

SHELLEY MOORE



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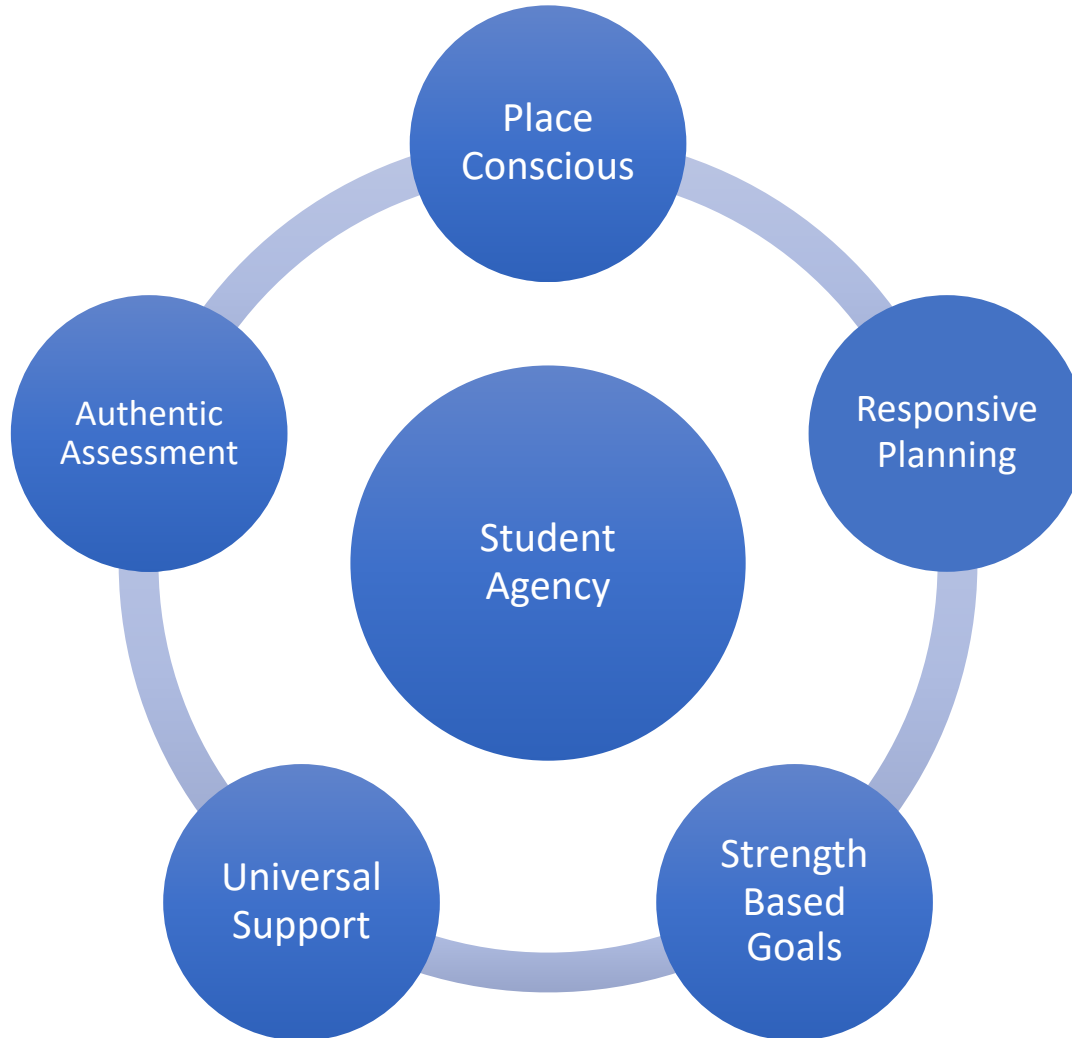


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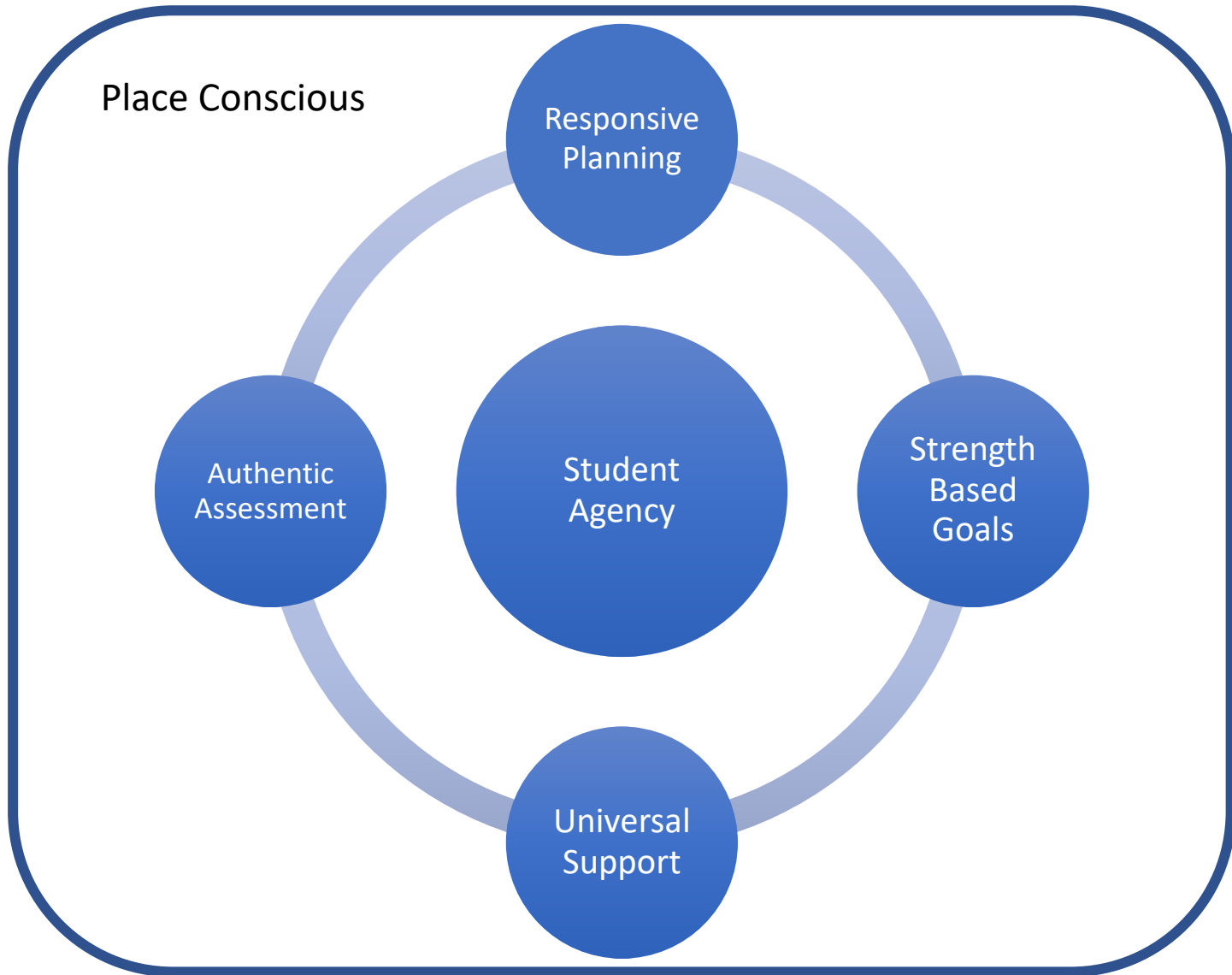
Intros

- What questions are coming up in your school about the CB IEP?

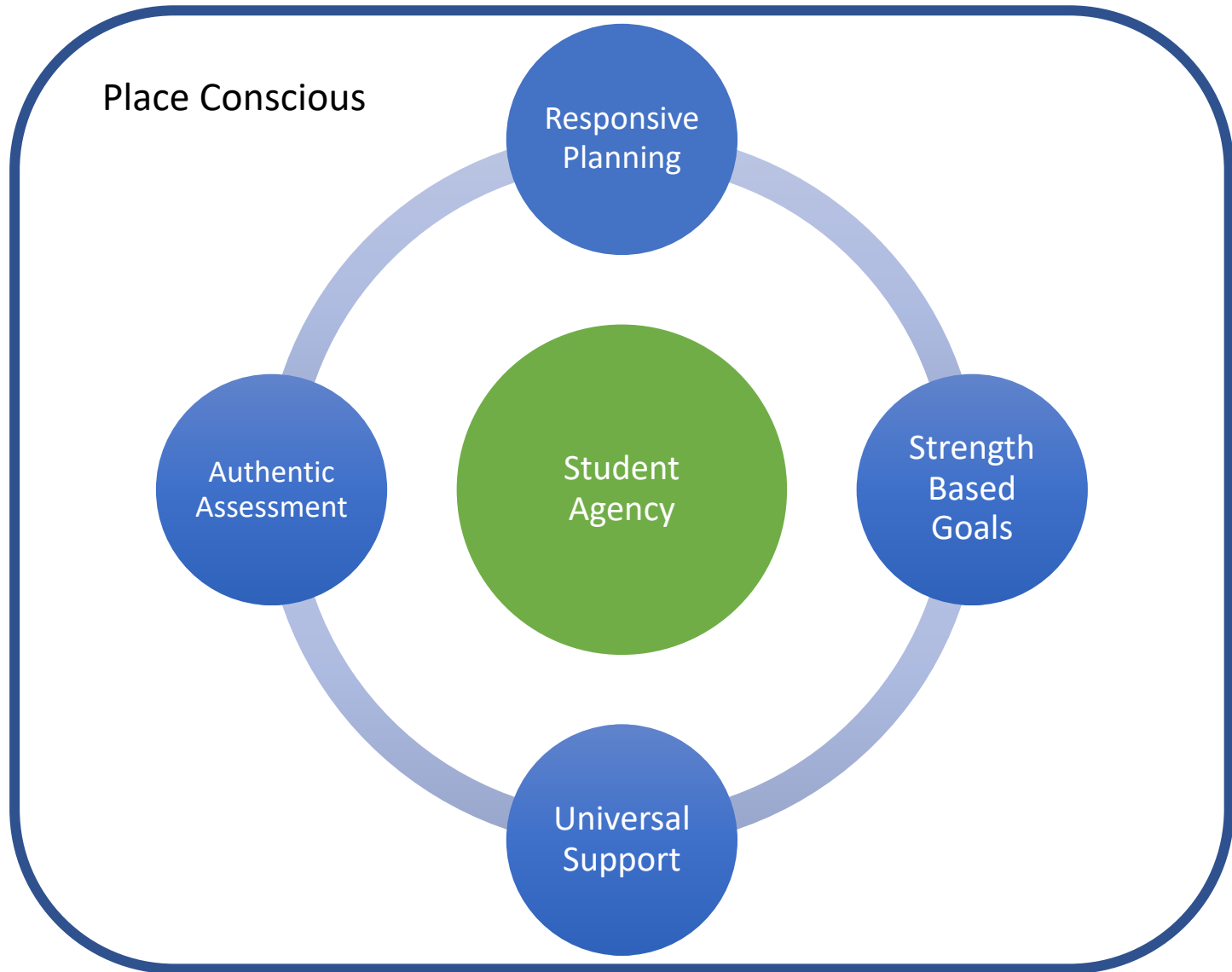
Guiding Principles of a Renewed IEP



Guiding Principles of a Renewed IEP



Guiding Principles of a Renewed IEP



Strengths

Identities

Interests

Goals

What are student **dimensions** that
we develop & capture to help students be
agents of their learning?

