

# Description of the Student's Profile

Place these pages next to your worksheet to help you complete the profile. Sections will naturally overlap, so do not worry about what goes where, the information is what is important.

**A. Likes and Dislikes** – Activities, situations that your child really enjoys and what your child would rather avoid.

An example: “Sam enjoys playing games of any kind. Doing chores is easy if we can add an element of fun, surprise or competition.”

Think about:

1. watching or participating in sports
2. doing arts and crafts activities
3. listening to music
4. caring for animals
5. preparing food, eating
6. working outdoors
7. being orderly or messy

**B. Strengths and Abilities** – What your child is learning and doing socially. Think of specific ways your child has learned to do something that may open doors for learning new skills. What is enjoyable, fun, or motivating?

An example: “Peggy loves to help in the kitchen. She seems to like the orderliness of following a recipe. Though she can't read the regular recipe, she follows two and three step directions without being prompted – adding and mixing ingredients.”

Think about:

1. listening skills, talking
2. following directions
3. drawing, writing
4. remembering
5. doing routine chores or tasks
6. jumping, running, catching, throwing
7. playing with friends, taking turns

**C. Challenges** – Activities or skills that is not easy or possible to do. What seems to be the biggest hurdles, the hardest challenges?

An example: “Since Jim's use of his arms and hands requires a lot of energy and he tires quickly, we try to save that energy for what is important. Getting ready for school he really wants to comb his hair himself – he knows just what looks cool!”

- Think about:
1. movement
  2. pencil and paper work
  3. self-care skills – eating, dressing, etc.
  4. talking, hearing, seeing
  5. following directions, staying on task, completing work
  6. getting along with others

**D. Supports/Adaptations** – Physical assistance needed and/or instructional adaptations to enable participation in school work.

(For additional information regarding adaptations see Appendix E-14.)

An example: “Emily really needs help getting started with a task. Once she is settled down and understands, she does better alone, or sometimes her sister will give her a hand if she gets stuck.”

Think about supports related:

1. participating in the classroom
2. participating on the playground
3. eating lunch
4. after-school activities

Think about accommodations or modifications needed for:

1. homework assignments
2. large group or whole class work
3. small group work
4. individual work
5. physical education, recess