

British Columbia's Competency Based IEP



Inclusion and IEPs

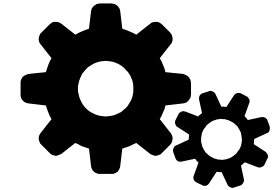
What is the purpose of IEPs?

How do IEPs and inclusion connect?



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...

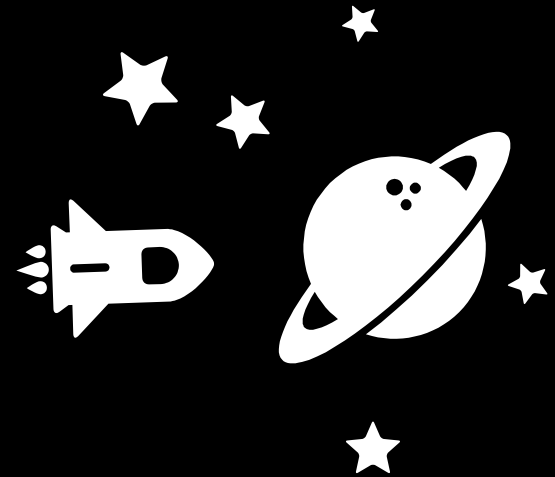


IEPs:

- 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?

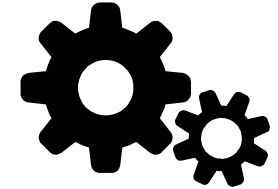
- Why do we wish IEPs could do?
- How could we shift IEPs to better meet the needs of teachers, parents AND students?



What if IEPs could...

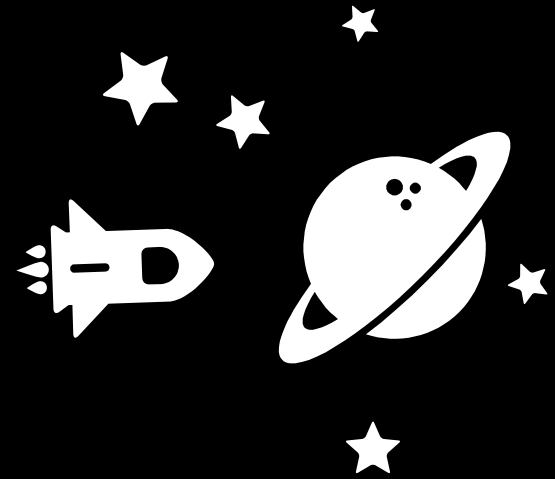
- **Align** with the same curriculum as peers
- Be specific to the **changing contexts** of a students day
- Show **authentic progress** over time
- Shift to **focus on strengths** not “should”
- Include **cognitive goals** – not just behavioural
- Include support plans that are more **universal**
- 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...

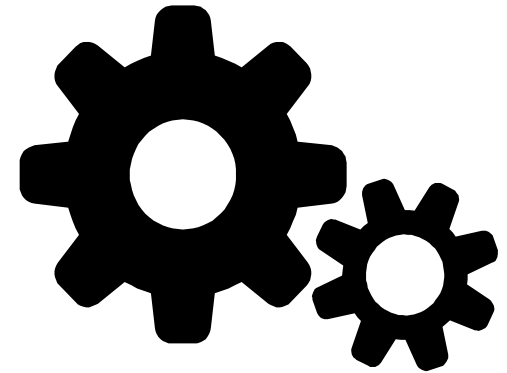
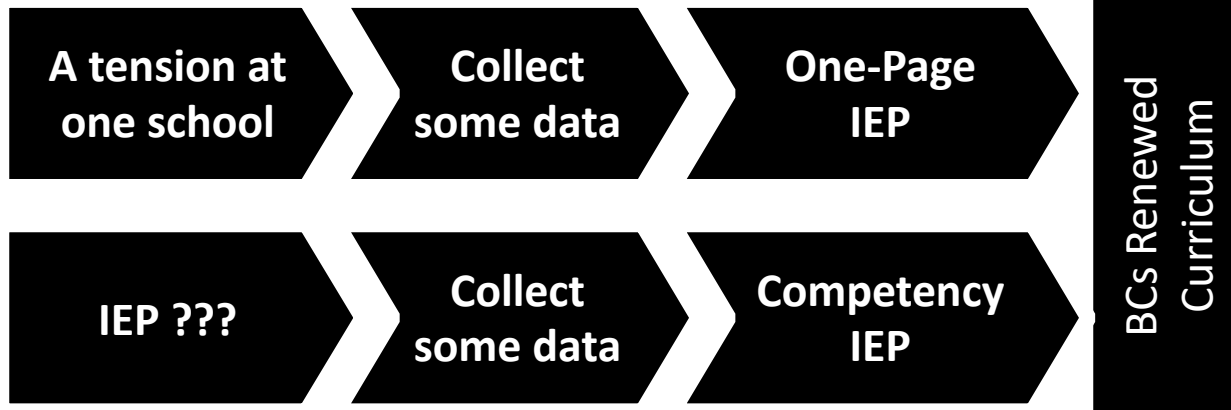




