

Shelley
MOORE PH.D.



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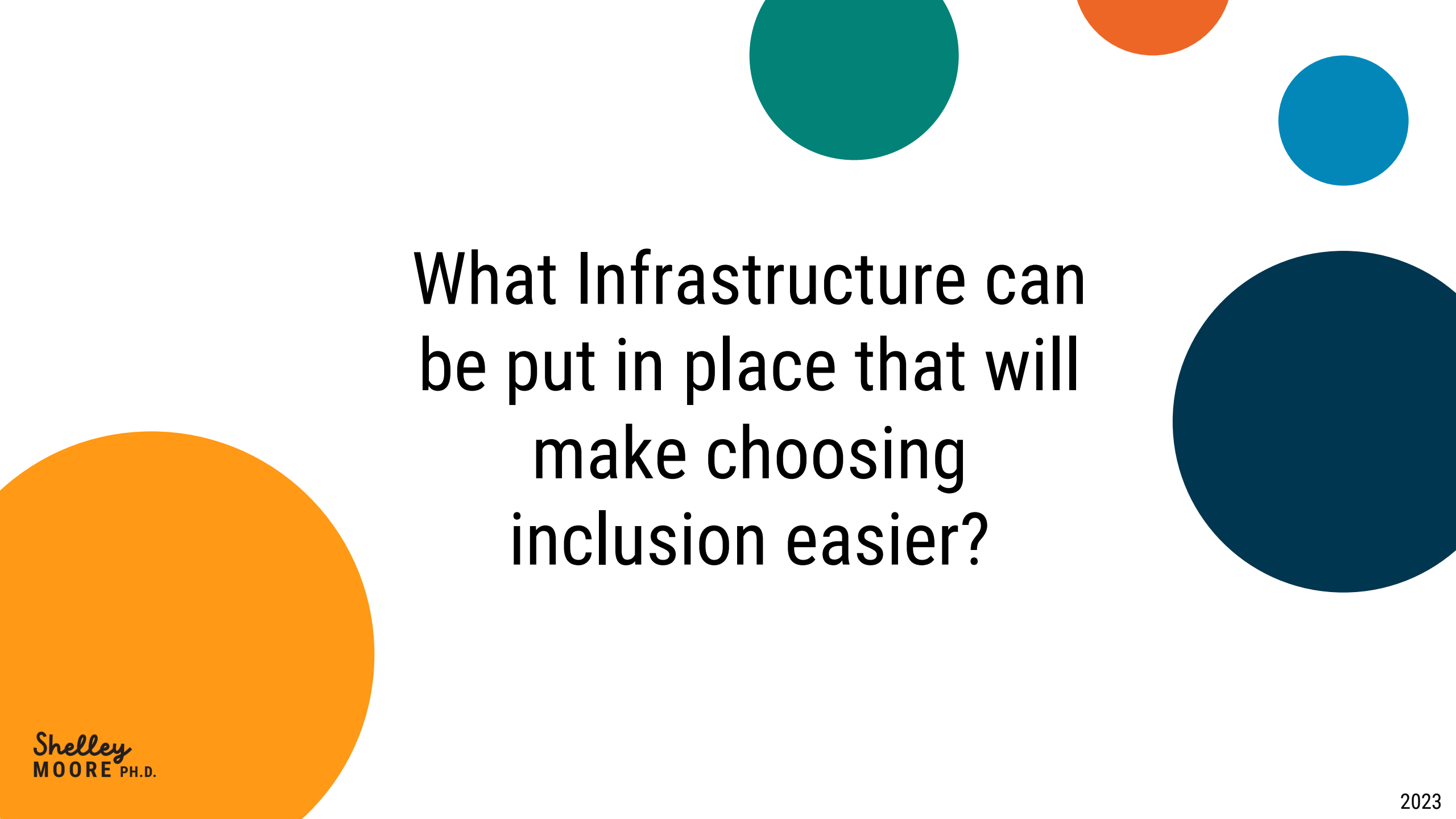
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Nexwlélexm (Bowen Island)

- The Islands Trust Council acknowledges that the lands and waters that encompass the Islands Trust Area have been **home to Indigenous peoples** since **time immemorial** and honours the **rich history, stewardship, and cultural heritage** that embody this place we all call home.
- The Islands Trust Council is committed to establishing and maintaining mutually **respectful relationships** between Indigenous and non-Indigenous peoples. Islands Trust states a **commitment to Reconciliation** with the understanding that this commitment is a **long-term relationship-building and healing process**.
- The Islands Trust Council will strive to **create opportunities for knowledge-sharing** and understanding as people come together to **preserve and protect** the special nature of the islands within the **Salish**



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

What Infrastructure can
be put in place that will
make choosing
inclusion easier?

