

EPSE 317

July 22, 2025

Week 4: Inclusive & Competency-Based IEPs in Action

How do I integrate IEPs into inclusive classrooms?: Supports & Strategies (and a little bit of goals)

Daily Provocation

Students who are academically successful are often assumed not to need support.

Do you agree or disagree and why?



EPSE 317 Learning Standards for today



I understand... (Big Ideas)

- that disability is a social construct and identity
- that environments need to change, not students
- the responsibility to include the voices of PwDs and their families
- that inclusion relies on collaboration
- how evidence-based planning frameworks, can support inclusive education
- that both social and academic inclusion is important

Curricular Competencies: I can...

3. Inclusively plan, enact, reflect on, and assess in ways that maintain the integrity of classroom and individual diversities by:

- 3.1 getting to know students in strength-based ways (student dimensions)
- 3.2 applying inclusive frameworks to design classroom practices that respond to students' dimensions
- 3.3 drawing from the social model to reduce barriers and determine flexible lesson supports (tools) and strategies (actions) informed by student dimensions
- 3.4 assessing and evaluating equitably

Content: I know...

- B. History of inclusive education in Canada
- E. Inclusive Education Frameworks and Practices
- F. Inclusive & Competency Based IEP
- G. School-Based Teams

Guiding Conditions of **inclusion** describe that all students...

are **PRESUMED**
competent and
as having
POTENTIAL

are **PLACED** in
and attending
inclusive
classrooms and
schools

are in **PROXIMITY**
to and
PARTICIPATING
with **PEERS**

have
PURPOSEFUL
roles and
responsibilities

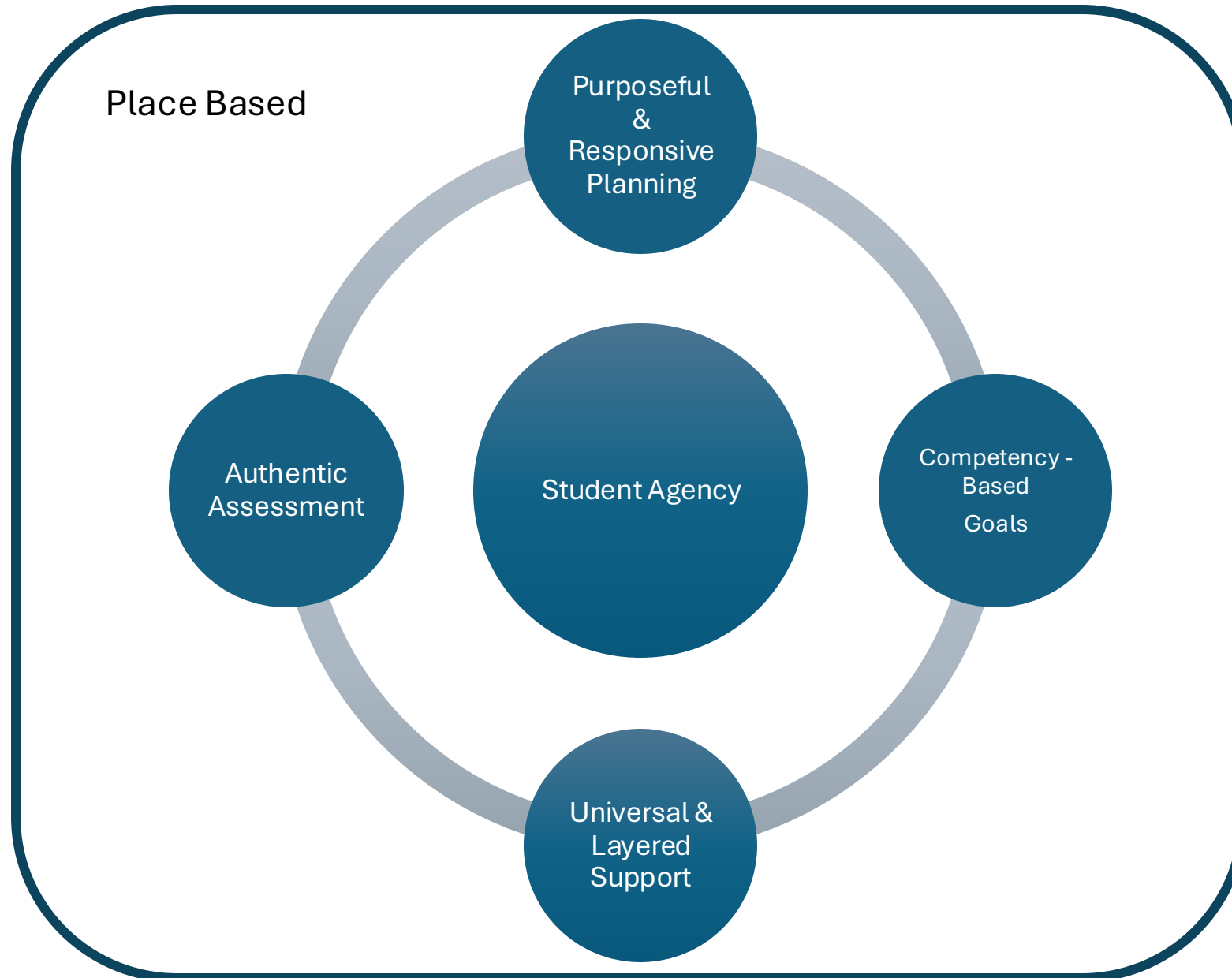
are **PLANNED** for
from the start

What is an Inclusive & Competency-Based Individual Education Plan (IEP)?

