



Viterbo University

EDUC 615 and Treatment of Students With Cognitive Disabilities Case Study

Educator: Krissy Norgaard

| | |
|--|--|
| Name: <u>GW</u> | School: <u>Chilada</u> |
| Birthdate: <u>8/24/94</u> | Grade: <u>12+</u> |
| Academic Area of Disability: <u>Autism & Moderate Mental Retardation</u> | Receiving Special Education Services: <u>yes 100% of day</u> |

REASON FOR INTERVENTION
Source of Information Provided/Obtained
from: Case manager, file, teacher

| | |
|--|-----------|
| A. Cognitive Disability | <u>✓</u> |
| B. Multiple Disabilities | <u>NA</u> |
| C. Physical Aggression | <u>✓</u> |
| D. Threat to Self | <u>✓</u> |
| E. Threat to Others | <u>✓</u> |
| F. Listening Comprehension Problems | <u>✓</u> |
| G. Time on Task Problems | <u>✓</u> |
| H. Verbal Communication Concerns | <u>✓</u> |
| I. Poor Attitude Toward Self or Peers | <u>NA</u> |
| J. Poor Attitude Toward School | <u>✓</u> |
| K. Lack of Interest in Social Interactions | <u>✓</u> |

Comments:

CASE HISTORY
Source of Information Provided/Obtained
from: Case manager, file, teacher

| | |
|---------------------------|--|
| A. Birth Data: | |
| Apparently Typical: | <u>✓</u> |
| Other: | |
| B. Developmental History: | |
| Apparently Typical: | <u> </u> |
| Other: | <u>Typical until age 2 1/2 - started losing skills, banging head, throwing items</u> |
| C. Medical History: | |
| Apparently Typical: | <u>✓</u> |
| Eyesight Concerns: | <u>NA</u> |
| Specifically: | |
| Hearing Concerns | <u>NA</u> |
| Specifically: | |
| On Medications: | <u>✓</u> |
| Specifically: | <u>Risperdal, tenex, clonazepam, miralax</u> |
| Physical Impairments | <u>NA</u> |

Comments:

EDUCATIONAL HISTORY

Using an Individualized Learning Plan

Specifically: IEP, individualized/functional Curriculum

Attitude Toward School – Generally:

A) Good B) Average C) Poor

Comments:

On Grade Level Achievements/Grades N/A

Specifically:

Attitude – About Self

A) Good B) Average C) Poor

Comments:

Below Grade Level Achievements/Grades

Specifically:

Retained a Grade N/A

Specifically:

Subjects Likes: dislikes all academic work

Attended More Than One School

Specifically:

Subjects Dislikes:

out of home placement 8 months in 2005
group home (different school) 2005-2007
home school 2007-2009
Chillicothe 2009-present

FAMILY HISTORY

Lives With: Residential Care Center
CBRF (Community Based Residential Facility)

Number of Siblings (M/F) and Ages:

1 Older Sister (Age unknown)

Relationship to Care Givers:

Apparently Typical:

Comments:

typical for a person who has autism,
doesn't show much affection

Relationship to Siblings:

Apparently Typical:

Comments:

unknown

BEHAVIOR DURING ASSESSMENT or INSTRUCTION AND LIMITATIONS OF RESULTS

Age/grade Appropriate

Showed Evidence of Anxiety

Difficulty Understanding English

Refused to Cooperate

Possible Vision Problems

Possible Hearing Problems

Difficulties with Test That Would Effect
Reliability/Validity of Test Results

Comments (specific/cite examples):

Required 1:1 Assistance to Complete Tasks

often has lack of focus & rushes
through the work to get done.
He will say "all done" multiple times
throughout a lesson

LIST AREAS OF STRENGTHS AND NEEDS OF STUDENT:

Strengths:

- memorization
- focus on high-interest activities

Specific Needs:

- motivation
- time on task
- reading
- focus on low-interest activities
- staying in seat

Comments: 2-3 sentences

GW has the ability to make progress on reading & following directions, but lacks motivation & ability to sit & focus for long periods of time. He has great memorization skills & learns well with repetition.

ASSESSMENTS:

You are required to use and document student progress with a minimum of two assessment tools. Each assessment tool must assess a baseline and monitor the progress that the student makes in two separate developmental, social, or academic areas. You will need to provide documentation and data for both.

Formal Assessments Used With Student:

Informal Assessments Used With Student:

1. Observation & data collection of the ability to follow rules & meet expectations at opening meeting. Documents level of prompting necessary
 2. Read a list of 30 words from the Edmark Reading Program
- * Reading list & data sheets attached

Opening Meeting Assessment and Data Collection

Pre-Assessment

| | | | | | | | | | | |
|--|----------------------------|-----|-----|-------|---|------|-----------------------|------|------|------|
| | 4/4 | 4/7 | 4/9 | 4/11 | 4/14 | 4/16 | 4/17 | 4/22 | 4/24 | 4/29 |
| Come to the table and sit in chair with one prompt | I | I | V | ✓ | V ^{top} V ^{2 prompts} | I | V x 2 | I | I | I |
| Sit at table for entire opening meeting | B (75% of time) | + I | + I | V & P | V & P | I | V getting on table | I | I | I |
| Keep hands to self (no touching other students or staff) | - | + I | + I | V | V & P | I | I | I | I | ✓ |
| Answer questions when asked (verbal or using icons) | ✓ | + I | + I | I | I | I | V | V | I | I |
| Quiet voice when others are talking | - | V | V | ✓ | ✓ | I | ✓ | V | ✓ | ✓ |
| Total I: | 1/5 | 4/5 | 3/5 | 1/5 | 1/5 | 5/5 | 1/5 | 3/5 | 4/5 | 3/5 |

I: independent
 V: verbal prompt
 G: gestural prompt
 P: physical prompt/assistance
 R: refused
 N/A: task not attempted

+ -

Opening Meeting Assessment and Data Collection

Post-assessment

| | | | | | | | | | | | | | | | | | | | |
|--|------|-----|-----|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|
| | 4/30 | 5/6 | 5/7 | | | | | | | | | | | | | | | | |
| Come to the table and sit in chair with one prompt | I | I | I | | | | | | | | | | | | | | | | |
| Sit at table for entire opening meeting | I | I | I | | | | | | | | | | | | | | | | |
| Keep hands to self (no touching other students or staff) | I | V | I | | | | | | | | | | | | | | | | |
| Answer questions when asked (verbal or using icons) | V | V | V | | | | | | | | | | | | | | | | |
| Quiet voice when others are talking | I | V | I | | | | | | | | | | | | | | | | |

