

# Shelley MOORE PH.D.



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



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[Dr. Shelley Moore](https://www.facebook.com/Dr.Shelley.Moore)

# Our time together: Day 1

830-1000 am: Opening & Keynote

1030-1100 am: Introductions/ Padlet Reflection

1100-1130 am: ICBIEP Session 1A

1130-1145 am: Break

1145-1215 am: ICBIEP Session 1B

1215-1230 am: Padlet Reflection

1230-130 pm: Lunch

130-245 pm: ICBIEP Session 1C

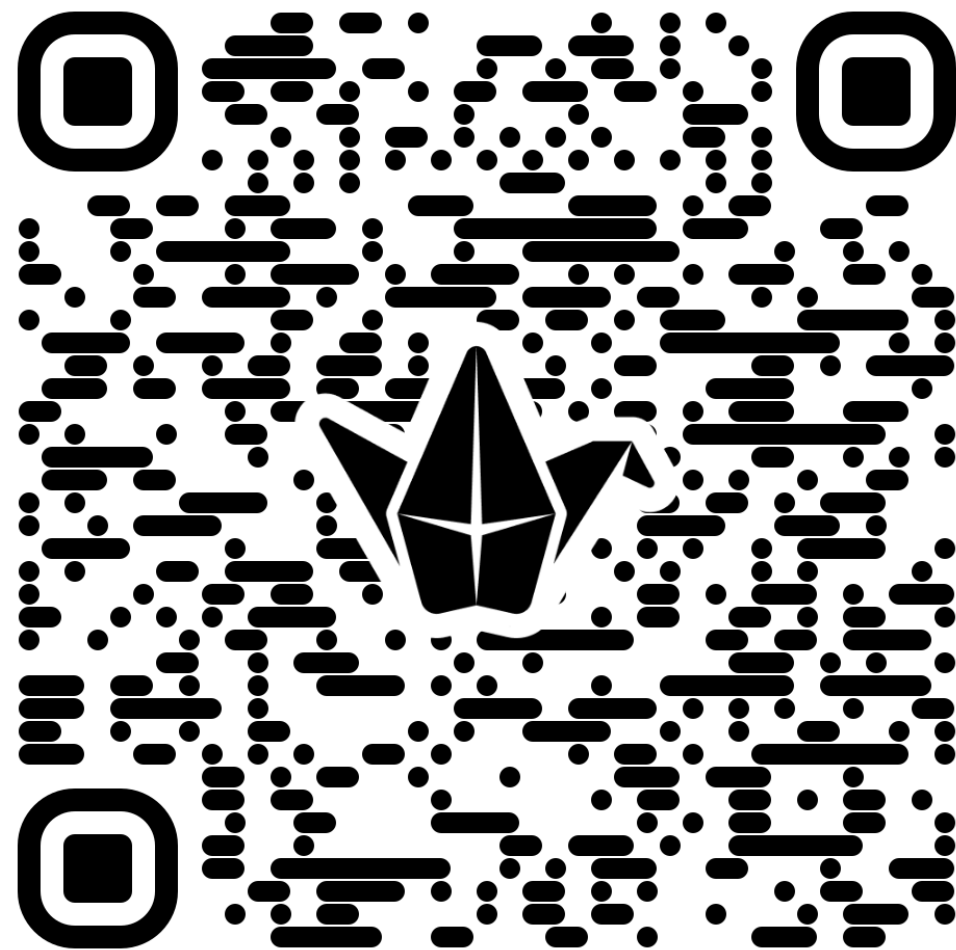
245-300 pm: Break

300-330 pm: Asynchronous Activity

330-400 pm: Sharing & Padlet Reflection

## Padlet Reflection: Q1

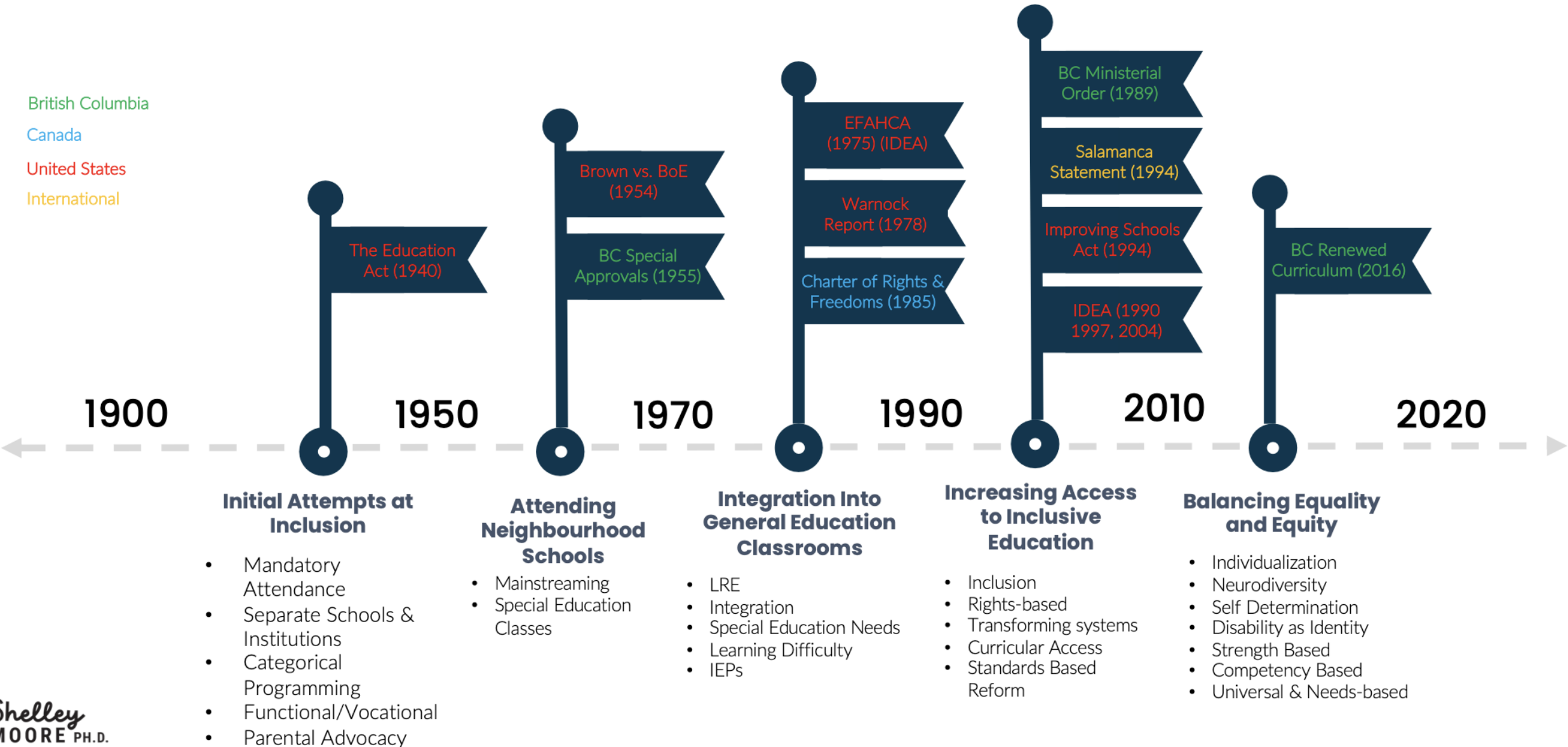
What are you hoping to take away from this series?



