

Nexwlélexm (Bowen Island)

- The Islands Trust Council acknowledges that the lands and waters that encompass the Islands Trust Area have been *home to Indigenous peoples* since time immemorial and honours *the rich history, stewardship, and cultural heritage* that embody this place we all call home.
- The Islands Trust Council is committed to establishing and maintaining mutually respectful *relationships* between Indigenous and non-Indigenous peoples. Islands Trust states a *commitment to Reconciliation* with the understanding that this commitment is a *long-term relationship-building and healing process*.
- The Islands Trust Council will strive to create opportunities for *knowledge-sharing* and understanding as people come together to preserve and protect the special nature of the islands within the Salish Sea.



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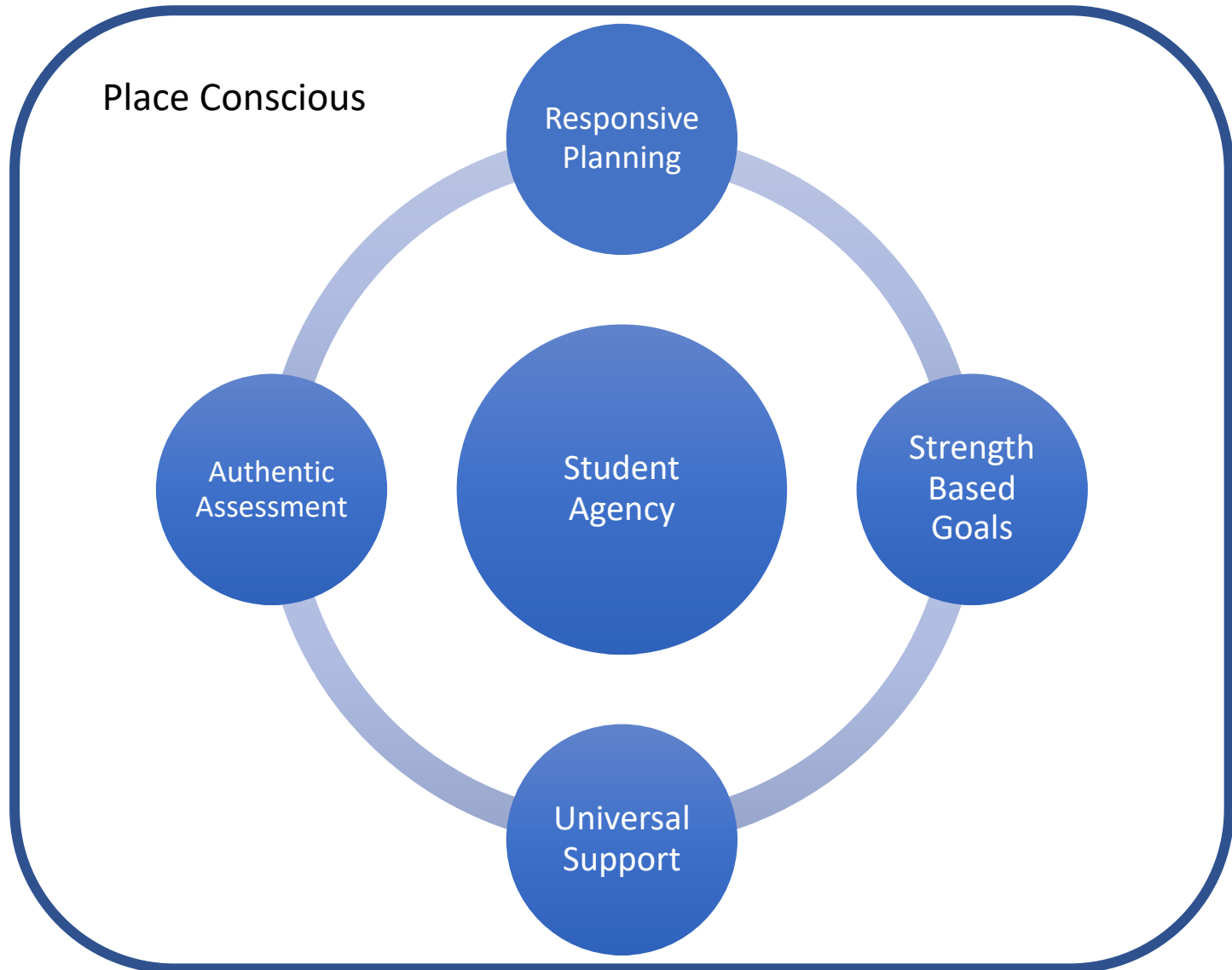
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Inclusive & Competency Based IEP (ICBIEP)

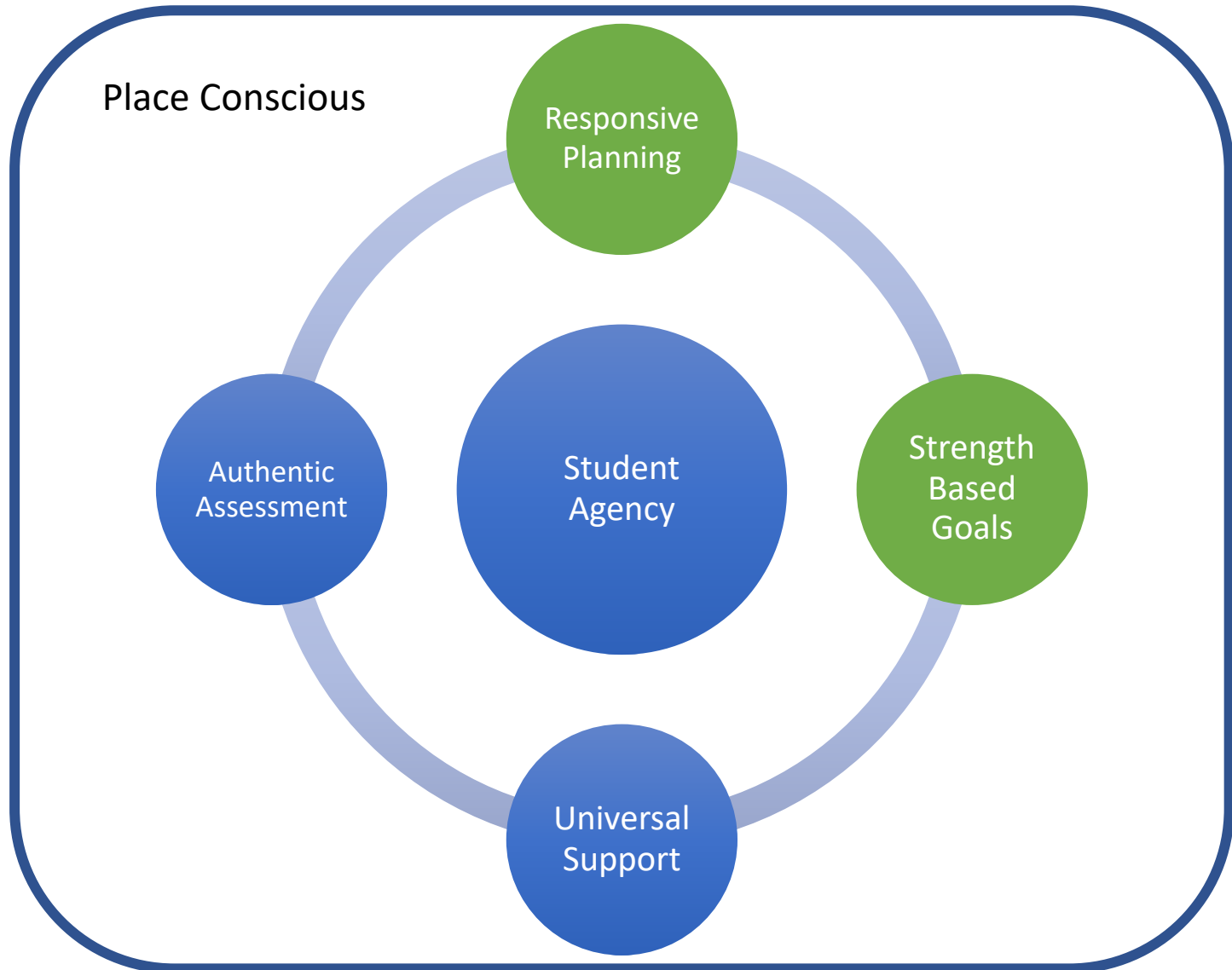
Reflections & Questions

- What are you noticing about the ICBIEP?
- What questions are coming up about the ICBIEP?

