

# SHELLEY MOORE



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# NEXWLÉLEXM (BOWEN ISLAND)

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





What stands out from last session?

What are some new things that you are trying/hoping to try?

# What Does Research Say?

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

are **PLACED** in  
and attending  
inclusive  
programs

**SESSION 1**

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

**SESSION 2**

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

**SESSION 3**

have  
**PURPOSEFUL**  
roles and  
responsibilities

**SESSION 4**

are **PLANNED** for

**SESSION 5**

# What Does Research Say?

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

# 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

# Popcorn

4 minutes

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

OR

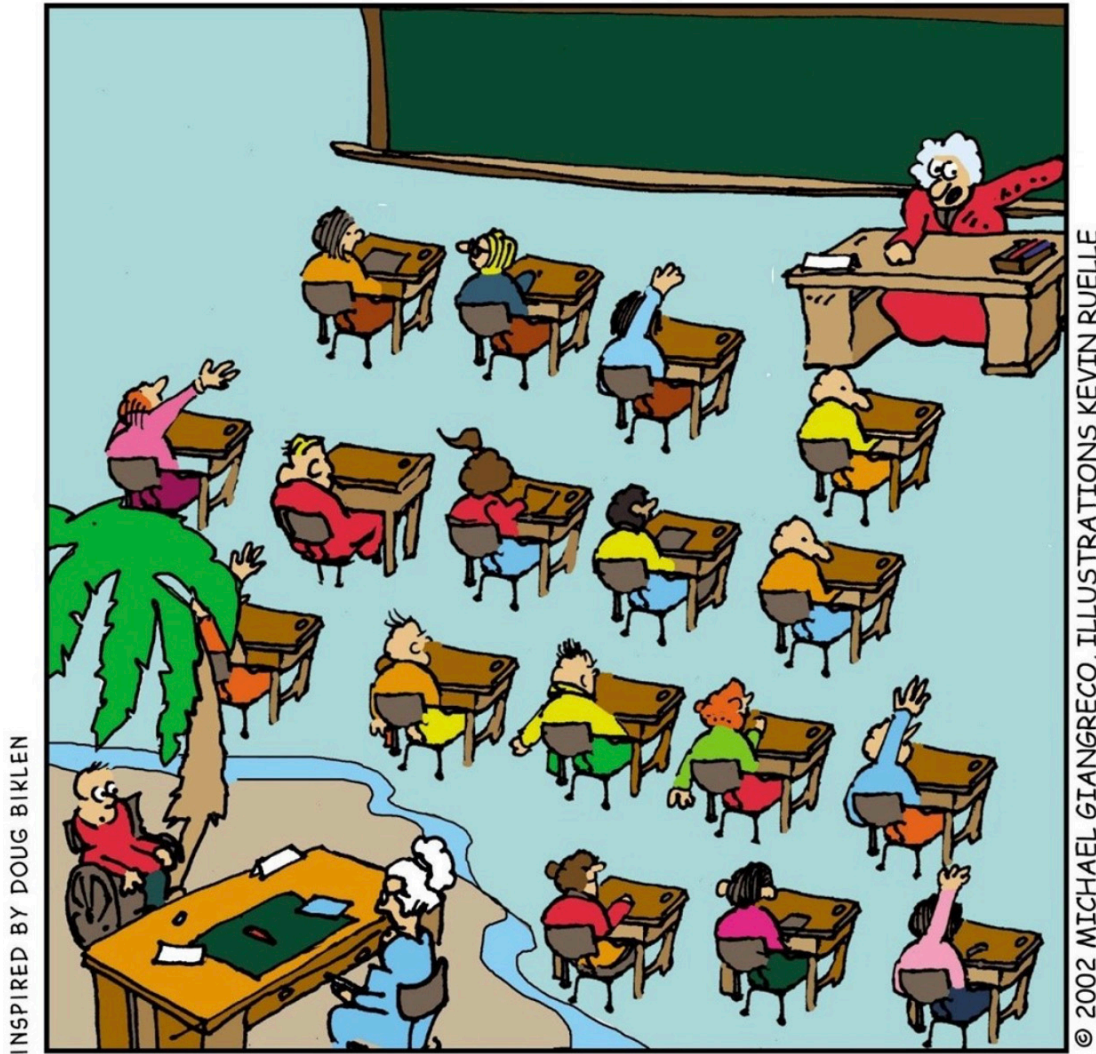
How do you hope that students with and without disabilities could participate together in the future?



# Proximity & Participation



# Proximity & Participation



## ISLAND IN THE MAINSTREAM

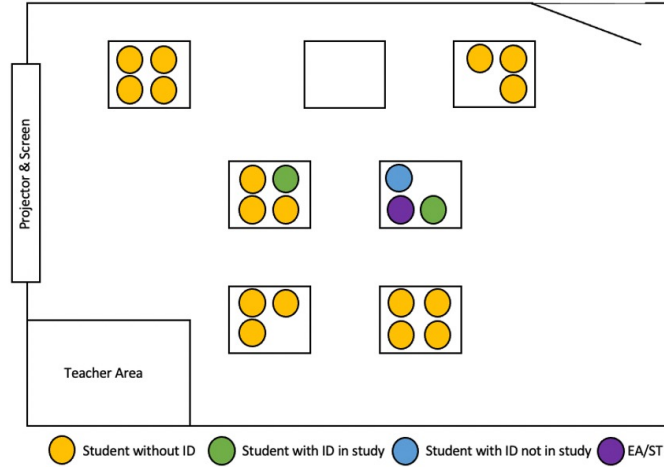
MRS. JONES AND MRS. COOPER ARE STILL TRYING TO FIGURE OUT WHY FRED DOESN'T FEEL LIKE PART OF THE CLASS.

Shelley Moore, 2021

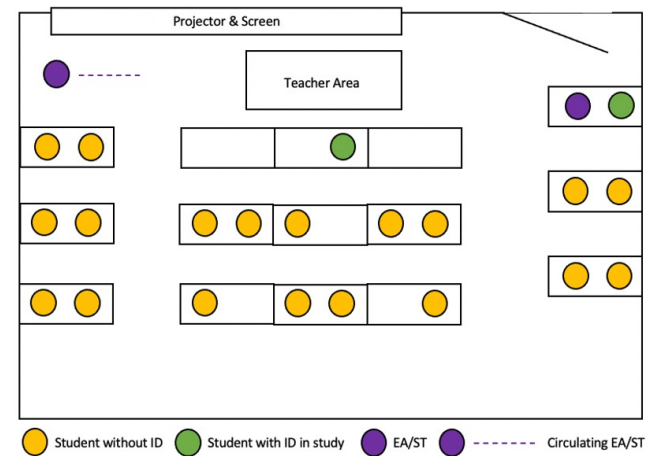
- Many students with disabilities, although **present**, typically spend their day **socially isolated** in their classrooms and other school activities **working on the periphery** with individually assigned assistants. (Jameson, McDonnell, Polychronis & Riesen, 2008; Feldman, Carter, Asmus & Brock, 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

