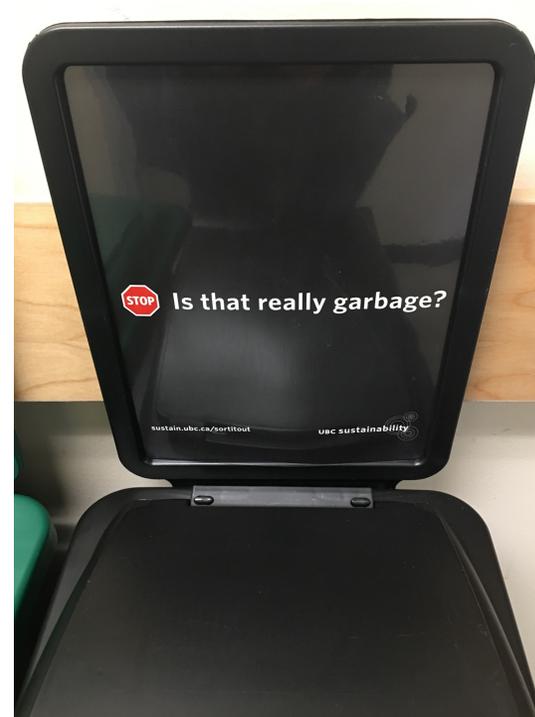


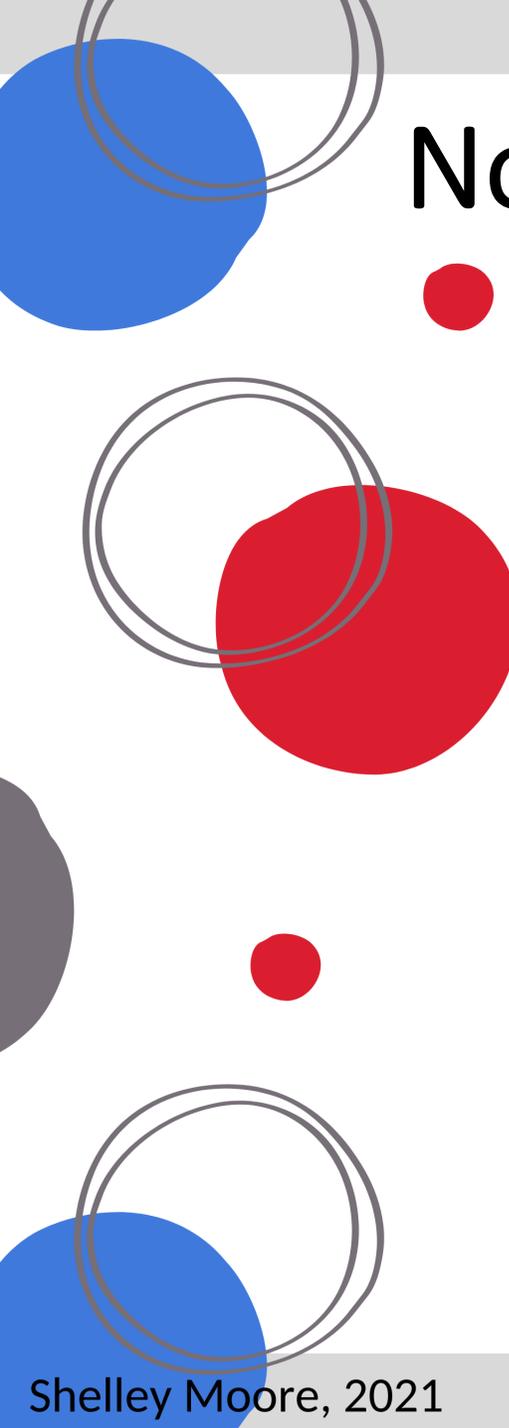
Where are you on this continuum? What's the next step?



What does the research tell us about inclusion?

Infrastructure





Now What?!

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



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



How to we do it?

What Does Research Say?

1. Guiding conditions of inclusion describe that all students...

are **PRESUMED**
competent and as
having
POTENTIAL

are **PLACED** in
and attending
inclusive
classrooms and
opportunities

are in **PROXIMITY**
to and
PARTICIPATING in
learning with
peers (not just
adults)

have
PURPOSEFUL
roles and
responsibilities

are **PLANNED** for

SESSION 1

SESSION 2

SESSION 3

SESSION 4

SESSION 5

Theory to Practice Framework

1. Guiding conditions of inclusion describe that all students...

are presumed competent

are enrolled in and attending curricular classes

are in proximity to and participating in learning with peers

have purposeful roles and responsibilities

2. Teacher professional development that...

supports collaboration and the changing roles of educators & support staff

is situated, ongoing and inquiry based

3. District & School frameworks that ...

support Universal Design for Learning

are moving away from a medical model of supporting disability

What Does Research Say?

