



Inclusive & Competency Based IEPs

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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What is one of the biggest barriers to inclusion?

Infrastructure



IEPS

Barriers

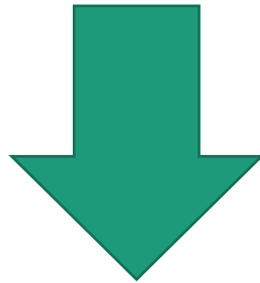
Things were getting in the way and making inclusion HARD to do!

- IEPs took A LOT of resources to construct
- Very few classroom Teachers were following (or reading) the IEP
- Very few classroom teachers would meet or co-plan
- Educational Assistants (EAs) were left doing all the things!
- Assessment and Reporting
 - Report Cards - four times a year
 - IEPs once a year
- IEPs were historically designed for individuals in self contained settings, who were with other students who also have IEPs
- Now...student with an IEP in an inclusive class with other students who do not have IEPs

Barriers make inclusion hard to do:

- When inclusion is hard, we think it's not working
- When inclusion is hard, we are less likely to be inclusive
- When inclusion is hard, we find reasons why we should not do it

Instead of asking...



How do we reduce or remove barriers to improve the

Infrastructure

For
funding

Advocacy

To show
how a
student is
progressing

Why do we need IEPs?

I don't know

To help
staff know
what to do

To meet
the needs
of
students

Accountability

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

A Partnership!



Inclusive IEP



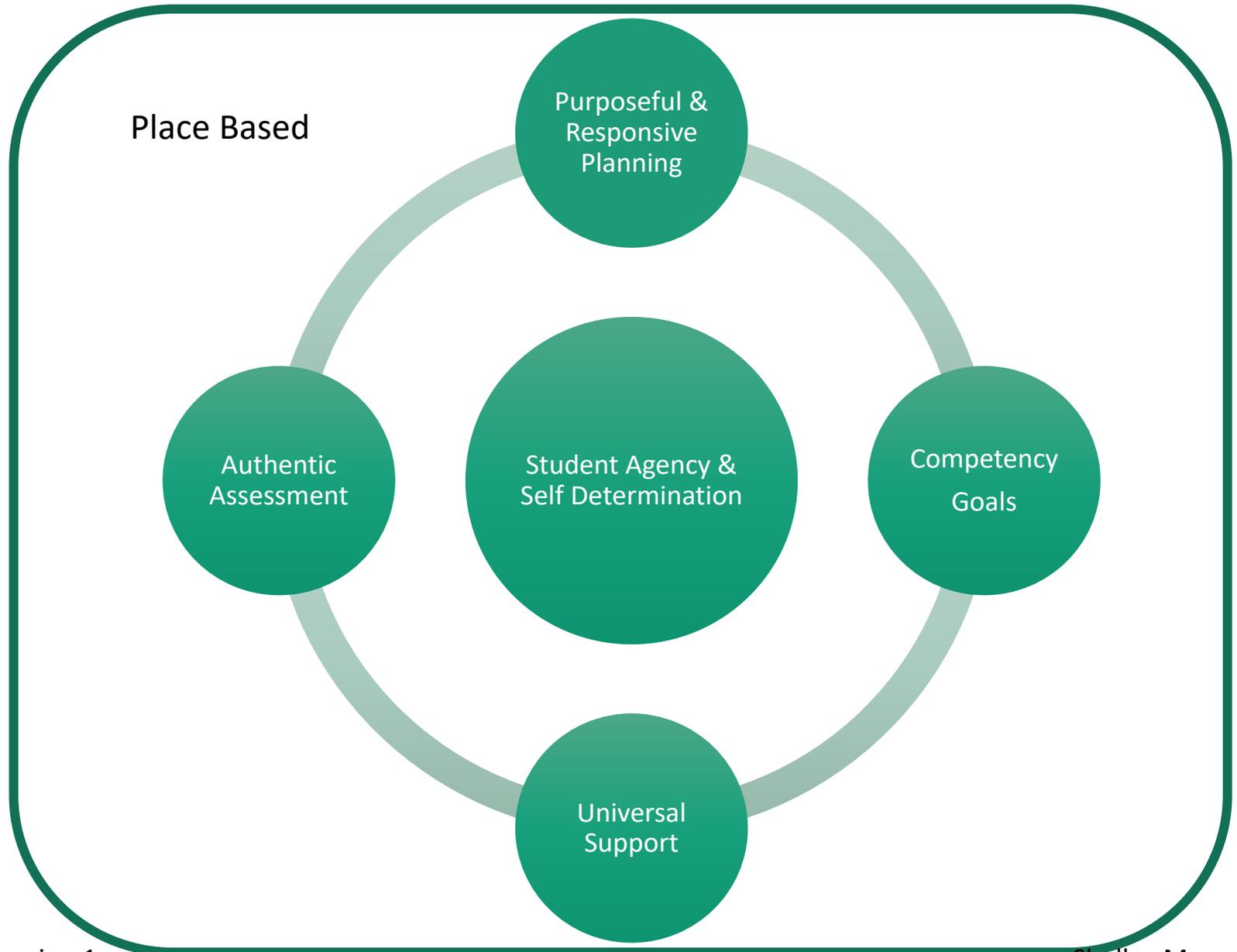
Competency Based IEP



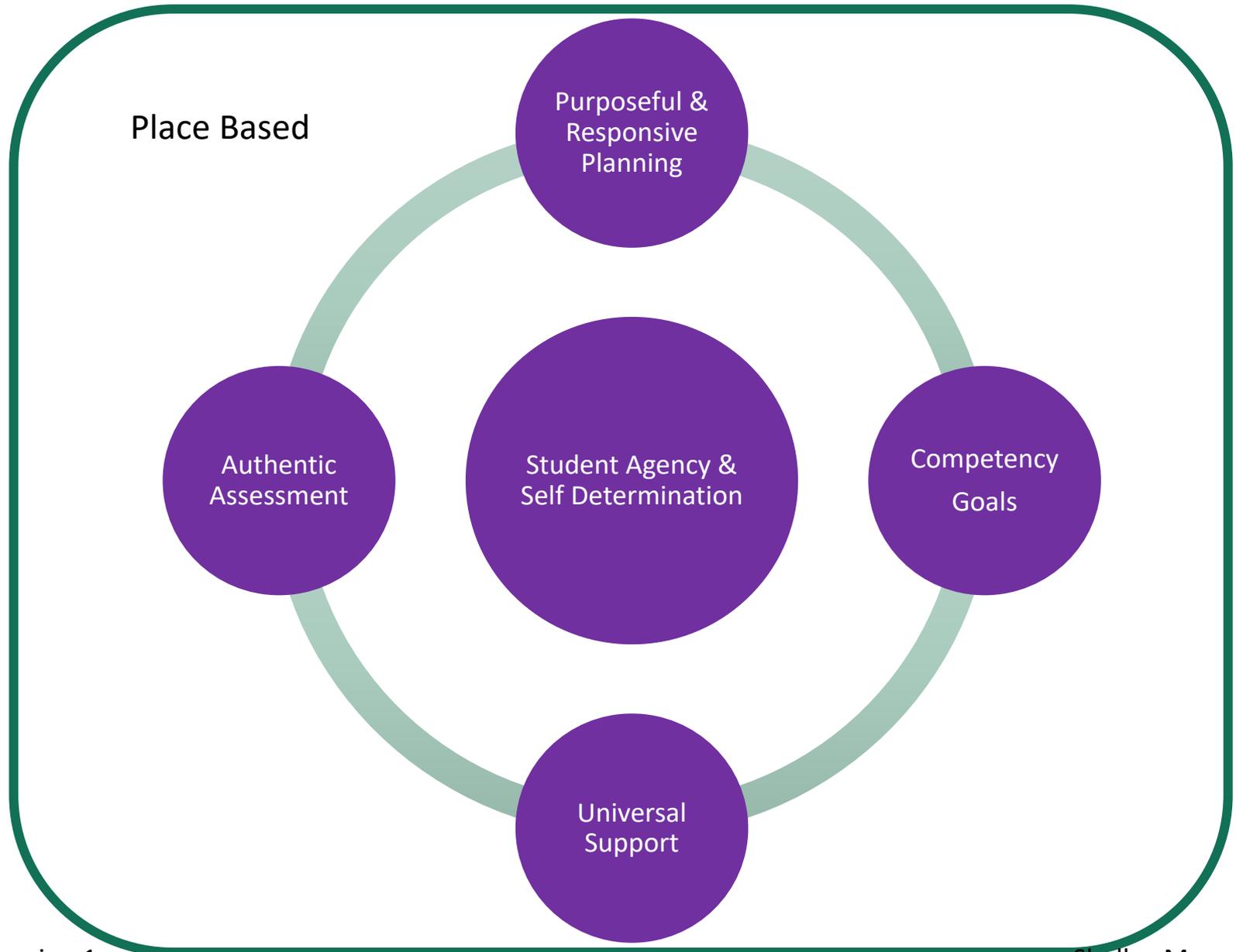
An **Inclusive and **Competency Based** IEP!**

ICBIEP

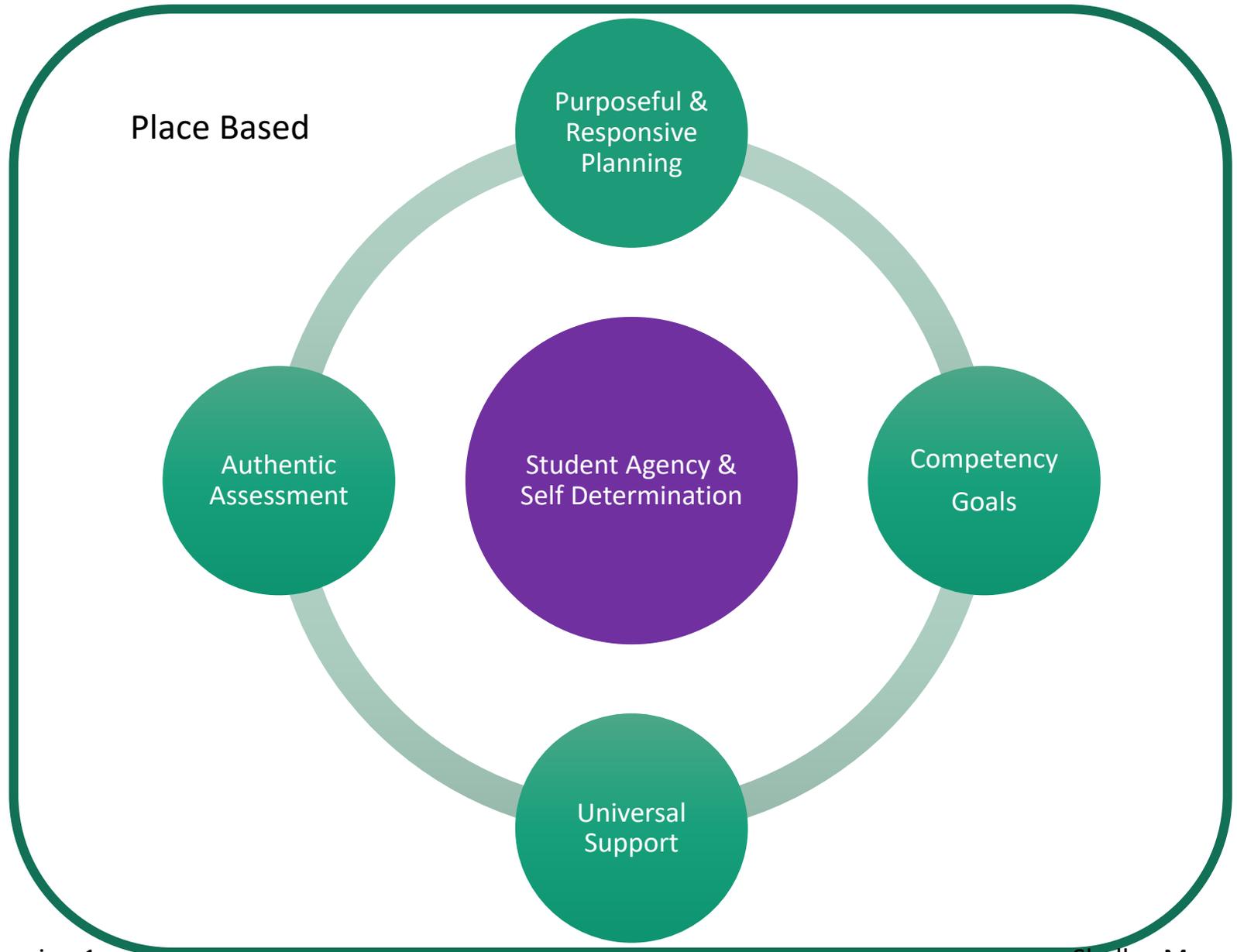
Guiding Principles of a Renewed IEP



Guiding Principles of a Renewed IEP



Guiding Principles of a Renewed IEP



Small Group Chat

- 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?

