

# Shelley MOORE PH.D.



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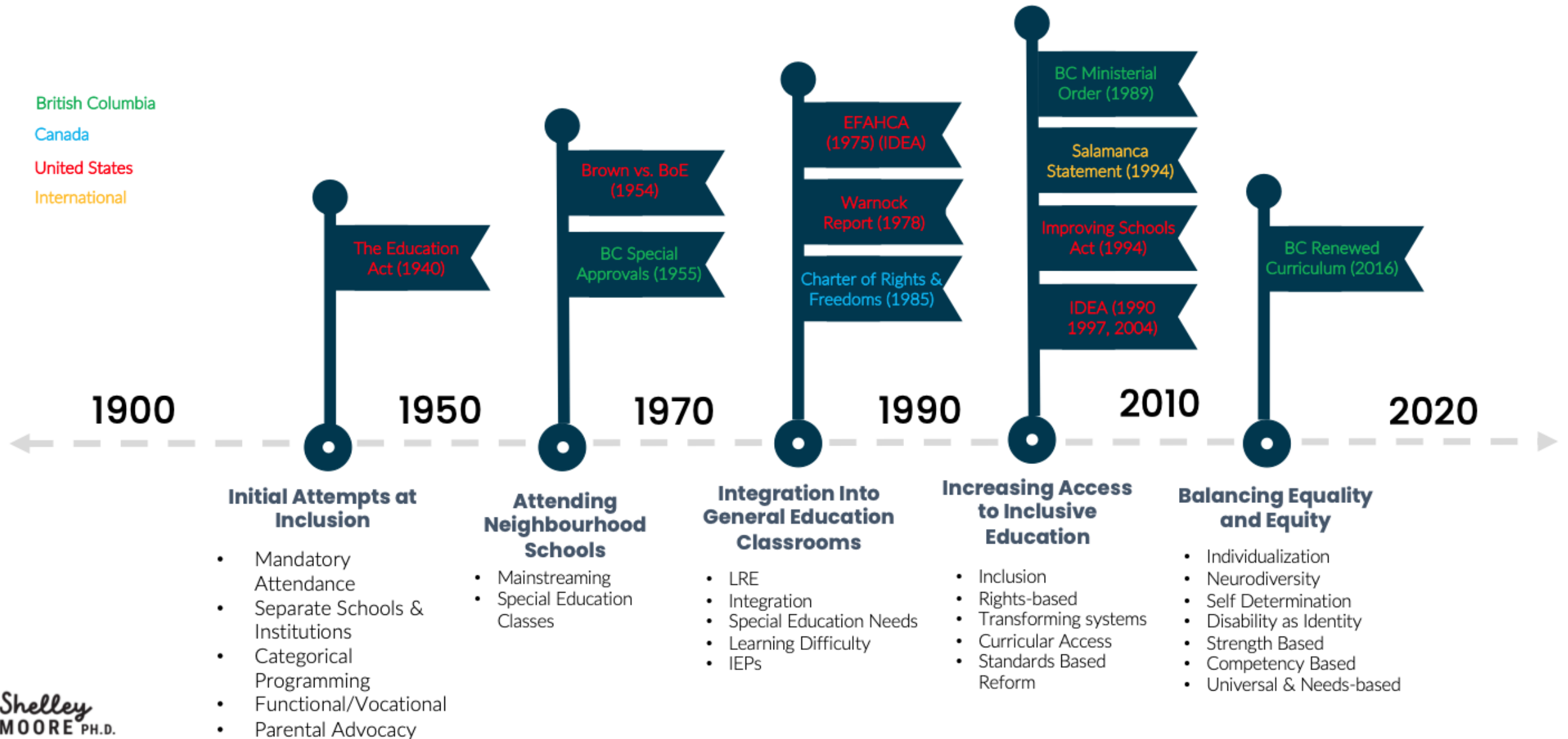


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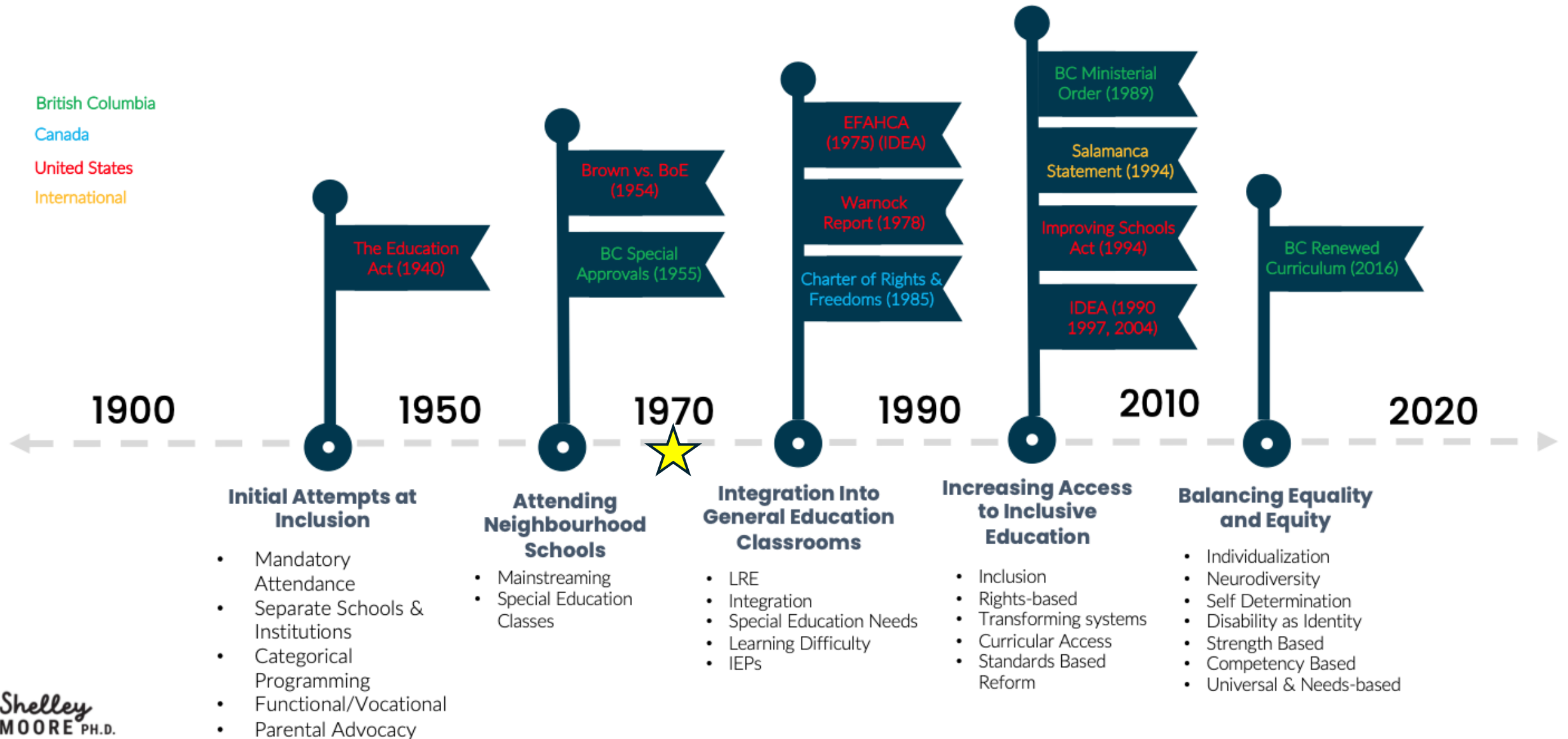


[Dr. Shelley Moore](https://www.facebook.com/Dr.Shelley.Moore)

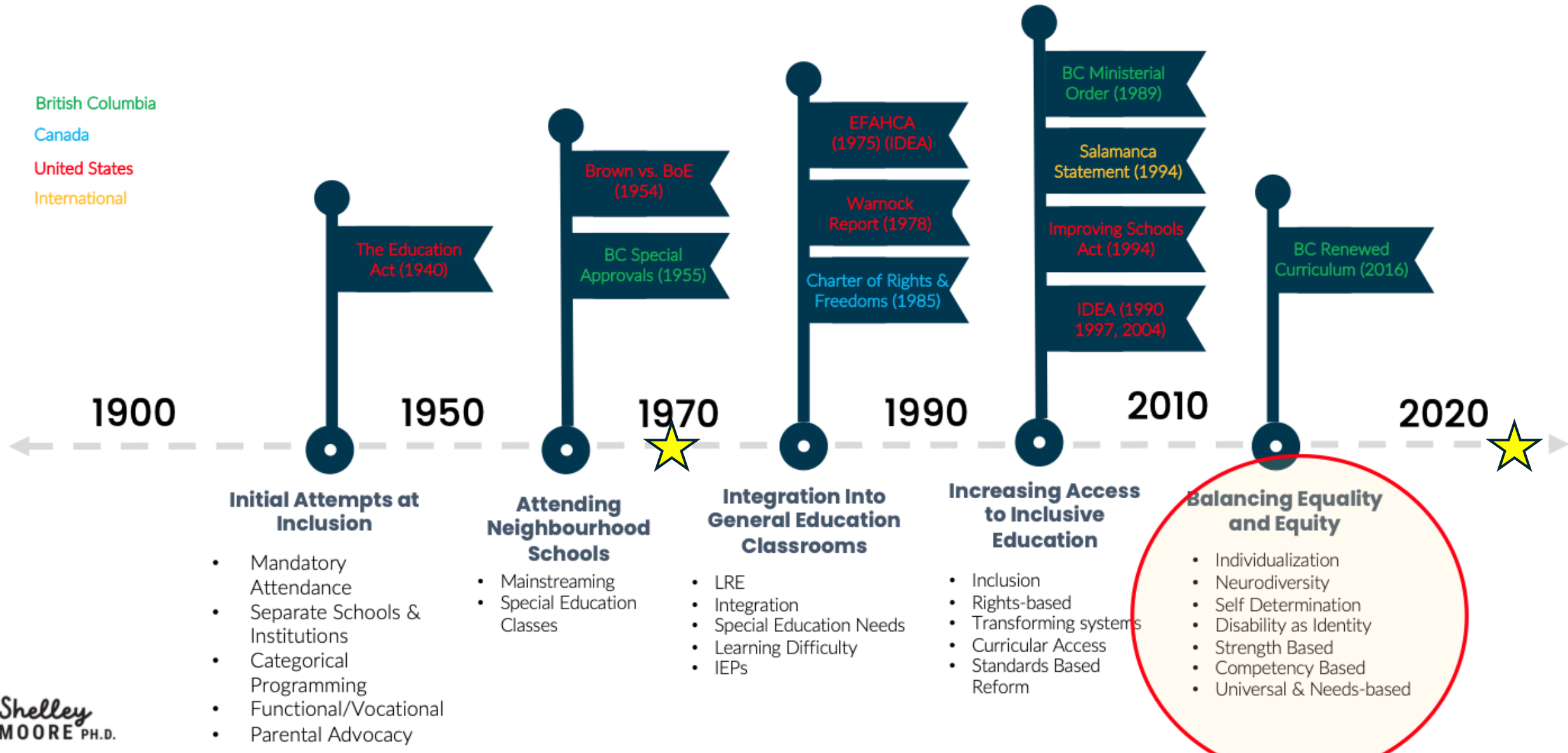
# History of Inclusive Placements for Students with Disabilities



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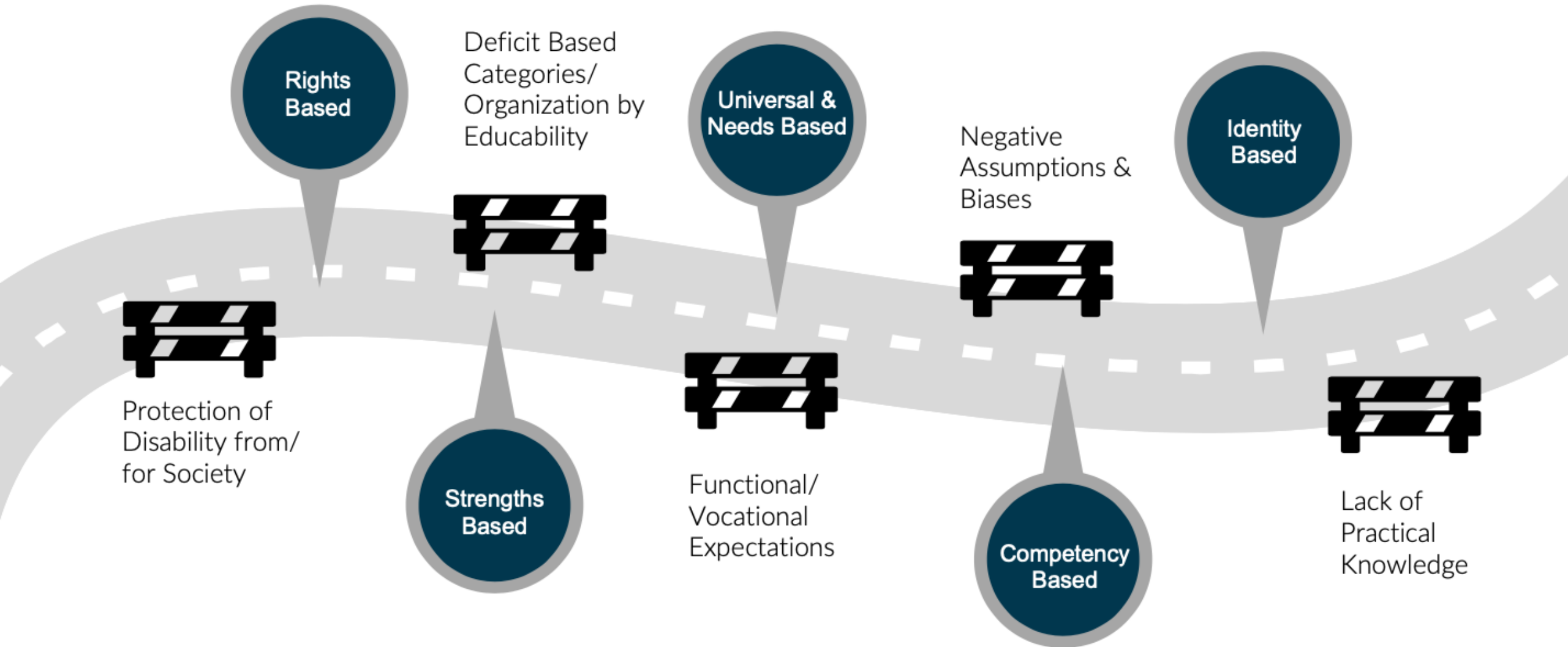


# What are we advocating for today?

- **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 is driving the evolution of grade level inclusive placement?

