

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**.



Breakout Discussion

- reflect on the needs of your class
- ask students what supports or strategies work for them
- choose one need and decide on some supports and strategies
- try teaching a new support or strategy to students and get them to reflect on what works and why



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 children & youth...

are **PLACED** in
and attending
inclusive
programs

are **PRESUMED**
competent and as
having
POTENTIAL

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

have
PURPOSEFUL
roles and
responsibilities

are **PLANNED** for

SESSION 1

SESSION 2

SESSION 3

SESSION 4

SESSION 5

What Does Research Say?

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SESSION 3

Location vs. Place



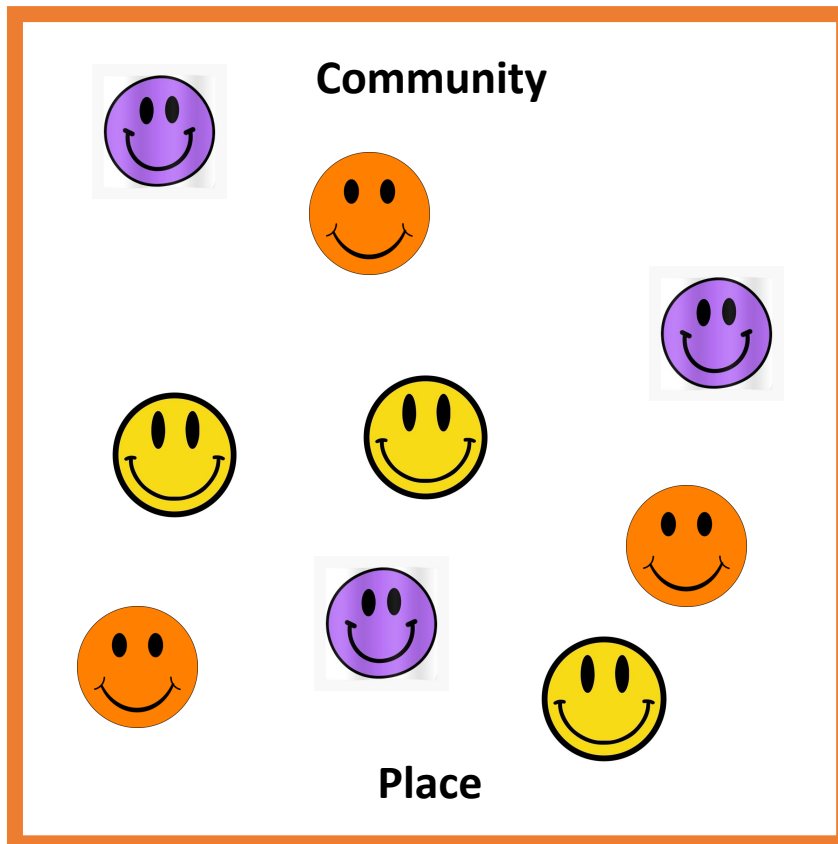
Existence vs. Belonging

Shifting the Paradigm: Person-Place Model of Need

Inclusive Education

If an individual isn't successful


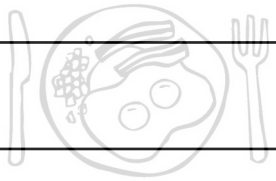
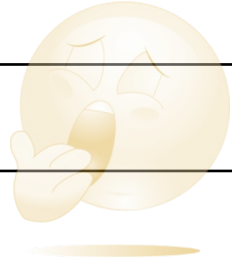
- Determine barriers in place
- Determine needs of the community
- Anticipate supports & strategies based on needs
- Universally apply supports and strategies to ALL




Strategy: Designing a Needs Based Classroom Support Plan

Classroom Support Plan
 Teacher(s): _____ Support Staff: _____ Lens: _____

← Range of Support (MTLS) →

	Students...	Strategies & Supports		
	who needs the most support	Universal Support (Good for ALL)	Targeted Support (CHOICE for ALL)	Essential Support (Good for ONE)
Range of Students (RTI)	Need			
	Need			
	Need			
	Need			
	Need			
	who needs the most challenge			



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?



Proximity & Participation



Proximity & Participation

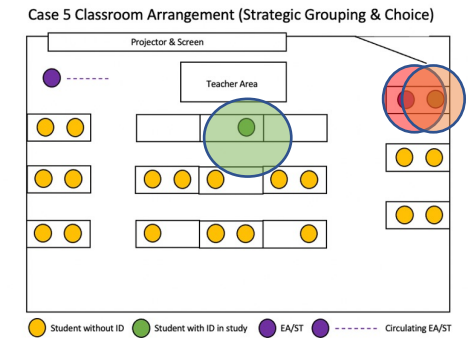
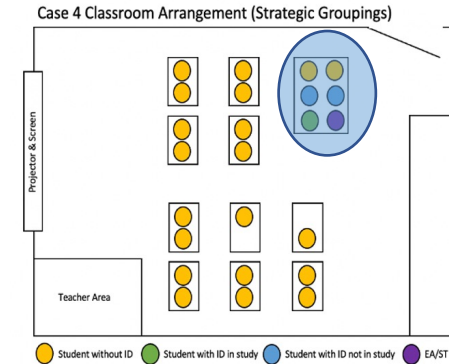
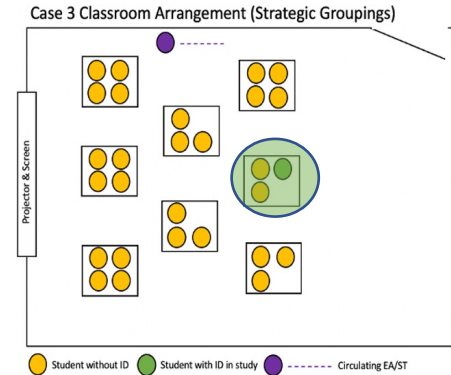
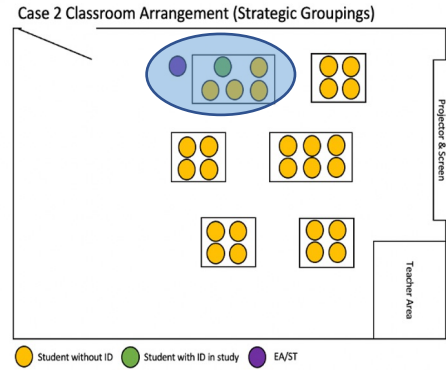
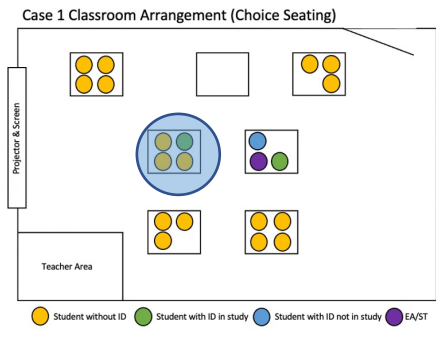


