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.

<table>
<thead>
<tr>
<th>Possible Barriers</th>
<th>Possible Solutions</th>
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NOTES:

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SAMPLE Student Planning Profile
Can be Class, Content, or Subject Specific

Student Name: Casey

Completed by: Mrs. Jones
Initiation Date: 9/27

Grade/Subject: 3rd
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.

<table>
<thead>
<tr>
<th>Possible Barriers</th>
<th>Possible Solutions</th>
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<tbody>
<tr>
<td>Reading Comprehension</td>
<td>Picture symbols; advanced organizers; simulations; media format</td>
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<tr>
<td>8-10 sight words</td>
<td>Audio books; assignments read to him</td>
</tr>
<tr>
<td>10 of 26 letters of alphabet</td>
<td></td>
</tr>
<tr>
<td>Writing Motor</td>
<td>Adapted writing/art utensils, Touch screen; adapted keyboard</td>
</tr>
<tr>
<td>Expressive</td>
<td>Picture symbols, voice activated software</td>
</tr>
<tr>
<td>Communication</td>
<td>Communication board, voice output devices</td>
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</tbody>
</table>

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