

Assessment 2: Learning Program Case Study

Student Name:

Department:

Professor:

Course:

Date:

Learning Program Case Study

When designing an Individual Education Plan (IEP), this case study examines how the process works and outlines the most important elements to keep in mind. Sam, a 5-year-old child with ASD, is the focus of this case study, which examines the curriculum, settings, and resource networks involved with Sam's educational experience. Sam is affected with autism spectrum disorder (ASD). Sam is at the heart of this system, which aids him in making choices and working toward the accomplishment of his long-term goals and ambitions. Comprehensive learning plans are supplied that are contextualized within both the home curriculum and the larger school curriculum, with an emphasis placed on inclusive learning for Sam.

Background and family

Sam is currently five years old and lives with his family at home. He has a younger sister who seems to be developing normally. Sam's mother started to worry about him when he was less than a year old because he would scream for extended periods of time and seem to be in a state of extreme agony for no apparent reason. According to his mother, no one in the family was able to console him in his time of need. Sam's paternal and paternal grandparents both reside in the same house as the rest of the family and have been quite active in Sam's upbringing. He had little trouble making the transition to sleeping in his mother's bed after having slept with his grandparents up until the most recent few months. At home, Sam's family communicates with one another using a Chinese dialect. Sam is an impressively tall and strong young man. Traditional methods of Chinese medicine, such as acupuncture, are also being used in his treatment. Sam has a propensity to have a calm demeanor the most of the time, but there are circumstances in which the facial expressions he makes are suitable. On other occasions, it was

stated that he let out a hearty chuckle for what seemed to be no apparent cause. Sam has just recently demonstrated interest in one of the other children in his group; otherwise, he is unaware of and uninterested in the other children in his group. It is said that he enjoys "teasing" his sister, therefore his parents have requested precautions to prevent him from pinching her. Due to this, his peer relationships are far below the average for youngsters of his age who are developing properly.

Learning environment and curriculum

. Sam spends one day a week participating in an early intervention program designed specifically for autism while also spending three days a week at a special school run by the Department of Education. His mother's worries stem from the fact that Sam is not making as much progress as she had anticipated he would in the early intervention program and the special school he attends. She is particularly troubled by the fact that Sam goes to a school where there are other students who are more clearly physically challenged. The parents are presently thinking about enrolling Sam in an intense home-based ABA program that would require 40 hours of treatment per week of Sam receiving therapy alone. It has been explained to Sam's parents that participation in this program would "recover" Sam of his autism. The family is thinking about several ways they may make money in order to pay for this program.

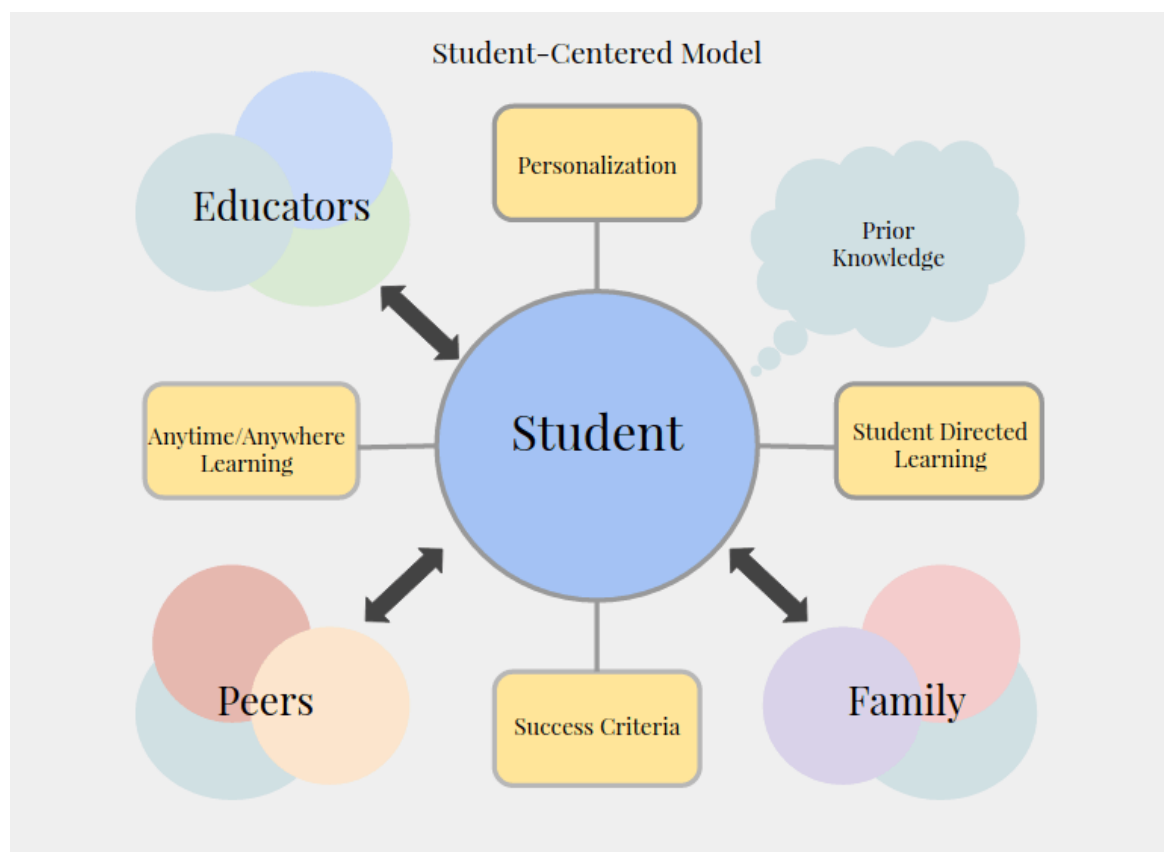
Sam's primary educational environments are at home and the school he attends. The school tries to engage the students by having them make popcorn during one of their classes. When other people try to engage with Sam, he will often avoid establishing eye contact with them. On these instances, it was noted that he was just using the periphery of his eyesight or that he had turned away. Sam's eye contact is quite good when he is motivated, for example when he

is engaged in the process of producing popcorn, and this is particularly true when he is demanding a desired item such as popcorn. Sam is not one to initiate social connections, but when he does, he often seeks solace by crawling into the laps of staff members with whom he is already comfortable. Despite the fact that Sam has not been seen managing social interactions, it is plausible that this is done on purpose.

