



# Inclusive & Competency Based IEPs

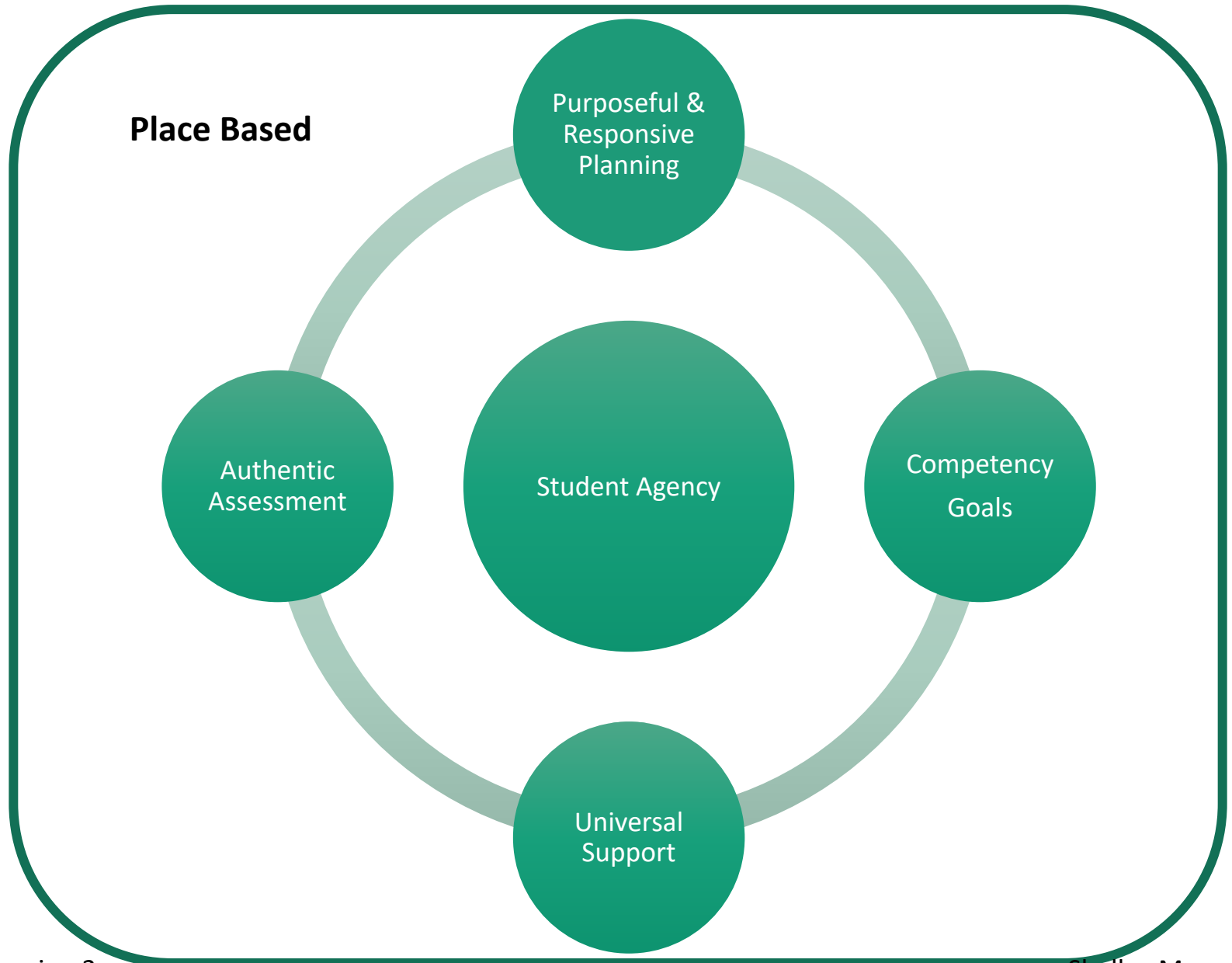
## Session 3: The Importance of Student Agency



