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 Sea.

Shelley Moore, 2021   @tweetsomemoore

SHELLEY MOORE

@tweetsomemoore

@fivemooreminutes

@fivemooreminutes

www.fivemooreminutes.com

www.blogsomemoore.com

Our plan for today

- Introductions
- Participation Protocols
- Overview of Project
- Quick Review
- The First P!
- Next Steps & Action Plans
- Resources

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Our plan for today

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Introductions

In the Chat Box:

Write you name and a cool fact about yourself!

    - a cool fact is something that you think is unique to you and no one else in this group (or very few)

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Virtual Participation Protocols

Chat Box

- Anytime! All the time!
- Respond to specific questions
- The Last Pop

Break Out Groups

- Popcorn conversations

Google Form

- Quad Questions

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Break Out Groups – Popcorn

In break out groups, everyone is a kernel

You will have 3 minutes to pop – Everyone (except for one person) needs to pop!

You pop by sharing a thought or a response, or asking a question to the group

How can you support each other to make sure everyone (except for one person) pops in the time allowed?

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The Last Pop

- When you go into your breakout groups choose one person who will stay a kernel

- The kernel doesn't pop! Instead, they listen to the other responses

- We all come back to the large group

- The kernel then gets the last pop and types their response in the chat box

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Practice: Popcorn &
The last POP

What are you hoping to get out of this series?

QUAD questions

- A link will be shared with you that will take you to a google form

- Over the session you will prompted to respond to four questions with your team in a breakout group, one at a time

- One Google doc/ team

- You have until the end of the session to submit your responses

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5 Minutes

Practice: QUAD Google Form

1. Open up the Google Form Link in the chat box

2. In your team, determine one person to be the "connector"

- The connector is the person who will collect responses and scribe for the team in the google form today
- The connector will also be the person who will connect the team with Shelley in between sessions

3. In your team, respond to section A, B and C

4. Review Quad questions if you have time (do not need to respond yet)

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The Quad

Q1

Q2

Our Inquiry Team Name

_____

Our Team Members

_____

_____

Q3

Q4

Our plan for today

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What Infrastructure can be put in place that will make 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

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3 Minutes

Popcorn!

What is ALREADY happening to support inclusion in your context?

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The Last Pop!

Share in the chat box a response

Our Plan

- January 2021 – June 2021
- 20 school teams will be committing to building their infrastructure!
- 1 session/ month
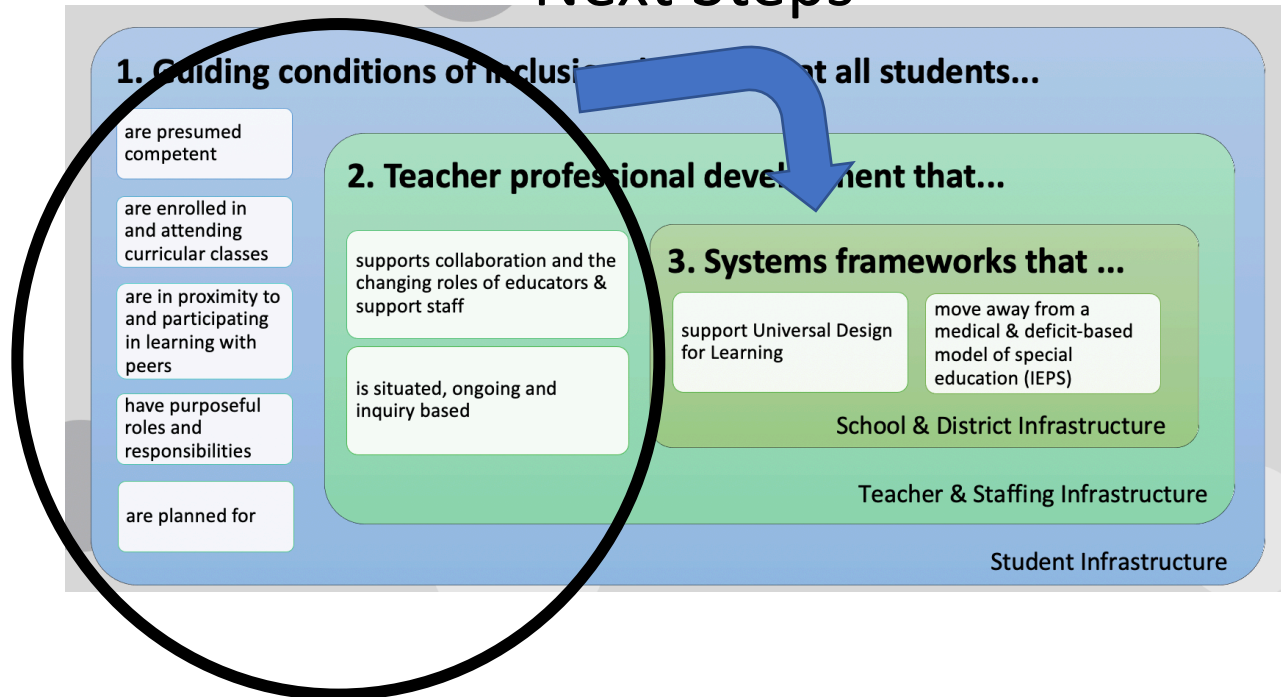 - Collaborative
  - Inquiry oriented
  - Situated

LEADERSHIP FOR INCLUSION
A Five-Part Inquiry Series with Shelley Moore
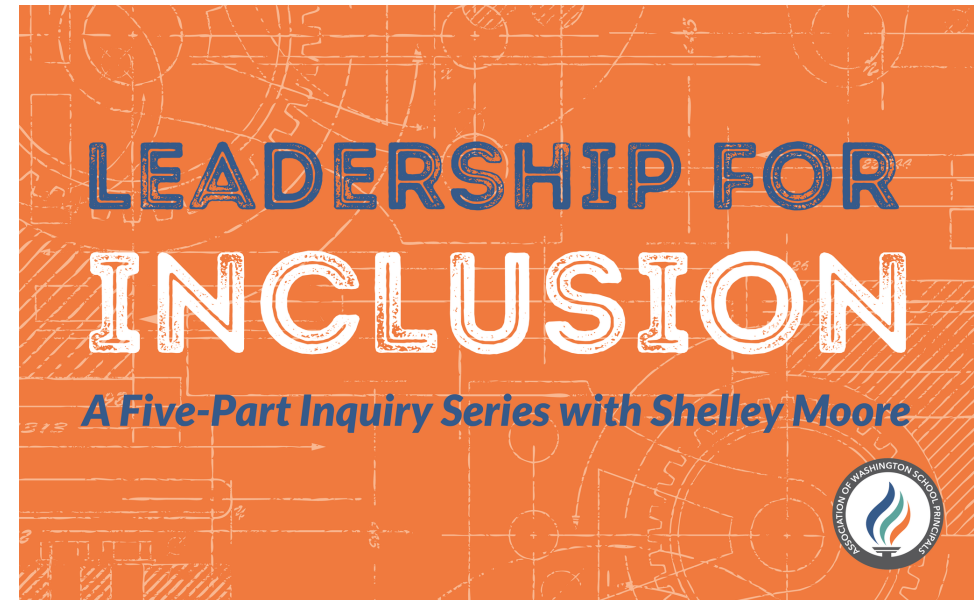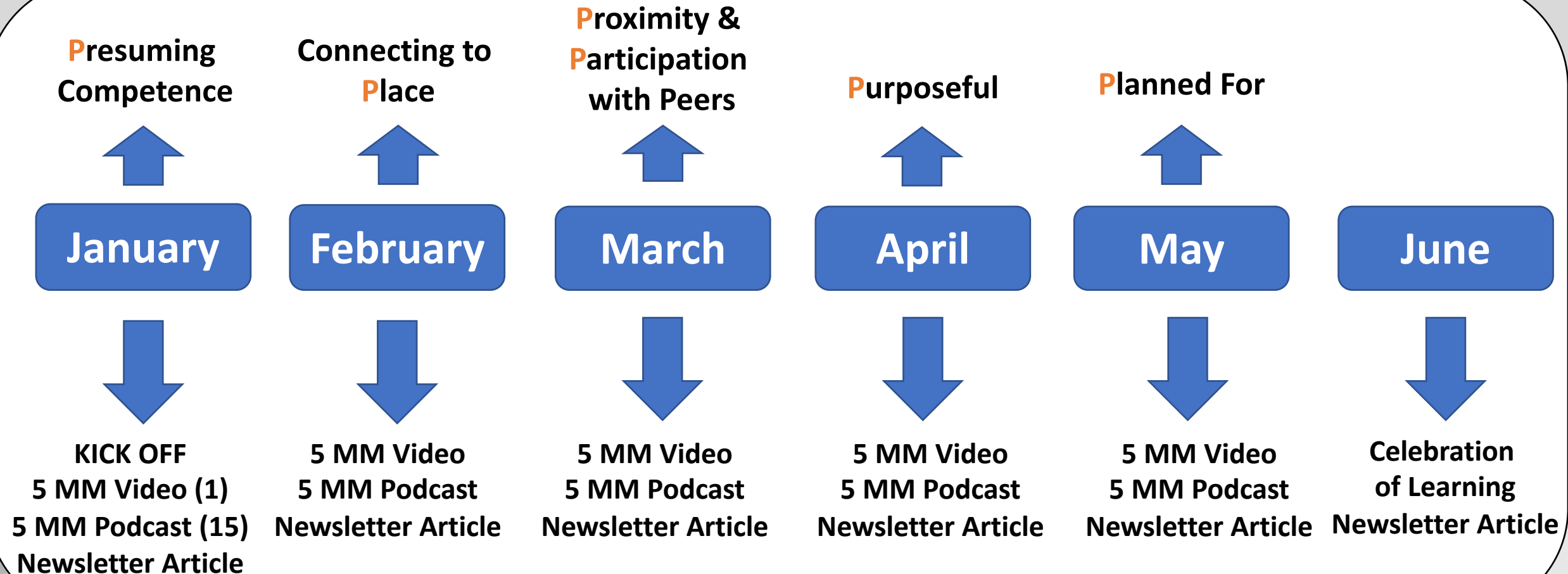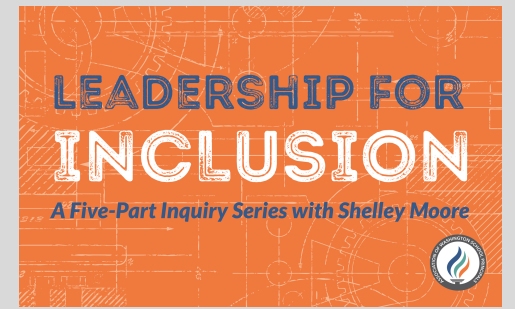
Our Plan Moving Forward!

- Focusing on the Student & Teacher level infrastructure

Next Steps

This Year

Every Month will focus on an infrastructural condition with supporting resources

Presuming Competence

Connecting to **P**lace

Proximity & **P**articipation with Peers

Purposeful

Planned For

January	February	March	April	May	June

KICK OFF
5 MM Video (1)
5 MM Podcast (15)
Newsletter Article

5 MM Video
5 MM Podcast
Newsletter Article

5 MM Video
5 MM Podcast
Newsletter Article

5 MM Video
5 MM Podcast
Newsletter Article

5 MM Video
5 MM Podcast
Newsletter Article

Celebration of Learning
Newsletter Article

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Our Plan

- All sessions will be recorded and archived through AWSP
- All 5MM videos and Podcasts are open access
- Follow Five Moore Minutes to follow along:
  - You Tube
  - Apple Podcasts
  - Social Media

