

**Commission on Teacher Credentialing
Preliminary Report of Findings and Addendum**

Institution	La Verne University	Program Mild Moderate SPED	PRELIMINARY EDUCATION SPECIALIST: Mild to Moderate
Date of Review	November 2018		

Please complete the table below for all programs that were deemed to require “more information needed” by reviewers during Program Review (PR). Brief narrative (less than 75 words) is allowable but response must include links to evidence that address the issue identified by the reviewers.

Posting the Addendum

Information from the addendum must be posted on the institution’s accreditation website at least 60 days before the site visit, along with the original program review document and feedback from the program reviewers. Please do not resubmit your response the items below, responses need only be added to your institution’s accreditation website.

Standards Found to be Preliminarily Aligned	Common: 1, 2, 3, 4, 9, 10, 11, 12, 13, 14, 15, 16 Mild/Moderate: 1, 2, 3, 5, 6,
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Standards Requiring More Information	Comment from Program Reviewers	Response from Program
Common Across all Education Specialist		
Standard 5: Assessment of Students	It is not clear the candidates have the opportunity to learn assessments that would enable them to be involved in decision-making regarding disability eligibility (diagnostic assessments). Provide clarification.	<p>This topic is covered thoroughly in SPED 406 syllabus. The Case Study assignment involves administering multiple types of assessments, interpreting results and developing IEP goals based on the data. Assessments included are Woodcock Johnson IV, Curriculum Based Measurements, interviews, and a functional behavior analysis. Attaching an exemplar assignment and the rubrics for the report and the oral presentation “Mock IEP.”</p> <p>Literacy assessments for diagnostic purposes are included in SPED 513 (RDG 510) syllabus and Literacy Profile. Assessments</p>

Standards Requiring More Information	Comment from Program Reviewers	Response from Program
		include the Informal Reading Inventory, Fry High Frequency Word Lists, spelling, writing and Curriculum Based Measures.
Standard 6: Using Educational and Assistive Technology	It is not clear that candidates have the opportunity to learn and to demonstrate their ability to use assistive technology. Provide clarification.	This is addressed in SPED 409 syllabus and is an assignment submitted to TaskStream. We call it the "TaskStream Assignment."
Standard 7: Transition and Transitional Planning	It's not clear the candidates have the opportunity to learn the transition planning process. Provide clarification.	This topic is covered in SPED 406 syllabus . The specific in class activity is titled " Mock IEPs " where students research and role play a transition plan meeting exploring ISFP and Secondary Transition Plans.
Standard 8 : Participating in ISFP/IEPs and Post-Secondary Transition Planning	It's not clear the candidates have the opportunity to be part of a transition planning process. Provide clarification.	This topic is covered in SPED 406 syllabus . The specific in class activity is titled " Mock IEPs " where students research and role play a transition plan meeting exploring ISFP and Secondary Transition Plans
Mild/Moderate (M/M) Disabilities		
M/M Standard 4: Positive Behavior Support	It's not clear candidates are preparing to participate in manifestation determination hearings. Provide clarification.	<p>This topic is covered in SPED 505 syllabus. The specific in class activity is titled "Legal Issues" where students learn the major issues of the legal issues relevant to Sec. 504, IDEA, and apply their knowledge in a peer review process. These reviews are part of every session beginning session 2 and review the key ideas from the previous session. Peer reviewers do Kahoots, jeopardy, crosswords or any other type of engaging review of the prior session.</p> <p>They apply their legal knowledge in 2 major written projects: Social Norm and their Genius Partner Project (a Case Study) In these projects they are required to discuss how their work can support data collection, in particular, that might be required in an MDR. One of the key issues is manifest determination.</p>

SPED 406 Case Study

Eunice Ocampo Martini

November, 27, 2017

University of La Verne

Dr. Bechard

Fall 2017

Table of Contents

Table of Contents-----	2
Section I: Identifying Data-----	3
Section II: Reason for Referral-----	3
Section III: Background Information-----	3-4
Section IV: Interviews-----	4-5
Section V: ABC, FBA, and Positive Behavior Support Plan----	6-15
Section VI: CBM, graph and discussion -----	16
Section VII: Achievement Test Results and Analysis -----	16-19
Section VIII: Instructional Recommendations, Goals, Modifications and Accommodations-	19-21
Section IX: Examiner Reflection on Learning-----	21
References-----	22

Appendices:

A: Interview Transcripts-----	23-25
B: Tony Ruiz Woodcock Johnson Results-----	26-30

Section I: Identifying Data

Name of Student: Tony Ruiz

School: Arroyo High School

Address: 4212 Cedar Ave. El Monte, CA 91732 Teacher: Erik Reyes

Phone: 626) 444-9201

Referred by:

Date of Birth: Dec. 25, 2001

Date of Testing:

Grade: 10

Date of Report: November 27, 2017

Parent's Names: Raquel Diaz and Juan Ruiz

Chronological Age: 15 year and 9 months

Examiner Name: Eunice Ocampo Martini

Indicated Disabilities:

Primary: Other Health Impairment (OHI)

Secondary: Low Incidence Disability

Section II: Reason for Referral: This is being prepared as a practice exercise only. All assessments administered were do so for the purpose of examiner experience.

Section III: Background Information

Description of the Student:

Tony splits his time living with his mother and maternal grandmother. Due to proximity, Tony stays with his grandmother several times throughout the week. Tony does not have any siblings. He has contact with his father but does not live with him. Mr. Ruiz graduated high school but did not attend college. Ms. Diaz graduated from Arroyo High School and briefly attended college. Tony was diagnosed with Idiopathic facial paralysis also known as Bell's palsy, which affected his hearing on his left ear. Ms. Diaz and Mr. Ruiz did not become aware of his hearing loss till Tony was 6 years old. He was first referred to special education because of hearing loss in his left ear in 3rd grade. Ms. Diaz believed that he was struggling do to his hearing loss and the lack of support for it. Ms. Diaz noticed that he was falling behind academically in 4th grade. He struggled mainly with math and excelled in reading. After being made eligible for Special Education, he was diagnosed with Attention Deficit Hyperactive Disorder (ADHD). He has never taken any medication for his ADHD. Tony took adaptive math his first year of high school but

is currently taking general education math. Ms. Diaz stated that Tony is working hard at improving his abilities to focus and stay on task.

Tony currently has an IEP which was written at his at his current high school. He has goals written for math, behavior/social emotional control, writing and vocational/organization. He tends to do well in English, Social Science and Science. So, his focus is to improve his math skill because he was placed in a general education math class.

Description of School:

Arroyo High is a public high school located in El Monte, CA. It services students from 9th grade through 12th grade. Arroyo's current enrollment is 2,301 students who are taught by 92.8 full-time teachers. This equates to a 25:1 student to teacher ratio. Arroyo serves a community whose socio-economic status is lower to middle class. The age distribution within the community is typical and the education level is below the state norm. The student demographics include: 69.7% Hispanic, 24.9% Asian, 3.3% White, 2.1% Other. Furthermore, Arroyo's student population is 52% Male, 48% Female, 13% ELLs and 8% Students with Disabilities. 75.7% of students are eligible for free lunch and an additional 12.3% are eligible for reduced lunch.

Academic History:

Tony began to struggle and fall behind in school in 3rd, which is when his maternal grandmother requested he be evaluated for Special Education. In 4th grade he significantly fell behind in math. He was given Special Education services and was placed in an adaptive math class till his placement in general education math class in 10th grade.

Social History:

Tony is very social and participates in extracurricular activities. He is part of the Arroyo High School JV football team. He has had a couple of behavioral incidents in the past but has not had any recently.

