



Inclusive & Competency Based IEPs

Session 2: The Role of Place



Jo Chrona

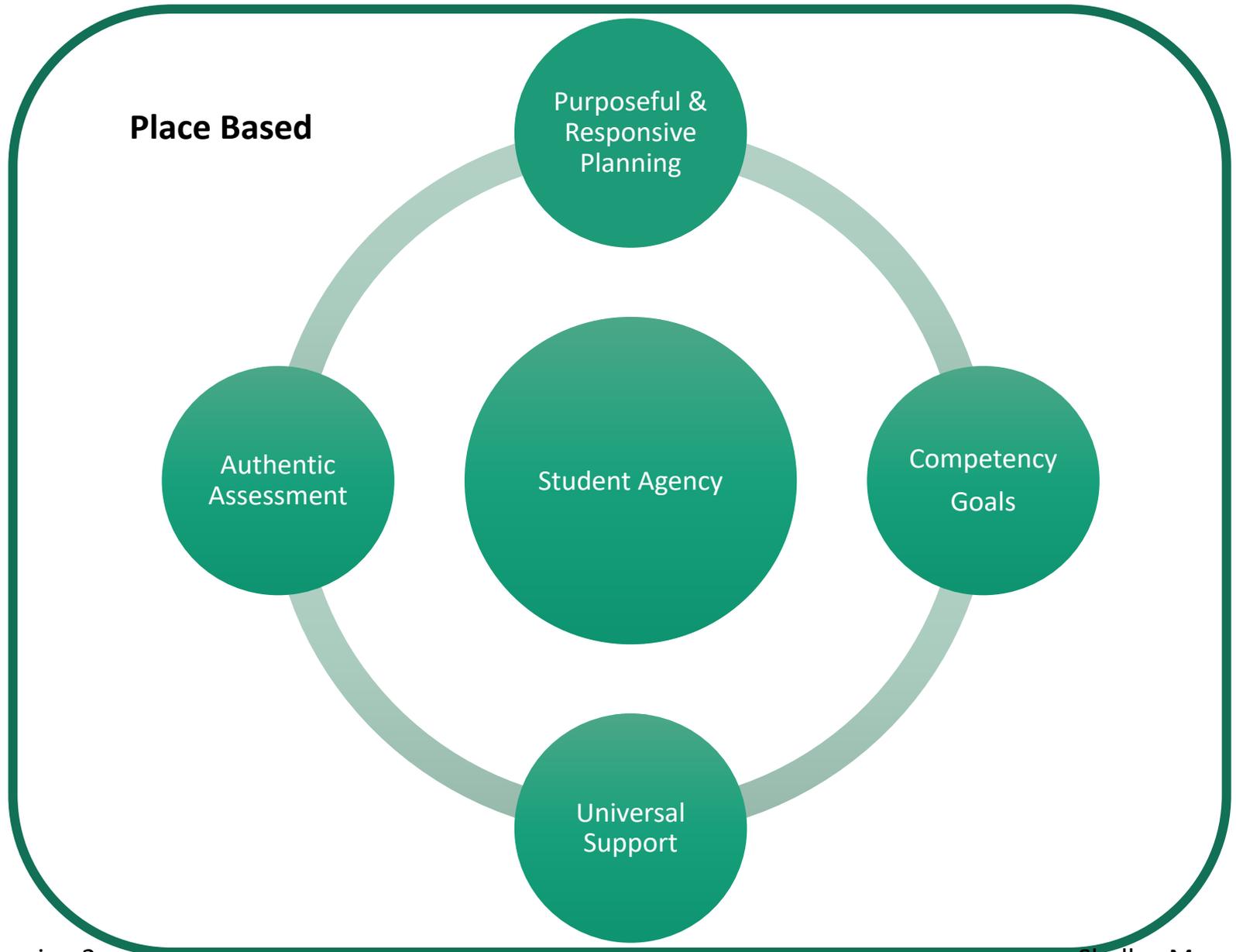
Jo Chrona's professional experience includes over 20 years teaching in both the K-12 and post-secondary systems in British Columbia, working as a Curriculum Manager and Policy Analyst for the First Nations Education Steering Committee (FNESC), an Advisor to the BC Ministry of Education, and a Faculty Associate in a BC Teacher Education Program.

Jo has a Bachelor of Arts in English from SFU, and a Diploma in Education in Guidance Studies, and Master's Degree in Educational Technology from the UBC.

Jo is passionate about helping create systemic change in the K-12 education system to help create a truly inclusive, strength-based education experience for all learners. She is Ganhada of Waap K'oom of the Kitsumkalum First Nation, a Tsm'syen Community in BC.