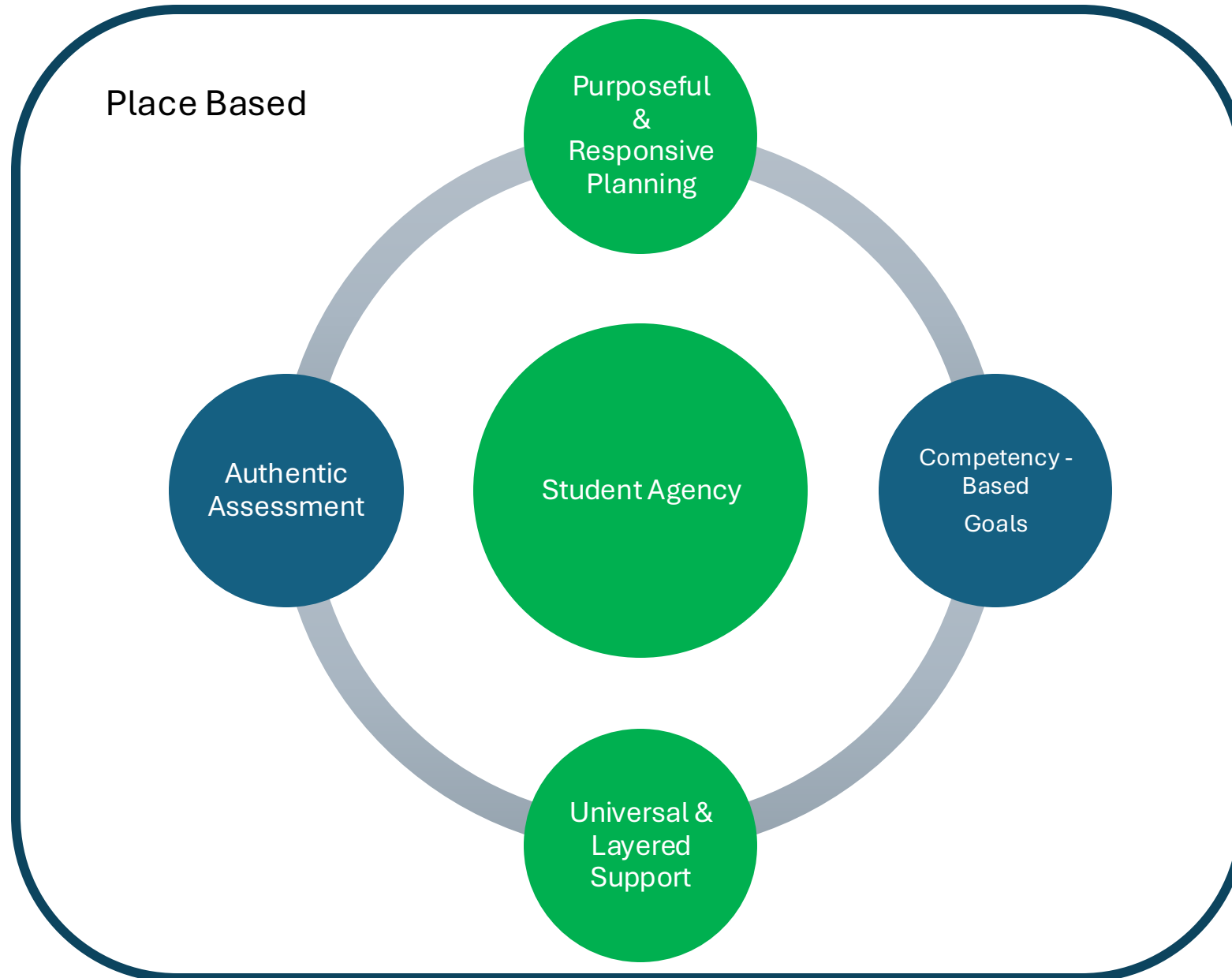
An ICBIEP **must** include the following:

- The **voice of the student** and family
- A list of **needs-based supports & strategies** that can be implemented in and guide **universal and layered classroom planning and instruction**
- Implementation in an **inclusive classroom**
- Responsive goals derived from the **shared curriculum as peers**:
 - **All** students must all have goals derived from **core competencies**
 - **Some** students may also have goals targeting **specific areas** in literacy and/or numeracy
 - **A few** students may also have **accessible goals/access points** derived from **grade level curricular standards**
- Triangulated** evidence of growth over a school year (that aligns with classroom and school reporting schedules)

Inclusive & Competency Based IEPS



Inclusive & Competency Based IEPS





IEP Accommodations for Students With Dyslexia

- Provide audiobooks
- Clarify or simplify written directions
- Highlight written directions on worksheets and assignments
- Provide guided notes
- Provide printed notes before the lesson
- Highlight essential information in a reading or textbook
- Provide study sheets
- Provide teacher notes
- Post visuals in the classroom
- Use large print on handouts and in texts
- Provide text-to-speech software
- Pre-teach new concepts and vocabulary
- Provide advance organizers to support following along with the lesson
- Read instructions out loud
- Read instructions step-by-step
- Check in frequently to monitor work progression

IEP Accommodations for Autistic Students

- Provide visual supports (schedules, first-then strips, checklists, directives)
- Limit oral language when presenting directions
- Use reinforcements (token board)
- Pair verbal directions with visuals
- Provide social stories
- Provide social supports
- Provide an organization system
- Limit distractions in the classroom (e.g., number of posters on the walls)
- Provide assistive technology
- Allow use of fidgets
- Allow flexible seating
- Provide access to a calming corner or sensory room
- Provide extra breaks and movement
- Schedule movement breaks
- Allow extended processing time
- Provide sentence or paragraph starters

IEP Accommodations Tracker

<ul style="list-style-type: none"> <input type="checkbox"/> Small group <input type="checkbox"/> Separate setting <input type="checkbox"/> Read aloud <input type="checkbox"/> Calculator <input type="checkbox"/> Modified assignment <input type="checkbox"/> Scribe <input type="checkbox"/> Individual 	<ul style="list-style-type: none"> <input type="checkbox"/> Small group <input type="checkbox"/> Separate setting <input type="checkbox"/> Read aloud <input type="checkbox"/> Calculator <input type="checkbox"/> Modified assignment <input type="checkbox"/> Scribe <input type="checkbox"/> Individual
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Classroom Accommodations

