

Shelley MOORE PH.D.



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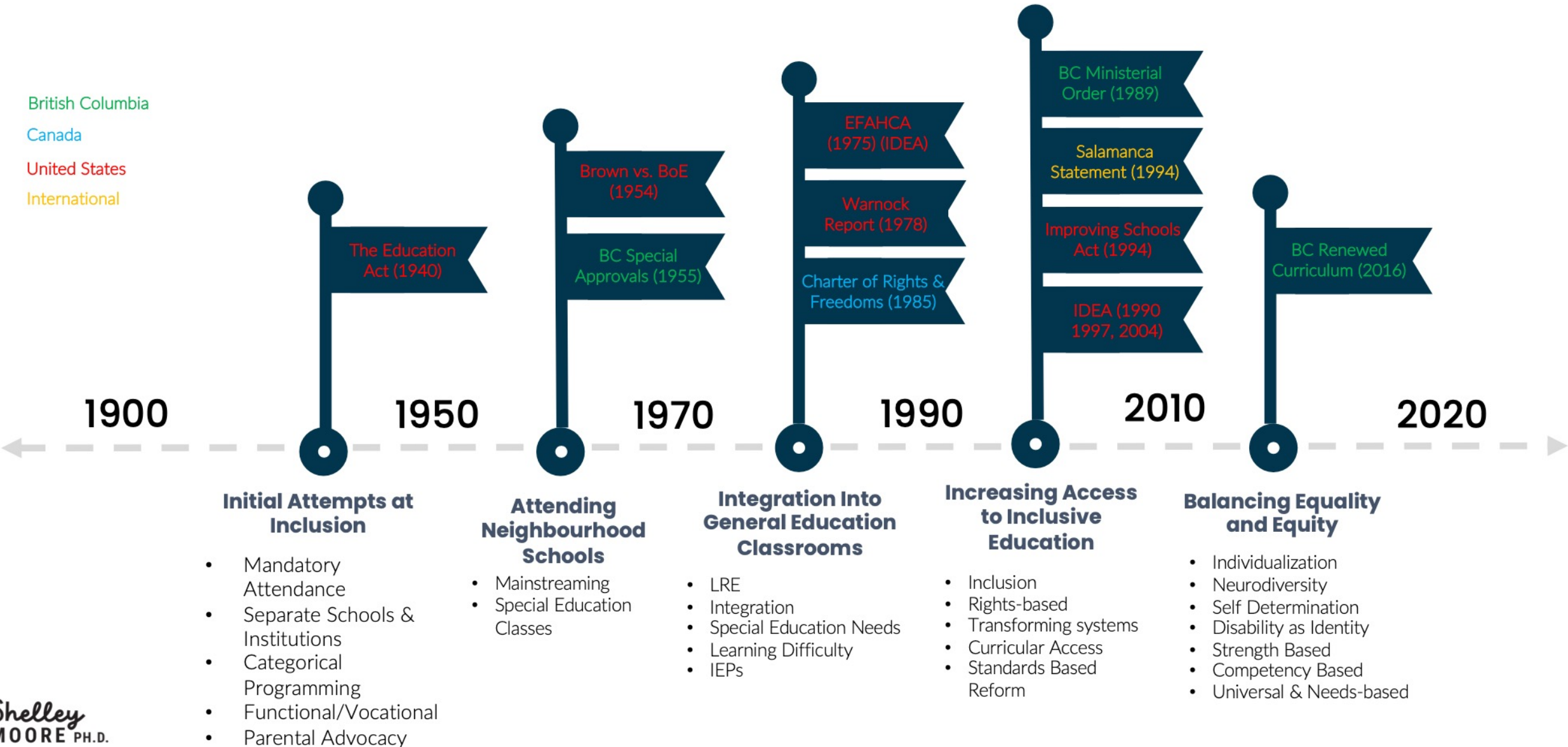
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Individual Education Plans