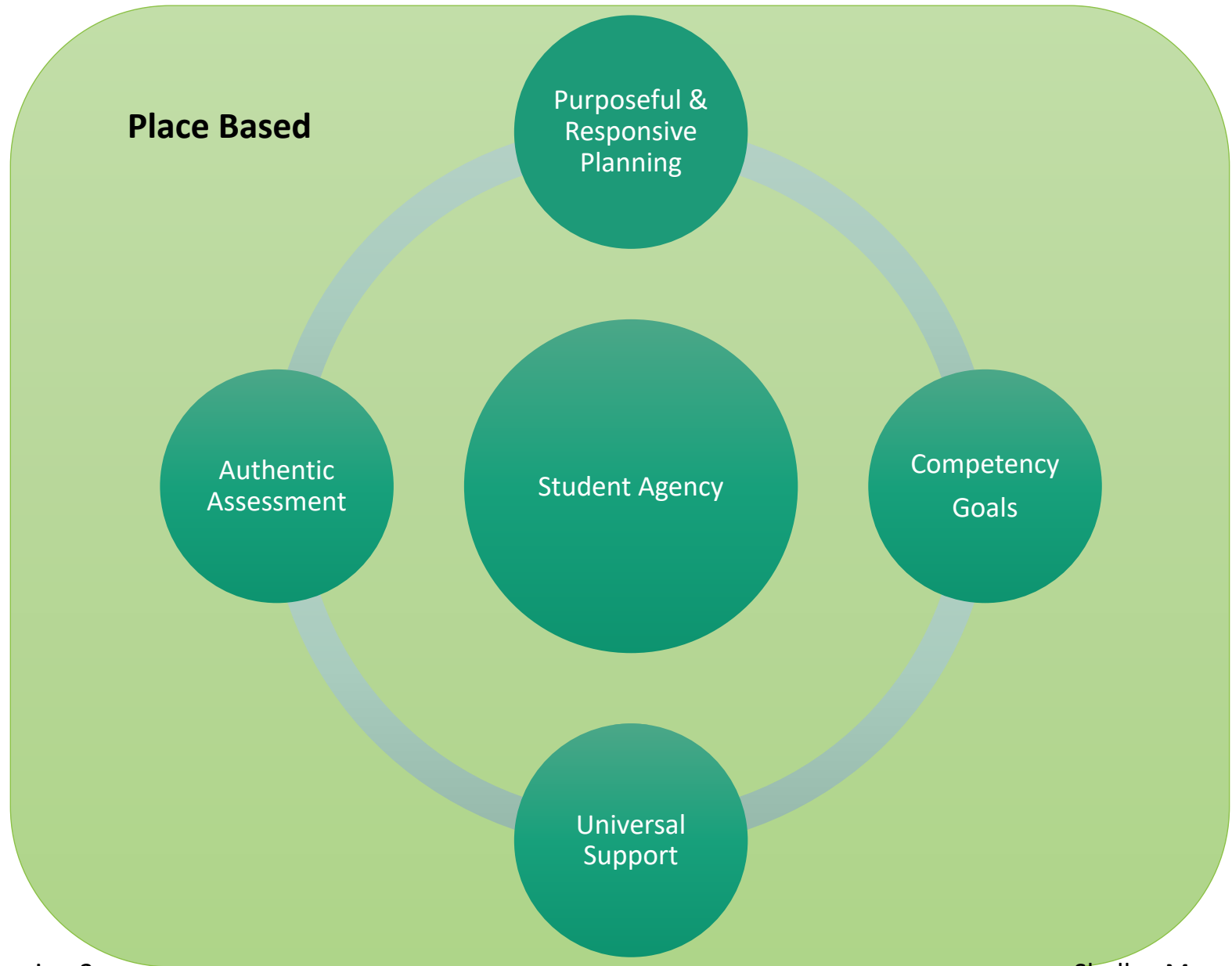
# Dr. Leyton Schnellert

- Dr. Leyton Schnellert is an Associate Professor in the University of British Columbia's (UBC) Department of Curriculum & Pedagogy and the Eleanor Rix Professor of Rural Education.
- His scholarship attends to how teachers and teaching learners and learning, can mindfully embrace student diversity and inclusive education. Dr. Schnellert is the Pedagogy and Participation research cluster lead in UBC's Institute for Community Engaged Research (ICER) and Inclusive Education research lead with the Canadian Institute for Inclusion and Citizenship.
- His community-based collaborative work contributes a counter-argument to top-down approaches that operate from deficit models, instead, drawing from communities' funds of knowledge to build participatory, place conscious, and culturally responsive practices. His research, teaching, and practice also attend to self regulated learning.
- Dr. Schnellert has been a middle and secondary school classroom teacher, and a learning resource teacher K-12. His books, films and research articles are widely referenced in local, national and international context.

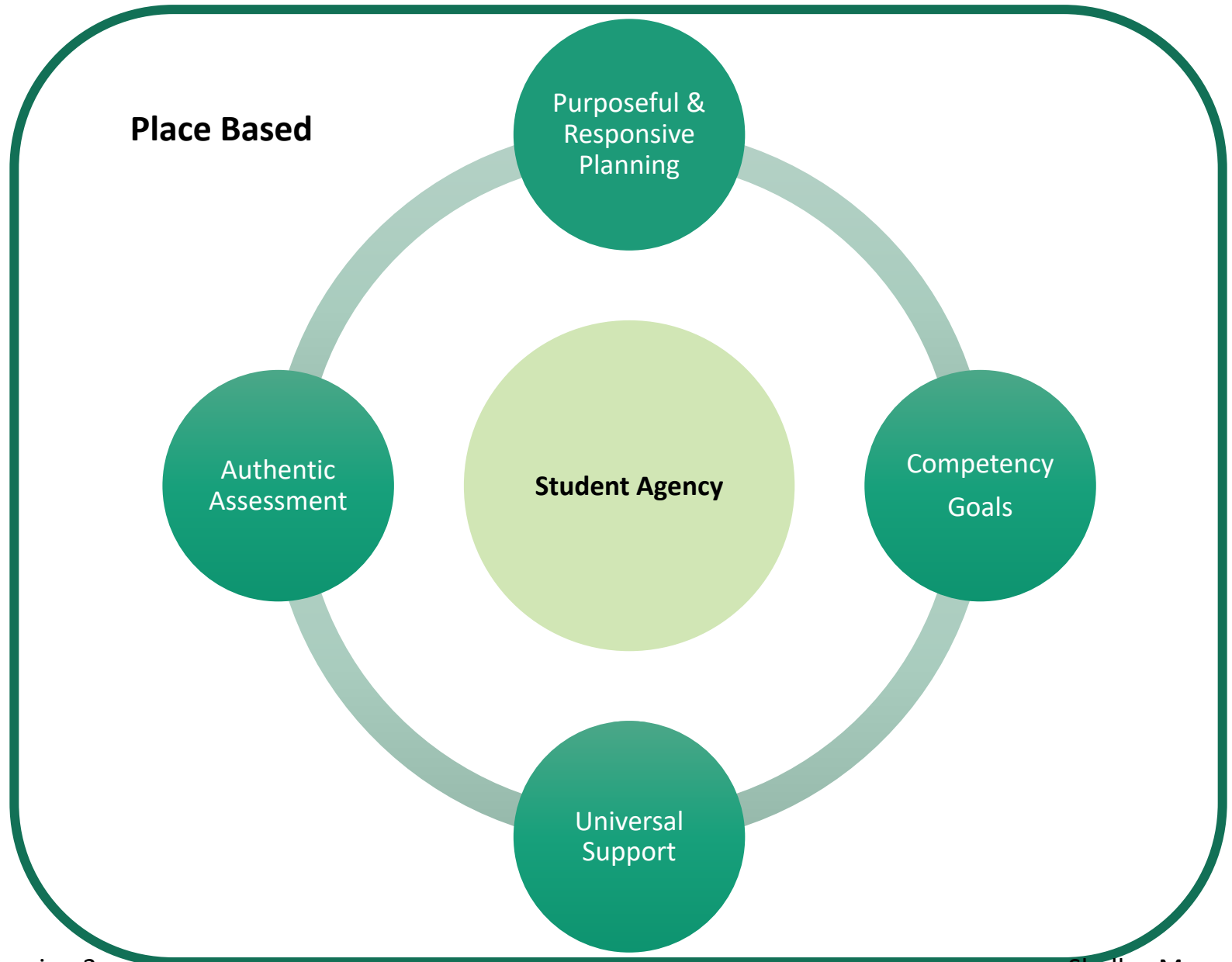
# Guiding Principles of a Renewed IEP



# Guiding Principles of a Renewed IEP



# Guiding Principles of a Renewed IEP



- What is **Student Agency**?
- Why is **Student Agency** Important?
- How do we support the development of **student agency**?

