

# SHELLEY MOORE



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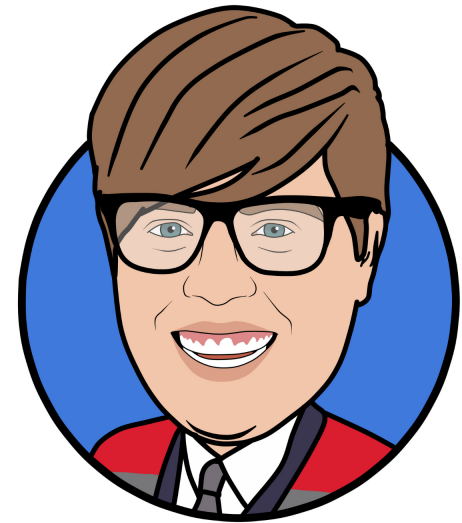


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# Inclusive Planning for Individual Students

## Session 1: The Rationale & History

# Structure of the Series

## Year 3

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### **Session 1: Rationale & Framework**

Podcast 1: Case Study 1a Video Podcast

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### **Session 2: Student Agency**

Podcast 2: Case Study 2a Video Podcast

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### **Session 3: Place Based & Purposeful Planning**

Podcast 3: Case Study 3a Video Podcast

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### **Session 4: IEP Goals & Assessment**

Podcast 4: Case Study 1b Video Podcast

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### **Session 5: Universal & Essential Support**

Podcast 5 & 6: Case study 2b & 3 b Video Podcasts

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### **Celebration of Learning**

# Case Study

- Three case studies
- Guided planning for a general education/ special education team around a target student with a disability who is enrolled in a class or course
- 2 sessions – 90 min
- K-12
- Any disability

# Session 1 Intentions for Today

- Why do we need IEPs?
- Why do IEPs need to change/ evolve?
- How can we use IEPs to better support inclusion?
- What is the role of students and their family/caregivers in an IEP process?



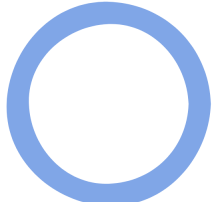
# The Chat Box – Wild Tea

- I will show you a prompt on the screen
- Type your response in the chat box BUT DO NOT press send
- I will do a 3-2-1 “Go” countdown
- Everyone will press send at the same time when I say “GO!”



Waterfall

What are you hoping  
to take away from this  
series?



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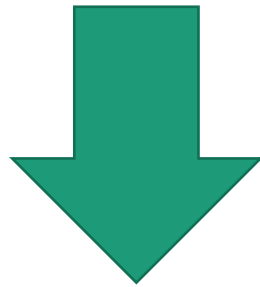


# Barriers to Inclusion?

## 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



## 2005 - 2012

- Grade 8 – 12
- Students with intellectual disabilities
- Shifting from a self-contained model to an inclusive model
- Started with elective classes
- Added academic classes
- All students were enrolled and attending at least one elective and one academic class in every term

Elective

Academic

Phys ED

Support

How can we make these **inclusive classes** purposeful and meaningful for students?

# IEPs

12

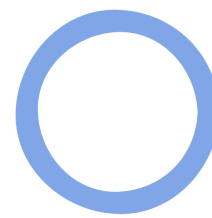
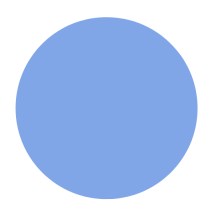
# Barriers

**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

Popcorn

What barriers are you  
connecting to?



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# Masters Project 2010

**A tension at  
one high  
school**

**Collect  
some data**

Parents

Support Teachers

Classroom Teachers

## Interviews

What do we  
need IEPs for?

What doesn't  
work about  
IEPs?

What do you  
wish you  
could change  
about IEPs?

Popcorn!

