



# **Positive Educational Planning**

**A Guide to Thoughtful  
Preparation for the  
Educational Planning Process**

**CARD**

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# The Purpose of This Portfolio

Parents are always a child's first teachers. From the moment a child is born, they look to their family members for instruction, modeling and support in all they do and learn. Because of this, parents know much about how their child learns, including their abilities, strengths and interests, as well as their history, challenges and needs.

Parents also know their children as family members; they are the primary stakeholders in their child's future. Their perspectives are vital for identifying broad educational priorities, as well as targeting the most important new skills and learning experiences to address each school year.

**Positive Educational Planning** is a simple planning portfolio that guides family members to reflect and share what they know of their child as a learner and a family member. The portfolio is sequenced in a way that presents the child as a complete and unique individual first. It then addresses broad aspects of their learning characteristics and concludes with consideration of learning priorities for the future. In it, you will find an example from one child's family as illustration of the portfolio's consideration points. You will also find a blank set of reproducible pages that can be used to create a portfolio for your own child.

With the information gathered in the **Positive Educational Planning** portfolio, members of a child's educational team can envision a rich future and develop an educational plan to serve as the road that will lead to it.



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# Creating a **Picture** of Your Child

Often in IEP meetings, participants become so focused on the challenges a child faces that his or her **unique gifts, talents and strengths** are overlooked. This is unfortunate, because these positive personal qualities are the very ones that will best serve as the foundation of the child's educational plan. During the IEP development process, it will be important to keep these positive qualities in mind from the beginning.



Families have a **unique and valuable perspective** of their child's desires, strengths and abilities. Family members, better than anyone, know the child's capacities and interests. Because of this, they can often provide a "voice" for expressing these capacities during the development of an IEP.



The following page provides a place for you to create a picture of your child as a unique and complete person. The frame is there for you to include an actual snapshot of your child. Providing a picture will offer a **visual image of your child** for team members to focus on throughout the IEP development process. This page also offers a place for you to **give your child a "voice"**. Think about the things that are most important for your child, both now and in the future. What would he or she ask for in his or her life? What would he or she want most to learn or to experience?

# My Name Is



Matthew

(My Child's Name)

## My Child's Message

I want to make my own choices. I want to participate in the decisions that are made about my life. I want to have friends in my neighborhood and at my school. I want to ride my bike and run and play ball and order my own food when we go out to eat. I want to tell people what I need and what I want. I want to be able to ask for help and I want to refuse it, also. I want to do things on my own. I want to be independent. I want to be a part of my community.

# Getting the Big Picture

Sharing a photograph of your child will provide a visual image of who he or she is right now. It's also important to create an image of him or her over time, by sharing **his or her past experiences** and **your future expectations**. Take a few moments to think carefully about significant events in your child's life. What lessons were learned from them, both for you and your child? Then take a few more moments – what images arise when you think about your child's future?

You may feel a combination of hopefulness and fear when thinking about this. The first step toward making hopes a reality and reducing or eliminating the things that cause fear is to state exactly what those things are. This provides a way to communicate with others about your feelings, desires and hopes for the future. It also serves as a starting point for identifying and planning the necessary actions that will need to be taken to make that bright future become a reality.

Because of their physiological or cognitive challenges, many children with significant disabilities need sustained interventions or supports across their lives. These often include medical treatments, therapies or devices that maintain their physical health and overall well being. If your child relies on this sort of **quality of life support**, you will also want to describe what they might be and the impact they have on your child's life.

# My Child's Big Picture

**What are my fears for** Matthew ?

That he will not be able to express his needs or desires effectively

That he will not be able to function independently

Being in an educational program that is little more than custodial care

That he will not have meaningful social relationships, especially friends

That he will not have meaningful ways to express his interest, such as a job or hobbies

**What are my dreams for** Matthew ?

That he will be able to communicate effectively

That he will be able to participate in making his dreams a reality

That he will have an educational experience that will encourage him to acquire meaningful skills

That he will be treated with respect

That his abilities will be appreciated

**What are** Matthew **'s lifestyle needs?**

Specialized diet

Medical supervision for chronic health conditions, ways of communicating his health and dietary needs

# Describing Your Child



**Does your child like things organized?**

Often, students with disabilities are only described in terms that reflect their deficits or challenges. This creates a mindset of looking at the child and addressing his edu-

cational needs from the perspective of

what he can't do, rather than what he can. Learning new skills and being involved in enriching experiences defines success at school for all children. It therefore makes better sense to de-

scribe children in positive terms that reflect their skills and abilities.

