

SHELLEY MOORE



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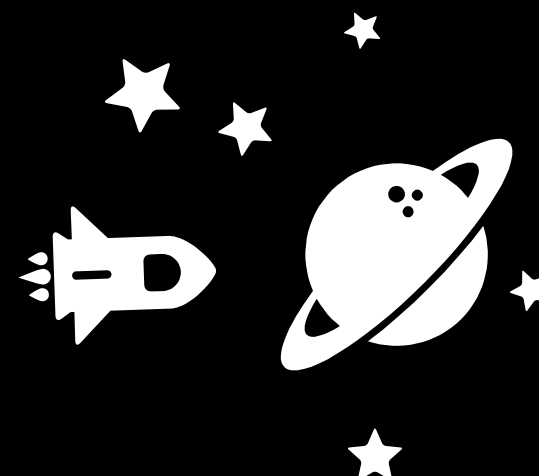
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Renewing the IEP to support Inclusion



What is possible?

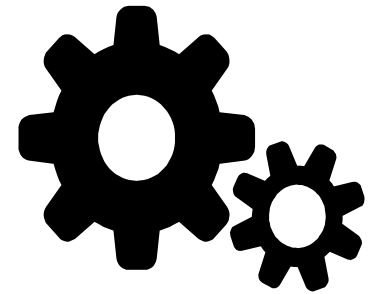
- Why do we wish IEPs could do?
- How could we shift IEPs to better meet the needs of teachers, parents AND students?

What if IEPs could...

- **Align** with the same curriculum as peers
- Be specific to the **changing contexts** of a student's 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!**

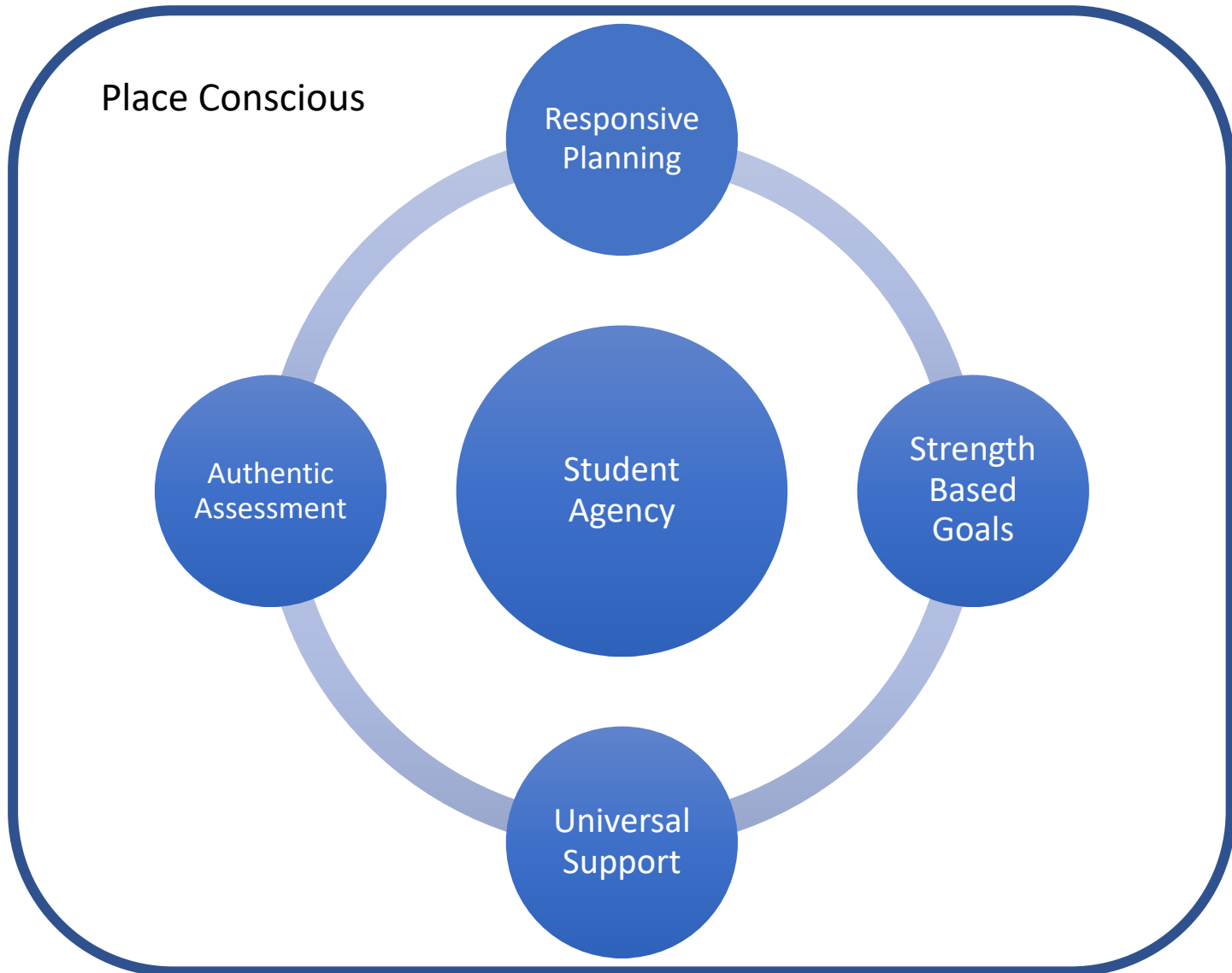


Formed a committee!



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

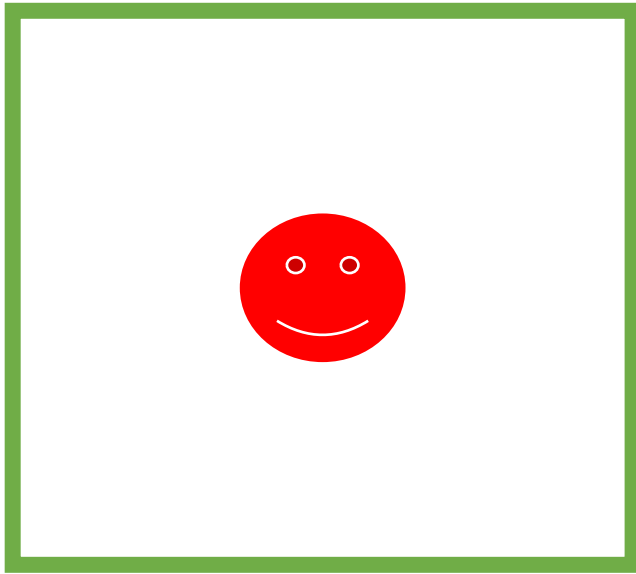
Guiding Principles of a Renewed IEP



How do design curriculum so that it develops student agency?

