

_____ wants and needs to:			
Dimensions for consideration in school-based services	Probe areas (consider already existing and potentially existing)	What supports or enables student to accomplish the team-generated outcome?	What limits or prevents this student from accomplishing the team-generated outcome?
C CHILD/STUDENT (characteristics, abilities, experiences, learned skills)	Feelings of self-esteem Physical, cognitive, sensorimotor, psychosocial attributes, communication skills Work habits Personality traits and styles Self-determination		
A ACTIVITIES, TASKS, OCCUPATIONS/CURRICULUM (includes extracurricular)	Meaningful and relevant student roles Specific curricular materials, methods Daily/weekly scheduling (temporal aspects & content) Homework Testing and grading Extracurricular pursuits		
P PEERS/PERSONS (family and school social factors and context)	Relationships, interactions with peers and adults Use of peer buddies Teacher/other adult behaviors Teaching style, attitudes, Specific social opportunities and experiences Play opportunities Use of personal assistance		
E ENVIRONMENT (physical, sensory, institutional and cultural environments)	Aspects of the built environment (student's immediate environment, whole school, campus and community) Use of assistive technology School rules, norms, customs At-home resources		

Hannah wants and needs to: *improve participation during recess*

Dimensions for consideration in school-based services	Probe areas (consider already existing and potentially existing)	What supports or enables student to accomplish the team-generated outcome?	What limits or prevents this student from accomplishing the team-generated outcome?
C CHILD/STUDENT (characteristics, abilities, experiences, learned skills)	Feelings of self-esteem Physical, cognitive, sensorimotor, psychosocial attributes, communication skills Work habits Personality traits and styles Self-determination	Likes recess/motivated Follows peers cues Uses skills once learned Moves about environment safely Communicates likes/dislikes Strong imagination	Sensitive to some noises/movements, especially if unfamiliar Hesitant to try/learn new skills Posturally insecure Poor gross motor coordination Some social behaviors (spitting, etc...) limits peer interactions
A ACTIVITIES, TASKS, OCCUPATIONS/CURRICULUM (includes extracurricular)	Meaningful and relevant student roles Specific curricular materials, methods Daily/weekly scheduling (temporal aspects & content) Homework Testing and grading Extracurricular pursuits	Able to run Likes to swing Able to throw a ball Hyperlexic Responds well to routines	Hesitant learning/trying new activities (e.g., jump rope, ball skills, climbing equipment) Limited support to learn new activities during recess
P PEERS/PERSONS (family and school social factors and context)	Relationships, interactions with peers and adults Use of peer buddies Teacher/other adult behaviors Teaching style, attitudes, Specific social opportunities and experiences Play opportunities Use of personal assistance	Has 2-3 peers that are particularly sensitive to her needs and willing to develop a friendship Communicates well with adults	Can be abusive to others Parents do not reinforce appropriate behaviors at home Limited social interaction with peers outside of school
E ENVIRONMENT (physical, sensory, institutional and cultural environments)	Aspects of the built environment (student's immediate environment, whole school, campus and community) Use of assistive technology School rules, norms, customs At-home resources	Familiar with school environment Likes reading corner in classroom Can move about the classroom independently without bumping into objects, etc... Follows classroom/school routines once learned Prefers calm/predictable environments	Difficulty learning/following new or unfamiliar routines/rules Recess is busy/noisy