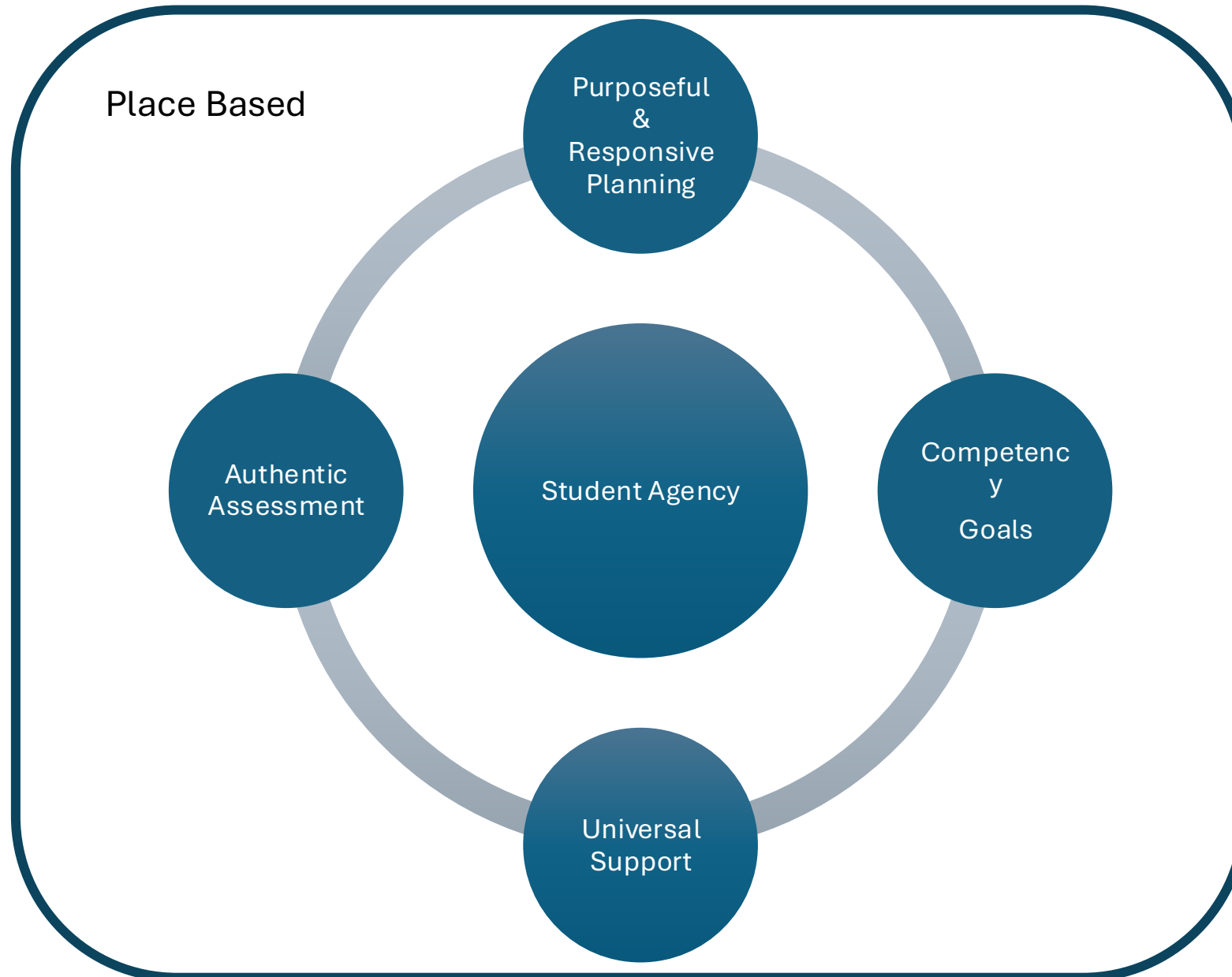
## What barriers are getting in the way of grade level inclusive placement?



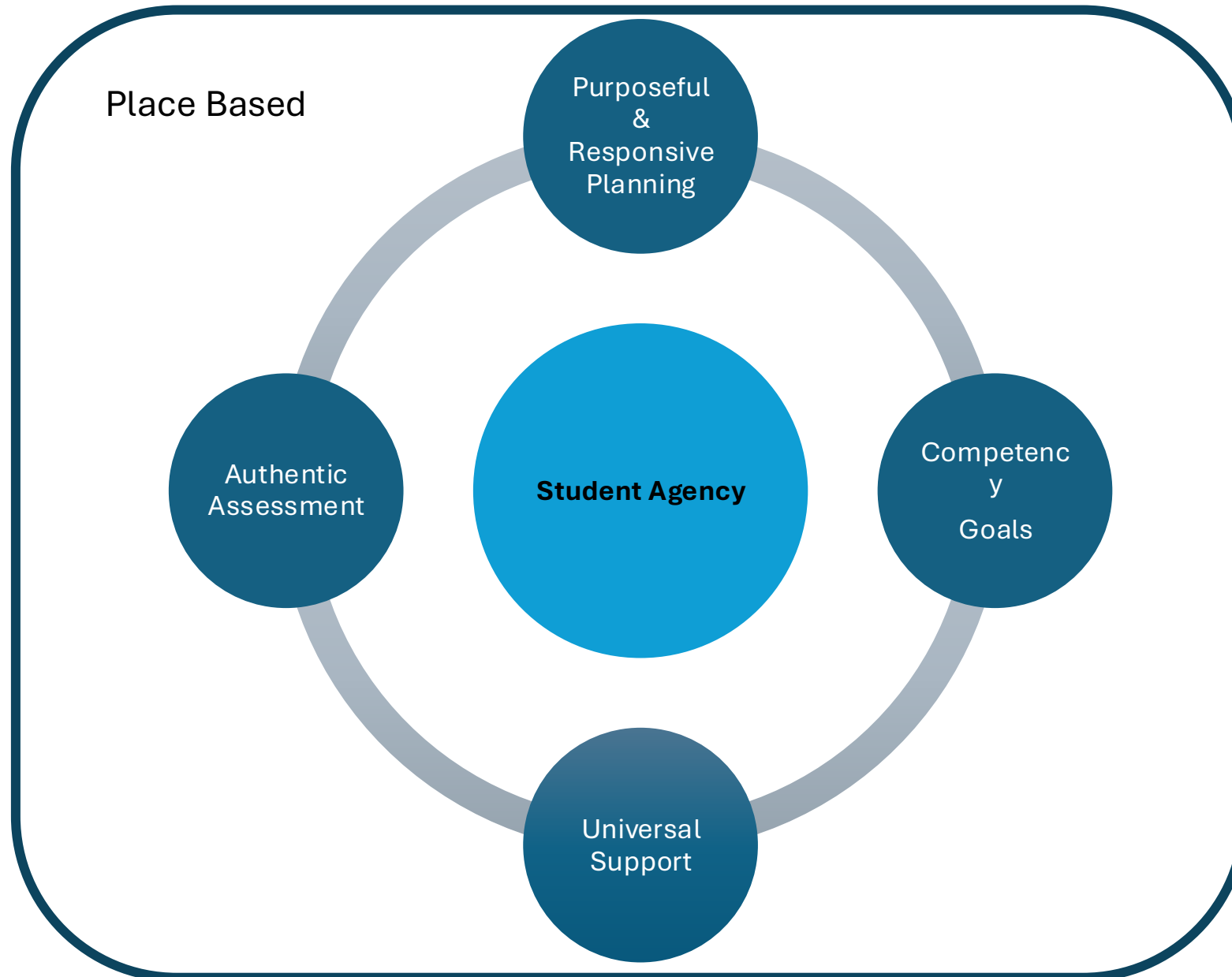
# What do families and educators say?

- 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

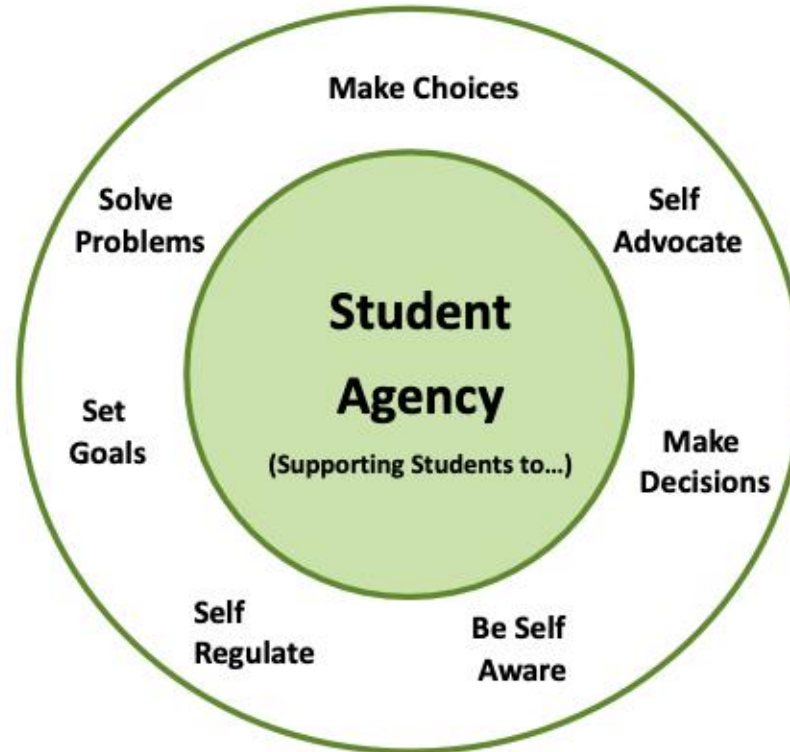
# Inclusive & Competency Based IEPS



# Inclusive & Competency Based IEPS



## 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:**

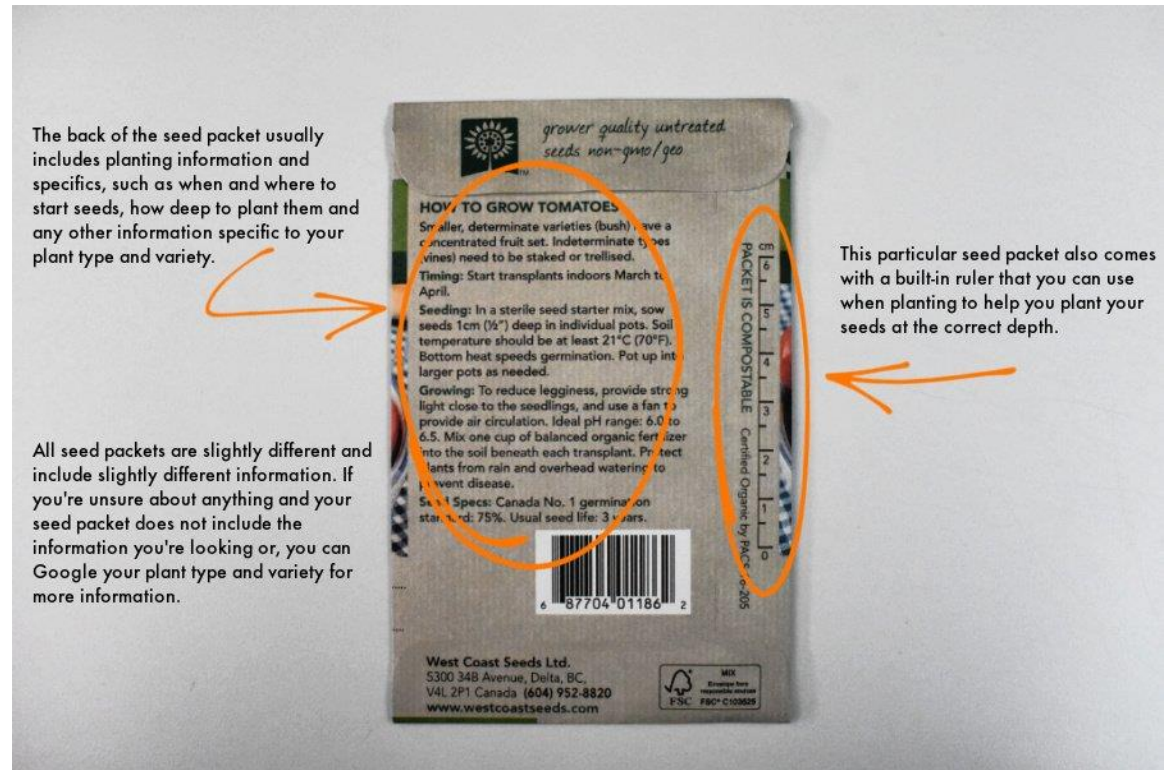
| Who I am as a learner                                                                                                   |                   |                    |                           |
|-------------------------------------------------------------------------------------------------------------------------|-------------------|--------------------|-------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



# Strategy 1:

## My I.E.Pea 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

Growth Year:  
2022

Name: Joshua I.

Grade: 11



**Identities: I am...**

- Happy, Helpful, friendly, strong
- I speak English 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
- literacy
- emotional regulation
- (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 too 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 too hard, when there are only words and no pictures, when people do things for me because they think I can't do it

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# Student Voice

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

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**Student &  
Family/  
Community  
Voice**

Growth Year:

Name: Conor G.

Grade: 1



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- Joyful, funny & dramatic!
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**Student &  
Family/  
Community  
Voice**

# Student Dimension Interview

Help us get to know: \_\_\_\_\_

Date: \_\_\_\_\_

| Person connected to<br>_____           | Identities                                                                                           | Interests                                                                                                    | Strengths                                             | Stretches                                                                  | Needs                                                                                   |
|----------------------------------------|------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------|-------------------------------------------------------|----------------------------------------------------------------------------|-----------------------------------------------------------------------------------------|
| Who are you and how do you know _____? | What words would you use to describe _____?<br>What groups is _____ connected to in their community? | What is _____ interested in?<br>What do they like to do on their own? With their friends? Family? Community? | What is _____ good at?<br>What can they teach others? | What is hard for _____?<br>What do you think _____ wants to get better at? | What does _____ need support with?<br>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<br>_____           | Identities                                                                                           | Interests                                                                                                    | Strengths                                                 | Stretches                                                                      | Needs                                                                                       |
|----------------------------------------|------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------|--------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------|
| Who are you and how do you know _____? | What words would you use to describe _____?<br>What groups is _____ connected to in their community? | What is _____ interested in?<br>What do they like to do on their own? With their friends? Family? Community? | What is _____ good at?<br><br>What can they teach others? | What is hard for _____?<br><br>What do you think _____ wants to get better at? | What does _____ need support with?<br><br>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? | <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                                                                  |

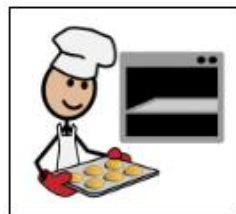
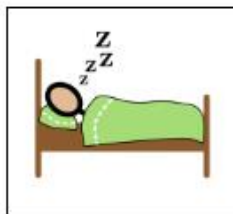
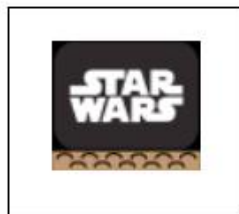
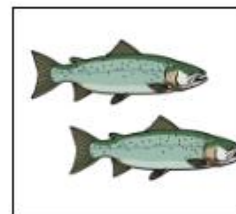
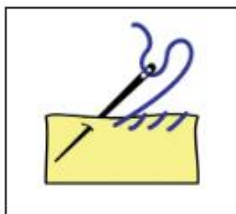
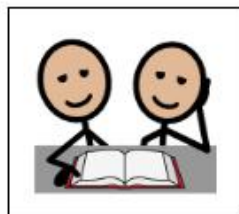
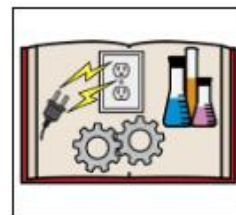
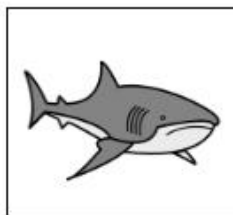
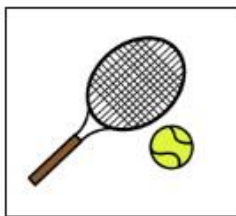
## Help us get to know Juni?

