

Please complete if you have a child with a special need, social challenges,  
learning differences, or may need additional assistance

for His Workmanship, Special Needs Ministry at DBC

**Our desire is to create an atmosphere that includes, accepts, and supports all individuals and all abilities. Please help us do this for your child by providing the following information that we can use to create a positive experience for them and your family. Someone will be available to assist you and your child during your first visit.**

Child's name \_\_\_\_\_ DOB, Age & School year \_\_\_\_\_

Parent's/Guardian Contact Name(s) \_\_\_\_\_

Address \_\_\_\_\_ City \_\_\_\_\_ Zip \_\_\_\_\_

Phone (Mother's Cell) \_\_\_\_\_ (Father's Cell) \_\_\_\_\_

Email Address(es) \_\_\_\_\_

Sibling's name/ages: \_\_\_\_\_

Student's diagnosis, medical condition, or learning difference:

ADD/ADHD (circle one) \_\_\_\_\_ High/Low Funct. Autism (circle one) \_\_\_\_\_

Sensory Processing Disorder \_\_\_\_\_ Mental Health (Bipolar, OCD, Anxiety) \_\_\_\_\_

Down Syndrome \_\_\_\_\_ Other: \_\_\_\_\_

Circle one for each of the following for your child's level of participation:

Student seems most relaxed in settings **alone, with few people/peers, among many.**

Student **does/does not** enjoy music and/or **would/would not** enjoy a large group worship.

To transition student needs **strict routine/no transitions, count down/prompts, no assistance.**

Student is prone to seizures (circle one) **Yes/No** Student prone to elopement (circle one) **Yes/No**

Student's allergies and/or food sensitivities: \_\_\_\_\_

Student can independently: Toliet \_\_\_\_\_ Calm Self \_\_\_\_\_ Interact with peers \_\_\_\_\_ Other \_\_\_\_\_

Student's main mode of functional (receives and communicates) communication is:

Verbal \_\_\_\_\_ Sign Language \_\_\_\_\_ Eye Gaze \_\_\_\_\_ Picture Symbols \_\_\_\_\_ Communication Device \_\_\_\_\_

A trigger-point for resistance, frustration, or behavioral problem for student:

Transition \_\_\_\_\_ Noises \_\_\_\_\_ Touch \_\_\_\_\_ Peer interaction \_\_\_\_\_ Lighting \_\_\_\_\_ Other \_\_\_\_\_

When/if student experiences a period of frustration, he/she calms when:

Held \_\_\_\_\_ Given space \_\_\_\_\_ Taken to a quiet spot \_\_\_\_\_ Given new task \_\_\_\_\_ Other \_\_\_\_\_

What items of interest or helps encourage your child to engage and stay on track:

Ipad \_\_\_\_\_ Token board \_\_\_\_\_ Picture Schedule \_\_\_\_\_ Social Story \_\_\_\_\_ Peer buddy \_\_\_\_\_

Preferential seating \_\_\_\_\_ Rewards for desired behavior \_\_\_\_\_ example: \_\_\_\_\_

Alternate/reduced tasks \_\_\_\_\_ Frequent breaks \_\_\_\_\_ Offer choices \_\_\_\_\_

Ignore minor behavior \_\_\_\_\_ Other \_\_\_\_\_

Strategies used in classroom at school: \_\_\_\_\_