

# Shelley MOORE PH.D.



@tweetsomemoore



@fivemooreminutes



@fivemooreminutes



[www.fivemooreminutes.com](http://www.fivemooreminutes.com)

[www.blogsomemoore.com](http://www.blogsomemoore.com)

# Nexwlélexm (Bowen Island)

- The Islands Trust Council acknowledges that the lands and waters that encompass the Islands Trust Area have been **home to Indigenous peoples** since **time immemorial** and honours the **rich history, stewardship, and cultural heritage** that embody this place we all call home.
- The Islands Trust Council is committed to establishing and maintaining mutually **respectful relationships** between Indigenous and non-Indigenous peoples. Islands Trust states a **commitment to Reconciliation** with the understanding that this commitment is a **long-term relationship-building and healing process**.
- The Islands Trust Council will strive to **create opportunities for knowledge-sharing** and understanding as people come together to **preserve and protect** the special nature of the islands within the **Salish**



# 2023-2024 Guided Planning Series

Shelley  
MOORE PH.D.

2023

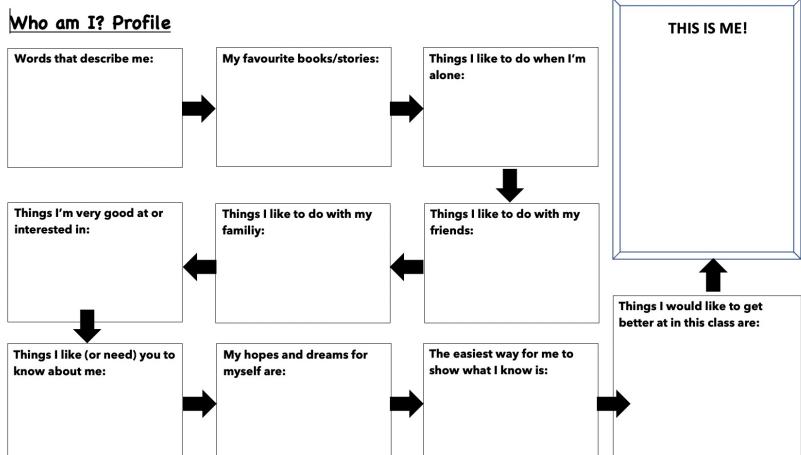
# Session 1: Getting to know the learners

# What did you try? What did you notice? What questions are coming up?

Growth Year: _____	
Name: _____	Grade: _____
Identities: I am...	
<ul style="list-style-type: none"> <li>_____</li> <li>_____</li> <li>_____</li> <li>_____</li> </ul>	
Interests: I really like and/or what to learn more about:	
<ul style="list-style-type: none"> <li>_____</li> <li>_____</li> <li>_____</li> </ul>	
Strengths: I am really good at and/or could teach others:	
<ul style="list-style-type: none"> <li>_____</li> <li>_____</li> <li>_____</li> </ul>	
Goals: I want to grow in these areas:	
<ol style="list-style-type: none"> <li>_____</li> <li>_____</li> <li>_____</li> </ol>	
Needs: I need this support in these areas to grow:	
<ul style="list-style-type: none"> <li>_____</li> <li>_____</li> <li>_____</li> </ul>	
Supports: I need this in my garden to grow:	
<ul style="list-style-type: none"> <li>_____</li> <li>_____</li> </ul>	
Barriers: This is what makes it hard for me to grow:	
<ul style="list-style-type: none"> <li>_____</li> <li>_____</li> <li>_____</li> </ul>	
Thank You For helping me GROW	

Help us get to know: _____					
Person connected to	Identities	Interests	Strengths	Stretches	Needs
Who are you and how do you know _____?	What words would you use to describe _____? What groups is _____ connected to in their community?	What is _____ interested in? What do they like to do on their own? With their friends? Family? Community?	What is _____ good at? What can they teach others?	What is hard for _____? What do you think _____ wants to get better at?	What does _____ need support with? What is important for people to know about _____?
Person 1:					
Person 2:					
Person 3:					
Person 4:					
Date: _____					

