LEADERSHIP FOR INCLUSION

A Five-Part Inquiry Series with Shelley Moore

ASSOCIATION OF WASHINGTON SCHOOL PRINCIPALS

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.

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Our plan for today

- Sharing Out
- Participation Protocols
- Quick Review
- P #3: Proximity to and Participating with Peers
- Next Steps & Action Plans
- Resources

Our plan for today

- Participation Protocols
- Sharing Out
- Quick Review
- P #2: The Importance of Place
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Virtual Participation Protocols

Chat Box
- Anytime! All the time!

Break Out Groups
- Popcorn conversations

Google Form
- The Quad

Padlet
- Inquiry Learning Statements

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Break Out Groups – Popcorn

- In break out groups, everyone is a kernel

- You will have 3 minutes to pop – Everyone 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 pops in the time allowed?

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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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Q1: Describe some actions that your team has taken since the series started?

Q2: What are you noticing?

Our Inquiry Team Name

_____

Q3: What is something your team wants to try next?

Q4: What are you are learning along the way

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5 Minutes

Padlet

1. Open the link sent in the chat box

2. As a team, click on the pink (+) button

3. Add your team's name and your learning statements

4. Add evidence (photo, reflection, website, voice recording etc.) that supports your learning
    - Link is not open to public
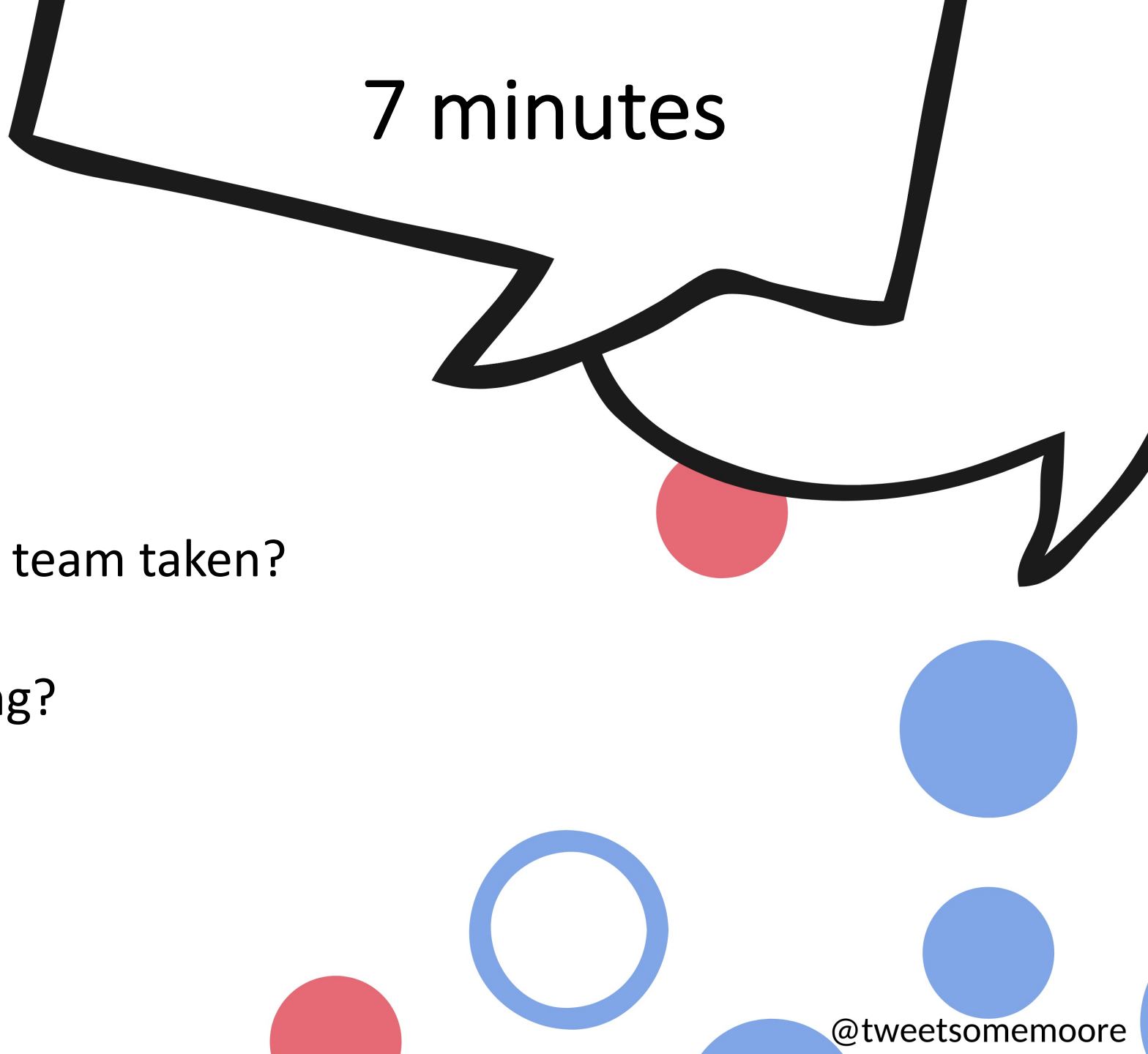
Our plan for today

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Sharing Out Step 1

7 minutes

As a team

- QUAD 1 & 2
  - What action(s) has your team taken?
    - What did you try?
    - What are you noticing?

Q1: Describe some actions that your team has taken since the series started?

Q2: What are you noticing?

Our Inquiry Team Name

_____
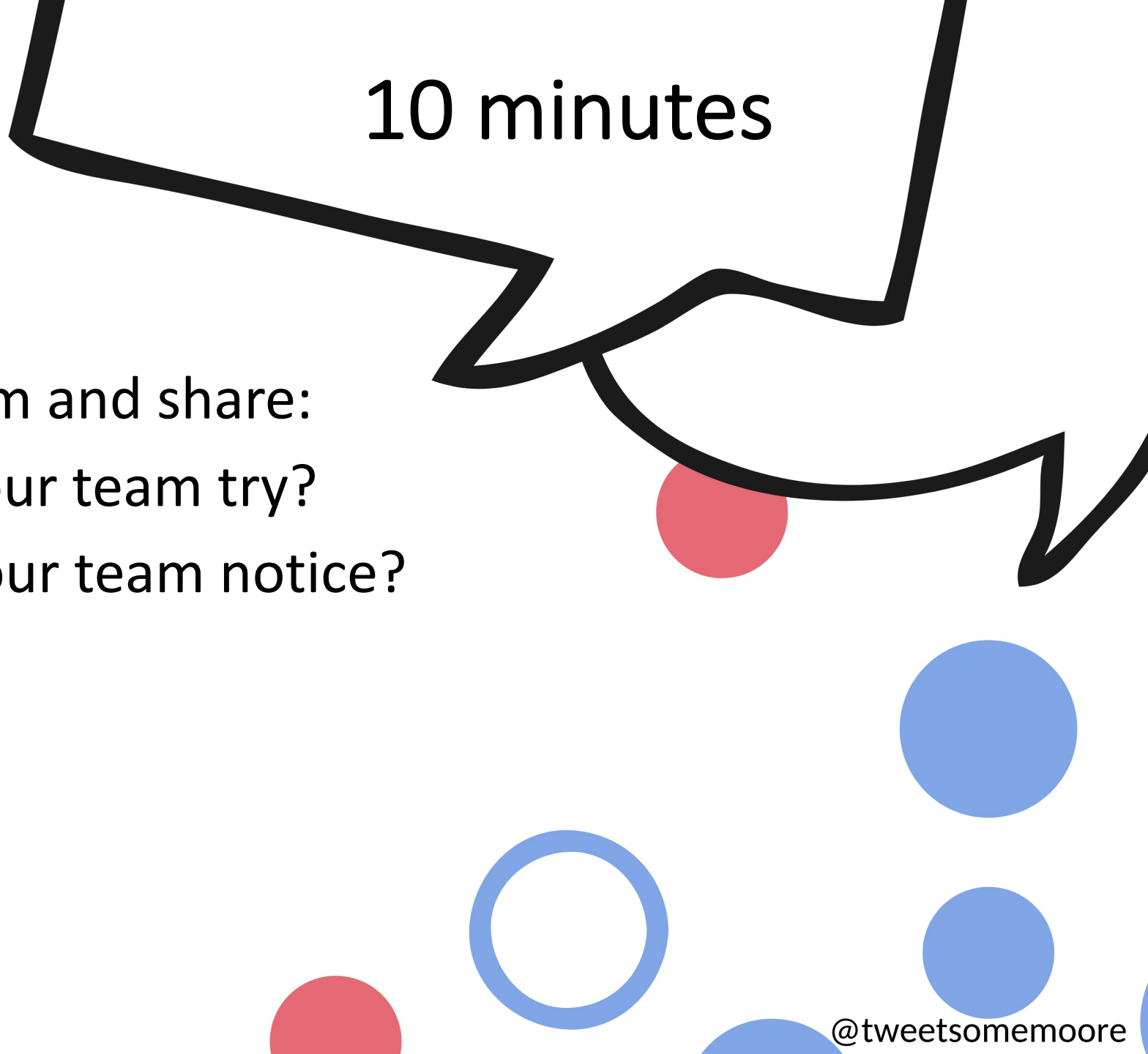
Q3: What is something your team wants to try next?

Q4: What are you are learning along the way

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Sharing Out
Step 2

10 minutes

Joining with another team and share:

- What did you and/or your team try?

- What did you and/or your team notice?

Our plan for today

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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 ...

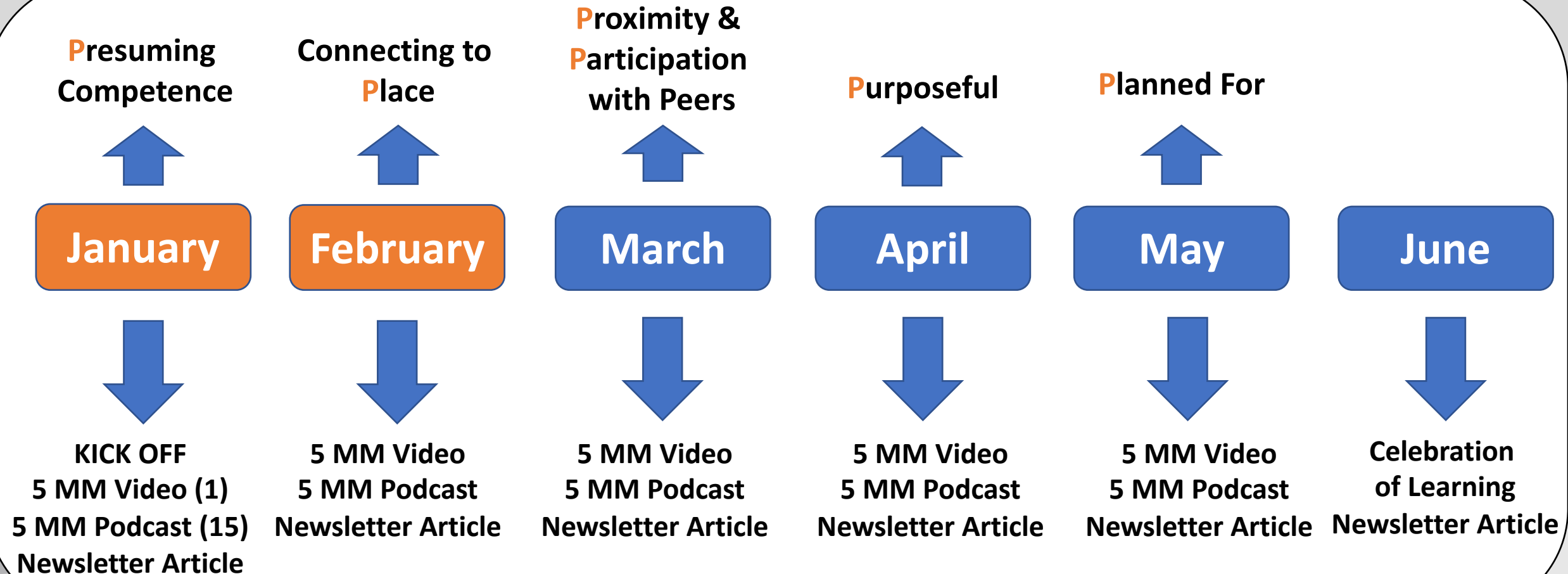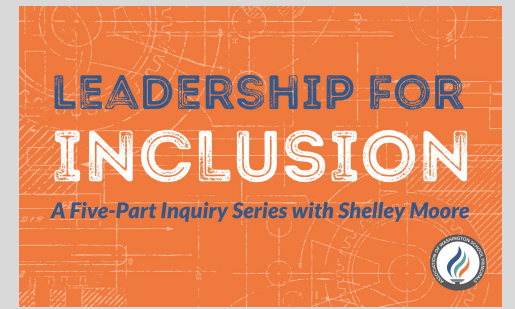support Universal Design for Learning

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

School & District Infrastructure

Teacher & Staffing Infrastructure

Student Infrastructure

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Every Month will focus on an infrastructural condition with supporting resources

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

Presuming Competence

↑

January

↓

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

Connecting to **P**lace

↑

February

↓

5 MM Video
5 MM Podcast
Newsletter Article

Proximity & **P**articipation with Peers

↑

March

↓

5 MM Video
5 MM Podcast
Newsletter Article

Purposeful

↑

April

↓

5 MM Video
5 MM Podcast
Newsletter Article

Planned For

↑

May

↓

5 MM Video
5 MM Podcast
Newsletter Article

June

↓

Celebration of Learning
Newsletter Article

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The Five Moore Minutes' Podcast
Shelley Moore

▶ Play Episode   ✓ SUBSCRIBED   •••

19. The Infrastructure of Inclusion: The Role of Place with Jo Chrona and Friends: This podcast is the second in a five part series, in partnership with the Association of Washington School Principals (AWSP) and is looking at five guiding principles of inclusive education (the 5 P's).
This month's focus is on place and I am talking to Jo Chrona, a passionate advocate for inclusion and strength-based

THE ROLE OF PLACE

Shelley Moore, 2021

Now What?!

- Understand WHAT Inclusion is….

Understand WHY it is important…

How to we do it?

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

I've been stuck on an observation I had earlier in your presentation about the difference between presumed competence vs. presumed potential and in the explanation the word "disability" stood out to me. Regardless of whether we use presumed competence or potential for students with disabilities, the word disability itself presumes someone is "not able". I'm just trying to get my head wrapped around that and always thinking about how to share these ideas with staff.

Shelley Moore, 2021

Understanding the Role of Place

Location vs. Place

↓   ↓

Existence vs. Belonging

A shift in thinking…

There are some things we need to understand:

- Understand the thinking shift for how we view individuals with Disabilities

- Understand the role that a context plays in teaching and in barriers that limit individuals

- Understand that the less a context is limiting, the less support an individual needs

Shelley Moore, 2020

What is the role of peers in supporting inclusion?

Popcorn

4 minutes

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?

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The Next Step?

Being present in a classroom is a definitive first step, it is however, insufficient in addressing the needs of students with disabilities once they are there.