LEADERSHIP FOR INCLUSION
A Five-Part Inquiry Series with Shelley Moore
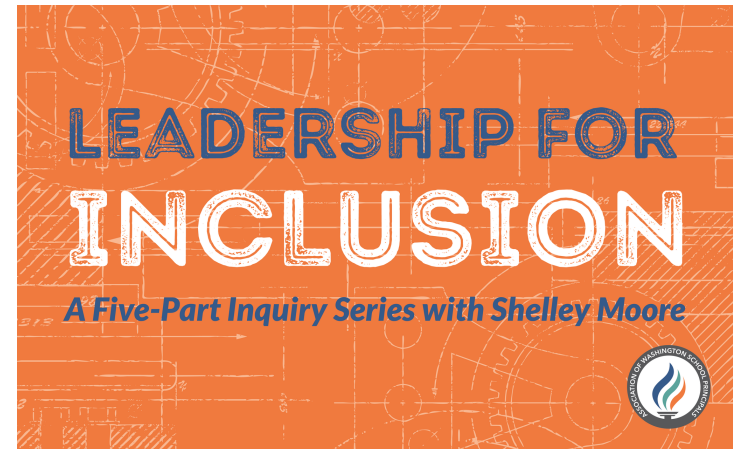
Celebration of Learning

- Your Team will have the opportunity to share your learning journey:
  - Where did we start?
  - What did we try?
  - What did we notice?
  - What did we learn?
  - What is our next step?
- Collecting Ongoing Evidence of Learning
  - Products (student samples, planning documents, photos, videos, google forms, etc.)
  - Observations (visits, reflections from observations, videos etc.)
  - Conversations (recordings, reflections from conversations, emails etc.)
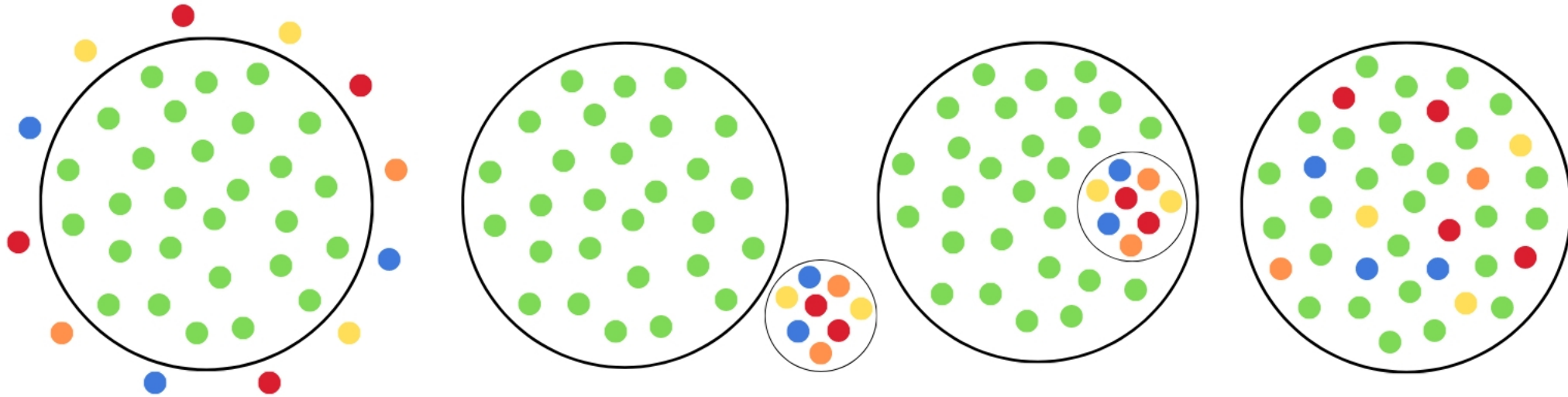
5 Minutes

