

SHELLEY MOORE



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Day 2

- **830-930 am:** Institute Keynote
- **930-1000 am:** Break
- **1000-1115 am:** Strand Session 1A
- **1115-1130 am:** Break
- **1130-1230 pm:** Strand Session 1B
- **1230-130 pm:** Lunch
- **130-230 pm:** Strand Session 1C
- **230-330 pm:** Break/Asynchronous Activity
- **330-400 pm:** Final Reflection

Seed Packets and course requests

- fivemooreminutes@gmail.com

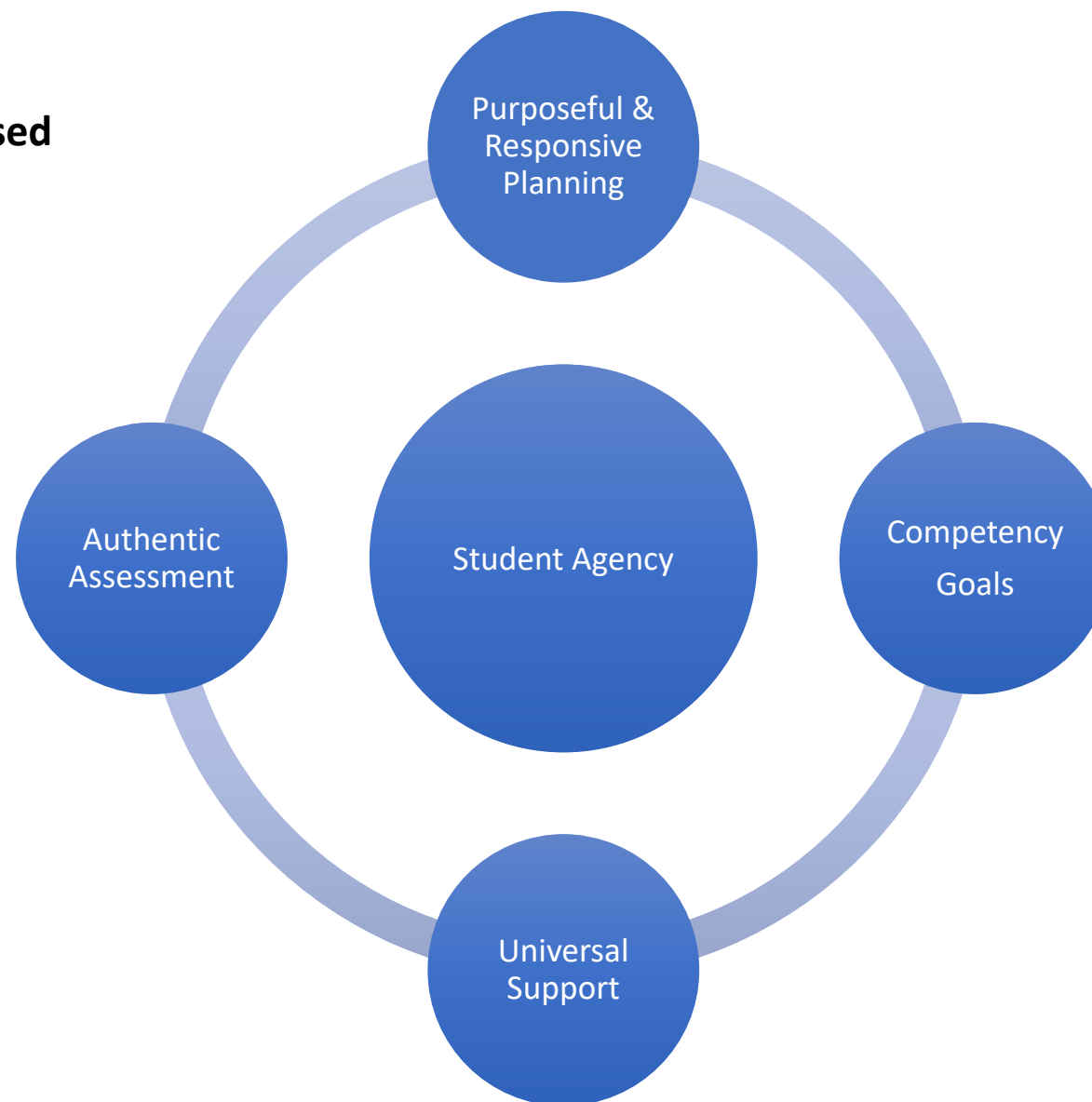
Reflecting back

- **What stands out from yesterday?**
- **What did you share with someone who wasn't in the session?**
- **What are you looking forward to today?**
- **What questions are coming up?**

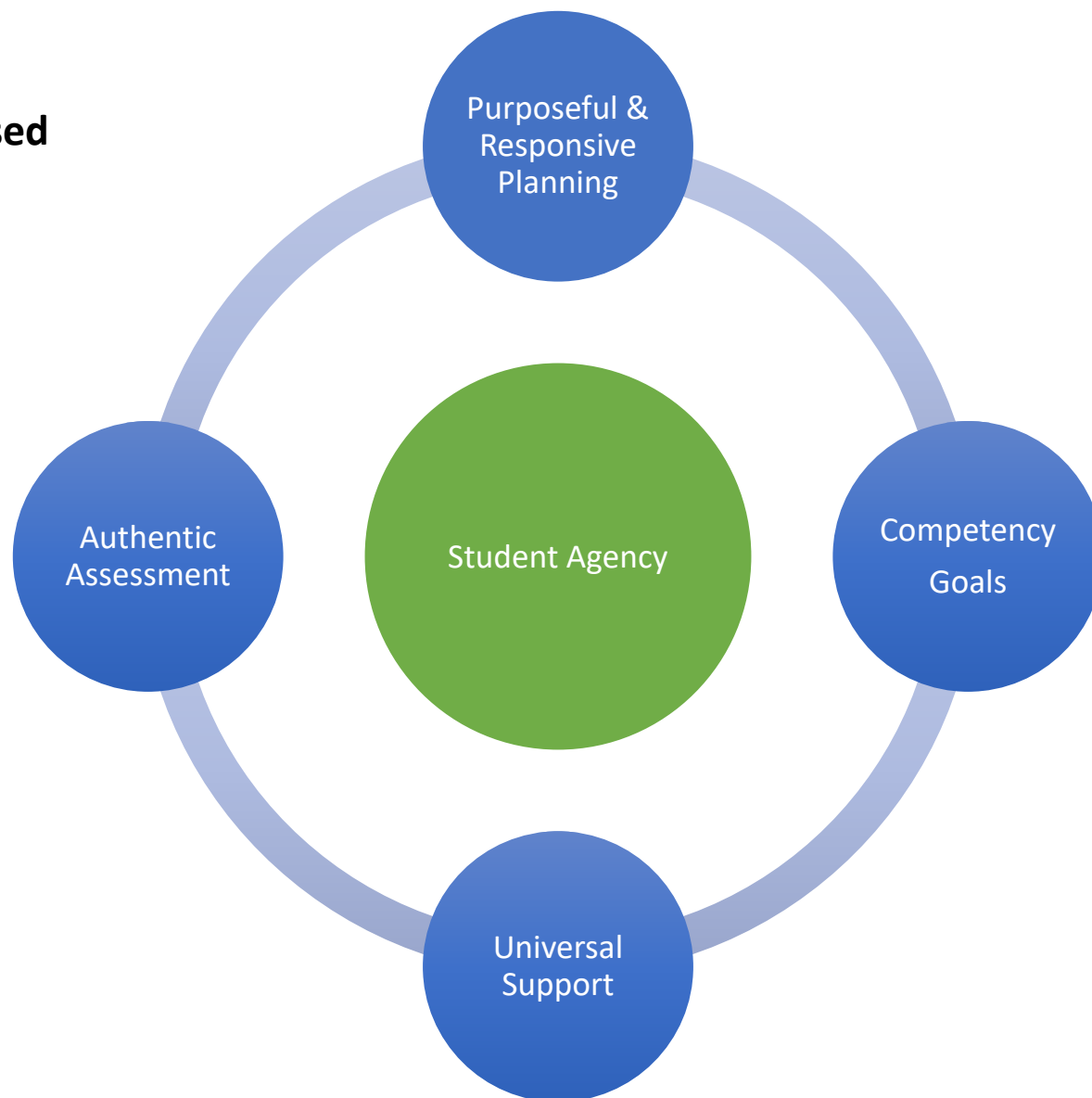
An Evolution of the IEP: Shifting to Strength based perspectives

- 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

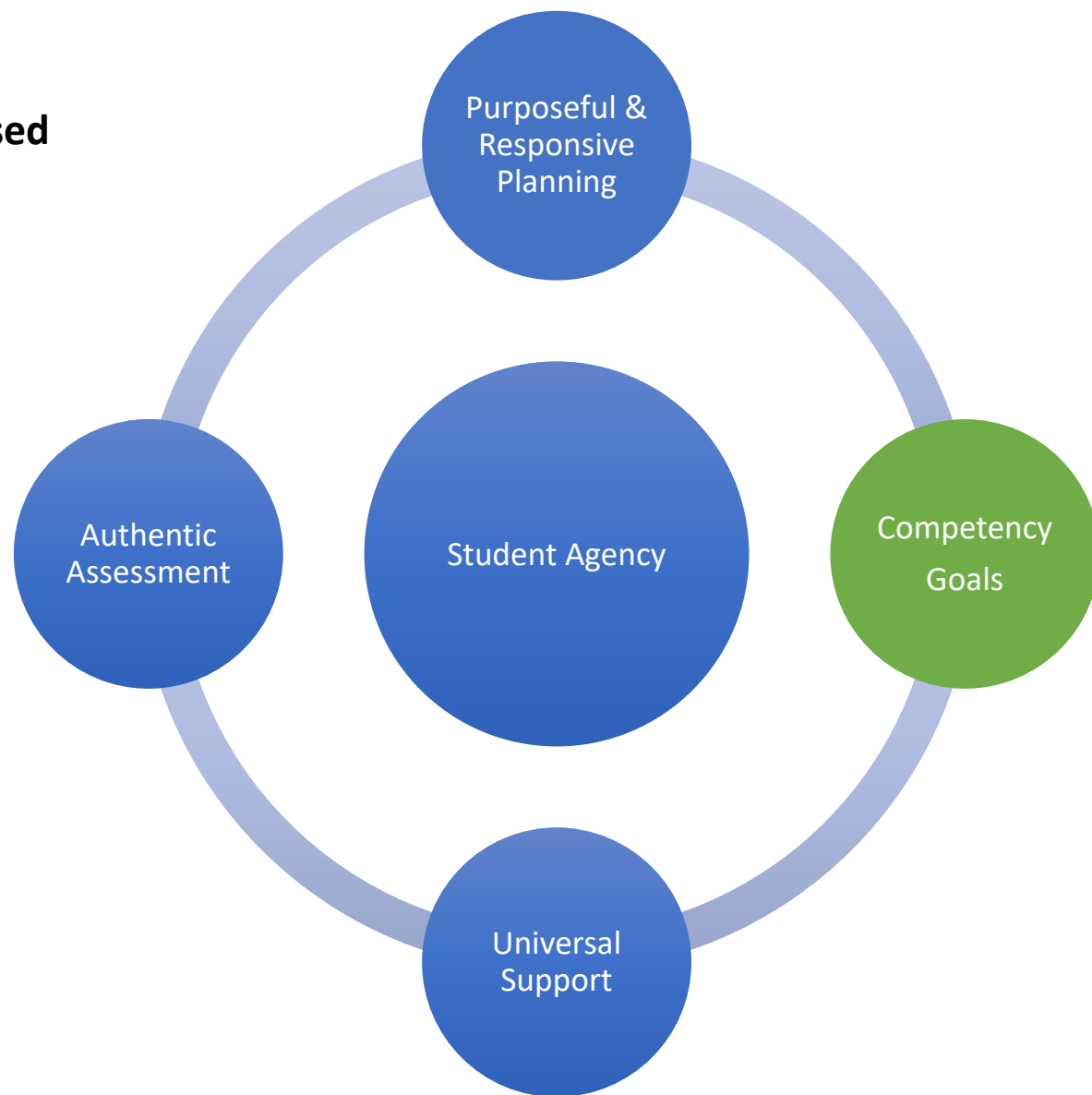
Place Based



Place Based



Place Based



Competency Based Goals

Historical & Deficit Based Plans – Made FOR students

What can't students do? How do we fix it?



