

SHELLEY MOORE



@tweetsomemoore



@fivemooreminutes



@fivemooreminutes



www.fivemooreminutes.com

www.blogsomemoore.com



@tweetsomemoore



Inclusive & Competency Based IEPs

What is one of the biggest
barriers to inclusion?

Infrastructure



IEPS

Barriers

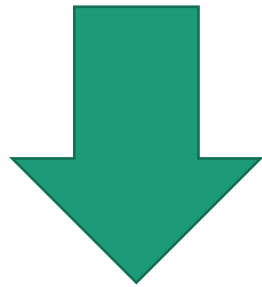
Things were getting in the way and making inclusion HARD to do!

- 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

Masters Project 2010

Parents

Support Teachers

Classroom Teachers

**A tension at
one high
school**

**Collect
some data**

Interviews

What do we
need IEPs for?

What doesn't
work about
IEPs?

What do you
wish you
could change
about IEPs?

For
funding

Advocacy

To show
how a
student is
progressing

Why do we need IEPs?

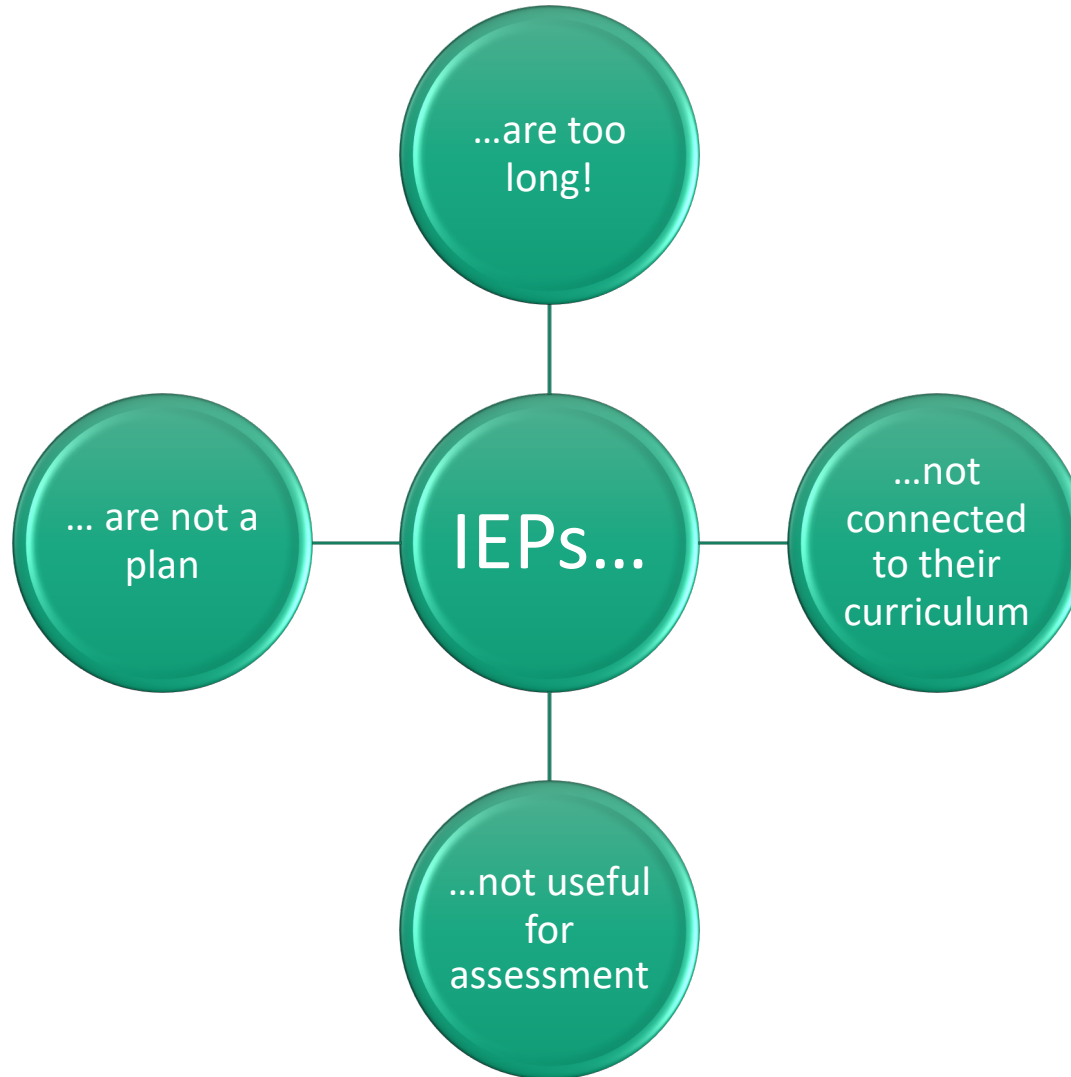
I don't know

To help
staff know
what to do

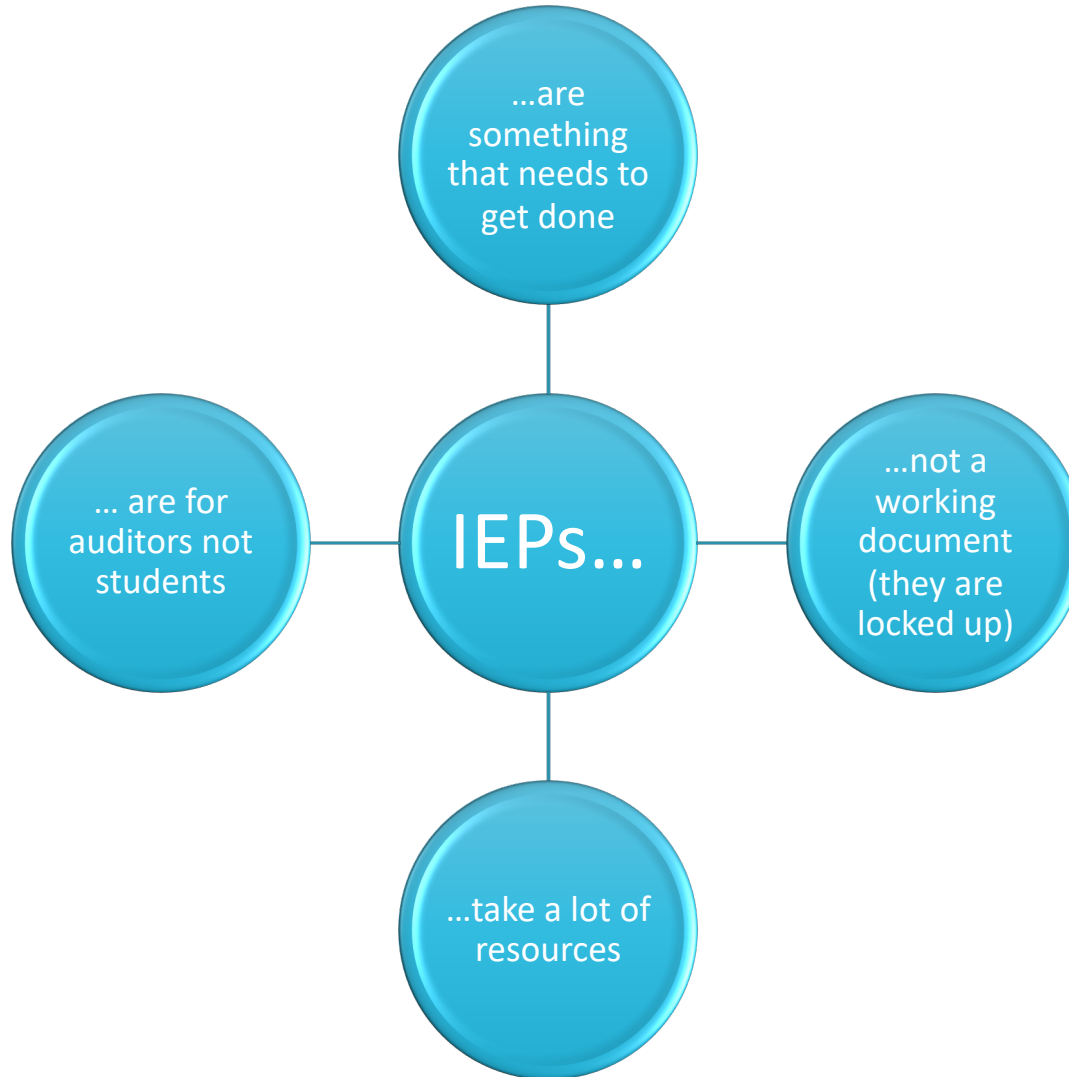
To meet
the needs
of
students

Accountability

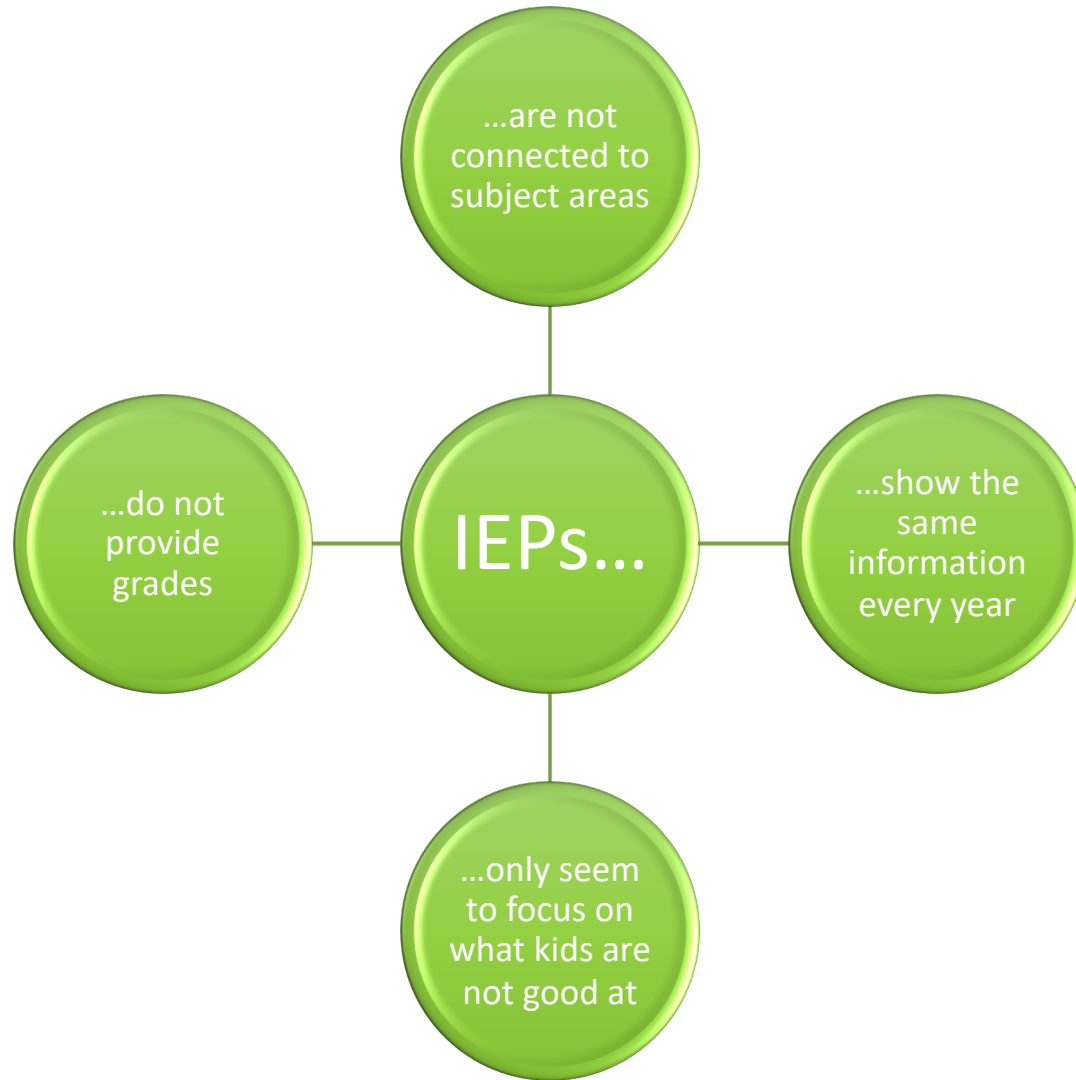
Classroom Teachers Said...



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

A New Partnership!



Inclusive IEP



Competency Based IEP



An Inclusive and Competency Based IEP!

