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EDUC 316 Prof. Geidel

Synthesis Paper

General Description:

Lilly is a second grade student and has mental retardation (MR), she spends most of her

day in a separate class. She lives with her family which includes her mother Suzan, brothers, and

sisters and she is especially close to her brother Josh, who also has a disability. Lilly and Josh

are both adopted. Lilly is very involved with her family and "reads" with her brother. She also

participates in household chores including making her bed, unloading the dishwasher, and "doing

errands" of finding lost items because she has a strong memory about where they are. She is

fully embraced as part of the family and is known for her resilient spirit.

Lilly's Profile:

Lilly's favorite activity:
Lilly loves spending time and reading with her brother Josh.

Communication skills:
- Lilly can speak in sentences that are two or three words long.
- Lilly can effectively use her computer to communicate.
- Lilly has an exceptional memory.
- Lilly is very receptive.

Social Behaviors:
- Lilly has a resilient spirit.
- Lilly is able to complete and follow through with daily responsibilities and routines.
- Lilly works best when she is kept on task.
- Lilly responds well to shorter activities that maintain her attention span.
- Lilly responds well to peer tutors and grouping.
- Lilly enjoys interaction with peer in center time.

Motor Behaviors:
- Lilly is able to move around on her own.

- Lilly is able to control her facial motor function, but may be need to be prompted to close her mouth on occasion.

Lilly's Strengths and Weaknesses:

Motor – Lilly has a limited mobility. Lilly can walk, but she is not entirely stable on her own. If she does not have to go far, is not rushed, and/or has someone to assist her she is able to move about quite freely. Quick movements such as running are struggles. Lilly's fine motor skills are also limited, she is able to perform many activities, but requires larger writing utensils and/or assistance in hand movements and control. Lilly also has difficulties controlling her facial muscles, causing her to drool excessively if not prompted and reminded to close her mouth. Lilly is very responsive to requests and can demonstrate basic motor control.

Sensory – Lilly has a strong memory, but has trouble remembering multi-step instructions. She also has very high receptive skills. She has trouble maintaining focus. Her vision is normal. She does not currently have major aversions.

Academic – Lilly learns on a lower intellectual level. She also has an attention span that does not exceed 15 minutes. Lilly enjoys to read stories, responds well to peer tutors, interacts with peers in peer grouping, and has a strong memory.

Self-Care – Lilly can perform basic chores. She can perform many aspects of self-care. She often drools on herself without noticing and needs to be reminded to keep her mouth closed and to clean-up when she does drool on herself.

Communication – Lilly's vocalization and articulation is low. She can currently speak in two or three word sentences. Lilly is able to communicate through her computerized communication device. Her receptive skills are high and will do what is asked of her with decent accuracy when simple directions are given (not multi-step).

Lilly's Programming Goals:

Goal 1: By 2/9/2013 Lilly will be able to work independently for 25 minutes, in the general education classroom, on 9 out of 10 opportunities.

 Objective 1: Lilly will work independently for 18 minutes, in the general education classroom, on 9 out of 10 opportunities.

 Objective 2: Lilly will work independently for 21 minutes, in the general education classroom, on 9 out of 10 opportunities.

 Objective 3: Lilly will work independently for 25 minutes, in the general education classroom, on 6 out of 10 opportunities.

Goal 2: By 2/9/13 Lilly will be able to keep her face free from drool without being prompted, while at school, on 5 out of 5 opportunities.

 Objective 1: Lilly will wipe her face when she drools, while at school, on 5 out of 5 opportunities.

 Objective 2: Lilly will remember to close her mouth without prompting before she begins drooling, while at school, on 5 out of 5 opportunities.

Goal 3: By 2/9/13 Lilly will be able to speak in 3-5 word sentences, without prompting, on 7 out of 10 opportunities.

 Objective 1: Lilly will be able to speak in 3-5 word sentences, when prompted to repeat and add to her previous sentence, on 7 out of 10 opportunities.

 Objective 2: Lilly will be able to speak in 3-5 word sentences, without prompting, on 4 out of 10 opportunities.

Lilly's Daily Schedule:

Time	Subject	Teacher	Location
8:00	Arrival/Coat Removal	Gen. Ed.	Gen. Ed.
8:10	Morning Routine	Gen. Ed.	Gen. Ed.
8:30	Math	Para and Gen. Ed.	Gen. Ed.
9:00	Reading	Para and Gen. Ed.	Gen. Ed.
9:30	Writing	Para and Gen. Ed.	Gen. Ed.
9:50	Prepare for/Recess/ Transition from	Para	Playground
10:25	Snack	Gen. Ed.	Gen. Ed.
10:35	Speech	Speech Teacher or Para on days Sp. Tch. not there	Speech Room or SPED
11:00	PT/OT	Therapist or Para	With Therapist or SPED

11:30	Prepare for Lunch/ Go to Gen. Ed.	Para	Gen. Ed. Restroom
11:45	Lunch	Para	Lunchroom
12:05	Prepare for/ Recess/ Transition from	Para	Playground
12:40	Music/ Art	Specials Tch. and Para	With Gen. Ed.
1:00	Science	Para and Gen. Ed.	Gen. Ed.
1:30	Social Studies	Para and Gen. Ed.	Gen. Ed.
2:00	PE	PE Tch. and Para	Gym
2:40	Handwriting	Para and Gen. Ed.	Gen. Ed.
2:55	End of Day Routine	Gen. Ed.	Gen. Ed.

