

Positive Student Profile

Parents and teachers alike will find that completing a Positive Student Profile for their child or student is an excellent way to “introduce” the child to new teachers and to others. The profile provides an opportunity to see a child’s strengths and challenges in a new light, have a clearer understanding of who the child is and become better prepared to participate in the IEP process. A new profile can be completed each year as the child grows and changes.

Attached are two completed “example” profiles and one blank profile for your use. You may want to make copies of the blank profile to use in the future and to share with your child’s teachers.

Also included is “Goals at a Glance” which we believe you will find helpful as you are preparing to write the IEP. A sample is provided for you.

For more information, please contact:



exceptional children's assistance center

North Carolina's Parent Center

907 Barra Row, Suites 102/103

Davidson, NC 28036

800-962-6817 • www.ecac-parentcenter.org

Positive Student Profile - Brian

This form is to be filled out by the parent to provide a “snapshot” of your child which should be reflected in his/her IEP.



1. Who is Brian? (Describe your child, including information such as place in family, personality, likes and dislikes.)
 - youngest child in the family. Jaclyn's brother
 - likes to help in the kitchen
 - likes to read about the space shuttle and the Earth
 - likes to watch Reading Rainbow
 - favorite color is red
 - likes to ride his 2-wheel bike
 - likes to take pictures, like his dad
 - loves the beach
 - likes to go to the library
 - likes to play softball

2. What are Brian's strengths? (Highlight all areas which your child does well, including education and social environments.)
 - imitates well
 - likes to help around the house
 - good with details
 - very good sense of humor
 - understands what is being said
 - sensitive to others

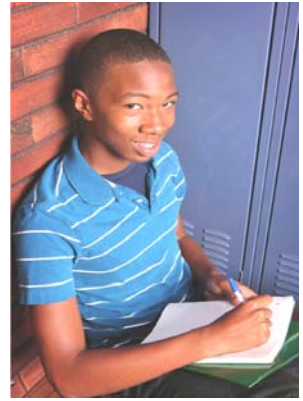
3. What are Brian's successes? (List all successes, no matter how small.)
 - attends a first grade regular education classroom
 - is very good at operating a computer
 - calms down quickly after being upset
 - can make his own lunch
 - learning to read
 - has very good manners
 - enjoys taking cooking classes

Adapted from: Collaborative Teams for Students with Severe Disabilities: Integrating Therapy and Educational Services, Beverly Rainforth, Ph.D., P.T., Jennifer York, Ph.D., P.T., Cathy Macdonald, M.A., C.C.C./S.L.P.

4. What are Brian's greatest challenges? (List the areas in which your child has the greatest difficulties.)
- inability to communicate clearly, which causes a high frustration level
 - dislikes unexpected change
 - wants to make friends but has difficulty continuing conversations
 - difficulty in staying on task
 - reluctance in doing things on demand
 - difficulty with Math
5. What supports are needed for Brian? (list supports that will help your child achieve his/her potential.)
- to observe and learn from "typical" children
 - have a circle of friends
 - have a routine which is structured yet flexible
 - a curriculum which can be modified where and when needed
 - use of assistive technology
 - opportunities to be included in the community
6. What are our dreams for Brian? (Describe your vision for your child's future, including both short-term and long-term goals.)
- to have a circle of friends in his neighborhood
 - to learn to read and write
 - to expand his ability to communicate
 - to become independent, have meaningful employment
 - to be active in his community
7. Other helpful information. (List any pertinent information, including health care needs, that have not been detailed elsewhere on the form.)
- Due to the highly imitative skills common to children with Fragile X Syndrome, Brian needs to interact with 'typical' peers as much as possible. Brian's learning style is visually oriented. He learns best through the use of incidental learning, which is using information in ways that are functional, rather than through rote learning (for example, teaching how to add by counting apples in a store as opposed to adding numbers on a page). Brian works best with short breaks between tasks. When he gets upset, it is best to try to redirect him rather than become adversarial and force compliance. Brian's great sense of humor can be very useful at doing that. Brian has a great desire to be a part of the group and does not like to be singled out. Therefore, a cooperative learning environment works best for him.

Positive Student Profile - Christopher

This form is to be filled out by the parent to provide a “snapshot” of your child which should be reflected in his/her IEP.



