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Dr. Shelley Moore

Welcome!

Our Plan Together

November 13: Kick Off – What are the guiding conditions of inclusion?

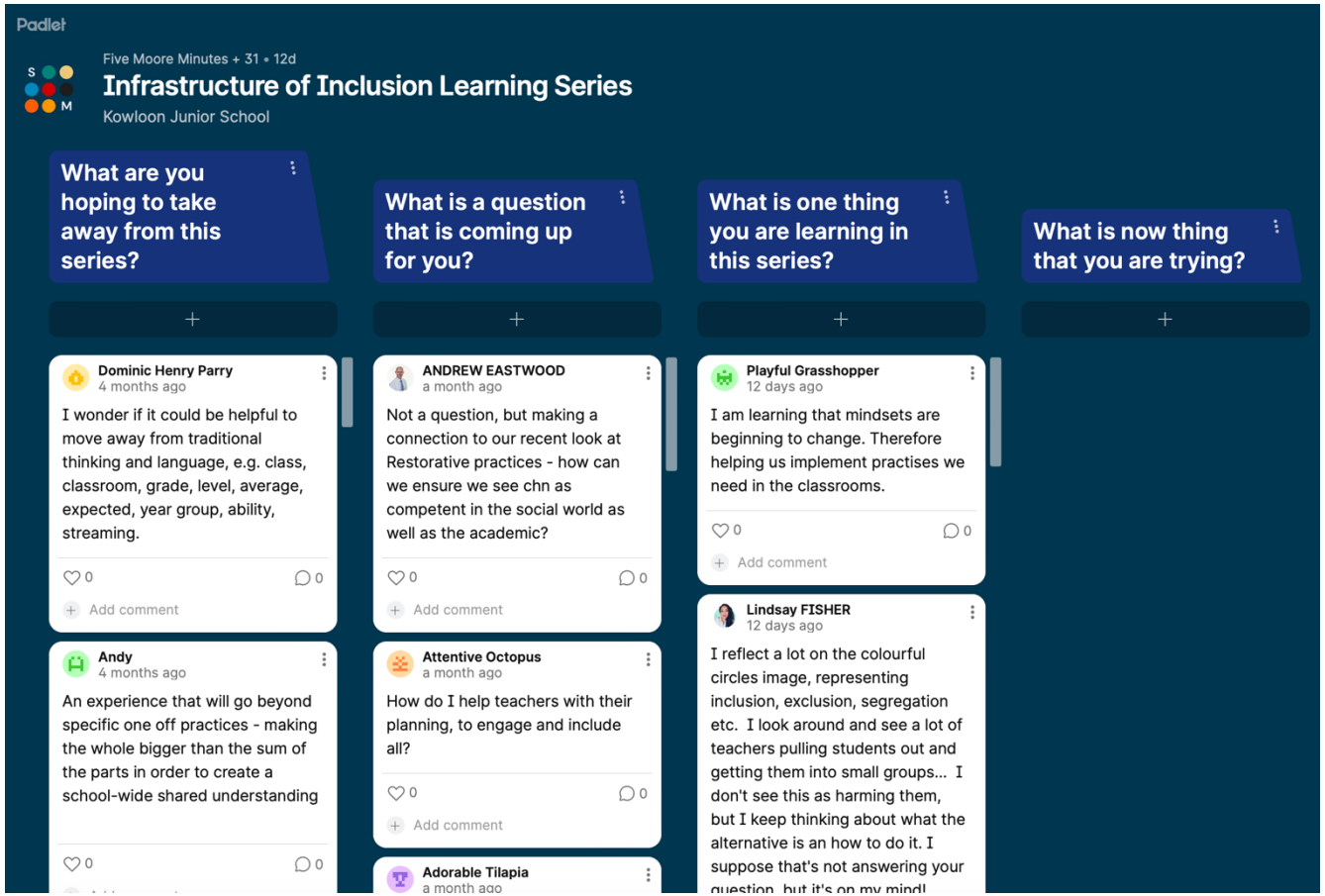
January 22: Guiding Condition #1: All Students are presumed competent

February 19: Guiding Condition #2: What is the role of place in inclusive learning?

