



Inclusive & Competency Based IEPs

The Rationale & History

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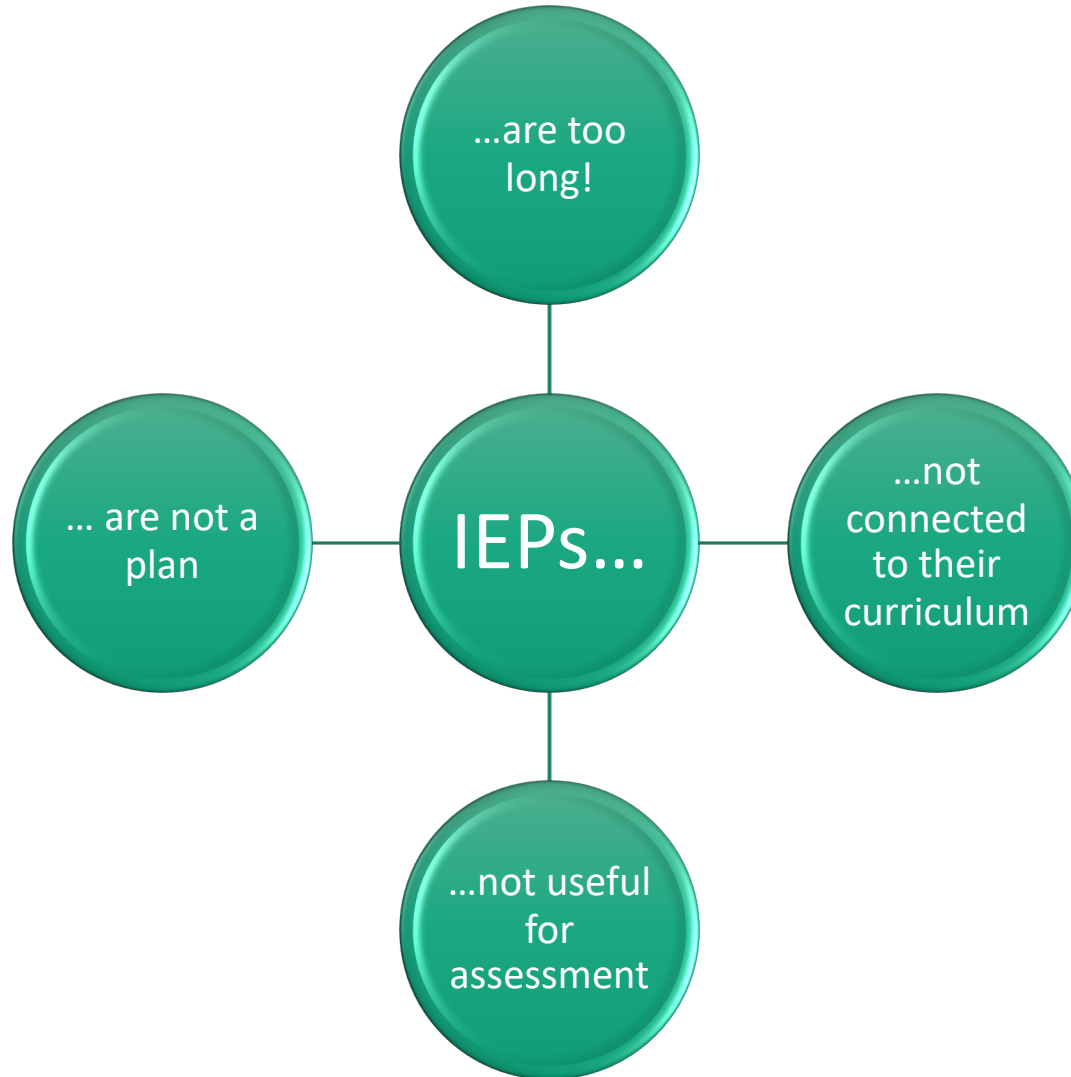
What is one of the biggest
barriers to inclusion?

