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## **CHAPTER 2:**

# ***THE STUDENT WITH AUTISM SPECTRUM DISORDER***

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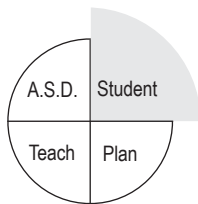
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## CHAPTER 2: THE STUDENT WITH AUTISM SPECTRUM DISORDER



The purpose of Chapter 2 is to describe the roles and responsibilities of the team and the process of developing a student profile. Knowing the primary characteristics and associated features of ASD prepares the team for learning how individual students are affected by ASD. A student profile is a summary of what is known about the student, what needs to be known, and what priority learning needs will guide the development of an Individual Education Plan (IEP).

The diagnosis of ASD is only the starting point: it confirms the student displays the distinctive pattern of characteristics (described in Chapter 1) that are associated with ASD. A diagnosis does not, however, describe the individual personality, temperament, interests, and areas of strength and weakness that make a student unique. For that, the team must gather and share information about the student and create a student profile that identifies the student's priority learning needs.

Team members are encouraged to think about the student's learning priorities at all stages of the assessment, evaluation, and planning process. Appropriate educational programming depends on a meaningful and functional IEP. This will facilitate the development of outcomes the entire team supports.

### The Student Profile

#### What Is a Student Profile?

A student profile is a summary of what the team knows about a student, including current and historical information (such as previous assessments and academic achievement). It identifies priority learning needs that guide the team in determining appropriate educational programming options and developing the student's individual plan.

All students—with or without ASD—are different from one another. Students differ in temperament and personality, in motivation, in learning style, in attention span and distractibility, in intelligence and adaptive skills, in motor development, and in many other unique and personal ways. Students with ASD differ from their typically developing peers because they have ASD and because they are individuals in their own right.

A student profile describes the unique development of an individual student. This is critical for appropriate programming education because

- the characteristics of ASD will vary among students
- the characteristics of ASD in an individual student are variable and will change over time
- other individual characteristics that are not directly associated with ASD (for example, cognitive function) must be described

A student profile includes

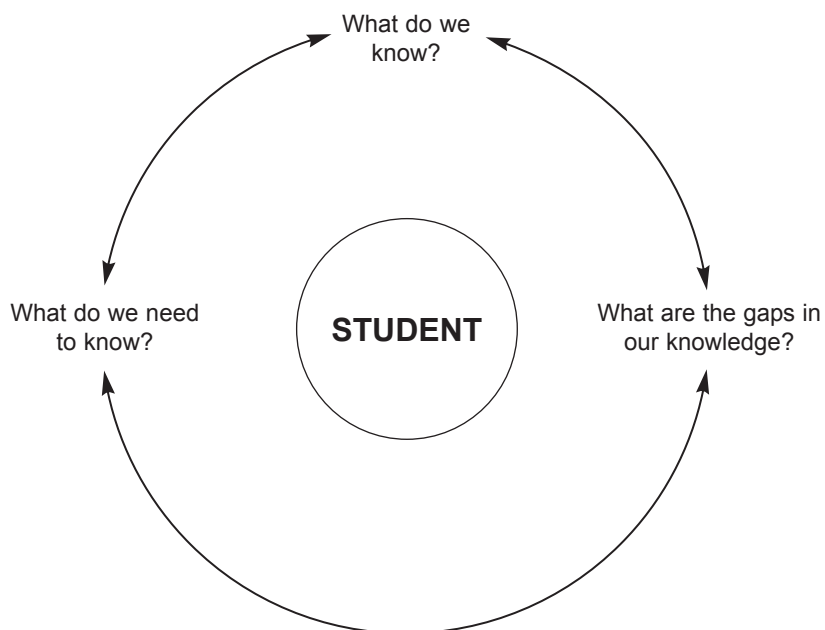
- history and background information
- a summary of diagnostic and assessment information
- a summary of interests, strengths, and learning styles
- information about current level of development, including the primary characteristics and associated features of ASD
- priority learning needs

## The Process for Developing a Student Profile

The process for developing a student profile involves

1. **Gathering information.** The team compiles current information about the student, identifies gaps in current knowledge, and determines the information necessary to prepare the student profile. Team members assess the student according to their area of expertise.

