

Student Profile  
For:

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School: \_\_\_\_\_

Grade / Year: \_\_\_\_\_

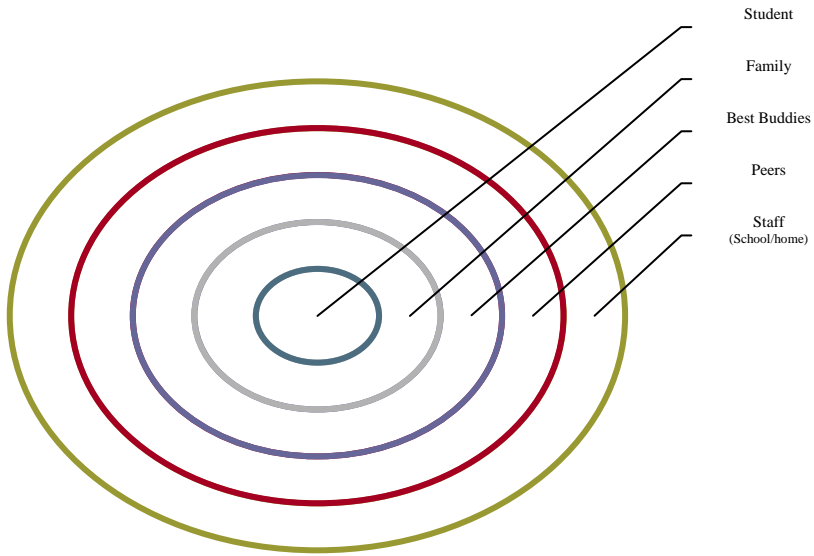
Case Manager: \_\_\_\_\_

Classroom Teacher: \_\_\_\_\_

Teaching Assistant: \_\_\_\_\_



# People in My Life



Family:

Best Buddies:

Peers:

Staff:

Preference Profile:  
Stuff I Like

Activities I like to do that interest or motivate me are:

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Activities I like to do to feel more calm and relaxed are:

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## Stuff I Don't Like

### Things That Bug Me

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### Fears/Worries

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## Some Things I Know and Can Do That Might Really Surprise People

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## Some Things I Have Difficulty With That Might Really Surprise People (Tasks, Routines, Stuff other kids my age can do easily)

- Stay on task, realize I am off task
- Switch attention quickly and smoothly
- Organize materials/remember materials
- Organize & remember assignments/homework/handouts (future planning)
- Refrain from impulsive behaviour
- Control my emotions and reactions
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## Safety Concerns

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## Communication:

is the way we let others know what we are *thinking and feeling* and what *we want and don't want* (expressive). It's also *what we understand* about what other people think, feel, want and don't want (receptive).

I communicate (expressively & receptively) primarily by: (e.g. words, sounds, gestures, behaviour, pictures, signs, etc.)

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The reasons that I communicate are to: (please describe)

- Get attention
- Greet people
- Request things
- Protest
- Express feelings (+ and -)
- Respond when spoken to
- Initiate social interaction
- Ask for help
- Ask for information
- Make comments
- Express opinions
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Some ways I respond when I DON'T understand are:

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## Social Interaction

Usually/sometimes/never I like to interact with:

- Familiar adults
- Unfamiliar adults
- Familiar peers
- Unfamiliar peers

My interests are (circle those which apply)

- Few
- Varied
- Unusual

When I'm with other people I like to...

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When I'm interacting with other people I find it difficult to...

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•Theory of Mind/ Perspective Taking

Theory of Mind involves the ability we have to guess how other people are thinking. We try to figure this out so that we can predict how and why they act the way they do, and to adapt our own behaviour accordingly.

Empathy and the acceptance of others' opinions are good indicators of how well developed someone's theory of mind is.

Others' Opinions	Empathic Behaviour
<ul style="list-style-type: none"> <li>□ <b>Accepts often others' opinions</b></li> <li>□ <b>Sometimes accepts others' opinions</b> <ul style="list-style-type: none"> <li>□ <b>Resistant to others' opinions</b></li> <li>□ <b>Intolerant of others' opinions</b></li> </ul> </li> <li>□ <b>Doesn't recognize other people have opinions</b></li> </ul>	<p><b>Shows empathic behaviour</b></p> <ul style="list-style-type: none"> <li>□ <b>Often</b></li> <li>□ <b>Rarely</b></li> <li>□ <b>Never</b></li> </ul> <p><b>When others are hurt, scared, afraid the student's responses are <i>usually</i></b></p> <ul style="list-style-type: none"> <li>□ <b>appropriate</b></li> <li>□ <b>inappropriate</b></li> <li>□ <b>no response</b></li> </ul>

