THE INFRASTRUCTURE OF INCLUSION

Learning Series

The role of peers & planning for the needs of all

Shelley MOORE PH.D.

Shelley MOORE PH.D.

@tweetsomemoore

@fivemooreminutes

@fivemooreminutes

www.fivemooreminutes.com

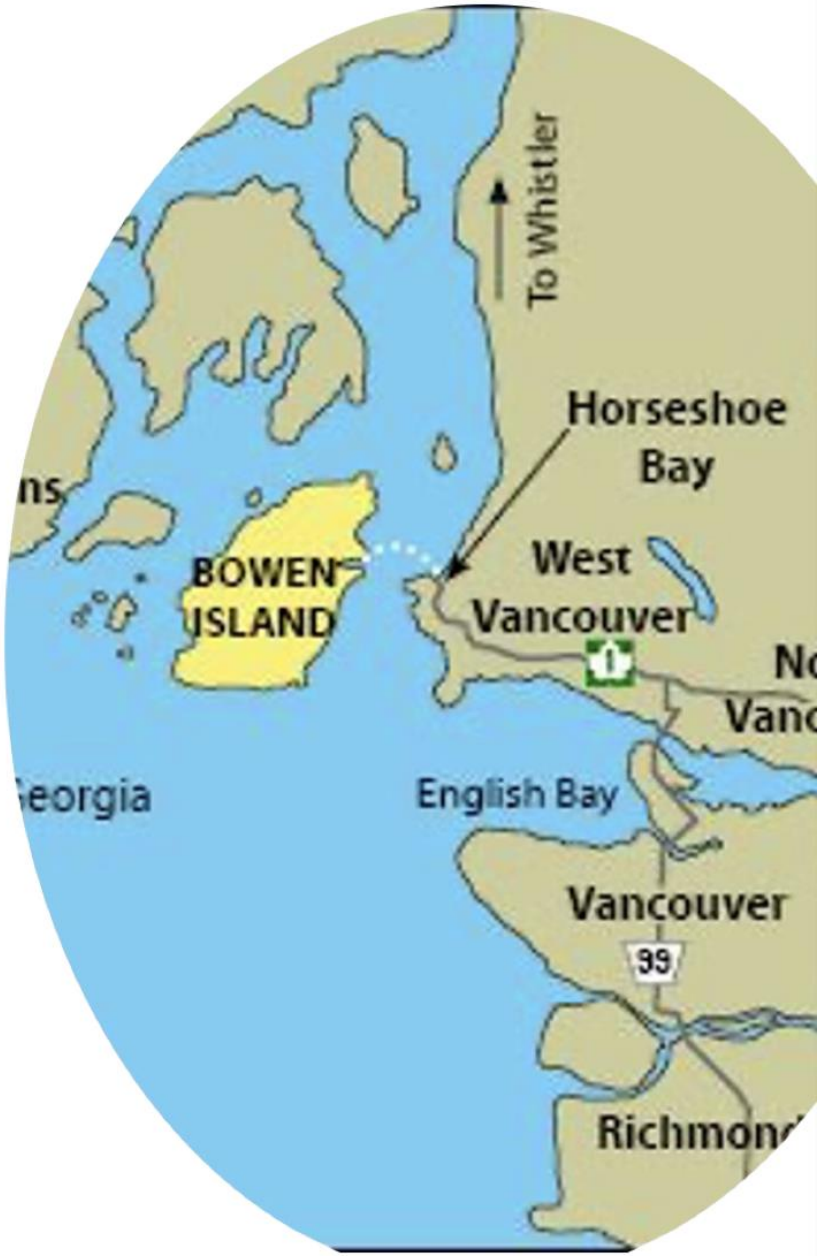
www.blogsomemoore.com

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



Shelley MOORE PH.D.

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

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

Shelley MOORE PH.D.

What stands out from last session?

What are you noticing about your thinking and practice?

Shelley MOORE PH.D.

What is the role of peers in supporting inclusion?

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

Shelley MOORE PH.D.

The Role of Peers

What is the role of peers in supporting inclusion?

