

Student Profile: Evaluation			
Student Name	Date of Birth	Grade	Meeting Date:
Elsa Arendelle	June 13	6 th	4-7-17
<p>The multidisciplinary team proposes to conduct an evaluation for the following purpose:</p> <p> <input type="radio"/> Initial Evaluation <input type="radio"/> Student needs/programming <input type="radio"/> Other: <input checked="" type="radio"/> Reevaluation <input type="radio"/> Dismissal/exiting <input type="radio"/> Parent and school have determined re-evaluation is not necessary </p> <p>X A copy of the “Parent Rights for Public School Students Receiving Special Education Services-Notice of Procedural Safeguards” was provided.</p> <p>A copy of the “Parent Rights for Public School Students Receiving Special Education Services-Notice of Procedural Safeguards” must be given to you at least one time per year. You may also obtain a copy of this booklet at any time from your local special education office.</p> <p>The Student Profile is an integration of information for many sources, including the student’s family. The following characteristics/influences were considered in the team discussion. The areas stated on the profile are significant to meeting the student’s unique needs.</p> <p>List Team Members:</p> <ul style="list-style-type: none"> • Lexi Guelner, Special Education Teacher • Sven Icepuller, School Psychologist • Ariel Muet, Speech Language Pathologist • Mr. Smith, School Principal • Mr. Jeffery, Classroom teacher • Rapunzel Gothel, Physical Therapist 			
Cognitive Functioning- Listening skills, listening comprehension, ability compared to same age peers			
Student Characteristics/Influences- Sources of Information- Findings		Questions to Answer Through Assessment	
<p>Elsa is a sixth grader at the DCMS. Elsa suffered from a TBI which left her with moderate fine and gross motor difficulties with speech difficulties. Elsa is slowing at processing questions than her peers. Elsa has limited memory of language. Elsa has several absences due to doctor’s appointments and illnesses. Writing is still a slow and laborious process for Elsa.</p>			
Academic Performance- Reading, math, learning styles, etc.			
Student Characteristics/Influences- Sources of Information- Findings		Questions to Answer Through Assessment	
<p>Elsa requires modified exams and needs longer time to complete them. Most assignments are also modified to take advantage of her computer knowledge or shortened to accommodate the extraordinary amount of time and energy it takes her to complete them. Elsa has frequent absences due to doctor’s appointments and illnesses but her teacher, Mr. Jeffery, has made it to where these absences have not resulted in poor grades. Elsa has shown gifted abilities in math. Her teachers are discussing having her name put on the list of students eligible for the math enrichment program. Her math teacher has modified her requirements because of the length of time it takes Elsa to complete a problem. Elsa normally has shortened assignments and only needs to write the answer to a math problem rather than rewriting the whole problem. Elsa is in the resource room for English, Social Studies, and Science. Elsa also receives adaptive PE. Elsa is going to be put into music class and she is very excited to be a part of this class.</p>			

Communicative Status- Receptive and expressive language	
Student Characteristics/Influences- Sources of Information- Findings	Questions to Answer Through Assessment
Elsa receives speech therapy to help increase her speech abilities. Elsa has learned to word process using one finger and uses some one word voice commands to facilitate the process. Elsa's speech is slow and labored but she can understand English and Norwegian. Elsa uses an electronic note taker in her academic classes which also has a modified keyboard that makes it easier for her to input data.	
Physical Characteristics- Medical, vision, hearing, motor	
Student Characteristics/Influences- Sources of Information- Findings	Questions to Answer Through Assessment
For mobility, Elsa uses a walker on wheels to move from place to place. The walker is adjustable to Elsa's height and is able to provide some stability as she walks. Since she uses a walker, Elsa is released from class early, but also fatigues easily. Some experts have noted Elsa uses ten times as much energy as a typical person for most activities. Elsa has difficulty controlling her arm and hand movements. Elsa is a part of adaptive PE and also receives physical therapy every week.	
Emotional/Social Development-Social skills, leisure	
Student Characteristics/Influences- Sources of Information- Findings	Questions to Answer Through Assessment
Elsa communicates using a computer. Elsa does have a few friends but due to her speech difficulties, she does not communicate or have good social skills when it comes to talking with her peers.	
Adaptive Characteristics (including adaptive behavior)-Self care, independence living, self direction, health and safety, work	
Student Characteristics/Influences- Sources of Information- Findings	Questions to Answer Through Assessment
Elsa has learned to word process using one finger and uses some one word voice commands to facilitate the process. Elsa also was given an adaptive communication technology to help her easily communicate with others.	
Ecological Factors-Functional skills and community participation, home/family, neighborhood	
Student Characteristics/Influences- Sources of Information- Findings	Questions to Answer Through Assessment
Elsa lives at home with mother and father, Iduna and Agnarr. Elsa does not have very many friends within her neighborhood.	