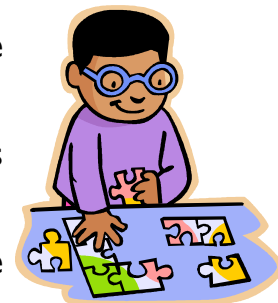


**Is your child curious?**



This page is designed to offer some **quick, positive words** for

describing your child. In particular, think about the qualities your child displays that may be perceived as “challenging”. What other words could be used to describe the child from a positive perspective?



**Can your child work/play well independently?**

# Get to Know

Matthew

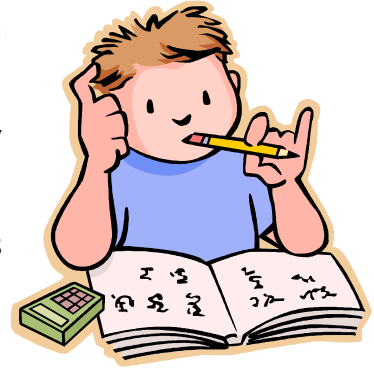
(My Child's Name)

- |  |   |
|--|---|
| <input checked="" type="checkbox"/> Is persistent                            | <input checked="" type="checkbox"/> Is affectionate                 |
| <input type="checkbox"/> Works well independently                            | <input checked="" type="checkbox"/> Is sensitive to other's moods   |
| <input checked="" type="checkbox"/> Is cooperative                           | <input checked="" type="checkbox"/> Is friendly                     |
| <input checked="" type="checkbox"/> Is playful                               | <input type="checkbox"/> Is curious                                 |
| <input checked="" type="checkbox"/> Has a high activity level                | <input checked="" type="checkbox"/> Has a special aptitude for      |
| <input checked="" type="checkbox"/> Individualistic                          | <u>music</u>  |
| <input checked="" type="checkbox"/> Shows expressive body or facial gestures | <input type="checkbox"/> Has good motor skills                      |
| <input checked="" type="checkbox"/> Is adventuresome                         | <input type="checkbox"/> Enjoys adult attention                     |
| <input checked="" type="checkbox"/> Has a need for freedom                   | <input checked="" type="checkbox"/> Is inventive                    |
| <input type="checkbox"/> Likes to organize                                   | <input type="checkbox"/> Is a recognized leader                     |
| <input type="checkbox"/> Is a good guesser                                   | <input checked="" type="checkbox"/> Has a sense of humor            |
| <input type="checkbox"/> Is outgoing   | <input type="checkbox"/> Is keen and alert                          |
| <input type="checkbox"/> Sits quietly  | <input checked="" type="checkbox"/> Has good visual learning skills |
| <input type="checkbox"/> Strives for perfection                              | <input type="checkbox"/> Adapts easily to new ideas and situations  |
| <input type="checkbox"/> Has original and creative ideas                     |   |

# Your Child as a Learner

**Parents always know a great deal about how their children**

**learn** and what they already know. This information will be very helpful for other team members as they work with you to develop and implement your child's educational plan.



The following four pages ask specific questions about how your child learns and **which things are most likely to promote successful learning**. They also address your **feelings and desires for your child's school experiences**. You may answer these questions in as much

detail as you feel is necessary.



# My Child as a Learner

## What types of things does my child enjoy learning?

Music, food items, physical activities

## What seems to help my child learn?

Behavioral supports, consistency, Picture Exchange Communication System, repetition, one-one one instruction, discrete trials, peer modeling his sister.

