

Shelley MOORE PH.D.



@tweetsomemoore



@fivemooreminutes



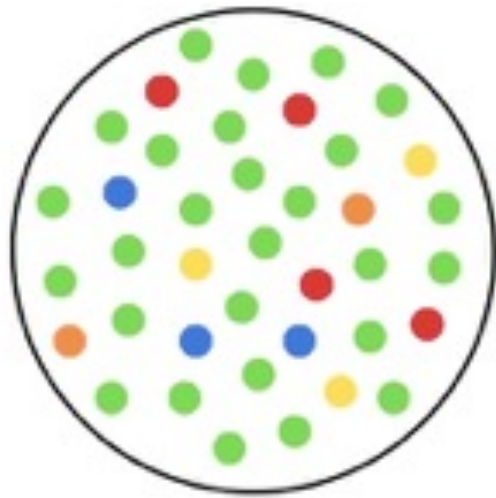
@fivemooreminutes



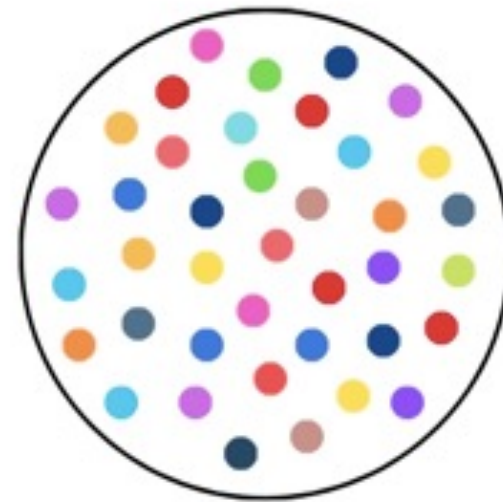
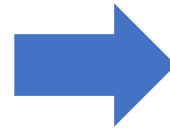
www.fivemooreminutes.com

www.blogsomemoore.com

WHAT IS *inclusion* ?



How do we
include people
with disabilities?



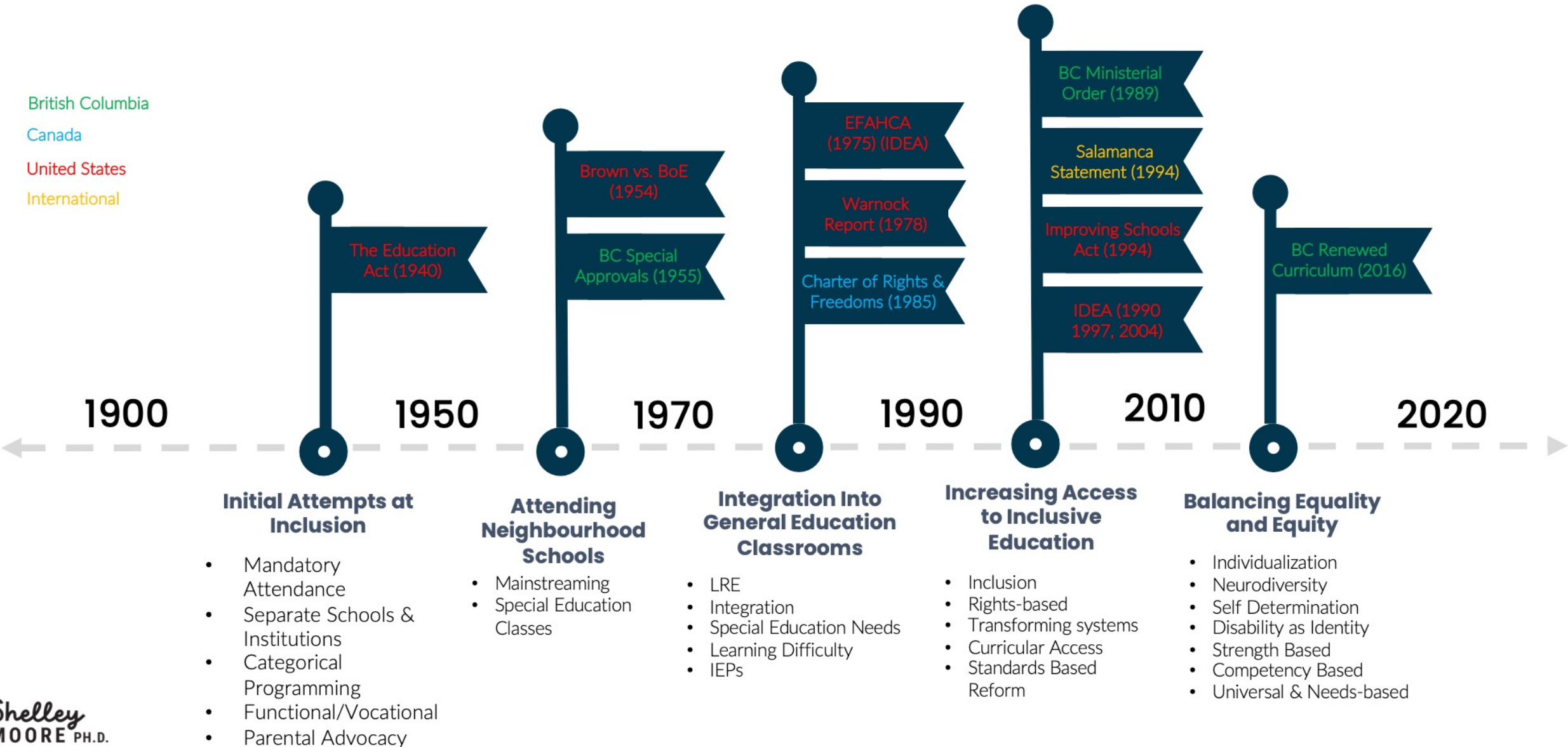
How do we teach
to *diversity*?

Individual Education Plans

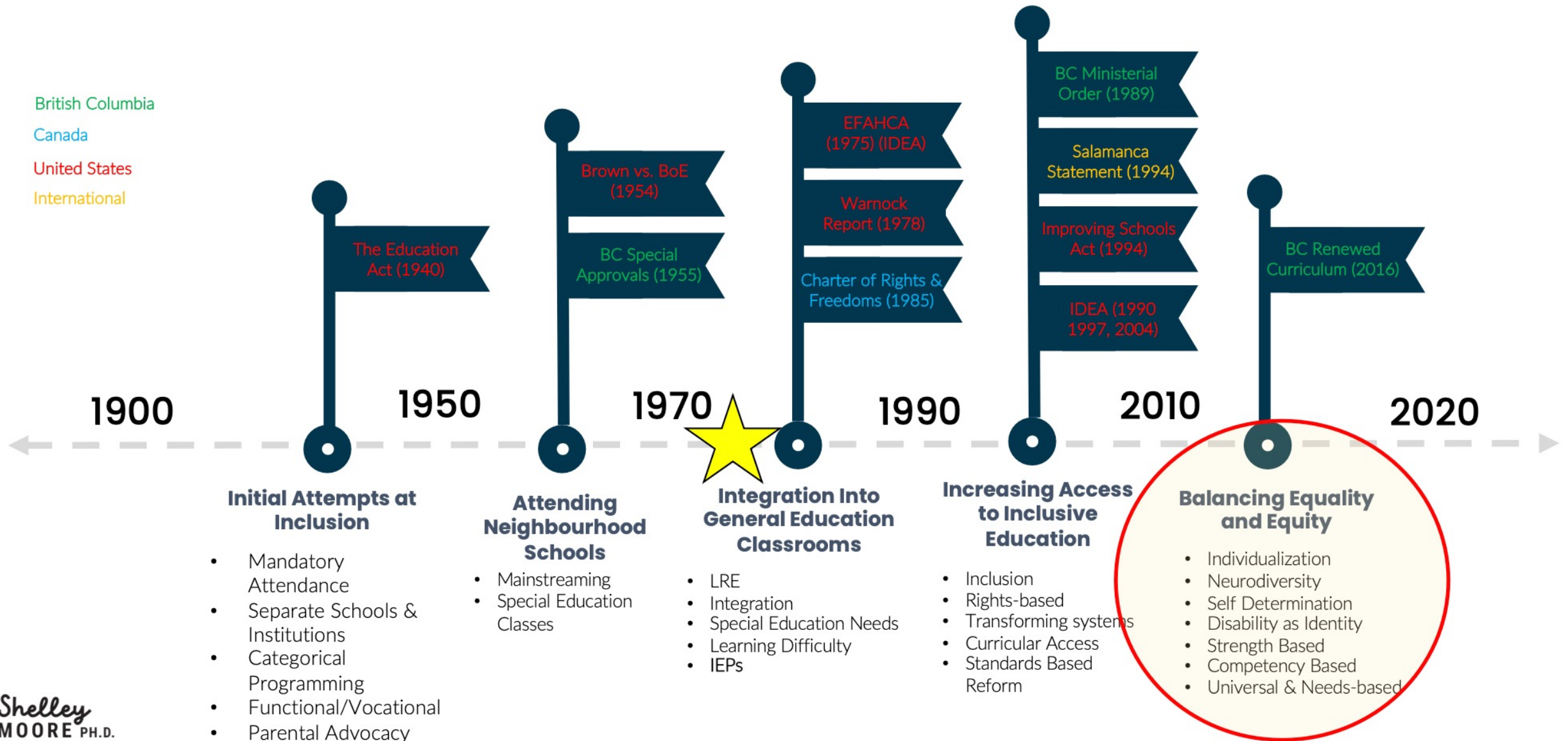
Why do we need them?

Why do they need to evolve?

History & Evolution of Inclusion for Students Intellectual Disabilities



History & Evolution of Inclusion for Students Intellectual Disabilities



What is What?

Neurodiversity

- 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

Individualization

- all students need to have agency in their educational journey

Self Determination

- all students need tools to manage their needs (not fix their deficits) & what works for one, works for many

Disability as Identity

- all students are valued and responded to just as they are; they are not forced to conform to a status quo or dominant group in to be successful

Strength & Competency-Based Learning

- all brains work differently, there is no one way or right way to think and learn

Universal and Needs Based

- all students can learn and grow, looking at what students could do instead of what they should do



What are we advocating for?

- **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

How can IEPs reduce barriers AND support needs?

(instead of reducing disability and fixing deficits)

- Center the **voice** of the **students, families & caregivers**
- Align goals to **a common curriculum** as peers
- Shift to **focus of goals** from *should* to *could*
- Include **curricular & learning goals** – not just behavioural or functional
- Designed for individual needs, not deficits
- Be a planning document that could be **a blueprint** for an entire **classroom community**
- Focusing on more **current & evolving** “life skills”
- Highlight **student** and **classroom centered evidence** and assessment
- Align IEPs to a **common evaluation process** and schedule



Individual Education Plan

Test Student

D.O.B.: 01/01/1905

OEN: 999

Principal:

School Year: 2020-2021

School Name:

Grade:

IEP Completion Date:

Revision Date:

Term/Semester:

Placement Start Date:

Most recent IPRC: 2019-03-25

Placement:

Latest IPRC Waiver: 2019-03-25

Placement Start:

First day of the new school year or semester in which the student is continuing in a placement

Reason for IEP:

Student not formally identified but requires special education program/services

Identification(s):

Communication - Autism
Communication - Deaf & Hard of Hearing

Presenting characteristics and/or rationale for IEP

For a student who has not been identified as exceptional by an IPRC, a brief statement describing the characteristics of the student that make a special education program and/or services necessary must be provided here.

If a student has been identified as exceptional by an IPRC, this would be indicated in the "Reason for IEP" and should include the specific exceptionality(ies)

Placement (above) should indicate if the student is receiving programming in Regular class with indirect support, Regular class with resource assistance, Regular class with withdrawal assistance, Special education class with partial integration or Section 23 class.

Are there IEP exemptions

Yes

and/or substitutions?:

Rationale for exemptions: If there are exemptions or substitutions to the regular curriculum, the rationale for those exemptions goes here.

For secondary students, an indication of whether the student is working towards a secondary school diploma, a secondary school certificate, or a certificate of accomplishment is required.

First Reporting Date:

2019-05-01

Second Reporting Date:

2019-05-02

Third Reporting Date:

2019-05-03

Sources for IEP Creation



Individual Education Plan

Parents/Guardians

Student

OSR

Clinical Assessments

Educational Assessments

Other: Consultation with the student's parents and the student, school staff, support personnel, and representatives of outside agencies or services is a valuable source of information, and should be a continuous process throughout the development and implementation of a student's IEP.

IEP Development Team

Name	Position
	Principal
	Special Education Resource Teacher
	Teacher
	French Teacher
	Itinerant Teacher of the Arts

Clinical Assessments

Type of Assessment	Assessment Date	Provider	Summary of Results/Diagnosis
		Name of Provider	Clinical Assessments that could be included in this section: - psychoeducational reports - Occupational Therapy reports - Physiotherapy reports - Audiology reports

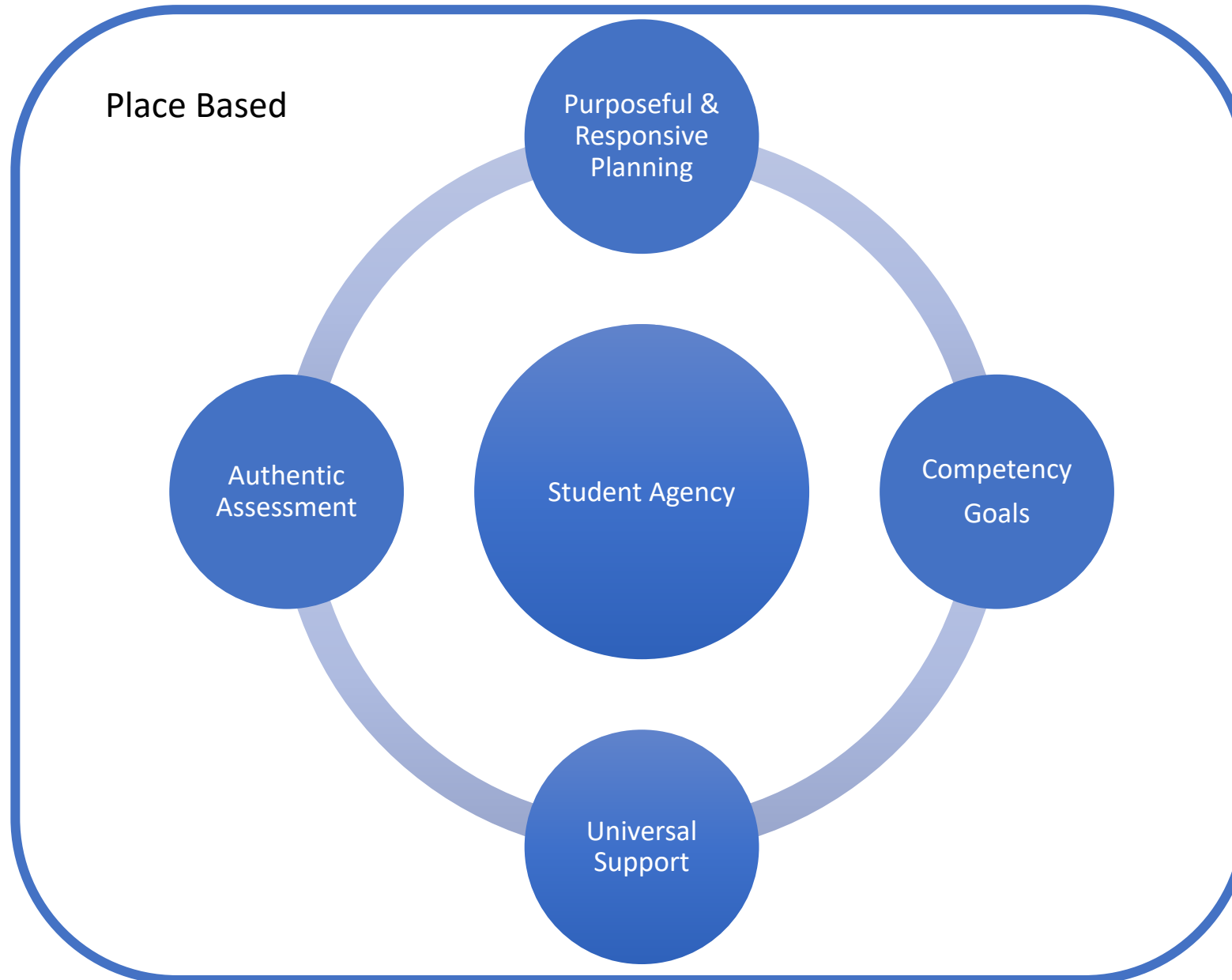
Educational Assessments

Type of Assessment	Assessment Date	Provider	Summary of Results/Diagnosis
		Name of Provider	Educational Assessments that could be included in this section: - PASS/PAST assessments - WIAT-III reports - PM Benchmarks - Lexia levels

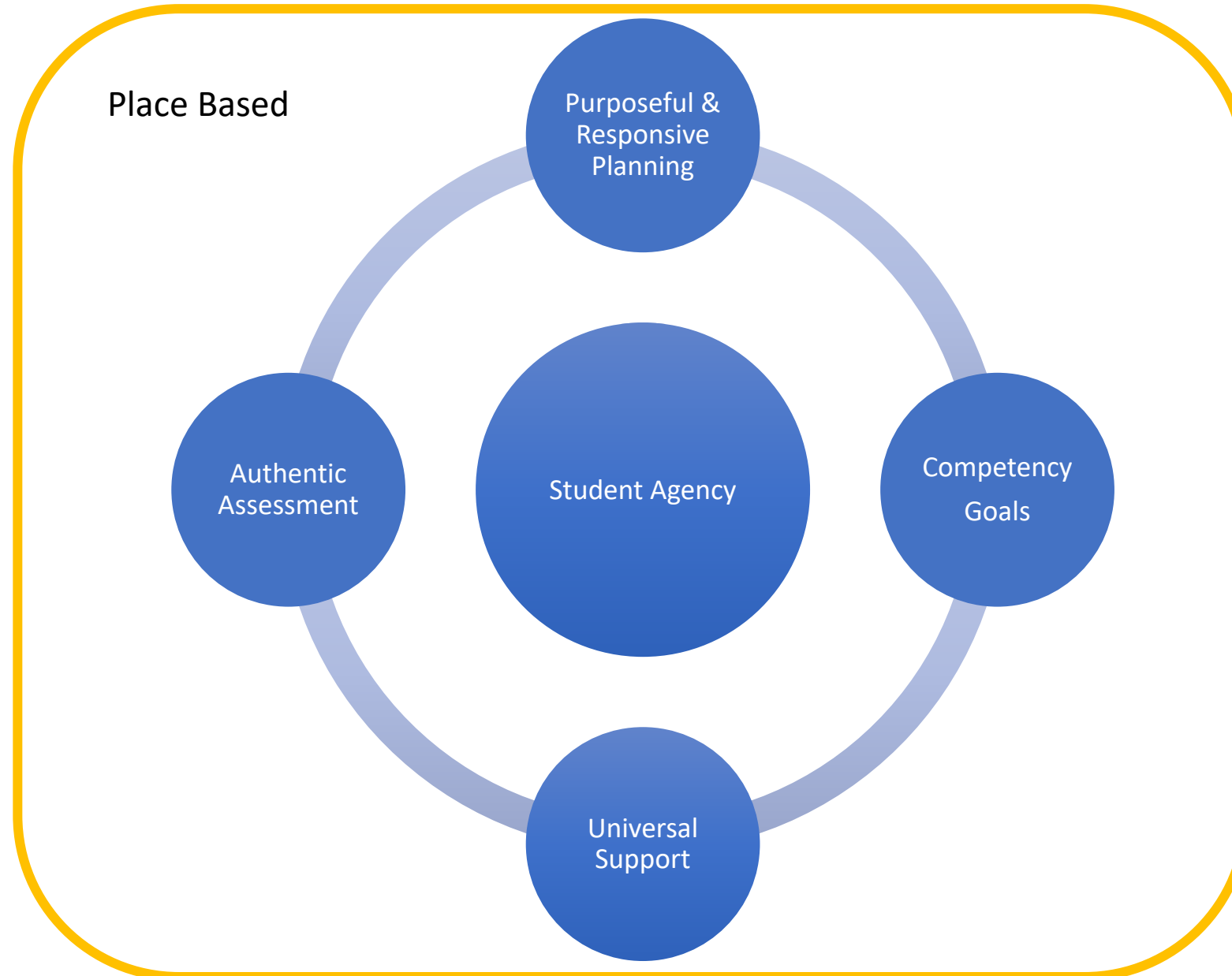
There is an official diagnosis:

Other: If there is an official diagnosis, it should be specified here.

