Shelley MOORE PH.D.



@tweetsomemoore

@fivemooreminutes

@fivemooreminutes

www.fivemooreminutes.com

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



Shelley MOORE PH.D.

Individual Education Plans

Shelley MOORE PH.D.

2023

Individual Education Plans

Why are they changing?
How are they changing?

Shelley MOORE PH.D.

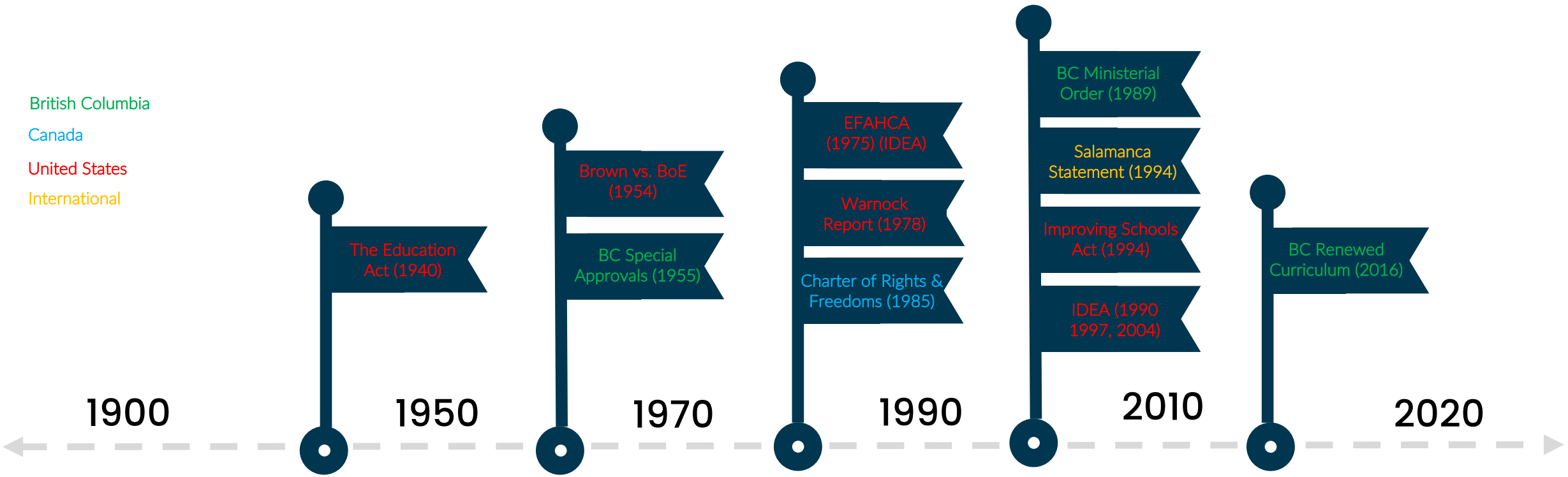
What is an Individual Education Plan (IEP)?

- IEP is a documented plan developed for a student with exceptionalities that describes individualized goals, adaptations, modifications, the services to be provided, and includes measures for tracking achievement.
- An IEP designed for a student that includes one or more of the following:
  - learning outcomes that are different from, or in addition to, expected learning outcomes set out in the applicable educational program guide
  - a list of support services
  - a list of adapted materials, instruction or assessment methods

BC School Act, Section 168 (2) (a) pg. E-57

History & Evolution of Inclusion for Students Intellectual Disabilities

British Columbia
Canada
United States
International



Initial Attempts at Inclusion

- Mandatory Attendance
- Separate Schools & Institutions
- Categorical Programming
- Functional/Vocational
- Parental Advocacy

Attending Neighbourhood Schools

- Mainstreaming
- Special Education Classes

Integration Into General Education Classrooms

- LRE
- Integration
- Special Education Needs
- Learning Difficulty
- IEPs

Increasing Access to Inclusive Education

- Inclusion
- Rights-based
- Transforming systems
- Curricular Access
- Standards Based Reform

