LEADERSHIP FOR INCLUSION

A Five-Part Inquiry Series with Shelley Moore

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

@tweetsomemoore

@fivemooreminutes

@fivemooreminutes

www.fivemooreminutes.com

www.blogsomemoore.com

Our plan for today

- Sharing Out
- Participation Protocols
- Quick Review
- P #2: The Importance of Place
- Next Steps & Action Plans
- Resources

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Virtual Participation Protocols

Chat Box

- Anytime! All the time!

Break Out Groups

- Popcorn conversations

Google Form

- The Quad

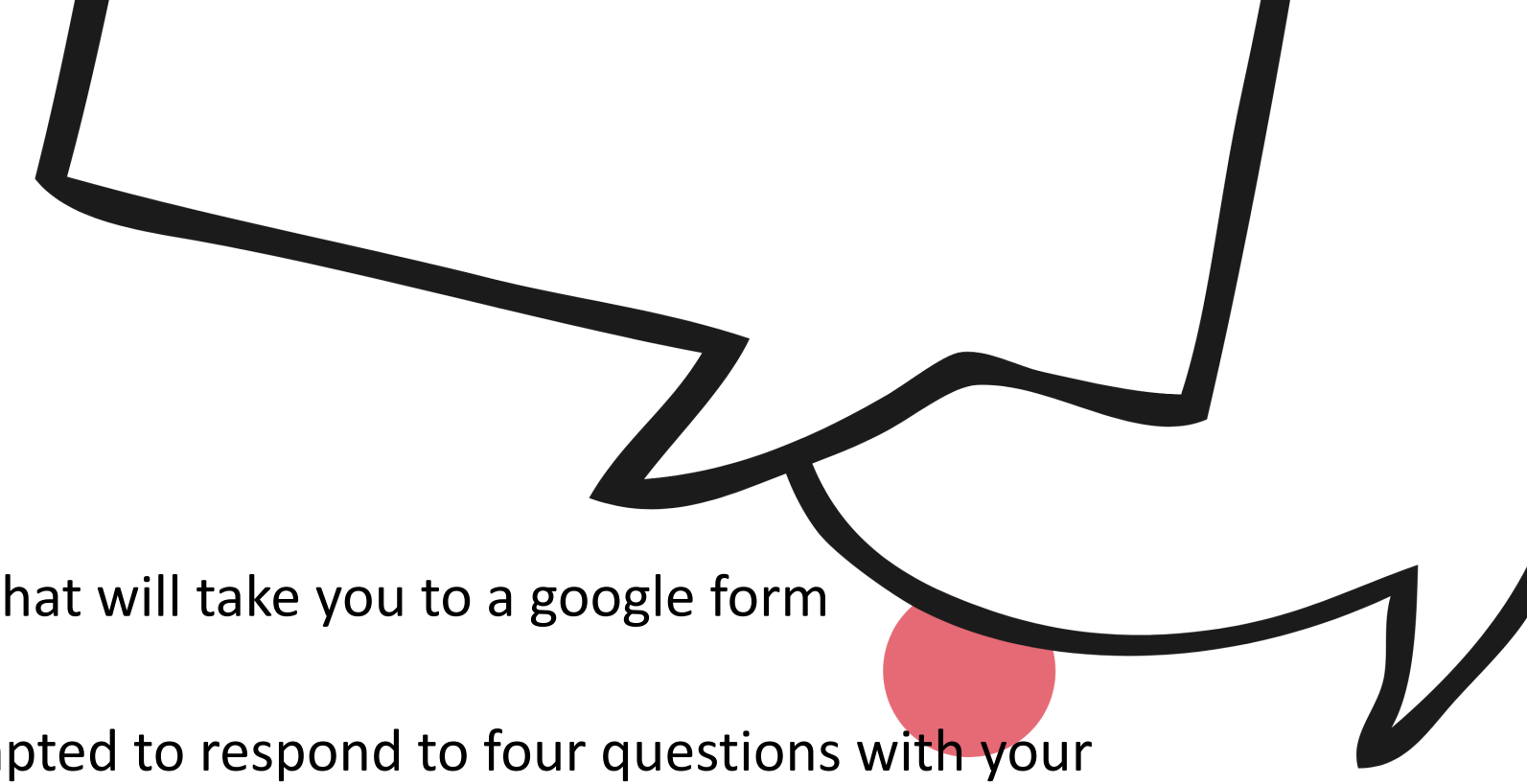
Padlet

- Inquiry Learning Statements

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?

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

Session 2 Quad: https://forms.gle/CqkY9s7Af1C3Fts96

Q1: What is one action that your team has taken since the series started? What are you noticing?

Q2: Create 1 -2 learning statements about your team's inquiry so far

Our Inquiry Team Name

_____

Q3: How are you collecting evidence of your learning?

Q4: Create 1 -2 inquiry actions statements describing what your team will try between now and next session

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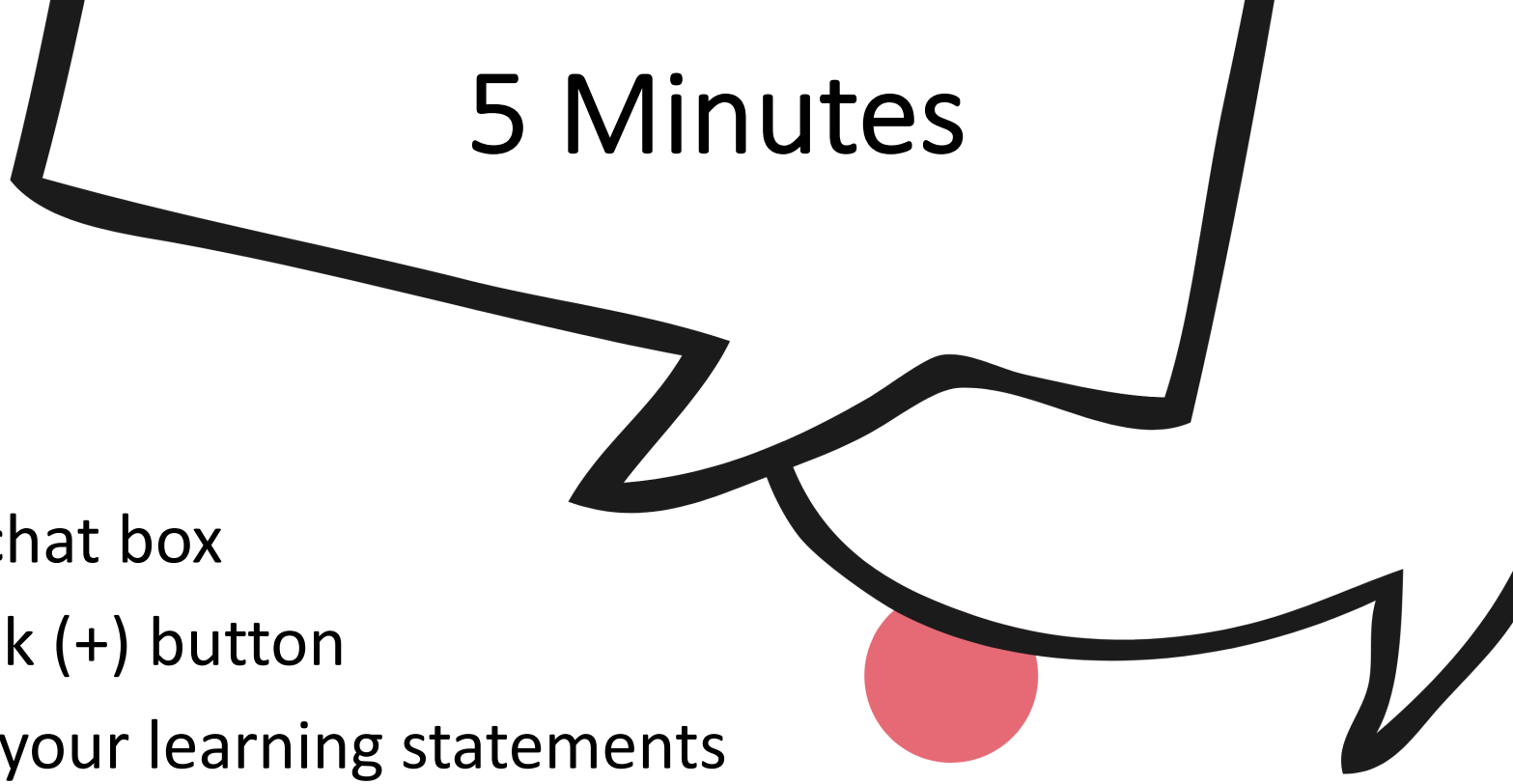

Padlet

1. Open the link sent in the chat box
2. As a team, click on the pink (+) button
3. Add your team name and your learning statements
4. Add evidence (photo, reflection, website, voice recording etc.) that supports your learning

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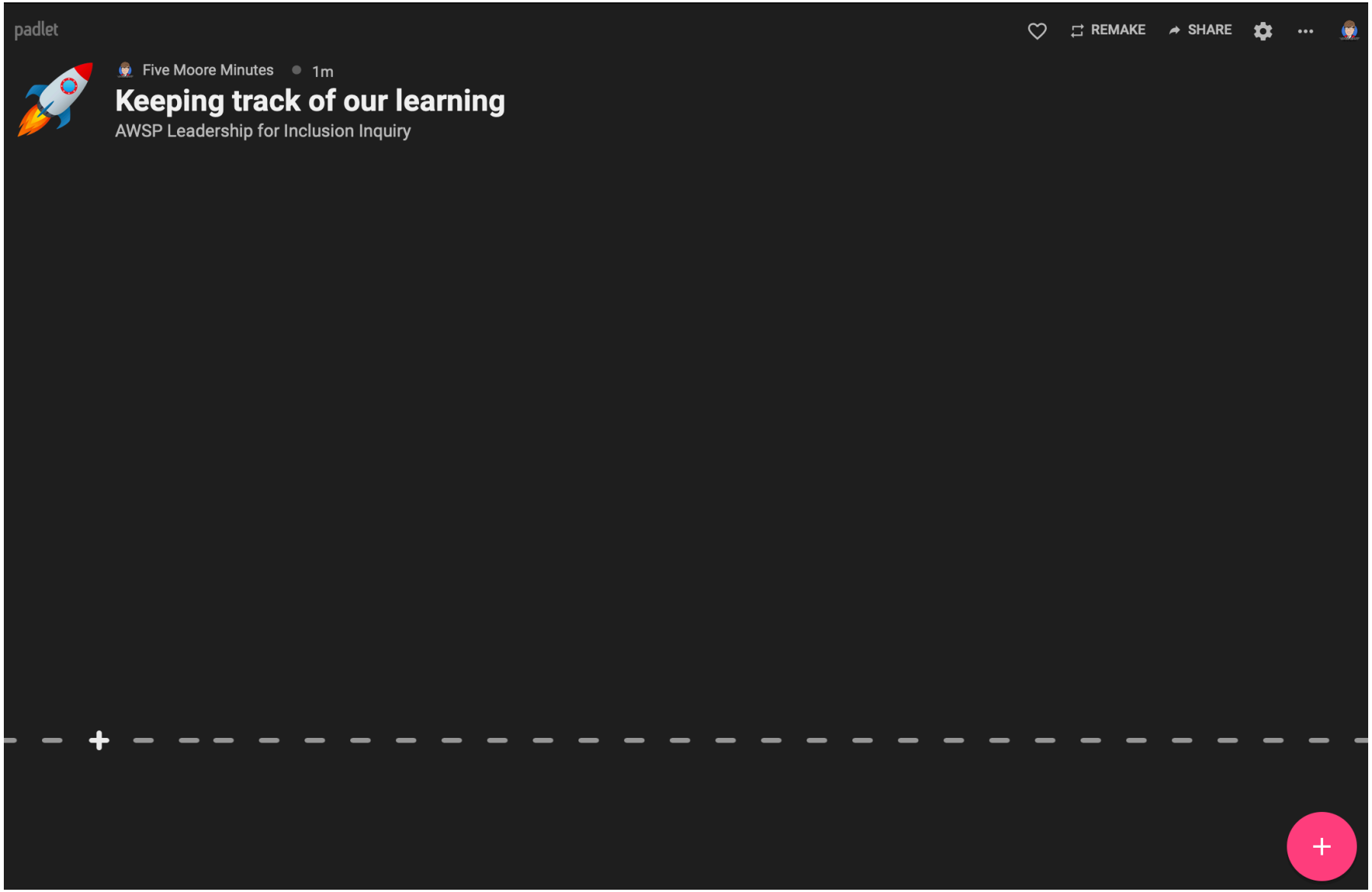

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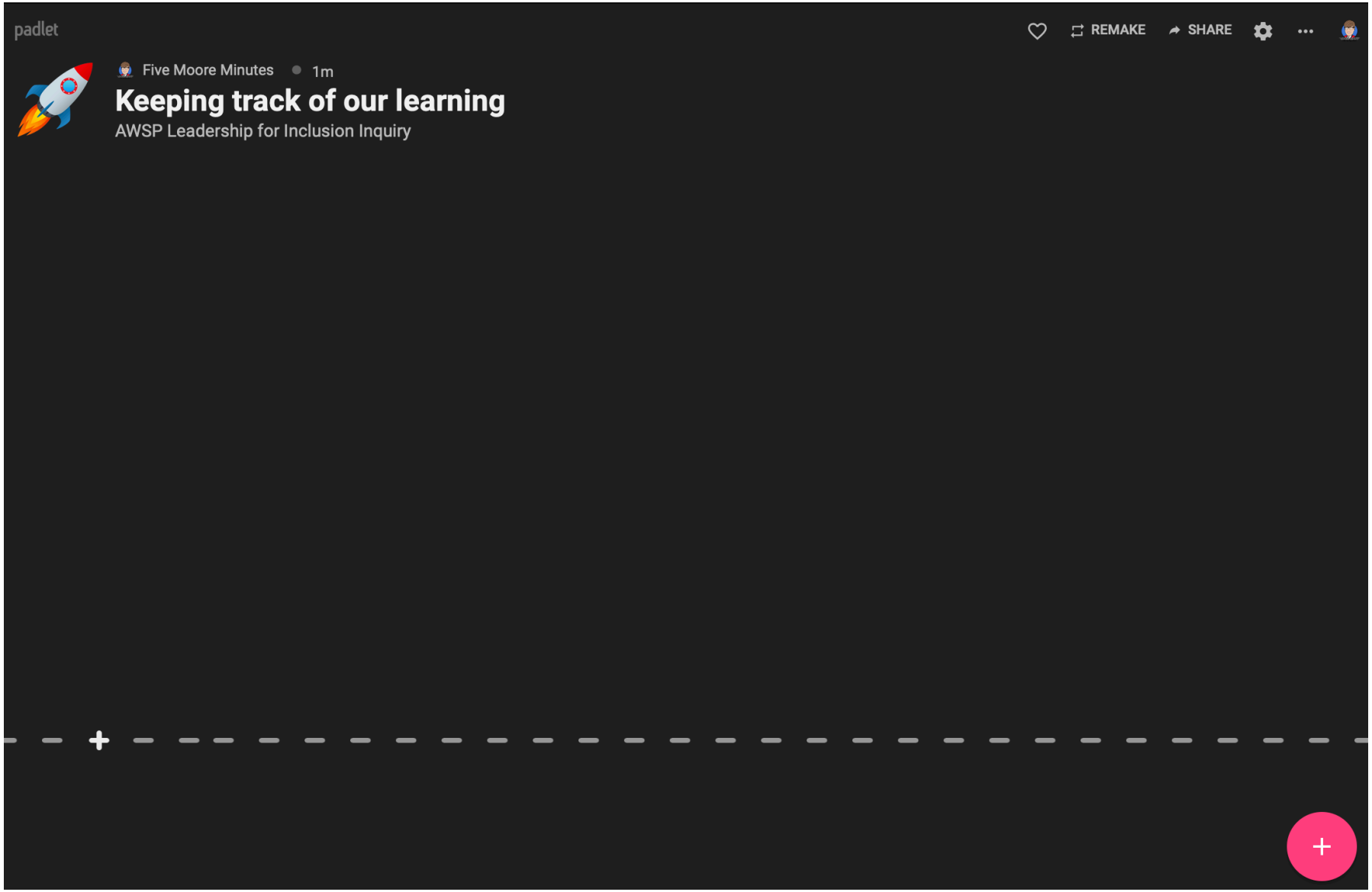

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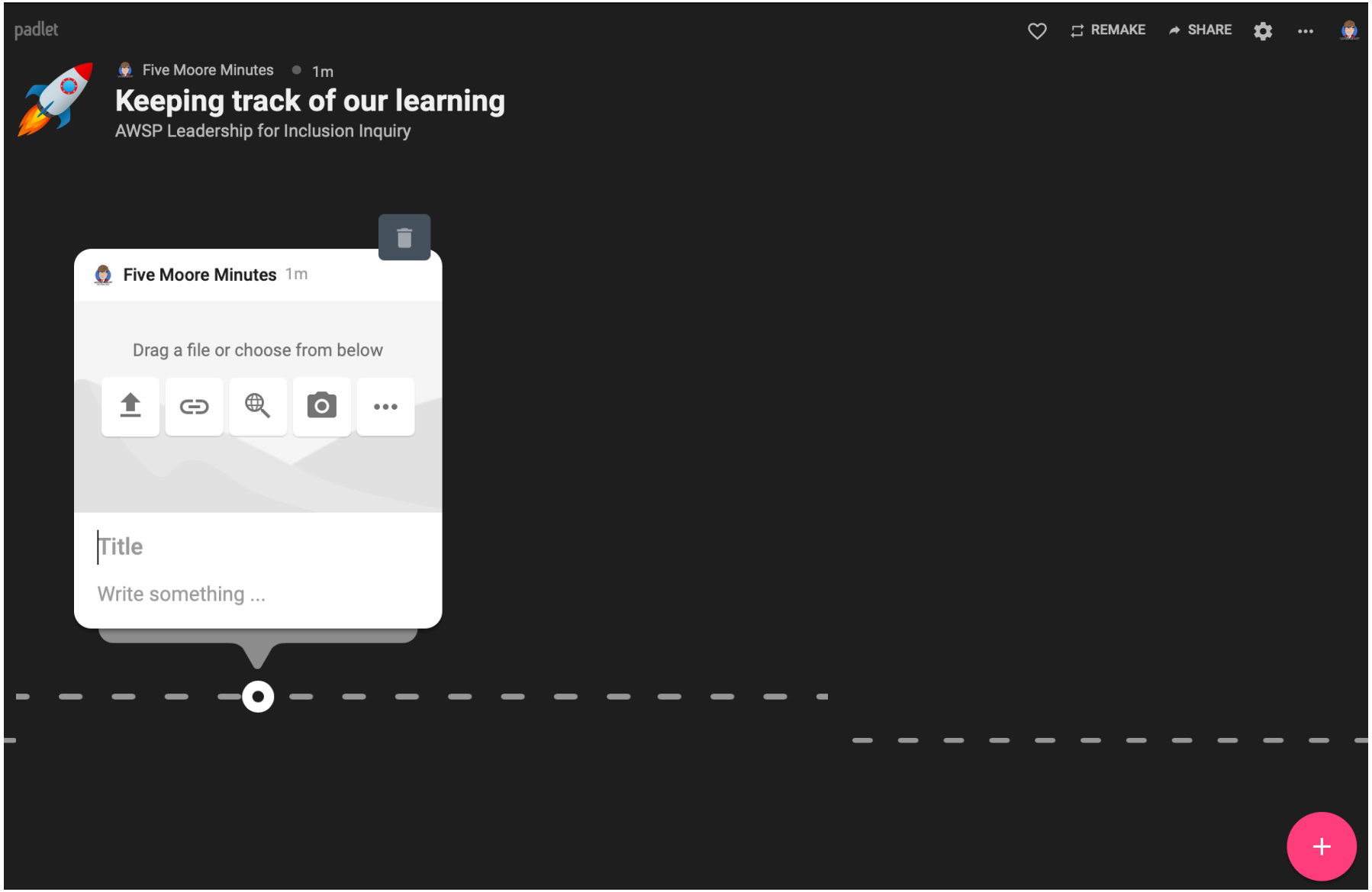

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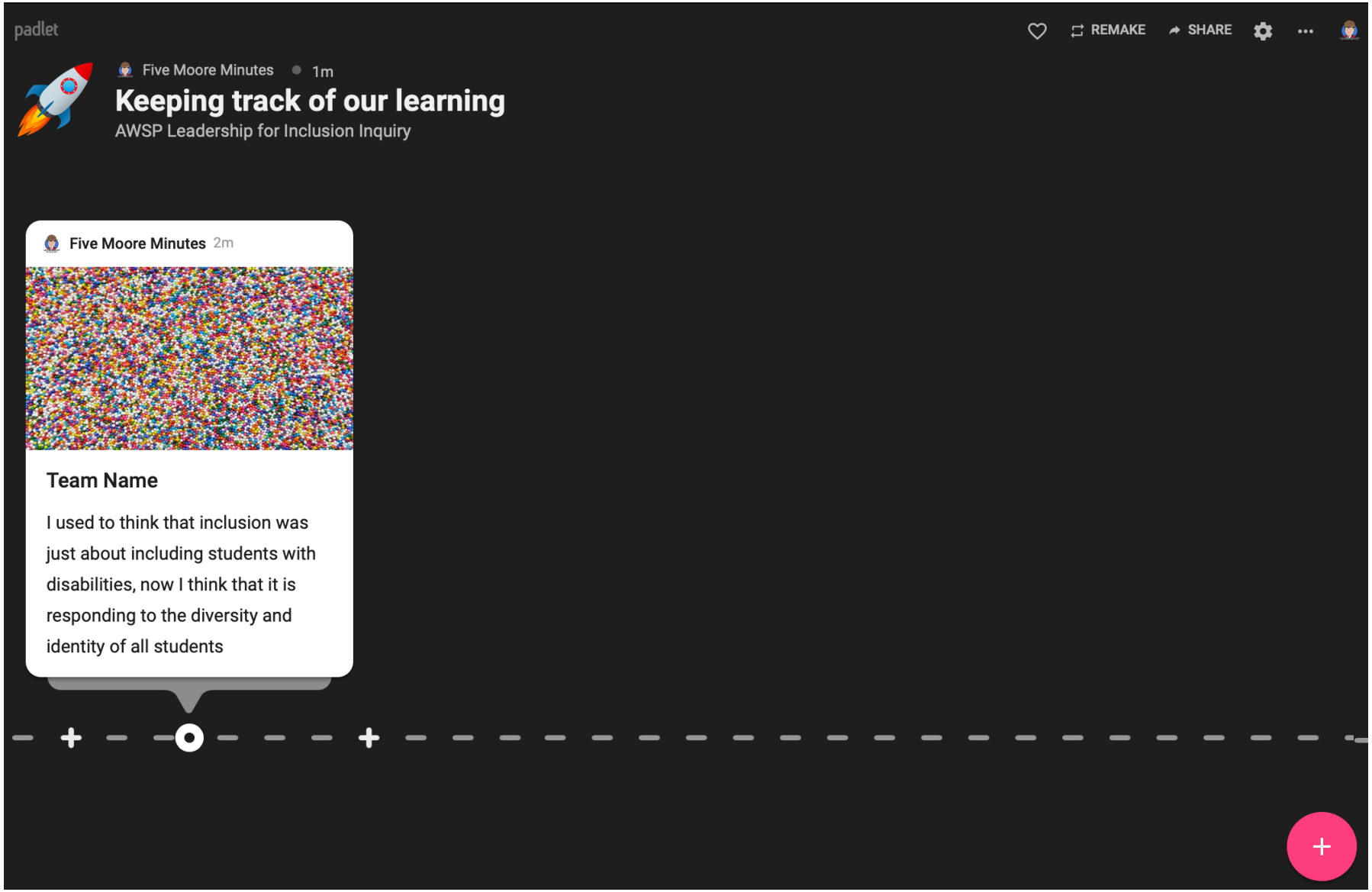

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Taking Action: Choose your Challenge

- Your team:

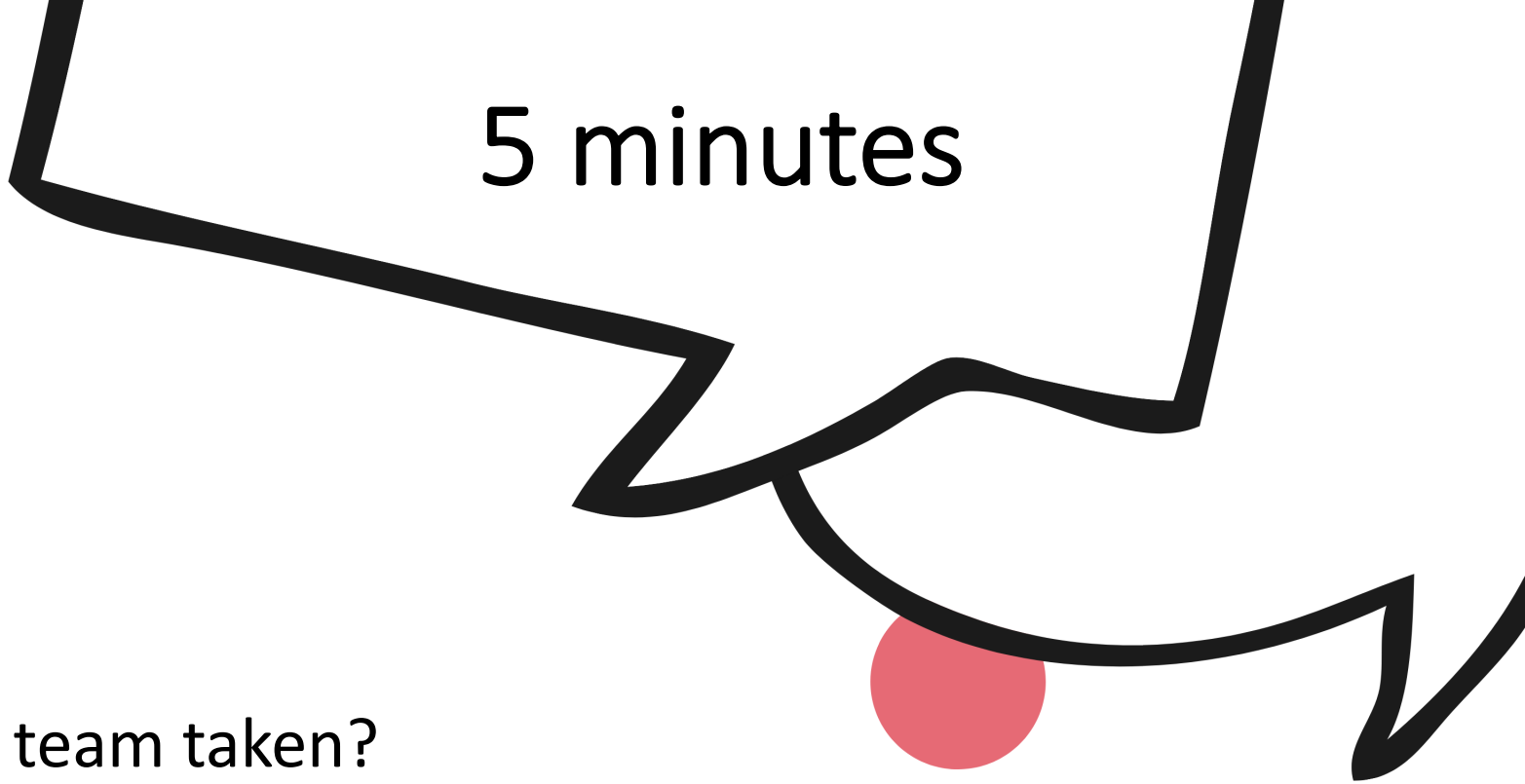
Everyone

- **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

Sharing Out
Step 1



As a team

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

The Quad: Session 2

Q1: What is one action that your team has taken since the series started? What are you noticing?

Q2: Create 1 -2 learning statements about your team's inquiry so far

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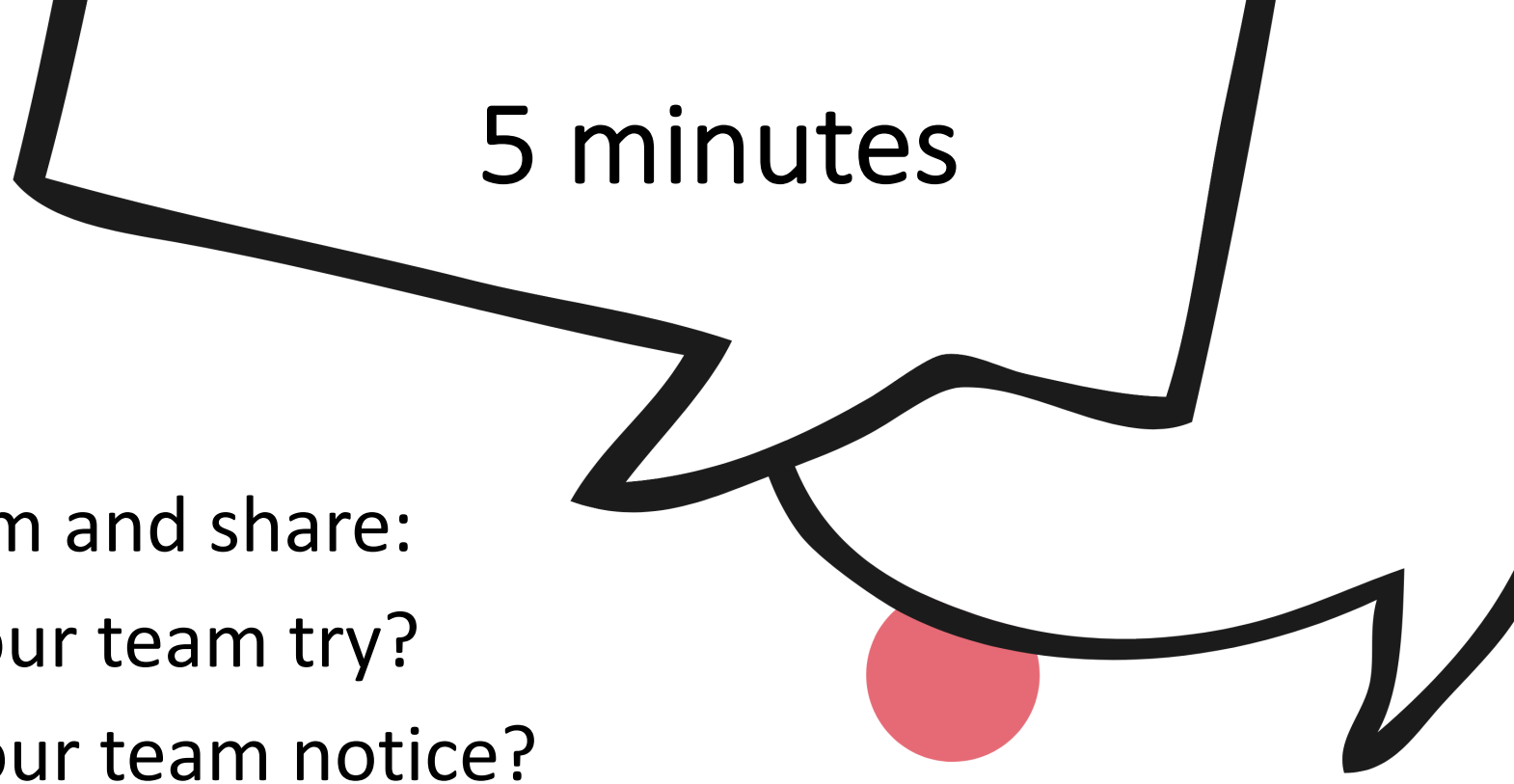
Sharing Out
Step 2



Joining with another team and share:

- What did you and/or your team try?
- What did you and/or your team notice?

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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 ...

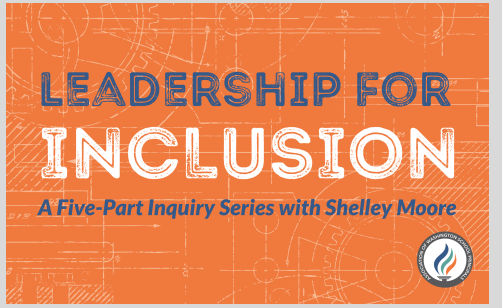
- support Universal Design for Learning
- move away from a medical & deficit-based model of special education (IEPS)

School & District Infrastructure

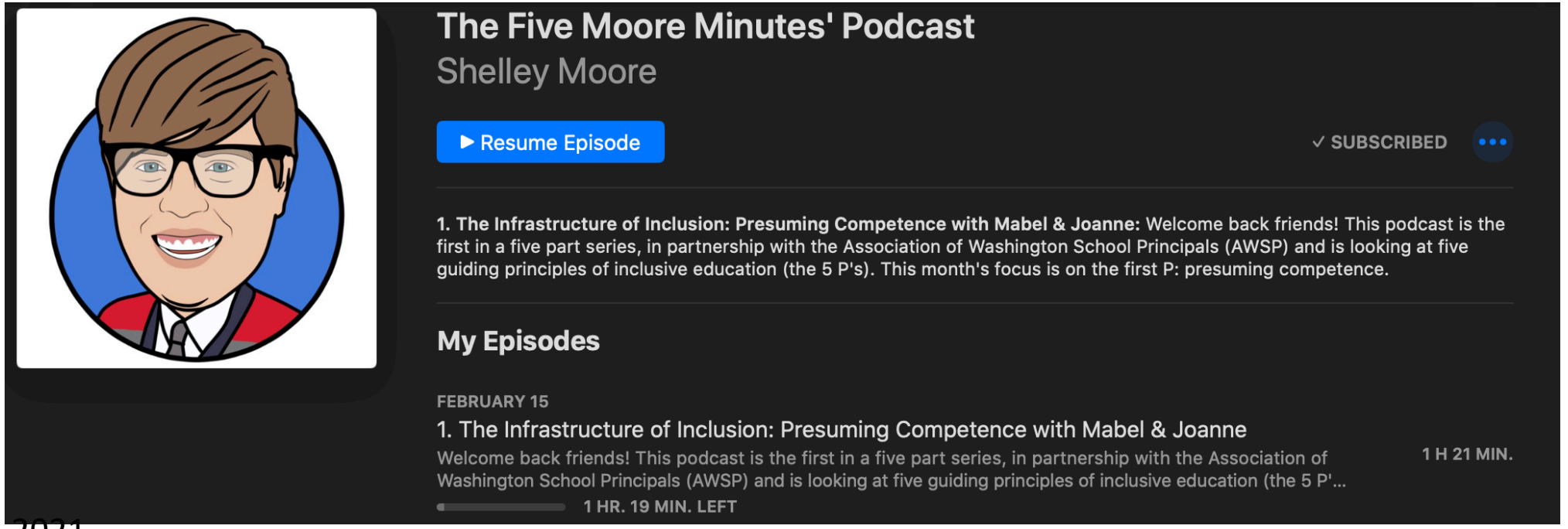
Teacher & Staffing Infrastructure

Student Infrastructure

Every Month will focus on an infrastructural condition with supporting resources



January	February	March	April	May	June
Presuming Competence	Connecting to **P**lace	**P**roximity & **P**articipation with Peers	**P**urposeful	**P**lanned For	
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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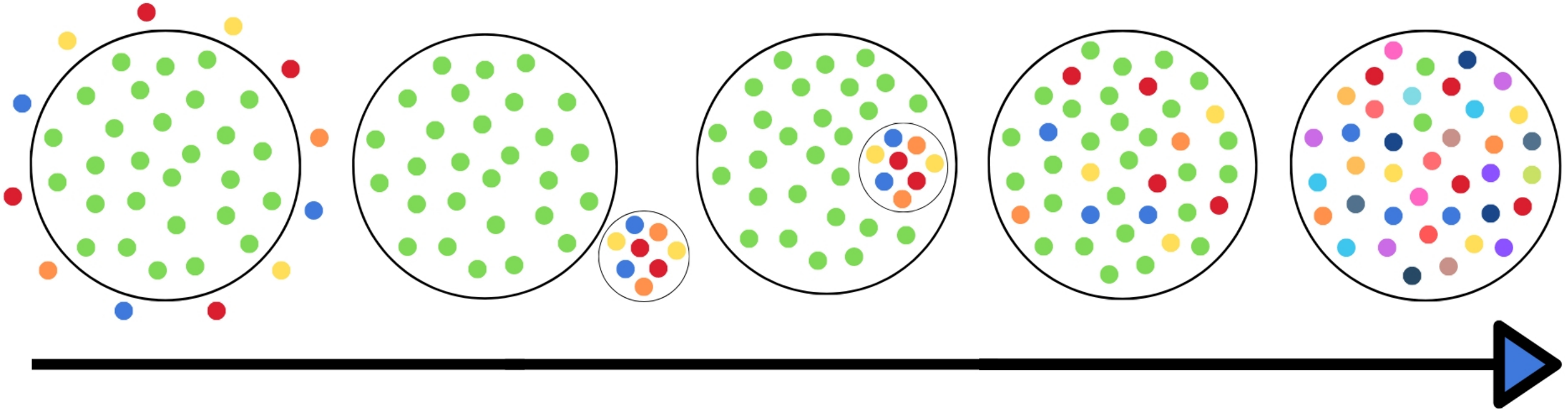
WHAT IS INCLUSION?



Where are you on this continuum? What's the next step?

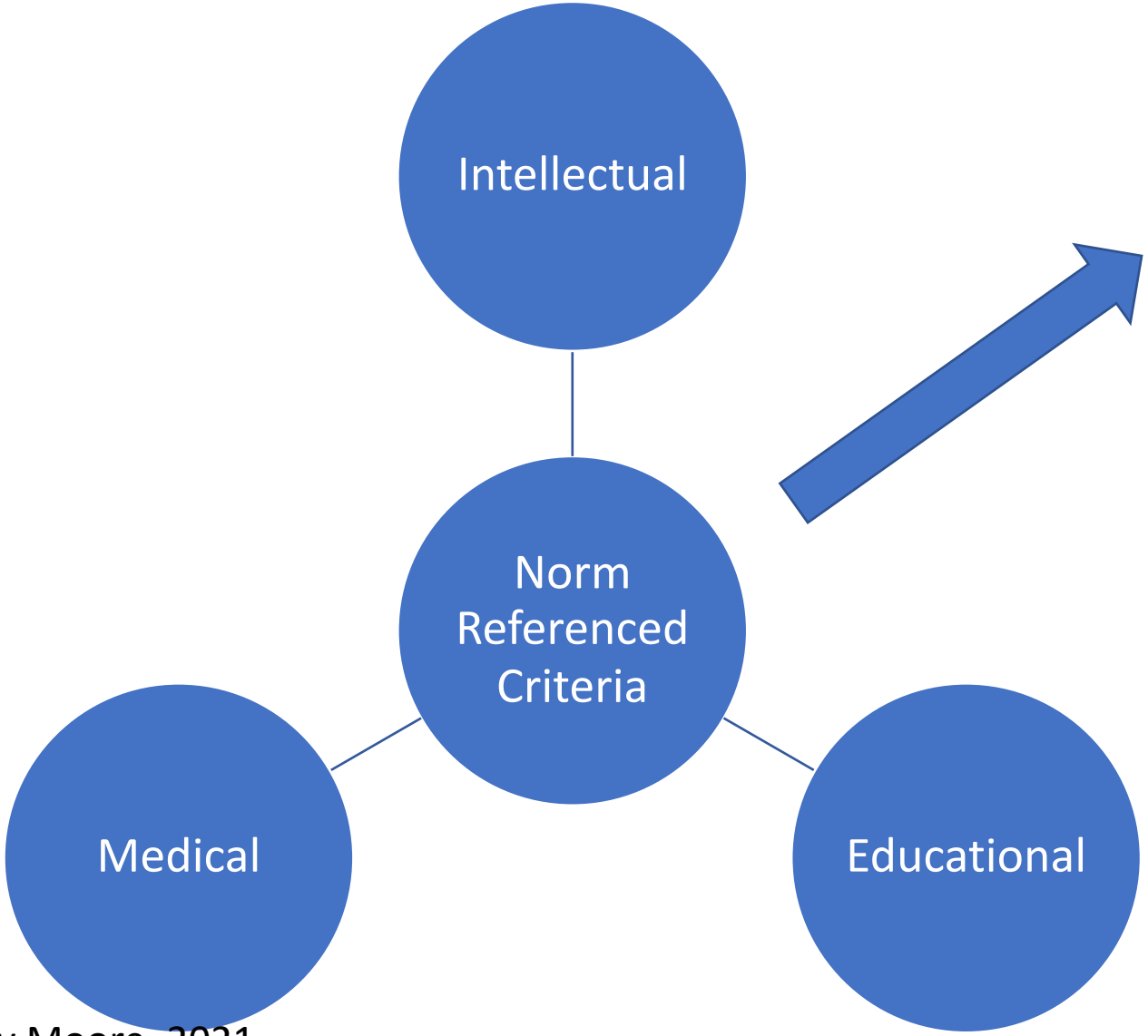
Now What?!

- Understand WHAT Inclusion is….

Understand WHY it is important…

How to we do it?

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



- Measure deficits, not strengths
- Capture responses verbally/ written/ physically

- If students can't express in the way being captured

- It leads to the perceptions that "they can't"

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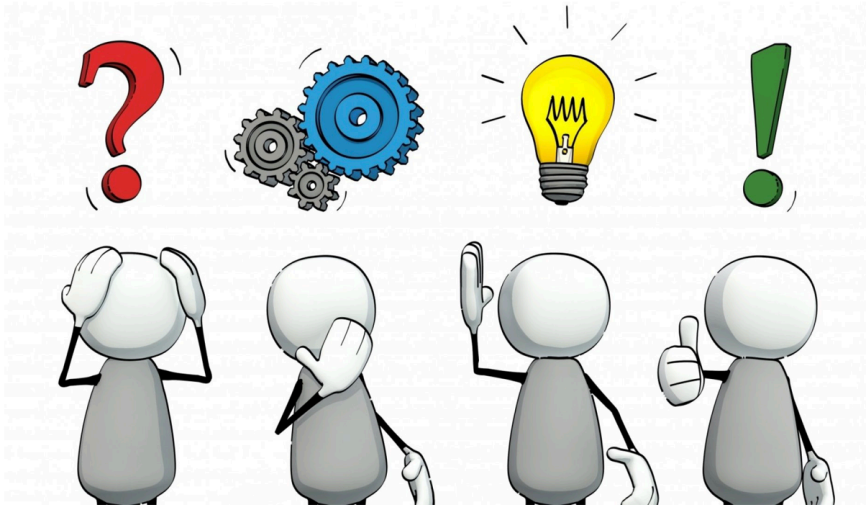
What happens when there is a perception that students “can’t”

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



Getty Images

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

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

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

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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

Presuming Protentional

"I thought I would explain that I will be using the term presume potential instead of presume competence. I will quote AAC specialist Kate Ahern as she does an amazing job of explaining that this small wording difference can change the outcome for many students. When we say presume competence people might give someone an AAC system and expect them to magically use it, without any real teaching. But when we say presume potential we don't give a pass to others, we are saying, like all people, this person has the capacity to learn and grow, they aren't static and they won't magically know how to do things they haven't learned or been taught. Presume potential puts the onus of teaching/learning on the teachers, therapists and caregivers instead of expecting the disabled individual to already know how to do things without education. Presume potential is inclusion in the expectation of learning we place on ALL people. Presume potential means we don't dismiss anyone because we think their diagnosis means they can't learn or because we think they are low. Instead we believe that just like all children and adults their brains are plastic and they have boundless potential with the right teaching, supports and high expectations."

Joanne Picard

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

Why does place matter?

- Historically, Individual Education Plans (IEPs) 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

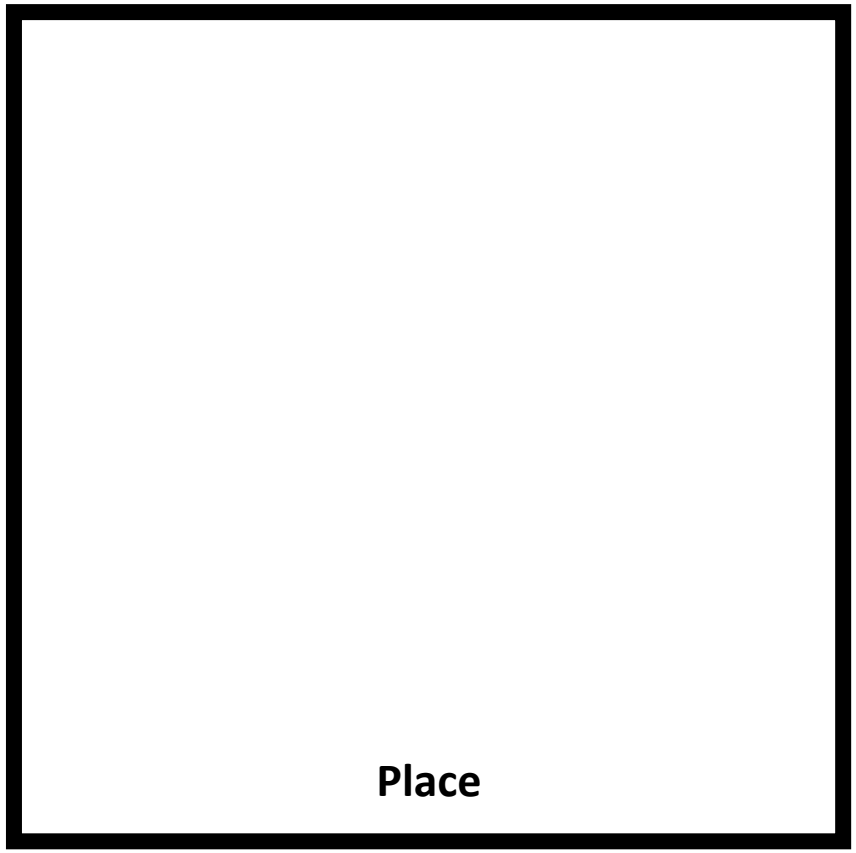
Place Based Planning

Understanding the Role of Place

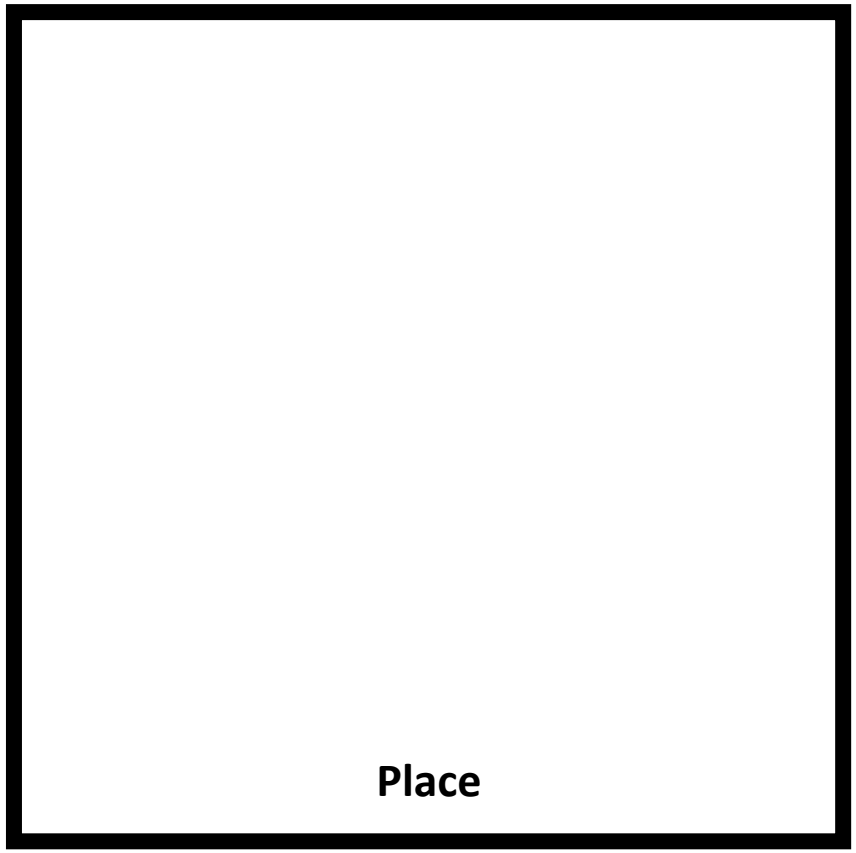
A shift in thinking…

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


Place

Shifting the Paradigm:
Medical Model of Disability



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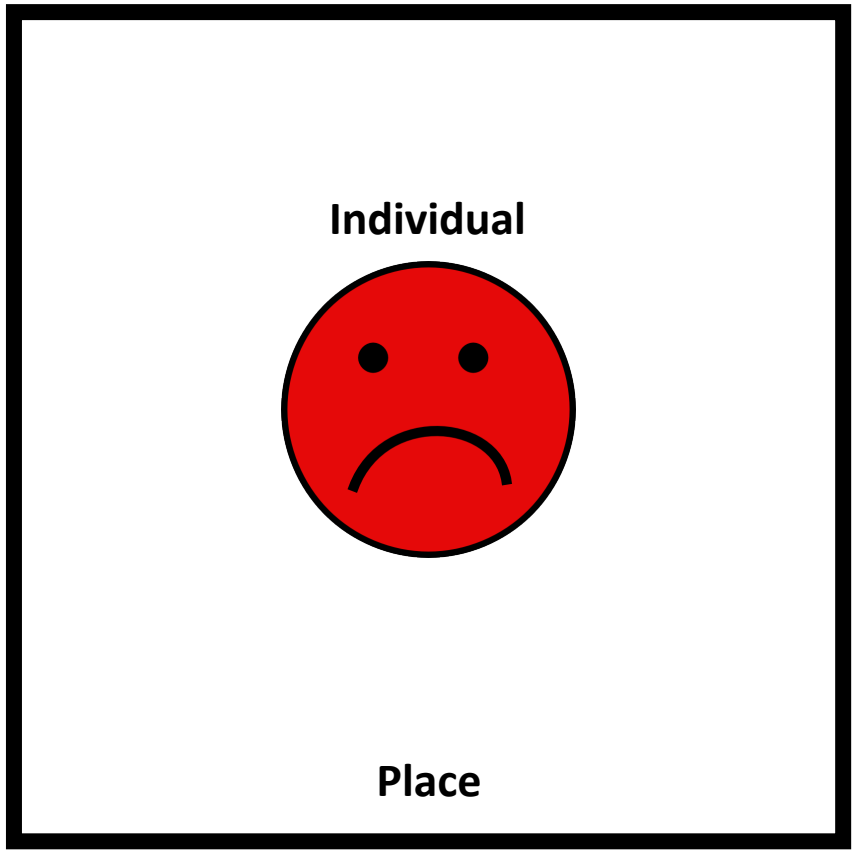


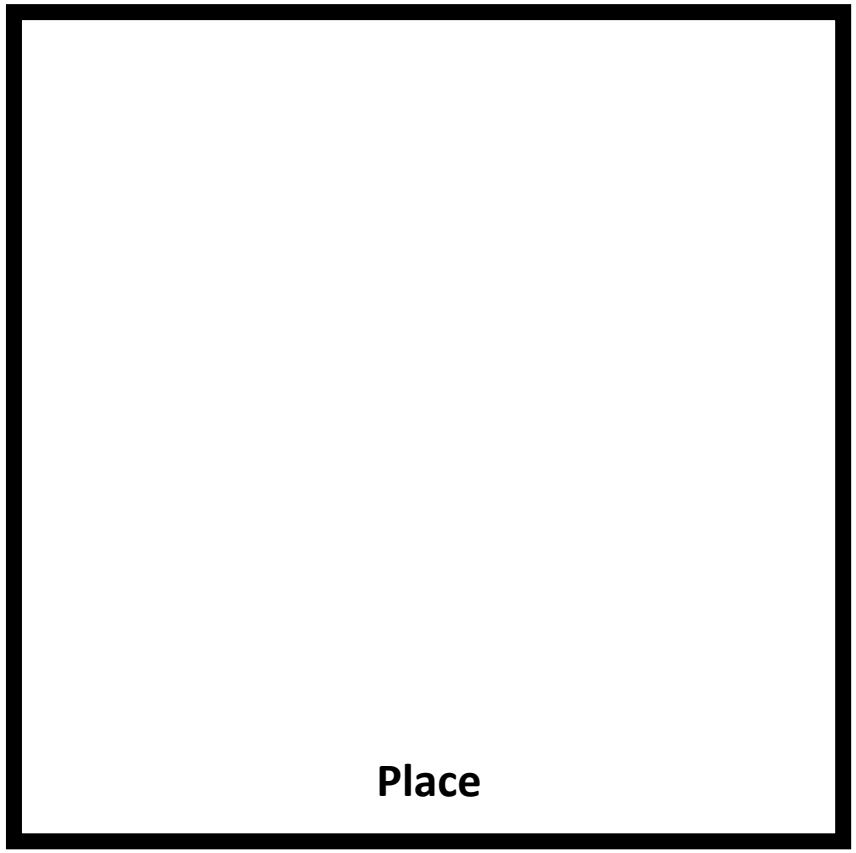
IEP

Special Education

If individual isn't successful

- Remove the individual
- Diagnose the problems in the individual
- Fix the individual
- Individual goes back when they are "ready"
- IEPs are separate from the place

Shifting the Paradigm:
Medical Model of Disability



Individual

IEP

Special Education

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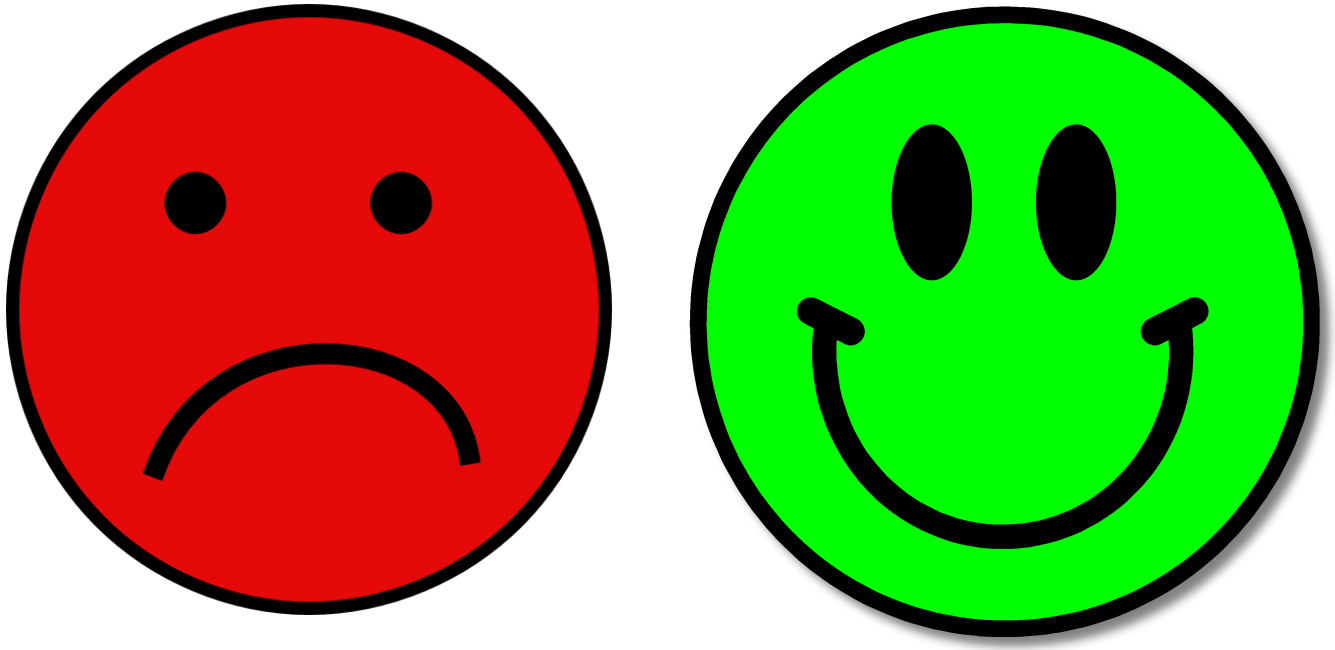
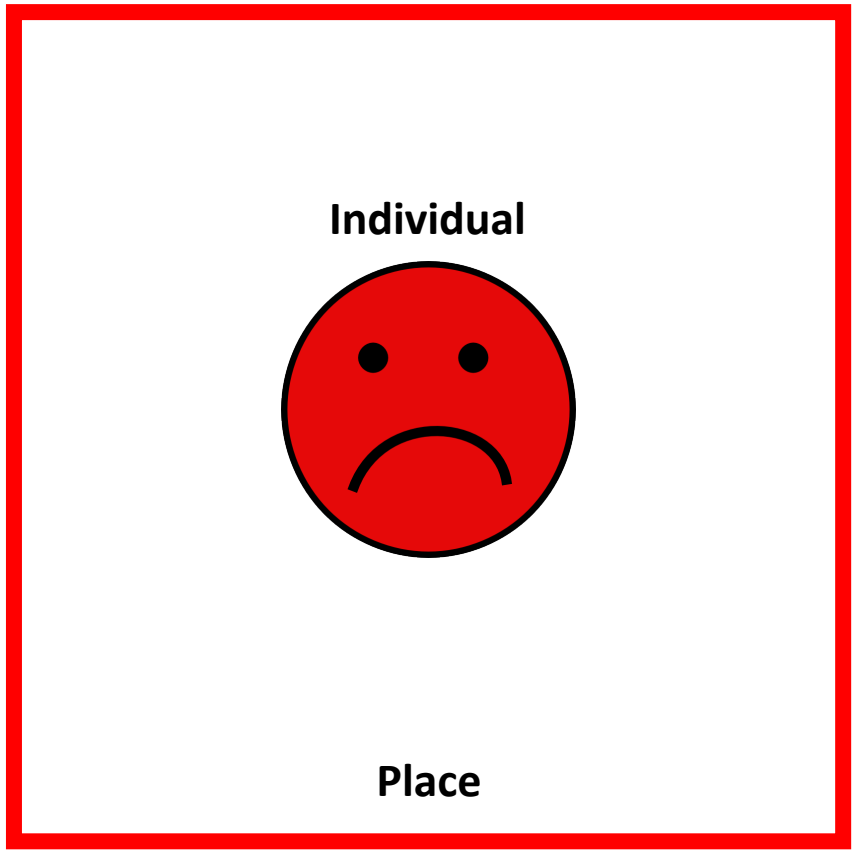
Wait a second….
People with disabilities said:



“I am not broken.”
“I do not need to be fixed!”

