

SHELLEY MOORE



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Thinking Back

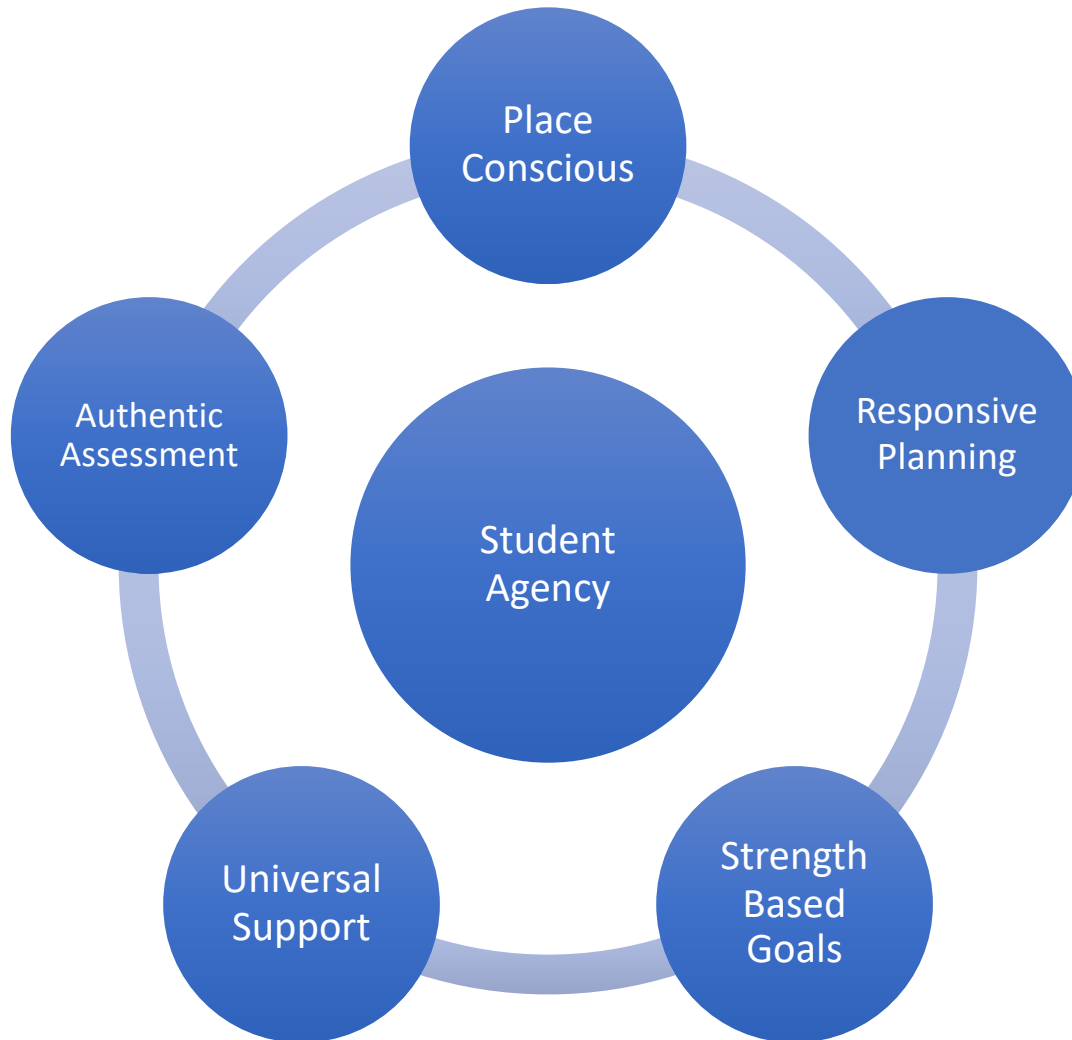
- What do you remember?
- What have you tried?
- What questions have come up?

- Wifi - CV2019

British Columbia's Competency Based IEP



Guiding Principles of a Renewed IEP



FINDING OPPORTUNITIES FOR **INCLUSION** TO HAPPEN?

- Places for **academics**
- Places for **electives**
- Places **inside** the school
- Places **outside** of the school

DO **ALL** STUDENTS IN
OUR SCHOOL
COMMUNITY HAVE
ACCESS TO
ALL PLACES

Finding the Balance for Programming

- **Strategic** Planning
 - Students are in classrooms with diverse peers
 - Students are working on cognitively appropriate curricular goals (e.g. science, math, phys ed, home ec)
 - Students are working on grade specific curriculum
 - Making grade level curriculum accessible (not trying to close the gap)
- **Explicit** Planning
 - Students are in smaller classrooms with their identity peers
 - Students are working on cognitively appropriate or developmental goals (i.e. literacy, numeracy, life skills, OT, PT, SLP, toileting, eating etc.)
 - Students are working with age specific curriculum
 - Working on developmental level (trying to close the gap)

Guiding Ratios for Inclusive Program Planning for Students with Intellectual Disabilities*

Grade	% Strategic Instruction	% Explicit Instruction
K-7	100%	Max 20%
7-9	75 %	25 %
10-11	50 %	50 %
12 – 12+	25%	75%

*These are guiding ratios only, some individuals may need more individualized ratios

Place Conscious Planning for IEPs

- Where am I learning?
- Who am I in this place?
- Who shares this place with me?

Place Conscious Planning for IEPs

- Where am I learning?
- Who am I in this place?
- Who shares this place with me?

Class Review for: _____

Teacher(s): _____

(adapted from Brownlie & King, 2000)