Infrastructure

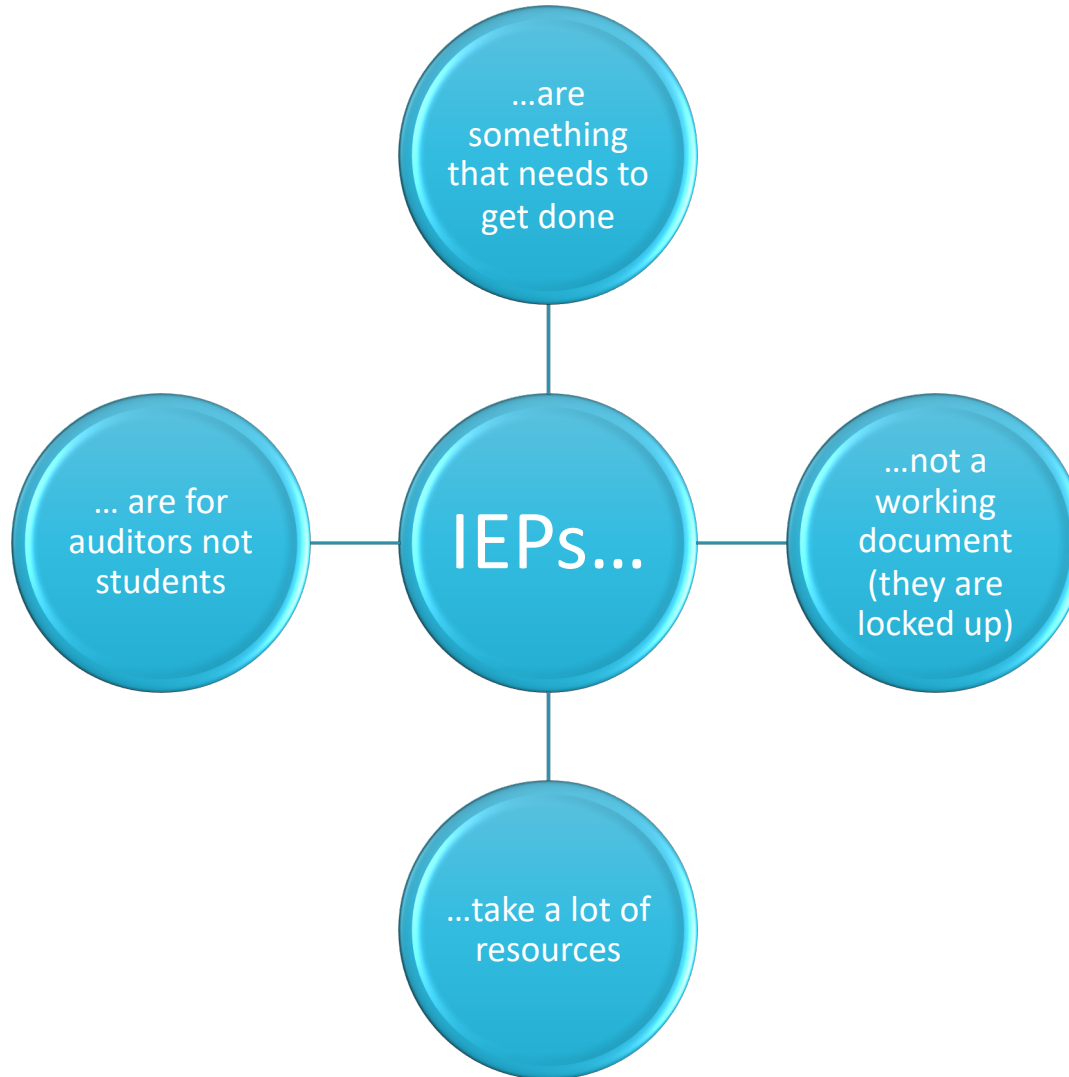


IEPS

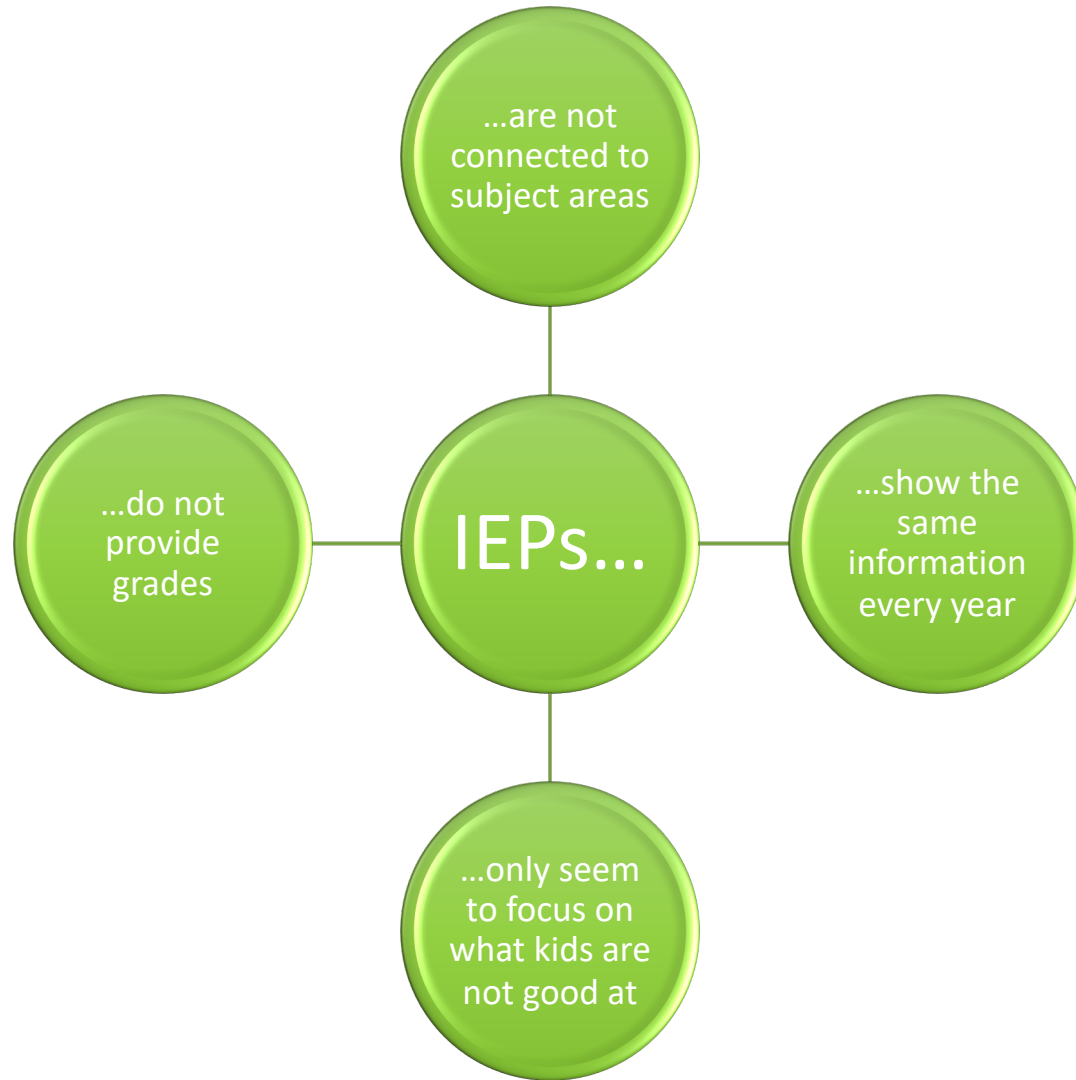
Classroom Teachers Said...



