positive partnerships

Working together to support school-aged students on the autism spectrum

This Planning Tool can support the team, including the student, to work together effectively to improve student outcomes.

Child's name:	D.O.B:	Class / Year	Class / Year Level :		
The team supporting the child Names and roles	:				
Who attended this planning m Names and dates	eeting:				
How the child's voice was or w Description	vill be included:				
Date completed:			Review date:		
	Observations and examples. What can you see or hear the child doing?		he helpful and unhelpful im d and others?	pacts	What strate might help
Strengths and interests					
Connections to culture and community					
Social and communication skills					
Sensory processing					
Self-care and independence skills					
Executive functioning skills					

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egies & adjustments the child?