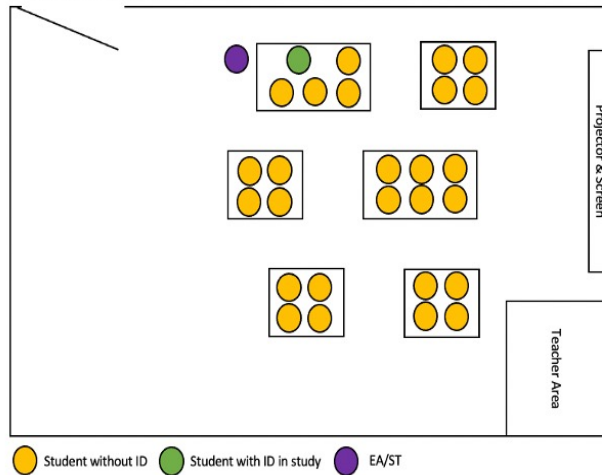
Case 1 Classroom Arrangement (Choice Seating)



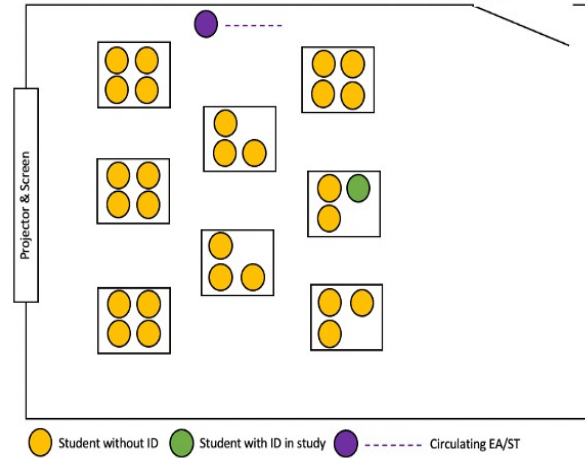
Case 5 Classroom Arrangement (Strategic Grouping & Choice)



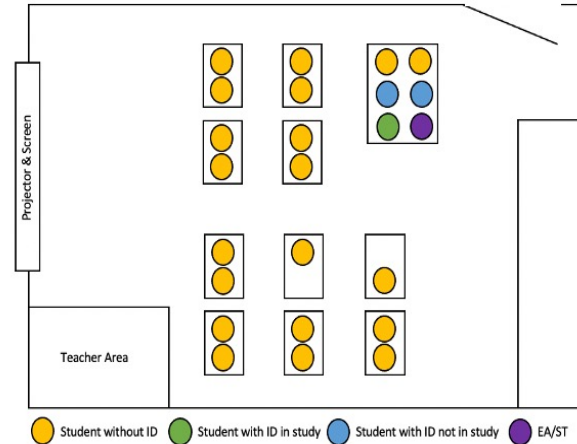
Case 2 Classroom Arrangement (Strategic Groupings)



Case 3 Classroom Arrangement (Strategic Groupings)



Case 4 Classroom Arrangement (Strategic Groupings)



# The Likelihood of Proximity

Case	Students	Classroom Seating Arrangements	
		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
SwID sitting in proximity to peers
•
•
•
•
•


Classroom Seating Arrangements	
Choice Seating	Strategic Seating
•	
•	
	•
•	•
	•
•	
•	



# 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



# 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?

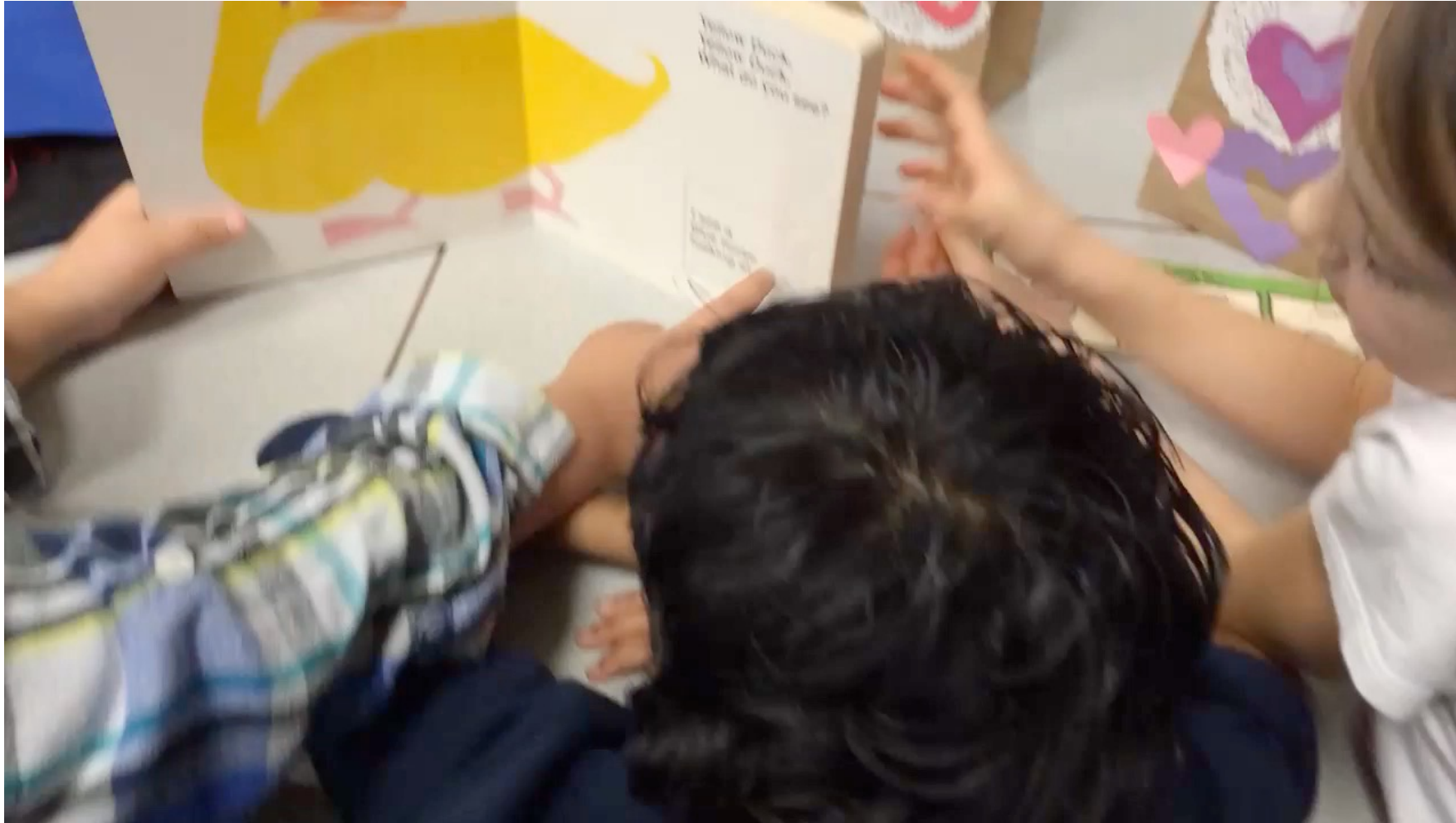
- Universal Approaches
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  - Intentional social activities that target specific skills e.g., social skills group, peer mentoring
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How do we support students to participate with each other **in learning**?

