

# SHELLEY MOORE



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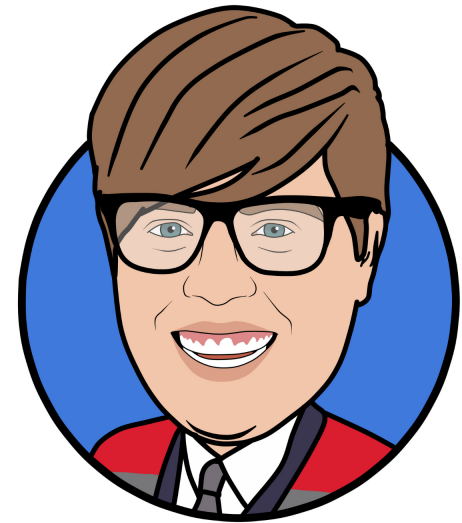


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# NEXWLÉLEXM (BOWEN ISLAND)

- 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**.



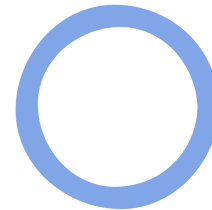
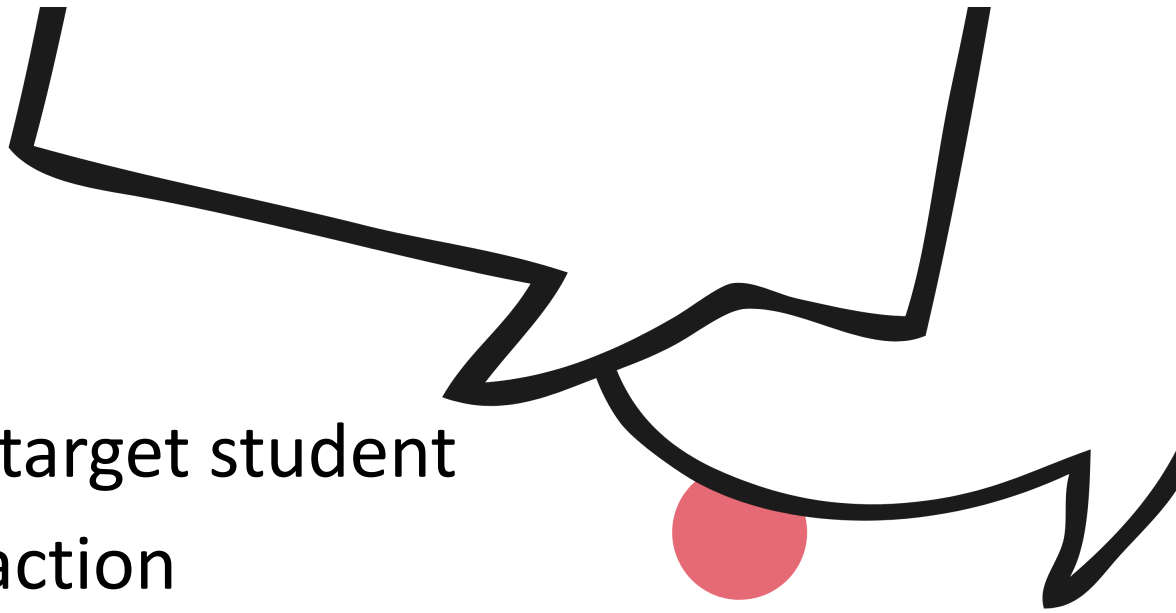
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Today

Questions

Walk through with a target student

Make a plan to take action

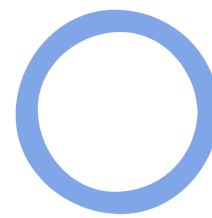
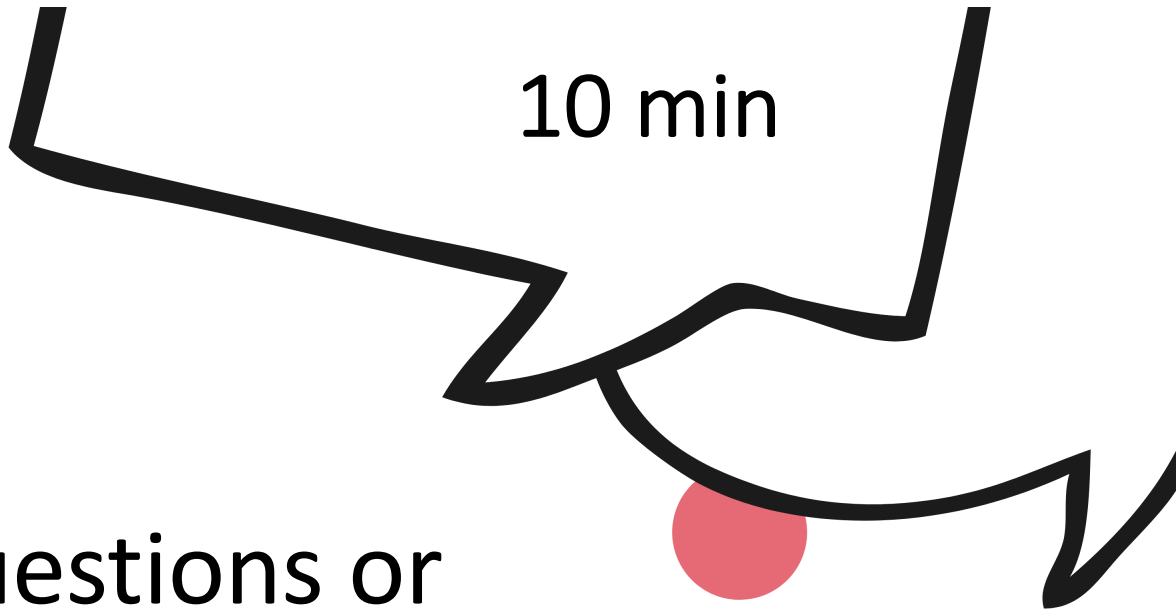


