

# Individual Child's Storyboard

**What are your child's/children strengths and interests:** Patrick is 6 years old. He loves anything to do with his iPad, lego and cars. Patrick is talented at drawing and can draw anything from memory. He will talk to anyone and everyone about Lego movies and characters. Patrick has plenty of energy, is a fast runner and loves the trampoline. He also loves his little brother and is very good at helping him get dressed and playing with him, as long as it is Lego.

**How does your child/children:**

	<b>Communicate</b> (Communication)	<b>Behave</b> (Behaviour)	<b>Socialise</b> (Socialisation)	<b>Cope with the environment</b> (Sensory)	<b>Learn</b> (Information Processing)	<b>Look after themselves</b> (Self – care)
<b>Their story</b> (Characteristics)	<ol style="list-style-type: none"> <li>Patrick will look away from a person when they are speaking.</li> <li>Patrick is very verbal.</li> </ol>	<ol style="list-style-type: none"> <li>Patrick likes things to go his way only. E.g. when playing, he loves to win the game.</li> <li>He loves to play roughhouse. E.g. on the trampoline.</li> </ol>	<ol style="list-style-type: none"> <li>Patrick uses a loud voice when speaking to others.</li> <li>He finds initiating conversations difficult, even with mum. He does not often respond when being asked a question.</li> </ol>	<ol style="list-style-type: none"> <li>Patrick is over sensitive to noise and visual movement.</li> <li>He only likes certain foods; very limited food preference e.g. pasta, hot chips.</li> </ol>	<ol style="list-style-type: none"> <li>Patrick finds it hard to read and write.</li> <li>He will focus better when information is linked to something of interest.</li> </ol>	<ol style="list-style-type: none"> <li>Patrick is able to go to the toilet and wash his hands independently when prompted.</li> <li>He can sometimes touch himself in public.</li> </ol>
<b>What difficulties do they have?</b> (Impacts)	<ol style="list-style-type: none"> <li>Patrick often does not know that he is being spoken to and may miss instructions.</li> <li>He often is unable to be quiet, can lead to him missing instructions, or getting into trouble.</li> </ol>	<ol style="list-style-type: none"> <li>May lead to Patrick becoming upset with his peers and hurting them.</li> <li>Patrick can and does hurt people by his rough play.</li> </ol>	<ol style="list-style-type: none"> <li>Patrick can aggravate and annoy others by the volume/loudness of his voice.</li> <li>Others are unaware of what has happened during Patrick's day and he may become isolated.</li> </ol>	<ol style="list-style-type: none"> <li>When Patrick is overloaded, he cannot express his emotions with words and often uses actions instead e.g. punching.</li> <li>Very restricted family meals and eating out becomes difficult.</li> </ol>	<ol style="list-style-type: none"> <li>Patrick is falling behind his peers with his reading and writing.</li> <li>When lessons are uninteresting to Patrick, he misses learning.</li> </ol>	<ol style="list-style-type: none"> <li>If prompting doesn't occur, Patrick may not remember.</li> <li>This behaviour is seen as inappropriate in public and could get him in trouble with strangers.</li> </ol>
<b>What do you want them to be able to do?</b> (Goals)	Patrick will learn the skills and awareness to know when to be quiet and listen so he can follow learning or instructions.	Patrick will use adult modelled strategies to support him in self-regulating his emotions, to keep everyone safe.	Patrick would like to have a friend/buddy to practice conversation skills.	<p>Patrick has a goal of finding an outlet or activity that can help him regulate his senses.</p> <p>Patrick will try one new food at school and at home once a week.</p>	Patrick will engage in reading and writing tasks that involve his interests for up to 10 minutes.	Patrick will learn about public and private spaces. Including when and where he can appropriately touch himself.
<b>What will help them?</b> (Strategies)	<ol style="list-style-type: none"> <li>Always say Patrick's name first, wait for him to stop and listen, then give simple instructions and ask him to repeat back to you.</li> <li>Introduce talking and listening visuals/sticks. In the classroom and at home, use visual schedules.</li> </ol>	<ol style="list-style-type: none"> <li>Teach Patrick about emotions by recognising and naming the emotion, and then requesting a break to help him calm down.</li> <li>Build movement breaks into Patrick's day to support his sensory needs e.g. climbing, gym.</li> </ol>	<ol style="list-style-type: none"> <li>Keep visual reminders on hand e.g. voice volume, fingers to lips.</li> <li>Introduce a buddy system in the classroom, and teach students about conversation starters using role-play. Send communication book home to share strategies.</li> </ol>	<ol style="list-style-type: none"> <li>During lunchtime, request Patrick play for first half with support from staff then he is allowed to go to the library with preferred sensory choices e.g. cars, Legos, drawing, iPad.</li> <li>When Patrick tries a new food he can be rewarded e.g. iPad.</li> </ol>	1-2 Allocate time for one to one lessons. Teachers to adjust learning by linking topic to an area of interest to Patrick. Consider Power Cards and social stories.	<ol style="list-style-type: none"> <li>Prompt Patrick 2 times a day to use the bathroom including washing his hands e.g. build into schedule.</li> <li>Utilise redirect strategies for Patrick. Give him something to hold or do. Begin teaching him about appropriate behaviour in public places and private places using visuals and social stories.</li> </ol>