

Eric's Personal Profile

- 11 year old boy
- Two younger sisters
- inclusive grade 5/6 classroom
- nonverbal until the age of 4
- produces speech – generally echolalic
- loves to type (can reproduce a TV program he has watched almost word for word)
- can use a pencil but printing is large and messy
- Math:
 - can count to 100
 - understands addition
 - solve simple problems with manipulatives
 - tells time to the half hour
- difficulty understanding speech that is not directive
- reads at a grade 1 level
- large sight word vocabulary; difficulty with comprehension
- lecture based lessons difficult to follow (goes to the computer to type)
- asking/answering questions as a class difficult to follow
- during group work is not involved in discussions, decision-making, language based activities

Eric's ASD Profile (based on the limited information provided)

Eric's support team may wish to consult the Autistic Spectrum Disorder Instructional Support Planning Process as a guide to ensure a clear understanding of Eric's current level of functioning as well as the level of support he will require for specific deficits in his current understanding. *(Due to the limited information provided, it would be challenging to fill this in for Eric without the rest of the team.)*

- Social Interaction:
 - Eric does not appear to be withdrawing from his peers as he is able to sit in a group to cut/paste in group activities. It is not clear whether he sits with the group independently or with an aide.
 - It is not known the extent to which Eric initiates, responds to or participates in interactions with his peers in 1:1 settings, in the classroom or during less structured time, such as lunch and recess
 - To better understand the level of social skills Eric is able to function at, his team may want to administer a social skills inventory such as, *The Social Skills Checklist* by Janis Krempa, M.Ed. BCBA and Kelly McKinnon, M.A. BCBA (see below)



The Social Skills Checklist — Level 1

Student: _____	Yes/No 1:1	Yes/No In Group	Yes/No Natural Setting
Module 1: Joint Attention/Attending			
Looks when called/comes when called			
Turns and orients toward person when making requests			
Follows eye gaze, point or gesture by others			
Looks/orients/responds to object presented			
Looks/orients when listening to others (shifts body/gaze every few sec.)			
Imitates 1-2 step motor tasks			
Looks expectantly for something to happen			
Sits and attends to simple tasks (10 min)			
Sits quietly in circle			
Imitates hand movements in circle			
Calls out in unison			
Follows basic 1,2 step auditory directions (directed at group)			
Sits next to peers			
Passes item to peers			
Gains appropriate attention of others			

Based on the information provided, it seems that Eric would be able to complete some of these Level 1 tasks, though the settings in which he is successful with these is unknown.

Module 2: Greetings			
Waves			
Says "Hi" in response to greetings			
Walks up to others to greet			
Says "Bye"			
Politeness Marker			
Says "Please"			
Reciprocates affection			
Module 3: Social Play			
Sustains independent play for 15 min. w/close-ended toys i.e. puzzles			
Plays parallel +15 minutes, close to peers w/close-ended toys			
Plays with open ended toys i.e. blocks, trucks, legos (builds)			
Imitates movement with objects			
Imitates peers w/ peer leader in songs, Simon says, etc.			
Imitates up to 4-6 actions in play routines			
Takes a turn for 5 turns w/concrete toys i.e. blocks, potato head, swings, etc			
Sustains imaginative play i.e. restaurant, doctor, trucks, etc. for 15min			
w/adult			
w/other child			
Shares toys			
Trades toys			
Stops when peers say "stop"			
Ends play appropriately			
Cleans up toys when done			
Joins in small group free play			
Plays functionally with playground equipment/sustains peer play			
Can sit and play simple game with adults directing			

Looking further at the next modules, Eric may also be able to complete some of these tasks as well (for example, he greets his father using a phrase he hears his mother using). It would be helpful to know if his echolalic speech and verbalizing simple requests are also extended to his peers. By further examining Eric's current level of performance with social skills, his team will be better equip to build on his strengths while addressing areas of need, setting developmentally appropriate goals and objectives for his IEP.

- Communication:
 - Eric made use of PCS for communication until speech began (as mentioned previously, he was non-verbal until the age of 4).
 - He has recently begun to use speech to make simple requests and to use echolalic speech with purpose. It is not clear as to the extent he continues to use PCS for communication if at all.
 - Eric’s team should consider completing a Communicative Function survey such as the simple one page checklist created by Amy M. Wetherby seen below.

