

#	1	2	3	4	5	6
Student Identifier	AC	GM	MT	MW	OD	JM
Grade	1st	3rd	3rd	4th	5th	6th
Age	6	9	9	10	11	12
Gender	Male	Male	Male	Male	Male	Female
IDEA Eligibility	Autism	Autism	Autism	Autism	Autism	Autism
Strengths (List 5)	<ul style="list-style-type: none"> - Very intelligent and quick to understand new concepts - Eager and motivated to learn - Social, lovable, and seeks connection with peers - Responds well to praise and positive feedback - Understands and independently uses a visual schedule with icons 	<ul style="list-style-type: none"> - Very loving, kind, and socially motivated - Enjoys helping others (holds doors, greets peers) - Creative and strong with hands-on and building activities - Highly motivated to participate in class and with peers - Responds well to preferred adults and positive relationships 	<ul style="list-style-type: none"> - Physically capable and enjoys movement - Can read basic text - Tolerates sensory activities on his own terms - Responds to structured adult support - Has demonstrated ability to engage with familiar material 	<ul style="list-style-type: none"> - Funny and engaging personality - Strong spelling skills - Can read basic text - Enjoys hands-on and tactile activities - Loves animals and animal-related topics 	<ul style="list-style-type: none"> - Happy and positive demeanor most of the time - Very compliant and flexible with schedule changes - Enjoys being with peers and in social environments - Highly motivated by food and preferred activities - Responds well to movement, music, and dancing 	<ul style="list-style-type: none"> - Very independent with strong adaptive skills - Funny, expressive personality with a great sense of humor - Highly motivated by praise and positive attention - Wants to be liked and fit in with peers - Enjoys working and feeling responsible
Behavioral Traits	<ul style="list-style-type: none"> - Highly motivated by preferred activities and items - Can become upset when told "no" or denied access - Working on expressing emotions verbally instead of screaming - Enjoys being in control during play and may become bossy - Responds well to structured routines and clear expectations 	<ul style="list-style-type: none"> - History of aggressive behavior; now improved with medication - Becomes dysregulated when losing or needing help - Struggles with being incorrect or not "first" - Fixates on specific topics or activities - Requires significant priming and predictable routines 	<ul style="list-style-type: none"> - Highly aggressive with an active BIP - Frequently refuses academic tasks - Seeks to avoid demands by laying on the floor - Will elope when not closely supervised - Enjoys being chased and engages in unsafe behaviors 	<ul style="list-style-type: none"> - Strong preference for control and doing things his way - Very vocal in protest and disagreement - Dramatic behaviors to avoid participation - Argues with adults and resists "no" - Struggles with task compliance and redirection 	<ul style="list-style-type: none"> - Generally calm, cooperative, and easygoing - Rarely displays challenging behavior - May rush through tasks to be "all done" - Becomes frustrated when not understood - Tolerates transitions and changes well 	<ul style="list-style-type: none"> - Very sassy with a strong attitude - Has a preferred person and resists working with others - Generally compliant when motivated - Seeks adult-like roles and responsibilities - Can be resistant if she feels singled out
Communications Traits	<ul style="list-style-type: none"> - Able to communicate wants and needs effectively - Understands visual supports and symbols - Can label emotions with adult support - Benefits from modeled language and sentence starters - Working on using words instead of behaviors when frustrated 	<ul style="list-style-type: none"> - Verbal, but expressive language can be inconsistent - Needs concrete choices rather than open-ended questions - Requires familiarity from communication partners - Benefits from modeling and simplified language - Can struggle to express emotions appropriately 	<ul style="list-style-type: none"> - Uses behavior more than language to communicate needs - Limited functional communication for expressing frustration - Difficulty accepting redirection - Often refuses to communicate during demands - Benefits from very clear, simple directives 	<ul style="list-style-type: none"> - Uses AAC device and can be fluent when motivated - Higher receptive than expressive language skills - Communication is a major barrier to independence - Benefits from structured language models - Needs consistent 1:1 support for communication 	<ul style="list-style-type: none"> - Uses AAC device as primary communication method - Non-verbal with occasional echoic language - Can communicate basic wants and needs with support - Benefits from wait time and visual supports - Needs modeling and prompting to use AAC consistently 	<ul style="list-style-type: none"> - Low receptive and expressive language comprehension - Can communicate wants and preferences clearly - Difficulty understanding complex or abstract language - Benefits from simple, concrete directions - Uses functional language effectively in familiar contexts
