

## General Guiding Questions for Step 1: Know Your Student

*Diagnosing for Instructional Design*

Completing the Student Learner Profile

*Select and answer questions that are relevant to student's learner requirements*

### Communication

*Communication Skill Level/Targets:*

- What is the skill level of the student and what communication targets are implemented during instruction?
  - See APT Planning Tool/Student IEP communication goals

*Communication Strategies:*

- How does the student attend, demonstrate comprehension & communicate?
  - *Receptive Language:* What strategies does the student require to understand and build language skills?
    - The student-
      - Can point to, look at, or touch things when asked
      - Can perform simple actions, movements, or activities when asked
      - Responds appropriately when offered a favored item that is not present
      - Responds to phrases or sentences that are spoken or signed
    - Does the student seem to understand what is said to him (follow directions, etc.)?
      - Follows a 2 step direction when presented verbally or through sign
    - Does the student's conversation seem socially appropriate for the context?
  - *Expressive Language:* How does the student communicate?
    - Does the student use speech to meet expressive communication needs?
    - What is the student's primary mode of communication (e.g. sign language, pictures, AAC device)?
    - Does the student use sign language to or in place of speech to meet expressive needs?
    - Does the student participate in conversational turn taking?
    - Does the student have purposeful verbalizations (e.g., the child makes a sound to gain attention, express displeasure)?
    - What is the range of functions the student communicates?
    - Communication Independence (How independent is the student in expressing their want/needs & functions of communication)?



Adapted from Guidance Document for Individual Education Program (IEP) Development  
Kentucky Department of Ed May 2012 & Dynamic Learning Maps (DLM) First Contact Survey 2013  
The Iowa Department of Education grants permission to copy and disseminate these materials for use  
with Iowa educators.

## General Guiding Questions for Step 1: Know Your Student

### *Diagnosing for Instructional Design*

#### Completing the Student Learner Profile

*Select and answer questions that are relevant to student's learner requirements*

- Communication Support (What level of support from a communication partner does the child need to respond?)
  
- *Augmentative or Alternate Communication:*
  - Does the student use augmentative or alternate communication in addition to or in place of speech or sign language for expressive communication?
    - Symbols
    - Low tech communication boards
    - Low tech communication books
    - Eye gaze boards
    - Simple voice output device (e.g. BIGmack, Step by Step, Cheap Talk)
    - Voice output device with levels (e.g. Digivox, DAC, Dynavox)

### **Motor/Mobility**

#### *Motor Capabilities:*

- Do mobility issues require safety precautions (e.g., bus, playground, gym)?
- Does the student have motor issues that impact educational performance including the ability to sit, stand, and move within the classroom and within the school building?
- Describe the student's ability to make transfers (e.g., to and from the wheelchair, to desk chair, to toilet).
- Does the student have sensory motor challenges? If so, describe.
- Does the student have fine motor deficits? If so, describe.
- Mobility walking
  - Walks unaided
  - Walks with physical assistance
- Mobility Supports
  - Walks with cane
  - Uses walker for mobility
  - Uses wheelchair for mobility without assistance
  - Uses wheelchair for mobility with assistance
- Mobility Supports: Seating or positioning equipment
  - Does not require specialized seating or positioning equipment
  - Requires specialized seating to maintain an upright position
  - Requires specialized positioning equipment (e.g. standing frame)



Adapted from Guidance Document for Individual Education Program (IEP) Development  
Kentucky Department of Ed May 2012 & Dynamic Learning Maps (DLM) First Contact Survey 2013  
The Iowa Department of Education grants permission to copy and disseminate these materials for use  
with Iowa educators.