COMMUNICATIVE MEANS

COMMUNICATIVE FUNCTIONS	Pre-verbal													Verbal					
	Physical Manipulation	Giving	Pointing	Showing	Gaze Shift	Proximity	Head Nod/Head Shake	Facial Expression	Self-injury	Aggression	Tantrum	Crying/Whining	Vocalizing	Other	Immediate Echo	Delayed Echo	Creative One-word	Creative Multi-word	Other:
Behavioural Regulation																			
Request Object																			
Request Action																			
Protest																			
Social Interaction																			
Request Social Routine																			
Request Comfort																			
Greeting																			
Calling																			
Request Permission																			
Showing off																			
Joint Attention																			
Comment																			
Request Information																			
Provide Information																			
Other Functions																			

From the information provided, it appears that Eric is beginning to use verbal communication for:

- behavioural regulation (requesting objects/actions)
- social interaction with his *family* (delayed echo of a question his mother frequently asks his father – “Did you have a good day?”)
- joint attention – possibly requesting information? This is not clear in the summary of Eric as simple requests could refer to information requests

The team should focus on extending Eric’s recent verbal speech development to peer interactions. Until he is comfortable with this, the team should develop and support Eric is using alternate ways to communicate with his peers, such as PCS which he is already familiar with or seeking new ways to motivate and engage Eric to interact with his peers. He expresses an interest in technology and typing, so the team may consider investigating apps for communication or have Eric type to communicate.

- Behaviours/Emotional Functioning:
 - There is very little information provided on Eric's behaviour and emotional functioning. It would be useful to know more about how he adapts or adjusts his behaviour between home and school or in the community. Eric does not seem to have presented any anxiety or overly obsessive behaviours though it would be of interest to know how he displays the difficulty he has with following teacher-directed lessons, math and communicating with peers. Without this information, suggesting goals and identifying strengths in this area is challenging.
 - The only mention of possible motivation for Eric is his enjoyment of typing on the computer. The team should take this into account when planning interventions and lessons for Eric.

- Self-determination and Independent Living:
 - The team may wish to consider administering one of the following to determine Eric's current level of functioning, following observations, teacher reports and parents contributions:
 - PATH (Planning Alternative Tomorrows with Hope) , MAPS (McGill Action planning System), BRIEF (Behavior Rating Inventory of Executive Function) or others suggested on the Autistic Spectrum Disorder Instructional Support Planning Process

- Cognition:
 - Review of any psychoeducational assessments may provide further insight into this section of Eric's profile. It may be worthwhile to consider the type of test given and whether or not it was appropriate for Eric's level of verbal communication at the time. As he is limited in his verbal communication, his team may wish to administer the TONI-5 (Test of Non Verbal Intelligence) or something similar.

- Other Health Factors:
 - There is no information given in regards to any health conditions but these would be worth mentioning and taking into consideration when planning for Eric
 - The team should also consider any sensory sensitivities to provide the most accommodating learning environment for him
 - Any outside agencies that support Eric should be a part of the team and contributing to his educational planning including Occupational Therapists, Physiotherapists, Speech and Language Pathologists etc.

Activity #1







Original activity planned:

The teacher would like to read, “Miss Nelson is Missing” by Harry G Allard and then have the children work in groups to brainstorm descriptions for the two teachers. Following this, the children will sort the descriptions into a Venn Diagram to compare and contrast the two teachers.

Teacher goal for Eric:

Contributing his ideas to the group (active member of the group rather than delegated to cutting/pasting role with no communication with his peers) as well as building his descriptive vocabulary.

NOTE: It would be important to determine which literacy stage of development Eric is currently functioning at to develop more appropriate goals, objectives and lessons to target his needs at the correct developmental stage. The snapshot assessment below by Vicki Rothstein (2013) could identify specific strengths and areas of need. This would allow the teacher and aide to create or locate resources at Eric’s Independent level and allow him to be a part of class discussions and group work as he would be accessing the same topic as the rest of the class.

