



# Competency Based IEPs




HEY! SEE YA LATER  
S.M.A.R.T. GOALS!

Shelley Moore

S - Strength-Based  
M - Meaningful  
A - Authentic  
R - Responsive  
T - Triangulated





## *Why are we moving to Competency Based IEPs?*

- Aligns with the same curriculum as peers
- Allows students to focus on their own strengths, growth and stretches through self-evaluation
- Is specific to the changing contexts of a student's day
- Shows authentic progress over time
- Shifts focus to strengths not “shoulds”
- Includes student voice in the process



## *Benefits of MyEd*

- » IEP icon visible on class list
- » Improved transfer of information within district/out of district
- » Consistency across the province
- » SECURITY
- » Student information all held in one easily accessible location
- » Ability to access at home and at school by all staff



*What does this  
look like?*

## Joseph

- Joseph has severe autism
- Joseph has frequent tantrums
- Joseph will bite and kick when frustrated
- Joseph does not have a conventional means of communication

- I like to be physically active and playing outside
- I enjoy listening to music, dancing and playing dress up through dramatic play
- I learn best with First/Then language to keep me on task
- I need my individualized visual scheduling outlining the shape of my day and learn through repetition.
- I use my ipad to communicate.



## Student Details



|                                      |   |   |                            |
|--------------------------------------|---|---|----------------------------|
| <b>Student Name:</b>                 |   | <b>Ministry Designation (s):</b>              | G-Autism Spectrum Disorder |
| <b>Grade:</b>                        | 1 | <b>IEP Activation Date:</b>                   | October 24, 2017           |
| <b>PEN:</b>                          |   | <b>IEP Yearly Review Date:</b>                | June 2018                  |
| <b>Date of Birth:</b>                |   | <b>Case Manager:</b>                          |                            |
| <b>Student Support Team:</b>         |   | <b>Role:</b>                                  |                            |
|                                      |   | Classroom Teacher                             |                            |
|                                      |   | Education Assistants                          |                            |
|                                      |   | Speech and Language Pathologist /AAC Consulta |                            |
| <b>Parent/Guardian consulted on:</b> |   | October 23, 2017                              |                            |





**My Interests:**

Link:

I like to be physically active and enjoy playing outside; especially playing chasing games  
 I love to eat food and enjoy meal times but I can sometimes eat too fast and not realize the amount I consume  
 I enjoy listening to music, dancing and playing dress up through dramatic play (i.e. pretending to be different Disney characters)  
 I love centre time and earning my working towards reward times to play with princesses and shiny objects  
 I enjoy playing with trains and cars  
 I like playing on my iPad  
 I enjoy swimming, ice skating and playing outside  
 I am interested in looking at art murals around the school

"I like red cape"

**My Learning Preferences:**

Link:

I learn best with First/Then language to keep me on task and engaged in my learning. I need my individualized visual schedule outlining the shape of my day and I learn through repetition. I need a working towards visual to help me complete my academic work; especially fine motor tasks. I require positive redirection from the EA using their visual directives to help me become more independent and successful throughout my day. I require sensory breaks throughout my day.

"I want pillows"

**What you need to know about me:**







Link:

I am a happy student and I need clear boundaries to help me be successful in my learning. I want to communicate with my friends and learn to express myself. I like routine and structure with firm expectations to help me be successful. I am working on below grade level expectations on an adapted program. I can be a flight risk when I see something I want so I am determined to look at it or have it. I also do not have a clear understanding of danger and/or road safety.

"I use my iPad to communicate"





