

Individual Preparation for a Cooperative Assessment Meeting

Joint Assessment of the Situation and Planning

Pupil's name:

All participants receive this form in advance, complete it prior to the meeting and bring it along. If a domain is difficult to evaluate or the content unclear it can be left blank. This preparation form remains in the possession of each participant and is returned after the meeting.

Date of the meeting:

My description of the current situation in keywords:

1–2 crosses per domain Terms of particular importance can be underlined

You can write any comments or observations concerning:

Strength ↑	↓ Problem	<p>General learning The child can explore objects with their hands; listen, watch; imitate/copy; acquire skills; be attentive; find solutions; make decisions</p>
Strength ↑	↓ Problem	<p>Acquiring language and concepts The child can put their experiences and feelings into gestures/symbols/words; make a connection between things/people and gestures/symbols/words</p>
Strength ↑	↓ Problem	<p>Mathematics The child knows the difference between even/uneven, large/small, many/few; can group or arrange objects depending on certain criteria (eg colour, shape); add up and subtract; recognise patterns when things are in a certain order</p>
Strength ↑	↓ Problem	<p>Handling tasks and demands The child can carry out simple tasks (eg put on shoes, make the bed); plan and carry out complex activities (eg feed a pet, lay the table); carry out tasks together with other children; feel comfortable with day to day activities/routines; manage feelings of happiness and frustration</p>
Strength ↑	↓ Problem	<p>Communication The child can react when spoken to/approached; make eye contact; understand what others say or mean (through gestures/pictures/words/symbols); get across what they want to say using verbal and/or non-verbal communication; have conversations with children and adults</p>
Strength ↑	↓ Problem	<p>Movement and mobility The child can change position themselves; sit on the floor; crawl, walk, run, hop; copy, plan and coordinate a series of movements; use cutlery/pencils/a toothbrush</p>
Strength ↑	↓ Problem	<p>Looking after oneself The child can communicate their needs concerning food, clothing, passing water or a stool; eat/drink with support or by themselves; get dressed; use the toilet; take care of their own personal hygiene; avoid dangerous situations (eg fire, traffic)</p>
Strength ↑	↓ Problem	<p>Handling relationships The child can get to know others and keep in contact; demonstrate and respond to likes and dislikes; manage proximity and distance; deal with criticism; make and remain friends with others</p>
Strength ↑	↓ Problem	<p>Recreation, leisure and community life The child can be part of a communal way of life within the family, neighbourhood and extra-familial activities; take part in games and other free time activities; have their own hobbies</p>