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Competency
Based Inclusive Education Plans

1. **Strength-Based Processes that center Students Agency**
2. **Shared Goals**
3. **Universal Needs Based Supports**
4. **Aligned Assessment Practices**

PLANNING LEARNING FOR EACH STUDENT

	Students will:	Educators will:	Tasks/Assessments will:	Leaders will:
To Belong and to Give	Each student is able to share their learning with others	Each educator will collaborate and share with others to create a safe space for learning and provide opportunities for sharing and interacting	Each task/assessment will contain elements of student interest/culture and are interactive, predictable, safe and allow for demonstration of learning without feeling judged	Each leader will create time and space for educators to learn about, practice and collaborate on creating safe spaces and tasks/assessments
To Learn	Each student is able to choose different tools and strategies to access the learning and meet the goal	Each educator will make time to learn, practice, model, collaborate on, and teach a variety of tools and strategies relevant to individual needs	Each task/assessment will provide students with choice in how to access the learning and reach the goal	Each leader will make time to learn, practice, model and collaborate on a variety of tools and strategies
To Grow	Each student can articulate their learning goal, describe where they are at, as well as next steps	Each educator will design tasks based on formative assessment and co-creating criteria and steps	Each task/assessment will provide multiple access points and require reflection/feedback on where they are at and next steps	Each leader will provide opportunities and model assessment practices that lead planning and improved student learning

Resources to Support Your Planning:

Indigenous Education (Truth and Reconciliation in QSD)

Learning Framework

Assessment Plan

Learning in the Primary Years

Portal Resources
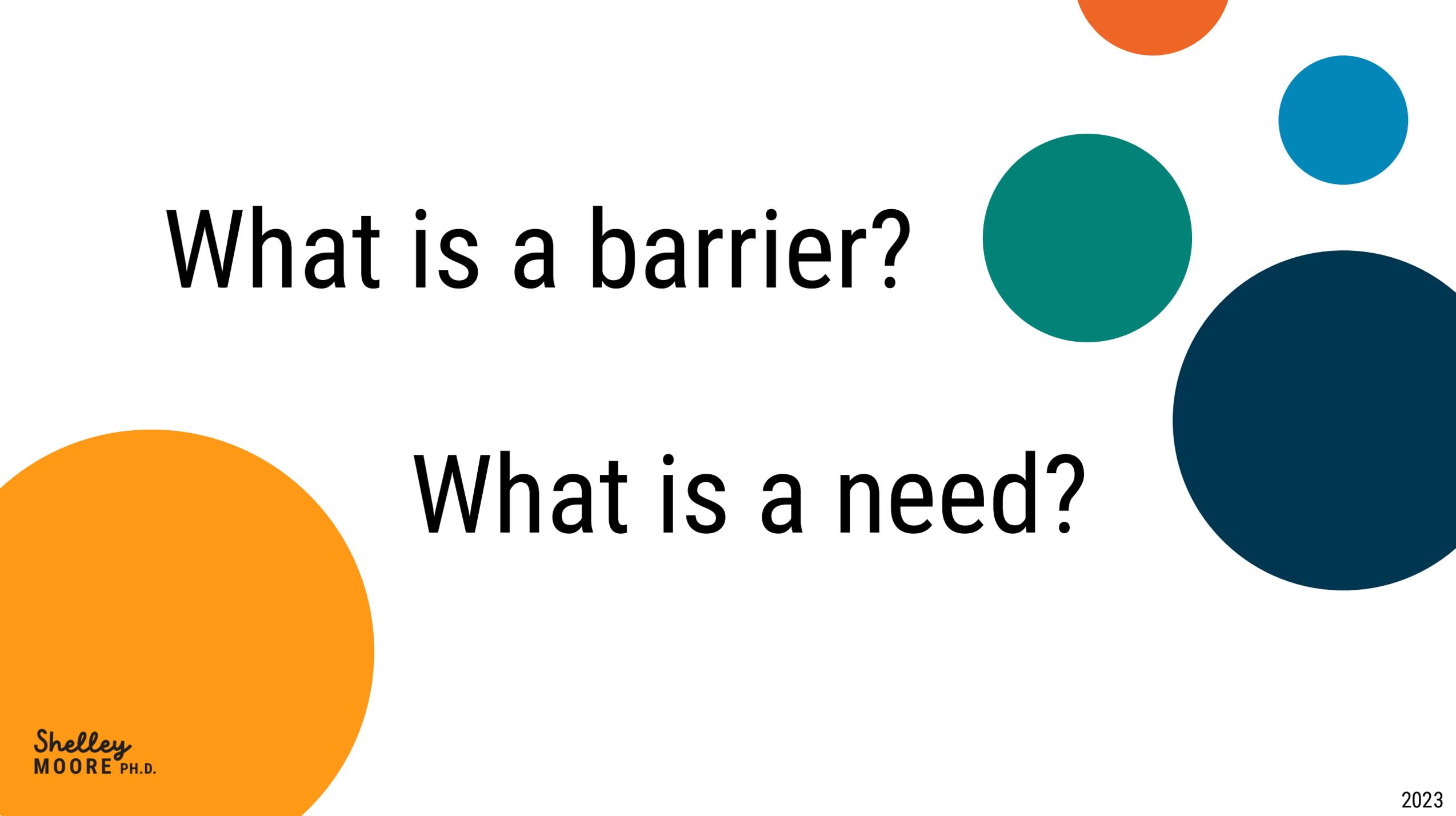
Additional Handbooks for Your Reference:

Employee Handbook

Accessibility Plan

Learning Support Resource Binder

How…

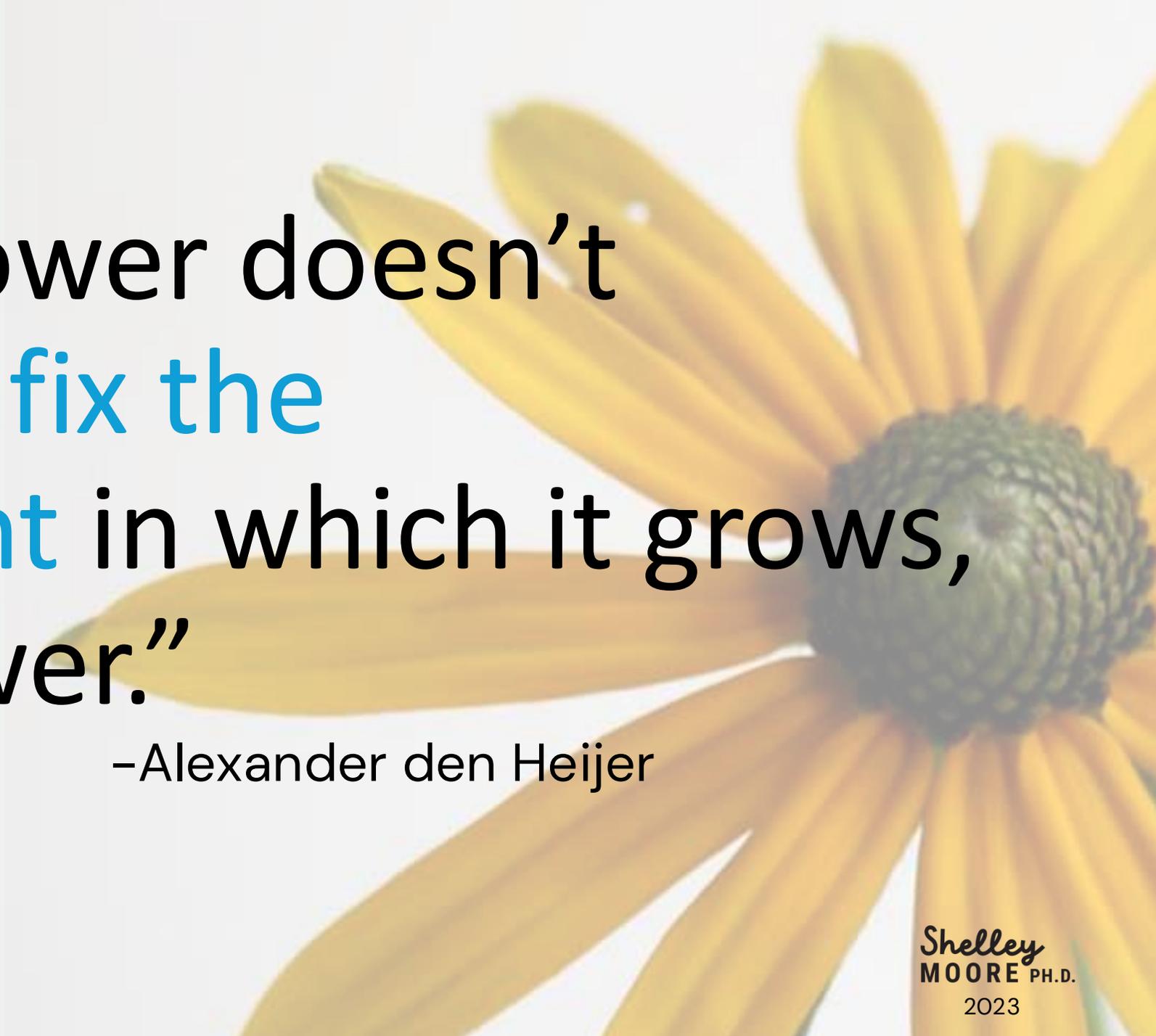do we shift our thinking?

