

Sped 311

Communication Inventory

October 26<sup>th</sup>, 2010

### **Class Basics**

Kevin K. Coleman located in Woonsocket; Rhode Island is the school I attended to observe a student. The class consists of seven students, three girls and four boys. There is a “head” teacher as well as a teacher assistant. Specialist such as OT and Speech come in and out grabbing students from the class but on a typical day its just two teachers. The Kevin K Colman School is part of urban Rhode Island. The school is split into two schools, kindergarten-second and third-sixth. The school I am observing in is grades three-six. The classroom consists of two white students, one African American, and four Hispanic students. Forty-seven percent of students enrolled in Kevin K Coleman are Hispanic, thirty percent white, fourteen percent African American, and nine percent Asian.<sup>1</sup> Eighty-three percent of students are eligible for free or reduced lunches.<sup>2</sup>

### **Models of Instruction**

This classroom operates in English only. The student I observed is fluent in both English as well as Spanish. At home she predominately speak Spanish with her family. However she attends speech regularly as well has a few other students in the class. All of the students speak English in the classroom.

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<sup>1</sup> "Information Works! 2009 : School Reports." *Information Works: Rhode Island Public Schools 2009*. Web. 03 Nov. 2010. <<http://www.infoworks.ride.uri.edu/2009/queries/FindSch.asp?ID=39128>>.

<sup>2</sup> "Information Works! 2009 : School Reports." *Information Works: Rhode Island Public Schools 2009*. Web. 03 Nov. 2010. <<http://www.infoworks.ride.uri.edu/2009/queries/FindSch.asp?ID=39128>>.

## **Classroom Features**

The classroom has two doors, 3 windows and is sectioned off into three parts. One part is the main teaching areas consisting of desks arranged in a 'u' shape, the teachers' desks, the blackboard, and the ELMO. The second section is a reading area with books labeled by reading level, comfortable chairs, and a rug. The third and final section is another work station where the teacher works either one on one or with a few students at a time. This area has a circle table, Velcro boards, and three MAC desktops.

All over the walls are visual aids and language prompts. The alphabet written in cursive is about the blackboard. There is a word wall with high fluency words as well has vocabulary words. There are math prompts all of the walls displaying symbols, multiplication factors, and many other math cues. In addition there are rules, class pledges, student jobs, and student work.

The most important part of the rule showcased the behavior charts. The students are given three warnings before a call home from the principle. Green is good behavior, yellow is a warning with time taken from recess, and red is trip to the principle and phone call home. If the students misbehave in class they are given a tally in the appropriate area. If they go a whole week without tallies they receive fake money to be spent in the classroom store. The tallies are sent home every day and signed by their parents.

From what I have observed the students take the tallies very seriously. They try to aim for good behavior to be rewarding money in the class store. This method also

connects to math where the students are adding and subtracting their money as well as learning how to save and spend properly. The students can purchase anything from pencils to homework passes or snacks. For the most part the students behave very well in the classroom; the only issue is speaking out of turn or talking aloud to peers.

### **Activities Observed**

On day one I observed the students in morning work and computer class. A folder filled with morning work when they arrive at school greets the students. They work on morning worksheets until it is time for the first lesson of the day, which is usually math. The morning assignments are dittos refreshing the student's memory of previous lessons. The worksheets are graded with check plus, check, or check minuses. After morning work was over we all went down to computer class located on the bottom floor of the school. During the forty minutes of computer time, the teacher taught the students how to search for and play the game Battleship. The students played this game for the remainder of the time.

The second day I observed a spelling test and a silent reading time. During the spelling test the teacher reads of three different spelling lists to 7 children. Three of the students have the same words, three have another, and one student has his own. The different tests are given to fit the needs of all the learners. Each spelling test is fifteen words and one bonus. The bonus word is taken from words they see repeatedly during the week. Once the spelling test was administered it was off to silent reading. I read with my case study students and she read aloud. She chose the book about young celebrities. The silent reading period runs for about twenty minutes.

## **Practices that promote Learning**

1.

Throughout the school there are Spanish prompts. There are prompts by the bathrooms and the exits. There is also brail located on the bathroom gender indicators. Also the students have books in the classroom on differently cultural backgrounds and ethnic groups. As well as the classroom the library as an array of books on various cultures and ethnic groups around the world. By creating an environment that is safe and comfortable for all students will increase the success of the student. If the student is comfortable in his or her own skin and doesn't feel discriminated against they will have an easier time throughout schooling. Also it allows the student to speak and explain their ethnic to other students and vice versa. When materials are provided to inform other students are about different cultures, it can only assist in learning.