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 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 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 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 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

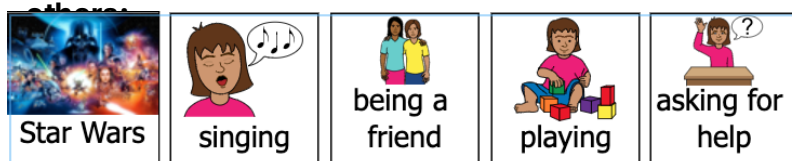
Identities: I am...



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



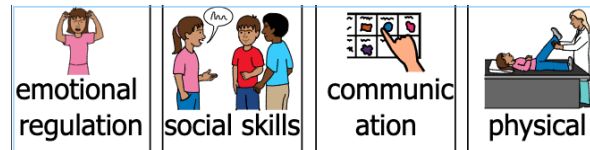
Strengths: I am really good at and/or could teach



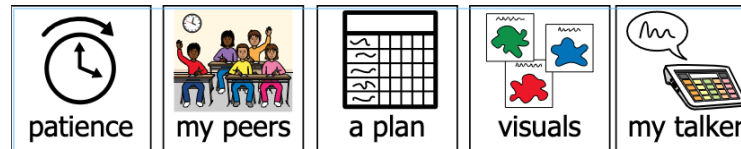
Goals: I want to grow in these areas:



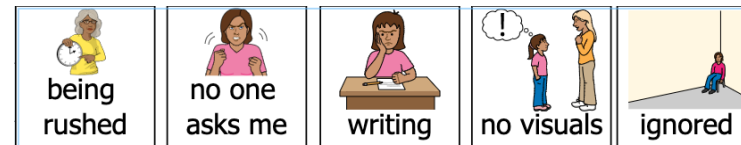
Needs: I need this support to grow:



Supports: I need this in my garden to grow:



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



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# ICBIEP Cover Page

Growth Year: 2022

Name: Juniper

Grade: 2



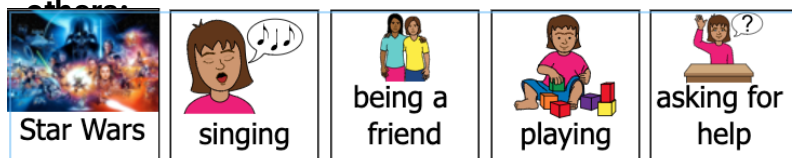
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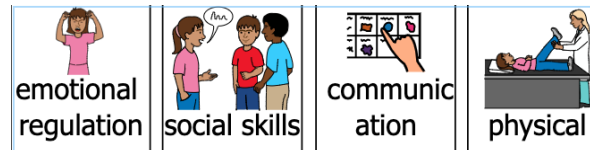
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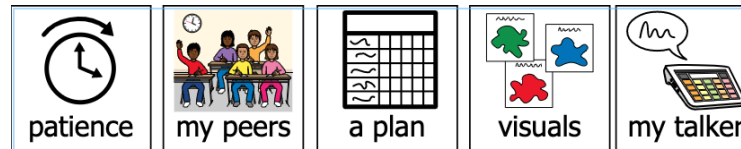
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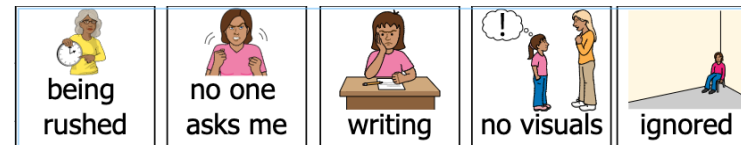
Needs: I need this support to grow:



Supports: I need this in my garden to grow:



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



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# 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 |
|-----------------|----------------------------------------------------------|

| 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> |

# 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      |                                                                                                                                  |                                                                                                                    |                                                                                                                       |
|-----------------------------------------|----------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------|
| 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       | ADHD         |
|                                                                                     | Age                  | 44               | Additional Designation(s) | LD           |
|                                                                                     | Student Number       |                  | IEP Review Date           | Aug 21, 2024 |
|                                                                                     | 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                                      |                      |                  |                           |              |

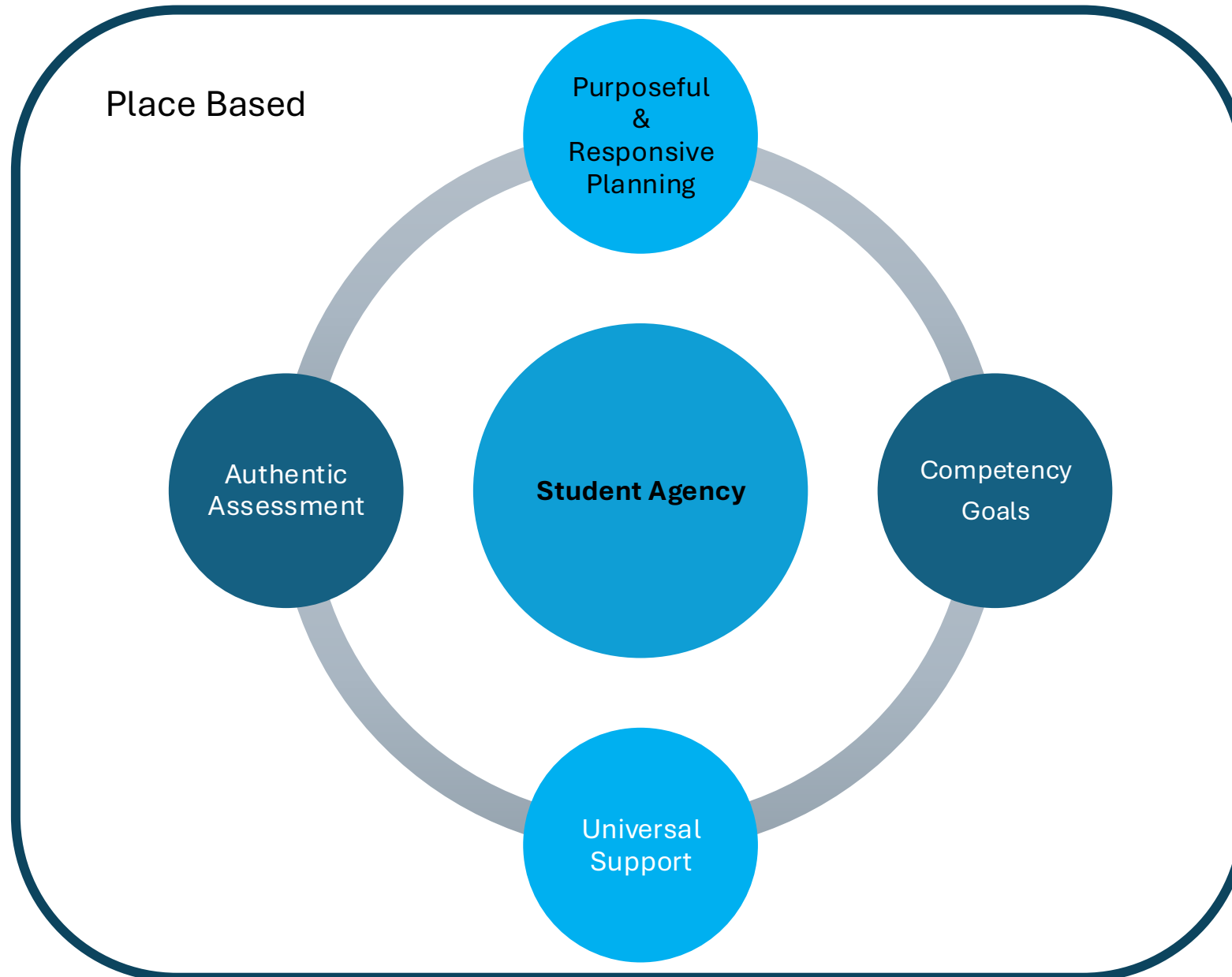
| My Personal Profile |                                                                                                      | Thoughts from my team                                                                                                                                                                                                                                                                                                                                                                                                                                |
|---------------------|------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| My Identities       | Denish, 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) |

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

# Inclusive & Competency Based IEPS



# Reducing Barriers



## Supporting Needs

# What are barriers?



FIRST! Reduce or eliminate barriers in place by reducing or eliminating barriers for everyone in the community



All plants  
need light



All plants  
need moisture



All plants  
need space

# What are needs?



NEXT! Determine the needs of individuals and anticipate the supports & strategies that they will require in **universal** ways

PERIODIC TABLE OF  
PLANT NUTRIENTS

|                        |                       |                      |                          |                   |                        |
|------------------------|-----------------------|----------------------|--------------------------|-------------------|------------------------|
| 7<br>N<br>Nitrogen     | 15<br>P<br>Phosphorus | 19<br>K<br>Potassium | 12<br>Mg<br>Magnesium    | 16<br>S<br>Sulfur | 20<br>Ca<br>Calcium    |
| Primary Macronutrients |                       |                      | Secondary Macronutrients |                   |                        |
| 5<br>B<br>Boron        | 17<br>Cl<br>Chlorine  |                      |                          |                   |                        |
| 25<br>Mn<br>Manganese  | 26<br>Fe<br>Iron      | 28<br>Ni<br>Nickel   | 29<br>Cu<br>Copper       | 30<br>Zn<br>Zinc  | 42<br>Mo<br>Molybdenum |
| Micronutrients         |                       |                      |                          |                   |                        |

Source: Greenandvibrant.com



Some plants need  
added nutrients

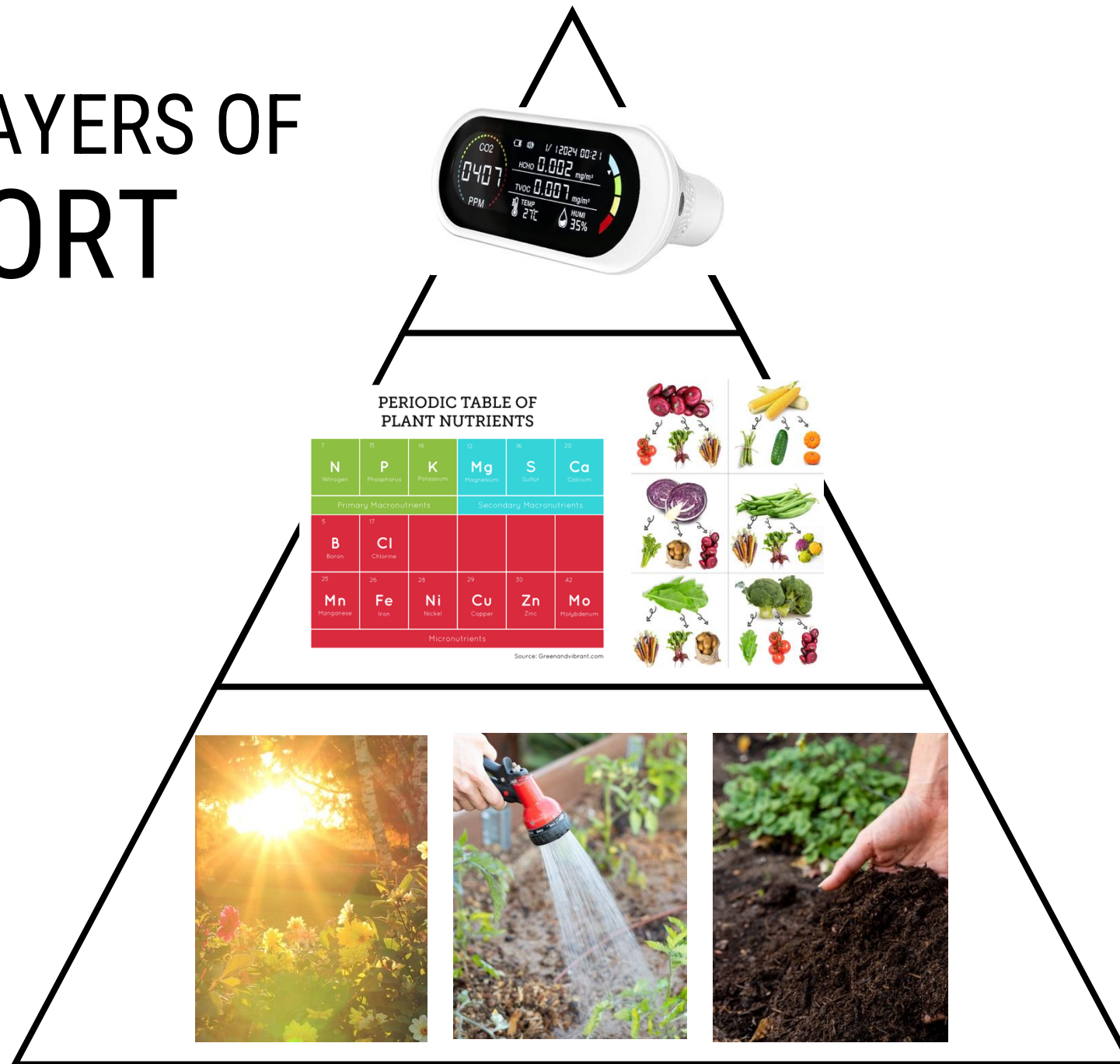
Some plants need  
companions

THEN! Determine the needs of individuals and anticipate the supports & strategies that they will require in **individualized** ways

