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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.
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| **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:…………………………………. |