

## Student Scenario 1 – Jacqueline

### BACKGROUND INFORMATION AND CURRENT PLACEMENT

Jacqueline is a 9 year old, fourth grader who is in a self-contained InD classroom for students in grades 3 through 5. She has significant cognitive disabilities and requires extensive direct instruction in academics activities. Jacqueline is nonverbal and has limited mobility. She appears very social as she consistently responds to tone of voice and her name by making eye contact with those around her. Jacqueline enjoys listening to music and being read to during group activities.

Jacqueline receives language therapy in her classroom twice a week with her classmates and goes to both OT and PT once a week for one hour each.

**Sensory:** Since Jacqueline is unable to respond in the typical manner, a functional assessment and observation of these skills was used. Vision and hearing appear to be within normal limits.

**Motor Skills/Positioning:** Jacqueline spends most of the day in her wheelchair but is occasionally positioned in a Rifton chair or a prone stander for classroom activities. Her most purposeful movement is turning her head to the right. She is unable to use her hands to access the computer, her communication systems, or other objects. She is dependent on others for all functions of daily living such as eating and using the bathroom.

**Technology:** BIGmack single message voice output device, a Jelly Bean switch mounted on a Slim Armstrong, and an eyegaze board.

**Communication:** Jacqueline is learning to activate a BIGmack via a switch to initiate communicate for simple requests. The switch is attached to a Slim Armstrong mount and placed near her right temple. Jacqueline also uses eye gaze to make choices and respond to academic activities presented by her teacher. She can accurately make a selection from a group of four Mayer-Johnson Picture Communication Symbols (PCS).

Additional switch activities include activating a switch to operate a tape recorder, blender, lights, switch toys, and the computer with cause and effect software.

**Literacy:** Jacqueline's teacher is using the MeVille to WeVille curriculum in the class. Jacqueline appears to enjoy the activities and is able to identify words and answer simple comprehension questions 4 out of 5 times by making choices on the eyegaze frame as presented by her teacher. Jacqueline will be taking the Alternate Assessment for the first time this year.

Complete the SETT framework using the additional materials in the tri-fold to guide your discussion. What would be appropriate and accessible instructional materials for Jacqueline and where would you get them?