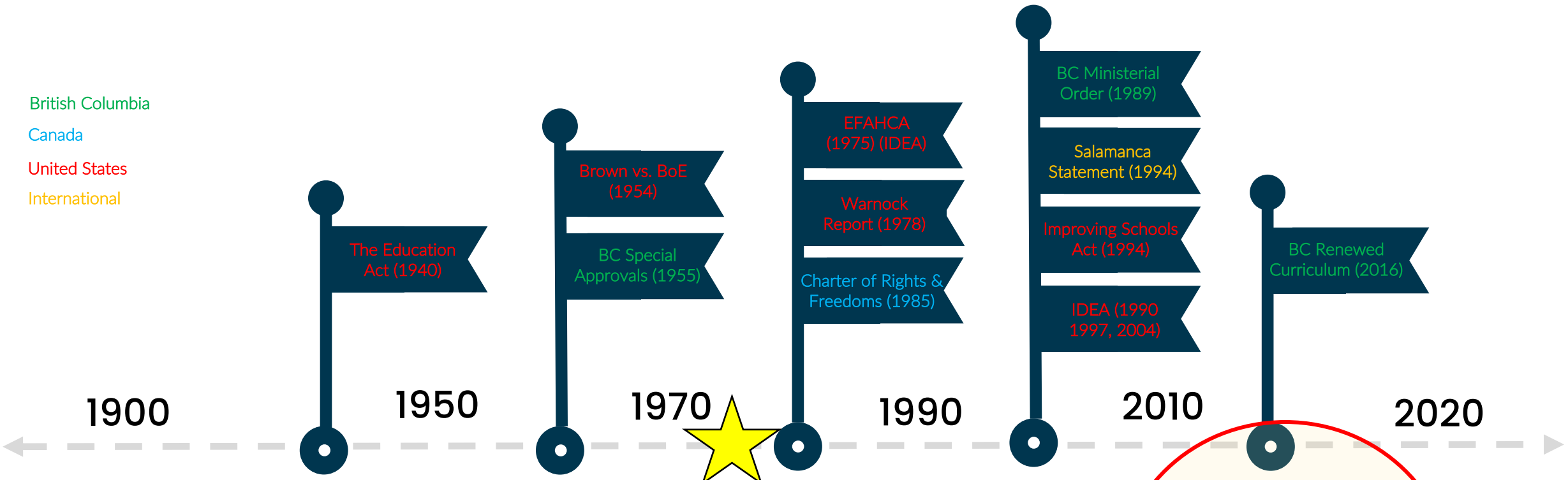
Balancing Equality and Equity

- Individualization
- Neurodiversity
- Self Determination
- Disability as Identity
- Strength Based
- Competency Based
- Universal & Needs-based

Shelley MOORE PH.D.

History & Evolution of Inclusion for Students Intellectual Disabilities

British Columbia
Canada
United States
International



Initial Attempts at Inclusion

- Mandatory Attendance
- Separate Schools & Institutions
- Categorical Programming
- Functional/Vocational
- Parental Advocacy

Attending Neighbourhood Schools

- Mainstreaming
- Special Education Classes

Integration Into General Education Classrooms

- LRE
- Integration
- Special Education Needs
- Learning Difficulty
- IEPs

Increasing Access to Inclusive Education

- Inclusion
- Rights-based
- Transforming systems
- Curricular Access
- Standards Based Reform

Balancing Equality and Equity

- Individualization
- Neurodiversity
- Self Determination
- Disability as Identity
- Strength Based
- Competency Based
- Universal & Needs-based

Shelley MOORE PH.D.

What is an Individual Education Plan (IEP)?

- IEP is a documented plan developed for a student with exceptionalities that describes individualized goals, adaptations, modifications, the services to be provided, and includes measures for tracking achievement.
- An IEP designed for a student that includes one or more of the following:
  - learning outcomes that are different from, or in addition to, expected learning outcomes set out in the applicable educational program guide
  - a list of support services
  - a list of adapted materials, instruction or assessment methods

BC School Act, Section 168 (2) (a) pg. E-57

What is an Individual Education Plan (IEP)?

- Individualization
- Neurodiversity
- Self Determination
- Disability as Identity
- Strength Based
- Competency Based
- Universal & Needs-Based

- IEP is a documented plan developed for a student with exceptionalities that describes individualized goals, adaptations, modifications, the services to be provided, and includes measures for tracking achievement.
- An IEP designed for a student that includes one or more of the following:
  - learning outcomes that are different from, or in addition to, expected learning outcomes set out in the applicable educational program guide
  - a list of support services
  - a list of adapted materials, instruction or assessment methods

Shelley MOORE PH.D.

What an IEP needs to be today?

- IEP is a ~~documented~~ co-constructed plan developed ~~for~~ with a student ~~with exceptionalities~~ with a disability and their family that describes individualized, prioritized and valued goals, for the student and communicates what essential needs-based supports & strategies are needs
- ~~adaptations, modifications, the services~~ to be provided, in the learning environment

  multiple opportunities of growth over time in relation to IEP goals AND grade level curriculum.
- and includes ~~measures for tracking achievement.~~ with

- An IEP designed ~~for~~ a student with a disability and their family that includes one or more of the following:
  - ~~learning outcomes that are different from, or in addition to, expected learning outcomes set out in the applicable educational program guide~~ Student co constructed goals aligned to a common curriculum to peers
  - ~~a list of support services~~ prioritized essential needs-based supports and strategies to be offered in the learning environment (the place, i.e., community)
  - ~~a list of adapted materials, instruction or assessment methods~~

Shelley MOORE PH.