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# Popcorn Chats

10 min

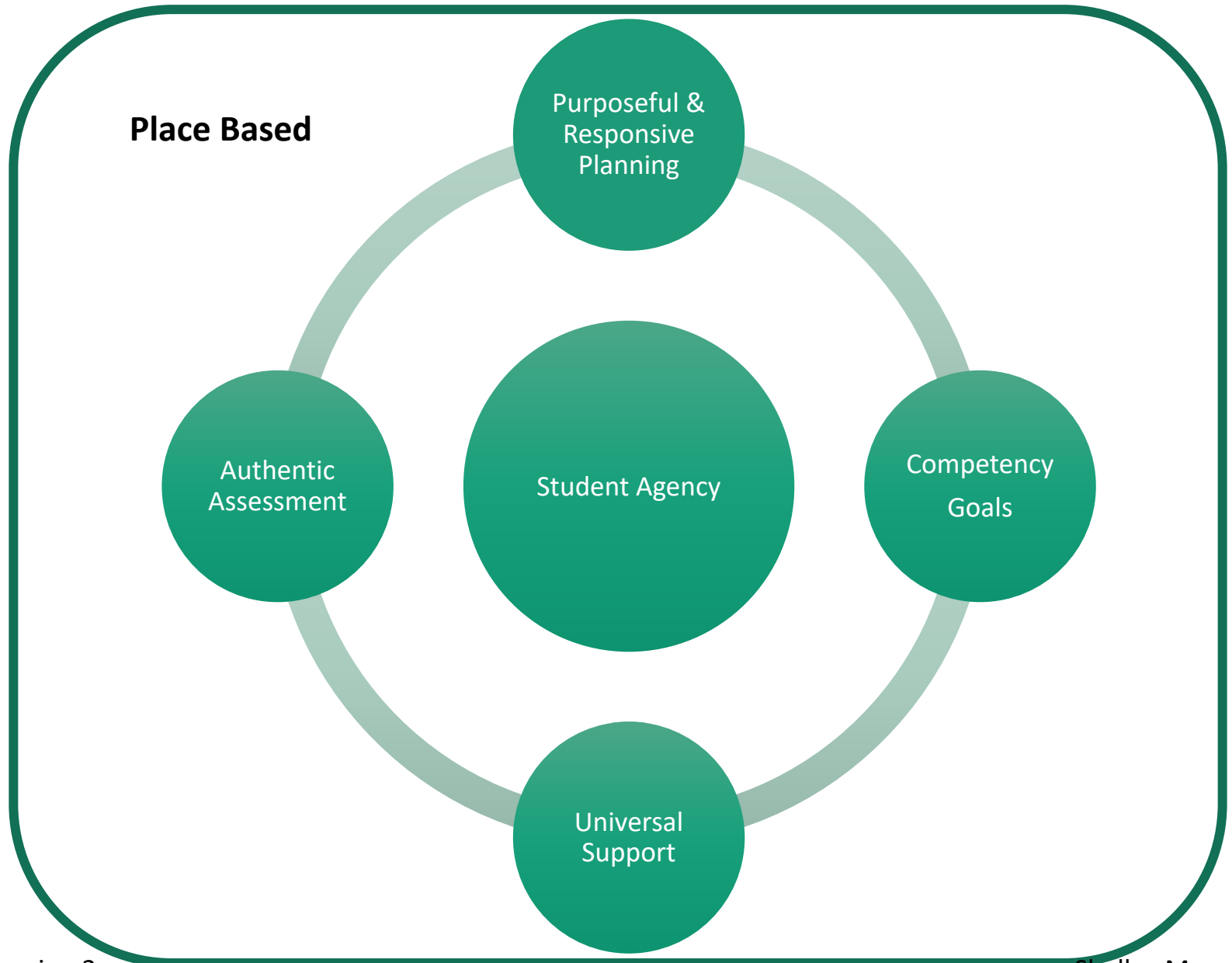
What questions or wonderings do you have about the iCBIEP?