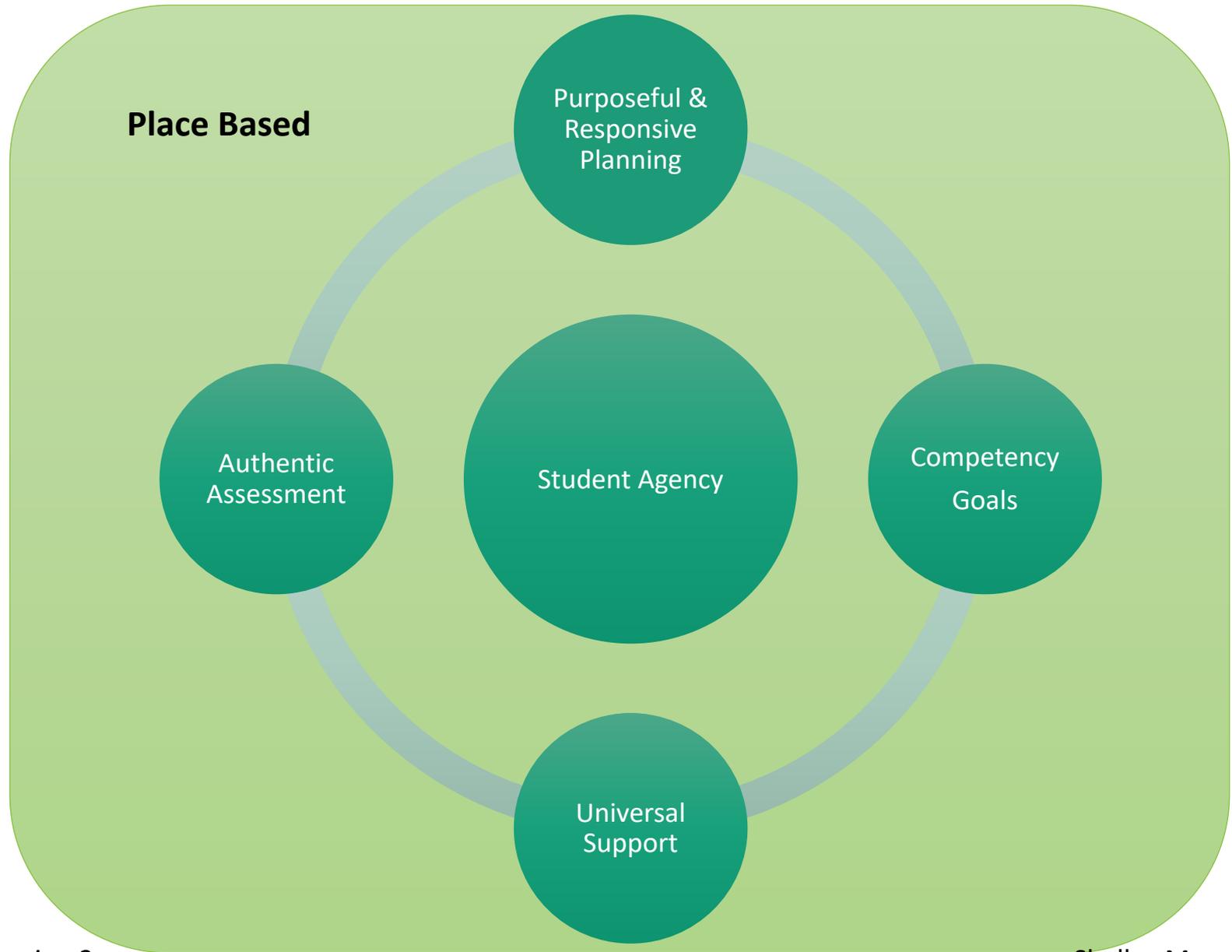
Guiding Principles of a Renewed IEP



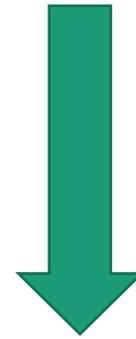
Reflecting and Action

- What do you remember from last session?
- What is something that you shared with someone else?
- Was there something new that you tried based on the sessions so far?
- What questions are coming up for you?
- What are you hoping to get out of today?

Guiding Principles of a Renewed IEP



Location vs. Place



Existence vs. Belonging

Why does **place** matter?

- Historically, Individual Education Plans (**IEPs**) have **not** been connected to **place** and have historically been implemented in **one place** (self contained or segregated setting)
- **Place** connects individuals to others who are in the **community** to learn with
- **Place** can have a role in teaching and learning
- **Place** can impact (and help navigate) barriers to learning
- **Place** connects to an **inclusive vision** – the more places an individual is included in, with belonging, the better!

Place Based Planning the ICBI EP



Place Based Planning the ICBI EP



A shift in paradigm...

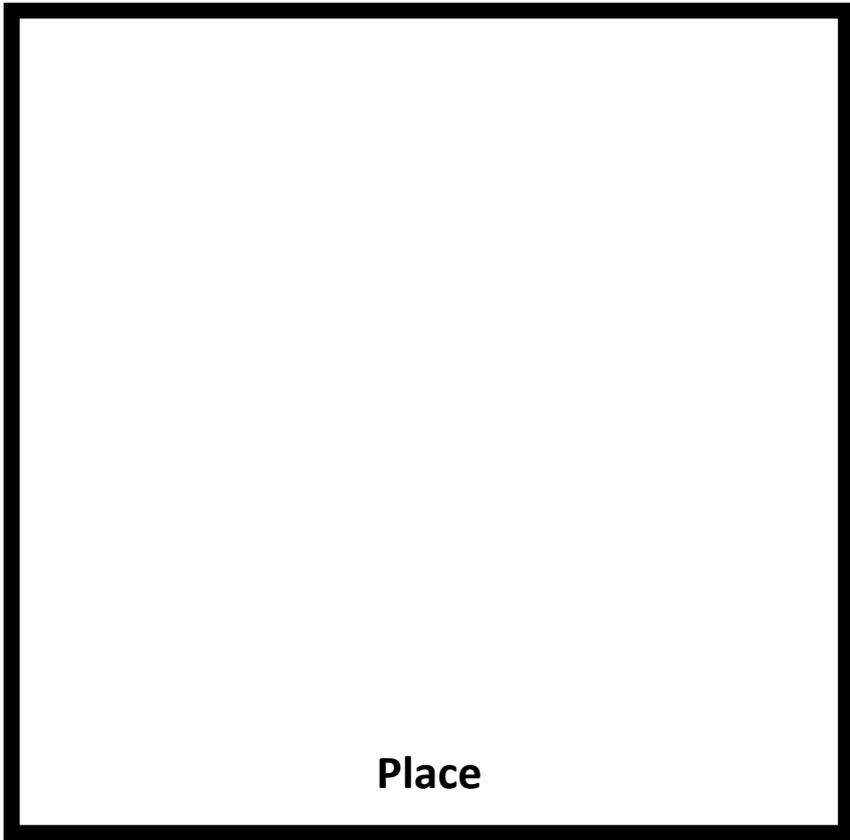
There are some things we need to understand:

- Understand the **paradigm shift** for how we view **individuals with disabilities**

D

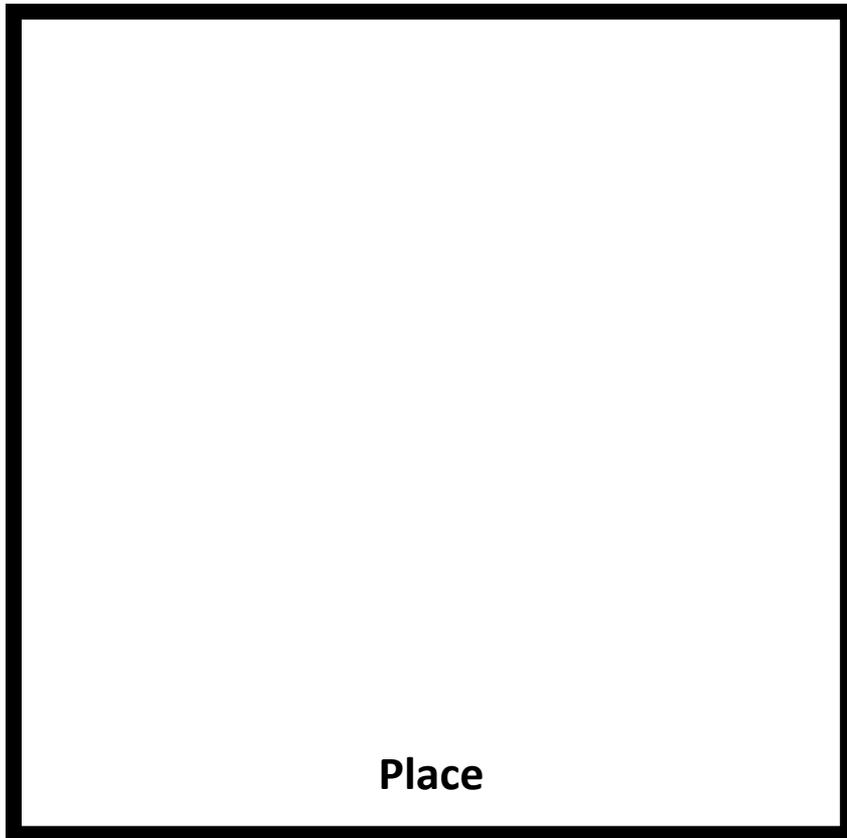
- Understand the **role that a context** plays in **teaching** and in barriers that ~~disable~~ **individuals** **limit**

- Understand that the **less** a context is limiting ~~disabling~~, the **less support** an individual **needs**



