

LEADERSHIP FOR INCLUSION

A Five-Part Inquiry Series with Shelley Moore



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**.



SHELLEY MOORE



@tweetsomemoore



@fivemooreminutes



@fivemooreminutes



www.fivemooreminutes.com

www.blogsomemoore.com





Our plan for today

- Introductions
- Participation Protocols
- Overview of Project
- Quick Review
- The First P!
- Next Steps & Action Plans
- Resources



Our plan for today

- **Introductions**
- Participation Protocols
- Overview of Project
- Quick Review
- The First P!
- Next Steps & Action Plans
- Resources

Introductions

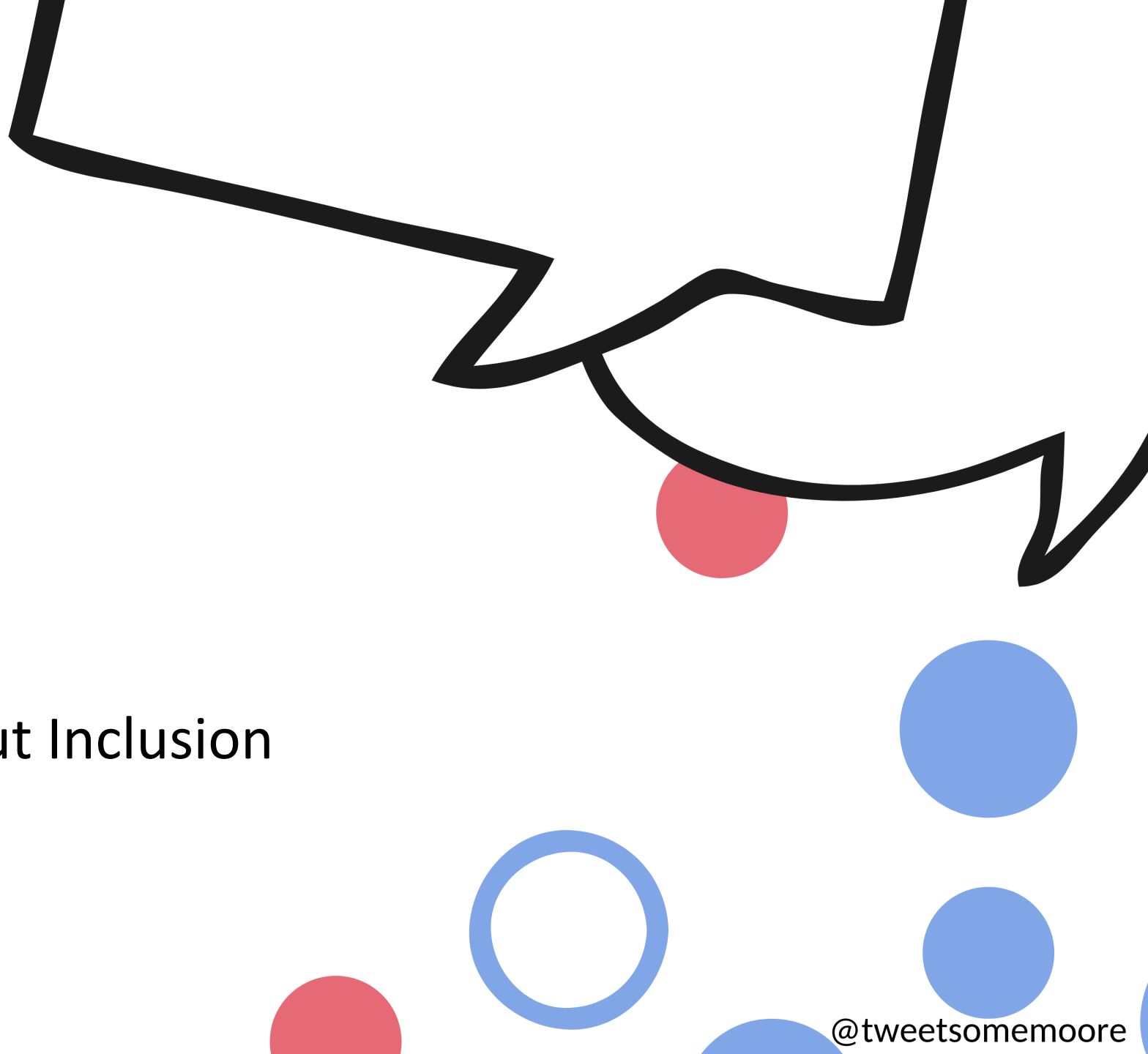
Name

Role

Location

Context/school

Big Question about Inclusion





Our plan for today

- Introductions
- **Participation Protocols**
- Overview of Project
- Quick Review
- The First P!
- Next Steps & Action Plans
- Resources

