

A group of four diverse students are gathered around a table in a library, engaged in a collaborative study session. They are looking at a laptop and some papers. The background is filled with bookshelves. The image has a semi-transparent orange overlay on the left side.

Competency Based IEPs

Module 4: Core Competency Goals, Objectives & Strategies

FISA

A New Kind of S.M.A.R.T Goal

- **S - SPECIFIC**
- **M - MEASUREABLE**
- **A - ACHIEVEABLE**
- **R - REALISTIC**
- **T - TIMELY**

- **S – STRENGTH BASED**
- **M – MEANINGFUL**
- **A- AUTHENTIC**
- **R- RESPONSIVE**
- **T - TRIANGULATED**



New way of framing SMART Goals

I can (goal) by doing (objective)
by using (strategy)

Strategies – supports and tools you need to get there

2 Types of Goals

1. Core Competencies

- Intellectual, personal and social/emotional proficiencies
- Apply to all areas
- All students have these goals

2. Curricular Competencies

- Knowledge, concepts, skills in each course by grade
- Supplemental or Replacement



Competency Overview

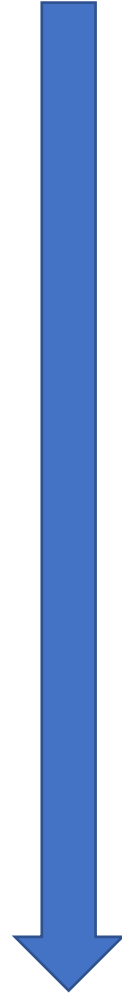
Core Competencies



Core Competency Goals with Profiles

(With Colour and Codes)

