

WELCOME!

SSDAS and MYED CB IEPs in a Nutshell!

Hosted by:
Lindy Thompson
Kim Darbyshire



Inclusive Learning

SSDAS and MYED CB IEPs in a Nutshell!

Please join Lindy Thompson and Kim Darbyshire for a virtual session on SSDAS and MYED Competency Based IEPs

(Target Audience: new Case Managers)



SSDAS- Tuesday October 11th 3:30-4:30pm

MYED- Tuesday October 18th 3:30-4:30pm

Zoom link: <https://sd79.zoom.us/j/3479267828>

Meeting ID: 347 926 7828

Land Acknowledgement



“I acknowledge that for thousands of years the Quw'utsun, Malahat, Ts'uubaa-asatx, Halalt, Penelakut, Stz'uminus, & Lyackson Peoples have walked gently on the unceded territories where I now work and live.


I thank them for their hospitality. I am committed to caring for our xe'xe'smun'een, our sacred children, and ensuring they are in inclusive, equitable, and just learning communities.

SSDAS CB IEPs

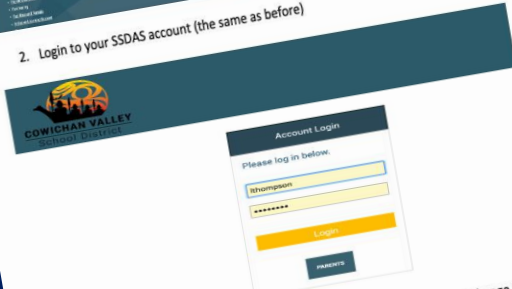
Where do I start?

SSDAS IEP Entry - New Changes/Quick Tips

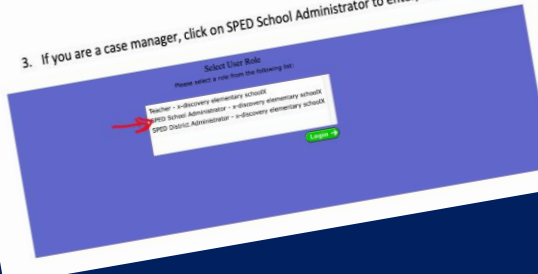
- Go to SD79 website → Staff RESOURCES → SSDAS OR go to your office 365 → Apps → Data Dashboard



- Login to your SSDAS account (the same as before)



- If you are a case manager, click on SPED School Administrator to enter/change IEP



- Click on the Blue Box/Grid on the top of the screen




- Click on Teacher Portal



- Click on IEP Entry in the left column (same process as before)



- You will see a list of Students with IEPs that have previously been assigned to you. Click on the student's IEP you'd like to open and work on/print (same process as before)



AppStu#	First Name	Last Name	Designation
AppStu1	Test	Test	MILD INTELLECTUAL DISABILITY
AppStu10	Test	Test	PHYSICALLY DEPENDENT
AppStu11	Test	Test	DEAF/BLIND
AppStu12	Test	Test	MODERATE TO PROFOUND INTELLECTUAL DISABILITY
AppStu13	Test	Test	CHRONIC DISABILITY OR UNSTABLE HEALTH
AppStu14	Test	Test	DEAF/HARD OF HEARING
AppStu15	Test	Test	DEAF/BLIND
AppStu16	Test	Test	DEAF/HARD OF HEARING
AppStu17	Test	Test	DEAF/BLIND
AppStu18	Test	Test	DEAF/HARD OF HEARING
AppStu19	Test	Test	DEAF/BLIND
AppStu20	Test	Test	DEAF/HARD OF HEARING
AppStu21	Test	Test	DEAF/BLIND
AppStu22	Test	Test	DEAF/HARD OF HEARING
AppStu23	Test	Test	DEAF/BLIND
AppStu24	Test	Test	DEAF/HARD OF HEARING



Competency Based IEPs...

provides the plan and steps to student success!

Why have we moved to Competency Based IEPs?



- ❖ **Aligns** with the **same competencies** as peers
- ❖ Utilizes new **transformed S.M.A.R.T** goals
- ❖ Allows students to focus on their own strengths, growth and stretches through **self-assessment**
- ❖ Is **specific** to the changing contexts of a student's day
- ❖ Shows **authentic** progress over time
- ❖ Shifts focus to **strength-based** thinking, rather than “should” or deficit thinking
- ❖ Includes student **voice** in the process, empowering the student and creating student investment

S.M.A.R.T GOALS.... Transformed!

Old Thinking vs New Thinking

Old Thinking:

- ~~S- Specific~~
- ~~M- Measurable~~
- ~~A- Attainable~~
- ~~R- Relevant~~
- ~~T- Time-based~~



New Thinking:

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

What are the Key Components?




- ❖ Student Voice
- ❖ Personal Profile
- ❖ Learner Profile
- ❖ Aligned with BC Curriculum
- ❖ Core Competency Goals
- ❖ Curricular Competency Goals
- ❖ Universal and Essential Supports
- ❖ Supplementary Plans

SSDAS CB IEPs

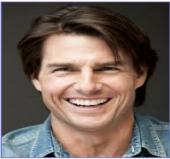
Demographics

Personal Profile

 **COWICHAN VALLEY**
School District

Individual Education Plan

Student Details

	Student Name: Test AppStu34	Primary Ministry Designation: C
	Grade:	Additional Designation(s):
	PEN:	IEP Date: December 14, 2020
	Date of Birth:	Case Manager: Glen Posey

Student Support Team	Role
Glen Posey	Case Manager/Resource Teacher
Lisa Read	Inclusion Support Teacher
Grant Mellemstrand	Classroom Teacher
Rich Ready	LA Teacher
Karen Petersen	Principal
Don and Janet Cruise	Parents
Fiona Young	District Itinerant Resource Teacher for Deaf/Hard of Hearing
Kellie Mitchell	Speech and Language Pathologist
Parent/Guardian consulted on:	October 4, 2020

My Personal Profile

My Interests:	Mine craft video games Loves playing grounders and man tracker games with peers during outside time (recess) Loves being outdoors likes everything about school- art, music, PE, math games on the ipad and free time He loves DQ and take out food
My Learning Preferences:	working with friends watching others do it first watching a video about it Learns by doing, hands on tasks He likes to show what he knows by drawing or using technology (ipad) He likes to work as his desk, by himself in a quiet environment He likes having adult help for scribing his ideas and then he copies them (he's very proud of his printing) I like being read to and reading with an adult
What you need to know about me:	I'm shy and quiet I can tie my own shoes I can print my first and last name I have a baby brother who is in Kindergarten I don't like sandwiches His favourite food is take out from Dairy Queen I want to get better at basketball and reading I don't like when adults ask me if I need help all the time

How do we
collect
student
voice?