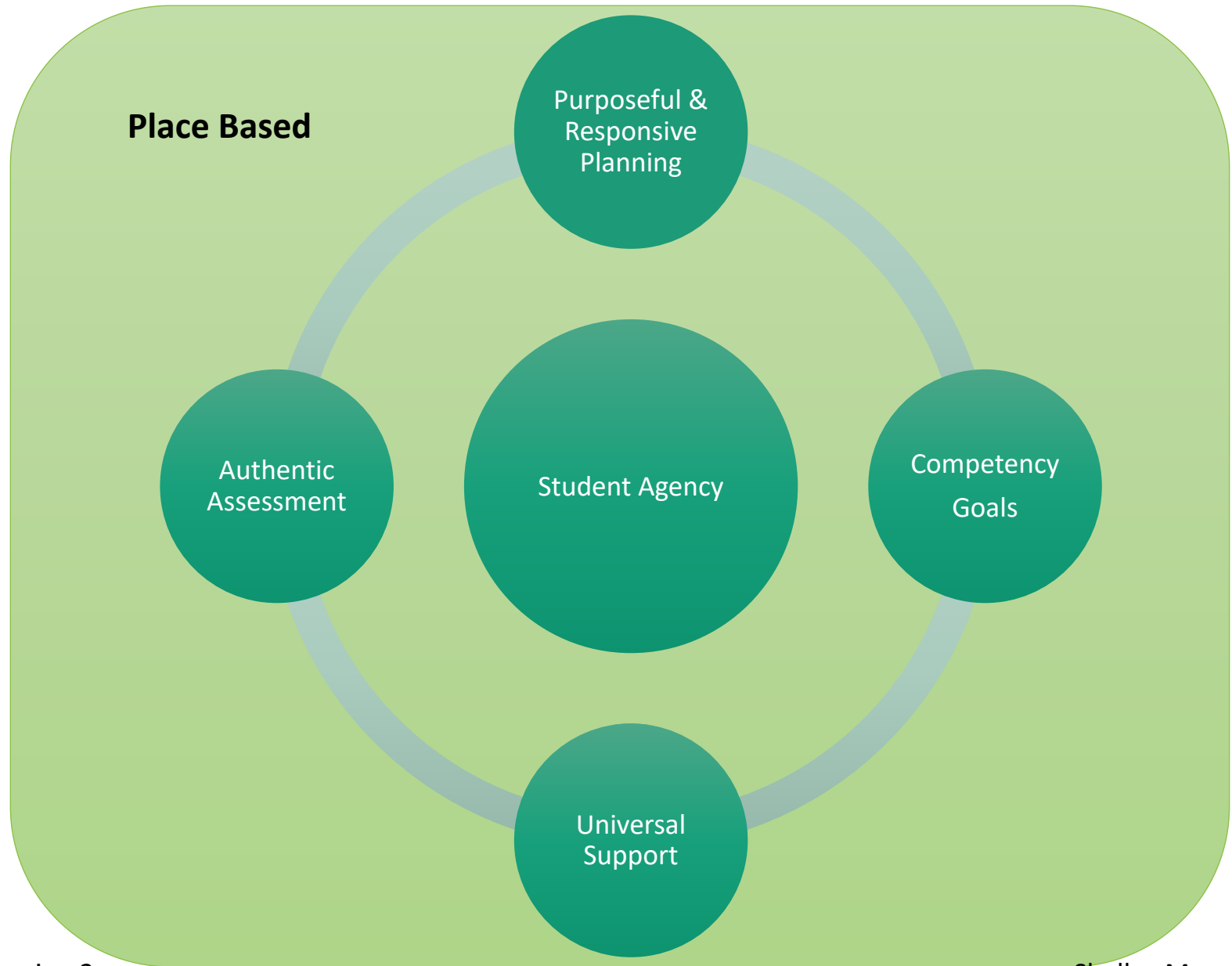
# Questions and Wondering

- How to help teachers see the value of an ICBIEP (especially academic)?
- What is the mastery criteria for goals on the ICBIEP?
- What is the difference between a MEP and an ICBIEP?
- What does it look like in a senior high classroom? What is the connection between competencies and curricular goals? What is the role of the teacher in connecting the IEP to the curricular planning?
- Supporting teachers to shift from content to content?
- How to clearly communicate the outcomes students are meeting and what we are assessing?
- How to start an IEP for a student who has not been in school due to high medical and complex needs? How to engage the parents to be involved in the process?
- What are some resources that can be explored over the summer?

# Guiding Principles of a Renewed IEP



# Guiding Principles of a Renewed IEP



ALL students are enrolled in & attending curricular classes

## Finding the Balance for Enrollment

- **Strategic** Planning
  - Students are in classrooms with diverse peers
  - Students are working on cognitively appropriate curricular goals (e.g. science, math, phys ed, home ec)
  - Students are working on grade specific curriculum
- **Explicit** Planning
  - Students can be in smaller classrooms/groups with their identity-like peers
  - Students are working on cognitively appropriate or developmental goals (i.e. literacy, numeracy, life skills, OT, PT, SLP, toileting, eating, etc.)

# Guiding Ratios for Inclusive Program Planning for Students with Intellectual Disabilities\*

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

# Amy's Enrolled Courses

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

## IPP Goals (Competency)

### Core Competencies (for ALL places)

- Personal Awareness & Responsibility
- Social Awareness & Responsibility
- Communication

## IPP Goals (Curricular)

### - Replacement Goals (Place & Term Specific)

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

# Target Student: Attending to Place

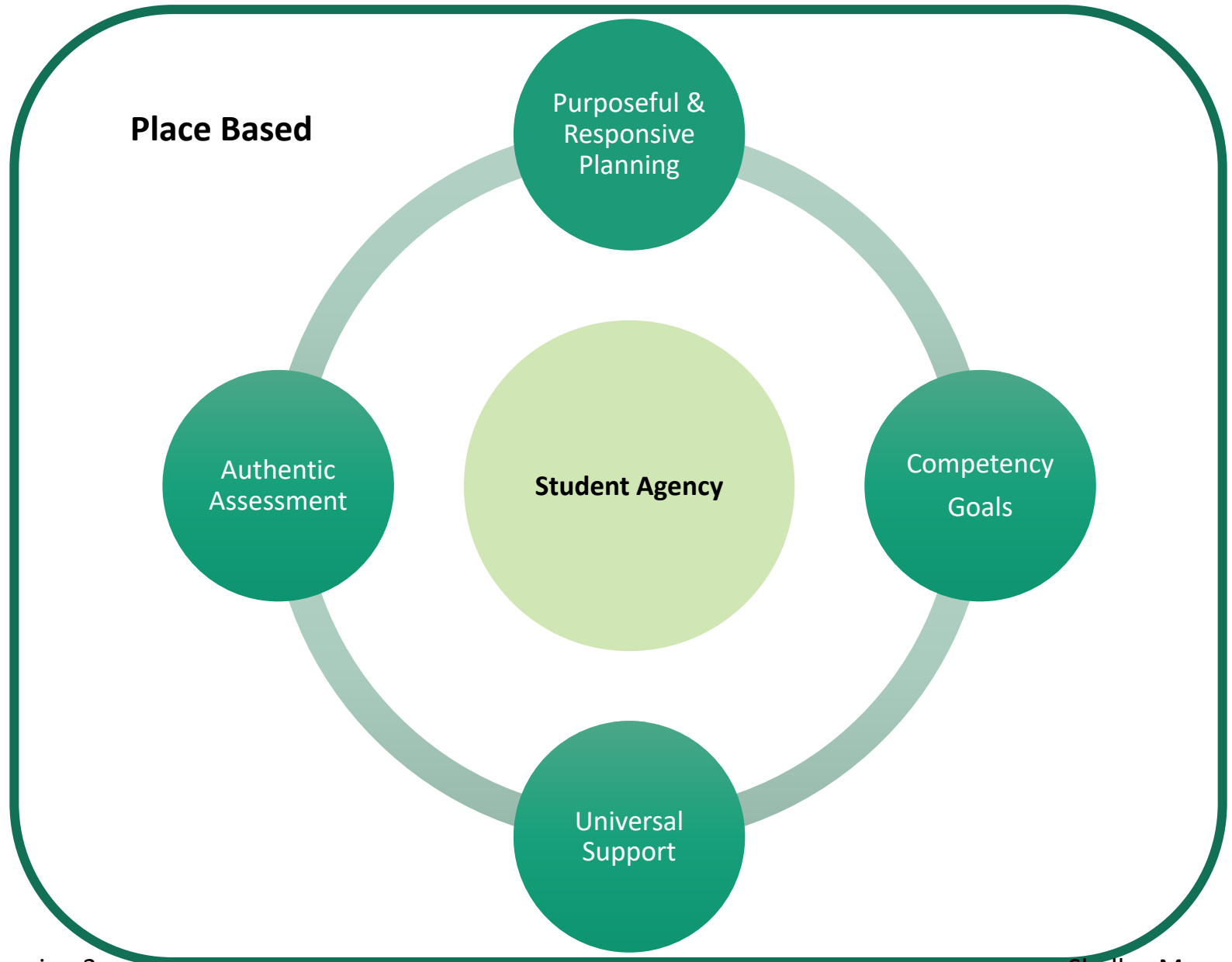
5 min

**What does the schedule look like for your target student?**

- Are they enrolled in grade level curricular classes with their peers?
- Are they enrolled in grade level elective classes with their peers?
- Are they given a choice about which classes they wanted to take?
- Do they have opportunities to participate in extra curricular activities inside and outside of the school?
- Are they paid for their work experience time?

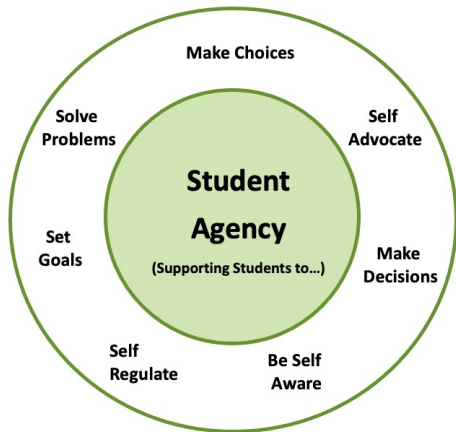
**What could be an area to target for next year to increase access to more inclusive places?**

# Guiding Principles of a Renewed IEP



# Inclusive & Competency Based IEP

- Page 1
  - Student Profile
  - Learner Profile

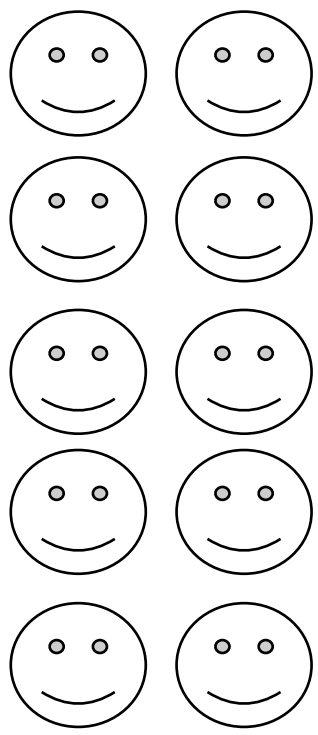


|         |                 |
|---------|-----------------|
| School: | Student Profile |
|---------|-----------------|

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

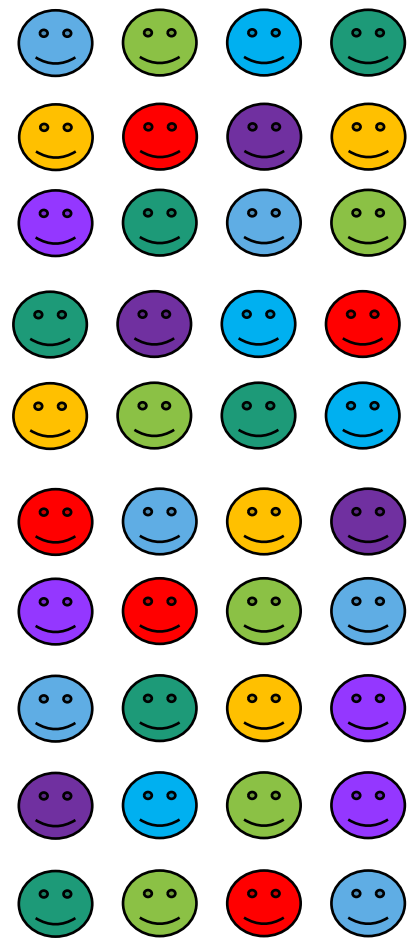
# What we are used to – The divide and conquer model



Classroom Teachers

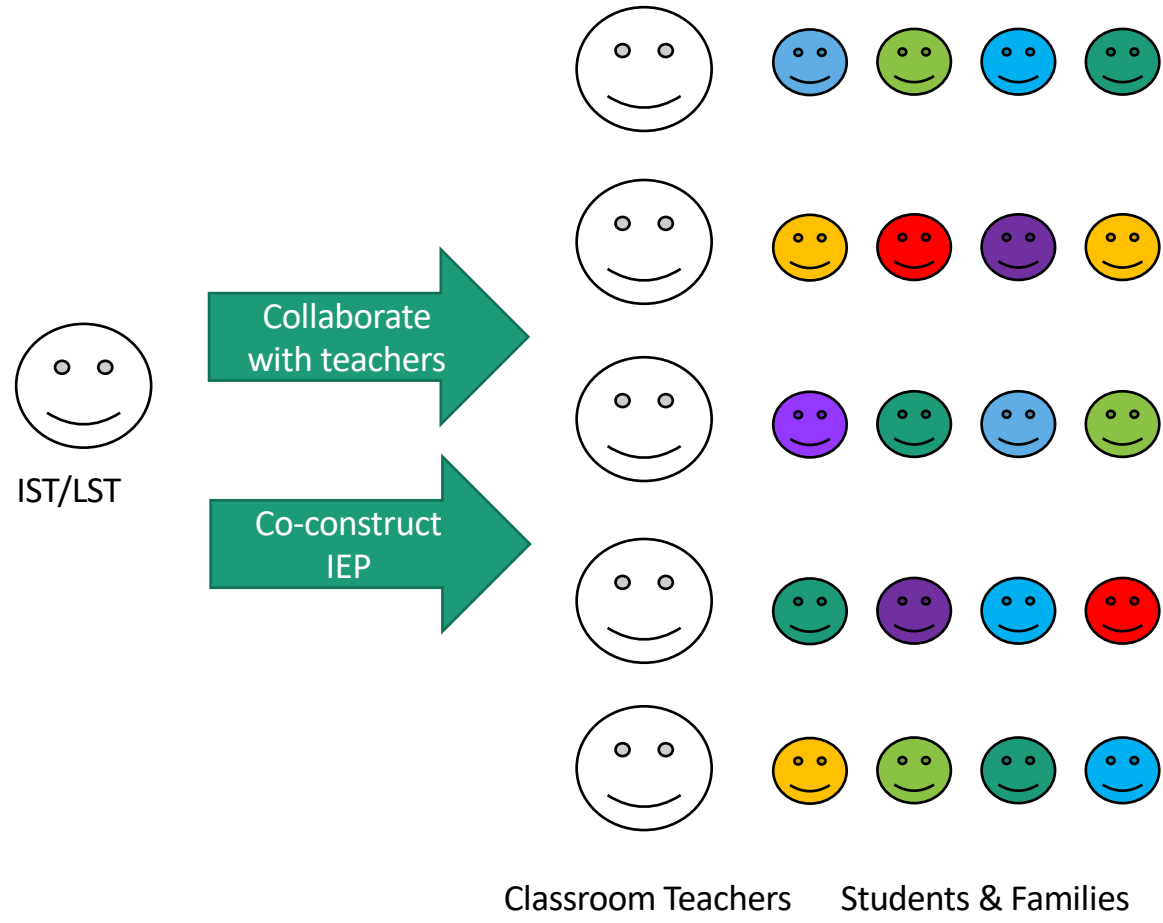


- IST/LST
- 40 + student IEPs
  - Up to 10 teachers
  - LRTs may not know students well



