**Longitudinal Curriculum Development**

**Student P**

**By: Megan Collins**

**Student Description**

Student P is in third grade at Lincoln Trail Elementary School. In the student’s IEP he is stated to have intellectual disability. He is diagnosed with Familia Mediterranean Fever and rod cone dystrophy. He is a hard worker and loves to work with others. Student P is receiving early intervention at level A for reading and for mobility the student has to be careful when transitioning from class to class and uses knee pads and a helmet when outside for recess. Student communicates verbally, but sometimes requires a communication device for listener to fully understanding of the student. Student can set the food, bowl, and utensils needed for breakfast, ready for the student’s mom to put together. Student sometimes also sets the food needed for lunch that day the mom will make for him and his sister. Student occasionally needs assistance getting ready in the morning, but chooses his own outfits in the morning. The student does not like when he receives homework and does lied to about his father’s whereabouts, like on a business trip in a hotel. The student enjoys math, his favorite animated character is the Smurfs, and loves to play air hockey and indoor basketball.

**Description of Current Residential Environment:**

Student P lives with his two parents and older sister in a two story house in a suburban town. The student helps parents set the table for meal times. The student is able to pick out clothes independently from his own room. When at home, the student enjoys playing on his Wii, and playing miscellaneous sports such as air hockey, basketball, baseball, and playing with legos. Student P also has a pool in their backyard with an adapted ramp in order for the student to safely get into the pool. The parents mentioned how the student used to walk in his sleep so there is a lock on the outside of his room door for a safety precaution. The parents were worried while the student was sleep walking he would walk outside. The family enjoys to go out to eat together and to go to Student P’s sporting events as a family. Student P attempts to order own food verbally.

**Description of Future Residential Environment:**

Student P’s future environment is Mahomet-Seymour Junior High School. The school has a special education section where there is a life skills classroom and other classrooms for students with behavior disorders and for students with other disabilities. This resident is for students to become more independent and to get ready for high school. Students are accountable for more things such as turning in homework, filling out assignment notebooks, going to classrooms by themselves, etc. Junior high also has clubs and sports teams that the students can try out for or join. This can be a good opportunity for Student P to work on social and leisure skills. The future environment is a great place for Student P to go because it will help enhance his independence because the teachers promote independence for students at his age.

**Domestic Domain IEP Objectives/Skill Cluster/Rationale:**

1.When student is eating a meal that requires utensils, the student will complete task analysis for fork use at 100% accuracy for 10 consecutive meals.

2. After student uses the washroom, student will complete task analysis of hand washing at 100% accuracy for 10 consecutive times.

3. When student is changing clothes at home and/or school, he will independently complete task analysis of changing his shirt at 100% accuracy for 10 consecutive days.

4. When student is changing clothes at home and/or school, he will independently complete task analysis of changing pants at 100% accuracy for 10 consecutive days.

I chose 3 domestic objectives for the next school year after hearing the parent’s concerns and wants for the student and observing the student as well.

The first objective is about properly using a fork. The parents expressed high priority concern on this because the student usually shovels food into his mouth and cannot properly pace himself while eating. The parents said they were nervous about the student choking. This can help the student in social situations as well in the lunch cafeteria or at restaurants so he does not necessarily stand out when he is with his peers.

The second objective is bout washing Student P’s hands after using the washroom. The student is known to forget to wash his hands, which can spread germs to other people and even get Student P sick. This should be a skill the student needs to remember and is of high priority. Washing his hands can benefit in social situations too when he is out in public and in the washroom. If the student does not wash their hands, other people may feel uncomfortable. The parents expressed high concern for this skill as well and wish to have the student perform this task independently.

The next two objectives deal with the student dressing himself and changing clothes. These objectives are clustered because they require the same skills and can be taught simultaneously. These skills are important and necessary for the student because the student can gain more independence, especially in the future environment for the gym locker room. These objectives can assist the student in reaching that independent state and to fit in with her peers in the gym locker room.

**Leisure Skills Domain IEP Objectives/Skill Cluster/Rationale:**

1.When student is playing a board game for indoor recess, student will follow 100% of board game rules for 10 probe trials.

