

THE INFRASTRUCTURE OF INCLUSION

Learning Series

Session 3: All students are within proximity to and participating in learning with peers

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@fivemooreminutes

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**



Welcome!

Our Plan Together

November 12: Kick Off – What are the **guiding conditions** of inclusion?

January 24 : Guiding Condition #1: All Students are **presumed competent**

February 5: Guiding Condition #2: All students are **placed** in inclusive classrooms

February 19: Guiding Condition #3: All students are within **proximity to** and **participating in** learning with **peers**

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

March 25: Guiding Condition #5: All students are **planned for** from the start

Infrastructure on Inclusion

Central Valley School District

What are you hoping to take away from this series?



Knowledge

More information on inclusive practices to ensure every student is successful in a general education setting.

To find ways to make core curriculum accessible to all students

Ideas for improving practice around inclusion

Best Practices

Best practices of inclusion and help make it as successful as possible for all students.

What is a question that is coming up for you?



How to get all key players on board when the work is challenging?

Student choice

How do we balance student choice and inclusion practices while still addressing skill deficits?

How to phase this in to high school and still provide individualized support to learners that still need one on one or smaller classes

What are some simple ways to start working toward an inclusionary model in your school?

What is one thing you are learning in this series?



Awareness

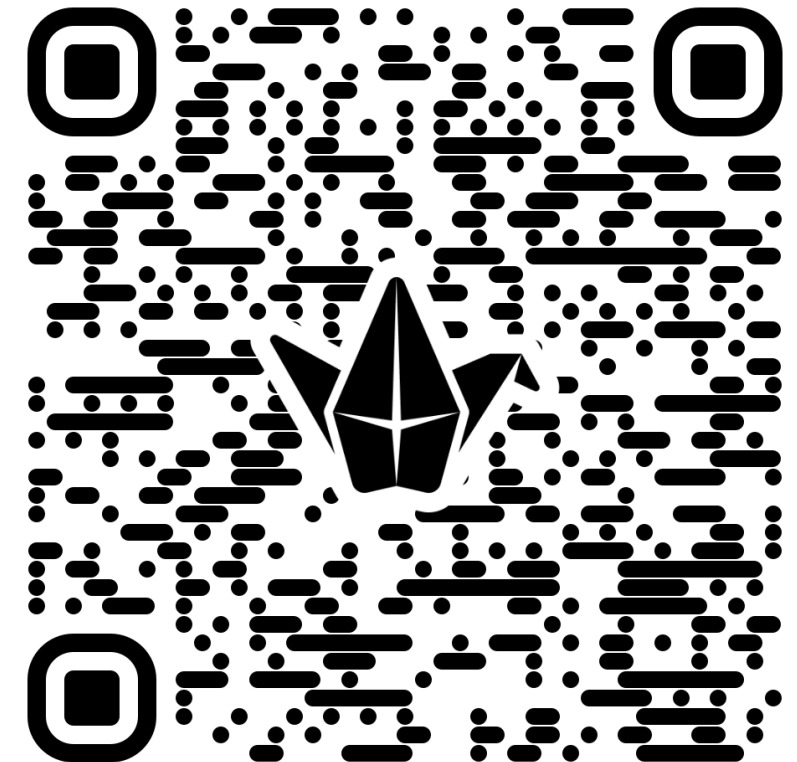
We are bringing more awareness to inclusion for staff and students. One way we are doing this is by having some of our students that are in our Extended Resource Program join the morning announcements.

I have been challenging my understanding of what inclusion can look like. This is drawing me into conversations with other educators.

Learning

I am learning clearer definitions of important topics within the umbrella of inclusionary practices

What is one thing you are changing in your practice based on your learning in this series?



Guiding Conditions of **inclusion** describe that all students...

are **PRESUMED**
competent and
as having
POTENTIAL

are **PLACED** in
and attending
inclusive
classrooms and
schools

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

have
PURPOSEFUL
roles and
responsibilities

are **PLANNED** for
from the start

Guiding Conditions of **inclusion** describe that all children & youth...

