

(Student Name)

Daily Write up

Date:	18 March 2013
Support Staff:	JW ST [#### key worker at Morven House]
Activities carried out	Walked to Asda to buy his lunch: apple pie & custard/smoothie. Walked to Toys'R'Us
Skills Observed	
Gross motor skills	Remembered the way to Toys'R'Us [from walking there last year]
Fine motor skills	Looked at the prices of various items in Toys'R'Us [although they did not display the £ sign] with support, ### tried to read aloud the prices. Used the self-scanner independently, although today asked me to help as he could only use one hand 'as there were germs on other hand'!
Social and interpersonal skills	### was rather chatty walking around Toys'R'Us, mainly with Sophie talking in depth about the various figurines.
Communication skills	
Verbal skills	Very chatty whilst in Asda, very consumed with various super hero characters
Listening skills	### listened intently when I spoke about next week's visit to the library [library-something ## is not keen on] but appeared to accept it. I have suggested he look for books on spiders & perhaps do a project.
Behaviour	
Positive/ encouraging behaviours	Polite to Sophie & at times spoke to me politely. ### complied with completing a small worksheet I had devised in Toys'R'Us: with support for spelling from Sophie. We praised ### at how well he had worked/behaving sensibly etc.
Challenging behavior or issues	
General Comments about the day	
	Productive afternoon. Sophie mentioned at college there is no 'time out' space for ### [the chill out room is always used for his lessons] Sophie mentioned that at the home he can always run to his room when he is angry or even stands alone on the landing. So discussion with tutor/Sophie, we looked for an area for ### to run to as opposed to running off out of college which is dangerous.
Goals/ learning outcome	To finalise an area for ### when he needs 'timeout'. To discuss with tutor ideas/resources at helping ### with learning basic maths, that he will be willing to partake in?