## Sensory Processing Issues

Sensory System Does your child have sensory processing issues in the following areas?	Child's Response (Behaviours observed) Does your child avoid this type of sensory stimulation and/or seek it out? Please describe the behaviour briefly.
<b>Tactile (touch)</b> yes <input type="checkbox"/> no <input type="checkbox"/>	<b>Avoids</b> <input type="checkbox"/> <b>Seeks</b> <input type="checkbox"/> <b>Both</b> <input type="checkbox"/>
<b>Auditory (sound)</b> yes <input type="checkbox"/> no <input type="checkbox"/>	<b>Avoids</b> <input type="checkbox"/> <b>Seeks</b> <input type="checkbox"/> <b>Both</b> <input type="checkbox"/>
<b>Visual (sight and light)</b> yes <input type="checkbox"/> no <input type="checkbox"/>	<b>Avoids</b> <input type="checkbox"/> <b>Seeks</b> <input type="checkbox"/> <b>Both</b> <input type="checkbox"/>
<b>Olfactory &amp; Gustatory (smell &amp; taste)</b> yes <input type="checkbox"/> no <input type="checkbox"/>	<b>Avoids</b> <input type="checkbox"/> <b>Seeks</b> <input type="checkbox"/> <b>Both</b> <input type="checkbox"/>
<b>Proprioceptive (body position &amp; tone)</b> yes <input type="checkbox"/> no <input type="checkbox"/>	<b>Avoids</b> <input type="checkbox"/> <b>Seeks</b> <input type="checkbox"/> <b>Both</b> <input type="checkbox"/>
<b>Vestibular (movement &amp; balance)</b> yes <input type="checkbox"/> no <input type="checkbox"/>	<b>Avoids</b> <input type="checkbox"/> <b>Seeks</b> <input type="checkbox"/> <b>Both</b> <input type="checkbox"/>

Sensory activities already being used:

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## Learning Profile

Dependence on Prompts	Attending Behaviour
<ul style="list-style-type: none"> <li><input type="checkbox"/> highly dependent</li> <li><input type="checkbox"/> moderately dependent</li> <li><input type="checkbox"/> minimally dependent</li> </ul>	<p><b>Tendency towards:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> over-focusing</li> <li><input type="checkbox"/> perseveration</li> <li><input type="checkbox"/> distractibility</li> <li><input type="checkbox"/> selectively attentive</li> </ul>
Response to Changes & Transitions	Organizational Ability
<ul style="list-style-type: none"> <li><input type="checkbox"/> negative</li> <li><input type="checkbox"/> passive</li> <li><input type="checkbox"/> positive</li> </ul> <p>do visual supports or preparation ease difficulties? <input type="checkbox"/></p> <p>usually <input type="checkbox"/> often <input type="checkbox"/> rarely <input type="checkbox"/></p> <p><input type="checkbox"/> don't know</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> highly organized</li> <li><input type="checkbox"/> average</li> <li><input type="checkbox"/> disorganized</li> </ul>
Learning Style	Level of Symbolic Understanding
<ul style="list-style-type: none"> <li><input type="checkbox"/> Visual</li> <li><input type="checkbox"/> Auditory/ verbal</li> <li><input type="checkbox"/> Kinesthetic/ hands on</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Reads - grade level?</li> <li><input type="checkbox"/> Picture symbols</li> <li><input type="checkbox"/> Photographs</li> <li><input type="checkbox"/> Concrete Objects</li> </ul>

## Academic and School Skills

Stuff I do at school (independently, with help, not yet, etc.):

- Read books:
- Look at books:
- Numbers:
- Letters:
- Draw:
- Print/write:
- Computer skills: keyboarding/mouse/programming
- Participate in a group: (large, small)
- Follow group instructions:
- Follow directions (written, verbal, etc.):
- Gym:
- Nutrition Break:
- Cooking:
- Woodwork:
- Metal Shop:
- Navigate the hallways:
- Jobs (recycling, vending machines, laundry, office)
- Swim
- Ride horses
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# Behaviour

Behaviours often occur because students:

- have trouble expressing themselves
- have trouble understanding what's happening
- have difficulty processing sensory information
- have a high need for predictability and have difficulty with change
- have difficulty understanding social rules, roles & expectations

When I'm upset or unsettled I might:

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Some ways to prevent an upset:

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How to help me if I'm upset:

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