

SPED 300

Case Study

Example: Acceptable Performance

Case Study

Special Education, Section 2

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December 3, 2010

Abstract

Narragansett Elementary is a school that takes pride in including every child in their regular education classrooms. The school's goal is to provide the best education possible for all students, no matter what their limitations may be. During my stay at the school, I had the opportunity to work with a child named Marlene. She is currently a student in one of the first-grade classes at Narragansett Elementary School. Marlene is not your typical student, as she is diagnosed with Rett Syndrome, a neurological and developmental disorder. This is a disorder in which individuals start to grow and develop normally but then stop developing and even lose skills and abilities previously learned (niched, n.d). Marlene has had a loss of speech and suffers from poor balance and coordination as well as a loss of purposeful hand movement. She is labeled severe and profound and receives many services both inside and outside of school. Narragansett does a wonderful job of including Marlene into the typical classroom setting, but still provide her with the accommodations and modifications necessary to make the average school day possible. The following items will help one understand Marlene's educational program and the goals that have been put in place to help her deal with the limitations imposed on her by her medical condition.

1. The Community / School and Classroom
2. IEP
3. Marlene's Background
4. Services Delivery
5. Observed Characteristics

Very nice abstract

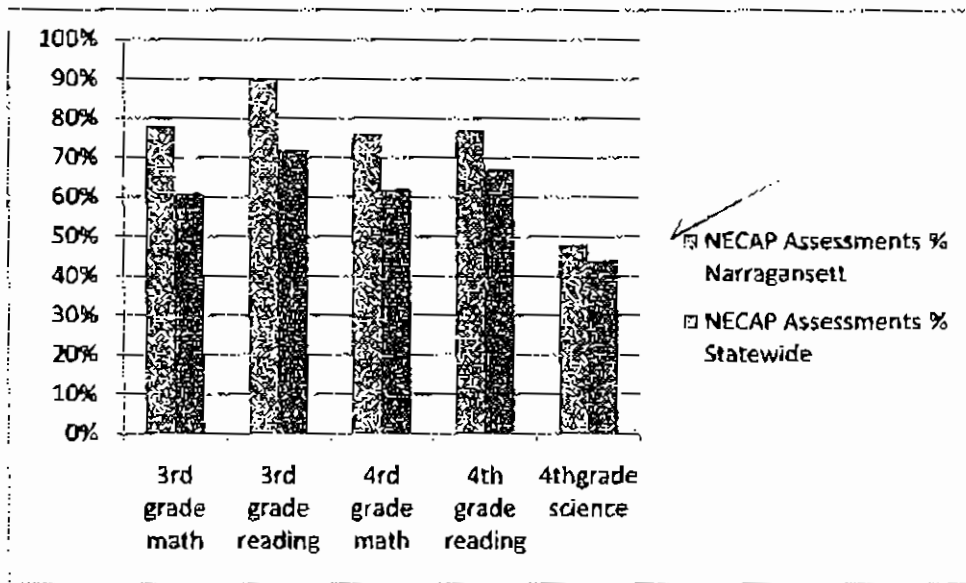
The Community/ School and Classroom

Marlene lives in Narragansett, a community which is made up of suburban and rural areas. This district's median family income is \$67,000 a year, making it one of the more affluent communities in the state (Infoworks, n.d). In comparison, the median family income in Providence, is only \$24,546 (RI kids count). The median family income in Rhode Island is \$50,557 (RJ kids count n.d).

Marlene attends Narragansett Elementary. Narragansett Elementary is located at 55 Mumford Road Narragansett, RI, 02882. There are five hundred and thirty eight students in this school and fifty-seven teachers (Infoworks, n.d). Eleven of the teachers, are in the special education department. There are also three teachers in speech and language, and three teachers is occupational therapy. Sixteen percent of the students at this school receive special education services (Infoworks, n.d).

Marlene is included in that sixteen percent. This means ^{that} at Narragansett Elementary, there are eighty six students who receive special education services. This school services children from preschool to fourth grade. Ninety-two percent of the students who attend this school attend on a regular bases (Infoworks n.d). This means that eight percent have chronic absentee issues. Statewide, the chronic absentee rate is sixteen percent.

On NECAP assessments, this school performed above state averages in all areas which include reading, math and science. However, while they score above average when compared to the state, their scores still need improvement, especially in fourth grade science where only forty-eight percent were found to be proficient in science. (Infoworks, n.d)



Good

The classroom which Marlene spends most of her time is in a typical first grade. This classroom holds twenty-eight students, half girls and half boys. The vast majority of the students are Caucasian. This is true of the school as a whole. Statistics from the Department of Education show that well over 90 percent of the students at the school are Caucasian (Rhode Island School Tree, n.d).