Increase in Complexity



Core Competencies "I can" Statements Aligned to Inclusive Lenses

	Personal Purpose			Social Purpose		Intellectual/Learning Purpose	
	Personal & Social Competencies			Communication Competencies		Thinking Competencies	
	Personal Awareness & Responsibility	Positive Personal & Cultural Identity	Social Awareness & Responsibility	Collaboration	Communication	Critical & Reflective Thinking	Creative Thinking
Profile One	<p>PAR1 a) I can show a sense of accomplishment and joy</p> <p>PAR 1b) I can express needs and wants and preferences</p> <p>PAR 1c) I can recognize my emotions</p>	<p>PPC 1a) I am aware of myself as different from others</p> <p>PPC 1b) I know my name</p> <p>PPC 1c) I am aware of my family and/or my caregivers</p>	<p>SAR 1a) I am aware of others in my surroundings</p> <p>SAR 1b) I can have fun with my family and friends</p> <p>SAR1c) I can help and be kind</p> <p>SAR1d) I can tell if someone is sad or angry and try to make them feel better</p> <p>SAR1e) I am aware that other people can be different than me</p>	<p>COL 1a) I can participate with others</p>	<p>COM 1a) I can respond meaningfully to communication from peers and adults</p>	<p>CRT 1a) I can get ideas when I play</p> <p>CRT 1b) I can get ideas when I use my senses to explore</p> <p>CRT 1c) I can have fun when I use my ideas to play</p> <p>CRT 1d) I can make my ideas work and/or I can change my what I am doing</p>	<p>CRE 1a) I can explore using materials and/or actions</p> <p>CRE 1b) I can explore and communicate whether I like something or not</p>
Profile 2	<p>PAR 2a) I can feel happy and proud</p> <p>PAR 2b) I know and can seek out experiences that make me feel happy and proud</p> <p>PAR 2b) I can celebrate my efforts and accomplishments</p> <p>PAR 2c) I can use strategies to help me manage my feelings and emotions</p> <p>PAR 2d) I can give evidence of my learning</p> <p>PAR 2e) I can recognize and/or explain my role in learning activities</p> <p>PAR 2f) I can participate in activities that support my wellbeing</p> <p>PAR 2g) I can describe how specific choices can affect my wellbeing</p>	<p>PPC 2a) I can identify my attributes</p> <p>PPC 2b) I can identify objects or images that represent me or things that are important to me</p> <p>PPC 2c) I can explain what I like and dislike and why</p> <p>PPC 2d) I can describe my family, home and/or community</p>	<p>SAR 2a) I can build relationships</p> <p>SAR 2b) I can work and play cooperatively</p> <p>SAR 2c) I can participate in activities to care for and improve my social and physical surroundings</p> <p>SAR 2d) I can use materials respectfully</p> <p>SAR 2e) I can solve problems myself and ask for help when I need it</p> <p>SAR 2f) I can listen to others' ideas and concerns</p> <p>SAR 2g) I can be part of a group and invite others to join</p> <p>SAR 2h) I can identify when something is unfair to me or others</p>	<p>COL 2a) I can contribute in group activities</p> <p>COL 2b) I can cooperate with others</p> <p>COL 2c) I can listen respectfully to other people's ideas</p> <p>COL 2d) I can work with others for a specific purpose</p>	<p>COM2a) I can communicate and listen to peers and adults by talking</p> <p>COM 2b) I can communicate for a purpose</p> <p>COM 2c) I can communicate information about topics that are important to me</p> <p>COM 2d) I can answer simple and direct questions about my experiences</p>	<p>CRT 2a) I can ask questions</p> <p>CRT 2b) I can make predictions</p> <p>CRT 2c) I can use my senses to gather information</p> <p>CRT 2d) I can explore with a purpose and use what I learn</p> <p>CRT 2e) I can communicate something about my thinking</p> <p>CRT 2f) I can contribute to and/or use criteria</p> <p>CRT 2g) I can find evidence</p> <p>CRT 2h) I can make a judgment based on evidence</p> <p>CRT 2i) I can reflect on my work and experiences and communicate to others what I learned</p>	<p>CRE 2a) I can have fun with my ideas</p> <p>CRE 2b) I can get new ideas to create new things and/or solve a problem</p> <p>CRE 2c) I can use my imagination to get new ideas, build onto other people's ideas, and/or combine my ideas with others in new ways</p> <p>CRE 2d) I can make my ideas work when there is a constraint of a form, problem or materials</p>
Profile 3	<p>PAR 3a) I can take action to meet my wants and needs and/or joy and satisfaction</p> <p>PAR 3b) I can work towards a goal and/or solving a problem</p> <p>PAR 3c) I can use strategies to increase my feeling of well-being and help me manage my feelings and emotions</p> <p>PAR 3d) I can connect my actions with both positive and negative consequences and can make adjustments</p> <p>PAR 3e) I can accept feedback</p> <p>PAR 3f) I can make decisions about my activities and take responsibility for my physical and emotional well-being</p>	<p>PPC 3a) I can identify my individual characteristics</p> <p>PPC 3b) I can explain what interests me</p> <p>PPC 3c) I can describe different groups that I belong to</p>	<p>SAR 3a) I can build and sustain relationships</p> <p>SAR 3b) I can share my feelings in my relationships</p> <p>SAR 3c) I can contribute to group activities that make my classrooms, school, community and/or natural world a better place</p> <p>SAR 3d) I can consider different perspectives of an issue, clarify problems, consider alternatives and evaluate strategies</p> <p>SAR 3e) I can demonstrate respectful and inclusive behaviour with people I know</p> <p>SAR 3f) I can explain why something is fair or unfair</p>	<p>COL 3a) I can take on different roles and task in the group and work respectfully and safely in our shared space</p> <p>COL 3b) I can express my ideas and help others feel comfortable to share theirs so that all voices feel included</p> <p>COL 3d) I can work with others to achieve a common goal and can evaluate our group processes and results</p>	<p>COM 3a) I can participate in conversations for a variety of purposes</p> <p>COM 3b) I can listen and respond to others</p> <p>COM 3c) I can consider my purpose when I am choosing a form and content</p> <p>COM 3d) I can communicate clearly about topics that I know and understand well, using forms and strategies I have practices</p> <p>COM 3e) I can gather the information I need and present it</p>	<p>CRT 3a) I can ask open-ended questions, explore and gather information</p> <p>CRT 3b) I can experiment purposefully to develop options</p> <p>I can contribute to and use criteria</p> <p>CRT 3c) I can describe my thinking and how it is changing</p> <p>CRT 3d) I can use observations, experiences and my imagination to draw conclusions, make judgements and/or ask new questions</p> <p>CRT 3e) I can establish goals individually with others</p> <p>CRT 3f) I can connect my learning with my experiences, efforts and goals</p> <p>CRT 3g) I can give and receive constructive feedback</p>	<p>CRE 3a) I can generate new ideas as I pursue my interests</p> <p>CRE 3a) I can deliberately learn a lot about something by doing research, talking to others, or practicing so that I can generate new ideas about it</p> <p>CRE 3a) I can build skills I need to make my ideas work, and I usually succeed, even if it takes a few tried</p> <p>CRE 3a)</p>
Profile 4	<p>PAR 4a) I can accept myself</p> <p>PAR 4b) I can recognize my strengths & stretches</p> <p>PAR 4b) I can advocate for myself and my ideas</p> <p>PAR 4c) I can engage with ideas and/or information that is challenging for me</p> <p>PAR 4d) I can be focused and determined</p> <p>PAR 4e) I can set goals and use strategies to accomplish them</p> <p>PAR 4f) I can persevere through a challenging task</p> <p>PAR 4g) I can tell when I am getting angry and/or upset or frustrated and I have strategies to calm myself</p> <p>PAR 5h) I can make choices that benefit my well-being and keep me safe in the communities that I belong to</p>	<p>PPC 4a) I can describe and demonstrate pride in my positive qualities, characteristics and/or skills</p> <p>PPC 4b) I can explain why I make specific choices</p> <p>PPC 4c) I can represent aspects of my cultural contexts through words and or images</p> <p>PPC 4d) I can describe way that I participate in or am connected to a community</p>	<p>SAR 4a) I can build relationships and be a thoughtful and supportive friend</p> <p>SAR 4b) I can identify ways that my actions and the actions of others affect my community and the natural environment</p> <p>SAR 4c) I can look for ways to make my classrooms, school, community, or natural world a better place and identify small things I can do that would make a difference</p> <p>SAR 4d) I can demonstrate respectful and inclusive behaviour in a variety of settings, and I recognize that everyone has something to offer</p>	<p>COL 4a) I can identify and apply roles and strategies to facilitate group work</p> <p>COL 4b) I can draw on past experiences to negotiate and develop group processes</p> <p>COL 4c) I can be an active listener and speaker</p> <p>COL 4d) I can share my ideas and try to connect them with other people's ideas</p> <p>COL 4e) I can ask clarifying questions (about others' ideas) and check for understanding when appropriate</p> <p>COL 4f) I can test my ideas with others and consider their input</p> <p>COL 4g) I can help resolve conflicts and challenges as they arise</p> <p>COL 4h) I can recognize how my contributions and those of others complement each other</p> <p>COL 4i) I can plan with other and adjust out plan according to the group's purpose</p>	<p>COM 4a) I can share my ideas and try and connect them with others' ideas</p> <p>COM 4b) I am an active listener and can make connections</p> <p>COM 4c) I am an active listener ask clarifying and extending questions when appropriate</p> <p>COM 4d) I can plan ways to make my message clear and engaging for my audience</p> <p>COM 4e) I can create communications that focus on a variety of purposes and audiences</p> <p>COM 4f) I can acquire the information that I need for specific tasks and for my own interests and present information clearly</p>	<p>CRT 4a) I can use that I know to observe to identify problems and ask questions</p> <p>CRT 4b) I can explore and engage with materials and sources</p> <p>CRT 4c) I can develop and adapt criteria, check information, assess my thinking and develop reasoned conclusions, judgements and/or plans</p> <p>CRT 4d) I can consider more than one way to proceed and make choices based on my reasoning and what I am trying to do</p> <p>CRT 4e) I can assess my own efforts and experiences and identify new goals</p> <p>CRT 4f) I can give, receive and act on constructive feedback</p>	<p>CRE 4a) I can get ideas that are new to my peers</p> <p>CRE 4b) I can use my creative ideas to express myself</p> <p>CRE 4c) I can use strategies deliberately for quieting my mind so that I can be creative</p> <p>CRE 4d) I can use my experiences with various steps and attempts to direct my future work</p>