4 min

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

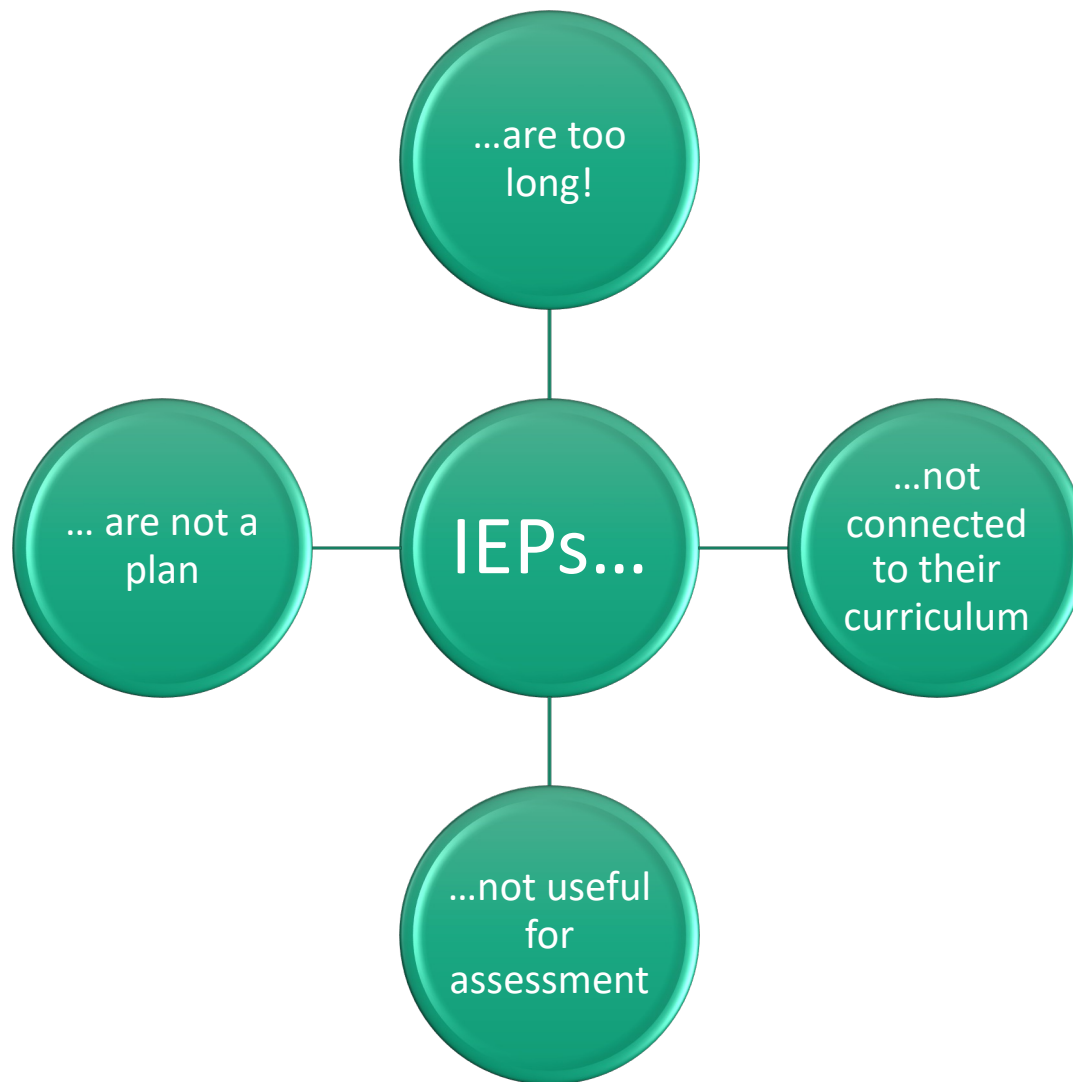
To help  
staff know  
what to do