Gathering information involves the questions:



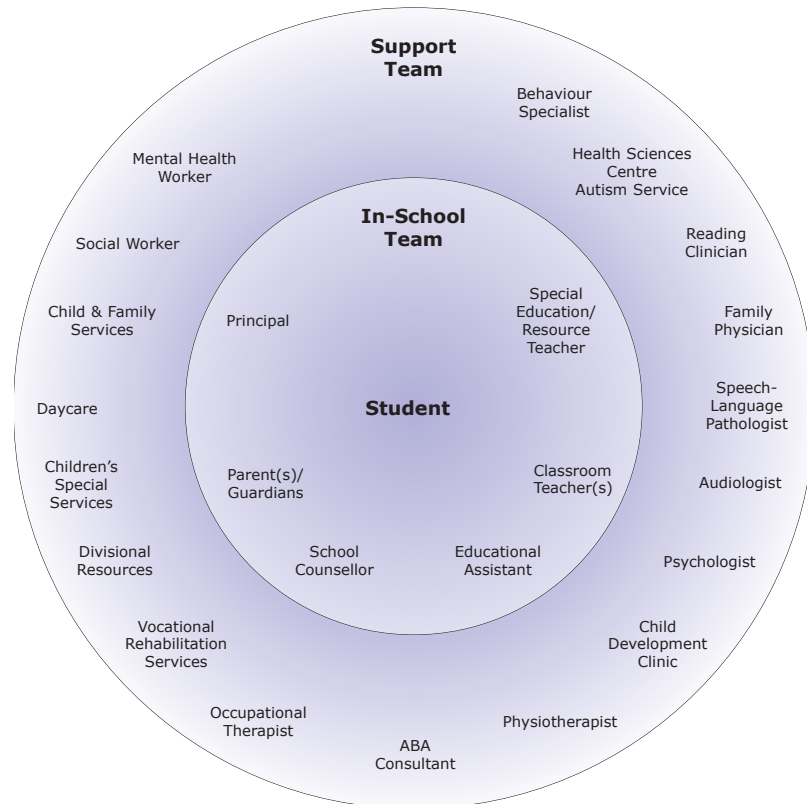
2. **Sharing information.** When team members complete their assessments, they share the results with the rest of the team. This allows the team to create a more complete profile of the student.
3. **Creating the student profile.** A student profile summarizes what is known about the individual student, including formal and informal assessment information, and identifies priority learning needs that guide the development of the IEP.

When the student profile process is completed, the team will have the information it requires to make decisions about appropriate educational programming for the student.

## The Team

The student's profile and the resources available in the school or division determine who is on the team. A typical team includes

- a case manager
- an in-school team, whose members are responsible for planning and day-to-day decision making
- a support team which consults with the in-school team on the development and implementation of the educational plan



## The Case Manager

One of the first tasks of the team is to identify a case manager and assign specific roles and responsibilities to each team member. The case manager oversees the work of the team. It is critical that a case manager be identified early in the process.

In most instances, case managers are responsible for

- distributing a written and timed agenda prior to meetings
- maintaining contact with parents
- organizing and chairing meetings
- coordinating development of the educational plan
- ensuring that a process to monitor progress and achievement is established
- documenting and distributing revisions to the plan
- ensuring meeting records are kept and distributed
- facilitating group decision making
- initiating and maintaining contact with external agencies

## The In-School Team

The in-school team consists of the student, parents, and school staff. The members of this team are the key decision makers in the planning process.

### *Student*

The student profile is the foundation for individual planning and should reflect the student's priority learning needs, strengths, weaknesses, interests, etc. A student who is able to participate as a team member can be involved by expressing individual preferences and interests and by participating in a discussion about strategies and behaviours.

A student who would not benefit from participating in planning meetings can be involved in other ways. For example, a student may provide information about his choices and preferences for activities and potential reinforcers. Following a meeting, ensure that the student understands

- the purpose of the educational plan
- how the outcomes of the educational plan will help him to attain personal goals

### *Parents*

Parents are advocates for their child's best interests. It is essential that parents have opportunities to be full and equal partners in the planning process. Parents contribute invaluable information about the student's learning approaches and interests, and about ways to avoid potential problems. The information they provide helps ensure continuity in programming. Parents also play an important role in reinforcing the goals of the IEP at home. Enlisting parents as active members of the team contributes to an effective IEP.

### *School Staff*

While the staff members on the school team vary from student to student, the typical in-school team includes the classroom teacher, the principal or a designate, the resource teacher, the guidance counsellor, and/or educational assistants who will assist in implementing the plan.

It is important to note that the classroom teacher retains primary responsibility for the student's learning. Students with IEPs remain part of the classroom and school community.

It is also important to note that the principal is responsible for the overall work of the team and for allocating resources and supports in the school, in accordance with the policies of the school division and Manitoba Education, Citizenship and Youth.



Information about building partnerships between families and schools may be found in *Working Together: A Handbook for Parents of Children with Special Needs in School* (2004). It may be obtained online at <[www.edu.gov.mb.ca/metks4/specedu/documents.html](http://www.edu.gov.mb.ca/metks4/specedu/documents.html)> or from the Manitoba Text Book Bureau: toll-free 1-866-771-6822 or <[www.mtbb.mb.ca](http://www.mtbb.mb.ca)>.