Inclusive & Competency Based IEPs



Inclusive & Competency Based IEPS



How can IEPs reduce barriers AND support needs?

(instead of reducing disability and fixing deficits)

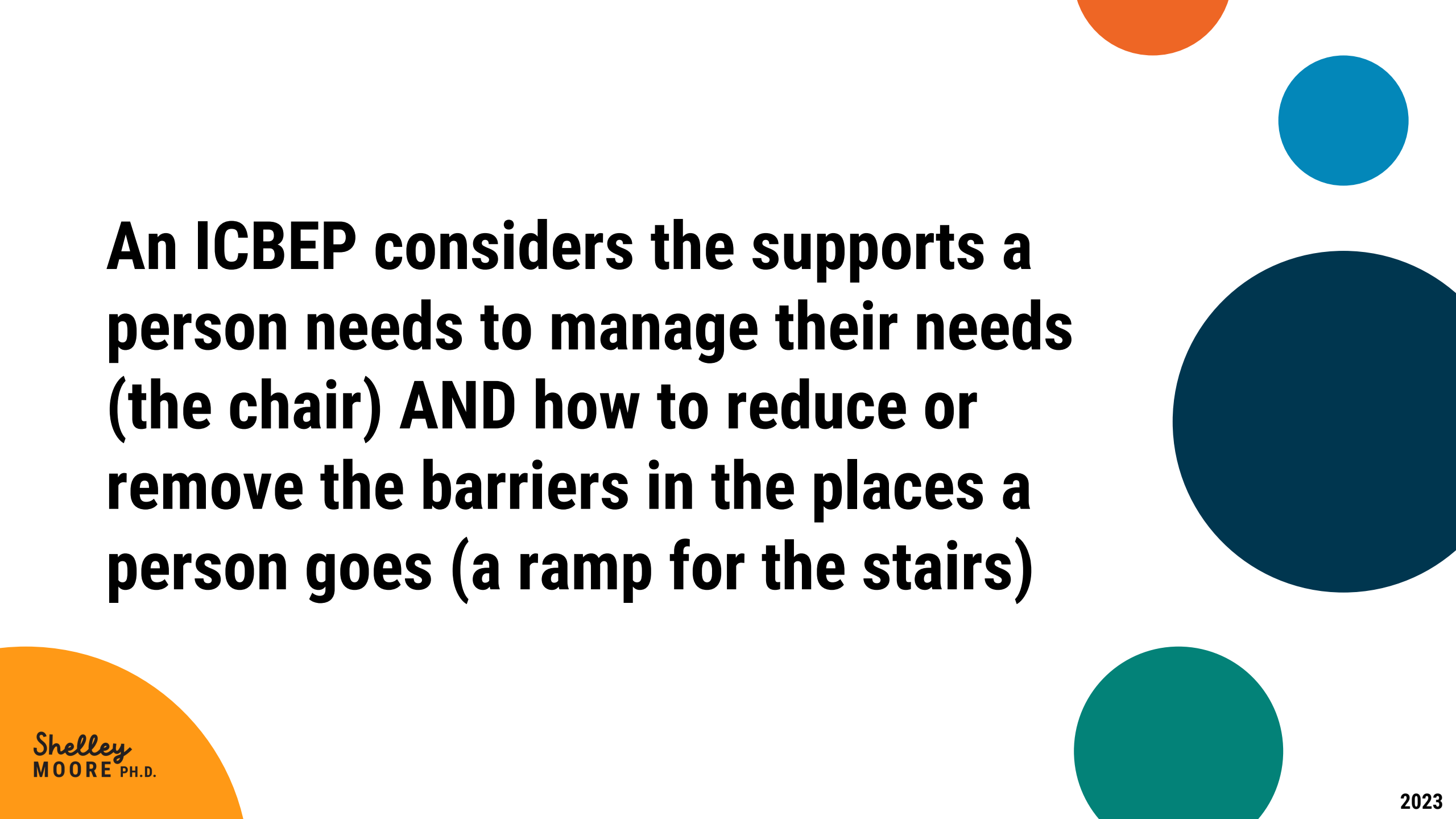
- Center the **voice** of the **students, families & caregivers**
- Align goals to **a common curriculum** as peers
- Shift to **focus of goals** from *should* to *could*
- Include **curricular & learning goals** – not just behavioural or functional
- Designed for individual needs, not deficits
- Be a planning document that could be **a blueprint** for an entire **classroom community**
- Focusing on more **current & evolving** “life skills”
- Highlight **student** and **classroom centered evidence** and assessment
- Align IEPs to a **common evaluation process** and schedule



Reducing Barriers



Supporting Needs

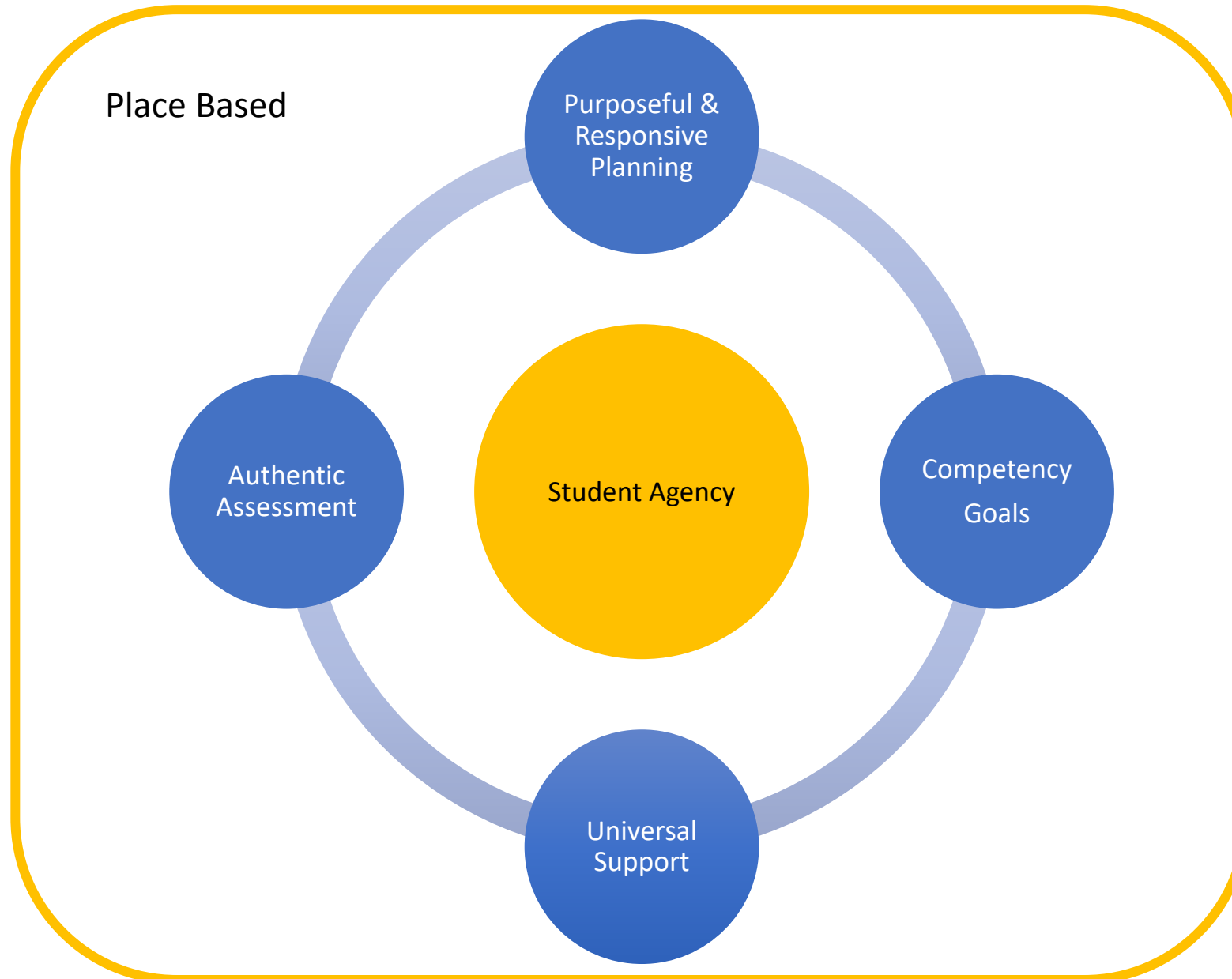


An ICBEP considers the supports a person needs to manage their needs (the chair) AND how to reduce or remove the barriers in the places a person goes (a ramp for the stairs)

How is considering **place the same as, evolving, and/or different from historical IEP processes?**

Why might considering **place be important evolution to IEPs?**

Inclusive & Competency Based IEPS



Individual Education Plan

Test Student

D.O.B.: 01/01/1905

OEN: 999

Principal:
School Year: 2020-2021
IEP Completion Date:
Term/Semester:

School Name:
Grade:
Revision Date:

Placement Start Date:
Placement:
Placement Start: First day of the new school year or semester in which the student is continuing in a placement

Most recent IPRC: 2019-03-25
Latest IPRC Waiver: 2019-03-25

Reason for IEP:
Student not formally identified but requires special education program/services
Identification(s): Communication - Autism
Communication - Deaf & Hard of Hearing

Presenting characteristics and/or rationale for IEP

For a student who has not been identified as exceptional by an IPRC, a brief statement describing the characteristics of the student that make a special education program and/or services necessary must be provided here.

If a student has been identified as exceptional by an IPRC, this would be indicated in the "Reason for IEP" and should include the specific exceptionality(ies)

Placement (above) should indicate if the student is receiving programming in Regular class with indirect support, Regular class with resource assistance, Regular class with withdrawal assistance, Special education class with partial integration or Section 23 class.

Are there IEP exemptions and/or substitutions?: Yes
Rationale for exemptions: If there are exemptions or substitutions to the regular curriculum, the rationale for those exemptions goes here.
First Reporting Date: 2019-05-01
Second Reporting Date: 2019-05-02
Third Reporting Date: 2019-05-03

Sources for IEP Creation

Individual Education Plan

Parents/Guardians

Student

OSR

Clinical Assessments

Educational Assessments

Other: Consultation with the student's parents and the student, school staff, support personnel, and representatives of outside agencies or services is a valuable source of information, and should be a continuous process throughout the development and implementation of a student's IEP.

IEP Development Team

Name	Position
	Principal
	Special Education Resource Teacher
	Teacher
	French Teacher
	Itinerant Teacher of the Arts

Clinical Assessments

Type of Assessment	Assessment Date	Provider	Summary of Results/Diagnosis
		Name of Provider	Clinical Assessments that could be included in this section: - psychoeducational reports - Occupational Therapy reports - Physiotherapy reports - Audiology reports

Educational Assessments

Type of Assessment	Assessment Date	Provider	Summary of Results/Diagnosis
		Name of Provider	Educational Assessments that could be included in this section: - PASS/PAST assessments - WIAT-III reports - PM Benchmarks - Lexia levels

There is an official diagnosis:



Algonquin & Lakeshore
Catholic District School Board

Individual Education Plan

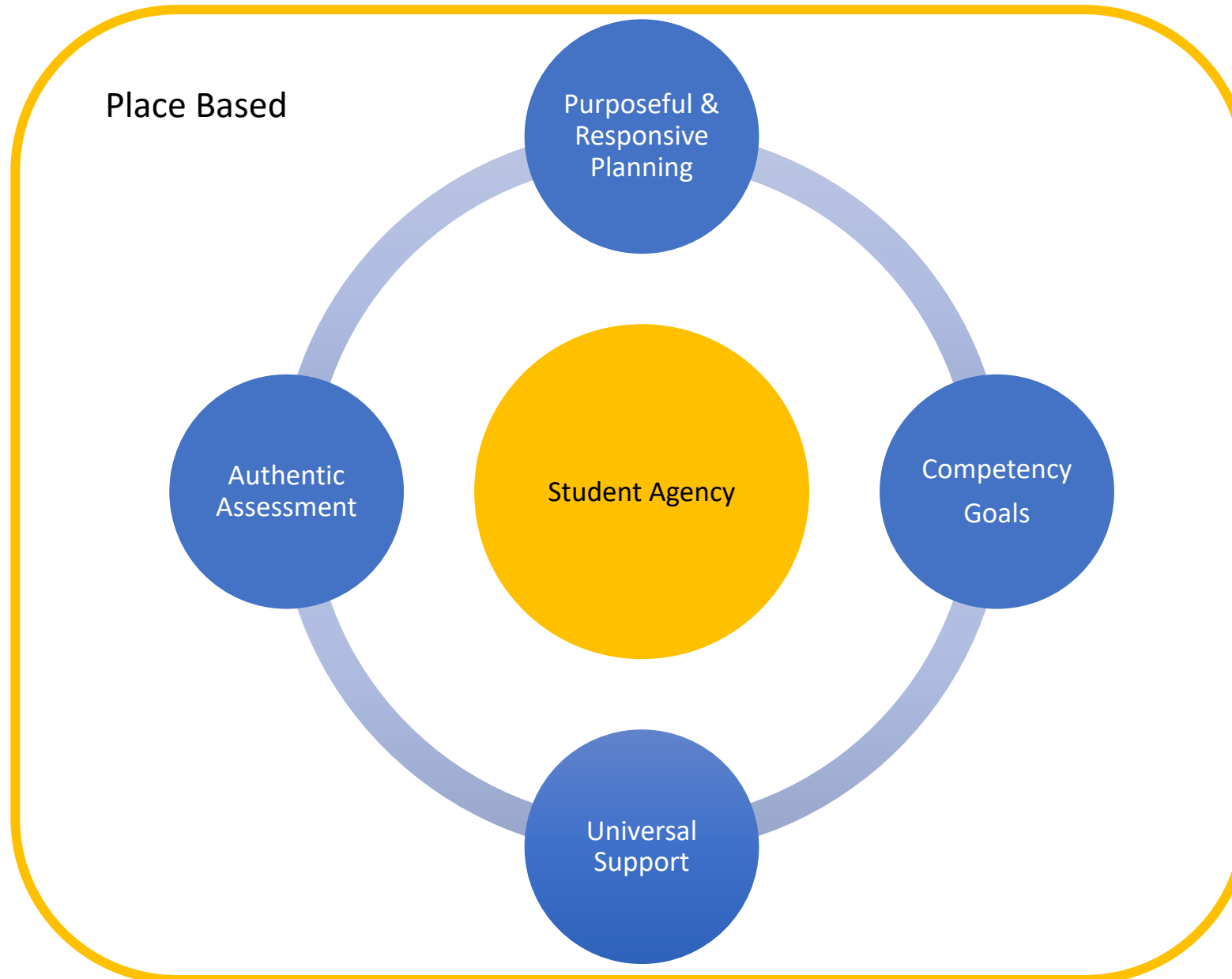
Strengths and Needs

Strengths	Needs
<p>When describing the student's areas of strength, it is appropriate to include information such as the following:</p> <ul style="list-style-type: none">• the student's preferred learning styles/modalities (e.g., visual/auditory/kinesthetic learner)• previously acquired learning skills (e.g., organizational skills; time management skills)• strengths in areas such as cognitive processing and communication (e.g., expressive language – speaking)	<p>When indicating a student's areas of need, it is appropriate to include information such as the following:</p> <ul style="list-style-type: none">• broad cognitive and/or processing challenges (e.g., in the area of visual memory)• skill deficits that relate to the student's exceptionality and/or interfere with his or her ability to learn (e.g., in areas such as social skills, attention, emotional control, expressive language – writing)

Subjects, Courses or Alternative Programs to which the IEP applies:

Subject	Code	Teacher	Program Type
Modified Subject Area		Teacher Name	Modified
Alternative Subject Area		Teacher Name	Alternative

Inclusive & Competency Based IEPS



Why is Student Agency Important?

- Student agency is playing a central role in curricular reform movements worldwide for all students, and emphasizes putting students in control of their learning
- Student agency is connected to skills needed for society today and tomorrow and focuses on supporting students to:
 - Make choices
 - Make decisions
 - Solve problems
 - Set goals
 - Self-regulate
 - Self advocate
 - Be self aware

- Ghobary, 2007 Wehmeyer, 2006

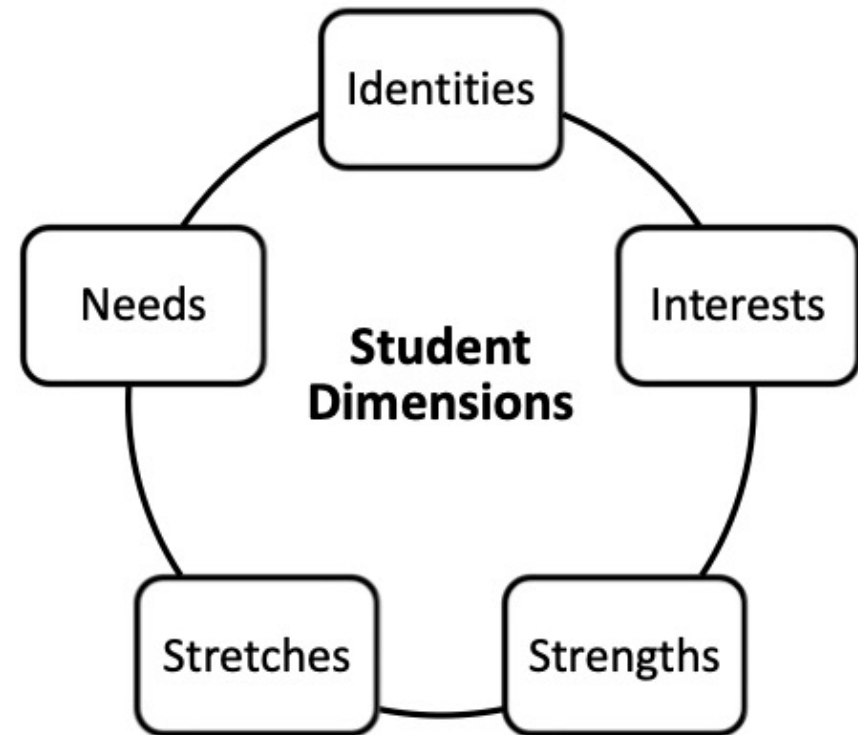
How do we support Student Agency?

All students need to:

- Know **who they are** as a person and a learner
- Know their **strengths & interests**
- Know their **stretches & needs**
- Be **included in goal setting** and/or understand why a goal is **important to their learning and life**
- Know and choose what **supports** and **strategies** they need to meet a goal
- Know when **they have met a goal** or how to **adjust a goal** if needed
- Be able to **show** how they have **met a goal**
- Know what **a next step in learning** could be

Getting to know who the students are

What **dimensions** can we capture so that we **reduce and eliminate barriers AND design better** for student variability?



Who are you? What are your dimensions?