QUAD 1

1. Have the Connector open the Team Google Form

2. As a team respond to QUAD Question 1

3. Have the Connector record responses in Team Google Form

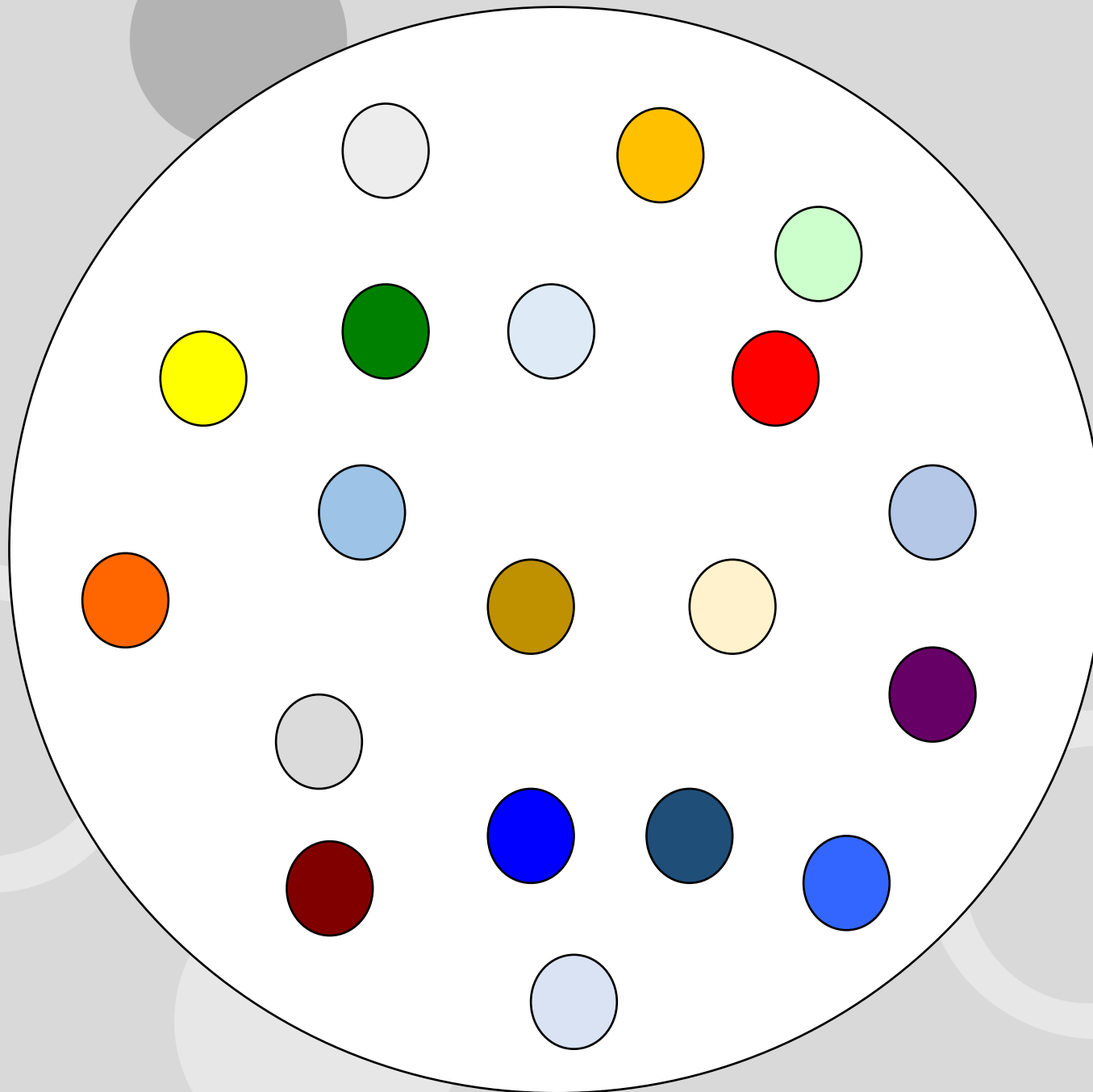Shelley Moore, 2021   @tweetsomemoore
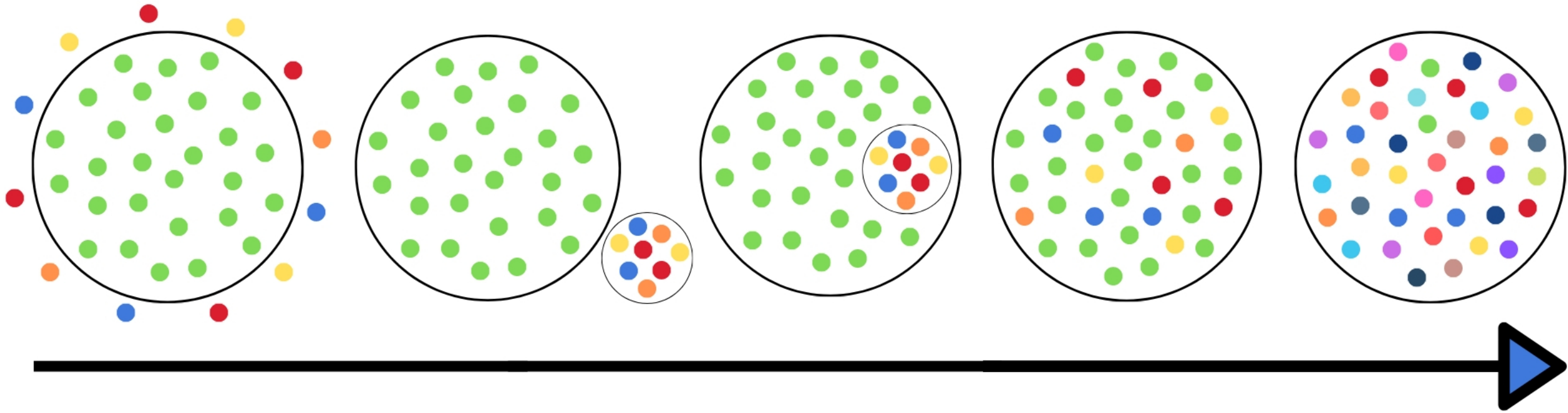
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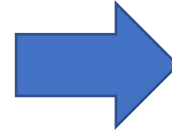- Resources
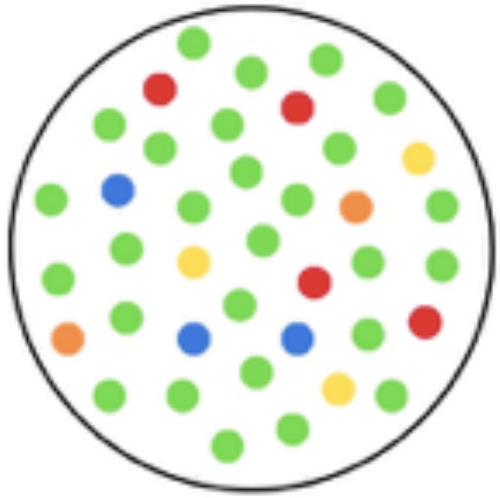
WHAT IS INCLUSION?

Shelley Moore, 2019   @tweetsomemoore

Shelley Moore, 2021

@tweetsomemoore

WHAT IS INCLUSION?

where are you on this continuum? what's the next step?

Shelley Moore, 2019 @tweetsomemoore

What is inclusion?

How do we include people who are different

How do we teach to diversity?

How do we teach to identity?

Now What?!

- Understand WHAT Inclusion is...

⬇

Understand WHY it is important...

⬇

How to we do it?

5 Minutes

QUAD 2

1. Have the Connector open the Team Google Form

2. As a team respond to QUAD Question 2

3. Have the Connector record responses in Team Google Form

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- Resources

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What does the Research Say?

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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

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Type in the Chat Box:

Finish this statement:

Presuming Competence is...

pre·sume com·pe·tence
pri'zoom/ 'kämpətəns/

To presume competence is to acknowledge that all individuals have the ability to learn, to communicate, to participate in their own way. It means that we provide opportunities by creating accessible & inclusive spaces.