Interests

Classroom Strengths

Classroom Stretches

Class Wide Structures

Class Wide Goals/ Competencies

Individual Considerations

Medical

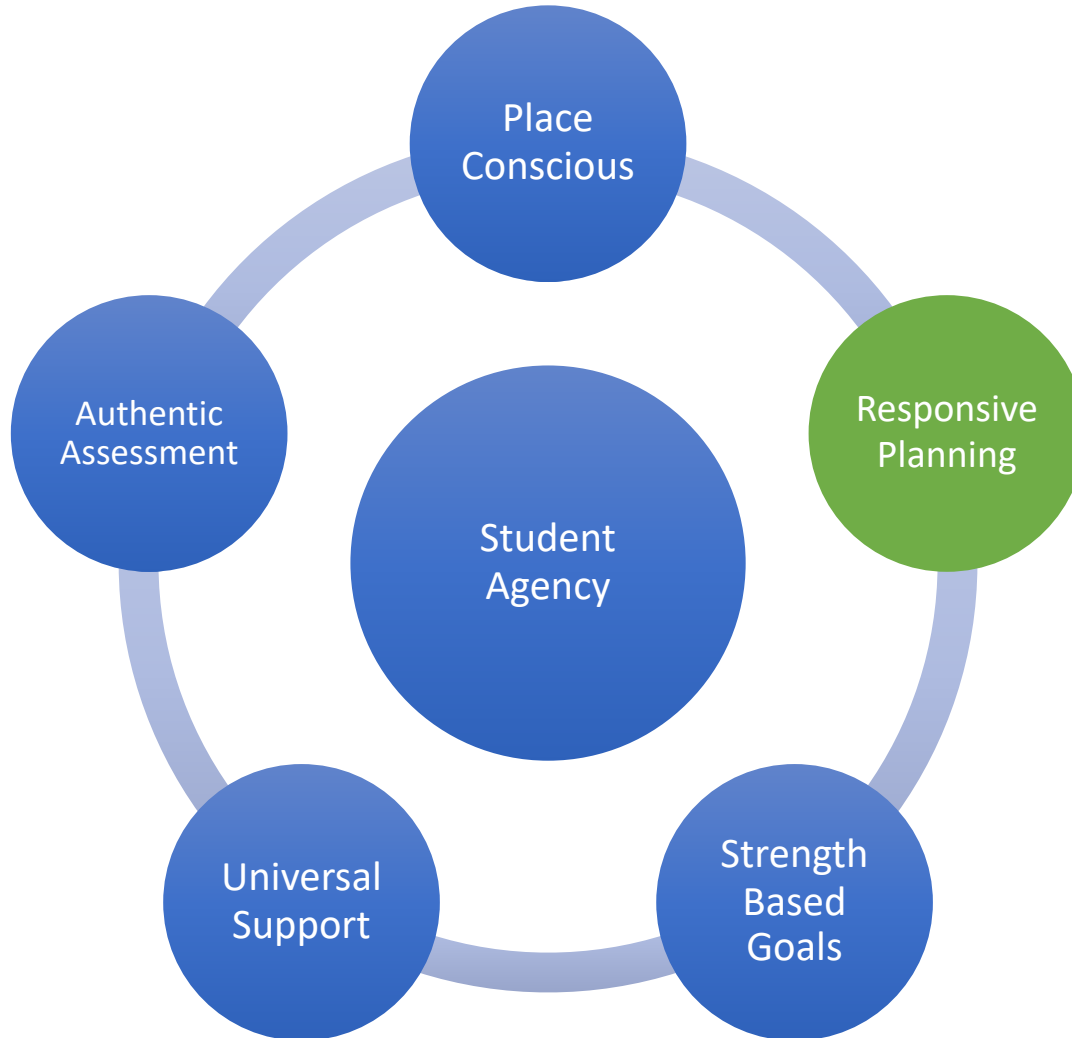
Language

Learning

Socio-Emotional

Other

Guiding Principles of a Renewed IEP

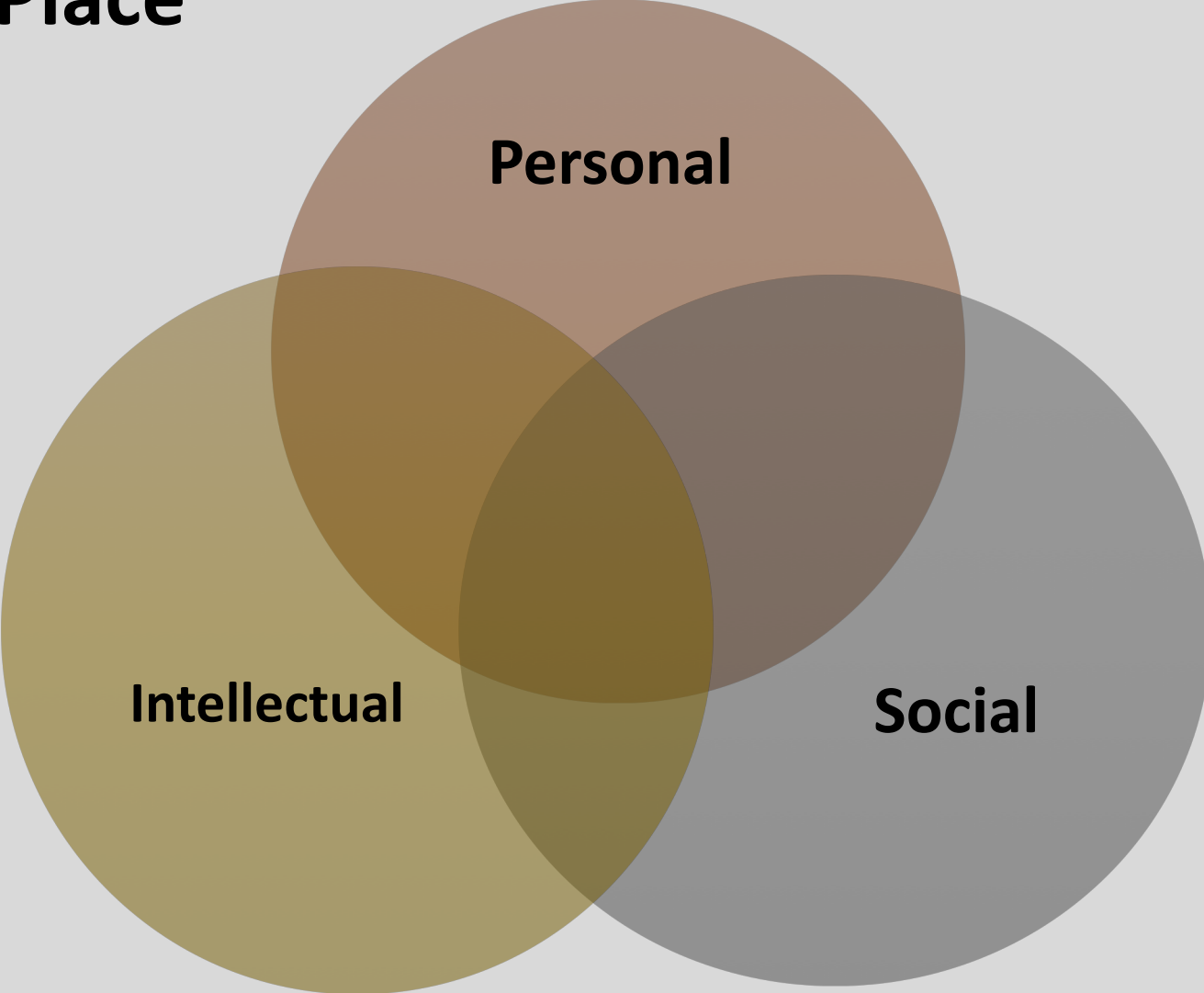


Place

Personal

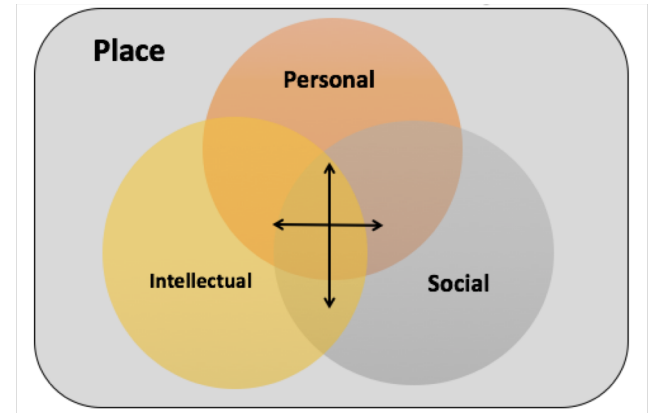
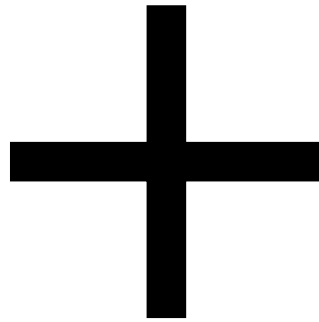
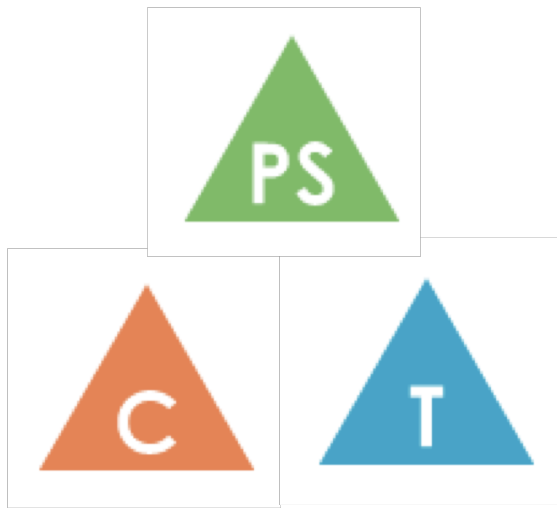
Intellectual

Social

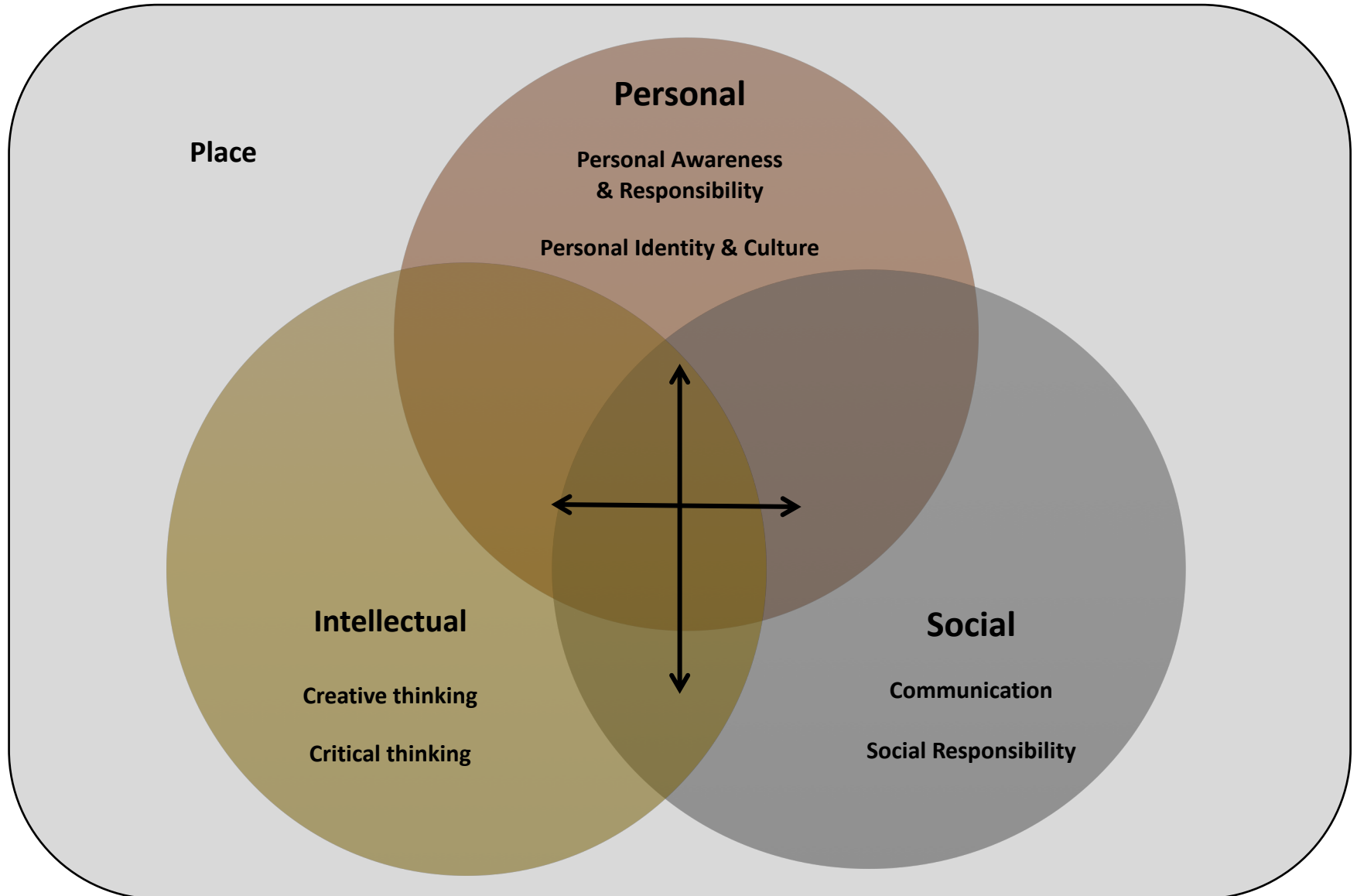


Core Competencies + Place-Based Inclusive Framework

- If we want to combine these frameworks however, a few adjustments need to be made to best represent the principles of both