Support Teachers Said...



Parents said...

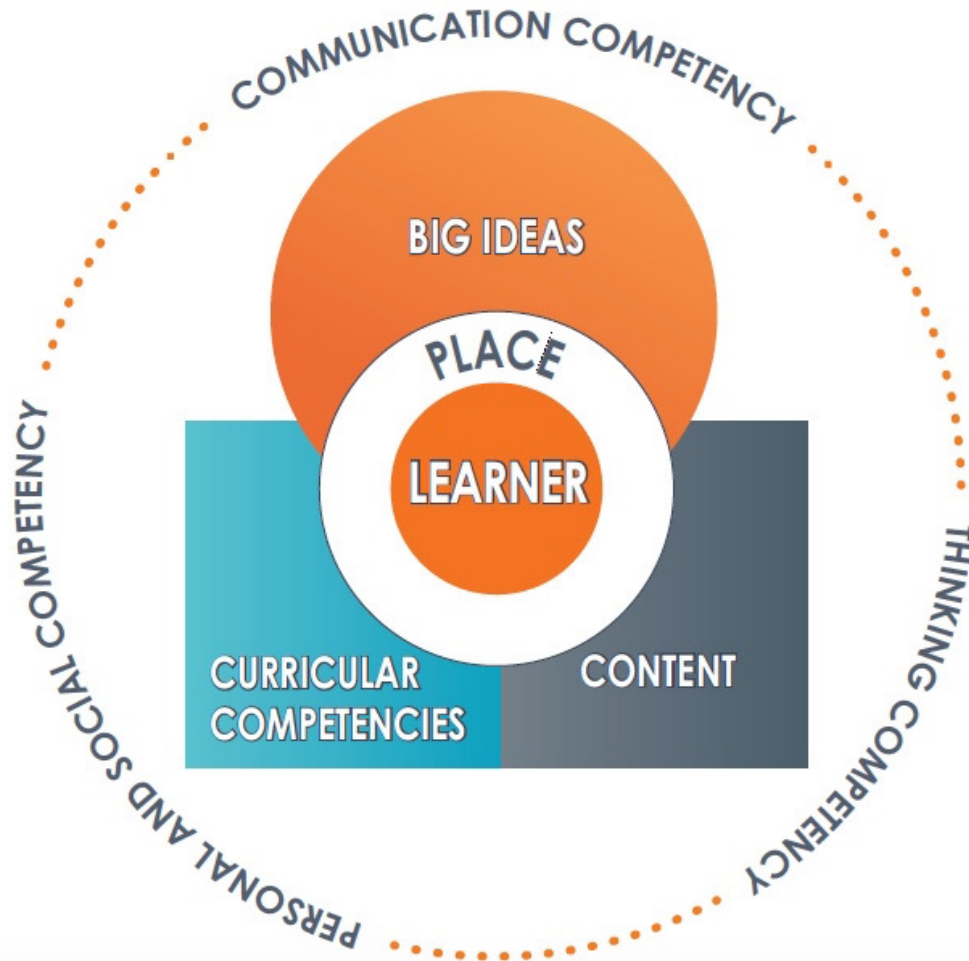


What Do We Wish IEPs Could Do?