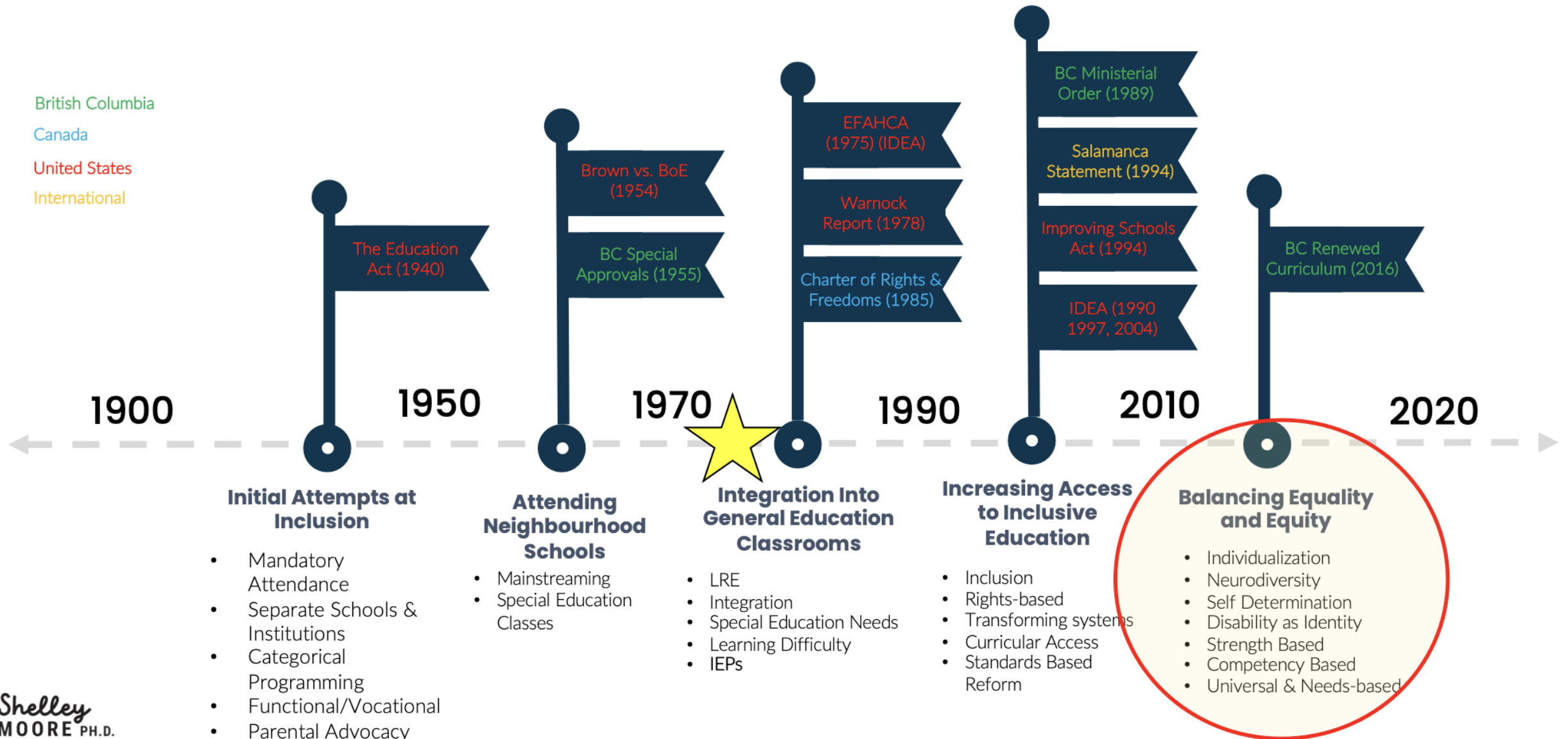


# ICBIEP Session 1A: Why the IEP Needs to Evolve

# History & Evolution of Inclusion for Students Intellectual Disabilities



# History & Evolution of Inclusion for Students Intellectual Disabilities



# What are we advocating for today?

- **Neurodiversity:** all brains work differently; there is no one way or right way to think and learn
- **Individualization:** all students are valued and responded to; they are not forced to conform to a status quo or dominant group
- **Self Determination:** all students need to have agency in their educational journey
- **Disability as Identity:** Disability is an identity (not a problem) that we need to appreciate and celebrate like any identity, and we NEED disability in all of our communities
- **Strength & Competency-Based Learning:** all students can learn and grow, looking at what students could do instead of what they should do
- **Universal and Needs Based:** all students need tools to manage their needs (not fix their deficits) & what works for one, works for many

# What do families and educators say?

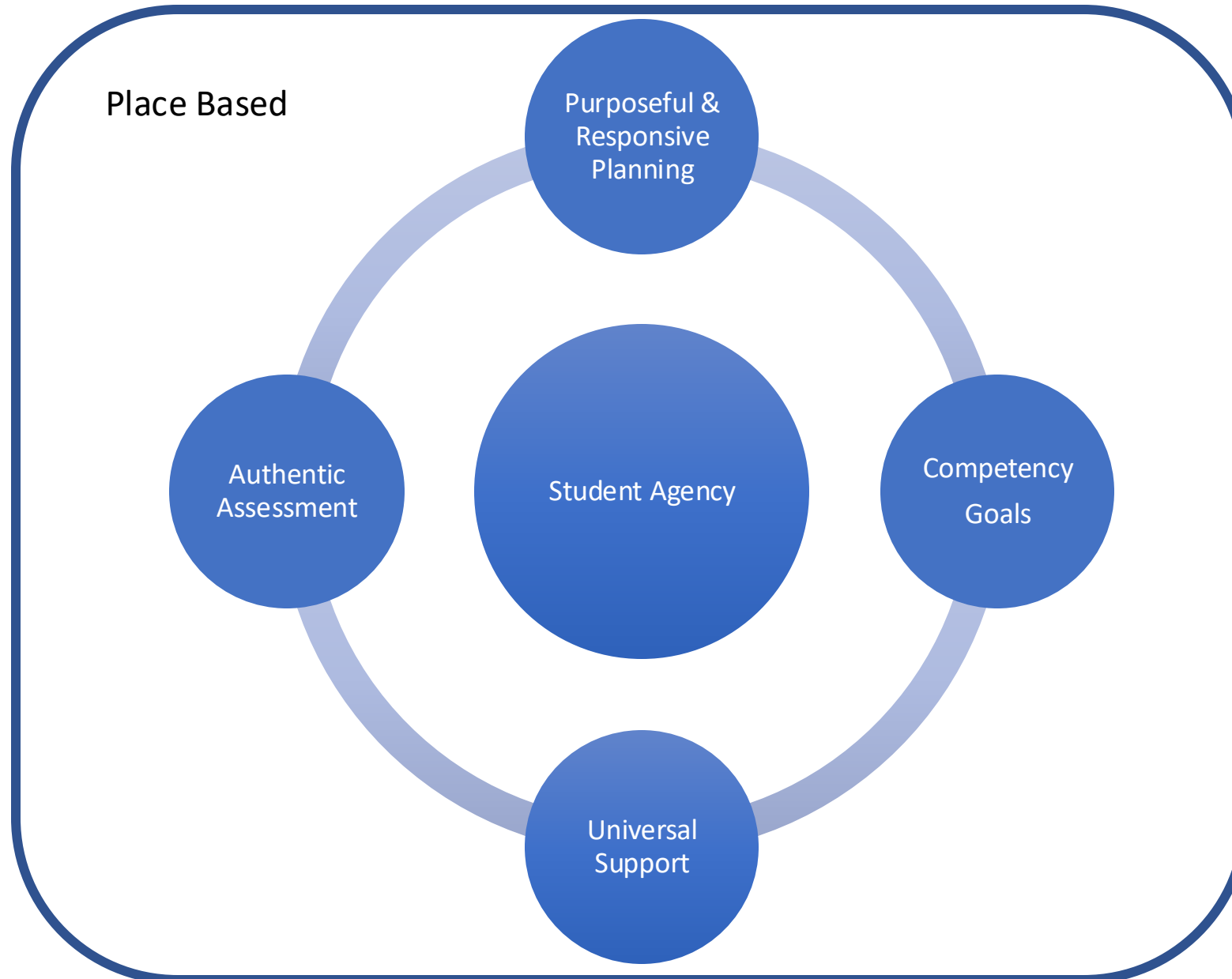
- Center the **voice** of the **students, families & caregivers**
- Align goals to **a common curriculum** as peers
- Shift to **focus of goals** from *should* to *could*
- Include **curricular & learning goals** – not just behavioural or functional
- Designed for individual needs, not deficits
- Be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



15 min Break

Any questions so far!

