

**Individual Student Profile***Parent/Guardian to complete***STUDENT INFORMATION****Students Name****Date of Birth****STUDENT PROFILE****ACADEMIC DEVELOPMENT** *Please indicate the academic level of the student's current work*☐ Excellent☐ Above Average☐ Average☐ Below Average**1. Disability Description** *Including impact on learning***2. Personal Strengths, Gifts and Interests** *Including strengths in the classroom***3. Personal Challenges** *Including challenges in the classroom*



**4. Things that may cause/trigger an adverse behavioural response**

**5. What does this response normally look like in the build-up stage, particularly at school?**

**6. What does this response look like once it is in full flight, particularly at school?**

**7. Strategies that work with the student when an escalation of behaviour occurs, particularly at school**



**8. Strategies that do not work or that may cause the behaviour to escalate, particularly at school**

**9. Signs that the student is calming down, particularly at school**

**10. Sensory issues that may affect the student**

**11. Adjustments**



**12. Other information**

<b>Completed by</b>		<b>Date</b>	

**Student Profile Prompt Questions**

This profile has been designed to enable those working with the child to better recognise how to manage, motivate and understand the child. When filling in the profile, please try to be as specific as possible about your answers. Remember, the more detail you can give, the better equipped others will be with understanding the needs of the child.

- 1. A description of the child's disability/disabilities and how this impacts on them socially, behaviourally etc. both in the classroom and on the playground, including how it impacts on their ability to learn.**
- 2. Personal Strengths, Gifts, and Interests**
  - What things is the child good at or interested in? e.g., Math, spelling, computers, drawing, sport, dancing, music, reading etc.
- 3. Personal Challenges**
  - What types of things does the child find difficult or believes they are not good at doing? E.g., sports, reading, making friends etc.
- 4. Things that may cause or trigger an adverse behavioural response**
  - What types of things might upset the child and lead to an escalation of behaviours?
  - What types of things might make the child angry and lead to an escalation of behaviours?
  - What types of things might offend the child and lead to an escalation of behaviours? E.g., criticism, raised voices/shouting, removal of specific items, lack of warning to changes, casual teacher in classroom, tiredness, sickness, having to wait, not being first, not winning etc.
- 5. Behaviours exhibited leading up to an escalation of behaviours. What does this look like in the build-up stage?**
  - What types of early 'warning' behaviours might you see from the child that indicate that they are becoming anxious/stressed/angry? E.g., making noises, calling-out, twisting hair with fingers, tapping objects, pacing, work refusal, oppositional behaviours such as saying 'no,' increased breathing, sweating, a certain 'look' in their eyes etc.
- 6. Behaviours exhibited during an escalation of behaviours. What does this look like when it is in full flight?**
  - What types of things might the child do while they are escalating? E.g., scream, cry, swear, throw self on the floor, strike out at others physically, throw objects, run away, spit etc.
- 7. Strategies that work with the student when an escalation of behaviours occurs**
  - What kinds of things should others do when the child is having an escalation of behaviours?
  - What types of things will help calm the child down? E.g., use of a calm and controlled voice, leave the child alone for a while, weighted blankets, special acknowledgement/validation of feelings etc.



**8. Strategies that DON'T work or that may cause the behaviour to escalate**

- What kinds of things should people avoid doing when the child is having an escalation of behaviours?
- What types of things may cause the child's behaviour to escalate or get worse? E.g., raising your voice at the child, trying to hold them in one place or remove them from the area, threatening loss of particular privileges, telling them what they have just done is bad/naughty or trying to talk about what happened before the child is calm etc.

**9. Signs the child is calming down - for example:**

- Crying
- Pacing
- Becoming very quiet
- Saying sorry or showing remorse
- Wanting to talk to others
- Following requests without arguing

**10. Sensory Issues that might affect the child**

- Is the child sensitive to or dislikes any particular noises? E.g., crowds, bells, lawn mowers, music and signing etc.
- Is the child sensitive to or dislikes any particular tactile experiences? E.g., does not like wearing shoes or socks, does not like wearing a hat, dislikes the feeling of tags on clothing, dislikes having wet hands, dislikes putting hands in paint, dislikes the feeling of sand/dirt, does not like being touched etc.
- Is the child sensitive to or dislikes particular smells? E.g., foods (be specific), perfumes, deodorants, freshly cut grass, toilets etc.
- Does the child display sensitivities in any other areas? E.g., dislikes bright lights, poor balance, and gross motor skills.

**11. Adjustments and Accommodations**

- What types of things can be put in place to help the child learn more effectively? E.g., reward charts, visual schedules, reduced work amounts, use of timers to set limits, Makaton signing, alternate programs (which subjects), visual scaffolds, colour-coded timetables, lists etc.

**12. Other Information**

- Is there anything else you feel needs to be shared about the child that has not been covered elsewhere?