| My Learning Profile   |   |  |  |
|---|---|--|--|
| <input checked="" type="checkbox"/> Thoughts from my team                                   | <b>Personal</b><br><i>What I am able to do on my own</i>  | <b>Social</b><br><i>What I am able to do with others</i>   | <b>Intellectual</b><br><i>How I think</i>  |
| <b>Strengths</b>  | <ul style="list-style-type: none"> <li>-has a happy disposition</li> <li>-independent with morning routine, end of the day routines with visual support</li> <li>-responds well to verbal directives (First/Then language) and firm expectations</li> <li>-persistent with learning something new if interested</li> </ul>  | <ul style="list-style-type: none"> <li>actively engages in class activities</li> <li>-enjoys peer interactions both in class and during outside play times</li> <li>-communicates using 3-4 words phrases</li> <li>-will repeat back modeled phrases</li> </ul>  | <ul style="list-style-type: none"> <li>is able to identify all alphabet letters both upper and lower case</li> <li>-is able to identify some letter sounds</li> <li>-is able to independently count to 12</li> </ul>   |
| <b>Stretches</b>  | <ul style="list-style-type: none"> <li>-may have difficulty when he does not get his own way or becomes fixated on a particular object/activity</li> <li>-needs support with daily toileting and personal self-care routines</li> <li>-needs to stay in the line up and follow the teacher in with his classmates after the bell rings during outside play times to stay safe, as well as practice with parents upon drop off and pick up routine</li> <li>-needs to have safe hands and feet when upset upon transitioning from one activity to another</li> </ul> | <ul style="list-style-type: none"> <li>needs to develop his expressive and receptive language skills; especially with initiating requests</li> <li>-needs support to understand his personal space</li> <li>-needs support in making requests to express his wants rather than doing what he wants and physically expressing himself</li> <li>-increase his social interaction with other peers and adults</li> <li>-improve his cooperative play skills</li> <li>-development of self-care skills (i.e. wiping after a BM)</li> </ul> | <ul style="list-style-type: none"> <li>needs support to complete most work tasks; especially with fine motor tasks (i.e. writing across all curricular areas)</li> <li>-needs support to follow the expectations of the given task and remain on task to complete the work task</li> <li>-develop his letter and sight word knowledge at the later emergent reading level to increase his reading comprehension</li> </ul> |
| <b>My Focus Area This Year</b>  | <input checked="" type="checkbox"/>   | <input checked="" type="checkbox"/>  | <input checked="" type="checkbox"/>  |
| <i>These learning domains can inform the IEP development in these core competency areas</i> | <b>Core Competency Connections</b><br> Positive Personal<br> Personal Awareness  | <b>Core Competency Connections</b><br> Communication<br> Social Responsibility  | <b>Core Competency Connections</b><br> Creative Thinking<br> Critical Thinking  |

## Support and Plans

### Universal Classroom Supports

### Essential Supports

Reword instructions by providing him with step by step directions , scribe and adapt

Requires direct daily EA support and during recess and lunch breaks

Use of visual supports to redirect behavior (boardmaker pics)

Uses an AAC device to support his learning with Touch Chat on an iPad

Directly teach to student with the use of visual supports and technology

Receives support from the SLP on Mondays and service implemented by the EA

### Plans

### Date

Private CBI Behavior Plan of Intervention

October 10, 2017

Behavior Support Plan -in progress

December 2017

Safety Plan

January 2017



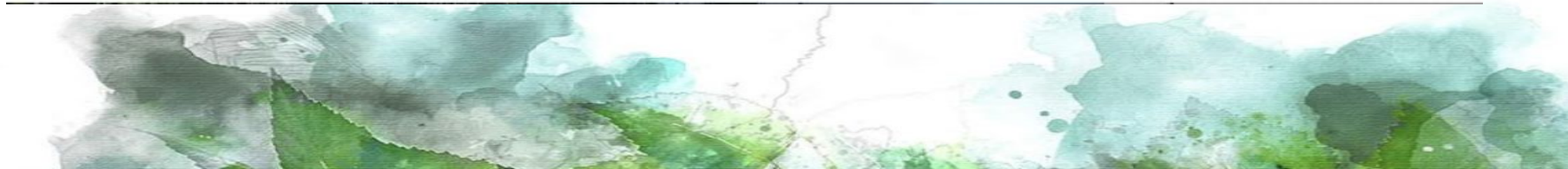
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Clicking on the IEP Icon will give you a pop up that gives you some instant information including the Essential and Universal Supports identified for the student.

Summary of Student Plan. (Please navigate to the Documents side tab > Plan > to read the current IEP in full.)

Case Manager > Name: Albert, Cnta Primary Designation: D

| Category            | Description   |
|---------------------|---|
| Essential Supports  | Direct teaching of speech and language skills (SLP therapy weekly). Social interactions facilitated by an adult when possible. Shared EA support in the classroom with academics and social goals (daily). LST services for academic support at her level and case management. OT support - consultation. Consultation with District Vision Support Teacher - Linda Strrett, Tea Trolley (approximately once/month) |
| Universal Classroom | Academic work at her level. Work tasks that are short and concentrated. Opportunities for breaks or alternate, preferred activities after completion of work tasks. Teaching around "Growth Mind-set" - I haven't learned this yet.   |



## Core Competency-Based Goals

### Core Competency:

Social Responsibility

### Goal:

I can make choices that benefit my well-being and keep me safe at school.

