

# Final case study



Final Case Study Pre-schooler Dennis Landry's Individual Education Program primarily should deal with letting Dennis cope and develop as much as his typically developing peers by controlling for the effects of his disability, Prader-Willi Syndrome. As there is no cure yet that will entirely treat PWS, the management of its symptoms through moderation or limitation is the goal for IEP. PWS makes children afflicted with it to have huge food craving making them obese later on and who are also marked with cognitive retardation and communication/behavioral difficulties. Development delay in Dennis' case was approximately six months to one year based on early intervention services assessment. For his first year at a preschool that uses reverse mainstreaming that will let Dennis interact and learn with typically developing children, the following IEP objectives and corresponding supports are proposed:

1. Limit/moderate his food craving by 25%.

Supports: As Dennis enters his preschool years, his PWS would be evident with apparent obesity if not controlled and monitored. It is therefore necessary that his nutritional and dietary needs be given attention. It must be noted that his entry into preschool was characterized by the absence of a comprehensive dietary and medical evaluation which should be produced if his IEP is to be a success. The parents, teachers and other school personnel (those who are in charge of preparation of snacks for example) must have this evaluation before he starts his school year. Calorie intake especially carbohydrates must be limited because those children with PWS need less than typically growing children. During snack times, the teacher in cooperation with the school dietitian should modify his food, allowing for prescribed caloric intake according to his nutritional evaluation. His physical

development throughout the year should be monitored throughout the year, looking out for the proper balance between height and weight.

2. Initiate play and communication with other children 50% of the time.

Supports: It must be noted that Dennis from the 45-minute observation that he rarely initiates conversation or play with other children, but he does respond to his teacher's questions or suggestions, though his responses are not entirely appropriate. The teacher in this instance could use more of this communication style with Dennis by reinforcing the point to Dennis that talking leads to getting one's point across and understanding others as well. The teacher should always suggest until Dennis improves that playing and talking with other children are fun activities. Moreover, the teacher could encourage other children to talk to Dennis. His speech defects (i. e. "cwackes") and articulation problem in general could be vastly improved by interventions by an expert speech therapist.

3. Will follow instructions from his teachers without repeated prompts 3 out of 5 instances.

Supports: This IEP objective would be greatly met with success if the second IEP objective above could be met with the necessary supports. Once Dennis learns to initiate conversations and develop the ability to find nuances in the conversation flow, he would be in a position to follow instructions from his teachers without repeated prompts. If Dennis still has great difficulties with articulation, the teacher could work hand in hand with the speech therapist to allow Dennis to develop his unique ways of communicating and use it to interact for the meantime his speech is in development.

4. Limit/moderate his selfish identification with things not his own by 25%.

Supports: This inappropriate behavior of selfish identification with things not

his own may still be an extension of Dennis' PWS - satiation problem with food - and may persist overtime. Yet it should be limited by behavior modification, and as young children mature. The teacher should always repeat to Dennis that there is no need to fear that things will run out for him and there is enough for everyone to have. The parents should also work in conjunction with the teacher and help in meeting especially this objective, by teaching and showing proper behavior to Dennis at home, in cooperation with his other sibling, Rebecca.