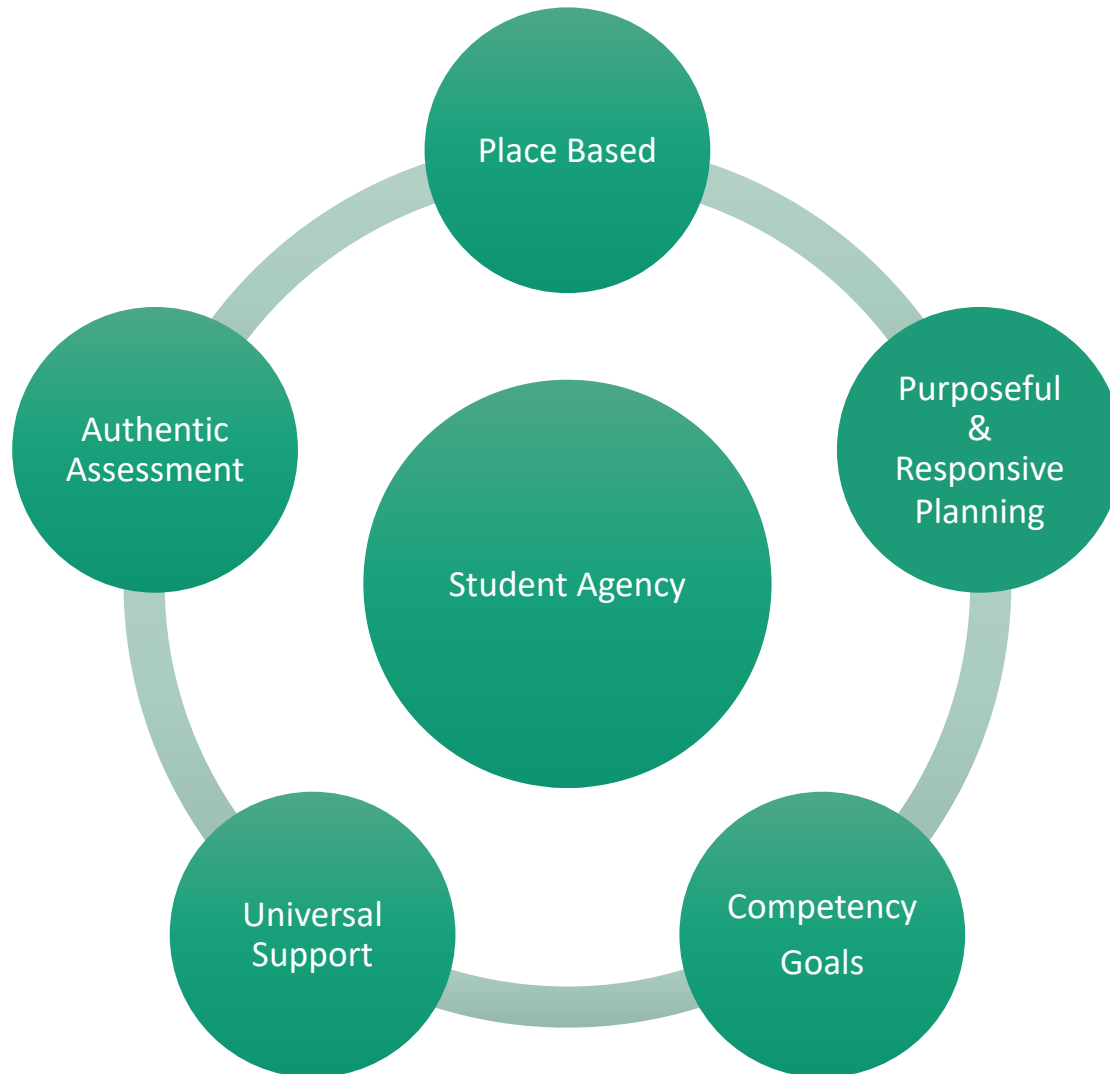
ICBIEP

Building our First Prototype



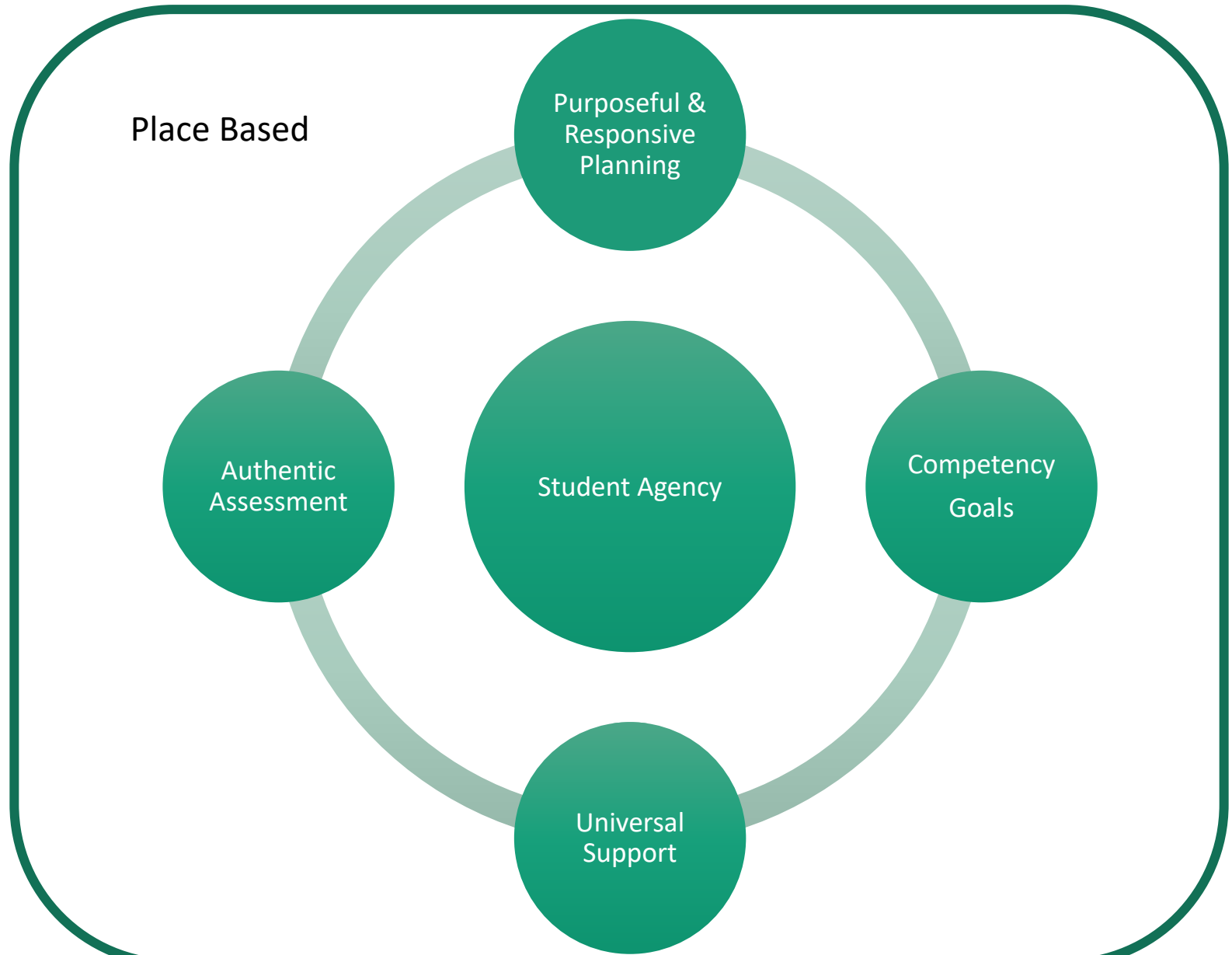
- What makes the renewed curriculum different from the previous?
- How can we use these evolving principles to design a new inclusive and competency-based IEP framework?

Guiding Principles of a Renewed & Inclusive Curriculum



Guiding Principles of a Renewed & Inclusive IEP

Guiding Principles of a Renewed IEP



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?

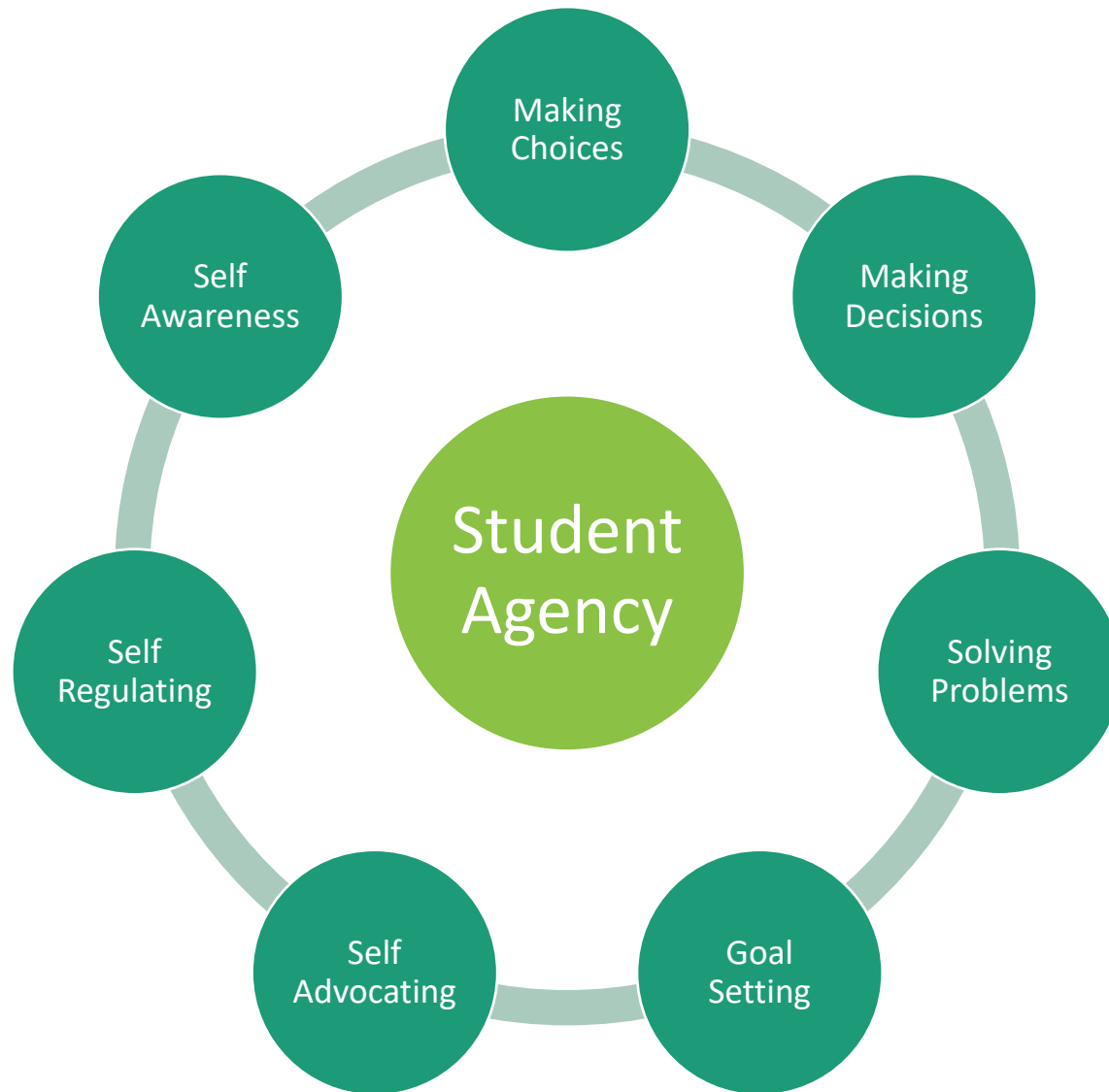
- Many students with disabilities have been **left out** of IEP conversations, making IEPs that are written **about** them instead of **with** them
- Many students **do not even know** they have an IEP
- IEPs *about* students has led to, **little or no ownership** of learning
- IEPs *about* students,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

How do we support Student Agency?