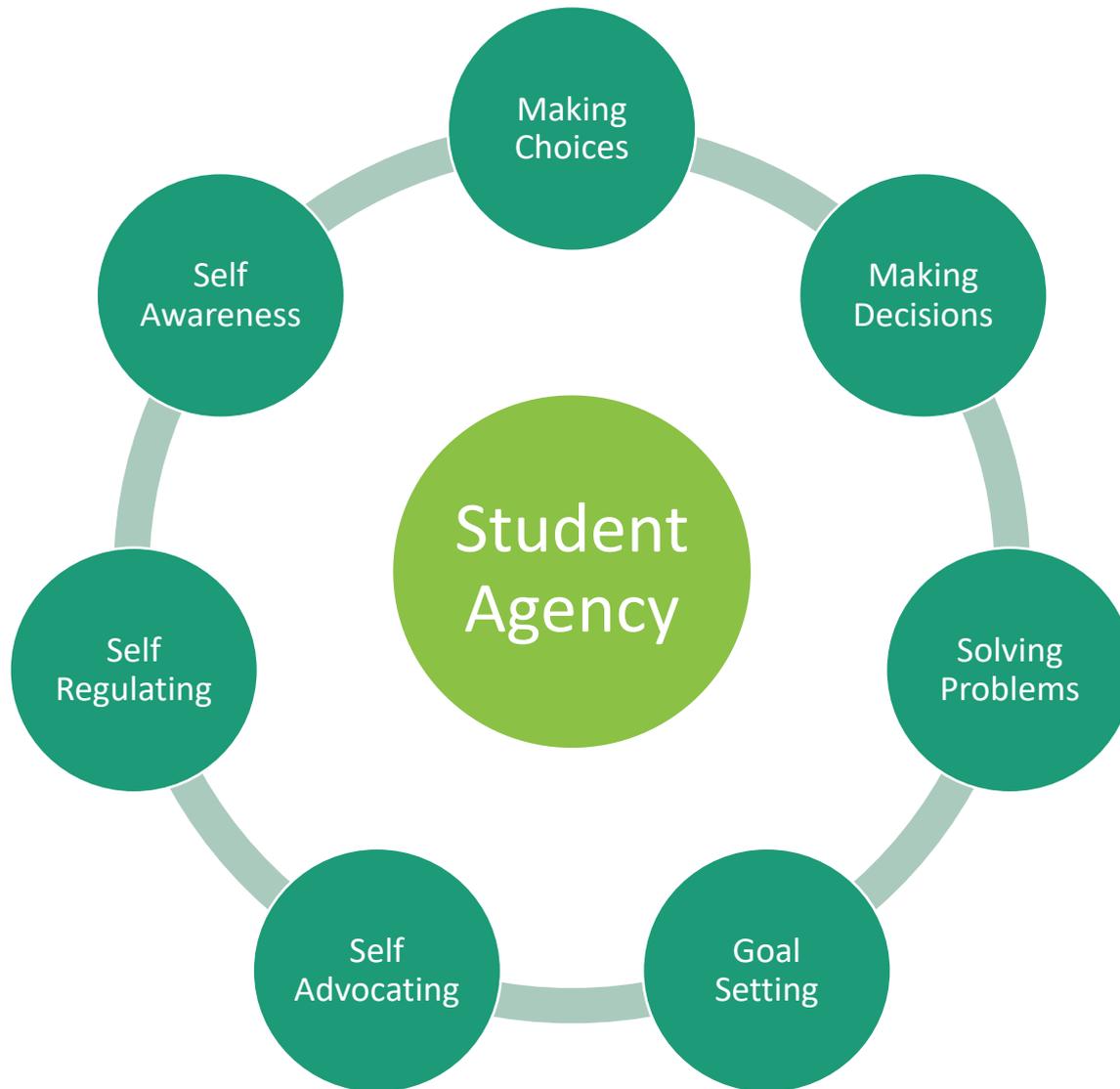
- Many students with disabilities have been **left out** of IEP conversations, making IEPs that are written *about* them instead of *with* them
- Many students **do not even know** they have an IEP
- IEPs *about* students has led to, **little or no ownership** of learning
- IEPs *about* students, effect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

How do we support **Student Agency**? in students with disabilities?