The school has a PTO and is actively trying to engage parental involvement. For instance in the classroom I observed in the teacher communicates to the parents on a daily basis. The teacher sends home reports of the student's progress and their behavior every day. Also they comment on different areas of study the parents could help them with at home. The hallways of the school have flyers of all different events that are going to be held. This keeps the students and their parents informed and involved with the school. By having ongoing communication between school and home it can only increase the success of the student. Also it can help with the student's relationship with their parents. It may even increase the student's feelings toward school.

In the class I was in, there were no signs of holiday at all. I was there in the month of October and there was nothing about Halloween. The only activity that may have been close to resembling Halloween was a pumpkin multiplication worksheet, other than that there was nothing. The books in the classroom associated with winter are just that, books on winter. They are books on snow, cold, snowmen, and winter activities. There are no books on Christmas or Santa, or the birth of Jesus. I was not able to look for holiday books in their library.

2.

Located in the front of the classroom in large and very easy to read print is a word wall. The word wall features high fluency words and words frequently spoken in the classroom. The wall is at eye level and in large clear font. All students in the class are able to read the word wall. There are also classroom rules located on the wall in the same manner. The rules are large and easy to read. All of the writing and math prompts on the walls are vibrant and easy to read. The prompts are located all over the room and are accessible for all students.

Besides textbooks and reading books the classroom also has an English dictionary as well as a Spanish dictionary. Most the students in the class speak another language at home so the dictionaries are a need to for letters home to the parents and vice versa. Some of the students can read in Spanish as well. This makes communication a little bit easier.

The pace of the lessons is all slow and easy to follow. If a student is falling behind the teacher slows down and goes over it again. It is clear the teacher wants every

student to be successful. During different activities the teacher assistant will take a small group of children and work on something else with them. This is done two or three times a day. This allows the children do receive the extra support they need.

### Description of the Student

*Is it a Special Education Class?*

The student I observed is ten year old, female a fifth grader, and Spanish. She is fluent in both English and Spanish. At home to mainly speaks in Spanish to her family. She is not an ESL student but does attend speech regularly. She is a student with mental retardation. Although she is not physically disabled, she has an extremely difficult time comprehending what she is being taught; therefore her IQ is ~~very, very~~ low. She attends speech to work on her pronunciation, space of words, and pace. She speaks very fast and doesn't pronounce her words fully. *Just general* (It is almost has if is just laziness.) She mumbles frequently as well. The student also attends a counselor three times a year. ~~Also~~ once a month she sees on OT to work on fine motor skills.

*Details*

She has many strengths as well as weaknesses. In math she shows significant strength in adding and subtracting multiple digits. However she has a weakness in solving word problems or performing problems with negative factors. In writiug she can master the basic skill of capitalization and ending a sentence with some kinds of punctuation. She has trouble with grammar and using appropriate punctuation. She also writes very slopping and at some times unreadable. In reading, she reads exceptionally well but has extreme difficulty in comprehending what she just read. She can not retell a story or pick on main details. She has a hard time explaining the beginning, middle, and end of a story. Her main weakness is comprehension.

## Multiple Language Variety of Language

The student I observed is fluent in both Spanish and English. At school she speaks in English she also writes in English. At home to speaks mainly in Spanish. When the parent and teacher communicate they speak in English. As for her Basic Interpersonal communication skills (BICS) she speaks very well with others. She has no trouble communicating her feelings or using vocabulary. The student doesn't have difficulty communicating with her peers, teacher, or myself. She is easy to talk to and very sociable. Where this student struggles is with her cognitive academic language proficiency. She has a hard time with cognitive learning. She doesn't really know how to comprehend lessons she is being taught or is able to retell it. She doesn't have cognitive knowledge of the lessons she is being taught. She may know something one day and the next completely forget about it.

When it comes to writing, she struggles forming complete and comprehensive sentences. She knows what she wants to write but the sentences do not come out in the same way as she thinks them. The spelling is not extremely wrong but usually written with a few mistakes. Her handwriting is very messy and at times unable to read. (See attached work samples)

