

Children assessment

1. Personalized Educational Plan (PEI)
2. Document describing the integrated and balanced interventions, prepared for the pupil in a situation of disability, for a certain period of time, for the purpose of achieving the right to education and education. It is drafted as evidence of the link between the interventions prepared in its favor, for the current school year, on the basis of data deriving from Functional Diagnosis and the Functional Dynamic Profile. Propositive interventions are integrated with each other so as to arrive at a final drafting related to the disability of the pupil himself, to his consequent difficulties and to the potential of the pupil in any case available. The structuring of P.E.I. is configured as a reasoned map of all intervention projects: educational-educational, rehabilitative, socialization, integration aimed between school and extra-school.
3. Example (annex)
4. Editable and printable document. Doc/docx

PERSONALIZED EDUCATIONAL PLAN

School year

Student:

Birth place:

Registered residence:

School:

Support teacher/weekly hours:

Cultural Educational Assistant (CEA):

Schooling:

Family framework:

(father)

(mother)

(sister)

(brothers and sisters)

Teaching staff

Surname	Name	
		Support teacher
		Teacher
		Teacher
		CEA

ANAMNESIS

HANDICAP TYPE:

DIAGNOSTIC CODE:

PHYSICAL CHARACTERISTICS			
<u>Good health</u>	YES <input type="checkbox"/>	NO <input type="checkbox"/>	
<u>Difficulty of speech</u>	YES <input type="checkbox"/>	NO <input type="checkbox"/>	
<u>Good visual function</u>	YES <input type="checkbox"/>	NO <input type="checkbox"/>	
<u>Good auditory function</u>	YES <input type="checkbox"/>	NO <input type="checkbox"/>	
<u>Use of medical prostheses or technical aids</u>	YES <input type="checkbox"/>	NO <input type="checkbox"/>	
Rehabilitation treatments	YES <input type="checkbox"/>	NO <input type="checkbox"/>	
if yes, which:			
Therapies take place		during school time <input type="checkbox"/>	out of school time <input type="checkbox"/>
Pharmacological treatments	YES <input type="checkbox"/>	NO <input type="checkbox"/>	
BEHAVIORAL CHARACTERISTICS			
Aggression	YES <input type="checkbox"/>	NO <input type="checkbox"/>	IN PART <input type="checkbox"/>
Dependence	YES <input type="checkbox"/>	NO <input type="checkbox"/>	IN PART <input type="checkbox"/>
Participation	YES <input type="checkbox"/>	NO <input type="checkbox"/>	IN PART <input type="checkbox"/>
Acceptance rules	YES <input type="checkbox"/>	NO <input type="checkbox"/>	IN PART <input type="checkbox"/>
He/she attends willingly	YES <input type="checkbox"/>	NO <input type="checkbox"/>	IN PART <input type="checkbox"/>
Autonomy	YES <input type="checkbox"/>	NO <input type="checkbox"/>	IN PART <input type="checkbox"/>
Emotional management	YES <input type="checkbox"/>	NO <input type="checkbox"/>	IN PARTE <input type="checkbox"/>
PSYCHOMOTOR FUNCTION			
<u>Good general motor coordination</u> YES <input type="checkbox"/> NO <input type="checkbox"/>			
<u>Side dominance:</u>	Right <input type="checkbox"/>	Left <input type="checkbox"/>	Cross <input type="checkbox"/> Not acquired <input checked="" type="checkbox"/>
<u>Good fine motor skills</u>	YES <input type="checkbox"/>	NO <input type="checkbox"/>	
<u>Good space-time coordination</u>	YES <input type="checkbox"/>	NO <input type="checkbox"/>	

WEEKLY TIMETABLE OF THE STUDENT

Day	TIME OF ENTRY	EXIT TIME	THERAPY
Monday			
Tuesday			
Wednesday			
Thursday			
Friday*			