Who am I? (Identities)	What do I love? (Interests)	What am I good at? (Strengths)	How do I want to grow? (Stretches)	What makes it hard for me to grow? (Needs)
<p>How do you identify?</p> <p>What are some words that describe you?</p> <p>Complete the statement: I am _____</p> <p>What communities are you and your family a part of?</p> <p>What are your pronouns?</p> <p>What place do you call home?</p> <p>What languages do you speak?</p> <p>What cultures, races or nations do you identify with?</p> <p>Are there any disabilities that you identify with?</p>	<p>What brings you joy?</p> <p>What are some of your favourite things/ activities?</p> <p>What are some things that you do with your family and friends?</p> <p>What do you wish you could spend more time doing?</p> <p>What do you want to learn more about?</p> <p>What do you want to learn how to do?</p> <p>What would you do if you had a full day off?</p> <p>What do you like to learn/ read about?</p> <p>What kinds of shows/ movies/ books do you like?</p>	<p>What feels easy to you?</p> <p>What do you know a lot about?</p> <p>What perspective do you bring to conversations?</p> <p>What are you really good at?</p> <p>How can I help others? (Strengths)</p> <p>What could you teach to someone else?</p> <p>Why is your family/ class/group so lucky to have you?</p> <p>How do you help out at home? In other activities?</p> <p>What do you do that brings other people joy?</p>	<p>What is a goal that you have for yourself?</p> <p>What do you want to get better at?</p> <p>What is something you want to learn more about?</p> <p>What do you wish you could do more of?</p> <p>What is an area that you need some practice in?</p> <p>What could you work on now, that will help you in the future?</p> <p>What do you need support for at school?</p> <p>What do you wish you could do more of without help?</p>	<p>What makes it hard for you to learn?</p> <p>What helps you learn best?</p> <p>What makes it hard for you to pay attention/ focus?</p> <p>Do you prefer to work alone or in a group?</p> <p>What makes it hard to get to school/ go to class?</p> <p>What do you wish was different about school?</p> <p>What materials/tools do you need in a classroom?</p> <p>What is important for your teacher to know about you?</p>

Who am I? Profile

Words that describe me:

My favourite books/stories:

Things I like to do when I'm alone:

Things I'm very good at or interested in:

Things I like to do with my family:

Things I like to do with my friends:

THIS IS ME!

Things I would like to get better at in this class are:

Things I like (or need) you to know about me:

My hopes and dreams for myself are:

The easiest way for me to show what I know is:

Getting to Know Children & Family Dimensions Family Interview

Child:	Child:	Child:	Child:	Child:
What are the identities of your child and your family?	What are the identities of your child and your family?	What are the identities of your child and your family?	What are the identities of your child and your family?	What are the identities of your child and your family?
What are the interests of your child and your family?	What are the interests of your child and your family?	What are the interests of your child and your family?	What are the interests of your child and your family?	What are the interests of your child and your family?
What are the strengths of your child?	What are the strengths of your child?	What are the strengths of your child?	What are the strengths of your child?	What are the strengths of your child?
What is hard for your child in this community? What do they need support with?	What is hard for your child in this community? What do they need support with?	What is hard for your child in this community? What do they need support with?	What is hard for your child in this community? What do they need support with?	What is hard for your child in this community? What do they need support with?
What is getting in the way for your child to feel a sense of belonging and success in this community? What is getting in the way for the family?	What is getting in the way for your child to feel a sense of belonging and success in this community? What is getting in the way for the family?	What is getting in the way for your child to feel a sense of belonging and success in this community? What is getting in the way for the family?	What is getting in the way for your child to feel a sense of belonging and success in this community? What is getting in the way for the family?	What is getting in the way for your child to feel a sense of belonging and success in this community? What is getting in the way for the family?

Google Form:

<https://forms.gle/6CaTcpW3sSQnQnCp7>

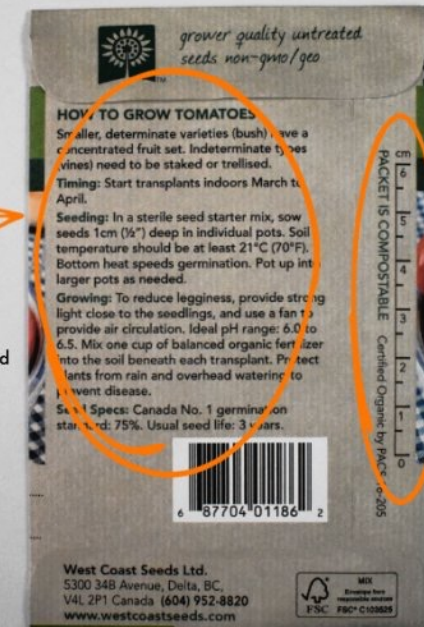
Identities	Interests	Strengths
Choose at least 3 questions to respond to from this section.	Choose at least 3 questions to respond to from this section.	Choose at least 3 questions to respond to from this section.
<p>How do you identify?</p> <p>Your answer _____</p>	<p>What brings you joy?</p> <p>Your answer _____</p>	<p>What feels easy to you?</p> <p>Your answer _____</p>
<p>What are some words that describe you?</p> <p>Your answer _____</p>	<p>What are some of your favourite things/activities?</p> <p>Your answer _____</p>	<p>What do you know a lot about?</p> <p>Your answer _____</p>
<p>Complete the statement: I am ...</p> <p>Your answer _____</p>	<p>What are some things that you like to do with your family? Your friends?</p> <p>Your answer _____</p>	<p>What unique perspective do you bring to conversations?</p> <p>Your answer _____</p>
<p>What communities are you and your family a part of?</p> <p>Your answer _____</p>	<p>What do you wish you could spend more time doing or learning about?</p> <p>Your answer _____</p>	<p>What are you really good at?</p> <p>Your answer _____</p>
<p>What are your pro nouns?</p> <p>Your answer _____</p>	<p>What would you if you had a day off?</p> <p>Your answer _____</p>	<p>What could you teach to someone else?</p> <p>Your answer _____</p>

The SEED PACKET



The back of the seed packet usually includes planting information and specifics, such as when and where to start seeds, how deep to plant them and any other information specific to your plant type and variety.

All seed packets are slightly different and include slightly different information. If you're unsure about anything and your seed packet does not include the information you're looking for, you can Google your plant type and variety for more information.

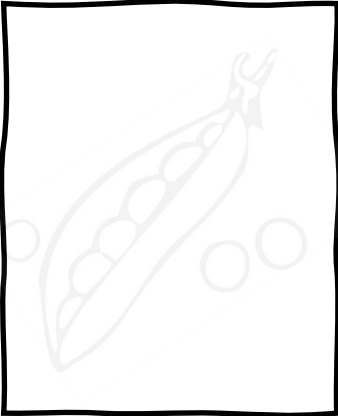


This particular seed packet also comes with a built-in ruler that you can use when planting to help you plant your seeds at the correct depth.

Growth Year: _____

Name: _____

Grade: _____



Identities: I am...

- _____
- _____
- _____
- _____
- _____

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

- _____
- _____

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

- _____
- _____
- _____
- _____

Goals: I want to grow in these areas:

1. _____

2. _____

3. _____

Needs: I need this support in these areas to grow:

- _____
- _____
- _____

- _____
- _____
- _____

Supports: I need this in my garden to grow:

- _____
- _____
- _____

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

- _____
- _____
- _____

Thank You For helping me GROW

Strategy 1:

My I.E.Pea Seed Packet

Growth Year:

Name: Conor G.

Grade: 1

Identities: I am...

- Joyful, funny & dramatic!
- I am so loving!
- I use English, visual and ASL languages to communicate
- I am part of the DS community and have a strong inclusive school community
- My family enjoys some Caribbean traditions and food because that is where my mom grew up!

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

- Music, dancing, books, outdoor play, Disney princesses, water and water play, jumping, long hair, fruit, popcorn, ice cream

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

- Visual, musical, following routines
- helping the teacher, receptive language, empathetic, motivated to please, reading
- I can help my classmates to understand that with the right supports in place, you are capable of anything. Even if others (or yourself) think that you can't

Goals: I want to grow in these areas:

1. Being aware of when I am/ am not safe
2. Communicating what I need and want
3. Social connections and interactions
4. Fine motor skills
5. Being independent

Needs: I need this support in these areas to grow:

- Communication
- Social Skills
- Physical
- Hearing
- Vision

Supports: I need this in my garden to grow:

- Being respected and included in all aspects of community, "first/then" language, lots of praise, time for transition with verbal and visual cues, lots of repetition, appropriate supports and strategies, patience, getting a specific job, silly and exciting language

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

- Negative or forceful comments, expectations without supports or strategies in place, being rushed, taking behaviour personally, unclear directions, too many instructions at once, when people assume that I am not capable

Thank You For helping me GROW

Student &
Family/
Community
Voice

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 (understanding)
- emotional regulation
- 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

Thank You For helping me GROW

Student Voice

Growth Year: 2022

Name: Juniper

Grade: K

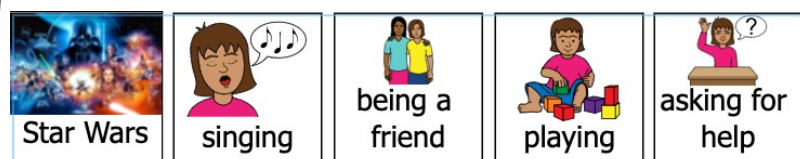
Identities: I am...



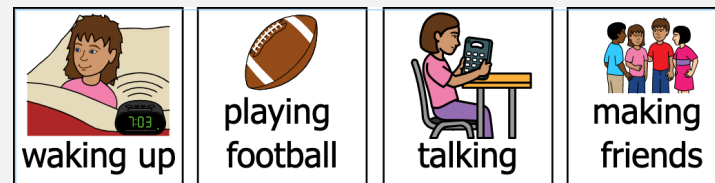
Interests: I really like and/or what to learn more about:



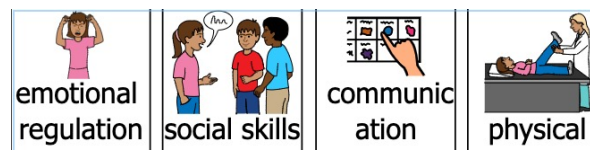
Strengths: I am really good at and/or could teach others:



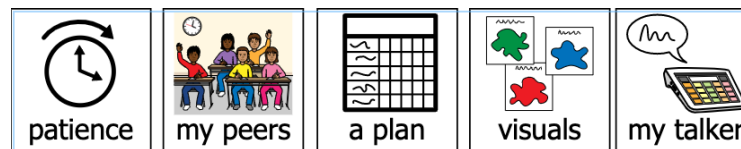
Goals: I want to grow in these areas:



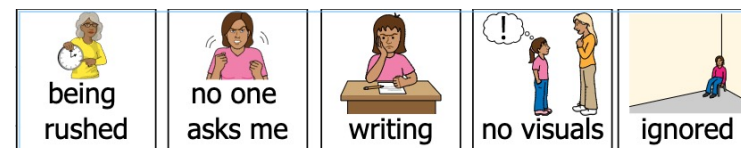
Needs: I need this support to grow:



Supports: I need this in my garden to grow:



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



Thank You For helping me GROW

Student Voice



Algonquin & Lakeshore
Catholic District School Board

Individual Education Plan

Test Student

D.O.B.: 01/01/1905

OEN: 999

Principal:

School Year:

2020-2021

IEP Completion Date:

Term/Semester:

School Name:

Grade:

Revision Date:

Placement Start Date:

Placement:

Placement Start:

First day of the new school year
or semester in which the student
is continuing in a placement

Most recent IPRC:

2019-03-25

Latest IPRC Waiver:

2019-03-25

Reason for IEP:

Student not formally identified but requires special education program/services

Identification(s):

Communication - Autism

Communication - Deaf & Hard of Hearing

Letting go of for
the ICBIEP
document

Keep from IEP
document

Evolving IEP
document

Add to ICBIEP
working document

Individual Education Plan

Parents/Guardians

Student

OSR

Clinical Assessments

Educational Assessments

Other: Consultation with the student's parents and the student, school staff, support personnel, and representatives of outside agencies or services is a valuable source of information, and should be a continuous process throughout the development and implementation of a student's IEP.

IEP Development Team

Name	Position
	Principal
	Special Education Resource Teacher
	Teacher
	French Teacher
	Itinerant Teacher of the Arts

Clinical Assessments

Type of Assessment	Assessment Date	Provider	Summary of Results/Diagnosis
		Name of Provider	Clinical Assessments that could be included in this section: - psychoeducational reports - Occupational Therapy reports - Physiotherapy reports - Audiology reports

Educational Assessments

Type of Assessment	Assessment Date	Provider	Summary of Results/Diagnosis
		Name of Provider	Educational Assessments that could be included in this section: - PASS/PAST assessments - WIAT-III reports - PM Benchmarks - Lexia levels

There is an official diagnosis:

Letting go of for
the ICBIEP
document

Keep from IEP
document

Evolving IEP
document

Add to ICBIEP
working document



Algonquin & Lakeshore
Catholic District School Board

Individual Education Plan

Strengths and Needs

Strengths	Needs
When describing the student's areas of strength, it is appropriate to include information such as the following: <ul style="list-style-type: none">• the student's preferred learning styles/modalities (e.g., visual/auditory/kinesthetic learner)• previously acquired learning skills (e.g., organizational skills; time management skills)• strengths in areas such as cognitive processing and communication (e.g., expressive language – speaking)	When indicating a student's areas of need, it is appropriate to include information such as the following: <ul style="list-style-type: none">• broad cognitive and/or processing challenges (e.g., in the area of visual memory)• skill deficits that relate to the student's exceptionality and/or interfere with his or her ability to learn (e.g., in areas such as social skills, attention, emotional control, expressive language – writing)

Subjects, Courses or Alternative Programs to which the IEP applies:

Subject	Code	Teacher	Program Type
Modified Subject Area		Teacher Name	Modified
Alternative Subject Area		Teacher Name	Alternative

Letting go of for
the ICBIEP
document

Keep from IEP
document

Evolving IEP
document

Add to ICBIEP
working document

Student: _____ **DOB:** _____ **OEN:** _____

DOB:

OEN:

School Name:

Name	Role
	Student
	Principal
	Support Teacher
	Classroom Teacher

Evidence	Date

Strengths	Interests	Stretches

Add to ICBIEP
working document

Individual Education Plan

Student:	DOB:	OEN:
School Year:	School Name:	Grade:
IEP Team		
Name	Role	
	Student	
	Principal	
	Support Teacher	
	Classroom Teacher	

Student Evidence of Dimensions

Evidence	Date

Student Profile & Accommodations

Strengths	Interests	Stretches

Letting go of for
the ICBIEP
document

Keeping from IEP
document

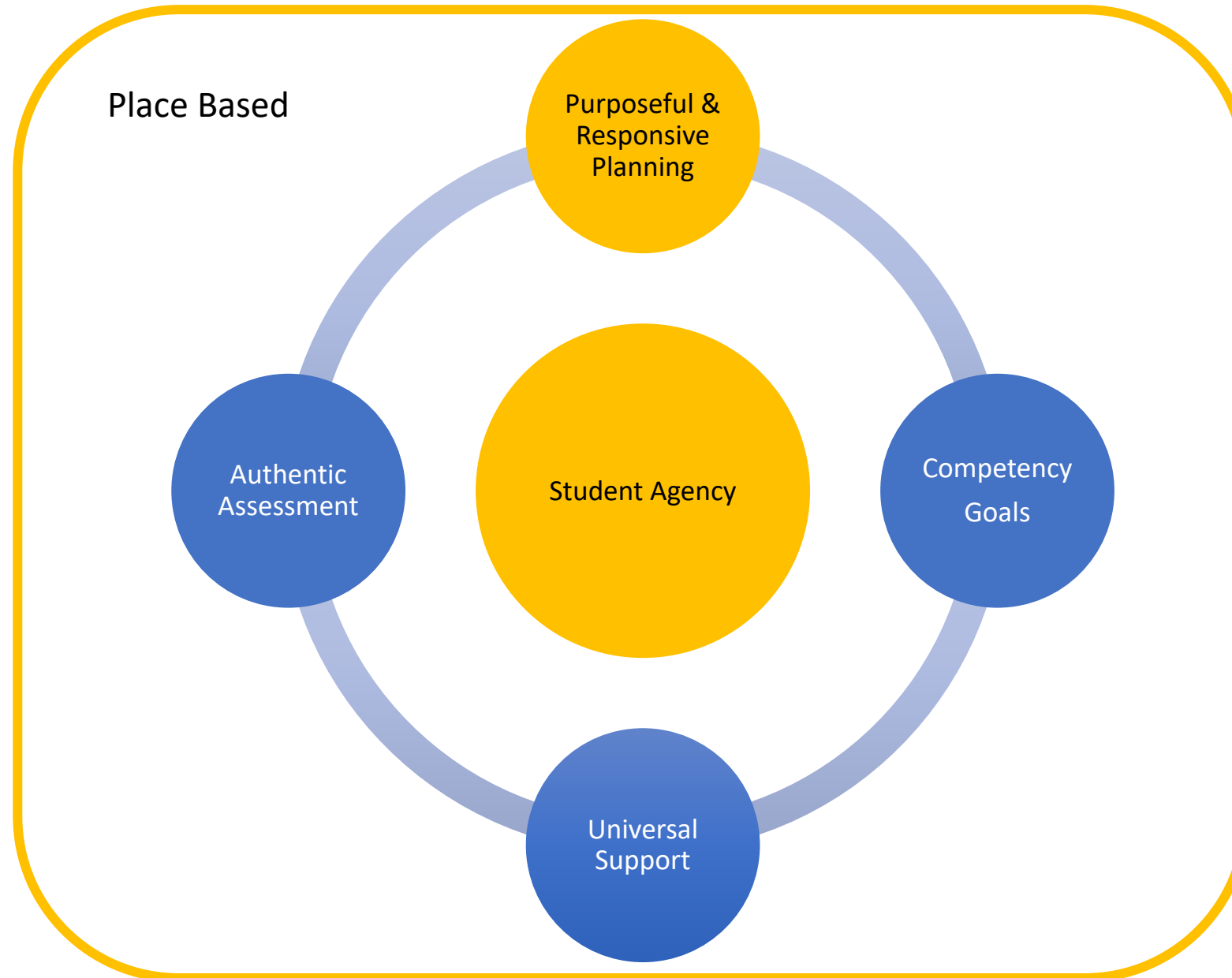
Evolving for ICBIEP
document

Adding to ICBIEP
working document

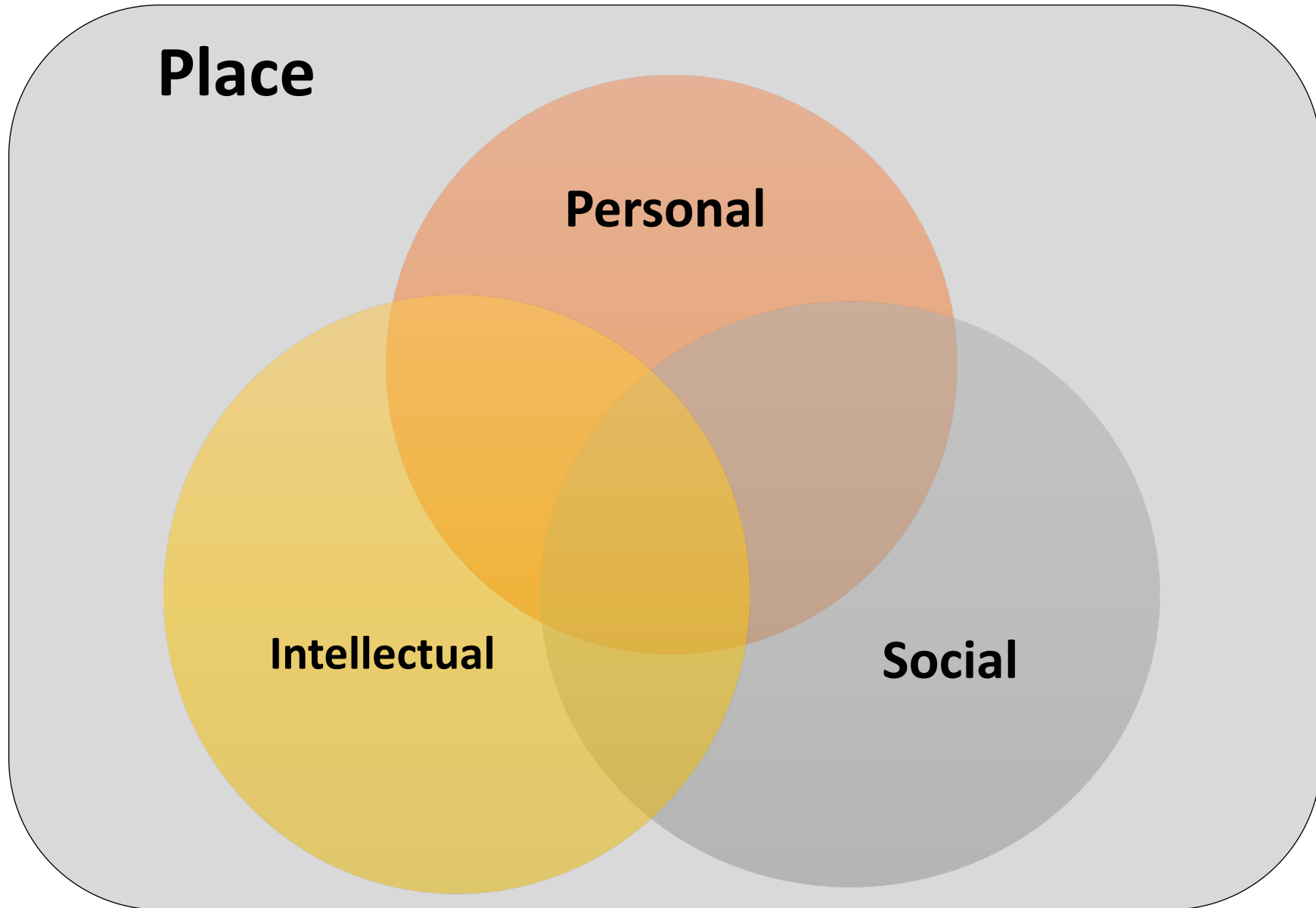
How is **student agency** the same as, evolving, and/or different from historical IEP processes?

