

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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Waterfall

What are you hoping
to get out of this
today?



What Infrastructure can
be put in place that will
make choosing
inclusion easier?

Looking for Barriers

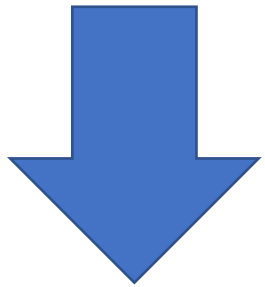
Things were getting in the way and making inclusion HARD to do!

- 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

What does the Research Say?

1. Guiding conditions of inclusion describe that all students...

are presumed competent

are enrolled in and attending curricular classes

are in proximity to and participating in learning with peers

have purposeful roles and responsibilities

are planned for

2. Teacher professional development that...

supports collaboration and the changing roles of educators & support staff

is situated, ongoing and inquiry based

3. Systems frameworks that ...

support Universal Design for Learning

move away from a medical & deficit-based model of special education (IEPS)

School & District Infrastructure

Teacher & Staffing Infrastructure

Student Infrastructure

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School & District Infrastructure

Teacher & Staffing Infrastructure

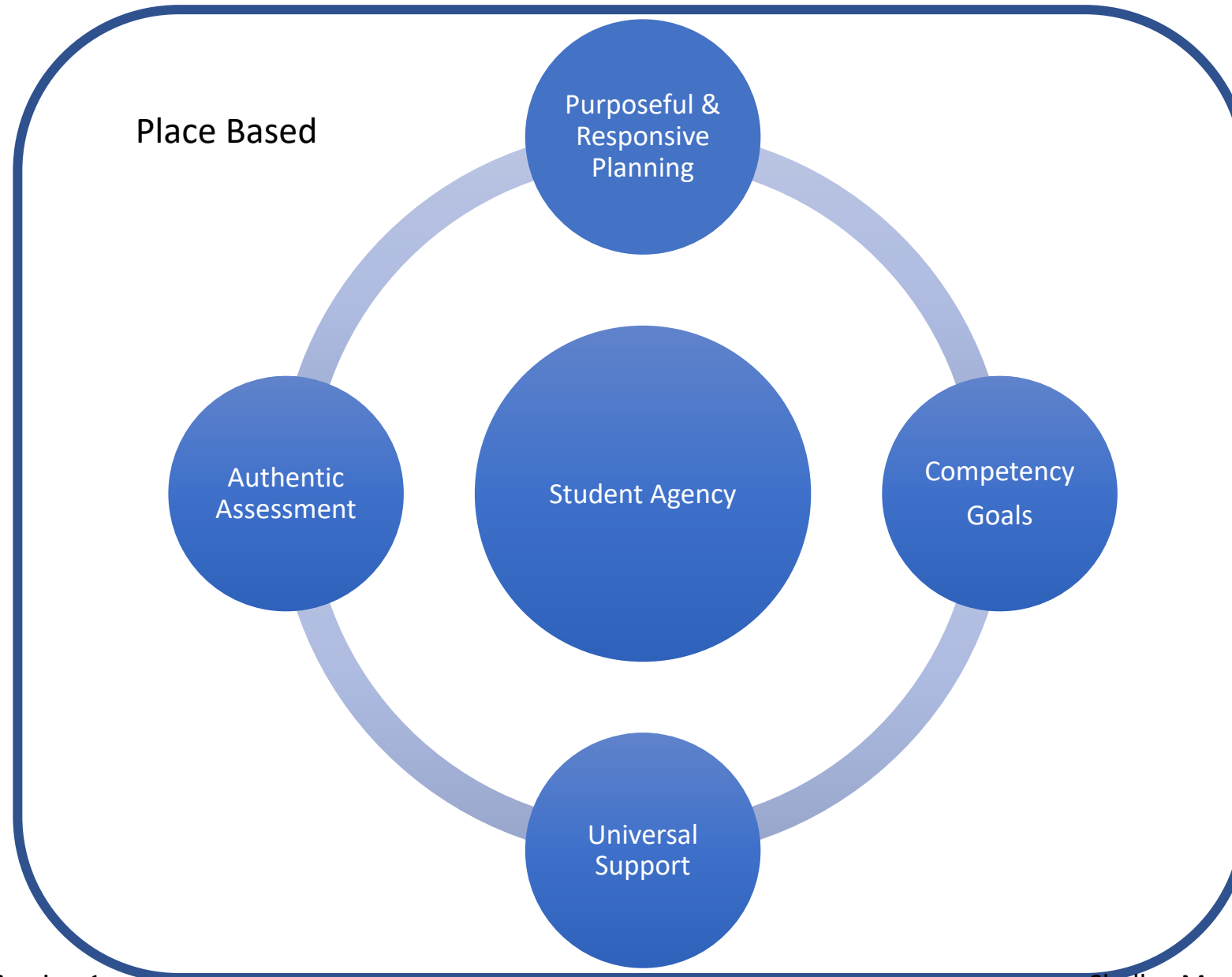
Student Infrastructure

3 Minutes

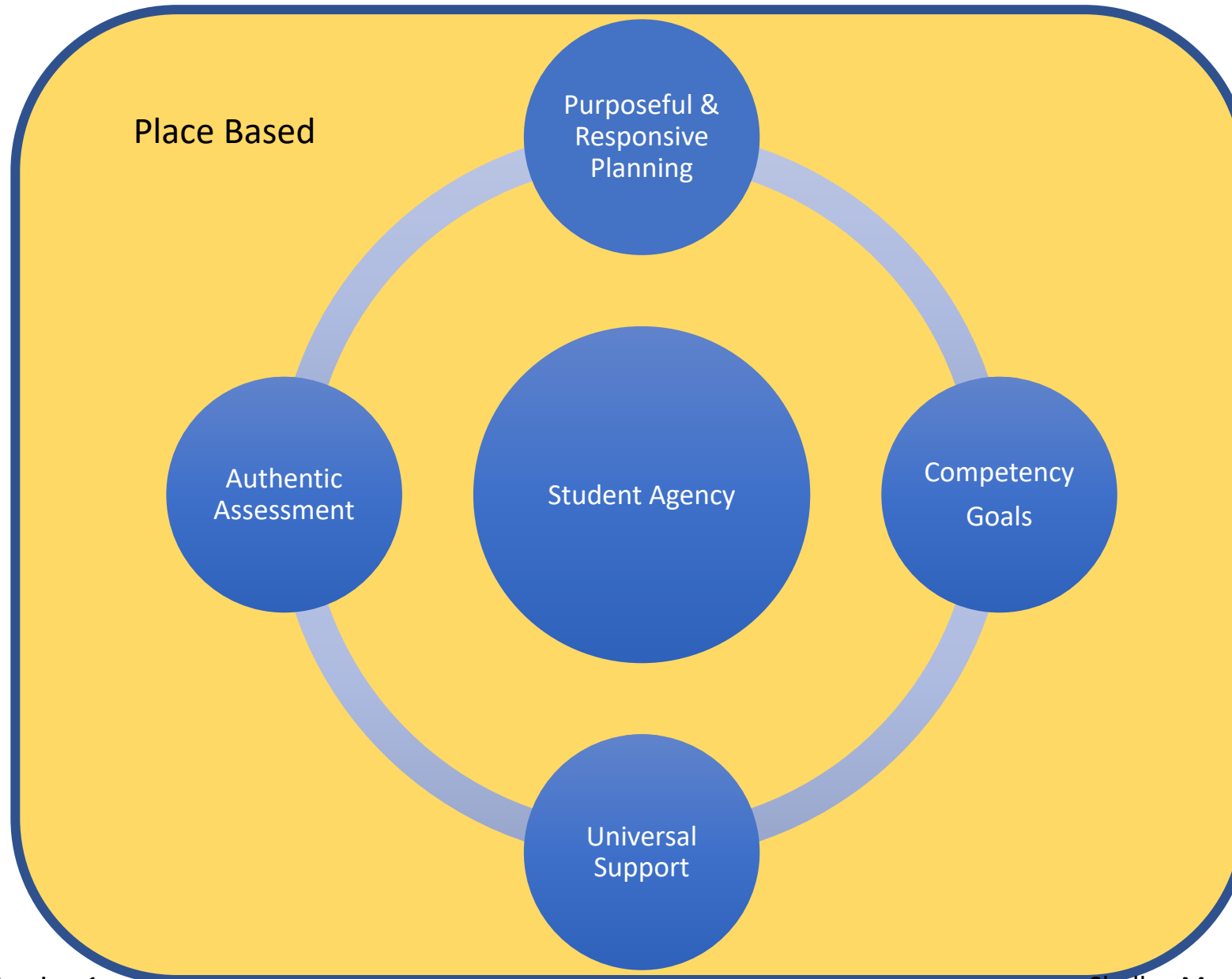
Popcorn!

What is **ALREADY**
happening to support
inclusion in your context?

