

Pre-K Case Study - OT

Yasmine is an energetic 4-year-old who loves being in her new school. She always busies herself with a variety of free play activities, never staying at one spot for long. It is early in the year and her classroom teacher, Ms. Kenyon, has noticed that Yasmine tends to leave an activity as soon as she experiences a more challenging fine motor task. The occupational therapist, Ms. Bowen, works in the classroom for one hour on M, W and F of each week and is also concerned about this emerging pattern. Their classroom is fortunate to also have a full-time teacher assistant, Mr. Thomas.

Yasmine has a few IEP goals that are related to their concern:

- *Yasmine will grasp, hold and manipulate objects to improve strength, control and endurance*
- *Yasmine will maintain attention to a task for increasing duration*
- *Yasmine will use basic verbal language to communicate her needs and preferences*

Which of the following scenarios is the best example of specially designed instruction in an inclusive classroom? Use these questions to guide your discussion.

- Is specially designed instruction occurring? Is it something different from the typical general education practices of UDL or DI?
- Does it address the child's unique needs/IEP goals?
- How would you describe the teaming? What are the strengths of their practices?
- How are they building student independence and transfer?
- Which scenario do you believe will bring about the best long-term outcomes?

Scenario 1

Ms. Kenyon and Ms. Bowen engage in a 15-minute planning session together. Looking at next week's unit theme, they brainstorm a variety of centers that will provide opportunity for fine motor activities. On Monday, Ms. Kenyon will provide a whole-group mini-lesson on language to use when something is a challenge. Ms. Bowen will then lead a brief finger and hand warm-up activity with all of the students. Students will be placed in mixed-readiness groups for centers. Ms. Bowen and Mr. Thomas will work with Yasmine's group so that Ms. Bowen can demonstrate the specific intervention for Yasmine, while Ms. Kenyon monitors the rest of the class. She will watch Yasmine closely for signs that she is manipulating items in ways that will tire her, and quietly point this out to Mr. Thomas. Ms. Bowen will intervene by modeling a specific relaxation technique, guiding Yasmine through the process. She plans to include any peer who is nearby at that moment. Ms. Bowen will ask Mr. Thomas to take over so that she can observe and provide him with feedback on the technique. On Wednesday, she will repeat this process with Ms. Kenyon.

Scenario 2

Ms. Kenyon and Ms. Bowen share a Google planning document for each week. Ms. Kenyon enters her plans for center activities related to next week's unit theme. Ms. Bowen adds an ordered list of which students she will work with and which centers would be best. Ms. Kenyon and Mr. Thomas will work at the other centers. As always, she will bring with her a toolbox of various items that she likes to have on hand for interventions (tweezers, eye droppers, chopsticks, etc.) When she works with Yasmine, her plan is to teach her two different ways to relax her fingers/hands/arms, letting her choose which she prefers. She will also do some bilateral integration exercises with Yasmine. At the end of the center time, Ms. Bowen will touch base briefly with Ms. Kenyon to share her thoughts and will also update her progress monitoring log. Mr. Thomas and Ms. Kenyon will provide specific praise to Yasmine about her endurance.

2nd Grade Case Study - SLP

Deon loves to doodle and draw and prefers spelling and math over reading and writing. He presents as a shy child but has established friendships with two students in his class. Early on Deon showed significant delays in speaking and began receiving speech and language services in Pre-K. He has shown progress, but still lags behind his age peers in vocabulary breadth and depth. Ms. Hutchins, the school-based SLP, consults with his classroom teacher Mr. Painter, once a month and co-teaches for 45 minutes once each week. Because they only have one monthly planning/consult time, they use a shared Google document to communicate about their plans and Deon's progress.

Deon has a few IEP goals that are related to this concern:

- *Deon will describe an object or picture by providing three attributes*
- *Deon will compose an expository paragraph that include at three details*

Which of the following scenarios is the best example of specially designed instruction in an inclusive classroom? Use these questions to guide your discussion.

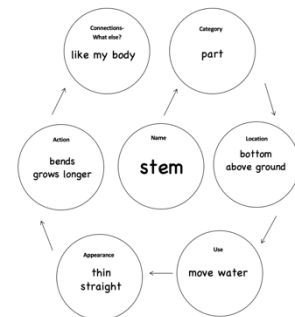
- Is it special? Something different from the typical general education practices of UDL or DI?
- Does it address the child's unique needs?
- Is it related to an IEP goal? Are we collecting data for progress monitoring?
- Is it instruction rather than a tool or accommodation?
- Is it intentional? Designed to bring about progress?
- Is it growing a skill that will be transferrable or generalizable?
- Is it building independence?

Scenario 1

Mr. Painter and Ms. Hutchins decide to place students in mixed-readiness groups of four to perform a cooperative learning activity. Students will each have an assigned role – Deon being assigned as a recorder. Students will be tasked with brainstorming as many synonyms for a given word as possible in the time provided. To make it engaging, they will add a hint of competition, inciting students to think of synonyms no other team will think of for bonus points. As the activity gets under way, both adults circulate, but Ms. Hutchins spends most of her time listening in on Deon's group. She notes that he is able to manage his role as recorder. When Mr. Painter leads the debrief of words generated, Ms. Hutchins jumps in and labels some of the words. For example, when Deon's group leader shares the word "skinny," she explains that it is an adjective that describes appearance.