<div style="border: 1px solid black; padding: 5px;"> <p style="text-align: center; margin: 0;">Environment</p> <ul style="list-style-type: none"> Change of Seating Change of groups Change of classroom Other: _____ </div>	<div style="border: 1px solid black; padding: 5px;"> <p style="text-align: center; margin: 0;">Materials</p> <ul style="list-style-type: none"> Use of a timer Manipulatives Learning games Computer use Word banks/word walls Reference notebook/dictionary Other: _____ </div>
<div style="border: 1px solid black; padding: 5px;"> <p style="text-align: center; margin: 0;">Teaching Strategies</p> <ul style="list-style-type: none"> Vary voice volume Increase eye contact Physical reminders (hand on shoulder) Circulate around room Use visual cues Provide more examples Use of positive reinforcement Application to student's interests Modeling expectations Peer tutoring Repeated instructions Use of agenda/instructions on board Immediate feedback Personalized examples Pre-teaching content One-on-one instruction In progress work checks Extra drill/practice Other: _____ </div>	<div style="border: 1px solid black; padding: 5px;"> <p style="text-align: center; margin: 0;">Assistance</p> <ul style="list-style-type: none"> Contact parent Consult counselor Consult administration Other: _____ </div>
<div style="border: 1px solid black; padding: 5px;"> <p style="text-align: center; margin: 0;">Learning Styles</p> <ul style="list-style-type: none"> Limited/staggered oral directions Assistance with notes Cooperative learning groups Alternatives to writing Use variety of learning modalities Highlighting key words Multisensory instruction Other: _____ </div>	<div style="border: 1px solid black; padding: 5px;"> <p style="text-align: center; margin: 0;">Scheduling</p> <ul style="list-style-type: none"> Activity breaks Free time after task completion Work before/after school Change of schedule Other: _____ </div>
<div style="border: 1px solid black; padding: 5px;"> <p style="text-align: center; margin: 0;">Attention</p> <ul style="list-style-type: none"> Breaks between tasks Folder to organize work Peer assistance when transitioning Quiet area for independent work Flexible seating Extra thinking time Other: _____ </div>	<div style="border: 1px solid black; padding: 5px;"> <p style="text-align: center; margin: 0;">Environment</p> <ul style="list-style-type: none"> Change of Seating Change of groups Change of classroom Other: _____ </div>

Needs-Based Reflection - Individual

Inclusive IEP Planning: Collaborative Needs Based Reflection

Target Student:

Support Manager:

Date:

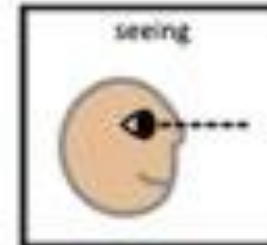
Areas of Need	Student Perspective	Family Perspective	School Perspective	Consultant and Specialist Perspectives
Addiction				
Attendance/ Lateness				
Attention				
Anxiety/ Depression				
Bullying				
Communication (receptive)				
Communication (expressive)				
Eating/Food/Allergies				
Engagement/Motivation				
Executive Functioning				
Family/Community/Identity				
Frustration/ Anger				
Greif/ Trauma				
Gross/Fine Motor Skills				
Intellectual Ability (access)				
Intellectual Ability (extend)				
Language				
Literacy (decoding)				
Literacy (understanding)				
Literacy (written output)				
Literacy (oral language/speaking)				
Medical				
Memory				
Mental Health				
Numeracy				

Collaborative Needs Based Reflection

Dr. Shelley Moore, 2023



Geeshan needs help with:



Created by G. Moore with Symbolix, 2010

Needs-Based Reflection – Geeshan Gr 8

Inclusive IEP Planning: Collaborative Needs Based Reflection

Target Student: Geeshan

Support Manager: Lynn

Date: Dec 2022

Areas of Need	Student Perspective	Family Perspective	School Perspective	Consultant and Specialist Perspectives
Addiction				
Attendance/ Lateness				
Attention				
Anxiety/ Depression				
Bullying				
Communication (receptive)				SLP, Assessment
Communication (expressive)		Make choices		SLP, Assessment
Eating/Food/Allergies				
Engagement/Motivation				
Executive Functioning				
Family/Community/Identity		Know his interests		
Frustration/ Anger				
Grief/ Trauma				
Gross/Fine Motor Skills				
Intellectual Ability (access)		Access to curriculum	ST, CT	SLP, Assessment
Intellectual Ability (extend)				
Language				Assessment
Literacy (decoding)				Assessment
Literacy (understanding)			ST	SLP, Assessment
Literacy (written output)				
Literacy (oral language/speaking)				
Medical				Assessment
Memory				
Mental Health				

Numeracy				Assessment
Personal Care		Independence	ST	
Personal Safety		Safety in community, when he needs help		
Physical/Mobility				
Self-Advocacy				
Self-Regulation (emotional)				
Self-Regulation (behavioural)				
Self-Regulation (learning)				
Self Esteem				
Self-Harm/ Self Injurious Behaviour				
Sensory				
Social Skills	Friends	Friends	ST	SLP
Transitioning				
Other:				
Other:				

Priority Needs	Specialists/ Individuals to connect to	Needs to Monitor	Specialists/Individuals to connect to
Social Skills (friendship)	ST (Support teacher)	Personal Safety	ST (Support teacher)
Intellectual Ability (Curricular Access)	ST (Support teacher), CT (Classroom Teacher)	Personal Care	ST (Support teacher), EA (Educational Assistant)
Communication (Expressive)	SLP (Speech & Language Pathologist)	Language	EL (English Language Teacher)
Literacy (Understanding)	ST (Support Teacher), DT (District helping teacher)		

Needs Based Support Plan – IEP

Needs Based Support Plans			
Universal Supports and Strategies		Individualized Supports & Strategies	
Needs	Supports and/or Strategies	Needs	Supports and/or Strategies
Supplementary Support Plans			
Plan	Adult(s) responsible	Valid until:	