Matrix of Goals:

	Work individually 18 min. 9/10	Wipe face when drools 5/5	Close mouth when drools 5/5	3-5 Word sent. when prompted 7/10
Arrival		X	X	X
Morning Routine		X	X	X
Math	X	X	X	
Reading	X	X	X	X
Writing	X	X	X	X
Recess		X	X	
Snack		X	X	X
Speech		X	X	X
PT/OT		X	X	
Lunch		X	X	X
Recess		X	X	
Music/Art		X	X	X
Science	X	X	X	X
Social Studies	X	X	X	X
PE		X	X	X
Handwriting		X	X	X
End of Day Routine		X	X	

Instructional Procedures:

For the first programming goal of working on increasing Lilly's attention span and ability

to work independently this will primarily be taught and monitored during core subject times

when she is in the general education classroom. It will only really be able to be assessed and

apply to days when this amount of time needs to be spent on a task. To work on this instructional goal I would recommend use of a reward system; eventually this would be faded out. Whether this would be in the form of some free time, a treat, a token, or something else would be decided between me, the para, and the general education teacher to best suit Lilly's interests and the classroom flow.   If this alone was not enough to keep Lilly focused, I would try using a timer so that she would know she has to work it goes off, this would gradually be faded away so that natural attention span length could be tested. While working if Lilly gets off task and fails to get right back on, then I would recommend the use of the para or teacher quietly approaching her, and if this alone is not enough giving a verbal cue to continue with her task. It should never be a public statement or example in front of the whole class.

Keeping Lilly from drooling, or at least recognizing when she does is of top priority because it is a top family goal, affects her self-care, and could potentially negatively affect her peer interaction in later years. Prompting procedures should primarily be verbal prompts or gestural (pointing to or pretending to wipe their face). Verbal prompts should form along the lines of, "Lilly, does your face seem wet, what should you do?" or "Lilly, how should our lips be when we are not talking to other people?". These verbal prompts work to help Lilly recognize the characteristics of her drooling so that she can better self-maintain instead of just being told to wipe her face or close her mouth; these phrases can be gone to if others are not working, but try to have her initiate the action. If she is having trouble with the fine motor control needed to wipe her face individually, support her at the elbow to help guide her.

The approach to get Lilly to increase her sentence length to 3-5 words will require much planning across the curriculum. First and foremost, I want her materials for reading that she is working on with the para in the general education classroom to be books and materials that have

an average sentence length of 3-7 words, to help establish concrete examples of proper structure in sentences of this length. Also, I want to begin to make sure she is using 3-5+ word sentences when she uses her computer communication device. We know that hearing and manipulating the device does help with transfer to spoken communication. For writing class we will be working on expressing our thoughts through communication that can be recorded by the para (and the goal would be to be copied by Lilly eventually, and work on her writing her own ideas). Writing sentences will be expected to be 3-5 words long. When Lilly uses sentences that are 3-5 words long on her own she is to be acknowledged for doing a great job using a longer, descriptive sentence. When Lilly does not use a 3-5 word sentence she will be asked to repeat it and add to it (with suggestion of using some of the expressions, descriptions, or directives that are being worked on in another IEP goal not listed in this paper), as appropriate. The most important goal is that we do not allow her to regress and speak even less because she gets frustrated with always being told to add to sentences.

Data Collection:

Lilly's On-Task Attention Span – Goal 1

Date:_____   Start Time:_____ End Time: _____   Total Minutes:_____
          SPECIAL NOTES (include if a prompting procedure was in place, ie: timer, token, etc.):

Date:_____   Start Time:_____ End Time: _____   Total Minutes:_____
          SPECIAL NOTES (include if a prompting procedure was in place, ie: timer, token, etc.):

Date:_____   Start Time:_____ End Time: _____   Total Minutes:_____
          SPECIAL NOTES (include if a prompting procedure was in place, ie: timer, token, etc.):

Date:_____   Start Time:_____ End Time: _____   Total Minutes:_____
          SPECIAL NOTES (such as if a prompting procedure was in place, ie: timer, token, etc.):

Lilly's Drooling Data Collection – Goal 2

Baseline Number of drooling episodes per day: __(determined over 1 week observation)__

Each drooling episode in a school day should be recorded in a box. Place a (+) in box if Lilly cleaned face without prompting, (/) with prompting, or (-) if no action was taken by Lilly after two prompting attempts of different styles.

DAY: _____

Total Episodes:_____   Total (+):_____   Total (/):_____   Total (-):_____

DAY: _____

Total Episodes:_____   Total (+):_____   Total (/):_____   Total (-):_____

DAY: _____

Total Episodes:_____   Total (+):_____   Total (/):_____   Total (-):_____

DAY: _____

Total Episodes:_____   Total (+):_____   Total (/):_____   Total (-):_____

DAY: _____

Total Episodes:_____   Total (+):_____   Total (/):_____   Total (-):_____

Sentence Length Collection – Goal 3

Collection of Data will be gathered over a two hour period once per week.

Date of Data Collection:_____   Time Begin:_____   Time End:_____

#1 Tally mark for each 1-2 word sentence:

#2 Tally mark for each 3-5 word sentence, with prompting: (Please provide a few sample sentences spoken as well)

#3 Tally for each sentence not lengthened with prompting:

#4 Tally mark for each 3-5 word sentence, without prompting: (Please provide a few sample sentences spoken)

Analysis of Tallies

    Lengthening Sentences with Prompting: _____ out of _____ opportunities
                                                Use #2   #2 + #3

    3-5 word sentences without prompting: _____ out of _____ opportunities
                                                Use #4   #1 + #4