- **Get to know our Learners and their range of diversity**
- “Knowing your learners is **foundational** to designing curriculum” Chidre, 2009
- There are **TWO things** we need to commit to in better understanding in order to design for agency:
 - Understand the **paradigm shift** for how we view **individuals with disabilities**
 - Understand the **role that the context** plays in **disabling individuals**

Shifting the Paradigm: Medical Model of Disability

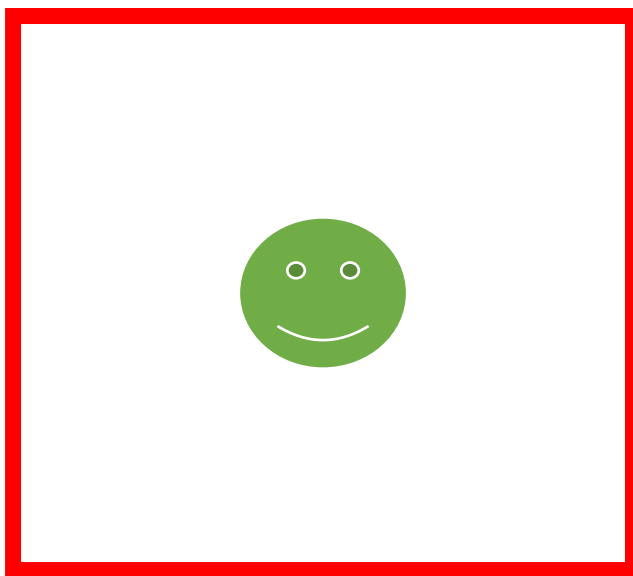


Identify the problems in the student

Fix the student

Shifting the Paradigm: Social Model of Disability

Identify the problems
in the environment

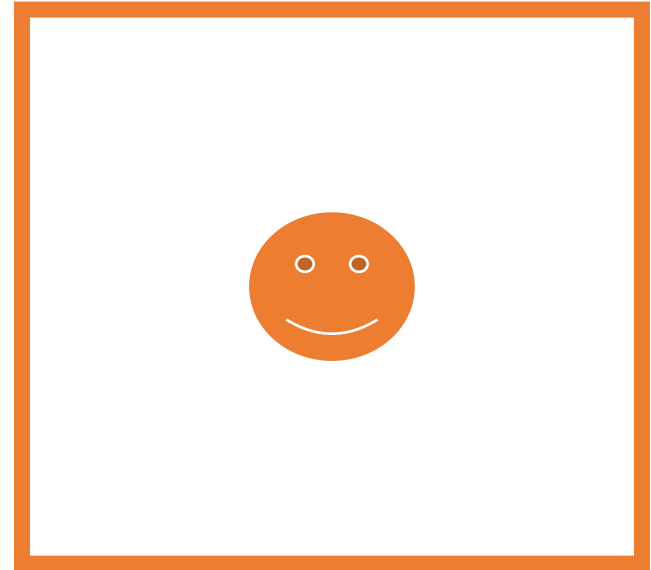


Fix the environment

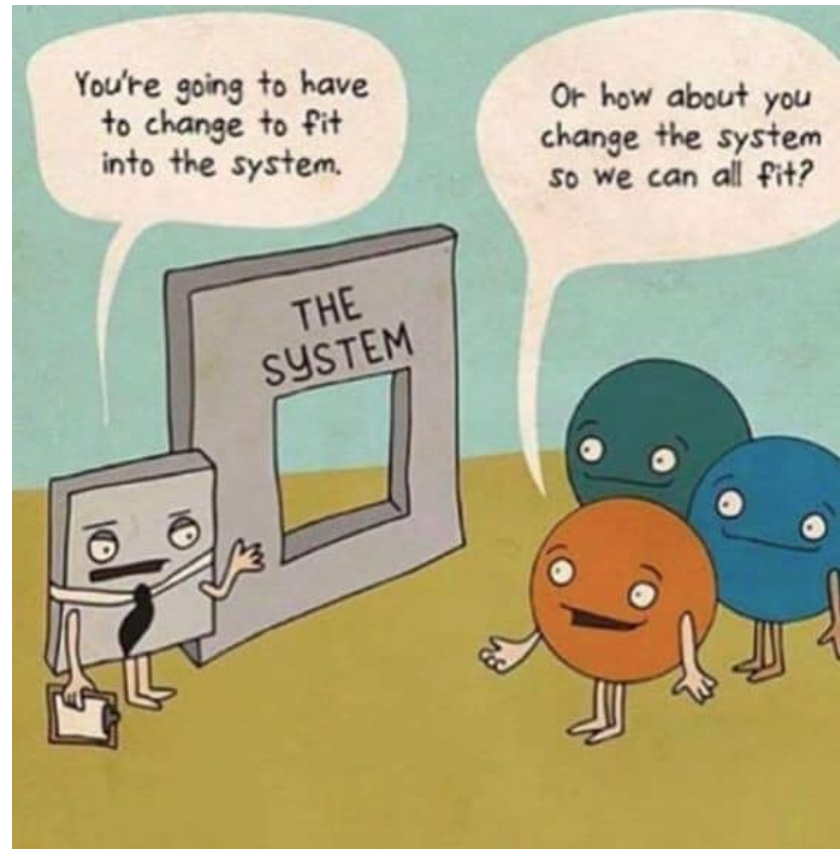
Shifting the Paradigm: Person-Place Model of Disability

Identify the **needs** of the **student** AND
Identify the **barriers** in the **environment**

Anticipate supports and strategies
needed for students AND
Reduce barriers in the environment