## When is it easiest for my child to learn?

The early part of the day, when distractions are at a minimum, when direct supervision and peer modeling are available

## What things are the most difficult for my child to learn?

Bilateral hand movements, cause and effect relationships

# My Child as a Learner *continued*

## How does my child **get along** with other children?

Matthew enjoys socializing in small groups (3-5) of friends that he knows well. Children that have chosen to spend time getting to know Matthew enjoy him as well!

## What can my child **do without help**?

Self-care (bathing, toileting, etc)

Dressing, including selecting his own clothes

Eating, including using utensils and choosing meals

Operate his nebulizer for asthma medications

Chores such as taking out the trash, making his bed

Clearing the table

Ride his bike

## What can my child **do with some help**?

Play soccer, roller skate, swim

Shoes with ties

Reading, writing, math (both lessons and homework)

verbal communication (with prompts to use proper sounds)

## What types of **rewards work best** with my child (e.g., hugs, praise, stickers, etc.)?

Immediate rewards: *Praise (verbal, high-fives), stickers, breaks*

delayed rewards: *Snacks, books, events/outings: movies, bike ride, music*

# My Child as a Learner *continued*

## What makes my child **happy**?

making choices

eating

singing

music

Movement

Praise

accomplishments

being with friends

talking on the phone

riding his bike

swimming

going places

spending time with family (especially Dad!)

doing something on his own!

## What makes my child **frustrated or upset**?

Being misunderstood

Lack of interesting activities and structure

Being required to do things he doesn't want to do

Being interrupted without an explanation

Being ignored or disregarded

Being spoken to in a loud or angry voice

## How do I **help my child** when he or she becomes **frustrated or upset**?

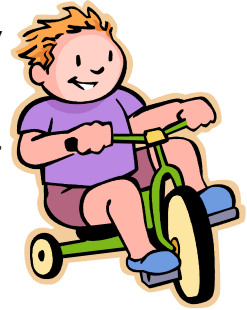
Ask him to use his words

Count to 10, take 3 deep breaths

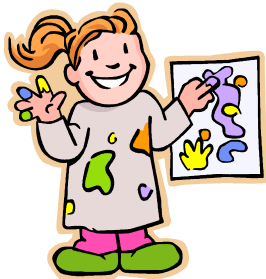
# Your Child's Strengths



This page is the place for you to reflect on all you know about your child's areas of strength. You might want to ask yourself questions such as:



- **What is my child really good at?**
- **What qualities does my child possess that best promote his or her learning?**
- **What about my child is most appealing to other people?**



# My Child's Strengths

Some things Matthew is good at:

(Child's Name)

Communicating with words and signs  
Showing expressive body gestures and facial expressions  
Seeking attention and responding to praise  
Sharing affection and being playful  
Wanting to please others  
Wanting to be with other kids his own age  
Expressing his sense of humor  
Expressing his aptitude for music  
Following instructions  
Paying attention and completing tasks  
Being persistent

# Your Child's Personal Preferences



Sharing what you know about the things your child really enjoys, whether it's food, activities, toys or objects, social experiences or sensory input, can be a very important part of planning your child's educational program. This information can provide team members with **ideas for instructional activities** and **possible reinforcers** that will be motivating for the learner. It can also "shed some light" on the **reasons why a problem behavior could be occurring**. In either case, information about your child's personal preferences can assist the team in determining not only how, but what to teach.



This page provides a place for you to provide anything you know about your child's personal preferences. Questions you might ask yourself might include

- What does my child **really enjoy doing**?
- Which **items and activities** (such as games, toys, personal possessions or objects around our home) is he/she most interested in doing with other people or alone?
- What are my child's **favorite foods and places**?
- Who does my child **like to spend time with**?
- If it were completely up to my child, how would he or she **choose to spend time**?



