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Welcome!

Our Plan Together

August 25: Kick Off – What are the **guiding conditions** of inclusion?

August 25: Guiding Condition #1: All Students are **presumed competent**

October 2: Guiding Condition #2: All students are **placed** in inclusive classrooms

October 30: Guiding Condition #3: All students are within **proximity to** and **participating in** learning with **peers**

November 18: Guiding Condition #4: All students have meaningful **purpose** in inclusive classrooms

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

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 students...

are **PRESUMED**
competent and
as having
POTENTIAL

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and attending
inclusive
programs

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

have
PURPOSEFUL
roles and
responsibilities

are **PLANNED** for
from the start

What stands out from our last session together?

Share an artifact reflecting one thing you tried since our last session.

What are you noticing about yourself and others as you learn more?

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POTENTIAL

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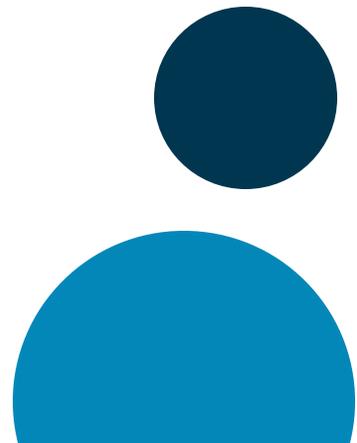
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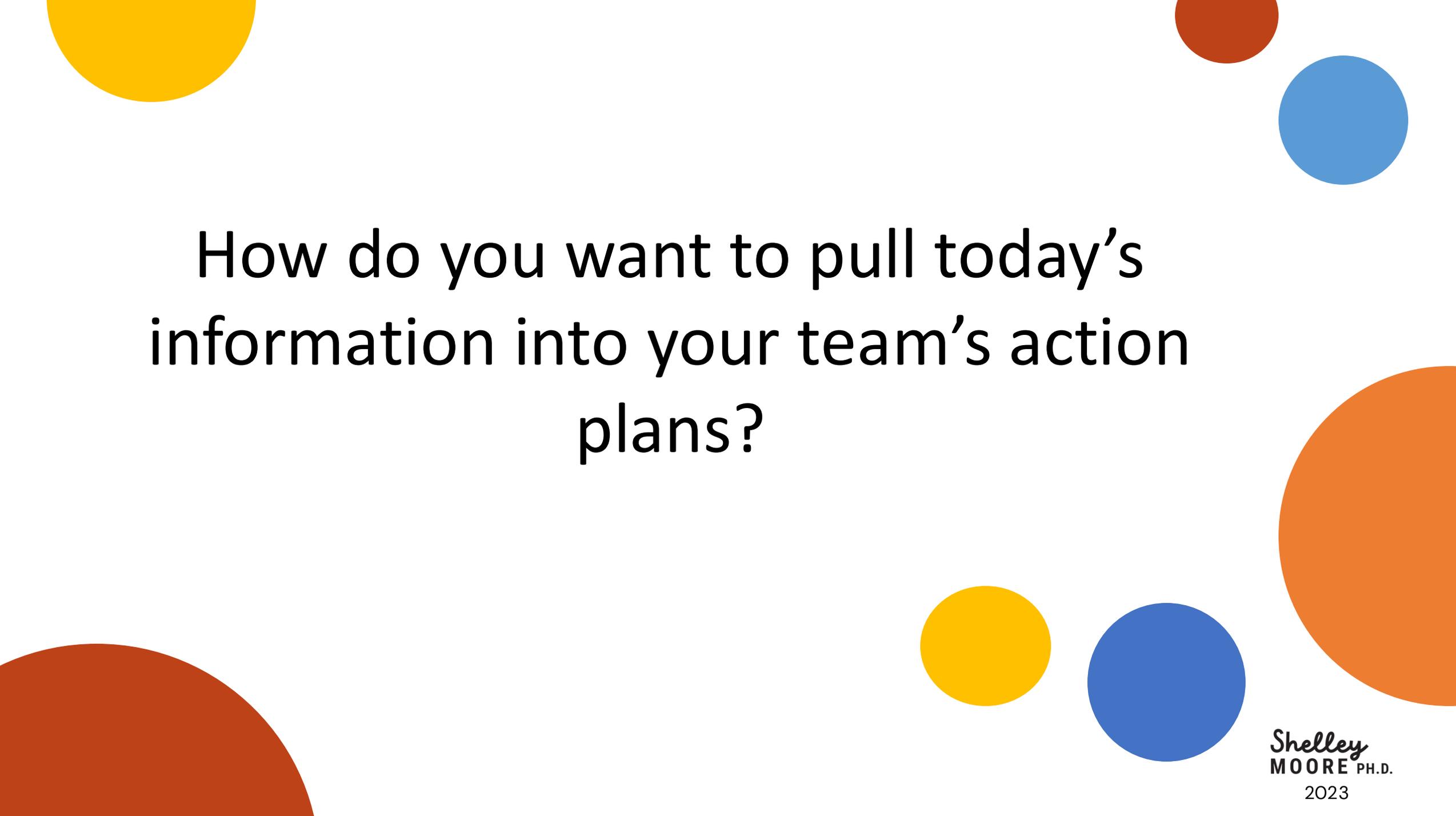
Place reflects an inclusive vision – increasing the places where individuals have **purpose and belonging**





Burning Questions



The slide features several large, semi-transparent circles in yellow, orange, and blue scattered across the background. The text is centered in a large, black, sans-serif font.

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

Place Based Planning

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

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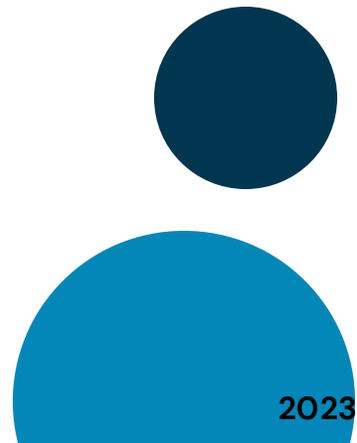
What is the role of peers
in supporting inclusion?



How are **peers** with and without disabilities **ALREADY participating** together throughout their school day?

