

Lane ESD Life Skills Program

Student Profile

What others like and admire about _____ :

-
-
-
-
-

What is most important to _____ :

-
-
-
-
-
-
-
-
-
-

How to best support _____ :

-
-
-
-
-
-
-
-
-
-

What works? (activities, staff, reinforcement, correction, breaks, environment, communication, sensory, peers, etc.)

-

● ● ● ● ● ● ● ● ●

What doesn't work? (activities, staff, reinforcement, correction, breaks, environment, communication, sensory, peers, etc.)

• • • • • • • • • •

Sensory issues and sensitivities (sights, sounds, odor, textures):

Seeks:

A vertical column of five black dots, evenly spaced, representing a list or a series.

Avoids:

A vertical column of five black dots, evenly spaced, representing a list or a series.

What to do in order to gain trust and establish rapport:

•

-
-
-

Communication Chart

When this is happening...	Says or does this...	We think it means...	And you should...

Other important information:

-
-
-
-
-

Created by Janet Conklin and Norma Allensworth, Lane ESD. Adapted from Perkins, E.A. (2011), My Health Passport for Hospital/Clinic Visits and from About Me-My Hospital Passport from the Treat Me Right Campaign. Special Thanks to Michael Smull and The Learning Community for Person Centered Practices.

Please note: This document is a plain text adaptation of the original worksheet. It includes the core content and structure but does not contain any visual design elements or images present in the original file.