Fryxell & Kennedy, 1995

Proximity & Participation

Proximity & Participation

INSPIRED BY DOUG BIKLEN

© 2002 MICHAEL GIANGRECO, ILLUSTRATIONS KEVIN RUELLE
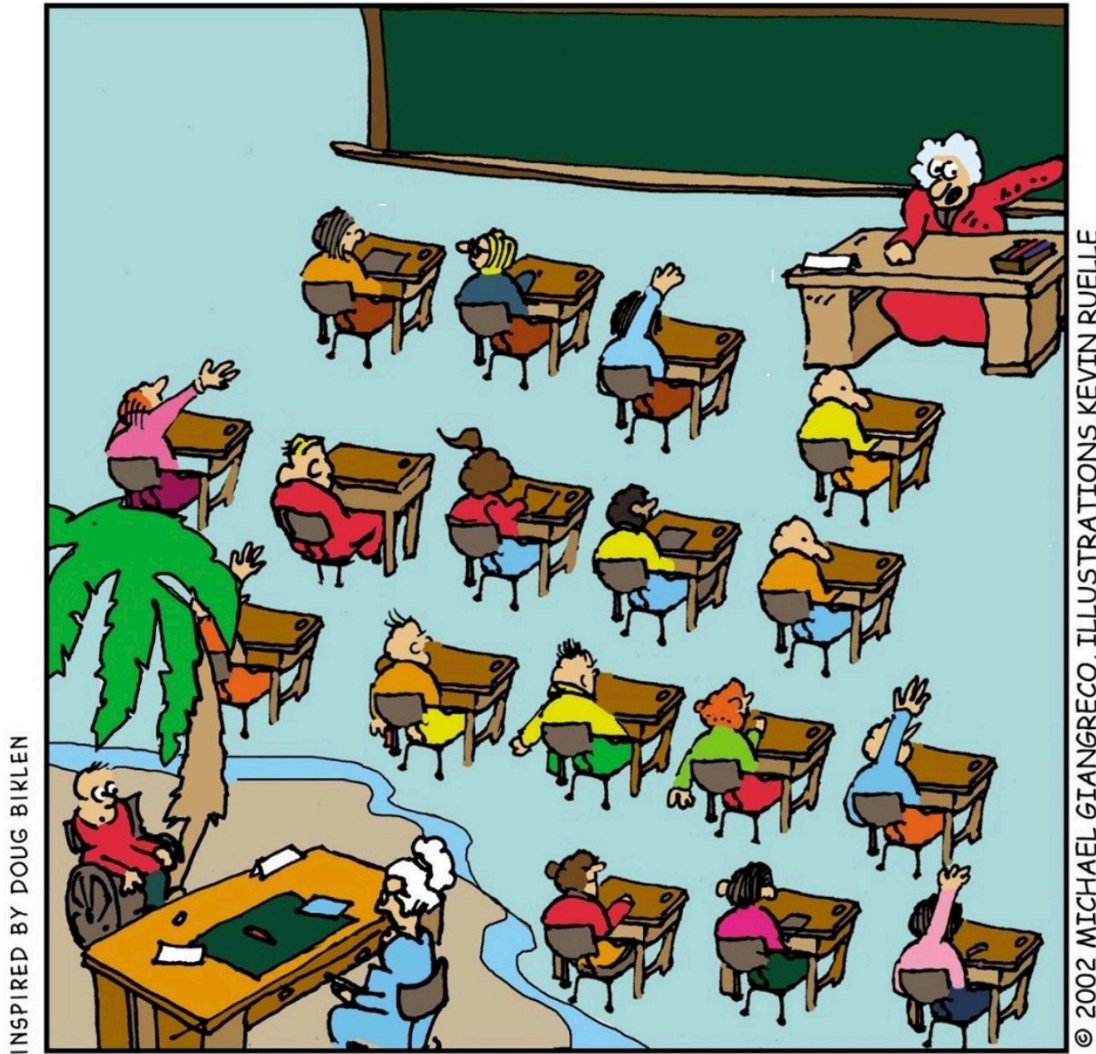
ISLAND IN THE MAINSTREAM
MRS. JONES AND MRS. COOPER ARE STILL TRYING TO FIGURE OUT WHY FRED DOESN'T FEEL LIKE PART OF THE CLASS.

Shelley Moore, 2021

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

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

- Educational assistants that students with disabilities are left to interact with, "may inadvertently hinder the very social and academic goals they are present to promote (2010)" (Giangreco & Doyle, 2007)
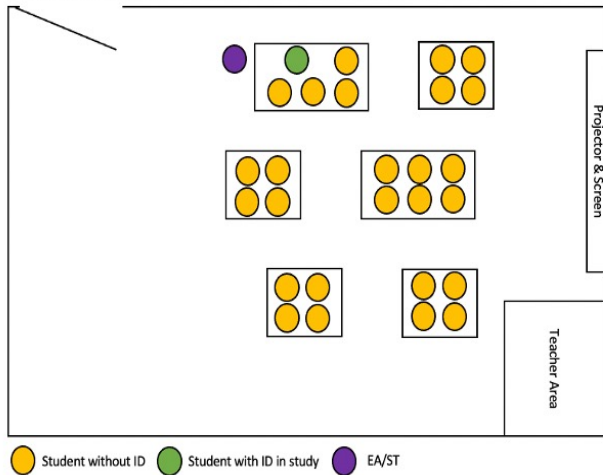
The Likelihood of Proximity
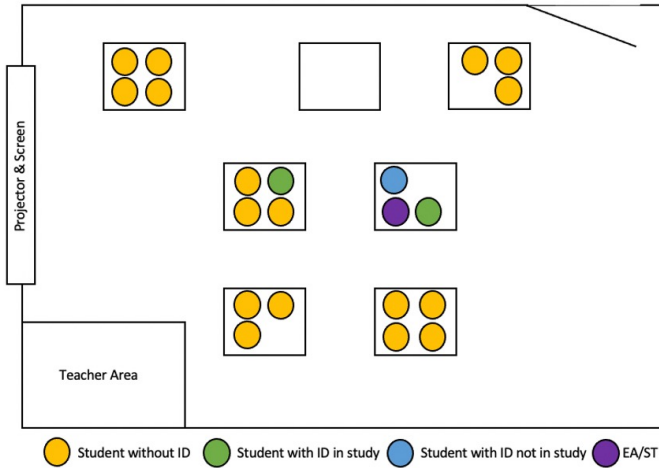
Shelley Moore, 2021
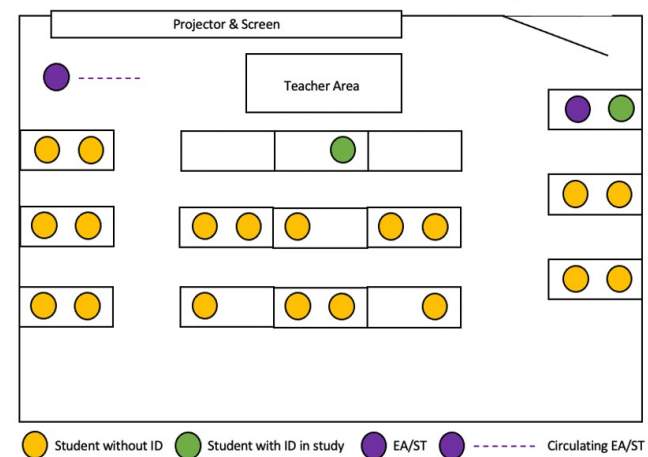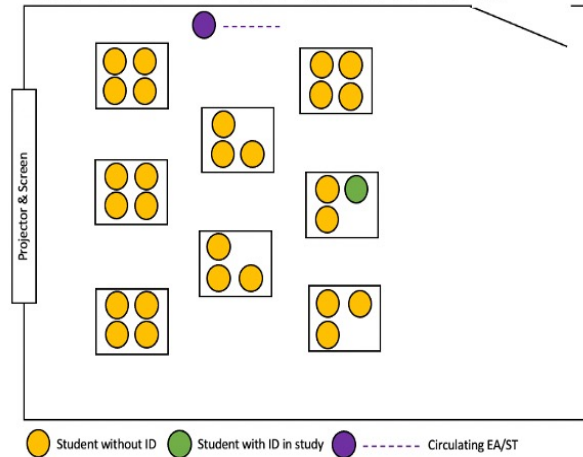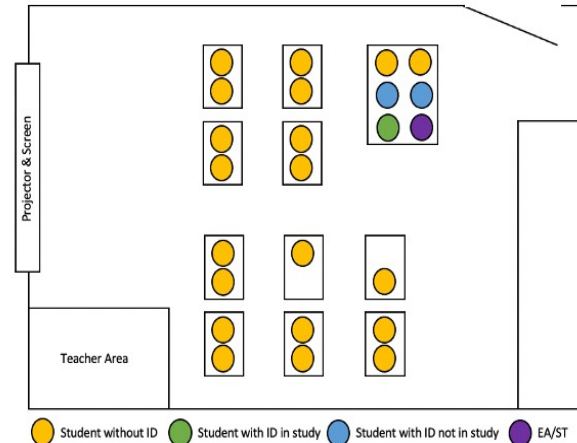
The Likelihood of Proximity

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

Proximity
SwID sitting in proximity to peers
●
●
●
●
●

Classroom Seating Arrangements	
Choice Seating	Strategic Seating
●	
●	
	●
●	●
	●
●	
●	

Shelley Moore, 2021

Proximity & Participation

The Likelihood of Participation

| Case	Students	Learning Activities				Personal & Social Activities		
		SwID participated with peers in learning activities	SwIDs participated with peers in accessibly designed learning activities	SwIDs participated when receiving learning support from peers	SwIDs participated with peers in shared supports and strategies	SwIDs participated when receiving behavioural/ social support form peers	SwIDs participated in social peer invitations/ peer-initiated interactions	SwIDs and peers participated interactions outside of class
1	SwID 1-1	•	•		•	•		
	SwID 1-2	•	•	•	•		•	•
2	SwID 2-1	•	•	•	•		•	•
3	SWID 3-1	•			•	•	•	•
4	SwID 4-1	•	•	•	•		•	•
5	SwID 5-1	•	•	•		•	•	•
	SwID 5-2							

Shelley Moore, 2021

How do we support students to be within proximity to each other?

- Seating plans that are strategically created with a purpose
- Seating plans that allow different students to work with each other
- Prevent students from working in isolation with an EA by:
  - Having EAs work with a group pf students that includes a student with a disability
  - Having EAs circulate, and not be stationary
  - Having EAs facilitate peer mentoring and support

Wild Tea

What connections are you making?

Shelley Moore, 2021   @tweetsomemoore
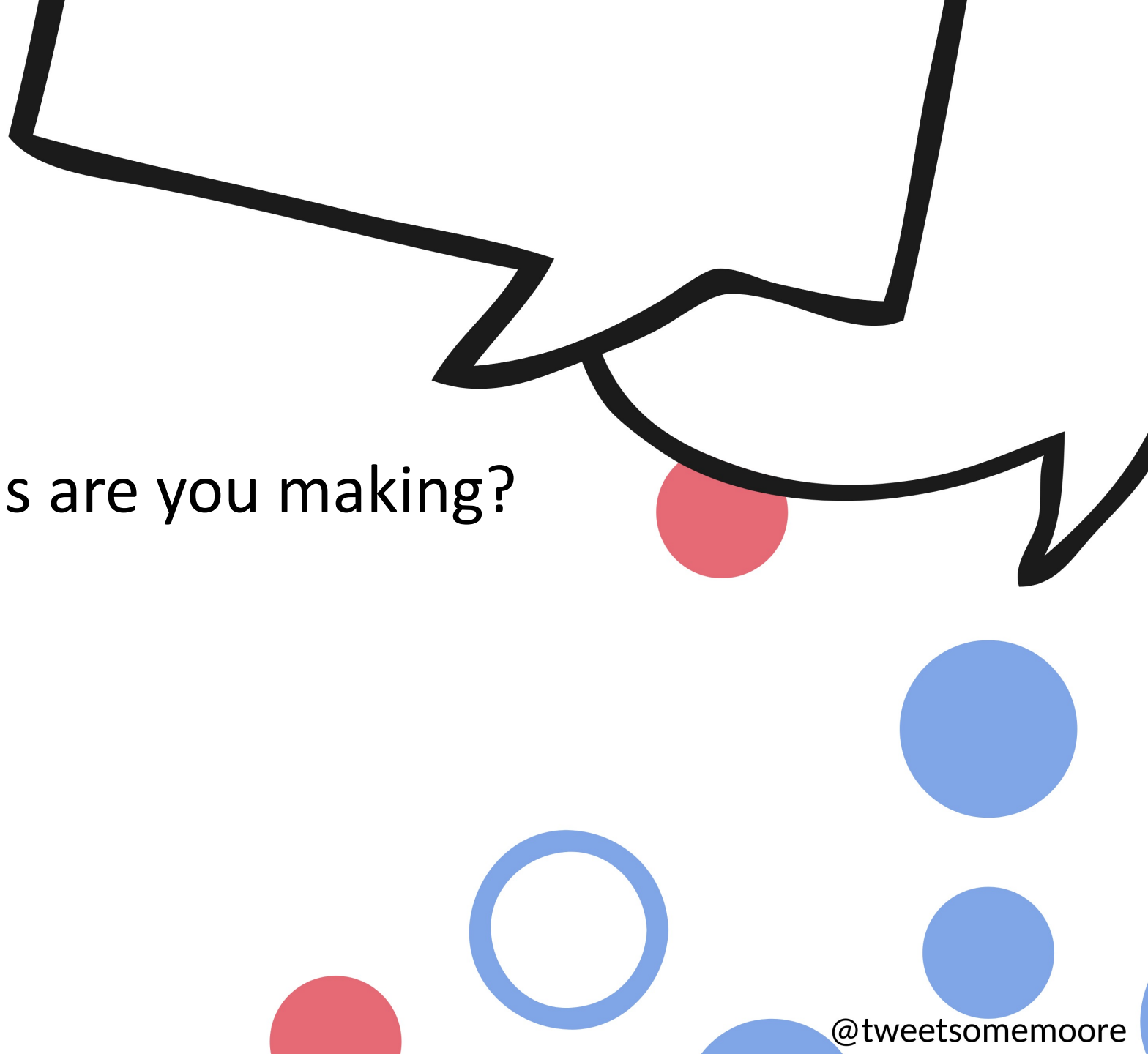
How do we support students to participate with each other?