Scenario 2

Mr. Painter and Ms. Hutchins co-plan a second-grade life science unit on plant growth. Ms. Hutchins will lead the class through the process of creating a Word Web for two of the key terms. Ms. Hutchins will explain to students the research on why graphic organizers are helpful for learning, while Mr. Painter connects this to other times students have used graphic organizers. Students will be given the option of creating their own or using one of two pre-designed pages. The partners will then break into parallel readiness-based groups, being sure that Deon is with Ms. Hutchins. As she instructs her group, she will emphasize how to use categories such as action and appearance to help generate thoughts and words. She has students verbally rehearse "AA – action and appearance" several times and draw images to help them remember action and appearance. The class will return to whole group for an independent formative assessment with a more familiar word.



SDI 3rd Grade Case Study

Janae is a high-energy third grader in Ms. Shusteff's virtual class, co-taught with Mrs. Kline, a veteran special educator. They meet as a group every day online for a total of three hours, separated by 15-minute breaks, in addition to some asynchronous lessons and assignments. Janae is expected to spend additional time attending Mrs. Kline's office hours. Janae has memory challenges that impact her comprehension of text, as represented by some of her IEP goals:

- *Janae will activate and describe prior knowledge of a previously learned topic*
- *Janae will relate text to other life experiences or texts*
- *Janae will describe the relationship between a series of events*

Which of the following scenarios is the best example of specially designed instruction in an inclusive classroom? Use these questions to guide your thinking:

Guiding Questions for SDI

- Is it special? Something different from the typical general education practices of UDL or DI?
- Does it address the child's unique needs?
- Is it related to an IEP goal? Are we collecting data for progress monitoring?
- Is it instruction rather than a tool or accommodation?
- Is it intentional? Designed to bring about progress?
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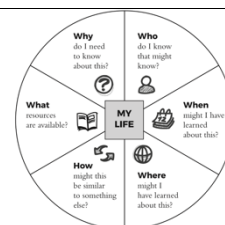
Scenario 1

Mrs. Kline has been trained in the use of graphic organizers and uses them regularly in her teaching. The third-grade language arts curriculum also includes a variety of graphic organizers. This purpose of this week's text is to focus on relationships between historical and current events. Mrs. Kline realizes that Janae struggles with memory, so she develops a word bank for Janae to choose from when filling in the graphic organizer. The partners decided to send a small group, including Janae, with Mrs. Kline to a breakout room. Mrs. Kline will re-read the story they read yesterday as a class. Students will be reminded to pay attention to the story and to look at the pictures. After hearing the story a second time, Janae will be directed use the word-bank to fill in the empty spaces on her graphic organizer.

Scenario 2

Ms. Shusteff uses KWL charts in her teaching to activate students' prior knowledge but both teachers are concerned that Janae is unable to generalize the "What do you know?" step to her independent work. Mrs. Kline creates a prior knowledge spinner activity, using a free online spinner site. She also emails a version that Janae can make at home for a more tactile experience.

Mrs. Kline will model by spinning and asking whichever question arises, thinking aloud as she goes. She explains that if the first question doesn't activate sufficient prior knowledge, one of the others will. Ms. Shusteff will then provide a topic to the class, ask someone to spin and have students turn to a partner to answer the question. After a few practices, Mrs. Kline will pull a few students, along with Janae, to a station and provide more intensive instruction in the technique. Eventually she will work with Janae to remember the questions without the help of the spinner, but for now will collect data on Janae's ability to recall prior knowledge.



SDI Case Study Sixth Grade

Layla is in Mrs. Montgomery's sixth grade language arts class. Layla struggles with reading comprehension, as evidenced in a few of her IEP goals:

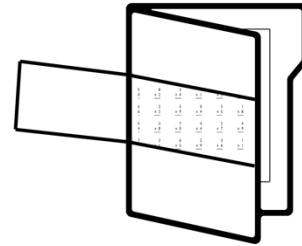
- *Layla will draw inferences from text and link them to supporting text evidence.*
- *Layla will analyze a multi-page text to determine two main ideas.*
- *Layla will draw on specific details from a text to describe the setting or events.*

Which of the following scenarios is the best example of specially designed instruction in an inclusive classroom? Use these questions to guide your thinking:

- Is it special? Something different from the typical general education practices of UDL or DI?
- Does it address the child's unique needs?
- Is it related to an IEP goal? Are we collecting data for progress monitoring?
- Is it instruction rather than a tool or accommodation?
- Is it intentional? Designed to bring about progress?
- Is it growing a skill that will be transferrable or generalizable?
- Is it building independence?

