

Core Competency Goals and Objectives – Tool to Support CB IEP Writing (Rev. June 13, 2023)

Profile Key Profile 1: Participates with support, developing awareness
Profile 2: Initiates with support
Profile 3: Takes some responsibility

Profile 4: Makes some choices/decisions
Profile 5: Advocates for self & takes responsibility for choices & actions

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 well-being (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, and 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 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 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	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

		By becoming aware of how sleep affects my health and learning		By identifying some ways that I can have better sleep routines	and meal planning (specify) By developing a healthy sleep plan with assistance	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: <ul style="list-style-type: none"> • Core strength • Balance • Mobility • Physical stamina By participating in exercises that develop my skills to: <ul style="list-style-type: none"> • 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: <ul style="list-style-type: none"> • Core strength • Balance • Mobility • Physical stamina By initiating exercises that develop my skills to: <ul style="list-style-type: none"> • 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: <ul style="list-style-type: none"> • 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 advocating for my needs to proactively help manage my emotions By dealing with emotional challenges and finding peace in stressful times.

					By recognizing that emotions have physical effects.	
Cognitive Skills: Executive Functions						
Response Inhibition	By waiting in the moment with support (specify the support – visual, sign)	By using a strategy to help me wait my turn with support	By using a strategy to help me follow an expected behaviour (e.g. putting my hand up)	By making a better choice in the moment, pausing and thinking before acting	By advocating for my needs when I see I am struggling to make better choices in the moment	
Working Memory	By participating in tasks that require me to hold one idea in my thinking with support	By using a strategy to hold a thought in the moment to share when it is my turn with support	By holding an idea in my thinking and then add to it (e.g. doing mental math)	By choosing a tool to help me when I need to remember and manipulate multiple ideas or actions (list tool)	By advocating for help when the task requires a lot of mental calculations (e.g. requesting the use of a calculator)	
Self-Regulation (Emotional Control)	By participating in self-regulation strategies with support	By using strategies that will help me self-regulate	By identifying when I am stressed and using a strategy to self regulate	By regularly using self-regulation routines that help me manage stress	By advocating for my self-regulation needs	
Flexibility	By transitioning from one activity to the next with adult support	By using a strategy to transition from one activity to the next with support	By using a strategy to manage a change to my routine or to transition independently	By building my independence for transitions and adjusting to multiple changes using strategies	By advocating for my needs when there are sudden changes or transitions.	
Sustained Attention	By participating in an activity for short moments with support	By using a strategy (list strategy) to help me focus on a task with support	By using a strategy independently to complete a task	By making choices in the moment that will support my ability to stay on task.	By self-monitoring my ability to stay on task and advocate for my needs in the moment.	
Task Initiation	By participating in a specific task with support	By using a strategy (list) to help me start a task with support	By choosing a strategy to start a task independently	By independently starting a task from an instruction using a strategy	By advocating for the use of a strategy to get started on a task	
Planning and Prioritizing	By participating in a planned activity with support	By following a created plan for a task with support (e.g. Ready/Do/Done)	By creating and following a plan to complete a task using a strategy independently	By prioritizing what I need to get done and using a strategy to get it all done	By advocating for my needs to plan and prioritize by school day	

	Organization	By participating in my day using a visual schedule with support	By following a visual schedule with support	By independently following a visual schedule By independently keeping my desk clean using a check list	By creating my own schedule /agenda for the day By creating a homework schedule independently	By advocating for my needs to have a visual schedule By using tools to independently organize my school day/homework/extra curricular schedule
	Time Management	By participating in an activity for ____? Minutes with support.	By engaging in an activity for _____? Minutes using a timer with support	By setting a timer to complete a task on time independently	By managing my time using a time system (clock, watch, timer) Independently	By advocating for my time management needs (e.g. asking for a 5 minute warning before time is up)
	Goal-Directed Persistence	By completing a task with support	By using a strategy to complete a task with support	By independently completing a task using a strategy or motivator	By independently completing a challenging task using a strategy/motivator	By independently completing a multi-step task, project by advocating for the support I need.
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: <ul style="list-style-type: none"> • Employment skills • Leisure interests • Skills in taking transportation • Healthy physical fitness • Balanced lifestyle • Pre-budgeting skills 	By initiating activities that develop my: <ul style="list-style-type: none"> • Employment skills • Leisure activity participation • Ability to take transportation • Healthy physical fitness • Balanced lifestyle • Participation in creating a budget 	By building my independence in: <ul style="list-style-type: none"> • Employment activities & skills • Leisure activities • Taking transport • Physical fitness • Balanced lifestyle • Developing a budget • Exploring post-secondary alternatives 	By making choices that allow me to participate in: <ul style="list-style-type: none"> • Employment activities • Leisure activities • Transportation • Budgeting • Physical fitness • Balanced lifestyle • Preparing for post-secondary • Celebrating my achievements 	By advocating for independence in: <ul style="list-style-type: none"> • Employment activities • Leisure activities • Taking transportation • Budgeting • Physical fitness • Balanced lifestyle • 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 building my independence in communicating needs, wants, preferences using words/pictures/symbols/objects/sign/communication device	By taking responsibility for communicating my needs, wants, and preferences.	By advocating for myself by communicating my needs, wants, and preferences. By advocating for choice making

			By choosing among up to 3 items with the use of a visual/verbal prompt	By initiating making choices	By taking responsibility for making choices	
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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	<p>By recognizing my family and caregivers</p> <p>By recognizing my DHH/VI support people</p> <p>By being willing to try new things</p>	<p>By describing my family and familiar people</p> <p>By identifying some of my personal attributes and abilities (self-esteem)</p> <p>By identifying some things I am good at (self-confidence)</p> <p>By identifying my DHH/VI attributes</p>	<p>By describing some of my positive personal characteristics (self-esteem)</p> <p>By describing my stretches using a growth mindset</p> <p>By expanding confidence in my abilities (self-confidence)</p> <p>By describing things that interest me</p> <p>By identifying the groups I belong to</p> <p>By identifying the DHH/VI groups I belong to</p>	<p>By taking pride in my positive qualities, characteristics, skills, and abilities (self-esteem)</p> <p>By describing some of the cultural characteristics of my family and community</p> <p>By expanding my confidence in new areas and settings (self-confidence)</p> <p>By describing ways that I participate in and contribute to my community</p> <p>By describing ways that I participate and contribute to my DHH/VI community</p>	<p>By describing how my character qualities, strengths and stretches make me unique (self-esteem)</p> <p>By describing some ways I contribute to my family and community</p> <p>By demonstrating confidence in a variety of areas and settings (self-confidence)</p> <p>By explaining and demonstrating how my values influence the choices I make</p> <p>By explaining the DHH/VI experience to my school community</p>

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	<p>By being aware of others around me</p> <p>By being aware of how other people are similar and different</p> <p>By helping and being kind to others (specify)</p> <p>By being aware of personal space</p>	<p>By using strategies to build relationships (e.g. greeting, encouraging)</p> <p>By working/playing cooperatively/turn taking/sharing (specify) during ____, with support</p> <p>By using strategies that help me participate in a group</p> <p>By using a strategy to help maintain personal space with support</p>	<p>By using respectful communication & actions towards others</p> <p>By identifying the perspectives/feelings of others</p> <p>By using strategies to sustain relationships</p> <p>By using strategies to help resolve conflicts</p> <p>By taking initiative to maintain personal space</p>	<p>By taking actions to support others</p> <p>By being a thoughtful and caring friend</p> <p>By identifying ways my actions or the actions of others impact those around me</p> <p>By monitoring and maintaining personal space</p>	<p>By advocating and taking action for my family/friends/community</p> <p>By being aware of how others may feel and take steps to help them feel included</p> <p>By advocating for personal space when needed</p>

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)	<p>By responding to communication from familiar peers and adults</p> <p>By participating in activities that develop</p> <ul style="list-style-type: none"> • speech articulation • voice volume • gestures (pointing, waving, thumbs up) • facial expression (smile, frown) • pace • tone • auditory processing • American Sign Language (ASL) • Tactile object cues (for deafblind) 	<p>By talking and listening to familiar people</p> <p>By sharing information on topics that are important to me</p> <p>By asking basic questions to find out information</p> <p>By answering simple questions about my activities & experiences</p> <p>By waiting my turn to speak</p> <p>By initiating appropriate use of</p> <ul style="list-style-type: none"> • speech articulation • voice volume • gestures (pointing, waving, thumbs up) • facial expression (smile, frown) • pace • tone • auditory processing • American Sign Language (ASL) • Tactile object cues (for deafblind) 	<p>By participating in conversations (staying on topic, using sentences/signs, etc.) to connect with others</p> <p>By listening and responding to questions from others</p> <p>By answering a range of questions about a familiar topic or experience</p> <p>By using strategies to help me communicate clearly about topics</p> <p>By taking some responsibility to use appropriate</p> <ul style="list-style-type: none"> • speech articulation • voice volume • gestures (pointing, waving, thumbs up) • facial expression (smile, frown) • pace • tone • auditory processing • American Sign Language (ASL) • Tactile object cues (for deafblind) 	<p>By sharing ideas that connect with the ideas of others</p> <p>By being an active listener and asking clarifying questions when appropriate</p> <p>By answering questions with relevance</p> <p>By using strategies to help me communicate in a way that is clear and engaging (specify)</p> <p>Making some choices/decisions about</p> <ul style="list-style-type: none"> • speech articulation • voice volume • gestures (pointing, waving, thumbs up) • facial expression (smile, frown) • pace • tone • auditory processing • American Sign Language (ASL) • Tactile object cues (for deafblind) 	<p>By communicating for an audience and purpose (specify)</p> <p>By adjusting verbal and nonverbal expression to convey meaning</p> <p>By advocating for my auditory processing needs</p>

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)	<p>By contributing to group activities (specify)</p> <p>By listening respectfully to the ideas and perspectives of others (specify)</p> <p>By working together to accomplish a task or activity (specify)</p> <p>By receiving constructive feedback in structured group activities</p>	<p>By taking a role in group activities (specify)</p> <p>By expressing my ideas</p> <p>By encouraging others to express their ideas</p> <p>By working with others on a task and evaluating group processes and products (specify)</p> <p>By giving and receiving constructive feedback in structured group activities</p>	<p>By participating in a variety of roles during group work</p> <p>By asking clarifying questions and checking for understanding</p> <p>By helping to resolve conflicts during group work</p> <p>By problem-solving to adjust a group plan</p> <p>By independently giving and receiving constructive feedback when working in a group</p>	<p>By monitoring and evaluating group progress</p> <p>By revising plans with group members</p> <p>By disagreeing respectfully</p> <p>By giving, receiving, and acting on constructive feedback</p> <p>By contributing to managing conflict in a group (specify)</p> <p>By initiating giving and receiving constructive feedback in a group</p>

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 materials and actions (and make judgments)	Cognitive Functioning Academics	By exploring cause and effect using objects By exploring materials and deciding if I like something	By noticing and responding to cause and effect using objects 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 judgments e.g., fact/opinion (specify) I can reflect to tell others something about what I learned (specify)	By describing a cause and effect of things I observe By asking questions and gathering information to draw conclusions (specify) By establishing personal and group goals (specify)	By explaining the reason for a cause and effect By using what I know to identify problems (specify) By considering alternatives and making choices based on my reasoning (specify)	By explaining cause and effects of abstract concepts (e.g., war) 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

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)