March 24: Guiding Condition #3: All students are within proximity to and participating in learning with peers

May 7: Guiding Condition #4: All students have meaningful purpose in inclusive classrooms

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



Session 4: What is one thing you are trying?

Guiding Conditions **of inclusion describe that all students...**

are **PRESUMED** competent and as having **POTENTIAL**	are **PLACED** in and attending inclusive classrooms and schools	are in **PROXIMITY** to and **PARTICIPATING** with **PEERS**	have **PURPOSEFUL** roles and responsibilities	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

Place based support planning:

- is designing for the needs of one, and supporting many
- focuses on remediating the place, not the student
- aligns with UDL, self regulation, and self determination practices

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2023

Place: Reducing Barriers in Inclusive Placements

	Access	Essential	Developing	Confident	Extending
	Awareness	Attitudes	Practices	Collaboration & Communication	Personal & Professional Growth
Place	• School and classroom staff are aware that individualized interventions have the greatest impact when layered on inclusive and universal supports and strategies • School and classroom staff understand that interventions that only focus on remediating deficit skill areas can be detrimental to student well-being • School and classroom staff are aware of why layered support models are more effective and efficient than compartmentalized support models • School and classroom staff are aware that there are barriers to student learning in the places where they are enrolled • School and classroom staff are aware that sometimes barriers to student learning are their staff bias, assumptions, instructional and assessment practices • Classroom and School staff are aware that all students have needs, not just students with Disabilities	• School and classrooms staff understand why it is important to implement supports and strategies in universalizing ways • School and classroom staff allow students to use supports and strategies, even if the tools are not designed for them • Individualized interventions are based in supplemental and not replacement to instruction • Classroom and school staff are engaging in conversations about how to shift towards a layered support model and away from a compartmentalized support model • Classroom and school staff understand the important balance of providing resources to support both the place where students are learning, and the tools students need to learn • Classroom and school staff are open to reflecting on how their bias, assumptions, instructional and assessment practices are creating barriers to learning	• Students/ families have been surveyed to determine priority needs based areas to target • Supports and strategies are determined reflecting priority needs based areas • Needs based supports and strategies are layered to target universal indicators that can support all students • Needs based supports and strategies are intentionally taught to all students to decrease stigma and increase access and agency • Opportunities for student agency are facilitated by allowing all students to choose what targeted supports could impact their learning • Universal Design for Learning 3.0 (UDL) strategies are intentionally being implemented to reduce staff and contextual bias, assumptions, instructional, and assessment practices	• Classroom and school teams are reflecting on the needs of a classrooms and prioritizing some needs to target • Supports and strategies are shared from multiple perspectives on how to reduce barriers for students in various inclusive contexts • Classroom teachers and service providing teachers are working together so that interventions can be universalized to the greatest extend possible • School schedules allow for intervention (and enrichment) time for all students to reduce compartmentalized pullout services • School and classroom staff are reflecting on and sharing the supports and strategies that worked for students so that other places can benefit from the success	• School offers ongoing professional development about how to understand and use UDL 3.0 as a framework to reduce barriers for all students • School offers ongoing professional development opportunities that increase knowledge about how to layered supports in both school and classroom contexts • School and classroom staff are provided collaboration time and opportunities to co-construct classroom support plans • School and classroom staff are actively advocating for changes in the classroom and school structures that are barriers to student learning

Dr. Shelley Moore, 2025

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 is the role of peers in supporting inclusion?

