

Student Planning Profile

Can be Class, Content, or Subject Specific

Student Name: _____ Grade/Subject: _____

Completed by: _____ Initiation Date: _____ Review Dates: _____

List Students Strengths:

What skills are necessary to access the curriculum? The Lesson?

Does the student have the necessary background knowledge? If not, what will I do to provide support?

How will I present information to the class? To the student?

How will I solicit responses from the class? From the student?

What types of assistive technology might be beneficial?

Will a buddy or learning partner be helpful for this student?

What changes to the physical environment may be beneficial?

How will I assess learning for the class? For the student?

Are all objectives aligned with our state standards? List standard if applicable.

Possible Barriers	Possible Solutions

NOTES:

SAMPLE Student Planning Profile

Can be Class, Content, or Subject Specific

Student Name: Casey Grade/Subject: 3rd

Completed by: Mrs. Jones Initiation Date: 9/27 Review Dates: Will review on 10/27, 11/27, 1/27

List Students Strengths: Friendly and easy to get along with. Likes to be presented with information visually and uses communication board with picture symbols. Also does well with media format and computers. Loves to paint.

What skills are necessary to access the curriculum? The Lesson?
Reading, Writing, Communication (verbal expression)

Does the student have the necessary background knowledge? If not, what will I do to provide support?

Use advanced organizers to activate schema whenever possible.

How will I present information to the class? To the student?

Present info in writing to class and use pictorial/non-linguistic representations for Casey.

How will I solicit responses from the class? From the student?

When class is doing written assignments, Casey will use drawings, paintings, non-linguistic (picture), or dictated responses.

What types of assistive technology might be beneficial?

Picture symbol programs and tools; voice activated software; touch screen for computer; adapted keyboard, adaptive paintbrushes and writing utensils.

Will a buddy or learning partner be helpful for this student?

Yes, Casey enjoys cooperative learning.

What changes to the physical environment may be beneficial?

Storage space for adaptive equipment; modified computer area.

How will I assess learning for the class? For the student?

Alternative assessments for Casey — portfolio assessments, video or audio responses, questions read for him.

Are all objectives aligned with our state standards? List standard if applicable.

Aligned standards.

Possible Barriers	Possible Solutions
Reading { <ul style="list-style-type: none"> Comprehension 8-10 sight words 10 of 26 letters of alphabet 	Picture symbols; advanced organizers; simulations; media format Audio books; assignments read to him
Writing { <ul style="list-style-type: none"> Motor Expressive 	Adapted writing/art utensils, Touch screen; adapted keyboard Picture symbols, voice activated software
Communication	Communication board, voice output devices

NOTES:

Consult with district AT specialist and speech teacher about voice output devices and adapted keyboard.