Check list for Strengths and Needs when planning for educational goals!

This is a great way to talk about your child’s strengths and weaknesses when you have planning meetings for their educational goals!

Check list for strengths and weaknesses for __________________________: Date: _____ Age: _____ Grade ___
Please answer yes/no to left of statement, as it relates to the child in question.

Comprehension:
__ Interested in listening to stories, audio tapes, songs and a variety of listening activities
__ Takes good notes
__ Experiences difficulty distinguishing between similar sounds
__ Experiences difficulty following directions, especially when it’s more than one at a time
__ Doesn’t enjoy participating in class discussions and rarely raises his/her hand to respond
__ Unable to follow oral discussion and take notes

Oral Language:
__ Strong articulation skills
__ Uses voice intonation and good expression
__ Expanding vocabulary
__ Difficulty with oral language uses lots of interjections and hesitations
  (umm, uh, well...), weak verbal expression
__ Grammar skills are quite weak
__ Forgets a lot of words and can’t often remember what he/she was going to say

Reading: Ability to re-tell what was just read and predicts what may happen based on what has happened
__ Confuses words and letters
__ Often loses place when reading, requires finger tracking
__ Difficulty when silent reading, needs to mouth words or whisper when reading
__ Doesn’t enjoy reading
__ Reluctant Reader
__ Reading is slow and deliberate
__ Lots of word substitutions, omissions and invented words
__ Cannot skim or scan for pertinent information

Written Work:
__ Written ideas follow a logical sequence
__ Ideas are clearly written and expressed
__ Rarely enjoys writing and responds negatively to written activities
__ Written work is rarely legible
__ Experiences difficulty when copying instructions from the board, orally or chart paper
__ Rarely completes written assignments
__ Written work is poorly organized and difficult to follow
__ Punctuation and grammar is weak and often missing
__ Written ideas lack cohesion
__ Written work is often difficult to understand
__ Spelling is weak
__ Letters and/or words are often reversed

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Mathematics:
- Rarely sequences numbers, equations and formulas appropriately
- Unable to perform ‘mental math’
- Computations are usually inaccurate
- Many careless errors, often chooses the wrong operation
- Difficulty understanding mathematical concepts
- Rarely uses mathematical terms appropriately both orally and in written work
- Does not remember the math facts (although today, many children aren’t committing the math facts to memory)
- Cannot do mathematical word problems

Motor Skills:
- Is often clumsy and accident prone
- Has weak coordination
- Awkward gait
- Weak fine motor skills (evidenced in art, written work, copy etc.)
- Holds pencils, pens, crayons, scissors inappropriately - too hard or not hard enough
- Exhibits weak large motor coordination during gym and recess (falls or trips frequently)

Social Skills:
- Has a difficult time establishing friends or has friends that are younger
- Rarely accepted by peers
- Argues with peers
- Doesn’t accept responsibility well
- Avoids peer contact and is often ridiculed or involved in ridiculing
- Demands instant gratification, seeks a great deal of attention
- Doesn’t like to follow routines and rules
- Prone to tantrums

Behavior Skills:
- ‘Average activity, not over or under active
- Usually on time
- Often is hyperactive
- Rarely completes tasks in the allotted time
- Often acts out in the classroom and doesn’t follow routines and rules
- Can be extremely moody and acts impulsively
- Very disorganized
- Inattentive and distractible
- Does not get along well with peers
- Decision making skills are weak and is often late or absent
- Easily frustrated

Please answer these questions as they pertain to __________’s.

Qualitative Impairments in Social Interaction: Check if applicable. __________ wanting and needing to be left alone at times ______ trouble with back and forth social interactions ______ inability to respond to social cues ______ inability to understand how someone else might feel ______ inappropriate giggling or laughing ______ impaired imitation - not engaging in simple games of childhood ______ not accepting cuddling, hugging, touching unless self initiated ______ lack of socially directed smiles when young ______ little sense of other people’s boundaries ______ engaging in stereotypic question asking as interaction pattern ______ inappropriately intrusive in social situations ______ mimicking actions from TV, but not in reciprocal manner ______ inappropriate use of eye contact, avoidance or extended staring ______ poor use of non-verbal gestures ______ trouble with competition, i.e., winning, losing, being first

