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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

May 22: Guiding Condition #5: All students are **planned for** from the start



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
classrooms and
schools

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

have
PURPOSEFUL
roles and
responsibilities

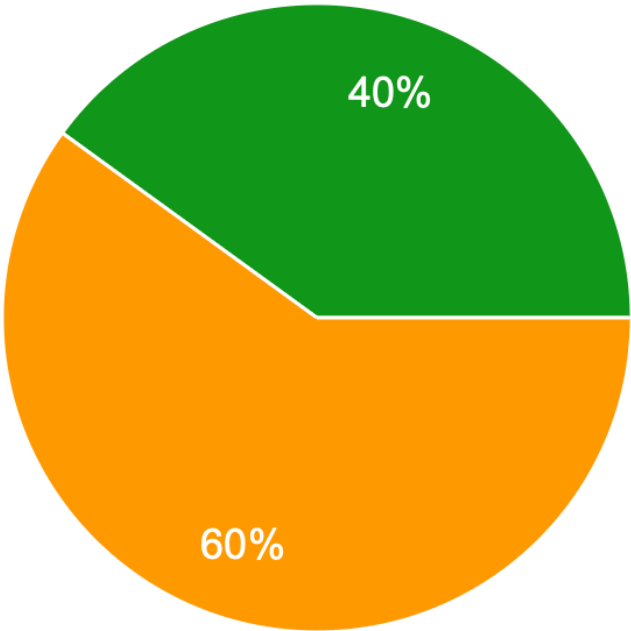
are **PLANNED** for
from the start

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	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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

Reflect on your own context, where do you think you community falls when considering how all students are within proximity to and participating in shared experiences together:

5 responses



- Access: Members of the school community are aware that if students...
- Essential: Students with Disabilities are participating in shared social experien...
- Developing: Students with Disabilities are sharing some learning experience...
- Confident: Staff are actively collaborating to create accessible shar...
- Extending: Member of the community are intentionally collaborating to learn...

Based on the column you chose, what is one goal that you could focus on in your context?

5 responses

Developing visuals for shared learning experiences with Must, Can and Could.

Use existing examples of good practice (watch videos) to gain a clear shared understanding of how all students are within proximity to and participating in shared experiences together. Make this a consideration when planning collaboratively.

Voice of students with disabilities being included in decisions and discussions about school culture.

Facilitated peer sessions

I think we can be more effective at creating shared access points for learning (not modifications for some) that enables all learner to access year level expectations / outcomes

Padlet

Five Moore Minutes + 36 • 1mo

Infrastructure of Inclusion Learning Series

Kowloon Junior School

What are you hoping to take away from this series?

Enthusiastic Caterpillar
a month ago

Planning universal strategy introductions for our students; also thinking ahead to the next school year and what our whole year group can benefit from being introduced to in the first weeks of school eg. mini lessons on movement breaks, sensory tools etc.

0

Add comment

What is a question that is coming up for you?

Andrew Eastwood
3 months ago

Not a question, but making a connection to our recent look at Restorative practices - how can we ensure we see chn as competent in the social world as well as the academic?

0

Add comment

Attentive Octopus
3 months ago

How do I help teachers with their planning, to engage and include all?

0

Add comment

Adorable Tilapia
3 months ago

How do we navigate competence in a different cultural view of what that looks like?

0

Add comment

What is one thing you are learning in this series?

Playful Grasshopper
3 months ago

I am learning that mindsets are beginning to change. Therefore helping us implement practises we need in the classrooms.

0

Add comment

Lindsay FISHER
3 months ago

I reflect a lot on the colourful circles image, representing inclusion, exclusion, segregation etc. I look around and see a lot of teachers pulling students out and getting them into small groups... I don't see this as harming them, but I keep thinking about what the alternative is an how to do it. I suppose that's not answering your question, but it's on my mind!

1

Add comment

Clever Dolphin
3 months ago

Systems are mostly in place.

What is a new thing that you are trying?

Andrew Eastwood
a month ago

Embedding UDL principals into our new data gather process for class mixing for next year

0

Add comment

Dom
a month ago

I want to try and make feedback "UDL Friendly". Be intentional about that.

0

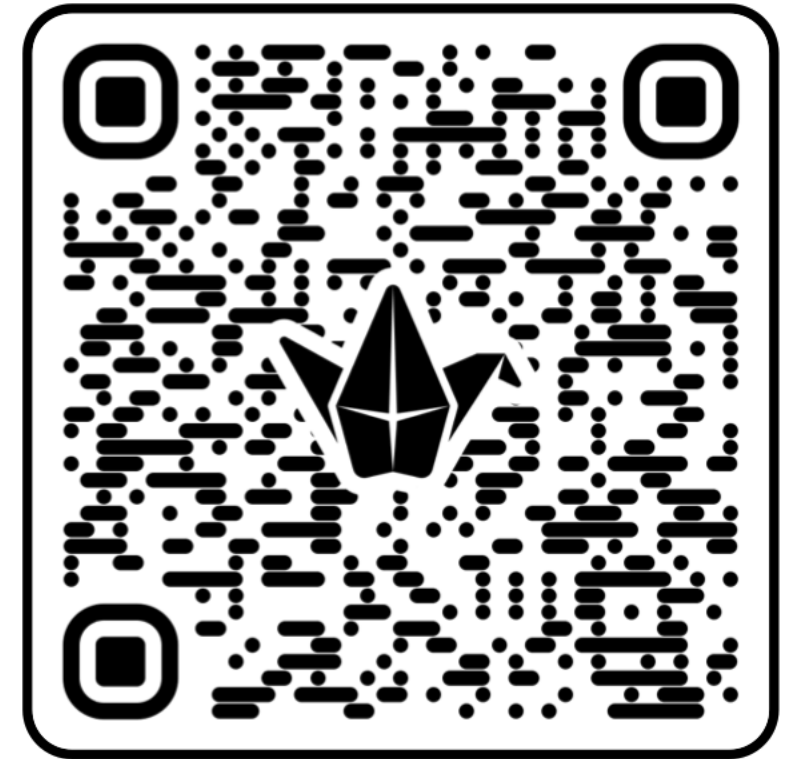
Add comment

Greta
a month ago

Whole team needs based pyramid planning. Each class choosing a different need based on class data reflections. Collating these to share with the team.

Planing unit rubrics by combining UDL and surface, deep and transfer verbs for our unit.

What are you noticing in your thinking & practice?



Session 5: What are you noticing about your thinking & practice?

