

What Is Known

(Insert Student Name)

(Insert Current Date)

Instructions: Delete this statement once you have filled the document out. These are possible examples to use. Do a 'file save as' on your computer and keep the document in its entirety and do another 'file save as' and use what you need/want for the student.

What Is Known:

- (Insert Students First Name) has been diagnosed with Attention Deficit Hyperactivity Disorder (ADHD), predominately inattentive subtype.
- (Insert Students First Name) has been diagnosed with Attention Deficit Hyperactivity Disorder (ADHD), combined subtype.
- (Insert Students First Name) has been diagnosed with Autism Spectrum Disorder (ASD).
- (Insert Students First Name) has been diagnosed with Autism Spectrum Disorder (ASD) with accompanying language impairment and with accompanying intellectual impairment.
- (Insert Students First Name) has been diagnosed with Oppositional Defiant Disorder (ODD).
- (Insert Students First Name) has been diagnosed with Intellectual Disability, Moderate Range.
- (Insert Students First Name) has been diagnosed with a Not Otherwise Specified (NOS) Mood Disorder.
- (Insert Students First Name) has been diagnosed with an Unspecified Anxiety Disorder.
- (Insert Students First Name) has been diagnosed with a Written Expression Disorder with Spelling and Punctuation at an early elementary level.
- (Insert Students First Name) has a specific learning disorder, with impairment in written expression, with impairment in handwriting legibility and automaticity (Dysgraphia), with impairment in punctuation and capitalization (mechanics) accuracy; moderate severity.

- (Insert Students First Name) has been diagnosed with a Reading Disorder with Reading Comprehension being the area with the most difficulty. Difficulty decoding words especially in context.
- (Insert Students First Name) has been diagnosed with Developmental Dyslexia.
- (Insert Students First Name) has been diagnosed with a Math Disorder and we know (Insert Students First Name) works best in context, problems that make sense to him/her. Numerical operations are difficult.
- (Insert Students First Name) has been diagnosed with a Not Otherwise Specified (NOS) Disorder in Executive Functioning.
- (Insert Students First Name) Executive Function disorder impacts not only his/her planning and organization but his/her ability to be flexible and in his/her ability to self-monitor himself/herself. (Insert Students First Name) wonderfully sees all the details of a plan, any plan, and is overwhelmed by them.
- (Insert Students First Name) has difficulty with his/her Processing Speed. He/she is unable to work quickly and efficiently.
- (Insert Students First Name) has difficulty with Working Memory, in his/her ability to store and manipulate information, impacting not only his/her educational performance but his/her social performance as well. The more complex the task the more difficulty (Insert Students First Name) has.
- (Insert Students First Name) has been diagnosed with a Developmental Coordination Disorder.
- (Insert Students First Name) has a definite Fine Motor Coordination deficit severely impacting his/her handwriting skills. He/she lacks the automaticity of handwriting. (Insert Students First Name) has an early elementary age performance and has to allocate a great deal of energy in just the formation of a letter.
- (Insert Students First Name) has been diagnosed with Sensory Integration Dysfunction. It is a neurophysiological response and creates a flight or fight response to experiences in the world. (Insert Students First Name) has, and does, experience "Sensory Overload". It is when an individual's nervous system has experienced such heightened input, they cannot process at all. They cannot ask for help.

- (Insert Students First Name) has a possible Sensory Processing Disorder (SPD), particularly in Visual & Auditory and in Underresponsive/Seeks Sensation. This is a complex neurological disorder effecting (Insert Students First Name) learning, social participation, self-regulation and thus affecting his/her self-confidence and self-esteem. It is a neurophysiological response and creates a flight or fight response to experiences in the world, creating more difficulty with self-regulation.
- (Insert Students First Name) has a possible Sensory Processing Disorder (SPD). This is a complex neurological disorder effecting (Insert Students First Name) learning, social participation, self-regulation and thus affecting his/her self-confidence and self-esteem. It is a neurophysiological response and creates a flight or fight response to experiences in the world, creating more difficulty with self-regulation.
- (Insert Students First Name) has been diagnosed with a Sleep Disorder. (Insert Students First Name) brain wakes up hundreds of times during the night for one and half ($1 \frac{1}{2}$) to two and half ($2 \frac{1}{2}$) seconds. Hence, intense day time fatigue and the reason (Insert Students First Name) does "arousal" activities all of the time. Loud noises, movement, humming, etc.
- (Insert Students First Name) was adopted at birth and had prenatal exposure to heroin and methadone. He/she is a kid with Drug & Alcohol Exposure, and the overall issue is that kids like (Insert Students First Name) do not understand Cause & Effect
- (Insert Students First Name) has been diagnosed with Asperger's Syndrome (Autism). (Insert Students First Name) has very limited understanding of social cues and a limited insight into the consequences of his/her behaviors. He/she is in need of adult supervision to help prevent and avoid serious problems and risks of very serious harm. (Insert Students First Name) does not recognize situations when he/she is in risky social situations and being taken advantage of.
- (Insert Students First Name) has been diagnosed with Asperger's Syndrome. (Students Name) has very limited understanding of social cues and a limited insight into the consequences of his/her behaviors.
- (Insert Students First Name) has extensive food and environmental allergies. He/she has had anaphylaxis reactions to peanuts, perfumes, spider bites and bee stings.

- (Insert Students First Name) has Social Skills deficits, as a result of his/her Attention Deficit Hyperactivity Disorder (ADHD) diagnosis, his/her Learning Disabilities (LD) diagnosis, and his/her mood/anxiety disorder. This impacts (Insert Students First Name) ability to recognize when he/she is caught up in negative behaviors because of his/her lack of ability to read situations, his/her often irritability & crankiness, his/her difficulty saying no to pressure coming from peers and in his/her inability to maintain.
- (Insert Students First Name) has enormous difficulty with rigidity. He/she is not flexible. He/she has so many deficits, resulting in anxiety, that (Insert Students First Name) has extreme issues with moving on and letting go of an issue. He/she is getting "stuck". His/her rigidity is the largest contributor to his/her behavioral problems.
- (Insert Students First Name) has enormous difficulty with switching between rule sets and keeping the rules of his/her task in his mind.
- (Insert Students First Name) clearly tries to hide his/her anxiety (nervousness, fearfulness, worrying, withdrawal, difficulty concentrating, etc).
- (Insert Students First Name) does not want to be viewed as "dumb" or "stupid" - this contributes to his/her level of anxiety.
- (Insert Students First Name) teacher has suggested the possibility of retaining him/her in the current grade.
- (Insert Students First Name) has difficulty dealing with mistakes and challenges. He/she shuts down emotionally and stops engaging and participating when he/she makes a mistake or if the task at hand becomes too difficult for him/her.
- (Insert Students First Name) has challenges with the ability to understand how emotion relates to social context, impacting educational and daily living abilities.
- (Insert Students First Name) exhibits pervasive and persistent challenges across multiple contexts and domains of daily living in areas related to communication and social interaction.
- (Insert Students First Name) continues to have Juvenile Justice involvement impacting adequate educational opportunities.
- (Insert Students First Name) has difficulty learning and retaining new information. He/she is extremely inattentive and distractible, unable to maintain a persistent focus.