

**SPED 300**

**Case Study**

**Example: Target Performance**

*(prior to rubric change)*

Case Study

Case, ...

Special Education 300

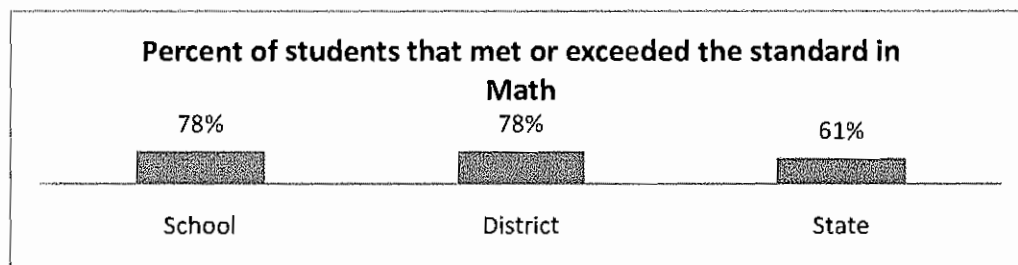
## Abstract

Noah is a 9 year old boy who attends Narragansett Elementary School and is currently in the 3<sup>rd</sup> grade. He is a very loving open-minded boy with has big dreams and an extremely positive attitude. Noah is diagnosed with Aspergers Syndrome. He has had an IEP since he entered school and has made much progress in the last few years. He reacts well to the modification and accommodations that he receives. I noticed this first hand when I was interacting with him. While working with Noah I discovered a lot about myself and many new ways to interact with children who has a disability. After this whole experience I have not just made a meaningful relationship with Noah but one with both [REDACTED] and [REDACTED].

Excellent abstract

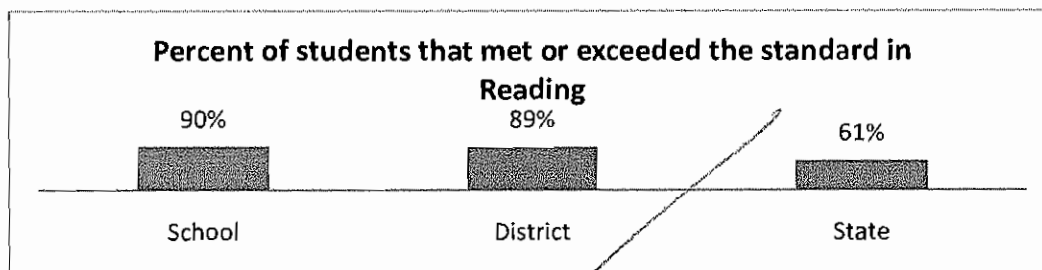
### Description of Community/School/Classroom

Narragansett Elementary School is located in Narragansett Rhode Island. Narragansett Elementary School is considered to be a mid-class <sup>community</sup> located in a mid-size <sup>town</sup> city and is defined as Urban (Narragansett Elementary School, 2010). The total number of students that attend Narragansett Elementary School is about 484 students enrolled in the 2009-2010 school year (Narragansett Elementary School, 2010) The 484 students range from 4-years old to about 10 years old. Within the 484 students about 91 of the students are enrolled in special education which is about 18.8%. Some of the special education programs offered in Narragansett Elementary School consist of Individualized Education programs, Response to Intervention, Differentiated Instruction, several pull out programs, and accommodations and modification in general and special education classrooms. There are about 41 teachers at Narragansett Elementary School, 11 of the teachers are special education teachers. The 11 teachers break down into 3 special education teachers, 2 occupational therapists, 1 physical therapist, 1 psychologist, 1 district social worker, and 1 EA representative (Pezza, 2010). The attendance rate is at a high 95.7% (Narragansett Elementary School Report Card, 2009).

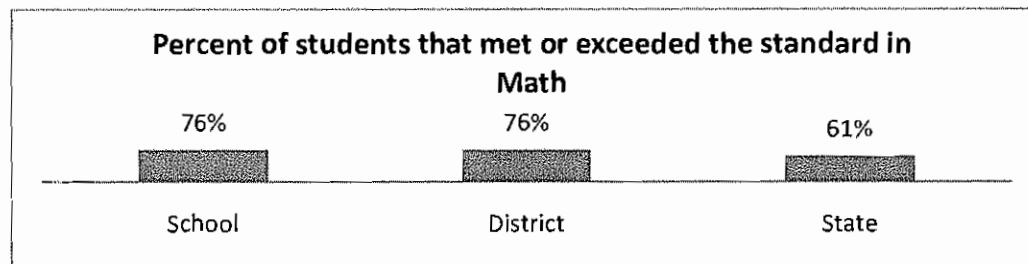


The chart above summarizes the NECAP State assessment. For Math the third grade 78% met or exceeded the standards. Then for Reading 90% of Narragansett Elementary School

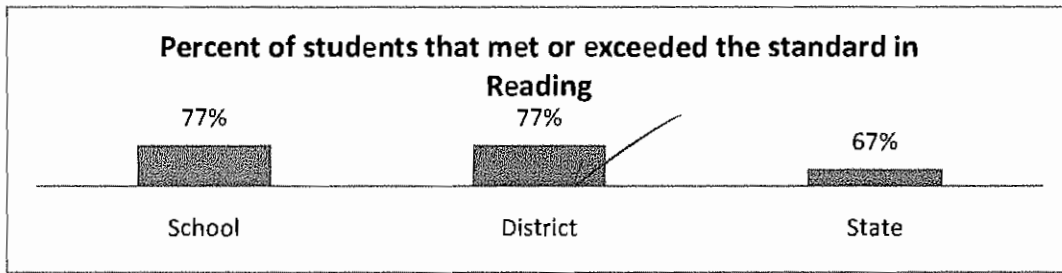
Grade 3 students met or exceeded standards (Narragansett Elementary School 2010 Test Scores, 2010)



This chart located above shows that on the 2010 NECAP State assessment 90% of Narragansett Elementary School Grade 3 students met or exceeded standards in Reading. This is higher than the Narragansett School district average of 89%, and higher than the Rhode Island state average of 72% (Narragansett Elementary School 2010 Test Scores, 2010).



