

Lee is 18 years old and currently lives at home with both of his parents. He is working toward being able to live on his own and his parents are very supportive of that goal. Lee likes to work out and lift weights with his peers and he is active in the Eagle Scouts. He currently holds two jobs; he works at a grocery store where he stocks shelves and at Motel 6 where he works in the laundry room. He is already fairly independent. Lee is a very friendly individual and interacts well with his peers and knows most of his neighbors. Lee is in his last years at the high school and has been diagnosed with moderate mental retardation.

Lee is currently using a functional curriculum. The curriculum is tailored to fit his specific needs in the areas of math, reading, vocational work, and independent living. One of Lee's weaknesses is that he cannot read, but he functions very well with using a check list to associate words with tasks at work, such as stocking shelves at the grocery store. Lee is able to count and use money and follows directions very well. He does very well with having a peer tutor assist him during math class.

Lee only needs moderate supervision to keep him on task. He rides the bus on his own to and from work and school. Lee is able to walk and his gross motor skills are developed properly. Lee can communicate by using speech; however he sometimes slurs his words which make it difficult to understand him. He has acquired a basic level of vocabulary. He enjoys lifting weights and working out with his peers. Because he keeps his body in shape he has success with physical labor jobs. He also recently won an award from his Eagle Scout troop.

Lee is very high functioning and has much strength in the areas of motor, academic, self-care, and communication. Lee has the gift of speech. He can talk and has a limited vocabulary. He can verbalize his wants, likes, and dislikes. He also has very good manners. Lee's motor

abilities are also very good. He can pick up small objects such as coins without adaptive equipment. His gross motor skills are also very good. Lee lifts weights with a peer buddy to help keep him in top physical condition. Lee is able to groom himself and only needs limited assistance such as verbal reminders to take care of his needs in this area. Lee is also a bright student and does well in his classes.

While Lee has some strengths in these areas he also has some weaknesses. Lee is unable to read and that makes it difficult for him to follow written directions at work. However he is able to associate some words with objects. While Lee can speak, his speech is sometimes slurred and that makes it difficult to understand him. Lee also needs to improve in holding a conversation with someone. He tends to only answer questions without asking any of the other people. Lee works with a peer tutor in many of his classes. While he is able to count and use money he still requires some assistance. Lee still needs moderate supervision in the area of self-care, someone just needs to verbally prompt him and assist him in such tasks as cooking.

Three of Lee's primary programming goals are:

1. By 4/18/2012, Lee will be able to prepare a meal during Home Economics with limited assistance on 5/5 opportunities.

- A. Lee will prepare a meal during Home Economics with limited assistance on 3/5 opportunities.

- B. Lee will prepare a meal during Home Economics with limited assistance on 4/5 opportunities.

2. By 4/18/2012, Lee will be able to recognize and verbally state 30 words in English and Reading class with 100% accuracy.

A. Lee will be able to recognize and verbally state 15 words in English and Reading class with 90% accuracy.

B. Lee will be able to recognize and verbally state 25 words in English and Reading class with 90% accuracy.

3. By 4/18/2012 Lee will maintain a 5 turn conversation in Homeroom class on 5/5 opportunities.

A. Lee will maintain a 5 turn conversation in Homeroom class on 3/5 opportunities.

B. Lee will maintain a 5 turn conversation in Homeroom class on 4/5 opportunities.

Lee follows a daily schedule of:

Time	Subject	Teacher	Location	Students
7:00	Hygiene,	Parents	Home	
7:30	Breakfast/cleanup	Parents	Home (Kitchen)	
8:00	Ride bus to school	Parents	Bus Stop	Fellow bus riders
8:15	Arrive at school, go to locker	Para/peer tutor	School hallway (locker)	Gen. ed. students
8:25	Choose appropriate class material and go to 1 st class.	Para/peer tutor	Homeroom	Gen. Ed.
8:30	Math	Special Education	Special Education	Sped. Students/Peer Helpers
9:15	Weights/P.E.	Gen. Ed. P.E. teacher	Gym/weight room	Gen. Ed. and Sped.