Strength Based Student Profile

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

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

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)		

Student Voice

Getting to Know Our Learners-Templates Shelley Moore

Name: Susan
Grade: 12

1	class	Teacher/ EA
A	Cafeteria	Ms. Ho
B	P.E.	Mr. Tuerlings
C	Planning	Ms. Zanikos
D	Resource	Ms. Moore

Some things that I am good at:
Taking photos, dancing, computers, cooking, swimming, video games, with animals, Math, art, reading, science.

Things I really like:
Sleeping, school, swimming, the beach, my family, traveling, playground, movies, ride bike.

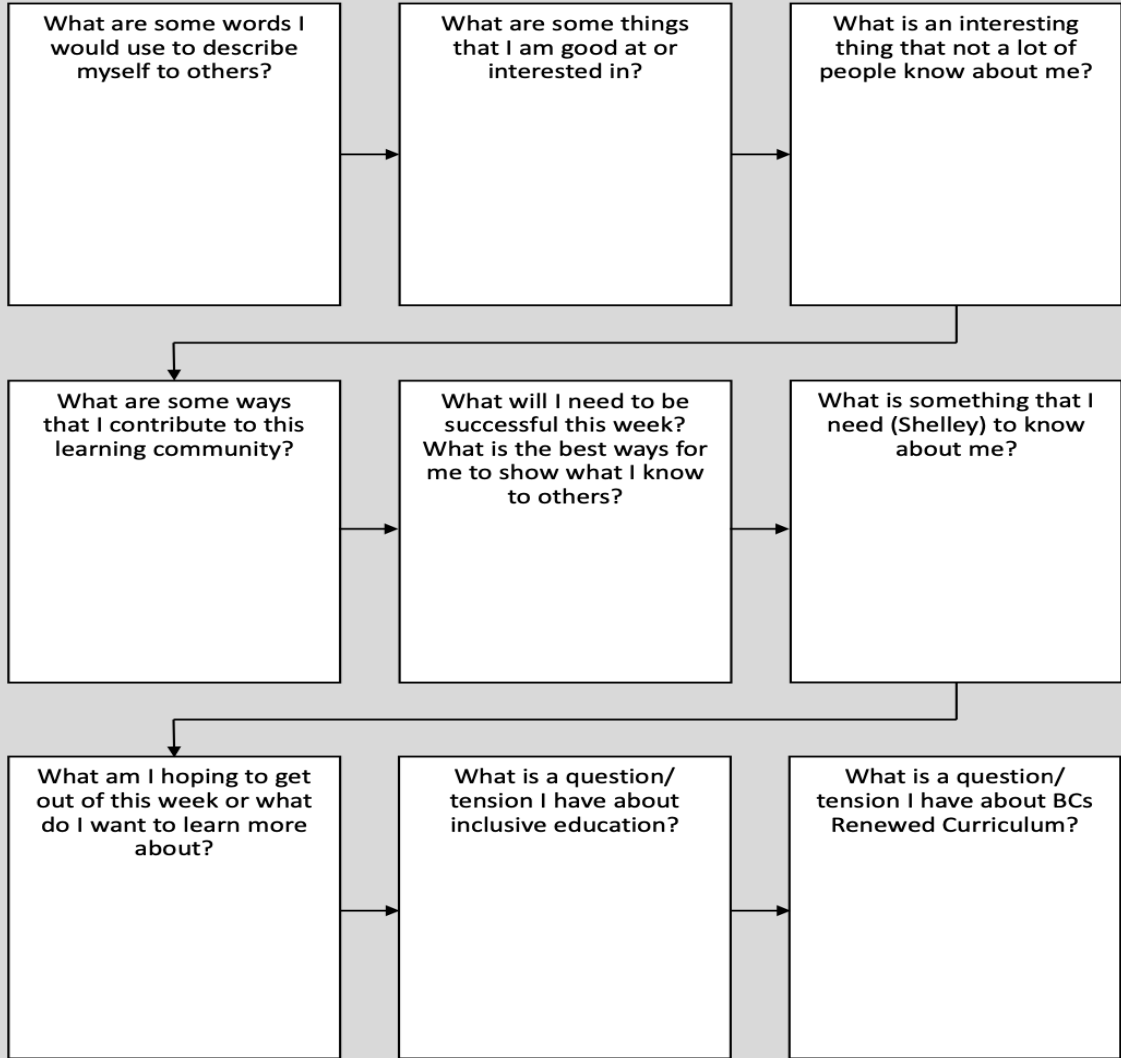
Some things you need to know about me: I wear glasses. I am good at the computer. Sometimes I take the bus to school. I can do my own locker. I can go to class by my self.