The Role of the Environment/ System in Disabling Individuals



Medical Model Perspective

Problem: Putting gas in your car in America

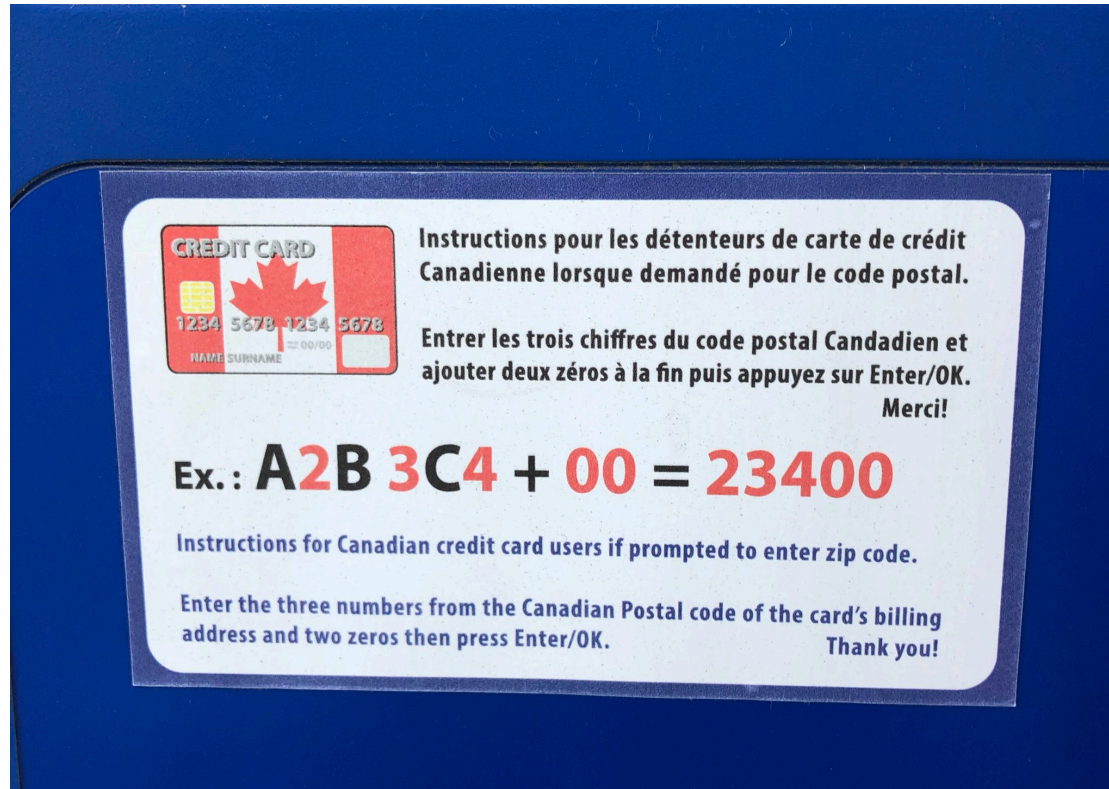
Deficit: Shelley can't fill up with gas in America

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!

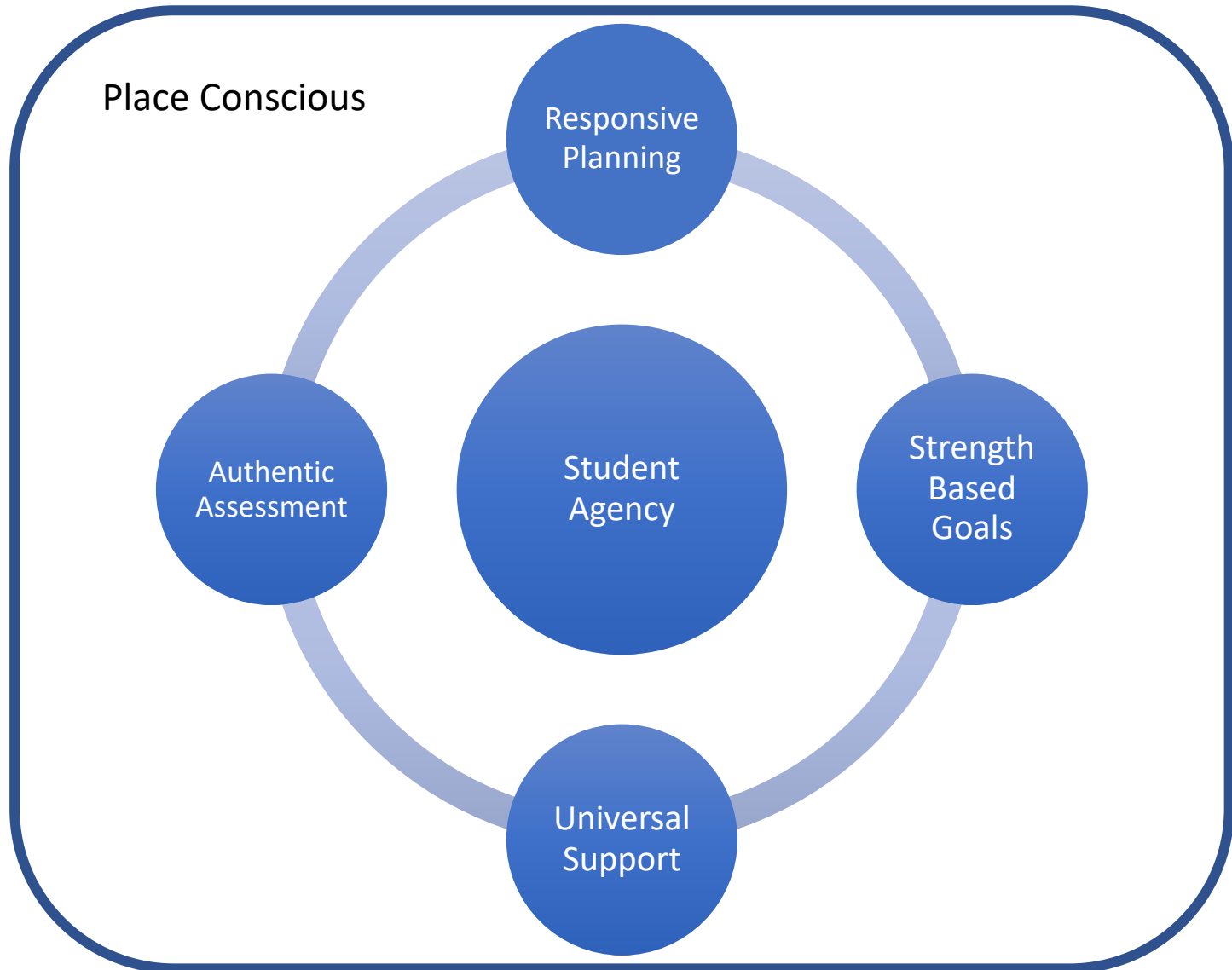
Goal: Shelley can fill up her car with gas in America by