On the 2010 NECAP, 76% of Narragansett Elementary School Grade 4 students met or exceeded standards in Math. This is equal to the Narragansett School District average of 76%, and higher than the Rhode Island state average of 62% (Narragansett Elementary School 2010 Test Scores, 2010).



This chart above means that on the 2010 NECAP, 77% of Narragansett Elementary School Grade 4 students met or exceeded standards in Reading. This is equal to the Narragansett School district average of 77%, and higher than the Rhode Island state average of 67% (Narragansett Elementary School 2010 Test Scores, 2010).

Everyday in [redacted] class their daily schedule consists of Language Arts from 9:20 A.M to 10:40 A.M. From 10:40 A.M to 11:10 A.M they have inclusion and or intervention Math. Then the students have a different special everyday from 11:20 A.M to 12:00 P.M. These special consist of Physical education, Health, Art, and Music. The curriculum that Mrs. Morrissey uses is a combination of what works the best for the student. I noticed that the class is extremely hands-on and she is very open to questions. Also, [redacted] did a lot of reading out loud to the class and then <sup>had</sup> having the students answer several questions <sup>about</sup> on what was read. Mrs. Morrissey made the reading very interesting and <sup>placed emphasis</sup> emphasized on the important parts by acting them out or changing her voice. The staff configuration for this class consisted of co-teaching. For half of the day either Mrs. Cook or [redacted] stayed in the classroom helping out with teaching and answering questions. The physical layout of the classroom worked to their advantage. All the desks were neatly placed; that was beneficial to the students. For example, Noah was on the side of the classroom because he can be a distraction to some students sometimes. The students who need less one on one are in the middle of the class in rows. The

*Revising was the consequence*

teaching styles used by ~~Mr. Morrissey~~ and Mrs. Pezza were very hands-on, and they had a great sense of humor. Their sense of humor really made the class focus on the task at hand. The students loved to joke around with the teachers, but they knew when they needed to get work done. The location of ~~Mr. Morrissey's~~ classroom was in the front of the school and in close proximity to the cafeteria and the main office. The size of the classroom was perfect size for the students. They had plenty of room for their desks and also enough room for computers and group tables. There was a great amount of storage available in the classroom. There were cabinets above the counters that stored most of the materials. There were also several cabinets and two closets that were located on the side of the classroom. There were windows lined up along the back of the classroom, there were also two doors in the front of the room. Some of the instructional materials used in the classroom would mostly consist of handouts. Everything that was done was on a handout, from reading to math and everything in between.

The student characteristics of the classroom consisted of 18 students, 10 male and 8 female. The students were predominantly white and a few African American students. 5 of the 18 students have an IEP. 4 out of the 5 had learning disorders and then there was Noah who is on the Autism spectrum and is diagnosed with Asperger syndrome. Noah behaved himself in class. He just seemed to wander a lot around the classroom and sit with his feet underneath him. He also was easily distracted by small things such as an eraser.

Very nice detail in this section!

Revised name of school is Remi colon

### Individualized Education Program for Case Study Student

The academic areas that Noah received special education in were Reading and Written Language. The functional areas addressed were receptive and expressive language. The current grade level that Noah is at in Reading is grade level 2. For Written Language Noah is also on a second grade level. Noah has several Annual Academic or Functional goals in his IEP. These include being able to read, understand and respond to a wide variety of texts at the third grade level. He will also be able to create clear text in a variety of forms for many purposes at the third grade level. Noah will demonstrate improve receptive and expressive language skills by following 2-3 step directions, by using word categories and attributes to improve word retrieval, and by using correct syntax to express meaning. Noah also has many measurable short term objectives that include develop phrasing and fluency at a third grade level and recalling facts and details of a story at a third grade level with 80% accuracy. Other ones are being able to write a story with a clear beginning, middle, and end at the third grade level. Noah will also sustain attention to written work for extended periods of time in order to complete assignments (8 out of 10 times). The measurable short term objectives for receptive and expressive language are the following: Noah will use strategies such as repeating the directions to himself, using a checklist, and focusing on key words to follow 2 and 3 step directions in therapy activities in 4 out of 5 attempts. He will also name 5 words in a given category in 4 out of 5 attempts. Noah will classify and describe words by attributes including shape, size, color, function and location in 4 out of 5 attempts. Also when Noah is retelling information, he will use sentences with noun/verb/objective agreement. Noah receives specially designed instruction in both reading and writing. A multisensory reading program is



given to Noah for a half hour a day every day of the week for the entire school year. Noah also receives a multisensory writing program for forty five minutes a day, every day for the entire school year. Other related services that Noah receives are speech language therapy. This will help to develop improved receptive and expressive language skills. He receives this service two days a week for a half hour each time. Noah receives several modifications and accommodations for all subjects. These include preferential seating, demonstrate and model activities, manipulative and multi sensory activities. Some others are for the teacher to reread/rephrase directions to ensure understanding, provide graphic organizers and rubrics for writing, and allow extended time to complete assignments. Noah is allowed to chew gum to help him stay on task along with having visual cues on his desk to improve his work independent and follow through. Some modifications that are made to Noah's work would be to take out certain problems if they were not appropriate for him also changing the hand outs to fit his needs. Noah receives all of these accommodations and modifications in the general education class. He spends at least 80% or more of his day inside the general education classroom. He is pulled out into a special education room for the less than 20% of his day. In the special education classroom Noah can have the extra time to make up some of his work (they) he is falling behind in or receive one-on-one time in order to help him understand something that he is having trouble with. Since Noah is diagnosed with Aspergers Syndrome he has trouble understanding more than one-step instruction so the teacher will used specially designed instruction to help him. They will repeat or rephrase the instruction or even give him visual instructions. By the end of the school year Noah should hopefully be closer to his grade level and have a good response to the specialized instruction. In the teacher interview I asked Mrs. Pezza what were some of the modifications and accommodations that she used for Noah. She

stated that "Noah is a very bright boy and responded well to several accommodations such as having a quiet room, more time, and one on one help. When it comes to modifications Noah works very hard in school, and I can see that very clearly. I try not to give him too much homework because it tends to overload him. Also I modify his spelling tests, unit assessments, and book reports" (Pezza, 2010).