## General Guiding Questions for Step 1: Know Your Student

### *Diagnosing for Instructional Design*

#### Completing the Student Learner Profile

*Select and answer questions that are relevant to student's learner requirements*

- Arm and hand control:
  - Uses two hands together to perform tasks
  - Uses only one hand to perform tasks
  - Requires physical assistance to perform tasks with hands
  - Cannot use hands to complete tasks
- Head control:
  - Supports and turns head without assistance
  - Has restricted range of head motion
  - Requires head support or head rest throughout the day

#### *Orientation and Mobility:*

- Does the student have difficulty detecting drop offs, bump into objects when traveling, and/or look down for extended periods when walking?
- Does the student slow down or shuffle feet when moving from bright to dim light or from dim to bright light?
- Are the student's skills age-appropriate for traveling independently in a variety of environments (e.g., school, community, familiar, unfamiliar)?
- Does the student advocate for himself/herself and request assistance when needed in travel?

#### **Health/Safety**

##### *Health or Medical Conditions/Issues:*

- Does the student have a health or medical condition? If yes, describe.
- Are there concerns related to feeding and swallowing?
- Based on available documentation, what is the student's medical diagnosis?
- Does the student's medical condition result in limited strength, vitality, alertness and thereby limiting productivity?
- Does the student require assistance with activities of daily living (e.g. dressing, toileting, feeding)?
- Does the student's medical condition restrict activity at school?
- How does the student currently use assistive technology or special equipment?

##### *Pharmacological Issues:*

- Does the student currently take medications?
- What is the purpose of each medication and potential?
- Does the medication cause side effects or adverse reactions?
- What are the effects of the medication on the student's educational performance?



Adapted from Guidance Document for Individual Education Program (IEP) Development  
Kentucky Department of Ed May 2012 & Dynamic Learning Maps (DLM) First Contact Survey 2013  
The Iowa Department of Education grants permission to copy and disseminate these materials for use  
with Iowa educators.

## General Guiding Questions for Step 1: Know Your Student

*Diagnosing for Instructional Design*

Completing the Student Learner Profile

*Select and answer questions that are relevant to student's learner requirements*

### Vision

- Does the student have a vision/eye condition?
  - Does not wear glasses or contact lenses
  - Wears glasses or contact lenses
    - Normal vision with glasses or contact lenses
    - Blind or low vision, including vision that is not completely corrected with glasses or contact lenses
- Describe the student's eye condition.
- What is the student's near and distant best corrected acuity?
- Does the student have color vision impairment?
- Does the student have a field loss?
- Is the student's eye condition stable, deteriorating, or uncertain?
- Has the student participated in any of the following assessment:
  - Functional Vision Assessment, Learning Media Assessment, Sensory Assessment
- For students with Cortical Visual Impairment (CVI), where does the student score on the CVI Range?
- Technological Visual Aids
  - Magnifier
  - Computer screen magnifier (fits over standard monitor)
  - Screen magnification software (e.g. Closeview for Mac, Zoom Text)
  - CCTV
  - Screen reader
  - Scanner with talking word processor
  - Manual Braille writing device (e.g. Perkins Braille)
  - Electronic Braille, writing device (e.g. Mountbatten Braille)
  - Device with refreshable Braille display
  - Light box
- What does the data indicate about the student's performance when using assistive technology?
- Requires enlarged print
- Requires tactile graphics and symbols
- Requires or uses Braille
- If the student reads Braille, select all options used for assessment purposes
  - Uncontracted Braille
  - Contracted Braille



Adapted from Guidance Document for Individual Education Program (IEP) Development  
Kentucky Department of Ed May 2012 & Dynamic Learning Maps (DLM) First Contact Survey 2013  
The Iowa Department of Education grants permission to copy and disseminate these materials for use  
with Iowa educators.

## General Guiding Questions for Step 1: Know Your Student

### *Diagnosing for Instructional Design*

#### Completing the Student Learner Profile

*Select and answer questions that are relevant to student's learner requirements*

#### Hearing

- Does the student have a hearing loss? If so, describe the nature and degree of student's hearing loss.
- If appropriate, describe the speech awareness thresholds (SATs) and/or speech reception thresholds (SRTs).
- Does the student have personal amplification? If so, describe. Examples include cochlear implant(s) or hearing aid(s).
  - Uses unilateral hearing aid
  - Uses bilateral hearing aids
  - Has cochlear implant
- Is the student a consistent wearer of their personal amplification system?
  - Personal FM device
  - Uses animated signing software (e.g. Sign for Me)
  - Uses oral language
  - Uses sign language
- Does the student report dysfunction of their personal amplification system, when appropriate?
- Describe how student's hearing loss impacts auditory functioning in the school/classroom setting.