ISLAND IN THE MAINSTREAM
MRS. JONES AND MRS. COOPER ARE
STILL TRYING TO FIGURE OUT WHY FRED
DOESN'T FEEL LIKE PART OF THE CLASS.

Shelley Moore, 2021

- Many 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

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							

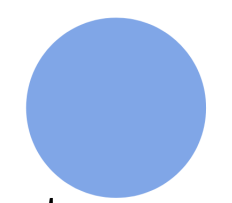
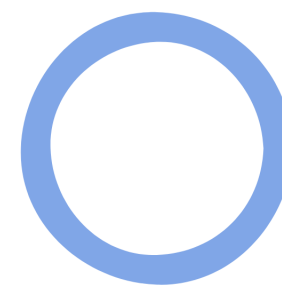
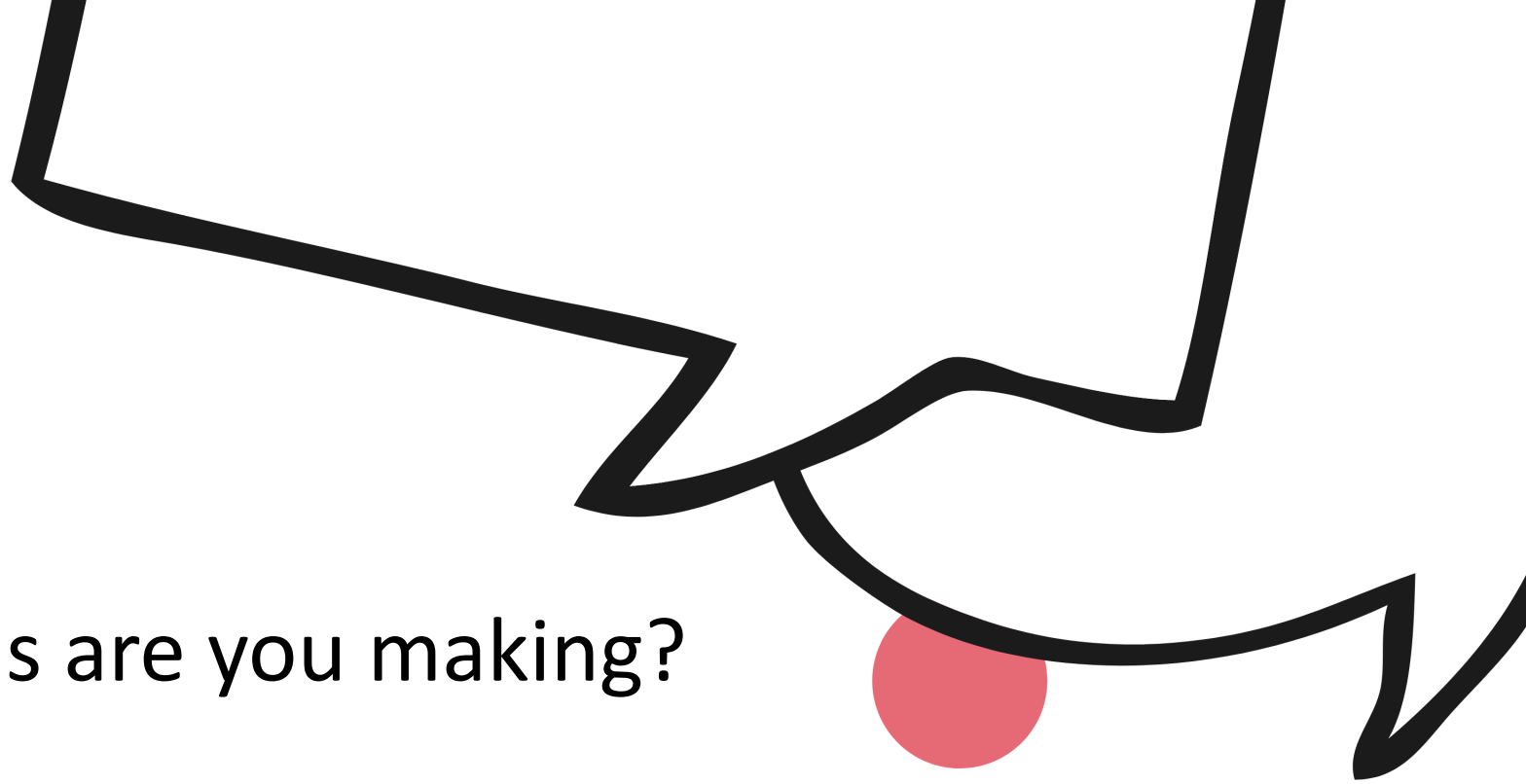



How do we support students to be within proximity to each other?