Don't know about year just started

In Marlene's classroom, there is both a first-grade teacher and a special education teacher. The first-grade teacher instructs the entire class. She may be using a black board, handouts and other visual aids. While she is doing this the special education teacher walks around the room to provide assistance to those who need help. During independent work time, the special education teacher will pull students who have IEP's aside. They then work on their academics in order to help them improve and meet their IEP goals. Marlene's classroom is towards the back of the school. You have to pass by the main office and many other classrooms before reaching the class. This benefits Marlene, because walking helps her to work on mobility.

Upon walking into Marlene's classroom, there are computers to the right and a reading area to the left. Walk in a little further and you will reach the students' desks which are arranged in a rectangle shape facing the teacher's desk. Marlene sits in the back corner of the rectangle so she can still see and be included in activities, but is not in the way of the other students. This is important because Marlene will sometimes engage in behaviors that will disrupt other members of the class.

In addition, while the class may be doing academic work, Marlene may be focusing on something else. Having her sit in the back would make it easier so that she is not interrupting the other students with her individualized program. As you walk farther into the classroom, there is the special education teacher's desk and a rug for the students to sit on during activities. A layout of the classroom is attached as well as her daily schedule. The desk colored in red is where Marlene and her one on one aid sit.

Marlene's typical day is much different from the average first grader. Because of her limitations, she has an aid with her at all times to help her get through the day. Marlene suffers from both physical and mental limitations that make it difficult for her to interact with other people. She also lacks an understanding of her environment which makes teaching academics to her difficult. At this point, Marlene is unable to understand the simplest of verbal directions. For example, if one were to tell her to pick something up off the floor, Marlene would be unable to understand. Marlene also can suffer from sensory over stimulation. When the students in the classroom raise their voices this can cause Marlene to become anxious and exhibit symptoms of higher anxiety levels.

Good detail

While Marlene spends the majority of the day in her first grade classroom, she is often pulled out during the academic periods when the other children are engaging in reading, writing, arithmetic, and science. This is because Marlene's IEP is structured so that she is allowed to work on functional goals as opposed to academic goals, which would be beyond her current capability. As her classmates do academic work, Marlene may be receiving services with the speech therapist, the occupational therapist, the physical education teacher, or her severe and profound special education teacher. Her services are provided on a one-to-one basis. Although Marlene may be in the classroom, she does not participate during group instruction.

Marlene also has available to her, a self-contained classroom. While it is referred to as self-contained, it is hardly that. It is used only for short portions of the day. Marlene will be in this classroom when she is working with her serve-and-profound special education teacher or while she is taking a nap because this room is usually empty. Due to Marlene's condition, she does not get much sleep. Therefore, her parents requested that she be allowed to take a nap when she is tired. Typically, her naps are no longer than twenty minutes at a time.

VERY NICE detail

IEP

Marlene is a first grader who receives special education services at Narragansett Elementary School. This allows her to have an Individualized Education Plan (also referred to as IEP) that was developed to deal with her specific limitations caused by her diagnosis of Rett syndrome. The IEP developed for her is different from many of the others that were developed for special education students at Narragansett Elementary. This is because all of her IEP goals are functional in nature and do not fit into any specific grade level.

Most other students with IEP's have some functional goals, but many, if not all of their goals are cognitive in nature. Marlene's disability is especially profound and affects more than just her ability to learn academics. This is much different from a student with a learning disability. In many of these cases, a child can progress academically through the use of such accommodations as untimed tests, extra one-on-one instructional help, or modified or simplified texts.

*Fed...
NOT to use a program*

Due to Marlene's condition, Rett Syndrome, it is more important to work on the functional aspects of her condition such as transition, gross motor, and fine motor skills, as well as communication and technology. Indeed Marlene's condition is so severe that she is required to have a one-on-one aid with her at all times, due to her inability to verbally communicate as well as her inability to effectively move around the school unaided. Marlene is currently working on ten goals.

These goals include being able to identify people and objects. According to this goal, Marlene will be able to identify a familiar object or person using her eye gaze and/or reach. She will be given a visual of the person or object as well as a verbal prompt. Marlene does this receptively. She may have a picture of four people or objects in front of her and the person working with her would say "show me _____". Marlene would then have to tap or look at the picture in response. Data would be taken out of five trials. In order for her to pass this goal, she must be successful in picking the right picture three out of five times. (IEP, 2010).

What are the anticipated outcomes at the end of the IEP year?

Transitioning with help of a picture schedule is another area Marlene is working on. She will successfully transition from one activity to the next throughout the school day given a picture schedule. She will do this with minimum staff guidance three out of five trials. (IEP, 2010). Her aid will show her a picture of either the place she is going to, or the person she will be working with next. This will also help ease any anxiety she may have because she will know what is next on her schedule. Data will be taken by video recording.

This is a stated IEP that you are planning.

Mobility throughout the school is another goal. Marlene will safely move about the school. She will safely transition from standing to the floor. She will develop increased comfort and tolerance to postural transitions that require her to bear weight on hands and to shift center of gravity forward. Marlene will improve her protective reactions. (IEP, 2010) Improvement in this area will help Marlene to get around and learn about her surroundings. This will also help her gross motor functioning. Marlene's efforts will be video recorded to show her progress in this area.