Objective: turning her postal code into a Zipcode

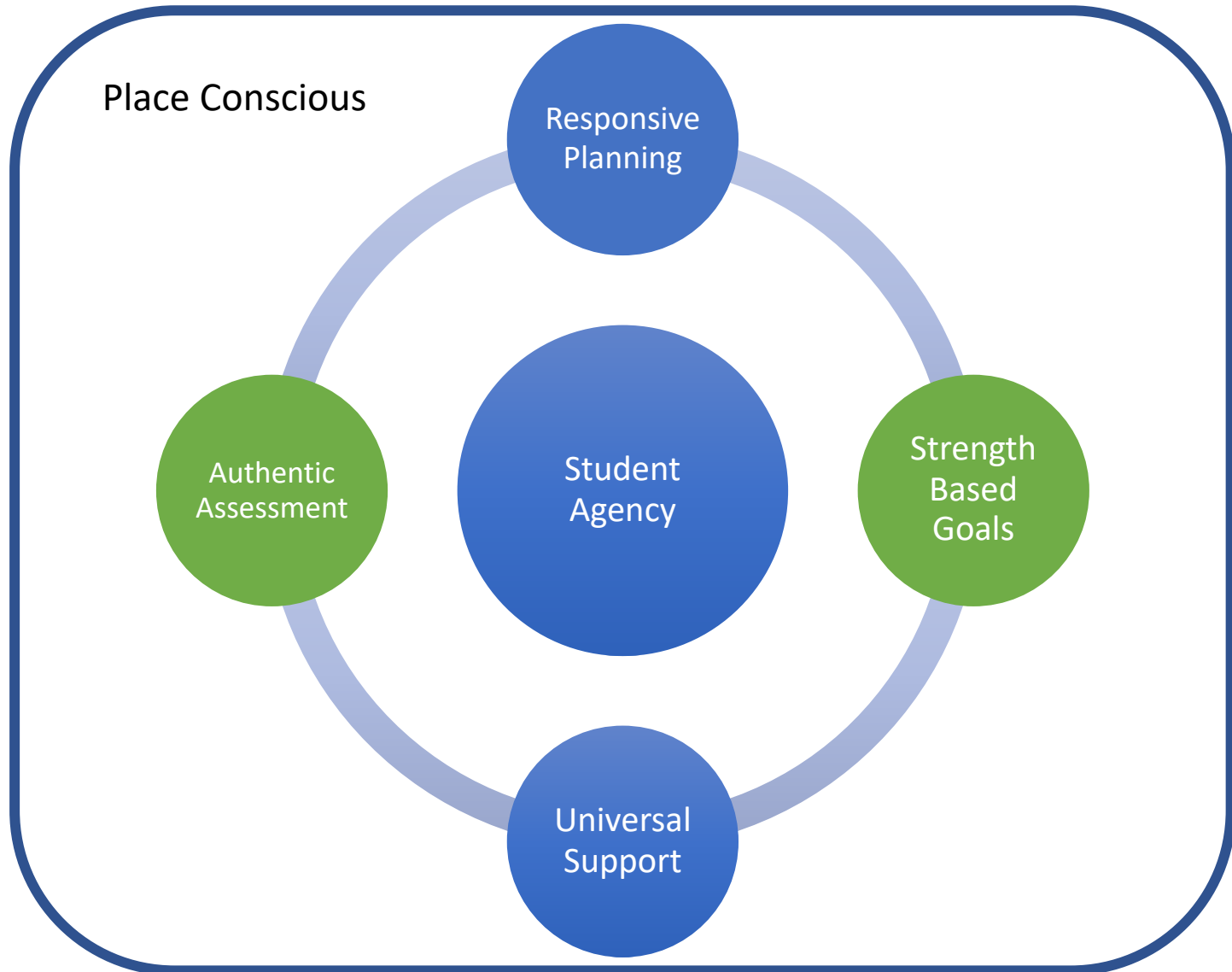
Individual Supports & Strategies:

The Zip code strategy

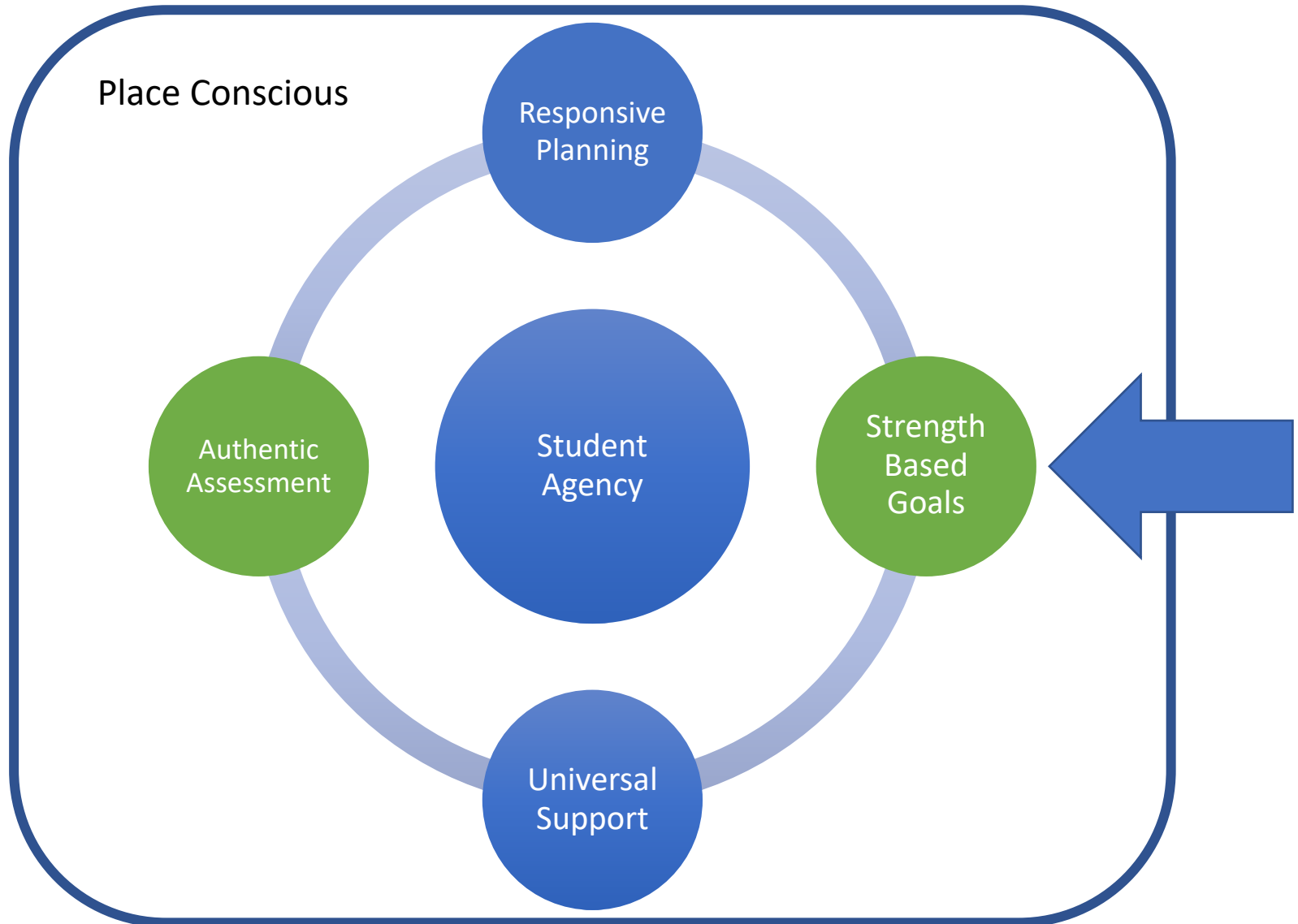
Guiding Principles of a Renewed IEP



Guiding Principles of a Renewed IEP



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

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)

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



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Inclusive Education: It's not more work, it's different work!