Who am I? (Identities)	What I love? (Interests)	What am I good at? (Strengths)	How do I want to grow? (Stretches)	What makes it hard for me to grow? (Needs)
<ul style="list-style-type: none"> <li>How do you identify?</li> <li>What brings you joy?</li> <li>What do you want to learn more about?</li> <li>What place do you call home?</li> <li>What languages do you speak?</li> <li>What cultures, races or nations do you identify with?</li> <li>Are there any disabilities that you identify with?</li> </ul>	<ul style="list-style-type: none"> <li>What are some words that describe you?</li> <li>Complete the statement: I am _____.</li> <li>What communities are you and your family a part of?</li> <li>What are your pronouns?</li> <li>What do you want to do more of?</li> <li>What do you wish you could do more of?</li> <li>How can I help others? (Strengths)</li> </ul>	<ul style="list-style-type: none"> <li>What is a goal that you have for yourself?</li> <li>What do you know a lot about?</li> <li>What do you want to get better at?</li> <li>What is something you want to learn more about?</li> <li>What are you really good at?</li> <li>What do you wish you could do more of?</li> <li>What is an area that you need some practice in?</li> <li>What could you work on now, that will help you in the future?</li> <li>What do you need support for at school?</li> <li>What do you wish you could do more of without help?</li> </ul>	<ul style="list-style-type: none"> <li>What makes it hard for you to learn?</li> <li>What helps you learn best?</li> <li>What makes it hard for you to pay attention/ focus?</li> <li>Do you prefer to work alone or in a group?</li> <li>What makes it hard to get to school/ go to class?</li> <li>What do you wish was different about school?</li> <li>What materials/tools do you need in a classroom?</li> <li>What is important for your teacher to know about you?</li> </ul>	