Strategies

Needs

Barriers

Supports

What are some ways that we can get to know our student's **dimensions**?

- **Identities** – Who are they as people? Who is their community?
- **Interests** – What do they like? Passionate about?
- **Strengths** – What can they do without support? What are they good at? What can they teach others?
- **Stretches** – What are some skills that they need to work on? (Things that they have control over)
- **Goals** – what do they want to work on as an individual/ community in class/ life?
- **Needs** – What are some areas that they have to negotiate in school/ in life? What effects their learning? (Things they may not have control over)
- **Barriers** – What if the environment/ context gets in the way?
- **Supports** – what are tools that help them learn?
- **Strategies** – what are actions that help them learn?



BRITISH
COLUMBIA

MyEducationBC

Individual Education Plan

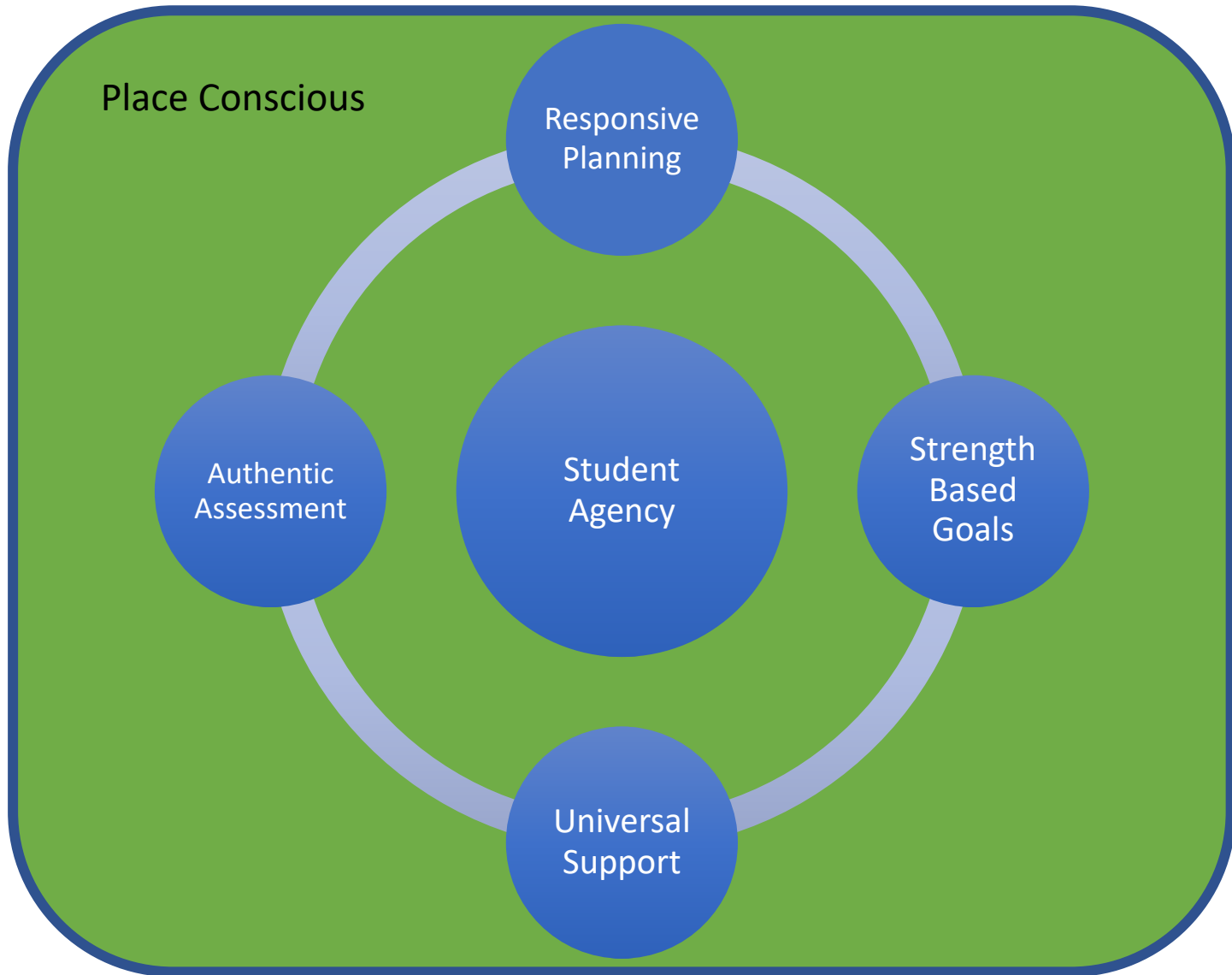
Student Details

	Student Name:		Primary Ministry Designation:	
	Grade:		Additional Designation(s):	
	PEN:		IEP Date:	
	Date of Birth:		Case Manager:	
	Student Support Team:		Role:	
	Parent/Guardian consulted on:			

My Personal Profile		
My Interests:	Evidence:	
My Learning Preferences:	Evidence:	
What you need to know about me:	Evidence:	

My Learning Profile			
☐ <i>Thoughts from my team.</i>	Personal <i>What I am able to do on my own.</i>	Social <i>What I am able to do with others.</i>	Intellectual <i>How I think.</i>
My Strengths			
My Stretches			

Guiding Principles of a Renewed IEP



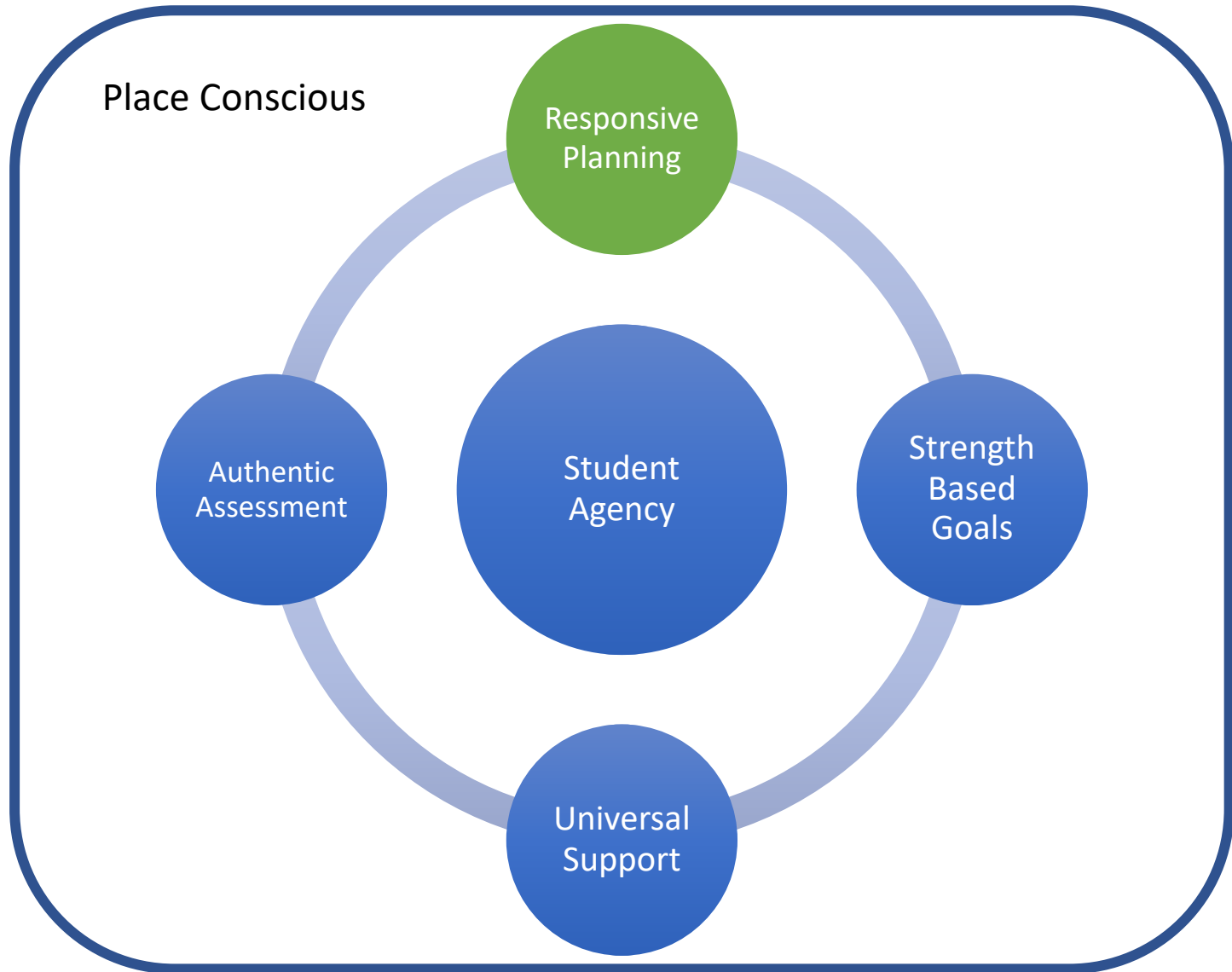
Why does place matter?

