

3. REACHING IN

IDENTIFYING CHARACTERISTICS AND IMPLEMENTING STRATEGIES

SOCIAL CONCERNS: CHARACTERISTICS

Student _____ Teacher _____

Date _____ Grade _____

SOCIAL



May demonstrate excellent memory skills	
May seem like the “little professor” and have extraordinary skills in various areas—science, math, drawing, music, history, social studies, map knowledge, etc.	
Frequently do not like surprise changes to the daily schedule or routine	
May have difficulty maintaining eye contact	
May become overly focused on a particular object, topic—obsessive interests	
May have hard time transitions form one activity to another	
Higher levels of anxiety compared to peers	
May insist on sameness of activities or surroundings	
May seem rigid in wanting things to go their way	
May be content to be alone	
May be very literal—generally don’t participate in “pretend” games	
May have difficulty interacting with peers	

COMMUNICATION

May have a hard time interpreting facial cues or body language	
May have delayed speech and language skills	
May repeat words, phrases, lines from a movie or story, etc.	
Conversations can be one-sided or focused mainly on their interest area	
Frequently have difficulty with reciprocity in communication—the give and take of conversation	

SENSORY PROCESSING

May not respond to their name when called	
Often have over sensitive or under-sensitive sensory processing systems	
May have unusual reactions (over-/under-sensitivity) to the way things sound, taste, smell, look, and feel	
May lack fine motor coordination which affects output on paper—poor handwriting, difficulty putting thoughts/ideas on paper	
May lack physical coordination skills—awkward gait or physical movement	

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May have visual fascination with lights or movements	
Frequently has difficulty regulating own emotions—gets unexpectedly angry or have emotional outbursts that seem extreme for the setting or situation	
May flap hands, rock body, spin in circles, walk on toes	
May avoid or resist physical contact	

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SOCIAL CONCERNS: INSTRUCTIONAL STRATEGIES AND INTERVENTIONS

Student _____ Teacher _____
 Date _____ Grade _____

SOCIAL	Tried/ Duration	Effective Y/N	Remarks
Provide a written daily schedule or agenda for the day			
Use a schedule with pictures for younger children			
Create predictable classroom routines and procedures			
Give advanced notice of changes to the daily schedule/routines/absence of teacher, etc.			
Help student practice using eye contact—begin with short times and build up			

COMMUNICATION

Model conversation skills			
Model listening skills, body language			
Teach peers to prompt specific skills—ask for turn, initiate verbal interaction, face your friend when talking, etc.			
Model self-talk as often as possible			
Use pictures of facial expressions to help recognize emotions and nonverbal cues of others			
Role-play use of language to engage with others—how to greet someone, how to join in play, the back and forth of conversation			
Get student's attention before giving directions—call name, touch shoulder, tap desk, etc.			

SENSORY

Provide a quiet place in the classroom for the student to de-stress			
Try sensory soothing bins to lower stress—dried lentils, rice, water beads, play-dough			
Use headphones for quiet			
Use a study carrel for seatwork to block out distractions as needed			
Provide movement breaks—carry a box to the office, take a note, get a drink			
Allow a wiggle cushion to sit on or a bouncy band for feet/legs			

Resources and Books: See reach.adventisteducation.org/resources