are **PRESUMED**
competent and
as having
POTENTIAL

are **PLACED** in
and attending
inclusive
programs

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

have
PURPOSEFUL
roles and
responsibilities

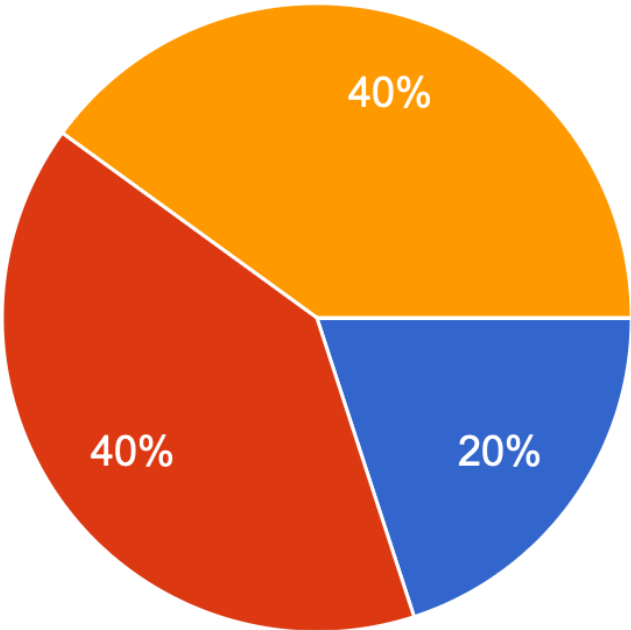
are **PLANNED** for
from the start

Place: Students with Disabilities are Placed in Inclusive Classrooms and Schools

	Access	Essential	Developing	Confident	Extending
	Awareness	Attitudes	Practices	Collaboration & Communication	Personal & Professional Growth
Students with Disabilities are Placed in Inclusive Classrooms and Schools	<ul style="list-style-type: none"> School has a self-contained and/or segregated program for students with disabilities and are aware that a shift towards more inclusive programming needs to occur School and staff are aware that there are students missing from their classroom and/or school community School and staff are aware of barriers to enrollment, including physical facilities, learning materials, technology, professional development, attitudes, etc. Staff have been provided research and had opportunities to hear from self-advocates and families with lived experience on the value and impact of inclusive enrollment and attendance All students are enrolled in a grade-based homeroom classroom with their peers 	<ul style="list-style-type: none"> Students with disabilities are enrolled in interest and strength based elective classes with their peers Decisions on enrollment are influenced by positive attitudes and beliefs of the classroom teacher towards Disability and inclusion School and staff are working towards increasing enrollment for students with disabilities who have not historically attended the school and/or classrooms with peers Attendance of students with disabilities in increasing/ a plan is in place to increase attendance Students and families are consulted about which classes to enroll student with disabilities in Students with disabilities are enrolled in classes first to ensure there is adequate space Enrollment numbers for students with disabilities in elective and academic classrooms are increasing 	<ul style="list-style-type: none"> Attendance and retention rates of students with disabilities who are enrolled reflect rate of students without Disabilities School keeps track of and decreases disproportionality data including disciplinary actions, school completion, graduation, enrollment and attendance rates All students attend school for the full number of hours as directed by law Students with disabilities are given equal opportunity to enroll and attend any elective and academic class with their peers Students with Disabilities attend and can access grade level curriculum and instruction Students with Disabilities receive supplemental services outside of instructional time 	<ul style="list-style-type: none"> Classroom teachers are collaborating with support teachers and support staff to ensure placement within the class in purposeful School is receiving positive feedback from students and families about enrollment and attendance School is offering information about the importance of diversity and inclusion that include Disability to the community School/ District has a process of reporting and tracking exclusionary events and practices School implements a layered support model that allows for services to be offered to students in more universal ways 	<ul style="list-style-type: none"> Staff are seeking out missing Disabled voices in their classes and advocating for inclusive placement for students with disabilities School and staff are addressing bias in the disproportionality of data being gathered School and staff are addressing exclusion being reported by students and families Staff are provided opportunities and attending professional development on universal design and layered support models Staff are provided opportunities to collaborate to support students in universal and needs based ways

Reflect on your own context, where do you think you community falls in the placement (enrolment and attendance) of students with Disabilities:

5 responses



- Access: Members of the community are aware that not all students are enrolle...
- Essential: Enrolment and attendance of students with Disabilities in inclusive c...
- Developing: All students are given equal opportunity to enrol and attend any an...
- Confident: All students have access to grade level curriculum and instruction...
- Extending: Member of the community are intentionally collaborating to learn...

Based on the column you chose, what is one goal that you could focus on in your context?

5 responses

How can we better prepare the adults for meeting the needs of all students in general education class?

Training and support for General Education teachers to incorporate all students creating meaningful experiences.

Take a look at students to determine if they can add an inclusive class

I would like to start with playing with the Place Alignment Planner form. I like the idea and want to invite the meaningful conversations that come from it.

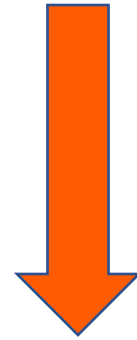
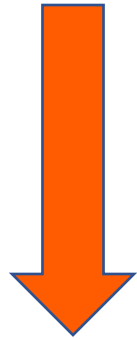
Completing the Place Alignment Planner for students in our ER Program.

How do we increase
opportunities for

proximity & participation

with peers?

Location vs. Place



Existence vs. Belonging

Place Based Planning

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

Place can influence what an individual's **identities, roles, responsibilities** and **contributions** are

Place **connects** individuals within a **community** to each other

Place can **influence barriers** that individuals are experiencing

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



Place Based Planning

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

Place can influence what an individual's **identities, roles, responsibilities** and **contributions** are

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Place can **influence barriers** that individuals are experiencing

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





What is the role of peers
in supporting inclusion?