6 Profile Levels

Core Competency Goals with Profiles

ID	COMMUNICATION		THINKING		PERSONAL AND SOCIAL		
	COMMUNICATING	COLLABORATING	CREATIVE THINKING	CRITICAL & REFLECTIVE THINKING	PERSONAL AWARENESS AND RESPONSIBILITY	POSITIVE PERSONAL AND CULTURAL IDENTITY	SOCIAL AWARENESS AND RESPONSIBILITY
PROFILE 1	<input type="checkbox"/> In a safe and supported environment, I respond meaningfully to communication from peers and adults.	<input type="checkbox"/> In familiar situations, I can participate with others.	I get idea when I play <input type="checkbox"/> I get ideas when I use my senses to explore. <input type="checkbox"/> My play ideas are fun for me and make me happy. <input type="checkbox"/> I make my ideas work or change what I am doing.	<input type="checkbox"/> I can explore using materials and actions. <input type="checkbox"/> I can explore and communicate whether I like something or not.	<input type="checkbox"/> I can show a sense of accomplishment and joy. <input type="checkbox"/> I can express some wants needs and preferences. <input type="checkbox"/> I can sometimes recognize my emotions.	I am ware of myself as different from others. <input type="checkbox"/> I know my name. <input type="checkbox"/> I am aware of some of my family and/or caregiver relationships.	I can be aware of others and my surroundings <input type="checkbox"/> I like to be with my family and friends. <input type="checkbox"/> I can help and be kind <input type="checkbox"/> I can tell when someone is angry and try to make them feel better. <input type="checkbox"/> I am aware that other people can be different from me.
PROFILE 2	In Familiar setting, I communicate with peers and adults. <input type="checkbox"/> I can talk and listen to people I know. <input type="checkbox"/> I can communicate for a purpose. <input type="checkbox"/> I can understand and share basic information about topics that are important to me and answer simple direct questions about my activities and experiences	In familiar situations, I can cooperate with others for specific purposes. <input type="checkbox"/> I contribute during group activities. <input type="checkbox"/> Cooperate with others. <input type="checkbox"/> Listen respectfully to their ideas. <input type="checkbox"/> I can work with others for a specific purpose	I can get new ideas or build on or combine other people's ideas to create new things within the constraints of a form, a problem, or materials. <input type="checkbox"/> I can get new ideas to create new things or solve straight forward problems. <input type="checkbox"/> My ideas are fun entertaining or useful to me and my peers and I have a sense of accomplishment. <input type="checkbox"/> I can use my imagination to get new ideas of my own, or build on other's ideas, or combine other people's ideas in new ways. <input type="checkbox"/> I can usually make my ideas work withing the constraints of a given form, problem, or materials if I keep playing with them.	I can use evidence to make simple judgements. <input type="checkbox"/> I can ask questions make prediction and use my senses to gather information. <input type="checkbox"/> I can explore with a purpose in mind and use what I learn. <input type="checkbox"/> I can tell or show others something about my thinking. <input type="checkbox"/> I can contribute to and use simple criteria. <input type="checkbox"/> I can find some evidence and make judgements <input type="checkbox"/> I can reflect on my work and experiences and tell other about something I learned.	I can initiate actions that bring me joy and satisfaction and recognize that I play a role in my wellbeing. <input type="checkbox"/> I can seek out experiences that make me feel happy and proud. <input type="checkbox"/> I can express my wants and needs and celebrate my efforts and accomplishments. <input type="checkbox"/> I have some strategies that help me recognize and manage my feelings and emotions. <input type="checkbox"/> I recognize and can explain my role in learning activities and explorations. <input type="checkbox"/> I can give evidence of my learning. <input type="checkbox"/> I can describe how some specific choices can affect my wellbeing and participate in activities that support my wellbeing.	I am aware of different aspects of myself. I can identify people, places and things that are important to me. <input type="checkbox"/> With some help I can identify some of my attributes. <input type="checkbox"/> I can identify objects or images that represent things that are important to me and explain what I like and dislike. <input type="checkbox"/> I can describe my family, home and/or community (People and/or place)	In familiar setting, I can interact with others and my surroundings respectfully. <input type="checkbox"/> I can build relationships and work and play cooperatively <input type="checkbox"/> I can participate in activities to care for and improve my social and physical surroundings. <input type="checkbox"/> I use materials respectfully. <input type="checkbox"/> I can solve problems myself and ask for help when I need it. <input type="checkbox"/> I listen to others' ideas and concerns <input type="checkbox"/> I can be part of a group and invite others to join. <input type="checkbox"/> I can identify when something is unfair to me or others.
PROFILE 3	I communicate purposefully, using forms and strategies I have practiced. <input type="checkbox"/> I participate in conversations for a variety of purposes (to connect, help, be friendly, learn and share). <input type="checkbox"/> I listen and respond to others. <input type="checkbox"/> I can consider my purpose when I am choosing a form and content. <input type="checkbox"/> I can communicate clearly about topics I know and understand well, using forms and strategies I have practiced. <input type="checkbox"/> I gather the basic information I need and present it.	I contribute during group activities with peers and share roles and responsibilities to achieve goals. <input type="checkbox"/> I take on different roles and tasks in the group and work respectfully and safely in our shared environment. <input type="checkbox"/> I express my ideas and help others feel comfortable to share theirs so that all voices are included. <input type="checkbox"/> I work with others to achieve a common goal and can evaluate our group processes and results.	I can get new ideas in areas in which I have an interest and build my skills to make them work. <input type="checkbox"/> I generate new ideas as I pursue my interests. <input type="checkbox"/> I deliberately learn a lot about something by doing research, talking to others, or practicing so that I can generate new idea about it, the ideas often seem to pop into my head. <input type="checkbox"/> I build the skills I need to make my ideas work and usually succeed, even if it takes a few tries.	I can ask questions and consider options. I can use my observations, experience, and imagination to draw conclusions and make judgments. <input type="checkbox"/> I can ask open ended questions, explore, and gather information. <input type="checkbox"/> I experiment purposefully to develop options. <input type="checkbox"/> I can contribute to and use criteria. <input type="checkbox"/> I use observations, experience, and imagination to draw conclusions, make judgments, and ask new questions. <input type="checkbox"/> I can establish goals individually and with others. <input type="checkbox"/> I can connect my learning with my experiences, efforts, and goals. <input type="checkbox"/> I can give and receive constructive feedback.	I can make choices that help me meet my wants and needs and increase my feelings of well-being. <input type="checkbox"/> I take responsibility for my actions. <input type="checkbox"/> I can take action toward meeting my own wants and needs and finding joy and satisfaction, and work toward a goal or solving a problem. <input type="checkbox"/> I can use strategies that increase my feeling of well-being and help me manage my feelings and emotions. <input type="checkbox"/> I can connect my actions with both positive and negative consequences and try to make adjustments; I accept feedback. <input type="checkbox"/> I make decisions about my activities and take some responsibility for my physical and emotional well-being.	I can describe different aspects of my identity. <input type="checkbox"/> I can identify my individual characteristics and explain what interests me. <input type="checkbox"/> I can describe different groups that I belong to.	I can interact with others and the environment respectfully and thoughtfully. <input type="checkbox"/> I can build and sustain relationships and share my feelings. <input type="checkbox"/> I contribute to group activities that make my classroom, school, community, or natural world a better place. <input type="checkbox"/> I can identify different perspectives on an issue, clarify problems, consider alternatives, and evaluate strategies. <input type="checkbox"/> I can demonstrate respectful and inclusive behavior with people I know. <input type="checkbox"/> I can explain why something is fair or unfair.

