

Synthesis Paper for Lee

Education 316

Josh Weber

**Description of Student**

Lee is a student with moderate mental retardation, but most importantly he is a very capable young man that is loved and recognized by many. He lives at home with his parents, and his parents are very supportive of him. It is his parents wish that Lee live independently someday, and they are willing to work with his teachers in order to make this dream a reality. This student enjoys weight lifting, being around his friends, interacting with members of his community, and working. He works at a grocery store where he stocks shelves, and he also works at a hotel where he does multiple tasks such as laundry. Lee is an Eagle Scout and is very capable of riding the city bus alone. Lastly, Lee is about ready to transition to life after high school, and with a little help he will be more than ready for the transition.

**Unique Features and Strengths**

One unique feature of Lee is that he enjoys using real life community situations such as shopping to enhance his educational experiences. He responds well to having a list to follow even though he cannot read. Lee also responds well to having a peer tutor, and his tutors have helped him achieve success in many academic settings. Also, this student follows directions extremely well and does not need constant supervision for regular assignments and routines.

Another unique feature that Lee has is that he can ride the bus alone and can find his way to work and other places in the community as long as others have accompanied the first time or two. Lee has great success in physical labor jobs and is willing to work as hard as he can to accomplish any goal. For example, Lee struggled with the tasks that were required to become an Eagle Scout, but he never gave up and was eventually awarded with this great honor.

## **Strengths and Weaknesses**

One area that Lee does not need any help in is the area of motor skills. Lee walks very normally and has good coordination. He also has great strength and works hard in this area of health. In the closely related area of sensory skills, Lee appears to be very normal because he does not appear clumsy and is able to keep up with his peers in physical activities. Also, Lee does not have any problems in the areas of touch perception and vision. However, Lee may need help in the area of fine motor skills for things such as handwriting and drawing.

In terms of academics, Lee works extremely hard but has several problem areas that will need attention. Lee can associate some words with physical objects at his work, but he cannot read. Lee is at the point in his life that teachers should focus on sight words that he will come across in work and community settings. Also, Lee can only count at a very basic level, but this area will improve with the help of his teachers and peer tutors. Most of his academic weaknesses lie within the scope of his disability, but he will have great success if teachers are able to educate him in community settings such as banks and grocery stores.

Lee has seen a lot of growth in terms of effective communication. He can say full sentences but can be very hard to understand at times. In addition to this, Lee has a basic level of vocabulary, but it is increasing every day. He can fully understand directions and has no problems greeting people. However, it appears that Lee has problems maintaining conversations, so this problem area will be addressed in both academic and community settings. Lastly, Lee does not have any skills regarding telephone use, and this area is important so that he can contact emergency personnel when he is living independently.

As mentioned earlier, Lee has had great success in physical labor jobs such as doing laundry and stocking shelves. He respects his bosses and coworkers and never complains. However, Lee needs help transitioning between routine job tasks so that he will not need to have supervision. Also, Lee needs to be trained in other areas of work so that he will have more job opportunities in the near future. For example, additional training in similar jobs at the grocery store will give him a better chance to get hired at another grocery store if he chooses to re-locate.

Self-care is not an area that we know a lot about, but it appears that he has mastered many of the items in this area. However, if any weaknesses were to present themselves we would work on them in natural settings and enlist the help of his parents.

### **Primary Programming Goals**

Three problem areas of Lee have been highlighted and incorporated into his IEP goals and objectives. They are as follows:

**1)** By 2/10/12, Lee will be able to independently bag groceries at the checkout counters for 2 hours straight.

a) Lee will be able to bag groceries at the checkout counters for 30 minutes straight with assistance.

b) Lee will be able to bag groceries at the checkout counters for 90 minutes straight independently.

**2)** By 2/10/12, Lee will be able to recognize and verbally state 20 sight words, in English/Reading class, with 100% accuracy.

a) Lee will be able to recognize and verbally state 10 sight words, in English/Reading class with 90% accuracy.

b) Lee will be able to recognize and verbally state 20 sight words, in English/Reading class with 90% accuracy.

3) By 2/10/12, Lee will be able to independently dial the local emergency number on a personal cell phone at a home setting on 5/5 opportunities.

a) Lee will be able to dial the local emergency number on a personal cell phone at a home setting with assistance on 5/5 opportunities.

b) Lee will be able to independently dial the local emergency number on a personal cell phone at a home setting on 4/5 opportunities.

### Daily Schedule

The listed schedule for Lee begins with homeroom at 8:15, but his parents have also been contacted and are willing to help Lee with morning tasks that take place in the home setting.