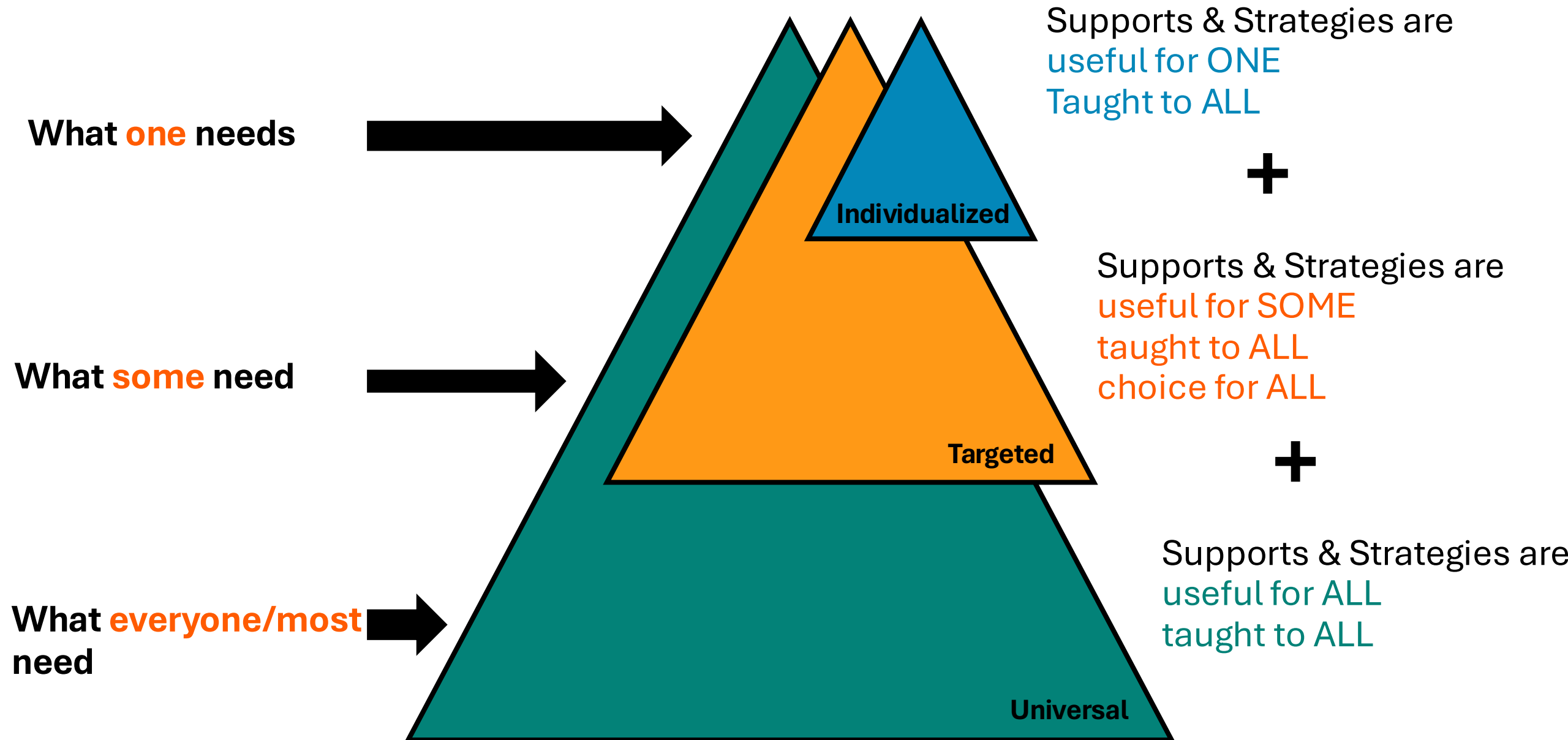


A few plants may need very specific temperatures and humidity levels

# MULTIPLE LAYERS OF SUPPORT



# Multiple Layers of Needs Based Support



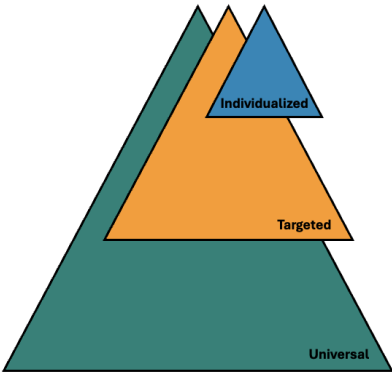
# Inclusive & Competency Based IEP: Part 2

## ICBIEP Page 2: Individual Needs-Based Support Plan

Student Name:

Year:

| Need | Universal & Targeted Strategies<br>(Useful for ALL)                         | Individualized<br>Supports & Strategies<br>(Useful for ONE)        |
|------|-----------------------------------------------------------------------------|--------------------------------------------------------------------|
|      | <ul style="list-style-type: none"><li></li><li></li><li></li><li></li></ul> | <ul style="list-style-type: none"><li></li><li></li><li></li></ul> |
|      | <ul style="list-style-type: none"><li></li><li></li><li></li><li></li></ul> | <ul style="list-style-type: none"><li></li><li></li><li></li></ul> |
|      | <ul style="list-style-type: none"><li></li><li></li><li></li><li></li></ul> | <ul style="list-style-type: none"><li></li><li></li><li></li></ul> |
| Need | Plan                                                                        | Date                                                               |
|      |                                                                             |                                                                    |
|      |                                                                             |                                                                    |



# Inclusive & Competency Based IEP: Part 2

## ICBIEP Page 2: Individual Needs-Based Support Plan

Student Name:

Year:

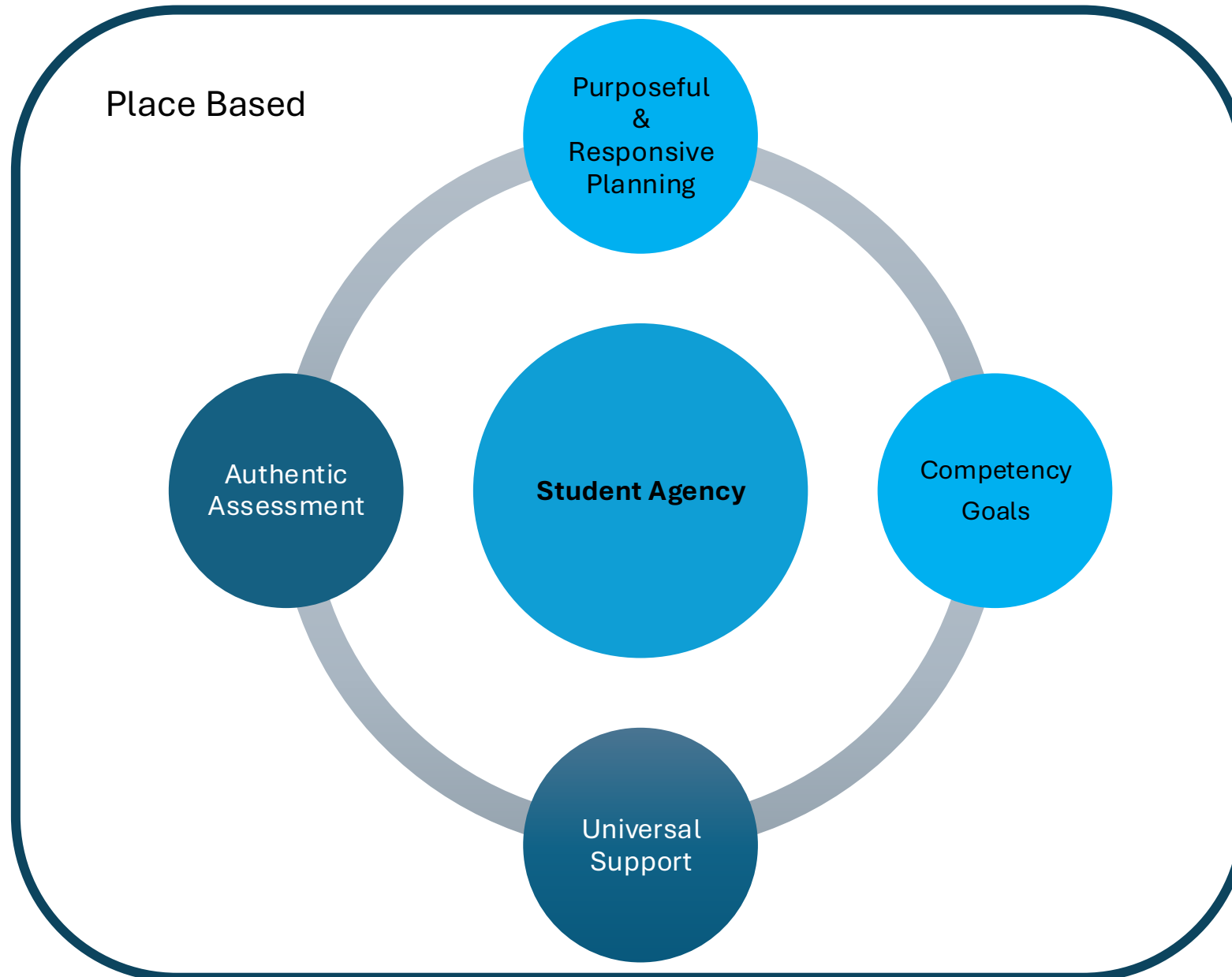
| Need | Universal & Targeted Strategies<br>(Useful for ALL)     | Individualized<br>Supports & Strategies<br>(Useful for ONE) |
|------|---------------------------------------------------------|-------------------------------------------------------------|
|      | <div><div></div><div></div><div></div><div></div></div> | <div><div></div><div></div><div></div><div></div></div>     |
|      | <div><div></div><div></div><div></div><div></div></div> | <div><div></div><div></div><div></div><div></div></div>     |
|      | <div><div></div><div></div><div></div><div></div></div> | <div><div></div><div></div><div></div><div></div></div>     |
| Need | Plan                                                    | Date                                                        |
|      |                                                         |                                                             |
|      |                                                         |                                                             |

**Student Name: Geeshan Bandara**

**Year: 2023**

| <b>Need</b>   | <b>Universal &amp; Targeted Strategies<br/>(Useful for ALL)</b>                                                                                                                                               | <b>Individualized<br/>Supports &amp; Strategies<br/>(Useful for ONE)</b>                                                                             |
|---------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------|
| Communication | <ul style="list-style-type: none"><li>• Visuals</li><li>• Coach peers how to communicate with G</li><li>• High interest topics drawn into instruction</li><li>• Opportunities to connect with peers</li></ul> | <ul style="list-style-type: none"><li>• Low tech AAC (i.e. PECS</li><li>• Object schedule</li></ul>                                                  |
| Social Skills | <ul style="list-style-type: none"><li>• Instruction of competencies related to social emotional skills</li><li>• Structured social interactions that support problem solving</li></ul>                        | <ul style="list-style-type: none"><li>• Strategic pairing with students</li><li>• Problem solving options on AAC</li><li>• Video modelling</li></ul> |
| Intellectual  | <ul style="list-style-type: none"><li>• Access to multiple text formats</li><li>• Access Points to curricular learning standards</li></ul>                                                                    | <ul style="list-style-type: none"><li>• Replacement goals for each unit</li><li>• iPad for communication</li></ul>                                   |
| Literacy      | <ul style="list-style-type: none"><li>• Diverse text sets around a topic at different text levels</li><li>• High interest texts</li><li>• Visual texts</li><li>• Pre teach vocabulary</li></ul>               | <ul style="list-style-type: none"><li>• Explicit literacy support for decoding and fluency</li></ul>                                                 |
| <b>Need</b>   | <b>Plan</b>                                                                                                                                                                                                   | <b>Date</b>                                                                                                                                          |
| Health        | <ul style="list-style-type: none"><li>• Personal Health Care Plan</li></ul>                                                                                                                                   | 2023                                                                                                                                                 |

# Inclusive & Competency Based IEPS



# What are **Competency Based Goals**?

## **BC Ministry of Education**

“Competencies are sets of proficiencies that ALL students need in order to engage in deep, lifelong learning. Along with literacy and numeracy foundations, competencies are central to shifting curriculum frameworks around the world and directly supports students in their growth as educated citizens”

