

SAMPLE PROFILE

Billy Jones Profile

2007-08 School Year/ Grade 1/ Division 2
 Diagnosed with Autism Spectrum Disorder -
 Difficulty forming social relationships
 Impaired understanding & use of social language
 Restricted patterns of activities and interests



Strengths and Preferences	Communication
Generally happy disposition	Verbal speech: some words require interpretation from those who know Billy well (e.g. "Foo" means Sheryl (his older sister in grade 3); "perter" means computer)
Dominant hand - left	Points to items he wants but will make some verbal requests (bathroom, juice, painting)
Can recite numbers to 20 and recognizes quantities up to 5	Relies on a visual schedule using picture symbols. Has a Portacom System.
Can repeat the alphabet but does not yet recognize most letters	Needs advance warning of change in schedule. Without warning will refuse by stamping feet, loud vocalizations and eventual flopping to floor.
Likes books, being read to, and, looking at picture books	Flaps his arms when upset followed by loud vocalizations.
Likes art - painting with brushes and easel, Playdoh (taking lids on and off again).	When startled by loud noises will cover ears, cries and sometimes flops to the ground
Dislikes cutting and gluing	
Play	Sensory
Sensory Motor Play - likes to be pushed on swings, running, ring around the rosy	Dislikes loud noises, startling noises
Imaginative Play - likes to pretend he is building with a hammer, cooking with a bowl and stirring	Likes to rub his face on smooth tables
Constructive Play - likes Lego, not interested in puzzles, loves mazes	Likes to smell and lick books
Cause and Effect Play - likes talking books and windup toys	Dislikes taste of most vegetables and the texture of puddings, jello

Learning Style

Learns best when...	Struggles when...
He can watch an activity from a distance	Presented with new activity. Resists change and struggles with transition.
Routines or activities are highly structured	He has to wait (i.e. there are steps in an activity feedback requiring him to wait to complete the activity)
Has little or no distractions (noise, people, toys)	The instructions are given verbally without any modeling or visual supports
Given tangible (treats) & some visual (stamps) feedback	The activity or routine involves fine motor skills and motor planning (cutting, printing)
Sequence of events are visual (like a story book)	The teacher gives verbal instructions when he is upset
The person supporting him has a gentle, calm teaching style; is clear & concise when providing instruction	The instructor is too energetic, too hyper, or too loud