

MC is described as a “a happy child who is very expressive and willing to try new activities.” A thirteen-year-old boy with Asian ethnicity, he shows interest in computers, movies, and music and lives in a rural area where he has a horse. He talks often about his family. His parents would like to see MC become more independent and are satisfied with keeping him the local school district. He spends almost half his day removed from the general education classroom.

MC has medical as well as educational needs. He has a seizure disorder and shunts that need to be monitored at all times as well as the safety in his environment. Therefore, he requires a health plan and requires special transportation.

Individualized Educational Program (IEP)

Only two special considerations are noted to address behavior through (a) the use positive behavior supports for any student whose behavior interferes with his or her learning or the learning of others, and (b) health needs. Because of his disability, MC requires curriculum adaptations and modifications. He spent 60 minutes per day in a special education setting and was provided accommodations, specially designed instruction, supplementary aids and services, supports for school personnel, and support for related service. He is given small group and individual instruction in reading; activities that were broken down and repeated, an associate to provide guidance and monitor his seizures and toileting. MC is given picture cues to help him transition throughout the day. Services, activities and supports that MC will NOT be receiving to advance towards attaining the IEP goals include: assistive technology, community experiences, development of work and other post-high school living objectives, linkages/interagency responsibilities or program modifications.

On one form, it was noted that he could recognize a few names of family members and his own name but that he had to be prompted because he wanted to just name the first letter. He could recognize 4 words at 80% accuracy (and had a goal to identify 28 words).

On another set of forms, he had seven goals, all of them dated 10/15/03.

1. In 36 weeks in any given setting, MC will transition from activities and places in the building without exhibiting behaviors
2. MC will demonstrate and state quantity, special relationships, and attributes at 80%
3. MC will identify the ending sounds and sound out beginning reading words at 80%.
4. MC will answer comprehension questions and be able to retell story in sequential order.
5. MC will demonstrate and verbalize math concepts beginning addition, telling time, identify coins and values.
6. MC will write upper case and lower case letters without a model and write reading words.
7. MC will follow the direction without 80% compliance throughout the school day.

On the IEP form, teachers are directed to check progress, comparison to peers or standards, independence, and goal status. MC was evaluated as follows:

For progress, goals were not met for goals 2-6; he met goals 1 and 7.

There was “more discrepancy” on comparisons to peers or standards for goals 2-6; goal 1 was the same and goal 7 was less discrepancy.

He as “unchanged” on independence for goals 2-7; for goals 1 and 7, he displayed greater independence.

The goal area is “not a priority for next year” for goals 1-5 and 7; only goal 6 was recommended to continue next year with more advanced work.

Alternate Assessment

Judgment of his **reading** reflects no achievement in reading breadth and depth; age-appropriate and curriculum-based in difficulty; he exhibits 81%-100% independence in use of adaptations, demonstration of self-determination and transfer or generalization to 4 or more settings.

The following district standards were used with the alternate assessment:

Use different skills and strategies to read; the assessment consisted of an age appropriate grade level benchmark to “define words using suffixes, prefixes, and context clues.” Finally, the benchmark or extended benchmark that was applied required the “student to identify vocabulary words.”

Additional benchmarks consisted of “reads, interprets, and responds to a variety of literacy and informational texts,” with the district age-appropriate grade level benchmark requiring him to “analyze story elements (e.g., characters and settings);” finally, the benchmark or extended benchmark was for “student will identify story elements.”

The tasks submitted as evidence for these benchmarks comprised

1. A list of 6 words (fish, see, and, ball, car, and yellow) in hand written in 2 columns in random order; the student had to draw a line matching them.
2. Six cards with both a phrase and a picture (a yellow car, a car, a yellow horse, a horse and a car, a horse, and a car and a horse).
3. A graph showing improvement in the number of vocabulary words from 1/03/05 to 3/07/05. The settings for these words included: (a) accelerated reader, (b) science, (c) home, (d) special education room, and (e) general education room with peer and with work time. The teacher noted that MC usually scores about 5 fewer words when he reads with a teacher/associate than when he reads to a peer. His performance in this time period increased from 18 to 26.
4. A demonstration sheet in reading showed that he could attend to a literacy activity, read the summary of the first section, find 4/5 different words, identify the main idea or character, find 5 different words in the second section 5/5 times, tell what the story was about, and self-evaluate on finding words. The passage (Morning Girl) was from a 5th grade text (Signatures). This activity was repeated with another book and the questions adapted to allow him to choose a book, pay attention while the story was read, respond to how well he liked the book, identify the main character and main idea, identify the setting, and evaluate how well he liked the story.
5. When given a passage and asked questions, he had to be prompted to name two girls and boys, he was correct in stating his age, the color of his hair and shirt, and describe what he does in P.E.