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

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and attending
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programs

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

have
PURPOSEFUL
roles and
responsibilities

are **PLANNED** for
from the start

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**



Place Based Planning



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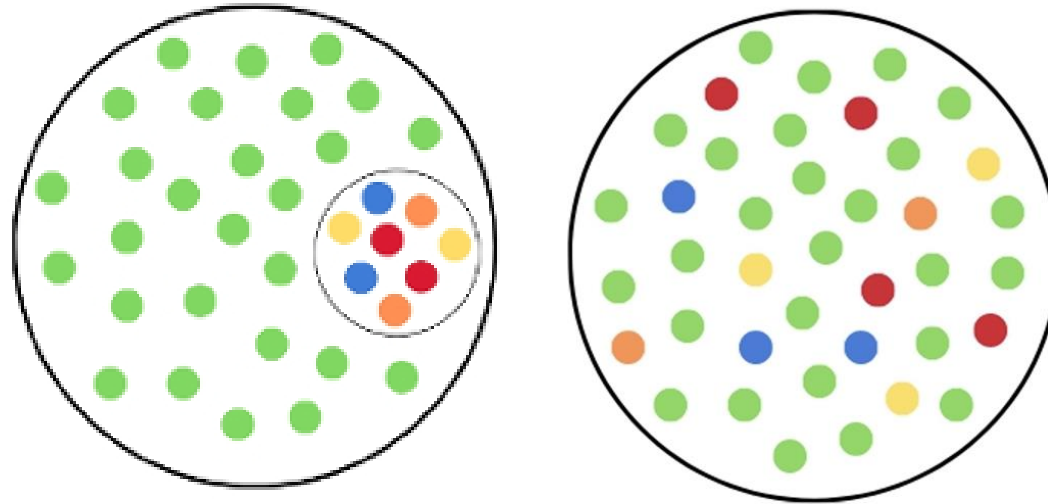
are **PLANNED** for
from the start



Why does purpose
matter?

Purposeful Planning

The difference between **integration** and **inclusion**



What is Purpose?



The bank



The gas station



The grocery store

Purpose is the why, the how and the what of being successful in a place

What is Purpose?



The bank



The gas station



The grocery store

Where am I?

Why am I here?

How can I **act** in this place?

How can I **interact** in this place?

What **decisions** will I need to make in this place?

What specific **skills** do I need in this place?

~~Determining~~ Roles & Responsibilities Anticipating

How can I **act** in this place?

How can I **interact** in this place?

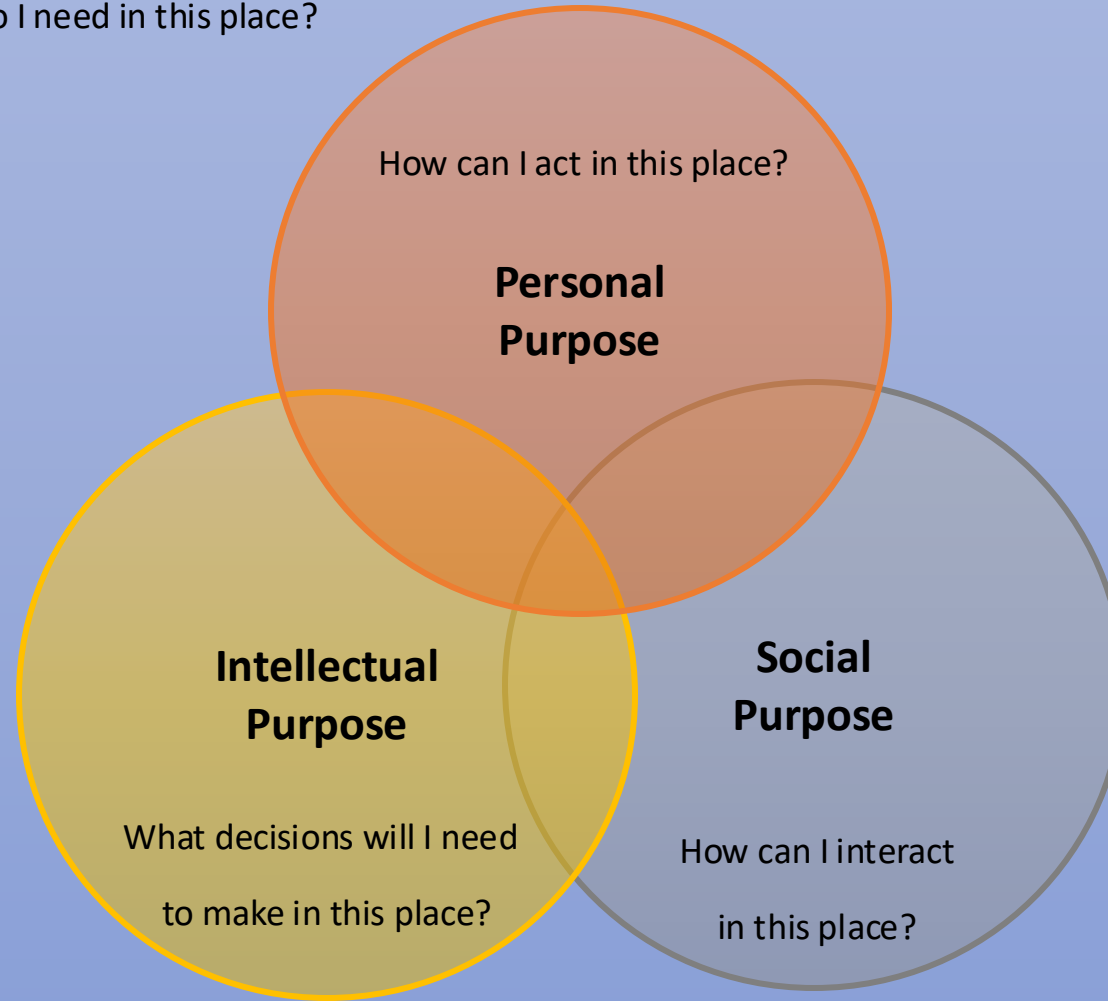
What **decisions** will I need to make in this place?

What specific **skills** do I need in this place?



Place (Contextual Purpose)

What specific skills do I need in this place?



What is Purposeful Planning?

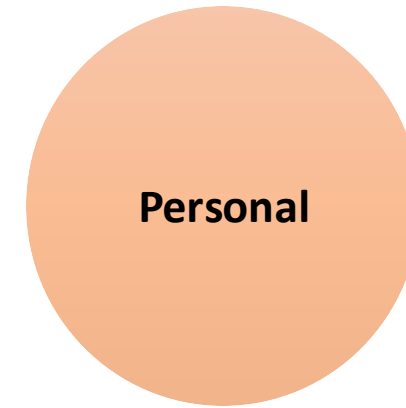
All of us navigate **4 purposes** in every **place** we are in:

- Personal Purpose
- Social Purpose
- Intellectual/Thinking Purpose
- Curricular Purpose

These **purposes** make it so that we are more than just existing in a location, and instead gives us **meaningful roles & responsibilities** in a **community**

How can we **anticipate purpose** to support students to have meaningful **roles and responsibilities** in an inclusive classroom?