What does the Research Say?

1. Guiding conditions of inclusion describe that all students...

are presumed competent

are enrolled in and attending curricular classes

are in proximity to and participating in learning with peers

have purposeful roles and responsibilities

are planned for

2. Teacher professional development that...

supports collaboration and the changing roles of educators & support staff

is situated, ongoing and inquiry based

3. Systems frameworks that ...

support Universal Design for Learning

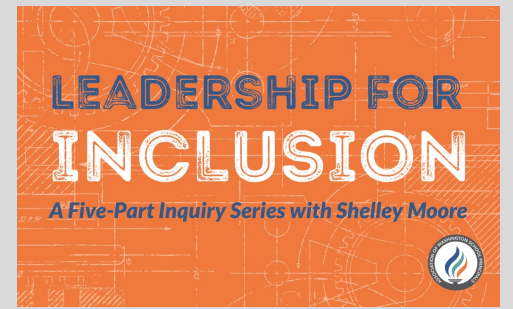
move away from a medical & deficit-based model of special education (IEPS)

School & District Infrastructure

Teacher & Staffing Infrastructure

Student Infrastructure

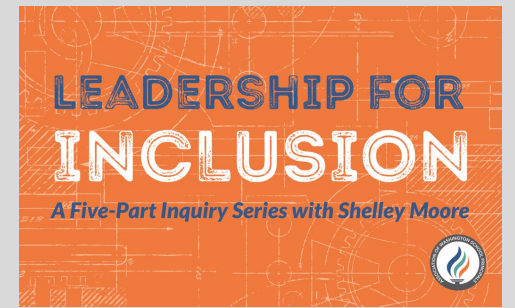
Celebration of Learning



Keeping track of your journey

- Where are you starting from?
- What are you trying?
- What are you learning?
- What is your next step?

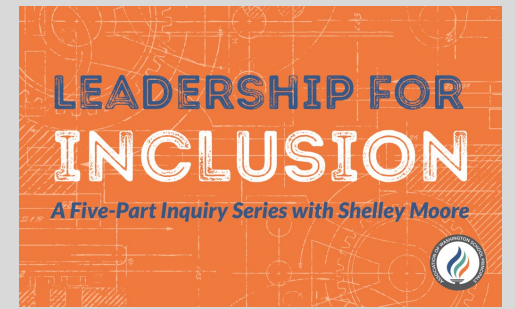
Celebration of Learning



Collecting Evidence of Learning

- Products
- Observations
- Conversations

Overview



**Presuming
Competence**



Sept 26



**Connecting to
Place**



Oct 17



**Proximity &
Participation
with Peers**



Nov 14



Purposeful



Feb 13



Planned For



Mar 19



Apr 30



**Celebration
of Learning**




Why is Presuming Competence Important?

“Even if **we are wrong** about a students’ **capabilities** to learn general education curriculum with their peers, **the consequences** of that presumption **being wrong** are **not as dangerous** as the **alternative.**”

Cheryl Jorgenson

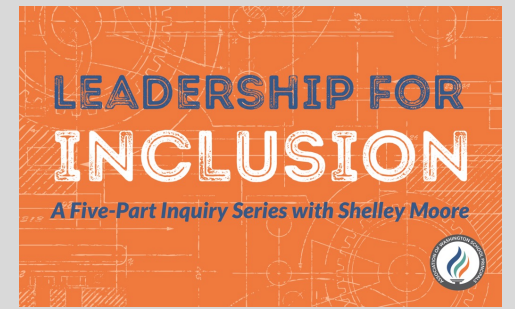


What stands out from
last session?



What are you noticing
about your thinking and
practice?

