

STUDENT'S PROFILE

NAME:

AGE:

GRADE:

LANGUAGE LEVEL:

Expressive:

Receptive:

STRENGTHS:

WEAKNESSES:

INTERESTS / FAVOURITE TOPICS (connection points):

CURRICULUM GOAL MODIFICATION

STUDENT:

SUBJECT AREA:

GRADE LEVEL:

CURRICULUM GOAL:

MAIN SKILL/CONCEPT TO BE TAUGHT:

CONNECTION TO "REAL WORLD" SKILL:

NECESSARY UNDERLYING SKILLS/CONCEPTS:

**MODIFICATIONS NECESSARY TO MATCH STUDENT'S PROFILE OF
STRENGTHS/WEAKNESSES:**

IDEAS TO TEACH THROUGH SPECIAL INTERESTS / FAVOURITE TOPICS:

RESPONSE TO INDICATE COMPREHENSION:

CHECK FOR GENERALIZATION:

STUDENT'S PROFILE

NAME: One

AGE: 7

GRADE: 1

LANGUAGE LEVEL:

Expressive:

- *inconsistent single words*
- *gestures, atypical signs and pic-symbols for some communication purposes (requests, activity choice)*

Receptive:

- *understands simple verbal directions in context*
 - *comprehension enhanced by visual supports (pictures, gestures to "back up" verbal information)*
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STRENGTHS:

- *independent in most daily living skills*
- *can interact non-verbally in action and sensory games*
- *likes computer, and has recently learned to use the mouse independently*
- *enjoys music, and can repeat longer strings of language when they are accompanied by a tune (especially action songs)*
- *strong gross motor skills*

WEAKNESSES:

- *difficulty following and attending to non-favourite activities directed by another*
 - *extremely sensitive to noise (fear of children yelling and crying)*
 - *seasonal decrease in skills (mostly spring, sometimes fall as well)*
 - *weak fine motor skills*
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INTERESTS / FAVOURITE TOPICS (connection points):

- *computer*
- *music*
- *sensory (bubbles, playdough, marbles)*

CURRICULUM GOAL MODIFICATION

STUDENT: One

SUBJECT AREA: Reading

GRADE LEVEL: 1

CURRICULUM GOAL:

*Read a variety of simple written material for different purposes
Express clear responses to written materials, relating the ideas in them to their own knowledge and experience*

MAIN SKILL/CONCEPT TO BE TAUGHT:

- *attention to written text, connect written words to spoken language*

CONNECTION TO "REAL WORLD" SKILL:

- *knowledge that written language has meaning*

NECESSARY UNDERLYING SKILLS/CONCEPTS:

- *book-reading "conventions"*
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MODIFICATIONS NECESSARY TO MATCH STUDENT'S PROFILE OF STRENGTHS/WEAKNESSES:

- *interactive books (eg. lift-the-flap)*
- *personal books (photos)*
- *modified books (based on early reader "pattern" books)*
- *language level (1-2 words)*
- *work 1-to-1 in a quiet spot*

IDEAS TO TEACH THROUGH SPECIAL INTERESTS / FAVOURITE TOPICS:

- *books with text of favourite songs (eg. "Twinkle, Twinkle Little Star")*
 - *computer (Living Books, especially those with songs, eg. "Sheila Rae the Brave"; also visual early reading programs like "Let's Go Read 1 & 2")*
 - *audiotape books with songs incorporated (maybe matching favourite videos)*
 - *single word + picture directions for sensory activity (eg. "roll" and "squish" for playdough)*
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RESPONSE TO INDICATE COMPREHENSION:

- *match words to pictures*
- *"illustrate" written text using stickers or computer program*

CHECK FOR GENERALIZATION:

- *ability to choose activities using word cards*
- *matching word cards to real objects in classroom and at home*

STUDENT'S PROFILE

NAME: Two

AGE: 6

GRADE: 1

LANGUAGE LEVEL:

Expressive:

- *speaks in phrases and sentences (may be echoed, may or may not "fit" with context)*
- *word-finding difficulties*
- *less verbal in classroom group situations than in 1-to-1 quiet activities*

Receptive:

- *understands 2-3 step verbal directions in context*
 - *comprehension drops in a group situation, unless enhanced by visual supports (pictures, written words to "back up" verbal information)*
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STRENGTHS:

- *can decode written language at a grade 2 level (functional reading comprehension is at a late grade 1 level)*
- *can interact verbally in quiet 1-to-1 activities*
- *likes computer, and can use independently*
- *enjoys music, and is able to sing all the words in group songs at circle time*
- *strong gross motor skills*

WEAKNESSES:

- *difficulty following and attending to group lessons (easily distracted)*
 - *trouble understanding the language of peers, social situations involving peers*
 - *seasonal decrease in skills (winter - seems connected to colds and congestion)*
 - *weak fine motor skills*
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INTERESTS / FAVOURITE TOPICS (connection points):

- *computer*
- *music*
- *letters and books*

CURRICULUM GOAL MODIFICATION

STUDENT: Two

SUBJECT AREA: Writing

GRADE LEVEL: 1

CURRICULUM GOAL:

*Communicate ideas for specific purposes.
Produce short pieces of writing using simple forms.*

MAIN SKILL/CONCEPT TO BE TAUGHT:

- *begin to use written language as a means of expression*

CONNECTION TO "REAL WORLD" SKILL:

- *opening up another expressive language channel*

NECESSARY UNDERLYING SKILLS/CONCEPTS:

- *knowledge of words and letters*
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MODIFICATIONS NECESSARY TO MATCH STUDENT'S PROFILE OF STRENGTHS/WEAKNESSES:

- *letter stamps*
- *computer word-processing (eg. "Kid Works")*
- *word cards (sentence construction)*

IDEAS TO TEACH THROUGH SPECIAL INTERESTS / FAVOURITE TOPICS:

- *use text of favourite songs and have him fill-in missing words*
 - *use favourite books, and have him make personal versions (eg. "Brown Bear")*
 - *make "alphabet" books, where he completes sentences and continues the pattern (eg. "Big A, little a, what begins with A?" or "A is for ---")*
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RESPONSE TO INDICATE COMPREHENSION:

- *can write to match a picture*

CHECK FOR GENERALIZATION:

- *any spontaneous use of written words*
- *independent use of programs like "Kid Works" to make his own "books"*

STUDENT'S PROFILE

NAME: Three

AGE: 8

GRADE: 3

LANGUAGE LEVEL:

Expressive:

- *speaks in grammatically correct complex sentences with "high-level" vocabulary*
- *word-finding difficulties (frequently accompanied by frustration)*
- *tendency to persevere on "favourite" topics, and to speak in a monologue, rather than a dialogue*

Receptive:

- *much lower than expressive language level would suggest (frequently misses "chunks" of information in everyday situations, "thin" vocabulary knowledge)*
- *comprehension drops in a group situation, unless enhanced by visual supports (pictures, written words to "back up" verbal information)*

STRENGTHS:

- *ability to decode* written language and spell is at a grade 6 level (* functional reading comprehension is at a late grade 2 level)*
- *can interact verbally in quiet 1-to-1 activities*
- *likes computer, and can use independently*
- *long attention span for "favourite" topics*

WEAKNESSES:

- *difficulty following and attending to group lessons (easily distracted, frequent behavioural upsets in this type of situation)*
- *trouble understanding the language of peers, social situations involving peers (resulting in frequent conflict and physical behaviour)*
- *anxiety/stress escalates as academic activities are more demanding (language skills decrease drastically as stress rises)*

INTERESTS / FAVOURITE TOPICS (connection points):

- *disasters*
- *sports*
- *math/numbers*

CURRICULUM GOAL MODIFICATION

STUDENT: Three

SUBJECT AREA: Oral and Visual Communication

GRADE LEVEL: 3

CURRICULUM GOAL:

*Communicate messages and follow instructions and directions.
Apply the rules of participating in conversation and working with others.*

