

Synthesis Paper

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Severe and Moderate Disabilities

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Description:

Lily is a very spirited and social eight year-old girl who enjoys spending time at school with her friends and at home with her family. Lily is in third grade and is a part of the special education program at her school due to an intellectual disability. She enjoys playing and learning with her friends in both of the classrooms that she is a part of, and hopes to be in the fourth grade classroom full time next year! This year she is working on communication, reading, computer, and personal care skills.

Lily lives in St. Louis with her adoptive mother, Suzanne, and her many other siblings. She is closest with her brother Josh, who she likes to read with. The whole family works together to take care of each other and their home. Lily has a great memory and eye for finding things that her family members misplace. Her family loves her sparkly personality and feels so lucky to have her in their lives!

Strengths and Weaknesses

Lily's intellectual disability comes with difficulties that are greatly outshined by her many strengths. As mentioned before, Lily is very spirited and friendly. She brings a lot of joy into her classrooms and her home. Her greatest abilities lie in her memory, helpfulness, and her capability to work hard. Lily is able to identify things such as the date using her touch-talker and reads with the aid of another (at home her brother Josh). Lily uses her touch-talker and two- to three-word sentences to communicate and understands the meaning of a conversation. She learns best when she participates in learning activities with her peers and is kept busy. In terms of motor skills and mobility, Lily is able to walk short distances and uses her arms well. She is able to grasp larger writing utensils and press the buttons of her touch-talker. Tasks that Lily performs around the house include putting away dishes and making her bed.

The difficulties that Lily experiences due to her intellectual disability affect her fine motor skills, verbal communication, reading, and attention span. Lily has difficulties getting dressed and putting her coat on by herself. This affects her when she changes clothing, uses the restroom, and needs to wear a coat outside. It would increase her quality of life if she were able to perform these tasks independently. Lily is learning to communicate through a touch-talker and hopefully learn more words to use verbally. Her brother Josh usually helps with her reading at home, but she should be able to recognize and read more sight words. Also, though Lily has a remarkable memory, her short attention span can affect how long she is able to work and how many directions she is able to follow at one time. The directions she receives in class and at home need to be broken down into steps given one at a time. Socially, Lily blossoms. Her mother's one concern is

about the drooling that occurs when she leaves her mouth open and the effect it may have when she meets new people and when she's going about her daily routine.

Lily's mother hopes that Lily will be able to enter into a job setting in the future when she finishes school, and that she will lead a more independent lifestyle. By utilizing her strengths, it is our goal to help Lily overcome some of the difficulties she faces.

Primary Programming Goals:

Goal #1

By 4-19-2013, Lily will learn to communicate her ideas in the classroom, using her touch-talker independently on 9/10 opportunities.

Objectives

Lily will learn to communicate her ideas in the classroom, using her touch-talker independently on

- 1) 4/10 opportunities.
- 2) 6/10 opportunities.
- 3) 8/10 opportunities.

Goal #2

By 4-19-2013, Lily will accurately read aloud 8/10 sight words from a given word list.

Objectives

Lily will accurately read aloud

- 1) 3/10 sight words from a given word list.
- 2) 5/10 sight words from a given word list.
- 3) 7/10 sight words from a given word list.

Goal #3

By 4-19-2013, Lily will be able to dress herself independently in undergarments, pants, and coat on 8/10 appropriate opportunities at school.

Objectives

Lily will be able to dress herself independently in undergarments, pants, and coat on

- 1) 3/10 opportunities.
- 2) 5/10 opportunities.
- 3) 7/10 opportunities.

Lily's Daily Schedule:

TIME	SUBJECT	TEACHER	LOCATION	STUDENTS
7:45-8:00 AM	Arrival Takes off coat Bathroom	Para	Classroom Coat Room Bathroom	Empty Classroom
8:00-8:10 AM	Computer Time (ex. check weather)	Peer Tutor	Computer Station in Classroom	Students Peer Tutors
8:10-8:20 AM	Opening Calendar/Weather	Gen Ed Teacher	Gen Ed Classroom	Whole class
8:20-9:00 AM	Reading	Gen Ed Teacher Para	Gen Ed Classroom	Whole class
9:00-9:05 AM	Transition to Resource Room	Para	Hallway	None
9:05-10:00 AM	Therapy Session	OT/PT/ST SPED Teacher	Resource Room	1:1 instruction
10:00-10:05 AM	Put on coat & boots	Para	Coat Room	Whole class
10:05-10:20 AM	Recess	Para	Playground	Whole class Other grades
10:20-10:35 AM	Coat Bathroom Snack	Para	Coat Room Bathroom Resource Room	Whole class & Sped students
10:35-11:10 AM	Writing	Gen Ed Teacher Para	Gen Ed Classroom	Whole class
11:10-11:40 AM	Specials (Art, Music, P.E.)	Specials Teacher Para	Specials Classroom	Whole Class
11:40- 11:50 AM	Bathroom Retrieve coat & lunch	Para	Bathroom Coat Room	Whole Class
11:50AM- 12:20PM	Lunch/Recess	Para	Lunchroom Playground	Whole Class Other Grades
12:20-12:30 PM	Coat Bathroom Transition	Para	Coat Room Bathroom	Whole Class
12:30-1:15 PM	Math	Gen Ed Teacher Para	Gen Ed Classroom	Whole Class
1:15-1:20 PM	Transition to SPED classroom	Para	Hallway	None
1:20-1:50 PM	Technology Social Studies (switches based on day)	SPED Teacher	SPED Classroom	1:1 or SPED students
1:50-2:20 PM	Science	SPED Teacher	SPED Classroom	SPED students
2:20-2:30 PM	Clean-up/Pack-up Coat	Para	Coat Room	SPED & Gen Ed Students
2:30 PM	Pick-up	Para/Parent	Gen Ed Classroom	All Students

Data Collection:

Name _____

Date _____

Time _____

Behavior: _____

1	2	3	4	5	6	7	8	9	10
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_____ %

Behavior: _____

1	2	3	4	5	6	7	8	9	10
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_____ %

Behavior: _____

1	2	3	4	5	6	7	8	9	10
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_____ %

Behavior: _____

1	2	3	4	5	6	7	8	9	10
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_____ %

Name _____

Date _____

Time _____

Behavior: _____

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_____ % of the time

Notes: _____

Behavior: _____

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_____ % of the time

Notes: _____

Name _____

Date _____

Time _____

Behavior: _____

1	2	3	4	5	6	7	8	9	10
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_____ %

Behavior: _____

1	2	3	4	5	6	7	8	9	10
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_____ %

Behavior: _____

1	2	3	4	5	6	7	8	9	10
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_____ %

Behavior: _____

1	2	3	4	5	6	7	8	9	10
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_____ %

Instructional Procedures:

The three areas that Lily's goals address include dressing herself with certain garments at appropriate opportunities during the school day, learning to read more sight words, and communicating her ideas in the classroom using her touch-talker independently. The goals dealing with communication and dressing will be taught and reinforced at times during Lily's schedule when they would naturally occur and with authentic materials. Reading sight words would be addressed during the reading period of the day.

Before figuring out what type of instruction and prompting Lily needs for each area, I will watch Lily perform the tasks first independently as much as she can and then determine the appropriate route to take. It would be most beneficial for Lily to receive the least restrictive type of instruction and prompting. Because of Lily's short attention span and her difficulty completing multiple steps of a task at a time, she may need prompting at each step when first learning the tasks that deal with her touch-talker and dressing herself.

For those two specific tasks, I will use a system of least prompting. Since Lily is good at receiving verbal information, I will start with that type of prompting, giving her the step that she needs when she's at a point where she's lost. Examples may be if she has trouble finding or recognizing a key on her touch pad, or has her jacket in hand, but doesn't know to hold it so she can put her arms through the sleeves correctly. If verbal prompting does not help, I will move to gesturing, then modeling, then partial physical guidance, and up to full physical guidance if needed. This gives her a chance to learn a task as independently as possible. I can foresee the need for partial physical guidance when Lily turns the jacket to put it behind her. In terms of her touch-talker, she should be familiar with it, but any new keys will either be reviewed beforehand or peer tutors can help point key out the first time if necessary.

Reading is a little more difficult. I would first let Lily try to identify and read the sight word. If she can identify it on her touch-talker, then I would prompt for her to listen to the voice of her touch-talker first and afterwards try to verbalize it. She then might try to sound it out. I would team up with Lily's speech therapist to work out strategies that are best to use during reading class for this purpose and develop necessary prompts once those were formulated.