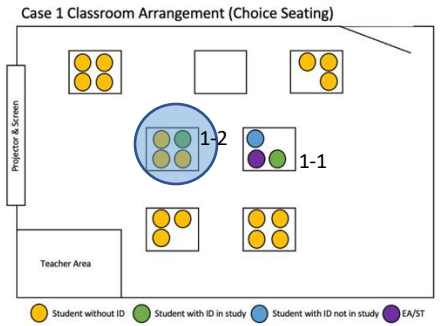
Proximity to and Participation with Peers

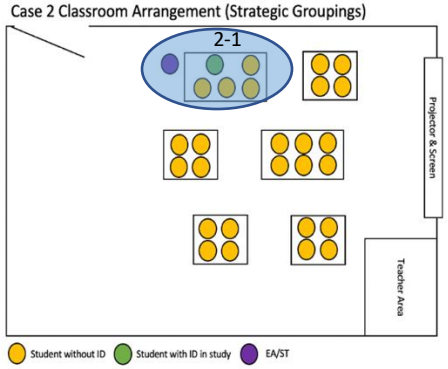
- Many children with disabilities, although present, typically spend their day socially isolated in places and activities working on the side with individually assigned assistants. (Jameson, Mcdonnell, Polychronis & Riesen, 2008; Feldman, Carter, Asmus & Brock, 2015)

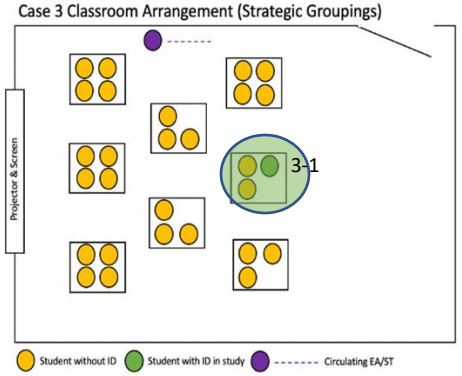
- This approach used to support children with disabilities in classrooms, has little to no research to back it up (Giangreco & Doyle, 2007; Carter, Sisco, Melekoglu & Kurkowski, 2007)

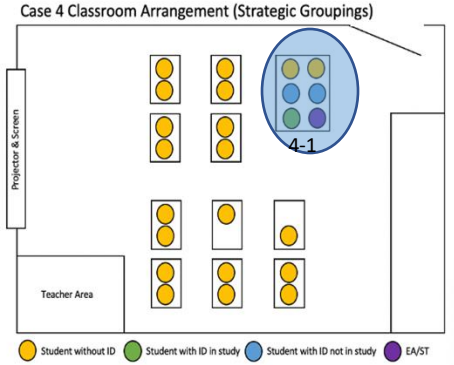
- Educational assistants and support staff that children with disabilities are left to interact with, "may prevent the very social goals they are present to promote (2010)" (Giangreco & Doyle, 2007)

