

Mitch Lyons
Synthesis Paper
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Lee has been diagnosed with mild mental retardation. Lee is a high school, most likely a senior. He is a student who has trouble communicating and is not able to read. Lee's schooling now is trying to prepare him for life after school and to increase his quality of life. Lee has two jobs: one a Motel 6 and the other is at a local grocery store. At the motel, Lee is responsible for folding towels and stripping the beds. At the grocery store, Lee stocks the shelves. He is a hard worker and likes to lift weights. Lee's family is very supportive of him and proud of the challenges he has already faced. Lee now rides the public bus by himself since he was a sophomore. Lee likes being independent and is very friendly. He can be seen waving to everyone he meets on the sidewalks.

Lee's strengths and weakness

Lee, unlike some people with moderate and severe disabilities, is able to move around very well. He is able to lift heavy boxes at work because he enjoys lifting weights at school. He rides to and from work and school by means of a bus so he doesn't need to walk to school but he is very capable of walking. Lee's jobs also require him to be active and to be able to move around. Lee really doesn't have any strengths or weaknesses when it comes to his five senses: sight, hearing, vision, touch, or smell.

Unlike the previous two aspects of Lee's life, the academic area is his weaker part. Lee is unable to read. This is a weakness for him in school but in life after school he can get by with not being able to read. At his current job at the grocery store, Lee's boss uses pictures and a list to help Lee determine what boxes he needs to unpack and stock the shelves with. Another part of Lee's education is teaching him to use facilities such as a bank, post office, community centers,

and etc. A good quality that Lee possesses is that he is a hard worker and that will get him far in life.

Lee is high functioning and is able to take care of himself when it comes to hygiene. He is able to shower, get dressed, use the restroom, brush his teeth, comb his hair, and wash his hands without assistance. Our video didn't address much when it comes to self care but knowing that he likes being independent and being an older student who has been working on these skills for many years now. A big part of being independent is making food for oneself. There is no doubt in my mind that Lee would not be able to prepare food for himself. Home economics class is a great class that Lee is able to continue to learn new cooking skills and clean up skills.

Communication is a must for any individual who wants to be independent in life and one that wants to get and maintain a job. Lee can communicate very restrictedly. He is very hard to understand and one must listen very closely and be close to Lee in order to pick up what he is trying to communicate. One of Lee's strengths when it comes to communication is that he is able to understand what others are asking of him but he struggles sharing what he wants to get across. Another strength of Lee's is that he has many friends and is well liked at school and the community. This also helps with his communication because we know that people aren't afraid of having a conversation with him or hanging out with him.

Primary Programming Goals

Communication:

By May 2012, Lee will initiate and carry on conversation with friends and strangers by using appropriate greetings, at school and during his community experience time, on 4 out of 5 opportunities.

#1 Lee will initiate and carry on conversation to friends and strangers by using appropriate greetings, at school on 2 out of 5 opportunities.

#2 Lee will initiate and carry on conversation to friends and strangers by using appropriate greetings, at school on 3 out of 5 opportunities.

#3 Lee will initiate and carry on conversation to friends and strangers by using appropriate greetings, at school and during his community experience time, on 2 out of 5 opportunities.

#4 Lee will initiate and carry on conversation to friends and strangers by using appropriate greetings, at school and during his community experience time, on 3 out of 5 opportunities.

Academic:

By February 2012, Lee will use banking facilities by making deposits and withdrawals, with 80% accuracy on 3 out of 4 opportunities.

#1 Lee will use banking facilities by making deposits and withdrawals, with 50% accuracy on 2 out of 4 opportunities.

#2 Lee will use banking facilities by making deposits and withdrawals, with 75% accuracy on 2 out of 4 opportunities.

#3 Lee will use banking facilities by making deposits and withdrawals, with 60% accuracy on 3 out of 4 opportunities.

Self Care:

In 36 weeks, Lee will prepare food for himself, in Home Ec. class, on 5 out of 5 opportunities.