## The Support Team

The support team includes professionals who may be asked to consult with the in-school team when specialized input is required. In Manitoba, there are a number of potential sources for support team members. For a current summary, consult the Manitoba Education, Citizenship and Youth website in the box below. The in-school team, which is responsible for making decisions about developing and implementing programming, may call upon members of the support team to assist with

- developing the student profile
- assessing the student
- planning
- selecting and implementing instructional strategies
- providing technical assistance and advice about materials and resources
- accessing community-based resources (if necessary)
- providing input into other aspects of programming (as required)



Please see the Manitoba Education, Citizenship and Youth website for a summary of possible supports to the in-school team:  
<[www.edu.gov.mb.ca/ks4/specedu/aut](http://www.edu.gov.mb.ca/ks4/specedu/aut)>

It is important to note that the role of support team members is to provide information that allows the in-school team to make appropriate decisions about the student's programming. The in-school team, including the parents, determines who will be on the support team. Once involved with the in-school team, the members of the support team will have a shared responsibility in providing information to the in-school team for making programming decisions.

## Developing the Student Profile

### Before the Team Begins

Before they begin, team members should consider

1. roles and responsibilities
2. priorities in profile development
3. student-specific and environmental factors

#### 1. Roles and Responsibilities

Team members gather information in relation to their areas of expertise, professional training, or experience with the student. It is helpful to identify who will do what.

Table 2.1 outlines areas of focus in student assessment typically assigned to team members.

Table 2.1: Primary Focus of Assessment

Team Member	Primary Focus in Student Assessment
Classroom Teacher	<ul style="list-style-type: none"> <li>• academic performance</li> <li>• learning styles and strategies</li> <li>• attention span</li> <li>• interests</li> </ul>
Educational Assistant	<ul style="list-style-type: none"> <li>• collect information and student data under direction of team</li> </ul>
Occupational Therapist	<ul style="list-style-type: none"> <li>• performance in areas of self-care, productivity, and leisure</li> <li>• fine and gross motor skills</li> <li>• functional and social communication</li> <li>• organization</li> <li>• sensory function</li> <li>• social communication and interaction skills</li> </ul>
Parent(s)	<ul style="list-style-type: none"> <li>• developmental history, previous assessments</li> <li>• profile of functioning at home and in community</li> <li>• information about interests, fears, what works, what doesn't</li> </ul>
Physical Therapist	<ul style="list-style-type: none"> <li>• movement and physical function</li> <li>• muscle strength and function</li> <li>• posture</li> <li>• balance</li> <li>• mobility</li> </ul>
Psychologist	<ul style="list-style-type: none"> <li>• cognitive function</li> <li>• learning styles and strategies</li> <li>• adaptive skills and performance</li> <li>• mental health</li> <li>• behaviour</li> <li>• organization</li> <li>• attention span</li> </ul>
Resource Teacher	<ul style="list-style-type: none"> <li>• academic performance (formal)</li> <li>• learning styles and strategies</li> <li>• behaviour</li> <li>• interests</li> <li>• basic motor skills</li> <li>• adaptive skills and performance</li> </ul>
Speech-Language Pathologist	<ul style="list-style-type: none"> <li>• speech</li> <li>• language comprehension and expression</li> <li>• functional communication</li> <li>• augmentative and alternative communication</li> <li>• social interaction and skills</li> </ul>
Student	<ul style="list-style-type: none"> <li>• information about personal interests, fears, perspectives, etc. (as appropriate)</li> </ul>

**Please note:** The areas of assessment identified in Table 2.1 are not intended to be exhaustive or exclusive. They are intended to serve as a starting point for determining assessment roles and responsibilities.



## 2. Priorities in Profile Development

In planning its approach to the development of the student profile, the team should determine how to gather information concerning

- the **primary characteristics** and **associated features** of ASD described in Chapter 1
- **Cognitive development:** A student with ASD may also have a cognitive disability (or mental retardation). A cognitive disability, like ASD, may range from mild to severe and have a significant impact on a student's ability to learn.
- **Adaptive skill development:** Many students with ASD may be limited in how they use their adaptive skills (for example, fine and gross motor, self-help, recreation, vocational, and community) in functional and meaningful ways.
- **Academic achievement:** A student with ASD may demonstrate "splinter skills" (an isolated area of developmental strength) that hide areas of weakness. For example, a student may be able to read fluently but not understand what he is reading.
- **Work done by other professionals:** A student may have been seen for diagnosis or testing by other professionals (for example, hearing, vision, dental, or medical). This information needs to be included in the student profile.