Maintaining good posture, alignment and mobility for educational task and peer interaction during the school day is another goal. She will maintain ten degrees of dorsiflexion neutral trunk alignment during sitting postures and ambulation. Ambulation will be measured by a pedometer. (IEP, 2010) Marlene will accomplish this goal with the help of her physical education teacher and her occupational education teacher. Marlene will be put into different situations that require her to change her posture. For example, she will be required to use a move and sit ball. Video recording will be used to help show improvement.

She is also working on improving her ability to maneuver around obstacles in her path in order to get to a desired person or object. She will improve her motor planning using sequencing and repetition. (IEP, 2010) Marlene will work on surrounding awareness and use of her gross motor skills to see if she can improve her ability to navigate around objects in her way. Again, Marlene's progress will be video recorded.

Initiating grasp and release during play
 Initiating grasp and release during play. While using an oral tool, Marlene will initiate grasp and release when participating in a water play activity by finding three out of five small fish and accurately releasing the fish into an empty bucket three or of four trials. (Marlene's IEP) This will help improve her use of her hands. Data will be taking as well as video recording.

Initiation grasp and release during work
 Initiation grasp and release during work is also in her IEP. Given an oral snack or tool, Marlene will initiate grasp and release of designated objects into or onto a worksheet or container for fifteen minute activities. (IEP, 2010) Marlene will grab objects with her hands and then release them. These activities will work on building up her fine motor skills and will be measured by data taking and video observation.

Communication (such as indicating that she wishes more, is finished with a task, or indicating yes and no to requests or questions)
 Communication (such as indicating that she wishes more, is finished with a task, or indicating yes and no to requests or questions) is part of her speech and language goal. Marlene will demonstrate an ability to communicate within her environment for function communication skills with seventy percent of the time, three out of five trials. (IEP, 2010) This goal is to be accomplished with the help of the speech pathologist. It is hoped that this goal will help Marlene communicate better with the people around her. Data will be taken to measure Marlene's progress.

Communicating preferences by using switches and eye gaze
 Communicating preferences by using switches and eye gaze is another speech and language goal. Marlene will demonstrate improved functional communication and participation by activating switches seventy percent of the time, in three out of five trials for sequenced pictures, stories, songs, power points and to create cause effect with intent. (IEP, 2010) This will

help her to communicate in a way that is universal for other people to understand. Data will be taken by observation to monitor progress.

Marlene will illustrate a fifty percent increase of balance, gross motor coordination and grasping skills. (IEP, 2010) Marlene can achieve this goal by participating in many activities. One activity she participates in is jumping on a trampoline. Video recording will be used to show improvement.

The importance of Marlene's one-on-one aid in reaching her goals cannot be overstated. Her one-on-one aid will be with her throughout the day. The more she can help Marlene in practicing her program routines, the more proficient Marlene should become in all her goal areas. Therefore, it is very important that the one on one aid be thoroughly aware of IEP goals and routines as well as being able to recognize any progress or regression in meeting established goals.

Marlene's IEP states that the areas in which she needs improvement are in communication. The use of a picture schedule will help her recognize transitions in her daily routine. Progress in transitioning and waiting are hard concepts for her to understand, as well as being able to identify familiar people and objects.

During academic time, while her classmates are working on their lessons, Marlene is to be working on her goals too. To reach her goals, she receives services for speech and language two times a week for thirty minutes. During these services, she works on her communication skills by the use of eye-gazing and switches. She also receives occupational therapy two times a week for thirty minutes each session, which helps her improve her sensory input. Marlene also

has adaptive physical education two times a week for forty minutes each session. This helps her with her gross and fine motor skills.

Marlene has no specific accommodations within the typical classroom. Marlene receives one-on-one services. Her instructors provide her with the accommodation that she needs at the given time. No specific modifications are made within the curriculum for Marlene. This is because she does not typically participate in the classroom activities. However, when she does the teachers will modify the work for her.

Background

Marlene is a six-year-old Caucasian girl who attends Narragansett Elementary school on a regular basis. She comes from a big middle class family, which includes her mother, father and four other siblings. She is the only one within her family that is diagnosed with Rett Syndrome. When she was born, she initially developed normally. She had the ability to walk and had some speech. However, shortly after her first birthday she began to regress and lost the ability to walk and talk. This led to the diagnosis of Rett syndrome, which is often commonly misdiagnosed as Autism. It is however, part of the Autism spectrum.

Rett syndrome is a neurological disorder. Some of its major characteristics in children are frequent wringing of their hands. These children are difficult to engage socially, which is frequently described as autistic-like behavior. Another typical symptom is a lack of a breathing pattern, which includes hyperventilating. Some patients will have seizures. The progression of the disease slows down once the child reaches adolescence. At this point any seizures may stop

The most accurate thing that you have described throughout this section is all accommodations

How is she understanding her status in the classroom?