Social Skills Traits	<ul style="list-style-type: none"> - Enjoys being with peers and wants to participate socially - Mostly engages in parallel play - Attempts interactive play by "teaching" peers - Needs support with turn-taking - Needs guidance with flexible and cooperative play 	<ul style="list-style-type: none"> - Loves being with peers and seeks social interaction - Highly motivated by peer attention - Generally kind and caring toward others - Can struggle with competitive situations - Benefits from structured social interactions 	<ul style="list-style-type: none"> - Limited interest in peer interactions - Avoids group activities and specials - Does not seek social engagement - Interactions often escalate into behavioral incidents - Requires highly structured, adult-led interactions 	<ul style="list-style-type: none"> - Enjoys being around peers - Prefers familiar routines and people - Can seek attention through protest behaviors - Needs support with flexibility - Responds well to humor and positive interactions 	<ul style="list-style-type: none"> - Enjoys being around peers - Does not typically engage in indoor peer play - Prefers independent play activities - Engages more socially during outdoor activities - Enjoys shared laughter and positive interactions 	<ul style="list-style-type: none"> - Wants peer acceptance and to appear "typical" - Enjoys joking and playful interactions - Prefers limited social circle - Sensitive to being perceived as different - Engages socially when comfortable

<p>Academic Traits</p>	<ul style="list-style-type: none"> - Phonemic awareness and phonics slightly below grade level - Stronger in ELA than math - Math skills currently lower than reading skills - Learns well through visual and hands-on activities - Benefits from small-group or guided instruction 	<ul style="list-style-type: none"> - Academically below grade level due to prior limited access to instruction - Willing to engage in work about 75% of the time - Can complete some tasks independently with proper setup - Requires significant adult support and scaffolding - Learns best through hands-on and visual activities 	<ul style="list-style-type: none"> - Able to decode text but lacks comprehension - Learning math at a slow pace - Does not generalize or access new instruction - Only engages with previously mastered material - Requires highly modified curriculum 	<ul style="list-style-type: none"> - Reading comprehension is an IEP goal - Math is an IEP goal (addition stronger than subtraction) - Engages better with manipulatives - Avoids academic tasks when directed - Needs frequent prompting to stay engaged 	<ul style="list-style-type: none"> - Qualifies for alternate curriculum (DLM) - More than 2.5 standard deviations below grade level - Limited interest in academic tasks - Requires high levels of support and modifications - Benefits from short, engaging instructional activities 	<ul style="list-style-type: none"> - Qualifies for DLM (more than 2.5 SD below) - Unable to read or use phonics skills - Uses sight word-based reading program - Making slow progress in math - Requires academic support but minimal behavioral support
<p>Sensory Needs Traits</p>	<ul style="list-style-type: none"> - Enjoys movement-based sensory input - Benefits from access to the sensory room - Uses the swing for regulation - Needs opportunities for physical movement throughout the day - Becomes more regulated after sensory breaks 	<ul style="list-style-type: none"> - Tiptoe walker - Benefits from low-stimulation environments - Regulates well with putty, playdough, and tactile materials - Needs quiet spaces for emotional regulation - Enjoys movement (recess, PE, specials) 	<ul style="list-style-type: none"> - Strong need for movement input - Seeks spinning and swinging - Prefers sensory activities on his own terms - Benefits from frequent movement opportunities - Uses movement to regulate when allowed 	<ul style="list-style-type: none"> - Enjoys tactile sensory input (putty, sand) - Likes recess and outdoor time - Becomes dysregulated with schedule changes - Prefers predictable routines - Comforted by favorite clothing items 	<ul style="list-style-type: none"> - Enjoys movement and dancing - Benefits from outdoor time - Prefers tactile activities (playdough, cars) - Can become overstimulated with loud noises - Needs frequent breaks from seated tasks 	<ul style="list-style-type: none"> - Enjoys tactile sensory input (sand, sensory items) - Likes drawing and creative activities - Enjoys video games - Benefits from hands-on materials - Regulates well without intensive sensory interventions
<p>Reinforcers (List 3)</p>	<ul style="list-style-type: none"> - Skittles and Goldfish - Recess and movement activities - Sensory room swing and Morning Meeting with general education peers 	<ul style="list-style-type: none"> - Food (especially popcorn and Pop-Tarts) - Recess, PE, and specials - Hands-on materials (sand, putty, playdough) 	<ul style="list-style-type: none"> - Movement-based activities (swinging, spinning) - Time with no demands - Preferred physical space (floor, quiet areas) 	<ul style="list-style-type: none"> - Putty and sand - Recess and outdoor play - Animal-related activities and materials 	<ul style="list-style-type: none"> - Any edible/sweet treats - Time outside or recess - Music, dancing, and movement activities 	<ul style="list-style-type: none"> - Food rewards - Praise and positive feedback - Drawing, games, and sensory activities