# Personal Preferences

Matthew likes:

(Child's Name)

## ***Going Places!***

church  
movies  
bookstore  
the mall  
YMCA  
School

## ***Physical Activity!***

bike riding  
swimming  
soccer

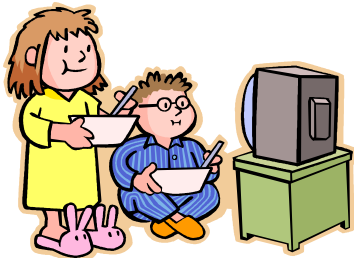
## ***Socializing!***

Hanging out with friends  
Doing things with Dad  
Talking on the phone

## ***On his/her own!***

listening to music  
reading and being read to  
singing  
Dancing  
watching videos

# Family Activities



Your child's experiences include not only school, but family and community activities as well. In each of these settings, there will be specific skills and supports your child will need in order to be successful in them. These skills should be ad-

ressed in your child's educational plan. In order to do this, it will be important for your child's teacher to understand him or her not only as a student, but also as a member of your family.



This page is a place for you to share the things your family **enjoys doing together** or **would like to do more often**. These things can in-



clude activities at home, such as watching television together, completing chores, or fixing meals as a family. It can also include activities in the community, such as shopping, going to the beach or eating in a restaurant.

# Family Activities

## Our family likes to do things...

### *at home!*

reading  
listening to music  
watching videos  
Playing games  
using the computer

### *in the neighborhood!*

riding bikes together  
going to the park  
playing outside

### *in the community!*

going to church  
going out to eat  
going to movies  
going to museums, especially MOSI  
going to concerts and the theater  
traveling by car, train or plane  
going shopping

# Learning Priorities



This page is provided as a place for you to reflect the things that are most important for your child to learn this year. To decide on these priorities, you should consider the following questions:

**What does my child need to learn that will increase his or her ability to function with greater independence? What things are other people doing fully or partially for my child right now?**



These things might range from basic self-care skills, such as dressing, eating or grooming, to skills such as organizing assignments and materials for school. For each child, these skills will be different. What is most important in all situations is to identify the things that will promote the most independence and self-sufficiency at school, at home and in the community.

**What pivotal skills are necessary for my child to participate successfully in a broader range of activities?**

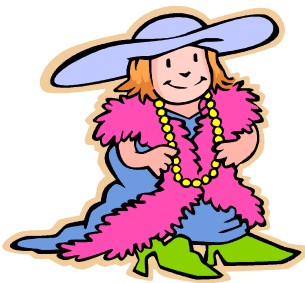


In any activity at home, school or in the community, there are essential foundational areas of skill that are utilized in different ways, depending on the specific situation. Skill areas such as choice-making, problem-solving, managing time and organizing materials or possessions are considered pivotal because the specific skills included in them are central to success in many different situations. In each of these areas, which specific skills are most relevant for your child's needs and learning opportunities? For instance, learning the specific skill of sequencing photos on a daily picture schedule could enhance your child's ability to understand the changes in his daily routine at school as well as home or daycare. Or perhaps acquiring the skill of "pointing to a desired choice" will allow your child to express preferences at meal time, choose a video or select his own clothing. Think about which of these pivotal skills are necessary in the activities you'd like your child to be involved in. If your child acquires these abilities, will he or she be better able to participate in a broader range of home, school and community activities? If so, they would be of high priority for your child's education this year.



## How can my child's interests be expanded?

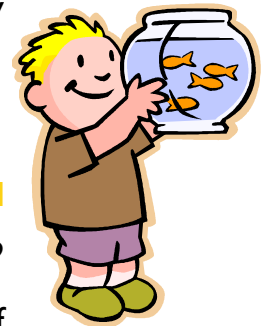
Expanding your child's range of interests to create new social opportunities may also require learning new skills or broadening existing ones. Think about activities that currently interest or motivate your child and the behaviors involved, including those that appear to be non-interactive in nature. Are there new skills your child can learn that will serve the same purpose, but demonstrated in ways that are more interactive with others? Your child's educational team can also find ways to incorporate these interests and new skills into school activities with typically developing classmates of the same age. This will promote your child's participation in new activities, and allow him or her additional opportunities to learn other important social, communication and cognitive skills at the same time.





**What skills does my child need to learn to participate more fully in activities with family, friends or schoolmates?**

For any activity at home, at school or in the community, there will always be specific communication, social and performance skills required in order for your child to be successful in them. Think about which of these skills are necessary for success in the greatest number of activities. For example, consider communication, social and cognitive skills such as asking a friend to play or an adult for help, waiting for a turn in a game or problem-solving what to do if something unexpected happens on the way home. If your child acquires these skills, will he or she be better able to participate in other activities? If so, they would be of high priority for your child's education this year.



