THE INFRASTRUCTURE OF INCLUSION

Learning Series

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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

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Welcome!

Our Plan Together

November 16: Kick Off – What are the guiding conditions of inclusion?

December 6: Guiding Condition #1: All Students are presumed competent

February 21 : Guiding Condition #2: All students are placed in inclusive classrooms

March 20 : Guiding Condition #3: All students are within proximity to and participating in learning with peers

April 23: Guiding Condition #4: All students have meaningful purpose in inclusive classrooms

May 16: Guiding Condition #5: All students are planned for from the start

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 responsibilities	are **PLANNED** for from the start

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Location vs. Place

Existence vs. Belonging

Place Based Planning

Historically programming for children with disabilities has not been connected to place, it has been connected to individual deficit areas

Place can influence what an individual's identities, roles, responsibilities and contributions are

Place connects individuals within a community to each other

Place can influence barriers that individuals are experiencing

Place reflects an inclusive vision – increasing the places where individuals have purpose and belonging

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Place Based Planning

Guiding Conditions of iNCLUSiON describe that all students...

- are **PRESUMED** competent and as having **POTENTIAL**
- are **PLACED** in and attending inclusive programs
- are in **PROXIMITY** to and **PARTICIPATING** in learning with **PEERS**
- have **PURPOSEFUL** roles and responsibilities
- are **PLANNED** for from the start

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What stands out from our time together last?

What questions are coming up?

Guiding Conditions of iNCLUSiON describe that all students...

- are **PRESUMED** competent and as having **POTENTIAL**
- are **PLACED** in and attending inclusive programs
- are in **PROXIMITY** to and **PARTICIPATING** in learning with **PEERS**
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What is the role of peers in supporting inclusion?

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?

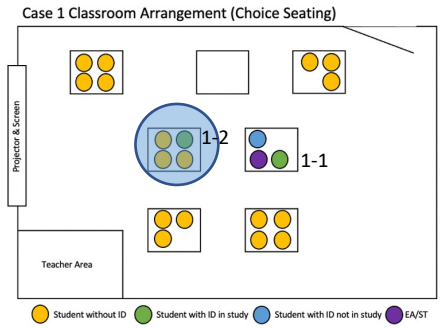
Proximity to and Participation with Peers

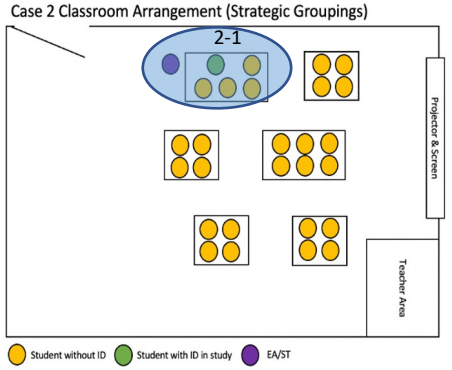
- Many children with disabilities, although present, typically spend their day socially isolated in places and activities working on the side with individually assigned assistants. (Jameson, Mcdonnell, Polychronis & Riesen, 2008; Feldman, Carter, Asmus & Brock, 2015)

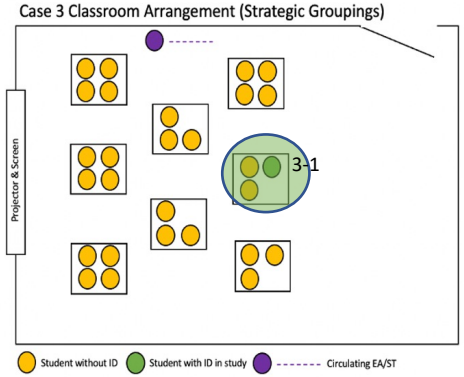
- This approach used to support children with disabilities in classrooms, has little to no research to back it up (Giangreco & Doyle, 2007; Carter, Sisco, Melekoglu & Kurkowski, 2007)

