



Student Therapy Passport

I find the following things difficult:

Focusing– make use of fiddle toy, movement breaks. Asking me to sit still is challenging and affects my focus.

Self esteem– I find it difficult to think of positives about myself

Following instructions—especially when highly aroused/energetic.

Social understanding– I mask my difficulties well. I find it difficult to understand another person’s perspective, interpret non-verbal communication and sustain friendships.

How you can help me in the classroom:



- Phrase instructions as ‘I need you to...’ ‘Can you help me with...’ and identify positives about my work or behaviour to improve my self-esteem
- Provide 1-2 movement breaks in a static classroom environment (see sensory diet for ideas)
- Break down instructions into smaller chunks, use lots of VISUALS (pictures/photos), support me to learn through ‘doing’/acting out
- Keep me close to the teacher and seated away from busy windows/corridors . I gets easily distracted.

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Please allow a movement break when needed but not for task avoidance (at the discretion of the teacher) quest it

Some things that I like and am good at:

- Outdoor activities
- Routine, structure
- Feeling liked and appreciated
- Deep pressure tactile sensory input

Equipment I need for class:

Writing Slope and Wedge– I have difficulty with long handwriting tasks. This can improve posture and alleviate fatigue

Safe Space– I need to access a calm, quiet and darkened space for when I am feeling overwhelmed (located in therapy area).

Proprioceptive Exercises for calming



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