*Fcellent!*

Over View of the Case Study Student

Noah is a 9-year-old boy who was born on August 6, 2000. His family comes from a middle class working family. Noah's physical health is great and he is average height and weight for a boy his age. His hygiene is very good and has an extremely clean appearance. Very seldom is Noah late or absence from school. He truly enjoys coming to school. Since Noah attended Narragansett Elementary School he has had an IEP. I am not sure if Noah has had any prior services before coming to school. Since he has had an IEP Noah is increasingly getting stronger in the areas of need. Noah has been doing much better socially although he still has some challenges. He is always the first one to raise his hand and volunteer help. He has trouble expressing his wants and needs. He tends to think a lot faster than he can talk. He doesn't realize this yet and is working on slowing down and focusing on his ideas. Noah also has several strengths and needs when it comes to academics. His academic strengths consist of scoring higher than the benchmark on his math MAP testing. He also demonstrated an understanding of math concepts at the second grade level. He is able to apply these concepts to word problems and communicate/represent his mathematical thinking. Some of Noah's needs when it comes to academics is he scored a 178 in reading on the MAP test which is much lower than the benchmark of 190. Noah is also reading 1 full grade lower than average for his age. When it comes to writing Noah scored a 67/83 on the primary spelling inventory, this on the low side of average or below average. Noah knows what his needs are and works very hard at them every day to help improve. An example of this would be that he rereads to confirm his reading and to self-correct. Noah is trying very hard to overcome his challenges and I saw that in the short time I was there. He knows that he has an IEP and is aware that his has Aspergers Syndrome

*income ↑*

*absence*

*Watch out for run-on sentences*

*understand*

*great observations & detail*

and falls in the Autism Spectrum. When I first walked into Noah's classroom, I was aware that he had Asperger's Syndrome, and I wanted to see how he would interact with me before I went into his space and stepped on his toes. As I observed him, I noticed that he could communicate well, but he just needed to slow down and speak. He seemed to get ahead of himself, and this was difficult to understand at times when he's throwing so much at you. Over the course of the next few days, I found several tactics that helped us communicate and let him trust me. I found that high fives were a good way to praise him along with lots of smiles and laughs. I took him for a walk to the office to copy papers, and he was walking fast down the hallway. I proceeded to make myself seem tired, and he loved that he was beating me. I don't think I saw a smile bigger than that when I was present at Narragansett Elementary school. He likes you to talk to him on his level so it's not making him feel inferior and less important. I also noticed that if you give him instruction or ask him to continue, he will keep day dreaming for another minute or two then will get right back on task.

*Great detail +  
observations!*

Factors Influencing Delivery of IEP Services in Classroom Environment

Noah is very easily influenced by the classroom and M [redacted]. [redacted] sets the same classroom rules for all students. The one rule that Noah seems to have trouble with is talking out when not called on. I noticed that when another child was having trouble reading and pronounced a word wrong Noah would immediately correct him by shouting out loud.

*good observation*

Noah also responds very well to visual cues in the classroom. When [redacted] reads a book she plays the role of the characters which defiantly helps Noah sustain his attention for longer periods of time. He also loves attention and love, [redacted] will give Noah a hug,

*run-on*

and his eyes will light up and he will be on task for a longer period of time. The general education classroom has a lot of external stimuli that easily distracts Noah from his work. As for [redacted]'s class there is little to no external stimuli around the room. It is placed on their desk to keep their focus instead of day dreaming. Noah has trouble organizing his work; he is given

*run-on*

extra folders to help him stay organized. The instructional approaches and methods are modified for Noah in several ways. These include but are not limited to verbal and written

instruction. Also, [redacted] will reread/rephrase them for Noah. He responds well to hands-on work so most of the methods [redacted] will try her best to incorporate hands-on work.

Mrs. Morrissey modifies some assignments for Noah because they may be too challenging and she will change them so they are appropriately challenging. To do this she will take away or change the numbers or words in problems to help meet Noah's needs.

*She is a very good teacher.*

*Clear overview!*

### Observed Characteristics/Analysis Associated with the Disability Condition of the Case Study

Aspergers Syndrome is a milder variant of Autism Disorder, which is in fact a subgroup of a larger diagnostic category. This larger category is called Autism Spectrum Disorder. Aspergers Syndrome is a developmental disorder that affects individuals that are characterized by social isolation and eccentric behavior in childhood. There are impairments in two-sided social interaction and non-verbal communication. Even though grammatical, their speech may sound peculiar due to abnormalities of inflection and a repetitive pattern. Clumsiness may be prominent both in their articulation and gross motor behavior. They usually have a certain area of interest which usually leaves no space for more age appropriate activities (R. Kaan Ozbayrak, 2010)

#### A) Behavioral Characteristics

The major behavioral characteristics of Asperger's syndrome are impairment in social interaction and communication, repetitive or obsessive behaviors, preoccupation with particular subjects or interests, good (sometimes superior) grammar and vocabulary, normal cognitive development, and normal or above average intelligence (Phillips, 2009). Every child with Aspergers Syndrome is different in many ways. In this case study Noah is a very bright young boy with normal intelligence and was above average in Mathematics. Noah showed all of these behavioral characteristics, but the most expressed was the social interaction/communication and repetitive or obsessive behaviors. Before I went into Narragansett Elementary School, I had done a project on Aspergers Syndrome for a health class. When I found out I was going to observe a child with Aspergers