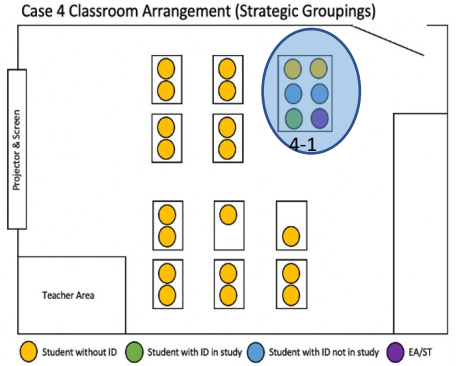
- Educational assistants and support staff that children with disabilities are left to interact with, "may prevent the very social goals they are present to promote (2010)" (Giangreco & Doyle, 2007)

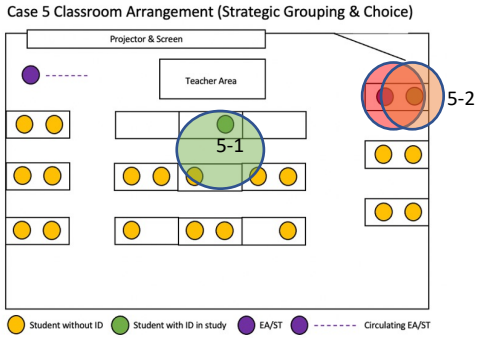
Proximity Influences Participation











The most social participation

The most learning participation

The least social participation

The least learning participation

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 form 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 increase student PROXIMITY?

- Create seating plans strategically so they are flexible and always giving students with and without disabilities different opportunities to be together
- Prevent students with disabilities from working 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 student PARTICIPATION?

- It was more likely 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:
  - Adults facilitated peer support and connection
  - Learning activities were designed to be accessible for all students

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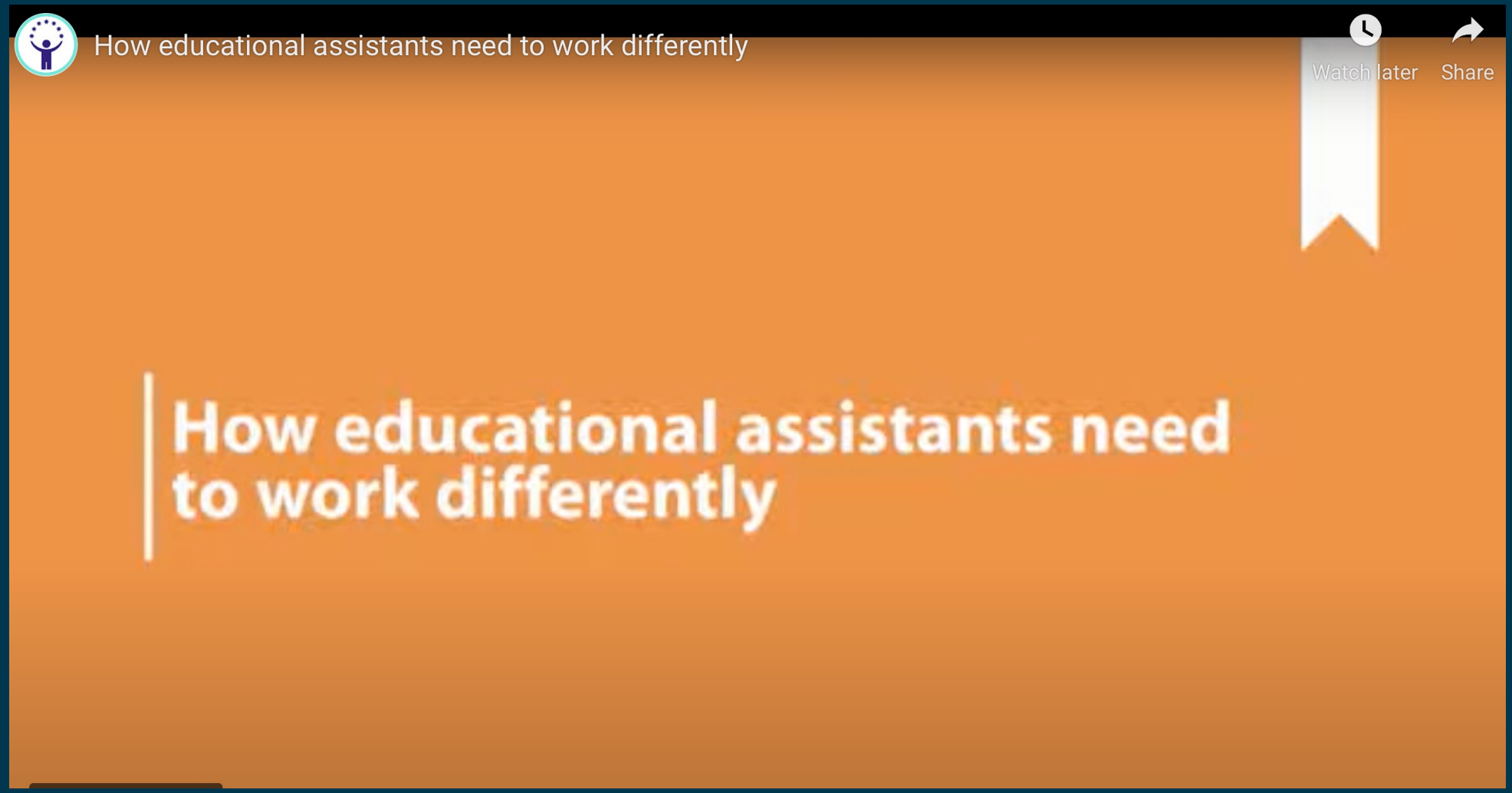
http://www.engagingalllearners.ca/sal/peer-mentoring/index.php?id=3



