

CONFIDENTIAL STUDENT PROFILE

Student: Sally
Case Manager: Mrs. Gross

Period	Paraeducator	Class	Teacher
1	Sherri	PE	
2	Sherri	English 8	
3	Laura	Arts & Crafts	
4	Laura	US History	
5	Dan	Science	
6	Dan	Math	
7	Sherri	Study Skills	

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