

## ACADEMIC ACHIEVEMENT, FUNCTIONAL PERFORMANCE AND LEARNING CHARACTERISTICS:

Current levels of knowledge and development in subject and skill areas, including activities of daily living, level of intellectual functioning, adaptive behavior, expected rate of progress in acquiring skills and information and learning style.

### Questions to think about:

1. What is the child's learning style?
  - Visual  
(Picture)
  - Auditory  
(Listen)
  - Tactile  
(Hands-on)
  - Kinesthetic  
(Movement)
2. What skill is the student's strength?
  - Decoding words
  - Comprehending
  - Rote memory
  - Creativity
  - Listening
3. What is their current independent learning level?
4. What does this child need in order to learn?
5. If 15 yrs., what are the student's strengths, needs, preferences and interests, as they relate to transition from school to post-school activities?

### **STRENGTHS:**

- (Student) learns best through \_\_\_\_\_.
- (Student) can \_\_\_\_\_ with minimal assistance.

### **PRESENT LEVEL OF PERFORMANCE:**

- In the area of \_\_\_\_\_, we know (student) can currently \_\_\_\_\_, but cannot \_\_\_\_\_.

### **NEEDS:**

- (Student) will need \_\_\_\_\_ in order to \_\_\_\_\_.

## **SOCIAL DEVELOPMENT:**

The degree and quality of the student's relationships with peers and adults, feelings about self and social adjustment to school and community environments.

### **Questions to think about:**

1. What type of relationship does this student have with his/her peers and adults?
  
2. How does he/she interact with others? Does this student have difficulty meeting new people, making friends, or keeping friends?
  
3. How does this student feel about himself?
  
4. How does this student adjust socially to the school and community environment?

### ***STRENGTHS:***

- (Student) interacts \_\_\_\_\_ with peers.
- (Student) can \_\_\_\_\_ with peers and adults.
- (Student) has a \_\_\_\_\_ self-esteem and \_\_\_\_\_.

### ***PRESENT LEVEL OF PERFORMANCE:***

- (Student) is able to \_\_\_\_\_ but has difficulty with \_\_\_\_\_.

### ***NEEDS:***

- (Student) will need \_\_\_\_\_ in order to \_\_\_\_\_.

## PHYSICAL DEVELOPMENT:

The degree and quality of the student's motor and sensory development, health, vitality, and physical skills or limitations that pertain to the learning process.

### Questions to think about:

1. Does this child have physical skills or limitations that pertain to the learning process?
2. Are there motor, sensory, or health development concerns?
3. Is fatigue a concern?
4. What are the results of the latest physical, hearing, and vision exams?  
(i.e./ check with school nurse)

### **STRENGTHS:**



### **PRESENT LEVEL OF PERFORMANCE:**



### **NEEDS:**

- (Student) will need \_\_\_\_\_ in order to \_\_\_\_\_.



## **MANAGEMENT NEEDS:**

The nature of and degree to which environmental modifications and human or material resources are required to enable the student to benefit from instruction. Management needs are determined in accordance with the factors identified in the areas of academic/educational achievement and learning characteristics, social development and physical development.

### **Questions to think about:**

1. Does this student benefit from:
  - small group instruction?
  - cooperative learning groups
  - working independently?
  
2. Does this student need:
  - preferential seating?
  - to have a consistent room arrangement and seating assignment?
  - to have a consistent routine?
  
3. Does this student require a paraprofessional to assist the student to locate classes and follow schedules
  
4. Does this student need daily assistance organizing material?
  
5. Does the student need assistance with extra-curricular activities?

### **STRENGTHS:**

- (Student) learns best through \_\_\_\_\_.
- (Student) can \_\_\_\_\_ with minimal assistance.

### **PRESENT LEVEL OF PERFORMANCE:**

- (Student) is able to \_\_\_\_\_, but has difficulty \_\_\_\_\_.

### **NEEDS:**

- (Student) will need \_\_\_\_\_ in order to \_\_\_\_\_ in the general education curriculum.