Aneth Child Study Team Checklist

Name: Click here to enter text.Grade:Choose an item. DOB:Click here to enter text. Age:Click here to enter text.

Teacher:Click here to enter text. Date completed:Click here to enter text.ID#Click here to enter text.

**Attention**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Concerns** | **Observable Behavior** |  | **Possible interventions** | **Start Date** | **End Date** | **Result** |
|  | Difficulty focusing |  | Create routines |  |  |  |
|  | Sustaining focus on topic being discussed |  | Create cue sheets and mnemonics |  |  |  |
|  | Difficulty maintain a sequence; following a train of thought |  | Create flow-charts, graphs, webs to represent multi-task process |  |  |  |
|  | Difficulty organizing, prioritizing information read/listened to |  | Demonstrate and teach prioritization strategies |  |  |  |
|  | Difficulty organizing, prioritizing what is to be written/spoken |  | Accommodations |  |  |  |
|  | Questions asked are off topic |  | Allow extended time as needed |  |  |  |
|  | Seems slower to grasp a concept requires repetition |  | Assign seating away from distractions |  |  |  |
|  | Easily distracted by movement or sound |  | Adjust schedule to allow breaks for physical activities |  |  |  |
|  | Seems to prioritize unimportant information |  | Chunk new learning into manageable subtasks |  |  |  |
|  | Tends to day dream |  | Highlight, color-code new info |  |  |  |
|  |  |  | Provide clear structure and expectations |  |  |  |

Examples of attention concerns observed: Click here to enter text.

**Auditory Perceptions**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Concerns** | **Observable Behavior** |  | **Possible interventions** | **Start Date** | **End Date** | **Result** |
|  | Difficulty w/decoding & word attack |  | Use multisensory approaches to word decoding |  |  |  |
|  | Mispronunciation of words |  | Introduce new vocab. Through written/visual methods |  |  |  |
|  | Difficulty w/spelling |  | Provide adequate visual support for verbal explanations |  |  |  |
|  | Difficulty following oral directions |  | Reduce rate of speech during instruction |  |  |  |
|  | Unresponsive to oral directions & requests |  | Accommodations |  |  |  |
|  | Tends to talk too loud |  | Computer spell check, thesaurus |  |  |  |
|  | Appears to be inattentive |  | Control of extraneous noise |  |  |  |
|  | Tends to lip read/watch the speakers |  | Visual graphs/charts |  |  |  |
|  | Seems to be easily distracted |  | Preferential seating to the front |  |  |  |
|  | Inverts sound sequences when speaking, repeats words correctly |  | Check for understanding |  |  |  |
|  | Difficulty with memorization of verbal information |  | Individual & paired activities over groups |  |  |  |
|  | Bothered by background noise |  |  |  |  |  |

Examples of auditory concerns observed:Click here to enter text.

**Memory**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Concerns** | **Observable Behavior** |  | **Possible interventions** | **Start Date** | **End Date** | **Result** |
|  | Does not remember what was read |  | Use multisensory strategies w/repetition & student paraphrase |  |  |  |
|  | Requires multiple rereading |  | Use tactile, fine-motor, visual cueing systems |  |  |  |
|  | Math computation errors |  | Use cognitive webs/graphic organizers |  |  |  |
|  | Spelling errors, particularly for unpredictable words |  | Create mnemonics for prioritized information |  |  |  |
|  | Inconsistent mastery of info. holes in background knowledge |  | Use content-related exercise that emphasizes individual over group work |  |  |  |
|  | Difficulties with memorization abbreviations, months, times tables |  | Teach task analysis skills to break larger tasks into manageable parts |  |  |  |
|  | Difficulties identifying similarities & differences |  | Accommodations |  |  |  |
|  | Appears to be inattentive |  | Repetition of information |  |  |  |
|  | Difficulty of following lengthy directions |  | Information in writing vs. oral |  |  |  |
|  | Difficulty doing two things at one time |  | Prioritize content bulleted and highlighted |  |  |  |
|  | When working, if interrupted, has to start from the beginning |  | Extended time to allow rereading |  |  |  |
|  | Forgets what has been taught from day to day, over weekend |  | Difficult content taught in the morning |  |  |  |
|  |  |  | Frequent breaks to reduce mental fatigue |  |  |  |

Examples of memory concerns observed: Click here to enter text.

