**D. Present Levels of Academic Achievement and Functional Performance for Students Ages 6-15**

**COGNITIVE**

Formal Assessments:

Initial evaluation of Billy Jean in 2012 confirmed that cognitively Billy is within the low range compared to his peers in nearly all areas. The above cognitive areas included working memory, verbal reasoning and Billy’s ability to process information in a timely manner.

Observations

Billy Jean’s teacher, Mrs. Jackson, states that Billy is a cheerful, outgoing child. However, Billy can tend to be described as strong-willed and reluctant to follow directions or accept help from those around him. Billy’s father, Michael Jean, notes that Billy struggles to maintain age appropriate conversations with peers. It is noted that oftentimes Billy ignores basic, age appropriate conversational turn-taking rules and body language, revealing his disinterest in topics that are not of high importance to him. For example, if a classmate begins discussing a movie Billy has not seen or experienced, Billy will interrupt the classmate midsentence and attempt to change the subject or walk away from the classmate.

Within the classroom setting, Mrs. Jackson shared that Billy typically needs multiple prompts to initiate and complete assigned tasks. Multi-step directions often need to be broken down into one-step directives and repeated more than once in order for Billy to fully understand and complete the task he is being asked to do.

**ACADEMIC**

Billy Jean is a fourth grade student in Mrs. Jackson’s class at Neverland Elementary. Billy has been attending Neverland Elementary since kindergarten and has not had any attendance concerns in the years he has been attending school. Billy Jean currently receives services underneath the category of intellectual disabilities and has been receiving services in this category since kindergarten.

Formal Assessments:

Billy’s academic skills were formally assessed in the Spring of 2015. This assessment included testing of all academic areas and revealed that math, reading and writing are nearly two standard deviations below that of Billy’s same-age peers. Results from Billy’s alternate assessment are still pending at this point in time. Standards-based report cards show that Billy has been performing below grade level since first grade in all areas except science, physical education and music.

Observations

Math

Billy currently receives specialized instruction in the area of math, yet he has been performing low compared to same-aged peers. Billy Jean’s standards-based progress reports state his low performance and academic assessments reveal that he is nearly two standard deviations below that of his same-aged peers. Billy’s past and current IEP math goals have targeted telling time to the nearest hour, identifying the names of coins and correspondence to each coin’s value as well as addition problems up to twenty.

Reading/Writing

Billy’s reading and writing assessments have shown that he is two standard deviations below his same-aged peers. In reading, Billy’s annual goals have focused on targeting high frequency word development and overall reading comprehension. Since Billy often requires broken down directives and can have difficulty processing information in a timely manner, reading informational text will take longer for Billy to comprehend in comparison to same-aged peers. Billy’s difficulty in learning and maintaining high frequency words in reading is in part due to his low range in working memory.

Billy works with an occupational therapist in order to better his fine motor skills required when writing. Overall Billy’s handwriting has improved over the past several years but still remains an area that can be improved. Billy’s current writing targets include writing between given line space that resembles wide-rule sized paper and spacing between his written words.

Related Subjects

Billy does not receive specialized instruction in social studies, science or other related services. Typically these related services are modified to Billy’s instructional level.

**COMMUNICATIVE**

Formal Assessments: N/A

Observations

Expressive

Billy is able to communicate audibly both in written form and through the use of gestures. However, individuals who do not have frequent conversations with Billy often ask for decoding of parts of his spoken language. Billy’s vocabulary is below the level of his same-age peers, yet his articulation of words sounds has been more of a communication barrier. Mrs. Presley, Billy’s speech-language pathologist has been targeting a variety of expressive language areas including vocabulary development and articulation of Billy’s word sounds. Billy’s father, Michael, also notes that Billy tends to struggle with age appropriate conversations and oftentimes expressing disinterest in topics brought up by same-age peers that are not deemed “interesting” to Billy.

Receptive

In terms of receptive or language, Billy shows some strengths within this area. Billy is noted to consistently provide accurate responses to nonacademic questions that align with vocabulary used in conversation by his peers. While Billy’s verbal receptive language is a strength, Billy’s difficulty with processing speed impedes his ability to comprehend information in a timely manner. Billy’s written receptive language also proves to be a challenge as Billy continues to show his handwriting is an area in need of improvement.