http://www.engagingalllearners.ca/sal/peer-mentoring/index.php?id=3

ENGAGING ALL LEARNERS!

Home | Learning Supports | Diverse Learning Needs | Instructional Leadership | Early Learning | Ressources en Français

Video Index

1. **Importance of natural supports** [1:25]
   Play Video Learning Guide
2. **How peer mentors can provide natural supports** [1:11]
   Play Video Learning Guide
3. **How educational assistants need to work differently** [2:01]
   Play Video Learning Guide
4. **How peer supports differ from adult-delivered supports** [2:20]
   Play Video Learning Guide
5. **Providing "just enough" support** [1:30]
   Play Video Learning Guide
6. **Signs of too much support** [1:21]
   Play Video Learning Guide

Peer Mentoring to Support Students with Disabilities

This PD resource addresses practical and promising approaches for developing supports and fostering relationships among students with and without significant disabilities both in the classroom and throughout their educational journey.

"Quality mentoring is mentoring that produces significant, lasting, positive outcomes for mentees. It is responsible, ethical, effective mentoring. Mentoring programs come in all shapes and sizes but there are some key components that help to ensure quality and that the needs of the mentee, volunteer mentor, organization and community are fulfilled."
Alberta Mentoring Partnership

What are you connecting to?

Increasing participation through *shared learning* experiences with peers

Increasing student *participation* through **shared learning experiences** with *peers*?

- Facilitated Peer Support/ Mentoring
- Shared Universal Supports
- Shared Learning Goals
- Shared Access Points
- Shared Learning Tasks

What is facilitated PEER SUPPORT?

- Peers serve a valuable co-regulating role in the shared learning experiences
- Adults guide peers in how to learn with/interact with each other
- Peers are not replacements for instruction from adult support
- Peers can benefit from from the shared support provided

Increasing student *participation* through **shared learning experiences** with *peers*?