Description of Student's Program Placement:

Tony currently has an IEP which was written at his at his current high school. Last year he had support algebra SDC class but was placed in a general education class this year. He continues to have his study skills support class that helps him in his general education classes. However, Tony has all his core classes and electives in general education. Tony has general education classes with special education monitoring, support, accommodations and modifications.

Section IV: Interviews:

- **Parent Interview:**

When interviewing Tony's mother, I spoke to her over the phone due to the fact that she could not meet and it was the most convenient way to reach her. Mr. Ruiz stated that Tony met his developmental milestones but began to notice that he needed more support around fourth and fifth grade. She stated that Tony struggles with math and his ADHD affected his education and behavior. Her concerns are mostly centered around his behavior and did specifically mentioned that he tends to have problems with his cellphone use. She also mentioned that taking away his phone is a trigger that induces his undesired behavior. When asked about his strengths and interests, she replied that he loves sports and reading which are also his strengths.

- **Teacher Interview:**

When I asked Mr. Reyes about the behaviors exhibited by Tony in his classroom, he responded by stating that there are three recurring behavior of concern which are: cellphone usage, lack of focus and socializing with other peer during class time while out of his seat. However, the main behavior concern is Tony's cellphone usage because it's during his Study Skills class and at times they are needed for school purposes such as checking Schoooloop but Tony at times uses it for social media and games. When asked how he address Tony's cellphone usage, he stated that when it is used for non-school related thing he confiscates the cellphone. To address his distractibility, he sits Tony near the Paraeducator to help repeatedly redirect him. To address the third concern, he constantly reminds him to get back to his seat and because he has ADHD he has the opportunity to take a break to get water but Tony doesn't really take advantage of that opportunity. Mr. Reyes stated that he sees Tony struggle with being able to work independently on an assignment for a lengthy period of time. To support Tony, Mr. Reyes follows his IEP modifications and accommodations, sitting him near the Paraeducator for redirecting, provide him the opportunity to take a break, and using incentives like listening to music when he is productively working independently. He also stated that he understands that sometimes he will have to adjust his expectations for student with varies ability levels. He said that sitting Tony near the Paraeducator helps him be less distracted because it provides one on one instruction and is able to prod more with regards to comprehension questions.

- **Student Interview:**

When I asked to Tony if he knew why he was in Special Education he said he didn't really know. But when I asked him what he struggle with he stated it was math and sometimes it takes him longer to comprehend or finish work for math. Tony stated that sports is one of his strengths and academically it's that he gets his work done. He feels that his comprehension is better when teacher take the time to really explain things and do a couple of samples with him. When asked what he would want to improve on, Tony stated that it would be his grades and the effort he puts into his school work. He acknowledges that he rushes through his work to get it done. He also stated that supports that have worked for him is teacher aides that check for understanding. He also stated that he is more of a visual learner and understands things better when he can see them and the support he needs is to keep him on task. When I asked him how much his hearing affected his academic performance, Tony stated that it doesn't

really affect it. He did state that if it's really loud in class he won't hear everything. I followed up by asking him why he doesn't wear his hearing aides and he said he doesn't use them because they bother him. To end the interview, I asked him if there anything else I should know about him and Tony stated that he sees blurry from his right eye but doesn't have his glasses because they broke a month ago.

Section V: ABC, FBA, and Positive Behavior Support Plan

FBA- Ocampo Martini

FBA Planning Worksheet Behavior Intervention Plan

Learner's Name: Tony Ruiz

Date/Time: October 5, 2017 at 9:57-10:48 am.

FBA Coordinator: Eunice Ocampo Martini

Team Members: Mr. Reyes (Case Manager and Study Skills Teacher), and Eunice Ocampo Martini (FBA Coordinator)

Interfering Behavior: Tony is non-compliant when it is a non-preferred activity or lesson by using his cellphone when he is suppose to be paying attention or working on a task. He is usually non-compliant with his delayed responds to begin a task after given instruction for about 3-5 minutes.

Selected evidence-based practice from Thomas M. Shea and Anne M. Bauer *Behavior Management: A practical Approach for Educators Tenth Edition* (2012) to address interfering behavior: Skill Streaming: We will first go over what behavior is appropriate and beneficial for Tony to exhibit when he is in a non-preferred situation. Tony will model appropriate behavior when reacting to a non-preferred situation, followed by the teacher modeling corrective behavior. He will role play the correct behavioral response in various settings and circumstances. Tony will receive positive feedback about his performance to guide correct behavior. Environmental change and consistency: Tony exhibits non-compliance behavior because it is supported by intermittent reinforcement and inconsistent consequences after undesired behavior occurs. Behavior Momentum: Tony is more likely to comply with a request if he/she has complied with a series of preceding requests. Thus, present 2-3 high probability request that Tony is likely to comply with, praising compliance. Then present the non-preferred/difficult low probability request and again praise any compliance.

Objectives to indicate progress: Minimizing the time that it takes Tony to begin a task once he is given instructions.

Environmental accommodations: Preferred sitting near an adult to allow for redirection.

Response from staff and others:

Strategies for enhancing learner motivations: Maintain Tony's motivation by varying reinforcement, the difficulty of tasks, and the tasks themselves. Simply, offer some tasks by creating incidental teaching opportunities that are less difficult to maintain motivation

so that Tony experiences success while also being challenged and is more likely to continue. Interposing difficult or non-preferred task with relatively easy components limits frustrations, creates more opportunity to get reinforcers and promotes successful interactions.

Data Collection Plan: I will perform a Narrative A-B-C analysis and Duration Data collection.

Narrative A-B-C Analysis

Baseline	A	B	C
<p>E: Class begins at 9:57, after nutrition break. Students are to sit in their assigned seats. They wait to the last minute to take their seats. There are two students sitting per table of 4 desks. Tony is sitting close to the Teacher and Paraeducator. Class is a bit loud. Students are to work independently on assignments from other classes.</p> <p>O: Students are a bit loud and active. They walk around to visit friends before class. Teacher waits for the bell to ring before giving instructions. A student tries to grab Tony's phone.</p> <p>S: Tony walks in on his cellphone and drops his backpack on his desk. He walks to his friend to chat before the tardy bell rings. He goes to his desk and continues to use his cellphone when bell rings. Tony tells the student "Calm down fool" and continues to be on his phone.</p>	<p>E: Class begins at 9:57, after nutrition break. Students are to sit in their assigned seats. They wait to the last minute to take their seats. There are two students sitting per table of 4 desks. Tony is sitting close to the Teacher and Paraeducator. Class is a bit loud. Students are to work independently on assignments from other classes.</p> <p>O: Students are a bit loud and active. They walk around to visit friends before class. Teacher waits for the bell to ring before giving instructions. A student tries to grab Tony's phone.</p> <p>S: Tony walks in on his cellphone and drops his backpack on his desk. He walks to his friend to chat before the tardy bell rings. He goes to his desk and continues to use his cellphone when bell rings. Tony tells the student "Calm down fool" and continues to be on his phone.</p>	<p>Tony continues to be on his cellphone when the tardy bell rings and is non-compliant when asked to put his cell phone away and delays when given instructions.</p>	<p>E: Classroom is a little too loud for optimal learning environment. It is also a bit disorganized with students walking around.</p> <p>O: Students continue to talk a few minutes after the tardy bell has rang. Teacher gives instructions for students to put away electronics and that they will be working on finishing a quiz for Integrated Math I. Paraeducator instructs Tony to put away his cellphone and begin working on his quiz. Paraeducator tries to redirect Tony by asking if he his review sheet and to show it to her. Paraeducator tells Tony he can put his cell phone away or she can hold it for him so he stays on task.</p> <p>S: Tony continues to be on his cellphone after the teacher has directed them to put it away. Tony tells the Paraeducator "Ok" but continues to be on his cellphone. Tony takes about 2 more minutes on his</p>