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



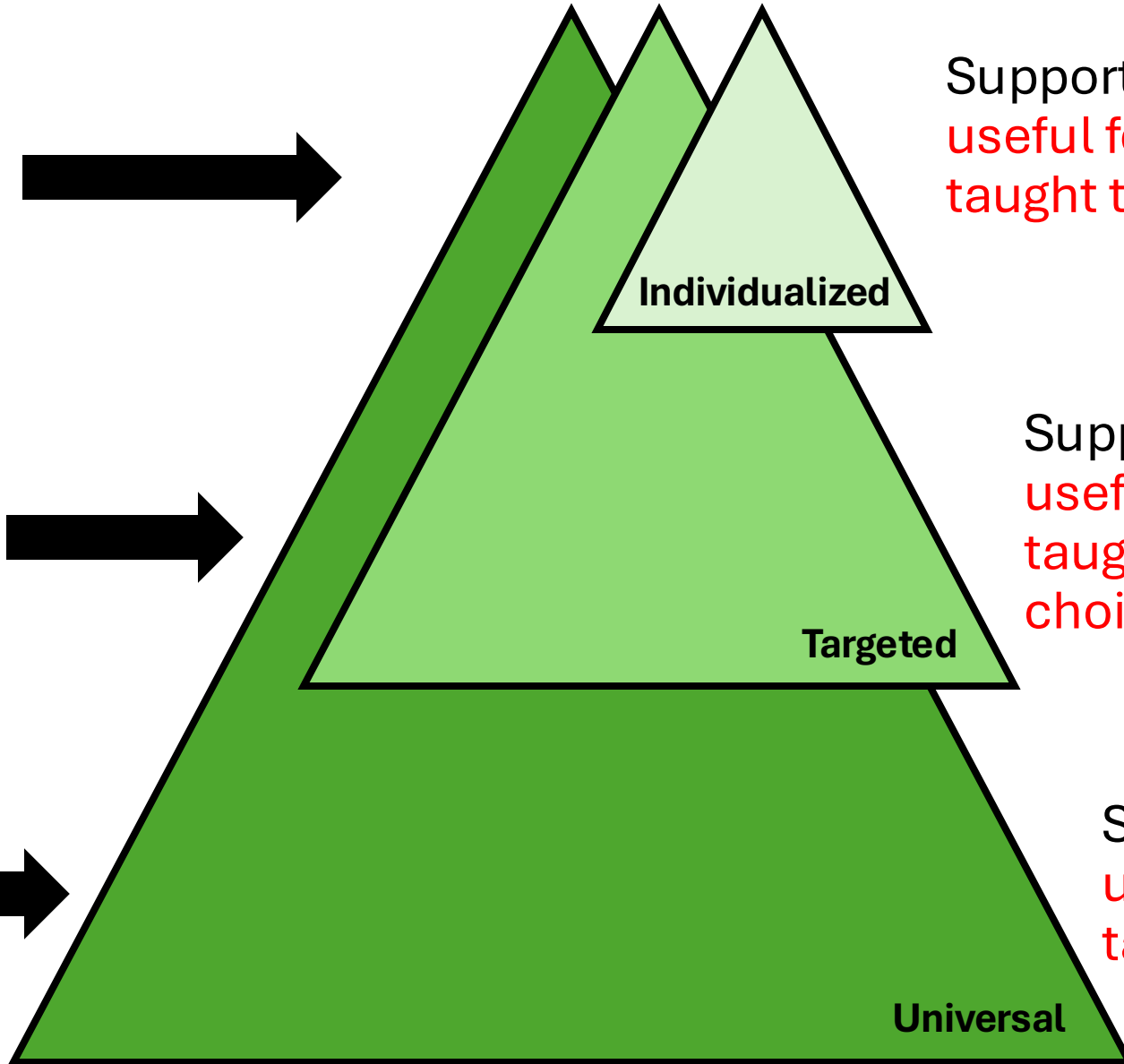
Supports & Strategies are
useful for SOME
taught to **ALL**
choice for **ALL**



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



Supports & Strategies are
useful for ALL
taught to **ALL**



Needs Based Support Plan - IEP

ICBIEP Supports and Plans			
Universal Classroom Supports and Strategies		Essential Individualized Supports & Strategies	
Need	Supports and/or Strategies	Need	Supports and/or Strategies
Social Skills (friendship)	Teach peers to interact and communicate with G, strategic groupings	Social Skills (friendship)	Preloaded picture communication symbols (PCS) of his interests for G to communicate with peers about
Intellectual Ability (curricular access)	Curricular access point, connect to personal interests & experiences	Intellectual Ability (curricular access)	Replacement IEP goals (derived from grade level learning standards)
Communication (expressive)	Visual options, teach peers to interact and communicate with G	Communication (expressive)	Communication book with visuals specific to classes that G can choose from
Literacy (Understanding)	Include visuals (text, schedule, lessons), varied text levels, paired peer reading opportunities, pre teach vocabulary, choice of text, text and activities connect to personal interests & experiences	Literacy (Understanding)	Personalized (PCS), text at G's literacy level, structured literacy (in support block) for decoding support
Supplementary Plans			
Plan	Adult(s) Responsible		Valid Until
Literacy Plan	Lynn (ST)		Dec. 2024

Needs Based Support Plan – IEP

ICBIEP Supports and Plans			
Universal Classroom Supports and Strategies		Essential Individualized Supports & Strategies	
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Supplementary Plans			
Plan		Adult(s) Responsible	Valid Until
Literacy Plan		Lynn (ST)	Dec. 2024



Teaching Strategies & Resources



Key Practices



Glossary

FAQs



Student Needs

Aggression Management
 Anger/Frustration Management
 Anxiety Management
 Articulation Skills
 Attendance Strategies
 Attention Skills
 Assistive Technology Skills
 Blind/Vision Impaired
 Bullying Management Skills
 Central Auditory Processing
 Deafness
 Depression/Sadness Management
 Disengagement/Motivation Strategies
 Eating Disorder Strategies
 Emotional Regulation
 English Language Skills
 Executive Function
 Fine Motor Skills
 Gambling Disorder
 Grief Management
 Gross Motor Skills
 Hearing
 Intellectual Ability – High
 Intellectual Ability – Low
 Listening Comprehension Skills
 Low Vision

IPRC Exceptionalities

Autism Spectrum Disorder (ASD)
 Behaviour
 Blind and Low Vision
 Deaf and Hard of Hearing
 Developmental Disability (DD)
 Giftedness
 Language Impairment
 Learning Disabilities (LD)
 Mild Intellectual Disabilities
 Multiple Exceptionalities
 Physical Disability
 Speech Impairment

