

School District	Inclusive and Competency Based Individual Education Plan
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Student Details				
Student Photo	<b>Student Name</b>	Geeshan Bandara	<b>Primary Designation</b>	Autism
	<b>Grade</b>	11	<b>Additional Designation</b>	Intellectual Disability
	<b>Student Number</b>	495204	<b>IEP Review Date</b>	May 16, 2020
	<b>Date of Birth</b>	December 12, 2005	<b>Case Manager</b>	L. O'Donnell
	<b>Student Support Team</b>		<b>Role</b>	
	Rashani and Wasura Bandara		Parents (Mother and Father)	
	Keshana Bandara		Sister	
	A. Kwan		EA	
	H. Perret		SLP	
	Winter		VP	
<b>Parent/Guardian Consultation Date</b>		Oct 9 <sup>th</sup> , 2019		

My Personal Profile	Link to Evidence: video in digital portfolio	Thoughts from my family and team
<b>My Identities</b>	G chose: "Sri Lankan" from picture options	<ul style="list-style-type: none"> <li>Geeshan loves his family. We have a big extended family, and we value those connections"</li> </ul>
<b>My Interests</b>	G chose "food," "family" and "friends" from picture options	<ul style="list-style-type: none"> <li>Geeshan loves to play with objects that have cause and effect functions</li> <li>Loves spending time with his peers at school</li> <li>Loves being included in anything and everything</li> <li>Enjoys tasks where he can exercise his independence</li> </ul>
<b>My Needs</b>	G chose "talk" from picture options	<ul style="list-style-type: none"> <li>Support with effective communication</li> <li>Differentiated access to curriculum</li> <li>Some personal care routines</li> </ul>

My Learning Profile	Link to Evidence: video in digital portfolio		
	Personal	Social	Learning/ Intellectual
<b>My Strengths</b>	G chose "learn," and "waking up" and "happy" from picture options	G chose "friends," and "play" from picture options	G chose "reading" and "listening" from picture options
	<ul style="list-style-type: none"> <li>G is content at school and at home</li> <li>Enjoys coming to school everyday</li> </ul>	<ul style="list-style-type: none"> <li>Wants to spend time with other students in the school</li> <li>Enjoys watching his peers and engaging in simple games</li> <li>Increased verbal echolalic communication when around peers</li> </ul>	<ul style="list-style-type: none"> <li>Engaged in learning materials that have appropriately set access points</li> <li>Engages in looking at books and listening while being read to</li> <li>Engages when activities are age appropriate</li> </ul>
<b>My Stretches</b>	G chose "mad," and "waiting" from picture options	G did not choose any picture options	G chose "reading," and "numbers" from picture options
	<ul style="list-style-type: none"> <li>Looking to increase number of preferred activities and increase flexibility with unpreferred activities</li> </ul>	<ul style="list-style-type: none"> <li>Functional communication</li> <li>Building vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>1 to 1 correspondence</li> </ul>

Areas I want to focus on this year



<b>Competencies that can help choose goals</b>	<ul style="list-style-type: none"> <li>Personal Awareness &amp; Responsibility</li> <li>Positive Personal &amp; Cultural Identity</li> </ul>	<ul style="list-style-type: none"> <li>Communicating</li> <li>Collaborating</li> <li>Social Awareness &amp; Responsibility</li> </ul>	<ul style="list-style-type: none"> <li>Creative Thinking</li> <li>Critical Thinking &amp; Reflective Thinking</li> </ul>
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Supports and Plans			
Universal Classroom Supports and Strategies		Essential Individualized Supports & Strategies	
Need	Supports and/or Strategies	Need	Supports and/or Strategies
Communication	Visual Supports, Coach peers how to communicate with G	Communication	Access to low tech PECs visuals Object schedule
Social Skills	Direct teaching of social skills Structured opportunities for social interactions	Social Skills	Strategic pairing of students with strong social language skills
Ability	Access to differentiated texts and adapted materials Preferential seating	Ability	Individualized Assistive Technology (iPad) Replacement goals aligned with curriculum
Supplementary Plans		Date	
Personal Health Care Plan		June 2017	