Goals Aligned with Category Designation

Alignment of IEP Goals with Category Designations
Domains linked to Competencies

'A' Designation - Physically Dependent	'B' Designation- Deaf and Blind	'C' Designation- Moderate <u>Severe-Intellectual</u> Disability
<i>Consider the following domains</i>	<i>Consider the following domains</i>	<i>Consider the following domains</i>
Health & Personal Care (feeding, dressing, toileting, mobility, personal hygiene) (PAR2-3)	Communication (COM1-4)	Self-Determination/Independence (PAR1-3; PPC1-4)
Communication (COM1-4)	Social Skills (SAR1-4; COL1-4)	Social Skills (SAR1-3; COL1-3)
Social Skills (SAR1-3; COL1-4)	Orientation & Mobility Skills (PAR1-3)	Emotional Functioning (PAR2-4)
Motor Development (PAR2-3)	Visual & Auditory Skills (PAR3)	Cognitive Functioning (CRT1-2)
Academics/Functional Academics (Curricular Competencies)	Independent Living Skills (PAR3)	Daily Living Skills (PAR2-4)
Behaviour/Emotional Development (PAR1-3; SAR1-2)	Academics/Functional Academics (Curricular Competencies)	Communication (COM1-4)
	Specialized Skills in Reading/Math (Curricular Competencies)	Fine & Gross Motor Development (PAR2-3)
	Access to Technologies (Curricular Competencies)	Academics/Functional Academics (Curricular Competencies)
'D' Designation- Physical Disability/ Chronic Illness	'E' Designation- Visually Impaired	'F' Designation- Deaf and Hard of Hearing
<i>Consider the following domains</i>	<i>Consider the following domains</i>	<i>Consider the following domains</i>
Physical Functioning (and health & safety) (PAR2-3)	Orientation & Mobility (PAR1-3)	Language/Auditory Development (COM1-4)
Communication (COM1-4)	Visual Skills (PAR3)	Communication (signing, speech) (COM1-4)
Social Skills (SAR1-4; COL1-4)	Specialized Skills in Reading/Math (Curricular Competencies)	Social Skills (SAR1-4; COL1-4)
Emotional Functioning (PAR2-4)	Access to Technologies (Curricular Competencies)	Vocational Planning/ Skill Development (Curricular Competencies)
Self-Determination (PAR1-3; PPC1-4)	Daily Living Skills (PAR2-4)	Academic Skills (Curricular Competencies)
Daily Living Skills (PAR2-4)	Vocational Planning/Skill Development (Curricular Competencies)	
Academics/Functional Academics (Curricular Competencies)	Academic Skills (Curricular Competencies)	

Aligning Goals with the Category Designation

Domains refer to the **primary areas** in which IEP goals should be developed. Domain-based goals are directly tied to specific lagging skills and thus align with the designation.

The coloured 'codes' from the Core Competencies are as follows:

- PAR – Personal Awareness & Responsibility
- SAR – Social Awareness & Responsibility
- PPC – Positive Personal & Cultural Identity
- COM – Communication
- COL – Collaboration
- CRE – Creative Thinking
- CRT – Critical Thinking

The number after each code indicates the profile number.

'A' Designation - Physically Dependent

Consider the following domains

- Health & Personal Care
(feeding, dressing, toileting, mobility, personal hygiene)
- (PAR2-3)
- Communication
- (COM1-4)
- Social Skills
- (SAR1-3; COL1-4)
- Motor Development
- (PAR2-3)
- Academics/Functional Academics
(Curricular Competencies)
- Behaviour/Emotional Development
- (PAR1-3; SAR1-2)

