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ED 316

Prof. Geidel

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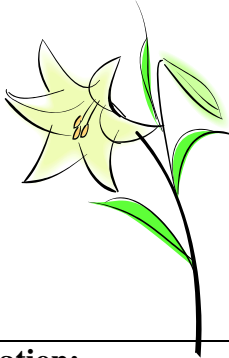
### Synthesis Paper

Lilly is a second grade student with a great spirit. She is adopted and lives with her parents and her brother, Josh. Her parents were told that she would never walk or talk. She has learned to walk, although she does have a lack of physical mobility. She is able to say a few words and two to three word sentences.

She is very close to her brother, Josh. He helps her get dressed, and she reads her homework with him. Lilly also has great socialization skills, and is very popular with the other students at school.

Because Lilly has exceeded expectations and limits that were placed on her early in life, her mother and teacher are very hopeful for her future. They believe she can and will be mainstreamed. Ultimately, they hope she will live independently one day.

# Student Profile

<p><b>Student:</b> Lilly  <b>Age:</b> Elementary</p>	<p><b>Family:</b></p> <ul style="list-style-type: none"> <li>✦ Lives with her mother and father.</li> <li>✦ She is adopted.</li> <li>✦ She is very close to her brother, Josh.</li> </ul>
<p><b>Likes:</b></p> <ul style="list-style-type: none"> <li>✦ Helping out at home</li> <li>✦ Socializing</li> <li>✦ Spending time with her brother, Josh</li> </ul>	
<p><b>Strengths:</b></p> <ul style="list-style-type: none"> <li>✦ Has a wonderful memory</li> <li>✦ Helps with chores around the house</li> <li>✦ Has great socialization skills</li> <li>✦ Works independently for 15 minutes in the classroom</li> <li>✦ Has a great spirit</li> <li>✦ She can read her homework</li> </ul>	<p><b>Communication:</b></p> <ul style="list-style-type: none"> <li>✦ Has made great improvement throughout the years</li> <li>✦ She can say some words and 2-3 word sentences</li> <li>✦ She uses a touch and talk computer to communicate what she learns</li> <li>✦ She has very high receptive skills</li> </ul>
<p><b>Social/Behavior:</b></p> <ul style="list-style-type: none"> <li>✦ She gets along very well with peers</li> <li>✦ She is peer tutored</li> <li>✦ She has a very sweet and likeable personality</li> <li>✦ She is very popular with the other students</li> </ul>	<p><b>Future Goals:</b></p> <ul style="list-style-type: none"> <li>✦ To be mainstreamed by next year</li> <li>✦ To live independently some day</li> </ul>

## Strengths and weaknesses (PLOP)

### Motor skills:

Lilly's parents were told that she would never be able to walk. Presently, she does have some lack of mobility, but Lilly overcame that limiting diagnosis, and can walk today. She is able to do chores and errands around the house such as making her bed and loading the dishwasher. Her brother, Josh, helps her get dressed.

### Sensory skills:

Overall Lilly's sensory skills are not a concern. The one area that could be improved is her ability to focus. She benefits from step by step instruction. She is able to work independently for fifteen minutes. So, she has shown great improvement, and can continue that improvement.

### Academic skills:

Lilly has a wonderful memory. She is able to work independently for fifteen minutes. She can read her homework to her brother, Josh. She struggles with her ability to focus. She benefits from step by step instruction.

### Self-care skills:

Lilly's brother, Josh, generally helps her get dressed. She is able to help around the house, though. Lilly's mother is a little concerned about how her peers react to the fact that she does not notice saliva on her face. However, Lilly is liked very much by her peers and classmates.

### Communication skills:

Lilly has excellent receptive skills. She understands the meaning of conversation well. She struggles more with expressive communication. She has done more than the

doctors ever thought she would, though. Although she has some trouble with articulation, she is able to say two to three word sentences. Because of this limitation, she is not able to communicate deep thoughts. In order to help with expressing herself, she uses a touch and talk computer.

Goal #1      Specific Goal Focus: Improving Expressive Communication

By February 9, 2013, Lilly will expressively communicate 5-6 word sentences, while at school, on 8/10 opportunities.

Objective 1: Lilly will expressively communicate 5-6 word sentences, while at school, on 4/10 opportunities.

Objective 2: Lilly will expressively communicate 5-6 word sentences, while at school, on 6/10 opportunities.

Goal #2      Specific Goal Focus: Personal Hygiene

By February 9, 2013, Lilly will independently keep her face clean and free of saliva, while at school, on 4/5 opportunities.