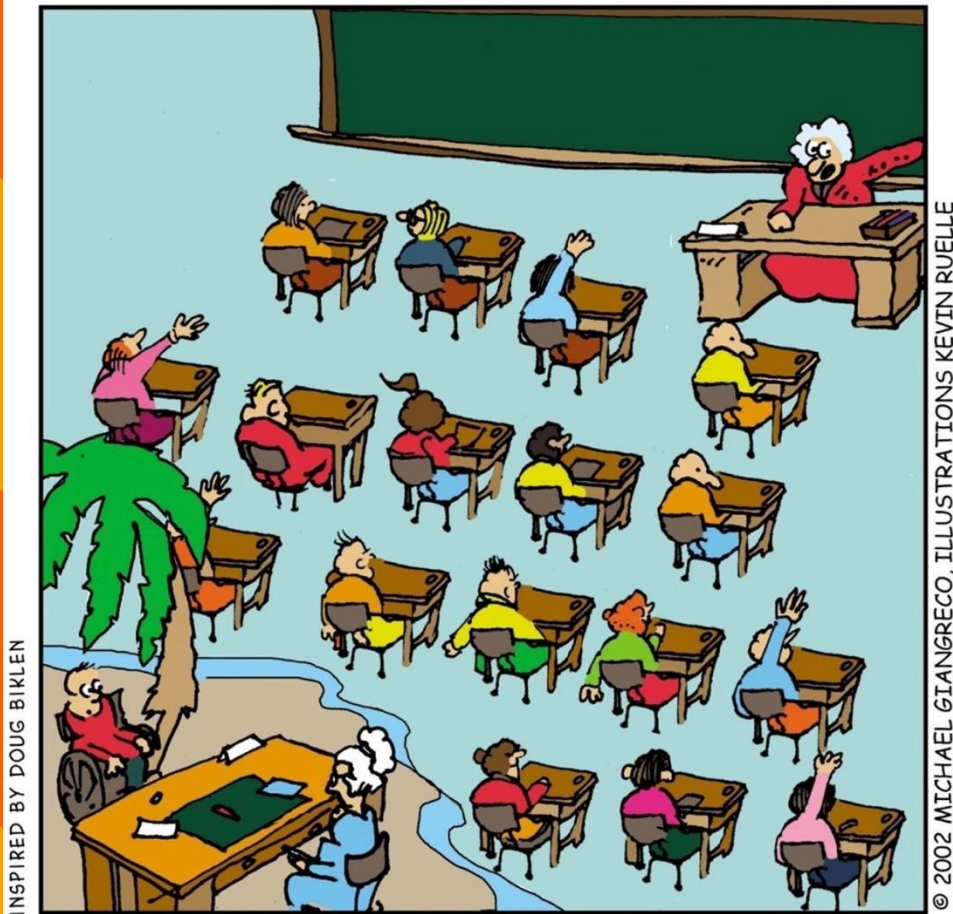
How are **peers** with and without disabilities **ALREADY participating** together throughout their school day?

OR

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



Proximity to and Participation with Peers

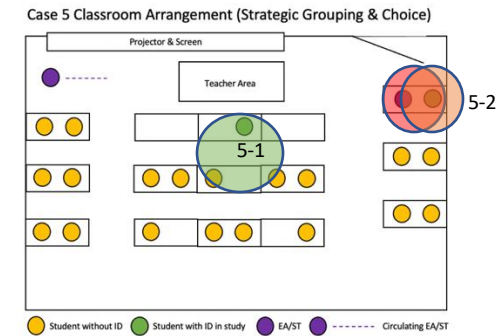
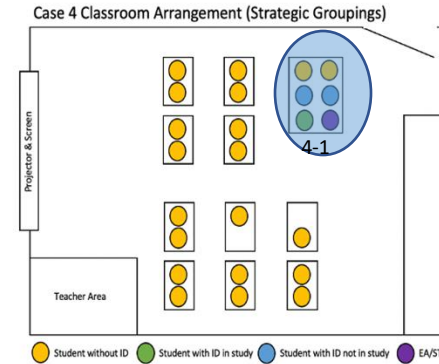
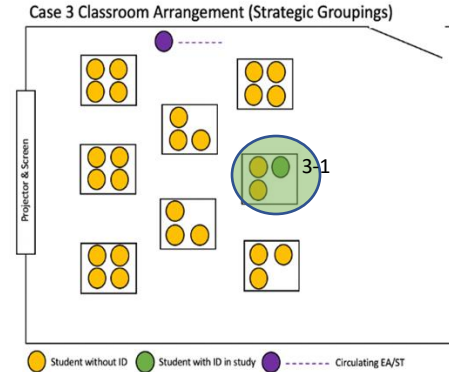
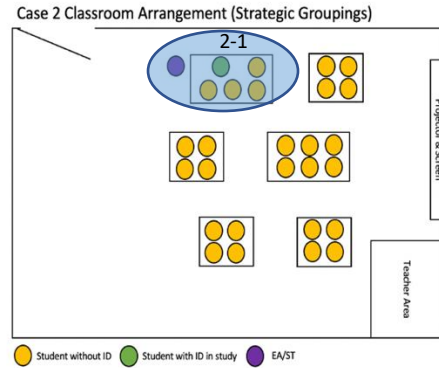
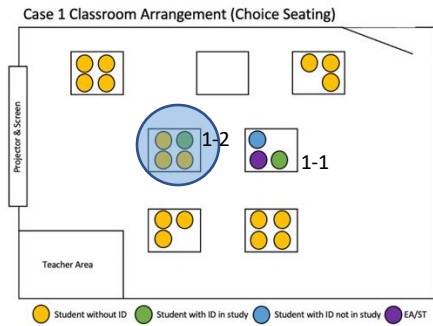


ISLAND IN THE MAINSTREAM

MRS. JONES AND MRS. COOPER ARE STILL TRYING TO FIGURE OUT WHY FRED DOESN'T FEEL LIKE PART OF THE CLASS.

- Many children with disabilities, although **present**, typically spend their day **socially isolated** in places and activities **working on the side** with individually assigned assistants. (Jameson, McDonnell, Polychronis & Riesen, 2008; Feldman, Carter, Asmus & Brock, 2015)
- This approach used to support children with disabilities in classrooms, has **little to no research to back it up** (Giangreco & Doyle, 2007; Carter, Sisco, Melekoglu & Kurkowski, 2007)
- Educational assistants and support staff that children with disabilities are left to interact with, “may **prevent** the very social goals they are present to promote (2010)” (Giangreco & Doyle, 2007)

