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| Answer the questions related to areas that could support this particular student in his/her classroom and thus help him/her become a successful member of the community. |
| **Name of Learner: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** |
| **Learner Profile:** |
| **Real-World Community Skills** |
| * Are there any real-world literacy opportunities or materials from the community that can be used in the general education classroom? |
| * Are there any community communication needs that can be taught in the general education classroom or promoted in student group work? |
| * What classroom and school jobs can help this student develop a work ethic? |
| * If the student is older, is there an opportunity for a work-study job? If so, what features of the job match his/her interests? |
| * What school recreational opportunities are transferable to the community? |

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| **Real-World Community Skills** *(continued)* |
| * Are there opportunities in school for the student to practice handling money? |
| * Is the student able to tell time independently? If not, could he/she learn by following a personal school schedule? |
| * Is the student capable of using today’s technology? If not, consider school training and practice in using an iPad and iPod. |
| * Are there after-school clubs and activities the student could participate in to develop interests and social relationships? |

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| **Student Interests** |
| * What are the student’s interests, passion, and fascinations? Are they incorporated into the student’s day? |
| * How can the student’s interests, passions, and fascinations be used to promote classroom work? |
| * How can the student’s interests, passions, and fascinations be used to promote positive communication? |
| * How can the student’s interests, passions, and fascinations be used to promote working with others? |
| * How can the student’s interests, passions, and fascinations be used to give him/her leadership opportunities? |
| * How can the student’s interests, passions, and fascinations be used to increase his/her comfort, minimize his/her anxiety, and encourage him/her to take risks? |

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| **Environmental Supports** | |
| * Which classroom environments does the student prefer? | |
| \_\_\_ Quiet  \_\_\_ Conversation  \_\_\_ Working alone  \_\_\_ Working in a small group  \_\_\_ Working in a large group | \_\_\_ Working as a whole class  \_\_\_ An area of the classroom besides desk or table  \_\_\_ A setting other than the classroom such as the library  \_\_\_ Being able to work to music |
| * What position does the student prefer in the classroom?   \_\_\_ Front, near the teacher  \_\_\_ Center  \_\_\_ Rear  \_\_\_ Near peers who are good role models. If so, identify the peers: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | |
| **Communication Supports** | |
| * Does the student have the communication skills necessary to accomplish the following actions? If not, how would you recommend he/she develop those skills? | |
| * Gain positive attention   Recommendations: | |
| * Participate in a favorite activity or obtain a desired object   Recommendations: | |
| * Move from one activity to another   Recommendations: | |
| * Protest constructively   Recommendations: | |
| * Do others acknowledge and respect these communications? | |
| **Choice/Control Supports** | |
| * What does the student value? Are these things available to him/her? | |
| * How often does the student get to participate in a preferred activity without having to earn it? | |
| * Does the student have some control and choice over his/her schedule and activities? | |
| * Does the student have the same access to basic needs (food, drink, privacy) that other students do? | |
| * Who does the student like? Does the student get to spend time with this person/these people? | |
| * Does the student have any meaningful relationships? If not, how could he/she be encouraged to build them? | |

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| **Teaching Supports** |
| * Are staff members trained to provide support? Do they have the necessary resources? |
| * Under what conditions does the student need teacher support?   \_\_\_ More difficult tasks  \_\_\_ Less difficult tasks  \_\_\_ Boring or repetitive tasks  \_\_\_ Lengthy tasks |
| * Are there classroom fixtures or activities that can support the student (e.g., a student who needs to move about frequently could be asked to deliver/pick up things from the school office)? |
| **Sensory Supports** |
| * Is the student in any one position for too long? If so, what are some viable alternatives? |
| * Does the student have active learning options when he/she needs them? |
| * Are alternate environments such as using the library to complete work available to all students? |
| * Are there seating options such as cushions, therapy balls, and T-stools? |
| **Sensory Supports** *(continued)* |
| * Are there sensory supports such as stress balls that the student can manipulate? |
| * Are there sensory supports such as hard candy that the student can taste? |
| * Are there any writing instrument options, including different sizes and grips? |
| **Physiological Supports** |
| * Is the student currently using any medications? Are they effective? Should their use or dosage be reevaluated? Are there any other issues that affect the student’s learning? |
| * Are there any medical conditions that impact the student’s ability to learn? |
| * Is the student using recreational drugs? If so, what are the effects on school and learning? |

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| **Physiological Supports** *(continued)* |
| * Does the student have any allergies? |
| * Is the student in any physical distress? |
| * Is the student getting enough sleep? Nutrition? |
| Based on the answers to these questions and the information collected, what are the best ways to support \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_? |