Objective 1: Lilly will recognize when she has saliva on her face on 4/5 opportunities.

Objective 2: Lilly will retrieve a tissue to wipe her face on 4/5 opportunities.

Objective 3: Lilly will use a tissue to wipe her face on 4/5 opportunities.

Objective 4: Lilly will dispose of the tissue after she has wiped her face on 4/5 opportunities.

Objective 5: Lilly will wash her hands after disposing of the tissue on 4/5 opportunities.

Goal #3      Specific Goal Focus: Attention Span

By February 9, 2013, Lilly will participate in an activity for up to 25 minutes without redirection, while at school, on 8/10 opportunities.

Objective 1: Lilly will participate in an activity for up to 15 minutes without redirection, while at school, on 8/10 opportunities.

Objective 2: Lilly will participate in an activity for up to 20 minutes without redirection, while at school, on 8/10 opportunities.

## Daily Schedule

<b>Time</b>	<b>Subject</b>	<b>Location</b>
7:45-8:00 AM	Arrival/Take off coat	Hallway
8:00-8:15 AM	Opening	General Ed. Classroom
8:15-9:00 AM	Reading	Special Ed. Classroom
9:00-9:40 AM	Computer	General Ed. Classroom
9:40-10:00 AM	Recess	Outside/Gym
10:00-10:20 AM	Bathroom/Snack	Special Ed. Classroom
10:20-11:00 AM	Math	Special Ed. Classroom
11:00-11:40 AM	Lunch/Bathroom	Cafeteria/Bathroom
11:40 AM-12:00 PM	Recess	Outside/Gym
12:00-12:20 PM	Silent reading (peer reading)	General Ed. Classroom
12:20-12:40 PM	Therapy	Therapist room
12:40-1:00 PM	Change shoes for P.E./Bathroom	Locker room
1:00-1:30 PM	P.E.	Gym/Outside
1:30-1:40 PM	Change shoes	Locker room
1:40-2:20 PM	English/Writing	Special Ed. Classroom
2:20-3:00 PM	Music or Art (depends on day of the week)	General Ed.
3:00-3:15 PM	Pack up/Depart school	General Ed./Hallway

Classroom Schedule Matrix

	Arrival	Opening	Reading	Computer	Recess	Bathroom/Snack	Math	Lunch/Bathroom	Recess	Silent Reading	Therapy	Change for P.E.	P.E.	Change	English/Writing	Music/Art	Depart
Expressively Communicate 5-6 Word Sentences	X	X	X		X		X	X	X		X		X		X		X
Independently Use tissue to wipe saliva	X	X	X	X		X	X	X		X	X	X		X	X	X	
Participate in activity independently for 25 minutes		X	X	X			X			X	X		X		X	X	

## Instructional Procedures

For Lilly's first goal addressing her expressive communication, I would ask her speech therapist for any strategies he or she might suggest. I would make sure to introduce more words to Lilly since she has good receptive skills and a good memory. It is also beneficial that she has her touch and talk computer so she can hear how words are pronounced.

As far as a prompting procedure, I would use response prompting. So, for example, when Lilly arrives at school in the morning, I would greet her. If she did not respond, I would then prompt her to respond. If she still did not respond, I would verbally prompt her with an appropriate response of exactly what she should say back to me. Because she can read, I would make different response cards for different situations throughout the day (greeting others, responding to the cooks in the lunch line, etc.) so that she can look at those if she is not sure how to respond.

For Lilly's second goal addressing her ability to keep her face clean, I would use backward chaining. I would use this because I think Lilly will be able to perform the steps for cleaning her face pretty well independently, but she may take longer to actually recognize the first step: when she actually needs to wipe her face. So, we would work on the rest of the steps so that if she would be verbally prompted, she could perform all the steps of the task analysis, and eventually master the step of recognizing when she needs to clean her face.

For Lilly's third goal addressing working independently, I would use the system of least prompts. Lilly can already work independently for fifteen minutes, but we are trying to increase that time. It is my hope that she will not need to receive anything more



than verbal or gesture prompting. I believe Lilly will meet this goal, which will in turn help her to become mainstreamed someday.

Name \_\_\_\_\_ Date \_\_\_\_\_

Time \_\_\_\_\_

Behavior: Expressively communicating 5-6 word sentences

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20

\_\_\_\_\_ %

Behavior: Independently keeping face clean and free of saliva

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20

\_\_\_\_\_ %

Behavior: Participating in an activity for 25 minutes without redirection

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20

\_\_\_\_\_ %