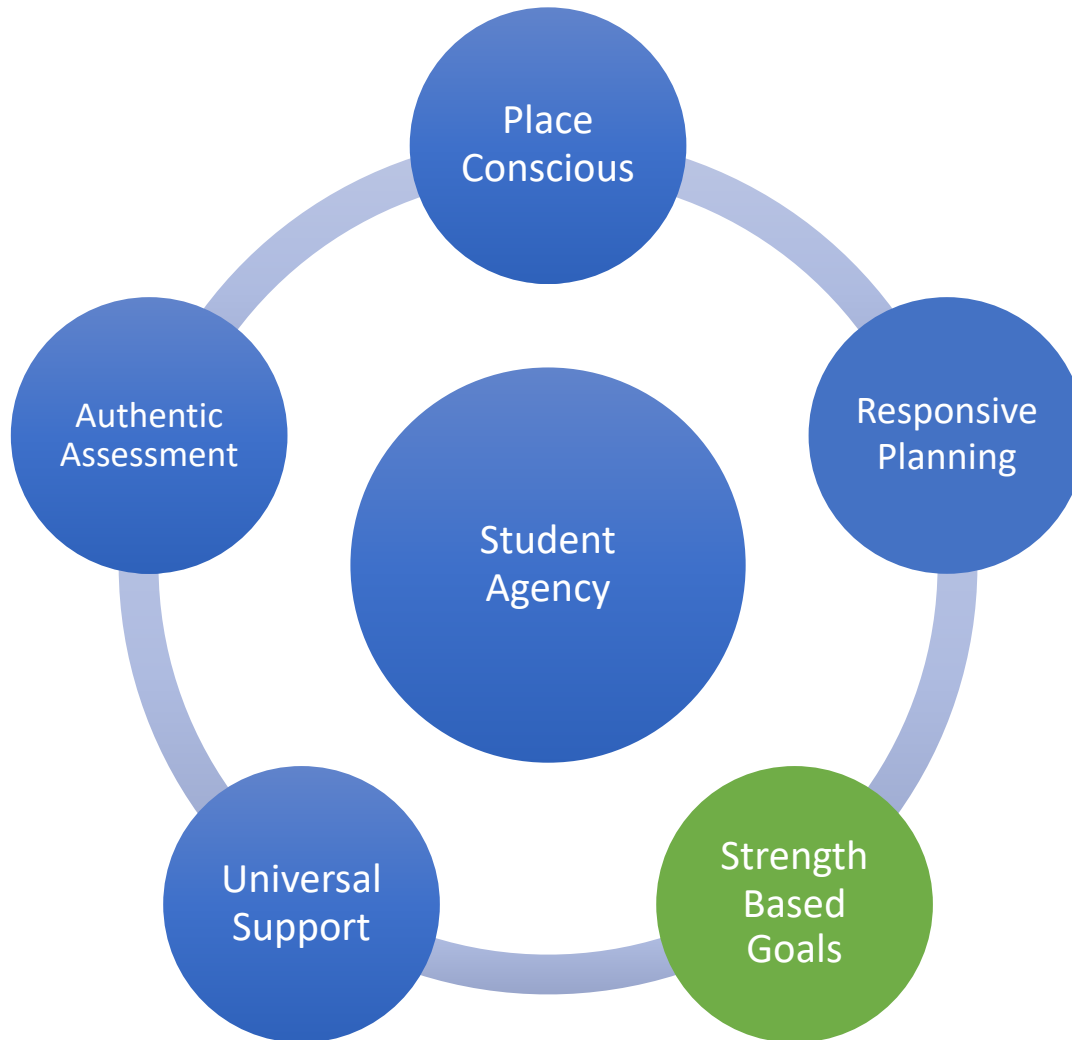
A Place Based, Competency Based & Strength Based IEP Framework!



Talk to your neighbour

- How does responsive planning support the development of student agency?

Guiding Principles of a Renewed IEP



IEP Goals (2 parts)

1. Core Competency Goals

(ALL students with an IEP)

2. Curricular Competency Goals

(in addition to core competency goals/ not for all students)