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

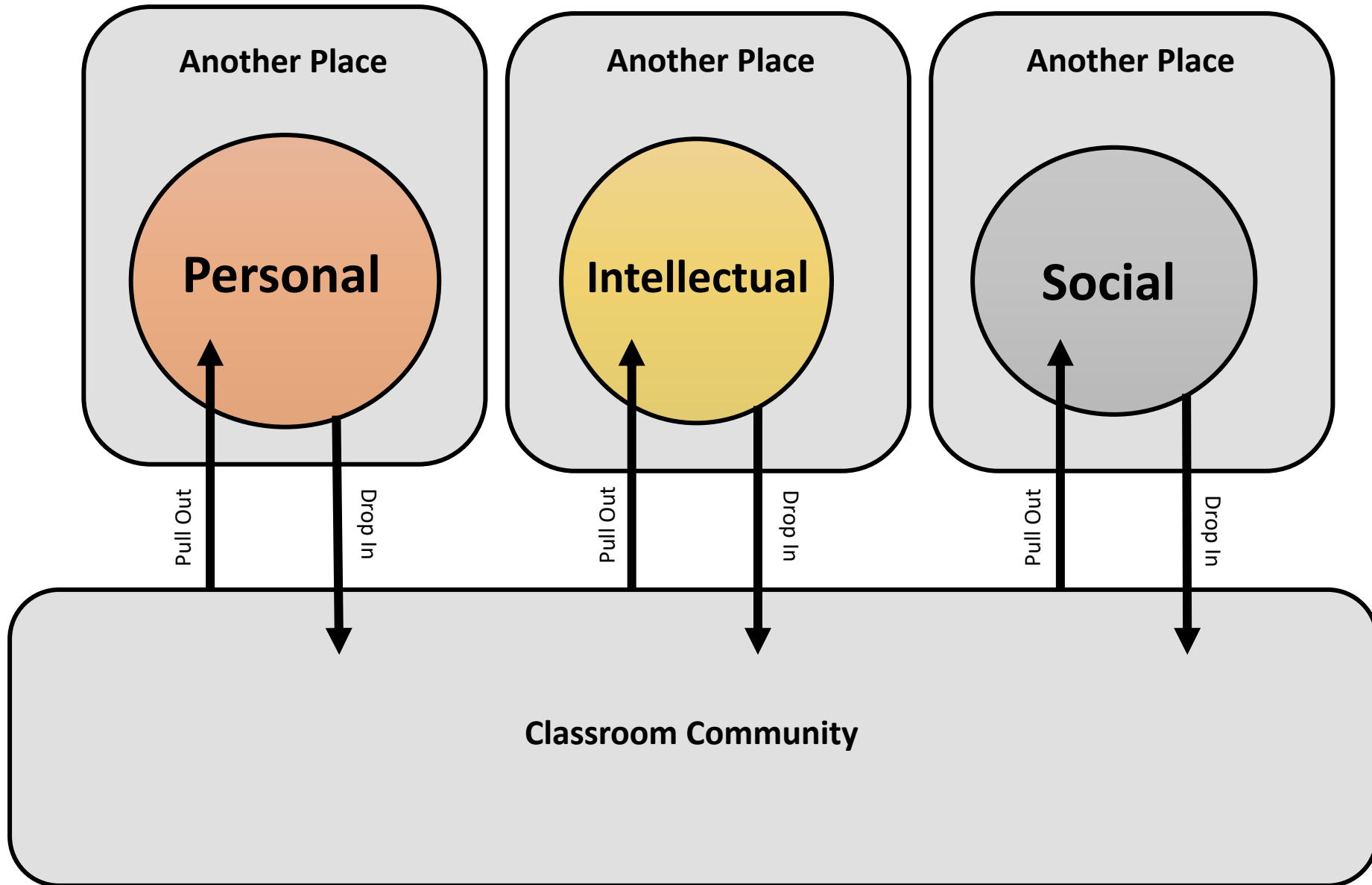
- Focusing on what student's **could do** rather than what they should do
- “**I can...**” or “**I know...**” statements or the “**student can...**”
- Building on **strengths** to support stretches - not trying to “fix” weaknesses
- **Open ended** so they can be met in **multiple** ways, and places

M - Meaningful Goals

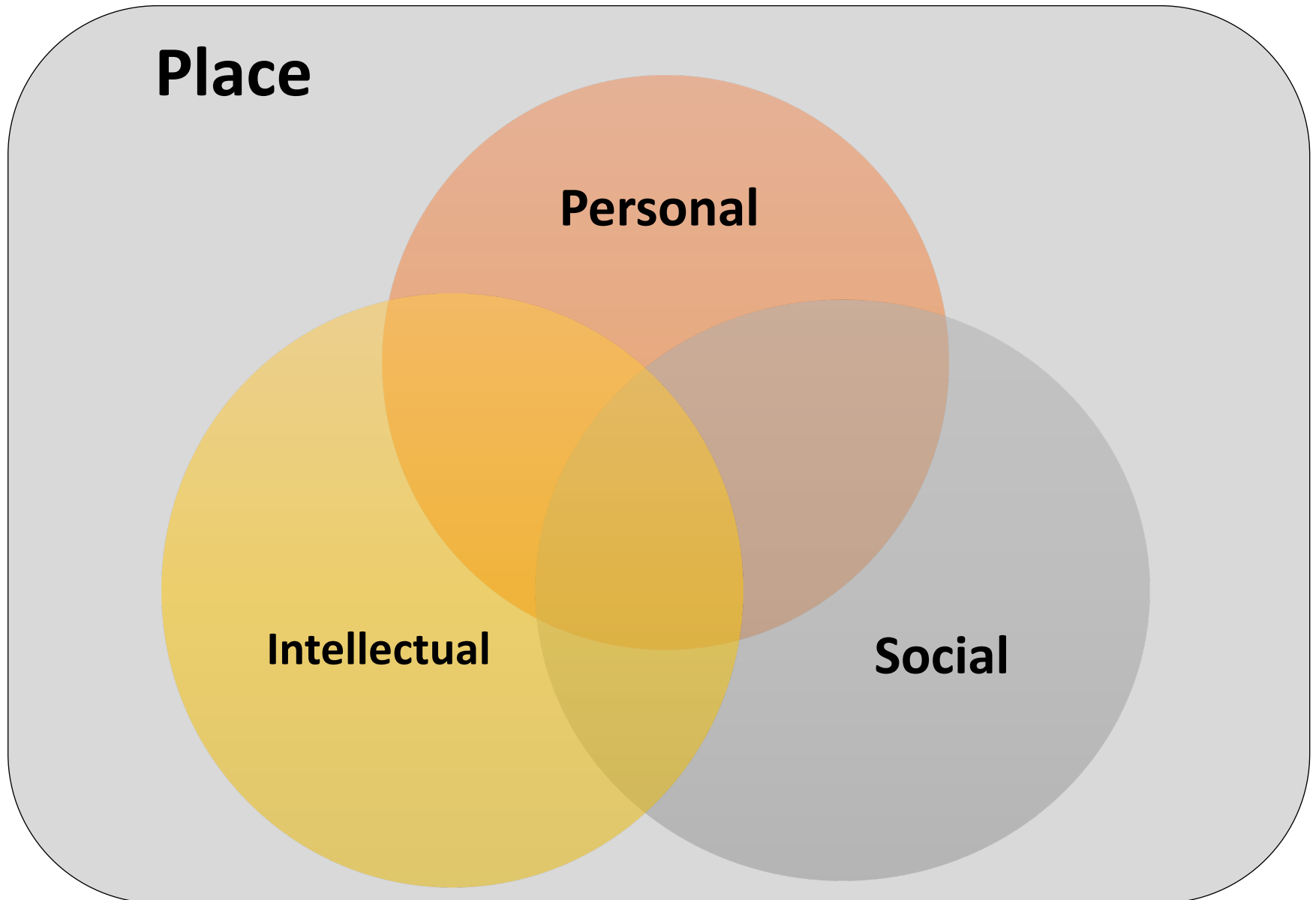
Inclusive Purposes: What makes the places we go in our lives meaningful?

