Ally Watkins

“All About Me” 2018-19

Ally Watkins

“All About Me” 2018-19

**Family: I live with my mom, dad, little sister Lucy (3 in Oct.) and our two Australian shepherds, Chloe and Ryno**

**Likes: Birthdays, Elmo, Paw Patrol, Ballerinas, pizza, yogurt, Ice cream, playgrounds, purple, pink, cookies, shopping, driving the shopping cart cars, my “lovey” and Minnie Mouse blanket.**

**Hobbies: playing babies, cutting, painting, dancing, swimming, imagination train and puppy games.**

**Birthday: July 10th**

**Get to Know me**

**Family: I live with my mom, dad, little sister Lucy (3 in Oct.) and our two Australian shepherds, Chloe and Ryno**

**Likes: Birthdays, Elmo, Paw Patrol, Ballerinas, pizza, yogurt, Ice cream, playgrounds, purple, pink, cookies, shopping, driving the shopping cart cars, my “lovey” and Minnie mouse blanket.**

**Hobbies: playing babies, cutting, painting, dancing, swimming, imagination train and puppy games.**

**Birthday: July 10th**

**Get to know Me**

**Bathroom: She needs scheduled breaks 2 hours . If she does not go during that scheduled break she needs a second opportunity 15-30 min later.**

* **At times Ally can be constipated. Typically, she only has accidents when this is the case.**
* **Even when she has accidents she does not fully release so put her on the toilet even if she has an accident.**

**Ally needs to be independent in the bathroom but have someone in there to ensure she is safe. Reminders to “hold your dress up” and “pull your pants up” she is able to wipe on her own for number one but needs help for number 2**

**Feeding: We are currently on thickened liquids but have been doing some thin water trials at home. She does well with reminders of “little drinks.” We will continue to thicken water at school until our next swallow study.**

**\*\*\*\*\*\*\*\*\*Ally is Dairy Free and gluten Free\*\*\*\*\*\*\*\*\*\*\***

**Needs**

**Bathroom: She needs scheduled breaks 2 hours . If she does not go during that scheduled break she needs a second opportunity 15-30 min later.**

* **At times Ally can be constipated. Typically, she only has accidents when this is the case.**
* **Even when she has accidents she does not fully release so put her on the toilet even if she has an accident.**

**Ally needs to be independent in the bathroom but have someone in there to ensure she is safe. Reminders to “hold your dress up” and “pull your pants up” she is able to wipe on her own for number one but needs help for number 2**

**Feeding: We are currently on thickened liquids but have been doing some thin water trials at home. She does well with reminders of “little drinks.” We will continue to thicken water at school until our next swallow study.**

**\*\*\*\*\*\*\*\*\*Ally is Dairy Free and gluten Free\*\*\*\*\*\*\*\*\*\*\***

**Needs**

**Knows Colors and shapes: knows them all (says purple for blue but identifies it when asked to point)**

**Letters and sounds: knows all (most verbally)**

**Sight Words: \*See list of words she can read**

**Beginning sound: selecting the letter that the picture starts with.**

**Math: 1:1 hand over hand assistance past 3**

**Oral count: Does well to 5 needs cues to get to nine then can do ten**

**Number ID: Identifies numbers to 10**

**Writing: using handwriting without tears language for prompts she can write her name. She does need a box or a dot to help her know where to start writing the letters. \* language to use for name on sight word list**

**\* Ally can either knows the above by identifying it through pointing or verbally saying it.**

**\*At times Ally will act like she doesn’t know things, this is a behavior.**

**Academics**

**Knows Colors and shapes: knows them all (says purple for blue but identifies it when asked to point)**

**Letters and sounds: knows all (most verbally)**

**Sight Words: \*See list of words she can read**

**Beginning sound:**

**Math: 1:1 hand over hand assistance past 3**

**Oral count: Does well to 5 needs cues to get to nine then can do ten**

**Number ID: Identifies numbers to 10**

**Writing: using handwriting without tears language for prompts she can write her name. She does need a box or a dot to help her know where to start writing the letters. \* language to use for name on sight word list**

.