Why might considering **student agency** be important evolution to IEPs?

Inclusive & Competency Based IEPS



Responsive IEP Goals: Connecting to Purpose



Competencies in Ontario: Transferable Skills

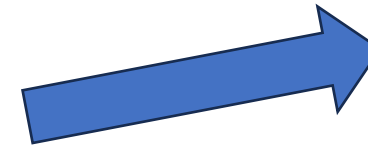


- Co constructed with students and families
- Strength based
- Focus on growth not mastery
- Where am I now, what is my next step?
- I can statements

Building “I can” statements

Student Descriptors

- Students learn to think about their own thinking and learning (metacognition) and to believe in their ability to learn and grow (growth mindset). They develop their ability to set goals, stay motivated, and work independently.
- Students who regulate their own learning are better prepared to become lifelong learners. They reflect on their thinking, experiences, and values, and respond to critical feedback, to enhance their learning. They also monitor the progress of their learning.
- Students develop a sense of identity in the context of Canada’s various and diverse communities.
- Students cultivate emotional intelligence to better understand themselves and others and build healthy relationships.
- Students learn to take the past into account in order to understand the present and approach the future in a more informed way.
- Students develop personal, educational, and career goals and persevere to overcome challenges in order to reach those goals. They learn to adapt to change and become resilient in the face of adversity.
- Students become managers of the various aspects of their lives – cognitive, emotional, social, physical, and spiritual – to enhance their mental health and overall well-being.



I can think about my thinking
I can believe in myself
I can learn and grow
I can set goals
I can be motivated
I can be independent

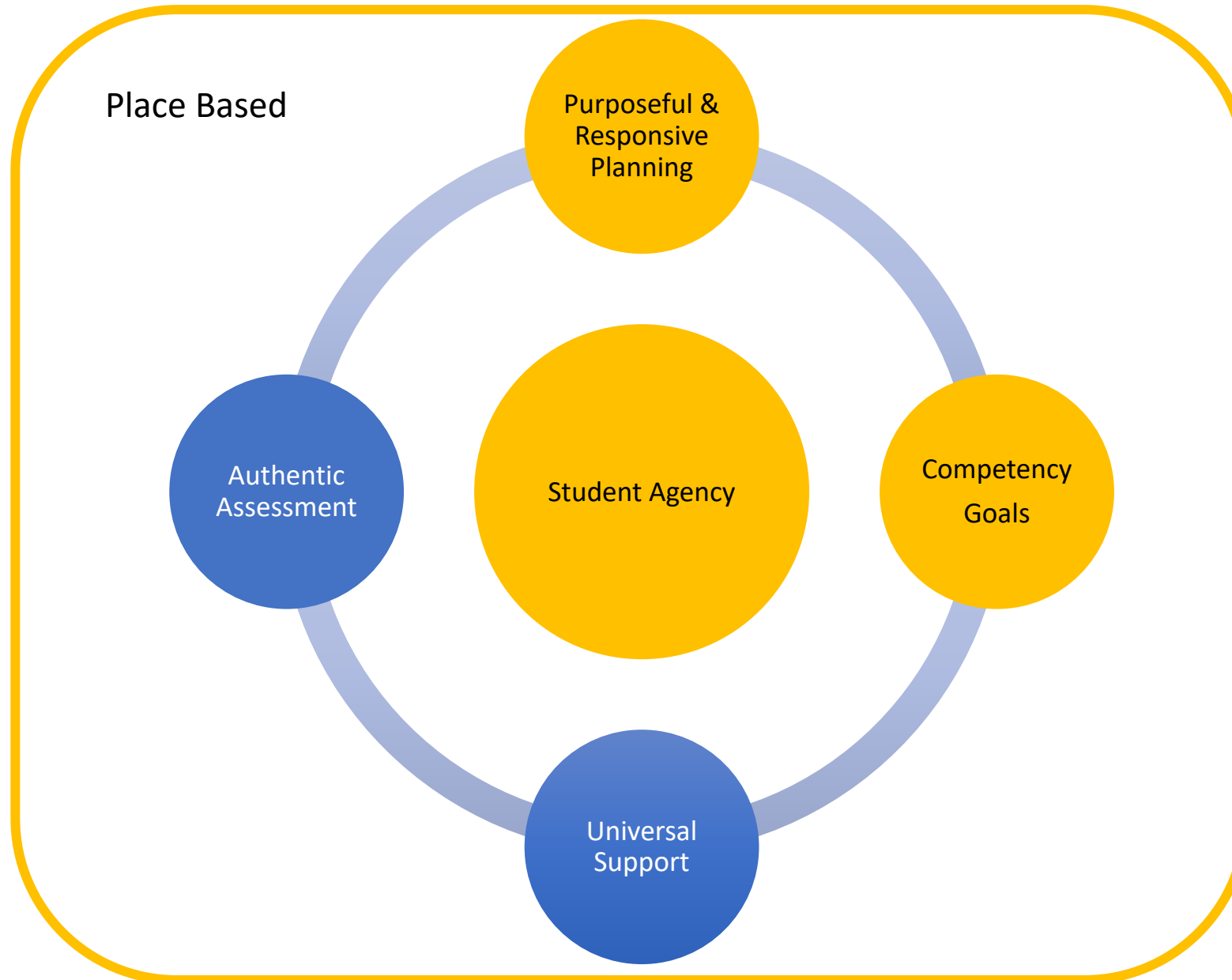


I can ...
I can ...
I can ...

Your job (20 min):

- Choose a transferable skill area
- Brainstorm possible “I can” statements
- Record “I can” statements into shared google doc (link on dashboard)

Inclusive & Competency Based IEPS



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 - Specific

M - Measurable

A - Attainable

R - Realistic

T - Timely

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

We need goals to:

- **presume competence** in ALL students

(Biklen & Burke, 2006; Connor & Valle, 2015; Jorgenson, McSheehan & Sonnenmeier, 2010) (Biklen & Burke, 2006; Jorgenson, McSheehan & Sonnenmeier, 2010)

- **collect authentic evidence**

(Biklen & Burke, 2006, Cooper, 2006, Cameron & Gregory, 2014)

- **align to the curriculum of peers**

(Biklen & Burke, 2006; Connor & Valle, 2015; Jorgenson, McSheehan & Sonnenmeier, 2010; Courtade & Browder, 2011)

- **also include competencies**

(Biklen & Burke, 2006; Connor & Valle, 2015; Jorgenson, McSheehan & Sonnenmeier, 2010)

S.M.A.R.T. Goals

S - Strength Based

(BC Ministry of Education, 2017, Carter, E. W., Boehm, T. L., Biggs, E. E., Annandale, N. H., Taylor, C. E., Loock, A. K., & Lie, R. Y.; 2015; Niemiec, R. M., Shogren, K. A., & Wehmeyer, M. L. (2017)

M - Meaningful

(Brownlie & Schnellert, 2009; Cooper, 2007; Fisher & Frey, 2001 , Downing, Ryndak & Clark, 2000 , Rose & Meyer, 2002)

A - Authentic

(Courtade & Browder, 2011; Fisher & Frey, 2001 ; Cooper, 2007)

R - Responsive

(Greenwood, Delquadri, & Hall, 1984; Spooner, Dymond, Smith & Kennedy, 2006; BC Ministry of Education, 2017)

T - Triangulated

(Cohen D, Crabtree B., 2006; Cooper, 2007; Gregory & Cameraon, 2014)

S - Strength Based Goals

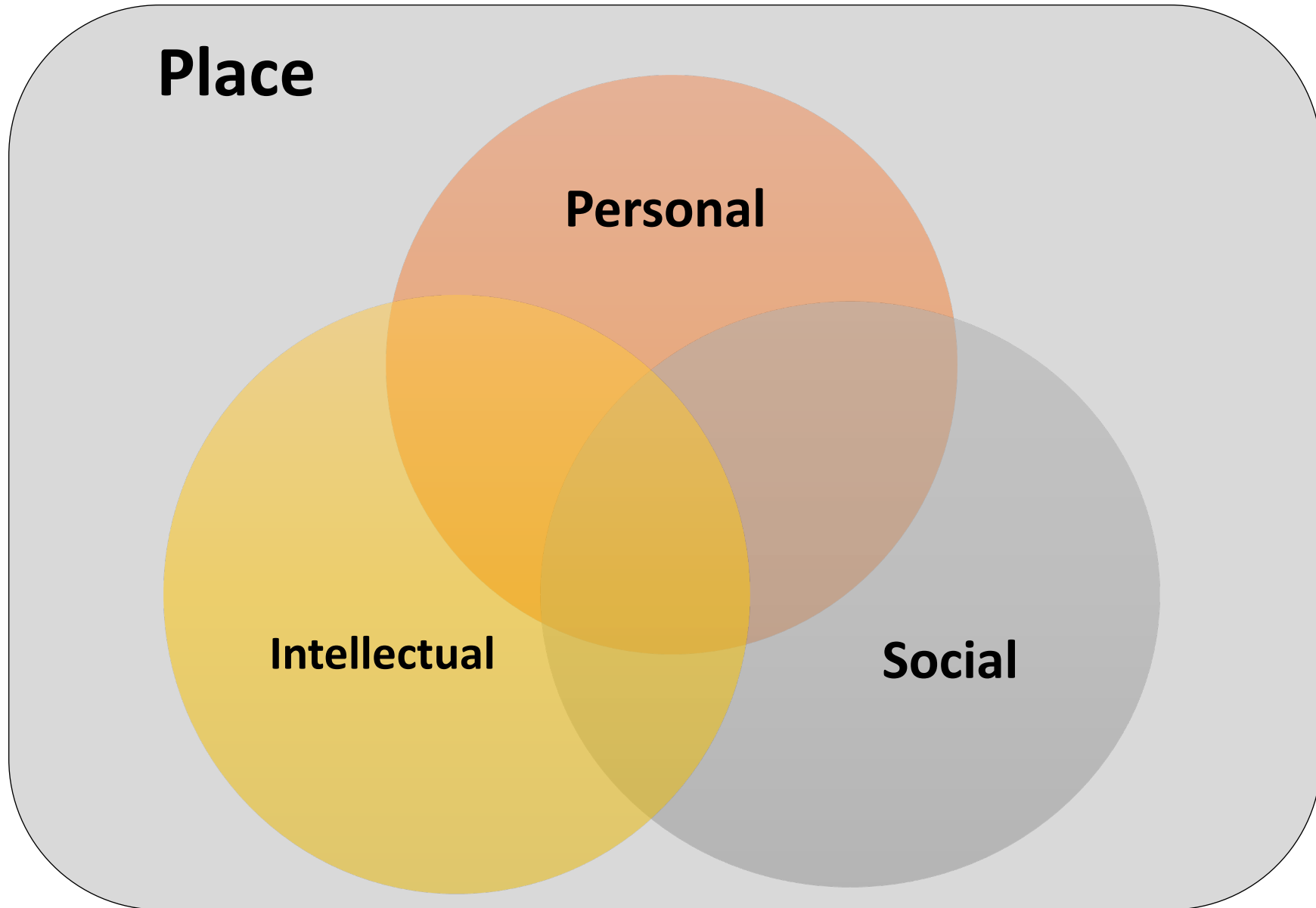
- Focusing on what student's **could do** rather than what they should do
- “**I can...**” or “**I know...**” statements or the “**student can...**”
- Building on **strengths** to support stretches - not trying to “fix” weaknesses
- **Open ended** so they can be met in **multiple** ways, and places

M - Meaningful Goals

Inclusive Purposes: What makes the places we go in our lives meaningful?

- **Personal** Purpose
 - Goals that support us to be included in the *physical community*
- **Social** Purpose
 - Goals that support us to be included in the *social/emotional community*
- **Intellectual** Purpose
 - Goals that support us to be included in the *learning community*

An Inclusive Paradigm: Balancing Purpose in Place



A - Authentic Goals

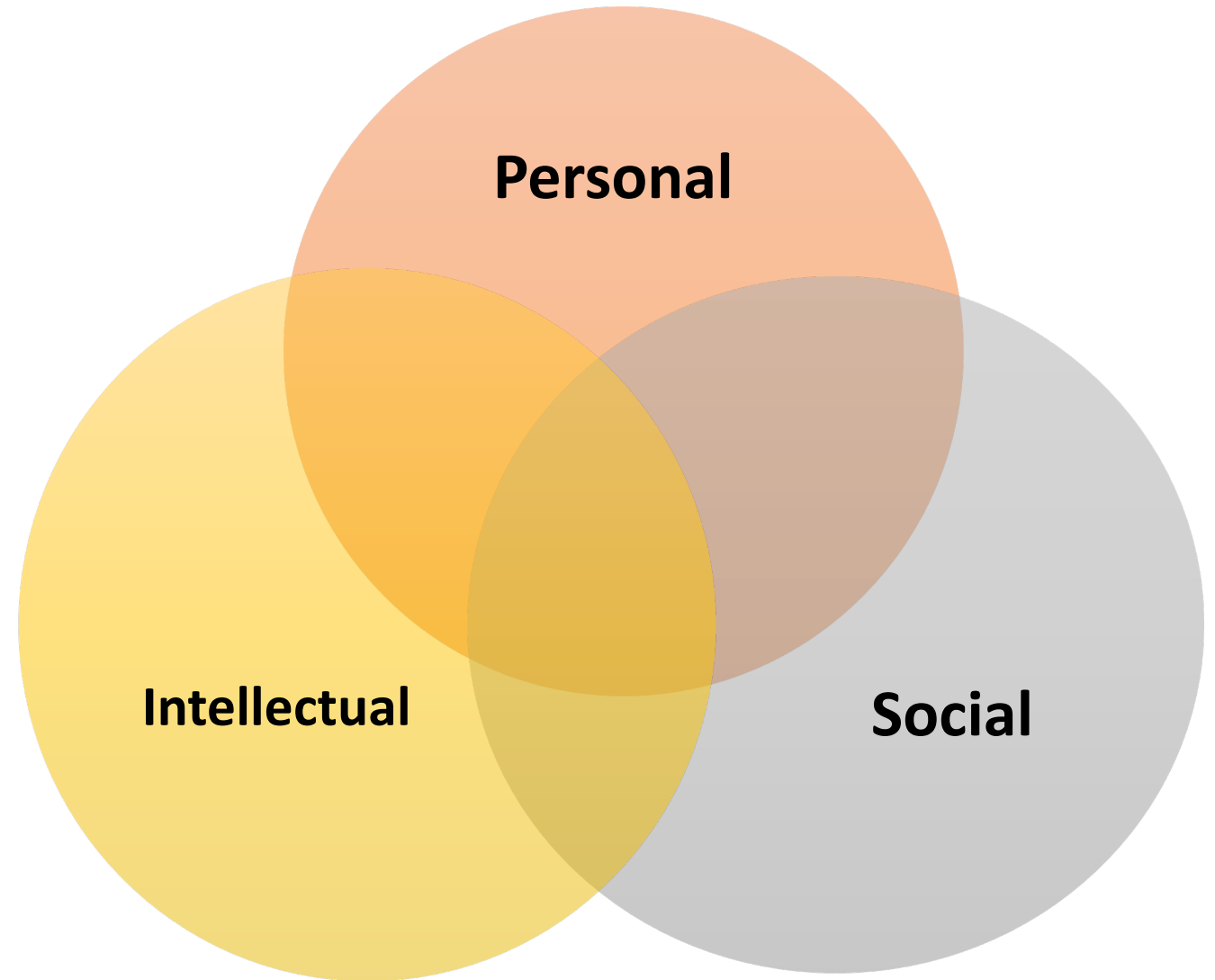
- **Goals** are connected to **common curriculum of peers**
 - Concepts/ Understandings
 - Content/ Knowledge
 - Skills/Attitudes
 - Transferable Skills

R - Responsive Goals

We can connect **inclusive purposes** to **Transferable Skills**:

- **Personal**
 -
- **Social**
 -
- **Intellectual**
 -

Competencies in Ontario: Transferable Skills



T - Triangulated Evidence

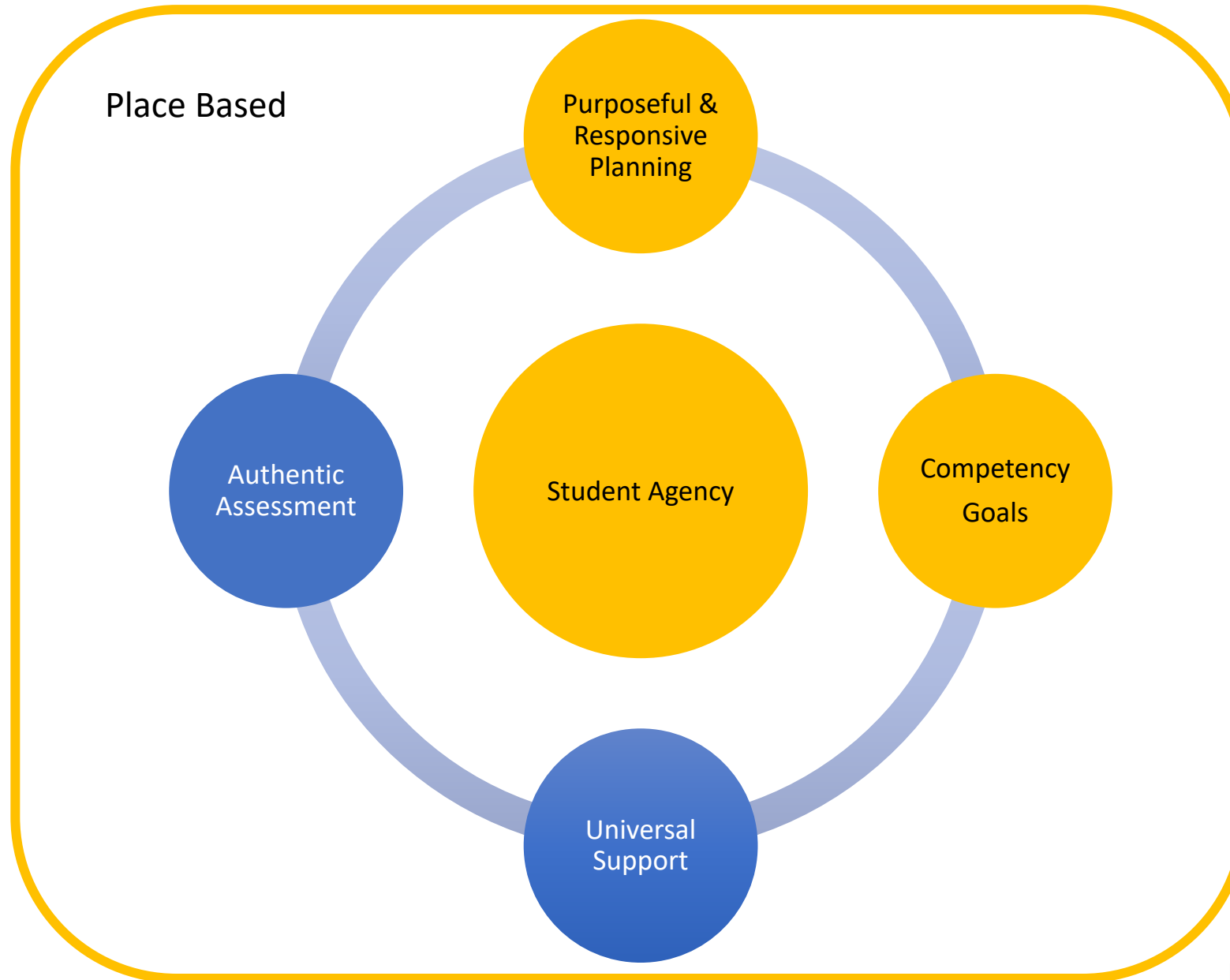
Supporting student, families & teams to collect:

- the **3 best** pieces of **evidence**
- in at least **2** different **formats** (i.e. product, conversation, observation)
- in at least **2** different contexts or **places** (e.g. different classes, home, school, playground)

How are considering **inclusive purpose and transferable skills** the same as, evolving, and/or different from historical IEP processes?