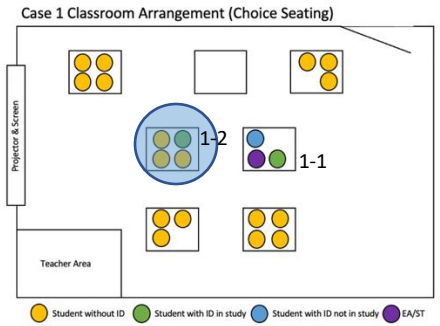
Proximity to and Participation with Peers

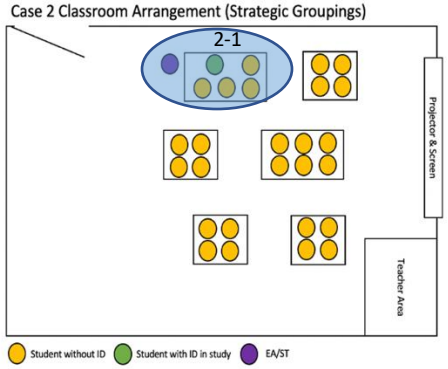
- Many children with disabilities, although present, typically spend their day socially isolated in places and activities working on the side with individually assigned assistants. (Jameson, Mcdonnell, Polychronis & Riesen, 2008; Feldman, Carter, Asmus & Brock, 2015)

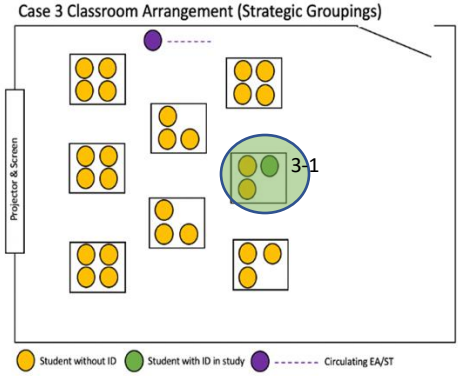
- This approach used to support children with disabilities, has little to no research to back it up (Giangreco & Doyle, 2007; Carter, Sisco, Melekoglu & Kurkowski, 2007)

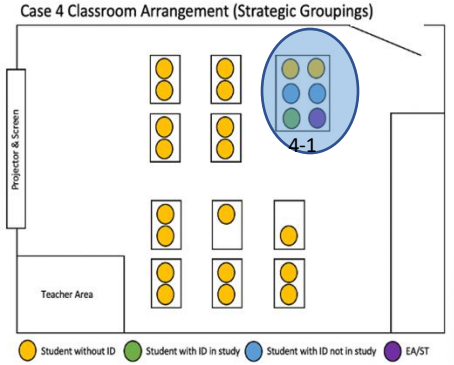
- Educational assistants and support staff that children with disabilities are left to interact with, "may prevent the very social goals they are present to promote (2010)" (Giangreco & Doyle, 2007)

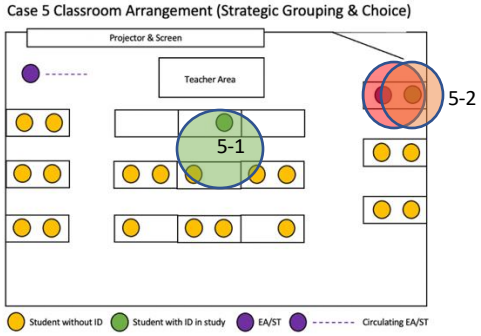
Proximity Influences Participation











The most social participation

The most learning participation

The least social participation

The least learning participation

How do we increase proximity?

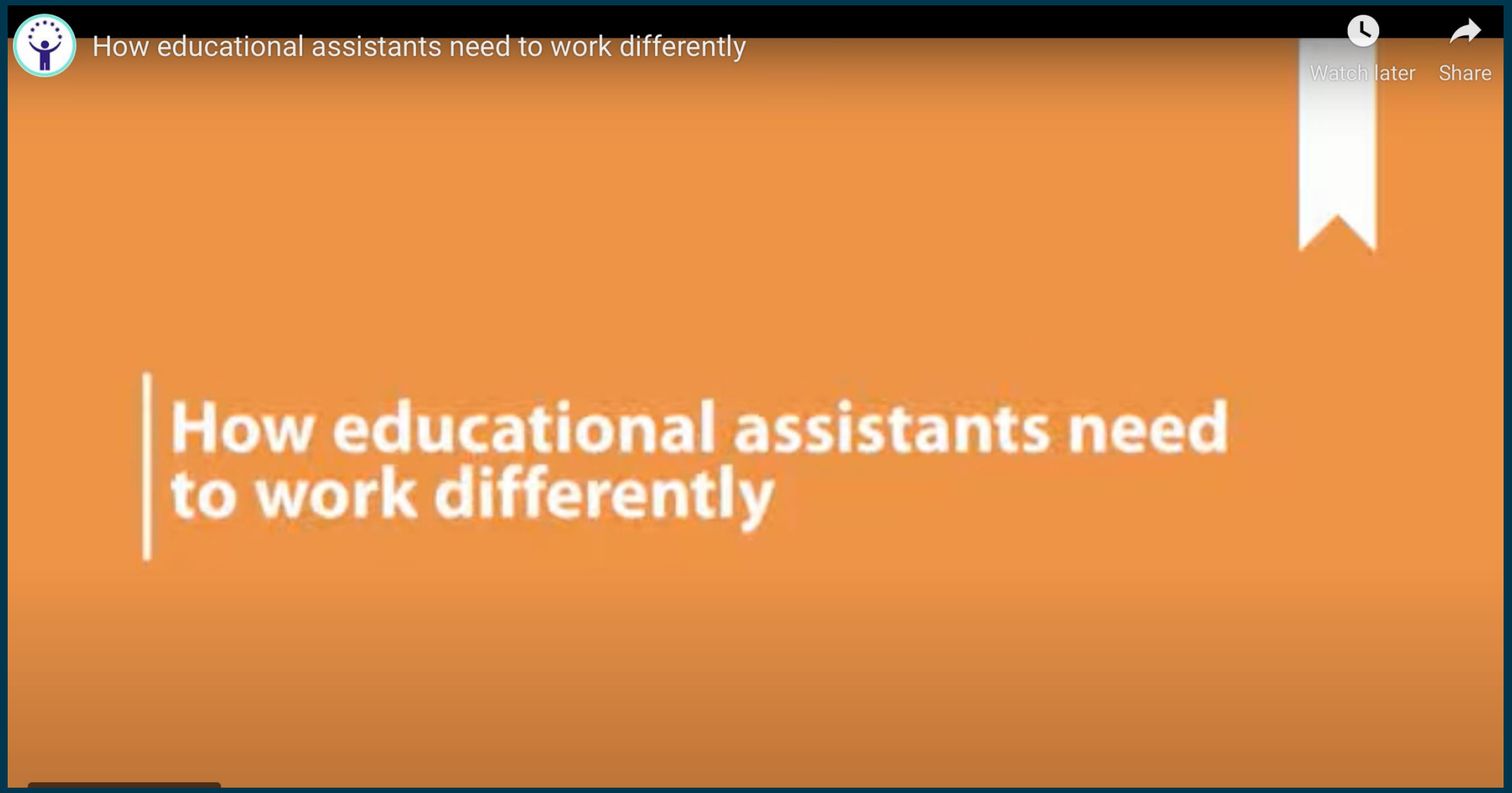
- Create seating arrangements strategically so they are flexible and always giving students with and without disabilities different opportunities to be together
- Prevent students with disabilities from playing and learning in isolation with a support adult by:
  - Having an adult work with a group of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

How do we increase Participation?

- It was more likely for children with disabilities and their peers to participate in social activities without adult facilitation

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

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



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

ENGAGING ALL LEARNERS!

Home | Learning Supports | Diverse Learning Needs | Instructional Leadership | Early Learning | Ressources en Français

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]
   Play Video Learning Guide
4. **How peer supports differ from adult-delivered supports** [2:20]
   Play Video Learning Guide
5. **Providing "just enough" support** [1:30]
   Play Video Learning Guide
6. **Signs of too much support** [1:21]
   Play Video Learning Guide

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

Your job:

5 min: Choose one or two videos to watch on the website

4 min: In your breakout group share:

- What is useful one take away from the videos you watched?

- How could you use this video to support adults in your context?

