

Learner Profile/Case Study/ Review of Individualized Education Plan.

1. Identify a student with special needs and develop a case study. (Some of you will be working with “Karl” provided on the website.) Observe confidentiality. Do not identify the student, student’s teacher, or the school/site by name. You may use fictitious names.

Identify the source when reporting hearsay information, e.g., “According to the parents...”

Exclude information that is sensitive, or from confidential sources other than the IEP.

Overview

· Type of school/program, setting. (A parent or non-educator should be able to understand the type of program.) E.g., first grade classroom in an elementary school, self-contained wixclassroom, center-based program.

The primary language of instruction, if other than English (e.g., ASL)

Student Background Information

- Age; child’s placement in family; siblings
- Culture/language; language spoken in the home
- Medical Alerts
- School history – attendance. How long has the child been in the school/program?
How many schools has the child attended? Does the child live in the school district?
- What is the student’s classification, disability?
- Attempt to interview school personnel who know the child, related service providers.
E.g., according to the speech and language therapist...
- Concerns of parents/guardians

Assessment Section

List all assessment in table format, including the name of each assessment, type, date of testing, grade or age equivalents, or other score

Present Levels of Performance Consider student needs that are of concern to the parent.

Academic levels and learning characteristics.

Literacy-Reading word recognition; comprehension; speaking (language)

- Writing
- Math computation skills; applications
- Organization
- Attention
- Student Strengths, Preferences, And Interests

Social Development

The degree (extent) and quality of the student's relationships with peers and adults; feelings about self; and social adjustment to school and community environments, including consideration of student needs that are of concern to the parent.

Physical Development

The degree (extent) and quality of the student's motor and sensory development, health, vitality and physical skills or limitations which pertain to the learning process:

Management Needs

Plan of Remediation

- Instructional recommendations and procedures you will implement to remediate or assist student in areas of weakness for educational personnel as well as parents.
- Academic and behavioral management, accommodations and adaptations. Consider the challenges of remote learning for this student.

Present Levels of Performance, Individual Needs, Testing Results

Need Areas: The following section of the IEP provides the template for documentation of the student's present levels of academic achievement and functional performance and individual needs of the student according to each of the following four need areas:

- academic achievement, functional performance and learning characteristics
 - Literacy: Reading,(word recognition comprehension), writing (spelling, composing) , speaking, listening\
 - Mathematics (computation, application (word problems)
- social development;
- physical development; and
- management needs.
- Adaptive behavior skills (activities of daily living)

Consider this when writing Present Levels of Academic Achievement and Functional Performance

Begin by analyzing a child's present levels of performance. The present levels of performance describe "areas of need arising from the child's disability." The present levels of performance tell you what the child knows and is able to do.

How can you make a child's present levels of academic achievement and functional performance measurable?

Here are some suggestions:

- *You can specify performance at a grade or age level on objective tests.*
- *What are a child's areas of need?*
- *How do these areas of need relate to a child's disability?*
- *What is it about the child's disability that is interfering with achieving this knowledge or skill?*

Goal Setting

- *What is the measurable starting point for this knowledge or skill?*

- How will you know if a child is learning this knowledge or skill?
- What will you see a child doing when s/he reaches this goal?
- What effect will reaching this goal have on a child's learning gaps as compared to his / her peers?
- How can this knowledge or skill be measured?

When you look at the test data from standardized testing and evaluations on a child, this will provide information about what a child knows and is able to do.

Here are some questions to help you identify a child's present levels of academic achievement:

- What is a child's level of academic achievement in reading, writing, spelling, and arithmetic?
- Can a child read the textbooks assigned to general education students in her grade?
- Are a child's reading skills two or three years below grade level on an individual educational achievement test of reading? (See Chapter 10 to learn about reading tests)
- Can a child read the grade level textbooks in core academic subjects?

Assume a child is in the tenth grade. Let's look at her functional performance in different areas.

- Can she read a job application? Can she complete the job application without assistance?
- Can she read the driver training manual? Can she pass the driving test without assistance?
- Can she read a map? A bus schedule? Can she balance a checkbook? • Can she use the Internet to do research?

Use Baseline Data for Present Levels of Performance

The term "performance" describes what the child can do. What are a child's present levels of academic achievement and functional performance?

Present levels of academic achievement and functional performance include data from objective tests, including "criterion-referenced tests, standard achievement tests, diagnostic tests, or any combination of the above."

If a child has reading problems, the baseline data for the present levels of academic achievement should include scores from educational achievement tests of reading. If a child has math problems, the present levels should include scores from achievement tests of math.

FOR EXAMPLE

Present Levels of Performance Example -Literacy, Mathematics, etc

Reading- Although Damien's listening comprehension is age- and grade appropriate, his ability to read and understand grade level materials is hampered by decoding errors that appear comparable to those of a "typical" second grade student. Specifically, when reading material is too difficult, Damien tends to use the initial and final letters/sounds to guess unfamiliar words, skipping over the middle of multi-syllabic words. As the percentage of errors increases, Damien soon abandons any attempt to self-correct and make sense of what he is reading. Currently, Damien :

- Reads second grade material with adequate fluency and accuracy.

- Reads 40 words correctly within 1 minute on 4th grade level reading material, and 85 words per minute when attempting second grade materials.
- His fluency and accuracy is influenced by text difficulty, familiarity with the topic and relevant vocabulary, and opportunities for multiple readings of the same or related text.
- Decoding skills are not fully mastered, and irregular spelling patterns are especially challenging. He successfully identifies shorter words in isolation and context, but is less successful with multi-syllabic words, as he does not always analyze the whole word.
- He has mastered most of the second grade Dolch word list, and is able to identify several from the third-grade list. He cannot identify “chunk” compound words and identify their segments.

