

## HOPE, DREAMS AND EXPECTATIONS FOR PARKER

- *Opportunity to reach his fullest potential and excel*
- *Fully included and accepted in his community*
- *Graduating high school after his senior year with a diploma or modified diploma*
- *Full inclusion beginning in first grade at neighborhood school in the general ed classroom*
- *Rich and independent life with whatever supports he needs*



**Parker loves playing games with peers at school**



**A Person Centered Plan**

Please feel free to contact us at any time  
Home (541)772-0035  
Emilie's cell (541)621-1910  
Matt's cell (541)621-1126

Emilie.sampson@douglasesd.k12.or.us  
matt@sparrowclubs.org



# All About Parker Sampson



**A Person Centered Plan**

## Strengths/Gifts/ Capacities



**Parker enjoys writing movie titles from memory**

**SMART**– a learner, recognizes and can write all letters (both in upper and lowercase), recognizes and can write numbers up to 50. Can do single digit addition and subtraction, beginning reading and recognizes, spells, and writes 30+ words from

memory.

**SENSE OF HUMOR**– Finds humor in things typical peers find funny, and has great comedic timing.

**DETERMINED**- Great memory and focus

**VERY VISUAL**– learns better visually

**CREATIVE**– enjoys art and drawing, beginning to use objects for more than what they were created to do (using a towel as a cape)

**PROBLEM SOLVER**– Very analytical and tries new solutions to solve a problem. Asks for help when needed.

**GREAT HELPER**– is able to help around the house and the yard, cleans up in the classroom when instructed.

## What Works for Parker



- Routines and structure in his day
- Praise and encouragement
- Choices-
- Giving up to 4 verbal choices
- Warning prior to transitions
- Ability to learn from typically developing peers
- Reminder to “take a breath” when upset
- Opportunities to try things on his own
- High expectations
- Clear schedules
- Prior notice to things being “different” with assurances that it will “be ok”



**Parker learns best from peer modeling and the examples set by his typically developing peers.**

## What doesn't work for Parker



- Gluten, Dairy, and Soy
- Not allowing him to complete a task
- Too many choices
- Lack of structure
- Low expectations
- Transitions without warnings
- Changes in schedule without explanation

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