Networks and resources that can support Tom in his learning journey

The school uses Slew's play, which is incredibly repetitive and mostly consists of activating items that create colorful lights, sounds, or music. Through this Sam was able to have a predisposition for developing a deep connection to a certain toy and carrying it wherever he goes. However, it is not unusual for him to display aggressive behavior since he feels a deep connection to the toy, and on several occasions he has bitten a staff member who tried to remove a toy from him. Moreover, there is an availability of school staff in place to help students with their requirements and Sam has developed an unusual posture of extending his limbs or wrapping himself around staff personnel who are trying to move him from one activity to another. In addition, many basic, turn-based games have been presented to maintain the children's attention. Although Sam has never been noticed commenting or sharing information with others; Sam likes solitude over the companionship of others, he is able to utilize the adults around him by guiding them to out-of-reach items he wants.

Student centered approach

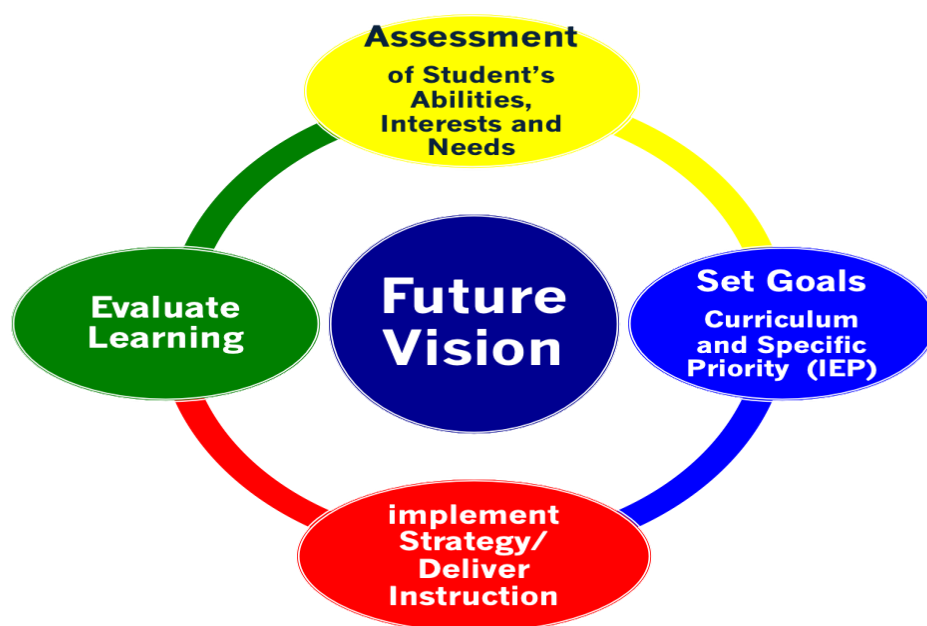


The instructional technique of student-centered learning puts the student or learner at the center of the educational process. This implies that Sam will be responsible for learning, while the teacher is responsible for helping the learning process. Learner-centered education includes instructional strategies that transfer the focus of teaching from the instructor to the learner. In its original context, student-centered learning seeks to promote autonomy and self-sufficiency for pupils when they take charge of their own education. By equipping Sam with the knowledge and fundamental skills necessary to comprehend a particular topic, as well as the competencies needed to meet specified performance requirements, this approach can prove beneficial.

Instruction that is student-centered stresses the development of skills and practices that allow autonomous problem solving and lifelong learning (Ciullo, 2017). The constructivist theory of learning, on which student-centered learning theory and practice are built, stresses the learner's

critical engagement in the process of generating meaning from new knowledge and past experience. Therefore, Sam will not only be a passive bystander during his time in school according to the method, but he will have some say in the creation of his individualized education plan thanks to the fact that he will be given the opportunity to contribute to the process (IEP).

The Cycle of learning



The Cycle of Learning (CoL) is a decision-making and planning paradigm that may assist autistic persons, their families, and professionals alike. When applied at the macro level, they include educational and long-term aims for the person while continuous training and programs are developed and evaluated at the microscopic level. It should be utilized by parents and persons with ASD to build a comprehensive and unified focus in order to achieve long-term goals—lessen the dispersion of various initiatives. Sam and his family will use the Cycle of Learning framework to devise a strategy for his objectives, activities, and experiences he would want to

have over the next three years (Fisher & Meyer, 2002). Sam and his family will be led through the process of analyzing his abilities, interests, and needs, as well as establishing clear learning objectives and priorities, with Sam's vision serving as the planning's primary focal point. The stages of the CoL framework will lead this procedure. The CoL will also lead the evaluation of Sam's learning outcomes as well as the implementation of strategies for his learning and teaching.

Interdisciplinary approach

In preparation for Sam's learning, an interdisciplinary plan including the most significant persons in his life will be implemented. Sam's academic objectives and accomplishments are dependent on his parents' engagement in his schooling. In order to build a constructive working relationship, the school should promote parent engagement above parent interventions. Based on this, it is obvious that parents should have a stronger influence in their children's education at school, rather than only at fundraisers and special events (Ciullo, 2017). Also, there should also be more opportunities for parents to engage with the teachers. If there is a common focus, Sam will be able to perform abilities in a range of contexts and locations, increasing the probability of skill generalization. Sam's Individual Learning Plan (ILP) emphasizes the importance of putting him and his family at the center of the planning process. Parents are the foremost authorities on their children; thus, it is essential to listen to and appreciate their advice. Furthermore, parents help the multidisciplinary team communicate by providing information and insight from a range of expertise.