Some things I want to get better at this year:
-to ask for help more often
-change for P.E.
-to get to class on time

The easiest way to show what I know is: -writing, drawing, Talking, doing it, showing




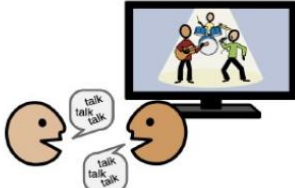


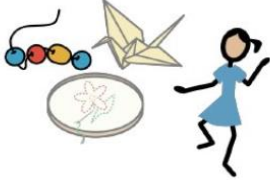




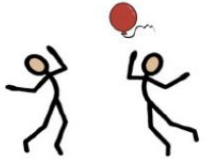



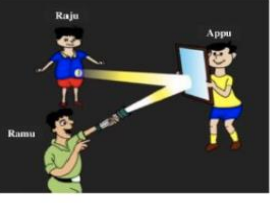





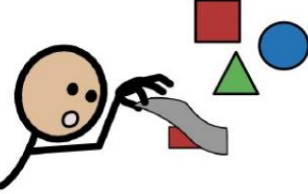

Icons include: dancing, Sleeping, video game, movies, playground, glasses, bus, locker, drawing, help, on time, P.E., write, talking.

Who am I? _____









THIS IS ME!



	My Goals	Home Based Activity	Literacy Activity	Numeracy Activity	Movement/Outdoor Activity	Arts Based Activity
Communicating	I can have conversations with people I care about					
Critical Thinking & Reflective Thinking	I can explore with my hands					
Social Awareness & Responsibility	I can work together					
SCIENCE	I can find and play with light					
NUMERACY	I can show number in many ways					

SSDAS CB IEPs

Learning Profile

My Learning Profile			
Thoughts from my team.	Personal <i>What I am able to do on my own.</i>	Social <i>What I am able to do with others.</i>	Intellectual <i>How I think.</i>
My Strengths	<ul style="list-style-type: none"> -ride my bike -hardworking -I try my best -kind/friendly/happy -eager to learn -loves swimming, art, music -likes adult one-to-one attention -math is a personal strength -shares ideas well orally -likes being read to -takes care of little brother at school and taking the bus 	<ul style="list-style-type: none"> -play with lego -bike ride -hang out in the forest -play Minecraft with friends -play with friends during games -take part in whole class discussions -work in small groups with adult support -engages with peers during games -wants to be with and a part of the group/class -participates well in whole class lessons 	<ul style="list-style-type: none"> -I like it when my teacher helps me one on one -I like to use a number line to help me count, add and subtract in math -I like to talk before I write about things -I like to draw my ideas first -I like using manipulative and doing hands on projects to show my learning -I like a quiet environment to work and think -school is important for reading and connecting ideas -I like counting and can add numbers using visuals and manipulatives -spelling helps me learn my letters (sounds) and words
My Stretches	<ul style="list-style-type: none"> -organizing my desk -difficulty concentrating when it is something he is not interested in -planning, organizing and solving problems -self-direction skills; independence and self-control -following what is going on in class; instructions/tasks -requires regular adult check-ins 	<ul style="list-style-type: none"> -show and tell -talking to people I don't know -talking with adults -talking about my feelings -peer relationships -misunderstanding social cues and communicating in a way that others can understand -articulation -working with others; accomplishing goals -social awareness- following what is going on in class around him 	<ul style="list-style-type: none"> -I need help writing my ideas down (scribe) -I like it when instructions, books and writing on the board is read to me (reader) -I like things given one step at a time -I need help with my reading What my team has to say: Current reading level: PM Level 6 -expressive and receptive language -has difficulty following steps/plan -vocabulary development -written output support -math -reading -vocabulary -difficulty following more than one instructions/step at a time
My Focus Area This Year	☑	☑	☐
<i>These learning domains can inform the IEP development in these core competency areas.</i>	Core Competency connections  Positive Personal +  Personal Awareness +	Core Competency connections  Communication  Social responsibility	Core Competency connections  Creative thinking  Critical thinking

How do we connect goals to student stretches?

How do we connect goals to stretches?



- ❖ PERSONAL PROFILE “Who Am I?”
- ❖ Use (ISPT) as an optional planning tool: What are the most impacted domains?
- ❖ Input from family, student, classroom teacher and team
- ❖ Align goals to the BC common curricula of peers
- ❖ Use “I Can” Big Sheet of Core Competencies
- ❖ As a team, decide on the 3 top priority goals to work on, other goals can be “parked”
- ❖ Core Competencies BC curriculum