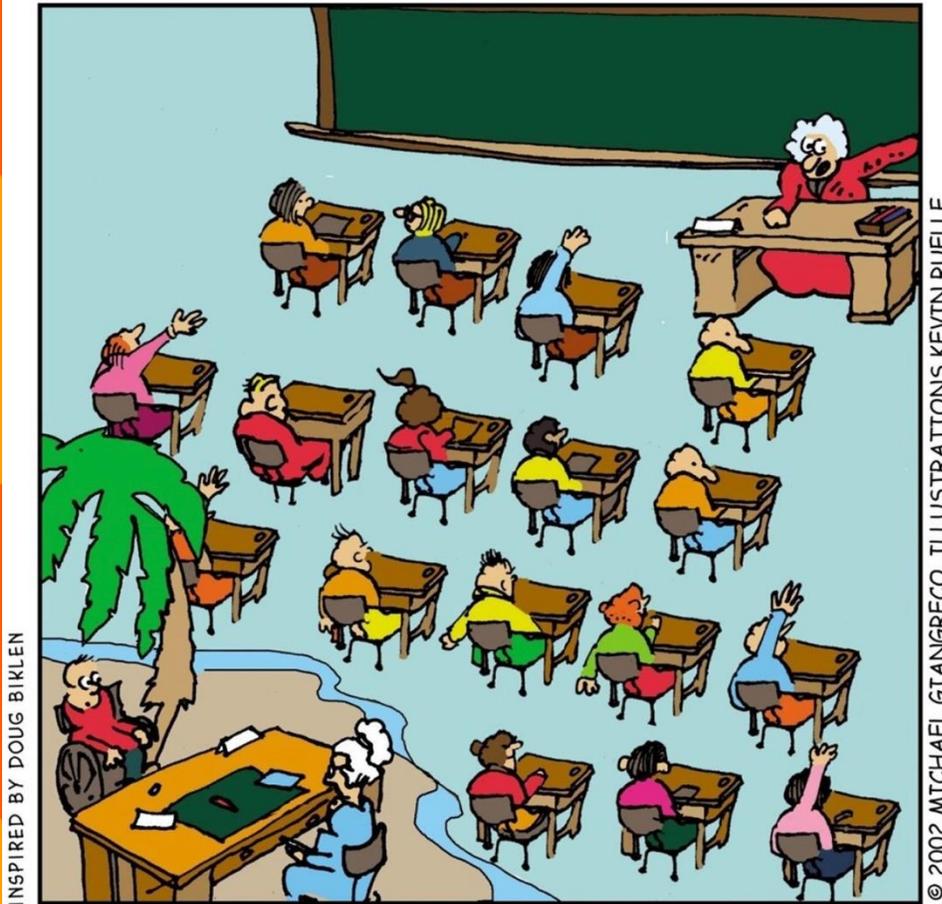
OR

How do you hope that students with and without disabilities could **participate** together in the future?





Proximity to and Participation with Peers



INSPIRED BY DOUG BIKLEN

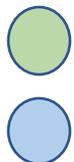
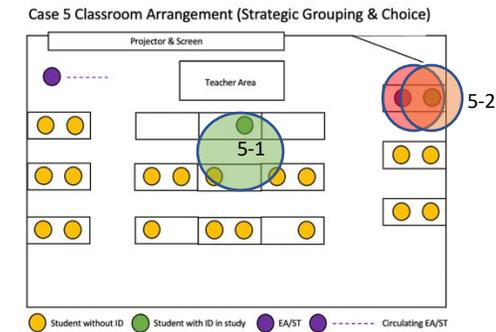
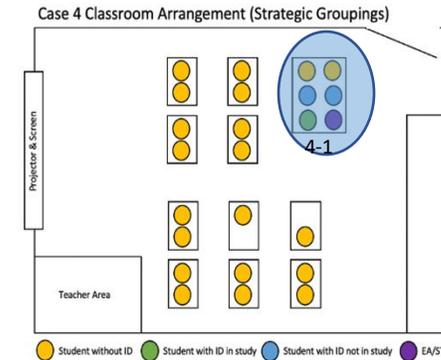
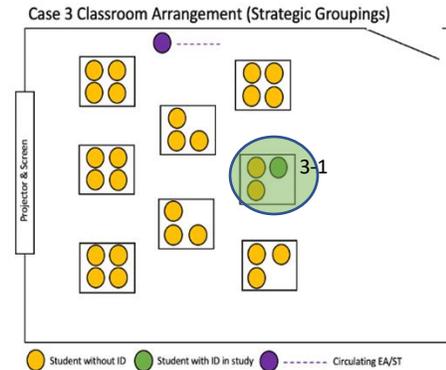
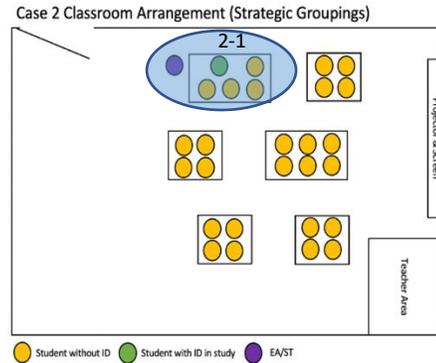
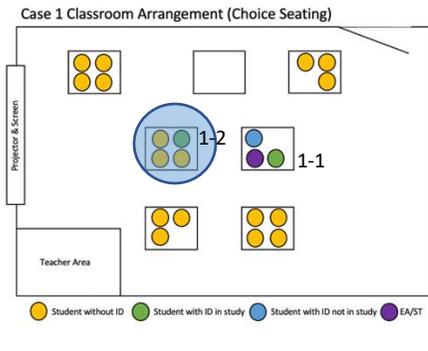
© 2002 MICHAEL GIANGRECO, ILLUSTRATIONS KEVIN RUELE

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 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

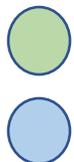
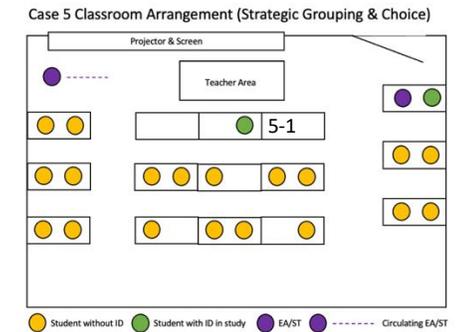
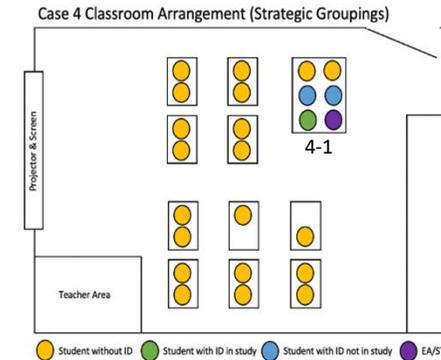
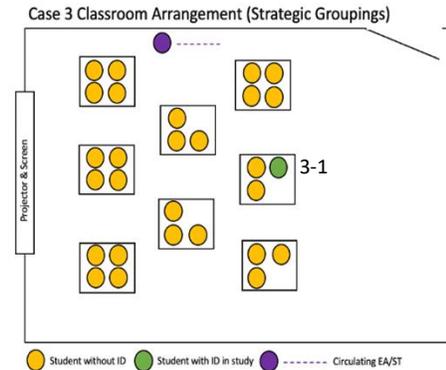
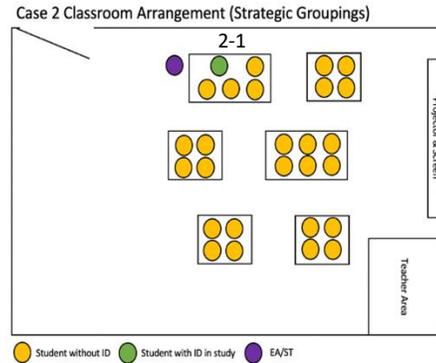
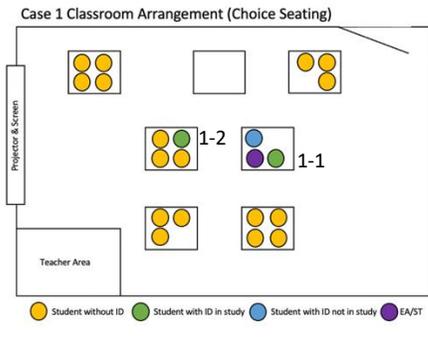