Shifting the Paradigm:
Social Model of Disability

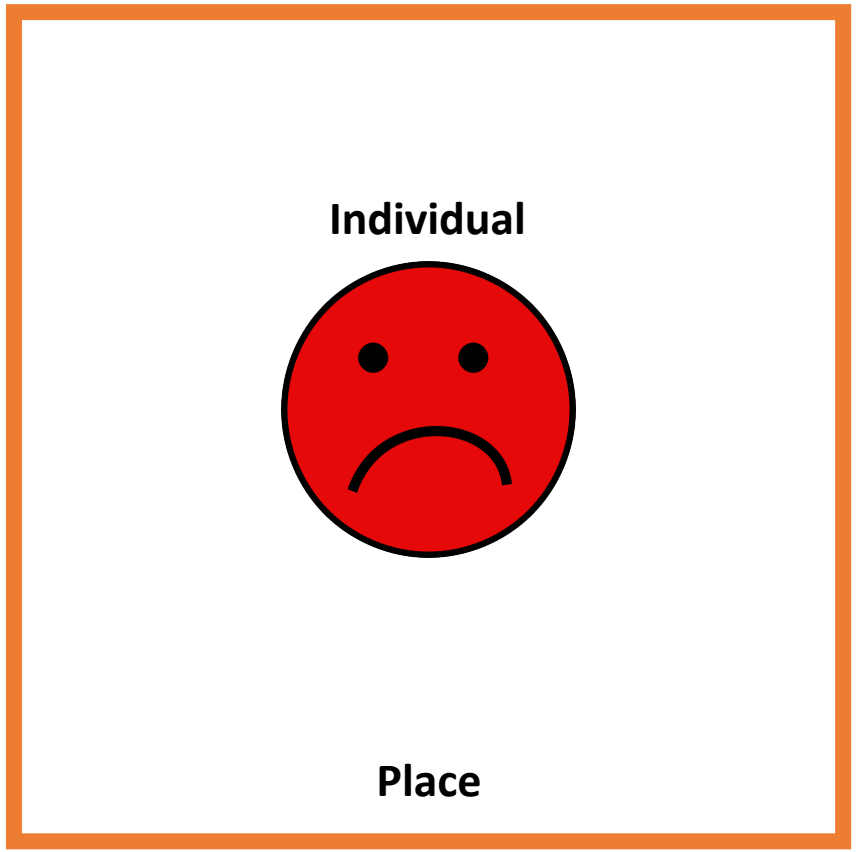


Social Model

If individual isn't successful

- Diagnose the problems in the place
- Fix the place
- Support everyone in the place

Shifting the Paradigm:
Social Model of Disability



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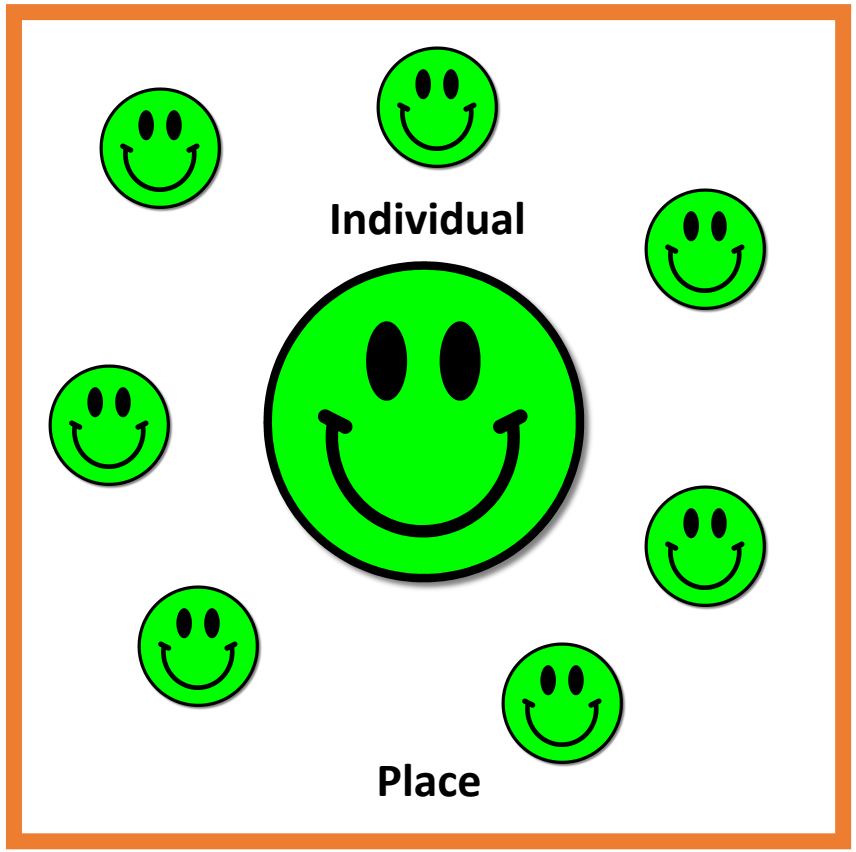


Social Model

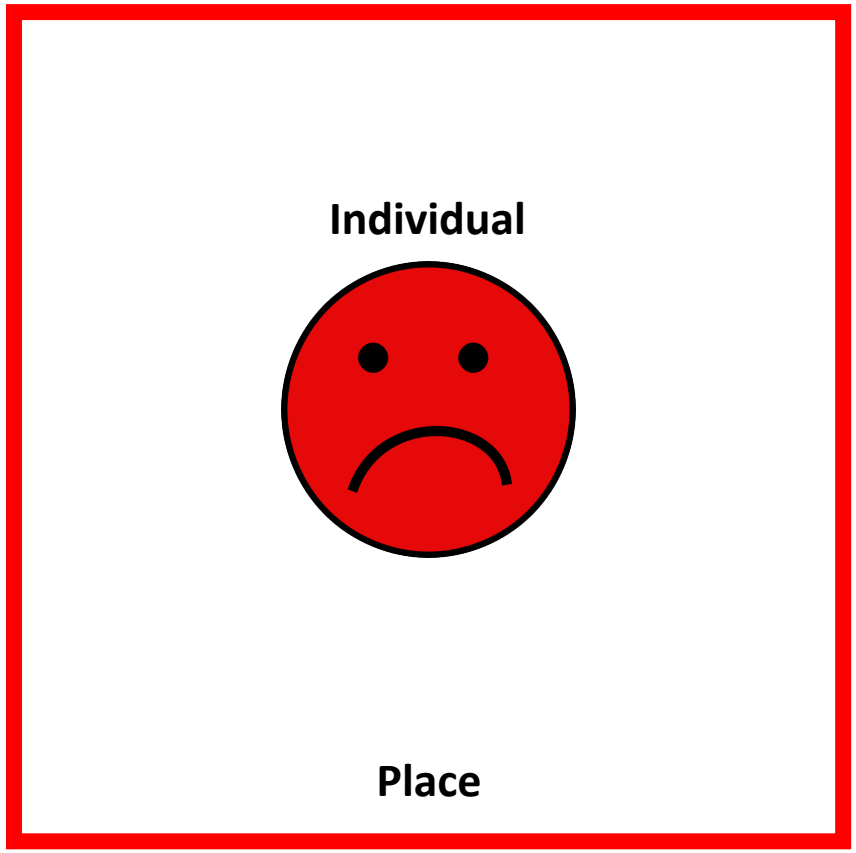
If individual isn't successful

- Diagnose the problems in the place
- Fix the place
- Support everyone in the place

Wait a second….
Teachers said:

“What about all the individual needs in a shared place”

Shifting the Paradigm:
Person-Place Model of Need

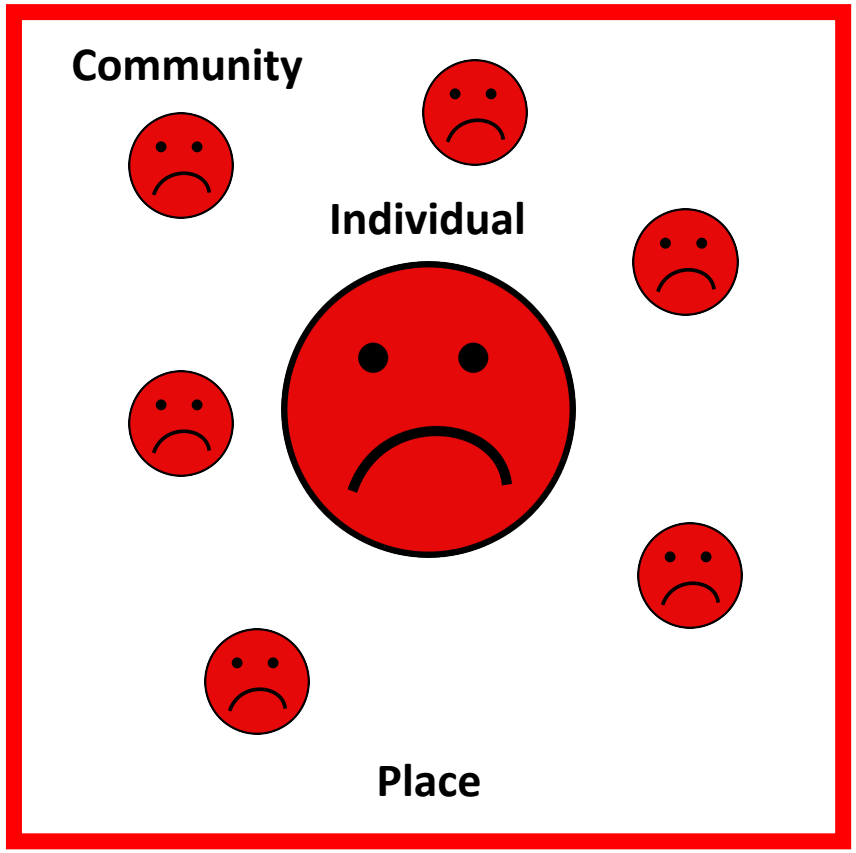


Inclusive Education

If an individual isn't successful

- Determine barriers in place
- Determine needs of the community
- Anticipate supports & strategies based on needs
- Universally apply supports and strategies to ALL

Shifting the Paradigm: **Person-Place Model** of Need



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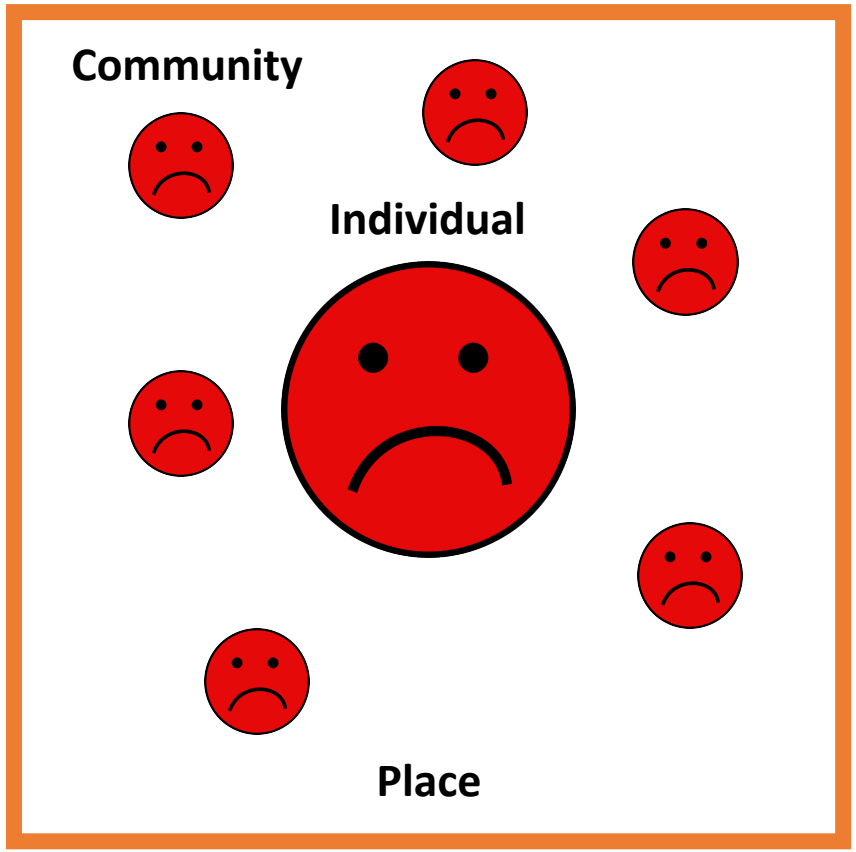

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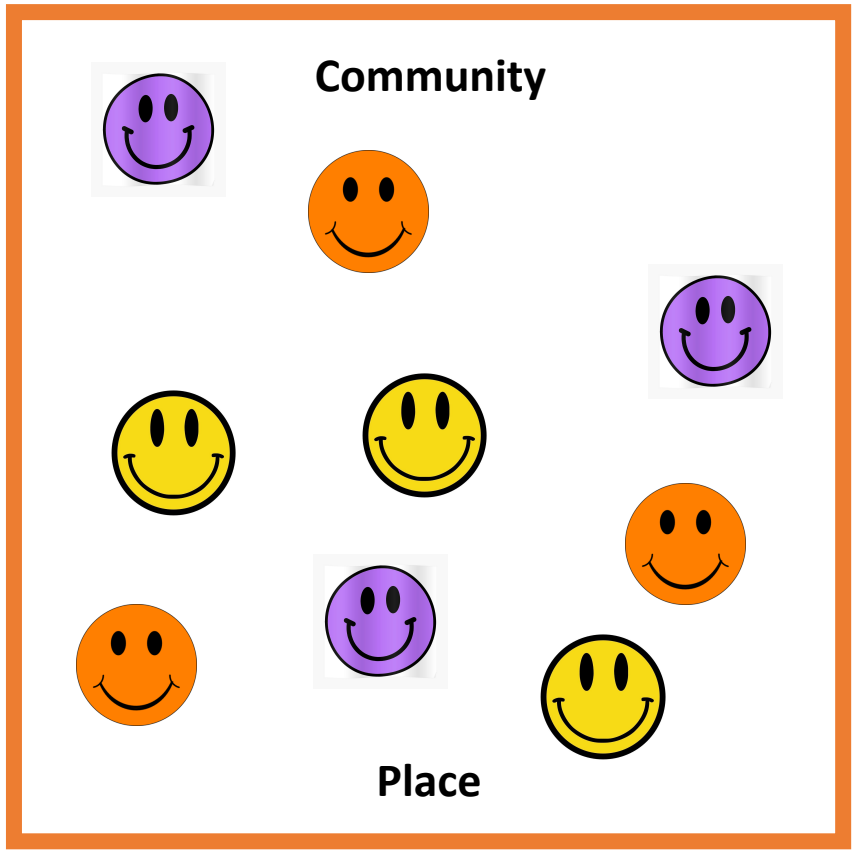

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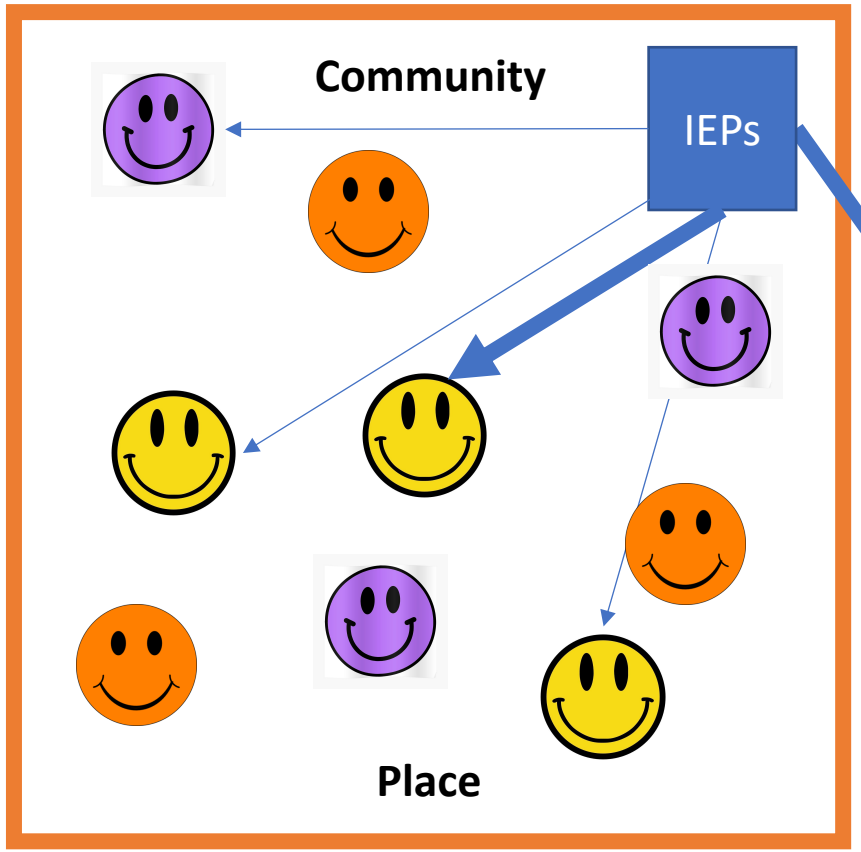

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IEP

- Communicates barriers of individual
- Communicates needs of individual
- Communicates supports & strategies of individual
- Universally applied to everyone in the community
- Blueprint for the place!

