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My son , Brock Davis, was born at 26 weeks and as a result, had a grade 4 brain bleed which caused his current condition - Cerebral Palsy. Brock is a spastic quadreplegic of normal intelligence and is basically non-verbal. He was born in 1989 and therefore is now 13 years of age. He uses a mobile wheelchair and is able to use the thumb of his right hand to type into his Dynavox Augmentative Communication System or to use his IBM lap top. He is also very adept at manipulating his PlayStation II controller with is right hand to play his many games. His left arm has involuntary movements and is pretty much non-functional.

Brock is fully included in Middle School in the 8th grade. By fully included, I mean that he attends a combination of regular classes and special education team taught classes; whichever we determine during his IEP. Normally, I meet with Brock's special education teacher, a member of the Area Education Association (AEA) technical team, his parapro, the AEA Physical Therapist (and Speech and Occupational Therapists, if necessary) and whichever teachers I feel the need for input from with regard to his next year's goals and needs. If any one of the people mentioned are unable to attend the meeting, I meet or call them separately prior to the team meeting. At the team meeting, we agree upon what goals Brock should have for the next year, whether or not he needs additional software or equipment, whether further accommodations should be considered, etc.

When Brock was young, we had formal team meetings which included his teacher, PT, OT, Speech, and the Director of Education, when he was available, on a quarterly basis to ensure we were anticipating Brock's needs as well as to review how he was developing academically and socially. Now that he is older, our meetings are usually at IEP time but I can call upon any of the teachers, his parapro, or the principal if there's an issue I feel the need to discuss and vice-a-versa. The school and I have worked cooperatively to make sure Brock is successful.

I've been asked to share what resources I have been able to access through our school district. I feel (and I think the district would agree) that we work together. I have always tried to meet the district half way in what I have asked for with respect to Brock. The district purchased the \$10K Dynavox communication system that he uses, as well as the Daisy mount. They also keep up the extended warranty fees I bought Brock's lap top and the printer that they are using in school. As of this moment, they have just purchased a portable printer to mount on Brock's wheelchair to make him more independent, along with a scanner and new software for his Dynavox to increase his functional speed. When Brock started school and began riding a bus, the district purchased a new large bus which was accessible so Brock could ride to school with the neighborhood kids. The bus comes up our steep hill whereas before, all the kids in our neighborhood had to go to the bottom of the hill. However, if it's snowy, I drive Brock to school so the bus doesn't have to come up our large hill. Again, the District Bus Barn and I have a close working relationship.

I had originally wanted Brock to use "GUS" a DOS based communication system (and the school bought it at my request) but by 3rd grade, his teacher said it wasn't doing what it needed, and Brock would fall behind if we did not do something. So they brought in the Area Education Association (Mississippi Area Bend #9) and brought in several systems for us to evaluate. They have been awesome in keeping us on the front of technology. The Dynavox which they purchased has a cord whereby we can transfer his entire Dynavox records to the computer. That way I can prepare information for him to work on and send it to him while he works on the Dynavox.

As far as a paraprofessional, Brock has an aide assigned specifically to him. He has had 4 throughout his school life. I am attaching a copy of the job posting for information and the use of anyone who is going through the efforts of finding the right paraprofessional for their child. Basically, I worked with Brock's aide and the Special Education Director. The aide and I both typed a list of what we thought Brock needed in an aide so that he would continue to be successful. His aide even went to the extent to type out his entire daily schedule, some of the challenges they faced during a day, expected and unexpected, his technology needs and everything she did with respect handling those needs, his hygiene needs, etc. I forwarded this information to the Special Education Director whom took the district's standard job posting for an aide and added some lines to ensure people who applied for the position had the necessary skills or were willing to upgrade their skills with training. The new aide also spent a day shadowing Brock's prior aide so that she could ask questions. We were fortunate in that Brock's former aide had received a promotion to the office and therefore was available for any questions from the new aide. Kathy has now been assisting Brock since December and are quite a successful team. Kathy has my work, home, and cell number, and I have her number at school and home. We talk whenever either of us feel that Brock has an issue - educational, social, or otherwise, so that we can address it before it mushrooms into a problem.

I would be happy to share the information the aide and I put together, with respect to Brock's schedule and needs; however, I would need to fax it as I do not have an electronic copy. If provided a fax number, I would be happy to send the information to you.