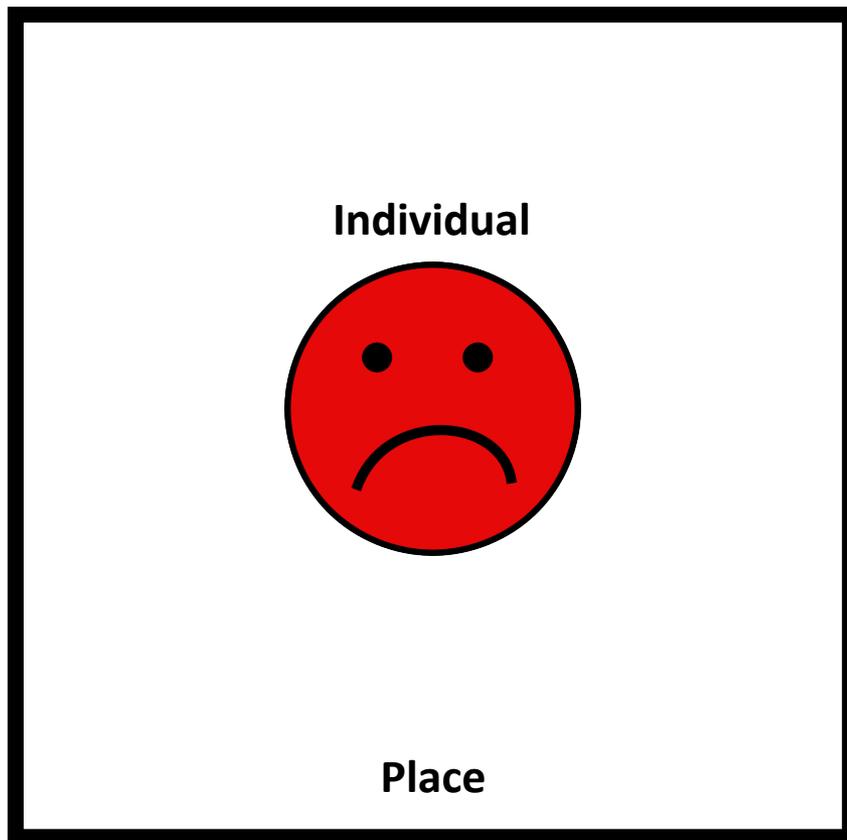
Place

Shifting the Paradigm: Medical Model of Disability



Place

Shifting the Paradigm: Medical Model of Disability



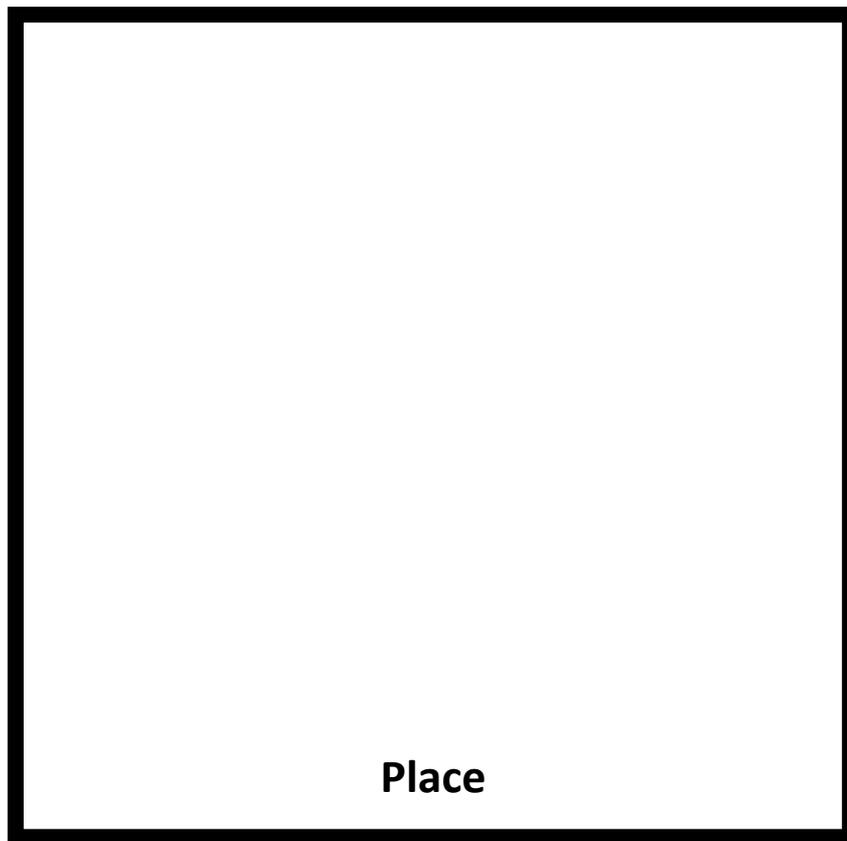
Special Education

If individual isn't successful

- Remove the individual
- Diagnose the problems in the individual
- Fix the individual
- Individual goes back when they are "ready"
- IEPs are separate from the place



Shifting the Paradigm: Medical Model of Disability



Individual



IEP

Special Education

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- Diagnose the problems in the individual
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Wait a second....

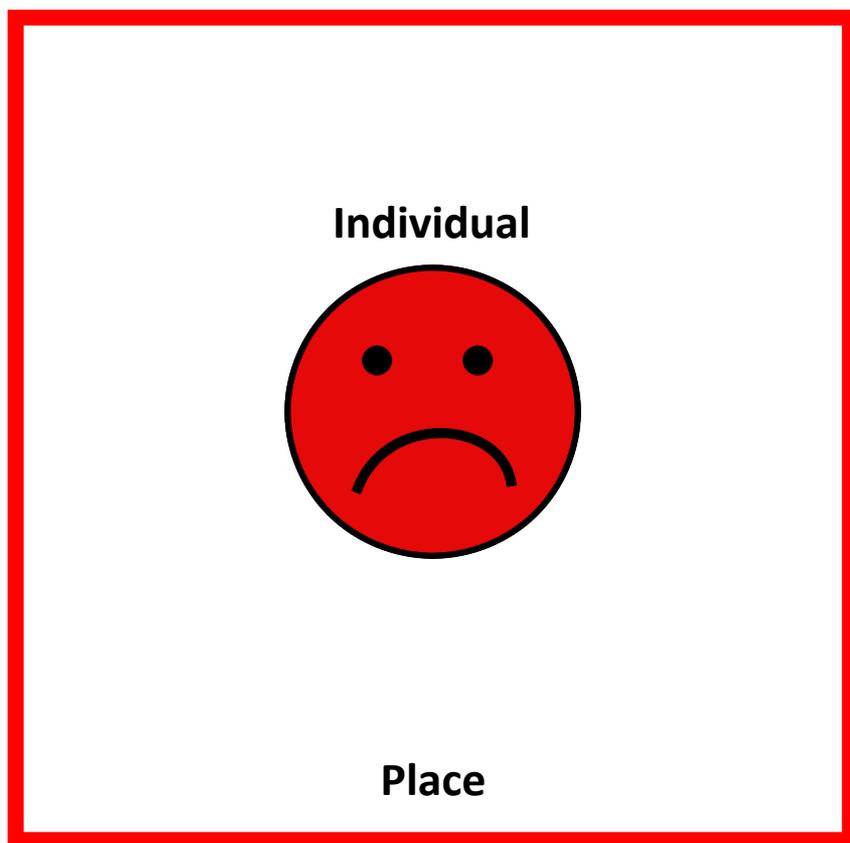
People with disabilities said:



“I am not broken.”

“I do not need to be fixed!”