Work Samples

Lesson 39-44 dated 4/5-4/26: Word recognition, direction book/card, and picture/phrase card

Lesson 45-51 dated 4/26-4/27: Word recognition, story problem, direction book/card, picture/phrase card, and post-test

- Two pages with a sentence (A boy and I see the airplane) with words listed below in three columns (box, green, in, chicken, little, put) and nonsense words (inc, neki, chic, ebjedc, kcc,sbdlvr, wu, nf, and ixahor); this page continued with phrases (a little green ball, the girl put the fish in a box, and see a yellow horse). The second sheet had the phrase at the top: a yellow airplane in a box and many of the same words and nonsense words.
- Two sheets with pictures and a box below (car, plane, boys, fish, horse and colt, ball, umbrella, horse and boy). The second sheet had different pictures. See below.
- A sheet with the words and phrases written: the ball, I see a little car, a horse and a little horse, yellow fish, a boy in yellow, fish, see the airplane, a box, a boy and a horse, and a boy and a little boy. The second sheet had: yellow, a boy and a ball, the little chicken, green, see the little car, the horse and boy, airplane, a boy with a fish, and a girl with a horse.
- A sheet with a picture of a girl handing a horse a carrot and a boy hold a chicken out of an open cage. Two sentences appear below the picture: A put the chicken in the yellow box. I see the little girl and a horse.
- A sheet with a picture and two sentences below: See the boy with the yellow ball. Put the airplane with the little boy.
- A sheet with 6 phrases: Put a chicken in a box...a girl, a boy, and a little chicken...a green airplane and a yellow caar...pt a yellow ball in a box...a little green fish and a horse...a girl in a car (cards were not included that are used to match).
- A sheet with a list of words: little green, airplane, see, chicken, yellow, the fish, put, a girl, car, ball, I, and box.
- A sheet in which MC wrote the alphabet in upper and lower case
- A sheet with beginning consonants: each set of 3 consonants had a picture above them. For example, p, m, n had a caricature of the moon, v, t, s had a saddle.
- A writing task with pictures inserted in a hand-written sentence. The boy is mowing (underlined words were pictures). Two other sheets had the same sentence but changed the past word to painting and growing.
- A sheet with beginning consonants and associated pictures: qu with coins, r with animals, z with sewing things, k...

The Instructional Program Form

Date and Times	Physical Arrangement	Grouping Arrangement	Materials Description	Instructional Strategy Description	Reinforcement
4/21/05 9:00 -9:20	Kidney shape table, one other student & associate, three other students & associates in room @ other work areas	Individual – other student at table working on similar	Writing paper pencil	We talk about letters and sounds, as letter is said Matt will write letter	Verbal praise when task is completed, Matt gets to choose next activity
4/22/05 8:50 – 9:10	Kidney shape table, one other student & associate, three other students & associates in room @ other work areas	Individual – other student at table working on similar task	Paper pencil	I ask Matt to name pictures. I repeat the word and emphasis the beginning sound “What is the beginning sound?” and Matt circles letters.	Verbal praise and smiley face on picture
4/25/05 8:50 – 9:10	Working @ table with another student and associates	Two students with significant disabilities	Pictures of familiar objects. Cans used to put cards in.	5 pictures laid out on table. I request the students to find pictures of specific beginning sound. We then complete the worksheet.	Verbal praise and given picture cards to place in can
4/26/05 9:40 – 10:10	kidney shape table, one other student & associate, three other students & associates in room	Individual – other student at table working on similar	Word cards from Boggle Jr. Magnetic letters Letter cubes	Choose card, ask child to name and find letters to spell. Repeat word after complete.	Verbal praise when complete. Matt can choose next activity.
4/21/05 9:50–10:00 4/22/05 9:20–9:40 4/25/05 9:20–9:40 4/26/05 10:30–10:40 4/27/05	kidney shape table, one other student & associate, three other students & associates in room	Individual – other student at table with associate working on vocabulary	Flash cards	Matt is shown the word and asked to read	Verbal praise – he watches us put & on chart

Date and Times	Physical Arrangement	Grouping Arrangement	Materials Description	Instructional Strategy Description	Reinforcement
4-22-05 10:30-10:50	Self-contained room w/ 5 students working on IEP work	Individual	Review words writing paper picture cards pencil	Matt is asked to complete a sentence using pictures and re-write. Matt then reads his sentence.	Verbal Praise
	Self-contained room w/ 5 students working on IEP work	Individual	Edmark Level 1 Printed material plastic guide	Matt reads lesson 43	Verbal praise star in book move guide down page a line at a time
4-25-05 10:00-10:30	Self-contained room w/ 5 students working on IEP work	Individual	Review words (nouns + verbs) Writing paper Picture cards Pencil	Matt chooses a noun & verb to complete sentence. He reads, writes and re-reads.	Verbal praise shares with associate Point to each letter
	Self-contained room w/ 5 students working on IEP work	Individual	Edmark Story Book #3 Direction card #12 Word cards set B	Matt independently reads story. Matt also reads the direction card and chooses the correct pictures.	Verbal Praise Copy story to take home and share Missed words written down and reviewed
4-26-05 12:30-1:00	Self-contained room w/ 5 students working on IEP work	Individual	Edmark level I- direction card #12 Post test 3 Review lesson #20	Matt reads card #12 and chooses correct pictures. Reads words on post-test. Read lesson #20	Re-direction to track each line verbal praise Move card 1 line at a time to help w/tracking.

Date and Times	Physical Arrangement	Grouping Arrangement	Materials Description	Instructional Strategy Description	Reinforcement
4/26/05 12:30-1:00	Self-contained room w/5 students & associates work on IEP work	Individual work	Writing paper review nouns & verbs picture cards pencil	Matt chooses a noun & verb to make a sentence He reads, writes and re-read	Verbal praise spelling words to help with tracking
4/27/05	Self-contained room w/5 students & associates work on IEP work	Individual work	Edmark printed post-test picture Phrase card #2	Matt reads words for test Hand Matt a word card and he matches to picture	Verbal praise star in book hand cards one at a time to place with picture