

Dan Smith: parental amendments to Part F, provision

Needs from Section B	Provision required at Section F
Need 1: Eye contact was poorly modulated and tended to be avoidant	<p>Dan should be supported by adult guides (including parents) on a 1-1 basis to work on understanding and using all the channels of non-verbal communication during authentic activities.</p> <p>This should be done by suitably qualified adult guides within a communication framework that the guide can use to enable Dan to step into his co-regulatory (socially reciprocal) role in activities that provide numerous opportunities to engage with mental challenges in a playful, curious, manner. Dan needs this provision for 4 hours per week across different adult guides on a 1-1 basis and progress can be monitored against different levels of mastery of each objective.</p>
Need 2: Dan can struggle to read peoples moods using their facial expression	
Need 3: Dan’s language used can be dry and matter of fact in tone.	
Need 4: Mum notes he can be very literal and black and white in his thinking. He can appear matter of fact in the things he says.	
Need 5: Dan can have a glazed look when spoken to and he is monotone in his response.	
Need 6: Mum notes he never exaggerates and can lack imagination. In Dan’s ADOS assessment it was noted that he showed little spontaneous creative activity and that there was no symbolic representation of objects	<p>Dan needs to be supported to better manage uncertainty and unpredictability by using the non-verbal information from adult guides to help him decide what to do when faced with a challenge. The guide should pitch the challenge at the edge of Dan’s competence and then scaffold and then spotlight Dan’s success so that he can lay down episodic memories of himself competently managing uncertainty. Dan should also be supported to manage uncertainty by participating in ‘stop and think’ scenarios where he can generate a number of options for different responses to uncertainty and link his feelings to each of the responses.</p> <p>This should be done on a 1-1 basis by suitably qualified adult guides within a communication framework that the guide can use to enable Dan to step into his co-regulatory (socially reciprocal) role in activities that provide numerous opportunities to engage with mental challenges in a playful, curious, manner. Dan needs this provision for 4 hours per week across different adult guides on a 1-1</p>

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Need 7: Dan can be very minimal in his response during conversation, he appears to struggle opening up to people and he showed no examples of emphatic gestures	Covered by provision for needs 1-5
Need 8: - While Dan has a group of friends he sees less of them.	Covered by provision for needs 10 &11
Need 9: Dan did not express any enjoyment throughout his assessment, gave minimal descriptions of his own affect and struggled to provide answers when asked about these	<p>Dan needs to be supported by adult guides to recognise his own and others' emotions and to be able to use this recognition of emotion to inform his communicative responses.</p> <p>This could be achieved by doing mind mapping and role play work relating to real life situations where both partners take turns to play out their own and their partner's feelings in response to different ways of responding to a challenge.</p> <p>This should be done by suitably qualified adult guides within a communication framework that the guide can use to enable Dan to step into his co-regulatory (socially reciprocal) role. Dan needs this provision for 4 hours per week across different adult guides on a 1-1 basis and progress can be monitored against different levels of mastery of each objective.</p>
Need 10: Dan's insight into friendships lacked the insight that might be expected for his age	Dan needs to work with a variety of adult guides across all settings who can support him to take equal responsibility for communicative 'housekeeping' (initiating interaction, making communicative repairs, ensuring the listener is ready for their turn, ensuring that actions are taken to keep the interaction on track, to elaborate on interactions to maintain partner's interest).
Need 11: Dan showed limited indication of responsibility for his own actions	<p>This should be done by suitably qualified adult guides within a communication framework that the guide can use to enable Dan to step into his co-regulatory (socially reciprocal) role during activities that provide numerous opportunities to engage with mental challenges in a playful, curious, manner. Dan needs this</p>