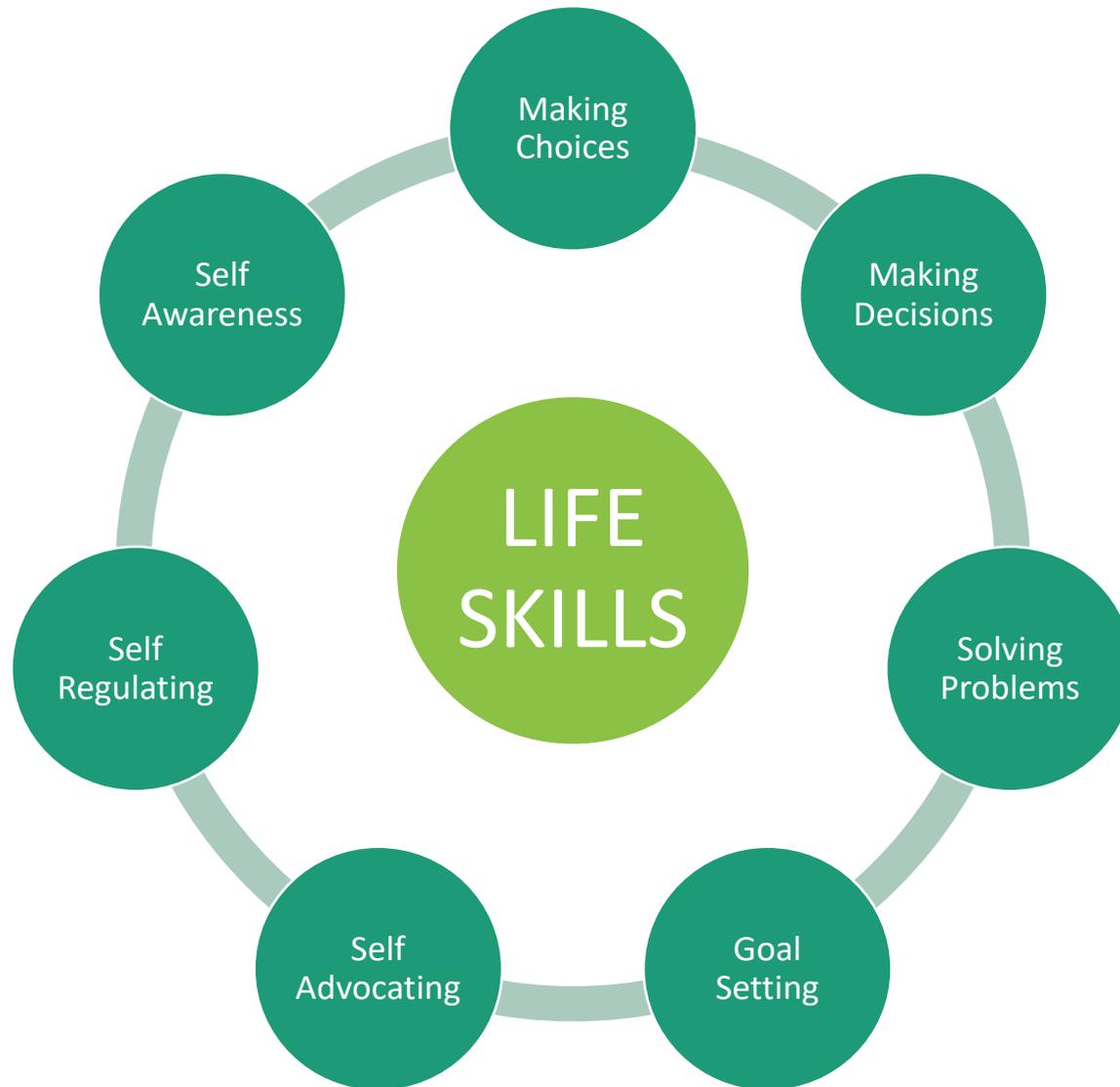
Student with disabilities need to:

- 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

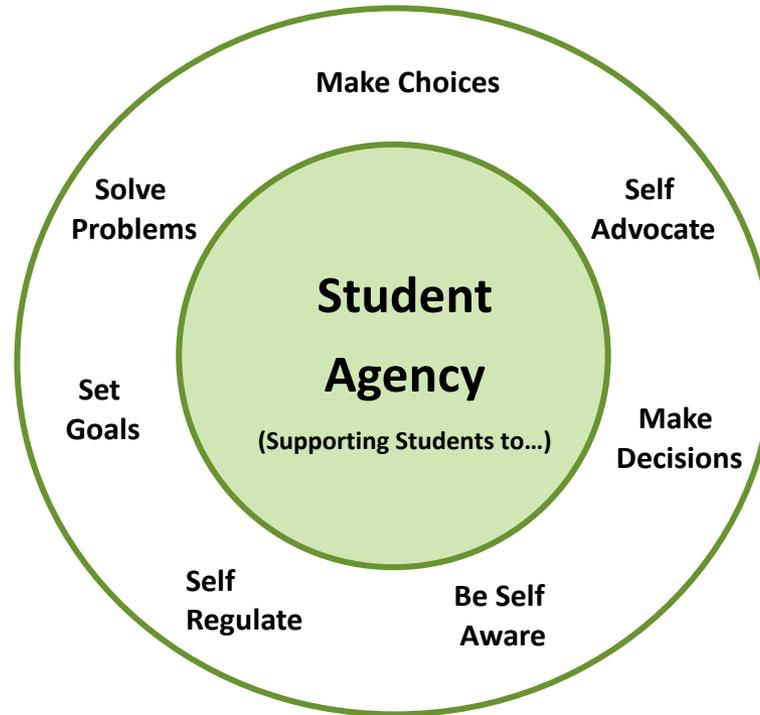


Student Agency



What is the role of an IEP?

Place



Where do we **start**?

How do we support development of **self agency** within an **inclusive community**?

We support the development of self agency with **EVERYONE** in that place!

The difference between:

A support teacher saying:

“My student is in your class, when can we talk about how you can meet their needs?”

To

“Jonathan is in your class, when can we talk about how I can support you, and the class that Jonathan is in?”

