

# SHELLEY MOORE



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# Intros & IEPS

- Who are you? What is your role?

And

- Why do we need them?
- What works about them?
- What doesn't?
- What do you wish they could do?

# How do we support **inclusive** communities? (diverse, equitable, strength based)

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## Infrastructure



# What do we know about inclusion?

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- We know that the infrastructure of inclusion includes...
  1. guiding conditions and **structures**
  2. opportunities for supportive & collaborative **professional development**
  3. research based **planning & design frameworks**

# Theory to Practice Framework

## 1. Guiding conditions of inclusion describe that all students...

are presumed competent

are enrolled in and attending curricular classes

are in proximity to and participating in learning with peers

have purposeful roles and responsibilities

## 2. Teacher professional development that...

supports collaboration and the changing roles of educators

is situated, ongoing and inquiry based

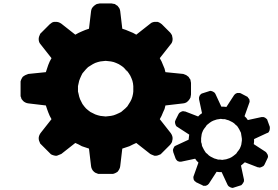
## 3. Curricular planning frameworks that ...

embed Universal Design for Learning principles

include connecting IEPs to a common curriculum

# British Columbia's Competency Based IEP



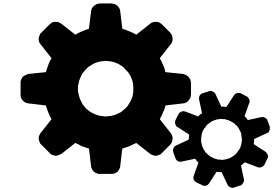


# Our journey...

**A tension at one  
school**

What was our Flash?!





# Our journey...

**A tension at one  
school**

**Collect some  
data**

We asked **content** area teachers & they said...



**IEPs** are:

- too long
- not connected to their curriculum
- not not helpful in assessment
- not useful as a teaching plan

We asked **support** teachers & they said...



**IEPs** are:

- something that just needs to get “done”
- not a living working document
- not connected to reporting periods
- not connected to curriculum of peers

We asked **parents** & they said...

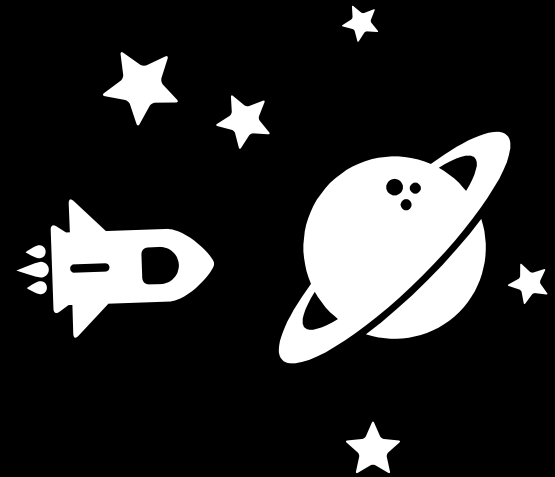


**IEPs:**

- are not connected to subjects
- are not a clear record of progress
  - (often the same information is on them every year)
- only seem to focus on what kids are not good at
- don't provide grades?

# What is possible?

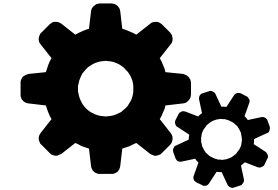
- Why do we wish IEPs could do?
- How could we shift IEPs to better meet the needs of teachers, parents AND students?



# What if IEPs could...

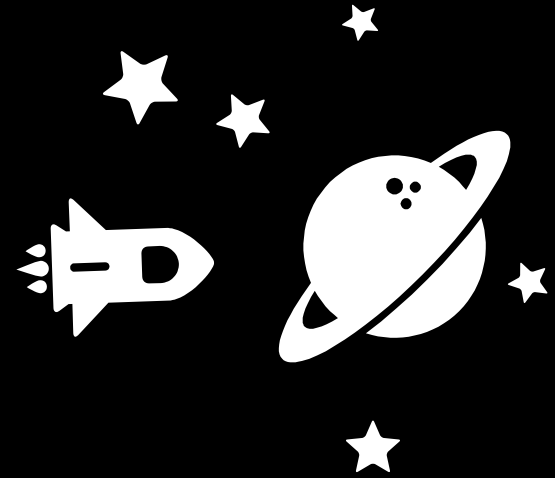
- **Align** with the same curriculum as peers
- Be specific to the **changing contexts** of a students day
- Show **authentic progress** over time
- Shift to **focus on strengths** not “should”
- Include **cognitive goals** – not just behavioural
- Include support plans that are more **universal**
- Include the **role of student & family** more into the process
- Be a planning document that would be helpful for **ANY student**
- Focusing on more current & evolving “**life skills**”
- Student focused and **meaningful evidence** & data collection and **assessment** on what they can do – and be able to **show it off!**





# Our journey...

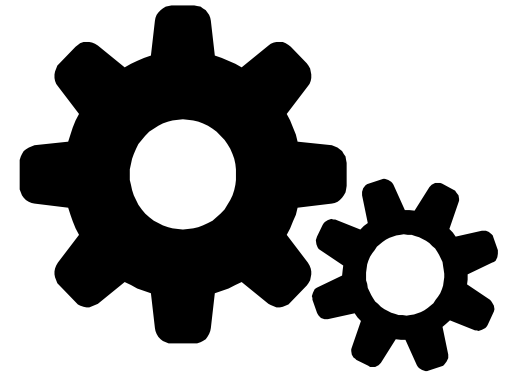
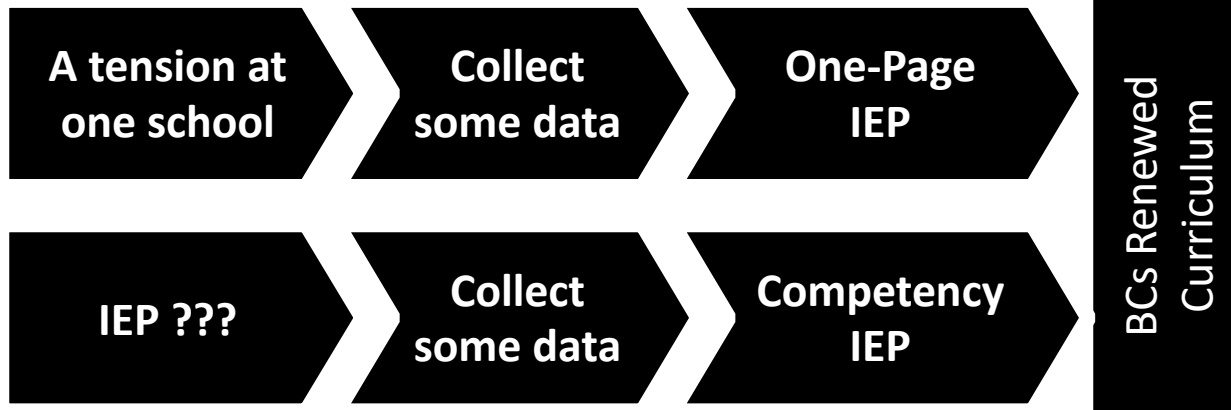




