

WATI AT Decision-Making Guide

Area of Concern: Organization: Self-Management

Student: Johanna S., 4-year-old, enrolled in kindergarten

PROBLEM IDENTIFICATION

Student's Abilities/Difficulties	Environmental Considerations	Tasks
What are the student's abilities & difficulties related to self-management? Strengths Cognitive skills at age level Can be sweet and plays near others at times Verbal although often echolalic Deficits <i>Emotional regulation</i> - unable to tell others what is bothering her <i>Behavior</i> - runs around the room or even into the hall <i>Classroom issues</i> - difficulty following simple routines <i>Social understanding issues</i> - probable but not as significant as some of the other issues at this time	What environmental considerations impact the area of concern? These environmental factors may be barriers: ● Large class size ● Noisy environment ● Frequent schedule changes These may be assisting: ● Well-defined and visually supported daily classroom schedule ● Flexibility of level of support based on student needs	What task(s) do you want the student to do? Follow schedule Follow school expectations Sit and stay in prescribed area Identify her own sensory or emotional needs Specific behavioral examples: ● Runs in and out of room ● Ignores or doesn't respond to directives, teachers, or other students ● Seems to be in her own world - needs to start noticing people and her environment
Sensory Considerations		Narrowing the Focus
Johanna's sensory issues seem to relate to sound. Other areas may be an issue but she is unable to tell others and she does not exhibit behaviors that indicate any other sensory areas are negatively impacting her. She does seem to understand pictures better than verbal directions.		Follow classroom expectations, schedules, identify emotional/sensory or regulation needs to allow her to participate in general education activities
Solution Generation Tools & Strategies	Solution Selection Tools & Strategies	Implementation Plan
Zones of regulation Individual schedule - picture based with words Power Cards Sensory breaks Scheduled breaks	A combination of zones and Power Cards to help her identify her emotional level as well as know what she can do to get back to the green zone and back to the activity at hand.	Instruction in zones of regulation and Power Cards Explore sensory activities to use as choices for self-regulation Explore apps for schedule or to model appropriate responses to questions.

Follow-Up Plan:

Instruction in zones - modified for her age and made into cards: Special ed teacher

Explore sensory activities to use as choices for self-regulation: OT

Explore apps for schedule or to model appropriate responses to questions: Speech-language pathologist

Reconvene in 4 weeks to discuss the above areas.

Power Cards made and implemented. Special education teacher inserviced all staff about the use of the program and what behaviors to look for, what to do with the cards, how to limit verbal instructions and point to card to prompt use.

iPad schedule set up using a picture-based system that is easy to program and change- set up by speech-language pathologist

Additional cards for classroom instructions (sit, wait, stop, go, etc.)

Sensory choice board developed by OT and Johanna

Important: It is intended that you use this as a guide. Each topic should be written in large print where everyone can see them, i.e. flipchart, board or online collaborative word processing document such as Google Docs.

Information should be distributed and filed for future reference.