- a. Supplemental goals
- b. Replacement goals

COMMUNICATION	THINKING		PERSONAL AND SOCIAL		
	CREATIVE THINKING	CRITICAL THINKING	PERSONAL & CULTURAL IDENTITY	PERSONAL AWARENESS & RESPONSIBILITY	
<p>The set of abilities that students use to impart and exchange information, experiences, and ideas, to explore the world around them, and to understand and effectively engage in the use of digital media. Provides a bridge between students' learning, their personal and social identity and relationships, and the world in which they learn.</p>	<p>Involves the generation of new ideas and concepts that have value to the individual or others, and the development of these ideas and concepts from thought to reality. Creative thinking is deeply collaborative. New thoughts and concepts are built on combinations of existing thoughts and concepts. The ideas available as raw material for creative thinking depend on previous experiences and learning, as well as one's cultural legacy.</p>	<p>Involves making judgments based on reasoning; students consider options; analyze these using specific criteria; and draw conclusions and make judgments. It encompasses a set of abilities that students use to examine their own thinking, and that of others, about information that they receive through observation, experience, and various forms of communication.</p>	<p>Involves the awareness, understanding, and appreciation of all the facets that contribute to a healthy sense of oneself. It includes awareness and understanding of one's family background, heritage(s), language(s), beliefs, and perspectives in a pluralistic society. Students who have a positive personal and cultural identity value their personal and cultural narratives, and understand how these shape their identity. Supported by a sense of self-worth, self-awareness, and positive identity, students become confident individuals who take satisfaction in who they are, and what they can do to contribute to their own well-being and to the well-being of their family, community, & society.</p>	<p>Includes the skills, strategies, and dispositions that help students to stay healthy and active, set goals, monitor progress, regulate emotions, respect their own rights and the rights of others, manage stress, and persevere in difficult situations. Students who demonstrate personal awareness and responsibility demonstrate self-respect and express a sense of personal well-being.</p>	<p>Involves the ability and disposition to consider the interdependence of people with each other and the natural environment; to contribute positively to one's family, community, society, and the environment; to resolve problems peacefully; to empathize with others and appreciate their perspectives; and to create and maintain healthy relationships.</p>
<p>1. Connect and Engage with Others (to share & develop ideas) Students engage in informal and structured conversations where they listen, contribute, develop understanding and relationships, learn to consider diverse perspectives, and build consensus. Examples: literature circles, book clubs, blogs, and small group discussions & decision making/informal debate</p> <ul style="list-style-type: none"> I ask and respond to simple, direct questions I am an active listener; I support and encourage the person speaking I recognize that there are different points-of-view and I can disagree respectfully 	<p>1. Novelty and Value Students get creative ideas that are both novel and have value. Ideas may be new to that student or their peers; may be novel for their age group or larger community; may be new in a particular context or absolutely new. The development may also have value in a variety of ways and contexts. It may be fun, provide a sense of accomplishment, solve a naturally occurring problem, be a form of self-expression; provide a new perspective that influences how people think about something or the actions people take. An idea can have an impact on the individual student, classroom, larger group of peers, in one's community, or on a global level.</p> <ul style="list-style-type: none"> I get ideas when I play. My ideas are fun & make me happy. I can get new ideas or build on other people's ideas, to create new things within the constraints of a form, a problem, or materials. I generate new ideas as I pursue my interests. I get ideas that are new to my peers. I can develop a body of creative work over time in an area I'm interested in or passionate about 	<p>1. Analyze and Critique Students learn to analyze and make judgments about a work, a position, a process, a performance, or another product or act. They consider purpose, focus on evidence, and use criteria (explicit or implicit) to draw conclusions and make defensible judgments or assessments. They consider a variety of perspectives. Some opportunities for analysis and critique are formal tasks; others are informal, ongoing activities (e.g. assessing a plan they are developing to solve a problem). Students often analyze and critique their own work as a key part of their learning.</p> <ul style="list-style-type: none"> I can show if I like something or not. I can identify criteria that I can use to analyze evidence. I can analyze evidence from different perspectives. I can reflect on and evaluate my thinking, products, and actions. I can analyze my own assumptions and beliefs and consider views that do not fit with them. 	<p>1. Relationships & Cultural Contexts Students understand that their relationship and cultural contexts help to shape who they are ("Culture" meant in its broadest sense, including identifiers such as ethnicity, nationality, language, ability, sex/gender, age, geographic region, sexuality and religion). Students define themselves in terms of their relationship to others and their relationship to the world (people and place) around them.</p> <ul style="list-style-type: none"> I can describe my family and community. I am able to identify the different groups that I belong to. I understand that my identity is made up of many interconnected aspects (such as life experience, family history, heritage, peer groups) I understand that learning is continuous and my concept of self identity will continue to evolve. 	<p>1. Self-Determination Students who are personally aware and responsible have a sense of personal efficacy and growing confidence in a variety of situations. They value themselves, their ideas, and their accomplishments. They are able to express their needs and seek help when they need it, to find purpose and motivation and act on it, and to advocate for themselves.</p> <ul style="list-style-type: none"> I can show a sense of accomplishment & joy I can celebrate my efforts & accomplishments I can advocate for myself and my ideas I can imagine and work toward change in myself and the world I take the initiative to inform myself about controversial issues 	<p>1. Contributing to Community & Caring for the Environment Students develop awareness and take responsibility for their social, physical, and natural environments by working independently and collaboratively for the benefit of others, communities and the environment.</p> <ul style="list-style-type: none"> With some support, I can be part of a group. I can participate in classroom and group activities to improve the classroom, school, community, or natural world. I contribute to group activities that make my classroom, school, community, or natural world a better place. I can identify how my actions & the actions of others affect my community and the natural environment & can work to make positive change I can analyze social or environmental issues from multiple perspectives. I can take thoughtful action to influence positive, sustainable change.
<p>2. Acquire, Interpret, and Present Information (include inquiries) Students inquire into topics that interest them, and topics related to their school studies. They present for many purposes and audiences; their work often features media and technology. Examples: "show & tell" explaining a concept, sharing a Power-Point presentation about a research or inquiry topic, creating a video proposal</p> <ul style="list-style-type: none"> I can understand and share information about a topic that is important to me I present information clearly & in an organized way I can present information & ideas to an audience / may not know 	<p>2. Generating Ideas Students may generate creative ideas as a result of free play, engagement with someone else's ideas, a naturally occurring problem or constraints or interest or passion. New ideas and inspirations can spontaneously arise from the unconscious mind, which is why student often report that their ideas just "pop" into their heads. However, students can also become aware of, and use, ways to help their unconscious minds generate ideas—giving their unconscious minds lots of ideas and information to combine and recombine at random (e.g. by learning about something of interest), providing the incubation time for the unconscious to work, and cutting the filters and censorship in the conscious or subconscious minds that tend to prevent novel ideas and regulations from rising to the conscious mind (e.g. by doing relaxing or automatic activities).</p> <ul style="list-style-type: none"> I get ideas when I use my senses to explore. I build on others' ideas and add new ideas of my own, or combine other people's ideas in new ways to create new things or solve straightforward problems I deliberately learn a lot about something (e.g. by doing research, talking to others or spicing up) so that I am able to generate new ideas or ideas just pop into my head. I have deliberate strategies for quieting my conscious mind (e.g. walking away for a while, doing something relaxing, being deliberately playful) so that I can be more creative. I have interests and passions that I pursue over time 	<p>2. Question and Investigate Students learn to engage in an inquiry investigation where they identify and explore questions or challenges related to key issues or problematic situations in their studies, their lives, their communities, and the media. They develop and refine questions; create and carry out plans; gather, interpret, and synthesize information and evidence; and draw reasoned conclusions. Some critical thinking activities focus on part of the process, such as questioning, while others may involve a complex inquiry into a local or global issue.</p> <ul style="list-style-type: none"> I can explore materials and actions. I can ask open-ended questions and gather information. I can consider more than one way to proceed in an investigation. I can evaluate the credibility of sources of information. I can tell the difference between facts and interpretations, opinions, or judgments. 	<p>2. Personal Values & Choices Students define what they value. They understand how what they value has been influenced by their life experiences. They identify ways in which what they value helps to shape their choices in all contexts of their lives.</p> <ul style="list-style-type: none"> I can tell what is important to me. I can explain what my values are and how they affect choices I make. I can tell how some important aspect of my life have influenced my values I understand how my values shape my choices. 	<p>2. Self-Regulation Students who are personally aware and responsible take responsibility for their own choices and actions. They set goals, monitor progress, and understand and regulate their emotions. They are aware that learning involves patience and time. They are able to persevere in difficult situations, and to understand how their actions affect themselves and others.</p> <ul style="list-style-type: none"> I can sometimes recognize emotions I can use strategies that help me manage my feelings and emotions. I can persevere with challenging tasks. I can implement, monitor, and adjust a plan and assess the results. I can take ownership of my goals, learning & behavior. 	<p>2. Solving Problems in Peaceful Ways Students identify and develop an appreciation of different perspectives on issues; they generate, use, and evaluate strategies to resolve problems.</p> <ul style="list-style-type: none"> I can solve problems myself and can identify when to ask for help. I can identify problems and compare potential problem-solving strategies. I can clarify problems, consider alternatives, and evaluate strategies. I can clarify problems or issues, generate multiple strategies, weigh consequences, compromise to meet the needs of others, and evaluate actions.
<p>3. Collaborate to Plan, Carry Out, and Review Constructions & Activities Students work together to accomplish goals either face to face, or through media. Examples: planning a construction, inquiry, or performance, solving a problem, conducting an inquiry, working together on a community project</p> <ul style="list-style-type: none"> I can work with others to achieve a common goal. I do my share I can take on roles/responsibilities in a group I can summarize key ideas & identify the ways we agree (commonalities) 	<p>3. Developing Ideas After students get creative ideas, they evaluate them, decide which ones to develop, refine them, work to realize them in some way. The process of developing ideas may require building the necessary skills, sustaining perseverance, and using/failure productively over time. It may require generating additional creative ideas to get solutions to problems along the way.</p> <ul style="list-style-type: none"> I make my ideas work or I change what I am doing. I can usually make my ideas work within the constraints of a given form, problem, and materials if I keep playing with them. I build the skills I need to make my ideas work, and usually succeed, even if it takes a few tries I use my experiences with various steps and attempts to direct my future work I can persevere over years if necessary to develop my ideas. I expect ambiguity, failure, and setbacks and use them to advance my thinking 	<p>3. Develop and Design Students apply critical thinking to create or transform products, methods, performances, and representations in response to problems, events, issues, and needs. They work with clear purpose and consider the potential users or audience of their work. They explore possibilities develop and refine plans, monitor their progress, and adjust their procedures in the light of criteria and feedback. They can determine the extent to which they have met their goals.</p> <ul style="list-style-type: none"> I can experiment with different ways of doing things I can develop criteria for evaluating design options. I can monitor my progress and adjust my actions to make sure I achieve what I want. I can make choices that will help me create my intended impact on an audience or situation. 	<p>3. Personal Strengths & Abilities Students acknowledge their strengths and abilities, and explicitly consider these as assets that can help them in all aspects of their lives. Students understand that they are unique and are a part of larger communities. They explain how they are using their strengths and abilities in their families, their relationships, and their communities.</p> <ul style="list-style-type: none"> I can identify my individual characteristics. I can describe/express my attitudes, characteristics, and skills. I can reflect on my strengths and identify my potential as a leader in my community. I understand I will continue to develop new abilities and strengths to help me meet new challenges. 	<p>3. Well-Being Students who are personally aware and responsible recognize how their decisions and actions affect their mental, physical, emotional, social, cognitive, and spiritual wellness, and take increasing responsibility for caring for themselves. They keep themselves healthy and physically active, manage stress, and express a sense of personal well-being. They make choices that contribute to their safety in their communities, including online interactions. They recognize the importance of happiness, and having strategies that help them find peace in challenging situations.</p> <ul style="list-style-type: none"> I can participate in activities that support my well-being, and help/hurt how they help me. I can take some responsibility for my physical and emotional well-being. I can make choices that benefit my well-being and keep me safe in my community, including my online interactions. I can use strategies to find peace in stressful times. I can sustain a healthy and balanced lifestyle. 	<p>3. Valuing Diversity Students value diversity, defend human rights, advocate for others, and act with a sense of ethics in interactions, including online.</p> <ul style="list-style-type: none"> With some direction, I can demonstrate respectful and inclusive behavior. I can explain when something is unfair. I can advocate for others I take action to support diversity and defend human rights, and can identify how diversity is beneficial for my community, including online.
<p>4. Explain/Recount and Reflect on Experiences & Accomplishments Students tell about their experiences—especially their learning experiences—and reflect and share what they learned. Examples: presentations of learning, self-assessment, and reviewing/reflecting/feedback</p> <ul style="list-style-type: none"> I give, receive, and act on feedback I can recount simple experiences and activities and tell something I learned I can represent my learning and tell how it connects to my experiences and efforts 				<p>4. Building Relationships Students develop and maintain diverse, and positive peer and intergenerational relationships in a variety of contexts.</p> <ul style="list-style-type: none"> With some support, I can be part of a group. I am kind to others, can work or play cooperatively, and can build relationships with people of my choosing. I can identify when other need support & provide it. I am aware of how others may feel and take steps to help them feel included. I build and sustain positive relationships with diverse people, including people from different generations. 	

CB IEP V.11

Core Competency-Based Goals			
Core Competency ▾	Goal/ Facet:	▾	
Objective:		Instructional Strategies:	
Objective:		Instructional Strategies:	

Core Competency-Based Goals			
Core Competency ▾	Goal/ Facet:	▾	
Objective:		Instructional Strategies:	
Objective:		Instructional Strategies:	

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Core Competency ▾	Goal/ Facet:	▾	
Objective:		Instructional Strategies:	
Objective:		Instructional Strategies:	

IEP Goals (2 parts)

1. Core Competency Goals

(ALL students with an IEP)

2. Curricular Competency Goals

(in addition to core competency goals/ not for all students)

- a. Supplemental goals
- b. Replacement goals

Curricular Competencies

(addition to core competency goals/ not for all students)

Supplemental

- Goals in addition to grade level/band curriculum
- Students DO NOT have a cognitive disability
- E.g. a reading fluency goal in addition to Language Arts curriculum

Replacement

- Goals that are instead of grade level/band curriculum
- Student DO have a cognitive disability
- E.G. developmentally appropriate literacy goal in place of Language Arts²⁷ curriculum

