

Competency Based IEPs

Katelin Miller – TDHH

SD #71 – Comox Valley and SD#72 Campbell River

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CORE COMPETENCIES		INTELLIGENT, PERSONAL, SOCIAL AND EMOTION PROFICIENCIES THAT ALL STUDENTS NEED TO DEVELOP IN ORDER TO ENAGE IN DEEP LIFE-LONG LEARNING				2016-2017
COMMUNICATION	CREATIVE THINKING	THINKING	CRITICAL THINKING	PERSONAL & CULTURAL IDENTITY	PERSONAL AND SOCIAL	SOCIAL RESPONSIBILITY
<p>The goal of activities that students use to identify and recognize information, evidence, data and ideas to explore the world around them, and to understand and effectively use the tools and media that provide a bridge between students' learning and the world around them. These include the use of digital media. Promote a bridge between students' learning and the world around them. These include the use of digital media.</p>	<p>Involve the generation of new ideas and concepts that have value to the individual or the group, and the development of these ideas into a plan or action. This includes the use of digital media to create, elaborate, New thoughts and concepts result in combinations of existing thoughts and concepts. Ideas available in the world are brought to life through the use of digital media. These include the use of digital media.</p>	<p>Involves analyzing and synthesizing information, evidence, data and ideas to explore the world around them. This includes the use of digital media to create, elaborate, New thoughts and concepts result in combinations of existing thoughts and concepts. Ideas available in the world are brought to life through the use of digital media. These include the use of digital media.</p>	<p>Involves the evaluation, understanding, and appreciation of all the ideas that are available in the world around them. This includes the use of digital media to create, elaborate, New thoughts and concepts result in combinations of existing thoughts and concepts. Ideas available in the world are brought to life through the use of digital media. These include the use of digital media.</p>	<p>Involves the understanding and appreciation of all the ideas that are available in the world around them. This includes the use of digital media to create, elaborate, New thoughts and concepts result in combinations of existing thoughts and concepts. Ideas available in the world are brought to life through the use of digital media. These include the use of digital media.</p>	<p>Involves the understanding and appreciation of all the ideas that are available in the world around them. This includes the use of digital media to create, elaborate, New thoughts and concepts result in combinations of existing thoughts and concepts. Ideas available in the world are brought to life through the use of digital media. These include the use of digital media.</p>	<p>Involves the understanding and appreciation of all the ideas that are available in the world around them. This includes the use of digital media to create, elaborate, New thoughts and concepts result in combinations of existing thoughts and concepts. Ideas available in the world are brought to life through the use of digital media. These include the use of digital media.</p>
<p>1. Connect and Engage with Others (Share & Develop Ideas)</p> <p>Students connect and engage with others by sharing their own ideas, experiences, and perspectives, and by listening to the ideas, experiences, and perspectives of others. This includes the use of digital media to share and develop ideas.</p>	<p>1. Novelty and Value</p> <p>Students generate ideas that are novel and have value. This includes the use of digital media to generate and develop ideas.</p>	<p>1. Analyze and Critique</p> <p>Students learn to analyze and critique the ideas of others. This includes the use of digital media to analyze and critique ideas.</p>	<p>1. Relationships & Cultural Contexts</p> <p>Students understand that their relationship and cultural contexts shape their ideas. This includes the use of digital media to understand and appreciate relationships and cultural contexts.</p>	<p>1. Self-Determination</p> <p>Students who are personally aware and responsible have a sense of personal efficacy and growing confidence in a variety of situations. They are able to take responsibility for their own actions and the actions of others. This includes the use of digital media to take responsibility for actions and the actions of others.</p>	<p>1. Contributing to Community & Caring for the Environment</p> <p>Students contribute to their community and care for the environment. This includes the use of digital media to contribute and care for the community and the environment.</p>	<p>1. Contributing to Community & Caring for the Environment</p> <p>Students contribute to their community and care for the environment. This includes the use of digital media to contribute and care for the community and the environment.</p>
<p>2. Acquire, Interpret, and Present Information (Ideas Inquiry)</p> <p>Students inquire into topics that interest them, and topics related to their school studies. They present for their purpose and audience, their own ideas, and the ideas of others. This includes the use of digital media to acquire, interpret, and present information.</p>	<p>2. Generating Ideas</p> <p>Students generate ideas that are novel and have value. This includes the use of digital media to generate and develop ideas.</p>	<p>2. Question and Investigate</p> <p>Students learn to question and investigate the ideas of others. This includes the use of digital media to question and investigate ideas.</p>	<p>2. Personal Values & Choices</p> <p>Students define what they value. They understand how their values shape their choices. This includes the use of digital media to define and understand values and choices.</p>	<p>2. Self-Regulation</p> <p>Students who are personally aware and responsible have a sense of personal efficacy and growing confidence in a variety of situations. They are able to take responsibility for their own actions and the actions of others. This includes the use of digital media to take responsibility for actions and the actions of others.</p>	<p>2. Solving Problems in Peaceful Ways</p> <p>Students identify and develop an appreciation of different perspectives on issues. They generate, use, and evaluate strategies to resolve problems. This includes the use of digital media to identify and develop different perspectives and strategies.</p>	<p>2. Solving Problems in Peaceful Ways</p> <p>Students identify and develop an appreciation of different perspectives on issues. They generate, use, and evaluate strategies to resolve problems. This includes the use of digital media to identify and develop different perspectives and strategies.</p>
<p>3. Collaborate to Plan, Carry Out, and Review Constructions & Activities</p> <p>Students work together to accomplish goals either face-to-face, or through media.</p>	<p>3. Developing Ideas</p> <p>Students generate ideas that are novel and have value. This includes the use of digital media to generate and develop ideas.</p>	<p>3. Develop and Design</p> <p>Students apply critical thinking to create or transform an idea into a plan or action. This includes the use of digital media to apply critical thinking to create or transform ideas.</p>	<p>3. Personal Strengths & Abilities</p> <p>Students recognize their strengths and abilities and apply them to their actions. This includes the use of digital media to recognize and apply strengths and abilities.</p>	<p>3. Well-Being</p> <p>Students who are personally aware and responsible recognize how their decisions and actions affect their mental, physical, emotional, social, cognitive, and spiritual well-being. They are able to take responsibility for their own actions and the actions of others. This includes the use of digital media to recognize and take responsibility for actions and the actions of others.</p>	<p>3. Valuing Diversity</p> <p>Students value diversity and respect the rights of others. They are able to take responsibility for their own actions and the actions of others. This includes the use of digital media to value and respect diversity and the rights of others.</p>	<p>3. Valuing Diversity</p> <p>Students value diversity and respect the rights of others. They are able to take responsibility for their own actions and the actions of others. This includes the use of digital media to value and respect diversity and the rights of others.</p>
<p>4. Explain/Recall and Reflect on Experiences & Accomplishments</p> <p>Students reflect on their experiences—especially their learning experiences— and reflect and share what they have learned.</p>	<p>4. Developing Ideas</p> <p>Students generate ideas that are novel and have value. This includes the use of digital media to generate and develop ideas.</p>	<p>4. Develop and Design</p> <p>Students apply critical thinking to create or transform an idea into a plan or action. This includes the use of digital media to apply critical thinking to create or transform ideas.</p>	<p>4. Personal Strengths & Abilities</p> <p>Students recognize their strengths and abilities and apply them to their actions. This includes the use of digital media to recognize and apply strengths and abilities.</p>	<p>4. Well-Being</p> <p>Students who are personally aware and responsible recognize how their decisions and actions affect their mental, physical, emotional, social, cognitive, and spiritual well-being. They are able to take responsibility for their own actions and the actions of others. This includes the use of digital media to recognize and take responsibility for actions and the actions of others.</p>	<p>4. Building Relationships</p> <p>Students develop and maintain diverse, and positive peer and intergenerational relationships in a variety of contexts. This includes the use of digital media to develop and maintain relationships.</p>	<p>4. Building Relationships</p> <p>Students develop and maintain diverse, and positive peer and intergenerational relationships in a variety of contexts. This includes the use of digital media to develop and maintain relationships.</p>