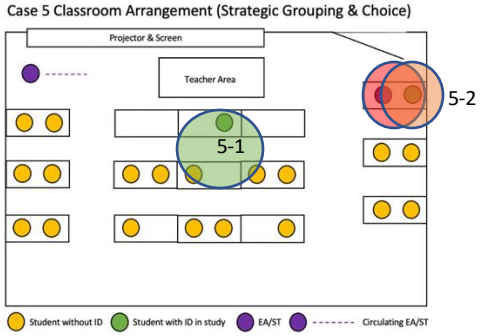
Proximity Influences Participation











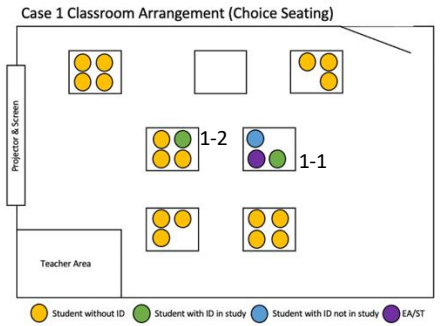
The most social participation

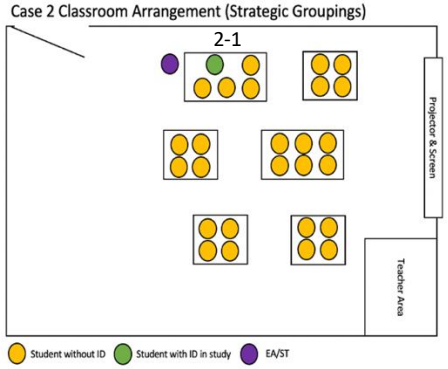
The most learning participation

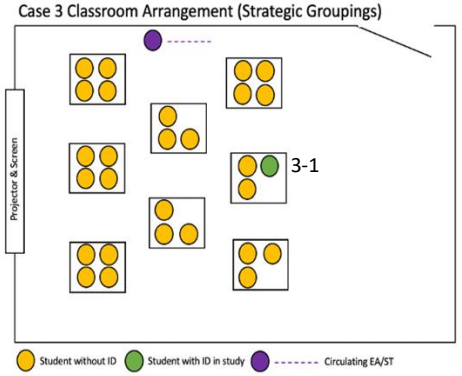
The least social participation

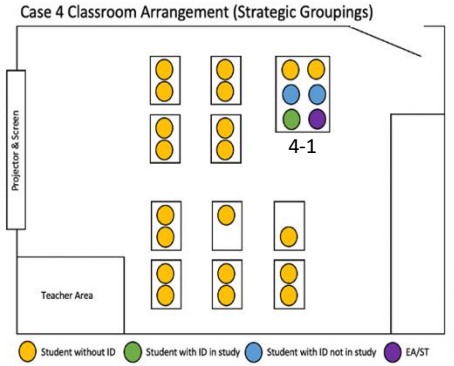
The least learning participation

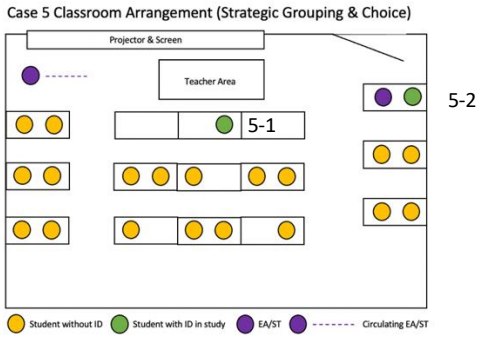
Proximity Influences Participation











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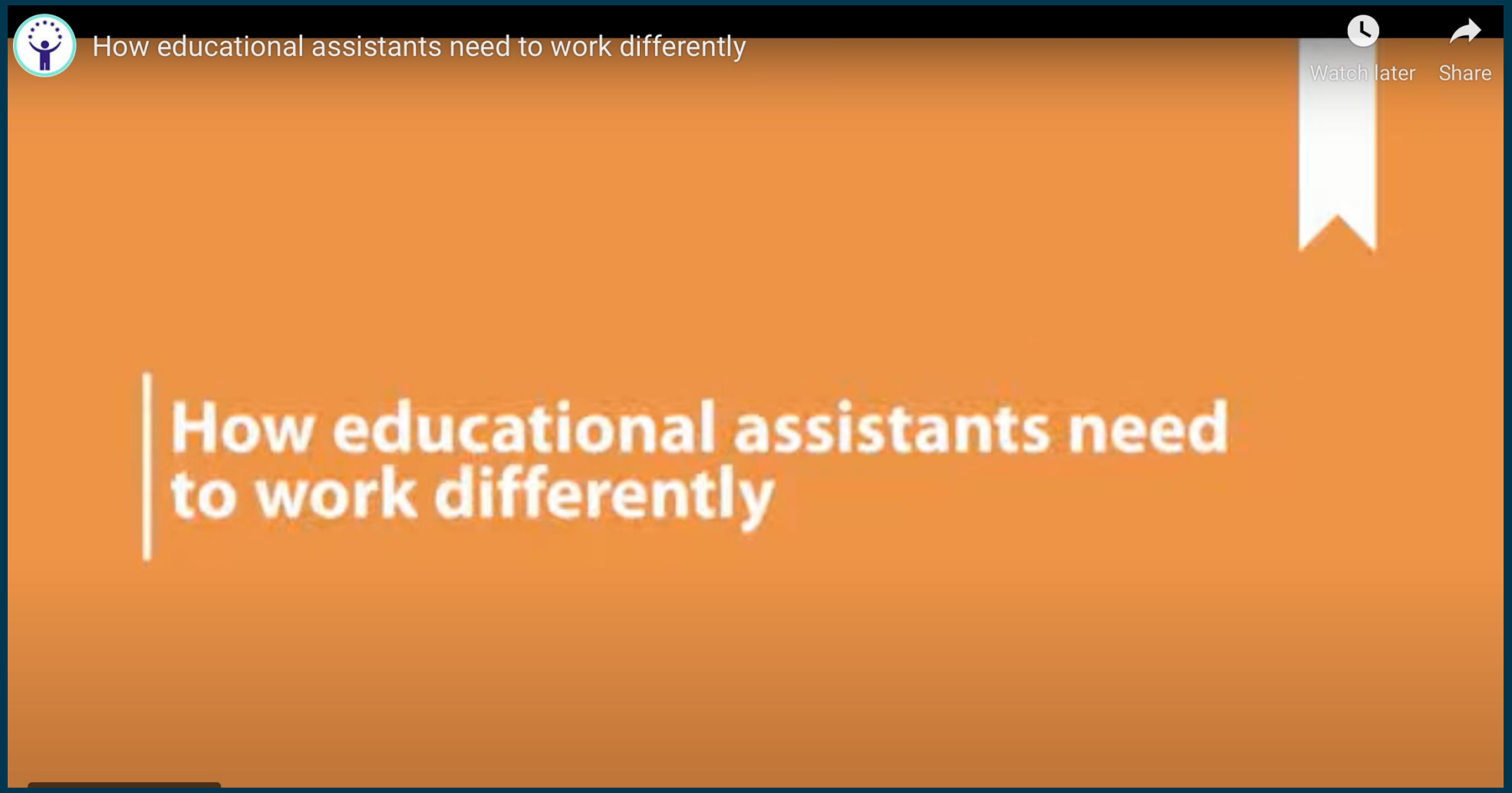
http://www.engagingalllearners.ca/sal/peer-mentoring/index.php?id=3