MAIN SKILL/CONCEPT TO BE TAUGHT:

- *functional classroom language skills*

CONNECTION TO "REAL WORLD" SKILL:

- *ability to interact comfortably with others in the auditory-verbal mode*

NECESSARY UNDERLYING SKILLS/CONCEPTS:

- *knowledge of social expectations for classroom behaviour ("social rules")*
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MODIFICATIONS NECESSARY TO MATCH STUDENT'S PROFILE OF STRENGTHS/WEAKNESSES:

- *direct teaching of social rules through visual mode (social stories, role-playing)*
- *written back-up for oral information*
- *written "check-list" to help focus attention and efforts in group-work with peers*
- *"pre-teaching" in a 1-to-1 situation re: topic of group work*

IDEAS TO TEACH THROUGH SPECIAL INTERESTS / FAVOURITE TOPICS:

- *group-work with peers should involve favourite topics (eg. "Pioneers - how disaster ruled their lives", math)*
 - *if you want him to listen and process in a group learning situation in the classroom, choose a very high interest topic, and make sure there are visual and/or interactive components to the presentation*
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RESPONSE TO INDICATE COMPREHENSION:

- *produce and present project*
- *answer written or oral questions on the topic*

CHECK FOR GENERALIZATION:

- *increased comfort and decreased negative behaviour in group situations*

STUDENT'S PROFILE

NAME: Four

AGE: 14

GRADE: 7

LANGUAGE LEVEL:

Expressive:

- *speaks in 1-6 word sentences with some grammatical errors*
- *echoes longer strings of language from video and movie scripts*
- *word-finding difficulties, vocabulary gaps*

Receptive:

- *higher than expressive language level*
- *depends on visual information (pictures, written) to fill in gaps in his understanding of verbal language*

STRENGTHS:

- *can draw to communicate higher level ideas than can be expressed verbally*
- *independent and confident on computer*
- *likes math and numbers*
- *builds sophisticated 3-D structures following visual diagrammatic instructions*

WEAKNESSES:

- *difficulty following verbal-only instructions*
- *springtime disintegration (related to allergies)*
- *anxiety/stress escalates when situation/activity is not understood (trouble with change and transitions)*

INTERESTS / FAVOURITE TOPICS (connection points):

- *Halloween*
- *movies (Disney, Scooby-Doo, Harry Potter)*
- *math/numbers*
- *cartoons*
- *medieval (fairy-tales, knights, dragons, etc)*
- *animals*

CURRICULUM GOAL MODIFICATION

STUDENT: Four

SUBJECT AREA: Science – Structures and Mechanisms

GRADE LEVEL: 7

CURRICULUM GOAL:

design and make a variety of structures, and investigate the relationship between the design and function of these structures and the forces that act on them

MAIN SKILL/CONCEPT TO BE TAUGHT:

- *Pre-engineering skill of testing and modifying structural design*

CONNECTION TO "REAL WORLD" SKILL:

- *Build knowledge of how the world works (buildings and machines) and how to design structures/machines for specific purposes*

NECESSARY UNDERLYING SKILLS/CONCEPTS:

- *ability to build structures (both from patterns and from "specs")*
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MODIFICATIONS NECESSARY TO MATCH STUDENT'S PROFILE OF STRENGTHS/WEAKNESSES:

- *teach through visual diagrams, demonstration, "hands-on" experiments*
- *draw results of experiments*
- *work in small group with kind and competent peers*
- *1-to-1 work to teach vocabulary and concepts that connect to in-class work (fill in the gaps)*

IDEAS TO TEACH THROUGH SPECIAL INTERESTS / FAVOURITE TOPICS:

- *computer program about machines that includes cartoons and visual humour*
 - *use of familiar building toys, in addition to materials designated for "whole class" experiments*
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RESPONSE TO INDICATE COMPREHENSION:

- *draw answers to questions; draw pictures to match sentences about topic*
- *demonstrate competence on computer program*

CHECK FOR GENERALIZATION:

- *increased interest in machines and mechanisms*