Proximity Influences Participation



The most **social** participation



The most **learning** participation

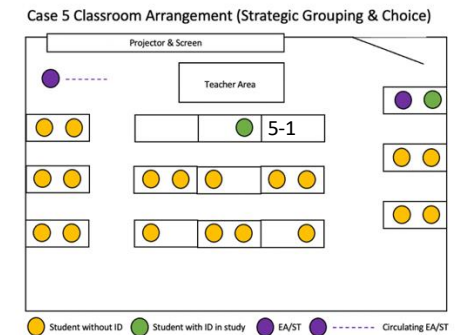
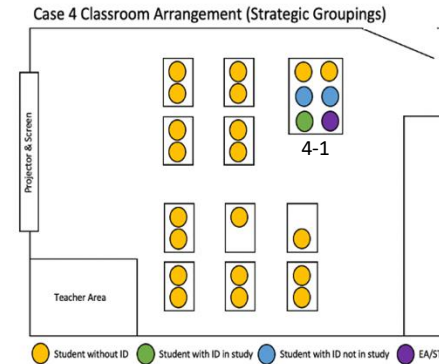
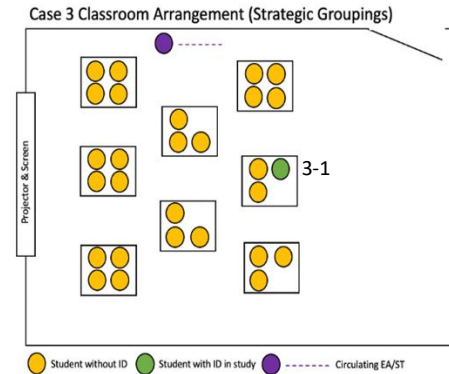
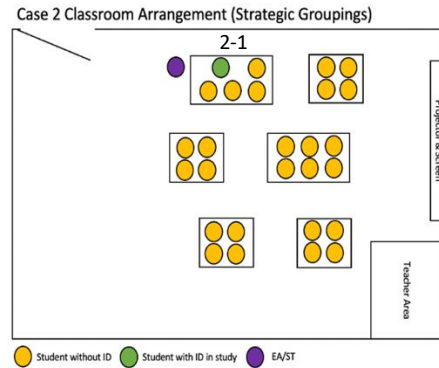
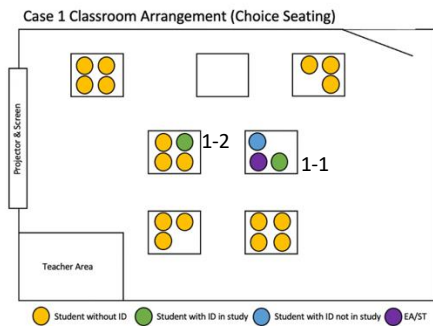


The least **social** participation



The least **learning** participation

Proximity Influences Participation



The most **social** participation



The most **learning** participation



The least **social** participation



The least **learning** participation

Case	Students
1	SwID 1-1
	SwID 1-2
2	SwID 2-1
3	SWID 3-1
4	SwID 4-1
5	SwID 5-1
	SwID 5-2

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

How do we increase student **proximity**?

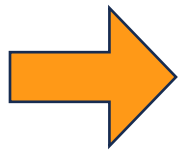
- Create **seating plans** strategically so they are **flexible** and always giving students with and without disabilities different **opportunities** to be **together**
- Prevent students with disabilities from **working in isolation** with a **support adult** by:
 - Having an adult work with **a group of students** with and without disabilities
 - Having adults **circulate**, and not be stationary
 - Having adults **facilitate peer mentoring** and support

How do we increase student **Participation**?

- It was more likely for students with disabilities and their peers to participate in **social activities** without adult facilitation
- It was more likely for students with disabilities and their peers to participate in **learning activities** when:
 - Adults **facilitated peer support** and connection
 - Learning activities were designed to be **accessible for all students**

How do we increase student **Participation**?

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- It was more likely for students with disabilities and their peers to participate in **learning activities** when:
 - Adults **facilitated peer support** and connection
 - Learning activities were designed to be **accessible for all students**

<http://www.engagealllearners.ca/sal/peer-mentoring/index.php?id=3>



How educational assistants need to work differently



Watch later Share

**How educational assistants need
to work differently**

ENGAGING ALL LEARNERS!

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How educational assistants need to work differen...

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How educational assistants need to work differently



0:00 / 2:02 • Introduction



YouTube



Video Index

1. **Importance of natural supports** [1:25]
[Play Video](#) [Learning Guide](#)
2. **How peer mentors can provide natural supports** [1:11]
[Play Video](#) [Learning Guide](#)
3. **How educational assistants need to work differently** [2:01]
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4. **How peer supports differ from adult-delivered supports** [2:20]
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5. **Providing "just enough" support** [1:30]
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6. **Signs of too much support** [1:21]
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Peer Mentoring to Support Students with Disabilities

This PD resource addresses practical and promising approaches for developing supports and fostering relationships among students with and without significant disabilities both in the classroom and throughout their educational journey.

"Quality mentoring is mentoring that produces significant, lasting, positive outcomes for mentees. It is responsible, ethical, effective mentoring. Mentoring programs come in all shapes and sizes but there are some key components that help to ensure quality and that the needs of the mentee, volunteer mentor, organization and community are fulfilled."

[Alberta Mentoring Partnership](#)



What are you connecting to?



Increasing
participation through
shared learning
experiences with peers

Increasing student participation through **shared learning experiences** with peers?

- Facilitated Peer Support/ Mentoring
- Shared Universal Supports
- Shared Learning Goals
- Shared Access Points
- Shared Learning Tasks

What is facilitated Peer support?

