

Case Study #1

Description of Assignment

In class we have reviewed the importance of developing and implementing a well designed IEP and conducting a successful IEP meeting. As a case manager, you will often lead the IEP meetings and describe student IEP goals. The purpose of this assignment is to help you develop IEP goals based on student needs and to describe these goals in parent friendly language.

Instructions

You have the opportunity to complete this assignment with a teacher-developed case study student or a student from your current placement. Read the instructions based on your selection (case study student or student from your placement).

Student Learning Objectives:

MM 1.1 and ESN 1.6 Demonstrate the ability to collaboratively develop and implement Individualized Education Programs (IEP), including instructional goals that ensure access to the California Common Core State Standards and/or California Preschool Learning Foundations, as appropriate, that lead to effective inclusion of students with disabilities in the general education core curriculum.

MM 1.4 Monitor student progress toward learning goals as identified in the academic content standards and the IEP/Individual Transition plan (ITP).

MM 2.3 and ESN 2.7 Demonstrate the ability to address functional limitations of movement and/or sensation for students with orthopedic impairments who may have a co-existing health impairment and/or intellectual disability and have difficulty accessing their education due to physical limitations.

MM 3.2 and ESN 3.4 Demonstrate knowledge of disabilities and their effects on learning, skills development, social-emotional development, mental health, and behavior, and how to access and use related services and additional supports to organize and support effective instruction

Teacher-developed Case Study Student	Student from your current placement	Due Date
1. Read the description of the student below. Based on the description, write the students' preferences, strengths, and areas of need.	1. Select one student in your placement and get to know them (e.g., observations, informal student or teacher questionnaire, view student's IEP). Write a short description of the student (e.g., preferences, strengths, areas of need).	
2. Write at least three IEP goals based on the strengths, preferences and needs of the student. Please	2. Write at least three IEP goals based on the strengths, preferences and needs of the student. Please	

include which Common Core Standards this goal addresses.	include which Common Core Standards this goal addresses.	
3. Instructor and peer will provide feedback on IEP goals.	3. Instructor and peer will provide feedback on IEP goals.	
4. Rewrite student IEP goals based on instructor and peer feedback and write three objectives for each goal.	4. Rewrite student IEP goals based on instructor and peer feedback and write three objectives for each goal.	
5. Identify and describe related services that the student may benefit from based on the students' present levels and goals.	5. Identify and describe related services that the student may benefit from based on the students' present levels and goals.	
6. Record yourself via GoReact or preferred method (e.g. phone recording), sharing the goals and objectives with the IEP team. Remember to use parent friendly language and provide data collection examples.	6. Record yourself via GoReact or preferred method (e.g., phone recording), sharing the goals and objectives with the IEP team. Remember to use parent friendly language and provide data collection examples.	
7. Watch a recording of your peer and answer the following questions: 1. What went well? Why? 2. What could be improved? How? (Watch for body language, jargon utilized, linguistic fillers, etc.) Provide goals and objectives feedback to your peers.	7. Watch a recording of your peer and answer the following questions: 3. What went well? Why? 4. What could be improved? How? (Watch for body language, jargon utilized, linguistic fillers, etc.) Provide goals and objectives feedback to your peers.	
8. Watch your recording and answer the following questions: 5. What went well? Why? 6. What could be improved? How? (Watch for body language, jargon utilized, linguistic fillers, etc.)	8. Watch your recording and answer the following questions: 7. What went well? Why? 8. What could be improved? How? (Watch for body language, jargon utilized, linguistic fillers, etc.)	

Case Study Student

Nora is a 9 year old in fourth grade. She enjoys swimming, and watching movies with her cousins. She lives with her parents and older brother. She was diagnosed with severe and multiple disabilities. She has cerebral palsy and epilepsy. She takes medication to control her seizures. She has also had multiple surgeries to improve her ability to walk. She is able to walk with the support of her walker. However, she doesn't like to use her walker and prefers to use her wheelchair. Her parents and occupational therapist have discussed the importance of using her walker on a daily basis.

Nora struggles with fine motor skills (e.g., holding a pencil, typing). Nora is able to read and write CVC words, however has difficulty decoding and writing multisyllabic words. Nora is able to count to 100 and add and subtract two one digit numbers. She is working on adding and subtracting two two-digit numbers. Nora sometimes struggles with completing tasks (throws pencil on the ground and/or closes her eyes and does not respond to adult directive) that she is unable to complete independently (e.g., writing multisyllabic words). Her family would like Nora to ask for help instead of throwing her pencil on the floor. Recently mother also notified you that Nora has been having difficulty completing tasks because her father was recently hospitalized due to a heart attack. Mother is concerned this is impacting Nora's behavior.