Core Competencies "I can" Statements Aligned to Inclusive Levels

	Personal Purpose		Social Purpose		Intellectual/Learning Purpose		
	Personal & Social Competencies		Communication Competencies		Thinking Competencies		
	Personal Awareness & Responsibility	Positive Personal & Cultural Identity	Collaboration	Communication	Critical & Reflective Thinking	Creative Thinking	
Profile One	PAR 41 can share a sense of accomplishment and joy PAR 23 can express needs and wants and preferences PAR 31 can recognize my emotions	PPC 20 can identify my attributes PPC 21 can identify others or things that represent me or things that are important to me PPC 22 can explain what I like and dislike and why PPC 23 can describe my family, home and/or community	SAR 24 can share my feelings in my relationships SAR 25 can identify ways to help and support others SAR 26 can describe my feelings and/or emotions	COL 24 can participate with others COL 25 can contribute to group activities COL 26 can work with others to achieve a specific purpose	COM 241 can respond respectfully to communication from peers and adults COM 251 can communicate for a purpose COM 261 can communicate information about topics that are important to me COM 271 can answer simple and direct questions about my experiences	CRT 20 can get ideas when I play CRT 21 can get ideas when I use my senses to explore CRT 22 can have fun when I use my ideas to solve CRT 23 can make my ideas work and/or can change my what I am doing	CTC 20 can explore using materials and/or objects CTC 21 can explore and communicate what is interesting or fun
Profile 2	PAR 20 can feel happy and proud PAR 21 knows and can use self-experiences that make me feel happy and proud PAR 22 can celebrate my efforts and accomplishments PAR 23 can give evidence of my pride PAR 24 can recognize and/or express my role in learning activities PAR 25 can participate in activities that support my wellbeing PAR 26 can describe how specific choices can affect my wellbeing	PPC 20 can identify my attributes PPC 21 can identify others or things that represent me or things that are important to me PPC 22 can explain what I like and dislike and why PPC 23 can describe my family, home and/or community	SAR 24 can build relationships SAR 25 can work and play cooperatively SAR 26 can participate in activities to care and help others SAR 27 can identify others' ideas and concerns SAR 28 can try to get along with others who are different from me SAR 29 can identify when something is unfair to me or others	COL 24 can contribute to group activities COL 25 can participate in activities to care and help others COL 26 can work with others to achieve a specific purpose	COM 241 can communicate and listen to peers and adults by taking COM 251 can communicate for a purpose COM 261 can communicate information about topics that are important to me COM 271 can answer simple and direct questions about my experiences COM 281 can contribute to group activities COM 291 can identify when something is unfair to me or others	CRT 20 can ask questions CRT 21 can use my senses to gather information CRT 22 can explore with a purpose and can build on CRT 23 can communicate something about my thinking CRT 24 can contribute to and/or use objects CRT 25 can reflect on my work and experiences and communicate to others about them	CTC 20 can have fun with my ideas CTC 21 can get new ideas by using new things and/or solve a problem CTC 22 can use my imagination to get new ideas, build on other people's ideas, and/or combine my ideas with others in new ways CTC 23 can make my ideas work when I have a constraint of a form, problem or material
Profile 3	PAR 20 can take action to meet my wants and needs and/or my responsibilities PAR 21 can work towards a goal or solve a problem PAR 22 can manage to overcome my feelings and help me manage my feelings and emotions PAR 23 can connect my actions with both positive and negative consequences and can make adjustments PAR 24 can make decisions about my actions and take responsibility for my physical and emotional wellbeing	PPC 20 can identify my individual attributes PPC 21 can recognize what interests me that is different PPC 22 can describe different groups that belong to PPC 23 can identify my individual attributes PPC 24 can describe my feelings and/or emotions PPC 25 can describe my family, home and/or community PPC 26 can describe my feelings and/or emotions PPC 27 can describe my feelings and/or emotions PPC 28 can describe my feelings and/or emotions PPC 29 can describe my feelings and/or emotions	SAR 24 can build and sustain relationships SAR 25 can share my feelings in my relationships SAR 26 can contribute to group activities that make my community, school, community and/or natural world a better place SAR 27 can describe different perspectives on an issue, clarify problems, consider alternatives and evaluate consequences SAR 28 can describe my feelings and/or emotions SAR 29 can describe my feelings and/or emotions	COL 24 can have an different roles and tasks in the group and work respectfully and fairly in our shared space COL 25 can contribute to group activities that make my community, school, community and/or natural world a better place COL 26 can work with others to achieve a common goal and can evaluate our group processes and results COL 27 can gather the information I need and present it	COM 241 can participate in conversations for a variety of purposes and only in our shared space COM 251 can consider my purpose when I am speaking, when I am listening COM 261 can communicate clearly about topics that are important to me using terms and strategies I have learned COM 271 can gather the information I need and present it	CRT 20 can use my own varied questions, explore and gather information CRT 21 can experiment and present to others CRT 22 can describe my thinking and how it is changing CRT 23 can use my observations, experiences and my imagination to draw conclusions, make judgments, and/or use new questions CRT 24 can research goals individually and with others CRT 25 can reflect my learning with my experiences, efforts and goals CRT 26 can give and receive specific feedback	CTC 20 can generate new ideas in a purposeful manner CTC 21 can make decisions based on what is important to me, my interests, talking to others, or practicing what I can generate my ideas and/or CTC 22 can build skills needed to make my ideas work and create a product, even if I have a few tries CTC 23
Profile 4	PAR 20 can accept myself PAR 21 can recognize my strengths & abilities PAR 22 can advocate for myself and my needs PAR 23 can engage with others and/or relationships that challenge me PAR 24 can be focused and determined that I can reach my goals and/or strategies to accomplish them PAR 25 can persevere through a challenging task PAR 26 can reflect on getting help and/or support and/or feedback and how to improve my skills and/or performance PAR 27 can make decisions about my wellbeing and keep me safe in the community that I belong to	PPC 20 can describe and demonstrate positive personal qualities, characteristics and/or skills PPC 21 can explain what I like and dislike PPC 22 can represent aspects of my individual attributes through words and/or images PPC 23 can describe what I like and dislike PPC 24 can describe what I like and dislike PPC 25 can describe what I like and dislike PPC 26 can describe what I like and dislike PPC 27 can describe what I like and dislike PPC 28 can describe what I like and dislike PPC 29 can describe what I like and dislike	SAR 24 can build relationships and be a thoughtful and respectful friend SAR 25 can identify ways that my actions and the actions of others affect my relationships SAR 26 can share my feelings in my relationships SAR 27 can identify my individual attributes SAR 28 can try to get along with others who are different from me SAR 29 can identify when something is unfair to me or others SAR 30 can describe my feelings and/or emotions SAR 31 can describe my feelings and/or emotions SAR 32 can describe my feelings and/or emotions SAR 33 can describe my feelings and/or emotions SAR 34 can describe my feelings and/or emotions SAR 35 can describe my feelings and/or emotions SAR 36 can describe my feelings and/or emotions SAR 37 can describe my feelings and/or emotions SAR 38 can describe my feelings and/or emotions SAR 39 can describe my feelings and/or emotions SAR 40 can describe my feelings and/or emotions	COL 24 can identify and apply roles and responsibilities in learning group and work COL 25 can share my feelings in my relationships COL 26 can work with others to achieve a common goal and can evaluate our group processes and results COL 27 can gather the information I need and present it	COM 241 can share my ideas and try to connect them with others COM 251 can listen and respond respectfully COM 261 can use an active listener and can respond respectfully COM 271 can use my observations, experiences and my imagination to draw conclusions, make judgments, and/or use new questions COM 281 can research goals individually and with others COM 291 can reflect my learning with my experiences, efforts and goals COM 301 can give and receive specific feedback	CRT 20 can use that I know to solve a variety of problems and can question CRT 21 can explore and engage with my ideas and/or solve a problem CRT 22 can use my imagination to get new ideas, build on other people's ideas, and/or combine my ideas with others in new ways CRT 23 can make my ideas work when I have a constraint of a form, problem or material CRT 24 can use my experiences with various topics and attempts to improve future work CRT 25 can use my experiences with various topics and attempts to improve future work CRT 26 can use my experiences with various topics and attempts to improve future work CRT 27 can use my experiences with various topics and attempts to improve future work CRT 28 can use my experiences with various topics and attempts to improve future work CRT 29 can use my experiences with various topics and attempts to improve future work CRT 30 can use my experiences with various topics and attempts to improve future work CRT 31 can use my experiences with various topics and attempts to improve future work CRT 32 can use my experiences with various topics and attempts to improve future work CRT 33 can use my experiences with various topics and attempts to improve future work CRT 34 can use my experiences with various topics and attempts to improve future work CRT 35 can use my experiences with various topics and attempts to improve future work CRT 36 can use my experiences with various topics and attempts to improve future work CRT 37 can use my experiences with various topics and attempts to improve future work CRT 38 can use my experiences with various topics and attempts to improve future work CRT 39 can use my experiences with various topics and attempts to improve future work CRT 40 can use my experiences with various topics and attempts to improve future work	CTC 20 can get ideas that are new to my ideas CTC 21 can use my ideas to solve a problem CTC 22 can use my imagination to get new ideas, build on other people's ideas, and/or combine my ideas with others in new ways CTC 23 can make my ideas work when I have a constraint of a form, problem or material CTC 24 can use my experiences with various topics and attempts to improve future work CTC 25 can use my experiences with various topics and attempts to improve future work CTC 26 can use my experiences with various topics and attempts to improve future work CTC 27 can use my experiences with various topics and attempts to improve future work CTC 28 can use my experiences with various topics and attempts to improve future work CTC 29 can use my experiences with various topics and attempts to improve future work CTC 30 can use my experiences with various topics and attempts to improve future work CTC 31 can use my experiences with various topics and attempts to improve future work CTC 32 can use my experiences with various topics and attempts to improve future work CTC 33 can use my experiences with various topics and attempts to improve future work CTC 34 can use my experiences with various topics and attempts to improve future work CTC 35 can use my experiences with various topics and attempts to improve future work CTC 36 can use my experiences with various topics and attempts to improve future work CTC 37 can use my experiences with various topics and attempts to improve future work CTC 38 can use my experiences with various topics and attempts to improve future work CTC 39 can use my experiences with various topics and attempts to improve future work CTC 40 can use my experiences with various topics and attempts to improve future work