- Peers serve a valuable co-regulating role in the **shared learning experiences**
- **Adults guide peers** in how to learn with/interact with each other
- Peers are **not replacements** for instruction from adult support
- Peers can benefit from from the **shared support** provided



Increasing student participation through **shared learning experiences** with peers?

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

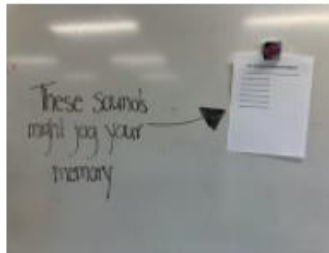
- Supports (tools) and Strategies (actions) designed for a specific need and made available to anyone
- Reducing and eliminating barriers in an environment for all students – even if the barrier does not limit them
- Teaching all students how to use supports and strategies even if they don't “qualify”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



Shared Universal Support – Grade 9 English



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



Songs and sounds to listen to



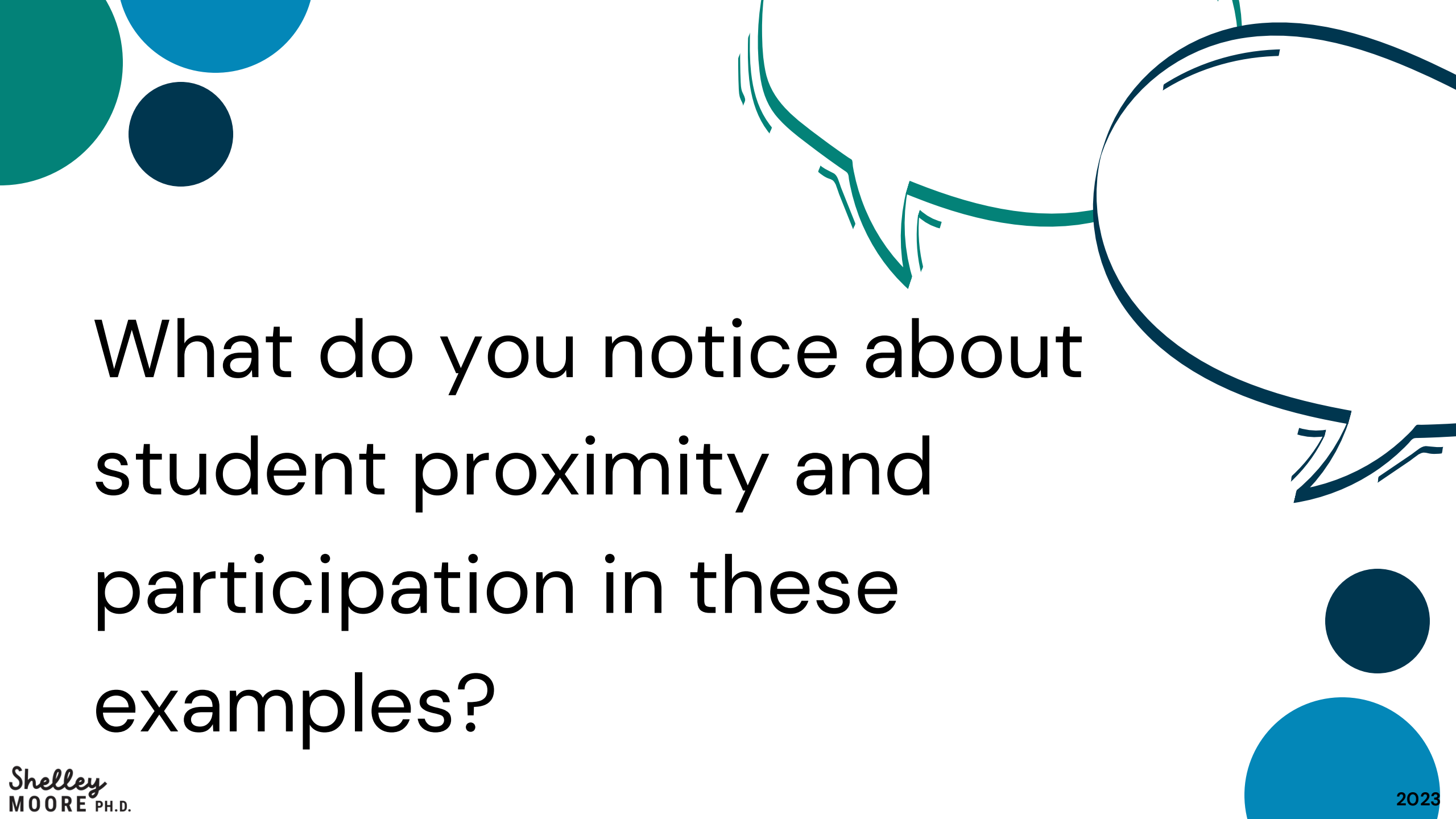
Textures to feel



Spices to smell and taste



Familiar flavours



What do you notice about
student proximity and
participation in these
examples?

Increasing student participation through **shared learning experiences** with peers?