4/5

3/5

4/5

I: independent
 V: verbal prompt
 G: gestural prompt
 P: physical prompt/assistance
 R: refused
 N/A: task not attempted

Reading Assessment

| | 4/4 pre-assessment | 4/15 | 4/24 | 5/6 | 5/8 post-assessment | | |
|----------|-----------------------|------|------|--------------|------------------------|--|--|
| Horse | + | + | + | + | + | | |
| A | + | + | + | + | + | | |
| Car | + | + | + | + | + | | |
| Yellow | + | + | + | + | + | | |
| See | + | + | + | + | + | | |
| Ball | + | + | + | + | + | | |
| And | + | + | + | + | + | | |
| Fish | + | + | + | + | + | | |
| Boy | + | + | + | + | + | | |
| I | + | + | + | + | + | | |
| Airplane | + | + | + | + | + | | |
| The | - | - | - | - | + | | |
| Girl | - | - | - | + | + | | |
| Little | + - | + | + | + | + | | |
| In | + | + | + | + | + | | |
| Box | + | - | + | + | + | | |
| Green | + | + | + | + | + | | |
| Put | + | + | + | + | + | | |
| Chicken | - | - | - | - | - | | |
| With | - | - | - | - | - | | |
| Apple | - | - | - | - | - | | |
| Is | + | + | + | + | + | | |
| Big | - | - | - | + | + | | |
| Spoon | - | - | - | - | - | | |
| My | - | - | - | + | + | | |
| Pencil | - | - | - | - | - | | |
| Red | - | - | - | - | - | | |
| Banana | - | - | - | - | - | | |
| Cow | - | - | - | - | - | | |
| Find | - | - | - | - | - | | |

16/30

16/30

17/30

20/30

21/30

* assessment /progress monitoring reading list

horse

box

a

green

car

put

yellow

chicken

see

with

ball

apple

and

is

fish

big

boy

spoon

I

my

airplane

pencil

the

red

girl

banana

little

cow

in

find

DAILY REFLECTION:

After each instructional session with the student, briefly reflect upon that session. Consider the success of each lesson, instructional strategies used, and recommendations for the next instructional session. Be specific and cite examples.

Date: 4/7 (10 minutes)

Objective: Sit appropriately at opening meeting & participate.

Lesson Overview: We worked on greetings, date, weather, feelings, letter of the day, & answer the question "what's your favorite class?" & listen to a short story I See a Farm

Reflection:

GW did an excellent job during opening! He only required verbal prompting for participation & verbal reminders for a quiet voice. He did not attempt to leave the table. His energy level seemed a little lower than usual, so that seemed to help him stay calm for the entire meeting. He helped read some words in the story when verbally prompted (using picture support)

DAILY REFLECTION:

After each instructional session with the student, briefly reflect upon that session. Consider the success of each lesson, instructional strategies used, and recommendations for the next instructional session. Be specific and cite examples.

Date: 4/7 (16 minutes)

Objective: Read the words horse, a, and ~~yellow~~ car

Lesson Overview: We used the Edmark Reading Program Lessons 1-3. Lesson one was a review (horse), lessons 2-3 (a & car) were new.

Reflection:

He sat at the table with one verbal prompt. He got all correct in lesson 1. In lessons 2 & 3 he got 1 & 2 words wrong. The questions ~~were~~ that he got wrong was when he had to choose the word out of 3 choices. When he just needed to read the word, he got it correct. Next time it may be better to give him a break between each lesson - he wasn't

Reproduce this page as often as necessary to document each instructional session.

as focused near the end of our work time.

DAILY REFLECTION:

After each instructional session with the student, briefly reflect upon that session. Consider the success of each lesson, instructional strategies used, and recommendations for the next instructional session. Be specific and cite examples.

Date: 4/9 (10 minutes)

Objective: Sit & participate appropriately for opening meeting

Lesson Overview: greetings, feelings, date, weather, question - favorite soda, listen to story Cheese

Reflection:

He required a verbal prompt to sit at the table. He had vocalizations throughout the meeting & needed verbal prompts for a quiet voice. He sat for the entire meeting. He answered the question "What is your favorite soda?" using an icon & verbalized it. He was very engaged in the story today. I want to continue using stories like today - short, but has a story line & good pictures.

DAILY REFLECTION:

After each instructional session with the student, briefly reflect upon that session. Consider the success of each lesson, instructional strategies used, and recommendations for the next instructional session. Be specific and cite examples.

Date: 4/9 (7 minutes (including a break))

Objective: Read the words a, car, yellow

Lesson Overview: Edmark Reading Program lessons 2-4
2-3 - Review (a & car) 4 - new (yellow)

Reflection:

He did very well on the review lessons. He got them all correct. After lesson 2 I asked if he wanted more or a break. He chose a break. After about a 1 minute break he did lesson 3. He only got one wrong & I believe it was because he was trying to choose the word before I finished the question.

Reproduce this page as often as necessary to document each instructional session.

DAILY REFLECTION:

After each instructional session with the student, briefly reflect upon that session. Consider the success of each lesson, instructional strategies used, and recommendations for the next instructional session. Be specific and cite examples.

Date: 4/11 (10 min)

Objective: Sit & participate appropriately for opening meeting

Lesson Overview: greetings, date, weather, season, feelings, favorite drink, listen to story

Reflection: He needed multiple verbal prompts to stay in his seat. A hand on his shoulder seemed to help him stay seated. He also needed verbal reminders to have a quiet voice & wait his turn to answer questions. He appears to struggle with opening meeting more when he doesn't have a preferred staff with him (like today)

DAILY REFLECTION:

After each instructional session with the student, briefly reflect upon that session. Consider the success of each lesson, instructional strategies used, and recommendations for the next instructional session. Be specific and cite examples.

Date: 4/10 (6 minutes)

Objective: Read the words yellow, & see

Lesson Overview: Edmark Reading Program lesson 4-5 4-Review (yellow) 5-new (see)

Reflection:

He got all the questions correct for the word yellow (Review). He missed 'see' 3 times. Every time he got it wrong it was a question when he needed to pick the word out of 3 choices. Lesson 5 also included a picture to word match putting the pictures of cars & horses next to the correct word. He missed

one (car) out of 8:

DAILY REFLECTION:

After each instructional session with the student, briefly reflect upon that session. Consider the success of each lesson, instructional strategies used, and recommendations for the next instructional session. Be specific and cite examples.

Date: 4/14 (10 min)

Objective: Sit & participate appropriately for opening meeting

Lesson Overview: greetings, feelings, days of the week, date, weather, seasons, answer "what is your favorite class," listen to In the Sea story.

