

Marcy Hendershot



**North Meadow Elementary School
Student Age: 9 Years Old
Disability: EMI
3rd Grade**

General Information

A child case study incorporates many observations, interpretations, inferences, hypothesis and curricular decisions. The observations include statements of fact, what is actually seen, no judgments or interpretations made. There is also the interpretations and inferences section. In this section there are statements about what might have an influence on the learners actions. Another section of a child case study is the hypothesis section, this discusses particular questions such as; What can be done at home?, What can I do?, and What can the teacher do? The curricular decision section should be based on the information that has been received through the observations, interpretations, and hypothesis. This should result in some action such as sending a packet home with activities that the child can work on at home or assessing a student.

Student Profile

Background

Kevin is a nine year old, third grade student with an Educable Mental Impairment. He receives speech and language services as well as occupational therapy services. Kevin is a very motivated to attempt any given task. He is very independent, but does not know when to ask for help. He is a very happy student, and always willing to help others. Kevin has a great sense of humor and gets along well with peers.

Kevin attended a center-based program before coming to this public school. He has adjusted well, and is well liked by staff and peers. He is mainstreamed for science, social studies, and special classes. The special classes include gym, music, art, and library. The curriculum is altered to meet his academic needs. Kevin needs support services in all academic areas. Kevin is progressing towards IEP goals of 2000.

Kevin's family consists of an extremely loving and supportive mother and a younger sister that he speaks of often. Kevin's mother works the same hours that he is in school but has a low income. Grandparents are a large part of the family and are highly respected by Kevin. Kevin's father is not apart of the family unit.

Dreams of the Student

Kevin wants to be very successful in school and life. He also gives 110% and seems to really enjoy being at school. He is really interested in the police station and wants to work there when he gets older. He likes the super hero's that fight evil and looks up to them. He relates them to firer fighters and police officers.

Needs for Support and Assistance

Kevin needs support services in all academic areas. Although Kevin gives 110 percent his academic ability is not high enough for him to be successful with out support. His reading and comprehension skills are very low. Tests, directions, activities, and worksheets are read to him. He is paired up with a peer buddy for mainstreaming classes. He does less problems then other students and is not required to write as much as the

other students. Mathematically Kevin does well with a number line while working on single digit addition and subtraction. He is able to read some two and three letter words if they have been taught. He knows all the letter sounds but does have difficulty putting the sounds together.

Kevin is very independent and will attempt to do work even when he doesn't fully understand what is expected of him. He needs to be reminded to ask for help when needed. He will work on one problem for a great length of time trying to figure it out, until the teacher notices that he is having difficulty with it. He could spend an entire class period attempting one basic math problem. He must realize that it is ok to ask for help.

Strengths

Kevin is a great student and is a pleasure to have in class. He has a great sense of humor and is very nice to the other students. He gets along well with peers and is great when working in small groups. He always gives 110%, and often asks for extra work to do during down time and to do at home.

Successes

Kevin has been apart of the 110 % club for the past two years. He also is recognized for being a student star, he was caught doing a good deed and has his picture posted in the school hallway. He is also nominated as the student of the day regularly.

Likes/dislikes

Kevin loves superheros and cars. He often speaks of helping other and being kind. He likes to help others whenever he can.

Kevin's dislikes it when other students give up or do not try their best. He tries to tell others to try harder and does not understand their easy frustrations.

Greatest Challenges

Some of Kevin's greatest challenges include academic intelligences, physical ability and hand eye coordination. He also needs to understand that asking questions is ok and it does not mean that you have given up.

Reading

Kevin struggles with basic reading skills and will continue to work to better himself. He knows the sounds for all letters but has difficulty with combining them to make words. He knows some two and three letter words if they have been taught. He struggles with comprehension of stories, but does well with characters and setting. His reading recognition and comprehension is at the grade equivalent of K.5. And his spelling skills are at the level of K.9.

Writing

His writing skills are also lacking. His spelling is weak and handwriting skills are poor. He does however have a great imagination and love to write on the computer. Although it is difficult for him he writes wonderful stories they are creative and imaginative. He receives occupational therapy services to help with his handwriting ability.

Math

Academically math is one of Kevin's strengths. Although he is still a ways below grade level he can successfully do single digit addition and subtraction. He enjoys working with hands-on manipulatives and uses a number line to do simple math skills.

Work Habits

Kevin has excellent work habits and it shows with his success in school. He is also working at his highest level of achievement. He asks often to do extra work that is not required to improve his ability. He asks questions when appropriate, and is able to work independently when given instruction. All assignments are turned in on time and done appropriately. His desk is clean and he seems to be well organized and know when his materials are.

Communication

Kevin has poor verbal communication; he is very hard to understand verbally. He does however get his message across. He uses motions, signs, and pointing to explain himself. He is often asked to show me what he wants and he can express himself well this way.

Social

Kevin is well adjusted socially. He has a great bond with peers and gets along with them well. He is mature and despite poor verbal communication peers have adjusted to his forms of communication.

Behavior

Kevin's behavior in class and at extracurricular activities is exceptional. He is very well mannered and polite to others and myself. He does age appropriate activities and enjoys pleasing others.

Motor

Kevin works with the occupational and physical therapist monthly through out his schooling. He will continue this service. His fine and gross motor skills are lacking. This causes difficulty with his written studies.

General Education Class Profile

Background

Kevin's general education classroom

General Approach to Curriculum

Kevin's regular education is mostly all hands on learning, with centers that are done daily. He participates in around three to four center per day. They all deal with science and social studies concepts that include mathematical, reading and writing skills.