1. Guiding conditions of inclusion describe that all students...

are **PRESUMED**
competent and as
having
POTENTIAL

are **PLACED** in
and attending
inclusive
classrooms and
opportunities

are in **PROXIMITY**
to and
PARTICIPATING in
learning with
peers (not just
adults)

have
PURPOSEFUL
roles and
responsibilities

are **PLANNED** for

SESSION 1

SESSION 2

SESSION 3

SESSION 4

SESSION 5

pre·sume com·petence

pri' zoom/ 'kämpetens/

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

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

Not presuming competence is to actively harm.

facebook.com/AutismWomensNetwork

PRESUMING COMPETENCE

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



BROOKES

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

Presumption of Competence

by Donnie TC Denome

(they/them or xe/xem)

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

SCHOOLS FOR FREEDOM

@schoolsforfreedom

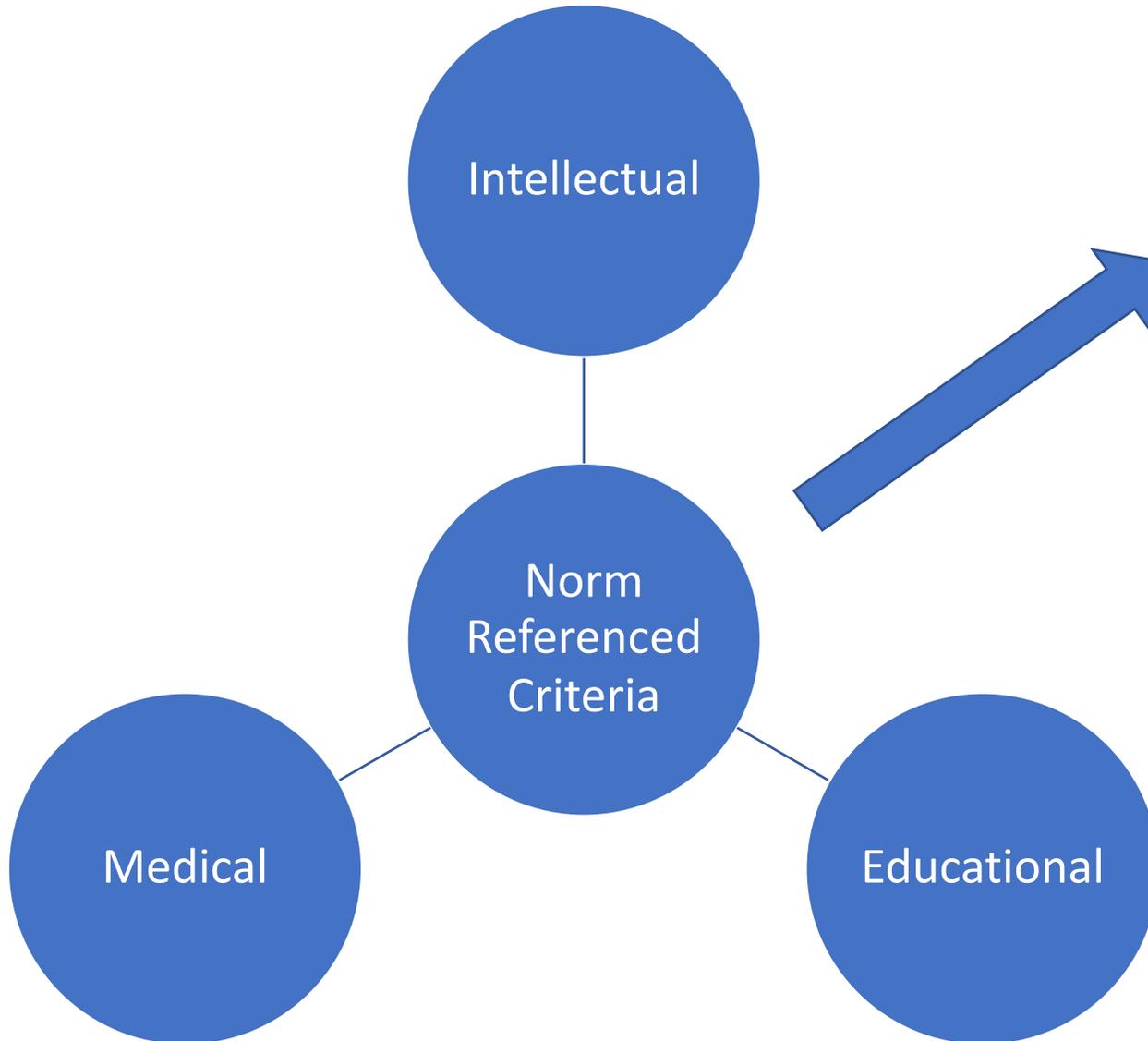
Presuming competence is nothing less than a Hippocratic oath for educators.

Douglas Biklen

ollibeAN

What is Presuming Competence?

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



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



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



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

What happens when there is a perception that a child “can’t”

We **assume** that children with disabilities **will not benefit** from being in **community programs** with their peers



We **assume** that students with disabilities **are unable to** be successful in community programming



So we put students with disabilities into **programs outside** of community programs learning “**skills**”



Even if children are enrolled in a community programs, they are **still not often expected to access** activities, and focus is placed on **behaviour skills aimed to normalize them**