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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?

- Facilitated Peer Support/ Mentoring
- Shared Universal Supports
- Shared Learning Goals
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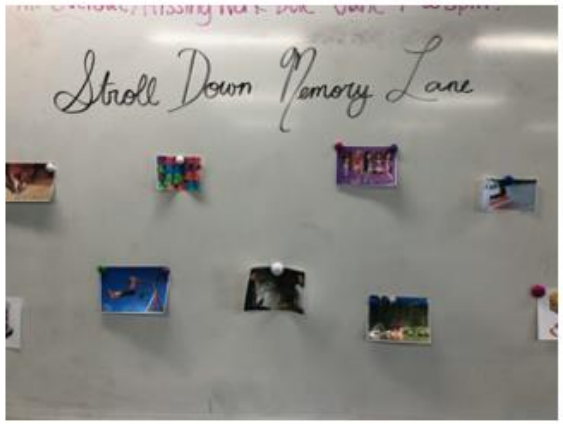
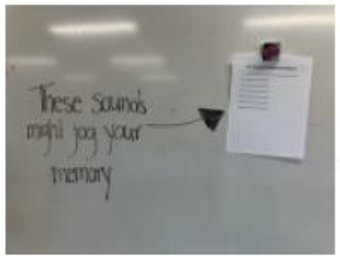
What are shared Universal Supports?

- 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?