To presume competence is to respect the value of human diversity.

Not presuming competence is to actively harm.

facebook.com/AutismWomensNetwork

PRESUMING COMPETENCE

is an attitude—one that shapes actions in the classrooms and includes a default assumption that the student is capable.

BROOKES
From *Picture Inclusion!* by Whitney H. Rapp, Katrina L. Arndt, & Susan M. Hildenbrand

Presumption of Competence
by Donnie TC Denome
(they/them or xe/xem)

Presuming competence means we presume people are experts on their own bodies and minds and know what they need, even if they can't express it. Or, if they don't know what they need, they are still experts and should still be consulted and assisted in making a decision, not have a decision made for them.
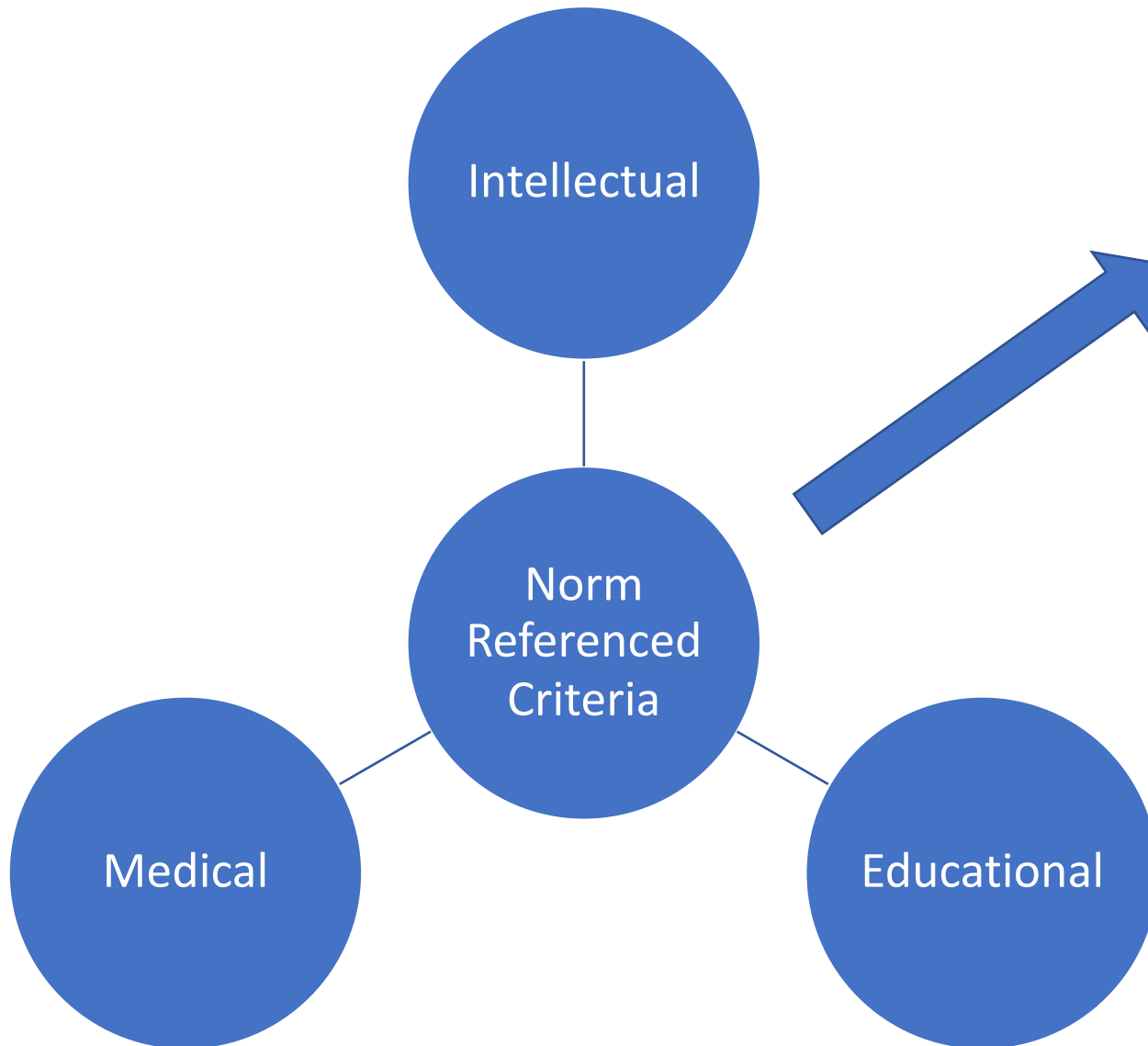
SCHOOLS FOR FREEDOM

@schoolsforfreedom

Presuming competence is nothing less than a Hippocratic oath for educators.

Douglas Biklen

olliBean

What is Presuming Competence?

What do we think when we think of someone with a disability?

What happens when there is a perception that students "can't"

We assume that students with disabilities will not benefit from being in general education classes

So we put students with disabilities into programs outside of the general education curriculum/ classroom for the majority of their day learning "life skills"

Even if students are enrolled in a class, they are still not often expected to access the general education curriculum, and focus is placed on social and/or behaviour skills aimed to normalize them

We assume that students with disabilities are unable to learn much curriculum

Students with and without disabilities do not get the opportunity to learn with and from each other

Which would lead to a shift in perception in the competence of disability

Teachers do not get to see what students with disabilities are capable of

Getty Images

The Power of Perception
(Moore, Butler & Schnellert 2018)

