**Core Competency Goals and Objectives – Tool to Support CB IEP Writing**

**Profile Key** Profile 1: Participates with support, developing awareness Profile 4: Makes some choices/decisions

Profile 2: Initiates with support Profile 5: Advocates for self & takes responsibility for choices & actions

Profile 3: Takes some responsibility

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| **Core Competency: Personal Awareness and Responsibility** | | | | | | |
| **Goal:** | **Domain** | **Profile 1 Objectives** | **Profile 2 Objectives** | **Profile 3 Objectives** | **Profile 4 Objectives** | **Profile 5 Objectives** |
| I can play a role in my personal wellbeing (specify area) | Personal hygiene development  (i.e., toileting, handwashing) | By participating in personal hygiene routines (specify) | By initiating personal hygiene routines (specify) | By building my independence in personal hygiene routines (specify) | By making choices in personal hygiene routines (specify) | By advocating for my personal hygiene needs (specify) |
| Self Care/daily living skills development  (i.e., dressing, medical needs such as glucose monitoring, feeding, sleeping, meal preparation,  school or community safety such as hallway, playground, washroom, street safety) | By participating in self care routines (specify)  By participating in my medical care routines (specify)  By participating in my hearing aid routines  By participating in technology routines (e.g. to support my vision or other tech)  By participating  In school or community safety practices (specify)  By participating in food preparation (specify)  By becoming aware of how sleep affects my health and learning | By initiating self care routines (specify)  By initiating my medical care routines (specify)  By initiating my hearing aid routines  By initiating the technology routines (e.g. to support my vision or other tech)  By initiating school or community safety practices (specify)  By initiating food preparation routines (specify)  By learning some factors that affect my sleep | By building my independence in self care routines (specify)  By building my independence in my medical care routines  By building my independence in using my hearing aid routines and other hearing needs  By building my independence in using technology (e.g. to support my vision or other tech)  By building independence in my safety practices in the school or community  By building my independence in food preparation (specify)  By identifying some ways that I can have better sleep routines | By making choices in my self care routines (specify)  By making choices in my medical care routines (specify)  By making choices about my hearing aid routines and other hearing needs  By making choices about my technology needs (e.g. to support my vision or other tech)  By making choices about my safety in the school or community (specify)  By making choices about food preparation and meal planning (specify)  By developing a healthy sleep plan with assistance | By advocating for my self care needs (specify)  By advocating for my medical care routines (specify)  By advocating for my hearing aid routines and other hearing needs  By advocating for my technology needs (e.g. to support my vision or other tech)  By advocating for my safety in the school or community (specify)  By creating healthy meals (specify)  By following a healthy sleep plan and describing how it affects my health and learning |
| Motor Development  Gross motor (i.e. mobility, transfers, motor skills)  Fine motor (i.e. printing, cutting, object manipulation) | By participating in strengthening and stretching exercises that increase my:   * Core strength * Balance * Mobility * Physical stamina   By participating in exercises that develop my skills to:   * Open and close containers * Hold and use utensils * Print, draw and colour * Cut with scissors * Use a keyboard * Button/unbutton, zip and unzip | By initiating strengthening and stretching exercises that increase my:   * Core strength * Balance * Mobility * Physical stamina   By initiating exercises that develop my skills to:   * Open and close containers * Hold and use utensils * Print, draw and colour * Cut with scissors * Use a keyboard * Button/unbutton, zip and unzip | By building my independence in my balance and mobility skills  By building my independence in my fine motor skills for:   * Opening containers * Using utensils * Printing * drawing and colouring * Cutting * Keyboarding * Manipulating buttons and zippers | By making choices that increase my opportunities to participate more fully in motor activities (running, school outings, dance, PE)  By making choices that increase my opportunities in fine motor activities: writing, painting, arts and crafts, technology, wood working | By advocating for independent mobility in all environments. (Wheelchair access, elevator use, participation in all school activities)  By advocating for independence in the skills for:  Writing, arts, mechanical devices, technology, wood working. |
| Emotions skills Development | By recognizing basic emotions (happy, sad, mad) | By identifying my basic emotions and with some help, use a strategy to manage them | By using strategies to help me manage my emotions in the moment (e.g., during exams and tests) | By taking responsibility for my emotions and choosing better strategies to manage them  By recognizing that emotions can affect behaviour and behaviour can affect emotions.  By recognizing that emotions have physical effects. | By advocating for my needs to proactively help manage my emotions  By dealing with emotional challenges and finding peace in stressful times. |
| Cognitive Skills (Executive Function) | By focusing on a task with support (specify)  By participating in an activity with support (specify)  By participating in self-regulation strategies with support  By being aware of my impulsive behaviour tendencies  By transitioning from one activity to another with support (specify) | By using strategies to help me focus on a task at hand  By using strategies that help me understand the teacher’s instructions  By using strategies that will help me self-regulate  By using a strategy with assistance to decrease my impulsivity tendencies  By using a strategy to transition from one activity to another | By using strategies to initiate and complete a task independently e.g., assignments  By using strategies to help me work towards a goal e.g., prioritizing, organization  By using strategies to help me solve a problem (specify)  By using strategies to reduce my impulsivity  By using strategies to transition smoothly from one activity to another | By using strategies to help me maintain focus during \_\_\_\_  By using strategies to persevere with a challenging task (specify)  By trying something that is hard for me (specify)  By building independence in using strategies to monitor & reduce impulsivity  By building my independence in transitioning | By setting priorities  By implementing strategies and monitoring them  By taking responsibility for my learning and seeking help when I need it  By finding the social support I need  By monitoring and advocating for my impulsivity needs  By advocating for my transition needs |
| I can recognize and use strategies to accomplish my goals (specify) | Self-Determination (i.e. budgeting, employment, leisure, transportation, postsecondary education, healthy lifestyle, celebrating achievements) | By participating in activities that develop:   * Employment skills * Leisure interests * Skills in taking transportation * Healthy physical fitness * Pre-budgeting skills | By initiating activities that develop my:   * Employment skills * Leisure activity participation * Ability to take transportation * Healthy physical fitness * Participation in creating a budget | By building my independence in:   * Employment activities & skills * Leisure activities * Taking transport * Physical fitness * Developing a budget * Exploring post secondary alternatives | By making choices that allow me to participate in:   * Employment activities * Leisure activities * Transportation * Budgeting * Physical fitness * Preparing for post secondary * Celebrating my achievements | By advocating for independence in:   * Employment activities * Leisure activities * Taking transportation * Budgeting * Physical fitness * Transitioning to post secondary * Celebrating my achievements |
| I can express my needs, wants and preferences | Communication | By indicating yes/no or like/don’t like using words/pictures/ symbols/objects/ sign/  communication device | By initiating communication to indicate my needs, wants, preferences using words/pictures, symbols/objects/sign/ communication device  By choosing among up to 3 items with the use of a visual/verbal prompt | By building my independence in communicating needs, wants, preferences using words/pictures/ symbols/objects/sign/ communication device  By initiating making choices | By taking responsibility for communicating my needs, wants, and preferences.  By taking responsibility to make choices | By advocating for myself by communicating my needs, wants, and preferences.  By advocating for choice making |