Diagnosed Conditions

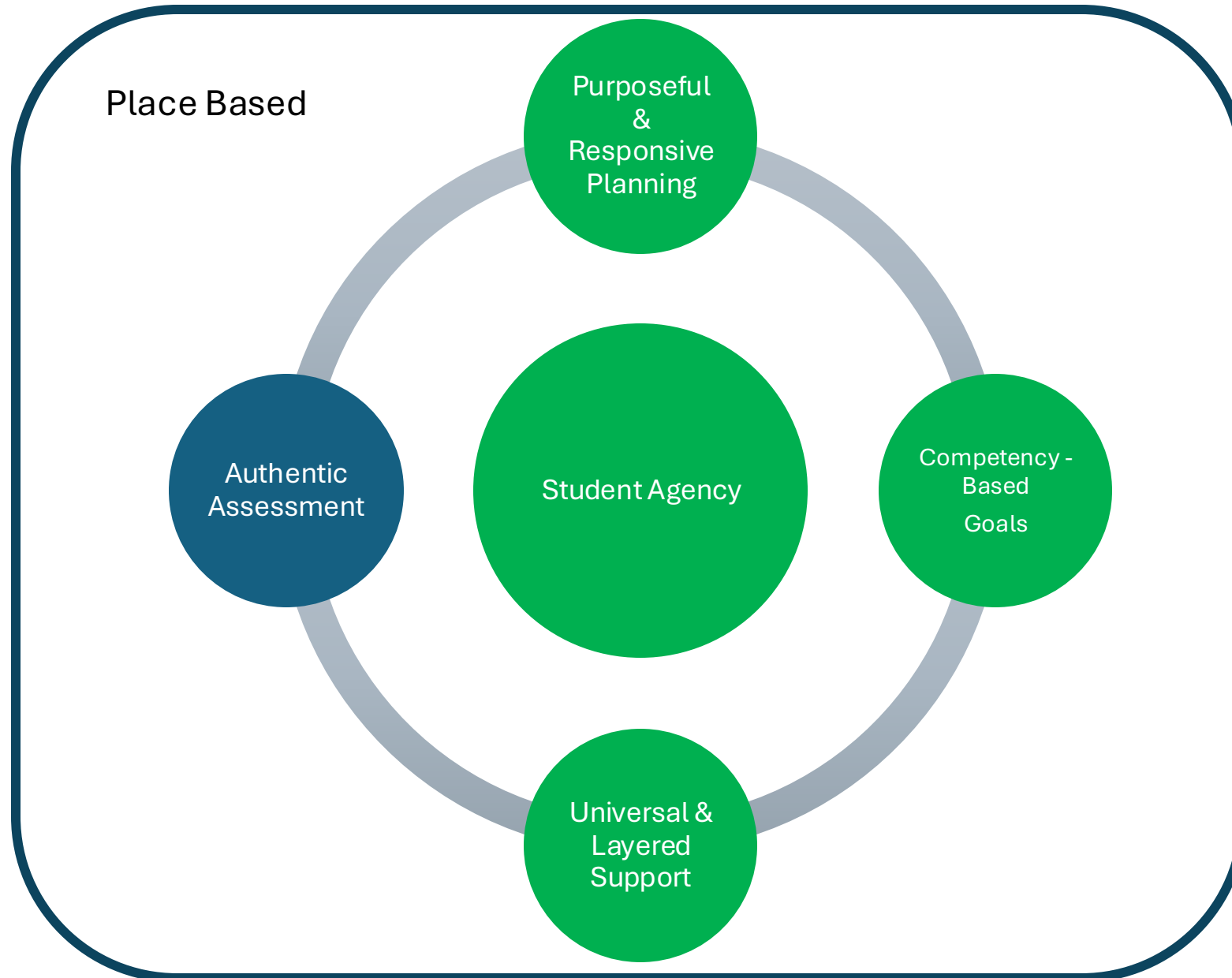


Acquired Brain Injury
 Alcohol-Related Neuro-developmental Disorder (ARND)
 Angelman Syndrome
 Anxiety Disorders
 Attention Deficit Hyperactivity Disorder (ADHD)
 Auditory Processing Disorder (Central)
 Autism Spectrum Disorder (ASD)
 Bipolar Disorder
 Blind/Vision Impaired
 Brain Injury
 Cerebral Palsy (CP)
 Conduct Disorder (CD)
 Concussions
 Cystic Fibrosis (CF)
 Deafness
 Depression Disorders
 Down Syndrome
 Eating Disorders
 Epilepsy
 Fetal Alcohol Syndrome/Fetal Alcohol Effects (FAS/FAE)
 Fragile X Syndrome
 Gambling Disorder
 Intellectual Disabilities
 Klinefelter's Syndrome
 Learning Disabilities/Specific Learning Disorders
 Muscular Dystrophy (MD)

Auntie AI – Universalizing Supports

- “Can you please show me some universal examples of how to support a (age) student manage (need)?”
- “Can you please show me some universal examples of how to support a grade 6 student manage anxiety?”

Inclusive & Competency Based IEPs



Evolving IEP 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?

