

IEP Planning & Design (in the Time of COVID)

Twitter: @tweetsomemoore

Instagram: Five Moore Minutes

Facebook: Five Moore Minutes

www.blogsomemoore.com

www.fivemooreminutes.com

Today

- What is continuous learning?
- What are some continuous learning guidelines for ALL students?
- How can we support IEPs at home?
- Resources





We are **not** home
schooling

We surviving a crisis and
trying to **continue**
learning

What is Continuous Learning?

- CONNECTION & ENGAGEMENT
- Continuing learning (not trying to catch up)
- Focus on grade band priorities & family priorities (e.g. communication)
- Use interests & strengths
- Coach care givers
- Low tech options



Check in

What is going well?

What isn't?

What's next?

Planning Guidelines (7-9)



1 Hours/ Course/week



Focus on:

Courses enrolled (goal)

- literacy, numeracy, daily movement,
Cross curricular activities

Planning Guidelines (10-12)



1 - 2 Hours/ Course/week



Focus on:

Courses enrolled (goal)

- literacy, numeracy, daily movement,
home/life-based activities

Planning Big Ideas

- Goal based
- Choice of activities
- Organized by goals not time
- Flexibility
- Movement
- Support students to connect with each other
- Connect learning to interests
- Start accessibly, provide options for more complexity



School Assignments Hour

Work on your school assignments. Connect with your teachers & classmates online, or work on a project together. Find creative ways to stay connected and on task!



Create & Connect Hour

Come on over to @pegcityteachers & grab the daily project!



Mathematics Hour

Work on your math assignment from school. All caught up? Do a task from youcubed.org!



Quiet Time Hour

Read a book, draw, create with lego, do a puzzle, work on an art project etc Have a better idea? Great! Just do it quietly.



Fitness Hour

Get moving! Go for a walk, do a workout online, play outside. Check out GoNoodle.com. Follow a 5K training program!



Acts of Service

Do something for others. Create a chore per day chart with your family. Reach out to connect with someone who might be lonely. Find a way to serve others around you.

@pegcityteachers

What about IEPs?

1. Student and Family Priority is #1
2. Connect goals to IEP
3. Connect activities to courses
4. Connect activities into home and family life



How to Support IEP's at home?

1. Choose a student with an IEP
2. Turn each goal into an “I can” Statement
 - I can (goal) by (objective)
3. Record goals along top of Distance IEP template
4. Choose 3 - 4 focus areas based on their peer group grade level
6. Connect to classroom activities as much as possible
7. Create a student friendly and a family friendly version as needed



Supporting Virtual IEPs

1. Choose a student with an IEP
2. Turn each goal into an “I can” Statement
 - I can (goal) by (objective)
3. Record goals along top of Distance IEP template
4. Choose 3 - 4 focus areas based on their peer group grade level
 - K-3 (family priority areas, literacy, numeracy, daily movement activity, competencies)
6. Connect to classroom activities as much as possible
7. Create a student friendly and a family friendly version as needed



May 30/ 2020

Amy is a student in Grade 11. She has complex needs including a cognitive disability, as well as a physical disability, she can stand for short periods of time but needs her chair accessible for when she gets tired. Amy LOVES music and being around her friends. She enjoys learning and sharing what she is learning with others. She is very social!

Amy is reading at a transitional level, and needs visuals to support her decoding. She is a confident speaker and has no problem getting up at the front of the class and sharing.

Amy needs support in knowing when it is ok to talk and when it time to listen and observe. She thrives when learning is hands on and interactive.

Before COVID, Amy was getting ready to do her work experience placement at a Gap store in the mall near her house, and we were working on the skills he needs to be able to get to work independently and safely. Her job at the Gap was going to be greeting and helping customers and helping to put purchase into bags for customers.

Amy wants to focus on “looking good and fashionable” for her new job and how to get to work on the bus. Amy’s parents are hoping to focus on communication skills that will help her when she is add work, and also knowing some safety boundaries to know when it is not okay to socialize with people who aren’t’ safe.

Amy’s Physiotherapist wants Amy to continue to work on her core strength and help to to increase the amount of time that she can stand.

Distance IEPs

1. Choose a student with an IEP
2. Turn each goal into an “I can” Statement
 - I can (goal) by (objective)
3. Record goals along top of Distance IEP template
4. Choose 3 - 4 focus areas based on their peer group grade level
5. Connect to classroom activities as much as possible
6. Create a student friendly and a family friendly version as needed



A New Kind of S.M.A.R.T Goal

- S - SPECIFIC
- M - MEASUREABLE
- A - ACHIEVEABLE
- R - REALISTIC
- T - TIMELY

- S – STRENGTH BASED
- M – MEANINGFUL
- A- AUTHENTIC
- R- RESPONSIVE
- T - TRIANGULATED

A NEW KIND of S.M.A.R.T Goal

S – STRENGTH BASED

- “I can” statements

M – MEANINGFUL

- Goals have place based purpose by
- Connecting to competencies or
- Connecting to inclusive lenses – personal, social intellectual