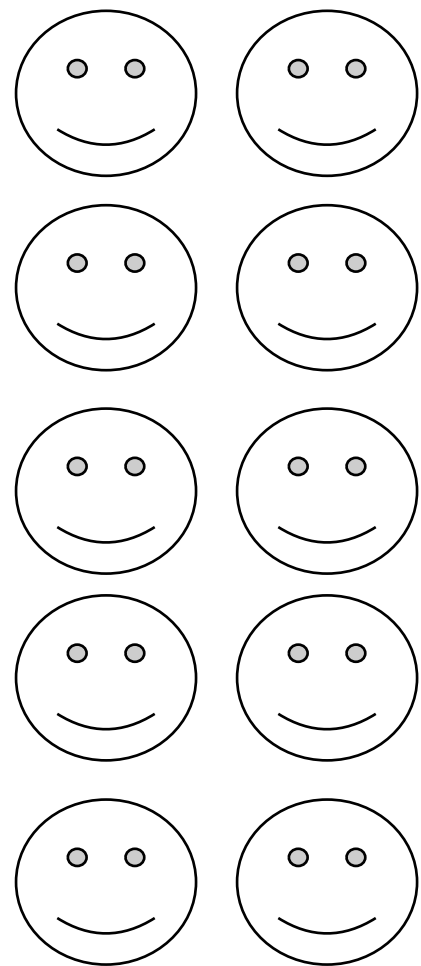
Guiding Principles of a Renewed IEP



Guiding Principles of a Renewed IEP



What we are used to – The divide and conquer model

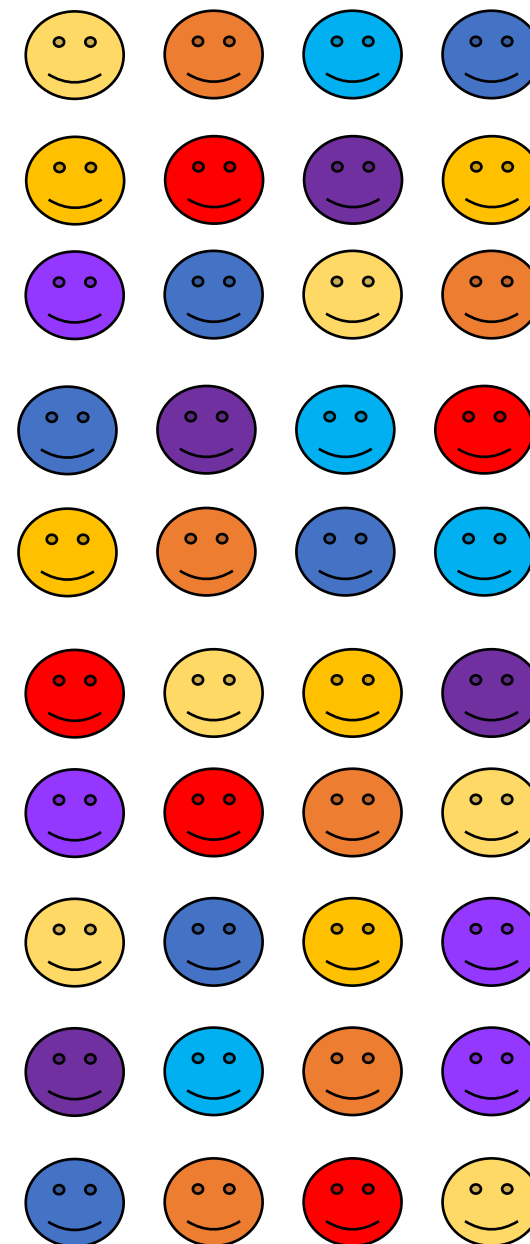


Classroom Teachers



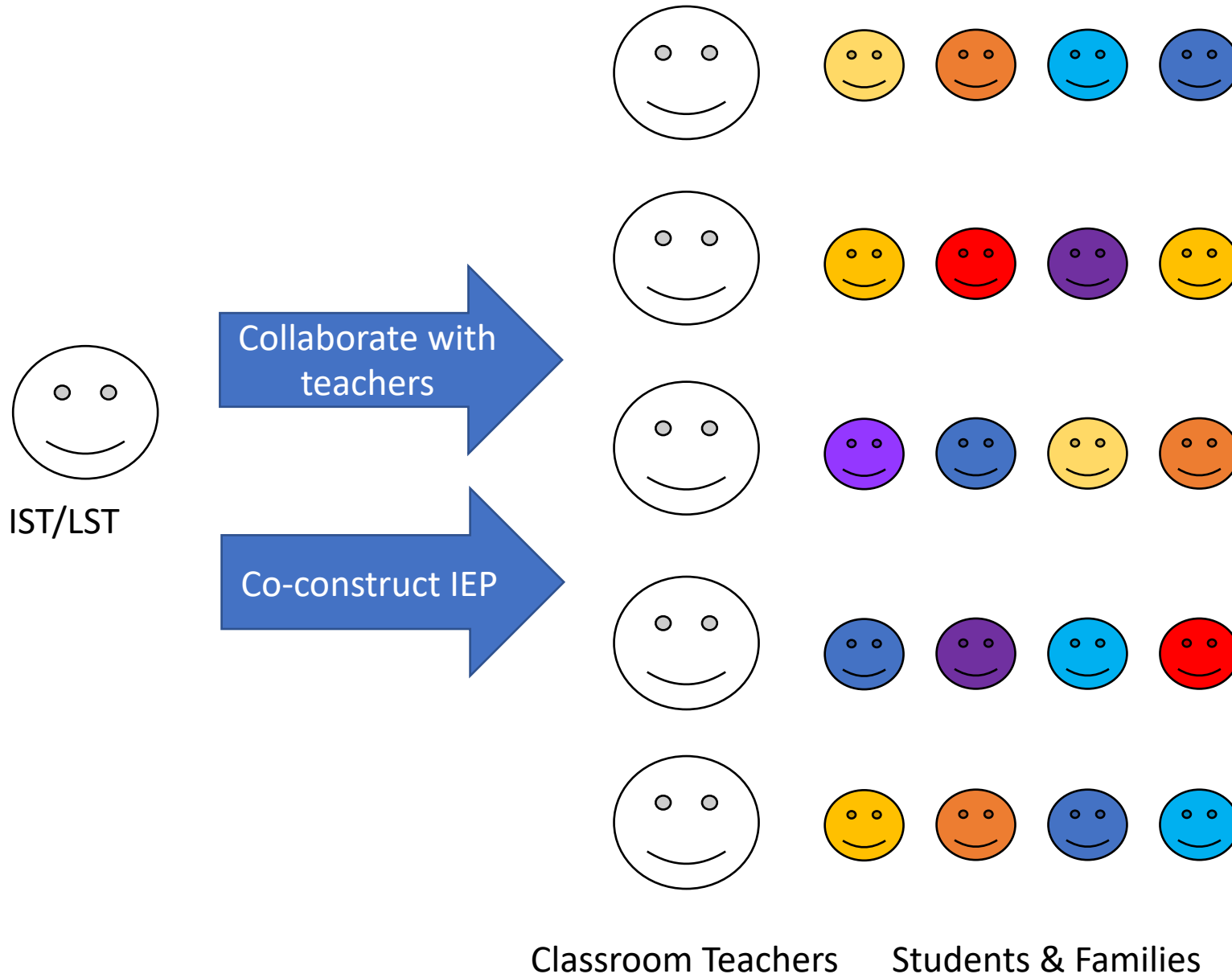
IST/LST

- 40 + student IEPs
- Up to 10 teachers
- LRTs may not know students well



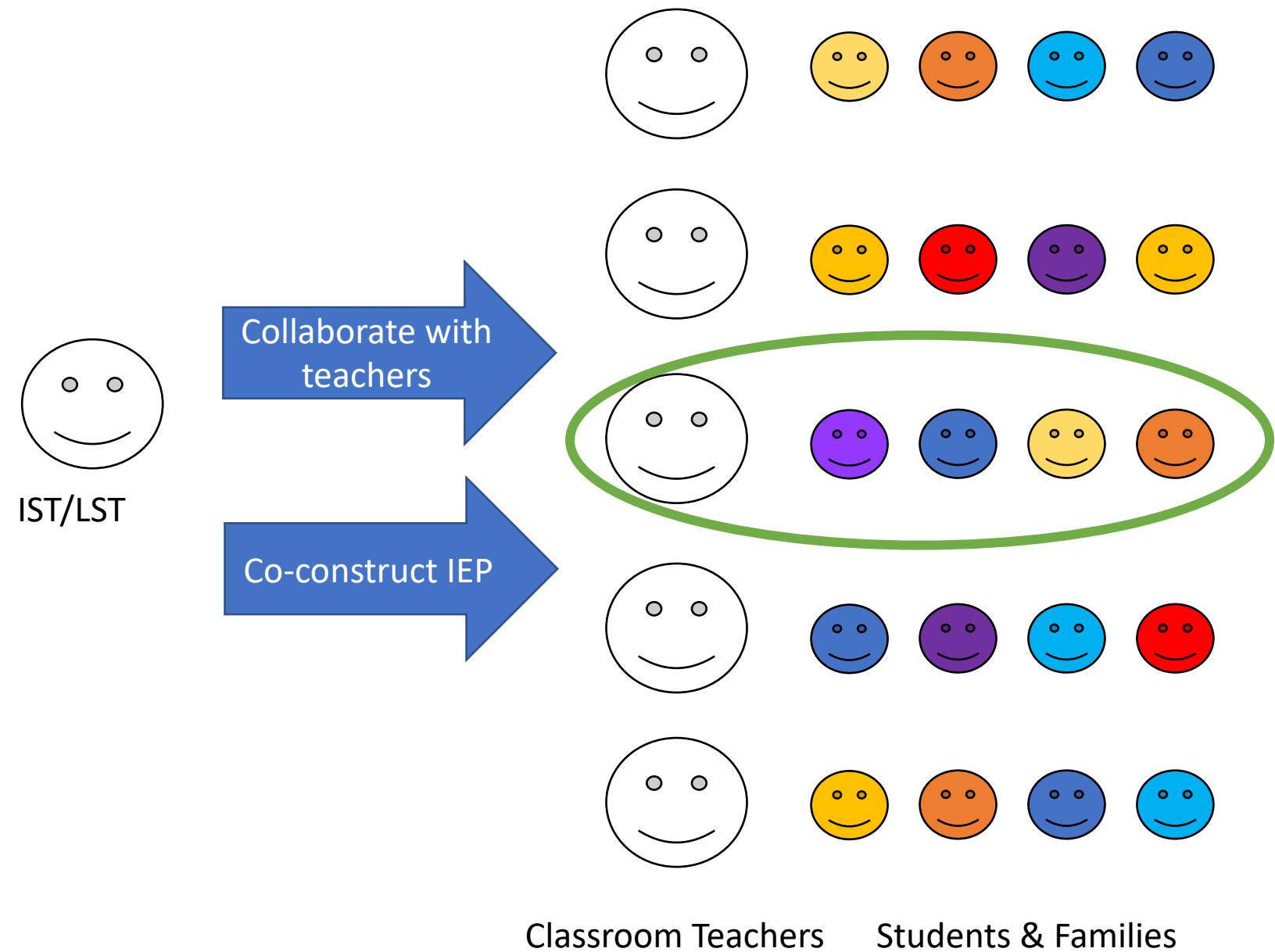
Students & Families

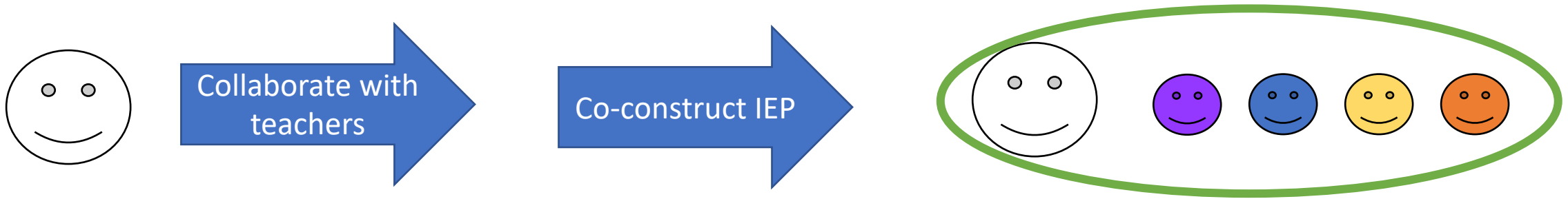
What we need to shift to – The parenting model



- Reducing the amount of classroom teachers that a resource teacher works with, will increase collaborative opportunities.
- Classroom teachers know students well
- Inclusive IEP support helps students who don't have IEPs
- Students & families have a bigger role

What we need to shift to – The parenting model



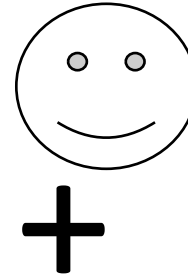


Co-constructing IEPs with an Inclusive Class

- Get to know **ALL the students** in the class
- Determine Core Competency **Goals WITH the class**
- Determine Curricular Goals **WITH the classroom teacher**
- Implement supports and strategies with **ALL the students** in the class
- Collect evidence **FROM the class**

Make a plan for most

- Getting to know some of class
- Setting core competency goals for the class
- Setting non accessible curricular goals
- No supports or strategies
- Classroom evidence



- Deficit based assessment
- Non-curricular/disconnected goals
- Adaptations & modifications
- Disconnected evidence



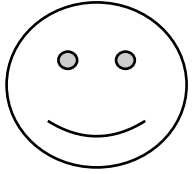
- Deficit based assessment
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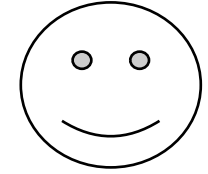
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- Deficit based assessment
- Non-curricular/disconnected goals
- Adaptations & modifications
- Disconnected evidence