AND THEN!!!

British Columbia's Renewed Curriculum

Our journey...



Our journey...



Principles of BCs Curriculum

Version 1
Trial & Feedback

Version 2
Trial & Feedback

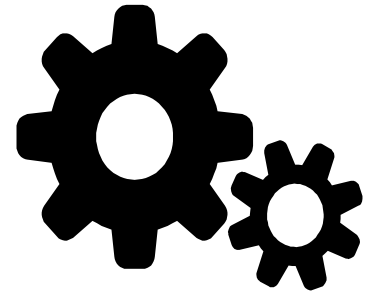
Version 3, 4, 5, 6
Trial & Feedback

Version 8
Trial & Feedback



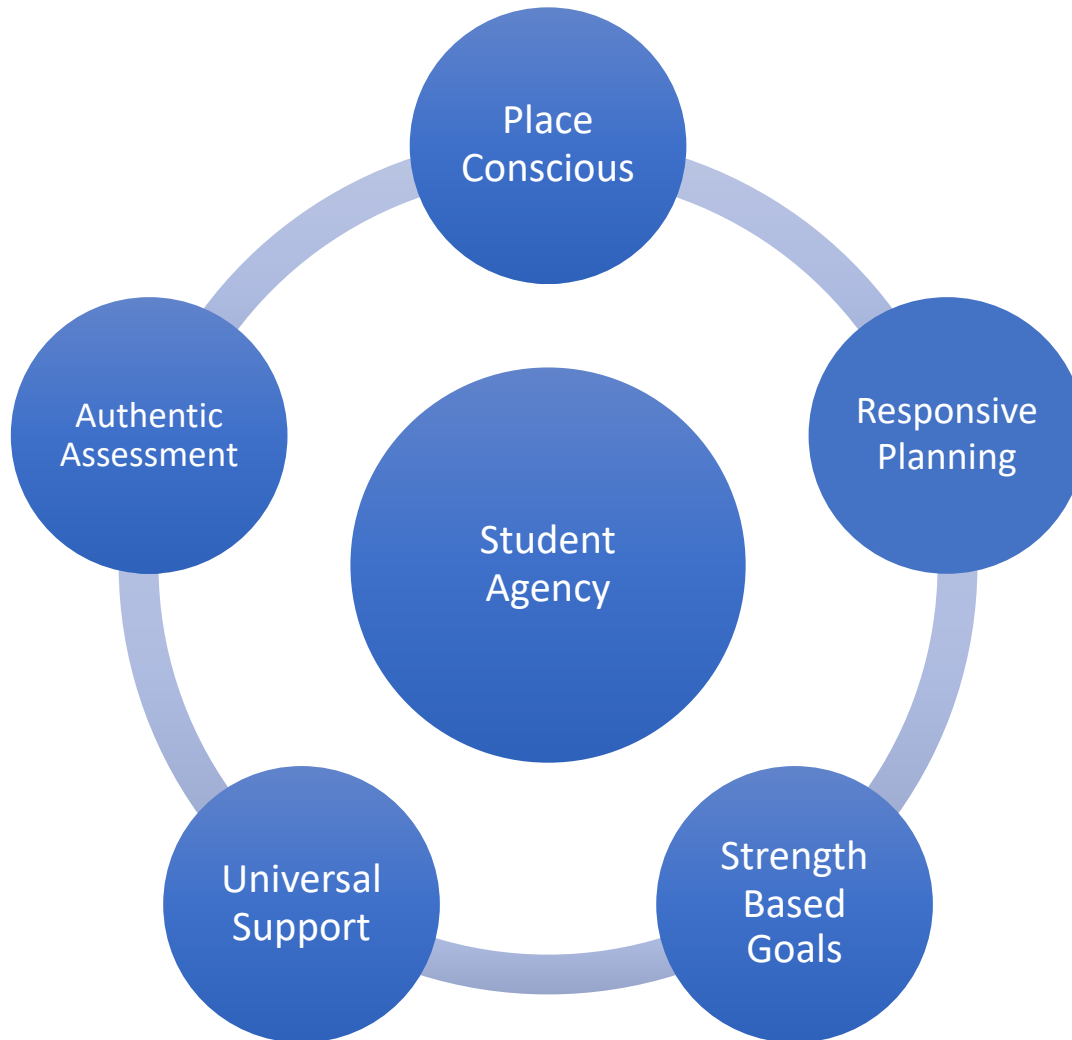
What is useful so far?