Weekly school attendance: 32 h

DESCRIPTION OF THE CLASS

ANALYSIS OF THE STARTING SITUATION

AREA OF AUTONOMY

SOCIO-AFFECTIVE AREA

LINGUISTIC AREA

PERCEPTIVE SENSE AREA AND SPACE-TIME ORIENTATION

PSYCHOMOTOR AREA

NEUROPSYCHOLOGY

SUMMARY OF EDUCATION-TEACHING PROGRAM

The pupil's schedule will be: equal to the class: YES <input type="checkbox"/> NO <input type="checkbox"/>	
DIFFERENT FOR <ul style="list-style-type: none"> • GOALS • METHODOLOGY • CONTENT • STRATEGY • SPACE • TIMING 	The content differentiation is characterized by: <ul style="list-style-type: none"> • SIMPLIFICATIONS • SUBSTITUTIONS • INTEGRATIONS • REDUCTIONS

INDIVIDUAL TEACHING PROGRAM

SOCIO-AFFECTIVE AREA

General objectives	Specific goals

AREA OF AUTONOMY

General objectives	Specific goals
<i>Reinforce the basic autonomy</i>	

LINGUISTIC AREA

General objectives	Specific goals

MATHEMATICAL LOGICAL AREA

General objectives	Specific goals

PSYCHOMOTOR AREA

General objectives	Specific goals

NEUROPSYCHOLOGICAL AREA

General objectives	Specific goals

METHODOLOGY AND TOOLS

Instruments:

CHECK MODES

Rome,

SIGNATURES OF SETTERS

Position	Name Surname	Signature
PRINCIPAL		
COORDINATOR		
SUPPORT TEACHER		
TEACHERS		
CED COORDINATOR		
CED		
PERSONALE ASL		
PUBBLIC CENETR		
PRIVATE THERAPYST		
PARENTS		
OTHERS:		

Annex: PEI filled (examples)

PERSONALIZED EDUCATIONAL PLAN

School year 2017/2018

Student: A.

Birth place: Rome

Registered residence: Roma

School: Kindergarten

Support teacher/weekly hours: 22

Cultural Educational Assistant (CEA):

Schooling: one year of nursery school and one year of kindergarten

Family framework:

(Father)

(Mother)

(Sister- 6 years old)

Teaching staff

Surname	Name	
		Support teacher
		Teacher
		Teacher
		CEA

ANAMNESIS

HANDICAP TYPE: Generalized Developmental Disorder Type Autism

DIAGNOSTIC CODE: F 84.0

PHYSICAL CHARACTERISTICS			
<u>Good health</u>	YES x	NO <input type="checkbox"/>	
<u>Difficulty of speech</u>	YES x	NO <input type="checkbox"/>	
<u>Good visual function</u>	YES x	NO <input type="checkbox"/>	
<u>Good auditory function</u>	YES x	NO <input type="checkbox"/>	
<u>Use of medical prostheses or technical aids:</u> YES <input type="checkbox"/> NO x			
Rehabilitation treatments YES x NO <input type="checkbox"/>			
If yes, which: Cognitive behavioral therapy– Psychomotor – Speech Therapy (privately)			
Therapies take place during school time x out of school time <input type="checkbox"/>			
Pharmacological treatments YES <input type="checkbox"/> NO x			
BEHAVIORAL CHARACTERISTICS			
Aggression	YES <input type="checkbox"/>	NO x	IN PART <input type="checkbox"/>
Dependence	YES x	NO <input type="checkbox"/>	IN PART <input type="checkbox"/>
Participation	YES <input type="checkbox"/>	NO x	IN PART <input type="checkbox"/>
Acceptance rules	YES <input type="checkbox"/>	NO x	IN PART <input type="checkbox"/>
He/she attends willingly	YES x	NO <input type="checkbox"/>	IN PART <input type="checkbox"/>
Autonomy	YES <input type="checkbox"/>	NO x	IN PART <input type="checkbox"/>
Emotional management	YES <input type="checkbox"/>	NO x	IN PARTE <input type="checkbox"/>
PSYCHOMOTOR FUNCTION			
<u>Good general motor coordination</u> YES x NO <input type="checkbox"/>			
<u>Side dominance:</u> Right <input type="checkbox"/> Left <input type="checkbox"/> Cross <input type="checkbox"/> Not acquired <input checked="" type="checkbox"/>			
<u>Good fine motor skills</u> YES <input type="checkbox"/> NO x			
<u>Good space-time coordination</u> YES <input type="checkbox"/> NO x			