Guiding Principles of a Renewed IEP



Guiding Principles of a Renewed IEP



Responding to place through purpose

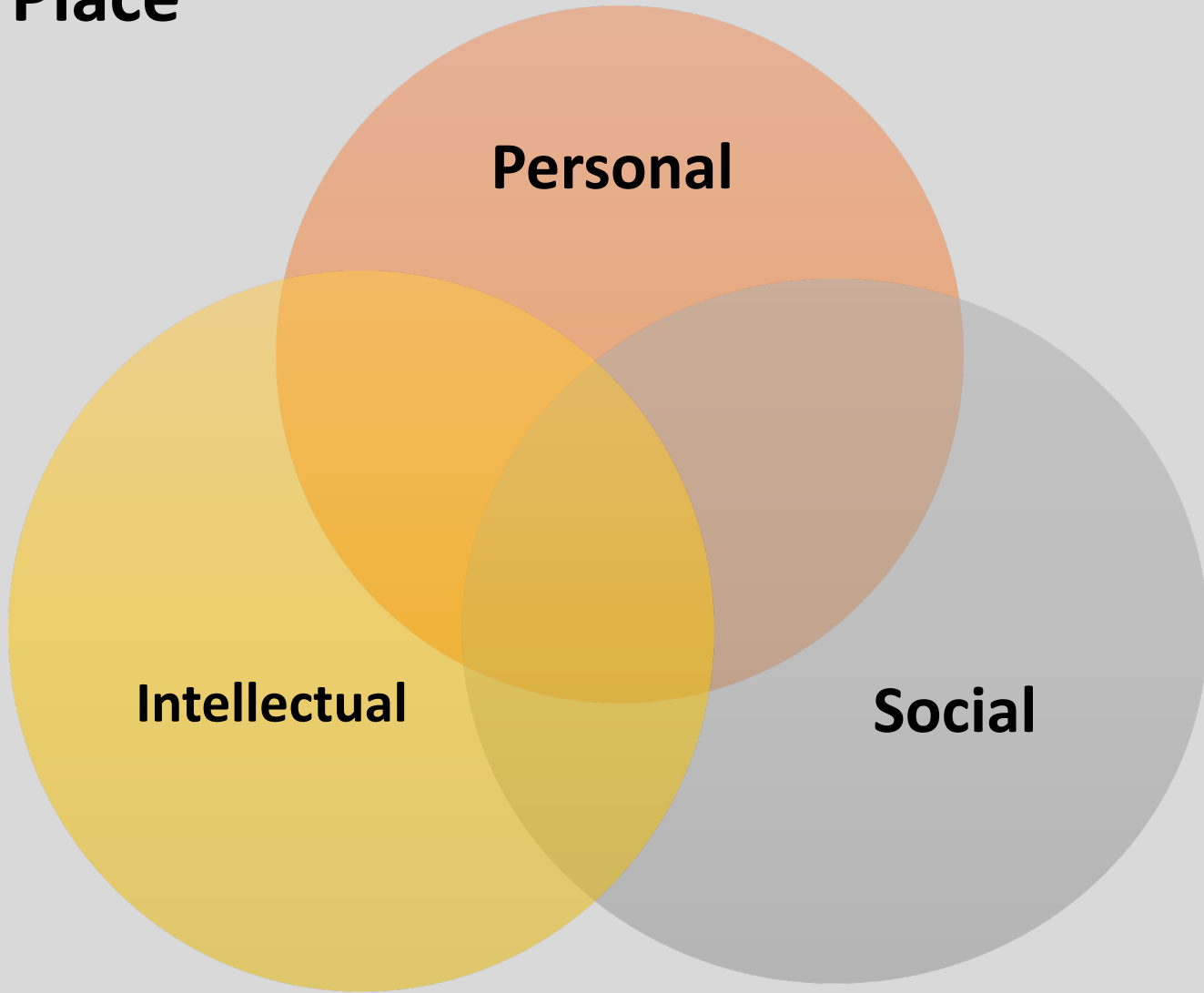
- Inclusive lenses
 1. Personal Purpose
 2. Social Purpose
 3. Intellectual Purpose
- These three purposes guide all of us in knowing how to be successful in all the places they go

Place

Personal

Intellectual

Social

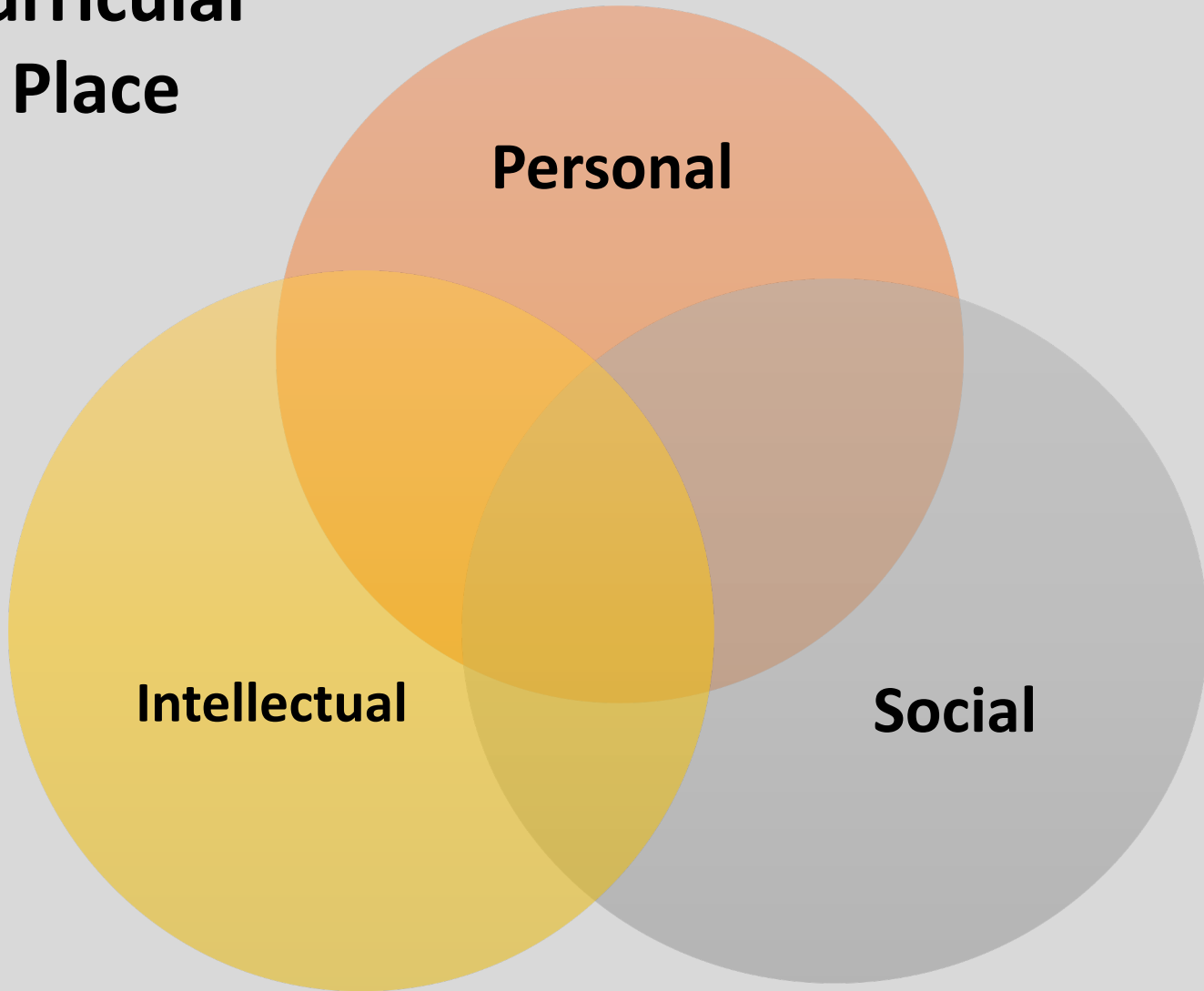


**Curricular
Place**

Personal

Intellectual

Social



Responsive Planning

- Choosing goal areas with input from students (and families) that reflect the areas that they (and their family) value and want to grow in
- Focus on balance (not fixing) areas
- Becomes goal areas to focus on for IEP goals and objectives

CB IEP V.11

My Learning Profile

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



School District #1	Inclusive Education Plan
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Student Details			
Student Name	Ben Sharpe	Primary Designation	C - Cognitive Disability
Grade	Kindergarten	Additional Designation	H - Hearing Impairment
Student Number	1111111	IEP Review Date	October 30, 2021
Date of Birth	Sept 16, 2015	Case Manager	Ms. Campbell
Student Support Team		Role	
Mrs. L & Mrs. Sharpe		Parents	
Ms. Jacobson		Classroom Teacher	
Ms. P		Hearing Resource Teacher	
Mr. Lee		Educational Assistant	
Ms. Nolan		Speech & Language Pathologist	
Parent/Guardian Consultation Date			October 30, 2020

My Personal Profile	Link to Evidence: Digital Portfolio (Video Profile)
*Thoughts from my team	
My Identities	I am ... "funny" *Down Syndrome, Two Mom Household
My Interests	I love... "Paw Patrol, moms, beach" * being read to, eating! singing
My Needs	I need..." lunch" * Patience, calmness, structure, to be with my peers, to laugh, lots of breaks