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COMMUNICATION- ADAPTED	THINKING- ADAPTED VERSION		PERSONAL AND SOCIAL- ADAPTED		
	CREATIVE THINKING	CRITICAL THINKING	PERSONAL & CULTURAL IDENTITY	PERSONAL AWARENESS & RESPONSIBILITY	SOCIAL RESPONSIBILITY
Key Concepts <ul style="list-style-type: none"> Receptive and expressive language skills Share thoughts, ideas, and learning Get basic needs met Work well with others on a common goal Use technology and digital media 	Key Concepts <ul style="list-style-type: none"> Generate new ideas Move from having ideas to making ideas happen Get ideas from others Use imagination during play 	Key Concepts <ul style="list-style-type: none"> Draw conclusions and make judgements Perspective taking Problem solve Tell fact from opinion 	Key Concepts <ul style="list-style-type: none"> Know about family, culture, and heritage Have a positive personal identity Respect others who are different Make positive choices that help class, school and community 	Key Concepts <ul style="list-style-type: none"> Regulate emotions Make healthy choices Persuade when stuck Self-manage physical needs 	Key Concepts <ul style="list-style-type: none"> Positively contribute to one's family, school, and community Create and maintain healthy relationships
C1 Connect and Engage with Others (to share & develop ideas) Students begin to engage in informal and structured conversations where they listen, contribute, develop understanding and relationships. <ul style="list-style-type: none"> I ask and respond verbally or non-verbally (AAC, nod, smile, thumbs up) to simple, direct questions. I show active body listening. I can ask to be a partner or to join play. I can tell someone my needs (classroom, break) verbally or non-verbally (AAC, PECS, gestures). 	CRE1 Novelty and Value Students get new ideas that have value. Ideas may be new to them, new to peers, new in context, or completely new. The ideas may be fun, solve problems, or as a form of self-expression. <ul style="list-style-type: none"> I get ideas when I play. My ideas are fun & make me happy. I can get new ideas or build on other people's ideas. I generate new ideas as I pursue my interests. I can judge which of my ideas I like best. 	CRIT1 Analyze and Critique Students tell what they like and don't like and give a reason why. They can judge and evaluate (in good, better, best). They can accept other's opinions. <ul style="list-style-type: none"> I can show or tell if I like something or not. I can tell why I like something or not. I can show or tell one other perspective. I can reflect on and evaluate my thinking, products, and actions. I can set a learning goal to make tomorrow better. 	PC1 Relationships & Cultural Contexts Students understand that their culture background (ethnicity, nationality, language, ability, sex/gender, age, sexually, religion, geographic need) contributes to who they are. <ul style="list-style-type: none"> I can say who is in my family. I can know the names of all my classmates. I am able to identify the different groups that I belong to. I can tell you at least 3 characteristics about myself. I understand that I will change as I get older. 	PAR1 Self-Determination Students are self-aware and are showing growth in confidence. They are able to identify needs and ask for help, when needed. <ul style="list-style-type: none"> I can show when I am happy. I can ask for help when I need it. I can evaluate my efforts & accomplishments. I can make safe choices by myself. I can follow routines and make safe transitions. I understand that learning sometimes takes more than one day. 	SR1 Contributing to Community & Caring for the Environment Students develop awareness and take responsibility for their social, physical, and natural environments by working independently and collaboratively for the benefit of others, communities and the environment. <ul style="list-style-type: none"> With some support, I can be part of a group. I can participate in classroom activities. I contribute to group discussions. I can identify how my actions can affect other people. I can make by classroom, school, or community a better, safer place.
C2 Acquire, Interpret, and Present Information (include inquiries) Students inquire into topics that interest them, and topics related to their school/studies/life skills. <ul style="list-style-type: none"> I can listen to others tell me about their interests. I can understand and share information about a topic that is important to me. I present, teach or show someone a book, video or website that I like and tell them why I like it. 	CRE2 Generating Ideas Students may generate creative ideas as a result of free play, engagement with someone else's ideas, a naturally occurring problem or constraints or interest or passion. <ul style="list-style-type: none"> I get ideas when I play and explore. I build on others' ideas and add new ideas of my own. I actively learn details about something I like (e.g. by doing research, talking to others or predicting). I can reset my mind when I need to. I have interest and passions that I like to learn about. 	CRIT2 Question and Investigate Students can learn and engage in an inquiry type projects. They can ask and answer questions or challenges related to their inquiry. <ul style="list-style-type: none"> I can use books, materials and technology to answer who, what, when, where questions. I can tell a classmate some of the information I found. I can consider more than one way to proceed and can choose. I can tell fact from opinion. 	