|  |  |
| --- | --- |
| Macintosh HD:Users:tasn1:Desktop:Screen Shot 2017-01-13 at 7.46.10 AM.png**Student Name:****Age:****Grade:** | **Reviewed By:****Date Reviewed:** |
| **Directions:** After completing a student file review, describe the student’s strengths and emerging skills and indicate the element(s) of structured teaching impacted by placing an X in the corresponding column. |
| **Student Information** | **Notes:** Consider strengths and emerging skills | **Physical Structure** | **Schedules** | **Work****Systems** | **Tasks** | **Routines** |
| **Characteristics/Manifestations:**  |
| **Communication*** Delay or absence of verbal language (How does the student communicate? What supports are needed?)
* Communicate wants and needs through behavior
* Echolalic and/or Repetitive language (movie scripts, etc.)
* Difficulty expressing thoughts, feelings, needs, etc.
* Impaired conversational skills
 |  |  |  |  |  |  |
| **Social/Emotional*** Prefers solitary activities
* Difficulties with self-regulation
 |  |  |  |  |  |  |
| **Patterns of Behavior*** Stereotypy (flapping, spinning, pacing, etc.)
* Repetitive motor movements
* Insistence on routines
* Preoccupation with objects or parts of objects
* Narrow scope of interests

  |  |  |  |  |  |  |
| **Student Information** | **Notes:** Consider strengths and emerging skills | **Physical Structure** | **Schedules** | **Work****Systems** | **Tasks** | **Routines** |
| **Academic/Skill Level:** |  |  |  |  |  |  |
| **Literacy*** Reading Level
* Comprehension level
 |  |  |  |  |  |  |
| **Matching Ability*** Objects
* Photos
* Shapes
* Colors
* Pictures
* Words
 |  |  |  |  |  |  |
| **Identification*** Colors
* Shapes
* Numbers
* Object, photos, etc.
* Words
 |  |  |  |  |  |  |
| **Sequencing Skills*** Understands first/then/next
* Puts items/photos/thoughts in order 1,2,3
* Gets overwhelmed or frustrated easily
 |  |  |  |  |  |  |
| **Student Information** | **Notes:** Consider strengths and emerging skills | **Physical Structure** | **Schedules** | **Work****Systems** | **Tasks** | **Routines** |
| **Academic/Skill Level (continued):** |  |  |  |  |  |  |
| **Processing Skills*** Ability to wait
* Ability to follow directions
 |   |  |  |  |  |  |
| **Attention span*** + How long can student attend during instruction?
	+ Ability to follow through with directions
	+ Easily distracted
 |  |  |  |  |  |  |
| **Interests:** |  |  |  |  |  |  |
| * Preferred/high interest items
* Items for reinforcement
 |   |  |  |  |  |  |
| **Sensory Needs:** |  |  |  |  |  |  |
| * Seeks or avoids sensory input
* Over sensitive/Under sensitive
 |   |  |  |  |  |  |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Student Information** | **Notes:** Consider strengths and emerging skills | **Physical Structure** | **Schedules** | **Work****Systems** | **Tasks** | **Routines** |
| **Health/Physical:** |  |  |  |  |  |  |
| * Fine motor
* Gross motor
* Hyperactive/Underactive
* Toileting
 |   |  |  |  |  |  |
| **Other:** |  |  |  |  |  |  |
|  |  |  |  |  |  |  |

TASN Autism and Tertiary Behavior Supports is funded through Part B funds administered by the Kansas State Department of Education's Special Education and Title Services.  TASN Autism and Tertiary Behavior Supports does not discriminate on the basis of race, color, national origin, sex, disability, or age in its programs and activities.  The following person has been designated to handle inquiries regarding the nondiscrimination policies:  Deputy Director, Keystone Learning Services, 500 E. Sunflower, Ozawkie, KS  66070, 785-876-2214

The contents of this resource were developed under an agreement from the Federal Department of Education to the Kansas State Department of Education. However, The contents do not necessarily represent the policy of the Department of Education, and endorsement by the Kansas State Department of Education or the Federal Government should not be assumed.