

**Class Profile for Resource or Self-Contained Special Education**

| **Student Name** | **Socioeconomic**  **Status** | **Ethnicity** | **Gender** | **IEP Identification** | **Reading**  **Performance Level** | **Math Performance**  **Level** | **Resource: Reading, Math, or Both** | **Internet Available**  **at Home** |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Arturo | Mid SES | Hispanic | Male | ASD high functioning: Developmentally delayed in verbal communication, written expression, and social interactions. | One year below grade level | At grade level | Reading | No |
| Bertie | Low SES | Asian | Female | Other health impairment (OHI) ADHD: Difficulty with task completion, focus, and multi-step assignments. | One year below grade level | One year below grade level | Both | Yes |
| Denise | Mid SES | White | Female | Emotional disturbance severe anxiety disorder: Difficulty with initiating tasks, multi-step problems, test-taking, speaking, and social interactions. | One year below grade level | One year below grade level | Both (Math mostly for multi-step problems) | Yes |
| Sophia | Low SES | White | Female | Visual impairment (partial sight loss): Difficulty following teacher instruction by reading whiteboard, expressing tasks for assessment, difficulty with reading comprehension, and requires use of assistive devices such as Braille. | One year below grade level | One year below grade level | Both | No |
| Victoria | Mid SES | Asian | Female | Other health impairment (OHI) ADHD: Difficulty with task completion, executive functioning, working memory, and managing emotions. | At grade level | One year below grade level | Both (Reading mostly for task completion and focus) | Yes |
| William | Low SES | White | Male | Other health impairment (OHI) ADHD, dyslexia, and speech impairment: Difficulty organizing thoughts for communication (fluency), verbal stutter, task completion, reversing letters, difficulty with reading comprehension, and hyper focuses. | Two years below grade level | One year below grade level | Both | No |

**Self-Contained Special Education (Mild to Moderate)**

| **Student Name** | **Socioeconomic**  **Status** | **Ethnicity** | **Gender** | **IEP Identification** | **Reading**  **Performance Level** | **Math Performance**  **Level** | **Internet Available**  **at Home** |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Eduardo | Low SES | Hispanic | Male | ASD: Difficulty with daily routines and self-help, verbal communication, social interactions, social-emotional reciprocity, and exhibits repetitive actions. | One year below grade level | Two years below grade level | No |
| Jade | Mid SES | African American | Female | Language processing disorder: Moderate difficulty gaining meaning from spoken language as well as frustration with speaking, poor reading comprehension, and difficulty with memory retention. | Two years below grade level | Two years below grade level | Yes |
| Kendyl | Mid SES | White | Female | ASD and moderate multiple disabilities (sensory impairment and cognition and adaptive skills delays): Difficulty with expression. Difficulty with fine and gross motor skills and communications and social interactions. | Two years below grade level | One year below grade level | Yes |
| Parker | Low SES | White | Male | Emotional disturbance oppositional defiant disorder (ODD) and dyscalculia: Aggressive towards others, defies and refuses to comply with many tasks, difficulty with task completion and social interactions. Difficulty with memory of math facts, visual memory, and visual-spatial discrimination and processing. | Two years below grade level | Two years below grade level | No |
| Randy | Mid SES | Native American | Male | Scoliosis and asymmetrical tonic neck reflex (ATNR): Difficulty with verbal communication, hand-eye coordination, visual tracking, and balance. | Two years below grade level | Two years below grade level | Yes |
| Sheila | Low SES | White | Female | Cerebral palsy and mild intellectual disability: In a wheelchair for most of the day; other times uses crutches/braces. Somewhat limited fine and gross motor skills that affect her ability to keep up with the pace of a general education classroom. Difficulty with reading comprehension and processing information to solve multi-step math problems. | One year below grade level | One year below grade level | No |