

## **This is Me: A Snapshot of (Insert Name)**

### **Background Information (Optional Section)**

As students enter middle and high school, they begin to develop the skills to advocate for themselves. At this stage, sharing personal information with teachers should be entirely voluntary and led by the student. If they choose to, this section can serve as a way for them to express how they learn best and what support they may need in the classroom.

Information shared may include:

- Personal strengths and areas of challenge
- Academic and personal goals
- Preferred learning styles
- Relevant medical details
- Sensory preferences or sensitivities
- Key personality traits that may impact classroom interactions

*Note: This can be a valuable opportunity for students to begin learning how to advocate for themselves and share their stories on their own terms.*

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### **Accommodations in IEP/504 Plans**

This section should outline accommodations as documented in the student's IEP or 504 Plan. It can also provide additional context regarding medical or sensory needs mentioned above.

Common examples include:

1. **Assistive Technology**  
Devices or tools used to support learning, such as a laptop for notetaking, FM system, Smart Pen, or speech-to-text software.
2. **Access to Lecture Notes**  
If the student has an accommodation for receiving teacher notes, this serves as a helpful reminder to ensure this support is provided consistently.
3. **Disability-Related Absences**  
Guidelines on how the student will handle makeup work due to health-related absences, and preferred communication methods around this.
4. **Permission to Eat or Drink in Class**  
Clarifies if the student needs to eat or drink during class time for medical or regulatory reasons, and how this supports their focus and well-being.
5. **Sensory Considerations**  
Information about how the student responds to sensory input, such as difficulty with crowded spaces or loud environments, along with suggestions for alternative settings or support strategies.

**Example:** Below is an example of one Jill's daughter developed in middle school.

## **This is Me: Halle Heilman, 7th Grade**

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### **Background Information (Optional Section)**

Hello, I'm **Halle Heilman**. I was born with a rare chromosome deletion (18q-) that impacts all areas of my life. When I was little, doctors said I would never walk, talk, eat, or learn, but I've worked really hard and overcome a lot. I'm excited for this school year and love learning!

In addition to the chromosome anomaly, I also have several medical conditions that affect how I function at school:

- **Primary Immune Deficiency:** I receive weekly infusions to help my body fight illness.
- **Neurocardiogenic Syncope:** This affects my autonomic nervous system and causes irregular temperature regulation, dizziness, and blurred vision. I take daily medication to manage it.
- **Ehlers-Danlos Syndrome:** A connective tissue disorder that causes chronic pain. We are still adjusting treatments.
- **Mild Hearing Loss:** I benefit from sitting close to the teacher.
- **Sensory Integration Dysfunction:** I can get overwhelmed easily, especially in noisy or crowded environments (like the cafeteria or assemblies).

*Note: I'm learning to advocate for myself and appreciate your support as I grow in confidence and independence.*

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### **Accommodations in IEP/504**

Even with all my medical stuff, I love school — especially **history and French!** I do my best to keep up with everything and stay positive. Here are a few things that help me succeed in class:

1. **Assistive Technology**  
My hands are affected by my disability. I use a computer for all writing tasks. I can circle answers on tests but cannot handwrite sentences.
2. **Lecture Notes**  
I may need a copy of your class notes because I type more slowly than most students write. I'll try my best to keep up on my own.
3. **Elevator Use**  
I ride the elevator with a friend for safety — I've been stuck before and it was scary. I also have **permission to carry my cell phone** for emergencies.
4. **Sensory Challenges**  
I get overwhelmed easily in new or overstimulating situations. I've learned that my body

produces five times more epinephrine than average, which triggers a strong “fight or flight” response. When this happens, I might cry or need a break. Usually, I check in with my guidance counselor, **Mr. Feely**.

5. **Rolling Backpack**

Lockers are tough for me, so I’ve been approved to use a rolling backpack. It’s not my favorite thing, but it keeps me out of pain.

6. **Snacks & Hydration**

I sometimes need to eat or drink Gatorade during class to keep from passing out. I always keep something in my bag. If I do pass out, please call the nurse — she knows what to do.

7. **Frequent Absences**

I may miss class due to illness or doctor appointments. I stay on top of assignments using the online portal and appreciate when teachers email me any additional materials. I’ll always do my best to keep up from home or the hospital.

8. **Questions or Concerns**

Feel free to reach out to me or my mom with any questions — we’re happy to help!

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**Fun Facts About Me:**

I love to dance, I think boys are cute, and I’m really into music. I hope to become a **history teacher** one day!