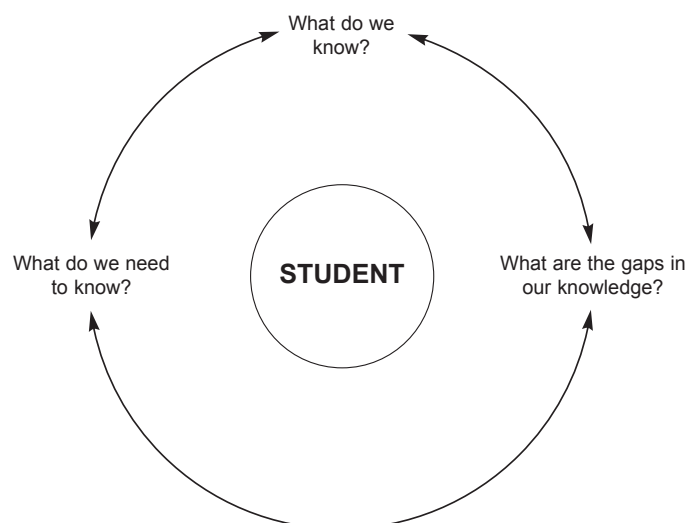
## 3. Student-Specific and Environmental Factors

The behaviour and performance of students with ASD during testing will vary according to personal and environmental factors. For example, impulsiveness, distractibility, fatigue, etc. will influence results. The student's surroundings (for example, noise, movement, light, etc.) may also affect performance.

### Developing the Student Profile

#### □ Step One: Gathering Information

Gathering information involves the questions:



If the student is new to the school, the team will need to allocate more time to developing a student profile than it would for a known student. With a known student, the logical place for the team to begin the information-gathering process is with the previous student profile it created for the student. This will provide continuity to the work of the team (for example, by identifying previously successful instructional strategies, situations that may lead to challenging behaviour, etc.) and save time by avoiding duplication.

There are many potential sources of information, including family and care givers; school and resource files; clinical files (from school clinicians and support team members such as doctors, dentists, etc.); the previous IEP; and reports from previous teacher(s). Young children entering school for the first time may have a Transition Action Plan with potentially useful developmental information.

Gaps in the team's current knowledge will determine the information the team needs to gather. Table 2.2 provides a tool for the team to organize the information-gathering process.

Table 2.2: Information-Gathering Checklist

Area	To Do	Who	Notes	Done
<b>Primary Characteristics</b>				
Social				
Communication				
Repetitive Patterns of Behaviour, Interests, and Activities				
<b>Associated Features</b>				
Sensory				
Anxiety				
Resistance/Anger				
Problem-solving/ Independence				
Approaches				
<b>Other</b>				
Hearing				
Vision				
Medical				
Dental				
Cognitive/Adaptive				

This checklist is available in Appendix: F: Forms.

Formal testing is often considered the primary means of assessing students. However, informal assessments also provide useful information. Together, formal and informal assessments provide a range of approaches to assess a student with ASD. It may not be possible to use formal measures with some students with ASD, but it is always possible to gather some information using informal measures.

**Formal** assessment with norm-referenced, standardized tests offers an opportunity to compare an individual student to similar students in a normative group. This provides a means to measure a student's individual development and determine the nature and severity of delays. Repeating the test at a later date offers a way to measure development over time.

**Please note:** Certain measures, such as an Intelligence Quotient (IQ), do not typically show change over time. If the goal is to track student change over time, formal measures of adaptive development may be more appropriate.

Examples of formal assessment tools:

- The Weschler Intelligence Scale for Children – IV (WISC – IV)
- The Vineland Adaptive Behavior Scales (VABS)
- The Scales of Independent Behaviour (SIB-R)
- The Peabody Picture Vocabulary Test – III (PPVT-III)
- The Gilliam Autism Rating Scale (GARS)

**Informal** testing covers a wide range of approaches and offers a highly adaptable and flexible way to gather information about a student. Informal testing complements formal testing, providing information about individual student function. It also offers an alternative way to assess students for whom formal testing is not appropriate.

Informal assessment measures may be

- criterion-referenced
- teacher-made
- clinician-made
- interviews
- observation

#### *Criterion-referenced assessment*

Criterion-referenced assessment compares the performance of the student to a pre-set standard. There is no comparison to other students, as in formal testing. Criterion-referenced assessment is useful for planning instruction, measuring progress, and determining when an outcome has been met. When documenting student progress in a student's IEP using student-specific outcomes (SSOs) and Performance Objectives (POs), the team is using criterion-referenced assessment.

Examples of criterion-referenced assessment tools:

- Psycho-educational Profile – Revised (PEP-R)
- Evaluating Acquired Skills in Communication – Revised (EASIC-R)
- Assessment of Basic Language and Learning Skills (ABLSS)

### *Teacher-made*

Teacher-made tests may be used in combination with many other assessment tools to determine what students have learned and what knowledge and skills still need to be learned.