Virtual Participation Protocols



Chat Box

- Anytime! All the time!
- Respond to specific questions

Break Out Groups

- Popcorn conversations

Break Out Groups – Popcorn

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

Popcorn

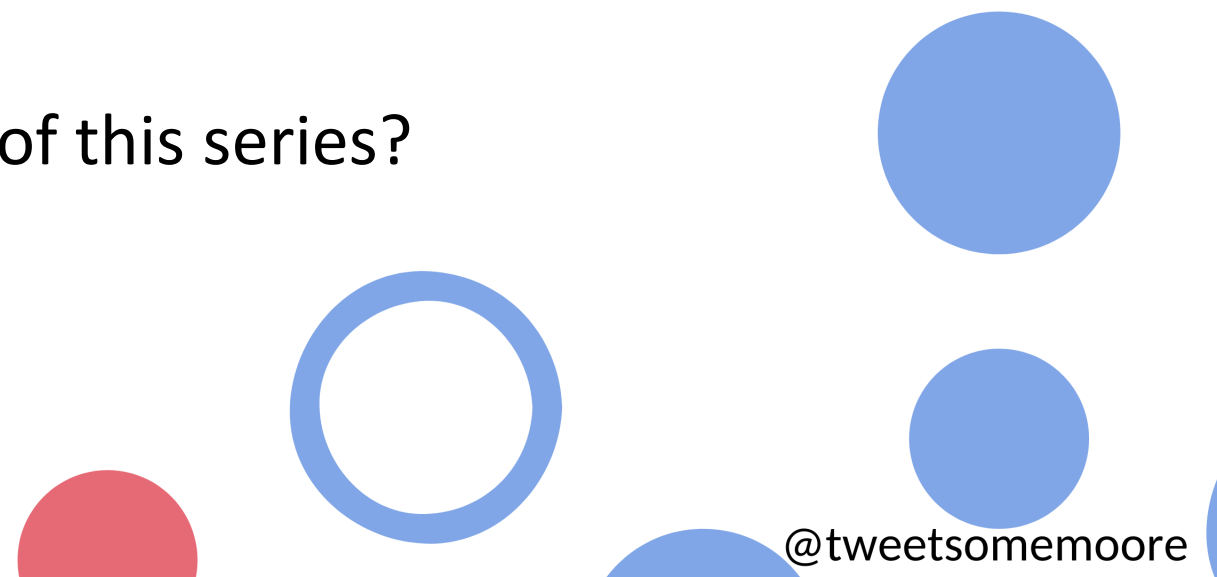
Name

Role

Location

Context/school


What are you hoping to get out of this series?





Our plan for today

- Introductions
- Participation Protocols
- **Overview of Project**
- Quick Review
- The First P!
- Next Steps & Action Plans
- Resources



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 presumed
competent

are enrolled in
and attending
curricular classes

are in proximity to
and participating
in learning with
peers

have purposeful
roles and
responsibilities

are planned for



Student Infrastructure

What does the Research Say?

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

are planned for

2. Teacher professional development that...

supports collaboration and the changing roles of educators & support staff

is situated, ongoing and inquiry based

Teacher & Staffing Infrastructure

Student Infrastructure

What does the Research Say?

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

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 ...

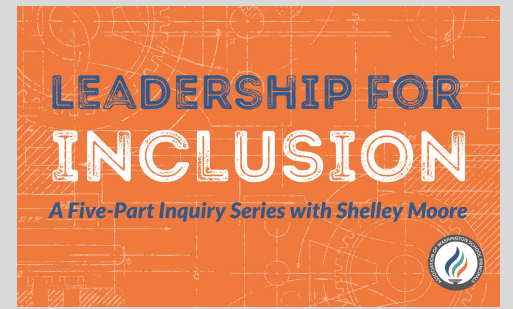
relies on Universal Design for Learning and layered support models