Sam should be a key component of the interdisciplinary team since listening to a child's views can tremendously help to find not just the learning issues he experiences in educational

settings that are inclusive, as well as possible solutions to the problems that have been identified. When it comes to developing an Individualized Education Program (IEP), this is a very important consideration to keep in mind. A strong IEP not only tackles student deficiencies while building on individual strengths, but it also takes preferences into consideration of the person and their family when determining educational goals and techniques.

Who's involved

Stakeholder	Role
Parents	The IEP will be established in collaboration with Sam's parents, who will be treated as equal partners. This includes addressing Sam's skills, limits, and long-term objectives with his teacher, as well as providing their perspective. <u><i>Role in creating and implementing the IEP</i></u> • They are responsible for providing information on the capabilities and limitations of the child at home. • Give some background information about the child's past and development. • Describe any issues in the child's life at home that might have an impact on their academic performance • Even if not directly asked, share insight on whether existing tactics and training are aiding the child's learning (Jung, Baird, Gomez & Galyon-Keramidas, 2008). • Submit adjustment and improvement recommendations.
Classroom and special education teacher	The majority of inclusive classrooms are designed on a co-teaching model, in which both teachers are present throughout the day; however, special education teachers may give courses at certain times of the day. The classroom teacher and special education instructors will need to work together extensively in order to build an inclusive classroom for Sam (Ciullo, 2017).

	Students need various amounts of individualized teaching and support, depending on their specific circumstances, therefore, student development should be closely monitored by special education instructors, who may then provide any necessary interventions or additional support. <u><i>Role in creating and implementing the IEP</i></u> • Conduct periodic evaluations to see if the student is meeting academic objectives. • Ensuring that all school officials and staff are aware of the importance of inclusion and how to properly implement it in all school activities. • Develop environments that ensure that paraprofessionals and therapists be in the classroom at certain times to support Sam (Johns, Crowley & Guetzloe,2002). • Determine whether evidence-based practices correspond with Tom's vision and requirements.
Sam	Throughout Sam's time in school, there should be consistent conversations with him to elicit his viewpoint and ideas on his level of progression as well as the degree to which he is being included in activities. Because it provides for an insider's perspective and description of what they are directly experiencing, this technique will enhance staff and parent professional understanding. <u><i>Role in creating and implementing the IEP</i></u> • Provide crucial information on his motivations, interests, and dreams and objectives. • Assist the team in devising additional strategies for fostering the acquisition of the new abilities necessary to achieve their objectives. • Guiding principle to evaluate how far the team has come in achieving its current goals and objectives.

Occupational therapist	When it comes to helping students with disabilities overcome obstacles and engage in ordinary school activities, occupational therapists play a critical role. In addition to providing academic and behavioral help, occupational therapists may also be quite active in a student's daily school routine, depending on their requirements. <u><i>Role in creating and implementing the IEP</i></u> • Maintain oversight of the surroundings in which the student will be needed to work and assist the student in accomplishing their objectives. • Cooperate with teachers to produce developmentally appropriate curriculum for children with a variety of disabilities (Fisher & Meyer, 2002). • Run activities to integrate Sam into the school community and advocate for changes that will allow all of their children to participate.
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Every member of the multidisciplinary team is responsible for contributing to the development of a cohesive objective. To achieve this purpose, it is necessary to pay close attention to and evaluate the perspectives of all important parties in order to get a comprehensive picture of Sam and his long-term goals (Koegel, Robinson, Koegel, Sailor, Dunlap, Sugai, ... & Roberts, 2009).

Individualized learning plan

Student Profile

Student: Sam

Diagnosis: ASD

Year: 2022

Student Photo	Future Pathways (3 years)
	Vision Statement for next 3 years

	Over three years of intensive home-based ABA therapy and two days of special education school each week at the Department of Education, Sam will be ready to engage with his peers, become more talkative, and master the functional use of speech that comes with being able to speak English fluently. As a result, he'll be able to openly express his emotions to his peers and teachers, as well as develop his own personal coping techniques. As instructed, Sam will engage in activities that require him to work independently in the classroom, and he will calmly transition between activities and courses using the given strategies.
	Assets (Interests/Strengths) • Drawing • Board games • Painting • Cartoons
	Barriers When other people try to have a discussion with Sam, he avoids making eye contact with them. It has been observed that he turns his head to the side or uses his peripheral vision during these events. Sam seldom takes the initiative to participate in social connection; he sometimes seeks comfort by climbing into the laps of nice staff members, but he has not been seen employing movements that are known to regulate social interaction. Sam has never been seen commenting on anything or exchanging information with anybody else.
Priorities for next 3 years. Sam to self-manage himself in an acceptable way both within the classroom and outside on the playground, and to engage in a variety of autonomous activities within the context of the entire class via verbal communication if he needs anything or support.	

