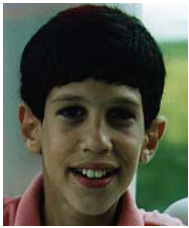


Place
picture of
the child
here

Positive Student Profile

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

1. Who is _____? (Describe your child, including information such as place in family, personality, likes and dislikes.)
2. What are _____'s strengths? (Highlight all areas in which your child does well, including educational and social environments.)
3. What are _____'s successes? (List all successes, no matter how small.)
4. What are _____'s greatest challenges? (List the areas in which your child has the greatest difficulties.)
5. What supports are needed for _____? (List supports that will help your child achieve his/her potential.)
6. What are our dreams for _____? (Describe your vision for your child’s future, including both short-term and long-term goals.)
7. Other helpful information. (List any pertinent information, including health care needs, that has not been detailed elsewhere on the form.)



Positive Student Profile for Brian, age 13

WHO IS BRIAN?

- youngest child; Jaclyn's brother
- likes to help in the kitchen (i.e. cooking)
- favorite subjects are about the space shuttle and the earth
- favorite TV show is "Extreme Machines"
- favorite color is red
- likes to ride his bike
- loves the beach
- likes to take pictures, like his dad.
- likes to visit the library to look at books

WHAT ARE BRIAN'S STRENGTHS ?

- imitates well
- is very helpful with routine household chores
- anticipates the needs of others (i.e. brings out the ingredients when cooking)
- reminds others of details (forgotten shopping lists; lights to turn out)
- great sense of humor
- can follow directions well
- has a good memory
- understands what is being said
- empathetic towards the emotions of others

WHAT ARE BRIAN'S SUCCESSES?

- attends a general education classroom
- voted "most helpful" by his peers
- he is organized, a good role model for other students in the class
- participated in science fair, with his friend for four years
- behaves appropriately in class
- is very good at operating a computer
- can prepare his own breakfast and lunch

WHAT ARE BRIAN'S GREATEST CHALLENGES ?

- inability to communicate clearly, which causes high frustration level
- difficulty with transitions
- dislikes unexpected change
- difficulty completing an assignment without assistance
- reluctant to do things 'on demand'
- too shy to answer direct question, even when he raises his hand
- difficulty with math

WHAT SUPPORTS ARE NEEDED FOR BRIAN?

- to observe and learn from 'typical' children
- to have a circle of friends for support
- to have a routine which is structured, yet flexible to allow for increased tolerance to change
- a curriculum which can be modified where and when needed
- use of assistive technology (i.e. computer), to expand ability to communicate
- increased opportunities to be included in community activities
- availability of break when it is necessary

WHAT ARE OUR DREAMS FOR BRIAN?

Brian will:

- have a circle of friends in his neighborhood
- learn to read and write
- expand his ability to communicate
- eventually live independently
- have meaningful employment
- be an active participant in his community

OTHER HELPFUL INFORMATION

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, and he learns best through use of incidental learning, 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 in-between tasks. When he gets upset, it is best to try and 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 "part of the group" and does not like to be singled out. Therefore, a cooperative learning environment works best for him.

Adapted by Oran Raia from Rainforth, B., Ph.D., PT., & York-Barr, J., Ph.D., PT. (1997). Collaborative teams for students with severe disabilities: Integrating therapy and educational services. (2nd Ed.). Baltimore, MD: Paul H. Brookes Publishing Co.