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Nexwlélexm (Bowen Island)

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





2023-2024 Guided Planning Series



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...

Interests: I really like and/or what to learn more about:

Strengths: I am really good at and/or could teach others:

Goals: I want to grow in these areas:

1. _____

2. _____

3. _____

Needs: I need this support in these areas to grow:

Supports: I need this in my garden to grow:

Barriers: This is what makes it hard for me to grow:

Thank You For helping me GROW

Help us get to know: _____ Date: _____

Person connected to	Identities	Interests	Strengths	Stretches	Needs
Who are you and how do you know _____?	What words would you use to describe _____?	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:					

Who am I? (Identities)	What do 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)
How do you identify? What are some words that describe you? Complete the statement: I am _____	What brings you joy? What are some of your favourite things/ activities? What are some things that you do with your family and friends?	What feels easy to you? What do you know a lot about? What perspective do you bring to conversations? What are you really good at?	What is a goal that you have for yourself? What do you want to get better at? What is something you want to learn more about? What do you wish you could do more of?	What makes it hard for you to learn? What helps you learn best? What makes it hard for you to pay attention/ focus? Do you prefer to work alone or in a group? What makes it hard to get to school/ go to class? What do you wish was different about school? What materials/tools do you need in a classroom? What is important for your teacher to know about you?
What communities are you and your family a part of? What are your pro nouns? What place do you call home? What languages do you speak? What cultures, races or nations do you identify with? Are there any disabilities that you identify with?	What do you wish you could spend more time doing? What do you want to learn more about? What do you want to learn how to do? What would you do if you had a full day off? What do you like to learn/ read about? What kinds of shows/ movies/ books do you like?	How can I help others? (Strengths) What could you teach to someone else? Why is your family/ class/group so lucky to have you? How do you help out at home? In other activities? What do you do that brings other people joy?	What is an area that you need some practice in? What could you work on now, that will help you in the future? What do you need support for at school? What do you wish you could do more of without help?	

Who am I? Profile

Words that describe me:

My favourite books/stories:

Things I like to do when I'm alone:

Things I'm very good at or interested in:

Things I like to do with my family:

Things I like to do with my friends:

Things I like (or need) you to know about me:

My hopes and dreams for myself are:

The easiest way for me to show what I know is:

THIS IS ME!

Things I would like to get better at in this class are:

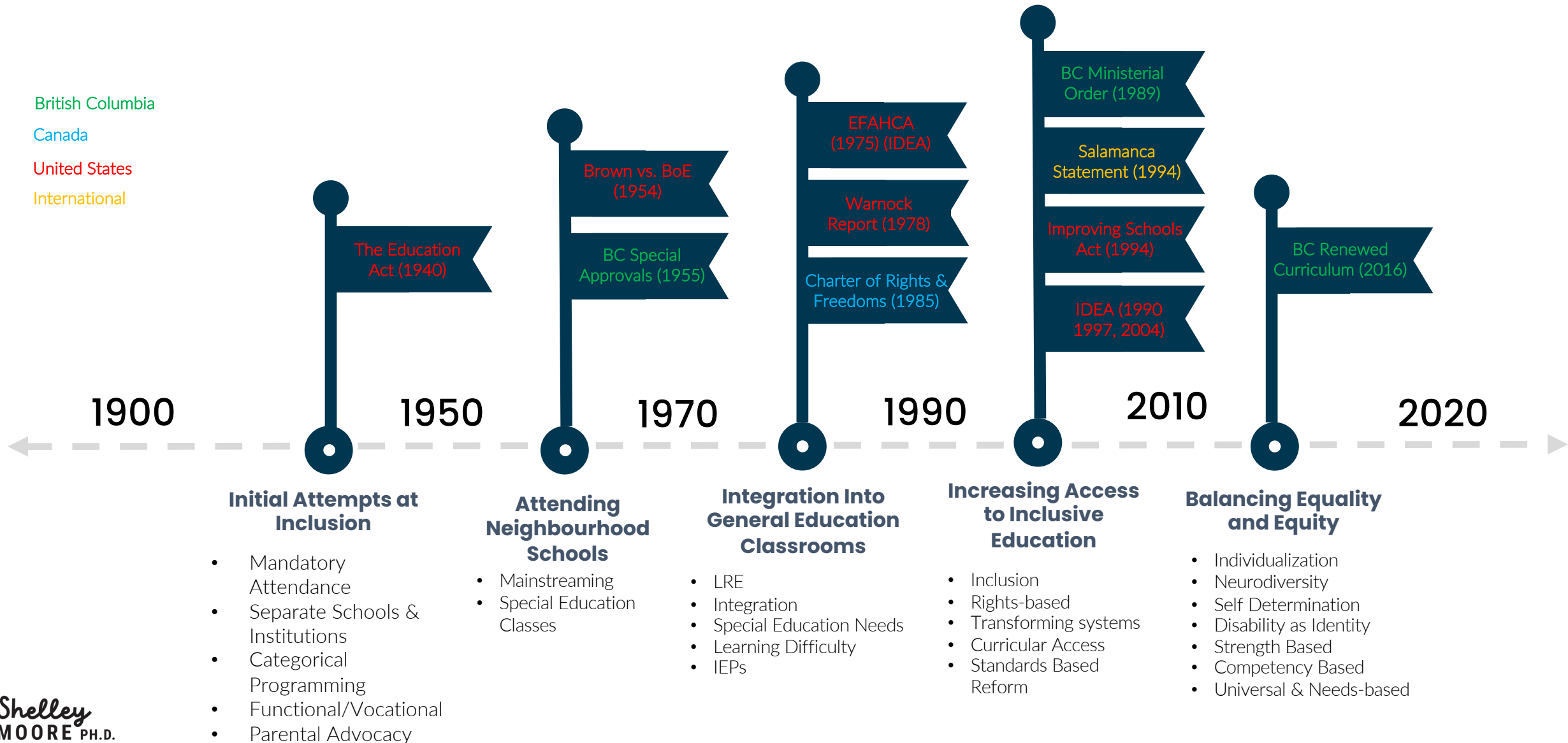
Student Dimension Inventory (Confidential) Class: _____

Name	Identities	Interests	Strengths	Stretches	Needs	Barriers	Supports & Strategies