#### Social & Emotional

##### *Interpersonal Relationships:*

- How does the student interact with age peers (e.g., social conversation, group activities)?
- How does the student build and maintain friendships?
- How does the student display interpersonal behaviors such as accepting authority, coping with conflict, gaining attention, making conversation, playing in organized and informal activities, engaging others, respecting property (own or others)?

##### *Self-Regulation:*

- How does the student demonstrate self-related behaviors such as accepting consequences, ethical behavior, expressing feelings, positive attitude toward self?
- Does the student employ sensory or self-regulation skills such utilizing a stress ball, taking quiet time, walking away from a stressful situation, utilizing elements of individual sensory diet?



Adapted from Guidance Document for Individual Education Program (IEP) Development  
Kentucky Department of Ed May 2012 & Dynamic Learning Maps (DLM) First Contact Survey 2013  
The Iowa Department of Education grants permission to copy and disseminate these materials for use  
with Iowa educators.

## General Guiding Questions for Step 1: Know Your Student

### *Diagnosing for Instructional Design*

#### Completing the Student Learner Profile

*Select and answer questions that are relevant to student's learner requirements*

- How does the student respond to challenge such as using appropriate voice tones, tolerating frustration, employing anger management strategies, curbing aggression, acting-out, withdrawing from others, using stress management strategies, and adjusting to social, school, and community environments?

#### *Organizational and Executive Functioning:*

- How does the student apply organization and executive skills such as attending to task, sustaining attention, ignoring distractions, managing impulsive behaviors, bringing materials to class, completing homework, managing multi-step assignments or projects, employing self-advocacy/determination skills, following a schedule, asking and answering questions, participating in class discussion, following directions, completing independent work, performing before others, following class rules, following class routines, following class movement patterns?

#### *Making Transitions:*

- How well does the student make transitions within the classroom, school building, and school campus? Examples include making transitions from one activity to another, classroom to classroom, movement to and from the cafeteria/gym/office/playground, school bus travel.

#### *Other:*

- What supports promote successful student behavior?
- How does the student currently use assistive technology or special equipment (e.g., timer/stopwatch for pacing; video self-modeling)?

### **Self Determination**

- Does the student have the necessary skills to direct their own lives have the opportunity to practice these skills across all people, instructional materials, and environments?
  - Choice-making
  - Decision-making
  - Problem-solving
  - Goal-setting
  - Self-Management/Self-Evaluation
  - Self-Awareness

### **Secondary Transition**



Adapted from Guidance Document for Individual Education Program (IEP) Development  
Kentucky Department of Ed May 2012 & Dynamic Learning Maps (DLM) First Contact Survey 2013  
The Iowa Department of Education grants permission to copy and disseminate these materials for use  
with Iowa educators.

## General Guiding Questions for Step 1: Know Your Student

### *Diagnosing for Instructional Design*

#### Completing the Student Learner Profile

*Select and answer questions that are relevant to student's learner requirements*

What transition needs must be addressed to prepare the student for living, learning and working in the community as adults?

#### *Instructional Needs:*

Instructional needs mean formal or informal imparting of knowledge or skills that a student needs to receive in specific areas to complete needed courses, succeed in the general curriculum and gain needed skills.

- What instructional services or skills/strategies instruction does the student need to meet the postsecondary goals?

#### *Related Services:*

Related services mean services the student may continue to need after leaving high school, including the identification of potential future adult service providers.

- What related services might the student need to continue beyond high school?
- What services (to be accessed after high school) does the student need to support the postsecondary goals?
- Who or what agency might provide the services?
- What is the process for identifying and connecting the student and parent to the service provider prior to the student's graduation or release due to aging out?