Reflection:

He had a difficult time staying in his seat today. When he was prompted to stay seated, he was physically aggressive toward his staff. He was able to stay at the meeting, but staff kept their hand on his shoulder to remind him to stay in his seat. He independently answered the questions & helped read the story by naming the animals on each page.

DAILY REFLECTION:

After each instructional session with the student, briefly reflect upon that session. Consider the success of each lesson, instructional strategies used, and recommendations for the next instructional session. Be specific and cite examples.

Date: 4/15 (10 min)

Objective: Read the words see, ball, and

Lesson Overview: Edmark Reading Program, Lessons 5-7
5-Review (see) 6-7-new (ball and)

Reflection:

He missed one (see) on the review. He got all the picture to word activity questions correct. He got all questions correct on the new lessons. I also did a progress monitoring assessment - he got the same amount correct as baseline. Although he got all words

Reproduce this page as often as necessary to document each instructional session.

correct that we've worked on so far.

DAILY REFLECTION:

After each instructional session with the student, briefly reflect upon that session. Consider the success of each lesson, instructional strategies used, and recommendations for the next instructional session. Be specific and cite examples.

Date: 4/16 (10 min)

Objective: Sit & participate appropriately at opening meetings

Lesson Overview: greetings (teacher & one peer), feelings, date, weather, answer question "what do you do for fun?" listen to story I am.

Reflection:

He did a fantastic job today! He completed all expectations independently. I think it helped that we only had 4 students today & 3 adults. He helped me read the verbs in the story. When the other students return I will try & give him more space so he's not so overwhelmed with people - maybe he will do well like he did today

DAILY REFLECTION:

After each instructional session with the student, briefly reflect upon that session. Consider the success of each lesson, instructional strategies used, and recommendations for the next instructional session. Be specific and cite examples.

Date: 4/16 (15 min)

Objective: Read the words ball, & and, & fish.

Lesson Overview: Edmark Reading Program lessons 6-8 (6 & 7 Review (ball, and), & new (fish))

Reflection:

We completed the review lessons (ball, and) he got all correct on the ball lesson & missed one on the and lesson. During his break he wet his pants so we were unable to finish. Next time ~~we will~~ we will work on the same lessons since

we couldn't complete this one.

DAILY REFLECTION:

After each instructional session with the student, briefly reflect upon that session. Consider the success of each lesson, instructional strategies used, and recommendations for the next instructional session. Be specific and cite examples.

Date: 4/17 (10 min)

Objective: Sit & participate appropriately at opening meeting

Lesson Overview: greeting, feelings, weather, date, answer question "What's your favorite color?" Listen to story Sharks

Reflection: My theory about less students increasing appropriate behavior was not correct. Today we only had 3 students & GW was having a difficult time. He needed 2 verbal prompts to come to the table. He got up once from his seat & needed a verbal prompt to sit down. He independently kept hands to himself, but needed prompting to answer the question & have a quiet voice.

DAILY REFLECTION:

After each instructional session with the student, briefly reflect upon that session. Consider the success of each lesson, instructional strategies used, and recommendations for the next instructional session. Be specific and cite examples.

Date: 4/17 (8 min)

Objective: Read the words and fish

Lesson Overview: Edmark Reading Program Lessons 7 & 8
7-Review (and) 8-New (fish). Both lessons had word recognition & picture match.

Reflection:

He got both sections of Lesson 7 (and) all correct. For Lesson 8 (fish) he missed the word and twice. During the picture match he was able to correctly match the words to pictures (even with color descriptors - yellow ball). He inserted "yellow" when it wasn't there a

Reproduce this page as often as necessary to document each instructional session. Couple times.

DAILY REFLECTION:

After each instructional session with the student, briefly reflect upon that session. Consider the success of each lesson, instructional strategies used, and recommendations for the next instructional session. Be specific and cite examples.

Date: 4/22 (10 min)

Objective: Sit & participate appropriately at opening meeting

Lesson Overview: greeting, feelings, date, weather answer question "What is your favorite sport?" listen to story Puppies

Reflection: He came to the table & sat for the entire meeting independently. He needed a verbal prompt to answer the question. He had a hard time focusing on the story - he needed verbal reminders to have a quiet voice. I think it's because the story was longer than usual.

DAILY REFLECTION:

After each instructional session with the student, briefly reflect upon that session. Consider the success of each lesson, instructional strategies used, and recommendations for the next instructional session. Be specific and cite examples.

Date: 4/22 (6 min)

Objective: Read the words fish & boy

Lesson Overview: Edmark Reading program lessons 8 & 9
8 - Review (fish) 9 - New (boy)

Reflection: He got all the words correctly on the review lesson (fish). He got 2 wrong on the new lesson. Although the words he missed were old words (and & ball). I've noticed he struggles when there is another word introduced that starts w/ the same letter as an old word

Reproduce this page as often as necessary to document each instructional session. (ball & boy)

DAILY REFLECTION:

After each instructional session with the student, briefly reflect upon that session. Consider the success of each lesson, instructional strategies used, and recommendations for the next instructional session. Be specific and cite examples.

Date: 4/24/14 (10 min)

Objective: sit & participate appropriately at opening meeting

Lesson Overview: greeting, date, weather, season, feelings, answer question "What is your favorite animal?" listen to story Kittens

Reflection:

He did very well today. I have seen a nice increase in independent behaviors/activities at opening meeting. He sat at the table & stayed seated without prompting. The only issue during the meeting was that he was talking when it was not his turn - but stopped with a verbal prompt.

DAILY REFLECTION:

After each instructional session with the student, briefly reflect upon that session. Consider the success of each lesson, instructional strategies used, and recommendations for the next instructional session. Be specific and cite examples.

Date: 4/24 (7 min)

Objective: Read the words boy & I and progress monitor

Lesson Overview: Edmark Reading Program lessons 9 & 10 9 - review (boy) 10 - New (I), Progress monitoring assessment

Reflection:

He continues to mix up boy & ball. He missed 3 words in Review of lesson 9 (ball twice & and once). In the new lesson he missed the word and twice. He continually struggles with and & ball. I would like to do some supplemental work for those words. On the assessment he got 17/30. He

Reproduce this page as often as necessary to document each instructional session. (correctly read all the words we've completed lessons for.

DAILY REFLECTION:

After each instructional session with the student, briefly reflect upon that session. Consider the success of each lesson, instructional strategies used, and recommendations for the next instructional session. Be specific and cite examples.

Date: 4/29 (10 minutes)

Objective: sit & participate appropriately at opening meeting

Lesson Overview: ^{meeting} greeting, date, feelings, weather question "What is your favorite color?" Listen to Nice & Nice song

Reflection:

We had a tornado drill right before opening meeting so everyone was a little off. He came & sat at the table independently, but he was trying to touch other students & was making faces at them. He was not very responsive to verbal prompts - he continued to disrupt the meeting.