- Something you learned
- Something you want to share with someone else
- A connection
- A question

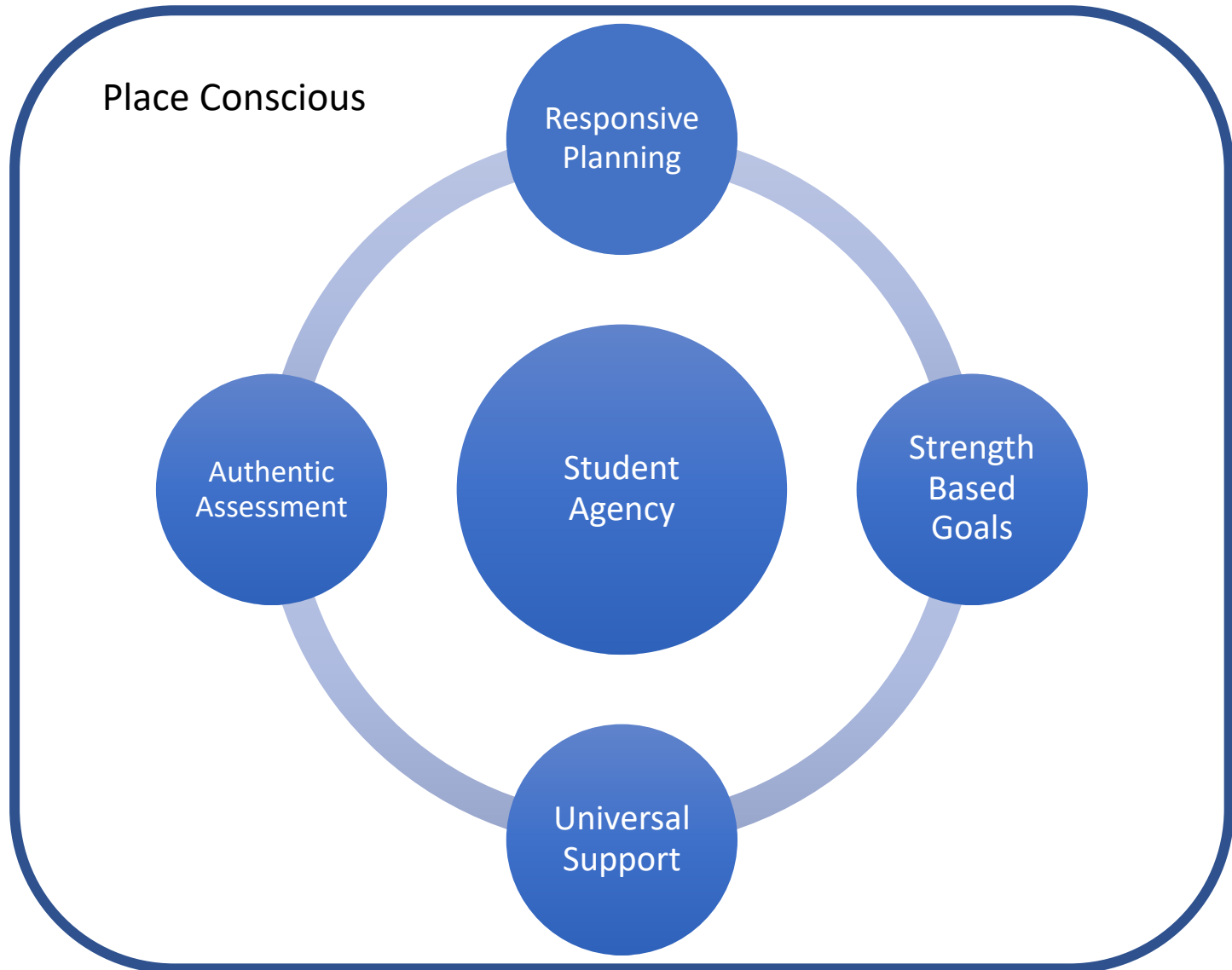


- What makes the renewed curriculum different from the previous?
- How can we use these evolving principles to design a new competency based IEP framework?

Guiding Principles of a Renewed IEP