The least **social** participation



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
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

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 from peers	SwIDs participated in social peer invitations/ peer-initiated interactions	SwIDs and peers participated interactions outside of class
•	•		•	•		
•	•	•	•		•	•
•	•	•	•		•	•
•			•	•	•	•
•	•	•	•		•	•
•	•	•		•	•	•

How do we increase student **proximity**?

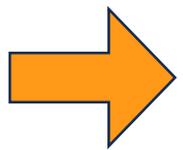
- Create **seating plans** strategically so they are **flexible** and always giving students with and without disabilities different **opportunities** to be **together**
- Prevent students with disabilities from **working in isolation** with a **support adult** by:
 - Having an adult work with **a group 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>



How educational assistants need to work differently



Watch later Share

How educational assistants need to work differently

ENGAGING ALL LEARNERS!

Home

Learning Supports

Diverse Learning Needs

Instructional Leadership

Early Learning

Ressources en Français



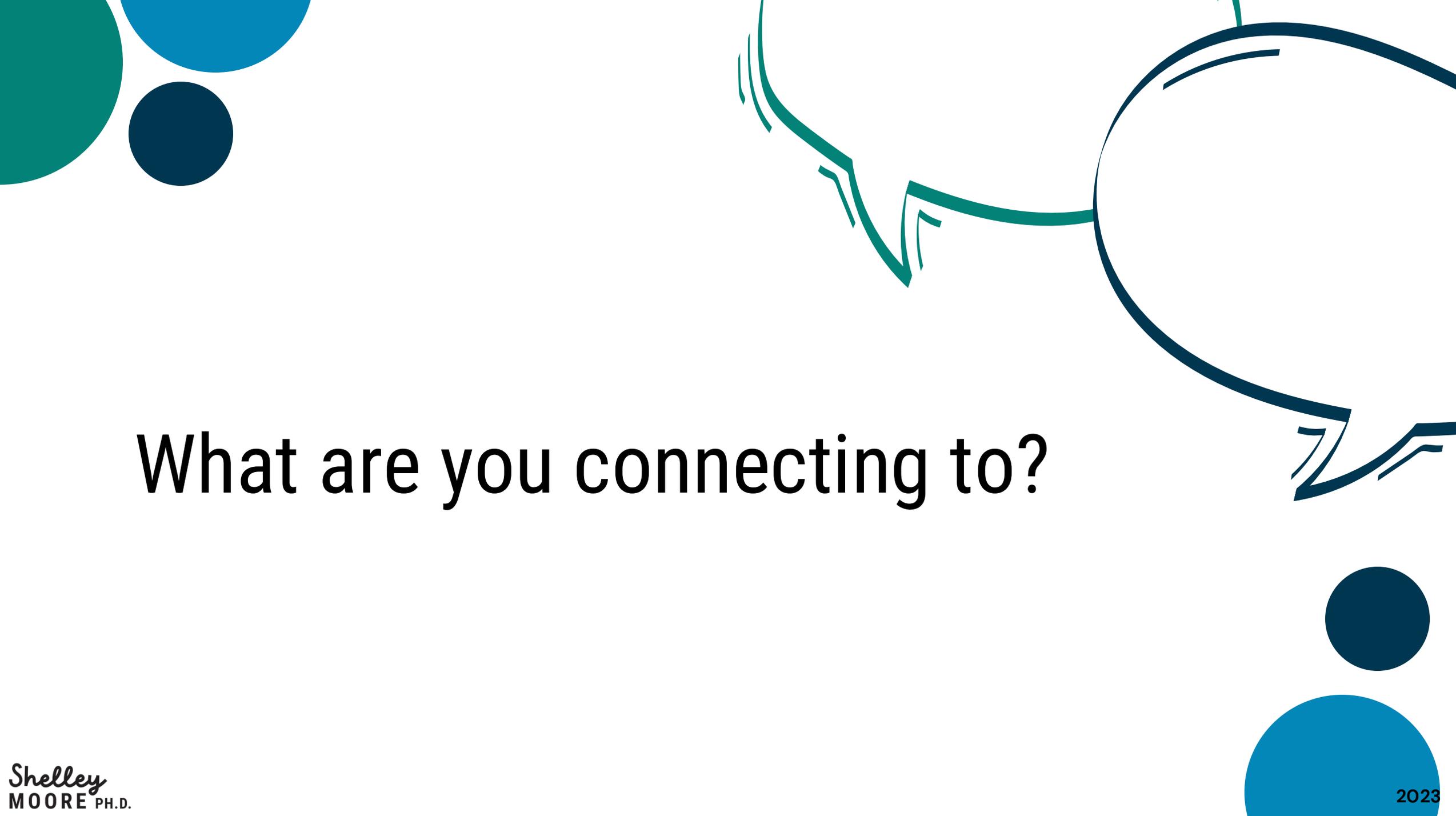
Peer Mentoring to Support Students with Disabilities

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](#)

- 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](#)



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?

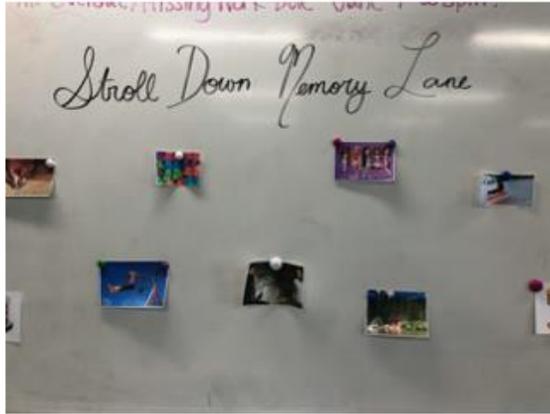
- Facilitated Peer Support/ Mentoring
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What are shared **Universal Supports**?