Physical Environment/Setting

The teacher arranges the student's desks into tables, with around 4 to 5 students at each table. This works well with the many center that are done daily. The walls have many posters that the students have made along with their work and assignments that are plastered all over the room. You can tell that they are hands on learners by all of the manipulatives that are placed around the room.

Content

The teacher tends to try and follow lesson plans but is often working on subjects that come out through instruction. They have a textbook and use it for a base of their learning but do not depend on it. The activities that are done in class come from many different sources. Some of the sources include, teacher texts, other teachers, and mostly Internet resources.

Student Participation

Student's work together in small groups often and some students are given peer helpers. They are always welcome to participate with communication and their hands.

Teacher Presentation\Facilitation

The teacher presents lessons through modeling and exploration. The teacher is not usually found doing a teacher directed lesson. She circulates around the rooms and helps students where it is needed.

Tests, Assignments, and Evaluation

There are only a few paper and pencil tests that are given. The teacher assesses students through their portfolios, presentations, rubrics, assignments and participation. Student's are at centers often and receive credit for following direction and participating in the activity. They also do presentation and assignments that are graded through rubrics that are made up by the teacher.

Classroom Climate and Management

Students are encouraged to talk freely about the lesson and are allowed to use their hands for learning. They earn behavior bucks for good behavior and use it to purchase small toys and or school supplies. The students seem to be all over but are learning in the process.

Home- School communication

Parent newsletters are sent home monthly to encouraged parent involvement. Positive and negative phone calls are also received at home when it is appropriate. Parents were also informed of the classroom management play along with the rules, rewards and consequences. Parents are also encouraged to attend parent teacher conferences, in his class there was a 90% attendance to conferences.

IEP Goals and Objectives

1. To improve basic written language skills.
 - a. Write letter and identify corresponding sound.
 - b. To put basic sounds together to form words.
2. To improve basic reading skills.
 - a. To improve phonemic awareness.
 - b. To improve his ability to recall words by sight to a first grade level.
3. To improve basic mathematic skills.
 - a. To write and recognize numbers to 100.
 - b. To improve addition to double digits.
4. To improve speech intelligibility and expressive/receptive language.
 - a. Improve the correct production of the following phonemes;/k, g, f, v in initial, medial and final positions of words.
 - b. Decrease the use of final consonant deletions in words and phrases.
5. To maintain independent school functioning.
 - a. Improve legibility of written work.
 - b. Maintain independence in functional school activities.

Daily Schedule with Adaptations and Supports

Time	Activity	Adaptations	Staff Support	Evaluation Notes
8:30	Comes to School			Observed the student successfully getting off bus and entering classroom.
9:00	Special Education Class	Student uses number line for math skills and a calculator when needed.	Works with staff on reading and math skills.	Student is formally observed and oral questions were given to ensure understanding.
11:00	Math	Student uses number line for math skills and a calculator when needed. Oral tests given	Alters lessons to fit his needs. Parapro support as needed.	Student is formally observed and given oral tests ensure understanding.
11:45	Lunch			Student is observed to ensure success.
12:45	Language Arts	Student has peer buddy and is tested orally for understanding.	Parapro support as needed.	Student has journal of daily activities.
1:45	Special Class		Support staff offers help with regular education classes.	Student has journal of daily activities.
2:45	Science/Social Studies	Student has peer buddy and is tested orally for understanding.	Parapro support as needed.	Student is formally observed and given oral tests ensures understanding.
3:45	Go Home		Teacher ensures that homework is in backpack and he knows what needs to be done at home.	

General Adaptations and Support

Kevin is a hard working student and therefore requires a modest amount of adaptations and support. His support and adaptations needs are purely academic, not behavioral. He has become and will continue to be less dependent on the support staff. Kevin uses the teaching techniques of his regular education teacher to ensure his success. Some of the academic adaptations and supports are as follows:

- Peer buddies
- Altered assignments
- Calculator use
- Number line use
- Lunch buddy
- Oral tests

Peer buddies are a great help to Kevin and allow him to be successful without paraprofessionals assistance. Kevin usually takes it upon himself to buddy up and keeps to a handful of students that he likes. This has greatly reduced the need for the paraprofessional.

Altered assignments might include fewer problems, different problems, more time, or partner work. Kevin is usually not given the full load of the other students; he would be over whelmed and unable to complete it all successfully. This allows him to participate in the classroom activities and not be separated.

Calculator use is one of the adaptations that are given to Kevin if he chooses to use it. Kevin understands most simple mathematical concepts but takes a great amount of time to complete tasks, this lessens that time.

Number Line use is another of the adaptations that Kevin may choose from to help with basic addition and subtraction. This is used to help him to figure out simple math problems and he tends not to use this as much as in the past.

Lunch buddy has been assigned to Kevin, as well as a great amount of other students. It is used to promote self-esteem. Adult members of the society are assigned to students considered as risk or in need of assistance.

Oral tests are usually given to best assess Kevin's understanding of a subject. Because of low reading ability Kevin is orally given tests that other students are given. Tests are not however the main form of assessment with in his class. Portfolios, projects and participation are used to assess students.

Collaborative Consultation

Kevin general education and special education support staff meet together often and rely upon his journal for daily information. The paraprofessional will continue to attend Kevin's classroom for academic support needs. The support will lesson over time

but will not be removed. Teachers are given once a month team time to use as collaborative consultations.

The special education support staff is very close with Kevin and speaks about difficulties during his time spent in the support classroom. Kevin knows what is needed to ensure his success within his classes.