Now generally more available

occurring and the child may regain some hand use. All girls with Rett syndrome have profound mental retardation and may be unable to care for themselves (Hmc, n.d).

Rett Syndrome was initially discovered by Dr. Andreas Rett (Rett syndrome, n.d). There is no treatment for Rett syndrome, but there are medications that can help treat the side effects from it. IDEA eligibility category for Rett syndrome falls under the pervasive developmental disorders. Today through intense therapy and support services, such as early intervention and physical therapy, improvements can be made. Marlene has regained the ability to walk, though her gross motor and coordination are still very poor. However, she has permanently lost her ability to use speech. ✓

Marlene shows all the features of Rett syndrome. She also has frequent seizures and has been on seizure medications such as Keppra and Lyrica (nurse). Her seizures are often hard to observe because for Marlene just her simple clapping or squeezing her eyes shut could be a seizure. ✓ Rett Syndrome is a disorder in which the doctors are still learning more about.

Narragansett Elementary does a wonderful job informing both the staff and students about Marlene's disorder. The school keeps the staff informed about her condition and how to best work with her so that Marlene can have the best school experience possible. ✓

Make sure that all have been explained

Marlene transitioned from early intervention to the Narragansett Elementary Preschool program. She initially started with only a few hours a day in preschool, but transitioned to full days. Marlene communicates through the use of switches. This is a device with pictures that when you press a button under the picture, for example, a sandwich it will speak for you, "I want food". ✓ The other way she can communicate is through eye gazing. ✓ This is a method where a person holds their gaze on an item that they want. This works well when offering Marlene

choices to choose from. One characteristic commonly noted with individuals with Rett syndrome is their ability to make and hold eye contact.

Today, in spite of her significant limitations, Marlene is able to be included into a typical first grade classroom. The other students in the room are very understanding of her condition even though it is hard for Marlene to communicate with them. It is a positive experience for Marlene's classmates, as it allows them to see that all people are not the same and that we come with both different abilities and limitations.

Her classmates often come up and say hi to Marlene and try to include her in their day. There are times, though, where Marlene may have a hard time in the first grade classroom. She may be anxious and fidgeting around or when things get too overwhelming. She may even try to scream. She has an aid with her because her surroundings can be overwhelming for her. Her aid can remove her from the situation to a self-contained classroom or even take her for a walk. This often helps her calm down and she can then be reintroduced into the typical classroom setting.

Handwritten notes:
Services delivery
all in the classroom
this is the situation

Marlene is treated differently from the other first grade students in her class. If her peers start to get loud, they get a warning first, then if it continues they lose time from their recess. If Marlene is loud, she may be removed from the classroom. Marlene's cognitive level is similar to that of an infant. Rules are not something that can be easily understood by her. This makes it hard to punish her for her actions. Often, when Marlene is loud it is due to her environment being overwhelming. Marlene may not always be able to handle her surroundings due to anxiety or sensory overstimulation. Being loud is her way of letting people understand that she is anxious.

Handwritten notes:
She should be punished

Handwritten notes:
RAN-11
Sensory

The first grade teacher tries to include Marlene in as many activities as possible. She will modify classroom work that she believes Marlene is capable of doing. Attached is a copy of two assignments Marlene participated in. One was an about me paper. Her classmates filled in the different sections by writing their responses. Marlene unable to write, cut out pictures ^{but she} and glued them down as her responses. Though we cannot read her responses we can look at her assignment and know she likes cats, dogs, the ocean, and goldfish.

The other assignment was about using the five senses to describe fall. Her classmates again wrote their responses. Marlene was able to glue actual objects she found from walking outside during the Fall season. For the things she could not glue her ^{aid} helped her draw out the answers. Her ^{aid} then translated her answers to text.

It is in creative ways like these that Marlene is able to be integrated into her first-grade classroom and made to feel that she is a part of the group. It should also be noted that sometimes Marlene is able to participate in classes such as art where she again can be made to feel more connected with her fellow students.

Observed Characteristics

Rett syndrome was first diagnosed in 1966 by Andreas Rett. The condition went largely unnoticed until 1983 (Lewis, Wilson 2003). Rett syndrome is one of five autistic spectrum disorders. (Hallahan, Kauffman, Pullen, 2009) Rett syndrome is a genetic disorder, however, it is not hereditary and is far more common in females than males (Rett syndrome, 2010). People with this disorder typically only live to see their forties. Gastric and respiratory issues often rise

*Rett
is
genetic*

as they get older (ninds, 2010). Children with this disorder start developing normally then typically between six and eighteen months old they begin to regress. (ninds, 2010)

This is caused by a mutation of a gene which is found on the X chromosome. Genes are responsible for making proteins. In Rett Syndrome, a protein called methyl-CpG-binding protein 2 is either damaged or not enough is made (ninds, 2010). This protein is necessary for the development of the nervous system (nichd, 2010). As a result, there is not enough of this protein for the brain to develop normally.

