

**BIG IDEAS FOR SELF EFFICACY**

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| Development of self-awareness is a lifelong practice | Knowledge of strengths and needs enables us to persevere | Recognizing differences allows us to consider the interdependence of people | Communication is an integral part of building and maintaining relationships | Decisions we make impact the world around us |

The Choices Program is designed to support students experiencing challenges with social/emotional or behaviour elements in their life. Students receive assistance in recognizing and overcoming challenges that have caused barriers to their learning and have the opportunity to remain connected with, and belong to, their local school community. Tier 3 Choices Students have one scheduled block of support in their eight-block rotation. At the Gr. 10-12 level the course, Self Efficacy, provides students with 4 credits that count towards their graduation plan.

**Eligibility criteria/referral procedures:**

The Choices program is for students who have been identified through the School Based Resource Team process. Identified students have ongoing social/emotional/behavioural challenges that are impacting their attendance and academic progress. Some students already have a ministry identification, but this is not a requirement for referral. Placement in the support block is evaluated at the end of every school year as the needs of students change at each grade level.

**CURRICULAR COMPETENCIES**

The Choices 8/9 and Self Efficacy 10-12 Courses explore the following curricular competencies:

 *Self-Awareness and Self-Management*

 *Social Awareness and Interactions*

 *Responsibility and Decision Making*

**COURSE CONTENT**

Students are expected to know the following:

* *People feel and experience a variety of emotions*
* *How to identify emotions and the influence they have on daily living*
* *Self-regulation skills enhance ability to manage emotions*
* *Executive functioning skills promote daily success*
* *The brain is a complex organ linked to our behaviour and emotions*
* *Nutrition, sleep, and exercise affect well-being*
* *There are multiple ways of communicating information, ideas, and opinions*
* *Functional, expressive, and receptive communication skills*
* *Individuals are responsible for and accountable to themselves*

**INSTRUCTIONAL COMPONENTS**

The course content may be covered in a number of ways, including

* conversations with Choices staff (direct teaching, modeling, practicing of self-advocacy, self-management, and executive function strategies)
* small group discussions
* group activities
* surveys for self-awareness and self-assessment
* IEP process/goal setting, tracking
* self-directed projects and activities around the core competencies

**Tutorial Time**

Students should attend tutorial time in Choices if they are needing support to stay up to date in their school work, to check in with a staff member, or to have quiet start to their day.

**COURSE ASSESSMENT AND EVALUATION**

# Ongoing term assessment in Choices/Self Efficacy is measured through the following ways:

* Student engagement in program supports (pick-ups for school, in-class EA/BSW supports, regular Choices counsellor check-ins, opportunities for personal organization, goal setting and/or participation in IEP process, completion of academic work, self-advocacy and self-management skill building, etc.)
* Journaling, teacher anecdotal records/logs, completion of Self-Efficacy course materials/activities
* Mid and End of Semester self/teacher assessments on the course content and competencies

**TECHNOLOGY USE**

* Classroom computers are for academic work – research, word processing, assignments, etc.
* Phones – may be used to listen to music if completing work at the same time or for short 5-minute breaks as agreed to with Choices staff, otherwise are to be out of sight/silent

**ATTENDANCE**

* Regular attendance in your Choices Block is required – if you are not here it is difficult to help and support you!
* If you are having difficulty attending school, the following supports may be implemented: texting or calling your cell phone in the morning, calling or emailing home, YEW pick-ups for school, attendance tracking, meetings with Choices staff (counsellor, teacher)
* Inconsistent attendance may also result in student/administrator/parent meetings or reprogramming out of a Choices support block

Student Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Student Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Parent Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_