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| **Core Competency: Positive Personal and Cultural Identify** | | | | | | |
| **Goal** | **Domain** | **Profile 1 Objective** | **Profile 2 Objective** | **Profile 3 Objective** | **Profile 4 Objective** | **Profile 5 Objective** |
| I have a positive awareness of myself/others | Self-Determination | By recognizing my family and caregivers  By recognizing my DHH/VI support people  By being willing to try new things | By describing my family and familiar people  By identifying some of my personal attributes and abilities (self-esteem)  By identifying some things I am good at (self-confidence)  By identifying my DHH/VI attributes | By describing some of my positive personal characteristics (self-esteem)  By describing my stretches using a growth mindset  By expanding confidence in my abilities (self-confidence)    By describing things that interest me  By identifying the groups I belong to  By identifying the DHH/VI groups I belong to | By taking pride in my positive qualities, characteristics, skills, and abilities (self-esteem)  By describing some of the cultural characteristics of my family and community  By expanding my confidence in new areas and settings (self-confidence)  By describing ways that I participate in and contribute to my community  By describing ways that I participate and contribute to my DHH/VI community | By describing how my character qualities, strengths and stretches make me unique (self-esteem)  By describing some ways I contribute to my family and community  By demonstrating confidence in a variety of areas and settings (self-confidence)  By explaining and demonstrating how my values influence the choices I make  By explaining the DHH/VI experience to my school community |

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| **Core Competency: Social Awareness and Responsibility** | | | | | | |
| **Goal** | **Domain** | **Profile 1 Objectives** | **Profile 2 Objectives** | **Profile 3 Objectives** | **Profile 4 Objectives** | **Profile 5 Objectives** |
| I can engage with others (respectfully, cooperatively, etc.) | Social | By being aware of others around me  By being aware of how other people are similar and different  By helping and being kind to others (specify)  By being aware of personal space | By using strategies to build relationships (e.g. greeting, encouraging)  By working/playing cooperatively/turn taking/sharing (specify) during \_\_\_\_, with support  By using strategies that help me participate in a group  By using a strategy to help maintain personal space with support | By using respectful communication & actions towards others  By identifying the perspectives/feelings of others  By using strategies to sustain relationships  By using strategies to help resolve conflicts  By taking initiative to maintain personal space | By taking actions to support others  By being a thoughtful and caring friend  By identifying ways my actions or the actions of others impact those around me  By monitoring and maintaining personal space | By advocating and taking action for my family/friends/  community  By being aware of how others may feel and take steps to help them feel included  By advocating for personal space when needed |