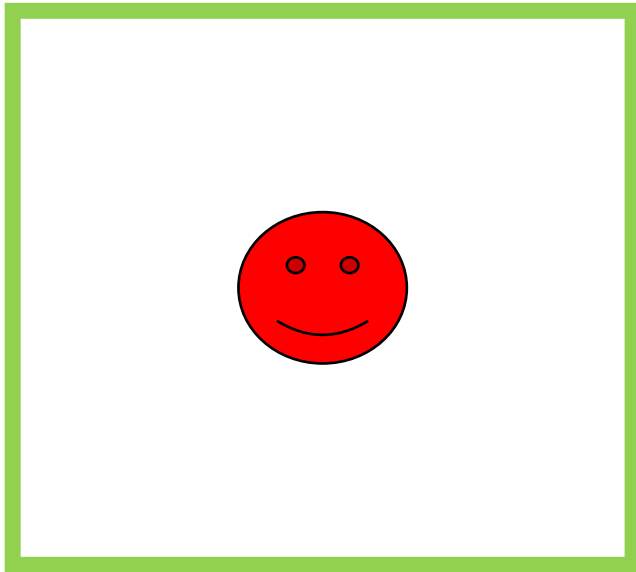
Guiding Principles of a Renewed IEP



Shifting the Paradigm

- There are **TWO things** we need to commit to, to better understanding how to design IEPs for inclusion:
 1. Understand the **paradigm shift** for how we view **individuals with disabilities**
 2. Understand the **role that the context** plays in **disabling individuals**