DAILY REFLECTION:

After each instructional session with the student, briefly reflect upon that session. Consider the success of each lesson, instructional strategies used, and recommendations for the next instructional session. Be specific and cite examples.

Date: 4/29 (7 minutes)

Objective: Read the words I & airplane

Lesson Overview: Edmark Reading Program lessons 10 & 11 - Review (I) 11 - New (airplane), supplemental ~~was~~ section on "and"

Reflection:

He got all the words correct in the review lesson. He missed I & ball in the new lesson. He missed "I" when he was reading a sentence - he just eliminated it. For the supplemental section we did an activity where he read the word and, built it using vetro letters, then write it using a

dry erase marker. He did well - but needed assistance with the writing.

DAILY REFLECTION:

After each instructional session with the student, briefly reflect upon that session. Consider the success of each lesson, instructional strategies used, and recommendations for the next instructional session. Be specific and cite examples.

Date: 4/30 (10 min)

Objective: sit & participate appropriately at opening meeting

Lesson Overview: greeting, feelings, date, weather, question "What do you like to do for fun?" listen to Sharks.

Reflection:

He came & sat at the table independently. He kept his hands to himself & had a quiet & voice. He did a really nice job today. It was a smaller group - which may have contributed to his good behavior. He enjoyed helping read the story - naming parts of the shark.

DAILY REFLECTION:

After each instructional session with the student, briefly reflect upon that session. Consider the success of each lesson, instructional strategies used, and recommendations for the next instructional session. Be specific and cite examples.

Date: 4/30 (10 min)

Objective: Read the words airplane & the

Lesson Overview: Edmark Reading Program lessons 11 & 12
11 - Review (airplane), 12 - new (the). Both lessons included word recognition & picture match

Reflection:

In lesson 11 he missed one word (boy) in the word recognition. He missed boy & ball in the picture match, but got the right when prompted to try again. In lesson 12 he missed 'the' 3 times. He could choose it out of 3 word choices, but when prompted to read it he would say "tee".

Reproduce this page as often as necessary to document each instructional session.

He may need some additional work on the "th" sound.

DAILY REFLECTION:

After each instructional session with the student, briefly reflect upon that session. Consider the success of each lesson, instructional strategies used, and recommendations for the next instructional session. Be specific and cite examples.

Date: 5/6/14 (10 min)

Objective: Set & participate appropriately at opening meeting

Lesson Overview: greeting, date, weather, feelings, answer question "what color is your shirt?" Listen to Crocodiles

Reflection: He had a difficult time keeping a quiet voice during meeting. He kept trying to touch & talk to his staff. The staff needed to give many verbal reminders. He did help identify some pictures during the story - but wasn't very focused. I was gone yesterday & they didn't do opening meeting. I think that threw off his routine a little.

DAILY REFLECTION:

After each instructional session with the student, briefly reflect upon that session. Consider the success of each lesson, instructional strategies used, and recommendations for the next instructional session. Be specific and cite examples.

Date: 5/6/14

Objective: Read the words the & girl

Lesson Overview: Edmark Reading program lessons 12 & 13
12-Review (the) 13-new (girl), progress monitoring assessment.

Reflection:

In lesson 12 he missed "the" 2 times pronouncing it as "tee". When I prompted him to try again, he got it correct. In lesson 13 he missed "the" 2 times & girl & boy once. He was able to self-correct all of them when prompted to try again. He got 20/30 words correct on the assessment (3 more than last time)

Reproduce this page as often as necessary to document each instructional session. than last time)

DAILY REFLECTION:

After each instructional session with the student, briefly reflect upon that session. Consider the success of each lesson, instructional strategies used, and recommendations for the next instructional session. Be specific and cite examples.

Date: 5/7/14 (10 min)

Objective: sit & participate appropriately at opening meeting

Lesson Overview: greeting, feelings, date, weather, answer question "what are your favorite chips?" Listen to The Nose Book

Reflection:

He did great today! Another student was very disruptive & talking the whole meeting but GW remained quiet & focused. He seems to have a good understanding of the meeting expectations this week.

DAILY REFLECTION:

After each instructional session with the student, briefly reflect upon that session. Consider the success of each lesson, instructional strategies used, and recommendations for the next instructional session. Be specific and cite examples.

Date: 5/8 (8 min)

Objective: Read the words girl & little

Lesson Overview: Edmark Reading program lessons 13 & 14
13 Review (girl) 14 new (little). Lesson 13 also includes picture match

Reflection:

He mispronounced the as "tee" once in each lesson. He self corrected & then got it right the next time it was presented. He missed "girl" in the picture match. He was looking at the pictures & guessing words rather than reading the word. He stood up 3 different times during the lesson & said all done, but sat down &

Reproduce this page as often as necessary to document each instructional session.

Continued when prompted.

STUDENT AT A GLANCE

Based upon the data acquired during the Case Study, complete the Student at a Glance form.

Name: GW

School: Chileda

Birthdate: 8/24/94

Grade: 12+

Academic Area of Disability: Autism & Moderate
Mental Retardation

Receiving Special Education Services: yes 100%
of day

Areas of Academic Strengths:

- memorization
- pre-vocational tasks
- counting

Areas of Social Strengths:

- appropriate greeting & interaction with staff

Motivators:

- breaks
- sensory toys
- edibles
- music

Areas of Academic Concerns:

- reading/phonics
- time on task
- handwriting
- adding & subtracting

Areas of Social Concerns:

- physical aggression to peers

Discouragers:

- long periods of work with no break
- new/difficult work

Goals:

- Increase time on task in reading & math
- write first & last name legibly
- Read 100 sight words

Program Modifications or Specially Designed Instruction:

- Individually designed curriculum aligning to the Common Core Standards, focusing on functional & independent skills
- has a positive behavior support plan in place

Additional Information:

- Rapport with staff is essential - behaviors are much more frequent with new staff
- does well when offered choices "Do you want more reading or take a break first?"
- When he gets overwhelmed taking a break in a relaxation room helps him calm down.