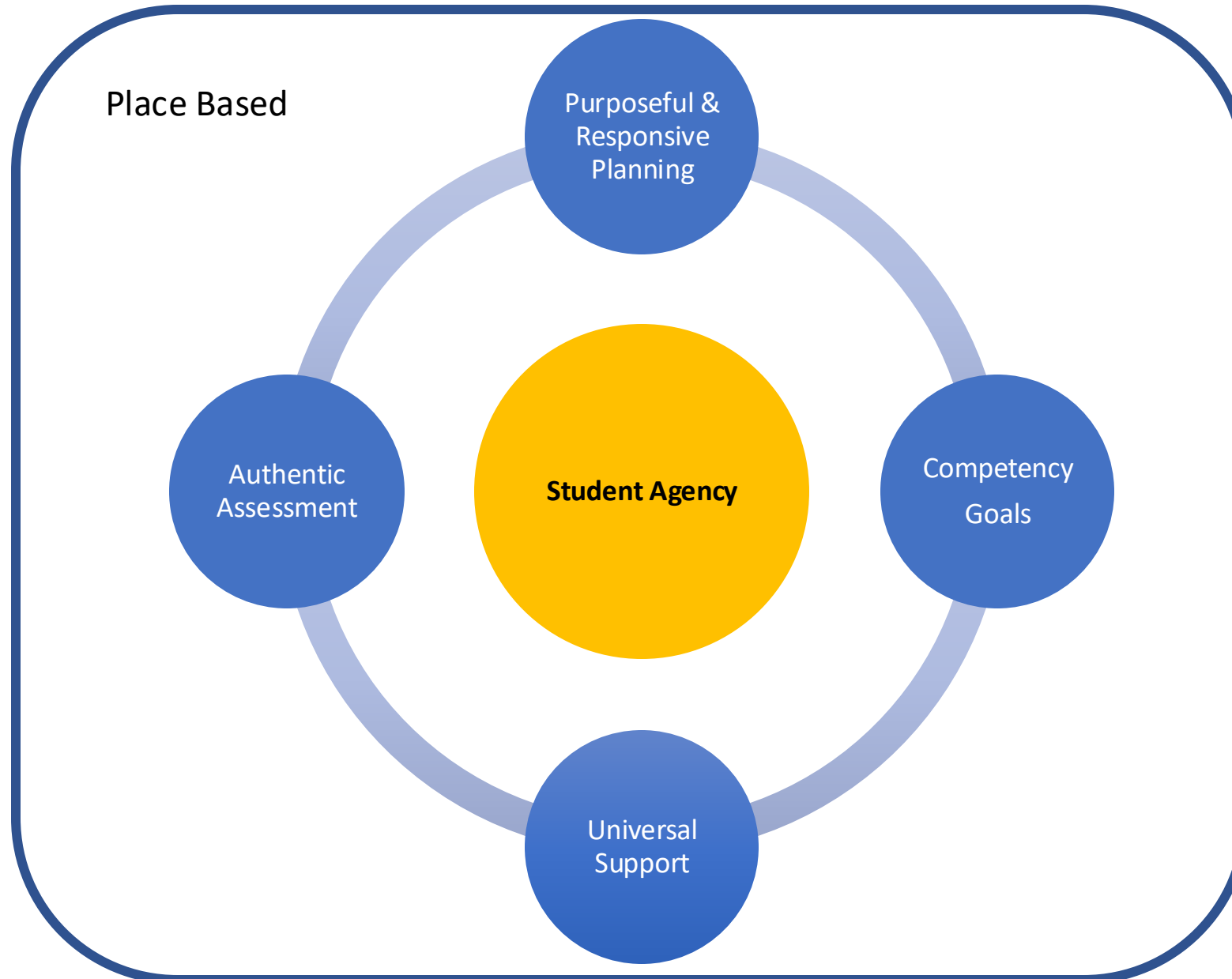
# Inclusive & Competency Based IEPS





# ICBIEP Session 1B: Centering Student Agency

# Inclusive & Competency Based IEPS



All students are capable to be agents in their educational journey

Changing our mindset about disability will change how we respond and make decisions about educational and community programming.

Access to inclusive community programs, promotes learning, inclusion, achievement and quality of life after schooling, for both children with and without disabilities.

# All students are capable to be agents in their educational journey

Changing our mindset about disability will change how we respond and make decisions about educational and community programming.

Access to inclusive community programs, promotes learning, inclusion, achievement and quality of life after schooling, for both children with and without disabilities.

THE LEAST DANGEROUS ASSUMPTION

**All students are capable to be agents in their educational journey**

Even if **we are wrong** about a child's **capability** to have access inclusive community programs with their peers, **the consequences** of that presumption **being wrong** are **not as dangerous** as the **alternative**.