- Curricular Competencies
- Core Competencies

# Why **Competency Based Goals**?

**Shifting from...**

**Historical & Deficit Based IEPs – Made FOR students**

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

**to...**

**Competency Based Plans – Made WITH students**

**What do I know? What can I do?**

**What is my next step?**

# Why **Competency Based Goals?**

**Shifting from...**

**Historical & Deficit Based IEPs – Made FOR students**

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

**to...**

**Competency Based Plans – Made WITH students**

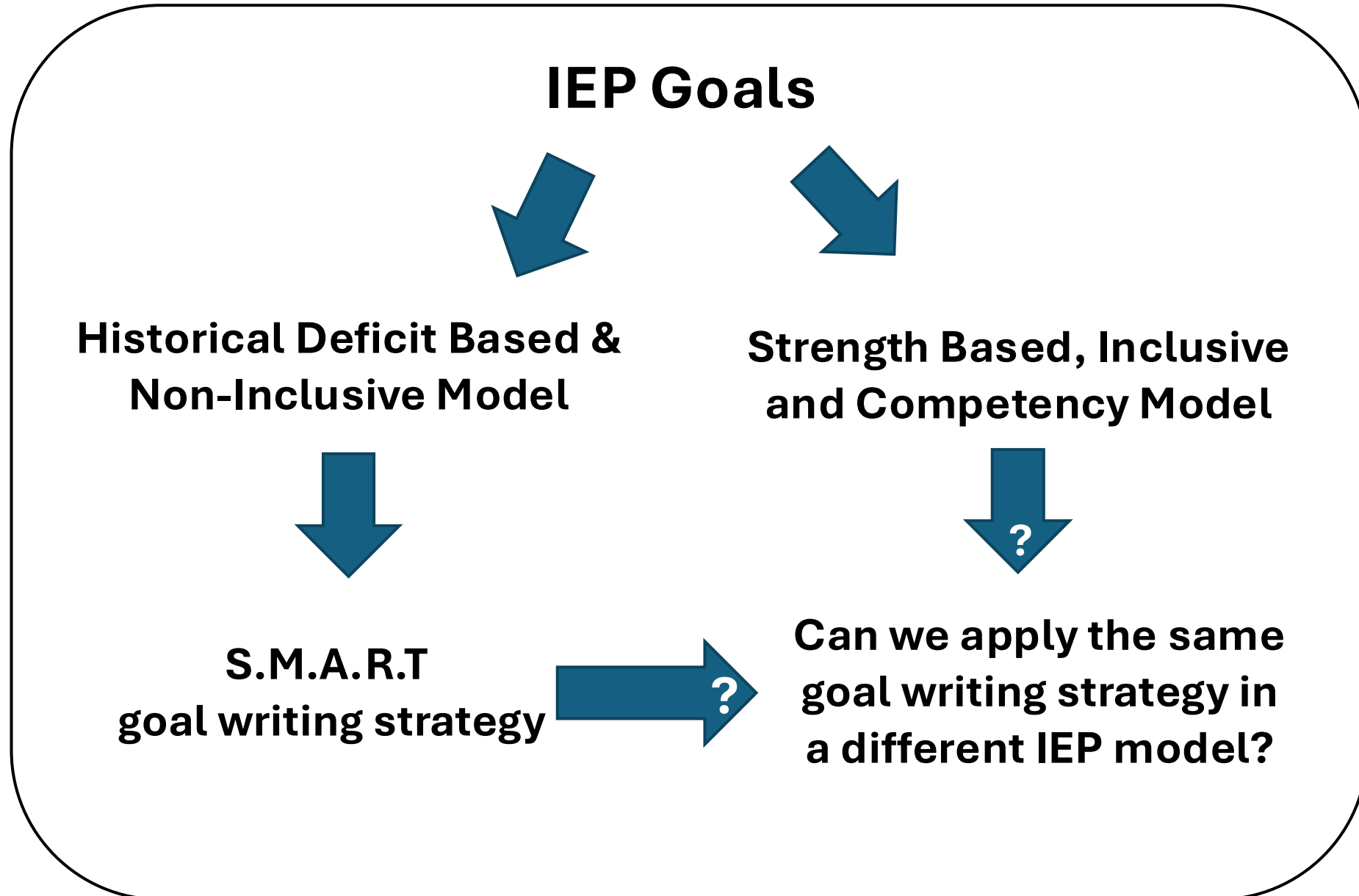
**What do I know? What can I do?**

**What is my next step?**



**Strength Based IEP 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?**

# See Ya Later S.M.A.R.T Goals



**www.FIVEMOOREMINUTES.COM**  
Inclusive Education: It's not more work, it's different work!

# 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)

# S - Strength Based Goals

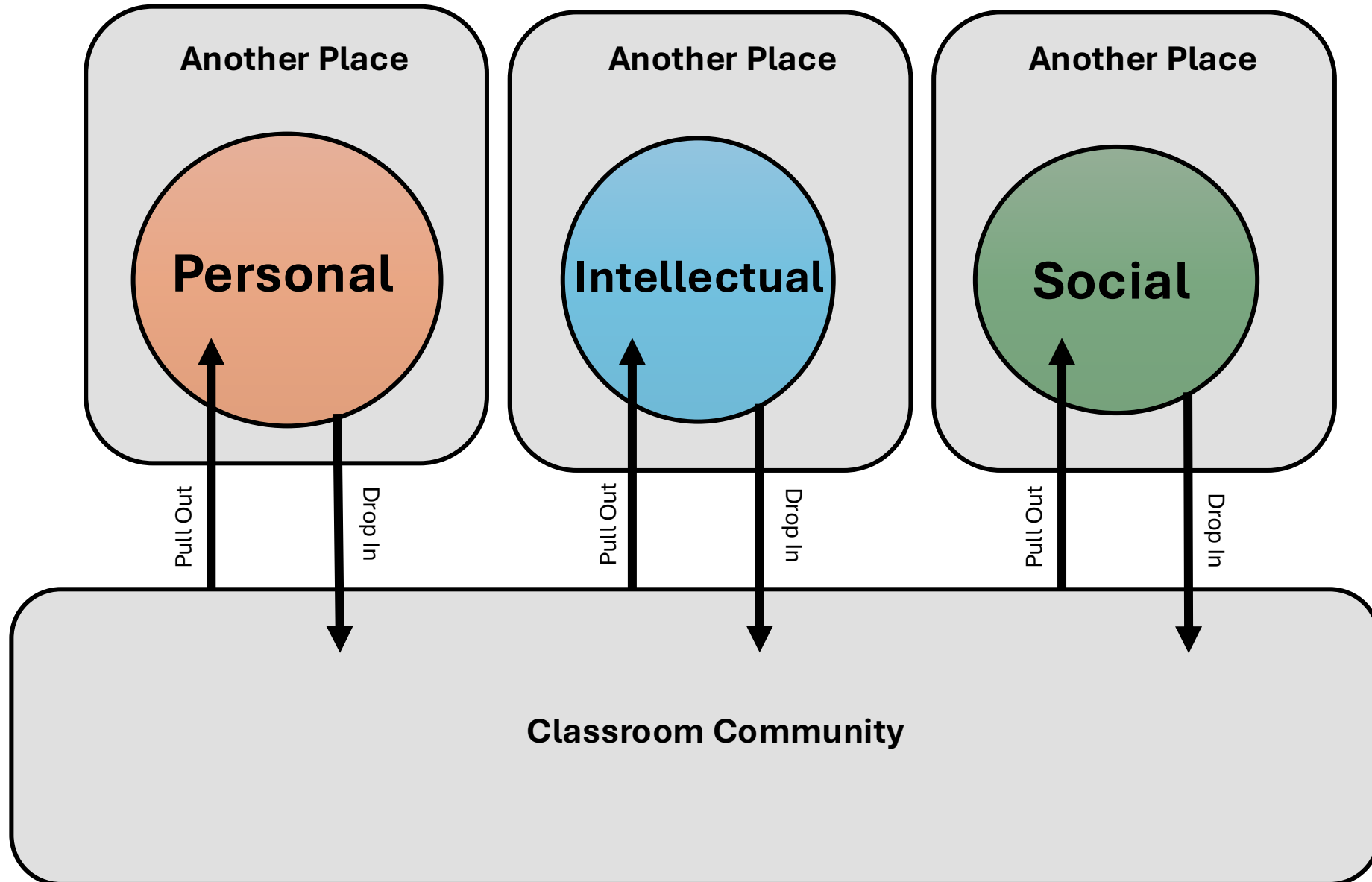
- Focusing on what student's **could do** rather than what they **should do**
- “**I can...**” statements
- Building on **strengths** to **support stretches** - not trying to “fix” weaknesses
- **Open ended** so they can be met in **multiple** ways, and in many places

# M - Meaningful Goals

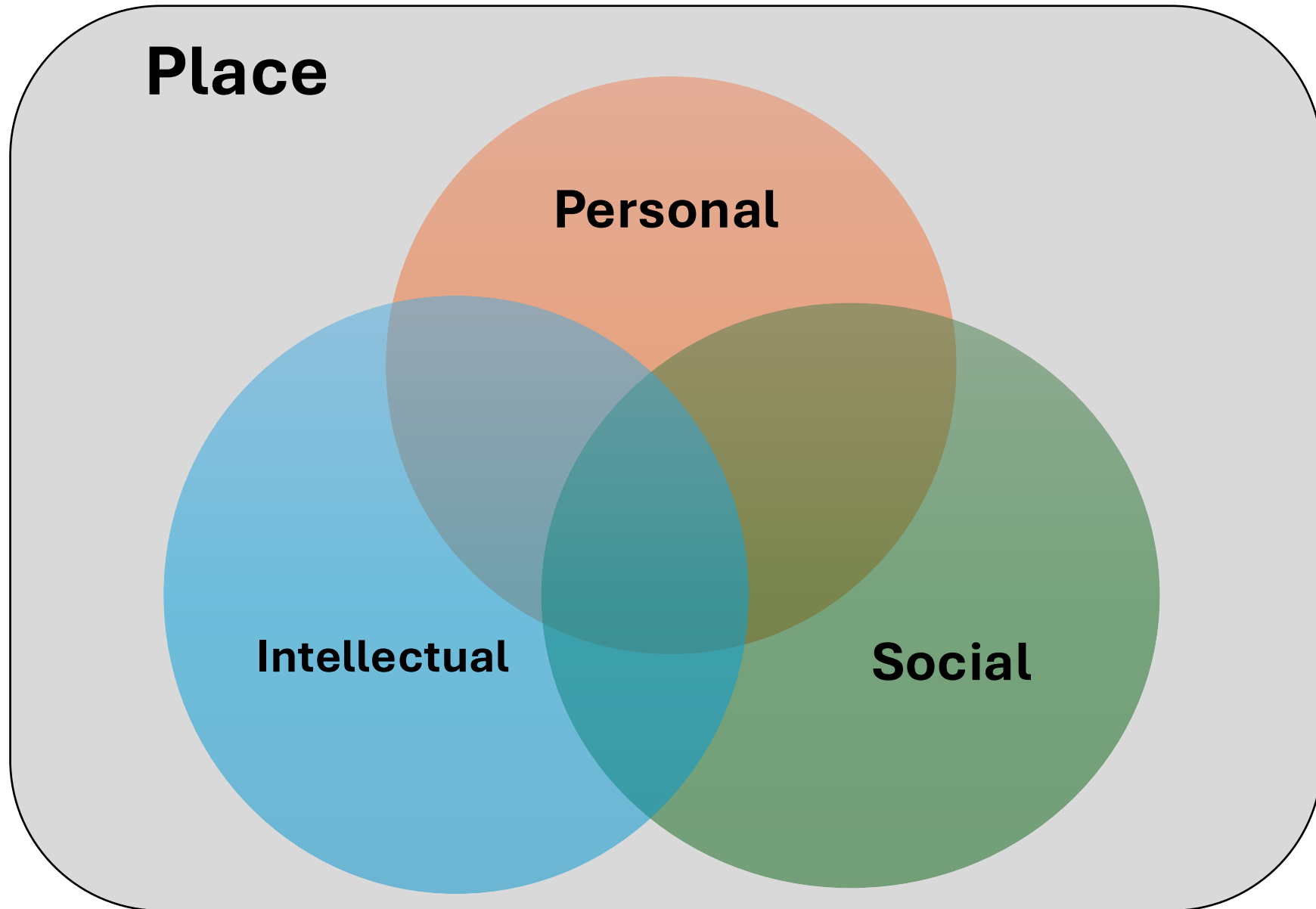
**Inclusive Purposes:** To make sure that students are included and not just integrated

- **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*

# Medical Paradigm: Pull students out to address deficit areas and then drop them back into a classroom



# An Inclusive Paradigm: Balancing Purpose in Place



## 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

# A - Authentic Goals (British Columbia)

- **Goals** are connected to **common curriculum of peers**
  - Big Ideas
  - Content Goals
  - Curricular Competencies
  - Core Competencies



# Student Curricular Goals

- **All Students:**
  - Can access and show progress within grade level curricular learning standards
- **Some Students:**
  - Will need additional support to target specific skill areas (i.e. literacy & numeracy)
- **A few students:**
  - Will need accessible versions of curricular goals derived from grade level learning standards

# Curricular Content & Competency IEP Goals

## Supplemental Curricular Goals & Objectives

- 
- Goals designed for students who are **not yet meeting grade level** expectations
  - Literacy & Numeracy goals for **ALL students who have intellectual disabilities**
  - Goals are **connected to inclusive grade or class level** big ideas
  - Goals can **reflect any grade level** learning outcome
  - Goals are **in addition to** grade level learning outcomes
  - Objectives are designed for individual **needs-based areas** that are curricular (E.g., literacy, numeracy)
  - Goals are assessed and evaluated but **not graded**
  - **Example:** Grade 4 student with a learning disability has an explicit literacy goal (at Grade 2 level) in addition to meeting Grade 4 level English Curriculum

## Replacement Curricular Goals & Objectives

- Goals are designed for **students with intellectual disabilities** who need access to grade level curriculum
- Goals are **connected to grade level** big ideas and learning outcomes
- Goals **replace** grade level learning outcomes (change graduation trajectories)
- Objectives describe **accessible curricular actions** specific to individual student
- Goals are assessed, evaluated AND **graded**
- Essential when peers receive **letter or number grades**
- **Example:** Grade 11 student with an intellectual disability has a replacement IEP goal in Social Studies 11 class. Student is graded for class on their replacement goal.

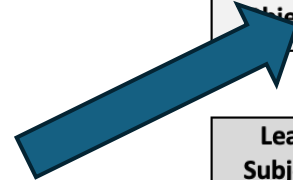
# Inclusive & Competency Based IEP

| Learning/<br>Subject Area                                                          |  | Type of Goal |                                | Teacher/<br>Support Staff |  |
|------------------------------------------------------------------------------------|--|--------------|--------------------------------|---------------------------|--|
| Inclusive<br>Big Idea                                                              |  |              | Inclusive Learning<br>Standard |                           |  |
| Individualized<br>Curricular<br>IEP Goal 2                                         |  |              |                                |                           |  |
| Individualized<br>Objective 2A<br><input type="checkbox"/> specific to designation |  |              | Instructional<br>Strategies    |                           |  |
| Individualized<br>Objective 2B<br><input type="checkbox"/> specific to designation |  |              | Instructional<br>Strategies    |                           |  |

| Learning/<br>Subject Area                                                          |  | Type of Goal |                                | Teacher/<br>Support Staff |  |
|------------------------------------------------------------------------------------|--|--------------|--------------------------------|---------------------------|--|
| Inclusive Big Idea                                                                 |  |              | Inclusive Learning<br>Standard |                           |  |
| Individualized<br>Curricular<br>IEP Goal 3                                         |  |              |                                |                           |  |
| Individualized<br>Objective 3A<br><input type="checkbox"/> specific to designation |  |              | Instructional<br>Strategies    |                           |  |
| Individualized<br>Objective 3B<br><input type="checkbox"/> specific to designation |  |              | Instructional<br>Strategies    |                           |  |



Explicit literacy goal (connected to Big Idea, can be any grade level, can be drawn from progressions)



Specific to student

| Curricular Goals          |                                                                            |              |                                    |                                                                                               |             |
|---------------------------|----------------------------------------------------------------------------|--------------|------------------------------------|-----------------------------------------------------------------------------------------------|-------------|
| Learning/<br>Subject Area | Literacy                                                                   | Type of Goal | Supplemental                       | Teacher/<br>Support Staff                                                                     | Ms. J/Ms. N |
| Inclusive<br>Big Idea     | Explore foundational concepts of<br>print, oral, and visual texts          |              | Inclusive Learning<br>Standard (K) | language features, structures and conventions<br>including concepts of print                  |             |
| Curricular IEP<br>Goal 1  | Ben knows the important parts of a book by                                 |              |                                    |                                                                                               |             |
| Objective 1A              | pointing to words when he is read<br>to                                    |              | Instructional<br>Strategies        | Hand under hand modelling, dots above<br>words to point to, high interest pointer             |             |
| Objective 1B              | showing different parts of a book<br>(front, back, top, left, words, etc.) |              | Instructional<br>Strategies        | High interest book, visuals of book parts, high<br>interest pointer (flashlight, fly swatter) |             |

Drawn from BC grade level curriculum (K)



Explicit numeracy goal (connected to Big Idea, can be any grade level, can be drawn from progressions)



