

KNOW THE STUDENT

Getting to Know Your APE Student

Use this early in the year with the classroom team, family, paraeducator, and your own observations.

Student name:

Grade / class:

Primary communication method(s):

COMMUNICATION & ACCESS

How does the student communicate wants, needs, yes/no, and finished?

How much processing time is typically helpful?

What type of directions or visual supports work best?

PARTICIPATION

What motivates this student?

What helps them engage or re-engage?

What tends to make participation harder?

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Support Without Overhelping

Capture the strategies that increase access and independence.

Prompts/supports that work best:

What should we avoid or use cautiously?

Sensory or environmental considerations:

What does independence look like for this student in PE?

What would meaningful progress look like this month?

Anything else the team wants me to know?

Remember: A student may understand a motor skill but still need a different communication method, environment, demonstration, or amount of processing time to show it.