do we shift our practice?

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What is a barrier?

What is a need?

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Reducing Barriers

Supporting Needs

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

–Alexander den Heijer

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What is happening in the **environment**?

What are the potential **barriers**?
not enough light
not enough water
not enough space

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

PERIODIC TABLE OF PLANT NUTRIENTS

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

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How do we plan for the ~~disabilities~~ needs of students?

Is it Universal? Targeted? Individualized?
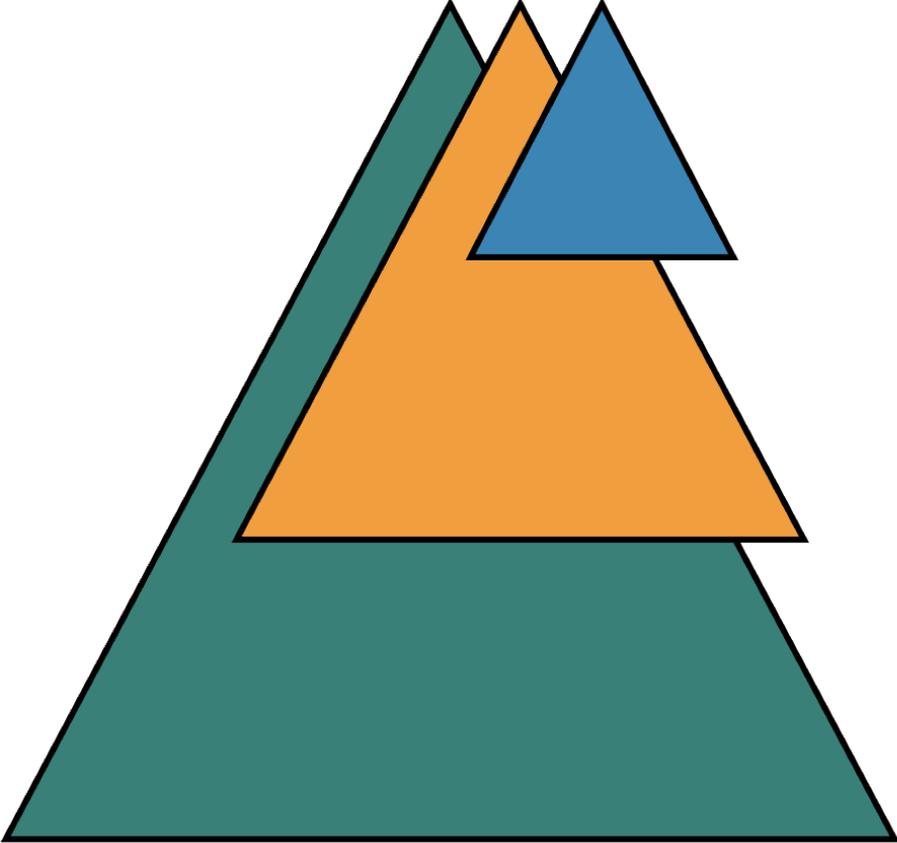
Multiple Layers of Needs Based Support