- **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

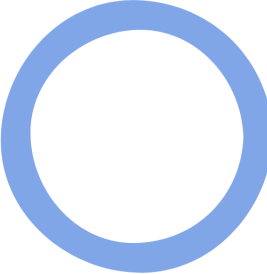
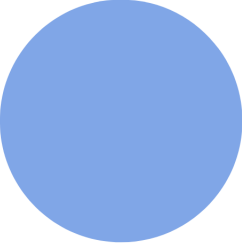
- School wide inclusive initiatives e.g., lunch breaks, extra curricular activities, field trips etc.
- Focus on personal & social participation


- **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

Popcorn

What is useful so far?





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

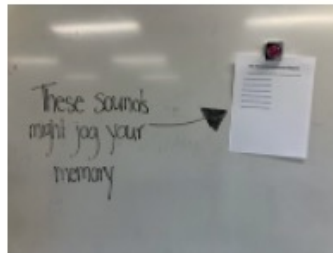
- Peer Support/ Mentoring
- Shared Support
- Shared Learning Opportunities
 - Shared Learning Goal
 - Shared Access Point
 - Shared Learning Task
 - Shared Learning Groups

Peer Support/ Mentoring: Gr. 2

Shared Support Gr. 9 English



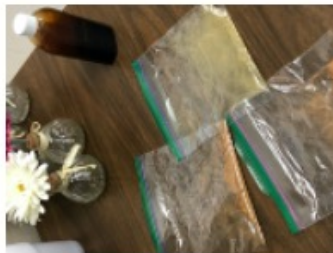
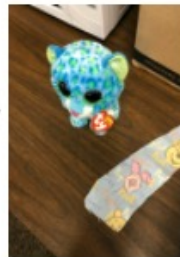
Images of events including activities, clothing, popular books, movies, people etc. from 2005



Songs and sounds to listen to



Textures to feel



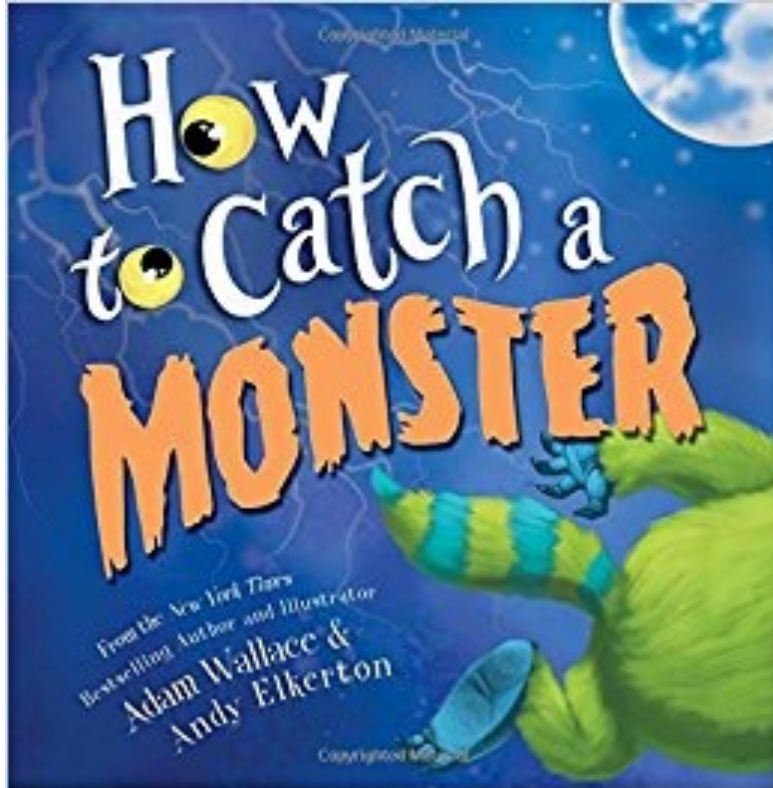
Spices to smell and taste



Familiar flavours

Shared Learning Opportunities

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



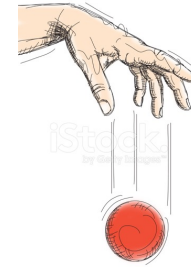
Who are our monsters?

How many ways can we catch them?

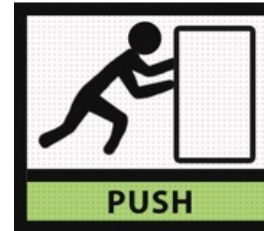
The Lesson: Shared access point

Where in the world do things:

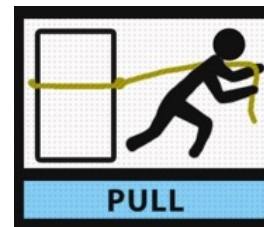
Fall



Push



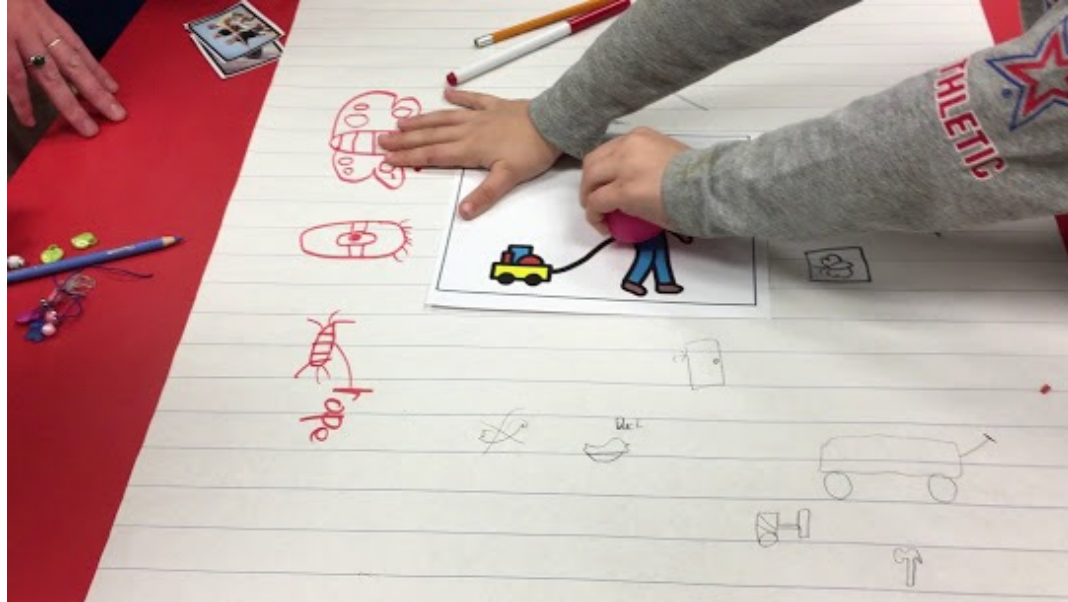
Pull



The Lesson: Shared Supports

In groups of 3...

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



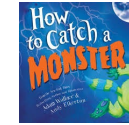
The Activity: Shared Learning Task

Learning Target: I know different types of forces

Start Together

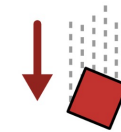
NEED

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



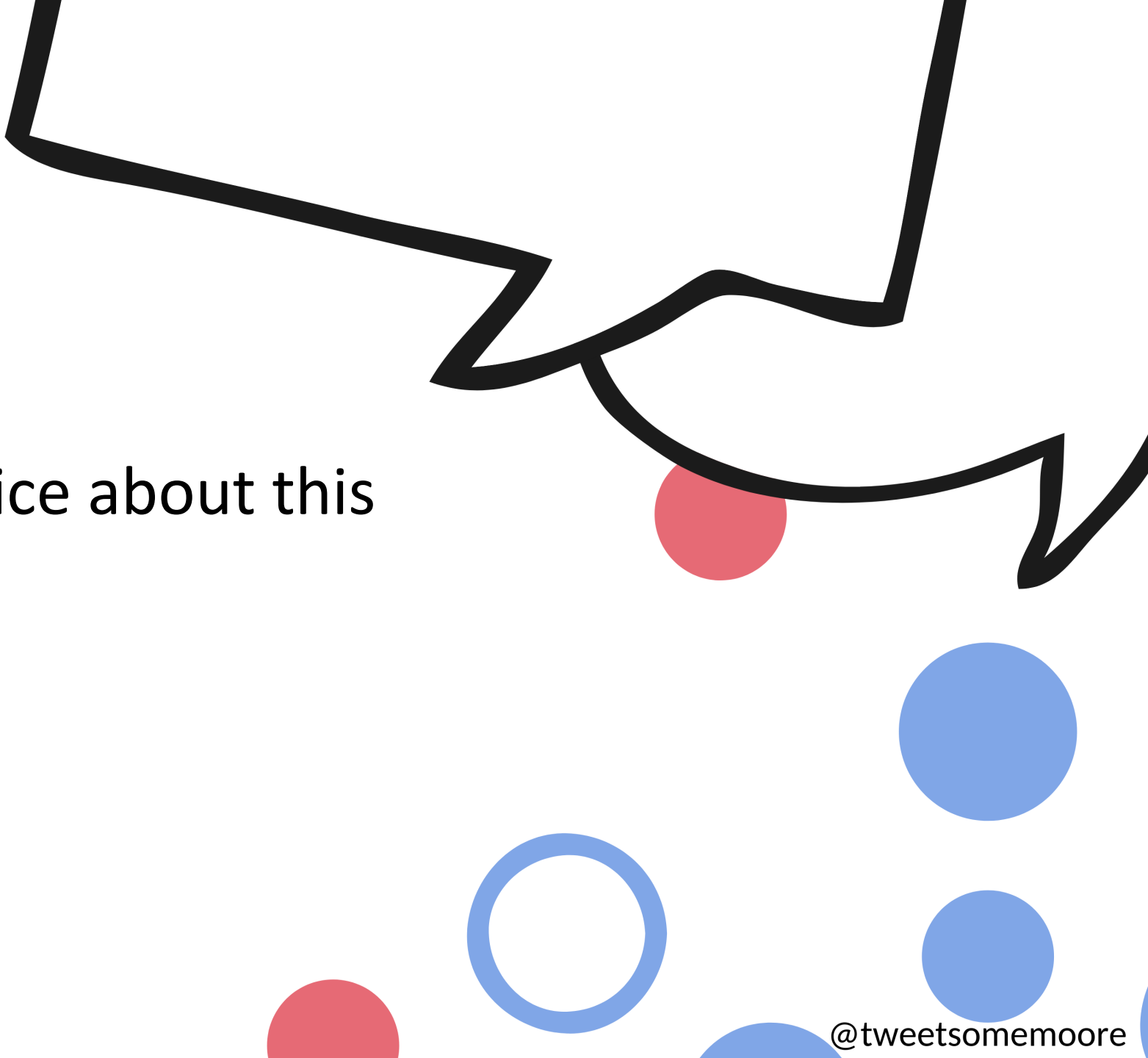
Go as far as you can!



