

Present Levels of Performance, Individual Needs

Four Need Areas:

- academic achievement, functional performance and learning characteristics
 - **Academic, Developmental and Functional needs of the student**, including consideration of student needs that are of concern to the parent:
- social development
 - The degree (extent) and quality of the student's relationships with peers and adults; feelings about self; and social adjustment to school and community environments:
- physical development
 - The degree (extent) and quality of the student's motor and sensory development, health, vitality and physical skills or limitations which pertain to the learning process:
- management needs
- adaptive behavior, including activities of daily living.

Example: (As much as possible, begin with a strength.)

Writing: Damien demonstrates slow writing speed, difficulty with writing out math problems, difficulty taking notes and poor spelling and handwriting.

Math: Given Damien's grade level math probes, his fluency/accuracy average in math facts is 7 digits per minute. Word problems above the second-grade level are frustrating for Damien both in reading content and computation. He is working on computational and problem-solving skills in addition and subtraction, while his classmates are currently working on developing multiplication skills.

Organization: Damien comes to classes without the appropriate books on the average of 4 times per week. He rarely turns in homework, even when his parents report assignments were completed. Last month he turned in 12 out of 20 homework assignments.

Attention: Damien is easily distracted. His average time for attention to task is 10 minutes for instruction in reading and math. His average time for attention to task for science when engaged in hands on experiments is 15 minutes.

Student Strengths, Preferences, And Interests:

Good memory for details from information that he has either read or heard

Enjoys computers

Likes sports, animals and music

Responds well to hands-on work

Academic, Developmental and Functional needs of the student, including consideration of student needs that are of concern to the parent:

Parents are concerned about how frustrated he gets doing homework and how this is affecting his behavior at home and motivation in school.

Social Development strengths and needs

The degree (extent) and quality of the student's relationships with peers and adults; feelings about self; and social adjustment to school and community environments:

For Example

When presented with a change in routine, or a novel situation, Damien frequently demonstrates confusion and anxiety (e.g., asks repeated questions, stands up, tenses his muscles, pinches himself). These behaviors occur on the average of five times per academic class period. Often makes negative comments about himself or his work (e.g., "I am not smart." "I cannot do this." "Oh, this is not good work.") These statements occur on the average of 10-15 times per class period, and primarily for any work involving writing. He maintains a long term friendship with one classmate. His peer group rarely initiates conversations/activities with Damien. Damien's comments and actions are often off topic/task from the group.

Student Strengths:

Participates willingly in individual sports activities, such as wrestling, that are not team sports
Rarely makes negative comments about himself or his performance during sports activities
Initiates interaction with adults and peers
Responds appropriately to authority figures

Social development strengths and needs of the student, including consideration of student needs
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are of concern to the parent:

Parents are also concerned about his difficulty with transitions from activity to activity that are increasingly resulting in resistive behaviors (refusal to change activities) and the impact of his low self-esteem on his academic and social engagement.

Physical Development strengths and needs

The degree (extent) and quality of the student's motor and sensory development, health, vitality and physical skills or limitations which pertain to the learning process: