

# SHELLEY MOORE



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1

## NEXWLÉLEXM (BOWEN ISLAND)

- The Islands Trust council acknowledges that the lands and waters that encompass the Islands Trust Area have been **home to Indigenous peoples** since **time immemorial** and honours the **rich history, stewardship, and cultural heritage** that embody this place we all call home.
- The Islands Trust council is committed to establishing and maintaining mutually **respectful relationships** between Indigenous and non-Indigenous peoples. Islands Trust states a **commitment to Reconciliation** with the understanding that this commitment is a **long-term relationship-building and healing process**.
- The Islands Trust council will strive to **create opportunities for knowledge-sharing** and understanding as people come together to **preserve and protect** the special nature of the islands within the **Salish Sea**.



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2

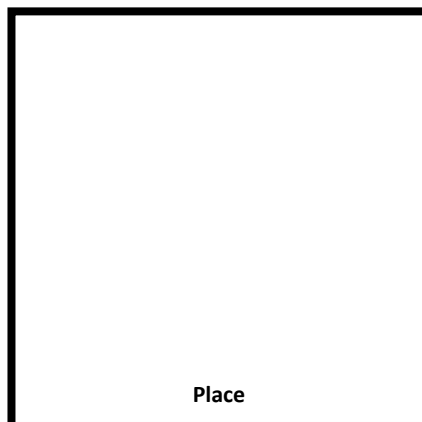
## A shift in thinking...

### 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

I & CBIIEPs Session 2

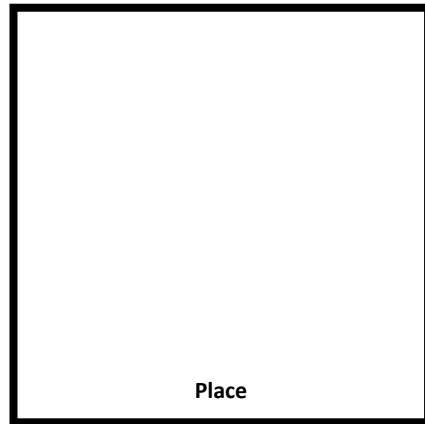
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4

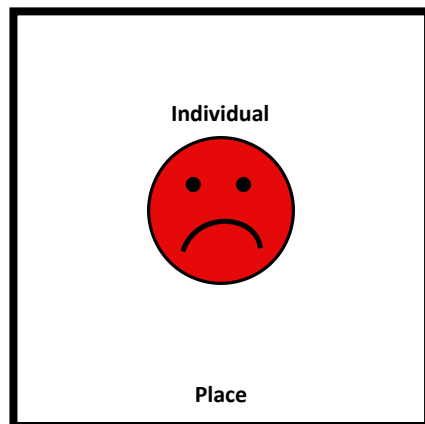
## Shifting the Paradigm: Medical Model of Disability



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5

## Shifting the Paradigm: Medical Model of Disability



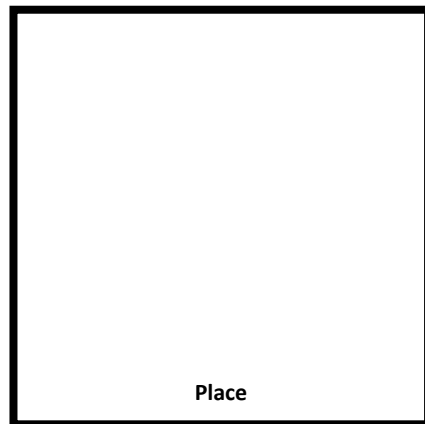
### Special Education

- 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

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6

## Shifting the Paradigm: Medical Model of Disability



### Special Education

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7

Wait a second....  
People with disabilities said:

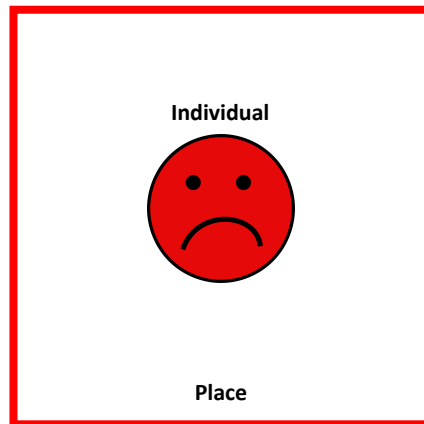


"I am not broken."  
"I do not need to be fixed!"

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8

## Shifting the Paradigm: Social Model of Disability



### Social Model

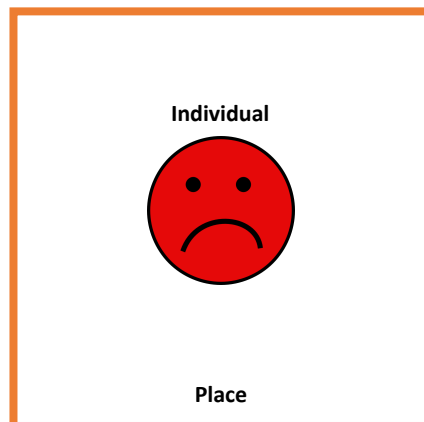
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- Diagnose the problems in the place
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- Support everyone in the place

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9

## Shifting the Paradigm: Social Model of Disability



### Social Model

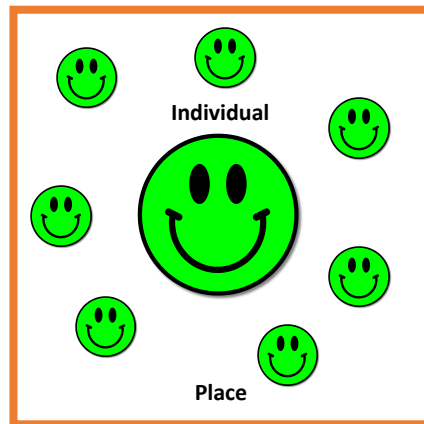
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10