**PHYSICAL CHARACTERISTICS**

Formal Assessments: N/A

Observations

Overall, Billy is considered a healthy child. He does not take any medications and there are no concerns related to his vision or hearing. No sensory sensitivities are noticed and no behaviors seeking sensory as a reinforcement have been noticed by the team.

Fine/Gross Motor

Billy is able to participate in physical education and recess with his peers; no restrictions or supports are needed. In relation to fine motor skills, Billy has difficulty efficiently grasping a pencil and forming letters when writing. While Billy’s handwriting has improved over the past few years, the team states that there is still room for development and improvement. Billy’s current targeting goals in fine motor skills include writing between given line spaces that are similar to wide-rule sized paper as well as proper spacing between written words.

**EMOTIONAL/SOCIAL DEVELOPMENT**

Formal Assessments: N/A

Observations

According to Mrs. Jackson, Billy is noted to have several peers within his class that include him in activities at recess, lunch and class group work on a daily basis. Billy’s classmates are quite accepting of Billy at school, but outside of the school setting, Billy does not have much contact with his peers. Billy’s father Michael states that he tries to keep Billy involved in social community groups to “fulfill Billy’s desire to hang out with friends”. Michael’s hope is that Billy will develop stronger and closer relationships with his same-age peers that result in friendships in a variety of settings across the board and not in just one area. Billy is known to be extremely social with his peers and enjoy conversation, yet Mrs. Jackson and Michael acknowledge that Billy’s conversational topics are not always age appropriate.

**ADAPTIVE CHARACTERISTICS**

Formal Assessments: N/A

Observations

Billy is extremely independent. He is capable of independently meeting basic needs such as toileting, dressing and undressing, and maintaining general safety within environments that are familiar. However, Billy’s father Michael shows some concern in relation to “stranger danger” safety. Billy is known to engage in conversations with nearly everyone in proximity to school and in the community. Michael worries that Billy is unable to realize a possible dangerous situation when talking to individuals Billy has not met before.

In regards to behavior, Billy does not provide any major concerns. Billy is known to be strong-willed and at times reluctant to follow directions but not to the extent that specific actions need to be addressed.

**ECOLOGICAL FACTORS**

Formal Assessments: N/A

Observations

Billy Jean lives at home with his father, Michael, and his older sister, Paris. Billy enjoys playing video games and visiting amusement parks nearby in his free time. Billy is noted as being outgoing, having a good sense of humor and enjoys spending time playing with neighborhood friends. Billy is an active member of Boy Scouts of America and is currently learning how to play the guitar.

**F. Annual Goals, Short-Term Objectives, and Periodic Review of Services**

1. When given problems requesting to tell time to the nearest hour or half hour, Billy will correctly answer in written and spoken form 9/10 clock problems he is given in the classroom or resource setting with traditional and digital clocks in 8 out of 10 trials for 5 consecutive weeks.
2. During daily deliberate encounter with a peer or peers in a variety of school settings including the classroom and recess, Billy will demonstrate age-appropriate listening skills by holding eye contact, respecting other people’s space by standing “an arm’s reach” away, and taking turns speaking with no prompts 4/5 times a week for 4 consecutive weeks.
	1. When prompted by a teacher, Billy will demonstrate age-appropriate listening skills by respecting other people’s space with an “arm’s length” and hold eye contact 5/5 times for 2 consecutive weeks.
	2. Billy will demonstrate age-appropriate listening skills by respecting other people’s space with an “arm’s length”, hold eye contact and take turns speaking 5/5 times for 2 consecutive weeks with no more than 2 prompts.

**G. Adaptation of Educational Services**

* Provide multi-step directives broken into easily understood chunks
* Alternative State Assessment
* Alternative testing site (one-on-one)
* Additional time to complete handwriting activities
* Adaptive writing utensils (grips, wide-rule paper, letter spacers)
* Modified text in science, social studies and related subjects
* Individualized instruction with special educator or specialist in math, reading and writing
* Assistance/adaptations in handwriting tasks
* Support by speech/lang. pathologist in vocabulary development and sound articulation

**I. Educational Environment**

Billy Jean’s IEP team has made the decision that Billy Jean will be in the classroom more than 80% of the time. The IEP team believes Billy Jean will best thrive in a learning environment surrounded by peers and is the least restrictive. Billy Jean will continue to receive specialized instruction in math, reading and writing within the classroom as well as Occupational Therapy and Speech/Language Therapy outside of the classroom setting. The majority of Billy Jean’s day will be spent in the classroom; the team agrees that the general classroom environment is Billy Jean’s least restrictive environment and is the most appropriate setting.

