

THE INFRASTRUCTURE OF **INCLUSION**

Learning Series

Guiding Condition #3: All children are within proximity to and participating in activities with peers

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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**



Guiding Conditions of **iNCLUSION** describe that all children & youth...

are **PRESUMED**
competent and
as having
POTENTIAL

are **PLACED** in
and attending
inclusive
programs

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

have
PURPOSEFUL
roles and
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are **PLANNED** for
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**What stands out from
last session?**

**What are you noticing
about your thinking and
practice?**

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

The Role of Peers

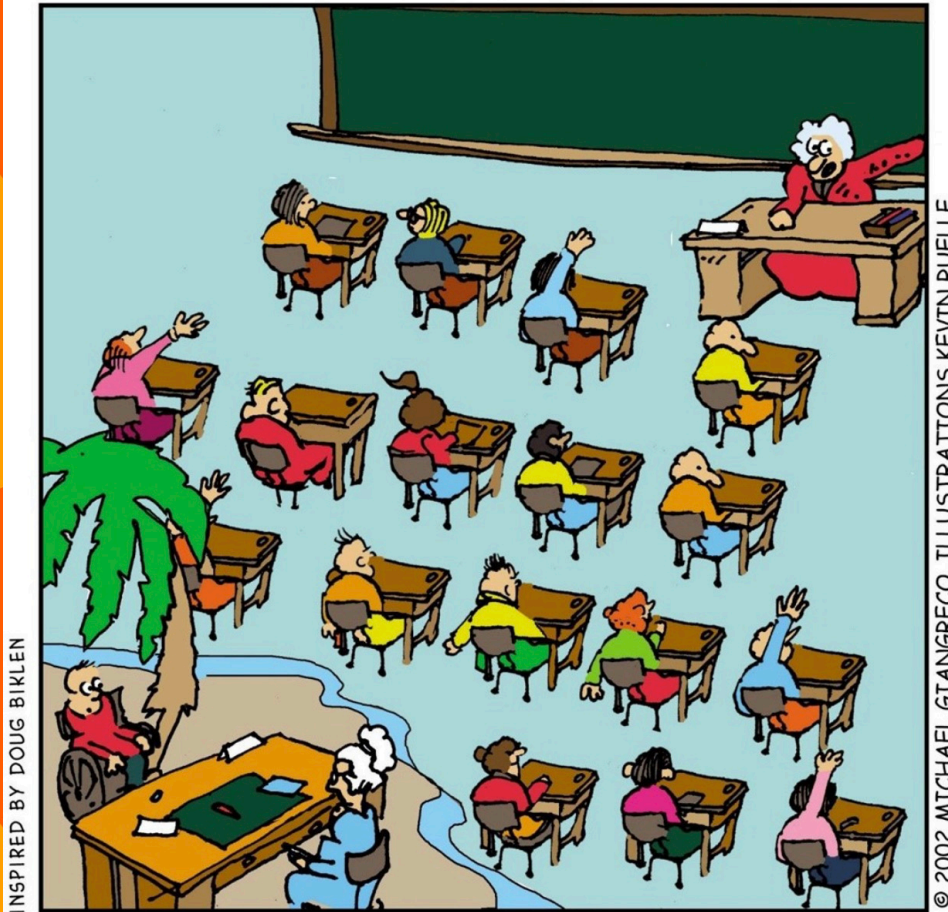




Proximity to and Participation with Peers

The Role of PEERS

- Peers are **not replacements** for adult support and instruction
- Peers can **benefit from shared support** when a child with a disability is there
- Peers can serve as a **co-regulating role** in shared experiences



