

**SPECIAL SCHOOL DISTRICT – ST. LOUIS COUNTY  
STUDENT PROFILE**

To: \_\_\_\_\_

Student: \_\_\_\_\_

I.E.P. Date: \_\_\_\_\_

Case Manager: \_\_\_\_\_

Grade: \_\_\_\_\_

**Classification of Disability:**

- |  |   |   |
|--|---|---|
| <input type="checkbox"/> Mentally Retarded (mild MR)       | <input type="checkbox"/> Deaf                     | <input type="checkbox"/> Deaf/ Blind                  |
| <input type="checkbox"/> Specific Learning Disability – LD | <input type="checkbox"/> Hard of Hearing          | <input type="checkbox"/> Other Health Impaired OHI/OI |
| <input type="checkbox"/> Speech Impaired – SI              | <input type="checkbox"/> Language Impaired – LI   | <input type="checkbox"/> Visually Impaired – VI       |
| <input type="checkbox"/> Multi-Handicapped – MU            | <input type="checkbox"/> Physically Impaired – PI | <input type="checkbox"/> Autistic - AU                |
| <input type="checkbox"/> Traumatic Brain Injury – TBI      | <input type="checkbox"/> Behavior Disordered – BD | <input type="checkbox"/> Emotional Disturbance – ED   |

**This disability affects the student's involvement and progress in the general education curriculum in the following ways:** \_\_\_\_\_

**Strengths of the student:** \_\_\_\_\_

**IEP Goals/ Objectives Specific to Classroom/ Academic Participation:** \_\_\_\_\_

**IEP Adaptations/ Modifications:**

**Grading:**

- Modify weight of course
- Weekly grade checks
- \_\_\_\_\_

**Text:**

- Taped
- Highlighted
- Home set of texts/material
- Study guides
- Large print
- Adapted/simplified texts/material
- \_\_\_\_\_

**Lectures:**

- Taped
- Note taking assistance
- Preferential seating
- Teacher provides notes
- \_\_\_\_\_

**Environment:**

- Alter physical room arrangement
- Study carrel for independent work
- Adjust for speech intelligibility/fluency
- Preferential seating
- \_\_\_\_\_

**Tests/Exams:**

- Oral

- Short answer
- Extended time for completion
- Taped
- Multiple sessions
- Exams of reduced length
- Open book exams
- Read test to student
- Modify test format
- Record student responses
- Alternative setting
- \_\_\_\_\_

**Assignments:**

- Read or tape record directions to student
- Allow copying from paper/book
- Lower difficulty level/shorten assignments
- Directions given in a variety of ways
- Reduce paper/pencil tasks
- Give oral cues/prompts
- Allow student to record or type assignments
- Adapt worksheets and packets
- Avoid penalizing for penmanship
- Avoid penalizing for spelling errors
- Extended time for completing assignments

- Provide study aids
- Maintain assignment notebook
- Provide structured time to organize materials
- Assistance in recording assignments
- \_\_\_\_\_

**Reinforcement:**

- Use positive, concrete reinforcement
- Repeated review and drill
- Frequent reminders of rules
- Check often for understanding/review
- Frequent eye contact/proximity control
- \_\_\_\_\_

**Pacing:**

- Extended time for oral responses
- Extended time for written responses
- Allow frequent breaks/vary activities
- \_\_\_\_\_

**Supports for school personnel:**

- Specialized material
- Training
- Consultant service
- \_\_\_\_\_

**Standardized test accommodations:**

- MAP A
- Extended time on MAP
- Testing in small group

**Additional Comments:** \_\_\_\_\_

*Original:* General Ed. Teacher

*Copy:* SSD Teacher