Practice: Popcorn

What connections are you making so far?

Medical Model Perspective: Fix the person

Individual not having success in a place: Shelley putting gas in her car in America

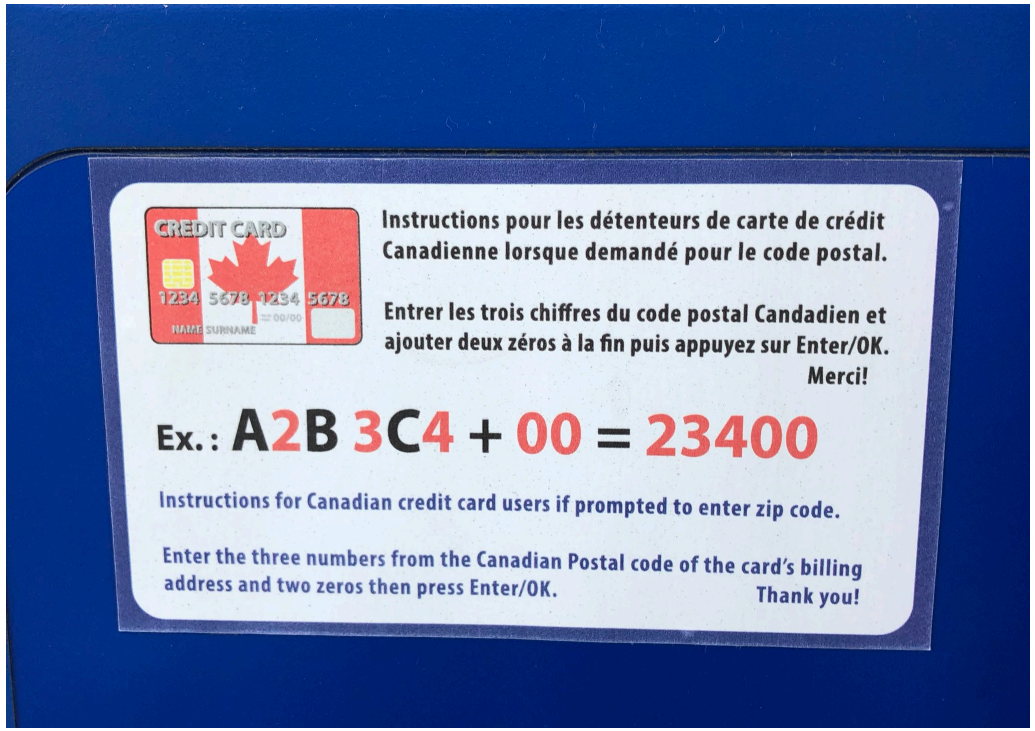
Deficit Model: Shelley can't fill up with gas

Shelley's IEP
S.M.A.R.T goal: Shelley will fill up her car with gas with 90 % accuracy by June 2021 by:
Objective: choosing an individual strategy to help her fill up with gas

Individual Strategies: have extra cash on hand, extra time to fill up, extra room on my credit card, emotional regulation for anger, extra money for airport fill up, try 90210

Person- Place Model of Need

What is the barrier?!
What is getting in the way in the place?
Why can't Shelley fill up with gas?



Fixing the Deficit vs. Removing the Barrier

Person-Place Perspective: Reduce barriers in place, respond to needs of individual

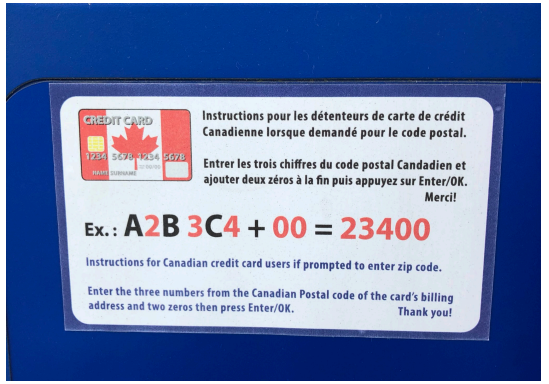
Place: America

Barrier: Gas tank needs a Zip code to pay with a credit card
Shelley's need: Shelley is Canadian and has a postal code

Shelley's IEP
Goal: Shelley can fill up her car with gas by:
Objective: turning her postal code into a zip code

Universal Strategy: Sticker

Individual Supports & Strategies: None



What are the barriers in a community?

(What is getting in the way that is outside of a student control?)

What are the needs of the individuals in a community?

(Needs not disabilities)

How do we anticipate supports & strategies needed for individuals in the community?

(Planned for before, not after)

How can we teach the supports & strategies so ALL students can access and choose?

(Accessing supports & strategies do not affect evaluation or grades)

Creating Learning Statements

- I used to think….

- But now….

Creating Learning Statements - Examples

- I uses to think that community could not be created in virtual learning spaces. But now I think that when we create opportunities for engagement and connection, community can be built anywhere!

- I used to think that inclusion meant making a plan to include a student with a disability into a general education classroom. But now I think that inclusion means making a plan to respond to the diversity of all students but creating a safe place for students to identify and increase the places where they feel like they belong

Evidence of learning: What artifact can represent your learning - Examples

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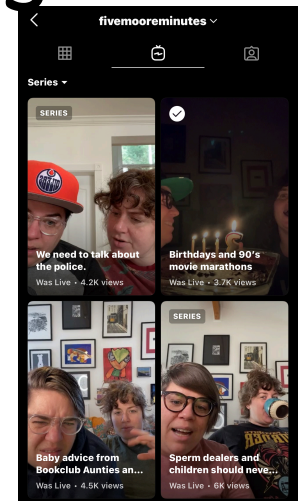
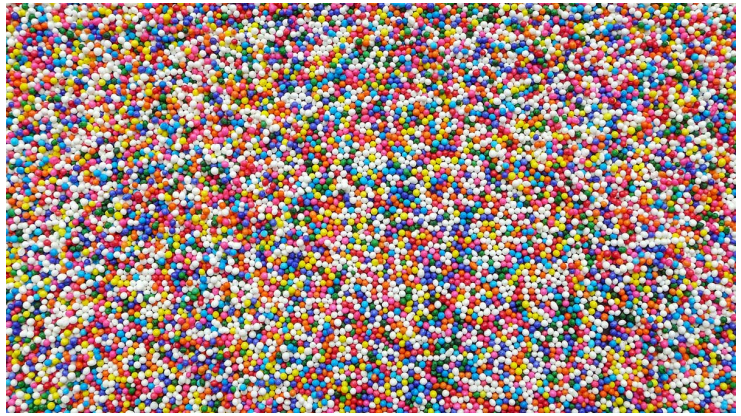


- I used to think that inclusion meant making a plan to include a student with a disability into a general education classroom. But now I think that inclusion means making a plan to respond to the diversity of all students but creating a safe place for students to identify and increase the places where they feel like they belong.



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QUAD 2 & 3

1. Have the Connector open the Team Google Form
2. As a team respond to QUAD Question 2 & 3
3. Have the Connector record responses in Team Google Form

The Quad: Session 2 – 5 Minutes

Q1: What is one action that your team has taken since the series started? What are you noticing?

Q2: Create 1 -2 learning statements about your team's inquiry so far

Our Inquiry Team Name

_____

Q3: How are you collecting evidence of your learning?

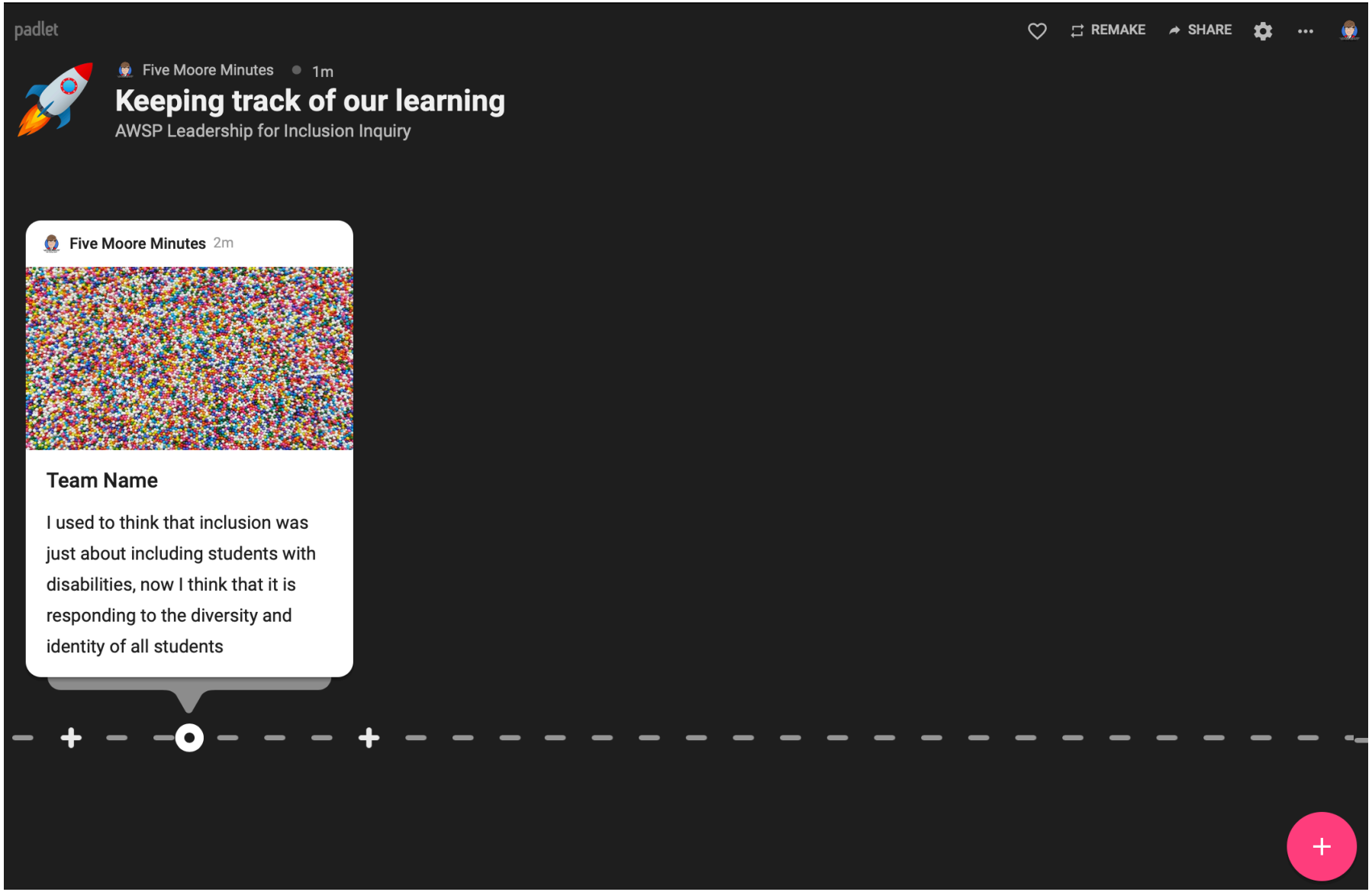
Q4: Create 1 -2 inquiry actions statements describing what your team will try between now and next session

Shelley Moore, 2021

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

https://padlet.com/fivemooreminutes/abn6w77y0fethhqp



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Our plan for today

- Sharing Out
- Participation Protocols
- Quick Review
- P #2: The Importance of Place
- Next Steps & Action Plans
- Resources

Opportunities to Take Action

- Strategies
  - Place Alignment Planner
  - Who am I? Profile
  - Classroom Dimensions Inventory

Place Based Planning

Place Based Planning the ICBIEP

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

Strategy: Place Alignment Planner

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

Place Alignment Planner:

Student:	Grade:	Enrolled Class/ Grade:	Start Date:	Next Check in Date:
Plan is Aligned to:	☐ Academics	☐ Electives	☐ In-School Activities	☐ Out-of-School Activities

Student interest and/or Family Priority	Possible Place Opportunities (Typical Peer Opportunities)	Aligned	Next Step	As soon as Possible:	Not a priority at this time:
		What this means: Student is enrolled and attending **Next Step:** Inclusive IEP Goals for Place	**What this means:** Student is enrolled and attending sometimes **Next Step:** Plan for and prepare place (Target teachers & peers)	**What this means:** Student is enrolled, not yet attending **Next Step:** Plan for new place (Target student & family)	**What this means:** Student is receiving supplemental programming **Next Step:** Re-evaluate student needs at next check in

Place Alignment Planner: Elementary

Student: Vinaj P.	**Grade:** 2	**Enrolled Class: Ms. Yee Grade 2**	**Start Date:** October 15, 2020	**Next Check in Date:** Nov. 30, 2020
Plan is Aligned to:	√ **Academics**	√ **Electives**	☐ **In-School Activities**	☐ **Out-of-School Activities**

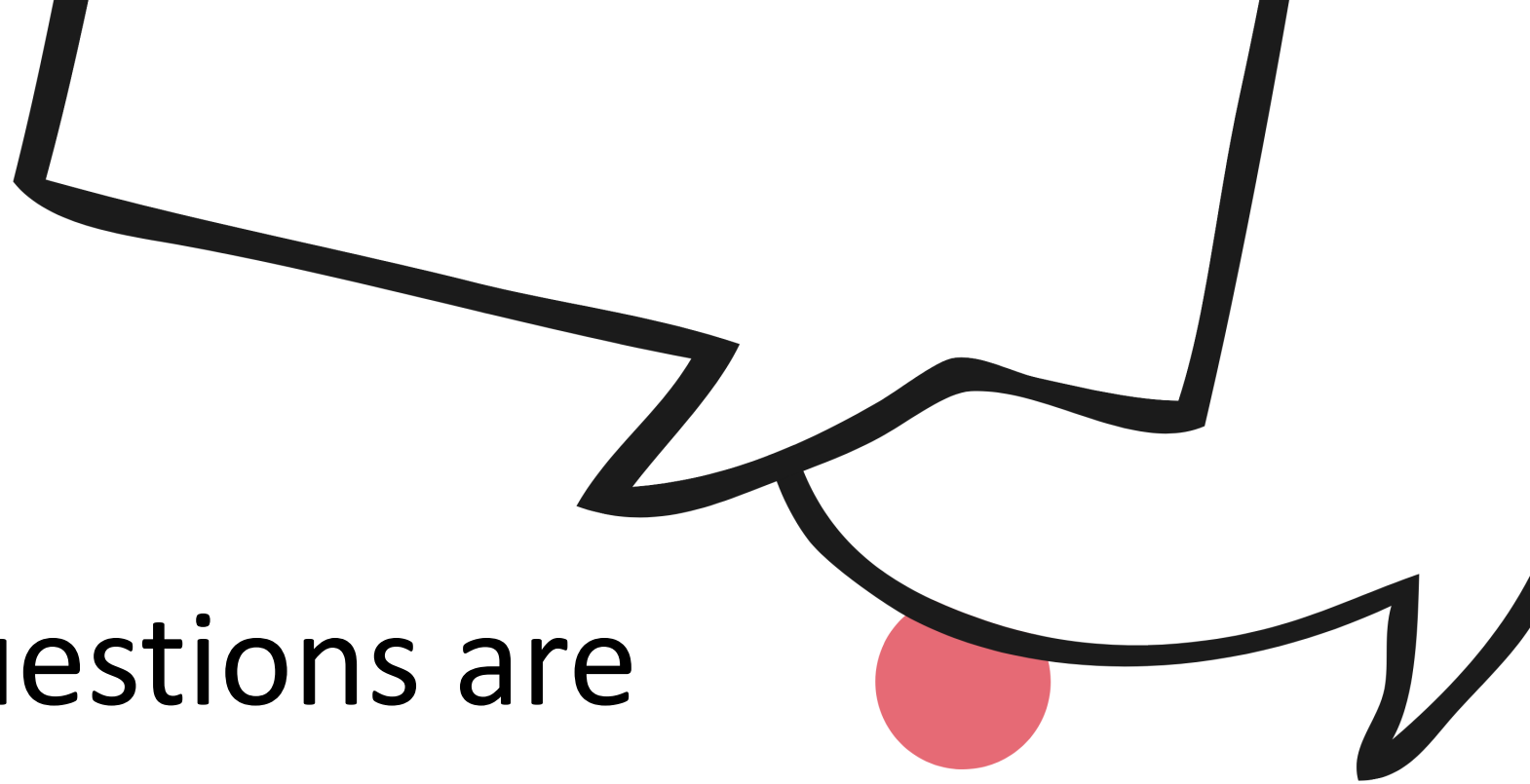
Student interest and/or Family Priority	**Possible Place Opportunities** (Typical Peer Opportunities)	**Aligned** **What this means:** Student is enrolled and attending **Next Step:** Inclusive IEP Goals for Place	**Next Step** **What this means:** Student is enrolled and attending sometimes **Next Step:** Plan for and prepare place (Target teachers & peers)	**As soon as Possible:** **What this means:** Student is enrolled, not yet attending **Next Step:** Plan for new place (Target student & family)	**Not a priority at this time:** **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. **Grade:** Grade 11	**Enrolled Classes:** Grade 11 Cohort	**Start Date:** Feb. 6, 2019	**Next Check in Date:** Oct. 1, 2019
Plan is Aligned to:	**√ Academics**	**√ Electives**	**☐ In-School Activities**	**☐ Out-of-School Activities**