Historically, IEPs have not been connected to place, which has made it difficult to plan for specific and changing contexts in an educational program

Place Conscious Planning for IEPs

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

Guiding Principles of a Renewed IEP

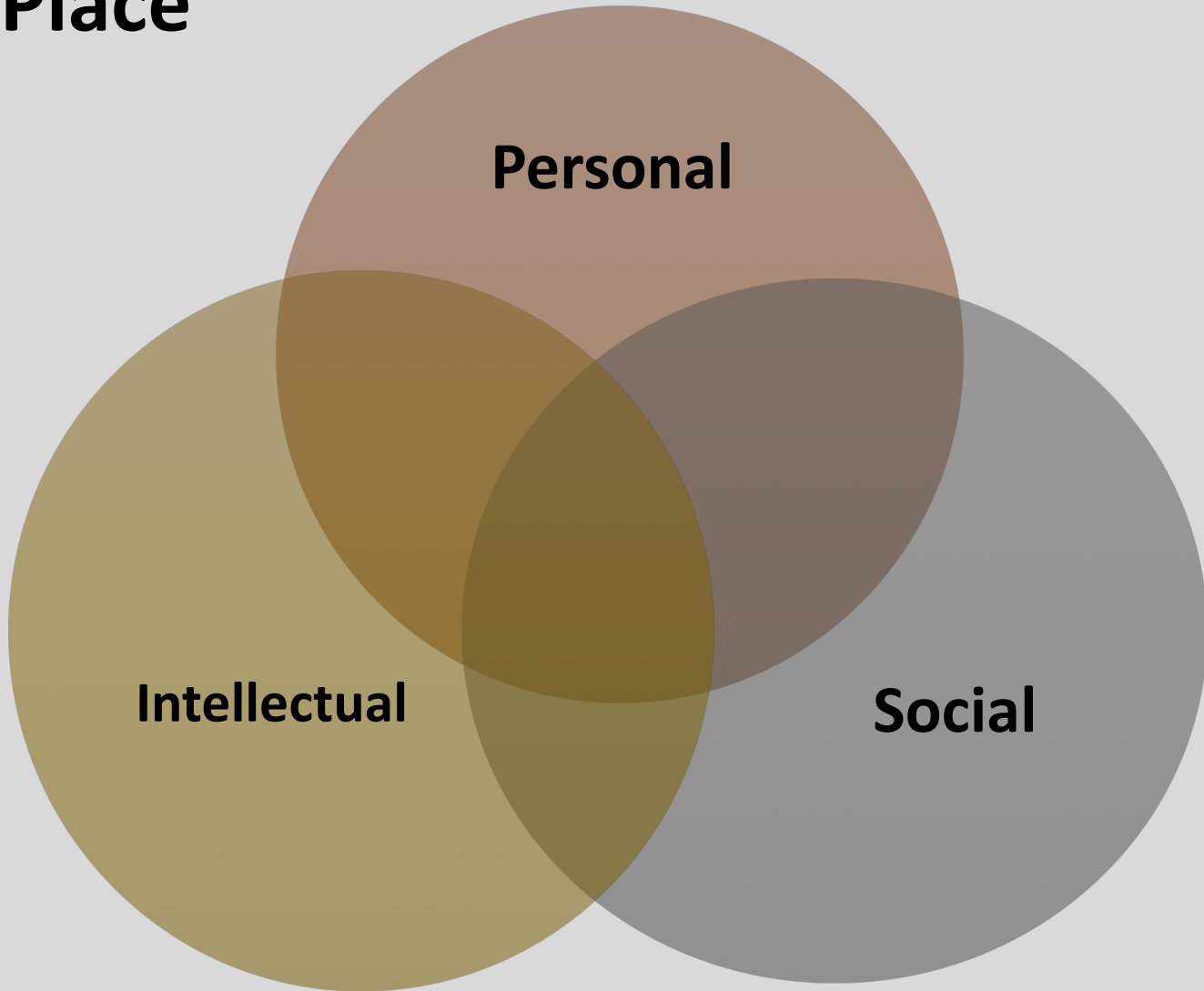


Place

Personal

Intellectual

Social



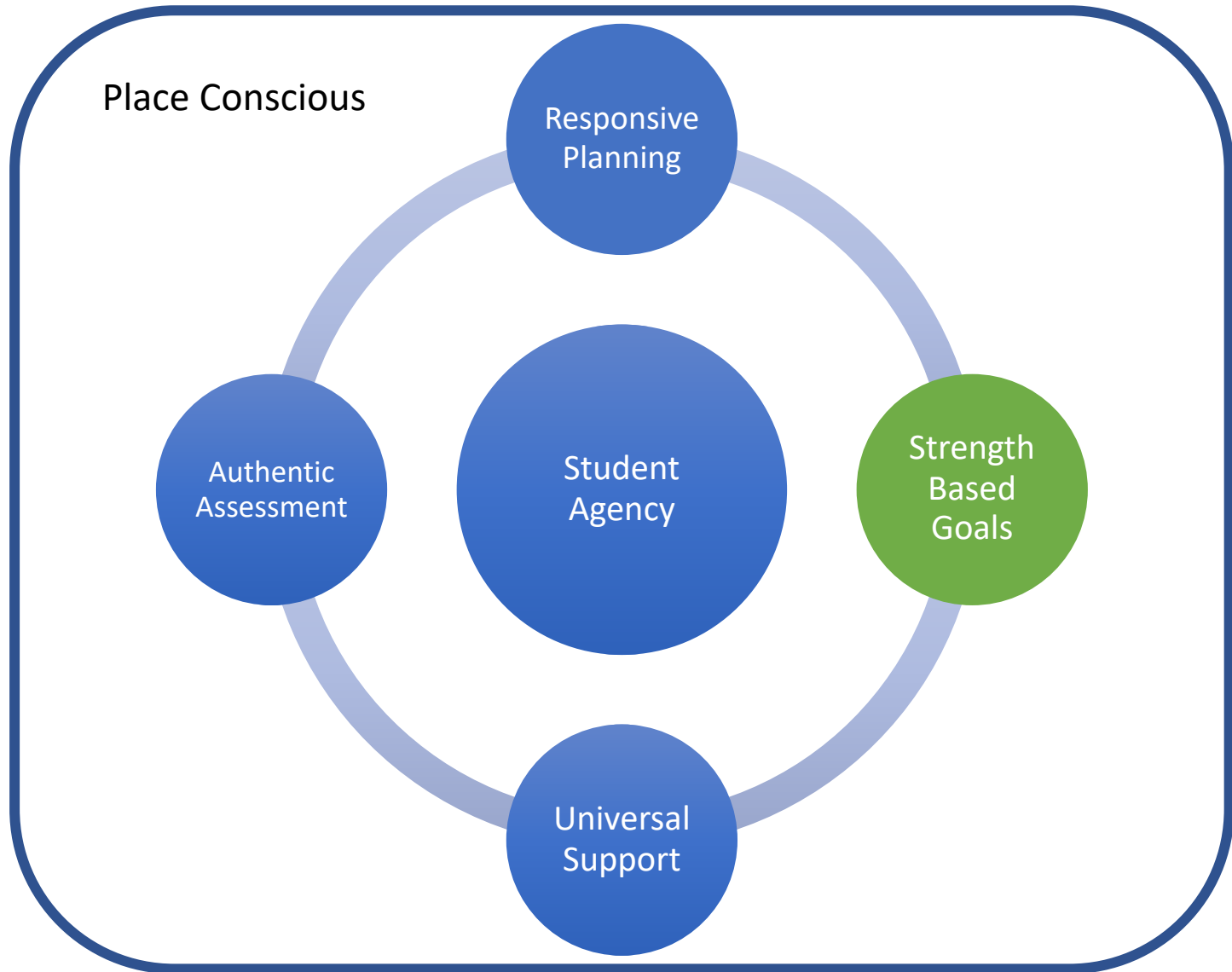
Responsive Planning

- Choosing goal areas based on a need (stretch) of an individual or community
 - Instead of trying to cover goals, or try to “fix” deficits
- Choosing goal areas with input from students (and families) that reflect the areas that they (and their family) value and want to grow in

CB IEP V.11

My Learning Profile			
☐ <i>Thoughts from my team.</i>	Personal <i>What I am able to do on my own.</i>	Social <i>What I am able to do with others.</i>	Intellectual <i>How I think.</i>
My Strengths			
My Stretches			
My Focus Area This Year	☐	☐	☐

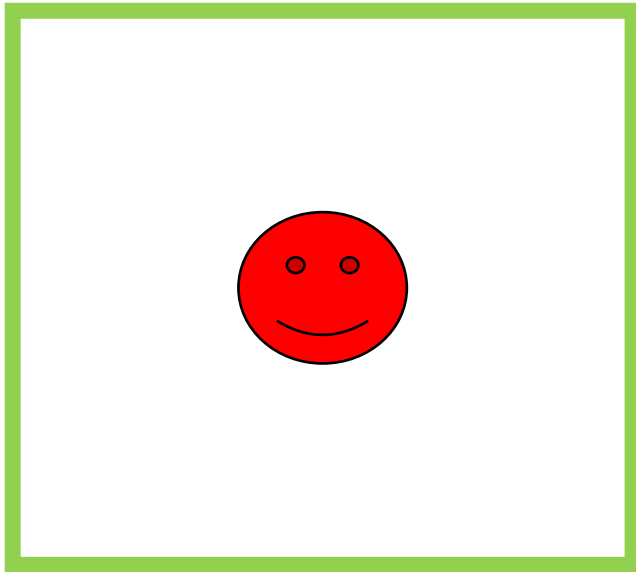
Guiding Principles of a Renewed IEP



Strength Based Goals

- Presuming competence in all abilities
 - Focusing not just in deficit areas
 - Moving away from a SMART goal framework to better align with goals of peers and,
 - Move toward collecting evidence of learning that shows growth rather than mastery/proficiency