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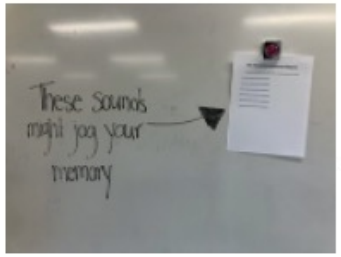
What are shared UNIVERSAL SUPPORTS?

- Supports (tools) and Strategies (actions) designed for a specific need and made available to anyone
- Reducing and eliminating barriers in an environment for all students – even if the barrier does not limit them
- Teaching all students how to use supports and strategies even if they don't "qualify" or "prove" that they need them

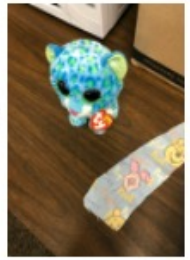
Shared Universal Support – Grade 9 English

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

What do you notice about student proximity and participation in these examples?

Increasing student *participation* through **shared learning experiences** with *peers*?

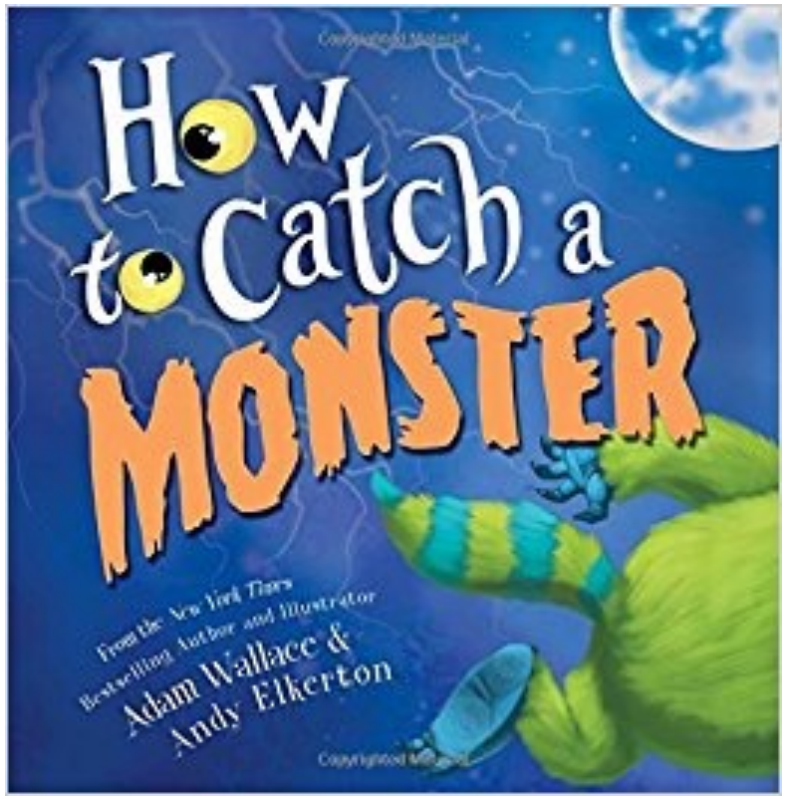
- Facilitated Peer Support/ Mentoring
- Shared Universal Supports
- Shared Learning Outcomes
- Shared Access Points
- Shared Learning Tasks

What are shared LEARNING OUTCOMES?

- All students in a class working towards a common grade level standard, regardless of ability level
- For students who need more accessibility, an accessible objective is derived from the grade level standard or outcome as a scaffolded predicted sequence
- For students who need more challenge, an extending objective is derived from the grade level standard or outcome as a scaffolded predicted sequence

Shared Learning Opportunities – Grade 3

- Shared Learning Outcome: I know different types of forces



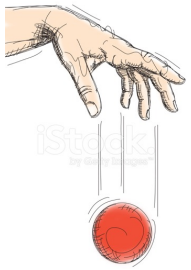
What are shared ACCESS POINTS?

