

## A Portrait of Michael

IEP Meeting (Date)

Michael is a very caring, sensitive child. He is excited about turning seven years old this summer. He has a strong average verbal I.Q. and a high average performance I.Q. His written language output is impacted by his slow motor skills and a compulsion to make his work appear perfect. This results in many erasures and false starts on his papers.

If we consider the stronger, performance IQ as the more indicative of his true ability, he shows a 17 point or greater discrepancy in the areas of Reading Comprehension, Oral Language, Broad Written Language, Written Expression, Understanding Directions, Spelling, and Writing Fluency.

If we consider the full scale I.Q. of (XXX), there is a 17 point or greater discrepancy in writing fluency, broad written language, written expression, and spelling.

While he is very motivated to make friends, he has a hard time knowing how to appropriately interact with the few children who will play with him. He has a serious deficit in social skills that impact him both at school and at home. These problems include:

### Social Skills

1. He lacks understanding of social cues and tends to engage in one sided interactions.
2. He has problems inferring the intentions of others.
3. He has difficulty appropriately initiating a conversation or maintaining a give-and-take conversation.
4. He has great difficulty recognizing the emotions others are feeling as he does not read nonverbal social cues, such as facial expressions or body language.
5. He does not know how to appropriately respond to others' feelings.
6. The independent speech/language pathologist states that Michael can recognize a social situation, but has no clue as to how to problem solve in social settings.
7. He can have very rigid expectations of what other people should do in a seemingly prescribed social setting. He is improving slightly in this area.
8. He has great difficulty understanding when others use figures of speech and abstract concepts. He understands only concrete information.

9. He is very protective of personal space and does not understand how to appropriately enforce the space when he feels the need.
10. He requires a long processing time and may not respond in the time usually allotted by peers for a response.
11. He does not understand unwritten rules, and that what may be the rule in one setting does not apply to all settings. This can cause problems in change of teachers or change of classrooms as well as in peer interactions.
12. The rules he does understand he applies rigidly, both to himself and to others.
13. When extremely frustrated or over stimulated, Michael will present as catatonic until he calms down.
14. Indicators that his state is imminent are subtle and easily missed by adults, much less by his peers.

These social deficits have resulted in his being puzzled and hurt when rebuffed by other children. He does not understand why they do not want to play with him. There have also been some unhappy incidents on the playground at school. Unless social skill deficits are addressed intensively, with adult coaching for understanding, implementation, and generalization, we have serious concerns about his future self-esteem. Without step by step instruction and coaching, at school as well as at home, Michael may be at risk as an adult seeking higher education and/or a profession or vocation. The ability to successfully interact socially is a prerequisite to success as an adult. We are concerned that teachers be trained to sort out behaviors that result from an incompetency related to the disability, rather than view all misbehavior as noncompliance.

### Sensory Issues

15. Michael has always been very sensitive to noises, especially “sharp” noises, or loud background noises.
16. He is very sensitive to maintaining his personal space, which is very obvious when he is stressed out or overwhelmed.
17. He is very sensitive to many tastes and has just a few foods he will eat. He is very gradually improving in this area.

### Learning

18. Difficulty or slowness in retrieving specific answers to questions. Recalls large chunks of information more efficiently, giving the appearance of efficient memory skills.

19. Needs plenty of time to retrieve such information. Sometimes needs cuing to successfully retrieve information
20. Motor difficulties that require OT services.(OT eval ....date)
21. Poor organizational skills.
22. Poor planning skills.
23. Difficulty in breaking large tasks into manageable chunks.
24. Difficulty with sustained attention (Psych ed eval...date)
25. Difficulty with exerting mental control (Psych ed eval...date)
26. Difficulty with concentration (Psych ed eval ...Date)
27. Difficulty adapting to new situations (Psych Ed eval...Date)
28. Pragmatic skill difficulties requiring speech/language therapy. (Speech/language eval...date)
29. Relative weakness in visual processing speed may make the task of comprehending novel information more time consuming and difficult. (Psych ed eval,...date)
30. Detecting essential details in visually presented material and differentiating them from nonessential materials. (Psych ed eval, ...date)
31. Responding to questions about common events, objects, places, and people. (Psych ed eval,..Date)
32. Weakness in understanding number concepts, including unite and geometric measurement and simple one-step word problems.(Psych ed eval,...date)

### Strengths

- Can organize visual information analyzing part-whole relationships when information is presented spatially. (Psych ed eval,...date)
- Ability to detect essential details in visually presented material and to differentiate them from nonessential details. (Psych ed eval...date)
- Numerical operations (Psych ed eval,...date)
- Completing nonverbal tasks

- Vocabulary (Psych ed eval, ...date)
- Replicating a three dimensional figure from a two dimensional visual cue such as a picture.
- Creating imaginative stories and expressing them verbally
- Appreciates obviously silly and absurd humor
- Is very caring about family members, friends, and even strangers
- Is very tender hearted

### Future Hopes

We hope Michael will keep his enthusiasm for learning. We want him to be a productive, independent member of society. We wish for him to have a great support network of good friends, and hope that by the time he is an adult, Michael will have the ability to read social situations realistically and problem solve appropriately.

We respectfully request this Portrait of Michael be included in the written record of this meeting as part of our parent input.

Michael's parents give permission to reproduce this page for reference purposes only.