Time	Subject	Teacher	Location	Students
8:15	Homeroom	Homeroom Teacher	Homeroom	All students
8:30	Math	SPED / Para	SPED Room	SPED students and peer tutors
9:15	Weights/ PE	Gen. Ed. PE teacher	Weight Room/ Gym	All students
10:00	Shower/Hygiene	Slight peer supervision	Locker Room	All students
10:15	English/ Reading	SPED / Para	SPED Room	SPED students and peer tutors
11:00	Home Ec.	Home Ec. Teacher	Home Ec. Room	All students
12:00	Lunch/ Clean-up	Slight peer supervision	Cafeteria/ Bathroom	All students
12:30	Shop Class	Shop Teacher	Shop Room	All students
1:20	Community Experience	Para	Community	SPED students and peer tutors

2:20	Ride bus to work	Job coach	School/ Bus Stop	None or other SPED students
2:30	Work	Job coach/ Boss	Work site	None or other SPED students
4:00	Ride bus home	---	Bus stop	---

**IEP Goal Matrix**

Time	Subject	1) Bag Groceries	2) Sight Words	3) Emergency Phone Calls
8:15	<b>Homeroom</b>		X	X
8:30	<b>Math</b>			
9:15	<b>Weights/ PE</b>			
10:00	<b>Shower/Hygiene</b>			
10:15	<b>English/ Reading</b>		X	
11:00	<b>Home Ec.</b>			
12:00	<b>Lunch/ Clean-up</b>			
12:30	<b>Shop Class</b>			X
1:20	<b>Community Experience</b>	X		X
2:20	<b>Ride bus to work</b>			
2:30	<b>Work</b>	X		X

4:00	<b>Ride bus home</b>			
------	----------------------	--	--	--

**Prompting Procedures/ Systems**

I believe that a system of least prompts would be beneficial when working with Lee on his first IEP goal, independently bagging groceries. While bagging groceries is unfamiliar to Lee, he is very capable and this task should not be extremely difficult. Lee will be given the materials and told to bag the items. The results will be written down in an ecological inventory. He will more than likely have difficulties with at least a few items, so we will first give verbal directions for those same problem areas noted in the ecological inventory. If verbal cues do not help to correct the situation, we will move on down the system of least prompts, with physical assistance being the last resort.

For the second goal of being able to state sight words, I would employ the use of antecedent prompting. Three to five words will be written on a practice sheet, and Lee will be told to point to a certain word. The word that we want him to point to will have a box around it, and the box will slowly begin to fade when Lee makes progress towards being able to independently recognize the sight words. Time delay procedure is another system that could be used here, and it would involve the teacher telling the student to point to the word while they gave the prompt simultaneously. However, the time between the stimulus and prompt would begin to lengthen, and it the prompt would be removed when Lee is able to independently recognize the sight words.

Lee's last goal is being able to make emergency phone calls independently, and I would use total task presentation in order to help Lee achieve this goal. First of all, the steps of making an emergency phone call would be listed on an ecological inventory, and Lee would be tested in order to see what the problem areas are at present. I feel that he would be able to achieve the first steps of making a phone call quite easily, so we would not waste time instructing him in these areas. However, he might need help with dialing certain numbers and stating personal information, so we would spend extra time with Lee in these areas until he has all steps mastered.

IEP Goal- Independently Bag Groceries

Student: Lee

Objective: #1 (30 minutes with help)

Location: Grocery check-out counter

Date	Length of Time	Additional Comments
4/18/2011	15 minutes	Lee needed significant extra help after 15 minutes. He kept putting cans on top of fragile/soft items even after verbal cues. We will continue to focus on this component.
4/19/2011	20 minutes	Lee completed first half completely independent, but still had problems with appropriate placement of cans. We're getting there though!

Teacher/ Para signature: \_\_\_\_\_

Ready to Move on to next objective: Yes/No

If not, what areas need special attention? \_\_\_\_\_

IEP Goal- Recognize and verbally state 20 sight words

Student: Lee

Objective: #1 (10 sight words/ 90% accuracy)

Location: English/Reading Class

4/18/11	<b>1</b>	<b>2</b>	<b>3</b>	4	5	6	7	8	9	10
---------	----------	----------	----------	---	---	---	---	---	---	----

(Fill in box when correct and strike through box when wrong)

Accuracy= 70%

4/19/11	<b>1</b>	<b>2</b>	<b>3</b>	4	5	6	7	8	9	10
---------	----------	----------	----------	---	---	---	---	---	---	----

(Check in box when correct and x in box when wrong)

Accuracy=

4/20/11	<b>1</b>	<b>2</b>	<b>3</b>	4	5	6	7	8	9	10
---------	----------	----------	----------	---	---	---	---	---	---	----

(Check in box when correct and x in box when wrong)

Accuracy=

4/21/11	<b>1</b>	<b>2</b>	<b>3</b>	4	5	6	7	8	9	10
---------	----------	----------	----------	---	---	---	---	---	---	----

(Check in box when correct and x in box when wrong)

Accuracy=

4/22/11	<b>1</b>	<b>2</b>	<b>3</b>	4	5	6	7	8	9	10
---------	----------	----------	----------	---	---	---	---	---	---	----

(Check in box when correct and x in box when wrong)

Accuracy=

Combined Accuracy=\_\_\_\_\_

Teacher/Para signature:\_\_\_\_\_

IEP Goal- Independently dial local emergency number

Student: Lee

Objective: #2 (Independent on 4/5 opportunities)

Location: Kitchen counter at home

(+ for a good job, √ for not bad but needs a little improvement, - for much improvement needed)

Date	Performance	Possible Problem Areas
4/18/2011	-	Lee was not able to state his personal information even though it was written down on paper for him. Also, Lee was not able to dial the number correctly.
4/19/2011	√	Lee was able to perform almost all of the necessary steps but needed assistance with stating his personal information. We will continue to focus on this area.

Teacher/ Para signature: \_\_\_\_\_

Accuracy of at least 4/5 (80%)? Yes/ No (Count only +'s when determining how many days were sufficient)