- Everyone starts a task in an accessible way
- Some students move onto more complex components
- Access points can be derived from a grade level standard and can act as a scaffolded starting point for all
- Access points can be derived from a grade level task and can act as a scaffolded starting point for all
- Not a modification

Shared Access Point

- Shared Learning Outcome: I know different types of forces

Fall



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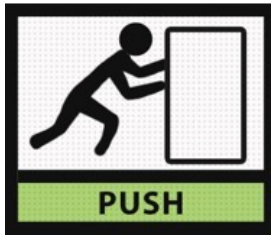

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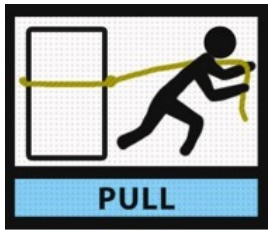
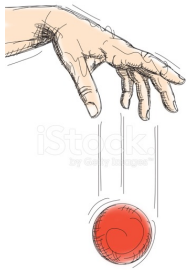


Shared Access Point

- Shared Learning Outcome: I know different types of forces

Fall



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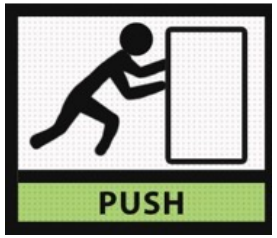

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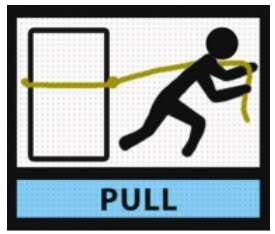
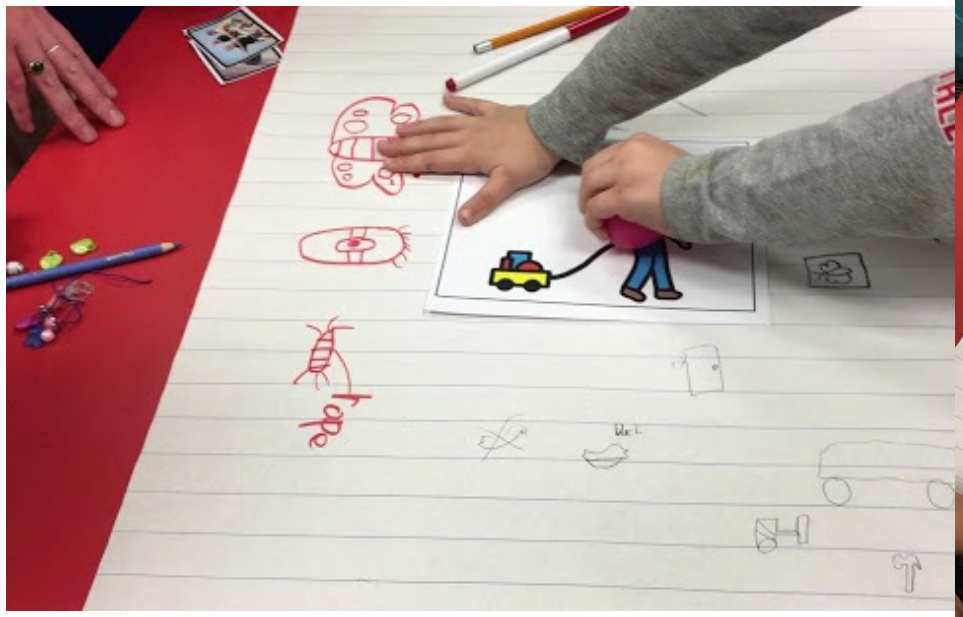




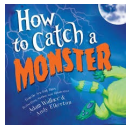
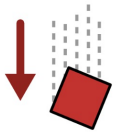
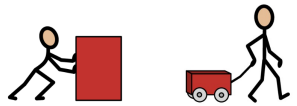
What are shared LEARNING TASKS?

- All students in a class are participating together in a shared activity
- Some students may be participating in the task with a different purpose
- Some students may be participating in the task with a different role
- Some students may be participating in the task at a more complex level
- Everyone starts together, but can end in different places

Shared Learning Task

Shared Learning Outcome: 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 an object	
TRY	Add a material to speed up an object	

Go as far as you can!