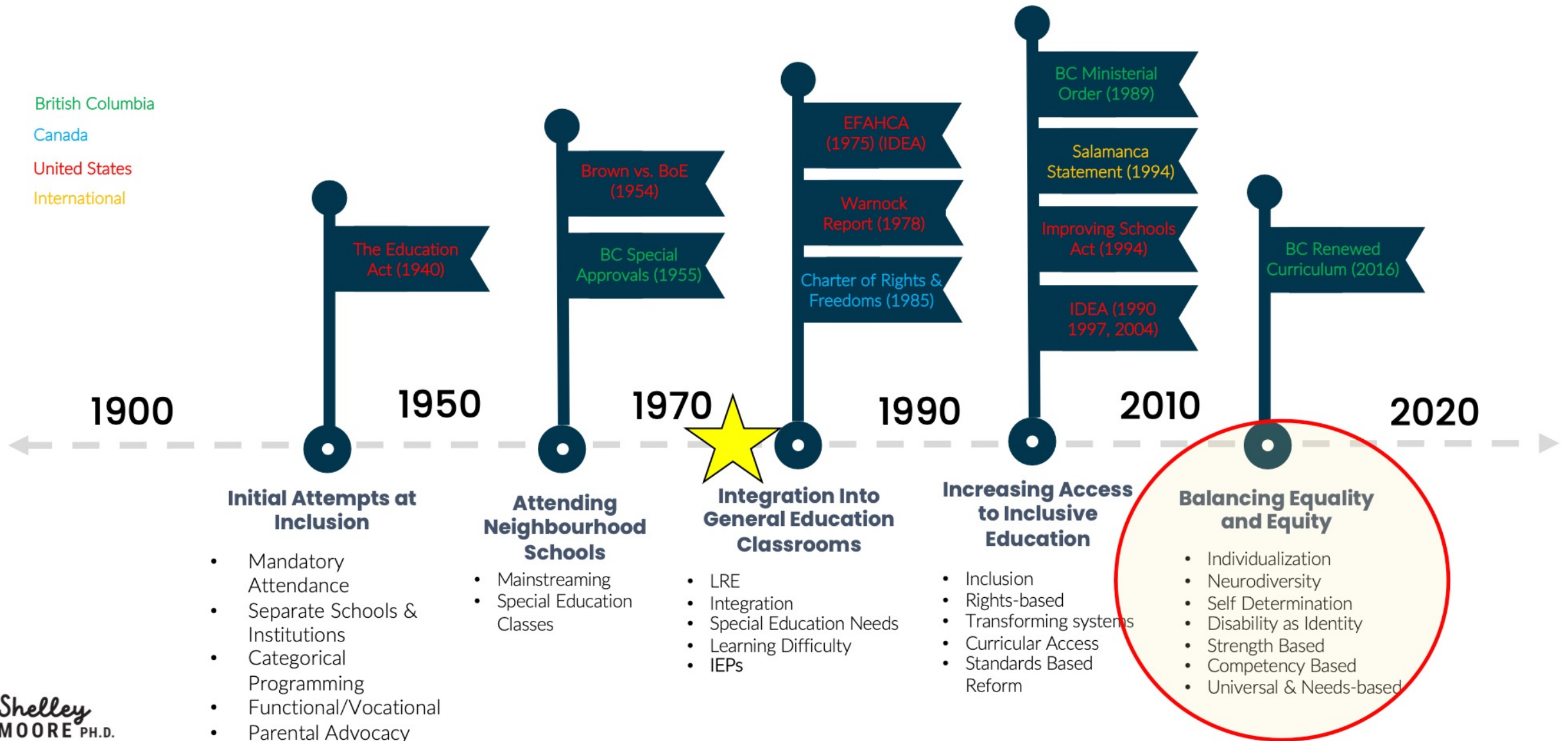
Why do we need them?

Why do they need to evolve?