To meet  
the needs  
of  
students

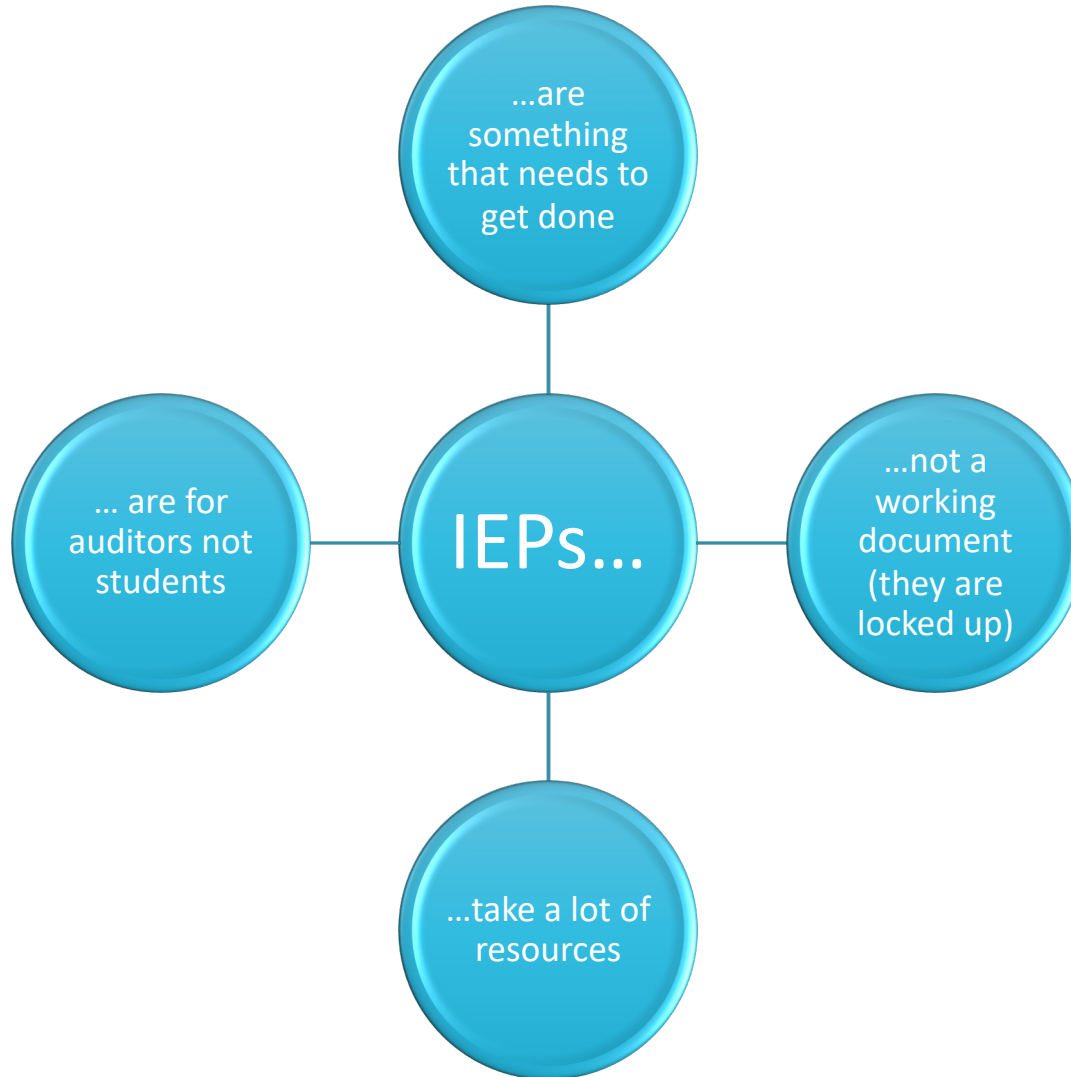
Accountability/  
Compliance

What doesn't work about IEPs?