Shifting the Paradigm: Social Model of Disability

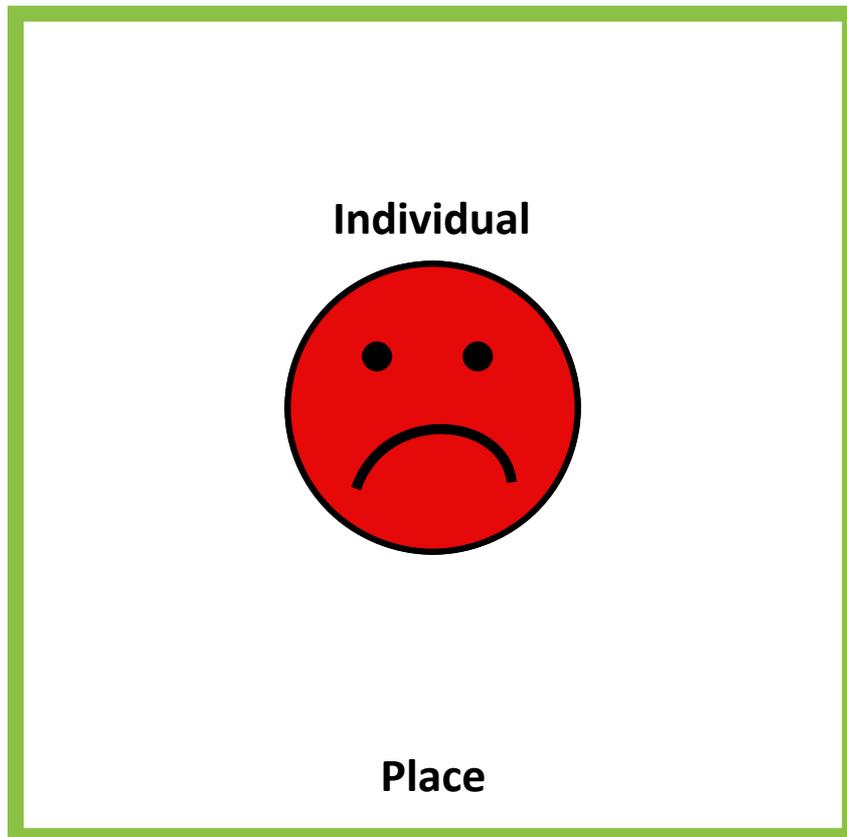


Social Model

If individual isn't successful

- Diagnose the problems in the place
- Fix the place
- Support everyone in the place

Shifting the Paradigm: Social Model of Disability

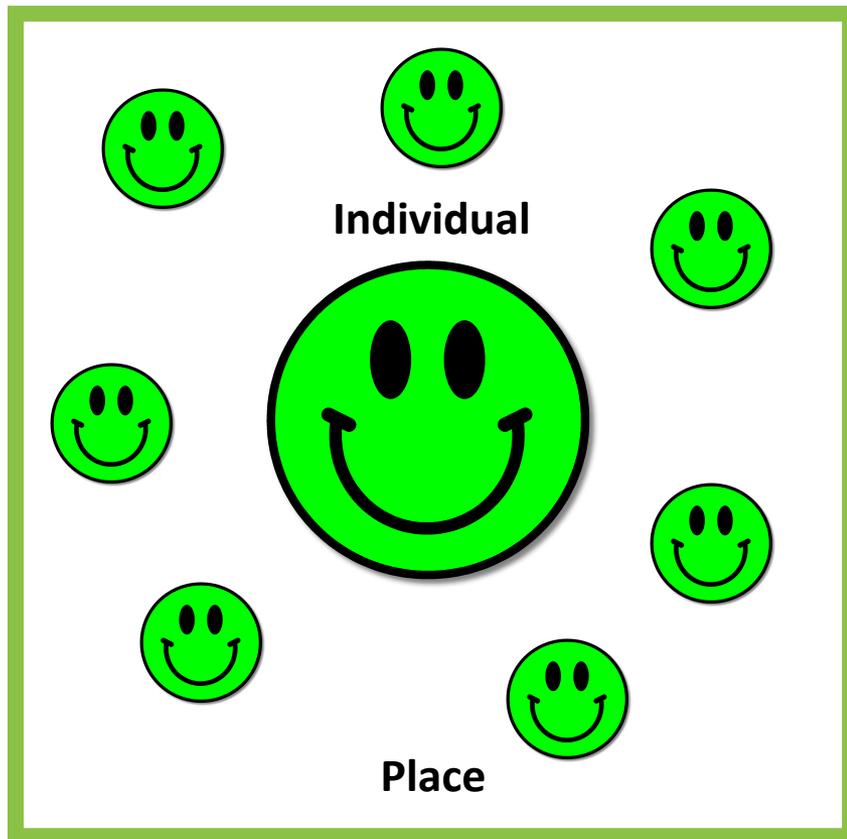


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Shifting the Paradigm: Social Model of Disability



Social Model

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Wait a second....
Teacher's said:



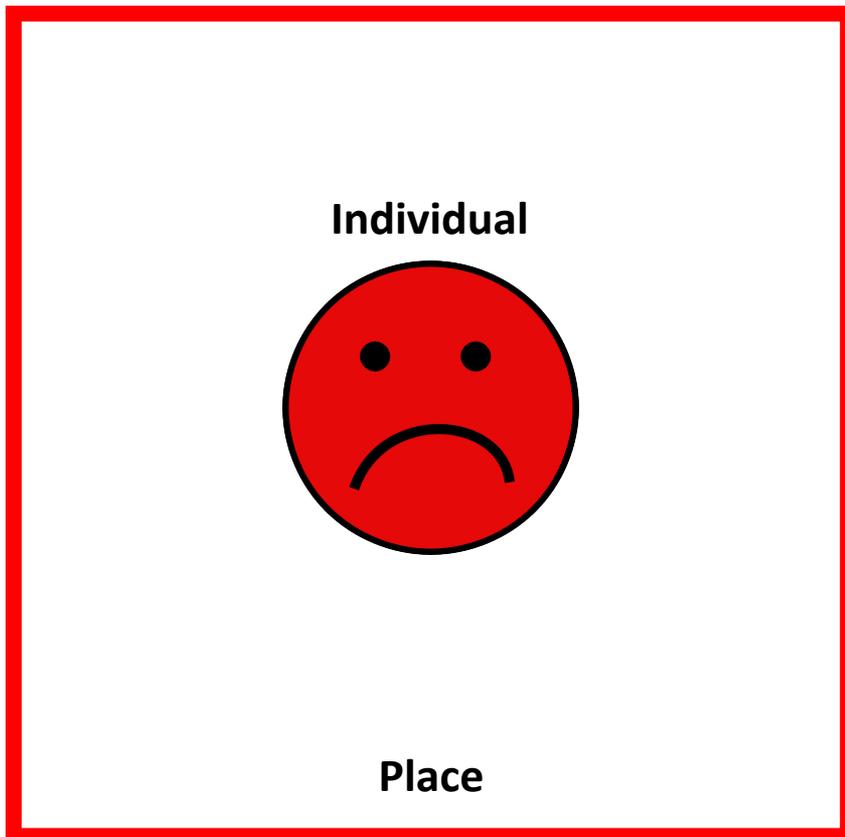
“What about all the individual
needs in a shared place”