An Inclusive & Competency Based IEP (ICBIEP)

Individualization

Neurodiversity

Self Determination

Disability as Identity

Strength Based

Competency Based

Universal & Needs-based



An INSDSCBUNBIEP is hard to say…

- IEP is a co-constructed plan developed with a student with disabilities and their family that describes goals and needs of an individual and the supports & strategies needed in their learning environment.
- An IEP also captures multiple opportunities of growth over time in relation to IEP goals AND grade level curriculum.
- An IEP designed with a student with disabilities and their family that includes one or more of the following:
  - Student co constructed goals aligned to a common curriculum to peers
  - curricular goals that supplement grade level curriculum
  - accessible (replacement) goals derived from grade level curriculum
  - prioritized essential needs-based supports and strategies to be offered in the learning environment (the place, i.e., community)

Shelley MOORE PH.D.

IEPs & ICBIEPs

What's the Main Difference?

Shelley MOORE PH.D.


What is the barrier?


"When a flower doesn't bloom, you fix the environment in which it grows, not the flower."
-Alexander den Heijer
Shelley MOORE PH.D.
2023





What is happening in the **environment**?

What are the potential **barriers**?

not enough light

not enough water

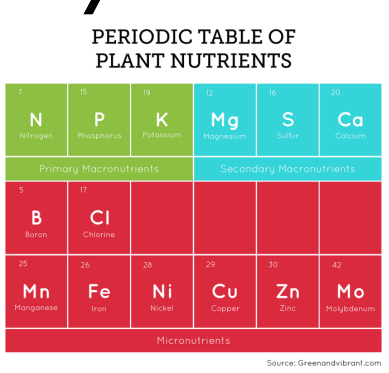
not enough space

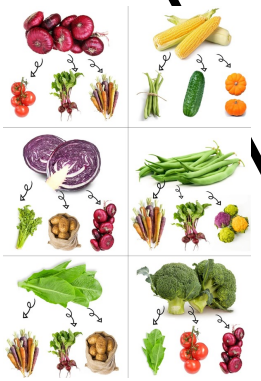
Shelley MOORE PH.D.

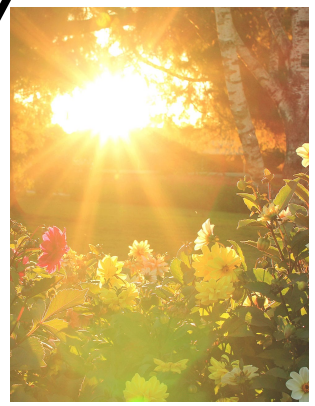
2023

MULTIPLE LAYERS OF SUPPORT













Shelley MOORE PH.D.
2023

Where do we find information about the needs of a specific plant?