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

School & District Infrastructure

Teacher & Staffing Infrastructure

Student Infrastructure



Every session will focus on an infrastructural condition

Presuming
Competence



Sept. 26

Connecting to
Place



Oct. 17

Proximity &
Participation
with Peers



Nov. 14

Purposeful



Feb 13

Planned For

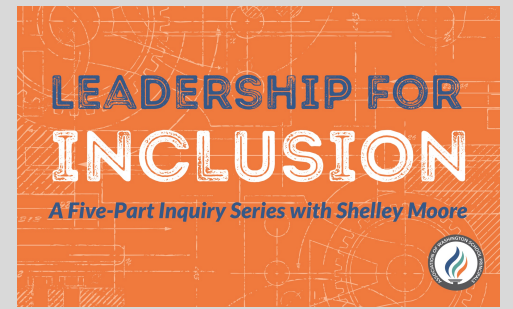


Mar 19

Apr 30



**Celebration
of Learning**



Every session will focus on an infrastructural condition

Presuming
Competence



Sept. 26

Connecting to
Place



Oct. 17

Proximity &
Participation
with Peers



Nov. 14

Purposeful



Feb 13

Planned For



Mar 19

Apr 30

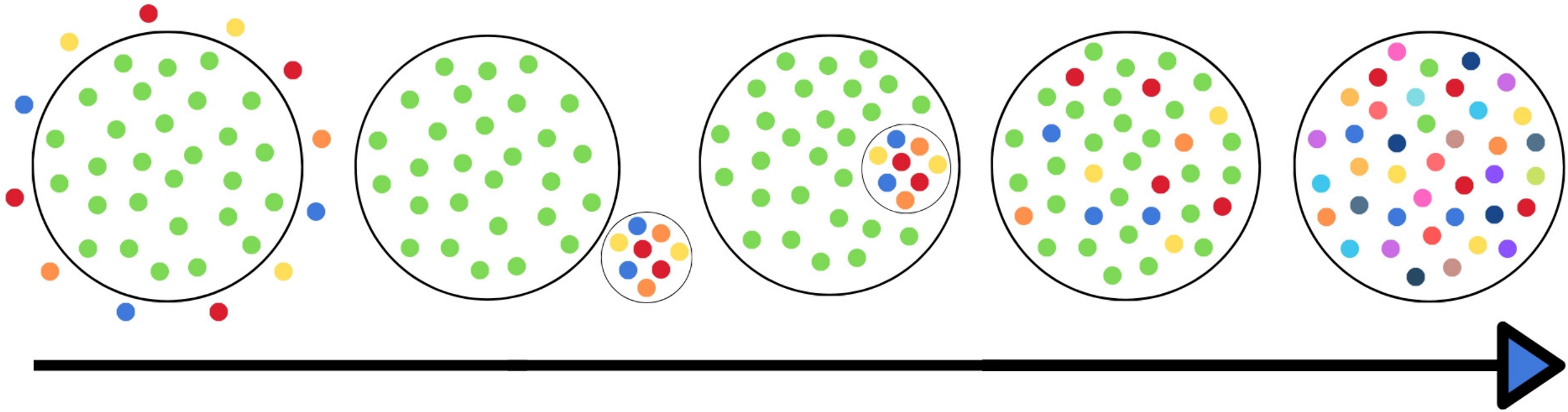


**Celebration
of Learning**

Celebration of Learning

- Your Team will have the opportunity to share your learning journey:
 - Where did we start?
 - What did we try?
 - What did we notice?
 - What did we learn?
 - What is our next step?
- Collecting Ongoing Evidence of Learning
 - Products (student samples, planning documents, photos, videos, google forms, etc.)
 - Observations (visits, reflections from observations, videos etc.)
 - Conversations (recordings, reflections from conversations, emails etc.)

WHAT IS INCLUSION?



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



Now What?!

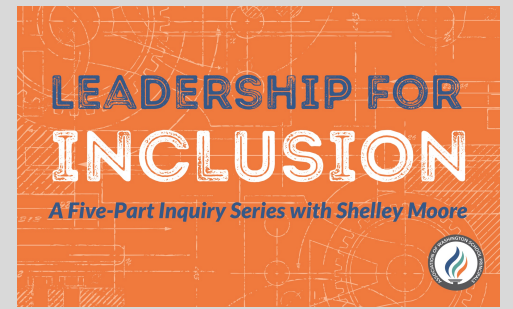
- Understand **WHAT** Inclusion is....



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



How to we do it?