### *Clinician-made*

Clinician-made tests evaluate skills or abilities in settings where the student uses them, such as the school, home, or community. These tools offer the clinician more flexibility (in setting, prompting, responding, etc.) than do formal measures and provide a more complete picture of the student. They may also be used to collect baseline information and to measure student skill development over time.

### *Interviews*

Interviews involve asking questions relevant to the student and his circumstances. Family members, school staff, community members, and the student are potential interview candidates. The interviews may be open-ended or structured to a degree that suits the participants and the situation.

### *Observation*

Observation of the student in one or more settings provides a wealth of information about the student’s skills and interests, approaches to learning, and other behaviours. Observation is also important in understanding what might trigger or maintain challenging behaviour.

There is a difference between making observations and acting as an observer. People make numerous passing observations as they work with students throughout the day. Acting as an observer, however, means noticing, remembering, and systematically recording events and behaviours to answer a specific question.

See Appendix D: Autism Spectrum Disorders Inventory for an observation framework that offers a thorough exploration of the primary characteristics and associated features of ASD.

For instance, if a team identifies “increased independence” as a potential priority learning need, team members may choose to observe the student for a period of time, in a variety of settings, to determine factors such as

- how independently the student does activities now (i.e., responds to natural cues or verbal prompts)
- the student’s existing approach to problem-solving and his ability to generate alternate strategies

Using a common observation framework gives team members a means to compare and discuss their perceptions, regardless of their discipline, role, or observational setting. Depending on the team, the process of observation may take a variety of forms and be completed over varying lengths of time.

Examples of interview/observation assessment tools:

- The Childhood Autism Rating Scale (CARS)
- Autism Diagnostic Interview – Revised (ADI-R)
- Autism Diagnostic Observation Schedule – Generic (ADOS-G)
- Checklist for Autism in Toddlers (CHAT)
- Modified Checklist for Autism in Toddlers (M-CHAT)

## Developing the Student Profile

### □ Step Two: Sharing Information

After gathering information, team members meet to discuss what they have learned about the student. Typically, this involves providing a summary and evaluation of the gathered information.

This stage allows the team to create a picture of the student that is more complete than any one individual could create alone. It is crucial that everyone, including the parents and (when possible) the student have an opportunity to share information in a meaningful way. Not only does this add to what is known about the student, it also provides a foundation for building consensus around programming decisions later.

Teams should be alert to barriers to parent participation and attempt to find solutions. Cultural differences, work schedules, and other family obligations should be considered. When potential barriers to participation are removed, the student will benefit from the perspectives of everyone on the team.

When sharing information at a team meeting, it is helpful to

- avoid jargon
- base discussion on facts
- use examples to convey key points
- avoid making assumptions
- be brief

## Developing the Student Profile

### □ Step Three: Creating the Student Profile

The process concludes with the creation of the individual student profile. The profile provides a concise summary of what the team knows about the student and identifies priority learning needs.

A student profile includes

1. history and background information
2. a diagnostic/assessment summary
3. a summary of interests, strengths, and learning styles
4. current level of development
5. priority learning needs

Items 1 to 4 summarize the information the team has gathered and shared. The team uses this information to determine the student's priority learning needs. The student profile is complete when a manageable number of priority learning needs have been agreed upon.

In general, students with ASD are oriented to objects rather than people and have few ways to explore, play, and learn spontaneously. They often have restricted or perseverative interests and tend to resist anything "new." Priority learning needs should address the student's difficulty relating to people and to objects in the environment, as well as the student's limited repertoire of activities.

A priority learning need identifies a general area of development (for example, communication or social skills) that requires a specific focus and attention in the student's individual plan. It often reflects the primary characteristics and associated features of ASD.

Because it is general, a priority learning need covers a longer time span (three to five years) than the student-specific outcomes (one year) and performance objectives (six to eight weeks) in an individual plan.

Examples of possible priority learning needs are identified in Table 2.3. These examples

- are not exhaustive
- are intended to provide the team with a starting point for determining priority learning needs
- are not student-specific outcomes or performance objectives

The team should attempt to agree upon a manageable number of priority learning needs.