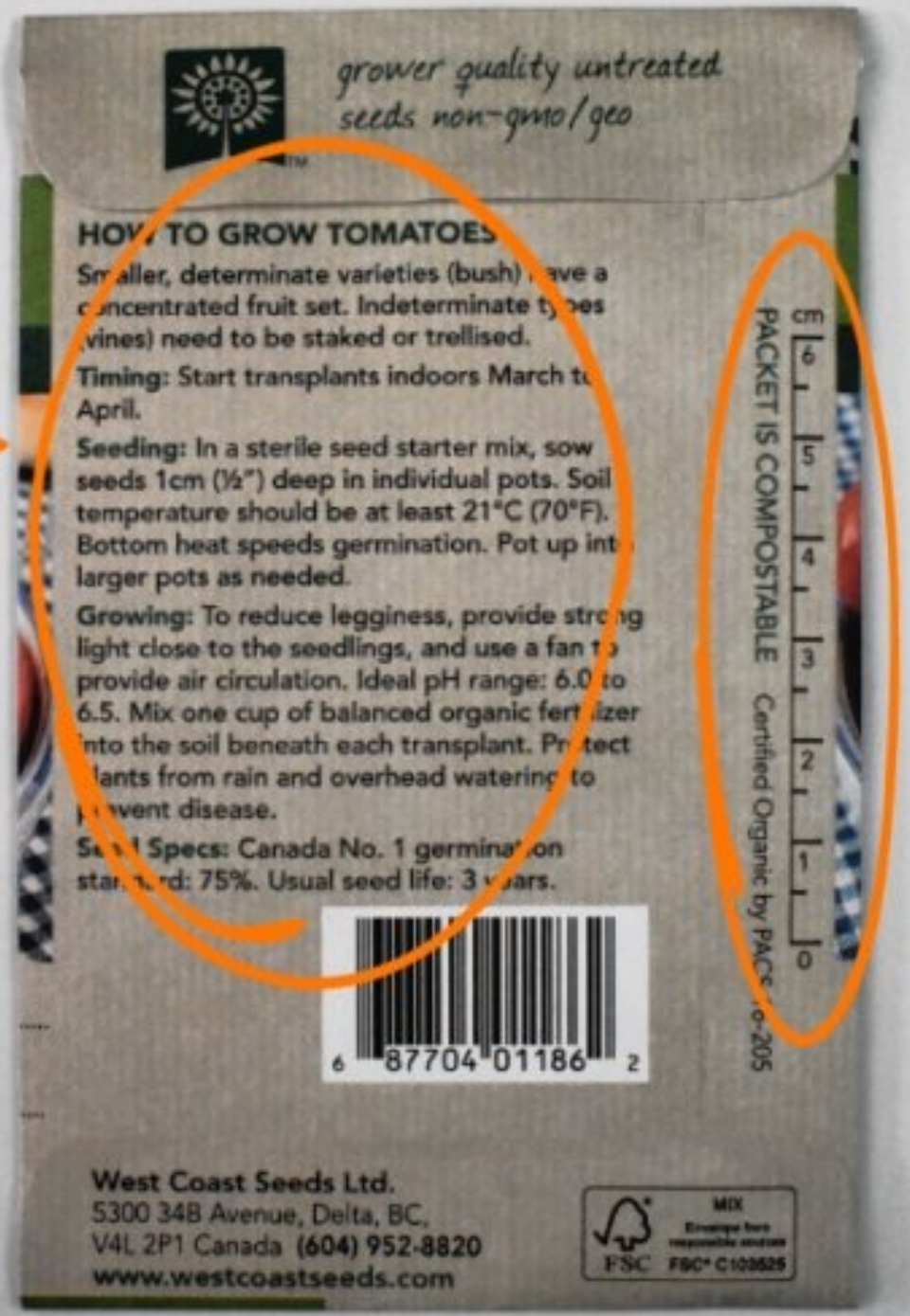
THE SEED PACKET

Shelley MOORE PH.D.

2023

The back of the seed packet usually includes planting information and specifics, such as when and where to start seeds, how deep to plant them and any other information specific to your plant type and variety.

All seed packets are slightly different and include slightly different information. If you're unsure about anything and your seed packet does not include the information you're looking or, you can Google your plant type and variety for more information.



This particular seed packet also comes with a built-in ruler that you can use when planting to help you plant your seeds at the correct depth.

THE SEED PACKET

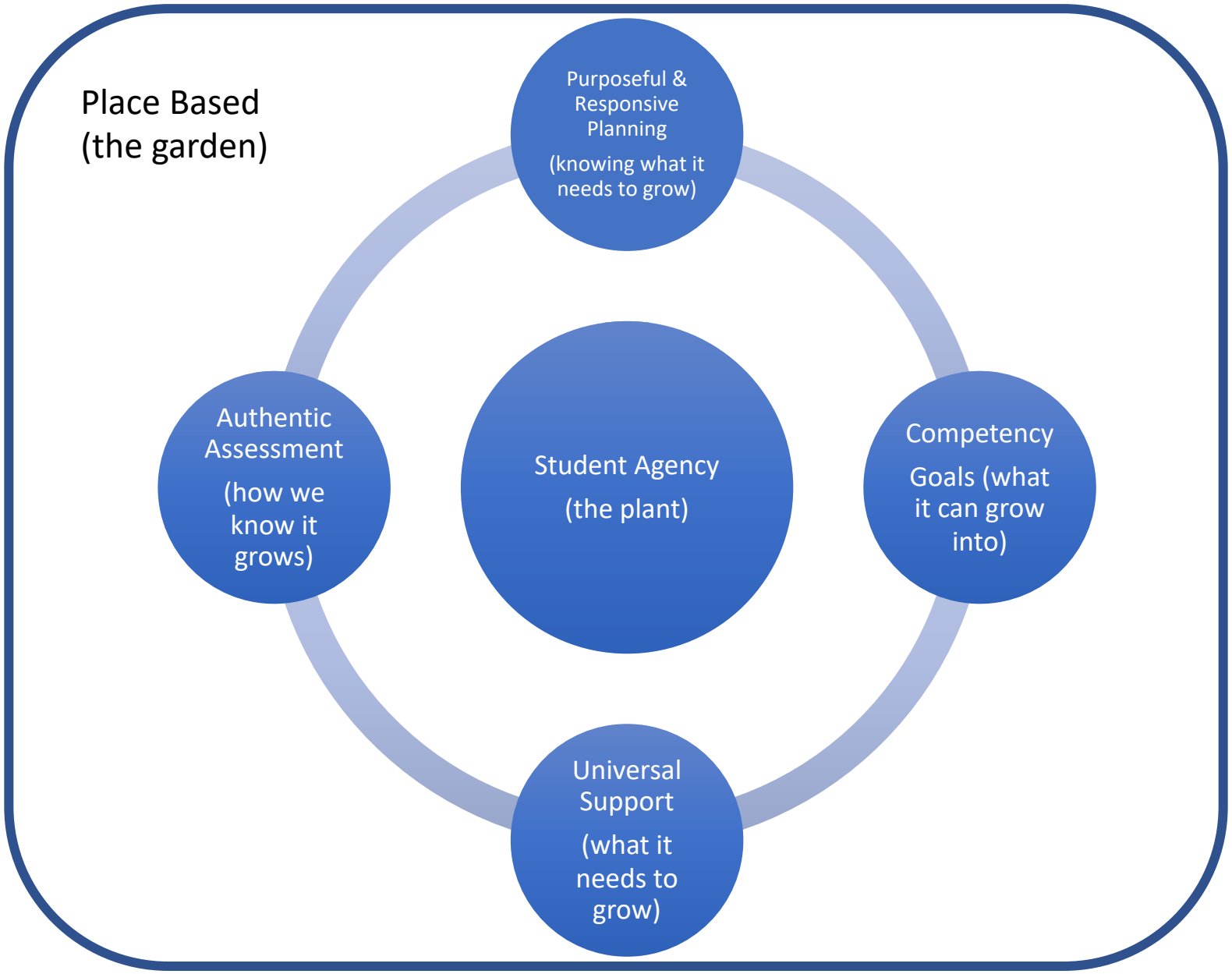
Shelley MOORE PH.D.