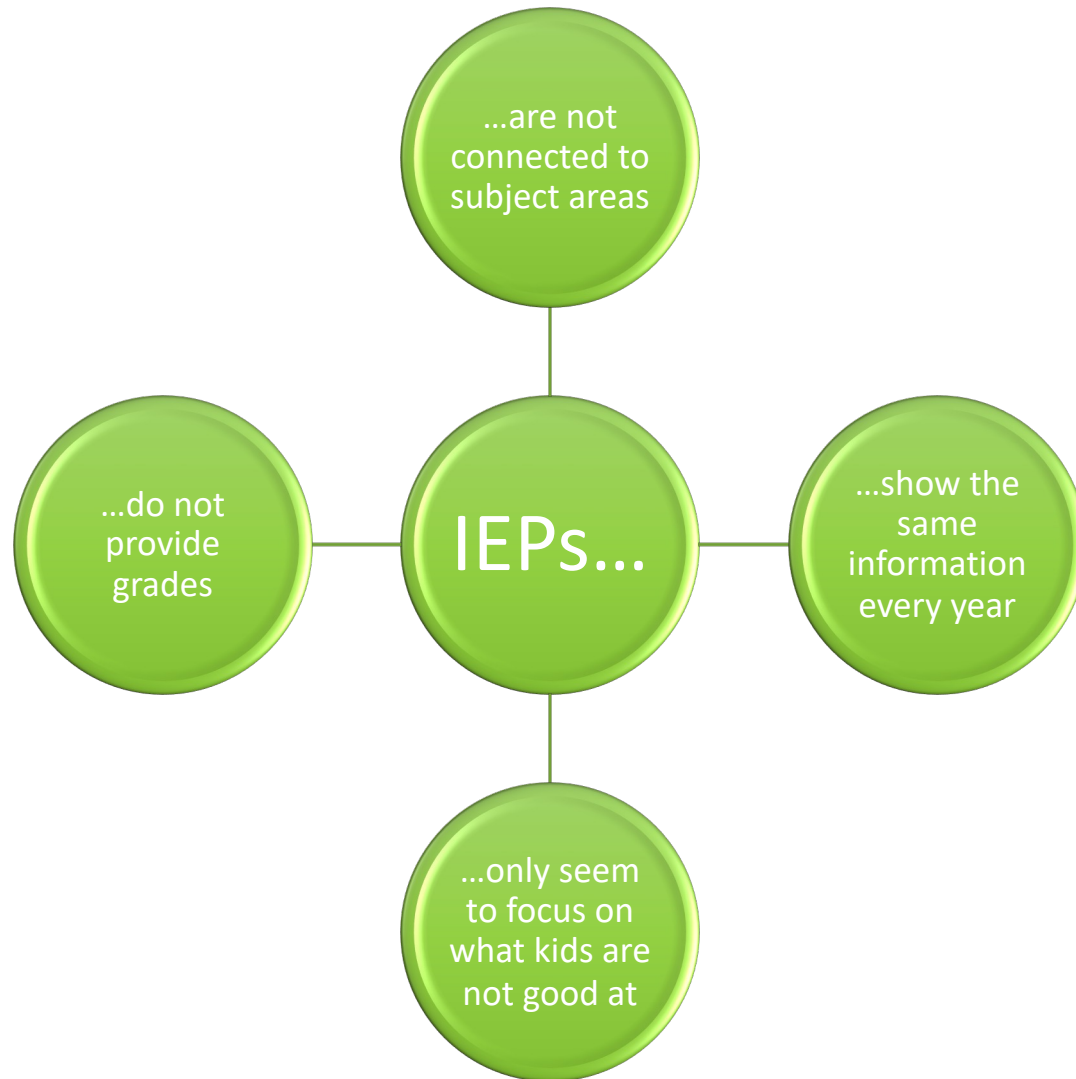
# Classroom Teachers Said...



# Support Teachers Said...



# Parents said...



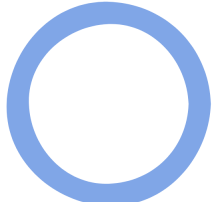
# What Do We Wish IEPs Could Do?

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



Waterfall

What is standing out  
so far today?



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# A New Partnership!