Information processing/ Academic	Communication	Social/Emotional	Sensory/Motor (Environment)	Restricted and Repetitive Behaviors and Interests
Characteristics – What are the student's current strengths and needs?				
• Has trouble following detailed directions and comprehending	-Has a limited expressive language repertoire -When someone attempts to speak	- Has an interest in one of the other children in his group but shows no	- Easily derailed by the surrounding atmosphere or other conflicting stimuli	- When attempting to grasp the variations in the classwork, expectations, routines, and instructors, the child becomes

verbal instructions - Difficulties in maintaining focus, finishing tasks, and making the transition to new activities (Safran, 2008). - Easily swayed by the environment - Has trouble recalling details, particularly if they are uninteresting to him.	with him, either chooses to stare in his periphery or turns away completely. - Difficulties in appropriately conveying emotions with escalation leading to physical aggressiveness. - Cannot follow straightforward instructions such as basic turn-taking games. - Capable of communicating wishes and requirements while in a condition of calm	awareness of, or interest in his peers. - Misinterprets social circumstances a great deal of the time (Etscheidt, 2003). - Exhibits an emotionless demeanor, has a poor sense of self-worth, and has a strong urge to withdraw from social engagements. - Could potentially miss out on vocal conversation surrounding him - Difficulty generating appropriate emotional reactions to others in social circumstances - Behavior that is aggressive and rebellious	- Averse to loud sounds	uncomfortable and confused. - Has a great interest in games, which he uses to "tease" his sister, yet this interest contains violent undertones (Johns, Crowley & Guetzloe, 2002). - Certain difficulties with stability, adjustment, and transformation, which have in the past resulted in a variety of behavioral upheavals. - At other times, it has been reported that he would openly laugh for what seems to be no cause at all. - He enjoys playing alone. - Spends extended amounts of time on his tiptoes at the playground.
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Impact– How will these characteristics impact the student at school and in the community?

- Difficulty keeping track of directions while doing things on one's own. - Difficulty reacting appropriately to directions given to the entire class	- Have less anxiety when he is aware of what he is supposed to do and where he should seek any subsequent instruction. - When there is a loss of words or phrases, the result	- Difficulty effectively connecting with his classmates and building friendships - Consequences in accordance with the school's student wellness policy owing to	- Headaches begin to develop in the child when he is subjected to bright lights for extended periods of time. - Tends to become agitated and uneasy after sitting still for extended periods of time	- He finds it challenging to adapt to the three lessons that take place at the Department of Education Special School outside of the usual intervention program 1 day per week. - Moving from one lesson to the next inside the confines of the classroom
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● Difficulty in following directions that include a number of steps. ● Frequently fails to do the assigned responsibilities.	is a jumbled appearance, thus, the student feels agitated and has difficulty functioning as a result. - Difficulties in completing scholarly work because of a lack of comprehension of the directions.	physical aggressiveness towards his peers (Etscheidt, 2003). -Potential misunderstanding of academic capacity due to disobedience or unwillingness to complete work	- Easily distracted by his surroundings while performing autonomous activities and as a result may not finish work -Moves about a lot when sitting still for long durations of time	may also provide some difficulties.
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Key Strategies – What strategies in general are necessary to support the child to achieve their goals?

● To enhance Sam's ability to apply what he has learned in a variety of contexts, instructors should provide him with chances for training and practice of the skills in a variety of situations. ● Give instructions that are easily understood visually. ● Assistance in making the transition between the classes and the breaks. This will entail providing him with advance notice before	- It is recommended that tasks and instructions be broken down into a single step, or at most two steps, and that these instructions be provided in a clear 1:1 context. in order to avoid the anxiety associated with public speaking. -When he doesn't comprehend anything, he uses visual flashcards to explain his confusion. -Fill the classrooms with the use of visual aids and more processing time for Sam when needed to answer questions	- Facilitation of the recognition and expression of emotional states (Fisher & Meyer, 2002). - Include Sam in as many available instances of group study as much as possible to see if he will initiate any interactions. -Make available a learning mentor in order for new abilities to be shown. - Home-based learning should include the development of skills such as social awareness and the	-A well-planned seating arrangement inside the class to reduce the number of potential impediments -Reduce exposure to external stimuli during the whole class periods. - Set out some time in the schedule for periods of movement at various points during the day to allow for relaxation.	- Learning activities that are structured, as well as prompting to get started on tasks with visuals to convey to others when he needs assistance. · Assistance in making the transition between the classes and the breaks. This will entail providing him with advance notice before transitions as well as representations to accompany him while he is going through changes.

transitions as well as representations to accompany him while he is going through changes. Sam needs to see the instructors do certain abilities so that he can replicate them.	- Instructions should be given in a step-by-step style, and enough time should be given for processing the information.	establishing of boundaries. -When giving instructions, the language should be kept as basic as possible. - Make it very apparent when new information or instructions are being presented. -Initiate a conversation with Sam on techniques he can use to control his emotions		
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Barriers to inclusion and exercising self-determination		Priority areas for supporting the student
	- <i>Difficulties in social skills</i> – Sam's difficulties with cognitive processes, difficulties with effective interaction, and limitations in his ability to do ordinary tasks such as cooperating, assisting, and sharing influence his classroom conduct and relationships. Inadequacies in social skills may also contribute to his externalized conduct, such as his aggression, obsessive behaviors, hysteria, absconding, and impulsivity.	- Enhancing Sam's capacity to engage with others, both socially and emotionally. Children's chances of being successful in school and for the rest of their life may be improved by focusing on developing not just their academic skills but also their social and emotional health as early as possible.

Internal Barrier s	- <i>Problems with Behavioral Regulation:</i> Sam has difficulty developing and carrying out socially appropriate initiations and answers to his classmates. This causes him to have difficulty interacting with his peers. Sam will have a more difficult time interacting with his classmates as a result of this. In addition to this, he has difficulty comprehending the reasons why other people do the things they do and communicating his own sentiments in a manner that is conventional.	- Offering Sam aid in identifying his feelings, knowledge and training skills via the use of several approaches
	- <i>Anxiousness:</i> Sam is a highly anxious individual, and he finds that learning new things and facing problems at school are recurrent stress and anxiety triggers for him (Etscheidt, 2003). There is a possibility that Sam's difficulties with language processing are a contributing factor to his acute anxiety, which is hidden by the combative and control-seeking behavior he displays.	- Make sure that the activities and directions you are following are broken down into understandable stages. -Facilitate the movement between different tasks -Clearly clarify expectations with regard to both academic and behavioral responsibilities.