Why might considering **inclusive purpose and transferable skills** be important evolution to IEPs?

Inclusive & Competency Based IEPS



Subject Modified Subject Area

Program Type: Modified		
Current Level of Achievement (usually from June report card):		
Letter grade/Mark	Curriculum grade level	Strands

<p>Annual Program Goal</p> <p>An annual program goal is a statement that describes what a student can reasonably be expected to accomplish by the end of the school year in a particular subject, taking into account the student's strengths, needs, and current level of achievement. It represents a reasonable target, not a rigid requirement. Annual program goals may need to be revised as the teacher develops a better understanding of the student's learning processes and/or as the student's rate of acquisition of knowledge and skills changes.</p> <p>Annual program goals for mathematics and language should be expressed as observable, measurable outcomes.</p> <p>Annual program goals for other subjects can be expressed in terms of observable achievement in the development of thinking skills such as memory, inquiry, analysis, integration, application, and so on.</p> <p>Modified expectations differ in some way from the regular grade expectations.</p>		
Measurable Learning Expectation	Teaching Strategies	Assessment Method
<p>In developing modified expectations for a student, the teacher should take care to provide an appropriate challenge for the student. The expectations should be designed to develop the student's literacy, numeracy, and cognitive skills, and should be achievable by the student, with reasonable effort, during the reporting period. The grade level of the learning expectations must be identified in the IEP.</p>	<p>If there is a teaching strategy that relates to a particular expectation, and it differs from the strategies used with other students, it should be recorded alongside the learning expectation.</p>	<p>The assessment method(s) that will be used to assess student learning outlined in each learning expectation.</p>

Letting go of for
the ICBIEP
document

Keeping from IEP
document

Evolving for ICBIEP
document

Adding to ICBIEP
working document

ICBIEP Goals

- **Competencies: Transferable Skills**
 - All students who have an IEP/Learning Plan/Designation etc.
 - All IEP goals that are not curricular or academic
 - Apply to all places
 - Co-constructed with student and family
 - Growth based, not mastery
 - I can statements (shared curriculum as peers)
 - Objectives (individualized expectation)
 - NOT evaluated by adults, students self evaluate

ICBIEP Goals

- **Supplemental: Literacy & Numeracy**
 - For students who need additional instruction to target skills in addition to meeting grade level curricular learning standards
 - Can be remedial or short term interventions
 - Can be functional curriculum for students with intellectual disabilities
 - Goals for students to meet (not adults)
 - These goals CAN be evaluated and reported on by adults

ICBIEP Goals

- **Replacement: Subject/Course specific**
 - Designed for students with intellectual disabilities
 - Goals replace grade level learning standard with a more accessible version
 - Still derived from grade level to keep opportunity for student to meet grade level learning standard
 - Selected access points from curricular planning that will be evaluated on in a term
 - These goals CAN be evaluated on reported on by adults

Subject Modified Subject Area		
Program Type: Modified		
Current Level of Achievement (usually from June report card):		
Letter grade/Mark	Curriculum grade level	Strands

<p>Annual Program Goal</p> <p>An annual program goal is a statement that describes what a student can reasonably be expected to accomplish by the end of the school year in a particular subject, taking into account the student's strengths, needs, and current level of achievement. It represents a reasonable target, not a rigid requirement. Annual program goals may need to be revised as the teacher develops a better understanding of the student's learning processes and/or as the student's rate of acquisition of knowledge and skills changes.</p> <p>Annual program goals for mathematics and language should be expressed as observable, measurable outcomes.</p> <p>Annual program goals for other subjects can be expressed in terms of observable achievement in the development of thinking skills such as memory, inquiry, analysis, integration, application, and so on.</p> <p>Modified expectations differ in some way from the regular grade expectations.</p>		
Measurable Learning Expectation	Teaching Strategies	Assessment Method
In developing modified expectations for a student, the teacher should take care to provide an appropriate challenge for the student. The expectations should be designed to develop the student's literacy, numeracy, and cognitive skills, and should be achievable by the student, with reasonable effort, during the reporting period. The grade level of the learning expectations must be identified in the IEP.	If there is a teaching strategy that relates to a particular expectation, and it differs from the strategies used with other students, it should be recorded alongside the learning expectation.	The assessment method(s) that will be used to assess student learning outlined in each learning expectation.

Letting go of for
the ICBIEP
document

Keeping from IEP
document

Evolving for ICBIEP
document

Adding to ICBIEP
working document

ICBIEP Goals

- **Competencies: Transferable Skills**
 - All students who have an IEP/Learning Plan/Designation etc.
 - All IEP goals that are not curricular or academic
 - Apply to all places
 - Co-constructed with student and family
 - Growth based, not mastery
 - I can statements (shared curriculum as peers)
 - Objectives (individualized expectation)
 - NOT evaluated by adults, students self evaluate

Student Goals: Transferable Skills

Transferable Skill:	
Annual Goal: I can	
Objective:	by
Objective:	by
Strategies:	

Letting go of on IEP document

Keep from IEP document

Transferable Skill:	
Annual Goal: I can	
Objective:	by
Objective:	by
Strategies:	

Evolving IEP document

Add to ICBIEP working document

Transferable Skill: Communication	
Annual Goal: I can communicate using digital tools	
Objective:	
Objective:	
Strategies:	

- Determined by student and family
- Co-determined by student, family, and school team
- Shared goal with peers
- Determined by school team, Student & family consulted
- Individualized objectives targeting stretches
- Codetermined by student, family and school team
- Strategies targeting interests and strengths

Transferable Skill: Communication	
Annual Goal: I can communicate using digital tools	
Objective:	by using my AAC device to make a choice of an activity
Objective:	by using my AAC device to answer yes and no questions
Strategies:	access to AAC device, high interest activities, use peers to ask questions

- Determined by student and family
- Co-determined by student, family, and school team
- Shared goal with peers
- Determined by school team, Student & family consulted
- Individualized objectives targeting stretches
- Codetermined by student, family and school team
- Strategies targeting interests and strengths

Your job (20 min):

- Choose an “I can” statement from google form
- Brainstorm and record possible individualized objectives as examples (thinking of student you know)

ICBIEP Goals

- **Supplemental: Literacy & Numeracy**
 - For students who need additional instruction to target skills in addition to meeting grade level curricular learning standards
 - Can be remedial or short term interventions
 - Can be functional curriculum for students with intellectual disabilities
 - Goals for students to meet (not adults)
 - These goals CAN be evaluated and reported on by adults

Student Goals: Supplemental goals, i.e., literacy, numeracy (only if needed)

Annual Goal:	
Objective:	
Objective:	
Strategies:	

Annual Goal:	
Objective:	
Objective:	
Strategies:	

Letting go of for ICBIEP document

Keep from IEP document

Evolving IEP Component

Add to ICBIEP working document

Annual Goal: I can increase my reading fluency	
Objective:	by reading every day
Objective:	by reading different kinds of texts
Strategies:	high interest texts, pre teach vocabulary, conferencing, technology games and apps

- Co-developed with literacy teacher and student
- Shared goal as peers

- Co-developed with literacy teacher and student

- Codetermined by student, family and school team
- Strategies targeting interests and strengths

ICBIEP Goals

- **Replacement: Subject/Course specific**
 - Designed for students with intellectual disabilities
 - Goals replace grade level learning standard with a more accessible version
 - Still derived from grade level to keep opportunity for student to meet grade level learning standard
 - Selected access points from curricular planning that will be evaluated on in a term
 - These goals CAN be evaluated on reported on by adults

Student Goals: Replacement goals for specific subject area (only if needed)

Subject/Course:		Classroom Teacher:
Grade Level Learning Standard:		
Term Goal for student:		
Objective:		
Objective:		
Strategies:		

Subject/Course:		Classroom Teacher:
Grade Level Learning Standard:		
Term Goal for student:		
Objective:		
Objective:		
Strategies:		

Letting go of for ICBIEP document

Keep from IEP document

Evolving IEP Component

Add to ICBIEP working document

Constructing Inclusive Replacement Goals

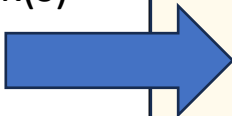
Grade Level
Learning
Expectation/
Standard



Grade Level
Specific Expectations



Grade Level
Summative Task(s)



Class/ Subject:		Teacher:		Support Staff:	
Unit Big Idea(s):			Unit Guiding Question(s):		
Unit Curricular Learning Outcomes		Student Friendly Language (Replacement IEP Goal)		Access Points for _____ (Replacement IEP Objective)	
Summative Task(s)				Replacement Summative Task(s)	

Constructing Inclusive Replacement Goals

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

Class/ Subject:		Teacher:	Support Staff:
Unit Big Idea(s):		Unit Guiding Question(s):	
Unit Curricular Learning Outcomes	Student Friendly Language (Replacement IEP Goal)	Access Points for _____ (Replacement IEP Objective)	
Summative Task(s)		Replacement Summative Task(s)	

Student Friendly
Language - Questions



Student Friendly
Language - Goals



Constructing Inclusive Replacement Goals

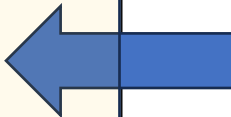
Backwards Design Planning: Deriving Access Points for Replacement IEP Goals & Objectives

Class/ Subject:		Teacher:		Support Staff:	
Unit Big Idea(s):			Unit Guiding Question(s):		
Unit Curricular Learning Outcomes		Student Friendly Language (Replacement IEP Goal)		Access Points for _____ (Replacement IEP Objective)	
Summative Task(s)				Replacement Summative Task(s)	

Accessible Version of Grade Level goal designed for student who has an intellectual disability (they get graded on THIS goal)



Parallel Summative Task that creates evidence of replacement goal



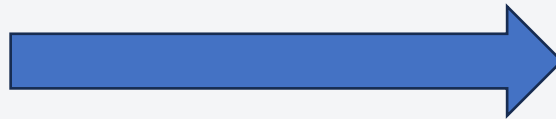
Grade Level Learning Standards – Grade 8 Math

By the end of Grade 8, students will:

B1. Number Sense

demonstrate an understanding of numbers and make connections to how numbers are used in everyday life

1 : —
2 : — **Specific Expectations**
3 : —



[Compare grades >](#)

Transferable skills:

Critical thinking and problem solving

Communication

Specific Expectations

By the end of Grade 8, students will:

Rational and Irrational Numbers

B1.1 represent and compare very large and very small numbers, including through the use of scientific notation, and describe various ways they are used in everyday life

[Teacher supports](#) ▾

B1.2 describe, compare, and order numbers in the real number system (rational and irrational numbers), separately and in combination, in various contexts

[Teacher supports](#) ▾

B1.3 estimate and calculate square roots, in various contexts

[Teacher supports](#) ▾

Fractions, Decimals, and Percents

B1.4 use fractions, decimal numbers, and percents, including percents of more than 100% or less than 1%, interchangeably and flexibly to solve a variety of problems

[Teacher supports](#) ▾

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



Class/ Subject:		Teacher:		Support Staff:	
Unit Big Idea(s):			Unit Guiding Question(s):		
Unit Curricular Learning Outcomes		Student Friendly Language (Replacement IEP Goal)		Access Points for _____ (Replacement IEP Objective)	
Summative Task(s)				Replacement Summative Task(s)	

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): Students will understand how numbers are used in everyday life		Unit Guiding Question(s): How are really big and really small numbers represented and used in everyday life?	
Unit Curricular Learning Outcomes	Student Friendly Language (Replacement IEP Goal)	Access Points (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 really big and really small numbers are represented and used in everyday life I can show how really big and really small numbers are represented	I know numbers up to 100 (or 1000, 10 000) I know how I use numbers in my everyday life 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 I can describe and compare numbers and put numbers in order	I can show numbers, compare numbers (more/less/bigger/smaller) up to ____ 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 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"> - Research and select three celestial objects (e.g., stars, planets, galaxies) of your choice. - find the average distance of each celestial object from Earth in kilometers - Convert the distances to scientific notation with two significant figures - Calculate the square root of each distance - Compare the distances between the celestial objects using both scientific notation and square roots 		Exploring Celestial Distances Project <ul style="list-style-type: none"> - Choose 3-5 celestial objects - Put the objects in order based on their distance from the Earth - Label objects using their distances from Earth (distances provided) 	

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): Students will understand how numbers are used in everyday life		Unit Guiding Question(s): 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 (Replacement IEP Goal)	Access Points (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 I can show how <u>really big</u> and <u>really small</u> numbers are represented	I know numbers up to _____ I know how I use numbers in my everyday life 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 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 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"> - Research and select three celestial objects (e.g., stars, planets, galaxies) of your choice. - find the average distance of each celestial object from Earth in kilometers - Convert the distances to scientific notation with two significant figures - Calculate the square root of each distance - Compare the distances between the celestial objects using both scientific notation and square roots 		Exploring Celestial Distances Project <ul style="list-style-type: none"> - Choose 3-5 celestial objects - Put the objects in order based on their distance from the Earth - Label objects using their distances from Earth (distances provided) 	

Subject/Course: Math 8		Teacher:
Grade Level Learning Standard: 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		
Replacement Goal: I know how really big and really small numbers are represented and used in everyday life & I can show how really big and really small numbers are represented		
Objective:	I know numbers up to 1000 I know the place values of numbers up to 1000	
Objective:	I know how I use numbers up to 1000 in my everyday life	
Strategies:	visuals, objects, hands on, real life examples, partner with peers, access points to lessons, pull in interests	

- Determined by grade level learning standards
- Chosen by classroom teacher
- Shared goal with peers
- Co-developed by classroom and support teacher
- Access point for all students
- Co-developed by classroom and support teacher
- Individualized to student
- Co-developed by support teacher, classroom teacher with input from school team

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

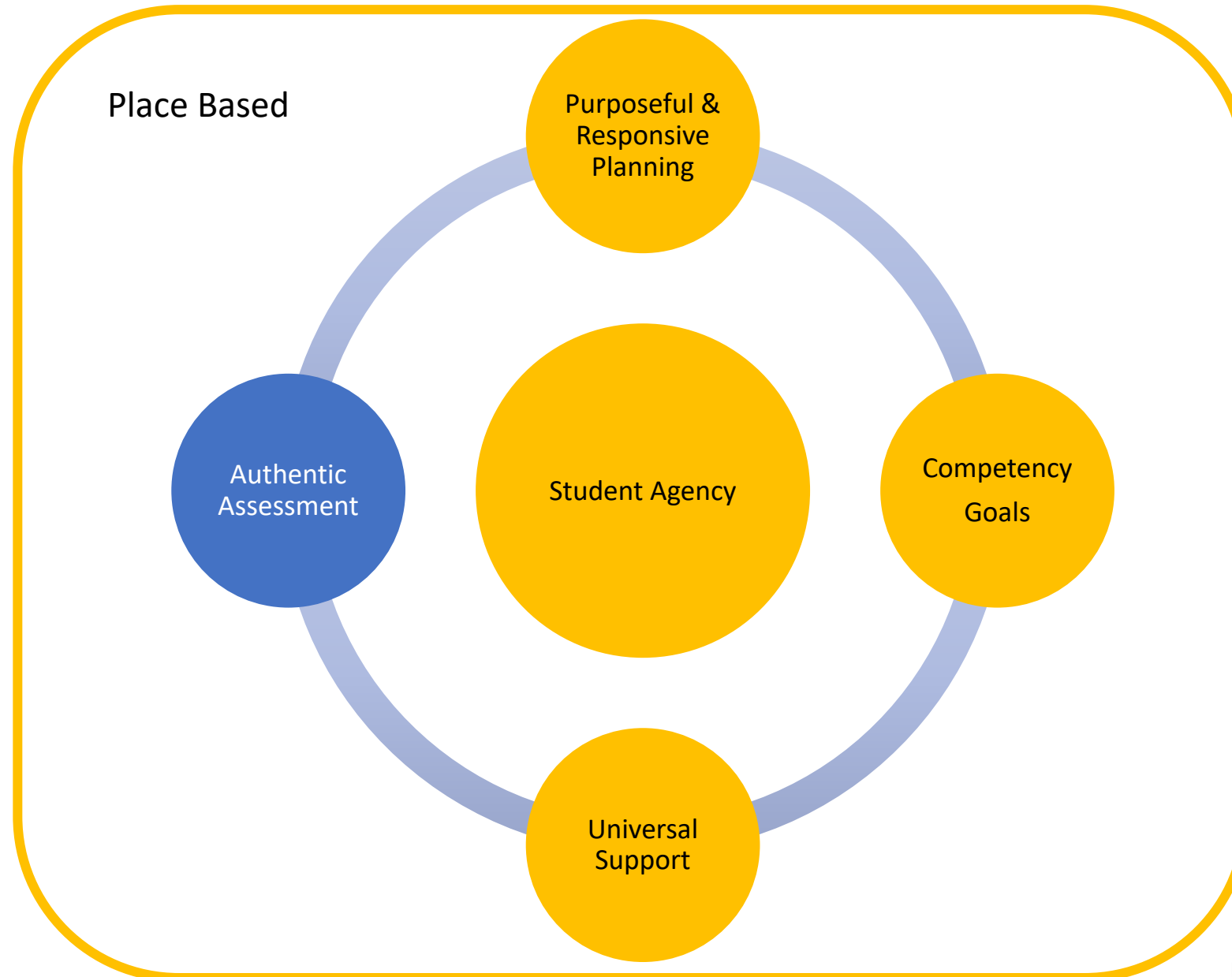


Class/ Subject:		Teacher:		Support Staff:	
Unit Big Idea(s):			Unit Guiding Question(s):		
Unit Curricular Learning Outcomes		Student Friendly Language (Replacement IEP Goal)		Access Points for _____ (Replacement IEP Objective)	
Summative Task(s)				Replacement Summative Task(s)	

How is connecting IEP goals to grade level curriculum the same as, evolving, and/or different from historical IEP processes?

Why might connecting IEP goals to grade level curriculum be important evolution to IEPs?

Inclusive & Competency Based IEPS



Strengths and Needs

Strengths	Needs
<p>When describing the student's areas of strength, it is appropriate to include information such as the following:</p> <ul style="list-style-type: none"> • the student's preferred learning styles/modalities (e.g., visual/auditory/kinesthetic learner) • previously acquired learning skills (e.g., organizational skills; time management skills) • strengths in areas such as cognitive processing and communication (e.g., expressive language – speaking) 	<p>When indicating a student's areas of need, it is appropriate to include information such as the following:</p> <ul style="list-style-type: none"> • broad cognitive and/or processing challenges (e.g., in the area of visual memory) • skill deficits that relate to the student's exceptionality and/or interfere with his or her ability to learn (e.g., in areas such as social skills, attention, emotional control, expressive language – writing)

Subjects, Courses or Alternative Programs to which the IEP applies:

Subject	Code	Teacher	Program Type
Modified Subject Area		Teacher Name	Modified
Alternative Subject Area		Teacher Name	Alternative

Accommodations

Accommodations are assumed to be the same for all subjects, (unless otherwise stated)

Instructional Accommodations	Environmental Accommodations	Assessment Accommodations	Health Accommodations
<ul style="list-style-type: none"> - Special teaching and assessment strategies, human supports, and/or individualized equipment that help the student learn and demonstrate learning. - Includes only those strategies and supports that differ from what is normally provided during classroom instruction. - Instructional Accommodations include adjustments in teaching strategies required to enable the student to learn and to progress through the curriculum. 	<ul style="list-style-type: none"> - Environmental accommodations include changes or supports in the physical environment of the classroom and/or the school. 	<ul style="list-style-type: none"> - Assessment Accommodations include adjustments in assessment activities and methods required to enable the student to demonstrate learning. 	-

Letting go of for
the ICBIEP
document

Keep from IEP
document

Evolving IEP
document

Add to ICBIEP
working document

Individual Education Plan

This is a provincial assessment year: Yes, Grade 3 Reading, Writing and Math

Permitted accommodations:

Setting	Presentation Format	Response Format

Additional Rationale: This section should indicate if it is a Provincial Assessment year for the student (Grade 3 or 6 Reading, Writing and Math, Grade 9 Math, Grade 10 Literacy)
Permitted accommodations for setting, presentation and response format as well as rationale for any exemptions should be listed as required.