2023

How can we use IEPs to reduce barriers for students?

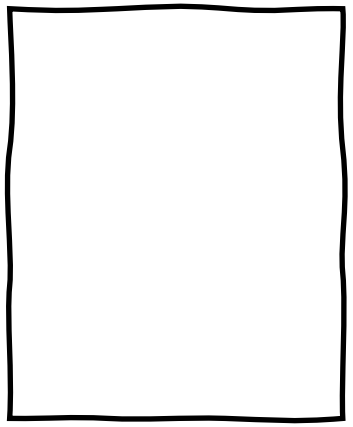
- Center the voice of the students, families & caregivers
- Align goals to a common curriculum as peers
- Shift to focus of goals from *should* to *could*
- Include curricular & learning goals – not just behavioural or functional
- Designed for inidividual needs, not deficits
- Be a planning document 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



Growth Year: 2022

Name: Joshua I. **Grade: 11**



Identities: I am…

- Happy, Helpful, friendly, strong
- I speak English and Spanish to communicate
- I am from Maple Ridge, BC
- I use he/him pronouns
- I am part of a school community
- I am a younger brother

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

- I like to work with my friends and be on student council at school, I like my Drama class. I want to learn about places in the world that I want to travel to like Egypt

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

- I am good at organizing and being on time. I am a good friend
- I could teach others about student council and about what I learn about Egypt when I learn about it
- I have good ideas and I am good at math

Goals: I want to grow in these areas:

1. **I want to learn more about different countries**
2. **I want to learn how to be a good leader**
3. **I want to get a job**

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

- communication
- emotional regulation
- literacy (understanding)
- Social skills

Supports: I need this in my garden to grow:

- Helping me be prepared for what I need to do ahead of time, working with my friends who understand me, post it notes to write down my ideas and thinking, when someone check in on me to see if I understand, sometimes I need more time to do things, I need breaks, pictures and visuals, learning about things that are interesting

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

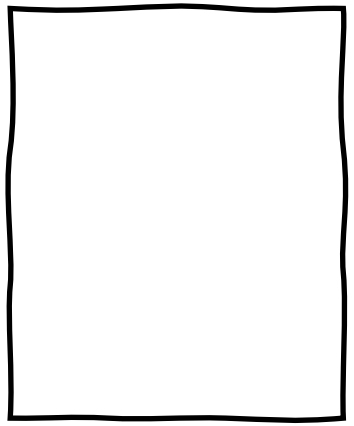
- Sitting for a long time, when I don't know what to do, when I have to work by myself with an EA, when something is to hard, when there are only words and no pictures, when people do things for me because they think I cant do it

Thank You For helping me GROW

Student Agency

Growth Year:

Name: Conor G. **Grade: 1**



Identities: I am…

- Joyful, funny, dramatic
- I am so loving
- I use English, visual and ASL languages to communicate
- I am part of the DS community and have a strong inclusive school community
- My family enjoys some Caribbean traditions and food because that is where my mom grew up!