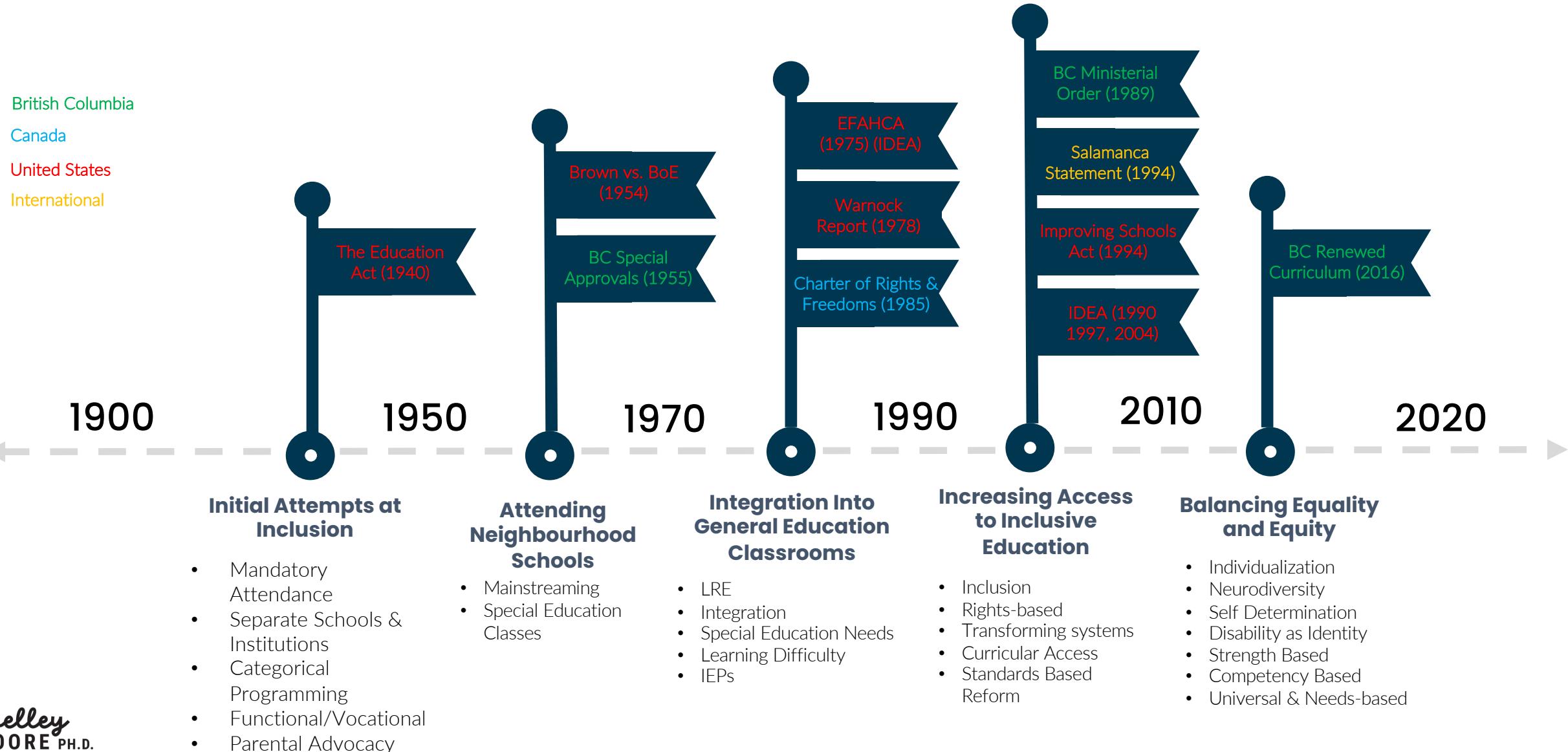


**Student Dimension Inventory (Confidential) Class: \_\_\_\_\_**

