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## Case Study - Jasper

Jasper is a seven year old boy with [profound learning difficulties](#). He was diagnosed with severe [autism](#) at the age of three and was sighted until the age of six. Jasper then contracted an infection which resulted in him gradually losing his sight.

Given his severe cognitive difficulties, his parents did not spot the visual problem immediately. Jasper now has no observable use of vision but has some visual memory.

He attends a [special school](#) for young people with profound and multiple learning difficulties. When Jasper had the infection which caused his sight loss, he was absent from school for 5 months. Following this period, he was re-introduced gradually to the school he had attended previously. During Jasper's re-introduction, the school [tailored provision to meet his needs](#).

He has [additional support](#) which is shared by three teaching assistants (TAs). The TAs communicate effectively with each other to [promote consistency](#).

Jasper is fully mobile; he walks unaided in familiar places. To support Jasper to cope with [transitions](#) around school, [consistent routes](#) are used; [trails](#) are provided; [clutter is minimised](#); and [objects of reference](#) are provided. He relies on a [sighted guide](#) in unfamiliar environments.

Jasper responds inconsistently to spoken language alone, and it is not clear how much he understands. He is assumed to have some single word understanding. Staff [augment their spoken language](#) with [objects of reference](#). These are used in his [schedule](#) as well as during transitions around school.

Jasper communicates expressively by gesture; he has a small repertoire which staff know well. He nods for "yes" and has his own sign for "more." Jasper takes people to things he wants. He babbles a bit and says his name. His expressive communication is being facilitated with the use of [objects of reference](#).

Because Jasper is very active, he is provided with many [opportunities for physical exercise](#). He frequently uses a mini [trampoline](#). He appears to enjoy rough and tumble games: he actively participates and smiles and giggles as he does so.

Jasper has been assessed by an occupational therapist. To address his sensory needs, she recommended some [sensory integration](#) activities, including the use of a tyre on a rope, a [weighted vest](#) and swings. The TAs have found that the weighted vest [enhances Jasper's engagement in educational activities](#).

He is not [tactile defensive](#); indeed, he enjoys exploring by touch. Staff report that Jasper can do some things more easily now he cannot see as he is not [overloaded](#) visually. Jasper used to eat a very restricted diet, consisting of smooth peanut butter on toast, but now eats a wide range of foods.

He is not routine bound; he can cope with changes in activities and transitions and he does not have any particularly strong interests.

To support his independence, Jasper's [classroom layout remains constant](#).

If several people are close by when he is engaged in an educational activity, Jasper becomes angry and cannot focus on the activity. He is therefore provided with a [work station](#) in one corner of the room where he receives individual support.

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