# What is Student Agency?

**Agency:** Where a person has the right to manage decisions and choices, to control positive outcomes in their life.

- Michael Wehmeyer,

**Student Agency:** Where a student has the right to manage decisions and choices, to control positive outcomes in their learning.

# Why is Student Agency Important?

- Student agency is playing a central role in curricular reform movements worldwide for all students, and emphasizes putting students in control of their learning
- Student agency is connected to skills needed for society today and tomorrow and focuses on supporting students to:
  - Make choices
  - Make decisions
  - Solve problems
  - Set goals
  - Self-regulate
  - Self advocate
  - Be self aware

- Ghobary, 2007 Wehmeyer, 2006

# What about Students with Disabilities?

- The IEP has become the agent FOR a student, instead of supporting a student to be their own agent
- IEPs have become documents that communicate how adults have:
  - Made choices for students
  - Made decisions for students
  - Solved problems about students
  - Set goals for students
  - Regulated students
  - Advocated for students
  - Othered students

# What about Students with Disabilities?

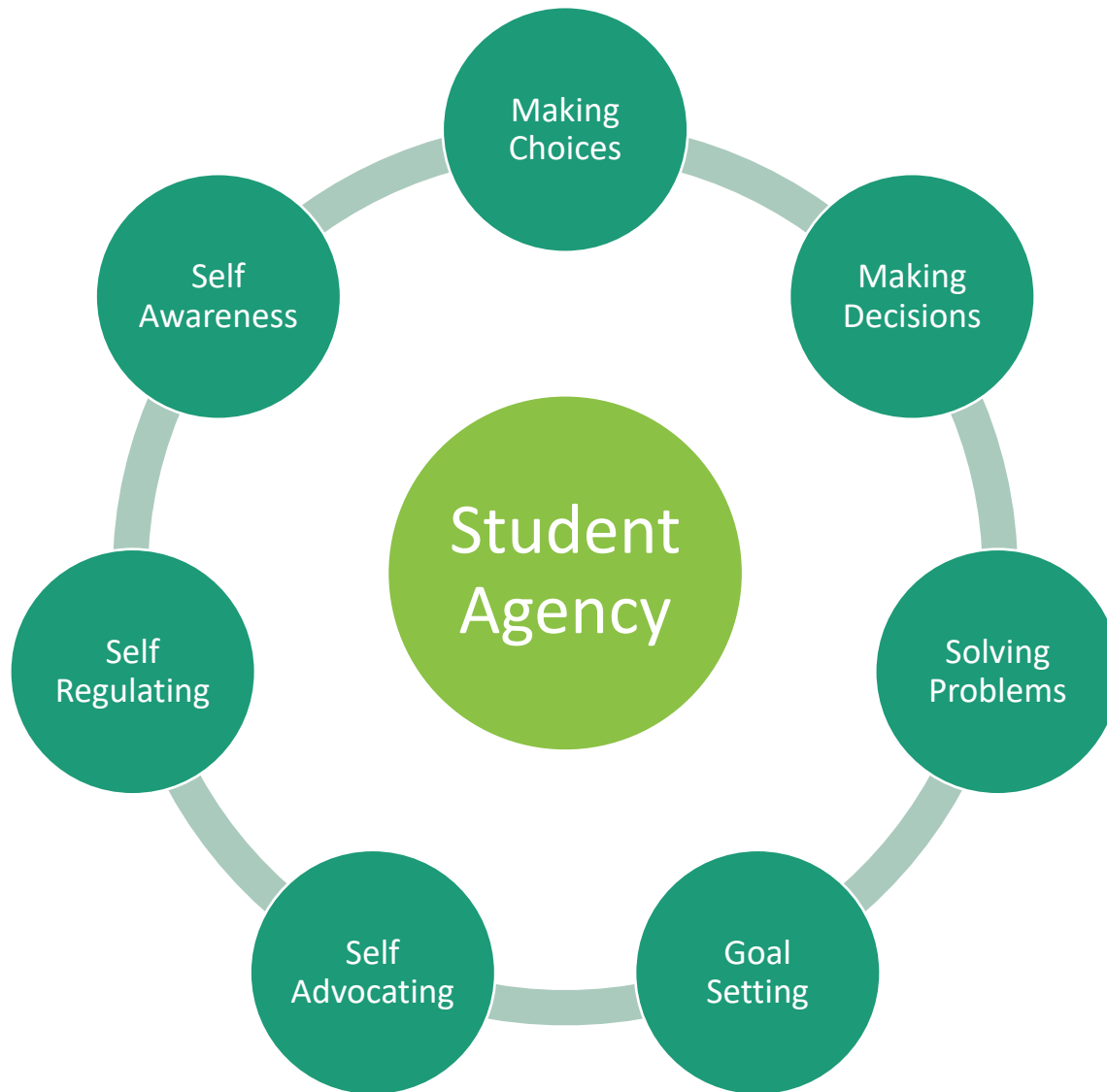
- Many students with disabilities have been **left out** of IEP conversations, making IEPs that are written *about* them instead of *with* them
- Many students **do not even know** they have an IEP
- IEPs *about* students has led to, **little or no ownership** of learning
- IEPs *about* students, effect their **perception of self** and their **determination** beyond school

# How do we support Student Agency?

All students need to:

- Know **who they are** as a person and a learner
- Know their **strengths & interests**
- Know their **stretches & needs**
- Be **included in goal setting** and/or understand why a goal is **important to their learning and life**
- Know and choose what **supports** and **strategies** they need to meet a goal
- Know when **they have met a goal** or how to **adjust a goal** if needed
- Be able to **show** how they have **met a goal**
- Know what **a next step in learning** could be

