

<Student's Name> needs one-to-one support during the school day for the following:

1. GENERAL SAFETY

- <Student's Name> needs constant supervision for his own safety due to his visual field loss and his lack of coordination and balance, and for the safety of others due to his overwhelming sensory issues.
- <Student's Name> has a lack of awareness of what is safe for himself and others.

2. DURING CLASS TIME:

- Navigating the room & furniture/obstacles: e.g. if <Student's Name> drops something on the floor he is likely to hit his head on the desk when he goes to look for it.
- Any bilateral activity (writing, drawing, cutting, gluing, taping, etc.) as well as monitoring/helping with fine motor deficits overall.
- Assistance when he is unable to do a bilateral activity: opening a pen, holding paper steady, sitting properly to allow for writing, etc.
- Proper posture and optimal seating on the floor or chair (he cannot sit cross-legged, requires back support).
- Reminders for him to use his left side and keep his left hand as part of his body schema.
- Objects must be placed in <Student's Name>'s visual field for optimal fine motor success.
- Making sure he is using his body the right way throughout the day to prevent atrophy/neglect.
- Auditory processing/staying on task.

3. TRANSITIONS:

- Navigating staircases (SAFETY: history of falls), hallways (tripping hazards).
- Transitions to lunch, recess, library, other classrooms, field trips.
- Carrying a backpack (needs help getting it on and off, opening it, etc.).

4. CLOTHING MANAGEMENT:

- <Student's Name> currently needs 1 on 1 attention for donning/doffing coats & jackets, rain gear, shoes and socks, etc.

5. THERAPEUTIC SUPPORTS MANAGEMENT:

- Orthotic brace; Hand splint; Theratogs.

6. BATHROOM ASSISTANCE:

- <Student's Name> currently needs 1 on 1 attention for wiping & hand washing, and he has difficulty pulling up his pants.

7. MEALTIME:

- SAFETY: he has a history of choking and needs to be supervised while eating.
- <Student's Name> requires a structured environment and cues to focus and visually attend.
- He needs help opening containers, packaging, lunch box, etc.

8. PE & MOVEMENT CLASSES:

- He will need adaptations and modifications to participate with his peers.
- He needs to be monitored for SAFETY issues due to his visual impairment and to limitations in balance, equilibrium reactions and safety awareness.

9. PLAYGROUND:

- SAFETY/visual impairment: <Student's Name> is unable to see a person/object coming at him from the left. Also, if he is walking/running and not actively scanning to the left he will crash into things.
- SAFETY/motor impairment: balance & equilibrium issues, history of falls.
- He cannot climb a ladder or a play structure unassisted.

10. SENSORY INTEGRATION ISSUES:

- <Student's Name> needs to be monitored in how he is processing sensory input and needs assistance to feed his sensory diet for continued focus and attention and interaction with the other children.
- <Student's Name> is socially motivated but does not know how to engage/initiate with other kids. He struggles to connect with his peers in appropriate ways and he risks injuring other children.