Specific to student

| Learning/<br>Subject Area | Literacy                                                                           | Type of Goal | Supplemental                       | Teacher/<br>Support Staff                                                                                | Ms. J/Ms. N |
|---------------------------|------------------------------------------------------------------------------------|--------------|------------------------------------|----------------------------------------------------------------------------------------------------------|-------------|
| Inclusive<br>Big Idea     | Recognize the importance of story<br>in personal, family and community<br>identity |              | Inclusive Learning<br>Standard (K) | language features, structures and conventions<br>including letter knowledge by                           |             |
| Curricular IEP<br>Goal 2  | Bens knows the letters of the alphabet by                                          |              |                                    |                                                                                                          |             |
| Objective 2A              | recognizing his name                                                               |              | Instructional<br>Strategies        | Build name with high interest objects and<br>activities, build a name book                               |             |
| Objective 2B              | matching letters of names of<br>people he knows                                    |              | Instructional<br>Strategies        | Build words with interesting items (foam,<br>magnets, bocks), build a name book of friends<br>and family |             |

Drawn from BC grade level curriculum (K)

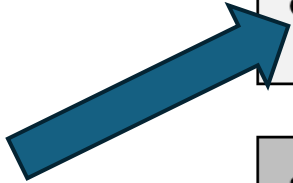


| Learning/<br>Subject Area | Numeracy                                                                               | Type of Goal | Supplemental                    | Teacher/<br>Support Staff                                                                        | Ms. J/Ms. N |
|---------------------------|----------------------------------------------------------------------------------------|--------------|---------------------------------|--------------------------------------------------------------------------------------------------|-------------|
| Inclusive Big Idea        | One to one correspondence and a sense of 5 and 10 are essential for fluency of numbers |              | Inclusive Learning Standard (K) | Number concepts to 10                                                                            |             |
| Curricular IEP Goal 3     | Ben knows his numbers by...                                                            |              |                                 |                                                                                                  |             |
| Objective 3A              | using objects to show 5                                                                |              | Instructional Strategies        | High interest objects                                                                            |             |
| Objective 3B              | pointing to objects when he or others counts                                           |              | Instructional Strategies        | High interest objects, matching number to value, using a ten frame, egg carton to put objects in |             |

# Inclusive & Competency Based IEP: Part 3b

John, 2019

Explicit literacy goal  
(connected to  
Big Idea, can be  
any grade level,  
can be drawn  
from  
progressions)



Specific to  
student

| Curricular Goals          |                                                                                                                  |                 |                                   |                                                                                                                                                              |          |
|---------------------------|------------------------------------------------------------------------------------------------------------------|-----------------|-----------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------|----------|
| Learning/<br>Subject Area | Literacy                                                                                                         | Type of<br>Goal | Supplemental                      | Teacher/<br>Support Staff                                                                                                                                    | D. Creek |
| Inclusive Big<br>Idea     | Exploring stories and other texts helps us understand ourselves and make connections to others and to the world. |                 | Inclusive<br>Learning<br>Standard | Think critically, creatively, and reflectively to explore ideas within, between, and beyond texts by                                                         |          |
| Curricular IEP<br>Goal 1  | Nella can use reading strategies before during and after reading by...                                           |                 |                                   |                                                                                                                                                              |          |
| Objective 1A              | Extracting meaning from written texts and sharing thinking                                                       |                 | Instructional<br>Strategies       | Teach contextual clues and prediction<br>Word structure<br>Encourage visualizing<br>Teaching inferencing, text at independent reading level, graphic novels, |          |

Drawn from BC  
grade level  
curriculum (8)



| Learning/<br>Subject Area | Literacy                                                                                                         | Type of<br>Goal | Supplemental                      | Teacher/<br>Support Staff                                                                                                                                             | D. Creek |
|---------------------------|------------------------------------------------------------------------------------------------------------------|-----------------|-----------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------|
| Inclusive Big<br>Idea     | Exploring stories and other texts helps us understand ourselves and make connections to others and to the world. |                 | Inclusive<br>Learning<br>Standard | Transform ideas and information to create original texts by                                                                                                           |          |
| Curricular IEP<br>Goal 2  | Nella can use language in creative ways by...                                                                    |                 |                                   |                                                                                                                                                                       |          |
| Objective 2A              | Write about artwork using the elements of storytelling                                                           |                 | Instructional<br>Strategies       | Explicitly teach writing strategies<br>Chunk assignments into manageable parts<br>Provide scaffolds<br>Provide opportunities to brainstorm through oral story telling |          |

# Curricular Content & Competency IEP Goals

## Supplemental Curricular Goals & Objectives

- Goals designed for students who are **not yet meeting grade level** expectations
- Literacy & Numeracy goals for **ALL students who have intellectual disabilities**
- Goals are **connected to inclusive grade or class level** big ideas
- Goals can **reflect any grade level** learning outcome
- Goals are **in addition to** grade level learning outcomes
- Objectives are designed for individual **needs-based areas** that are curricular (E.g., literacy, numeracy)
- Goals are assessed and evaluated but **not graded**
- **Example:** Grade 4 student with a learning disability has an explicit literacy goal (at Grade 2 level) in addition to meeting Grade 4 level English Curriculum

## Replacement Curricular Goals & Objectives

- Goals are designed for **students with intellectual disabilities** who need access to grade level curriculum
- Goals are **connected to grade level** big ideas and learning outcomes
- Goals **replace** grade level learning outcomes (change graduation trajectories)
- Objectives describe **accessible curricular actions** specific to individual student
- Goals are assessed, evaluated AND **graded**
- Essential when peers receive **letter or number grades**
- **Example:** Grade 11 student with an intellectual disability has a replacement IEP goal in Social Studies 11 class. Student is graded for class on their replacement goal.



# Our Co-Planning Journey: Learning Continuums

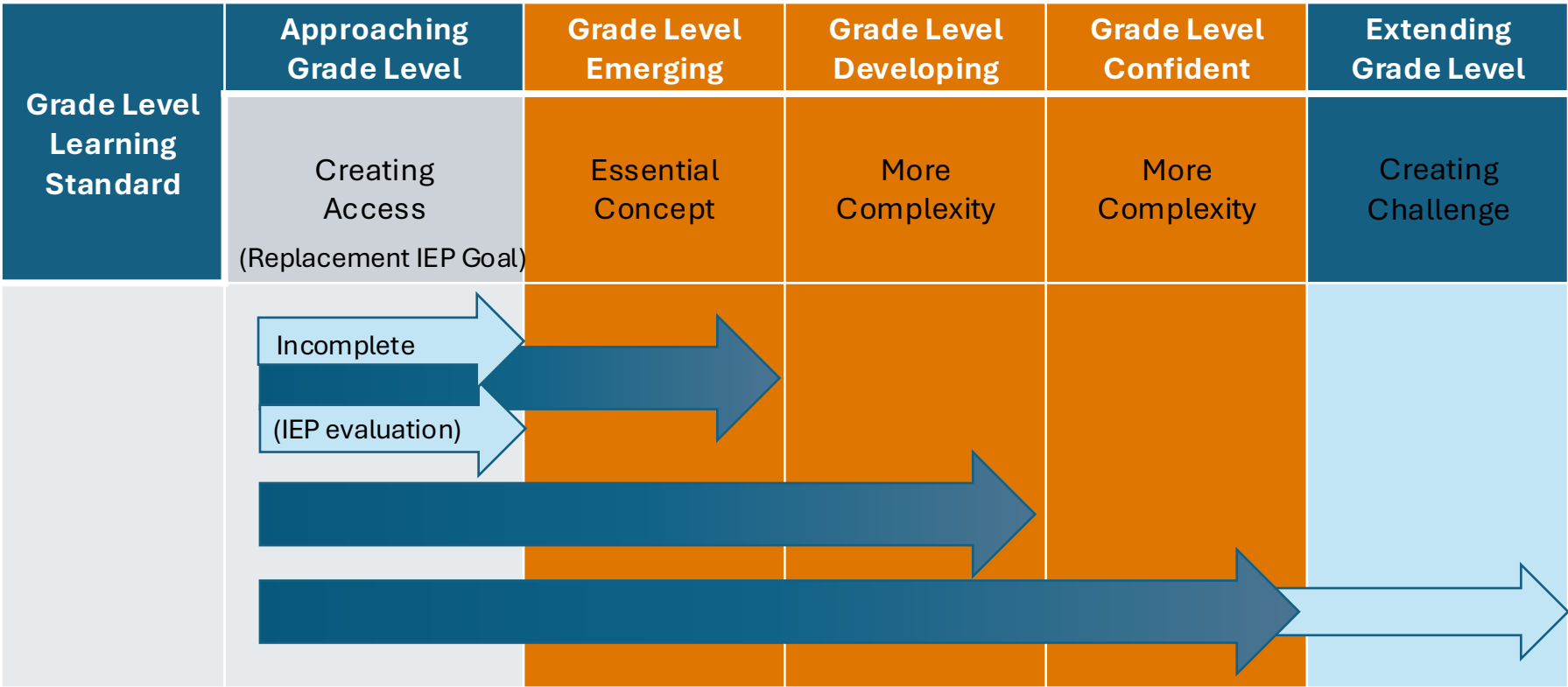
1. Using the elaborations for each learning outcome, we constructed a **grade-level scaffold** in *student friendly language*

| Learning Outcome: |          |            |           |           |
|-------------------|----------|------------|-----------|-----------|
| Student friendly: |          |            |           |           |
| Grade Level       |          |            |           |           |
| Approaching       | Emerging | Developing | Confident | Extending |
|                   |          |            |           |           |

2. We started with the **most essential concept** of the outcome and then we **added on complexity**

3. We extended the grade level scaffold to include an **access point** and **challenge point**

# An Additive Continuum of Proficiency



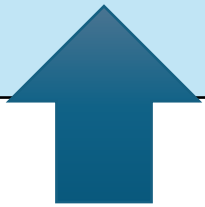
# Additive Learning Continuum: Life Science 11

## Curricular Competency Goal: [Processing and analyzing data and information](#)

Construct, analyze, and interpret graphs, models, and/or diagrams

*Student friendly:* I can understand data and information by constructing, analyzing and interpreting visual representations of information

| Approaching                                                                                                                                            | Emerging / Essential                                                                                                                   | Developing                                                                                                                                 | Confident                                                                                                                                 | Extending                                                                                                                                                                                     |
|--------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| I can build a visual representation of data by following a model<br><br>I can understand a visual representation of information that is familiar to me | I can construct a visual representation of data in one way<br><br>I can understand what a visual is communicating (what is happening?) | I can construct a visual representation of data in more than one way<br><br>I can analyze a visual representation of data (How do I know?) | I can construct a visual representation of data in any way<br><br>I can interpret a visual representation of data (why does this matter?) | I can construct a visual representation of data based on the purpose<br><br>I can interpret a visual representation of data (what data is missing to get a better understanding of the data?) |



**Access Point**

# Additive Learning Continuum: Humanities 9

## Content Goal: Perspective

*Student friendly:* I can explain different perspectives on past or present people, places, issues, or events, and compare the values, worldviews, and beliefs of human cultures and societies in different times and places (perspective)

| Approaching                                                                               | Emerging / Essential                                               | Developing                                                 | Confident                                                                               | Extending                                                                                    |
|-------------------------------------------------------------------------------------------|--------------------------------------------------------------------|------------------------------------------------------------|-----------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------|
| I can describe a different point of view in an event that happens in my life or community | I can describe different perspectives of places, issues and events | I can describe how different perspectives change over time | I can identify and compare the perspectives of different values, worldviews and beliefs | I can describe how cultures and beliefs influence perspectives in different places and times |



**Access Point**

### Backwards Design Planning: Deriving Access Points for Replacement IEP Goals & Objectives

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                |                                                                                                                                                                                                                                                                                  |                       |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------|
| <b>Class/ Subject: Math 8 – Rational and Irrational Numbers</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                | <b>Teacher:</b>                                                                                                                                                                                                                                                                  | <b>Support Staff:</b> |
| <b>Unit Big Idea(s):</b><br>Students will understand how numbers are used in everyday life                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                | <b>Unit Guiding Question(s):</b><br>How are really big and really small numbers represented and used in everyday life?                                                                                                                                                           |                       |
| <b>Unit Curricular Learning Outcomes</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | <b>Student Friendly Language<br/>(Replacement IEP Goal)</b>                                                                                                    | <b>Access Points<br/>(Replacement IEP Objective)</b>                                                                                                                                                                                                                             |                       |
| B1.1 Student can represent and compare very large and very small numbers, including using scientific notation, and describe various ways they are used in everyday life                                                                                                                                                                                                                                                                                                                                                                 | I know how really big and really small numbers are represented and used in everyday life<br>I can show how really big and really small numbers are represented | I know numbers up to 100 (or 1000, 10 000)<br>I know how I use numbers in my everyday life<br>I know the place values of numbers up to _____                                                                                                                                     |                       |
| B1.2 Students can describe, compare, and order number in the real number system (rational and irrational numbers), separately and in combination, in various contexts                                                                                                                                                                                                                                                                                                                                                                   | I know what rational and irrational numbers are<br>I can describe and compare numbers and put numbers in order                                                 | I can show numbers, compare numbers (more/less/bigger/smaller) up to ____<br>I can put numbers in order up to ____                                                                                                                                                               |                       |
| B1.3 Students can estimate and calculate square roots in various context                                                                                                                                                                                                                                                                                                                                                                                                                                                                | I know what a square root<br>I know how to use square roots to solve problems                                                                                  | I can use a calculator to find square root                                                                                                                                                                                                                                       |                       |
| <b>Summative Task(s)</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                | <b>Replacement Summative Task(s)</b>                                                                                                                                                                                                                                             |                       |
| Exploring Celestial Distances Project <ul style="list-style-type: none"> <li>- Research and select three celestial objects (e.g., stars, planets, galaxies) of your choice.</li> <li>- find the average distance of each celestial object from Earth in kilometers</li> <li>- Convert the distances to scientific notation with two significant figures</li> <li>- Calculate the square root of each distance</li> <li>- Compare the distances between the celestial objects using both scientific notation and square roots</li> </ul> |                                                                                                                                                                | Exploring Celestial Distances Project <ul style="list-style-type: none"> <li>- Choose 3-5 celestial objects</li> <li>- Put the objects in order based on their distance from the Earth</li> <li>- Label objects using their distances from Earth (distances provided)</li> </ul> |                       |