Core Competencies "I Can" Big Sheet



COMMUNICATION	THINKING		PERSONAL AND SOCIAL		
	CREATIVE THINKING	CRITICAL THINKING	PERSONAL & CULTURAL IDENTITY	PERSONAL AWARENESS & RESPONSIBILITY	SOCIAL RESPONSIBILITY
<p>The set of skills that students use to create and exchange information, experiences, and ideas. It includes 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.</p> <p>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 other group discussions & decision-making/information debate</p> <ul style="list-style-type: none"> 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 	<p>Involve the generation of new ideas or concepts that have value to the individual or others, and the development of these ideas and concepts from thought to reality. Creative thinking is deeply collaborative. New thoughts and concepts are built on combinations of existing thoughts and concepts. The ideas originate as raw material for creative thinking, depend on previous experiences and learning, as well as one's cultural legacy.</p> <p>1. Novelty and Value Students get creative ideas that are both original and have value. Ideas may be seen to be student or their peers; may be viewed by their age group or larger community, may be seen in a particular context or absolutely new. The idea/concept may also have value in a variety of ways and contexts (may be fun; provide a sense of accomplishment; solve a mutually recurring problem; as a form of self-expression; provide a new perspective; for situations how people think about something or the actions people take. An idea can have an impact on the individual student, classroom, larger group of peers, one's community, or on a global level.</p> <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, to create new things or the combination of a few, a problem, or materials I generate new ideas as I pursue my interests I get ideas that are new to my class I can develop a body of creative work over time in an area I'm interested in or passionate about 	<p>Involves making judgments based on reasoning, students consider various options that are using specific criteria, and draw conclusions and make judgments. It encompasses a set of abilities that students use to examine their own thinking, and that of others, about information that they receive through observation, experience, and various forms of communication.</p> <p>1. Analyze and Critique Students learn to analyze and make judgments about a work, a position, a process, a performance, or another product or act. They consider purpose, focus or audience, who was either inspired or inspired to take action and make decisions, judgments or assessments. They consider a variety of perspectives. Some opportunities for analysis and critique are formal tasks others are informal, ongoing activities (e.g. assessing a plan they are developing to solve a problem). Students often analyze and critique their own work as a key part of their learning.</p> <ul style="list-style-type: none"> I can analyze if I like something or not I can identify criteria that I can use to analyze evidence I can analyze evidence from different perspectives I can reflect on and evaluate my thinking, products, and actions I can analyze my own assumptions and beliefs and consider views that do not fit with them 	<p>Involves the awareness, understanding, and appreciation of all the facets that contribute to identity issues of oneself. It includes awareness and understanding of one's family background, heritage(s), language(s), beliefs, and perspectives in a pluralistic society. Students who have a positive personal and cultural identity value their personal and cultural narratives, are understood how these shape their identity. Supported by a sense of self-worth, self-awareness, and positive identity, students become confident individuals who take satisfaction in who they are, and what they can do to contribute to their own well-being and to the well-being of their family, community, & society.</p> <p>1. Relationships & Cultural Contexts Students understand that their relationships and cultural contexts help to shape who they are ("Culture" means to be related to someone, including ourselves, such as ethnicity, nationality, language, ability, socioeconomic, age, geographic region, sexuality and religion). Students define themselves in terms of their relationship to others and their relationship to the world (people and places) around them.</p> <ul style="list-style-type: none"> I can describe my family and community I am able to identify the different groups that I belong to I understand that my identity is made up of many interconnected aspects (such as my experience, family history, heritage, year group) I understand that learning is continuous and my concept of self-identity will continue to evolve 	<p>Involves the skills, strategies, and disposition that help students to stay healthy and active, set goals, monitor progress, regulate emotions, protect 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 exercise a sense of personal well-being.</p> <p>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 access their needs and seek help when they need it, to find purpose and motivation and act on it, and to advocate for themselves.</p> <ul style="list-style-type: none"> I can show a sense of accomplishment & joy I can describe my efforts & accomplishments I can advocate for myself and my ideas I can imagine and work toward change in myself and the world I use the relative to inform myself about controversial issues 	<p>Involves the skills and disposition to cooperate, the interdependence of people with each other and the natural environment, to contribute positively to one's family, community, and the environment, to resolve problems peacefully, to anticipate with others and appreciate their perspectives, and to create and maintain healthy relationships.</p> <p>1. Contributing to Community & Caring for the Environment Students become aware and take responsibility for their social, physical, and natural surroundings by working independently and collaboratively for the benefit of others, communities, and the environment.</p> <ul style="list-style-type: none"> I set some goals, I am the part of a group I set priorities in decisions and group activities to respect the creation, culture, community or natural world I contribute to activities that make my classroom, school, community, outdoor and a better place I can identify how my actions & the actions of others affect my community and the wider environment & can work to make positive change I can analyze social or environmental issues from multiple perspectives; I can take thoughtful action to influence positive, sustainable change
<p>2. Acquire, Interpret, and Present Information (include inquiries) Students inquire into topics that interest them, and source relevant to their school studies. They present to many purposes and audiences, their work often features media and technology. Contexts: "show & tell" explaining a concept; sharing a PowerPoint presentation about a research or inquiry topic; creating a video proposal</p> <ul style="list-style-type: none"> I can understand and share information about a topic that is important to me I present information clearly & in an organized way I can present information & ideas to an audience I may not know 	<p>2. Generating Ideas Students may generate creative ideas as a result of the play, engagement with someone else's ideas, a mutually recurring problem or concern, or interest or passion. New ideas and solutions can spontaneously arise from the unconscious mind, which is why student often report that their ideas just "pop" into their heads. However, students can also become aware of any one, ways to help their unconscious mind generate ideas, giving their unconscious minds lots of ideas and information to combine and recombine at random (e.g. by learning about something of interest, providing the incubator time for the unconscious to work, and pursuing the ideas and dreams in the conscious or subconscious mind that tend to present novel ideas and inspirations from being to the conscious mind (e.g. by doing relaxing or automatic activities).