My Learning Profile	Link to Evidence:		
* Thought from my family and/ or team	Personal	Social	Learning
My Strengths	* B knows what he likes and doesn't like * can independently use the washroom and eat his lunch (loves food)	* he loves being with his peers, he plays well when activities are structured * loves to help out with jobs	* B is great at making choices and communicating his preferences * loves to learn about his interests
My Stretches	* referencing peers to determine how to act, levels of noise * increasing engagement and persevering when things are challenging	*learning how to get attention in socially appropriate ways * communicating when he needs to take a break	* getting B to engage with text is hard * has a hard time working on activities that are non-preferred

Areas I want to focus on this year



Competencies that can help me set goals	Personal	Social	Learning
	<ul style="list-style-type: none"> Personal Awareness & Responsibility Positive Personal & Cultural Identity 	<ul style="list-style-type: none"> Communicating Collaborating Social Awareness & Responsibility 	<ul style="list-style-type: none"> Creative Thinking Critical Thinking & Reflective Thinking



School District	Inclusive Education Plan
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Student Details				
	Student Name	Nella John	Primary Designation	Learning Disability
	Grade	8	Additional Designation	
	Student Number	6867678	IEP Review Date	May 05, 2020
	Date of Birth	Jan 20, 2006	Case Manager	D. Creek
	Student Support Team		Role	
	S. Althuis	Parent (mother)		
	S. John	Parent (father)		
	L. Aracama	Counselor		
	J. Gill	Youth Worker		
	R. Che	Principal		
Parent/Guardian Consultation Date			October 18, 2019	

My Personal Profile	Link to Evidence: Student Portfolio
My Identities	"I have a lot of cousins, so my family is big. Some of my family are from other countries." * Nella has two homes that she shares her time between
My Interests	"I really like anime, especially Dragon Ball Z. I also like drawing" * Showing a lot of interest and skill in the arts * Enjoys making cross-curricular connections within her subject classes
My Needs	"I like it when teachers will work with me to help me understand better. Sometimes I need more time. I also like when I have someone to talk to. It helps when I can think about my worries out loud." * Strengthen organization and time management * Managing her worries and emotions

My Learning Profile	Link to Evidence:		
* Thought from my family and team	Personal	Social	Learning
My Strengths	"I know what my feelings are when I'm having them."	"I have 2 best friends that I like to spend time with."	"I am really good at finding ways to be creative with my work."
My Stretches	"Sometimes, I have anxiety around new people."	"I don't like talking to people I don't know." * engaging in social dialog with unfamiliar peers and adults	"Sometimes, I have a hard time writing." * organizing thinking within written tasks

The areas that I want to focus on this year



Competencies that can help me set goals	Personal Awareness & Responsibility Positive Personal & Cultural Identity	Communicating Collaborating Social Awareness & Responsibility	Creative Thinking Critical Thinking & Reflective Thinking
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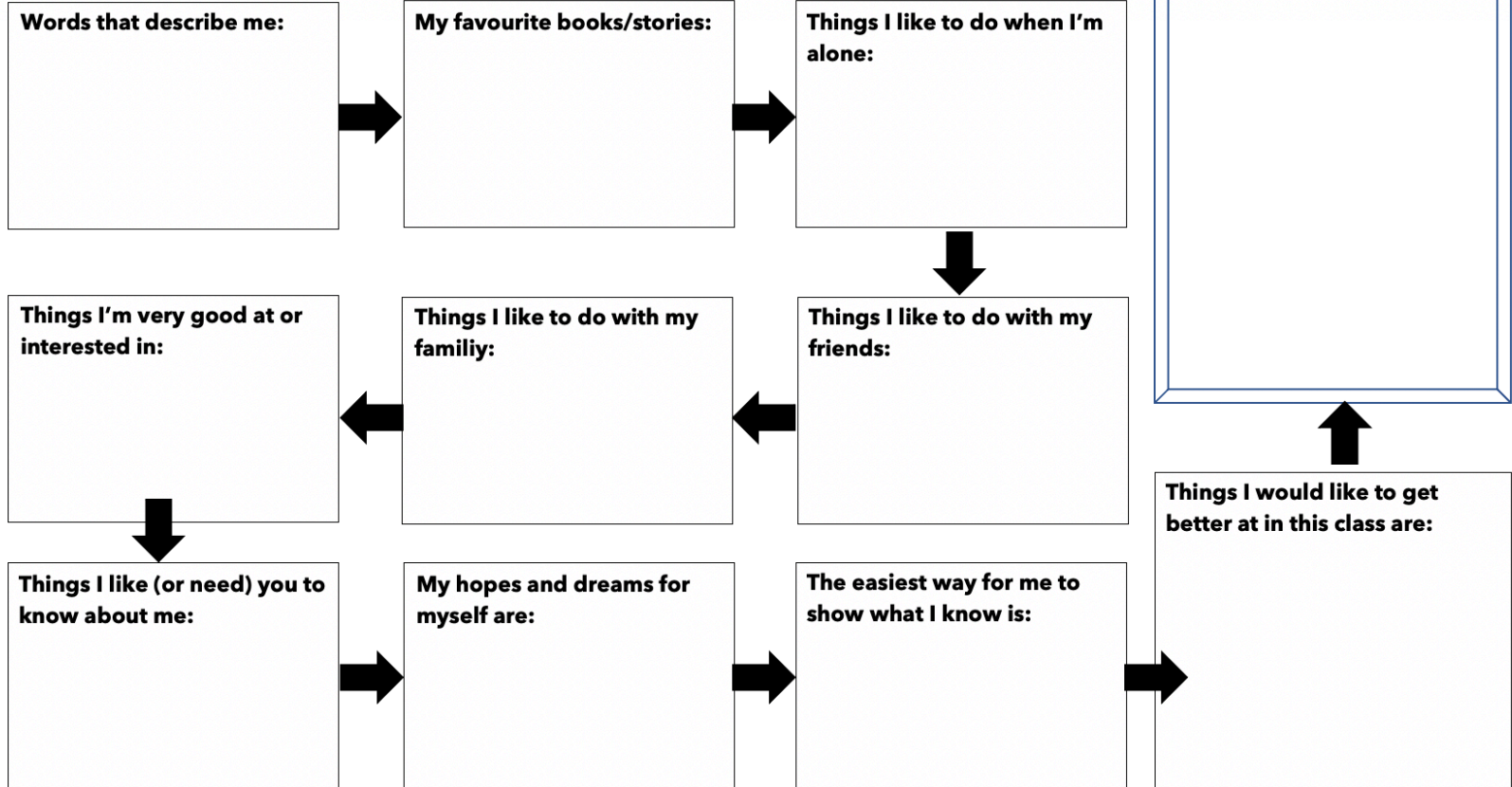
Nella – Grade 9

My Learning Profile	Link to Evidence:		
* Thought from my family and team	Personal	Social	Learning
My Strengths	"I know what my feelings are when I'm having them."	"I have 2 best friends that I like to spend time with."	"I am really good at finding ways to be creative with my work."
My Stretches	"Sometimes, I have anxiety around new people."	"I don't like talking to people I don't know." * engaging in social dialog with unfamiliar peers and adults	"Sometimes, I have a hard time writing." * organizing thinking within written tasks
The areas that I want to focus on this year			
	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Competencies that can help me set goals	Personal Awareness & Responsibility Positive Personal & Cultural Identity	Communicating Collaborating Social Awareness & Responsibility	Creative Thinking Critical Thinking & Reflective Thinking

 Determined by Student, Family

Who am I? Profile

Who am I? Profile



Richardson Elementary



Help us get to know _____!

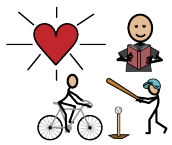
Person	Identities	Interests	Strengths	Stretches	Needs
Your name _____ How do you know _____?	Who is _____? What words would you use to describe _____?	What is _____ interested in? What does _____ like to do on their own, with their family and friends?	What is _____ good at? What could _____ teach others?	What is hard for _____ but they can still do? What do you think is something _____ wants to get better at?	What does _____ need a lot of support wit? What is something that _____ might not be able to do on their own yet?
Person 1: _____					
Person 1: _____					
Person 1: _____					
Person 1: _____					

Help us get to know Juni!