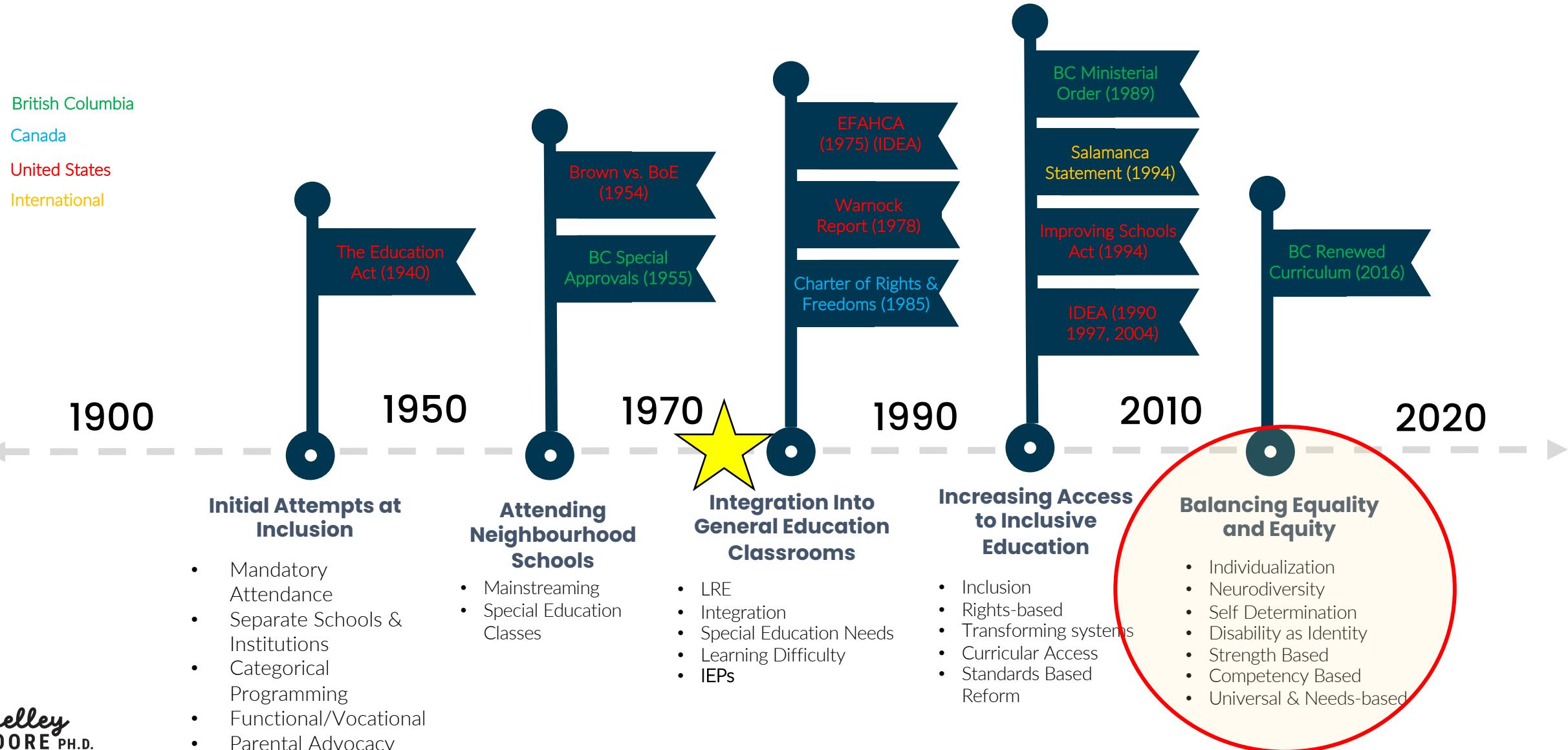
Name	Identities	Interests	Strengths	Stretches	Needs	Barriers	Supports & Strategies