# AND THEN!!!

British Columbia's Renewed Curriculum

# Our journey...



# Our journey...



Principles of BCs Curriculum

Version 1  
Trial &  
Feedback

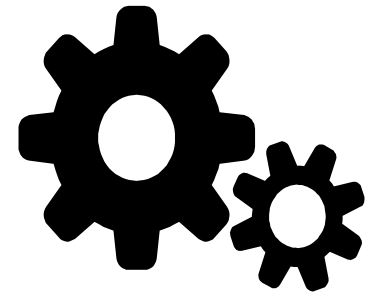
Version 2  
Trial &  
Feedback

Version  
3, 4, 5, 6  
Trial &  
Feedback

Version 8  
Trial &  
Feedback

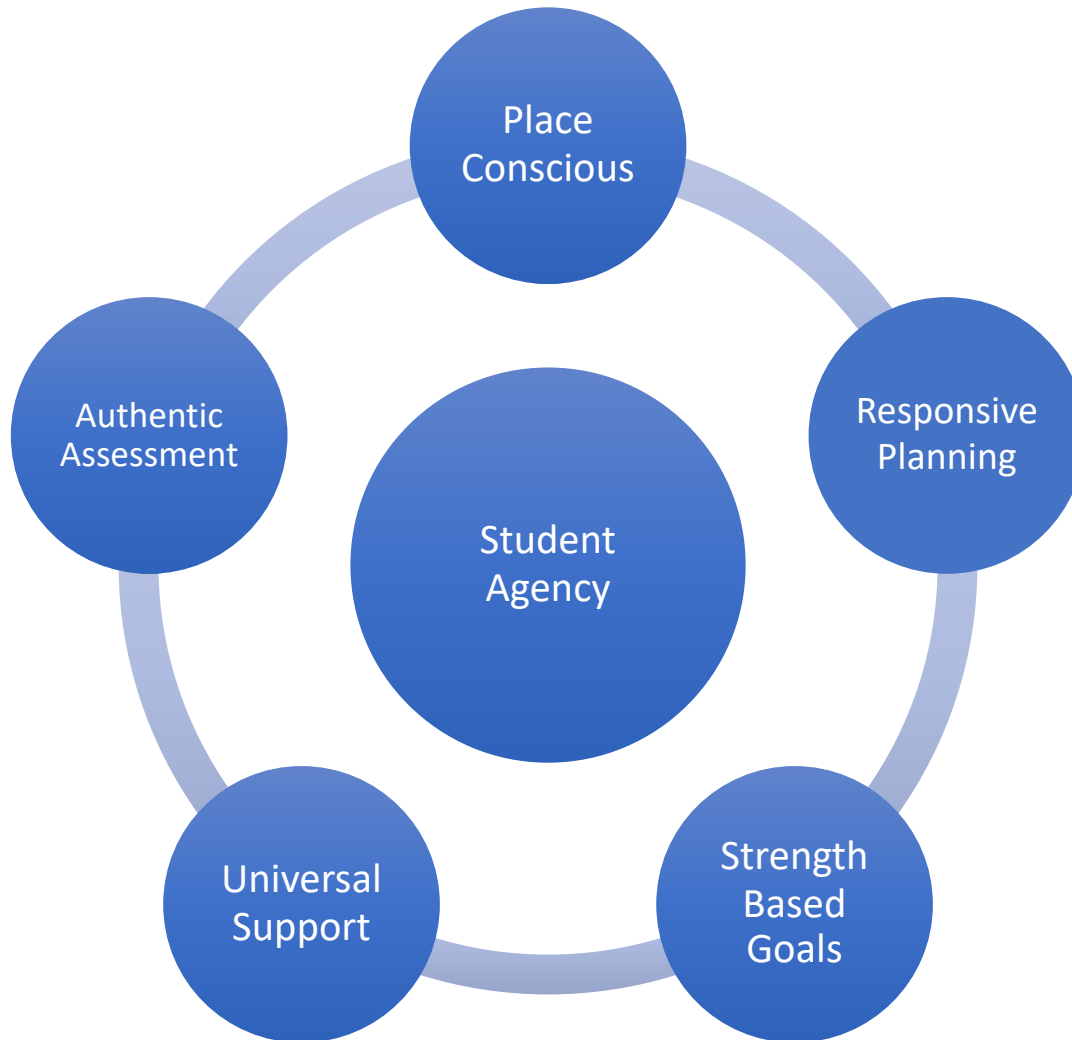


# Formed a committee!

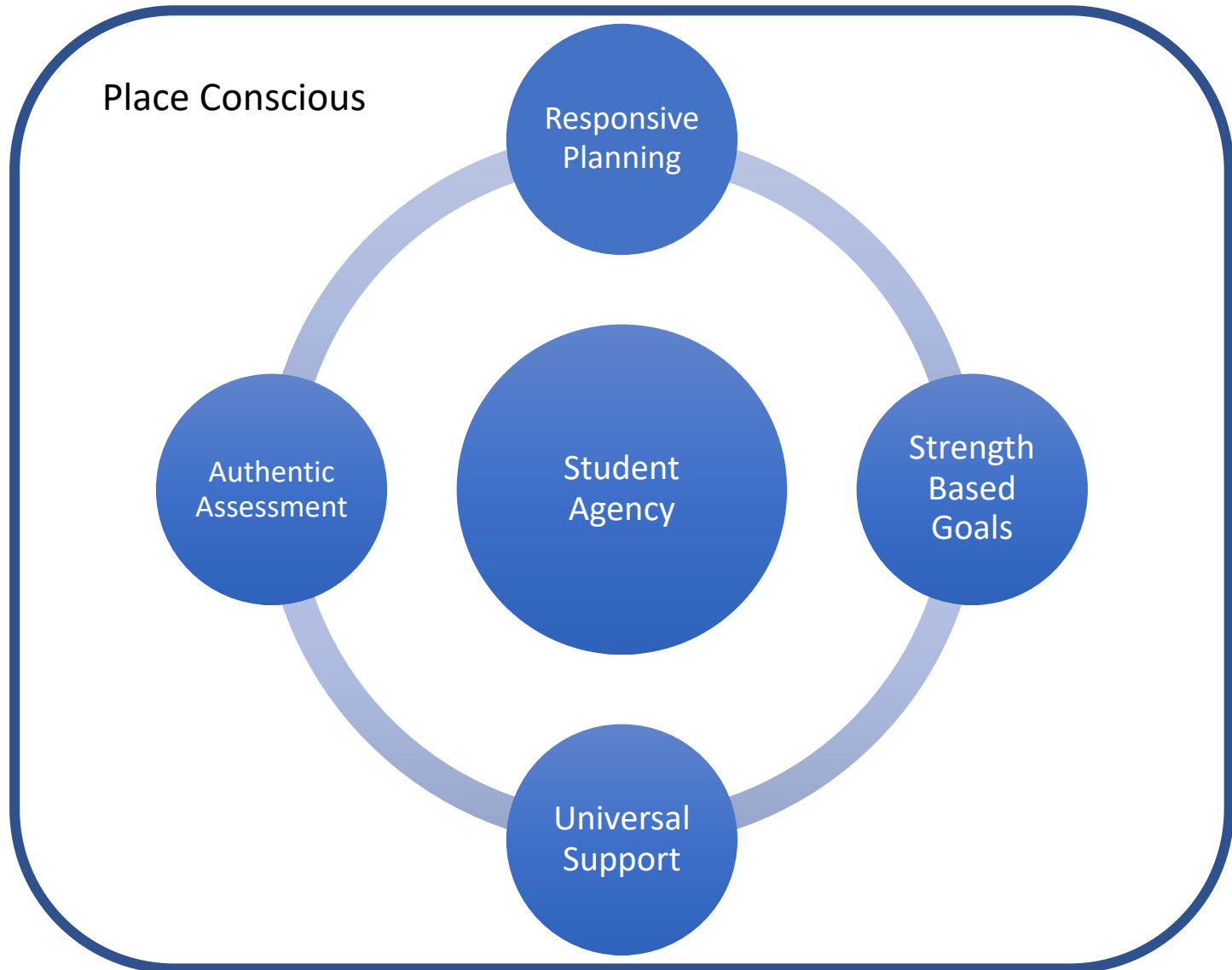


- What makes the renewed curriculum different from the previous?
- How can we use these evolving principles to design a new competency based IEP framework?

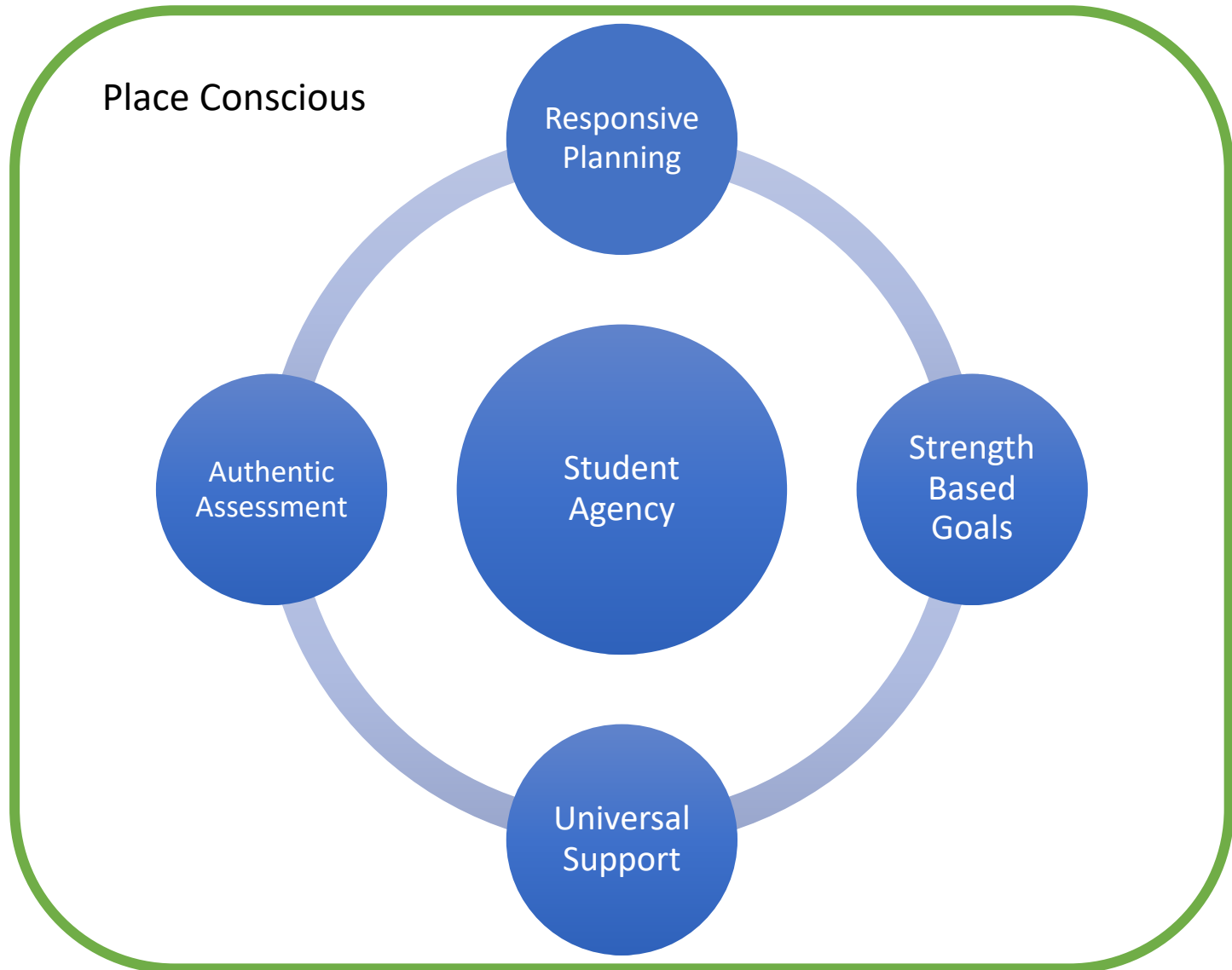
# Guiding Principles of a Renewed IEP



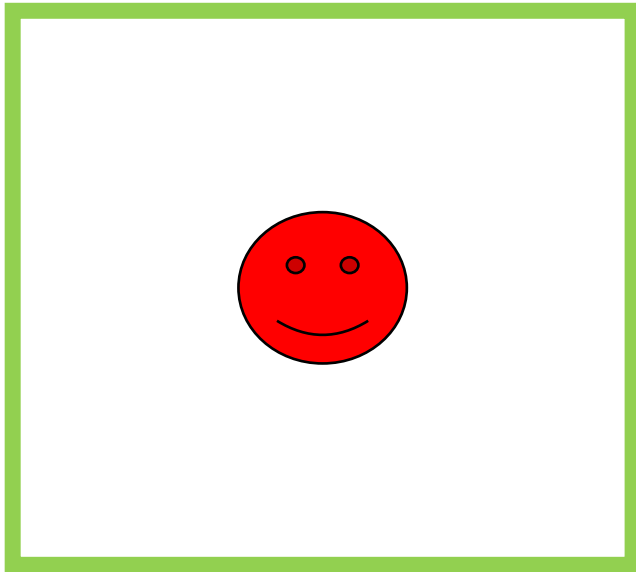
# Guiding Principles of a Renewed IEP



# Guiding Principles of a Renewed IEP



# Shifting the Paradigm: Medical Model of Disability

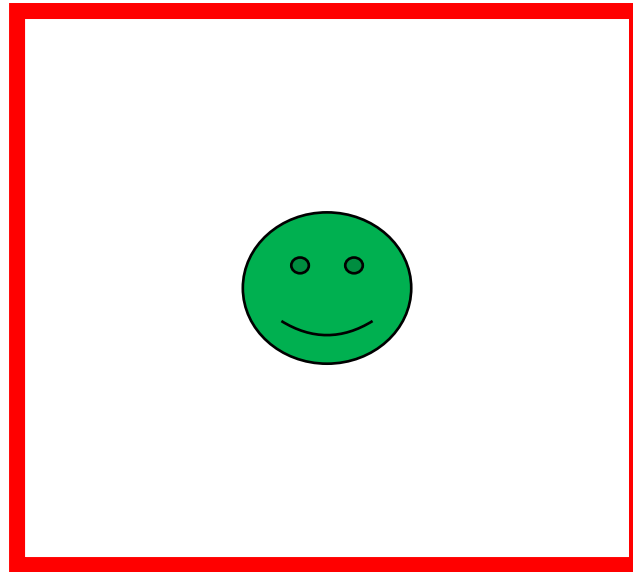


Identify the problems in the student

Fix the student

# Shifting the Paradigm: Social Model of Disability

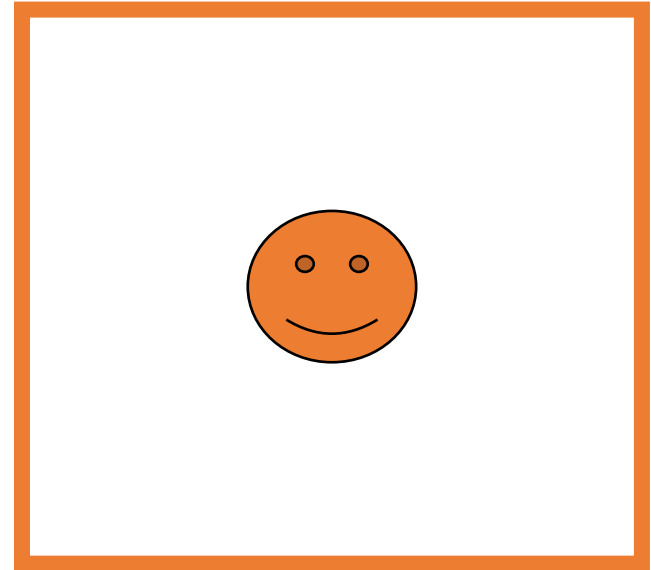
Identify the problems  
in the environment



Fix the environment

# Shifting the Paradigm: Person-Place Model of Need

- Identify the **barriers** in the **environment**  
**Reduce barriers** in the environment
  
- Identify the **needs** of ALL **students** AND  
**anticipate supports and strategies** needed



# Medical Model Perspective

**Problem:** Putting gas in your car in America

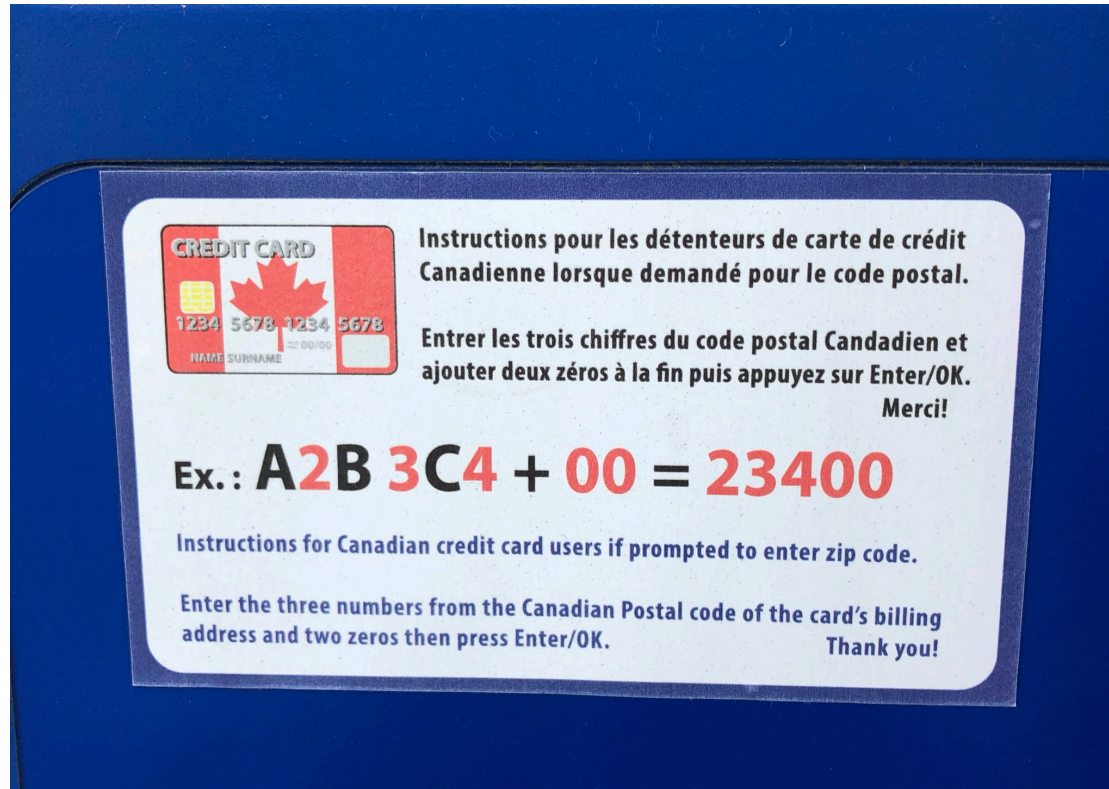
**Deficit:** Shelley can't fill up with gas in America

**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 cant I fill up with gas? What is the barrier?!



Fixing the deficit vs. Removing the Barrier

# Person/Place Perspective

**Place:** AMERICA

**Purpose:** Filling up with gas

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

**Goal:** Shelley can fill up her car with gas in America by

**Objective:** turning her postal code into a Zipcode

**Individual Supports & Strategies:**

The Zip code strategy

# 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?

# Place Conscious Planning for IEPs

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

# WHERE CAN **INCLUSION** HAPPEN?



Where are the possible places that any student could go in a school community?