PC2 Personal Values & Choices Students can tell what they value. They understand that what they value has been influenced by their life experiences. They identify ways in which what they value helps to shape their choices in all contexts of their lives. <ul style="list-style-type: none"> I can tell what is important to me. I can explain the choices I make. I can tell the difference between safe/unsafe appropriate/inappropriate, expected/unexpected behaviours. I understand classroom and community expectations. 	PAR2 Self-Regulation Students take responsibility for their own choices and actions. They set goals, monitor progress, and understand and regulate their emotions. They are aware that learning involves patience and time. They are able to understand how their actions affect themselves and others. <ul style="list-style-type: none"> I can stop and read the room before I enter. I can use strategies and tools to help me manage my feelings and emotions. I can persevere with challenging tasks. I can wait my turn. I can participate in classroom discussions. I can ask for breaks when I need them. I can adjust to changes in my routine. I can maintain focus for up to 15 minutes. 	SR2 Solving Problems in Peaceful Ways Students identify and develop an appreciation of different perspectives. They use strategies to resolve problems. <ul style="list-style-type: none"> I can solve problems myself. I can use my words when used. I can keep my hands and feet to myself when saying no, stop or I don't like that.
C3 Collaborate to Plan, Carry Out, and Review Constructions & Activities Students work together to accomplish goals either face to face, or through media. <ul style="list-style-type: none"> I can work with others to achieve a common goal. I do my share. I can take on roles and responsibilities in a group. I can relate my ideas & identify the ways we agree. 	CRE3 Developing Ideas After students get creative ideas, they evaluate them, decide which ones to develop, refine them, work to realize them in some way. <ul style="list-style-type: none"> I can shift my thinking when needed. I can problem solve with support. My again I am idea didn't work. I use my experiences to think of ideas. I can handle it when my ideas don't work. 	CRIT3 Develop and Design Students consider the audience when telling their ideas. They can develop plans, monitor their progress, and change their procedures when needed. They can determine the extent to which they have met their goals. <ul style="list-style-type: none"> I can try different ways of doing things. I think about what my audience might want to hear or learn about. I can tell why I did a good job. I can tell the next step I have to take. I can make choices that will help me. 	PC3 Personal Strengths & Abilities Students acknowledge their strengths and abilities. They explain how they are using their strengths and abilities in their families, their relationships, and their communities. <ul style="list-style-type: none"> I can identify what I am good at. I can say what I need to work on. I can describe/express my thoughts and opinions. I can be a leader in my school, at home or in my community. I understand I will continue to learn new things that will help me. 	PAR3 Well-Being Students who are personally aware and responsible for mental, physical, emotional, social, cognitive, and spiritual wellness, and take increasing responsibility for caring for themselves. They keep themselves healthy and physically active, manage stress, and express a sense of personal well-being. <ul style="list-style-type: none"> I can check my blood glucose monitor by myself. I can say when I need to use the washroom/drink. I can follow a washroom routine. I can find my way around the school. I can move in the hallway safely. I can make choices that are safe when playing in the playground. I know what to do when the fire alarm rings. I chew and swallow my food slowly. I can take a deep breath and choose a break when I feel stressed. 	SR3 Valuing Diversity Students value different viewpoints, help others, and tell the difference between helpful/unhelpful, safe/unsafe, expected/unexpected behaviour. <ul style="list-style-type: none"> I can solve problems myself. I can use my words when used. I can keep my hands and feet to myself when saying no, stop or I don't like that.
C4 Explain/Recount and Reflect on Experiences & Accomplishments Students tell about their experiences – share what they learned. <ul style="list-style-type: none"> I give, receive, and act on feedback. I can recount simple experiences and activities and tell something I learned. I can represent my learning and tell how it connects to my experiences and efforts verbally, in a drawing or a paragraph. 				PAR3 Well-Being Students who are personally aware and responsible for mental, physical, emotional, social, cognitive, and spiritual wellness, and take increasing responsibility for caring for themselves. They keep themselves healthy and physically active, manage stress, and express a sense of personal well-being. <ul style="list-style-type: none"> I can check my blood glucose monitor by myself. I can say when I need to use the washroom/drink. I can follow a washroom routine. I can find my way around the school. I can move in the hallway safely. I can make choices that are safe when playing in the playground. I know what to do when the fire alarm rings. I chew and swallow my food slowly. I can take a deep breath and choose a break when I feel stressed. 	SR4 Building Relationships Students develop and maintain diverse, and positive peer and interpersonal relationships in a variety of contexts. <ul style="list-style-type: none"> I can be part of a group. I am kind to others. I can identify when other/ need support & provide it. I am aware of how others may feel. I have at least one friend.