</p> <ul style="list-style-type: none"> I get ideas when I take my senses to explore I build on others' ideas and add new ideas of my own, or combine other people's ideas in new ways to create new things or solve challenging problems I deliberately learn or do about something (e.g. by doing research, talking to others or observing) so that I am able to generate new ideas or ideas that go beyond my "feel" I have deliberate strategies for getting my conscious mind (e.g. waking away for a while doing something relaxing being deliberately joyful or that can be more creative) I have interests and passions that I pursue over time 	<p>2. Question and Investigate Students learn to engage in an inquiry investigation where they define and explore questions or create topics related to key issues or problematic situations in their studies, their lives, their communities, and the world. They develop and refine questions, break into steps and gather, interpret, and organize information and evidence, and draw researched conclusions. Some critical thinking activities focus on just of the process, such as questioning, while others may involve a complex inquiry into a local or global issue.</p> <ul style="list-style-type: none"> I can explore materials and address I can pose more than one way to present an investigation I can evaluate the credibility of source of information I can tell the difference between facts and interpretations, opinions, or judgments 	<p>2. Personal Values & Choices Students define what they value. They understand how that value has been influenced by their life experiences. They identify ways in which that value helps to shape their choices in all contexts of their lives.</p> <ul style="list-style-type: none"> I can tell what is important to me I can explain what my values are and how they affect my choices I make I can tell how some important aspect of my life have influenced my values I understand how my values shape my choices 	<p>2. Self-Regulation Students who are personally aware and responsible 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 persevere in difficult situations, and to advocate to have their beliefs affect themselves and others.</p> <ul style="list-style-type: none"> I can recognize negative 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 result I can be celebrated of my goals, learning, & behavior 	<p>2. Solving Problems in Peaceful Ways Students identify and develop an appreciation of different perspectives on issues they generate, use, and evaluate strategies to resolve problems.</p> <ul style="list-style-type: none"> I can solve problems myself and can identify when to ask for help I can identify problems and compare potential problem-solving strategies I can clarify problems, consider alternatives, and evaluate strategies I can clarify problems or issues, generate multiple strategies, weigh consequences, compare to other methods of actions, and evaluate actions
<p>3. Collaborate to Plan, Carry Out, and Review Constructions & Activities Students work together to accomplish goals either face to face, or through media. Contexts: planning a construction, inquiry, performance, solving a problem, conducting an inquiry, writing together on a community project</p> <ul style="list-style-type: none"> I can work with others to achieve a common goal I am share I can take on roles and responsibilities in a group I can summarize key ideas & clarify the ways we agree (commitments) 	<p>3. Developing Ideas After students get creative ideas, they evaluate them, decide which ones to develop, refine them, work to realize them in some way. The process of developing ideas may require following the necessary skills, supporting persistence, and using talents productively over time. It may require generating additional creative ideas to get solutions to problems along the way.</p> <ul style="list-style-type: none"> I make my ideas work or change what I am doing I can actually make my ideas work with the comments of a given form, problem, and materials I'm working with them I build on skills I need to make my ideas work, and usually succeed, even if I take a few tries I use my experiences with various steps and attempts to direct my future work I can create an over plan if necessary to develop my ideas, I expect ambiguity, failure, and setbacks and use that to advance my thinking 	<p>3. Develop and Create Students apply critical thinking to design or transform products, methods, performances, and representations in response to problems, events, needs, and needs. They work with clear purpose and consider the potential uses or audience of their work. They explore possibilities, develop and refine plans, monitor their progress, and adjust their approaches in the light of others' and feedback. They can determine the extent to which they have met their goals.</p> <ul style="list-style-type: none"> I can experiment with different ways of doing things I can develop plans for evaluating design options I can monitor my progress and adjust my plan to make sure I achieve what I want I can make choices that will help me realize my creative/inspiration or aesthetic aspirations 	<p>3. Personal Strengths & Abilities Students acknowledge their strengths and abilities, and explicitly consider these as assets that can help them in all aspects of their lives. Students understand that they are unique and are a part of larger communities. They explain how they are using their strengths and abilities in their families, their communities, and their communities.</p> <ul style="list-style-type: none"> I can identify my individual characteristics and skills I can reflect on my strengths and identify my potential as a member in my community I understand I will continue to develop new abilities and strengths to help me meet new challenges 	<p>3. Well-Being Students who are personally aware and responsible recognize how their actions and actions affect their mental, physical, emotional, social, cognitive, and spiritual wellness, and take increasing responsibility for caring for themselves. They also recognize healthy and ethically active, manage stress, and express a sense of personal well-being. They make choices that contribute to their safety in their communities, including intergenerations. They recognize the importance of happiness, and having strategies that help them find peace in challenging situations.</p> <ul style="list-style-type: none"> I can participate in activities that support my well-being and believe how they help me I can take some responsibility for my physical and emotional well-being I can make choices that benefit my well-being and keep me safe in my community, including my online interactions I can use strategies to find peace in stressful times I can assist a healthy and balanced lifestyle 	<p>3. Valuing Diversity Students value diversity related to human rights, advocate for others, and act with a sense of trust in interactions, including online.</p> <ul style="list-style-type: none"> I set some priorities, I can demonstrate respect and include everyone I can explain when something is unfair I can advocate for others I take action to support diversity and defend human rights, and can identify how diversity is beneficial to my community, including online
<p>4. Explain/Reflect and Reflect on Experiences & Accomplishments Students talk about their experiences – especially their learning experiences – and reflect and state what they learned. Contexts: presentations of learning, self-assessment, and recognizing/celebrating feedback</p> <ul style="list-style-type: none"> I give, receive, and act on feedback I can recount simple experiences and activities and say something I learned I can represent my learning and tell how it connects to my experiences and efforts 				<p>3. Well-Being Students who are personally aware and responsible recognize how their actions and actions affect their mental, physical, emotional, social, cognitive, and spiritual wellness, and take increasing responsibility for caring for themselves. They also recognize healthy and ethically active, manage stress, and express a sense of personal well-being. They make choices that contribute to their safety in their communities, including intergenerations. They recognize the importance of happiness, and having strategies that help them find peace in challenging situations.</p> <ul style="list-style-type: none"> I can participate in activities that support my well-being and believe how they help me I can take some responsibility for my physical and emotional well-being I can make choices that benefit my well-being and keep me safe in my community, including my online interactions I can use strategies to find peace in stressful times I can assist a healthy and balanced lifestyle 	<p>4. Building Relationships Students develop and maintain diverse, and positive peer and intergenerational relationships in a variety of contexts.</p> <ul style="list-style-type: none"> I set some priorities, I can be part of a group I can work to attract, can work or play cooperatively, and can build relationships with people of my choosing I can identify when others need support/assistance I set means of how others may feel and set steps to help them feel included I build and sustain positive relationships with diverse people, including people from different generations

