

Meets

ESTIMATION OF CHILD'S COMMUNICATION AGE						
Areas of Analysis	Below the Standard	Approaches the Standard	Meets the Standard			Exceeds the Standard
(1) Communication Age <u>ET</u> <u>Communicative MLU & Matrix & Stages of Communications</u> (select stage & explain why it was selected) <input type="checkbox"/> Compare all three findings	<input type="checkbox"/> Information on the child's stage of communication is extremely limited in scope.	<input type="checkbox"/> The stage of communication is described. Few examples support this conclusion	<input type="checkbox"/> The stage of communication is described with some examples present to support this conclusion.	<input type="checkbox"/> A full definition of the general stage of this child's communication is included comparing the three areas of analysis. An extensive description of the "cues" this child demonstrates from a communication stage is addressed with examples taken from the communication matrix	<input type="checkbox"/> Discrepancies between the three areas of analysis are discussed.	<input type="checkbox"/> A rationale has been included as to why these suggestions could assist the student increase meaningful communication.
	0 1	2	3 4 5 6	7		

SHORT TERM EXPECTATION						
Areas of Analysis	Below the Standard	Approaches the Standard	Meets the Standard			Exceeds the Standard
Short Term Expectations <input type="checkbox"/> 2 short term objectives <input type="checkbox"/> Rationale why objectives were chosen <input type="checkbox"/> How they would assist communication and/or QOL.	<input type="checkbox"/> Little information has been included to support a direction for changes in this child's communication.	<input type="checkbox"/> Short term expectation are described but in very general terms. <input type="checkbox"/> A cursory rationale is included.	<input type="checkbox"/> Short term expectations are identified. <input type="checkbox"/> A rationale for these suggestions has been included but how the changes will affect the student is not evident.	<input type="checkbox"/> Short term expectations are described in detail. <input type="checkbox"/> A rationale has been included as to why these suggestions could assist the student increase meaningful communication.		
	0 1	2 3	4 5 6	7		

EDUCATIONAL SUPPORTS/ COMMUNICATION PROGRAM - Worth Double Points						
Areas of Analysis	Below the Standard	Approaches the Standard	Meets the Standard			Exceeds the Standard
Next Steps: <input type="checkbox"/> Special equipment/materials <input type="checkbox"/> Assistive Technology <input type="checkbox"/> Describe the proposed communication instruction <input type="checkbox"/> Teaching strategies and detail of communication instr. (2 settings)	<input type="checkbox"/> Little information has been included to support changes in this child's educational program.	<input type="checkbox"/> Instructional strategies, communication systems, or intervention techniques are described but detail is lacking. <input type="checkbox"/> A cursory rationale is included.	<input type="checkbox"/> Instructional strategies, communication systems, or intervention techniques are described with adequate detail and encompass areas of both receptive and expressive communication. <input type="checkbox"/> A rationale for these suggestions has been included but how the changes will affect the student may not be evident.	<input type="checkbox"/> Instructional strategies, communication systems, or intervention techniques are described in detail and encompass areas of both receptive and expressive communication. <input type="checkbox"/> A rationale has been included as to how these suggestions could assist the student increase communication.		
	0 1	2 3	4 5 6	7		

Name: Orville Bushuessa

Analysis of Communication Part II

SPED 525

Dr. Dell

Derek Gustafson

Derek Gustafson

Dr. Dell

SPED 525

Part II

From what I could gather from the observations of this student, the student seems

to be at the differential action stage. At this stage a student will do something to get

something. For this student, what they do is subtle but seems to have a purpose such

looking at something or a noise and it is left up to the teacher to distinguish what exactly

this student wants. This student I feel is also at this level because the level before this has

to do with a person doing actions with no goal in mind, which I feel does not describe

this student. The stage after differential actions describes a student who has some sort of

language in which this student does not have any.

Throughout the observations I have noticed that this child has an ability to show

interest in other people. To do this the child will look at a person and then pending what

that are doing that is of interest the child may make a noise, a fast movement or a slower

movement and sometime this student may just stare at this person. To further this social

ability, a new goal for this child is to have this student begin to make attempts to attract

attention from someone in a socially acceptable manner.