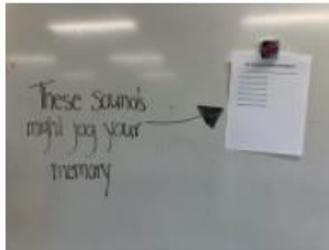
- Supports (tools) and Strategies (actions) designed for a specific need and made available to anyone
- Reducing and eliminating barriers in an environment for all students – even if the barrier does not limit them
- Teaching all students how to use supports and strategies even if they don't “qualify”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



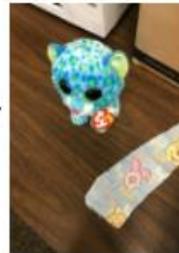
Shared Universal Support – Grade 9 English



Images of events including activities, clothing, popular books, movies, people etc. from 2005



Songs and sounds to listen to



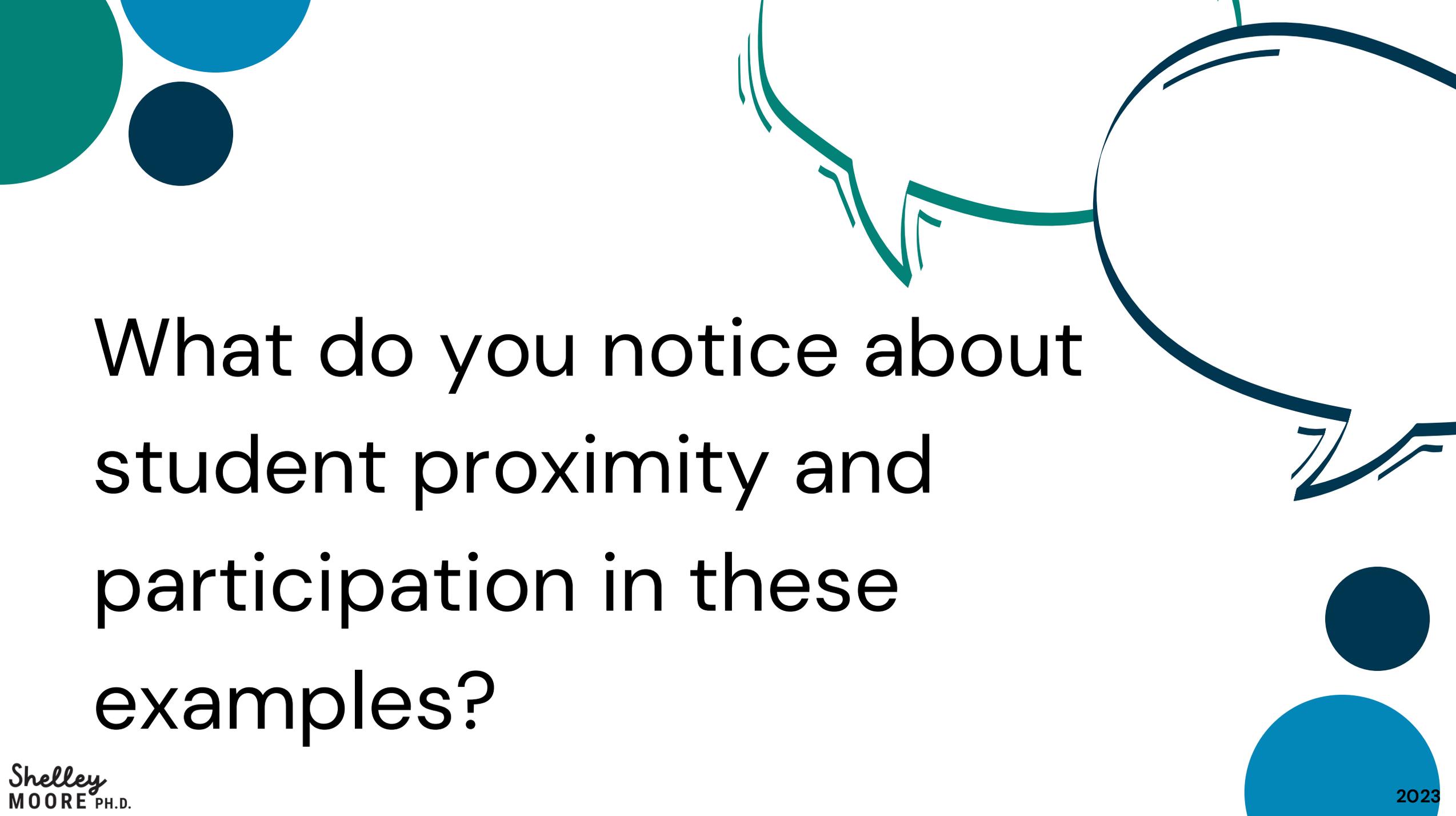
Textures to feel



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
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- Shared Learning Outcomes
- Shared Access Points
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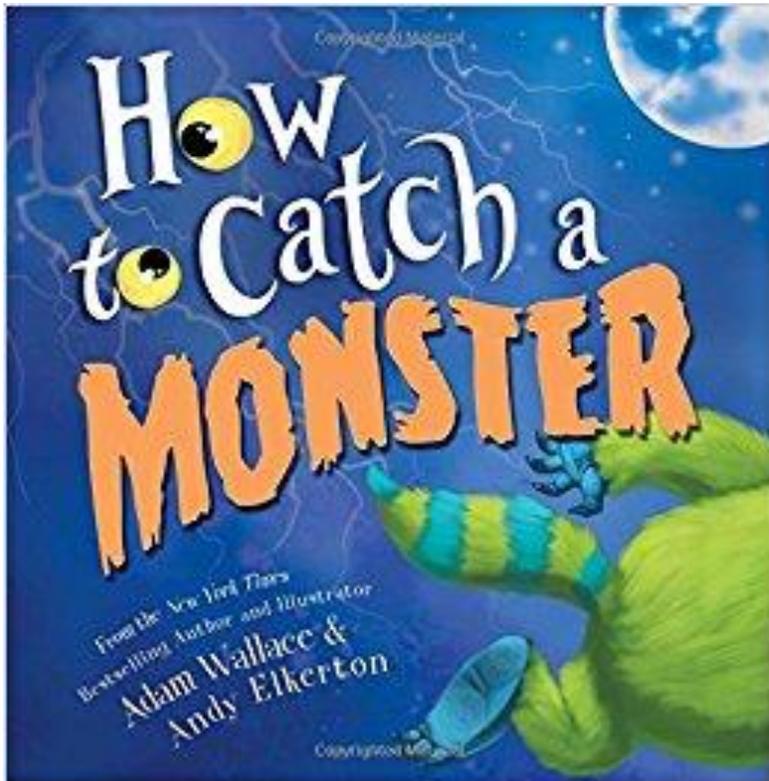
What are shared learning outcomes?