Resources

This student requires health supports.

The purpose of the Resources Tab is to show who is providing direct instruction, support and/or consultation beyond the classroom teacher.

Health supports include: services required for health needs that must be addressed on a scheduled basis in order for a to attend school (e.g., suctioning, injections, tube feeding, personal care – lifting, toileting, feeding)

Human resources include: support provided by Special Education Resource Teachers as well as educational assistants or services to be provided in the areas of speech pathology, audiology, physical and occupational therapy, recreation, counselling, social work, and medical support.

Specialized equipment includes: any type or item of equipment or any electronic product or system, whether commercially produced, adapted, or custom-made, that the student needs. Individualized equipment is intended to maintain, increase, or improve the student's ability to learn and demonstrate learning.

This student requires human resources.

This student requires specialized equipment.

Letting go of for
the ICBIEP
document

Keep from IEP
document

Evolving IEP
document

Add to ICBIEP
working document

Reducing Barriers

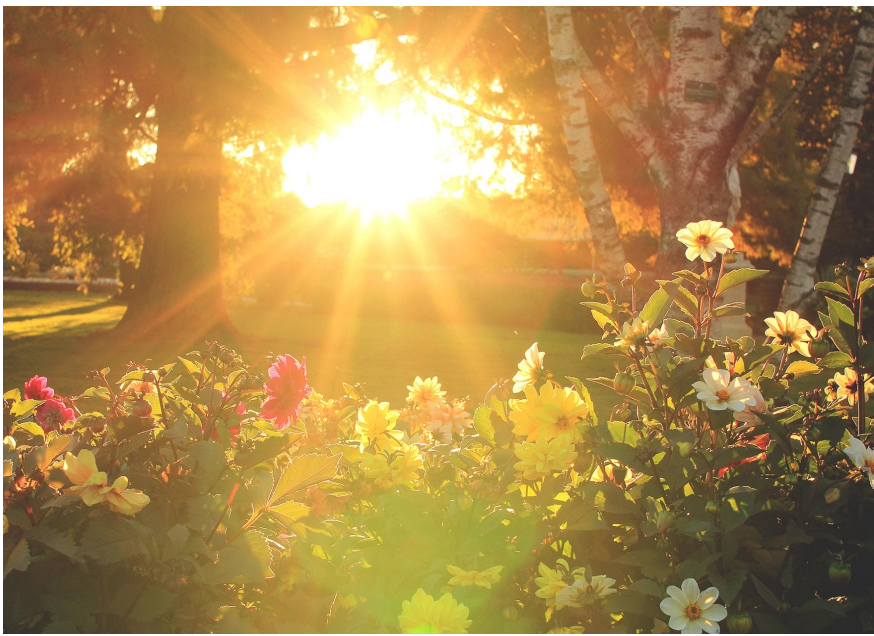


Supporting Needs



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

–Alexander den Heijer



What is happening in the *environment*?

What are the potential *barriers*?

not enough light

not enough water

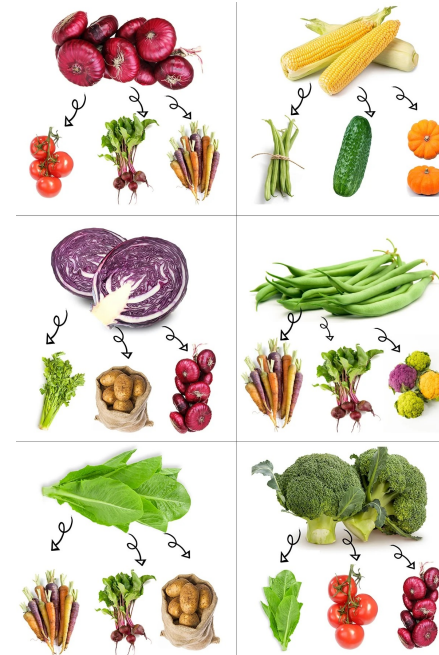
not enough space

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

PERIODIC TABLE OF
PLANT NUTRIENTS

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

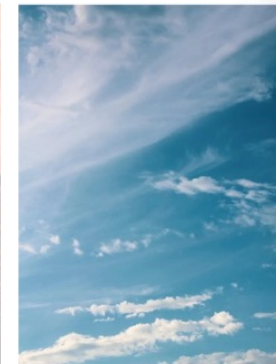
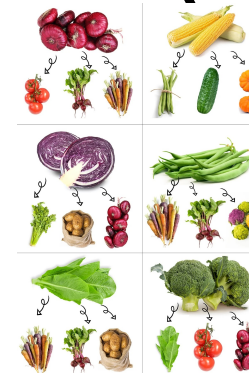
MULTIPLE LAYERS OF SUPPORT



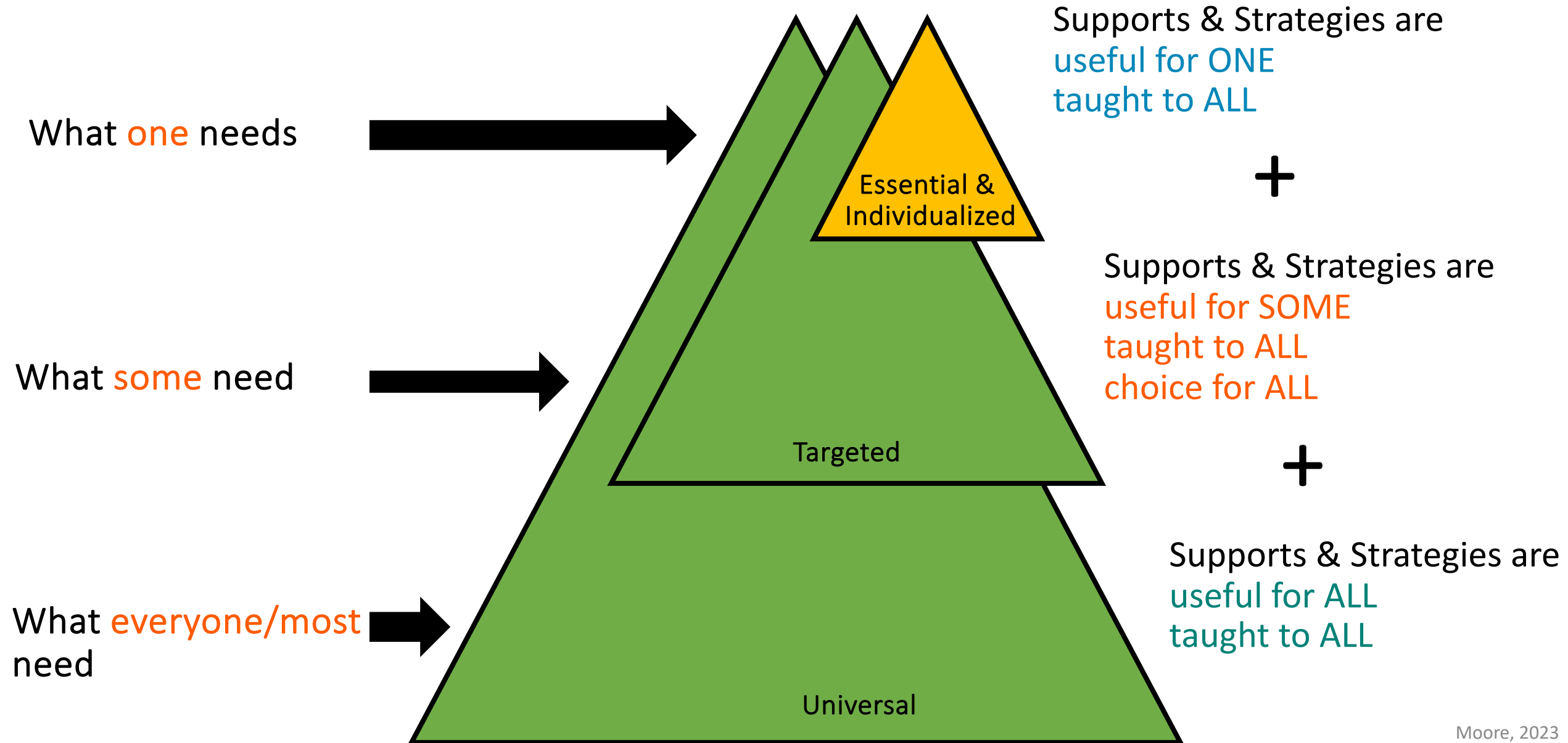
PERIODIC TABLE OF
PLANT NUTRIENTS

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

Source: Greenandvibrant.com



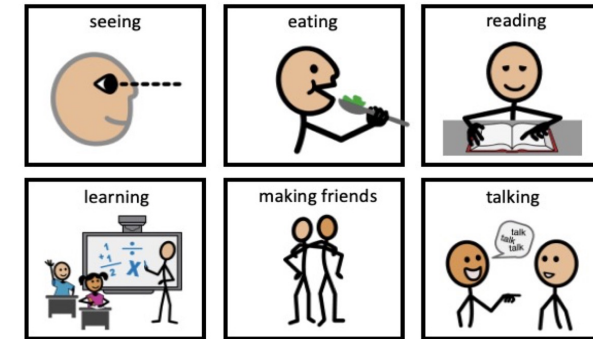
Multiple Layers of Needs Based Support



Determining Student Needs

- Students & Families
- Educational Assistants and Teachers
- Specialists and Consultants
 - SLP, OT, PT, ELL, Counsellors, Resource etc.
- Psych Ed and other Diagnostic Assessments
- Needs-Based Reflections

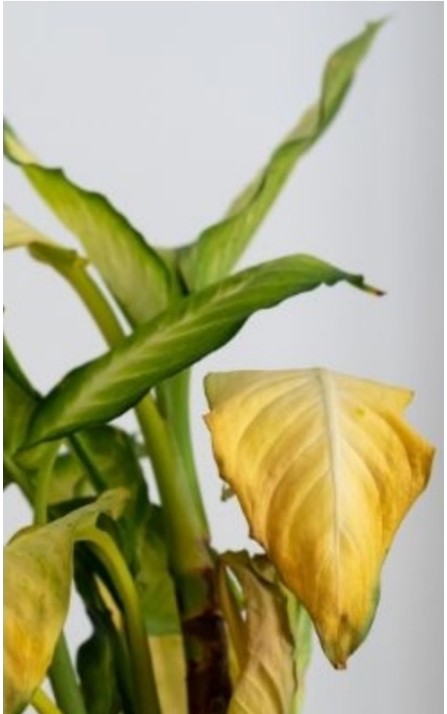
 **Geeshan** needs **help** with:



Made by S. Moore with SymbolStix, 2020



How do we know if a plant is not thriving?



Needs more
light



Needs more
moisture



Needs more
space

The plant TELLS and SHOWS us what it needs

Inclusive IEP Planning: Collaborative Needs Based Reflection

Target Student: Geeshan

Support Manager: Lynn

Date: Dec 2022



Areas of Need	Student Perspective	Family Perspective	School Perspective	Consultant and Specialist Perspectives
Addiction				
Attendance/ Lateness				
Attention				
Anxiety/ Depression				
Bullying				
Communication (receptive)				SLP, Assessment
Communication (expressive)		Make choices		SLP, Assessment
Eating/Food/Allergies				
Engagement/Motivation				
Executive Functioning				
Family/Community/Identity		Know his interests		
Frustration/ Anger				
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				

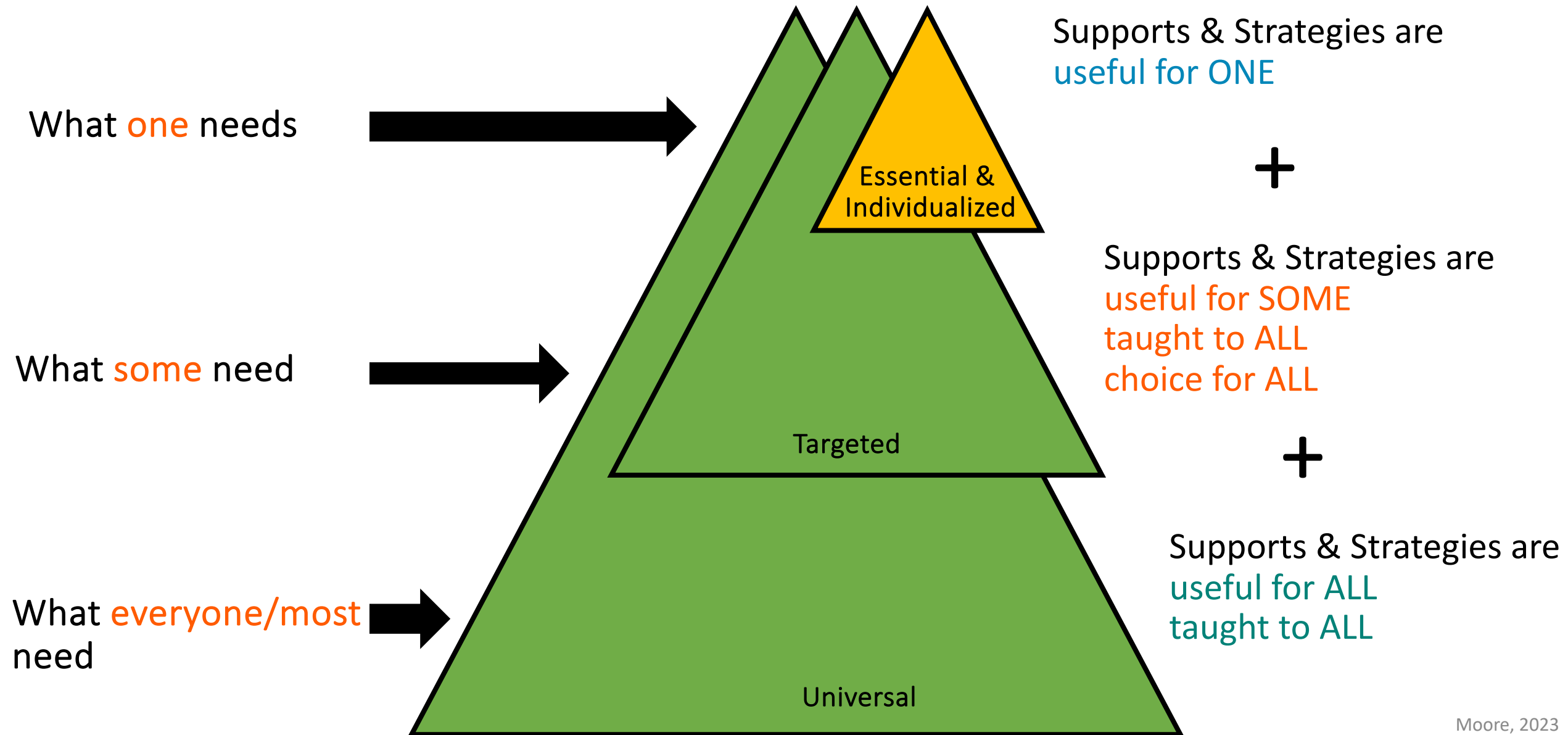
Numeracy				Assessment
Personal Care		Independence	ST	
Personal Safety		Safety in community, when he needs help		
Physical/Mobility				
Self-Advocacy				
Self-Regulation (emotional)				
Self-Regulation (behavioural)				
Self-Regulation (learning)				
Self Esteem				
Self-Harm/ Self Injurious Behaviour				
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)		

How do we determine Universal Supports & Strategies for individuals?

- Step 1: What are the student's needs?
- Step 2: What tools and/or actions will support a student to be successful?
- Step 3: Are the tools or actions universal?

Multiple Layers of Needs Based Support



Need	Universal Supports	Individuals Supports

Supplementary Plans

Need	Plan	Date

Letting go of for
the ICBIEP
document

Keep from IEP
document

Evolving IEP
document

Add to ICBIEP
working document

Need	Universal Supports	Individuals Supports
Communication (expressive)	Visuals, show learning in different ways, teach peers about AAC devices	AAC Device, personalized options to choose from
Memory	Visuals, check lists, chunking information, graphic organizers, repetition, review, technology, check ins, include multi modal learning opportunities, connect with prior knowledge and real life	target one or 2 things to remember at a time, input into AAC device

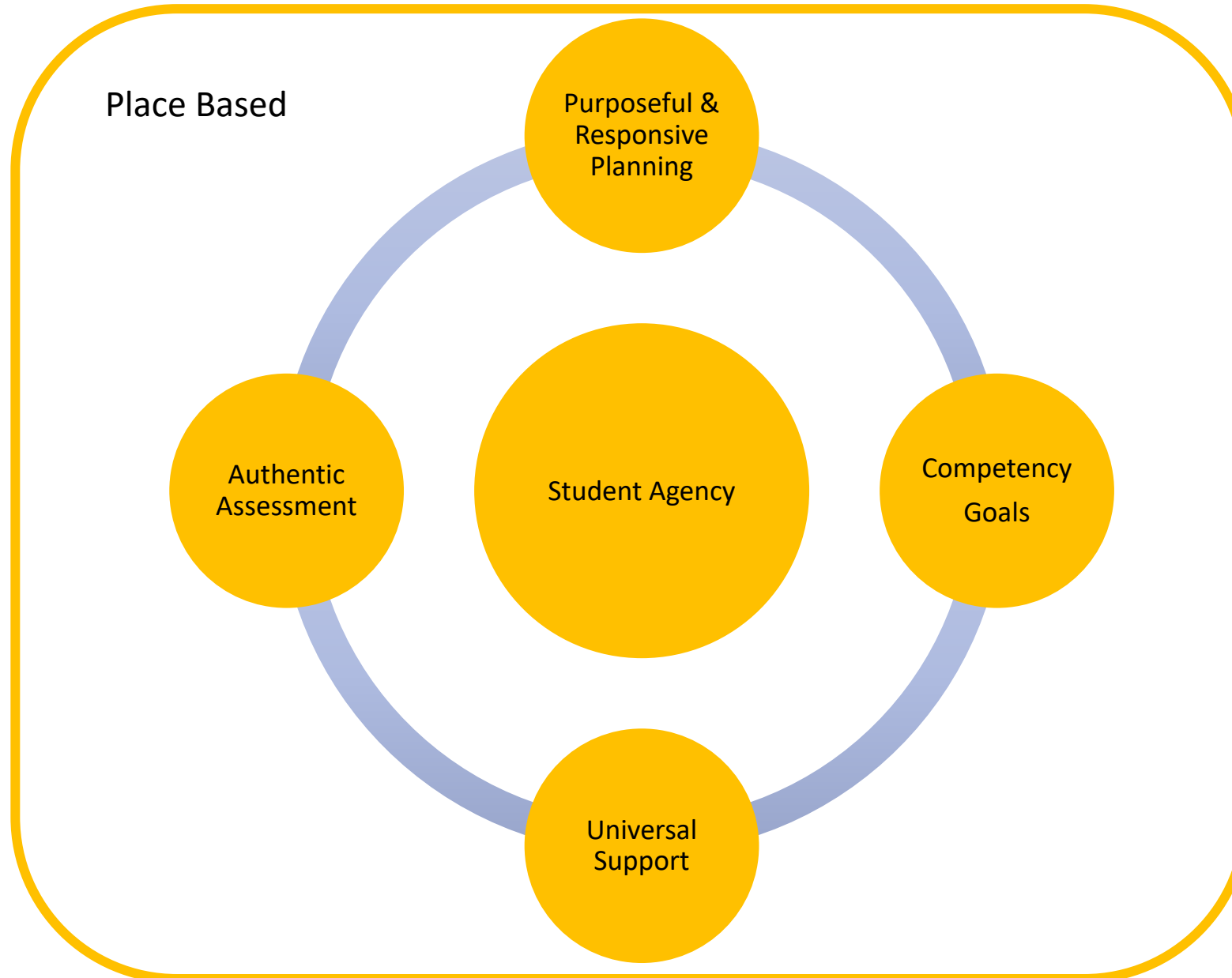
Supplementary Plans

Need	Plan	Date
Literacy (understanding)	Learning plan: literacy	2024
Health	Health Plan: Diabetes	2024

How is **universal needs based support** the same as, evolving, and/or different from historical IEP processes?