Syndrome I instantly starting thinking of facts and important details about this syndrome. The main idea that came to mind was the social interaction of the child, which then made me think of different ways to interact with him. When I finally met Noah, all the ideas and facts flew out the classroom window. He was extremely open minded to this whole experience and welcomed me to the classroom with open arms. When [REDACTED] introduced me to Noah, he just had the cutest grin on his face. Mrs. Morrissey said, "Noah this is Stacey and she was to work with you for a few days." Noah quickly replied, "Okay, do you want to sit with me." Right off the back this was not what I was expecting due to my previous research. The biggest struggle that Noah had with social interaction was with the other children in the classroom. I noticed quite a few times that they would stare when Noah was playing by himself. He kept to himself quite a bit defiantly more than the other students. Noah's communication was a struggle for me when it came to helping him with his work. He had such great ideas but couldn't talk fast enough to get them out without sounding like a big confusion. I quickly found that helping him break down his ideas and by writing a word or a sentence down on paper truly helped him communicate better. Another communication difficulty I saw was expressing himself when it came to a question about work or even to use the bathroom. He couldn't seem to get what he wanted out into words, he would just stand there, and [REDACTED] would wait patiently until he finally relayed his question. The other behavioral characteristic that knowing predominately expressed was repetitive or obsessive behaviors. Noah always had his hands in his mouth obsessing with his teeth and how a few of them were loose. This was definitely a distraction for him because he

Excellent  
Idea

Your  
insights  
are  
great

Keen - M

constantly was wondering if they were still loose. Another repetitive behavior was sharpening his pencil; he did this about 20 times a day. Noah also played with his feet a lot; he would sit on them or bring his knees on the desk. One day when I was there he was convinced there was a splinter in his foot so he had to keep picking at them. He went on with this until ██████ showed him that there was nothing in his foot. After this he stopped taking his foot out of his sandal but didn't stop sitting on them or bringing his knees up.

*Excellent*

B) Social Skills of the Student

Children with Asperger's Syndrome tend to exhibit a lack of effectiveness in social interactions rather than a lack of social interactions. They tend to have difficulty knowing how to 'make connections' socially. Social situations are easily misread by children with Asperger's Syndrome and as a result, their interactions and responses are often interpreted by others as being odd. Children with Aspergers Syndrome have a desire to "fit in" socially, yet have no idea how to do so. These children might also be significantly impacted by characteristics of social relations such as social Reciprocity, recognizing and interpreting various social situations, social rules, friendship skills, and understanding and expressing varied emotional states (Stokes). The main idea about Aspergers Syndrome is that every child is affected differently and no two children are exactly the same. Noah had the ambition to fit in socially, he just lacked the tools to do so. I didn't see this so much in the classroom because ██████ would pick the groups or all the students had work to do so there was little social interaction. The main place where I saw Noah struggle the most was in physical education class. As a class we all went outside to

*Re-focus on placement in text here.*

*Exactly*

*good*

*→ EXACTLY*

*Excellent analysis.*

*RUN-21*



play bocce ball. The children had the chance to choose their own teams which in turn left Noah out. He quickly joined a group with no hesitation because he wasn't aware that they didn't choose him. When he joined the group he was put last for turns to throw the ball. There were two boys and one girl in Noah's group. All three were very competitive. They had to throw the jack and then see whose ball landed closest to it. The problem Noah was having with this was that they were throwing the jack far and Noah could not reach and was becoming very frustrated. He continued to try and throw the ball like the other three children but struggled because he was lacking hand eye coordination. Another problem Noah was struggling with was getting their attention. A few times though out the class the three children where done with their two throws and Noah being last had one ball left. Several times they went out to the jack to see who had won without giving Noah his turn to throw. I let him try to get their attention first, he did so by yelling, "HEY GUYS! HEY GUY.....I still have one". The student didn't respond to this so I stepped in and got their attention and let Noah have his turn. I also stepped in when it came to changing the throwing order. The children would choose a spot in line and even if Noah chose the second spot he wouldn't get it. So I made sure that everyone was getting a fair turn. These were the main struggles socially during my time at Narragansett Elementary School.

Good Example

Excellent Examples +  
Excellent Analysis

## Discussion

Specially designed instruction was being used for Noah in class. From what I observed in [REDACTED]'s class she used a lot of specially designed instruction for Noah. Some of these were creating cooperative learning situations where Noah had a chance to shine, encouraged him to share his input, kept to their classroom schedule avoiding any surprises, and gave positive reinforcement. These are the main parts on the specially designed instruction that I saw without looking at his work. When I looked at his class work it was individualized and broke down the instructions for him on each assignment. After reading more about Aspergers Syndrome I truly feel that [REDACTED] and [REDACTED] were doing a wonderful job with Noah. He loved to come to school and looked forward to what was coming next. If their specially designed instruction wasn't working then he wouldn't want to be a part of it. Also he would not be showing significant increase in his reading and written language. *Exactly —*  
*Very true.*

*You did an outstanding job in this section. The only thing I would have wanted to see was greater use of references.*

## Conclusion/Reflection/Insight

After working with Noah for several days, I absolutely fell in love with this little boy. He was full of energy and had a smile on his face at all time. He always looked for the better in things even when he struggled. He accepted me with open arms and was extremely open to all my ideas. Talking to ~~Miss [redacted]~~ about Noah's first days of this school year had me concerned because he was falling significantly behind in writing and reading. She handed me work from the first week, and it was a sentence that took him two days to complete. I would have never known this was the same child because he blew me away when he had to do research on Uranus. He was taking every fact and turned it into a paper. I was so impressed by his ambition to complete it. He even wrote his opening sentence by himself. He read it to me and I was so proud of him and I said "Sounds perfect Noah!" and then gave him a high five, his face light up with excitement. This is one moment that I will never forget throughout my entire teaching career. It's sad to say that when I found out I was working with a boy who had Aspergers Syndrome, I immediately thought of fact after fact and assumed that's who'd he be. I was completely wrong. I've learned so much from Noah; ~~he~~ <sup>he</sup> is unique and special in many ways, and he never stopped amazing me with his talents. When I first met Noah, all my facts went out the window, and I knew that I could learn a lot from him. My comfort level when it came to working with Noah was fantastic. He made me feel welcomed, and I quickly learned the best ways <sup>to</sup> ~~en~~ interacting with him. The ways that I found that worked the best when it came to verbal communication was taking things one step at a time. I would give him one step of the instruction and let him finish it before moving on to the next. This helped him express himself without being overwhelmed with instructions and ideas. As for non-verbal the best thing was

I can see why.