Writing: Damien demonstrates slow writing speed, difficulty with writing out math problems, difficulty taking notes and poor spelling and handwriting.

Mathematics: Given Damien’s grade level math probes, his fluency/accuracy average in math facts is 7 digits per minute. Word problems above the second-grade level are frustrating for Damien both in reading content and computation. He is working on computational and problem-solving skills in addition and subtraction, while his classmates are currently working on developing multiplication skills.

Organization: Damien comes to classes without the appropriate books on the average of 4 times per week. He rarely turns in homework, even when his parents report assignments were completed. Last month he turned in 12 out of 20 homework assignments.

Attention: Damien is easily distracted. His average time for attention to task is 10 minutes for instruction in reading and math. His average time for attention to task for science when engaged in hands on experiments is 15 minutes.

Student Strengths, Preferences, And Interests:

Good memory for details from information that he has either read or heard

Enjoys computers

Likes sports, animals and music

Responds well to hands-on work

Needs: Academic, Developmental and Functional needs of the student, including consideration of student needs that are of concern to the parent:

Damien needs to:

- develop decoding strategies which will enable him to read grade level materials more independently.
- practice fluent reading in challenging texts to build his “sight vocabulary” (words he recognizes on sight).
- employ self-correction strategies when he makes an error in reading, especially when the miscue interrupts meaning.
- build fine motor skills stamina and learn strategies to use assistive technology.
- master multiplication and division concepts and reliance on key word strategies for math word problems.
- learn how to create a schedule and use self-regulatory skills to deal with distractions.
- learn techniques for coping with frustration and reducing worry so he can focus on the task and not on anxiety.

Parents are concerned about how frustrated he gets doing homework and how this is affecting his behavior at home and motivation in school.

Social Development

The degree (extent) and quality of the student's relationships with peers and adults; feelings about self; and social adjustment to school and community environments:

FOR EXAMPLE

When presented with a change in routine, or a novel situation, Damien frequently demonstrates confusion and anxiety (e.g., asks repeated questions, stands up, tenses his muscles, pinches himself). These behaviors occur on the average of five times per academic class period. Often makes negative comments about himself or his work (e.g., "I am not smart." "I cannot do this." "Oh, this is not good work.") These statements occur on the average of 10-15 times per class period, and primarily for any work involving writing. He maintains a long term friendship with one classmate. His peer group rarely initiates conversations/activities with Damien. Damien's comments and actions are often off topic/task from the group.

Student Strengths:

Participates willingly in individual sports activities, such as wrestling, that are not team sports

Rarely makes negative comments about himself or his performance during sports activities

Initiates interaction with adults and peers

Responds appropriately to authority figures

Social development needs of the student, including consideration of student needs that are of concern to the parent:

Damien needs to:

- engage in activities and reinforcement strategies which encourage peer interaction and emphasize his role as a successful group member; and
- develop strategies to transition between activities.

Parents are also concerned about his difficulty with transitions from activity to activity that are increasingly resulting in resistive behaviors (refusal to change activities) and the impact of his low self-esteem on his academic and social engagement.

Physical Development

The degree (extent) and quality of the student's motor and sensory development, health, vitality and physical skills or limitations which pertain to the learning process:

FOR EXAMPLE

Damien's physical growth, hearing and vision are within normal development. His fine motor skills are delayed. He has a history of seizures, for which he takes medication. He has reported side effects from medication such as fatigue and these affect his ability to learn. His parents report that he is often tired and falling asleep during afterschool homework. His sleep patterns make it difficult for him to get up in the morning. He shows fatigue as the school day progresses. He puts his head down on the desk 10-15 times during class periods scheduled after lunch. He tends to be most alert in the morning before lunch.

Student Strengths:

Damien is physically strong and likes to exercise and work out with weights.

Physical Development needs of the student, including consideration of student needs that are of concern to the parent:

Damien's fatigue level needs to be monitored, particularly as it impacts his ability to concentrate on his school work. Parents ask that, when possible, his academic classes be scheduled in the morning to accommodate for his fatigue.

Management Needs

The nature (type) and degree (extent) to which environmental and human or material resources are needed to

address needs identified above:

Scheduled rest periods

Assistance with transitions as he develops self-regulatory strategies

Activities and reinforcement to build and encourage peer interaction

Frequent monitoring when completing independent assignments

Assistive technology for content area reading and activities that include extensive physical writing

Monitoring and adjusting of student class work and homework requiring extensive fine motor skills and/or extensive time (due to fatigue issues)

Alternate formats of assessments that require less fine motor skill activity

Involvement and Progress in the General Curriculum / Appropriate Activities

The following section is used to document how the student's disability affects involvement and progress in the general education curriculum; or for preschool students, as appropriate, how the disability affects the student's participation in appropriate activities. Consider the effect of the student's disability needs as they relate to each of the following: instructional content, instructional method, method of assessment, instructional materials and physical environment.

FOR EXAMPLE Student with Traumatic Brain Injury - age 13

Effect of Student Needs on Involvement and Progress in the General Education Curriculum or, for a Preschool Student, Effect of Student Needs on Participation in Appropriate Activities

"Craig's short attention span and his difficulties applying organization strategies affect his ability to complete homework and class assignments in a timely manner. He forgets to take home materials and assignments and often forgets to turn in completed homework.

His decoding skills and physical difficulties with written work affect his ability to keep pace with his peers in activities which require independent reading and manual writing. As a result, he is falling behind in learning and does not always get credit for completed work or assessed knowledge.

His behavior when frustrated is distancing him from his peer group and taking time from instruction."