Person	Identities	Interests	Strengths	Stretches	Needs
Your name _____ How do you know _____?	Who is Juni ? What words would you use to describe Juni ?	What is Juni interested in? What does Juni like to do on their own, with their family and friends?	What is Juni good at? What could Juni teach others?	What is hard for Juni but she can still do? What do you think is something Juni wants to get better at?	What does Juni need a lot of support with? What is something that Juni might not be able to do on his own yet?
Person 1: Rita Mom	Kind, Strong, Smart	Watching me sew, taking pictures with my phone	Patience, she notices everything, she's so observant	Waking up! Trying new foods	Calming down when she is upset or frustrated, sleeping, eating enough
Person 2: Frank Dad	An athlete, she's happy, but don't get her mad, we are Ukrainian!	Watch Great British Baking Show with her mom Watching salmon in the river, helping me bake	A great listener, being present	Independence, connecting	She worries I think, I wonder if her worrying gets her upset
Person 3: Kiran Friend	Nice, funny	BC Lions, playing with water, we go to the movies, we watched Star Wars	I dunno, we hangout and just talk and stuff	Maybe Juni wants to get better at football	I think Juni would love to talk more, but I think maybe she needs an iPad and that's ok to talk with too
Person 4: Matty Younger cousin	We play, funny	Whale Sharks, camping, swimming	She plays with me	Its hard for Juni to talk sometimes, but I know when she likes something, and she likes me	Maybe talking more

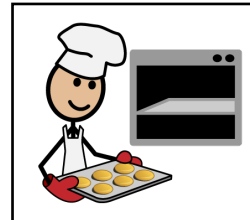
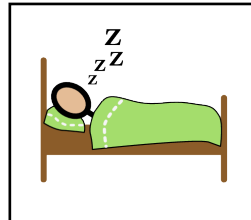
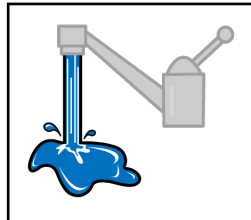
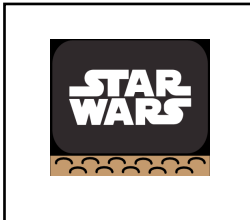
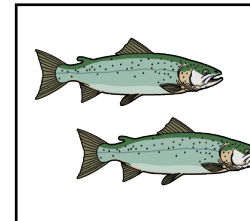
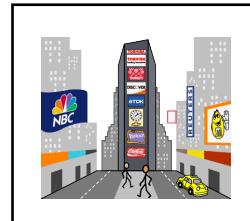
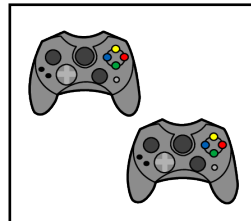
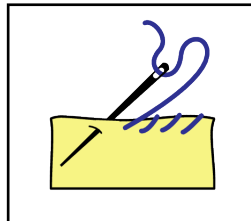
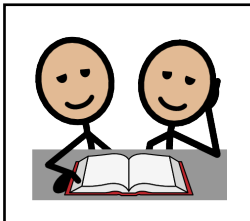
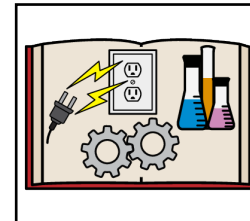
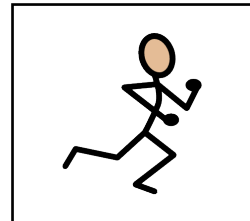
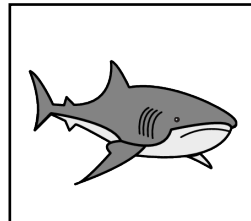
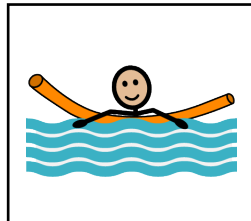
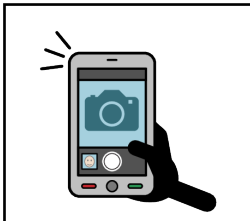
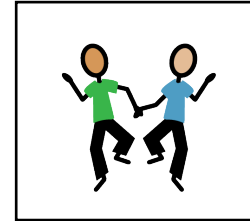
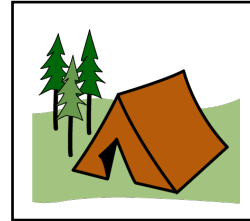
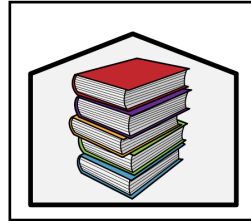
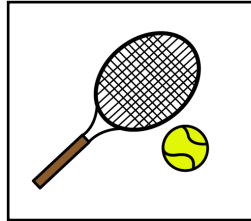
Help us get to know Juni!

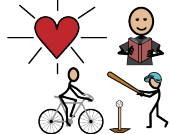
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Your name _____ How do you know _____?	Who is Juni ? What words would you use to describe Juni ?	What is Juni interested in? What does Juni like to do on her own, with her family and friends?	What is Juni good at? What could Juni teach others?	What is hard for Juni , but she can still do? What do you think is something Juni wants to get better at?	What does Juni need a lot of support with? What is something that Juni might not be able to do on her own yet?
Person 1: Mr. Lopez Teacher	Strong willed, smart, keen, a learner	Reading with her classmates, science topics	Being with her peers, she notices everything, asking for help	Communicating with her peers	Reading (decoding)
Person 1: Benny EA	Funny, a learner!	Taking naps/ resting, fashion – always well dressed	She knows what she likes, communicating when she's frustrated	Making friends	Fatigue
Person 3: Ms. Turner SLP	So joyful!	Sights and sounds around her	Making choices, using picture symbols	Using the iPad for augmentative communication	Support for her communication e.g. wants and needs, asking questions
Person 1: Jennifer Classmate	Happy, friendly	Dancing, playing tennis, camping	She's good at playing, and singing, she has great style- love her hair	talking	I'm not sure
Person 1: Bilal Classmate	Funny, sometimes she's mad and makes a lot of noise	Reading, laughing, video games	She's a good friend, She is special to me	Video games	Talking



Building my Student profile: What are my INTERESTS?

Choice Board





Building my Student profile: What are my INTERESTS?

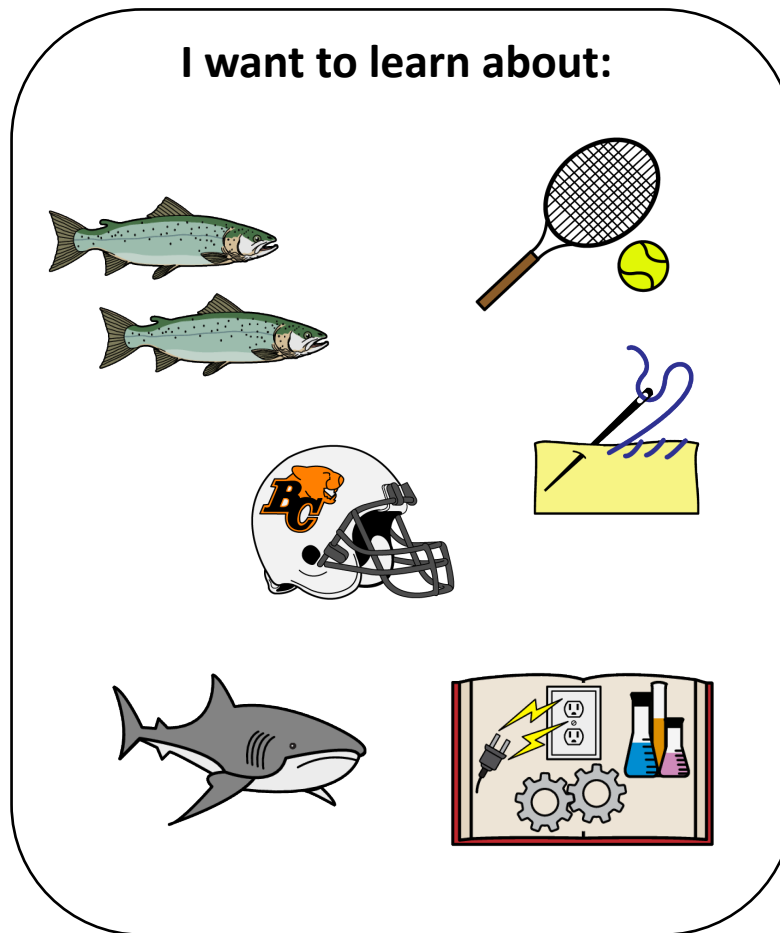
INTERESTS can be things I like to do on my own, with my family, or with my friends.

INTERESTS can be things we want to learn more about.