Exactly

Great

exactly the right approach

positive reinforcement which was a high five for him. He absolutely loved this! Every time he smile<sup>d</sup> and had so much excitement on his face. Another way I would communicate non-verbally was to point at the problem or to touch his shoulder to bring him back to his work without yelling or making him feel threatened. I feel that after all the interaction I had with Noah I made a meaningful relationship with him. I did this by focusing on his interests and giving him the chance to shine. He looked at me for approval sometimes which meant to me that he trusted me. I learned a lot from Noah in such a short time. He made me learn a lot about myself in the process of helping him. The biggest thing that I learned about myself through this case study process was that I am so excited and eager to learn much more about student with disabilities. Having such a positive experience really helps you get through the not so good times in school. Before I came to Narragansett Elementary School I was second guessing about becoming a teacher and after I am more than positive this is what I want to do. After graduating with my degree in Physical/Health Education and Adaptive Physical Education I am looking on going back for Special Education. Noah and the [redacted]'s class opened my eyes to what I can really become. I feel that I have the natural ability to work with children with or without special needs. I need to capitalize on this ability I have and use it to help myself and many others.

Your interaction w/ him was outstanding!

You did!  
Exactly the right thing to do.

I am so glad to hear this.  
It really does

You are a great teacher!

I am very excited to hear this!

You did an outstanding job + got so much out of the practicum experience. You are going to make an outstanding PE + special education teacher. The world of teaching needs more people like you. You were a great pleasure to have in class + I know you will keep in touch!  
(only)

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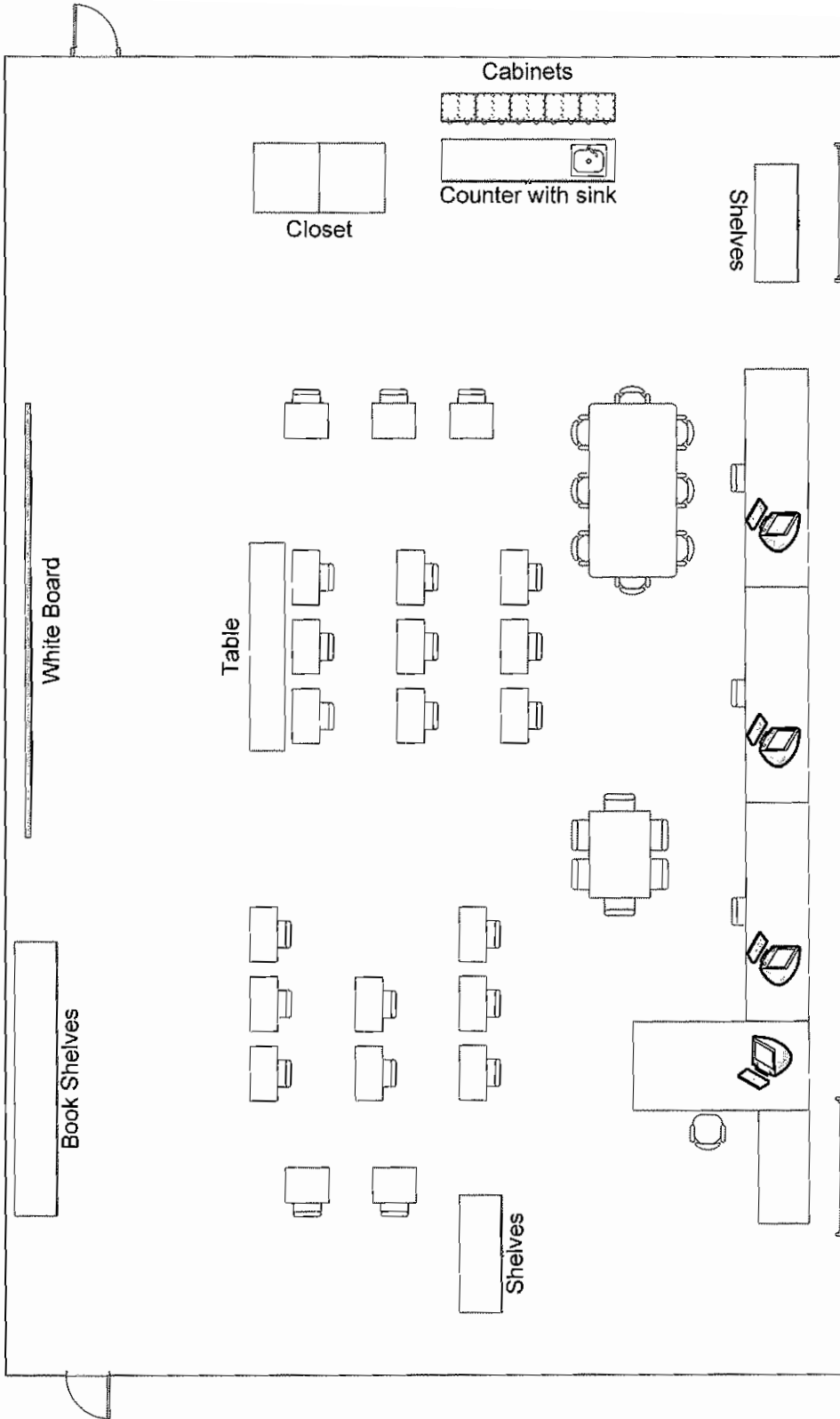
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Window

Window

*Very nice*

~~Great~~ <sup>Gray</sup> Wolf <sup>2011/13</sup> 6-14-10

A Gray Wolf lives in many different countries like the Northern Hemisphere Europe, North America, Japan and Alaska. Some gray wolves spend their lives in the same pack. Some lone wolves try to hunt small prey. They usually travel about 500 miles and they try to find their own territory.

