

Teacher: Mrs. \_\_\_\_\_ Rm. \_\_\_\_

Breaks:

**Fast Facts for \_\_\_\_\_**



DOB: \_\_\_\_\_  
Grade: 4 \_\_\_\_\_

**About \_\_\_\_\_**

**Huge motivators = I-pod, Axxess book and computer** \_\_\_\_\_ is a pretty flexible guy most of the time. He attaches to people pretty quickly. He understands most things by visual cues. \_\_\_\_\_ buys lunch most days. Showing him pictures of people or things have worked the best. He is a happy guy with lots of strengths! \_\_\_\_\_ lives with his mom and grandma plus extended family.

**Student Strengths, Interests**

- Happy
- Flexibility
- Uses visuals
- Ability to problem solve
- Smiles and laughs a lot
- Computer
- Has a lot of friends
- Follows verbal directions with some physical prompting
- Uses I-touch paired with verbal for speech

**Student Needs**

- Copies letters from a highlighted sample with some assistance.
- Uses I touch to communicate needs
- Visual/simplified format of general education curriculum
- Prompt & encourage verbal communication
- Clear goals: “1st \_\_\_\_,then” break , book, computer
- Angle works with a token system to complete classroom tasks

**Abilities:**

- **Reading:** \_\_\_\_\_ “reads” by matching/gluing color pictures and words. He can cut them himself if there is time in class, otherwise you cut the pictures and words out for \_\_\_\_\_. You should control the glue (\_\_\_\_\_ likes eating glue). Utilize alphabet index cards to emphasize first letter of words (they have high interest visuals). \_\_\_\_\_ enjoys listening center and being read to as well. He has a program he uses called Read 2 go. This program will read a book to \_\_\_\_\_.
- **Writing:** \_\_\_\_\_ Copies a written sample, with hand over hand for support and assistance (guide pen/wrist). He traces highlighted words independently. Emerging independence with some words.
- **Math:** Identifies numbers 1 – 30. Arrange 3 numbers on the desk for \_\_\_\_\_ to choose the # requested. Write the # on a white board and ask \_\_\_\_\_ to touch the # requested. He may need a bump on the elbow as a prompt to start or continue. He is learning touch match. He has a touch math book in his desk he works in and he enjoys working on the white board while the class is working on white boards. \_\_\_\_\_ uses a calculator for addition and subtraction problems. He will need some assistance at the wrist to touch the correct number.
- **Spelling:** \_\_\_\_\_ copies words from a written sample with some assistance at the wrist. It helps to say the letters for him as well. He is learning dance mat typing as another tool for spelling.
- **Language:** \_\_\_\_\_ uses PECs, schedule on Itouch to communicate his wants and needs. He also points to things he wants. When he points to things ask “What do you want?” Then you can mouth the words “I want \_\_\_\_\_.” And he will say the words with you. He will say these words independently at times.

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He follows verbal directions, often with physical prompts, and will say beginning sounds (e.g., “goo monng” for good morning) with verbal prompts from peers and adults. He is great at saying “Hi to his friends and will repeat their name when requested, His words are sometimes not very clear but reward the attempt.

- **Social Skills:** \_\_\_\_\_ has friends he hangs out with in class and on the playground. He uses PECs on an Itouch to make choices for activities on the playground. \_\_\_\_\_ enjoys being around his friends even if they choose an activity he struggles with, They will always find a way to include him.
- **Life Skills:** \_\_\_\_\_ uses his PECs on the Itouch to communicate his need to use the bathroom. He can request the bathroom, a drink, computer etc verbally with a prompt, What do you want? You can also ask if he needs to go (his “NO” is pretty clear.) If he says bathroom make him say the whole sentence “I want the bathroom” You may need to go in and give him a one minute warning. \_\_\_\_\_ needs verbal reminder “front only” so as not to pull his pants all the way down when using the urinal. With verbal prompts and occasional assistance he can snap and zip his own pants. He needs support tying his shoes. **Double knot them if you want him to keep them on.**

#### Suggested Supports

- **Computer Lab-** \_\_\_\_\_ loves clicking around as many applications as he can open. He will need a lot of guidance to participate in class assignments, but is fairly independent once he has choice time on the computer \_\_\_\_\_ loves starfall, Disney jr, and fun4thebrain on the Kellogg web site. User name: ; password:
- **PE** – Needs physical assistance from an adult/peers to complete most physical activities.
- **Library-** Sit in a chair near by to remind him to be quiet and focused. Pick out picture books for hem to look at quietly. He will keep it if he likes it, for checking out. His peers are great at helping \_\_\_\_\_ in the library. \_\_\_\_\_ loves the yellow I spy book, it stays in the library.
- **Music-** \_\_\_\_\_ loves music. He will move and jump to the music. Keep close by \_\_\_\_\_ tends to be all over the place in music. If he gets to worked up bring him into room one and have him work on his numbers or writing.
- **Science Lab-** \_\_\_\_\_ needs adult assistance to participate in experiments. He needs simplified/visual curriculum modifications to have appropriate access to activities. Write out the answer and have him copy it.
- **Assemblies/ Multipurpose Room-** \_\_\_\_\_ will sit with his class on a carpet square. Provide \_\_\_\_\_ with preferred books/photos/fidget toys during assemblies. If he gets loud or bored with items, he can go back to Rm 1 class and do work (math sheet, handwriting etc.) then he can have a break.