

## JOHN SMITH

	CHARACTERISTICS	IMPACT	STRATEGIES
<b>COMMUNICATION</b>	<ul style="list-style-type: none"> <li>•literal interpretation</li> <li>•offers honest (and sometimes outspoken/brash) opinions</li> </ul>	<ul style="list-style-type: none"> <li>•may misinterpret communication/instructions</li> <li>•may offend others with his unfiltered honesty</li> </ul>	<ul style="list-style-type: none"> <li>•explain idioms and expressions: (“pull your socks up” = behave appropriately)</li> <li>•explain or demonstrate how <i>not</i> to offend others by rephrasing, or by saying ‘nothing at all’</li> </ul>
<b>SOCIAL INTERACTION</b>	<ul style="list-style-type: none"> <li>•will seek time on his own when over-stimulated</li> <li>•enjoys sports/games but takes longer to acquire adeptness, skill and awareness required (loves tennis, and is at loose ends when it’s not on)</li> </ul>	<ul style="list-style-type: none"> <li>•group activities may cause frustration &amp; withdrawal</li> <li>•fear of school sport/being teased and bullied/frustration that he can’t perform well, immediately!</li> </ul>	<ul style="list-style-type: none"> <li>•allow to work independently when needed, send on ‘office’ errand</li> <li>•allow Jacques to decide if he wants to participate – reassure him when struggling; use gentle persuasion to encourage him to join in sport activities; congratulate his successes (they’re huge for him)</li> <li>*principal’s awareness of school sport problems</li> </ul>
<b>RIGID &amp; REPETITIVE BEHAVIOUR</b>	<ul style="list-style-type: none"> <li>•strong interest in reading, drawing, photography &amp; computers (creation type programs)</li> <li>•unusual body movements and uncontrollable facial/verbal tics</li> </ul>	<ul style="list-style-type: none"> <li>•is reluctant to perform other types of work or very difficult to transition away from these activities</li> <li>•annoying to others and may lead to teasing/bullying; may appear to be disruptive/Jacques is aware and embarrassed at times</li> </ul>	<ul style="list-style-type: none"> <li>•use his favourite activities as form of motivation</li> <li>•simple understanding that he is not able to control these things; is often a sign of anxiety or stress overload/ automatic calming mechanism</li> </ul>
<b>SENSORY PROCESSING</b>	<ul style="list-style-type: none"> <li>•when involved in a task or activity, blocks out stimuli (e.g. sound) to allow concentration</li> <li>•overreacts to sensory information that others wouldn’t notice (esp. smells and sounds, or when it’s a new stimulus)</li> <li>•lack of awareness of his body in space</li> </ul>	<ul style="list-style-type: none"> <li>•does not hear, or misinterprets, teacher’s instructions for next task/activity .. does wrong thing, or is in wrong place Feels like a misfit, humiliated</li> <li>•if an odour or sound is overwhelming for Jacques he may withdraw, display avoidance or meltdown</li> <li>•collides with others, unintentionally, especially little people (kindy’s), Jacques gets in trouble</li> </ul>	<ul style="list-style-type: none"> <li>•physically touch him so he can focus on listening/ check that he understands</li> <li>•be aware of things that have odours (personal toiletries, Texters, foams, sprays, art supplies) or noises, and allow Jacques to keep his distance if he displays avoidance</li> <li>•Tricky one .. especially with Kindy buddy this year. Encourage him to stick with his own age group?</li> </ul>
<b>LEARNING STYLE</b>	<ul style="list-style-type: none"> <li>•visual learner / poor distance vision</li> <li>•difficulty with planning/organisation</li> <li>•bright in many areas and a perfectionist</li> <li>•fear of public speaking/non-competitive</li> <li>•fear of division (not sure if pertains this yr)</li> </ul>	<ul style="list-style-type: none"> <li>•does not retain verbal instructions, especially when given 2 or more at a time / can’t see board clearly</li> <li>•takes awhile to be ready to start a new task or move onto a new activity <b>** forgets to bring homework books home**</b></li> <li>•expectation to do well in <i>all</i> areas (by others and himself)</li> <li>•anxiety/avoidance (past bad experiences)</li> <li>•believes he is not good at math</li> </ul>	<ul style="list-style-type: none"> <li>•visual list of task instructions, sit close to board so can see / new glasses on the way!</li> <li>•open to suggestions!! Personalised sign at bag hook with reminder.</li> <li>•reinforce that making mistakes is part of learning, and is OK!</li> <li>•open to suggestions!! Jacques wrote and delivered great speeches last year. May not be an issue.</li> <li>•??</li> </ul>

\*\* Whenever Jacques is overwhelmed and is not able to cope, he will withdraw, or freeze. This is characterised by putting his head down and not speaking or responding. He is in protective mode, may not be able to verbalise his difficulty or discomfort. He may need a safe/quiet place to re ground himself or a change of activity. Sometimes, he can write about what is troubling him\*\*

\*\*Do not insist that Jacques look someone in the face or eyes, especially when he is having difficulty coping. Sensory overload makes this particular form of courtesy very difficult for Jacques.\*\*

\*\* We have identified reading, drawing (and other art mediums) and computer skills (particularly creation type programs) as Jacques' areas of strength. Drama may also be an untapped talent. Using his strengths as tools for inspiration and motivation will help Jacques to accomplish the work and tasks in which he has difficulty. These activities also provide a 'safe haven' for Jacques, a place where he feels supremely confident and comfortable. We believe that building on and developing these strengths and talents may one day lead to a career path for Jacques.\*\*

\*\*\*Jacques has developed immensely since becoming a student at Peakhurst South P.S. His confidence and social abilities are without question, as he senses he is a valued participant within the school community. His difficulties and challenges are minimal this year, yet are always underlying, and I must continue to be vigilant for signs of him not coping or struggling, especially with high school (and NSW Selective / Jannali H.S. selective class exams) looming ahead!\*\*\*