Overview



**Presuming
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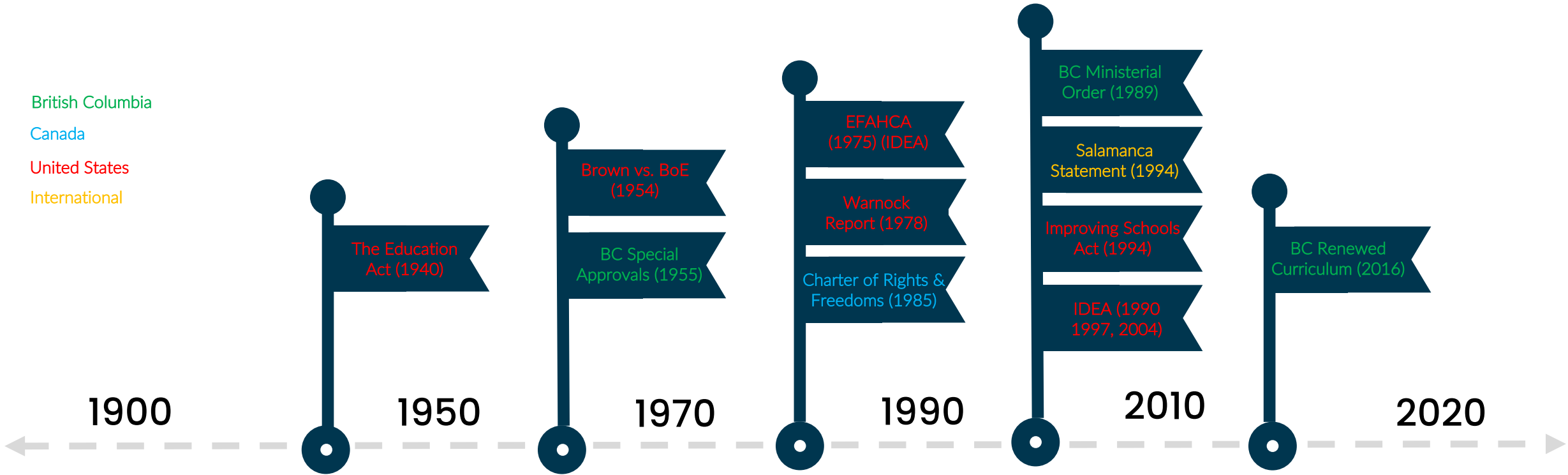


Place Based Planning

What is the role of of
place in inclusive
planning and
infrastructure?

History & Evolution of Inclusion for Students Intellectual Disabilities

British Columbia
Canada
United States
International



Initial Attempts at Inclusion

- Mandatory Attendance
- Separate Schools & Institutions
- Categorical Programming
- Functional/Vocational
- Parental Advocacy

Attending Neighbourhood Schools

- Mainstreaming
- Special Education Classes

Integration Into General Education Classrooms

- LRE
- Integration
- Special Education Needs
- Learning Difficulty
- IEPs

Increasing Access to Inclusive Education

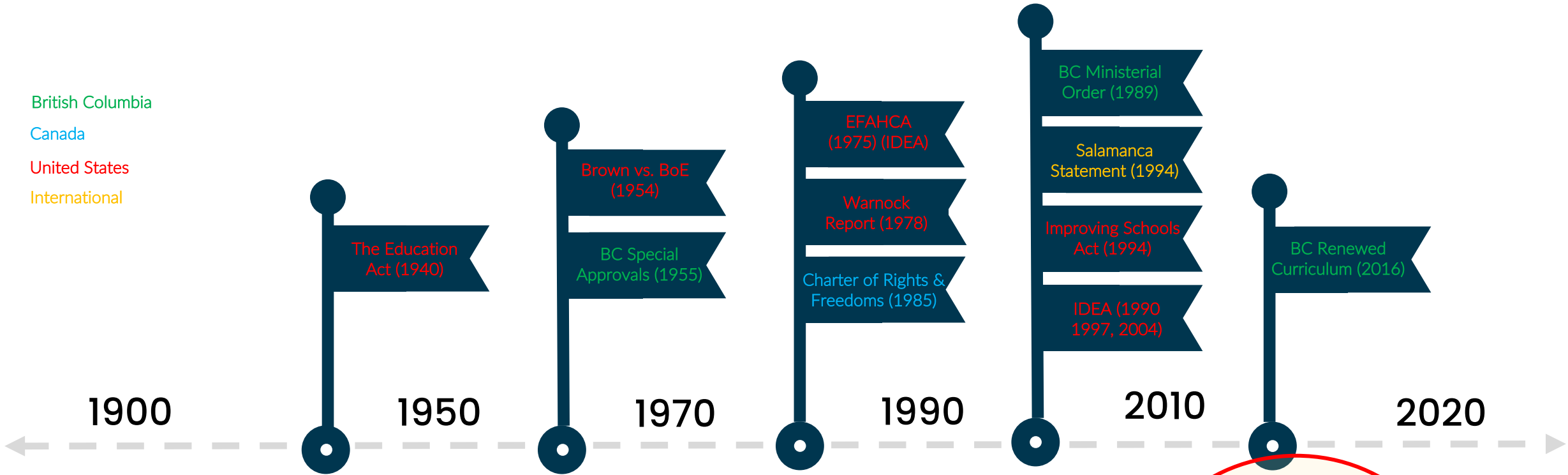
- Inclusion
- Rights-based
- Transforming systems
- Curricular Access
- Standards Based Reform

