Case Study
High School Student with Hearing Impairment
(Harting, 2001)

Directions: Review the information in the case study. Develop a plan for each student for their inclusion in general education classes and effective learning.

Susan is a seventeen-year-old student with a hearing impairment in the eleventh grade. She has a moderate-to-severe hearing loss. She has difficulty in the areas of vocabulary and language skills and needs support to participate in class and complete assigned academic tasks. She misinterprets information and does not ask for help/clarification. She has difficulty in the area of conflict resolution and needs to continue developing problem-solving skills. She was originally placed in a center program for HI and at the parent’s request was transferred to her home school at the ninth grade level. She refuses to wear an FM system and relies solely on her hearing aids. Susan has difficulty understanding the content of the teacher’s instructions and often misinterprets what is said. She may do an assignment incorrectly or become so frustrated that she is unable to begin or work on a task. When she feels angry she shuts out others around her and refuses to take action. Her interests are in computers and modeling.

Academic Achievement – Grade Equivalency Scores
Math Applications: 5.9
Reading Decoding 9.2
Math Comprehension 7.5
Reading Comprehension 4.5
Spelling 5.6

IEP Goals and Objectives
Improve semantic skills
Ask for assistance
Evaluate own quality of work
Identify educational/social/vocational implications of her handicap
Recognize which assistive devices might be personally appropriate
Use and care for FM system
Improve problem-solving skills

Inclusive Action Plan
Case Study
High School Student with a Visual Impairment
(Harting, 2001)

**Directions:** Review the information in the case study. Develop a plan for each student for their inclusion in general education classes and effective learning.

Becky is a 15 year old student with a visual impairment. She is legally blind and has moderate learning challenges. Her vision is stable and is measured as 10/200 in each eye. Her visual deficits were caused by accidental hypoxia (reduction of oxygen in body tissues below physiologic levels) due to smoke inhalation from a fire in the home. She is a friendly and motivated student. She receives Orientation & Mobility services from a consultant who works within the building and the nearby community. She is currently using a closed circuit TV to read newspaper print. All information must be enlarged for her to use. She also uses talking books. A focusable telescope was offered but she is not interested in using it. Her IQ is 83. Reading 3rd grade level, Spelling 1st grade level and Math 2nd grade level.

**IEP Goals and Objectives**
- Use supplementary aids for instruction
- Inform the teacher if modifications are necessary
- Improve reading and spelling skills
- Travel in neighborhood areas
- Utilize community buildings

**Inclusive Action Plan**
Case Study
High School Student with Severe and Multiple Disabilities
(Harting, 2001)

Directions: Review the information in the case study. Develop a plan for each student for their inclusion in general education classes and effective learning.

Dane is a fourteen-year-old student with severe and multiple impairments. He has multiple congenital anomalies, hydrocephalus and congenital heart disease. He is small for his age, non-verbal, and non-ambulatory with a visual impairment. He will follow limited commands and appears to be very sociable. He will laugh, smile, clap his hands and is able to push his own wheelchair. Dane’s receptive communication is at a 17-19 month level. He is able to attend and maintain eye contact, respond consistently to his name and simple commands. His expressive language skills are at a 6–9 month level. He uses a one-cell communication devise (Big Mac). The switch is mounted on his wheelchair on the wedge between his legs. He uses the Big Mac for greetings. He can use a single switch to activate electronic and battery powered items. With the switch he can open envelopes, activate a blender, water plants, turn on his radio and shred papers.

IEP Goals and Objectives
Develop communication skills – choose an object and respond to verbal greetings
Develop an awareness of community-Participate in community outing
Demonstrate work adjustment behaviors – Works for ten minutes with prompt
Learn clerical skills
Maintain passive positioning
Improve use of electric wheel chair
Obtain state ID card

Inclusive Action Plan
Case Study
High School Student with a Seizure Disorder
(Harting, 2001)

**Directions:** Review the information in the case study. Develop a plan for each student for their inclusion in general education classes and effective learning.

**Jared** is a student who is certified physically or otherwise health impaired. He has epilepsy and has seizures at school. His seizures are unpredictable and occur approximately twice per month. He is sometimes injured when he falls. He is currently taking Depakote, Dilantin and Topamax for medication. Colin is independently mobile although his gross motor skills are poor and his gait is awkward. He must be closely supervised during times that he is walking between activities such as going to classes or between classes and the cafeteria. He can communicate his basic needs. He also has been diagnosed with Attention Deficit Hyperactivity Disorder. His full scale IQ is 46. Reading Grade Equivalent 1.1, Math K.6.

**IEP Goals and Objectives**
- Increase reading and spelling skills
- Increase math skills
- Ask for assistance from staff when needed
- Take tests with oral response and extended time
- Write personal information
- Explore vocational options

**Inclusive Action Plan**