A- AUTHENTIC

- Connected to a common curriculum of peers

R- RESPONSIVE

- Honour the values of student and the family

T – TRIANGULATED

- Consider evidence of learning that includes conversations, observations and products (qualitative)



A NEW KIND of S.M.A.R.T Goal

I can (goal) by (objective)

A new SMART IEP Goal

- will initiate communicative interactions with others 4/5 opportunities to do so.
 - will engage in conversational turn-taking with others across 3-4 conversational turns, 4/5 opportunities to do so (topics initiated by self /others).
 - will state the main idea of the story, video or situation 4/5 opportunities to do
 - will independently ask to take a break given visual and verbal prompts _% of the time.
 - Given a prompt, the student will accurately identify equivalent relationships, including the number of days in a given month, the number of days in a week, the number of days in a year, and the number of months in a year in 8 out of 10 trials by annual review of the IEP.
 - Given a repeating relationship (pattern) in common objects, sounds, and movements, the student will identify and describe the pattern and then extend the pattern by adding at least two repetitions in 7 out of 10 trials by annual review of the IEP.
- I can communicate by starting an interaction
 - I can have conversations by taking turns
 - I can understand what I am reading by finding the main idea
 - I can take a break by looking at a visual or saying the word “break”
 - I can understand the relationships in a calendar by...
 - ...knowing how many days are in a month
 - ...by knowing the number of days in a week
 - ...by knowing the number of weeks in a year
 - ...by knowing the number of months in a year
 - I can identify patterns by...
 - ... noticing patterns in objects, movements and sounds
 - ... build a pattern with objects
 - ... extending a pattern by adding on

Amy's IEP Goals...

Guiding Ratios for Inclusive Program Planning for Students with Intellectual Disabilities

Grade	% Strategic Instruction/ day *	% Explicit Instruction/ day**
K-7	100%	Max 20%
7-9	75 %	25 %
10-11	50 %	50 %
12 – 12+	25%	75%

*Student enrolled in classes with age like peers

** Offered as course options – not required (student and family decision)

Guiding Conditions & Structures of Inclusion

ALL students are enrolled in & attending curricular classes

Finding the Balance for Enrollment

- **Strategic Planning**
 - Students are in classrooms with diverse peers
 - Students are working on cognitively appropriate curricular goals (e.g. science, math, Phys Ed, Home Ec)
 - Students are working on grade specific curriculum
- **Explicit Planning**
 - Students can be in smaller classrooms/groups with their identity-like peers
 - Students are working on cognitively appropriate or developmental goals (i.e. literacy, numeracy, work experience, community & indenpendant life skills, OT, PT, SLP, toileting, eating, etc.)

Amy's Enrolled Courses

Block	Term 1	Term 2
A	Support Block (OT/PT/SLP) (Literacy/Numeracy)	English 11
Break		
B	Bio 11	PE 11/12
C	Textiles 11/12	Support Block (OT/PT/SLP) (Literacy/Numeracy)
Lunch		
D	Work Experience (Volunteer)	Work Experience (PAID)

Explicit: Target IEP Goals (Competency)

Core Competencies (for ALL places)

- Personal Awareness & Responsibility

Strategic: Target IEP Goals (Curricular)

- Replacement Goals (Place & Term Specific)

- English 11
- PE 11/12
- Work Experience 11/12

Type of IPP Goal	Goal Area	IPP GOAL
Competency	Personal Awareness & Responsibility	I can be focused and determined by finishing a job that I start before moving onto the next
Competency	Personal Awareness & Responsibility	I can make choices that benefit my wellbeing and keep me safe in my communities by knowing who is safe to talk to and who is not
Replacement Curricular	PE 11/12	I know ways to monitor and adjust physical exertion level by knowing when I can push myself to build strength in my legs and core and when I need physical support
Replacement Curricular	English 11 (Spoken Language)	I can demonstrate speaking and listening skills in a variety of formal and informal contexts for a range of purposes by greeting and asking appropriate questions at work
Replacement Curricular	Work Experience 11/12	I can demonstrate progression of skills learned specific to the work experience placement by watching job site videos and reflecting on what I have learned in each

Distance IEPs

1. Choose a student with an IEP
2. Turn each goal into an “I can” Statement
 - I can (goal) by (objective)
3. Record goals along top of Distance IEP template
4. Choose 3 - 4 focus areas based on their peer group grade level
5. Connect to classroom activities as much as possible
6. Create a student friendly and a family friendly version as needed



IEPs??

IEP Goals	What are the IEP Goals?	Turn them into "I can" Statements	4.

IEPs??

IEP Goals	What are the IEP Goals?	Turn them into "I can" Statements	4.