- **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



An Inclusive Paradigm: Balancing Purpose in Place



A - Authentic Goals

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

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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IEP Goals (2 parts)

1. Core Competency Goals

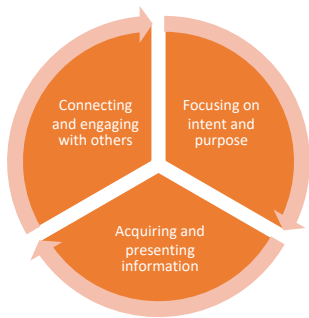
(ALL students with an IEP)

2. Curricular Competency Goals

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

- a. Supplemental goals
- b. Replacement goals

Communication



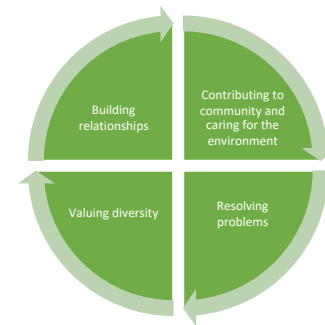
Collaboration



Critical and Reflective Thinking



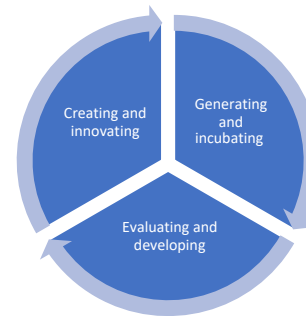
Social Awareness/ Responsibility



