

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

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.

___ alterations 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

___ surrounded by too much movement ___ surrounded by competing visual stimuli ___ not having enough space ___ 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 _____ **Does _____ have any**

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 dresses 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

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 _____ winning and losing

SPECIALY 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

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