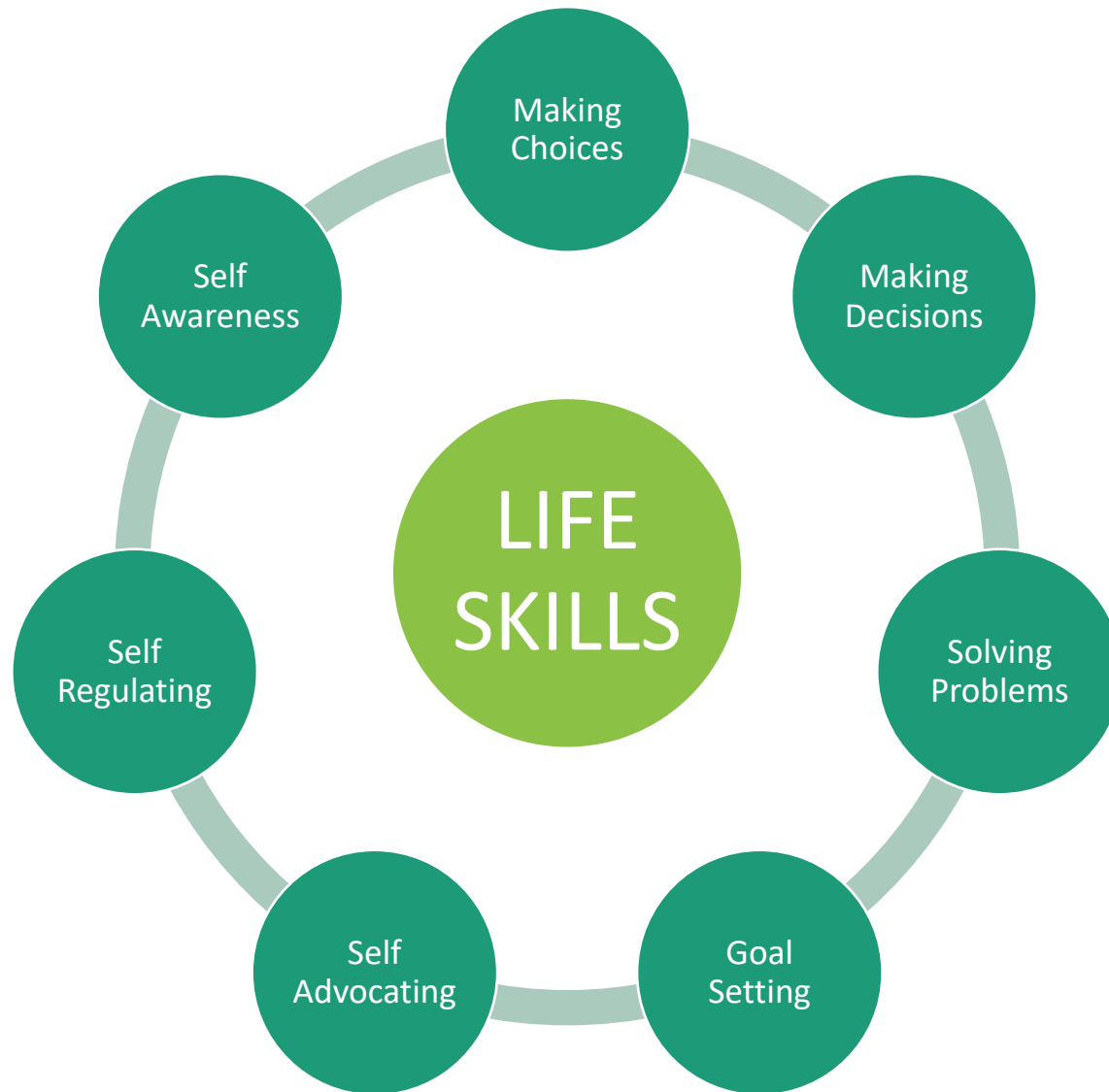
All students need to:

- 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



Student Agency



British Columbia's Core Competencies

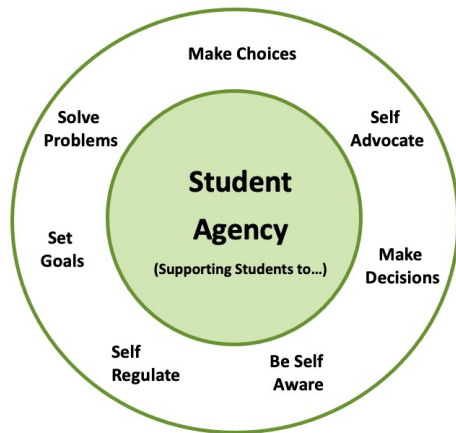
Core Competencies



British Columbia Ministry of Education, 2020

Inclusive & Competency Based IEP

- Page 1
 - Student Profile
 - Learner Profile



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

School:	Student Profile
----------------	------------------------

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:	

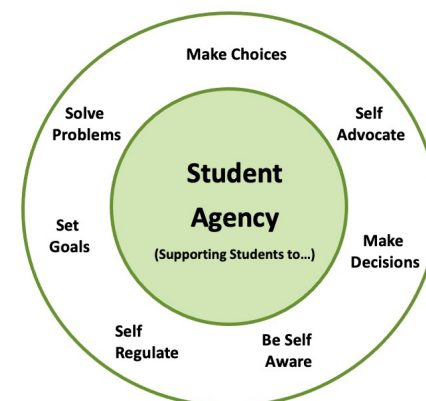
Who I am as a learner

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

School: Creekside Alternate	Student Profile
-----------------------------	-----------------

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 is something _____ wants to get better at?	What does _____ need a lot of support wit? What is something that _____ might not be able to do on their own yet?
Person 1: _____					
Person 1: _____					
Person 1: _____					
Person 1: _____					

Help us get to know Juni!

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

Help us get to know Juni!

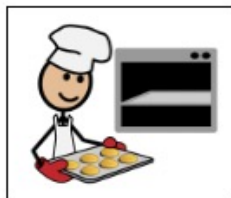
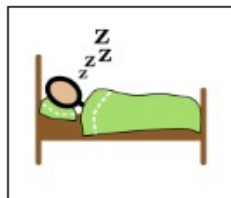
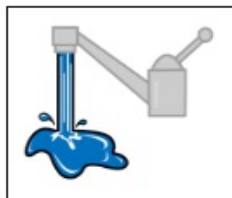
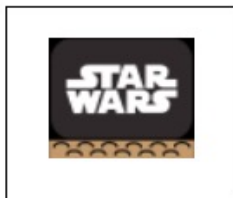
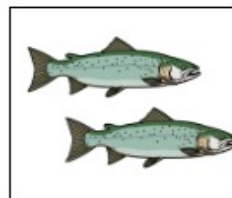
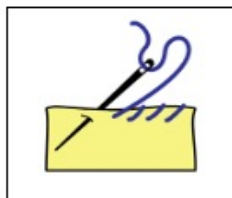
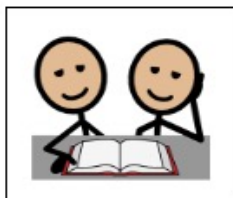
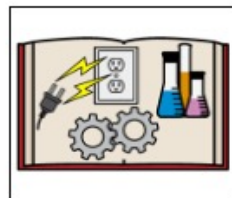
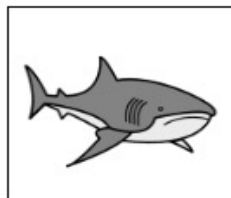
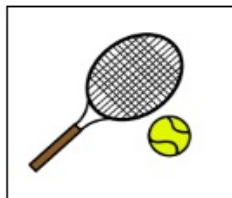
Person	Identities	Interests	Strengths	Stretches	Needs
Your name _____ How do you know _____?	Who is Juni ? What words would you use to describe Juni ?	What is Juni interested in? What does Juni like to do on her own, with her family and friends?	What is Juni good at? What could Juni teach others?	What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

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



Building my Student profile: What are my INTERESTS?

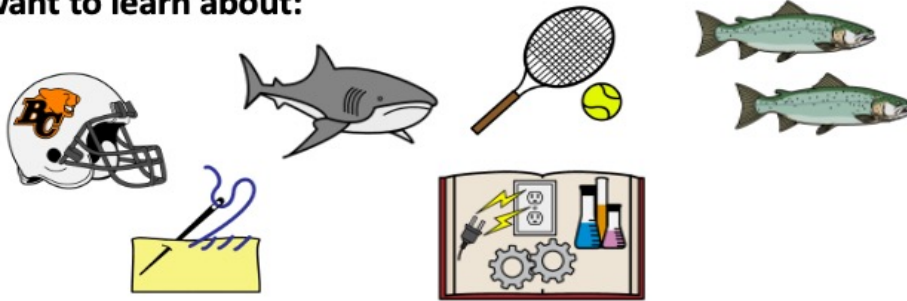




Building my Student profile: What are my INTERESTS?

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.

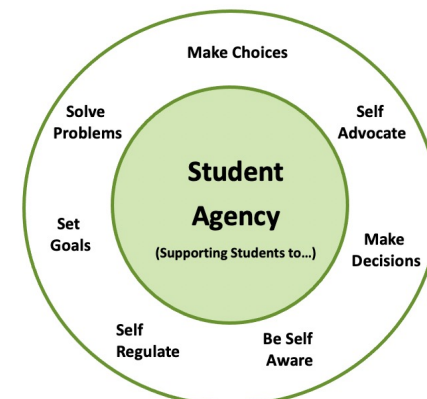
I like to:



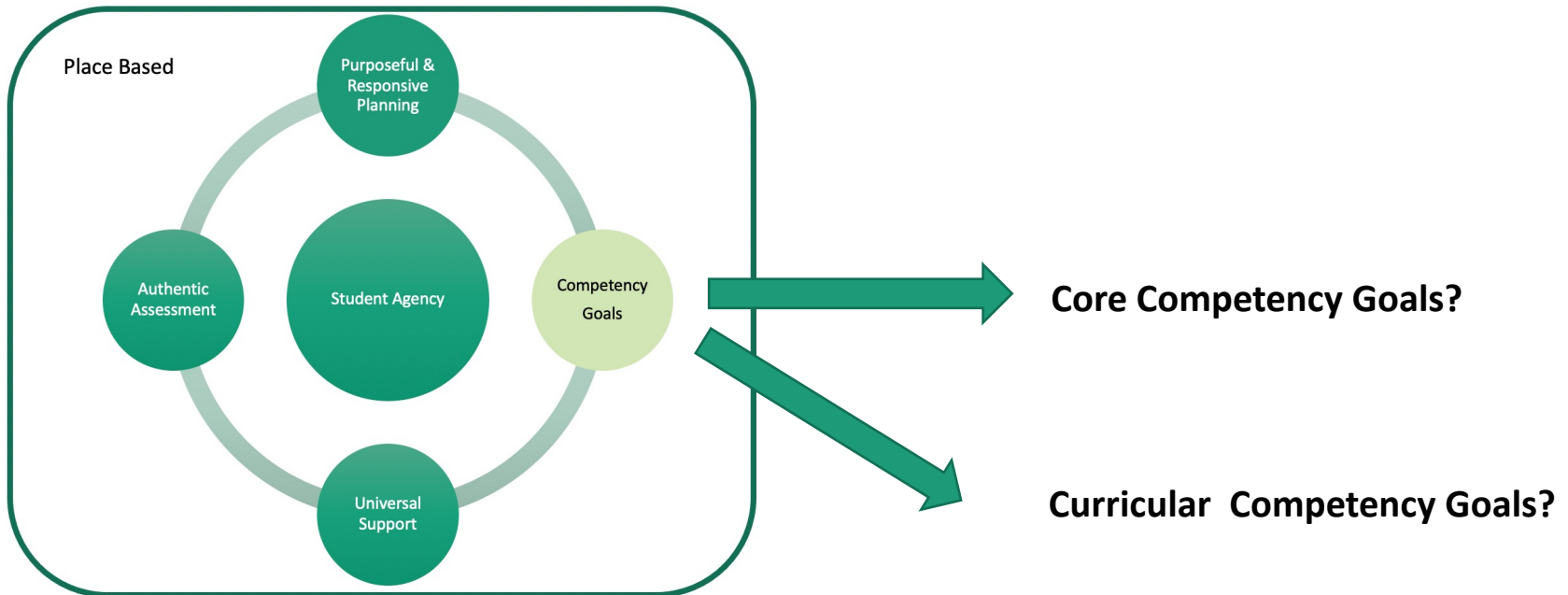
School: Forest Heights Elementary	Student Profile
-----------------------------------	-----------------

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)



Competency Goals



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

1. Core Competency Goals

- Might also be called: 21st century skills, learner characteristics & traits, attitudes, etc.

2. Curricular Content & Competency Goals

- Might also be called: knowledge, skills & process, concepts etc.
 - **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.

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 tries 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

How Core Competency-Based Goals are Organized?