IEP HOME LEARNING PLAN

Amy: Grade 11

[illegible]

Family & Learning Priority Areas (Grade 10-12)

Enrolled Courses

1. Literacy
2. Numeracy
3. Daily movement
4. Home/ Life based Activities

Distance IEPs

1. Choose a student with an IEP
2. Turn each goal into an “I can” Statement
 - I can (goal) by (objective)
3. Record goals along top of Distance IEP template
4. Choose 3 - 4 focus areas based on their peer group grade level (think continuous learning!)
5. Connect to classroom activities as much as possible
6. Create a student friendly and a family friendly version as needed



IEPs??

IEP Goals	What are the IEP Goals?	Turn them into “I can” Statements	4.
What are the grade based focus areas?			

IEP HOME LEARNING PLAN

Amy: Grade 11

Goal Area	Personal Awareness & Responsibility	Personal Awareness & Responsibility	PE 11/12	English 11	Work Experience 11/12
IEP Goals (Long Term Goal)	I can be focused and determined	I can make choices that benefit my wellbeing and keep me safe in my communities by:	I know ways to monitor and adjust physical exertion level by	I can demonstrate speaking and listening skills in a variety of formal and informal contexts for a range of purposes by	I can demonstrate progression of skills learned specific to the work experience placement by
Objective (Short Term Goal)	finishing a job that I start before moving onto the next	knowing who is safe to talk to and who is not	knowing when I can push myself to build strength in my legs and core and when I need physical support	greeting and asking appropriate questions at work	watching job site videos to familiarize myself with my work experience placement
Literacy					
Numeracy					
Daily Movement Activity					
Home/Life Based Activity					

Distance IEPs

1. Choose a student with an IEP
2. Turn each goal into an “I can” Statement
 - I can (goal) by (objective)
3. Record goals along top of Distance IEP template
4. Choose 3 - 4 focus areas based on their peer group grade level
5. Connect to classroom activities as much as possible
6. Create a student friendly and a family friendly version as needed



IEP HOME LEARNING PLAN

Amy: Grade 11

Goal Area	Personal Awareness & Responsibility	Personal Awareness & Responsibility	PE 11/12	English 11	Work Experience 11/12
IEP Goals (Long Term Goal)	I can be focused and determined	I can make choices that benefit my wellbeing and keep me safe in my communities by:	I know ways to monitor and adjust physical exertion level by	I can demonstrate speaking and listening skills in a variety of formal and informal contexts for a range of purposes by	I can demonstrate progression of skills learned specific to the work experience placement by
Objective (Short Term Goal)	finishing a job that I start before moving onto the next	knowing who is safe to talk to and who is not			
Literacy	Make a list of things you need to get done for the day. Try to finish one item before moving to the next. Notice how many things you got done at the end of the day	Watch a movie that you love. Notice which characters would be people that you would feel safe talking to and which ones you would feel nervous about. What about these people makes you feel unsafe?			
Numeracy	Practice learning how to read an analog clock. When it get hard, take a break. Check out the website provided.	Talk to your family about safety and time of day. Are there certain times of the day where we need to take extra caution when we interact with people			
Daily Movement Activity	Set a goal to walk for a certain amount of time. Go outside and walk and try to meet your goal. When it gets hard, take a break, but try not to quit	Following social distancing guidelines, take a walk with a family member or friend. Practice saying “hello” and smiling at people who you feel are safe.			
Home/Life Based Activity	Choose an area of your home that needs to be tidied up. Take a look and ask yourself, “what could I do to make this space better than how I found it?”	At dinner, talk to your family about ho they stay safe when they are out in the world			