# Backwards Design Planning: Deriving Access Points for Replacement IEP Goals & Objectives



| Class/ Subject: Math 8 – Rational and Irrational Numbers                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                            | Teacher:                                                                                                                                                                                                                                                                         | Support Staff: |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------|
| Unit Big Idea(s):<br>Students will understand how numbers are used in everyday life                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                            | Unit Guiding Question(s):<br>How are <u>really big</u> and <u>really small</u> numbers represented and used in everyday life?                                                                                                                                                    |                |
| Unit Curricular Learning Outcomes                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | Student Friendly Language<br>(Replacement IEP Goal)                                                                                                                                        | Access Points<br>(Replacement IEP Objective)                                                                                                                                                                                                                                     |                |
| B1.1 Student can represent and compare very large and very small numbers, including using scientific notation, and describe various ways they are used in everyday life                                                                                                                                                                                                                                                                                                                                                                 | I know how <u>really big</u> and <u>really small</u> numbers are represented and used in everyday life<br>I can show how <u>really big</u> and <u>really small</u> numbers are represented | I know numbers up to _____<br>I know how I use numbers in my everyday life<br>I know the place values of numbers up to _____                                                                                                                                                     |                |
| B1.2 Students can describe, compare, and order number in the real number system (rational and irrational numbers), separately and in combination, in various contexts                                                                                                                                                                                                                                                                                                                                                                   | I know what rational and irrational numbers are<br>I can describe and compare numbers and put numbers in order                                                                             | I can describe, <u>compare</u> and order positive whole numbers up to _____                                                                                                                                                                                                      |                |
| B1.3 Students can estimate and calculate square roots in various context                                                                                                                                                                                                                                                                                                                                                                                                                                                                | I know what a square root<br>I know how to use square roots to solve problems                                                                                                              | I can use a calculator to find square root                                                                                                                                                                                                                                       |                |
| Summative Task(s)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                            | Replacement Summative Task(s)                                                                                                                                                                                                                                                    |                |
| Exploring Celestial Distances Project <ul style="list-style-type: none"> <li>- Research and select three celestial objects (e.g., stars, planets, galaxies) of your choice.</li> <li>- find the average distance of each celestial object from Earth in kilometers</li> <li>- Convert the distances to scientific notation with two significant figures</li> <li>- Calculate the square root of each distance</li> <li>- Compare the distances between the celestial objects using both scientific notation and square roots</li> </ul> |                                                                                                                                                                                            | Exploring Celestial Distances Project <ul style="list-style-type: none"> <li>- Choose 3-5 celestial objects</li> <li>- Put the objects in order based on their distance from the Earth</li> <li>- Label objects using their distances from Earth (distances provided)</li> </ul> |                |

# R - Responsive Goals

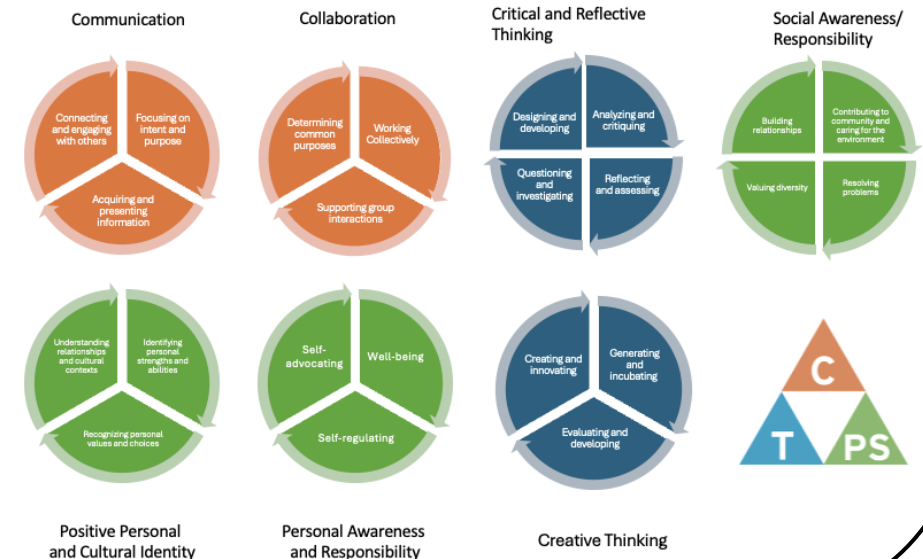
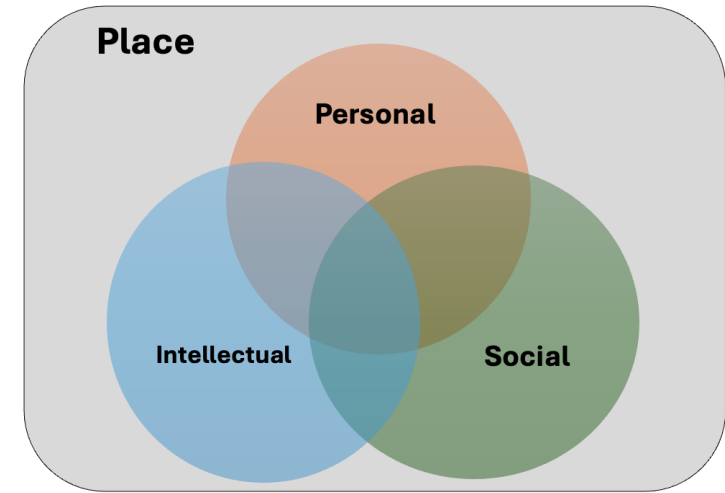
We are **responsive** to the values and priorities of **a student and their family** by:

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

# R - Responsive Goals

We can connect **inclusive purposes** to BC's **Core Competencies**:

- **Personal**
  - Personal awareness & responsibility
  - Positive personal identity & culture
- **Social**
  - Communication
  - Collaboration
  - Social responsibility
- **Intellectual**
  - Critical & reflective thinking
  - Creative thinking



# Student Core Competency Goals

- **All Students:**
  - Can set and reflect on core competency-based goals
- **Some Students:**
  - Will capture their goal setting through the ICBIEP process to promote continuity, accountability and equity for students with diverse and/or disabilities
- **A few students:**
  - May need their family or their caregivers to support them by helping to capture voice in different ways to maintain agency, as they are guided through the ICBIEP process

# What does the IEP look like?

| Core Competency Goals |                                                                     |                          |                                                                                                        |
|-----------------------|---------------------------------------------------------------------|--------------------------|--------------------------------------------------------------------------------------------------------|
| Competency            | Common to all students in jurisdiction                              | IEP Goal                 | "I can...." statement<br>Common to all students in inclusive class                                     |
| Objective 1A          | "by..."<br>Determined based on specific needs of individual student | Instructional Strategies | Includes individual student identities, interests & strengths<br>Implemented universally when possible |
| Objective 1B          | "by..."<br>Determined based on specific needs of individual student | Instructional Strategies | Includes student individual identities, interests & strengths<br>Implemented universally when possible |

# Inclusive & Competency Based IEP: Part 3a

| Competency Goals                                                                   |  |                             |                                 |  |
|------------------------------------------------------------------------------------|--|-----------------------------|---------------------------------|--|
| <b>Inclusive Competency</b>                                                        |  | <b>Inclusive IEP Goal 1</b> |                                 |  |
| <b>Individual Objective 1A</b><br><input type="checkbox"/> specific to designation |  |                             | <b>Instructional Strategies</b> |  |
| <b>Individual Objective 1B</b><br><input type="checkbox"/> specific to designation |  |                             | <b>Instructional Strategies</b> |  |
| <b>Inclusive Competency</b>                                                        |  | <b>Inclusive IEP Goal 2</b> |                                 |  |
| <b>Individual Objective 2A</b><br><input type="checkbox"/> specific to designation |  |                             | <b>Instructional Strategies</b> |  |
| <b>Individual Objective 2B</b><br><input type="checkbox"/> specific to designation |  |                             | <b>Instructional Strategies</b> |  |
| <b>Inclusive Competency</b>                                                        |  | <b>Inclusive IEP Goal 3</b> |                                 |  |
| <b>Individual Objective 3A</b><br><input type="checkbox"/> specific to designation |  |                             | <b>Instructional Strategies</b> |  |
| <b>Individual Objective 3B</b><br><input type="checkbox"/> specific to designation |  |                             | <b>Instructional Strategies</b> |  |



# Ben's Core Competency Goals

Drawn from BC core competencies (goal area for all)

Drawn from BC Core Competency progressions (goal for all)

Specific to student's plan (objective for individual)

Drawn from page 1 of IEP (useful for individual)

| Core Competency Goals |                                                   |            |                                                    |                                                                                                                                                  |
|-----------------------|---------------------------------------------------|------------|----------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------|
| Competency            | Personal Awareness & Responsibility               | IEP Goal 1 | I can show a sense of accomplishment and joy by... |                                                                                                                                                  |
| Objective 1A          | showing when I am happy                           |            | Instructional Strategies                           | Take photos, videos of B when he is happy, match to activity or event                                                                            |
| Objective 1B          | celebrating when I have worked hard               |            | Instructional Strategies                           | Have Ben choose something he is proud of every day, share with parents in communication journal                                                  |
| Competency            | Communication                                     | IEP Goal 2 | I can respond to peers and adults by...            |                                                                                                                                                  |
| Objective 2A          | using my voice to ask and answer direct questions |            | Instructional Strategies                           | Prepare iPad with common and preferred responses and questions, teach peers how to use it, have peers' model                                     |
| Objective 2B          | showing that I am listening with my whole body    |            | Instructional Strategies                           | Teach peers prompt for full body listening and provide visuals, teach B to look at peers as reference when it is time to listen                  |
| Competency            | Critical Thinking                                 | IEP Goal 3 | I can explore materials and actions by...          |                                                                                                                                                  |
| Objective 3A          | trying out new activities                         |            | Instructional Strategies                           | Choice of centers (of 2), keep track of centers tried, celebrate the trying of new activities, take pictures, make a "I can try new things" book |
| Objective 3B          | using my senses to explore                        |            | Instructional Strategies                           | Visuals of senses connected to centers                                                                                                           |

# Example



Video: Observation

## Student: VG

- Grade 2
- Autism
- **Inclusive Lens:** Social
- **Core Competency:** Social Responsibility

## IEP Goal

- **Common Goal of Peers:** I can be part of a group by
- **Individual Specific Objective:** choosing a buddy
- **Individual Specific Objective:** taking turns

Core Competency that all students are targeting



Skill that all students are taught

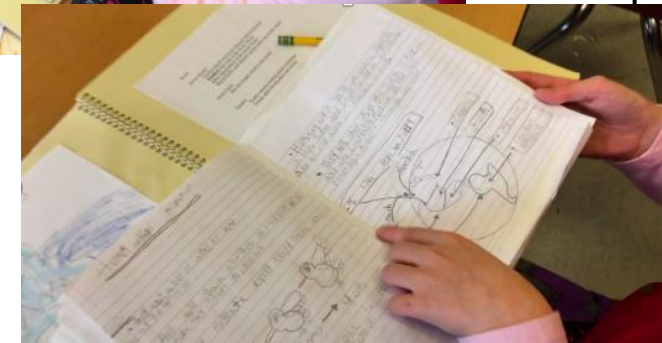
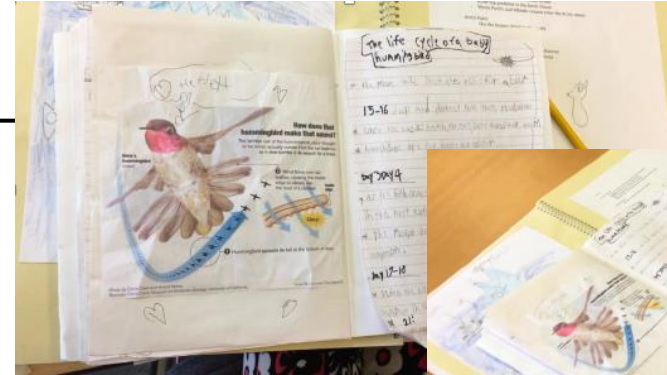


What this looks like for specific student/ what we are collecting evidence of in the class



# Example

## Scientific Field Book: Product



Video: Conversation

### Student: TS

- Grade 8
- Autism
- **Inclusive Lens:** Intellectual
- **Core Competency:** Creative Thinking

### IEP Goal

- **Common Goal of Peers:** I can deliberately learn a lot about something by
- **Individual Specific Objective:** researching something I am interested in over time

Core Competency that all students are targeting



Skill that all students are taught



What this looks like for specific student/ what we are collecting evidence of in the class



# Inclusive & Competency Based IEP: Part 1



George, 2020

|                     |                          |
|---------------------|--------------------------|
| School District #12 | Inclusive Education Plan |
|---------------------|--------------------------|

| Student Details |                                   |               |                           |                      |
|-----------------|-----------------------------------|---------------|---------------------------|----------------------|
|                 | Student Name                      | Linden George | Primary Designation       | Cognitive Disability |
|                 | Grade                             | 11            | Additional Designation    |                      |
|                 | Student Number                    |               | IEP Review Date           | October, 2021        |
|                 | Date of Birth                     |               | Case Manager              | A. Yau               |
|                 | Student Support Team              |               | Role                      |                      |
|                 | Mr. & Mrs. George                 |               | Parents                   |                      |
|                 | Mr. & Mrs. George                 |               | Grandparents              |                      |
|                 | R. Lightfoot                      |               | Indigenous Support Worker |                      |
|                 | T. Bains                          |               | Work Experience Teacher   |                      |
|                 | Parent/Guardian Consultation Date |               |                           | October 17, 2020     |

## My Personal Profile

|                                                                                                                                                  |                                                                                                                                                                                                                                                          |
|--------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| *Thoughts from my family<br>+Thought from my school team                                                                                         | Link to Evidence: Recorded interview in digital portfolio                                                                                                                                                                                                |
| My Identities (only student & family) <ul style="list-style-type: none"> <li>Who am I?</li> <li>What words describe me?</li> </ul>               | "I am Indigenous, I am happy, helpful, dependable, friendly"<br>* We are proud of our heritage and of our son and all his gifts!                                                                                                                         |
| My Interests <ul style="list-style-type: none"> <li>What I love and/or like?</li> <li>What do I spend my time doing?</li> </ul>                  | "I like to work with kids, and I like being a part of student council. I love my family and spending time with them. I like to spend time in my Drama class and Young Life. I want to travel to many places in the world and would like to be a teacher" |
| My Needs <ul style="list-style-type: none"> <li>What I need to be successful?</li> <li>What is important for people to know about me?</li> </ul> | "I like to talk about what I am learning. I like to be prepared. Music helps me to feel calm and relaxed. Sometimes writing is hard for me, but I like to talk a lot. I need to ask questions when I am confused."                                       |