Assessment of the individual's current strengths, interests and needs in relation to the priority areas.

Priority area	Assessment	Current strengths	Current interests	Current needs
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- The capacity of Sam to maintain his composure both inside the classroom and outside on the playground	-Behavioral and Emotional Rating Scale to measure the personal strengths and competencies of Sam -Focus on gathering cues by paying particular attention to what Sam does chooses to do in his free time -Online learning style assessments to understand how Sam learns based on an environmental, emotional, social, psychological and physiological level	- Committing information to memory and picking up new material fast. -Having a visual manner of thinking and gaining knowledge. -The ability for logical reasoning. -It is possible for Sam to achieve high levels of success in academic fields such as mathematics since they are analytical and rational topics that do not depend greatly on interpersonal communication (Johns, Crowley & Guetzloe, 2002). -Having an incredible capacity for remembering things (being able to remember facts for a long period of time). -Having a meticulous attention to detail and accuracy. -Honesty and dependability of an exceptional level.	- Watching a lot of cartoons -Playing games with his sister -Drawing and coloring once in a while -Spending quality time on the playground	-Voicing his sentiments as the tensions in school or playground grow to a fever pitch. -A variety of outlets via which Sam is able to convey his emotions and a variety of strategies for regulating himself. -Positive social reinforcement and negative social reinforcement are both forms of social reinforcement that may have a role in behavior hence the need to identify them and deal with them
-Sam is encouraged to engage in a range of self-directed	-Using a scatterplot to locate the moments throughout the day when he is not concentrating on his work in order to look for any possible patterns	-It's a frequent misconception that individuals with autism lack feeling and empathy, yet this couldn't be farther from the truth. Sam processes emotions differently, and he has trouble articulating his comprehension of emotions; yet, this does not indicate that he does not experience certain	- Dependent on adult to get various items for him - Carrying activities on his own without following any	- Reluctant to get started on a project, especially with regard to sciences -Appears to be seeking attention from adults or

activities within the framework of the class as a whole.	about when and the why. -Assessment based on the curriculum should determine whether or not academic comprehension is having an effect on participation	feelings. He does, however, seem to have a higher capacity to separate rational reasoning from emotional thinking, which is helpful in the process of making difficult decisions.	turn taking in place	peers by engaging in improper behavior - Has trouble remaining sitting during the whole of class discussions
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VSMART goals for Sam

Goal 1

Sam will respond to others when they attempt to interact with him by establishing eye contact in every occasion. He will stop using peripheral vision or opting to turn away when being talked to.

Current baseline in Sam's skills and environment.	Sam exhibits a significant amount of resistance when it comes to beginning social interactions on his own or when extra help is provided in the form of his classroom instructor. If the content of the interaction doesn't pique his attention, he won't bother to take part in it. He will often abandon interactions that need his independent attention and he will on occasions seek comfort by climbing into the laps of familiar staff however he has not been observed to demonstrate gestures to regulate social interaction.
Strategies to achieve goal and support self-determination.	Social Stories A strategy known as social stories may be helpful for teaching children with autism spectrum disorders and other types of disabilities how to interact with others and build their social skills. By reading social stories, which provide individuals with this information, those individuals have the opportunity to get accurate understanding about situations that they could find tough or baffling. The scenario is dissected in great detail, and attention is paid to a limited number of significant aspects, including the significant social cues, the activities and responses that the individual may anticipate taking place in the scenario, the behaviours and responses that may be anticipated from him, and the reasons that lie behind these anticipations. The objective of the stories is to provide the individual a more in-depth grasp of the current circumstance, to assist him in feeling more at peace inside it, and to maybe offer some recommendations for solutions that are fitting (Johns, Crowley &

Guetzloe, 2002).

Comic Strip Conversations

Children who have Autism Spectrum Disorder (ASD) have difficulty perceiving social circumstances and processing speech at the rapid pace that is required for the majority of social interactions. A discussion between two or more individuals told via straightforward visuals in the style of a comic strip is referred to as a comic strip conversation. They model for youngsters how to act in a way that is acceptable to society and demonstrate how to meet societal expectations. The efficiency of the picture might be significantly improved by using a cartoon character that is particularly well-liked by children (Jung, Baird, Gomez & Galyon-Keramidas, 2008).

Social Scripting/Computer Conversations:

The use of social scripts might provide the youngster visual knowledge and tactics that will enhance his comprehension of a variety of social circumstances.

In addition, the youngster may learn proper actions to demonstrate when he is involved in a variety of social settings by following the social scripts that are provided.

Timeline and methods of assessment / tracking progress of skills and effectiveness of strategies.	<u>Formative assessment – ongoing weekly</u> - Scale for Measuring Success in Achieving Goals: a 5-Point Scale Ranging from Below Baseline to Beyond What Was Expected -Scatterplot: Identify instances during the day when he lacks the opportunity to engage with others, and compare this data to the data from the baseline. -Direct observation and the taking of progress notes, as well as the use of a checklist, are two of the approaches that may be used to monitor how well plans are being put into action.	<u>Summative assessment – at 12 months</u> -Direct observation of the skill being shown in its natural environment, at home and in school -Self-assessment.
		-Formalized introspection with the purpose of assessing the efficiency of various techniques (Koegel, Robinson, Koegel, Sailor, Dunlap, Sugai, ... & Roberts, 2009).
Goal 2 Sam will improve his ability of functional use of speech in the self-regulation of his anger at all times throughout the day by utilizing a visual chart that will be provided to him by a teacher to choose one of three alternatives whenever he feels anger rising inside him. He will be able to accomplish the ability on his own with a degree of accuracy equal to		