History & Evolution of Inclusion for Students Intellectual Disabilities

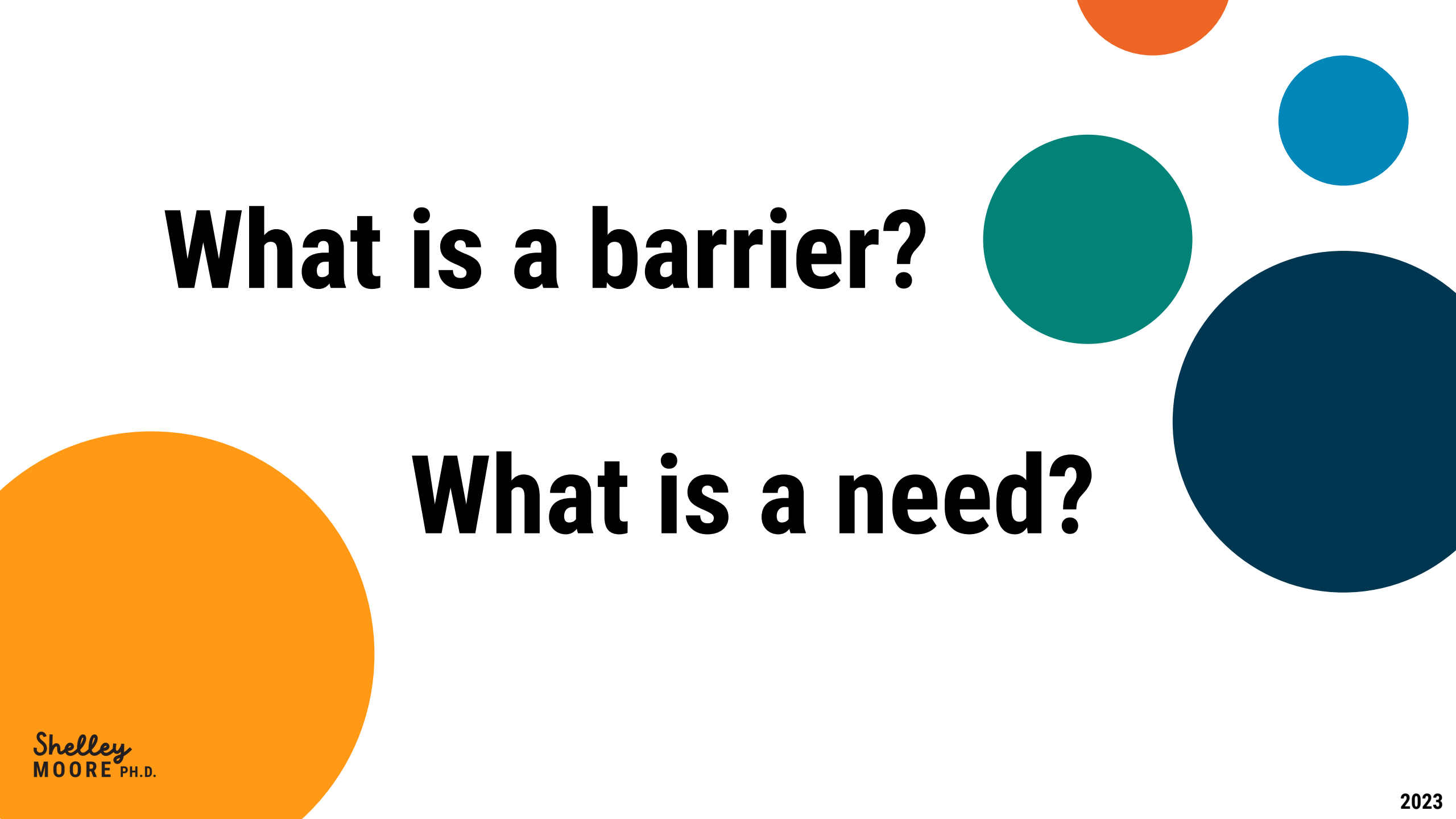


History & Evolution of Inclusion for Students Intellectual Disabilities



Rethinking IEPs

What needs to change?



What is a barrier?

What is a need?



Reducing Barriers

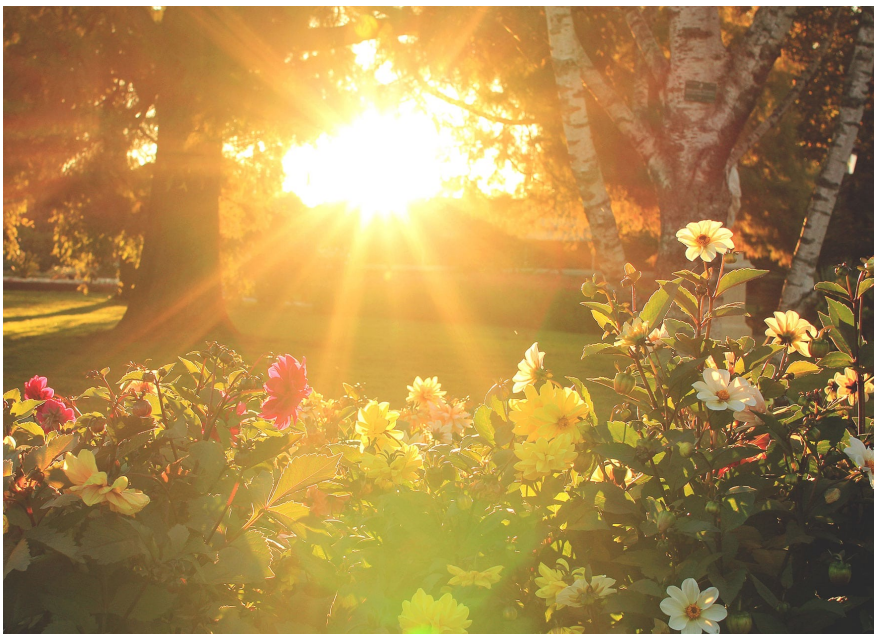


Supporting Needs



"When a flower doesn't bloom,
you **fix the environment** in
which it grows, not the
flower."

–Alexander den Heijer



What is happening in the *environment*?

What are the potential *barriers*?

