

SHELLEY MOORE



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www.fivemooreminutes.com

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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**.





What Infrastructure can
be put in place that will
make choosing
inclusion easier?

What does the Research Say?

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

are placed in and attending curricular classes

are presumed competent

are in proximity to and participating in learning with peers

have purposeful roles and responsibilities

are planned for

2. Teacher professional development that...

supports collaboration and the changing roles of educators & support staff

is situated, ongoing and inquiry based

3. Systems frameworks that ...

support Universal Design for Learning

move away from a medical & deficit-based model of special education (IEPS)

School & District Infrastructure

Teacher & Staffing Infrastructure

Student Infrastructure

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%
8-9	75 %	25 %
10-11	50 %	50 %
12 – 12+	25%	75%

Reflecting

- How do the sessions so far connect with what you are already doing in your contexts?
- What is something new you have tried or want to try?
- What questions are coming up for you?

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School & District Infrastructure

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Student Infrastructure



Mr. W Commercial

pre·sume com·petence

pri' zōōm/ 'kämpetens/

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

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

Not presuming competence is to actively harm.

facebook.com/AutismWomensNetwork

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

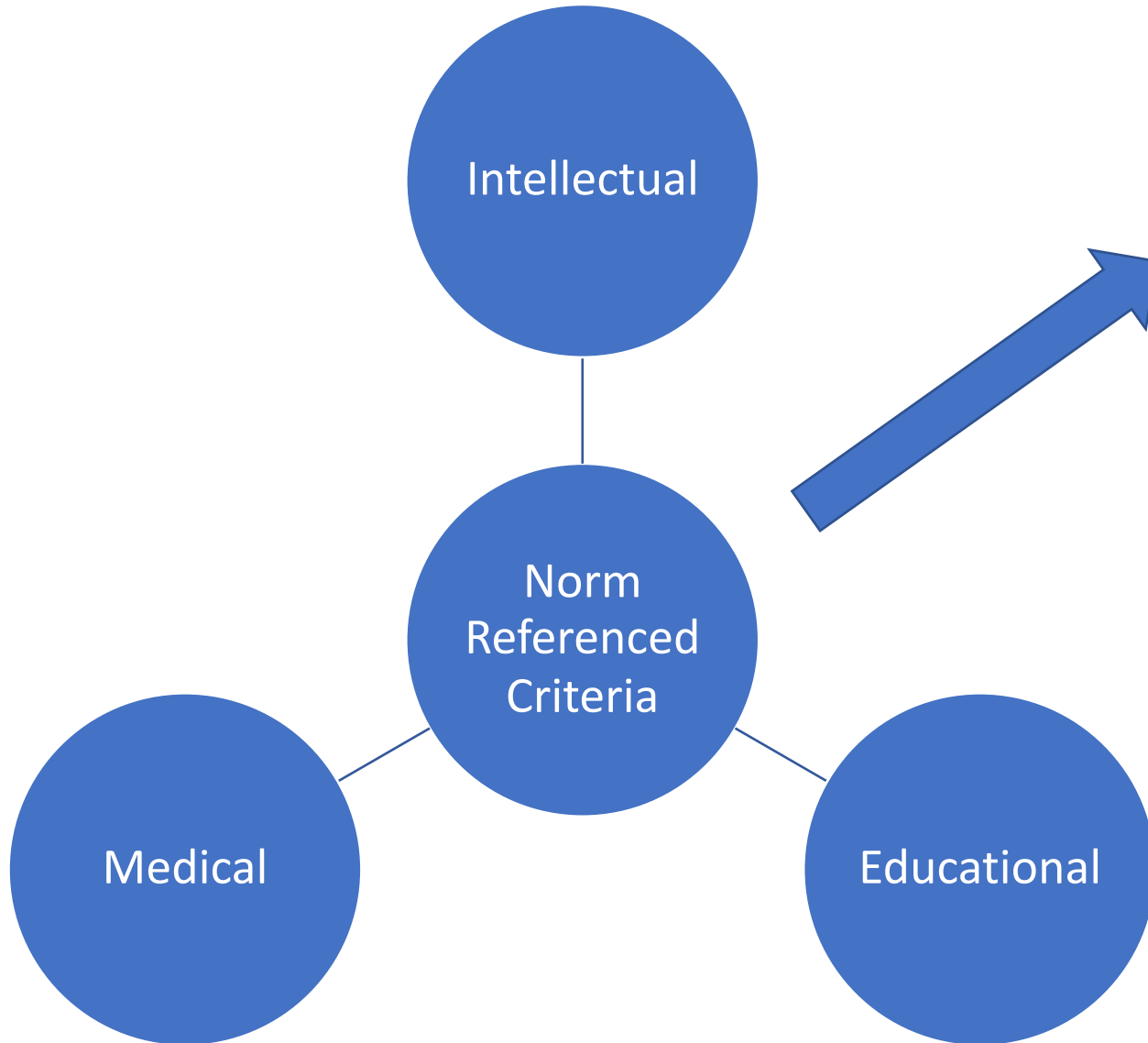
Presuming competence is nothing less than a Hippocratic oath for educators.

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 students can't express in the way being captured



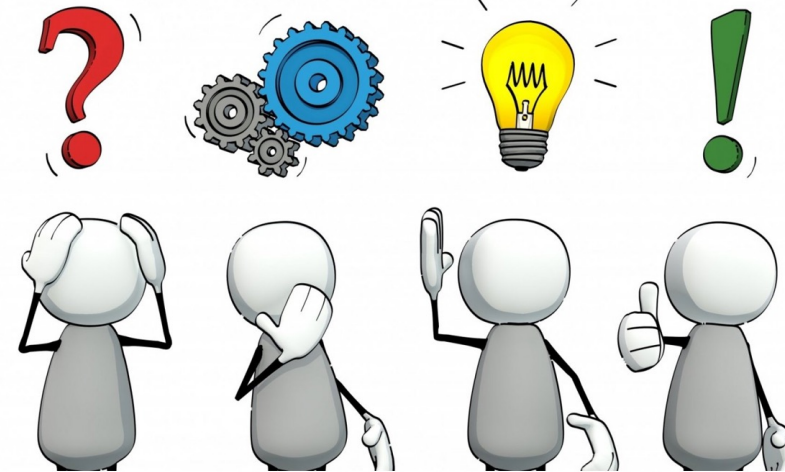
- It leads to the perceptions that "they can't"

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

We **assume** that students with disabilities **will not benefit** from being in **general education** classes



We **assume** that students with disabilities **are unable to learn** much curriculum



Getty Images

So we put students with disabilities into **programs outside** of the general education curriculum/classroom for the majority of their day learning “**life skills**”

Even if students are enrolled in a class, they are **still not often expected to access** the general education curriculum, and focus is placed on social and/or **behaviour skills aimed to normalize them**

Students with and without disabilities **do not get** the opportunity **to learn with** and from **each other**

Teachers **do not get** to see what students with disabilities are **capable of**

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

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A VERY DANGEROUS ASSUMPTION



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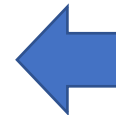
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Getty Images



Why is Presuming Competence Important?

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

Access to general education curriculum, general education peers and general education classrooms promote student learning, inclusion, achievement and quality of life after school.

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THE LEAST DANGEROUS ASSUMPTION

Why is Presuming Competence Important?

“Even if **we are wrong** about a students’ **capabilities** to learn general education curriculum with their peers, **the consequences** of that presumption **being wrong** are **not as dangerous** as the **alternative.**”

Cheryl Jorgenson



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?

- Students with disabilities so often **need** to “**prove**” that they can learn **before given access** to general education
- Biklen & Burke suggest:
 - Rather than proving their ability, presuming competence is **assuming that all** students 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 students with a **means to communicate** other than words (visuals, gestures, voice)
- Include **academic curricular goals** on student IEPs that reflect their enrolled courses and subjects areas **similar to their peers**

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



Is Presuming Competence Enough?

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

Taking Action: Choose your Challenge


- Your team:

Everyone

- **Needs** watch the 5MM video (Feb 1.) and have a conversation with your team about your reflections
- **Must:** 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 your challenge

- **Can:** choose another resource and talk to someone not on your team about what you are learning
- **Could:** to share a summary of what your team learned with your staff at a staff meeting or a professional development session
- **Can try** go and visit a specialized program or site and reflect on what you notice about what students can do
- **Have another idea?** Let me know in your google form



What is the role of
peers in supporting
inclusion?

Popcorn

4 minutes

How are peers with and without disabilities ALREADY participating together throughout their school day?

OR

How do you hope that students with and without disabilities could participate together in the future?

The Next Step?

Being **present** in a classroom is a definitive **first step**, it is however, **insufficient** in addressing the **needs** of students with disabilities once they are there.