- 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?

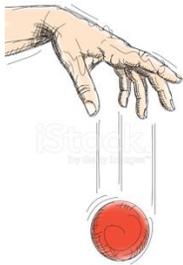
- Everyone starts a task in an accessible way
- Some students move onto more complex components
- Access points can be derived from a grade level standard and can act as a scaffolded starting point for all
- Access points can be derived from a grade level task and can act as a scaffolded starting point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



Shared Access Point

- Shared Learning Outcome: I know different types of **forces**

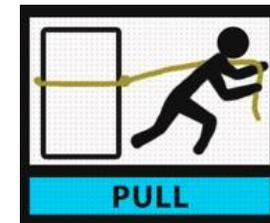
Fall



Push



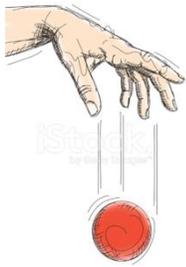
Pull



Shared Access Point

- Shared Learning Outcome: I know different types of **forces**

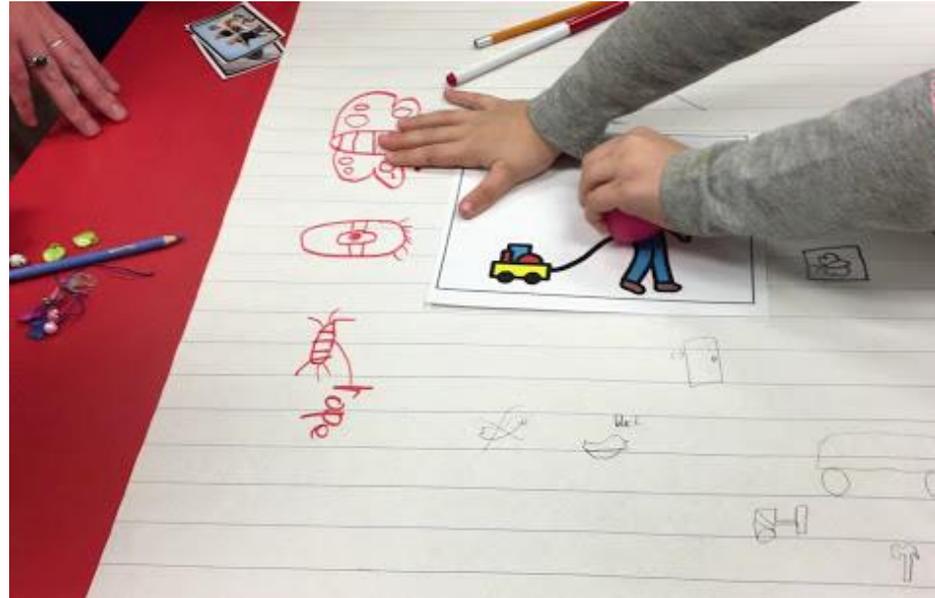
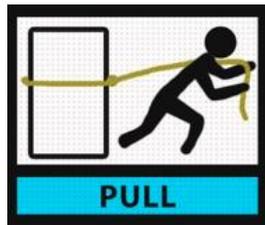
Fall



Push



Pull



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



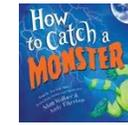
Shared Learning Task

Shared Learning Outcome: I know different types of forces

Start Together

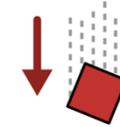
NEED

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



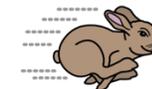
COULD

Add a **material** to **slow down** an object



TRY

Add a **material** to **speed up** an object



Go as far as you can!



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

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



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 the 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 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 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 the 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 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

Everyone
start here

Go as far as you can!

NEED

Cut out the vocabulary words and sort into **words you know** and **words you don't know**

MUST

Using your **background knowledge**, create or connect a **visual** to show you understand the **words you know**

CAN

Come up with a plan and find out more about the **words you don't know**

COULD

Create a **visual** for the **words you don't know** based on your **new learning**

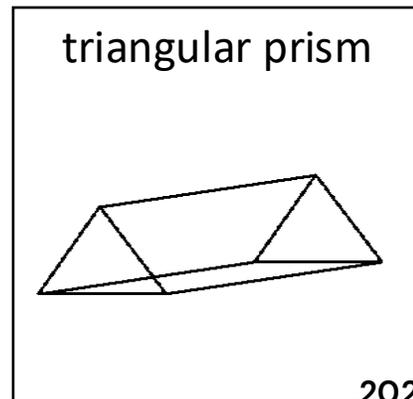
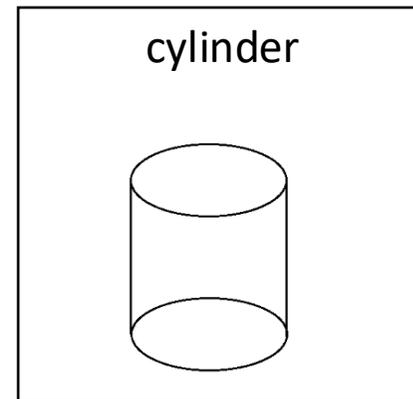
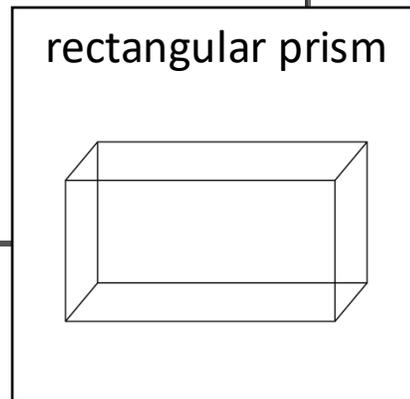
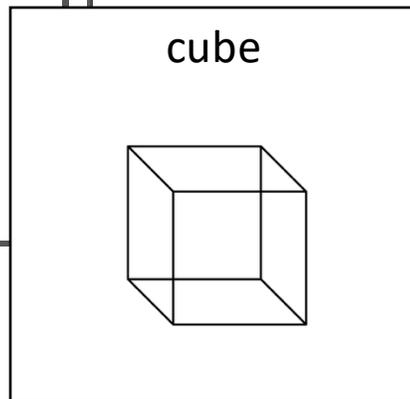
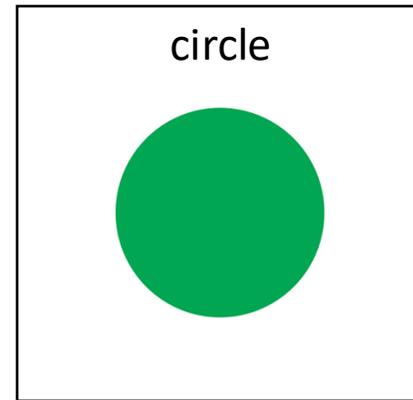
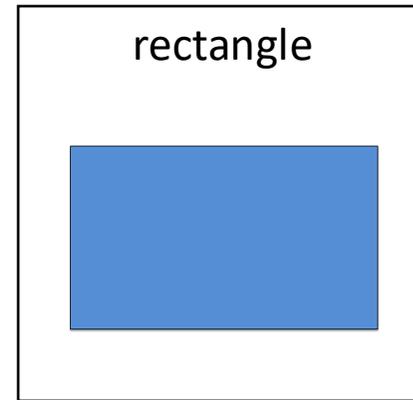
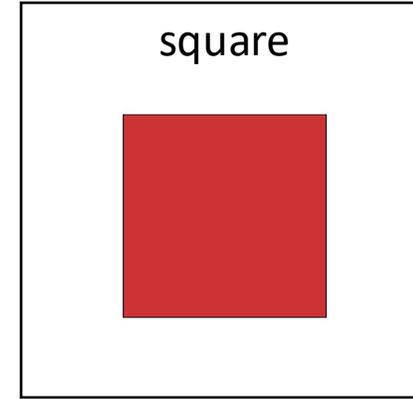
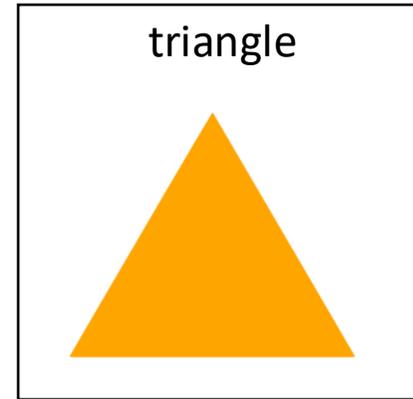
TRY TO