What Information Goes Where on the CB IEP

What Information Goes Where in the CB IEP

Core Competency Goals	
<p>Goal Area: Sub-competency Personal Awareness & Responsibility Positive Personal & Cultural Identity Social Awareness & Responsibility Collaboration Communication Critical & Reflective Thinking Creative Thinking</p>	<p>Include goals using "I can" statements that relate to the category designation and identified needs I can ... (The goal is taken from the I can statement in the Core Competency subcategory. Refer to the Core Competencies by Profiles chart.)</p> <p>Sample Goal related to behaviour: <i>I can take ownership of my goals and behaviour</i></p>
<p>Objective: Create 1-3 objectives for each goal. Use the Core Competency Objective and Strategy Reference tools to assist with developing specific and measurable objectives (qualitative or quantitative). Collaborate (when possible) with the student, teacher, case manager, school support team and outside agencies to develop the objectives.</p> <p>Sample Objectives</p> <ol style="list-style-type: none"> By taking turns during centre time with some support By taking turns in conversation with my friends in group activities By self-monitoring my on-task behaviour with support <p><u>PROVIDE THE METHOD OF MEASUREMENT:</u> E.g., data collection chart, observation log, video of student, assignment product, goal tracking chart, photos, conferencing, work samples, etc.</p> <p><u>PROVIDE CURRENT PROGRESS AT THE START OF THE IEP</u></p> <p><u>PROVIDE AN UPDATE EACH REPORTING PERIOD</u> Keep a running account of the progress. This information will help you more efficiently write your IEP review each reporting period.</p> <p><u>INDICATE WHEN THE OBJECTIVE IS ACHIEVED</u></p>	<p>Strategy: Strategies are specific to assist student in exploring and developing the objective(s). A verb used to lead strategy statement of the adult actions. Include information about who is responsible to implement the strategy and how the service is provided. Strategies can also include verbs about how the student will use specific resources.</p> <p>Use a minimum of one strategy for each objective; suggest maximum of 3-5 for any one objective</p> <p>Sample Strategies for objectives 1-2</p> <ul style="list-style-type: none"> The inclusion support teacher and speech language pathologist create social stories that will be implemented each week. They instruct the EA about how to teach the social stories. The EA teaches a new social story one-on-one with the student. The social story is used daily before centre time and small group activities. <p>Sample strategies for objective 3</p> <ul style="list-style-type: none"> EA teach Riley how to monitor task completion using a checklist and will prompt as needed. The teacher will teach the importance of and will use a countdown timer during activities to help with time on task and transition between activities. EA will teach how to use an off-task tally and support student use of the strategy to monitor on-task behaviour.

1. Measurable Objectives
2. Methods of Measurement
3. Current Level of Performance

Objective:

Create 1-3 objectives for each goal.

Use the Core Competency Objective and Strategy

Reference tools to assist with developing specific and measurable objectives (qualitative or quantitative).