WEEKLY TIMETABLE OF THE STUDENT

Day	TIME OF ENTRY	EXIT TIME	THERAPY
Monday	10.20	16.20	X
Tuesday	9.20	16.20	X
Wednesday	8.20	11.20	X
Thursday	8.20	16.20	
Friday*	8.20	16.20	

Weekly school attendance: 32 h

DESCRIPTION OF THE CLASS

A. attends the second year of kindergarten. The class group in which it is inserted is heterogeneous by age and consists of 21 children, including 9 males and 12 females. There are no other students in a situation of handicap; only one child follows cognitive behavioral therapy during school hours. The classroom climate is cooperative, peaceful and positive. In class A. shows to be at ease and, immediately, has accepted the constant presence of the support teacher. He is a child much loved by his companions and receives many demonstrations of affection. Everyday the classmates try to establish with A. behavior of verbal and gestural contact (kiss, caress, take by the hand) or sharing the game. They often intervene on A. imitating the teacher's modality. A. does not always allow himself to be "guided" by his companions and interact with them, but it shows annoyed by removing the other or crying.

ANALYSIS OF THE STARTING SITUATION

AREA OF AUTONOMY

A. does not present difficulties of separation from the parental figures. In personal autonomy, the child collaborates with the adult in dressing; on the contrary, sphincter control is not achieved. At the table, he recognizes the table of his section and sits down. If not suggested, he tends to eat with his hands. In both eating and hand washing, a physical prompt is required to perform the various steps correctly.

SOCIO-AFFECTIVE AREA

His relationship with adults is certainly preferable compared to that with peers, which initially seems to be absent. He likes the demonstrations of affection, but his emotional reactions are often accompanied by an excess of body heat (he throws himself on others, he bites, etc.). Following the directions it is often delayed, and the request must be repeated several times. The eye contact remains alternating and little integrated; gaze triangulation is absent. The child turns to his name after repeated calls. It has variable participation skills: the child demonstrates participation skills that vary significantly depending on his interests.

LINGUISTIC AREA

The language is characterized by vocalizations and pseudo-languages that accompany spontaneous activity; sporadically produces single words ("mum", "turns").

He expresses rejection of things or people by pushing with his hand and making it clear that what is offered to him annoys him. He expresses the emotions of happiness smiling and looking for physical contact with the adult, instead when tired or nervous tends to jump on the ground, to jump nervously or to give screams of disapproval. He has recently begun to take the teacher's hand by pulling the latter to the desired place (example: lead the teacher in front of the table where the water jug is placed to express the will to drink) and to offer his hand for say "give".

PERCEPTIVE SENSE AREA AND SPACE-TIME ORIENTATION

A. is very sensitive to musical language: he moves swinging in time to music. When free, repeat some activities in a continuous manner (e.g. bring objects to the mouth, throw yourself on the ground...).

PSYCHOMOTOR AREA

A. maintains all postures and performs all postural steps independently. There are motor stereotypes (swinging, walking with the legs extended, bringing objects to the mouth) especially in moments of fatigue or unstructured activity. He tends to leave the classroom. He is learning to manipulate and use the most diverse materials (salt paste, finger paints...). A. has just learned to perform simple interlocking games.

NEUROPSYCHOLOGY

Understanding of simple orders is present. A. shows little interest in graphic activity. The manipulation of objects is not always functional; the child picks up the toy and fixes it, touches it, shakes it, shakes it, slams it, brings it to his mouth. A. plays alongside his classmates but nevertheless does not take part in-group play.

SUMMARY OF EDUCATION-TEACHING PROGRAM

The pupil's schedule will be: Equal to the class: YES <input type="checkbox"/> NO <input checked="" type="checkbox"/>	
DIFFERENT FOR <ul style="list-style-type: none"> • GOALS x • METHODOLOGY x • CONTENT x • STRATEGY x • SPACE x • TIMING x 	The content differentiation is characterized by: <ul style="list-style-type: none"> • SIMPLIFICATIONS x • SUBSTITUTIONS x • INTEGRATIONS x • REDUCTIONS x

INDIVIDUAL TEACHING PROGRAM

SOCIO-AFFECTIVE AREA

General objectives	Specific goals
<i>Improving socialization</i>	Increasing the appearance of communicative gestures
	Developing the eyes contact
	Increasing the play activity (the functional game, the wait for the turn)