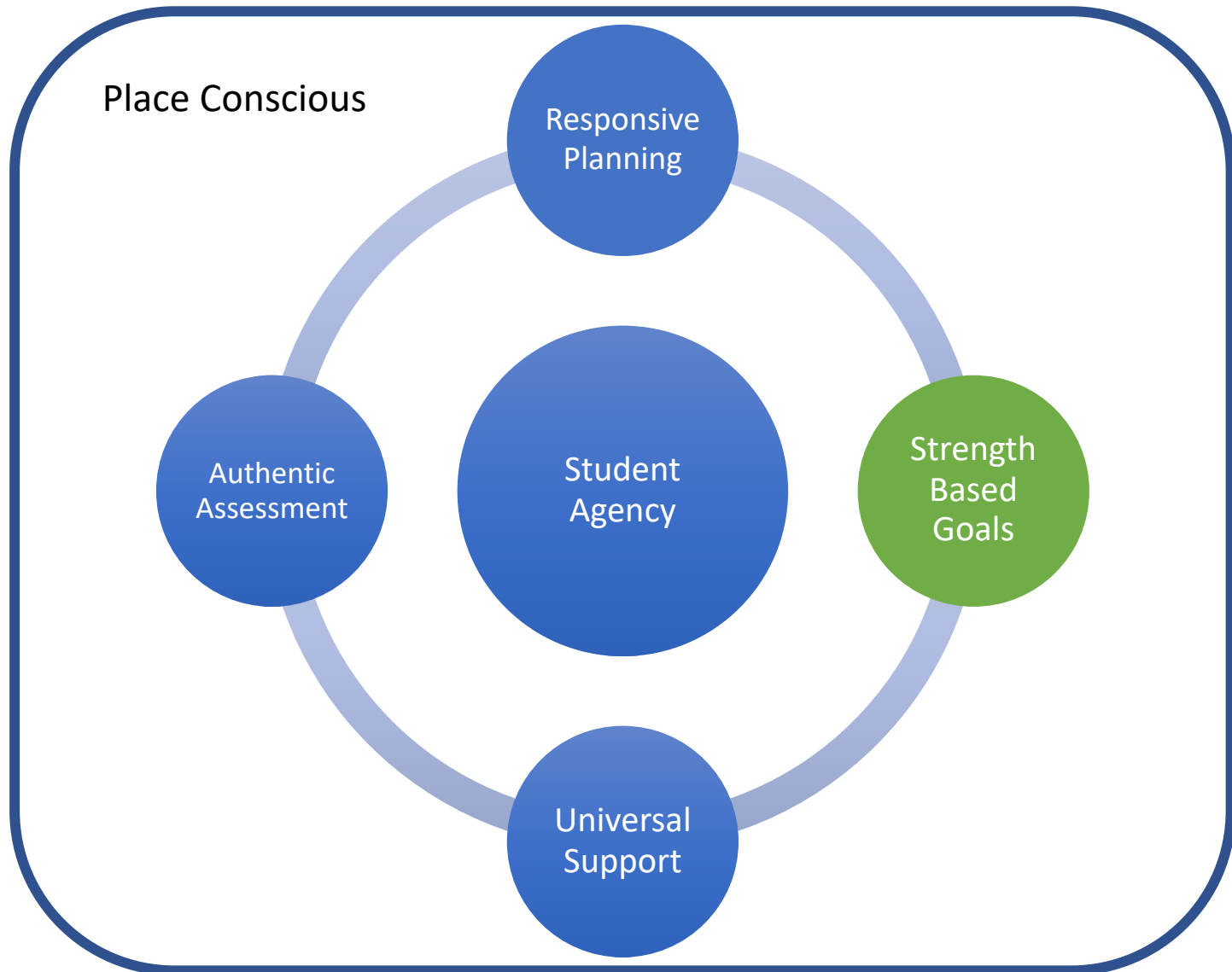
I like to:



I want to learn about:



Guiding Principles of a Renewed IEP



Strength Based Goals

- Presuming competence in all abilities
 - 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

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

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

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

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

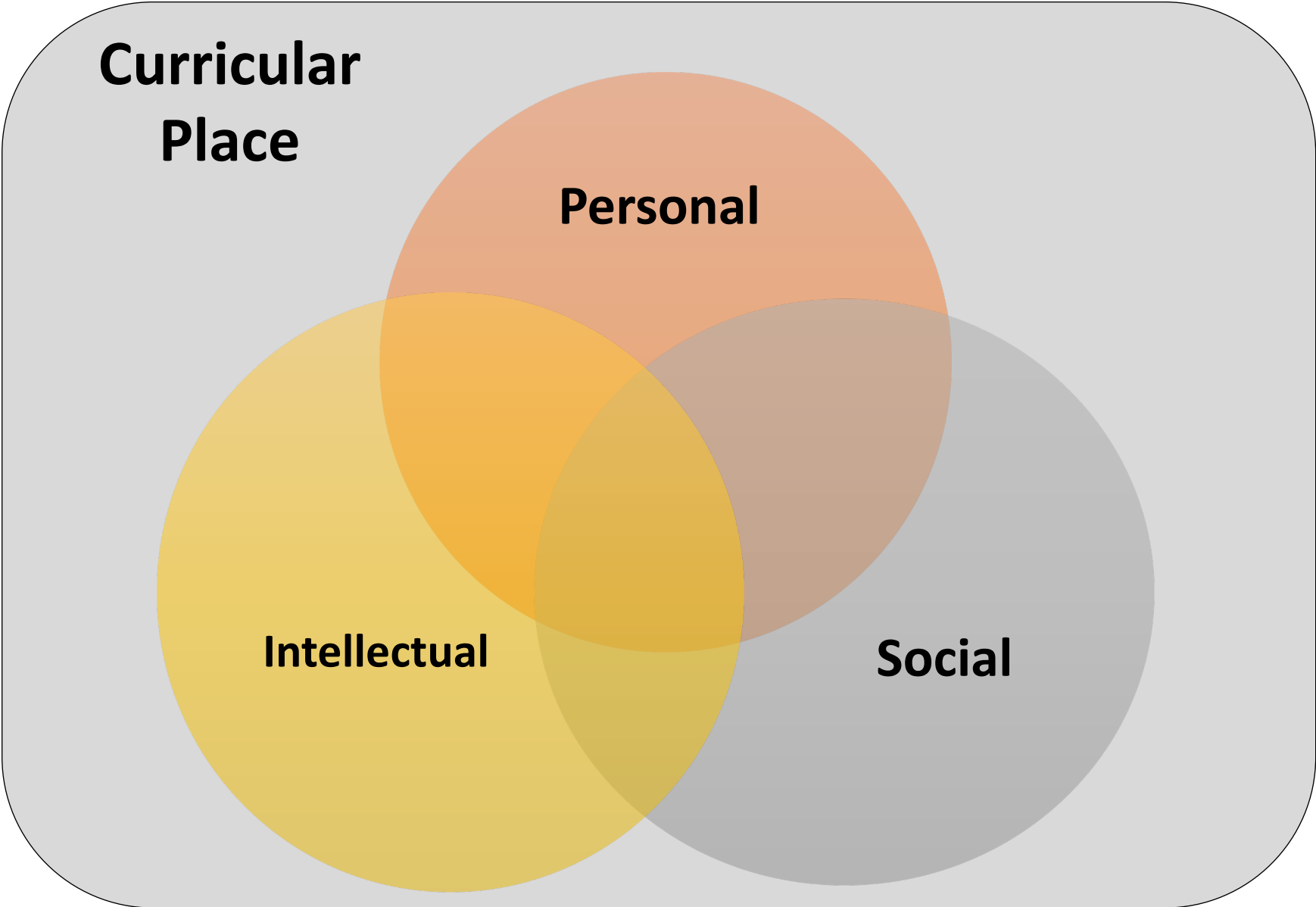
Inclusive Purposes: What makes the places we go in our lives meaningful?

- **Personal** Purpose
 - Goals that support students to be included in the *physical community*
- **Social** Purpose
 - Goals that support students to be included in the *social/emotional community*
- **Intellectual** Purpose
 - Goals that support students to be included in the *learning community*
- **Curricular** Purpose
 - Goals that support students to be included in the curricular community (if needed)