# Session 2: Evolving IEPs to be more inclusive

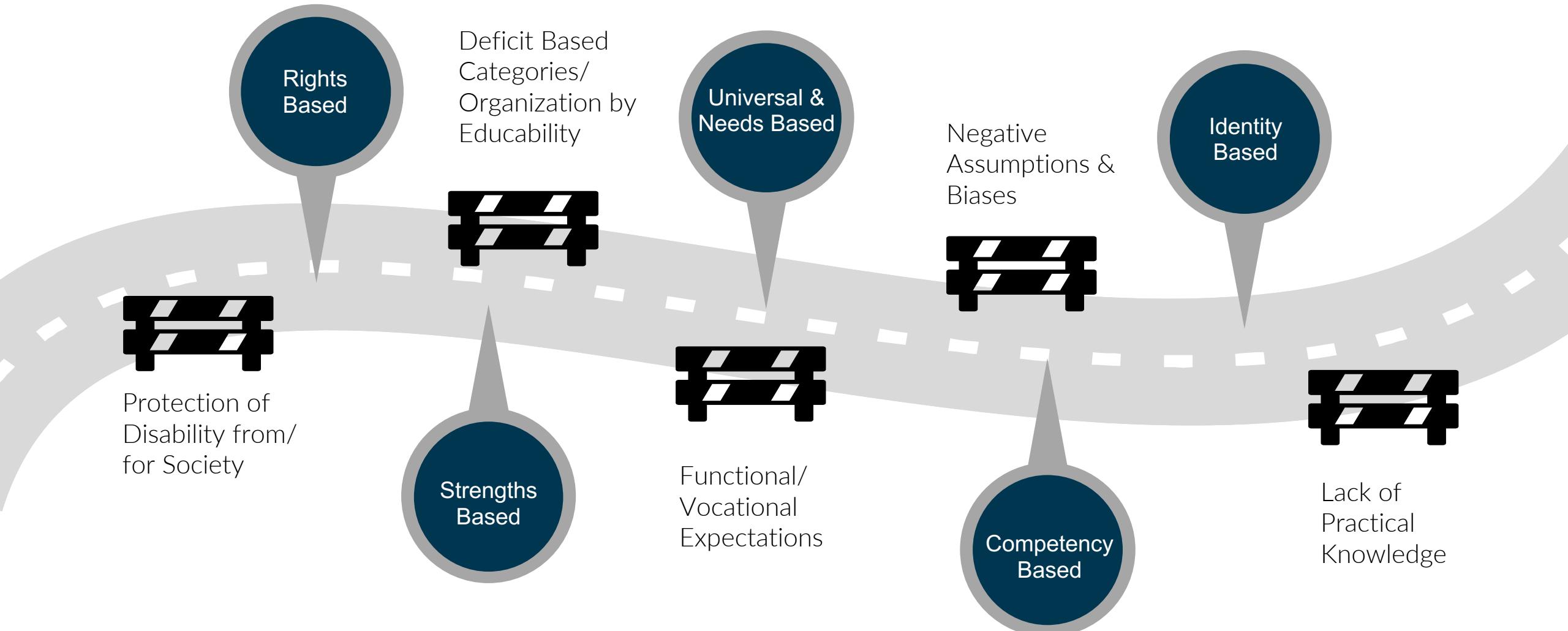
# History & Evolution of Inclusion for Students Intellectual Disabilities



# History & Evolution of Inclusion for Students Intellectual Disabilities



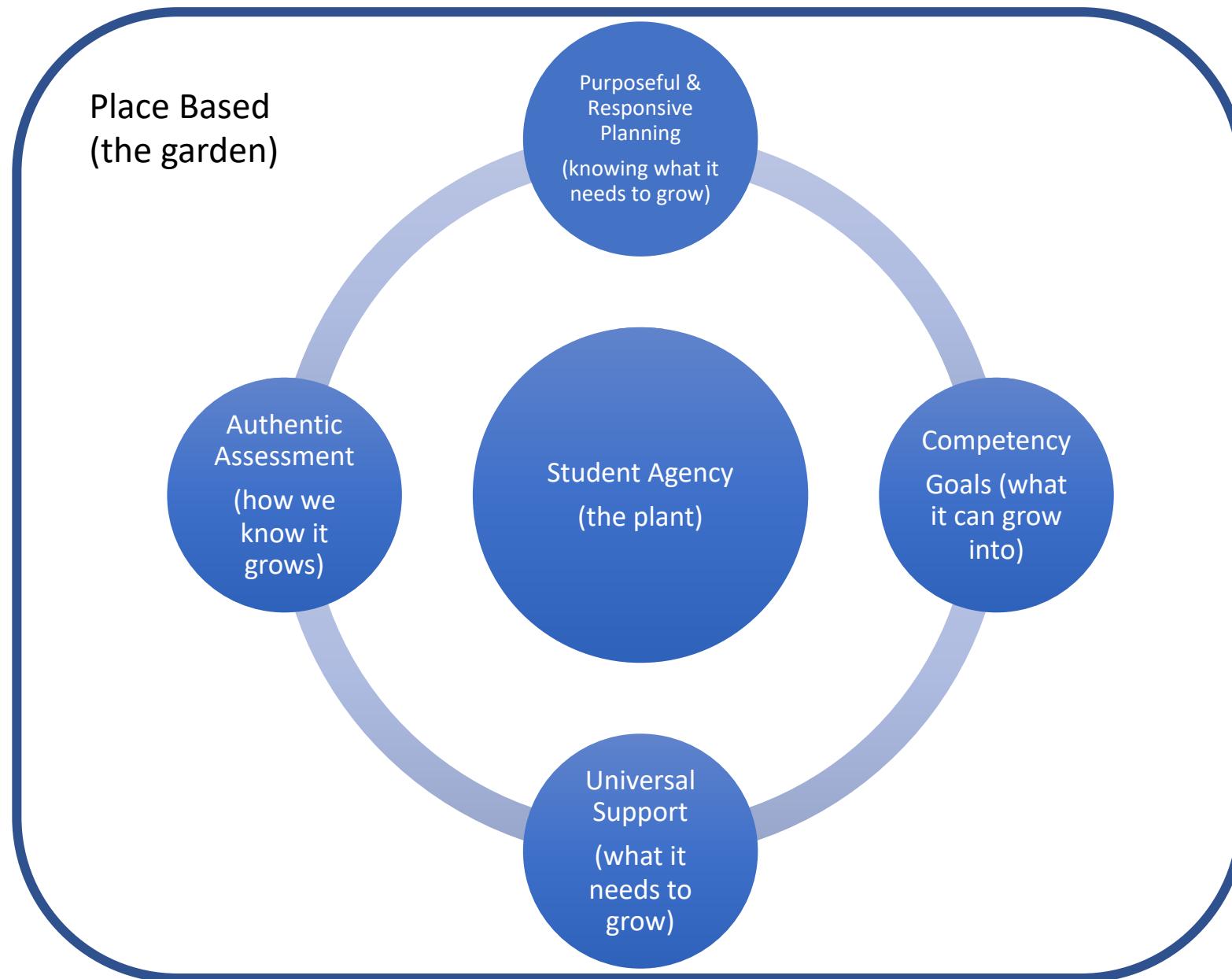
# Contributions and Legacies of Inclusive Eras