What **one** needs →

What **some** need →

What **everyone/most** need →

Individualized

Targeted

Universal

Supports & Strategies are
useful for ONE
Taught to ALL

+

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

+

Supports & Strategies are
useful for ALL
taught to ALL

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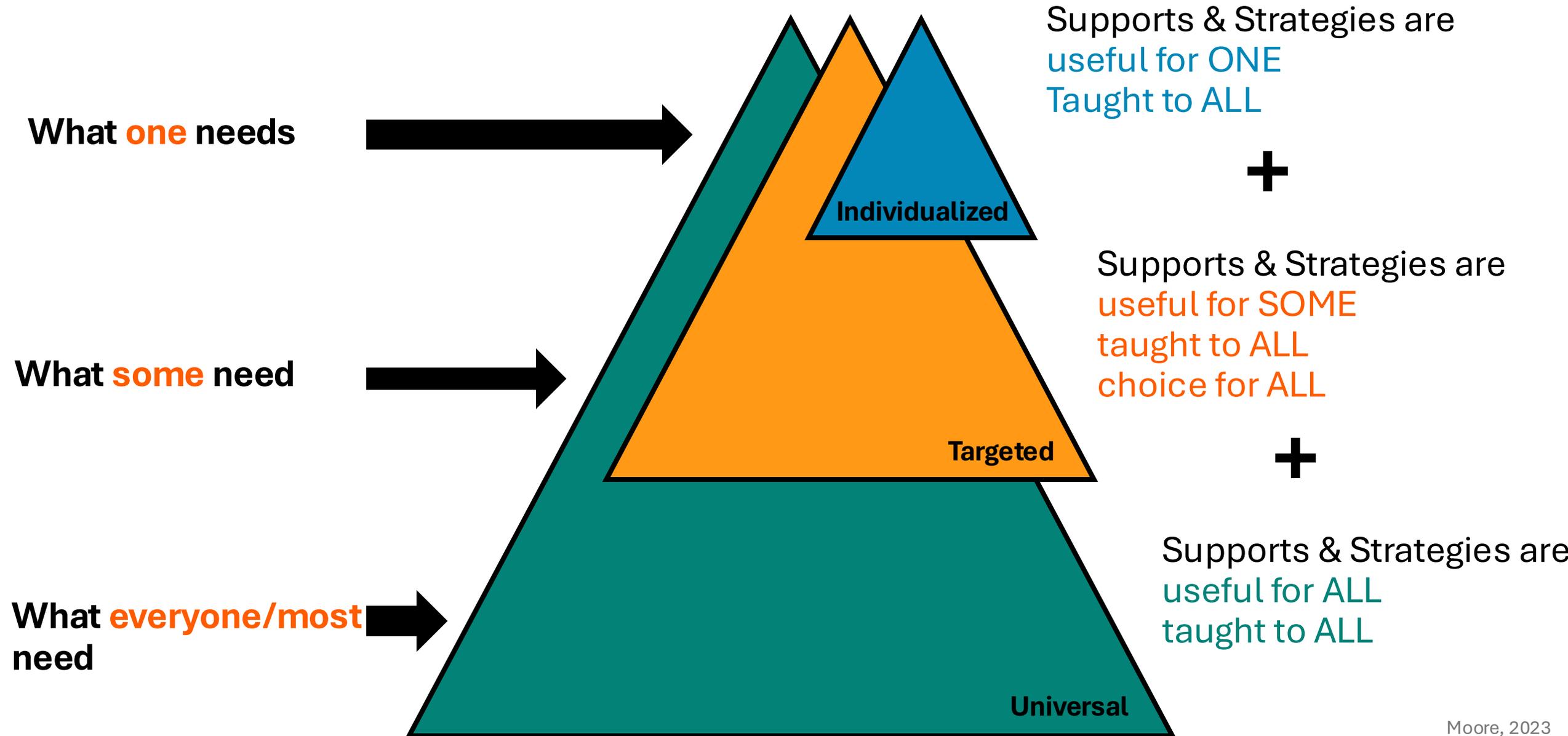
What are needs?