- Center the **voice** of the **students, families & caregivers**
- Align goals to **a common curriculum** as peers
- Shift to **focus of goals** from *should* to *could*
- Include **curricular & learning goals** – not just behavioural or functional
- Design **acomodations** that can **connect to everyone** in the community (Universal)
- Be a planning document that could be **a blueprint** for an entire **classroom community**
- Focusing on more **current & evolving** “life skills”
- Highlight **student** and **classroom centered evidence** and assessment
- Align IEPs to a **common evaluation process** and schedule

And then!!!

Renewal of British Columbia's Curriculum K-12



A New IEP?

Shelley Moore, 2020

A New Partnership!



Inclusive IEP



Competency Based IEP



An Inclusive and Competency Based IEP!

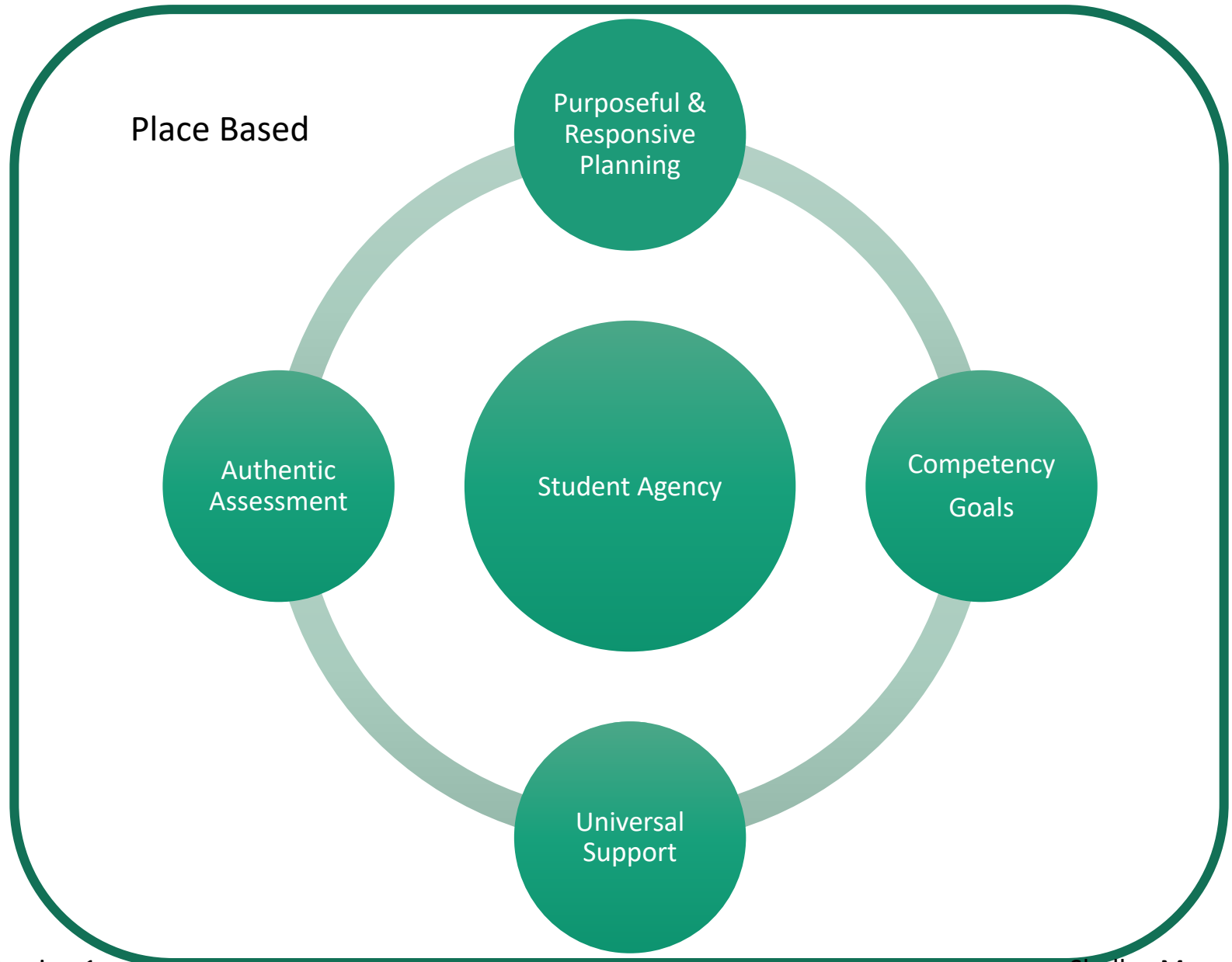
ICBIEP

Building our First Prototype



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

Guiding Principles of a Renewed IEP



There are **two types of common curricular goals** in inclusive classes

1. Core Competency Goals

2. Curricular Content & Competency Goals

- Might also be called: knowledge, skills & process, concepts etc.
 - Supplemental Curricular IEP Goals
 - Replacement Curricular IEP Goals