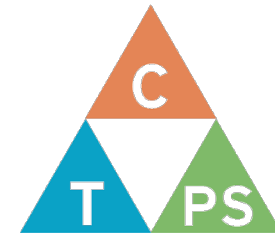
Positive Personal and Cultural Identity



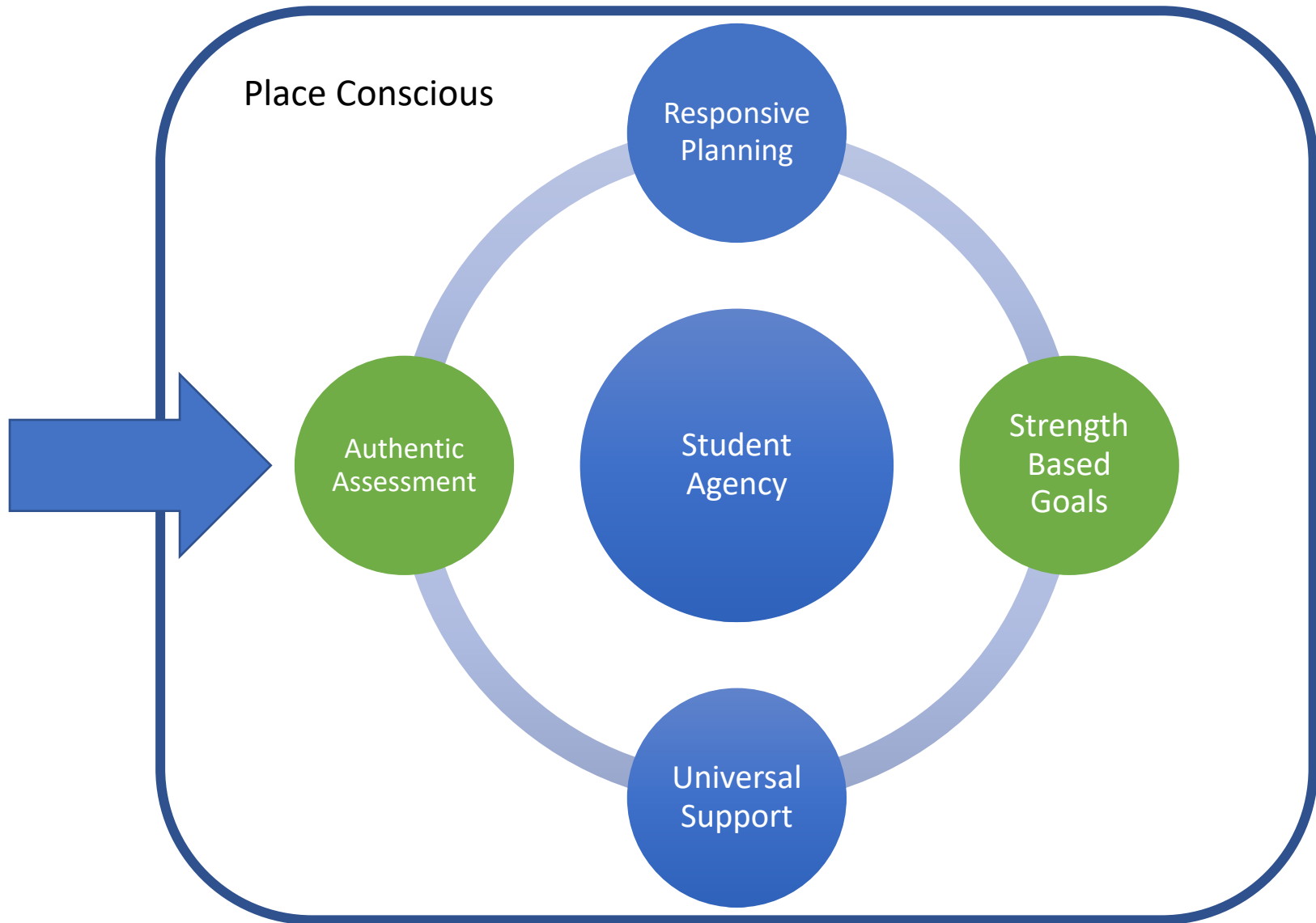
Personal Awareness and Responsibility



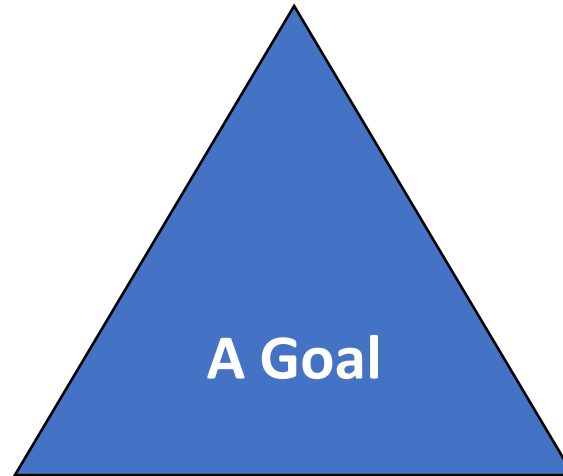
Creative Thinking



Guiding Principles of a Renewed IEP

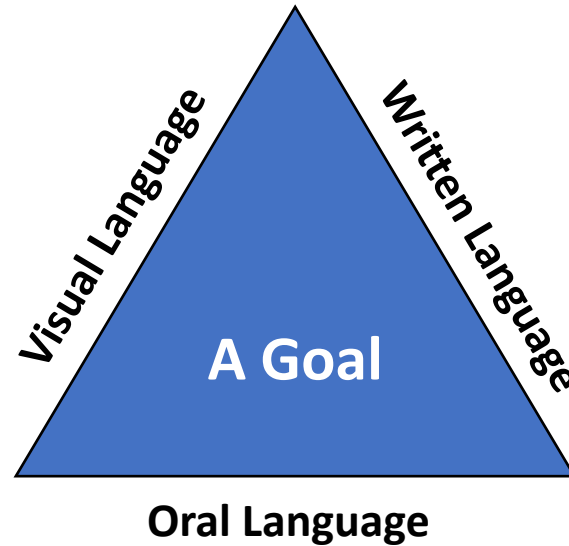


T - Triangulated Evidence



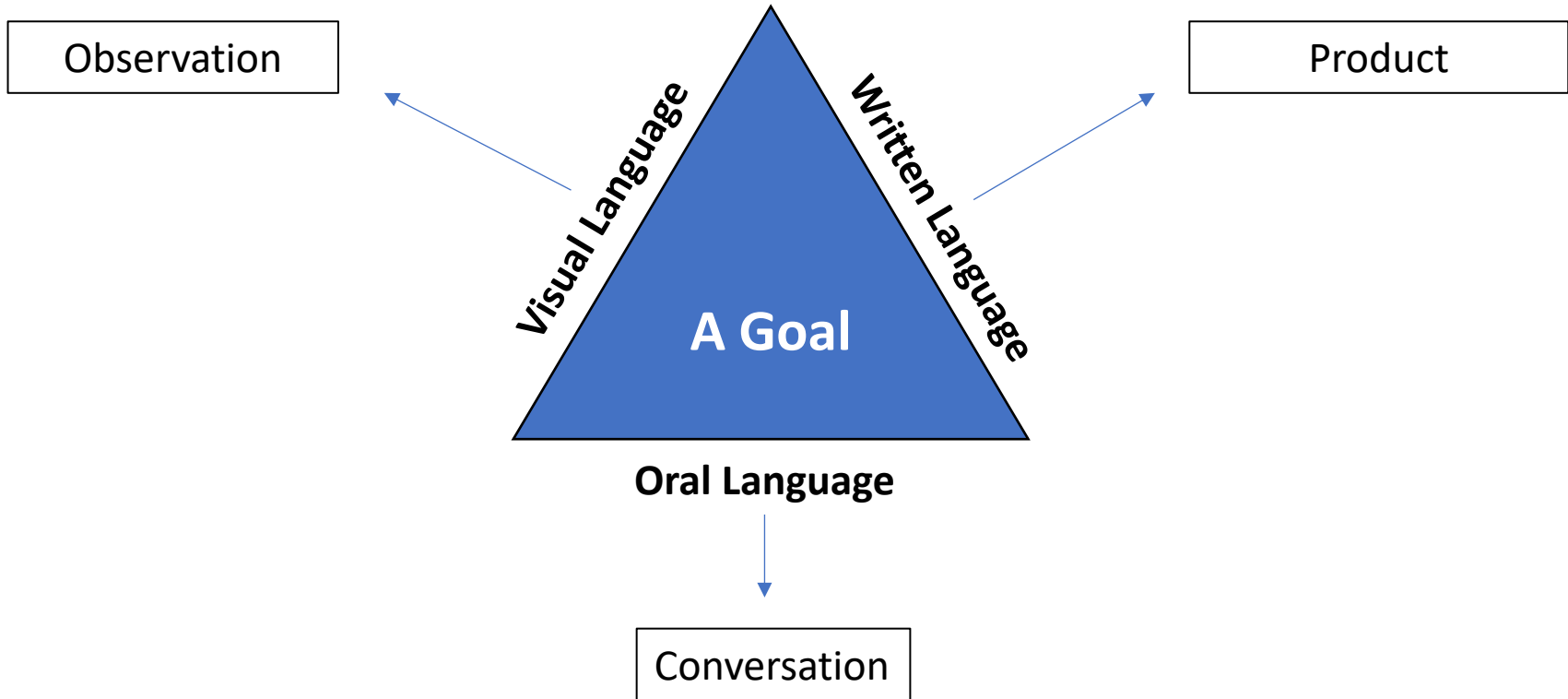
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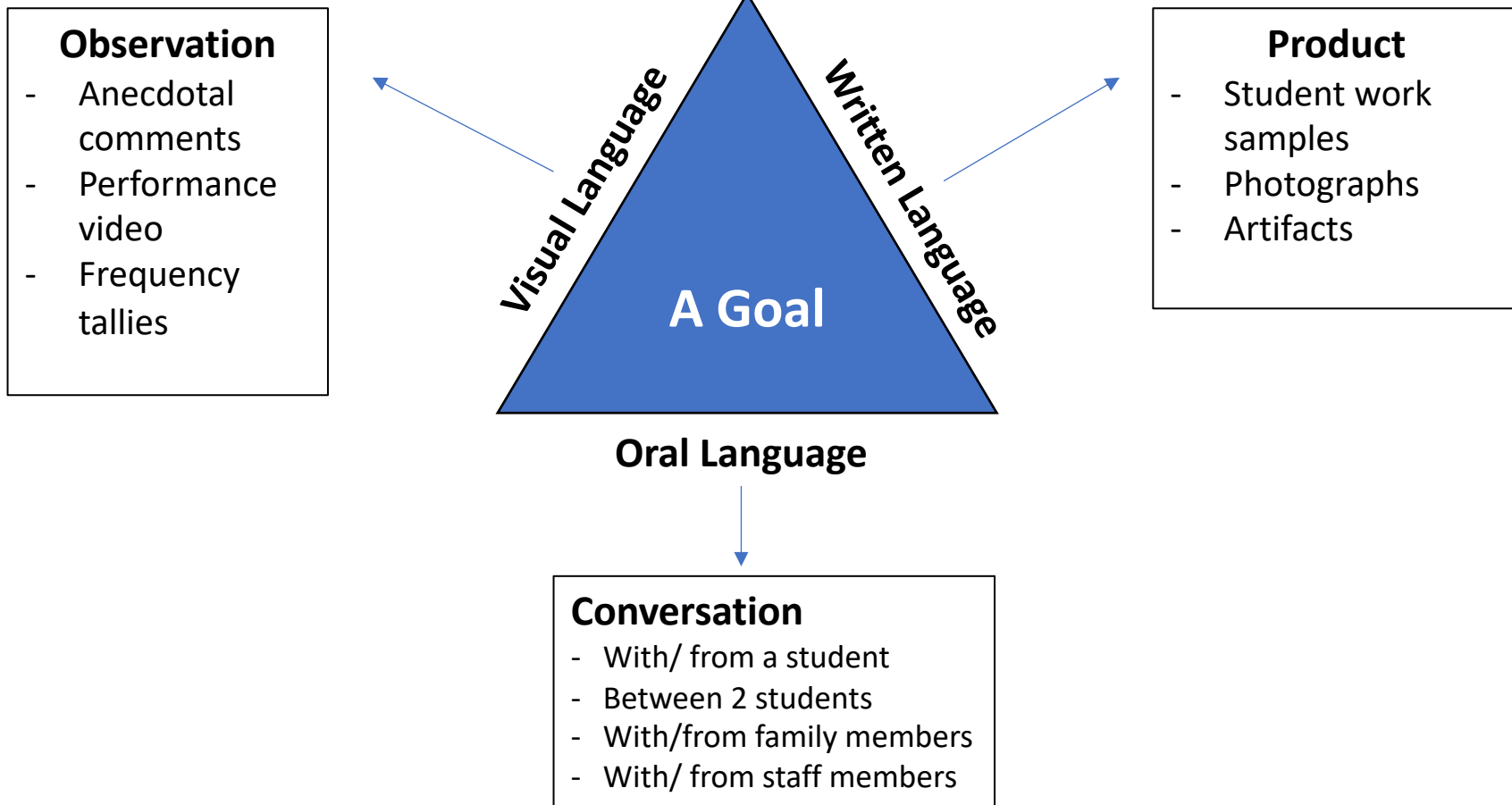
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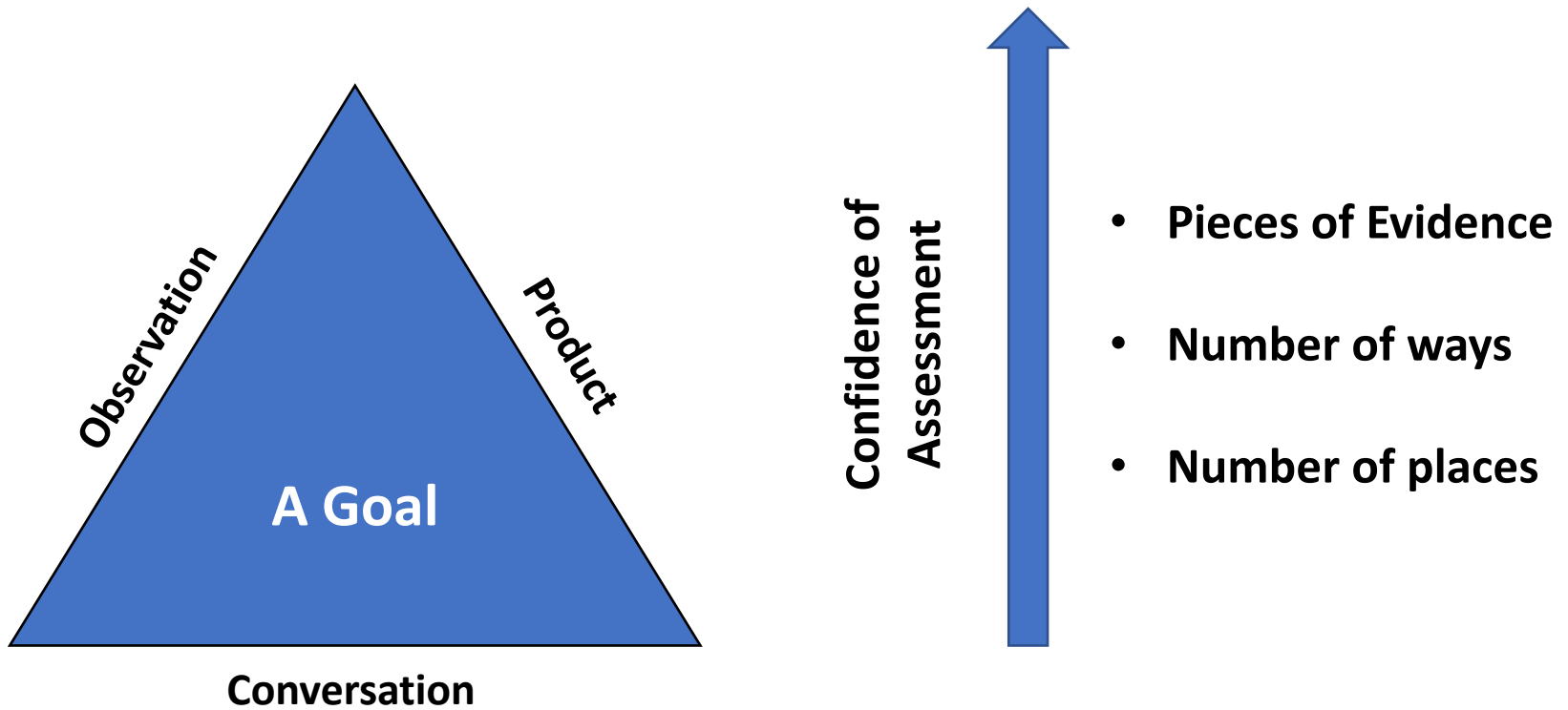
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T- Triangulated Evidence



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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...						
		Date	Goal & Objective	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	
	Goal:							
	Objective:							
Comment								
	Goal:							
	Objective:							
Comment								

Strategy IEP Evidence Log: Curricular & Content

Curricular & Content		Progress			Type of evidence			Location
		Emerging C	Developing B	Meeting A				
IEP Evidence Log for: _____ School Year: _____ Term: _____		Student is developing their skills connected to this goal	Student is working on this goal	Student can meet this goal and is ready for the next challenge	Product	Observation	Conversation	
Date	Goal & Objective							
	Goal:							
	Objective:							
Comment								Grade:
	Goal:							
	Objective:							
Comment								Grade:

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