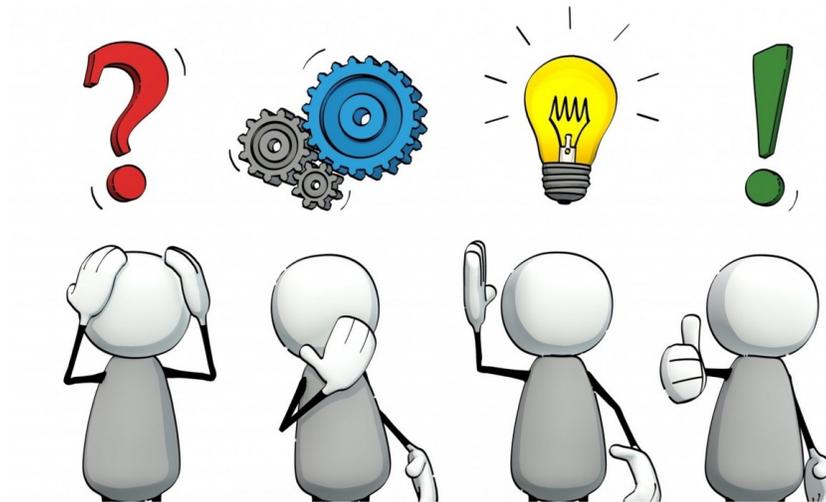
Children with and without disabilities **do not get** the opportunity **to learn/play with** and from **each other**



Non disabled children & families **do not get** to see what children with disabilities are **capable of** or what they can contribute



Which would **lead to a shift in perception** in the competence of disability



Getty Images

What happens when there is a perception that a child “can’t”

We **assume** that children with disabilities **will not benefit** from being in **community programs** with their peers



We **assume** that students with disabilities are **able to be successful** in community programming



So we put students with disabilities into **programs outside** of community programs learning “**skills**”



Even if children are enrolled in a community program, they are **often expected to access** activities, and focus is placed on **behaviour skills aimed to normalize them**



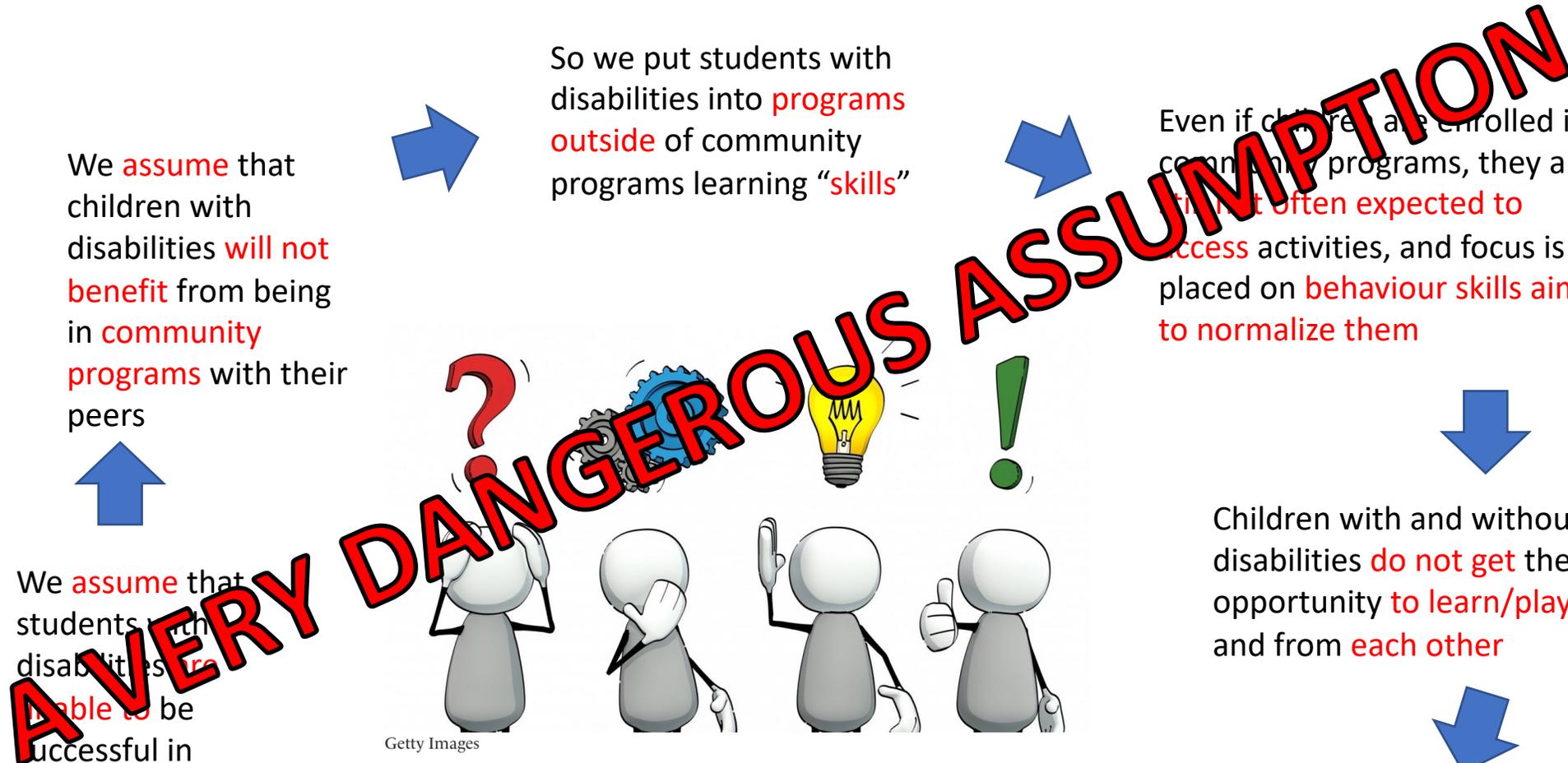
Children with and without disabilities **do not get** the opportunity **to learn/play with** and from **each other**



Non disabled children & families **do not get** to see what children with disabilities are **capable of** or what they can contribute



Which would **lead to a shift in perception** in the competence of disability



Why is Presuming Competence Important?