Cheryl Jorgenson

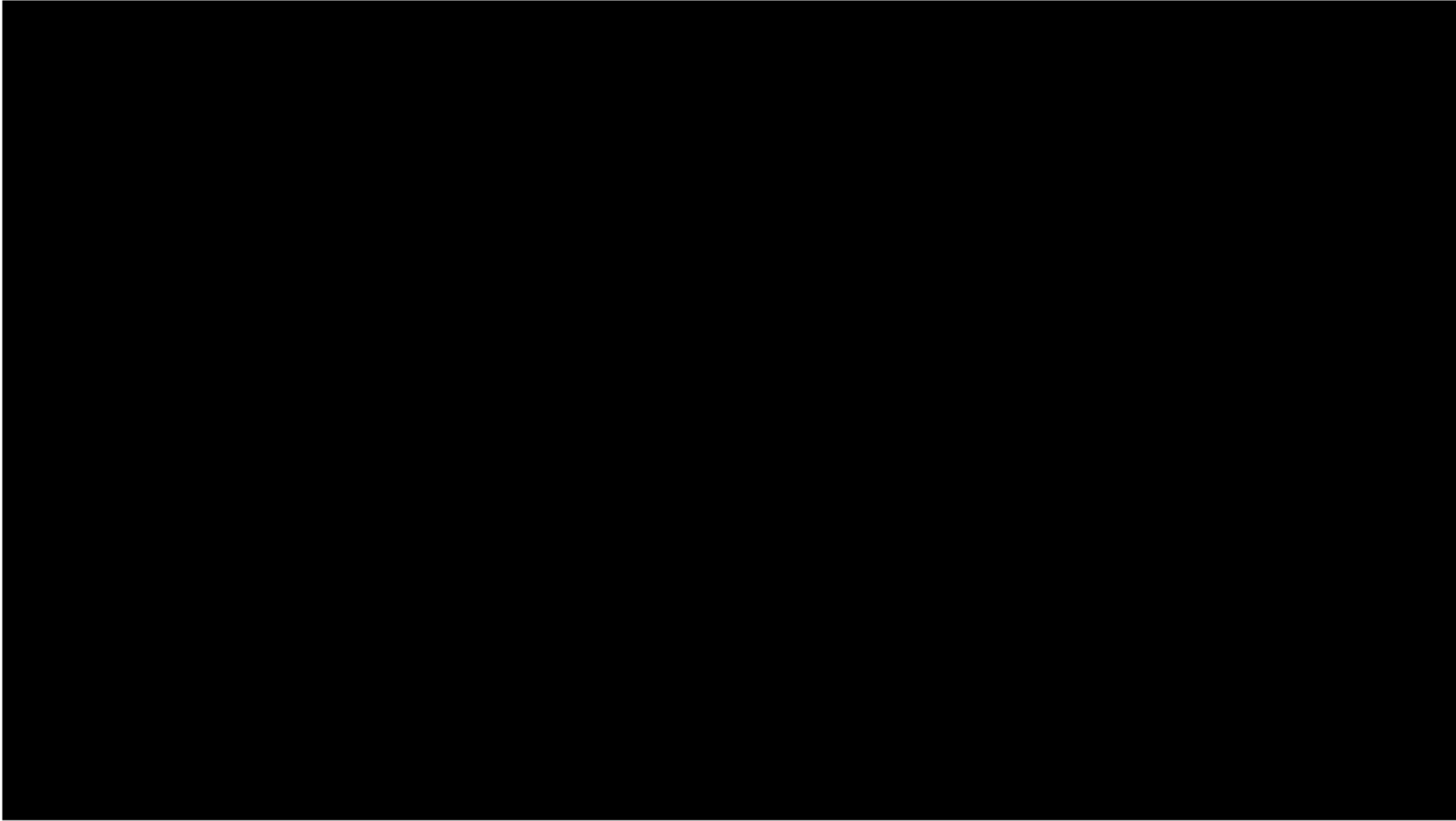




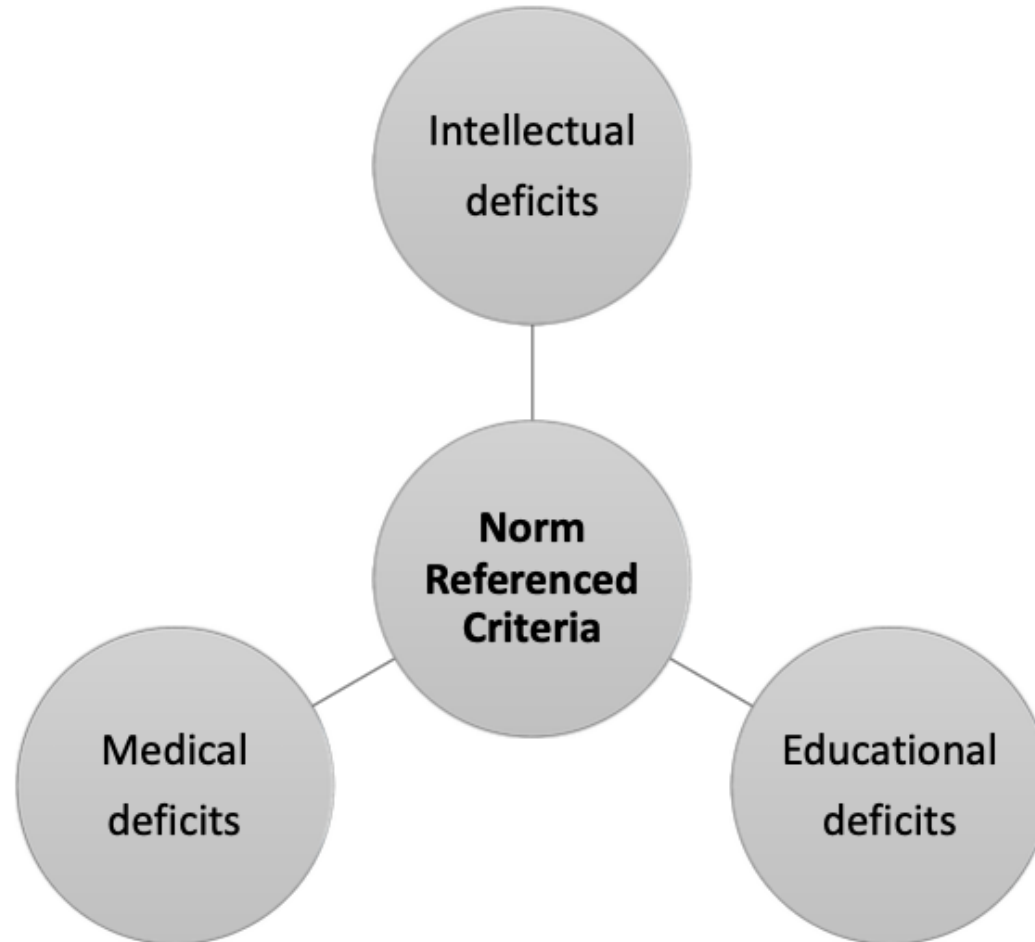
All students are capable to be agents in their educational journey

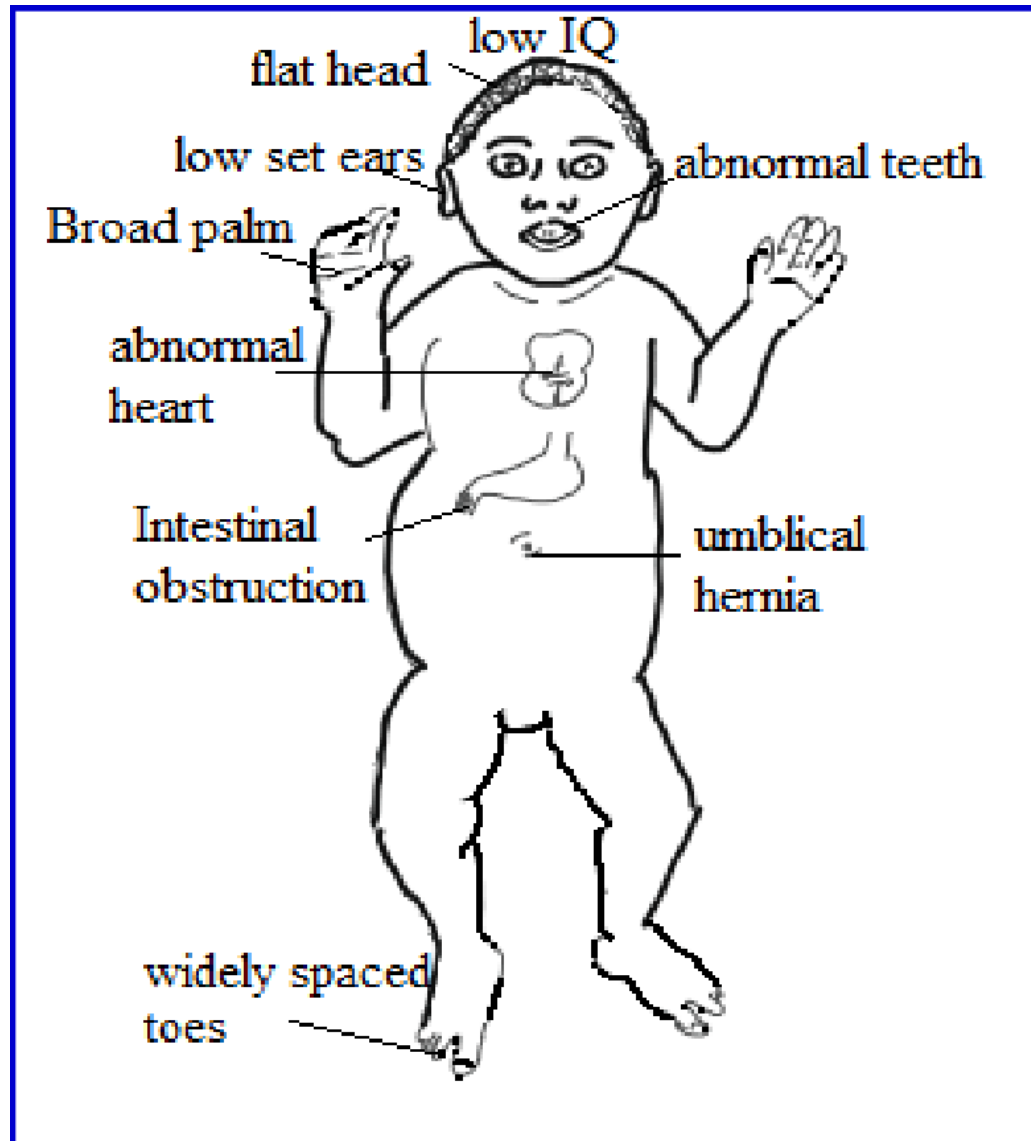
What is a strength-based perspective?

