



Special Needs Case Study Assignment/Project

Read through each case study and...

- Identify the disability (ies) each child has, along with the type (physical, mental, social/emotional) that are represented for each of the children.
- Also, explain how the disability (ies) may affect each of the developmental areas. Ex. If a child has poor vision and can't see properly grades might decline. If grades decline so may self-esteem which may cause the child to withdraw from friends/activities.
- Using the "Toys 'R Us Toy Guide for Differently Abled Children" select four, age appropriate toys for two of the children based on their disability (ies). Use the key & symbol codes within the catalog to help you.
<http://weeklyad.toysrus.com/ToysRUs/BrowseByPage/Index/?StoreID=2561953&PromotionID=104616&PromotionViewMode=2>

Create a chart to illustrate this information...

- Write down the name of the toys, a description of what each does, the page number each is on, and an explanation as to why you selected each of them, along with the skills that would be developed. Remember, these are to be based on the disabilities represented in each of the case studies. If necessary, use your resources to find out more about developmental delays associated with each disability.
- Finally, tell me where you can shop for each of the toys you selected by store or website along with how much each would cost.

Case Studies

#1: Rachel

Rachel is four years old. She is a typical looking child who appears bright and eager, but she has a profound hearing loss that cannot be corrected with hearing aids. Her play indicates that she is a very intelligent child. Her physical abilities appear to be within normal limits; she has been toilet trained for a couple of years, and she likes and does many of the things that other young children do; however, she does not talk and does not hear what others say. She uses sign language, but none of the children in her class know what she is trying to communicate.

List the disabilities:

Identify the categories (physical, mental, emotional/social):

Describe in complete sentences how each disability impacts the other areas of development (PIES):

#2: Tony

Tony is four years old and is a beautiful child who has been diagnosed with autism. From a picture, you would never know that Tony has special needs; however, a few minutes of observation quickly dispels that perception. He rarely initiates interactions with his peers; he plays with few toys but rarely uses them as they are intended; he speaks a few words but doesn't use them consistently; he appears to understand little of what is said to him; he seems content to stand and flap his arms rapidly in an up and down motion, wander aimlessly around the room or sit with his head tilted to one side looking out of the corner of his eyes; and he may burst into episodes of screaming and hitting his head furiously if he is upset but it is difficult to know what will upset him. He rarely sleeps through the night, is not toilet trained and eats only a few different kinds of foods.

List the disabilities:

Identify the categories (physical, mental, emotional/social):

Describe in complete sentences how each disability impacts the other areas of development (PIES):

#3: Lisa

Lisa is four years old but looks different from other children; she has developmental delays related to a condition known as Down Syndrome. She plays with toys, but her play is simple; she feeds herself but only with a spoon; she speaks, but is very difficult to understand; she initiates interactions with other children and responds when they initiate contact with her, but those interactions are usually brief. Although she walks, runs and rides a tricycle, she is afraid of climbing on any playground equipment and her movements are awkward.

List the disabilities:

Identify the categories (physical, mental, emotional/social):

Describe in complete sentences how each disability impacts the other areas of development (PIES):

#4: Jonathan

Jonathan is four years old and has cerebral palsy that affects his equilibrium and ability to control his movements. He cannot walk or crawl; his arm movements are stiff and uncoordinated. He speaks, but it is nearly impossible to understand him and he drools excessively when he does. He appears to understand everything that is going on around him. He uses a special chair and other special equipment such as an electronic device to help him communicate. He is not toilet trained, but he sometimes indicates when he is wet. He cannot feed himself. He takes medication for a seizure disorder on a daily basis.

List the disabilities:

Identify the categories (physical, mental, emotional/social):

Describe in complete sentences how each disability impacts the other areas of development (PIES):