Table 2.3: Examples of Priority Learning Needs

Primary Characteristics	
<ul style="list-style-type: none"> <li>• Comprehend spoken/written language</li> <li>• Produce spoken/written language</li> <li>• Converse with peers and adults</li> <li>• Use Augmentative/Alternative Communication (AAC)</li> <li>• Play with peers</li> <li>• Play independently (with toys or objects)</li> </ul>	<ul style="list-style-type: none"> <li>• Participate with peers in social activities</li> <li>• Develop and expand interests and activities</li> <li>• Use accommodations to follow routines and complete activities</li> <li>• Focus attention on priority learning activities</li> <li>• Respond flexibly to demands of different environments</li> </ul>
Associated Features	
<ul style="list-style-type: none"> <li>• Solve problems</li> <li>• Accommodate to a variety of sensory input</li> <li>• Function with greater independence</li> </ul>	<ul style="list-style-type: none"> <li>• Manage stress</li> <li>• Recognize difficult situations and seek assistance</li> <li>• Manage anger</li> </ul>
Other	
<ul style="list-style-type: none"> <li>• Follow classroom rules and routines</li> <li>• Work with greater independence</li> <li>• Organize and complete tasks</li> <li>• Manage own behaviour</li> </ul>	<ul style="list-style-type: none"> <li>• Manage self-care needs (for example, dressing, eating, hygiene)</li> <li>• Function in home and community</li> <li>• Participate in instruction</li> <li>• Act safely in a variety of settings</li> </ul>

In reaching agreement on priority learning needs, it is helpful to

- encourage participants to think about learning priorities before the meeting
- allow everyone an opportunity to participate
- list the learning priorities as they are identified



In looking for consensus on learning priorities, ask whether the priority learning needs being considered will lead to student-specific outcomes and activities that

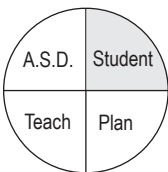
- promote inclusion
- can be used in more than one setting or situation
- can be used now and in the future
- are likely to result in functional skills for the student
- promote independence
- create opportunities for meaningful contact and interaction with peers, family, and community members
- improve communication
- improve the student's life at home and in the community
- match the student's learning strengths and interests
- promote generalization

(Adapted from Falvey, M.A. *Community-Based Curriculum*. 2nd ed., 1989: 41-43)

If the team is unable to agree on priorities for student learning at this point, the process of writing the IEP will be difficult. And, as the daily planning for the student depends on a meaningful and functional IEP, it is important that the IEP have outcomes the entire team supports.

While agreement is the goal, it may not always be attainable. However, disagreement offers an opportunity for team members to explore and gather additional information. To accomplish this, the team might

- do further observation
- consider additional assessment (formal or informal)
- involve a person from outside the team to provide a fresh perspective



At this stage, the team is familiar with the process to

- identify a case manager
- agree on roles and responsibilities
- gather and share information
- create a student profile
- identify a manageable number of priority learning needs

## Vignette: Ricky

### Developing the Student Profile

This vignette traces the work of a team to assess Ricky, a young student with ASD, and develop his student profile.

- ❑ **Step One:** Using the Information-Gathering Checklist (Table 2.2), the team reviews available information, identifies gaps in knowledge about the student, and determines the information that needs to be gathered.
- ❑ **Step Two:** Using the checklist as a guide, the team maps out what they know and what they need to know. They also agree upon how this information will be gathered and who will do it.
- ❑ **Step Three:** After sharing information, the team develops the student profile. The profile summarizes the information gathered and identifies Ricky's priority learning needs.

#### Vignette: Ricky

(Early Years)

Ricky was diagnosed at the age of three with Autism Spectrum Disorder and developmental delay. He has been attending daycare for two years and will be entering Kindergarten at Maple Elementary School in September at the age of five.

A transition meeting was held at Maple Elementary School in May. The meeting was attended by the Kindergarten teacher, school principal, resource teacher, speech-language pathologist, occupational therapist, the director and the special needs worker from Ricky's daycare, and Ricky's mother. Prior to the meeting, the Kindergarten teacher and resource teacher had observed Ricky in his daycare placement, and the school support team had received the Early Years Transition Planning Inventory which Ricky's mother and the daycare staff had completed.

Ricky lives with his mother and two older siblings, who are both under ten years of age. Ricky is a large, physically active child who enjoys playing with toys that move and spin and at the sand and water tables. At home he spends much of his time watching his cartoon videos; he also spends a lot of time lining up small objects on his window sill.

Ricky's mother reported that he is beginning to use single words and that he appears to understand a small number of words for certain foods and activities. He usually takes his mother by the hand to get what he wants. The special needs worker at the daycare noted that he does the same at daycare, but would repeat some requesting phrases when prompted. Socially, Ricky prefers to play alone and avoids other children. He will repeat his favourite activities for up to 45 minutes and resists being redirected. He does not appear to be bothered by loud noises. He is a good eater, but will occasionally take food from other children. Toilet training is almost complete.

