

Sebastian

overview:

Sebastian has problems managing the demands in a 'normal' classroom. He has been diagnosed for approximately 2 years on the Autism Spectrum: Autism Spectrum Disorder (ASD), High Sensory Processing (HSP) and Attention Deficit Hyperactivity Disorder (ADHD). Sebastian is generally a happy, loud, charismatic, loving little boy. He loves interacting with other children and is ready to be friends with anyone. Sebastian's best friend is xxxx. Sebastian loves to please others but will require verbal cues to reinforce how and if he's done this. Sebastian is very clever however he finds writing and reading tasks frustrating and will need support with them. Sebastian has support from the SEP teachers, xxxxx. He sometimes chooses to go to the SEP unit at play times and in times of distress. Sebastian is learning to self-regulate his emotions and understand the emotions of others. However he can be both disruptive and refuse work in the class room. Sebastian may also remove himself from the classroom without notice. A plan has been put in process to manage this.

Strengths

- Sebastian's has a comprehensive vocabulary and his hand writing is legible.
- Sebastian understands instructions and is able to follow verbal and visual cues
- Sebastian is a loving, caring little boy who does not like to upset others. He loves to be happy and have fun and if attempts are made to communicate with this in mind most upsets can be avoided.
- He loves to help and please & responds extremely well to positive reinforcement. This is shown when using his Reward Chart.
- Sebastian will engage in curriculum if tasks are broken down.

Areas of Concern:

- Sebastian dislikes written work and it can cause refusal.
- Sebastian has difficulty sounding out letters and words phonetically and can refuse reading
- Sebastian verbalizes everything loudly.
- Sebastian doesn't like people in his space ('personal bubble') or touching his things.
- Sebastian and xxxx love to talk and play. The two boys have been showing an increasing number of incidents of arriving late for line up. Sebastian is aware that he must line up on time even if xxxx is there or it will result in an RTR.
- Sebastian's emotions are volatile and can lead to him leaving the class room without notice.
- He can experience sadness, confusion and frustration which are all exhibited as anger. This appears as angry facial, body and vocal cues.
- NEVER block the door if he attempts to leave the classroom. If he's not on the balcony in the beanbag call the SEP Unit. Do not physically restrain him. Open the door and ask him to take time out. Call the SEP Unit.

Management Strategies:

- If Sebastian refuses a task it helps to him ask why. By using an upbeat voice Sebastian's escalating emotions can be diverted if asked to "catch it". Again, using an upbeat voice Sebastian can be persuaded to do just about anything by saying "just do it" and reminding of his Reward Chart or any reward. He's very motivated by rewards!
- Sebastian can appear angry when he's frustrated, anxious, scared, sad or sensory overloaded. It helps to ask what he's feeling as most times he's able to communicate this and thus allow you to determine what is wrong and avoid escalation of his mood.

- He may choose to remove himself to the beanbag on the verandah or you can direct him. He likes to be left for 5 minutes before being approached by the teacher. Then ask him what's wrong. He may just re-enter the class room at this stage or he may need further 5minute increments.
- Writing tasks and work sheets with many sections cause refusal. He can feel overwhelmed and anxious. Leave him for 5minutes as he may need time for uptake of information or time to complete the task in hand. He will begin the task if it is broken down into 'chunks' ie. broken up into smaller tasks. If one section is pointed out for him he will complete it and usually go on to complete more tasks on the work sheet. Pauline helps him with reading and his spelling tests. She produces dot to dots of words and letters for him.
- Preparation for the next task, what and when, can minimize difficulties with transitioning. We are doing ... in 15 minutes - 10minutes - 5minutes. A visual timetable on the board has been successful with the entire class.
- Sebastian likes to draw at his desk while the class is being taught. He is still listening and will engage in the lessons.
- Sebastian and xxxx love to talk! It is easier to control the boys if they sit at opposite sides of the classroom. xxxx is used to be told to go back to his desk.
- Sebastian likes his desk to have it's own position at the back of the classroom, separated from the other children's lines or groups of desks, defined with masking tape on the ground. This helps him to feel safe and calm. He feels anxiety when children are inside of his 'personal bubble'. He can experience anxiety from touch and sound.
- Be aware of sensory overload caused by noise and ask him if he needs time out. This years class works better if there isn't any group carpet time. Having one person to collect the students work and not having all the children individually handing in completed work also minimizes chaos (noise and movement).
- If Sebastian runs to the SEP Unit or the Library he does not receive an RTR.
- If Sebastian runs away very sternly gain his attention by saying: "Sebastian 1 - Sebastian 2 - Sebastian 3 - STOP! Then give him time to come to you or go to the unit. It is advisable to have only one adult supervising him as he does get frightened when he feels he's being chased.
- Sebastian views an Ipad every morning with a recording on what he should do when he's in the 'yellow' rather than waiting until he's in the red and has a meltdown.