Collaborate (when possible) with the student, teacher, case manager, school support team and outside agencies to develop the objectives.

Sample Objectives

1. *By taking turns during centre time with some support*
2. *By taking turns in conversation with my friends in group activities*
3. *By self-monitoring my on-task behaviour with support*

PROVIDE THE METHOD OF MEASUREMENT:

E.g., data collection chart, observation log, video of student, assignment product, goal tracking chart, photos, conferencing, work samples, etc.

PROVIDE CURRENT PROGRESS AT THE START OF THE IEP

PROVIDE AN UPDATE EACH REPORTING PERIOD

Keep a running account of the progress. This information will help you more efficiently write your IEP review each reporting period.

INDICATE WHEN THE OBJECTIVE IS ACHIEVED

Strategies

- Verbs that describe what the adult does (instructional strategies) and/or what the student does
- Aim for 1-3 strategies for each objective

Strategy:

Strategies are specific to assist student in exploring and developing the objective(s). A verb used to lead strategy statement of the adult actions. Include information about who is responsible to implement the strategy and how the service is provided. Strategies can also include verbs about how the student will use specific resources.

Use a minimum of one strategy for each objective; suggest maximum of 3-5 for any one objective

Sample Strategies for objectives 1-2

- *The inclusion support teacher and speech language pathologist create social stories that will be implemented each week. They instruct the EA about how to teach the social stories.*
- *The EA teaches a new social story one-on-one with the student. The social story is used daily before centre time and small group activities.*

Sample strategies for objective 3

- *EA teach Riley how to monitor task completion using a checklist and will prompt as needed.*
- *The teacher will teach the importance of and will use a countdown timer during activities to help with time on task and transition between activities.*
- *EA will teach how to use an off-task tally and support student use of the strategy to monitor on-task behaviour.*

My CB IEP

Goal: I can make choices that benefit my well-being

Objective: By losing 20 pounds within 6 months

Method of Measuring : Daily weight tracking chart

Strategies:

- Having a daily weight check in the morning;
- Engaging with my weight loss app 3 days/week;
- Communicating with my weight loss coach weekly;
- Creating & following a rotation of 14 healthy meal plans;
- Going for a 2 km walk 5 days/week carrying a weighted backpack.

Core Competency Example #1

Goal: I can connect and engage with others

Objective: by answering a question or making an on topic comment when my friends talk to me

Method of Measuring : Observation log

Strategies:

- Inclusion coordinator teach small group Social Thinking
- EA teach and practice on topic conversations in pairs
- EA facilitate practice in asking questions and making an on topic comment after the partner has answered

Core Competency Example #2

Goal: I can take responsibility for managing my feelings and emotions when I am upset

Objective: by identifying and using safe ways to display my feelings and emotions

Method of Measuring : Observation log, 5 point scale data chart

Strategies:

- EA teach the Incredible 5 Point Scale
- EA teach scripts to use to convey when feeling upset

Core Competency Example #3

Goal: I can take responsibility for my learning

Objective: by pacing my work to bring tasks to completion

Method of Measuring : Work completion chart

Strategies:

- EA teaches the use of a step-by-step checklist
- EA co-plans a timeline for task completion (get ready, do, done strategy)
- Teacher teaches a signal to use to request assistance from an adult or peer

Core Competencies in the CB IEP Word Template

Core Competency Goals			
I can (GOAL) by doing (OBJECTIVE) by using (STRATEGY)			
Competency Area	Choose an item.	IEP Goal 3	(From CC Profiles)
Current Level of Performance			
Objectives	Instructional Strategies		Method of Measuring Progress
3A			Choose an item.
3B			Choose an item.

Core Competency Goals			
I can (GOAL) by doing (OBJECTIVE) by using (STRATEGY)			
Competency Area	Choose an item.	IEP Goal 4	
Current Level of Performance			
Objectives	Instructional Strategies		Method of Measuring Progress
4A			Choose an item.
4B			Choose an item.

Core Competency Goals			
I can (GOAL) by doing (OBJECTIVE) by using (STRATEGY)			
Competency Area	Choose an item.	IEP Goal 5	
Current Level of Performance			
Objectives	Instructional Strategies		Method of Measuring Progress
5A			Choose an item.
5B			Choose an item.

Core Competency Goal, Objective & Strategies

EXAMPLE

Personal Awareness and Responsibility:

- **Goal:** (from profile 3) I can use strategies that increase my well-being
- **Objective:** By asking for a break when needed
- **Method of Measurement:** Break request log (date/time of break, how requested, type of break)
- **Current level of performance**
 - When James gets upset, frustrated, hungry or tired, he can easily shut down and become irritable. At this point he will often flop his head on the desk and refuse to do anything or follow instructions. He doesn't yet recognize the physical and emotional signs for when he is becoming stressed.
- **Strategies/Resources:**
 - LSS teacher instruction in recognizing the emotional & physical signs for when he needs a break
 - EA uses video modeling with social narratives to teach how to ask for a break
 - EA teaches specific break activities
 - Student uses a visual to indicate when they need a break

Core Competency Objectives - Examples

Competency-Based IEP Sample Objective for Core Sub Competencies



Sample I can statements from the Communicating Core Competency

1. I can talk and listen to people I know
2. I can communicate for a purpose
3. I can understand and share basic information and answer simple questions
4. I can participate in conversations for a variety of purposes
5. I can communicate clearly about topics I know and understand

Additional staff that can help with creating these objectives:

- Speech-Language Pathologist
- Teacher of the Deaf & Hard of Hearing

Sample Objectives

1. By saying 'hello' and 'goodbye' to my teacher in the morning and at the end of the day.
2. By using my TouchChat device to say 'hello' to three peers at the beginning of each day.
3. By following a 2-step direction for a familiar task.
4. By showing active, whole-body listening when sitting at the carpet.
5. By showing active, whole body listening when sitting on the carpet.
6. By facing a partner or peer when having a conversation.
7. By answering yes or no with gestures/words when asked a question.
8. By answering questions of a personal nature (age, name, and school).
9. By asking a **wh**-question (who, what, when, where, why) to learn more about a peer.
10. By asking a question during a lesson to aid understanding.
11. By asking for a washroom break using a 3-word utterance (I + want + bathroom) on myTouchChat device.
12. By making a comment during a lesson to contribute to my understanding.
13. By sharing one idea on a topic of interest to a classmate or whole class.
14. By matching 5 new vocabulary words to their pictures at the end of each unit/passage.
15. By retelling one key idea from a story, reading passage or lesson given by the teacher.
16. By listening respectfully to the ideas of others.
17. By asking **wh**-questions (who, what, when, where, why) to learn more about a peer.
18. By communicating about my needs.
19. By contributing to class discussions.



