

# BRUCE

## (1<sup>st</sup> Grade age - Severe Disabilities Moderate Mental Retardation)

**B**ruce is a first grade student with moderate mental retardation, secondary to a genetic syndrome known for the effects on cognitive skills. He is included 80% of the day in general education classes due to his parents request that a successful inclusion experience begun in Kindergarten be continued. Bruce has two word sentences, though at time becomes frustrated and results to screaming to make his needs known. He has a behavior support plan to address this issue. Bruce benefits from a posted daily schedule with Velcro-ed Polaroid pictures and recognizes pictures depicting key activities throughout the day. He receives OT (Occupational Therapy), PT (Physical Therapy), and Speech Language services during the school day, and spends approximately 45 minutes per week working with the RSP teacher on fine motor tasks supervised by the OT. In the classroom Bruce loves interacting with students on the computer, but requires total adult supervision due to his lack of understanding of turn taking. Peers have received “Ability-awareness” training and are supportive and nurturing toward him. Bruce’s IEP goals and objectives address turn taking, accepting “wait” time, interacting with peers, independent following of a schedule, following “rules” in games such as “War” and “Uno.” Bruce loves all his peers and adult providers, and enthusiastically greets them at all times. His functional skills goals, in addition to goals above, include recognizing colors, his name and familiar logos in his environment. Bruce is 90% toilet trained, but benefits from aide assistance to remind him and supervise. Bruce has aide assistance, supervised by an Inclusion Specialist, 100% of the school day.



Bruce does not have prerequisite 1<sup>st</sup> grade skills. He does not know the letters of the alphabet, recognize colors other than “red” nor exhibit other typical “academic readiness” skills. His parents believe Bruce may continue to benefit from peer models this year, but have stated they expect more restrictive settings may need to be considered for him to meet independence and quality of life goals common to students with severe disabilities. Bruce has been determined to require the “CAPA”---California’s standardized test for students who are not working on grade level standards and exhibit severe disabilities.