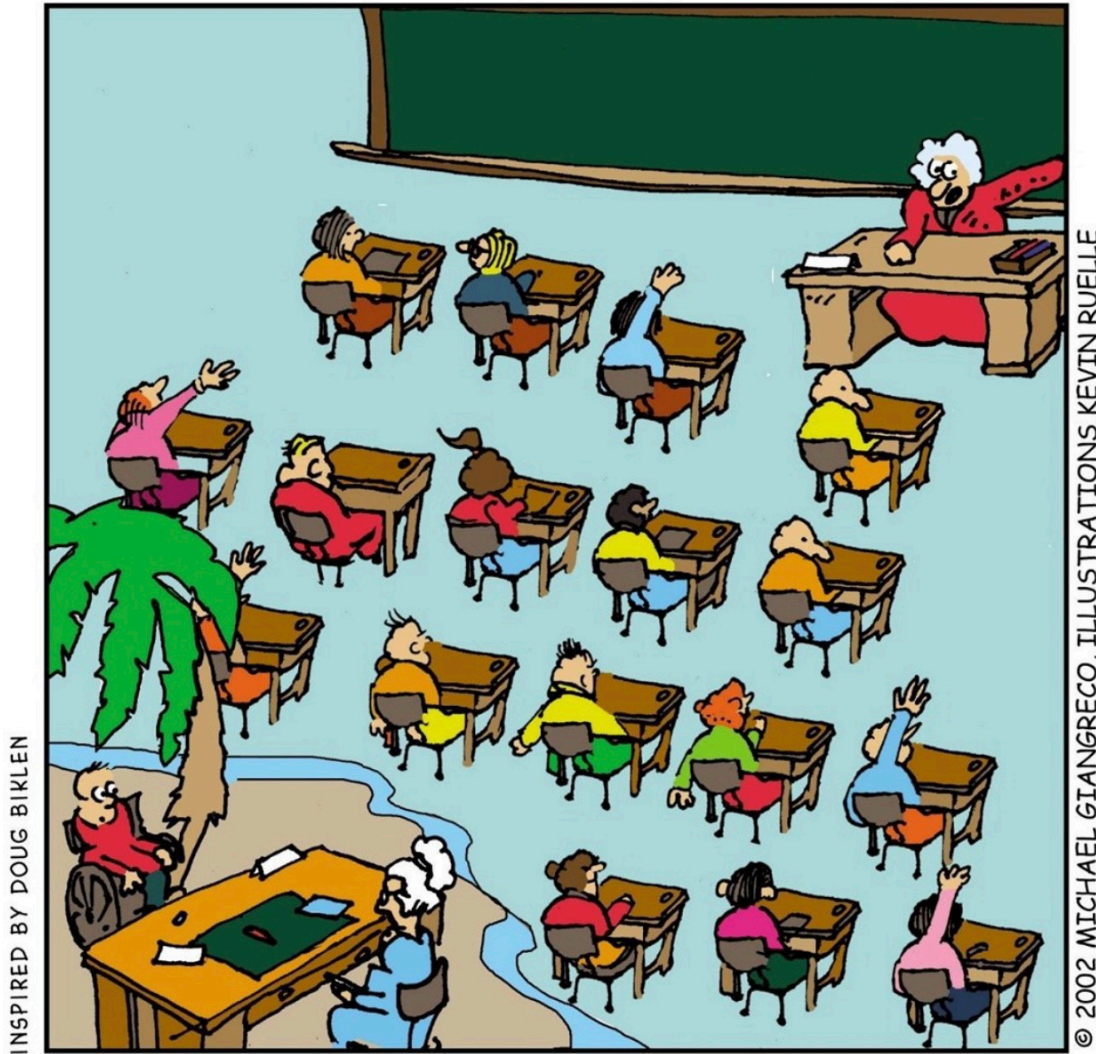
Fryxell & Kennedy, 1995



Proximity & Participation



Proximity & Participation



ISLAND IN THE MAINSTREAM

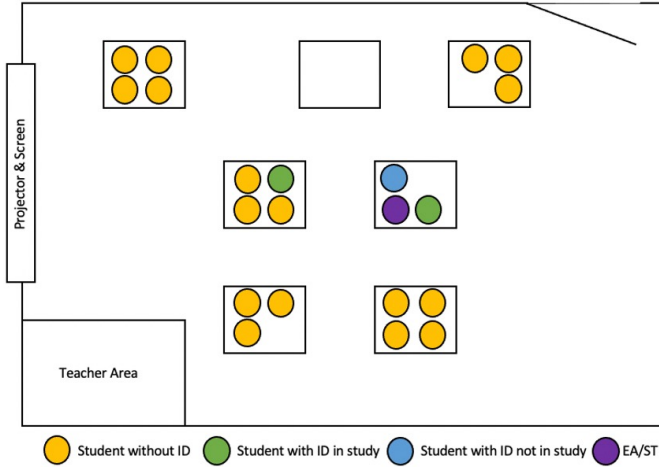
MRS. JONES AND MRS. COOPER ARE STILL TRYING TO FIGURE OUT WHY FRED DOESN'T FEEL LIKE PART OF THE CLASS.

Shelley Moore, 2021

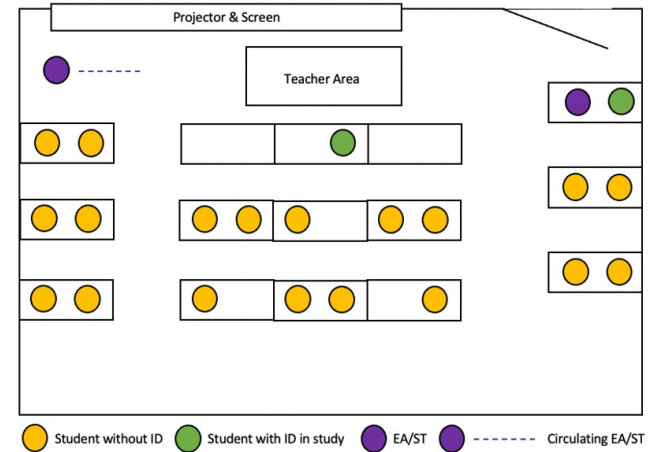
- Many students with disabilities, although **present**, typically spend their day **socially isolated** in their classrooms and other school activities **working on the periphery** with individually assigned assistants. (Jameson, McDonnell, Polychronis & Riesen, 2008; Feldman, Carter, Asmus & Brock, 2015)
- This over utilized approach used to support students with disabilities in classrooms, has **little to no empirical support to back it up** (Giangreco & Doyle, 2007; Carter, Sisco, Melekoglu & Kurkowski, 2007)
- Educational assistants that students with disabilities are left to interact with, “may **inadvertently hinder** the very social and academic goals they are present to promote (2010)” (Giangreco & Doyle, 2007)

The Likelihood of Proximity

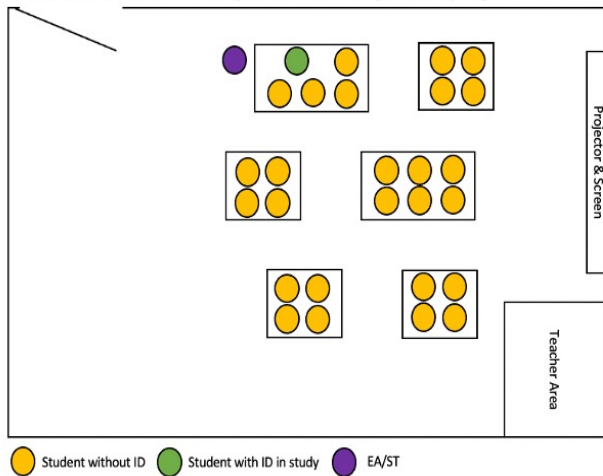
Case 1 Classroom Arrangement (Choice Seating)



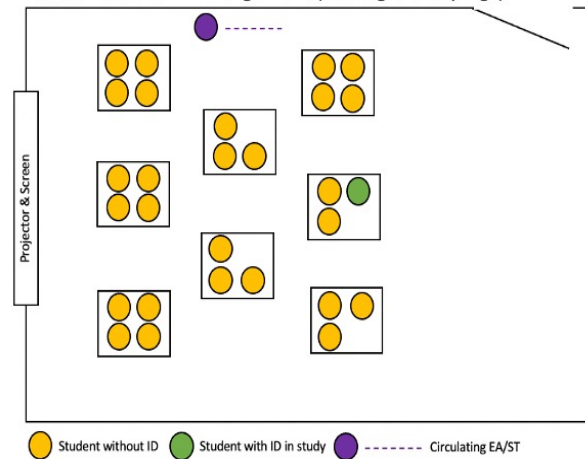
Case 5 Classroom Arrangement (Strategic Grouping & Choice)



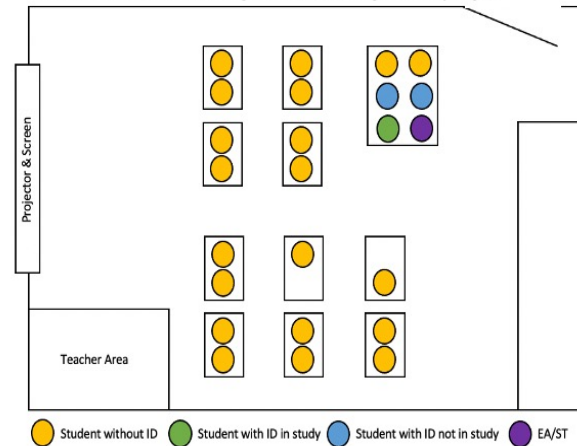
Case 2 Classroom Arrangement (Strategic Groupings)



Case 3 Classroom Arrangement (Strategic Groupings)



Case 4 Classroom Arrangement (Strategic Groupings)



The Likelihood of Proximity


Case	Students	Proximity	Classroom Seating Arrangements	
		SwID sitting in proximity to peers	Choice Seating	Strategic Seating
1	SwID 1-1		•	
	SwID 1-2	•	•	
2	SwID 2-1	•		•
3	SWID 3-1	•	•	•
4	SwID 4-1	•		•
5	SwID 5-1		•	
	SwID 5-2	•	•	



Proximity & Participation

The Likelihood of Participation

Case	Students	Learning Activities				Personal & Social Activities		
		SwID participated with peers in learning activities	SwIDs participated with peers in accessibly designed learning activities	SwIDs participated when receiving learning support from peers	SwIDs participated with peers in shared supports and strategies	SwIDs participated when receiving behavioural/ social support from peers	SwIDs participated in social peer invitations/ peer-initiated interactions	SwIDs and peers participated interactions outside of class
1	SwID 1-1	•	•		•	•		
	SwID 1-2	•	•	•	•		•	
2	SwID 2-1	•	•	•	•		•	
3	SWID 3-1	•			•	•	•	
4	SwID 4-1	•	•	•	•		•	
5	SwID 5-1	•	•	•		•	•	
	SwID 5-2							