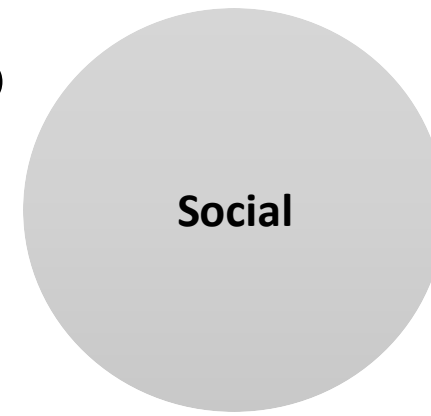
What is Purposeful Planning?



Personal Purpose

- Roles & responsibilities connected to how an **individual** can be successful in a community
 - How can we support **individual identity**?
 - How can we support **positive behaviour**?
 - How can we support **individual identity, awareness and regulation**?
 - How can a **community** support individuals to **personally belong**?
 - How can we **co-construct** a **personal vision** for a successful community that **considers all the individuals within it**?

What is Purposeful Planning?



Social Purpose

- Roles & responsibilities connected to how a **community** can be successful **together**
 - How can we support **social identity**?
 - How can we support **positive interactions** and **communication**?
 - How can we support **social awareness, responsibility, and collaboration**?
 - How can a **community** support individuals to **socially belong**?
 - How can we **co-construct a social vision** for a successful community that **considers all the individuals within it**?

What is Purposeful Planning?



Intellectual

Intellectual/ Thinking Purpose

- Roles & responsibilities connected to how a community can learn successfully together
 - How can we support intellectual identity?
 - How can we support positive learning experiences?
 - How can we honour multiple ways of learning and knowing, critical and creative thinking?
 - How can a community support individuals to intellectually belong?
 - How can we co-construct an intellectual vision for a successful community that considers all the individuals within it?

What is Purposeful Planning?

Contextual Purpose



Contextual
Purpose

- Roles & responsibilities for students navigating a common curriculum together
 - How can we support curricular engagement?
 - How can we support positive curricular experiences?
 - How can we honour accessible and challenging curriculum?
 - How can a community support individuals to belong in a curricular context?
 - How can we co-construct a curricular plan for a successful community that considers all the individuals within it?

What is Purposeful Planning?

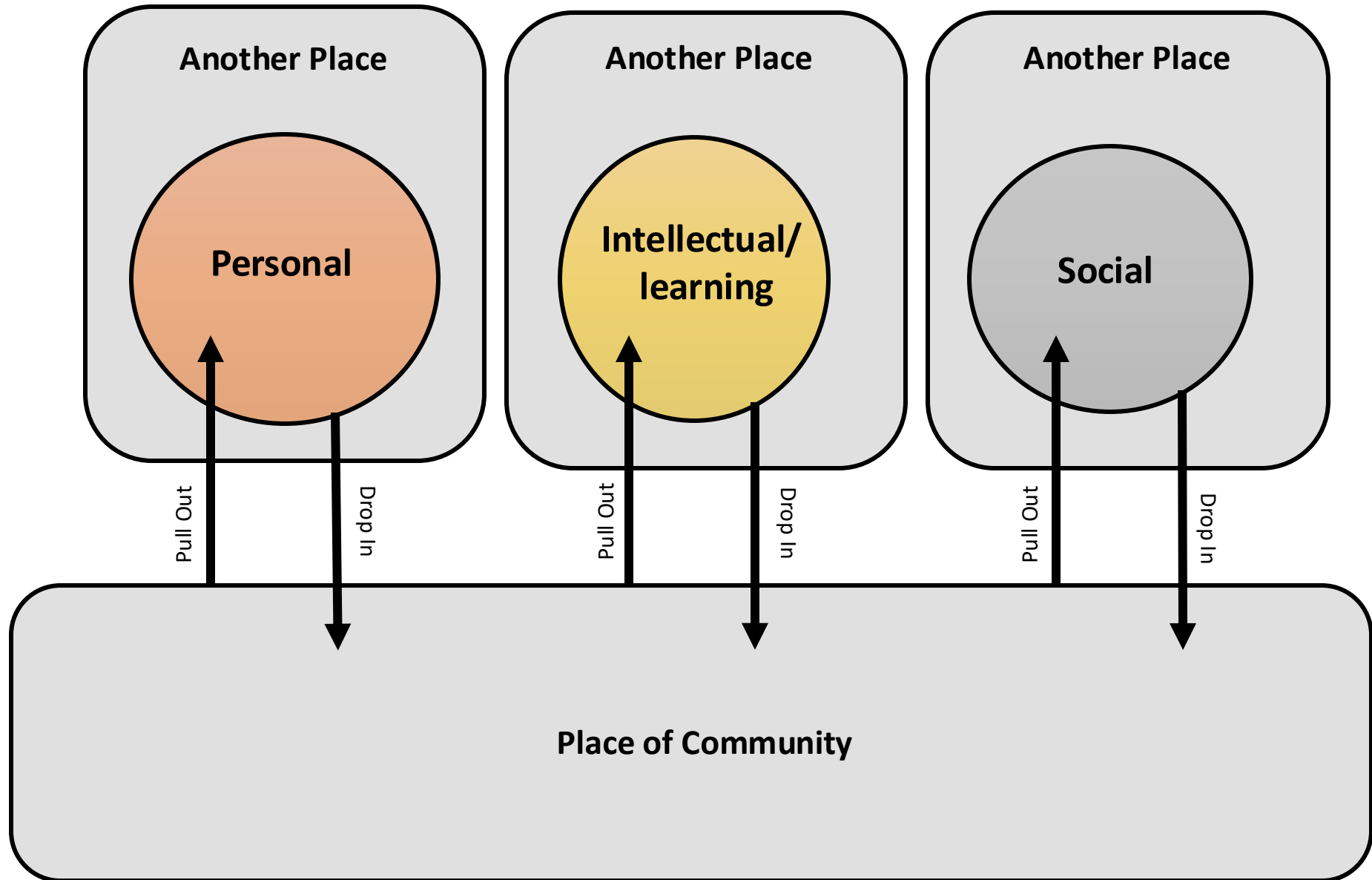
Historically, however...