### Objective:

When prompted with 'Stop', M. will be able to stop and follow the verbal directive given when presented with 4 out of 5 opportunities.

### Instructional Strategies:

Show him a behavior consequence map for the appropriate behavior choice  
Read a social story for the expected behavior to 'stop'

### Objective:

When prompted with his 'working towards' visual, M. will be able to complete the given task independently for five minute intervals of time

### Instructional Strategies:

- Daily use working towards visuals with Princess tokens to earn for completed work and choose a reward item from his basket
- use First/Then language to redirect him back to the task and praise to keep on task to complete



# 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      |                 |



## Additional Comments

-M has a diagnosis of Autism and a significant Language delay. He also meets the criteria for a Mild Intellectual Disability. M is working on an adapted program on the above goals in relation to the big ideas of the grade level curriculum.

-Our team communicates via Whats App and a separate back and forth home communication book has been implemented so M can share about his learning each day at school via picture support. Parents are separated but both involved. M's dad will be picking M up from school every Friday and dropping off to school on Mondays.

\*M has a private behavior interventionist who provides weekly therapy every Tuesday for 2 hours. Private Behavior Consultant

M participates in the functional life skills weekly swimming program every Wednesday from 12:30-2:30pm with his EA, Child Care Worker and Integration Teacher in a small group of multi-grade boys.

-It is important for M to wear velcro or slip on shoes as laces are not age appropriate for independence



## Writing Curricular Competency Goals

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

| Supplemental   | Replacement  |
|--|--|
| <ul style="list-style-type: none"><li>● Goals in addition to the grade level curriculum</li><li>● Student DOES NOT have a cognitive disability</li></ul> <p>Ex. A reading fluency goal in addition to the Language Arts curriculum</p> | <ul style="list-style-type: none"><li>● Goals that are created <b>INSTEAD</b> of grade level curriculum</li><li>● Student DOES have a cognitive disability</li></ul> <p>Ex. Developmentally appropriate literacy goal in place of Language Arts Curriculum</p> |