			cellphone while pretending to look for his review sheet. He then pulls out his review sheet and asks for help on the 8 th question of the quiz.
Plan	<p>E: Students will come in quietly from nutrition break without any electronics out. Students will sit in their assigned seats and will focus on their assignments from other classes without waiting for the tardy bell.</p> <p>O: Students will stay on school related topics (no school social topics). Teacher will greet students at the door to remind them to not have any electronics out and be ready to work. Students will be productive while in class and not have any electronics out during class time, unless otherwise stated by the teacher for school related activities. Teacher will be consistent with all student with the cellphone policy. Teacher will use Skill Streaming, Behavioral momentum and have a consistent and adapted environment to guarantee</p>	<p>Tony will stay on task and focus on teacher prompts throughout the lesson without using his cell phone as a distraction.</p> <p>E: Class will be quiet and organized.</p> <p>O: Students will effectively use their time in class to complete assignments. Teacher will help students with class assignments and not waste time redirecting challenging behavior.</p> <p>S: Tony will effectively use his time in class to complete assignments.</p>	

	<p>Tony's success with desired behavior.</p> <p>S: Tony will not walk in with his phone into class. Tony will practice appropriate behavior and display that behavior while in class.</p>		
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Duration Data Collection

Time	Monday 10/9	Tuesday 10/10	Wednesday 10/11	Thursday 10/5	Friday 10/6
9:57-10:07	2 minutes	1 minute	1 minute	3 minutes	3.5 minutes
10:07-10:17				1 minute	
10:17-10:28		2 minutes			
10:28-10:38	1 minute		2 minutes		2 minutes
10:38-10:48	2 minutes	1 minute		2 minutes	3 minutes

FBA Planning Worksheet Analysis and Hypothesis

Learner's Name: Tony Ruiz

Date/Time:

FBA Coordinator: Eunice Ocampo Martini

Team Members: Mr. Reyes (Case Manager and Study Skills Teacher), and Eunice Ocampo Martini (FBA Coordinator)

How long has the behavior been interfering with the learner's development and learning?

Tony has had a history of using his phone during class time to avoid a non-preferred task. He is currently a Sophomore but his behavior also occurred during his Freshmen year. I am unaware of his behavioral history in his Junior High School and unable to pin point when the behavior began.

Does the behavior involve aggression or damage to property?

Although Tony can become a bit frustrated and aggressive at times when asked to put his phone away, it is not serious enough to be concerned.

Where is the behavior occurring?

Behavior occurs during class time when Tony has to begin and complete and non-preferred task.

What activities is the learner participating in when the behavior occurs?

Tony is participating in class activities that he does not prefer, such as listening to instructions or completing assignments, when the behavior occurs.

What are others (teachers, peer, practitioner) doing when the behavior occurs?

Teacher usually tries to redirect Tony to get on task and put his phone away.

What is the proximity of others (e.g. teacher, peer, practitioner) when the behavior occurs?

Teacher usually tries to redirect Tony from his desk but will get closer to Tony when he begins to talk back or takes longer than 2 minutes to put his cell phone away. Paraeducator is usually next to Tony or behind him when instructing him to begin a task or redirecting him to stay focus on the task at hand.

What is the noise level in the environment when the behavior occurs?

The noise level is a little loud in the beginning of the class and the end, which is when Tony's non-desired behavior occurs.

How many peers and adults are present when the behavior occurs?

Two adults are present and the class varies depending on absences. Usually, the class is 12 students if everyone is present.

What other environmental conditions (e.g. lighting) are present when the behavior occurs?

The desk are arranged by groups of four but no more than two students sit per group.

Does the behavior occur because the learner is being asked to demonstrate a skill that he/she cannot perform (e.g. talking with peer, completing a difficult math assignment)?

Tony is capable of completing his assignment but chooses to avoid them. Math can be a little challenging for him but the Paraeducator that is in his Study Skills class is also in his Math class and can assist him. Tony prefers to socialize and avoid/delay in initiating non-preferred tasks or activities and completing them.

Does the learner exhibit other behaviors immediately before the behavior occurs (antecedents)?

Tony walks in with his cellphone in his hand, he is friends with some students in the class and they have similar interest with games on their cellphones. Study Skills follows Nutrition Break, which student use to socialize and makes it difficult for them to innate school related non-preferred tasks.

What happens immediately after the interfering behavior occurs (consequences)?

Tony is told by the teacher to put his phone away. Then, is told by the Paraeducator to put his phone away. Paraeducator tries to redirect Tony to begin his task and then gives him the option to put away his phone or have it confiscated for the reminder of the class.

Does the challenge behavior create a safety concern?

No

Does the challenging behavior impact the student's development?

Yes, because it affects their social development because it limits his interpersonal skills.

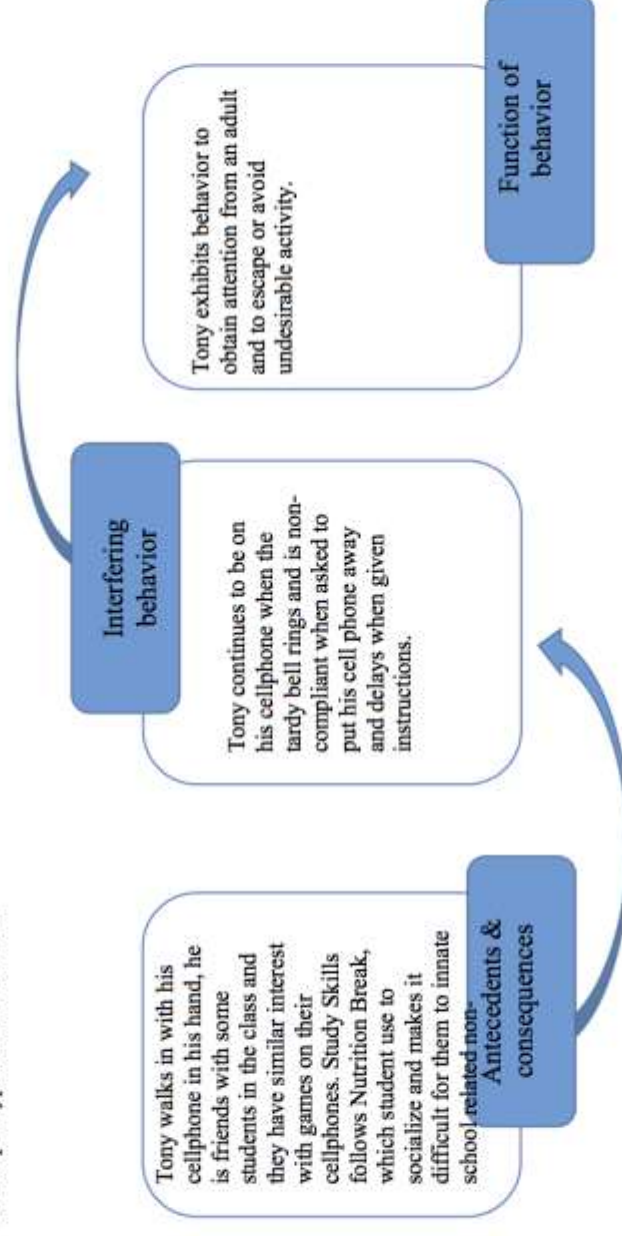
Does the challenging behavior interfere with the student's ability to learn?

Yes, it reduces productivity, impacts Tony's grades and progress, causes him to miss out in some instruction, can cause instruction or class activity to stop, requires adult attention and disrupts Tony's learning.