Place Based, Inclusive Planning



1. Get to know **ALL the students** in the class

2. Determine Core Competency **Goals WITH the class**



3. Determine Curricular Goals **WITH the classroom teacher**



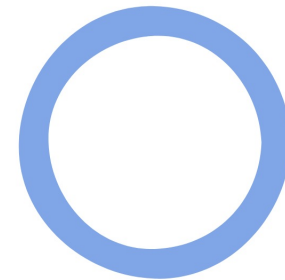
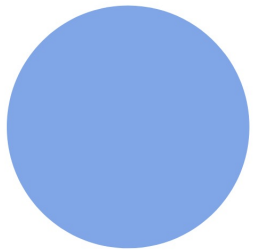
4. Implement supports and strategies with **ALL the students** in the class

5. Collect evidence **FROM the class**



Waterfall

What is useful so far?



Where to start: Getting to know ALL the students

- **ISTs/LSTs connect** with the **Classroom Teachers (CT)** who have students in their room (on their caseload).
- Initial meeting (30 min)
 - LST & CT Discuss class, discuss class review (from their perspective), determine next steps, discuss menu of teacher support options
- **IST/LST supports CT** to gather class review info from all students in class
 - Co teaching lessons about student dimensions
 - Small group or individual interviews about student dimensions
 - Creating accessible options for student dimensions where needed
- **IST/LST & CT collate** the information
 - Classroom inventory
 - Complete class dimensions on class review (first row)
 - Make decisions about how to support the class together (second row on class review)
- **IST/LST collects** profiles for specific students and enters data into page 1 of CBIEP form

Step 1: I & CBIEP

Building Inclusive Class & Student Profiles

Shifting IST/LST roles to:

- **CONNECT** initially with the classroom teacher (CT)
- **CO-CONSTRUCT** a class review with the CT
- **COLLABORATE** with CT to gather student perspectives
- **COLLATE** student responses and add to class review
- **COLLECT** evidence from class process for student IEPs

Menu

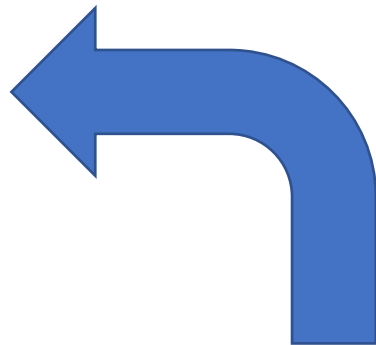
Of Support



- Co-teaching
- Working with small diverse groups
- Collecting student evidence
- Observation & Consultation
- Finding/creating materials & resources
- Setting up technology
- Supporting an EA

Class Review for:		Teacher:	Date:
We can plan for our students by getting to know the:			
Classroom Interests & Identities	Classroom Strengths	Classroom Stretches	
Interests: Identities: Representation:	Strengths	Stretches	
Based on the interests, strengths and stretches of this class:			
The BIG question or inquiry we have for this class:			
We can respond to this class by making a plan to try something new:	We can respond to this class by reducing barriers in the classroom:		
Decision: Something I want to try	Decision: Reducing Barriers to Learning	Decision: Reducing Barriers to Equity	
		Equity Commitment: Reconciliation Commitment:	
Decision: We can respond to this class by targeting core competencies chosen as a community:			
Teacher chosen: Class chosen:			