# Where can inclusion happen?

- Possible places connected to an educational program
  - The **land**
  - Places within **the community**
  - Areas in **the school**
  - Specific **classes**
  - Contexts **within** specific **classes**
  - **Individual** spaces

# 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%                |
| 7-10  | 75 %                    | 25 %                   |
| 11-12 | 50 %                    | 50 %                   |
| 12+   | 25%                     | 75%                    |

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

# Place Conscious Planning for IEPs

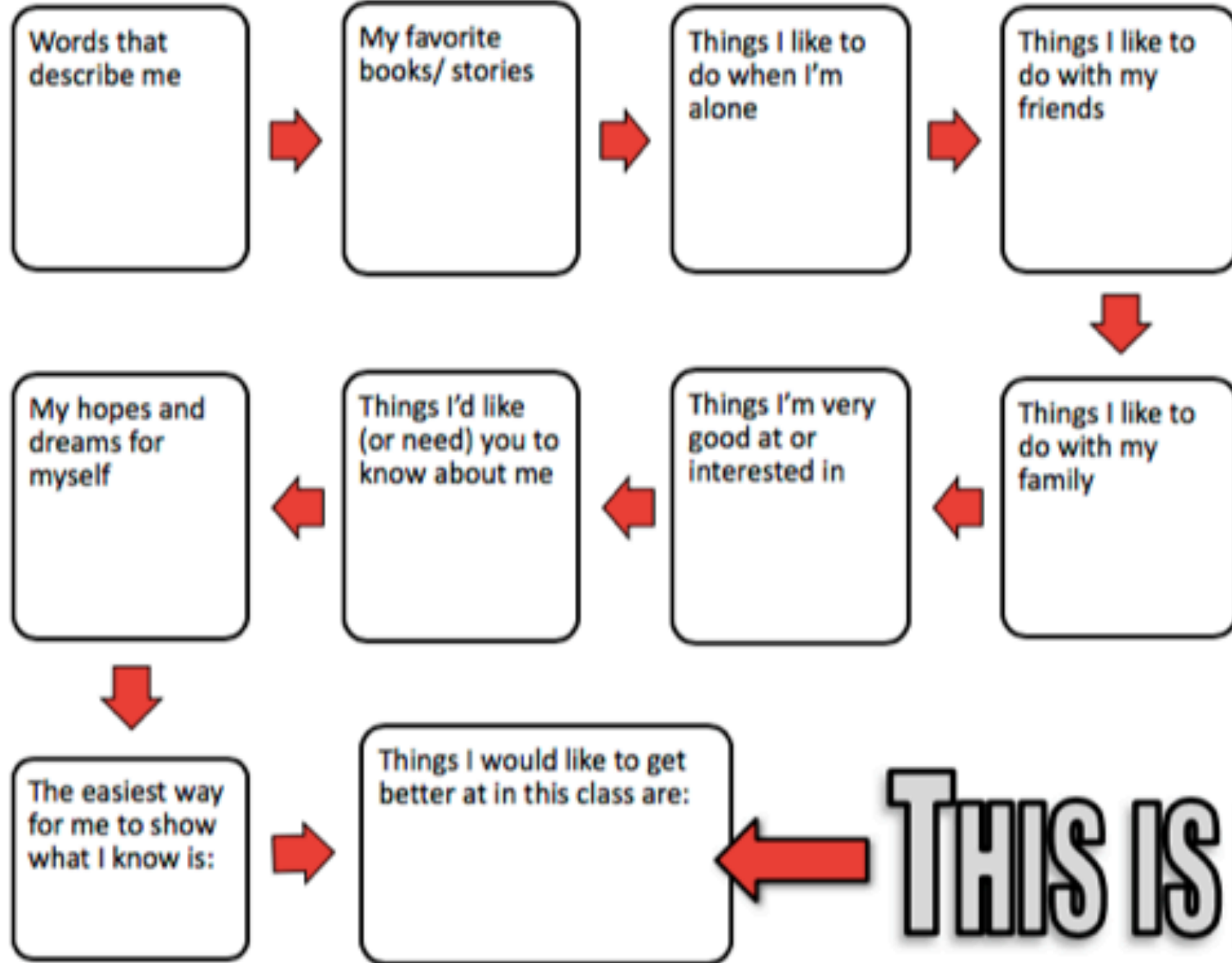
- Where am I learning?
- Who am I in this place?
- Who shares this place with me?

# Who am I in this place?

- Developing Individual Profiles
  - An opportunity for students to have identity and voice in a classroom community
  - Adapted from the “Who Am I” Profile by Schnellert & Brownlie
  - Allows student a place to communicate what they need to be successful, their interests and goal areas
  - This individual profile is where information from a student self assessment is collected
  - This profile is how we decide which goal areas to focus on for a student

## Who Am I? Profile

Name:





Name: Susan

Grade: 12

| 1 | class     | Teacher/ EA   |
|---|-----------|---------------|
| A | Cafeteria | Ms. Ho        |
| B | P.E.      | Mr. Tuerlings |
| C | Planning  | Ms. Zanikos   |
| D | Resource  | Ms. Moore     |

**Some things that I am good at:**

Taking photos, dancing, computers, cooking, swimming, video games, with animals, Math, art, reading, science.



**Things I really like:**

Sleeping, school, swimming, the beach my family, traveling, playground, movies, ride bike



**Some things you need to know about me:**

I wear glasses. I am good at the computer. Sometimes I take the bus to school. I can do my own locker. I can go to class by my self.

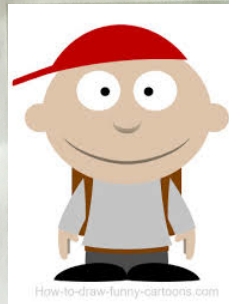


**Some things I want to get better at this year:**

-to ask for help more often  
-change for P.E.  
-to get to class on time  
*-burp quietly*



**The easiest way to show what I know is:**  
-writing, drawing. Talking, doing it, showing



Name: Scott

Grade: 9

| 1 | class   | Teacher/ EA |
|---|---------|-------------|
| A | Art     | Ms Butler   |
| B | science | Ms Pickell  |
| C | APPLS   | Ms Moore    |
| D | gym     | Steve       |

**Some things that I am good at:**

I am good at wii and game cube and painting



**Things I really like:**

I like internet swimming alouette lake friends



**Some things you need to know about me:**

im good at swimming and listening to radio and I have a laptop



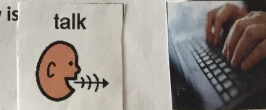
**Some things I want to get better at this year:**

Computers and making friends



**The easiest way to show what I know is**

The easiest way is talking and typing.



# CB IEP V.11



BRITISH  
COLUMBIA

MyEducationBC

## Individual Education Plan

### Student Details

|  |                                      |                      |                                      |                      |
|--|--------------------------------------|----------------------|--------------------------------------|----------------------|
|  | <b>Student Name:</b>                 | <input type="text"/> | <b>Primary Ministry Designation:</b> | <input type="text"/> |
|  | <b>Grade:</b>                        | <input type="text"/> | <b>Additional Designation(s):</b>    | <input type="text"/> |
|  | <b>PEN:</b>                          | <input type="text"/> | <b>IEP Date:</b>                     | <input type="text"/> |
|  | <b>Date of Birth:</b>                | <input type="text"/> | <b>Case Manager:</b>                 | <input type="text"/> |
|  | <b>Student Support Team:</b>         |                      | <b>Role:</b>                         |                      |
|  | <input type="text"/>                 |                      | <input type="text"/>                 |                      |
|  | <input type="text"/>                 |                      | <input type="text"/>                 |                      |
|  | <input type="text"/>                 |                      | <input type="text"/>                 |                      |
|  | <b>Parent/Guardian consulted on:</b> |                      | <input type="text"/>                 |                      |

### My Personal Profile

|  |                  |                      |
|--|------------------|----------------------|
| <b>My Interests:</b>                   | <b>Evidence:</b> | <input type="text"/> |
| <input type="text"/>                   |                  |                      |
| <b>My Learning Preferences:</b>        | <b>Evidence:</b> | <input type="text"/> |
| <input type="text"/>                   |                  |                      |
| <b>What you need to know about me:</b> | <b>Evidence:</b> | <input type="text"/> |
| <input type="text"/>                   |                  |                      |

# Place Conscious Planning for IEPs

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

# Who shares this place with me?

- Developing Class Profiles
  - A **collaborative process** for support teachers, curricular teachers, support staff and organizations to come together to talk about the class as a community
  - Relies on the principle that **we can support more students together** if we come together (i.e. bring supports to the students)
  - Focuses on the **strengths and stretches** of a classroom community
  - Also allows for discussion around students who **need more support**
  - These are **needs based** categories NOT disability categories (i.e. anyone can need support, regardless of label)

**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

# STRATEGY: THE CLASS PROFILE

|                           |          |  |                 |       |
|---------------------------|----------|--|-----------------|-------|
| Class Review for: _____   |          | www.FIVEMOOREMINUTES.COM<br><small>SHELLEY MOORE, 2018</small> |                 |       |
| Teacher(s): _____         |          | (adapted from Brownie & King, 2000)                            |                 |       |
| Interests                 |          |  |                 |       |
| Classroom Strengths       |          | Classroom Stretches  |                 |       |
| Class Wide Structures     |          | Class Wide Goals/ Competencies                                 |                 |       |
| Individual Considerations |          |  |                 |       |
| Medical                   | Language | Learning   | Socio-Emotional | Other |
|                           |          |  |                 |       |