These areas often correspond with an individual's areas of deficit:

1. Personal – Behaviour Deficits
2. Social – Communication & Social Skills Deficits
3. Intellectual – Learning Deficits
4. Contextual– “not ready” “not able”

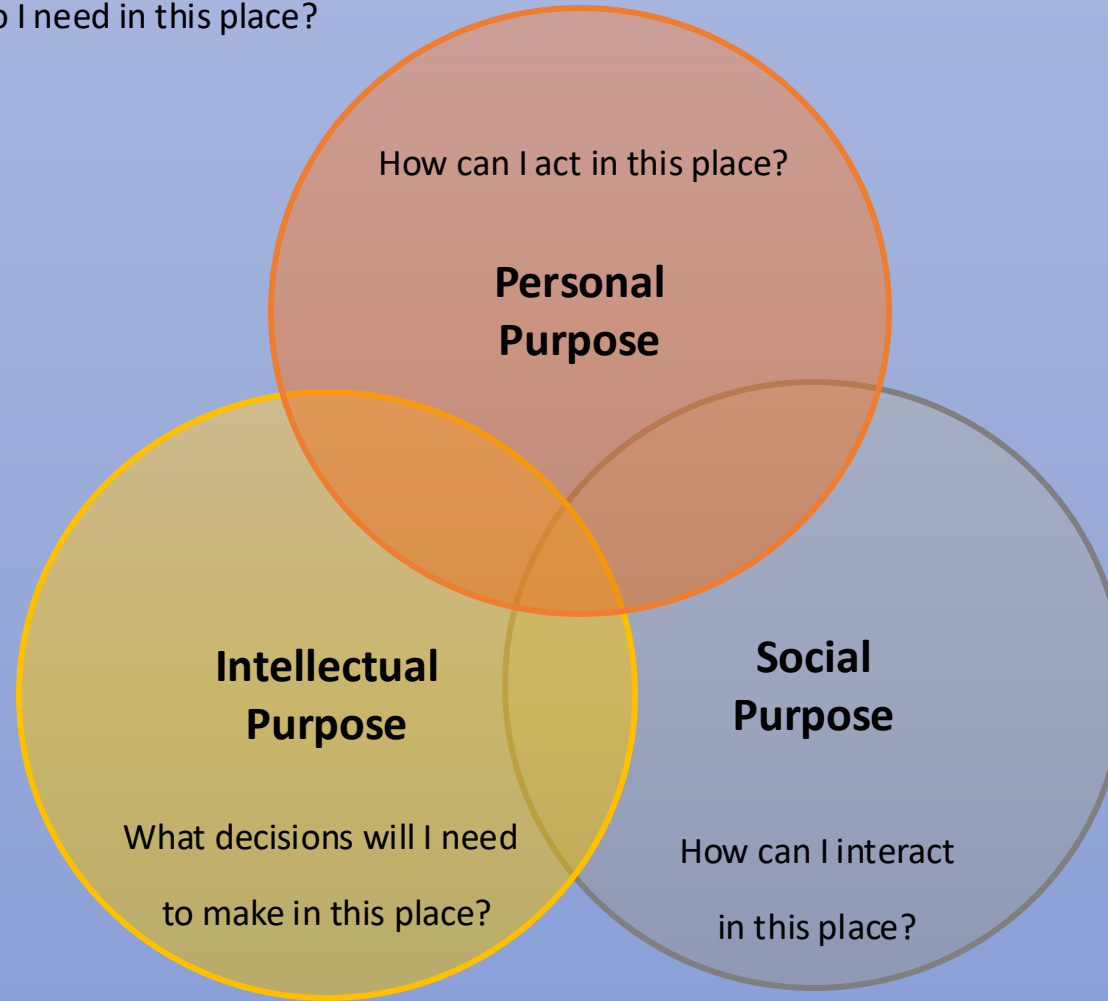
This has led to IEPs/Individual plans that focus on deficit-based goals and programming

This programming is often connected to receiving services and support in these areas in another place



Place (Contextual Purpose)

What specific skills do I need in this place?



Why is Purposeful Planning Important?

- Focusing on an individual's roles & responsibilities that are connected to belonging to a community
- Shifts away from targeting individual's deficits in isolation and towards their holistically building on their strengths and contributions in a community
- Ensures individuals are more than just integrated, or existing in a classroom (which often leads to challenging behaviour)

Strategy: Place Alignment Planner

- For students who are **not included** in any places
- For students who are **partially included** in some places
- For students who are **existing**, but not belonging in an inclusive place (AND have some **challenging behaviour**)
- **NOT** for students who are already included
- **NOT** for students who are not having challenging behaviour

Place Alignment Planner:

Student:		Grade:	Enrolled Class/ Grade:	Start Date:	Next Check in Date:	
Plan is Aligned to:		<input type="checkbox"/> Academics	<input type="checkbox"/> Electives	<input type="checkbox"/> In-School Activities	<input type="checkbox"/> Out-of-School Activities	
Student interest and/or Family Priority	Possible Place Opportunities (Typical Peer Opportunities)	Aligned	Next Step	As soon as Possible:	Not a priority at this time:	
		What this means: Student is enrolled and attending Next Step: Inclusive IEP Goals for Place	What this means: Student is enrolled and attending sometimes Next Step: Plan for and prepare place (Target teachers & peers)	What this means: Student is enrolled, not yet attending Next Step: Plan for new place (Target student & family)	What this means: Student is receiving supplemental programming Next Step: Re-evaluate student needs at next check in	

Place Alignment Planner: Elementary

Student: Vinaj P.		Grade: 2	Enrolled Class: Ms. Yee Grade 2	Start Date: October 15, 2020	Next Check in Date: Nov. 30, 2020
Plan is Aligned to:		<input checked="" type="checkbox"/> Academics	<input checked="" type="checkbox"/> Electives	<input type="checkbox"/> In-School Activities	<input type="checkbox"/> Out-of-School Activities
Student interest and/or Family Priority	Possible Place Opportunities (Typical Peer Opportunities)	Aligned	Next Step	As soon as Possible:	Not a priority at this time:
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	Outside before school			•	
	Arrival & morning meeting			•	
•	Reader's workshop	•			
•	Recess		•		
•	Literacy & Math Centers		•		
•	Math Workshop				Explicit Numeracy
	Lunch			•	
	Art				SLP Support
•	Music			•	
•	Gym		•		
	Science/Socials				Autism Support