Competency Based Plans – Made WITH students

What do I know? What can I do?

What is my next step?



Strength Based Planning

See Ya Later S.M.A.R.T Goals



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S.M.A.R.T. Goals

S - Specific

M - Measurable

A - Attainable

R - Realistic

T - Timely

S.M.A.R.T. Goals

S - Strength Based

(BC Ministry of Education, 2017, Carter, E. W., Boehm, T. L., Biggs, E. E., Annandale, N. H., Taylor, C. E., Loock, A. K., & Lie, R. Y.; 2015; Niemiec, R. M., Shogren, K. A., & Wehmeyer, M. L. (2017)

M - Meaningful

(Brownlie & Schnellert, 2009; Cooper, 2007; Fisher & Frey, 2001 , Downing, Ryndak & Clark, 2000 , Rose & Meyer, 2002)

A - Authentic

(Courtade & Browder, 2011; Fisher & Frey, 2001 ; Cooper, 2007)

R - Responsive

(Greenwood, Delquadri, & Hall, 1984; Spooner, Dymond, Smith & Kennedy, 2006; BC Ministry of Education, 2017)

T - Triangulated

(Cohen D, Crabtree B., 2006; Cooper, 2007; Gregory & Cameraon, 2014)

What are the different kinds
of competency-based 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.

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

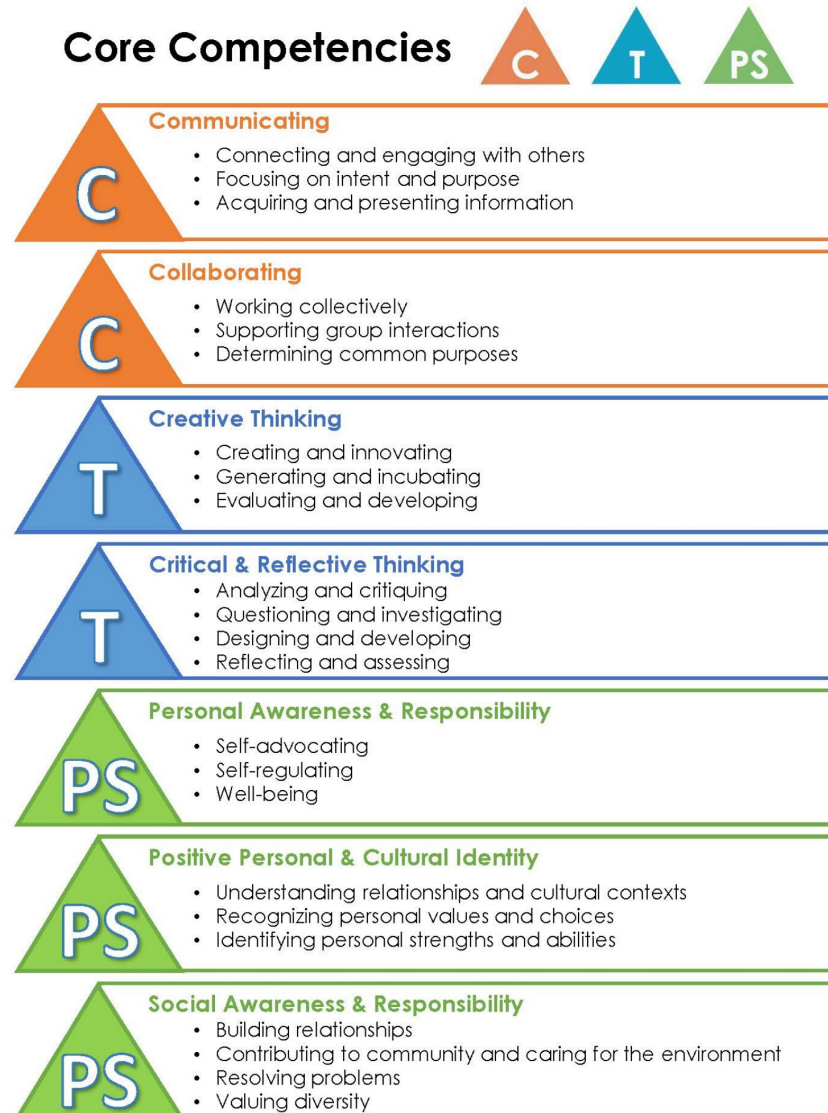
1. Core Competency Goals

- 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.

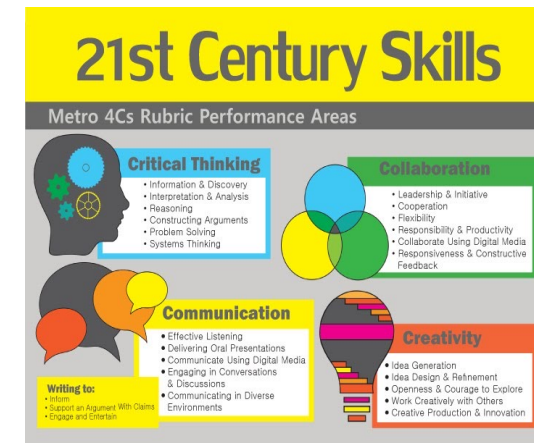
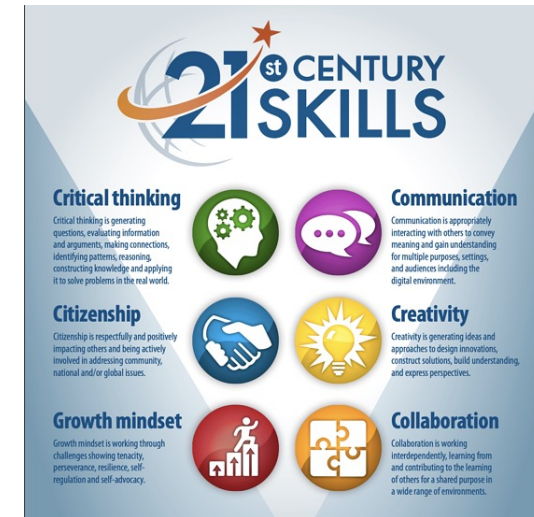
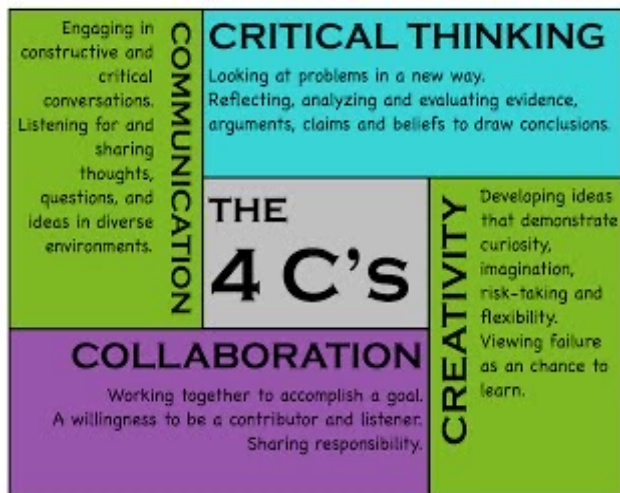
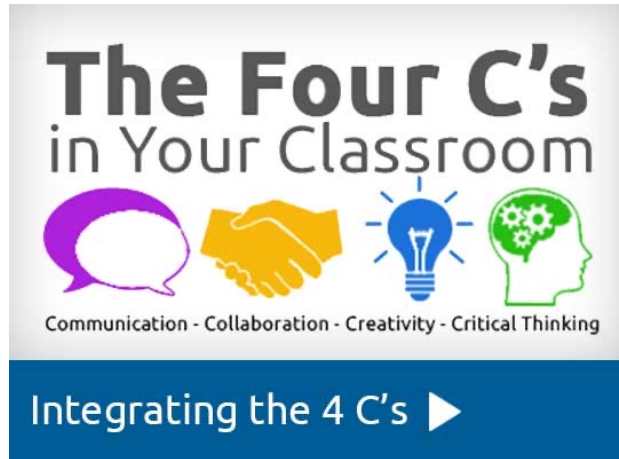
British Columbia's Core Competencies



British Columbia Ministry of Education, 2020

What are Competencies?

Competencies are responsive to place



How to create core
competency-based goals?

Core Competency Goals

All students:

- can set and reflect on Core Competency Goals

Some students:

- will capture their goal setting process through an I & CBIEP journey to promote continuity, accountability and equity for students, especially those with disabilities or those who are gifted

A few students

- may need their families and caregivers to support them by capturing their voice in different ways to maintain agency, as students are guided through a I & CBIEP goal setting process

How Core Competency-Based Goals are Organized?

More specific to
Inclusive context



More specific to
individual student

Core Competency Goals			
Step 1. Goal Area			
Step 2. Competency			
Step 3. Goals			
Step 4. Objective(s)			
Step 5. Strategies			

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			
Step 3. Goal			
Step 4. Objective(s)			
Step 5. Strategies			

Step 1: Determine Goal Areas

More specific to
Inclusive context

Core Competency Goals			
Step 1. Goal Area	Personal	Social	Intellectual

- Common goal areas to ALL students in a classroom
- Goal areas to target for a specific student are determined with the student and the family on the student profile
- Can be 1, 2 or all 3 three areas
- Based on strengths and stretches
- Focus on balance

More specific to
individual student

G. Bandara, 2019-2020

School District		Inclusive and Competency Based Individual Education Plan		
Student Photo	Student Details			
	Student Name	Geeshan Bandara	Primary Designation	Autism
	Grade	11	Additional Designation	Intellectual Disability
	Student Number	495204	IEP Review Date	May 16, 2020
	Date of Birth	December 12, 2005	Case Manager	L. O'Donnell
	Student Support Team		Role	
	Rashani and Wasura Bandara		Parents (Mother and Father)	
	Keshana Bandara		Sister	
	A. Kwan		EA	
	A. Perret		SLP	
Winter		VP		
Parent/Guardian Consultation Date		Oct 9 th , 2019		
My Personal Profile				
Link to Evidence: video in digital portfolio	Thoughts from my family and team			
My Identities	G chose: "Sri Lankan" from picture options	Geeshan loves his family. We have a big extended family, and we value those connections"		
My Interests	G chose "food," "family" and "friends" from picture options	- Geeshan loves to play with objects that have cause and effect functions - Loves spending time with his peers at school - Loves being included in anything and everything - Enjoys tasks where he can exercise his independence		
My Needs	G chose "talk" from picture options	- Support with effective communication - Differentiated access to curriculum - Some personal care routines		
My Learning Profile				
Link to Evidence: video in digital portfolio	Learning/ Intellectual			
My Strengths	Personal	Social	Learning/ Intellectual	
	G chose "learn," and "waking up" and "happy" from picture options - G is content at school and at home - Enjoys coming to school everyday	G chose "friends," and "play" from picture options - Wants to spend time with other students in the school - Enjoys watching his peers and engaging in simple games - Increased verbal echolalic communication when around peers	G chose "reading" and "listening" from picture options - Engaged in learning materials that have appropriately set access points - Engages in looking at books and listening while being read to - Engages when activities are age appropriate	
My Stretches	G chose "mad," and "waiting" from picture options Looking to increase number of preferred activities and increase flexibility with unpreferred activities	G did not choose any picture options - Functional communication - Building vocabulary	G chose "reading," and "numbers" from picture options 1 to 1 correspondence	
	Areas I want to focus on this year			
Competencies that can help choose goals	- Personal Awareness & Responsibility - Positive Personal & Cultural Identity	- Communicating - Collaborating - Social Awareness & Responsibility	- Creative Thinking - Critical Thinking & Reflective Thinking	

