

Team #4
COLLABORATION IEP TEAM PROJECT: Narrative Background/History

Timothy, ___ 7 __, First Grade

Team-Selected IEP Date & school yr.

Team-selected Student's cultural & ELN diversities:
Emotional Disturbance (ED), Hyperactivity Disorder (HD), Adopted, Inner-City Cincinnati

Family History:

At the beginning of last year Timothy's mother was killed by his father, who was sent to jail.

Child services took custody of Timothy and placed him in a foster home until they could find an adoptive parent. Timothy's aunt came forward and pursued adoptive privileges of Timothy. The adoption was finalized during the summer so although his living arrangement now is stable, he is still adjusting. Timothy and his aunt are residing still in inner-city Cincinnati so that he could remain at the same school that he attended before.

School History:

Timothy is seven years old and currently in the first grade. He was held back a year due to his low achievement and personal issues.

Behavioral/Social Skills Information:

Timothy has difficulty staying on task especially during independent work. He is disruptive of classroom activities. He gets up and moves around the classroom unnecessarily and makes comments and noises to disrupt the class. He does not listen to the teacher when she verbally reprimands him. He frequently is consequented with time-outs and sent to the principal's office. He has spurts of violence and acts violently towards the other students both physically and verbally. This violence takes place in the classroom, hallways, lunchroom and the playground. He also verbally attacks the teacher calling her names and

being disrespectful. Timothy does not appear to have many if any friends. When he does interact with other children he is either bullying them or not being very friendly. At recess he stays to himself and doesn't try to join in with the other children.

Assessment Information:

Timothy was held back because of the severity of his behavior and poor social skills, in addition to him not achieving at the same level as his peers. He is at a Mathematics level of 1.7, which is right below where he should be to enter into 2nd grade (1.9). His reading is pre-primer, which is his major weakness.

Analysis of Student-related Data:

1. Areas of Need:

Timothy's area of need is in reading. His reading is pre-primer. Timothy is able to demonstrate a growing basic stock of sight words as well as identify and say the beginning and ending sounds in words. He can also add, delete or change sounds in a given word to create new words or rhyming words at a basic level. Additionally, he can identify and distinguish between letters, words and sentences. Other areas of need are in social interaction with the other children and the teacher, staying on task, and managing his disruptions and bullying. He needs to learn proper social skills and proper ways to express anger or discontent, such as calmly saying don't say mean things about me or this is frustrating me rather than throwing things or hitting people, so that he does not scare the other children and is able to retain relationships with them.

2. Areas of Strengths:

Timothy's area of strength is his mathematics level. Timothy has a basic knowledge of number sense (1-12) and knows his measurement standards up to three. He knows five of his geometry and spatial sense standards and two of his patterns and functions of algebra. He also knows two of his standards in data analysis and probability.

Possible Instructional Strategies/Methods to use with Timothy

It would be beneficial to scaffold Timothy's independent seat work because studies have shown that scaffolding is an effective strategy because by giving the student his material in small pieces individually it prevents the student from feeling overwhelmed and frustrated which could lead to emotional outbursts. Studies have also shown that students with ADHD perform better with smaller more specific goals. The teacher could also try using praise with Timothy when he is on task and having good behavior. Timothy should also be given choices in things when possible because studies show this attracts the students' interest into curriculum by incorporating their preferences. This also gives the student a sense of control over his education and this might eliminate his reluctance to work and draw his attention to his work more so that he is not easily distracted. An easy way to do this would be to let him choose from five books which one he would rather read or maybe even which subject he would like to complete first.

Possible Instructional/Assessment Accommodations for Timothy

Possible instructional accommodations for Timothy would be to limit the number of activities given to him to complete at one time (which would be a part of scaffolding) because studies show that this helps prevent students from feeling

overwhelmed and frustrated, which is suspected to be a source of many of Timothy's outbursts and behavioral problems. He should also be given single papers to complete instead of a packet, also in order to keep him from becoming overwhelmed, which is another form of scaffolding. Timothy should also be allowed to work with his peers when possible through peer tutoring or group work so that he can learn from them academically as well as work on his social skills. He should also be allowed to visit a psychiatrist or counselor. The teacher should also use task analysis with Timothy while teaching. Timothy should be separated from the things in the classroom that appear to distract him or trigger his behavioral problems. There should also be an area in the room for Timothy to go if he needs to calm down or relax.

Possible Assistive Technology accommodations for Timothy

Possible assistive technology that would benefit Timothy would be a self-management system for his behavior with which he could check to see if he is on task with his behavior with a timer. This could be in the form of a paper self-assessment, or a hand-held electronic device. This would help eliminate outbursts, disruptions and other off-task behavior because he would be self-monitoring and more aware of his outbursts. A behavior contract could also be used with Timothy that spells out what he is expected to do and the consequences of those actions. By understanding clear rules and consequences he knows what is expected from him and this could help eliminate classroom disruptions and behavioral problems. A schedule with times of each activity of the day for Timothy to keep on his desk could also be beneficial to minimize his

behavioral problems while transitioning. Students with ED have a hard time transitioning and can create behavioral problems as a result; a schedule will let him know what he can expect for the day to ease into the transition. Additionally, text-to-speech computer software might also benefit Timothy to help him with his reading difficulties. The software basically reads books and other texts allowed to the student to help them learn words and have a higher recognition vocabulary.