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

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

Why is Presuming Competence Important?

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

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

THE LEAST DANGEROUS ASSUMPTION

Why is Presuming Competence Important?

Even if **we are wrong** about a child's **capability** to have access inclusive community programs with their peers, **the consequences** of that presumption **being wrong** are **not as dangerous** as the **alternative**.

Cheryl Jorgenson



Why is Presuming Competence Important?

5 reasons to PRESUME THE COMPETENCE of all learners

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

www.brookesinclusionlab.com

How can we Presuming Competence?

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

How can we Presuming Competence?

What the literature says:

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

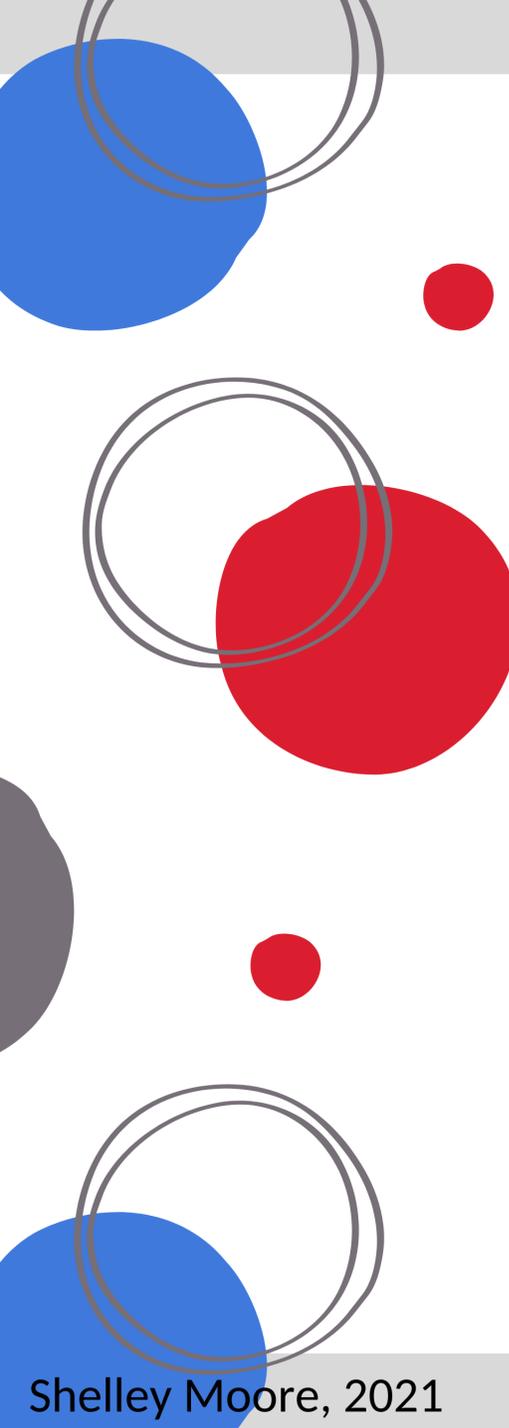
Jorgenson, McSheehan & Sonnenmeier

How can we Presuming Competence?

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

Presuming Protentional

“I thought I would explain that I will be using the term **presume potential** instead of presume competence. I will quote AAC specialist Kate Ahern as she does an amazing job of explaining that this small wording difference can change the outcome for many students. When we say presume competence people might give someone an AAC system and expect them to magically use it, without any real teaching. But when we say **presume potential** we don't give a pass to others, we are saying, like all people, this person has the capacity to learn and grow, they aren't static and they won't magically know how to do things they haven't learned or been taught. **Presume potential** puts the onus of teaching/learning on the teachers, therapists and caregivers instead of expecting the disabled individual to already know how to do things without education. **Presume potential** is inclusion in the expectation of learning we place on ALL people. **Presume potential** means we don't dismiss anyone because we think their diagnosis means they can't learn or because we think they are low. Instead we believe that just like all children and adults their brains are plastic and they have boundless potential with the right teaching, supports and high expectations.”



Is Presuming Competence & Potential Enough?

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

What Does Research Say?

1. Guiding conditions of inclusion describe that all students...

are **PRESUMED**
competent and as
having
POTENTIAL

SESSION 1

are **PLACED** in
and attending
inclusive
classrooms and
opportunities

SESSION 2

are in **PROXIMITY**
to and
PARTICIPATING in
learning with
peers (not just
adults)

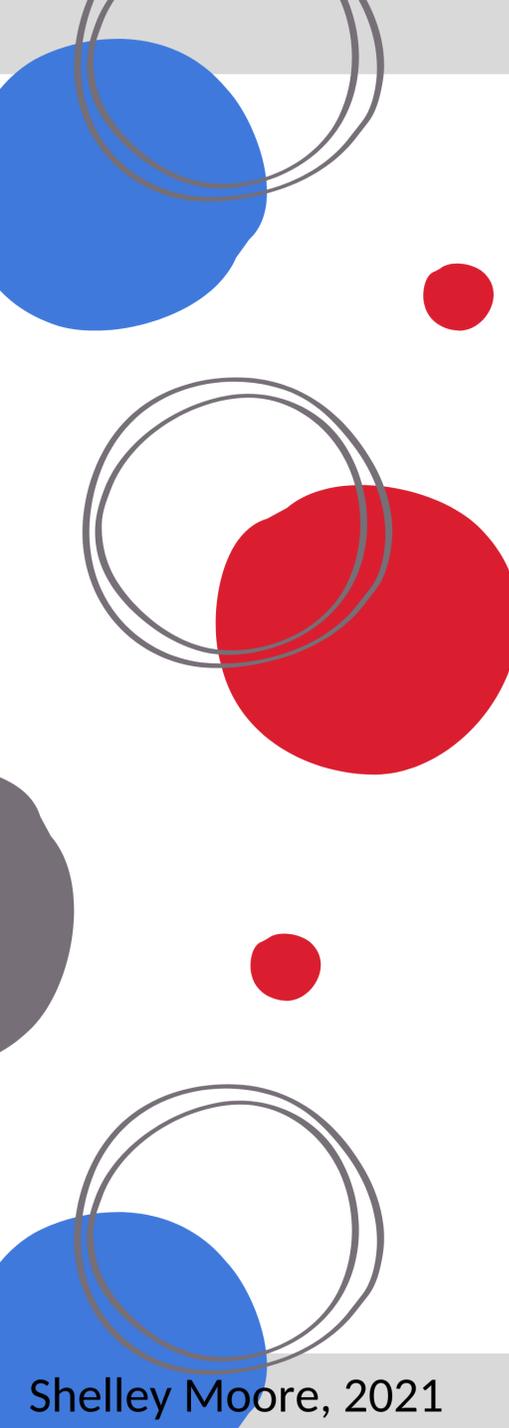
SESSION 3

have
PURPOSEFUL
roles and
responsibilities

SESSION 4

are **PLANNED** for

SESSION 5

- 
- What is the role of **place** in inclusive planning and infrastructure?

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!

Place Based Planning



How do we increase the places (enrollment)
for Students with Disabilities to be included?

Understanding the Role of Place



Guiding Conditions & Structures of Inclusion: Place

ALL students are enrolled in & attending grade-based curricular classes with their peers

- Inclusive environments, more so than segregated, provide more opportunities to:
 - engage in **interesting and age-appropriate curriculum**
 - **interact** with nondisabled peers
 - access **universal supports**
 - negotiate expectations of settings as one does in **daily life**
- **Increase** in personal wellbeing, fewer absences from school, increased motivation to learn, higher school completion, and better outcomes after high school in the areas of employment and independent living

Guiding Conditions & Structures of Inclusion: Place

ALL students are enrolled in & attending grade-based curricular classes with their peers

Finding the Balance for Enrollment

- **Strategic** Planning
 - Students are in classrooms with diverse peers
 - Students are working within the same curriculum as peers
 - Students have a **Replacement Curricular Goal** at an accessible level
- **Explicit** Planning
 - Students can be in smaller classrooms/groups with their identity peers
 - Students are working on cognitively appropriate or developmental goals (i.e. literacy, numeracy, life skills, OT, PT, SLP, toileting, eating, work experience etc.)
 - Explicit goals can still be met in inclusive classroom settings
 - Students have a **Supplemental Curricular Goal** at a developmental level

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%

Amy's Enrolled Courses: Grade 8

Block	Term 1	Term 2
A	Support Block (OT/PT/SLP) (Literacy/Numeracy)	Hum 8 (non-choice academic)
Break		
B	Sci 8 or Math 8 (Choice academic)	PE 11/12 (non-choice elective)
C	Fine Art Rotation (non- choice elective)	Support Block (OT/PT/SLP) (Literacy/Numeracy)
Lunch		
D	Hum 8 (non-choice academic)	Tech Rotation (non-choice elective)

Amy's Enrolled Courses: Grade 11

Block	Term 1	Term 2
A	Support Block (OT/PT/SLP) (Literacy/Numeracy)	English 11 (choice academic)
Break		
B	Bio 11 (Choice academic)	PE 11/12 (non-choice elective)
C	Textiles 11/12 (Choice elective)	Support Block (OT/PT/SLP) (Literacy/Numeracy)
Lunch		
D	Work Experience (Volunteer)	Work Experience (PAID)

Place Based Planning the ICBIEP



How do we increase the **places** where a student feels belonging?

How do **we increase the places** (enrollment and attendance) for students with disabilities in **inclusive classes**?

Strategy: Place Alignment Planner

- For students who are **not enrolled** in any inclusive places
- For students who are **partially enrolled** in some inclusive places
- For students who are **partially attending** some inclusive places
- For students who are **existing**, but not belonging in an inclusive place
- **NOT** for students who are already enrolled and attending (focus on the other P's!)

Place Alignment Planner: Elementary

Student: Vinaj P.		Grade: 2	Enrolled Class: Ms. Yee Grade 2	Start Date: October 15, 2020	Next Check in Date: Nov. 30, 2020
Plan is Aligned to:		<input checked="" type="checkbox"/> Academics	<input checked="" type="checkbox"/> Electives	<input type="checkbox"/> In-School Activities	<input type="checkbox"/> Out-of-School Activities
Student interest and/or Family Priority	Possible Place Opportunities (Typical Peer Opportunities)	Aligned	Next Step	As soon as Possible:	Not a priority at this time:
		What this means: Student is enrolled and attending Next Step: Inclusive IEP Goals for Place	What this means: Student is enrolled and attending sometimes Next Step: Plan for and prepare place (Target teachers & peers)	What this means: Student is enrolled, not yet attending Next Step: Plan for new place (Target student & family)	What this means: Student is not enrolled or attending and receiving supplemental programming Next Step: Re-evaluate student needs at next check in
	Outside before school			•	
	Arrival & morning meeting			•	
•	Reader's workshop	•			
•	Recess		•		
•	Literacy & Math Centers		•		
•	Math Workshop				Explicit Numeracy
	Lunch			•	
	Art				SLP Support
•	Music			•	
•	Gym		•		
	Science/Socials				Autism Support

Place Alignment Planner – Middle and Secondary

Student: Sharice L.		Enrolled Classes:		Start Date:		Next Check in Date:	
Grade: Grade 11		Grade 11 Cohort		Feb. 6, 2019		Oct. 1, 2019	
Plan is Aligned to: <input checked="" type="checkbox"/> Academics <input checked="" type="checkbox"/> Electives <input type="checkbox"/> In-School Activities <input type="checkbox"/> Out-of-School Activities							
Student interest and/or Family Priority		Aligned	Next Step	As soon as Possible:	Not a priority at this time:		
		What this means: Student is enrolled and attending Next Step: Inclusive IEP Goals for Place	What this means: Student is enrolled and may or may not be attending Next Step: Plan for and prepare place (Target teachers & peers)	What this means: Student is not yet enrolled or attending Next Step: Plan for new place (Target student & family)	What this means: Student is not enrolled or attending/ replacement. programing offered Next Step: 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 Does Research Say?

1. Guiding conditions of inclusion describe that all students...

are **PRESUMED**
competent and as
having
POTENTIAL

SESSION 1

are **PLACED** in
and attending
inclusive
classrooms and
opportunities

SESSION 2

are in **PROXIMITY**
to and
PARTICIPATING in
learning with
peers (not just
adults)

SESSION 3

have
PURPOSEFUL
roles and
responsibilities

SESSION 4

are **PLANNED** for

SESSION 5

How do we know we are aligning to the 5 P's?

- Are the decisions we are making about students, and the language we are using to describe students, reflective of presuming competence and potential?
- Who is missing in your class? Consider the demographic of your community...is everyone represented?
- Are ALL students enrolled and attending inclusive opportunities with a grade-based cohort of peers in:
 - Elective classes?
 - Academic classes?
 - Lunch, recess, break time?
 - Field trips, sports days, themed activities/ school days?
 - Extra curricular clubs, sports, activities?
- What are areas of strength for your school? Are are some areas to target? What is your next step?

What Does Research Say?

1. Guiding conditions of inclusion describe that all students...

are **PRESUMED**
competent and as
having
POTENTIAL

are **PLACED** in
and attending
inclusive
classrooms and
opportunities

are in **PROXIMITY**
to and
PARTICIPATING in
learning with
peers (not just
adults)

have
PURPOSEFUL
roles and
responsibilities

are **PLANNED** for

SESSION 1

SESSION 2

SESSION 3

SESSION 4

SESSION 5

Location vs. Place



Existence vs. Belonging

Taking Action: Some ideas!

- Your team:
 - watch the 5MM video (presuming competence) and have a conversation with your team about your reflections
 - 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
 - choose another resource and talk to someone not on your team about what you are learning
 - to share a summary of what your team learned with your staff at a staff meeting or a professional development session
 - go and visit a specialized program or site and reflect on what you notice about what students can do

Taking Action: Some Ideas!

- Your team:
 - watch the 5MM video (PLACE) and have a conversation with your school team about your reflections
 - choose an article or a video from the resource list. As a school team eat lunch together one day and have a discussion about what you are learning
 - share a resource with someone not on your team, connected to what you are learning
 - reflect on enrollment at your school and set a goal to increase student enrolled
 - Build a place alignment plan for a student to increase their enrollment or attendance
 - **Have another idea?** Let me know in your google form



The Five Moore Minutes' Podcast
Shelley Moore

▶ Resume Episode

✓ SUBSCRIBED

1. The Infrastructure of Inclusion: Presuming Competence with Mabel & Joanne: Welcome back friends! This podcast is the first in a five part series, in partnership with the Association of Washington School Principals (AWSP) and is looking at five guiding principles of inclusive education (the 5 P's). This month's focus is on the first P: presuming competence.