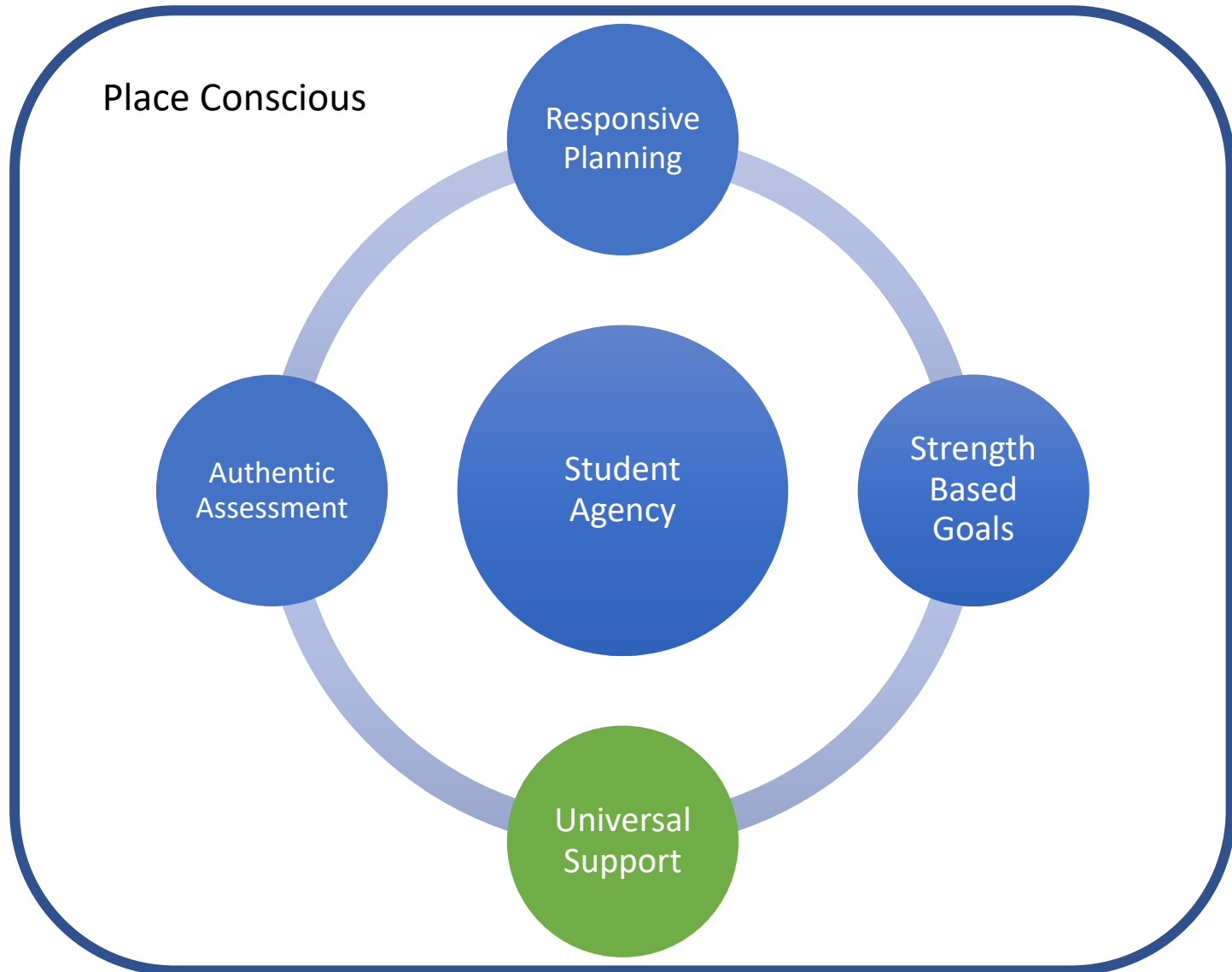
www.fivemoreminutes.com      Episode 4 Strategy      Shelley Moore, 2018

video strategy on [www.fivemoreminutes.com](http://www.fivemoreminutes.com)

# Talk to your neighbour

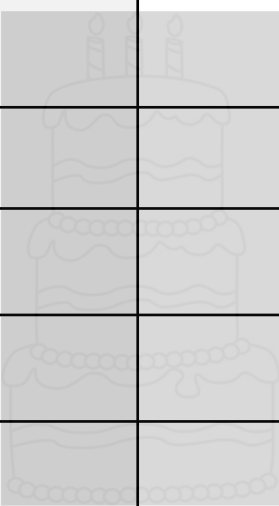
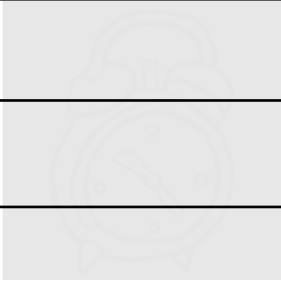

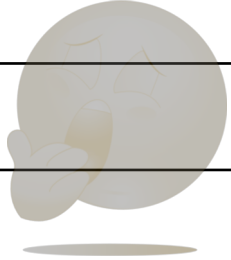
- How does **planning** around **place** support the development of **student agency**?

# Guiding Principles of a Renewed IEP



**Classroom Support Plan**  
 Teacher(s): \_\_\_\_\_ Support Staff: \_\_\_\_\_ Lens: \_\_\_\_\_



| Students...                         |  | Strategies & Supports  |   |   |
|-------------------------------------|--|--|---|---|
|                                     |  | Universal Support<br>(Good for ALL)  | Targeted Support<br>(CHOICE for ALL)  | Essential Support<br>(Good for ONE)   |
| <b>who needs the most support</b>   |  |  |   |   |
| Need                                |  |  |   |   |
| Need                                |  |  |  |  |
| Need                                |  |  |   |   |
| Need                                |  |  |   |   |
| <b>who needs the most challenge</b> |  |  |   |   |



# What are our **needs**? (replacing weaknesses)

- Student/ Family/ Teacher/ Support Staff generated
- They don't make us "weaker" they are just things we need support with
- What are some things in my life that make it hard for me to learn?
- These might not be things that I can control
- [Examples](http://www.teachspeced.ca) – [www.teachspeced.ca](http://www.teachspeced.ca)
- As a class – choose the big 5 that are getting in the way of learning



| Classroom Support Plan         |   |       |
|--------------------------------|---|-------|
| Teacher(s): C. Woods<br>Math 8 | Support Staff: L. Veary (LST), K. Eigler (EA) | Lens: |

| Range of Students (RTI) | Students...   | Strategies & Supports                                      |   |   |
|-------------------------|---|--|---|---|
|                         | <b>who needs the most support</b><br>ST, CH, JP (f) | <b>Universal Support</b><br>(Good for ALL)                 | <b>Targeted Support</b><br>(CHOICE for ALL) | <b>Essential Support</b> (Good for ONE) |
|                         | <b>Need</b><br>Executive Functioning                | JC, CH, JK,<br>JP(f), AT, ST,<br>LV, DV                    |   |   |
|                         | <b>Need</b><br>Ability                              | ST, AT   |   |   |
|                         | <b>Need</b><br>Processing Speed                     | JC, CH, JK, IR,<br>LV, DV                                  |   |   |
|                         | <b>Need</b><br>Self Esteem                          | JB, RJ, FK, AT,<br>ST, LV, DV, CH                          |   |   |
|                         | <b>Need</b><br>Memory                               | DA, JB, JC, CH,<br>FK, JK, JP(f),<br>CS, AT, ST, LV,<br>DV |   |   |
|                         | <b>who needs the most challenge</b><br>JP, CG, LJ   | <b>Range of Support (MTLS)</b>                             |   |   |

Classroom Support Plan

Shelley Moore, 2019

# What are supports?

- Student/ Family/ Teacher/ Support Staff generated
- What are some tools that I can use to help me learn?
- These tools help me to pay attention and keeps me interested?
- Example: my calendar, rocket miles, my computer/phone, alarm clocks, my home, healthy food, The Air Canada lounge, snacks, visuals, melatonin, anxiety medication

# What are strategies?

- Student/ Family/ Teacher/ Support Staff generated
- What are some actions that I can do to help me learn?
- What are some actions of others that help me learn?
- These actions help me to pay attention and keeps me interested?
- Example: staying active, someone helping me answer my emails, making my travel bookings, taking naps, eating healthy, patience, windows of arrival time, when people are calm and don't yell, collaborating, using visuals, talking, chunks of time, taking breaks, not traveling for more the 4 days at a time, going to bed early

# Supports vs. Resources

People  
Funding  
Time

|                                |   |       |
|--------------------------------|---|-------|
| <b>Classroom Support Plan</b>  |   |       |
| Teacher(s): C. Woods<br>Math 8 | Support Staff: L. Veary (LST), K. Eigler (EA) | Lens: |

| Students...  |  | Strategies & Supports                      |   |   |
|--|--|--|---|---|
| <b>who needs the most support</b><br><b>ST, CH, JP (f)</b> |  | <b>Universal Support</b><br>(Good for ALL) | <b>Targeted Support</b><br>(CHOICE for ALL) | <b>Essential Support</b> (Good for ONE) |
| <b>Need</b><br>Executive Functioning                       | JC, CH, JK,<br>JP(f), AT, ST,<br>LV, DV                    |  |   |   |
| <b>Need</b><br>Ability                                     | ST, AT   |  |   |   |
| <b>Need</b><br>Processing Speed                            | JC, CH, JK, IR,<br>LV, DV                                  |  |   |   |
| <b>Need</b><br>Self Esteem                                 | JB, RJ, FK, AT,<br>ST, LV, DV, CH                          |  |   |   |
| <b>Need</b><br>Memory                                      | DA, JB, JC, CH,<br>FK, JK, JP(f),<br>CS, AT, ST, LV,<br>DV |  |   |   |
| <b>who needs the most challenge</b><br><b>JP, CG, LJ</b>   |  | <b>Range of Support</b><br>(MTLS)          |   |   |

Range of Students (RTI)

← Range of Support (MTLS) →



## Classroom Support Plan

Teacher(s): Mr. Support Staff: Ms. L (support teacher last 20 min of block) Class: Grade 6 Class

### Range of Support

| Students...   |                                 | Strategies & Supports  |   |  |
|---|---------------------------------|--|---|--|
| <b>Who needs the most support</b><br>D.L, R.Y, O.M.           |                                 | <b>Universal Support</b><br>(Good for ALL)   | <b>Targeted Support</b><br>(CHOICE for ALL)   | <b>Essential Support</b><br>(Good for ONE) |
| <b>Need LD</b>  | D.L., J.K., S,W                 | Text at multiple reading levels, multiple types of text (oral, visual, written), You Tube, chunk lessons into 15-20 min chunks, activities to process new information, hands on, task clear and scaffolded, Summative tasks that build oral, visual & written skills, literature circles | Options to use technology (reader, scribe), a place to keep work in class so it doesn't get lost, small group option with Ms. L to work with on activities after lesson |  |
| <b>Need Trauma</b>  | R.Y., I,D., F, C, G, J., OM, DL | Make personal connection daily, structure, agenda on board, start class with an accessible activity, movement breaks, music allowed when working, high interest texts, authentic and relevant  | Taking breaks, flexible seating, parent check ins on good days, opportunities for leadership  | Individual counselling                     |
| <b>Need LGBTQ2S+</b>  | G, J.                           | Text that includes diverse characters, avoid binary (students, folks, everyone), "safe place" sticker  | opportunities for leadership, ask (and honour) preferred pronoun  |  |
| <b>Need ELL</b>   | P, K., I, L, E, E, OM           | Text at multiple reading levels, review vocabulary, use of visuals, strategic partnering   | Small group option with Ms. L to work with on activities after lesson   | translator                                 |
| <b>Need Anxiety</b>   | R.R.                            | Clear learning tasks and goals, control of complexity and what supports to use, challenge option, choice of audience size  | Taking breaks, choice of where to work, homework optional, parent check ins   |  |
| <b>Who needs the most challenge</b><br>Classroom Support Plan |                                 | <b>Reconciliation &amp; Equity Targets:</b><br><ul style="list-style-type: none"> <li>- Targeting text from Indigenous perspectives, attending to alternative points of view</li> <li>- Appreciation circle once a week</li> </ul>   |   |  |

|                               |                           |               |
|-------------------------------|---------------------------|---------------|
| <b>Classroom Support Plan</b> |                           |               |
| Teacher(s): Mr. B             | Support Staff: Ms. C (EA) | Class: Math 9 |



| Students...                                       |                       | Strategies & Supports  |   |  |
|---|-----------------------|--|---|--|
| <b>Who needs the most support</b><br>J.W.         |                       | <b>Universal Support</b><br>(Good for ALL)   | <b>Targeted Support</b><br>(CHOICE for ALL)   | <b>Essential Support</b><br>(Good for ONE)                       |
| <b>Need Cognitive</b>                             | J.W.                  | Start lesson with accessible task how to work with J.W., building community activities, manipulatives,   | Access Point to curriculum (Math IEP goal), may need breaks, visual agenda on board that matches AAC device, strategic partnering, calculator | AAC Device, social role on class, works well with Y.T., glasses, |
| <b>Need Vision</b>                                | R.P                   | Large print & high contrast outline of handouts, do not change furniture floor plan  | Sitting close proximity to front of class   | Magnifier,   |
| <b>Need Trauma</b>                                | H.L., U.B             | Make personal connection daily, snacks, drinks allowed, chunk task into an essential portion,  | Quiet zone in class, breaks, allow time to leave if needed, follow up later if they leave   | Check in before class with Ms. H, might be late                  |
| <b>Need ELL</b>                                   | Y.I., O.R., B, F, N.M | Teach important vocabulary for a lesson, visuals, manipulatives & visuals, strategic partnering, math word wall  |   | translator   |
| <b>Need Anxiety</b>                               | R.M.                  | Choice of challenge, choice of support options, target advocacy skills and risk taking opportunities, open ended tasks (not one answer)  | Taking breaks, choice of where to work, homework optional, parent check ins   |  |
| <b>Who needs the most challenge</b><br>I.K., R.M. |                       | <b>Reconciliation &amp; Equity Targets:</b><br><ul style="list-style-type: none"> <li>- Sharing local Indigenous content for math concepts</li> <li>- Standards based grading and reporting</li> </ul> |   |  |