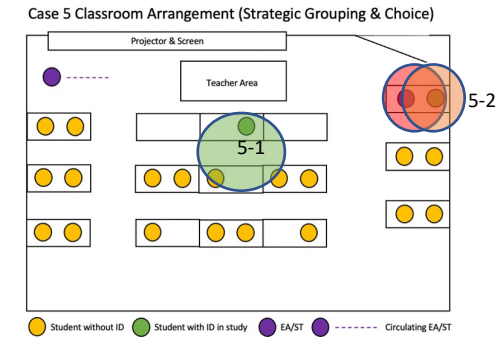
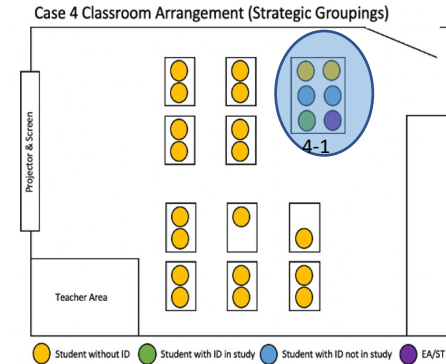
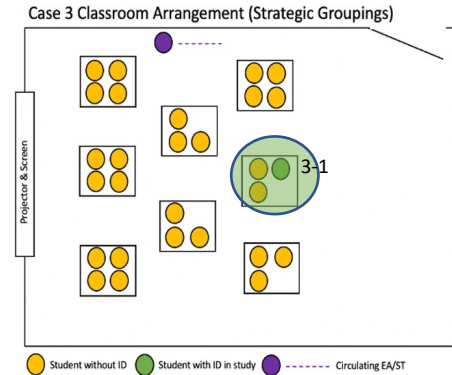
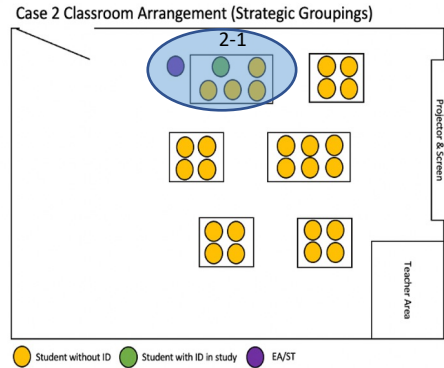
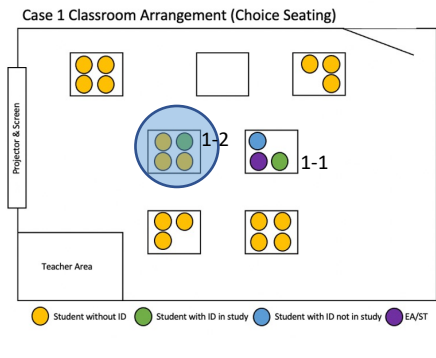
INSPIRED BY DOUG BIKLEN

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.

- 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, 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

How do we increase PROXIMITY?

- Create **seating arrangements** strategically so they are **flexible** and always giving students with and without disabilities different **opportunities** to be **together**
- Prevent students with disabilities from **playing and learning in isolation** with a **support adult** by:
 - Having an adult work with **a group of students** with and without disabilities
 - Having adults **circulate**, and not be stationary
 - Having adults **facilitate peer mentoring** and support

How do we increase **PARTICIPATION**?

- It was more likely for children with disabilities and their peers to participate in **social activities** without adult facilitation
- It was more likely for children with disabilities and their peers to participate in **learning activities** when:
 - Adults **facilitated peer support** and connection
 - Activities were designed to be **accessible for all students**

How do we increase **PARTICIPATION**?

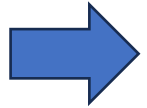
- It was more likely for children with disabilities and their peers to participate in **social activities** without adult facilitation
- If children are playing/eating etc. and no one is upset or bothered or resisting:
 - Adults back away, monitor from a distance

How do we increase **PARTICIPATION**?

- If a child is showing some resistance, challenging behavior, anxiety, disengagement, or not wanting to attend/participate, then we need adults to:
 - **facilitated peer support** and connection
 - Design activities to be **accessible for all students**

How do we increase **PARTICIPATION**?