AREA OF AUTONOMY

General objectives	Specific goals
<i>Reinforcing the basic autonomy</i>	Absolve small charges in the group (tasks such as the waiter)
	Autonomy in eating and hand washing Task analysis: (In the bathroom) stand in front of the sink, pull up the sleeves, open the tap, take the soap and dose

	<p>it, soap and rub your hands repeatedly, rinse, close the tap, dry your hands, throw the paper towel into the trash;</p> <p>(In the canteen) use the fork and the spoon until the end of the lunch, clean the mouth with the napkin, stay seated for the duration of the lunch.</p> <p>The goal will be achieved when A. will be able to perform the sequence of operations in total autonomy.</p>
	Completing the activities undertaken
	Organize and store teaching material in its place
	Acquire sphincter control

LINGUISTIC AREA

General objectives	Specific goals
<i>Improving verbal and non-verbal communication</i>	Increasing gestural imitation
	Indicating or delivering items or images nominated by the teacher
	Making spontaneous requests
	Acquiring new words
	Making verbal deliveries related to the various actions of school life

MATHEMATICAL LOGICAL AREA

General objectives	Specific goals

<i>perception</i>	Matching figures / shake
	Classifying objects by shape-colour-size
	Discriminating and naming the colour red, yellow and blue.
	Discriminating tactile qualities: smooth-rough

PSYCHOMOTOR AREA

General objectives	Specific goals
<i>Developing fine and global motor skills</i>	Improving hand-eye coordination
	Refining the "small movements of the hand" (e.g., threading pearls, unscrewing and screwing bottle caps, tearing, using glue, etc.)
	Inserting interlocking elements
	Using the awl
	Gripping the graphic tool correctly
	Manipulating different materials
	Imitating with the body the positions taken by the teacher (clap, raise arms, jump, touch the parts of the face and body, etc.)
	Performing passages with the ball, throw it to hit a target, kick it towards one direction, etc.
<i>Consolidating the knowledge of the body schema</i>	Recognizing the main parts of the body

NEUROPSYCHOLOGICAL AREA

General objectives	Specific goals
<i>Strengthen span of attention and concentration</i>	Paying visual attention to the activity that is taking place

METHODOLOGY AND TOOLS

We will work with an individual relationship, favouring integration in every possible occasion. You will use motivating material for the child and emotional partner reinforcements such as positive encouragement and dynamic reinforcements that will allow the child to do something nice only after finishing the activity.

You will need to be firm in the controls and make sure that they are executed. Verbal overloading will be avoided and the sources of auditory and visual distractions will be reduced to a minimum. To communicate with the student it will be appropriate to modulate the language and speak in first person, using few words and well marked: capture the child's gaze and accompany the words with redundant gestures compared to the same communication, for example: 1) I take 2) I put inside 3) close.

Reassuring and stable relationships will be proposed in an ordered and highly structured context. A. will have small tasks in the class group how to serve the snack or distribute the bags, rewarding tasks that enhance the value of others and their own.

At the same time, to facilitate and allow learning, tools such as the Montessori material present in the classroom and the material prepared by the teacher will be used.

We will work above all to promote socialization, communication and refine fine motor skills.

It is necessary to ensure that A. can consolidate and refine the skills already possessed and acquire new ones. It is appropriate to structure the activities using the model's strategy, first in a 1: 1 ratio with the teacher (better if positioned in front of the child and not on the side) and, subsequently, extending the social range through small group work.

Instruments:

Prepared material: tacks, clothes pegs, sponges, etc.

Contact games

Structured and non-structured material

User-friendly material

Sensory material

Motivating and pleasing material for A. (plastic animals, toy car, etc.)

Use of images, tags

CHECK MODES

The pupil's learning will be guided by the Montessori material present in the classroom and the material prepared by the teacher: the same materials will be used to report the mistakes made to the child and the teacher. The verifications will then focus on direct observation and will be carried out gradually.

Attention will be given to feedback from the pupil, parents and therapist.

Rome,

SIGNATURES OF SETTERS

Position	Name Surname	Signature
PRINCIPAL		
COORDINATOR		
SUPPORT TEACHER		
TEACHERS		
CED COORDINATOR		
CED		
PERSONALE ASL		
PUBBLIC CENETR		
PRIVATE THERAPYST		
PARENTS		
OTHERS:		