# What is a **strength-based perspective**?



# Why are students not often viewed through a **strength-based perspective**?

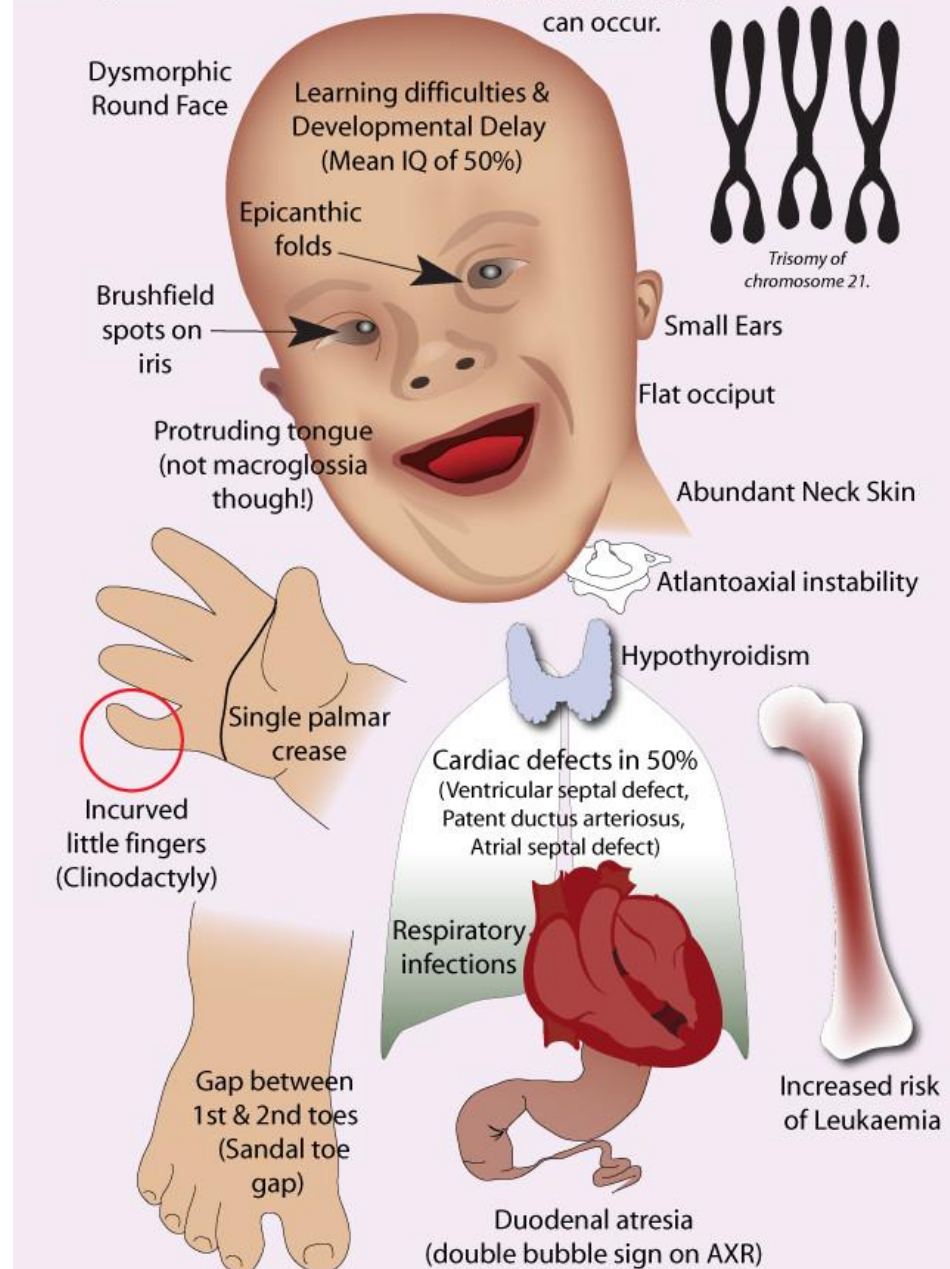




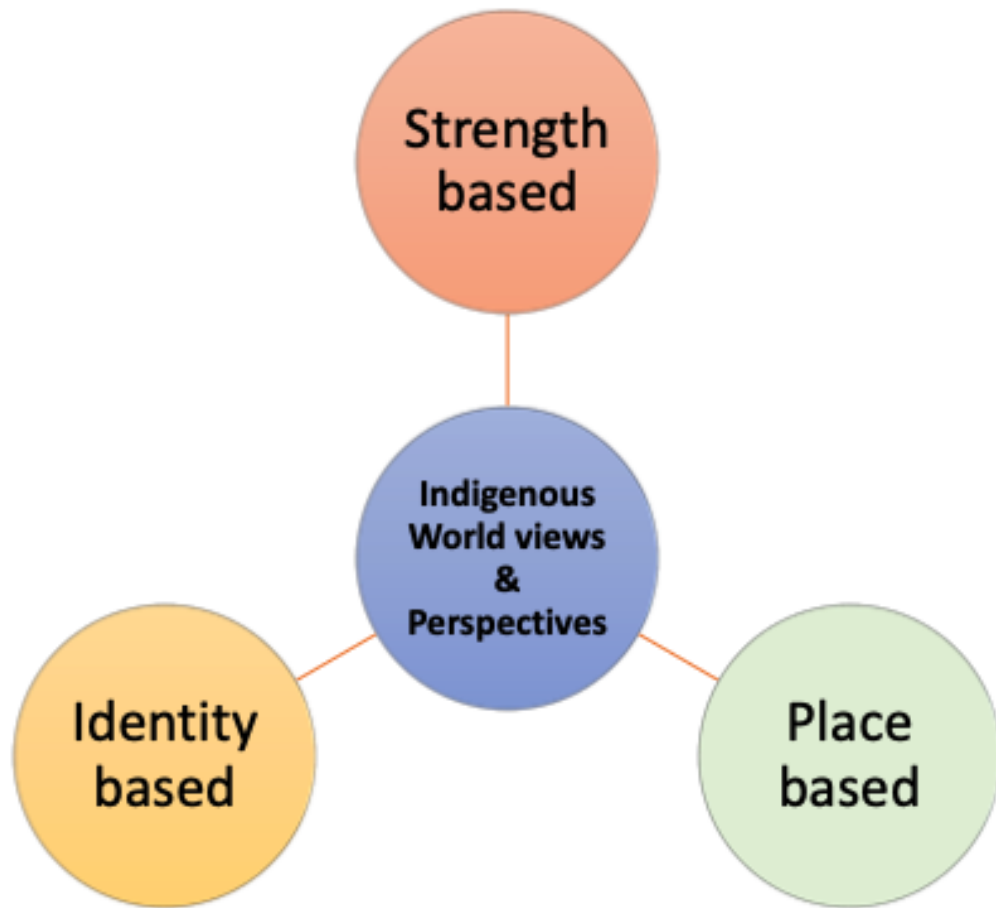
## Down's Syndrome

Trisomy of chromosome 21.

Alzheimer's disease  
can occur.



Have all education systems viewed students this way?

