

L.E.I.C.

Observation/Planning Page

Name: Nikki Morgan

Date: September 25, 2007

<u>LEARNER</u> Who is this Learner? Nikki Morgan	
Chronological Age:	15
Perceived Developmental/ Functional Ages: (classroom observation and school wide assessment: see Current Assessment)	Social-emotional: 10 Physical: 15 Receptive language: 8 Expressive language: 13 Reading: decode 13; comprehension 11 Writing: 8 Math: 11 Life skills: 9 Other: _____
Strengths:	Oral reading, willing to help, responds well to positive feedback, likes to be involved (art, PE, helping in class), fixing things
Learning Style:	Visual and kinesthetic
Interests:	PE, music, computers, being with younger children, sports
Other pertinent info: (eg.cultural/community/health)	Currently on strattera to help with anxiety/depression/adhd. Diagnosis of ADHD in Grade 4

<u>Expectations of child in the Environment</u>	<u>Requirements of the child's brain to meet expectations</u>	<u>SUSPECTED PRIMARY DISABILITIES/ DOMAINS/OTHER</u>
<ul style="list-style-type: none"> • come on time, with materials • stay on task, pay attention • follow oral instructions • communicate effectively • transition on time 	<ul style="list-style-type: none"> • can remember what to do; can link cause and effect • can filter out distractions; can focus; follows instructions • understands meaning; knows language; processes at a "normal" rate • assign meaning to language; read social cues • predict outcomes; link cause and effect; understand time 	<ul style="list-style-type: none"> • memory difficulties → academic; self-determination/independence • sensory issues/attention → academic; self-determination/independence • slow auditory pace → academic; self-determination/independence • dysmaturity → communication; self-determination/independence • unable to predict or generalize → social-emotional; self-determination/independence <p>OTHER: stress over home situation, and mental health issues may also be factors/causes...need to be assessed</p>

Poor Fit? (ie problem behaviours) If "yes", then accommodations/strategies are needed

Secondary Disabilities/Behaviours	Setting: What, when, where, how often?
<ul style="list-style-type: none"> • fear • avoidance • frustration; anxiety • depression; lonely • shut down; give up; flight 	<ul style="list-style-type: none"> • shut-down, occasional tantrum, or flight...with oral communication...more in afternoon...in crowded and noisy situations...with abstract assignments...with multi-step assignments

<u>ACCOMMODATIONS</u>		
<u>E</u>NVIRONMENT	<u>I</u>NSTRUCTION	<u>C</u>URRICULUM/ASSESSMENT

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<ul style="list-style-type: none">• remember to role model and practice the social skills/behaviours you want to see from Nikki – do not assume she “gets” what you are saying!• use visual instructions, cues and schedules• keep extra set of gym strip in PE office or Leanne’s office• be aware of over-stimulation of sensory input – and make adjustments• have her use her walkman to help block noise• assign seating so that there are as few distractions as possible• allow to avoid crowded hallways by setting up personal schedule• improve school signage• all pertinent school staff to be informed of Nikki’s plan (e.g. hallway monitor, office staff) and to be positive, helpful, alert• “safe place” (e.g. – Connections room) for quiet time• preload for transitions – lots of cueing and practicing and visuals• ensure rules are clear, consistent and visual• express any concerns to Mrs. P or Ms. H or Leanne• allow for extra breaks – e.g. send to library with special assignment• monitor triggers of anxiety/shutdown• show “How Difficult Can This Be” to all staff• organize a workshop on “inclusion” (focusing on ADHD/special needs/FASD etc) for staff• give staff time to view websites on special needs – and then do a school plan• teach staff to teach communication skills• decrease sensory stimulation	<ul style="list-style-type: none">• use visual cues and verbal aids• 1 step at a time• use a cue to “signal” for auditory responses• provide immediate positive reinforcement• give fewer questions• chunk larger tasks into smaller pieces• allow more time to complete work• have models or objects or “finished products” as samples• focus on the positive• lots of positive reinforcement• assign a peer helper that Nikki trusts• write out all steps of assignment• give one part of assignment at a time• keep instructions brief and clear then clarify, show and monitor• ask Nikki to show you that she understands the instructions (do not ask her to repeat orally)• write homework as per plan – on post-it inside backpack• write school announcements on board – or write out for Nikki• allow choice – but only two	<ul style="list-style-type: none">• focus on strengths (eg – oral reading) (gross motor skills) for programming and assignments• assign work that can be mastered• encourage alternate forms of showing learning – (eg – poster, model)• link curriculum to areas of interest• promote career exploration in areas of interest• explore peer tutoring or volunteering with younger children or helping in class• focus on concrete, not abstract areas• ensure multiple senses are used• ensure homework is “doable” <p>Assessment:</p> <ul style="list-style-type: none">• allow separate area and more time for test taking
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Note: this planning sheet is designed for those who have had current training. Please view the eLearning modules on the website:

www.fasdoutreach.ca and contact your POPFASD District Partner .