OUTCOMES FOR SPECIAL EDUCATION AND CURRICULAR AREA TEACHERS IN LITERATURE REVIEW

■ Special Education Teacher   ■ Curricular Area Teacher

Category	Special Education Teacher	Curricular Area Teacher
CHANGE IN ATTITUDE/ PERCEPTION OF POTENTIAL	71%	0
SEE BENEFITS TO STUDENTS WITH DISABILITIES	71%	22%
SEE BENEFITS TO STUDENTS WITHOUT DISABILITIES	40%	56%
ENJOY THE PROCESS/ WOULD DO IT AGAIN	14%	56%
INCLUSION DOES NOT TAKE AWAY FROM/ DISRUPT LEARNING AND/OR TEACHING	0	33%
INCLUSIVE STRATEGIES MAKE ME A BETTER TEACHER/ INCREASES MY SKILL LEVEL	0	56%

What happens when there is a perception that students "can't"

We assume that students with disabilities will not benefit from being in general education classes

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Which would lead to a shift in perception in the competence of disability

We assume that students with disabilities are unable to learn much curriculum

Getty Images

A VERY DANGEROUS ASSUMPTION

Practice: Popcorn &
The last POP

What are you
thinking about or
connecting to?

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The Last Pop!

Share in the chat box a response

Why is Presuming Competence Important?

Changing our mindset about disability will change how we respond and make decisions about educational programming.

Access to general education curriculum, general education peers and general education classrooms promote student learning, inclusion, achievement and quality of life after school.

Why is Presuming Competence Important?

Changing our mindset about disability will change how we respond and make decisions about educational programming.

Access to general education curriculum, general education peers and general education classrooms promote student learning, inclusion, achievement and quality of life after school.

THE LEAST DANGEROUS ASSUMPTION

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

Why is Presuming Competence Important?

5 reasons to PRESUME THE COMPETENCE of all learners

→ Intelligence is multifaceted. Using a test as a sole measure of intelligence doesn't really capture the full picture of a student's capacity for learning.

→ For students who have complex communication needs and movement challenges, it's difficult to accurately assess IQ scores.

→ When people with intellectual disability have high-quality instruction and an effective way to communicate, many demonstrate that they're much more capable than originally presumed.

→ Presuming incompetence could result in harm to students if we wrongly assume they aren't capable.

→ If it turns out a student doesn't have the ability to learn the same content their peers are learning—it's okay, because we haven't harmed the student by presuming competence (that's why it's called "the least dangerous assumption"). The potential consequences of NOT presuming competence are much more dangerous to the student.

www.brookesinclusionlab.com

BROOKES PUBLISHING Cº

Adapted from *The Beyond Access Model*, by Cheryl Jorgensen, Michael McSheehan, & Rae M. Sonnenmeier

How can we Presuming Competence?

- Students with disabilities so often *need* to "*prove*" that they can learn *before given access* to general education

- Biklen & Burke suggest:
  - Rather than proving their ability, presuming competence is *assuming that all* students have *ability* in any and *all places*

How can we Presuming Competence?

What the literature says:

- Focus more on strengths, interests, abilities and need and less on deficits

- Provide students with a means to communicate other than words (visuals, gestures, voice)

- Include academic curricular goals on student IEPs that reflect their enrolled courses and subjects areas similar to their peers

Jorgenson, McSheehan & Sonnenmeier

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How can we Presuming Competence?

What Self Advocates say:

- Talk to me, not my support dog, or my support staff, or my parents

- Do not call me "low functioning" or refer to me as a developmental age, E.g., "like a 2-year-old"

- Use age-appropriate tone of voice, inflection, vocabulary, and conversation topics when interacting with me

- Respect my privacy when talking about my personal care, medical needs and/or personal and sensitive information

Jorgenson, McSheehan & Sonnenmeier

Practice: Popcorn &
The last POP

What is useful so
far?

The Last Pop!

Share in the chat box a
response

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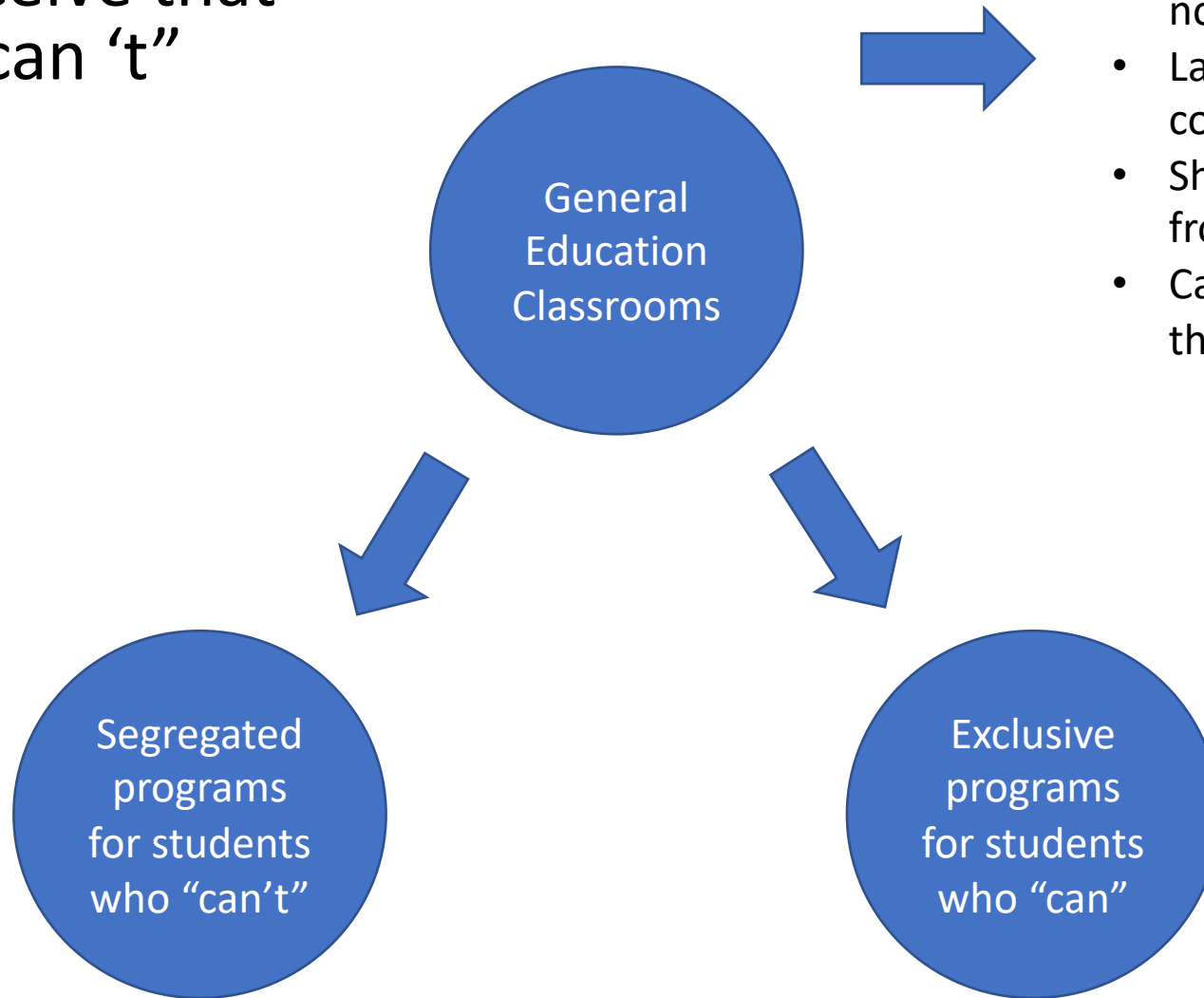- Next Steps & Action Plans
- Resources