Example Geeshan: Choosing Goal Areas

G. Bandara, 2019-2020

School District: Inclusive and Competency Based Individual Education Plan

Student Details				
Student Photo	Student Name	Geeshan Bandara	Primary Designation	Autism
	Grade	11	Additional Designation	Intellectual Disability
	Student Number	495204	IEP Review Date	May 16, 2020
	Date of Birth	December 12, 2005	Case Manager	L. O'Donnell
	Student Support Team		Role	
	Rashmi and Wavura Bandara	Parents (Mother and Father)		
	Geeshan Bandara	Sister		
	A. Kwan	EA		
	R. Perret	SLP		
	Walter	VP		
	Parent/Guardian Consultation Date	Oct 9 th , 2019		

My Personal Profile		Link to Evidence: video in digital portfolio	Thoughts from my family and team
My Identities	G chose "Sri Lankan" from picture options		Geeshan loves his family. We have a big extended family, and we value those connections.
My Interests	G chose "food," "family" and "friends" from picture options		- Geeshan loves to play with objects that have cause and effect functions - Loves spending time with his peers at school - Loves being included in anything and everything - Enjoys tasks where he can exercise his independence
My Needs	G chose "talk" from picture options		- Support with effective communication - Differentiated access to curriculum - Some personal care routines

My Learning Profile			
	Personal	Social	Learning/Intellectual
My Strengths	G chose "learn," and "waking up" and "happy" from picture options - G is content at school and at home - Enjoys coming to school everyday	G chose "friends," and "play" from picture options - Wants to spend time with other students in the school - Enjoys watching his peers and engaging in simple games - Increased verbal echolalic communication when around peers	G chose "reading" and "listening" from picture options - Engaged in learning materials that have appropriately set access points - Engages in looking at books and listening while being read to - Engages when activities are age appropriate
My Stretches	G chose "mad," and "waiting" from picture options Looking to increase number of preferred activities and increase flexibility with	G did not choose any picture options - Functional communication - Building vocabulary	G chose "reading," and "numbers" from picture options 1 to 1 correspondence

Areas I want to focus on this year: ☒ ☒ ☒

can help choose goals: Responsibility, Positive Personal & Cultural Identity, Collaborating, Social Awareness & Responsibility, Critical Thinking & Reflective Thinking

Inclusive & Competency Based IEP, 2021

My Learning Profile	Link to Evidence: video in digital portfolio		
	Personal	Social	Learning/ Intellectual
My Strengths	G chose "learn," and "waking up" and "happy" from picture options	G chose "friends," and "play" from picture options	G chose "reading" and "listening" from picture options
	- G is content at school and at home - Enjoys coming to school everyday	- Wants to spend time with other students in the school - Enjoys watching his peers and engaging in simple games - Increased verbal echolalic communication when around peers	- Engaged in learning materials that have appropriately set access points - Engages in looking at books and listening while being read to - Engages when activities are age appropriate
My Stretches	G chose "mad," and "waiting" from picture options	G did not choose any picture options	G chose "reading," and "numbers" from picture options
	Looking to increase number of preferred activities and increase flexibility with unpreferred activities	- Functional communication - Building vocabulary	1 to 1 correspondence

Areas I want to focus on this year



Example Geeshan: Choosing Goal Area(s)

Core Competency Goals			
Step 1. Goal Area	Personal	Social	Intellectual

- Geeshan and his family chose:
 - All three goal areas

Example Nella: Choosing Goal Areas

School District		N. John, 2019	
Inclusive and Competency Based Individual Education Plan			
Student Photo	Student Details		
	Student Name	Nella John	Primary Designation
	Grade	8	Additional Designation
	Student Number	6867678	IEP Review Date
	Date of Birth	Jan 20, 2006	Case Manager
	Student Support Team		Role
	S. Allheas		Parent (mother)
	S. John		Parent (father)
	L. Aracama		Counsellor
	J. Gill		Youth Worker
K. Che		Principal	
Parent/Guardian Consultation Date		October 18, 2019	
My Personal Profile	Link to Evidence: Student Portfolio		Thoughts from family and my team
My Identities	"I have a lot of cousins, so my family is big. Some of my family are from other countries."		Nella has two homes that she shares her time between
My Interests	"I really like anime, especially Dragon Ball Z. I also like drawing"		Showing a lot of interest and skill in the arts Enjoys making cross-curricular connections within her subject classes
My Needs	"I like it when teachers will work with me to help me understand better. Sometimes I need more time. I also like when I have someone to talk to. It helps when I can think about my worries out loud."		* Strengthen organization and time management * Managing her worries and emotions
My Learning Profile	Link to Evidence: Student Portfolio		
My Strengths	Personal	Social	Learning/ Intellectual
	"I know what my feelings are when I'm having them."	"I have 2 best friends that I like to spend time with."	"I am really good at finding being creative with my work."
My Stretches	"Sometimes, I have anxiety around new people."	"I don't like talking to people I don't know."	"Sometimes, I have a hard time writing."
	N needs some support managing her anxiety, especially around	N needs support engaging in social dialog with unfamiliar	N needs some support organizing thinking within
Areas I want to focus on this year			
can help choose goals	- Responsibility - Positive Personal & Cultural Identity	- Collaborating - Social Awareness & Responsibility	Critical Thinking & Reflective Thinking

Inclusive & Competency Based IEP, 2021



My Learning Profile	Link to Evidence: Student Portfolio		
	Personal	Social	Learning/ Intellectual
My Strengths	"I know what my feelings are when I'm having them."	"I have 2 best friends that I like to spend time with."	"I am really good at finding being creative with my work."
	N is very expressive. She has a strong identity and is proud of who she is	*Thoughts from my team	*Thoughts from my team
My Stretches	"Sometimes, I have anxiety around new people."	"I don't like talking to people I don't know."	"Sometimes, I have a hard time writing."
	N needs some support managing her anxiety, especially around new people and in new situations	N needs support engaging in social dialog with unfamiliar peers and adults	N needs some support organizing thinking within written tasks
Areas I want to focus on this year			
Competencies that can help choose goals	- Personal Awareness & Responsibility - Positive Personal & Cultural Identity	- Communicating - Collaborating - Social Awareness & Responsibility	- Creative Thinking - Critical Thinking & Reflective Thinking

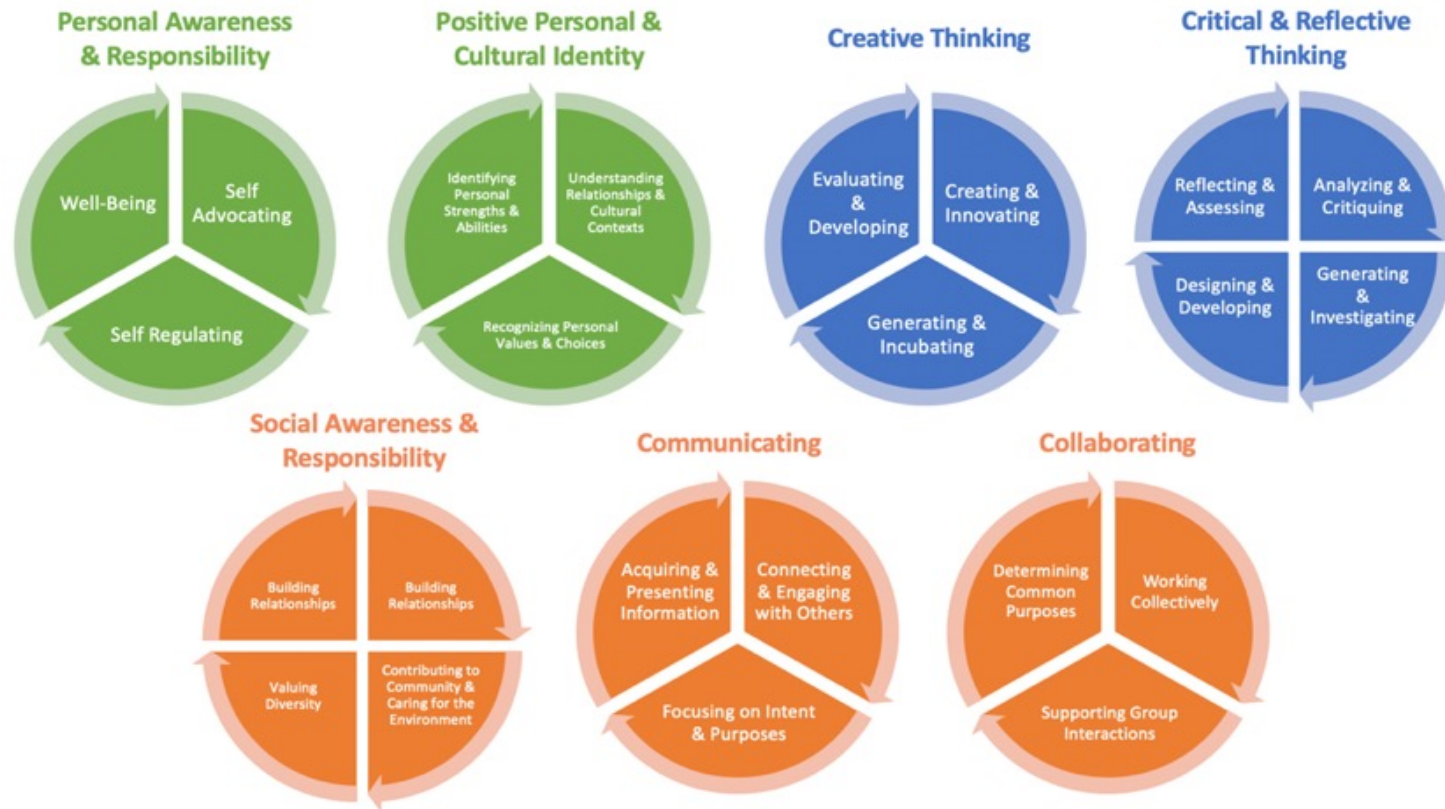
Inclusive & Competency Based IEP, 2021

Example Nella: Choosing Goal Area(s)

Core Competency Goals			
Step 1. Goal Area	Personal	Social	Intellectual

- Nella and her family chose:
 - Two goal areas

Competency Overview



British Columbia Ministry of Education, 2020

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			
Step 4. Objective(s)			
Step 5. Strategies			

Example Geeshan: Choosing Competency

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

- Geeshan and his family chose:
 - All three goal areas
 - Three different competencies

Example Nella: Choosing Competency

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

- Nella and her family chose:
 - Two goal areas
 - Three different competencies

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			
Step 4. Objective(s)			
Step 5. Strategies			

Shelley

1. What are your goal areas?

- Personal
- Intellectual

2. What core competencies do you want to focus on?

- Personal Awareness & Responsibility
- Critical Thinking

Shelley's Goals

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		- Critical Thinking - Creative Thinking
Step 3. Goal			
Step 4. Objective(s)			
Step 5. Strategies			

Your job:

1. What are your goal areas?

- Personal and/or,
- Social and/or,
- Intellectual

2. What core competencies do you want to focus on?

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			
Step 4. Objective(s)			
Step 5. Strategies			

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)			
Step 5. Strategies			

Self/ Family Self Assessment



BC Core Competencies Self-Assessment		
Name:	Grade:	Year:

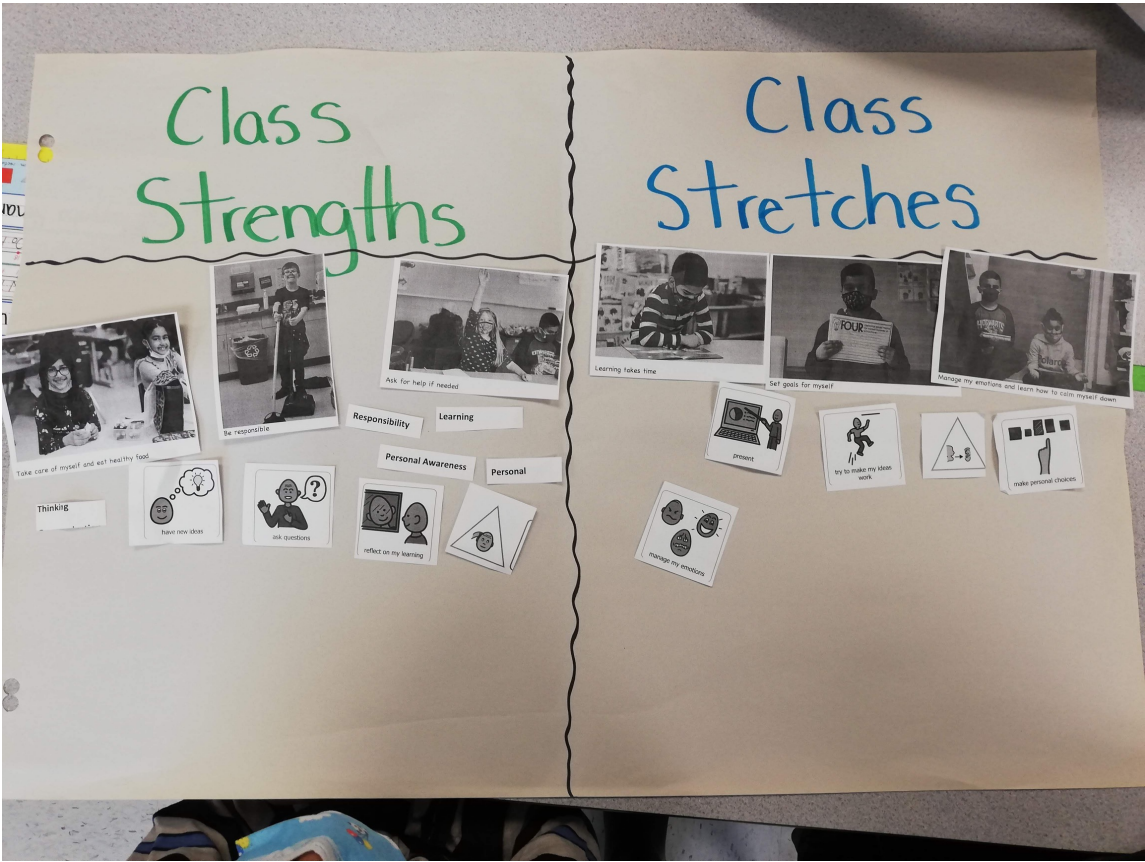
Personal Competency: Positive Personal Identify & Culture			
	I can do this*	I want to keep working on this	This is my next step!
Relationships and Cultural Contexts			
I can describe my family and community			
I am able to identify the different groups that I belong to			
I understand that my identity is made up of many interconnected aspects including life experiences, family, history, heritage, peer groups			
I understand that learning is continuous and my concept of self and identify will continue to evolve			

	I can do this*	I want to keep working on this	This is my next step!
Personal Values and Choices			
I can tell what is important to me			
I can explain what my values are and how they affect choices I make			
I can tell how some important aspects of my life have influenced my values			
I understand how my values shape my choices			

	I can do this*	I want to keep working on this	This is my next step!
Personal Strengths and Abilities			
I can identify my individual characteristics			
I can describe/express my attributes, characteristics and skills			
I can reflect on my strengths and identify my potential as a leader in my community			
I understand that I will continue to develop new abilities and strength to help me meet new challenges			
* My portfolio shows evidence of meeting this goal in multiple ways			



Class Wide Self Assessments



Community Competency Goal Planner

Student Name: Kevin

Date: May 17, 2019

Class Chosen Inclusive Purpose	Personal		
Class Chosen Core Competency	Personal Awareness & Responsibility		
Individually Chosen Core Competency Goal	I feel confident about this	I feel like I need to keep practicing	I feel like this is an area where I need support
• I can accomplish a goal that I set	✓		
• I can show a sense of accomplishment and joy		✓	
• I can celebrate my efforts and accomplishments		✓	
• I can connect actions with both positive and negative consequences and can <u>make adjustments</u>		✓	
• I can persevere through a challenging task	✓		
• I can advocate for myself and my ideas	✓		
• I can imagine and work to make change in myself and the world	✓		

The core competency goal(s) I want to work on this term is:

setting goals
(Circle the words in that are important and help you or others understand your goal)

What are some actions I can take to work on this goal at school? At home? In my community?

- doing my work
- listening
- _____
- _____

Nella: Student Self Assessment

Community Competency Goal Planner		Student Name: Nella John	Date: October 15, 2019
Inclusive Goal Area	Social	Core Competency	Social Awareness and Responsibility (P2)

Core Competency Goals	I feel confident	I feel like I need to keep practicing	I feel like I need support
• I can build relationships		X	
• I can work and play cooperatively	X		
• I can participate in activities to care for and improve my social and physical surroundings			X
• I can use materials respectfully	X		
• I can solve problems myself and ask for help when I need it			X
• I can listen to others' ideas and concerns		X	
• I can be part of a group and invite others to join		X	
• I can identify when something is unfair to me or others	X		

The core competency goal(s) I want to work on this term is:

I can solve problems myself and ask for help when I need it

High light the important words in your goal that will help you to understand it better.

What are some actions I can take to work on this goal at school? At home? In my Community?

- I could try to practice what to say when I have a problem
- I could check in with Ms. A when I need so that I don't get too mad in the moment
- Ms. A and me could talk about what my problems are and how to solve them

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	PAR 1a) 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 tried 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 SAR 4c) 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 out 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

Shelley's IEP

1. Within the Core Competency goal chosen:
 - Using one of the tools provided, self assess a core competency goal
 - Choose a goal that reflects your vision, values and priorities

Core Competency Goal Self-Assessment: Personal Awareness & Responsibility (PAR)

		Strength Area	Stretch Area	Area I want to Target
Profile 4	a) I can accept myself		x	
	b) I can recognize my strengths & stretches	x		
	c) I can advocate for myself and my ideas	x		
	d) I can engage with ideas and/or information that is challenging for me	x		
	e) I can be focused and determined	x		
	f) I can set goals and use strategies to accomplish them	x		
	g) I can persevere through a challenging task		x	x
	h) I can tell when I am getting angry and/or upset or frustrated and I have strategies to calm myself		x	
	i) I can make choices that benefit my well-being and keep me safe in the communities that I belong to		x	



Profile 5	a) I can advocate for my rights	x		
	b) I know that I have valuable ideas and I can share them with others	x		
	c) I can explore controversial issues	x		
	d) I can imagine and work to make change in myself and the world	x		
	e) I can set priorities, implement, monitor and adjust a plan, and assess results		x	x
	f) I can take responsibility for my learning, and seek help as I need it	x		
	g) I can use strategies to work towards a healthy and balanced lifestyle, for dealing with emotional challenges and/or for finding peace in stressful time		x	x
	h) I can find the social support that I need	x		

Your job:

1. Within the Core Competency goal chosen:
- Using one of the tools provided, self assess a core competency goal
 - Choose a goal that reflects your vision, values and priorities

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	PAW.1a) I can show a sense of accomplishment and joy PAW.1b) I can express needs and wants and preferences PAW.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 SAR.1c) I can help and be kind SAR.1d) I can self-advocate to get my needs met and try to make them feel better SAR.1e) I am aware that other people can be different than me	COL.1a) I can participate with others COL.1b) I can contribute in group activities COL.1c) I can help and be kind COL.1d) I can work with others for a specific purpose	COM.1a) I can recognize meaningful to communication from peers and adults COM.1b) I can communicate for a purpose COM.1c) I can communicate information about topics that are important to me COM.1d) I can answer simple and direct questions about my experiences	CRF.1a) I can get ideas when I play CRF.1b) I can get ideas when I use my senses to explore CRF.1c) I can have fun when I use my ideas to play CRF.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	PAW.2a) I can feel happy and proud PAW.2b) I know and can use at least one way to solve a problem PAW.2c) I can celebrate my efforts and accomplishments PAW.2d) I can use strategies to help me manage my feelings and emotions PAW.2e) I can give evidence of my learning	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 cultural 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 other's 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 help and be kind COL.2c) I can work with others for a specific purpose	COM.2a) 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	CRF.2a) I can ask questions CRF.2b) I can make predictions CRF.2c) I can use my senses to gather information CRF.2d) I can explore with a purpose and use what I learn CRF.2e) I can communicate something about my thinking CRF.2f) I can contribute to and/or use criteria CRF.2g) I can find evidence CRF.2h) I can make a judgment based on evidence CRF.2i) I can reflect on my work and experience 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 on other people's ideas, and/or combine my ideas with others to create new things CRE.2d) I can make my ideas work when there is a constraint of a time, problem or materials		
Profile 3	PAW.3a) I can take action to meet my wants and needs and/or joy and satisfaction PAW.3b) I can work towards a goal and/or solving a problem PAW.3c) I can use strategies to increase my feelings of well-being and help me manage my feelings and emotions PAW.3d) I can connect my actions with both positive and negative consequences and can make adjustments PAW.3e) I can accept feedback PAW.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 life better 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 behavior with people I know SAR.3f) I can explain why something is fair or unfair	COL.3a) I can take on different roles and tasks 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.3c) 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 terms and strategies I have practiced COM.3e) I can gather the information I need and present it	CRF.3a) I can ask open-ended questions, explore and gather information CRF.3b) I can experiment purposefully to develop options CRF.3c) I can contribute to and use criteria CRF.3d) I can describe my thinking and how it is changing CRF.3e) I can use observations, experiences and my imagination to draw conclusions, make judgments and/or ask new questions CRF.3f) I can establish goals individually with others CRF.3g) I can connect my learning with my experiences, efforts and goals CRF.3h) I can give and receive constructive feedback	CRE.3a) I can generate new ideas in 1. pursue my interests CRE.3b) 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.3c) I can build skills I need to make my ideas work, and usually succeed, even if it takes a few tries CRE.3d) I can		
Profile 4	PAW.4a) I can accept myself PAW.4b) I can recognize my strengths & abilities PAW.4c) I can advocate for myself and my ideas PAW.4d) I can engage with ideas and/or information that is challenging for me PAW.4e) I can be focused and determined PAW.4f) I can set goals and use strategies to accomplish them PAW.4g) I can persevere through a challenging task PAW.4h) I can tell when I am getting angry and/or upset or frustrated and I have strategies to calm myself PAW.4i) 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 context through words and/or images PPC.4d) I can describe ways 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 world SAR.4c) I can work to make my community a better place and identify small things I can do that would make a difference SAR.4d) I can demonstrate respectful and inclusive behavior in a variety of settings, and recognize that everyone has something to offer	COL.4a) I can identify and apply rules 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 supporter COL.4d) I can share my ideas and try to connect them with other people's ideas COL.4e) I can ask clarifying questions (asked others' ideas and check for understanding when appropriate) COL.4f) I can help resolve conflicts and consider their input COL.4g) I can recognize how my contributions and those of others complement each other COL.4h) I can plan with other and adjust our plan according to the group's purpose	COM.4a) I can share my ideas and try to connect them with other's ideas COM.4b) I can be an active listener and can make connections COM.4c) I can use my thinking and developing reasoning skills to make a message clear and engaging for my audience COM.4d) I can create contributions that focus on a variety of purposes and audiences COM.4e) I can acquire the information that I need for specific tasks and for my own interests and present information clearly	CRF.4a) I can use that I know to observe to identify problems and ask questions CRF.4b) I can explore and engage with materials and resources CRF.4c) I can develop and adapt criteria, check information, make my thinking and developing reasoning skills CRF.4d) I can consider more than one way to present and make choices based on my reasoning and what I am trying to do CRF.4e) I can assess my own efforts and experiences and identify new goals CRF.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 my strategies deliberately for solving my mind so that I can be creative CRE.4d) I can use my imagination with various steps and attempts to direct my future work		

BC Core Competencies Self-Assessment

Name:

Grade:

Year:

Personal Competency: Positive Personal Identify & Culture

	I can do this*	I want to keep working on this	This is my next step!
Relationships and Cultural Contexts			
I can describe my family and community			
I am able to identify the different groups that I belong to			
I understand that my identity is made up of many interconnected aspects including life experiences, family, history, heritage, peer groups			
I understand that learning is continuous and my concept of self and identity will continue to evolve			
Personal Values and Choices			
I can tell what is important to me			
I can explain what my values are and how they affect choices I make			
I can tell how some important aspects of my life have influenced my values			
I understand how my values shape my choices			
Personal Strengths and Abilities			
I can identify my individual characteristics			
I can describe/express my attributes, characteristics and skills			
I can reflect on my strengths and identify my potential as a leader in my community			
I understand that I will continue to develop new abilities and strength to help me meet new challenges			
* My portfolio shows evidence of meeting this goal in multiple ways			

Community Competency Goal Planner

Student Name: Kevin Date: May 17, 2019

Class Chosen Inclusive Purpose	Personal		
Class Chosen Core Competency	Personal Awareness & Responsibility		
Individually Chosen Core Competency Goal	I feel confident about this	I feel like I need to keep practicing	I feel like this is an area where I need support
I can accomplish a goal that I set	✓		
I can show a sense of accomplishment and joy		✓	
I can celebrate my efforts and accomplishments		✓	
I can connect actions with both positive and negative consequences and can make adjustments		✓	
I can persevere through a challenging task	✓		
I can advocate for myself and my ideas	✓		
I can imagine and work to make change in myself and the world	✓		

The core competency goal(s) I want to work on this term is:

Setting Goals

(Circle the words in that are important and help you or others understand your goal)

What are some actions I can take to work on this goal at school? At home? In my community?

