

## Case of Alex

### Part 1:

First Break out:

- Review
- Determine one area of need
- Write a participation based goal
- Write goal in Google doc

Second Break out: Using your goal

- Draft Services
- Brainstorm treatment

Group	Need	Goal	Services
6	Improve independence/efficiency getting on/off the bus so that he can keep up with his peers.	Alex will walk up/down the bus stairs during arrival and pickup with supervision and use of the railing, 4 out of 5 days that he rides the bus.	PT Direct = 15 minutes 2x/week Consult = 60 minutes/month Push in during transitions for extra stairs practice Teaching strategies (e.g. 2-hands on 1 railing)
2	Negotiating and safety on stairs	Alex will safely ascend and descend the stairs to transition between classes with the handrail and contact guard assist in $\frac{3}{4}$ attempts	Direct PT 30min/week Consult 60min/mo for 1st and 2nd term, 30 min/mo quarter 3, 15minutes/month quarter 4 Additional time for paraprofessional education
10	Lunch Access: Carrying lunch tray independently	Alex will carry lunch tray walking a distance of 10 ft in reverse walker without spilling 4 out of 5 days a week.	PT 15 min twice a week direct in the lunch room. Consult time with staff 45 minutes per marking period. Brainstorm treatment: practice: standing with empty tray, standing with full tray, walking with empty tray, walking with a full tray of non spillables, walking shorter distances and

			increasing to the full 10 feet, lastly full tray in cafeteria walking 10 feet to table.
8	Independent and safe sitting	Alex will sit with an erect posture, unsupported, for 30 seconds, to improve ability to manage table top materials in the classroom or lunch room, in $\frac{3}{4}$ trials.	<p>PT 30 min/week of direct service within the school building. 30 min/month consult service with classroom and P.E. staff.</p> <p>Treatment: Consult in core strengthening and ROM exercises with staff and parents. Consult with parents in regards to activities outside of school which will benefit Alex. Optimize seating arrangements in the lunchroom. Short group core strengthening activity within the classroom prior to the start of each new subject/special. Small group core exercise during recess. Alex leads warmup in P.E. class with focus on core strengthening.</p>
9	RECESS participation	Alex will access three desired activities of choice at recess for 10 minutes with close supervision to minimal assistance, $\frac{3}{4}$ sessions.	<p>PT 30 min/week direct service at recess with peers present. Plus 30 min consult /month to classroom/support staff</p> <p>TX: -working individually with the student on the playground initially, practice different pieces of equipment, scaffolding strategies for climbing, slides swings. Combine with working with the para for training and carry-over for the strategies, adding a few peers if possible then eventually working with the student during their whole group recess.</p>
3	Ascending and descending bus steps	Alex will be able to ascend and descend bus stairs with minimal assist safely using a handrail and step to pattern 3 of 5 measured opportunities.	<p>PT 30 minute per week direct service individual, and 5 hours of PT consultation per year.</p> <p>Treatment: Working on improving the student's strength, balance and body awareness;</p>

			Working on stair climbing in different settings: Training staff and substitute staff especially at the beginning of the year to know how to assist the student on the stairs and what verbal and tactile cues to use, hand placement, where to position themselves when student is ascending and descending. Ask about having a mock set of bus stairs built!
5	Accessing the school grounds and play structures	Alex will safely ascend and descend climbing structure stairs without loss of balance during recess with moderate to minimum assistance using railing for support on 60 percent of measured opportunities in order to increase playground access and participation with peers.	PT 20 min/week direct service, x1 10 min consult/weekly  Treatment: Facilitate pacing techniques, self-advocacy for safety with peers, facilitating upright posture and hand advancement on rail, cue and train step-to gait pattern ascending/descending stairs, train para's on levels of supervision/assistance, and facilitation techniques for stair climbing.
1	Stairs - bus, in school, field trip	By the end of the IEP period, Alex will ascend and descend the bus stairs, at arrival and dismissal time, with minimal assistance from a paraprofessional or other adult, in 3/5 school days.	Direct PT 30 min/week (in gen ed setting) , 60 min consult per trimester  (direct services at arrival/dismissal but also any other stair opportunities within the school day)
4	Stairs	By Nov 2023, Alex will safely negotiate stairs in 4 out of 5 measured occasions in the setting of bus, floor transitions between classes, field trips and recess.	PT 1x30 a week B grid/push in/embedded/with peers. 1x30/a month consult

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**Part 2:**

- Determine Need
- Write new goal
- Write new services

Group	Need	Goal	Services
1			
6	recess/PE participation	Alex will access three choice activities of \ at recess and/or a group PE game for 10 minutes with close supervision to minimal assistance, 3 of 4 sessions.	<p>PT 30 min/week direct service at recess and or PE with peers present. Plus 30 min consult /month to classroom/support staff</p> <p>TX: -working individually with the student on the playground initially, practice different pieces of equipment, scaffolding strategies for climbing, slides swings. Combine with working with the para for training and carry-over for the strageties, adding a few peers if possible then eventually working with the student during their whole group recess.</p>
4			
5	Safety		

8			
10			