

## Core Competency IEP Goals: Roles & Responsibilities

Process	Who	What	When	How
<b>Step 1: Choose goal area(s) on the Student Profile</b>	Student and/or family/ caregivers	<ul style="list-style-type: none"> <li>Chooses goal areas (personal/ social and/or intellectual) on the Student Profile</li> </ul>	<ul style="list-style-type: none"> <li>Student Profile occurs before an IEP meeting</li> <li>Student Profile is brought to the IEP meeting</li> </ul>	<ul style="list-style-type: none"> <li>Student Profile can be done as a student or family conference, or a class wide activity</li> <li>Strategies such as the “Who am I?” Profile and the Student Dimension Inventory</li> </ul>
	Case Manager/ Learning Resource Teacher (LST)	<ul style="list-style-type: none"> <li>Guide student/family through student profile process</li> <li>Collaborate with classroom teacher(s) to guide class through process</li> </ul>		
<b>Step 2: Decide core competencies to target</b>	Student and/or family/ caregivers	<ul style="list-style-type: none"> <li>Chooses competencies based on which goal areas were chosen</li> </ul>	<ul style="list-style-type: none"> <li>Competencies are often chosen at an IEP meeting</li> <li>Can also be chosen by the student during a class-wide activity that is brought to IEP meeting</li> </ul>	<ul style="list-style-type: none"> <li>Use Core Competency overview graphics</li> <li>Do not show too much information at once</li> </ul>
	Case Manager/ Learning Resource Teacher (LST)	<ul style="list-style-type: none"> <li>Walks student and/or family through process</li> <li>Collaborate with classroom teacher(s) to guide class through process</li> </ul>		
<b>Step 3: Determine IEP goals (“I can...”)</b>	Student and/or family/ caregivers	<ul style="list-style-type: none"> <li>Self/ family assessment of specific competency chosen</li> <li>Choose 3-5 “I can” goal statements based on self/ assessment</li> </ul>	<ul style="list-style-type: none"> <li>Assessment can be done at an IEP meeting</li> <li>Can also be done after IEP meeting in a student conference or</li> <li>Can also be done by the student during a class-wide activity that is brought to or added to information from an IEP meeting</li> </ul>	<ul style="list-style-type: none"> <li>Use various self assessment formats including, self assessments with words/pictures, class wide activities e.g., sorting, voting, reflecting</li> <li>Goals at a glance core competency overview</li> <li>Do not show too much information at once</li> </ul>
	Case Manager/ Learning Resource Teacher (LST)	<ul style="list-style-type: none"> <li>Guide student and/or family through self assessment process</li> <li>Collaborate with classroom teacher(s) to guide class through self assessment process</li> </ul>		
	Classroom Teacher(s)	<ul style="list-style-type: none"> <li>Embed Core Competency IEP goals in competency planning and instruction for the whole class</li> </ul>		

## Core Competency IEP Goals: Roles & Responsibilities

Process	Who	What	When	How
<b>Step 4: Determine objectives ("by...")</b>	Case Manager/ Learning Resource Teacher (LST), specialized staff and consultants (e.g., SLP, OT, PT etc.)	<ul style="list-style-type: none"> <li>Collaborate to determine 1-2 objectives for each goal</li> <li>Review objectives with student and family to get feedback/ stamp of approval</li> <li>Translate objectives into student/family friendly language as needed</li> </ul>	<ul style="list-style-type: none"> <li>Occurs after IEP meeting</li> </ul>	<ul style="list-style-type: none"> <li>Refer to psycho-educational and other assessments to identify specific needs/ stretch areas to address</li> <li>Core competency objectives re not curricular</li> <li>Connect with specialist staff and consultants to support the creation of objectives</li> <li>refer to/ create sample objectives where needed</li> </ul>
	Student and/or family/ caregivers	<ul style="list-style-type: none"> <li>Review objectives and give feedback. Approval of objectives</li> </ul>		
<b>Step 5: Determine strategies</b>	Case Manager/ Learning Resource Teacher (LST), specialized staff and consultants (e.g., SLP, OT, PT etc.), Educational Assistants (EA)	<ul style="list-style-type: none"> <li>Collaborate to determine some possible strategies for each objective</li> <li>Ask for feedback from student and family about possible strategies</li> <li>Collaborate with classroom teacher about how to implement strategies in universal ways when possible</li> <li>Collaborate with support staff as needed to ensure clear communication</li> </ul>	<ul style="list-style-type: none"> <li>Occurs after IEP meeting</li> </ul>	<ul style="list-style-type: none"> <li>Refer to psycho-educational and other assessments to identify recommendations</li> <li>Draw from interests, identities and strengths on student profile</li> </ul>
	Student and/or family/ caregivers	<ul style="list-style-type: none"> <li>Review strategies and give ideas and feedback about what works/ doesn't work</li> </ul>		
	Classroom Teachers	<ul style="list-style-type: none"> <li>Embed strategies universally when possible</li> <li>Collaborate with LST</li> <li>Collaborate with support staff as needed to ensure clear communication</li> </ul>		