 Snapshot Assessment: An Informal Inventory Of Early Literacy Behaviors: Scoring Grid		Student's Name: _____ Date: _____ Completed By: _____					
early  EMERGENT later 		TRANSITIONAL 		beginning  CONVENTIONAL later 			
Motivation and Interest	<input type="checkbox"/> Attends for brief periods of time during literacy-related activities (e.g. when Literacy Partner reads books aloud, when looking at a book together) <input type="checkbox"/> Beginning to show awareness and interest in photos and/or pictures in books <input type="checkbox"/> Selects books or other literacy items from choices but tends to be random in selection	<input type="checkbox"/> When looking at a book and/or reading a book with a Literacy Partner, maintains attention but still requires consistent support and prompting to do so <input type="checkbox"/> Attends to illustrations in books or magazines that the Literacy Partner points to, shows, or talks about <input type="checkbox"/> Shows definite interest in looking at books, magazines and/or literacy-related computer activities <input type="checkbox"/> Enjoys stories about familiar things or experiences <input type="checkbox"/> Shows a beginning interest in print (words, letters) <input type="checkbox"/> Intentionally selects a book or other literacy item from choices by verbal or nonverbal means <input type="checkbox"/> Requests rereading of a book by verbal or nonverbal means (e.g. reaching toward the book, signing 'more')	<input type="checkbox"/> Attends to the reading of a short book until it is completed, with minimal prompting <input type="checkbox"/> Listens to and enjoy texts read in "one-on-one" and small group situations <input type="checkbox"/> Listens to and enjoy texts read in whole class situations <input type="checkbox"/> Has favorite literacy topics, activities and materials <input type="checkbox"/> Shows an interest in a variety of texts and reading activities beyond those that are related to personal interests and experiences	<input type="checkbox"/> Able to independently sustain attention to texts and literacy-related activities for longer periods of time, without additional supports from the Literacy Partner <input type="checkbox"/> Shows interest in a variety of reading materials and a range of literacy-related activities (e.g. reading/listening to gain information) <input type="checkbox"/> Relates content to own experience or theme	<input type="checkbox"/> Chooses books and reads or listens independently <input type="checkbox"/> Interested in books and other texts as sources of information as well as enjoyment	Motivation subtotal across = /20	
	Interactions	<input type="checkbox"/> Passively engaged: needs lots of interaction to maintain focus <input type="checkbox"/> Active participation in literacy and literacy-related routines is limited.	<input type="checkbox"/> Beginning to interact with others during reading by taking a turn and/or choosing a book <input type="checkbox"/> Continues to need much assistance and support from an adult in order to actively participate <input type="checkbox"/> Participates in response to a Literacy Partner but does not often initiate (if at all) <input type="checkbox"/> When prompted, beginning to participate in shared reading experiences by: - providing a repetitive line in a pattern book - participating in a song or rhyme (verbally, via pictures and/or symbols, by hitting a switch)	<input type="checkbox"/> Takes an active role in reading activities and routines <input type="checkbox"/> Actively maintains literacy interactions by taking a few turns <input type="checkbox"/> Points, labels, comments during joint reading <input type="checkbox"/> Can fill in repeated lines in a pattern book with minimal or no prompting	<input type="checkbox"/> Actively participates in and sustains literacy interactions for longer periods of time, i.e. beyond a few interactional turns.	<input type="checkbox"/> Initiates and responds when taking ongoing turns during literacy interactions <input type="checkbox"/> Interacts with a variety of partners (adults and/or peers) across a variety of contexts	Interaction subtotal across = /13
	Print & Book Awareness	<input type="checkbox"/> Tends to explore only the physical features of books through sensory means (e.g. chews on book, flips pages) <input type="checkbox"/> May turn pages, but not necessarily front to back <input type="checkbox"/> When attention is focused on a page, attends to the pictures and not to the words	<input type="checkbox"/> Shows increasing ability to handle books appropriately, without assistance <input type="checkbox"/> Aware of print on a page as well as pictures <input type="checkbox"/> Has developed some concepts about print, e.g. knows that pages are turned in the correct sequence from front to back	<input type="checkbox"/> Fully understands how books work and the way to handle them <input type="checkbox"/> Shows awareness that print is read rather than the pictures <input type="checkbox"/> Can find "the words" on the page on request <input type="checkbox"/> Follows along in a book being read <input type="checkbox"/> Knows there is a 1:1 correspondence between spoken and written words (points to text as it is read) <input type="checkbox"/> Knows the difference between pictures, words,	<input type="checkbox"/> Basic print awareness fully established.	<input type="checkbox"/> Basic print awareness fully established.	Print & Book Awareness subtotal across = /14
	Symbol, Letter & Sight Word Recognition	<input type="checkbox"/> Beginning to recognize symbols for objects and people (e.g. photos, line drawings) <input type="checkbox"/> With support, becoming aware of environmental print (classroom labels, food logos, etc.)	<input type="checkbox"/> Understands that a symbol is a representation of an object or event (e.g. recognizes photos, picture symbols as representations). <input type="checkbox"/> Beginning to recognize personally meaningful and highly familiar words in print (e.g. own name, environmental print) <input type="checkbox"/> Beginning to recognize and name a few alphabet letters	<input type="checkbox"/> Can consistently recognize and name several letters in isolation and in words <input type="checkbox"/> Consistently recognizes several frequently seen words when they are in a familiar context (e.g. print in the environment, own name)	<input type="checkbox"/> Names all letters across contexts <input type="checkbox"/> Consistently recognizes frequently seen words in a variety of print forms across contexts	<input type="checkbox"/> Recognizes high frequency and sight words with more automaticity.	Letter ID/ Sight Words subtotal /10
Totals		Early Emergent Column Total = /10	Later Emergent Column Total = /17	Transitional Column Total = /17	Beginning Conventional Column Total = /7	Later Conventional Column Total = /6	