**What things will be most interesting and meaningful for my child to learn this year?**

Skill building is also an important factor in expanding the range of interesting and worthwhile activities your child could enjoy participating in. In particular, think of the learning, play, and recreational activities your child might enjoy more fully with new or enhanced skills and greater independence. You will find it helpful to consider activities that typical children of the same age find interesting. For instance, 10-year-old boys are often very interested in video games and computer programs. Would your 10-year-old son be interested in these same activities if he was better able to use the equipment and run the software? If so, the fine motor, visual tracking and eye-hand coordination skills necessary to do these things are of high priority. They will promote your child's participation in these fun activities, which will in turn allow him to interact with his friends, learning other important social and communication skills at the same time.

# Learning Priorities

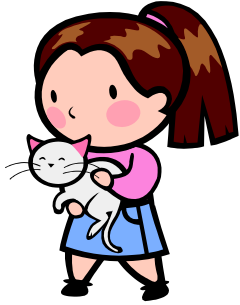
What does Matthew need to learn this year that will help him/her be **more independent** and **participate more fully in activities** with friends, family, and classmates?

To further develop his expressive communication skills

To generalize or adapt academic skills for functional use

To increase age appropriate social skills and competency

# My Child At a Glance



Now that you've gathered all your knowledge, insights and priorities to contribute to the educational planning process, you may find it helpful to summarize these things concisely. The following page can be used to quickly capture the most important things you wish to communicate about your child with other people involved in his or her support. Feel free to share it with teachers, therapists, support personnel and other community members as a quick "snapshot" of your child's abilities, and needs for support.

## Critical Information About My Child

Name Matthew Nickname \_\_\_\_\_ Birth date \_\_\_\_\_  
 School Year \_\_\_\_\_ School \_\_\_\_\_ Home Phone \_\_\_\_\_  
 What **CRITICAL** health needs does your child have (e.g., allergies, medications, etc.)? \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

Affix your  
child's photo  
here

### How Does Your Child Communicate?

Primary system Verbal communication - talking  
 Alternative system Limited signs, gestures  
**How does your child let you know:**  
 Wants/needs He asks for what he wants  
 Object/activity He may raise hand and ask verbally  
 Assistance He verbally requests "I want help"  
 Need for break/stop He says "I want a break", or "no"  
 Feelings He appears and/or verbalizes "I'm sad" or "sick"  
 When confused/frustrated Becomes anxious  
 When sick Appear ill, may verbalize "I am sick"  
 Need for bathroom Verbally request to go to bathroom

### How can we provide information to your child? (Check all that apply)

- Visual schedules  Verbal  Pictures  
 Social stories  Objects  Gestures  
 Demonstration

Describe Intensive systematic instruction to mastery  
 (Scholastic reading strategies, example: Reading Mastery  
 Plus, TouchPoint Math...)

### What Are Your Child's Strengths?

What is your vision for your child's life?  
That he will have a quality life filled with opportunities, meaningful relationships, and employment. That he will be treated with respect and his abilities will be appreciated.  
**List the things your child does well:**  
Self-care (bathing, toileting etc.), Dressing (selecting clothes), Eating (using utensils, choosing meals) Chores (trash, making bed) Academics: write, basic addition Bike ride  
**List things that your child needs to have available to help him or her stay calm:**  
Behavior Intervention Plan, Social Stories, Visuals, Review of Clear Rules, Consequences and Reinforcers.

### List things that make your child happy:

Success! Accomplishment! Praise (Hugs, knuckles, High Fives, stickers), eating, bike riding, swimming, puzzles, books, going out (bookstore, movies, to restaurant, amusement parks), soccer, the park, the mall, videos, Music!