not enough light

not enough water

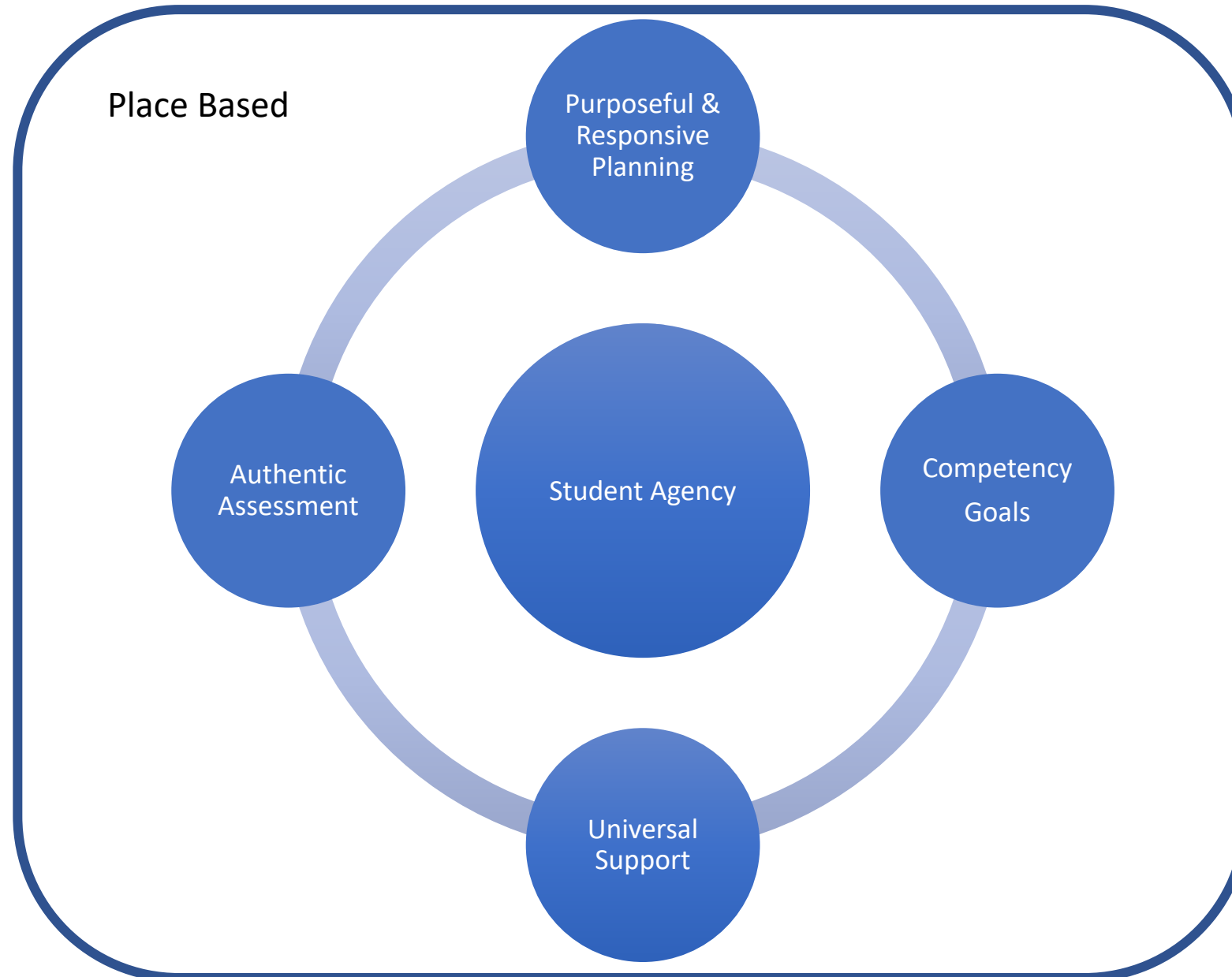
not enough space

How can IEPs reduce barriers AND support needs?