Classroom Support Plan

|                               |               |       |
|-------------------------------|---------------|-------|
| <b>Classroom Support Plan</b> |               |       |
| Teacher(s):                   | Support Staff | Lens: |

| Students...                  |  | Strategies & Supports               |                                      |                                  |
|------------------------------|--|-------------------------------------|--------------------------------------|----------------------------------|
| who needs the most support   |  | Universal Support<br>(Good for ALL) | Targeted Support<br>(CHOICE for ALL) | Essential Support (Good for ONE) |
| Need                         |  |                                     |                                      |                                  |
| Need                         |  |                                     |                                      |                                  |
| Need                         |  |                                     |                                      |                                  |
| Need                         |  |                                     |                                      |                                  |
| Need                         |  |                                     |                                      |                                  |
| who needs the most challenge |  |                                     |                                      |                                  |

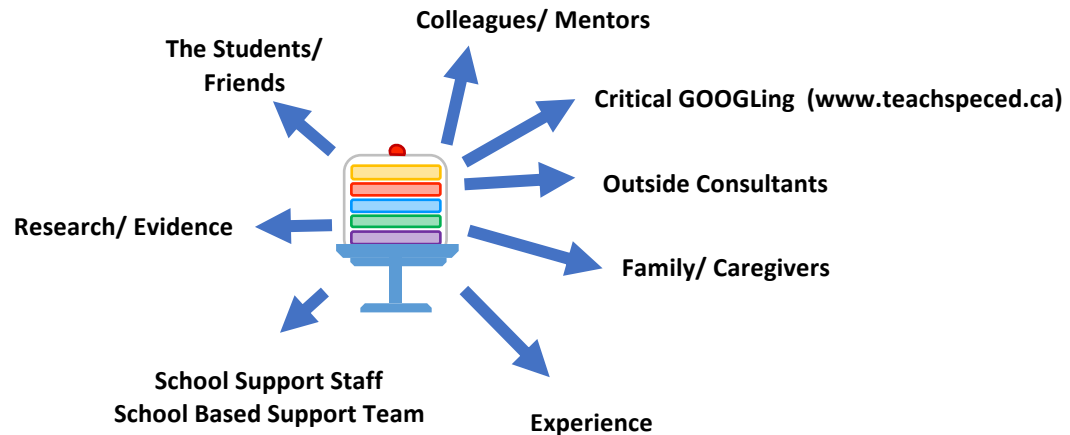
Range of Students (RTI)



## Layered Support Cake of Love: Classroom Support Plan



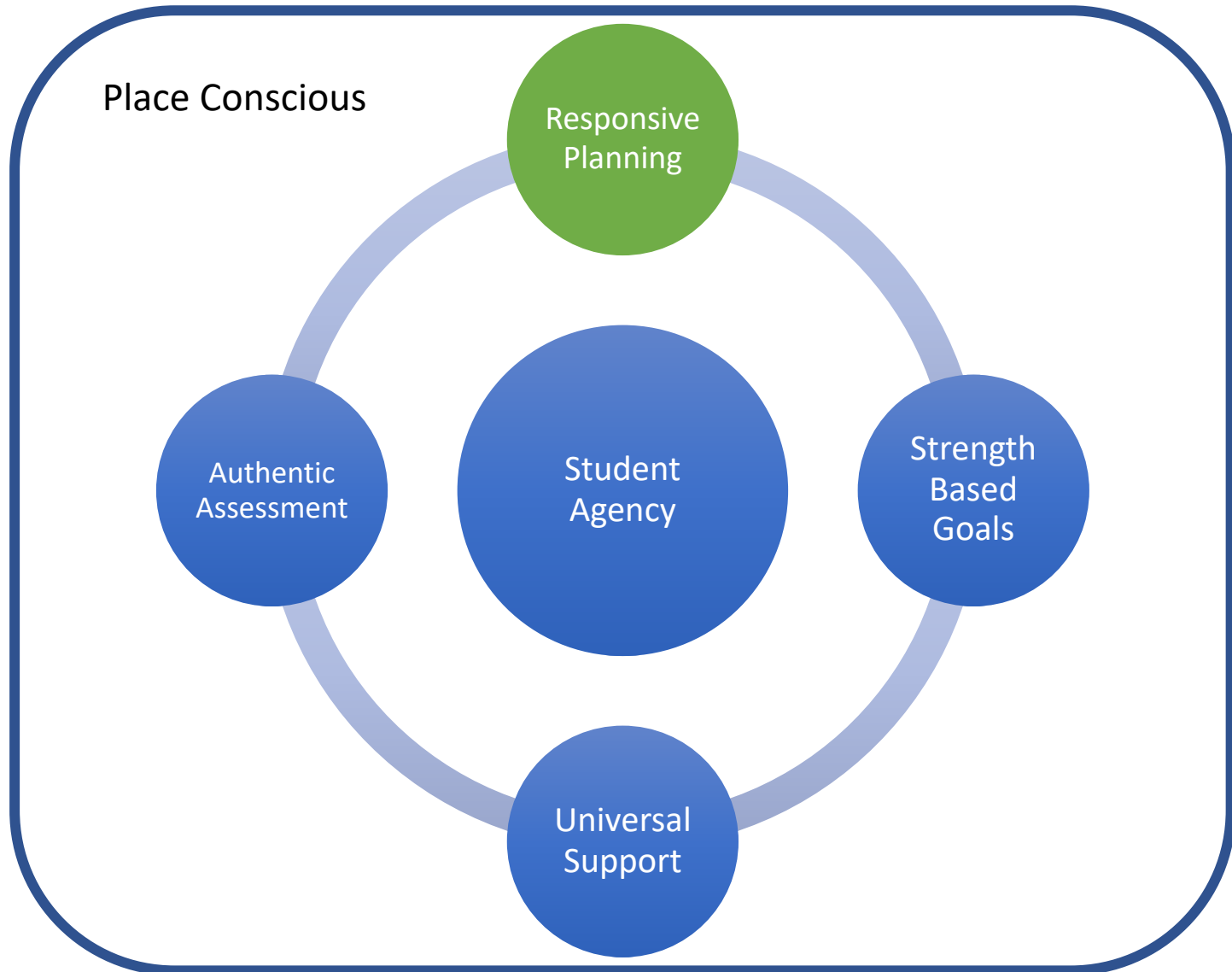
How do we figure out supports or strategies students need?



# CB IEP V.11

| Support and Plans            |                      |                      |                      |
|------------------------------|----------------------|----------------------|----------------------|
| Universal Classroom Supports |                      | Essential Supports   |                      |
| <input type="text"/>         | <input type="text"/> | <input type="text"/> | <input type="text"/> |
| <input type="text"/>         | <input type="text"/> | <input type="text"/> | <input type="text"/> |
| <input type="text"/>         | <input type="text"/> | <input type="text"/> | <input type="text"/> |
| Supplementary Plans          |                      | Date                 |                      |
| <input type="text"/>         | <input type="text"/> | <input type="text"/> | <input type="text"/> |
| <input type="text"/>         | <input type="text"/> | <input type="text"/> | <input type="text"/> |
| <input type="text"/>         | <input type="text"/> | <input type="text"/> | <input type="text"/> |

# Guiding Principles of a Renewed IEP



# Responding to place through purpose

- Inclusive lenses
  1. Personal Purpose
  2. Social Purpose
  3. Intellectual Purpose
- These three purposes guide all of us in knowing how to be successful in all the places they go
- These purposes are specific to place however, so it is important to start with place before figuring out the purposes within it

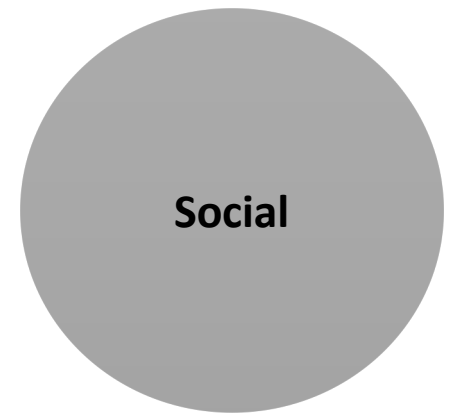
# Personal Purpose



Personal

- Targets goals connected to how individuals exist in a place and community
  - How can we support individual identity?
  - How can we support positive behaviour?
  - How can we support individual awareness and regulation of self?
  - How can a community support individuals to personally exist in a meaningful way?
  - How can we co-construct a personal vision for a successful community that considers all the individuals within it?

# Social Purpose



- Targets goals connected to how individuals exist with other people in a place and community
  - How can we support social identity?
  - How can we support positive interactions and communication?
  - How can we support social awareness and responsibility?
  - How can a community support individuals to socially exist in a meaningful way?
  - How can we co-construct a social vision for a successful community that considers all the individuals within it?

# Intellectual Purpose



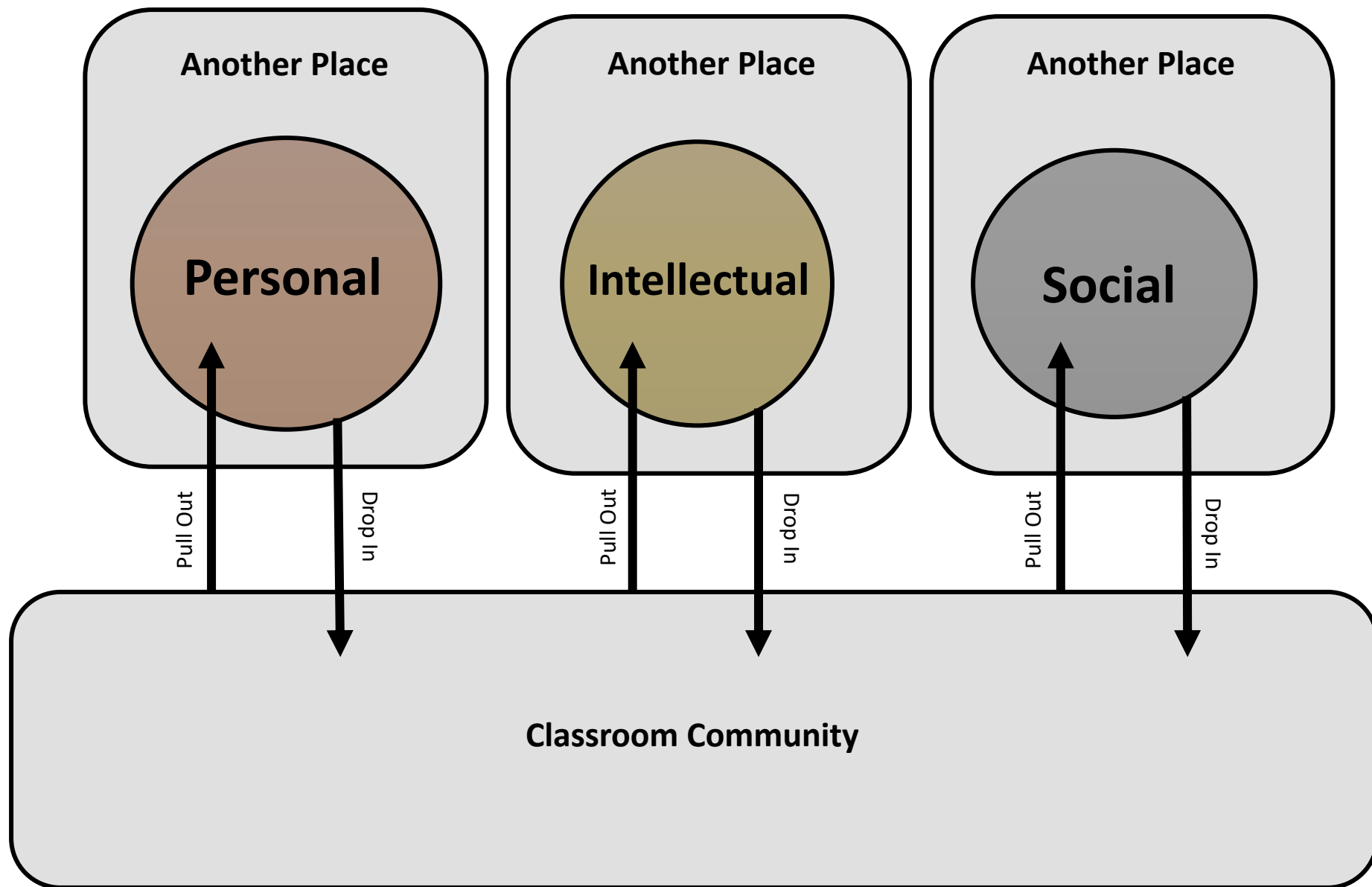
**Intellectual**

- Targets goals connected to how individuals learn with other people in a place and community
  - How can we support intellectual identity?
  - How can we support positive learning experiences?
  - How can we honour multiple ways of learning and knowing?
  - How can a community support individuals to intellectually exist in a meaningful way?
  - How can we co-construct a intellectual vision for a successful community that considers all the individuals within it?