Increasing participation through shared experiences with peers

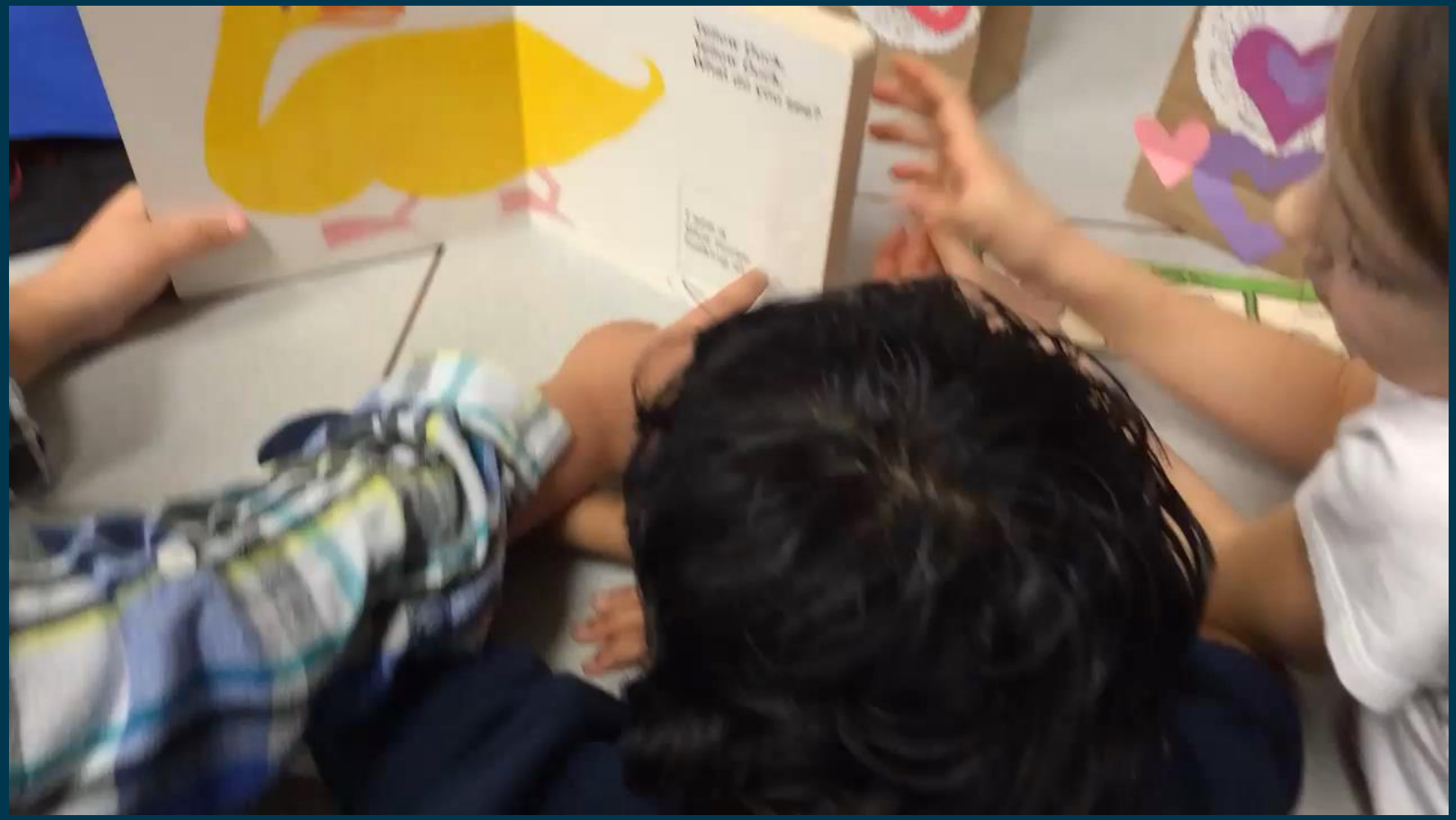
Increasing student participation through **shared learning experiences** with peers?

- Facilitated Peer Support/ Mentoring
- Shared Universal Supports
- Shared Activities
- Shared Goals

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

Facilitated Peer Support – Grade 2



How could you use this strategy in your context?

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

- Facilitated Peer Support/ Mentoring
- Shared Universal Supports
- Shared Activities
- Shared Goals

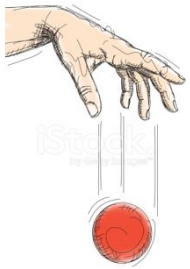
What are shared Universal Supports?