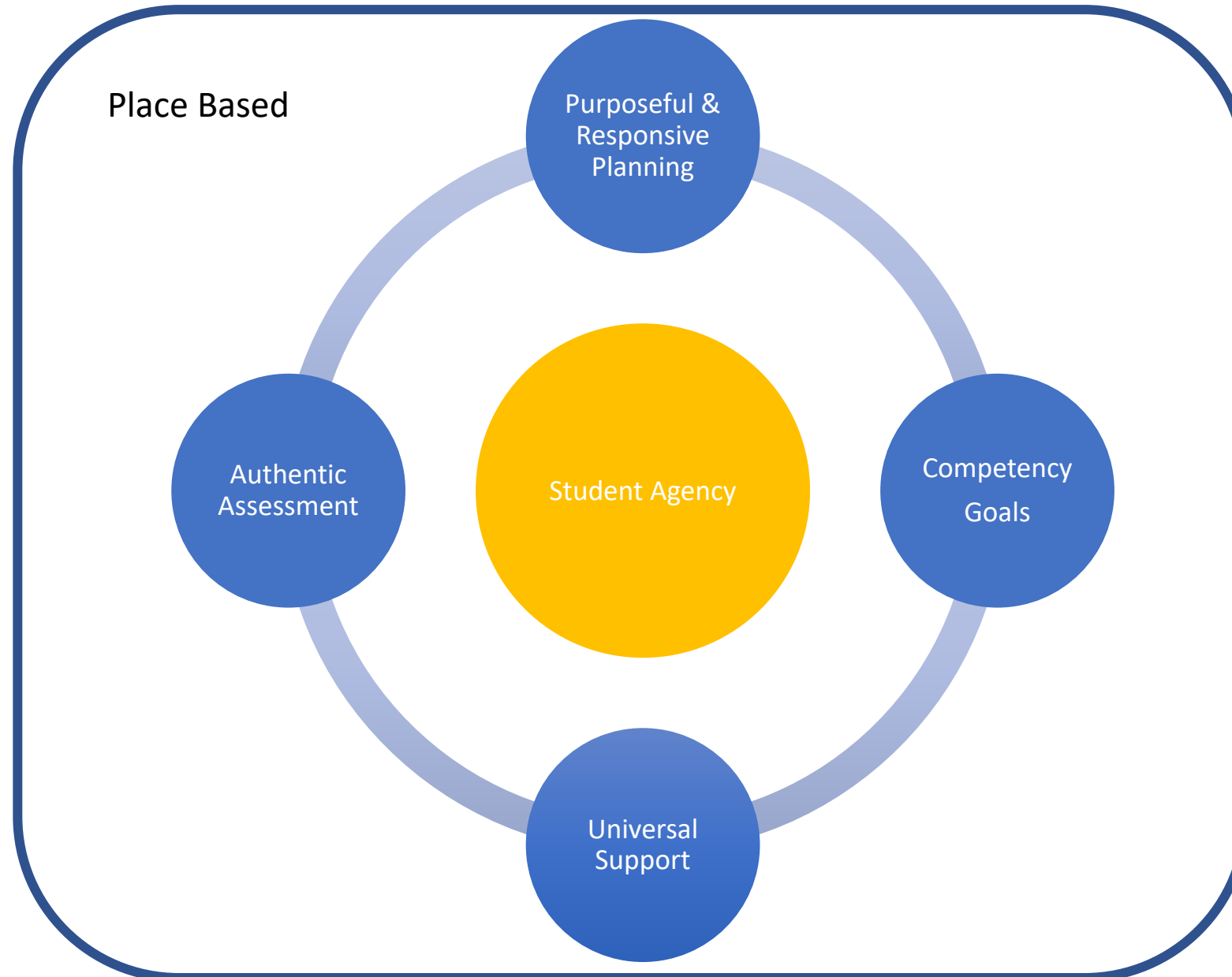
(instead of reducing disability and fixing deficits)

- 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

Inclusive & Competency Based IEPs



Inclusive & Competency Based IEPs



WE HAVE
diverse
GARDENS!



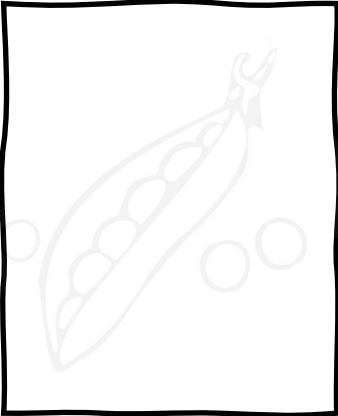
The SEED PACKET



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

Strategy 1:

My I.E.Pea Seed Packet

Moore, 2023

Module 2

Strategy 2: Student Dimension Interview

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 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:					

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 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:					

Help us get to know Juni?

Date: Dec 2022

	Identities	Interests	Strengths	Stretches	Needs
Who are you and how do you know Juni?	What words would you use to describe Juni? What groups is Juni connected to in their community?	What is Juni interested in? What do they like to do on their own? With their friends? Family? Community?	What is Juni good at? What can they teach others?	What is hard for Juni? What do you think Juni wants to get better at?	What does Juni need support with? What is important for people to know about Juni?
Person 1: Rita Grandmother	Kind, strong, smart	watching me sew, taking pictures, listening to music	Patience, she notices everything	Waking up! Trying new things	She needs time and patience. If she is upset or frustrated, she needs space
Person 2: Frank Dad	Athletic, joyful, Ukrainian, church	Watching the baking shows , fishing with me	A great listener, being present	Independence, changes in routine	I think she worries a lot; I need others to know that she needs reassurance sometimes
Person 3: Kiran Family Friend	funny	Football! She loves the BC lions, movies, going for walks	making you feel so important, spreads joy, makes everyone laugh	Friendships, spending more time with her peers	Sharing her thinking, communicating. She has come such a long way!
Person 4:Matty Cousin	Fun, we play a lot together	Whale sharks, camping, swimming	Playing with me	Its hard for Juni to talk sometimes, but I know when she likes something, and she likes me	using her iPad to help her talk