# Student Agency

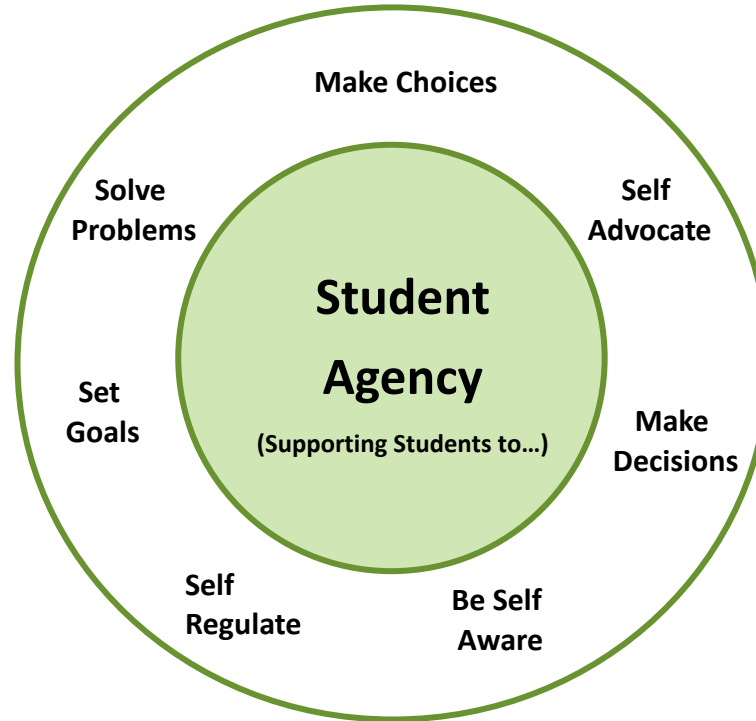


# Student Agency



# What is the role of an IEP?

Place

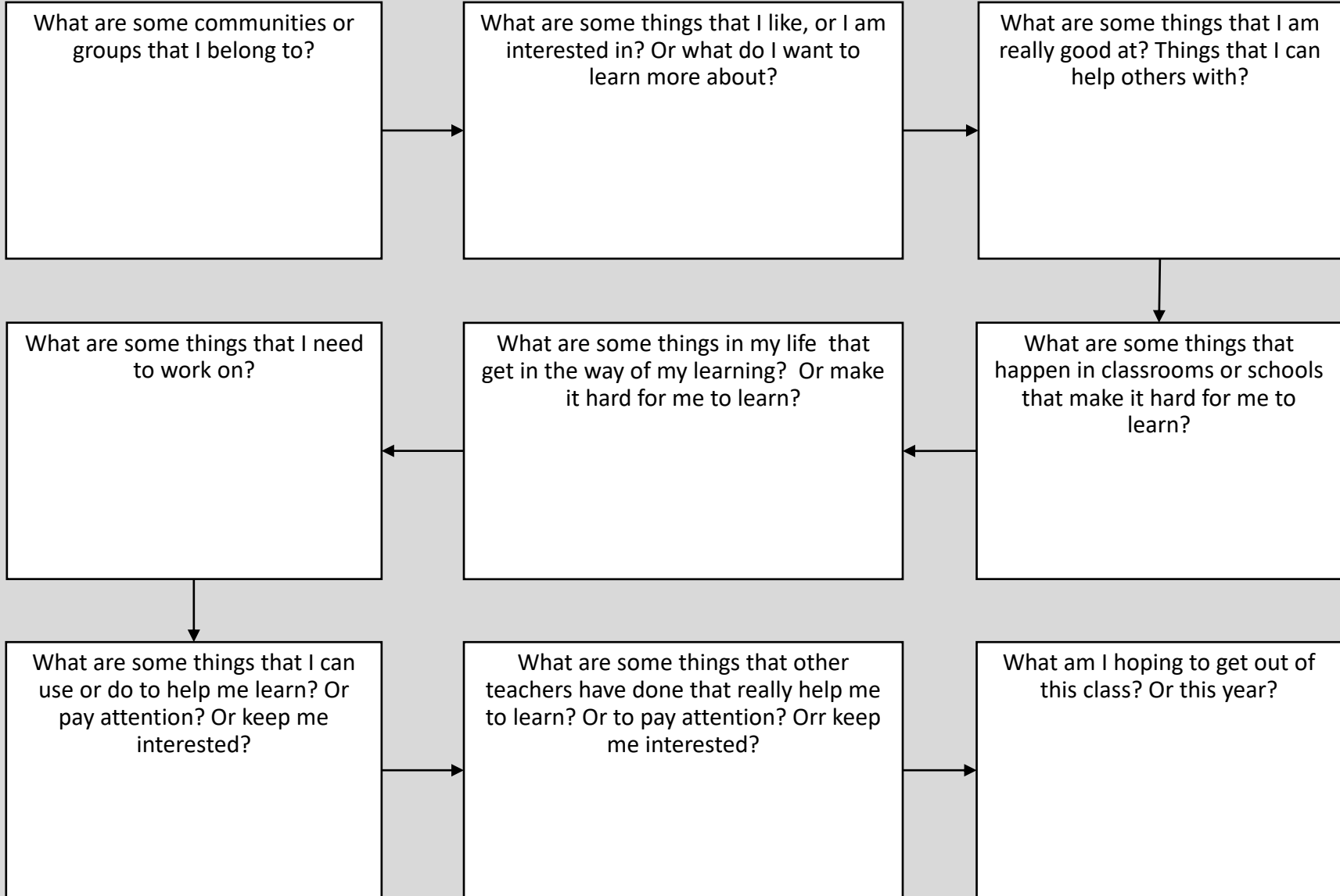


Where do we **start**?

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

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<b>Teacher Lens:</b>		
<b>Class Lens:</b>		

# Who am I? \_\_\_\_\_



**THIS IS ME!**

# Dimensions: what you ARE, not what you're NOT?

**Identities**

**Strengths**

**Goals**

What are my **dimensions**?

**Interests**

**Strategies**

**Needs**

**Supports**

# What are your Identities?

- What communities do I belong to?
- What colours are bright for me?
- What colours are important to me?
- What colours are areas of strength or passion?
- What colours are bright at school?
- What colours are bright outside of school?
- How have my communities changed over time?