December 2018

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My IEP- Personal Profile

My Interests (and words that describe me):

My Learning Preferences (and best ways to show what I know):

What You Need to Know About Me:

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These learning domains can inform the IEP development in these core competency areas.

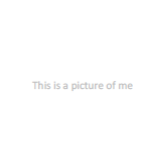
PS Positive Personal + Personal awareness + **C** Communication Social responsibility **IT** Creative thinking Critical thinking

	Personal What I am able to do on my own.	Social What I am able to do with others.	Intellectual How I think.
My Strengths (What I am already good at/ know a lot about)			
My Stretches (What I still need support with/need to get better at)			

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Strength Based Student Profile

Name: _____ School: _____ Class: _____ Grade: _____

 <p>This is a picture of me</p>	<p>Some words that describe me are:</p>	
	<p>Some things that I am interested in are:</p>	

The best ways for me to show what I know are:

Some things that I need to you to know about me are:

Some things that I want to get better at this year are:

My Goal Areas	Strengths (What I am good at/ know a lot about)	Stretches (What I still need support with/ need to get better at)
Personal Goals (Things I can do on my own)		
Social Goals (Things I can do with other people)		
Intellectual Goals (Things I can learn and think about)		

Strength Based Student Profile, adapted from Schnellert & Brownlie, 2011

Shelley Moore, 2017

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C2 Acquire, Interpret, and Present Information (include inquiries) Students inquire into topics that interest them, and topics related to their school students life skills. Examples: "show & tell", readshare with partners, etc. <ul style="list-style-type: none"> I can listen to others tell me about their interests. I can understand and share information about a topic that is important to me. I present, teach or show someone a book, video or website that I like and tell them why I like it. 	CRE2 Generating Ideas Students may generate creative ideas as a result of free play, engagement with someone else's ideas, a naturally occurring problem or constraints or interest or passion. <ul style="list-style-type: none"> I get ideas when I play and explore. I build on others' ideas and add new ideas of my own. I actively learn details about something I like (e.g. by doing research, telling to others or practicing). I can relax my mind when I need to. I have interest and passions that I like to learn about. 	CRIT2 Question and Investigate Students can learn and engage in an inquiry type projects. They can ask and answer questions or challenges related to their inquiry. <ul style="list-style-type: none"> I can use books, materials and technology to answer what, what, when, where questions. I can tell a classmate some of the information I found. I can consider more than one way to proceed and can choose. I can tell fact from opinion. 	PCI2 Personal Values & Choices Students can tell what they value. They understand that what they value has been influenced by their life experiences. They identify ways in which what they value helps to shape their choices in all contexts of their lives. <ul style="list-style-type: none"> I can tell what is important to me. I can explain the choices I make. I can tell the difference between safe/unsafe, appropriate/inappropriate, expected/unexpected behaviours. I understand classroom and community expectations. 	PAR2 Self-Regulation Students take responsibility for their own choices and actions. They set goals, monitor progress, and understand and regulate their emotions. They are aware that learning involves patience and time. They are able to understand how their actions affect themselves and others. <ul style="list-style-type: none"> I can stop and read the room before I enter. I can use strategies and tools to help me manage my feelings and emotions. I can persevere with challenging tasks. I can wait my turn. I can participate in classroom discussions. I can ask for breaks when I need them. I can adjust to changes in my routine. I can maintain focus for up to 15 minutes. 	SR2 Solving Problems in Peaceful Ways Students identify and develop an appreciation of different perspectives. They use strategies to resolve problems. <ul style="list-style-type: none"> I can solve problems myself. I can use my words when upset. I can keep my hands and feet to myself when saying no, stop or don't like that. I can choose from two options to calm myself.
C3 Collaborate to Plan, Carry Out, and Review Constructions & Activities Students work together to accomplish goals either face to face, or through media. <ul style="list-style-type: none"> I can work with others to achieve a common goal. I do my share. I can tell my roles and responsibilities in a group. I can relate my ideas & identify the ways we agree. 	CRE3 Developing Ideas After students get creative ideas, they evaluate them, decide which ones to develop, refine them, work to realize them in some way. <ul style="list-style-type: none"> I can shift my thinking when needed. I can problem solve with support. I try again if one idea didn't work. I use my experiences to think of ideas. I can handle it when my ideas don't work. 	