Student interest and/or Family Priority	**Possible Place Opportunities** (Typical Peer Opportunities)	**Aligned** **What this means:** Student is enrolled and attending **Next Step:** Inclusive IEP Goals for Place	**Next Step** **What this means:** Student is enrolled and may or may not be attending **Next Step:** Plan for and prepare place (Target teachers & peers)	**As soon as Possible:** **What this means:** Student is not yet enrolled or attending **Next Step:** Plan for new place (Target student & family)	**Not a priority at this time:** **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		•		

Practice: Popcorn



What questions are coming up?

Place Based Planning the ICBIEP

Who am I in this place?

Student Dimensions: Who am I?, (not who I am NOT?) in this place?

Stretches

Goals

Strengths

Identities

What are my dimensions?

Strategies

Interests

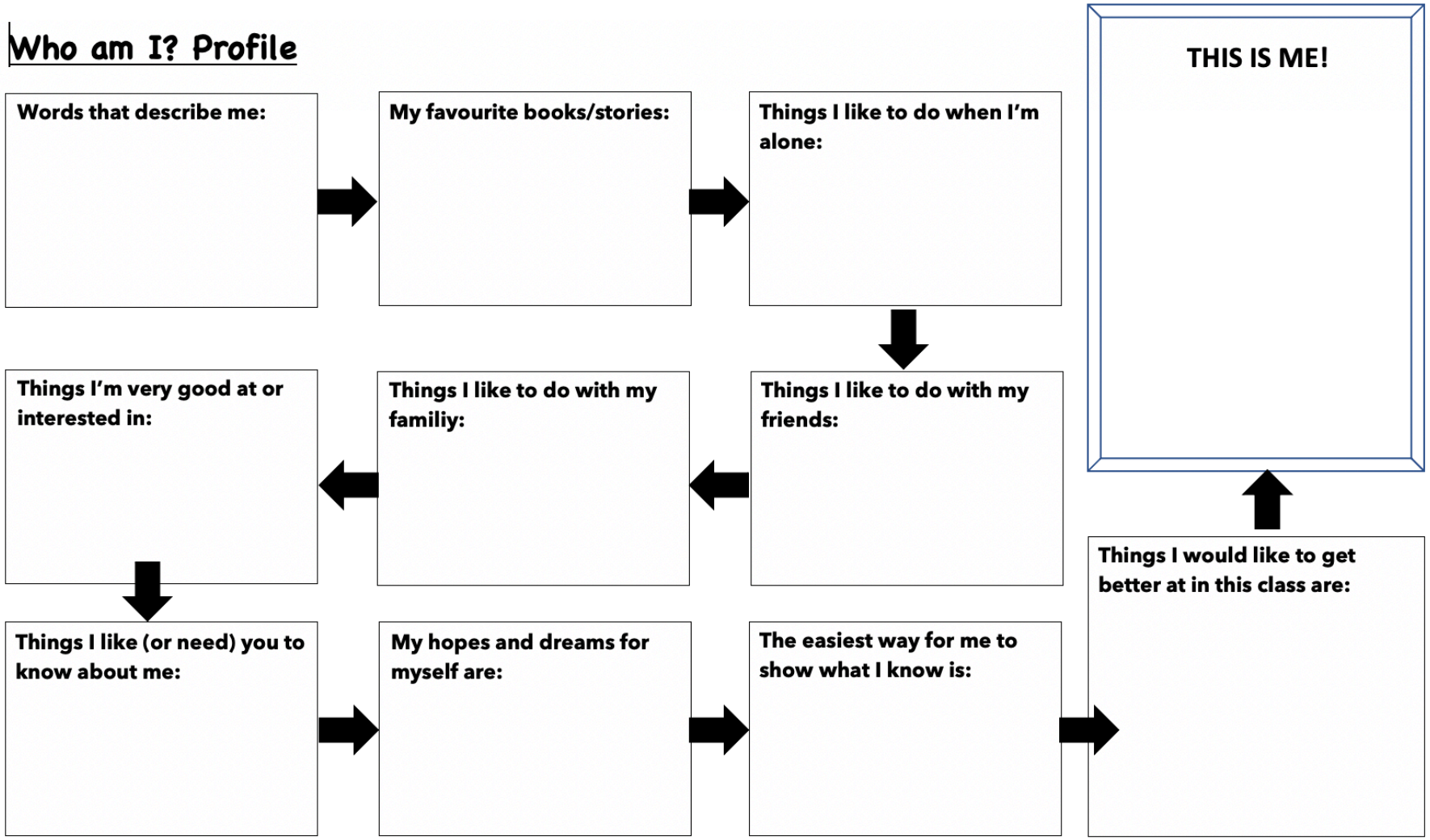
Needs

Supports

Strategy: Who am I? Profile

- For all students in an inclusive classroom to share their voice
- Helps classroom teams get to know students from a strength-based perspective

Who am I? Profile



Brownlie & Schnellert, 2011

Who am I? Profile

Shelley Moore, 2021

Help us get to know _____!

Person	Identities	Interests	Strengths	Stretches	Needs
Your name _____ How do you know _____?	Who is _____? What words would you use to describe _____?	What is _____ interested in? What does _____ like to do on their own, with their family and friends?	What is _____ good at? What could _____ teach others?	What is hard for _____ but they can still do? What do you think is is something _____ wants to get better at?	What does _____ need a lot of support wit? What is something that _____ might not be able to do on their own yet?
Person 1: _____					
Person 1: _____					
Person 1: _____					
Person 1: _____					

Helping to build a student profile

S. Moore, 2020 adapted from Brownlie & Schnellert, 2011

Help us get to know Juni!

Person	Identities	Interests	Strengths	Stretches	Needs
Your name _____ How do you know _____?	Who is **Juni**? What words would you use to describe **Juni**?	What is **Juni** interested in? What does **Juni** like to do on their own, with their family and friends?	What is **Juni** good at? What could **Juni** teach others?	What is hard for **Juni** but she can still do? What do you think is is something **Juni** wants to get better at?	What does **Juni** need a lot of support wit? What is something that **Juni** might not be able to do on his own yet?
Person 1: Rita Mom	Kind, Strong, Smart	Watching me sew, taking pictures with my phone	Patience, she notices everything, she's so observant	Waking up! Trying new foods	Calming down when she is upset or frustrated, sleeping, eating enough
Person 2: Frank Dad	An athlete, she's happy, but don't get her mad, we are Ukrainian!	Watch Great British Baking Show with her mom Watching salmon in the river, helping me bake	A great listener, being present	Independence, connecting	She worries I think, I wonder if her worrying gets her upset
Person 3: Kiran Friend	Nice, funny	BC Lions, playing with water, we go to the movies, we watched Star Wars	I dunno, we hangout and just talk and stuff	Maybe Juni wants to get better at football	I think Juni would love to talk more, but I think maybe she needs an iPad and that's ok to talk with too
Person 4: Matty Younger cousin	We play, funny	Whale Sharks, camping, swimming	She plays with me	Its hard for Juni to talk sometimes, but I know when she likes something, and she likes me	Maybe talking more

Helping to build a student profile

S. Moore, 2020 adapted from Brownlie & Schnellert, 2011

Help us get to know Juni!

Person	Identities	Interests	Strengths	Stretches	Needs
Your name _____ How do you know _____?	Who is **Juni**? What words would you use to describe **Juni**?	What is **Juni** interested in? What does **Juni** like to do on her own, with her family and friends?	What is **Juni** good at? What could **Juni** teach others?	What is hard for **Juni,** but she can still do? What do you think is something **Juni** wants to get better at?	What does **Juni** need a lot of support with? What is something that **Juni** might not be able to do on her own yet?
Person 1: Mr. Lopez Teacher	Strong willed, smart, keen, a learner	Reading with her classmates, science topics	Being with her peers, she notices everything, asking for help	Communicating with her peers	Reading (decoding)
Person 1: Benny EA	Funny, a learner!	Taking naps/ resting, fashion – always well dressed	She knows what she likes, communicating when she's frustrated	Making friends	Fatigue
Person 3: Ms. Turner SLP	So joyful!	Sights and sounds around her	Making choices, using picture symbols	Using the iPad for augmentative communication	Support for her communication e.g. wants and needs, asking questions
Person 1: Jennifer Classmate	Happy, friendly	Dancing, playing tennis, camping	She's good at playing, and singing, she has great style- love her hair	talking	I'm not sure
Person 1: Bilal Classmate	Funny, sometimes she's mad and makes a lot of noise	Reading, laughing, video games	She's a good friend, She is special to me	Video games	Talking

Helping to build a student profile

S. Moore, 2020 adapted from Brownlie & Schnellert, 2011

Help us get to know Juni!

Person	Identities	Interests	Strengths	Stretches	Needs
Your name _____ How do you know _____?	Who is **Juni**? What words would you use to describe **Juni**?	What is **Juni** interested in? What does **Juni** like to do on her own, with her family and friends?	What is **Juni** good at? What could **Juni** teach others?	What is hard for **Juni,** but she can still do? What do you think is something **Juni** wants to get better at?	What does **Juni** need a lot of support with? What is something that **Juni** might not be able to do on her own yet?
Person 1: Mr. Lopez Teacher	Strong willed, smart, keen, a learner	Reading with her classmates, science topics	Being with her peers, she notices everything, asking for help	Communicating with her peers	Reading (decoding)
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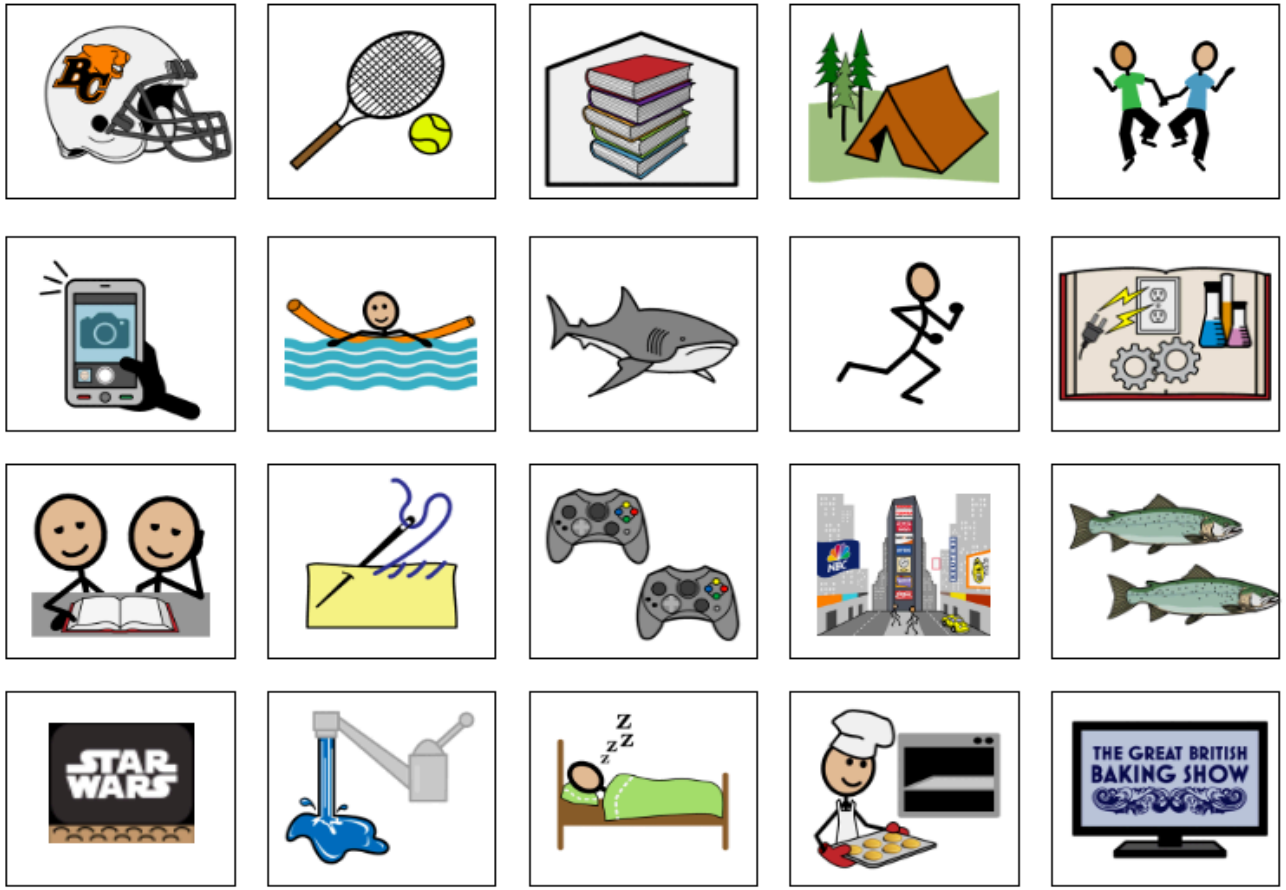
Helping to build a student profile

S. Moore, 2020 adapted from Brownlie & Schnellert, 2011

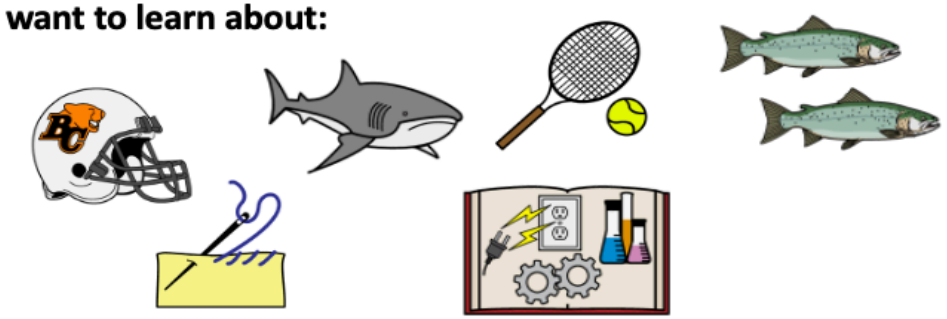
Building my Student profile: What are my INTERESTS?