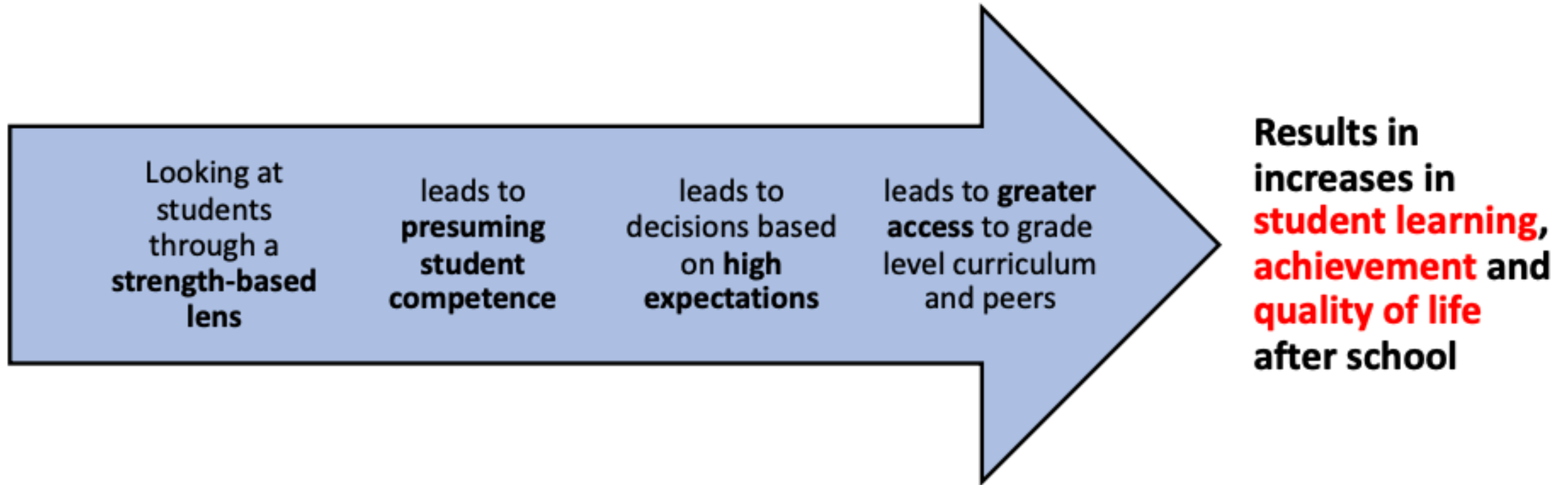


**NO**

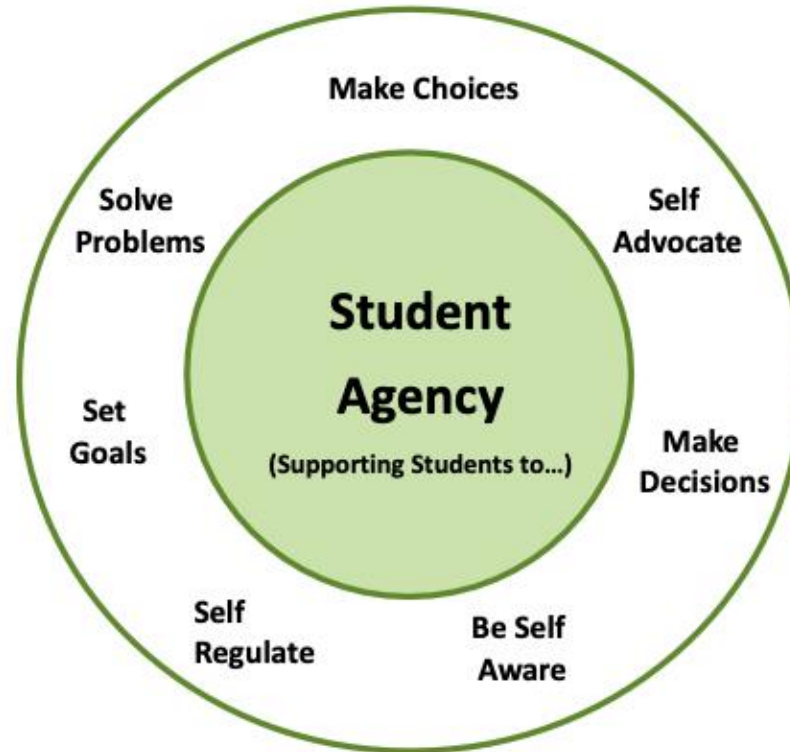
**Inclusive** ideas and practices are attempts to realign to a view that situates all students as having **strengths**, a strong **identity** and **value in a community**

Inclusion is not "new"

# Why a **strength-based perspective**?



## Place



## 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

<b>My Strengths</b>  (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...
<b>My Stretches</b>  (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...



“When a flower doesn’t  
bloom, you **fix the**  
**environment** in which it grows,  
not the flower.”

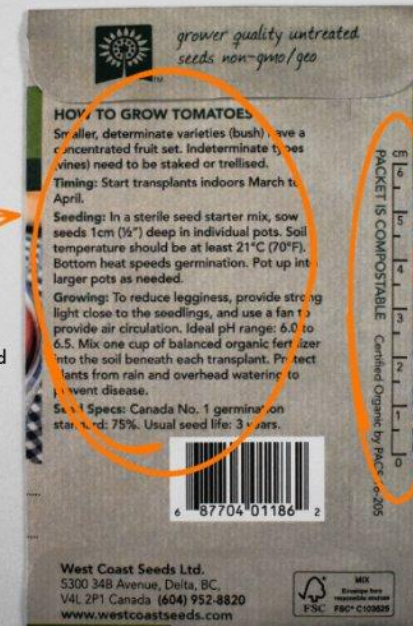
–Alexander den Heijer

# The SEED PACKET



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 for, 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.

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

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, being 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/  
Community  
Voice

# 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
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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?	<p>What words would you use to describe Juni?</p> <p>What groups is Juni connected to in their community?</p>	<p>What is Juni interested in?</p> <p>What do they like to do on their own? With their friends? Family? Community?</p>	<p>What is Juni good at?</p> <p>What can they teach others?</p>	<p>What is hard for Juni?</p> <p>What do you think Juni wants to get better at?</p>	<p>What does Juni need support with?</p> <p>What is important for people to know about Juni?</p>
<b>Person 1: Rita Grandmother</b>	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
<b>Person 2: Frank Dad</b>	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
<b>Person 3: Kiran Family Friend</b>	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!
<b>Person 4:Matty Cousin</b>	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



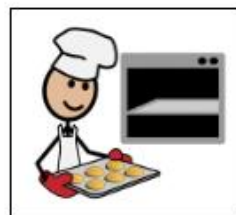
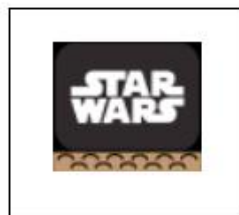
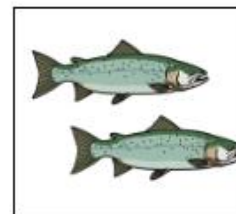
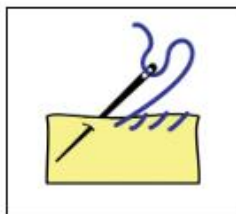
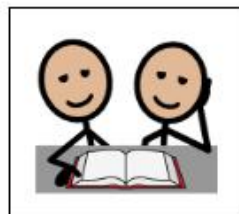
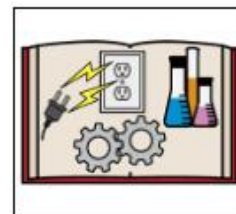
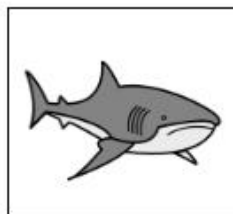
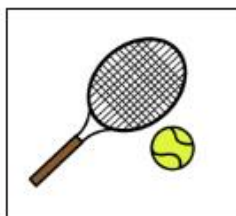
## Help us get to know Juni?

Date: Dec 2022

	Identities	Interests	Strengths	Stretches	Needs
Who are you and how do you know Juni?	<p>What words would you use to describe Juni?</p> <p>What groups is Juni connected to in their community?</p>	<p>What is Juni interested in?</p> <p>What do they like to do on their own? With their friends? Family? Community?</p>	<p>What is Juni good at?</p> <p>What can they teach others?</p>	<p>What is hard for Juni?</p> <p>What do you think Juni wants to get better at?</p>	<p>What does Juni need support with?</p> <p>What is important for people to know about Juni?</p>
<b>Person 1: Mr. Lopez</b> <b>Classroom Teacher</b>	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
<b>Person 2: Benny</b> <b>Educational Assistant</b>	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
<b>Person 3: Ms. Turner</b> <b>SLP</b>	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
<b>Person 4: Jesse</b> <b>Classmate</b>	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?



Growth Year: 2022

Name: Juniper

Grade: 2

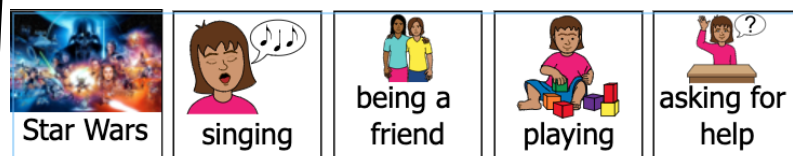
Identities: I am...