CRIT3 Develop and Design Students consider the audience when telling their ideas. They can develop plans, monitor their progress, and change their procedures when needed. They can determine the extent to which they have met their goals. <ul style="list-style-type: none"> I can by different ways of doing things. I think about what my audience might want to hear or learn about. I can tell why I did a good job. I can tell the next step I have to take. I can make choices that will help me. 	PCI3 Personal Strengths & Abilities Students acknowledge their strengths and abilities. They explain how they are using their strengths and abilities in their families, their relationships, and their communities. <ul style="list-style-type: none"> I can identify what I am good at. I can say what I need to work on. I can describe/express my thoughts and opinions. I can be a leader in my school, at home or in my community. I understand I will continue to learn new things that will help me. 	PAR3 Well-Being Students who are personally aware and responsible for mental, physical, emotional, social, cognitive, and spiritual wellness, and take increasing responsibility for caring for themselves. They keep themselves healthy and physically active, manage stress, and express a sense of personal well-being. <ul style="list-style-type: none"> I can check my blood glucose monitor by myself. I can say when I need to use the washroom/drink. I can follow a washroom routine. I can find my way around the school. I can move in the hallway safely. I can make choices that are safe when playing in the playground. I know what to do when the fire alarm rings. I chew and swallow my food slowly. I can take a deep breath and choose a break when I feel stressed. 	SR3 Valuing Diversity Students value different viewpoints, help others, and tell the difference between helpful/unhelpful, safe/unsafe, expected/unexpected behaviour. <ul style="list-style-type: none"> With some direction, I can ask for a partner. I can tell/show at least one classroom expectation. I can explain when something is unfair. I can help someone else. I can accept another way of doing things.
C4 Explain/Account and Reflect on Experiences & Accomplishments Students tell about their experiences – where what they learned. <ul style="list-style-type: none"> I give, receive and act on feedback. I can recount simple experiences and activities and tell something I learned. I can represent my learning and tell how it connects to my experiences and efforts verbally, in a drawing or a paragraph. 	CRE4 Developing Ideas After students get creative ideas, they evaluate them, decide which ones to develop, refine them, work to realize them in some way. <ul style="list-style-type: none"> I can shift my thinking when needed. I can problem solve with support. I try again if one idea didn't work. I use my experiences to think of ideas. I can handle it when my ideas don't work. 	CRIT4 Develop and Design Students consider the audience when telling their ideas. They can develop plans, monitor their progress, and change their procedures when needed. They can determine the extent to which they have met their goals. <ul style="list-style-type: none"> I can by different ways of doing things. I think about what my audience might want to hear or learn about. I can tell why I did a good job. I can tell the next step I have to take. I can make choices that will help me. 	PCI4 Personal Strengths & Abilities Students acknowledge their strengths and abilities. They explain how they are using their strengths and abilities in their families, their relationships, and their communities. <ul style="list-style-type: none"> I can identify what I am good at. I can say what I need to work on. I can describe/express my thoughts and opinions. I can be a leader in my school, at home or in my community. I understand I will continue to learn new things that will help me. 	PAR4 Well-Being Students who are personally aware and responsible for mental, physical, emotional, social, cognitive, and spiritual wellness, and take increasing responsibility for caring for themselves. They keep themselves healthy and physically active, manage stress, and express a sense of personal well-being. <ul style="list-style-type: none"> I can check my blood glucose monitor by myself. I can say when I need to use the washroom/drink. I can follow a washroom routine. I can find my way around the school. I can move in the hallway safely. I can make choices that are safe when playing in the playground. I know what to do when the fire alarm rings. I chew and swallow my food slowly. I can take a deep breath and choose a break when I feel stressed. 	SR4 Building Relationships Students develop and maintain diverse, and positive peer and interpersonal relationships in a variety of contexts. <ul style="list-style-type: none"> I can be part of a group. I am kind to others. I can identify when other need support & provide it. I am aware of how others may feel. I have at least one friend.

December 2018

7

I can show a sense of accomplishment and joy			
I can celebrate my efforts and accomplishments			
I can advocate for myself and my ideas			
I can imagine and work toward change in myself and the world			
I take the initiative to inform myself about controversial issues			
	I can do this*	I want to keep working on this	This is my next step!
Self - Regulation			
I can recognize emotions			
I can use strategies that help me manage my feelings and emotions			
I can persevere with challenging tasks			
I can implement, monitor and adjust a plan and assess the results			
I can take ownership of my goals, learning and behaviour			
	I can do this*	I want to keep working	This is my next step!

