

# Student Programming

MERCEDES TRUJILLO-HANSON

# Demographics

- ▶ 10-year-old female
- ▶ Attends the Pink Center
- ▶ Daughter of Mrs. Roberts
- ▶ Diagnosed with spastic cerebral palsy at birth
- ▶ Diagnosed with developmental delays
- ▶ Labeled as a child with multiple impairments

## Strengths

- ▶ Good writing skills
- ▶ Able to navigate the classroom well
- ▶ Able to get on and off the bus on her own

## Weaknesses

- ▶ Uncomfortable with peers
- ▶ Social skills
- ▶ Delays in speech/language/adaptive behaviors

## Services to be Provided (outlined in IEP)

- ▶ Occupational therapy
- ▶ Physical therapist
- ▶ Speech-language pathologist
- ▶ Speech services
- ▶ Individualized instruction in:
  - ▶ Social skills
  - ▶ Language
  - ▶ Adaptive behaviors
  - ▶ Self-care skills
- ▶ Implementation of interactional programs

# Adaptations

- ▶ Presentation accommodations:
  - ▶ Modified text (larger font/less text on a page)
  - ▶ Have a note sheet completed for student/have a student take notes
- ▶ Response accommodations:
  - ▶ Speech to text device
  - ▶ Scribe for assignments/tests
  - ▶ Dictionary/spell check software

# Adaptations

- ▶ Setting accommodations:
  - ▶ Have an area for students where they can see/learn best
  - ▶ Other setting to complete a test
  - ▶ Alternative recess
- ▶ Timing accommodations:
  - ▶ More time to complete assignments/tests if needed
  - ▶ Breaks throughout the day

# Specialized Curriculum

- ▶ Specialized curriculum in:
  - ▶ Speech (individual)
  - ▶ Language (small group)
  - ▶ Social/self-care skills (individual/small group)
- ▶ The general education curriculum can be adapted to meet the needs of the student
- ▶ Student will be in the general education classroom to receive instruction and then receive individualized instruction at a later time

# Daily Schedule

7:30 am – get off the bus

7:45-8:05 am – eat breakfast in the special education classroom

8:10-8:40 am – speech services

8:45-9:30 am – math class (restroom break included)

9:35-10:20 am – language class (10 am – 5-10-minute break)

10:25-10:55 am – modified recess in the special education classroom

11:00-11:50 am – occupational and physical therapy

11:55-12:15 pm – individualized instruction in social skills/adaptive behaviors (one area will be addressed each day)

12:20-1:00 pm – lunch and modified recess

1:05-1:50 pm – social studies class (restroom break included)

1:55-1:40 pm – science class (5-10-minute break)

1:45-2:10 pm – individualized instruction in language skills/self care skills (one area will be addressed each day)

2:15-2:35 pm – physical education (modified)

2:40-3:10 pm – music class (5-minute break)

3:15 pm – restroom break

3:30 pm – get on the bus



# Data Collection Plan

- ▶ The effectiveness of the daily schedule will be monitored by the classroom teacher, instructional aide, and special education teacher
  - ▶ The instructional aide will have a checklist to complete
  - ▶ Plan should be addressing all academic and IEP goals
  - ▶ Notes can be made to list what is going well/what is not
  - ▶ Feedback from each member/meeting to discuss the plan
- ▶ Each will have a role to make sure that the plan is being followed and that any necessary changes should be brought up and discussed before changing the plan (ex. Bathroom breaks, timed breaks during instruction)