Shifting the Paradigm: Person-Place Model of Need

Inclusive Education

If an individual isn't successful

- Determine barriers in place
- Determine needs of the community
- Anticipate supports & strategies based on needs
- Universally apply supports and strategies to ALL

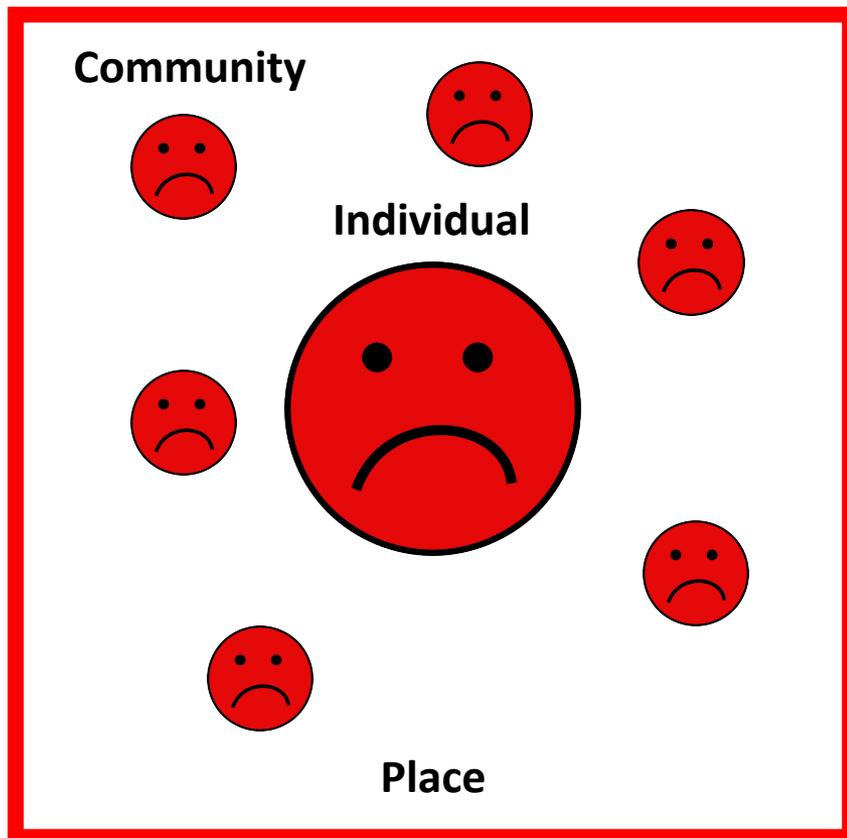


Shifting the Paradigm: Person-Place Model of Need

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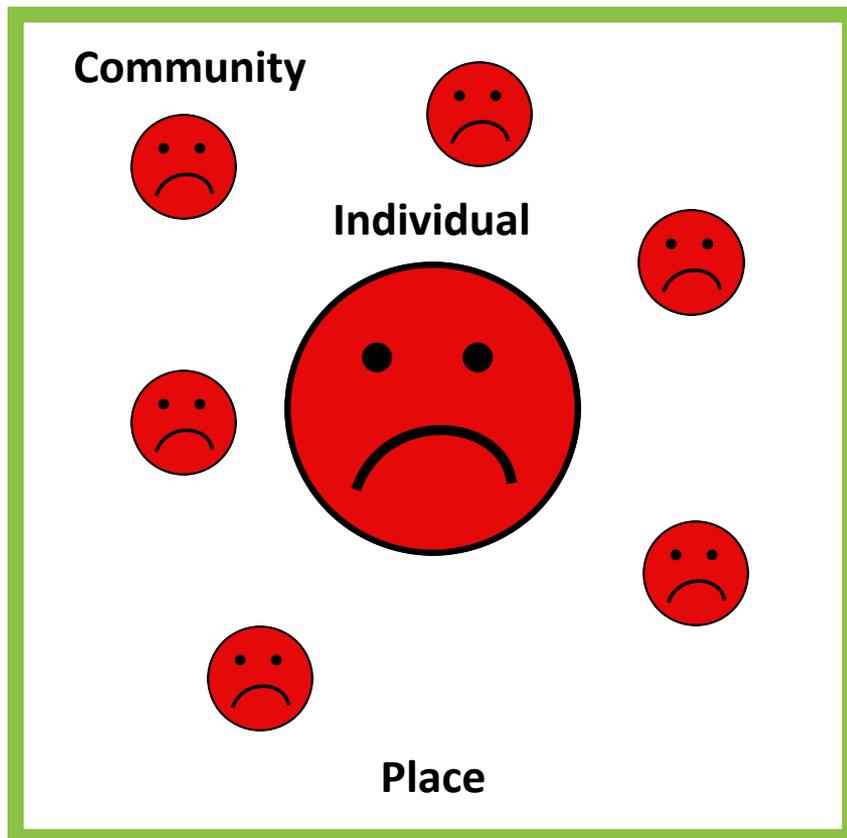


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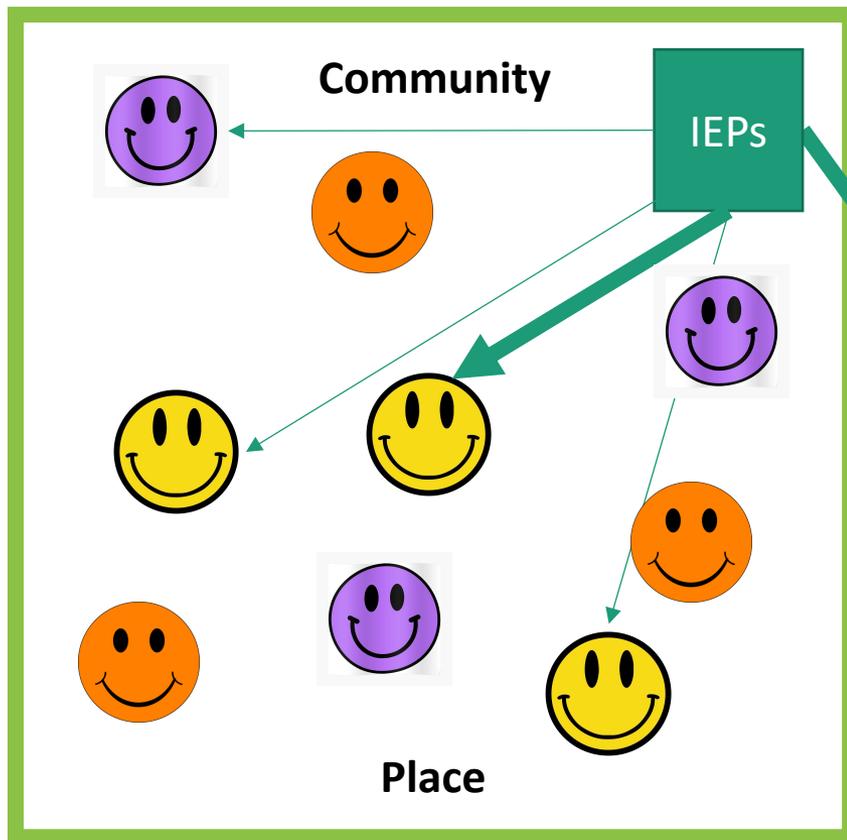
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Shifting the Paradigm: Person-Place Model of Need



Inclusive Education

If an individual isn't successful

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IEP

- Communicates barriers of individual
- Communicates needs of individual
- Communicates supports & strategies of individual
- Universally applied to everyone in the community
- Blueprint for the place!