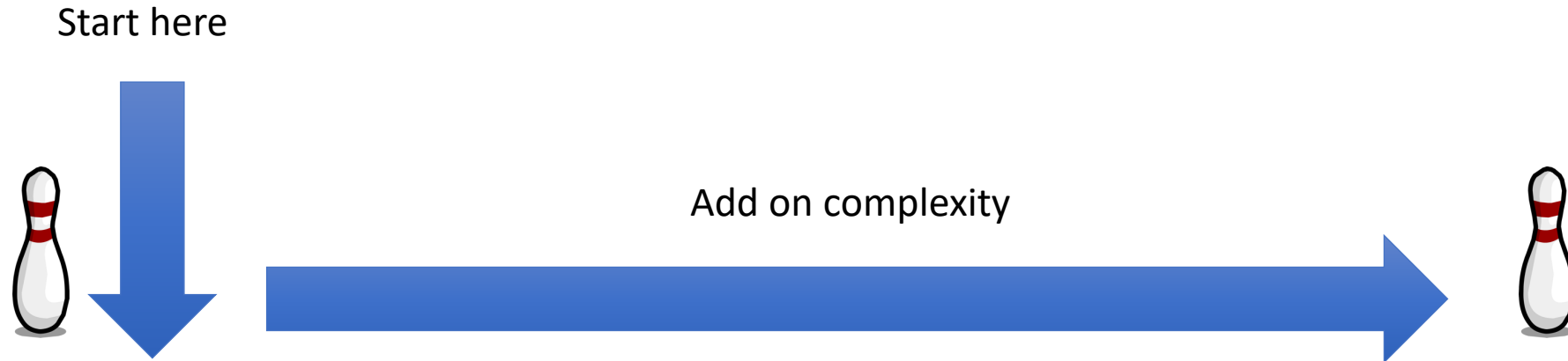
The Activity: Shared Learning Groups

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

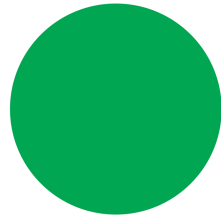
Words I Know	Words I Don't Know

Sort the pictures/words

rectangle



circle



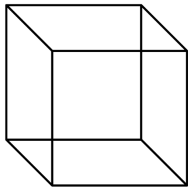
triangle



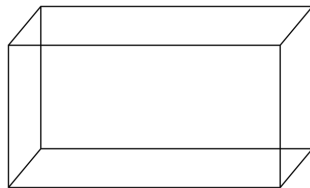
square



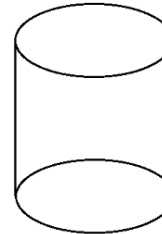