Determine the function of the behavior:

To obtain attention from an adult and to escape or avoid undesirable activity.

Develop a hypothesis statement:



Hypothesis statement: Antecedent behavior that leads Tony to continuing to use his cellphone when the tardy bell rings and being non-compliant when asked to put it away which leads to him delaying when given instructions is walking in with his phone in his hand, over socializing with students in the class, and sharing similar interest with game on his cellphone; the behavior Tony exhibits is obtain attention from adults and to escape or avoid non-preferred activities.

Replacement Behavior

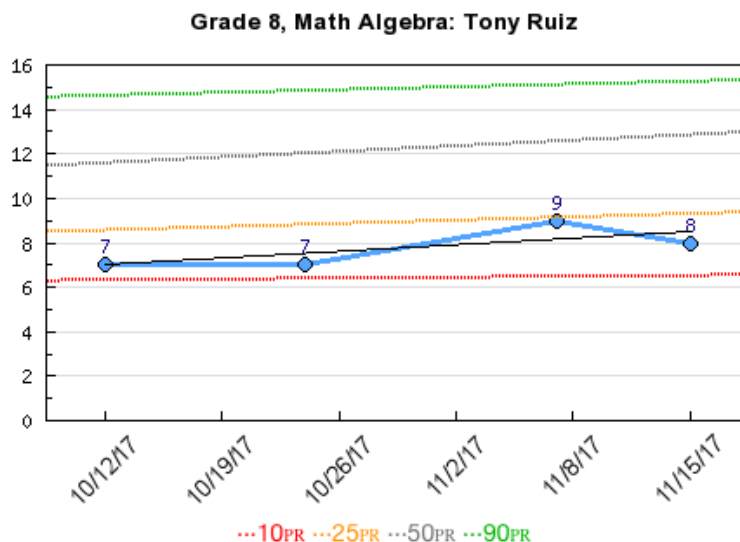
Replacement behavior: Tony will demonstrate appropriate and beneficial behavior such as using his time in class effectively and be complaint in non-preferred situation.

Proactive Strategies	Response to Behaviors
1. Skill Streaming to practice behavior that is appropriate and beneficial for Tony to exhibit when he is in a non-preferred situation	1.
2. Have clear rules/steps for cellphone use during class time.	2.
3. Have consistent consequences when Tony uses his phone during class time.	3.
4. Behavior Momentum so Tony is more likely to comply with a request if he has complied with a series of preceding requests.	4.

Section VI: CBM, graph and discussion:

Tony was given the easyCBM Math: Algebra measurement. I have administered Math Algebra 8_1, Math Algebra 8_2, and Math Algebra 8_3. His score was 7 out of 16 receiving a 44% in 8_1. In 8_2 he received an 8 out of 16 which is 50%. In the third measurement he received 7 out of 16 which is a 44%. This puts his baseline at 7.33 out of 16 with the percentage of 46%. In the Math Algebra 8_4 he performed the best scoring a 9 out of 16 with the percentage of 56%. On his his last probe he received an 8 out of 16 with a 50%. He seemed to do better with the last test because he dealt with content he has been going over with class. However, he could have done better if he didn't rush through the test. Although Tony is a 10th grader in High School, he struggles with math which is why it was appropriate to give him a test which is closer to his level. The score of 7 puts him in the 18th percentile of student in 8th grade but he is working to get to 10th grade level. I plan on continuing to work with Tony to raise his skills with math and continue to use easyCBM to monitor his progress.

Tony Ruiz, Math Algebra



Section VII: Achievement Test Results and Analysis:

Woodcock Johnson Test: Tony Ruiz

Assessment Used:

Woodcock/Johnson III (W/J)

This test has a mean of 100 and a Standard Deviation of 15, and is a standardized, individually administered achievement assessment in the areas of reading, writing, math, and listening skills.

Sub-Test 1: Letter-Word Identification

After taking the letter word identification portion of the Woodcock Johnson, Tony's scores were as follows:

<u>Number Correct</u>	<u>AE(Est)*</u>	<u>GE(Est)*</u>
59	10-9	5.4

Sub-Test 2: Applied Problems

After taking the applied problems portion of the Woodcock Johnson, Tony's scores were as follows:

<u>Number Correct</u>	<u>AE(Est)*</u>	<u>GE(Est)*</u>
39	16-5	11.0

Sub-Test 3: Spelling

After taking the spelling portion of the Woodcock Johnson, Tony's scores were as follows:

<u>Number Correct</u>	<u>AE(Est)*</u>	<u>GE(Est)*</u>
41	13-8	8.2

Sub-Test 4: Passage Comprehension

After taking the spelling portion of the Woodcock Johnson, Tony's scores were as follows:

<u>Number Correct</u>	<u>AE(Est)*</u>	<u>GE(Est)*</u>
33	9-6	4.1

Sub-Test 5: Calculation

After taking the calculation portion of the Woodcock Johnson, Tony's scores were as follows:

<u>Number Correct</u>	<u>AE(Est)*</u>	<u>GE(Est)*</u>
31	10-3	4.8

Sub-Test 6: Writing Samples

After taking the writing sample portion of the Woodcock Johnson, Tony's scores were as follows:

<u>Number Correct</u>	<u>AE(Est)*</u>	<u>GE(Est)*</u>
20	>30	>12.9

Narrative Explanation:

Reading:

Letter-word identification: (In this subtest, students identify individual letters and then individual words. Words get progressively harder throughout the test.)

Tony's scored at GE equivalent to 5.4. Tony falls below grade equivalency. Tony was able to read many words automatically but began to struggle when words got harder and with his attention to the task. When Tony came across more difficult words, he would try to sound out at first but got frustrated would skip the word.

Spelling: (For this subtest, students are asked to spell words that are ranked according to grade difficulty.)

Tony's GE score was 8.2. Initially Tony spelled items easily and accurately. Later on, in the assessment Tony reflected a need for further skill development. However, when spelling out the words Tony was close to the correct spelling. He made simple mistakes such as leaving out a letter or adding an extra letter. He is slightly below grade level in this area.

Passage Comprehension: (For this subtest, students are asked to look at the picture and ask the student to state what word belongs in the blank space.)

Tony's GE score was 7.2, which is below his grade level. Although he is below grade level, Tony appeared to read passages with no observed difficulties. Even when he did not use the correct word in the space Tony made decent attempts in answering the questions and his chosen word made a complete coherent sentence.

Writing Samples: (For this subtest, students are asked to complete writing samples after looking at the picture, including a good sentence that tells what is happening in the picture.)

Tony used both complex and detailed sentences in his responses. His score showed his effort with this test with the GE score of >12.9. He seemed confident with writing a response and made a decent attempt in answering up to number 24. However, after number 24 he did not want to continue.

Math:

Calculation: (For this subtest, students are asked to complete a series of math problems that start with simple addition and increase in difficulty as the test continues (subtraction, multiplication, etc...))

Tony was able to compute problems that were simple addition and subtraction with no mistakes. He struggled with multiplication and division when the problem got more difficult. He did not attempt to do any problems that used fractions or percentages. This assessment scored his GE at 4.8, which is below his grade level.

Applied Problems: (For this subtest, students are asked to complete a series of basic operations math problems, which include addition, subtraction, and division.)

Tony was able to compute problems in his head for most of the problems in this section and use his scratch paper for very few of the problems. He made minimal mistakes. Tony has good comprehension and analytical abilities. This assessment scored his GE at 11.0. Tony needs to work on computing

problems on paper to ensure that he has the correct answer. However, Tony is performing above grade level.