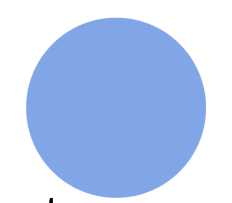
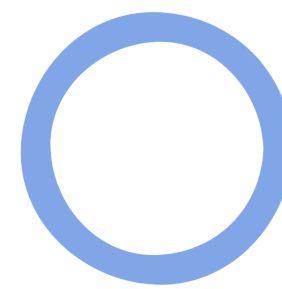
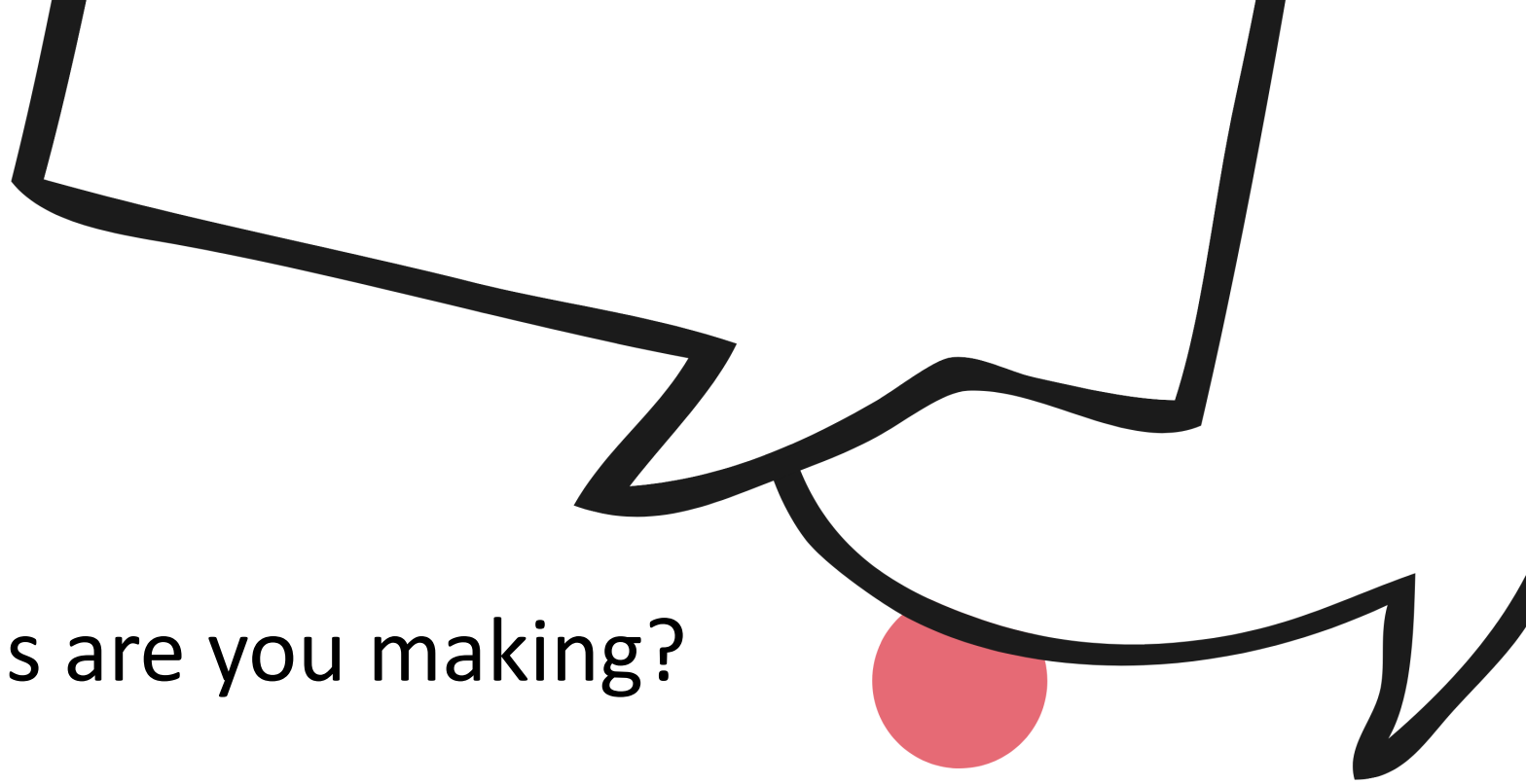



How do we support students to be within proximity to each other?

- **Seating plans** that are **strategically** created with a purpose
 - **Flexible**, changing, never a pattern
 - **Allow different students** to work with each other
- **Prevent** students from working in **isolation** with an EA by:
 - Having EAs work with a **group of students** that includes a student with a disability
 - Having EAs **circulate**, and not be stationary
 - Having EAs **facilitate peer mentoring** and support
 - Have **2-3 students** with disabilities strategically sitting with peers in a class so that an EA can roam instead of be stationary

Wild Tea

What connections are you making?





How do we support students to participate with each other?

- It was **more common** for students with disabilities and their peers to participate in **social activities** without adult facilitation
- It was **more likely** for students with disabilities and their peers to **participate in learning activities** when:
 - Learning **activities were designed** to be accessible for all students
 - **Adults facilitated peer support** and connection e.g., modelling

Peer Support & Mentoring

- Peers are **not replacements** for instruction from adult support
- Peers can benefit from from the **shared support** provided when a student with a disability is there
- Peers can serve a valuable **co-regulating role** in the shared learning experiences




How educational assistants need to work differently



Watch later Share

How educational assistants need to work differently




How do we support students to participate with each other?

- **Universal** Approaches

- School wide inclusive initiatives e.g., lunch breaks, extra curricular activities, field trips etc.
- Focus on personal & social participation

- **Targeted** Approaches

- Intentional social activities that target specific skills e.g., social skills group, peer mentoring
- Intentional learning and curricular activities e.g., shared learning activities, supports and mentoring



How do we support students to participate with each other?

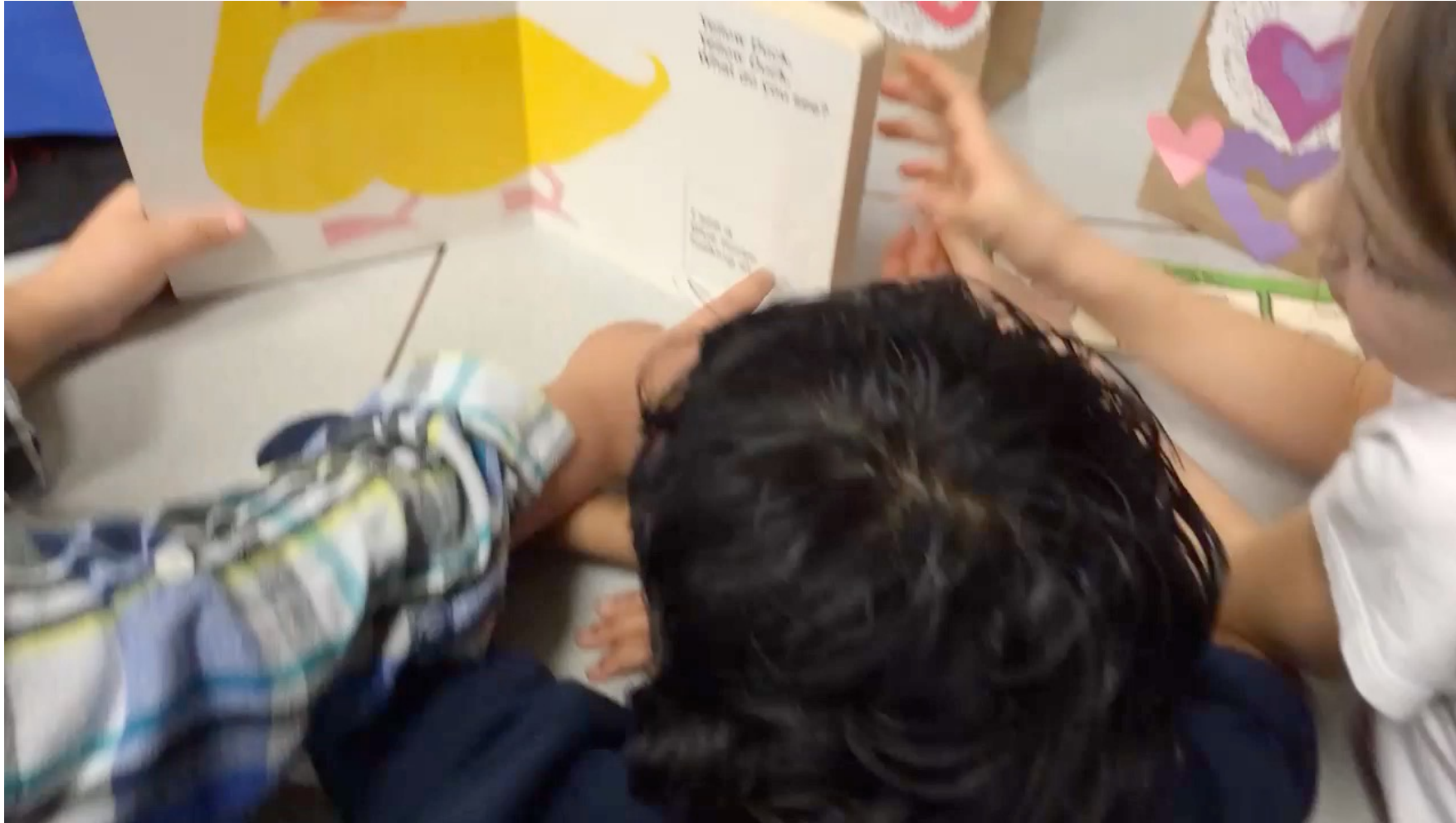
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How do we support students to participate with each other **in learning**?

