



# Student Profile

*A Resource Document*





A **Student Profile** is a way for you to **introduce your child** to new teachers, related service providers, administrators, and others with whom she will come into contact. By completing the **Student Profile** every year, you can provide information about your child's strengths, challenges, and successes. The **Student Profile** will help everyone see the positive traits that he/she brings to school and where he/she needs help. Of course, you can't list everything about your child so pick the items you think are most important. **If your child is able, have him/her complete the form with you.** You can also **attach a picture** to personalize the profile! You can change/adapt the blank form to meet your needs.

# Student Profile—SAMPLE

## A Resource Document



### WHO IS ANNIE?

- Annie is 10 years old
- She is the middle child of 3 and the only girl
- Her favorite color is blue
- She loves Katy Perry
- Her favorite food is pizza

### WHAT DOES ANNIE LIKE TO DO?

- Annie loves to read picture books about animals
- Annie likes to attend services at her family's place of worship
- Annie enjoys going to the beach and swimming in the ocean
- She likes to go to the movies. Her favorite movies are clay animation
- She likes to ride her bike and doesn't need training wheels anymore
- She likes to draw pictures of flowers and trees

### WHAT DOES ANNIE DISLIKE?

- Annie does not like doing household chores, but she will do them when asked
- She does not like multiplication
- She does not like it when other children stare at her
- Annie doesn't like it when her routine or schedule suddenly changes
- Annie does not like being pulled out of class for therapies as she wants to be with her peers

### WHAT ARE SOME OF ANNIE'S STRENGTHS?

- Annie loves people and is very friendly
- She listens well and can follow 2-3 step instructions
- She always does her homework and ask for help when she needs it
- She is able to communicate her needs and desires in short sentences (2-3 words)
- Annie responds well to positive reinforcement when she completes activities or assignments
- Annie is learning to read and can identify over 150 sight words

### WHAT ARE SOME OF ANNIE'S CHALLENGES?

- Annie's speech can be difficult to understand for those who don't know her
- Although Annie is very friendly, she has a hard time making friends because she doesn't have a lot of conversational speech
- Annie sometimes has outbursts when she is frustrated, when people don't understand her, or when her routine changes without warning
- She needs some help getting dressed as she has challenges with buttons and zippers
- Annie has difficulty learning in large groups unless an adult or peer is helping to guide her
- Annie is significantly behind her same age peers in reading and math skills

## WHAT SUPPORTS OR ACCOMMODATIONS DOES ANNIE NEED?

- Annie needs help in making and keeping friends
- Annie needs a visual schedule and needs to know as far in advance as possible of schedule changes
- She needs manipulatives to help her in math class
- Annie learns best in a small group setting and needs support if she is learning in a large group
- Annie needs a positive behavioral support plan
- She needs assistance in the bathroom with her clothing
- Annie needs speech therapy so she can be better understood by adults and peers
- Annie needs shorter assignments so that she is able to move to the next activity with her peers

## WHAT ARE ANNIE'S SUCCESSES?

- Annie successfully participated in the 4th grade assembly with peer support
- She can follow her visual schedule with minimal prompts
- Annie can make her own lunch
- Annie is very polite and has learned social distancing (she used to hug everyone)
- She works very hard and wants to be successful in school
- Annie goes to the animal shelter once a week and with adult support helps take care of the cats
- Annie can identify coins and paper money and is working in making purchases independently

## WHAT ARE ANNIE'S DREAMS?

- Annie wants people to understand her when she talks
- She wants to be able to read like her classmates who don't have disabilities
- Annie wants to have friends and be invited to birthday parties
- Annie wants to learn how to bake cakes like her mom
- Annie wants to be part of an athletic team when she gets to middle school, but she hasn't decided which one yet
- She wants to learn how to drive and have a boyfriend when she is older
- Annie wants to be an animal groomer and live in her own apartment

## WHAT ARE SOME ADDITIONAL THINGS THAT OTHERS SHOULD KNOW ABOUT ANNIE?

Annie needs positive behavioral and conversational role models. She needs an adult to help her develop peer relationships, and it would be helpful if some peers were identified who would be willing to serve as buddies so that Annie can learn the skills needed to make and keep friends. Annie is aware of people looking at her as though she is different and ignoring her and this upsets her. Hopefully these peer buddies would become real friends. If you stick to Annie's behavior plan, she should

do well during times of stress, but if it's not followed or de-escalation takes place too late, she will need extra time to calm down and get back on track. Annie will do best with shorter assignments and breaks between assignments. She likes to check off activities or assignments she has completed on her daily schedule and receive a star at the end of the day if she has done well. When she gets at least 4 stars, we give her a treat at home on the weekend, participating in a preferred activity or eating her favorite meal, etc. Annie does not do well if she is told "no." Positive redirection is much better. So instead of no, don't touch Jonathan's desk, we would say, Annie keep your hands on your own desk. We have also used social stories with Annie, and she has done well with them.