From the observations, I noticed that this student can make some noises but

however this may not always be socially acceptable. A goal for this student will be to

attract attention in a subtle manner. A bell can be used to attract the attention. To teach

this, the student will need multiple opportunities for practice. After a year I would expect

this student to be able to hit the bell when they want to attract attention. The student is

they?

run-on sentence

no mention of the child's level of the goal

able to bit buttons that mean, "yes" or "no" so I feel as though this student will be able to

learn this new method of attract attention. *How about using an augmentative comm system that says "I like this" rather than "yes"*

Another goal for this student will be for this student to request more of an object. *bell? the*

The student has shown that they are somewhat able to request a new action or more of an *all send work but*

action so now the student will make a step to request more of an object. *the bell work but*

To help this student be able to attract attention that will be provided much practice *not consistent with other*

so they can learn to ring a bell when they want attention. This practice will take the help *Student's methods to draw attention*

of two aids and something that is of interest of the child. The teachers will have to speak *to draw attention*

with a parent or guardian to get an understanding as to what is interesting to the child. *attention*

For example, if picture books are of interest to child, to the point where if there is a

picture book in eyesight, this student wants to look at it then a picture book will be the

tool the teachers will use to help this student learn the new method of attracting attention.

The training will have to provide much practice for this child. One teacher will

have the book within eyesight of the student. Once the student takes notice of the

teacher, the other teacher, positioned behind the student will wait until they notice that

the student wants attention so the can see the book. Once the student begins to attempt to

get attention by making noises for example, the teacher behind the student will take the

students hand and hit the bell. This is when the teacher immediately comes over to the

students and asks the student "do you want to see the book?" From here the teacher will

show the student the book. This will have to be done with other objects besides a book

because after while the student will only think the bell represents a book when it actually

represents attention. For example, if there comes a time where the student needs

something, the teacher can ignore different attempts for attention until the students ring

you give your hand to attract attention with requesting a book

question to make parents to make good idea

*attention
to draw
methods
Student's
with other
not consistent
ringing so
the bell
work but
all send
bell? the*

the bell. This example however is for when the student is more advanced with this new tool.

The student will also learn to request more of an object. To do this one teaching method that can be used is partial or associated objects. Using partial or associated objects, the student will point to the desired object and they will then receive it immediately. When the student keeps on pointing to the desired object that will keep on receiving so they can eventually learn that this is a method of requesting more of something. This student I observed loves music. On a piece of paper can be a CD and some musical notes on one side and a blank square on the other side. When the student touches the music the teacher will play the music. The teacher will stop the music and then if the student starts to make some motions implying they want the music back on they will have the student or help the student to touch the CD on the paper again. From here the teacher will play the music again.

Another method to teach a student to request more of an object is to have the identical object on a paper in a square and then next to it an empty square. This identical object could be a snack food that the student likes. The teacher will place the students hand on the desired object and then immediately give the student the object. This will continue with other desired, identical objects. The teacher will have to practice with the student and the empty square as well. If the student chooses the empty square the teacher will have to get up and walk away the try again later.