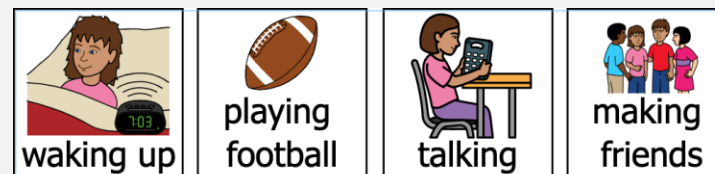
Interests: I really like and/or what to learn more about:



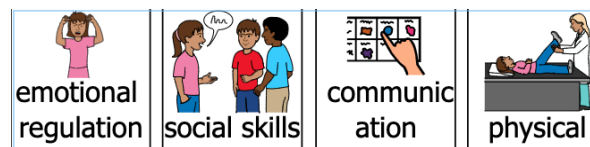
Strengths: I am really good at and/or could teach others:



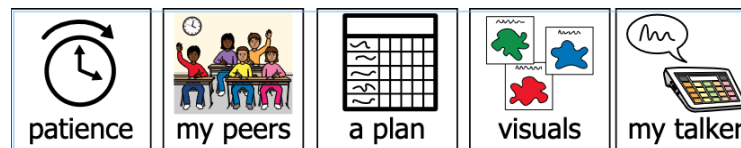
Goals: I want to grow in these areas:



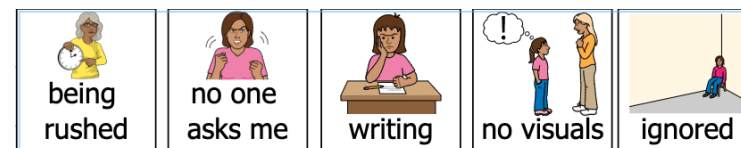
Needs: I need this support to grow:



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

# ICBIEP Cover Page

Name: Shelley Moore

Age: 44



**I am...**

- Danish, learning to speak Danish
- Queer, She/Her pronouns
- Bowen Islander, Albertan, Settler
- Teacher, Researcher
- Mom, Wife, Sister, Daughter, Friend

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

- Gardening, BBQ-ing, travelling, camping, carpentry
- Universal Design for Learning, disability justice, Inclusive practices, curriculum design
- How to parent a 2 year old, potty training
- Watching movies, naps, eating anything my wife cooks
- The Edmonton Oilers, going to MLB baseball games, playoff spots, the Olympics

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

- Storytelling, making complex ideas accessible
- The pros and cons to owning an Irish Terrier
- Renovations and design
- Deep cleaning and organising
- Travel itineraries
- Being impulsive and adventurous
- Understanding the rules to boardgames and sports
- Social media & technology

**I want to grow in these areas:**

1. Increase my physical activity
2. Balance my work and family life
3. BBQ the perfect steak

**I need support in these areas to grow:**

- Anxiety & depression
- Managing frustration and anger
- Memory
- Communicating through writing

**I need this in my garden to grow:**

- Purpose, time to be creative, rest, medication, routine
- Positive encouragement
- Collaborative problem solving
- Representation
- Connection, relationship, community
- Windows of time, name tags, technology

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

- The pace of change
- Attitudes towards Queer and Disabled identities
- Misunderstandings about inclusion
- Political tensions, white supremacy & the patriarchy
- Assessment models
- Standardized curriculum

Thank You For helping me GROW



Student Name, Year

School District	Inclusive and Competency Based Individual Education Plan
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Student Details				
Student Photo	Student Name		Primary Designation	
	Grade		Additional Designation	
	Student Number		IEP Review Date	
	Date of Birth		Case Manager	
	Student Support Team		Role	
Parent/Guardian Consultation Date				

My Personal Profile	Link to Evidence:	Thoughts from my family & team
My Identities		
My Interests		
My Needs		

My Learning Profile	Link to Evidence:		
	Personal	Social	Learning/ Intellectual
My Strengths			
	*Thoughts from my team	*Thoughts from my team	*Thoughts from my team
My Stretches			
	*Thoughts from my team	*Thoughts from my team	*Thoughts from my team

Areas I want to focus on this year			
Competencies that can help choose goals	<ul style="list-style-type: none"><li>Personal Awareness &amp; Responsibility</li><li>Positive Personal &amp; Cultural</li></ul>	<ul style="list-style-type: none"><li>Communicating</li><li>Collaborating</li><li>Social Awareness &amp;</li></ul>	<ul style="list-style-type: none"><li>Creative Thinking</li><li>Critical Thinking &amp; Reflective Thinking</li></ul>

# ICBIEP Page 1





Student Name, Year

School District	Inclusive and Competency Based Individual Education Plan
-----------------	--


Student Details				
Student Photo	Student Name		Primary Designation	
	Grade		Additional Designation	
	Student Number		IEP Review Date	
	Date of Birth		Case Manager	
	Student Support Team		Role	
	Parent/Guardian Consultation Date			

My Personal Profile	Link to Evidence:	Thoughts from my family & team
My Identities		
My Interests		
My Needs		

My Learning Profile	Link to Evidence:		
	Personal	Social	Learning/ Intellectual
My Strengths	*Thoughts from my team	*Thoughts from my team	*Thoughts from my team
My Stretches	*Thoughts from my team	*Thoughts from my team	*Thoughts from my team

Areas I want to focus on this year	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Competencies that can help choose goals	<ul style="list-style-type: none"><li>Personal Awareness &amp; Responsibility</li><li>Positive Personal &amp; Cultural</li></ul>	<ul style="list-style-type: none"><li>Communicating</li><li>Collaborating</li><li>Social Awareness &amp;</li></ul>	<ul style="list-style-type: none"><li>Creative Thinking</li><li>Critical Thinking &amp; Reflective Thinking</li></ul>

School District	Inclusive Education Plan
-----------------	--------------------------

Student Details			
	Student Name	Shelley Moore	Primary Designation
	Age	44	Additional Designation(s)
	Student Number		IEP Review Date
	Date of Birth	July 23, 1979	Case Manager
			Myself!
Student Support Team		Role	
Jessica Moore (JM)		Wife	
Joan Moore (mom)		Mom	
Kate Campbell		Friend	
Leyton Schnellert (LS)		Friend/Colleague	
Ed Pimley (Ed)		Trainer	
Parent/Guardian Consultation Date			Aug 21, 2023

My Personal Profile	Thoughts from my team	
My Identities	Danish, Queer, She/her, Bowen Islander, Teacher, Wife, Sister, Daughter, Friend	Speaker, Educator, Advocate, Dog Mom (JM), Daughter, Tenacious, Ambitious, Beautiful, Generous, Change maker, Daughter, Wonderful (mom), Exuberant, Passionate, Impulsive, Loyal, Creative (LS)
My Interests	My family, inclusion, social justice, being outside, the ocean, sports, food, Irish Terriers	Adventures, wandering, travelling, playing, fun, Instagram (JM), my family, disability, anyone outside of the box, supporter, advocate (mom), sewing costumes (dinosaurs), travel, talking, designing and creativity, learning, challenging yourself and learning new things, being a mom, inclusion, sports – field hockey, sporting events, important cultural events, new shiny things, social issues/justice (LS)
My Needs	Medication, anxiety, depression, need purpose, sleep, frustration, understand the “why” or rationale	Rest, affirmation, intellectually stimulated, time with family (JM), balance, reassurance (mom), needs to be seen and recognized for what you offer, don’t dismiss ideas and contributions, affirmations, recognition, to feel respected and cared for, routine, something to help you wake up, organizational support, visuals, schedules, reminders, check lists, need possessions/concrete artifacts that represent who I am, collect things (LS)