I love Gray Wolves because they are natural hunters and they run really

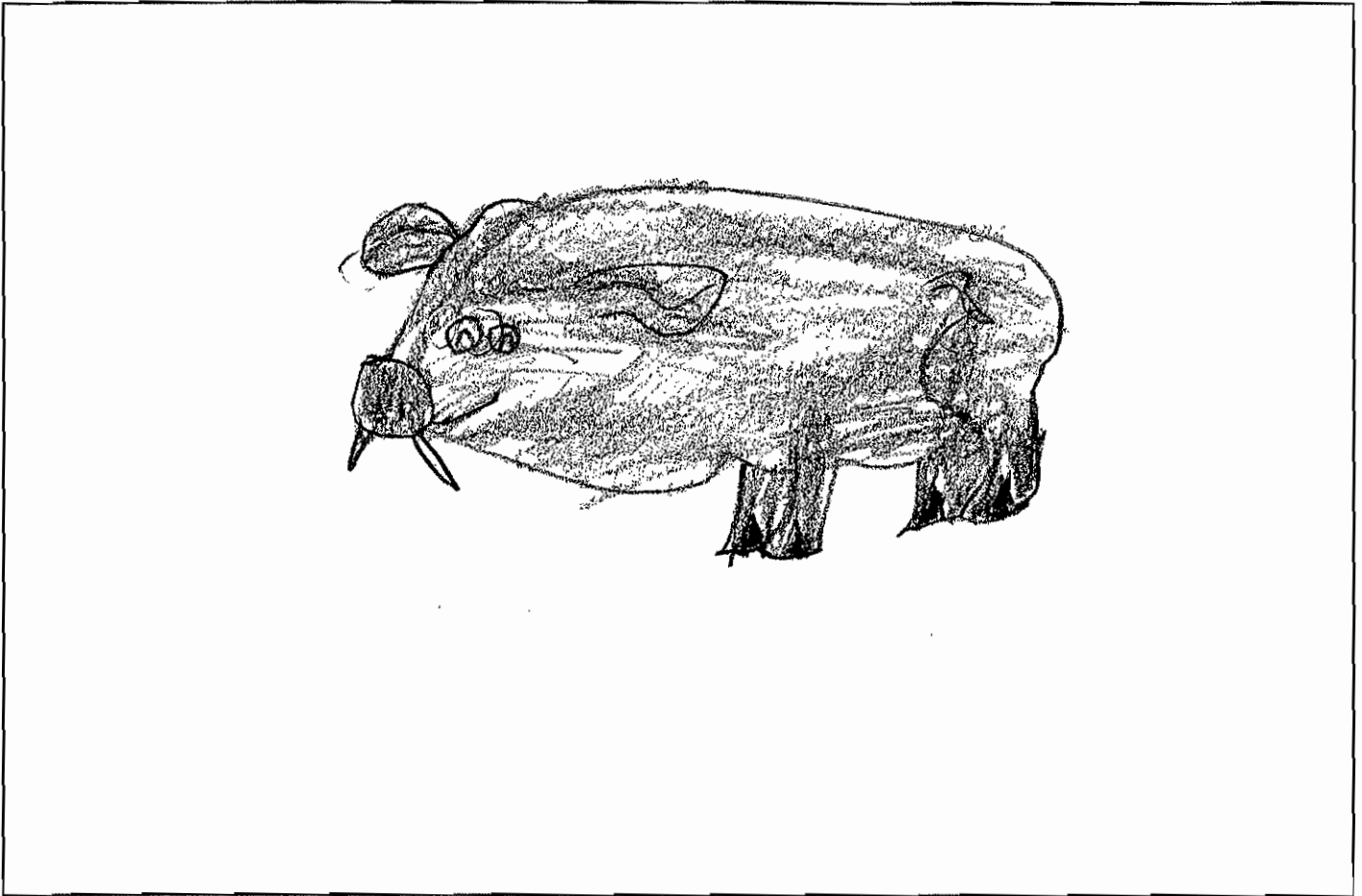
Name [redacted]

#9

# Draw and Write: Desert Animals



Follow the steps on the card to complete a drawing. Color the picture.  
Then write a caption about the animal.



The collared peccary, also  
called a javelina, weighs  
and has long hair.

**✓ Check Your Work**

- I followed the directions to make a picture.
- I wrote a caption that described the picture.



Name



Date

6-17-10

Reading Comprehension

Read each question. Answer each in a complete sentence.

5 1 2 3 4  
1. Who is the Grand Duke Wilfred?

The Grand Duke Wilfred  
is just a Dow man.

1 2 3 4 5 6 7 8 9  
2. How did the Grand Duke try to remove Bartholomew's hat?

The Grand Duke tried to  
remove Bartholomew's hat by  
shooting an arrow.

1 2 3 4 5 6 7 8 9 10 11 12  
3. Was the Yeoman of the Bowman successful at removing the hat?

No, the Yeoman of the Bowman  
was not successful at removing  
the hat.

1 2 3 4 5 6 7 8 9 10  
4. What did the King's Magicians do to remove the hat?

The King's Magicians tried  
to remove the hat by chanting a  
spell.

1 2 3 4 5 6 7 8 9  
5. Why was the executioner unable to complete his task?

The executioner was  
unable to complete his  
task because Bartholomew had  
so many hats