There is the possibility that Marlene could go through another regression. Some people with Rett syndrome go through this while others do not. Hopefully, this will not happen to her.

Things commonly observed with people with Rett syndrome are loss of purposeful hand movement and other hand movements such as clapping, and wringing of the hands can be observed. Poor balance, coordination, and toe walking are observed while some individuals never regain the ability to walk. Intellectual disabilities and/or mental retardation as well as breathing problems such as hyperventilation and breath holding or apnea are often observed.

These characteristics of Rett syndrome fit Marlene very well. Her coordination is limited, and while she can walk, her balance is off. Watching Marlene, you can see that she is constantly wringing and clapping her hands. She has lost purposeful hand movement. The only thing she can do is feed herself, but even that is not coordinated and she often makes a mess. As observed in her IEP, it is noted that she is working on goals such as grasping, mobility, and awareness of her surroundings. Her IEP goals help her to work on her gross motor, fine motor and posture which are limited because of her condition.

REFERENCE

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People with Rett syndrome often benefit from a team approach to care, in which many kinds of health care providers play a role, along with family members. Members of this team may include ^{the following:} physical therapists, who can help patients improve or maintain mobility and balance and reduce misshapen back and limbs; Occupational therapists, who can help patients improve or maintain use of their hands and reduce stereotypic hand movements; Speech-language therapists, who can help patients use non-verbal ways of communication and improve social interaction (Nichd, n.d). Marlene receives services from all these areas in her IEP.

~~Reference~~ Physical therapy plays an important role in each stage of the syndrome. During stage one, they should focus on independent sitting, standing, and walking. Stage two requires the therapist to focus on range of motion and ambulation. Scoliosis may be more prominent in stage three and focus should be placed on seating, to assist with positioning, and transporting. (Lynchburg, n.d) Marlene meets with her physical therapist two times a week and works on these goals. She works on sitting correctly, repositioning herself, changing position (i.e sitting to standing). She receives the physical needs that are needed for someone with her condition.

Occupational therapists also play a crucial role. Their main focus is on hand use and eating skills. Although feeding skills may be difficult to teach, they can assist the child with adaptive eating utensils and work toward a possible goal of independent feeding (Lynchburg, n.d) While Marlene does not have a feeding goal in her IEP, she does have goals that work with her fine motor. She has goals that work on initiation grasp and release, similar to what is needed to feed one's self. Her aid also takes it upon herself to work with her at lunch time to help Marlene feed herself.

For speech and language eye gaze is very important. Children with Rett syndrome will use eye gaze to answer yes/no (Rett syndrome, n.d) This is also what Marlene is learning how to do. She works with her speech pathologist who will offer her items that she may or may not want. This help her to communicate.

*This is a 30-yr experience
As you already know, with this
and you had to learn to explore
Reflections That is why you were asked
to stand with me from
the get-go. you will do fine.*

At the start of this case study, I was upset that we had to drive all the way to Narragansett. Looking back on it now, I would not want to go to any other school. The staff at Narragansett Elementary were all professional, helpful and you could tell they all loved their jobs. I went into Narragansett with an open mind. I did not have any biases regarding the students. I was very comfortable working with Marlene. I am currently working at the Groden Center, which is a school for children with Autism and other developmental disabilities. I have worked with children that have a vast range of abilities. This includes children who are both verbal and non-verbal. This helped me interact with Marlene seeing as I work with children similar to her on a day-to-day basis.

As a nursing major, I learned a lot from Marlene. Rett Syndrome is something I never knew about before. Through research and information from the staff at Narragansett, I learned a lot about this disorder. I was very impressed at the extent to which Narragansett Elementary leadership went to make sure the students and staff were informed about Marlene's disorder and how to respond.

It was really nice to put a face on the text book description of a disease. It is one thing to read about it in a book, but to actually see the person with the condition is so different. It brings meaning to any condition. ^{It does} While Marlene fits much of the text book definition of Rett syndrome, she is special in her own way too. This is something we cannot get from just reading a book. Working with Marlene, I got the novelty of being new to her, ^{Exactly} so she responded differently to me than with her aid. ^{Thus}

Marlene would constantly stare at me making eye contact. When I would talk to her, it was as if I could see the wheels spinning in her head, as if she was trying to respond in her own way that we just could not understand. I got to help assist her throughout her school day, read her stories, talk about colors and shapes, and helped her get ready to go home.

Narragansett Elementary does a nice job including Marlene in the first grade classroom. By including Marlene, she gets the socialization from her peers. While I believe inclusion is very helpful for many students with IEP's, I do wonder if it is the best environment for Marlene. Marlene is a student who can benefit from intensive one-on-one teaching and instruction especially in the area of communication. Marlene receives one-on-one services from Narragansett Elementary. An example of this would be speech. She receives this service one-on-one but it does not make up the majority of her day. She is only with the speech pathologist two times a week for thirty minutes.