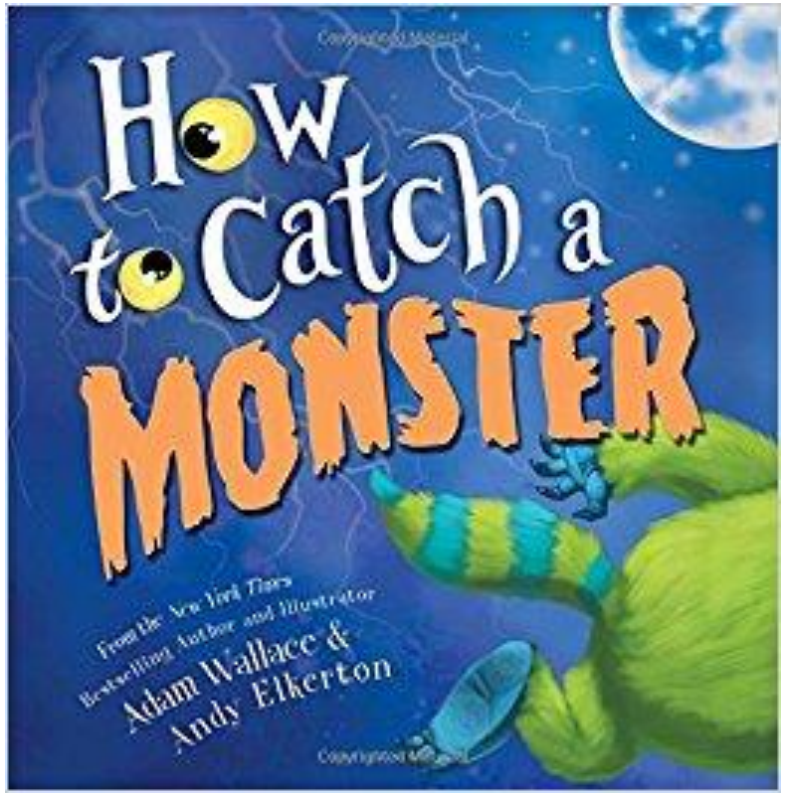
- Facilitated Peer Support/ Mentoring
- Shared Universal Supports
- Shared Learning Outcomes
- Shared Access Points
- Shared Learning Tasks

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



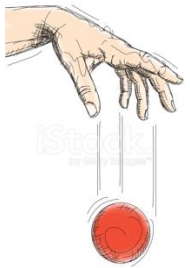
What are shared access points?

- 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

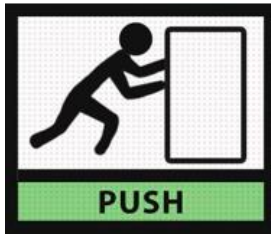
Shared Access Point

- Shared Learning Outcome: I know different types of forces

Fall



Push



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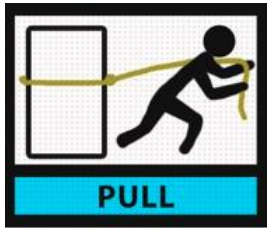
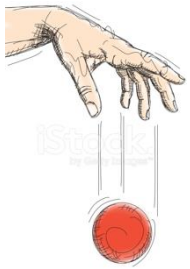


Shared Access Point

- Shared Learning Outcome: I know different types of forces

Fall



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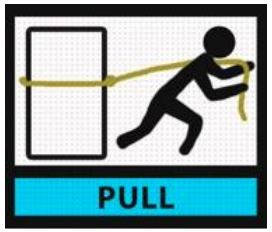
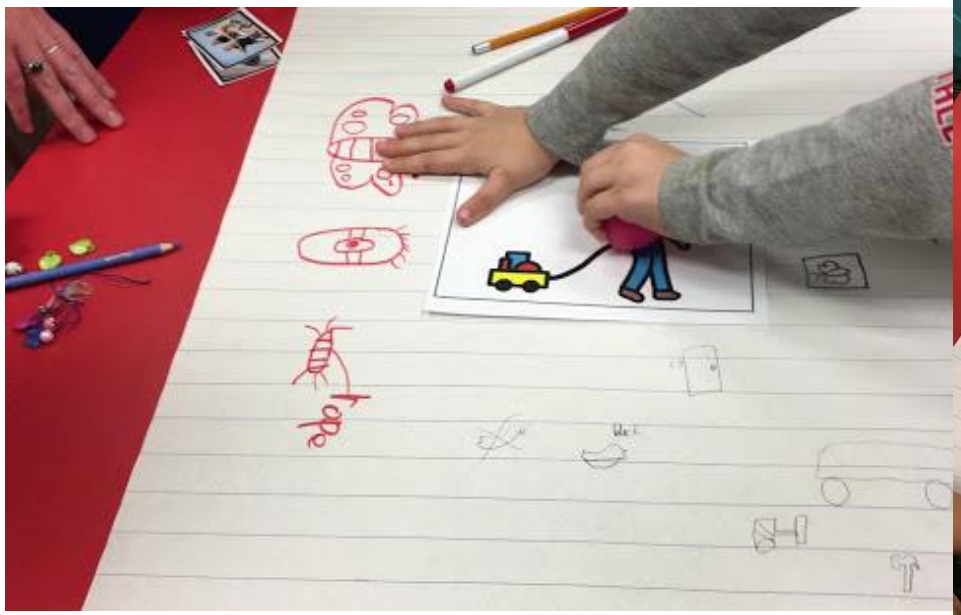