The story the class teacher will be using for her literacy lessons, 'Miss Nelson is Missing' is suggested to be at a grade 2.50 level (shown below).



Leveled Books Database

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• Miss Nelson is Missing

Author: Allard, Harry

Amazon: [More Info](#) | [Buy Now](#) - *If available*

Guided Reading Level: L

Reading Recovery Level: 20

Grade Level: 2.50

http://books.atozteacherstuff.com/leveled-books/index.php?db_id=1&p=getdatabasearch&column=1text&keywords=miss+nelson+is+missing&ordercolumn=1text&orderdirection=asc

While it is most likely being used as a hook for her typical grade 5/6 students, who are reading and comprehending at level higher than the picture book, Eric has been noted to be working at a grade 1 reading level with comprehension being of particular challenge for him. This book, as it is written, would most likely be within Eric's frustrational reading level. To ensure his success with reading and comprehending this text, it will need to be adapted to better suit his current level of functioning. He will also need more time working with the text than his class to build his comprehension, which will in turn build a stronger base for him to draw from when interacting with his peers.

Suggested Adaptations:

As Eric enjoys using the computer, prior to the whole class reading of the book, Eric could preview the text by watching a video version of the book such as this one, found on YouTube:

<http://www.youtube.com/watch?v=nr3mQndvrZg>. This could serve as a 'hook' to engage Eric with the story.

Eric will then need a version of the book at his level. This could be accomplished by using the illustrations from the chosen text to create a simplified version of the story more accessible to Eric (within his Instructional Level).

A copy made with PowerPoint would allow Eric to work through the story at his own pace, going back and repeating parts as he needed or wanted. Eric may need to be shown how to use PowerPoint if this is not a program he is familiar with. By using the computer, you would be targeting Eric's motivation/interest as well, keeping him engaged with the story for a longer period of time.

Adding in a peer retelling component to the lesson, would allow further exposure to the text for Eric and would create a smaller group (one peer) for Eric to begin sharing his ideas with.



Creating a print version of the PowerPoint story would allow Eric to read with a peer. To aid in developing Eric's comprehension, words or



<http://www.welcometoorganiz@dchaos.com/search?q=miss+nelson+is+missing>

pictures that depict the main ideas could be added to each page with Velcro. Eric could then work with those words, perhaps matching to a picture or creating his own pictures to illustrate the words on his computer, deepening his understanding of their meaning. This would also add in a kinesthetic piece to increase engagement with the text and would enable Eric to be able to remove the cards to share with his peers during discussions. He could read the word on the card or pass the card to a member of his group, depending on the level of interaction he is comfortable with and able to engage in. If this is a new strategy for Eric, he may need some guided practice and modelling with the teacher or his aide prior to engaging with his peers. This same notion could be utilized with descriptors for each character, which Eric could then remove from the book to sort onto a chart with his group. It would be helpful to have images of each character for Eric to attach the Velcro word descriptors to. If the ‘both’ section of a Venn Diagram (the middle section, where the circles overlap) was creating a barrier for Eric to demonstrate his understanding, a simplified chart, such as a T-Chart (only two columns) may be more appropriate. A third box for ‘both’ could be added where Eric moves any words that appear in both columns to.