cube



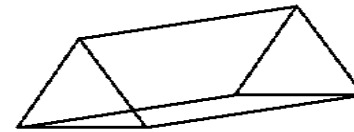
rectangular prism



cylinder



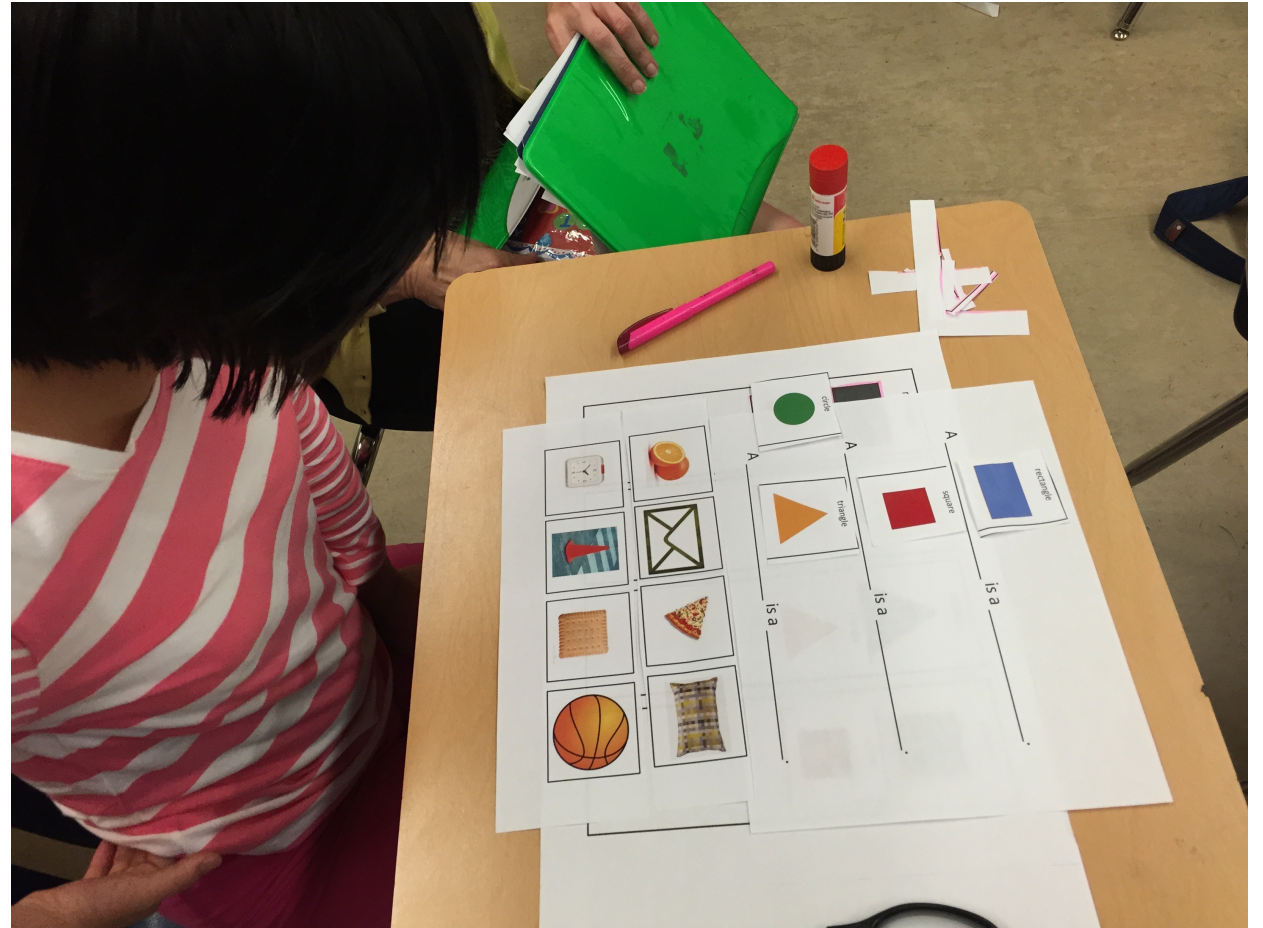
triangular prism



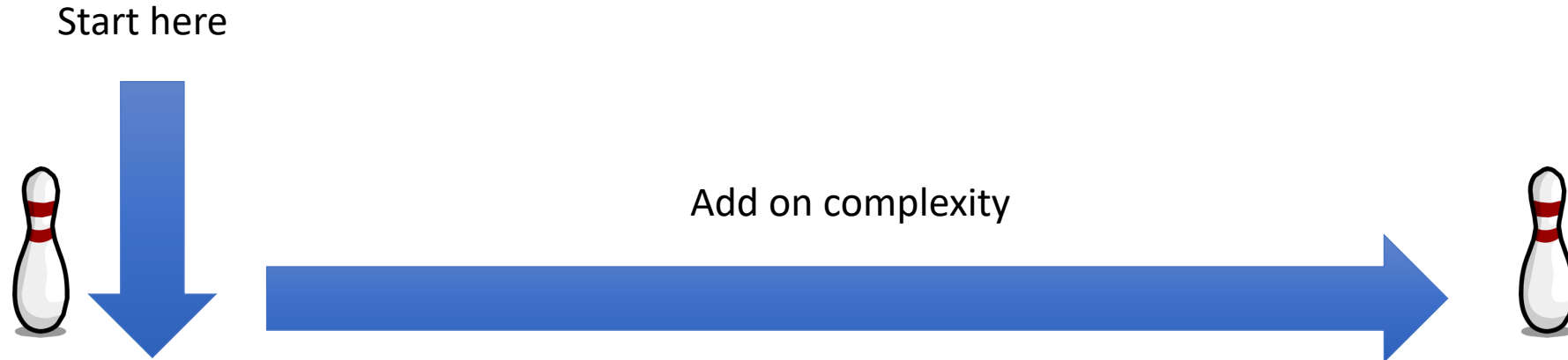
face	surface area	base	net
width	height	area	volume
2D	3D	prism	length

Shared Learning Task

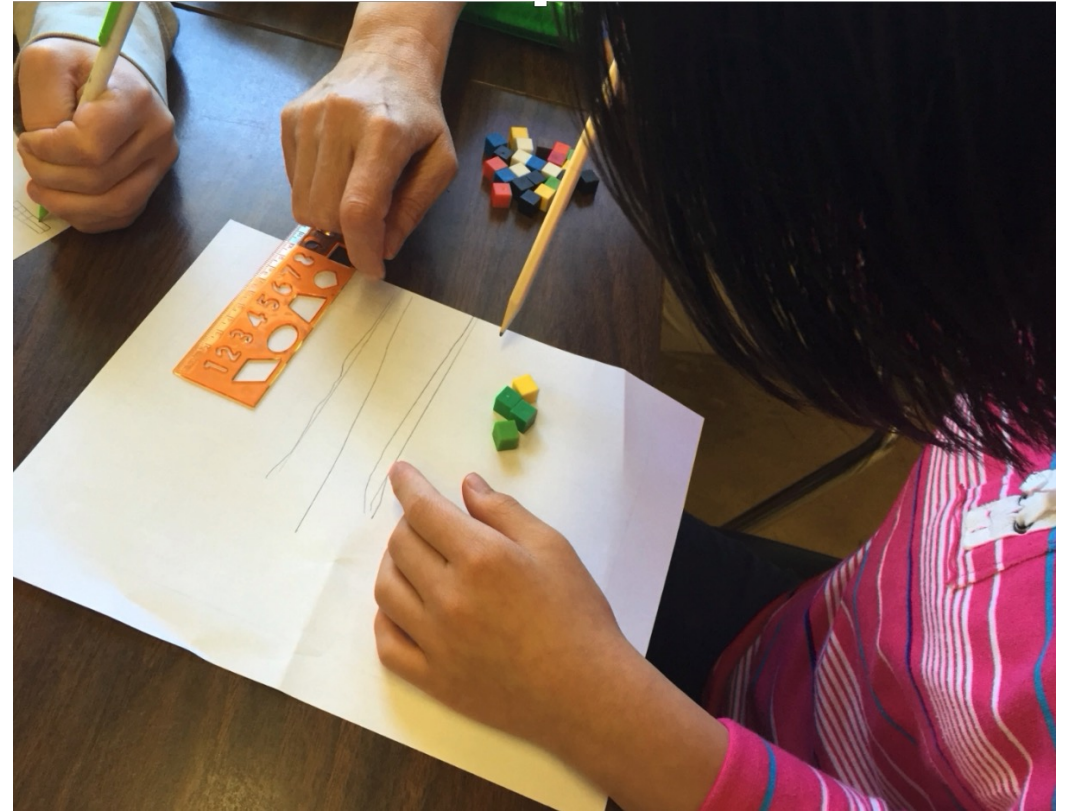
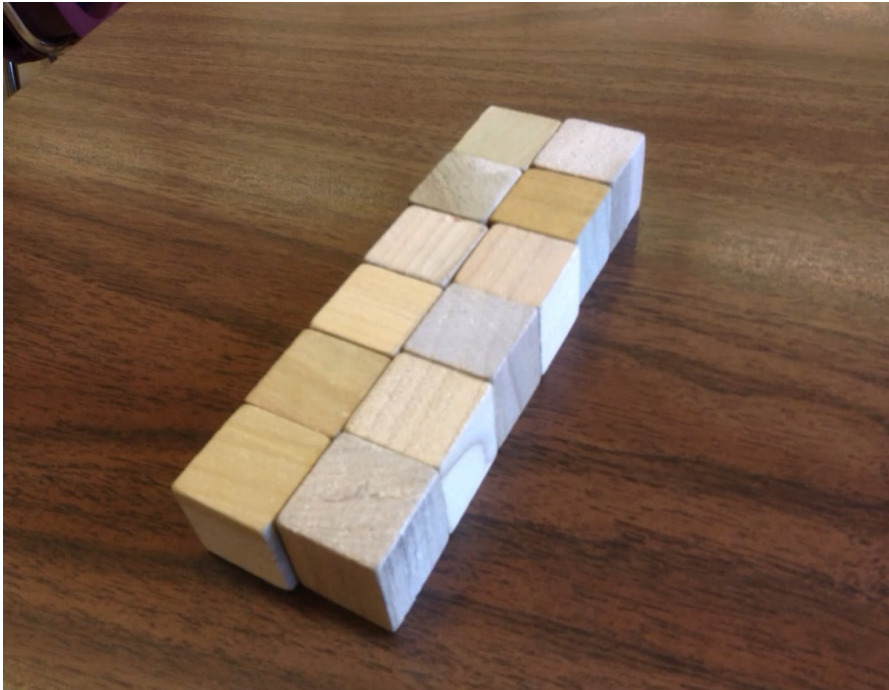
Shared Learning Task