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

An Inclusive Paradigm: Focusing on Balance



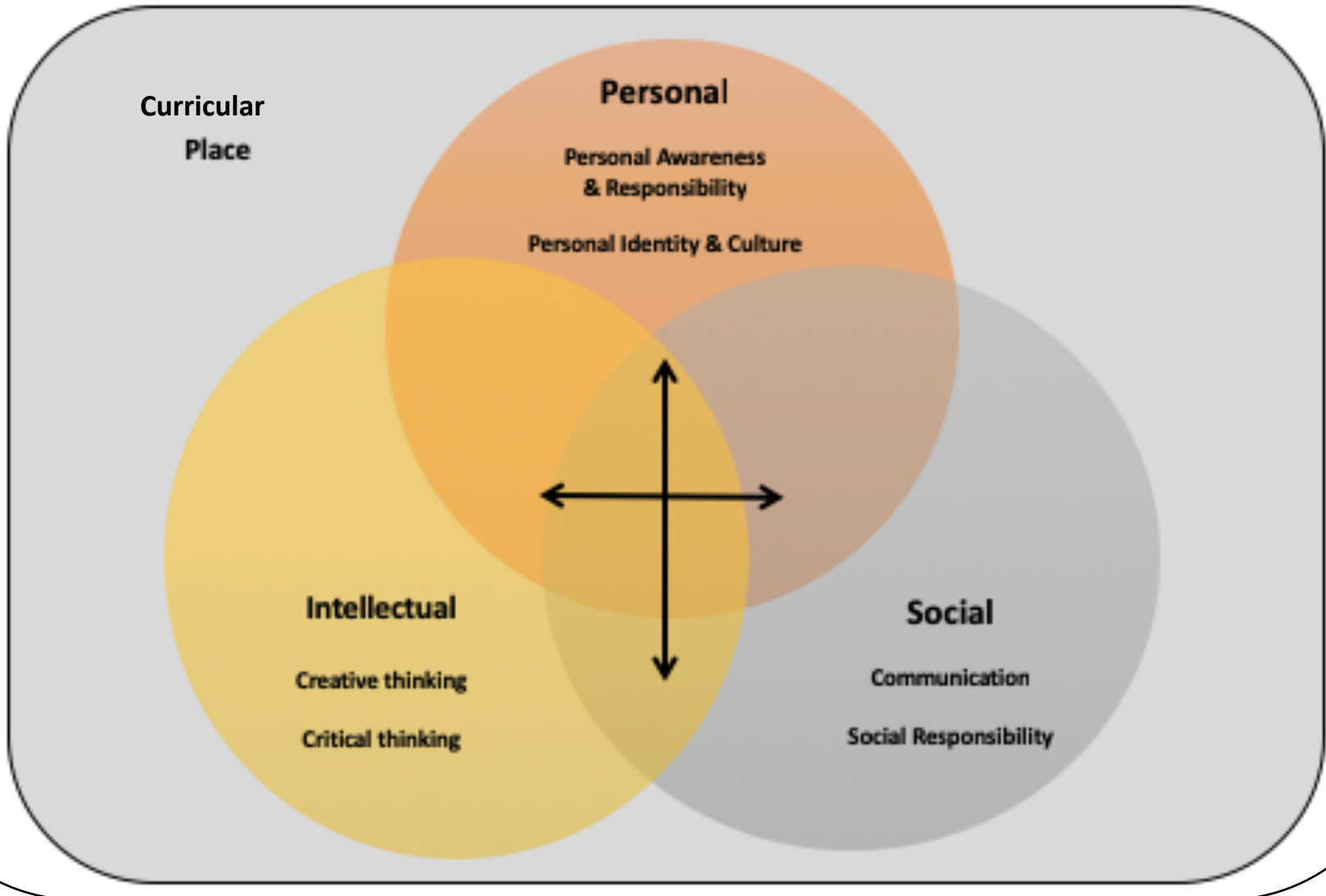
M – Meaningful Goals

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

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



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



A - Authentic Goals (British Columbia)

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



R - Responsive Goals

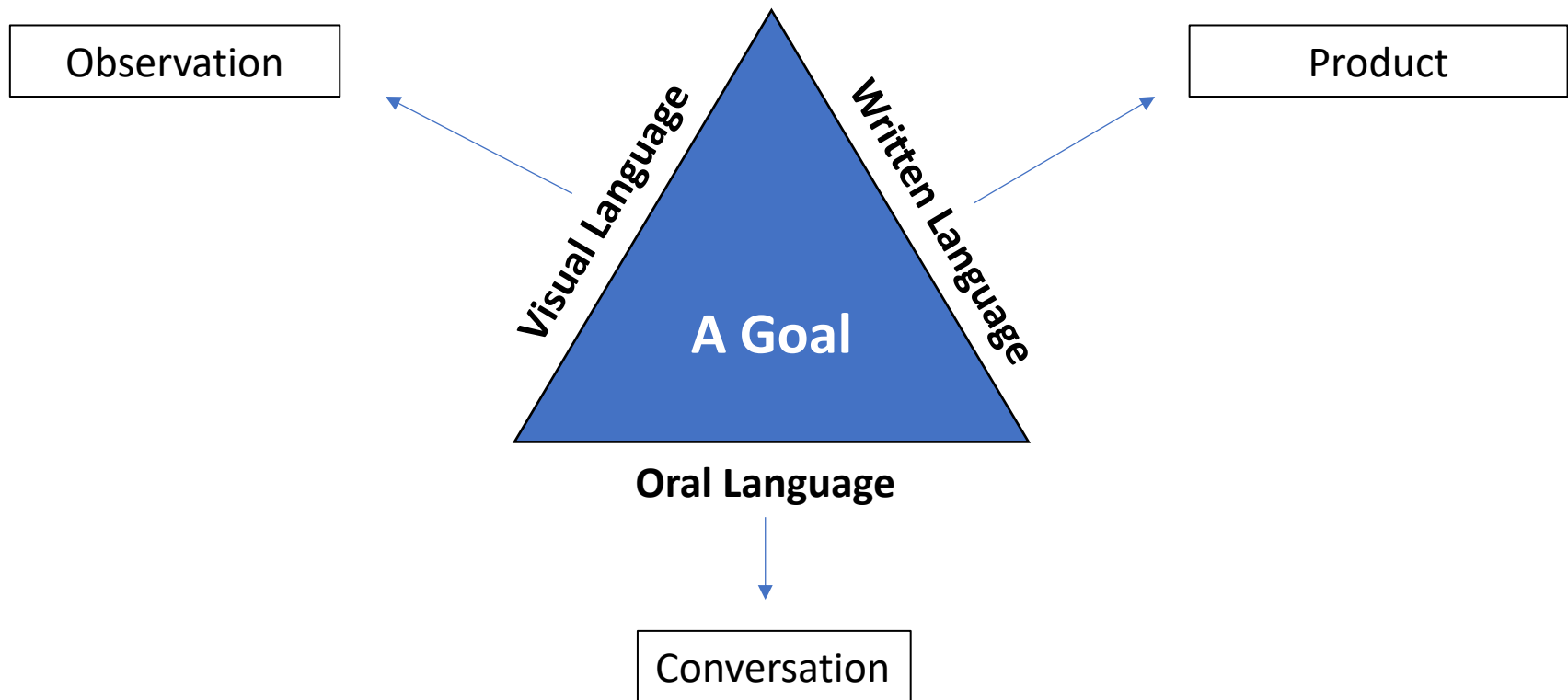
Student and **Family** and **Classroom** driven:

- IEPs that responding to student and family's priorities and values
- IEPs that responding to teachers and classrooms instead of an IEP that is added on to an already existing classroom plan

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

T - Triangulated Evidence



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

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)

S.M.A.R.T. Goals

S - Strength Based

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T - Triangulated

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

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

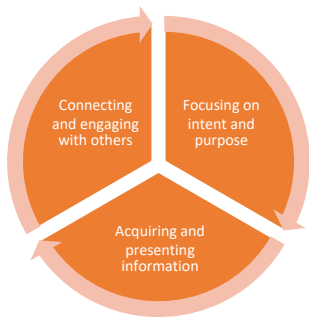
IEP Goals (2 parts)