you to
learn
how
to
comment
on
excellent

Meets

ACTIVITY #2	1	2	3	4	5	6	7	8
Description of Activity	Below the Standard		Approaches the Standard		Meets the Standard		Exceeds the Standard	
Activity is described including:	Description of the activity was missing key sections		Information was found but important information was missing. Some areas of analysis were weak in description.		The activity description includes all 4 areas		The activity description includes all 4 areas	
1. Location of lesson	Few examples were used to support analysis of the 4 areas		Many areas include limited description.		The level of description indicates a brief but adequate level of information		Each area analysis conveys an in-depth description of the four areas	
2. Individuals/students involved								
3. description of lesson								
4. objectives of lesson								
Task Analysis	1 2		3 4		5 6 7		8	
Task Analysis of Movements Activity	Below the Standard		Approaches the Standard		Meets the Standard		Exceeds the Standard	
#1 * Information is translated onto the motor table (balance, position, voluntary movement, efficiency/rate of movement)	Task Analysis conveys little understanding of balance, position, voluntary movement, efficiency of movement or rate of movement.		Task Analysis conveys a general understanding of the student's movement in most motor areas. Movements are described with limited detail. Information is presented on the child's areas of motor challenge, although the analysis is brief.		Task Analysis conveys an understanding of the student's movement in all motor areas. Movements are described correctly, with an overview of this child's areas of motor challenge.		Task Analysis conveys a strong understanding of the student's movement in all motor areas. Movements are described correctly, with enough detail to indicate a full image of this child's areas of motor challenge.	
Student Participation	1 2		3 4		5 6 7		8	
*Child's area of challenge	Below the Standard		Approaches the Standard		Meets the Standard		Exceeds the Standard	
balance, position, voluntary movement, efficiency/rate of movement is identified	This area conveys little understanding of the child's level of participation, areas of difficulty and modifications and accommodations appropriate for this child.		Child's level of participation is vague and not described in a clearly organized manner. General information is described on accommodations and modifications appropriate for this child.		Child's level of participation is described. Areas of difficulty are identified. Modifications/accommodations are described and address this child's areas of motor challenge. <i>not met in challenge</i>		Child's level of participation is described in full detail. Individual steps from the motor table were fully described in terms of difficult areas of motor movement. Summary of the key areas of motor difficulty were evident. Strength-based language is clearly evident.	
Teaching Strategies	1 2		3 4		5 6 7		8	
Descriptions of changes to improve the student's participation in the activity	Below the Standard		Approaches the Standard		Meets the Standard		Exceeds the Standard	
Change of position	Little information has been included to support changes in this child's educational program.		Teaching strategies, positional changes and additional accommodations are described but detail is lacking. A cursory rationale is included.		Teaching strategies, positional changes and additional accommodations are described with adequate detail. A rationale for these suggestions has been included but how the changes will affect the student is not evident.		Modifications and accommodations are described in detail and directly address this child's areas of motor challenge. Teaching strategies, positional changes and additional accommodations are described in detail. A rationale was included justifying how the suggestions could assist the student increase meaningful involvement.	
Change of materials								
Task/expectation								
Other change/teaching strategies								

Name: Mark Gustafson

Score: 60/71

Grade: 80

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SPED 525
Movement Analysis /
Paper 3

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Dr. Dell

SPED 525

November 23, 2008

This student is eight years old. She had a stroke on one half of her body which

has left her with a limited amount of mobility in her legs and arms which has led to her

have a more difficult time with performing gross motor skills on that half. This student

excels with gross motor skill on their other side. The student shows great enthusiasm for

practicing object manipulation skill like throwing with accuracy and catching.

This student also shows a great ability in getting from one place to another using a

set of stairs and holding onto a railing or the wall. With added practice this student's

balance and confidence with moving around can be increase so that a railing and a wall

may not always be necessary. The student has a great amount of motivation to practice

skills relating to balance and throwing and catching.

One activity I watched the student take part was simply a throwing and catching

activity with a large, soft ball. This activity took place in a stairwell with two other

students performing the same task. This is specific to the student's IEP in that the

student's goal is the ability to throw and catch an object. The student practices this skill a

lot in many different manners. The APE teacher is the one who throws and catches with

the students. The teacher will use different cues for the students such as "hands together"

and "point to you target" in terms of following through with her throw.

Adapted Physical Education (APE) (3) [unclear]

A few examples would help. 2 assist gross motor skills use only one arm?

One activity I watched the student take part was simply a throwing and catching activity with a large, soft ball. This activity took place in a stairwell with two other students performing the same task. This is specific to the student's IEP in that the student's goal is the ability to throw and catch an object. The student practices this skill a lot in many different manners. The APE teacher is the one who throws and catches with the students. The teacher will use different cues for the students such as "hands together" and "point to you target" in terms of following through with her throw.

from an [unclear]

at that time... [unclear]

Another activity the student did was to work on her balance goals, taken directly from her IEP. The activity had the student walking on buckets, from on bucket to the next. The buckets would be placed in different pathways to challenge the student. The student was having success with this in that she was able to complete it while holding the teacher's hand. Later the teacher explained to me that this is a big step for the student's confidence because before she would only stand on the buckets and never feel confident to take a step. This activity took place in the same stairwell with two other students in the class.