### What Are Your Child's Challenges?

List things your child does not like:  
Being misunderstood, lack of meaningful activities, peer relationships and structure (schedules, visuals, directions) Requested to perform non-preferred tasks.  
**List things that might upset your child:**  
Health (asthma, allergies, diet), Behavior, Communication, Social Skills Competency (Personal Space)  
**Describe your child's greatest challenges:**  
Health (asthma, allergies, diet) Sudden, unexpected changes in routine Important people not being where they're supposed to be Limited personal space

### List specific assistance your child needs (i.e., bathroom, eating, safety precautions, etc.):

Initial navigation of site: crossing streets, getting to class. Use his nebulizer, shoes with ties. Academics: Verbal communication (prompts to use proper sounds). Sports (rules)

# Writing Educational Goals



This page is a place for you to collect your ideas about possible goals for your child's educational plan. Keep in mind, these goals should be written collaboratively with the other members of your child's IEP team. Here are a few things to consider about possible educational goals:

## **Goals should address activities, not isolated skills.**

Think about what you would like your child to be experiencing in a year's time. These experiences can be targeted as educational goals, with the individual skills required to be successful in those activities outlined as objectives toward meeting the goal. Here's an example:

### Goal:

*David will successfully select and check out a library book with the assistance of his 3<sup>rd</sup> grade classmates once a week.*

### Objectives:

- *Selecting one library book from 3 options*
- *Retrieving and showing his library card upon the request during the check out process*
- *Looking at the book with a classmate for 5 minutes*



## **Goals should be stated in positive terms that reflect an increase in skills and successful behaviors.**

Goals should always be stated in terms that reflect an increase in adaptive or successful skills, rather than a decrease in problem areas. For example:

During new or difficult classroom activities, Susan will ask for assistance from an adult through the use of her picture communication notebook.

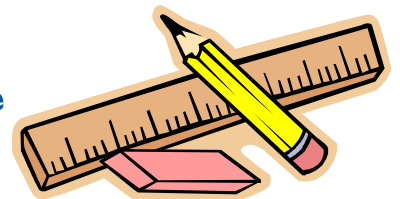
**Goals should be written in easily understood terms that are both observable and measurable.**

A well-written educational goal should reflect what the student will do, in clearly stated language. This will allow the child's progress toward the goal to be easily and reliably measured, either through direct observation, data collection methods and formal or alternate assessments.

**Goals should be determined together among family members and school personnel.**

As all team members are responsible for a child's educational progress, these goals should be decided upon collaboratively during the educational planning meeting. Keep in mind, the plans you develop can always be rewritten or amended as progress toward a goal is accomplished or new priorities are identified.

**Progress toward these goals should be determined on a regular basis.**



Each goal should also include a specific method for measuring progress toward it. This can be done in a number of different ways, depending on the nature of the goal and the specific skills targeted. You will want to talk with your child's teacher about the best way to gather measurement information for each goal. Will it be through the methods mentioned above? How often? How frequently will the information be reviewed to determine if progress is being made?

# Educational Goals

**In a year's time, Matthew**  
**will be able to:**

independently expressing his wants and needs as demonstrated by:

- using the phrase "I want.....please" to request objects, activities or help
- use the phrase "I feel sick" to ask for allergy treatments
- use the phrase "no thank you, I can't eat it" to refuse food items not apart of his dietary regimen

Cooperate during interactive activities with peers and adults as indicated by:

- sharing materials
- waiting for and taking his turn
- completing an individual task or responsibility as a part of a group project



# **Reproducible Pages**

# My Name Is

Affix your  
child's photo  
here

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(My Child's Name)

# My Child's Message

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# Thinking About The Big Picture

What are my **fears** for \_\_\_\_\_ ?  
(Child's Name)

What are my **dreams** for \_\_\_\_\_ ?  
(Child's Name)

What are \_\_\_\_\_ **'s lifestyle needs?**  
(Child's Name)