Competency Goals			
Inclusive Competency	Communicating	Inclusive IEP Goal 1	In a safe and supported environment, I respond meaningfully to communication from peers and adults by
Individual Objective 1A	making communication attempts through the exchange of pec symbols <input checked="" type="checkbox"/> specific to designation	Instructional Strategies	Opportunities to practice PECs level one Engaging activities that promote interaction - (communication partner, SCERTS) Consistent routines
Individual Objective 1B	sharing experiences between home and school <input checked="" type="checkbox"/> specific to designation	Instructional Strategies	Have prompts for family about the day in the home/school communication book

Inclusive Competency	Critical Thinking and Reflective Thinking	Inclusive IEP Goal 2	I can explore by
Individual Objective 2A	interacting with a variety of hands-on learning materials in the context of group learning activities. <input type="checkbox"/> specific to designation	Instructional Strategies	Provide a variety of manipulatives, hands on learning tools connected to instruction Explicit teaching of how to use materials Opportunity to explore materials with a peer Offer choice in materials Include a sensory element in materials Modeling, Repetition

Inclusive Competency	Social Awareness and Responsibility	Inclusive IEP Goal 3	I can interact with others and my surroundings respectfully by
Individual Objective 3A	engaging in group learning activities, within a classroom structure, for extended periods of time <input type="checkbox"/> specific to designation	Instructional Strategies	Include a variety of access points within instruction Use differentiated instruction methods Include hands-on component in lessons Strategic pairings of students Repetition, Bin System, familiar settings

Curricular Goals					
Learning/ Subject Area	Social Studies 11	Type of Goal	Replacement	Teacher/ Support Staff	T. Ripley
<b>Inclusive Big Idea</b>	Understanding the diversity and complexity of cultural expressions in one culture enhances our understanding of other cultures				
<b>Inclusive Curricular IEP Goal 1</b>	Geeshan knows sacred texts, traditions, and narratives of different cultures (including an indigenous and local culture) by				
<b>Individualized Objective 1A</b> <input checked="" type="checkbox"/> specific to designation	knowing traditions and important events in his culture		<b>Instructional Strategies</b>	Survey family about culture and traditions, vocabulary activities, music etc.	
<b>Individualized Curricular IEP Goal 2</b>	Geeshan can explain different cultural perspectives of people, important places, events, traditions, ideas and/or developments				
<b>Individualized Objective 1A</b> <input type="checkbox"/> specific to designation	By sharing what he knows about his and another culture		<b>Instructional Strategies</b>	Visual Essay to share with class	

Learning/ Subject Area	Literacy	Type of Goal	Supplemental	Teacher/ Support Staff	L. O'Donnell
<b>Inclusive Big Idea</b>	<b>Explore foundational concepts of print, oral, and visual texts</b>		<b>Inclusive Learning Standard</b>	language features, structures and conventions including concepts of print	
<b>Individualized Curricular IEP Goal 2</b>	<b>Geeshan knows the important parts of a book by:</b>				
<b>Individualized Objective 2A</b> <input checked="" type="checkbox"/> specific to designation	pointing to words when he is read to		<b>Instructional Strategies</b>	Hand under hand modelling, dots above words to point to, high interest pointer	
<b>Individualized Objective 2B</b> <input checked="" type="checkbox"/> specific to designation	showing different parts of a book (front, back, top, left, words, etc.)		<b>Instructional Strategies</b>	High interest book, visuals of book parts, high interest pointer (flashlight, fly swatter)	

Learning/ Subject Area	Numeracy	Type of Goal	Supplemental	Teacher/ Support Staff	L. O'Donnell
<b>Inclusive Big Idea</b>	<b>One to one correspondence and a sense of 5 and 10 are essential for fluency of numbers</b>		<b>Inclusive Learning Standard</b>	Number concepts to 10	
<b>Individualized Curricular IEP Goal 3</b>	<b>Geeshan knows number concepts by</b>				
<b>Individualized Objective 3A</b> <input checked="" type="checkbox"/> specific to designation	using objects to show 5		<b>Instructional Strategies</b>	High interest objects	
<b>Individualized Objective 3B</b> <input checked="" type="checkbox"/> specific to designation	pointing to objects when he or others counts		<b>Instructional Strategies</b>	High interest objects, matching number to value, using a ten frame, egg carton to put objects in	