- Facilitated Peer Support/ Mentoring
- Shared Universal Supports
- Shared Learning Outcomes
- Shared Access Points
- Shared Learning Tasks

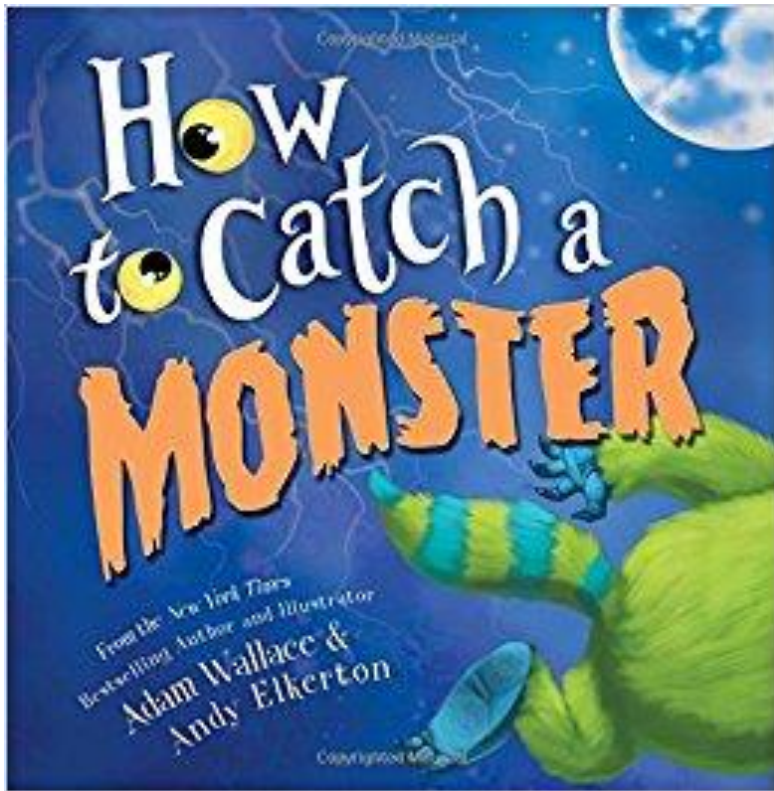
What are shared learning outcomes?

- All students in a class working towards a common grade level standard, regardless of ability level
- For students who need more accessibility, an accessible objective is derived from the grade level standard or outcome as a scaffolded predicted sequence
- For students who need more challenge, an extending objective is derived from the grade level standard or outcome as a scaffolded predicted sequence



Shared Learning Opportunities – Grade 3

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



What are shared access points?

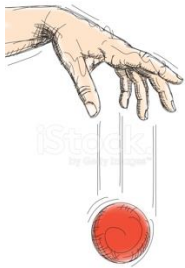
- Everyone starts a task in an accessible way
- Some students move onto more complex components
- Access points can be derived from a grade level standard and can act as a scaffolded starting point for all
- Access points can be derived from a grade level task and can act as a scaffolded starting point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



Shared Access Point

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

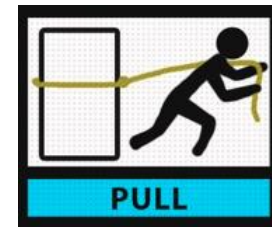
Fall



Push



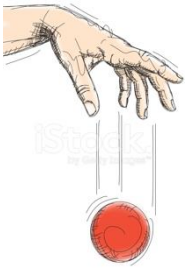
Pull



Shared Access Point

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

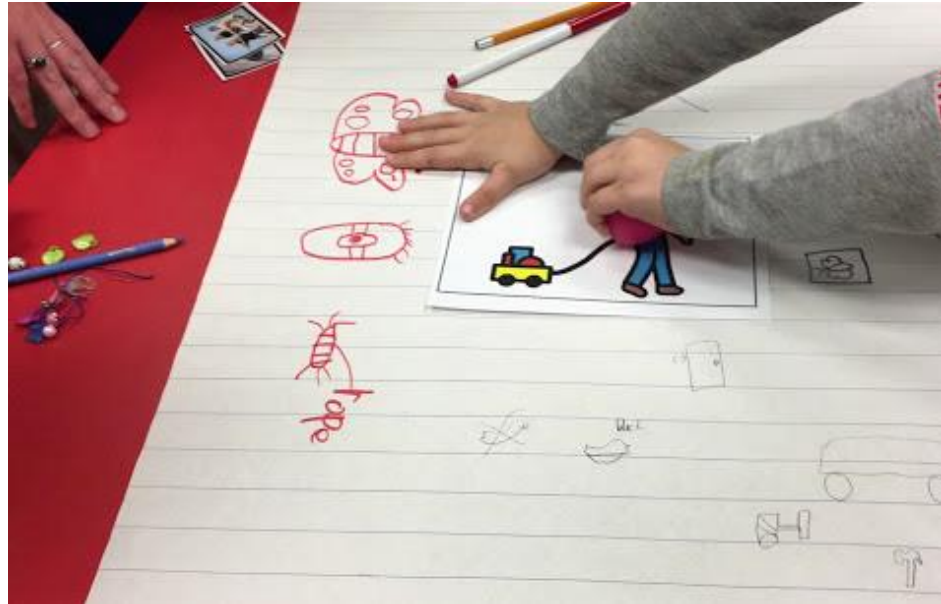
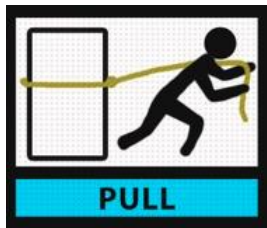
Fall



Push



Pull



What are shared learning tasks?

- All students in a class are participating together in a shared activity
- Some students may be participating in the task with a different purpose
- Some students may be participating in the task with a different role
- Some students may be participating in the task at a more complex level
- Everyone starts together, but can end in different places



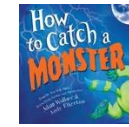
Shared Learning Task

Shared Learning Outcome: I know different types of forces

Start Together

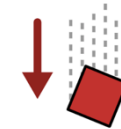
NEED

Finish building the **monster trap** with your group



MUST

Add a **falling force** to your monster trap



CAN

Add a **push or a pull force** to your monster trap



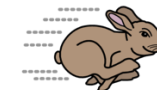
COULD

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



TRY

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



Go as far as you can!

