

Strengths and abilities communication checklist

This Strengths and Abilities Communication Checklist can help you think about areas that may be a strength for a student, as well as areas where further support can help a student thrive at school. Parents or carers and teachers can tick any areas they would like to discuss together. You can also involve a student in identifying their strengths as well as areas they would like more support with.

Personal preferences:

Does the student particularly like or dislike:

Repetition	Following the rules
Routines	Thinking or observing before joining in
Activities that involve creativity	Being active
New or unfamiliar situations	Play
A specific sensory experience (sounds, textures, lights, smells, pain)	Music
Working with others	Hands-on or tactile experiences
Working alone	Technology
Taking risks or trying new things	Visual learning (for example, pictures or videos)

Is there anything in particular that makes the student happy? (please list)

Is there anything specific in regards to preferences that you would like to discuss:

Character traits

Sense of humour	Cheerful	Honest
Loving	Easy Going	Grateful
Enthusiastic	Gentle	Resilient
Playful	Patient	Brave
Thoughtful	Creative	Other (please list)
Affectionate	Confident	
Responsible	Hardworking	

Strengths and abilities communication checklist

Movement and senses:

Energy or endurance

Strength and Balance

Mobility

Coordination

Flexibility (physical)

Vision

Hearing

Learning:

Loves or enjoys learning

Perseveres with a task when bored.

Persists with a task until they get it right.

Focuses on work without prompts

Handwriting

Reading

Learns through watching someone

Keeps track of their things and can be organised.

Has an eye for detail

Creative thinking (can think 'outside' the box)

Enjoys learning facts

Sitting still and keeping hands to self.

Interested in a specific topic.

Likes their work to be perfect.

Adapts or changes their approach

Curiosity

Problem solving

Remembers information or instructions (for example, one instruction for 30 seconds? Multiple instructions?)

Hard worker

Follows instructions

Feelings: (For example, do they have good strategies for managing frustration?
Are there specific approaches that enable them to feel confident and hopeful about their future?)

Calm or relaxed

Happy

Excited

Sad

Down or depressed

Angry

Frustrated

Unsettled

Anxious or fearful

Restless

Proud

Frustrated

Embarrassed

Insecure

Secure

Confident

Shy

Accepted, loved, connected or included

Isolated or excluded

Hopeful or excited about the future

Inspired

Excited

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Communication:

Does the student communicate using signs, gestures, assistive device, picture cards, sentences, single words, short phrases, full sentences?

Do they ask for help readily?

Do they express what they are thinking or feeling in a stressful situation?

Do they express how they are feeling in a positive way?

Do they listen attentively to others?

Do they stand up for themselves in a calm way?

Do they have a good understanding of what they need or want, and can they communicate that?

Living skills:

Can manage own lunch and drink bottle

Can take extra clothing on and off (for example, a jacket)

Uses strategies to manage their toileting (for example, do they sometimes need to leave quickly?)

Social connections:

Joins in with a group or other students engaged in an activity.

Prefers to play with other students

Prefers to play alone

Prefers small groups

Prefers large groups

Becomes upset if others are loud or yelling.

Knows when other people need help and how to get help for them

Shows empathy, compassion or kindness to others

Open minded about other opinions or views

Confident

Helpful

Likes to be the leader

Prefers to follow

Enjoys being part of a team

Likes it when everyone plays by the rules

Happy for others when good things happen

Friendly and welcoming of others

Thoughtful and considerate

Quick to 'forgive and forget'

Good listener

