

Narrative Examples: Student Strengths

**Please note these are examples of what statements might look like for various students*

Associated Deficits of Autism (For full IEP, refer to Appendix Example A)

Gina has many skills that benefit her ability to succeed in school. Her ability to understand directions presented verbally or visually is strong, and she is adept at communicating her needs to staff. She responds to visual supports and systems of reinforcement (including **self-monitoring**) with relative independence. She shows excellent ability in the area of math computation and fluency. Gina's **decoding** and spelling skills are age/grade appropriate. Gina shows motivation to earn good grades, show off her knowledge, and please her teachers.

Associated Deficits of Deafness (For full IEP, refer to Appendix Example B)

Donna is greatly motivated to learn new concepts in reading, math, and written expression. She also excels with visual concepts in these areas. Donna wants to be helpful when her peers or teachers are in need of help. She is independent in her self-care and safety skills.

Associated Deficits of Developmental Delay (For full IEP, refer to Appendix Example C)

Tony is able to follow classroom rules and routines. He works well within a group setting. He uses simple adjectives in sentences he speaks with 80% **accuracy**. He has age-appropriate **fine motor** skills and can trace a line or cut on a line with scissors. Tony currently identifies 15 of 26 upper case letters and 12 of 26 lower case letters. He can identify the sound of 10 letters (t, s, m, n, r, p, d, h, b, z). He is able to read 4 of 10 sight words and write his name from a prompt.

Associated Deficits of Emotional Disturbance (For full IEP, refer to Appendix Example D)

Cam is motivated to learn and takes pride in his knowledge. He likes to read and often chooses reading for his leisure activity. His favorite subjects are English and history. He is currently able to complete grade level work.

Associated Deficits of Intellectual Disability (For full IEP, refer to Appendix Example E)

Delia is polite, respectful and gets along with her peers. She is willing to participate and take risks. She demonstrates motivation and follows directions.

Associated Deficits of Intellectually Gifted (For full IEP, refer to Appendix Example F)

Larry is highly creative and comes up with many alternative methods for addressing **critical thinking** tasks. He provides detail and elaboration in his writing and oral explanations. He is academically confident and eagerly participates in classroom discussion and group activities.

Associated Deficits of Orthopedic Impairment (For full IEP, refer to Appendix Example G)

Marna participates in class projects with enthusiasm. She arrives early to class, gathers personal

materials needed for the lesson, and demonstrates readiness for learning. Marna recently led her class campaign gathering gently worn uniforms for the school clothes closet.

Associated Deficits of Other - Health Impairments (For full IEP, refer to Appendix Example H)

Piper is a strong reader and writer. She will read a variety of books and materials and enjoys reading, particularly fiction. She writes elaborate stories and is able to express her knowledge through written assignments.

Associated Deficits of Specific Learning Disability in Reading (For full IEP, refer to Appendix Example I)

Susan has strong listening comprehension skills. She enjoys listening to information when it is presented orally and recalls information very easily. She has a strong sight word vocabulary and tends to utilize this as her primary strategy when reading independently.

Associated Deficits of Specific Learning Disability in Math (For full IEP, refer to Appendix Example J)

Matt's oral reading and **reading comprehension** are areas of strength. He is on grade level and is able to read for pleasure and to learn new information. Matt is also writing at grade level.

Associated Deficits of Specific Learning Disability in Writing (For full IEP, refer to Appendix Example K)

Mathematics is David's strength. He excels within the math class and does particularly well in computation and algebra. David is at grade level in reading skills and is able to comprehend both fiction and nonfiction texts.

Associated Deficits of Speech Impairments (For full IEP, refer to Appendix Example L)

Jaxson is doing well academically, particularly in math. He loves creative **problem solving** and using pictures and objects to describe his thinking. In reading, he does well reading silently to himself and in **reading comprehension**.

Associated Deficits of Language Impairments (For full IEP, refer to Appendix Example M)

Lisa is a hard worker in class. Her math skills are a strength, as are her **social skills**. She enjoys working with peers and completes tasks on time.

Associated Deficits of Traumatic Brain Injury (For full IEP, refer to Appendix Example N)

Janin is noticing cues and prompts to assist her with staying on task during group and independent work times. She is making progress in reading, and her fluency is increasing with visual prompts. Janin voices her frustration level appropriately with less than 6 minutes of transition time. She is able to focus with prompts and supports in a small or a large group setting for up to 25 minutes.

Associated Deficits of Visual Impairment (For full IEP, refer to Appendix Example O)

Kim is a vivacious, bright student. She has a great personality and a good sense of humor. She enjoys

people and likes to talk. Kim has made good progress in first grade despite her challenges due to a significant visual impairment.