Connect with other groups to make sure that everyone in the class know the **math vocabulary** for this unit

Shared Access Point

Words I Know

Words I Don't Know



Shared Learning Task

face

surface area

base

net

width

height

area

volume

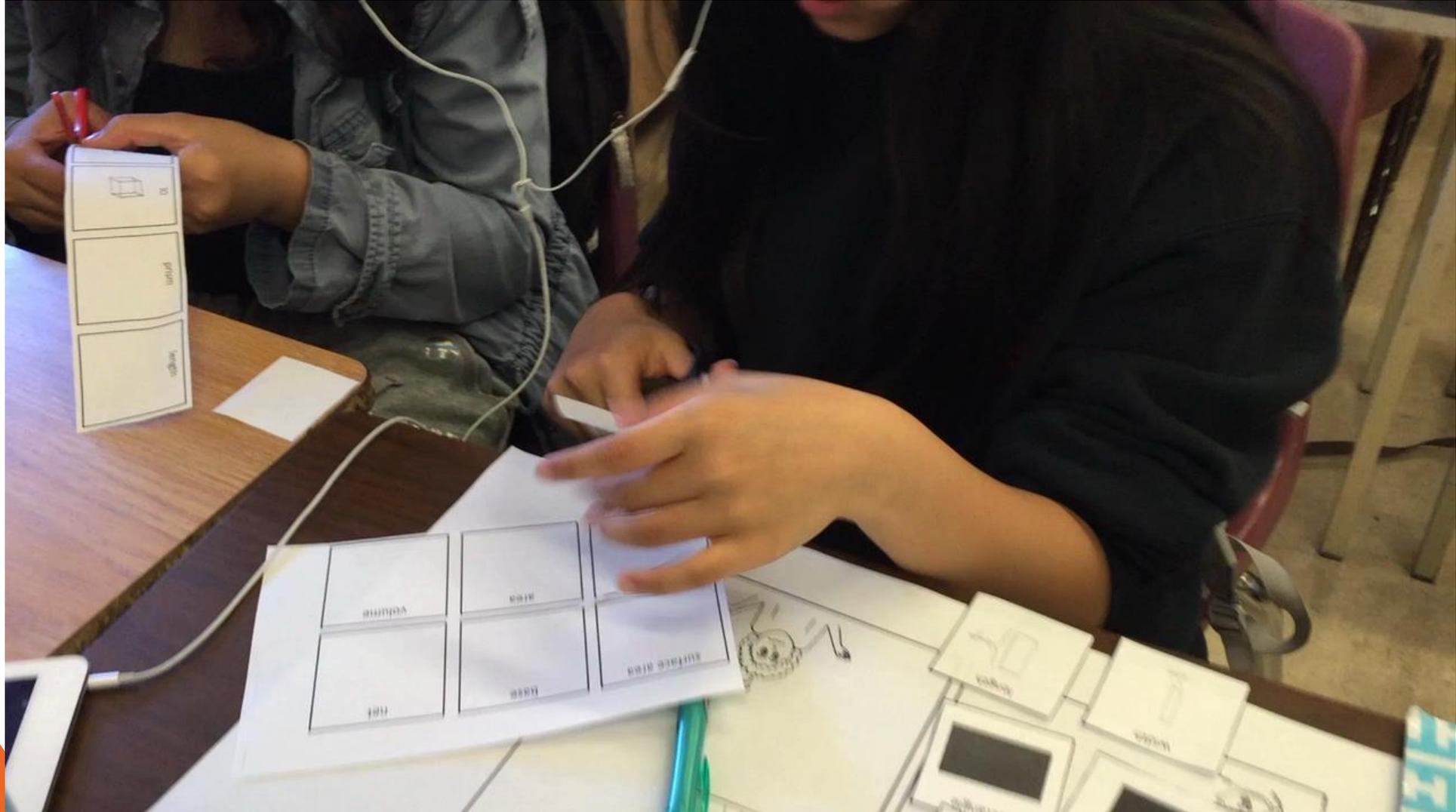
2D

3D

prism

length

Shared Learning Task



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



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 the 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 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

Everyone start here

Go as far as you can!