- It was more common 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:
  - Learning activities were designed to be accessible for all students
  - Adults facilitated peer support and connection e.g., modelling

Peer Support & Mentoring

- Peers are not replacements for instruction from adult support

- Peers can benefit from from the shared support provided when a student with a disability is there

- Peers can serve a valuable co-regulating role in the shared learning experiences

http://www.engagingalllearners.ca/sal/peer-mentoring/index.php?id=3
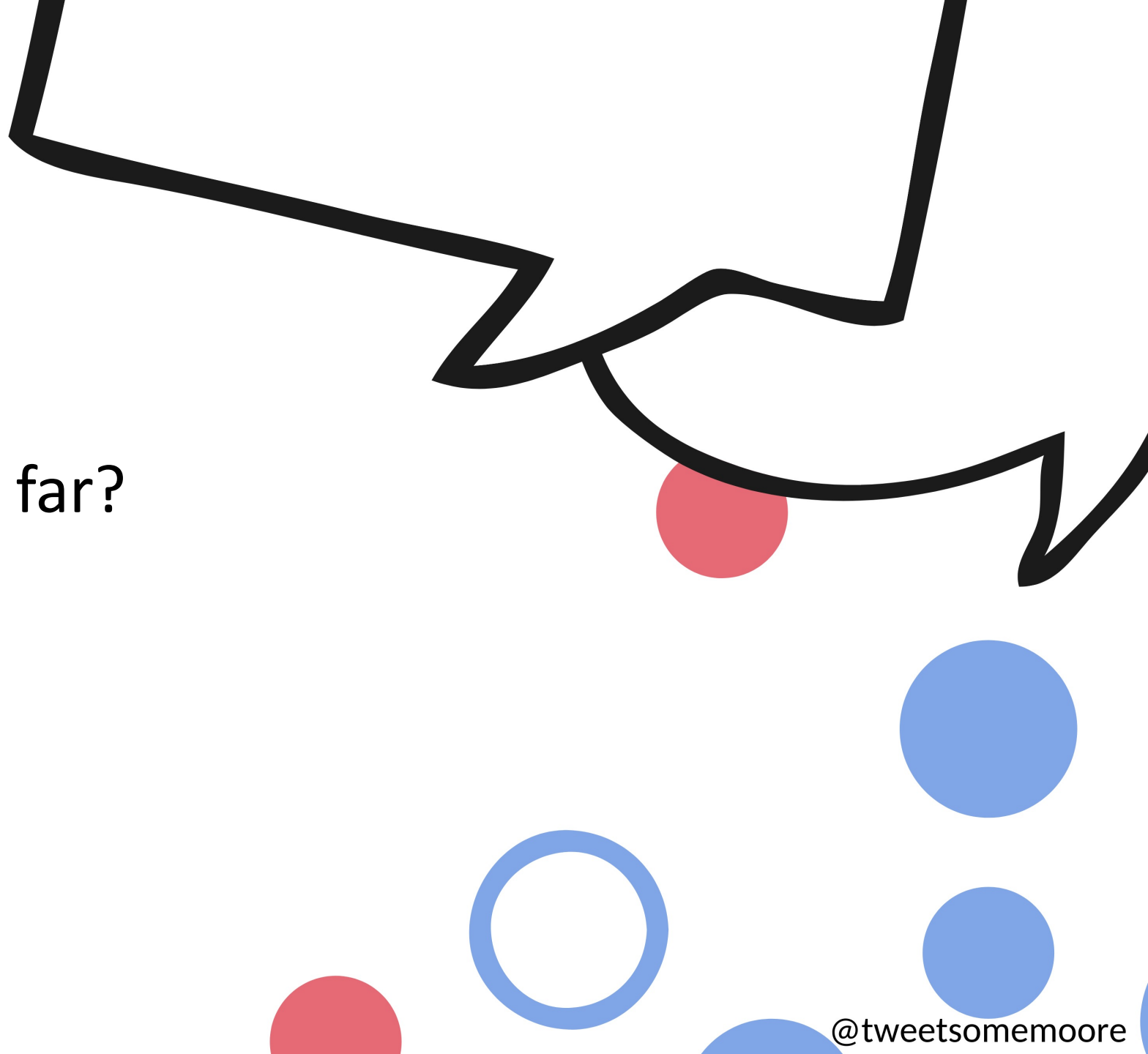
How do we support students to participate with each other?

