

Student Data Collection Findings

Student: STUDENT

Date: 4/13/2021

Triggers Assessment:

From a selection of 65 items, STUDENT indicated the following are "I'm going to explode" triggers for her :

- Being teased
- Peer pressure
- Small spaces

From a selection of 65 items, STUDENT indicated the following are "This Upsets Me" triggers for her :

- Changes in noise level

Student Strengths and Difficulties Score

The Student Strengths and Difficulties Questionnaire was given. Results from Teacher (T) and Self-Report (S) indicate that STUDENT scored 5 out of 40 (T) and 11 out of 40 (S) in **Total Difficulties**. These scores are in the normal range.

Specific areas of difficulty include emotions.

STUDENT scored 9 out of 10 (T) and 10 out of 10 (S) in **Pro Social Strengths**. These scores are in the normal range.

This questionnaire will be given again in 6 to 8 weeks to highlight growth.

Reinforcement and Reward Motivation Survey:

A reinforcement and reward motivation survey was given and assessed between the following: Adult Attention, Peer Attention, Independence, Food, Prizes and Technology.

It has been found that STUDENT is motivated by **Independence**.

Secondly, would be **Peer Attention**.

It was indicated that the item she is least motivated by Food and Prizes.

Love Language Communication Assessment:

A love language communication assessment was completed assessing between the following: Physical Touch, Words of Affirmation, Gifts, Acts of Service and Quality Time.

Through this assessment, STUDENT indicated that she responds best to the following type of praise: **Quality Time**.

It was indicated that she responds least to Words of Affirmation and Acts of Service.

Ways to nurture STUDENT's love language **at home** could include:

Quality: listen to stories/feelings; shared journal between you and child; bring on errands; allow to help around the house; walks together; have conversations; eye contact; silly things to laugh about; play games/activities together

Ways to nurture STUDENT's love language **at school** could include:

Quality: include in daily activities (sharpening pencils, date on board); make eye contact; lunch together; ask specific questions about life/day; class photo album- talk about memories as creating; play together at recess; find silly things to laugh about

Interest Inventory:

An interest inventory exploring 4 categories (independence; help/lead; attention/time; tangibles) was given. STUDENT identified the most interest in attention/time.

STUDENT selected the following **activities of interest:**

- Extra technology time
- Extra drawing time
- Read to a class
- Be line leader
- Snack with friend
- Special Pass
(homework, stuffed
animal, sunglasses)
- Extra reading time
- Extra time outside
- Be teacher's helper
- Positive phone call
- Stickers
- Lunch with principal,
teacher, counselor, or
friend
- Using teacher's chair
- Help in specials
- Erase the board
- Game with friend
- Prize box
- Move desk for day
- Help custodians
- Help clean up
- Read with friend
- Certificate

Some of STUDENT 's favorite things include: horseback riding, hanging with her family, going outside, swimming, and playing in the rain.