CASE STUDY REFLECTION:

Reflect upon your Case Study experience. Describe your professional growth. Consider describing your assessment practices before-during-and after the Case Study experience. Be specific and cite examples.

attached

**Mail all Case Study materials to Jeannette Armstrong, 900 Viterbo Drive-MRC 441, La Crosse WI, 54601
If you would like materials returned to you, include an addressed/stamped envelope
Due May 23, 2014**

Armstrong: Spring 2014

Case Study Reflection

I experienced a lot of professional growth over the course of the case study experience. Before the case study, I didn't do daily reflection, consistent progress monitoring, or fully explain and reinforce classroom expectations. Although I have learned in many of my classes the value of daily reflection, I haven't put it into practice. I just assumed it would be extra work and take up time that I didn't have. Before this case study I wasn't using consistently using progress monitoring. I collect data on a daily basis, but I haven't been using an assessment to monitor progress every week. I also haven't been explaining the expectations of the classroom on a daily basis. I have been assuming that students know what they should be doing in situations like sitting at the table for opening meeting.

During the case study I implemented some new strategies in my classroom such as written reflections after each lesson with the target case study student, daily and weekly progress monitoring assessments, and daily reminders and prompting of the expectations for my classroom. I have gained a better understanding of the value of written daily reflections. I wrote a short paragraph after each lesson with my student to reflect on what went well, didn't go so well, and what I might need to change or continue in the future. I learned that it didn't take much time, but was very helpful when lesson planning for future lessons and assessing the student's growth. For example, when I read through my reflections of my reading lessons with my student I saw a pattern of him continuing to struggle with specific words and that I thought he might need supplementary work on those words. Without those daily reflections I might not have seen this pattern.

During the case study I implemented daily progress monitoring for following the rules and expectations for opening meeting and weekly progress monitoring of reading. I learned that it was much easier to see the growth or lack of growth by using the same assessment every day and week. I was able to see that my student was making consistent progress in his reading because each week he was able to read a few more words on that assessment. I found that it didn't take much extra time and the results were very helpful. It is nice because I could easily put the data onto a graph and visually represent the data to share at his IEP and quarterly meetings.

During the case study I started using daily reminders and prompting to review the expectations of opening meeting with my student. He struggled to stay in his seat, keep a quiet voice, and actively participate. I when he didn't meet one of the expectations I (or my staff) reminded him of what he should be doing. The data I collected from the meetings showed that the consistent reminders made a big difference for him and he made progress in more consistently following directions.

After the case study I am now working on creating informal assessments to progress monitor for all of my students. I found that the information gained from progress monitoring was very beneficial for my reflections and lesson planning. I want to be able to show visually the growth that my student are making each quarter and using progress monitoring will ensure that it is an accurate representation of their growth. I am also now using more verbal prompts to remind students of the expectations in various areas of school. I am currently working on creating some visual reminders to post in the classroom as well. I am hoping that the consistent verbal and visual reminders will help reinforce

expectations and students will be more likely to follow those expectations. Finally, I am working on setting up a system to do daily reflections of my lessons. I want to create a form that is quick to fill out, yet has the beneficial information. My day doesn't have very much down time, so I am working on creating something that is realistic for me to use and that I can look back on to find patterns and remember ideas that work well with my students.



Edmark
READING PROGRAM
Second Edition
Level 1

Lesson Plan/Record Book

Student GW
Teacher Krissy
School Year 2014

Level 1 Words in Order by Lesson Number

- | | | | | |
|---------------|-----------------|---------------|---------------|-----------------|
| 1. horse | 32. egg | 63. teacher | 94. slow | 125. eight |
| 2. a | 33. water | 64. run | 95. scissors | 126. game |
| 3. car | 34. blue | 65. it | 96. take | 127. had |
| 4. yellow | 35. go | 66. purple | 97. good | 128. squirrel |
| 5. see | 36. candy | 67. she | 98. six | 129. look |
| 6. ball | 37. has | 68. father | 99. what | 130. pink |
| 7. and | 38. mother | 69. are | 100. for | 131. vegetable |
| 8. fish | 39. eat | 70. bird | 101. zoo | 132. of |
| 9. boy | 40. boat | 71. not | 102. milk | 133. plate |
| 10. I | 41. you | 72. chair | 103. rabbit | 134. new |
| 11. airplane | 42. orange | 73. telephone | 104. her | 135. help |
| 12. the | 43. to | 74. or | 105. jump | 136. balloon |
| 13. girl | 44. ride | 75. grass | 106. two | 137. -ed ending |
| 14. little | 45. dog | 76. sit | 107. where | 138. away |
| 15. in | 46. under | 77. ice cream | 108. mouse | 139. but |
| 16. box | 47. tree | 78. there | 109. saw | 140. street |
| 17. green | 48. long | 79. we | 110. pretty | 141. do |
| 18. put | 49. flower | 80. book | 111. bike | 142. when |
| 19. chicken | 50. he | 81. happy | 112. me | 143. baby |
| 20. with | 51. said | 82. can | 113. this | 144. get |
| 21. apple | 52. black | 83. paper | 114. animal | 145. window |
| 22. is | 53. sky | 84. one | 115. come | 146. am |
| 23. big | 54. on | 85. drink | 116. him | 147. high |
| 24. spoon | 55. table | 86. at | 117. knife | 148. us |
| 25. -s ending | 56. funny | 87. they | 118. out | 149. children |
| 26. my | 57. up | 88. cup | 119. brown | 150. were |
| 27. pencil | 58. bread | 89. fast | 120. was | 151. bear |
| 28. red | 59. cat | 90. will | 121. picture | 152. other |
| 29. banana | 60. school | 91. man | 122. by | 153. give |
| 30. cow | 61. play | 92. have | 123. magazine | |
| 31. find | 62. -ing ending | 93. elephant | 124. all | |

Lesson 1

horse

| Activity | Date | Words Missed |
|------------------|------|--------------|
| Word Recognition | 4/4 | ø |
| Homework | | |
| Software - 11 | | |

Notes:

Lesson 3

car

| Activity | Date | Words Missed |
|------------------|------------|--------------|
| Word Recognition | 4/7 4/9 | car x1 ø |
| Homework | | |
| Software - 13 | | |

Notes:

Lesson 2

a

| Activity | Date | Words Missed |
|------------------|------------|--------------|
| Word Recognition | 4/7 5/9 | a x1 ø |
| Homework | | |
| Spelling | | |
| Software - 12 | | |

Notes:

Lesson 4

yellow

| Activity | Date | Words Missed |
|------------------|-------------|--------------|
| Word Recognition | 4/9 4/10 | ax1 ø |
| Homework | | |
| Spelling | | |
| Software - 14 | | |

Notes:

Lesson 5 **see**

| Activity | Date | Words Missed |
|------------------|--------------|------------------|
| Word Recognition | 4/10 4/15 | see X3 see x1 |
| Picture Match | 4/10 4/15 | see X1 |
| Homework | | |
| Software - 15 | | |

Notes:

Lesson 6 **ball**

| Activity | Date | Words Missed |
|------------------|--------------|--------------|
| Word Recognition | 4/15 4/16 | Ø |
| Picture Match | 4/16 | Ø |
| Homework | | |
| Spelling | | |
| Software - 17 | | |

Notes:

Lesson 7

and

| Activity | Date | Words Missed |
|------------------|----------------------|---------------|
| Word Recognition | 4/15 4/16 4/17 | ∅ and x1 ∅ |
| Picture Match | 4/17 | ∅ |
| Homework | | |
| Software - 19 | | |

Notes:

Lesson 8

fish

| Activity | Date | Words Missed |
|---------------------------------|--------------|---|
| Word Recognition | 4/17 4/22 | and x2 ∅ |
| Picture Match | 4/17 | ∅ - But inserting "yellow" when it's not there |
| Homework | | |
| Spelling | | |
| Reading and Social Skills Games | | |
| Software - 21 | | |

Notes:

Lesson 9

boy

| Activity | Date | Words Missed |
|------------------|--------------|--------------------------|
| Word Recognition | 4/22 4/23 | and "ball" and "ball" |
| Picture Match | | |
| Homework | | |
| Software - 23 | | |

Notes:

Lesson 10

I

| Activity | Date | Words Missed |
|-------------------|------|--------------|
| Word Recognition | 4/29 | ø |
| Stories | | |
| Take-Away Readers | | |
| Homework | | |
| Spelling | | |
| Bingo | | |
| Software - 25 | | |

Notes:

Lessons 1-10

Posttest

| Lesson | Word | Check Word Errors | |
|---------|--------|--|--------------------------|
| | | Date | Date |
| 1 (L5) | see | 4/29 <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| 2 (L2) | a | <input type="checkbox"/> | <input type="checkbox"/> |
| 3 (L8) | fish | <input type="checkbox"/> | <input type="checkbox"/> |
| 4 (L6) | ball | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| 5 (L10) | I | <input type="checkbox"/> | <input type="checkbox"/> |
| 6 (L1) | horse | <input type="checkbox"/> | <input type="checkbox"/> |
| 7 (L7) | and | <input type="checkbox"/> | <input type="checkbox"/> |
| 8 (L9) | boy | <input type="checkbox"/> | <input type="checkbox"/> |
| 9 (L3) | car | <input type="checkbox"/> | <input type="checkbox"/> |
| 10 (L4) | yellow | <input type="checkbox"/> | <input type="checkbox"/> |

Notes:

Lesson 11

airplane

| Activity | Date | Words Missed |
|------------------|--------------|--------------|
| Word Recognition | 4/29 4/30 | I boy boy |
| Picture Match | 4/30 | boy & ball |
| Comprehension | | |
| Homework | | |
| Software - 28 | | |

Notes:

Lesson 12 the

| Activity | Date | Words Missed |
|------------------|--------------|-------------------|
| Word Recognition | 4/30 5/10 | the III the " |
| Picture Match | 4/30 | airplane, ball x2 |
| Comprehension | | |
| Homework | | |
| Spelling | | |
| Software - 30 | | |

Notes:

Lesson 13 girl

| Activity | Date | Words Missed |
|---------------------------------|------------|--|
| Word Recognition | 5/6 5/8 | the v z s.c. girl, boy the (suffocated) |
| Picture Match | 5/8 | girl |
| Comprehension | | |
| Take-Away Readers | | |
| Homework | | |
| Reading and Social Skills Games | | |
| Software - 32 | | |

Notes:

Lesson 14

little

Lesson 15

in

| Activity | Date | Words Missed |
|------------------|------|--------------|
| Word Recognition | 5/8 | the (sc) |
| Comprehension | | |
| Homework | | |
| Spelling | | |
| Software - 34 | | |

Notes:

| Activity | Date | Words Missed |
|-------------------|------|--------------|
| Word Recognition | | |
| Stories | | |
| Comprehension | | |
| Take-Away Readers | | |
| Homework | | |
| Software - 35 | | |

Notes:

Discrimination Test • Prereading

Lessons 1-51

Word Recognition

ap
horse
in
you
candy
boy

Edmark Reading Program

Second Edition

Level 1

*Edmark Reading Program
* Lesson book*

Lesson 1

a

b

c

| | | | |
|-----|-------|-------|--------|
| 1a | horse | --- | --- |
| 2b | ft | horse | un |
| 3c | ros | fuvx | horse |
| 4b | sho | horse | rwao |
| 5* | | horse | |
| 6a | horse | erh | lemz |
| 7c | osr | cmxe | horse |
| 8* | | horse | |
| 9a | horse | see | yellow |
| 10b | a | horse | car |
| 11* | | horse | |

Lesson example. If there are 3 choices in the line, the teacher says the word & the student points to the correct word. If there is one word in the line, the student reads the word.

Les

1a

2b

3c

4b

sho

horse

rwao

the letter tells you
what word to say

A

B

C

5*

6a

7c

8*

9a

10b

11*

example of how the lesson is present to
the student - using the guide so only one line is
showing at a time

another lesson example

Lesson 5

| | | | |
|-----|--------|--------|-------|
| 1* | | a | |
| 2a | car | horse | a |
| 3b | lyle | yellow | odbcv |
| 4* | | yellow | |
| 5* | | car | |
| 6a | see | --- | --- |
| 7b | o | see | xu |
| 8c | e | nw | see |
| 9b | rm | See | s |
| 10* | | see | |
| 11* | | car | |
| 12a | yellow | ball | horse |
| 13a | see | za | e |
| 14c | s | sk | see |
| 15* | | See | |

- 16* yellow
- 17* A
- 18b a see / horse
- 19a See car yellow
- 20* yellow car
- 21* see
- 22* a horse

another lesson example

Lesson 10

| | | | |
|-----|------|-------------|------|
| 1* | | yellow ball | |
| 2* | | and | |
| 3b | ball | fish | and |
| 4c | cj | o | boy |
| 5* | | boy | |
| 6* | | fish | |
| 7b | --- | I | --- |
| 8c | aceo | khtj | I |
| 9a | I | wrx | bid |
| 10b | n | I | hk |
| 11* | | I | |
| 12* | | fish | |
| 13a | boy | see | ball |
| 14c | p | bf | I |
| 15a | I | X | lh |

16*

I

17*

boy

18*

and

19b

ball

I

and

20c

boy

fish

I

21*

fish and horse

22*

I

23*

See a boy.