Please answer these questions as they pertain to __________’s and his/her Restricted Repetitive & Stereotyped Patterns of Behavior, Interests & Activities: Check if applicable ______ repeatedly watching videos or video segments ______ lining up and/or ordering objects ______ strong attachment to inanimate objects (strings,
bottles) fascination with movement (spinning wheels, fans, door & drawers) pacing or running back and forth, round and round exploring environment through licking, smelling, touching very sensitive to sounds (may have acted as if deaf as baby) insistence on routines, resisting change negative reaction to change in environment perfectionist, problems with correction or mistake difficulty with unstructured time difficulty waiting impaired response to temperature or pain staring at patterns, lights, or shiny surfaces lack of fear of real danger excessive fearfulness of some harmless objects or situations defensive to touch that isn’t self initiated history of eating problems history of sleeping problems

Qualitative Impairments in Communication: Check if applicable. problems with pronouns problems getting the order of words in sentences correct problems answering questions problems responding to directions problems understanding jokes problems understanding multiple meaning of words problems understanding sarcasm, idioms, and figurative speech echoing what is said directly, later, or in a slightly changed way low spontaneously initiated communication difficulty understanding abstract concepts difficulty with concepts that are time bound or lack concreteness difficulty with long sentences difficulty when verbalizations are too fast problems with reciprocal conversations problems using speed, tone, volume appropriately

Learning Characteristics: Check if applicable. uneven profile of skills well developed long term memory ability to manipulate items better than paper-pencil abilities over and under generalization of learning good visual skills hyperactivity short attention span to some activities and not to others impulsivity delayed response time problems organizing sequential learner needs help to problem solve

Observable Problem Behaviors: Check if applicable. aggression - biting, hitting, kicking, pinching self-injurious behaviors - biting, hitting, pinching, banging parts of body temper tantrums screaming, yelling non-compliance and refusal to move, to do things eating problems sleeping problems toileting problems low motivation

Possible Motor Problems: Check if applicable. clumsiness balance stiffness motor planning can’t seem to make body do what it needs to do motor fatigue - tired easily strength perceptual motor, spacing, sequencing, printing, writing initiation - can’t seem to be started in motor acts Some Environmental

Challenges that can Lower ‘s Ability to Function Competently Does complain of any of the following: Check all that are applicable. not being understood not understanding not having enough information not having adequate skills for job not having choices making a mistake being tired being sick being touched being hungry

Do any of these Major Changes bother when they occur? Check all that are applicable. alternations at school, work, home, community small schedule changes time changes activity location changes staff or teacher absent friend or buddy absent family member or friend is late or not coming anticipating an event or activity cancellation of an event or activity having to wait too long

Do any of these Environmental situations cause Confusion for ? crowds noise being off the pace of others losing things of value Does respond to Relationships by: Check all that are applicable. being corrected being denied being interrupted being late being ignored fear of losing people who are valuable being teased being left out being scolded

Possible Sensory Challenges: for Does have any Sound/Auditory issues: Check all that are applicable. has been diagnosed with hearing problem at some time reacts to unexpected sounds fears some noises distracted by certain sounds confused about direction of sounds making self-induced noises likes sounds that are constant and mask outside sounds Other Have any

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**Sight/Vision issues:** Check all that are applicable. ____has been diagnosed with a visual problem ____is sensitive to light ____avoids eye contact ____is distracted by some or too much visual stimuli ____enjoys watching moving things/bright objects ____has difficulty tracking ____becomes excited when confronted with a variety of visual stimuli ____has trouble with stairs, heights ____enjoys patterns ____upset by things looking different ____makes decisions about food, clothing, objects by sight ____arranges environment in certain ways and can tell if out of order ____closely examines objects or hands ____likes TV, VCR __Other __________________________

Is _________ showing any signs of Smell/Olfactory issues: Check all that are applicable. ____sensitive to smells ____smells objects, food, people ____explores environment by smelling ____reacts strongly to some smells ____ignores strong odors __Other __________________________