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Replacement

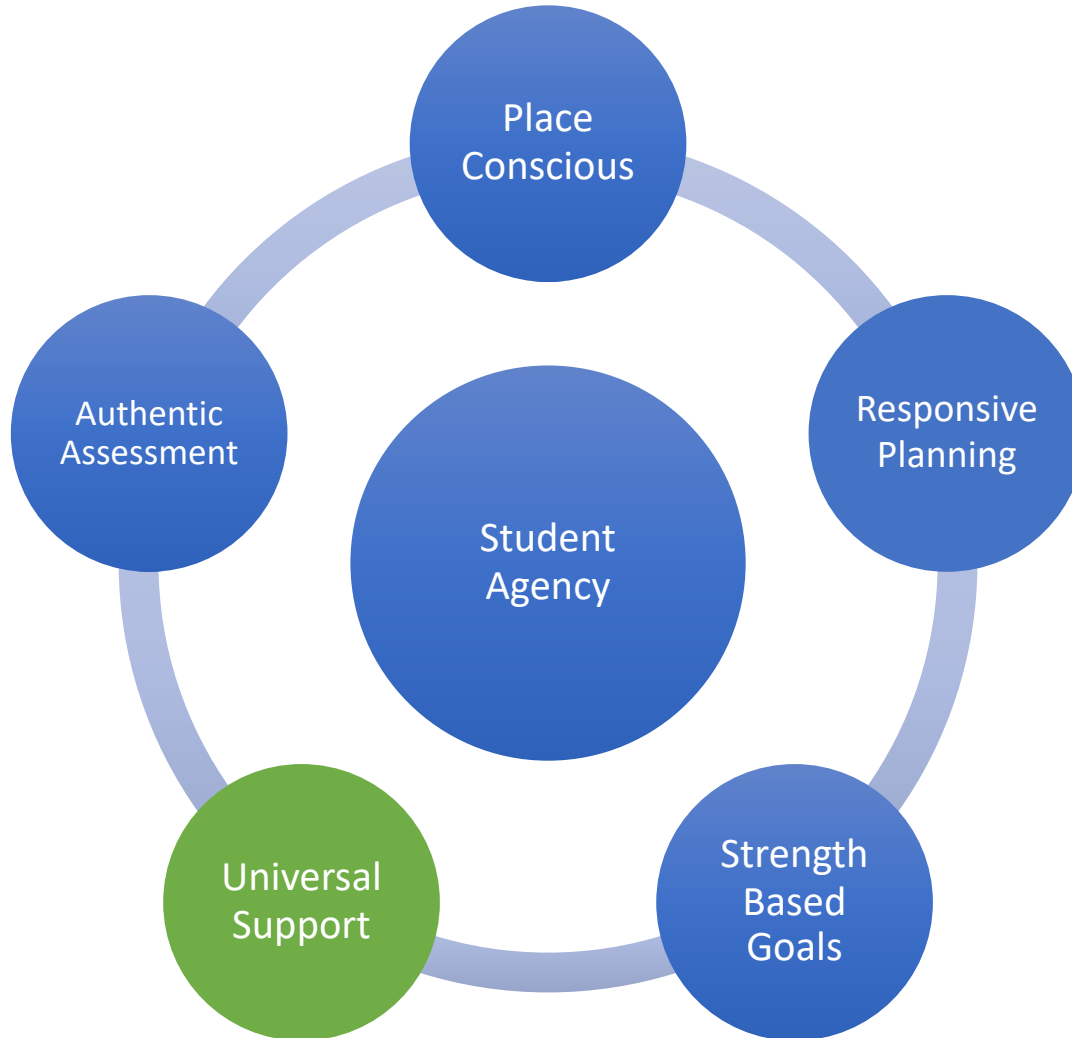
- Goals that are instead of grade level/band curriculum
- Student DO have a cognitive disability
- E.G. developmentally appropriate literacy goal in place of Language Arts²⁷ curriculum

Replacement Curricular Goals Goals, Objectives & Strategies

- For students with cognitive disabilities
- These goals replace grade level goal in class
- Aimed to create access, not to close the gap
- These goals CAN be evaluated on reported on

Student:	Course	Teacher/Staff:
What unit are you working on this term?	Why is this unit important? (Big Idea)	
Unit 1:		
What do you want everyone to get out of this unit? (Goal)	What could this look like for _____? (Access Goal/Objective)	
What resources/ strategies are you using for this unit?	What do we need for _____? (strategies)	
How will you assess all students learning in this unit?	What could this look like for _____? (assessment)	