**Language Syntax**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Concerns** | **Observable Behavior** |  | **Possible interventions** | **Start Date** | **End Date** | **Result** |
|  | Limited reading comprehension |  | Teach sentence structures with visual cues |  |  |  |
|  | Limited listening comprehension |  | Teach parts of speech and word function |  |  |  |
|  | Difficulty with math word problems |  | Emphasize word meaning based on word function in the sentence (i.e. to tie, neck tie) |  |  |  |
|  | Doesn’t understand simple inter-relationships in science, soc. Studies |  | Provide lecture notes or outline |  |  |  |
|  | Poorly formulated written sentences |  | Repetition of key information |  |  |  |
|  | Little of incorrect use of punctuation |  | Rephrasing to simplify explanations |  |  |  |
|  | Tends to respond in phrases or simple sentences |  | Tactile and visual cues to support new concepts |  |  |  |
|  | Tends to be quiet |  | Graphic organizers to guide writing |  |  |  |
|  | Doesn’t seem to pay attention |  | Extended time on written tests |  |  |  |
|  | Difficulty following directions |  | Adjusted pace if instruction |  |  |  |
|  | Requires several repetitions of information |  |  |  |  |  |
|  | Slow in response time |  |  |  |  |  |
|  | Difficulty understanding requests |  |  |  |  |  |

Examples of language syntax concerns observed: Click here to enter text.

**Language Vocabulary**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Concerns** | **Observable Behavior** |  | **Possible interventions** | **Start Date** | **End Date** | **Result** |
|  | Limited reading comprehension |  | Provide vocabulary development; root words, prefixes, suffixes in context |  |  |  |
|  | Limited listening comprehension |  | Pre-teach new/content area vocabulary |  |  |  |
|  | Difficulty with math word problems |  | Emphasize inferential/literal meaning |  |  |  |
|  | Limited written vocabulary |  | Provide visuals to accompany verbal concepts |  |  |  |
|  | Difficulty with word retrieval in speaking and writing activities |  | Provide lecture notes on outline |  |  |  |
|  | Misinterpretation of common vocabulary |  | Paraphrasing with simpler vocabulary |  |  |  |
|  | Tends to be quiet |  | Allow “wait time” to formulate oral responses |  |  |  |
|  | Doesn’t seem to pay attention |  | Provide word cues or word banks for tests/quizzes |  |  |  |
|  | Doesn’t seem to understand |  |  |  |  |  |
|  | Requires several repetitions of information |  |  |  |  |  |
|  | Slow in response time |  |  |  |  |  |
|  | Difficulty with figurative language |  |  |  |  |  |

Examples of language vocabulary concerns observed: Click here to enter text.

**Visual Perception**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Concerns** | **Observable Behavior** |  | **Possible interventions** | **Start Date** | **End Date** | **Result** |
|  | Difficulty with word and number recognition |  | Use systematic multisensory phonemic approaches |  |  |  |
|  | Tends to ignore operation signs and mechanics of written language |  | Emphasize the rationale behind math computation/operation |  |  |  |
|  | Limited spelling memory |  | Introduce verbal mnemonics |  |  |  |
|  | Difficulty with handwriting |  | Teach measurement, time spatial orientation concepts and words; prepositions and conjunctions |  |  |  |
|  | Slow and inaccurate copying |  | Copies of texts for highlighting enlarged print, alternative books |  |  |  |
|  | Difficulty using graphs, maps, charts, and blackboard demonstrations |  | Periodic breaks to reduce eye fatigue |  |  |  |
|  | Difficulty working with distance and space |  | Preferential seating |  |  |  |
|  | Transposes numbers and letters |  | Copies of overheads, board work |  |  |  |
|  | Difficulties with memorization of visual information: flash cards, etc. |  |  |  |  |  |
|  | Forgets what was just seen |  |  |  |  |  |
|  | Slower speed of processing for visual input |  |  |  |  |  |

Examples of visual perception concerns observed: Click here to enter text.