Doing my work

Listening

Example Geeshan: Determining Goal

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

- Through conferencing, Geeshan and his family did an assessment of specific goals at the IEP meeting and chose one goal for each competency

Example Geeshan: Determining Objectives

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 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.

- Using feedback from Geeshan and his family, and the sample IEP objectives resource, the learning support teacher (LST) and the speech and language pathologist (SLP), constructed four objectives for Geeshan
- The LST connected with Geeshan and his family to review goals and get feedback
- Geeshan and family gave final approval of objectives

Example Nella: Determining Goal

Core Competency Goals			
Step 1. Goal Area	Personal	Social	Intellectual
Step 2. Competency		• Social Awareness & Responsibility	• Critical Thinking • Creative Thinking
Step 3. Goal		I can solve problems myself and ask for help when I need it	I can gather and combine new evidence with what I already know to develop reasoned conclusions, judgments, or plans I can get new ideas or reinterpret others' ideas in novel ways

- Through a student self assessment, Nella determined specific goals for the competency chosen

Shelley's IEP: Choose 3-5 core competency goal statements

Competency Goals				
Inclusive Competency	Personal Awareness & Responsibility	Inclusive IEP Goal 1	I can use strategies to work towards a healthy and balanced lifestyle, for dealing with emotional challenges and/or for finding peace in stressful time	
Individual Objective 1A ☐ specific to designation			Instructional Strategies	
Individual Objective 1B ☐ specific to designation			Instructional Strategies	

Inclusive Competency	Personal Awareness & Responsibility	Inclusive IEP Goal 2	can set priorities, implement, monitor and adjust a plan, and assess results I can set priorities, implement, monitor and adjust a plan, and assess results	
Individual Objective 2A ☐ specific to designation			Instructional Strategies	
Individual Objective 2B ☐ specific to designation			Instructional Strategies	

Inclusive Competency	Critical & Reflective Thinking	Inclusive IEP Goal 3	I can be open minded and patient, taking time to explore, discover and understand	
Individual Objective 3A ☐ specific to designation			Instructional Strategies	
Individual Objective 3B ☐ specific to designation			Instructional Strategies	

Your job: Choose 3-5 core competency goal statements

Competency Goals			
Inclusive Competency		Inclusive IEP Goal 1	
Individual Objective 1A ☐ specific to designation		Instructional Strategies	
Individual Objective 1B ☐ specific to designation		Instructional Strategies	
Inclusive Competency		Inclusive IEP Goal 2	
Individual Objective 2A ☐ specific to designation		Instructional Strategies	
Individual Objective 2B ☐ specific to designation		Instructional Strategies	
Inclusive Competency		Inclusive IEP Goal 3	
Individual Objective 3A ☐ specific to designation		Instructional Strategies	
Individual Objective 3B ☐ specific to designation		Instructional Strategies	

So far, we have created:

1. Seed Packet
2. Student Profile
3. 1-3 Core Competency goals

What is useful so far?

Objectives

1. Specific to individual
2. Refer to:
 1. Seed packet

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			

Sample Objectives for Core Competency IEP Goals

Goal Area		Personal
Core Competency		Personal Awareness & Responsibility
Code	Goal	Possible Objectives
PAR1a	I can show a sense of accomplishment and joy	- by showing when I am joyful/happy on my face - by showing I am joyful/happy with my body - by showing that I am joyful/happy with words, pictures, symbols or objects - by showing that I have completed a job or task
PAR1b	I can express my needs, wants and preferences	- by showing what I like/do not like using words, pictures, symbols and/or objects - by showing what I want using words, pictures, symbols and/or objects - by showing what I need using words, pictures, symbols and/or objects
PAR1c	I can recognize emotions	- by seeing pictures or videos of myself or others and identifying the emotion - by showing what emotion I am feeling with words, pictures, symbols or objects
PAR2a	I can feel happy and proud	- by identifying what makes me happy - by identifying what I am interested in - by identifying what I am good at/ my strengths - by showing some thing I did, that I am proud of
PAR 2b	I can seek out experiences that make me feel happy and proud	- by choosing activities that make me feel happy/ interested - by choosing activities that I am good at/ make me feel proud
PAR2c	I can celebrate my efforts and accomplishments	- by completing activity that is hard for me, and then choosing an activity that I love to do - by completing an activity on my own - by sharing with others something that I did that I am proud of
PAR2d	I can use strategies that help me manage my feelings and emotions	- by recognizing when I do not feel content or ready to engage with others - by trying out different tools and actions that can help me feel more content and ready to engage with others - by choosing which tools and actions I need to help me feel content and ready to engage - by using a tool or a strategy when I need to feel more content and ready to engage

PAR2e	I can create evidence of my learning	- by engaging in different learning tasks and activities - by taking pictures/videos of my learning - by sharing my learning using words, pictures, symbols and/or objects - by identifying when I am meeting a goal - by choosing my favourite pieces of evidence of how I met a goal - by collecting different kinds of evidence of meeting a goal
PAR2f	I can recognize and/ or explain my role in learning activities	- by showing that I am ready to learn and engage with peers - by sitting beside and learning with a peer - by join a small learning group with my peers - by engaging in learning activities in my whole class - by helping my friends/classmates with their learning - by showing that I am listening when I am learning with my peers - by sharing my learning with my peers
PAR2g	I can participate in activities that support my well-being and share how they help me	- by discovering what I like and do not like - by engaging in activities with my friends and classmates - by showing/making choices in a safe way about what I like/want/need - by showing/making choices in a safe way about what I do not like/want/need - by following instructions and listening to people I trust

Sample Objectives for Core Competency IEP Goals

Goal Area		Personal
Core Competency		Personal Awareness & Responsibility
Code	Goal	Possible Objectives
PAR1a	I can show a sense of accomplishment and joy	- by showing when I am joyful/happy on my face - by showing I am joyful/happy with my body - by showing that I am joyful/happy with words, pictures, symbols or objects - by showing that I have completed a job or task
PAR1b	I can express my needs, wants and preferences	- by showing what I like/do not like using words, pictures, symbols and/or objects - by showing what I want using words, pictures, symbols and/or objects - by showing what I need using words, pictures, symbols and/or objects
PAR1c	I can recognize emotions	- by seeing pictures or videos of myself or others and identifying the emotion - by showing what emotion I am feeling with words, pictures, symbols or objects
PAR2a	I can feel happy and proud	- by identifying what makes me happy - by identifying what I am interested in - by identifying what I am good at/ my strengths - by showing some thing I did, that I am proud of
PAR 2b	I can seek out experiences that make me feel happy and proud	- by choosing activities that make me feel happy/ interested - by choosing activities that I am good at/ make me feel proud
PAR2c	I can celebrate my efforts and accomplishments	- by completing activity that is hard for me, and then choosing an activity that I love to do - by completing an activity on my own - by sharing with others something that I did that I am proud of
PAR2d	I can use strategies that help me manage my feelings and emotions	- by recognizing when I do not feel content or ready to engage with others - by trying out different tools and actions that can help me feel more content and ready to engage with others - by choosing which tools and actions I need to help me feel content and ready to engage - by using a tool or a strategy when I need to feel more content and ready to engage

PAR2e	I can create evidence of my learning	- by engaging in different learning tasks and activities - by taking pictures/videos of my learning - by sharing my learning using words, pictures, symbols and/or objects - by identifying when I am meeting a goal - by choosing my favourite pieces of evidence of how I met a goal - by collecting different kinds of evidence of meeting a goal
PAR2f	I can recognize and/ or explain my role in learning activities	- by showing that I am ready to learn and engage with peers - by sitting beside and learning with a peer - by join a small learning group with my peers - by engaging in learning activities in my whole class - by helping my friends/classmates with their learning - by showing that I am listening when I am learning with my peers - by sharing my learning with my peers
PAR2g	I can participate in activities that support my well-being and share how they help me	- by discovering what I like and do not like - by engaging in activities with my friends and classmates - by showing/making choices in a safe way about what I like/want/need - by showing/making choices in a safe way about what I do not like/want/need - by following instructions and listening to people I trust

Example Nella: Determining Objectives

Core Competency Goals			
Step 1. Goal Area	Social	Intellectual	
Step 2. Competency	• Social Awareness & Responsibility	• Creative Thinking	• Critical Thinking
Step 3. Goal	I can solve problems myself and ask for help when I need it	I can gather and combine new evidence with what I already know to develop reasoned conclusions, judgments, or plans	I can 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

- Using feedback from Nella and her family, referring to her Psycho-educational report and other level B assessments, the learning support teacher (LST) and the counsellor, collaborated to construct three objectives for Nella
- The LST connected with Nella and her family to review goals and objectives and get feedback
- Nella and family gave final approval of objectives

Nella: Student Self Assessment

Community Competency Goal Planner		Student Name: Nella John	Date: October 15, 2019
Inclusive Goal Area	Social	Core Competency	Social Awareness and Responsibility (P2)

Core Competency Goals	I feel confident	I feel like I need to keep practicing	I feel like I need support
• I can build relationships		X	
• I can work and play cooperatively	X		
• I can participate in activities to care for and improve my social and physical surroundings			X
• I can use materials respectfully	X		
• I can solve problems myself and ask for help when I need it			X
• I can listen to others' ideas and concerns		X	
• I can be part of a group and invite others to join		X	
• I can identify when something is unfair to me or others	X		

The core competency goal(s) I want to work on this term is:

I can solve problems myself and ask for help when I need it

High light the important words in your goal that will help you to understand it better.

What are some actions I can take to work on this goal at school? At home? In my Community?