Shifting the Paradigm: Medical Model of Disability

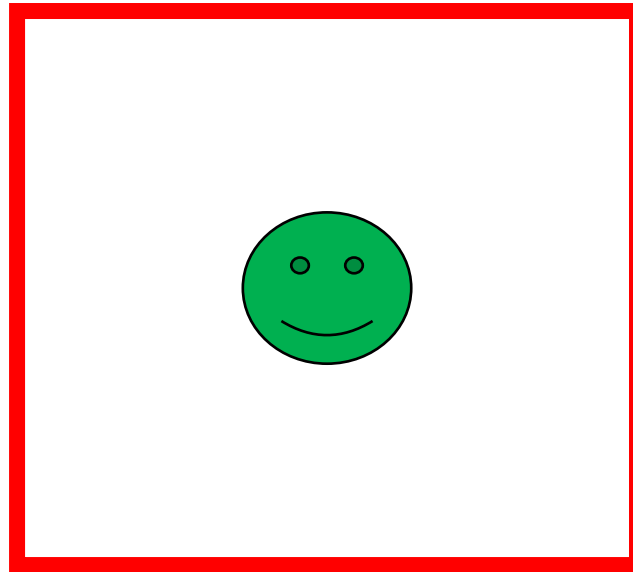


Identify the problems in the student

Fix the student

Shifting the Paradigm: Social Model of Disability

Identify the problems
in the environment

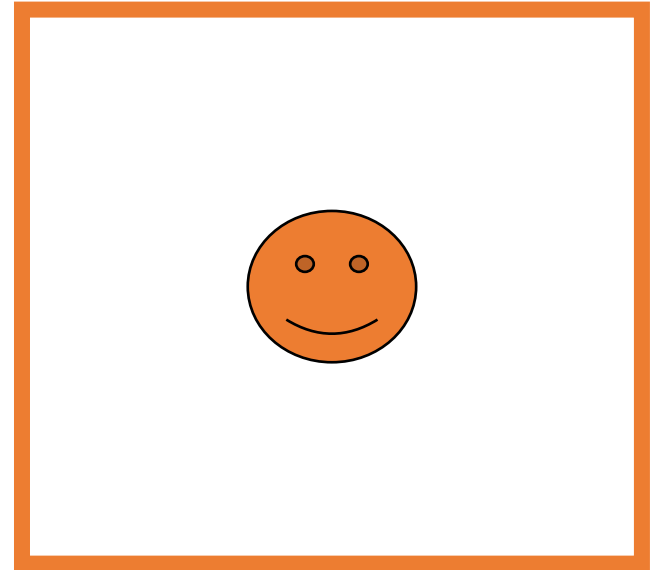


Fix the environment

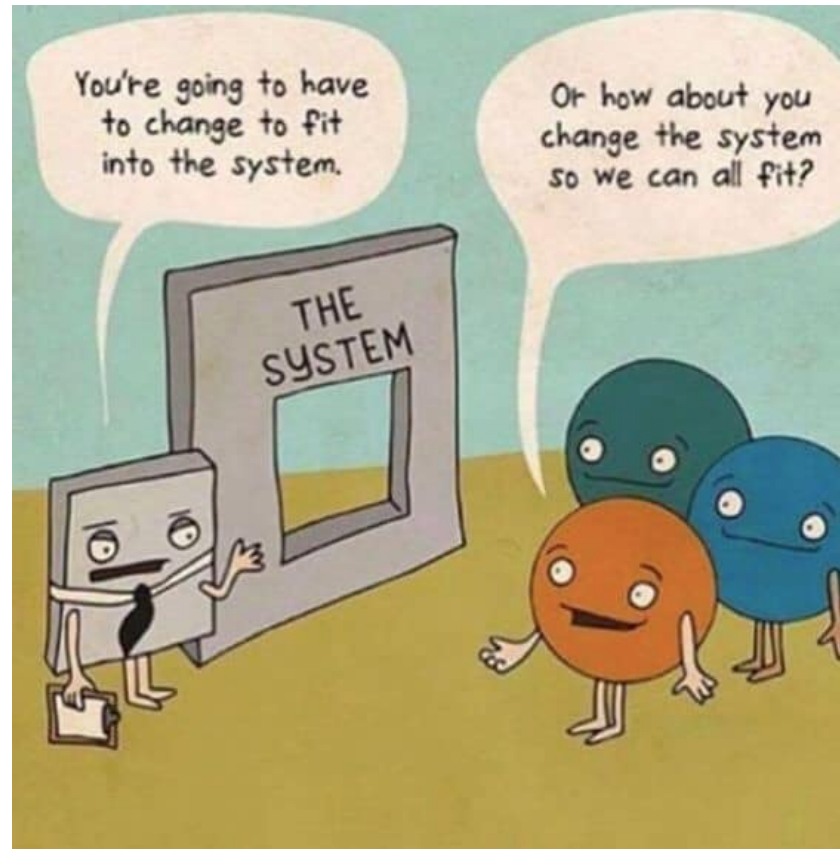
Shifting the Paradigm: Person-Place Model of Need

