

Example

Early Childhood (OT, PT)

Present Level of Educational Performance:

Sam is a cheerful young boy who gets along well with both peers and adults. Sam's academic skills are age appropriate and he is able to participate in all activities with peers. He matches and points to eleven colors and names red, blue, green, black, orange, purple, and white. He identifies and names circle, square, triangle and rectangle. He names over 10 body parts and can point to more. He has good 1:1 counting to 10 and can rote count further. He recognizes his name along with other students' names. He can recite most of the alphabet, missing only a few letters. When given the missing letter, he can continue correctly. Sam understands positional concepts (e.g. up/down, over/under, behind/in front of, front/back) as well as qualitative concepts (e.g. little/big, long/short, slow/fast, many/few). He can expound on what to do in different situations, knows the use of objects, and the function of community helpers. His general knowledge is what is expected for a typically developing child his age.

Sam has spina bifida and has recently had his legs amputated. Sam now has prostheses. He is independent using his body brace, prostheses, and reverse walker in the classroom setting, but continues to need encouragement to do so in a timely manner. Sam ambulates with his body brace and prostheses and reverse walker without assistance 50% of the time. Sam has the ambulatory skills to keep up with his classmates; however, his stamina currently allows him to walk at a pace similar to peers only about 10% of the time. He is continuing to increase his time in his brace and artificial limbs. He has met his goals for backing and turning and for transfers from his reverse walker to the table or circle blocks. Sam starts and stops his wheelchair on command and is independent with floor mobility by creeping with reciprocal arm and leg movements or rolling 100% of the time. He transitions from prone or supine to sitting with appropriate pattern and transfers from the floor, to and from the wheelchair and toilet using a 7-inch block, with assistance for safety. He is able to transfer from his wheelchair to the merry-go-round, the slide and the bouncer, allowing increased interaction with his peers on the playground. He tolerates bilateral hip flexor stretches 75% of the time. He still has a need for hip flexion contracture management and overall strength and endurance for mobility.

Sam is right hand dominant does not have the full use of his left hand due to significant deformities. This makes it difficult for him to participate in classroom activities that require fine motor skill without adult assistance. He is able to copy a cross, cut a straight line when allowed increased time and verbal cues to hold paper in his left hand, and string 4 small beads when allowed additional time. Sam requires moderate/maximal assistance for donning and doffing with lower extremity dressing. He uses the toilet regularly at school and is able to transfer from floor to toilet with verbal cues utilizing a block step and a toilet seat frame. Sam completes toileting at a faster rate if he faces the wall while sitting on the toilet seat.

Sam is a very verbal child who is eager to communicate with adults and children at home and in his school learning environment. He is able to ask and answer questions, retell a story, and use a sentence length of 5-6 words. Sam's performance on the Pre-school Language Scale-3 indicated that he does not exhibit a delay in the area of expressive or receptive language. Sam has a repaired cleft lip and palate. His articulation is age-appropriate; however, he does exhibit a lateral lisp and limited oral motor strength.

Measurable Annual Goal 1:

In 36 instructional weeks, given the task of toileting, Sam will be independent with clothing management 80% of the time.

(Optional) Benchmarks:

1. By December 2002, Sam will be able to perform clothing management with moderate assistance (verbal cue, unbuttoning pants, pulling down pants) for toileting 80% of the time.
2. By March 2003, Sam will be able to perform clothing management with minimal assistance (verbal cue, hand over hand for unbuttoning pants) for toileting 80% of the time.
3. By May 2003, Sam will be able to perform clothing management with verbal cues for toileting 80% of the time.

Measurable Annual Goal 2:

In 36 instructional weeks, given the classroom setting, Sam will ambulate using his body brace, prostheses, and reverse walker without assistance 100% of the time.

(Optional) Short-term Objectives:

1. In 9 instructional weeks, given the classroom setting, Sam will ambulate using his body brace, prostheses, and reverse walker without assistance 60% of the time.
2. In 18 instructional weeks, given the classroom setting, Sam will ambulate using his body brace, prostheses, and reverse walker without assistance 75% of the time.
3. In 27 instructional weeks, given the classroom setting, Sam will ambulate using his body brace, prostheses, and reverse walker without assistance 90% of the time.

Measurable Annual Goal 3:

In 36 instructional weeks, given the classroom setting, Sam will use his body brace and prostheses to consistently walk at a cadence that is the same as his peers 50% of the time.

(Optional) Short-term Objectives:

1. In 9 instructional weeks, given the classroom setting, Sam will use his body brace and prostheses to consistently walk at a cadence that is the same as his peers 20% of the time.
2. In 18 instructional weeks, given the classroom setting, Sam will use his body brace and prostheses to consistently walk at a cadence that is the same as his peers 30% of the time.
3. In 27 instructional weeks, given the classroom setting, Sam will use his body brace and prostheses to consistently walk at a cadence that is the same as his peers 40% of the time.

Services:

Beginning on 10/2/2002 and ending on 5/22/2003, Sam will receive services in the Early Start pre-school that he attends two days per week. He will also receive services in the Early Childhood Special Education classroom three days per week.

Special transportation to and from school will be provided each day. He will also receive adult support for four hours, five days per week for the purpose of transferring on and off the bus, eating, moving around the classroom and playground, toileting, donning and doffing prosthetic equipment, and conducting fine motor activities.

Sam will receive direct PT services for 20 minutes, five days per week. He will also receive indirect PT service for 10 minutes, one day per week as the therapist will consult with other adults working with Sam to provide strategies for supporting his motor needs in the classroom setting.

Sam will receive direct OT services for 30 minutes, one day per week. He will also receive indirect OT service for 10 minutes, one day per week as the therapist will consult with other adults working with Sam to provide strategies and assistance with planning classroom activities to support increasing his oral motor strength.

Sam will not be participating with non-disabled peers the 3 days of the week during which he is receiving services in the Early Childhood Special Education classroom.

State Assessments:

Sam is too young to participate in any State Assessments.