**Executive Function**

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| --- | --- | --- | --- | --- | --- | --- |
| **Concerns** | **Observable Behavior** |  | **Possible interventions** | **Start Date** | **End Date** | **Result** |
|  | Difficulty coordination multiple tasks simultaneously |  | Create flow-charts, graphs, webs to represent multi-task process |  |  |  |
|  | Difficulties organizing and prioritizing information |  | Chunk new learning into manageable subtasks |  |  |  |
|  | Unable to generalize from situation to another (i.e. math skills to science experiments) |  | Highlight, color-code new information; tell rational for prioritization |  |  |  |
|  | Unable to plan |  | Integrate new information with what has previously been learned |  |  |  |
|  | Unable to task analyze |  | Teach organizational strategies |  |  |  |
|  | Inability to predict consequences |  | Model, demonstrate, paraphrase |  |  |  |
|  | Tends to copy others behavior |  | Prioritize content |  |  |  |
|  | Rigidity in approach |  | Cue sheet to represent multi-step process |  |  |  |
|  | Slower to grasp concept |  | External structure (i.e. study guides, graphic organizers) |  |  |  |
|  | Requires repetition |  | Extended time for assignments |  |  |  |
|  | Difficulty self-monitoring, self-correction |  |  |  |  |  |
|  | Difficulty with reflective thinking |  |  |  |  |  |

Examples of executive function concerns observed: Click here to enter text.

**Problem Solving**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Concerns** | **Observable Behavior** |  | **Possible interventions** | **Start Date** | **End Date** | **Result** |
|  | Difficulty maintaining a sequence, following a train of thought |  | Teach how and why a problem is done x way |  |  |  |
|  | Inability to grasp the “big picture” |  | Teach generalization and application across context |  |  |  |
|  | Inability to organize ideas when writing/speaking |  | Teach thinking about 2-3 alternative ways to solve a problem |  |  |  |
|  | Talks briefly about topics |  | Teach use of flow charts to represent multiple tasks |  |  |  |
|  | Tends to be overly concerned about our ignore details |  | Provide direct instruction in chronological order, compare/contrast, cause effect |  |  |  |
|  | Inability to project consequences |  | Use graphic organizers to represent interrelationships |  |  |  |
|  | Rigidity in approach |  | Prioritized content |  |  |  |
|  | Questions asked are irrelevant to concept taught |  | Rephrase explanations |  |  |  |
|  | Slow to see connections, requires repetition and even them may not understand |  | Cue sheets to represent multi-step |  |  |  |
|  | Difficulty with certain types of problem-solving and no difficulty with others |  | Mnemonic strategies to assist recall |  |  |  |
|  |  |  | Breaks tasks down into chunks with similar attributes, highlighting differences |  |  |  |

Examples of problem solving concerns observed: Click here to enter text.

**Visual-Motor Integration**

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| **Concerns** | **Observable Behavior** |  | **Possible interventions** | **Start Date** | **End Date** | **Result** |
|  | Difficulty using scissors, pens, tools |  | Emphasize spelling recognition and rules over spelling |  |  |  |
|  | Illegible handwriting/size and formation |  | Instruction in handwriting |  |  |  |
|  | Slow and inaccurate copying |  | Teach written language such that idea generation is separate from production |  |  |  |
|  | Slow written production |  | Provide direct instruction in the language related to visual spatial concepts (i.e. under, over, top left, around) |  |  |  |
|  | Inability to initiate body movements |  | Adapted physical education and electives |  |  |  |
|  | Difficulty with numbers and letter formation |  | Computer adaptations to keypad/mouse |  |  |  |
|  | Difficulty making graphs, maps |  | Extended time for any handwriting |  |  |  |
|  | Tends to bump into things |  | Grade papers for integrity of ideas, not quality of handwriting |  |  |  |
|  | Transposes numbers and letters |  | Waive and/or extend time for shop, art, etc. |  |  |  |
|  | difficulty drawing straight lines, diagonals |  | Accept oral responses in lieu of written |  |  |  |
|  | Poor handwriting, letters formed using reversed fine-motor movements |  |  |  |  |  |
|  | Lots of scratch outs/ white outs |  |  |  |  |  |
|  | Inability to stay within/drawing coloring |  |  |  |  |  |
|  | Inability to catch a ball |  |  |  |  |  |
|  | Poor athletic ability |  |  |  |  |  |
|  | Difficulty with puzzles |  |  |  |  |  |

Examples of visual motor integration:Click here to enter text.