How do we support **Student Agency** in an inclusive classroom?

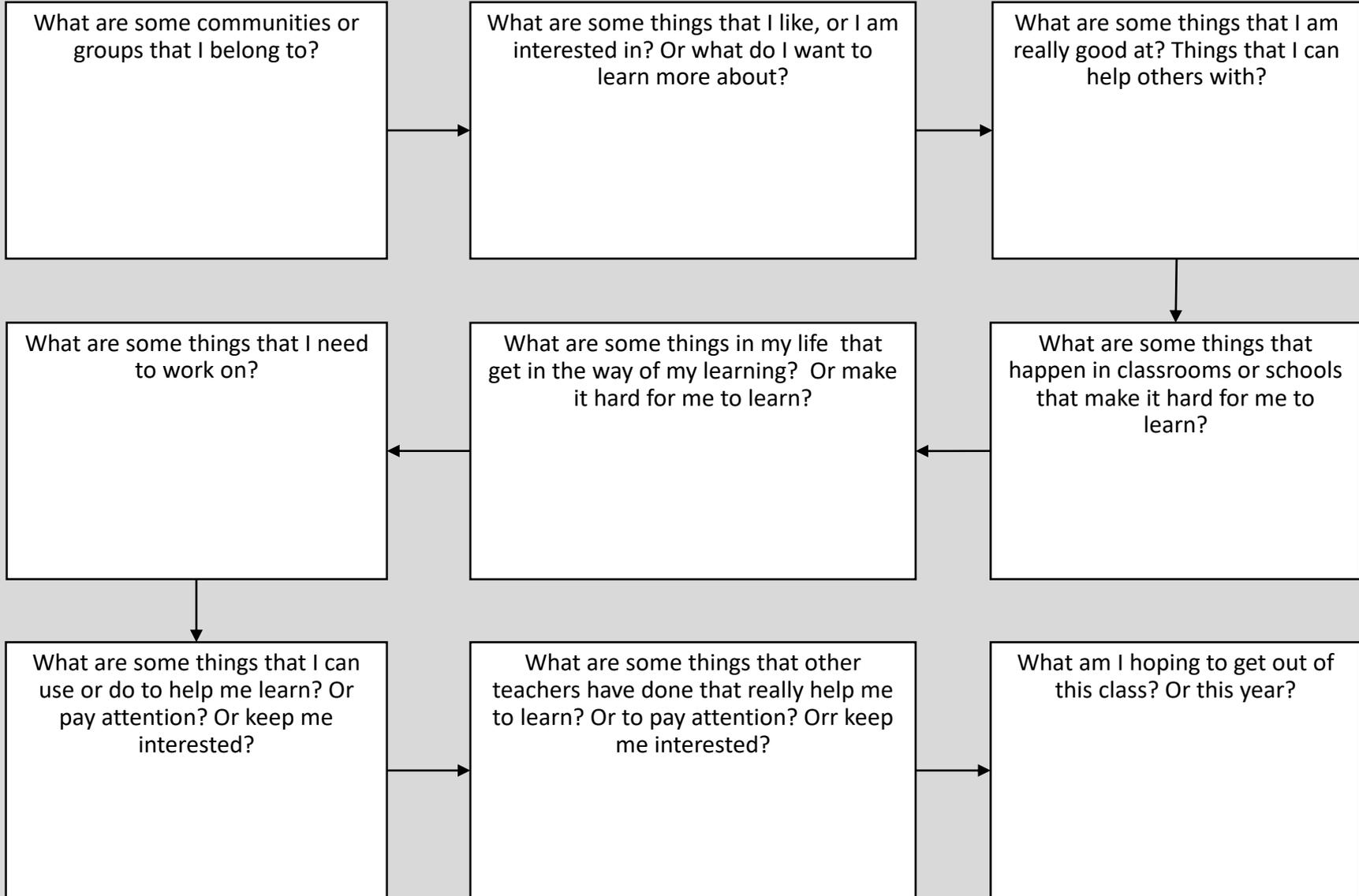
All students need to:

- 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

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

Class Review for :	Teacher:	Date:
We can plan for our students by getting to know the:		
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Based on the interests, strengths and stretches of this class:		
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Decision: Targeted competencies to target for this class		
Teacher Lens:		
Class Lens:		

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?