Student & Family Conferencing

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	PAR1 a) I can show a sense of accomplishment and joy PAR 1b) I can express needs and wants and preferences PAR 1c) I can recognize my emotions	PPC 1a) I am aware of myself as different from others PPC 1b) I know my name PPC 1c) I am aware of my family and/or my caregivers	SAR 1a) I am aware of others in my surroundings SAR 1b) I can have fun with my family and friends SAR1c) I can help and be kind SAR1d) I can tell if someone is sad or angry and try to make them feel better SAR1e) I am aware that other people can be different than me	COL 1a) I can participate with others	COM 1a) I can respond meaningfully to communication from peers and adults	CRI 1a) I can get ideas when I play CRI 1b) I can get ideas when I use my senses to explore CRT 1c) I can have fun when I use my ideas to play CRT 1d) I can make my ideas work and/or I can change my what I am doing	CRE 1a) I can explore using materials and/or actions CRE 1b) I can explore and communicate whether I like something or not
Profile 2	PAR 2a) I can feel happy and proud PAR 2b) I know and can seek out experiences that make me feel happy and proud PAR 2b) I can celebrate my efforts and accomplishments PAR 2c) I can use strategies to help me manage my feelings and emotions PAR 2d) I can give evidence of my learning PAR 2e) I can recognize and/or explain my role in learning activities PAR 2f) I can participate in activities that support my wellbeing PAR 2g) I can describe how specific choices can affect my wellbeing	PPC 2a) I can identify my attributes PPC 2b) I can identify objects or images that represent me or things that are important to me PPC 2c) I can explain what I like and dislike and why PPC 2d) I can describe my family, home and/or community	SAR 2a) I can build relationships SAR 2b) I can work and play cooperatively SAR 2c) I can participate in activities to care for and improve my social and physical surroundings SAR 2d) I can use materials respectfully SAR 2e) I can solve problems myself and ask for help when I need it SAR 2f) I can listen to others' ideas and concerns SAR 2g) I can be part of a group and invite others to join SAR 2h) I can identify when something is unfair to me or others	COL 2a) I can contribute in group activities COL 2b) I can cooperate with others COL 2c) I can listen respectfully to other people's ideas COL 2d) I can work with others for a specific purpose	COM2a) I can communicate and listen to peers and adults by talking COM 2b) I can communicate for a purpose COM 2c) I can communicate information about topics that are important to me COM 2d) I can answer simple and direct questions about my experiences	CRT 2a) I can ask questions CRT 2b) I can make predictions CRT 2c) I can use my senses to gather information CRT 2d) I can explore with a purpose and use what I learn CRT 2e) I can communicate something about my thinking CRT 2f) I can contribute to and/or use criteria CRT 2g) I can find evidence CRT 2h) I can make a judgment based on evidence CRT 2j) I can reflect on my work and experiences and communicate to others what I learned	CRE 2a) I can have fun with my ideas CRE 2b) I can get new ideas to create new things and/or solve a problem 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 CRE 2d) I can make my ideas work when there is a constraint of a form, problem or materials
Profile 3	PAR 3a) I can take action to meet my wants and needs and/or joy and satisfaction PAR 3b) I can work towards a goal and/or solving a problem PAR 3c) I can use strategies to increase my feeling of well-being and help me manage my feelings and emotions PAR 3d) I can connect my actions with both positive and negative consequences and can make adjustments PAR 3e) I can accept feedback PAR 3f) I can make decisions about my activities and take responsibility for my physical and emotional well-being	PPC 3a) I can identify my individual characteristics PPC 3b) I can explain what interests me PPC 3c) I can describe different groups that I belong to	SAR 3a) I can build and sustain relationships SAR 3b) I can share my feelings in my relationships SAR 3c) I can contribute to group activities that make my classrooms, school, community and/or natural world a better place SAR 3d) I can consider different perspectives of an issue, clarify problems, consider alternatives and evaluate strategies SAR 3e) I can demonstrate respectful and inclusive behaviour with people I know Sar 3f) I can explain why something is fair or unfair	COL 3a) I can take on different roles and task in the group and work respectfully and safely in our shared space COL 3b) I can express my ideas and help others feel comfortable to share theirs so that all voices feel included COL 3d) I can work with others to achieve a common goal and can evaluate our group processes and results	COM 3a) I can participate in conversations for a variety of purposes COM 3b) I can listen and respond to others COM 3c) I can consider my purpose when I am choosing a form and content COM 3d) I can communicate clearly about topics that I know and understand well, using forms and strategies I have practices COM 3e) I can gather the information I need and present it	CRT 3a) I can ask open-ended questions, explore and gather information CRT 3b) I can experiment purposefully to develop options I can contribute to and use criteria CRT 3c) I can describe my thinking and how it is changing CRT 3d) I can use observations, experiences and my imagination to draw conclusions, make judgements and/or ask new questions CRT 3e) I can establish goals individually with others CRT 3f) I can connect my learning with my experiences, efforts and goals CRT 3g) I can give and receive constructive feedback	CRE 3a) I can generate new ideas as I pursue my interests 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 CRE 3a) I can build skills I need to make my ideas work, and I usually succeed, even if it takes a few tried CRE 3a)
Profile 4	PAR 4a) I can accept myself PAR 4b) I can recognize my strengths & stretches PAR 4b) I can advocate for myself and my ideas PAR 4c) I can engage with ideas and/or information that is challenging for me PAR 4d) I can be focused and determined PAR 4e) I can set goals and use strategies to accomplish them PAR 4f) I can persevere through a challenging task PAR 4g) I can tell when I am getting angry and/or upset or frustrated and I have strategies to calm myself PAR 5h) I can make choices that benefit my well-being and keep me safe in the communities that I belong to	PPC 4a) I can describe and demonstrate pride in my positive qualities, characteristics and/or skills PPC 4b) I can explain why I make specific choices PPC 4c) I can represent aspects of my cultural contexts through words and or images PPC d) I can describe way that I participate in or am connected to a community	SAR 4a) I can build relationships and be a thoughtful and supportive friend SAR 4b) I can identify ways that my actions and the actions of others affect my community and the natural environment 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 SAR 4d) I can demonstrate respectful and inclusive behaviour in a variety of settings, and I recognize that everyone has something to offer	COL 4a) I can identify and apply roles and strategies to facilitate group work COL 4b) I can draw on past experiences to negotiate and develop group processes COL 4c) I can be an active listener and speaker COL 4d) I can share my ideas and try to connect them with other people's ideas COL 4e) I can ask clarifying questions (about others' ideas) and check for understanding when appropriate COL 4f) I can test my ideas with others and consider their input COL 4g) I can help resolve conflicts and challenges as they arise COL 4h) I can recognize how my contributions and those of others complement each other COL 4i) I can plan with other and adjust, plan according to the group's purpose	COM 4a) I can share my ideas and try and connect them with others' ideas COM 4b) I am an active listener and can make connections COM 4c) I am an active listener ask clarifying and extending questions when appropriate COM 4d) I can plan ways to make my message clear and engaging for my audience COM 4e) I can create communications that focus on a variety of purposes and audiences COM 4f) I can acquire the information that I need for specific tasks and for my own interests and present information clearly	CRT 4a) I can use that I know to observe to identify problems and ask questions CRT 4b) I can explore and engage with materials and sources CRT 4c) I can develop and adapt criteria, check information, assess my thinking and develop reasoned conclusions, judgements and/or plans 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 CRT 4e) I can assess my own efforts and experiences and identify new goals CRT 4f) I can give, receive and act on constructive feedback	CRE 4a) I can get ideas that are new to my peers CRE 4b) I can use my creative ideas to express myself CRE 4c) I can use strategies deliberately for quieting my mind so that I can be creative CRE 4d) I can use my experiences with various steps and attempts to direct my future work