More specific to
Inclusive context



More specific to
individual student

Core Competency Goals			
Step 1. Goal Area	Personal	Social	Intellectual
Step 2. Competency	- Personal awareness & Responsibility - Positive Personal Identity & Culture	- Communication - Collaboration - Social Awareness & Responsibility	- Critical Thinking - Creative Thinking
Step 3. Goal	- Specific facet of competency written as an “I can” statement - Common goal for all students in class - Approximately 3-5		
Step 4. Objective(s)	- Written as an action to the goal, i.e., I can (goal) by (objective) - Specific to individual student		
Step 5. Strategies	- Utilizes interests & strengths of individual student - Specific activities & actions suggested to meet the goal		

Example Geeshan: Determining Strategies

Core Competency Goals				
Step 1. Goal Area	Personal	Social		Intellectual
Step 2. Competency	Personal awareness & Responsibility	Communication		Critical Thinking
Step 3. Goal	<u>I can</u> participate in activities that support my well-being	<u>I can</u> respond meaningfully to communication from peers and adults		<u>I can</u> use my senses to explore
Step 4. Objective(s)	by engaging in learning activities with my friends and classmates	by making communication attempts through the exchange of pec symbols	by sharing experiences between home and school	by interacting with a variety of hands-on learning materials in the context of group learning activities.
Step 5. Strategies	Teach peers to invite and interact with G during learning activities Include a variety of access points within instruction Use differentiated instruction methods Include hands-on component in lessons Strategic pairings of students Repetition Bin System	Teach peers how to use symbols Opportunities to practice P.E.Cs level one Engaging activities that promote interaction - (communication partner, SCERTS) Consistent routines	Have prompts for family about the day in the home/school communication book	Provide a variety of manipulatives, hands on learning tools connected to instruction Explicit teaching of how to use materials Opportunity explore materials with a peer Offer choice in materials Include a sensory element in materials Modeling Repetition

- Referring to the recommendations on Geeshan's Psycho-Ed Report and other Level B assessments, and the strengths and interests on Geeshan's student profile, The LST & SLP listed possible strategies to support Geeshan's classroom teachers

Example Nella: Determining Strategies

Core Competency Goals			
Step 1. Goal Area	Social	Intellectual	
Step 2. Competency	Social Awareness & Responsibility	Creative Thinking	Critical Thinking
Step 3. Goal	<u>I can</u> solve problems myself and ask for help when I need it	<u>I can</u> gather and combine new evidence with what I already know to develop reasoned conclusions, judgments, or plans	<u>I can</u> get new ideas or reinterpret others' ideas in novel ways
Step 4. Objective(s)	by maintaining regular check ins with Ms. A and other people on my team	by using strategies for accessing prior knowledge to support new learning	by using my artistic skills to help me express my learning
Step 5. Strategies	Schedule time with counsellor (Ms. A) Regular check-ins with RT (Ms. C) Teach strategies for emotional regulation, ex. Breathing, progressive body relaxation Modeling and roleplaying Model positive self-talk Build rapport	Explicitly teaching use of scaffolds, frameworks Build in time for organizing work and making a plan	Provide multiple means of demonstrating learning, such as art, video, etc. Schedule time for her to verbally explain her thinking behind her projects

- Referring to the recommendations on Nella's Psycho-Ed Report and other Level B assessments, and the strengths and interests on Nella's student profile, Nella, The LST and the counsellor listed possible strategies to support Nella's classroom teacher

Shelley Moore's IEP

Core Competency Goals			
Competency	Creative Thinking	IEP Goal	CRE 2d) I can make my ideas work when there is a constraint of a form, problem or materials
Objective 1A	By integrating feedback given to me by my committee, into my dissertation	Instructional Strategies	Weekly check ins, offering writing samples, creating overviews
Objective 1B	By completing a full draft of my dissertation by a set date	Instructional Strategies	Create writing time in schedule, pre-mack writing with preferred activity, lock myself in my office, no naps,

Core Competency Goals			
Competency	Personal Awareness & Responsibility	IEP Goal	PAR 2c) I can use strategies to help me manage my feelings and emotions
Objective 1A	By taking my anxiety medication every morning	Instructional Strategies	Wife reminders, taking it at the same time every day, visual checklist
Objective 1B	By responding to gentle feedback when I am escalating	Instructional Strategies	Have friend check ins, code words,

Core Competency Goals			
Competency	Personal Awareness & Responsibility	IEP Goal	PAR 2f) I can participate in activities that support my wellbeing
Objective 1A	By getting enough sleep	Instructional Strategies	Evening routine, eat before 8 pm, avoid alcohol, going to bed at similar time every day, avoiding screen right before sleep
Objective 1B	By moving everyday	Instructional Strategies	Gym membership, virtual coach, going for a walk when I want to nap, listening to podcasts, watching Netflix, pickle ball, keeping track of my activity/steps

Geeshan's Core Competency Goals

Core Competency Goals				
Competency	Communicating	IEP Goal 1	I respond meaningfully to communication from peers and adults	
Objective 1A	by making communication attempts through the exchange of pec symbols		Instructional Strategies	Opportunities to practice PECs level one Engaging activities that promote interaction - (communication partner, SCERTS) Consistent routines
Objective 1B	by sharing experiences between home and school		Instructional Strategies	Have prompts for family about the day in the home/school communication book

Competency	Critical Thinking and Reflective Thinking	IEP Goal 2	I can use my senses to explore	
Objective 2A	by interacting with a variety of hands-on learning materials in the context of group learning activities.		Instructional Strategies	Provide a variety of manipulatives, hands on learning tools connected to instruction Explicit teaching of how to use materials Opportunity explore materials with a peer Offer choice in materials Include a sensory element in materials Modeling Repetition

Competency	Personal Awareness and Responsibility	IEP Goal 3	I can participate in activities that support my well-being by	
Objective 3A	by engaging in group learning activities, with my friends and classmates		Instructional Strategies	Include a variety of access points within instruction Use differentiated instruction methods Include hands-on component in lessons Strategic pairings of students Repetition Bin System

Nella's Core Competency Goals

Core Competency Goals			
Competency	Social Awareness and Responsibility	IEP Goal 1	I can solve problems myself and ask for help when I need it
Objective 1A	by maintaining regular check ins with Ms. A, and other people on my team	Instructional Strategies	Schedule time with counsellor (Ms. A) Regular check-ins with RT (Ms. C) Teach strategies for emotional regulation, ex. Breathing, progressive body relaxation Modeling and roleplaying Model positive self-talk Build rapport

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

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

Ben's Core Competency Goals

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

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

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

Kevin's Core Competency Goals

Competency Goals			
Competency Area	Personal Awareness & Responsibility	Competency IEP Goal 1	I can participate in actions that bring me joy and satisfaction and recognize that I play a role in my well-being by...
Objective 1A	setting a goal to accomplish a task	Instructional Strategies	Scaffolding S. Ward strategy "get ready, do, done," graphic organizers
Objective 1B	persevering when a task gets challenging	Instructional Strategies	Connecting activities to interest, choice of supports and strategies, model options when he gets stuck, Premack activities
Objective 1C	celebrating my efforts and accomplishments	Instructional Strategies	Sharing what is he proud of with peers, teachers and parents, verbal check ins F. Brownlie strategy "what's working, what's next?" Celebrating big when K meets a goal he sets

Competency Area	Social Awareness & Responsibility	Competency IEP Goal 2	I can interact with others and my surroundings respectfully by...
Objective 2A	solving problems myself and asking for help when I need it	Instructional Strategies	Bank of taught strategies when stuck, social stories, comic book conversations, subtle post-it-note cueing system when he needs help
Objective 2B	building relationships and working and playing cooperatively	Instructional Strategies	Strategic peers grouping, coach peers how to interact and respond, share successes with peers

Competency Area	Communication	Competency IEP Goal 3	I can communicate with peers and adults by...
Objective 3A	talking and listening to people I know	Instructional Strategies	Offer choice to check in with Mr. Mohar, mini conferences with Ms. Feetham and Ms. Rhee
Objective 3B	communicating for a purpose	Instructional Strategies	Time to share learning in class with peers, scaffolds to organize thinking prior to sharing activities, celebrations with the class

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		

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

1. Core Competency Goals

- Might also be called: 21st century skills, learner characteristics & traits, attitudes, etc.

2. Curricular Content & Competency Goals

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

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?