**Social Emotional & Behavioral Indicators of Concern**

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| **Concerns** | **Observable Behavior** |  | **Possible interventions** | **Start Date** | **End Date** | **Result** |
|  | Plays alone, no social initiation |  | Teach friendship skills |  |  |  |
|  | Verbal/physical aggression (specific towards peers, staff, or objects) |  | Teach use of “ad pillow” of self-talk, and self-expression, Peace Place |  |  |  |
|  | Noncompliance with class rules |  | Ask child to repeat rules, reflect themes such as “being the boss,” “following rules” |  |  |  |
|  | Talks back to teachers |  | Teach approp. Language, acknowledge pos. behavior |  |  |  |
|  | Sings, talks, whistles while working |  | Do “experiment” keep notes of frequency and compare w/student |  |  |  |
|  | Hides from staff members |  | Provide safe retreat from overstimulation |  |  |  |
|  | Angry words/face in response to social overtures |  | Reflect “hurts others” practice friendship skills, parent inquiry |  |  |  |
|  | Sulks, whines, pouts |  | Check acad. Skill level, acknowledge pos. behaviors |  |  |  |
|  | Blames others for difficulties |  | Use role plays to review sequences, make it “ok to make a mistake” |  |  |  |
|  | Motor restlessness and agitation |  | Provide chance to decompress |  |  |  |
|  | Won’t share (toys, attention) |  | “toys are for sharing,” “I’m for sharing,” demonstrate turn-taking, negotiating skills |  |  |  |
|  | Sad affect or words |  | Check with parent, acknowledge feelings |  |  |  |
|  | Acts like a younger child (describe) |  | Reflect “fun to be silly,” then set limits. Acknowledge pos. behaviors |  |  |  |
|  | Refuse to accept feedback |  | Make it “ok to make mistakes.” Model how to correct self |  |  |  |
|  | Needs frequent prompts to work |  | Check with parent, promise to come back in a little while to see “how much you’ve done” |  |  |  |

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|  | Flat affect or facial expression |  | Check with parent encourage verbal expression |  |  |  |
|  | Tantrums (describe) |  | Keep peers safe, call support team, teach other responses to anger |  |  |  |
|  | Overreacts to routine or trivial events |  | Preplan, structure day, acknowledge excitement |  |  |  |
|  | Invades others’ personal space |  | Demonstrate physical boundaries, coach peers t ogive f/b, check w/parent |  |  |  |
|  | Lethargic, apathetic |  | Check with parent |  |  |  |
|  | Avoidance behaviors (sharpens pencil, goes for water, etc.) |  | Check academic skill levels, check with parent |  |  |  |
|  | Won’t help clean up |  | Enlist peers to prevail on student for help, acknowledge others who are working |  |  |  |
|  | Clings to teacher at recess |  | Teach friendship skills, enlist help of a “buddy,” let child help younger peers |  |  |  |
|  | Frequent erasures, cries over mistakes |  | Teach strategies for getting ideas down; provide reflection around being “perfect.” Role model making mistakes and laughing them off |  |  |  |
|  | Needs ongoing f/b re: performance |  | Gradually increase time between visits to student’s desk. Could use a timer |  |  |  |
|  | Perseverates to one specific topic |  | Use as a means of building on other topics. Reflect to student this is not “sharing the talk time” w/friends |  |  |  |
|  | Pulls away from hugs or physical contact |  | Respect preference; check w/parents |  |  |  |
|  | Inappropriate initiation of contact with others (describe) |  | Use verbal reflection “wanted to get \_\_\_\_’s attention” then model how to do that |  |  |  |

Examples of social emotional & behavioral indictors of concerns observed: Click here to enter text.