Shifting the Paradigm: Medical Model of Disability

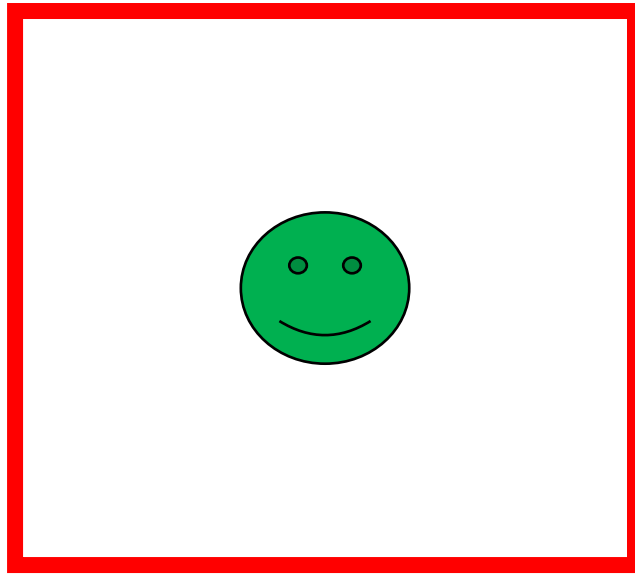


Identify the problems in the student

Fix the student

Shifting the Paradigm: Social Model of Disability

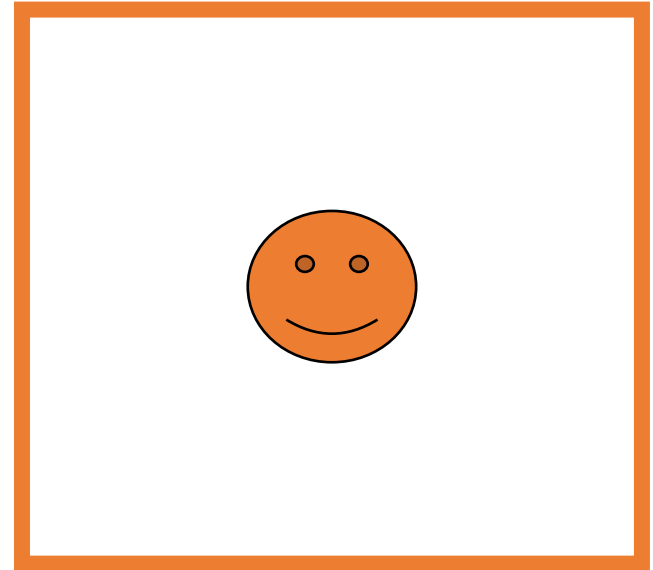
Identify the problems
in the environment



Fix the environment

Shifting the Paradigm: Person-Place Model of Need

- Identify the **barriers** in the **environment**
Reduce barriers in the environment
 - Barriers to Learning
 - Barriers to Equity & Reconciliation
- Reduce **barriers** for **ALL learners!**
- Identify the **needs** of **ALL students** AND **anticipate supports and strategies** needed
- **Teach** supports and strategies to **ALL learners!**



Medical Model Perspective: Fix the person

Purpose: Putting gas in your car in America

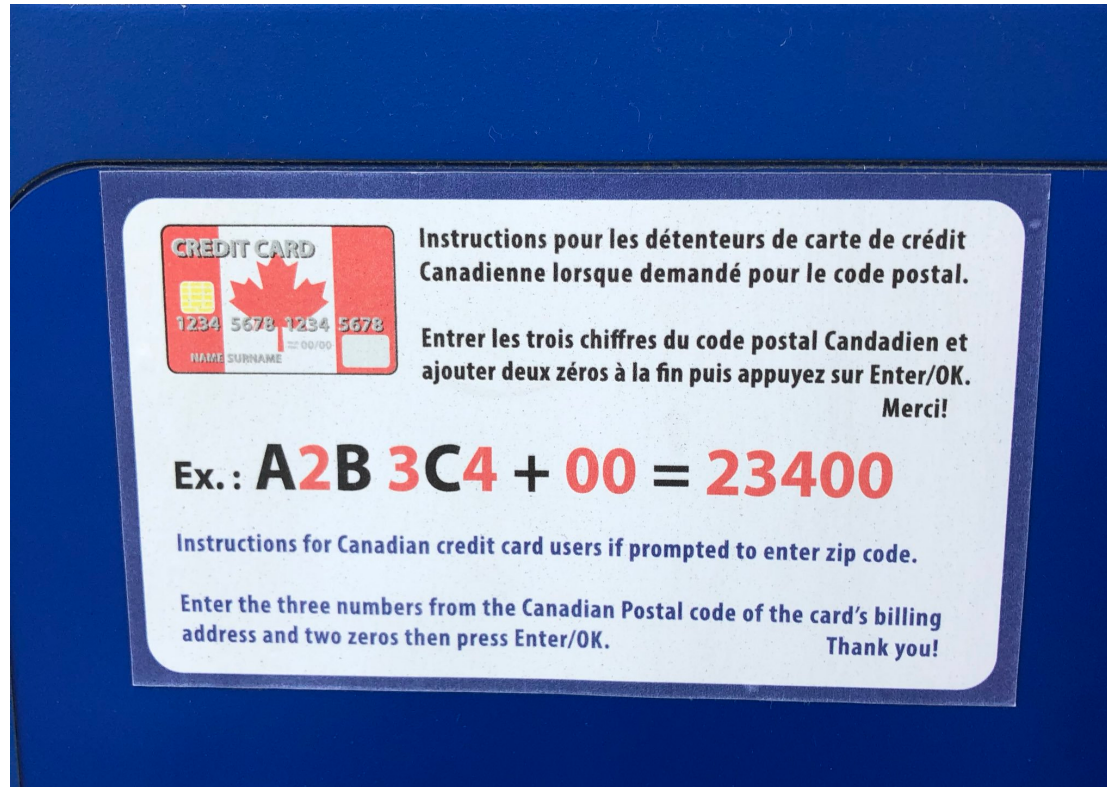
Deficit: Shelley can't fill up with gas in America

S.M.A.R.T goal: Shelley will fill up her car with gas in America with 90 % accuracy by June 2020 by

Objective: using planning strategies to fill up with gas

Individual Supports & 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

Why can't I fill up with gas? What is the barrier?!



Fixing the deficit vs. Removing the Barrier

Person/Place Perspective: Fix the place, support the needs of the person

Place: AMERICA

Barrier: Shelley can't fill up with gas in America
because she doesn't have a Zip Code!

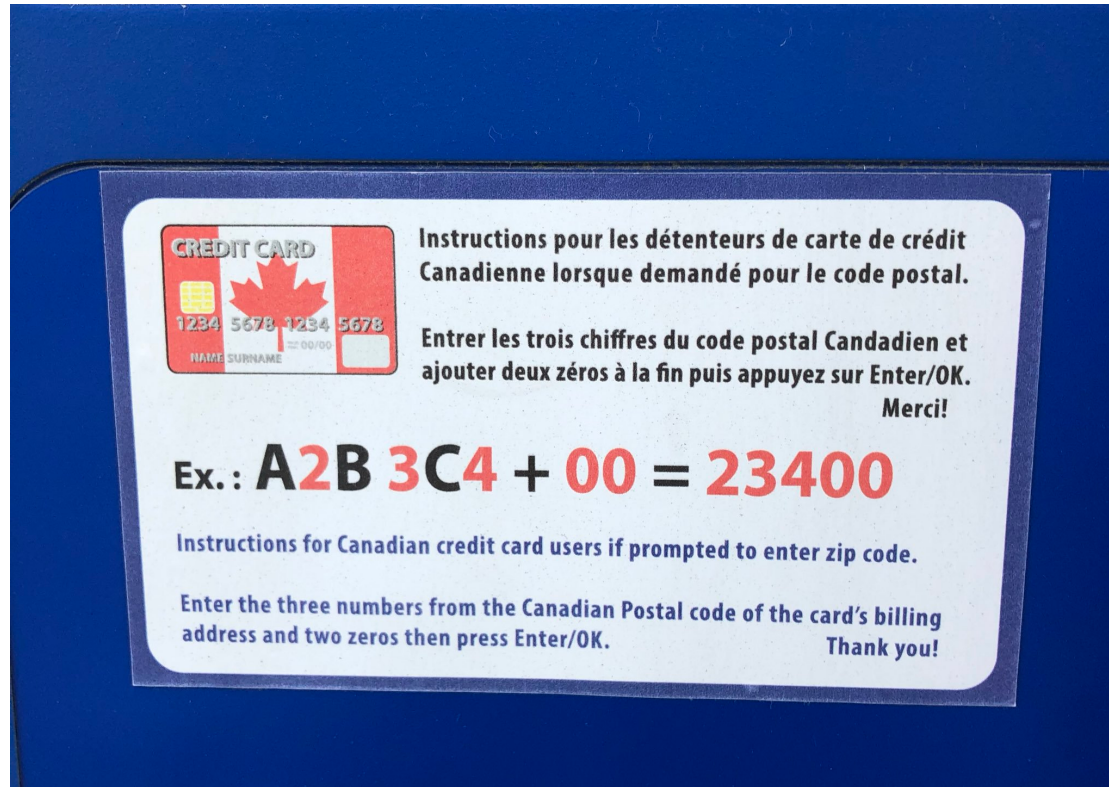
Goal: I can fill up my car with gas in America by
Objective: turning postal code into a Zip Code

Strategy: Zip code Strategy (universal)

Additional Individual Supports & Strategies:

none

What are the barriers in a classroom?



What strategies can we teach?
How do we remove barriers?

IEP Goals (2 parts)

1. Core Competency Goals

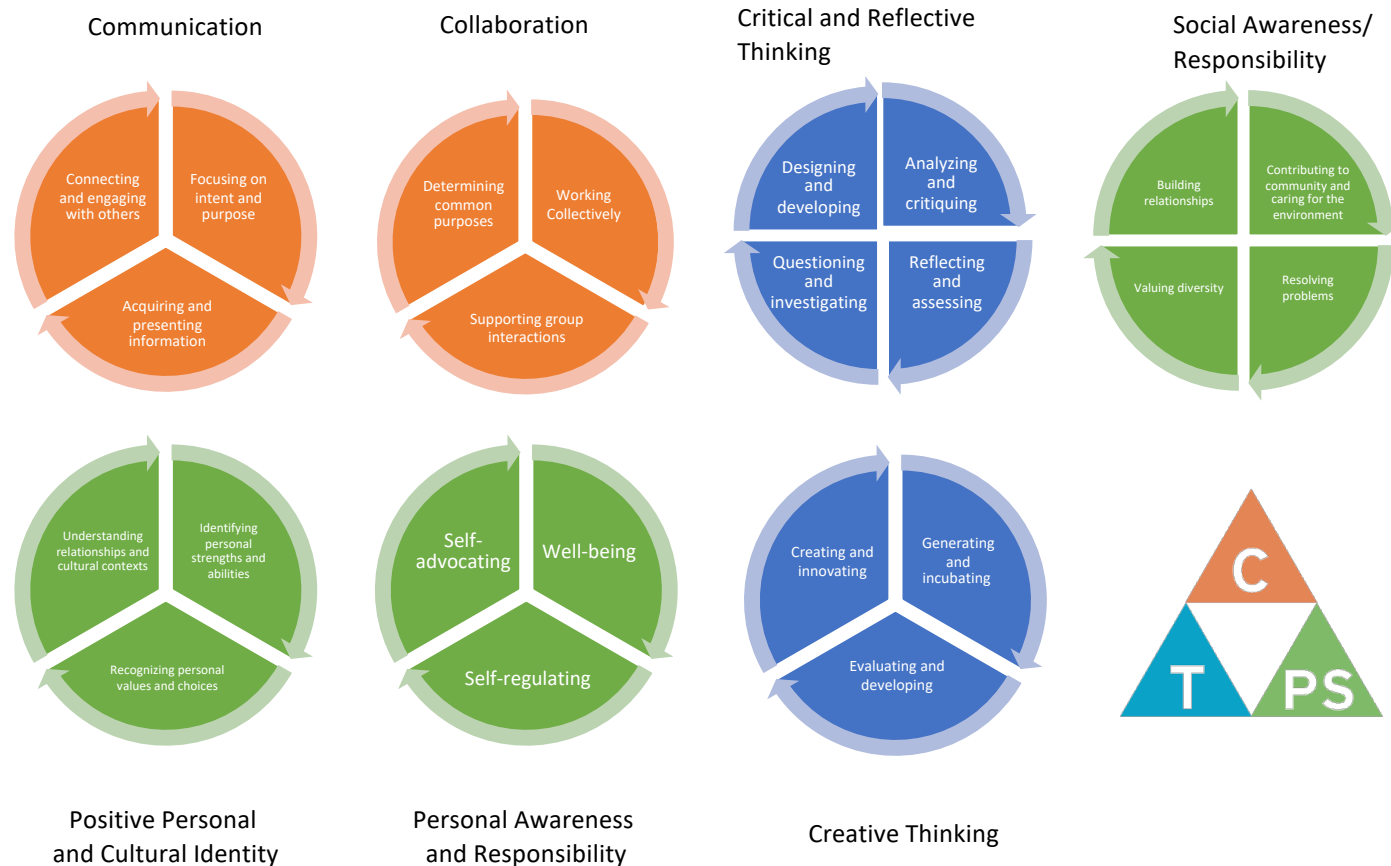
(ALL students with an IEP)