CO-CONSTRUCT

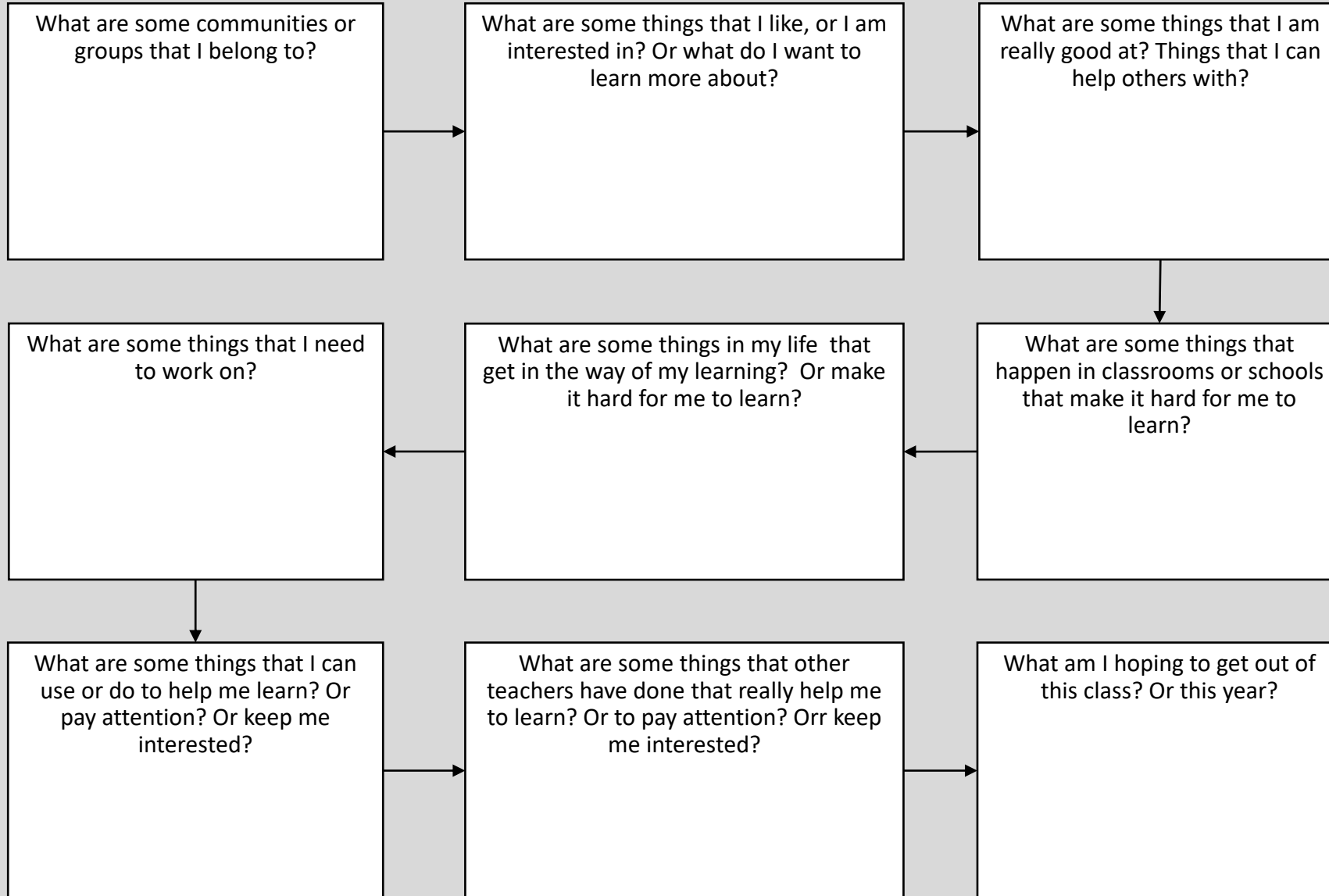


Student Dimensions

- Identities
- Interests
- Strengths
- Stretches
- Needs
- Barriers
- Supports & Strategies
- Goals

Who am I? _____

COLLABORATE



THIS IS ME!

COLLABORATE

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: _____					

Helping to build a student profile

S. Moore, 2020 adapted from Brownlie & Schnellert, 2011

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

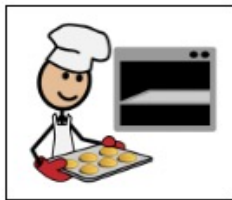
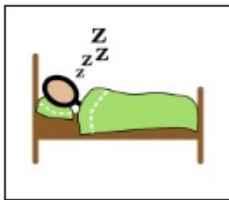
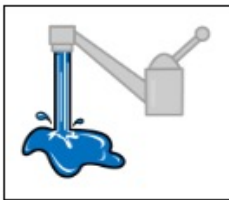
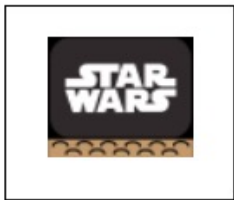
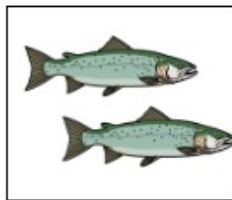
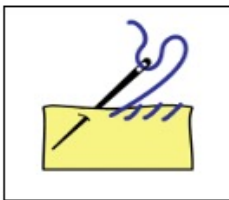
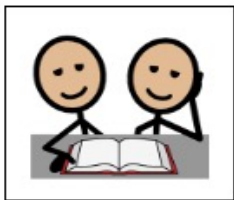
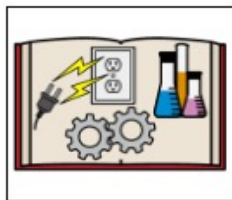
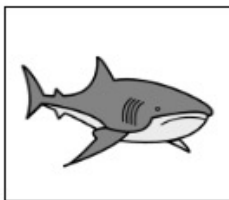
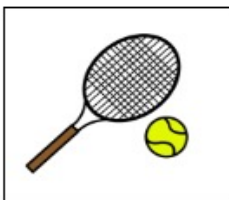
Helping to build a student profile

S. Moore, 2020 adapted from Brownlie & Schnellert, 2011

COLLABORATE



Building my Student profile: What are my INTERESTS?



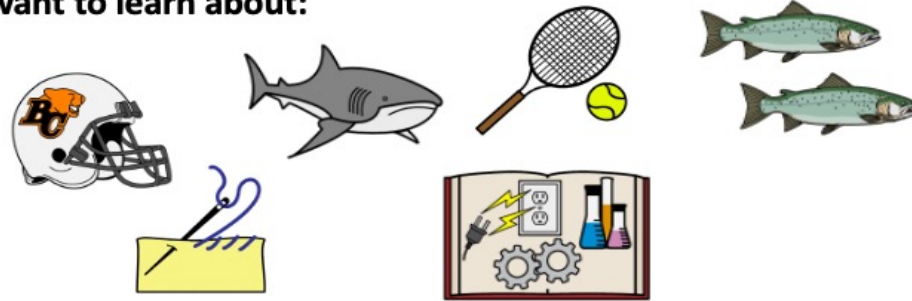
COLLABORATE



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:

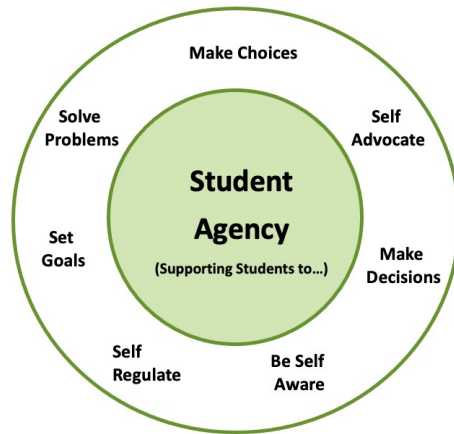


CLASSROOM INVENTORY

Subject:		Grade:		Year:		
Student	Interests	Strengths	Stretches	Supports Needed		
				Behavioural	Social/ Emotional	Curricular
1. Tamina YYY YYY Gifted	Piano, rugby	Visual, logical, mathematical, learning style, critical thinking, inferencing, language skills, mathematical skills	Leadership skills, opportunities to integrate learning from various disciplines, using critical thinking skills across the curriculum			
2. Rosa Mendes T TT Emotional/behavioural	Reading, music	Reading, auditory memory skills, visual learner, auditory learner	Self advocacy skills, attention skills, self regulatory skills	✓	✓	
3. Triple H H HH Autism	P.E. (individual games; badminton), drawing	Visual learner, gross motor skills, attention skills, attention to topics and activities of interest	Self regulatory skills, augmentative communication skills, daily living skills, functional literacy and numeracy skills, personal care		✓	✓
4. Sheamus L LL Developmental disability	Computers, presentations	Oral language, gross motor skills, kinaesthetic/tactile, social skills with adults, basic computational skills	Reading skills, processing speed, abstract reasoning, organizational skills, personal care/self help skills, visual and memory skills	✓	✓	✓
5. Primo Z ZZ Learning Disability	Computers, P.E. (track)	Mathematical skills, computer keyboarding skills, gross motor skills, oral communication	Self advocacy skills, organizational skills, attention skills, social skills, writing skills		✓	✓
6. Alexa Bliss I II Intellectual Disability	P.E.(soccer), Likes to be the group leader	Kinaesthetic/tactile learner, self advocacy skills, visual learner, gross motor skills	Problem solving skills, reading and writing skills, mathematical skills, research skills, oral language skills			✓

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...

COLLECT

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:		

COLLECT

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: Forest Heights Elementary	Student Profile
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COLLECT

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		

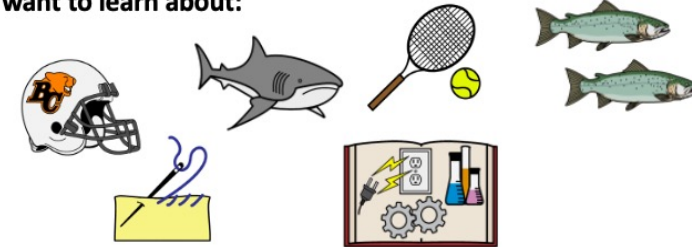
Who I am as a learner			
My Strengths	For myself	With others	When I am learning
	I think... - I'm good at seeing around me, playing, fashion, laughing	I think... - I am good at being with my friends, sharing, making people laugh	I think... - I'm smart
	My team thinks... Teacher: Juni is strong and loves 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)



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:



Student & Learning Profile

- Designed to be done **BY and/or WITH students** (not for)
- **ALL students** can participate in some way
- There **must be** evidence to support the profile
 - Video
 - Portfolio (digital or paper-based)
 - Interview form
 - Photos
 - Student who am I? profile
 - Who am I? Profile (accessible)
- Profiles are done at school, **with the community** (do not send form home to be filled in)
 - You can send info gathering sheets, but not the actual ICBIEP page 1 form

Popcorn

How does this
connect to your
context?

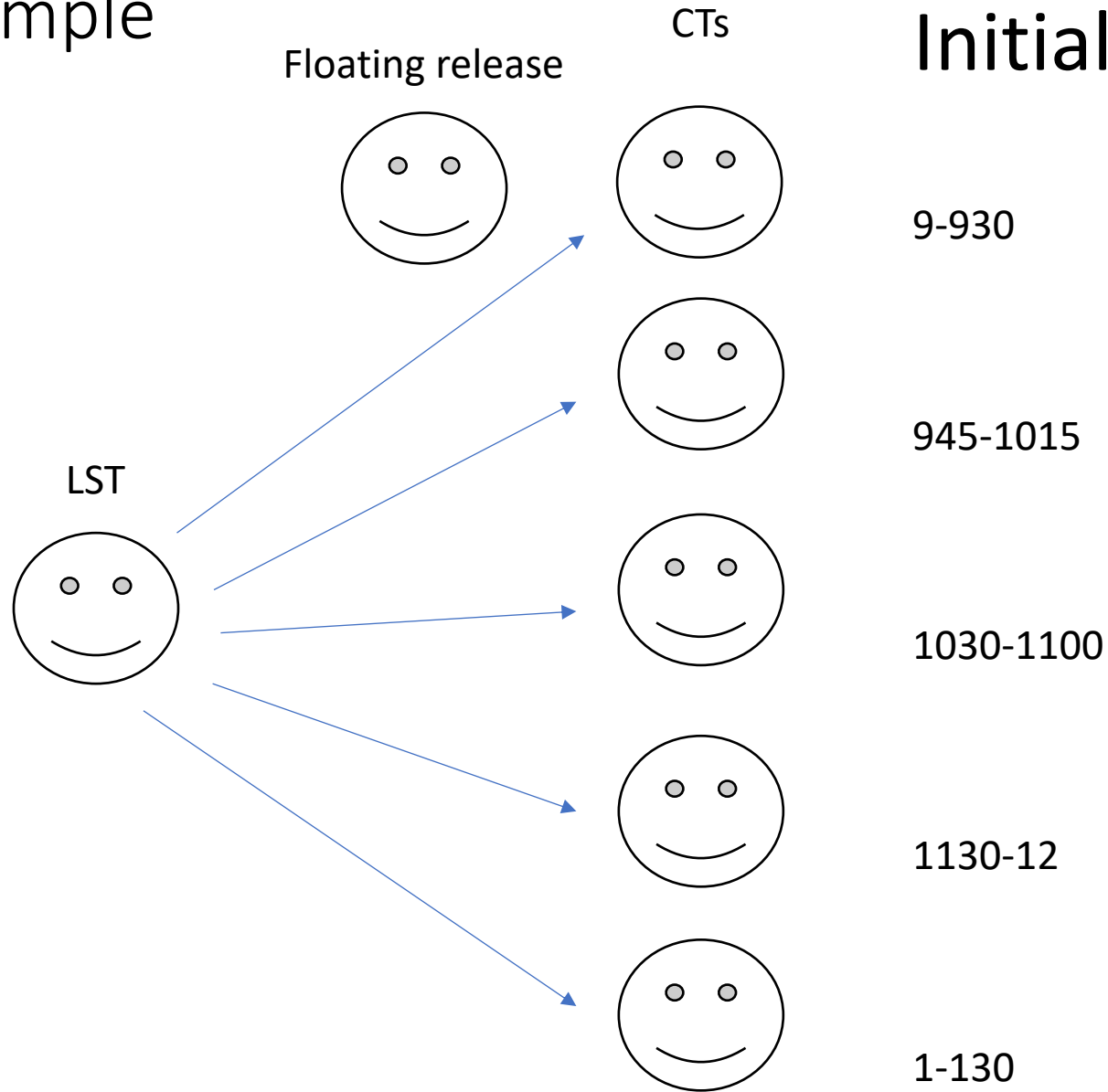
What teachers need:

- ISTS/LSTs: Non-Enrolling or Late-Enrolling to support CTs and co-construct IEPs with students
 - This replaces pull out support
- STEP 1: Class Review Process & Page 1 of ICBIEPs
 - **Floating release** for CTs for:
 - Initial meeting (30 min)
 - Class Review meeting (60 min)

Floating Release

- TOC's
- Permanent TOC (0.1 FTE) designated for collaborative support
- Meet prep/lunch/afterschool
- Admin/ LSTs support each other with coverage
- Double block activities
 - 1 CT and 1 LST take two classes for short amounts of time (30 min- 60 min)
 - switch

Example

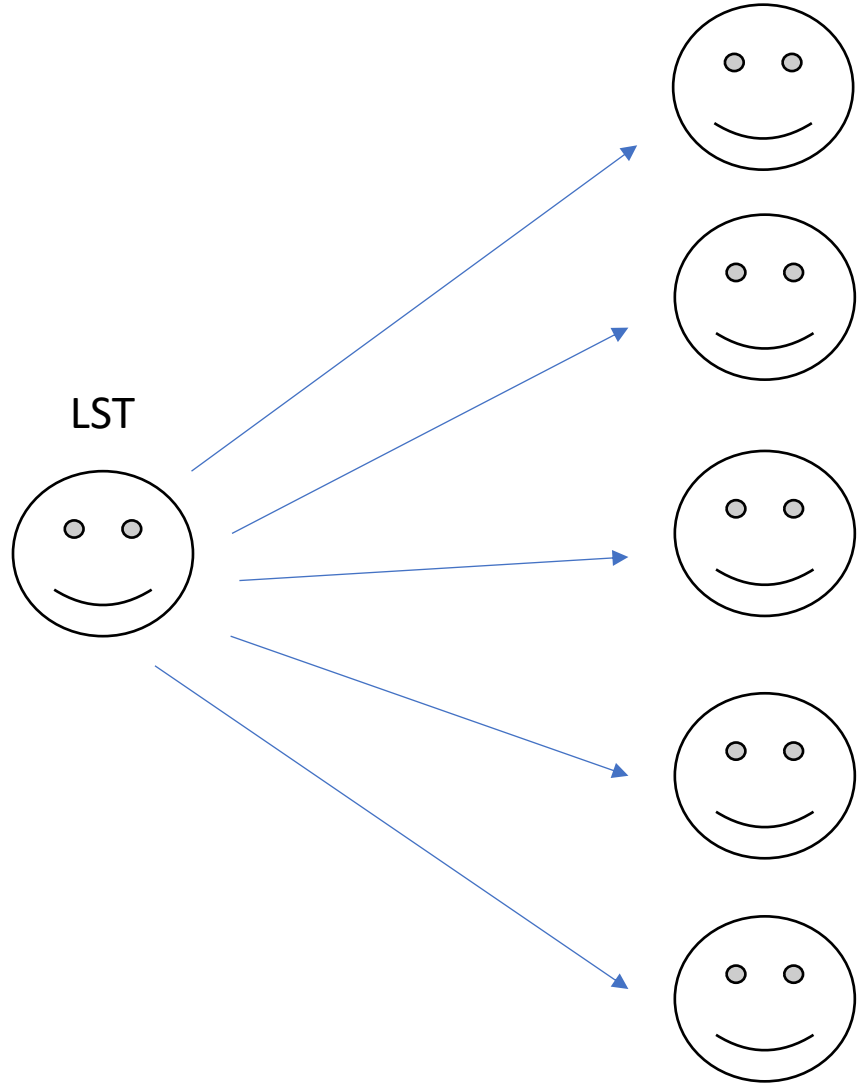


Initial Class Review meeting

- LST & CT discuss class as a whole
- Discuss class review (from their perspective)
- Determine next steps
- Discuss menu of teacher support options

Example

LST



Collecting Student Dimensions

Block 1 – day 1

Block 2 – day 1

Block 3 – day 1

Block 4 – day 1

Block 1 – day 2

- Co teaching lessons about student dimensions (1-2 blocks)
- Small group or individual interviews about student dimensions (1 block)
- Creating accessible options for student dimensions where needed (1-2 blocks)
- Supporting EAs to interview/ gather evidence from students

The Parenting Model:

- Shifting away from LSTs supporting individual students with disabilities
- Shifting towards LSTS supporting classrooms/ classroom teachers to support students with disabilities
- The student profile, as gathered as part of a class review REPLACES “current level of performance”
- This model replaces many initial individual diagnostic and deficit-based assessments

Popcorn

How can we make this
happen?

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