- If a child is showing some resistance, challenging behavior, anxiety, disengagement, or not wanting to attend/participate, then we need adults to:



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Activity: Lunch/Snack	Proximity Considerations: Strategic Groups (Child with disability/ Child who needs support) sitting with multiple peers who have strengths in eating and being social	Participation: Students eat lunch together, are social together
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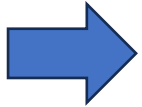
If a child is...	It could be because...	What could a peer do...	What could a support adult do...	What materials might be needed...
Having trouble transitioning from last activity	They are unsure what is next, they love what they are doing	Peer prompt, peer invitation to eat lunch	Coach peers to know what to say, show a visual/object that represents lunch, direct the child to reference peers	Visuals/objects that represent lunch
Doesn't want to sit at the table	Doesn't know where to sit, wants to sit somewhere else, needs a different chair/table, trouble with a peer	Peer prompt, peer invitation to sit with them, peers welcome child to table	Coach peers, ask child who/where they want to sit, direct the child to reference peers to see that they are sitting at a table	Visuals/names of all the children, visuals of table/chair
Is being really loud	Feeling over stimulated, feeling frustrated	Invite them to sit in a quieter place	Coach peers, direct the child to reference volume of peers, support the child to take a break, change activity	A calm place, visuals of loudness as a reference
Isn't eating food	Doesn't like the food, isn't hungry	Peer offers choice, models eating	Coaches peer, offers an alternative snack or an option to not eat	An alternate snack, a visual to opt out of snack,
Doesn't want to clean up	Sensory need, doesn't know what to do	Peer clean up buddy to model	Coach peer, offer a preferred activity after clean up, offer gloves, offer a different clean up job	Visuals of clean up tasks
Leaving table	Sees something they are interested in, avoiding the food/ person	Peer invites child to come back	Coach peer, show child what is happening (lunch) and what is next,	visuals of daily activities/ schedule
Doesn't want to transition to next activity	Still hungry, avoiding the next activity, doesn't know what is happening next	Peer invites child to join next activity	Coach peer, offer alternate activity,	Visuals of daily activities/ schedule
Taking a long time eating	Avoiding the next activity, tired	Peer invites child to join next activity	Coach peer, offer a preferred activity, let them take their time	Visuals/objects of preferred interests,
Making a mess with food	Meeting a sensory need, needs attention	Peer clean up buddy to model, invite child to participate in a sensory activity	Coach peers, direct the child to reference peers eating, support the child to clean up, change activity, replace with a sensory activity	Sensory tools/activities

Designing for PROXIMITY & PARTICIPATION?

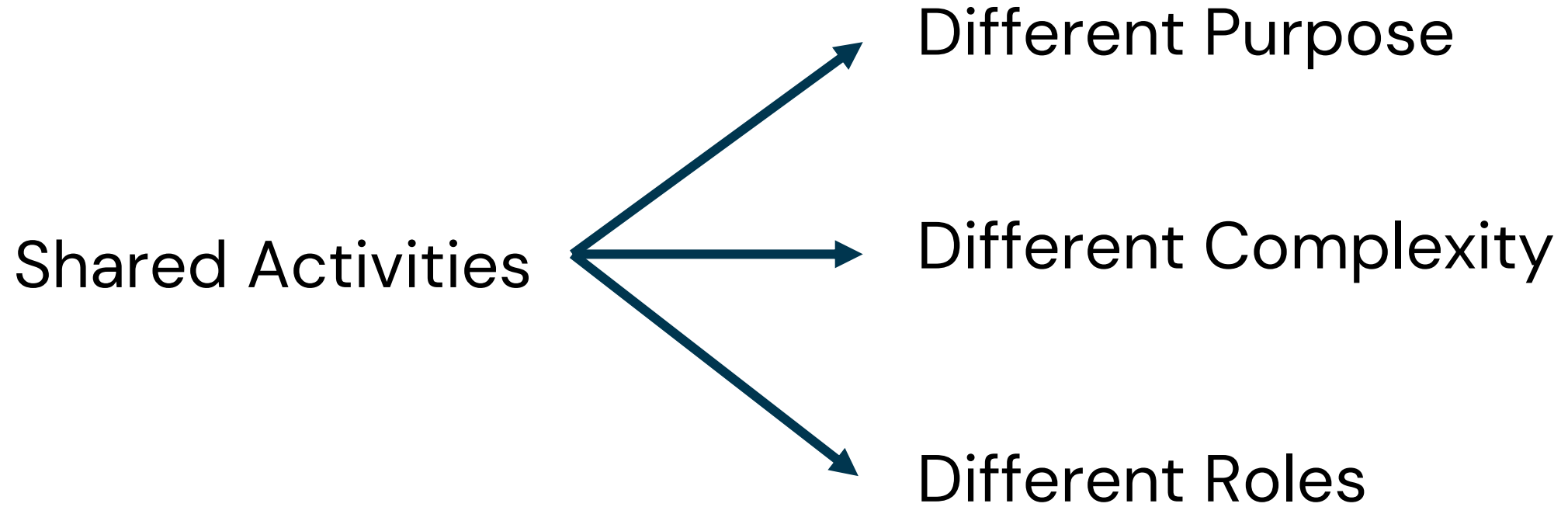
- Playground
- Doing an art activity
- Playing music/musical instruments
- Small group play (e.g., centers or stations)
- Free play
- Playing an organized game