Medical Model Perspective: Fix the person

Individual not having success in a place: Shelley putting gas in her car in America

Deficit Model: Shelley can't fill up with gas

Shelley's IEP

S.M.A.R.T goal: Shelley will fill up her car with gas with 90 % accuracy by June 2021 by:

Objective: choosing an individual strategy to help her fill up with gas

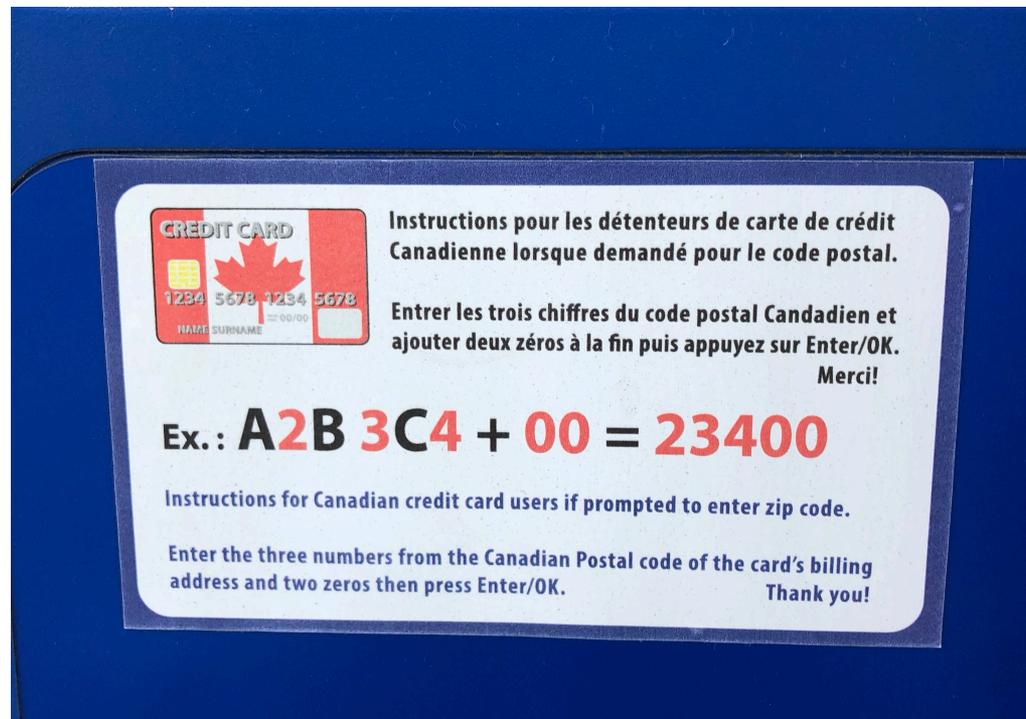
Individual Strategies: have extra cash on hand, extra time to fill up, extra room on my credit card, emotional regulation for anger, extra money for airport fill up, try 90210

Person- Place Model of Need

What is the barrier?!

What is getting in the way in the place?

Why can't Shelley fill up with gas?



Fixing the **Deficit** vs. Removing the **Barrier**

Person-Place Perspective: Reduce barriers in place, respond to needs of individual

Place: America

Barrier: Gas tank needs a Zip code to pay with a credit card

Shelley's need: Shelley is Canadian and has a postal code

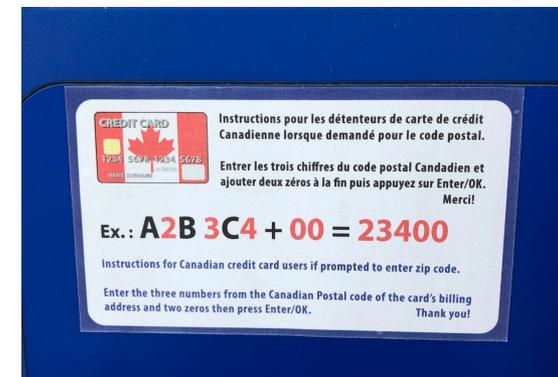
Shelley's IEP

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

Objective: turning her postal code into a zip code

Universal Strategy: Sticker

Individual Supports & Strategies: None



What are the **barriers** in a community?

(What is getting in the way that is outside of a student control?)

What are the **needs** of the individuals in a community?

(Needs not disabilities)

How do we **anticipate** supports & strategies needed for individuals in the community?

(Planned for before, not after)

How can we teach the supports & strategies so **ALL students** can access and choose?

(Accessing supports & strategies do not affect evaluation or grades)

Place Based Planning the ICBIEP



Where are the **places** that a student with an ICBIEP feels belonging?
How do we increase the **places** where a student feels belonging?

Place Alignment Planner

- For students who are **not included** in any places
- For students who are **partially included** in some places
- For students who are **existing**, but not belonging in an inclusive place (AND have some **challenging behaviour**)
- **NOT** for students who are already included
- **NOT** for students who are not having challenging behaviour

Place Alignment Planner: Elementary

Student: Vinaj P.		Grade: 2	Enrolled Class: Ms. Yee Grade 2	Start Date: October 15, 2020	Next Check in Date: Nov. 30, 2020
Plan is Aligned to:		<input checked="" type="checkbox"/> Academics	<input checked="" type="checkbox"/> Electives	<input type="checkbox"/> In-School Activities	<input type="checkbox"/> Out-of-School Activities
Student interest and/or Family Priority	Possible Place Opportunities (Typical Peer Opportunities)	Aligned	Next Step	As soon as Possible:	Not a priority at this time:
		What this means: Student is enrolled and attending Next Step: Inclusive IEP Goals for Place	What this means: Student is enrolled and attending sometimes Next Step: Plan for and prepare place (Target teachers & peers)	What this means: Student is enrolled, not yet attending Next Step: Plan for new place (Target student & family)	What this means: Student is not enrolled or attending and receiving supplemental programming Next Step: Re-evaluate student needs at next check in
	Outside before school			•	
	Arrival & morning meeting			•	
•	Reader's workshop	•			
•	Recess		•		
•	Literacy & Math Centers		•		
•	Math Workshop				Explicit Numeracy
	Lunch			•	
	Art				SLP Support
•	Music			•	
•	Gym		•		
	Science/Socials				Autism Support

Place Alignment Planner – Middle and Secondary

Student: Sharice L.		Enrolled Classes:		Start Date:		Next Check in Date:	
Grade: Grade 11		Grade 11 Cohort		Feb. 6, 2019		Oct. 1, 2019	
Plan is Aligned to: <input checked="" type="checkbox"/> Academics <input checked="" type="checkbox"/> Electives <input type="checkbox"/> In-School Activities <input type="checkbox"/> Out-of-School Activities							
Student interest and/or Family Priority	Possible Place Opportunities (Typical Peer Opportunities)	Aligned	Next Step	As soon as Possible:	Not a priority at this time:		
		What this means: Student is enrolled and attending Next Step: Inclusive IEP Goals for Place	What this means: Student is enrolled and may or may not be attending Next Step: Plan for and prepare place (Target teachers & peers)	What this means: Student is not yet enrolled or attending Next Step: Plan for new place (Target student & family)	What this means: Student is not enrolled or attending/ replacement. programing offered Next Step: Re-evaluate student needs at next check in		
•	Homeroom (cross grade)	•					
	Academic: Social Studies 11			•			
	Academic: Science 11			•			
	Academic: Math 11				Work Experience		
•	Academic: English 11	•					
•	Elective (chosen): Art 11/12		•				
•	Elective (chosen): Band 11/12	•					
	French 11				OT/PT time		
•	Physical Education 11		•				

Place Based Planning the ICBIEP



Who shares this **place** with a student who has an ICBIEP?
How do we get to know all students in a shared **place**?