- 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

Activity: What do we already know about…

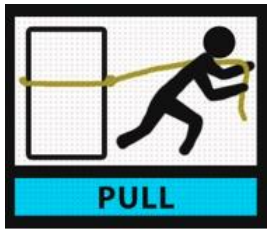
Shared Universal Supports

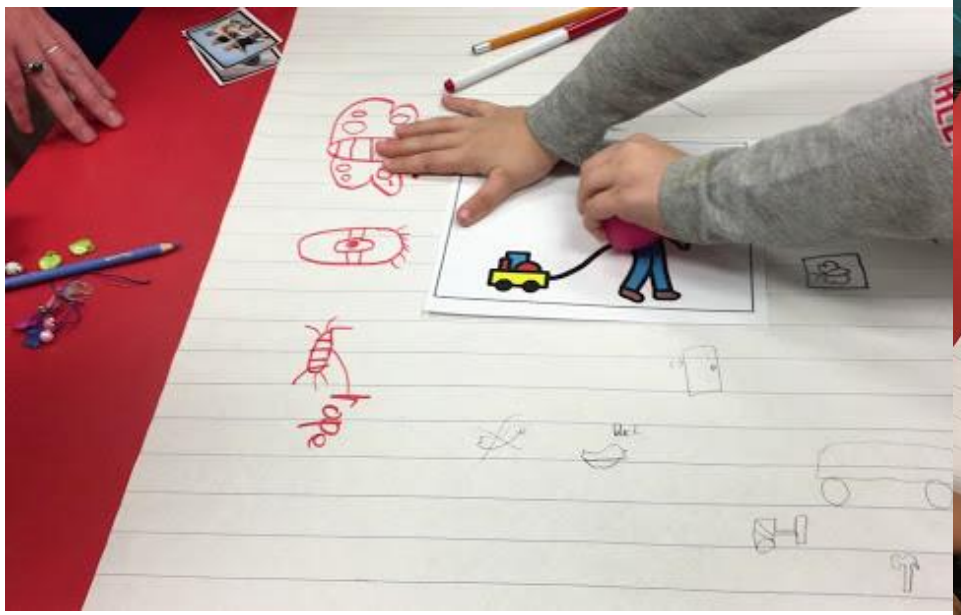
Fall



Push

Pull





Activity: Circle time – Morning Meeting

- Think of a child who would need support to join the morning meeting where everyone is gathered in a circle, and everyone discusses the schedule for the day
  - What supports might this child need to be able to participate with their peers?
  - How could we make those supports available to more than just that child we are thinking of?

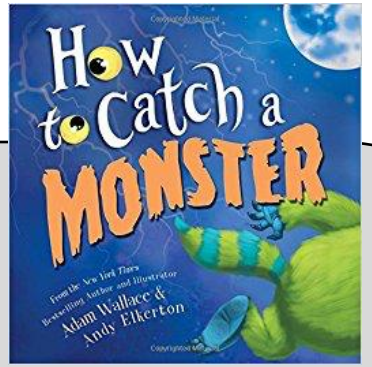
Increasing student participation through **shared learning experiences** with peers?

- Facilitated Peer Support/ Mentoring
- Shared Universal Supports
- Shared Activities
- Shared Goals

What are shared Activities?

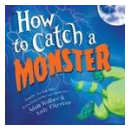
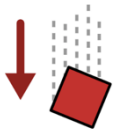
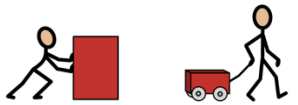
- All children are participating together in a shared activity
- Everyone starts a task in an accessible way
- Some children are provoked with more complex components
- Everyone starts together, but can end in different places

