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| **Positives:**   * Intelligent * Conversations are engaging * Talented with hand on projects * Prefers practical tasks * Sense of humour * Loves drawing and woodwork | **Goals:**   * Attend all classes * Regulate Emotions * Develop friendships   **Student’s Goals:**   * Carpenter * To attempt classwork * To attend TAFE in year 11 and get grades to get there (C grades English, Maths, Science and Wood Work). | **Strategies (Staff):**   * Frequent Brain breaks- i.e .origami * Chunk work into 10 minute achievable activities * Give a time frame for the work to be completed * Work on paper * Visible timer and reminders for learning tasks * Learning support mentor in Science, English and Maths (be persistent and ask xx for support, move away when xx is engaging with learning). * Reward- drawing or walk or origami. Art or building task (time set and warning with how long to engage back in learning). * Reduce content to essential learning only * Repetition of skills * Allow extra time to complete differentiated tasks and assessments * Teacher to engage with student 1:1 * Link learning to concrete real world experiences * Explicit feed forward and feed back * Homework assessments (If essential and learning is not completed in class then contact Mum – )   **Strategies (Student)**   * Use of pencil/s to fidget in class. * Communicate to staff reason for needing to leave class. * Seek permission to leave by using chill out card. * Use chill out card and zones of regulation. | **Who is Responsible?**   * Teacher’ * LSM | **Additional Strategies to Support (Student) Learning:**   * Regular review of progress * Link with 2IC – male role model (support person) * Links with gardeners * Link with D&T staff- mentor? * Mr Chapman a support person * Mr Hardy woodwork (support person) * Try a trade options * Amended tasks to include drawing * SEN – learning outcomes for MESH classes. * student to meet with teachers to identify SMART goals for Semester 2. * Option of Art class at lunch and work with Ms Rochat. * Relief lesson, LT/2IC aware in advance and handed materials. |
| **Challenges:**   * Lacks resilience * Finds it difficult to sit still in class * Attention span is limited * Finds it difficult to make friends and keep them * Withdrawing socially * Will escalate with relief teachers and people he does not know * Distracted by iPad * Seeks sensory feedback – which is often demonstrated in negative behaviour * Needs male role model * Sister protective | **Who is Responsible?**   * xx |

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| Parent Contacted………………………….. Teacher Signature:……………………………… Date…………………… Review Date…………….. |
| Student Signature:………………………. Date:……………………………… Contact Teacher:…………………………………. |