# Traditionally however...

- These three areas often correspond with an individual's areas of deficit:
  1. Personal – Behaviour Deficits
  2. Social – Communication & Social Skills Deficits
  3. Intellectual – Learning Deficits
- This leads to production of deficit based goals
- Which results in often the sending away of a student to receive support in these areas somewhere else

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

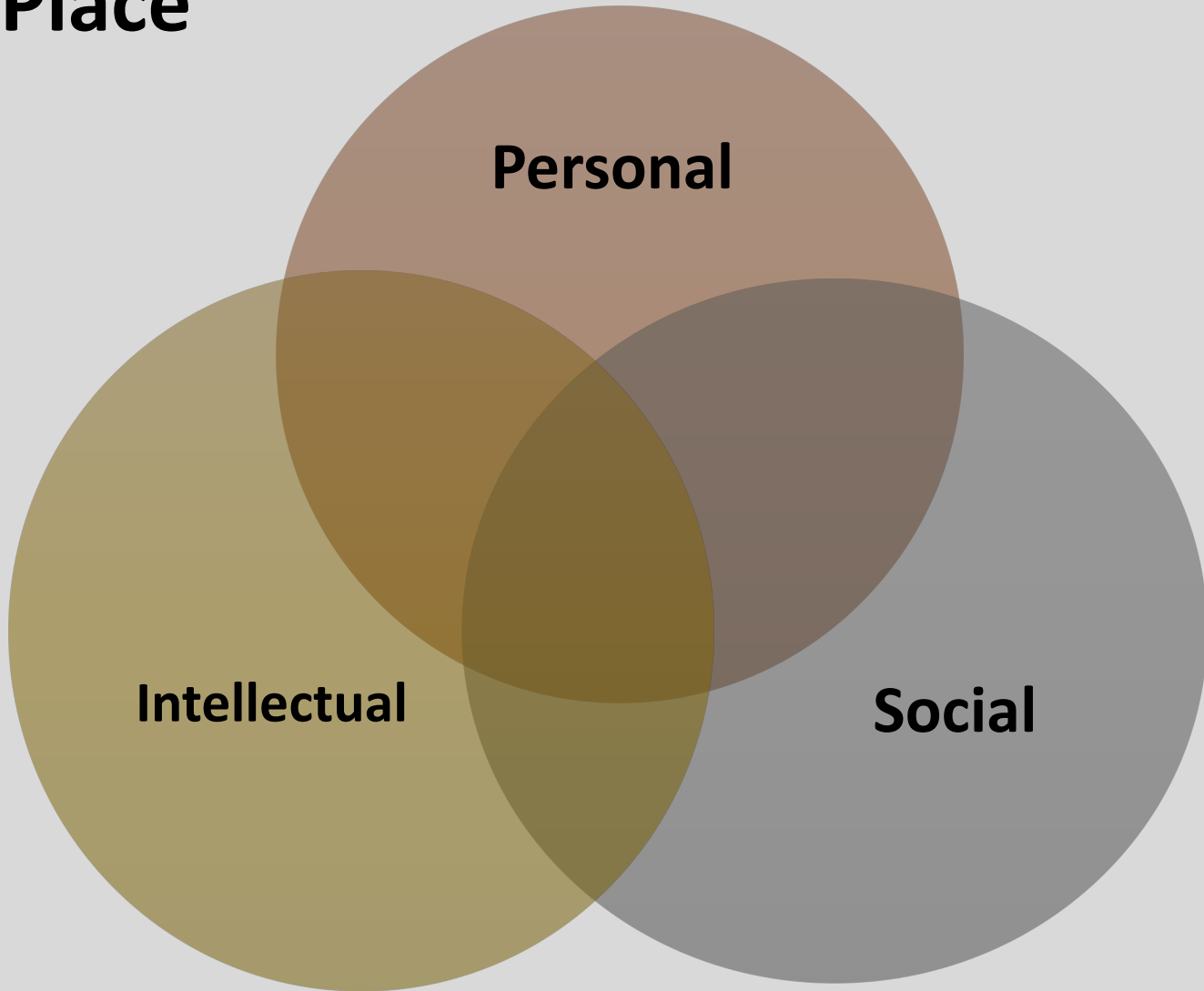


**Place**

**Personal**

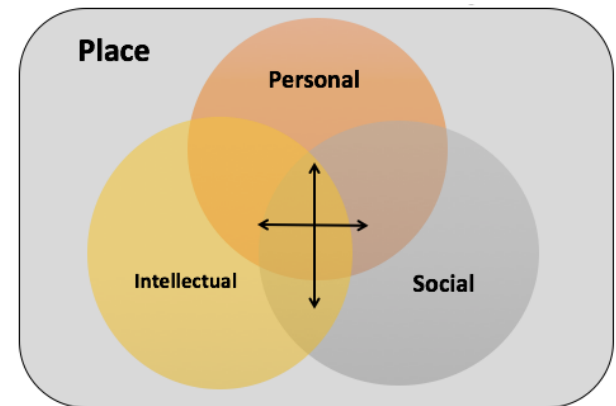
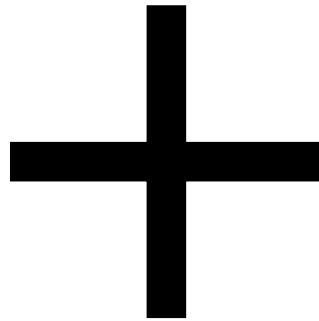
**Intellectual**

**Social**

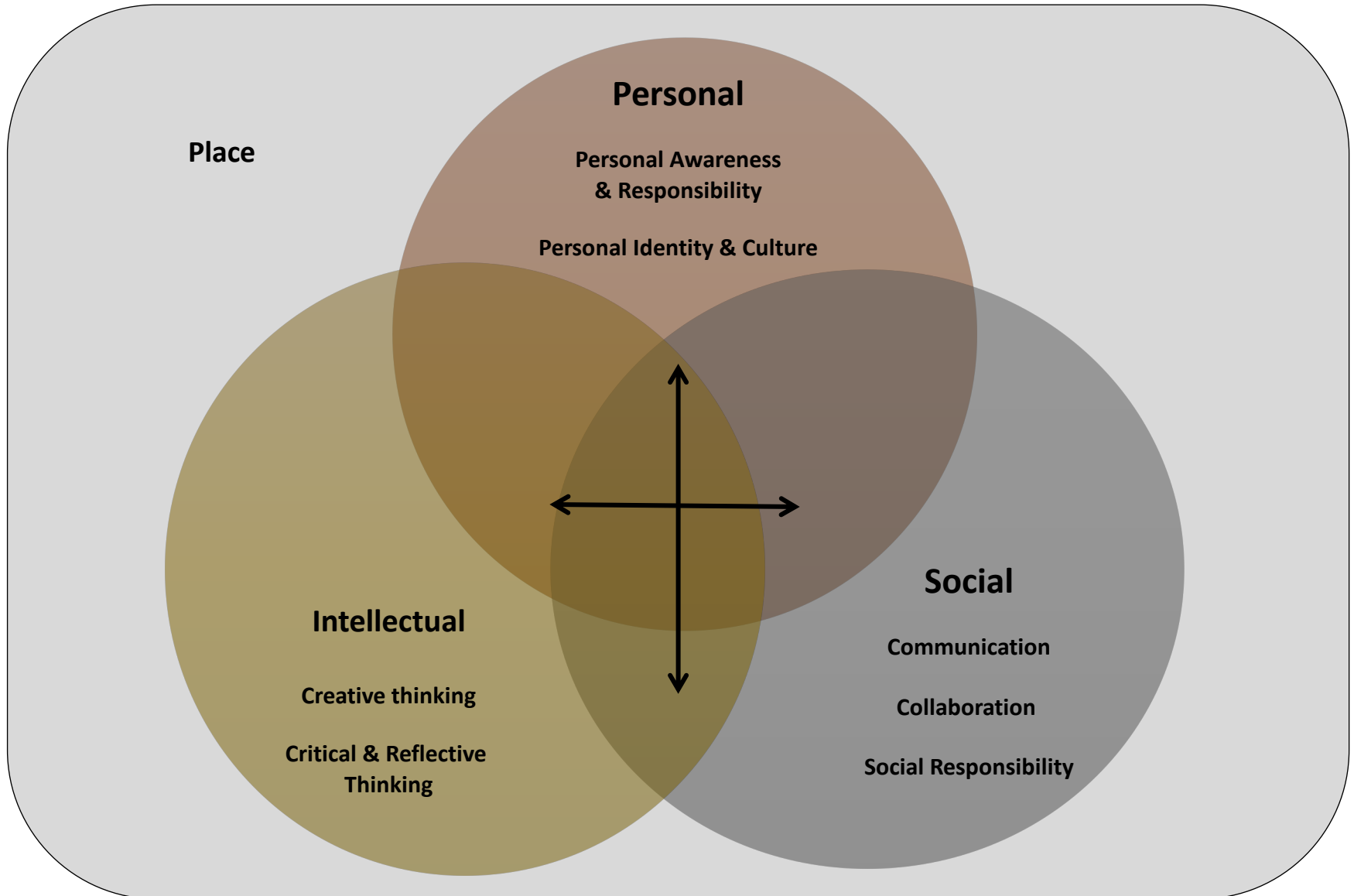


# Core Competencies + Place-Based Inclusive Framework

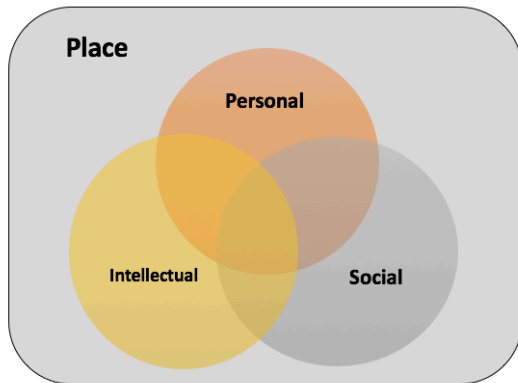
- If we want to combine these frameworks however, a few adjustments need to be made to best represent the principles of both



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



# Balancing Bubbles within a Place



- This approach assumes that all students need support in these areas
- The focus is on balancing the bubbles, instead of trying to “fix” them
- It allows us to rely on areas of strength as a support for areas of stretch
- It encourages (and teaches) support from all individuals in a community rather than relying on one person
- Supports a collaborative model of support and the multiple expertise of all educators and support staff

# Responsive Planning

- Helping students & families choose goal areas based on balance of an individual or community
  - Instead of trying to cover goals, or try to “fix” deficits
- Using these goal areas to determine specific competencies to work on for their IEP

# CB IEP V.11

## My Learning Profile

| <input type="checkbox"/> <i>Thoughts from my team.</i> | <b>Personal</b><br><i>What I am able to do on my own.</i> | <b>Social</b><br><i>What I am able to do with others.</i> | <b>Intellectual</b><br><i>How I think.</i> |
|--|---|---|--|
| <b>My Strengths</b>                                    |   |   |  |
| <b>My Stretches</b>                                    |   |   |  |
| <b>My Focus Area This Year</b>                         | <input type="checkbox"/>                                  | <input type="checkbox"/>                                  | <input type="checkbox"/>                   |

# CB IEP V.11

| My Learning Profile                                    |   |   |  |
|--|---|---|--|
| <input type="checkbox"/> <i>Thoughts from my team.</i> | <b>Personal</b><br><i>What I am able to do on my own.</i> | <b>Social</b><br><i>What I am able to do with others.</i> | <b>Intellectual</b><br><i>How I think.</i> |
| <b>My Strengths</b>                                    |   |   |  |
| <b>My Stretches</b>                                    |   |   |  |

**My Focus Area This Year**

*These learning domains can inform the IEP development in these core competency areas.*