- I could try to practice what to say when I have a problem
- I could check in with Ms. A when I need so that I don't get too mad in the moment
- Ms. A and me could talk about what my problems are and how to solve them

Shelley's IEP: Reflecting on your profile, determine objectives specific to you that will help you met your goal

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My Stretches Chores, remembering, getting going, physical health, procrastination, giving up, feel overwhelmed, shut down, avoidance, sensory management, managing anger/ frustration, triggered by injustice, poor design, lack of accessibility, blanket rules, power imbalances	One on one conversations, social anxiety, social exhaustion, avoidance, going to other peoples' houses,	Memory, writing, linear thinking, focusing, finishing tasks, reading fiction																																																	
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IEP Student Profile

Dr. Shelley Moore, 2023

Competency Goals			
Inclusive Competency	Personal Awareness & Responsibility	Inclusive IEP Goal 1	I can use strategies to work towards a healthy and balanced lifestyle, for dealing with emotional challenges and/or for finding peace in stressful time by
Individual Objective 1A specific to designation	Being physically active	Instructional Strategies	
Individual Objective 1B specific to designation	Balancing work and family life	Instructional Strategies	

Inclusive Competency	Personal Awareness & Responsibility	Inclusive IEP Goal 2	I can set priorities, implement, monitor and adjust a plan, and assess results I can set priorities, implement, monitor and adjust a plan, and assess results by
Individual Objective 2A specific to designation	BBQ the perfect steak	Instructional Strategies	
Individual Objective 2B specific to designation	Finish IEP book	Instructional Strategies	

Inclusive Competency	Critical & Reflective Thinking	Inclusive IEP Goal 3	I can be open minded and patient, taking time to explore, discover and understand by
Individual Objective 3A specific to designation	Use strategies to reduce my overreactions when I am frustrated	Instructional Strategies	
Individual Objective 3B specific to designation	Listen to understand instead oof responding	Instructional Strategies	

Inclusive & Competency Based IEP, 2021
adapted by Shelley Moore, 2023

Your job: Reflecting on your profile, determine objectives specific to you that will help you met your goal

Competency Goals				
Inclusive Competency		Inclusive IEP Goal 1		
Individual Objective 1A ☐ specific to designation			Instructional Strategies	
Individual Objective 1B ☐ specific to designation			Instructional Strategies	
Inclusive Competency		Inclusive IEP Goal 2		
Individual Objective 2A ☐ specific to designation			Instructional Strategies	
Individual Objective 2B ☐ specific to designation			Instructional Strategies	
Inclusive Competency		Inclusive IEP Goal 3		
Individual Objective 3A ☐ specific to designation			Instructional Strategies	
Individual Objective 3B ☐ specific to designation			Instructional Strategies	

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	I can participate in activities that support my well-being	I can respond meaningfully to communication from peers and adults		I can 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 and 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, The LST and the counsellor listed possible strategies to support Nella's classroom teacher

Shelley's IEP: Reflecting on your profile, determine objectives specific to you that will help you met your goal

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IEP Student Profile

Dr. Shelley Moore, 2023

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Individual Objective 2B specific to designation	Finish IEP book	Instructional Strategies	

Inclusive Competency	Critical & Reflective Thinking	Inclusive IEP Goal 3	I can be open minded and patient, taking time to explore, discover and understand by
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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		

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

Shelley's IEP: Reflecting on your profile, determine strategies specific to you that will help you met your goal

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Parent/Guardian Consultation Date		Aug 21, 2023																																													
My Personal Profile		Thoughts from my team																																													
My Identities	Danish, Queer, She/her, Bowen Islander, Teacher, Wife, Sister, Daughter, Friend	Speaker, Educator, Advocate, Dog Mom (JM), Daughter, Tenacious, Ambitious, Beautiful, Generous, Change maker, Daughter, Wonderful (mom), Exuberant, Passionate, impulsive, Loyal, Creative (LS)																																													
My Interests	My family, inclusion, social justice, being outside, the ocean, sports, food, Irish Terriers	Adventures, wandering, travelling, playing, fun, Instagram (JM), my family, disability, anyone outside of the box, supporter, advocate (mom), sewing costumes (dinosaurs), travel, talking, designing and creativity, learning, challenging yourself and learning new things, being a mom, inclusion, sports – field hockey, sporting events, important cultural events, new shiny things, social issues/justice (LS)																																													
My Needs	Medication, anxiety, depression, need purpose, sleep, frustration, understand the "why" or rationale	Rest, affirmation, intellectually stimulated, time with family (JM), balance, reassurance (mom), needs to be seen and recognized for what you offer, don't dismiss ideas and contributions, affirmations, recognition, to feel respected and cared for, routine, something to help you wake up, organizational support, visuals, schedules, reminders, check lists, need possessions/concrete artifacts that represent who I am, collect things (LS)																																													
My Learning Profile																																															
	Personal	Social	Intellectual/ Learning																																												
My Strengths	Super focused on things that are interesting, entrepreneur, confident, speaking skills telling stories, routines, advocacy (JM), generous, reliable, loyal, positive, always looking for new ideas, perseverance (Mom), strong, good form lots of background knowledge (Ed), getting what I want, you see a goal and you achieve it (LS)	Socially just, inclusive, close friends, storyteller, bringing people together, caring (JM), very sociable, make people feel at ease, comfortable, easy to be around, friendly, like to support people with words, friendly, inspiring (mom), funny (Ed), storytelling, getting people to care, emotionally provoking, giving gifts, empathy, socially capable, engaging (LS)	I keep learning, connecting learning to real life scenarios, Metaphors to help people understand complex ideas (JM), also know current and appropriate language to use and help others, open to learning more all the time, you do your research (mom), understanding big ideas/ metaphors, creating own task (LS)																																												
My Stretches	Chores, remembering, getting going, physical health, procrastination, giving up, feel overwhelmed, shut down, avoidance, sensory management, managing anger/ frustration, triggered by injustice, poor design, lack of accessibility, blanket rules, power imbalances	One on one conversations, social anxiety, social exhaustion, avoidance, going to other peoples' houses,	Memory, writing, linear thinking, focusing, finishing tasks, reading fiction																																												
Thoughts from my team	walking up, focusing on things that aren't interesting (JM), overwork, staying focused, hard to finish because too many things on the go, say yes too much (mom), think you can't do it, but you can (Ed), executive functioning, organization, letting go, seeing ahead the impact of something you do or say, meeting a need sometimes trumps long term consequences (feels right in the moment), spend time on what we are good at but avoid the things that are more difficult, procrastination, task completion, thinking a met a goal before I meet it (LS)	Anxiety, small talk, parties (JM), emotional regulation when I feel attacked, dealing with rejection, dealing with people who are prejudice, blurring out thoughts, fighting on twitter, listening to and accepting constructive feedback, saying no, setting boundaries (LS)	Writing, getting distracted (JM), getting distracted/ sidetracked, time management taking on too much, too much going on in your head (mom), overthink (Ed), executive functioning, confidence – do well at what we are good at, avoid the things that are more difficult for us, refining tasks – editing, task interpretation, completing other peoples' task (LS)																																												

Competency Goals			
Inclusive Competency	Personal Awareness & Responsibility	Inclusive IEP Goal 1	I can use strategies to work towards a healthy and balanced lifestyle, for dealing with emotional challenges and/or for finding peace in stressful time by
Individual Objective 1A specific to designation	Being physically active	Instructional Strategies	Keep in contact with Ed, bring work out stuff to work, keep track of data, go for a walk every day, find activities I enjoy
Individual Objective 1B specific to designation	Balancing work and family life	Instructional Strategies	Book off one day a week for family, try to travel on Mondays, check with team before saying yes, saying no more, focus on doing events I enjoy
Inclusive Competency	Personal Awareness & Responsibility	Inclusive IEP Goal 2	I can set priorities, implement, monitor and adjust a plan, and assess results I can set priorities, implement, monitor and adjust a plan, and assess results by
Individual Objective 2A specific to designation	BBQ the perfect steak	Instructional Strategies	Get a BBQ, read a BBQ book, BBQ blogs, practice
Individual Objective 2B specific to designation	Finish IEP book	Instructional Strategies	Make a writing schedule, write a little every day, weekly meeting with Lesley
Inclusive Competency	Critical & Reflective Thinking	Inclusive IEP Goal 3	I can be open minded and patient, taking time to explore, discover and understand by
Individual Objective 3A specific to designation	Use strategies to reduce my overreactions when I am frustrated	Instructional Strategies	Stop and breathe, don't send emails for 24 hours, meet with people in group settings, stay off twitter for big conversations

Your job: Reflecting on your profile, determine strategies specific to you that will help you met your goal

Competency Goals			
Inclusive Competency		Inclusive IEP Goal 1	
Individual Objective 1A ☐ specific to designation		Instructional Strategies	
Individual Objective 1B ☐ specific to designation		Instructional Strategies	
Inclusive Competency		Inclusive IEP Goal 2	
Individual Objective 2A ☐ specific to designation		Instructional Strategies	
Individual Objective 2B ☐ specific to designation		Instructional Strategies	
Inclusive Competency		Inclusive IEP Goal 3	
Individual Objective 3A ☐ specific to designation		Instructional Strategies	
Individual Objective 3B ☐ specific to designation		Instructional Strategies	

Your job: Reflecting on your profile, determine strategies specific to you that will help you met your goal

Competency Goals			
Inclusive Competency		Inclusive IEP Goal 1	
Individual Objective 1A ☐ specific to designation		Instructional Strategies	
Individual Objective 1B ☐ specific to designation		Instructional Strategies	

Inclusive Competency		Inclusive IEP Goal 2	
Individual Objective 2A ☐ specific to designation		Instructional Strategies	
Individual Objective 2B ☐ specific to designation		Instructional Strategies	

Inclusive Competency		Inclusive IEP Goal 3	
Individual Objective 3A ☐ specific to designation		Instructional Strategies	
Individual Objective 3B ☐ specific to designation		Instructional Strategies	

What does the IEP look like?

Core Competency Goals			
Competency	Common to all students in jurisdiction	IEP Goal	“ I can....” statement Common to all students in inclusive class
Objective 1A	“by...” Determined based on specific needs of individual student	Instructional Strategies	Includes individual student identities, interests & strengths Implemented universally when possible
Objective 1B	“by...” Determined based on specific needs of individual student	Instructional Strategies	Includes student individual identities, interests & strengths Implemented universally when possible

Building an inclusive, strength and competency-based IEP

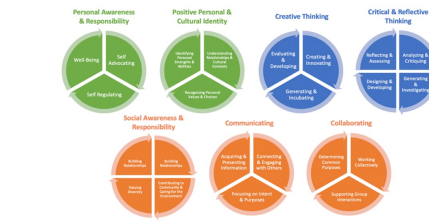
Step 1: Gather Evidence of Student Voice WITH the community/ cohort/ class that the student is included in

Step 2: Collate Student Evidence on The Student Profile

IEP Student Profile

Dr. Shelley Moore, 2023

Step 4: Collaboratively determine focus area(s)



Step 5: Choose Competency based on focus lenses

Step 6: Choose Competency Facet based on Competency

Step 7: Self Assess Competency facet

Core Competency Goal Self-Assessment: Personal Awareness & Responsibility (PAR)

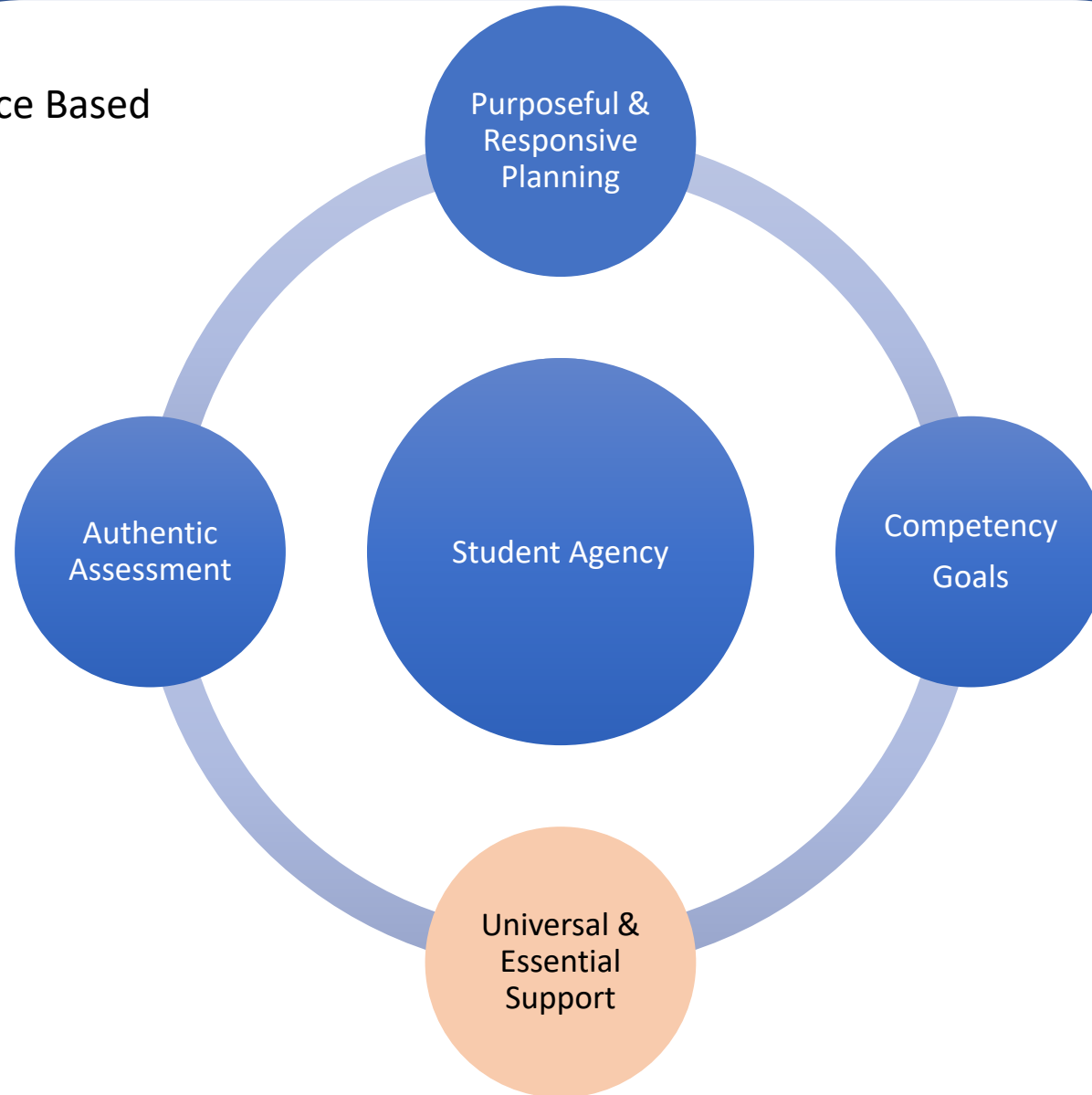
	Strength Area	Stretch Area	Area I want to Target
Profile 4			
a) I can accept myself		x	
b) I can recognize my strengths & stretches	x		
c) I can advocate for myself and my ideas	x		
d) I can engage with ideas and/or information that is challenging for me	x		
e) I can be focused and determined	x		
f) I can set goals and use strategies to accomplish them	x		
g) I can persevere through a challenging task		x	x
h) I can tell when I am getting angry and/or upset or frustrated and I have strategies to calm myself		x	
i) I can make choices that benefit my well-being and keep me safe in the communities that I belong to		x	
Profile 5			
a) I can advocate for my rights	x		
b) I know that I have valuable ideas and I can share them with others	x		
c) I can explore controversial issues	x		
d) I can imagine and work to make change in myself and the world	x		
e) I can set priorities, implement, monitor and adjust a plan, and assess results		x	x
f) I can take responsibility for my learning, and seek help as I need it	x		
g) I can use strategies to work towards a healthy and balanced lifestyle, for dealing with emotional challenges and/or for finding peace in stressful time		x	x
h) I can find the social support that I need	x		