#1 Lee will prepare food for himself, in Home Ec. class, on 3 out of 5 opportunities.

2 Lee will prepare food for himself, in Home Ec. class, on 4out of 5 opportunities.

Instructional Procedures:

Prompting procedures are efficient strategies used to increase the probability of correct responses from learners. The three goals that I have written for Lee are fairly hard to come up with prompting strategies to assist Lee in doing the correct actions. When working with Lee in cooking and preparing meals, the best method I could think of to use would be forward chaining. Forward chaining is an instructional format in which instruction occurs on the first step of a task until the step is mastered then proceeds in a forward fashion to teach the remaining steps (from textbook). Forward chaining is the best option to help teach how to cook because you can't start at the end of the meal and work backwards such as one would do in backwards chaining. With

the forward chaining, gestures would be used to point to the timer and oven to turn it on while verbal clues such as getting the one cup measuring cup will be used. Hand over hand prompting might also be necessary when Lee is mixing foods, stirring, or taking things out of the oven.

Lee's goal of initiating and sustaining communication with peers will be best worked on with total task presentation. Total task presentation is defined as an instructional format in which instruction occurs simultaneously on all of the steps of a task until mastery occurs (textbook). It would be hard to teach Lee how to communicate and practice it without using real life examples and having a para or teacher with Lee in the halls when opportunities arise to communicate will benefit Lee the most. Mostly verbal prompting will be used to hint to Lee what to ask or say to his peers.

Just like prompting for communication with peers, the prompting I would use for making bank deposits would be total task presentation. Going with Lee to the bank and assisting him with instruction while he performs the tasks. Hand over hand prompting might be needed when writing on the deposit slip but Lee should be able to do the rest without hand over hand. A lot of modeling and gesture/ pointing as well as verbal prompting will be needed. Lee is very high functioning student and these means of prompting will help him learn the skills of cooking, communicating, and using a bank.

Student Profile : Lee

Who am I? My name is Lee. I love to work at my two jobs: as a stock boy at a grocery store and at Motel 6 where I fold towels and stripe beddings. I am friendly and like it when people say hi to me. Some things are hard for me to accomplish but I try my hardest to overcome the challenges.

Likes

- I like working
- I like lifting weights
- I like being involved in Boy Scouts
- I like knowing that I have peer helper for me at school
- I like riding the bus and have been doing so since I was a sophomore

Strengths

- I work hard at work
- I am always happy
- I can associate things from my check list to the corresponding boxes
- I like being independent
- I have a supportive family

Motor/Mobility

- I am able to lift heavy boxes and weights in the weight room
- I learned how to ride the bus
- I have no troubles walking
- I am very active

Weaknesses

- I Can't read
- I am trouble communicating because I am hard to understand

Social/Behavioral

- Hard to understand- listen closely
- My check list guides me at work
- I have many friends
- I interact well with others



Daily schedule for Lee

Time	Subject	Teacher	Location	Students
7:00	Shower, personal hygiene, and getting dressed	Parents	Bathroom and bedroom	None
7:45	Breakfast and clean up from breakfast	Parents	Kitchen	None
8:00	Transportation to school	Was parents now on own	Bus Stop	Fellow passengers
8:15	Get off bus, go to locker, and then to home room	Para educator	Hall	Peers
8:25	Go to first class (Math Class)	Special Educator	Classroom	Peers
9:15	Physical Education / Weights	General Educator/ PE teacher or Coach	Gym or Weight room	Peers
10:00	Hygiene, shower, and use restroom	Peer helper	Locker room	Peers
10:10	English	Special educator	Special Education room	Peers
11:00	Home Economics	General education	Home Ec. Classroom	Peers
12:00	Wash up, lunch, and clean up	Lunch supervisors	Cafeteria and restroom	Co- eaters / all students
12:30	Shop Class	Shop teacher	Shop	Peers

1:20	Community Experience	Para Educator	Variety of locations:	Other special education students
2:20	Ride bus to work	Job Coach	Bus stop	Fellow passengers
2:30	Work	Job coach and job mentor	Grocery store and Motel 6	Co-workers
4:00	Transportation to home	Was Job coach/parents, now on his own	Bus stop	Co-riders

Data Collection

Name: Lee

Grade: 12

Goal: Lee will initiate and carry on a conversation with friends and strangers at school and in the community on 4 out of 5 opportunities.