**Core competency connections**



Positive Personal +  
Personal awareness +

**Core competency connections**




Communication




Social responsibility

**Core competency connections**

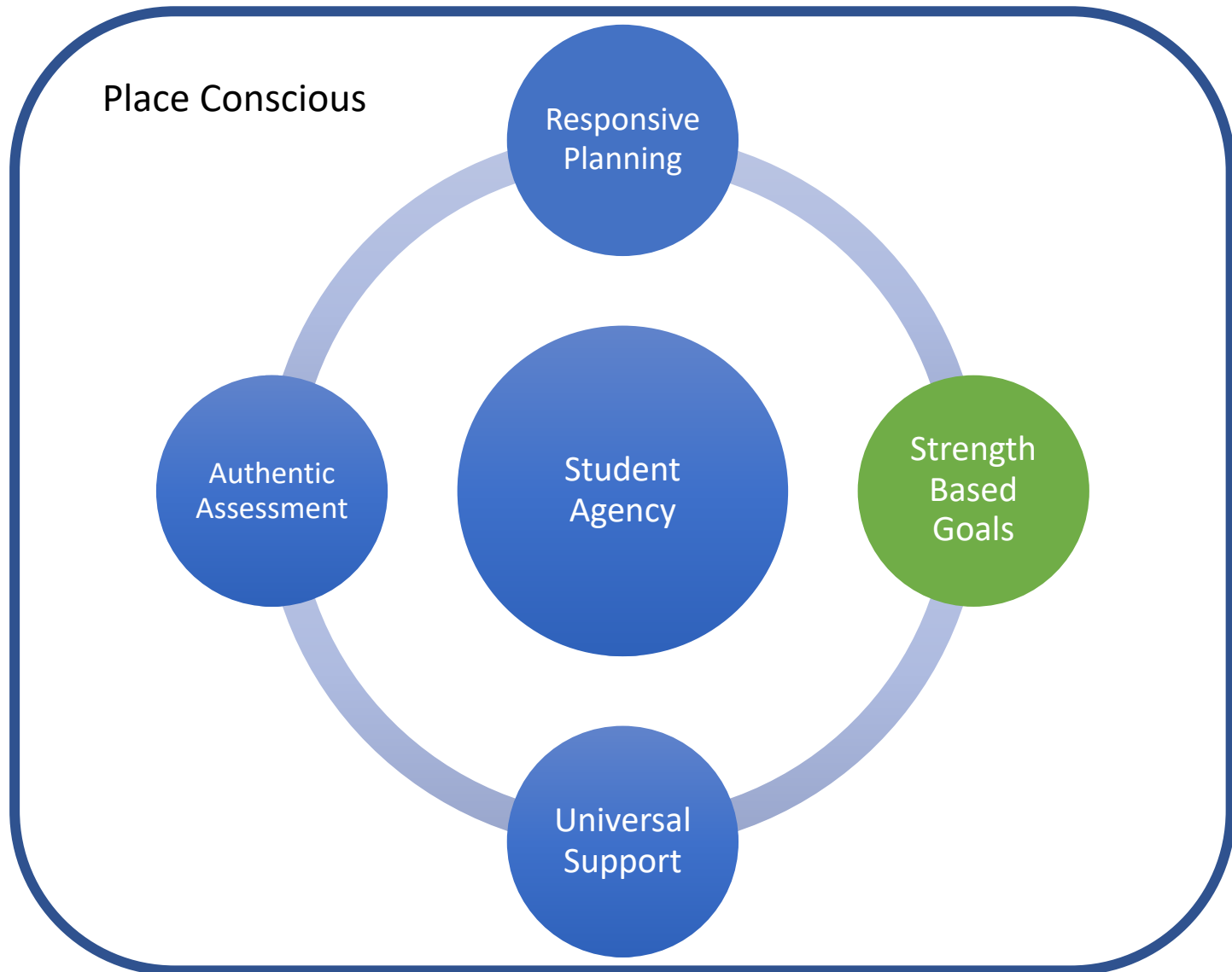


Creative thinking



Critical thinking

# Guiding Principles of a Renewed IEP



# Strength Based Goals

- Where are we now, and what is our next step?
  - Instead of where should we be and why are we there
- Focuses on what students (and teachers) bring to a community
  - Instead of trying to make everyone the same
- Aiming to align goals to a common curriculum with peers (core competencies)

# 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

## 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

# CB IEP V.11

| My Learning Profile                                    |   |   |  |
|--|---|---|--|
| <input type="checkbox"/> <i>Thoughts from my team.</i> | <b>Personal</b><br><i>What I am able to do on my own.</i> | <b>Social</b><br><i>What I am able to do with others.</i> | <b>Intellectual</b><br><i>How I think.</i> |
| <b>My Strengths</b>                                    |   |   |  |
| <b>My Stretches</b>                                    |   |   |  |

**My Focus Area This Year**

*These learning domains can inform the IEP development in these core competency areas.*

**Core competency connections**



Positive Personal +  
Personal awareness +

**Core competency connections**




Communication




Social responsibility

**Core competency connections**



Creative thinking



Critical thinking

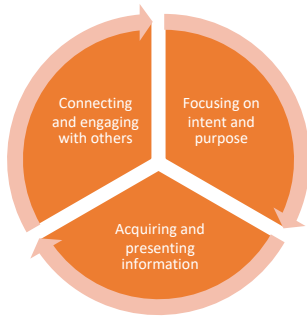
# What are my goal areas?

- Student/ Family generated
- How can I make a plan to target my stretches?
- What do I want to get better at this year at school? At home? In life
- What do I want to learn more about this year?
- Where do I see myself in 25 year?
- What goals do I have for my future?
- What competencies (or sub competencies) do I want to target?



# What are my goals?

Communication



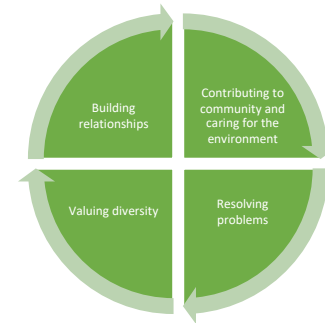
Collaboration



Critical and Reflective Thinking



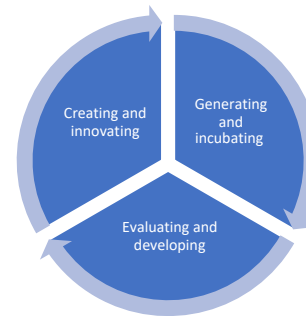
Social Awareness/ Responsibility



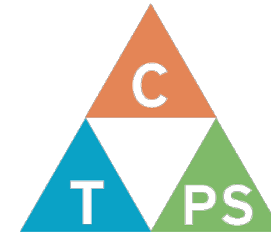
Positive Personal and Cultural Identity



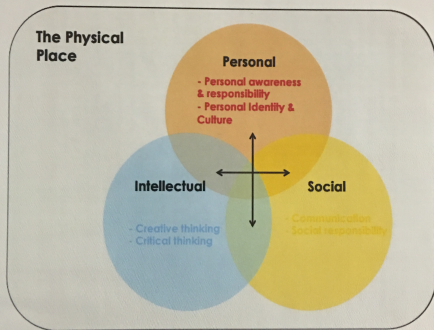
Personal Awareness and Responsibility



Creative Thinking



**FOCUS AREAS FOR GROWTH – INDIVIDUAL  
EDUCATION PLANNING  
CORE COMPETENCIES**



**SAMPLE "I" STATEMENTS**

- 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 experiences, family history, heritage, peer groups).
- I understand that learning is continuous and my concept of self and identity will continue to evolve.

**2. Personal values and choices**

Students define what they value. They understand how what they value has been influenced by their life experiences, and how they have influenced their values to shape their choices in all contexts of their lives.

to me.  
are and how they affect choices I make.  
it aspects of my life have influenced my values.  
shape my choices.

**ilities**

es, and explicitly consider these as assets that can help them in all aspects unique and are a part of larger communities. They explain how they are using r-relationships, and their communities.

characteristics  
tributes, characteristics, and skills.  
is and identify my potential as a leader in my community.  
to develop new abilities and strengths to help me meet new challenges.

**Profiles: Personal Awareness and Responsibility Competency**

Descriptions include the three facets that underpin the Personal Awareness and Responsibility Competency: self-determination, on, and well-being. The three facets are interrelated and are embedded within the profile descriptions, which are written from point of view.

**DESCRIPTION**

With support, I can show a sense of accomplishment and joy, and express some wants, needs, and preferences.  
I can sometimes recognize emotions. I can participate in activities that support my well-being.

In a safe, supportive environment, I can share my ideas and accomplishments, and accept responsibility for my actions.  
I can use strategies that increase my feeling of well-being and help me manage my feelings and emotions. I can connect my actions with both positive and negative consequences. I make decisions about my activities and, with support, take some responsibility for my physical and emotional well-being. I can express my wants and needs and celebrate my efforts and accomplishments.

I can recognize my strengths and use strategies to focus, manage stress, and accomplish my goals.  
I can be focused and determined. I can set realistic goals, use strategies to accomplish them, and persevere with challenging tasks. I can tell when I am becoming angry, upset, or frustrated, and I have strategies to calm myself. I can make choices that benefit my well-being and keep me safe in my community, including my online interactions. I advocate for myself and my ideas; I accept myself.

I can recognize my value and advocate for my rights. I take responsibility for my choices, my actions, and my achievements.  
I can set priorities; implement, monitor, and adjust a plan; and assess the results. I take responsibility for my learning, seeking help as I need it. I use strategies for working toward a healthy and balanced lifestyle, for dealing with emotional challenges, and for finding peace in stressful times. I know how to find the social support I need. I have valuable ideas to share; I can imagine and work toward change in myself and in the world.

I can identify my strengths and limits, find internal motivation, and act on opportunities for self-growth. I take responsibility for making ethical decisions.  
I can take ownership of my goals, learning, and behaviour; I act on what is best, over time, in terms of my goals and aspirations. I recognize the implications of my choices and consult with others who may be affected by my decisions. I sustain a healthy and balanced lifestyle. I am aware of my personal journey and reflect on my experiences as a way of enhancing my well-being and dealing with challenges. I can advocate for myself in stressful situations. I take the initiative to inform myself about controversial issues and take ethical positions.