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

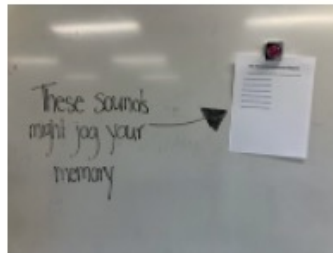
# Peer Support/ Mentoring: Gr. 2



# Shared Support Gr. 9 English



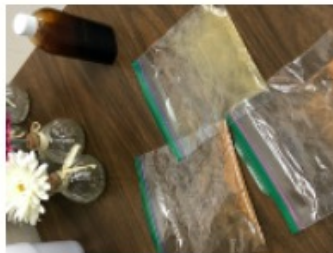
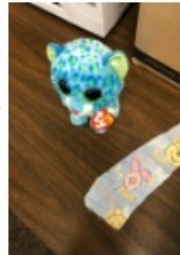
Images of events including activities, clothing, popular books, movies, people etc. from 2005



Songs and sounds to listen to



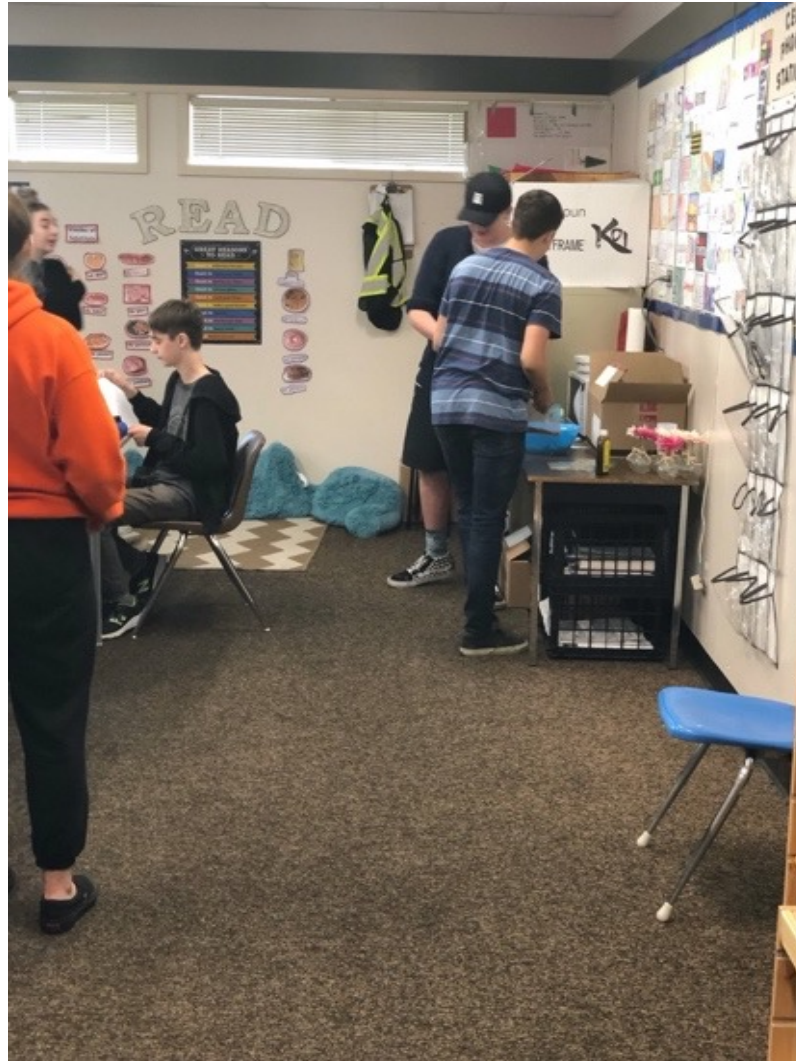
Textures to feel



Spices to smell and taste

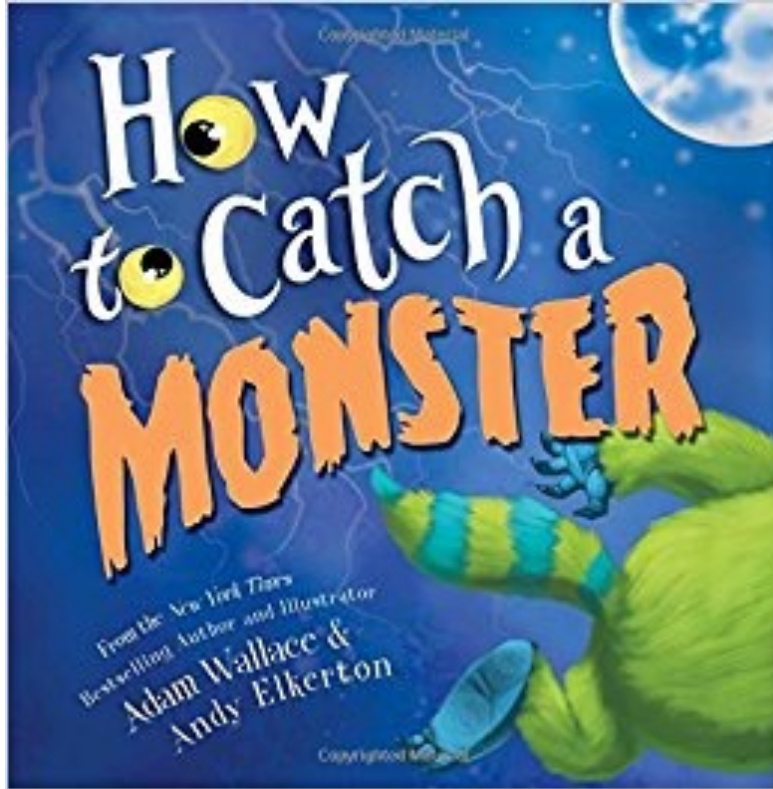


Familiar flavours



# Shared Learning Opportunities

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



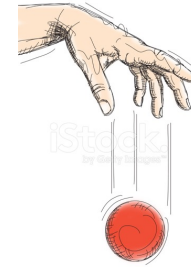
Who are our monsters?