## Shifting the Paradigm: Social Model of Disability



### Social Model

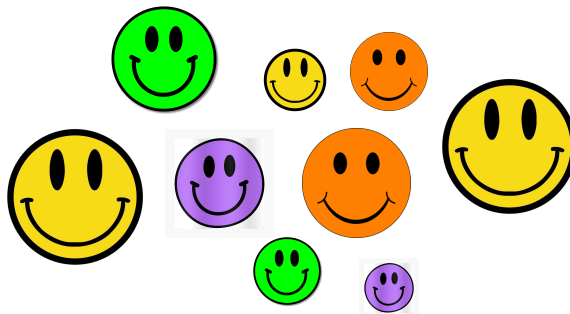
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11

Wait a second....  
Teachers said:

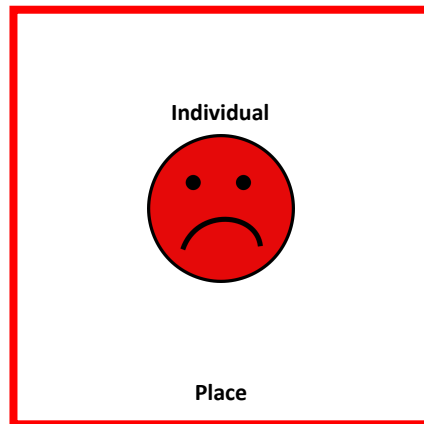


“What about all the individual  
needs in a shared place”

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12

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



### Inclusive Education

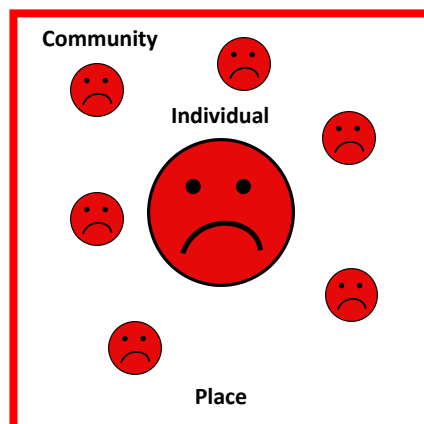
If an individual isn't successful

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

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13

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



### Inclusive Education

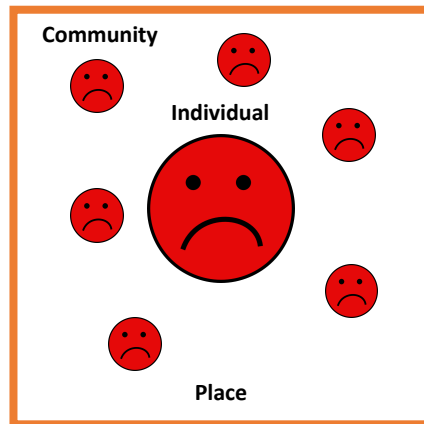
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14

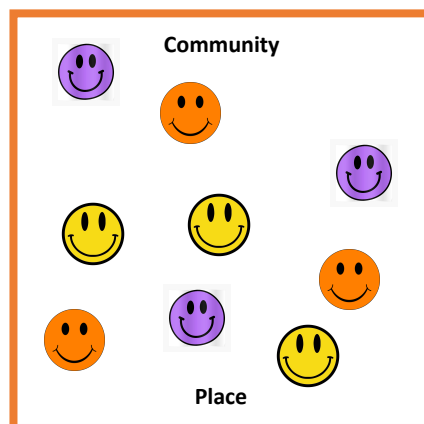
## Shifting the Paradigm: Person-Place Model of Need



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15

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



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16

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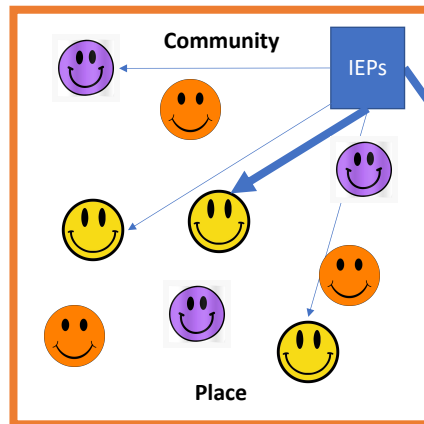
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## Shifting the Paradigm: Person-Place Model of Need



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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!

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17

Popcorn

What connections are you  
making so far?

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18

## 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

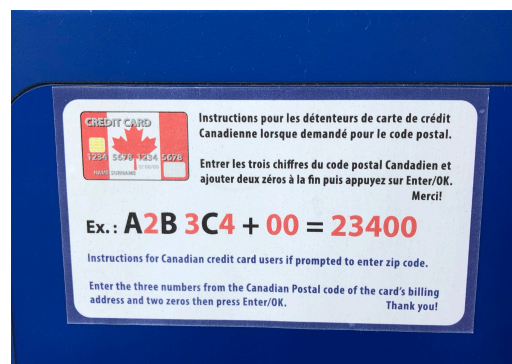
**Individual Strategies:** have extra cash on hand, extra time to fill up, extra room on my credit card, emotional regulation for anger, extra money for airport fill up, try 90210

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19

## 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

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20

## 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



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21

## What are the **barriers** in a community?

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

## How do we **anticipate** supports & strategies needed for to navigate the barriers in a community?

(The zipcode strategies!)

## How can we change the context so **ALL students** can navigate around barriers?

(Implementing UDL strategies class and school wide over time)

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22

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