

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.

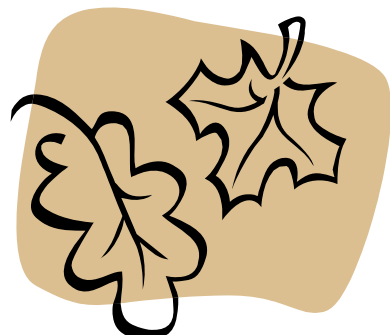
Motor Skills/Positioning: Jacqueline spends most of the day in her wheelchair but is occasionally positioned in a Rifton chair or a prone stander for classroom activities. Her most purposeful movement is turning her head to the right. She is unable to use her hands to access the computer, her communication 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.



Student Scenario 2 – Alberto

BACKGROUND INFORMATION AND CURRENT PLACEMENT

Alberto is an 11 year old 5th grader with autism at Coral Park Elementary. He is in an autism cluster classroom with 8 other students who are also autistic. He has limited expressive language. Alberto does not write with a pencil but is able to use the keyboard to copy words and short sentences. He appears to understand the function keys such as the space bar, delete, return, volume, and shift functions.

Alberto receives speech services for language impairment and OT for handwriting and keyboarding. He demonstrates frequent challenging behaviors when he is frustrated or unable to understand assignments.

The following accommodations have been implemented

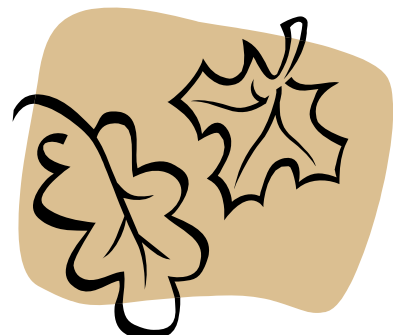
- Special seating in the classroom
- Extended time for class work and tests
- Use of portable word processor

Behavior plan report – Student needs to be in a structured environment, where clear expectations and boundaries are in place. He needs to receive reinforcement for appropriate behavior and receive consistent consequences for inappropriate behavior.

Reading assessments reveal the following:

- Word Recognition – 6th grade
- Oral Reading – 6th grade
- Silent reading comprehension – 2nd grade

Alberto showed a lack of understanding of information from the passage. He seemed to experience difficulty extracting answers from passages and making inferences. He required verbally prompting to read passage silently to himself.



Student Scenario 3 – Sawyer

BACKGROUND INFORMATION AND CURRENT PLACEMENT:

Sawyer is 10 years old. He is in the 3rd grade at Claremont Elementary School. Sawyer is eligible for and receives Speech and Language therapy 90 minutes a week. Sawyer has a medical diagnosis of Asthma and goes to the nurse once a day for treatment using a nebulizer. Sawyer wears glasses, but is not eligible for the Vision program. He frequently forgets his glasses at home. He passed the school hearing screening.

Sawyer's receptive language exceeds his expressive language abilities. He demonstrates articulation errors, but his overall speech is intelligible. He reads on a 1st grade level, but when content is presented to him aurally, he comprehends at or above grade level. He is very good in math computation, but word problems must be read to him in order for him to figure out the computation.

Sawyer was retained in the 1st grade. The IEP team has recommended Sawyer be tested for the SLD program.

The following accommodations have been tried with little success:

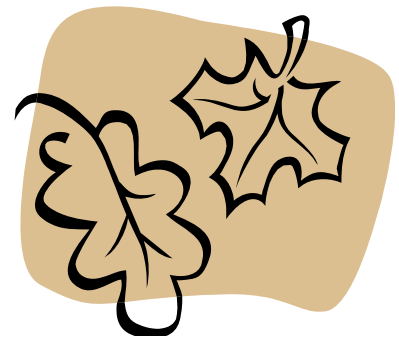
- Highlighter tape
- Visual pointer

The following accommodation has been successful:

- Reading text to Sawyer

Thus far, digital text and text to speech software have not been used with Sawyer.

Sawyer expresses frustration when working with printed text. It is suspected he forgets his glasses on purpose so he can use acuity as an excuse for not having to read printed material.



Student Scenario 4 - Shelia

BACKGROUND INFORMATION AND CURRENT PLACEMENT

Shelia is a 14-year-old 8th grader diagnosed with cerebral palsy. She is an “A” student in a gen-ed classroom fulltime. She receives speech therapy for assistance with her speech-generating device (SGD) and language software. She receives occupational and physical therapy for assistance with activities of daily living and mobility.

Shelia uses a power wheel chair for mobility and a Dynavox communication aide with Word Power software to communicate and access the computer. Shelia accesses the Dynavox by direct selection (left hand) when she is not fatigued. When S. is fatigued she accesses her Dynavox using a single switch, row column scan. The switch is placed on a switch mount on her headrest, left side. Shelia is unable to eat independently or dress independently. She needs assistance transferring from chair to bed and alternate seating positions.

She is able access the Internet via her device. Shelia accesses her computer using her Dynavox SGD and the Word Power software computer access pages. Shelia can write, edit and print word documents.

- Functional Vision: wnl
- Functional Hearing: wnl
- IEP: Shelia receives speech, occupational and physical therapy.
- Literacy: Shelia is an avid reader. She exhibits no reading delay.

Shelia uses a partner (aide) to assist her in accessing all educational core instructional materials. She is able to complete academic tasks with the support of her aide to:

- Hold books
- Turns pages
- Assists with printing etc.

She has expressed frustration at not being independent and having to rely on an attendant to turn pages, hold books and assist her with access to the curriculum.