Step 8: Choose a Competency Goal

Competency Goals			
Inclusive Competency	Inclusive IEP Goal 1		
Individual Objective 1A		Instructional Strategies	
Individual Objective 1B		Instructional Strategies	
Inclusive Competency	Inclusive IEP Goal 2		
Individual Objective 2A		Instructional Strategies	
Individual Objective 2B		Instructional Strategies	
Inclusive Competency	Inclusive IEP Goal 3		
Individual Objective 3A		Instructional Strategies	
Individual Objective 3B		Instructional Strategies	

Step 9: use the Student Profile to create individual objectives and strategies

Place Based

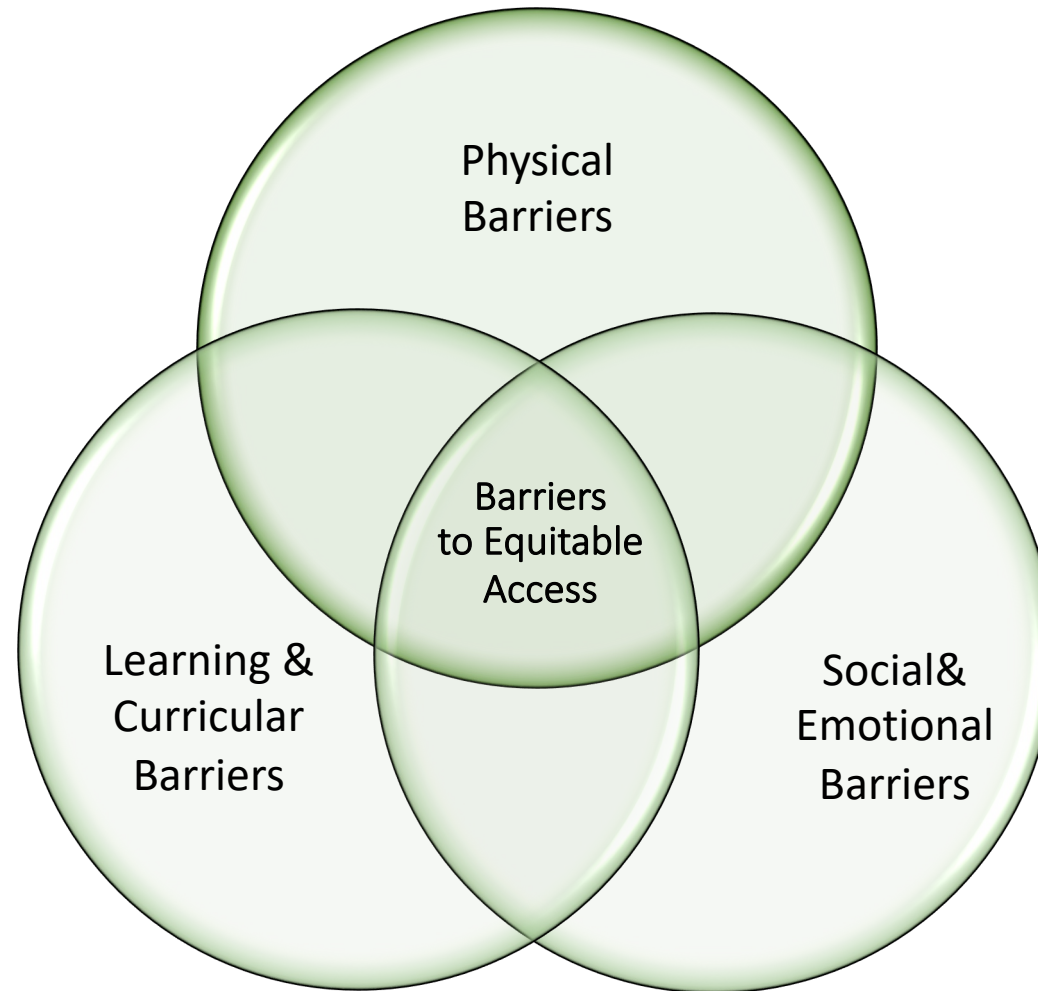


What is a Barrier?