Assessment/Baseline: April 19 2011, Lee says hi to peers in the hall

Initiated: 04/20/11

Completed/terminated: NA

Short Term Objective:

Condition: At school and community experience time

Behavior: Initiate and carry on conversation

Criterion: on 2 out of 5 opportunities

Date of Collection: Monday, Wednesday, and Friday

Staff Involved: Community experience para, regular education teachers, special education teachers, and paras

Special Instructions: Follow guidelines every time!

Daily Objective Performance Record

Student: Lee

Date: 4/20/11

Succeeded (+), attempted (-), didn't attempt (<)

IEP Objective: Conversation	Monday	Tuesday	Wednesday	Thursday	Friday
Wave	+		+		+
Smile	+		+		+
Say Hi	<		+		+
Ask how they are doing or what is up	-		-		+
Listen to what they have to say	+		+		+
Respond with oh, I see! And ask what they are doing this weekend	<		-		+
End Conversation with I have to go, nice talking to you! Have a good day	<		-		+

Name: Lee

Grade: 12

Goal: Lee will prepare food for himself in Home Ec. class on 5 out of 5 opportunities

Assessment/Baseline: 4/19/11 prepared half a meal on 2 out of 5 opportunities

Initiated: 4/20/11

Completed/terminated: NA

Short Term Objective:

Condition: In Home Economics class

Behavior: Preparing Food

Criterion: On 3 out of 5 opportunities

Date of Collection: Tuesday and Thursday

Staff Involved: Home Economics teacher and Para Pflug

Special Instructions: Be sure to follow guidelines every time!

Daily Objective Performance Record

Student: Lee

Date: 4/20/11

Succeeded (+), attempted (-), didn't attempt (<)

IEP Objective	Monday	Tuesday	Wednesday	Thursday	Friday
Preparing Food					
Find Recipe		+		+	
Find Ingredients		+		-	
Pre heat oven		+		+	
Mix ingredients		-		+	
Cook/ set timer		<		-	
Wash dishes and wait		-		-	
Take out of oven		<		-	
Let cool		+		+	
Set table		-		-	
Enjoy		+		+	

Name: Lee

Grade: 12

Goal: Lee will use banking facilities to make deposits and withdrawal money correctly on 3 out of 4 opportunities

Assessment/Baseline: 4/19/11 1 out of 4 with assistance

Initiated: 4/20/11

Completed/terminated:

Short Term Objective:

Condition: Lee will use bank during community experience time

Behavior: Lee will make deposits and withdrawal money

Criterion: on 2 out of 4 opportunities

Date of Collection: Tuesday and Thursday

Staff Involved: Special education teacher and community experience para (Para Lori)

Special Instructions: Be sure to follow guidelines every time!

Daily Objective Performance Record

Student: Lee

Date: 4/20/11

Succeeded (+), attempted (-), didn't attempt (<)

IEP Objective Bank use	Monday	Tuesday	Wednesday	Thursday	Friday
Walk to Bank		+		+	
Greet teller		<		+	
Find deposit slip		-		+	
Write Name		-		-	
Write Date		-		+	
Write account number		<		-	
Sign		-		-	
Calculate		+		+	
Wait in line		+		+	
Give to teller		+		+	

Matrix

Classroom Schedule

IEP Objectives	Shower and dressing	Breakfast	Transportation	Go to locker and home room	Math class	PE / weights	Shower and restroom	English	Home Ec.	Lunch	Shop	Community Experience	Transportation to work	Work	Transportation home
Initiate conversation		X	X	X	X	X		X	X	X	X	X	X	X	X
Compose Short Sentences								X	X		X	X			
Prepare Food		X							X	X		X			