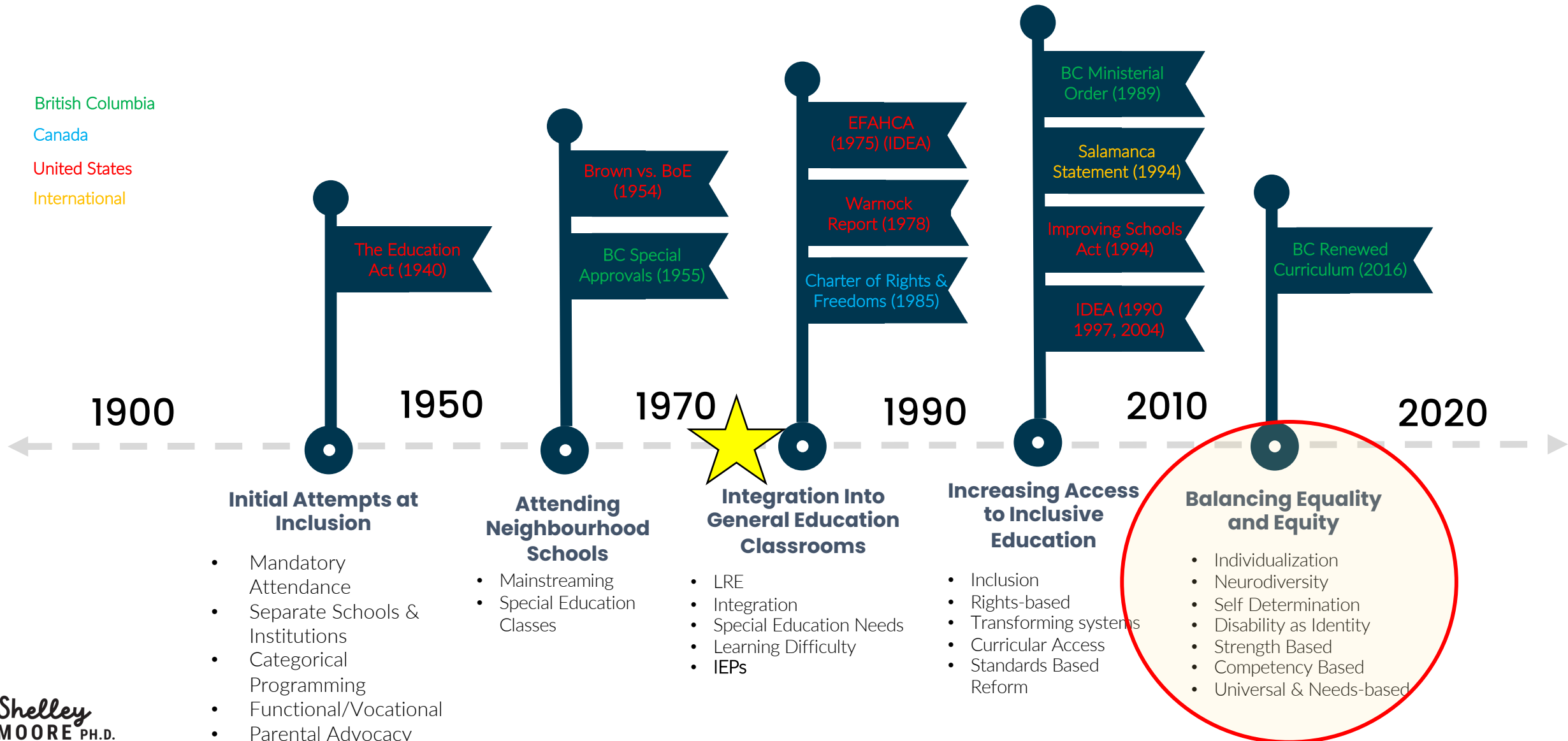


Session 2: Evolving IEPs to be more inclusive

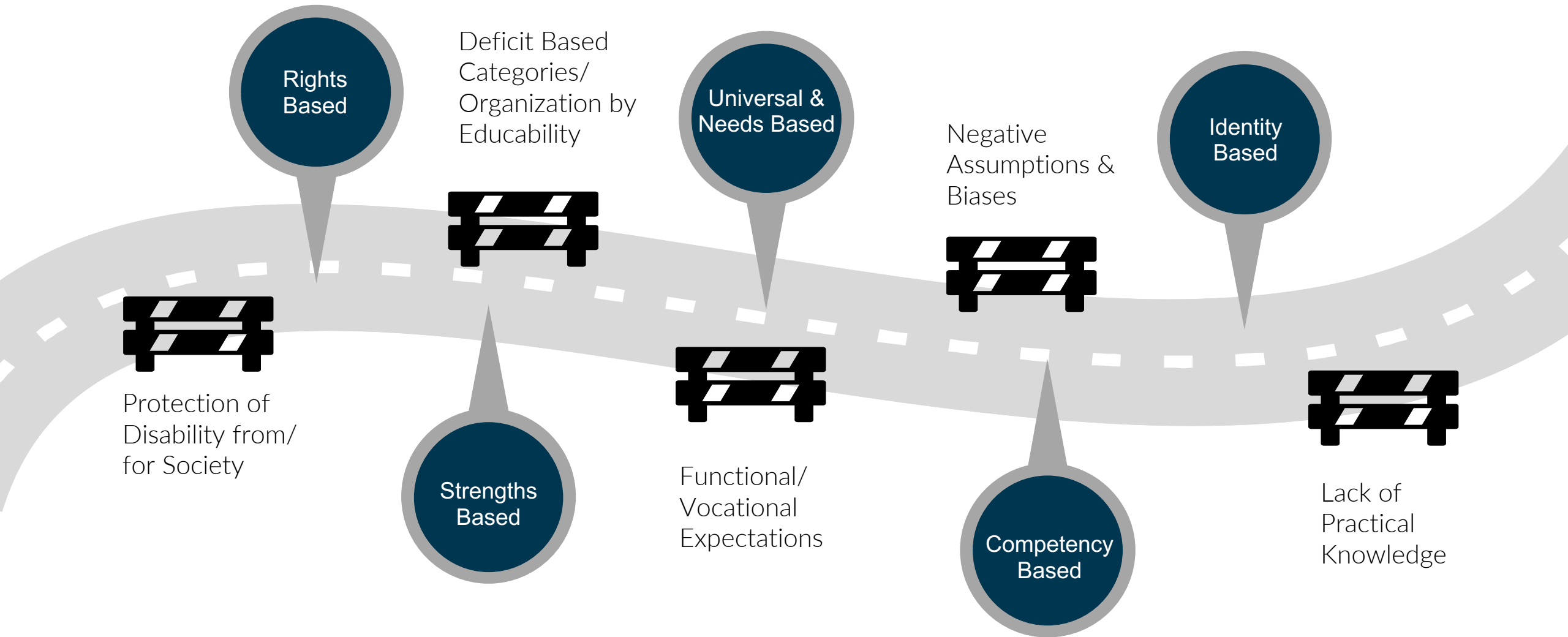
History & Evolution of Inclusion for Students Intellectual Disabilities