Evolving IEP Goals

Historical & Deficit Based Plans – Made FOR students

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



Competency Based Plans – Made WITH students

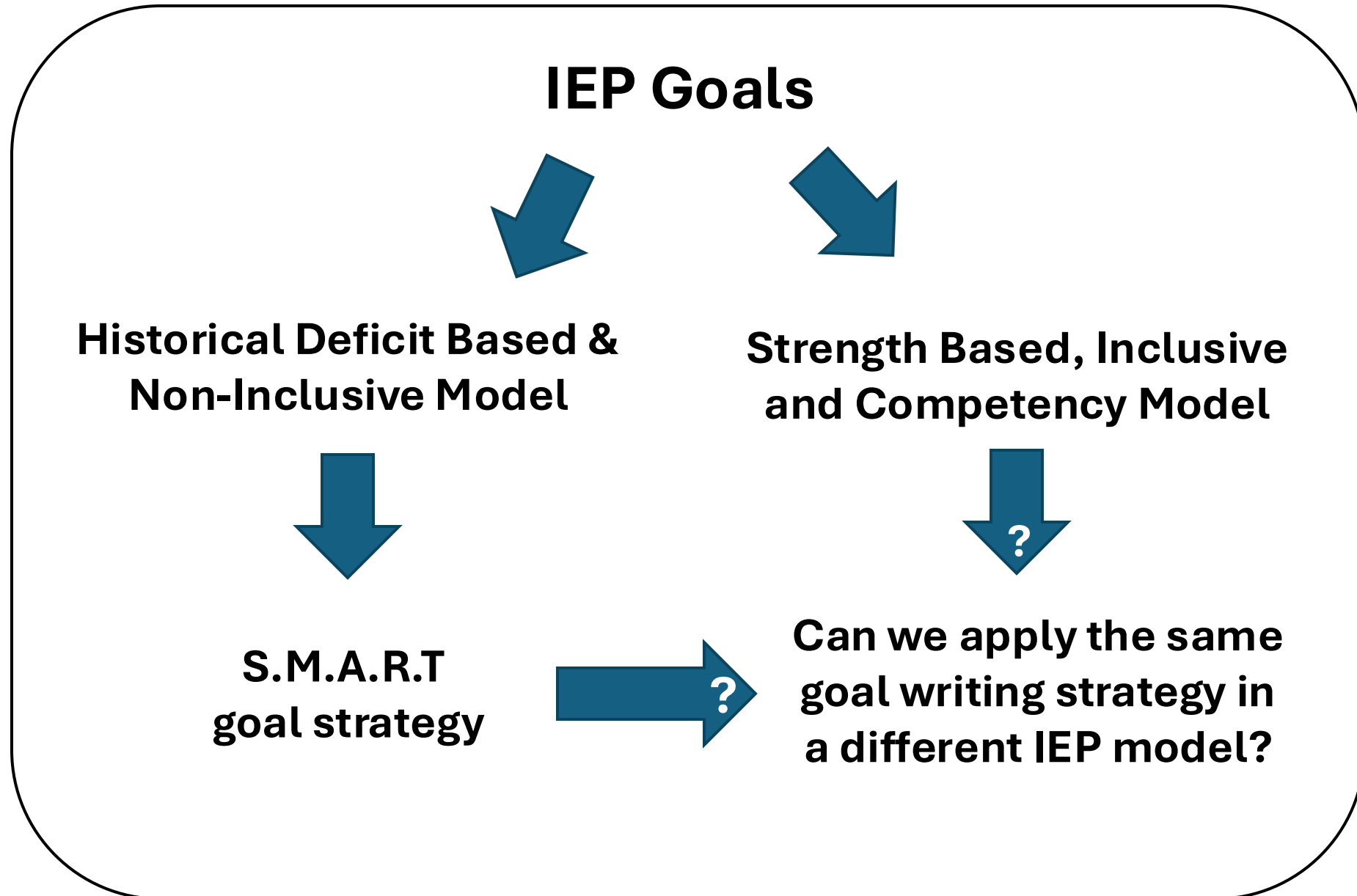
What do I know? What can I do?

What is my next step?



Strength Based Planning

Strength Based Planning



S.M.A.R.T. Goals

S - Specific

M - Measurable

A - Attainable

R - Realistic

T - Timely

Mason will utilize phonics skills in a multisensory [reading program](#) to decode 25 CVC words with digraphs with 85% accuracy in 8 out of 10 trials by June 2025.

Why do we need to evolve

S.M.A.R.T. Goals?

Why do we need to evolve S.M.A.R.T. Goals?

We need IEP goals to:

- presume competence & potential in ALL students
(Biklen & Burke, 2006; Connor & Valle, 2015; Jorgenson, McSheehan & Sonnenmeier, 2010) (Biklen & Burke, 2006; Jorgenson, McSheehan & Sonnenmeier, 2010)
- collect authentic evidence
(Biklen & Burke, 2006, Cooper, 2006, Cameron & Gregory, 2014)
- align to the same curriculum of peers
(Biklen & Burke, 2006; Connor & Valle, 2015; Jorgenson, McSheehan & Sonnenmeier, 2010; Courtade & Browder, 2011)
- include competencies (transferable skills)
(Biklen & Burke, 2006; Connor & Valle, 2015; Jorgenson, McSheehan & Sonnenmeier, 2010)

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)