Building my Student profile: What are my INTERESTS?

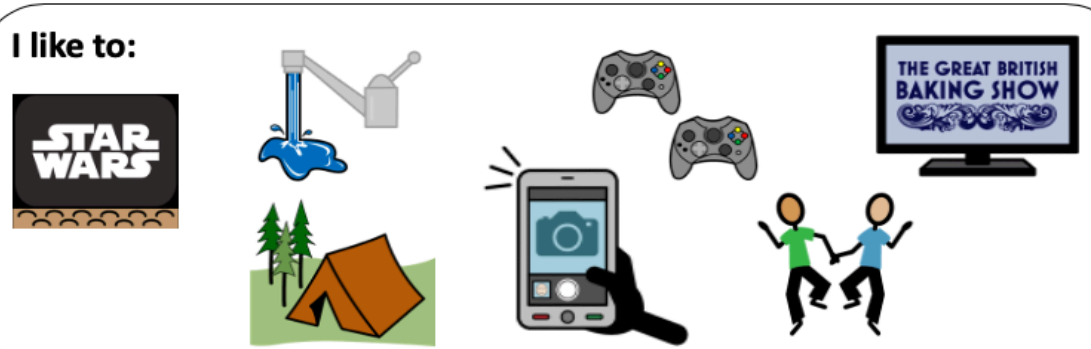
INTERESTS can be things we want to learn more about.

I want to learn about:

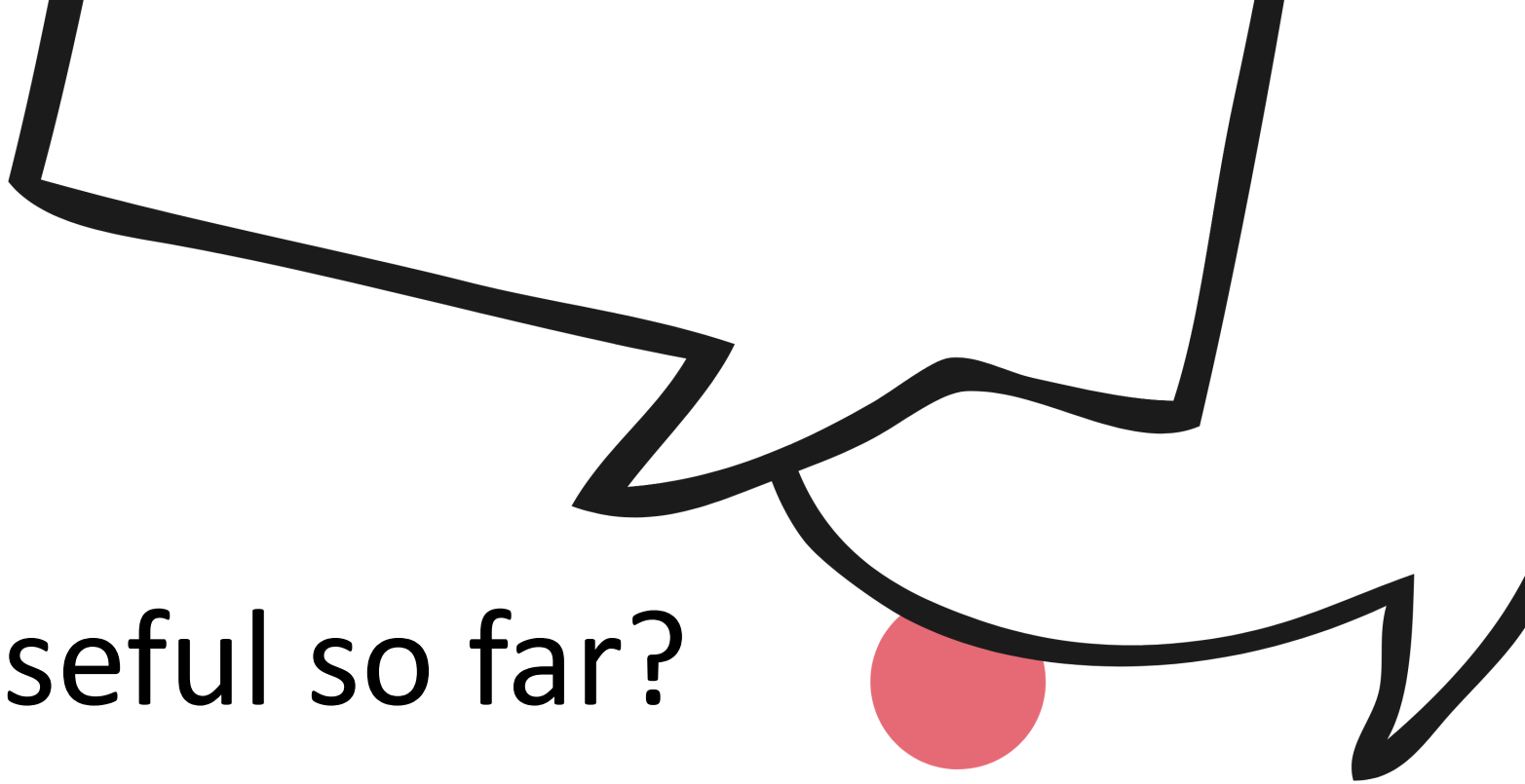


INTERESTS can be things like to do on our own, with out family, or with our friends.

I like to:



Practice: Popcorn



What is useful so far?

Place Based Planning the ICBIEP

Who are we in this place?

Strategy: Classroom Dimensions Inventory

- A way for classroom teams to collate responses from student Who am I? Profile
- Allows teams to find patterns and anticipate needs of the community

Classroom Dimensions Inventory

Class:		Teacher			Date:	
Student	**Identities**	**Interests**	**Strengths**	**Stretches**	**Needs**	**Supports**

Shelley Moore, 2021

Subject:		Grade:	Year:			
Student	**Interests**	**Strengths**	**Stretches**	**Supports Needed**		
				Behavioural	Social/ Emotional	Curricular
1. Tamina YYY YYY Gifted	Piano, rugby	Visual, logical, mathematical, learning style, critical thinking, inferencing, language skills, mathematical skills	Leadership skills, opportunities to integrate learning from various disciplines, using critical thinking skills across the curriculum			
2. Rosa Mendes T TT Emotional/behavioural	Reading, music	Reading, auditory memory skills, visual learner, auditory learner	Self advocacy skills, attention skills, self regulatory skills	✔	✔	
3. Triple H H HH Autism	P.E. (individual games; badminton), drawing	Visual learner, gross motor skills, attention skills, attention to topics and activities of interest	Self regulatory skills, augmentative communication skills, daily living skills, functional literacy and numeracy skills, personal care		✔	✔
4. Sheamus L LL Developmental disability	Computers, presentations	Oral language, gross motor skills, kinaesthetic/tactile, social skills with adults, basic computational skills	Reading skills, processing speed, abstract reasoning, organizational skills, personal care/self help skills, visual and memory skills	✔	✔	✔
5. Primo Z ZZ Learning Disability	Computers, P.E. (track)	Mathematical skills, computer keyboarding skills, gross motor skills, oral communication	Self advocacy skills, organizational skills, attention skills, social skills, writing skills		✔	✔
6. Alexa Bliss I II Intellectual Disability	P.E.(soccer), Likes to be the group leader	Kinaesthetic/tactile learner, self advocacy skills, visual learner, gross motor skills	Problem solving skills, reading and writing skills, mathematical skills, research skills, oral language skills			✔

6. Alexa Bliss I II Intellectual Disability	P.E.(soccer), Likes to be the group leader	Kinaesthetic/tactile learner, self advocacy skills, visual learner, gross motor skills	Problem solving skills, reading and writing skills, mathematical skills, research skills, oral language skills			✔
7. AJ Styles ADHD	Art, P.E. (dodgeball)	Fine motor skills	Attention skills, behavioural skills	✔		
8. Brock Lesnar	Reading, running	At grade level, gross motor skills				
9. Bubba Ray Dudley	Polo, pottery	Visual/kinaesthetic learner	Expressing ideas		✔	
10. Fandango	Puzzles, singing	Fine motor skills, performing	Expressing ideas			✔
11. Stardust	Cosplaying, taxidermy	Interacting with others, performing, fine motor skills	Math – numeracy			✔
12. Nature Boy Ric Flair	Acting, wrestling	Performing, presentations, gross motor skills	Accessing prior knowledge			
13. Heath Slater	Ice skating, quilting	Fine motor skills, gross motor skills, performing	Reading			
14. John Cena	Sky diving, hunting	Gross motor skills, courage				
15. The Rock	Origami, geocaching	Fine motor skills, map skills	Self Regulation	✔		
16. R-Truth	Photography, martial arts	Gross motor skills, creative, self regulation	Writing, reading			
17. Titus O'Neill	Card collecting, baseball	Gross motor skills, organization	Communication Penicillin Allergy			
18. The Undertaker	Pokemon Go, sculpting	Patience, perseverance	Staying on task			
19. Alicia Fox	Reading, astronomy	Attentive, reading skills	Difficulty communicating thoughts/feelings		✔	
20. Becky Lynch	Gongoozling	Patience, individual tasks	Isolated/whispers/no friends		✔	
21. Nikki Bella	Laser tag, disc golf	Gross motor skills,	Communication skills,		✔	

Taking Action: Choose your Challenge

- Your team:
  - **Needs** watch the 5MM video (March 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

Everyone

Choose your challenge

- **Can:** to construct a place-based strategy with a school team (i.e. Place Alignment planner, Who am I? Profile, Classroom Inventory
- **Could:** choose another resource and talk to someone not on your team about what you are learning
- **Can try:** 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

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Inquiry Action Statements

How can we _____ by _____,

(goal) (actions)

And we will try to capture our learning by _____.

(evidence)

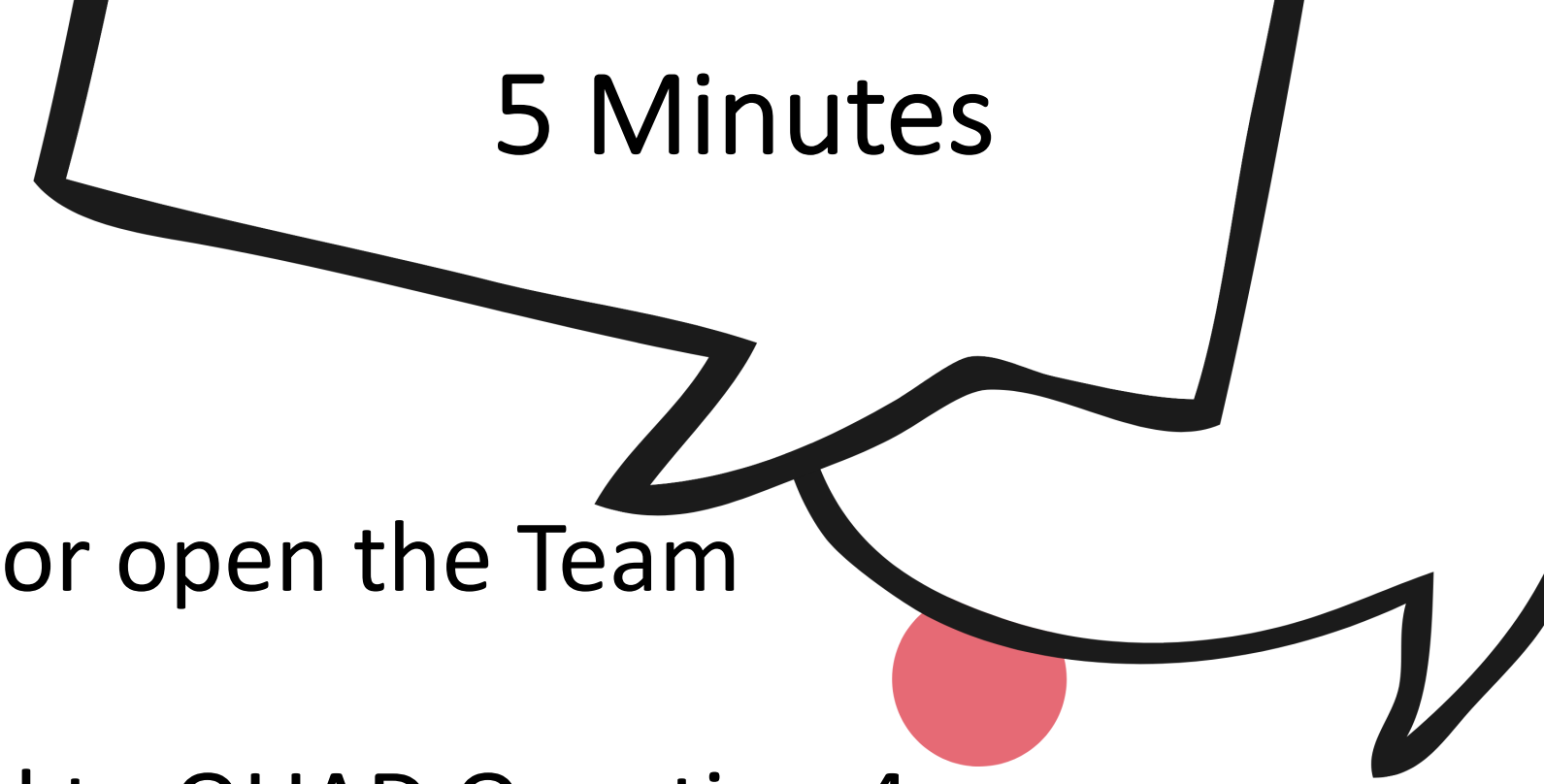
Example

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



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

The Quad: Session 2 – 5 Minutes

Q1: What is one action that your team has taken since the series started? What are you noticing?

Q2: Create 1 -2 learning statements about your team's inquiry so far

Our Inquiry Team Name

_____

Q3: How are you collecting evidence of your learning?

Q4: Create 1 -2 inquiry actions statements describing what your team will try between now and next session

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

Our plan for today

- Sharing Out
- Participation Protocols
- Quick Review
- P #2: The Importance of Place
- Next Steps & Action Plans
- Resources

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.

For Next Session

1. Bring the evidence of what you tried!

Next Session

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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@tweetsomemoore

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www.fivemooreminutes.com

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LEADERSHIP FOR INCLUSION

A Five-Part Inquiry Series with Shelley Moore

ASSOCIATION OF WASHINGTON SCHOOL PRINCIPALS