NEED

Build a **3D prism**

MUST

Build a **3D prism** with the volume of **24 units³**

CAN

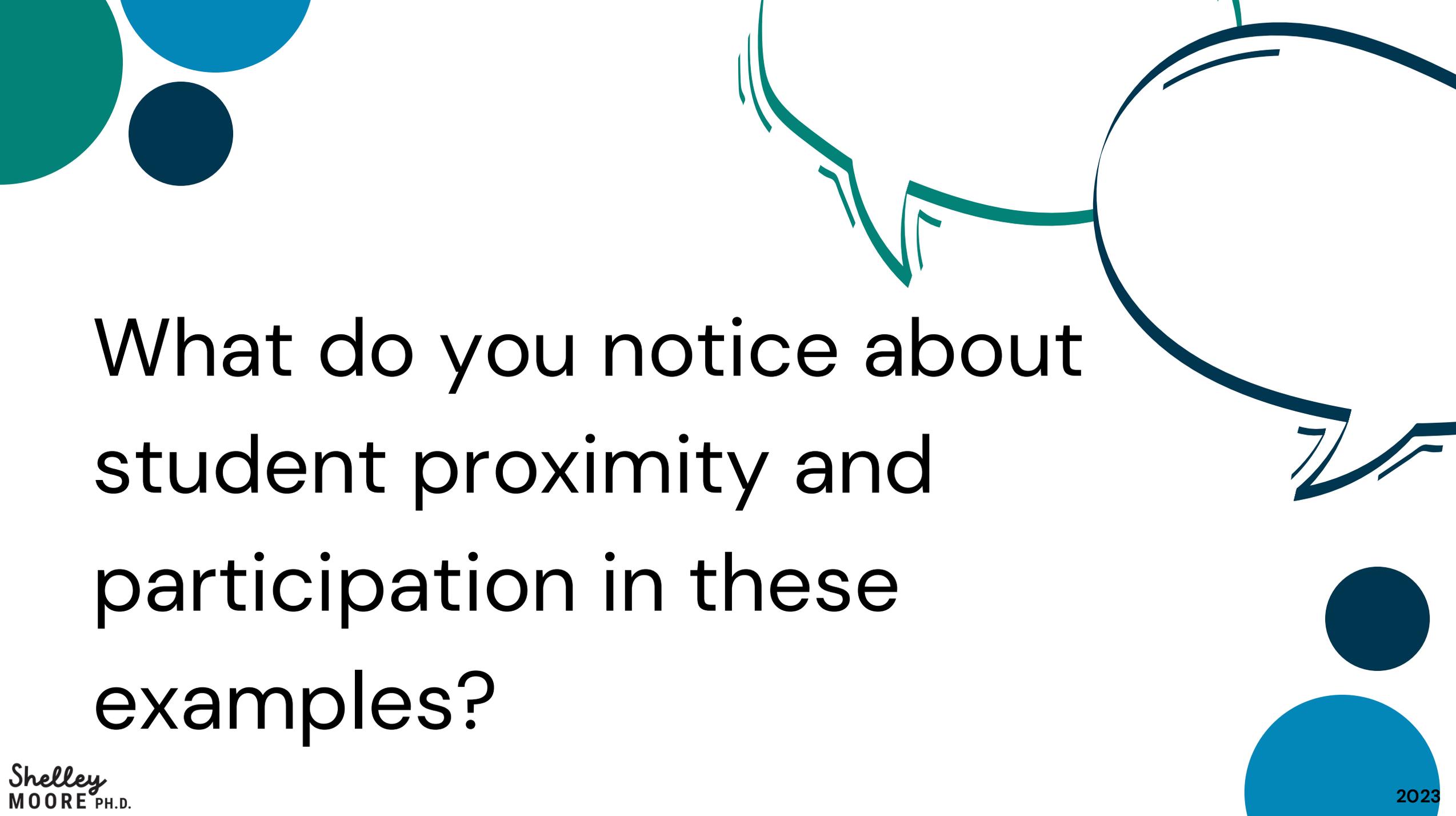
Create a **drawing** of your **3D prism**

COULD

Build a **net** of your **3D prism**

TRY TO

Find the **surface area** of of your **3D prism**



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 Goals
- Shared Access Points
- Shared Learning Tasks

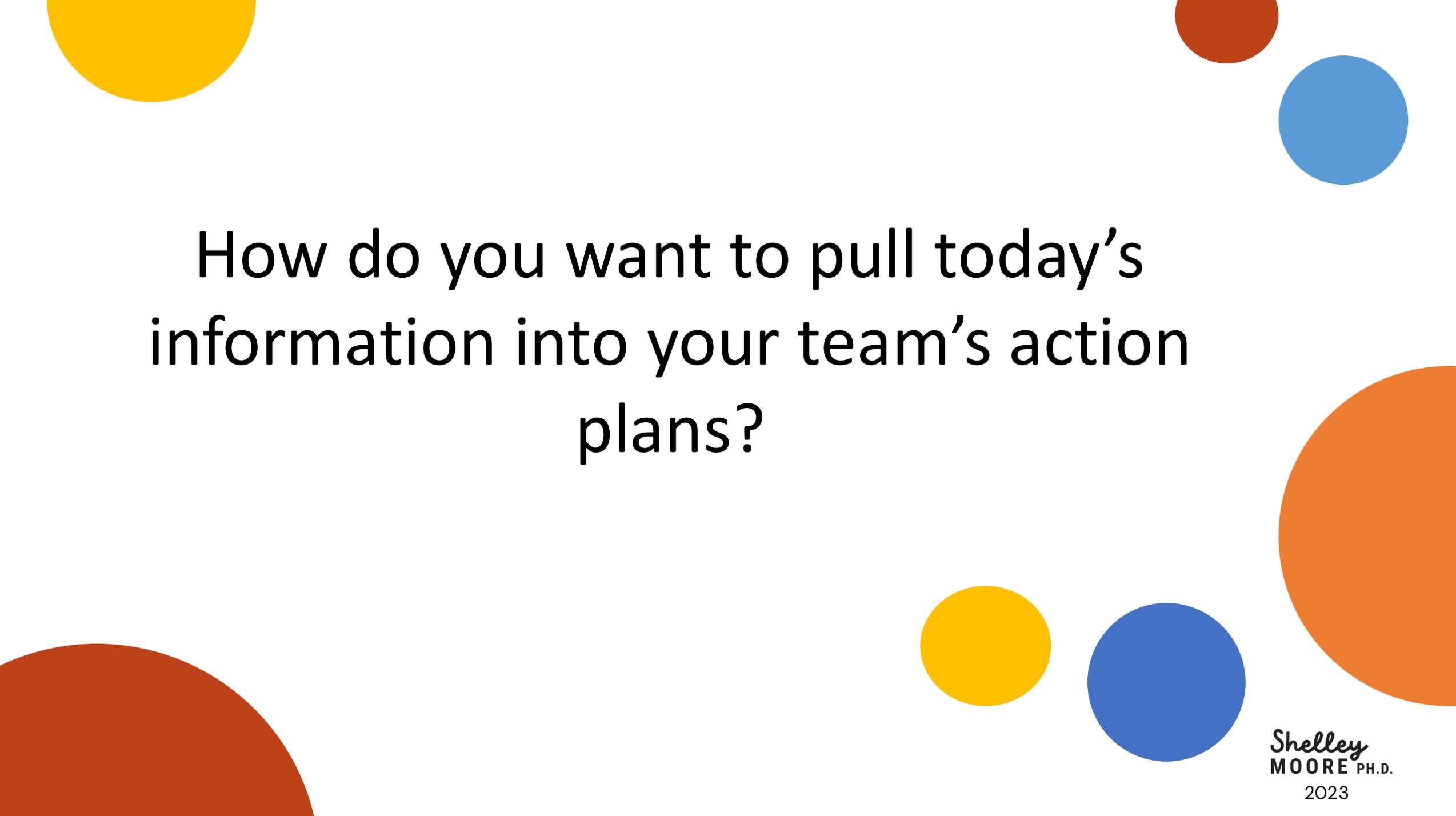
Why are Peer Connections Important?