- Universal Approaches
  - School wide inclusive initiatives e.g., lunch breaks, extra curricular activities, field trips etc.
  - Focus on personal & social participation

- Targeted Approaches
  - Intentional social activities that target specific skills e.g., social skills group, peer mentoring
  - Intentional learning and curricular activities e.g., shared learning activities, supports and mentoring

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Popcorn

What is useful so far?

How do we support students to participate with each other?

- Universal Approaches
  - School wide inclusive initiatives e.g., lunch breaks, extra curricular activities, field trips etc.
  - Focus on personal & social participation

- Targeted Approaches
  - Intentional social activities that target specific skills e.g., social skills group, peer mentoring
  - Intentional learning and curricular activities e.g., shared learning activities, supports and mentoring

How do we support students to participate with each other in learning?

- Peer Support/ Mentoring
- Shared Support
- Shared Learning Opportunities
  - Shared Learning Goal
  - Shared Access Point
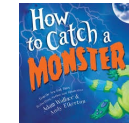 - Shared Learning Task
  - Shared Learning Groups

The Activity: Shared Learning Task

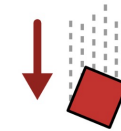## Learning Target: I know different types of forces

Start Together

Go as far as you can!

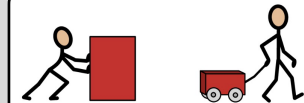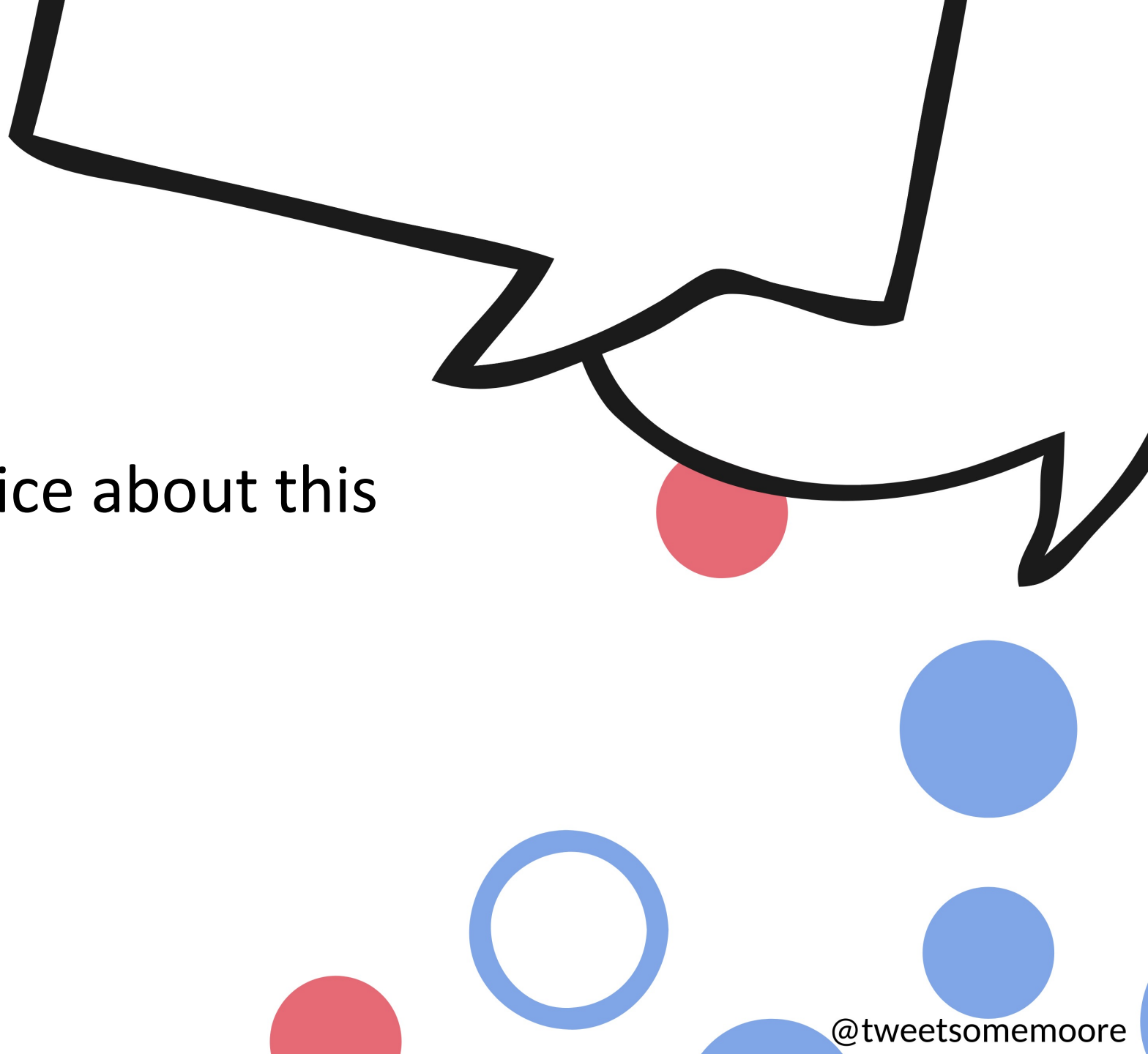|	
NEED	Finish building the monster trap with your group
MUST	Add a falling force to your monster trap
CAN	Add a push or a pull force to your monster trap
COULD	Add a material to slow down force
TRY	Add a material to speed up force

Popcorn

What do you notice about this example?