The lesson goal...

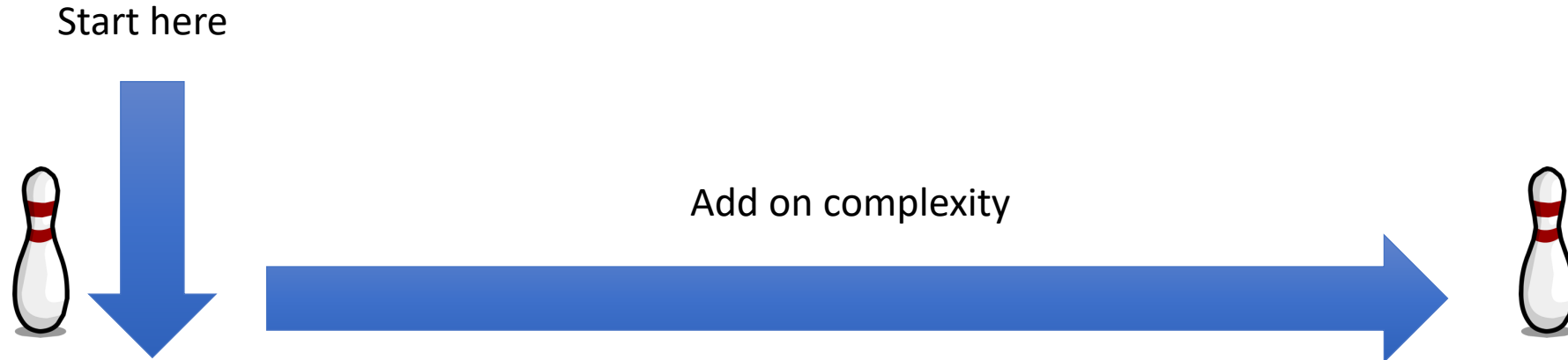


Access (NEED)	All (MUST)	Some (CAN)	Few (COULD)
I can build a 3D prism I can draw a line with a ruler	I can build a 3D prism with a volume of 24 units ³ I can create a drawing of a 3D prism with a volume of 24 units ³	I can build a net for a prism with the volume of 24 units ³	I can determine the surface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