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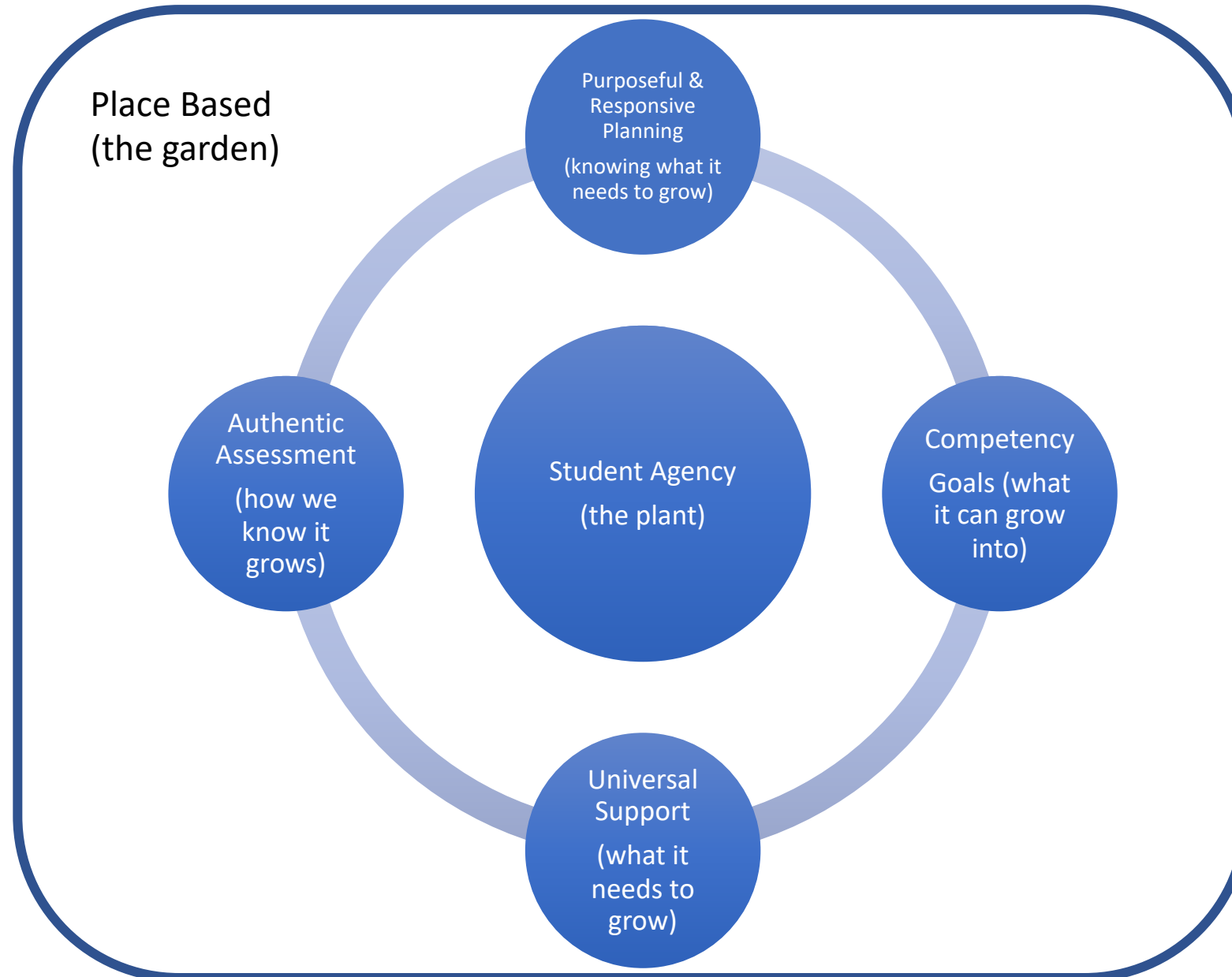
Contributions and Legacies of Inclusive Eras



