“ Can Do Profile”

**Samuel**

 Samuel is a 7-year-old boy in the 1st grade. He is very friendly and social with his family and peers at school. People close to him describe him as having a great sense of humor and contagious laugh. Samuel is very close with his family. His parents and older brother support and push him to be the best he can. Samuel’s older brother is also his best friend. They enjoy doing typical brother activities like wrestling and playing baseball. Samuel loves baseball and finds space interesting, which makes him want to be an astronaut when he is older. He is desire to participate in all activities regardless of his disability is his greatest strength.

**Communication:**

 Samuel has minimal verbal communication skills. He can speak in short sentences. Physical communication skills such as expressions and body language are strong. Samuel also communicates through an AAC device, he is moderately proficient in the usage of it within the scope of classroom conversation, with adult assistance. However he is highly proficient in the usage of his device for social communication. He tells jokes, answer question about himself, and requests items with little to no assistance.

**Motor and Mobility:**

 Samuel has global development delays in the motor and mobility areas. Samuel has established and still developing gross and fine motor skills. Samuel receives services in occupational therapy, physical therapy, and speech. He can push buttons on his power chair and reach for buttons on the elevator. He uses a motor chair to get around in addition to being able to walk the length of a classroom with a harnessed assistive walking device. He is always on the move.

**Sensory:**

 *Hearing:*

 He has strong hearing skills, and can listen and attend to a spoken directions and prompts.

 *Vision:*

Samuel has strong vision skills, having the ability to see surroundings in all environments.

 *Tactile:*

 Samuel can grasp objects in both hands. Samuel can flip his body over when lying down.

**Academic Participation:**

Samuel participates in an inclusive general education setting.

**Social and Peer Interactions:**

 He is very socially active with students in the classroom. He gets along with his classmates. He has a strong relationship with his older brother. His peers are aware of his conditions and respect him, interacting with him normally.

**Familial Background:**

Samuel lives with his father, a filmmaker, mother who is stay at home parent, and his older brother Isaiah. Samuel's parents both have made strong objections as to why Samuel should be in full inclusion. Samuel is functioning at an average level except his global physical delays, and is moderately proficient on his communication device. With Samuel's mother at home, he has had the advantage of having support and practice with his device after school. His parents are heavily involved with what Samuel is doing in the classroom. They actively participate in the process of creating adaptations for Samuel so that he is able to access the general curriculum.

Samuel also is socially developed. He has age appropriate interactions with peers and even enjoys playing sport. This due to having the opportunity to sit as an assistant coach on his older brother isaiah’s baseball team.

It is thought that Samuel would not have been able to make such great strides in function and academics without the support of his parents.

**Cultural:**

Samuel comes from a predominantly white, middle class community in California. Samuel’s family takes a strong interest in what he is doing at school because they place value in education. Both Samuel’s parents are college educated, and grew up in a similar neighborhood. Samuel goes to school and is educated by predominantly white female teacher, most all of whom have four year university degrees and have been teaching this age/ grade for over ten years.

**Language Development:**

Samuel’s native language is English, and he goes to a school where students and a majority of their families speak English as their first language. Due to Samuels physical disability, he is unable to communicate as effectively through speech compared to his other peers. He is suited with a AAC device which uses eye gaze and touch to operate. Samuel was suited with this device at an early age therefore he was able to refine his skills in the area of his device, making it possible for him to be fully included in school.

**General Affect:**

 Samuel is generally a happy student. He has good a strong relationships with his family, especially his brother. His peers, classmates, and friends know a lot about his likes and interests. He has a positive attitude and his greatest strengths come from having a supportive, stable family, and the desire to participate.

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