How many ways can we catch them?

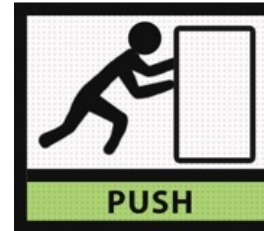
# The Lesson: Shared access point

Where in the world do things:

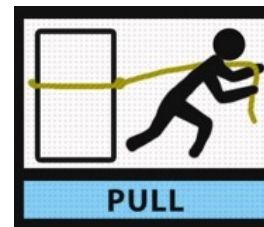
**Fall**



**Push**



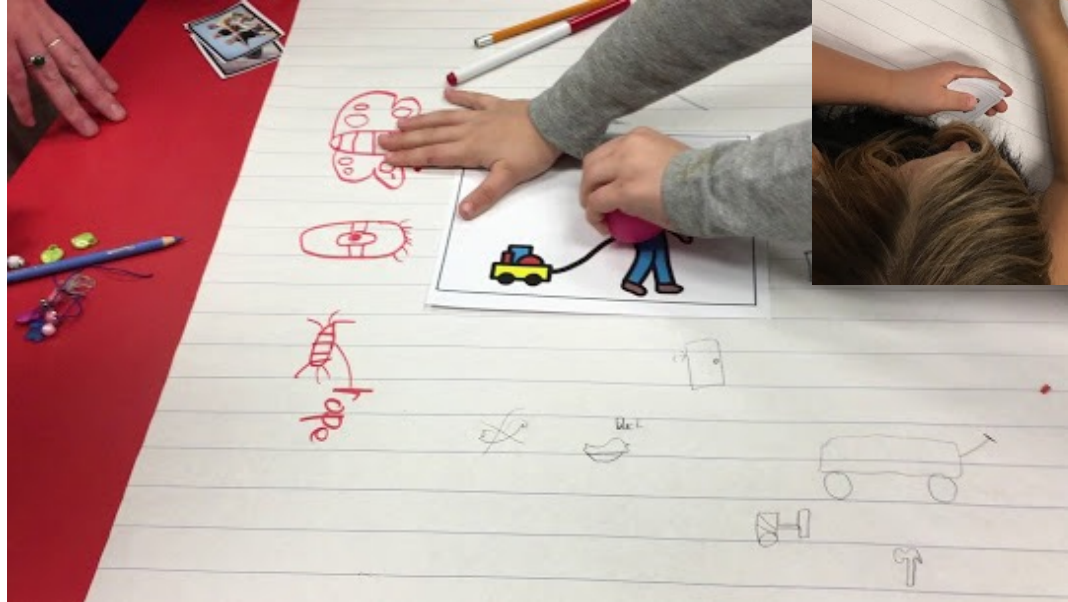
**Pull**



# The Lesson: Shared Supports

In groups of 3...

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



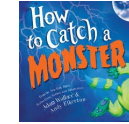
# The Activity: Shared Learning Task

Learning Target: I know different types of forces

Start Together

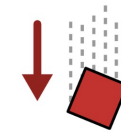
NEED

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!