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

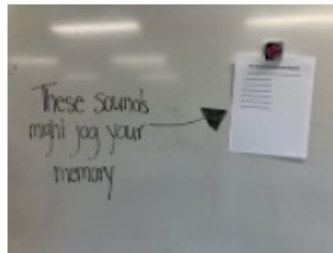
Peer Support/ Mentoring: Gr. 2



Shared Support Gr. 9 English



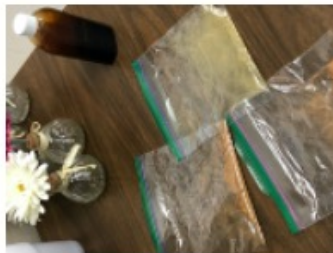
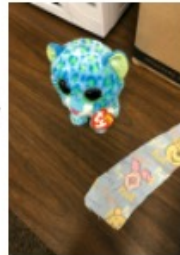
Images of events including activities, clothing, popular books, movies, people etc. from 2005



Songs and sounds to listen to



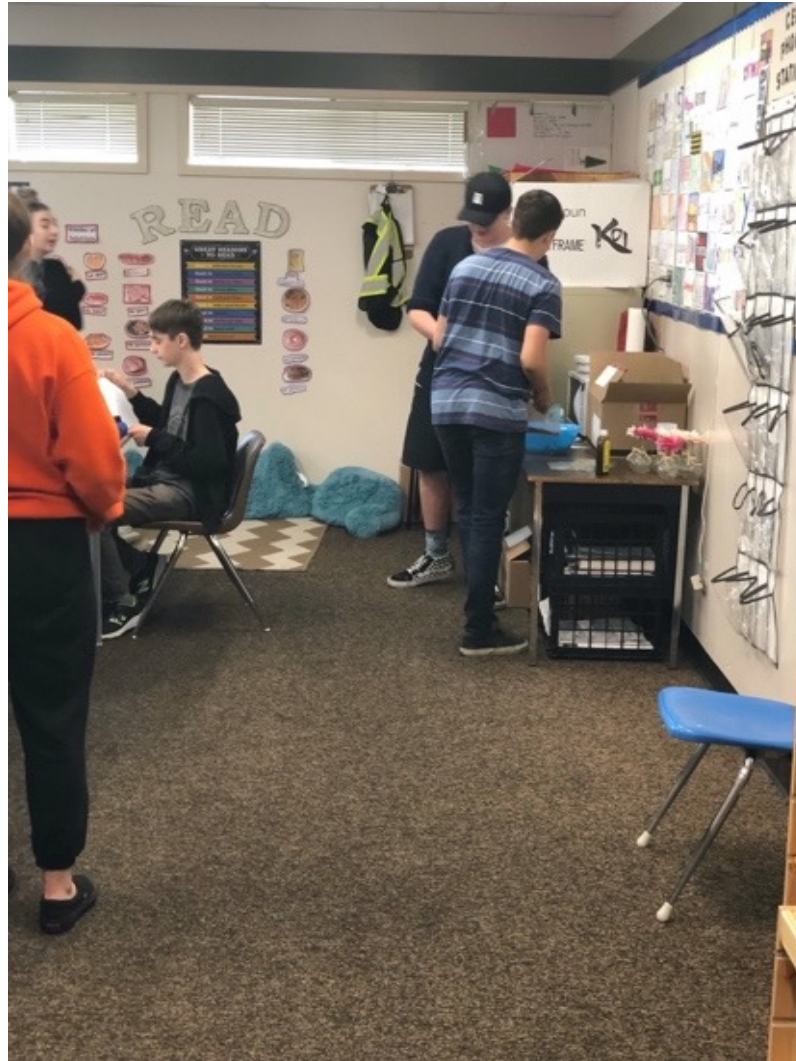
Textures to feel



Spices to smell and taste

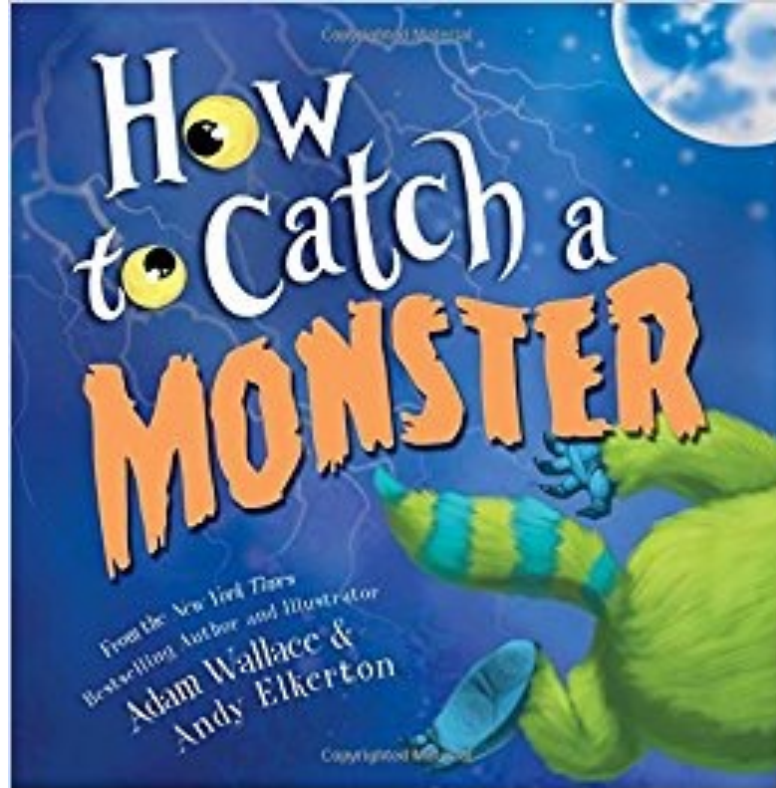


Familiar flavours



Shared Learning Opportunities

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



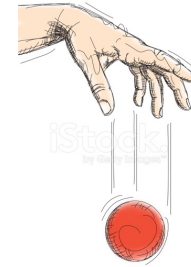
Who are our monsters?

How many ways can we catch them?

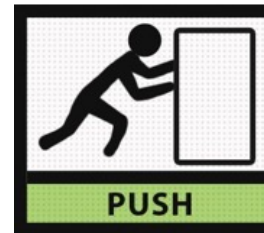
The Lesson: Shared access point

Where in the world do things:

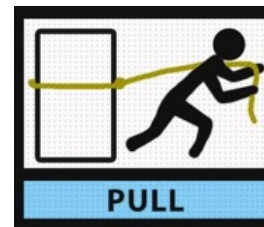
Fall



Push



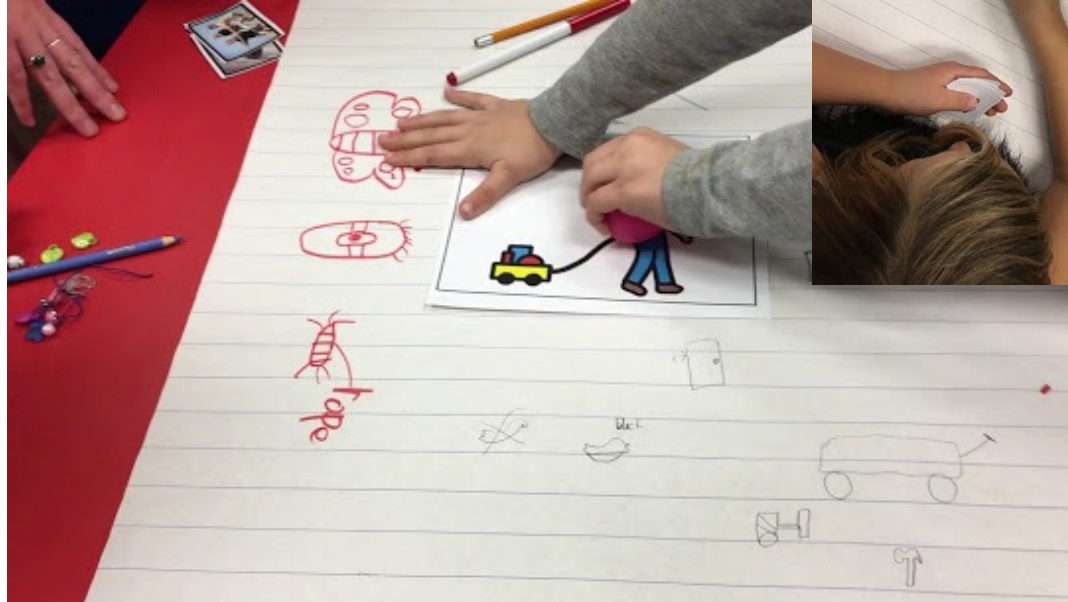
Pull



The Lesson: Shared Supports

In groups of 3...

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



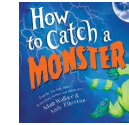
The Activity: Shared Learning Task

Learning Target: I know different types of forces

Start Together

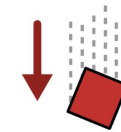
NEED

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



MUST

Add a **falling force** to your monster trap



CAN

Add a **push or a pull force** to your monster trap



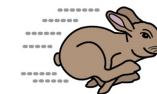
COULD

Add a **material** to **slow down** force



TRY

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



Go as far as you can!

