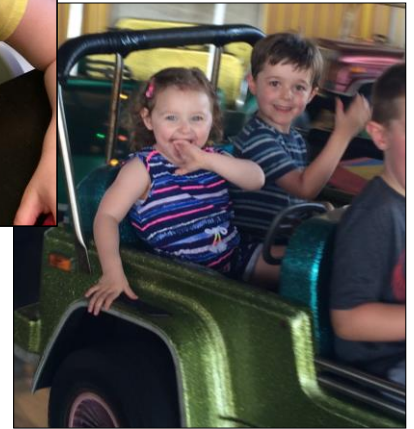
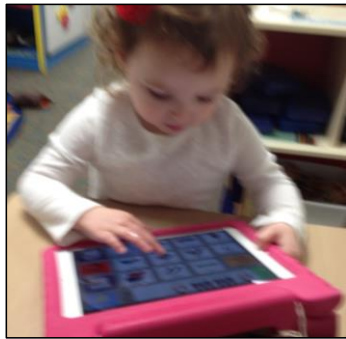
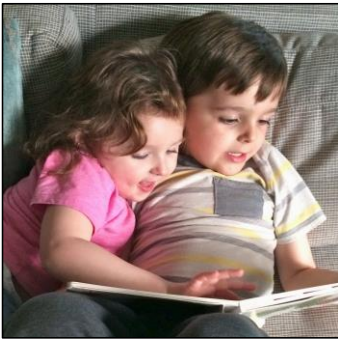


About Abby:

- She is social and cheerful
- She is resilient
- She is empathetic and forgiving
- She is persistent and determined

What is most important to Abby:

- Being with family and friends
- Being acknowledged and told what to expect
- Being in control of her own body
- Being included in conversations and activities



Abby's favorite things:

- Music (especially Taylor Swift & One Direction)
- Playgrounds
- Looking at pictures/photographs
- Reading books and snuggling
- Playing chase and being tickled
- Her big brother, Callan

How to best support Abby:

- Recognize all of her forms of communication (talker, signs, gestures, eye gaze)
- Use her talker to communicate with her
- Verbalize to her what she is communicating to you
- Explain what you are doing and why
- Acknowledge her requests even if you do not grant her requests
- Show her the purpose of an object to help her learn to use it appropriately (be explicit)
- Use hand under hand (not hand over hand) if Abby requires help (your hand completes the activity while Abby's hand rests on top of yours and verbally describe what you are doing)

Hopes & Dreams for the upcoming year:

- Form authentic friendships
- Have fun
- Feel safe and secure
- Be accepted and valued for who she is and what she has to offer without expectation that she needs to fit a mold
- Feel the joy of accomplishment of hard work
- Have the courage to try and sometimes fail
- Be fully included with support (have chores, be line-leader, participate in shared storytime and show-and-tell, etc.)



Abby's Long-Term Goals:

1 Autonomous Communication

- Being able to say whatever she wants, whenever she wants, to whoever she wants.
- Literacy - ability to read and write at grade-level.

2 Educational & Community Inclusion

- Being a participating and contributing member (not simply present) in school, home and community activities.
- Having a life worth "talking" about.

3 Authentic Friendships, Natural Supports & Personal Safety

- Being loved and supported by peers and others within the community.

4 Academic Rigor in the Least Restrictive Environment

- Have access to grade-level academic knowledge (with appropriate individualized instruction and supports) to help her achieve high levels of learning.

What Abby needs in a classroom to be successful:

- Access to a model of language she can observe, imitate and try to express (modeled use of AAC)
- To learn with her peers
- Visual supports and strong pairing of visuals with auditory information
- A text-rich, print-rich, language-rich environment
- A classroom community that values her contribution
- Protection of her personal space
- Alternative response methods using AAC and/or Assistive Technology
- Additional time to generate a response
- Explicit instructions and explanations of what is expected from her (e.g., a teacher saying, "Read this with me using the voice from your mouth or the voice in your head" or "Abby, read this with the voice in your head".)
- Natural Supports from peers



Tips:

- Provide advance exposure to tasks or activities when needed - Abby learns best when given time to explore an activity first with a peer (or adult) model and then by herself.
- Provide active learning opportunities for Abby. She tends to be most engaged when learning experiences are highly social, hands-on, and personally meaningful.
- Begin year with 3-Prompt-Instructions and then fade prompts:
 - 1 Tell Abby what you want her to do.
 - 2 Show her what you want her to do.
 - 3 Assist her in completing the task.
- Provide clear and explicit instructions, even for listening tasks (e.g, say, "Abby we are listening to this book to hear what sound the cow makes.").
- When fatigued, deep pressure may be helpful to keep Abby's hands calm.