# Get to Know

\_\_\_\_\_  
(My Child's Name) ● ● ●

- |   |  |
|---|--|
| <input type="checkbox"/> Is persistent                            | <input type="checkbox"/> Is affectionate                           |
| <input type="checkbox"/> Works well independently                 | <input type="checkbox"/> Is sensitive to other's moods             |
| <input type="checkbox"/> Is cooperative                           | <input type="checkbox"/> Is friendly                               |
| <input type="checkbox"/> Is playful                               | <input type="checkbox"/> Is curious                                |
| <input type="checkbox"/> Has a high activity level                | <input type="checkbox"/> Has a special aptitude for                |
| <input type="checkbox"/> Individualistic                          |  |
| <input type="checkbox"/> Shows expressive body or facial gestures | <input type="checkbox"/> Has good motor skills                     |
| <input type="checkbox"/> Is adventuresome                         | <input type="checkbox"/> Enjoys adult attention                    |
| <input type="checkbox"/> Has a need for freedom                   | <input type="checkbox"/> Is inventive                              |
| <input type="checkbox"/> Likes to organize                        | <input type="checkbox"/> Is a recognized leader                    |
| <input type="checkbox"/> Is a good guesser                        | <input type="checkbox"/> Has a sense of humor                      |
| <input type="checkbox"/> Is outgoing                              | <input type="checkbox"/> Is keen and alert                         |
| <input type="checkbox"/> Sits quietly                             | <input type="checkbox"/> Has good visual learning skills           |
| <input type="checkbox"/> Strives for perfection                   | <input type="checkbox"/> Adapts easily to new ideas and situations |
| <input type="checkbox"/> Has original and creative ideas          |  |

# **My Child as a Learner**

**What types of things does my child **enjoy learning**?**

**What **seems to help** my child learn?**

**When is it **easiest** for my child to learn?**

**What things are the **most difficult** for my child to learn?**

# **My Child as a Learner** *continued*

**How does my child *get along* with other children?**

**What can my child *do without help*?**

**What can my child *do with some help*?**

**What types of *rewards work best* with my child (e.g., hugs, praise, stickers, etc.)?**

# **My Child as a Learner** *continued*

**What makes my child happy?**

**What makes my child frustrated or upset?**

**How do I help my child when he/she become frustrated or upset?**

# My Child's Strengths

**Some things** \_\_\_\_\_ **is good at:**  
(Child's Name)

# **Personal Preferences**

\_\_\_\_\_ **likes:**  
(Child's Name)

***Going Places!***

***Physical Activity!***

***Socializing!***

***On his/her own!***

# **Family Activities**

**Our family likes to do these things:**

***at home!***

***in the neighborhood!***

***in the community!***

# **Learning Priorities**

**What does \_\_\_\_\_ need to learn this year that will help him/her be more independent and participate more fully in activities with friends, family, and classmates?**

## Critical Information About My Child

Name \_\_\_\_\_ Nickname \_\_\_\_\_ Birth date \_\_\_\_\_

Date \_\_\_\_\_ Teacher \_\_\_\_\_ Phone \_\_\_\_\_

What **CRITICAL** health needs does your child have (e.g., allergies, medications, etc.)? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Affix your  
child's photo

### How Does Your Child Communicate?

Primary system \_\_\_\_\_

Alternative system \_\_\_\_\_

#### How does your child let you know:

Wants/needs \_\_\_\_\_

Object/activity \_\_\_\_\_

Assistance \_\_\_\_\_

Need for break/stop \_\_\_\_\_

Feelings \_\_\_\_\_

When confused/frustrated \_\_\_\_\_

When sick \_\_\_\_\_

Need for bathroom \_\_\_\_\_

#### How can we provide information to your child? (Check all that apply)

- Visual schedules     Verbal     Pictures
- Social stories     Objects     Gestures
- Demonstration

Describe \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

### What Are Your Child's Strengths?

What is your vision for your child's life?

