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## **POSITIVE STUDENT PROFILE**

Parents and teachers alike will find that completing a Positive Student Profile for a child/student is an excellent way to “introduce” the child to new teachers and to others. The profile provides you with the opportunity to see a child’s strengths and challenges in a new light, have a clearer understanding of who the child is and become better prepared to participate in the IEP process. A new profile can be completed each year as the child grows and changes.

Attached are two completed “example” profiles and one blank profile for your use. You may want to make a copy of the blank profile to use in the future and to share with your child’s teachers.

Also included is “Goals at a Glance” which we believe you will find helpful as you are preparing to write the IEP. A sample is included for you.



## Positive Student Profile Example

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

1. Who is Brian? (Describe your child, including information such as place in family, personality, likes and dislikes.)

Youngest in the family, Jaclyn's brother  
Likes to help in the kitchen  
Likes to read about the space shuttle and the Earth  
Likes to watch Reading Rainbow  
Favorite color is red  
Likes to ride his 2-wheel bike  
Likes to take pictures, like his dad  
Loves the beach  
Likes to go to the library  
Likes to play softball

2. What are Brian's strengths? (Highlight all areas in which your child does well, including educational and social environments.)

Imitates well  
Likes to help around the house  
Good with details  
Very good sense of humor  
Understands what is being said  
Sensitive to others

3. What are Brian's successes? (List all successes, no matter how small.)

Attends a first grade regular education classroom  
Is very good at operating a computer  
Calms down quickly after being upset  
Can make his own lunch  
Learning to read  
Has very good manners  
Enjoys taking cooking classes

# Student Evaluation

Name: \_\_\_\_\_ Age: \_\_\_\_\_ Reg. Ed. Class \_\_\_\_\_ Spec. Ed. Class \_\_\_\_\_

CARS Level: \_\_\_\_\_ Cognitive Level: \_\_\_\_\_ Previous Inclusion Experience? y\_\_\_\_ n\_\_\_\_

## Academic

Grade Level: \_\_\_\_\_ Fine Motor Problems? \_\_\_\_\_ Est. On task time: \_\_\_\_\_

Follows: 1-step directions \_\_\_\_ 2-step \_\_\_\_ Completes work? y\_\_\_\_ n\_\_\_\_ Messy? y\_\_\_\_ n\_\_\_\_

Modified Curriculum? Y\_\_\_\_ N\_\_\_\_ Suggested suppl. curriculum \_\_\_\_\_

Verbal Activities: \_\_\_\_ Single Words \_\_\_\_ Phrases \_\_\_\_ Complex Speech \_\_\_\_ Echolalia \_\_\_\_ I \_\_\_\_ D

## Behavior/Social

Activity Level:            1            2            3            4            5            (1 being the lowest)

Aggression: to peers \_\_\_\_ to adults \_\_\_\_ to self \_\_\_\_ SIB-(what form) \_\_\_\_\_

Behavior Issues: Biting \_\_\_\_ Hitting \_\_\_\_ Kicking \_\_\_\_ Throwing \_\_\_\_; Passive? y\_\_\_\_ n\_\_\_\_

Walks in line? \_\_\_\_\_ Noise sensitivity? \_\_\_\_\_ Reacts to certain words? \_\_\_\_\_

Plays with peers? y\_\_\_\_ n\_\_\_\_ Behavior on playground \_\_\_\_\_

Loud vocalizing in class? y\_\_\_\_ n\_\_\_\_ Can he be quieted? y\_\_\_\_ n\_\_\_\_

Drooling? y\_\_\_\_ n\_\_\_\_ Mouths objects? y\_\_\_\_ n\_\_\_\_

Write notes regarding child:

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## Goals-At-A-Glance

This form is to be filled out by the parent and shared with the team. Under each heading below, enter a few major goals that you feel the IEP should address.

**Academic:**

**Social/Emotional/Behavioral:**

**Communication:**

**Daily Living:**

**Transition to Adulthood (no later than age 14):**

**Other:**