Sample I can statements from the Collaborating Core Competency

1. I can work with others for a specific purpose
2. I can cooperate with others and listen respectfully to their ideas
3. I can take on different roles in the group and work respectfully in safely in our shared space.
4. I can solve problems in peaceful ways
5. I can be an active listener and speaker in a group; sharing my ideas and connecting them with others' ideas and ask clarifying questions.

Additional staff that can help with creating these objectives:

- Speech-Language Pathologist
- Teacher of the Deaf & Hard of Hearing

Sample Objectives

1. By verbally responding to ideas presented by others in an appropriate manner (high five, 'good idea', 'I like it', 'good job' etc.)
2. By contributing to a group assignment in a specific role.
3. By listening to others when they tell me about their interests.
4. By working with peers to follow steps in a group task.
5. By sharing my ideas during group work and asking others to share their ideas.
6. By practicing different roles in a group activity with support and using visual reminders.
7. By using a talking stick to take turns in sharing ideas in a group.

Core Competency Goals, Objective & Strategies - Examples

Core Competency Sub-Categories (colour denotes overall Core Competency)

Communication (orange) **Personal and Social (blue)** **Thinking (green)**

Goal Statement

- **Objective(s)** - *minimum of one; suggested maximum of 3 under any one goal*

Instructional Strategies:

- Are specific to assist student in exploring and developing the objective(s). A verb used to lead strategy statement of the adult actions. Use a minimum of one strategy for each objective; suggest maximum of 3-5 for any one objective

♦ **The following are meant to be a sampling of examples. Objectives and Instructional Strategies need to be tailored to the needs of the individual student for which the goal is being developed.**

Communication

Connect and Engage with Others

I can use effective communication skills to express my thoughts and feelings to others

- by using active speaking and active listening skills
- by communicating my needs and thoughts respectfully to others
- by explaining the reasons for my actions and feelings using descriptive words

Examples of Instructional Strategies:

- teach and role play the use of active speaking skills (body facing speaker, tone of voice, speak clearly and with adequate volume, etc.)
- teach and role play the use of active listening skills (look at the speaker, wait for a response, answer a question, etc.)
- teach using the RULER Mood Meter* and Wheel of Emotions** to increase emotional vocabulary
- teach specific speaking scripts (permission to leave class, communicating when upset, etc.)

Core Competency Goals, Objective & Strategies - Examples



Sample Teaching Activities to Support Core Competencies of Social and Emotional Learning

Acknowledgments

At the Collaborative for Academic, Social, and Emotional Learning (CASEL) generally and in the Collaborating States Initiative specifically we believe it is important to recognize the contributions and leadership of state teams. In addition to their local responsibilities, they are joined in this collaborative effort to foster conditions for social and emotional learning for all our students. This document could not have been produced without the insights and experience of the CASEL Collaborating States Initiative Team in Pennsylvania, including Dr. Pamela L. Emery and Dr. Jean M. Dyszel.

Introduction

Within the Collaborating States Initiative many states are developing competencies to articulate goals for what students should know and be able to do in terms of their social and emotional development (Dusenbury et al., 2015). An immediate question from stakeholders and constituents is: How can teachers effectively promote or teach social and emotional competence to achieve these goals? Put another way: What do teachers and other adults need to do in the classroom and school to help students achieve the goals laid out in social and emotional learning (SEL) competencies?

In the past 15 years CASEL has produced three separate [guides to evidence-based programs](#) designed to promote student social and emotional development (CASEL, 2003. CASEL 2013. CASEL, 2015). We believe our reviews of the actual content of evidence-based programs helps inform the answers to the important question of how adults can effectively promote student SEL in the classroom and school. The purpose of this document is to draw on these previous reviews of evidence-based programs to identify and describe some of the most common strategies used to promote student SEL.

Self-Awareness

Accurately Recognizing One's Own Feelings and Thoughts and Their Influence on Behaviors	
<i>Students will be able to...</i>	Correctly label their own emotions.
	Recognize that emotions are temporary and can and will change.
	Recognize that emotions can affect their behavior.
	Recognize that behavior can affect emotions (including that it is possible to improve how one feels).
	Recognize that emotions have physical effects.
<i>What teachers can do in Lessons and Instruction</i>	Provide age-appropriate vocabulary words. (e.g., happy, sad, hurt, mad for young children. elated, blue/down, rejected/disappointed, angry/irate for older children).
	Have older students generate age-appropriate vocabulary words that extend their emotions vocabulary.
	Lead class activity that asks student to identify feelings they might have in different situations using age-appropriate vocabulary (e.g., lead age-appropriate discussions using questions such as, "How would you feel if you got all As on your report card?" "How would you feel if a favorite relative took you out for ice cream?" "How would you feel if your pet was very sick?" "How would you feel if your friend...").
	Use a literature selection to have older students identify with a time they had the same feelings and how they handled them.
	Have students make age-appropriate face to depict feeling/emotion.
	Provide scenarios and ask students how each situation or experience might make them feel.
	Discuss age-appropriate physical and emotional cues of a certain feeling/emotion (i.e. the physical cues that help them know when they're feeling angry, happy, sad, etc.).
	Ask students to discuss a time when they felt ____ (expect age-appropriate examples – "I was sad when I couldn't get a puppy". "I was mad when my brother broke my trophy". "I was disappointed when I didn't get the summer job I wanted").
	Ask students to brainstorm age-appropriate things they can do to improve the way they feel. (e.g., "ask my mommy for a hug," "play with my dog," "talk to my friend," "listen to happy music").