8

10

can inform the IEP development in these core competency areas.

PS Positive Personal + Personal awareness + **C** Communication Social responsibility **T** Creative thinking Critical thinking

	Personal What I am able to do on my own.	Social What I am able to do with others.	Intellectual How I think.
My Strengths (What I am already good at/ know a lot about)	-I can play by myself -I can write, draw, read,	Playing at recess – we go and we play it's like Freddie something?	I'm a good reader
My Stretches (What I still need support with/need to get better at)	I want to get better at reading – I want to read faster -talking to my teachers about my hearing -I want to understand hearing things better	It can be hard to understand in a group,	Writing – I write really slow sometimes I want to get faster Typing I want to learn how to type fast Editing – I don't even know how to edit.

Strength based student profile (edited) Dec 2018

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Options Reports Help

Save Cancel

Competency Based Plan

My Personal Profile **My Learning Profile** Support and Plans Core Competency Goals Curricular Competency Goals Student Support Team Plan Details

Thoughts from my team

My Competency Area: Personal My Focus Area: <input checked="" type="checkbox"/>	My Strengths	<ul style="list-style-type: none"> I can play by myself I can write, draw, read 	My Stretches	<ul style="list-style-type: none"> I want to get better at reading – I want to read faster Talking to my Teacher about my hearing I want to understand hearing things better Thoughts from my team: He is anxious all the time
My Competency Area: Social My Focus Area: <input checked="" type="checkbox"/>	My Strengths	<ul style="list-style-type: none"> Playing at recess Thoughts from my team: He has a nice group of friends in his class 	My Stretches	<ul style="list-style-type: none"> It can be hard to understand in a group Thoughts from my Team: would like to have sign names for everyone in his class
My Competency Area: Intellectual My Focus Area: <input checked="" type="checkbox"/>	My Strengths	<ul style="list-style-type: none"> I'm a good reader Thoughts from my Team: Receptive fingerspelling has improved 	My Stretches	<ul style="list-style-type: none"> Writing – I write really slow, sometimes I want to get faster Typing – I want to learn how to type fast Editing – I don't even know how to edit Thoughts from my Team: Concerns with his memory. Short term memory – he does not be able to recall what he has read for example.

Save Cancel

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Writing Core Competency Based Goals & Objectives

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

I can advocate for myself and my ideas by taking my turn in group discussion using a visual reminder.

Competency Area: Personal Awareness and Responsibility

Goal Area (facet): Self Determination

Goal: I can advocate for myself and my ideas	
Objective	Strategy
Take turns in group discussions	Visual reminder
Ask for help (a break etc)	
Access technology supports	

Competency Area: Personal Awareness and Responsibility

Goal Area (facet): Self Regulation

Goal: I can take ownership over my learning/behaviour/	
Objective	Strategy
Stating learning intention	Group learning intention visual Adult check in
Following the group plan	Ready Do Done Visual schedule
Independently start classroom tasks that are at my ability level.	First then Look around the room
Work for 5 minutes on an independent task at my ability level without needing redirection from an adult.	Ready do Done Visual reminder on desk Positive reinforcement

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IEP Goal - Google Chrome
myeducation.gov.bc.ca/aspen/childDetail.do?prefix=IGL&context=iep.cb.goal.core&readOnly=false&childId=IGL00000...

Identifier: CC1

Core Competency Area: Personal Awareness

Facet: Self-determination

Facet: Self-Determination

Oct. 8, 2019: Based on assessment in June of 2019 [redacted] is being a good self advocate. There are several areas for growth in advocating for access with multimedia, in assemblies, when it's noisy, and with peers in the classroom. He also must advocate for his learning when it is noisy, to hear his peers and having his teacher pass the FM to his peers when they are speaking

Core Goal: Goal: I can advocate for my hearing level by...

Objective

	Number	Objective	Strategies
<input type="checkbox"/>	1	Learning how to troubleshoot tricky listening situations	• Work with classroom teacher, EA, and principal • Focus on multimedia, assemblies, announcements, and group work/discussions • Troubleshoot equipment and equipment failure

Add Delete

OK Cancel

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Competency Based Plan

My Personal Profile
My Learning Profile
Support and Plans
Core Competency Goals
Curricular Competency Goals
Student Support Team
Plan Details