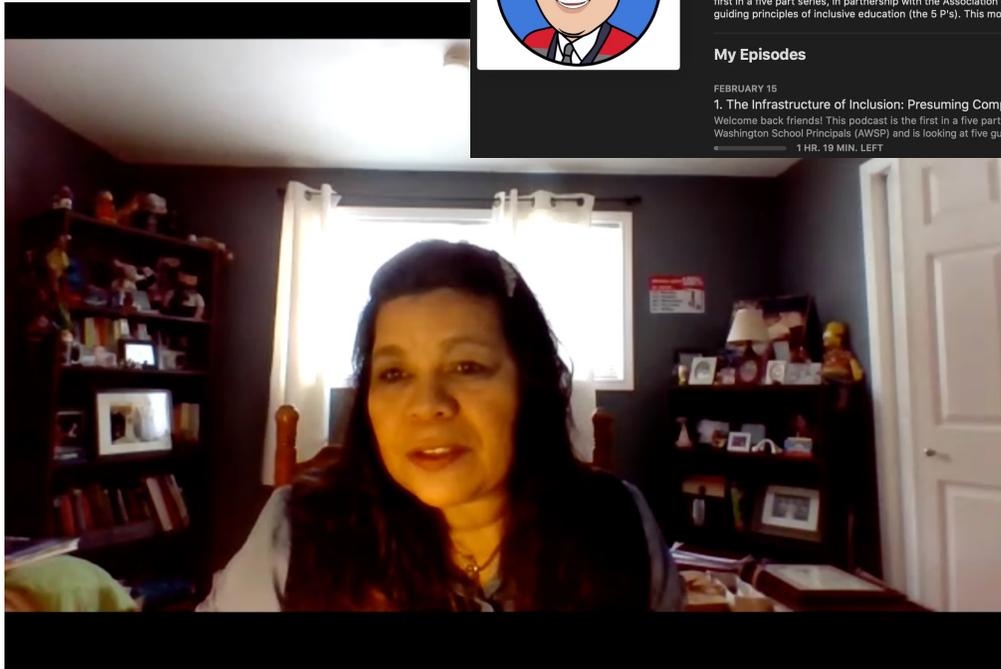
My Episodes

FEBRUARY 15

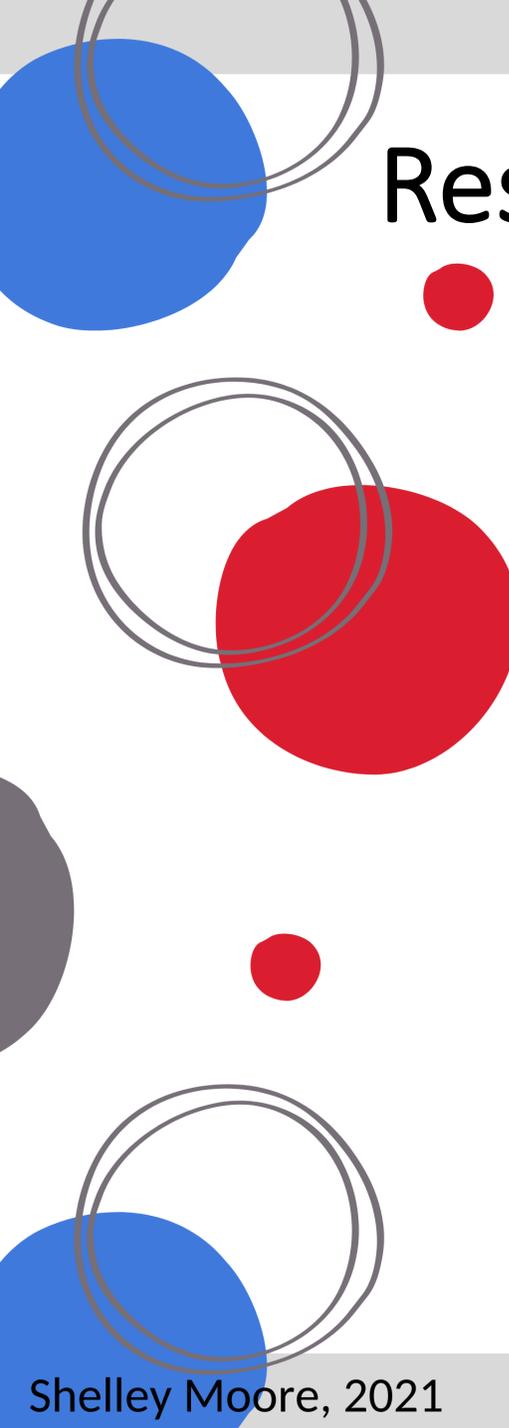
1. The Infrastructure of Inclusion: Presuming Competence with Mabel & Joanne

Welcome back friends! This podcast is the first in a five part series, in partnership with the Association of Washington School Principals (AWSP) and is looking at five guiding principles of inclusive education (the 5 P's)... 1 HR, 19 MIN. LEFT

1 H 21 MIN.



Shelley Moore, 2021



Resources

- Articles:

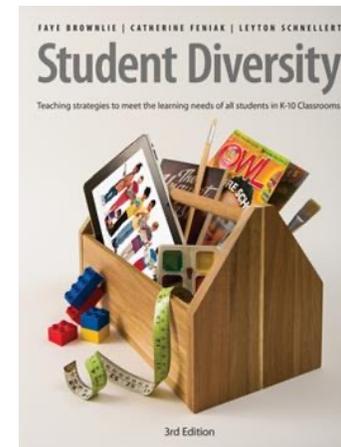
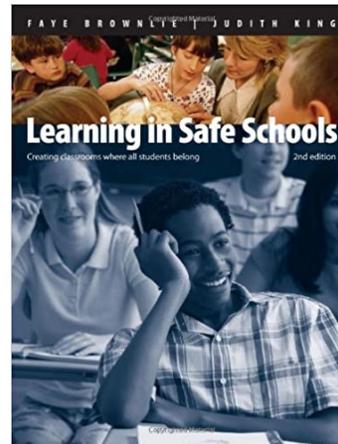
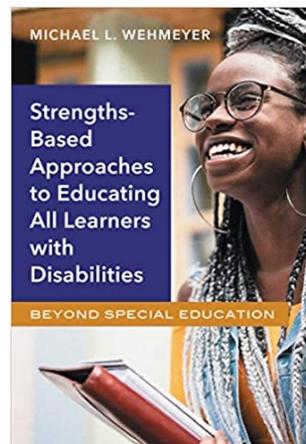
- Abbott, A. C. (2020). Presuming competence and capability. In A. C. Abbott, A. Bourdeau, R. Seidman & E. Cruz-Torres (Eds.), (1st ed., pp. 14-31) Routledge.
- Douglas Biklen & Jamie Burke (2006) Presuming Competence, Equity & Excellence in Education, 39:2,166-175.
- Biklen, D. Presuming competence,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

Resources

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

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>



Research & Literature that Supports this Session:

- Brownlie, F., & King, J. (2000). *Learning in safe schools: Creating classrooms where all students belong*. Markham, Ont: Pembroke.
- Falvey, M. A. (2004). Toward Realizing the Influence of. *Research and Practice for Persons with Severe Disabilities (RPSD)*, 29(1), 9-10.
- 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.
- Hunt, P., & Farron-Davis, F. (1992). A preliminary investigation of IEP quality and content associated with placement in general education versus special education classes. *Journal of the Association for Persons with Severe Handicaps*, 17(4), 247-253.
- McDonnell, J., Mathot-Buckner, C., Thorson, N., & Fister, S. (2001). Supporting the inclusion of students with moderate and severe disabilities in junior high school general education classes: The effects of classwide peer tutoring, multi-element curriculum, and accommodations. *Education and Treatment of children*, 141-160.
- National Center for Educational Restructuring and Inclusion. (1995). National study of inclusion. New York: Author
- Wagner, M., Newman, L., Cameto, R., & Levine, P. (2006). The Academic Achievement and Functional Performance of Youth with Disabilities. A Report from the National Longitudinal Transition Study-2 (NLTS2). NCSER 2006-3000. *Online Submission*.
- Yell, M. L. (1995). Least restrictive environment, inclusion, and students with disabilities: A legal analysis. *The Journal of Special Education*, 28(4), 389-404.

Research & Literature that Supports this Session:

- Biklen, D., & Burke, J. (2006). Presuming competence. *Equity & Excellence in Education*, 39, 166–175.
- Carter, E. W., Sisco, L. G., Melekoglu, M. A., & Kurkowski, C. (2007). Peer supports as an alternative to individually assigned paraprofessionals in inclusive high school classrooms. *Research and Practice for Persons with Severe Disabilities*, 32(4), 213-227.
- Donnellan A. The criterion of the least dangerous assumption. *Behavioral Disorders* 1984; 9: 141–150
- Fisher, D., & Frey, N. (2001). Access to the core curriculum: Critical ingredients for student success. *Remedial and Special education*, 22(3), 148-157.
- Giangreco M. F., Dennis R., Cloninger C., Edelman S., Schattman R. "I've counted Jon": Transformational experiences of teachers educating students with disabilities. *Exceptional Children* 1993; 59(4)359–372
- Harrower, J. K. (1999). Educational inclusion of children with severe disabilities. *Journal of Positive Behavior Interventions*, 1(4), 215-230.
- Halvorson, A. T., & Sailor, W. (1990). Integration with students with severe and profound disabilities: A review of research. *Journal of Special Education*, 24(1), 1-10.
- Jorgensen, C., Michael McSheehan & Rae M. Sonnenmeier (2007) Presumed competence reflected in the educational programs of students with IDD before and after the Beyond Access professional development intervention, *Journal of Intellectual & Developmental Disability*, 32:4, 248-262
- Jorgensen, C. M., McSheehan, M., Sonnenmeier, R. M., & Miranda, P. (2010). *The Beyond Access model: Promoting membership, participation, and learning for students with disabilities in the general education classroom*. Baltimore: Paul H. Brookes Pub.
- Kliewer C., Biklen D., Kasa-Hendrickson C. Who may be literate? Disability and resistance to the cultural denial of competence. *American Educational Research Journal* 2006; 43(2)163–192
- Kunc, N. (1992). The need to belong: Rediscovering Maslow's hierarchy of needs. *Restructuring for caring and effective education: An administrative guide to creating heterogeneous schools*, 25-39.
- Maras, P., & Brown, R. (1996). Effects of contact on children's attitudes toward disability: A longitudinal study. *Journal of Applied Social Psychology*, 26, 2113- 2134.
- Thousand, J. S., & Villa, R. A. (1995). Managing complex change toward inclusive schooling. *Creating an inclusive school*, 51-79. Thousand, J., Rosenberg, R. L., Bishop, K. D., & Villa, R. A. (1997). The evolution of secondary inclusion. *Journal for Special Educators*, 18(5), 270-284.

SHELLEY MOORE



@tweetsomemoore



@fivemooreminutes



@fivemooreminutes



www.fivemooreminutes.com

www.blogsomemoore.com