Providing Eric with a selection of describing words to choose from for each character would support the development of his comprehension while encouraging participation in the class/group activity.

Miss Viola Swamp				Miss Nelson			
							
pretty	ugly	happy	mean	nice	angry	loud	quiet

NOTE: With access to Boardmaker, the word cards would have images allowing the child to become familiar with the words/symbols. This would lead to increasing confidence using these cards across subjects and contexts to participate more fully in class activities and with peers. When more confident, Eric could demonstrate how the system works for his peers, who could then begin to use this with Eric, independent of adult interference (Mirenda, 2013c).

Rationale:

Eric will need more time to comprehend the text than his peers as he has limited receptive and expressive language; this deficit will affect his ability to share ideas and to understand peer's ideas in group discussions (Kluth, 2010). The need for extra time could also be due to how he processes information, that is, most people with autism experience delayed processing speeds, particularly if the information is presented verbally rather than visually (Mirenda, 2013a).

As most learners with autism have deficits in auditory processing and show strengths with visual learning, Eric will need to see the pictures and the words at his instructional level to demonstrate his comprehension and to work with the story elements. Inclusion of Eric in the mainstream education system requires him to learn academic content as well as social relationship skills (Mirenda, 2013b). The identification of his strengths and needs through the team's completion of the personal profile and ASD profile, will enable the teacher and his aide to adapt content to Eric's functional level. Through the identification of his interests and learning preferences and using these to structure lessons, Eric will be able to demonstrate his understanding and interact with his peers. By giving Eric a voice, his peers will be able to develop a relationship with Eric outside of adult prompting and supervision. The classroom teacher may also wish to extend multiple ways of expressing understanding to the rest of Eric's class as there will be countless learning styles and preferences within the classroom.

Sources:

Kluth, P. (2010). *"You're going to love this kid!": Teaching students with autism in the inclusive classroom (2nd ed.)*. Baltimore: Brookes Publishing Co.

Mirenda, P. (2013a) *Cognitive, processing, social, language and sensorimotor characteristics in ASD* [PDF document]. Retrieved from UBC Connect course website:
https://connect.ubc.ca/webapps/portal/frameset.jsp?tab_tab_group_id= 2 1&url=%2Fwebapps%2Fblackboard%2Fexecute%2Flauncher%3Ftype%3DCourse%26id%3D 21481 1%26url%3D

Mirenda, P. (2013b) *Including students with ASD in general education classrooms* [PDF document]. Retrieved from UBC Connect Course Website:
https://connect.ubc.ca/webapps/portal/frameset.jsp?tab_tab_group_id= 2 1&url=%2Fwebapps%2Fblackboard%2Fexecute%2Flauncher%3Ftype%3DCourse%26id%3D 21481 1%26url%3D

Mirenda, P. (2013c) *Supporting literacy development* [PDF document]. Retrieved from UBC Connect course website:
https://connect.ubc.ca/webapps/portal/frameset.jsp?tab_tab_group_id= 2 1&url=%2Fwebapps%2Fblackboard%2Fexecute%2Flauncher%3Ftype%3DCourse%26id%3D 21481 1%26url%3D

Activity #2

Original activity planned:

Following on from Activity 1, the teacher would like the students to work in teams to create their own versions of the story, using the principal as the main character. She would like to present the stories to the principal as a part of his 25th anniversary at the school.






Teacher goal for Eric:

The teacher would like for Eric to be a part of the creative process, developing the character and plot of the story.

Suggested Adaptations:

Prior to initiating this activity, it would be of interest to note Eric's relationship with the principal. Does he regularly interact with Mr. Feeney? If Mr. Feeney is not known to Eric, it would be more beneficial for him to create a story with a character that may have more personal meaning to him, such as his own teacher or his aide. The adaptations for this activity are based on the understanding that Mr. Feeney is known to Eric and that they have a relationship established.