Summary:

Tony is a 15-year-old male in tenth grade at Arroyo High School. He was referred for testing because both the general education teacher and parent have concerns regarding his academics and behavior. The general education teacher has tried several interventions already. Tony was very focused at first but become frustrated and distracted as the assessment became more difficult for him. Currently, it is the middle of the school year. Tony will soon be taking his finals for the first semester and wants to ensure he passes all his classes. He will benefit from working on his skills using interventions to ensure he can reach grade level. As such, his academic scores are a bit below average. He will need some interventions in the coming school year in order to bridge the gaps.

Based on the current results of the Woodcock/Johnson and observations during the assessment, the following classroom recommendations should be offered:

Spelling:

1. Personal dictionary
2. Having words of the day to increase his academic vocabulary awareness.

Comprehension:

1. Find high interest books to read to increase his reading comprehension.

Writing:

1. Given 15 minutes to write in a journal, the student will write at least three descriptive words detailing their day

Mathematics:

1. Using paper to compute problems.
2. Take his time while solving problems to ensure he will have a success in answering them.
3. Going to tutoring offered in the Library after school and during lunch with his math teacher to increase his skills in math.

Section VIII: Instructional Recommendations:

Student's Strengths and Weaknesses:

Tony's strengths are heavily influenced by his self-awareness and enthusiasm to succeed. Tony was able to use his strong problem solving skills and ability to compute problems mentally to demonstrate his abilities in the Applied Problems section of the Woodcock/Johnson III. In that section he scored a 39, which puts him at grade equivalence of 11.0, resulting one of his highest areas. He also showed a strength in his writing samples receiving a grade equivalency of 17.9.

One of his weaknesses is calculations. He was asked to complete a series of math problems that start with simple addition and increase in difficulty as the test continues. He began to get frustrated as the level of difficulty increased and did not attempt solve the problem if it contained a fraction or percentage. He scored a 31 in calculations, which puts him at a grade equivalency of 4.8. The CBM data also shows that Tony struggles with math overall. His baseline showed that he was able to answer 7.33 out of the 16 problems correctly which is 46 percent correct.

Recommendations for further Instruction:

Tony is currently enrolled in general education classes for his core and elective classes and has a Study Skills support class through Special Education. The support class assists with general education curriculum due to his below level academic skills. His current schedule is designed to keep him on track to graduate and meet his A-G requirements. However, Tony can benefit from going to tutoring after school in the library or during lunch with his math teacher and working on his calculation skills. Specifically, as it relates to fraction and percentage comprehension, Tony can use manipulatives and have multiple representations to increase his abilities when working within this content area. Tony also needs to follow his behavior support plan and actively work to diminish his disruptive behavior.

- **Proposed IEP Goals**

Area of Need: Math

Goal: By December 21st 2017, when given 10 problems with fractions, Tony will evaluate the addition or subtraction of fractions, including improper fractions, with at least 90% accuracy in 9 out of the 10 trials as measured by student's work samples and/or teacher observation, district assessments over each 6 week grading period.

Area of Need: Behavior/Social Emotional

Goal: By December 21st 2017, Tony will decrease his disruptive behavior of using his cellphone during class time from 6 minutes a class period to no more than 2 minutes a class period during individual or group work as measured by observation and data collection conducted by school/agency staff.

- **Proposed Modifications & Accommodations**

Tony should utilize the following accommodations to help him with his academic and behavioral goals:

- Be able to use a calculator in classroom testing.
- Allow change of location to special education classroom for testing.
- Allow open book and open notes on test, except for spelling or vocabulary test.
- Use calculator in classroom environment.
- Allow extra time to turn in assignment with notice.
- Allow 2-5-minute break outside of class if needed.
- Allow to stand or move in desk when needed.
- Use verbal encouragement
- Check for understanding
- Use reinforcements set forth in his Behavior Plan.
- Prompt to stay on task.

Section IX: Examiner Reflection on Learning

This experience was mostly new to me and it was a great learning experience. I have had experience with translating IEPs, but I have never been a part of creating the IEP and administering the assessments. I was lucky enough to work with a great master teacher who provided me with a lot of guidance. He allowed me to observe him administer the Woodcock Johnson. I was able to ask any questions I had and he guided me with the scoring of the test. Unfortunately, my school district does not currently use CBMs but Dr. Bechard guided me to use easyCBM which is an online CBM that is very user friendly. It was easy to use but it only goes through eighth grade. I should be able to use it with students who perform below grade level but I will need to find another CBM for students who perform at grade level or above.

Another difficulty I had on this case study was that I found it difficult to work around the student's schedule due to that fact that he was not a student in my own classroom. I had to make sure that I was not impeding on his education because my priority was to make sure that Tony was receiving all the support in his classes. I did not want to take away from the instructional time he needed to learn the content and work on his school assignments. When I have my own case load and classroom it will be easier to implement CBMs in to my lessons because I will be in control of when I can do them. I will need to do more research on which CBMs are available for high school and how to integrated them into my lessons. Tony also had a couple of health issues and a car accident that kept him out of school for several days. This further limited me on when I could administer the CBMs and Woodcock Johnson.

Working with the behavior component was easier since it was very similar to what we learned in SPED 505. I was able to use my prior knowledge of behavior management to develop a behavior support plan. It helped to have an example of what was required which allowed me to better comprehend this section. The book from Thomas M. Shea and Anne M. Bauer *Behavior Management: A practical Approach for Educators Tenth Edition* (2012) really helped me develop the Narrative A-B-C Analysis and my overall behavior plan. I was also able to have the guidance of the master teacher I work with to

guide me in writing goals for Tony. It was also very helpful to be able to complete the whole case study in parts because it allowed me to focus on each part one at a time. Breaking a big project into increments made it less daunting and appear more attainable.

References

EasyCBM. (2013, March 12). Math Algebra 8_1-8_5. Retrieved from <https://easycbm.com>

McGrew, Kevin S. (1985). Subtest norms for the WJ/SIB Assessment System: Woodcock-Johnson Psycho-educational Battery: tests of cognitive ability, test of achievement, test of interest level scales of independent behavior (tests of adaptive behavior). Allen, Tex.: DLM Teaching Resources.

Shea, T. M. & Bauer, A. M. (2012). *Behavior Management: A Practical Approach for Educators*. Tenth Edition. Upper Saddle River, NJ: Pearson Education Inc.

Appendix A: Transcripts

- **Parent Interview**

Examiner: What prompted you to refer your child for special education?

Parent: Because he was falling behind in Rio Hondo so we ordered an IEP and he has been on one since then.

Examiner: When did you notice that your child needed more support?

Parent: Around 4th or 5th grade.

Examiner: What were the things you noticed your child struggled with?

Parent: Math was the first thing. He also had really bad ADHD and his IEP is more for behavior support to help with that. For example, he can take breaks and he has special accommodations to cope with the ADHD because it was hard for him to sit still. Now that he is older he is getting better to control his ADHD.

Examiner: Did your child meet his developmental milestones?

Parent: Yes.

Examiner: What are your educational concerns regarding your child?

Parent: Right now, I don't really have any. He seems to be doing really good but he is only struggling a little with math and not doing well in English but it's due to lack of turning assignments.

Examiner: What are your behavioral concerns regarding your child?

Parent: He has some issues with his 4th period teacher because he got his phone taken away. He is hot tempered but he knows the rules. He was really disrespectful with her but I talked to him and her and it seems to be under control. Staying on task and being redirected but he is doing really good.

Examiner: Are there any triggers you have noticed that induce those behaviors?

Parent: No, just taking his phone away.

Examiner: What can we do to best address those concerns?

Parent: For the most part everyone helps as much as they can. Everyone is doing what they can for him.

Examiner: What are your child's interest?

Parent: He loves sports and loves to read, he can take a book down in an hour.