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

- Music, dancing, books, outdoor play, Disney princesses, water and water play, jumping, long hair, fruit, popcorn, ice cream

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

- Visual, musical, following routines
- helping the teacher, receptive language, empathetic, motivated to please, reading

- I can help my classmates to understand that with the right supports in place, you are capable of anything. Even if others (or yourself) think that you can't

Goals: I want to grow in these areas:

1. **Being aware of when I am/ am not safe**
2. **Communicating what I need and want**
3. **Social connections and interactions**
4. **Fine motor skills**
5. **Being independent**

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

- Communication
- Social Skills
- Physical
- Hearing
- Vision

Supports: I need this in my garden to grow:

- Being respected and included in all aspects of community, "first/then" language, lots of praise, time for transition with verbal and visual cues, lots of repetition, appropriate supports and strategies, patience, getting a specific job, silly and exciting language

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

- Negative or forceful comments, expectations without supports or strategies in place, bring rushed, taking behaviour personally, unclear directions, too many instructions at once, when people assume that I am not capable

Thank You For helping me GROW

Student & Family/ Agency

Growth Year: 2022

Name: Juniper **Grade: 2**

Identities: I am…

kind	a friend	funny
an athlete	Ukrainian	smart

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

reading	whale sharks	Star Wars	fashion	Great British Bakinig Show
camping	BC lions	taking pictures	salmon in river	dancing

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

Star Wars	singing	being a friend	playing	asking for help

Goals: I want to grow in these areas:

waking up	playing football	talking	making friends

Needs: I need this support to grow:

emotional regulation	social skills	communication	physical

Supports: I need this in my garden to grow:

patience	my peers	a plan	visuals	my talker

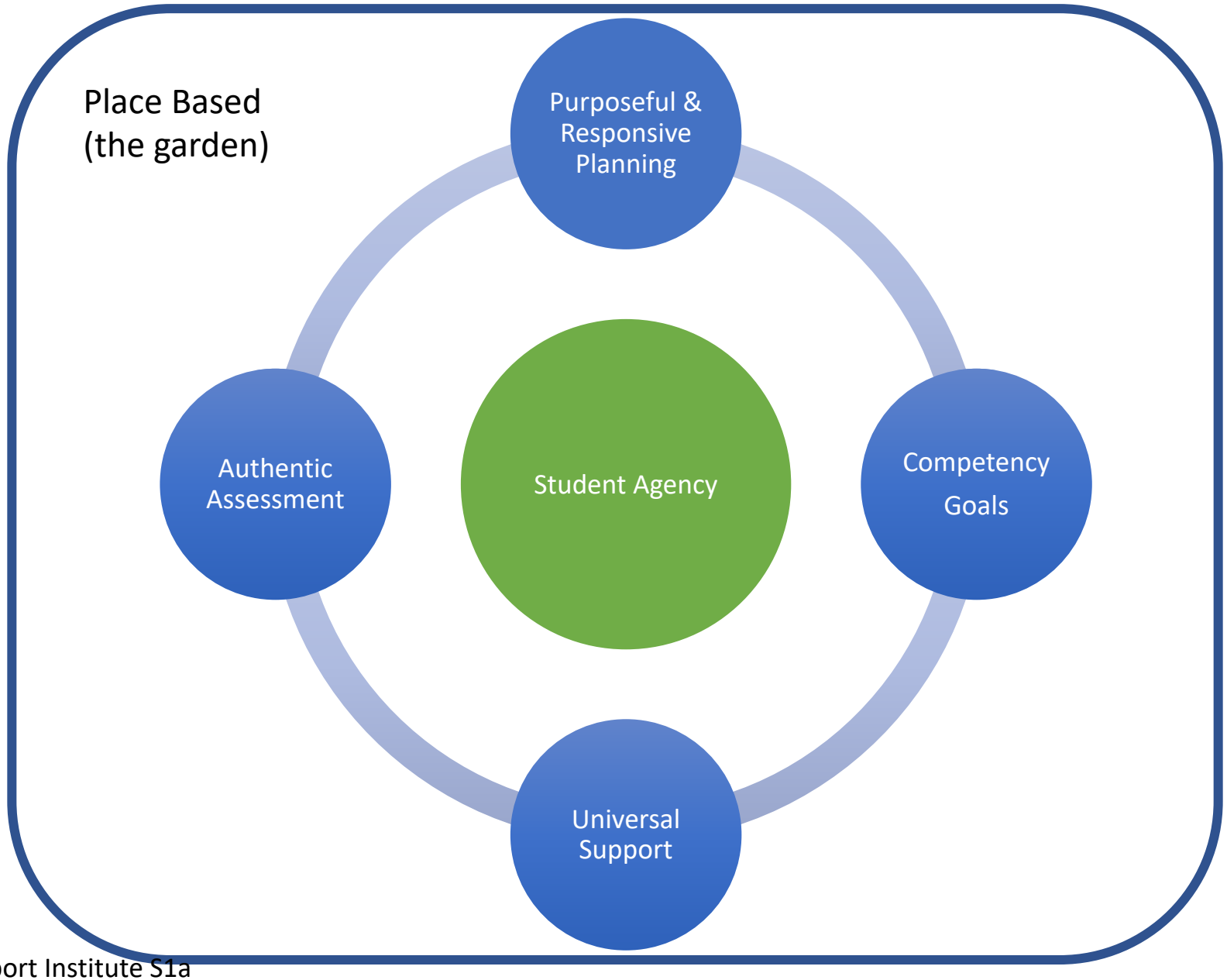
Barriers: This is what makes it hard for me to grow:

being rushed	no one asks me	writing	no visuals	ignored

Thank You For helping me GROW

Student Voice

Guiding Principles of a Renewed IEP



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)

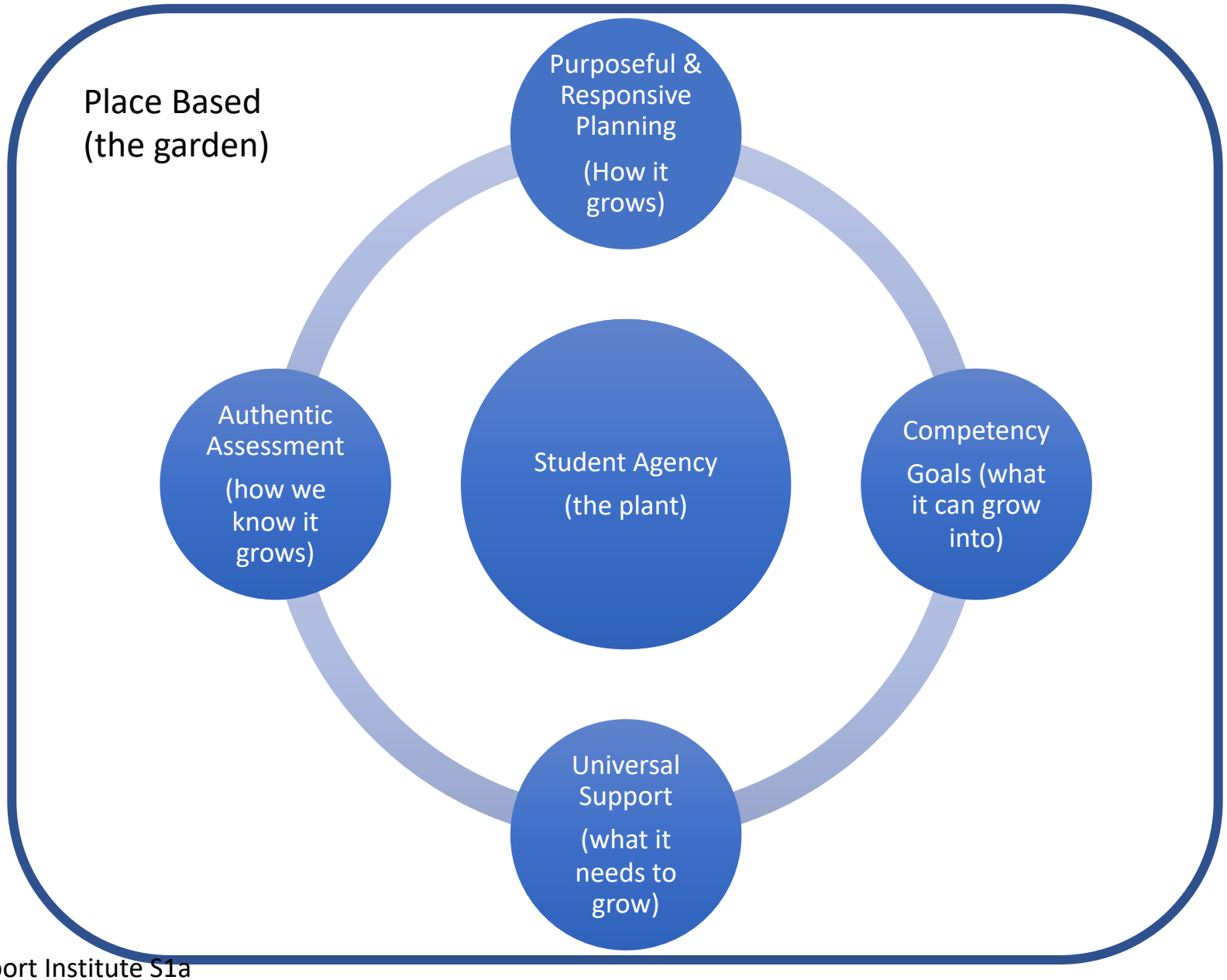
R - Responsive

(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)

Guiding Principles of a Renewed IEP



What is an Individual Education Plan (IEP) TODAY?

