

## Case Study #1

- 12-year-old boy lives with grandmother
- Eligible for services as a student with a specific learning disability (Reading/Reading Comprehension)
- 7th grade student receives instruction in regular classes in ELA, mathematics, science, and social studies and receives supplemental instruction in ELA with a concentration on reading, which is estimated to be two to three years behind grade level
  - » Current grades: ELA – D, Mathematics – C, Social Studies – D, Science – C-, PE – A, Study Skills (Resource Room) – B+
  - » Instruction is aligned to the General Content expectations in all subjects, though more targeted skills from lower grade levels have been included for ELA/Reading
- Can complete most math assignments if given a calculator and visual representations of formulas; can usually explain verbally how he arrived at the answer to a math question
- When reading is required, he accesses printed material by having it read to him; has an electronic version of each textbook and uses a text-to-speech function to access the material
- Has an interest in computers and wants to attend a local community college and transfer to a 4-year school to complete a bachelor's degree in information technology, but plans to take longer than 4 years to complete the degree
- Has several friends, participates in the spring drama production, and has participated in couple of service projects sponsored by the school over the course of middle school

### Case Study #2

- 9-year-old, 3rd grade student enrolled in a self-contained program in a center-based program housed in a neighboring district
- Eligible for services as a student with a cognitive impairment
- Her instruction in ELA and mathematics is based on the medium range of complexity for the 3rd grade Essential Elements, with a few of those goals having crossed into the high range (decision made at this IEP and instructional change to take place with IEP implementation starting this week; state assessments begin in 1 week)
- She is independent with dressing and using the restroom and can navigate the cafeteria at lunch with a shadow; the paraprofessional needs to provide prompts for this routine early in the year and any time the typical routine changes
- Student requires prompts to start and complete most academic tasks
- Student is able to verbally communicate most needs and wants with phrases and full sentences, but requires prompting to stay on topic when participating in conversation
- Student can write her own name when prompted, but is not able to express ideas using written words on paper
- Student enjoys interacting with others, but often requires structured settings and activities in order to independently interact and respond within a known routine
- Most instructional activities are highly individualized with instruction happening in short duration, high frequency, and high intensity; academics are usually taught within a life-skills and pre-employment context

### Case Study #3

- 12-year-old 6th grade student enrolled in his local middle school
- Eligible for services under Autism Spectrum Disorder (ASD)
- Has been identified since age 3 and has received special education services since that time, including speech/language and social work services
- He attends the regular 6th grade mathematics class and has earned "A"s every marking period; his STAR mathematics assessment GE score in the fall was 7.6 and 8.2 this past winter; all mathematics instruction is based on the General 6th grade content standards
- Student has struggled with reading and content that is dependent on written and verbal language; participates in regular science and social studies classes, but the IEP team has determined that progression in the ELA classroom is not possible and receives ELA instruction in the resource program
- Instruction in ELA has focused on trying to help the student meet the target essential elements for ELA (high range of complexity), which he is working toward but has not yet achieved; instruction in the resource program also focuses on issues related to conversational language, with other issues related to staying on topic and how to organize thoughts in written word
- Student has friends in his regular classroom and is able to maintain appropriate interpersonal relationships but does require social skills training to ensure interaction with unknown individuals is appropriate
- Participation in the general education classes is accommodated with the use of a behavior improvement plan (BIP) and the presence of a paraprofessional in science and social studies to assist with written tasks; he participates in mathematics independently with the BIP in place

### Case Study #4

- 9-year-old, 3rd grade student enrolled in an elementary self-contained special education program that is located in a center-based program run by the regional educational services agency
- Student is paraplegic, lives at home with parents and requires assistance with personal care, though he can feed himself basic finger foods with supervision (most food is fed orally by a caregiver)
- Requires regular assistance with daily livings skills at school, and while he does not have a 1:1 aide assigned to him, he has regular access to a paraprofessional in a classroom with seven students, one teacher' and two paraprofessionals
- Typically does not interact with peers, but likes attention from caregivers and familiar adults
- Communicates through a combination of vocalization and use of an electronic communication device with a limited functional vocabulary
- Can point to familiar objects when prompted to do so and is also adept in indicating a choice using eye gaze
- Instruction is very individualized and functional academics are based primarily on the Essential Elements with low range of complexity; within some domains of ELA and mathematics, the low range has been broken down into additional scaffolding to target foundational skills aligned to the low range
- Learning to navigate an electric wheelchair, but still requires a great deal of assistance given limitations from mild tremors in the upper extremities
- Cognitive abilities are limited and very hard to assess

### Case Study #5

- 16-year old, 10th grade student in a self-contained special education classroom in a local high school
- Participates in two regular classes: visual media arts—where the student takes pictures and creates visual art using the computer, and wood shop—a class that has inspired a potential job interest
- During the last IEP meeting, the team determined that the student’s instruction should shift from targeting the medium range of the Essential Elements in ELA and mathematics to aligning instruction to the high range and instruction was aligned starting this school year (this IEP is taking place late May)
- Has a few friends within the special education classroom, friendships that extend beyond the classroom and the school day; socially interacts appropriately in elective classes, though is sometimes perceived as socially immature; needs prompting to stay on topic and to read cues from others he is communicating with
- In the past, has often needed to practice social situations before they occur and has had success with extensive use of social stories; reliance on this has faded over time
- The student has been successful with some daily living skills independently, but still requires a great deal of scaffolding and assistance with self-advocacy and task planning
- Will be transitioning to a partial day job training program with a job coach and has had success with independent job tasks involving a routine, where the job coach could be faded back to observer only
- Student is expected to complete high school in more than four years using a personal curriculum
- Wants to attend a community college or trade school and secure a job of his own after high school. The IEP team supports this goal and has included transition services to help him gain this goal of eventual independent living

### Case Study #6

- 8-year-old student enrolled in a local elementary school in the 2nd grade whose IEP is meeting today, (May 20) for the coming year
- STAR reading assessment GE score in the fall was 1.2 and 1.4 in the winter
- STAR mathematics assessment GE score in the fall was 2.1 and 2.5 in the winter
- Has struggled with reading and mathematics since late first grade; after mixed results from tier II MTSS interventions, she was evaluated and found eligible for services at the end of 2nd grade (Specific Learning Disability in basic reading, reading comprehension and mathematics problem solving)
- Receives primary instruction in her 2nd grade classroom with additional targeted instruction in reading and mathematics from the resource program teacher, with the goal of eventually catching up to her same-age peers in academic function
- Reading is difficult for the student; when she is required to read information, the result is that she often shuts down and is unable to get started due to the emotional response
- The student's communication and daily living skills are appropriate and on par with same-age peers
- It is predicted that this student will not perform well on the M-STEP assessment in the spring; a combination of anxiety and potential impact on proficient scores for the school were discussed
- Has several friends in and out of school and interacts appropriately with both students and adults