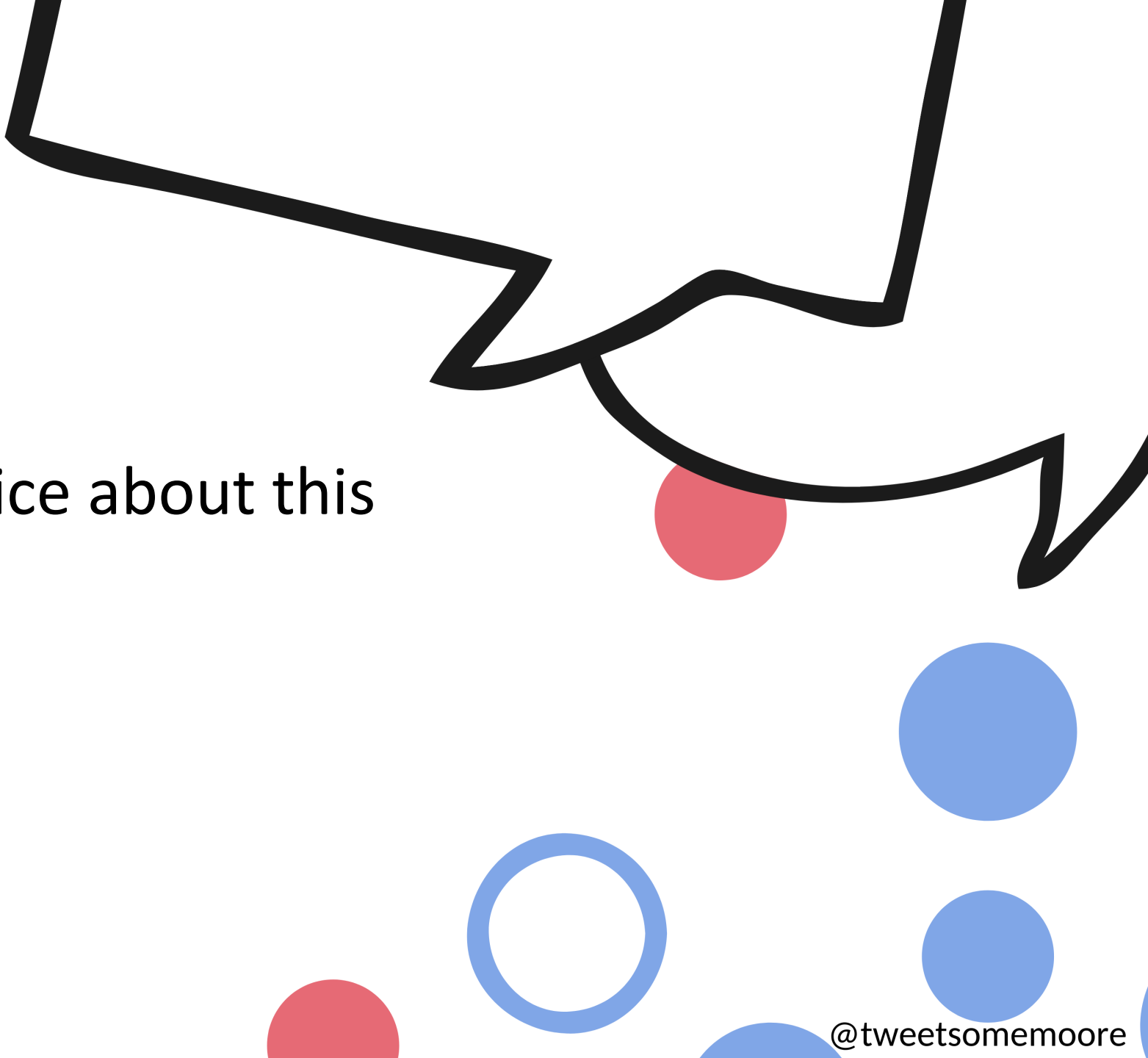


The Activity: Shared Learning Groups

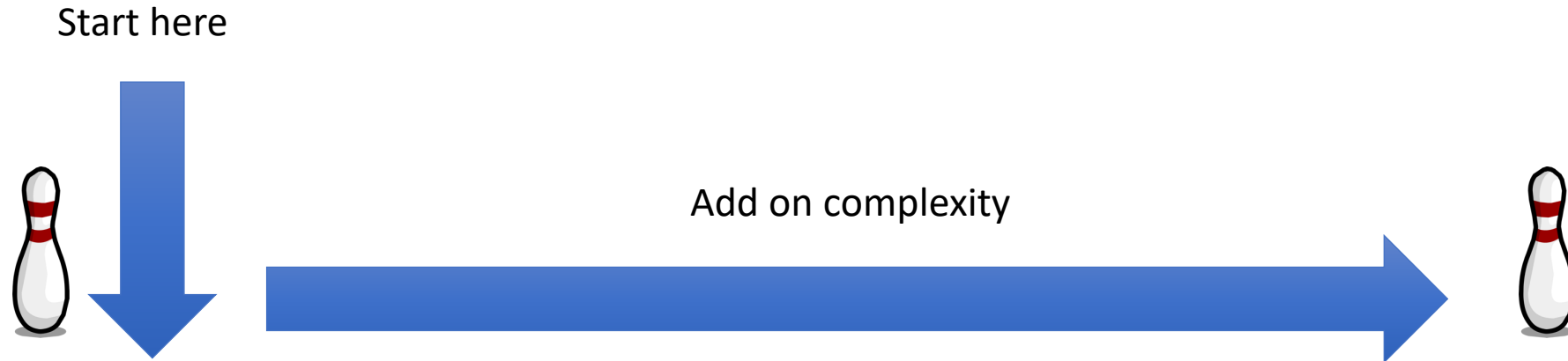


Popcorn

What do you notice about this example?



Math 8: Shared Learning Goal



Need to know	Must know	Can know	Could know
What are shapes? (square, rectangle, triangle, circle)	What is 2D/3D, prism, cube, rectangular prism, length, width, height, area, volume?	What is triangular prism, face, surface area?	What is cylinder, base, net?