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

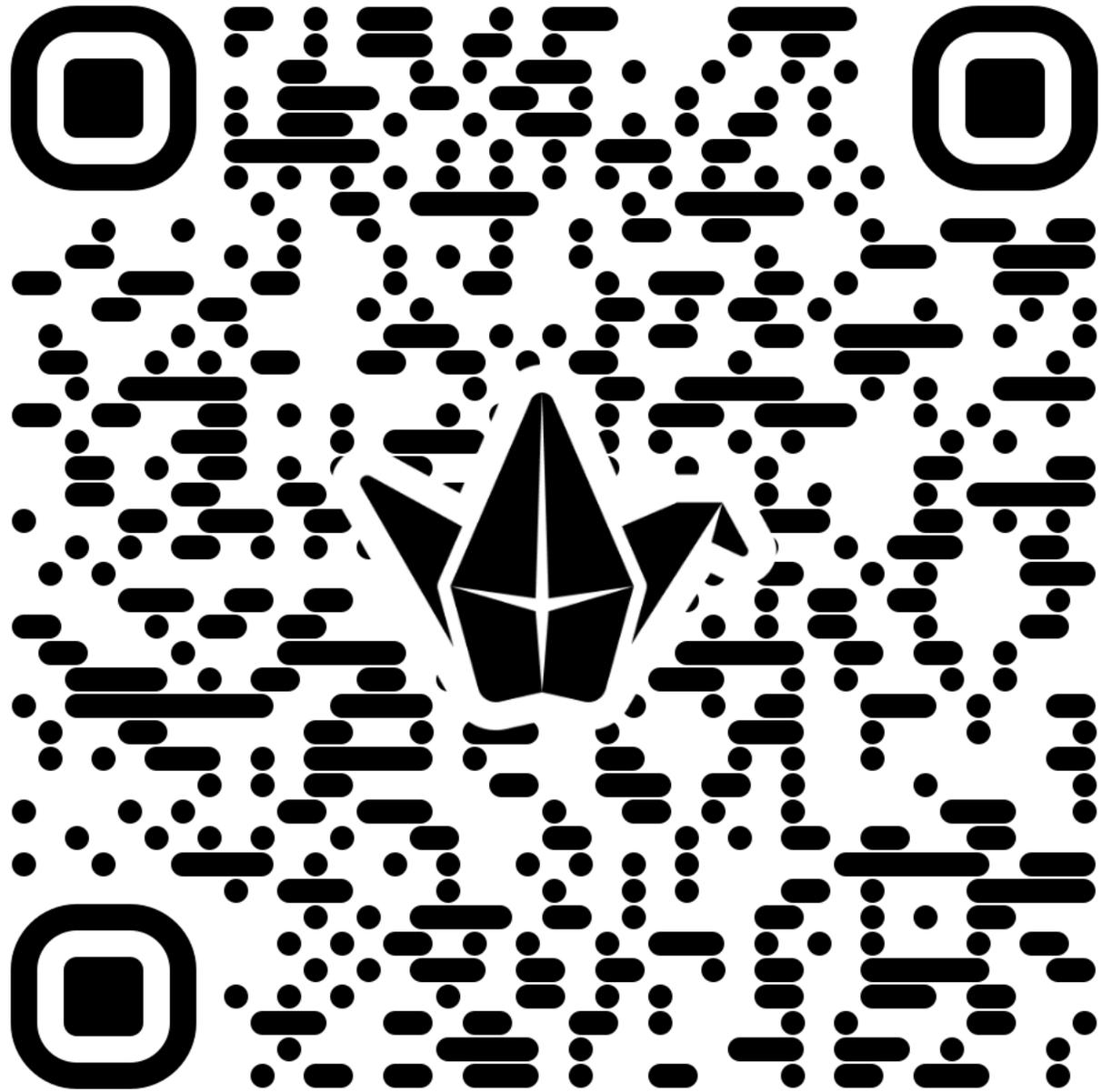
- Increased attendance
- Increased access to support and accessible planning
- Increased appreciation of diversity
- Personal growth
- Increased awareness of disability issues
- Increased advocacy Skills
- Increased interest in pursuing careers in field
- Increased friendships

The slide features several large, semi-transparent circles in yellow, orange, and blue scattered across the background. The text is centered in a large, black, sans-serif font.

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

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!



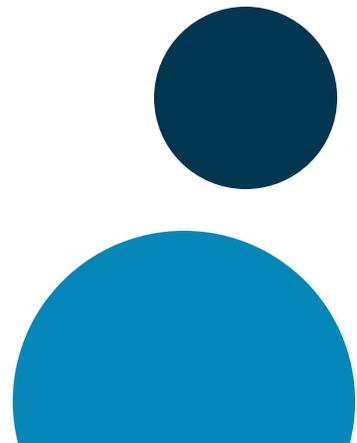
What questions are coming up for you?



Observation
Conversation
Product

Bring a piece of evidence to share for next session

- reflecting something you tried
- reflecting something you noticed
- reflecting something you have learned



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.
- Feldman, R., Carter, E., Asmus, J., & Brock, M. E. (2016). Presence, proximity, and peer interactions of adolescents with severe disabilities in general education classrooms. *Exceptional Children*, 82(2), 192–208.
- Fisher, D., & Frey, N. (2001). Access to the core curriculum: Critical ingredients for student success. *Remedial and Special education*, 22(3), 148–157.
- Fryxell, D., & Kennedy, C. H. (1995). Placement along the continuum of services and its impact on students' social relationships. *Journal of the Association for Persons with severe Handicaps*, 20(4), 259–269.
- Giangreco, M. F. (2010). One-to-one paraprofessionals for students with disabilities in inclusive classrooms: Is conventional wisdom wrong?. *Intellectual and Developmental Disabilities*, 48(1), 1–13.
- Giangreco, M. F., & Doyle, M. B. (2007). *Quick-guides to inclusion: Ideas for educating students with disabilities*. Brookes Publishing Company. PO Box 10624, Baltimore, MD 21285.

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