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



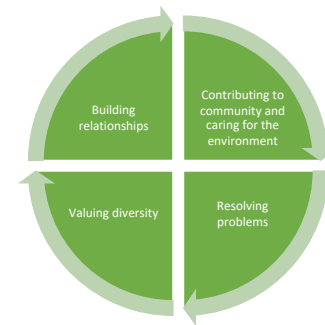
Collaboration



Critical and Reflective Thinking



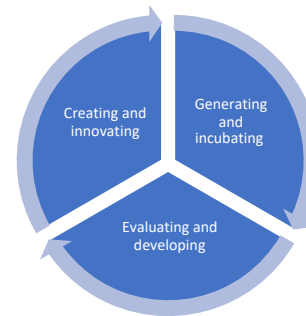
Social Awareness/ Responsibility



Positive Personal and Cultural Identity



Personal Awareness and Responsibility



Creative Thinking



Core Competencies “I can” Statements Aligned to Inclusive Lenses

	Personal Purpose		Social Purpose			Intellectual/Learning Purpose		
	Personal & Social Competencies			Communication Competencies			Thinking Competencies	
	Personal Awareness & Responsibility	Positive Personal & Cultural Identity	Social Awareness & Responsibility	Collaboration	Communication	Critical & Reflective Thinking	Creative Thinking	
Profile One	<p>PAR 1 a) I can show a sense of accomplishment and joy</p> <p>PAR 1 b) I can express needs and wants and preferences</p> <p>PAR 1 c) I can recognize my emotions</p>	<p>PPC 1a) I am aware of myself as different from others</p> <p>PPC 1b) I know my name</p> <p>PPC 1c) I am aware of my family and/or my caregivers</p>	<p>SAR 1a) I am aware of others in my surroundings</p> <p>SAR 1b) I can have fun with my family and friends</p> <p>SAR1c) I can help and be kind</p> <p>SAR1d) I can tell if someone is sad or angry and try to make them feel better</p> <p>SAR1e) I am aware that other people can be different than me</p>	<p>COL 1a) I can participate with others</p>	<p>COM 1a) I can respond meaningfully to communication from peers and adults</p>	<p>CRI 1a) I can get ideas when I play</p> <p>CRI 1b) I can get ideas when I use my senses to explore</p> <p>CRT 1c) I can have fun when I use my ideas to play</p> <p>CRT 1d) I can make my ideas work and/or I can change my what I am doing</p>	<p>CRE 1a) I can explore using materials and/or actions</p> <p>CRE 1b) I can explore and communicate whether I like something or not</p>	
Profile 2	<p>PAR 2a) I can feel happy and proud</p> <p>PAR 2b) I know and can seek out experiences that make me feel happy and proud</p> <p>PAR 2b) I can celebrate my efforts and accomplishments</p> <p>PAR 2c) I can use strategies to help me manage my feelings and emotions</p> <p>PAR 2d) I can give evidence of my learning</p> <p>PAR 2e) I can recognize and/or explain my role in learning activities</p> <p>PAR 2f) I can participate in activities that support my wellbeing</p> <p>PAR 2g) I can describe how specific choices can affect my wellbeing</p>	<p>PPC 2a) I can identify my attributes</p> <p>PPC 2b) I can identify objects or images that represent me or things that are important to me</p> <p>PPC 2c) I can explain what I like and dislike and why</p> <p>PPC 2d) I can describe my family, home and/or community</p>	<p>SAR 2a) I can build relationships</p> <p>SAR 2b) I can work and play cooperatively</p> <p>SAR 2c) I can participate in activities to care for and improve my social and physical surroundings</p> <p>SAR 2d) I can use materials respectfully</p> <p>SAR 2e) I can solve problems myself and ask for help when I need it</p> <p>SAR 2f) I can listen to others' ideas and concerns</p> <p>SAR 2g) I can be part of a group and invite others to join</p> <p>SAR 2h) I can identify when something is unfair to me or others</p>	<p>COL 2a) I can contribute in group activities</p> <p>COL 2b) I can cooperate with others</p> <p>COL 2c) I can listen respectfully to other people's ideas</p> <p>COL 2d) I can work with others for a specific purpose</p>	<p>COM 2a) I can communicate and listen to peers and adults by talking</p> <p>COM 2b) I can communicate for a purpose</p> <p>COM 2c) I can communicate information about topics that are important to me</p> <p>COM 2d) I can answer simple and direct questions about my experiences</p>	<p>CRT 2a) I can ask questions</p> <p>CRT 2b) I can make predictions</p> <p>CRT 2c) I can use my senses to gather information</p> <p>CRT 2d) I can explore with a purpose and use what I learn</p> <p>CRT 2e) I can communicate something about my thinking</p> <p>CRT 2f) I can contribute to and/or use criteria</p> <p>CRT 2g) I can find evidence</p> <p>CRT 2h) I can make a judgment based on evidence</p> <p>CRT 2i) I can reflect on my work and experiences and communicate to others what I learned</p>	<p>CRE 2a) I can have fun with my ideas</p> <p>CRE 2b) I can get new ideas to create new things and/or solve a problem</p> <p>CRE 2c) I can use my imagination to get new ideas, build onto other people's ideas, and/or combine my ideas with others in new ways</p> <p>CRE 2d) I can make my ideas work when there is a constraint of a form, problem or materials</p>	
Profile 3	<p>PAR 3a) I can take action to meet my wants and needs and/or joy and satisfaction</p> <p>PAR 3b) I can work towards a goal and/or solving a problem</p> <p>PAR 3c) I can use strategies to increase my feeling of well-being and help me manage my feelings and emotions</p> <p>PAR 3d) I can connect my actions with both positive and negative consequences and can make adjustments</p> <p>PAR 3e) I can accept feedback</p> <p>PAR 3f) I can make decisions about my activities and take responsibility for my physical and emotional well-being</p>	<p>PPC 3a) I can identify my individual characteristics</p> <p>PPC 3b) I can explain what interests me</p> <p>PPC 3c) I can describe different groups that I belong to</p>	<p>SAR 3a) I can build and sustain relationships</p> <p>SAR 3b) I can share my feelings in my relationships</p> <p>SAR 3c) I can contribute to group activities that make my classrooms, school, community and/or natural world a better place</p> <p>SAR 3d) I can consider different perspectives of an issue, clarify problems, consider alternatives and evaluate strategies</p> <p>SAR 3e) I can demonstrate respectful and inclusive behaviour with people I know</p> <p>SAR 3f) I can explain why something is fair or unfair</p>	<p>COL 3a) I can take on different roles and task in the group and work respectfully and safely in our shared space</p> <p>COL 3b) I can express my ideas and help others feel comfortable to share theirs so that all voices feel included</p> <p>COL 3d) I can work with others to achieve a common goal and can evaluate our group processes and results</p>	<p>COM 3a) I can participate in conversations for a variety of purposes</p> <p>COM 3b) I can listen and respond to others</p> <p>COM 3c) I can consider my purpose when I am choosing a form and content</p> <p>COM 3d) I can communicate clearly about topics that I know and understand well, using forms and strategies I have practices</p> <p>COM 3e) I can gather the information I need and present it</p>	<p>CRT 3a) I can ask open-ended questions, explore and gather information</p> <p>CRT 3b) I can experiment purposefully to develop options</p> <p>I can contribute to and use criteria</p> <p>CRT 3c) I can describe my thinking and how it is changing</p> <p>CRT 3d) I can use observations, experiences and my imagination to draw conclusions, make judgements and/or ask new questions</p> <p>CRT 3e) I can establish goals individually with others</p> <p>CRT 3f) I can connect my learning with my experiences, efforts and goals</p> <p>CRT 3g) I can give and receive constructive feedback</p>	<p>CRE 3a) I can generate new ideas as I pursue my interests</p> <p>CRE 3a) I can deliberately learn a lot about something by doing research, talking to others, or practicing so that I can generate new ideas about it</p> <p>CRE 3a) I can build skills I need to make my ideas work, and I usually succeed, even if it takes a few tries</p> <p>CRE 3a)</p>	
Profile 4	<p>PAR 4a) I can accept myself</p> <p>PAR 4b) I can recognize my strengths & stretches</p> <p>PAR 4b) I can advocate for myself and my ideas</p> <p>PAR 4c) I can engage with ideas and/or information that is challenging for me</p> <p>PAR 4d) I can be focused and determined</p> <p>PAR 4e) I can set goals and use strategies to accomplish them</p> <p>PAR 4f) I can persevere through a challenging task</p> <p>PAR 4g) I can tell when I am getting angry and/or upset or frustrated and I have strategies to calm myself</p> <p>PAR 5h) I can make choices that benefit my well-being and keep me safe in the communities that I belong to</p>	<p>PPC 4a) I can describe and demonstrate pride in my positive qualities, characteristics and/or skills</p> <p>PPC 4b) I can explain why I make specific choices</p> <p>PPC 4c) I can represent aspects of my cultural contexts through words and or images</p> <p>PPC 4d) I can describe way that I participate in or am connected to a community</p>	<p>SAR 4a) I can build relationships and be a thoughtful and supportive friend</p> <p>SAR 4b) I can identify ways that my actions and the actions of others affect my community and the natural environment</p> <p>SAR 4c) I can look for ways to make my classrooms, school, community, or natural world a better place and identify small things I can do that would make a difference</p> <p>SAR 4d) I can demonstrate respectful and inclusive behaviour in a variety of settings, and I recognize that everyone has something to offer</p>	<p>COL 4a) I can identify and apply roles and strategies to facilitate group work</p> <p>COL 4b) I can draw on past experiences to negotiate and develop group processes</p> <p>COL 4c) I can be an active listener and speaker</p> <p>COL 4d) I can share my ideas and try to connect them with other people's ideas</p> <p>COL 4e) I can ask clarifying questions (about others' ideas) and check for understanding when appropriate</p> <p>COL 4f) I can test my ideas with others and consider their input</p> <p>COL 4g) I can help resolve conflicts and challenges as they arise</p> <p>COL 4h) I can recognize how my contributions and those of others complement each other</p> <p>COL 4i) I can plan with other and adjust out plan according to the group's purpose</p>	<p>COM 4a) I can share my ideas and try and connect them with others' ideas</p> <p>COM 4b) I am an active listener and can make connections</p> <p>COM 4c) I am an active listener ask clarifying and extending questions when appropriate</p> <p>COM 4d) I can plan ways to make my message clear and engaging for my audience</p> <p>COM 4e) I can create communications that focus on a variety of purposes and audiences</p> <p>COM 4f) I can acquire the information that I need for specific tasks and for my own interests and present information clearly</p>	<p>CRT 4a) I can use that I know to observe to identify problems and ask questions</p> <p>CRT 4b) I can explore and engage with materials and sources</p> <p>CRT 4c) I can develop and adapt criteria, check information, assess my thinking and develop reasoned conclusions, judgements and/or plans</p> <p>CRT 4d) I can consider more than one way to proceed and make choices based on my reasoning and what I am trying to do</p> <p>CRT 4e) I can assess my own efforts and experiences and identify new goals</p> <p>CRT 4f) I can give, receive and act on constructive feedback</p>	<p>CRE 4a) I can get ideas that are new to my peers</p> <p>CRE 4b) I can use my creative ideas to express myself</p> <p>CRE 4c) I can use strategies deliberately for quieting my mind so that I can be creative</p> <p>CRE 4d) I can use my experiences with various steps and attempts to direct my future work</p>	