Every session will focus on an infrastructural condition

Presuming
Competence



Sept. 26

Connecting to
Place



Oct. 17

Proximity &
Participation
with Peers



Nov. 14

Purposeful



Feb 13

Planned For



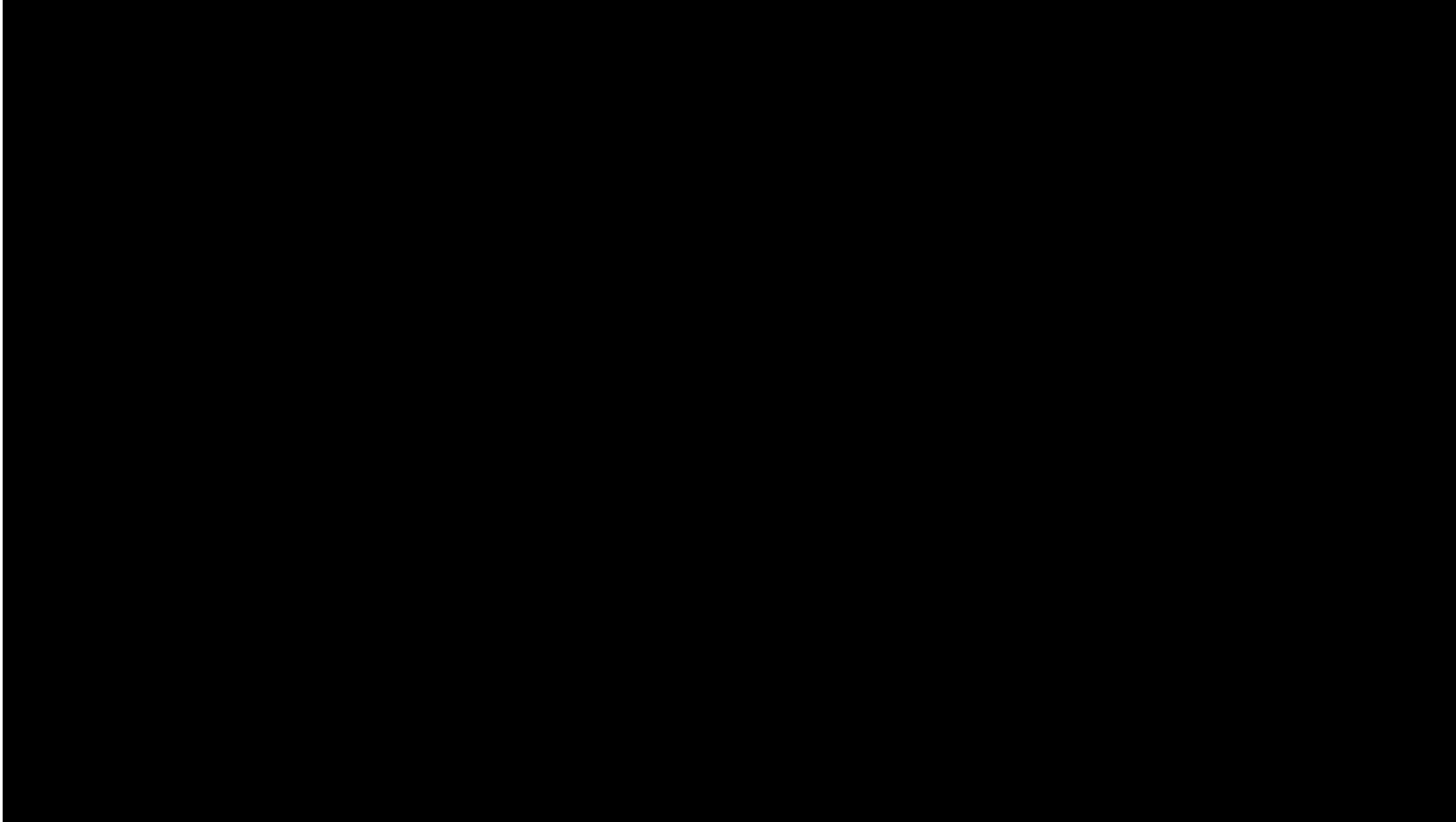
Mar 19

Apr 30

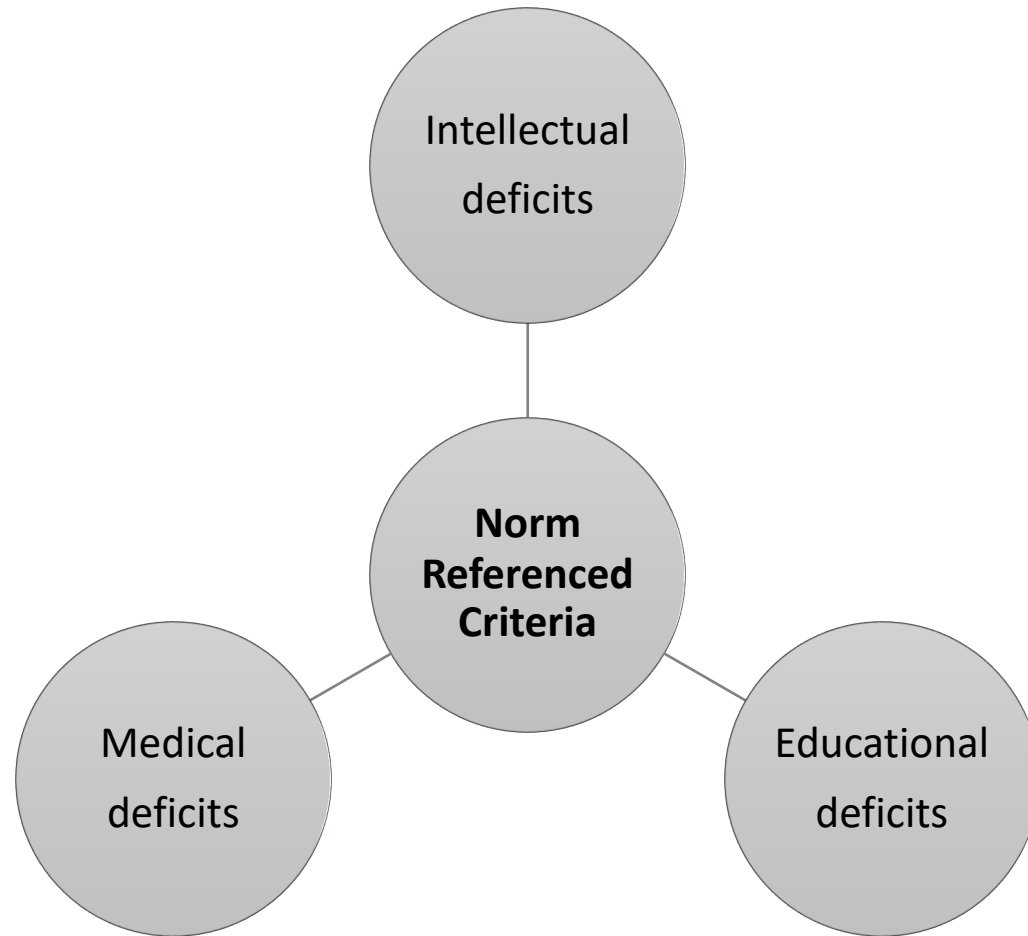


**Celebration
of Learning**

What is a **strength-based perspective**?



Why are students not often viewed through a **strength-based perspective**?



Down syndrome



Has a laugh that will
make you laugh

Will make you see the
beauty in difference

Knows strength
and determination

Will always greet you like he
hasn't seen you in years

Finds his joy and doesn't
care what others think

Makes you want to be
a better person