The lesson – Shared access point

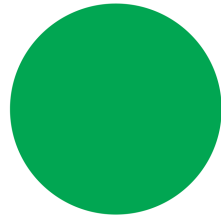
Words I Know	Words I Don't Know

Sort the pictures/words

rectangle



circle



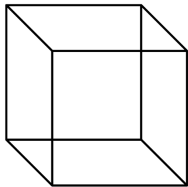
triangle



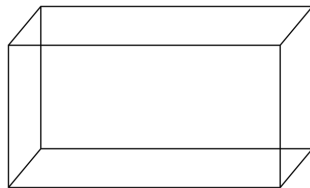
square



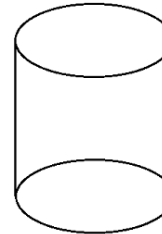
cube



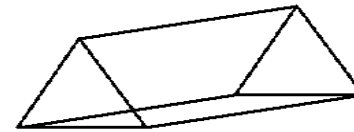
rectangular prism



cylinder

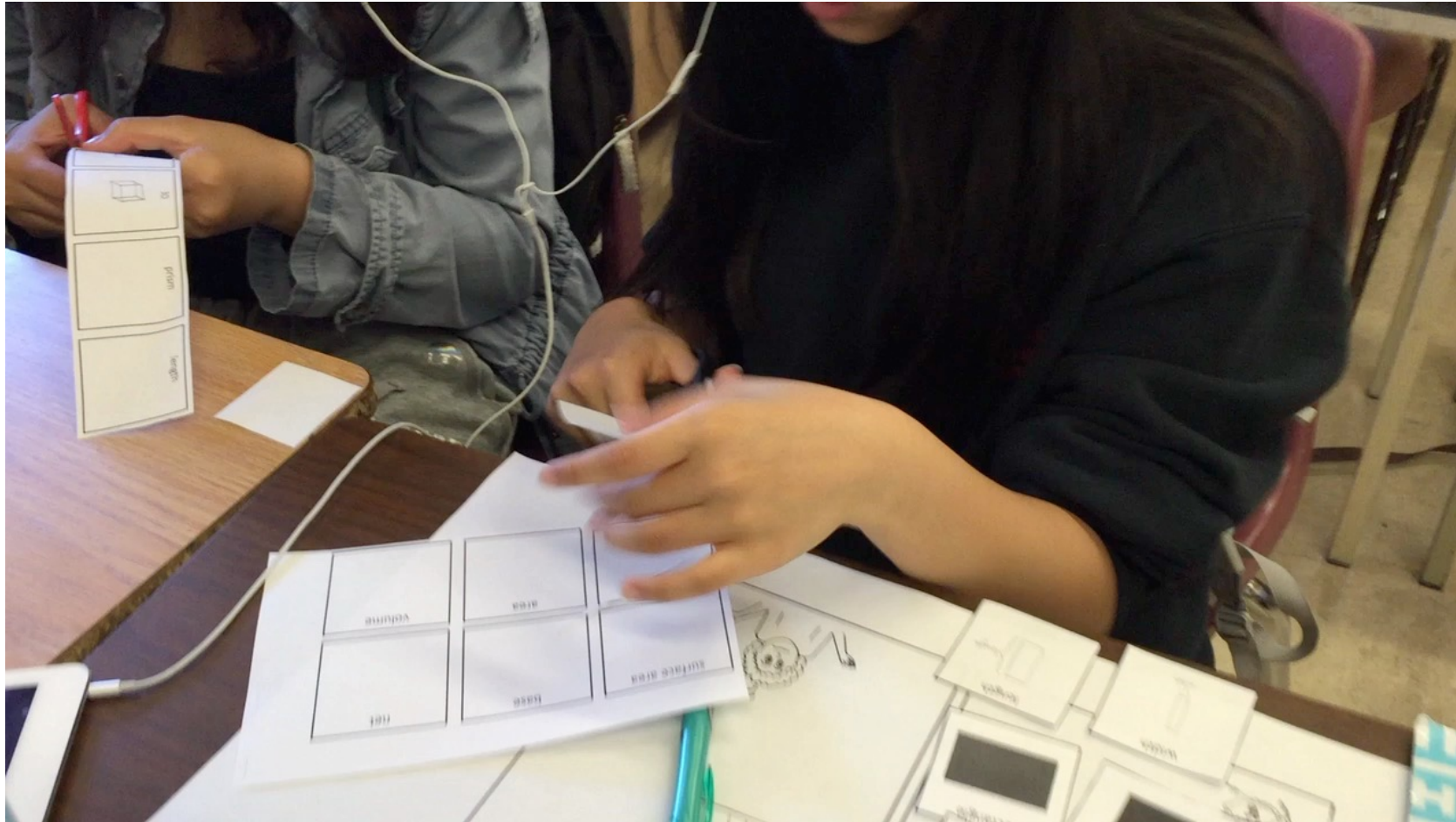


triangular prism

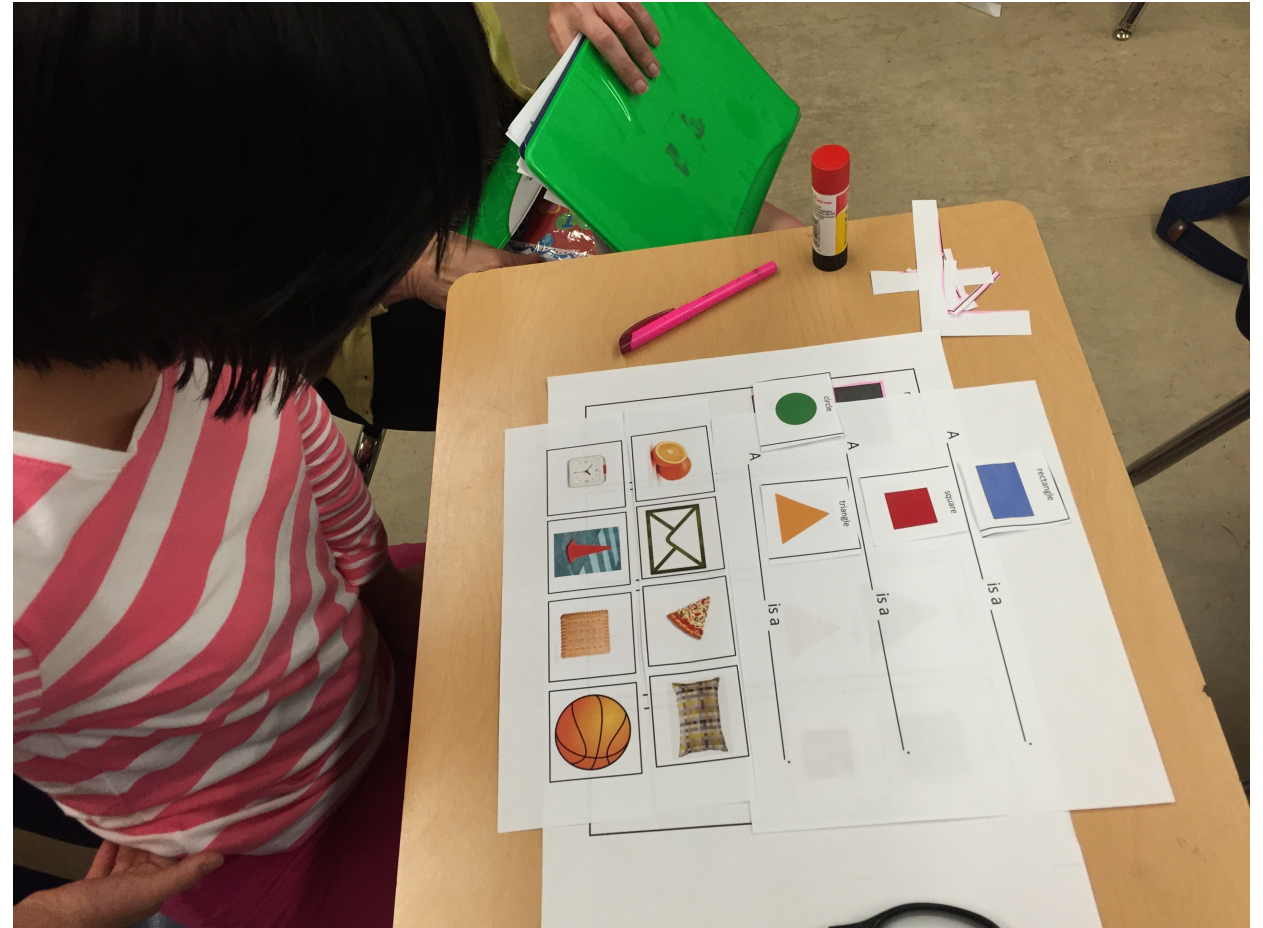
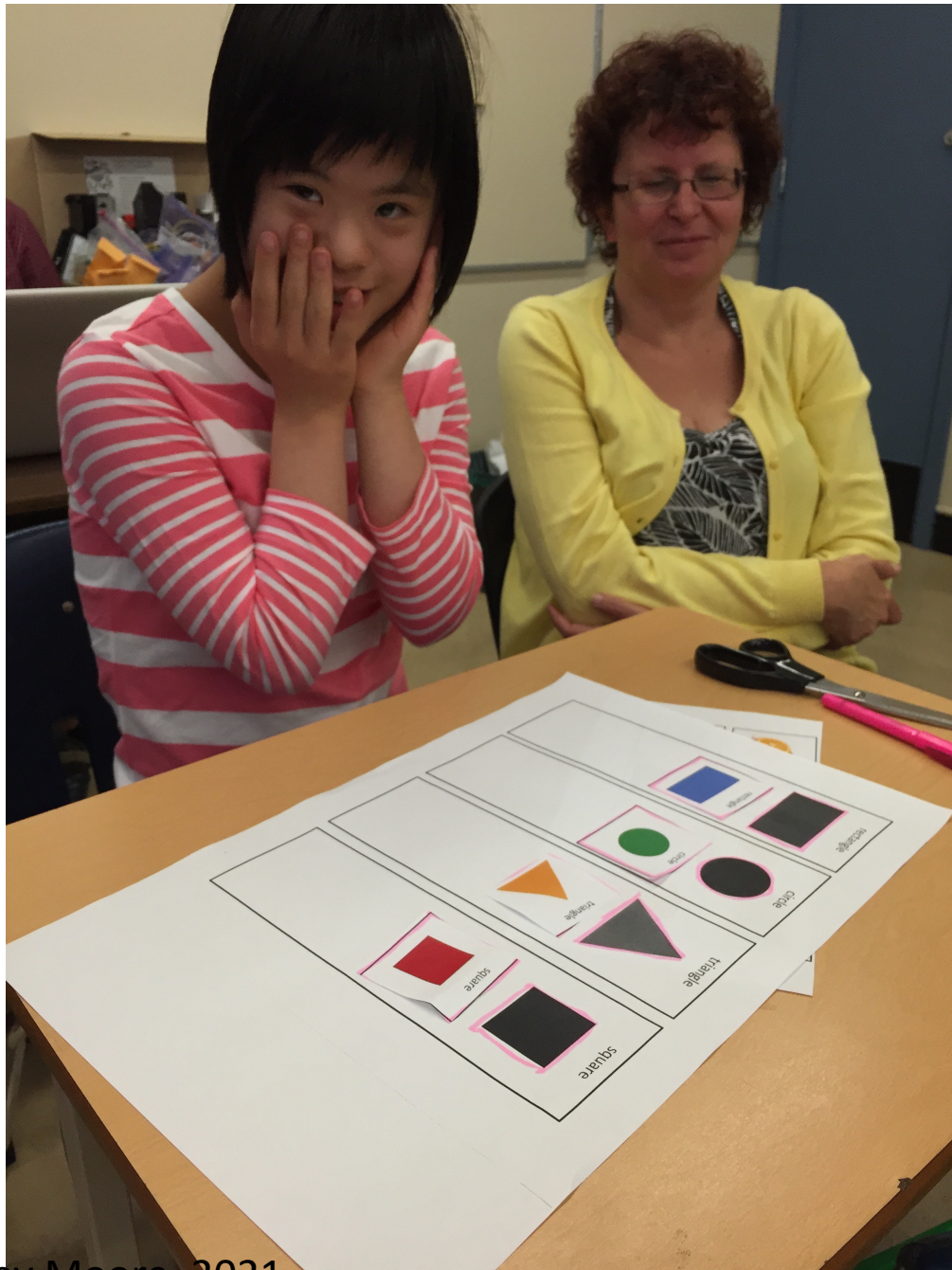


