

Supporting Student Needs Within the Classroom Community

Answer the questions related to areas that could support this particular student in his/her classroom and thus help him/her become a successful member of the community.

Name of Learner: _____

Learner Profile:

Real-World Community Skills

- Are there any real-world literacy opportunities or materials from the community that can be used in the general education classroom?

- Are there any community communication needs that can be taught in the general education classroom or promoted in student group work?

- What classroom and school jobs can help this student develop a work ethic?

- If the student is older, is there an opportunity for a work-study job? If so, what features of the job match her/his interests?

- What school recreational opportunities are transferable to the community?

Real-World Community Skills (continued)

- Are there opportunities in school for the student to practice handling money?
- Is the student able to tell time independently? If not, could he/she learn by following a personal school schedule?
- Is the student capable of using today's technology? If not, consider school training and practice in using an iPad and iPod.
- Are there after-school clubs and activities the student could participate in to develop interests and social relationships?

Student Interests

- What are the student's interests, passions, and fascinations? Are they incorporated into the student's day?
- How can the student's interests, passions, and fascinations be used to promote classroom work?
- How can the student's interests, passions, and fascinations be used to promote positive communication?
- How can the student's interests, passions, and fascinations be used to promote working with others?
- How can the student's interests, passions, and fascinations be used to give her/him leadership opportunities?
- How can the student's interests, passions, and fascinations be used to increase his/her comfort, minimize his/her anxiety, and encourage him/her to take risks?

Environmental Supports

- Which classroom environments does the student prefer?

<input type="checkbox"/> Quiet	<input type="checkbox"/> Working as a whole class
<input type="checkbox"/> Conversation	<input type="checkbox"/> An area of the classroom besides desk or table
<input type="checkbox"/> Working alone	<input type="checkbox"/> A setting other than the classroom such as the library
<input type="checkbox"/> Working in a small group	<input type="checkbox"/> Being able to work to music
<input type="checkbox"/> Working in a large group	

- What position does the student prefer in the classroom?

☐ Front, near the teacher

☐ Center

☐ Rear

☐ Near peers who are good models. If so, identify the peers: _____.

Communication Supports

- Does the student have the communication skills necessary to accomplish the following actions? If not, how would you recommend she/he develop those skills?

- Gain positive attention

Recommendations:

- Participate in a favorite activity or obtain a desired object

Recommendations:

- Move from one activity to another

Recommendations:

- Protest constructively

Recommendations:

- Do others acknowledge and respect these communications?

Choice/Control Supports

- What does the student value? Are these things available to him/her?

- How often does the student get to participate in a preferred activity without having to earn it?

- Does the student have some control and choice over her/his schedule and activities?

- Does the student have the same access to basic needs (food, drink, privacy) that other students do?

- Who does the student like? Does the student get to spend time with this person/these people?

- Does the student have any meaningful relationships? If not, how could he/she be encouraged to build them?

Teaching Supports

- Are staff members trained to provide support? Do they have the necessary resources?

- Under what conditions does the student need teacher support?
 - _____ More difficult tasks
 - _____ Less difficult tasks
 - _____ Boring or repetitive tasks
 - _____ Lengthy tasks

- Are there classroom fixtures or activities that can support the student (e.g., a student who needs to move about frequently could be asked to deliver/pick up things from the school office)?

Sensory Supports

- Is the student in any one position for too long? If so, what are some viable alternatives?

- Does the student have active learning options when she/he needs them?

- Are alternate environments such as using the library to complete work available to all students?

- Are there seating options such as cushions, therapy balls, and T-stools?

Supporting Student Needs Within the Classroom Community *(continued)*

Sensory Supports *(continued)*

- Are there sensory supports such as stress balls that the student can manipulate?
- Are there sensory supports such as hard candy that a student can taste?
- Are there writing instrument options, including different sizes and grips?

Physiological Supports

- Is the student currently using any medications? Are they effective? Should their use or dosage be reevaluated? Are there any other issues that affect the student's learning?
- Are there medical conditions that impact the student's ability to learn?
- Is the student using recreational drugs? If so, what are the effects on school and learning?

Supporting Student Needs Within the Classroom Community *(continued)*

Physiological Supports (continued)

- Does the student have any allergies?
- Is the student in any physical distress?
- Is the student getting enough sleep? Nutrition?

Based on the answers to the questions and the information collected, what are the best ways to support _____?