Increasing student participation through **shared learning experiences** with peers?

- Facilitated Peer Support/ Mentoring
- Shared Universal Supports
- Shared Learning Outcomes
- Shared Access Points
- Shared Learning Tasks

Shared Learning Experiences – Grade 8 Math

Math 8 Shared Learning Standard: Students will know surface area and volume of regular solids, including triangular and other right prisms and cylinders

Shared Access Point

Math 8 Shared Learning Standard: Students will know surface area and volume of regular solids, including triangular and other right prisms and cylinders



Everyone
starts here



Access Point Need to know	Must know	Can know	Could know	Can try to know
I know the names of 2D shapes I know what a prism is I know the difference between 2D and 3D I know length I know width I know height I know how to find the area of a square and a rectangle	I know how 2D shapes are related to 3D prisms I know the faces of a prism I know cube and rectangular prism I know what surface area is I know how to find the surface area of a cube and rectangular prism I know what volume is I know how to find the volume of a cube and rectangular prism I know what a net is	I know how to build the net of a cube and a rectangular prism I know what a triangular prism is I know how to find the surface area of a triangular prism I know how to find the volume of a triangular prism I know how to find the net of a triangular prism I know base I know the net for different prisms	I know what a cylinder is I know how to find the surface area of a cylinder I know how to find the volume of a cylinder I know how to build a net for a cylinder	I know how to find the surface area and volume of an irregular object that incorporated different prisms

Shared Learning Task

Math 8 Shared Learning Standard: Students will know surface area and volume of regular solids, including triangular and other right prisms and cylinders

Everyone
start here

Go as far as you can!

NEED

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

MUST

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

CAN

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

COULD

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

TRY TO

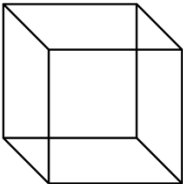
Connect with other groups to make sure that everyone in the class know the **math vocabulary** for this unit

Shared Access Point

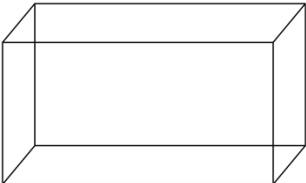
Words I Know

Words I Don't Know


cube




rectangular prism



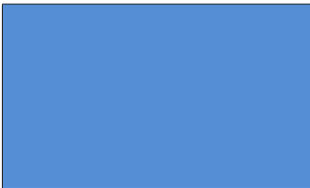
triangle



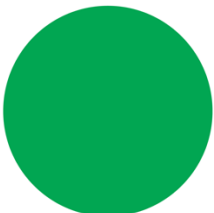
square



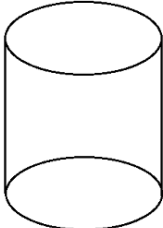
rectangle



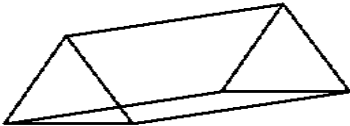
circle



cylinder



triangular prism



Shared Learning Task

face	surface area	base	net
width	height	area	volume
2D	3D	prism	length

Shared Access Point

Math 8 Shared Learning Standard: Students will know surface area and volume of regular solids, including triangular and other right prisms and cylinders



Everyone
starts here



Access Point: Need to know	Must know	Can know	Could know	Can try to know
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Shared Learning Task

Math 8 Shared Learning Standard: Students will know surface area and volume of regular solids, including triangular and other right prisms and cylinders

Everyone
start here

Go as far as you can!