Additional issues for team involvement include Ricky's mother's need for

- appropriate before- and after-school and summer care for Ricky and her other children
- assistance in managing Ricky as he becomes bigger physically
- assistance in managing sibling conflicts

**Step One:**

Reviewing available information, identify gaps in knowledge, and determining what information needs to be gathered

**Information-Gathering Checklist**

Area	To Do	Who	Notes	Done
<b>Primary Characteristics</b>				
Social	✓	Daycare staff Resource Teacher Kindergarten Teacher	Solitary play; tends to avoid other kids	
Communication	✓	Speech-language pathologist Mother Daycare staff Kindergarten Teacher	Beginning to use words	
Repetitive Patterns of Behaviour, Interests, and Activities	✓	Resource Teacher Mother Daycare staff	Lines up small objects Shakes fingers rapidly when redirected	
<b>Associated Features</b>				
Sensory			No current concerns	
Anxiety	✓	Mother Daycare staff Kindergarten Teacher Resource Teacher	Resists redirection by shaking fingers and vocalizing	
Resistance/Anger	✓	Mother Daycare staff Kindergarten Teacher Resource Teacher	Same reaction as for anxiety	
Problem-solving/ Independence	✓	Occupational Therapist Mother Daycare staff	Toilet training almost complete. Just how big a priority is it right now?	
Approaches	✓	Kindergarten Teacher		
<b>Other</b>				
Hearing			Testing completed: No current concerns	
Vision			Testing completed: No current concerns	
Medical			Recent visit to doctor: No concerns	
Dental			Had dental checkup 4 months ago: No current concerns	
Cognitive/Adaptive	✓	Psychologist Kindergarten Teacher Resource Teacher Mother	Mother will get copy of developmental assessment	



**Step Two:**

What the team knows and will need to know

	<b>Gathering Information</b>			
	<b>What Do We Know?</b>	<b>What Do We Need to Know?</b>	<b>How Will We Find Out?</b>	<b>Who Will Do It?</b>
<b>Primary Characteristics</b>				
<b>Social</b>	<ul style="list-style-type: none"> <li>– prefers solitary play</li> <li>– avoids other children</li> <li>– can play in parallel with adults but not peers</li> </ul>	<ul style="list-style-type: none"> <li>– how will Ricky cope with a highly stimulating social environment?</li> <li>– will Ricky tolerate the parallel play and/or physical proximity of other children?</li> </ul>	Summarize typical daycare activities and environments Ricky participates in; note those Ricky finds calming or distressing. Summarize typical Kindergarten activities and environments Ricky participates in; note those Ricky finds calming or distressing.	Daycare staff  Kindergarten teacher Resource teacher
<b>Communication</b>	<ul style="list-style-type: none"> <li>– beginning to use single words</li> <li>– appears to understand small number of words for certain foods and activities</li> <li>– tries to repeat words when prompted</li> <li>– takes adult by the hand to get what he wants</li> </ul>	<ul style="list-style-type: none"> <li>– what specific words, vocalizations and gestures does Ricky use; when does he use them?</li> <li>– what words/phrases does Ricky understand? Does he respond to verbal requests/verbal instructions?</li> </ul>	List words, gestures, and vocalizations Ricky uses to communicate.	Speech-language pathologist Mother Daycare staff Kindergarten teacher
<b>Repetitive Patterns of Behaviour</b>	<ul style="list-style-type: none"> <li>– lines up small objects</li> <li>– will repeat favourite activities for up to 45 minutes</li> <li>– resists being redirected</li> <li>– is impulsive, wants to grab whatever he sees, has trouble attending to a simple activity such as stacking blocks</li> </ul>	<ul style="list-style-type: none"> <li>– what strategies are successful/ unsuccessful when attempting to engage Ricky in alternate activities?</li> </ul>	Identify specific activities Ricky finds most difficult to discontinue; identify strategies which have been either successful or unsuccessful to encourage transitions.	Resource teacher Mother Daycare staff
<b>Associated Characteristics</b>				
<b>Sensory</b>	<ul style="list-style-type: none"> <li>– does not have any apparent sensory (auditory, visual, tactile, vestibular) sensitivities</li> <li>– enjoys playing with toys that move and spin</li> <li>– enjoys playing at the sand and water tables</li> <li>– does not appear to be bothered by loud noises</li> <li>– good eater</li> </ul>	<ul style="list-style-type: none"> <li>– no current sensory concerns</li> </ul>	not applicable	not applicable

(continued)