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?

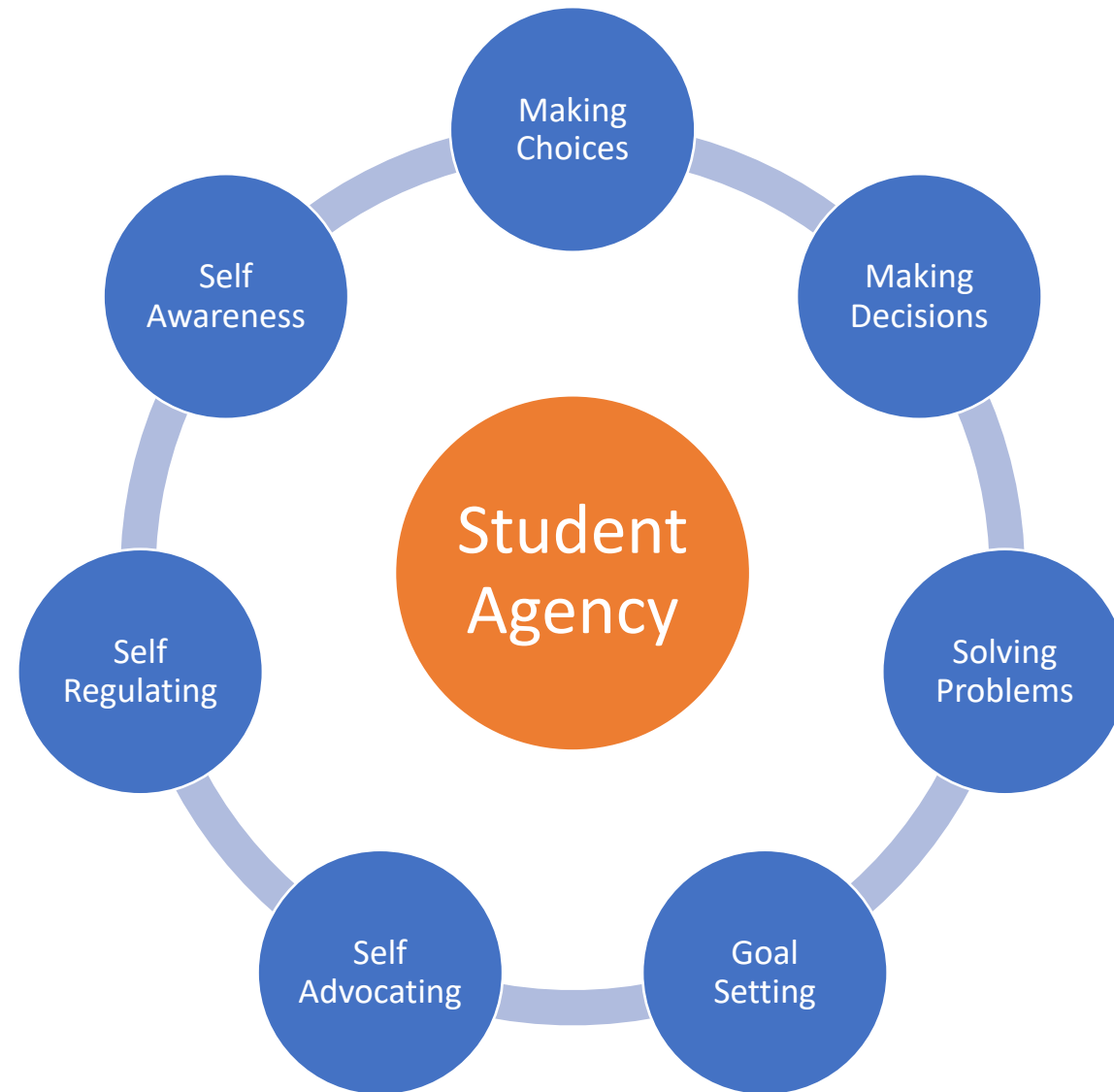
- Many students with disabilities have been **left out** of IEP conversations, making IEPs that are written **about** them instead of **with** them
- Many students **do not even know** they have an IEP
- IEPs *about* students has led to, **little or no ownership** of learning
- IEPs *about* students,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