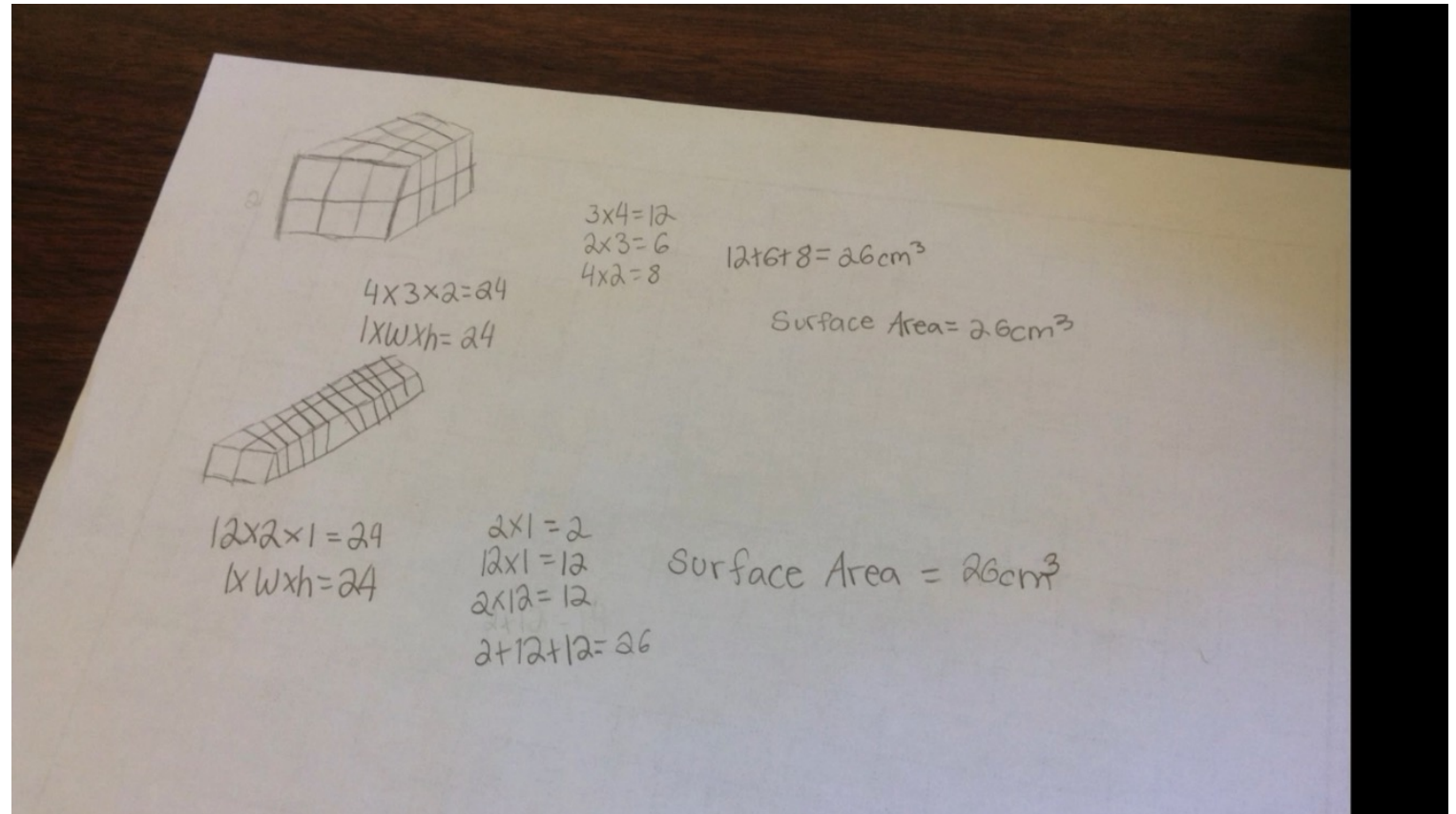
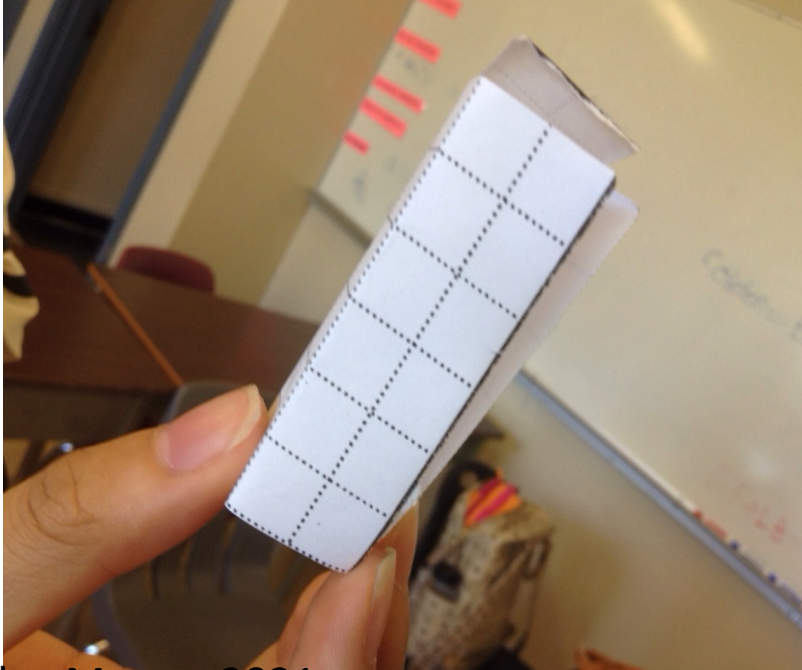
Shared Access Point

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



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

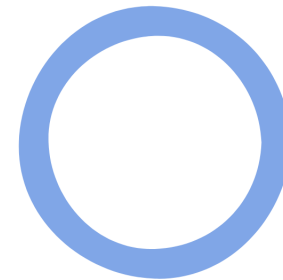
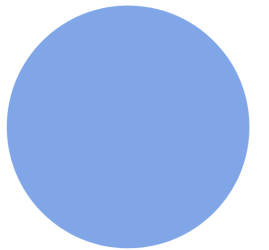
- Increased attendance
- Increased appreciation of diversity
- Personal growth
- Increased awareness of disability issues
- Increased Advocacy Skills
- Increased interest in pursuing careers in field
- Increased friendships

Taking Action: Some Ideas!

- Your team:
 - watch the 5MM video (April 1) 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 an 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
 - **Have another idea?** Let me know in your google form

Popcorn

What is one take away
from this learning series?



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Resources

- 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)

Research & Literature that Supports this Session:

- 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., 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.
- 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.
- Carter, E. W., Moss, C. K., Hoffman, A., Chung, Y. C., & Sisco, L. (2011). Efficacy and social validity of peer support arrangements for adolescents with disabilities. *Exceptional Children*, 78(1), 107-125. Carter, Moss, Chung & Sisco, 2011 Carter et al., 2015
- Chung, Carter & Sisco, 2012
- Dymond, S. K., & Russell, D. L. (2004). Impact of grade and disability on the instructional context of inclusive classrooms. *Education and Training in Developmental Disabilities*, 127-140.
- 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.
- Fryxell, D., & Kennedy, C. H. (1995). Placement along the continuum of services and its impact on students' social relationships. *Journal of the Association for Persons with severe Handicaps*, 20(4), 259-269.
- Giangreco, M. F. (2010). One-to-one paraprofessionals for students with disabilities in inclusive classrooms: Is conventional wisdom wrong?. *Intellectual and Developmental Disabilities*, 48(1), 1-13.
- Giangreco, M. F., & Doyle, M. B. (2007). *Quick-guides to inclusion: Ideas for educating students with disabilities*. Brookes Publishing Company. PO Box 10624, Baltimore, MD 21285.

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