2. Curricular Competency Goals

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

- a. Supplemental goals
- b. Replacement goals

What is the goal? I can fill up the car with gas



What is the objective? I can fill up the car with gas by:

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:	

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

See Ya Later S.M.A.R.T Goals



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S.M.A.R.T. Goals

S - Specific

M - Measurable

A - Attainable

R - Realistic

T - Timely

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Why do we need to evolve

S.M.A.R.T. Goals?

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Why do we need to evolve S.M.A.R.T. Goals?

We need goals to:

- **presume competence** in ALL students

(Biklen & Burke, 2006; Connor & Valle, 2015; Jorgenson, McSheehan & Sonnenmeier, 2010) (Biklen & Burke, 2006; Jorgenson, McSheehan & Sonnenmeier, 2010)

- **collect authentic evidence**

(Biklen & Burke, 2006, Cooper, 2006, Cameron & Gregory, 2014)

- **align to the curriculum of peers**

(Biklen & Burke, 2006; Connor & Valle, 2015; Jorgenson, McSheehan & Sonnenmeier, 2010; Courtade & Browder, 2011)

- **also include competencies**

(Biklen & Burke, 2006; Connor & Valle, 2015; Jorgenson, McSheehan & Sonnenmeier, 2010)

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S.M.A.R.T. Goals

S - Strength Based

(BC Ministry of Education, 2017, Carter, E. W., Boehm, T. L., Biggs, E. E., Annandale, N. H., Taylor, C. E., Loock, A. K., & Lie, R. Y.; 2015; Niemiec, R. M., Shogren, K. A., & Wehmeyer, M. L. (2017)

M - Meaningful

(Brownlie & Schnellert, 2009; Cooper, 2007; Fisher & Frey, 2001 , Downing, Ryndak & Clark, 2000 , Rose & Meyer, 2002)

A - Authentic

(Courtade & Browder, 2011; Fisher & Frey, 2001 ; Cooper, 2007)

R - Responsive

(Greenwood, Delquadri, & Hall, 1984; Spooner, Dymond, Smith & Kennedy, 2006; BC Ministry of Education, 2017)

T - Triangulated

(Cohen D, Crabtree B., 2006; Cooper, 2007; Gregory & Cameraon, 2014)

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S - Strength Based Goals

- Focusing on what student's **could do** rather than what they should do
- **"I can..."** or **"I know..."** statements or the **"student can..."**
- Building on **strengths** to support stretches - not trying to "fix" weaknesses
- **Open ended** so they can be met in **multiple** ways, and places

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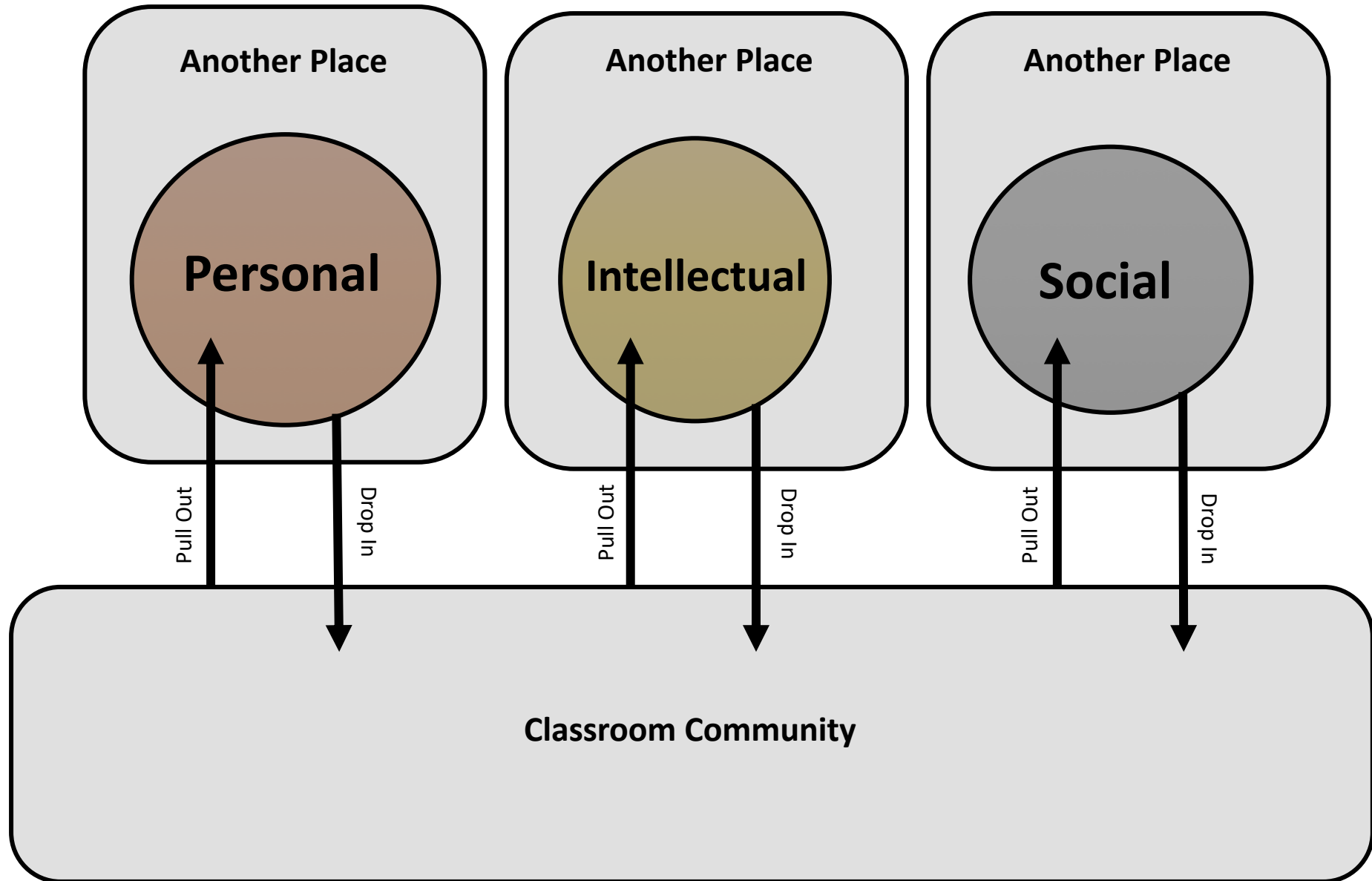
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M - Meaningful Goals

Inclusive Purposes: What makes the places we go in our lives meaningful?

- **Personal Purpose**
 - Goals that support us to be included in the *physical community*
- **Social Purpose**
 - Goals that support us to be included in the *social/emotional community*
- **Intellectual Purpose**
 - Goals that support us to be included in the *learning community*

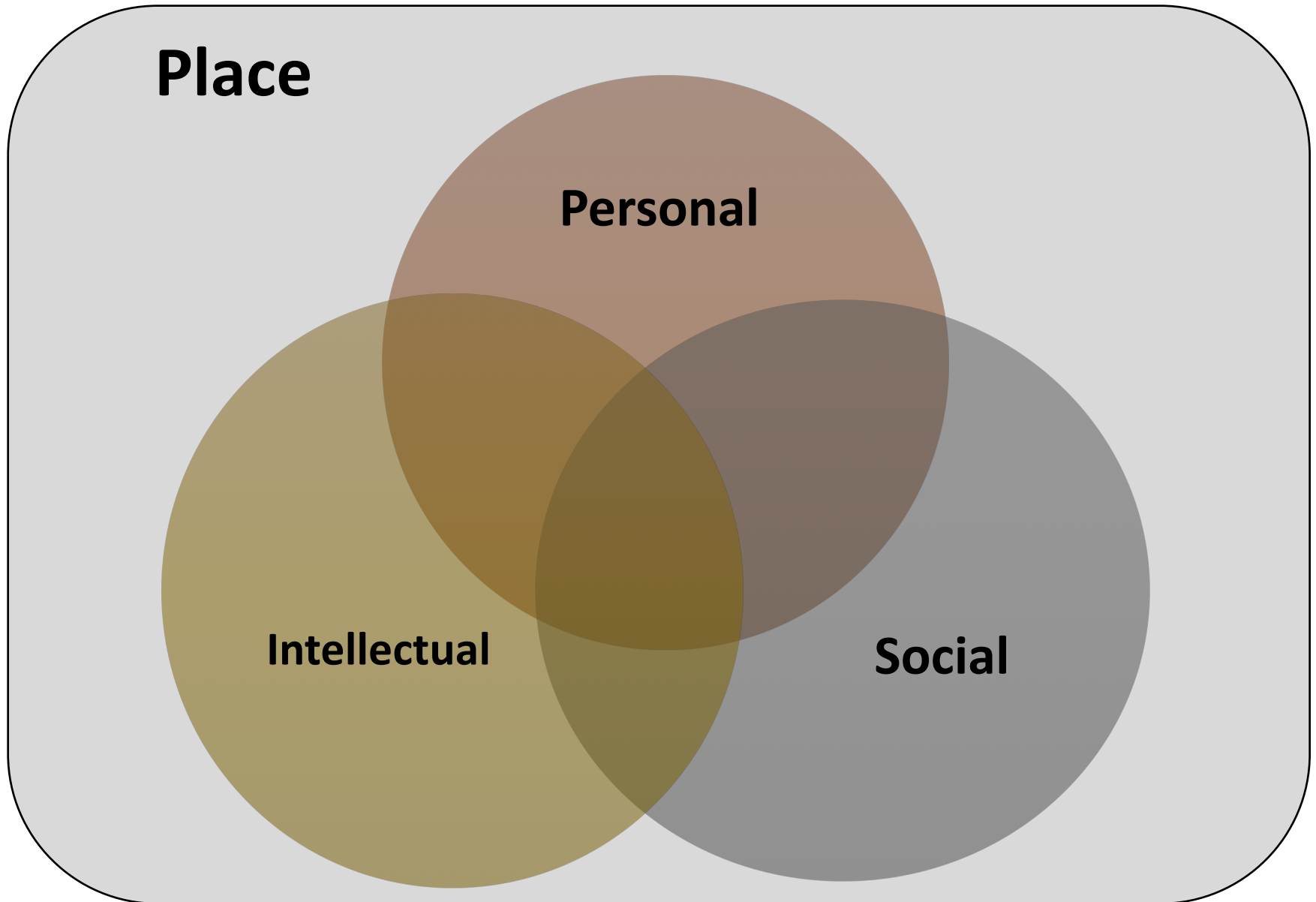
Medical Paradigm: Pull students out to address deficit areas and then drop them back into a classroom