or difficulty  
or SPECIFIC  
or difficulty  
or SPECIFIC

**Communication Inventory IEP Pages  
 Measureable Annual Academic or Functional Goal(s)**

<b>Area of Need</b>  Reading	<b>Baseline: What student can do now.</b> "S" can read aloud and silently quite well. She paces her readings and takes breaks for punctuation. She has no trouble sounding out letters or identifying words. She has excellent skills in breaking down syllables. She enjoys reading. She chooses age appropriate books. Her reading level is mid 3 <sup>rd</sup> grade. "S" expresses difficulty in retelling and summarizing stories. She can not pick out main details in stories. She has trouble recognizing the beginning, middle, and end of a story.		
<b>Goal #</b>	<b>What student can do by the end of this IEP</b>	<b>How student's progress will be measured</b>	<b>When progress will be reported to parents</b>
1	"S" should be on a fourth grade reading level. "S" should be able to pick on main details in stories with minimal prompting. Also she should be able to retelling significant events in a story with minimal prompting. "S" will be able to summarizing a story using written or oral prompts. <i>this is may goals</i>	Read a-loud, teacher observations, and student work	Quarterly

**Measurable Short Term Objectives or Benchmarks**

1. Student can identify the beginning of a story.
2. Student can identify the middle of the story.
3. Student can identify end of a story.
4. Student can retell the story with prompts from teacher/aid.
5. Student can summarize short stories with simple prompts from teacher/aid.

*Measurability %*



**Communication Inventory IEP Pages  
Measureable Annual Academic or Functional Goal(s)**

<b>Area of Need</b>  Oral Language Skills	<b>Baseline: What student can do now.</b> "S" can communicate and socialize with other very well and with ease. She can initiate a conversation and speak with emotion. "S" does not pronounce her words fully; she cuts the last syllable off the word. She speaks very fast and frequently mumbles. She has trouble with past tense.		
<b>Goal #</b>	<b>What student can do by the end of this IEP</b>	<b>How student's progress will be measured</b>	<b>When progress will be reported to parents</b>
2	"S" will be able to slow down speak and speak without a mumble. She can pronounce all the letters in her words. She can speak and write in past tense. She can alter her tone and pace. <i>TOO much info</i>	Teacher observations, oral communication	Quarterly

**Measurable Short Term Objectives or Benchmarks**

1. Student will decrease her mumbling. <i>Not measurable</i>
2. Student will pronounce all letters in her words with 90% accuracy.
3. Student will be speaking in past tense with 90% accuracy.
4. Student will write in past tense with 90% accuracy.

# COMMUNICATION INVENTORY

DESCRIPTION OF THE LEARNING ENVIRONMENT - REQUIRED				
Areas of Analysis	UNACCEPTABLE		ACCEPTABLE	TARGET
<b>Class Basics</b> <input type="checkbox"/> Size of the classroom <input type="checkbox"/> Number of students in the classroom <input type="checkbox"/> Number of teachers and paraprofessionals <input type="checkbox"/> 3 Classroom Features <input type="checkbox"/> Description of the 2 activities observed (no more than one paragraph each)	<input type="checkbox"/> Information was not found in this area  0	<input type="checkbox"/> More than one area of analysis of the environment was missing <input type="checkbox"/> Information was found but important information was missing or the level of detail did not present a full description of the environment  1	<input type="checkbox"/> Information reflects an adequate amount of information to provide an overview of the environment  2 3	<input type="checkbox"/> This section provides an excellent overview of the environment <input type="checkbox"/> Many details have been provided  4 5
<b>Practices that Promote Learning</b> <input type="checkbox"/> 3 Practices of Cultural Sensitivity & Linguistic Supports are described with a rationale for how each promotes learning <input type="checkbox"/> 3 Language Supports are described with rationale for how each promotes learning.	<input type="checkbox"/> Information was not found in this area  0	<input type="checkbox"/> More than one area of analysis of the practices used to promote language learning was missing <input type="checkbox"/> Information was found but important information was missing or the level of detail did not present a full description of this area  2 3	<input type="checkbox"/> Information reflects an adequate amount of information to provide an overview of the practices used in this environment to promote language learning.  4 5 6	<input type="checkbox"/> This section provides an excellent overview of the practices used in the classroom that promote language learning for students with diverse language abilities <input type="checkbox"/> Each section is defined and supported with many details in all required areas  7 8
GENERAL DESCRIPTION OF THE STUDENT - REQUIRED				
<b>Student:</b> Brief description of <input type="checkbox"/> Child's age <input type="checkbox"/> Grade in school <input type="checkbox"/> Special services received <input type="checkbox"/> Child's strengths (1-2 paragraphs) <input type="checkbox"/> Child's areas of challenge (1-2 paragraphs)	<input type="checkbox"/> Information was not found in this areas  0	<input type="checkbox"/> Information was found but described with a limited detail. <input type="checkbox"/> Information was found but important information was missing. Some areas of analysis were weak in description.  2 3	<input type="checkbox"/> Information reflects an overview with details provided in all areas identified  4 5 6	<input type="checkbox"/> This section provides an excellent overview of the student, describing all areas identified in detail  7 8