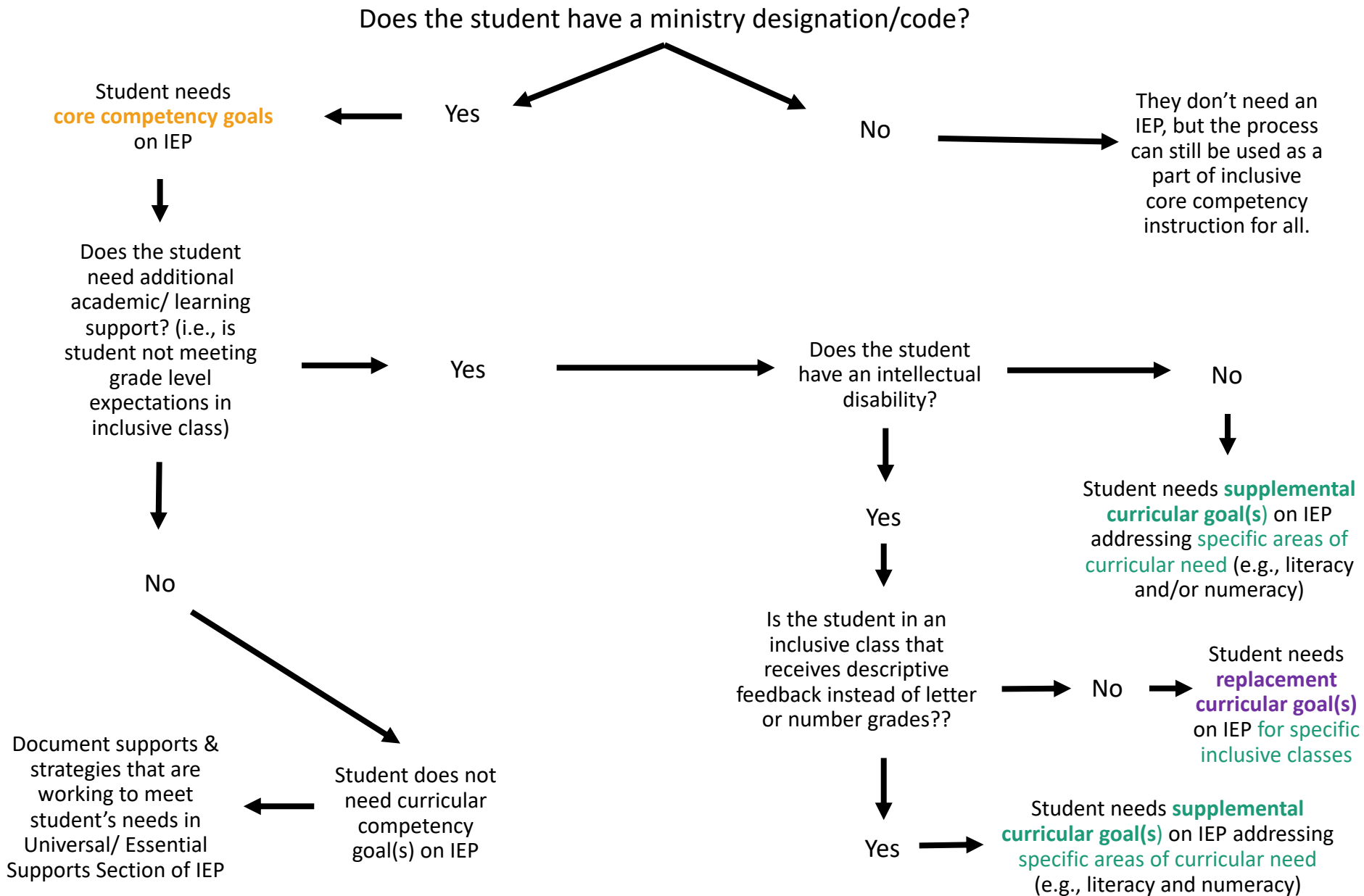
More specific to
Inclusive context



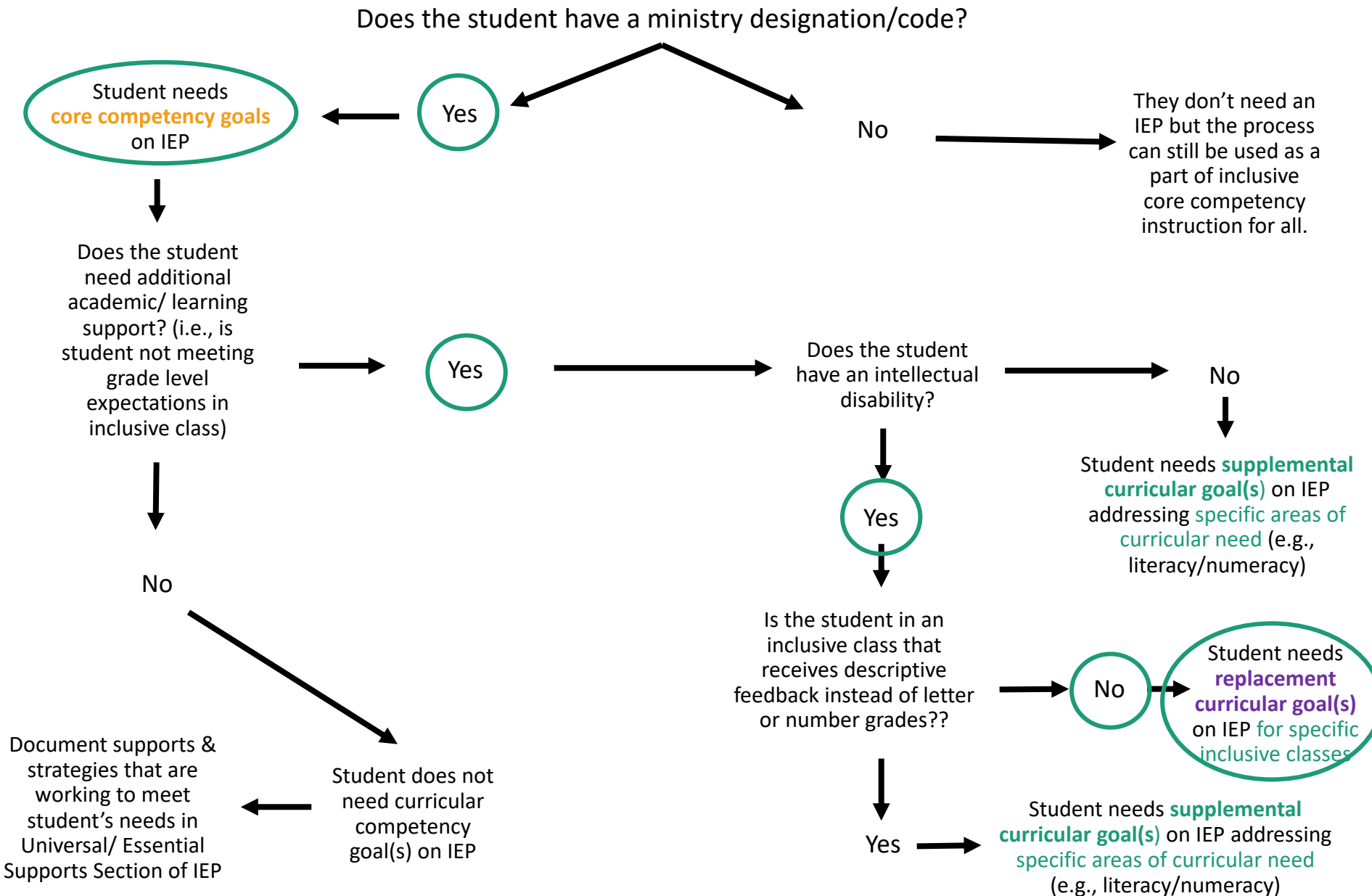
More specific to
individual student

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

I&CB IEP: IEP Goal Flow Chart



I&CB IEP: IEP Goal Flow Chart: Geeshan



Deriving Replacement Goals & Objectives from Grade Level Curriculum

Class:	Teacher:	EA:	Support Teacher:
Big Idea:		Guiding Unit Questions:	
Grade Level Curricular Learning Outcomes		Student Friendly Language (IEP Goals)	Access Points (Replacement Objectives)
Learning Standard:			
Learning Standard:			
Learning Standard:			
Learning Standard:			
Grade Level Summative Task(s)			Replacement Summative Assessment Task:

Deriving Replacement Goals & Objectives from Grade Level Curriculum

Class: Social Studies 11	Teacher: Tom Ripley	EA: Allison Kwan	Support Teacher: Lynn Lennette
Grade Level Curricular Learning Outcomes	Student Friendly Language	Access Points (Replacement Objectives)	

Deriving Replacement Goals & Objectives from Grade Level Curriculum

Class: Social Studies 11	Teacher: Tom Ripley	EA: Allison Kwan	Support Teacher: Lynn Lennette
Big Idea: Understanding the diversity and complexity of cultural expressions in one culture enhances our understanding of other cultures		Guiding Unit Questions: What is cultural expression? How does learning about one culture help us to understand other cultures?	
Grade Level Curricular Learning Outcomes		Student Friendly Language (IEP Goals)	Access Points (Replacement Objectives)
Learning Standard: Content Sacred texts, traditions, and narratives of culture		I know sacred texts, traditions, and narratives of different cultures (including an indigenous and local culture)	I know traditions and important events in my culture
Learning Standard: Curricular Competency Assess the significance of people, places, events, phenomena, ideas, or developments (significance)		I can assess the cultural significance of people, important places, events, traditions, ideas and/or developments	I can show important places, events and traditions in my culture
Learning Standard: Curricular Competency Compare and contrast continuities and changes, trends and patterns, or similarities and differences for different people, places, events, phenomena, ideas, or developments (continuity and change)		I can compare and contrast different cultures including people, important places, events, traditions, ideas and/or developments	I can show important places, events and traditions in a culture different than my own
Learning Standard: Curricular Competency Infer and explain different perspectives on people, places, events, phenomena, ideas, or developments (perspective)		I can explain different cultural perspectives of people, important places, events, traditions, ideas and/or developments	I can share what I know about mine and another culture
Grade Level Summative Task			Replacement Summative Assessment Task:
Respond to Guiding Unit Questions by: - Choosing 3 cultures (1 Indigenous, 1 from class, 2 choice) - Describing how these cultures express themselves, what elements of their culture make them unique? What makes them similar to other cultures? - Explaining what the cultures you have chosen value or find important? What events or ideas have led to their existence and values? - Comparing and contrast the cultures you have chosen. What elements of their culture have changed or evolved over time? What has stayed the same? Format: Choice of Essay, Presentation, Metaphor/3D model			Respond to Guiding Unit Questions by: - Learning more about your own culture - Choose another culture to learn more about - Describe importance places, events and traditions of the cultures you are learning about Format: Choice of Visual Essay, Presentation, 3D Model

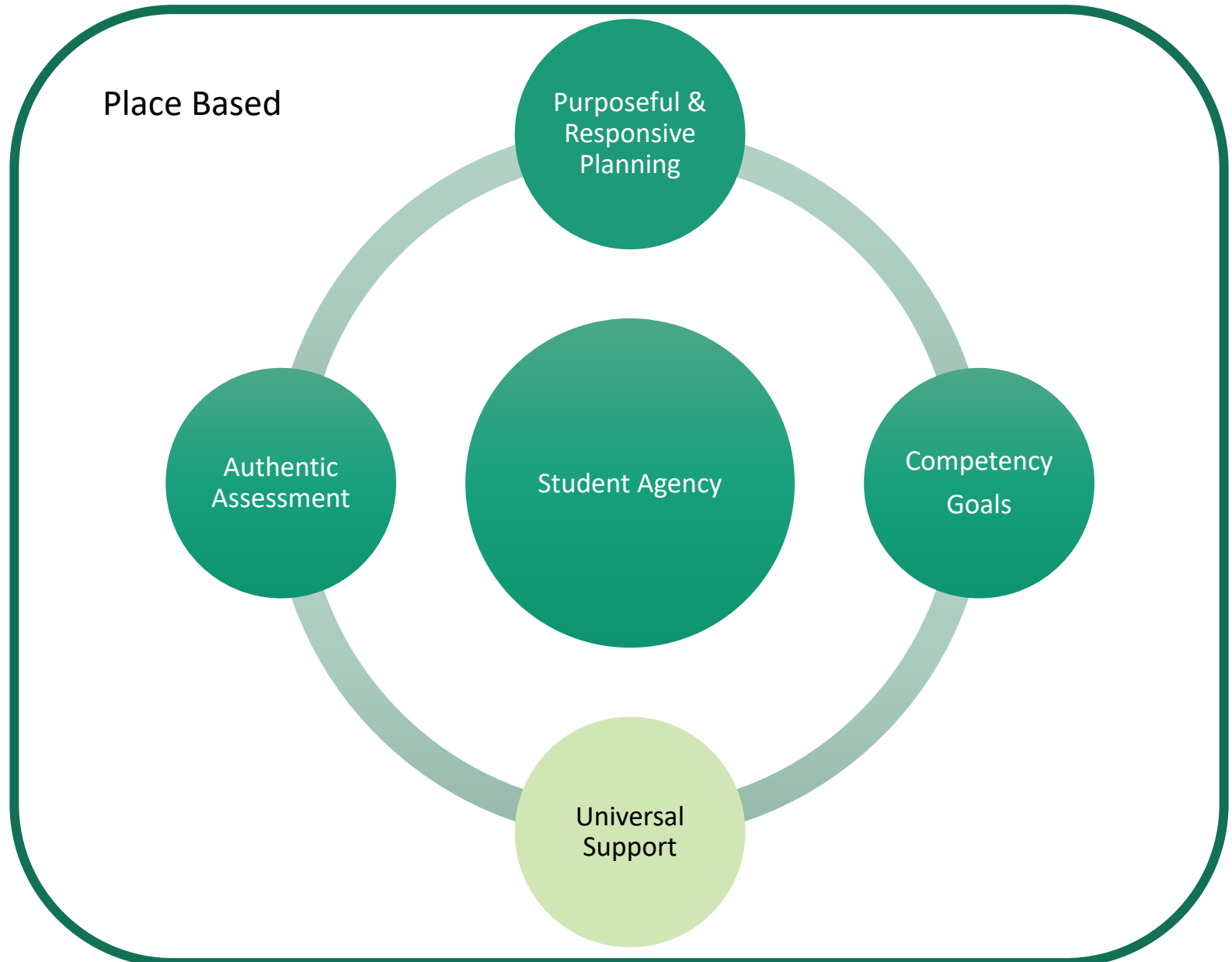
- **Geeshan – Grade 11**
- **Replacement curricular goals in inclusive classes**
- **Social Studies 11, Life Skills Numeracy, Band 11/12, English 11**

Curricular Goals					
Learning/ Subject Area	Social Studies 11	Type of Goal	Replacement	Teacher/ Support Staff	T. Ripley/ A. Kwan
Inclusive Big Idea	Understanding the diversity and complexity of cultural expressions in one culture enhances our understanding of other cultures				
Curricular IEP Goal 1	G knows sacred texts, traditions, and narratives of different cultures				
Objective 1A	by identifying traditions and important events in his culture		Instructional Strategies	Survey the family about home culture traditions and celebrations Create an emergent level text with pictures and important words, paired with objects	
Curricular IEP Goal 2	G can assess the cultural significance of people, important places, events, traditions, ideas and/or developments				
Objective2A	by describing important places, events and traditions in my culture		Instructional Strategies	Create an emergent level text with pictures and important words, paired with objects for own culture group	
Curricular IEP Goal 3	G can compare and contrast different cultures including people, important places, events, traditions, ideas and/or developments by				
Objective 3A	by describing important places, events and traditions in a culture different that my own		Instructional Strategies	Create an emergent level text with pictures and important words, paired with objects for a different culture group	
Curricular IEP Goal 4	G can explain different cultural perspectives of people, important places, events, traditions, ideas and/or developments by				
Objective 4A	by sharing what I know about mine and another culture		Instructional Strategies	Visual options (power point, or objects, pictures, videos), pair words with visuals, include music	

Deriving Replacement Goals & Objectives from Grade Level Curriculum

Student:	Course	Teacher/Staff:
What unit are you working on this term?	Why is this unit important? (Big Idea)	
Unit:		
What do you want everyone to get out of this unit? (Goal)	What could this look like for _____? (IEP Objective)	
What resources/ strategies are you using for this unit?	What do we need for _____? (strategies)	
How will you assess all students learning in this unit?	What could this look like for _____? (assessment)	

Guiding Principles of a Renewed IEP



What are universal supports
& strategies?

What are supports &
strategies?

What are Supports & Strategies?

Supports vs. Resources

What are Supports & Strategies?



People



Time



Funding

Supports vs. Resources

Resources are only as useful as the supports and strategies we design to use them.



People



Time



Funding

How can **resources** (for the supports & strategies) be used in **more inclusive ways**?

What are supports &
strategies?

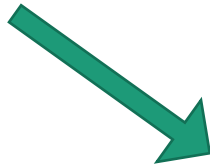
What are

supports & strategies?



What **tools** do *some* students **NEED** based on their:

What **actions** will *some* students **NEED** based on their:



Goals
Needs
Interests
Strengths
Stretches

What are

supports & strategies?



What **tools** do *some* students **NEED** based on their:



What **actions** will *some* students **NEED** based on their:



Goals
Needs
Interests
Strengths
Stretches

ACCOMMODATIONS

What are universal supports
& strategies?

What are UNIVERSAL supports & strategies?



What **tools** do *some*
students **NEED** based on
their:



What **actions** will *some*
students **NEED** based on
their:



Goals
Needs
Interests
Strengths
Stretches



How can we teach *all* students to use **tools &**
actions in meaningful ways

How do we determine Universal Supports & Strategies?

How do we determine Universal Supports & Strategies for individuals?

- Step 1: What are the student's needs?
- Step 2: What tools and/or actions will support a student to be successful?
- Step 3: Are the tools or actions universal?

How do we determine Universal Supports & Strategies for individuals?