\_\_\_\_\_

\_\_\_\_\_

List the things your child does well:

\_\_\_\_\_

\_\_\_\_\_

List things that your child needs to have available to help him or her stay calm:

\_\_\_\_\_

\_\_\_\_\_

List things that make your child happy:

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

### What Are Your Child's Challenges?

List things your child does not like:

\_\_\_\_\_

\_\_\_\_\_

List things that might upset your child:

\_\_\_\_\_

\_\_\_\_\_

Describe your child's greatest challenges:

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

List specific assistance your child needs (i.e., bathroom, eating, safety precautions, etc.):

\_\_\_\_\_

\_\_\_\_\_

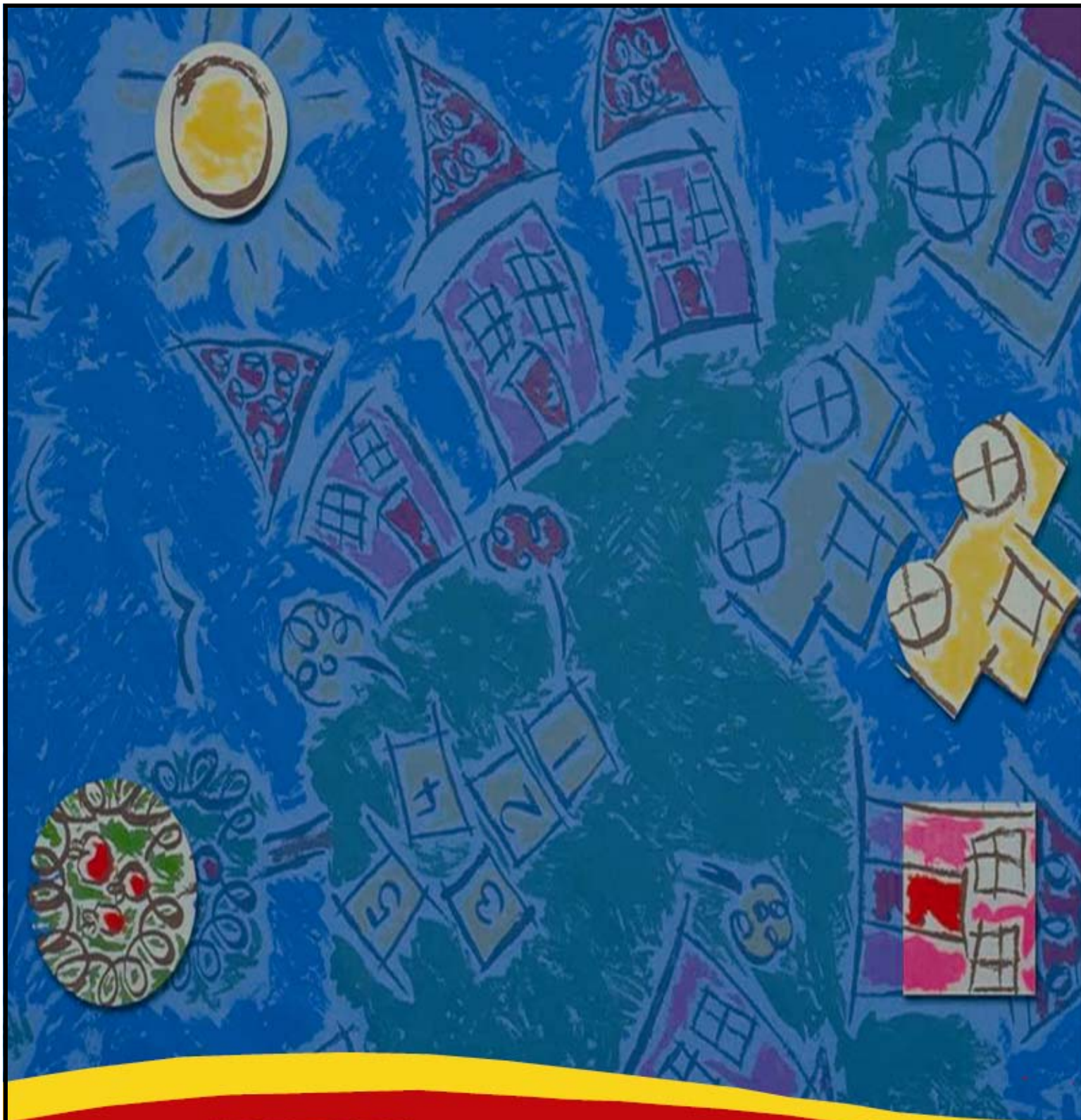
\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

# **Educational Goals**

**In a year's time, \_\_\_\_\_  
will be able to:**



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