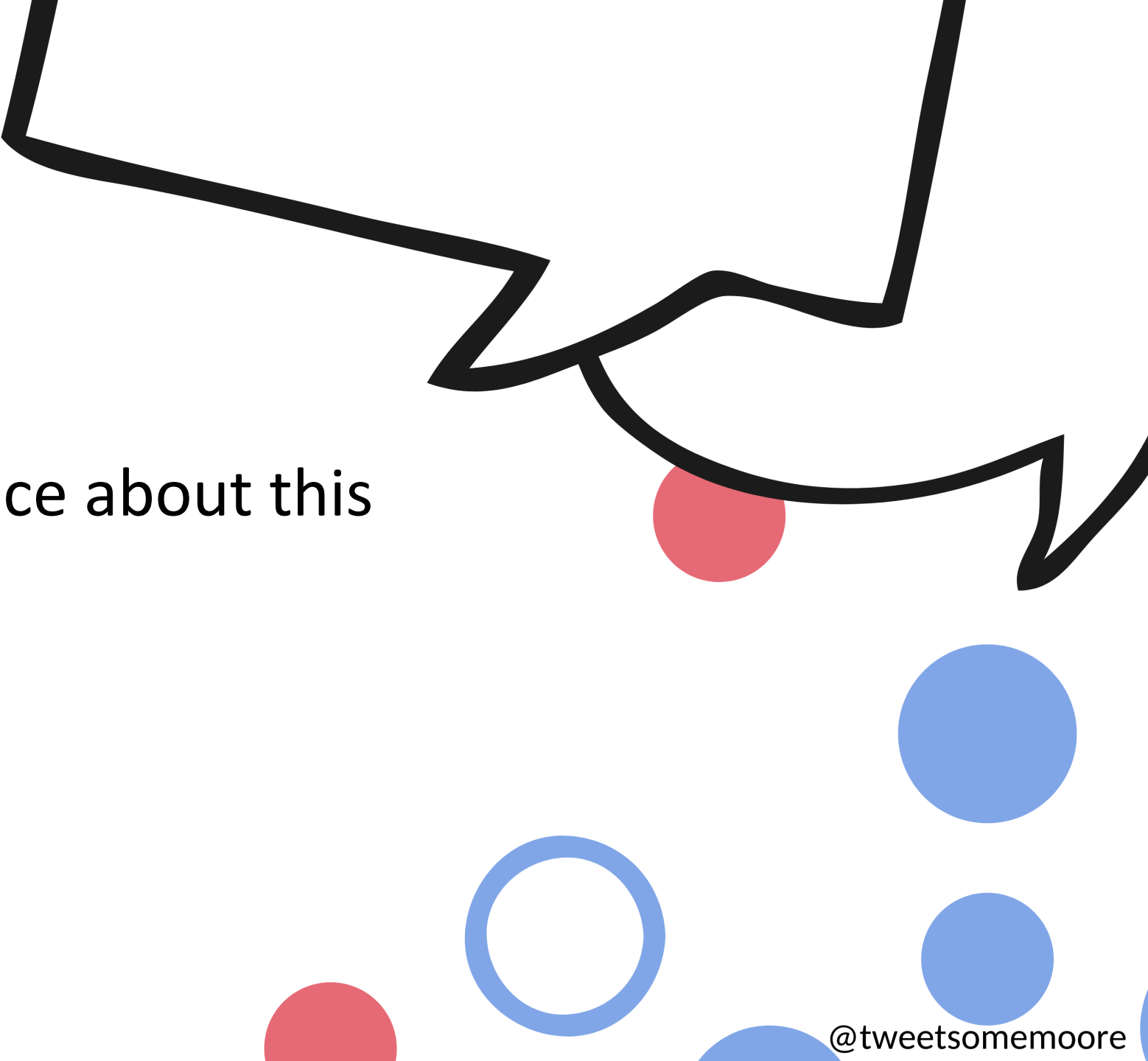


## The Activity: Shared Learning Groups

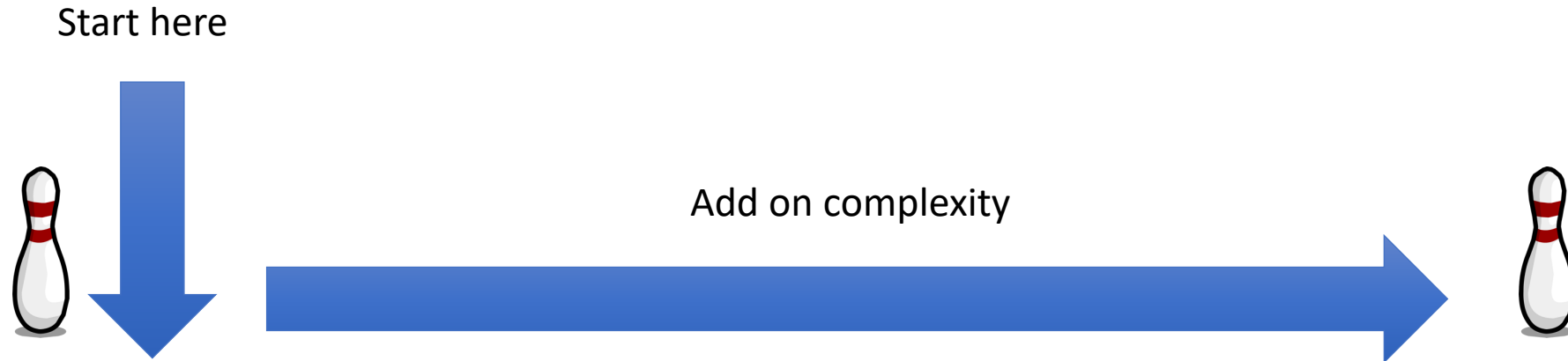


# Popcorn

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

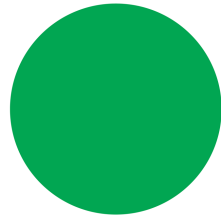
Words I Know	Words I Don't Know

# Sort the pictures/words

rectangle



circle



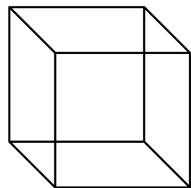
triangle



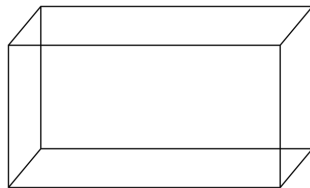
square



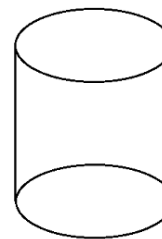
cube



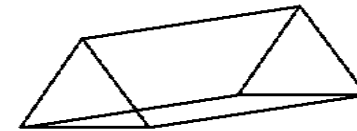
rectangular prism



cylinder

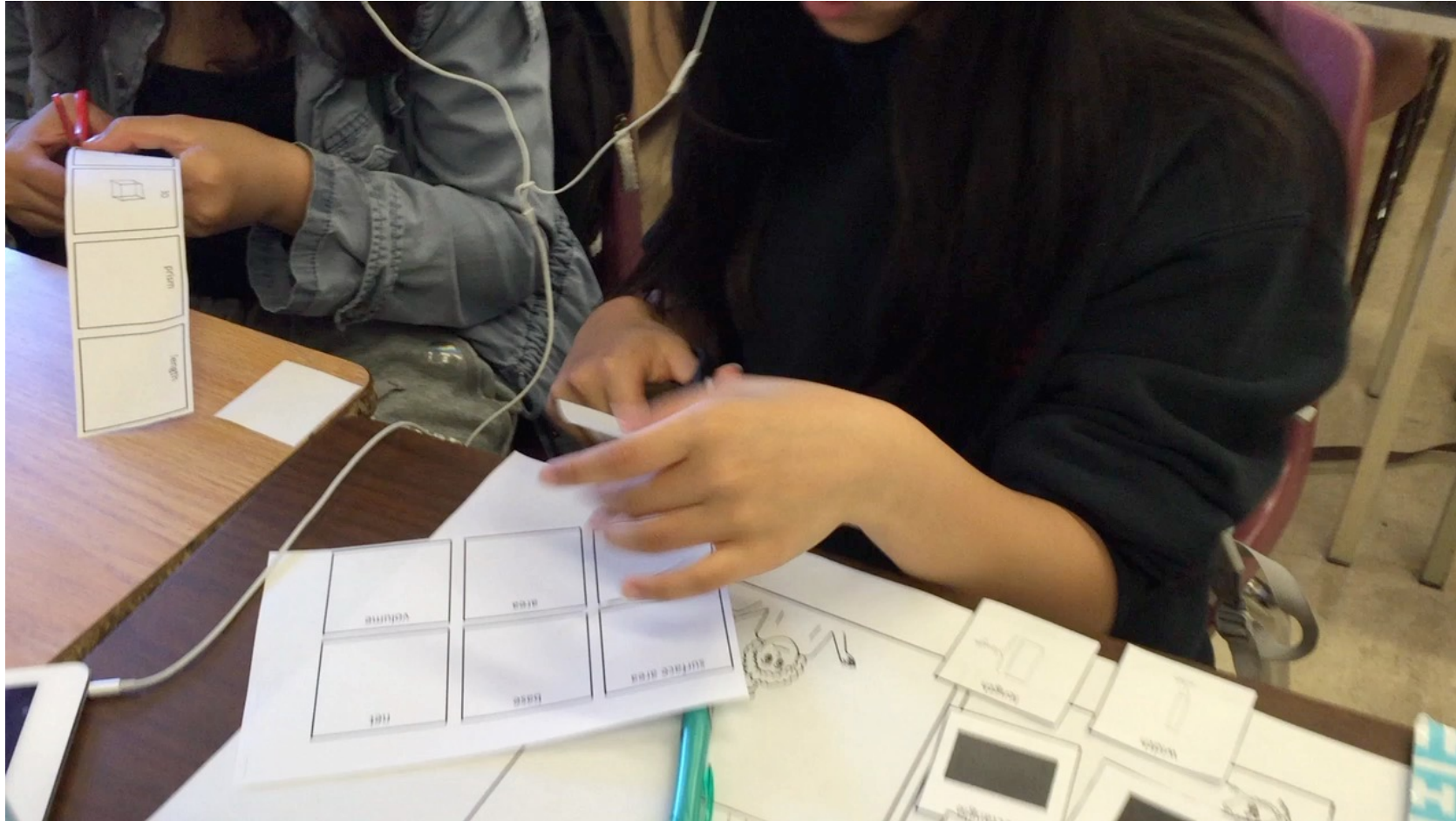


triangular prism

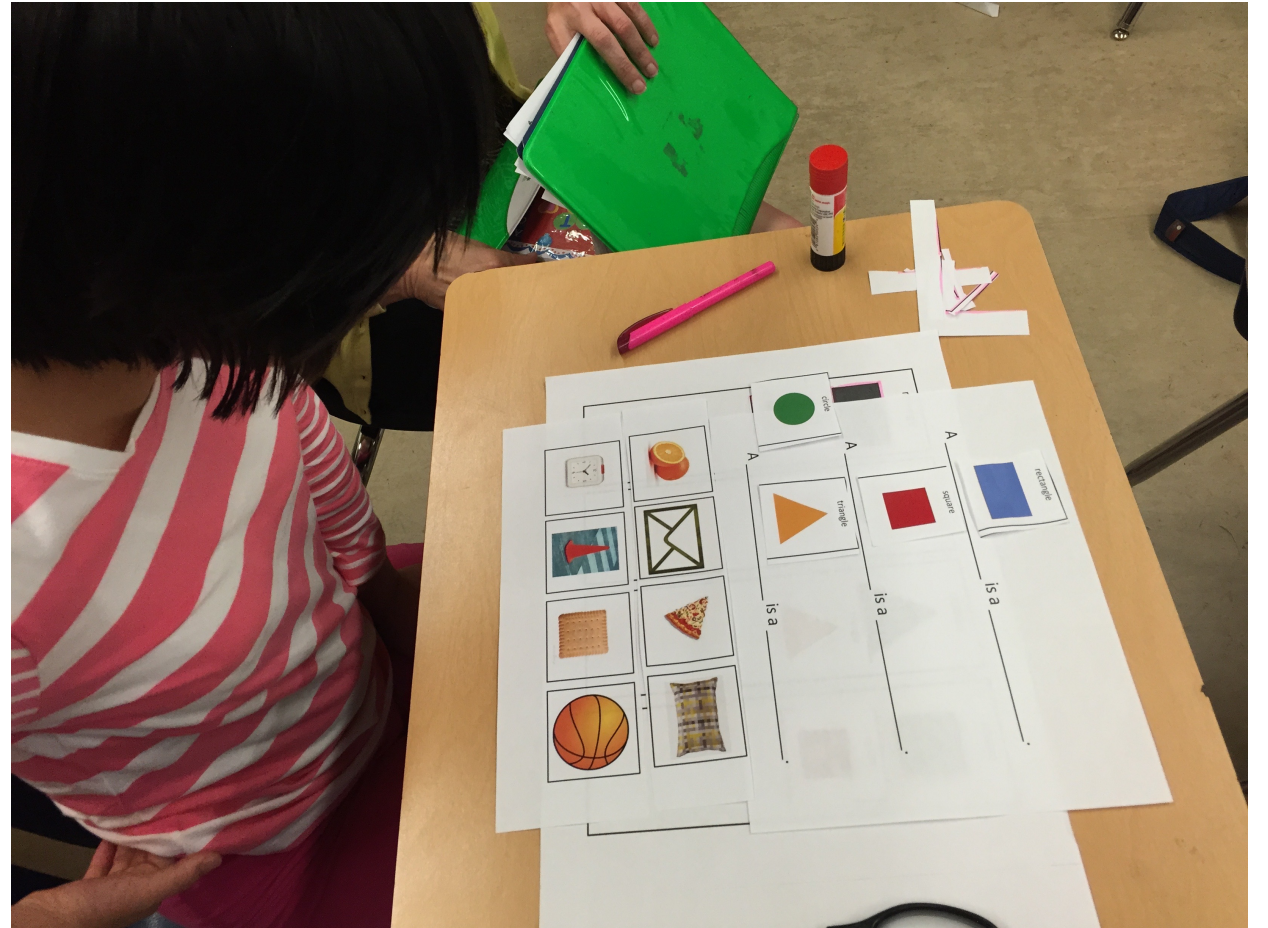


face	surface area	base	net
width	height	area	volume
2D	3D	prism	length

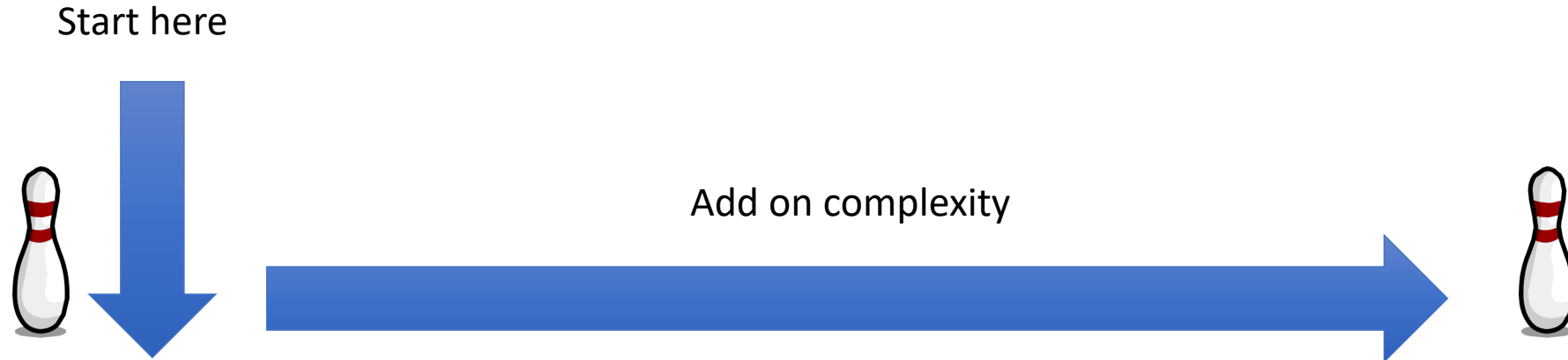
# Shared Learning Task



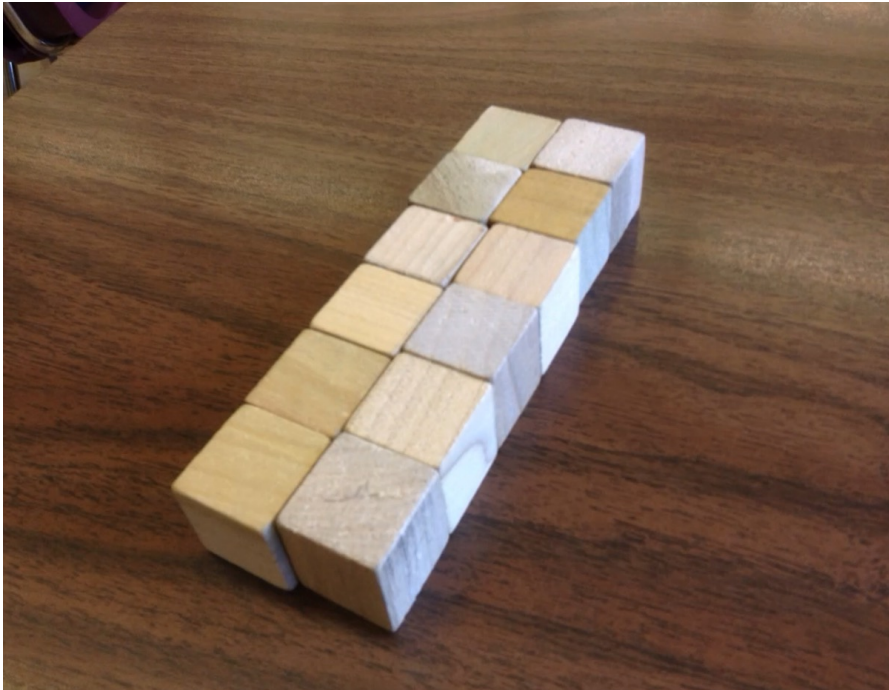
# Shared Learning Task



# The lesson goal...

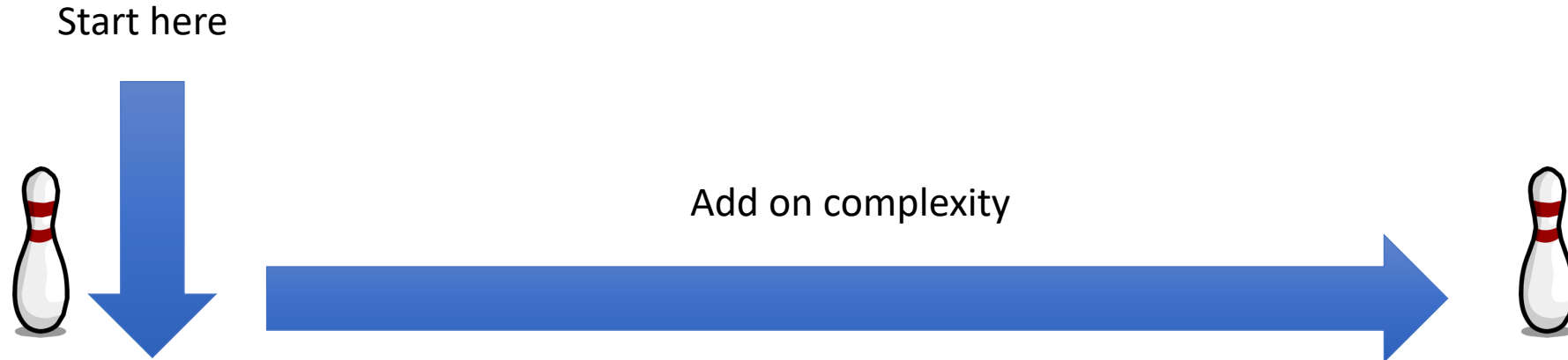


