CONFIDENTIAL STUDENT PROFILE

Student: Sally
Case Manager: Mrs. Gross

<table>
<thead>
<tr>
<th>Period</th>
<th>Paraeducator</th>
<th>Class</th>
<th>Teacher</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Sherri</td>
<td>PE</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Sherri</td>
<td>English 8</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Laura</td>
<td>Arts &amp; Crafts</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Laura</td>
<td>US History</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Dan</td>
<td>Science</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Dan</td>
<td>Math</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>Sherri</td>
<td>Study Skills</td>
<td></td>
</tr>
</tbody>
</table>

Student’s Strengths and Interests:
- Sally loves meeting new people and learning about their favorite band and restaurant
- Sally likes to work in groups in class & help her teacher
- Sally’s favorite things: the color green, Toy Story, computer activities, listening to music with headphones, her family & friends, craft projects

Academic Skills

**Reading Skills**
Sally enjoys reading and listening to books read aloud. She is able to answer literal comprehension questions using adapted reading materials.
Grade equivalent: 4.0

**Math Skills**
Sally uses a calculator to solve single-step equations.
She knows addition facts to 100. She uses visuals: number lines & manipulatives to solve problems.
Grade equivalent: K-1

**Writing Skills**
Sally is developing her typing skills. She is able to produce a paragraph to a scribe.
Writing with a pencil/pen on paper is best in the morning and with frequent breaks.
Grade equivalent: 1-2

Helpful Strategies:
- Visual schedules of classroom activities & positive behavior rewards chart. Sally is able to use simple check-box style visual schedules with 1-3 words.
- Review Sally’s photo album rule book at the start of each period (Paraprofessional should do this). Classroom teacher should review during independent work.
- Sally uses modified curriculum: adapted grade-level novels, adapted worksheets, modified projects. These materials should be ready at the start of class.
- Sally responds best to direction from classroom teacher instead of a paraprofessional.
Health Care Plan:
 ✓ Sally has seizures. See attached plan from school nurse re: protocol.

Behavior Support Plan:
 ✓ Sally has a PBS plan included in her IEP. Please see attached PBS chart for guidelines.
 ✓ Staff need to be consistent with PBS plan for Sally to increase her success in the classroom.

Goals:
 ✓ Reading: Given reading materials at her instructional level: independently read a text and then ask and answer questions related to recalling facts and making inferences; identify the meaning of 10 vocabulary words/unit in academic classes; use research tools (dictionary, table of contents, internet search sites).
 ✓ Math: make the correct bill and coin combinations (during lunch/field trips); use calculator to solve 1-step algebra problems (including decimals and fractions); read/create bar graphs and pictographs; use a reference table to identify and use vocabulary terms (greater than, less than, decimal, fraction)
 ✓ Writing: use a sentence building framework (who, what, when, where, how) to write sentences; use graphic organizer to write multiple paragraphs
 ✓ Technology: learn to use parent provided iPad to keep a daily planner, type paragraphs & interact socially with peers on games during lunch
 ✓ Behavior: Use social stories/cue-cards to appropriately verbally (or with cards) request or protest activities
 ✓ Speech/Communication: Participate in turn-taking conversations with peers and adults

Classroom / Academic Accommodations/Modifications:
 ✓ Provide real-life connection to academic materials
 ✓ Use of calculator
 ✓ Adapted materials provided
 ✓ Use of sensory tools and scheduled breaks within each period
 ✓ Visual schedules and concrete classroom rules
 ✓ Provide picture supports
 ✓ Writing assignments modified: reduce requirement (e.g. 10 sentence paragraph for class is 4 sentences); provide scribe
 ✓ Access to computer/alpha-smart/iPad in class

Grading:
 ✓ Modified grading. Grades based on her modified assignments and classroom participation