

STUDENT PROGRAMMING

Barbie Roberts

DEMOGRAPHICS

- Barbie Roberts is a 10-year old girl.
- Currently she attends the Pink Center.
- She is eligible for special education services as a child with multiple impairments.
- According to her pediatrician, she was diagnosed with spastic cerebral palsy at birth
- As toddler she was also diagnosed with developmental delays
- Child with moderate mental impairments (IQ 50-54)

STRENGTHS

- Barbie can even almost say, "I love you" to her mother
- She does follow conversation and will attempt to take turns
- Barbie can move around a little on the floor by a scooting system, but most of the time uses a wheelchair to move around her classroom and the Center
- She has developed some arm control and writes using an adaptive writing tool
- She can print her name, if the paper is stable
- Mrs. Roberts is pleased by Barbie's progress in academic and language areas

WEAKNESSES

- Muscles in her arms and legs are very tight and difficult for her to control their movement
- Delays noted in speech, language, and adaptive behaviors
- Needs help getting on and off the bus
- Currently says only single words
- It is a slow and laborious process for Barbie to coordinate the breaking, muscle control and thoughts required to speak
- Barbie is not comfortable with other children her age
- Needs assistance getting off the bus
- Will need a one-on-one aide in the classroom
- Self-care skills (including toileting, feeding and dressing), communication, basic academics, social skills, and motor skills development
- Needs an aide to assist with toileting, feeding, and other mobility obstacles

SERVICES

- Occupational Therapist (pull-out)
- Physical Therapist (pull-out, unless working on PT for functioning within the classroom)
- Speech-Language Pathologist (pull-out)
- One-on-one instructional Aide (in class)
- Individualized Math Instruction (pull-out)
- Individualized Reading Instruction (pull-out)
- Interventions with teacher (in class)
- Individualized Social Skills Instruction (pull-out and in class)

ADAPTATIONS TO EDU ENVIRONMENT

- Reduced classroom obstacles
- Wide doorways and handicap bathroom access
- Adaptive writing tools
- Stabilized materials (worksheets, tests, notebook paper, etc.)
- Preferential seating for wheelchair accessibility and scooting; access to handicap accessible bathroom
- Aide take notes/do the writing for Barbie when needed
- Aide reads the material/instructions on worksheets to Barbie
- Visual communication chart that will help Barbie find the words to communicate
- Seated around peers who do well interacting with her and that Barbie feels comfortable with
- Bus monitor/aide who will be prepared to receive Barbie from the bus
- Bus must be wheelchair accessible
- Barbie will eat prior to her peers in a separate seating but join them while they eat for the social aspect of lunch

SPECIALIZED CURRICULUM

- Specialized curriculum in:
 - Self-care skills
 - Toileting
 - Feeding
 - Dressing
 - Communication
 - Yes and No questions
 - Expansion on one-word communication
 - Communication chart work
 - Adapted writing and speaking
- Basic Academics
 - Math skills (current: identifying numbers, shapes, pointing system or worksheet)
 - Reading skills (current: identifying letters and sight words, increasing vocabulary)
- Social Skills
 - Interacting with peers, giving comfort
 - Increased social activities
 - Access to social opportunities in the classroom
- Motor Skills
 - Increasing mobility of her arms and hands
 - Strengthening vocal muscles and breathing muscles
 - Continued movement of her lower limbs to prevent atrophy
 - Adapted Physical Education

MONDAY/WEDNESDAY/FRIDAY

- Bus drop-off- 9:00 AM
- Bathroom- 9:05 AM
- Calendar/Circle Time- 9:15 AM
- Bathroom- 10:00
- Math block in classroom- 10:00-11:00 AM
- Bathroom- 11:00
- Occupational Therapy- 11:10-11:30 AM
- Indiv. Math Inst. - 11:30-11:45
- Lunch- 11:45 AM (separate)
- Bathroom- 12:00 PM
- Lunch with peers- 12:10- 12:25 PM
- Recess with Aide- 12:25- 12:40 PM
- Bathroom- 12:45-1:00 PM
- Adapted Gym- 1:00-1:30 PM
- Indiv. Reading Inst.- 1:30-1:45
- Bathroom- 1:45- 2:00 PM
- Speech- 2:00-2:20
- Library/LMS/Counselor Specials- 2:20-2:50
- Bathroom- 2:50 PM
- Load Bus- 3:00 PM

TUESDAY/THURSDAY

- Bus drop-off- 9:00 AM
- Bathroom- 9:05 AM
- Calendar/Circle Time- 9:15 AM
- Bathroom- 10:00
- Math block in classroom- 10:00-11:00 AM
- Bathroom- 11:00
- Social Skills Instruction- 11:10-11:30 AM
- Indiv. Math Instruction - 11:30-11:45
- Lunch- 11:45 AM (separate)
- Bathroom- 12:00 PM
- Lunch with peers- 12:10- 12:25 PM
- Recess with Aide- 12:25- 12:40 PM
- Bathroom- 12:45-1:00 PM
- Music-1:00-1:30 PM
- Indiv. Reading Instruction- 1:30-1:45
- Bathroom- 1:45- 2:00 PM
- Physical Therapy- 2:00-2:20
- Library/LMS/Counselor Specials- 2:20-2:50
- Bathroom- 2:50 PM
- Load Bus- 3:00 PM

DATA COLLECTION PLAN

- Student's day is documented on a "Barbie's Day" sheet that gets sent home to show her parents. This includes:
 - Feeding (what she ate, how much she ate, any other comments)
 - Toileting times and activities (what time, #1 or #2, any other comments)
 - Daily schedule with how/what she did in each area
 - Description of Barbie's overall mood, feelings, work ethic throughout the day
 - Any other comments
 - Documented by one-on-one aide
- Special education teacher, speech, OT, and PT monitor progress based on individualized instruction
- Further data collection is taken on a more formal recording sheet of the information from the "Barbie's Day" sheet → main focus on abnormal behaviors/moods/work ethic each half hour