# How can we use IEPs to reduce barriers for students?

- 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
- Designed for individual needs, not deficits
- 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

# Guiding Principles of a Renewed IEP



# What is Student Agency?

**Agency**: Where a person has **the right** to manage **decisions** and **choices**, to control **positive outcomes** in **their life**.

- Michael Wehmeyer,

**Student Agency**: Where a student has **the right** to manage **decisions** and **choices**, to control **positive outcomes** in **their learning**.

# Why is Student Agency Important?

- Student agency is playing a central role in curricular reform movements worldwide for all students, and emphasizes putting students in control of their learning
- Student agency is connected to skills needed for society today and tomorrow and focuses on supporting students to:
  - Make choices
  - Make decisions
  - Solve problems
  - Set goals
  - Self-regulate
  - Self advocate
  - Be self aware

- Ghobary, 2007 Wehmeyer, 2006

# What about Students with Disabilities?

- The IEP has become the agent FOR a student, instead of supporting a student to be their own agent
- IEPS have become documents that communicate how adults have:
  - Made choices for students
  - Made decisions for students
  - Solved problems about students
  - Set goals for students
  - Regulated students
  - Advocated for students
  - Othered students

# What about Students with Disabilities?

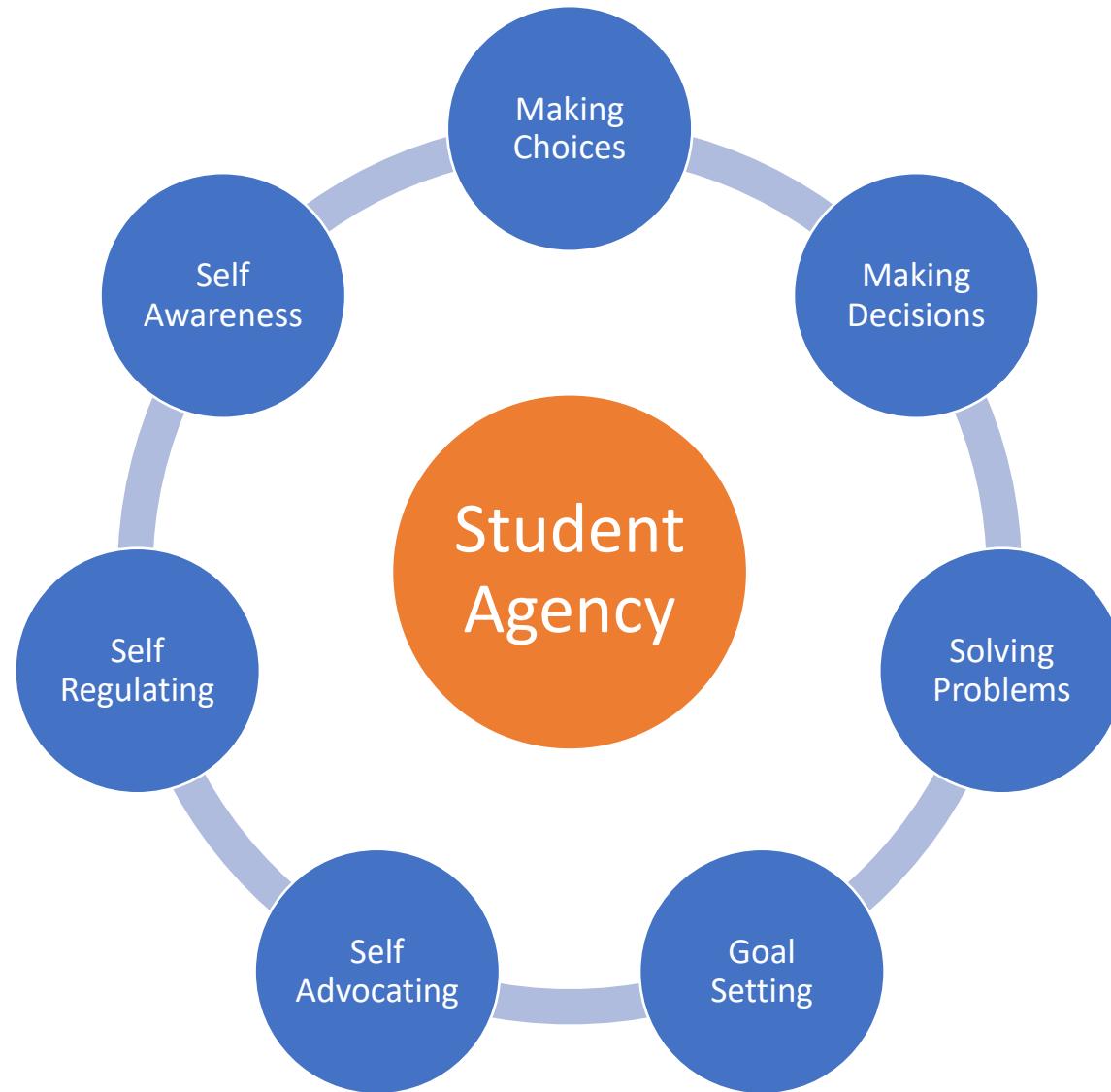
- Many students with disabilities have been **left out** of IEP conversations, making IEPs that are written *about* them instead of *with* them
- Many students **do not even know** they have an IEP
- IEPs *about* students has led to, **little or no ownership** of learning
- IEPs *about* students, effect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

# How do we support Student Agency?

All students need to:

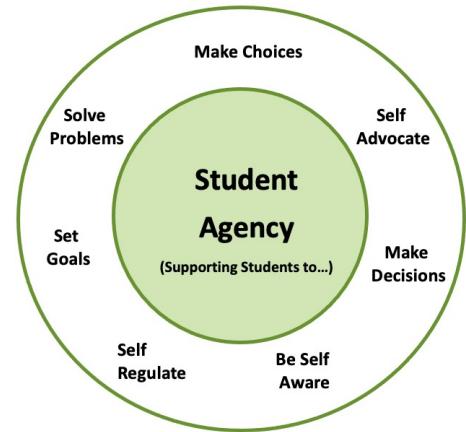
- Know **who they are** as a person and a learner
- Know their **strengths & interests**
- Know their **stretches & needs**
- Be **included in goal setting** and/or understand why a goal is **important to their learning and life**
- Know and choose what **supports and strategies** they need to meet a goal
- Know when **they have met a goal** or how to **adjust a goal** if needed
- Be able to **show** how they have **met a goal**
- Know what **a next step in learning** could be

# Presuming Competence



# An Inclusive IEP

- Page 1
  - The Student Profile



School:	Student Profile		
Who am I as a person?			
<b>A little about me...</b>	Name	Age	
	Grade	Year	
	Words that I or others might use to describe me and/or who I am as a person	<b>My identities are:</b>	
	Things I spend a lot of time doing, and/or things I want to learn about	<b>My interests are:</b>	
Things I want my teachers to know about me/ things that will help others understand me better	<b>My needs are:</b>		

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

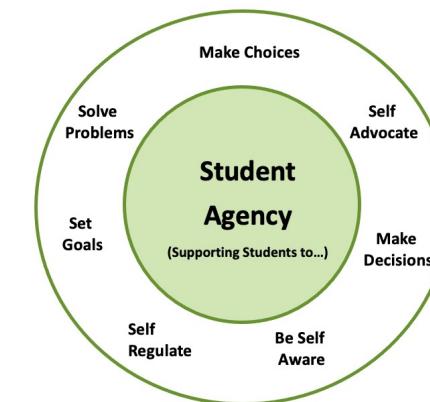
<b>School:</b>	<b>Student Profile</b>		
----------------	------------------------	--	--