How do we increase **PARTICIPATION**?

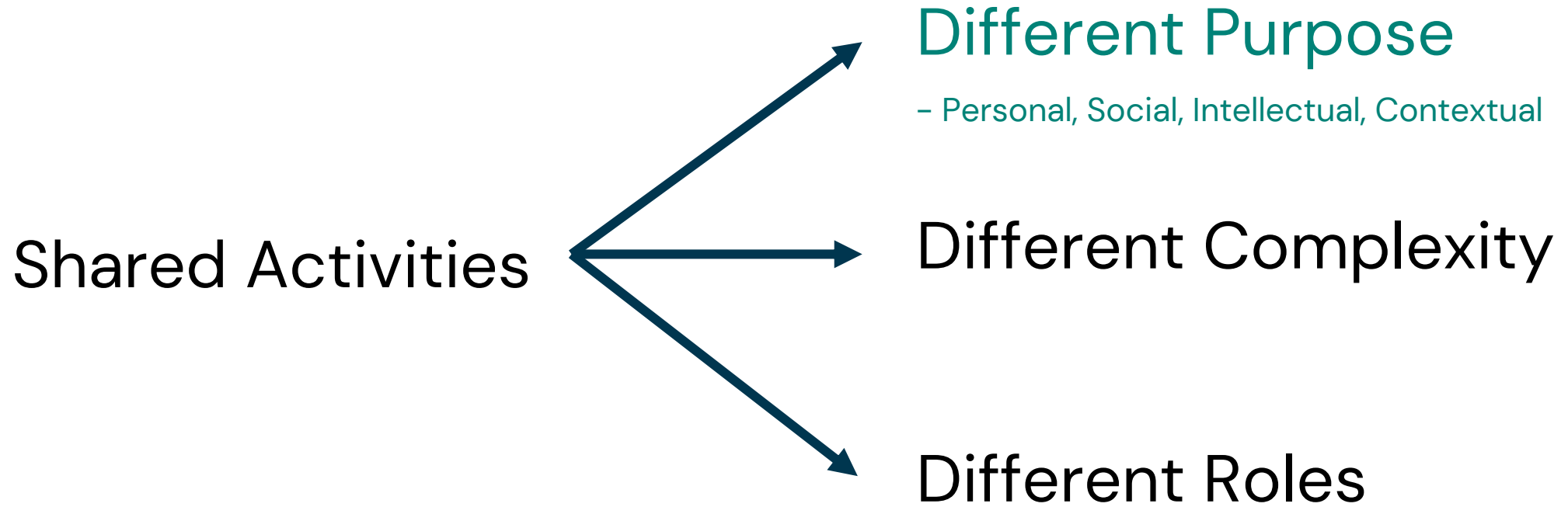
- If a child is showing some resistance, challenging behavior, anxiety, disengagement, or not wanting to attend/participate, then we need adults to:
 - **Facilitated peer support** and connection
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Shared **ACTiViTiES**