Core Competency Goals

- All students who have an IEP
- Family & students choose goal areas
 - I.e. Personal, Social and/or Intellectual
- Family, students & team choose core competencies (1-3)
 - E.g. social responsibility, critical thinking etc.
- Family, students & team choose core competency goals (3-5)
 - E.g. I can be part of a group, I can show accomplishment & joy
 - From common curriculum as peers
- Team chooses objectives and strategies for each goal
 - E.g. I can be part of a group *by taking turns*
 - Individualized to student
- Student & Family review goals offer feedback

CB IEP V.11

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

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

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

Individualized Objective for Ben



Competency Goals				
Competency	Personal Awareness & Responsibility	Competency IEP Goal 1	I can show a sense of accomplishment and joy by...	
Objective 1A	showing when I am happy		Instructional Strategies	Take photos, videos of B when he is happy, match to activity or event
Objective 1B	celebrating when I have worked hard		Instructional Strategies	Have Ben choose something he is proud of every day, share with parents in communication journal

Competency	Communication	Competency IEP Goal 2	I can respond to peers and adults by...	
Objective 2A	using my voice to ask and answer direct questions		Instructional Strategies	Prepare iPad with common and preferred responses and questions, teach peers how to use it, have peers' model
Objective 2B	showing that I am listening with my whole body		Instructional Strategies	Teach peers prompt for full body listening and provide visuals, teach B to look at peers as reference when it is time to listen

Competency	Critical Thinking	Competency IEP Goal 3	I can explore materials and actions by...	
Objective 3A	trying out new activities		Instructional Strategies	Choice of centers (of 2), keep track of centers tried, celebrate the trying of new activities, take pictures, make a "I can try new things" book
Objective 3B	using my senses to explore		Instructional Strategies	Visuals of senses connected to centers (e.g. use your _____ to explore)

Nella – Grade 9

Competency Area	Personal Awareness and Responsibility	Competency IEP Goal 1	I can make choices that help me meet my wants and needs and increase my feelings of well-being. I take responsibility for my actions by	
Objective 1A	maintaining regular check ins with my school support.		Instructional Strategies	Schedule time with counsellor Regular check-ins with RT Teach strategies for emotional regulation, ex. Breathing, progressive body relaxation Modeling and roleplaying Model positive self-talk Build rapport

Competency Area	Critical Thinking and Reflective Thinking	Competency IEP Goal 2	I can gather and combine new evidence with what I already know to develop reasoned conclusions, judgments, or plans by	
Objective 2A	using strategies for accessing prior knowledge to support new learning		Instructional Strategies	Explicitly teaching use of scaffolds, frameworks Build in time for organizing work and making a plan



Competency Area	Creative Thinking	Competency IEP Goal 3	I can get new ideas or reinterpret others' ideas in novel ways by	
Objective 3A	using my artistic skills to help me express my learning		Instructional Strategies	Provide multiple means of demonstrating learning, such as art, video, etc. Schedule time for her to verbally explain her thinking behind her projects

Nella – Grade 9

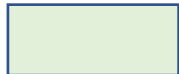
Competency Area	Personal Awareness and Responsibility	Competency IEP Goal 1	I can make choices that help me meet my wants and needs and increase my feelings of well-being. I take responsibility for my actions by	
Objective 1A	maintaining regular check ins with my school support.		Instructional Strategies	Schedule time with counsellor Regular check-ins with RT Teach strategies for emotional regulation, ex. Breathing, progressive body relaxation Modeling and roleplaying Model positive self-talk Build rapport

Competency Area	Critical Thinking and Reflective Thinking	Competency IEP Goal 2	I can gather and combine new evidence with what I already know to develop reasoned conclusions, judgments, or plans by	
Objective 2A	using strategies for accessing prior knowledge to support new learning		Instructional Strategies	Explicitly teaching use of scaffolds, frameworks Build in time for organizing work and making a plan

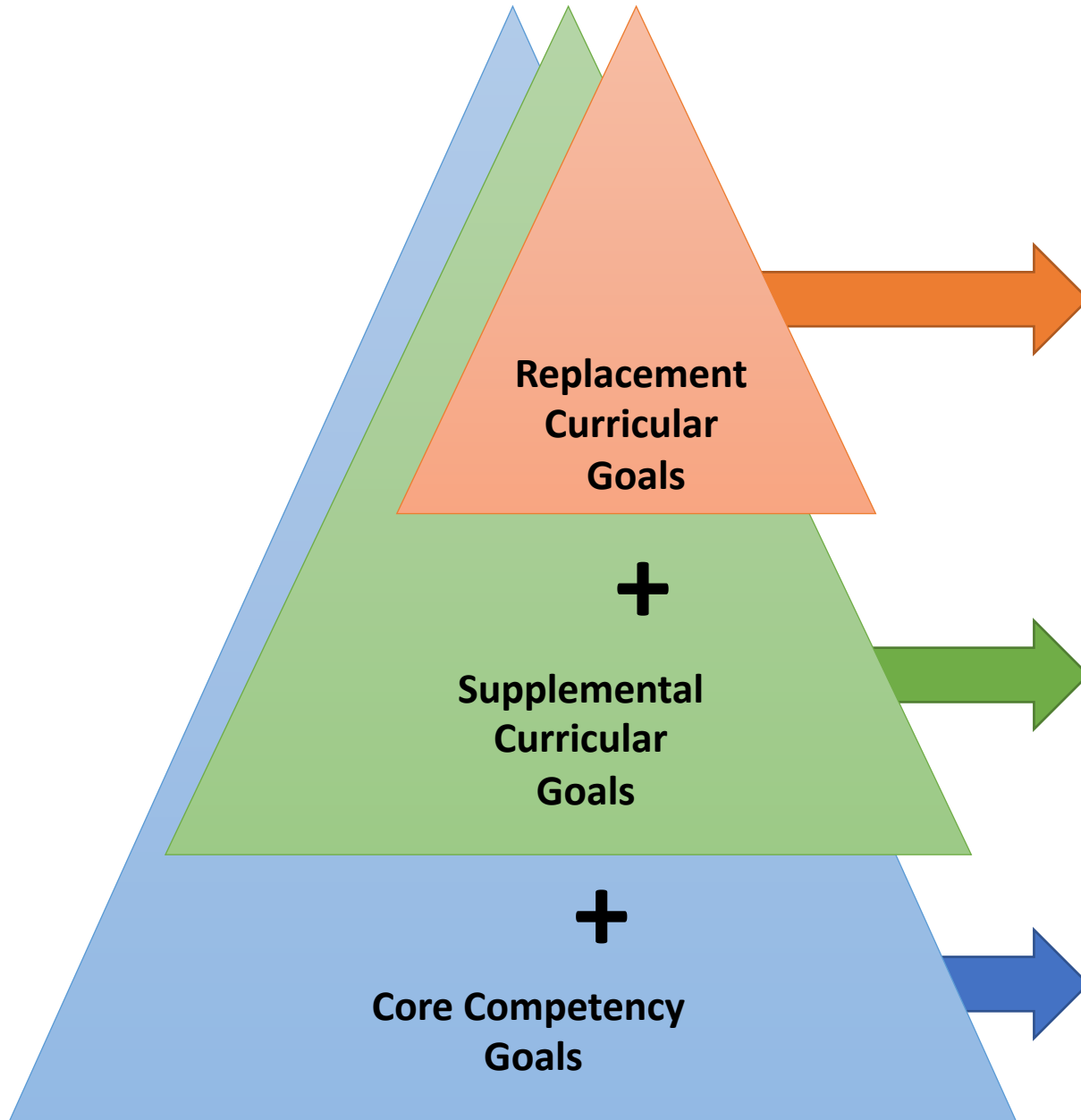
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Objective 3A	using my artistic skills to help me express my learning		Instructional Strategies	Provide multiple means of demonstrating learning, such as art, video, etc. Schedule time for her to verbally explain her thinking behind her projects



Determined by Student, Family & Team



Determined by Team with Family Feedback



Core Competency Goals

- Few students who have an IEP

Core Competency Goals

- Most students who have an IEP

Core Competency Goals

- All students who have an IEP

IEP Learning Series



Sat, Dec 5, 10:30 AM

**Inclusive & Competency Based IEPs Session 1 : History & Rationale
REPLAY**

\$15



Wed, Dec 9, 3:30 PM

Inclusive and Competency Based IEPs Part 2: The role of place

\$20



Sat, Jan 23, 9:00 AM

Inclusive and Competency Based IEPs Part 3: Student agency

\$20



Wed, Feb 10, 3:30 PM

**Inclusive and Competency Based IEPs Part 4: Planning with
Purpose**

\$20



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