Meaningful Goals – 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
- **Purpose** is connected to **place**
- Place connects to an **inclusive vision** – the more places an individual is included in, with meaning, the better!

An Inclusive Paradigm: Balancing Purpose in Place



A - Authentic Goals (British Columbia)

- **Goals** are connected to **common curriculum of peers**
 - Big Ideas
 - Content Goals
 - Curricular Competencies
 - Core Competencies



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A - Authentic Goals

- **Goals** are connected to **common curriculum of peers**
 - Concepts/ Understandings
 - Content/ Knowledge
 - Skills/Attitudes
 - 21st Century Skills & Competencies

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R - Responsive Goals

Student and Family Driven:

- Responding to students **strengths** & stretches
 - Focus on **balance**
- Responding to student and family **values**
 - Connect to 21st century & **core competencies**

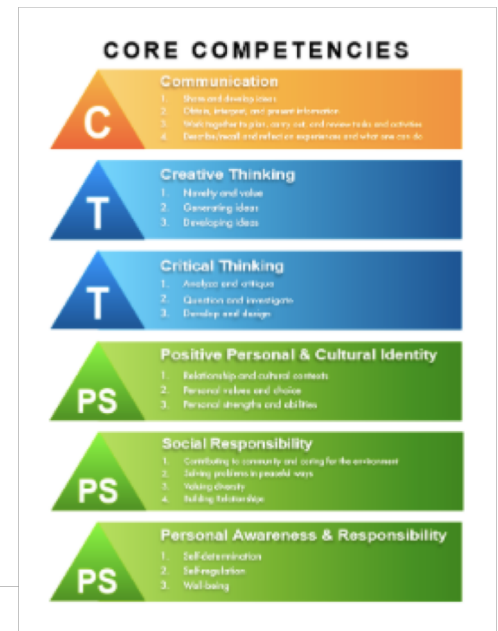
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R - Responsive Goals

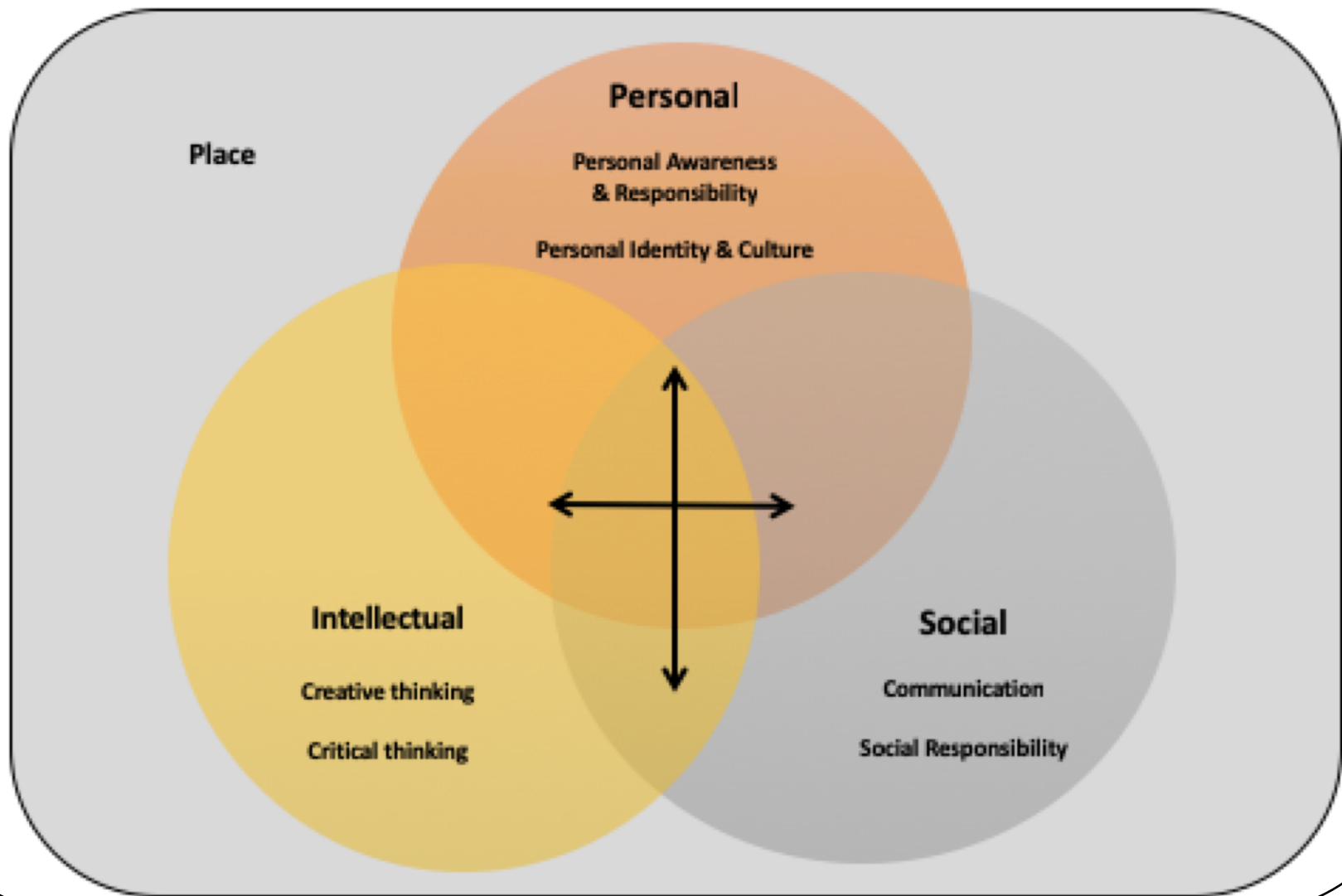
We can connect **inclusive purposes** to BC's **Core Competencies**:

- **Personal**
 - Personal awareness & responsibility
 - Positive personal identity & culture
- **Social**
 - Communication
 - Social responsibility
- **Intellectual**
 - Critical thinking
 - Creative thinking

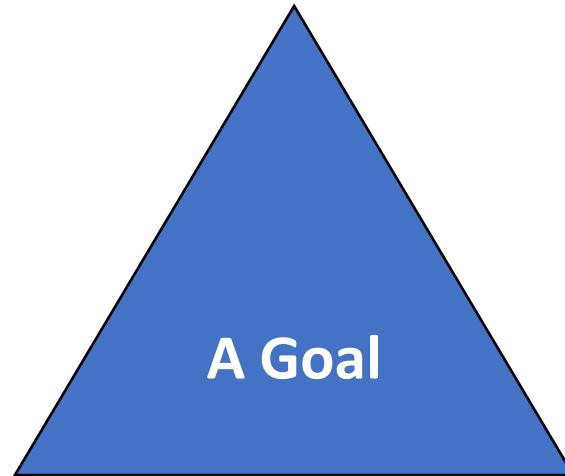


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A Place Based, Competency Based & Strength Based IEP Framework!