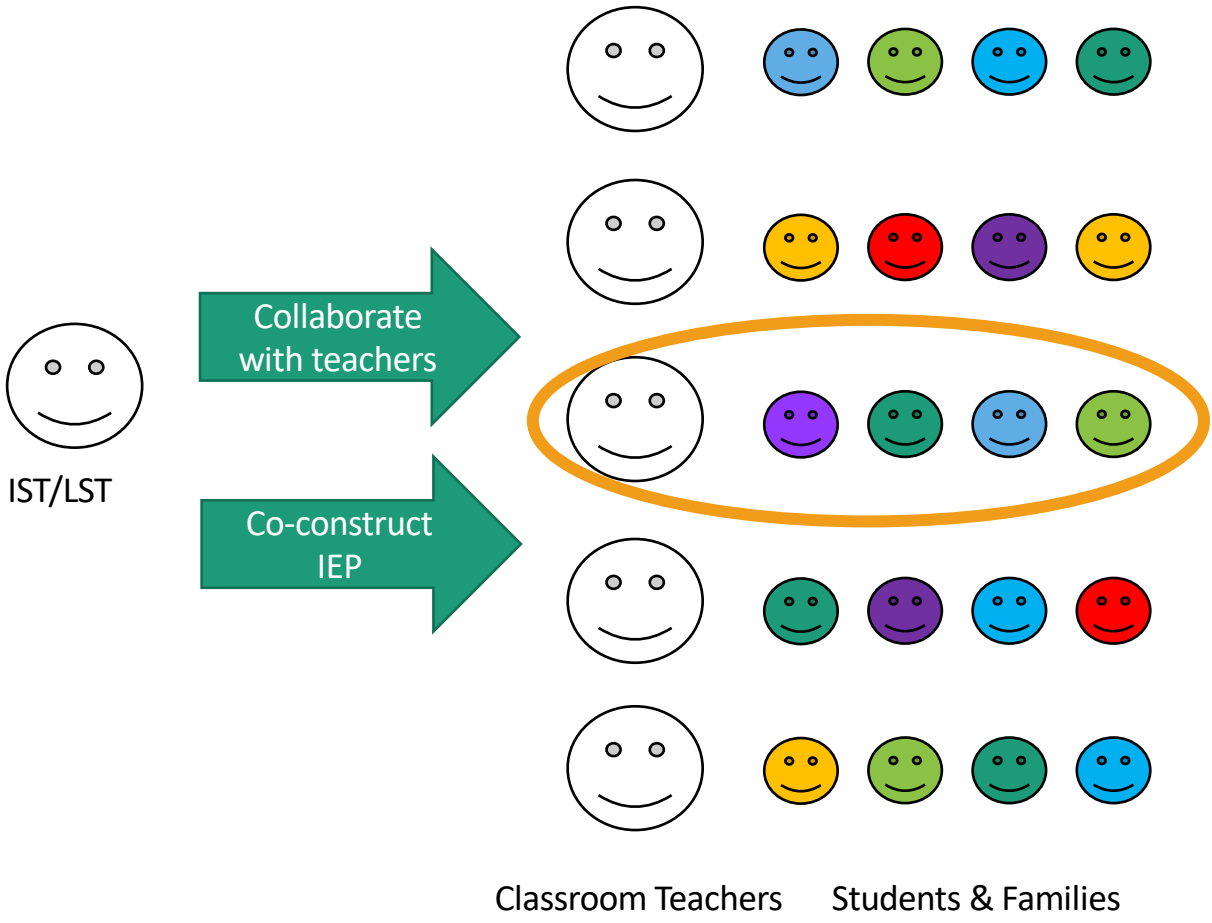
Students & Families

# 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 **IEP Goals** with **specific (or all) students**
- Determine **IEP Curricular Goals** with **the classroom teacher**
- Implement **IEP supports and strategies** with **ALL the students** in the class
- Collect evidence from **specific (or all) students in class**