face	surface area	base	net
width	height	area	volume
2D	3D	prism	length

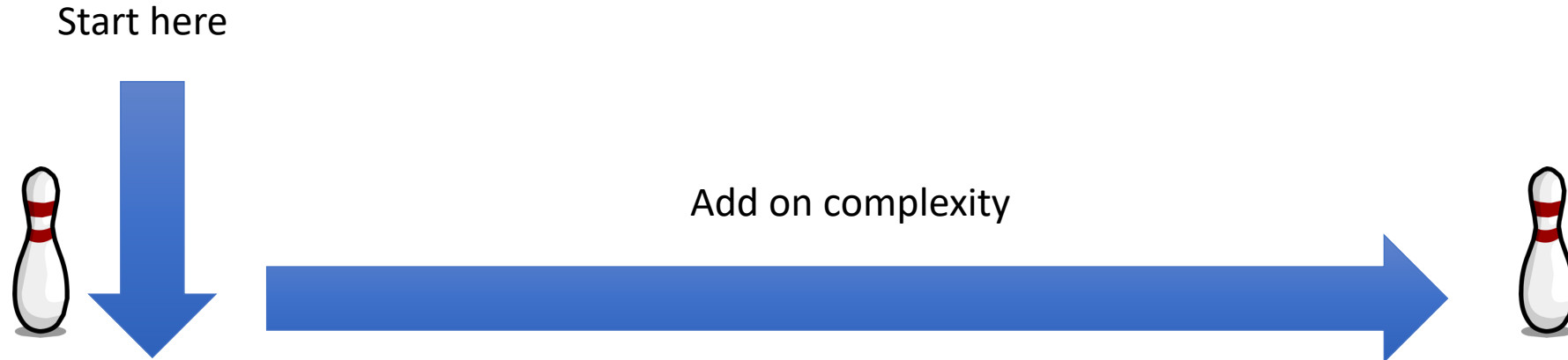
Shared Learning Task



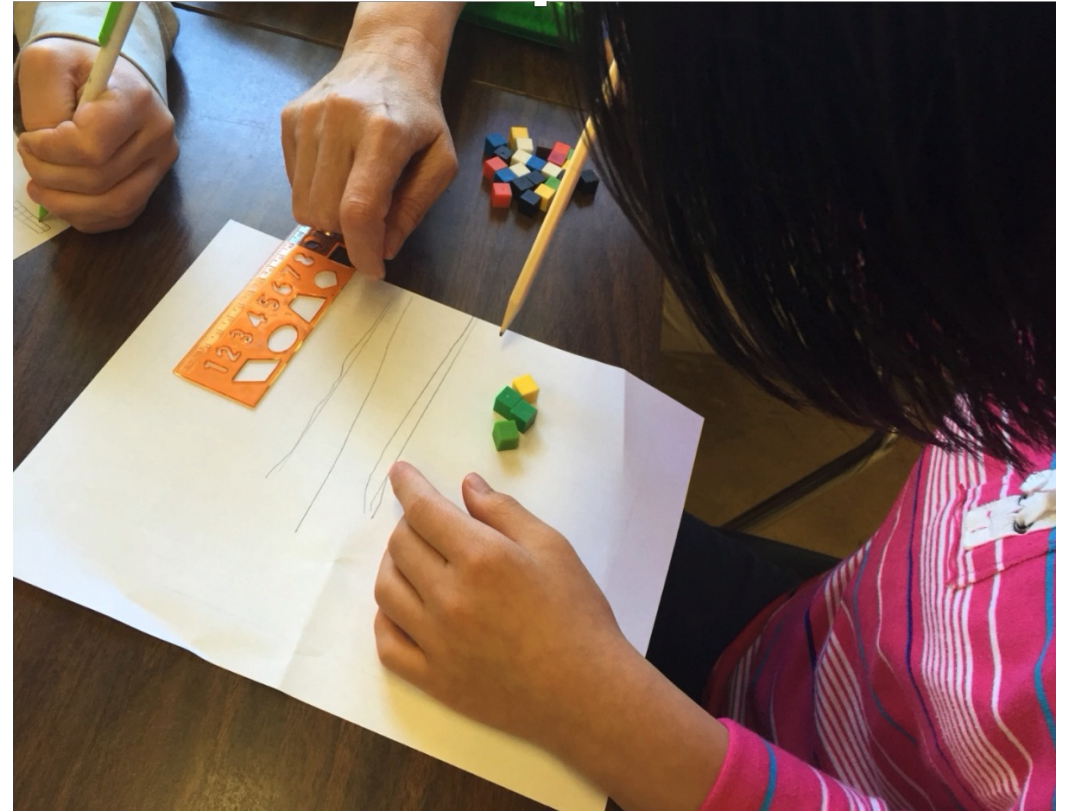
Shared Learning Task



The lesson goal...

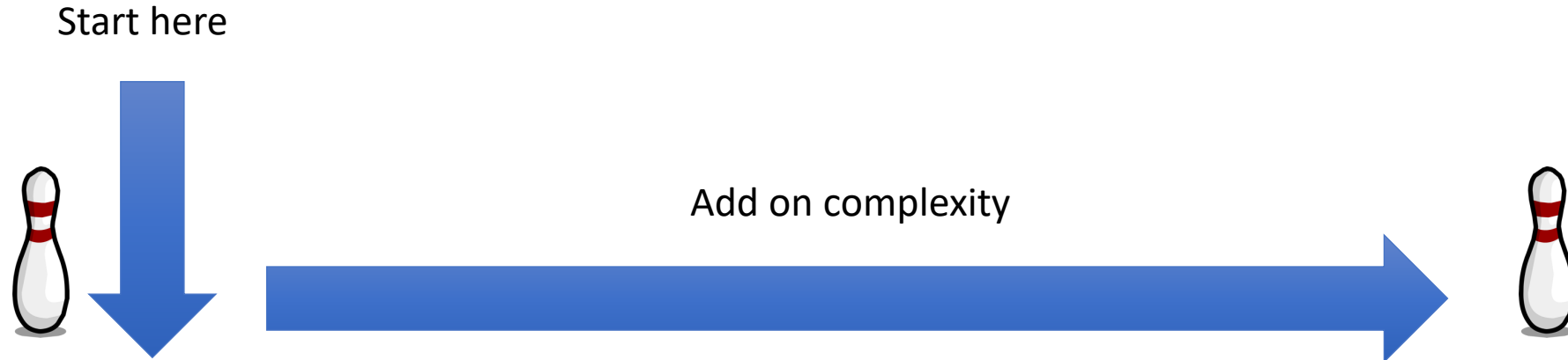


Access (NEED)	All (MUST)	Some (CAN)	Few (COULD)
I can build a 3D prism I can draw a line with a ruler	I can build a 3D prism with a volume of 24 units ³ I can create a drawing of a 3D prism with a volume of 24 units ³	I can build a net for a prism with the volume of 24 units ³	I can determine the surface area for a 3D prism with the volume of 24 units ³