# Core Competencies



Communication



Thinking



Personal & Social



Core Competency



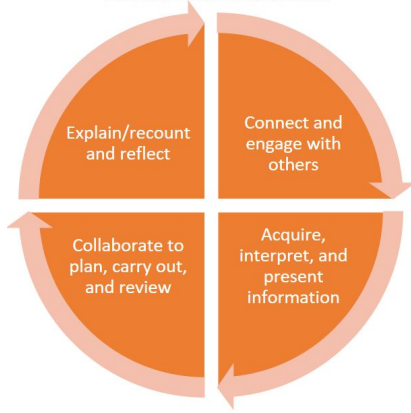
Sub-competency



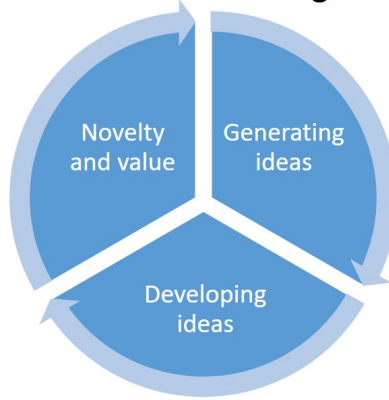
Facets

Profiles

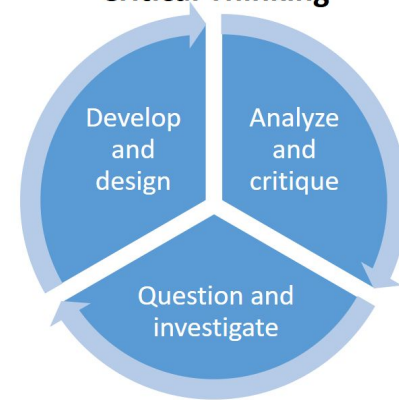
## Communication



## Creative Thinking



## Critical Thinking



## Social Responsibility



## Positive Personal and Cultural Identity



## Personal Awareness and Responsibility





1  
**CORE COMPETENCY**

2  
**SUB-COMPETENCY**

3  
**FACET**

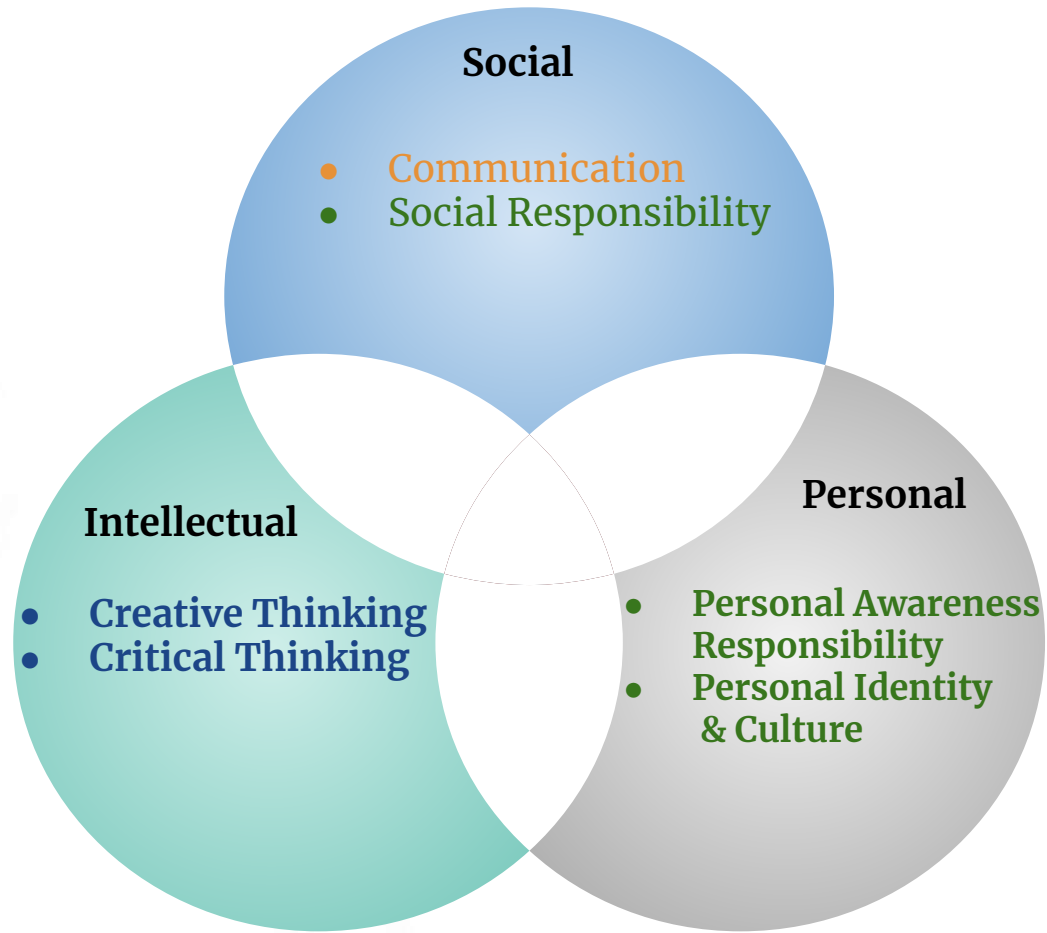
4  
**PROFILE**

1  
**PERSONAL & SOCIAL**

2  
**PERSONAL AWARENESS  
& RESPONSIBILITY**

3  
**SELF REGULATION**

4  
**I can take ownership of  
my goals, learning and  
behaviour**



# Competency Based IEPS

## Previous Goal

Kim will advocate for her learning needs to her classroom teachers 9 out of 10 times by June 2020

## Core Competency (circle)



## Sub-Competency (check)

- Communication
- Creative Thinking
- Personal & Cultural Identity
- Critical Thinking
- Personal Awareness & Responsibility
- Social Responsibility

## Facet

## Profile/New Goal

I can...





# Activity

1. Now think of a student and one of their goals.
2. Rewrite this goal using the Core Competencies
3. Share out with group

## Next Steps:

1. By December 20th:

a. Renewed IEP's on MyEdBC

OR

b. Uploaded PDF to:

i. Shared / StudentServices / To MyEdBC

ii. Naming: **09 Q Graves Kim**







## Supports Offered:

- » 3 working sessions each semester
  
- » Spring Learning Services Meeting
  - Address student self-evaluation
  - Other stretches