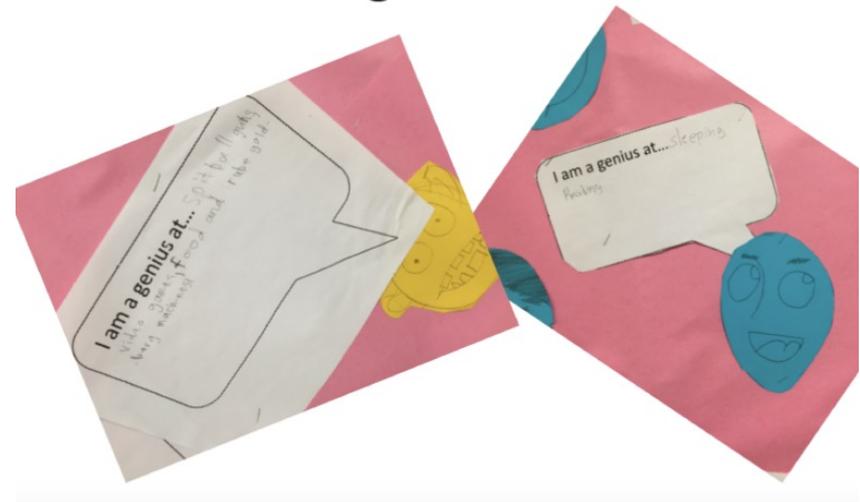
- What communities do I belong to?
- What colours are bright for me?
- What colours are important to me?
- What colours are areas of strength or passion?
- What colours are bright at school?
- What colours are bright outside of school?
- How have my communities changed over time?



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?



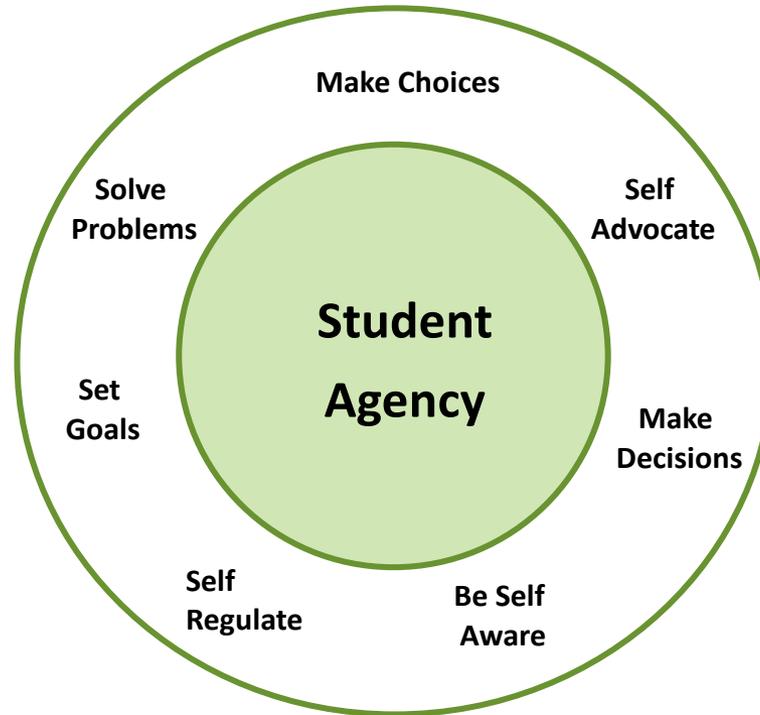
What are my **needs**??

- 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?



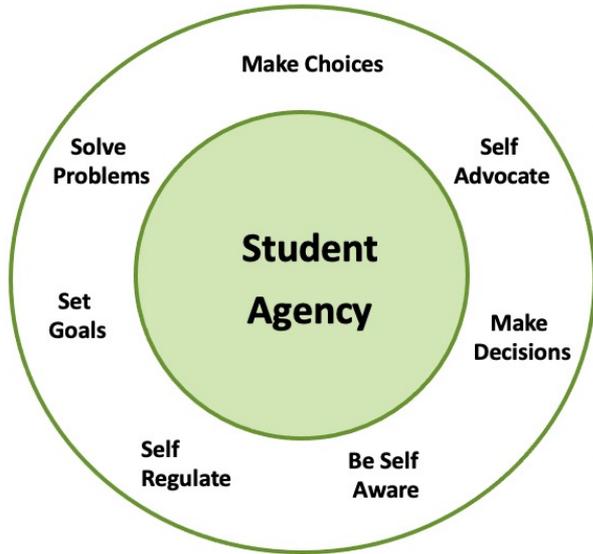
What is the role of an IEP?

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...

Page 1 of the I & CB IEP

School:	Student Profile
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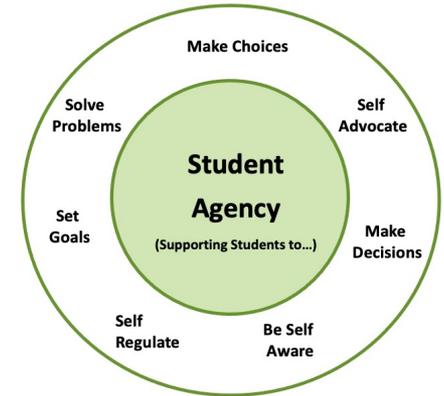
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	Things I spend a lot of time doing, and/or things I want to learn about	My interests are:	
	Things I want my teachers to know about me/ things that will help others understand me better	My needs are:	

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: 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	When I am learning
	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 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!

