



CASE STUDY
410

KATHARINE BOUSQUET

BACKGROUND INFORMATION

- Full of energy, personable, good sense of humor, and likes being social with friends
- Family and Home
 - lives at home with his mom, dad, and four younger sisters
- Diagnosis
 - Hearing impairments
 - Conductive hearing loss bilaterally along with bilateral microtia/atresia
 - Has a hearing aid for one ear
 - Left ear is better than his right
 - Golden Har's syndrome
 - Treachers Collins Syndrome
- Medical
 - Has had surgeries on his jaw and esophagus

ACADEMIC PERFORMANCE

COGNITIVE

- Strengths

- When directions are given one at a time
- 1:1 assistance
- When confused about instructions will ask for them to be repeated

- Weaknesses

- Times when he chooses not to follow directions
- Full scale intelligence quotient score fell very low when compared to his peers

ACADEMIC

- Strengths

- Focused and engaged in learning he is able to do work
- Relative strength in computation (TransMath)
- When check-in's and aide support is provided helps keep him focused

- Weaknesses

- Struggles with conceptual understanding
- Reading and writing
 - Subject and verb agreement
 - Writes fragments instead of complete

COMMUNICATION

- Strengths

- Communicates verbally
 - Can sign
- Able to express his wants and needs
- Willing to repeat what he is saying
- Good thoughts and information he likes to share
- Very creative in his thinking

- Weaknesses

- When frustrated or upset, he might not verbalize it but will act out instead
- If he doesn't have his hearing aid, he becomes completely disengaged
- Struggles to listen in large group settings and pull out main ideas and details
- Struggles to answer academic or content related "wh" questions
- Writes incoherently and not in an organized manner

PHYSICAL

- Strengths

- No fine- or gross-motor concerns
 - Very athletic in PE
- Writes legibly, tends to rush

- Weaknesses

- OT
 - Difficulty focusing
 - Alternative seating
 - (increased physical activity breaks)
- Hearing, has hearing aids

EMOTIONAL/SOCIAL

- Strengths

- Has some friends that are positive influences
- Does like to help or volunteer for jobs
- Enjoys being busy

- Weaknesses

- Can tend to feed off negative
- Disrespectful and defiant towards adults
- Can also be disrespectful towards his friends

ADAPTIVE

- Strengths

- Independent with personal care
- Rides his bike to school everyday
- Works well in small group or large group (when on task)

- Weaknesses

- Struggles with being respectful and appropriate language
- Does not always get along with aid

SCHOOL PROGRAMMING

- Does get Occupational Therapy as well as special education classes
 - math and reading strategies, 1:1 listening comprehension class
- IEP Goals
 - To better understand classroom material, will summarize an informational passage at the 4th grade level by stating the main idea and three supporting details of the passage, 3.0 on a 4th grade reading for information CFA (baseline: 1.0) for 3 consecutive data days
 - To become more independent writer in all environments, will increase his total words written (TWW) and correct word sequences (CWS) to the 40% percentile,
 - by increasing his TWW to 41 for 3 of 4 trials (baseline: 20)
 - Increasing his CWS to 27 for 3 of 4 trials (baseline: 7)
 - Be more independent in the core math curriculum he will increase his computation and problem solving ability by at least one grade level by:
 - Scoring at least 28 correct for 2 data sessions (baseline: 7) 5th grade math comp. probes
 - Scoring at least 16 correct for 2 data sessions, 6th grade, math concepts and app probes
 - To better understand classroom material, he will listen to a 4th grade level text and answer comprehension questions with 80% accuracy on 3 of 4 consecutive data days (baseline: 50% at 3rd grade level)
- LRE
 - He is able to be in general education classrooms with few exceptions, he does get one break a day, he is allowed to go to a certain room or take a walk around the room
 - Is allowed for a the break also to go to the gym and do physical activity
- Environmental Adaptations
 - Sits close to the teacher/board to be able to hear clearly

SUPPORTS

COMMUNITY

- He isn't engaged in any community supports
 - Suggestions
 - Mentor program
 - Support for a Y membership
 - A volunteer job, walking dogs

HOME

- Both parents are very engaged in his learning and social system
- Dad gives lots of chores to keep him busy and occupied
 - He enjoys doing them
- Supported to play sports at school for physical activity

RECOMMENDATIONS

1. Soft landings in the morning
 1. To prepare for day, when and if there is a change in the day so that he is forewarned
2. 2 Breaks in the school day,
 1. He asks his teachers to take them, he then goes to special education room for a 10 minute break
3. Have him understand his coping strategies for when he is upset
 1. Talk a quick walk or talk it out
4. Give him specific jobs during a class period
 1. He passes out/gathers papers from students
 2. Run errands for teacher(s)
 3. In certain classes where behavior is negative
5. Reward with point system
 1. Can earn free time in a certain class
 2. Can earn an object/food (school store)