Strengths & Strategies Profile

Kluth, P. & Dimon-Borowski, M. (2003)

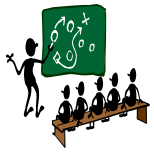
This form can be used as an attachment to a positive behavior plan or as a communication tool for teams who are transitioning a student from teacher to teacher or school to school. A student's team (e.g., teachers, family, therapists) should work together to fill in this form. Ideally, each list should contain NO LESS than fifty items.

Mischa's Strengths, Gifts, Interests, & Talents



- Can count to one hundred
- Is very neat and tidy
- Can pour her own juice or milk
- Keeps her desk area very tidy
- Likes to have her back rubbed
- Can solve simple addition problems
- Knows how to add with a calculator
- Likes to have jobs/responsibilities
- Fascinated by watches- esp. those with big faces
- Can get started on her morning routine without assistance
- Likes to show family photos to friends
- Improving in comprehension
- Can independently operate CD player
- Can read simple books to her little sister
- She can stay "on the job" for 10 minutes at a time
- Can put her shoes on without support
- Likes to run around the playground, likes to be chased
- Likes to organize things by color or size
- Plays with Mega-bots and creates neat stories with the characters
- Knows how to play 4 computer games on her own
- Is knowledgeable about birds, especially hummingbirds
- Loves to sing folk songs- especially "Peter, Paul, & Mary"
- Exceptional memory- knows all of the birthdays of friends and staff members
- Is cooperative
- Is a peacemaker
- Cares about others
- Loves movies about animals
- Shares her things
- Good natured
- Can prepare her own snack
- Very polite
- Loving
- Seeks out affection
- She is a strong decoder
- Loves Pokemon
- Is self-confident
- Loves to sing familiar songs
- Can speak like Donald Duck
- Loves to count things; very interested in putting numbers in order
- Can get started on her morning classroom routine without assistance
- Enjoys doing class jobs (e.g., watering plants)
- Loving
- Likes to look at animal magazines
- Knows left from right
- Knows how to use her CD player
- Loves the "Dixie Chicks"
- Can read her "All About Me" book independently
- Likes to be a leader
- Energetic
- Can talk like Donald Duck
- Athletic

What Works for Mischa?: Effective Strategies



- genuine and gentle encouragement
- telling her when she is doing something right
- a calm and gentle approach
- whispering instead of using a firm voice
- giving her lots of choices
- pre-teaching difficult lesson content
- asking her opinion
- giving her responsibilities
- letting her use a pencil grip
- humor
- letting her work with friends
- letting her call her mother if she seems stressed out
- letting her use her red pens
- letting her sit on the floor when she asks to
- showing her instead of telling her
- let her take the spot at the end of the line
- explaining EVERYTHING in detail
- she sometimes responds better to written "speech"
- using visual information (charts)
- giving her time to work on her own (don't over support)
- telling her something about yourself (she likes to hear about her teachers' children and dogs)
- asking her to "read" to other students – even if it is just showing them a picture book
- giving her previews- if you are taking a field trip to a museum, tell her about it
- encouraging her to "do her positive self-talk" if she seems frustrated by a task
- letting her review her "recess choice" book before going on the playground
- having her start the day by looking at her favorite farm magazine
- letting her "read" more than one book at a time, she spreads them out and reviews 2 at once
- allowing her to occasionally do her math problems on the chalk board (this is very motivating)
- letting her send e-mail to friends (helps her work on her writing skills)
- ask her to help with organizing things in the classroom (e.g., straighten library books)
- challenge her with hard questions related to her areas of interest (farm animals, Sponge Bob)
- give her opportunities to share her "All About Me" book with friends
- she may need to circle the table before he takes a seat- allow her to do this
- sometimes likes to know exactly where her work space is (you can tape it off to show her)
- helping her to change topics by bringing up special interests
- may need to take little "safe spot" or relaxation breaks
- use Sponge Bob to interest her in activities- for instance, let her write stories about him
- using photographs to interact with her
- letting her help to teach a part of a lesson (she likes to help the teacher)
- giving her something squishy to play with during whole-class work (koosh ball)
- giving her time to respond (several seconds) to verbal questions or commands
- giving her breaks to move around the room
- letting her choose where she wants to sit (floor, desk, back couch)
- letting her choose one item on a test or worksheet to omit (calms her down)
- giving her headphones for music during independent work
- singing Beatles songs during times of stress
- loves the smell of lavender
- can work for long periods of time when she is allowed to hum and rock in her chair a bit
- if she seems confused, write the steps or directions on a chalkboard (use pictures too)
- hum to her when she is stressed and let her hum also

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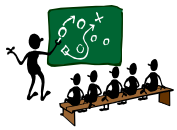
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What Works for _____? (Effective Strategies)



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