Increase in complexity

Nella: Student Self Assessment

Community Competency Goal Planner		Student Name: Nella John	Date: October 15, 2019
Inclusive Goal Area	Social	Core Competency	Social Awareness and Responsibility (P2)

Core Competency Goals	I feel confident	I feel like I need to keep practicing	I feel like I need support
• I can build relationships		X	
• I can work and play cooperatively	X		
• I can participate in activities to care for and improve my social and physical surroundings			X
• I can use materials respectfully	X		
• I can solve problems myself and ask for help when I need it			X
• I can listen to others' ideas and concerns		X	
• I can be part of a group and invite others to join		X	
• I can identify when something is unfair to me or others	X		

The core competency goal(s) I want to work on this term is:

I can **solve problems** myself and **ask for help** when I need it

High light the important words in your goal that will help you to understand it better.

What are some actions I can take to work on this goal at school? At home? In my Community?

- I could try to practice what to say when I have a problem
- I could check in with Ms. A when I need so that I don't get too mad in the moment
- Ms. A and me could talk about what my problems are and how to solve them

There are **two types of common curricular goals** in inclusive classes

1. Core Competency Goals

2. Curricular Content & Competency Goals

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 - **Supplemental** Curricular IEP Goals
 - **Replacement** Curricular IEP Goals

