

Including Noah (4 year-old Inclusive Preschool) Worm Project

Noah is a 4-7 year old African American preschooler who has Autism. He is enrolled in an inclusive community based 4-K preschool classroom. Noah's favorite things are watching nature videos with flying birds and insects. He enjoys airplanes and going to the airport as well as swinging, big slides, and climbing on the jungle-gym. He needs to do gross motor and sensory integration activities to help him accept the sensory input from a preschool classroom.

Noah uses a picture schedule to communicate the day's activities and changes and the PECS system to communicate things that she wants or needs.

Communication

Oral Expression: Noah does not use verbal language to communicate, but exhibits frequent self-stimulation of sucking his tongue and does make pre-linguistic verbal utterances but they do not mimic words.

Cognitive Development

Will listen to a book about birds or planes or insects if read in a soft tone of voice. He will use peripheral vision to look at the illustrations or pictures in the book.

Noah can stack blocks to make a tall tower and he will stack items on a sorter without sorting them.

Social/Emotional Development: Noah likes isolation and seeks to avoid social verbal interaction and eye contact. Is emotionally attached to his family and his personal assistant who has been with him for two years.

Physical Development:

Gross Motor Development: Development is typical in this area. Gross motor development is well developed and he runs, jumps, climbs (without alternating feet about 50% of the time), and is able to walk long distances when supervised.

Fine Motor Skills He is learning to use hands and fingers for functional tasks upon a verbal or visual prompt. For example when instructed to "open" as presented with a plastic storage container with his lunch inside, he will intentionally open the container so he can eat.

Will hold a marker and make unintentional marks on paper. He breaks crayons and pencils but will tolerate a "smelly" marker, especially the lemon.

Sensory needs/stimulation: Very sensitive to sudden, high pitch noises such as a whistle, bright white lights, and cotton fabric. He engages in repetitive hand gestures and is fascinated by flying things. He is not toilet trained nor able to dress himself.

Other factors (e.g. family structure, SES, etc): Single mom, low SES, has one older and one younger sibling.

Interaction (effects) of disability or special need on student's learning or behavior: Functions in the moderate MR range and is eligible for special education services under the SDD label. Tolerates up to 15 minutes of parallel activities, alternated with solitary activities and sensory integration activities such as swinging or chewing gum.

Noah's IEP Goals:

Motor/Sensory:

Noah will refrain from self-stimulating behavior (hand flapping in the hallway and sucking his tongue).
Noah will regulate sensory needs appropriately by using his PECS to communicate the need for sensory break

Noah will accept unexpected changes in routine without pulling his hair or throwing himself on the floor.

Speech/language/communication:

Noah will use alternate communication (PECS) to communicate choices and refusal

Noah will acknowledge the presence of an object/person/activity

When greeted by a peer or adult, Noah will respond with a wave of his hand within 5 seconds

When presented with a new activity or object, Noah will look at the object within 5 seconds with a verbal or physical prompt.

Noah will increase relevant, spontaneous verbalizations as related to an activity or person

Noah will follow one-step verbal direction/prompts such as stand up, sit down, check schedule, get shoes, etc.

Independent functioning:

Noah will use utensils to feed himself a variety of foods

Will scoop soft foods with a spoon and bring it to his mouth

Noah will wash and dry his own hands with verbal prompt and physical guidance from an adult

Noah will pull own clothes out of the way when toileting

Social/Emotional:

Noah will play near a peer for 20 minutes, while engaging appropriately with play materials

Noah will follow verbal directions from a variety of classroom staff