Math 8: Shared Learning Goal

Start here

Add on complexity
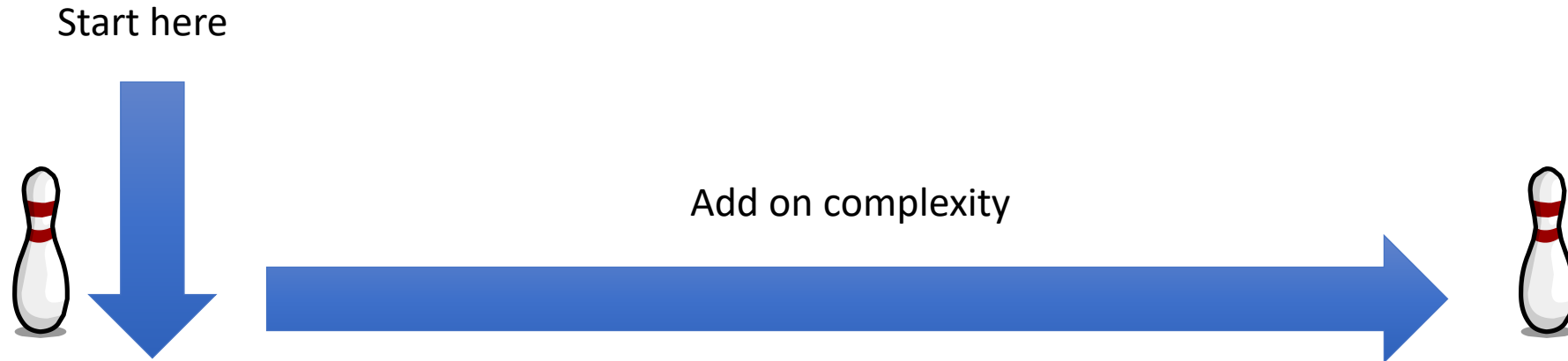
Need to know	Must know	Can know	Could know
What are shapes? (square, rectangle, triangle, circle)	What is 2D/3D, prism, cube, rectangular prism, length, width, height, area, volume?	What is triangular prism, face, surface area?	What is cylinder, base, net?

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The lesson – Shared access point

Words I Know	Words I Don't Know

Sort the pictures/words
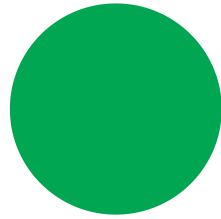
rectangle	circle	triangle	square
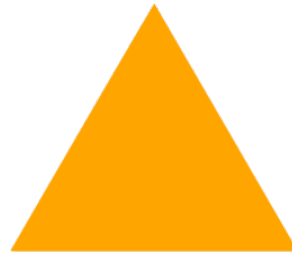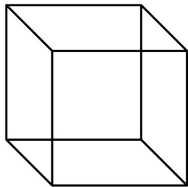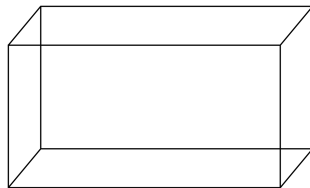
cube	rectangular prism	cylinder	triangular prism
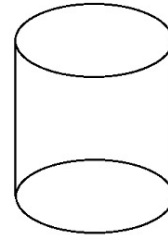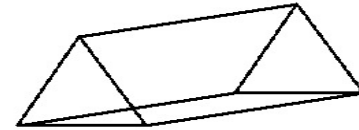
face	surface area	base	net
width	height	area	volume
2D	3D	prism	length

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The lesson goal…

Start here

Add on complexity

Access (NEED)	All (MUST)	Some (CAN)	Few (COULD)
I can build a 3D prism I can draw a line with a ruler	I can build a 3D prism with a volume of 24 units3 I can create a drawing of a 3D prism with a volume of 24 units 3	I can build a net for a prism with the volume of 24 units 3	I can determine the surface area for a 3D prism with the volume of 24 units 3

Shelley Moore, 2021

The lesson goal...

Start here

Add on complexity

Access (NEED)	All (MUST)	Some (CAN)	Few (COULD)
I can build a 3D prism

I can draw a line with a ruler | I can build a 3D prism with a volume of 24 units3

I can create a drawing of a 3D prism with a volume of 24 units 3 | I can build a net for a prism with the volume of 24 units 3 | I can determine the surface area for a 3D prism with the volume of 24 units 3 |

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Popcorn

What do you notice about this example?

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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 grade level curriculum

Benefits for Peers

- Increased attendance
- Increased appreciation of diversity
- Personal growth
- Increased awareness of disability issues
- Increased Advocacy Skills
- Increased interest in pursuing careers in field
- Increased friendships

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Taking Action: Some Ideas!

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

    - Watch the Erik Carter video Series and share with staff. After watching 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

    - Create an opportunity for students with and without disabilities to participate in an activity together

    - 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?** Let me know in your google form

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QUAD 3 & 4

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

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Q1: Describe some actions that your team has taken since the series started?

Q2: What are you noticing?

Our Inquiry Team Name

_____

Q3: What is something your team wants to try next?

Q4: What are you are learning along the way?

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Inquiry Action Statements

How can we _____ by _____,

(goal) (actions)

And we will try to capture our learning by _____.

(evidence)

Padlet – Sharing your learning

- Padlet
  - Add team name
  - Share learning statement(s)
  - Add one piece of evidence
    - Image, photo, reflection, website, audio recording, video, etc.
    - Padlet is private to our group

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https://padlet.com/fivemooreminutes/abn6w77y0fethhqp

Shelley Moore, 2021

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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.

For Next Session

1. Bring the evidence of what you tried!

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Next Session

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

are presumed competent

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School & District Infrastructure

Teacher & Staffing Infrastructure

Student Infrastructure

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