

# Barbie Roberts

Case Study: Student Programming

# Demographic Information

- 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 and moderate mental impairments.
- She was diagnosed with spastic cerebral palsy at birth.
- She was also diagnosed with developmental delays.
- Three years ago, at the time of her last comprehensive reevaluation, she had an IQ score between 50-54 with delays also noted in speech, language, and adaptive behaviors.
- Lives at home with her parents George and Margaret Roberts. Also has a brother, Skipper, and a sister, Chelsea.

# Strengths/Weaknesses

## **Strengths:**

- Barbie can move around a little on the floor by a scooting system.
- She has developed some arm control and writes using an adaptive writing tool.
- She can print her name.
- She is beginning to talk.
- She does follow conversation and will attempt to take turns.
- Barbie can even almost say, "I love you" to her mother.

## **Weaknesses:**

- The muscles in her arms and legs are very tight and difficult for her to control their movement.
- Currently says only single words.
- It is a slow and laborious process for Barbie to coordinate the breathing, muscle control and thoughts required to speak.
- Needs more emphasis on developing social skills.

# Services

## **Services to be provided as outlined in the IEP:**

- Barbie arrives at the Pink Center on the bus with the lift. She does need help getting on and off the bus. The teacher aide assigned to her classroom usually provides this service.
- Barbie receives specialized support from the occupational therapist, physical therapist, and speech-language pathologist.
- Individualized instruction in self-care skills (including feeding and dressing), communication, basic academics, social skills, and motor skills development.
- Barbie will need to be assisted in the bathroom on and off the toilet by the special education teacher and teacher aide.
- Barbie will also need help being fed at lunch. Before going to the lunch room, Barbie will be tube fed by either the school nurse or a trained teacher aide in a separate room. Once being fed, the teacher aide can bring Barbie to the lunch room and help feed her small portions of soft foods with her peers.

# Adaptations

## **Adaptations needed within the educational environment:**

- Uses a wheelchair to move around her classroom and the Center.
- Writes using an adaptive writing tool. Typically, this is a marker with a special grip that makes it easier for her to hold.
- Her paper is often taped to the top of her chair tray for stability.
- Barbie is following a specialized curriculum.

# Specialized Curriculum

## **Specialized curriculum required:**

- Barbie is following a specialized curriculum that emphasizes self-care skills (including feeding and dressing), communication, basic academics, social skills, and motor skills development.

# Daily/Weekly Schedule

Time	Monday	Tuesday	Wednesday	Thursday	Friday
8:15-8:45	Load off Bus/AM Jobs	Load off Bus/AM Jobs	Load off Bus/AM Jobs	Load off Bus/AM Jobs	Load off Bus/AM Jobs
8:45-9:15	Reading	Reading	Reading	Reading	Reading
9:15-10:00	Art	PE	Music	PE	Music
10:00-10:20	Communication Skills	Communication Skills	Communication Skills	Communication Skills	Communication Skills
10:20-10:35	Recess/Bathroom	Recess/Bathroom	Recess/Bathroom	Recess/Bathroom	Recess/Bathroom
10:35-11:10	OT	SLP	OT	SLP	OT
11:10-11:40	Lunch/Bathroom	Lunch/Bathroom	Lunch/Bathroom	Lunch/Bathroom	Lunch/Bathroom
11:45-12:30	Library	PT	Counselor	PT	Health
12:30-1:30	Self-care Skills	Self-care Skills	Self-care Skills	Self-care Skills	Self-care Skills
1:30-1:45	Recess/Bathroom	Recess/Bathroom	Recess/Bathroom	Recess/Bathroom	Recess/Bathroom
1:45-2:00	Math	Math	Math	Math	Math
2:00-2:30	Social Skills	Social Skills	Social Skills	Social Skills	Social Skills
2:30-2:55	Sci/SS	Sci/SS	Sci/SS	Sci/SS	Sci/SS
2:55-3:00	Load onto Bus	Load onto Bus	Load onto Bus	Load onto Bus	Load onto Bus

# Data Collection Plan

## **Data collection plan to ensure implementation and effectiveness:**

- The student will participate in regular district-wide assessments.
- The team will also collect other forms of assessments through standard exams, quizzes, course work, and projects to demonstrate the student's learning and progress.
- The team will also observe the student daily and document their progress throughout each week.
- The team will keep track of a feeding and toileting chart that has times of when it took place, what she ate/how much, and any other important information that was observe during those times.