Strategy: The Purpose Planner

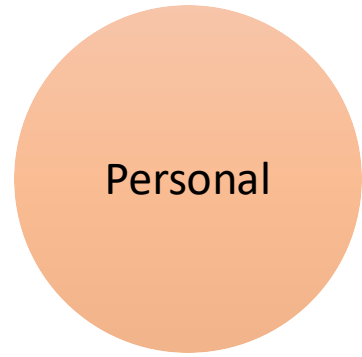
Class:		PURPOSES for _____			
Places/ Contexts	Roles & Responsibilities for Peers	Personal Roles & Responsibilities	Social Roles & Responsibilities	Intellectual Roles & Responsibilities	Curricular Roles & Responsibilities

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	Arrival & morning meeting			•	
•	Reader's workshop	•			
•	Recess		•		
•	Literacy & Math Centers		•		
•	Math Workshop				Explicit Numeracy
	Lunch			•	
	Art				SLP Support
•	Music			•	
•	Gym		•		
	Science/Socials				Autism Support

Class: Mrs. N Grade 1/2 Class		PURPOSES for Vadatman (V)			
Places/ Contexts	Roles & Responsibilities for Peers	Personal Roles & Responsibilities	Social Roles & Responsibilities	Intellectual Roles & Responsibilities	Curricular Roles & Responsibilities
Arrival to School	Enter school, put outdoor gear away, empty backpack, quiet activity, announcements, morning meeting				
Readers/Writers Workshop	Mini lessons, conferencing, read aloud, partner reading, small groups, stations				
Math Workshop/Stations	Mini lessons, conferencing, small group, stations				
Recess	Eating a snack, playground, games/ outside play, bell				
Science/ Socials	Mini lessons, small group activities, hands on)				
Art/ Music	Different teacher/ classroom, using tools/ instruments, following instructions, managing lots of movements, noises				
Lunch	Eating, cleaning up, outside play/ playground, bell				
Gym	Movement, fun, cooperation, encouragement, healthy living, regulation				

Class: Mrs. N Grade 1/2 Class		PURPOSES for Vadatman (V)			
Places/ Contexts	Roles & Responsibilities for Peers	Personal Roles & Responsibilities	Social Roles & Responsibilities	Intellectual Roles & Responsibilities	Curricular Roles & Responsibilities
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Personal Roles & Responsibilities

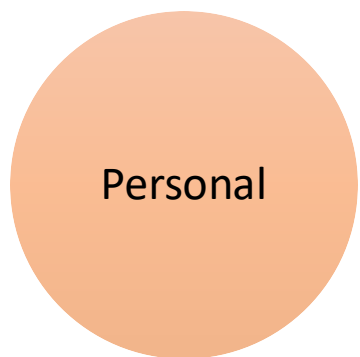
- V knows where his classroom is
- V knows where his table is
- V Knows how to sit at his table

Strategies

- Co-construct the criteria with V
- Practice without other students
- Practice while doing his favourite things

Class: Mrs. N Grade 1/2 Class		PURPOSES for Vadatman (V)			
Places/ Contexts	Roles & Responsibilities for Peers	Personal Roles & Responsibilities	Social Roles & Responsibilities	Intellectual Roles & Responsibilities	Curricular Roles & Responsibilities
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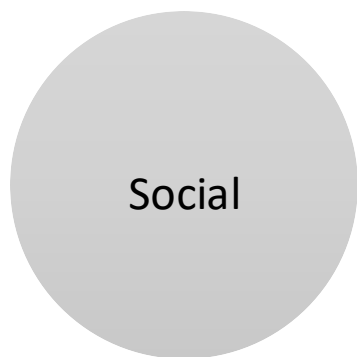
Personal

Personal Roles & Responsibilities

- V knows where his class is
- V can engage/ participate in an activity with peers
- V can choose a book to read

Strategies

- Visual schedule of day
- Visual of class
- Choice of text
- Choice of peers



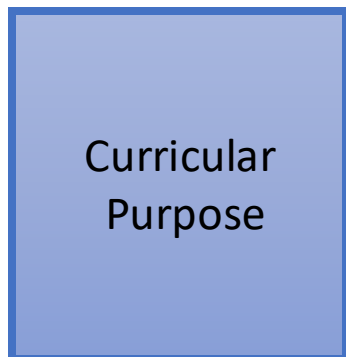
Social

Social Roles & Responsibilities

- V can reference peers
- V can take turns

Strategies

- Reading with peers (high interest)
- Teach peers how to read with V
- Having a job/purpose (turning the page)
- Copying/mimicking (peer referencing)



Curricular Purpose

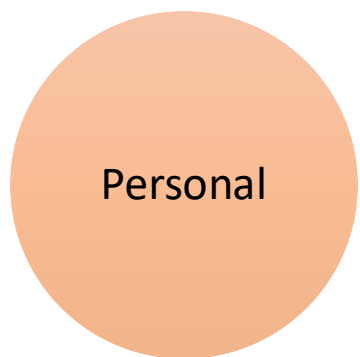
Curricular Roles & Responsibilities

- V knows concepts of print (text/pictures, Parts of a book)
- V can show cadence

Strategies

- Choice of book (high interest)
- Copying/mimicking (peer referencing)

Class: Mrs. N Grade 1/2 Class		PURPOSES for Vadatman (V)			
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Math Workshop	Mini lessons, conferencing, small group, stations				
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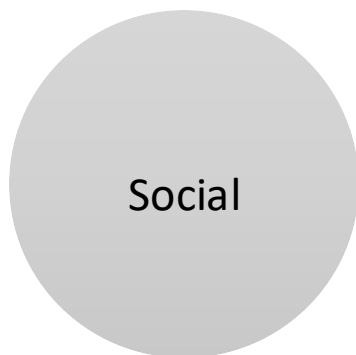
Personal

Personal Roles & Responsibilities

- V can use fine motor skills (using a writing tool)
- V can finish a task (perseverance)

Strategies

- white board marker (high interest)
- Choice of where to sit
- Non preferred/ Preferred activity
- Visuals



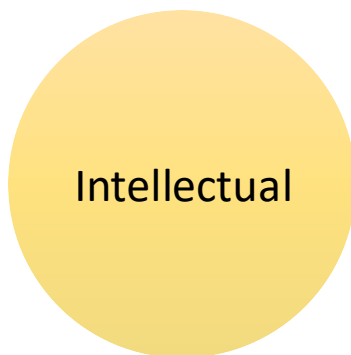
Social

Social Roles & Responsibilities

- V can communicate when finished (done)

Strategies

- Visuals
- Transition strip (3-2-1 chips)