Why might considering **universal needs based support** be important evolution to IEPs?

Inclusive & Competency Based IEPS



Subject Modified Subject Area

Program Type: Modified		
Current Level of Achievement (usually from June report card):		
Letter grade/Mark	Curriculum grade level	Strands

Annual Program Goal

An annual program goal is a statement that describes what a student can reasonably be expected to accomplish by the end of the school year in a particular subject, taking into account the student's strengths, needs, and current level of achievement. It represents a reasonable target, not a rigid requirement. Annual program goals may need to be revised as the teacher develops a better understanding of the student's learning processes and/or as the student's rate of acquisition of knowledge and skills changes.

Annual program goals for mathematics and language should be expressed as observable, measurable outcomes.

Annual program goals for other subjects can be expressed in terms of observable achievement in the development of thinking skills such as memory, inquiry, analysis, integration, application, and so on.

Modified expectations differ in some way from the regular grade expectations.

Measurable Learning Expectation	Teaching Strategies	Assessment Method
In developing modified expectations for a student, the teacher should take care to provide an appropriate challenge for the student. The expectations should be designed to develop the student's literacy, numeracy, and cognitive skills, and should be achievable by the student, with reasonable effort, during the reporting period. The grade level of the learning expectations must be identified in the IEP.	If there is a teaching strategy that relates to a particular expectation, and it differs from the strategies used with other students, it should be recorded alongside the learning expectation.	The assessment method(s) that will be used to assess student learning outlined in each learning expectation.

Letting go of for
the ICBIEP
document

Keeping from IEP
document

Evolving for ICBIEP
document

Adding to ICBIEP
working document

Session 6: Strategies to align IEPs to inclusive classrooms: Making IEP goals more inclusive

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.M.A.R.T. Goals

S - Strength Based

(BC Ministry of Education, 2017, Carter, E. W., Boehm, T. L., Biggs, E. E., Annandale, N. H., Taylor, C. E., Loock, A. K., & Lie, R. Y.; 2015; Niemiec, R. M., Shogren, K. A., & Wehmeyer, M. L. (2017)

M - Meaningful

(Brownlie & Schnellert, 2009; Cooper, 2007; Fisher & Frey, 2001 , Downing, Ryndak & Clark, 2000 , Rose & Meyer, 2002)

A - Authentic

(Courtade & Browder, 2011; Fisher & Frey, 2001 ; Cooper, 2007)

R - Responsive

(Greenwood, Delquadri, & Hall, 1984; Spooner, Dymond, Smith & Kennedy, 2006; BC Ministry of Education, 2017)

T - Triangulated

(Cohen D, Crabtree B., 2006; Cooper, 2007; Gregory & Cameraon, 2014)

A - Authentic Goals

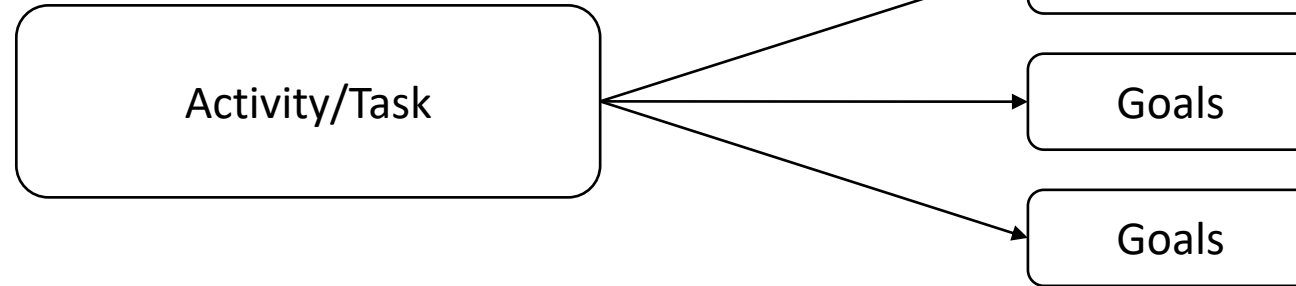
- **Goals** are connected to **common curriculum of peers**
 - Concepts/ Understandings
 - Content/ Knowledge
 - Skills/Attitudes
 - 21st Century Skills & Competencies

A - Authentic Evidence

- Evidence are connected to common curriculum of peers
 - Concepts/ Understandings
 - Content/ Knowledge
 - Skills/Attitudes
 - 21st Century Skills & Competencies

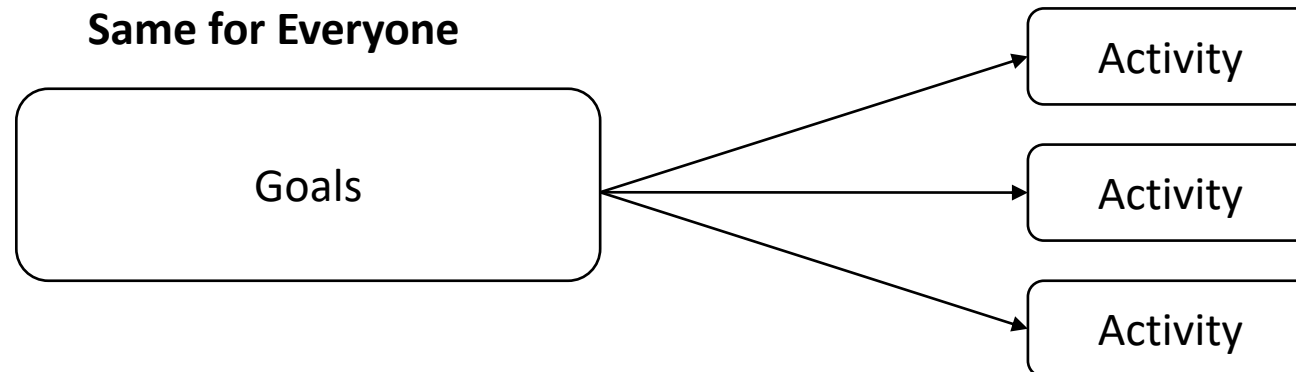
Forward Design

Same for Everyone



Backward Design

Same for Everyone



How can we capture &
assess authentic evidence?

S.M.A.R.T. Goals

S - Strength Based

(BC Ministry of Education, 2017, Carter, E. W., Boehm, T. L., Biggs, E. E., Annandale, N. H., Taylor, C. E., Loock, A. K., & Lie, R. Y.; 2015; Niemiec, R. M., Shogren, K. A., & Wehmeyer, M. L. (2017)

M - Meaningful

(Brownlie & Schnellert, 2009; Cooper, 2007; Fisher & Frey, 2001 , Downing, Ryndak & Clark, 2000 , Rose & Meyer, 2002)

A - Authentic

(Courtade & Browder, 2011; Fisher & Frey, 2001 ; Cooper, 2007)

R - Responsive

(Greenwood, Delquadri, & Hall, 1984; Spooner, Dymond, Smith & Kennedy, 2006; BC Ministry of Education, 2017)

T - Triangulated

(Cohen D, Crabtree B., 2006; Cooper, 2007; Gregory & Cameron, 2014)

The IEP Evidence Log

- **S**trength Based
- **M**eaningful
- **A**uthentic
- **R**esponsive
- **T**riangulated

IEP Evidence Log for: _____

School Year: _____ Term: _____

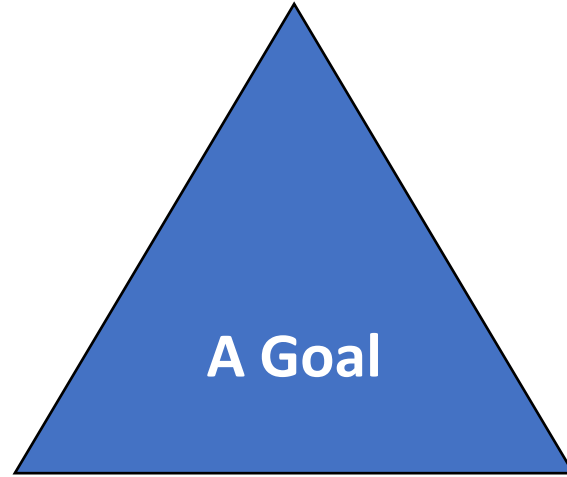
Date _____ Goals & Objectives _____

	Goal	Objective	Comments	My learning progress			Triangulation of evidence			Location of evidence
				I can meet this goal! I am ready for the next challenge	I still need to work on this goal	I need a new goal	Observation	Product	Conversation	

Individual Education Plan Evidence Collection Log

S. Moore, 2018

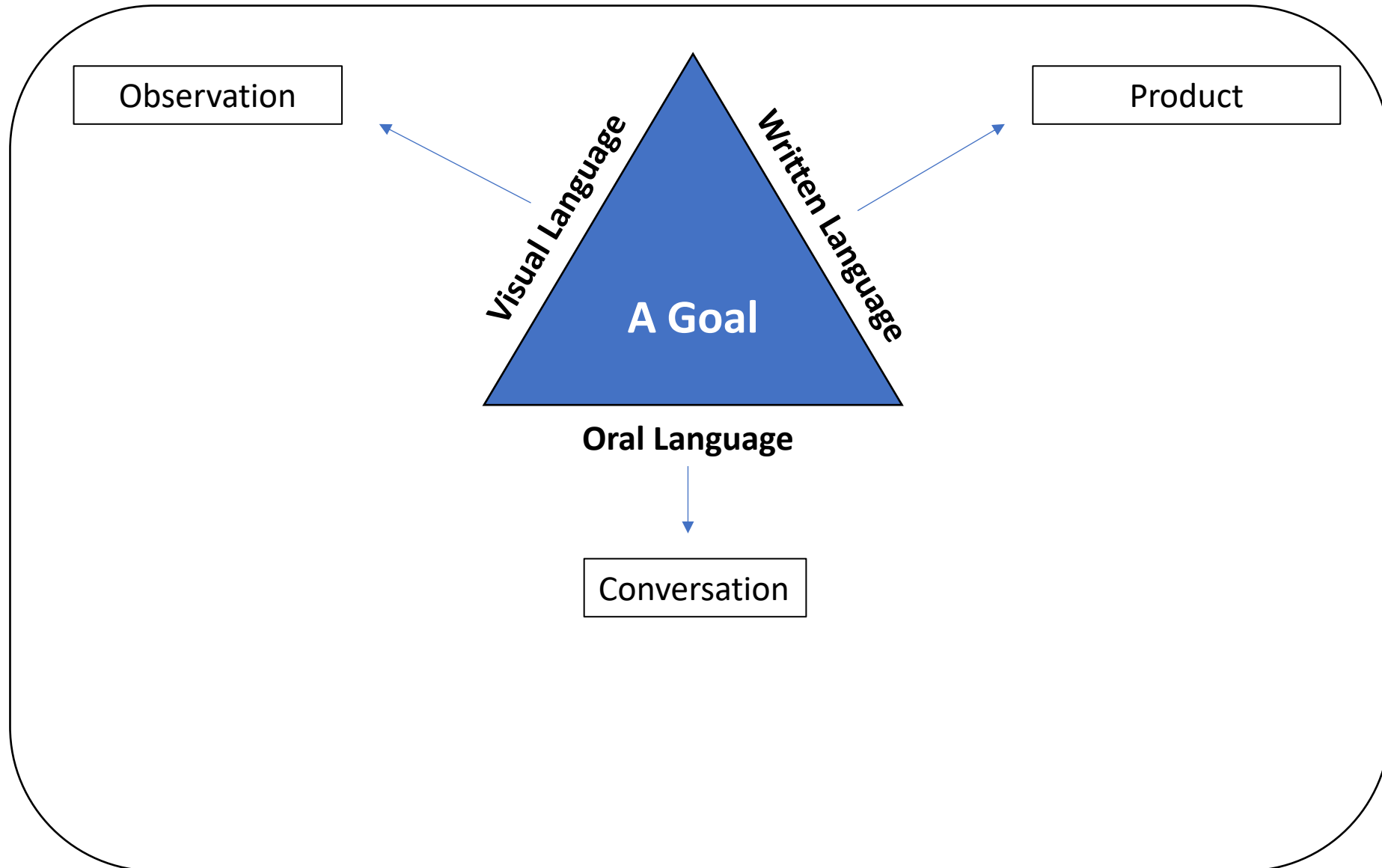
T - Triangulated Evidence



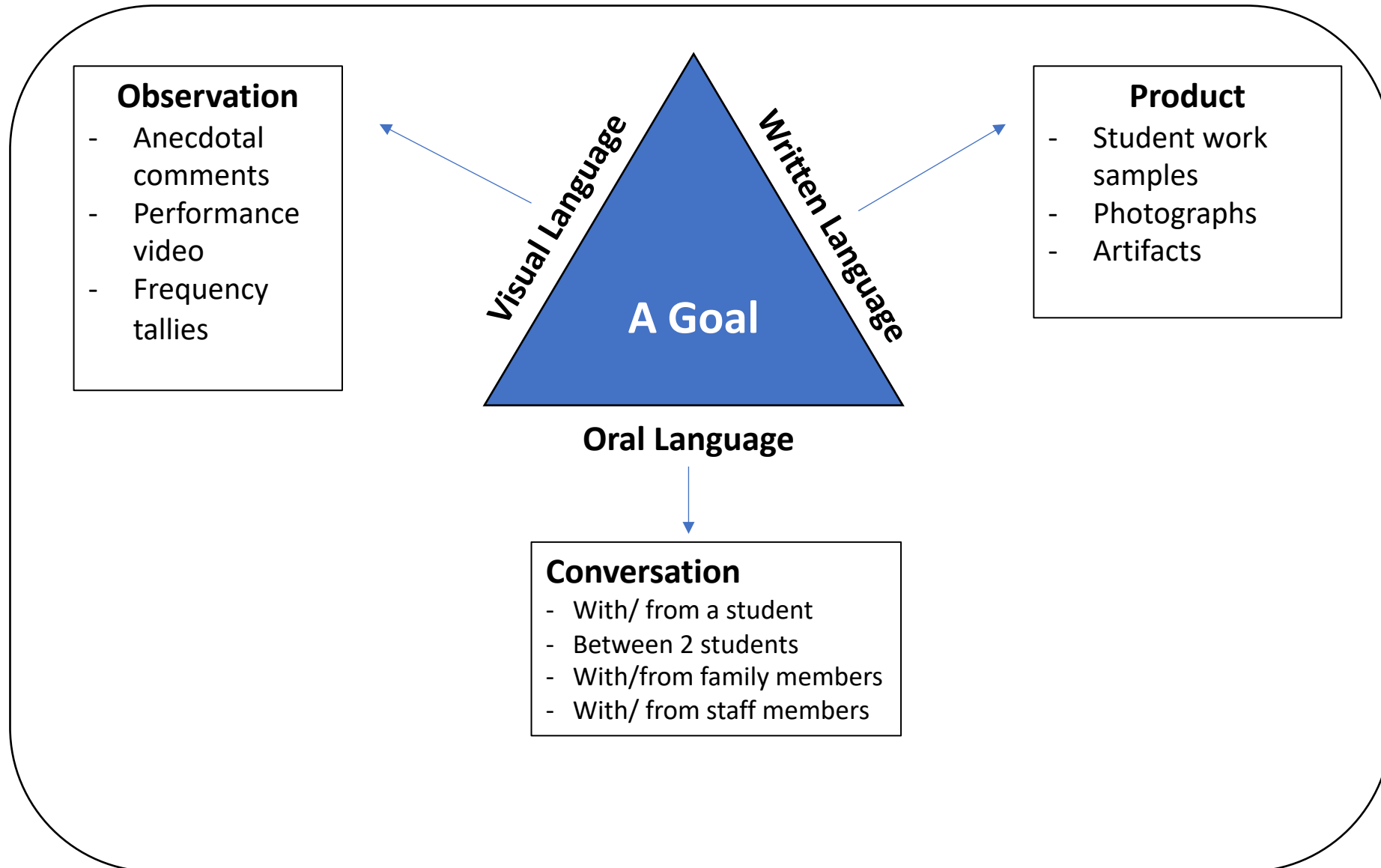
T - Triangulated Evidence



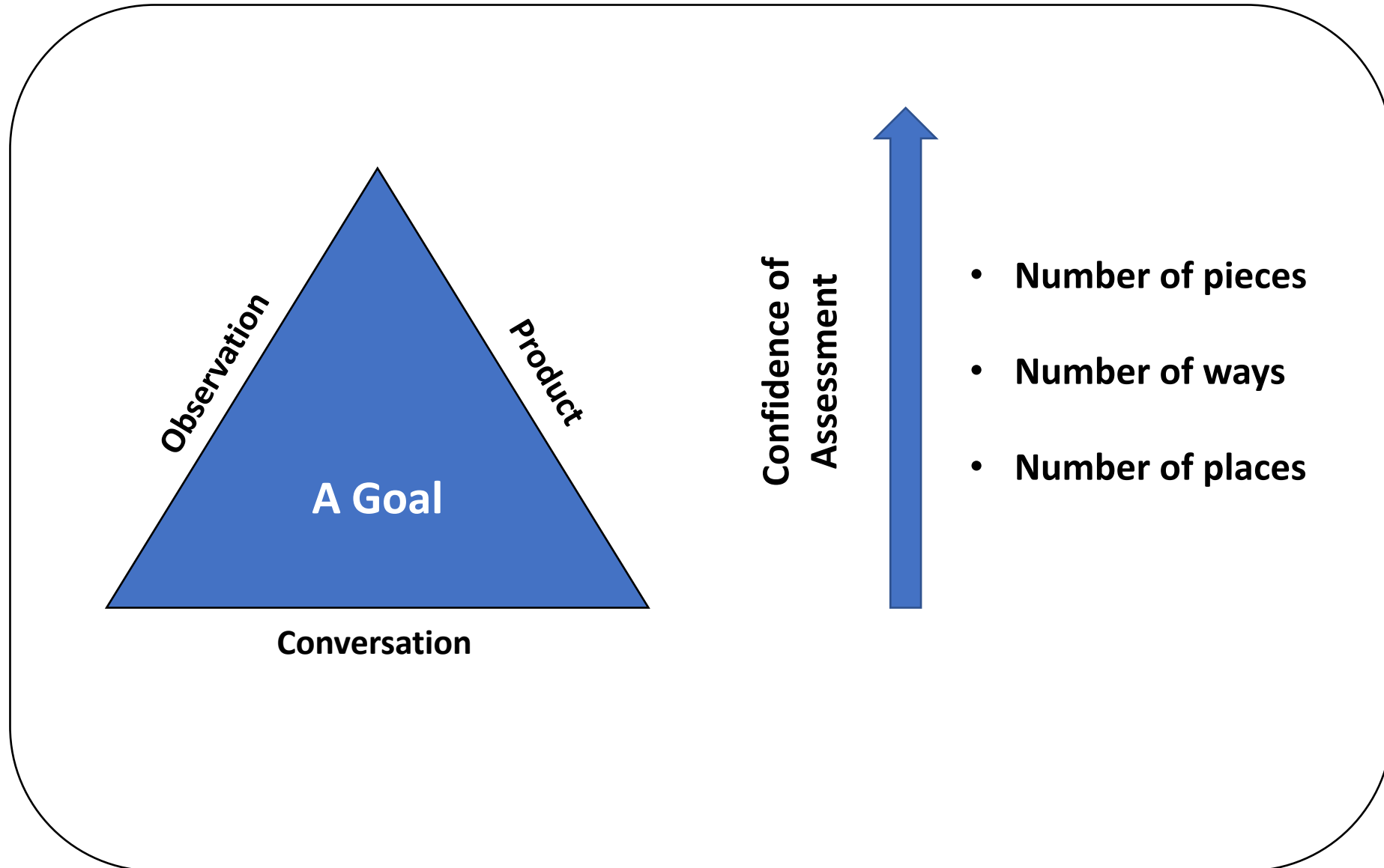
T - Triangulated Evidence



T - Triangulated Evidence



T- Triangulated Evidence



T - Triangulated Evidence

Supporting student, families & teams to collect:

- the **3 best** pieces of **evidence**
- in at least **2** different **formats** (i.e. product, conversation, observation)
- in at least **2** different contexts or **places** (e.g. different classes, home, school, playground)

How to connect authentic
evidence to an I & CB IEP?