10:00	Shower/Hygiene	Gen. Ed. teacher/peer help	Boys locker room	Gen. Ed. male students.
10:15	English	Special Ed. teacher/peer tutor	Special Ed. room	Special Ed. students
11:00	Home Ec.	Home Ec. Teacher	Home Ec. room	Gen. Ed. students
12:00	Lunch/clean up	Peer Helpers/Sped. Teacher	Lunch room or Home Ec. room	All students
12:30	Shop class	Shop teacher	Shop room	Gen. Ed
1:20	Community Experience	Para	Community	Special Ed.
2:20	Ride bus to work	Job Coach	Work site	None or other special ed. students
2:30	Work	Job Coach	Work site	None or other special ed. students
4:00	Ride bus home		Bus stop	Fellow bus riders.

Lee will work on his IEP goals in the following locations:

IEP Objective	8:15- Arrive at school/ 8:25- Homeroom	8:30- Math	9:15- Weights/P.E.	10:00- Shower/hygiene	10:15- Eng.	11:00Home Ec.	12:00- Lunch	12:30- Shop	1:20 Community Experience 2:20 Ride bus to work 2:30- work 4:00 Ride bus home
Initiate 5 turn conversation	X		X				X		X
Prepare a meal						X	X		X
Recognize and state vocabulary words.					X				X

Lee is a very high functioning student. However he still requires some assistance.

Stimulus Prompting can be used with Lee when he is working on learning new vocabulary words in English and Reading class. For example the teacher would hold up a vocabulary flash card and say “what is this?” and immediately give the answer. Before each learning session a probe session is done to determine if Lee can provide an unprompted answer. When learning to have a 5 or more turn conversation Lee needs a least intrusive type of prompting. Verbally modeling how to have a conversation is a good way for Lee to see how a conversation should look. A system of least prompts can also be used in his Home Economics class when he is working on preparing a meal. The teacher gives him the direction first to see if he can perform it on his own. If he does not, then the teacher gives a verbal prompt, and then proceeds to add a gesture to the previous prompts used. If Lee is still unable to perform the task then the teacher adds in a physical prompt.

Data needs to be collected on Lee’s progress toward meeting his IEP goals. For his goal of learning to prepare a meal the Home Economics teacher will be asked to fill out a data sheet that looks like this:

Name_____

Behavior_____

Week of _____

Steps of Task		M	T	W	T	F
1. Decide on Meal						
2. Gather Ingredients						
3. Read and						

complete 1 st line of Directions						
4. Read and complete 2 nd line of directions						
5. Read and complete 3 rd line of directions						
6. Complete last step of directions						
7. Set the table						
8. Eat						
9. Clean up						

If Lee completes the task on his own a + would be marked down in the box, if he needed assistance a check mark would be marked down and if he was unable to or did not complete the task a – sign would be marked down.

To monitor progress of mastering a 5 turn conversation, a data sheet will be given to Lee's Homeroom, Weights/PE, and Home Economics teachers. The data sheet will look like this:

Name_____

Behavior_____

Date_____

Time	Monday Date:	Tuesday Date:	Wednesday Date:	Thursday Date:	Friday Date:
8:25					
8:30					
9:15					
10:00					
10:15					
11:00					

12:00					
12:30					
1:20					
2:20					
2:30					
4:00					

When Lee engages in a 5 turn conversation the teacher will place a tally mark in the corresponding time and day slot.

To monitor Lee's progress in English and Reading class of learning new vocabulary words the special education teacher or a Para-educator will fill out the following data sheet:

Name _____

Week of _____

Word	Monday	Tuesday	Wednesday	Thursday	Friday

The list of vocabulary words will be written down in one column, if Lee is able to recognize and verbally state the word a + mark will be recorded on the chart. If he needs assistance a check mark will be recorded and if he does not know the word at all a – sign will be recorded. This type of chart will give the best view of which words are problem words for Lee.

Synthesis Paper

ED 316

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