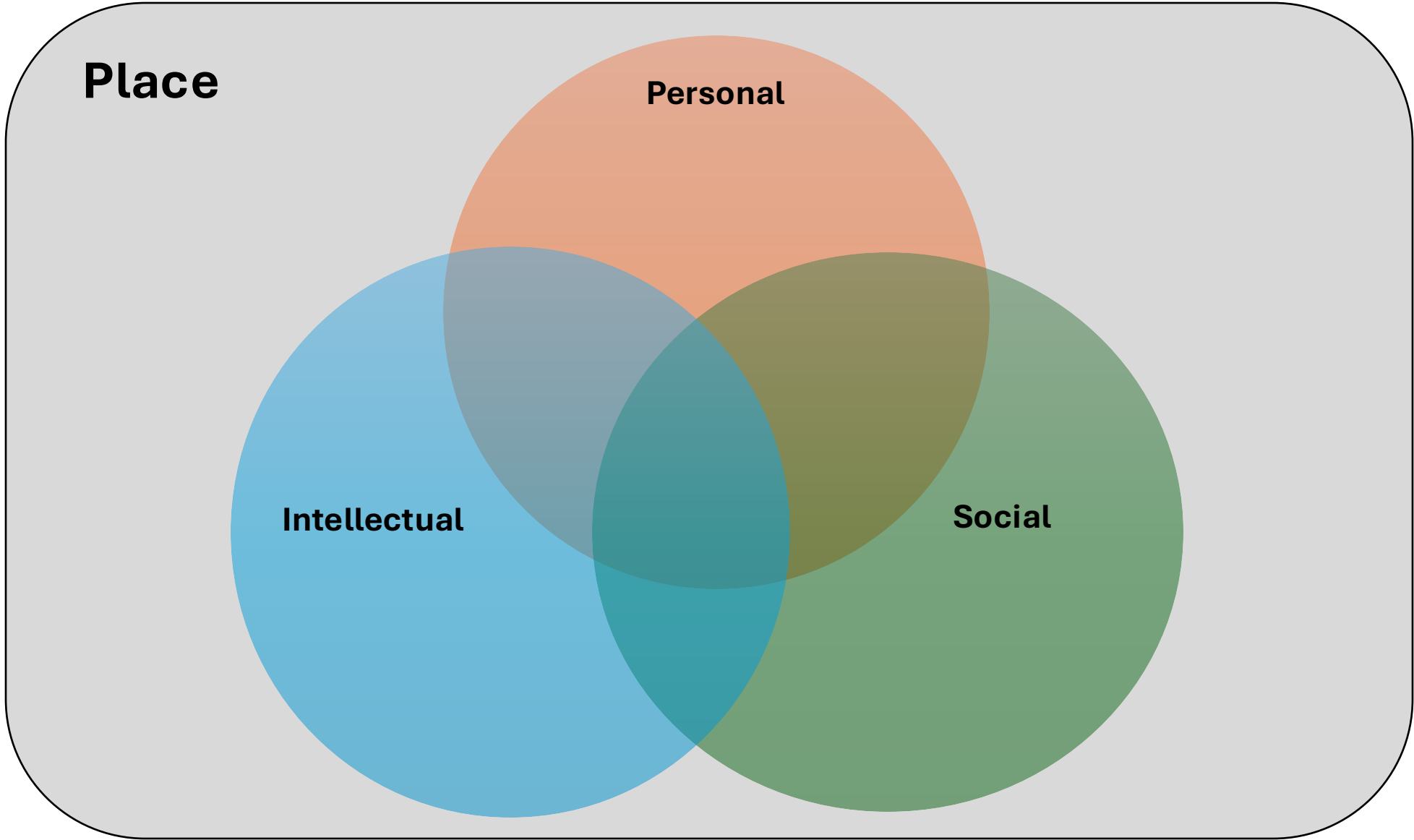
S - Strength Based Goals

- Focusing on what student's **could do** rather than what they **should do**
- “**I can...**” statements
- Building on **strengths** to **support stretches** - not trying to “fix” weaknesses
- **Open ended** so they can be met in **multiple** ways, and places

M - Meaningful Goals

Inclusive Purposes: To make sure that students are included and not just integrated

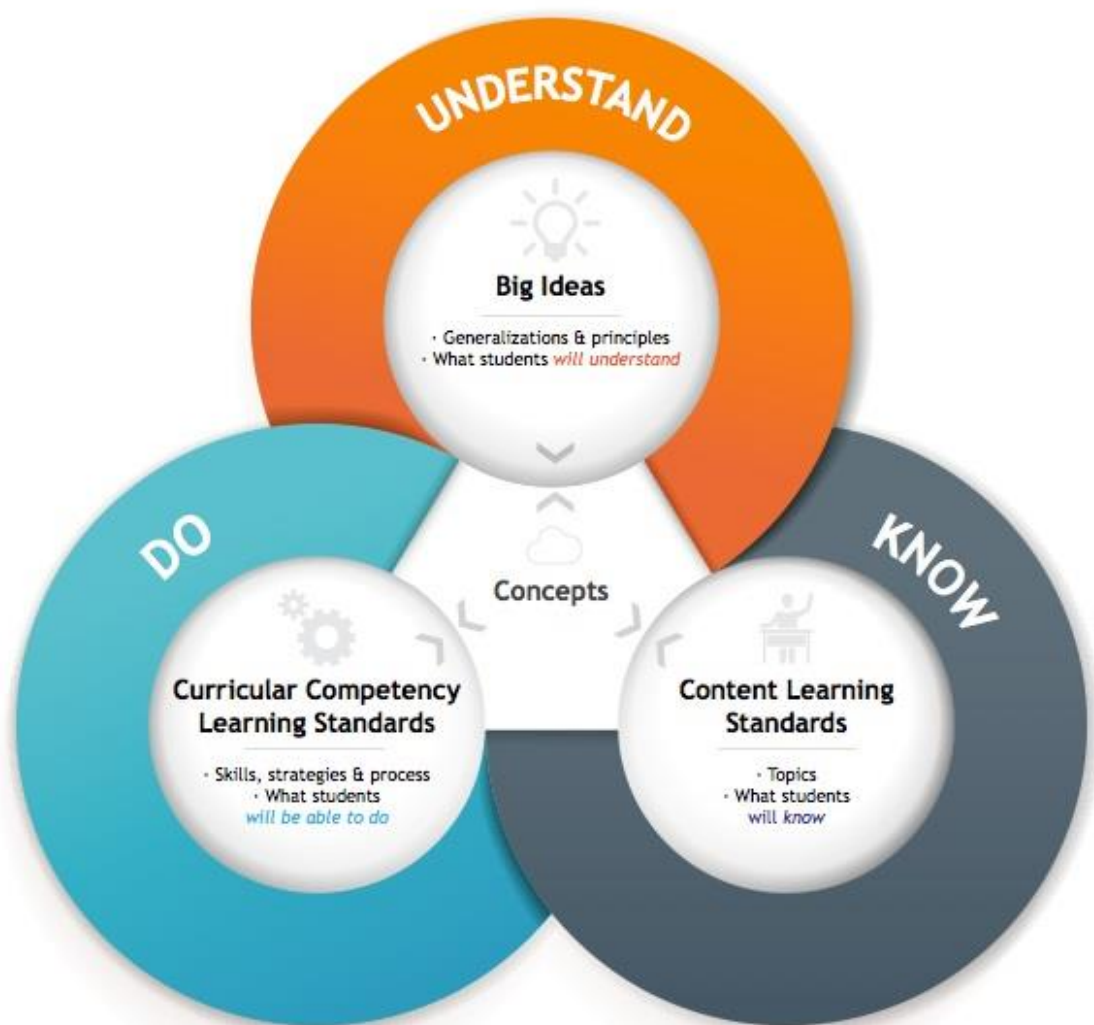
- **Personal Purpose**
 - Goals that support students to be included in the *physical community*
- **Social Purpose**
 - Goals that support students be included in the *social/emotional community*
- **Intellectual Purpose**
 - Goals that support students to be included in the *thinking & learning community*
- **Curricular Purpose**
 - Goals that support students to be included in the *curricular community*