<b>Who am I as a person?</b>				
	<b>Name</b>		<b>Age</b>	
	<b>Grade</b>		<b>Year</b>	
	<b>A little about me...</b>			
	Words that I or others might use to describe me and/or who I am as a person	<b>My identities are:</b>		
	Things I spend a lot of time doing, and/or things I want to learn about	<b>My interests are:</b>		
	Things I want my teachers to know about me/ things that will help others understand me better	<b>My needs are:</b>		

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

Who am I as a person					
	Name	Josh Sutton	Age	18	
	Grade	12	Year	2019	
A little about me...					
	My identities are:	Tall, Lazy, Tired, Bored			
	My interests are:	Cars, my girlfriend, weed shops, when my dad visits			
	My needs are:	I need to take breaks so I can vape, it keeps me calm. I like to eat when I get to school. Sometimes I'm late. Don't like to be called on. I get mad sometimes and walk out.			

Who I am as a learner				
My Strengths	For myself	With others	When I am learning	
	I think... <ul style="list-style-type: none"> <li>- I take care of my sister, make sure she eats and stuff</li> </ul>	I think... <ul style="list-style-type: none"> <li>- I have friends, they're cool</li> <li>- I help my friends when we game</li> </ul>	I think... <ul style="list-style-type: none"> <li>- I'm ok at math, I guess, like I don't need a calculator sometimes</li> </ul>	
My Stretches	My team thinks... <p>Teacher: Josh is kind and patient. He always says hello to everyone in room when he gets to school. He has persevered though many challenges and always is true to his word.</p>	My team thinks... <p>Mom: Josh is reliable and know what I need before I do sometimes. I know that I am not always the best at being a mom, but Josh sees the good in me and is loyal. It has been me and him from the start.</p>	My team thinks... <p>Teacher: Josh is so bright, I know he thinks he can't remember things, but his mind is like a camera, if it's visual, he remembers, every time.</p>	
	For myself	With others	When I am learning	
	I think I need to get better at: <ul style="list-style-type: none"> <li>- Trying not to break or pound people</li> <li>- Sleeping more</li> <li>- Getting a job</li> <li>- Not getting arrested</li> </ul>	I think... <ul style="list-style-type: none"> <li>- I dunno, people make me mad</li> </ul>	I think... <ul style="list-style-type: none"> <li>- I wanna read better</li> <li>- Can't remember stuff</li> </ul>	
	My team thinks... <p>Counsellor: I think Josh needs to see himself more positively. I wish he could see how great he is. I know school has been hard on him and that he is</p>	My team thinks... <p>EA: Josh is well liked, however, sometimes he gets frustrated and loses his patience with people. I think Josh could practice some strategies that could help him tell people when</p>	My team thinks... <p>Teacher: when Josh completes his work, he does great, I think Josh needs to focus on getting his assignments done and handed in.</p>	



# Your job for next session

- Choose 1 student who has an IEP in your case study class
- Create a Student Profile for that student that draws in
  - Student Voice (e.g., the seed packet)
  - Family perspective
  - Support team perspective (classroom teacher, support teacher, EA, specialists etc.)