The student's throwing and catching activity went well for the student but there are times where she needed cueing and positive reinforcement to help keep her focused and on task. She was becoming efficient with the task when the cueing was there. With more practice the catching and throwing will no longer need cueing for the student. There are times where the student has a difficult time balancing their strength when throwing. Sometimes the ball would go to the teacher and other times the students will throw it too hard which overall effects the efficiency of the student's participation in the activity. In this situation the teacher would keep the student focused the target.

The lack of mobility on one side does make it difficult for the student to catch the ball. In order for this student to effectively catch the ball the student needs to bring their hands together and be ready for the ball to come to her. When the student does this she does have success with catching the ball. The teacher is the one who plays the catch game with this student so the ball does go to a spot on the student's arms where she is able to catch it. This helps the students learn the task better and gain confidence in the skill.

Handwritten notes:
- It would be a challenge for the student if presented right the student will use it as motivation to keep trying in these areas.
- I think it means the student has to hold onto the teacher's hand for extra balance. Since there is a lack of mobility on once this made shifting their weight somewhat more difficult. This activity is a great way for the student to build confidence on flat ground.

Handwritten note:
- change of focus.

Handwritten note:
- ok

Handwritten notes:
- The student has to hold onto the teacher's hand for extra balance. Since there is a lack of mobility on once this made shifting their weight somewhat more difficult. This activity is a great way for the student to build confidence on flat ground.

Handwritten note:
- why?

For the bucket activity, the student need to concentrate on balancing on one foot on a small surface and then moving their other foot the next buck. This activity takes into account balance, transitioning of wait and focus. In order for this student to be successful in this activity they had to hold onto the teachers hand for extra balance. Since there is a lack of mobility on once this made shifting their weight somewhat more difficult. This activity is a great way for the student to build confidence on flat ground.

The activities the child participated in were challenging for the student but they were able to effectively participate at the same time. One thing that was common in both activities was the student was able to gain confidence in both areas, which is key to the process of meeting goals in the IEP. If the student loses confidence early and takes on a feeling of not being able to do the skill, getting them out of that mind set is a new challenge on its own.

The activity was difficult but possible reinforcement kept the student trying to do the activity and keep getting better at it. It was challenging for the student but the challenge motivated the student to do better.

Other strategies that can be used to better teach this student is simply different varieties of what she has been doing to keep the student focused, on task, challenged and motivated. Instead of a catch game the student can have targets to throw at that are at different distances. This activity will have the same focus but not varying force is a challenge for the student. Another activity may include the student walking on top of the buckets and then throwing an object once at the last bucket. This is now incorporating both areas. This would be a challenging activity but if presented right the student will use it as motivation to keep trying in these areas.

Analysis of Motor Activities

Task Analysis of Movement	Balance	Position	Voluntary Movement & Efficiency	Rate of Movement
1. Leave classroom and walk down the hall	The student had to use the hall in the hallway to hold onto while she made her way down the hall	She was close to the wall with her hand on the wall for most of the time.	When she approached the stairs she wait until everyone had gone so she can use the railing and no one has to wait behind her. <i>ok</i>	She was slow going down the stairs, one hand on the rail at all times and one step at a time.
2. Stretching before class	Standing in one place she has good balance. When bending over to touch her toes, teacher holds her waist just in case	Standing straight up in one place.	The student does not like the stretches. She tell the teacher she cannot do them and they hurt. The teacher continues with the stretches but with less stretch. <i>slow moving not like the teacher, but it's better for her. why she is doing this.</i>	The rate is even with the rest of the class.
3. Catching the large object	She has good balance in that she stands in once place with her hands out	The student stands in one place with her hands out ready to catch the object thrown by the APE teacher.	The student has a slow reaction time to grasping the object when it is coming to her. ✓	Slow reaction to the ball coming
4. Throwing the large object	Balance is off, student seems to have trouble balance a weight transition from side to side, slight stumble after the release.	Student is standing in one spot a few feet from the APE teacher.	The student is able to throw the object back to the teacher after teacher cues the student to follow through and point to the target (APE teacher).	She moved efficiently with this activity
5. Picking up the large object	The student is slow to get down the group and pick up the ball.	Low to the ground, one leg flared out as opposed to the being bent. ✓	The movement was shaky, she seemed unsure on not confident in this movement.	Slowly getting low to the group and back up