IEP HOME LEARNING PLAN

Amy: Grade 11

Goal Area	Personal Awareness & Responsibility	Personal Awareness & Responsibility	PE 11/12	English 11	Work Experience 11/12
IEP Goals (Long Term Goal)	I can be focused and determined	I can make choices that benefit my wellbeing and keep me safe in my communities by:	I know ways to monitor and adjust physical exertion level by	I can demonstrate speaking and listening skills in a variety of formal and informal contexts for a range of purposes by	I can demonstrate progression of skills learned specific to the work experience placement by
Objective (Short Term Goal)	finishing a job that I start before moving onto the next	knowing who is safe to talk to and who is not	knowing when I can push myself to build strength in my legs and core an when I need physical support	greeting and asking appropriate questions at work	watching job site videos to familiarize myself with my work experience placement
Literacy	Make a list of things you need to get done for the day. Try to finish one item before moving to the next. Notice how many things you got done at the end of the day	Watch a movie that you love. Notice which characters would be people that you would feel safe talking to and which ones you would feel nervous about. What about these people makes you feel unsafe?	Get the people in your family to pretend to be Gap shoppers, practice standing and talking to them as long as you can. See how long you can stand before needing your chair.	Have a conversation with your family and ask them how they greet different people in their life. For example, how do they say hi to their friends, vs. their co workers or people they don't know. Practice and come up with your own list greetings	Watch the videos that GAP lent to you that explains the job
Numeracy	Practice learning how to read an analog clock. When it get hard, take a break. Check out the website provided.	Talk to your family about safety and time of day. Are there certain times of the day where we need to take extra caution when we interact with people	Using a timer, see how long you can stand for. Keep track of your time and see if you can beat your time each day,	Take a look at the bus time schedule website and make a plan to get to and from work on time	Practice identifying coins and bills. Look at the GAP website and try to create certain amounts that you see on some of your favourite outfits
Daily Movement Activity	Set a goal to walk for a certain amount of time. Go outside and walk and try to meet your goal. When it gets hard, take a break, but try not to quit	Following social distancing guidelines, take a walk with a family member or friend. Practice saying "hello" and smiling at people who you feel are safe.	Find some weights or heavy items that you can use to do a weight workout at home. Try and focus on pushing yourself as far as you can	Set up a zoom call with different family members. Practice asking them questions. Pretend they are shopping at a store you are working at	Practice taking the bus to and from your home to your new job.
Home/Life Based Activity	Choose an area of your home that needs to be tidied up. Take a look and ask yourself, "what could I do to make this space better than how I found it?"	At dinner, talk to your family about ho they stay safe when they are out in the world	Go on a bike ride with your family with your adapted bike	Go to the grocery store with a family member (remember to wear a mask) practice greeting and asking questions to employees at the store	Help organize your laundry and clothes. Make outfits that would be good to wear at work. Have a fashion show with your family or on a zoom call with your friends

Distance IEPs

1. Choose a student with an IEP
2. Turn each goal into an “I can” Statement
 - I can (goal) by (objective)
3. Record goals along top of Distance IEP template
4. Choose 3 - 4 focus areas based on their peer group grade level
5. Connect to classroom activities as much as possible
6. Create a student friendly and a family friendly version as needed

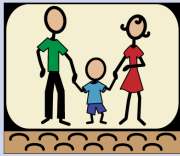
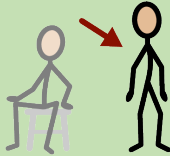
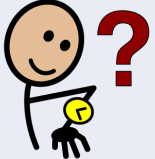
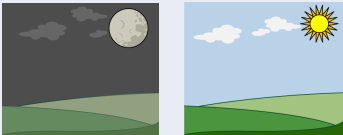
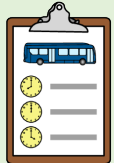
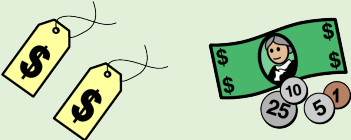
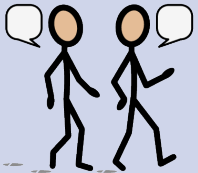
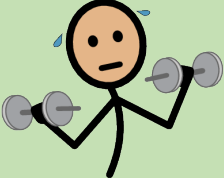
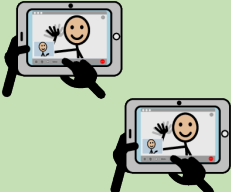
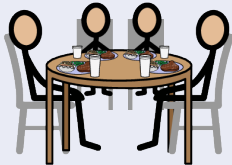
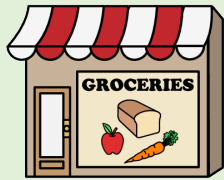
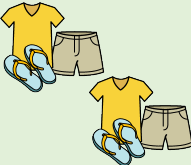


IEP HOME LEARNING PLAN

Goal Area	Core Competency: Personal Awareness & Responsibility		Replacement Goal: PE 11/12	Replacement Goal: English 11	Replacement Goal: Work Experience 11/12
IEP Goals (Common Curriculum as Peers)	I can be focused and determined by:	I can make choices that benefit my wellbeing and keep me safe in my communities by:	I know ways to monitor and adjust physical exertion level by:	I can demonstrate speaking and listening skills in a variety of formal and informal contexts for a range of purposes by:	I can demonstrate progression of skills learned specific to the work experience placement by:
Objective (Individually Designed for Amy)	finishing a job that I start before moving onto the next	knowing who is safe to talk to and who is not	knowing when I can push myself to build strength in my legs and core an when I need physical support	greeting and asking appropriate questions at work	watching job site videos to familiarize myself with my work experience placement
Literacy	Make a list of things you need to get done for the day. Try to finish one item before moving to the next. Notice how many things you got done at the end of the day	Watch a movie that you love. Notice which characters would be people that you would feel safe talking to and which ones you would feel nervous about. What about these people makes you feel unsafe?	Get the people in your family to pretend to be Gap shoppers, practice standing and talking to them as long as you can. See how long you can stand before needing your chair.	Have a conversation with your family and ask them how they greet different people in their life. For example, how do they say hi to their friends, vs. their co workers or people they don't know. Practice and come up with your own list greetings	Watch the videos that GAP lent to you that explains the job so that I am ready when I can start work
Numeracy	Practice learning how to read an analog clock. When it get hard, take a break. Check out the website provided.	Talk to your family about safety and time of day. Are there certain times of the day where we need to take extra caution when we interact with people	Using a timer, see how long you can stand for. Keep track of your time and see if you can beat your time each day,	Take a look at the bus time schedule website and make a plan to get to and from work on time	Practice identifying coins and bills. Look at the GAP website and try to create certain amounts that you see on some of your favourite outfits
Daily Movement Activity	Set a goal to walk for a certain amount of time. Go outside and walk and try to meet your goal. When it gets hard, take a break, but try not to quit	Following social distancing guidelines, take a walk with a family member or friend. Practice saying “hello” and smiling at people who you feel are safe.	Find some weights or heavy items that you can use to do a weight workout at home. Try and focus on pushing yourself as far as you can	Set up a zoom call with different family members. Practice asking them questions. Pretend they are shopping at a store you are working at	Practice taking the bus to and from your home to your new job.
Home/Life Based Activity	Choose an area of your home that needs to be tidied up. Take a look and ask yourself, “what could I do to make this space better than how I found it?”	At dinner, talk to your family about ho they stay safe when they are out in the world	Go on a bike ride with your family with your adapted bike	Go to the grocery store with a family member (remember to wear a mask) practice greeting and asking questions to employees at the store	Help organize your laundry and clothes. Make outfits that would be good to wear at work. Have a fashion show with your family or on a zoom call with your friends

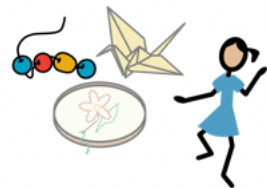
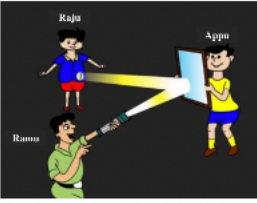
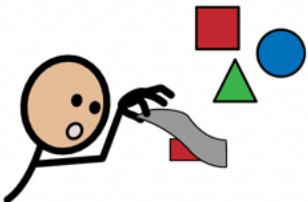
IEP HOME LEARNING PLAN

Amy: Grade 11

Goal Area	Personal Awareness & Responsibility	Personal Awareness & Responsibility	PE 11/12	English 11	Work Experience 11/12
IEP Goals (Long Term Goal)	I can be focused and determined by finishing a job that I start before moving onto the next	I can make choices that benefit my wellbeing and keep me safe in my communities by: knowing who is safe to talk to and who is not	I know ways to monitor and adjust physical exertion level by knowing when I can push myself to build strength in my legs and core an when I need physical support	I can demonstrate speaking and listening skills in a variety of formal and informal contexts for a range of purposes by greeting and asking appropriate questions at work	I can demonstrate progression of skills learned specific to the work experience placement by Practising the skills I will need when I go to my job at the Gap
My Goals	 I can finish a job	 I can be safe	 I can get stronger	 I can ask questions and have conversations	 I can work at the Gap (when it is safe))
Focus Area: Literacy					
Focus Area: Numeracy					
Focus Area: Daily Movement Activity					
Focus Area: Home/Life Based Activity					

- Choose one activity a day or 5 activities a week.
- Try to take pictures of activities while you are doing them and keep track of all your activities in your IEP Portfolio.
- Try and choose an activity from each column by the end of June
- Have an idea for another activity? Let me know!