Balancing Equality and Equity

- Individualization
- Neurodiversity
- Self Determination
- Disability as Identity
- Strength Based
- Competency Based
- Universal & Needs-based

History & Evolution of Inclusion for Students Intellectual Disabilities

British Columbia
Canada
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1900

1950

1970

1990

2010

2020

Initial Attempts at Inclusion

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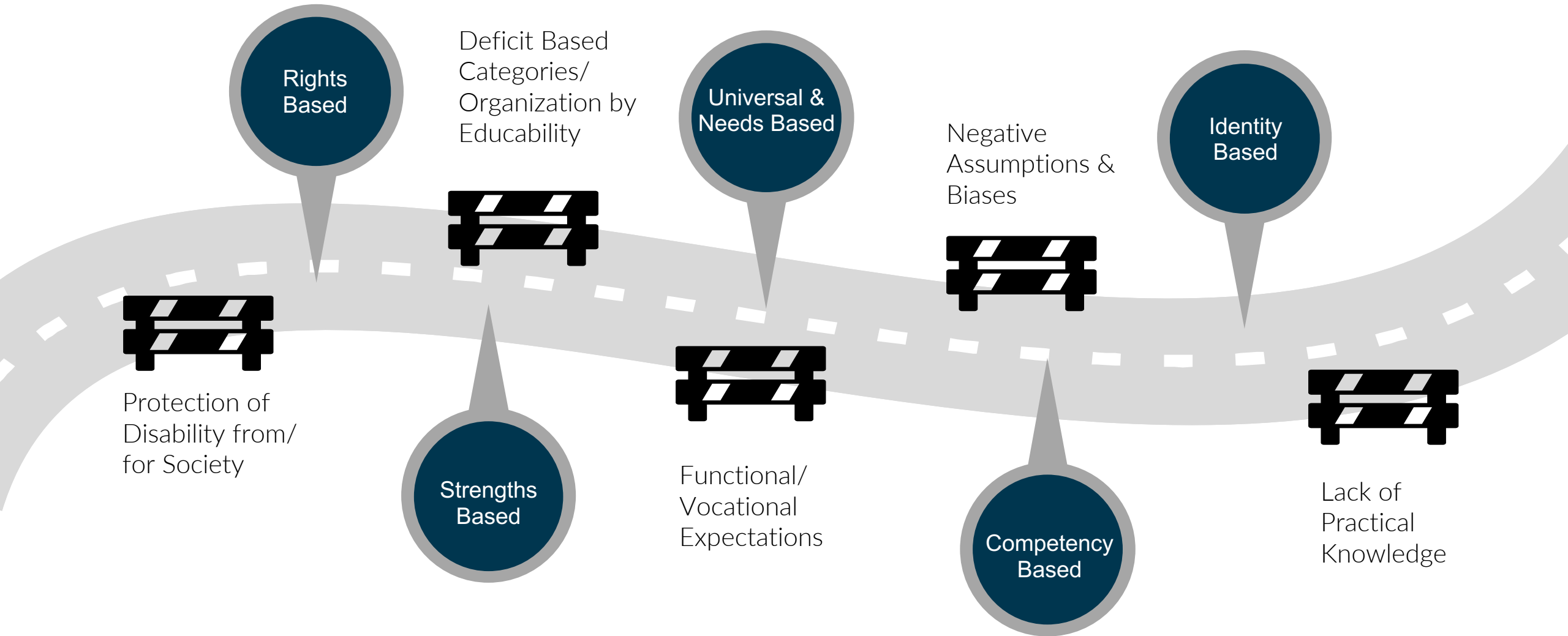
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What are the barriers to enrollment in inclusive places for students with disabilities?