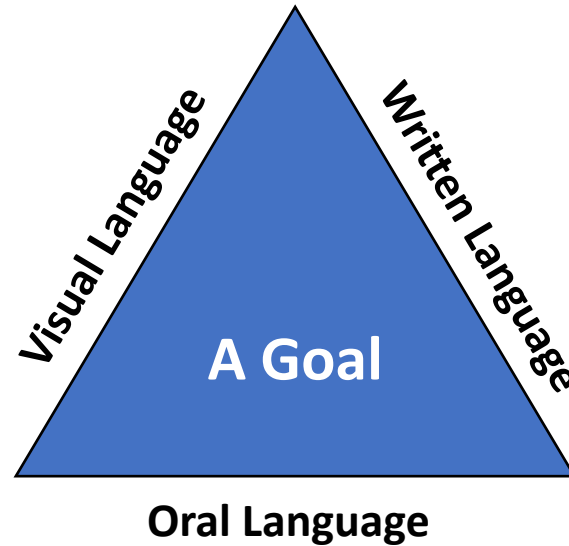
T - Triangulated Evidence



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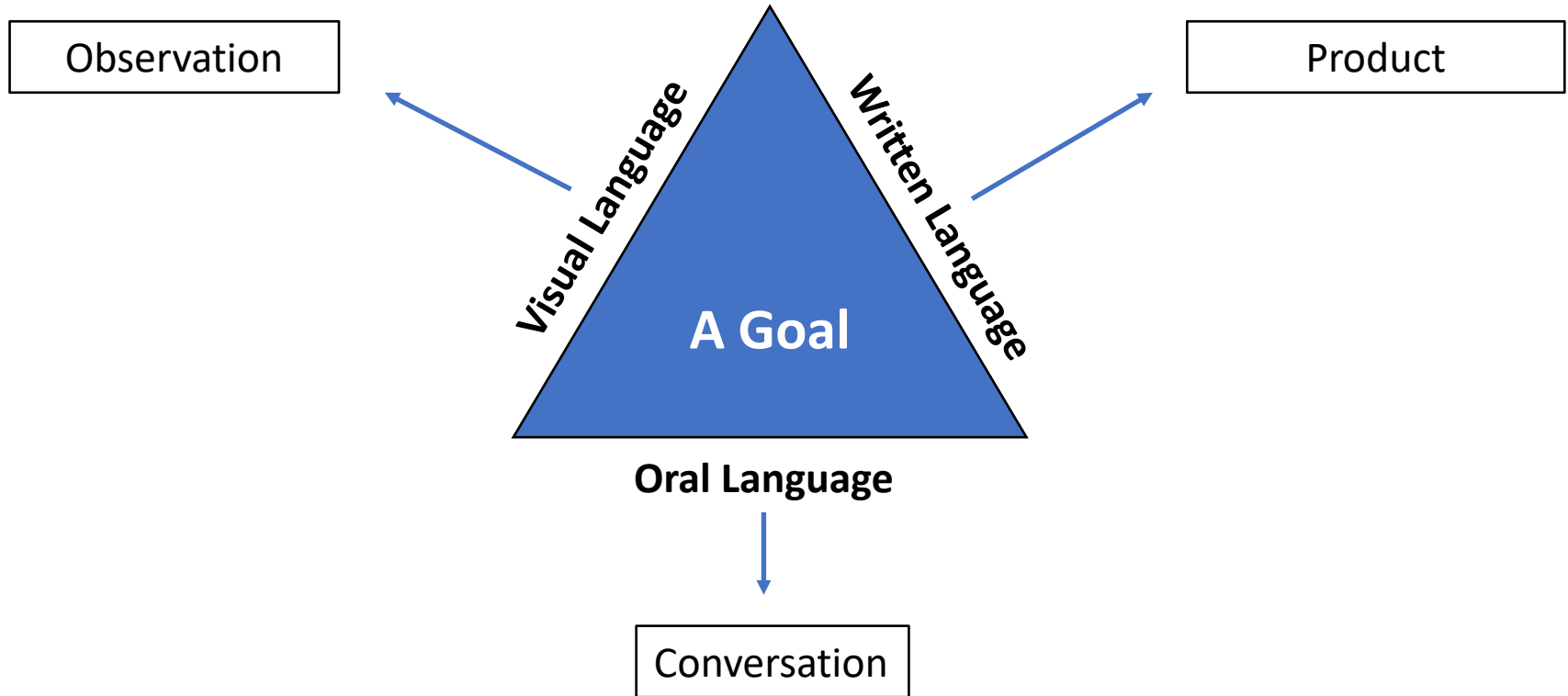
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T - Triangulated Evidence



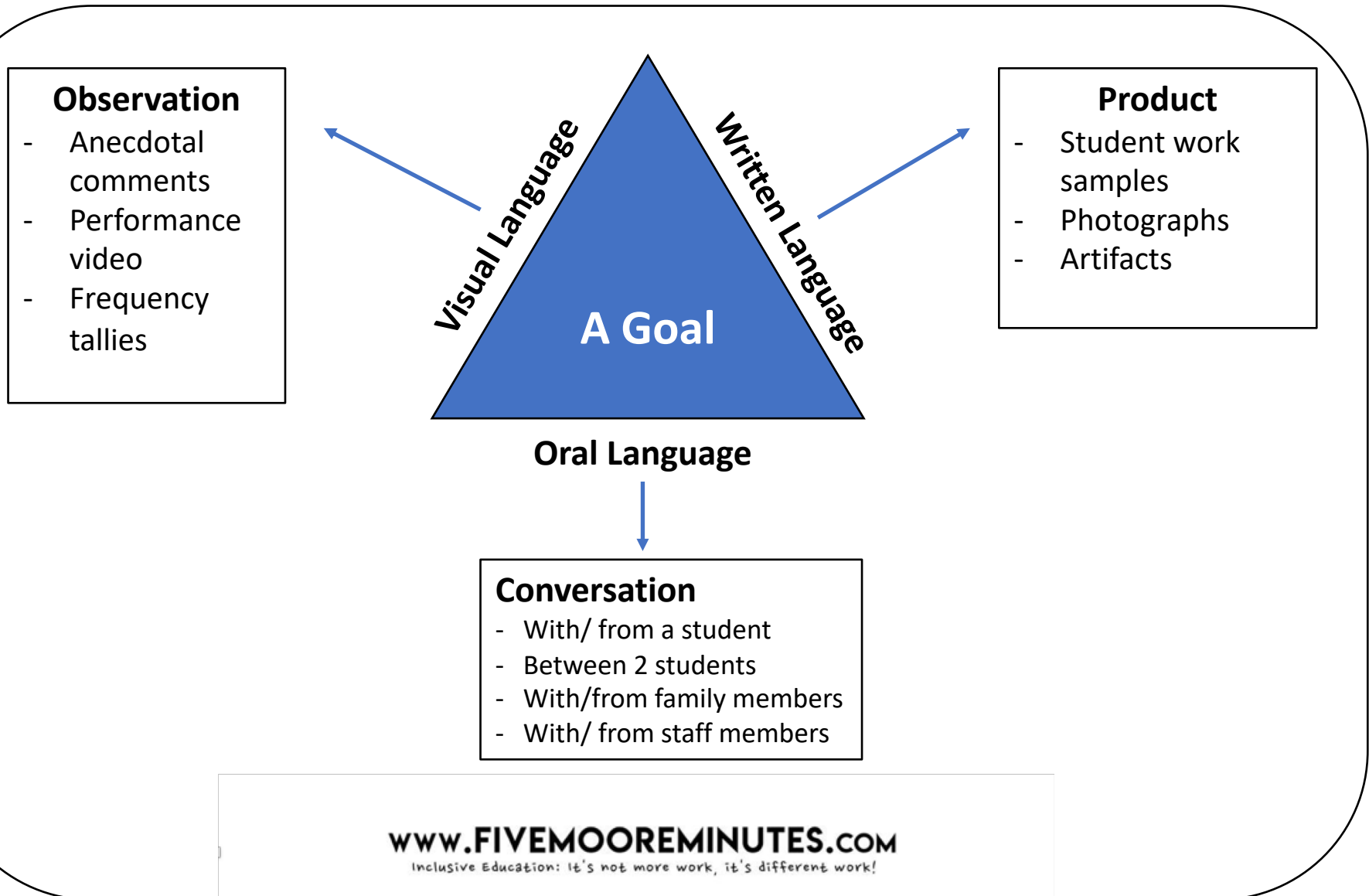
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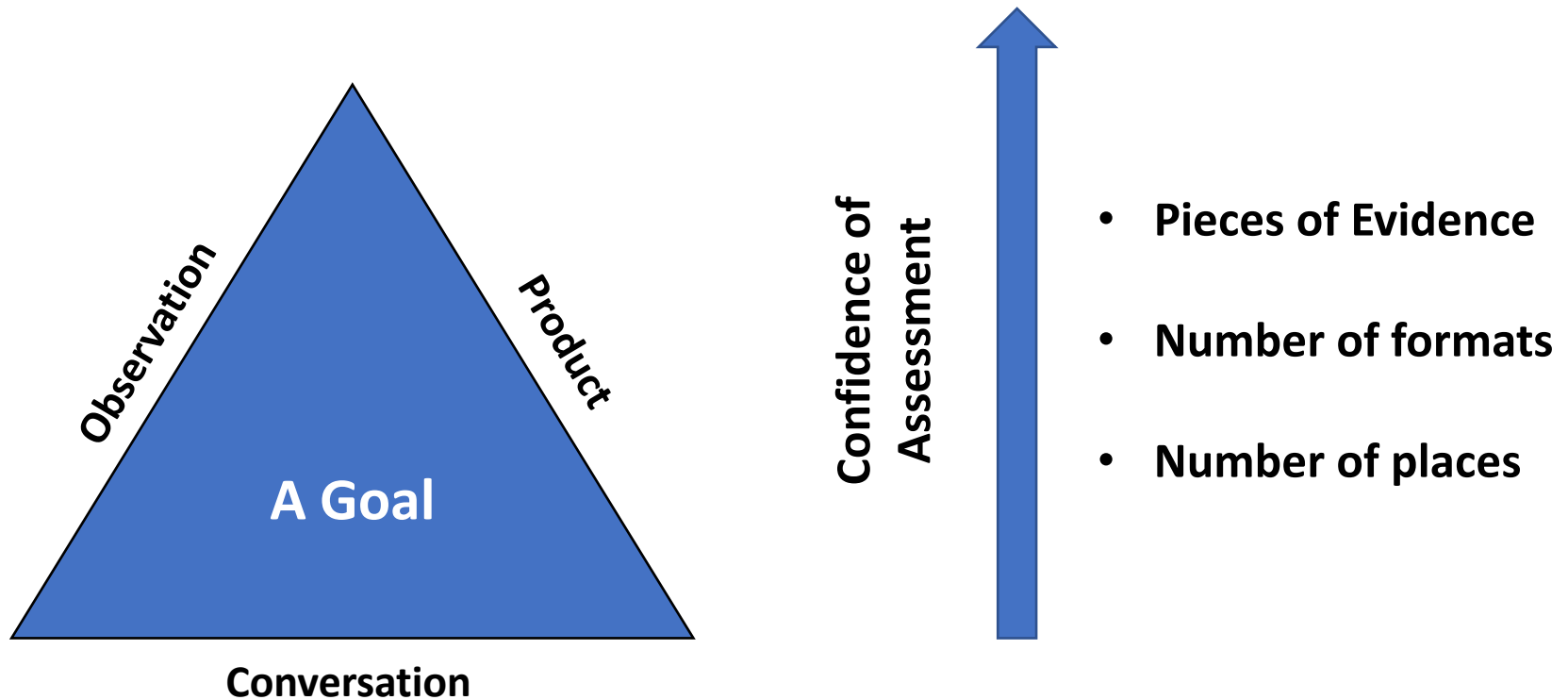


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T - Triangulated Evidence



T- Triangulated Evidence



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T - Triangulated Evidence

Supporting student, families & teams to collect:

- the **3 best** pieces of **evidence**
- in at least **2** different **formats** (i.e. product, conversation, observation)
- in at least **2** different contexts or **places** (e.g. different classes, home, school, playground)

Strategy: IEP Evidence Log

IEP Evidence Log for: _____

School Year: _____

Term: _____

Date Goals & Objectives

			My learning progress			Triangulation of evidence			Location of evidence
			I can meet this goal! I am ready for the next challenge	I still need to work on this goal	I need a new goal	Observation	Product	Conversation	
	Goal								
	Objective								
	Comments:								
	Goal								
	Objective								
	Comments:								
	Goal								
	Objective								
	Comments:								
	Goal								
	Objective								
	Comments:								
	Goal								
	Objective								
	Comments:								