Increasing Inclusive & Equitable Access by Designing for Individual Needs

Increasing Inclusive & Equitable Access by Designing for Individual Needs

- **Attention**
- **Anxiety**
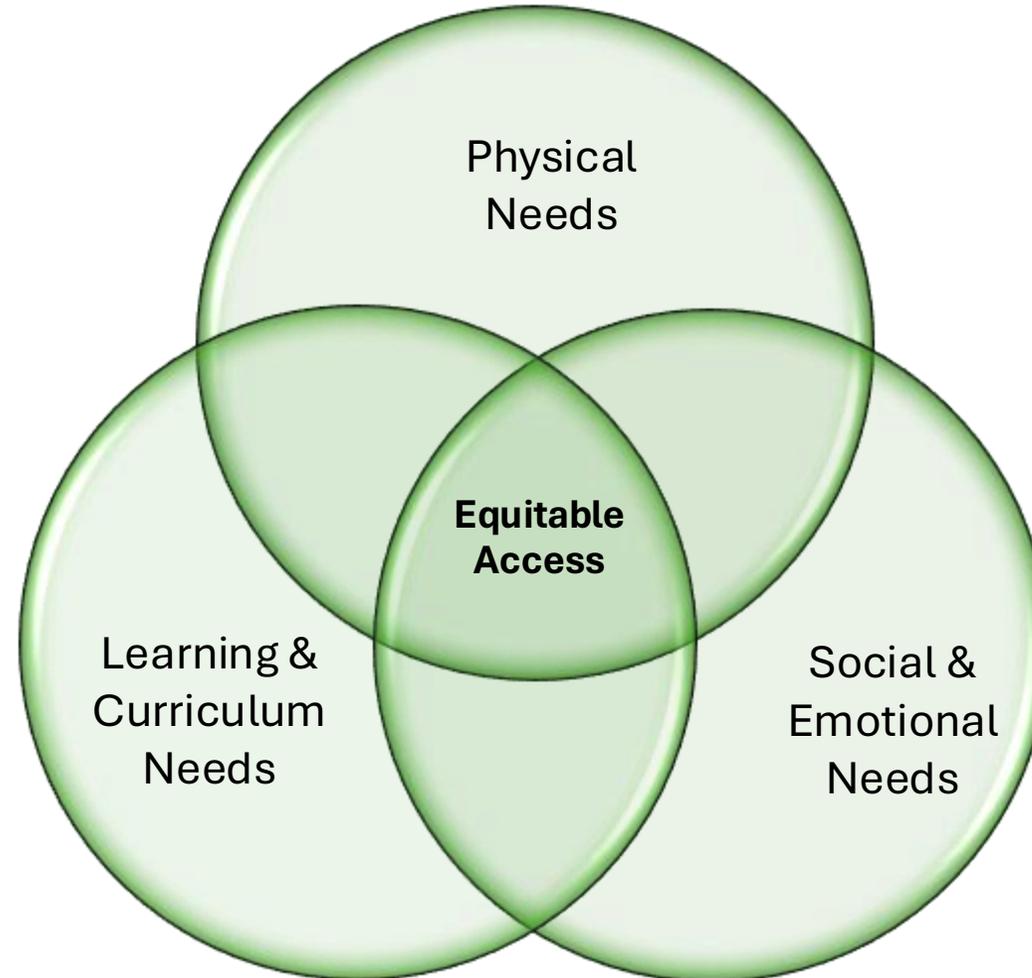- **Communication (receptive)**
- **Communication (expressive)**
- **Eating/Food**
- **Engagement/Motivation**
- **Executive functioning**
- **Family/community and/or identity**
- **Frustration/ Anger**
- Grief/ Trauma
- **Gross and/or Fine motor**
- **Intellectual ability (access)**
- **Intellectual ability (challenge)**

