



Casistry – Patrik

1 Initial information

Patrik is currently in the 4th grade and is 9 years old. He attends our school since the 1st grade. From 1st to 3rd grade he went to a classroom of 10 students and an assistant was working there (there were two assistants successively, they changed between 2nd and 3rd grade). As of now the classes in grade mixed together and there are 16 students, the assistant continues working there.

Patrik grows up in a nuclear family, has got a younger sister Eliska, who has now started going to school. Parents have been invited to cooperation with school since the beginning. The mother tried to deal with all the problems but was not very accommodating and may have yet to come to terms with Patrik's differences. When dealing with serious issues his father also stepped in and according to our opinion he cut her down to size.

Patrik fulfils his daily duties depending on his mood. He does things he takes interest in and enjoys. Those he does not enjoy and like, he pushes away. After talking with Patrik frequently and formulating strategies he usually fulfils the given tasks. Sometimes he only does part of the task or nothing at all. His school preparation also falls under his mood but he does most of the homework.

2. Detailed anamnesis

2.1 Report of pedagogical-psychological consulting

Weakened attention, heightened activity and impulsivity, weakened resistance to psychic stress. Continuous weakened visual motor coordination is the cause of difficulties in writing. Learning disability – dysgraphia. Incomplete speech development due to a minor defect in the orofacial area. Patrik was examined a second time after consulting the special teacher and was diagnosed with Asperger syndrome.

2.2 Patrik's pattern of work and behaviour

Patrik is a nice boy who has since kindergarten been dealing with one issue: sometimes he does not want to work how others tell him to and sometimes he wants to do something completely different to what he is told to.

At the first meeting Patrik's mother agreed with class teacher and assistant on making an individual learning programme for Patrik. The assistant is working with Patrik and one of his classmates (the children have shared the assistant so far).

Most of the problems we encountered at school was caused by the change of manner of work for Patrik. The overall organization of school days, demands of self-sufficiency and responsibility for not being prepared manifested in Patrik unwillingness and often even aggression. To adapt more easily in

the new system he had help from his teacher but mainly from the assistant who had a nice relationship with Patrik and whom he respected.

Patrik often stood outside the classmates because of his behaviour. During stressful situations his neurotic behaviour used to and still manifests (both verbal and physical aggression).

Patrik's work with FIE instruments

Patrik began to work with Organization of Dots – Basic instrument in spring 2016, that is in the second half of 2nd grade. He works in a tiny group with his classmate and friend Kristyna. His work with the instrument was quite chaotic at first as he could not put aside competition with Kristyna who is going to finish first. He was very active at collecting information, thanks to his general knowledge he could be precise and accurate, but he utterly refused formulating of strategies. When it came to comparing pages he had a tendency to stress that he was faster, and his solution was better in case of discrepancies. It was necessary to moderate his communication so that Kristyna could get a word in edgeways. Gradually his behaviour became a bit more stable but comparing achievements is still his forte.

We are currently working with the instrument Identifying Emotion and Patrik's position in the group has changed. Since the page 1 he works nicely but at the same time he refuses this work and does not understand its importance. He claims it does not interest him and he does not need to know it. Also he is no longer behaving as if superior to Kristyna and she urges him to think with her questions.

3 Final summary of Patrik's success (teachers' notes)

Patrik now acts much more among classmates. His speech and vocabulary are well developed he expresses precisely and formulates complex sentences. He learned how to move on to next tasks only once he had finished previous ones. His concentration when hearing instruction increased as well. He asks repeatedly if something is not clear to him. He asks to assure himself he understood the task correctly. All this is polar opposite to how our cooperation looked at the beginning of his school attendance.

Patrik's ability to cooperate with others improved as well, both students and teachers. A significant improvement occurred to his social relations, he tries more and more to become part of the class and respect his classmates. He advanced a great deal when it comes to clearly stating a problem, discusses it and accepts common rules and compromises we agree upon.

Patrik keeps on improving, comes to realize his strengths and weaknesses. We actively try to encourage his strengths and work to tackle his weaknesses. His great achievement is when he comes across a problem he can be left alone to think it through on his own and survey the situation – we can go back to the issue later and solve it effectively.

4 Attachments

- Below follow selected pages from Patrik's instrument Organization of Dots:

USPOŘÁDANÍ BODŮ

Stránka s chybou: D = dodatečný bod; V = velký; M = malý

Jméno: _____

Datum: 3.12

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Jméno: _____

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