A - Authentic Goals

Authentic I & CB IEP goals are goals that connect to, and are derived from a common curriculum as peers in an inclusive class & school

BC Curriculum



Core Competencies



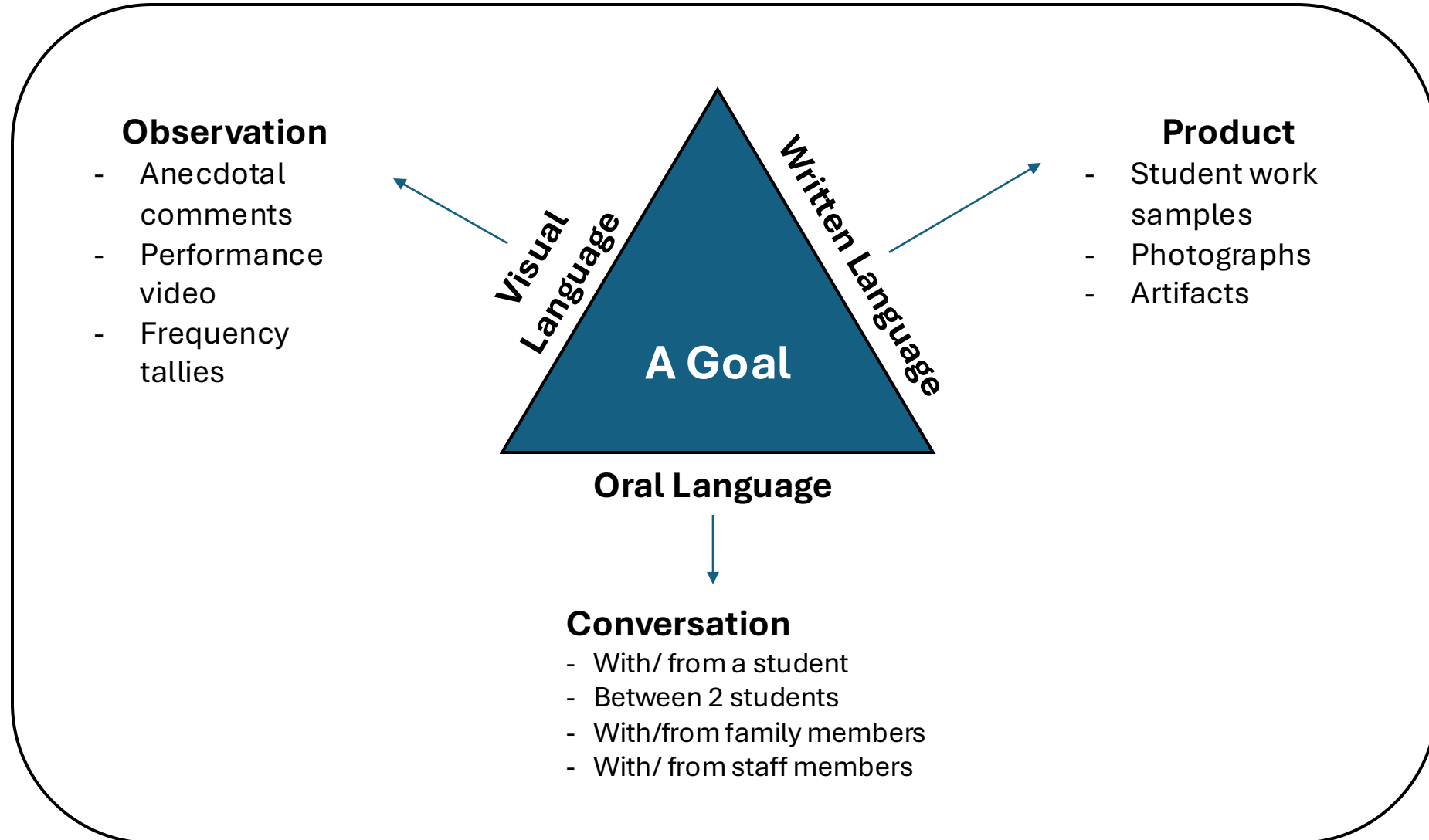
- | | |
|-----------|--|
| C | <p>Communicating</p> <ul style="list-style-type: none"> • Connecting and engaging with others • Focusing on intent and purpose • Acquiring and presenting information |
| C | <p>Collaborating</p> <ul style="list-style-type: none"> • Working collectively • Supporting group interactions • Determining common purposes |
| T | <p>Creative Thinking</p> <ul style="list-style-type: none"> • Creating and innovating • Generating and incubating • Evaluating and developing |
| T | <p>Critical & Reflective Thinking</p> <ul style="list-style-type: none"> • Analyzing and critiquing • Questioning and investigating • Designing and developing • Reflecting and assessing |
| PS | <p>Personal Awareness & Responsibility</p> <ul style="list-style-type: none"> • Self-advocating • Self-regulating • Well-being |
| PS | <p>Positive Personal & Cultural Identity</p> <ul style="list-style-type: none"> • Understanding relationships and cultural contexts • Recognizing personal values and choices • Identifying personal strengths and abilities |
| PS | <p>Social Awareness & Responsibility</p> <ul style="list-style-type: none"> • Building relationships • Contributing to community and caring for the environment • Resolving problems • Valuing diversity |

R - Responsive Goals

We are **responsive** to the values and priorities of **a student and their family** by:

- **Including student & family voice** through the entire IEP process
- Responding to their preference of **needs areas**
- Responding to their preference of **goal areas**

T - Triangulated Evidence



EPSE 317

July 23, 2025

Week 4: Inclusive & Competency-Based IEPs in Action

Inclusive Assessment