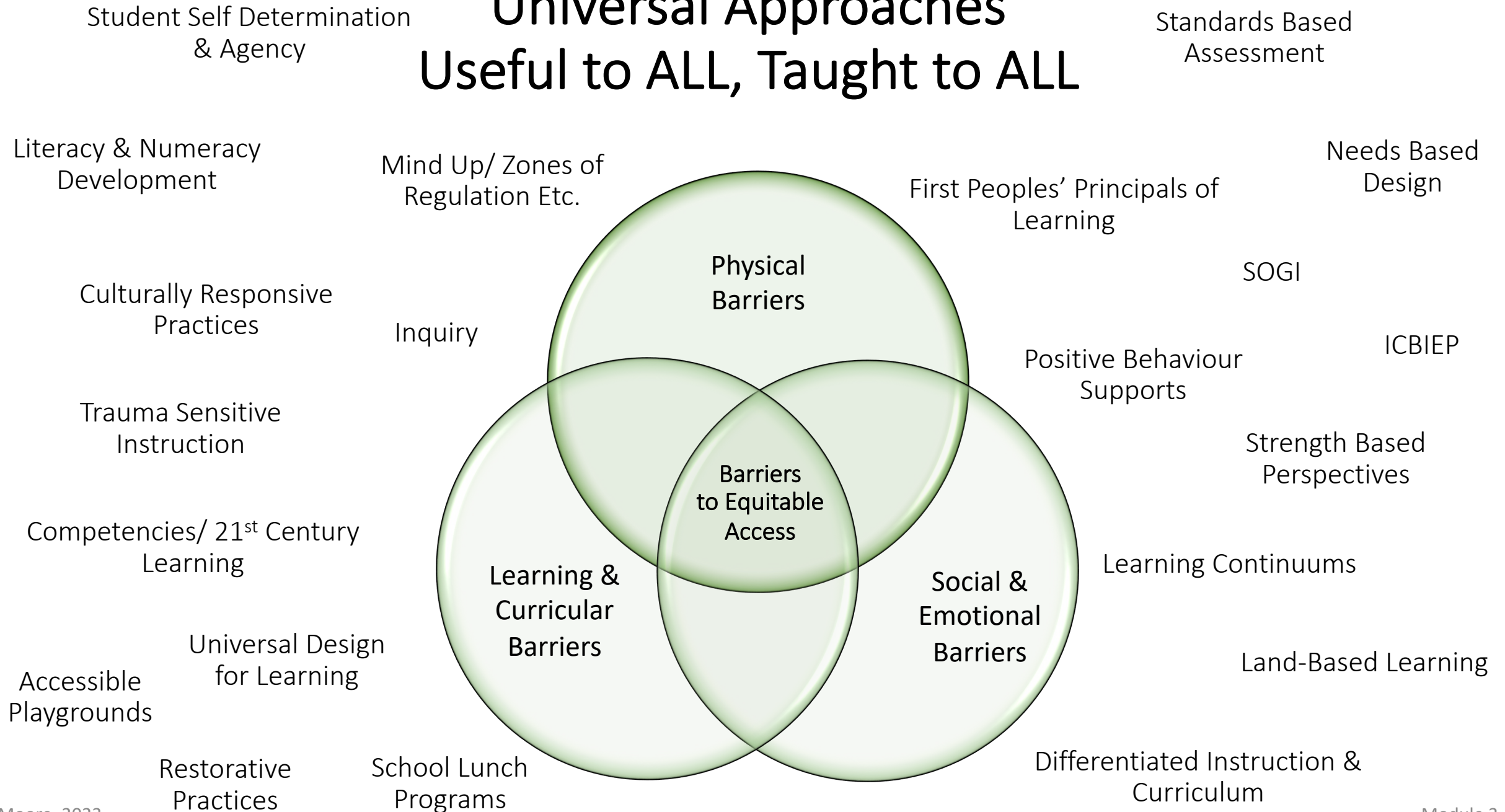


Physical
Barrier

Increasing Inclusive & Equitable Access by Reducing and Eliminating Barriers



Universal Approaches Useful to ALL, Taught to ALL



Multiple Layers of Support

What one needs
Needs of **individual**
students



Supports & Strategies are
useful for ONE
taught to ALL

+

What some need
Needs of **individual**
students



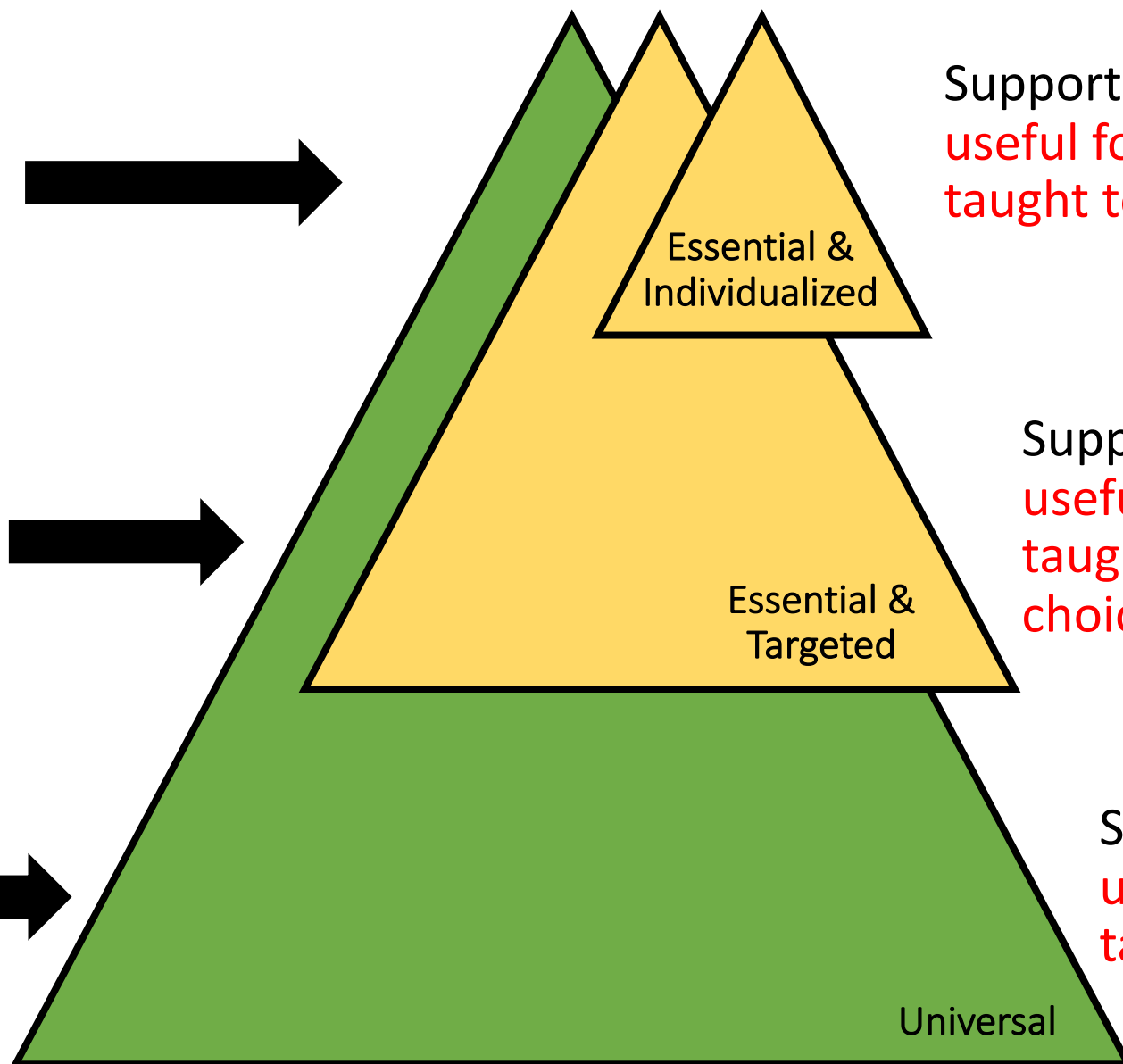
Supports & Strategies are
useful for SOME
taught to ALL
choice for ALL

+

What everyone needs
Reducing/ Eliminating
Barriers for the
place/community

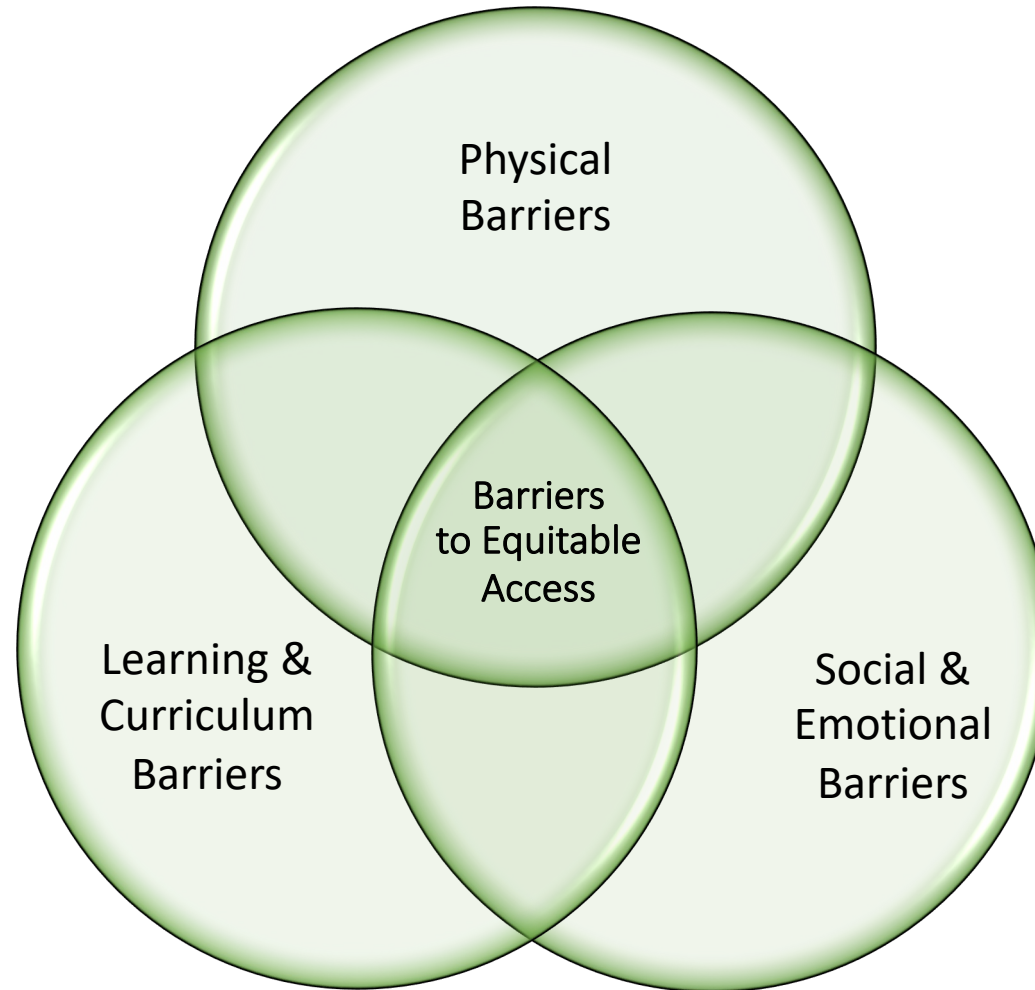


Supports & Strategies are
useful for ALL
taught to ALL



Increasing Inclusive & Equitable Access by Designing for Individual needs

- Addiction
- Attendance
- Attention
- Anxiety and/or depression
- Bullying
- Communication (receptive)
- Communication (expressive)
- Eating/Food
- Engagement/Motivation
- Executive functioning
- Family/community and/or identity
- Frustration/ Anger
- Grief/ Trauma
- Gross and/or Fine motor
- Identity
- Intellectual ability (access)
- Intellectual ability (challenge)



- Language
- Literacy (decoding)
- Literacy (understanding)
- Literacy (written output)
- Literacy (Speaking/ oral language)
- Medical
- Memory
- Numeracy
- Personal Care
- Physical/Mobility
- Self Advocacy
- Self Regulation (emotional)
- Self Regulation (behavioural)
- Self Regulation(learning)
- Self Esteem
- Self Harm
- Sensory
- Social Skills
- Transitioning
- Vision and/or hearing

Strategy : Needs Based Reflection

Classroom Needs Based Reflection

Target Classroom:

Classroom Teacher(s):

Date:

Areas of Need	This is an IEP/individual need IEPs:	Our classroom community needs support for this immediately	Our classroom community may need support for this soon	Our classroom community does not need support for this right now
Addiction				
Attendance/ Lateness				
Attention				
Anxiety/Depression				
Bullying				
Communication (receptive)				
Communication (expressive)				
Eating/ Food				
Engagement/Motivation				
Executive Functioning				
Family/Community/Identity				
Frustration/ Anger				
Grief/ Trauma				
Gross/Fine Motor Skills				
Intellectual Ability (access)				
Intellectual Ability (challenge)				
Language				
Literacy (decoding)				
Literacy (understanding)				
Literacy (written output)				
Literacy (speaking/oral language)				

Collaborative Needs Based Reflection

Dr. Shelley Moore, 2023

Medical				
Memory				
Mental Health				
Numeracy				
Personal Care				
Personal Safety				
Physical/ Mobility				
Self- Advocacy				
Self-Regulation (emotional)				
Self-Regulation (behavioural)				
Self-Regulation (learning)				
Self Esteem				
Self-Harm				
Sensory				
Social Skills				
Transitioning				
Vision and/or Hearing				
Other:				
Other:				

What are some priority individual/IEP needs for this class?	Who can we reach out to for some guidance?	What are some priority group needs for this class?	Who can we reach out to for some guidance?
1.		1.	
2.		2.	
3.		3.	
4.		4.	
5.		5.	

Collaborative Needs Based Reflection

Dr. Shelley Moore, 2023

Shelley: Needs Based Reflection

Classroom Support Plan: Needs-Based Reflection

Target Classroom: _____ Classroom Teacher(s): _____ Date: _____

1. Look at the following areas of need as a school team (classroom teacher, support teacher, outside/community consultants, educational assistants, etc.)
2. Record needs from student IEP (Individual Education Plan) and/or LSP (Learner Support Plan)
3. You can refer to individual assessments & recommendations as well as specific areas of expertise to determine need(s) (e.g., SLP, OT, D/HH Teacher etc.)
4. Decide which additional needs are affecting learning in the classroom (needs can reflect one or more students but are not disabilities. For example, "Autism" is not a need)
5. Prioritize needs for development of classroom support plan

Areas of Need	This is an individual or an IEP need	Our classroom community needs support for this immediately	Our classroom community needs support for this soon	Our classroom community does not need support for this right now
Addiction	☐	☐	☐	☐
Attendance	☐	☐	☐	☐
Attention	☒	☐	☐	☐
Anxiety and/or Depression	☒	☐	☐	☐
Bullying	☐	☐	☐	☐
Communication (receptive)	☐	☐	☐	☐
Communication (expressive)	☒	☐	☐	☐
Eating/ Food	☒	☐	☐	☐
Engagement/ Motivation	☒	☐	☐	☐
Executive Functioning	☒	☐	☐	☐
Family/Community/Identity	☐	☐	☐	☐
Frustration/ Anger	☒	☐	☐	☐
Grief/ Trauma	☐	☐	☐	☐
Gross/Fine Motor Skills	☐	☐	☐	☐
Intellectual Ability (access)	☐	☐	☐	☐
Intellectual Ability (challenge)	☐	☐	☐	☐
Literacy (decoding)	☐	☐	☐	☐
Literacy (understanding)	☐	☐	☐	☐
Literacy (written output)	☒	☐	☐	☐
Literacy (speaking/oral language)	☐	☐	☐	☐
Mobility	☐	☐	☐	☐
Medical	☐	☐	☐	☐
Memory	☒	☐	☐	☐
Mental Health	☒	☐	☐	☐
Numeracy	☐	☐	☐	☐
Personal Care	☐	☐	☐	☐
Personal Safety	☐	☐	☐	☐
Physical	☒	☐	☐	☐
Self-Advocacy	☐	☐	☐	☐
Self-regulation (emotional)	☐	☐	☐	☐

Self-regulation (behavioural)	☒	☐	☐	☐
Self-regulation (learning)	☐	☐	☐	☐
Self Esteem	☒	☐	☐	☐
Sensory	☒	☐	☐	☐
Social Skills	☐	☐	☐	☐
Vision and/or Hearing	☒	☐	☐	☐
Other:	☐	☐	☐	☐
Other:	☐	☐	☐	☐
Other:	☐	☐	☐	☐
Other:	☐	☐	☐	☐

What are some priority individual-based needs for this class? 1. Executive Functioning 2. Physical Health 3. Anxiety 4. Motivation 5. Memory	What are some priority class-based needs for this class? 1. _____ 2. _____ 3. _____ 4. _____ 5. _____
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Day 2: Reflection

- What are some useful takeaways from today?
- What have you learned today about the ICBIEP?
- How is the ICBIEP different from IEPs of the past?
- Why is it important to include core competency goals on an IEP?
- What is the difference between disability planning and needs based planning?
- Why is it important to start at the universal level when supporting students with disabilities, even when they have complex and individualized needs?

Celebrating our Learning

- <https://padlet.com/fivemooreminutes/celebrating-our-learning-qeq65mvn9w19zo1>

Share 1 or 2 Learning Statements:

- I am learning...
- I used to think....but now I think....

For tomorrow:

- Send your Seed Packet to fivemooreminutes@gmail.com
- Determine 5 needs
- Brainstorm 3-5 tools and/or actions that are useful to you when navigating your needs?