How do we write goals?



- ❖ Core and Curricular competency goals are written as:

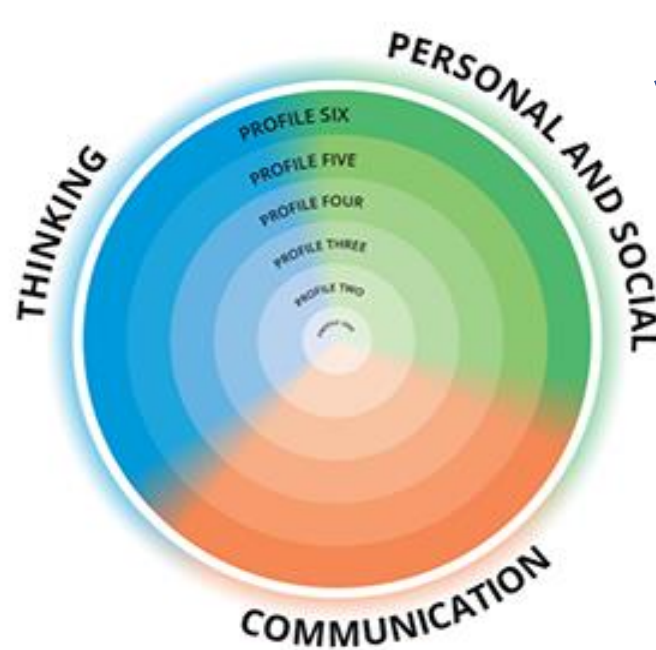
I can...(goal) by doing...(objective) by using... (strategy)

- ❖ Use “I Can” Big Sheet to identify goal alignment
- ❖ Use BC curriculum outcomes

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	Essential and Universal Strategies/Supports
by:	using:
taking turns in partner or group discussions	Visual reminder, structured A/B partners or groups, Frontload group expectations
asking for help (a break etc)	Visual Help cards, Use of calm spot in room, sensory tools
Access technology supports	Ipad, (for written output)/speech to text), audiobooks

[Tips for Writing Competency Based](#)

[IEPs](#)

Shelley Moore

SSDAS CB IEPs

Core Competency
Goals
Objectives
Instructional Strategies

Core Competency-Based Goals	
Communication	Goal/ Facet: I can ask and respond to simple, direct questions
Objective: while using the Pocket Talker.	Instructional Strategies: -use of Pocket Talker in small group setting -quiet environment -1:1 adult support
Objective: Current level of performance (Oct. 2020) -has never used Pocket Talker before, just being introduced in small group quiet setting during LA and time with District Hearing Teacher	Instructional Strategies: Evidence: Student demonstration, LA/Resource teacher observation, District Hearing Teacher observation, Tracking book, Student assessment and input
Objective: test	Instructional Strategies: test
Objective: test	Instructional Strategies: test

Writing Curricular and Content Based Goals & Objectives

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

I **can** use foundational concepts or print, oral and visual texts **by** improving my phonological/phonemic awareness **using** a multi-sensory approach.

Language Arts 4

Background Information [Download](#) ▼

[Change Grade](#) ▼

Core Competencies

- Communication ▼
- Thinking ▼
- Personal and Social ▼

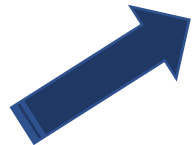
Big Ideas

Language and [text](#) can be a source of creativity and joy.

Exploring [stories](#) and other [texts](#) helps us understand ourselves and make connections to others and to the world.

[Texts](#) can be understood from different perspectives.

Using language in creative and playful ways helps us understand how language works.



Curricular Competency-Based Goals

Area of Learning:	English Language Arts	Teacher/Support Staff:	Classroom Teacher, EA, LA, District Hearing Teacher
Big Idea:	Playing with language helps us discover how language works.		
Learning Standard:	I will use foundational concepts of print, oral and visual texts by		
Objective:	improving my phonological/phonemic awareness.	Instructional Strategies:	<ul style="list-style-type: none"> -multi-sensory approach -1:1 adult support -daily word works (spelling program, games, literacy bucket) -phonological awareness/phonemic awareness games (Florida centre for reading research)
Objective:	Current Level: (Oct. 2020) -he continues to work on developing all phonemic and phonological awareness skills ie. word segmentation, syllable segmentation, syllable blending, rhyme detection and production, initial/final sound detection, phonemic segmentation, phoneme blending and phoneme syllable detection.	Instructional Strategies:	Evidence: -Phonological/Phonemice Awareness scope and sequence -student demonstration -EA/Teacher observation/notes -Tracking book/sheets

English Language Arts 7

Background Information ▾ Change Grade ▾

Core Competencies

Communication ▾

Thinking ▾

Big Ideas

Language and **text** can be a source of creativity and joy.

Exploring **stories** and other **texts** helps us understand ourselves and make connections to others and to the world.

Exploring and sharing multiple perspectives extends our thinking.

Developing understanding of language works us to understand purpose

Curricular Competency

Elaborations +

Content

Using oral, written, visual, and digital texts, students are expected individually and

- ◆ Apply appropriate strategies to comprehend written, oral, and visual texts, guide inquiry, and extend thinking
- ◆ Synthesize ideas from a variety of sources to build understanding
- ◆ Recognize and appreciate how different features, forms, and genres of texts reflect different purposes, audiences, and messages
- ◆ Think critically, creatively, and reflectively to explore ideas within, between, and beyond texts
- ◆ Recognize and identify the role of personal, social, and cultural contexts, values, and perspectives in texts
- ◆ Recognize how language constructs personal, social, and cultural identity
- ◆ Construct meaningful personal connections between self, text, and world
- ◆ Respond to text in personal, creative, and critical ways
- ◆ Understand how literary elements, techniques, and devices enhance and shape meaning
- ◆ Recognize an increasing range of text structures and how they contribute to meaning
- ◆ Recognize and appreciate the role of story, narrative, and oral tradition in expressing First Peoples perspectives, values, beliefs, and points of view
- ◆ Recognize the validity of First Peoples oral tradition for a range of purposes

Strategies and processes

- reading strategies
- oral language strategies
- metacognitive strategies
- writing processes

Language features, structures, and conventions

- features of oral language
- paragraphing
- language varieties
- syntax and sentence fluency
- conventions
- presentation techniques

Create and communicate (writing, speaking, representing)

- ◆ Exchange ideas and viewpoints to build shared understanding and extend thinking

Area of Learning

English Language Arts /Literacy (cross-curricular)

Big Idea:

Language and text(s) can be a source of creativity and joy

Goal (Learning Standard= Curricular + Content)

I can create and communicate my ideas through writing, speaking and representing by...