Curricular Content & Competency IEP Goals

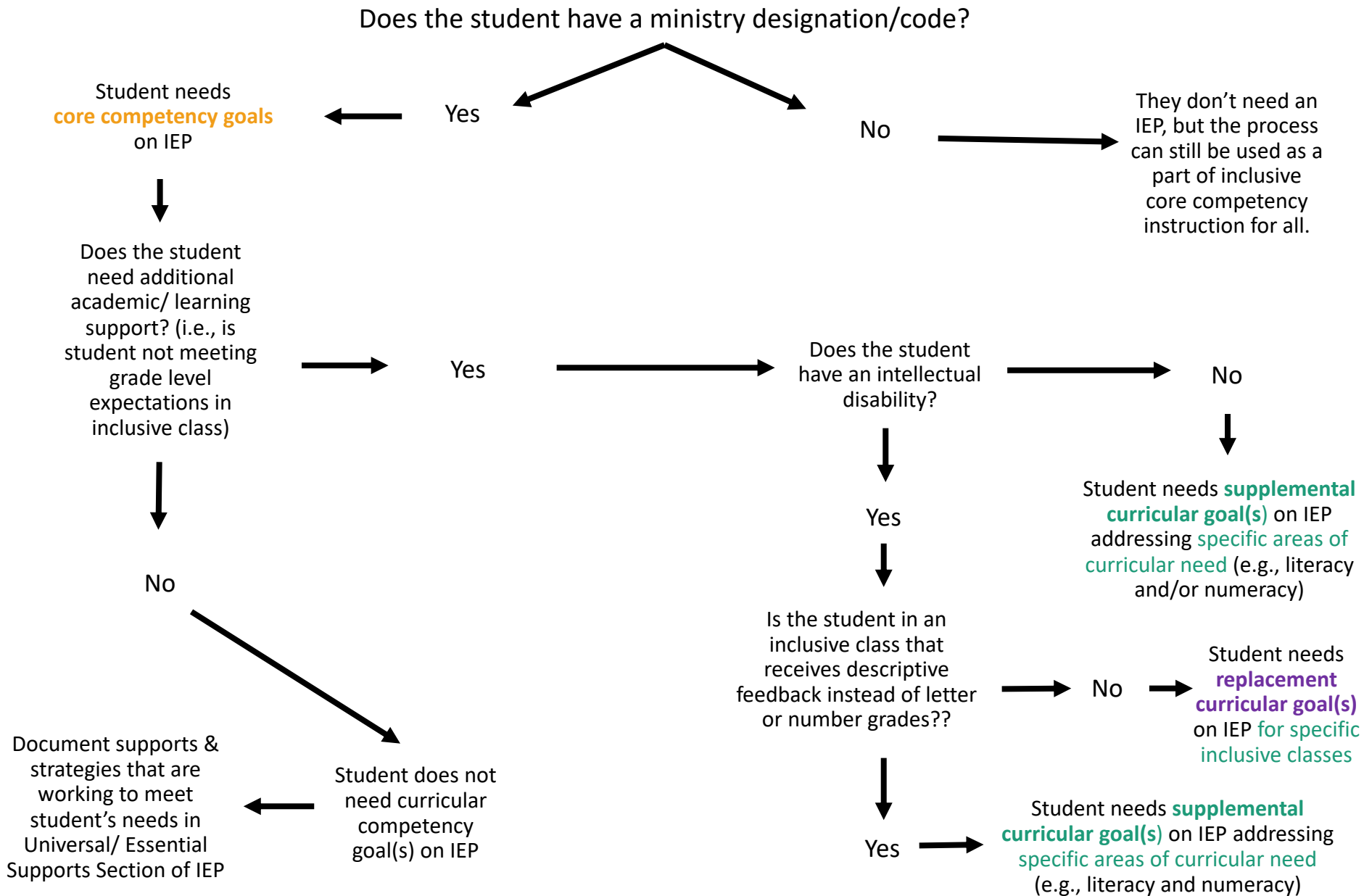
Supplemental Curricular Goals & Objectives

- Goals designed for students who are **not yet meeting grade level** expectations
- Literacy & Numeracy goals for **ALL students who have intellectual disabilities**
- Goals are **connected to inclusive grade or class level** big ideas
- Goals can **reflect any grade level** learning outcome
- Goals are **in addition to** grade level learning outcomes
- Objectives are designed for individual **needs-based areas** that are curricular (E.g., literacy, numeracy)
- Goals are assessed and evaluated but **not graded**
- **Example:** Grade 4 student with a learning disability has an explicit literacy goal (at Grade 2 level) in addition to meeting Grade 4 level English Curriculum

Replacement Curricular Goals & Objectives

- Goals are designed for **students with intellectual disabilities** who need access to grade level curriculum
- Goals are **connected to grade level** big ideas and learning outcomes
- Goals **replace** grade level learning outcomes (change graduation trajectories)
- Objectives describe **accessible curricular actions** specific to individual student
- Goals are assessed, evaluated AND **graded**
- Essential when peers receive **letter or number grades**
- **Example:** Grade 11 student with an intellectual disability has a replacement IEP goal in Social Studies 11 class. Student is graded for class on their replacement goal.