@tweetsomemoore

Is Presuming Competence Enough?

- Nope!

- Now we need to focus on the decisions that we make that are based on our perceptions and assumptions about students

Two things happen when we perceive that students "can 't"

General Education Classrooms

- As a result, the population in general education classrooms does not represent the community
- Lacks the diversity of the community
- Shelters students from learning from each other
- Cannot disrupt assumptions that there are those who "can't"

Segregated programs for students who "can't"

Exclusive programs for students who "can"

Examples:
- Ability groupings
- Streaming
- Specialized programs (behaviour, anxiety, English Language Learning etc.)
- Life Skills classes
- Special schools

Examples:
- Mini programs/schools
- Private schools
- Charter schools
- Language/ Religious programs

Next Steps

- How do we start to make more inclusive decisions about the **places** where students learn?

BUT FIRST...

Taking Action: Choose your Challenge

Everyone

- Your team:
  - **Needs** watch the 5MM video (Feb 1.) and have a conversation with your team about your reflections

  - **Must:** 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

Choose your challenge

  - **Can:** choose another resource and talk to someone not on your team about what you are learning

  - **Could:** to share a summary of what your team learned with your staff at a staff meeting or a professional development session

  - **Can try** go and visit a specialized program or site and reflect on what you notice about what students can do

  - **Have another idea?** Let me know in your google form

5 Minutes

QUAD 3

1. Have the Connector open the Team Google Form

2. As a team respond to QUAD Question 3

3. Have the Connector record responses in Team Google Form

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How to Create an Inquiry Statement

How can we _____ by _____,

(goal)   (actions)

And we will try to capture our learning by _____.

(evidence)

Example

How can we move forward in our inclusive journey by reviewing our current school structures and we will try to capture our learning by making a list of the strengths and stretches of our context?

Goal

Action

Evidence

Example

How can we build capacity in our school by sharing our learning with others and we will try to capture our learning by taking a picture of us meeting with a new teacher or group of teachers?

Goal

Action

Evidence

Example

How can we challenge our biases and assumptions by visiting a specialized classroom or program and noticing what students can do and reading an article about presuming competence and we will try to capture our learning by writing a reflection about what I noticed?

Goal

Action

Evidence

10 Minutes

QUAD 4

1. Have the Connector open the Team Google Form

2. As a team respond to QUAD Question 4

3. Have the Connector record responses in Team Google Form

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Resources

- Articles:
  - Abbott, A. C. (2020). Presuming competence and capability. In A. C. Abbott, A. Bourdeau, R. Seidman & E. Cruz-Torres (Eds.), (1st ed., pp. 14-31) Routledge.
  - Douglas Biklen & Jamie Burke (2006) Presuming Competence, Equity & Excellence in Education, 39:2,166-175.
  - Biklen, D. Presuming competence, belonging, and the promise of inclusion: The US experience. *Prospects* **49,** 233–247 (2020).

Resources

- Website Commentaries
  - Presuming Competence: What it is, and what it looks like
    - https://blog.brookespublishing.com/presuming-competence-what-it-is-what-it-looks-like/
  - 21 Tips for Presuming Competence
    - https://the-art-of-autism.com/21-tips-for-presuming-competence/
- Videos:
  - **Under the Table - Shelley Moore**
    - https://www.youtube.com/watch?v=AGptAXTV7m0
  - **Disabling Segregation – Dan Habib**
    - https://www.youtube.com/watch?v=izkN5vLbnw8
  - **Presume Competence! – Nate Trainor & Jean Trainor**
    - https://www.youtube.com/watch?v=6qMdNsYVpVI
  - **In my language**
    - https://www.youtube.com/watch?v=JnylM1hI2jc

Research & Literature that Supports this Session:

- Biklen, D., & Burke, J. (2006). Presuming compe- tence. *Equity & Excellence in Education, 39,* 166– 175.

- 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.

- Donnellan A. The criterion of the least dangerous assumption. Behavioral Disorders 1984; 9: 141–150

- Fisher, D., & Frey, N. (2001). Access to the core curriculum: Critical ingredients for student success. *Remedial and Special education*, *22*(3), 148-157.

- Giangreco M. F., Dennis R., Cloninger C., Edelman S., Schattman R. "I've counted Jon": Transformational experiences of teachers educating students with disabilities. Exceptional Children 1993; 59((4))359–372

- Harrower, J. K. (1999). Educational inclusion of children with severe disabilities. *Journal of Positive Behavior Interventions*, *1*(4), 215-230.