# COMMUNICATION INVENTORY

STUDENT'S DIVERSITY OF LANGUAGE: REQUIRED				
Areas of Analysis	UNACCEPTABLE		ACCEPTABLE	TARGET
<p><b>*Multiple Language Variety of Language</b></p> <ul style="list-style-type: none"> <li>o What language(s) are used in the home?</li> <li>o What was the first language of instruction in school and the model of the classroom (Bilingual Ed? ESL? Immersion?)</li> <li>o Child's level of <i>spoken language</i> (use WIDA standards discussed in class) &amp; <i>written language proficiency</i> in English</li> <li>o Child's level of <i>spoken language &amp; written language proficiency</i> in a language or dialect other than English</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Fewer than 3 areas of analysis are addressed</li> <li><input type="checkbox"/> Analysis includes few examples</li> <li><input type="checkbox"/> Analysis reflects minimal understanding of each area of analysis</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Less than 5 areas of analysis are addressed</li> <li><input type="checkbox"/> Many areas of analysis include only one example in most instances and does not describe the process used to gain information</li> <li><input type="checkbox"/> Analysis reflects a marginal understanding</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> All areas of analysis are investigated and described in separate paragraphs</li> <li><input type="checkbox"/> Most areas of analysis include two examples that demonstrate the child's performance and/or the process used to gain information.</li> <li><input type="checkbox"/> Analysis reflects a good understanding of content</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> All areas of analysis are investigated, defined, and described in separate paragraphs</li> <li><input type="checkbox"/> At least 2 examples are included in each area that clearly demonstrates the child's performance and/or the process used to gain information.</li> <li><input type="checkbox"/> Level of Analysis reflects an excellent understanding of content</li> </ul>
	0	2 3	4 <b>5</b> 6	7 8

LESSON PLAN REQUIRED				
	UNACCEPTABLE		ACCEPTABLE	TARGET
<p><b>2 IEP Pages</b></p> <ul style="list-style-type: none"> <li>o Includes Baseline statements of Student's current skills,</li> <li>o Measureable &amp; observable Goals based on need</li> <li>o Several Objectives are offered based on need</li> <li>o WIDA or other ESL Standards</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Baseline statement is not included</li> <li><input type="checkbox"/> Format is not consistent with the handout in class</li> <li><input type="checkbox"/> Certain areas were not correctly done</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> &lt;2 IEP pages were included and most areas were somewhat complete</li> <li><input type="checkbox"/> Baseline, Goals and Objectives were general and do not address the specific needs of this child</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> 2 IEP pages were included and all areas were complete.</li> <li><input type="checkbox"/> Baseline statements reflect a good understanding of student with language &amp; speech needs.</li> <li><input type="checkbox"/> Goals and Objectives are directly related to the student's needs.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> 2 IEP pages were included and the</li> <li><input type="checkbox"/> Baseline statements reflect strong understanding of planning for a student with language &amp; speech needs.</li> <li><input type="checkbox"/> Goals and Objectives are measureable &amp; observable and explicitly relate to the student's needs</li> </ul>
	0 1	2 3	4 5 <b>6</b>	7 8

# COMMUNICATION INVENTORY

Professionalism of the Paper		UNACCEPTABLE	ACCEPTABLE	TARGET
Writing Mechanics	<input type="checkbox"/> Writing skills require significant improvement	<input type="checkbox"/> Writing Skills require some improvement	<input type="checkbox"/> Good Writing Skills with few errors noted	<input type="checkbox"/> Excellent writing skills
And	0	1	2 3	4 5
Presentation of Paper	<input type="checkbox"/> Acronyms are not defined	<input type="checkbox"/> errors of spelling	<input type="checkbox"/> errors of grammar	<input type="checkbox"/> non-professional language used
	<input type="checkbox"/> Errors of format	<input type="checkbox"/> Font difficult to read	<input type="checkbox"/> Headers not used	<input type="checkbox"/> Pages not numbered
				Ideas are difficult to follow in some areas

35 /42

Grade for Paper: 83 /100

Name \_\_\_\_\_

Professor's Signature  date \_\_\_\_\_

## Evaluation of Communication Inventory

<input type="checkbox"/> Unacceptable (below 80)	<input checked="" type="checkbox"/> Acceptable (80-93)	<input type="checkbox"/> Target (94-100)
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X Initial Submission

\_\_\_\_\_ Re-submission