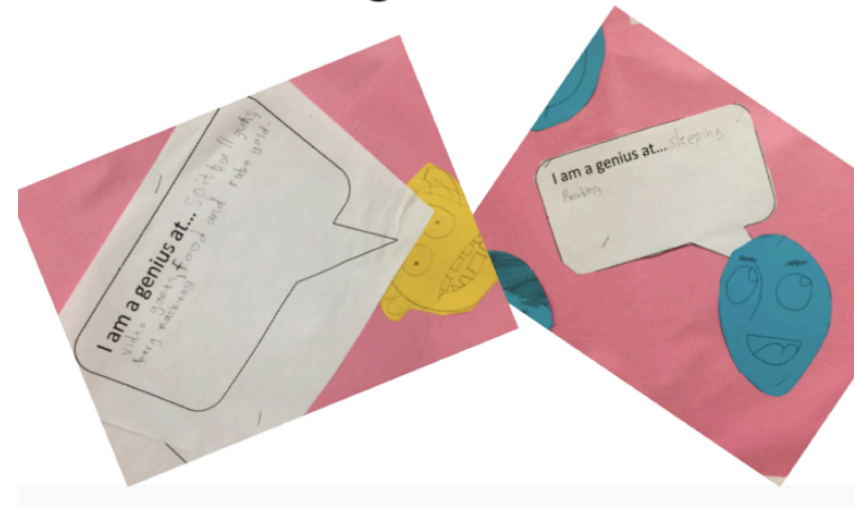




# What are my strengths??

- What are some things that I am really good at?
- What are things I can do on my own?
- What are some things that I can help others with or teach to others?

What are strengths?



# What are my **stretches**??

- What do I need to get better at?
- Things that I can control
- Things that are hard, but am getting better at?
- Things I need some support with?



# What are my **needs**??

- What effects my learning that is out of my control?
- What effects me at school and at in life?
- What will I need support for for a long time?



# What are **supports** that can help me?

- What are some **tools** that I can use to help me learn?
- What **tools** help me to pay attention and keeps me interested?

# What are **strategies** that can help me?

- 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?

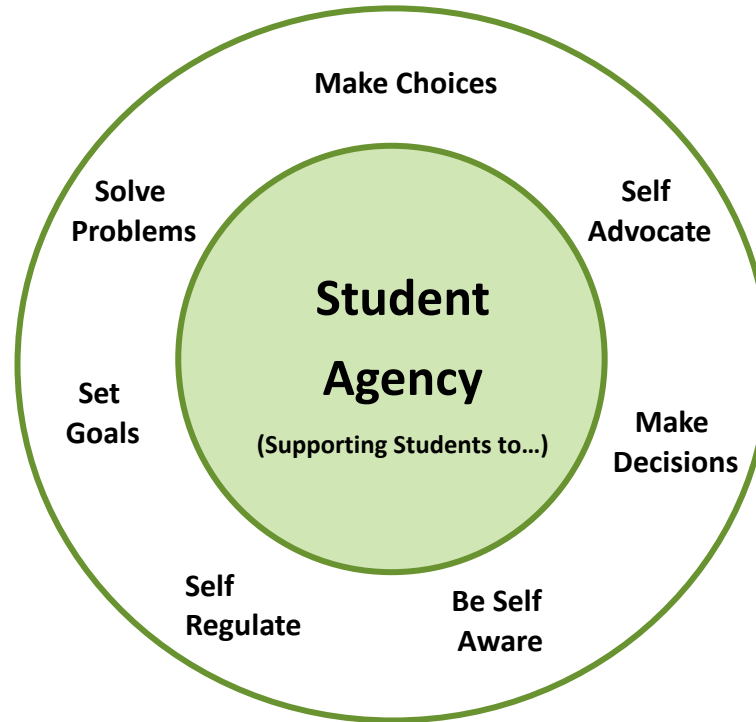
# What are my **goals**??

- 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?



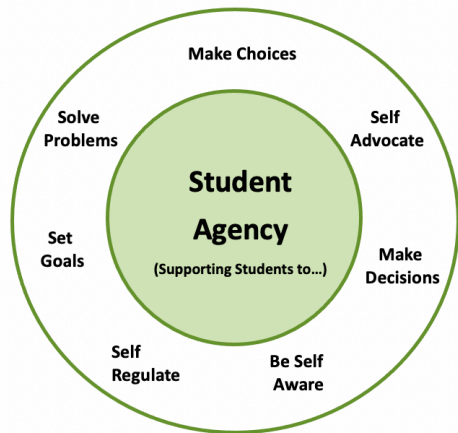
# What is the role of an IEP?

Place



# Inclusive & Competency Based IEP

- Page 1
  - Student Profile
  - Learner Profile



School:	Student Profile
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Who am I as a person?			
	Name		Age
	Grade		Year
A little about me...			
Words that I or others might use to describe me and/or who I am as a person	My identities are:		
Things I spend a lot of time doing, and/or things I want to learn about	My interests are:		
Things I want my teachers to know about me/ things that will help others understand me better	My needs are:		

Who I am as a learner			
My Strengths	For myself	With others	When I am learning
(Things I'm good at and can help others with)	I think...	I think...	I think...
	My team thinks...	My team thinks...	My team thinks...
My Stretches	For myself	With others	When I am learning
(Things I need help with or need more practice at, things I want to get better at this year)	I think...	I think...	I think...
	My team thinks...	My team thinks...	My team thinks...

School:	Student Profile
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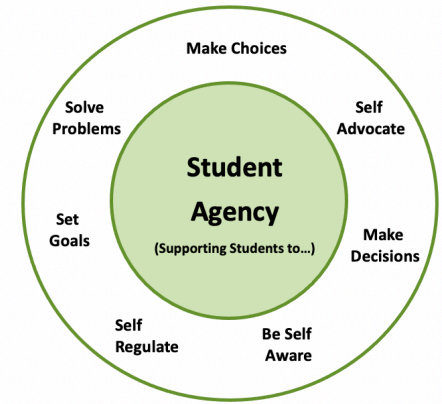
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	Name		Age
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	<b>A little about me...</b>		
	Words that I or others might use to describe me and/or who I am as a person	<b>My identities are:</b>	
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	Things I want my teachers to know about me/ things that will help others understand me better	<b>My needs are:</b>	

**Who I am as a learner**

<b>My Strengths</b>	<b>For myself</b>	<b>With others</b>	<b>When I am learning</b>
(Things I'm good at and can help others with)	I think...	I think...	I think...
	My team thinks...	My team thinks...	My team thinks...
<b>My Stretches</b>	<b>For myself</b>	<b>With others</b>	<b>When I am learning</b>
(Things I need help with or need more practice at, things I want to get better at this year)	I think...	I think...	I think...
	My team thinks...	My team thinks...	My team thinks...