- Step 1: What are the student's needs

Determining Student Needs

- Students & Families
- Educational Assistants and Teachers
- Specialists and Consultants
 - SLP, OT, PT, ELL, Counsellors, Resource etc.
- Psych Ed and other Diagnostic Assessments
- Needs-Based Reflections



Student Areas of Needs Assessment

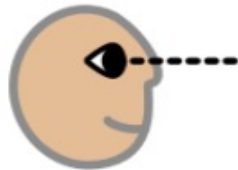
1. Look at the following areas of need with your family and school team
2. Decide which ones do you/we feel get in the way of learning and being successful at school?
3. Decide which areas you/we need support for immediately, soon or not right now.
4. Choose three areas of need to start with, we can make a support plan

Areas of Need	I need support for this immediately	I need support for this soon	I do not need support for this right now
Aggression	☐	☐	☐
Anger or Frustration	☐	☐	☐
Anxiety	☐	☐	☐
Articulation	☐	☐	☐
Attendance	☐	☐	☐
Assistive Technology	☐	☐	☐
Blind/Vision Impairment	☐	☐	☐
Bullying	☐	☐	☐
Central Auditory Processing	☐	☐	☐
Deafness	☐	☐	☐
Depression/Sadness	☐	☐	☐
Motivation	☐	☐	☐
Eating Disorder	☐	☐	☐
Emotional Regulation	☐	☐	☐
English Language Skills	☐	☐	☐
Executive Functioning	☐	☐	☐
Fine Motor Skills	☐	☐	☐
Gambling	☐	☐	☐
Greif Management	☐	☐	☐
Gross Motor Skills	☐	☐	☐
Hearing	☐	☐	☐
Intellectual Ability	☐	☐	☐
Listening Comprehension	☐	☐	☐
Low Vision	☐	☐	☐
Memory	☐	☐	☐
Mental Health	☐	☐	☐
Metacognition	☐	☐	☐
Mobility	☐	☐	☐
Non-Verbal Reasoning	☐	☐	☐
Organization	☐	☐	☐
Personal Care	☐	☐	☐
Personal Safety	☐	☐	☐
Phonological Processing	☐	☐	☐
Processing Speed	☐	☐	☐
Self Esteem	☐	☐	☐
Self- Advocacy	☐	☐	☐



Geeshan needs help with:

seeing



eating



reading



learning



making friends



talking



Made by S. Moore with SymbolStix, 2020

How do we determine Universal Supports & Strategies for individuals?

- Step 1: What are the student's needs?
- Step 2: What tools and/or actions will support a student to be successful?

Anticipating Supports & Strategies for for **Student Needs**

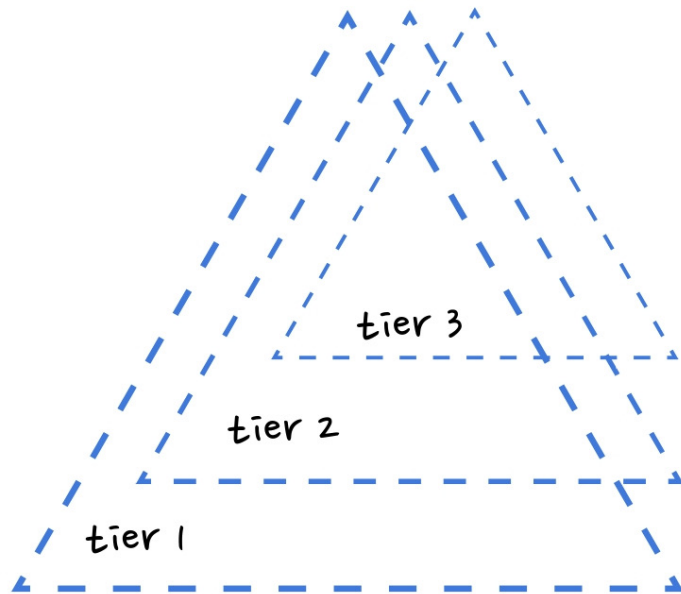
- Students & Families
- Educational Assistants and Teachers
- Specialists and Consultants
 - SLP, OT, PT, ELL, Counsellors, Resource etc.
- Psych Ed and other Diagnostic Assessments
- Needs-Based Resources
 - E.g. www.teachspeced.ca



How do we determine Universal Supports & Strategies for individuals?

- Step 1: What are the student's needs?
- Step 2: What tools and/or actions will support a student to be successful?
- Step 3: Are the tools or actions universal?

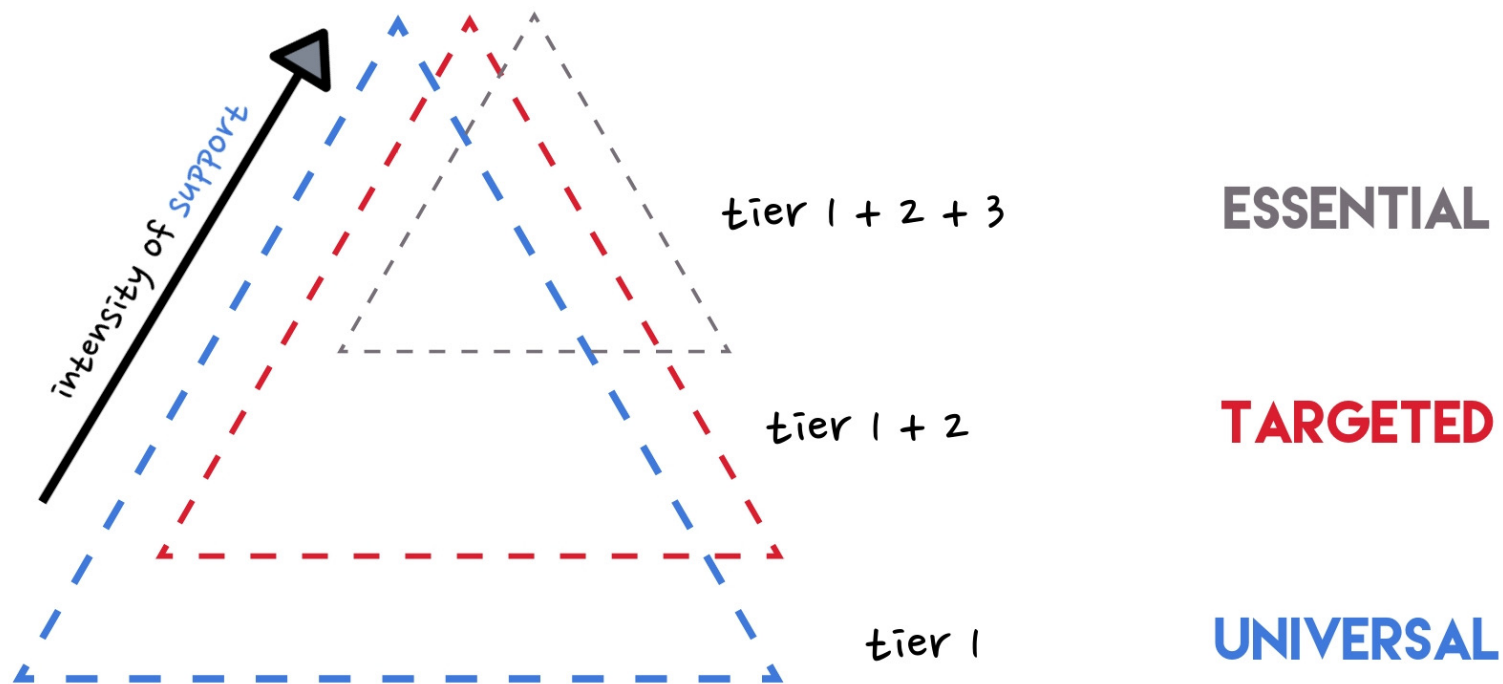
RTI: RESPONSE TO INSTRUCTION



Shelley Moore, 2019

@tweetsomemoore

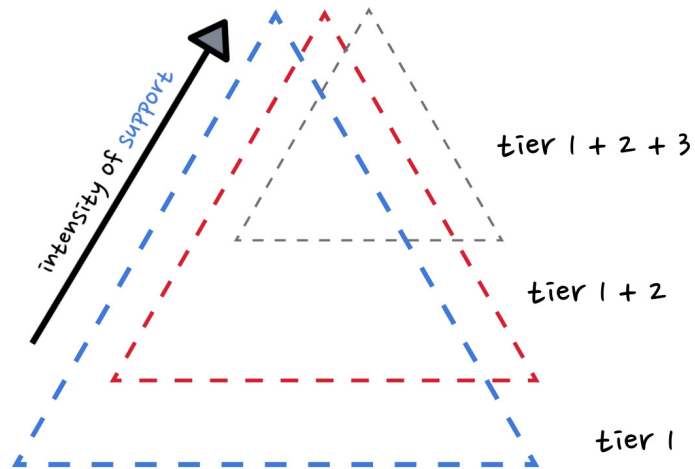
RTI/MTLS



Shelley Moore, 2019

@tweetsomemoore

RTI/MTLS



ESSENTIAL



Teach to ALL, Useful for ONE

TARGETED



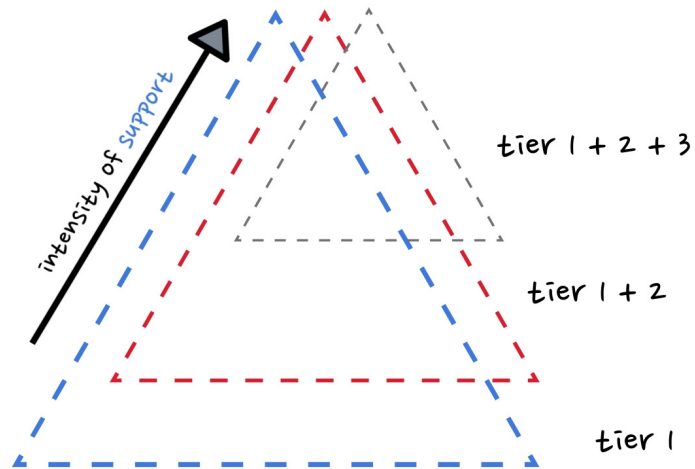
Teach to ALL, Choice for ALL

UNIVERSAL



Teach to ALL, Useful for ALL

RTI/MTLS



ESSENTIAL

Teach to ALL, Useful for ONE

TARGETED

Teach to ALL, Choice for ALL

UNIVERSAL

Teach to ALL, Useful for ALL

Shelley Moore, 2019

@tweetsomemoore

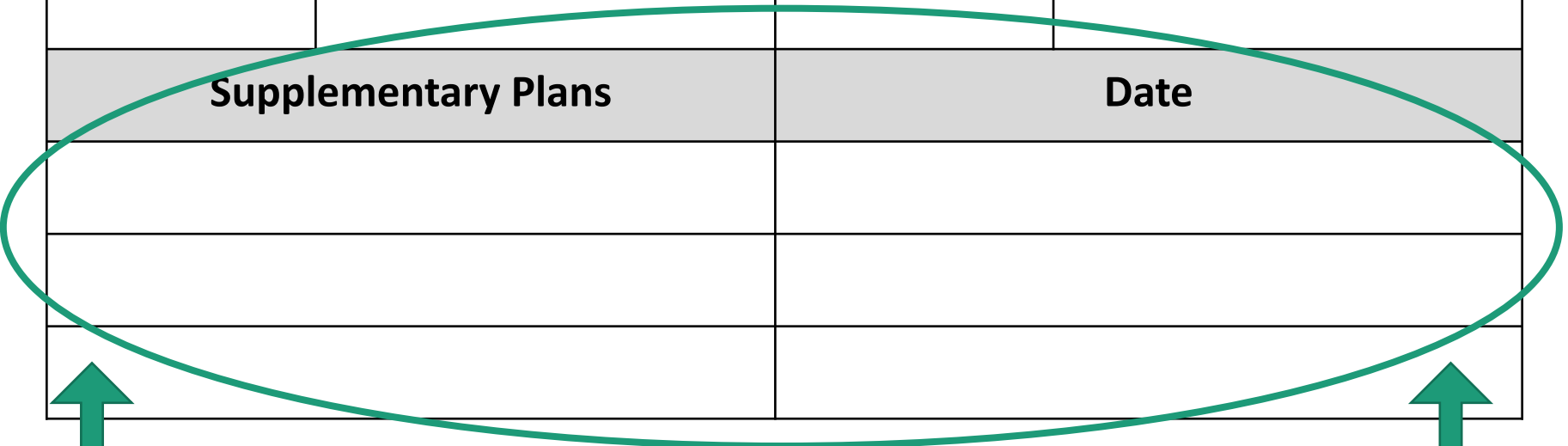
How to connect Universal Supports & Strategies to an I & CB IEP?

Supports and Plans			
Universal Classroom Supports and Strategies		Essential Individualized Supports & Strategies	
Needs	Supports and/or Strategies	Needs	Supports and/or Strategies
Supplementary Plans		Date	

Needs Based Support so the STUDENTS can follow the Plan

Supports and Plans			
Universal Classroom Supports and Strategies		Essential Individualized Supports & Strategies	
Needs	Supports and/or Strategies	Needs	Supports and/or Strategies
Supplementary Plans		Date	

Supports and Plans			
Universal Classroom Supports and Strategies		Essential Individualized Supports & Strategies	
Needs	Supports and/or Strategies	Needs	Supports and/or Strategies
Supplementary Plans		Date	



Needs Based Support so the ADULTS can follow the Plan

Geeshan
Grade 11
Autism & Intellectual Disability

Supports and Plans			
Universal Classroom Supports and Strategies		Essential Individualized Supports & Strategies	
Needs	Supports and/or Strategies	Needs	Supports and/or Strategies
Supplementary Plans		Date	

Geeshan
Grade 11
Autism & Intellectual Disability

Supports and Plans			
Universal Classroom Supports and Strategies		Essential Individualized Supports & Strategies	
Needs	Supports and/or Strategies	Needs	Supports and/or Strategies
Communication		Communication	
Social Skills		Social Skills	
Learning		Learning	
Supplementary Plans		Date	

Geeshan
Grade 11
Autism & Intellectual Disability

Supports and Plans			
Universal Classroom Supports and Strategies		Essential Individualized Supports & Strategies	
Needs	Supports and/or Strategies	Needs	Supports and/or Strategies
Communication	Visual Supports, Coach peers how to communicate with G	Communication	Access to low tech PECs visuals Object schedule Individualized Assistive Technology (iPad)
Social Skills	Direct teaching of social skills Structured opportunities for social interactions	Social Skills	Strategic pairing of students with strong social language skills
Learning	Access to differentiated texts and adapted materials, Preferential seating	Learning	Individualized Assistive Technology (iPad) Replacement goals aligned with curriculum
Supplementary Plans		Date	

Geeshan
Grade 11
Autism & Intellectual Disability

Supports and Plans			
Universal Classroom Supports and Strategies		Essential Individualized Supports & Strategies	
Needs	Supports and/or Strategies	Needs	Supports and/or Strategies
Communication	Visual Supports, Coach peers how to communicate with G	Communication	Access to low tech PECs visuals Object schedule Individualized Assistive Technology (iPad)
Social Skills	Direct teaching of social skills Structured opportunities for social interactions	Social Skills	Strategic pairing of students with strong social language skills
Learning	Access to differentiated texts and adapted materials, Preferential seating	Learning	Individualized Assistive Technology (iPad) Replacement goals aligned with curriculum
Supplementary Plans		Date	
Personal Health Care Plan		June 2017	

Kevin

Grade 6

Behaviour

Nao, K, 2019

Supports and Plans			
Universal Classroom Supports and Strategies		Essential Individualized Supports & Strategies	
Needs	Supports and/or Strategies	Needs	Supports and/or Strategies
Self Determination	Choice of task, supports, strategies and evidence of learning, choice of who to work with, teach to interests and strengths, teach skills of self determination	Self Determination	Choice of where to work (in class or out), preferential seating
Attention	Provide frequent breaks, task checklist, flexible seating, graphic organizers, visual task reference and daily schedule, small, short mini lessons	Attention	Preferential Seating, premack preferred and non-preferred activities
Social Emotional	Leadership opportunities and times to shine in front of peers, support safe and respectful sharing, class-wide instruction on how to respond to negative comments and behaviours	Social Emotional	Morning mentor check ins (Mr. Mohar), cueing system to let teacher know if K needs an adult or a break
Supplementary Plans		Date	
Safety Plan		September, 2019	
Behaviour Support Plan		June, 2019	

Stephanie

Grade 2

Multiple Disabilities

Supports and Plans			
Universal Classroom Supports and Strategies		Essential Individualized Supports & Strategies	
Needs	Supports and/or Strategies	Needs	Supports and/or Strategies
Communication	Built in opportunities for peer interactions & conversations	Communication	Personal switch device, access to low tech communication device
Vision	Consistent furniture plan, pair visual supports with auditory and tangible resources	Vision	High contrast materials, non-reflective surfaces, materials within field of vision
Learning	Multiple modalities to show learning, curricular access points, object and hands on learning	Personal Care	Full physical support (toileting, feeding, changing etc.), regular and ongoing training for staff in areas of g-tube feeding and seizure management

Ben

Kindergarten

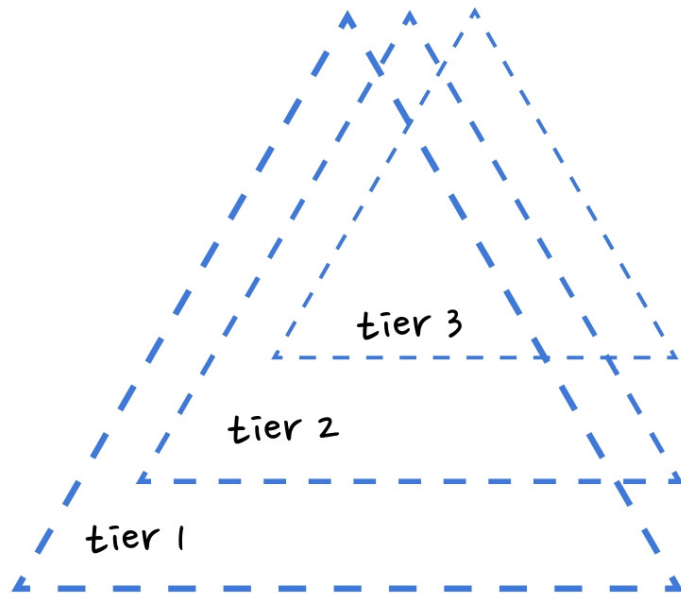
Down Syndrome

Hearing

Supports and Plans			
Universal Classroom Supports and Strategies		Essential Individualized Supports & Strategies	
Need	Supports and/or Strategies	Need	Supports and/or Strategies
Hearing	FM System	Hearing	Hearing Aids
Learning	Curricular Access Points	Communication	iPad – AAC Device
Memory	Visual Schedule/ First Then	Sensory	Chewlery Necklace
Supplementary Plans		Date	
Place Alignment Planner		September, 2020	
Behaviour Support Plan		September, 2020	

How can we inclusively
implement **Universal Supports
& Strategies** in ways that
support the development of
student agency and self-
determination?

RTI: RESPONSE TO INSTRUCTION



Shelley Moore, 2019

@tweetsomemoore

Classroom Support Plan

Teacher(s): _____ Support Staff: _____ Lens: _____

Range of Support (MTLS)

Range of Students (RTI)	Students...	Strategies & Supports		
	who needs the most support	Universal Support (Good for ALL)	Targeted Support (CHOICE for ALL)	Essential Support (Good for ONE)
	Need			
	Need			
	Need			
	Need			
	who needs the most challenge			

Classroom Support Plan

Shelley Moore, 2019

Classroom Support Plan		
Teacher(s): C. Woods	Support Staff: L. Veary (LST), K. Eigler (EA)	Lens: Math 8

Range of Students (RTI)	Students...		Strategies & Supports		
	who needs the most support ST, CH, JP (f)		Universal Support (Good for ALL)	Targeted Support (CHOICE for ALL)	Essential Support (Good for ONE)
	Need Executive Functioning	JC, CH , JK, JP(f) , AT, ST , LV, DV			
	Need Ability	ST , AT			
	Need Processing Speed	JC, CH , JK, IR, LV, DV			
	Need Self Esteem	JP, RJ, FK, AT, ST , LV, DV, CH			
	Need Memory	DA, JB, JC, CH, FK, JK, JP(f) , CS, AT, ST , LV, DV			
	who needs the most challenge JP, CG, LJ		Range of Support (MTLS)		

Classroom Support Plan		
Teacher(s): C. Woods	Support Staff: L. Veary (LST), K. Eigler (EA)	Lens: Math 8

Range of Students (RTI)	Students...		Strategies & Supports		
	who needs the most support ST, CH, JP (f)		Universal Support (Good for ALL)	Targeted Support (CHOICE for ALL)	Essential Support (Good for ONE)
	Need Executive Functioning	JC, CH , JK, JP(f) , AT, ST , LV, DV	- Visual instructions - Pre teach vocabulary - Structured agenda support	2 min breaks - Using a computer for tasks - Work bin	
	Need Ability	ST , AT	- concept based planning - random/ strategic seating - access point/ scaffolding	- Quiet location - home-communication - unlimited time for assessment	
	Need Processing Speed	JC, CH , JK, IR, LV, DV	- Develop/practice basic math fluency (without calculator, with manipulatives, not timed) - Windows of due dates - No marks lost for late assignments	Choice of complexity	CH– Assistive tech (Computer)
	Need Self Esteem	JP, RJ, FK, AT, ST , LV, DV, CH	- Strength based goals (I can...) - Strategic groupings - Build community	Check ins	
	Need Memory	DA, JB, JC, CH, FK, JK, JP(f) , CS, AT, ST , LV, DV	- Structured agenda support - Task chunking/ reference - Highlight verbs/ key words in tasks	- Home communication - Calculator - Colour coding	
	who needs the most challenge JP , CG, LJ		Range of Support (MTLS)		

Classroom Support Plan

Teacher(s): Mr. Support Staff: Ms. L (support teacher last 20 min of block) Class: Grade 4 Class

Range of Support				
Students...		Strategies & Supports		
Who needs the most support D.L, R.Y, O.M.		Universal Support (Good for ALL)	Targeted Support (CHOICE for ALL)	Essential Support (Good for ONE)
Need LD	D.L., J.K., S,W	Text at multiple reading levels, multiple types of text (oral, visual, written), You Tube, chunk lessons into 15-20 min chunks, activities to process new information, hands on, task clear and scaffolded, Summative tasks that build oral, visual & written skills, literature circles	Options to use technology (reader, scribe), a place to keep work in class so it doesn't get lost, small group option with Ms. L to work with on activities after lesson	
Need Behaviour	R.Y., I.D., F, C, G, J., OM, DL	Make personal connection daily, structure, agenda on board, start class with an accessible activity, movement breaks, music allowed when working, high interest texts, authentic and relevant	Taking breaks, flexible seating, parent check ins on good days, opportunities for leadership	Incentive monitoring system
Need LGBTQ2S+	G, J.	Text that includes diverse characters, avoid binary (students, folks, everyone), "safe place" sticker	opportunities for leadership, ask (and honour) preferred pronoun	
Need ELL	P, K., I, L, E, E, OM	Text at multiple reading levels, review vocabulary, use of visuals, strategic partnering	Small group option with Ms. L to work with on activities after lesson	translator
Need Anxiety	R.R.	Clear learning tasks and goals, control of complexity and what supports to use, challenge option, choice of audience size	Taking breaks, choice of where to work, homework optional, parent check ins	
Who needs the most challenge I.L., R.R		Reconciliation & Equity Targets:		

Range of Students

Classroom Support Plan		
Teacher(s): Mr. B	Support Staff: Ms. C (EA)	Class: English 10

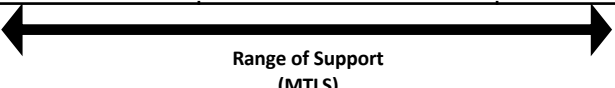
Students...		Strategies & Supports		
Who needs the most support J.W.		Universal Support (Good for ALL)	Targeted Support (CHOICE for ALL)	Essential Support (Good for ONE)
Need Cognitive	J.W.	Start lesson with accessible task how to work with J.W., building community activities, manipulatives,	Access Point to curriculum (Math IEP goal), may need breaks, visual agenda on board that matches AAC device, strategic partnering, calculator	AAC Device, social role on class, works well with Y.T., glasses,
Need Vision	R.P	Large print & high contrast outline of handouts, do not change furniture floor plan	Sitting close proximity to front of class	Magnifier,
Need Trauma	H.L., U.B	Make personal connection daily, snacks, drinks allowed, chunk task into an essential portion,	Quiet zone in class, breaks, allow time to leave if needed, follow up later if they leave	Check in before class with Ms. H, might be late
Need ELL	Y.I., O.R., B, F, N.M	Teach important vocabulary for a lesson, visuals, manipulatives & visuals, strategic partnering, math word wall, chunking text		translator
Need Anxiety	R.M.	Choice of challenge, choice of support options, target advocacy skills and risk taking opportunities, open ended tasks (not one answer)	Taking breaks, choice of where to work, homework optional, parent check ins	
Who needs the most challenge I.K., R.M.				

Range of Students

Range of Support

How can we inclusively
implement **Universal Supports
& Strategies** in ways that
support the development of
student agency and self-
determination?