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Increasing student *participation* through **shared learning experiences** with *peers*?

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Shared Learning Opportunities – Grade 8 Math

Math 8 Shared Learning Standard: Students will know surface area and volume of regular solids, including triangular and other right prisms and cylinders

Shared Access Point

Math 8 Shared Learning Standard: Students will know surface area and volume of regular solids, including triangular and other right prisms and cylinders

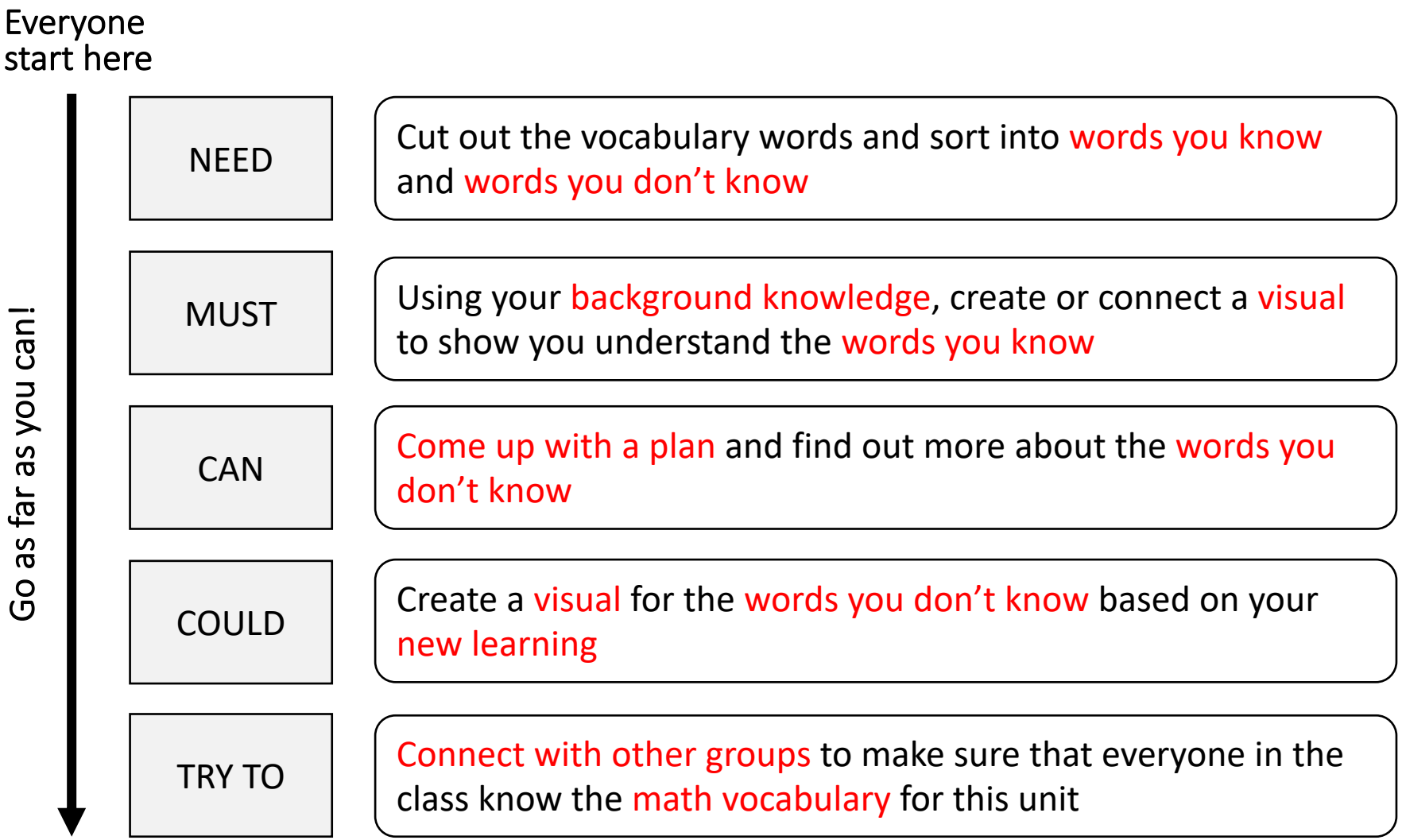
Everyone starts here

Add on complexity

Access Point Need to know	**Must** know	**Can** know	**Could** know	**Can try** to know
I know the names of 2D shapes I know what a prism is I know he difference between 2D and 3D I know length I know width I know height I know how to find the area of a square and a rectangle	I know how 2D shapes are related to 3D prisms I know the faces of a prism I know cube and rectangular prism I know what surface area is I know how to find the surface area of a cube and rectangular prism I know what volume is I know how to find the volume of a cube and rectangular prism I know what a net is	I know how to build the net of a cube and a rectangular prism I know what a triangular prism is I know how to find the surface area of a triangular prism I know how to find the volume of a triangular prism I know how to find the net of a triangular prism I know base I know the net for different prisms	I know what a cylinder is I know how to find the surface area of a cylinder I know how to find the the volume of a cylinder I know how to build a net for a cylinder	I know how to find the surface area and volume of an irregular object that incorporated different prisms

Shared Learning Task

Math 8 Shared Learning Standard: Students will know surface area and volume of regular solids, including triangular and other right prisms and cylinders



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Shared Access Point

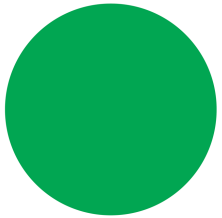
Words I Know	Words I Don't Know

triangle

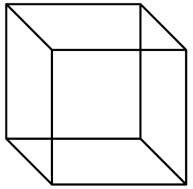
square

rectangle

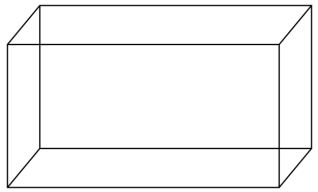
circle



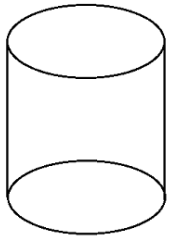
cube



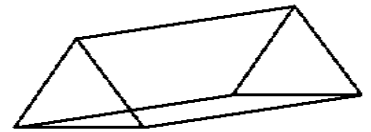
rectangular prism



cylinder



triangular prism



Shared Learning Task

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

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Shared Access Point

Math 8 Shared Learning Standard: Students will know surface area and volume of regular solids, including triangular and other right prisms and cylinders