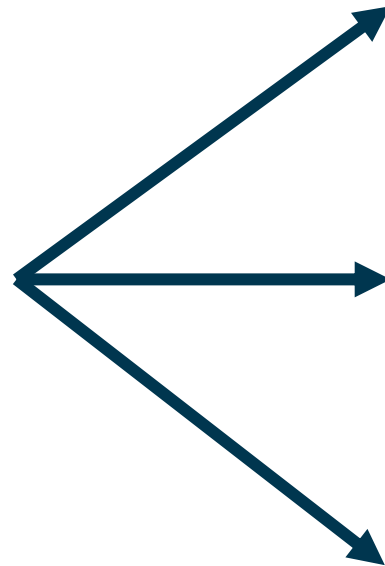


Shared **ACTiViTiES**



Shared **ACTiViTiES**

Shared Activities



Different Purpose

- Personal, Social, Intellectual, Contextual

Different Complexity

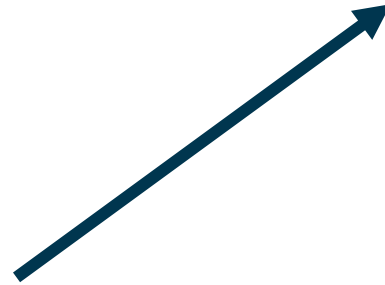
- Start the activity in a way that is accessible for all, and then add on challenge

Different Roles

- Different children have different jobs

Shared **ACTiViTiES**

Shared Activity
Playground



Different Purpose

- Personal: I'm going to make it across the monkey bars (peers join child)
- Social: I'm going to play on the slide with my friends (child joins peers)
- Intellectual: What am I going to play today? Who do I want to play with today (making decisions with peers)
- Contextual: How do I use that zipline? (peers teach child)

Shared ACTIVITIES

Shared Activities
Playground



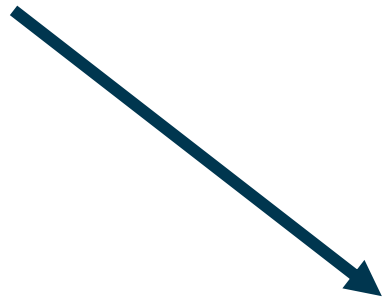
Different Complexity

Everyone starts off with a game outside together (e.g., lava sand) – 5 minutes

- Children go off and choose where they want to go after

Shared ACTIVITIES

Shared Activities
Playground



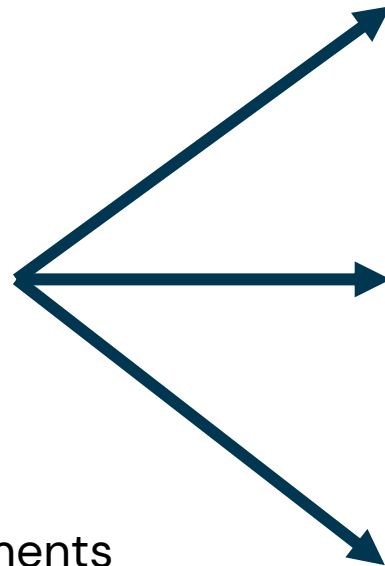
Different Roles

- I am going to help tell peers when to go down the slide
- I am going to help push peers on the swing
- I am going to help let the group know when it is time to come in

Shared **ACTiViTiES** – we are all going to...

Shared Activities

- Playground
- Doing an art activity
- Playing music/musical instruments
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Different Purpose

- Personal, Social, Intellectual, Contextual

Different Complexity

- Start the activity in a way that is accessible for all, and then add on challenge

Different Roles

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Why are Peer Connections Important?

Benefits for children with Disabilities

- Increased attendance
- Increased outcomes during school
- Increased friendships
- Decreased stigma
- Increased access to and growth within grade level curriculum

Benefits for Peers

- Increased access to support and accessible planning
- Increased appreciation of diversity
- Personal growth
- Increased awareness of disability issues
- Increased advocacy skills
- Increased friendships



What is one useful idea?

What is one thing you want to try?

What is one thing you want to think about?

What is one thing you want to learn more about?

**What is one thing you want to share with someone
who is not here today?**



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