

Sample Student Profiles

Jack is a five-year-old African American male student. He is very energetic and excitable. He is an only child who comes from a two-parent home. He can concentrate only on a single task at a time but for no more than 15 minutes. He is very interested in cause and effect relationships. He likes to work with hands-on projects. He is often embarrassed by his own mistakes and eagerly wants to please others such as his teacher and peers. He is able to play games on the playground such as throwing the ball and catching. He can carry his own lunch tray, dress himself (although he has trouble with zippers sometimes) and organize his own backpack.

Katie is the seven-year-old only child of a bi-racial Japanese-American couple. She is very social and outgoing and often talks very loudly in class. She often volunteers to help the teacher and shares her thoughts and opinions with the class. She interacts with boys more than with girls during free time. She is aware of students' special needs but laughs at their mistakes. She reads a lot at home and is above her grade level in reading. She writes on topic with higher-level thinking, generates her own ideas and practices good grammar and spelling. She does well in math and is easily able to multiply and divide. She does well with computers, handwriting and sports. She loves her family very much and is aware of each family member's role.

Carl is an eight-year-old Caucasian male student who lives with both parents and two older brothers. He is very easily distracted in class and is sensitive. He takes several breaks throughout the day, worries about being wrong in class and cries easily when he is upset. He needs extra time to complete reading and writing assignments. He does not do well with reading comprehension and often must re-read passages. Carl has trouble writing and completing simple art projects. He does not seek help from adults when needed and asks to go to the restroom or nurse when trying to avoid assignments.

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Melissa is an eight-year-old Columbian-American female student who lives with both parents and one older sister. She likes to work independently and will often sit off to the side when working in groups to avoid participation. Melissa is sometimes moody but cannot explain why. She does not ask for help when needed. She is very capable of completing assignments but often needs reminders to turn in work. She loves to swim, dance and do art work. She must be reminded to go to the restroom.

Josue is a ten-year-old Hispanic male student who lives with both parents and an older sister. He has recently been tested for and accepted into the Gifted and Talented program at his school. He often asks many questions and is very curious. His primary language at home is Spanish. He is very good at math and creative art. He seeks help often when he is unsure of what to do. He easily gets "off task" and "off topic" and is impatient when not called on in class.

Maya is a six-year-old female student who lives with both parents. She has a disability and is confined to a wheelchair. She has several siblings at home, including an older, younger and twin sister. She is very quiet and shy. She is very interested in math and vocabulary. She prefers to play and learn with other girls. She has excellent small motor coordination and self-care skills. She often helps with chores around the house at home. She is learning to answer the phone properly.

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Sarah is a Native American who lives with both parents. She is in the third grade and is performing two to three grade levels below her peers in reading and mathematics. Her family is low-income and she is always sick. Her parents cannot provide her adequate health care.

Eric is a fourth grader. His parents recently lost their jobs and now he and his family are homeless. Eric used to be a good student on the A-B honor roll. His teacher has noticed a change in his behavior which now includes a short attention span, poor self-esteem and wearing the same clothes for several days.

Susana is the daughter of migrant workers. She started working in the fields at the age of twelve. She does not like working in the fields and often feels like she has missed out on a lot of things. She feels working in the fields is the worst part of being a migrant student. She has to go to work in the hot sun every day and then go to school for the rest of the day. She doesn't even get to keep the money she makes. It all has to go to her parents. Susana has a hard time concentrating and staying awake at school.