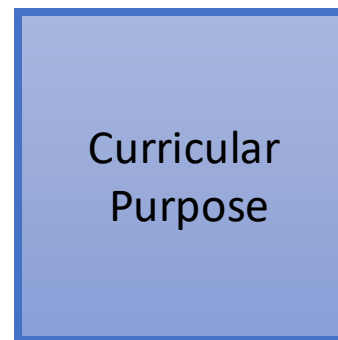
Intellectual

Intellectual & Thinking Roles & Responsibilities

- V can make choices (critical thinking)

Strategies

- White board marker
- Choice of activities



Curricular Purpose

Curricular Roles & Responsibilities

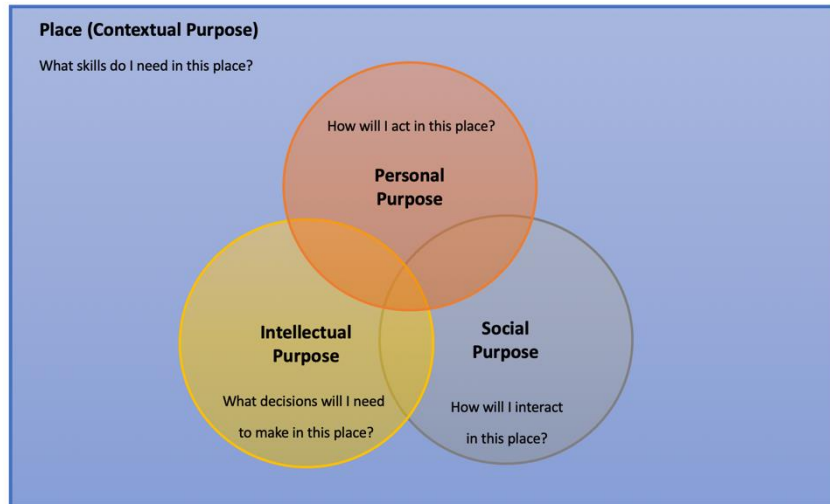
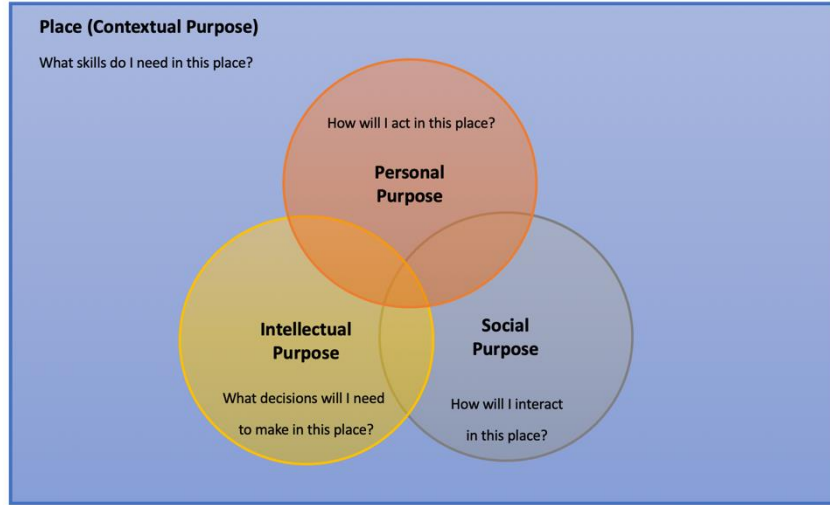
- V knows concepts of print (directionality)

Strategies

- Choice of activity (writing, building, reading)

Class: Mrs. N Grade 1/2 Class		PURPOSES for Vadatman (V)			
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Math Workshop	Mini lessons, conferencing, small group, stations				
Recess	Eating a snack, clean up, playground, games/ outside play, bell, playing with peers, solving problems				
Science/ Socials	Mini lessons, small group activities, hands on)				
Art/ Music	Different teacher/ classroom, using tools/ instruments, following instructions, managing lots of movements, noises				
Lunch	Eating lunch, clean up, playground, games/ outside play, bell, playing with peers, solving problems				
Gym	Movement, fun, cooperation, encouragement, healthy living, regulation				

Reading Classroom



Playground

V

- Taking turns
- Referencing Peers
- Engaging with peers
- Making choices

Peers

- Prompting (its your turn)
- Engaging with V

Class: Mrs. N Grade 1/2 Class		PURPOSES for Vadatman (V)			
Places/ Contexts	Roles & Responsibilities for Peers	Personal Roles & Responsibilities	Social Roles & Responsibilities	Intellectual Roles & Responsibilities	Curricular Roles & Responsibilities
Arrival to School	Enter school, put outdoor gear away, empty backpack, quiet activity, announcements, morning meeting	<ul style="list-style-type: none"> V knows where his classroom is V knows where his table is V Knows how to sit at his table 			
Readers/Writers Workshop	Mini lessons, conferencing, read aloud, partner reading, small groups, stations	<ul style="list-style-type: none"> V knows where his class is V can engage/ participate in an activity with peers V can choose a book to read V can use fine motor skills V can finish a task 	<ul style="list-style-type: none"> V can reference peers V can take turns V can communicate when finished (done) 	<ul style="list-style-type: none"> V can make choices (critical thinking) 	Literacy <ul style="list-style-type: none"> V knows concepts of print V can show cadence
Math Workshop	Mini lessons, conferencing, small group, stations				
Recess	Eating a snack, clean up, playground, games/ outside play, bell, playing with peers, solving problems	<ul style="list-style-type: none"> V can engage/ participate in an activity with peers 	<ul style="list-style-type: none"> V can reference peers V can take turns 	<ul style="list-style-type: none"> V can make choices 	Playground <ul style="list-style-type: none"> V can play on playground equipment
Science/ Socials	Mini lessons, small group activities, hands on)				
Art/ Music	Different teacher/ classroom, using tools/ instruments, following instructions, managing lots of movements, noises				
Lunch	Eating lunch, clean up, playground, games/ outside play, bell, playing with peers, solving problems				
Gym	Movement, fun, cooperation, encouragement, healthy living, regulation				

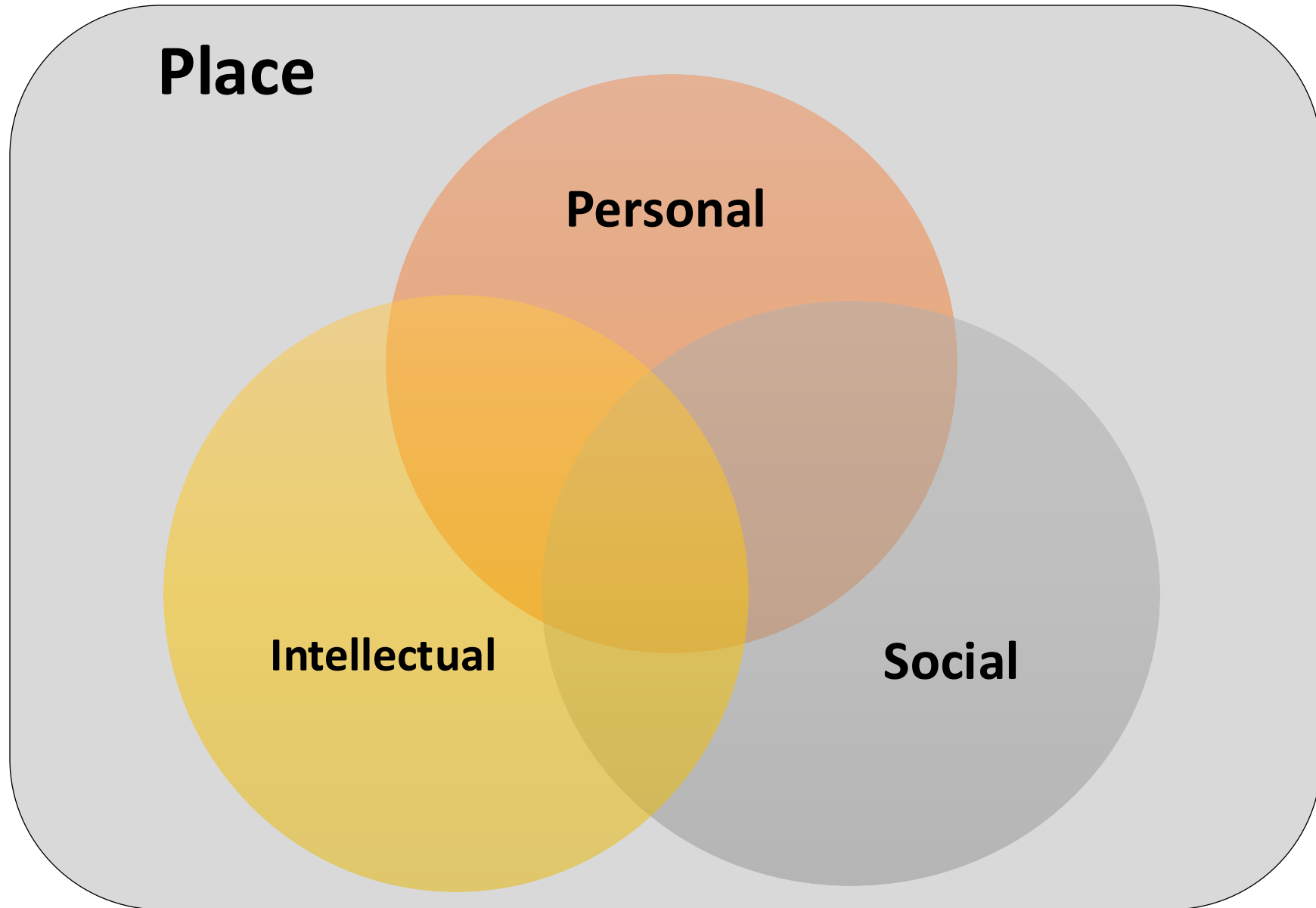
Place Alignment Planner: Elementary

Student: Vinaj P.		Grade: 2	Enrolled Class: Ms. Yee Grade 2	Start Date: October 15, 2020	Next Check in Date: Nov. 30, 2020
Plan is Aligned to:		<input checked="" type="checkbox"/> Academics	<input checked="" type="checkbox"/> Electives	<input type="checkbox"/> In-School Activities	<input type="checkbox"/> Out-of-School Activities
Student interest and/or Family Priority	Possible Place Opportunities (Typical Peer Opportunities)	Aligned	Next Step	As soon as Possible:	Not a priority at this time:
		What this means: Student is enrolled and attending Next Step: Inclusive IEP Goals for Place	What this means: Student is enrolled and attending sometimes Next Step: Plan for and prepare place (Target teachers & peers)	What this means: Student is enrolled, not yet attending Next Step: Plan for new place (Target student & family)	What this means: Student is not enrolled or attending and receiving supplemental programming Next Step: Re-evaluate student needs at next check in
	Outside before school			•	
	Arrival & morning meeting			•	
•	Reader's workshop	•			
•	Recess	•	•		
•	Literacy & Math Centers		•		
•	Math Workshop				Explicit Numeracy
	Lunch			•	
	Art				SLP Support
•	Music			•	
•	Gym		•		
	Science/Socials				Autism Support

Strategy: The Purpose Planner

Class:		PURPOSES for for Vadatman (V)			
Places/ Contexts	Roles & Responsibilities for Peers	Personal Roles & Responsibilities	Social Roles & Responsibilities	Intellectual Roles & Responsibilities	Curricular Roles & Responsibilities

An Inclusive Paradigm: Balancing Purpose in Place



Student Competency Based IEP Goals

- **All Students:**
 - Can set and reflect on competency-based goals
- **Some Students:**
 - Will capture their goal setting through the IEP process to promote continuity, accountability and equity for students with diverse and/or disabilities
- **A few students:**
 - May need their family or their caregivers to support them by helping to capture voice in different ways to maintain agency, as they are guided through the IEP process

Example



Video: Observation

Student: VG

- Grade 2
- Autism
- **Inclusive Lens:** Social
- **Core Competency:** Social Responsibility

IEP Goal

- **Common Goal of Peers:** I can be part of a group by
- **Individual Specific Objective:** choosing a buddy
- **Individual Specific Objective:** taking turns

Competency that all students are targeting



Skill that all students are taught

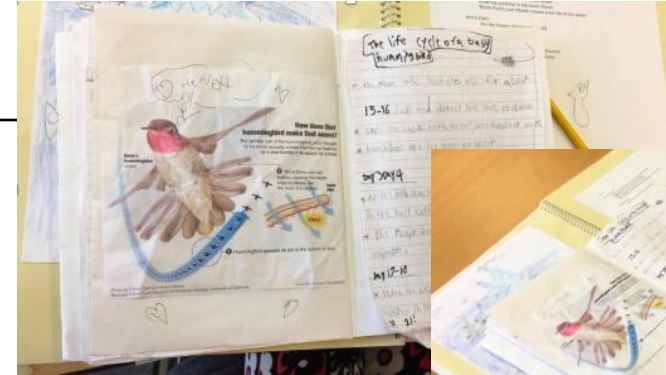


What this looks like for specific student/ what we are collecting evidence of in the class