Goal Area	IEP GOAL & Objective	Home Based Activity	Literacy Activity	Numeracy Activity	Movement/Outdoor Activity	Arts Based Activity
Communicating	I can respond meaningfully to communication from peers and adults by... ... making conversational communication exchanges.	Set up facetime, skype or a phone call. Get student to say good morning to 5 people they know. Have them choose a question to ask from their question communication board.	Have student choose a picture book. After reading each page, describe what you see in the pictures, and have student point to what you are describing	Go for a family walk, have student choose what they want count along the way (e.g. red cars, dogs, birds, trees), count items together as you find them	Play a guessing game like Eye Spy that looks for a specific colour. Celebrate with a dance party when you get the answer!	Take turns with family members to choose a favourite singer and/or band. Search for an online concert to watch and give each performance a thumbs up or thumbs down vote
Critical Thinking & Reflective Thinking	I can explore by... ...interacting with a variety of hands on learning materials in the context of group learning activities.	Set up a parallel really soapy dish tub for student to wash dishes beside someone cleaning up after a meal	Make labels for items in the pantry. Have student type or print out labels and match picture beside each ingredient	Have student set table for dinner. Help them decide how many settings and what items they will need.	Help student find an internet dance. Get them to try and memorize one or two steps and put on a show for the family	Search " Search Muffalo Potato " on Youtube and get student to learn to draw a character using only numbers and letters.
Social Awareness & Responsibility	I can interact with others and my surroundings respectfully by... ...engaging in group learning activities, within a classroom structure, for extended periods of time	Connect with class on a zoon call and remind everyone about the importance of handwashing Share with them the " Germ s" book in PDF	Write a letter together to someone that you are missing. Send it in the mail or as an email!	Play a board game/card game that requires turn taking Ex. Guess Who, Go Fish, Memory Matching	In the yard or in the living room play balloon volleyball. See how long you can go without the balloon touching the floor!	Make a card or artwork for someone you would like to cheer up!
SCIENCE	Use scientific understandings to identify relationships and draw conclusions by... ...identifying sources of light and the effect light has on objects.	Make a rainbow at home: Place a small mirror half in a bowl of water with part of it sticking out. Put bowl near a window. (early morning or afternoon)	Prediction and Research: Talk to student about what they think they will see if they look at their reflection in a spoon. Was their prediction correct? What will you see on the other side? Help them research online why that happened.	Use a mirror and a flashlight to direct light in different directions. Choose a spot on the wall or a family member and try to hit the target.	Play hide and seek with a flashlight	Drawing a shadow: Line up toys in the sun or with a light and trace the shadow that you see
NUMERACY	Communicate mathematical thinking in many ways by... ...showing my understanding of composing and decomposing numbers concretely with ten frames and manipulatives	Baking: Have student help with adding ingredients, helping them with prompts such as, "first we add..., next we add.... Then we add...."	Financial Literacy: Have a variety of coins, help student figure out different ways to make one dollar (make sure you wash hands after activity)	Play a card game and focus on counting how many cards everyone is holding after each round or the end of game (e.g. go fish, war)	Go on a Shapes Scavenger hunt: Hunt outside in the neighborhood and try and find 10 natural items. Organize them in a ten frame.	Help student search and find objects from around the house to create counting collections e.g. 10 items, 20 items, 30 items etc.)

	My Goals	Home Based Activity	Literacy Activity	Numeracy Activity	Movement/Outdoor Activity	Arts Based Activity
Communicating	I can have conversations with people I care about					
Critical Thinking & Reflective Thinking	I can explore with my hands					
Social Awareness & Responsibility	I can work together					
SCIENCE	I can find and play with light					
NUMERACY	I can show number in many ways					

Great Resource for Visuals

- Board Maker
- Symbolstix
- Lesson Pix
- Free – Visuals Engine
 - <https://connectability.ca/visuals-engine/>

A great resource: <https://www.openschool.bc.ca/keeplearning/>

Literacy

Activities to Consider:

- Find reading opportunities in everyday life: labels on household items, recipes, directions for a craft or game, etc.
- Have children read aloud to members of the family on a daily basis (a novel, news of the day, etc.).
- Older children could take turns reading and listening to their siblings; younger children may enjoy reading to the family pet.
- Engage in discussions where everyone in the family takes a turn to talk about what they've read.
- Ask your child to review and create summaries of novels, picture books, games, movies or TV shows to read out to the family.
- Storytelling is an excellent way for children to learn and develop skills.
 - Children learn by listening to stories being told or read to them.
 - Younger children could tell a story about what they did that day.
 - Older children could tell a story about an imaginary character.
 - Families can build stories together by everyone taking turns adding to the story.
- Daily notes to siblings, friends, or family (similar to 'daily messages' teachers write to students).
- A family "Stay Home" book where each child contributes based on ability and interest, (how life is different, reflections, COVID-19 science, drawings, photos, etc.)

Numeracy

Activities to Consider:

- Play card or board games to help children practice math skills: e.g. Old Maid, Go Fish, Memory, War, Dominos, Checkers, Monopoly, BattleShip, SmartGames, etc.
- Use real-life examples siblings can work together on:
 - How much dirt would be needed to fill the garden box (predict then measure)?
 - How many days does a loaf of bread last the family (observe consumption, create a chart of how many loaves needed a week)?
 - How much drinking water does our family use each day (predict then measure)?

A great resource: <https://www.openschool.bc.ca/keeplearning/>

Middle Years (Grades 6–9)

Cooking and Baking

Plan all parts of an actual (or dream/future) meal:

- **Literacy:** look for recipes online or in books:
 - consider ingredients (use what you already have?), time and difficulty
 - analyze ingredients in the house for nutrition, grams of protein, fibre, fat, sugar, calories
- **Numeracy:** work with the recipes by:
 - listing type and amount of ingredients (Do recipes need adjustments in quantities? If so, calculate the new amounts.)
 - determining costs for groceries through checking an online shopping service
 - creating a time schedule for preparing and cooking of each part of a meal
- **Applied Design Skills and Technologies:** think about all the steps involved in making the meal:
 - list all the things that need to be done, in the correct order
 - add a little star to the steps that impact later steps (e.g. pre-heating oven, chopping vegetables, etc.)
 - Are there ingredients that were part of the original recipe that you had to substitute something else for?
- **Social Studies:** consider the origins of the meal:
 - What country/region/people did it come from?
 - Are there different origins for different parts of the meal?
 - Is there a cultural significance to the dish (e.g. for a special celebration)?
- **Science:** research some science behind cooking, things to consider:
 - What makes ingredients, or combination of ingredients, change from one state to another (e.g. melting fat: solid to liquid)
 - What happens when we heat different ingredients?
 - Why do different ingredients react differently to heat?
 - What are the differences between heating things: in an oven, on the stovetop, in the microwave?
 - What makes baking rise?



