

Case Study

Paul is a delightful boy who is currently in Year 1. He has a diagnosis of ASD and associated with this are the significant difficulties in social communication and social interaction skills which are further impeded by levels of anxiety in a social setting.

Presenting needs

Cognition and Learning

- Paul's lack of understanding and difficulty with communication due to anxiety is impairing his ability to make progress.
- Paul also struggles to understand what to do and how to play; he will often stand around, unsure.
- Paul finds changes/transitions difficult without support.

Communication and Interaction.

- Paul will often use learnt phrases rather than form his own sentences.
- Paul finds it difficult to understand routines and requires visual support to understand his weekly, as well as daily routines.
- Paul's knowledge of grammatical elements is significantly delayed and he has significant difficulty distinguishing pronouns and tenses, impacting the intelligibility of his utterances, he will often say 'his turn' while pointing to his mum.
- Although Paul's expressive language is within that expected for his age, his use of it is impaired. When Paul speaks he does not direct it towards anyone in particular. This makes it difficult to understand who he wants to communicate with.
- Paul finds it difficult to use his language appropriately, for example in group therapy sessions Paul often speaks out of turn, off topic and sometimes uses complex vocabulary which is not in line with his language skills.

Social, emotional and mental health difficulties

- Paul's skills and development in this area are impeded by his high level of anxiety
- Paul still gets upset outside school and when separating from his parents.
- Paul prefers to play alone although this is beginning to change as he enjoys being led to play by a particular child in his class.
- Although Paul is more comfortable around adults in a small contained environment; these types of interactions are only just developing in class, alluding to high levels of anxiety around others, particularly children

Sensory/physical

- Paul is not independent in some aspects of self-care e.g. dressing, washing.
- Paul is not yet fully toilet trained and wears nappies at night.
- Paul has difficulty holding and gripping cutlery.
- Paul has a limited diet and refuses to eat the school lunch.

Progress

Paul is performing below his same age peers in most areas, and will continue to need additional support to meet his SEN needs. Paul is making good progress with his literacy skills, developing his knowledge of letters and colours. He is keen to try different activities with adult support. Paul's attention and concentration is strength, as is his level of engagement with activities; however the lack of understanding and inability to communicate due to anxiety is impairing his ability to make progress.

Other factors

None