24*

a car

test example

1 (L5)*

see

2 (L2)*

a

3 (L8)*

fish

4 (L6)*

ball

5 (L10)*

I

6 (L1)*

horse

7 (L7)*

and

8 (L9)*

boy

9 (L3)*

car

10 (L4)*

yellow

another lesson example

| | | | |
|-----|--------|---------------------|--------|
| 1* | | See a yellow horse. | |
| 2* | | airplane | |
| 3c | I | airplane | the |
| 4a | girl | it | pkm |
| 5* | | girl | |
| 6* | | The | |
| 7b | --- | little | --- |
| 8a | little | et | df |
| 9c | itl | kbbtr | little |
| 10b | thiik | little | lel |
| 11* | | little | |
| 12* | | the | |
| 13c | boy | I | girl |
| 14b | it | little | jlltc |
| 15a | litile | eilt | kjffi |

16*

little

17*

girl

18*

airplane

19c

airplane

I

little

20b

girl

little

the

21*

the boy

22*

little

23*

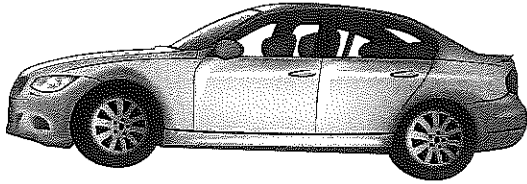
The girl and I see a car.

24*

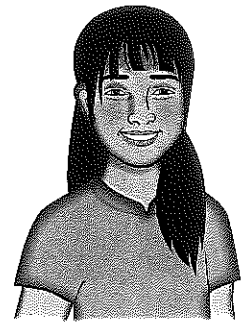
a fish, airplane, and ball

example of Cards used in picture match activity

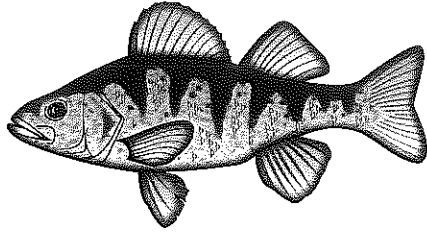
27



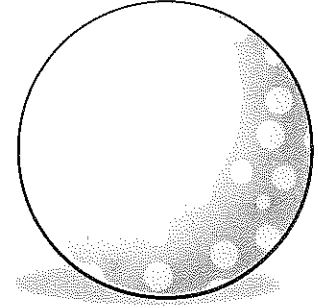
30



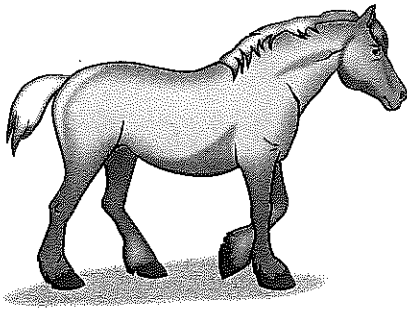
28



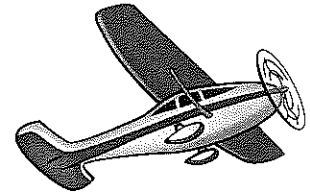
36



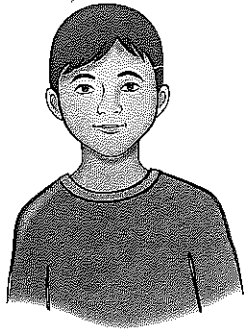
25



19



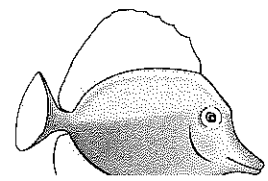
31



22



35



1 a girl

4 a yellow fish

2 a horse and a yellow ball

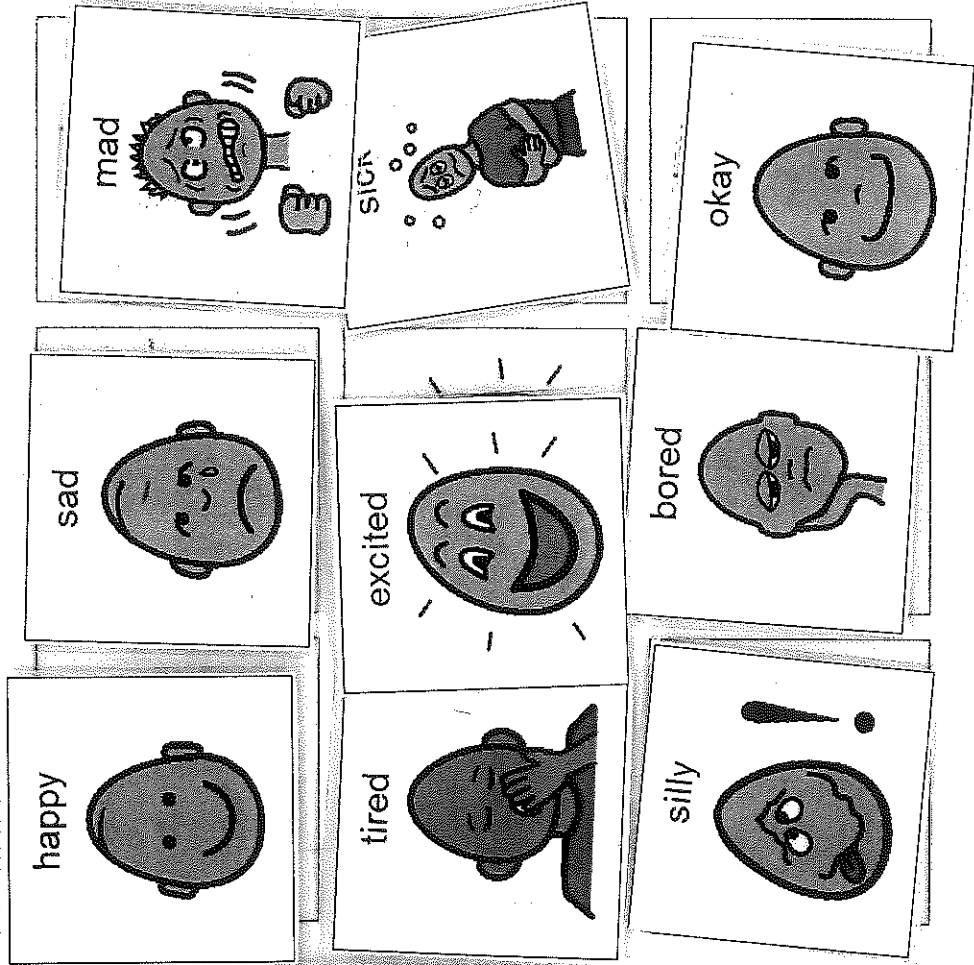
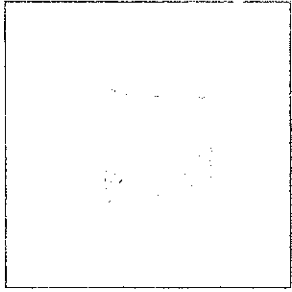
5 a car and airplane