5

9-4-09

1. Yes nurse/ is a Wilderness Ranger

2. Car used 1000 balloons to make it hover  
fly.

3. Yes Kevin is a snipe and She has a long  
beak.

4. I would Dug because I like golden



<b>Monday</b>	<b>TUESDAY</b>	<b>WEDNESDAY</b>	<b>THURSDAY</b>	<b>FRIDAY</b>
9:10 Homeroom 9:20	9:10 Homeroom 9:30	9:10 Homeroom 9:30	9:10 Homeroom 9:30	9:10 Homeroom 9:30
9:20-10:00 Language Arts spelling/grammar	9:20-10:00 Language Arts	9:20-10:00 Language Arts	9:20-10:00 Language Arts	9:20-10:00 Language Arts spelling/grammar
10:00-10:40 Language Arts	<b>10:00-10:40 COMMON PLANNING</b>	10:00-10:30 Language Arts	10:00-10:30 Language Arts	10:00-10:40 <i>Math Inclusion</i>
10:40-11:10 <b>INTERVENTION-Math</b>	10:40-11:10 <b>INTERVENTION-Math</b>	10:40-11:10 <i>Math: Inclusion</i>	10:40-11:10 <i>Math: Inclusion</i>	10:40-11:10 <i>Math: Inclusion</i>
11:20-12:00 <b>SPECIAL</b> Morrissey /Davis	11:20-12:00 <b>SPECIAL</b> Morrissey/Cook /Davis	11:20-12:00 <b>SPECIAL</b> Morrissey/Cook/Davis	11:20-12:00 <b>SPECIAL C/D/M</b> Sp ed Inclusion Meeting	11:20-12:00 <b>SPECIAL</b> Morrissey/Cook/Davis
12:00 Language Arts	12:00 Language Arts	12:00 Language Arts	12:00 Language Arts	12:00 Language Arts/Science
<b>12:45 LUNCH/ RECESS 1:25</b>	<b>12:45 LUNCH/ RECESS 1:25</b>	<b>12:45 LUNCH/ RECESS 1:25</b>	<b>12:45 LUNCH/ RECESS 1:25</b>	<b>12:45 LUNCH/ RECESS 1:25</b>
1:25-2:00 Lang Arts	1:25-2:00 Lang Arts	1:25-2:00 Lang Arts	1:25-2:00 Lang Arts	1:25-2:00 Lang Arts
1:25-2:00 Independent Reading Word Work			1:25-2:00 Independent/Reading Word Work	
2:00-2:40 Language Arts Inclusion Handwriting in Morrissey's room w/ Mrs. Jordan comes for all Team IEP OT's	2:00 Math <i>Inclusion</i>	2:00 Reading/Writing <i>Inclusion</i>	2:00 Reading/Writing <i>Inclusion</i>	2:00 Grade 3 <u>Chorus</u> 2:40/math workshops-- Science
2:40-3:20 <b>SPECIAL</b> Cook	2:40 Reading/Writing <b>Cook</b> LIBRARY every other	2:40 Math <i>Inclusion</i>	2:40 Reading/Writing <i>Inclusion</i>	2:40 <b>SCIENCE AND/OR SOCIAL STUDIES</b>
3:20 Homeroom 3:30	3:20 Homeroom 3:30	3:20 Homeroom 3:30	3:20 Homeroom 3:30	3:20 Homeroom 3:30

Cook  
COMPUTER

Morrissey  
LIBRARY  
every other  
week

Davis  
LIBRARY  
every other  
week

Davis  
COMPUTER

Cook  
LIBRARY every  
other

Morrissey  
COMPUTER

*You have made great improvement here. However, you need to work on your writing skills.*

Special Education 300 Rubric for Case Study	Evaluation Criteria			
	Exceeds Standard	Meets Standard	Approaches but does not meet standard	Does not meet standard
<b>I Presentation:</b> <input type="checkbox"/> Appropriately uses rules of standard grammar, punctuation, and capitalization <input type="checkbox"/> Ideas and observations presented are clear <input type="checkbox"/> Layout and format of paper are clear with meaningful topical headings that are consistent with assignment details and expectations <input type="checkbox"/> Citation of references and quotations throughout paper follows APA format <input type="checkbox"/> References section of paper complies with APA format <input type="checkbox"/> Paper is doubled spaced using 12 point font <input type="checkbox"/> Paper is appropriately bound together	7*  10 pts.	5-6  8 pts.	3-4  6 pts.	1-2  1 pt.
<b>II. Sources of Evidence:</b> <input type="checkbox"/> Teacher interview <input type="checkbox"/> IEP <input type="checkbox"/> Classroom observations <input type="checkbox"/> Summary of Special Education Folder, i.e., evaluations, IEPs, correspondence, etc. <input type="checkbox"/> Student work samples and products are provided <input type="checkbox"/> Direct contact and experience with student is evident <input type="checkbox"/> Log of hours completed during the Case Study is provided with initials of Cooperating Teacher for each session	7*  5 pts.	5-6  4 pts.	3-4  3 pts.	1-2  1 pt.
<b>III: Objectivity/Professionalism</b> <input type="checkbox"/> Reports behavior accurately and objectively <input type="checkbox"/> Does not use biased, discriminating language and presumptions/pejorative labels or descriptors <input type="checkbox"/> Focuses on child strengths and assets and not deficits <input type="checkbox"/> Understands influence of cultural, language, and economic differences on achievement and behavior <input type="checkbox"/> Understand the influence of a disability on achievement and behavior <input type="checkbox"/> Understands the influence of behavioral organization and task orientation on achievement and behavior	6*  9 pts.	5  7 pts.	3  4 pts.	1-2  1 pt.

*Writing skill gaps indicated w/ clarity*

*This was not really addressed*

*A → paragraph*

*abstract*

Evaluation Component	Exceeds Standard	Meets Standard	Approaches but does not meet standard	Does not meet standard
<p><i>I</i> <del>IV. Description of Community/School/Classroom</del></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Descriptive information is provided regarding community/school characteristics/general education and special education populations, programming and staffing (e.g., name and location of school, economic status of the school community, urban? Suburban? Rural?, total # of students, age range of students, total number of special education students, percent of special education students in the school population, types of special education programs, total # of teachers, total # and type of special education teachers, school attendance rate, <del>drop out rate (if applicable)</del> <i>Paragraph 1</i>)</li> <li><input type="checkbox"/> Performance of school on State assessments is provided with chart and written summary <i>see</i></li> <li><input type="checkbox"/> Descriptive information is provided regarding the classroom setting (e.g., daily schedule, curriculum approaches &amp; materials, staffing configuration, physical layout, teaching styles used, location of classroom within the school, size, storage areas, windows, doors, instructional materials used in the classroom).</li> <li><input type="checkbox"/> Blueprint/diagram of classroom that demonstrates the arrangement of physical space <i>The classroom</i></li> <li><input type="checkbox"/> Descriptive information is provided regarding student characteristics in the classroom (e.g., number of students, gender breakdown racial &amp; economic composition, number of students with IEP's, types of disabilities serviced in the classroom other unique learning &amp; behavioral characteristics of students).</li> </ul>	<p>5* (complete)</p> <p>10 pts.</p>	<p>4 (partial)</p> <p>8 pts.</p>	<p>3</p> <p>4 pts.</p>	<p>1</p> <p>1 pt.</p>
<p><i>II</i> <del>V. Individualized Education Program for Case Study Student</del></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Academic areas student receives special education (i.e., Reading, Writing, Mathematics, thinking skills/organization, etc.)</li> <li><input type="checkbox"/> Current grade levels of student in the areas student is receiving special education /specially designed instruction</li> <li><input type="checkbox"/> IEP Goals and Objectives clearly abstracted</li> <li><input type="checkbox"/> Amount of time per week student receives specially designed instruction</li> <li><input type="checkbox"/> Related services received by the student</li> <li><input type="checkbox"/> Accommodations received by the student</li> <li><input type="checkbox"/> Modifications made to the curriculum for the student</li> <li><input type="checkbox"/> Settings in which student receives special education/specially designed instruction</li> <li><input type="checkbox"/> Description of the specially designed instruction received by the student specific to his/her disability and IEP goals and objectives</li> <li><input type="checkbox"/> Anticipated outcomes, at the end of the IEP year, regarding specially designed instruction, and related services the student is receiving this year</li> </ul>	<p>10*</p> <p>10 pts.</p>	<p>7-8</p> <p>7 pts.</p>	<p>5-6</p> <p>5 pts.</p>	<p>&gt;.5</p> <p>1 pt.</p>