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| **Core Competency: Communicating** | | | | | | |
| **Goal** | **Domain** | **Profile 1 Objectives** | **Profile 2 Objectives** | **Profile 3 Objectives** | **Profile 4 Objectives** | **Profile 5 Objectives** |
| I can communicate with peers and adults | Communication  (i.e. oral language skills, articulation, volume, gestures, pace, tone) | By responding to communication from familiar peers and adults  By participating in activities that develop   * speech articulation * voice volume * gestures (pointing, waving, thumbs up) * facial expression (smile, frown) * pace * tone * auditory processing | By talking and listening to familiar people  By sharing information on topics that are important to me  By answering simple questions about my activities & experiences  By waiting my turn to speak  By initiating appropriate use of   * speech articulation * voice volume * gestures (pointing, waving, thumbs up) * facial expression (smile, frown) * pace * tone * auditory processing   … with support | By participating in conversations (staying on topic, using sentences/signs, etc.) to connect with others  By listening and responding to questions from others  By using strategies to help me communicate clearly about topics  By taking some responsibility to use appropriate   * speech articulation * voice volume * gestures (pointing, waving, thumbs up) * facial expression (smile, frown) * pace * tone * auditory processing | By sharing ideas that connect with the ideas of others  By being an active listener and asking clarifying questions when appropriate  By using strategies to help me communicate in a way that is clear and engaging (specify)  Making some choices/decisions about   * speech articulation * voice volume * gestures (pointing, waving, thumbs up) * facial expression (smile, frown) * pace * tone * auditory processing | By communicating for an audience and purpose (specify)  By adjusting verbal and nonverbal expression to convey meaning  By advocating for my auditory processing needs |

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| **Core Competency: Collaborating** | | | | | | |
| **Goal** | **Domain** | **Profile 1 Objective** | **Profile 2 Objective** | **Profile 3 Objective** | **Profile 4 Objective** | **Profile 5 Objective** |
| I can cooperate with others | Social Skills | By participating with others in familiar activities and routines (specify) | By contributing to group activities (specify)  By listening respectfully to the ideas and perspectives of others (specify)  By working together to accomplish a task or activity (specify) | By taking a role in group activities (specify)  By expressing my ideas  By encouraging others to express their ideas  By working with others on a task and evaluating group processes and products (specify) | By participating in a variety of roles during group work  By asking clarifying questions and checking for understanding  By helping to resolve conflicts during group work  By problem solving to adjust a group plan | By monitoring and evaluating group progress  By revising plans with group members  By disagreeing respectfully  By giving, receiving, and acting on constructive feedback  By contributing to managing conflict in a group (specify) |

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| **Core Competency: Critical and Reflective Thinking** | | | | | | |
| **Goal** | **Domain** | **Profile 1 Objective** | **Profile 2 Objective** | **Profile 3 Objective** | **Profile 4 Objective** | **Profile 5 Objective** |
| I can explore to make judgements | Cognitive Functioning  Academics | By exploring materials and deciding if I like something | By using my senses to gather information about (specify)  I can use simple criteria to describe something (specify)  I can use some evidence to make judgements e.g. fact/opinion (specify)  I can reflect to tell others something about what I learned (specify) | By asking questions and gathering information to draw conclusions (specify)  By establishing personal and group goals (specify) | By using what I know to identify problems (specify)  By considering alternatives and making choices based on my reasoning (specify) | By drawing a conclusion based on evidence I have gathered (specify)  By identifying alternative approaches and making strategic choices e.g. solutions to a problem (specify)  By connecting my learning with my previous experiences  By explaining more than one perspective and the implications |

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| **Core Competency: Creative Thinking** | | | | | | |
| **Goal** | **Domain** | **Profile 1 Objective** | **Profile 2 Objective** | **Profile 3 Objective** | **Profile 4 Objective** | **Profile 5 Objective** |
| I get new ideas to create new things | Academics | By using my senses to develop ideas  By using my ideas to make playing fun | By using ideas to solve a problem (specify)  By using ideas to create new things  By using materials to create a form/ solve a problem (specify) | By building my skills and generating ideas in an area of interest (specify)  By researching and talking with others to generate new ideas in an area (specify) | By interpreting the ideas of others in novel ways (specify)  By creative expression of my ideas in writing/art form/spoken language | By generating innovative ideas that have a positive impact on others  By accepting setbacks to help develop my ideas (specify) |