**Competency-Based IEP**

**Sample Objective for Core Sub Competencies**

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| Image result for core competencies communication | **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
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# 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 my TouchChat 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.

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| Image result for core competencies communication | **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.
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# 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.)

1. By contributing to a group assignment in a specific role.
2. By listening to others when they tell me about their interests.
3. By working with peers to follow steps in a group task.
4. By sharing my ideas during group work and asking others to share their ideas.
5. By practicing different roles in a group activity with support and using visual reminders.
6. By using a talking stick to take turns in sharing ideas in a group.

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| /var/folders/ft/57x1lggs56g21vt3544_sjzjv8mzm6/T/com.microsoft.Word/Content.MSO/44CA78A4.tmp | **Sample I can statements from the Creative Thinking Core Competency**1. I can use my senses to get ideas
2. I can get ideas to create new things or solve a problem
3. I can build skills to make my ideas work
4. I can use my imagination to build on my ideas or the ideas of others
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# Additional staff that can help with creating these objectives:

* Teacher of the Gifted

# Sample Objectives

1. By choosing an idea from two presented alternatives on a given topic.
2. By choosing an interest/hobby that I enjoy or am passionate about.
3. By spending X amount of time on a newly identified interest/hobby per day.
4. By thinking of at least two different solutions to a problem.
5. By learning a new skill or concrete task (e.g., bouncing a ball, threading a needle) related to a hobby or area of interest.
6. By sharing one (or more) idea on a topic of interest to a classmate or larger group once per day.
7. By using one or more senses (seeing, hearing, speaking) to generate an idea about something.
8. By solving a problem using writing, signs, symbols, pictures, or words.
9. By making multiple attempts to answer or engage with a problem or question.

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| /var/folders/ft/57x1lggs56g21vt3544_sjzjv8mzm6/T/com.microsoft.Word/Content.MSO/44CA78A4.tmp | **Sample I can statements from the Critical and Reflective Thinking Core Competency**1. I can explore using materials or actions
2. I can communicate whether I like something or not
3. I can ask questions and investigate
4. I can tell others about my thinking
5. I can find evidence and make judgements
6. I can reflect on my work and experiences and tell others about something I learned
7. I can ask questions and gather information
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# Additional staff that can help with creating these objectives:

* Teacher of the Gifted

# Sample Objectives

1. By asking a peer/teacher a question to find information.
2. By using books or technology to find information.
3. By determining if information is true or false.
4. By using an “if, then” script to connect actions to consequences.
5. By describing why I like or prefer something.
6. By recalling something learned from an experience or event.
7. By identifying a problem in a picture or hypothetical scenario.
8. By choosing the best solution to a problem.
9. By identifying if information is fact or opinion.
10. By using visuals to choose things or activities I like.
11. By using my communication device to ask a question.
12. By drawing my thoughts to communicate what I am thinking
13. By completing a self-reflection activity with visual options to describe how I completed a task
14. By answering simple wh-questions about something we learned in a unit
15. By asking an adult/peer to tell me some facts about a topic

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| Related image | **Sample I can statements from the Positive Personal & Cultural Identity** **Core Competency**1. I can identify my family relationships
2. I can identify some of my personal attributes
3. I can identify objects/images that represent things that are important to me
4. I can describe my family, home, and community
5. I can identify personal strengths and abilities
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# Additional staff that can help with creating these objectives:

* Counsellor
* Youth & Family Worker

# Sample Objectives

* 1. By naming my family members.
	2. By naming some of my classmates and familiar adults at school.
	3. By describing some characteristics about myself.
	4. By describing some things that are important to me.
	5. By describing some things I am good at.
	6. By showing a visual to represent something important to me.
	7. By describing some things near my home.
	8. By creating a map of my neighbourhood
	9. By describing some places I go in the community
	10. By describing groups in which I participate/am a member of in my community
	11. By identifying important places/people in the community

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| Related image | **Sample I can statements from the Personal Awareness & Responsibility Core Competency**1. I can persevere through a challenging task
2. I can be focused and determined
3. I can set realistic goals and use strategies to accomplish them
4. I can tell when I become upset and can use strategies to calm myself
5. I can make choices that benefit my well-being and keep me safe in the community
6. I can set priorities, monitor, adjust a plan and assess the results
7. I can seek help when I need it
8. I can use strategies to work towards a healthy and balanced lifestyle
9. I can use strategies for dealing with emotional challenges in stressful times
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# Additional staff that can help with creating these objectives:

* Counsellor
* Youth & Family Worker

# Sample Objectives

1. By identifying and labeling my feelings using words, pictures, symbols, or objects.
2. By seeing pictures or videos of myself and others and identifying the emotion
3. By following a routine multiple steps of a familiar routine or activity sequentially.
4. By using a strategy (counting, breathing, positive self-talk) to cope with a set-back, frustration or disappointment.
5. By choosing positive alternative to fill a sensory need.
6. By persevering during a task using a first-then system
7. By completing my morning routine independently (hang coat & backpack, get book, come to carpet)
8. By using a break card to request a break at least once a day.
9. By being able to switch from a preferred activity to a neutral activity within 5 minutes.
10. By self-monitoring and communicating basic physical states (hungry, tired, shaky, full, etc.).
11. By self-monitoring chewing, swallowing, and drinking during mealtimes.
12. By learning basic care (on/off, battery power, charging, storage) of assistive technology (blood glucose, hearing equipment, orthotics, computer etc.)
13. By describing some safety tips for the street, the playground, and the washroom.
14. By navigating the hallways of the school in a safe manner (with/without support).
15. By navigating and use the playground equipment in a safe and cautious manner with/without support.
16. By wearing/using assistive equipment or technology with/without support (x times per day or on a daily/weekly basis).
17. By making a choice for a break activity.
18. By describing some things I need to work on.
19. By eating a snack or lunch food (in x minutes) with/without support.
20. By washing and drying my hands after using the washroom and before eating a snack.
21. By learning a washroom routine (pull up-down pants, sit on toilet, pull-up, wash hands).
22. By transitioning from one activity to another with minimal support.
23. By using a strategy (breathing, counting, breaks) to assist with transitions.
24. By advocating for my learning needs (e.g., asking for clarification, help, supports)
25. By advocating for my physical needs (e.g., movement, break, food/drink, sensory)
26. By maintaining focus on an activity up to \_\_\_ minutes.
27. By saying no to unsafe ideas.

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| Related image | **Sample I can statements from the Social Awareness and Responsibility Core Competency**1. I can build relationships and be a supportive friend
2. I can identify ways that my actions and the actions of others affect the community and natural environment
3. I look for ways to make my environment a better place
4. I can demonstrate respectful and inclusive behaviour in a variety of settings
5. I am aware of the feelings of others
6. I can advocate for others
7. I can show empathy for others
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# Additional staff that can help with creating these objectives:

* Counsellor
* Youth & Family Worker

# Sample Objectives

1. By respecting the personal space of others.
2. By responding to peers’ invitation to play.
3. By being able to wait up to X minutes.
4. By asking before I take something.
5. By accepted that losing a game is okay.
6. By explaining why something is fair or unfair.
7. By using my words when I am upset with someone.
8. By taking turns \_\_\_\_\_\_ (e.g., on the playground, in a game, etc.)
9. By talking calmly with an adult about a problem I am having with someone using a calm voice.
10. By stopping when someone asks me to.
11. By using a strategy to ask for help when I need something.
12. By playing a game cooperatively with a peer(s).
13. By reading my peer’s body language to identify how they are feeling.
14. By identifying when others’ need support or help and provide it.
15. By doing something kind for a friend.
16. By asking peers to stop politely.
17. By following WITS to respond to disrespectful or bullying behaviour (Walk away, ignore, talk it out, seek help).
18. By keeping my hands and feet to myself and say no, stop or I don’t like that.
19. By taking on a specific role and responsibility in a group.
20. By sharing my thoughts/opinions in a small group setting.
21. By ending a conversation appropriately (i.e., ‘I will talk to you later’).
22. By requesting items using “May I have ?”.
23. By sharing during centers time when asked by a peer.
24. By sharing things with my friends.
25. By initiating at least one peer interaction per day.
26. By working cooperatively in a small group to finish a task.
27. By expressing a kind gesture or comment to a friend or peer.