# 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 processes for student IEPs

CONNECT

# Menu

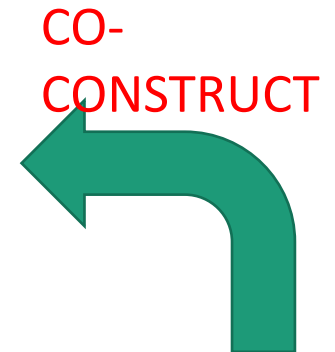
## Of Support



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

Brownlie & King, 2011

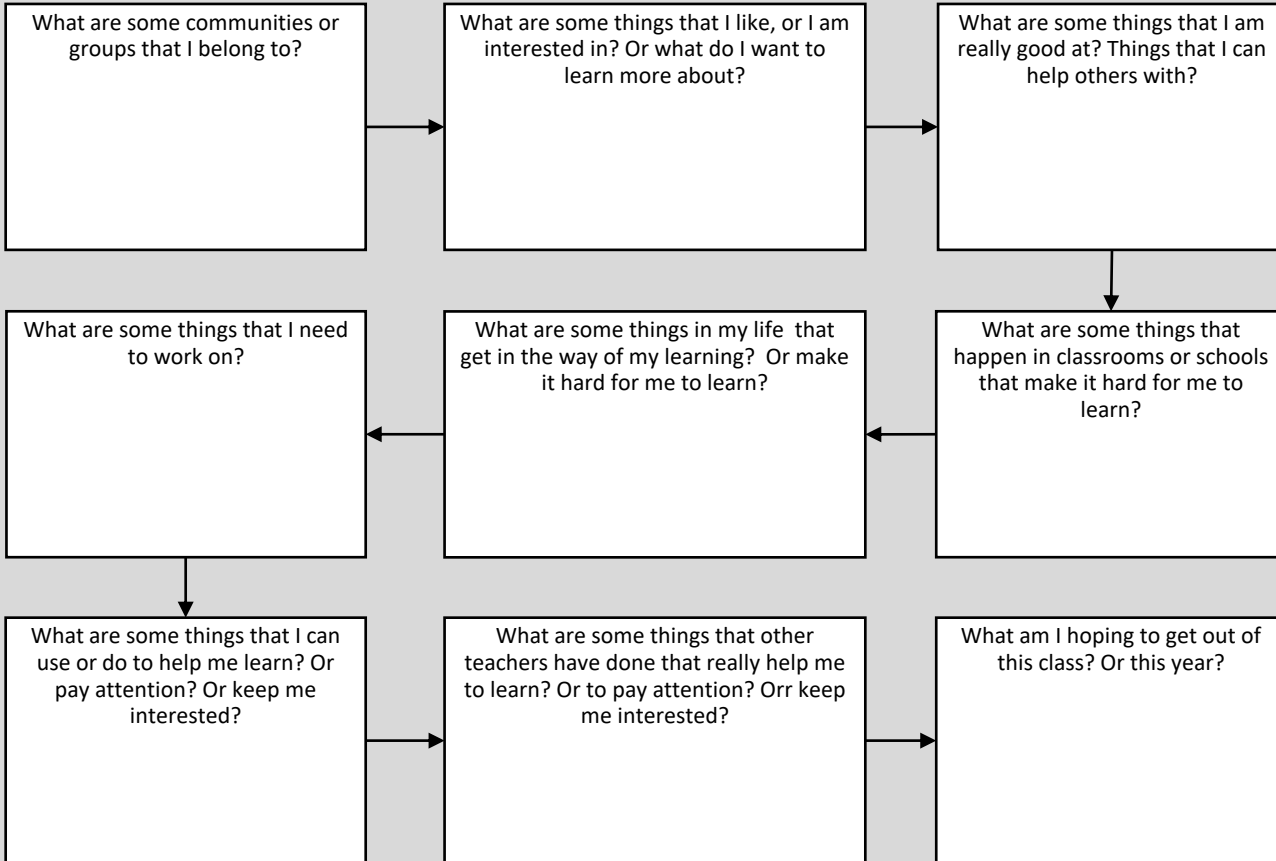
|  |  |   |  |  |
|--|--|---|--|--|
| Class Review for:  |  | Teacher:  |  | Date:  |
| We can plan for our students by getting to know the:   |  |   |  |  |
| Classroom Interests & Identities   |  | Classroom Strengths   |  | Classroom Stretches                                  |
| Interests:<br>Identities:<br>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:<br><br>Reconciliation Commitment: |
| Decision: We can respond to this class by targeting core competencies chosen as a community: |  |   |  |  |
| Teacher chosen:  |  |   |  |  |
| Class chosen:  |  |   |  |  |



**Student Dimensions**

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

## Who am I? \_\_\_\_\_



**THIS IS ME!**

**COLLABORATE**

## Help us get to know \_\_\_\_\_!

| Person  | Identities   | Interests   | Strengths  | Stretches   | Needs   |
|---|--|---|--|---|---|
| Your name _____<br><br>How do you know _____? | Who is _____?<br><br>What words would you use to describe _____? | What is _____ interested in?<br><br>What does _____ like to do on their own, with their family and friends? | What is _____ good at?<br><br>What could _____ teach others? | What is hard for _____ but they can still do?<br><br>What do you think is something _____ wants to get better at? | What does _____ need a lot of support with?<br><br>What is something that _____ might not be able to do on their own yet? |
| Person 1: _____                               |  |   |  |   |   |
| Person 1: _____                               |  |   |  |   |   |
| Person 1: _____                               |  |   |  |   |   |
| Person 1: _____                               |  |   |  |   |   |

COLLATE

# CLASSROOM INVENTORY

| Subject:  |   | Grade:  |  | Year:           |                      |            |
|---|---|---|--|-----------------|----------------------|------------|
| Student   | Interests                                   | Strengths   | Stretches  | Supports Needed |                      |            |
|   |   |   |  | Behavioural     | Social/<br>Emotional | Curricular |
| 1. Tamina<br>YYY YYY<br>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<br>T TT<br>Emotional/behavioural   | Reading, music                              | Reading, auditory memory skills, visual learner, auditory learner   | Self advocacy skills, attention skills, self regulatory skills   | ✓               | ✓                    |            |
| 3. Triple H<br>H HH<br>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<br>L LL<br>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<br>Z ZZ<br>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<br>I II<br>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                         |                 |                      | ✓          |