Why does **place** matter?

- Historically, programming for students with disabilities have **not** been connected to **place** and have historically been implemented in **one place** (self contained or segregated setting)
- **Place** connects individuals to others who are in the **community** to learn with
- **Place** can have a role in teaching and learning
- **Place** can impact (and help navigate) barriers to learning
- **Place** connects to an **inclusive vision** – the more places an individual is included in, with belonging, the better!

Location vs. Place



Existence vs. Belonging

Place Based Planning



Understanding the Role of Place



Place Based Planning the ICBIEP



How do we increase the **places** where a student feels belonging?

Guiding Conditions & Structures of Inclusion

ALL students are enrolled in & attending curricular classes with their peers

- Inclusive placements, more so than segregated or self-contained, provide more opportunities to:
 - engage in interesting and age-appropriate curriculum
 - interact with nondisabled peers
 - access universal supports
 - negotiate expectations of settings as one does in daily life
- Increase in personal wellbeing, fewer absences from school, increased motivation to learn, higher school completion, and better outcomes after high school in the areas of employment and independent living

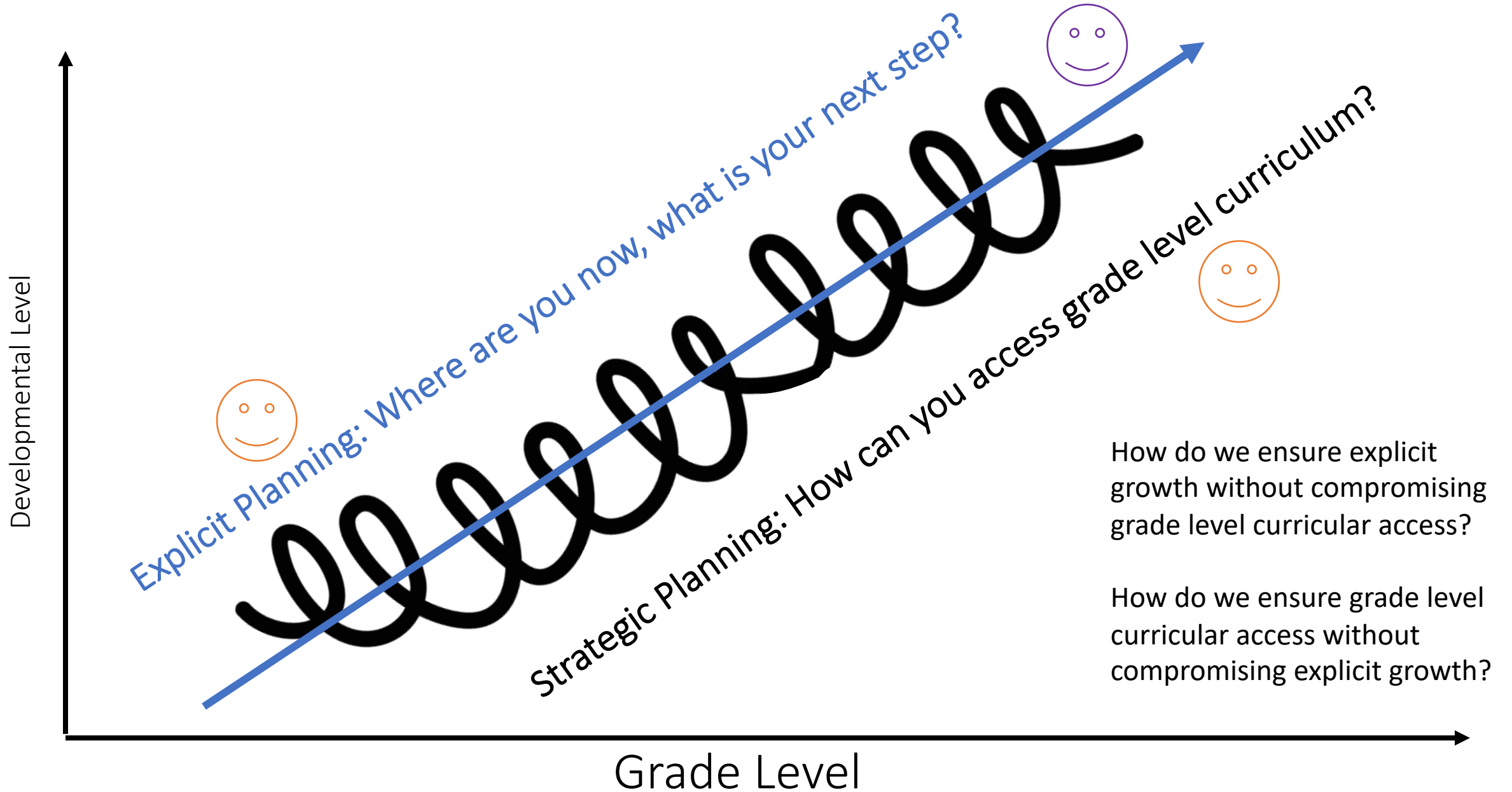
Guiding Conditions & Structures of Inclusion