Does ______________ show any issues as they pertain to Touch/Tactile: Check all that are applicable. ____is defensive about being touched ____prefers deep touching rather than soft ____has to know someone is going to touch ahead of time ____initiates hugs, cuddling ____explores environment by touching ____becomes irritated if bumped or touched by peers ____dislikes the feel of certain clothing ____refuses to touch certain things ____is sensitive to certain clothing over or under dressses for temperature ____doesn’t like showers ____likes to play in water ____mouths objects or clothing ____refuses to walk on certain surfaces ____appears to have depth perception problems ____dislikes having hair, face, or mouth touched ____upset by sticky, gooey hands __Other __________________________

Does ______________ have any issues that pertain to Taste: Check all that are applicable. ____has an eating problem ____dislikes certain foods/textures ____will only eat a small variety of foods ____tastes non-edibles ____explores environment by tasting ____Other __________________________ Does ___________ show

**Movement/Vestibular issues: Check all that are applicable.** ____seems fearful in space ____arches back when held or moved ____spins or whirls self around ____moves parts of body a great deal ____likes rocking, swinging, spinning ____walks on toes ____appears clumsy, and bumping into things ____climbs a lot and doesn’t fall ____avoids balancing activities __Other __________________________ Does ___________ have

**Perceptual/Perceptual Motor issues: Check all that are applicable.** ____has trouble with paper/pencil activities ____has difficulty with time perception ____difficulty with body in space ____relies on knowing location of furniture ____problems with use of some tools ____problems organizing materials and moving them appropriately ____distracted by door, cupboards being open, holes, or motion ____Other __________________________

**Social Skills That May be Personal Challenges to**
Does ______________ understand the following Personal Management/Self Control: Please answer yes/no where applicable. ____waiting ____finishing work ____taking care of personal and school belongings ____being quiet when required ____talking when spoken to, especially if asked a question ____working independently without bothering others ____being prepared and organized for activities and lessons ____turning in assignments on time ____changing activities ____accepting correction ____accepting that mistakes can be fixed

Does ______________ partake in Reciprocal Interactions: Please answer yes/no where applicable? ____imitating ____sharing ____taking turns ____sitting and participating in group ____negotiating ____initiating social interactions ____gaining joint attention (point, look, talk) ____playing ____greeting ____complimenting ____offering help, comfort ____asking for help, seek comfort ____inviting others to join ____asking for feedback, recruit praise ____asking for a favor ____social chat ____getting attention in specific way, raising hand, waiting ____caring when someone is hurt or sick, not laughing ____letting someone know that you are hurt or sick ____asking someone to play or do an activity

Does ______________ use Reciprocating Social Interactions Appropriately: Please answer yes/no where applicable. ____listening ____commenting on a topic ____answering questions ____giving a reliable yes/no ____accepting help ____accepting that some things aren’t possible ____responding to teasing ____making a choice ____sharing other’s enjoyment ____giving eye contact appropriately

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Does __________________ use Manners of Interaction: Please answer yes/no where applicable. 

- being polite    - being kind    - being considerate    - not being a tattler    - being honest    - not hitting, kicking, saying bad words    - looking at person talking appropriately    - not walking away while someone is talking    - keep a specified distance from a person

Is __________________ appropriate in Learning Situations with Specific Behaviors? Please answer yes/no where applicable. 

- with peers, no adults    - in church, school, home    - at a sports event    - in a store    - with strangers    - what and where are private    - with authority figures

Does __________________ understand Abstract Social Concepts: Please answer yes/no where applicable. 

- being good    - timing    - fairness    - friendship    - politeness    - kindness    - doing one's best    - caring    - lying    - humor

Does __________________ show Group Behaviors: Please answer yes/no where applicable. 