*I am glad you enjoyed the experience -
being here in presence of your
nursing degree!*

One problem I see is that she does not get enough speech services. Speech in my opinion is one of the most important things we can teach our students. Speech allows them to communicate with others. Marlene lacks communication, while she can respond by eye gazing fairly well. Her use of switches is very poor. I believe with more intense services she could learn to communicate better with switches, which would allow her a better future. Children with Rett Syndrome can learn how to communicate even if it is not traditional speech.

Speech/Communication is an IEP goal for Marlene, which with more support she could reach faster. Although the attempts by Narragansett Elementary have impacted Marlene positively, the school may not be able to offer her the amount of time and services she really requires to obtain the maximum learning benefits in this area.

This case study has been a wonderful experience. It is children like Marlene who I want to help as a nurse. Working with her has made me believe I would like to be a school nurse in the future. I really enjoy working with children and while teaching it not my goal it allows me to still be involved in the school setting.

I can see you truly did enjoy it.
10

Reference

Pathways to learning in Rett syndrome by Jackie Lewis and Debbie Wilson

Exceptional Learners by Hallahan, Kauffman, and Pullen

http://www.nichd.nih.gov/health/topics/rett_syndrome.cfm

http://www.ninds.nih.gov/disorders/rett/detail_rett.htm#164543277

<http://www.rettsyndrome.org/>

<http://infoworks.ride.ni.gov/school/narragansett-elementary-school>

<http://www.rikidscount.org/matriarch/documents/08%20Factbook%20Indicator%208.pdf>

<http://rhode-island.schooltree.org/public/Narragansett-Pier-076457.html>

<http://www.hmc.psu.edu/childrens/healthinfo/r/rhett.htm>

<http://www.lynchburg.edu/documents/GraduateStudies/Journal/BoydS.doc>

Interview with School Nurse

IEP

*You need to make down better
name of reference. You also
need to make stronger
references.*

Special Education 300 Rubric for Case Study

Evaluation Criteria

Evaluation Component	Exceeds Standard	Meets Standard	Approaches but does not meet standard	Does not meet standard
I. Presentation: <input checked="" type="checkbox"/> Appropriately uses rules of standard grammar, punctuation, and capitalization <input checked="" type="checkbox"/> Ideas and observations presented are clear <input checked="" type="checkbox"/> Layout and format of paper are clear with meaningful topical headings that are consistent with assignment details and expectations <input checked="" type="checkbox"/> Citation of references and quotations throughout paper follows APA format <input checked="" type="checkbox"/> References section of paper complies with APA format <input checked="" type="checkbox"/> Paper is double-spaced using 12 point font <input checked="" type="checkbox"/> Paper is appropriately bound together	Presentation of paper is highly professional. The layout, references and language used throughout the paper are consistent with professional practice	Presentation of paper is professional with few errors noted. The layout, references and language used are generally consistent with professional practice	The presentation, layout, references and/or language used have many noted errors. The layout, references and/or language used require significant revisions.	
Indiv. Gen Ed. Curricula ICC9S8 ICC9S10	10	8	5	2
Indiv. Indep. Curricula ICC9S8 ICC9S10				1
II. Sources of Evidence: <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	Sources of evidence are documented and include input from all sources. All components are well documented and complete.	Sources of evidence are documented and include input from a variety of sources. All components are well documented and generally complete.	Sources of evidence are documented and include input from some of the required sources. Some documentation is incomplete or provides little detail	
ICC3K1 ICC5K1	3	4	3	2
ICC3K1 ICC5K1				1

Evaluation Component	Exceeds Standard	Meets Standard	Approaches but does not meet standard	Does not meet standard
<p>III: Objectivity/Professionalism</p> <ul style="list-style-type: none"> <input type="checkbox"/> Reports behavior accurately and objectively <input type="checkbox"/> Does not use biased, discriminating language and presumptions/pejorative labels/or descriptions <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"/> Understands 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 <p><i>Indiv. Indep. Curricula</i> ICC3K1-K5 ICC3K1-K3</p>	<p>Professional, strength based language is used throughout the paper. Information on the influences on student learning/behavior is included from all required perspectives.</p> <p>9</p>	<p>Professional, strength based language is used throughout most of the paper. Information on the influences on student learning/behavior is included from multiple perspectives.</p> <p>7</p>	<p>Professional language and/or strength based language is used inconsistently throughout the paper. Information on the influences on student learning/behavior is included but lacks detail or is provided from limited perspectives.</p> <p>4 3</p>	<p>Language used conveys information in a non professional tone. Influences on student learning are incomplete or superficial.</p> <p>2 1</p>
<p>V. Description of Community/School/Classroom</p> <ul style="list-style-type: none"> <input type="checkbox"/> Descriptive information is provided regarding community/school characteristics/general education and special education populations, programming and staffing <input type="checkbox"/> Performance of school on State assessments is provided with chart and written summary <input type="checkbox"/> Descriptive information is provided regarding the classroom setting (e.g., daily schedule, curriculum approaches & 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). <input type="checkbox"/> Blueprint/diagram of classroom that demonstrates the arrangement of physical space <input type="checkbox"/> Descriptive information is provided regarding student characteristics in the classroom <p>ICC2K5-6; ICC5S4-S6 ICC5S12; ICC5S15 ICC5S1; ICC5S12 ICC5S6</p>	<p>Descriptive information is provided to consider the community, school and classroom factors. Information is detailed and conveys a strong understanding of physical, organizational, and testing performance factors.</p> <p>10 9</p>	<p>Descriptive information is provided to consider the community, school and classroom factors. Information conveys a general understanding of physical, organizational, and testing performance factors.</p> <p>8</p>	<p>Descriptive information is provided but multiple factors are not fully described. Information conveys a superficial understanding of physical, organizational, and testing performance factors. Details are lacking in descriptions.</p> <p>4 3</p>	<p>Minimal descriptions of community, school and classroom factors are included.</p> <p>2 1</p>

