

School District	Inclusive Education Plan
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Student Details					
	Student Name	Vinaj P.	Primary Designation	Autism	
	Grade	2	Additional Designation	Cognitive Disability	
	Student Number	876384	IEP Review Date	Sept. 20, 2020	
	Date of Birth	July 13, 2013	Case Manager	Ms. Vance	
	Student Support Team		Role		
	Mrs. & Mr. Perera		Mom & Dad		
	S. Holliday		Educational Assistant		
	M. Smith		Autism Support Worker		
	Ms. Yee		Classroom Teacher		
	K. Lillo		Principal		
Parent/Guardian Consultation Date				Sept. 20, 2019	

My Personal Profile	Link to Evidence:
My Identities	"Autism" * V is strong and smart
My Interests	"music," "books" + V loves to listen to music and sounds, he is drawn to light and movement, he enjoys feeling beats and strong bass and vibrations
My Needs	"eyes" "friends" * V needs to be spoken to like a person, not a baby; he needs opportunities to show what she knows + V needs time to rest, needs to be connected to his peers

My Learning Profile	Link to Evidence:		
* Thought from family + Thoughts from school team	Personal	Social	Learning
My Strengths	+ communicates what he wants	+ points to picture of friends and family + listening to music with friends	+ loves learning * V is smart, he needs a chance to learn
My Stretches	* Trying new things + managing high sensory environments	+ initiating social interactions + turn taking * Connecting with friends outside of school	+ being opened to trying new activities + making choices

The areas that I want to focus on this year

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Competencies that can help me set goals	Personal	Social	Learning
	<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>

Supports and Plans			
Universal Classroom Supports and Strategies		Essential Individualized Supports & Strategies	
Needs	Supports and/or Strategies	Needs	Supports and/or Strategies
<b>Communication</b>	Built in opportunities for peer interactions & conversations	<b>Communication</b>	Personal switch device, access to low tech communication device
<b>Vision</b>	Consistent furniture plan, pair visual supports with auditory and tangible resources	<b>Vision</b>	High contrast materials, non-reflective surfaces, materials within field of vision
<b>Learning</b>	Multiple modalities to show learning, curricular access points, object and hands on learning	<b>Personal Care</b>	Full physical support (toileting, feeding, changing etc.), regular and ongoing training for staff in areas of g-tube feeding and seizure management
Supplementary Plans		Date	
Behaviour support plan		September, 2018	
Place Alignment Planner		September 2019	

Competency Goals			
Competency Area	Positive Personal & Cultural Identity	Competency IEP Goal 1	
			I can understand that my characteristics, qualities, strengths and challenges make me unique and are an important part of the communities that I belong to by:
<b>Objective 1A</b>	choosing a volunteer or work placement that is connected to my interests and strengths		<b>Instructional Strategies</b> Interest inventory, visit multiple possible placements, reflect on visits with like/dislike and why?
<b>Objective 1B</b>	learning more about where I am from		<b>Instructional Strategies</b> Use learning about Mexico as a motivator for learning, all about me portfolio, share learning with family and peers

Competency Area	Social Responsibility	Competency IEP Goal 2	
			I can be part of a group by:
<b>Objective 2A</b>	Choosing peers to be in a group with		<b>Instructional Strategies</b> Pictures of peers, teach peers how to work with V
<b>Objective 2B</b>	Taking turns		<b>Instructional Strategies</b> Visual turn taking prompt, teach prompt to peers

Competency Area	Creative Thinking	Competency IEP Goal 3	
			I can get new ideas in areas where I have an interest and build my skills to make them work by

<b>Objective 3A</b>	trying new things at school, home and the community	<b>Instructional Strategies</b>	Keeping a “new things” journal, pre teaching new places and activities ahead of trying (e.g. what to expect at the ...)
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Curricular Goals					
Learning/ Subject Area	Numeracy	Type of Goal	Supplemental	Teacher/ Support Staff	Yee
<b>Inclusive Big Idea</b>	Objects and shapes have attributes that can be described, measured and compared		<b>Inclusive Learning Standard</b>	Change in quantity to 20, concretely and verbally	
<b>Curricular IEP Goal 3</b>	S knows change in quantity to 20 by				
<b>Objective 3A</b>	noticing “more” or “less” when comparing		<b>Instructional Strategies</b>	Teach vocabulary (e.g. more, less), compare shapes and quantity, connect objects to story, use manipulatives to communicate quantity	
<b>Objective 3B</b>	Demonstrating one to one correspondence when counting up to 20		<b>Instructional Strategies</b>	Using different shapes, sizes of objects, math specific communication tools	

Learning/ Subject Area	Literacy	Type of Goal	Supplemental	Teacher/ Support Staff	Yee
<b>Inclusive Big Idea</b>	playing with language helps us discover how language works.		<b>Inclusive Learning Standard</b>	Knowing oral language strategies and processes	
<b>Curricular IEP Goal 4</b>	V can share language orally by				
<b>Objective 4A</b>	speaking with expression when reading		<b>Instructional Strategies</b>	Paired reading with peers	
<b>Curricular IEP Goal 5</b>	V knows literary elements by				
<b>Objective 5A</b>	pointing to words in text		<b>Instructional Strategies</b>	Paired reading with peers, look at text with large images and text is similar location on each page	