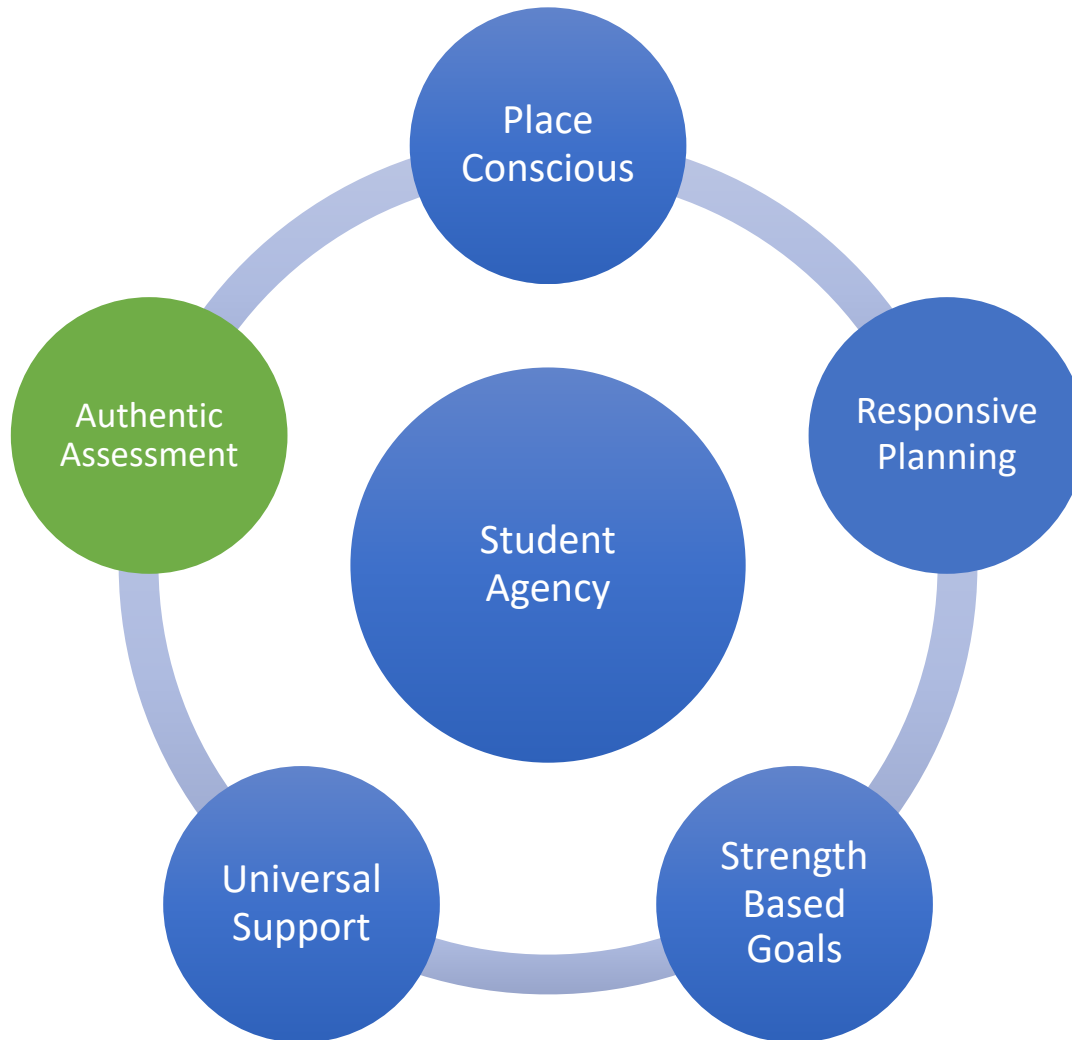
Guiding Principles of a Renewed IEP





SHIFTING OUR SUPPORT MODELS

Guiding Principles of a Renewed IEP





RESPONSIVE **CLASSROOM SUPPORT**

The cupcake Model



Special Education

Medical Model

The cupcake model



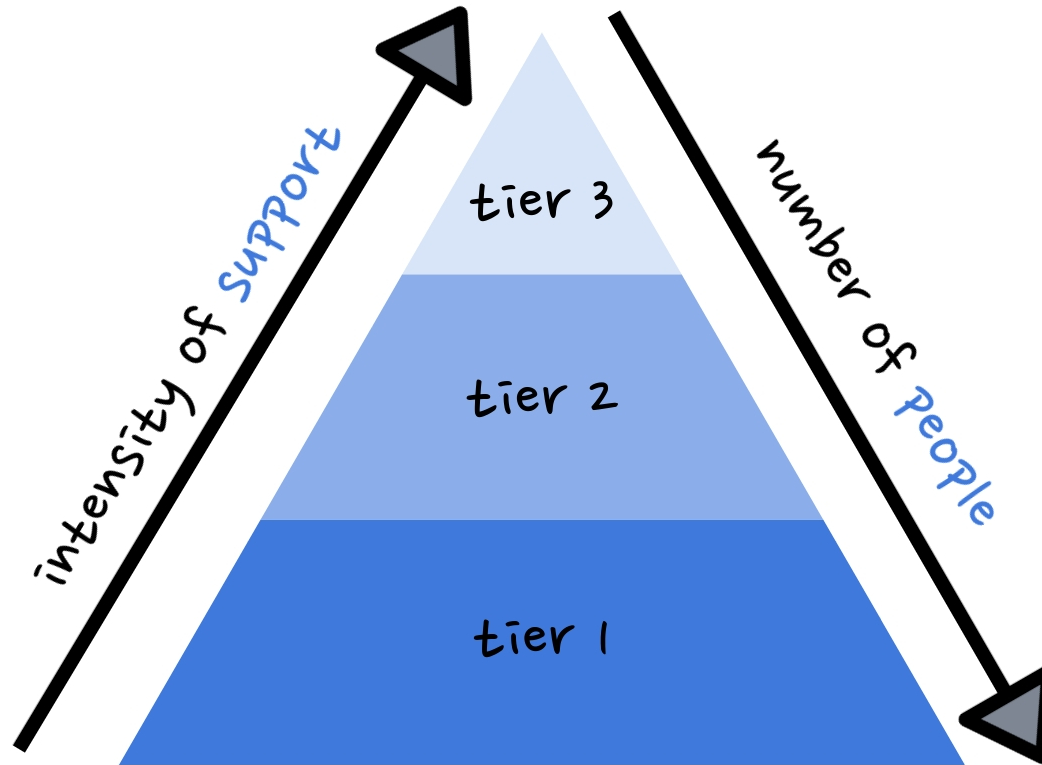
The layered cake model



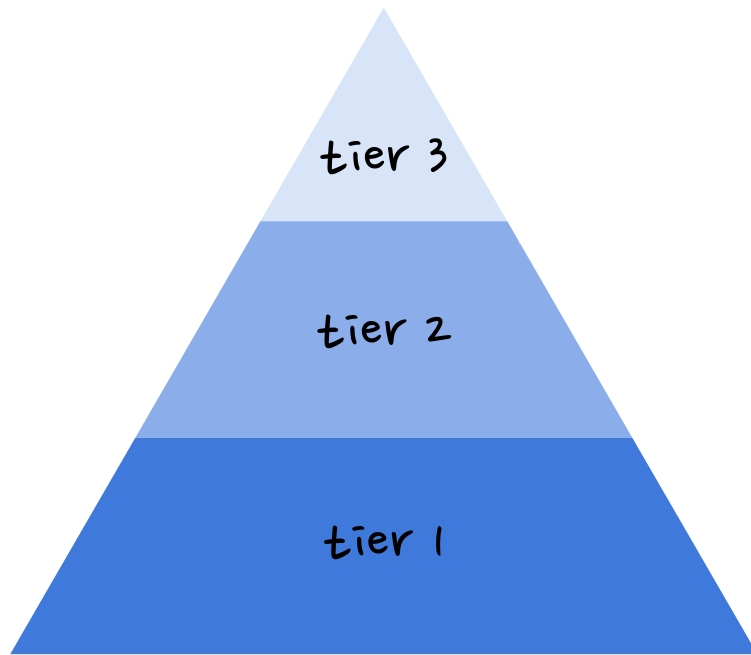
The layered cake model



RTI: RESPONSE TO INTERVENTION



RTI: RESPONSE TO INTERVENTION



- early intervention of support
- assessment of students
- regulated supports

RTI: RESPONSE TO INTERVENTION ??

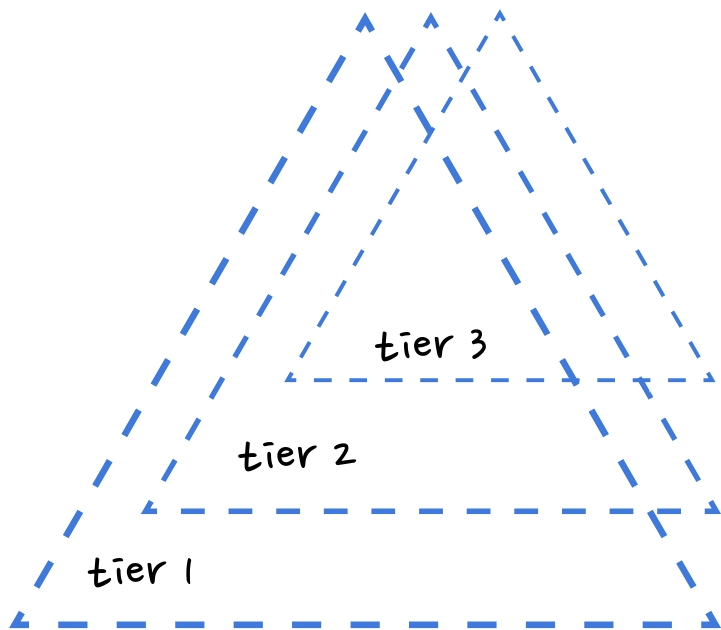
modifications

adaptations

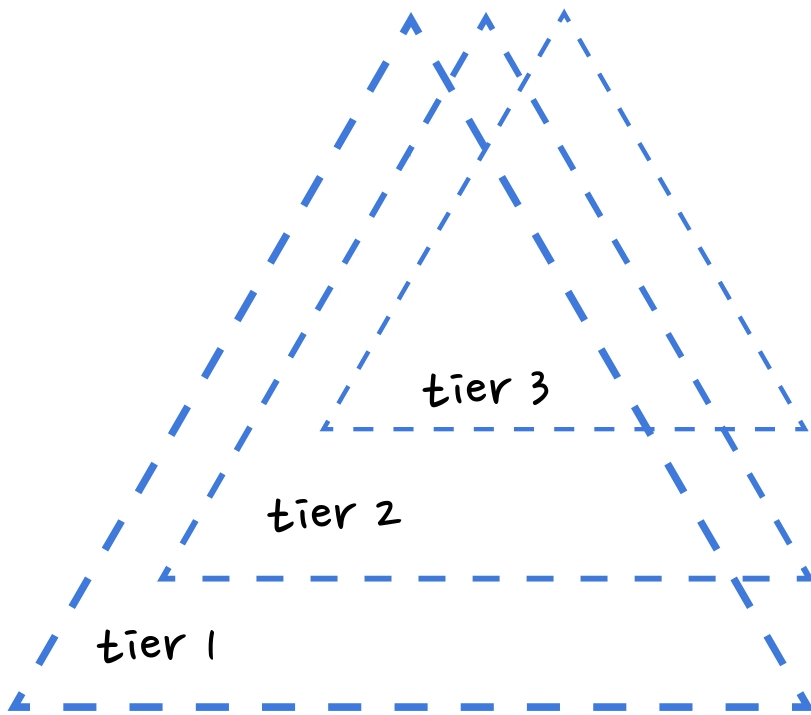
no support



RTI: RESPONSE TO INSTRUCTION



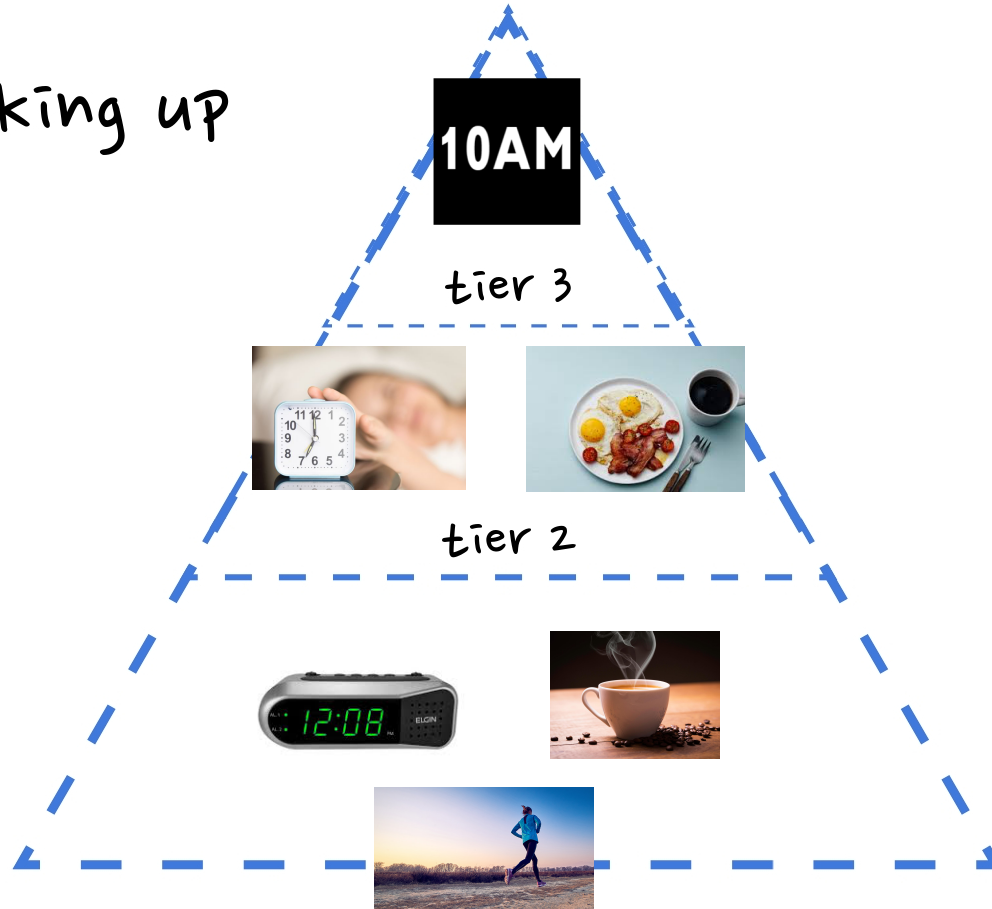
RTI: RESPONSE TO INSTRUCTION



- early instruction of support
- assessment of the environment
- universal supports

RESPONSE TO INSTRUCTION

Lens: Waking up



Shelley Moore, 2019

@tweetsomemoore

RESPONSE TO INSTRUCTION

- SUPPORTS are determined BEFORE teaching
- SUPPORTS are designed for specific students
- SUPPORTS are taught to ALL students
- SUPPORTS are available to ALL students



