**Core Competency Objectives & Strategy 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*

**Strategies:**

* Are specific to assist student in exploring and developing the objective(s).
* A verb used to lead strategy statement of instructional strategies used by the adults.
* A verb used to describe how the students will use a specific resource.
* 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.)

**I can ask and respond to simple, direct questions by**

* by using my iPad tochoose responses to a question
* by using my talking board to ask for a choice from a list

Examples of Instructional Strategies:

* teach how to use iPad yes/no responses
* teach how to use picture symbols to indicate a choice from (number) familiar pictures
* teach choosing to indicate preferred activities and needs

**I can communicate my needs**

* by saying stop when I feel uncomfortable
* by using my words when I am upset

Examples of Instructional Strategies:

* teach RULER Mood Meter**\*** lessons
* teach XX the phrase "Stop, I feel uncomfortable"
* teach XX a range of feelings and ways to communicate that he/she is upset "I am upset because"
* whole class teaching of ways to solve problems in peaceful ways and self-regulation toolkit

**I can connect and engage with others**

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

Examples of Instructional Strategies:

* small group Social Thinking teaching
* practice gaining the attention of the listener in an expected way and looking at the listener with whole body listening
* teach and practice ‘on topic’ conversations in pairs
* practice asking questions and making an ‘on topic’ comment after the partner has answered

**I can connect and engage with others**

* by showing active, whole body listening when sitting on the carpet

Examples of Instructional Strategies:

* small group Social Thinking teaching – social narratives and practice
* teach XX to understand that other people have thoughts about him/her based on his/her behaviour and reactions
* model active, whole body listening and teach XX what his/her body looks and feels like
* teach XX the social skills to show his/her friends active, whole body listening when he/she is playing with them as well as when the teacher is talking

**Personal Awareness and Responsibility**

**Self-Regulation**

**I take responsibility for managing my feeling and emotions when I an upset/angry**

* by identifying and using appropriate and safe ways to display my feelings and emotions
* by learning and using strategies to help me with calming down
* by identifying how my actions can have an impact on how others view and respond to me

Examples of Instructional Strategies:

* teach ‘A 5 is Against the Law!’ – how body looks, feels and responds when becoming angry/frustrated
* teach problem solving skills
* teach scripts to use to convey when feeling upset using appropriate language (asking for break/requesting access to alternate or calming space, etc.)
* teach calming strategies (breathing, muscle relaxation, visualization, etc.)
* meet with student to preview schedule and frontload any changes to the day
* ***Note*:** ‘A 5 is Against the Law!’ is a Social Thinking Strategy Resource – other similar resources: The Incredible 5-Point Scale, Zones of Regulation**\*\*\*\***

**I take ownership of and responsibility for my learning**

* by pacing my work to bring tasks/projects to completion
* by focusing on my work for a set amount of time
* by asking for help and using my supports

Examples of Instructional Strategies:

* teach the use of a step-by-step checklist
* co-develop task completion checklist; support use with check-ins
* co-plan a specific timeline for task completion (chunking of parts, dates, amount of time, etc.)
* create and teach a signal/prompt for use to request assistance from teacher
* teach how to use supports (i.e. Microsoft Dictate, Immersive Reader, etc.)

**I take ownership of my feeling and emotions**

* by identifying the stressors that make me feel anxious
* by identifying how my own body responds to stressors
* by using strategies to calm myself
* by realizing how my reactions to stress impacts how others interact with me

Examples of Instructional Strategies:

* teach the MindUP Program**\*\*\***
* teach the RULER Mood Meter**\*** and Wheel of Emotions**\*\***
* teach/role play a speaking script to use while calming down

**I can use strategies that help me manage my feelings and emotions**

* by taking deep breaths and choosing a break when I need to
* by using counting, breathing or a break as calming strategies
* by using a break card when I need a break

Examples of Instructional Strategies:

* Whole class lessons on RULER Mood Meter**\*** and self-regulation toolkit
* teach break choice options
* teach Zones of Regulation**\*\*\*\***
* teach XX emotions and match the emotion to the corresponding zone colours
* teach XX how to use a break card and how to recognize that his/her body is showing him/her he/she needs a break
* model how to use the break card and the break choice board
* teach a range of calming strategies including counting, breathing and use of a break
* teach XX to use the tools when calm
* model and practice taught strategies when calm
* remind XX to use the strategies when he/she is upset
* remind XX how to use the break card and choice board when he/she is calm then remind him/her to use it when he/she is upset
* teacher/adult check-ins

**I can use strategies that help me manage my feelings and emotions**

* by using my words when I am upset

Examples of Instructional Strategies:

* teach XX the range of emotions
* teach XX to use the phrase "I am upset/mad because"
* model the phrase when XX is calm and practice what to say
* encourage and remind XX to use the phrase when he/she is upset

**I can use strategies that help me manage my feelings and emotions**

* by persevering with non-preferred tasks when I feel they are challenging

Examples of Instructional Strategies:

* use of praise and encouragement
* use of preferred task following non-preferred task
* provide wait and processing time
* show finished product to XX to help him/her understand what "done" looks like

**Personal Awareness and Responsibility**

**Self-Determination**

**I can advocate for myself and my ideas**

* by communicating my thoughts and feelings using expressive and descriptive language
* by using complete sentences when answering questions
* by independently sharing more of my ideas during group discussions

Examples of Instructional Strategies:

* teach speaking prompts/scripts to use when stuck on what to say
* teach Wheel of Emotions**\*\*** to expand emotional vocabulary
* teach and model use of visual checklist for sentence writing
* model, practice and provide opportunities for partner/pair sharing and group reporting to class

**Personal Awareness and Responsibility**

**Well-being**

**I can take some responsibility for my personal well-being**

* by washing and drying my hands thoroughly after using the washroom
* by washing and drying my hands thoroughly before/after eating my snack/lunch
* by washing and drying my hands thoroughly after blowing my nose
* by telling an adult when I need to use the washroom and/or assistance to use the washroom

Examples of Instructional Strategies:

* teach speaking prompts/scripts to use when stuck on what to say
* teach, model and practice use of visual checklist for handwashing, toileting, eating, etc.
* teacher/adult reminders/check-ins
* reinforcement (encouragement/praise) when student self-alerts an adult/asks for assistance

**I can take some responsibility for my physical well-being** *OR*

**I can take participate in activities that support my well-being and show how they help me**

* by recognizing when my blood glucose levels might be low (in brackets list what specific signs are for the student – i.e. tired, hungry, dizzy, shaky, etc.)
* by telling an adult when I feel funny (in brackets list what specific signs define ‘feeling funny’ for the student – i.e. tired, hungry, dizzy, shaky, etc.) or when my monitor beeps
* by preparing my CGM for the EAs (in brackets list specific steps student does to prepare it)

Examples of Instructional Strategies:

* direct teaching of signs/symptoms that may indicate low blood glucose and importance of recognizing them
* teach and model steps for preparing the CGM and importance of this task
* teacher/adult reminders/check-ins
* reinforcement (encouragement/praise) when student self-alerts an adult/asks for assistance

**I can take some responsibility for my emotional well-being**

* by asking for a break when I feel stressed
* by breathing deeply when I start to feel anxious
* by using tools to help me regulate my feelings

Examples of Instructional Strategies:

* teach how to use *take a break card*
* teach deep breathing technique
* teach to follow deep breathing poster
* teach how to choose from calming activities card when stressed

**I can make choices that benefit my well-being and keep me safe in my community**

* by asking an adult for help when I need it
* by telling someone ‘no’ when I am not comfortable with a request
* by not sharing personal information online with people I don’t know

Examples of Instructional Strategies:

* teach how to use the asking for help card
* teach how to say no to an uncomfortable request
* teach what is personal information that shouldn’t be shared online with people I don’t know

**Personal and Cultural Identity**

**Personal Values and Choices**

**I can explain what my values are and how they affect choices I make**

* by recognizing and choosing respectful ways of speaking to adults in my school (i.e. polite language, waiting my turn to speak)
* by recognizing and choosing conditions that help me to work independently in class (i.e. moving to a quieter workspace, taking short breaks, asking for help when I don’t understand what to do)

Examples of Instructional Strategies:

* teach how to communicate in respectful ways (e.g. Second Step program)
* teach how to use *My Learning Tools* (listsenvironmental conditions work best for the student)

**Social Responsibility**

**Solving Problems in Peaceful Ways**

**I can identify problems and use problem solving strategies**

* by communicating my feeling and ideas to others using a calm voice
* by calmly and quietly listening to others, even when I don’t agree
* by identifying my behaviours that are helpful and not helpful to solving a problem
* by knowing which problems I can solve on my own and when I need to get support

Examples of Instructional Strategies:

* teach problem solving strategies through the MindUP Program**\*\*\***
* teach a speaking script to use while calming down
* teach, discuss and role play social problem-solving scenarios
* teacher/adult led restorative conversations with peers to resolve conflicts

**Social Responsibility**

**Building Relationships**

**I can build positive peer relationships with people of my choosing**

* by inviting a friend to play during explorations, recess or lunch

Examples of Instructional Strategies:

* teach XX the names of all his/her classmates
* teach how to gain attention in a socially expected way
* teach him/her how to invite a friend to play using the phrases "Can I play with you?' and "Name, do you want to play"
* teach how to react when a peer declines the invitation to play

**Resources:**

**\***RULER Program: <https://www.ycei.org/ruler>

**\*\***Wheel of Emotions Resources: <https://www.brainframe-kids.com/emotions/m-emotion-wheel.htm> - Wheel templates by age groups available

**\*\*\***MindUP Program Resources: <https://mindup.org/>

**\*\*\*\***Zones of Regulation: <https://www.zonesofregulation.com/index.html>