#### *Community Experiences:*

Community experiences means activities/strategies that are generally provided outside the school building that prepare the student for participation in community life.

- What community experiences will enhance the student's learning and postsecondary goals?

#### *Employment:*

Employment skills mean activities/strategies that focus on development of work-related behaviors, job seeking and keeping skills, career exploration, skill training, apprenticeship training, and actual employment.

- What employment skills does the student need to meet the postsecondary goals?

#### *Post School Adult Living Objectives:*

Post school living objectives means activities/strategies that focus on adult living skills that are done occasionally such as registering to vote, filing taxes, obtaining a driver's license, renting or



Adapted from Guidance Document for Individual Education Program (IEP) Development  
Kentucky Department of Ed May 2012 & Dynamic Learning Maps (DLM) First Contact Survey 2013  
The Iowa Department of Education grants permission to copy and disseminate these materials for use  
with Iowa educators.

## General Guiding Questions for Step 1: Know Your Student

### *Diagnosing for Instructional Design*

#### Completing the Student Learner Profile

*Select and answer questions that are relevant to student's learner requirements*

buying a home, accessing medical services, obtaining and filing for insurance, and accessing community services.

- Does the student need assistance to develop a post school adult living objective?
- If yes, who can provide assistance?

#### *Daily Living Skills:*

Daily living skills means activities that adults do most every day, such as preparing meals, budgeting, maintaining a residence, paying bills, raising a family, caring for clothing, and/or personal grooming.

- What daily living skills, if any, does the student need to meet the postsecondary goals?

#### *Functional Vocational Evaluation:*

Functional vocational evaluation means an assessment process that provides information about job or career interests, aptitudes, and skills; information is gathered through situational assessments in the setting where the job is performed.

- Does the student need a functional vocational evaluation?

## Literacy

#### *Literacy Skills:*

- What is the skill level of the student?

#### *Literacy Targets:*

- What are the targets implemented during instruction?

## Instructional Supports

#### *General:*

- What instructional supports are used that will yield student success?
- How does the student demonstrate understanding of instruction?
  - Independently applies understanding of skills and concepts to novel instructional activities
  - Independently demonstrates understanding of previously taught skills and concepts in similar situations



Adapted from Guidance Document for Individual Education Program (IEP) Development  
Kentucky Department of Ed May 2012 & Dynamic Learning Maps (DLM) First Contact Survey 2013  
The Iowa Department of Education grants permission to copy and disseminate these materials for use  
with Iowa educators.

## General Guiding Questions for Step 1: Know Your Student

### *Diagnosing for Instructional Design*

#### Completing the Student Learner Profile

*Select and answer questions that are relevant to student's learner requirements*

- Requires prompting and support to demonstrate understanding of previously taught skills and concepts
  - What level of prompting and support does the student require to demonstrate understanding of previously taught skills and concepts?
    - Extended pause and wait time for response
    - Partner assisted scanning (auditory/visual/auditory & visual)
    - System of Least to Most Prompts
- Requires prompting and support (does not apply previously taught skills and concepts)
- With prompting and support does not participate in instructional activities
- Is this student NIMAS eligible?
- Is this student entitled to Accessible Instructional Materials?

### Computer Technologies

#### *Computer Use:*

- Uses a computer independently
- Uses a computer with support (human or assistive technology)
- Has not had the opportunity to access a computer

#### *Computer access:*

- Standard computer keyboard using fingers
- Standard computer keyboard using pointer
- Keyboard with large keys
- Alternative Keyboard (e.g. Intellikeys)
- Touch Screen (e.g. touch screen computer, tablet, iPad, iPod touch)
- Standard Mouse
- Head Mouse
- Eye gaze technology
- Sip and puff technology
- Voice recognition software
- Switches
  - Number of switches
  - Body part the student uses to access the switches



Adapted from Guidance Document for Individual Education Program (IEP) Development  
Kentucky Department of Ed May 2012 & Dynamic Learning Maps (DLM) First Contact Survey 2013  
The Iowa Department of Education grants permission to copy and disseminate these materials for use  
with Iowa educators.