IEPs for Home LEarning

1. Choose a student with an IEP
2. Turn each goal into an “I can” Statement
 - I can (goal) by (objective)
3. Record goals along top of Distance IEP template
4. Choose 3 - 4 focus areas based on their peer group grade level
5. Connect to classroom activities as much as possible
6. Create a student friendly and a family friendly version as needed



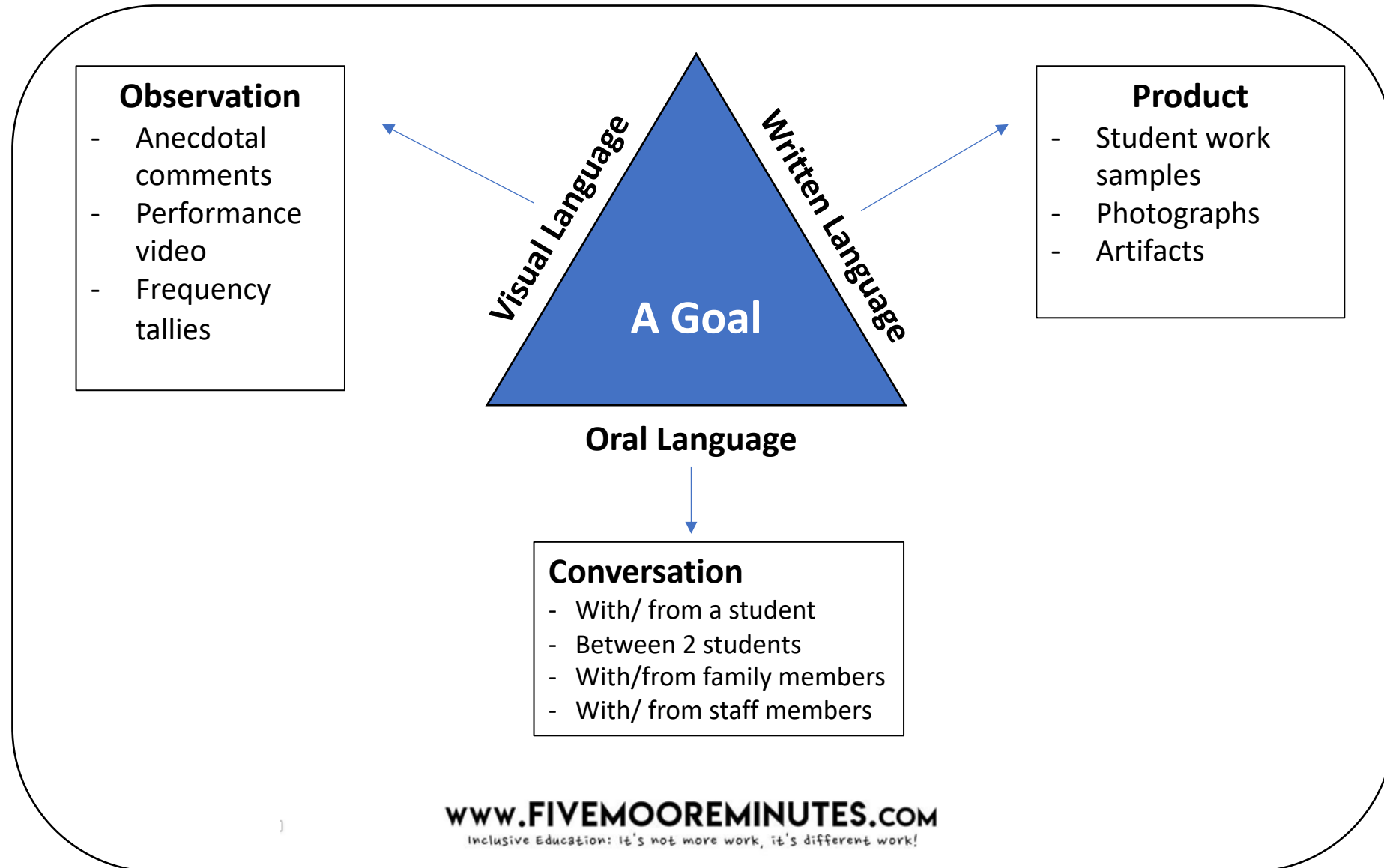
Evidence of (Continuous) Learning

IEP Portfolio – Evidence Log

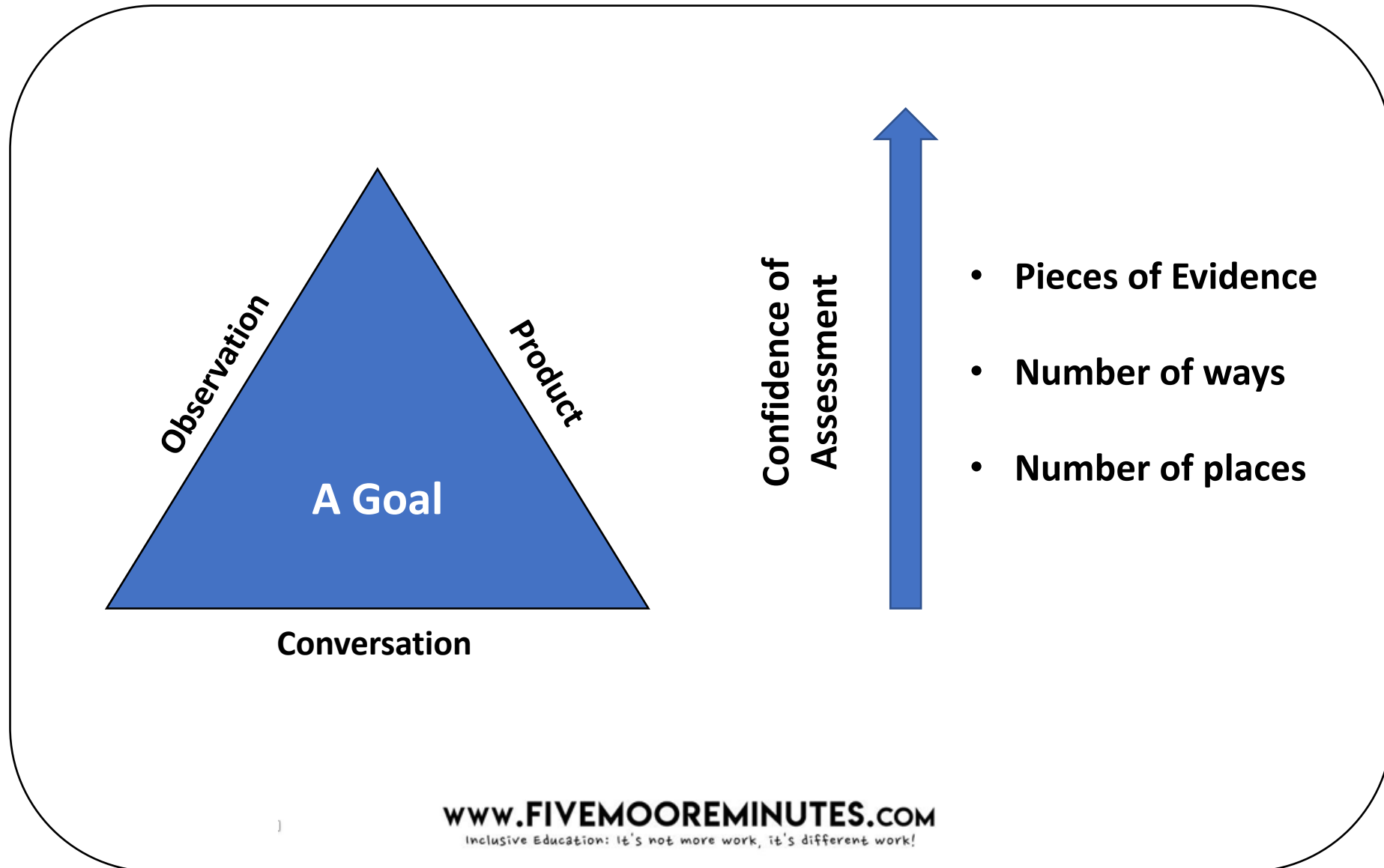
www.fivemooreminutes.com

Inclusion Strategies: Episode 5

T - Triangulated Evidence



T- Triangulated Evidence



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)

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

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								

A Great Resource: 5MM Home Learning Tips



Five Moore Minutes You Tube Channel

NEXT STEPS...

What is one take away from today?

What questions are coming up?

What is one thing you want to try?



Stay Connected

www.blogsomemoore.com

www.fivemooreminutes.com

Twitter: @tweetsomemoore

Instagram: @fivemooreminutes

Facebook: @fivemooreminutes

You will receive an email with the link to
the recording and slides

Questions to Support Advocacy

- Can we talk about some activities that we do at home that can connect to the IEP?
- Can we include some activities that connect to my child's strengths?
- Have you seen the new S.M.A.R.T goals that are more accessible to kids and families? Here is a resource!
- What are the goals in the classroom right now? Is there a way we can have some curricular and academic goals that are aligned with peers?
- How can my child's IEP help support the rest of the students in the class?