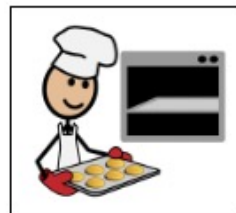
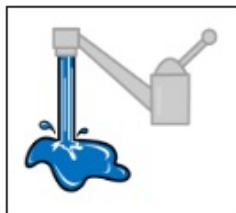
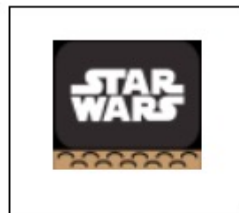
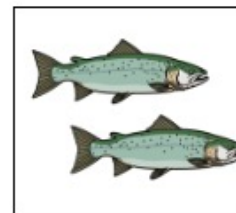
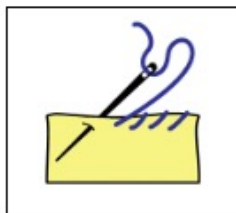
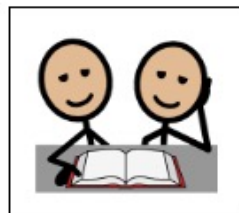
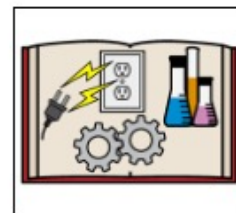
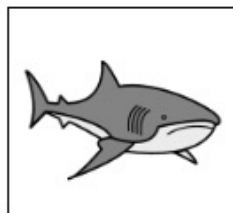
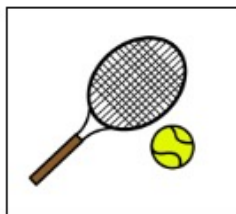
Help us get to know Juni?

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	Identities	Interests	Strengths	Stretches	Needs
Who are you and how do you know Juni?	What words would you use to describe Juni? What groups is Juni connected to in their community?	What is Juni interested in? What do they like to do on their own? With their friends? Family? Community?	What is Juni good at? What can they teach others?	What is hard for Juni? What do you think Juni wants to get better at?	What does Juni need support with? What is important for people to know about Juni?
Person 1: Mr. Lopez Classroom Teacher	Strong, smart, a learner	Getting read to, books, you tube, science	Connecting with her peers	Communicating, independence, asking to help when she needs it	She needs support with her reading (decoding) and her communication with the device
Person 2: Benny Educational Assistant	Funny, curious	Fashion, her friends, books, magazines, her iPad	She knows what she likes and doesn't like and lets us know	Making friends, communicating or using strategies before she gets too frustrated	She needs a chance to rest throughout the day and breaks
Person 3: Ms. Turner SLP	joyful	Sights and sounds around her, being social	Using her iPad to communicate	Building friendships, communicating what she needs	She needs her device available to her, she needs to be around her peers
Person 4: Jesse Classmate	Funny, sometimes she's loud	Playing games, hanging out with her friends	Being happy, making people laugh	I think talking is hard for her	she needs to be around us, her friends



Building my Student profile: What are my INTERESTS?