Access (NEED)	All (MUST)	Some (CAN)	Few (COULD)
I can build a 3D prism I can draw a line with a ruler	I can build a 3D prism with a volume of 24 units <sup>3</sup> I can create a drawing of a 3D prism with a volume of 24 units <sup>3</sup>	I can build a net for a prism with the volume of 24 units <sup>3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



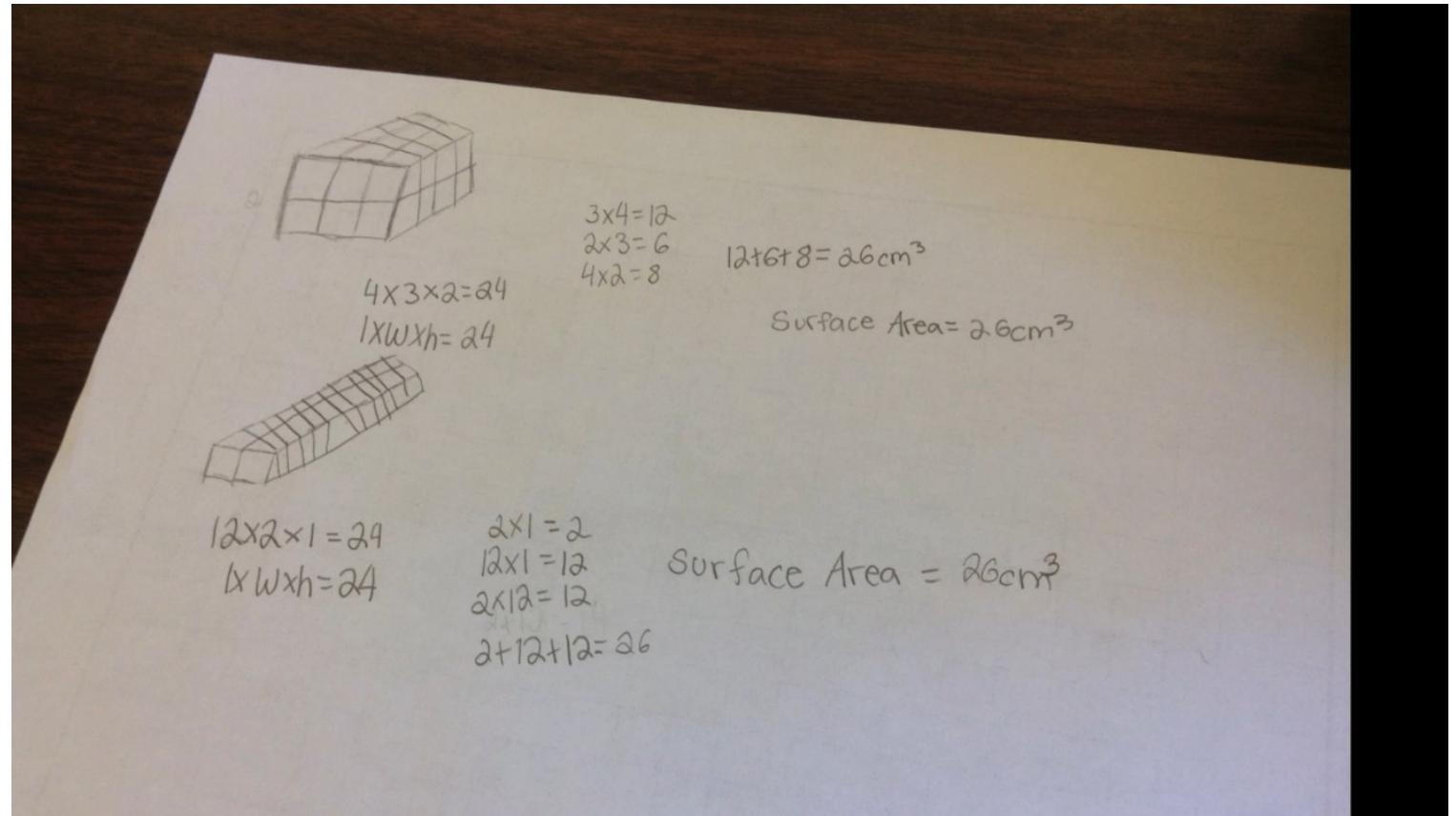
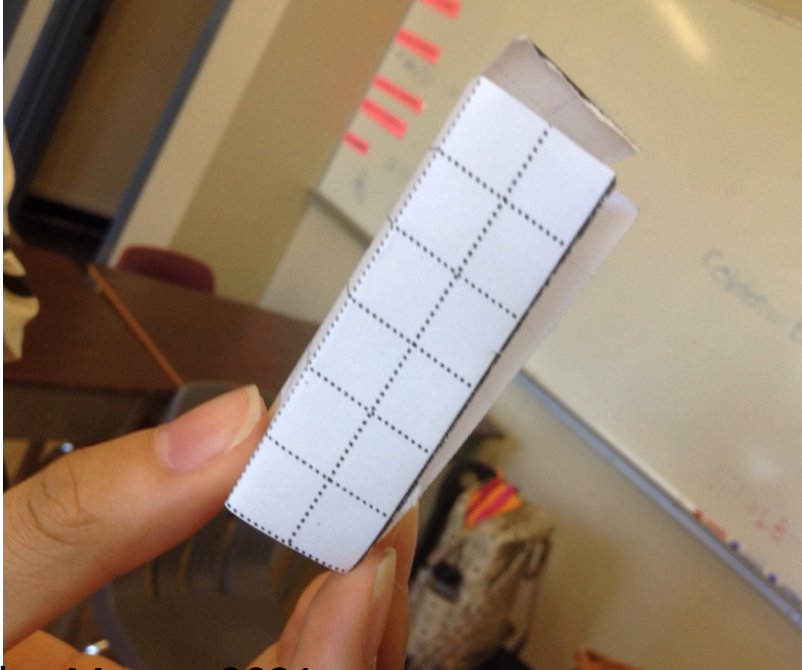
Shared Access Point