2. When student is playing board game for indoor recess, student will take equal amount of turns with peers for every time student plays game.

3. When student is at movie theater, the student will complete 100% task analysis of purchasing a movie ticket independently for 5 consecutive probe trials.

4. While student is batting in a baseball game, after the student makes contact with the ball and ball is in “fair territory”, student will run all the way to 1st base for 5 probe trials.

I chose 4 objectives for the leisure domain because these were all the skills we discussed for Student P. These goals seemed to be the most important for the student to work on.

I have clustered the first two objectives- following board game rules and cooperating with peers, because they both involve following directions and proper etiquette with his peers. These objectives are important because the student needs to understand that he does not win every game he plays and that it is okay to lose. The student also needs to learn how to cooperate with his peers and learn how to take turns and allow everyone an equal chance. This will help him in the school and social situations as well because then people will want to play games with him and spend time with him.

The family enjoys going to the movie theater and would hope that the student can independently pay for his movie ticket. This is a great independent skill the student can work on and can get him to give proper money amounts. The student can learn how to perform this skill so that in the future he is able to do it without the assistance of his parents.

The last objective is about base running for baseball. The student enjoys to play the sport, but does not know after he hits the ball he needs to run to first base. This objective is here to help the student succeed while playing the sport. This skill can also assist the student if he is playing the sport with his peers because the peers may not understand why the student will not run to first base. Base running is a very important skill to have while playing the sport of baseball, and if the student would like to continue on playing the sport he should learn how to run to the base.

**Community Skills Domain IEP Objectives/Skill Cluster/Rationale:**

1. When student is at grocery store with adult, student will stay no further than 10 feet from the adult accompanying him.

2. When student is at grocery store with adult, student will maintain a voice volume where people 20 feet away from him cannot hear him.

3. When student is at grocery store, student can independently place all items on conveyer belt at check out for 10 consecutive trips to the store.

4. When student is at suggested restaurants, (Los Zapares, Buffalo Wild Wings, and Olive Garden), student will independently order his own food for 10 probe trials.

5. When student is at suggested restaurants, (Los Zapares, Buffalo Wild Wings, and Olive Garden), student will state the correct number of the party to the hostess for 9 out of 10 probe trials.

6. When student is at CVS, student will complete 100% of task analysis of buying an item independently for 10 consecutive trips.

I chose 6 objectives for this because 3 out of the 6 are at one location and 2 out of the 6 include different types of restaurants. These objectives all consist of greater independence for the student, proper social etiquette in public, and all of these skills will be needed in the future.

The first 3 objectives are clustered because they all have to deal with the grocery store. The student has a tendency of wandering off from the parent at the grocery store and can get easily lost. The student also has a tendency of shouting and yelling throughout the store and giving himself undesired attention from the other customers. These behaviors need to be limited, especially as the student grows older. The student can learn how to properly act in a grocery store and be able to go to the grocery store more often. Currently the parents do not allow the student to go with to the grocery store because of his behaviors. The last objective for the grocery store is being able to place the items in the cart onto the conveyer belt. This objective causes the student to become more independent for the future. This also helps the student get used to what happens when you go to the grocery store.

The next sets of objectives are clustered because they all deal with restaurants and performing the same tasks. The family enjoys going out to dinner so these skills are important for the student to establish. The first objective is for the student to independently order his own food. This gives the student more independence in his life and can work on his verbal communication. The second objective is for the student to tell the host/hostess at the restaurant how many people are in the party in order to be seated. This is to help the student with counting and verbal communication. These skills are a good base for the student to begin becoming independent when going out to a restaurant.

The last objective consists of going to CVS to pick up items. This objective is to help the student become as independent as he can. The student’s family frequently goes to CVS to pick up the student’s medication so the student may be familiar with the store. Since the student is at the store often, it may be important for the student to learn how to check out with a cashier, give proper money amount, and then receive the proper amount of change. This skill can also be used throughout many different environments. This is an important skill to obtain in order to be a part of society and to be able to purchase an item.