School: Creekside Alternate	Student Profile
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Who am I as a person				
	Name	Josh Sutton	Age	18
	Grade	12	Year	2019
	A little about me...			
	My identities are:	Tall, Lazy, Tired, Bored		
	My interests are:	Cars, my girlfriend, weed shops, when my dad visits		
	My needs are:	I need to take breaks so I can vape, it keeps me calm. I like to eat when I get to school. Sometimes I'm late. Don't like to be called on. I get mad sometimes and walk out.		



Who I am as a learner			
My Strengths	For myself	With others	When I am learning
	I think... - I take care of my sister, make sure she eats and stuff	I think... - I have friends, they're cool - I help my friends when we game	I think... - I'm ok at math, I guess, like I don't need a calculator sometimes
	My team thinks... Teacher: Josh is kind and patient. He always says hello to everyone in room when he gets to school. He has persevered through many challenges and always is true to his word.	My team thinks... Mom: Josh is reliable and know what I need before I do sometimes. I know that I am not always the best at being a mom, but Josh sees the good in me and is loyal. It has been me and him from the start.	My team thinks... Teacher: Josh is so bright, I know he thinks he can't remember things, but his mind is like a camera, if it's visual, he remembers, every time.
	My Stretches	For myself	With others
	I think I need to get better at: - Trying not to break or pound people - Sleeping more - Getting a job - Not getting arrested	I think... - I dunno, people make me mad	I think... - I wanna read better - Can't remember stuff
	My team thinks... Counsellor: I think Josh needs to see himself more positively. I wish he could see how great he is. I know school has been hard on him and that he is	My team thinks... EA: Josh is well liked, however, sometimes he gets frustrated and loses his patience with people. I think Josh could practice some strategies that could help him tell people when	My team thinks... Teacher: when Josh completes his work, he does great, I think Josh needs to focus on getting his assignments done and handed in.

What about students who communicate in ways  
other than **words or speech**?

## 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 with?  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 <b>Juni</b> ?  What words would you use to describe <b>Juni</b> ?	What is <b>Juni</b> interested in?  What does <b>Juni</b> like to do on their own, with their family and friends?	What is <b>Juni</b> good at?  What could <b>Juni</b> teach others?	What is hard for <b>Juni</b> but she can still do?  What do you think is something <b>Juni</b> wants to get better at?	What does <b>Juni</b> need a lot of support with?  What is something that <b>Juni</b> 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!

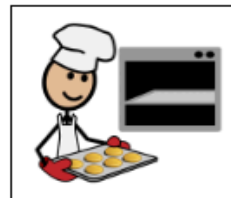
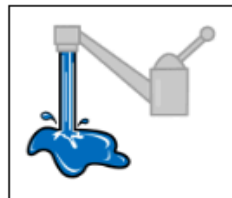
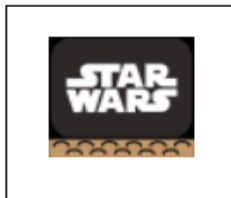
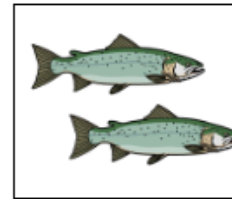
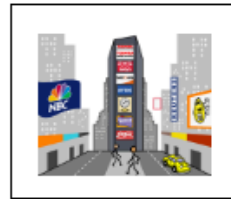
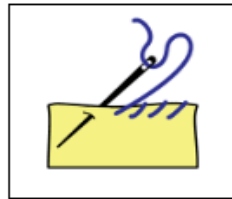
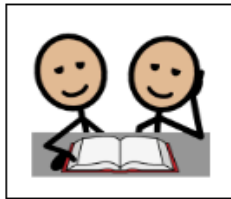
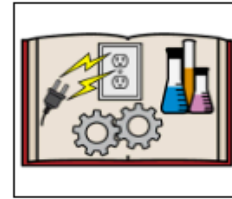
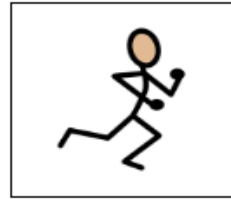
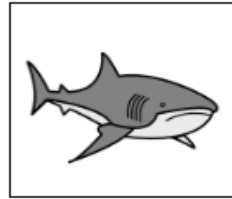
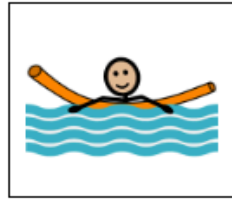
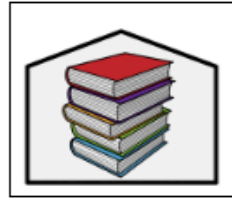
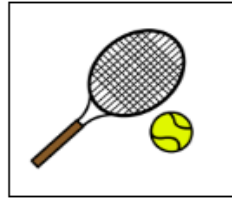
Person	Identities	Interests	Strengths	Stretches	Needs
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Person 1: Mr. Lopez  Teacher	Strong willed, smart, keen, a learner	Reading with her classmates, science topics	Being with her peers, she notices everything, asking for help	Communicating with her 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

## Help us get to know Juni!

Person	Identities	Interests	Strengths	Stretches	Needs
Your name _____	Who is <b>Juni</b> ?	What is <b>Juni</b> interested in?	What is <b>Juni</b> good at?	What is hard for <b>Juni</b> , but she can still do?	What does <b>Juni</b> need a lot of support with?
How do you know _____?	What words would you use to describe <b>Juni</b> ?	What does <b>Juni</b> like to do on her own, with her family and friends?	What could <b>Juni</b> teach others?	What do you think is something <b>Juni</b> wants to get better at?	What is something that <b>Juni</b> might not be able to do on her own yet?
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## Building my Student profile: What are my INTERESTS?

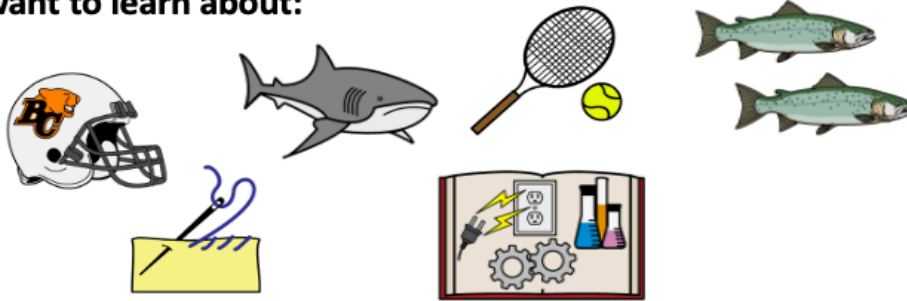




## Building my Student profile: What are my INTERESTS?

**INTERESTS** can be things we want to learn more about.

I want to learn about:



**INTERESTS** can be things like to do on our own, with out family, or with our friends.

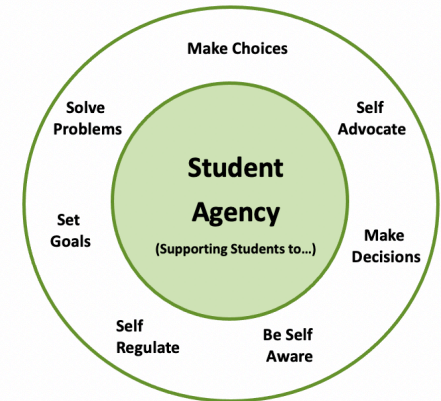
I like to:



School: Forest Heights Elementary	Student Profile
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Who am I as a person			
Name	Juniper Melnik	Age	9
Grade	4	Year	2019
A little about me...			
My identities are:	Strong, Happy, Funny, Ukrainian		
My interests are:	BC Lions, whale sharks, tennis, watching salmon in the river, sewing, learning about science		
My needs are:	I get tired, I get mad, I worry		

Who I am as a learner			
My Strengths	For myself	With others	When I am learning
	I think... - I'm good at seeing around me, playing, fashion, laughing	I think... - I am good at being with my friends, sharing, making people laugh	I think... - I'm smart
	My team thinks... Teacher: Juni is strong and loves to learn, asks for help when she needs it Benny: Juni is so funny! Classmate: Juni is happy and a great dancer Mom: Juni is kind	My team thinks... Mom: she is so great to hang out with Dad: a great listener Cousin: fun to play with Classmate: a great friend Benny: communicating with her friends	My team thinks... Mom: She notices everything, a keen observer Benny: Juni knows what she likes and doesn't like Ms. Turner: making choices
My Stretches	For myself	With others	When I am learning
	I think... I want to get better at: waking up	I think... I want to get better at: making friends, not getting so mad, playing games, using iPad to talk	I think... - I want to get better at: math
	My team thinks: Benny: doing activities that she doesn't like, or if something is too hard, and not giving up	My team thinks: Benny: working with new people Mr. Lopez: communicating what she needs when she is frustrated Ms. Turner: practice using AAC to communicate wants and needs	My team thinks I could work on: Ms. Turner: asking questions Mom: trying new things (foods)

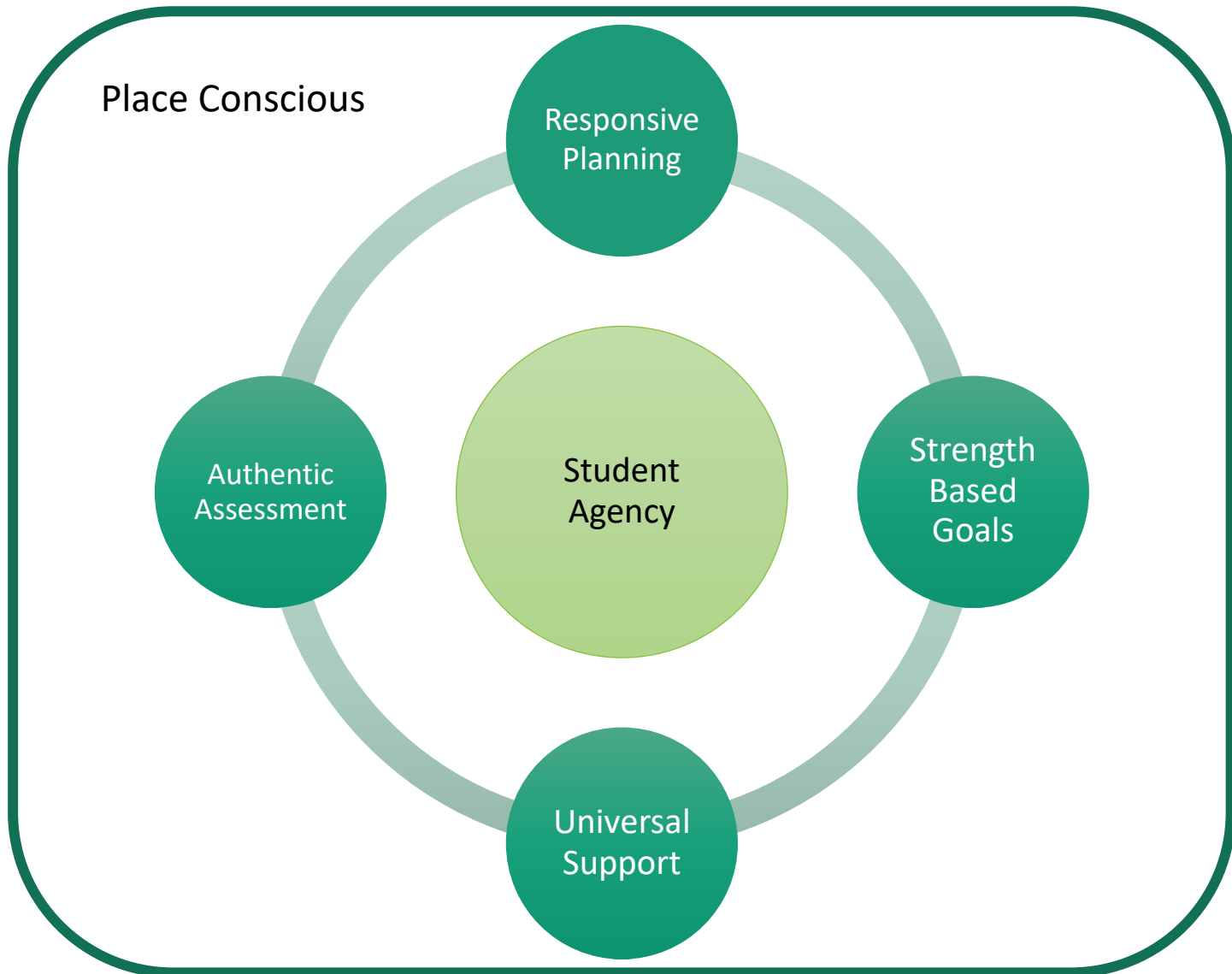


# Keeping **Student Agency** Central to the ICBIEP Process

- **Involve students** in educational planning and decision making
- Teach students to **direct their own learning**
- **Presume competence** and communicate **high expectations** to students and family
- Emphasize **interests** and **strengths** of students
- Promote **active problem solving** that involves the student
- Give students opportunities to **make choices**
- **Partner with families** and care givers to ensure meaningful involvement