Analysis of Motor Activities

6. Standing up after picking up object	Student is shaky and holds on to a near by wall to help herself up.	The student holds on to the wall while she stands her self up.	This was a voluntary movement but is took sometime for her to do it comfortably	This was slow movement for the student
Task Analysis of Movement	Balance	Position	Voluntary Movement & Efficiency	Rate of Movement
7. Stepping up to the bucket	The student to their time with this movement, did not seem comfortably balanced.	Held the teachers hand	Stood on the bucket, brought the other foot next to the first foot and help the teachers hand	This was a slow movement, the student seemed hesitant.
8. Stepping down from the bucket	The student did not seem balanced with this movement, holding teachers hand, moving slowly	Knees bent slightly holding teachers hand	Holding the teachers hand and somewhat unsteady	This was slow movement with her first foot but faster once one foot was on the ground.
9. Stepping to the next bucket	The student was not balanced, holding tightly to the APE teachers hand	Leaning to far on the planted foot while the next foot makes way to the next bucket.	This movement was done well and efficient while holding on to the teacher's hand.	Slowly and hesitant
10. bringing back foot to next bucket	Holding onto the teachers hand leaning forward and unbalanced.	Leaning forward and knees bent, holding teachers hand	Student could do this activity efficiently while holding teacher's hand	This movement was slow and student was hesitant
11. Stepping up onto bucket, one foot on one bucket	Student is unbalanced, holds teacher's hand and brings one leg up to a bucket	One leg bent, leaning on opposite leg, while holding teacher's hand.	The student did this somewhat efficiently but seem uncomfortable and hesitant.	Slow and hesitant
12. 2 nd foot following up onto the other	Movement was unbalanced, balance was too far back while bringing that foot up to the	Hunched over clinching on to the teacher's hand	This movement was efficient with the assistance of the teacher. The student seems un	Slow and hesitant. Student seems nervous

Analysis of Motor Activities

bucket	bucket		sure of these movement since she is new to it.	
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PROFESSIONALISM OF PAPER

	1 Below the Standard	2 Approaches the Standard	3 Meets the Standard	4 Exceeds the Standard
Grammar/ Mechanics	<input type="checkbox"/> Greater than 6 areas are noted below	<input type="checkbox"/> Writing skills convey information but has errors noted below detract from clarity of expression	<input type="checkbox"/> Good writing skills <input type="checkbox"/> some errors are noted below	<input type="checkbox"/> Excellent writing skills <input type="checkbox"/> Paper is organized and looks professional
	And Presentation of Paper	<input type="checkbox"/> Ideas are difficult to follow in some areas <input type="checkbox"/> non-professional language is used <input type="checkbox"/> Margins/Line spacing irregular	<input type="checkbox"/> 3-4 errors of grammar/spelling <input type="checkbox"/> Run-on sentences used <input type="checkbox"/> Sentence Fragments used <input type="checkbox"/> Font size is too small or too large for professional look <input type="checkbox"/> Areas of paper are not clearly defined using headers <input type="checkbox"/> Sections not clear	<input type="checkbox"/> Inconsistent use of past/present/future tenses within a paragraph <input type="checkbox"/> Pages are not numbered <input type="checkbox"/> Page breaks occur in odd places
DESCRIPTION OF THE STUDENT				
Areas of Analysis	1 2 Below the Standard <input type="checkbox"/> Information was not found in these areas	3 4 Approaches the Standard <input type="checkbox"/> Information was found but described with a limited detail. <input type="checkbox"/> Information was found but important information was missing. Some areas of analysis were weak in description. <input type="checkbox"/> One or more areas of analysis (age, diagnosis, etc.) were not included or described	5 6 7 Meets the Standard <input type="checkbox"/> Information reflects an overview with details provided in all areas identified (age, diagnosis, etc.) <input checked="" type="checkbox"/> Content includes adequate information and details but overall description is somewhat limited.	8 Exceeds the Standard <input type="checkbox"/> This section provides an excellent overview of the student, describing all areas identified in detail <input type="checkbox"/> Technical information is provided with descriptions to assist in understanding. <input type="checkbox"/> All information is presented in strength-based language
Student:	<input type="checkbox"/> Child's age <input type="checkbox"/> Physical diagnosis and how it affects the student <input checked="" type="checkbox"/> Additional disabilities and how they affect the student <input type="checkbox"/> Child's strengths (1-2 paragraphs) <input type="checkbox"/> Child's areas of challenge (1-2 paragraphs)			