Examiner: What are your child's strengths?

Parent: His reading ability and he helps out around the house.

- **Teacher Interview**

Examiner: What academic standards do you use?

Teacher: I implement a lot of California state standards that were still used 3-5 years ago. Because students with disabilities demonstrate low abilities levels in the SDC classes, I was able to modify a lot of the content and present a new concept every two to three days. Now with common core I need to start implementing more word problems and error analysis.

Examiner: Do you focus on achievement or progress learning?

Teacher: Overall I focus on achievement but in certain scenarios/students who are low I focus on progress learning.

Examiner: How do you measure academic progress?

Teacher: There is going to be daily warm-ups, daily classroom assignment, I and the Paraeducator navigate the classroom to check for understanding, weekly quizzes and chapter test every three weeks.

Examiner: How are your assessments designed to promote learning rather than simple measurement?

Teacher: Overall after a few months you do see students progress and especially over the year you see the progress. Spiraling question and concepts into the assessment to make sure the concepts are piggy backed off each other.

Examiner: Does the student exhibit behavioral issues in your classroom and if so how do you address them?

Teacher: The three recurring behavior concerns are cellphone usage, lack of focus and socializing with other peers during class time while out of his seat. The main one is cellphone usage is a tough one because during Study Skills class cellphone can be used for checking Schoolloop and other school related issued but when is social media it is confiscated. To help battle his distractibility is to set near the Paraeducator so she can repeatedly redirect him. The third one is constant reminder to get back to his seat because he has ADHD he has the opportunity to take break to get some water but he really doesn't take advantage of that.

Examiner: What are the most common instructional strategies you use and what are the benefits?

Teacher: I had him last year for adaptive algebra and there was a lot of direct instruction but he required a lot of one to one instruction. He would socialize if he sat near the front so I would have to sit next to the Paraeducator to redirect him. He is less distracted with one on one instruction and we are able to prod more with regards to comprehension questions.

Examiner: How do you see the role of the teacher in the learning process?

Teacher: Very vital. The teacher can make or break the learning process for entire class. You have a good teacher, students come out learning more and vise versa.

Examiner: What task do you see the student struggle with, either academic or social?

Teacher: The task that I see him struggle with as oppose to other students is being able to work independently on an assignment for a lengthy period of time.

Examiner: What are the supports you provide for this student?

Teacher: I follow his IEP modifications and accommodations, sitting him near the Paraeducator for redirecting, provide him the opportunity to take a break, and using incentives like listening to music when he is productively working independently. Also, understanding that sometimes you will have to adjust your expectation for students with various ability levels.

- **Student Interview**

Examiner: Do you know why you are in Special Education?

Student: Um. No, not really.

Examiner: What do you struggle with?

Student: The subject I struggle with math. Sometimes if its hard it takes me longer.

Examiner: What are your strengths?

Student: Sports, I'm athletic. Academics, is that I get my work done. I feel like I can understand stuff really quickly if it's explained well. Some teachers take time to really explain things and others will do a couple of problems and expect students to know how to do it.

Examiner: What are your interests?

Student: Right now, I like video games, doing sports and hanging out with friends. I get bored if I'm by myself.

Examiner: What do you see yourself doing in the future?

Student: Two things I can see myself doing is being a detective or working on cars.

Examiner: What would you like to improve?

Student: I would want to improve academic wise, my grades and the effort I put in. I want to put more effort because sometimes I feel like I rush through it to get it done.

Examiner: What strategies or supports have worked for you?

Student: Teacher aides that walk around and help because the teacher can't help everyone at once. I am more visual and understand it things better when I can see it.

Examiner: How much does your hearing affect your academic performance?

Student: It doesn't. Sometimes if the class is really loud I won't hear everything but it really doesn't affect it.

Examiner follow up question: Why don't you wear your hearing aides?

Student: Don't use hearing aid because they bother me.


Examiner: What can I do to best support you?

Student: Make sure that I'm on task and not getting distracted.

Examiner: Anything else I should know about you?

Student: One thing is that I see really blurry from my right eye. Eyeglass broke a month ago and I will get new glasses soon.

Appendix B: Tony Ruiz Woodcock Johnson Results

 Tests of Achievement Form C and Extended Parent Report for Tony Ruiz									
ID:		School: Arroyo High School							
Date of Birth: 12/20/2001		Teacher: Reyes							
Sex: Male		Grade: 10.2							
Date of Testing: 11/02/2017		Examiner: Erik Reyes							
Tony was administered a set of tests from the Woodcock-Johnson IV Tests of Achievement Form C and Extended. His performance in each area is shown below. Based on a comparison to others of his age, Tony's BRIEF ACHIEVEMENT national percentile rank of 29 means that he scored higher than about 29 percent of fifteen-year-old children nationally.									
TASK	Extremely Limited	Very Limited	Limited	Limited to Average	Average	Average to Advanced	Advanced	Very Advanced	National Percentile Rank
BRIEF ACHIEVEMENT				X					29
READING			X						17
MATHEMATICS			X						19
WRITTEN LANGUAGE					X				67
ACADEMIC SKILLS			X						13
ACADEMIC APPLICATIONS					X				60

Brief Achievement is a brief overview of Tony's skill development across the reading, writing, and math areas. It includes measures of oral sight-word reading skill, reasoning with math story problems, and spelling ability.

Reading is a combined measure of Tony's oral sight-word reading skill and the ability to comprehend passages while reading silently.

Mathematics is a combined measure of Tony's math problem solving and calculation skills.

Written Language is a combined measure of Tony's written language performance, including spelling and written expression.

Academic Skills is a combined measure of word reading, math calculation, and spelling skills.

Academic Applications is a measure of Tony's ability to apply his skills to solve academic problems.



Score Report

Name: Ruiz, Tony
Date of Birth: 12/20/2001
Age: 15 years, 10 months
Sex: Male
Date of Testing: 11/02/2017

School: Arroyo High School
Teacher: Reyes
Grade: 10.2
ID:
Examiners: Erik Reyes

TESTS ADMINISTERED

Woodcock-Johnson IV Tests of Achievement Form C and Extended (Norms based on age 15-10)

TABLE OF SCORES

Woodcock-Johnson IV Tests of Achievement Form C and Extended (Norms based on age 15-10)

CLUSTER/Test	W	AE	RPI	SS (68% Band)
READING	507	11-6	58/90	86 (83-89)
MATHEMATICS	509	11-9	62/90	87 (84-90)
WRITTEN LANGUAGE	528	>30	95/90	107 (102-111)
ACADEMIC SKILLS	508	11-3	48/90	83 (81-86)
ACADEMIC APPLICATIONS	522	17-11	93/90	104 (100-107)
BRIEF ACHIEVEMENT	516	12-10	76/90	92 (89-94)
Letter-Word Identification	505	10-9	39/90	82 (78-86)
Applied Problems	521	16-5	91/90	101 (96-106)
Spelling	522	13-8	82/90	95 (92-99)
Passage Comprehension	510	12-8	75/90	91 (86-96)
Calculation	498	10-3	21/90	77 (73-81)
Writing Samples	534	>30	99/90	118 (112-125)

VARIATIONS	STANDARD SCORES			DISCREPANCY		Interpretation at + or -1.50 SD (SEE)
	Actual	Predicted	Difference	PR	SD	
<i>Intra-Achievement [Extended] Variations</i>						
Letter-Word Identification	82	97	-15	7	-1.47	--
Applied Problems	101	93	8	76	+0.71	--
Spelling	95	94	1	54	+0.09	--
Passage Comprehension	91	95	-4	34	-0.40	--
Calculation	77	98	-21	2	-2.04	Weakness
Writing Samples	118	92	26	98	+2.10	Strength