NEED

Build a 3D prism

MUST

Build a 3D prism with the volume of 24 units³

CAN

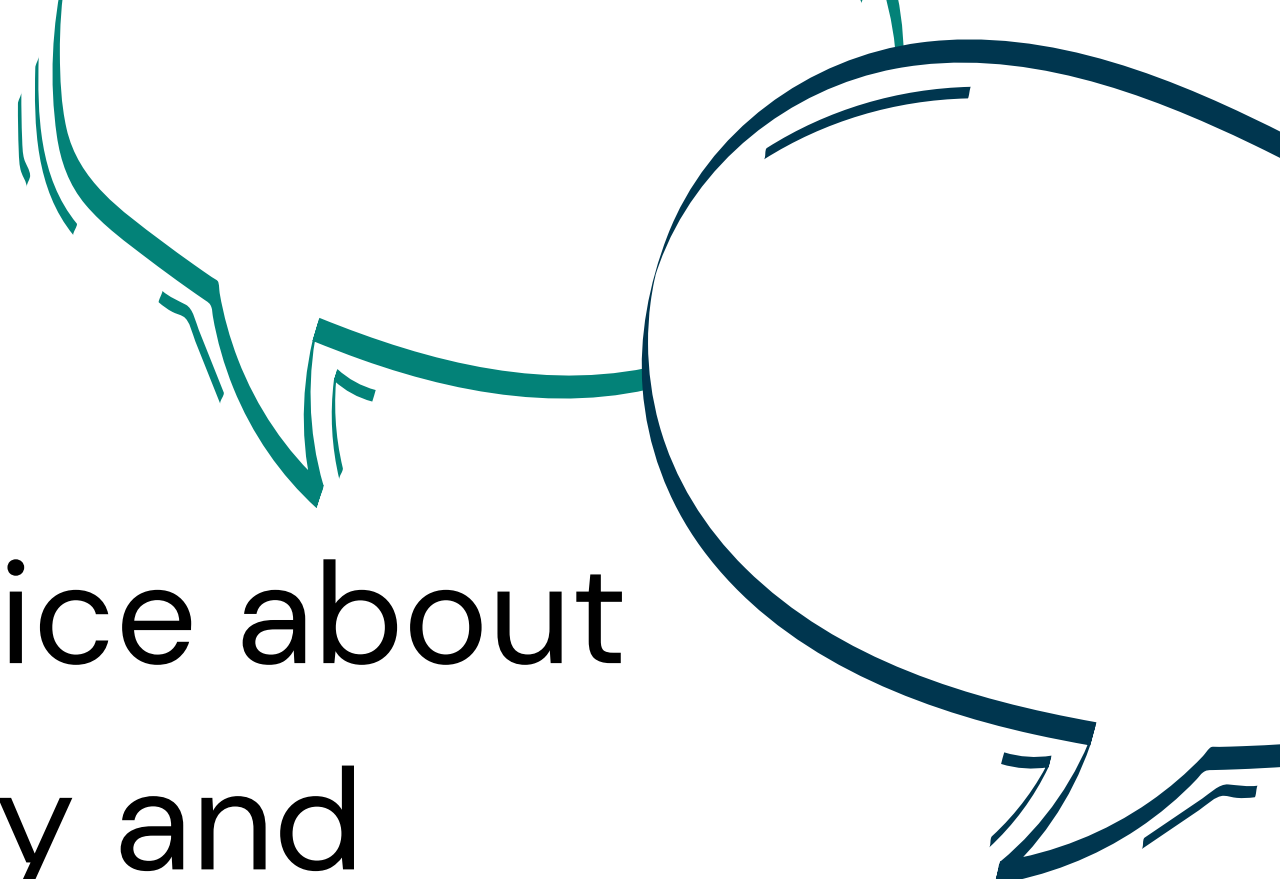

Create a drawing of your 3D prism

COULD

Build a net of your 3D prism

TRY TO

Find the surface area of your 3D prism



What do you notice about
student proximity and
participation in these
examples?

Increasing student participation through **shared learning experiences** with peers?

- Facilitated Peer Support/ Mentoring
- Shared Universal Supports
- Shared Learning Goals
- Shared Access Points
- Shared Learning Tasks

Why are Peer Connections Important?

Benefits for Students with Disabilities

- Increased attendance
- Increased outcomes during school
- Increased outcomes after leaving school
- Increased friendships
- Decreased stigma
- Increased access to and growth within grade level curriculum

Benefits for Peers

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

Reflection and Goal Setting

- What column would assess your community to be at?
 - Awareness
- Using the indicators in that column, what would be one goal to work towards within your community?
 - We can learn more about Disability as being an identity by:
 - seeking out opportunities to learn from Disabled voices and experiences
 - participating in a community book that centers Disabled characters

Peers: Students are within proximity to and participating in shared learning experiences with peers

	Access	Essential	Developing	Confident	Extending
	Awareness	Attitudes	Practices	Collaboration & Communication	Personal & Professional Growth
Attitudes Towards Disability & Inclusion	<ul style="list-style-type: none"> School and staff are aware of what access students with disabilities have to school culture, and what they do not have access to School and staff have identified barriers to school culture for students with disabilities Staff are aware of and understand that communication aids and that they are essential to a student's well-being in a school community (they must be used and cannot be taken away) Staff are aware of why peer connection is important for students with and without disabilities Staff have been provided research and had opportunities to hear from self-advocates and families with lived experience on the value and impact of peer connection 	<ul style="list-style-type: none"> Schools and classrooms foster inclusive environments by welcoming students with disabilities in all aspects of school culture including school clubs, extra-curricular activities, sports teams, school leadership, lunch, break, locker placement, entrance to building, social events, etc. Students with and without disabilities are within proximity to each other in classrooms and in school activities while being social and learning together Resources are reserved and used to increase access to school and classroom activities that promote peer connection in school culture (e.g. physical access, staffing for extra-curricular activities, collaboration and planning time for staff) There are still opportunities for students with Disabilities to be together, if they choose, and as long as, it is not the only option for community 	<ul style="list-style-type: none"> School has opportunities for peers to learn how to interact with, connect to and communicate with students with disabilities (peer connection, mentorship, etc.) Support staff work with a group of students that may include a student with a disability and avoid one-on-one arrangements Support staff increase proximity to allow for students with and without disabilities to socially connect Support staff decrease proximity when students with and without disabilities re learning together Support staff "do with-not for" Support staff act as a connector between students with and without disabilities Support staff circulate and avoid being stationary Students with and without disabilities work in groups together 	<ul style="list-style-type: none"> School has opportunities for peers to learn how to interact with, connect to and communicate with students with disabilities (peer connection, mentorship, etc.) Teachers actively collaborate to create opportunities for students with and without disabilities to share social and learning opportunities The school actively involves the student and family in decision making processes, seek their input and provide regular communication regarding classroom and school events and activities The voice of students with disabilities are included in decisions about school culture 	<ul style="list-style-type: none"> School offers ongoing professional development opportunities that increase knowledge in skills in how to foster shared social and learning opportunities between students with and without disabilities Staff are provided professional development about how to create accessible social and learning opportunities for all students to engage in Classroom teachers and paraprofessionals collaborate together to support all students to have shared social and learning experiences together

Homework

- **Between now and next session – choose an action**
 - Talk to someone about the session
 - Notice how your thinking is changing
 - Notice how your practice is changing
 - Keep track of questions that are coming up
 - Seek out resources to learn more about proximity & participation
 - Make a plan to meet your goal connected to proximity & participation



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