I&CB IEP: IEP Goal Flow Chart



How Supplemental Curricular Goals are Organized?

More specific to
Inclusive context



More specific to
individual student

Supplemental Curricular Goals	
Step 1. Big Idea	• Grade Level Big Idea or • Class wide Big Idea
Step 2. IEP Goal	• <u>Any</u> grade level learning outcome specific to need area • Written as an “Student knows” or a “Student can” statement • Focused on needs-based areas (i.e., areas where a student is not yet meeting grade level expectations) E.g., Literacy/ Numeracy • Minimum 1/reporting period when needed
Step 3. Objective	• Written as an action to the goal, i.e., Student can (goal) by (objective) • Specific to individual student needs and abilities • Used to address specific designation requirements
Step 4. Strategies	• Utilizes interests & strengths of individual student • Specific activities & actions suggested to meet the goal

How Replacement Curricular Goals are Organized?

More specific to
Inclusive context



More specific to
individual student

Replacement Curricular Goals	
Step 1. Big Idea	• Grade level Big Idea • Minimum 1/reporting period
Step 2. IEP Goal	• Grade level learning outcome written as an “Student knows” or a “Student can” statement • Common goal for all students in class/ subject area • Minimum 1/reporting period
Step 3. Objective	• Written as an accessible curricular action to the goal, i.e., Student can (goal) by (objective) • Specific to individual student • Used to address specific designation requirements
Step 4. Strategies	• Utilizes interests & strengths of individual student • Specific activities & actions suggested to meet the goal

How to Co-Construct Core Competency IEP Goals

Process	Who	What	When	How
Step 1: Choose goal area(s) on the Student Profile	Student and/or family/ caregivers	Chooses goal areas (personal/ social and/or intellectual) on the Student Profile	- Student Profile occurs before an IEP meeting - Student Profile is brought to the IEP meeting	- Student Profile can be done as a student or family conference, or a class wide activity - Strategies such as the “Who am I?” Profile and the Student Dimension Inventory
	Case Manager/ Learning Resource Teacher (LST)	- Guide student/family through student profile process - Collaborate with classroom teacher(s) to guide class through process		
Step 2: Decide core competencies to target	Student and/or family/ caregivers	Chooses competencies based on which goal areas were chosen	- Competencies are often chosen at an IEP meeting - Can also be chosen by the student during a class-wide activity that is brought to IEP meeting	- Use Core Competency overview graphics - Do not show too much information at once
	Case Manager/ Learning Resource Teacher (LST)	- Walks student and/or family through process - Collaborate with classroom teacher(s) to guide class through process		
Step 3: Determine IEP goals (“I can...”)	Student and/or family/ caregivers	- Self/ family assessment of specific competency chosen - Choose 3-5 “I can” goal statements based on self/ assessment	- Assessment can be done at an IEP meeting - Can also be done after IEP meeting in a student conference or - Can also be done by the student during a class-wide activity that is brought to or added to information from an IEP meeting	- Use various self assessment formats including, self assessments with words/pictures, class wide activities e.g., sorting, voting, reflecting - Goals at a glance core competency overview - Do not show too much information at once
	Case Manager/ Learning Resource Teacher (LST)	- Guide student and/or family through self assessment process - Collaborate with classroom teacher(s) to guide class through self assessment process		
	Classroom Teacher(s)	Embed Core Competency IEP goals in competency planning and instruction for the whole class		

How to Co-Construct Core Competency IEP Goals

Process	Who	What	When	How
Step 4: Determine objectives ("by...")	Case Manager/ Learning Resource Teacher (LST), specialized staff and consultants (e.g., SLP, OT, PT etc.)	- Collaborate to determine 1-2 objectives for each goal - Review objectives with student and family to get feedback/ stamp of approval - Translate objectives into student/family friendly language as needed	Occurs after IEP meeting	- Refer to psycho-educational and other assessments to identify specific needs/ stretch areas to address - Core competency objectives re not curricular - Connect with specialist staff and consultants to support the creation of objectives - refer to/ create sample objectives where needed
	Student and/or family/ caregivers	Review objectives and give feedback. Approval of objectives		
Step 5: Determine strategies	Case Manager/ Learning Resource Teacher (LST), specialized staff and consultants (e.g., SLP, OT, PT etc.), Educational Assistants (EA)	- Collaborate to determine some possible strategies for each objective - Ask for feedback from student and family about possible strategies - Collaborate with classroom teacher about how to implement strategies in universal ways when possible - Collaborate with support staff as needed to ensure clear communication	Occurs after IEP meeting	- Refer to psycho-educational and other assessments to identify recommendations - Draw from interests, identities and strengths on student profile
	Student and/or family/ caregivers	Review strategies and give ideas and feedback about what works/ doesn't work		
	Classroom Teachers	- Embed strategies universally when possible - Collaborate with LST - Collaborate with support staff as needed to ensure clear communication		

Reflecting

- 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?