Woodcock-Johnson IV Tests of Achievement Form C and Extended Test Session Observations

Level of conversational proficiency: Typical for age/grade
Level of cooperation: Cooperative (typical for age/grade)
Level of activity: Typical for age/grade
Attention and concentration: Attentive to the tasks (typical for age/grade)
Self-confidence: Appeared at ease and comfortable (typical for age/grade)
Care in responding: At times responded too quickly
Response to difficult tasks: Attempted but gave up easily

Ruiz, Tony
November 02, 2017

Score Report

Woodcock-Johnson IV Tests of Achievement Form C and Extended Qualitative Observations

Letter-Word Identification: Identified initial items rapidly and accurately and identified more difficult items through increased application of phoneme-grapheme relationships (typical)

Applied Problems: Solved initial problems with no observed difficulty but demonstrated increasing difficulties solving the latter items (typical)

Spelling: Spelled initial items easily and accurately; spelling of latter items reflected a need for further skill development (typical)

Passage Comprehension: Appeared to read initial passages easily but appeared to struggle as the reading increased in difficulty (typical)

Calculation: Worked too quickly

Writing Samples: Sentences were both complex and detailed





Score Report

Name: Ruiz, Tony
Date of Birth: 12/20/2001
Age: 15 years, 10 months
Sex: Male
Date of Testing: 11/02/2017

School: Arroyo High School
Teacher: Reyes
Grade: 10.2
ID:
Examiners: Erik Reyes

TESTS ADMINISTERED

Woodcock-Johnson IV Tests of Achievement Form C and Extended (Norms based on grade 10.2)

TABLE OF SCORES

Woodcock-Johnson IV Tests of Achievement Form C and Extended (Norms based on grade 10.2)

CLUSTER/Test	W	GE	RPI	SS (68% Band)
READING	507	6.1	60/90	86 (83-89)
MATHEMATICS	509	6.3	63/90	88 (85-91)
WRITTEN LANGUAGE	528	13.0	95/90	107 (103-110)
ACADEMIC SKILLS	508	5.8	49/90	84 (81-86)
ACADEMIC APPLICATIONS	522	12.5	93/90	104 (101-107)
BRIEF ACHIEVEMENT	516	7.4	77/90	92 (90-95)
Letter-Word Identification	505	5.4	40/90	84 (81-88)
Applied Problems	521	11.0	92/90	101 (97-106)
Spelling	522	8.2	83/90	96 (92-99)
Passage Comprehension	510	7.2	76/90	92 (87-97)
Calculation	498	4.8	21/90	79 (75-82)
Writing Samples	534	>17.9	99/90	117 (111-122)

VARIATIONS	STANDARD SCORES			DISCREPANCY		Interpretation at + or -1.50 SD (SEE)
	Actual	Predicted	Difference	PR	SD	
<i>Intra-Achievement [Extended] Variations</i>						
Letter-Word Identification	84	97	-13	8	-1.41	--
Applied Problems	101	94	7	76	+0.71	--
Spelling	96	95	1	53	+0.08	--
Passage Comprehension	92	95	-3	36	-0.35	--
Calculation	79	98	-19	2	-1.98	Weakness
Writing Samples	117	91	26	98	+2.08	Strength

Woodcock-Johnson IV Tests of Achievement Form C and Extended Test Session Observations

Level of conversational proficiency: Typical for age/grade
Level of cooperation: Cooperative (typical for age/grade)
Level of activity: Typical for age/grade
Attention and concentration: Attentive to the tasks (typical for age/grade)
Self-confidence: Appeared at ease and comfortable (typical for age/grade)
Care in responding: At times responded too quickly
Response to difficult tasks: Attempted but gave up easily

Ruiz, Tony
November 02, 2017

Score Report

Woodcock-Johnson IV Tests of Achievement Form C and Extended Qualitative Observations

Letter-Word Identification: Identified initial items rapidly and accurately and identified more difficult items through increased application of phoneme-grapheme relationships (typical)

Applied Problems: Solved initial problems with no observed difficulty but demonstrated increasing difficulties solving the latter items (typical)

Spelling: Spelled initial items easily and accurately; spelling of latter items reflected a need for further skill development (typical)

Passage Comprehension: Appeared to read initial passages easily but appeared to struggle as the reading increased in difficulty (typical)

Calculation: Worked too quickly

Writing Samples: Sentences were both complex and detailed



Achievement Test Results	Administered a core battery of subtests from an appropriate achievement test such as the Woodcock Johnson. Presented complete scores, analysis and discussion of performance.	Most of the required elements submitted, but may be missing 1-2 elements.	Partial submission of achievement test data.	Did not submit achievement test data.
Instructional Recommendations & IEP Goals	Several explicit instructional or behavioral recommendations consistent with data. Two measureable IEP goals.	Instructional recommendations submitted but may be vague or IEP goals that are not measureable.	Partial submission of recommendations and goals.	Did not submit recommendations and goals.
Reflection on Learning	Clearly reflected on own learning, challenges, successes and value of the experience.	Reflection submitted but may be vague or brief.	Partial submission of reflection.	Did not submit reflection.
References and Conventions	Reference page includes online sources, course textbooks, tests used. Conventions (punctuation, sentence structure) are essentially error free, proper APA format including title page.	References and conventions are acceptable but there may be a few errors or missing references.	Partial submission or no reference page, needs editing.	Did not submit references.

Total Points _____

SPED 406 Case Study Rubric

Student Name _____ Date _____

CATEGORY	Excellent 15-20	Proficient 10-14	Developing 1-10	Needs Support 0
Student Background	Clearly written comprehensive background with developmental history, educational placement, and school demographics.	Acceptable background, may be missing 1-2 elements.	Partial submission, incomplete information or poorly written.	Did not submit any student background details.
Interviews	Summary narratives of all three interviews, questions or transcripts included as Appendix.	Summary narratives of all three interviews with no transcripts, or transcripts submitted but no summaries.	Partial submission of 1-2 interviews.	Did not submit interviews.
ABC, FBA, BIP	ABC observation data, FBA analysis, and appropriate Positive Behavior Support Plan submitted.	Most of the required elements submitted, but may be missing 1-2 elements.	Partial submission of behavioral information.	Did not submit behavioral data.
CBM, graph, discussion	Selected and administered appropriate CBMs, created a graph and effectively discussed results compared to established norms.	Most of the required elements submitted, but may be missing 1-2 elements.	Partial submission of CBM data.	Did not submit CBM data.

Mock IEP Meeting

Students will work in groups of 3 or 4 to prepare a 10-15 minute Mock IEP Meeting. This will be either a 1-Transition Team Meeting, 2-Rtl meeting, 3-Initial Eligibility Meeting or an 4-Annual Review. The team will research the components of the meeting and assign roles for a role-play. Team individuals may take the following roles: special education teacher, general education teacher(s), parent, student (for Transition Meeting), related specialist, translator and administrator. The role-play will emphasize the team's ability to model positive communication skills with colleagues and parents from different cultural, linguistic, and socio-economic backgrounds. Teams may want to use an IEP meeting agenda to guide the role play.