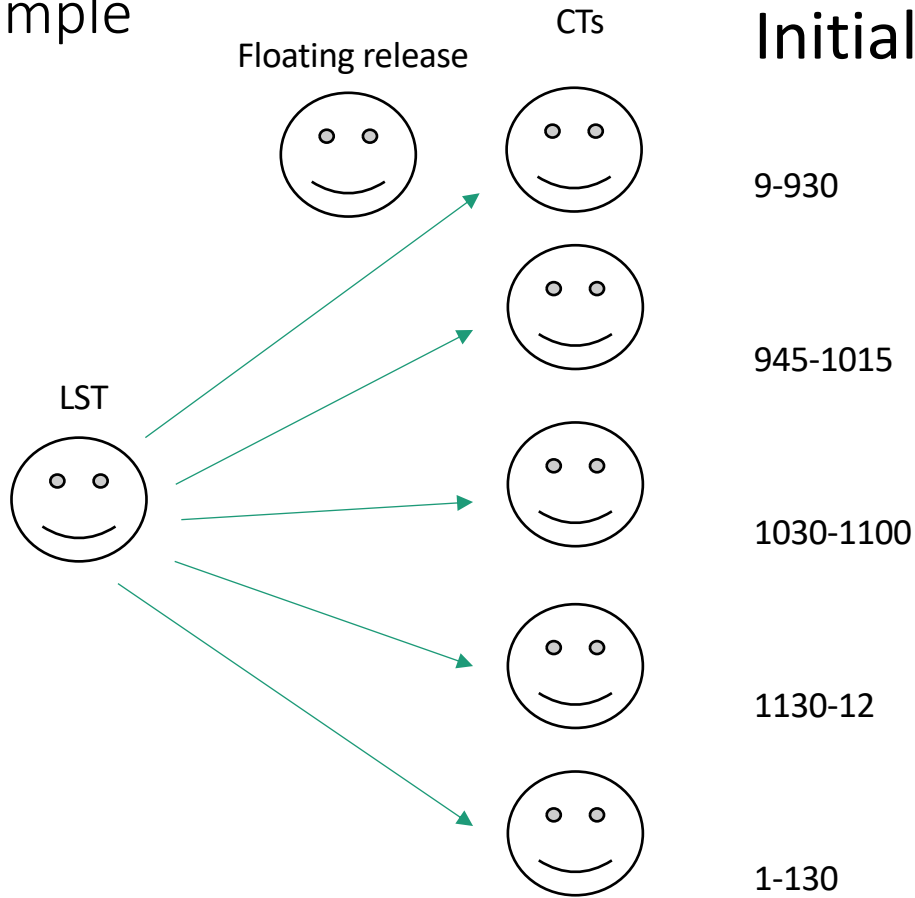
# What teachers need:

- ISTS/LSTs: Non-Enrolling or Late-Enrolling to support CTs and co-construct Class Reviews and IEPs with students and teachers
  - This replaces pull out support
- STEP 1: Class Review Process & Student Profiles
  - **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

9-930

- LST & CT discuss class as a whole

945-1015

- Discuss class review (from their perspective)

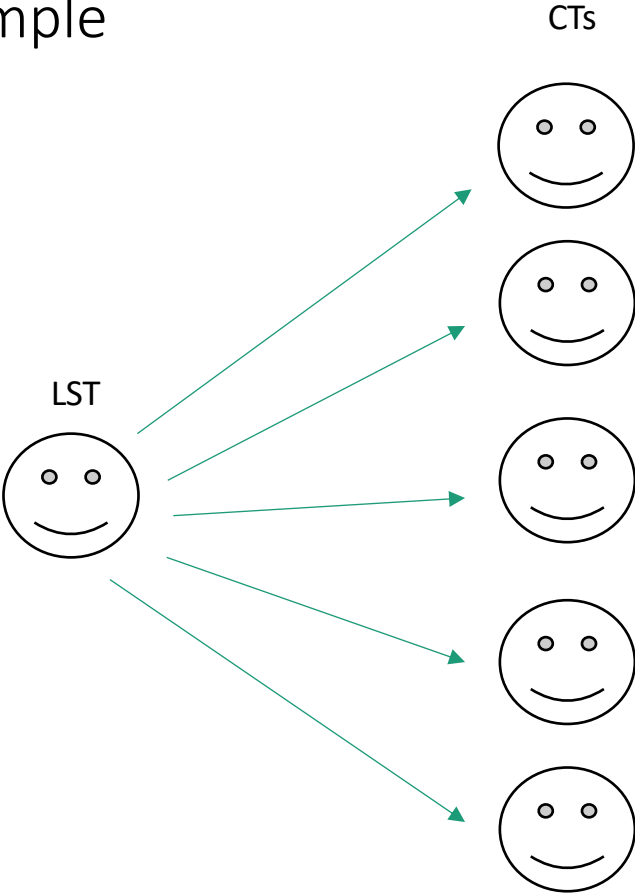
1030-1100

- Determine next steps
- Discuss menu of teacher support options

1130-12

1-130

# Example



# Collecting Student Dimensions

- 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
- Block 1 – day 1
- Block 2 – day 1
- Block 3 – day 1
- Block 4 – day 1
- Block 1 – day 2

# 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”

# Target Student: Student Agency

10 min

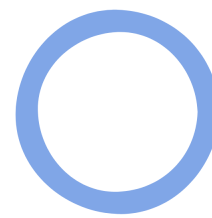
**How can we gather strength-based information about a student in an inclusive way?**

- Do LSTs and CTs have an opportunity to construct a class review
- Do all students and/or families have a voice in the process?
- Are LSTs and CTs working together to take responsibility of all students in the class?
- How can we support CTs to have a sense of responsibility of all students in their class?

**What could be an area to target for next year to increase access to more inclusive places?**

Starting the year off:

What is one thing you are going to do in the fall to kick start the ICBIEP process?



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