**Inclusive IEP**



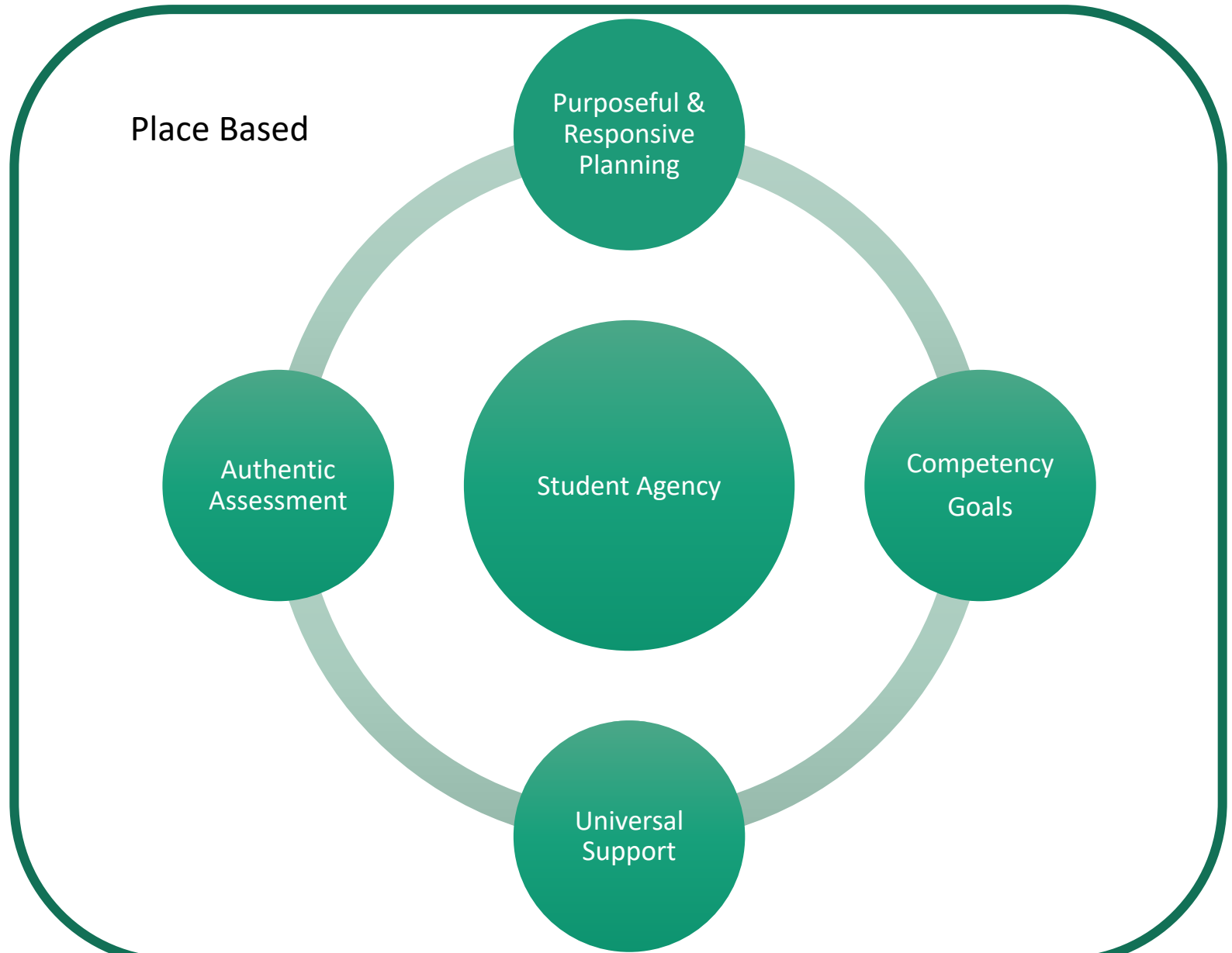
**Competency Based IEP**



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

**ICBIEP**

# Guiding Principles of a Renewed IEP



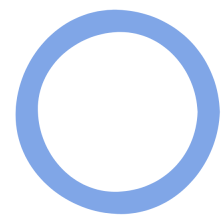
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Google Form

5 min

<https://forms.gle/1DCkkddVGGdsNXfb6>



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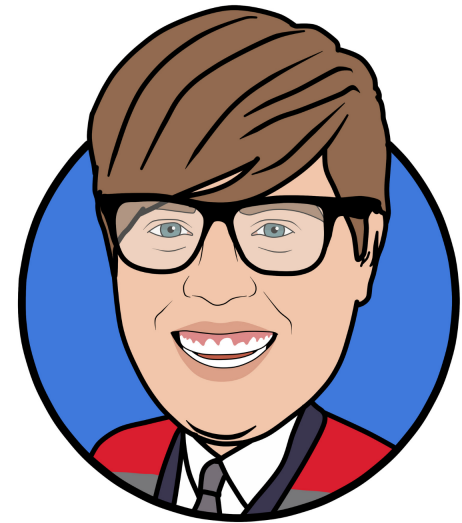


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