

Attendance Goal	To attend school full time during the second half of Term X, 20XX, with at least XX% attendance.
Priority Goal	Add your goal from 'Student Goals Plan'.
Key Concern	One sentence that summarises what you are <u>most</u> concerned about in relation to your transition to school.

1. STUDENT SNAPSHOT

Strengths and enablers	Barriers and Challenges
<ul style="list-style-type: none"> o List your Top 3 strengths o List things that you can do now that you want to keep doing o List what other people notice about you o List values or other things in life that are important to you o List your passions and interests o Describe what a good day looks like for you o List helpful behaviours that you want to start using or you want use more. o List helpful ways others can support you to be successful (see 'Student Goals Plan') 	<p>1. List any barriers/challenges that you have experienced at school (see 'Student Goals Pla,' 'School Situations Scale' and 'Student Self Reflection'):</p> <ul style="list-style-type: none"> o Attendance (e.g. getting to school on time, staying for the whole day, joining classes) o Social (e.g. bullying, conflict with peers/teachers, making/keeping friends, starting conversations, feeling alone/isolated, joining groups) o Attention (e.g. listening/focus/attention, following instructions, cognitive overload) o Learning (e.g. understanding tasks, completing class work/homework, answering questions, working independently, working in groups, asking for help in class) o Organisation (e.g. knowing where to be/when, having the correct books/equipment, transitioning between lessons or tasks) o Emotional (e.g. lack of self-regulation strategies, not having a trusted adult at school to seek help from) o Sensory (e.g. avoiding/seeking sensory stimulation) <p>2. Describe what a bad day looks like for you.</p> <p>3. List behaviours that are unhelpful and that you want to stop using.</p> <p>4. List unhelpful strategies that you would prefer others didn't use to support you.</p>

*Triggers	*Signs of dysregulation
<ul style="list-style-type: none"> o See Zones Plan and think about internal smoke alarm. o What is dysregulation and regulation? o Identify situations or events that might trigger you to feel overwhelmed or dysregulated at school (e.g. topics of conversation, changes in routine, specific interactions/people/activities/locations/times of day). 	<ul style="list-style-type: none"> o What are the external signs that you are dysregulated? Which behaviours might staff observe (e.g. body language, movement, facial expressions, volume/tone of voice, words that you say)?

*See student's 'Zones Plan' for further information