Has great rhythm with an
awesome booty shake

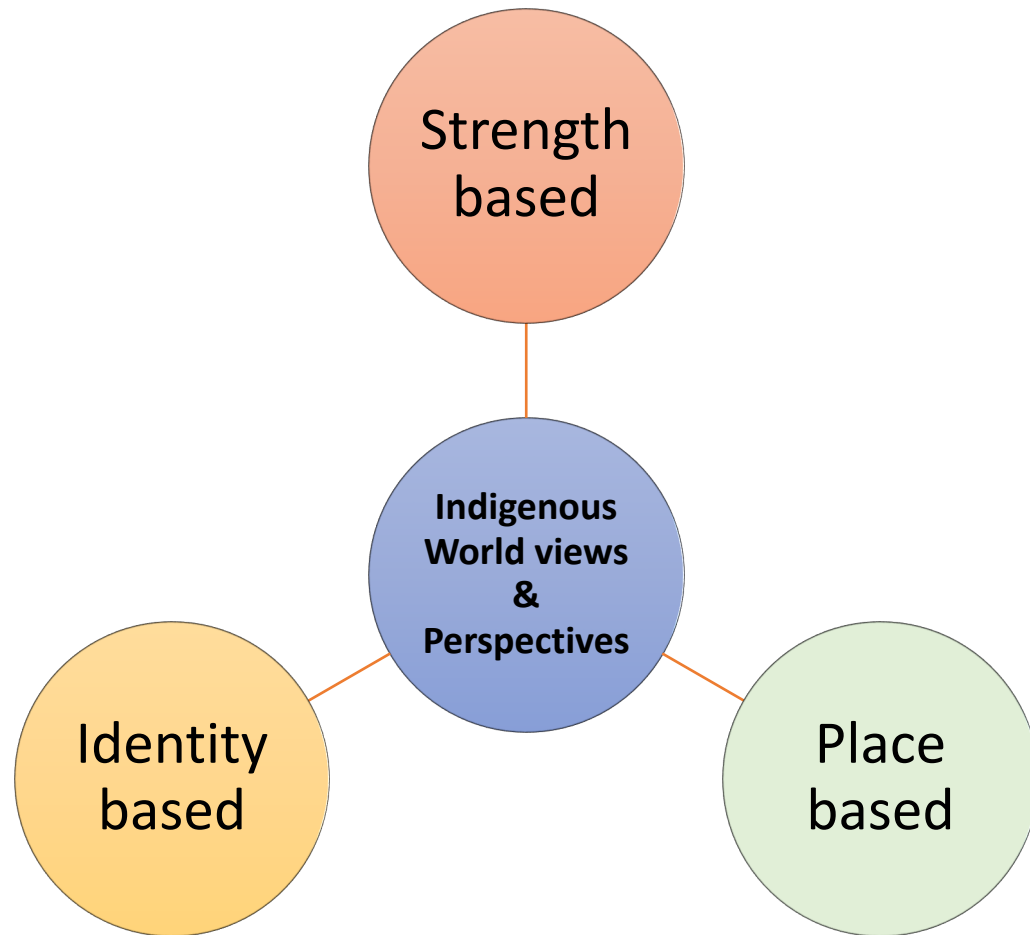
Sassy, funny, sassy, kind,
sassy, empathetic, sassy



A strength-based perspective is...

- Believing that **ANY and ALL** students can learn in **ANY and ALL** contexts because accessing learning **does not rely on pre-requisites**
- Focusing on what students **CAN do** and where they **COULD be**, instead of what they **CAN'T** do and where they **SHOULD be**
- Build on the strengths of students to **contribute to their communities, teach others** and facilitate a **sense of belonging**
- **Harness the strengths** of students to **build on their stretches**, or get better at things that are hard

Have all education systems viewed students this way?