Classroom Support Plan		
Teacher(s): C. Woods	Support Staff: L. Veary (LST), K. Eigler (EA)	Lens: Math 8

Students...		Strategies & Supports		
who needs the most support ST, CH, JP (f)		Universal Support (Good for ALL)	Targeted Support (CHOICE for ALL)	Essential Support (Good for ONE)
Need Executive Functioning	JC, CH , JK, JP(f) , AT, ST , LV, DV	- Visual instructions - Pre teach vocabulary - Structured agenda support	2 min breaks - Using a computer for tasks - Work bin	
Need Ability	ST , AT	- concept based planning - random/ strategic seating - access point/ scaffolding	- Quiet location - home-communication - unlimited time for assessment	
Need Processing Speed	JC, CH , JK, IR, LV, DV	- Develop/practice basic math fluency (without calculator, with manipulatives, not timed) - Windows of due dates - No marks lost for late assignments	Choice of complexity	CH– Assistive tech (Computer)
Need Self Esteem	JP, RJ, FK, AT, ST , LV, DV, CH	- Strength based goals (I can...) - Strategic groupings - Build community	Check ins	
Need Memory	DA, JB, JC, CH, FK, JK, JP(f) , CS, AT, ST , LV, DV	- Structured agenda support - Task chunking/ reference - Highlight verbs/ key words in tasks	- Home communication - Calculator - Colour coding	
who needs the most challenge JP, CG, LJ				

Range of Students (RTI)

Range of Support
(MTLS)

Strategy: taking a 2 min break

Instruct

- What is a 2 min break?
- Why is a 2 min break useful?
- How do I use a 2 min break as a tool for support?
 - What does a 2 min break *look* like when I use it?
 - What does a 2 min break *sound* like when I use it?
 - What does a 2 min break *feel* like when I use it?

Practice (1 – 2 weeks)

Reflect

- How will I know when I *need* a 2 min break?
- How will I know when I *don't need* a 2 min break?



Classroom Support Plan		
Teacher(s):Mr. B	Support Staff: Ms. C (EA)	Class: English 10

Students...		Strategies & Supports		
Who needs the most support J.W.		Universal Support (Good for ALL)	Targeted Support (CHOICE for ALL)	Essential Support (Good for ONE)
Need Cognitive	J.W.	Start lesson with accessible task how to work with J.W., building community activities, manipulatives,	Access Point to curriculum (Math IEP goal), may need breaks, visual agenda on board that matches AAC device, strategic partnering, calculator	AAC Device, social role on class, works well with Y.T., glasses,
Need Vision	R.P	Large print & high contrast outline of handouts, do not change furniture floor plan	Sitting close proximity to front of class	Magnifier,
Need Trauma	H.L., U.B	Make personal connection daily, snacks, drinks allowed, chunk task into an essential portion,	Quiet zone in class, breaks, allow time to leave if needed, follow up later if they leave	Check in before class with Ms. H, might be late
Need ELL	Y.I., O.R., B, F, N.M	Teach important vocabulary for a lesson, visuals, manipulatives & visuals, strategic partnering, math word wall, chunking text		translator
Need Anxiety	R.M.	Choice of challenge, choice of support options, target advocacy skills and risk taking opportunities, open ended tasks (not one answer)	Taking breaks, choice of where to work, homework optional, parent check ins	
Who needs the most challenge I.K., R.M.				

Range of Students

Range of Support

Strategy: chunking text

Instruct

- What is **chunking text**?
- Why is **chunking text** useful?
- How do I **chunk text** as a **tool** or an **action**?
 - What does **chunking text** *look* like when I use it?
 - What does **chunking text** *sound* like when I use it?
 - What does **chunking text** *feel* like when I use it?

Practice (1 – 2 weeks)

Reflect

- How will I know when I *need* to **chunk text** ?
- How will I know when I *don't need* **chunk text** ?



Beach Grove Elementary

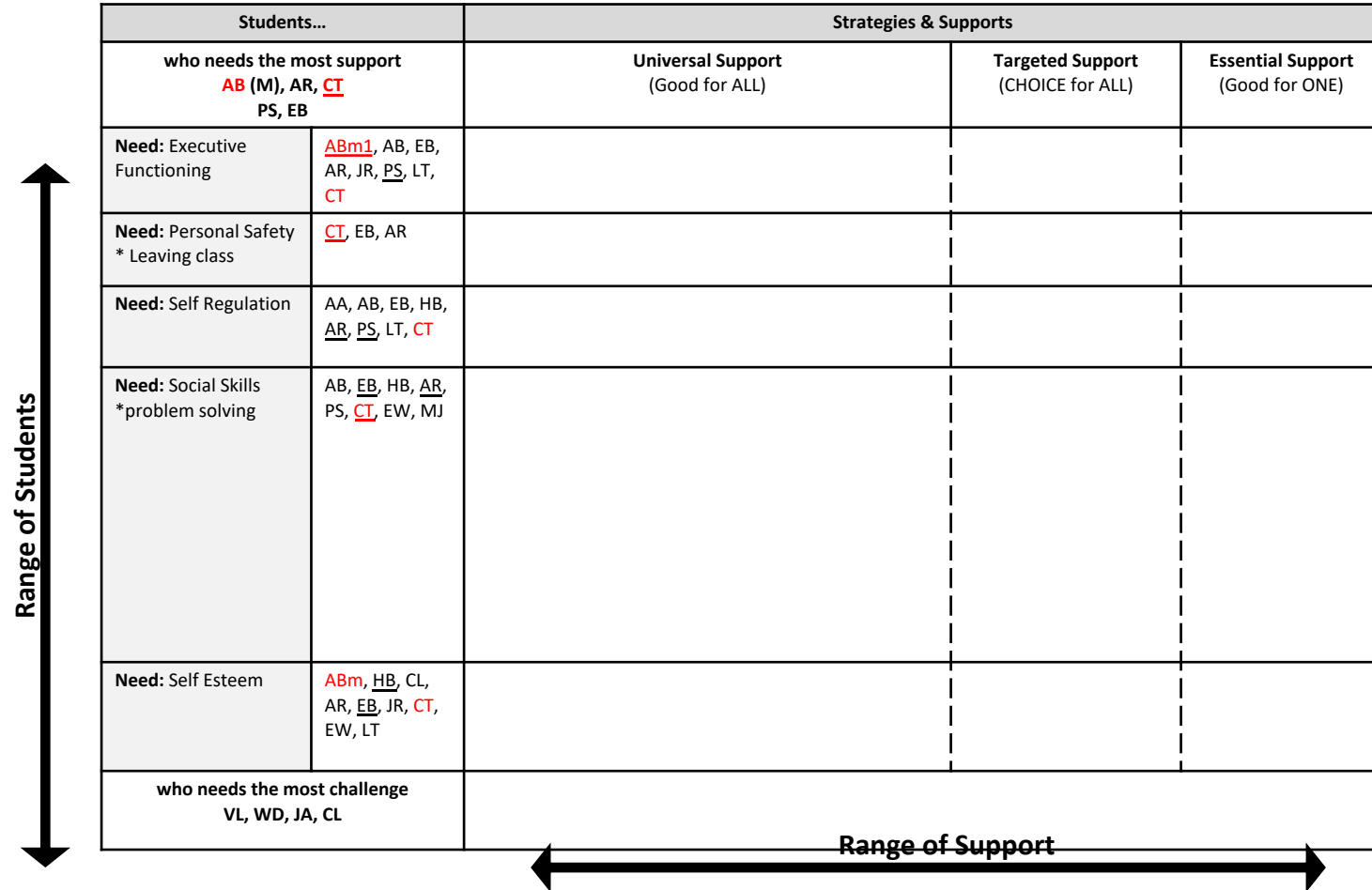
- Grade 2 class
- Inclusive IEP Planning
 - AB & CT
- Planning Team:
 - CT, ITT, LST, EA, CYCW, Counsellor

Beach Grove Elementary – IEP Needs Areas

1. Executive functioning/task initiation/sequencing
2. Personal Safety (leaving classroom)
3. Self-Regulation
4. Social Skills (Problem Solving)
5. Self Esteem (Academic)

Classroom Support Plan

Teacher(s): J.Z. Support Staff: R.J (ITT) W/T AM, A.V. (LST) P.O, S.L./ 2 (EA), A.H. (CYCW) lunch/ PM/ P.O.,S.O. (Counsellor) P.O.



Students...		Strategies & Supports		
who needs the most support AB (M), AR, <u>CT</u> PS, EB		Universal Support (Good for ALL)	Targeted Support (CHOICE for ALL)	Essential Support (Good for ONE)
Need: Executive Functioning	<u>ABm1</u> , AB, EB, AR, JR, <u>PS</u> , LT, CT			
Need: Personal Safety * Leaving class	CT , EB, AR			
Need: Self Regulation	AA, AB, EB, HB, <u>AR</u> , <u>PS</u> , LT, CT			
Need: Social Skills *problem solving	AB, <u>EB</u> , HB, <u>AR</u> , PS, CT , EW, MJ			
Need: Self Esteem	ABm , <u>HB</u> , CL, AR, <u>EB</u> , JR, CT , EW, LT			
who needs the most challenge VL, WD, JA, CL				

Classroom Support Plan

Teacher(s): J.Z. Support Staff: R.J (ITT) W/T AM, A.V. (LST) P.O, S.L./ 2 (EA), A.H. (CYCW) lunch/ PM/ P.O.,S.O. (Counsellor) P.O.

Range of Students

Students...		Strategies & Supports		
who needs the most support AB (M1), AR, <u>CT</u> PS, EB		Universal Support (Good for ALL)	Targeted Support (CHOICE for ALL)	Essential Support (Good for ONE)
Need: Executive Functioning	ABm1 , AB, EB, AR, JR, <u>PS</u> , LT, CT			
Need: Personal Safety * Leaving class, refusal, scissors	<u>CT</u> , EB, AR			
Need: Self Regulation	AA, AB, EB, HB, <u>AR</u> , <u>PS</u> , LT, CT			
Need: Social Skills *problem solving	AB, <u>EB</u> , HB, <u>AR</u> , PS, <u>CT</u> , EW, MJ	• Direct teaching on problem solving, and the language needed to problem solve • Highlight examples of characters problem solving in texts • WITS charts, class meetings (walk away, ignore, talk it out, seek out) • Role playing scenarios • Social Story made by kids, put in library • Adding visuals to steps/ instructions • Draw on/reflect on the core competencies • Common language with all adults (noon hour supervisors) for in the moment problems • Co-construct criteria/rules for problem solving (using positive language) • Strategic groupings (COVID aware)		CT – counsellor is setting up a journal (feelings, gratitude,
Need: Self Esteem	ABm1 , <u>HB</u> , CL, AR, <u>EB</u> , JR, CT , EW, LT			
who needs the most challenge VL, WD, JA, CL		Range of Support		

Beach Grove Elementary – Making an Inclusive Plan

- **Individual Student Need: Problem Solving**
- **Universal Strategies**
 - Role playing scenarios
 - Managing strong feelings
 - Solving problems when I play
 - Social Story made by kids, put in library

Universal Strategy: Student-Made Social Stories

When I have strong feelings
I can...

By Division 8

I can use a tool to help me.



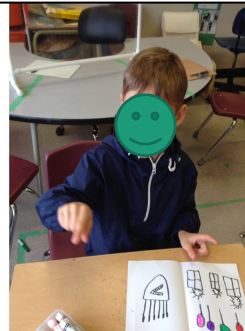
I can
look at a
book.



I can push the wall.



I can do square breathing.



These ideas will help me to calm my body and brain
so I can do my work at school.

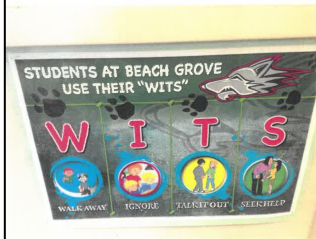


Universal Strategy: Student-Made Social Stories

When I have a play problem
I can...

By Division 8

I can use my WITS. I can WALK away. I can go to another area of the playground to play.



I feel ____
when you ____.



When I use
my WITS to
solve play
problems I
can have
fun at
school.



I can SEEK help from an
adult. Duty teachers have
orange and yellow vests.

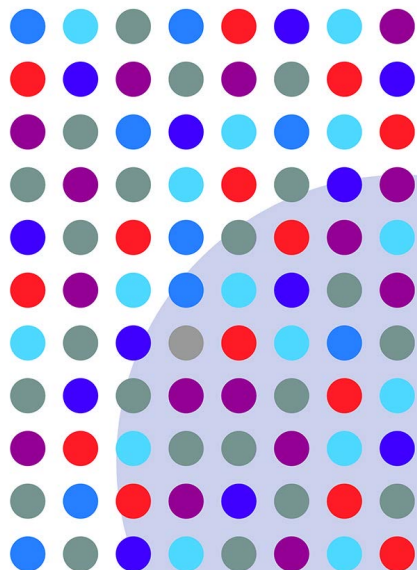


From the author of *One Without the Other*

Shelley Moore

ALL FOR ONE

Designing Individual
Education Plans for
Inclusive Classrooms



Fall 2022



Inclusive & Competency Based IEPs Online Course

https://fivemooreminutes.teachable.com/courses?fbclid=IwAR0oM2jPCvkTMffrVh5YYbWBlecEsSXz39CoLk1iZRyD1_FLBrP12LdbN4o

SHELLEY MOORE



@tweetsomemoore



@fivemooreminutes



@fivemooreminutes



www.fivemooreminutes.com

www.blogsomemoore.com

