



CASE STUDY

*Student identification has been protected by changing the name, school, and location of the student.

Background Information

- “Britney Schmitt” is a female who is 15 years old.
- She currently is in 9th grade at General High School.
- She is diagnosed with Autistic Spectrum, ring 22 chromosome deletion.
- Medical history includes seizures that she use to take medication for, although she has not had any seizures for awhile so they took her off the medication. She also uses CBD oil. Also has gastric inflammation and has to be on a specific diet.
- Current home life situation is that she lives at home with her mom and sister. Her mom is super involved. She visits dad at his farm.

Academic/Current Performance

- **Grade or Developmental Level:** 1st or 2nd grade
- **Academic:** Functionally base, task boxes, out in the community a lot such as shopping, working on independent living skills, learning helpful Apps on her phone, socializing with peers.
- **Social:** She is in inclusive sports, in peer to peer, enjoys being with peers.
- **Emotional:** She struggles when frustrated when she can't communicate or her phone doesn't have the proper way to communicate back on it. Does get overwhelmed and will drop to the floor.
- **Communication:** She uses phone and sign language. She is very good at communicating.
- **Physical Competencies:** (Gross Motor)- She use to wear AFO's on both of her ankles, although doesn't anymore. Sometimes you have to correct her standing as she likes to twist both her ankles in. Walks in the hallway. (Fine Motor)- One hand grasp, working on picking up multiple items. Can put on coat, hat, shoes, although needs help with zipping.
- **Strengths:** Social, likes peers, will work at tasks up to 20 minutes. In her phone or signs she is able to communicate needs and wants. She is a hard worker.
- **Weaknesses:** Lacking independence, needs a lot of adult supports. Stubbornness, doesn't want to do certain things.

School Programming

- **IEP Goals:**

- (English Language Arts)- In order for Britney to be able to increase her pre-vocational and independent skills she will be given visual directions in order to complete a task, Britney will read the picture cue and match the correct items in order to complete the vocational and/or independent tasks with at least 60% accuracy (4/5) for 3 consecutive data collection opportunities.
- (English Language Arts)- In order to manage independence and safety skills, Britney will increase her knowledge of safety signs and symbols, when given two pictures of different safety signs or symbols as seen in the community she will: 1. Match the picture to the picture, 2. Match the picture to word, 3. Using communication device match the picture to saw what it means, by achieving a 60% accuracy for 4 out of 5 data days.
- (English Language Arts)- To improve Britney's ability to communicate with others, she will express herself with her communication device by responding to questions, initiating greetings or requesting with moderate prompting/cues, to 80% in opportunities presented in 3 data collections.
- (Physical Education)- To increase her independence in self-help skills, Britney will increase her visual-motor integration skills by: 1) cutting soft foods with supervision and medium consistency foods with minimum (25%) assistance, 2) using the stovetop and/or crockpot to prepare a meal or snack with moderate (50%) assistance, 3) Complete pre-vocational task box (folding clothes, filing, sorting coins, etc.) with minimum (25%) assistance, in 2 out of 3 data days over a 9 week grading period.

School Programming (Continued)

- **LRE:** Regular class no more than 79%, no less than 40%. She is in specific special education classes and in general education classes.
- **Related Services:** Britney receives OT, SLP, individualized instruction from special education teacher, and uses assistive technology.
- **Environmental Adaptations:** Making sure classes are not over stimulating, such as sound and smell. Small groups of people, and general education classes that are hands on.
- **Feeding:** Makes a lot of her own food, strict diet. Only drinks distill water. On the Gaps Diet.
- **Toileting:** She needs assistants in the bathroom, but still wears depends. On a strict schedule.

Community/Home Supports

- **Community/Home Supports provided:** Poppy's Place, Red door therapy for OT and Speech, and mom works a lot with her at home.
- **Additional Recommendations:**
 - Physical Therapy, to help Britney with her walking and fine motor skills.
 - North Dakota Protection & Advocacy Project, for assistive technology such as a phone, iPad, computer, etc. to communicate at home and out in the community with.
 - TND, a free app to help teachers, parents, and IEP team members engage students in the post-secondary transition planning process.

Recommendations

- **Recommendations related to improving the program:**
 - Making sure she is exposed to more settings, for an example Walmart.
 - Work on appropriately communicating on phone or sign language when she needs a break.
 - Take more frequent breaks if needed when frustrated.
 - Work on communicating with the people she doesn't know with her phone.
 - Work on becoming more independent and flexible with bathroom/bathroom schedule.