Shared Activities



Activity: Build a Monster Trap

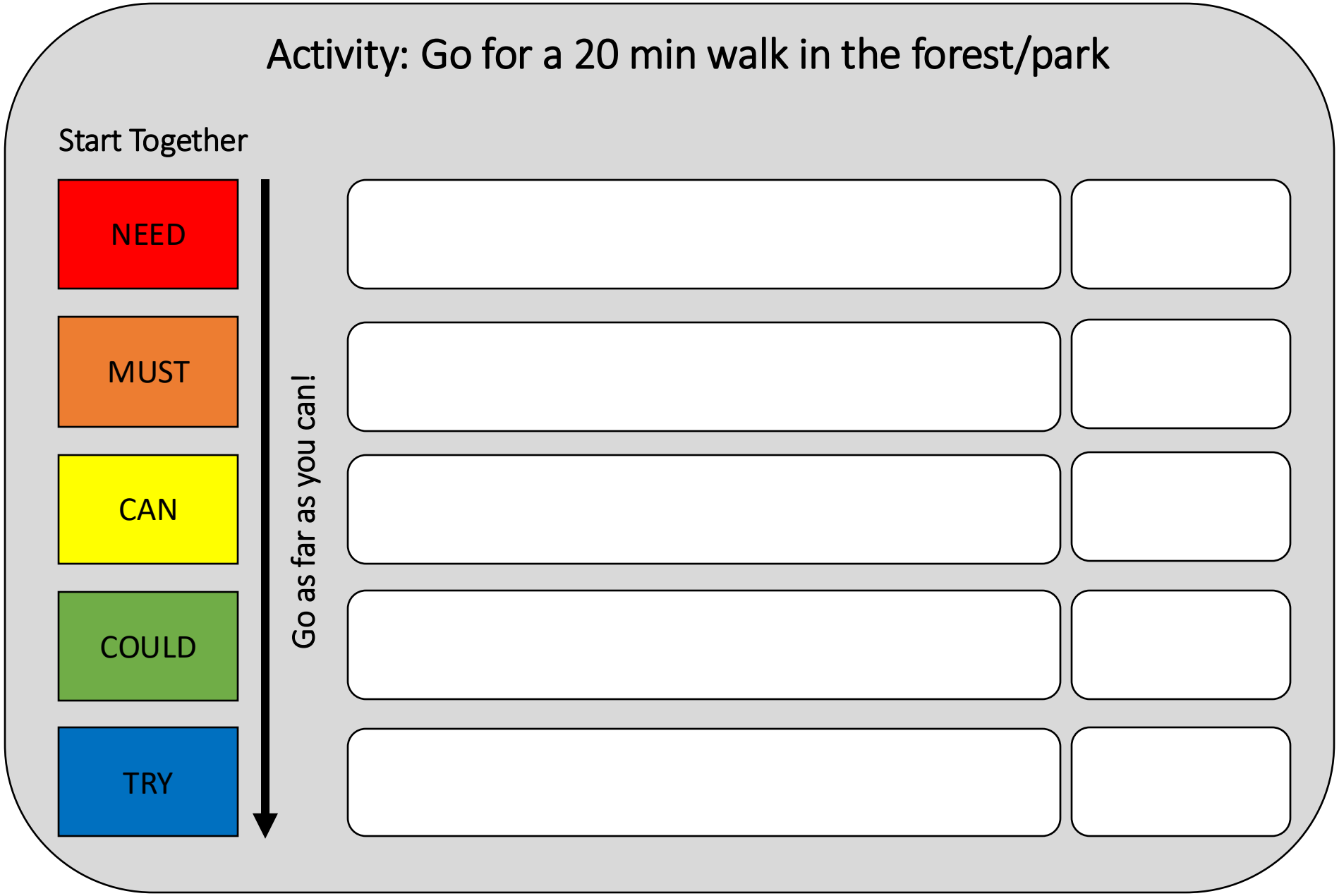
Start Together

NEED	Build a monster trap with your group	
MUST	Try adding a falling force to your monster trap	
CAN	Try adding a push or a pull force to your monster trap	
COULD	Try adding a material to slow down an object	
TRY	Try adding a material to speed up an object	