Strategy IEP Evidence Log: Core Competency

Core Competency IEP Evidence Log for: _____ School Year: _____ Term: _____		Progress			Type of evidence			Location
		I can do this...						
		I need a new goal/ objective	I want to keep working on this goal/ objective	I met this goal/objective! I am ready for the next challenge	Product	Observation	Conversation	
	Goal:							
	Objective:							
Comment								
	Goal:							
	Objective:							
Comment								

S.M.A.R.T. Goals

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(BC Ministry of Education, 2017, Carter, E. W., Boehm, T. L., Biggs, E. E., Annandale, N. H., Taylor, C. E., Loock, A. K., & Lie, R. Y.; 2015; Niemiec, R. M., Shogren, K. A., & Wehmeyer, M. L. (2017)

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Core Competency Goals

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Example

Student: VG

- Grade 2
- Autism
- **Inclusive Lens:** Social
- **Core Competency:** Social Responsibility

Video: Observation

IEP Goal

- **Common Goal of Peers:** I can be part of a group by
 - **Individual Specific Objective:** choosing a buddy
 - **Individual Specific Objective:** taking turns

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Strategy IEP Evidence Log

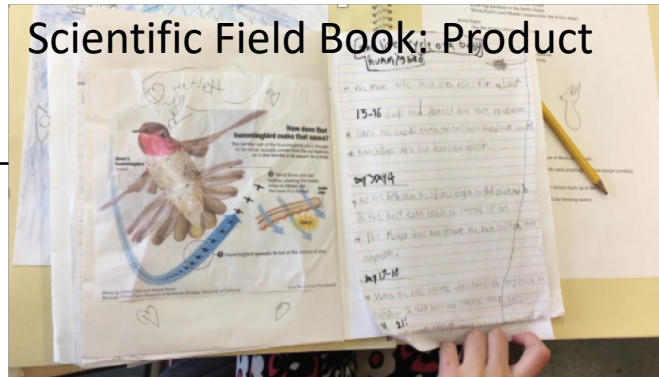
IEP Evidence Log for: VG School Year: 2018-2019 Term: 1		Progress			Type of evidence			Location
		I can do this...			product	observation	conversation	
		I need a new goal	I want to keep working on this goal	I met this goal! I am ready for the next challenge				
Date	Goal & Objective							
10/18	1. Goal: I can be part of a group by		✓			✓ ✓	✓	Digital portfolio, Evidence log
	a. Objective: choosing a buddy							
Comment	Classroom Teacher: VG reads with his buddies every day. Over the past few months I think he has read with almost ever student! We are also noticing he is becoming more verbal during other times of the day (observation) Conversation with student: I love when V chooses me! (conversation)							
10/18	2. Goal: I can be part of a group by		✓			✓	✓	Digital portfolio
	a. Objective: taking turns							
Comment	Classroom Teacher: VG is great at choosing his buddies for reading. We are going to try and get him to choose his buddies for Phys Ed next (conversation)							

Keeping Track of Evidence

Goal	Notes	Observation or Conversation	Date:	Captured by:
1a.	VG reads with his buddies every day. Over the past few months I think he has read with almost ever student! We are also noticing he is becoming more verbal during other times of the day	O	10/18	Classroom Teacher
2a.	I love when V chooses me!	C	10/18	Peer

Example

Scientific Field Book: Product



Student: TS

- Grade 3/4
- Autism
- **Inclusive Lens:** Intellectual
- **Core Competency:** Creative Thinking

IEP Goal

- **Common Goal of Peers:** I can deliberately learn a lot about something by
 - **Individual Specific Objective:** researching something I am interested in over time

Video: Conversation



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Strategy IEP Evidence Log

IEP Evidence Log for: TS School Year: 2018-2019 Term: 3		Progress			Type of evidence			Location
		I can do this...						
		I need a new goal	I want to keep working on this goal	I met this goal! I am ready for the next challenge	product	observation	conversation	
Date	Goal & Objective							
04/19	Goal: I can deliberately learn a lot about something by			✓	✓	✓✓	✓✓	Portfolio in Rm 149, Evidence log
	researching something I am interested in over time							
Comment	From mom: T watches her hummingbird feeder that she made everyday after school for 15 minutes and takes notes/draws. She loves it and says she feels like a Scientist! (conversation, observation) From T: I love Hummingbirds, I think I want to learn about bees next! (conversation)							

Example

Video: Observation

Student: ML

- Grade 2/3
- Intellectual Disability/ Autism
- **Inclusive Lens:** Social
- **Core Competency:** Communication

IEP Goal

- **Common Goal of Peers:** I can ask and respond to simple, direct questions by
 - **Individual Specific Objective:** using my AAC device to answer questions about where I like to sit in my classroom

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Strategy IEP Evidence Log

IEP Evidence Log for: ML School Year: 2018-2019 Term: 4		Progress			Type of evidence			Location
		I can do this...						
		I need a new goal	I want to keep working on this goal	I met this goal! I am ready for the next challenge	product	observation	conversation	
Date	Goal & Objective							
05/19	Goal: I can ask and respond to simple, direct questions by	✓				✓	✓	Video portfolio, Evidence log
	Objective: using my AAC device to answer questions about where I like to sit in my classroom							
Comment	Conversation with SLP: ML is using AAC to answer yes and no questions, I think we should shift this goal to naming different classroom locations to work (conversation)							
05/19	Goal: I can ask and respond to simple, direct questions by							
	Objective: using my AAC device to name and locate classroom work locations							
Comment								

How do you know they have achieved a goal?

- It is content based and the unit is completed
- There is evidence in multiple formats (product, observation, conversation)
- There is evidence in multiple contexts (increase confidence)
- The goal may still need to be worked on, but at a higher level of complexity
- The goal is met with or without supports – it doesn't matter (independent)
 - You can document the supports used because they were useful, but not because they impacted the evaluation

The IEP Evidence Log

- **S**trength Based
- **M**eaningful
- **A**uthentic
- **R**esponsive
- **T**riangulated

IEP Evidence Log for: _____

School Year: _____ Term: _____

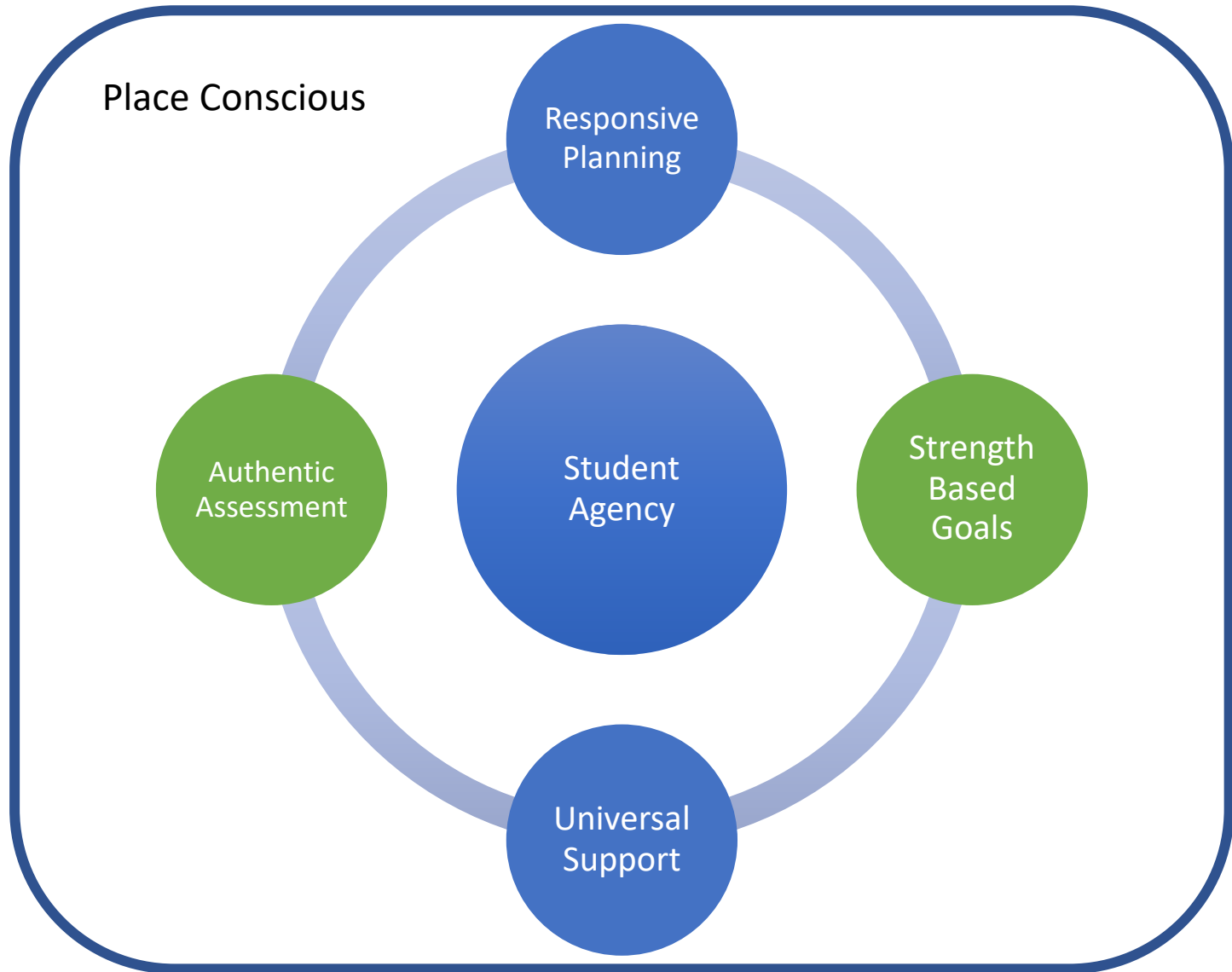
Date Goals & Objectives

		My learning progress				Triangulation of evidence			Location of evidence
		I can meet this goal! I am ready for the next challenge	I still need to work on this goal	I need a new goal	Observation	Product	Conversation		
	Goal _____ Objective _____ Comments: _____								
	Goal _____ Objective _____ Comments: _____								
	Goal _____ Objective _____ Comments: _____								
	Goal _____ Objective _____ Comments: _____								
	Goal _____ Objective _____ Comments: _____								

Individual Education Plan Evidence Collection Log S. Moore, 2018

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Guiding Principles of a Renewed IEP



Making a plan

- What is a take away from today?
- What is something you want to try?

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