THE **SUPPORT** EQUATION

RTI + **UDL** = **SRL**

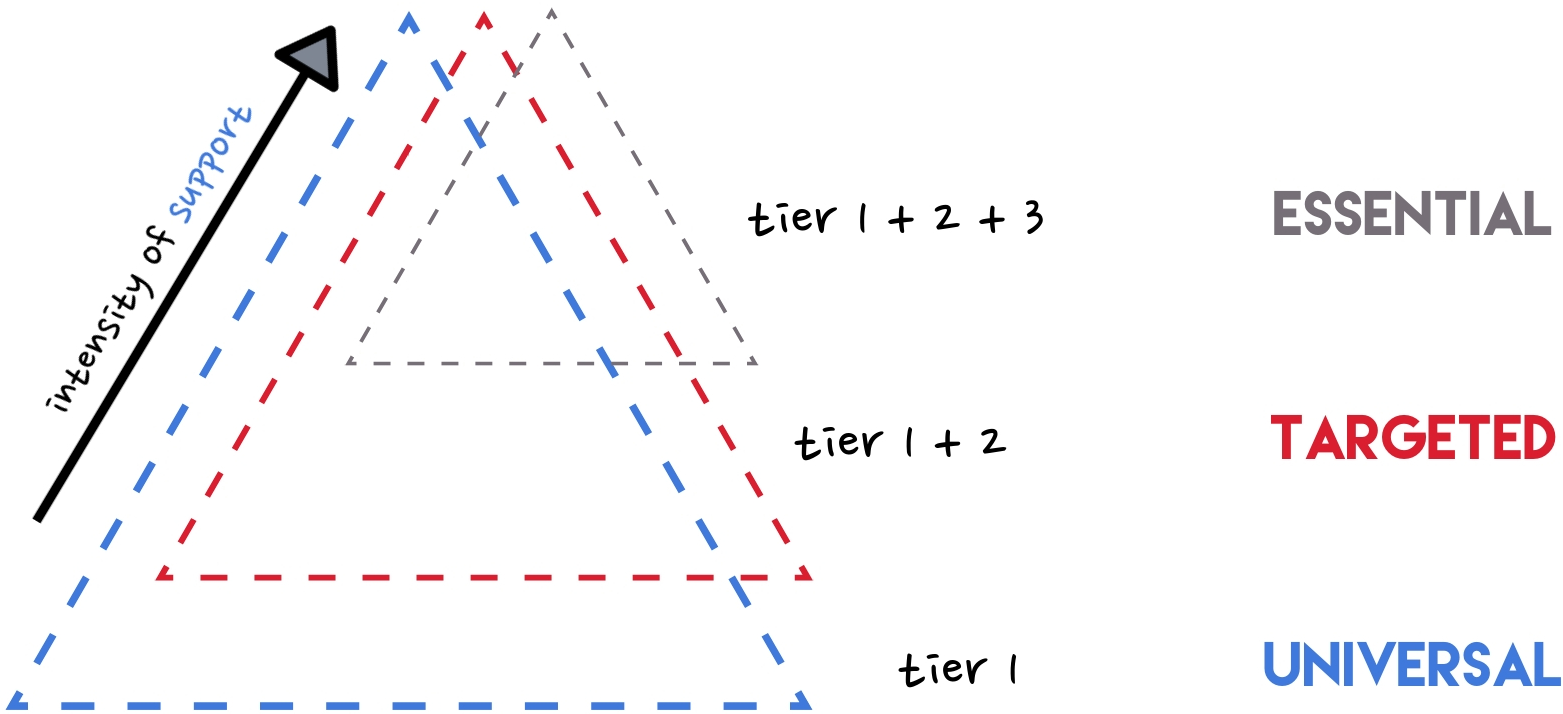
Response to
Instruction

Universal
Design for
Learning

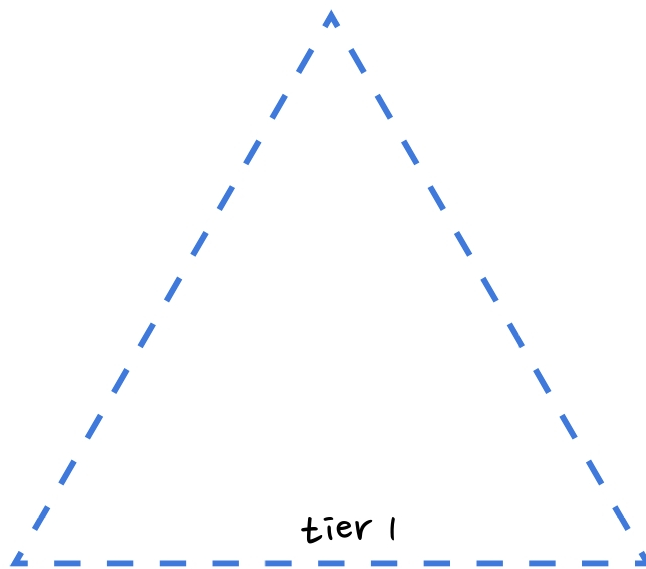
Self Regulation
for
Learning



RTI/MTLS



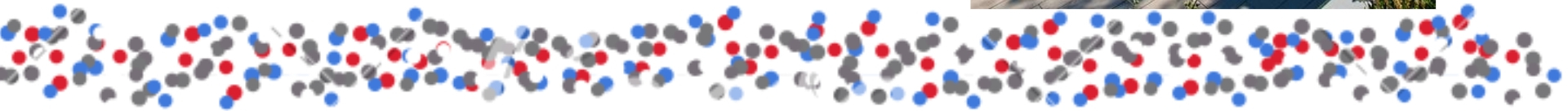
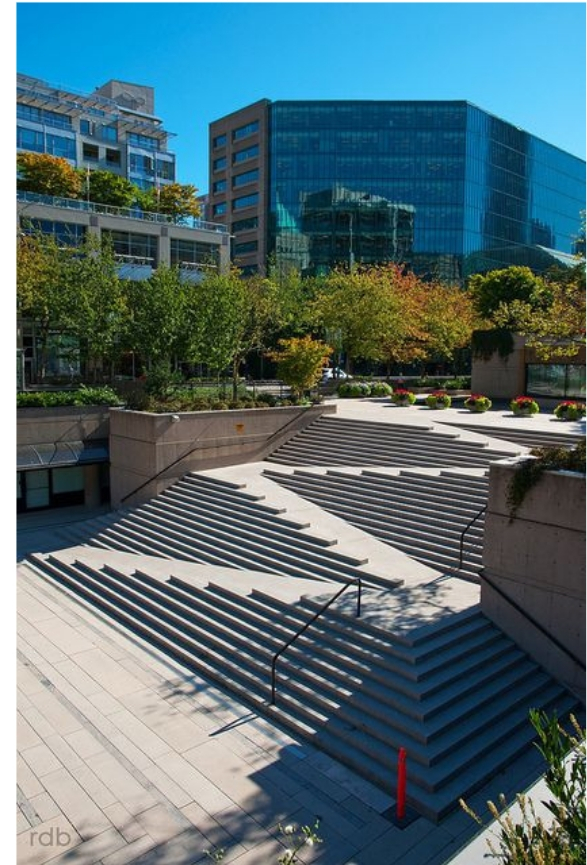
RTI/MTLS: UNIVERSAL SUPPORTS



Designed for one or more; useful for ALL

UNIVERSAL SUPPORTS

1. What is the **goal**?
2. What **supports** are necessary to **access** the **goal**?
3. How do we make the **supports** available as to **ALL**?



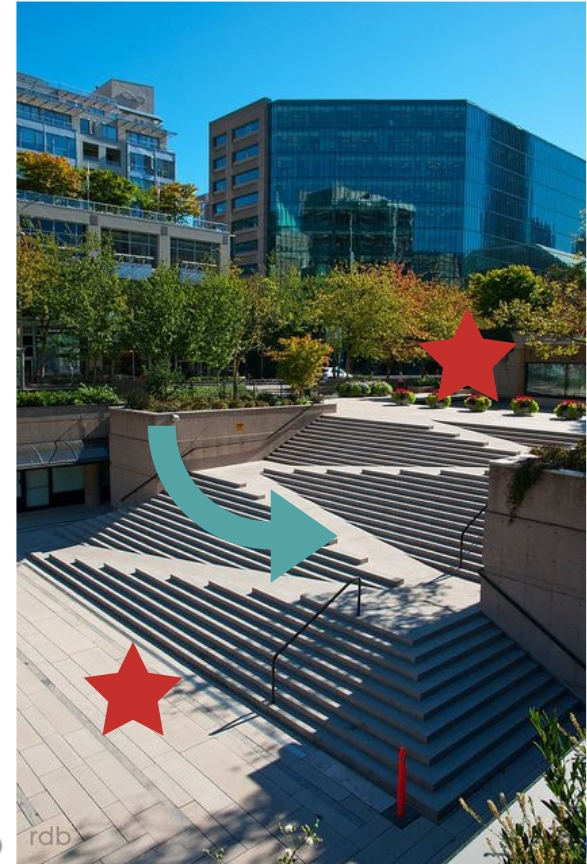
UNIVERSAL SUPPORTS

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UNIVERSAL DESIGN

Equal opportunities in LIFE

Equitable plantain & design

universal supports



UNIVERSAL DESIGN FOR LEARNING

Equal opportunities in EDUCATION

Equitable planning & design

universal supports

WHAT ARE THE STAIRS/ RAMPS FOR LEARNING?