3 a boy and a girl

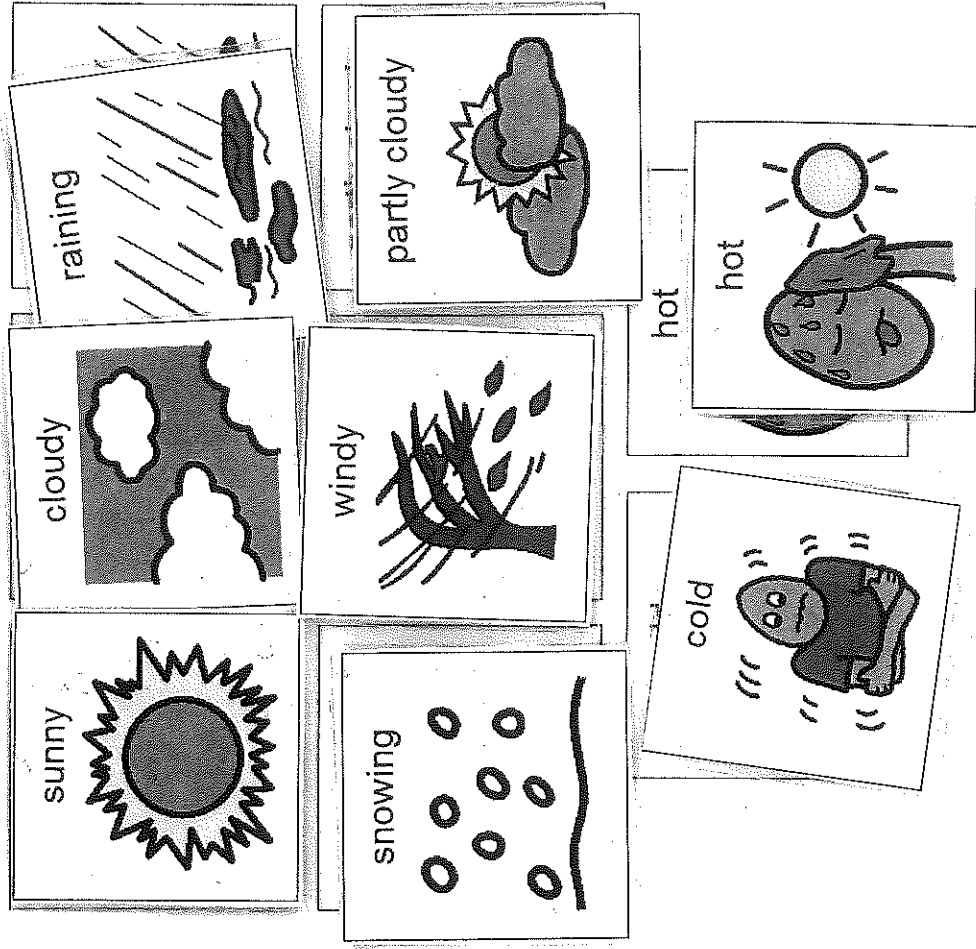
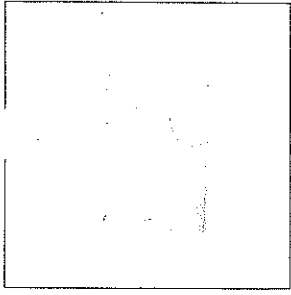
6 a fish

example of board used in picture match activity (actual size is 11x17). Student reads the word(s) & chooses the picture card that matches & places it under the word.

I feel

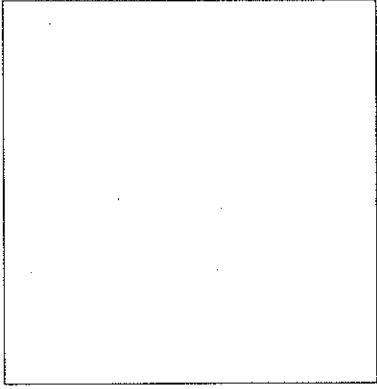


The weather is

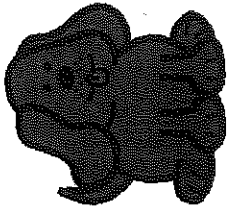


feelings a weather choice board used at opening meeting

My favorite animal is:



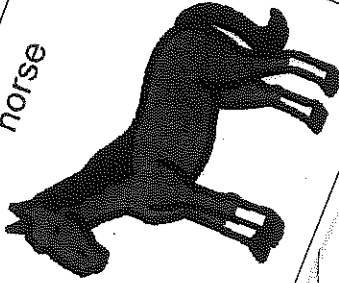
dog



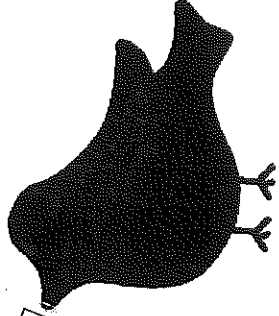
cat



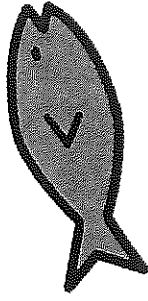
horse



bird

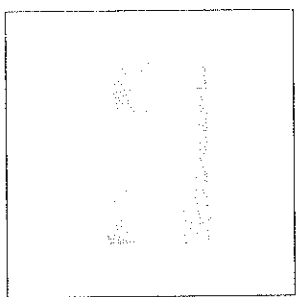


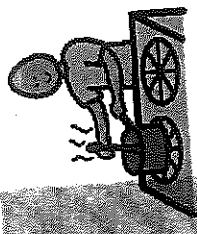
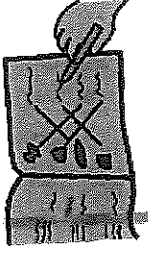
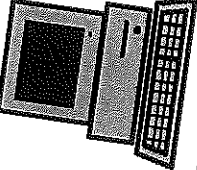
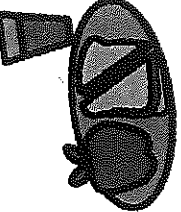
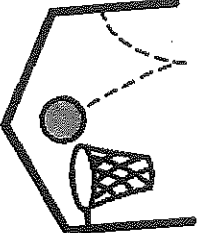
fish



example of question of the day choice board (opening meeting)

My favorite class is



- snack group** 
- seatwork** 
- tech lab** 
- lunch** 
- gym** 

example of question of the day choice board (opening meeting)