Class Review for :	Teacher:	Date:
We can plan for our students by getting to know the:		
Interests & Identities of the class	Classroom Strengths	Classroom Stretches
Based on the interests, strengths and stretches of this class:		
The BIG question or inquiry I have for this class:		
We can try to answer this question by making a plan to try something new:	We can answer these question by reducing barriers in the classroom:	
Decision: Something I want to try	Decision: Barriers to Learning (UDL)	Decision: Barriers to Equity (Reconciliation)
We can meet this goal(s) by targeting core competencies chosen as a community:		
Decision: Targeted competencies to target for this class		
Teacher Lens:		
Class Lens:		

Class Review for: Kindergarten		Teacher: Ms. S, Ms. J (ST), 1 EA (FT)		Date: Nov. 2020	
We can plan for our students by getting to know the:					
Interests & Identities		Classroom Strengths		Classroom Stretches	
Interests: soccer, video games, technology, discussions, cooking, playing outside, math, reading, being creative, movies, jokes Identities: Kind, Inclusive, Happy, Creative, Smart, Active, Polite, Friendly, Unique, Bilingual, Energetic, Religion		Strengths: Helpful, funny, have adapted well to new routines, kind, loving, caring, get along with each other, play, hands on, diverse, families, Dojo, discussions, circle		Stretches: reading levels, fine motor skills, writing (expanding ideas, complete sentences), self confidence, taking risks, asking questions, intrinsic motivation	
Based on the interests, strengths and stretches of this class:					
The BIG question or inquiry I have for this class: I would like to support my students to get better at: self regulation, independence and ownership, connections, number talks					
We can respond to this class by making a plan to try something new:		We can respond to this class by reducing barriers in the classroom:			
Decision: Somethings I want to try		Decision: Reducing Barriers to Learning		Decision: Reducing Barriers to Equity	
<ul style="list-style-type: none"> • Building student confidence • Student agency • Self regulated learning • Designing engaging activities and lessons • Purposeful teaching • Giving meaningful feedback, supporting student self assessment 		Engagement <ul style="list-style-type: none"> • 9.1-helping students set learning goals that build confidence and help them take ownership of their learning Representation <ul style="list-style-type: none"> • 2.1 Pre-teaching important vocabulary, symbols, numbers labels in many ways (written, oral, visual examples) • 2.2 Highlighting and teaching patterns and properties in systems (e.g. grammar, notation, taxonomies, equations etc.) Expression <ul style="list-style-type: none"> • 6.3 teaching students to organize their evidence and determine their best examples of learning 		Equity Commitment: <ul style="list-style-type: none"> • Class and team building activities to promote peer support (while also navigating COVID restrictions) • Use cooperative learning structures while also navigating COVID restrictions) Reconciliation Commitment: <ul style="list-style-type: none"> • Learning takes patience and time 	
Decision: We can respond to this class by targeting core competencies chosen as a community:					
Teacher chosen: Communication					
Class chosen:					

Class Review for: English 9		Teacher: Ms. N, Ms. V (Support), MM & TE (EAs)		Date: Nov. 2020	
We can plan for our students by getting to know the:					
Interests & Identities of the class		Classroom Strengths		Classroom Stretches	
Interests: Video games, sports, reading, dance, (will ask students) Identities: (will ask students) Representation: LBGTQ2S+, Disability, Cultural/Ethnic Backgrounds		Strengths – reading, focused, on task, working in pairs/ groups of three, following instructions (will ask students)		Stretches – staying focused, attending, note taking/ following along, connecting learning to the real world, written output (will ask students)	
Based on the interests, strengths and stretches of this class:					
The BIG question or inquiry I have for this class: How to help them to get better at: 1. Writing 2. being able to express their ideas 3. analyzing and synthesizing ideas 4. connecting learning to their lives					
We can respond to this class by making a plan to try something new:		We can respond to this class by reducing barriers in the classroom:			
Decision: Something I want to try		Decision: Reducing Barriers to Learning		Decision: Reducing Barriers to Equity	
<ul style="list-style-type: none"> • Give/ teach access to assistive technology to increase output and independence • Organize scribing support for students • Incorporate multiple methods of expression 		Engagement (9.1) - helping students set/ choose learning goals that build confidence and help them take ownership of their learning Representation (1.1) – sharing new information in different formats Expression (6.3) - teaching students to organize their evidence and choose their best examples of learning		Equity Commitment: <ul style="list-style-type: none"> • We can use cooperative learning structures (incorporate new techniques) • We can seek multiple perspectives Reconciliation Commitment: <ul style="list-style-type: none"> • Learning involving generational roles • Learning involves recognizing the consequences of one’s actions • Learning is holistic, reflexive, reflective, experiential and relational 	
Decision: We can respond to this class by targeting core competencies chosen as a community:					
Teacher chosen: Personal Awareness & Responsibility, Thinking (Creative & Critical Thinking) Class chosen: (will ask students)					

