

(Student Name)

Daily Write up

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| Date: | 4.10..12 |
| Support Staff: | RB & RW |
| Activities carried out | Breakfast snack, chosen by him. Roll and butter. Collecting eggs. Filling up foot wash troughs. |
| Skills Observed | |
| Gross motor skills | Carrying watering can. Pouring water into troughs. Carrying egg trays safely. |
| Fine motor skills | Collecting eggs and placing them in a tray. |
| Social and interpersonal skills | Saying good morning to a variety of staff. Saying hello to 2 co farmers. Asking for his rolls in the shop to be buttered. Saying thank you and goodbye. |
| Communication skills | Reading notice boards and the café menu / produce. Asking for / making choices about his snack. |
| Verbal skills | Explaining his likes and dislikes. Trying to pronounce the names of staff correctly. |
| Listening skills | Listening to instructions, following verbal instructions accurately. |
| Behaviour | |
| Positive/ encouraging behaviours | Polite to all staff and co farmers. Positive attitude towards all tasks – no negative comments today about animals. Accepted that some of his toys could stay in a designated bag and he could not carry them around. He sensibly asked a visiting family to dip their shoes into the foot trough – he was polite and told the family why they needed to do this. |
| Challenging behaviour or issues | None. |
| General Comments about the day | |
| | Very positive. I used two situations to work on his perception of females. He asked who was in charge of the café – a chef? Is it a man? I explained that females can equally be in charge of a café and that Margaret was in charge here. Margaret then happened to say hello to him and asked him how he was. He said fine. We talked about her job and he seemed very comfortable about her being in charge. Also, later on he asked if he could paint his toy. I said that he must ask Laura as she is in charge of the paints and brushes. He saw Laura and asked her very politely – she replied yes, giving her permission, reinforcing her position of being in charge. I explained that painting his toy was not a farm job so he would have to do it in his own time ie morning break. He accepted this and |

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| | <p>put the paints away when he had finished. I told him he needed to thank Laura which he did, again reinforcing his perception of her as being in charge.</p> |
| Goals/ learning outcome | <p>Have a drink with the group. Leave all / as many of his toys as possible in a bag and not have them with him when working with animals. Make his own lunch – a roll / sandwich. Modify his perception of men as people who are usually 'in charge.'</p> |