Evaluation Component	Exceeds Standard	Meets Standard	Approaches but does not meet standard	Does not meet standard
<p><u>III</u></p> <p><b>VI: Overview of the Case Study Student</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Essential descriptive information about child is provided (DOB age, gender, race, economic status, physical health, physical size and appearance, school attendance)</li> <li><input type="checkbox"/> Clear and succinct overview of child's school history is provided — <i>needed more, here</i></li> <li><input type="checkbox"/> Clear presentation of child's social behaviors is provided (both challenging as well as prosocial)</li> <li><input type="checkbox"/> Clear presentation of academic and developmental strengths and needs is provided.</li> <li><input type="checkbox"/> Child's primary diagnosis/ IDEA eligibility category is provided.</li> <li><input type="checkbox"/> Clear and meaningful description of child's communication skills and preferences are provided.</li> </ul>	<p>6*</p> <p>10 pts.</p> <p><u>9</u></p>	<p>4-5</p> <p>8 pts.</p>	<p>3</p> <p>5 pts.</p>	<p>1-2</p> <p>2 pts.</p>
<p><b>VII: Factors Influencing Delivery of IEP Services in Classroom Environments</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Description of influence of classroom rules and expectations on child behavior and achievement</li> <li><input type="checkbox"/> Description of the influence of a teacher's words and behaviors the student's behavior and achievement</li> <li><input type="checkbox"/> Description of the influence of physical space on the student's achievement and behavior</li> <li><input type="checkbox"/> Discussion of the influence of curriculum organization and design on achievement and behavior</li> <li><input type="checkbox"/> Discussion of how and why instructional approaches and methods are modified for the student</li> <li><input type="checkbox"/> Discussion of how and why assignments are modified for the student</li> </ul>	<p>6* (complete)</p> <p>9 pts.</p>	<p>5 (partial)</p> <p>6 pts.</p>	<p>3</p> <p>3 pts.</p>	<p>1-2</p> <p>1 pt.</p>
<p><u>IV</u></p> <p><b>VIII: Observed Characteristics/Analysis Associated with the Disability Condition of the Case Study Student: In this section, describe and analyze two of the following from interactions you have had with the student/events activities you witnessed your case study involved in, that best illustrate the characteristics associated with the disability condition that the Case Study student has been identified:</b></p> <ul style="list-style-type: none"> <li>• 1. Learning Characteristics</li> <li>• 2. Behavioral Characteristics</li> <li>• 3. Social Skills of the Student</li> <li>• 4. Communication Skills and Preferences for Communication for the Student</li> </ul> <ul style="list-style-type: none"> <li><input type="checkbox"/> Description of the student's disability is supported from the text/class handouts/notes and two additional texts, cited and referenced APA Style</li> <li><input type="checkbox"/> Description of the two characteristics chosen are specifically illustrated and include a reflection regarding the meaning you feel the student made of the event, activity or interaction you are using to illustrate his/her disability</li> <li><input type="checkbox"/> Discussion, with specific examples, of the specially designed instruction answers the following questions:             <ol style="list-style-type: none"> <li>1. Is specially designed instruction being provided or is student being instructed in the same manner as other students despite his/her disability?</li> <li>2. Is the instruction provided consistent with how your three text references indicate a student with the disability your Case Study student has been identified should be taught?</li> </ol> </li> <li><input type="checkbox"/> Conclusions drawn are based on source information (i.e., three references) in APA Style</li> </ul>	<p>4*</p> <p>30 pts.</p> <p><u>25</u></p>	<p>3</p> <p>20 pts.</p>	<p>2</p> <p>10 pts.</p>	<p>1</p> <p>5 pt.</p> <p><i>You did an excellent job in this section. You only needed to make greater use of your references.</i></p>

*Little trial research paper*

IX: Conclusion/reflection/Insights	6*	5	3	1-2
<input type="checkbox"/> Description of the impact of his/her words and behaviors on the Case Study student's achievement, behavior, motivation, and attitude				
<input type="checkbox"/> Description of his/her initial biases and tolerance for differences in students (i.e., academically, behaviorally, physically)				
<input type="checkbox"/> Description of comfort level in working with students with disabilities	7 pts.	4 pts.	2 pts.	1 pt.
<input type="checkbox"/> Discussion of how practicum student learned to communicate effectively with students with disabilities, both verbally and non-verbally				
<input type="checkbox"/> Discussion of how practicum student learned to establish a meaningful relationship with a student with a disability				
<input type="checkbox"/> Summary of what practicum student learned about him/herself through the Case Study process working with a student with special needs				
TOTAL POINTS	90-100	80-89	75-80	75

Numerical grade: 91/100 = 91 1/2

Rubric score:  Exceeds Standard  Meets Standard  Approaches But Does Not Meet Standard  Does Not Meet Standard

Student's Name: \_\_\_\_\_

Faculty Signature: Mark B. Gunning

Professor: Mark Gunning

Date: July 6, 2010