

## Case Study

Mary is in year 6 and has a diagnosis of ASD. She is in care of the LA. She is motivated to develop positive relationships with adults and peers and enjoys learning. Mary seems to be developing a generally positive self-concept in spite of the difficulties that she has experienced to date but requires some support to maintain her progress.

### Presenting needs

#### Cognition and Learning

- Mary finds it difficult to process visual material.
- Mary has a strong desire to get things right and can become anxious or upset if she does not meet the high expectations that she sets herself.
- Mary may panic when completing tasks under timed conditions and can then find it difficult to focus and persevere with difficult tasks.
- Mary can struggle to complete more abstract learning activities.

#### Communication and Interaction

- Mary can take things literally and struggles with sarcasm and idioms.
- Mary shows little variation in her use of facial expression and body language.
- Mary can appear overformal in her communication and finds it difficult to maintain the flow of conversations.
- Mary's use of eye contact is limited and she does not always show interest in other people (e.g. asking questions)
- Mary can have difficulty controlling her impulsive responses.

#### Social, emotional and mental health difficulties

- Mary finds it difficult to manage her emotions, and can become upset when she does not meet the high expectations that she sets.
- Mary finds it difficult to be assertive during social interactions.
- Mary may sometimes misinterpret other children's behaviour in a negative way.
- Mary can find it difficult to think flexibly and consider possible alternatives.
- Mary finds it difficult to predict other people's behaviour and gets anxious.
- Mary shows gaps in her understanding of social 'rules'.
- Mary has difficulty recognising when a situation might be dangerous or harmful.
- Mary suffers from low self-esteem.
- Mary can have difficulty accepting authority if she is in disagreement.
- Mary finds it difficult to identify process and express her emotions and needs.

#### Sensory/physical

- Mary demonstrates some sensory sensitivity (e.g. hypersensitivity to touch) which could impact on her classroom learning.

### Progress

Mary is working in line with national expectations for her age and above expectations in reading.

### Other factors

Mary lives with their foster carer. The family receive support from Social Care and some indirect input CAMHS. There is no plan to return the children to their parents' care.