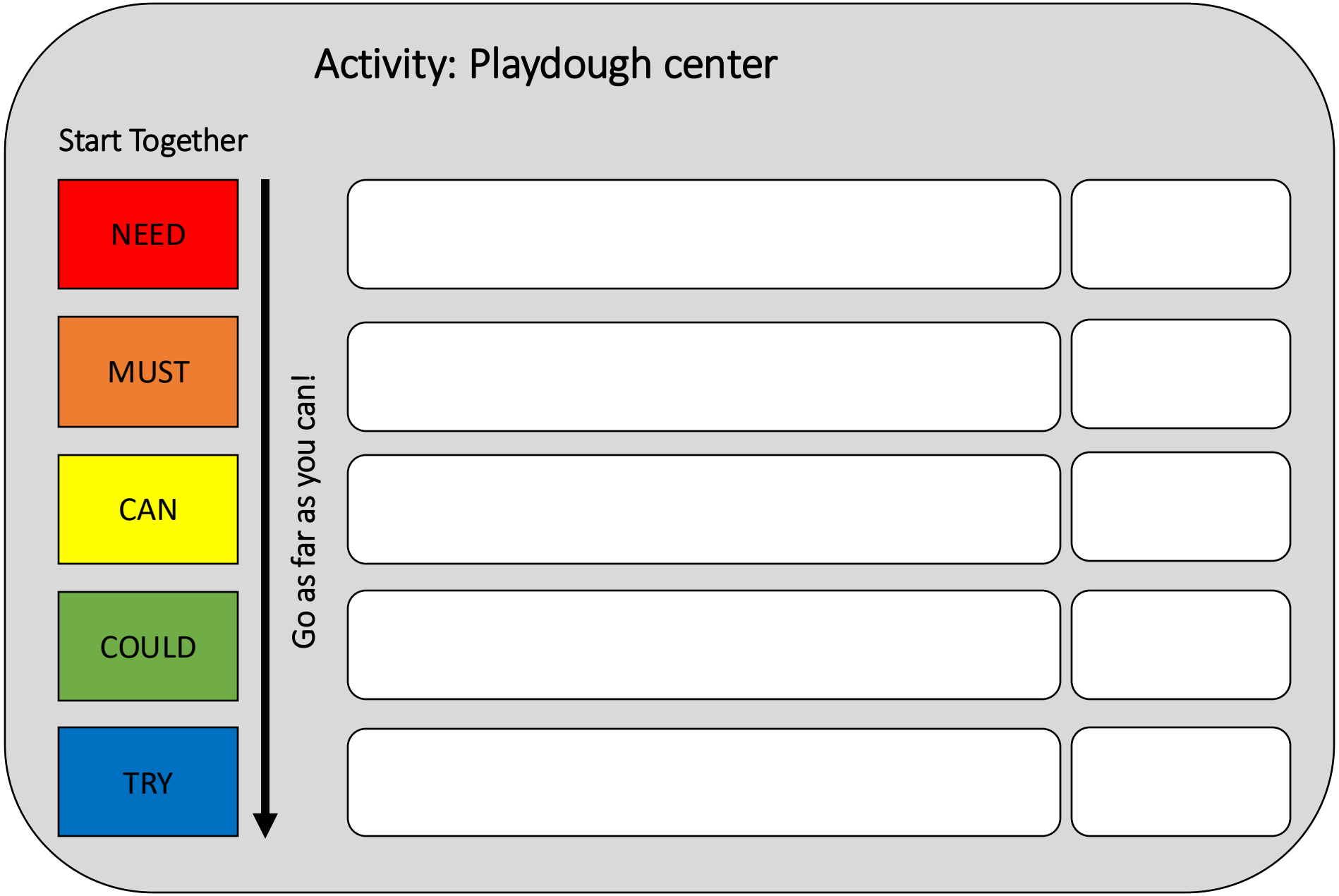
Go as far as you can!

Shared Activities

Shared Activities



Shared Activities



How could you use this strategy in your context?

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

- Facilitated Peer Support/ Mentoring
- Shared Universal Supports
- Shared Activities
- Shared Goals

Shelley MOORE PH.D.

2023

Why are Peer Connections Important?

Benefits for children with Disabilities

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

Benefits for Peers

- Increased access to support and accessible planning
- Increased appreciation of diversity
- Personal growth
- Increased awareness of disability issues
- Increased advocacy skills
- Increased friendships

Taking Action: Some Ideas!

- watch the 5MM video and have a conversation with your team about your reflections
- Watch the Erik Carter video Series and share with staff and 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
- Design a learning activity or support for students with and without disabilities to participate share
- 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?** Go for it!

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)

What is one useful idea?

What is one thing you want to try?

What is one thing you want to think about?

What is one thing you want to learn more about?

What is one thing you want to share with someone who is not here today?

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

Shelley MOORE PH.D.

Shelley MOORE PH.D.

@tweetsomemoore

@fivemooreminutes

@fivemooreminutes

www.fivemooreminutes.com

www.blogsomemoore.com