- come when called to group    - stay in certain places    - participate with group    - follow group rules:    - talk one at a time    - pick up, clean up, straighten up    - put away    - get out    - walk, stand still, stay to right    - voting - majority rules

SPECIALLY DESIGNED INSTRUCTION TIPS FOR EDUCATORS: A CHECKLIST For: ______________________

DATE _______________________ GRADE _____________________ Tips to be used when communicating to _______________________. Be concrete and specific    Avoid using vague terms like later, maybe, "why did you do that?"    Slow down the pace    If necessary for understanding, break tasks down into smaller steps    Use gestures, modeling, and demonstrations with verbalization    Provide accurate, prior information about change    Provide accurate, prior information about expectations    Specifically engage attention visually, verbally, or physically    Avoid idioms, double meanings, and sarcasm

Tips to be used to Encourage Communications with _______________________. Pause, listen, and wait    Watch and listen to attempts to respond    Respond positively to attempts    Model correct format without correction    Encourage input and choice when possible

Social Supports

- Protect the child from bullying and teasing    - Praise classmates when they treat _______ with compassion    - Create cooperative learning situations where _______ can share his/her proficiencies    - Establish a "buddy system" in each class    - Build in time to watch, encourage watching and physical proximity    - Practice on specific skills through natural activities with one peer    - Practice on specific skills through natural activities with a few peers    - Structured activities with set interaction patterns and roles    - Focus on social process rather than end product

Specific teaching, rehearsal, practicing, and modeling in natural settings of the following skills:  ___________ turntaking    ___________ complimenting    ___________ negotiating    ___________ responding    ___________ inviting    ___________ waiting    ___________ greeting    ___________ repairing breakdowns    ___________ joining others    ___________ accepting answers of others    ___________ accepting success of others    ___________ taking the lead    ___________ following ideas of others    ___________ joking and teasing    ___________ Shared interests using interests and strengths

Teacher or school personnel advocate who will problem-solve and facilitate    Individualize social stories giving specific situations emphasizing descriptions and perspectives    Concentrate on changing unacceptable behaviors and ignore those that are simply "odd"

Tips to improve _______________________'s Environment and Routine

- Provide a predictable and safe environment    - Minimize transitions    - Offer consistent daily routine    - Avoid surprises, prepare thoroughly and in advance for special activities, altered schedules, or other changes, regardless of how minimal    - Talk through stressful situations or remove him/her from the stressful situation    - Provide personal space in resource or other room for relaxation    - Reduce distractions and sensory overloads    - noise    - vision    - smell    - Allow modifications as needed to deal with sensitivity to touch issues, such as immersing hand in gooey liquid

Tips to aid ___________ in understanding the Presentation of Materials

- Presented visually    - written    - demonstration    - pictured and written    - pictured    - objects    - calendars/maps/charts/diagrams    - computers    - video    - Use established routines    - Consistent

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use of expectations ____ Peer tutoring ____ Divide instruction into small, sequential steps ____ Provide repeated opportunities to practice ____ Provide needed prompts and cues

**Tips to aid while taking Assessments and completing Assignments**
___ Modify difficulty ____ Shorten ____ Alter activity ____ Highlight text ____ Provide choice of activity
___ Learn format ahead of time through rehearsal ____ Modify questions format ____ Allow extra time
___ Apply learning to real situations ____ Provide visual cues as a way of teaching how to summarize/write

**Tips to utilize while instilling good Self Management/Behavior skills for ______________.**
___ Teach use of timer or other visual cues ____ Individualized contract ____ Provide reinforcement that is individualized ____ immediate ____ concrete ____ other ____ Incorporate strengths and interests into daily plan
___ Encourage choices and decision making where appropriate ____ Analyze the purpose of behavior from student perspective ____ Translate purpose into skills to be taught ____ Avoid pressure to "be good" or other abstract expectations ____ Avoid punitive measures that lower self esteem, increase anxiety, and are not understood: ____ taking away set routines, free time, exercise ____ sending home ____ lecturing or yelling at ____ Avoid disciplinary actions for behaviors that are part of the disorder, i.e.: ____ avoidance of eye contact ____ talking to self ____ slow response time ____ lack of "respect" for others ____ repeating words or phrases ____ upset in crowds or with noise ____ anxious ____ perseverating on topic of interest ____ upset by change

**Tips for ______________ as he/she attempts Homework**
___ Individualized ____ Shortened ____ No more than one hour per evening ____ More time ____ More help

**Tips for keeping ______________ on Task**
___ Break assignments down into small units ____ Provide frequent teacher feedback and redirection
___ Provide time in resource or special education room for completion of homework and class work
___ Sit ____ next to buddy so buddy can remind ______ to return to task or listen to lesson ____ If necessary, lessen homework expectations