Example

Scientific Field Book: Product



Student: TS

- Grade 5
- Learning Disability
- **Inclusive Lens:** Intellectual
- **Core Competency:** Creative Thinking

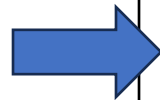
IEP Goal

- **Common Goal of Peers:** I can deliberately learn a lot about something by
- **Individual Specific Objective:** researching something I am interested in over time

Competency that all students are targeting



Skill that all students are taught



What this looks like for specific student/ what we are collecting evidence of in the class



Video: Conversation

Ben's Core Competency Goals

Drawn from common competencies (goal area for all)

Drawn from common sub competency (goal for all)

Core Competency Goals				
Competency	Personal Awareness & Responsibility	IEP Goal 1	I can show a sense of accomplishment and joy by...	
Objective 1A	showing when I am happy		Instructional Strategies	Take photos, videos of B when he is happy, match to activity or event
Objective 1B	celebrating when I have worked hard		Instructional Strategies	Have Ben choose something he is proud of every day, share with parents in communication journal

Specific to student's plan (objective for individual)

Drawn from page 1 of IEP (useful for individual)

Competency	Communication	IEP Goal 2	I can respond to peers and adults by...	
Objective 2A	using my voice to ask and answer direct questions		Instructional Strategies	Prepare iPad with common and preferred responses and questions, teach peers how to use it, have peers' model
Objective 2B	showing that I am listening with my whole body		Instructional Strategies	Teach peers prompt for full body listening and provide visuals, teach B to look at peers as reference when it is time to listen

Competency	Critical Thinking	IEP Goal 3	I can explore materials and actions by...	
Objective 3A	trying out new activities		Instructional Strategies	Choice of centers (of 2), keep track of centers tried, celebrate the trying of new activities, take pictures, make a "I can try new things" book
Objective 3B	using my senses to explore		Instructional Strategies	Visuals of senses connected to centers

School District	Inclusive and Competency Based Individual Education Plan			
Student Details				
Student Photo	Student Name		Primary Designation	
	Grade		Additional Designation	
	Student Number		IEP Review Date	
	Date of Birth		Case Manager	
	Student Support Team		Role	
	Parent/Guardian Consultation Date			

My Personal Profile	Link to Evidence:	Thoughts from my family & team
My Identities		
My Interests		
My Needs		

My Learning Profile	Link to Evidence:		
	Personal	Social	Learning/ Intellectual
My Strengths			
	*Thoughts from my team	*Thoughts from my team	*Thoughts from my team
My Stretches			
	*Thoughts from my team	*Thoughts from my team	*Thoughts from my team

Areas I want to focus on this year

☐

☐

☐

Competencies that can help choose goals	<ul style="list-style-type: none">Personal Awareness & ResponsibilityPositive Personal & Cultural Identity	<ul style="list-style-type: none">CommunicatingCollaboratingSocial Awareness & Responsibility	<ul style="list-style-type: none">Creative ThinkingCritical Thinking & Reflective Thinking
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Supports and Plans			
Student Need	Universal Classroom Supports and Strategies	Targeted Supports & Strategies	Individualized Supports & Strategies
Supplementary Plans		Date	

Competency Goals			
Inclusive Competency		Inclusive IEP Goal 1	
Individual Objective 1A <input type="checkbox"/> specific to designation		Instructional Strategies	
Individual Objective 1B <input type="checkbox"/> specific to designation		Instructional Strategies	

Inclusive Competency		Inclusive IEP Goal 2	
Individual Objective 2A <input type="checkbox"/> specific to designation		Instructional Strategies	
Individual Objective 2B <input type="checkbox"/> specific to designation		Instructional Strategies	

Inclusive Competency		Inclusive IEP Goal 3	
Individual Objective 3A <input type="checkbox"/> specific to designation		Instructional Strategies	
Individual Objective 3B <input type="checkbox"/> specific to designation		Instructional Strategies	

Purpose: Students have purposeful goals derived from common curriculum

	Access	Essential	Developing	Confident	Extending
	Awareness	Attitudes	Practices	Collaboration & Communication	Personal & Professional Growth
Students have purposeful goals derived from common curriculum	<ul style="list-style-type: none"> School and staff are aware of the difference between integration and inclusion School and staff are aware and understand what IEPs and why they are important for some students Staff are aware of why IEPs need to evolve to align with current inclusive education advocacy efforts Staff are aware of barriers to IEP creation and implementation in inclusive contexts Staff are aware of ableist attitudes embedded in history that has situated IEPs as deficit based and impairment focused Staff have been provided with opportunities to learn about the history of IEPs 	<ul style="list-style-type: none"> Schools and classrooms understand why some student require additional supports to increase access and equity to learning Staff and students understand that fair does not mean equal when supporting student with Disabilities and other support needs Staff understand why and how IEPs can evolve to be used as a blueprint to support many students in an inclusive classroom Staff understand that purposeful IEP goals need to be derived from a common curriculum as peers to facilitate shared learning experiences in inclusive contexts Staff understand why IEP goals needs to move away from deficit and impairment oriented and towards needs and competency-based plans Staff can acknowledge when they are the barrier to the implementation of equitable supports 	<ul style="list-style-type: none"> Staff are making efforts to shift IEP goals towards common curriculum, competencies, and purposeful planning Goals for students are place based and balanced in ways that target possibilities instead of deficit areas in 4 domains (personal, social, intellectual, curricular) IEPs are being used as blueprints that invite goals and supports that can be implemented in universal ways to support the needs of many students Staff are provided with research and resources to shift thinking and practices when apprehensive to change Families and caregivers are educated about shifts in purposes and IEP goals to align with common curriculum and the benefits of inclusion for all students 	<ul style="list-style-type: none"> School teams are working together to determine or align common competency-based goals for all students Students and families have a voice in the co-construction of IEPs and have a role in determining how to make the places they go purposeful Staff are working together to co-create and implement IEPs in ways that are inclusive, and place based Staff are working together to collect evidence of how students are showing progress in the inclusive domains (personal, social, intellectual, curricular) 	<ul style="list-style-type: none"> School offers ongoing professional development opportunities that increase knowledge in skills in how to evolve IEPs to be competency based and inclusive Staff are provided professional development about how to align and create competency-based and inclusive goals and objectives Staff can reflect on their own needs and goals in a competency based and inclusive way to understand the process and shifts away from deficit-oriented practices



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?

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

March 24: Guiding Condition #4: All students have meaningful **purpose** in inclusive classrooms

May 7: Guiding Condition #5: All students are **planned for** from the start

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