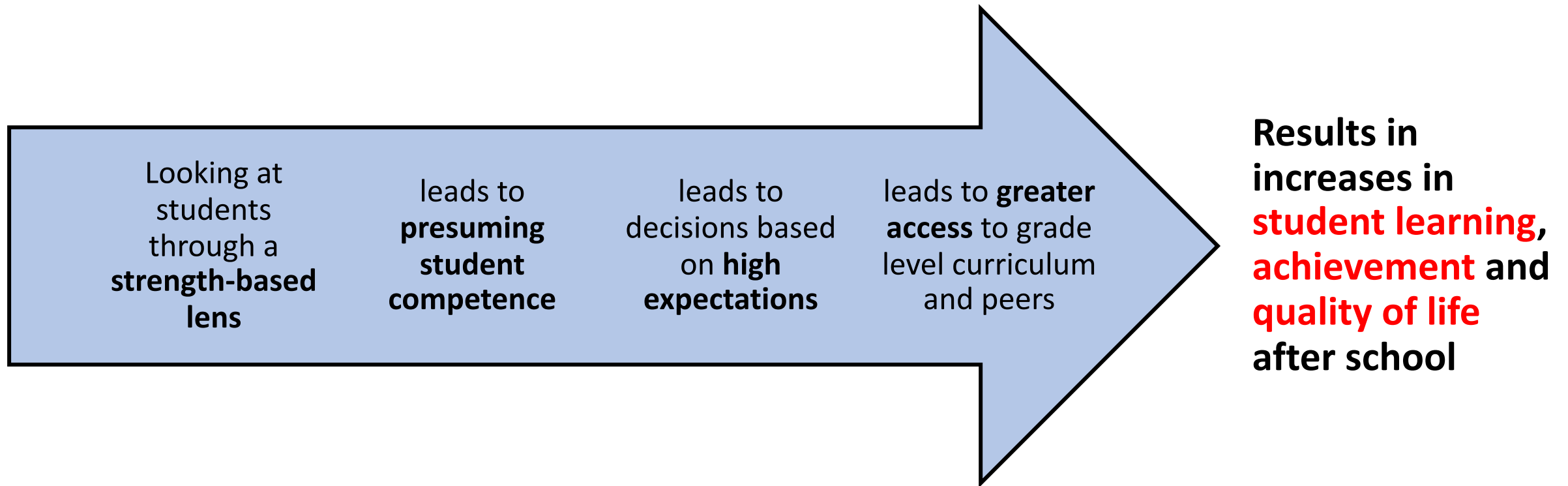


NO

Inclusive ideas and practices are attempts to realign to a view that situates all students as having **strengths**, a strong **identity** and **value in a community**

Inclusion is not “new”

Why a **strength-based perspective**?



Even if **we are wrong** about a students' **capabilities** to access and learn grade level curriculum with their peers, **the consequences** of that presumption **being wrong** are **not as dangerous** as not holding high expectations.

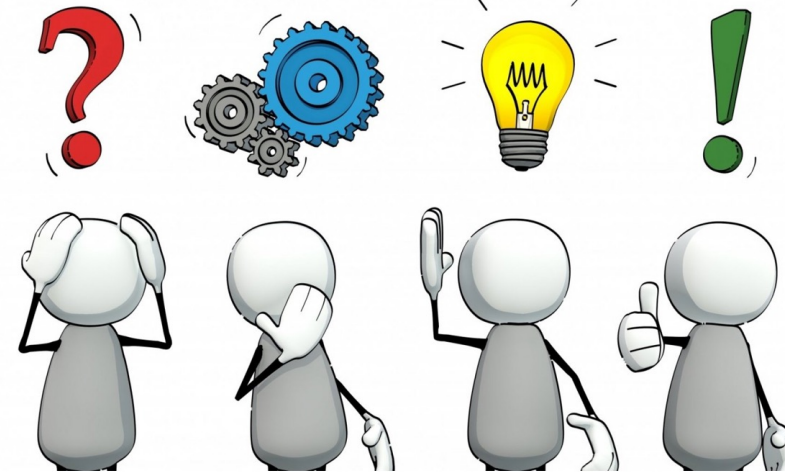
Cheryl Jorgenson

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

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.