Shifting the Paradigm: PERSON-PLACE MODEL OF NEED

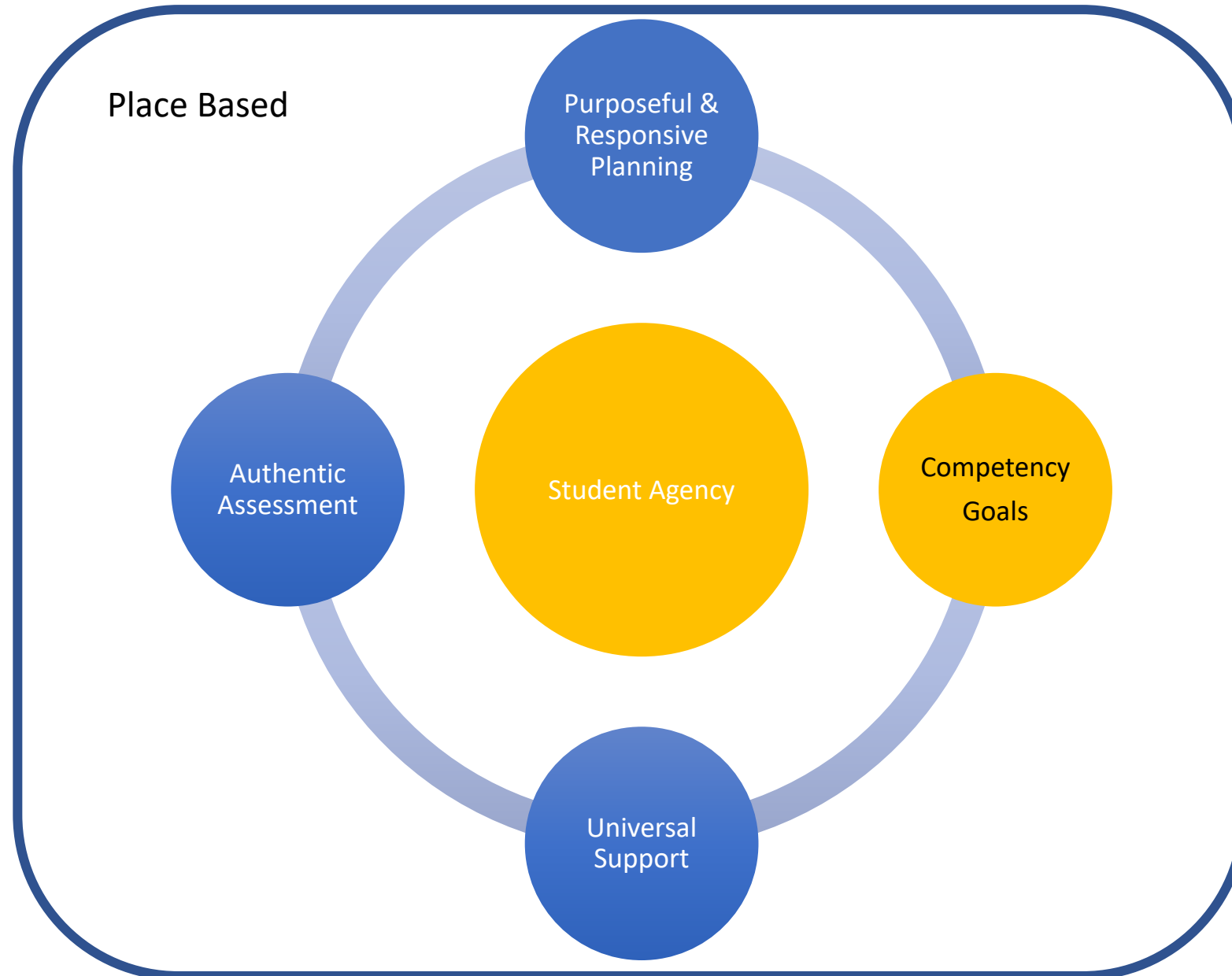


Inclusive Education

FIRST: Identify barriers in the place

THEN: Reduce or eliminate barriers in place by determining needs of everyone in the community

Inclusive & Competency Based IEPs



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., Looock, 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)

Deriving Replacement Goals & Objectives from Grade Level Curriculum

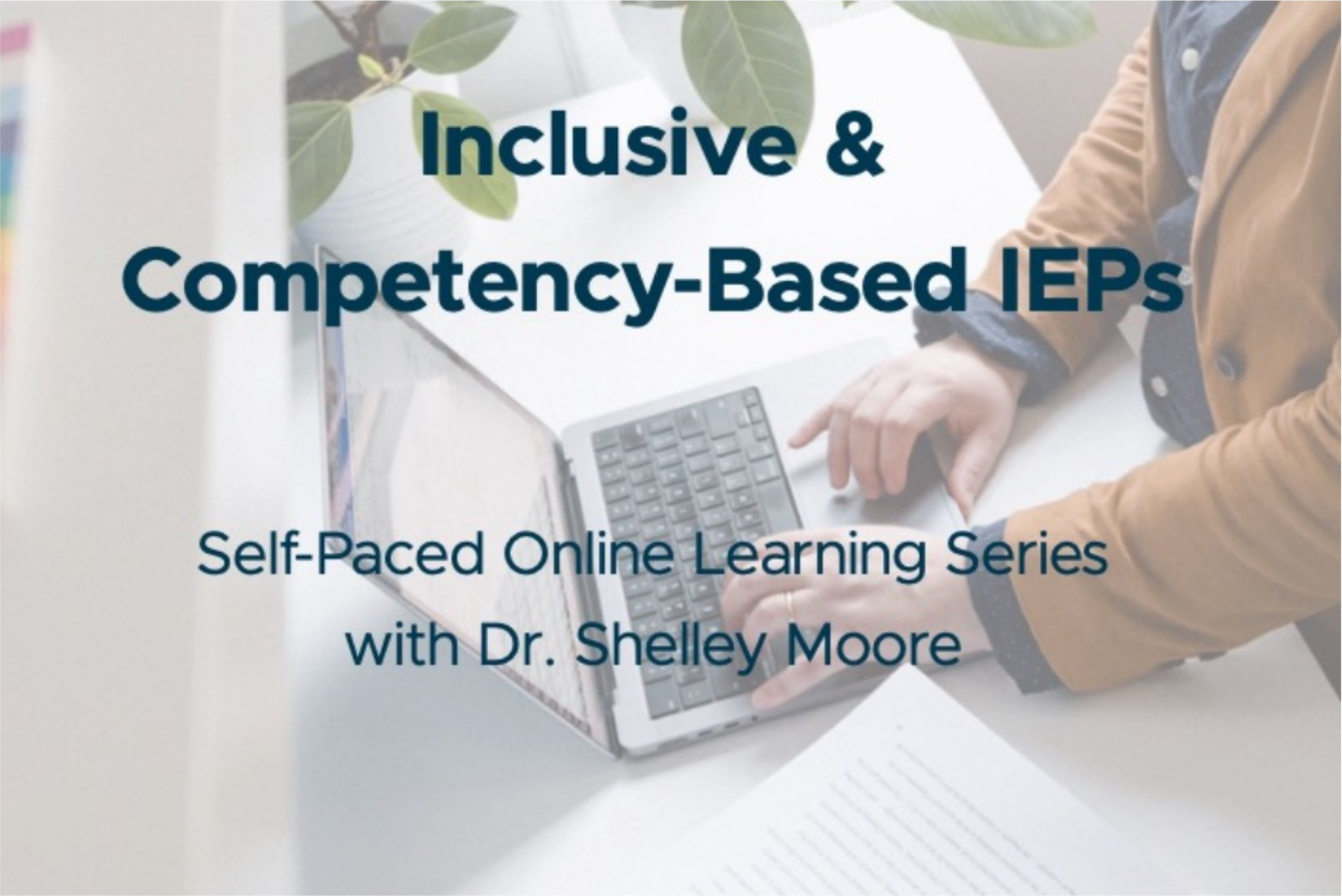
Class:	Teacher:	EA:	Support Teacher:
Big Idea:		Guiding Unit Questions:	
Grade Level Curricular Learning Outcomes	Student Friendly Language (IEP Goals)	Access Points (Replacement Objectives)	
Learning Standard:			
Learning Standard:			
Learning Standard:			
Learning Standard:			
Grade Level Summative Task(s)		Replacement Summative Assessment Task:	