My Learning Profile	Personal	Social	Intellectual/ Learning
My Strengths	Super focused on things that are interesting, entrepreneur, confident, speaking skills	Socially just, inclusive, close friends, storyteller	I keep learning, connecting learning to real life scenarios
Thoughts from my team	telling stories, routines, advocacy (JM), generous, reliable, loyal, positive, always looking for new ideas, perseverance (Mom), strong, good form lots of background knowledge (Ed), getting what I want, you see a goal and you achieve it (LS)	Bringing people together, caring (JM), very sociable, make people feel at ease, comfortable, easy to be around, friendly, like to support people with words, friendly, inspiring (mom), funny (Ed), storytelling, getting people to care, emotionally provoking, giving gifts, empathy, socially capable, engaging (LS)	Metaphors to help people understand complex ideas (JM), also know current and appropriate language to use and help others, open to learning more all the time, you do your research (mom), understanding big ideas/ metaphors, creating own task (LS)
My Stretches	Chores, remembering, getting going, physical health, procrastination, giving up, feel overwhelmed, shut down, avoidance, sensory management, managing anger/ frustration, triggered by injustice, poor design, lack of accessibility, blanket rules, power imbalances	One on one conversations, social anxiety, social exhaustion, avoidance, going to other peoples’ houses,	Memory, writing, linear thinking, focusing, finishing tasks, reading fiction
Thoughts from my team	walking up, focusing on things that aren’t interesting (JM), overwork, staying focused, hard to finish because too many things on the go, say yes too much (mom), think you can’t do it, but you can (Ed), executive functioning, organization, letting go, seeing ahead the impact of something you do or say, meeting a need sometimes trumps long term consequences (feels right in the moment), spend time on what we are good at but avoid the things that are more difficult, procrastination, task completion, thinking a met a goal before I meet it (LS)	Anxiety, small talk, parties (JM), emotional regulation when I feel attacked, dealing with rejection, dealing with people who are prejudice, blurting out thoughts, fighting on twitter, listening to and accepting constructive feedback, saying no, setting boundaries (LS)	Writing, getting distracted (JM), getting distracted/ sidetracked, time management taking on too much , too much going on in your head (mom), overthink (Ed), executive functioning, confidence – do well at what we are good at, avoid the things that are more difficult for us, refining tasks – editing, task interpretation, completing other peoples’ task (LS)

IEP Student Profile

Dr. Shelley Moore, 2023

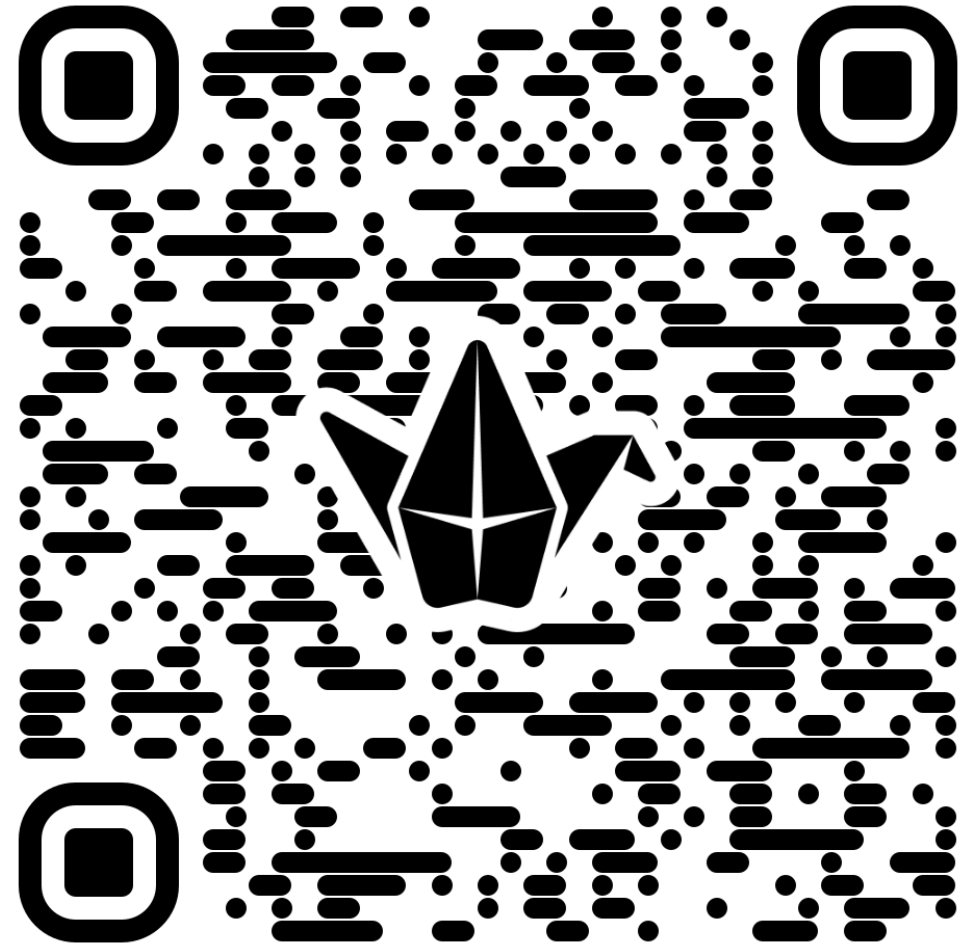
# Key IDEAs of the ICBIEP

- Disability is an identity, not an impairment
- Inclusive Education is an act of reconciliation and social justice, not a service
- Disability is an important word to understand and use, not avoid
- All individuals are capable of being a part of and making decisions about their life and educational journey, rather than decisions being made for them

# Padlet Reflection: Q2

What questions could we ask to guide our advocacy effort?

- As a parent
- As a teacher/leader/staff member
- As a student






# Asynchronous Activity: The Seed Packet

330-345 pm

## Asynchronous Activity: The Seed Packet

Growth Year: 2023

Name: Shelley Moore		Age: 44	
		<b>I am...</b> <ul style="list-style-type: none"><li>• Danish, learning to speak Danish</li><li>• Queer, She/Her pronouns</li><li>• Bowen Islander, Albertan, Settler</li><li>• Teacher, Researcher</li><li>• Mom, Wife, Sister, Daughter, Friend</li></ul>	
<b>I really like and/or what to learn more about:</b> <ul style="list-style-type: none"><li>• Gardening, BBQ-ing, travelling, camping, carpentry</li><li>• Universal Design for Learning, disability justice, Inclusive practices, curriculum design</li><li>• How to parent a 2 year old, potty training</li><li>• Watching movies, naps, eating anything my wife cooks</li><li>• The Edmonton Oilers, going to MLB baseball games, playoff spots, the Olympics</li></ul>			
<b>I am really good at and/or could teach others:</b> <ul style="list-style-type: none"><li>• Storytelling, making complex ideas accessible</li><li>• The pros and cons to owning an Irish Terrier</li><li>• Renovations and design</li><li>• Deep cleaning and organising</li><li>• Travel itineraries</li><li>• Being impulsive and adventurous</li><li>• Understanding the rules to boardgames and sports</li><li>• Social media &amp; technology</li></ul>			
		<b>I want to grow in these areas:</b> <ol style="list-style-type: none"><li>1. Increase my physical activity</li><li>2. Balance my work and family life</li><li>3. BBQ the perfect steak</li></ol>	
		<b>I need support in these areas to grow:</b> <ul style="list-style-type: none"><li>• Anxiety &amp; depression</li><li>• Managing frustration and anger</li><li>• Memory</li><li>• Communicating through writing</li></ul>	
		<b>I need this in my garden to grow:</b> <ul style="list-style-type: none"><li>• Purpose, time to be creative, rest, medication, routine</li><li>• Positive encouragement</li><li>• Collaborative problem solving</li><li>• Representation</li><li>• Connection, relationship, community</li><li>• Windows of time, name tags, technology</li></ul>	
		<b>This is what makes it hard for me to grow:</b> <ul style="list-style-type: none"><li>• The pace of change</li><li>• Attitudes towards Queer and Disabled identities</li><li>• Misunderstandings about inclusion</li><li>• Political tensions, white supremacy &amp; the patriarchy</li><li>• Assessment models</li><li>• Standardized curriculum</li></ul>	
		Thank You For helping me GROW	