70 percent.		
Current baseline: Sam's skills and environment.	Sam has a propensity to develop a strong emotional attachment to a certain toy and take it about with him everywhere he goes. It is not uncommon for him to exhibit violent behaviour, and on a few instances, he has bitten a member of the staff who attempted to take the toy away from him. Sam has been seen to walk on the tips of his toes for extended periods of time while on the playground. Additionally, he has acquired a strange stance, flexing his limbs or winding himself around staff members who are attempting to transfer him from one activity to another.	
Strategies to achieve goal and support self-determination.	Applied behaviour analysis, or ABA, It is a kind of therapy intended to assist children with ASD in managing or eliminating troublesome behaviours, such as those that result in self-injury or disturbances to other children. Among the most prevalent therapies for children with ASD, applied behaviour analysis therapy reinforces good behaviours with rewards and incentives. Research has also shown that ABA is beneficial for ASD children in that it promotes lifetime development in terms of socialization, communication, and expressive language Observations Sam will be partly responsible for making his own self-observations, recording his behaviour, and giving himself his own reinforcement as part of the self-observations component of this lesson. Sam, in liaison with his instructor, takes up the duty of managing behaviour in the classroom as a result of using this method, which is known to foster classroom independence and lower aggressiveness. Since of this, As Tom grows less reliant on adult help, he will have more chances to socialize with his peers and will be able to participate in a larger variety of activities. Individual visual schedule Students may quickly and easily get reliable indications about the daily tasks they are expected to complete when using visual schedule systems. They provide a framework that helps students to predict future events, relieve a student's anxiety by explaining the day's events and attempting to establish a feeling of serenity in the child when his or her schedule shifts. Pupils whose profiles include challenges with the comprehension of spoken language and directives would benefit tremendously from their use, since they are particularly vital for such students (Etscheidt, 2003).	
Timeline and methods of assessment / tracking progress of skills and effectiveness of strategies.	<u>Formative assessment – ongoing weekly</u> - Scale for Measuring Success in Achieving Goals: a 5-Point Scale Ranging from Below Baseline to Beyond What Was Expected -Scatterplot: Identify instances during the day when shows aggressive behaviour either towards the instructors or towards	<u>Summative assessment – at 12 months</u> -Direct observation of the skill being shown in its natural environment, at home and in school -Self-assessment. -Formalized introspection with the purpose of assessing the efficiency of

	the other children, and compare this data to the data from the baseline. - Direct observation and the taking of progress notes, as well as the use of a checklist, are two of the approaches that may be used to monitor how well plans are being put into action.	various techniques .
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Goal Attainment Scale Form

Person(s) completing the form: Miss X

Model site: XXX

Date: 17/05/2022

Student/Child (initials):SM

Much less than expected (Present Level of Performance)	Sam will reply to a conversational effort from a peer and then continue the discussion by asking a follow-up question for 0% of the time across three consecutive days with three distinct peers.
Somewhat less than expected (Benchmark)	Every time a peer initiates discussion, Sam will answer with a follow-up question and carry on the conversation for the next 40% of the time over the course of three days.
Expected level of outcome (Annual Goal)	Over the course of three consecutive days, 80% of the time when confronted with a conversational effort from a peer, Sam will react and then continue the discussion by asking a follow-up question
Somewhat more than expected (Exceeds annual goal)	Sam will reply to a conversational effort from a peer and then continue the discussion by asking a follow-up question 80% of the time across three consecutive days with three distinct peers.
Much more than expected (Far exceeds annual goal)	Sam will react and continue the discussion by asking a follow-up question 80% of the time when confronted with a conversational effort from a peer over three consecutive days with three different peers in three separate classrooms.

Overview of the support systems/strategies in place to assist Sam in achieving his goals

People who have Autism Spectrum Disorders may benefit from the Ziggurat Model, which is a framework for offering comprehensive therapy to those with ASD. In order to address Sam's true needs or the underlying insufficiencies that contribute to social, emotional, and behavioral disorders, the program is designed to capitalize on children's innate strengths.

