

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

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

My Learning Profile	Link to Evidence: video in digital portfolio		
	Personal	Social	Learning/ Intellectual
My Strengths	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"> G is content at school and at home Enjoys coming to school everyday 	<ul style="list-style-type: none"> Wants to spend time with other students in the school Enjoys watching his peers and engaging in simple games Increased verbal echolalic communication when around peers 	<ul style="list-style-type: none"> Engaged in learning materials that have appropriately set access points Engages in looking at books and listening while being read to Engages when activities are age appropriate
My Stretches	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"> Looking to increase number of preferred activities and increase flexibility with unpreferred activities 	<ul style="list-style-type: none"> Functional communication Building vocabulary 	<ul style="list-style-type: none"> 1 to 1 correspondence

Areas I want to focus on this year



Competencies that can help choose goals	<ul style="list-style-type: none"> Personal Awareness & Responsibility Positive Personal & Cultural Identity 	<ul style="list-style-type: none"> Communicating Collaborating Social Awareness & Responsibility 	<ul style="list-style-type: none"> Creative Thinking Critical Thinking & Reflective Thinking
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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		Inclusive IEP Goal 1	In a safe and supported environment, I respond meaningfully to communication from peers and adults by
Individual Objective 1A <input checked="" type="checkbox"/> specific to designation/required	making communication attempts through the exchange of pec symbols		Instructional Strategies Opportunities to practice PECs level one Engaging activities that promote interaction - (communication partner, SCERTS) Consistent routines
Individual Objective 1B <input checked="" type="checkbox"/> specific to designation/required	sharing experiences between home and school		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 <input type="checkbox"/> specific to designation/required	interacting with a variety of hands-on learning materials in the context of group learning activities.		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 <input type="checkbox"/> specific to designation/required	engaging in group learning activities, within a classroom structure, for extended periods of time		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	Literacy	Type of Goal	Supplemental	Teacher/ Support Staff	L. O'Donnell
Inclusive Big Idea	Explore foundational concepts of print, oral, and visual texts				
Inclusive Curricular IEP Goal 1	Geeshan knows language features, structures and conventions including concepts of print by				
Individualized Objective 1A <input checked="" type="checkbox"/> specific to designation	pointing to words when he is read to	Instructional Strategies	Hand under hand modelling, dots above words to point to, high interest pointer		
Individualized Objective 1B <input checked="" type="checkbox"/> specific to designation	showing different parts of a book (front, back, top, left, words, etc.)	Instructional Strategies	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
Inclusive Big Idea	One to one correspondence and a sense of 5 and 10 are essential for fluency of numbers				
Individualized Curricular IEP Goal 2	Geeshan knows number concepts to 10 by				
Individualized Objective 2A <input checked="" type="checkbox"/> specific to designation/ required	using objects to show 5	Instructional Strategies	High interest objects		
Individualized Objective 2B <input checked="" type="checkbox"/> specific to designation/ required	pointing to objects when he or others counts	Instructional Strategies	High interest objects, matching number to value, using a ten frame, egg carton to put objects in		

Learning/ Subject Area	Band 11/12	Type of Goal	Replacement	Teacher/ Support Staff	E. Karlicek/ E. Nester
Inclusive Big Idea	A musician's interpretation of existing work is an opportunity to represent identity & culture by				
Inclusive Curricular IEP Goal 3	Geeshan can express his personal voice, cultural identity, and perspective through music by:				
Individualized Objective 3A <input checked="" type="checkbox"/> specific to designation/ required	sharing a style or type of music as an artifact of his personality	Instructional Strategies	Exposure to different types of music, develop music specific communication tools, access to switch adapted tools to make choices, teach how parts of music can represent personality features (e.g. fast tempo might be exciting)		
Individualized Objective 3B <input type="checkbox"/> specific to designation/ required	Communicating how his musical artifact represents his identity, perspective or worldview	Instructional Strategies	Teach identity – Who I am? Teach perspective – What I see? Worldview – What is important to me?		

Learning/ Subject Area	Social Studies 11	Type of Goal	Replacement	Teacher/ Support Staff	T. Ripley
Inclusive Big Idea	Understanding the diversity and complexity of cultural expressions in one culture enhances our understanding of other cultures				
Inclusive Curricular IEP Goal 4	Geeshan knows sacred texts, traditions, and narratives of different cultures (including an indigenous and local culture) by				
Individualized Objective 4A <input checked="" type="checkbox"/> specific to designation/ required	knowing traditions and important events in his culture	Instructional Strategies	Survey family about culture and traditions, vocabulary activities, music etc.		
Individualized Curricular IEP Goal 5	Geeshan can explain different cultural perspectives of people, important places, events, traditions, ideas and/or developments by				
Individualized Objective 5A <input type="checkbox"/> specific to designation/ required	sharing what he knows about his and another culture	Instructional Strategies	Visual Essay to share with class		
Individualized Curricular IEP Goal 6	Geeshan can compare and contrast different cultures including people, important places, events, traditions, ideas and/or developments by				
Individualized Objective 6A <input type="checkbox"/> specific to designation/ required	describing important places, events and traditions in a culture different that my own	Instructional Strategies	Create an emergent level text with pictures and important words, paired with objects for a different culture group		
Individualized Curricular IEP Goal 6	Geeshan can explain different cultural perspectives of people, important places, events, traditions, ideas and/or developments by				
Individualized Objective 7A <input type="checkbox"/> specific to designation/ required	by sharing what I know about mine and another’s culture	Instructional Strategies	Visual options (power point, or objects, pictures, videos), pair words with visuals, include music		

Learning/ Subject Area	English 11	Type of Goal	Replacement	Teacher/ Support Staff	E. Lynsmeier/ A. Kwan
Inclusive Big Idea	The exploration of text and story deepens our understanding of diverse, complex ideas about identity, others, and the world				
Inclusive Curricular IEP Goal 8	Geeshan can construct meaningful connections between himself, other texts and the world by				
Individualized Objective 8A <input checked="" type="checkbox"/> specific to designation/ required	communicating when a text connects to his personal life by making a comment or response	Instructional Strategies	Text specific vocabulary for communication, pre teach new vocabulary, create accessible versions of text incorporating audio and tactile objects		