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



Our plan for today

- Introductions
- Participation Protocols
- Overview of Project
- Quick Review
- The First P!
- **Next Steps & Action Plans**
- Resources



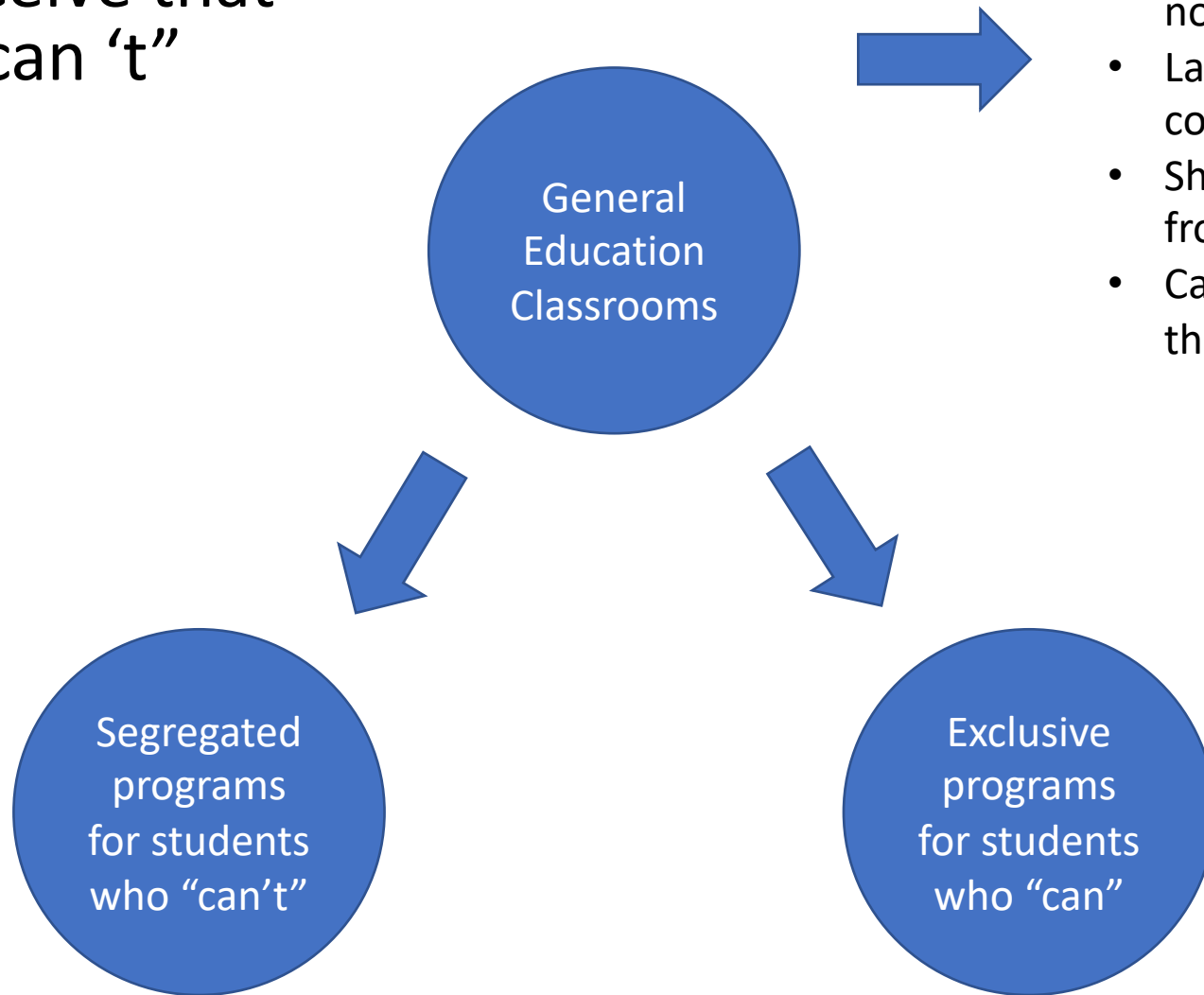
Is Presuming Competence Enough?

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

Two things happen when we perceive that students “can’t”

Examples:

- Ability groupings
- Streaming
- Specialized programs (behaviour, anxiety, English Language Learning etc.)
- Life Skills classes
- Special schools



General Education Classrooms

Segregated programs for students who “can’t”

Exclusive programs for students who “can”

- As a result, the population in general education classrooms does not represent the community
- Lacks the diversity of the community
- Shelters students from learning from each other
- Cannot disrupt assumptions that there are those who “can’t”

Examples:

- Mini programs/schools
- Private schools
- Charter schools
- Language/ Religious programs



Next Steps

- How do we start to make more inclusive decisions about the **places** where students learn?

BUT FIRST...

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

5 Minutes

Where are we starting?

<https://padlet.com/fivemooreminutes/aswp-2023-2024-4ejotlt1kiom0d4w>



- How to Create an Inquiry Statement

How can we _____



Our plan for today

- Introductions
- Participation Protocols
- Overview of Project
- Quick Review
- The First P!
- Next Steps & Action Plans
- **Resources**



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>

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.