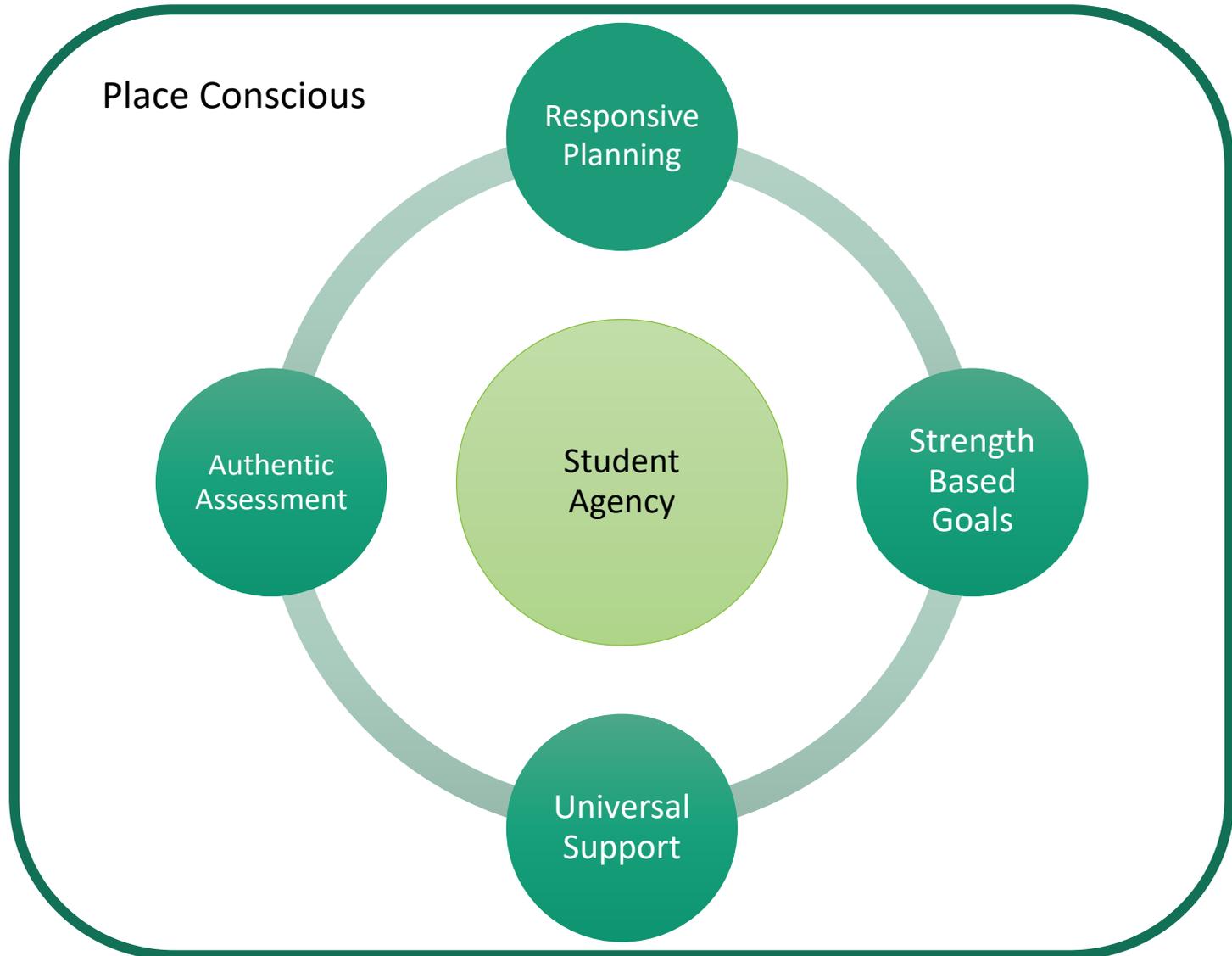
Place Based Planning the ICBIEP



How can we use a ICBIEP in a way that aligns with the shared **place** of a classroom community?

How can a ICBIEP help all students in a **place**?

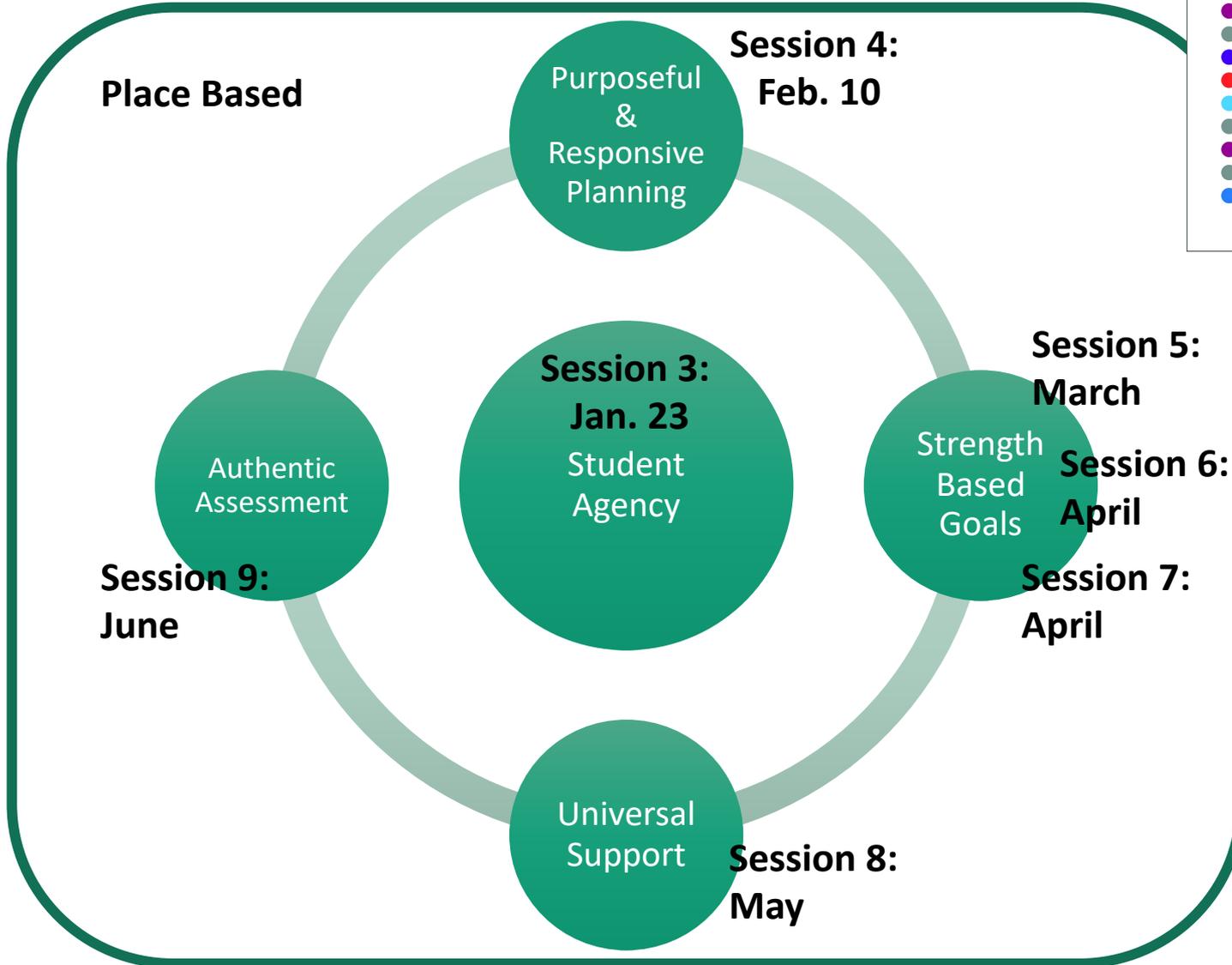
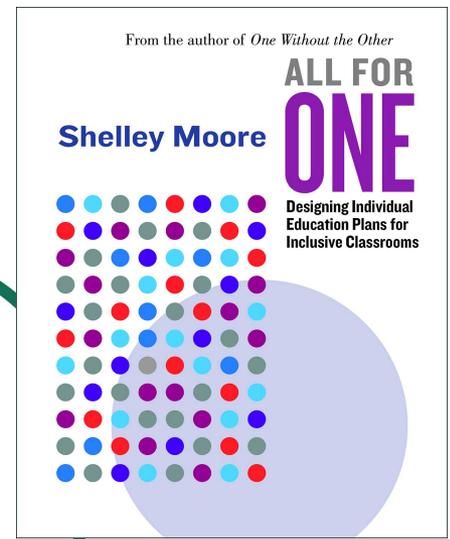
Guiding Principles of a Renewed IEP



Reflecting and Action

- What is useful from today?
- What is something you want to share with someone else?
- How does this session connect with what you are already doing in your contexts?
- How does this session connect to the previous session?
- What questions are coming up for you?

Guiding Principles of a Renewed & Inclusive IEP





Inclusive & Competency Based IEPs

Slides: www.blogsomemoore.com

Access to Session 2 Recording

- Link with the password will be sent to the email that you registered with
- Available for 72 hours after email is sent
- Registering for a REPLAY of session 2
- Missed opportunities (Session 1)
- Email: fivemooreminutes@gmail.com