Physical Needs

Equitable Access

Learning & Curriculum Needs

Social & Emotional Needs

- **Language**
- **Literacy (decoding)**
- **Literacy (understanding)**
- **Literacy (written output)**
- **Literacy (Speaking/ oral language)**
- **Medical**
- **Memory**
- **Numeracy**
- **Personal Care**
- **Physical/Mobility**
- **Self Advocacy**
- **Self Regulation (emotional)**
- **Self Regulation (behavioural)**
- **Self Regulation(learning)**
- **Self Esteem**
- **Self Harm**
- **Sensory**
- **Social Skills**
- **Transitioning**
- **Vision and/or hearing**

Target Student: Geeshan   **Support Manager:**   **Lynn**   **Date: Dec 2022**

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

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

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

Increasing Inclusive & Equitable Access by Designing for Individual Needs

- **Attention**
- **Anxiety**
- **Communication (receptive)**
- **Communication (expressive)**
- **Eating/Food**
- **Engagement/Motivation**
- **Executive functioning**
- **Family/community and/or identity**
- **Frustration/ Anger**
- Grief/ Trauma
- **Gross and/or Fine motor**
- **Intellectual ability (access)**
- **Intellectual ability (challenge)**

Physical Needs

Equitable Access

Learning & Curriculum Needs

Social & Emotional Needs

- **Language**
- **Literacy (decoding)**
- **Literacy (understanding)**
- **Literacy (written output)**
- **Literacy (Speaking/ oral language)**
- **Medical**
- **Memory**
- **Numeracy**
- **Personal Care**
- **Physical/Mobility**
- **Self Advocacy**
- **Self Regulation (emotional)**
- **Self Regulation (behavioural)**
- **Self Regulation(learning)**
- **Self Esteem**
- **Self Harm**
- **Sensory**
- **Social Skills**
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- **Vision and/or hearing**

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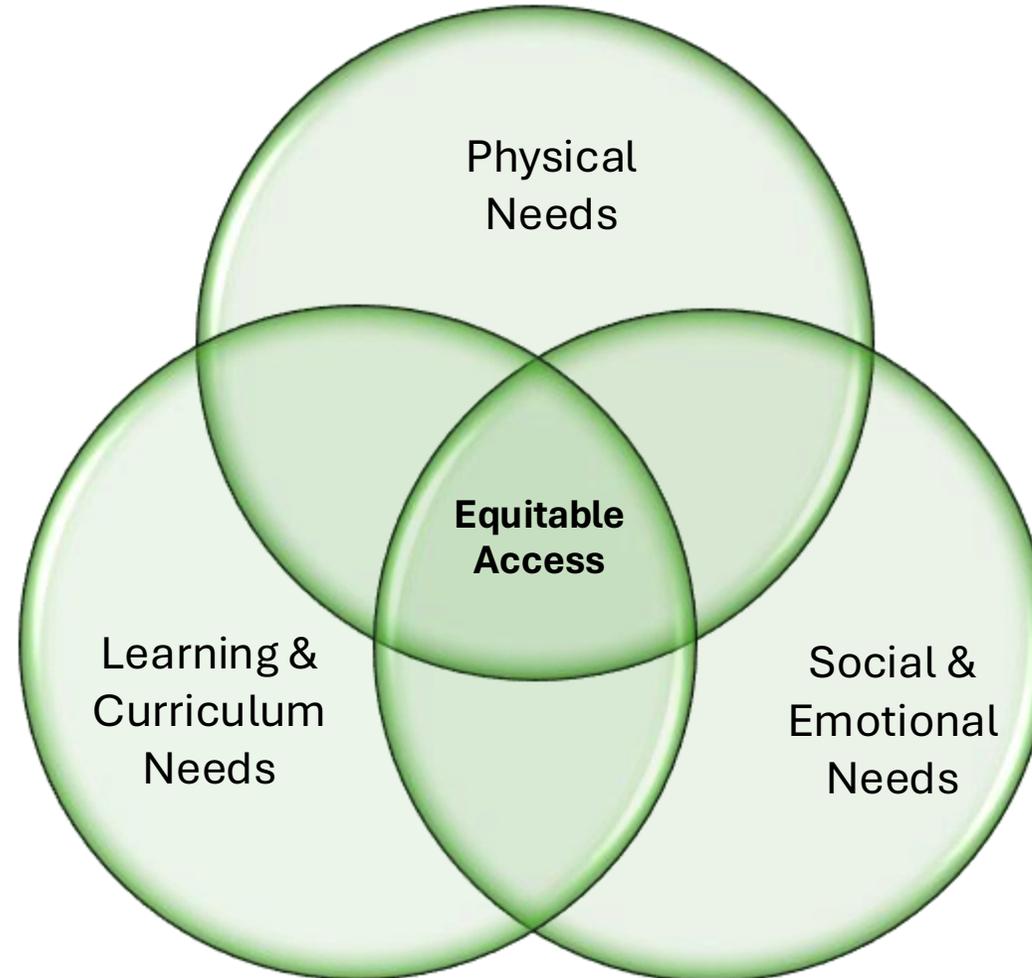
Classroom Support Planning