**Academics**

**Current skills we are working on:**

* **Speech: ing on to words, speaking in 4-5 word sentences, articulation**

**-Cues: “can you use more words” “can you tell me in a sentence”**

**-Make her repeat the word if she does not say it correctly**

**-using sign language or gesture to prompt her to say the sentence verbally**

**-Sentence strips with WORDS ONLY (no pictures) to prompt longer sentences or dots**

* **OT: cutting paper, writing name, drawing a picture of a person, all school skills**
* **PT: working on altering feet when climbing stairs**

**\*\*BONUS if you can get her to work on laying on her belly (read books, color anything)\*\***

**Speech, OT, PT**

**Current skills we are working on:**

* **Speech: ing on to words, speaking in 4-5 word sentences, articulation**

**-Cues: “can you use more words” “can you tell me in a sentence”**

**-Make her repeat the word if she does not say it correctly**

**-using sign language or gesture to prompt her to say the sentence verbally**

**-Sentence strips with WORDS ONLY (no pictures) to prompt longer sentences or dots**

* **OT: cutting paper, writing name, drawing a picture of a person, all school skills**
* **PT: working on altering feet when climbing stairs**

**\*\*BONUS if you can get her to work on laying on her belly (read books, color anything)\*\***

**Speech, OT, PT**

**Expectations of Ally:**

* **We expect her to be respectful and independent**
* **Say “ok” to adults and complete a job when given**
* **Help others and be part of the classroom community**
* **1st attempt to solve peer problems through words before crying or seeking an adult. After trying once on her own then asking an adult for help**
* **Say a 3 step apology: “Sorry for\_\_\_\_\_\_\_\_\_\_\_\_\_ next time I \_\_\_\_\_\_\_\_\_\_\_\_ will you accept my apology”**

**Language that can be helpful**

* **Give her choices: “do you want 2 mins or 3 mins before you share the toy”**
* **“ do you want me or ----------- to take you to the bathroom”**
* **“Talk about making friends feel happy”**
* **“Next is (preferred activity) first we have to\_\_\_\_\_\_\_\_\_\_\_”**

**\*\*\*\*\*\*\*A silly voice or tone can get ALLY excited to do whatever you’re asking her to do**

**\*\*\*\*\*\*\*SHE also LOVEs to HELP so if there is a way she can be your “big helper” she would be more likely to comply**

**POSITIVE Complementing someone else will make her want to do the right thing**

**\*\*\*\* Ally can benefit from “Think time” when not following expectations. Tell her you need to think about being a good listener tell me when you’re ready. Then make it like DISNEYLAND when she says “ready”!** then

**Expectations of Ally:**

* **We expect her to be respectful and independent**
* **Say “ok” to adults and complete a job when given**
* **Help others and be part of the classroom community**
* **1st attempt to solve peer problems through words before crying or seeking an adult. After trying once on her own then asking an adult for help**
* **Say a 3-step apology: “Sorry for\_\_\_\_\_\_\_\_\_\_\_\_\_ next time I \_\_\_\_\_\_\_\_\_\_\_\_ will you accept my apology”**

**Language that can be helpful**

* **Give her choices: “do you want 2 mins or 3 mins before you share the toy”**
* **“do you want me or ----------- to take you to the bathroom”**
* **“Talk about making friends feel happy”**
* **“Next is (preferred activity) first we have to\_\_\_\_\_\_\_\_\_\_\_”**

**\*\*\*\*\*\*\*A silly voice or tone can get ALLY excited to do whatever you’re asking her to do**

**\*\*\*\*\*\*\*SHE also LOVEs to HELP so if there is a way she can be your “big helper” she would be more likely to comply**

**POSITIVE Complementing someone else will make her want to do the right thing**

**\*\*\*\* Ally can benefit from “Think time” when not following expectations. Tell her you need to think about being a good listener tell me when you’re ready. Then make it like DISNEYLAND when she says “ready”!** then practice a few easy directions to check that she is ready…………. ex: touch the chair, say “ok” and do it” \*\*\*\*

**Behavior**

**Behavior**