







Name:

D.O.B:

Class / Year Level :

The team supporting the young person: <i>Names and roles</i>	
Who attended this planning meeting: <i>Names and dates</i>	
How the young person’s voice was or will be included: <i>Description</i>	
Date completed:	Review date:

	Observations and examples. What can you see or hear the young person doing?	What are the helpful and unhelpful impacts on them and others?	What strategies and adjustments might help them?
<div>Strengths and interests</div> 	<i>The activities, things, places and people that the individual enjoys spending time on or with and/or is good at.</i>	<i>How the individual, their peers and others around them are impacted by their strengths and interests.</i>	<i>Supports, strategies and adjustments that will utilise their strengths and interests and help others to understand the benefit.</i>
<div>Connections to culture and community</div> 	<i>The activities and places that the individual engages in/with e.g. place of worship, language group, sports etc</i>	<i>How the individual, their peers and others around them are impacted by their connections to community and culture.</i>	<i>Supports, strategies and adjustments that will help the individual to strengthen their connections to culture and community.</i>
<div>Social and communication skills</div> 	<i>The individual’s interactions with others and the way they communicate, e.g. gestures, words, signing etc.</i>	<i>How the individual, their peers and others around them are impacted by their social interactions and communication.</i>	<i>Supports, strategies and adjustments that will help the individual to interact with others and communicate effectively.</i>
<div>Sensory processing</div> 	<i>The individual’s reactions to and likes and dislikes for the external environment and their internal body signals, including emotions and feelings.</i>	<i>How the individual, their peers and others around them are impacted by the external environment and their internal body signals, including emotions and feelings.</i>	<i>Supports, strategies and adjustments that will help the individual cope with and respond to the environment and their internal body signals, including emotions and feelings.</i>
<div>Self-care and independence</div> 	<i>How the individual takes care of themselves and manages their daily life.</i>	<i>How the individual, their peers and others around them are impacted by their self-care and independence skills.</i>	<i>Supports, strategies and adjustments that will help the individual to develop and/or maintain self-care and independence skills.</i>
<div>Executive functioning skills</div> 	<i>What you notice about how the individual manages planning, organising and carrying out tasks and activities, their short and long term memory and how they notice and refocus.</i>	<i>How the individual, their peers and others around them are impacted by how the individual manages planning, organising and carrying out tasks and activities, their short and long term memory and how they notice and refocus.</i>	<i>Supports, strategies and adjustments that will help the individual manage planning, organising and carrying out tasks and activities, develop and/or improve their short and long term memory and their ability to refocus after distraction/switching tasks.</i>

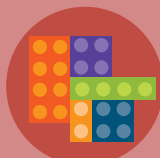





Planning Tool

Name:

D.O.B:

Class / Year Level :

The team supporting the young person: <i>Names and roles</i>	This example is from a female year four student who has high skills in expressive verbal communication, sensory processing difficulties and significant support needs in the area of executive functioning. She has a diagnosis of autism.
Who attended this planning meeting: <i>Names and dates</i>	
How the young person’s voice was or will be included: <i>Description</i>	
Date completed:	Review date:

	Observations and examples. What can you see or hear the young person doing?	What are the helpful and unhelpful impacts on them and others?	What strategies and adjustments might help them?
<div>Strengths and interests</div> <div></div>	<div><div>1.</div>Likes horses and dragons, she talks about them and all her imaginative play is about dragons.</div> <div><div>2.</div>Carries her dragon soft toys around at home.</div>	<div><div>1.</div>Gives Leah something to interact and connect with peers. Enjoys learning and writing about dragons.</div> <div><div>2.</div>Finds it challenging to access things not relating to dragons.</div>	<div><div>1.</div>Use dragons as task, conversation and play stimulus.</div> <div><div>2.</div>Introduce new dragon stories from a variety of sources; mythology, Komodo dragons.</div>
<div>Connections to culture and community</div> <div></div>	<div><div>1.</div>Has horse riding lessons and visits the park with her mum and brother.</div>	<div><div>1.</div>Provides opportunity to learn and practice social interaction skills.</div>	<div><div>1.</div>Set up other opportunities to connect to community based activities.</div>
<div>Social and communication skills</div> <div></div>	<div><div>1.</div>She is very verbal and understands single step verbal instructions with picture and word visual supports.</div> <div><div>2.</div>Leah has said she is unsure if peers will be nice.</div>	<div><div>1.</div>People assume she understands more than she does, this can be frustrating for everyone.</div> <div><div>2.</div>Leah can struggle to understand complex play, which can annoy her peers.</div>	<div><div>1.</div>When giving verbal instructions with 2 steps, continue using picture and word visual supports.</div> <div><div>2.</div>Leah is more confident when she controls the play as this minimises misunderstandings and increases her enjoyment. Gradually encourage her to take turns.</div>
<div>Sensory processing</div> <div></div>	<div><div>1.</div>Puts hands over ears in class when people are using quiet voices.</div> <div><div>2.</div>Goes to her calm space when there is a loud noise in class (without prompting), uses the hammock at home when the tv is loud.</div> <div><div>3.</div>Restricted diet, starting to explore new foods.</div>	<div><div>1.</div>Doesn't meet her own writing goals when her hands are over her ears, which frustrates her.</div> <div><div>2.</div>Not engaged with tasks/misses when in her calming space.</div> <div><div>3.</div>Difficult for family to eat out at the moment.</div>	<div><div>1.</div>Have access to headphones during desk tasks.</div> <div><div>2.</div>Organise an OT assessment to identify when/why she puts her hands over her ears and explore her diet. Use a class noise'o'meter.</div> <div><div>3.</div>During family time, family to make sure tv volume is quiet to minimise sensory input.</div>
<div>Self-care and independence</div> <div></div>	<div><div>1.</div>Able to move to a calming space/activity in the home & school independently</div> <div><div>2.</div>Leah gets easily distracted when asked to undertake self-care skills.</div>	<div><div>1.</div>Recovers from being overwhelmed within ten minutes and is able to re-join the family or class then.</div> <div><div>2.</div>Unable to complete self-care tasks independently currently, requires adult 1:1 support.</div>	<div><div>1.</div>Ensure Leah learns where the calm space is on her transition to a new class.</div> <div><div>2.</div>Use gesturing to prompt the following of sequenced picture and word visual supports.</div>
<div>Executive functioning skills</div> <div></div>	<div><div>1.</div>Leah likes to set a goal of how many sentences she will write.</div> <div><div>2.</div>Leah does not yet follow routines independently.</div> <div><div>3.</div>Leah notices lots of things, especially new things that are happening around her.</div> <div><div>4.</div>Leah does not remember who is picking her up from school each day.</div>	<div><div>1.</div>Leah is happy when she achieves her goal of how many sentences she wants to write.</div> <div><div>2.</div>Leah doesn't get ready for school in the morning. Family are late for events and school.</div> <div><div>3.</div>Leah is easily distracted and finds it hard to get back to what she was doing before. This is frustrating for her family and teacher.</div> <div><div>4.</div>Leah can be distressed if she doesn't know who is picking her up or can go to after school care on the wrong day.</div>	<div><div>1.</div>Provide concrete time frames for tasks/activities.</div> <div><div>2.</div>Provide sequenced visual instructions with pictures and written words.</div> <div><div>3.</div>Minimise distractions e.g. visitors to the classroom.</div> <div><div>4.</div>Use visual schedules for individual tasks and prompt Leah as to where she is up to.</div> <div><div>5.</div>Have an end of day daily visual of who is picking her up or if it is after school care today and place this on her backpack and her daily schedule.</div>