Wehmeyer, Michael

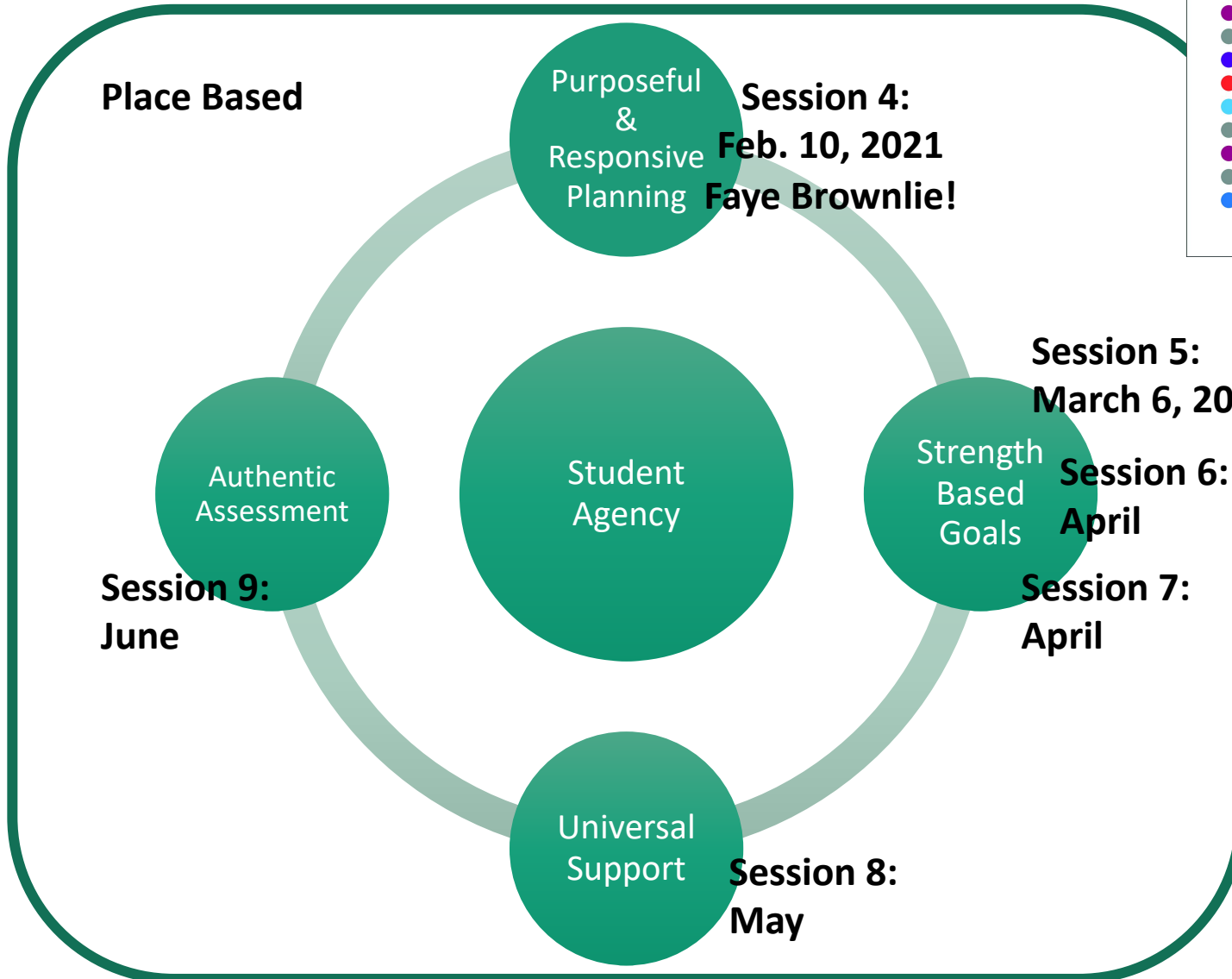
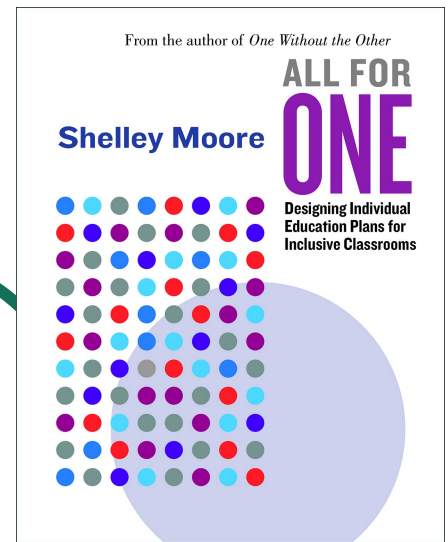
# Guiding Principles of a Renewed IEP



# 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



# Resources Connected to this Session

- Slides for this session
- Who am I? Profile
- Who am I? Profile -Visual supported version
- Student Profile (page 1 of ICBI EP)

# Access to Session 3 Recording

- Link with the password will be sent to the email that you registered with today
- Available for 72 hours after email is sent
- Opportunity to register for a REPLAY of session 3
- Missed opportunities?? (Session 1/2)
- Email: [fivemooreminutes@gmail.com](mailto:fivemooreminutes@gmail.com)



# Inclusive & Competency Based IEPs

Slides: [www.blogsomemoore.com](http://www.blogsomemoore.com)