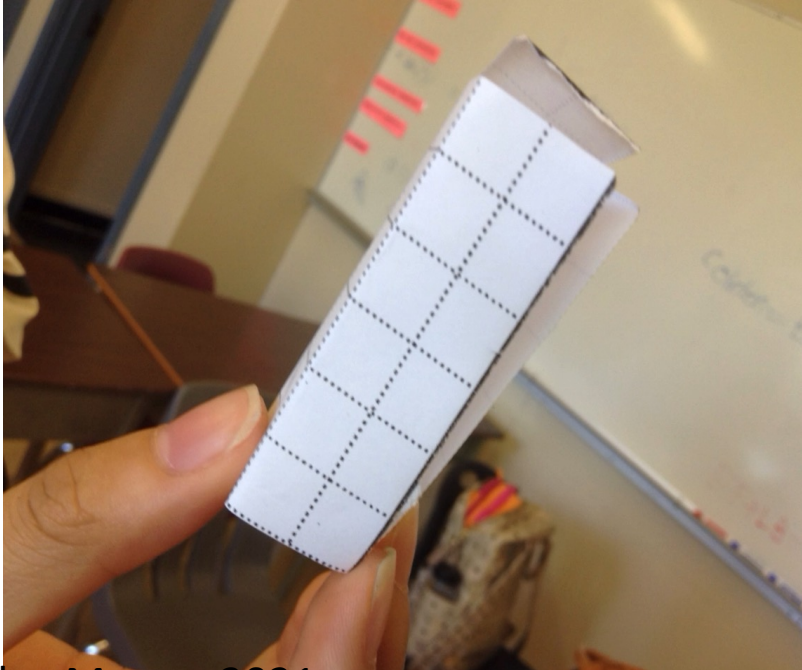
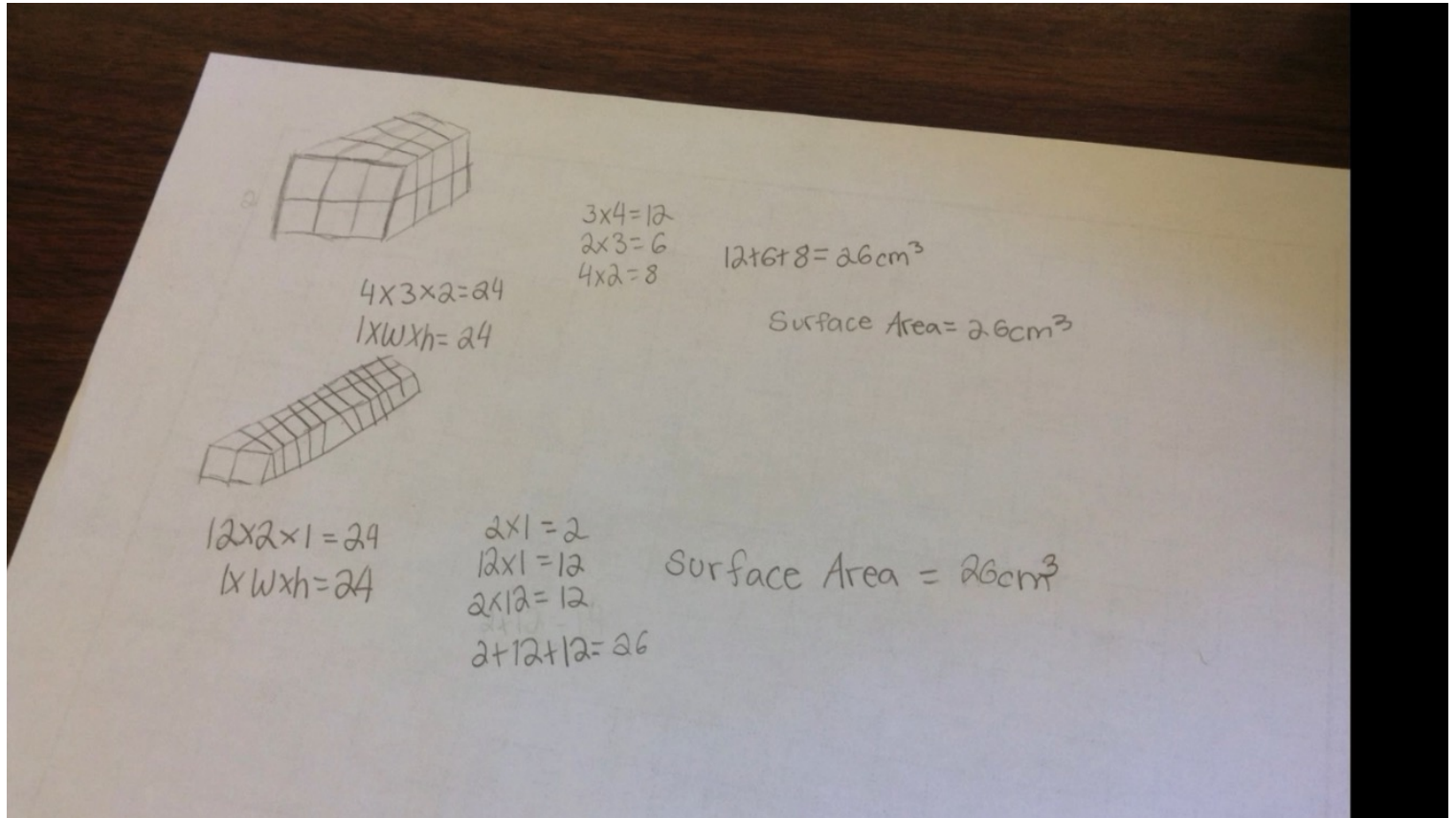
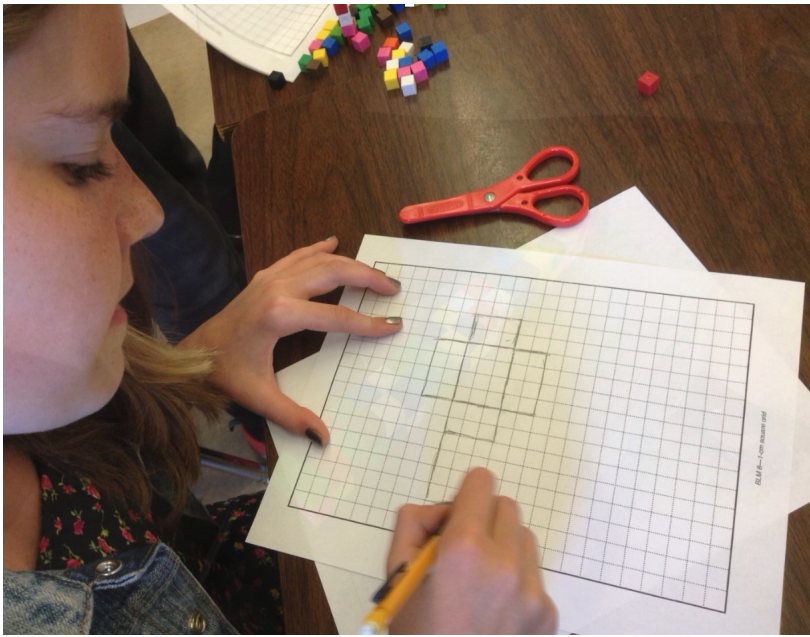
Shared Access Point

The lesson goal...



Access (NEED)	All (MUST)	Some (CAN)	Few (COULD)
I can build a 3D prism I can draw a line with a ruler	I can build a 3D prism with a volume of 24 units ³ I can create a drawing of a 3D prism with a volume of 24 units ³	I can build a net for a prism with the volume of 24 units ³	I can determine the surface area for a 3D prism with the volume of 24 units ³

Adding on Complexity



My job today:
Design an **imaginative setting**

Start here!

Go as far as you can

I NEED to - think about an **imaginative setting**

I MUST - record your ideas and details of your **setting**

I CAN - create a prototype of your **setting**

I COULD - create a diagram of **your setting**

I CAN TRY TO – label the diagram of your **setting**

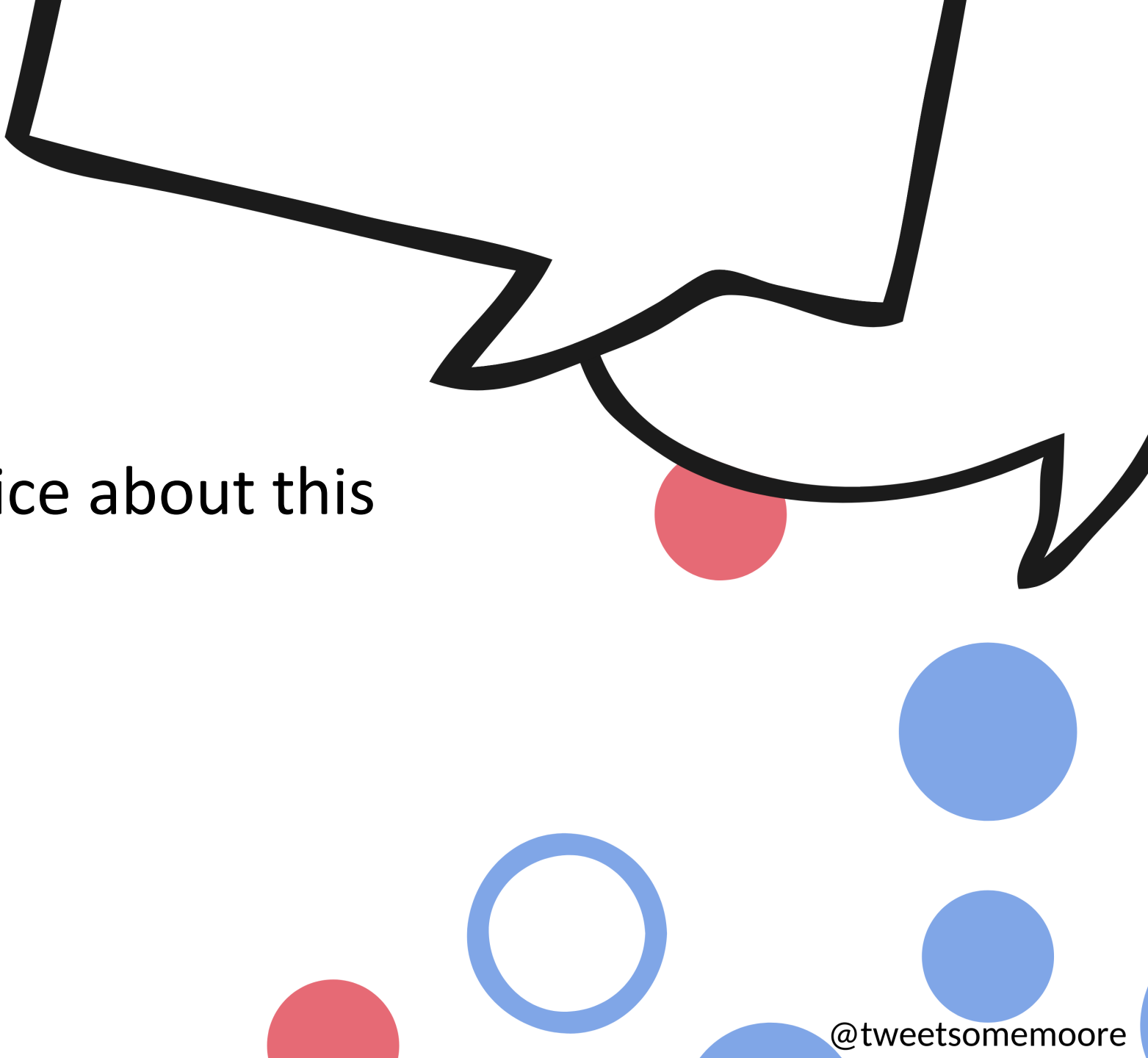
What makes a story?

Process – step 2

- Your job
 - You **must** – choose a group (3 or 4) and share your stories and why you chose them
 - You **can** – compare your stories (what is the same/what is different)
 - You **could** – figure out what all your group's stories have in common
- Come back together and share
 - What is something important about stories that everyone needs to know?
 - Stories have...

Popcorn

What do you notice about this example?



Why are Peer Connections Important?

Benefits for Students with Disabilities

- Increased attendance
- Increased outcomes during school
- Increased outcomes after leaving school
- Increased friendships
- Decreased Stigma
- Increased access to grade level curriculum

Benefits for Peers

- Increased attendance
- Increased appreciation of diversity
- Personal growth
- Increased awareness of disability issues
- Increased Advocacy Skills
- Increased interest in pursuing careers in field
- Increased friendships



Our plan for today

- Sharing Out
- Participation Protocols
- Quick Review
- P #2: The Importance of Place
- **Next Steps & Action Plans**
- Resources

Taking Action: Some Ideas!

- Your team:
 - watch the 5MM videos about presuming competence and peers and have a conversation with your team about your reflections
 - Watch the Erik Carter video Series and share with staff. After watching meet to discuss
 - Choose an article or a video from the resource list. As a team eat lunch together one day and have a discussion about what you are learning
 - Create an opportunity for students with and without disabilities to participate in shared activity together
 - Share a resource with someone not on your team, connected to what you are learning
 - Share a summary of what your team learned with your staff at a staff meeting or a professional development session

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