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| Child Outcomes Rating Practice Case Scenario – Luke |
| History/Background Information |
| Luke recently turned 3-years-old (36-months) and transitioned from Birth-to-Three to Early Childhood Special Education services in the school district. He attends an inclusive classroom in a Head Start program. He is provided itinerant services by a speech/language therapist and an early childhood special education teacher.  Luke is hearing impaired and is diagnosed with a Speech & Language disability. He began wearing hearing aids approximately two months before transitioning from B-3. He had frequent ear infections when he was an infant but got tubes put in his ears which have eliminated the ear infections.  His mother is single and he lives with her the majority of the time. He spends every other weekend with his biological father. He has no siblings. The primary settings that Luke is in are his home and the Head Start program which he attends Monday through Thursday full day. His grandfather cares for him on Friday’s. He attends swimming lessons twice a week and occasionally plays at the park near his home. |
| Outcome One – Positive Social-Emotional Skills |
| Luke is very close to his mother and grandfather. He shows affection to them by hugging them frequently. He especially loves his Grandpa who does fun things with Luke like going fishing and taking Luke for tractor rides. He is also close to his Head Start teacher, Jason. He also hugs Jason upon arrival at school every day. He doesn’t appear as comfortable with the assistant teacher in the Head Start classroom. He doesn’t give her hugs or interact with her as much as Jason. His former B-3 home visitor reported that it took a few months for him to “warm up to her” and only gave her hugs on several occasions.  At school he plays next to the other children but doesn’t initiate interactions with anyone else. He frequently chooses to play in the same area as one particular boy but does not interact with him. Jason recently observed the other child offer a block to Luke and Luke took it, but didn’t say anything during the interaction. Luke as been observed smiling or nodding at other’s conversations several times. At swimming lessons and the park he will play next to children but doesn’t initiate interactions at these places either.  Luke easily follows routines at home, at grandpa’s house and at school. He knows when it’s time to leave home in the morning and what to do at bedtime. At school he helps at clean up time and knows what to do at arrival and departure time.  Mom and Jason, the teacher, would like to see Luke start to initiate play with other kids at school and at the playground. The speech therapist would like to see Jason begin to ask children if he can play with them. |
| Outcome Two – Acquisition and Use of Knowledge and Skills |
| Mom reports that Luke enjoys looking at books with her at home. He prefers the board books he has had since infancy. He makes animal noises when he sees pictures in the books. He is starting to name some of the pictures of familiar objects such as cat or truck. He turns the pages on his own. At school he will sit and listen to books when they are read at large group. Jason is working on the children re-telling a familiar book – The Very Hungry Caterpillar. Luke listens but doesn’t yet join in with the re-telling of the story.  He appears comfortable wearing his hearing aids and has never tried to remove them. The speech therapist began teaching Luke some sign language about 3 months ago and Luke is just starting to use some of the signs.  Mom reported that recently Luke joined in with her while singing along with the radio in the car. She sings all the time but this was the first time she has seen him join in and she wondered if it was because he can hear better now with his hearing aids.  Mom and Jason both report that Luke doesn’t seem to understand positional concepts such as  “next to” or “on top of”. He will respond to directions when asked to put toys on a shelf but not in the particular spot he’s asked to put them in. Both Mom and Jason report that in situations where Luke encounters challenging problems, such as a new puzzle or toy he can’t figure out, he will simply walk away. He doesn’t persist in trying to figure it out and he doesn’t ask for help.  Goals that everyone has for Luke in this area are to have Luke begin to respond verbally to simple questions – for example when reading books together or to use words to express his needs such as if someone tries to take a toy away. The speech therapist would like to see Luke continuing to use sign to supplement his verbal language. |
| Outcome Three – Takes Appropriate Action to Meet Needs |
| In the self help area, Luke does a great job using utensils for eating. He has great skills using a fork and spoon but has never been given the opportunity to use a knife. When at home, if he is hungry he goes into the cupboard to get something to eat. He doesn’t ask Mom for food or tell her that he is hungry. At school he also will not ask for more food.  Luke also can dress himself almost all by himself. He needs help with some buttons and zippers but he can put his clothes on and off very well.  Luke is working on potty training. Mom tried working on potty training when he was around 2 ½ but it was when he was getting frequent ear infections and it didn’t go well so she stopped. She is trying again now that the tubes are in and the ear infections have stopped and she says that it is going well. She also reports that Luke has stayed dry overnight several times.  Luke loves to play with Legos and coloring which he can do for up to 1/2 an hour sometimes. Jason reports that at school he spends lots of time in the manipulative center also. Mom reports that Luke doesn’t seem to run as well as the other kids his age at the playground. He used to tip over often but that seems to have improved since he got his tubes in. When playing outside at school he prefers to play in the sand by himself and doesn’t run with the other children or play with the balls.  Goals in this area are for Luke to verbalize when he is hungry and/or wants more food at meals. |