- Identify the **barriers** in the **environment**
Reduce barriers in the environment

- Identify the **needs** of ALL **students** AND
anticipate supports and strategies needed



The Role of the Environment/ System in Disabling Individuals



Medical Model Perspective

Problem: Putting gas in your car in America

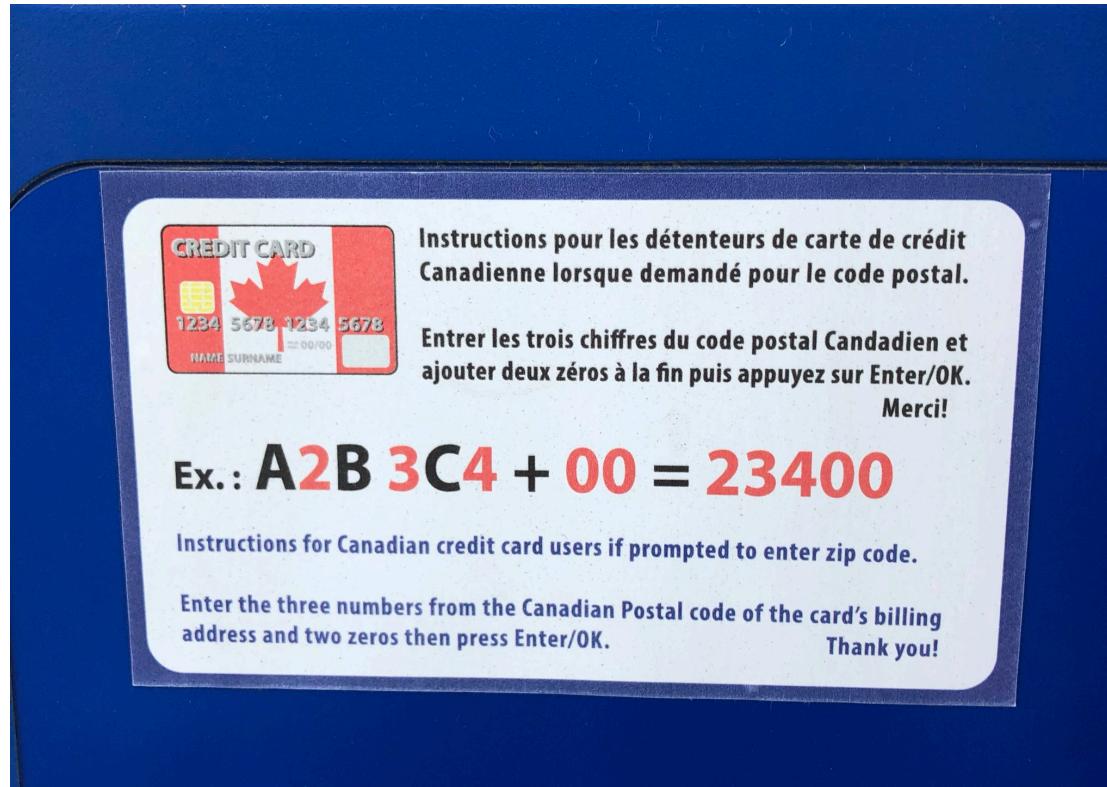
Deficit: Shelley can't fill up with gas in America

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!