Core Competency Evidence Log

IEP Evidence Log for: VG School Year: 2018-2019 Term: 1		Progress			Type of evidence			Location
		I can do this...			product	observation	conversation	
		I need a new goal	I want to keep working on this goal	I met this goal! I am ready for the next challenge				
Date	Goal & Objective							
10/19	Goal: I can be part of a group by			✓		✓	✓	Digital portfolio, Evidence log
	Objective: choosing a buddy					✓		
Comment	Classroom Teacher: VG reads with his buddies every day. Over the past few months I think he has read with almost ever student! We are also noticing he is becoming more verbal during other times of the day (observation) Conversation with student: I love when V chooses me! (conversation)							
10/19	Goal: I can be part of a group by		✓			✓	✓	Digital portfolio
	Objective: taking turns							
Comment	Classroom Teacher: VG is great at choosing his buddies for reading. We are going to try and get him to choose his buddies for Phys Ed next (conversation)							

Core Competency Evidence Log

IEP Evidence Log for: TS School Year: 2018-2019 Term: 3		Progress			Type of evidence			
		I can do this...						
		I need a new goal	I want to keep working on this goal	I met this goal! I am ready for the next challenge	product	observation	conversation	
Date	Goal & Objective							Location
04/19	Goal: I can deliberately learn a lot about something by			✓	✓	✓✓	✓✓	Portfolio in Rm 149, Evidence log
	<ul style="list-style-type: none">researching something I am interested in over time							
Comment	From mom: T watches her hummingbird feeder that she made everyday after school for 15 minutes and takes notes/draws. She loves it and says she feels like a Scientist! (conversation, observation)) From T: I love Hummingbirds, I think I want to learn about bees next! (conversation)							

Curricular Competency Evidence Log

IEP Evidence Log for: JK School Year: 2018-2019 Term: 4		Progress			Type of evidence			Location
		IP	B	A	product	observation	conversation	
		Student is developing their skills connected to this goal	Student is working on this goal	Student can meet this goal and is ready for the next challenge				
Date	Goal & Objective							
05/19	Replacement Goal: I know surface area and volume of regular solids, including triangular, right prisms and cylinders by Objective: identifying the 2 dimensional shape faces of a prism (circle, triangle, rectangle, square)			✓	✓	✓	✓	Student portfolio, Evidence log
Comment	Conversation with EA: JK knows her shapes! It take her a bit of time, but she gets them every time! (conversation)							Grade: A
05/19	Objective: building a rectangular prism			✓	✓	✓	✓	Student portfolio, Evidence log
Comment	Classroom Teacher: J worked in her group and she was the “builder” she built the rectangular prisms for her group to then solve the surface area for. (conversations)							Grade: A

Curricular Competency Evidence Log

IEP Evidence Log for: DY School Year: 2018-2019 Term: 1		Progress			Type of evidence			Location
		I can do this...						
		IP	B	A	product	observation	conversation	
		Student is developing their skills connected to this goal	Student is working on this goal	Student can meet this goal and is ready for the next challenge				
Date	Goal & Objective							
09/18	Replacement Goal: I can categorize products and identify market targets by			✓	✓ ✓	✓	✓	Student portfolio, Evidence log
	Objective: choosing products designed for children, parents, teenagers							
Comment	EA: DY loves this class. He surveyed the teacher, and all the student in this class, to find out what they would buy at Future Shop. We went to Future Shop after he collected the information and took photos of items for his research book.							Grade: A
09/18	Goal: I can design and identify the 4 P's (price, product, placement, package) of marketing by			✓	✓	✓	✓	Student portfolio, Evidence log
	Objective: choosing a favourite product and identifying the 4P's							
Comment	Classroom Teacher: When D showed his video reading his book about his 4P's project, I could hear a pin drop in the class. I think it set the bar really high for the other students' project because D did such a great job on his. (conversation)							Grade: A

Evidence

1. Goal: I can describe the characteristics and movements of an object in our solar system by describing what I would see on that moon

Goal	Notes	Observation or Conversation	Date:	Captured by:
1.	I asked Robbie today what he was proud of, he showed me his Going to the Moon travel brochure and talked about all the things he would see if he was there.	C	03/01/12	EA
1.	Today Robbie presented his brochure to the moon to a small group in his class. He read his book out load and talked about what he would see	O	03/19/12	Classroom Teacher

How do you know they have achieved a goal?

- There is evidence in multiple formats (product, observation, conversation)
- There is evidence in multiple contexts (increase confidence)
- The goal may still need to be worked on, but at a higher level of complexity
- The goal is met with or without supports – it doesn't matter (independent)
 - You can document the supports used because they were useful, but not because they impacted the evaluation

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): Students will understand how numbers are used in everyday life		Unit Guiding Question(s): How are <u>really big</u> and really small numbers represented and used in everyday life?
Unit Curricular Learning Outcomes	Student Friendly Language (Replacement IEP Goal)	Access Points (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 really small numbers are represented and used in everyday life I can show how <u>really big</u> and really small numbers are represented	I know numbers up to 100 (or 1000, 10 000) I know how I use numbers in my everyday life 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 I can describe and compare numbers and put numbers in order	I can show numbers, compare numbers (more/less/bigger/smaller) up to ____ 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 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"> - Research and select three celestial objects (e.g., stars, planets, galaxies) of your choice. - find the average distance of each celestial object from Earth in kilometers - Convert the distances to scientific notation with two significant figures - Calculate the square root of each distance - Compare the distances between the celestial objects using both scientific notation and square roots 		Exploring Celestial Distances Project <ul style="list-style-type: none"> - Choose 3-5 celestial objects - Put the objects in order based on their distance from the Earth - Label objects using their distances from Earth (distances provided)

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): Students will understand how numbers are used in everyday life		Unit Guiding Question(s): 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 (Replacement IEP Goal)	Access Points (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 I can show how <u>really big</u> and <u>really small</u> numbers are represented	I know numbers up to _____ I know how I use numbers in my everyday life 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 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 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"> - Research and select three celestial objects (e.g., stars, planets, galaxies) of your choice. - find the average distance of each celestial object from Earth in kilometers - Convert the distances to scientific notation with two significant figures - Calculate the square root of each distance - Compare the distances between the celestial objects using both scientific notation and square roots 		Exploring Celestial Distances Project <ul style="list-style-type: none"> - Choose 3-5 celestial objects - Put the objects in order based on their distance from the Earth - Label objects using their distances from Earth (distances provided) 	

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



Class/ Subject:		Teacher:		Support Staff:	
Unit Big Idea(s):			Unit Guiding Question(s):		
Unit Curricular Learning Outcomes		Student Friendly Language (Replacement IEP Goal)		Access Points for _____ (Replacement IEP Objective)	
Summative Task(s)				Replacement Summative Task(s)	

IEP Evidence Log – Replacement Goals

Graded (Replacement Curricular Goals)

IEP Evidence Log for: _____

School Year: _____ Term: _____

		Learning progress			Triangulation of evidence			Location of evidence	
		Emerging	Developing	Confident	Observation	Product	Conversation		
Date	Goals & Objectives	Student is developing their skills connected to this goal	Student is working on this goal	Student can meet this goal and is ready for the next challenge					
	Goal								
	Objective								
	Comments:				Grade:				
	Goal								
	Objective								
	Comments:	Grade:							
	Goal								
	Objective								
	Comments:	Grade:							
	Goal								
	Objective								
	Comments:	Grade:							
	Goal								
	Objective								
	Comments:	Grade:							

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): Students will understand how numbers are used in everyday life		Unit Guiding Question(s): How are really big and really small numbers represented and used in everyday life?	
Unit Curricular Learning Outcomes	Student Friendly Language (Replacement IEP Goal)	Access Points (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 really big and really small numbers are represented and used in everyday life I can show how really big and really small numbers are represented	I know numbers up to 100 (or 1000, 10 000) I know how I use numbers in my everyday life 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 I can describe and compare numbers and put numbers in order	I can show numbers, compare numbers (more/less/bigger/smaller) up to ____ 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 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"> - Research and select three celestial objects (e.g., stars, planets, galaxies) of your choice. - find the average distance of each celestial object from Earth in kilometers - Convert the distances to scientific notation with two significant figures - Calculate the square root of each distance - Compare the distances between the celestial objects using both scientific notation and square roots 		Exploring Celestial Distances Project <ul style="list-style-type: none"> - Choose 3-5 celestial objects - Put the objects in order based on their distance from the Earth - Label objects using their distances from Earth (distances provided) 	

IEP Evidence Log – Replacement Goals

Graded (Replacement Curricular Goals)
IEP Evidence Log for: _____

School Year: _____ Term: _____

Date		Goals & Objectives		Learning progress			Triangulation of evidence			Location of evidence
				Emerging	Developing	Confident	Observation	Product	Conversation	
		Goal								
		Objective								
		Comments:		Grade:						
		Goal								
		Objective								
		Comments:		Grade:						
		Goal								
		Objective								
		Comments:		Grade:						
		Goal								
		Objective								
		Comments:		Grade:						

Accessible Version of
Grade Level goal
designed for student
who has an
intellectual disability
(they get graded on
THIS goal)



IEP Evidence Log – Replacement Goals

Graded (Replacement Curricular Goals)
IEP Evidence Log for: _____

School Year: _____ Term: _____

Date	Goals & Objectives	Learning progress			Triangulation of evidence			Location of evidence	
		Emerging	Developing	Confident	Observ	Product	Conver		
	Goal	Student is developing their skills connected to this goal	Student is working on this goal	Student can meet this goal and is ready for the next challenge					
	Objective								
	Comments: Grade:								
	Goal								
	Objective								
	Comments: Grade:								
	Goal								
	Objective								
	Comments: Grade:								
	Goal								
	Objective								
	Comments: Grade:								

Evaluation based on language/ grading scale of the class (e.g., descriptive/4-point/%)

Evaluation based on evidence collected of IEP objective

IEP Evidence Log – Replacement Goals

Graded (Replacement Curricular Goals)
IEP Evidence Log for: _____

School Year: _____ Term: _____

		Learning progress			Triangulation of evidence			Location of evidence
		Emerging	Developing	Confident	Observation	Product	Conversation	
	Goal	Student is developing their skills connected to this goal	Student is working on this goal	Student can meet this goal and is ready for the next challenge				
	Objective							
	Comments:							
	Grade:							
	Goal							
	Objective							
	Comments:							
	Grade:							
	Goal							
	Objective							
	Comments:							
	Grade:							
	Goal							
	Objective							
	Comments:							
	Grade:							
	Goal							
	Objective							
	Comments:							
	Grade:							



Triangulated evidence collected over time allowing for multiple forms of expression

IEP Evidence Log – Replacement Goals

Graded (Replacement Curricular Goals)
IEP Evidence Log for: _____

School Year: _____ Term: _____

Date	Goals & Objectives	Learning progress			Triangulation of evidence			Location of evidence
		Emerging	Developing	Confident				
	<div>Goal</div> <div>Objective</div> <div>Comments: <div>Grade:</div></div>	Student is developing their skills connected to this goal	Student is working on this goal	Student can meet this goal and is ready for the next challenge	Observation	Product	Conversation	
	<div>Goal</div> <div>Objective</div> <div>Comments: <div>Grade:</div></div>							
	<div>Goal</div> <div>Objective</div> <div>Comments: <div>Grade:</div></div>							
	<div>Goal</div> <div>Objective</div> <div>Comments: <div>Grade:</div></div>							
	<div>Goal</div> <div>Objective</div> <div>Comments: <div>Grade:</div></div>							



Where evidence of learning can be located (e.g., digital learning portfolio, binder/folder, USB etc.)

IEP Evidence Log – Replacement Goals (example)

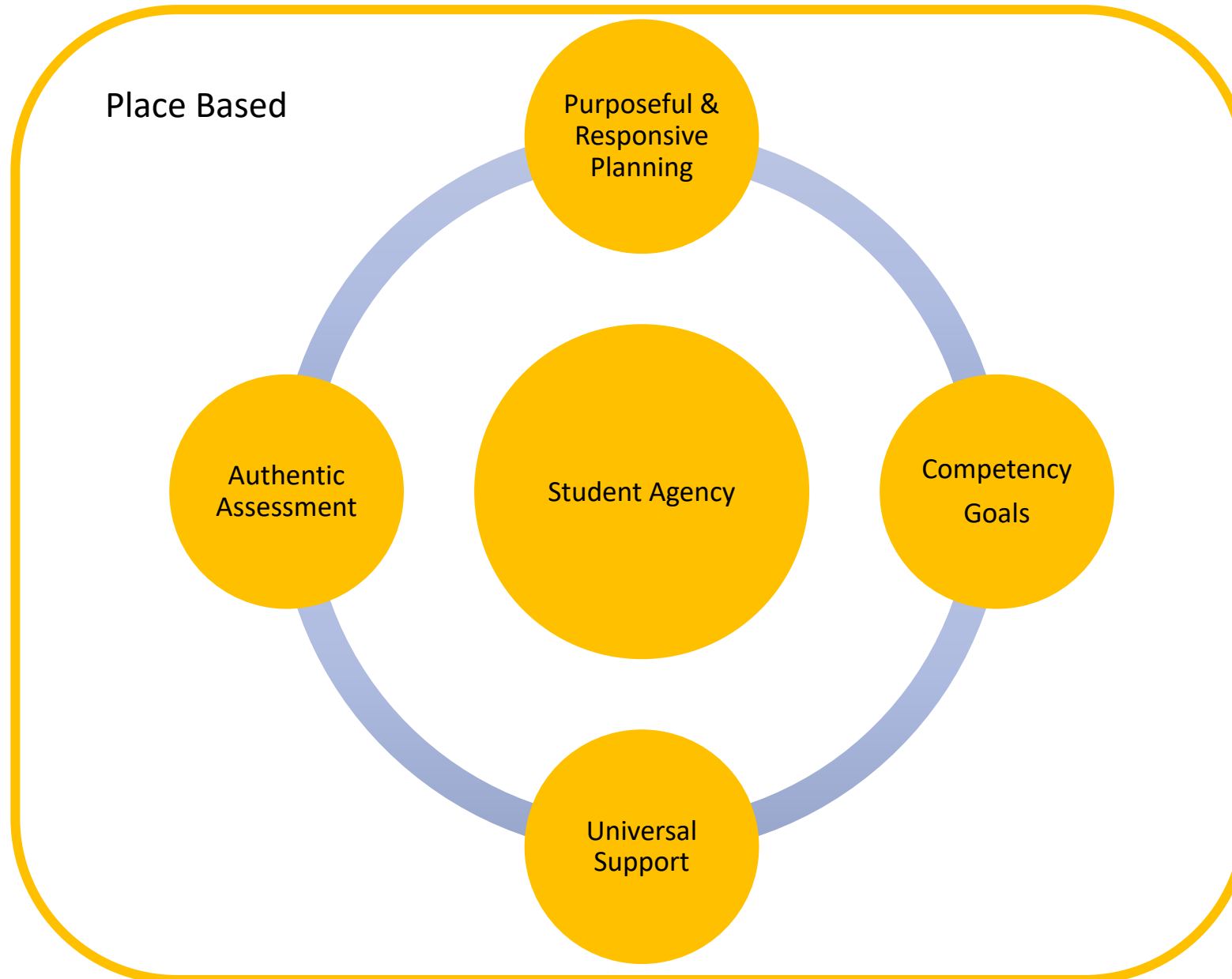
Graded (Replacement Curricular Goals)
IEP Evidence Log for: G.L.

School Year: 2024 **Term: 4**

Goals & Objectives

Graded (Replacement Curricular Goals) IEP Evidence Log for: G.L.			Learning progress			Triangulation of evidence			Location of evidence
			2	3	4	Observation	Product	Conversation	
			Student is developing their skills connected to this goal	Student is working on this goal	Student can meet this goal and is ready for the next challenge				
School Year: 2024			Term: 4			Goals & Objectives			
Replacement Goal		I can describe, compare, and order positive whole numbers by							
Objective		describing how I use numbers up to 100 in my everyday life							
Date:	Comments:		Grade: 8						
Objective		comparing numbers up to 100 using words such as bigger/smaller; more/less							
Date:	Comments:		Grade: 8						
Objective		putting numbers up to 100 in order							
Date:	Comments:		Grade: 8						

Inclusive & Competency Based IEPS



How is **triangulating evidence** the same as, evolving, and/or different from historical IEP processes?

Why might **triangulating evidence** be important evolution to IEPs?

Pulling it all together

Individual Education Plan

Student: _____ **DOB:** _____ **OEN:** _____

OEN:

Grade:

Name	Role
	Student
	Principal
	Support Teacher
	Classroom Teacher

Evidence	Date

Strengths	Interests	Stretches

Need	Universal Supports	Individuals Supports

Need	Plan	Date

Transferable Skill:	
Annual Goal	
Objective:	
Objective:	
Strategies:	

Transferable Skill:	
Annual Goal:	
Objective:	
Objective:	
Strategies:	

Student Goals: Supplemental Goals

Annual Goal:	
Objective:	
Objective:	
Strategies:	

Annual Goal:	
Objective:	
Objective:	
Strategies:	

Annual Goal:	
Objective:	
Objective:	
Strategies:	

Student Goals: Replacement Goals

Subject/Course:	Classroom Teacher:
Grade Level Learning Standard:	
Term Goal for student:	
Objective:	
Objective:	
Strategies:	

Subject/Course:	Classroom Teacher:
Grade Level Learning Standard:	
Term Goal for student:	
Objective:	
Objective:	
Strategies:	

Subject/Course:	Classroom Teacher:
Grade Level Learning Standard:	
Term Goal for student:	
Objective:	
Objective:	
Strategies:	

Non-Graded IEP Goals (Transferable Skills, Supplemental goals)
IEP Evidence Log for: _____

School Year: _____

Term: _____

			My learning progress			Triangulation of evidence			Location of evidence
			I need a new goal	I still need to work on this goal	I can meet this goal! I am ready for the next challenge	Observation	Product	Conversation	
	Goal								
	Objective								
	Comments:								
	Goal								
	Objective								
	Comments:								
	Goal								
	Objective								
	Comments:								
	Goal								
	Objective								
	Comments:								
	Goal								
	Objective								
	Comments:								

Graded (Replacement Curricular Goals)

IEP Evidence Log for: _____

School Year: _____

Term: _____

				Learning progress			Triangulation of evidence			Location of evidence
				Emerging	Developing	Confident				
				Student is developing their skills connected to this goal	Student is working on this goal	Student can meet this goal and is ready for the next challenge	Observation	Product	Conversation	
Date	Goals & Objectives									
	_____ Goal _____									
	Objective	_____								
	Comments: _____			Grade: _____						
	_____ Goal _____									
	Objective	_____								
	Comments: _____			Grade: _____						
	_____ Goal _____									
	Objective	_____								
	Comments: _____			Grade: _____						
	_____ Goal _____									
	Objective	_____								
	Comments: _____			Grade: _____						
	_____ Goal _____									
	Objective	_____								
	Comments: _____			Grade: _____						

The slide features several large, semi-transparent circles in orange, blue, and teal colors, scattered across the background. The text is centered on the left side of the slide.

How does **ICBIEP align with current
advocacy efforts of inclusion,
diversity & equity for student with
Disabilities?**

What are we advocating for?

- **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 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?**