

# Whole-Person Snapshot

Name:

Age:

Date of Birth:

Date Completed:

## SENSORY PROFILE

Describe any sensory preferences, sensitivities, and regulation strategies (e.g. seeks deep pressure, avoids loud sounds, benefits from movement breaks).

## COMMUNICATION

- Uses single words
- Uses two-word combinations or short phrases
- Speaks in simple sentences
- Speaks in full sentences and engages in short conversations
- Non-speaking (communicates through gestures, facial expressions, or other means)
- Uses AAC
- Uses scripts or echolalia

Supports comprehension:

- Visual cues
- Simplified language
- Extra processing time
- Repetition and routine-based communication

Other:

## HEALTH & SAFETY

Include relevant allergies, medical conditions, seizure history, or safety considerations (e.g., elopement risk, sensitivities to scent or light).

## STRENGTHS

Highlight the individual's strengths, interests, motivators, and successful support strategies (e.g., enjoys routines, strong visual memory, motivated by humor or praise).

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## ASSESSMENT DATA

List most recent standardized assessments (e.g., VB-MAPP, Vineland-3, PEAK) and summarize key results or patterns.

## LEARNING STYLE

- Visual learner (benefits from pictures, charts, demonstrations)
- Auditory learner (benefits from hearing explanations, music, rhythm)
- Hands-on / kinesthetic learner (learns best through movement or touch)
- Pattern-oriented / system thinker (grasps categories, routines, or sequences)
- Gestalt processor (learns in whole concepts rather than parts)
- Concrete thinker (needs direct, literal examples)
- Abstract / inferential thinker (can generalize and reason beyond the concrete)
- Prefers repetition and predictability
- Learns best through real-life context or interest-based topics

## AREAS FOR GROWTH

Areas for Growth

- Flexibility and coping with change
- Emotional regulation / identifying feelings
- Expanding social interaction and play skills
- Increasing independence with self-care routines
- Building executive functioning skills (organization, attention, transitions)
- Expanding communication across settings
- Generalizing academic or therapy skills
- Developing self-advocacy and choice-making
- Other:

## RECOMMENDATIONS

- Provide structured, predictable routines
- Use visual supports and schedules
- Offer sensory breaks or movement opportunities
- Model communication instead of prompting repeatedly
- Pre-teach new skills using preferred interests
- Embed life-skills practice into daily activities
- Maintain consistent language across providers and environments
- Allow processing time before repeating instructions
- Reinforce regulation strategies before introducing new demands

## TEAM CONTACTS

Include name, role, and contact information.