What are shared learning tasks?

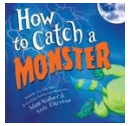
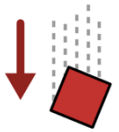
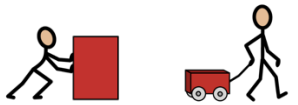
- All students in a class are participating together in a shared activity
- Some students may be participating in the task with a different purpose
- Some students may be participating in the task with a different role
- Some students may be participating in the task at a more complex level
- Everyone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

Shared Learning Task

Shared Learning Outcome: I know different types of forces

Start Together

Go as far as you can!

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	

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What do you notice about these examples?

- What do you notice about these examples?
- What connects to what you are already doing?
- What do you want to try and pull into your practice?
- How can we move beyond peers as “helpers” when designing for inclusion?

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

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

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!

Reflecting on your own context…

What column would assess your community to be at?

Using the indicators in that column, what would be one goal to work towards within your community?

We can …

by…

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2023

Peers: Students are within proximity to and participating in shared experiences with peers

	Access	Essential	Developing	Confident	Extending
	Awareness	Attitudes	Practices	Collaboration & Communication	Personal & Professional Growth
Student Proximity and Participation with Peers	• School and staff are aware of what access students with disabilities have to school culture, and what they do not have access to • School and staff have identified barriers to school culture for students with disabilities • Staff are aware of and understand that communication aids and that they are essential to a student's well-being in a school community (they must be used and cannot be taken away) • Staff are aware of why peer connection is important for students with and without disabilities • Staff have been provided research and had opportunities to hear from self-advocates and families with lived experience on the value and impact of peer connection	• Schools and classrooms foster inclusive environments by welcoming students with disabilities in all aspects of school culture including school clubs, extra-curricular activities, sports teams, school leadership, lunch, break, locker placement, entrance to building, social events, etc. • Students with and without disabilities are within proximity to each other in classrooms and in school activities • Resources are reserved and used to increase access to school and classroom activities that promote peer connection in school culture (e.g. physical access, staffing for extra-curricular activities, collaboration and planning time for staff) • There are still opportunities for students with Disabilities to be together, if they choose, and as long as, it is not the only option for community	• School has opportunities for peers to learn how to interact with, connect to and communicate with students with disabilities (peer connection, mentorship, etc.) • Support staff work with a group of students that may include a student with a disability and avoid one-on –one arrangements • Support staff decrease proximity to allow for students with and without disabilities to socially connect • Support staff increase proximity when students with and without disabilities re learning together • Support staff "do with-not for" • Support staff act as a connector between students with and without disabilities • Support staff circulate and avoid being stationary	• Teachers actively collaborate to create opportunities for students with and without disabilities to share social and learning opportunities • The school actively involves the student and family in decision making processes, seek their input and provide regular communication regarding classroom and school events and activities • The voice of students with disabilities are included in decisions about school culture	• School offers ongoing professional development opportunities that increase knowledge in skills in how to foster shared social and learning opportunities between students with and without disabilities • Staff are provided professional development about how to create accessible social and learning opportunities for all students to engage in • Classroom teachers, support teachers and educational assistants are learning together to support all students

Dr. Shelley Moore, 2024

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- 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
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