|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Macintosh HD:Users:tasn1:Desktop:Screen Shot 2017-01-13 at 7.46.10 AM.png**Student Name:**  **Age:**  **Grade:** | | **Reviewed By:**  **Date Reviewed:** | | | | | |
| **Directions:** After completing a student file review, describe the student’s strengths and emerging skills and indicate the element(s) of structured teaching impacted by placing an X in the corresponding column. | | | | | | | |
| **Student Information** | **Notes:** Consider strengths and emerging skills | | **Physical Structure** | **Schedules** | **Work**  **Systems** | **Tasks** | **Routines** |
| **Characteristics/Manifestations:** | | | | | | | |
| **Communication**   * Delay or absence of verbal language (How does the student communicate? What supports are needed?) * Communicate wants and needs through behavior * Echolalic and/or Repetitive language (movie scripts, etc.) * Difficulty expressing thoughts, feelings, needs, etc. * Impaired conversational skills |  | |  |  |  |  |  |
| **Social/Emotional**   * Prefers solitary activities * Difficulties with self-regulation |  | |  |  |  |  |  |
| **Patterns of Behavior**   * Stereotypy (flapping, spinning, pacing, etc.) * Repetitive motor movements * Insistence on routines * Preoccupation with objects or parts of objects * Narrow scope of interests |  | |  |  |  |  |  |
| **Student Information** | **Notes:** Consider strengths and emerging skills | | **Physical Structure** | **Schedules** | **Work**  **Systems** | **Tasks** | **Routines** |
| **Academic/Skill Level:** |  | |  |  |  |  |  |
| **Literacy**   * Reading Level * Comprehension level |  | |  |  |  |  |  |
| **Matching Ability**   * Objects * Photos * Shapes * Colors * Pictures * Words |  | |  |  |  |  |  |
| **Identification**   * Colors * Shapes * Numbers * Object, photos, etc. * Words |  | |  |  |  |  |  |
| **Sequencing Skills**   * Understands first/then/next * Puts items/photos/thoughts in order 1,2,3 * Gets overwhelmed or frustrated easily |  | |  |  |  |  |  |
| **Student Information** | **Notes:** Consider strengths and emerging skills | | **Physical Structure** | **Schedules** | **Work**  **Systems** | **Tasks** | **Routines** |
| **Academic/Skill Level (continued):** |  | |  |  |  |  |  |
| **Processing Skills**   * Ability to wait * Ability to follow directions |  | |  |  |  |  |  |
| **Attention span**   * + How long can student attend during instruction?   + Ability to follow through with directions   + Easily distracted |  | |  |  |  |  |  |
| **Interests:** |  | |  |  |  |  |  |
| * Preferred/high interest items * Items for reinforcement |  | |  |  |  |  |  |
| **Sensory Needs:** |  | |  |  |  |  |  |
| * Seeks or avoids sensory input * Over sensitive/Under sensitive |  | |  |  |  |  |  |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Student Information** | **Notes:** Consider strengths and emerging skills | **Physical Structure** | **Schedules** | **Work**  **Systems** | **Tasks** | **Routines** |
| **Health/Physical:** |  |  |  |  |  |  |
| * Fine motor * Gross motor * Hyperactive/Underactive * Toileting |  |  |  |  |  |  |
| **Other:** |  |  |  |  |  |  |
|  |  |  |  |  |  |  |

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