Scenario 1

Mr. Perez, her special education teacher, brings his tool bucket into the general education classroom. It is filled with highlighters, sticky arrows, scrap paper, erasers, fidget items and work masks. Today Mrs. Montgomery will be distributing a single page article, dense with print and a complex graph. He is concerned that Layla and a few other students will find it difficult to stay focused and locate the details they need to participate in the class discussion. He gives each of these children two different colored sticky arrows and a work mask into which they can slide their paper as seen in Figure 3.3. As Mrs. Montgomery leads the lesson, Mr. Perez circulates, pausing as he passes these children to place their sticky arrow at the part of the text that is being discussed. He whispers words of encouragement in their ears.



Scenario 2

In the coming unit, there are several opportunities to work on main ideas and details. Mr. Perez suggests the Bull's Eye Strategy – one that has proved successful in the past. He sketches his idea out for Mrs. Montgomery to see. He explains how students use sticky notes to capture ideas from the text, placing them on the dartboard based on their value or importance as a main idea. Mr. Perez points out that the center circle is only large enough for three sticky notes, so students will have to create questions to judge which ideas to move to a place of lesser importance in the outer circles. He will guide them in creating criteria or questions and give them several application opportunities with various brief texts. For each application exercise, he will take a photo of Layla's dartboard to see if she is improving her understanding of main ideas versus details. Mrs. Montgomery suggests that about half the students in their class could benefit from this method and recommends that they split the class. She can teach an enrichment lesson for half the class, while Mr. Perez teaches the Dart Board Strategy to the other.

SDI Case Study – Freshman English

Jeremy is a freshman who loves technology and cars. He hopes to attend a technical college and learn to be a machinist of some kind. To do so, he will need to read technical manuals and be able to decode unknown words that are not usually part of a K-12 curriculum. Data shows that Jeremy struggles with these skills, as represented by some of his IEP goals:

- *Jeremy will be able to identify common morphological units for decoding*
- *Jeremy will be able to determine word meaning by breaking apart words into prefixes, suffixes, and roots*
- *Jeremy will improve his reading fluency*

Which of the following scenarios is an example of specially designed instruction? Use the Guiding Questions for SDI to help you decide.

Guiding Questions for SDI

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- Does it address the child's unique needs?
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- Is it instruction rather than a tool or accommodation?
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- Is it building independence?

Scenario 1

Jeremy's co-teachers have decided to break into stations two days a week to allow for direct, explicit instruction during small groups. These groups will be readiness-based so that the instruction can be differentiated to meet student needs. Jeremy will be in a group with a few other students who need more practice with decoding and making meaning. The teachers will take turns with the different stations so that they can both assess the students and to decrease any stigma associated with the groups. Jeremy's group will initially be taught a Word Surgery approach. Students will take a multi-syllabic word and break it into parts. Using one part (prefix, suffix, root) they will generate a list of other words they know that have the same part. Students will continue this process for each word part until they can make an educated guess about the word meaning.

Scenario 2

Jeremy's co-teachers decide to read aloud to the class more frequently to model fluent reading and decoding strategies. They will create an anchor chart of common decoding strategies to hang on the wall as well as provide individual copies for each student to keep in their notebooks. Students will also receive a list of prefixes and suffixes and their meanings. Each week the co-teachers will emphasize a prefix or suffix, creating a word wall with examples.

The team also feels that Jeremy will benefit from text-to-speech apps and dictionary apps. They will work with him individually to explore various options so that he can choose a few tools he likes best.

SDI HS Case Study

Altair attends high school virtually. His mother works during the day and Altair is expected to show up on time to all of his classes. His IEP goals reflect his difficulty with executive functions such as organization and planning.

- *Altair will be prepared to begin class on time with all the required materials.*
- *Altair will organize his long-term assignments, breaking them down into chunks and completing each piece on time.*

While Altair attends all general education classes, he has two co-taught classes – Algebra and English. Mr. Castleman is the special education teacher who co-teaches Algebra and is also his case manager. Mr. Castleman communicates frequently with Miss Troy, the specialist co-teaching in English, so that they can approach Altair with a unified plan.

Altair was involved in his IEP meeting and is aware that he struggles with getting to class on time. He agreed that he needed help with this, admitting that sleep or video games were usually of more interest to him.

Which of the following scenarios is an example of specially designed instruction? Use the Guiding Questions for SDI to help you decide.

Guiding Questions for SDI

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Scenario 1

Together with Mr. Castleman and his mother, Altair chose a reminder app that was easy to use. Mr. Castleman has set it up so that it sends Altair a reminder message ten minutes before his first class. Mr. Castleman tracks Altair's attendance and tardiness, along with the other students in the class. He also gathers attendance and tardiness data from Altair's other classes.

Scenario 2

Mr. Castleman looked at the data from the co-taught Algebra class and found several students that were frequently tardy. In a conversation with his co-teacher, he suggested that he do several micro-lessons on ways to plan your time. He could include a few different apps, checklists, alarms – each time teaching students how to consider the pros and cons of each approach and choose something that matches their style and resources. His co-teacher suggested that they add a self-monitoring activity and weave that into the math instruction. They planned to use teaching stations twice a week for 5 minutes. One station would have an enrichment activity, the second would focus on self-monitoring with an Algebra connection and the third would provide direct instruction on methods for improving punctuality.