| 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 thoughts to reality. Creative thinking is deeply collaborative. New thoughts and concepts are built on combinations of existing thoughts and concepts. The ideas available as new 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, &amp; 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><b>1. Connect and Engage with Others (to share &amp; develop ideas)</b><br/>Students engage in informal and structured conversations where they listen, contribute, develop understanding and relationships, learn to consider diverse perspectives, and build consensus.<br/>Examples: literature circles, book clubs, blogs, and small group discussions &amp; decision making/informal debate</p> <ul style="list-style-type: none"> <li>I ask and respond to simple, direct questions</li> <li>I am an active listener; I support and encourage the person speaking</li> <li>I recognize that there are different points-of-view and I can disagree respectfully</li> </ul>                               | <p><b>1. Novelty and Value</b><br/>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 datapoint 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"> <li>I get ideas when I play. My ideas are fun &amp; make me happy.</li> <li>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.</li> <li>I generate new ideas as I pursue my interests.</li> <li>I get ideas that are new to my peers.</li> <li>I can develop a body of creative work over time in an area I'm interested in or passionate about</li> </ul>  | <p><b>1. Analyze and Critique</b><br/>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"> <li>I can show if I like something or not.</li> <li>I can identify criteria that I can use to analyze evidence.</li> <li>I can analyze evidence from different perspectives.</li> <li>I can reflect on and evaluate my thinking, products, and actions.</li> <li>I can analyze my own assumptions and beliefs and consider views that do not fit with them.</li> </ul> | <p><b>1. Relationships &amp; Cultural Contexts</b><br/>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"> <li>I can describe my family and community.</li> <li>I am able to identify the different groups that I belong to.</li> <li>I understand that my identity is made up of many interconnected aspects (such as life experience, family history, heritage, peer groups)</li> <li>I understand that learning is continuous and my concept of self identity will continue to evolve.</li> </ul> | <p><b>1. Self-Determination</b><br/>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"> <li>I can show a sense of accomplishment &amp; joy</li> <li>I can celebrate my efforts &amp; accomplishments.</li> <li>I can advocate for myself and my ideas</li> <li>I can imagine and work toward change in myself and the world</li> <li>I take the initiative to inform myself about controversial issues</li> </ul>   | <p><b>1. Contributing to Community &amp; Caring for the Environment</b><br/>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"> <li>With some support, I can be part of a group.</li> <li>I can participate in classroom and group activities to improve the classroom, school, community, or natural world.</li> <li>I contribute to group activities that make my classroom, school, community, or natural world a better place.</li> <li>I can identify how my actions &amp; the actions of others affect my community and the natural environment &amp; can work to make positive change</li> <li>I can analyze social or environmental issues from multiple perspectives. I can take thoughtful action to influence positive, sustainable change.</li> </ul> |
| <p><b>2. Acquire, Interpret, and Present Information (include inquiries)</b><br/>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.<br/>Examples: "how &amp; why" 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"> <li>I can understand and share information about a topic that is important to me</li> <li>I present information clearly &amp; in an organized way</li> <li>I can present information &amp; ideas to an audience / may not know</li> </ul> | <p><b>2. Generating Ideas</b><br/>Students may generate creative ideas as a result of free play, engagement with someone else's idea, 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 quieting the filters and censors in the conscious or subconscious minds that tend to prevent novel ideas and inspirations from rising to the conscious mind (e.g. by doing relaxing or automatic activities).</p> <ul style="list-style-type: none"> <li>I get ideas when I use my senses to explore.</li> <li>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</li> <li>I deliberately learn a lot about something (e.g. by doing research, talking to others or <u>googling</u>) so that I am able to generate new ideas or ideas just pop into my head.</li> <li>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.</li> <li>I have interests and passions that I pursue over time</li> </ul> | <p><b>2. Question and Investigate</b><br/>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"> <li>I can explore materials and actions.</li> <li>I can ask open-ended questions and gather information.</li> <li>I can consider more than one way to proceed in an investigation.</li> <li>I can evaluate the credibility of sources of information.</li> <li>I can tell the difference between facts and interpretations, opinions, or judgments.</li> </ul>                                   | <p><b>2. Personal Values &amp; Choices</b><br/>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"> <li>I can tell what is important to me.</li> <li>I can explain what my values are and how they affect choices I make.</li> <li>I can tell how some important aspect of my life have influenced my values</li> <li>I understand how my values shape my choices.</li> </ul>   | <p><b>2. Self-Regulation</b><br/>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"> <li>I can sometimes recognize emotions</li> <li>I can use strategies that help me manage my feelings and emotions.</li> <li>I can persevere with challenging tasks.</li> <li>I can implement, monitor, and adjust a plan and assess the results.</li> <li>I can take ownership of my goals, learning &amp; behavior.</li> </ul>  | <p><b>2. Solving Problems in Peaceful Ways</b><br/>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"> <li>I can solve problems myself and can identify when to ask for help.</li> <li>I can identify problems and compare potential problem-solving strategies.</li> <li>I can clarify problems, consider alternatives, and evaluate strategies.</li> <li>I can clarify problems or issues, generate multiple strategies, weigh consequences, compromise to meet the needs of others, and evaluate actions.</li> </ul>  |
| <p><b>3. Collaborate to Plan, Carry Out, and Review Constructions &amp; Activities</b><br/>Students work together to accomplish goals either face to face, or through media.<br/>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"> <li>I can work with others to achieve a common goal. I do my share</li> <li>I can take on roles/responsibilities in a group</li> <li>I can summarize key ideas &amp; identify the ways we agree (commonalities)</li> </ul>   | <p><b>3. Developing Ideas</b><br/>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"> <li>I make my ideas work or I change what I am doing</li> <li>I can usually make my ideas work within the constraints of a given form, problem, and materials I keep playing with them</li> <li>I build the skills I need to make my ideas work, and usually succeed, even if it takes a few tries</li> <li>I use my experiences with various steps and attempts to direct my future work</li> <li>I can persevere over years if necessary to develop my ideas. I expect ambiguity, failure, and setbacks and use them to advance my thinking</li> </ul>  | <p><b>3. Develop and Design</b><br/>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"> <li>I can experiment with different ways of doing things</li> <li>I can develop criteria for evaluating design options.</li> <li>I can monitor my progress and adjust my actions to make sure I achieve what I want.</li> <li>I can make choices that will help me create my intended impact on an audience or situation.</li> </ul>   | <p><b>3. Personal Strengths &amp; Abilities</b><br/>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"> <li>I can identify my individual characteristics.</li> <li>I can describe/express my attitudes, characteristics, and skills.</li> <li>I can reflect on my strengths and identify my potential as a leader in my community.</li> <li>I understand I will continue to develop new abilities and strengths to help me meet new challenges.</li> </ul>  | <p><b>3. Well-Being</b><br/>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"> <li>I can participate in activities that support my well-being, and tell/how they help me.</li> <li>I can take some responsibility for my physical and emotional well-being.</li> <li>I can make choices that benefit my well-being and keep me safe in my community, including my online interactions.</li> <li>I can use strategies to find peace in stressful times.</li> <li>I can sustain a healthy and balanced lifestyle.</li> </ul> | <p><b>3. Valuing Diversity</b><br/>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"> <li>With some direction, I can demonstrate respectful and inclusive behaviors.</li> <li>I can explain when something is unfair.</li> <li>I can advocate for others</li> <li>I take action to support diversity and defend human rights, and can identify how diversity is beneficial for my community, including online.</li> </ul>   |
| <p><b>4. Explain/Recount and Reflect on Experiences &amp; Accomplishments</b><br/>Students tell about their experiences—especially their learning experiences—and reflect and share what they learned.<br/>Examples: presentations of learning, self-assessment, and reflecting/feedback</p> <ul style="list-style-type: none"> <li>I give, receive, and act on feedback</li> <li>I can recount simple experiences and activities and tell something I learned</li> <li>I can represent my learning and tell how it connects to my experiences and efforts</li> </ul>  |  |   |  | <p><b>4. Building Relationships</b><br/>Students develop and maintain diverse, and positive peer and intergenerational relationships in a variety of contexts.</p> <ul style="list-style-type: none"> <li>With some support, I can be part of a group.</li> <li>I am kind to others, can work or play cooperatively, and can build relationships with people of my choosing.</li> <li>I can identify when other need support &amp; provide it.</li> <li>I am aware of how others may feel and take steps to help them feel included.</li> <li>I build and sustain positive relationships with diverse people, including people from different generations.</li> </ul>  |   |

# Independent and/or Supported Self Assessment

| BC Core Competencies Supported Self-Assessment |        |       |
|--|--------|-------|
| Name:  | Grade: | Year: |

| Personal Competency: Positive Personal Identify & Culture  |                |                                |                       |
|--|----------------|--------------------------------|-----------------------|
|  | I can do this* | I want to keep working on this | This is my next step! |
| <b>Relationships and Cultural Contexts</b>   |                |                                |                       |
| 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 including life experiences, family, history, heritage, peer groups |                |                                |                       |
| I understand that learning is continuous and my concept of self and identify will continue to evolve                                       |                |                                |                       |

|  | I can do this* | I want to keep working on this | This is my next step! |
|--|----------------|--------------------------------|-----------------------|
| <b>Personal Values and Choices</b>   |                |                                |                       |
| 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 aspects of my life have influenced my values |                |                                |                       |
| I understand how my values shape my choices                                |                |                                |                       |

|  | I can do this* | I want to keep working on this | This is my next step! |
|--|----------------|--------------------------------|-----------------------|
| <b>Personal Strengths and Abilities</b>  |                |                                |                       |
| I can identify my individual characteristics   |                |                                |                       |
| I can describe/express my attributes, characteristics and skills                                       |                |                                |                       |
| I can reflect on my strengths and identify my potential as a leader in my community                    |                |                                |                       |
| I understand that I will continue to develop new abilities and strength to help me meet new challenges |                |                                |                       |
| * My portfolio shows evidence of this meeting this goals in multiple ways                              |                |                                |                       |

# Goal Setting

- Once a goal area is chosen, we can use the self assessment to decide which goals to use for the IEP
- Competency goals are directly transferred to IEP goals – It is the objective that will become specific to individual students
- These goals CAN NOT be teacher evaluated or reported on
- We support students to self evaluate and report

# Writing Objectives

- The objectives of a goal is where we get specific to individual student need
- Students will meet goals differently depending on who they are – this allows for the multiple ways that students need to be successful
- This is also where the expertise of outside consultants and experts are critical to the IEP planning process

# Determining Strategies

- Strategies are the resources, tools, materials and ideas for how a student could reach their goal
- This is the stuff we will create and/or use to teach a student about their goal area
- This is also the supports that this student may need to be successful in meeting the goal

# Goals, Objectives & Strategies

- Example - Rahul
  - Competency Focus: Personal
    - Goal Area: Positive Personal Identity & Culture
      - Goal: I am able to identify the different groups that I belong to
      - IEP Goal: I can identify the different groups that I belong to **by:**
        - Objective: describing important people and activities in my life
          - Strategies: Make a map of all the places I go in my life, take photos, books about community etc.

# Goals, Objectives & Strategies

- Example – Rahul
  - Competency Area: Personal
    - Goal Area: Personal Awareness & Responsibility
      - Goal: I can advocate for myself and my ideas
      - IEP Goal: I can advocate for myself and my ideas **by:**
        - Objective: taking my turn in group discussions
          - Strategies: visual cue to turn take, social story
        - Objective: Making sure I let people know when I don't feel heard
          - Strategies: make a list of things I want to say, social story

# CB IEP V.11

| Core Competency-Based Goals |                                  |                                  |  |
|-----------------------------|----------------------------------|----------------------------------|--|
| <b>Core Competency</b> ▼    | <a href="#">Goal/<br/>Facet:</a> |                                  |  |
| <b>Objective:</b>           |                                  | <b>Instructional Strategies:</b> |  |
| <b>Objective:</b>           |                                  | <b>Instructional Strategies:</b> |  |

| Core Competency-Based Goals |                                  |                                  |  |
|-----------------------------|----------------------------------|----------------------------------|--|
| <b>Core Competency</b> ▼    | <a href="#">Goal/<br/>Facet:</a> |                                  |  |
| <b>Objective:</b>           |                                  | <b>Instructional Strategies:</b> |  |
| <b>Objective:</b>           |                                  | <b>Instructional Strategies:</b> |  |

| Core Competency-Based Goals |                                  |                                  |  |
|-----------------------------|----------------------------------|----------------------------------|--|
| <b>Core Competency</b> ▼    | <a href="#">Goal/<br/>Facet:</a> |                                  |  |
| <b>Objective:</b>           |                                  | <b>Instructional Strategies:</b> |  |
| <b>Objective:</b>           |                                  | <b>Instructional Strategies:</b> |  |

## 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 Arts<sup>27</sup> curriculum

# Supplemental Curricular Goals Goals, Objectives & Strategies

- Students with mild intellectual, learning disabilities
- Still aiming to achieve the same curriculum as their peers
- Students on a Dogwood track, but may need supplemental support
- In addition to lesson/instruction (not instead of)
- Can be remedial
- Goals specific to literacy/ numeracy
- Goals specific to an individual/intensive support (e.g. OT/PT/SLP/DHH etc.)
- Targeted, short term interventions
- Still needs to be connected to a curricular learning standard
- Functional Curriculum
- These goals CAN be evaluated and reported on

If these needs are met **IN THE CLASSROOM**, no supplemental curricular goals need to be documented

# 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 Arts<sup>27</sup> 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

# STRATEGY: THE REPLACEMENT CURRICULAR GOAL PLANNER

| 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)            |

video strategy on [www.fivemooreminutes.com](http://www.fivemooreminutes.com)

| 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)            |                |

# CB IEP V.11

| Curricular Competency-Based Goals |                      |                           |                      |
|-----------------------------------|----------------------|---------------------------|----------------------|
| Area of Learning:                 | <input type="text"/> | Teacher/Support Staff:    | <input type="text"/> |
| <a href="#">Big Idea:</a>         | <input type="text"/> |                           |                      |
| Learning Standard:                | <input type="text"/> |                           |                      |
| Objective:                        | <input type="text"/> | Instructional Strategies: | <input type="text"/> |
| Objective:                        | <input type="text"/> | Instructional Strategies: | <input type="text"/> |

| Curricular Competency-Based Goals |                      |                           |                      |
|-----------------------------------|----------------------|---------------------------|----------------------|
| Area of Learning:                 | <input type="text"/> | Teacher/Support Staff:    | <input type="text"/> |
| <a href="#">Big Idea:</a>         | <input type="text"/> |                           |                      |
| Learning Standard:                | <input type="text"/> |                           |                      |
| Objective:                        | <input type="text"/> | Instructional Strategies: | <input type="text"/> |
| Objective:                        | <input type="text"/> | Instructional Strategies: | <input type="text"/> |

| Curricular Competency-Based Goals |                      |                           |                      |
|-----------------------------------|----------------------|---------------------------|----------------------|
| Area of Learning:                 | <input type="text"/> | Teacher/Support Staff:    | <input type="text"/> |
| <a href="#">Big Idea:</a>         | <input type="text"/> |                           |                      |
| Learning Standard:                | <input type="text"/> |                           |                      |
| Objective:                        | <input type="text"/> | Instructional Strategies: | <input type="text"/> |
| Objective:                        | <input type="text"/> | Instructional Strategies: | <input type="text"/> |