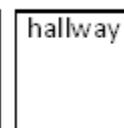
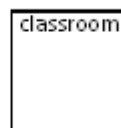
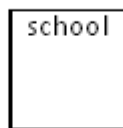
The teacher should provide each group with a planning sheet/graphic organizer prior to their writing of the story. This will give structure to the task and give clear distinctions to the parts of a story, not just for Eric, but for all students in the class. With all students using the same planning guide but in different ways, all needs are accounted for and Eric is not singled out. He is able to participate alongside his peers within his functional level.

Setting 	
Characters 	
Plot 	
Problem 	
Solution 	

(Mirenda, 2013b)

Providing Eric with picture/word card choices for each box/section would make story planning a more concrete exercise. Using photos of the school and of Mr. Feeney to make the picture/word cards would also assist Eric in making a personal connection to the story.

With limited choices for each section, presented to him only a few at a time, he would not be overwhelmed with stimulus. Once he has chosen the cards for each section, he could easily share his ideas with his peers. This allows for a more collaborative interaction as well as participation in the creative writing process rather than being relegated to the role of recording the groups ideas, not his own.



NOTE: As mentioned, images of Eric's school could be placed on each of the cards to personalize the content. He could be provided with one section of the word/picture cards at a time. Also by using the same image but a simpler word ('Where' rather than 'Setting'), the teacher could be addressing Eric's goal of expanding his vocabulary.

As mentioned in Eric's Personal Profile, he is able to write with a pencil, though his printing is quite large and difficult to read. He excels at and enjoys typing so the teacher could have just Eric's group work to create their story on the computer. A story writing program such as Story Creator could be utilized with some pre-teaching of the features and steps to creating a page, as demonstrated here:

<http://www.youtube.com/watch?v=bgDP4XkuGDM>.



<http://www.youtube.com/watch?v=bgDP4XkuGDM>

However, rather than singling out Eric's group, all groups could be given the opportunity to present their stories in different media. Some learners may wish to create a play to act out, a hand drawn/painted picture book, a musical, a puppet play or a PowerPoint version. As Eric is already familiar with using PowerPoint from his previous activity (assuming pre-teaching has taken place and Eric is able to complete simple tasks within the program on his own), he could teach his groups how to use some of the program features to present their story and take the lead in adding the chosen content. This would allow Eric's peers to see him as a capable and functioning member of the team and class, creating a more cohesive and supportive classroom environment.

Rationale:

By providing all students a planning sheet or graphic organizer during the group planning stages of the story, Eric is not singled out and is seen as 'just another classmate' who has the same jobs as everyone else; a symbol of belonging as outlined by Mirenda (2013b). The use of the planning sheet will also provide visual support for Eric during the verbal class discussion. As most individuals with autism are visual learners and have auditory processing deficits, the visual picture/word cards will allow Eric to communicate his ideas to the planning process (Kluth, 2010). Providing choice for Eric supports his comprehension challenges while at the same time building his vocabulary. Limiting the choices to just four at a time will support Eric's slower processing speeds, allowing him more time to share his choices/ideas with his group.

Altering the final product for all students would address the many learning styles or multiple intelligences present in the classroom, not just helping to better meet Eric's needs (Mirenda, 2013b). Giving choice to students can also increase their motivation and interest in an activity. Suggesting Eric's group use PowerPoint, with him as the leader would put Eric in a different light for his peers; he would be able to teach them a skill he has that they may not. This could dramatically alter the relationships of Eric and his peers, leading to more opportunities to observe and practice necessary social skills for both Eric and his peers.

Sources:

Kluth, P. (2010). *“You’re going to love this kid!”: Teaching students with autism in the inclusive classroom (2nd ed.)*. Baltimore: Brookes Publishing Co.

Mirenda, P. (2013a) *Cognitive, processing, social, language and sensorimotor characteristics in ASD* [PDF document]. Retrieved from UBC Connect course website:
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https://connect.ubc.ca/webapps/portal/frameset.jsp?tab_tab_group_id= 2 1&url=%2Fwebapps%2Fblackboard%2Fexecute%2Flauncher%3Ftype%3DCourse%26id%3D 21481 1%26url%3D

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Mirenda, P. (2013d) *Visual and Environmental Supports* [PDF document]. Retrieved from UBC Connect course website:
https://connect.ubc.ca/webapps/portal/frameset.jsp?tab_tab_group_id= 2 1&url=%2Fwebapps%2Fblackboard%2Fexecute%2Flauncher%3Ftype%3DCourse%26id%3D 21481 1%26url%3D