

Your task is to describe and analyze your focus student, to identify key behavioral patterns and assess the student's adaptive behavior strengths and deficits.

Your objectives include:

1. Identifying an Adaptive Behavior Strength & Deficit
 - o Review the case study carefully and determine one area of adaptive behavior in which the student demonstrates strength.
 - o Identify one area of deficit, explaining how it affects the student's educational and social environment.
 - o Provide clear, evidence-based reasoning for both selections.
2. Developing an Example Ecological Assessment
 - o Design a sample ecological assessment. The assessment should consider environmental, instructional, social, and behavioral factors that may impact the student's learning and development.
 - o Present the assessment in a structured format that includes observations, contextual influences, and actionable recommendations.
3. _____

Format:

- Begin with a summary of the student's relevant background..
- Outline the adaptive behavior strengths and deficits with evidence.
- Provide a structured ecological assessment.

Example

Case Study Analysis: Larry W. – Focus on Functional Life Skills and Activities of Daily Living (ADLs)

Priorities (for your student)

Larry has been misdiagnosed for many years as a student with a learning disability when his needs align more closely with an Autism Spectrum Disorder (ASD) diagnosis. His previous placements did not provide early intervention or intensive remediation for ASD, leading to severe deficits in adaptive behavior and daily living skills. Given his transfer to a specialized nonpublic school for students on the autism spectrum, his educational focus must shift to functional life skills, self-sufficiency, and activities of daily living (ADLs).

Adaptive Behavior Strength & Deficit

Strength (What is your student's strength? (s)

Basic Hygiene & Personal Care for Larry

Larry demonstrates independence in some aspects of daily living, particularly personal hygiene and self-care, where he functions at a 5-year-old level. He:

- Uses eating utensils appropriately.
- Independently manages hygiene tasks (e.g., brushing teeth, dressing).
- Can tell time and knows the emergency contact number.

Implications: Why are these important?

- These skills can serve as a foundation for developing greater self-sufficiency in other ADLs.
- With structured, explicit instruction, he may generalize these skills to a wider range of self-care tasks.

Deficit: For your student?

Functional Life Skills & Community Navigation

Larry's most pressing adaptive behavior deficit is in functional life skills and community navigation, where he:

- Cannot navigate the school independently and requires constant supervision.
- Is oblivious to traffic, posing a serious safety risk.
- Does not engage in any household chores or independent tasks.
- Has an extremely low level of social interaction, making communication for daily tasks difficult.
- Struggles with problem-solving and flexible thinking, impacting his ability to handle daily routines.

Educational & Social Impact: Why is it important?

- Without structured instruction, he will remain fully dependent on caregivers.
- Lack of community awareness makes independent living impossible.
- Limited self-advocacy skills prevent him from seeking help in unfamiliar situations.

Ecological Assessment for Functional Life Skills & ADLs

This ecological assessment should provide a structured approach to identifying functional skill deficits and developing targeted intervention plans.

I. Observational Summary e.g., setting of school, etc.

Setting:

- Large academic high school (soon transitioning to a specialized autism-focused school).
- Requires a paraprofessional for full supervision at all times.
- Classroom environment lacks explicit, structured life skills instruction.

Student Behavior Observed (Your student)

- No independent navigation of school or community.
- Severe difficulty with transitions and unstructured activities.
- Highly rigid routines that prevent adaptive problem-solving.
- Limited ability to complete multi-step tasks (e.g., making a simple meal, handling money).
- Avoids new activities unless explicitly taught through step-by-step modeling.

II. Contextual Influences on Functional Life Skills

Environmental Factors- Are there factors that present challenges for your student?

- Challenges:
- Large school setting overwhelms Larry, contributing to withdrawal and rigidity.
- No prior structured life skills training has hindered independence.

- Supports: What supports would help the student?
- Smaller, specialized school will provide explicit daily living instruction.
- Use of visual schedules and structured routines will improve predictability.

Instructional Factors

- Challenges:
- Traditional academic-based instruction is not relevant to Larry's needs.
- Lack of direct instruction in life skills has left significant gaps in daily functioning.
- Supports:
- Curriculum must embed academics within functional skills (e.g., reading menus, writing grocery lists).
- Task analysis and structured repetition can teach independence.

Social Factors

- Challenges:
- Lack of social awareness hinders interactions in daily life.
- Difficulty asking for help in public settings.
- Supports:
- Structured peer interactions with scripts for real-world exchanges (e.g., ordering food, making appointments).
- Social stories to help him navigate different social expectations in daily routines.

Behavioral Factors

- Challenges:
- Severe rigidity limits ability to adapt to unexpected changes.

- Self-stimulatory behaviors interfere with daily tasks.
- Supports:
 - Visual schedules and first-then boards for predictable routines.
 - Breaks and reinforcement systems for gradual exposure to new skills.

III. Recommendations for Intensive Functional Life Skills Instruction (Again, your student)

1. Daily Living Skills Program (ADL Training)

- Explicit instruction in cooking, cleaning, personal finance, transportation, and hygiene.
- Structured, step-by-step modeling with real-life application.
- Task analysis (breaking down tasks into small, teachable steps).