Everyone starts here

Add on complexity

Access Point: Need to know	**Must** know	**Can** know	**Could** know	**Can try** to know
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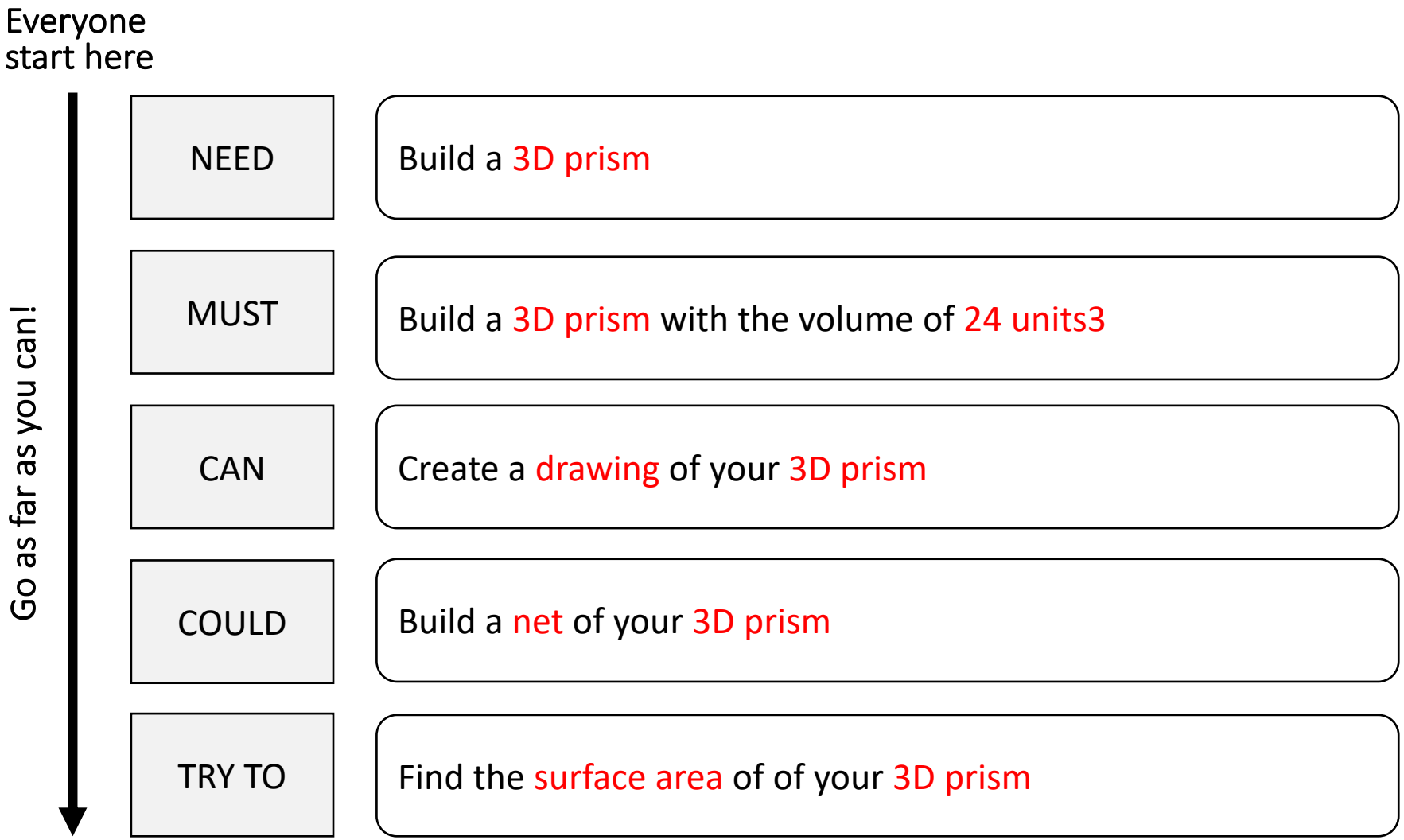

What do you notice about student proximity and participation in these examples?

Increasing student *participation* through **shared learning experiences** with *peers*?

- Facilitated Peer Support/ Mentoring
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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 and growth within grade level curriculum

Benefits for **Peers**

- Increased attendance
- Increased access to support and accessible planning
- Increased appreciation of diversity
- Personal growth
- Increased awareness of disability issues
- Increased advocacy Skills
- Increased interest in pursuing careers in field
- Increased friendships

How do you want to pull today's information into your team's action plans?

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2023

Taking Action: Some Ideas!

- watch the 5MM video and have a conversation with your team about your reflections
- Watch the Erik Carter video Series and share with staff and 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
- Design a learning activity or support for students with and without disabilities to participate share
- 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?** Go for it!

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.
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Guiding Conditions of iNCLUSiON describe that all students...

are **PRESUMED** competent and as having **POTENTIAL**	are **PLACED** in and attending inclusive programs	are in **PROXIMITY** to and **PARTICIPATING** in learning with **PEERS**	have **PURPOSEFUL** roles and responsibilities	are **PLANNED** for from the start

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