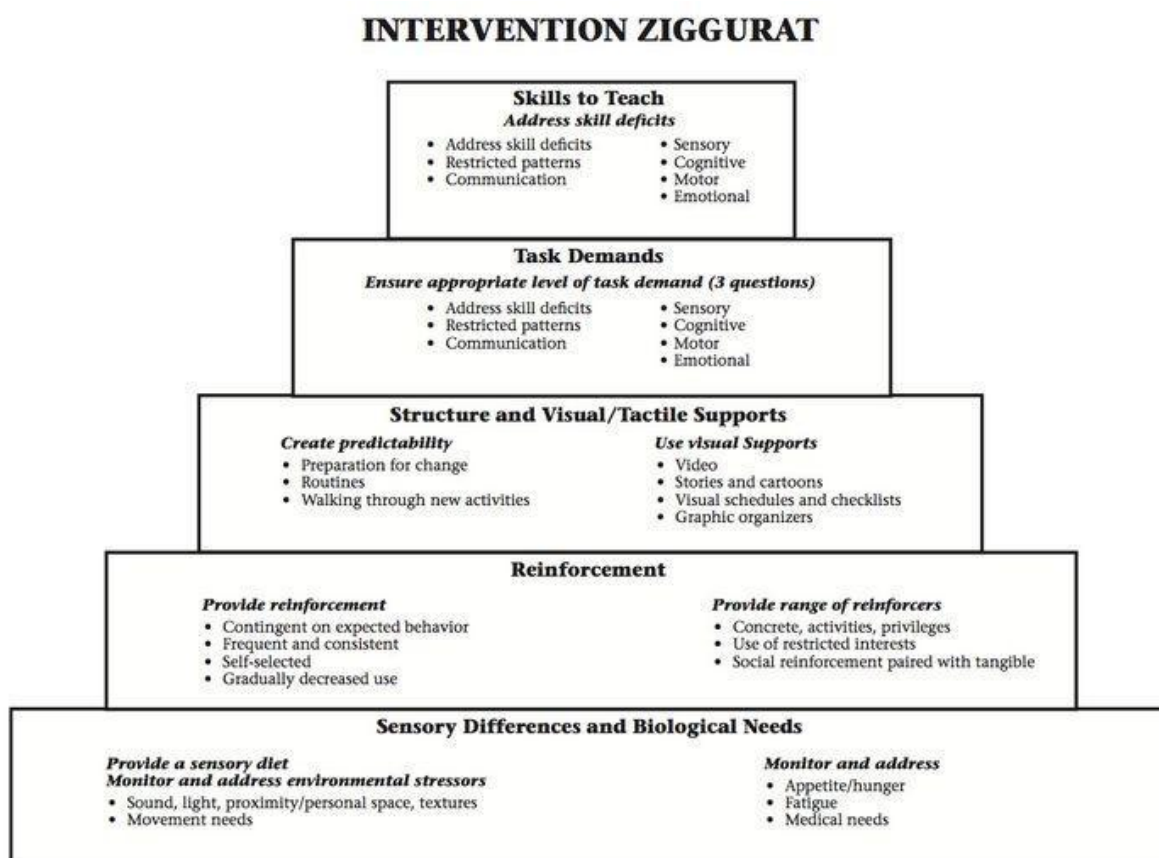


Figure 3.1. Intervention Ziggurat.

Aspy & Grossman, 2011

Lesson Plans

Group Learning Plan

Year/Subject: Year 5	Date: May 17	Lesson Number: 1 of 12	Length: 1.5 hours
Curriculum Standard: Explore with visual arts norms and methods in order to convey a concept, concept, or idea through their artwork. Unit: Visual Arts	Lesson Topic: Digital artworks representation	Number of students: 16 Students with Significant Needs: 1	
General Instructional Goals: During the course of this session, the students will acquire an understanding of how they are able to make digital artworks that represent the concept of Moana by combining, adapting, and manipulating photos using a variety of methods and technologies. These activities will be carried out in order for the students to demonstrate their understanding of this concept			
Special Considerations for Students with Special Needs: 1. As a point of departure for the digital artwork he is creating, Sam will choose a picture of a typical Popcorn machine. This will allow him to participate actively in the class by capitalizing on his unique passion for popcorn. 2. Sam is going to keep himself on target during the lecture by using the self-monitoring interval record sheet he brought with him (promoting independence)			

3. Sam is going to utilize his own personal five-point scale to communicate with the instructor about how well he is doing in class.		
Performance Objectives: At the completion of the lesson, the students will be able to:		
All What exactly are digital artworks, and how can one create one using just the most basic capabilities that the Ibis Paint X software has to offer.	Most Most students will be able to identify the visual ways that painters use to generate diversity and patterns in their artworks using various lines by the conclusion of the lesson.	Some Some of the class participants will be able to recognize variants for artists adopting specific approaches to express concepts by the time the lesson is through and how to include more textured layers onto their designs.
Resources: - Teaching presentations - Worksheets - Media Gallery of student boat photographs uploaded to a shared Google picture album - Ibis Paint X software (downloaded onto class set of iPads) - Assortment of stylus pens (class set) - Video walkthroughs that have been filmed in advance - Self-monitoring checklists for participants Additional Supports: -Traffic Light Cards are used to assess pupils' levels of comprehension. -Copies of how to produce digital artworks, written in easy-to-understand language and illustrated with photographs for each stage.		Organization: Instruction in small groups, interactively, with the whole class. The participants will work in pairs to strengthen what they have been discovering in the aspects of art that give urban art its distinctive style. These characteristics include the layering of textures, use of brilliant lively colors, use of daily common images, and use of angular shapes (Wilczynski, Menousek, Hunter & Mudgal, 2007).
Formative Assessment: -Evaluation by Peers: All finished artworks will be uploaded to a common Google picture album, and students will collaborate in pairs to discuss and rate one another's creations once they have been stored there -Informal evaluation: utilizing the Traffic Light Card system to determine the degree of comprehension possessed by the class as a whole.		

-Monitoring pupils' progress by observation and wandering, with the instructor providing assistance as required for those students who are having difficulty. -Formal evaluation: the instructor will use a grading criteria to evaluate the students' artworks and will then offer comments to the students (Schopler, Reichler, DeVellis & Daly, 1980).			
Approx. Time	Instructional Activities: Teaching Steps	Additional Supports/Extensions/Differentiation	On-going Assessment: Checking for understanding
5 Min	Demonstrate to the students that they will be beginning a new endeavor in Visual Arts based on the animation Moana. Show everyone in the group some images from the animation. During the class, the emphasis will be on developing a visual depiction of Moana's boat, therefore explain to the participants that this will be the main objective of the class.	The aim of the lesson should be written on the whiteboard for the whole of the lesson to provide visual support. The students will utilize the traffic light cards for the whole of the class. Each student has their own set. This is a method for students to communicate with their teachers when they need further assistance.	Engage in conversation with the group and inquire through questioning as to whether or not the participants have any prior experience with or are already acquainted with the program software.
45 Min	Introduce students to the fundamental features of the Ibis Paint X software by walking them through starting a new project, using the different tools included inside the software, deleting and erasing unwanted representations, and selecting color schemes depending on their own tastes (Fisher & Meyer, 2002).	Provide Sam with a partner or peer model, which refers to people who have already been evaluated and shown to be able to favorably assist the learning of their partner.	Interact with each pair in the group by asking questions to determine whether or not the participants understand the representations, providing clarification or extra explanation if it is required, and interacting with each pair individually as well.
15 Min	Ask everyone in the class for their feedback on the lesson as well as their own learning: what they liked, what they didn't like, what they found difficult or would need more practice with, and what they think would make their experience better the next time they go through it. Participants should	Participating in group activities helps develop abilities in communicating and working together.	Evaluating and providing feedback on both an individual and group level will provide additional information that may be used to assist in continued assessments