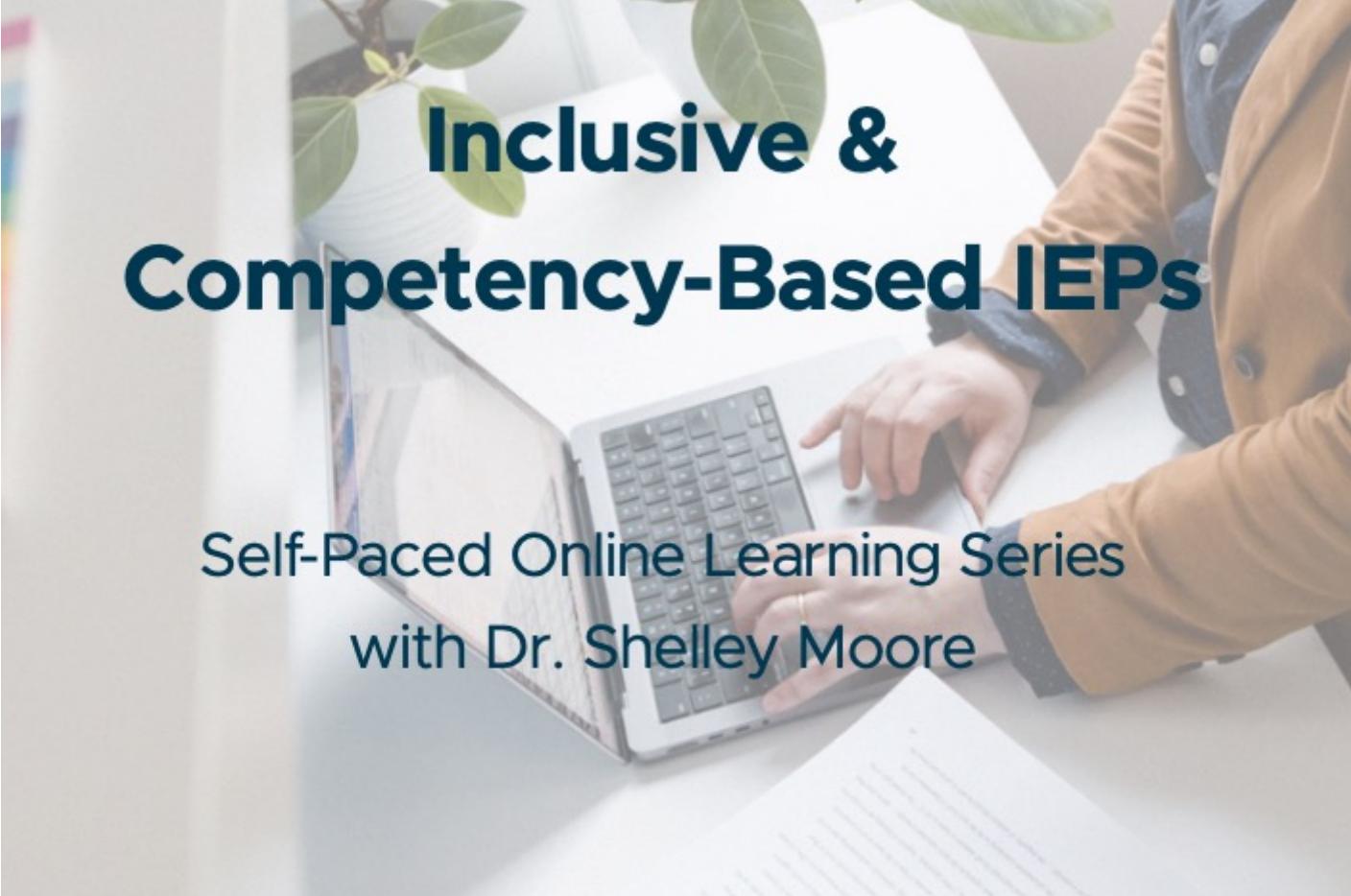
Start Here

	Access A Student Profile <b>needs...</b>	Essential A Student Profile <b>must</b> include...	Developing A Student Profile <b>can</b> include...	Confident A Student Profile <b>could</b> include...	Extending A Student Profile <b>can try</b> to include...
The Student Profile	<ul style="list-style-type: none"> <li>- a student</li> <li>- the voice of the student</li> <li>- evidence of student voice (e.g. the seed packet)</li> <li>- to consider multiple modes, formats, tools, strategies etc. to support student understanding and communication</li> <li>- a positive and strength based mindset about a student</li> </ul>	<ul style="list-style-type: none"> <li>- a support team identified (family, caregivers, teachers, support staff, consultants etc.)</li> <li>- the voice of the support team</li> <li>- information about the student dimensions (identities, interests, needs, strengths &amp; stretches)</li> <li>- a balanced reflection of student strengths and stretches in relation to the three inclusive lenses (personal, social, intellectual)</li> <li>- targeted goal areas that reflect the student and family priorities, and are aligned to competencies</li> </ul>	<ul style="list-style-type: none"> <li>- an honest, authentic and real representation of what the student shares – both positive and negative</li> <li>- student centered and non confidential comments from a support team reflecting a holistic and complimentary view of a student from multiple perspectives</li> <li>- the priorities of the family when determining goal areas</li> </ul>	<ul style="list-style-type: none"> <li>- additional evidence of student voice added to the Student Profile over time</li> <li>- information about student dimensions that is clearly connected to classroom contexts so that it is useful to classroom teachers</li> </ul>	<ul style="list-style-type: none"> <li>- multiple opportunities for teams and families to reflect on, adjust and add to the Student Profile over a school year</li> </ul>

Additional Comments &amp; Reflections:

*Shelley*  
MOORE PH.D.

# Session 3: Connecting IEPs to a class review process



# **Inclusive & Competency-Based IEPs**

**Self-Paced Online Learning Series  
with Dr. Shelley Moore**

<https://fivemooreminutes.teachable.com/p/inclusive-competency-based-ieps>

# Shelley MOORE PH.D.



@tweetsomemoore



@fivemooreminutes



@fivemooreminutes



[www.fivemooreminutes.com](http://www.fivemooreminutes.com)

[www.blogsomemoore.com](http://www.blogsomemoore.com)