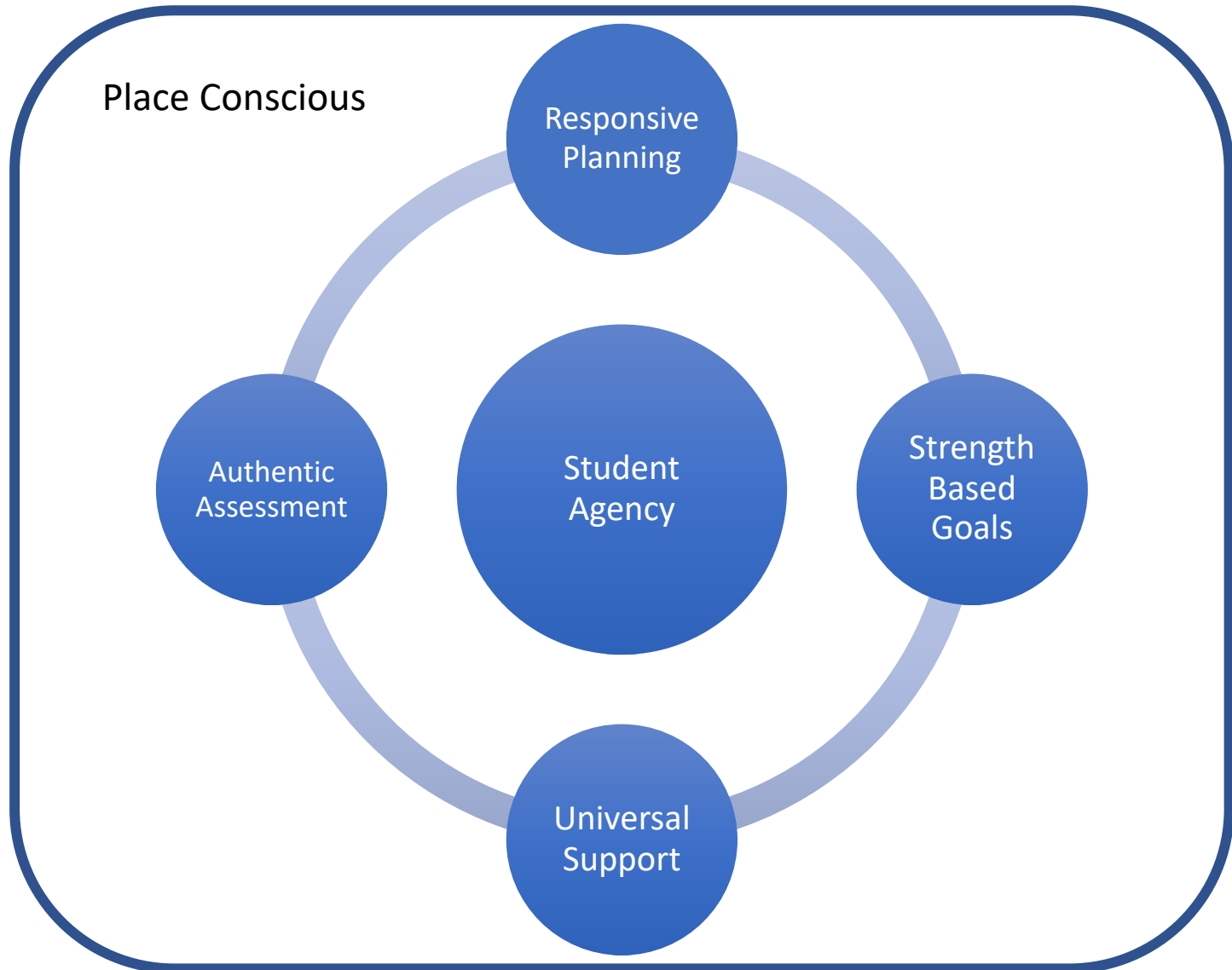
Goal: Shelley can fill up her car with gas in America by

Objective: turning her postal code into a Zipcode

Individual Supports & Strategies:

The Zip code strategy

Guiding Principles of a Renewed IEP



How to write CB IEPs...

- Online course (Fall, 2020)
 - Modules: Agency, place, purpose, strength-based goals, universal supports and assessment
- All for ONE: inclusive and strength based IEPs
 - Book about BC's journey (Winter, 2021)
 - Preorder now
- Webinars (Fall, 2020)
 - Skill based how to sessions/ strategies to support the IEP
 - E.g. how to create a student profile, how to write a competency goal etc., how to create an IEP log

SHELLEY MOORE



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