# The lesson goal...



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# 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**

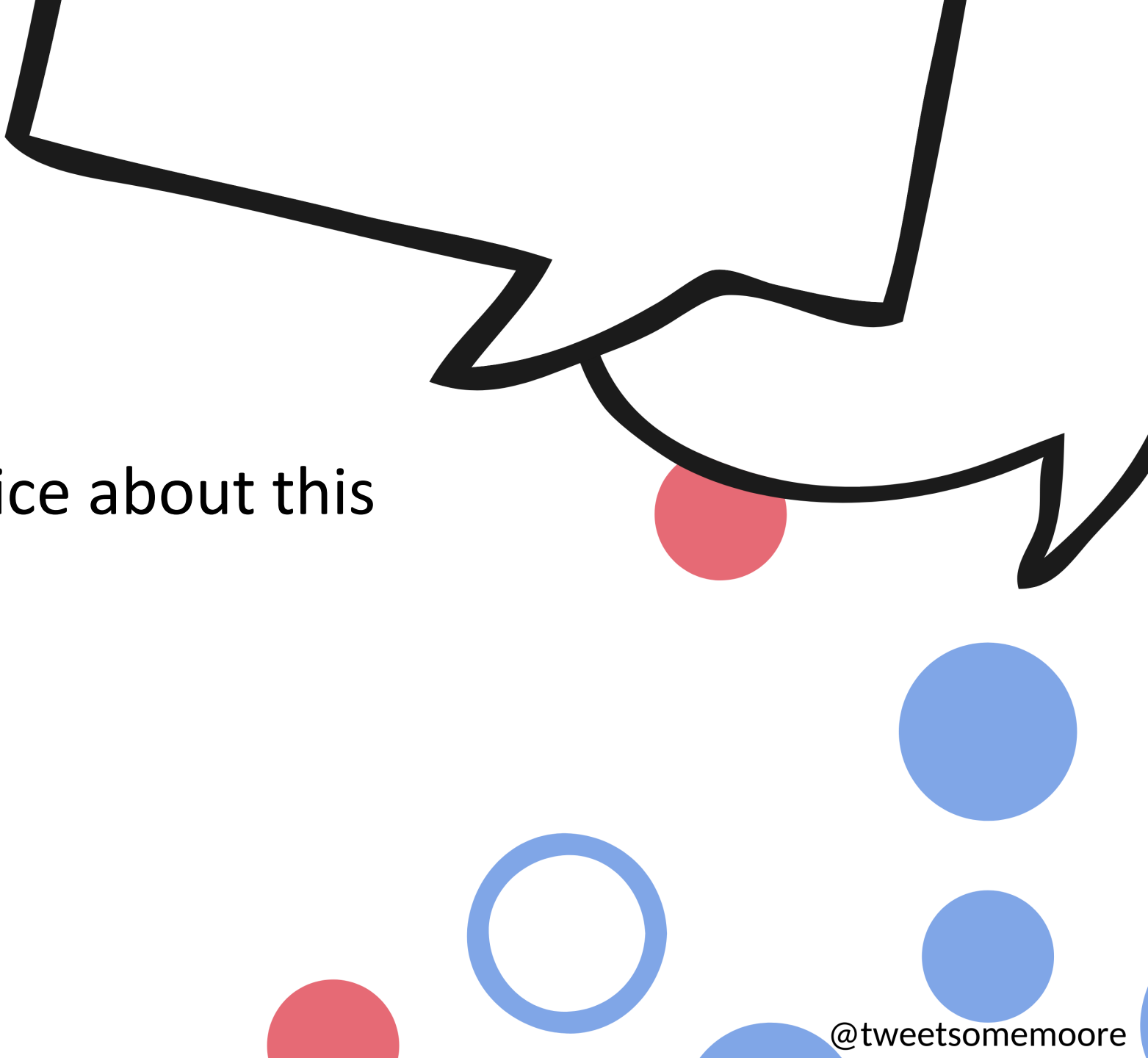
# What makes a story?

## 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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