Targeted Need: Receptive Communication	Grade: Primary	Curriculum: AB

	Class-Wide Goals to Target this Need Area	Individualized Objectives (IEPs)
Competencies to Target	**Communication** • I can listen to others • I can use words, pictures, and symbols to understand messages **Research & Managing Information** • I can use my senses to learn about the world around me • I can connect new information with things I already know • I use information to understand my world and myself	

Specific UDL Strategies to Support Receptive Communication

3.1a multiple means of engagement: use materials related to student interests and experiences

3.1c multiple means of engagement: teach and encourage peer interactions to support communication and understanding

2.1a multiple means of representation: options for perceptions (visuals, audio support, tactile materials to support understanding)

2.1b multiple means of representation: alternative to auditory language (visuals, sign language)

Classrooms can support receptive communication by:		
Drawing on student interests, strengths & experiences		
Useful for ALL (Universal) ○ Survey students' interests (3.1a) ○ Build a Class Review (3.1a) ○ Themed interest-based learning stations (3.1a) ○ Community member involvement (3.1a) ○ Interest-based groupings (3.1a) ○ Teach using songs & rhymes (2.1a)	**Choice for ALL (Targeted)** ○ Access to activities connected to interests, strengths & experiences	**Useful for ONE (individualized)** ○ Creating individualized Student Profiles
Targeting students a new skill/competency		
Useful for ALL (Universal) ○ Teaching skills/competencies using visual anchor stories (3.1a) ○ Modelling/Role playing/dramatic play to teach (3.1a, 3.1c) ○ Model and demonstrate actions and tasks (2.1a, 2.1b, 3.1a)	**Choice for ALL (Targeted)** ○ Choose a competency goal to focus on	**Useful for ONE (individualized)** ○ Targeting individual IEP goals & objectives (not captured in classroom plan)

Is it Universal? Targeted? Individualized?

Strategy/Action: Create a family wall that allows students to hold photos

1. **Universal (Good for ALL/Most; Taught to ALL):**
- Everyone shares who is in their family/ who is important to them
- A variety of crayons colours to reflect different skin tones

2. **Targeted (Good for Some; Choice to ALL):**
- Students can choose to take their family of the wall and put at their desk or in their pockets when they need

3. **Individualized (Good for ONE/ Taught to ALL:**
- Photos are of each individual students' family/community

Supports Needs:

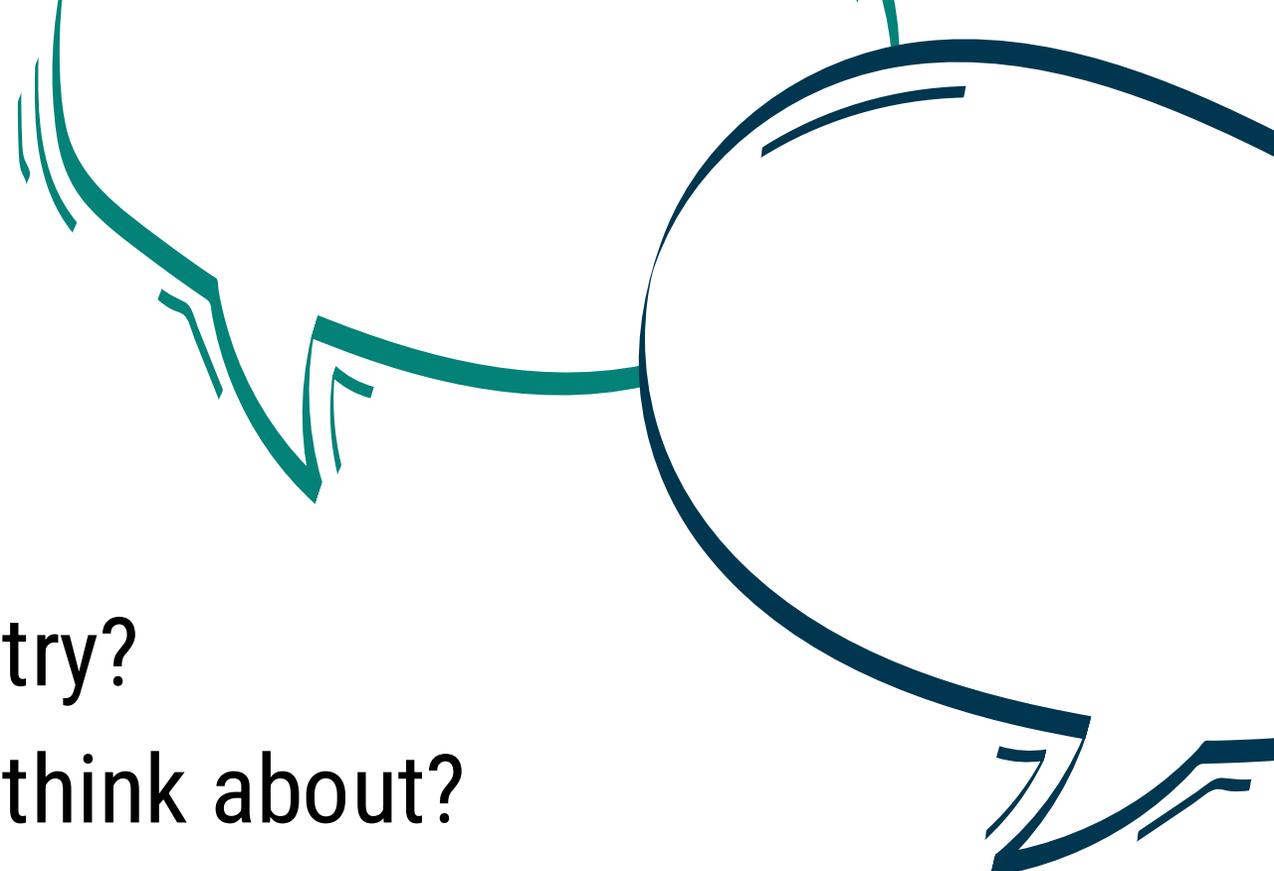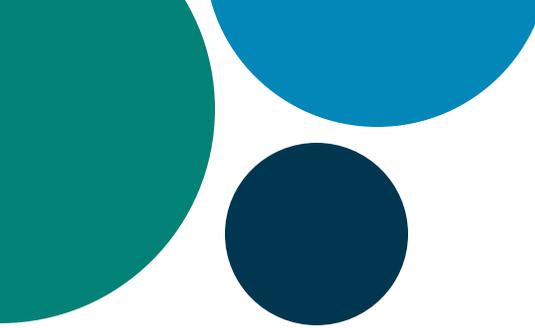Anxiety, identity, family, community, self esteem, engagement/motivation

What is one useful idea?

Layered inclusive needs-based support planning can replace individual IEP accommodations

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Using ICBIEPs to Support Classroom Planning
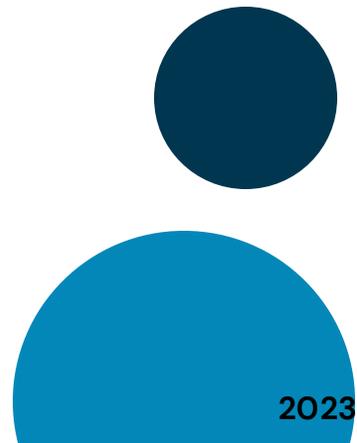
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What is one useful idea?

What is one thing you want to try?

What is one thing you want to think about?

What is one thing you want to learn more about?

What is one thing you want to share with someone who is not here today?

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