

Individual Child’s Storyboard

What are your child’s/children strengths and interests: Shinae is 12 years old and very passionate about the things she loves. She loves animals, water, the sea and swimming, and she is very interested in marine life. Shinae is an exceptional reader, writer and speller. She loves arts and crafts, the outdoors, games, basketball, playgrounds and play in general. Shinae loves her family, friends and her pets.

How does your child/children:

	Communicate (Communication)	Behave (Behaviour)	Socialise (Socialisation)	Cope with the environment (Sensory)	Learn (Information Processing)	Look after themselves (Self – care)
Their story (Characteristics)	1. Shinae often does not make eye contact when speaking. 2. Shinae has great conversation skills if the topic is one she is interested in.	1. Shinae is very passionate about certain topics and objects and consumes herself with them. 2. Shinae likes things in order and knowing what to expect.	1. Shinae has certain people she likes and she becomes attached to them. 2. She generally plays with boys and sticks to a small group of friends.	1. Shinae has a significant sensory food aversion. 2. She has difficulty focusing if too much is going on around her.	1. Shinae is very bright. She is an advanced reader, writer and speller. 2. Shinae works and learns best in a structured calm, environment.	1. Shinae has reached puberty. There is only one teacher she feels comfortable with sharing this.
What difficulties do they have? (Impacts)	1. Others may not know when Shinae is talking to them, so her needs may not be met. 2. Others may disengage with Shinae as she is doesn’t show interest in their topic.	1. Shinae can become distracted by topics and miss other learning opportunity. 2. When change occurs, or other students get louder, Shinae gets anxious and distressed.	1. Shinae has become dependent on her group of friends and when they are not around, she finds herself alone. Shinae also finds new people difficult to trust. 2. Shinae is becoming isolated in her play as she gets older.	1. Shinae’s food aversion affects all activities involved with eating. New foods bring her extreme anxiety and fear. This will impact on things like eating out and school camps. 2. Within a busy environment, Shinae has trouble staying on task.	1. Shinae expects to know something straight away, which causes stress if she does not. Maths is her challenge. 2. She may lose track of where she is going in a busy environment and becomes quiet.	1. When this teacher is away, Shinae can become quiet and anxious.
What do you want them to be able to do? (Goals)	Shinae will be able to maintain conversations on a topic outside of her passions for short periods of time.	Shinae will build a bank of strategies for coping with change.	Shinae would like to work on developing new friendships with some of the girls in her class.	Shinae will learn to remove herself from noisy and busy environments when she feels she needs to and come back to the group when calm.	Shinae will learn skills and strategies to remain calm and ask for help, trusting in those there to support her.	Shinae will build up rapport with 1-2 other teachers at the school.
What will help them? (Strategies)	1. People working closely with Shinae should not expect eye contact. 2. Work with Shinae at home and in the classroom to focus conversation starters on a variety of topics. Use timers and rewards.	1. Use Shinae’s interest areas to teach her about change. E.g. power cards linked to animals. 2. Using social scripts, talk through changes and what Shinae can do to cope when feeling anxious.	1 & 2. The school can run a fun group session with Shinae and some girls to help encourage new friendships. Allow her to speak with a trusted person after a game/play has finished.	1. Shinae continues to work with her dietician and psychologist around her food aversion. She must not be forced to eat foods that bring pressure or anxiety. 2. It is best to provide her with lots of information prior to exploring a new environment.	1. Check in with Shinae to ascertain how she is feeling with her work. 2. Making work fun with encouragement/rewards will support Shinae to feel safe. Provide her with visuals to request help or a break.	1. As a shared strategy between home and school, regularly check in with Shinae using a story about the teachers who are there to help her.