*Not a full performance cap
near to K5S
51, 6, 10, 8*

Evaluation Component	Exceeds Standard	Meets Standard	Approaches but does not meet standard	Does not meet standard
<p>V. Individualized Education Program for Case Study Student</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Academic areas student receives special education <input checked="" type="checkbox"/> Current grade levels of student in the areas student is receiving special education /specially designed instruction <input checked="" type="checkbox"/> IEP Goals and Objectives clearly abstracted <input checked="" type="checkbox"/> Amount of time per week student receives specially designed instruction <input checked="" type="checkbox"/> Related services received by the student <input checked="" type="checkbox"/> Accommodations received by the student <input checked="" type="checkbox"/> Modifications made to the curriculum for the student <input checked="" type="checkbox"/> Settings in which student receives special education/specially designed instruction <input checked="" type="checkbox"/> Description of the specially designed instruction received by the student specific to his/her disability and IEP goals and objectives <input checked="" type="checkbox"/> Anticipated outcomes, at the end of the IEP year, regarding specially designed instruction, and related services the student is receiving this year 	<p>A summary of the case study student's IEP is detailed and provides information from all the required areas.</p>	<p>A summary of the case study student's IEP provides information (some areas are detailed) from all the required areas.</p>	<p>A summary of the case study information on the child's needs, services, and instructional supports but some information is limited or missing in the required areas.</p>	<p>Minimal information is provided from the case study student's IEP.</p>
<p>Indiv. Gen Ed. Curricula ICC7K2-K5; ICC7S1 ICC7S8 ICC7S1-S8</p>	<p>10 9 8</p>	<p>7 6</p>	<p>5 4 3 2</p>	<p>1</p>
<p>VI: Overview of the Case Study Student</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Essential descriptive information about child is provided (DOB, age, gender, race, economic status, physical health, physical size and appearance, school attendance) <input checked="" type="checkbox"/> Clear and succinct overview of child's school history is provided <i>not beyond 5th</i> <input checked="" type="checkbox"/> Clear presentation of child's social behaviors is provided (both challenging as well as prosocial) <input checked="" type="checkbox"/> Clear presentation of academic and developmental strengths and needs is provided. <input checked="" type="checkbox"/> Child's primary diagnosis/ IDEA eligibility category is provided. <input checked="" type="checkbox"/> Clear and meaningful description of child's communication skills and preferences are provided. 	<p>Overview of the Case Study Student includes descriptive information. Areas of school history, social behaviors, academic and developmental strengths, communication and primary diagnosis are fully described.</p>	<p>Overview of the Case Study Student includes some information that describes the student's areas of school history, social behaviors, academic and developmental strengths, communication and primary diagnosis. Some information is missing or limited.</p>	<p>Overview of the Case Study Student includes some information that describes the student's areas of school history, social behaviors, academic and developmental strengths, communication and primary diagnosis. Some information is missing or limited.</p>	<p>Overview is largely incomplete or superficial.</p>
<p>ICC7K2-K5; ICC7S1 ICC7S8</p>	<p>10 9</p>	<p>8 7 6 5</p>	<p>4 3</p>	<p>2 1</p>

Evaluation Component	Exceeds Standard	Meets Standard	Approaches but does not meet standard	Does not meet standard
<p>VII: Factors Influencing Delivery of IEP Services in Classroom Environments</p> <ul style="list-style-type: none"> <input type="checkbox"/> Description of influence of classroom rules and expectations on child behavior and achievement <input type="checkbox"/> Description of the influence of a teacher's words and behaviors the student's behavior and achievement <input type="checkbox"/> Description of the influence of physical space on the student's achievement and behavior <input type="checkbox"/> Discussion of the influence of curriculum organization and design on achievement and behavior <input type="checkbox"/> Discussion of how and why instructional approaches and methods are modified for the student <input type="checkbox"/> Discussion of how and why assignments are modified for the student 	<p>Influences of behavioral support, teacher interaction, physical space, curriculum, instructional approach and assignment modification are fully described, conveying strong observation skills of classroom environments.</p>	<p>Influences of behavioral support, teacher interaction, physical space, curriculum, instructional approach and assignment modification are described based on observations of the classroom environment.</p>	<p>Influences of behavioral support, teacher interaction, physical space, curriculum, instructional approach and assignment modification are described. Some areas omit details to fully convey influences of the classroom environment.</p>	<p>Description of the classroom environment and its influences is largely incomplete or superficial.</p>
<p>Indiv. Gen Ed. Curricula ICC5K1-K7</p>	<p>9 8</p>	<p>7 6 5</p>	<p>4 3</p>	<p>2 1</p>

