

WZUe

COMPASS Challenges and Supports Joint Summary Form

[Redacted]
Child's/Student's Name

[Redacted]
Date of Birth

Given by:

Nancy Dalrymple and Ryan Johnson
Consultant

[Redacted]
Special Ed. Teacher

[Redacted]
Caregiver

[Redacted]
School

10.14.2010

Date of Consultation:

1. Likes, Strengths, Frustrations and Fears

Likes/Preferences/Interests:

Teacher:	Caregiver:
Computer, Class Pet (Hamster), Hands on Activities, Edibles, Games; Also he loves markers and marker boards but may get messy. Sometimes puts objects in mouth. Enjoys reading- Favorites are: Dr. Seuss, Curious George and any big books	Reading; computers; movies; books; family; He loves to read topics of interest to him.

Strengths or Abilities:

Teacher:	Caregiver:
Good reader- reading on grade level- better when given answer choices to derive meaning from what he has read. Good verbalization skills- uses words to communicate. He can also communicate in written form, but has difficulty writing to a prompt. He also has very good support at home.	Great memory; good reading but working on comprehension; great speller; really likes praise; loves people but doesn't act appropriately in social situations.

Frustrations:

Teacher:	Caregiver:
His frustrations relate to his behavior and consequences of misbehavior. If he gets a strike or pulls a ticket, he gets upset and uses a loud voice. He also may get upset if he does not earn reward occasionally.	Change in routine or structure of the day really can affect his behavior. If there are a lot of people and noise can really affect his behavior. Switching from preferred to non preferred activities cause negative change in behavior

Fears:

Teacher:	Caregiver:
Has had difficulty separating from mo, but this has gotten better as year has progressed.	He is scared of most animals and the dark.

2. Personal Management/Adaptive Skills

These skills were marked as very difficult:

Personal Management	Teacher	Caregiver
Waiting	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Finishing a task	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Being quiet when required	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Performing basic self care independently	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Toileting	<input checked="" type="checkbox"/>	
Eating- using utensils		<input checked="" type="checkbox"/>
Changing activities transitioning		<input checked="" type="checkbox"/>
Responding to Others	Teacher	Caregiver
Following 1 or 2 step direction	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Accepting "no"	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Accepting help	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Accepting correction		<input checked="" type="checkbox"/>
Understanding Group Behaviors	Teacher	Caregiver
Understanding who is a stranger		<input checked="" type="checkbox"/>
Come when called to a group	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

Participates with the group		<input checked="" type="checkbox"/>
Follows group rules:		<input checked="" type="checkbox"/>
Talks one at a time		<input checked="" type="checkbox"/>
Picks up, cleans up, straightens up	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Understanding Expectations	Teacher	Caregiver
Is quiet at appropriate times	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Places of worship	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Stores		<input checked="" type="checkbox"/>
Safety		<input checked="" type="checkbox"/>
Cars/Busses		<input checked="" type="checkbox"/>

3. Problem Behaviors

These skills were marked as problematic:	Teacher	Caregiver
Acting impulsively, without thinking		<input checked="" type="checkbox"/>
Screaming or yelling	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Having sudden mood changes		<input checked="" type="checkbox"/>
Having temper tantrums		<input checked="" type="checkbox"/>
Engaging in behaviors that may be distasteful to others, such as nose-picking or spitting	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Touching him/herself inappropriately	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Engaging compulsive behaviors; repeating certain acts over and over		<input checked="" type="checkbox"/>
Laughing/giggling at inappropriate times(e.e., when others are hurt or upset)		<input checked="" type="checkbox"/>
Ignoring or walking away from others during interactions or play	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Touching others inappropriately		<input checked="" type="checkbox"/>
Having to play or do things in the exact way each time		<input checked="" type="checkbox"/>

4. Play Skills

	Teacher:	Caregiver:
1. Child's play skills with objects:	Child uses most toys correctly	Does not touch or play with toys

2. Child's play with other children:	Child shows awareness of other children by looking at them or what they are doing, but does not try to play with other children.	Child shows awareness of other children by looking at them or what they are doing, but does not try to play with other children.
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5. Social Skills

How well does the child:

with adults:

with children:

	with adults:		with children:	
	Teacher	Caregiver	Teacher	Caregiver
1. Look toward a person who is talking to him/her	Weakness	Weakness	Weakness	Weakness
2. Accept others being close to him/her	Strength	Strength	Strength	Strength
3. Watch people for extended periods of time	Weakness	Weakness	Weakness	Weakness
4. Initiate social interactions	Strength	Weakness	Strength	Weakness
5. Show something to a person and look for person's reaction	Strength	Weakness	Weakness	Weakness
6. Point at an object or event to direct another person's attention to share enjoyment	Strength	Weakness	Weakness	Weakness
7. Say or use greetings (for example, says/waves "hi")	Weakness	Strength	Weakness	Strength
8. Take turns or shares toys with other children	Weakness	Strength	Weakness	Strength
9. Take turns when asked to	Weakness	Weakness	Weakness	Weakness
10. Take turns or shares toys with other children	Weakness	Weakness	Weakness	Weakness
11. Plays games around a common theme (for example, Duck, Duck, Goose or Hide-n-seek)	Strength	Weakness	Weakness	Weakness
12. Coordinate play with objects during social interaction (for example, child has toy that moves by pushing a button, child brings toy to peer to do same thing with toy)	Strength	Strength	Strength	Strength
13. Imitate and expand upon other's actions with toys (for example, peer beats drum, child beats drum and also starts to march)	Weakness	Weakness	Weakness	Weakness
14. Repair breakdowns during interactions (for example, child repeats or changes own behavior when other person seems confused or ignores child's social offer)	Weakness	Weakness	Weakness	Weakness
15. Share enjoyment of others	Weakness	Weakness	Weakness	Weakness
16. Respond to another person's approach by smiling or vocalizing	Weakness	Strength	Weakness	Strength
17. Imitate what another person does with an object (for example, person makes toy airplane fly, child repeats action)	Weakness	Weakness	Weakness	Weakness
18. Imitate body movements of others (for example, clap when others clap, plays Simon Says)	Weakness	Weakness	Weakness	Strength
19. Imitate sounds another person makes	Weakness	Weakness	Weakness	Weakness
20. Look at something another person points to	Weakness	Weakness	Weakness	Weakness

2. Pain, illness, or hurt	Not observed this behavior	I Sick
3. Happy/excited	Gestures- Some rocking and hand movement and a smile	Doesn't really say he just laughs and flaps hands
4. Hurt feelings/upset	Loud voice when upset- may cry	I'm mad with you
5. Afraid	Loud voice- may drop to floor	I Scared
6. Sad	Loud voice- may whine "I don't want..."	I'm Mad with you

7. Sensory Challenges

These items were identified as being applicable to your child/student:

Sound/Auditory	Teacher	Caregiver
distracted by certain sounds		<input checked="" type="checkbox"/>
makes self-induced noises	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
fails to listen or pay attention to what is said to him/her		<input checked="" type="checkbox"/>
talks a great deal		<input checked="" type="checkbox"/>
own talking interferes with listening		<input checked="" type="checkbox"/>
Tastes	Teacher	Caregiver
will only eat a small variety of foods		<input checked="" type="checkbox"/>
has definite eating preferences	<input checked="" type="checkbox"/>	
tastes/eats non-edibles	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
explores environment by tasting		<input checked="" type="checkbox"/>
puts most things in his/her mouth	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
constant chewing on something		<input checked="" type="checkbox"/>
Sight/Vision	Teacher	Caregiver
has trouble following with eyes	<input checked="" type="checkbox"/>	
does not make much eye contact	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
is distracted by some or too much visual stimuli		<input checked="" type="checkbox"/>
becomes excited when confronted with a variety of visual stimuli		<input checked="" type="checkbox"/>
dislikes having eyes covered		<input checked="" type="checkbox"/>
upset by things looking different (spills, spots)		<input checked="" type="checkbox"/>
Touch/Tactile	Teacher	Caregiver

6) Understands concept of "wait"	<input type="checkbox"/> T <input type="checkbox"/> C	<input type="checkbox"/> T <input checked="" type="checkbox"/> C	<input checked="" type="checkbox"/> T <input type="checkbox"/> C
7) Has ability to refocus attention in face of distraction	<input checked="" type="checkbox"/> T <input type="checkbox"/> C	<input type="checkbox"/> T <input checked="" type="checkbox"/> C	<input type="checkbox"/> T <input type="checkbox"/> C
8) Initiates work and play activities	<input checked="" type="checkbox"/> T <input type="checkbox"/> C	<input type="checkbox"/> T <input checked="" type="checkbox"/> C	<input type="checkbox"/> T <input type="checkbox"/> C
9) Has ability to perform tasks involving multiple materials	<input type="checkbox"/> T <input type="checkbox"/> C	<input checked="" type="checkbox"/> T <input checked="" type="checkbox"/> C	<input type="checkbox"/> T <input type="checkbox"/> C
10) Has ability to use trial and error	<input checked="" type="checkbox"/> T <input type="checkbox"/> C	<input type="checkbox"/> T <input checked="" type="checkbox"/> C	<input type="checkbox"/> T <input type="checkbox"/> C
11) Has ability to self-correct	<input checked="" type="checkbox"/> T <input type="checkbox"/> C	<input type="checkbox"/> T <input checked="" type="checkbox"/> C	<input type="checkbox"/> T <input type="checkbox"/> C

10. Environmental Challenges

Teacher:	Caregiver:
<p>He is easily distracted by visual stimuli, but not affected by noise. He is more of a visual learner so has difficulty focusing on information given auditorily, especially in large group settings. There is also limited contact between his peers and him socially</p>	<p>Loud environments; lack of sociable peers; To much going on around him</p>

Other (if there is another area):

Teacher	Caregiver
1.	1. Likes to take off clothing anywhere
2.	2. Have difficulty at dentist office
3.	3.