ALL students are enrolled in & attending
curricular classes

Finding the Balance for Enrollment

- **Strategic** Planning
 - Students are in classrooms with diverse peers
 - Students are working on age-appropriate curricular goals derived from grade level (e.g., science, math, phys ed, Art)
 - Not closing the gap – making curriculum accessible
- **Explicit** Planning
 - Students and families can choose to be in smaller classrooms/groups with their identity-based peers
 - Students are working on developmentally and AGE-appropriate goals (i.e. literacy, numeracy, life skills, OT, PT, SLP, toileting, eating etc.)
 - Life/Community oriented Skills
 - Working on closing the gap
 - Can still be inclusive

All students need both explicit and strategic planning?



Guiding Ratios for Inclusive Program Planning for Students with Intellectual Disabilities

Grade	% Strategic Instruction/ day	% Explicit Instruction/ day
K-7	100%	Max 20%
7-9	75 %	25 %
10-11	50 %	50 %
12 – 12+	25%	75%

Bilal's Enrolled Courses: Grade 8

Block	Term 1	Term 2
A	Support Block (OT/PT/SLP) (Literacy/Numeracy)	Hum 8 (non-choice academic)
Break		
B	Sci 8 or Math 8 (Choice academic)	PE 8 (non-choice elective)
C	Fine Art Rotation (non-choice elective)	Support Block (OT/PT/SLP) (Literacy/Numeracy)
Lunch		
D	Hum 8 (non-choice academic)	Tech Rotation (non-choice elective)

Grade	% Strategic Instruction/day	% Explicit Instruction/day
K-7	100%	Max 20%
7-9	75 %	25 %
10-11	50 %	50 %
12 – 12+	25%	75%

Amy's Enrolled Courses: Grade 11

Block	Term 1	Term 2
A	Support Block (OT/PT/SLP) (Literacy/Numeracy)	English 11 (choice academic)
Break		
B	Bio 11 (Choice academic)	PE 11/12 (non-choice elective)
C	Textiles 11/12 (Choice elective)	Support Block (OT/PT/SLP) (Literacy/Numeracy)
Lunch		
D	Work Experience (Volunteer)	Work Experience (PAID)

Grade	% Strategic Instruction/ day	% Explicit Instruction/ day
K-7	100%	Max 20%
7-9	75 %	25 %
10-11	50 %	50 %
12 – 12+	25%	75%

Guiding Conditions & Structures of Inclusion

ALL students are enrolled in & attending
curricular classes

Strategic Programming Guidelines

Do ALL students have access to inclusive programming connected to:

- Academics
- Electives
- Activities/events in the school
- Activities/events outside the school