NAME: Kyle Grantson

ACTIVITY #1	Description of Activity	1 2	3 4	5 6 7	8
<p>Description of Activity is described including:</p> <ol style="list-style-type: none"> 1. location of lesson 2. individuals/students involved 3. description of lesson 4. objectives of lesson 	<p>Below the Standard</p> <p>Description of the activity was missing key sections</p> <p>Few examples were used to support analysis of the 4 areas</p>	<p>Approaches the Standard</p> <p>Information was found but important information was missing. Some areas of analysis were weak in description.</p> <p>Many areas include limited description</p>	<p>Meets the Standard</p> <p>The activity description includes all 4 areas</p> <p>The level of description indicates a brief but adequate level of information</p>	<p>Exceeds the Standard</p> <p>The activity description includes all 4 areas</p> <p>Each area analysis conveys an in-depth description of the four areas</p>	
<p>Task Analysis of Movements Activity #1 * Information is translated onto the motor table (balance, position, voluntary movement, efficiency/rate of movement)</p>	<p>Below the Standard</p> <p>Task Analysis conveys little understanding of balance, position, voluntary movement, efficiency of movement or rate of movement.</p>	<p>Approaches the Standard</p> <p>Task Analysis conveys a general understanding of the student's movement in most motor areas. Movements are described with limited detail.</p> <p>Information is presented on the child's areas of motor challenge although the analysis is brief.</p>	<p>Meets the Standard</p> <p>Task Analysis conveys an understanding of the student's movement in all motor areas.</p> <p>Movements are described correctly with sufficient detail to indicate an overview of this child's areas of motor challenge.</p>	<p>Exceeds the Standard</p> <p>Task Analysis conveys a strong understanding of the student's movement in all motor areas.</p> <p>Movements are described correctly, with enough detail to indicate a full image of this child's areas of motor challenge.</p>	
<p>Student Participation *child's area of challenge (balance, position, voluntary movement, efficiency/rate of movement) is identified</p>	<p>Below the Standard</p> <p>This area conveys little understanding of the child's level of participation, areas of difficulty and accommodations appropriate for this child.</p>	<p>Approaches the Standard</p> <p>Child's level of participation is vague and not described in a clearly organized manner.</p> <p>General information is described on accommodations and modifications appropriate for this child.</p>	<p>Meets the Standard</p> <p>Child's level of participation is described</p> <p>Areas of difficulty are identified</p> <p>Modifications/accommodations are described and address this child's areas of motor challenge</p>	<p>Exceeds the Standard</p> <p>Child's level of participation is described in full detail</p> <p>Individual steps from the motor table were fully described in terms of difficult areas of motor movement</p> <p>Summary of the key areas of motor difficulty were evident</p> <p>Sargath-based language is clearly evident</p>	
<p>Teaching Strategies</p> <p>Descriptions of changes to improve the student's participation in the activity</p> <ul style="list-style-type: none"> • Change of position • Change of materials • Change of task/expectation • Other changes/teaching strategies 	<p>Below the Standard</p> <p>Little information has been included to support changes in this child's educational program.</p>	<p>Approaches the Standard</p> <p>Teaching strategies, positional changes and additional accommodations are described but detail is lacking.</p> <p>A cursory rationale is included.</p>	<p>Meets the Standard</p> <p>Teaching strategies, positional changes and additional accommodations are described with adequate detail.</p> <p>A rationale for these suggestions has been included but how the changes will affect the student is not evident.</p>	<p>Exceeds the Standard</p> <p>Modifications and accommodations are described in detail and directly address this child's areas of motor challenge.</p> <p>Teaching strategies, positional changes and additional accommodations are described in detail.</p> <p>A rationale was included justifying how the suggestions could assist the student increase meaningful involvement</p>	