How do we support Student Agency?

All students need to:

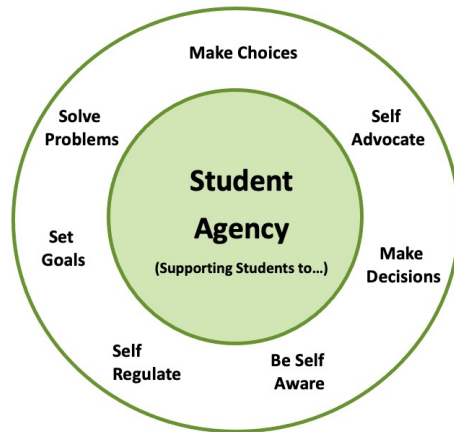
- Know **who they are** as a person and a learner
- Know their **strengths & interests**
- Know their **stretches & needs**
- Be **included in goal setting** and/or understand why a goal is **important to their learning and life**
- Know and choose what **supports** and **strategies** they need to meet 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?				
	Name		Age	
	Grade		Year	
	A little about me...			
	Words that I or others might use to describe me and/or who I am as a person	My identities are:		
	Things I spend a lot of time doing, and/or things I want to learn about	My interests are:		
	Things I want my teachers to know about me/ things that will help others understand me better	My needs are:		

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

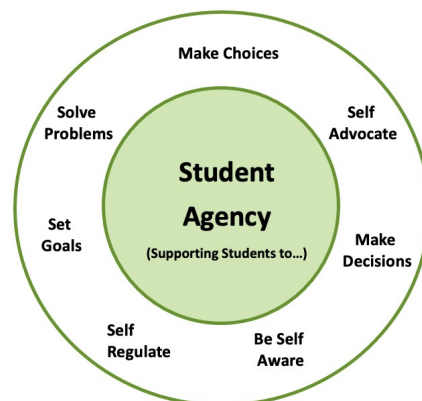
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	I think...	I think...	I think...
	My team thinks...	My team thinks...	My team thinks...

School: Creekside Alternate	Student Profile
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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... - I take care of my sister, make sure she eats and stuff	I think... - I have friends, they're cool - I help my friends when we game	I think... - I'm ok at math, I guess, like I don't need a calculator sometimes
	My team thinks... 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.	My team thinks... 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.	My team thinks... 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.
My Stretches	For myself	With others	When I am learning
	I think I need to get better at: - Trying not to break or pound people - Sleeping more - Getting a job - Not getting arrested	I think... - I dunno, people make me mad	I think... - I wanna read better - Can't remember stuff
	My team thinks... 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	My team thinks... 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	My team thinks... Teacher: when Josh completes his work, he does great, I think Josh needs to focus on getting his assignments done and handed in.

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 (classrooms teacher, support teacher, EA, specialists etc.)

Start Here

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

Additional Comments & Reflections:



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>

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