1. Who is Christopher? (Describe your child, including information such as place in family, personality, likes and dislikes.)
 - older brother “Kevin’s younger than I am”
 - a ‘people person’, friendly, personable
 - generous and helpful, “I can do that!”
 - situation comedies are a favorite TV pastime
 - loves riding his mountain bike
 - loves going out to eat
 - loves getting together with his friends
 - swimming is a favorite thing to do
 - likes to shop at the mall
 - likes to prepare meals and bake

2. What are Christopher’s strengths? (Highlight all areas which your child does well, including education and social environments.)
 - can clearly articulate his needs
 - natural ability to ‘draw’ people to him and win them over
 - willingness to share with others
 - sensitivity to other people’s feelings
 - always helpful, especially for money (typical teenager)
 - if a friend is in need, he’s the first one to help and support
 - loves school
 - takes on a leadership role whenever possible

3. What are Christopher’s successes? (List all successes, no matter how small.)
 - can prepare food for himself
 - can call for help if necessary
 - rides mountain bike with confidence
 - uses bike for transportation
 - building trust in others towards him
 - responsible for younger children
 - becoming strong self-advocate

Adapted from: Collaborative Teams for Students with Severe Disabilities: Integrating Therapy and Educational Services, Beverly Rainforth, Ph.D., P.T., Jennifer York, Ph.D., P.T., Cathy Macdonald, M.A., C.C.C./S.L.P.

4. What are Christopher's greatest challenges? (List the areas in which your child has the greatest difficulties.)
- can be moody and stubborn at times
 - lack of stamina endurance
 - being open minded about different jobs (employment)
 - not an outdoor person
 - not a "team" player
 - difficulty getting up in the morning
5. What supports are needed for Christopher? (List supports that will help your child achieve his/her potential.)
- a. to accept direction and supervision from others in authority
 - b. to learn how to access more of the community on his bike
 - c. to learn bike safety rules
 - d. a 'pat on the back' when successful
 - e. refinement of life skills for greater independence
 - f. developing money skills (saving it!)
 - g. improvement in the concept of time
 - h. building endurance (Nautilus, part-time job)
 - i. ongoing reading, writing & math
 - j. a solid transition plan with realistic goals and objectives
6. (Describe your vision for your child's future, including both short-term and long-term goals.)
- to have a job (preferably one working with children)
 - to own a home (blue with a deck)
 - to get married
 - to continue to have a "circle of friends"
 - to take vacations
 - to be able to have choices about where he works, his friends, his room mates, where he spends his leisure time, where he lives

Adapted from: Collaborative Teams for Students with Severe Disabilities: Integrating Therapy and Educational Services, Beverly Rainforth, Ph.D., P.T., Jennifer York, Ph.D., P.T., Cathy Macdonald, M.A., C.C.C./S.L.P.

Goals-At-A-Glance: For Brian, age 9

This form is to be filled out by the parent and shared with the team. Under each heading below, enter a few major goals that you feel the IEP should address.

Academic:

- increase sight word vocabulary
- increase comprehension
- write letters - evenly spaced
- write name, address, phone number
- add/subtract single digit numbers

Social/Emotional/Behavioral:

- adapt to changes in routine
- follow multi-step directions
- learn to share, take turns
- develop strategies to calm himself
- learn to work individually
- improve social skills
- increase interactions with peers
- increase ability to handle busy, large group settings

Communication:

- ask for help appropriately
- improve articulation
- talk in sentences/short phrases
- improve conversation skills

Daily Living:

- tell time
- identify coins and their value
- learn to zip, button and tie shoelaces
- go to the bathroom independently

Transition to Adulthood (No later than age 14):

- expand circle of friends
- increase exposure to community

Other:

- learn to accept help from a variety of people
- decrease tactile defensiveness and sensory deficits
- improve fine motor skills



Adapted from: Thousand, J.S. (Project Director) (September, 1986). *The Homecoming Model: Educating students who present intensive educational challenges within regular education environments.*

Goals-At-A-Glance

This form is to be filled out by the parent and shared with the team. Under each heading below, enter a few major goals that you feel the IEP should address.

Academic:

Social/Emotional/Behavioral:

Communication:

Daily Living:

Transition to Adulthood (No later than age 14):

Other:

Adapted from: Thousand, J.S. (Project Director) (September, 1986). The Homecoming Model: Educating students who present intensive educational challenges within regular education environments.