Objective:

Creating complete sentences using Canadian spelling, grammar and punctuation..

Instructional Approach:

Using...
Explicit instruction of sentence writing ie. four corner writing
Acronymn COPS (capitals, organization, punctuation and spelling)
Pre-writing strategies: brainstorming, graphic organizer, paired discussion, sentence starters
Use of an ipad
Explicit instruction of new vocabulary
Use of exemplars/modeling
Paired work with peer
Allow for oral answers, drawing ideas, creating models to represent a story
Small group instruction (LA intervention)

SSDAS CB IEPs

Curricular Competency
Goals
Objectives
Instructional Strategies

Curricular Competency-Based Goals	
Area of Learning: English Language Arts	Teacher/Support Staff: Classroom Teacher, EA, LA, District Hearing Teacher
Big Idea:	Playing with language helps us discover how language works.
Learning Standard:	I will use foundational concepts of print, oral and visual texts by
Objective: improving my phonological/phonemic awareness.	Instructional Strategies: -multi-sensory approach -1:1 adult support -daily word works (spelling program, games, literacy bucket) -phonological awareness/phonemic awareness games (Florida centre for reading research)
Objective: Current Level: (Oct. 2020) -he continues to work on developing all phonemic and phonological awareness skills ie. word segmentation, syllable segmentation, syllable blending, rhyme detection and production, initial/final sound detection, phonemic segmentation, phoneme blending and phoneme syllable detection.	Instructional Strategies: Evidence: -Phonological/Phonemice Awareness scope and sequence -student demonstration -EA/Teacher observation/notes -Tracking book/sheets
Objective: learning new sound/symbol relationships.	Instructional Strategies: -multi-sensory approach -1:1 adult support -"Printing like a pro" practice (Sunny Hill) -daily spelling program (Evan Moore)
Objective: Current Level: Oct. 2020 -is able to recognize (visual and auditory) some sounds of alphabet -continues to work on sound symbol relationship when reading (visual) letters v,qu,z,w,x,and y -when writing (auditory) sounds for m,f,d,g,i,e,j,v,qu,z,and w	Instructional Strategies: Evidence: -Phonics scope and sequence progress monitoring (LA) -student demonstration; self-assessment -EA/Teacher observations/notes -tracking book
Additional Comments: -Dr. Adnams (ENT)- Sept. 2020 (awaiting updated hearing report) -updated audiology report (Oct. 2020) indicates mild to moderate hearing loss in right ear -uses FM sound system as universal/whole class strategy -uses pocket talker in small group or 1:1 quiet settings (started in Oct. 2020) -vision to be checked (Oct. 2020) -SLP identified him as having Developmental Language Disorder and Childhood Apraxia of Speech -In consultation with SLP (Oct. 2020): -expressive language- sentence structure that focuses on present progressive forms using is and are, pronouns him/her/they, they/them and their -receptive language vocabulary to build upon before/after, prepositions before, between, in front of	

SSDAS CB IEPs

Universal Supports

Essential Supports

Support and Plans

Universal Classroom Supports i

Support/Plan: preferential seating (close to teacher with peers on his left)	Date: 2020-10-04
Support/Plan: manipulatives and hands on activities	Date: 2020-10-01
Support/Plan: visuals-picture prompts, cues, diagrams, charts, rule on desk	Date: 2020-10-01
Support/Plan: extra time to complete work	Date: 2020-10-20
Support/Plan: reduced quantity of work	Date: 2020-10-21
Support/Plan: Alternatives to print (audiobooks, videos, picture activities)	Date: 2020-10-22
Support/Plan: use of ipad (epic, IXL math, cool mathgames)	Date: 1900-01-01
Support/Plan: Scribed notes using whiteboard/sticky notes	Date: 1900-01-01
Support/Plan: Verbal instructions given one step at a time and visual reminders for multi-step activities	Date: 1900-01-01
Support/Plan: Use of document camera (enlarge stories being read, model tracking, highlighting text, etc)	Date: 1900-01-01
Support/Plan: Opportunities for modeled, guided and independent practice	Date: 1900-01-01
Support/Plan: Digital clock- easily read to increase independence	Date: 1900-01-01
Support/Plan: Visual schedule in pics for shape of the day	Date: 1900-01-01
Support/Plan: Games to reinforce learning and increase motivation	Date: 1900-01-01
Support/Plan: buddy work/group work with supportive peers	Date: 1900-01-01

Essential Supports i

Support/Plan: FM (Free Field) Sound system	Date: 2020-10-04
Support/Plan: pocket talker in small groups (LA)	Date: 2020-10-15
Support/Plan: SLP Consult	Date: 1900-01-01
Support/Plan: 1:1 support from District Itinerant Hearing teacher	Date: 1900-01-01

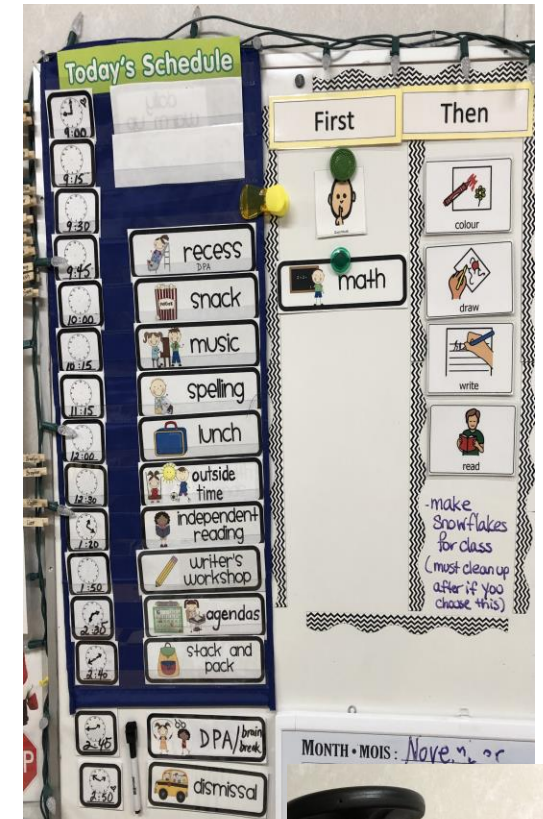
Supplementary Plans i

Support/Plan: Absence allowed for one week each month	Date: 2020-09-30
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What are Inclusive Strategies/Supports?