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Need 12: - Dan has a diagnosis of dyspraxia and experiences difficulties associated with this condition, like problems with personal organisation, feeling overwhelmed in situations, motor planning and very slow production of written work.	Need recommendations from expert report/s
Need 13: - In March 2016 the majority of his grades (8/13) were at Level 5a or above, though for half of those subjects Dan received an effort grade of C or below. It maybe that his increasingly passive and depressed presentation was perceived as a lack of effort, though he was receiving higher effort grades in other subjects (like Science, Drama and PE).	<p>Dan needs to be supported by an adult guide on a 1-1 basis to work on responding to and using experience-sharing communication rather than instrumental communication.</p> <p>He also needs to be supported to take part successfully in co-regulatory interactions where joint success can be spotlighted so that he lays down episodic memories of competence and reciprocity. This will start to develop his motivation for social interaction, which in turn will lead to increased enjoyment of connecting with others.</p> <p>Dan needs to be supported by an adult guide to seek and share different perspectives and to use this information in order to help him decide how to respond reciprocally.</p> <p>This should be done by suitably qualified adult guides within a communication framework that the guide can use to enable Dan to step into his co-regulatory (socially reciprocal) role during activities that provide him with numerous opportunities to engage with mental challenges in a playful, curious, manner. Dan needs this provision for 4 hours per week across different adult guides on a 1-1 basis and progress can be monitored against different levels of mastery of each objective.</p>
Need 14: - Dan's reading and spelling development were reported as being slower than others and parents requested an assessment for dyslexia which Mrs P carried out. The assessment results did not indicate dyslexic difficulties, with reading accuracy, spelling and reading comprehension all in the average range An assessment of Dan's	Need OT recommendations

<p>handwriting showed that he had a significantly slow rate of writing.</p>	
<p>Need 15: - Dan agreed that frustration can arise from having a 'quick mind' and slow production. He also noted that he has always found personal organisation hard, being in the right place at the right time with the right things and this can make him feel anxious and overwhelmed.</p>	<p>Covered by provision for need 6</p>
<p>Need 16: - School reports had described him initially as overly talkative ("he's a distracter"), often needing refocussing on tasks. More recently, his presentation in class was lethargic and withdrawn.</p>	<p>Covered by provision for needs 9, 10, 11, 13</p>
<p>Need 17: Dan can become distressed if people don't give him focus when he's talking to them. He often prefers to isolate himself and Mum notes he can be very insular. Often Dan is known to sit on his own at parties and at school. He will prefer the company of younger children when at family gatherings.</p>	<p>Covered by provision for needs 8, 9,10,11,13</p>
<p>Need 18: - Over the last 18 months Dan has struggled with profound feelings of depression. He has withdrawn from social activities and social contact with peers, and presented with low mood, low appetite, excessive sleeping and poor self-care. He is struggling with feelings of low self-esteem and hopelessness and 'stuck' in a vicious cycle of not feeling able to access experiences that would challenge his negative state of mind</p>	<p>Covered by provision for needs 9, 10, 11,13</p>
<p>Need 19: His motivation for doing any activity is very low and there are times when he will not get out of bed or leave his room. He has withdrawn from activities he used to enjoy, like Youth Club, Duke of Edinburgh scheme and brass band. His self-care is low, with personal hygiene becoming an issue, especially around changing his clothes which he is reluctant to do.</p>	<p>Covered by provision for need 9,10,11,13</p>

<p>Need 20: - Dan can get upset easily if there are changes to routine or activity he is expecting.</p>	<p>Dan needs to be supported to better manage uncertainty and unpredictability by using the non-verbal information from adult guides to help him decide what to do when faced with a challenge. The guide should pitch simple challenges at the edge of Dan's competence and then scaffold and then spotlight Dan's success so that he can lay down episodic memories of himself competently managing uncertainty.</p> <p>Dan should also be supported to manage uncertainty by participating in 'stop and think' scenarios where he can generate a number of options for different responses to uncertainty and link his feelings to each of the responses.</p> <p>This should be done by suitably qualified adult guides within a communication framework that the guide can use to enable Dan to step into his co-regulatory (socially reciprocal) role during activities that provide him with numerous opportunities to engage with mental challenges in a playful, curious, manner. Dan needs this provision for 4 hours per week across different adult guides on a 1-1 basis and progress can be monitored against different levels of mastery of each objective.</p>