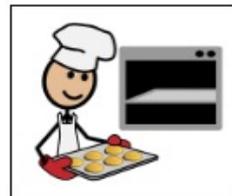
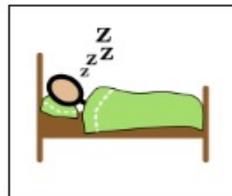
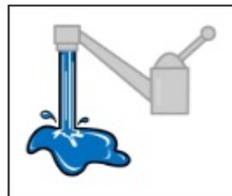
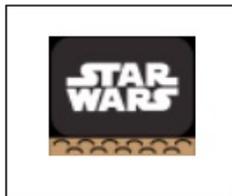
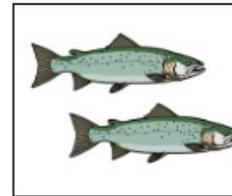
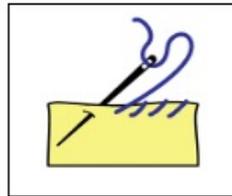
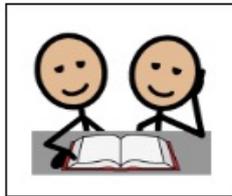
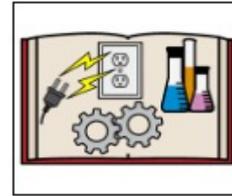
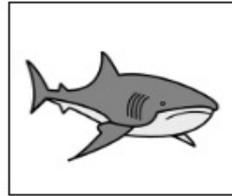
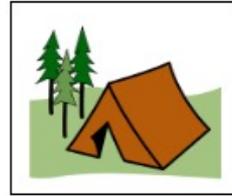
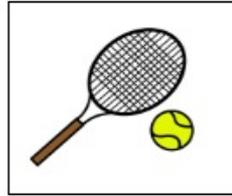
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Person 1: Mr. Lopez Teacher	Strong willed, smart, keen, a learner	Reading with her classmates, science topics	Being with her peers, she notices everything, asking for help	Communicating with her peers	Reading (decoding)
Person 1: Benny EA	Funny, a 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 Juni ?	What is Juni interested in?	What is Juni good at?	What is hard for Juni , but she can still do?	What does Juni need a lot of support with?
How do you know _____?	What words would you use to describe Juni ?	What does Juni like to do on her own, with her family and friends?	What could Juni teach others?	What do you think is something Juni wants to get better at?	What is something that Juni might not be able to do on her own yet?
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Building my Student profile: What are my INTERESTS?

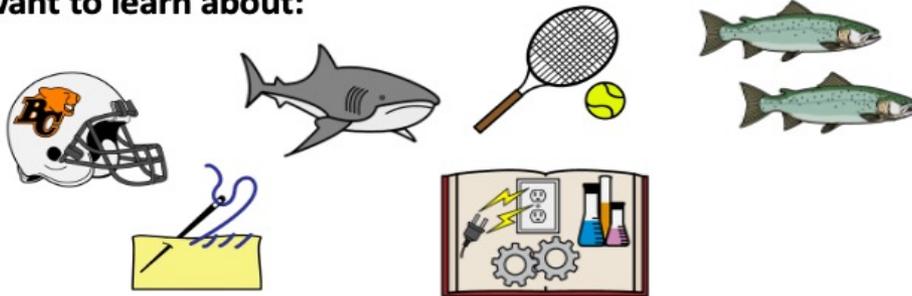




Building my Student profile: What are my INTERESTS?

INTERESTS can be things we want to learn more about.

I want to learn about:



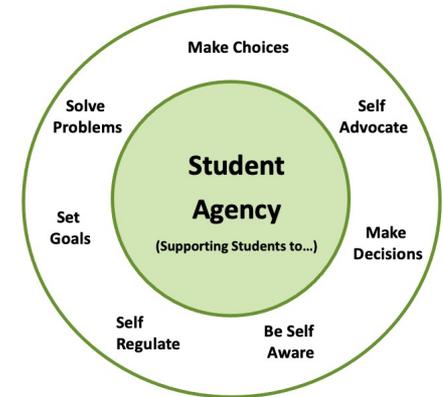
INTERESTS can be things like to do on our own, with out family, or with our friends.

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

Small Group Chat

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

One thing...

- What is **one thing** from today that you will hold onto?
- What is **one thing** you want to try?
- What is **one thing** that you want to learn more about?

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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