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

Place Alignment Planner – Middle and Secondary

Student: Sharice L.		Enrolled Classes:		Start Date:		Next Check in Date:	
Grade: Grade 11		Grade 11 Cohort		Feb. 6, 2019		Oct. 1, 2019	
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		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 may or may not be attending Next Step: Plan for and prepare place (Target teachers & peers)	What this means: Student is not yet enrolled or attending Next Step: Plan for new place (Target student & family)	What this means: Student is not enrolled or attending/ replacement. programing offered Next Step: Re-evaluate student needs at next check in		
•	Homeroom (cross grade)	•					
	Academic: Social Studies 11			•			
	Academic: Science 11			•			
	Academic: Math 11						Work Experience
•	Academic: English 11	•					
•	Elective (chosen): Art 11/12		•				
•	Elective (chosen): Band 11/12	•					
	French 11						OT/PT time
•	Physical Education 11		•				

Building Criteria Together

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Co-Constructing Criteria for Place

AWSP 2023

To support inclusion, what is important to know about "place?"

+

How do we prepare for the increase of inclusive places in a school community?

+

What is a good place to start when trying to increase inclusive placements for all students

+

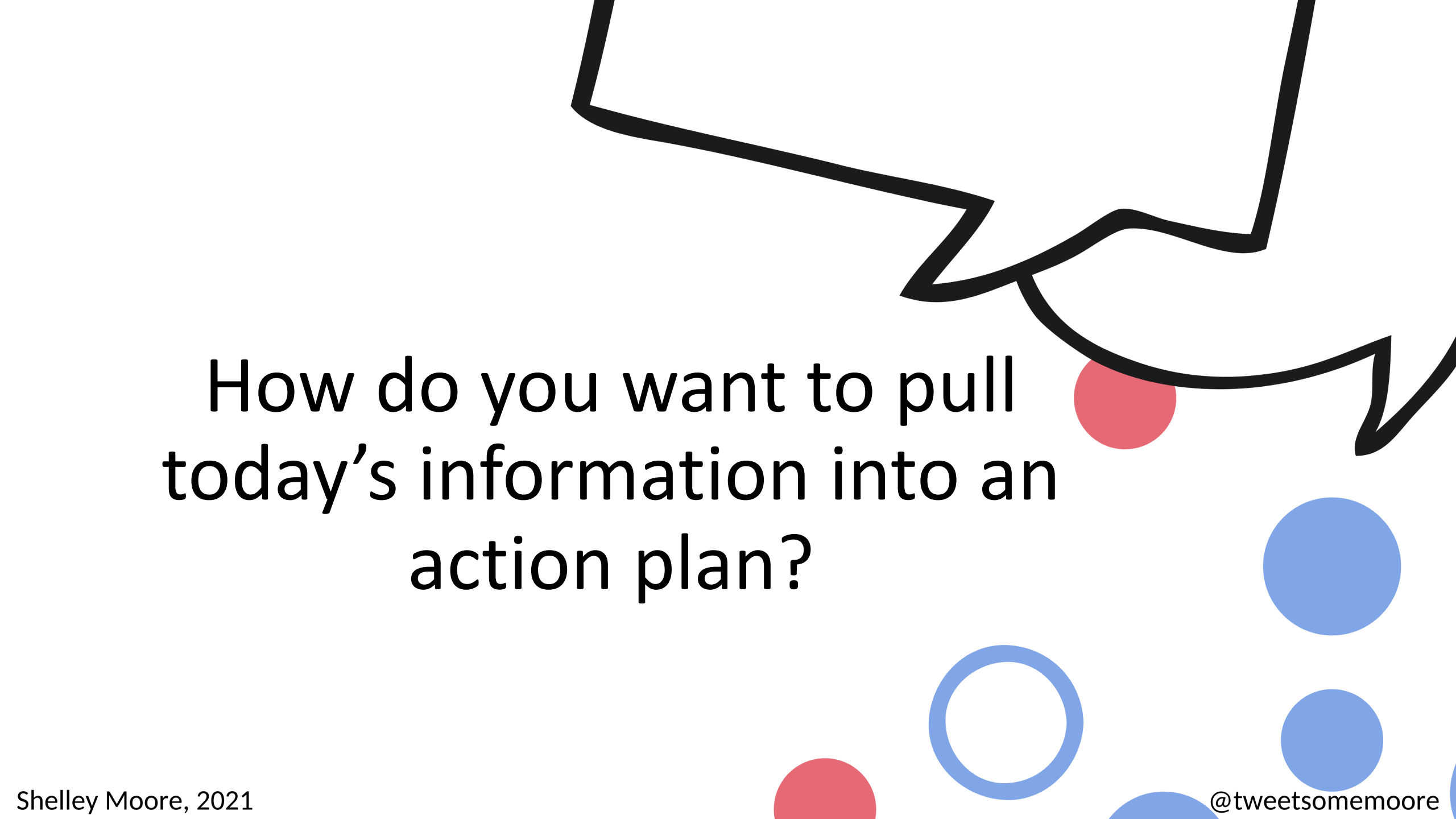
What further actions can you take to increase the places when students are being included?