2. Functional Literacy & Math Integration

- Reading instruction focused on life skills (e.g., reading signs, labels, schedules, safety warnings).
- Writing activities centered on filling out forms, writing shopping lists, sending texts/emails.
- Math applied to money management, budgeting, and time management.

3. Community-Based Instruction (CBI)

- Supervised trips to stores, restaurants, and public transit to practice real-world skills.
- Practice handling money, making purchases, using a debit card.
- Traffic safety and pedestrian awareness training.

4. Self-Advocacy & Communication Skills

- Training in asking for help in public spaces (e.g., asking for directions, reporting a lost item).
- Use of visual supports and scripts for common conversations (e.g., calling for an appointment).

5. Behavioral & Sensory Regulation

- Develop structured routines to support flexibility and adaptation to new situations.
- Provide sensory tools to reduce self-stimulatory behaviors in inappropriate settings.

Conclusion & Next Steps

Larry requires an intensive functional life skills curriculum that integrates reading, writing, and math within daily living tasks. The primary goal is to increase his independence and ability to navigate the community safely.

Key Priorities for His New Placement:

- Community-Based Instruction (shopping, transportation, ordering food).
- Explicit ADL instruction (hygiene, cooking, household tasks).
- Functional literacy (reading signs, menus, schedules).
- Money management and safety awareness.
- Self-advocacy skills (asking for help, handling social situations).

Task Analysis

Daily Living Skills (ADL Training) – Classroom Cleaning Task for Larry

Selected Cleaning Task: Wiping Down Classroom Desks

Larry will be explicitly taught to wipe down classroom desks as part of his daily living skills training. This task promotes independence, routine adherence, and responsibility while incorporating functional motor skills and sequencing abilities.

Explicit Instruction for the Task

Objective:

Larry will learn to wipe down classroom desks using disinfectant wipes or a spray bottle and cloth.

Instructional Approach:

1. Direct Modeling: The teacher or paraprofessional will demonstrate the task while providing verbal and visual cues.
2. Guided Practice: Larry will complete the task with assistance using prompting and reinforcement.
3. Independent Practice: Gradually, prompts will be faded, encouraging Larry to complete the task independently.
4. Routine Integration: The task will be added to Larry's daily schedule with visual supports to reinforce consistency.

Structured, Step-by-Step Modeling with Real-Life Application

1. Teaching Strategies:

- Visual Supports: Provide a picture schedule or checklist with each step illustrated.
- First-Then Prompting: "First, pick up the wipe. Then, wipe the desk."
- Reinforcement System: Provide praise or a preferred activity upon completion (e.g., "Great job! Now you can read your favorite book").
- Error Correction: If Larry skips a step, use gentle guidance and verbal modeling to redirect him.

2. Real-Life Application:

- Home Generalization: Parents will be encouraged to have Larry wipe kitchen tables or countertops at home.
- Community Connection: The skill can later be applied to cleaning trays at a cafeteria or wiping counters at a job site.

Task Analysis: Wiping Down Desks

This breakdown of steps will help Larry understand and perform the task independently.

Task Breakdown:

1. Get the materials

- Walk to the supply area.
- Pick up a disinfectant wipe (or spray bottle and cloth).

2. Prepare the desk

- Move any books or materials off the desk.
- Check for crumbs or large debris and brush them off.

3. Wipe the desk surface

- Hold the wipe/cloth in hand.
- Start at one corner of the desk and wipe in straight lines.
- Cover the entire surface (left to right, top to bottom).

4. Dispose of the wipe / Store cleaning materials

- Throw the used wipe in the trash OR
- If using a cloth, return it to the designated cleaning area.

5. Return classroom items

- Put books and materials back on the desk.
- Ensure the desk looks neat and ready for use.

6. Check completion

- Visually inspect the desk.
- Ask for feedback from a teacher or peer if needed.

7. Wash hands

- Walk to the sink.
- Wash hands with soap and water for 20 seconds.

Fading Support & Building Independence

To help Larry internalize the skill, the following levels of support will be gradually faded:

- Full Physical Prompting (hand-over-hand guidance)
- Partial Physical Prompting (light touches on the hand to guide motion)
- Verbal Prompts ("Wipe from left to right")
- Visual Prompts (Picture checklist on desk)
- Independent Performance

Final Notes:

- Data Collection: A simple checklist can be used to track Larry's independence and accuracy over time.
- Generalization Opportunities: Encourage Larry to wipe cafeteria tables, countertops at home, or shelves at a job training site.
- Reinforcement Strategies: Use positive feedback and reward systems to encourage motivation.

This structured ADL training will support Larry's transition into greater independence, with the ultimate goal of applying cleaning and organization skills in real-life settings (e.g., at home, in vocational training, or within the community).

Visual schedule or data tracking sheet for progress monitoring

https://docs.google.com/spreadsheets/d/1foRQTIIImn1Vz_aSCtUp1R0e8sl_mLl4PEaiRTDdnl-M/edit?gid=0#gid=0