	Gathering Information			
	What Do We Know?	What Do We Need to Know?	How Will We Find Out?	Who Will Do It?
<b>Anxiety; Resistance/ Anger</b>	<ul style="list-style-type: none"> <li>– resists being redirected</li> <li>– expresses resistance by vocalizing and rapidly shaking his fingers in front of his face</li> </ul>	<ul style="list-style-type: none"> <li>– what strategies are successful/ unsuccessful when attempting to engage Ricky in alternate activities?</li> <li>– does Ricky express resistance/anxiety in other ways?</li> <li>– what activities/ strategies does Ricky find calming?</li> </ul>	Identify specific activities Ricky finds most difficult to discontinue. Identify strategies which have been either successful or unsuccessful to encourage transitions. Record classroom activities which cause anxiety/result in resistance, the behaviours that result, and the consequences that follow.	Resource teacher Mother Daycare staff  Kindergarten teacher
<b>Problem Solving/ Independence</b>	<ul style="list-style-type: none"> <li>– toilet training almost complete</li> </ul>	<ul style="list-style-type: none"> <li>– what toilet training strategies have been and are currently being used? How to transfer toilet training skills to school setting.</li> </ul>	Record past/current strategies used to develop toileting skills.	Occupational therapist Mother Daycare staff
<b>Approaches to Learning; Interests, Preferences</b>	<ul style="list-style-type: none"> <li>– physically active</li> <li>– prefers solitary play</li> <li>– preferred activities include: <ul style="list-style-type: none"> <li>– toys that move and spin</li> <li>– sand and water tables</li> <li>– lining up small objects</li> <li>– cartoon videos</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>– additional reinforcing activities</li> </ul>	Continue identifying favourite activities for school.	Kindergarten teacher
<b>Other Considerations</b>				
<b>Hearing</b>	– recent routine check-up	– no current concerns	not applicable	not applicable
<b>Vision</b>	– recent routine check-up	– no current concerns	not applicable	not applicable
<b>Medical</b>	– recent routine check-up	– no current concerns	not applicable	not applicable
<b>Dental</b>	– recent routine check-up	– no current concerns	not applicable	not applicable
<b>Cognitive</b>	<ul style="list-style-type: none"> <li>– developmental delay noted at time of ASD diagnosis (age 3)</li> </ul>	<ul style="list-style-type: none"> <li>– what were the results of the previous developmental/ cognitive assessment?</li> <li>– how might this developmental delay impact Ricky's learning?</li> </ul>	Access previous developmental/cognitive assessment report.	Psychologist



### Step Three: The Student Profile

The process concludes with the creation of the student profile. The team summarizes the gathered information and uses it to agree upon priority learning needs.

<b>History and Background</b>
<ul style="list-style-type: none"> <li>• five years old</li> <li>• lives with his mother and two older siblings; youngest of three children</li> <li>• has attended daycare for two years, with support of special needs worker</li> </ul>
<b>Diagnostic Summary</b>
<ul style="list-style-type: none"> <li>• ASD (Autism) and developmental delay of approximately 2 to 2½ years</li> <li>• Vineland Adaptive Behavior Scales: significant delay in all domains</li> <li>• vision and hearing normal</li> </ul>
<b>Interests, Strengths, Learning Approaches</b>
<p>(Visual, Auditory, Tactile, Edible, Fine Motor, Gross Motor)</p> <ul style="list-style-type: none"> <li>• visual: toys with movement or spinning; cause-effect computer games, cartoon videos</li> <li>• auditory: being sung to, music on videos</li> <li>• tactile: all materials, sand, water, playdough, slick surfaces</li> <li>• fine motor: puzzles, lining up small objects, sorting by colour</li> <li>• gross motor: dancing to music</li> <li>• edible: everything, especially salty and sweet</li> </ul>

### Current Levels of Performance

#### Communication:

- understands his name and some familiar nouns and verbs; understands that photos mean people, places, things
- communicates wishes by getting things independently or taking adult's arm; uses about five one-word phrases with intent, echoes some one- and two-syllable words spontaneously and clearly
- uses screaming in different volumes and tones to get attention or help, to show anger or frustration, to avoid demands and sometimes to self-stimulate
- uses peripheral vision to watch people and activities; has good visual memory for patterns; makes fleeting eye contact

#### Social:

- few independent play skills
- locks onto one repetitive activity and repeats for up to 45 minutes before moving on
- can't turn-take, even with an adult
- doesn't seem to understand "first/then" format or imitation—"watch me, do the same thing"

#### Adaptive:

- not fully toilet trained

#### Behaviour:

- resists adult structure or interference with his agenda by using his size and weight to resist, going limp and falling to floor, or screaming

#### Motor:

- good fine motor and bilateral skills
- stamina, motor planning, and gross motor skills are poor

### Ricky's Priority Learning Needs

#### Communication:

- increase understanding for words, photos, picture symbols, and gestures
- increase expressive language skills (words, photos, picture symbols, and gestures)

#### Social:

- develop turn-taking skills
- develop parallel play skills with peers
- develop turn-taking skills with adults and peers

#### Self-Management:

- work within adult structures and routines