Universal or Whole Class strategies/supports that ALL students can access...

- ❖ Technology/ipad
- ❖ Oral instructions/reader
- ❖ Written supports/scribe/audiobooks
- ❖ FM sound system
- ❖ Visuals/Visual schedule
- ❖ Planner/work organization system
- ❖ Differentiated levels /flexible/self-paced/additional time
- ❖ Choice/self-selected
- ❖ Frontloading
- ❖ Alternate way of demonstrating learning
- ❖ Preferential seating
- ❖ Movement breaks
- ❖ Calm space in classroom
- ❖ Sensory tools
- ❖ Social stories
- ❖ Timed Timer



Supporting Documents

Individual Education Plan Record of Consultation for Cowichan Valley School District

RECORD OF CONSULTATION

Name: _____ School: _____

In the Cowichan Valley District, we are proud that parents/guardians work with staff and take part in IEP & SBT meetings to consult in meaningful ways. From time to time, this may prove difficult for the family. If this is the case, proceed to Part B. If that is not possible, in those rare circumstances, proceed to Part C.

A. RECORD OF CONSULTATION Date: _____ Time: _____

IEP/SBT Team Member:	
Program Manager:	
Parent/Guardian(s):	
Principal:	
Teacher(s):	
Others:	

OR

B. RECORD OF CONSULTATION (When attendance at a regular IEP/SBT Meeting is not possible)

Date	Time	Contact with Whom	Method: Phone, Email, IEP Sent Home, Other
1.			
2.			
3.			

OR

C. RECORD OF ATTEMPTS TO CONSULT (A minimum of three attempts to consult need to be documented.)

Date	Time	Attempted Contact with Whom	Method: Phone, Email, IEP Sent Home, Other
1.			
2.			
3.			
4.			
5.			

Inclusive Education Support 2557 Beverly St, Duncan, BC, V9L 2X3
Tel: (250) 748-0321 Ext 286 Fax: (250) 748-4617

Record of Consult

RECORD OF CONSULTATION

INCLUSIVE EDUCATION SUPPORT
Additional Services & Support Checklist

Date: _____

Student Name: _____ DOB: _____

School: _____ Grade: _____

School/District Services and Supports: Please check all services provided to support the student identified above.

SCHOOL SITE BASED SERVICES

- Learning Assistance
- Counselling
- Speech Language Pathologist (SLP)
- Resource Teacher
- Educational Assistant
- Student Support Worker (SSW)/Child Support Worker (CSW)
- Educational Interpreter/Bulletin
- Pre-Employment Teacher
- Adjudication:
 - Extra Time
 - Different Setting
 - E-Exam
 - Reader
 - Scribe
 - Itinerant Complex Needs

District Services

- English Language Learner Teacher (ELL)
- School Psychologist
- Occupational Therapist
- Physiotherapist
- District Teacher of the Deaf and Hard of Hearing
- District Teacher of Students with a Visual Impairment/ Orientation & Mobility Specialist
- Hospital Homebound Services
- District Inclusion Coordinator Support
- District Compassionate Learning Team (CLT) Support
- Other:
 - POPARD
 - SET-BC
 - POPFASD
 - ARC-BC
 - PIOP
 - POPEY
 - PRCVI

CONSULTATION WITH COMMUNITY AGENCIES

- Behavioural Consultant/ Interventionist (Private)
- SLP (Private)
- Counselling (Private)
- OT/PT (Private)
- MCFD
- Mental Health Clinician
- Other

MAIN CONCERNS ON EDUCATIONAL IMPACT

MAIN HIGHLIGHTS: _____

This summary page is provided to assist school teams with their planning. It does not need to be submitted to support services

Inclusive Education Support - 2557 Beverly St, Duncan, BC V9L 2X3 Phone: 250-748-0321 Fax: 250-748-4617
Updated June 23, 2021

Additional Service & Supports Checklist

AUTISTIC SPECTRUM DISORDER INSTRUCTIONAL SUPPORT PLANNING PROCESS

Student's Name _____ Grade _____

School _____ DOB _____

Date _____

DOMAIN	STRENGTHS	NEEDS	A	B	C
SOCIAL INTERACTION					
COMMUNICATION					
BEHAVIOUR/EMOTIONAL FUNCTIONING					
SELF DETERMINATION & INDEPENDENT LIVING					
COGNITION					
OTHER HEALTH FACTORS					
ACADEMICS & FUNCTIONAL ACADEMICS					

*Team Decision: A = Mild impairment of functionality; B = Moderate impairment of functionality; C = Complex and/or intense impairment of functionality

Goals Developed to Address Needs Identified Above:


Objectives and Strategies to Address Goals Developed:

Data Sources to Monitor Outcome's and Goal Achievement:

ISPT Tool

Fall IEP Checklist

- Student History/Observe/get to know students
- School secretary assigns SSDAS caseload
- Schedule/Set up IEP meetings
- Use TOC release form (see school allocation and TOC code)
- Update IEP as a team at meeting
- Complete Supporting IEP forms:
 - Record of Consultation
 - Additional Supports & Services
 - ISPT tool
 - Other?
- Finalize IEP, principal and parent's/guardian's sign
- Copy IEP for RED file & send a copy to parents/guardians



Individualized
Education
Program

Where can I find
the forms?

LART website:

<http://lartt.sd79.bc.ca>





Questions?