Core Competency Goals

ID	Core Competency	Facet	Goal
CC1	Personal Awareness	Self-determination	Facet: Self-Determination Oct. 8, 2019: Based on assessment in June of 2019, [redacted] being a good self advocate. There are several areas for growth in advocating for access with multimedia, in assemblies, when it's noisy, and with peers in the classroom. He also must advocate for his learning when it is noisy, to hear his peers and having his teacher pass the FM to his peers when they are speaking Goal: I can advocate for my hearing level by...
CC2	Personal and Cultural	Relationships and cultural contexts	Facet: Relationships and Cultural Contexts Oct. 8, 2019: [redacted] has good friendships and relationships [redacted] attends all of our DHH days and it contributes to his feeling of self. He is curious about his hearing and how that relates to his identity. Goal: I can understand my hearing level and how it relates to my identity by...
CC3	Personal Awareness	Well-being	Facet: Well-Being Oct. 8, 2019: [redacted] mom indicated that he is anxious all the time. He becomes stressed when he misses information (socially and in class). He gets headaches and fatigue and this has a big impact on his anxiety level. He is a perfectionist and wants everything done perfectly so if he has missed information that makes him anxious. He needs a clear understanding of expectations. It's very hard for him to show that is anxious or to talk about it. Goal: I can participate in activities that support my self-being, and tell/show how they help me by...
CC4	Critical Thinking	Analyze and critique	Facet: Analyze and Critique Oct. 8, 2019: [redacted] has said that he does not know what editing is. It will be important that he is able to analyze and reflect on his own work Goal: I can reflect on, evaluate, and edit my work by...

Add
Delete

Save
Cancel

15

Universal Classroom Supports for Access

These are supports that could be made available to any student to foster greater inclusion in the classroom.

Assessment / Response	Scheduling
Technology: *must specify (Text-to-speech, Speech-to-text) Alternatives to print (audiobooks, movies, videos, digital media etc.) Oral instructions / reader Use simplified language/directions Sound field system in the classroom Visual presentations of verbal material (word webs, visual organizers) High-contrast materials with minimal visual clutter Lesson outlines Alternate ways of responding (oral, dictation, scribe, written, drawing, word processor, media etc.) Separate settings Additional time Graphic organizers/Visual Supports Use of a spelling dictionary, etc. Use of a calculator, table of math facts, number line, manipulatives Alternatives to assessments / essays (demonstrations, conferences, projects etc.)	Visual classroom schedule Calendars with special events Front-load schedule changes Provide choice Allow breaks
Content/Process	Self-Management/Organization
Reduce workload (fewer questions, shorter assignments etc.) Reduce complexity of content (more concrete, simplified vocabulary etc.) Increase complexity/abstractness of content Allow self-selected content/opportunities to pursue individual interests Flexible pacing Alternatives to note-taking (scribe, audio recording, teacher notes provided, take a photo etc.)	Planner Work organization system (Colour coded files, binder etc.) Classroom visual supports
Environmental	Social-Emotional
Preferential / flexible seating Special lighting or acoustics, Sound field system Good sight lines and placement and illumination to facilitate communication for oral and visual language Sensory tools (fidget items, wiggle cushion, standing desks etc.) Ability to move around indoor and outdoor spaces easily to access materials Classroom zones/alternate work spaces	Calm space in the classroom Check-ins
Instructional and Presentation	Timing
Text-to-speech and Speech-to-text Alternatives to print (audiobooks, movies, videos, digital media etc.) Oral instructions / reader Use simplified language/directions Sound field system in the classroom Visual presentations of verbal material (word webs, visual organizers) High-contrast materials with minimal visual clutter Lesson outlines Alternatives to note-taking (scribe, audio recording, teacher notes provided, take a photo etc.) Provide captioning (open and closed captioning)	Additional time for tasks and assignments Additional time to process oral information and directions Use of a timer (visual, auditory) or countdown
Other	

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Essential Supports for Access

Essential Supports:
These are supports identified through psycho-educational and/or medical testing and are necessary in order for the student to access the curriculum.

Assessment / Response	Scheduling
Alternate formats (Braille, specialized assistive technology) Alternative and Augmentative Communication Device (Talking Board, PECS, Hip Talk, Big Mac, Step-by-Step, PDDOS, Touch Chat, Proloquo2go, Lamp Words for Life, Let me Talk, Eye Gaze etc.) Signing Assessment over several timed sessions Hand held microphone for RMT (Remote Microphone Technology)	Personal visual schedule Work/break schedule Scheduled sensory/movement breaks Choice zone
Content/Process	Self-Management/Organization
Acceleration Interactions with peers who have similar ability	Work organization system (basket system) Personalized Visual or tactile supports Learning Contract Personal communication intent dictionary
Environmental	Social-Emotional
Orientation and Mobility Support (lift, walker, standing frame, cane, GPS etc.) Specialized Seating (Source of sound to stronger ear, individual wedges etc.) Alternative personal work space Specialized equipment (slant board, switch interface, Powerlink, audio hub etc.)	Scheduled Check-ins
Instructional and Presentation	Timing
Designated reader or scribe Personal hearing aid(s) Personal FM/RMT (Remote Microphone Technology) system ASL Interpreter Alternate formats (Braille, large print, auditory, specialized assistive technology) Low vision tools (goggles and magnifiers)	Personal countdown script/visual timer Personal visual timer
Other	
Service dog	

- Choice – learning preferences – linked to supports (and to strategies)
- Universal first, essential second (discussion during training)
- Categories – some are from CAST
- Inclusive practice – instead of by domains, based on needs
- Strategies versus support (discussion needed in training)
- Supports are not people
- When writing goals and objectives, consider which supports may require explicit instruction

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Options ▾
Reports ▾
Help ▾

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Competency Based Plan ▾

My Personal Profile
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Supports

Category	Support Type	Description
<input type="checkbox"/> Essential Supports	Technology	• Hearing aids • FM, signing • Alternate quiet testing space
<input type="checkbox"/> Universal Classroom	Environmental	• Visual presentations of verbal material (word webs, visual organizers) • Graphic organizers/Visual Supports • Allow breaks • Classroom visual supports • Good sight lines and placement and illumination to facilitate communication for oral and visual language • Check-ins • Provide captioning (open and closed captioning)

Add
Delete

Supplementary Plans

Plans	Date
No matching records	

Add
Delete

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Writing Curricular Competency Based Goals & Objectives

Curricular competency IEP goals are in addition to core competency goals and are not for all students.

