

COACH Interview

Student description

Name: Cindy

Age: 12

Gender: Female

Functioning/classification level: undiagnosed

Communication Mode: Cindy's vocalizations are faint and come by prompts. It can be very difficult to hear her. When prompted to speak louder, Cindy may increase her volume, but she also tends to use a higher pitch instead of getting louder. Cindy rarely advocates for herself, she is highly reluctant to make choices or refuse to comply with a request. Cindy will make eye-contact when prompted, but does not do so generally when speaking. Her most animated communications come as an imitation of or a response to a peer.

Motor abilities: One of Cindy's IEP goals last year was to use eating utensils. She has gained independence in this area. She uses a grip helper on her pencil, and continues to work on her penmanship. Fine motor skills were identified as an area of focus by her teachers. Cindy is able to participate in the general physical education curriculum. She has been part of yoga and ballet classes offered at the school. Cindy is lacking in muscle tone and often demonstrates difficulty carrying heavy items.

Other issues: Cindy is further developing as a teen, both physically and psychologically. These developments must be taken into account as her goals are planned. One of the main concerns of her teachers is that she does not advocate for herself. She is quick to comply with the requests of her classmates, even if those requests interrupt her learning or encourage her to do something she should not. She is also highly prompt dependent, waiting for cues from teachers and classmates during transitions and throughout her class time. Cindy has difficulty making choices, even regarding which hot lunch menu item she will eat. When presented with a choice, she will often freeze and wait until the need for the choice is removed.