

Update on Conrad, 2 Years, 4 Months

Conrad is 2 years, 4 months. About 2 months ago, he started attending an inclusive ECE program 5 mornings a week. This allows his mother to work part-time. Mom expressed an interest in learning about potential assistive tools for Conrad. April, the speech therapist, used her consultation time to discuss what assistive tools are and provided information for Mom about where she can learn more. This information was provided to Conrad's teacher so that she knows what is being discussed at home.



At his annual IFSP review meeting, the team recommended that he receive speech and language therapy services within his ECE classroom. Occupational therapy services will alternate between home and school. He will receive special instruction from Annie and physical therapy from Hunter at home with a consultation to the classroom teacher, Stella, once a month.

After interviewing Conrad's teacher, the speech therapist determined that Conrad does well during large group, non-academic experiences, naptime, movement opportunities, clean-up time, self-care tasks, and is an all-star at drop-off and pick-up times. However, he is showing some areas of need during circle time, free choice, seated activities, and transitions. Together, the team determined that circle time, free choice, and art, were the three areas that they wanted to focus on to ensure Conrad's success.





Features changed in the environment for Conrad and working for all students, include different seating options at circle time to meet Conrad's need for a structured seating support (Conrad prefers a cube chair), a visual timer during free-choice activities, and models and adapted equipment such as, different size crayons, paint brushes, etc. during art.

In circle time, Conrad is able to sit in his cube chair for approximately 2 minutes and participates by watching his peers. The team would like to see Conrad sit with his friends for the duration of one book and answer questions about the story.



In free choice, Conrad likes to play at the sensory table for short periods. If other children are there, however, he plays alone elsewhere. The team would like to see Conrad spend more time at centers and engage with his peers by sharing, exchanging items, or responding to comments.

During art, Conrad chooses to stand at the easel and is most interested in the activity when there is a lot of adult support provided. He drops the material that he is working with to indicate when he is done with the activity. The team would like to see Conrad select where he wants to work (table or easel) and choose the tool that he wants to work with. They would also like to see him express interest in the activity by completing it.