	be encouraged to complete self-monitoring checklists, and they should be informed that the next session will concentrate on evaluating and commenting on the artworks created by other participants.		and monitoring of progress toward or achievement of objectives.
Summative Assessment (if applicable this lesson) -Direct observation of the skill being shown in its natural environment, in class Self-Evaluation of Learning Goals: - Individualized comments and collective thought on one's own and others' progress in learning -Worksheets for assessment are completed.			
Reflection: Sam had remarkable promise in his interactions with his group, and the class as a whole followed the necessary directions as instructed.			

Individual Learning Plan

Lesson Plan Template

Student: Sam	Date: 17 May	Year at school: Year 5	
Teacher: Miss XXX Disability Type: Autism Spectrum Disorder	Medical Healthcare Considerations: Gluten Free	Education Assistant: Mr. X	
Environmental Adjustments		Instructional Adjustments	

- Visual schedule for the whole class - Provide a break or a sensory-free zone in order to facilitate self-regulation. - Reduce the number of visual distractions by limiting the amount of artwork and displays you have.	-Instructions should be broken down into a series of reasonable stages, starting with the one instruction at a time. -If at all feasible, one should supplement verbal instructions with visual aids -Use tactics drawn from task analysis into the instructional process.
Curriculum Adjustments	Behavioral/ Social Adjustments
Sam is performing below average in both language and numeracy. Individualized evaluations have been performed to determine his achievable starting point; -To focus on similar but less complex objectives. -Teach individualized abilities in work units, such as letter sounds and CVC words. -Plan actions to address Sam's requirements. e.g. decrease task result -Relate results to Sam's functional abilities -Sam will use the learning support program	-Additional assistance at recess, lunch, and free play. -The social story "Playing with Friends" -System of token rewards to encourage virtuous conduct -Implementing breaks throughout the day to encourage Sam to seek them on his own -Work in small groups and pairs to strengthen social skills in a manageable setting.
Long Term Goals	
-As you build Sam's social skills, increase his verbal/expressive communication by stressing communication and turn-taking. - There are several ways in which schools may emphasize the use of visual aids to develop independence and assist kids learn a sense of time, daily routines, and changing tasks. - Sam's ability to read, write, and do basic math will need to be developed in order for him to be able to operate freely in society.	
Assessment Provisions	
-The assessments are going to be modified so that Sam's knowledge can be shown properly. -Hands-on, visual, and verbal examinations are to be carried out in appropriate situations.	

Short term goal	Strategies	Who?	Resources required	Achieved- Y/N Future planning comments
Literacy Awareness of phonological patterns independently compose his name using accurate letter formation as well as the letters s, a, t, p, and I in the appropriate places. Comprehension Enhance Sam's ability to comprehend and monitor material via the use of blank level questioning	-Keep tabs on his name -Make use of tracking sheets -Make sure you're using the right starting positions -Add more letters in the sequence that follows: descending strokes, counterclockwise; clockwise - Sam should read on his own, and you should ask him comprehension questions - You should utilize oral language prompts	- AR -The implementation of AR-specified programs by NS/DD -parental practice (Jung, Baird, Gomez & Galyon-Keramidas , 2008). - The involvement of a learning support team	-Specify the kind of writing model (trace) -Whiteboard in order to aid with FM issues - Strategies that engage several senses, such as using sand and a tray, shaving foam, playdough, etc. -Diana Rigg comprehension program	
Numeracy Gain an understanding of numbers and how they fit together sequentially.	-Get some practice playing games like Bingo -Give Sam some number	- AR -NS/DD -Parents -Learning support team	-Counters -Number lines -IPad -Bingo	

- Able to recognize numbers up to ten; - - Able to count numbers up to ten - Capable of understanding the one-to-one correspondence for numbers one through to ten	cards as he makes his way to recess -Repetition -Materials that are concrete -Exercise muscles and joints (Smith, Slattery & Knopp,1993).			
Communication speak with his classmates using whole phrases.	-Provide chances to repeat content -Assign Sam to deliver messages to class members and staff -include visual aids in discussions	-All employees to model incidentally -NS/DD to install picture talk program at language time	-Picture talk cue cards	
Social Encourage and cultivate proper turn taking skills in Sam's peer group. Encourage and foster the development of healthy social skills and peer interactions	- Monitor play and assist as needed -Promote opportunities for play, such as lunchtime Legos for small groups. -Encourage Sam to join his peers in school-based activities.	-All employees must model during unstructured play time. -Peer modeling and teaching are required.	-Social story -Activity materials and ideas for a small group	

In conclusion, in many cases, children with ASD like Sam struggle to learn the skills they need. Involving children and teens in the IEP process teaches them how to advocate for themselves. It is important to break down each of the desired goals into quantifiable targets so that the IEP team can monitor a child's development. Overtime as Sam grows older he may be able to understand their own weaknesses and set attainable objectives for themselves. Also, he may be able to select which special education programs will best assist him in achieving his educational goals. Since a child's Individualized Education Program specifies the special services they are entitled to, it may be utilized to ensure specific deficits will also be addressed. Furthermore, every member of the multidisciplinary team is responsible for contributing to the development of a cohesive objective. To achieve this purpose, it is necessary to pay close attention to and evaluate the perspectives of all important parties in order to get a comprehensive picture of Sam and his long-term goals.

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