## WHAT ARE SOME KEY GOALS FOR ANNIE THIS YEAR?

The worksheet is a place where you can also jot down some of the **general areas** in which you would like your child to progress during the school year. Note that these are not the proper format for IEP goals. **On the actual IEP you will want to be sure that the goals and objectives are SMART—Specific, Measurable, Attainable, Results Oriented and Time-limited.** See PEATC Fact Sheet on *Measurable Goals*.

### Academic

- Increase her sight word vocabulary and reading comprehension skills
- Learn double digit addition and subtraction
- Improve her handwriting skills and be able to write in the lines
- Participate in science projects with her peers without disabilities
- Complete assignments in the assigned time frame
- Learn how to tell time to the 15-minute mark

### Communication

- Be able to speak in 4-word sentences
- Learn to take turns in conversations with peers
- Improve her receptive language skills (understanding of what other people say)
- Use a picture communication system to supplement her oral language

### Behavior and Daily Living Skills

- Follow her schedule without teacher prompting and improve her flexibility when there are schedule changes
- Learning coping strategies that will improve her ability to self-calm when stressed or anxious
- Be able to say and write out her personal information (name, address, phone, etc.)
- Learn how to button and use zippers
- Become more independent in the bathroom

PLACE  
PHOTO  
HERE

NAME: \_\_\_\_\_

DOB: \_\_\_\_\_

ADDRESS: \_\_\_\_\_

PHONE: \_\_\_\_\_

EMAIL: \_\_\_\_\_

# Student Profile



WHO IS \_\_\_\_\_ ? *(include information describing the information)*

WHAT DOES \_\_\_\_\_ LIKE TO DO? *(include likes at school, home and in the community)*

**WHAT DOES [REDACTED] DISLIKE?** *(include dislikes at school, home and in the community)*

**WHAT ARE [REDACTED] STRENGTHS?** *(include strengths in school, home and the community)*

**WHAT ARE SOME OF [REDACTED] CHALLENGES?** *(include challenges in school, home and the community)*

**WHAT SUPPORTS OR ACCOMMODATIONS DOES [REDACTED] NEED?**

*(list supports that will help your child achieve his/her potential)*

**WHAT ARE [REDACTED] SUCCESSES?** *(list all successes, both big and small)*

**WHAT ARE [REDACTED] DREAMS?** *(include both short-term and long-term dreams)*

**WHAT ARE SOME ADDITIONAL THINGS THAT OTHERS SHOULD KNOW ABOUT  ?**

**WHAT ARE SOME KEY GOALS FOR THIS YEAR?**

**ACADEMIC:**

**COMMUNICATION:**

**BEHAVIOR AND DAILY LIVING SKILLS:**

## RESOURCES

[www.cais.bloomfieldschools.org/UserFiles/Servers/Server\\_87541/File/Positive\\_Student\\_Profile\\_and\\_Goals\\_At\\_A\\_Glance\(2\).pdf](http://www.cais.bloomfieldschools.org/UserFiles/Servers/Server_87541/File/Positive_Student_Profile_and_Goals_At_A_Glance(2).pdf)

[www.cidd.unc.edu/docs/CommunityTalk/PositiveStudentProfile.pdf](http://www.cidd.unc.edu/docs/CommunityTalk/PositiveStudentProfile.pdf)

[institute.aimpa.org/uploaded/Institute/AI\\_ChildProfile.pdf](http://institute.aimpa.org/uploaded/Institute/AI_ChildProfile.pdf)

[nanopdf.com/download/psp-4-parker-roos-profile-boy-age-10\\_pdf](http://nanopdf.com/download/psp-4-parker-roos-profile-boy-age-10_pdf)



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