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| **Service** | **Minutes** | **Service Provider** | **Location of Services** |
| Specialized Math Instruction  | 60 | Special Educator/Math Specialist(LD) | Classroom and/orResource Room  |
| Specialized Reading Instruction  | 120 | Reading Strategist  | Classroom and/or Resource Room |
| Fine Motor Development/Penmanship | 60 | Occupational Therapist  | OT Room |
| Speech/Language Development (Written and Spoken) | 120 | Speech/Language Therapist  | SLP Room  |

**J. Special Education and Related Services**

University of Mary Division of Education

**Grade Level: 6th Grade**

**Subject(s) Area: Science**

**Materials Needed:**

**-**Pencil

-Velcro Board and PECS -markers/crayons/colored pencils

-Computer access -Assessment

**Standards:**

* 6.5.1. Identify adverse weather conditions and how humans prepare for them

**Modified Standard**

* 2.5.1. Describe the patterns and characteristics of the four seasons, and how these changes in weather influence plant, animal, and human activities.

**Objectives:**

Student will be able to:

* Identify the four seasons and give characteristics of each season
* Describe physical or weather-related changes that occur between each season
* Identify how weather influences plants, animals and humans

**Learning Activities:**

1. Begin by showing the student Monet’s *Rouen Cathedral* series
2. Ask questions such as “What do you notice about these pictures?” “Is it the same picture/place?” “Are the colors the same?” “Is the time of day or year the same?” (introduces the four seasons)
3. Explain that the changing weather brings a new season (hot to cold, cold to hot)
4. Ask what colors are seen in similar pictures (fall pictures, winter, etc.) Explain warm and cool colors, and how the colors express the seasons.
5. Spring: warm colors (red, yellow, green, bright blue)
6. Summer: warm colors (red, yellow, green, bright blue)
7. Fall: cool colors: (red, yellow, orange,)
8. Winter: cool colors: (grey, purple, dark colors)
9. Once comparing the pictures and grouping by same seasons by colors, have student match colors to the season on a Velcro Board using laminated pictures of the colors and seasons.
10. Now introduce physical characteristics of the season; ask student what he/she sees during different times of the year (if needed provide previously shown pictures for reinforcement)
	* 1. Spring: blooming flowers, sunny, green grass, rain
		2. Summer: green grass, hot
		3. Fall: crunching leaves, wind, piles of leaves
		4. Winter: trees with no leaves, brown grass
11. What happens to plants and animals during the season?
	* 1. Have student try to come up with an example on his/her own.
		2. Show a picture of a tree in the summer compared to the fall; show a picture of a bear hibernating in the winter and having cubs in the spring.
		3. Ask the student to match up the rest of the pictures of plants and animals in the right seasons: remind him/her to look at the colors and physical characteristics.
12. How do changing seasons affect US?
	* 1. Have the student list (or verbally list, you write down) different activities the student does in each season. Ask the student the following questions:
			+ 1. Can you do \_\_\_\_\_\_\_ in another season? Why or why not?
				2. What makes this activity possible?
				3. What do you wear during this activity?

**Assessment:**

1. Have the student complete the Four Seasons Assessment Activity (attached). Allow the student to research pictures on the internet to help identify animals, plants and people in the seasons or help him/her create their own drawings and images. Student will be graded on the content of each season (should include colors and weather patterns in images for each element: plant or animal and himself/herself for each season) and the completion of the criteria (plant, animal human) with visual and/or written support.

**Reflection:**

I have not taught this lesson as a science lesson to a student identified with an intellectual disability but I have taught an art lesson to a second grade classroom on the concept of seasons as well as warm and cool colors. One of the areas that worked in my favor when giving the art lesson to the second grade classroom was providing works of art that supported the concept of seasons, especially paintings or images that show the same scene, just in different times of the year. Young children especially respond well to the visual representation because they can see the familiarity of the scene while also picking out the differences between each image. However, one area that I might change if I were to give this lesson to an individual with an intellectual disability is to allow the student to either make a mural of the seasons or add on an art project to enhance the learning. I just feel that art deepens the learning of students and many student enjoy being creative in an artistic form. Time is also usually an issue so I would be sure to schedule the necessary time needed to complete this assessment.