+

How do we stay accountable to increasing inclusive placements for all students over time?

+

<https://padlet.com/fivemooreminutes/co-constructing-criteria-for-place-sz7qmoadaf90s9li>



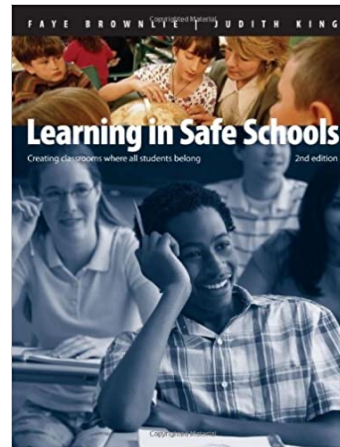
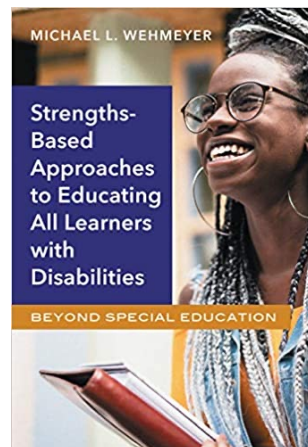
How do you want to pull
today's information into an
action plan?

Taking Action: Some Ideas!

- Your team:
 - watch the 5MM video about PLACE and have a conversation with your team about your reflections
 - 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
 - construct a place-based strategy with a school team (i.e. Place Alignment planner)
 - share a resource with someone not on your team, connected to what you are learning
 - to share a summary of what your team learned with your staff at a staff meeting or a professional development session
 - **Have another idea?** Let me know in your google form

Resources

- **Interview with Jo Chrona**
 - <https://vimeo.com/user126497787/review/515910987/58365674fc>
- **5MM Podcast with Mabel and Jo:**
 - <https://podcasts.apple.com/ca/podcast/the-five-moore-minutes-podcast/id1439038183?i=1000509241169>
- **Place Based Inclusion Strategies**
 - <https://wordpress.com/page/blogsomemoore.com/4962>



Research & Literature that Supports this Session:

- Brownlie, F., & King, J. (2000). *Learning in safe schools: Creating classrooms where all students belong*. Markham, Ont: Pembroke.
- Falvey, M. A. (2004). Toward Realizing the Influence of. *Research and Practice for Persons with Severe Disabilities (RPSD)*, 29(1), 9-10.
- 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.
- Hunt, P., & Farron-Davis, F. (1992). A preliminary investigation of IEP quality and content associated with placement in general education versus special education classes. *Journal of the Association for Persons with Severe Handicaps*, 17(4), 247-253.
- McDonnell, J., Mathot-Buckner, C., Thorson, N., & Fister, S. (2001). Supporting the inclusion of students with moderate and severe disabilities in junior high school general education classes: The effects of classwide peer tutoring, multi-element curriculum, and accommodations. *Education and Treatment of children*, 141-160.
- National Center for Educational Restructuring and Inclusion. (1995). National study of inclusion. New York: Author
- Wagner, M., Newman, L., Cameto, R., & Levine, P. (2006). The Academic Achievement and Functional Performance of Youth with Disabilities. A Report from the National Longitudinal Transition Study-2 (NLTS2). NCSER 2006-3000. *Online Submission*.
- Yell, M. L. (1995). Least restrictive environment, inclusion, and students with disabilities: A legal analysis. *The Journal of Special Education*, 28(4), 389-404.

Next Session

1. Guiding conditions of inclusion describe that all students...

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Teacher & Staffing Infrastructure

Student Infrastructure

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LEADERSHIP FOR INCLUSION

A Five-Part Inquiry Series with Shelley Moore