- IEP is a co-constructed plan developed with a student with disabilities and their family that describes goals and needs of an individual and the supports & strategies needed in their learning environment.
- An IEP also captures multiple opportunities of growth over time in relation to IEP goals AND grade level curriculum.
- An IEP designed with a student with disabilities and their family that includes one or more of the following:
  - Student co constructed goals aligned to a common curriculum to peers
  - curricular goals that supplement grade level curriculum
  - accessible (replacement) goals derived from grade level curriculum
  - prioritized essential needs-based supports and strategies to be offered in the learning environment (the place, i.e., community)

Individualization

Neurodiversity

Self Determination

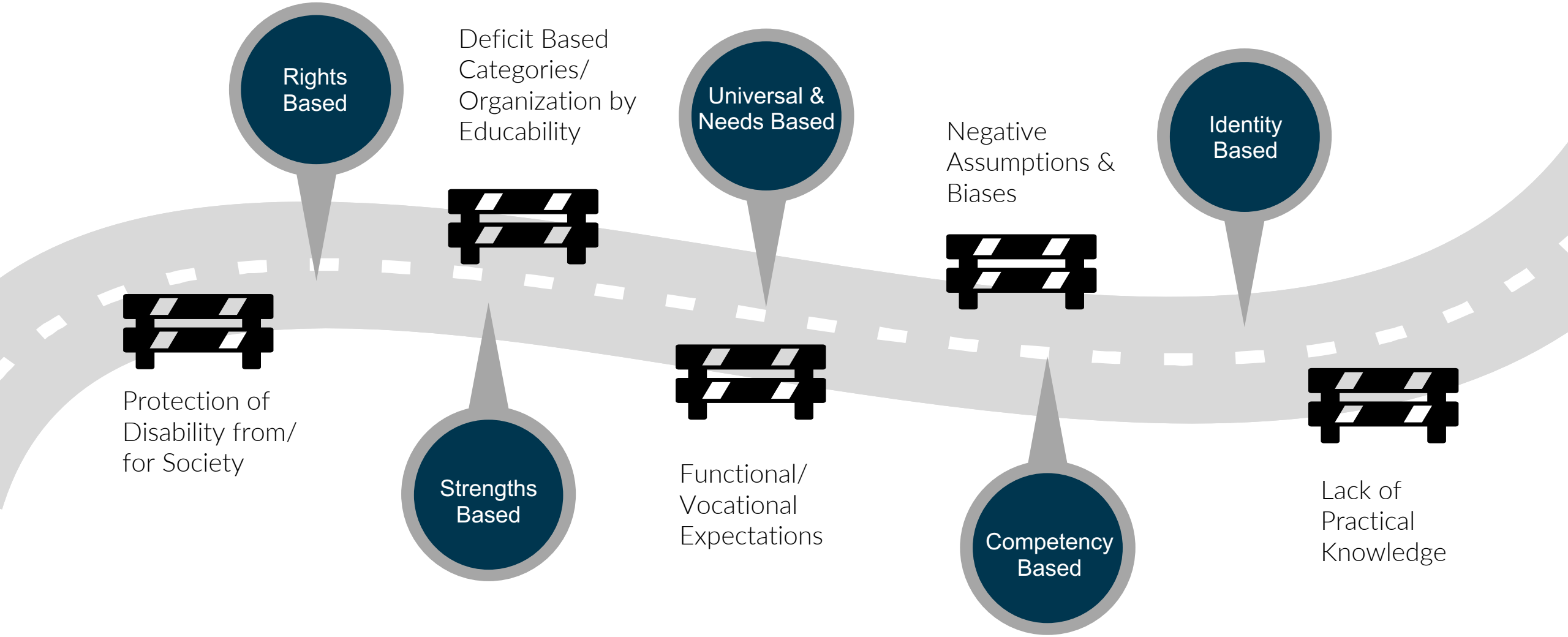
Disability as Identity

Strength Based

Competency Based

Universal & Needs-based

Contributions and Legacies of Inclusive Eras





25% off until October 15

CODE: IEPSEASON

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

Shelley MOORE PH.D.



@tweetsomemoore

@fivemooreminutes

@fivemooreminutes

www.fivemooreminutes.com

www.blogsomemoore.com