## My Learning Profile

|                                                                                                                                                                                  |                                                                                                                                                                  |                                                                                                                           |                                                                                                                                               |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------|
| * Thoughts from my family<br>+ Thoughts from my school team                                                                                                                      | Link to Evidence: Recorded interview in digital portfolio                                                                                                        |                                                                                                                           |                                                                                                                                               |
|                                                                                                                                                                                  | Personal                                                                                                                                                         | Social                                                                                                                    | Learning                                                                                                                                      |
| My Strengths <ul style="list-style-type: none"> <li>What can I do?</li> <li>When do I feel confident?</li> <li>What can I teach others about?</li> </ul>                         | "I am good at student council and I am good at organizing things. I am on time for school."                                                                      | "I work really well with people. I want to learn about how to be a leader with younger kids"                              | "I like to research and learn about new topics. I am a good listener. I am good at math."                                                     |
| My Stretches <ul style="list-style-type: none"> <li>What is hard for me to do?</li> <li>What do I need a lot of support for?</li> <li>What do I want/need to work on?</li> </ul> | "I want to work on making healthy choices. I need help when there are changes<br>* L needs support regulated his emotions and behaviour when he gets frustrated" | "I need help to make friends.<br>* L needs support with creating safe social boundaries and healthy relationships online" | "I want to learn more about other countries."<br>"My drama teacher says I should come up with ideas for new games because I have great ideas" |

Areas I want to focus on this year



|                                         |                                                                                                                                              |                                                                                                                                       |                                                                                                                          |
|-----------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------|
| Competencies that can help me set goals | <ul style="list-style-type: none"> <li>Personal Awareness &amp; Responsibility</li> <li>Positive Personal &amp; Cultural Identity</li> </ul> | <ul style="list-style-type: none"> <li>Communicating</li> <li>Collaborating</li> <li>Social Awareness &amp; Responsibility</li> </ul> | <ul style="list-style-type: none"> <li>Creative Thinking</li> <li>Critical Thinking &amp; Reflective Thinking</li> </ul> |
|-----------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------|

# Inclusive & Competency Based IEP: Part 2

George, 2020

| Supports and Plans                                     |                                                                                                                                                                                                                                                                       |                                                |                                                                                                                |
|--------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------|----------------------------------------------------------------------------------------------------------------|
| Universal Classroom Supports and Strategies            |                                                                                                                                                                                                                                                                       | Essential Individualized Supports & Strategies |                                                                                                                |
| Need                                                   | Supports and/or Strategies                                                                                                                                                                                                                                            | Need                                           | Supports and/or Strategies                                                                                     |
| Social Skills                                          | Direct teaching social skills with whole class, strategic pairings, teach digital online citizenship skills                                                                                                                                                           | Emotional Regulation                           | Social narratives for L, circle of friends visual, pre determine and constructed appropriate websites and apps |
| Ability                                                | Curricular access points, strategic pairing, use concrete pictures, objects, models and hands on materials, repetition, pre teach vocabulary, post reference material, charts, poster etc.                                                                            | Ability                                        | Assistive Technology – personal computer                                                                       |
| Self Determination                                     | Post-it note cueing system to ask for help subtly, positively reinforce efforts, conference with student to ensure they understand the task/ questions/ expectations, chunk activities/ tasks, teach student how to identify needs and teach strategies, offer choice | Self Determination                             | Social narratives for L                                                                                        |
| Supplementary Plans                                    |                                                                                                                                                                                                                                                                       | Date                                           |                                                                                                                |
| P. A. T. H. (Planning Alternative Tomorrows with Hope) |                                                                                                                                                                                                                                                                       | June 2020                                      |                                                                                                                |

# Inclusive & Competency Based IEP: Part 3a

| Competency Goals |                                                                     |                          |                                                                                                                                                           |
|------------------|---------------------------------------------------------------------|--------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------|
| Competency       | Personal Awareness & Responsibility                                 | Competency IEP Goal 1    | I can make choices that benefit my well-being and keep me safe in the communities that I belong to by                                                     |
| Objective 1A     | utilizing strategies for staying calm when I am upset or frustrated | Instructional Strategies | Explicitly teach calm down strategies. Ex, breathing, progressive body relaxation, etc. Teach programs for recognizing and identifying emotions, Modeling |

| Competency   | Personal Awareness & Responsibility             | Competency IEP Goal 2    | I can explain how I can use my strengths to contribute in my home, school and communities by                                                                       |
|--------------|-------------------------------------------------|--------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Objective 2A | Completing daily jobs that I am responsible for | Instructional Strategies | Scripted routines/task analysis, Modeling, Backwards chaining of new skills, <u>Gradually</u> increasing independence with tasks, Offer praise for completed tasks |

| Competency   | Social Awareness & Responsibility                                                                                                                             | Competency IEP Goal 3    | I can use respectful and inclusive language and behaviour (including online) by                                                                                                                                          |
|--------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Objective 3A | Knowing what information private and personal                                                                                                                 | Instructional Strategies | Explicitly teach online citizenship, Safe practices of sharing information, <u>Provide</u> topical reading at an accessible level, Practice with online, simulations and case studies, Provide opportunities to practice |
| Objective 3B | Knowing when to walk away from an online interaction (e.g. when it is someone you don't know, when it feels unsafe, when they ask about personal information) | Instructional Strategies | Explicitly teach online citizenship, Safe practices of sharing information, <u>Provide</u> topical reading at an accessible level, Practice with online, simulations and case studies, Provide opportunities to practice |

Drawn from BC core competencies (goal area for all)

Drawn from BC Core Competency progressions (goal for all)

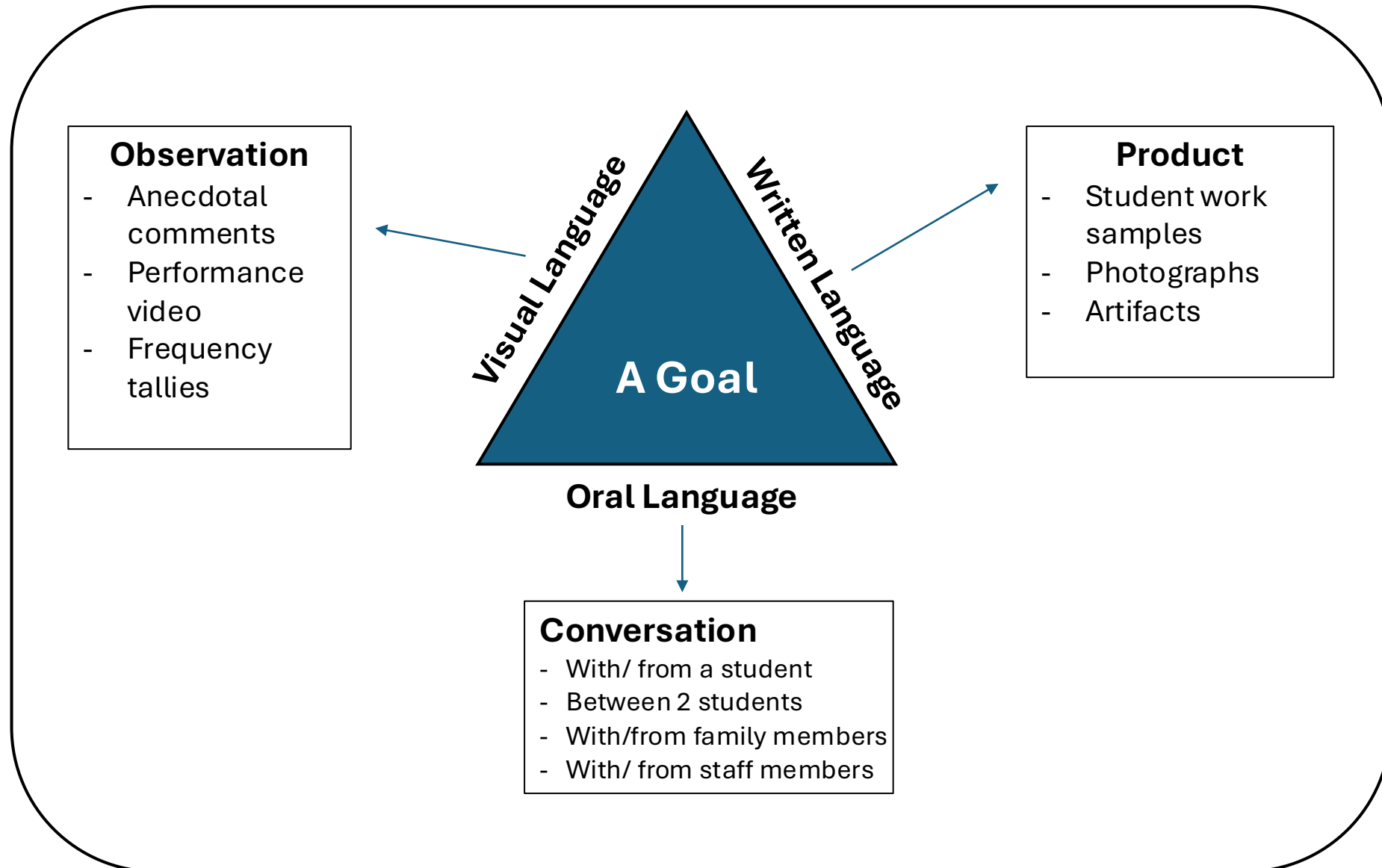
Specific to student's plan (objective for individual)

Drawn from page 1 of IEP (useful for individual)

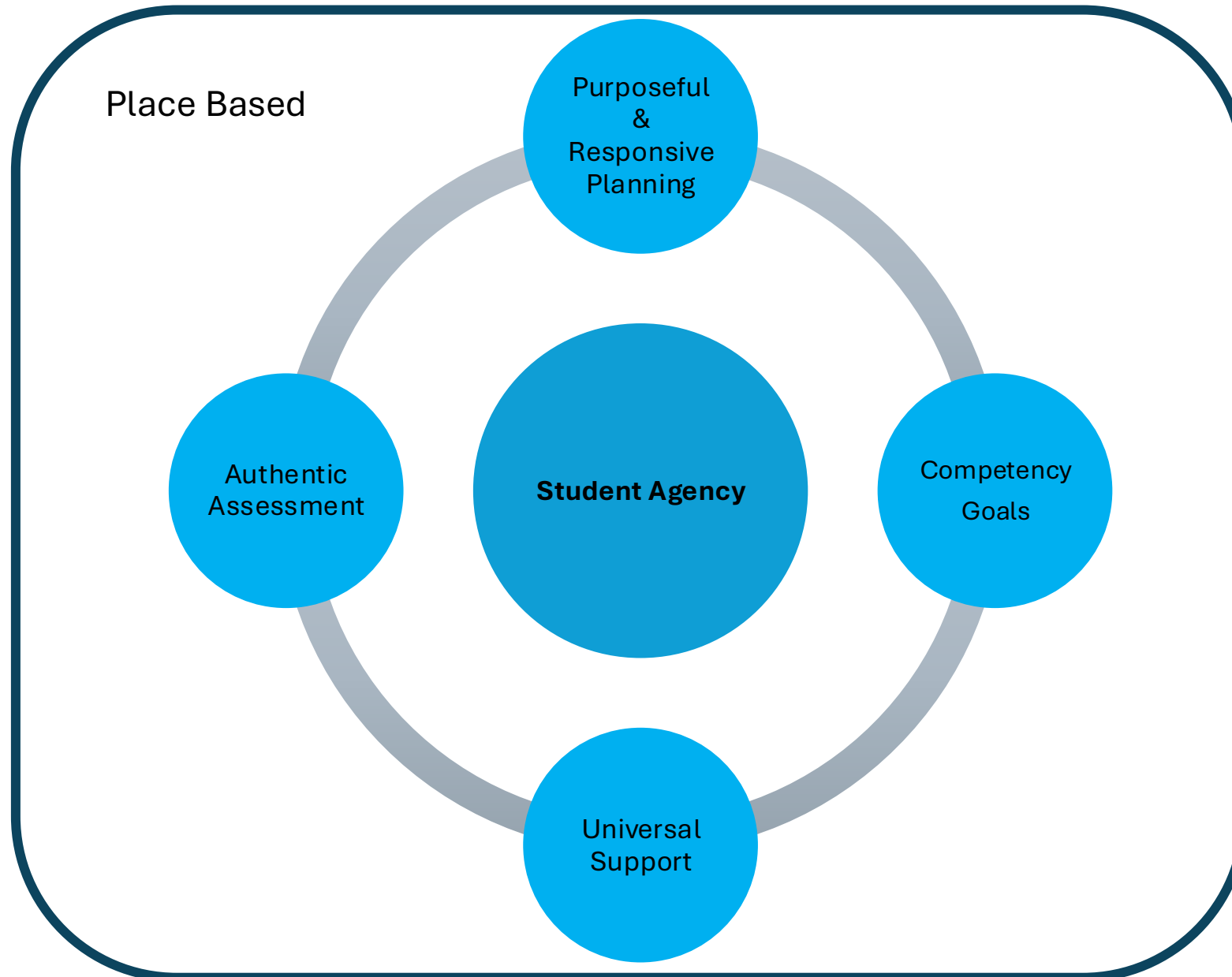
| Competency Goals |                                                                                                                                                               |                          |                                                                                                                                                                                                                          |
|------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Competency       | Personal Awareness & Responsibility                                                                                                                           | Competency IEP Goal 1    | I can make choices that benefit my well-being and keep me safe in the communities that I belong to by                                                                                                                    |
| Objective 1A     | utilizing strategies for staying calm when I am upset or frustrated                                                                                           | Instructional Strategies | Explicitly teach calm down strategies. Ex, breathing, progressive body relaxation, etc. Teach programs for recognizing and identifying emotions, Modeling                                                                |
| Competency       | Personal Awareness & Responsibility                                                                                                                           | Competency IEP Goal 2    | I can explain how I can use my strengths to contribute in my home, school and communities by                                                                                                                             |
| Objective 2A     | Completing daily jobs that I am responsible for                                                                                                               | Instructional Strategies | Scripted routines/task analysis, Modeling, Backwards chaining of new skills, <u>Gradually</u> increasing independence with tasks, Offer praise for completed tasks                                                       |
| Competency       | Social Awareness & Responsibility                                                                                                                             | Competency IEP Goal 3    | I can use respectful and inclusive language and behaviour (including online) by                                                                                                                                          |
| Objective 3A     | Knowing what information private and personal                                                                                                                 | Instructional Strategies | Explicitly teach online citizenship, Safe practices of sharing information, <u>Provide</u> topical reading at an accessible level, Practice with online, simulations and case studies, Provide opportunities to practice |
| Objective 3B     | Knowing when to walk away from an online interaction (e.g. when it is someone you don't know, when it feels unsafe, when they ask about personal information) | Instructional Strategies | Explicitly teach online citizenship, Safe practices of sharing information, <u>Provide</u> topical reading at an accessible level, Practice with online, simulations and case studies, Provide opportunities to practice |

# Inclusive & Competency Based IEP: Part 3a

# T - Triangulated Evidence



# Inclusive & Competency Based IEPS



# 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