- Halvorson, A. T., & Sailor, W. (1990). Integration with students with severe and profound disabilities: A review of research. Julkaisussa Gaylor-Ross, R.(toim.) Issues and research in special education.

- Jorgensen, C., Michael McSheehan & Rae M. Sonnenmeier (2007) Presumed competence reflected in the educational programs of students with IDD before and after the Beyond Access professional development intervention, Journal of Intellectual & Developmental Disability, 32:4, 248-262

- Jorgensen, C. M., McSheehan, M., Sonnenmeier, R. M., & Mirenda, P. (2010). *The Beyond Access model: Promoting membership, participation, and learning for students with disabilities in the general education classroom*. Baltimore: Paul H. Brookes Pub.

- Kliewer C., Biklen D., Kasa-Hendrickson C. Who may be literate? Disability and resistance to the cultural denial of competence. American Educational Research Journal 2006; 43((2))163–192

- Kunc, N. (1992). The need to belong: Rediscovering Maslow's hierarchy of needs. *Restructuring for caring and effective education: An administrative guide to creating heterogeneous schools*, 25-39.

- Maras, P., & Brown, R. (1996). Effects of contact on children's attitudes toward disability: A longitudinal study. Journal of *Applied Social Psychology*, 26, 2113- 2134.

- Thousand, J. S., & Villa, R. A. (1995). Managing complex change toward inclusive schooling. *Creating an inclusive school*, 51-79. Thousand, J., Rosenberg, R. L., Bishop, K. D., & Villa, R. A. (1997). The evolution of secondary inclusion. *Journal for Special Educators*, *18*(5), 270-284.
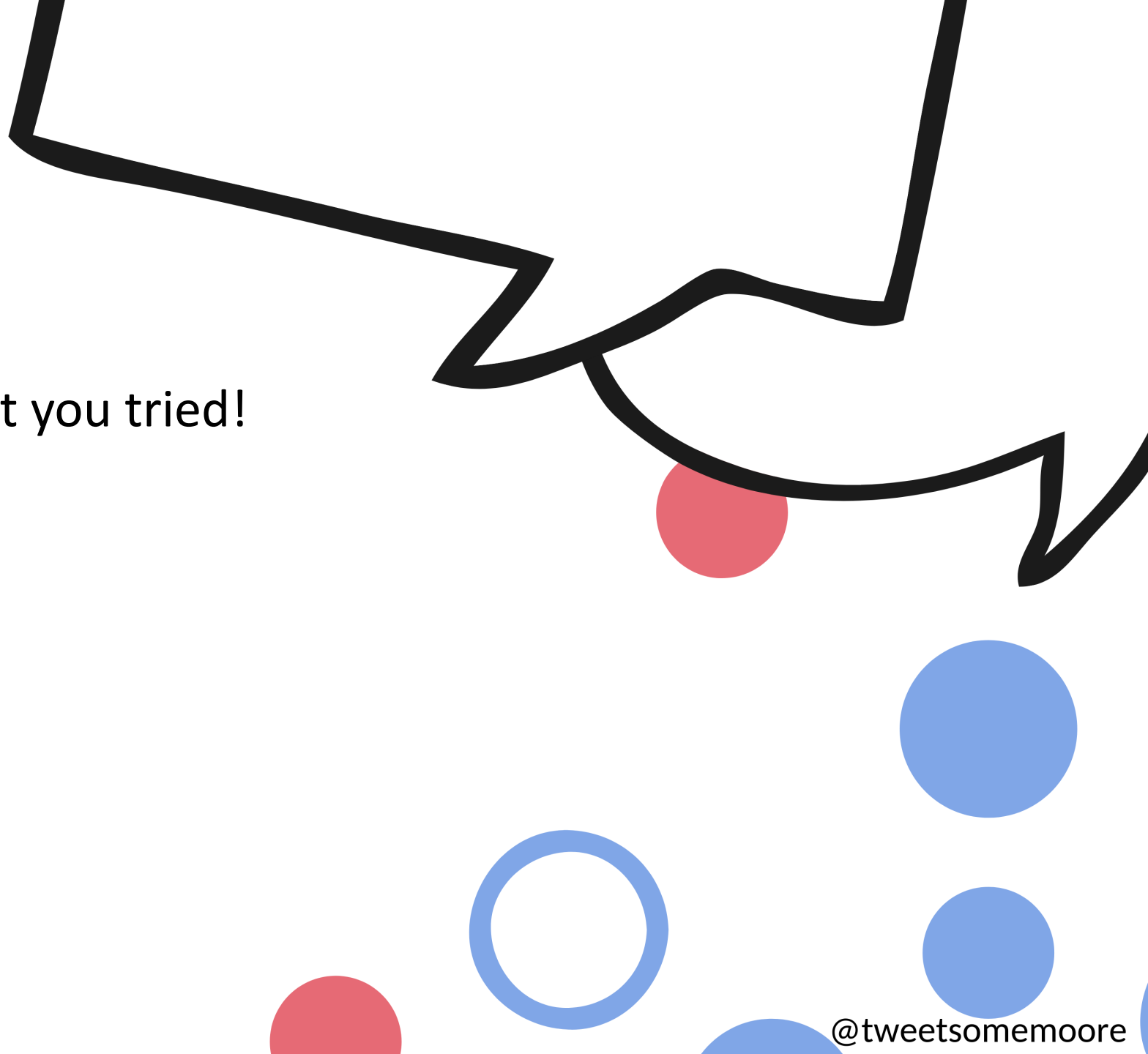
2 Minutes

QUAD Google Form

1. Have the connector open the Team Google Form
2. As a team, respond to section D
3. Review all responses
4. Have the connector submit the Google Form

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For Next Session

1. Bring the evidence of what you tried!

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