Supplemental	Replacement
Goals <i>in addition to</i> the grade level curriculum	Goals that are <i>instead of</i> grade level curriculum
Students DO NOT have a cognitive disability	Students DO have a cognitive disability
e.g. A reading fluency goal in addition to the Language Arts curriculum	E.g. Developmentally appropriate literacy goal in place of Language Arts curriculum

Common (useful) English Language Arts Big Ideas:

Playing with language helps us discover how language works

Stories and other texts can be shared through pictures and words

Stories and other texts connect us to ourselves, our families, and our communities

Common (useful) English Language Arts Learning Standards:

Communicate using sentences and most conventions of Canadian spelling, grammar, and punctuation.

Use developmentally appropriate reading, (listening, and viewing) strategies to make meaning.

Use foundational concepts of print, oral, and visual texts

Read fluently at grade level.

Example:

Area of Learning English Language Arts	
Big Idea: Stories and other texts can be shared through pictures and words	
Learning Standard (Goal)	
Communicate using sentences and most conventions of Canadian spelling, grammar, and punctuation	
Objective	Strategy
Write in complete sentences	Small group instruction
Correctly spell the 200 most commonly used words	Word list Phoneme instruction
Increase ability to use Word software as a writing tool and demonstrate use of spell check, copy and paste and at least three formatting tools	Daily practice Journal writing Small group tutorial
Write in a journal using a mixture of invented and traditional spelling at least once a week	

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IEP Goal - Google Chrome

myeducation.gov.bc.ca/aspen/childDetail.do?prefix=IGL&context=iep.cb.goal.curricular&readOnly=false&childId=IGL0...

Identifier *

Goal Status Indicator

Teacher Responsible

Area Of Learning

Curricular Goal

I can develop, demonstrate and apply mathematical understanding through play, inquiry and problem solving.

Baseline: is following an adapted program in math and continues to have a more positive attitude this year. He requires direct support to complete most assignments and has seen more success working with an EA during math.

Objective

Number	Objective	Strategies
1	explain thinking and problem solving strategies using mathematical language/vocabulary	- explicitly teach - allow extra time and give fewer questions - set up pages to have fewer questions on a page - regular check ins - peer helpers - provide outlines of instructions or step by step processes - use manipulatives to introduce and reinforce concepts - provide multiplication table
2	Add, subtract, multiply and divide up to three digit numbers	- explicitly teach - allow extra time and give fewer questions - set up pages to have fewer questions on a page - regular check ins - peer helpers - provide outlines of instructions or step by step processes - use manipulatives to introduce and reinforce concepts - provide multiplication table

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COMMUNICATION

The set of abilities that students use to impart and exchange information, experiences, and ideas, to explore the world around them, and to understand and effectively engage in the use of digital media. Provides a bridge between students' learning, their personal and social identity and relationships, and the world in which they interact.

1. Connect and Engage with Others (to share & develop ideas)

Students engage in informal and structured conversations where they listen, contribute, develop understanding and relationships, learn to consider diverse perspectives, and build consensus.

Examples: literature circles, book clubs, blogs, and small group discussions & decision making/informal debate

- I ask and respond to simple, direct questions
- I am an active listener; I support and encourage the person speaking
- I recognize that there are different points-of-view and I can disagree respectfully

– I can ask and respond to simple, direct questions by...

- Using my FM system
- Using non-specific communication repair strategies
- Using specific communication repair strategies

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PERSONAL AND SOCIAL

PERSONAL AWARENESS & RESPONSIBILITY

Includes the skills, strategies, and dispositions that help students to stay healthy and active, set goals, monitor progress, regulate emotions, respect their own rights and the rights of others, manage stress, and persevere in difficult situations. Students who demonstrate personal awareness and responsibility demonstrate self-respect and express a sense of personal well-being.

1. Self-Determination

Students who are personally aware and responsible have a sense of personal efficacy and growing confidence in a variety of situations. They value themselves, their ideas, and their accomplishments. They are able to express their needs and seek help when they need it, to find purpose and motivation and act on it, and to advocate for themselves.

- I can show a sense of accomplishment & joy
- I can celebrate my efforts & accomplishments.
- I can advocate for myself and my ideas
- I can imagine and work toward change in myself and the world.
- I take the initiative to inform myself about

– I can advocate for my hearing level by...

- Asking for preferential seating
- Asking for closed captioning
- Troubleshooting tricky listening environments
- Wearing my hearing aids all day
- Remembering to put my receivers on in the morning and take them off in the afternoon

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Templates/Resources:

<https://blogsomemoore.com/individual-education-plans/>