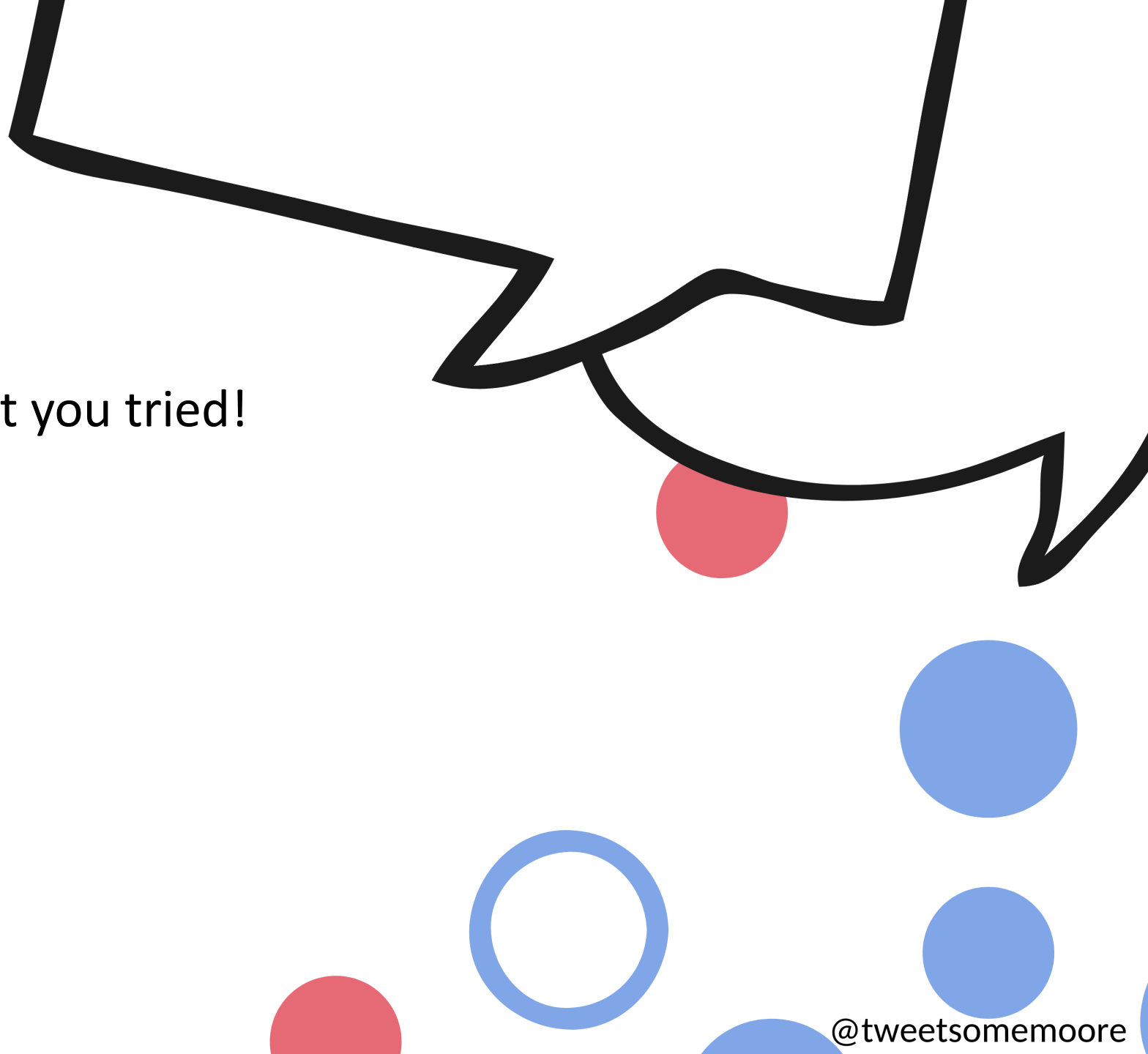
2 Minutes

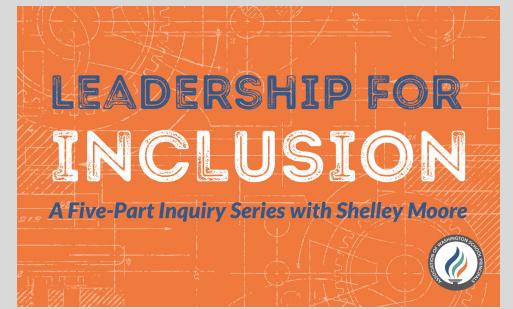
QUAD Google Form

1. Have the connector open the Team Google Form
2. As a team, respond to section D
3. Review all responses
4. Have the connector submit the Google Form

For Next Session

1. Bring the evidence of what you tried!





Every session will focus on an infrastructural condition

Presuming
Competence



Sept. 26

Connecting to
Place



Oct. 17

Proximity &
Participation
with Peers



Nov. 14

Purposeful



Feb 13

Planned For



Mar 19

Apr 30



**Celebration
of Learning**

SHELLEY MOORE



@tweetsomemoore



@fivemooreminutes



@fivemooreminutes



www.fivemooreminutes.com

www.blogsomemoore.com



LEADERSHIP FOR INCLUSION

A Five-Part Inquiry Series with Shelley Moore