Universal Design for Learning Guidelines



Provide Multiple Means of
Engagement

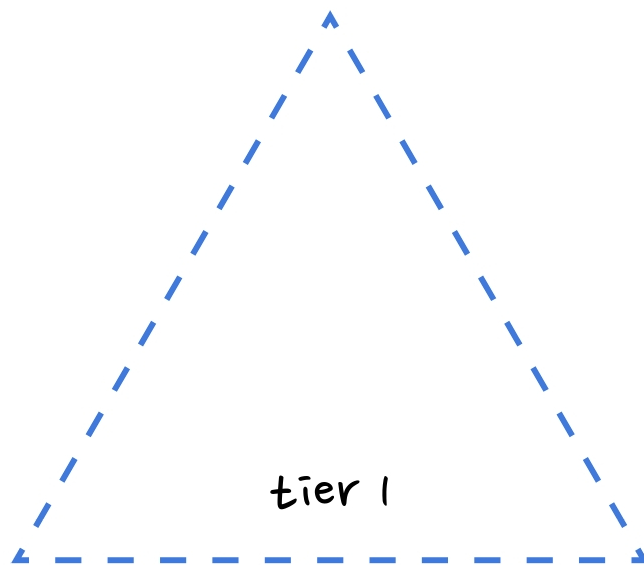


Provide Multiple Means of
Representation



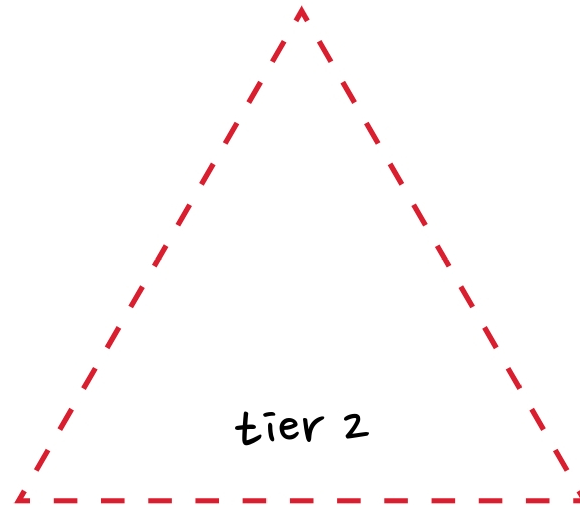
Provide Multiple Means of
Action & Expression

RTI/MTLS: UNIVERSAL SUPPORTS



Designed for one or more; useful for ALL

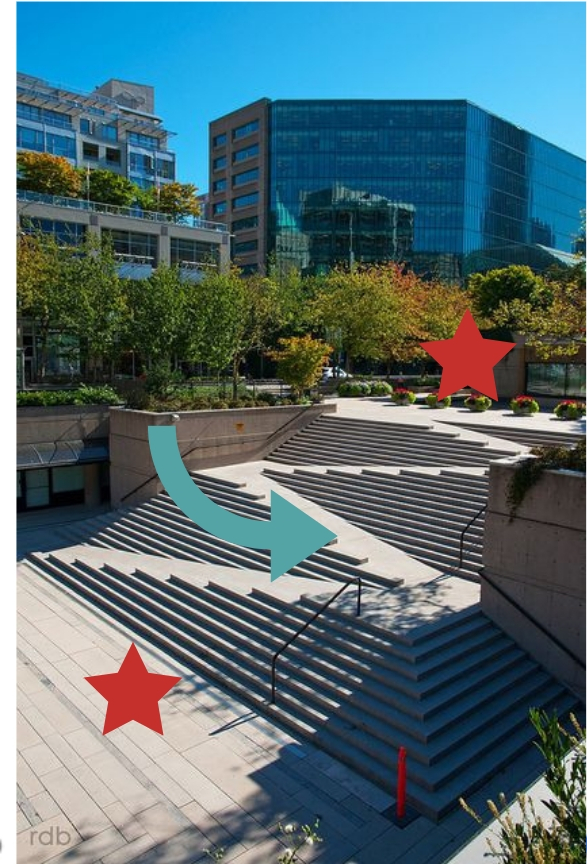
RTI/MTLS: **TARGETED** SUPPORTS



Designed for one or more; useful for some

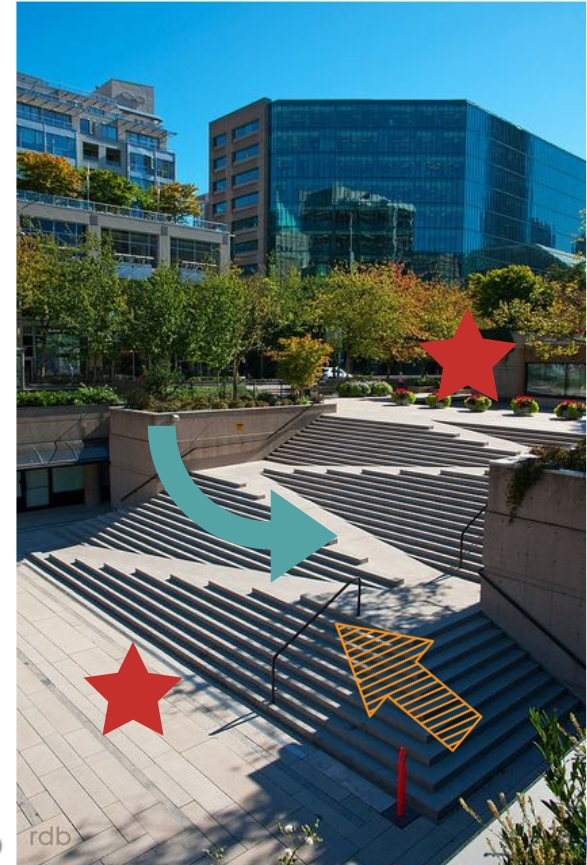
TARGETED SUPPORTS

1. What is the **goal**?
2. What **MORE SUPPORTS** are necessary to **access** the goal?
3. How do we make the **SUPPORTS** available as a **choice** for others?



TARGETED SUPPORTS

1. What is the **goal**?
2. What **MORE SUPPORTS** are necessary to **access** the goal?
3. How do we make the **SUPPORTS** available as a **choice** for others?



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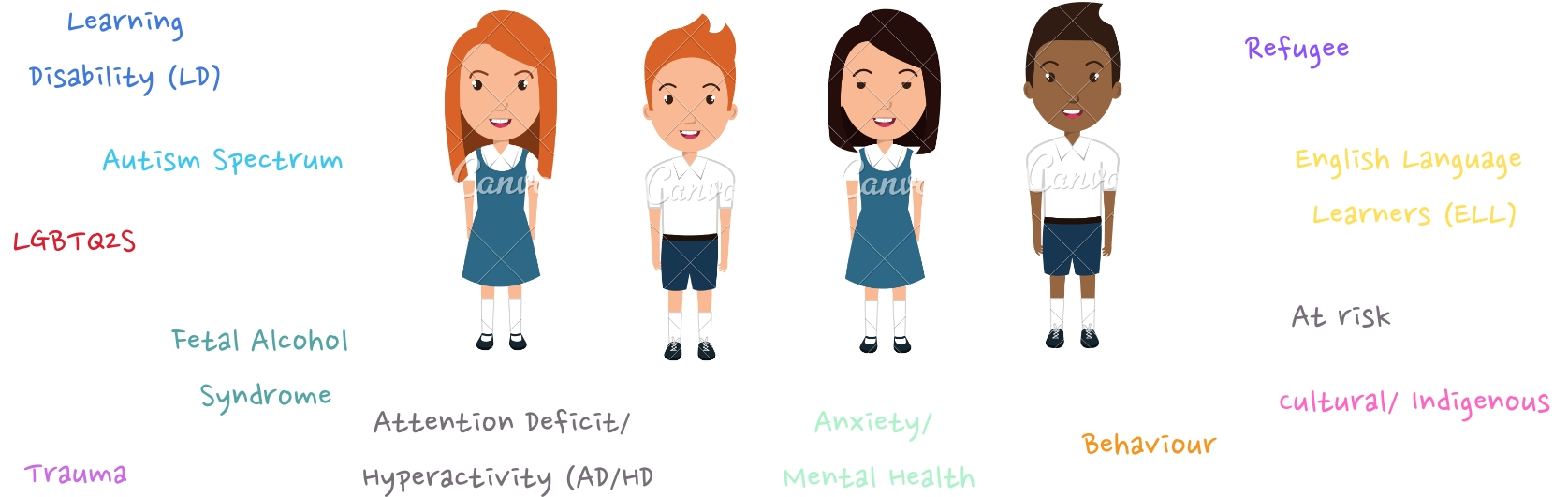
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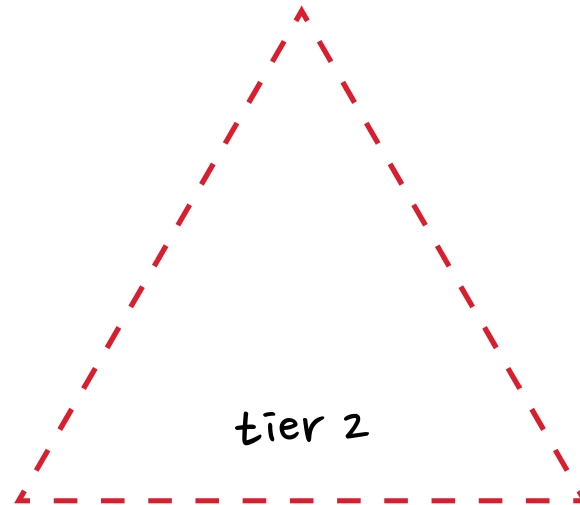


WHAT ARE THE RAILS FOR LEARNING?

What additional supports are needed for targeted needs to meet the goal?

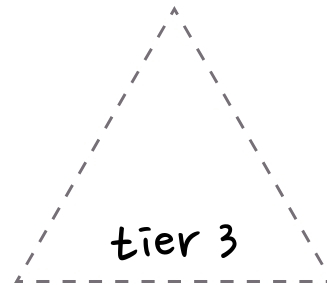


RTI/MTLS: **TARGETED** SUPPORTS



Designed for one or more; useful for some

RTI/MTLS: ESSENTIAL SUPPORTS



Designed for one; useful for one

ESSENTIAL SUPPORTS

1. What is the **goal**?
2. What **EVEN MORE SUPPORTS** are necessary to **access** the goal?
3. How do we **teach** everyone about the **SUPPORT** so that we can **advocate** for ourselves **and** each other?

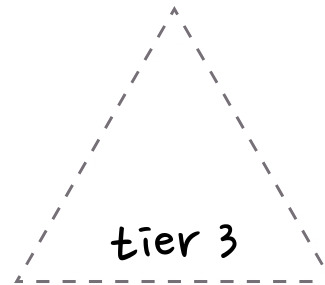


WHAT ARE INDIVIDUALIZED SUPPORTS FOR LEARNING?

What essential supports are needed to meet the goal?



RTI/MTLS: ESSENTIAL SUPPORTS



Designed for one; useful for one