Include:

Team introductions

Parent's Rights

Student strengths

Eligibility and Placement

Present Level of Performance

Data demonstrating progress

Suggestions for new goals

Related services

Accommodations or Modifications

Assessment

Extended School Year

Behavior Intervention Plan (if applicable)

Sample Mock IEP Meeting

<https://www.youtube.com/watch?v=pX7TcbDnxKw>

https://www.youtube.com/watch?v=2kQA6qKc_iA

Grid View

[List View](#)

	Unacceptable	Novice	Proficient	Advanced
Organization	Mock IEP was disorganized and group appeared unprepared.	Mock IEP was minimally organized but little advanced planning from the whole team was evident.	Mock IEP was organized and had quality information included. Advanced planning was evident by the whole team.	Superior mock IEP: was organized, well rehearsed and presented and had quality information included that went beyond stated requirements.
Style	Presentation consistently is too elementary or too sophisticated for its purpose. Information is read to audience. Presenters are obviously anxious and cannot be heard.	Level of presentation is generally appropriate. Aspects of presentation seem too elementary or too sophisticated for its purpose. Presenters seem slightly uncomfortable at times. The viewer occasionally has trouble hearing the presentation.	Level of presentation is appropriate for its purpose. Presentation is a planned conversation, paced for viewers' understanding. Speakers are clearly comfortable in front of the class and can be heard by all.	Superior level of presentation quality. Superior level of skill in presenting material by all group members (voice, tone, etc.)
Content	No reference is made to key requirements (eligibility, present levels, goals, educational services/placements) to be covered. Information is sufficiently inaccurate that the viewer cannot depend on the presentation as a source of accurate information.	For the most part, explanations of key requirements (eligibility, present levels, goals, educational services/placements) are accurate and complete. No significant errors are made. Viewers recognize any errors to be the result of inadvertence or oversight.	Speakers provide an accurate and complete explanation of key requirements (eligibility, present levels, goals, educational services/placements). Information presented is consistently accurate.	Presenters go beyond minimum stated requirements to enrich their IEP discussion during their video.
Personal Appearance	Personal appearance of the group lacks professionalism and is inappropriate for the presentation and its purpose. Oral language and/or body language frequently reflects bias.	Personal appearance somewhat represents professionalism and for the most part is appropriate for the presentation and its purpose. Oral language and body language are free from bias with one or two minor exceptions.	Personal appearance represents professionalism and is minimally appropriate for the presentation and its purpose. Both oral language and body language are free from conscious bias.	Personal appearance represents professionalism and is completely appropriate for the presentation and its purpose. Both oral language and body language are free from bias.
Written Goals	Goals are written without theoretical understanding (Performance, criterion, time frame). They do not address the child's needs nor are they tied to the CCSS or CCC.	Problems with written goals are evident (Performance, criterion, time frame). They are written to address the child's needs but are not accurately tied to the CCSS or CCC.	Goals are written with basic theoretical understanding (Performance, criterion, time frame). They address the child's needs and are tied to the CCSS or CCC.	Goals are written with thorough theoretical understanding (Performance, criterion, time frame). They strongly address the child's needs and are tied to the CCSS or CCC.

Literacy Profile

Tutor YOUR NAME



Literacy Profile

Student Name _____

Age _____ Grade _____ School/District _____

Student's Interests:

Assessments Given:

ASSESSMENTS	RESULTS
<i>High Frequency Words</i> 1.	1.
<i>Phonics</i> 1.	
<i>Writing</i> 1.	1.

Student's Strengths and Weaknesses:

Recommendations For further Instruction:

Additional Comments:

Tutor: Natalie M.



Literacy Profile

Student Name: Maddie

Age: 7 Grade: 2nd School/District: Bonita Unified School District

Student's Interests:

Maddie came to tutoring with a positive attitude. She was willing to do all of the work that was presented to her. She was enthusiastic about sharing about her family and things that she did over the weekend with her family. Maddie expressed that she enjoys reading the Junie B Jones series with her mom. She also expressed how much she enjoys her teacher and friends at school. Maddie enjoys coloring and writing stories. Maddie has a great imagination for creating stories. When asked to write about a black cat and a witch she was able to give great details. Maddie is also very competitive when playing games and also is very encouraging to her fellow peers. She is great at complimenting a peer and gives great verbal encouragement.

Assessments Given:

ASSESSMENTS	RESULTS
<i>High Frequency Words</i> 2. American Heritage High Frequency a. Pretest 150/150 3. Fry's High Frequency a. Pretest 429/450 b. Post-Test 436/450	1. Pretest words missed: 0 Posttest words missed: 0 2. Pretest words missed: area, usually, several, toward, products, measure, wind, vowel, numeral, cold, plan, unit, certain,

	<p>decide, surface, produce, scientist, island, machine, American, enough</p> <p>Post-test words missed: usually, products, measure, wind, vowel, numeral. Cold, plan, unit, certain, decide, surface, produce, scientist, island, machine</p>
<p>Phonics</p> <p>1. Classroom Reading Inventory</p> <p>2. Primary Spelling Inventory</p>	<p>1. Independent: 1 Instructional: Grade 2 Frustration: Grade 3</p> <p>2. Within Word Pattern- Middle Non-mastery Blends and long vowels</p>
<p>Writing</p> <p>2. Observation and analysis of informal writing assessment</p>	<p>1. Student uses simple sentences · Student is able to use correct capitalization and punctuation. Student needs to continue to work on "oa" phonic pattern when writing as well as long vowels.</p>

Student's Strengths and Weaknesses:

Maddie's strengths are heavily influenced by her enthusiasm for learning. She comes to her sessions ready and eager to learn. She seems to truly enjoy being taught. Her comprehension skills are at grade level when listening and also reading a story. Maddie would benefit with further instruction on blends and long vowels.

Recommendations For further Instruction:

Maddie enjoys reading and really prefers to read with someone. Maddie would benefit from continuing to work and strengthen her writing. She should continue to practice

writing at home (grocery list, notes to family and friends, activities that she participates in) in order to practice sounding out the words. She has many great ideas that she has shared that she can write about.

Additional Comments:

Maddie is at grade level in reading. With extra reading support at home she should be able to be reading above grade level soon. She needs to continue to have fun in learning. The flashcards can be used to learn the high frequency words. One fun activity is to have the flashcards placed out on a table and have Maddie with a large pointer finger point to the word that is being said. Continuing to read at home with Maddie is the best practice a student can get.

Special Education 505

Legal Issues Activities

Fill In the Blanks

1. The number of IDEA disabilities is _____.

2. The 5 primary IDEA disabilities served under the Mild-Moderate Education Specialist Credential are:

A. M _____ I _____ D _____

B. S _____ L _____ D _____

C. A _____

D. O _____ H _____ I _____

E. E _____ D _____

3. For each of the above disabilities indicate one common behavioral characteristic associated with it.

A _____

B _____

C _____

D _____

E _____

4. Identify at least 2 ways that each of the following laws can protect learners with disabilities who may have **behavior challenges**.

IDEA _____

SEC.504/Behavior Plan _____

ADA _____

5. Conduct Disorder is defined as:

6. What does DSM stand for? D _____ S _____ M _____

Answer the following questions

7. Manifest Determination is an important component of IDEA's Due process. What is it and why is it important to learners with behavior challenges who have IEP's?

8. Why might a learner diagnosed with schizophrenia not qualify under IDEA?

9. What is the difference between psychosis and neurosis?

10. Why is baseline data collection, behavior interventions planning, on-going implementation and data collection key to your practice as you support positive behavior in the learners you serve?



Special Education 505

Legal Issues in Behavior Support

The Topic	The Legal Response/Definition and its relevance to Positive Behavior Support
Diagnostic Statistical Manual(DSM-6)	
DSM & Section 504	
IDEA: Emotional Disorders	
IDEA: Autism Spectrum	
IDEA: Attention Hyperactive Disorder(ADHD)	
IDEA: Traumatic Brain Injury(TBI)	
IDEA and legally unrelated conditions	
General Education Students	
Suspensions and Expulsions in IDEA Manifest Determination	
Behavior Intervention Team	
Crisis Prevention Intervension(CPI)	
Assessments General ED AS ADHD TBI	