10/5/11
 Observed by [unclear]
 [unclear]
 [unclear]

Evaluation Component	Exceeds Standard	Meets Standard	Approaches but does not meet standard	Does not meet standard
<p>VIII: Observed Characteristics/Analysis Associated with the Disability of the Case Study Student:</p> <p><i>This section is a short APA reference paper that addresses the following:</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> A description, using three references in addition to your class text and notes, of the particular disability with your student has been identified, i.e. a reading learning disability with significant difficulties in phonemic awareness and reading comprehension. <input type="checkbox"/> A review of the literature, using three references in addition to your class text and notes, that explains best teaching intervention practices to address the disability you student has been identified. <input type="checkbox"/> A discussion, based upon your descriptive notes taken from your observations in the classroom, of how your case study student's particular disability manifests itself in the classroom. <input type="checkbox"/> Does the student's disability manifest itself in the academic setting the way you presented what the literature described? <input type="checkbox"/> A discussion, based upon the descriptive notes taken from your observations in the classroom, of the educational practices being implemented in the classroom to address your student's needs based on his disability <input type="checkbox"/> A referenced discussion (using three references in addition to your class text and notes), with specific examples, of specially designed instruction (special education) that answers the following questions: Is specially designed instruction (special education) being provided, or is the student being instructed in the same manner as all other students despite his/her disability? <input type="checkbox"/> Is the instruction provided consistent with how your text and three additional text references indicate best practice is delivered in special education to a student with the disability like your Case Study student has been identified? 	<p>A description of the observed characteristics associated with the disability of the case study student is complete and clearly linked to references in literature, class text, and class notes. APA style documents all references.</p>	<p>A description of the observed characteristics associated with the disability of the case study student is complete and clearly linked to references in literature, class text, and class notes. Some areas of analysis present detailed descriptions that support concepts conveyed. APA style documents most references.</p>	<p>A description of the observed characteristics associated with the disability of the case study student is missing some areas of analysis. Some analysis is linked to references in literature, class text, and class notes, but some may not document references, are not clearly described, or do not use APA style to document references.</p>	<p>Description of the observed characteristics associated with the disability of the case study student is largely incomplete or superficial.</p>
<p>Indiv. Gen Ed Curricula ICC3K1 JGC3K1-3 (as appropriate)</p>	<p>30 - 21</p>	<p>20 - 11</p>	<p>10 - 6</p>	<p>5 - 1</p>

Evaluation Component	Exceeds Standard	Meets Standard	Approaches but does not meet standard	Does not meet standard
<p>IX) Conclusion/reflection/insights</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Description of the impact of his/her words and behaviors on the Case Study student's achievement, behavior, motivation, and attitude <input checked="" type="checkbox"/> Description of his/her initial biases and tolerance for differences in students (i.e., academically, behaviorally, physically) <input checked="" type="checkbox"/> Description of comfort level in working with students with disabilities <input checked="" type="checkbox"/> Discussion of how practicum student learned to communicate effectively with students with disabilities, both verbally and non-verbally <input checked="" type="checkbox"/> Discussion of how practicum student learned to establish a meaningful relationship with a student with a disability <input checked="" type="checkbox"/> Summary of what practicum student learned about him/herself through the Case Study process working with a student with special needs <p>Indiv. Gen Ed. Curricula ICC9S11; ICC9S13 ICC9S6</p>	<p>Conclusions, reflections, and/or insights convey a strong understanding of the teacher candidate's learning in areas of tolerance, comfort level, communication, and student/teacher relationships.</p> <p>7</p>	<p>Conclusions, reflections, and/or insights convey a beginning understanding of the teacher candidate's learning in areas of tolerance, comfort level, communication, and student/teacher relationships.</p> <p>4 3</p>	<p>Conclusions, reflections, and/or insights convey a minimal understanding of the teacher candidate's learning in areas of tolerance, comfort level, communication, and student/teacher relationships.</p> <p>2</p>	<p>Conclusions, reflections, and/or insights is largely incomplete or superficial.</p> <p>1</p>

Numerical grade: 80 /100 = 80%

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

Student's Name: _____

Faculty Signature: Mark Gunning Date: December, 2010
 Professor: Mark Gunning

REMINDER: This Case Study is an APA Style report.