Deriving Replacement Goals & Objectives from Grade Level Curriculum

Class: Social Studies 11	Teacher: Tom Ripley	EA: Allison Kwan	Support Teacher: Lynn Lennette
Big Idea: Understanding the diversity and complexity of cultural expressions in one culture enhances our understanding of other cultures		Guiding Unit Questions: What is cultural expression? How does learning about one culture help us to understand other cultures?	
Grade Level Curricular Learning Outcomes		Student Friendly Language (IEP Goals)	Access Points (Replacement Objectives)
Learning Standard: Content Sacred texts, traditions, and narratives of culture		I know sacred texts, traditions, and narratives of different cultures (including an indigenous and local culture)	I know traditions and important events in my culture
Learning Standard: Curricular Competency Assess the significance of people, places, events, phenomena, ideas, or developments (significance)		I can assess the cultural significance of people, important places, events, traditions, ideas and/or developments	I can show important places, events and traditions in my culture
Learning Standard: Curricular Competency Compare and contrast continuities and changes, trends and patterns, or similarities and differences for different people, places, events, phenomena, ideas, or developments (continuity and change)		I can compare and contrast different cultures including people, important places, events, traditions, ideas and/or developments	I can show important places, events and traditions in a culture different than my own
Learning Standard: Curricular Competency Infer and explain different perspectives on people, places, events, phenomena, ideas, or developments (perspective)		I can explain different cultural perspectives of people, important places, events, traditions, ideas and/or developments	I can share what I know about mine and another culture
Grade Level Summative Task			Replacement Summative Assessment Task:
Respond to Guiding Unit Questions by: - Choosing 3 cultures (1 Indigenous, 1 from class, 2 choice) - Describing how these cultures express themselves, what elements of their culture make them unique? What makes them similar to other cultures? - Explaining what the cultures you have chosen value or find important? What events or ideas have led to their existence and values? - Comparing and contrast the cultures you have chosen. What elements of their culture have changed or evolved over time? What has stayed the same? Format: Choice of Essay, Presentation, Metaphor/3D model			Respond to Guiding Unit Questions by: - Learning more about your own culture - Choose another culture to learn more about - Describe importance places, events and traditions of the cultures you are learning about Format: Choice of Visual Essay, Presentation, 3D Model

- **Geeshan – Grade 11**
- **Replacement curricular goals in inclusive classes**
- **Social Studies 11, Life Skills Numeracy, Band 11/12, English 11**

Curricular Goals					
Learning/ Subject Area	Social Studies 11	Type of Goal	Replacement	Teacher/ Support Staff	T. Ripley/ A. Kwan
Inclusive Big Idea	Understanding the diversity and complexity of cultural expressions in one culture enhances our understanding of other cultures				
Curricular IEP Goal 1	G knows sacred texts, traditions, and narratives of different cultures				
Objective 1A	by identifying traditions and important events in his culture		Instructional Strategies	Survey the family about home culture traditions and celebrations Create an emergent level text with pictures and important words, paired with objects	
Curricular IEP Goal 2	G can assess the cultural significance of people, important places, events, traditions, ideas and/or developments				
Objective2A	by describing important places, events and traditions in my culture		Instructional Strategies	Create an emergent level text with pictures and important words, paired with objects for own culture group	
Curricular IEP Goal 3	G can compare and contrast different cultures including people, important places, events, traditions, ideas and/or developments by				
Objective 3A	by describing important places, events and traditions in a culture different that my own		Instructional Strategies	Create an emergent level text with pictures and important words, paired with objects for a different culture group	
Curricular IEP Goal 4	G can explain different cultural perspectives of people, important places, events, traditions, ideas and/or developments by				
Objective 4A	by sharing what I know about mine and another culture		Instructional Strategies	Visual options (power point, or objects, pictures, videos), pair words with visuals, include music	



Inclusive & Competency-Based IEPs

Self-Paced Online Learning Series
with Dr. Shelley Moore

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