

II. Individual Student Information- Case Study

Task: Candidates demonstrate understanding of how individual student's physical, social, and emotional development impacts his/her learning. Candidates are able to identify research-based strategies to assist and support student learning.

*K-12 placements may choose level at which the case study is completed.

1. Select a student from your assigned classroom.
2. Observe the student and record your observations.
3. Consult with the cooperating teacher to gain information about the age, developmental level, socio-economic status, family make up, school performance/grades, special needs, etc. Be sure to gain administrative approval to view student records or cumulative file.
4. Through observation, assess and analyze the way your selected student learns and performs.
5. Based on your assessment of this student's learning or behavior, research ways to effectively adjust instruction to help the student reach his/her full potential.
6. Using the data collected and current research, write a paragraph for each of the following:
 - Justification for why this student was chosen for the case study
 - Description of background information and observation on the student. *Do not use the names of the student, teacher(s), or school.*
 - Identification of the main issues
 - Analysis of the issues and how the student's learning and performance in the classroom are affected
 - Reflection on effective solutions and strategies to help the student reach his/her full potential
 - Cite references

Upon meeting Student X for the first time it was hard not to notice something was different about him. From the beginning of my cooperating teacher's lesson, Student X couldn't keep still. A couple of times she'd yell no at him very loudly because he was destroying the materials used for the art project. At first I didn't know the situation was that extreme, but then he got up and started wandering around his table, right in the middle of the lesson. The teacher asked him to sit down but he only started to walk around faster. She stood up and guided him back to his table while he started to make loud clicking noises with his tongue, while blinking rapidly.

When I looked around the room I expected the other students to be distracted and watching him instead of working on their projects. However, it was completely the opposite. It never really clicks to me that outside of the art room these students are in the same class together all the time, since I am only seeing them for the first time. I finally realized that they see Student X like this on a daily basis.

I never had any one on one interaction during that first day of seeing Student X, but I did witness many accounts of misbehavior by him. This intrigued me to pay special attention to the way Student X acts on his own while working on his art projects, as well as how he interacts with his classmates. Throughout the class period my cooperating teacher ended up making him move to the back corner table by himself, after which he threw a crayon at her while she was demonstrating the lesson. After this new seating arrangement he seemed to work quietly and keep to himself more. He would make the loud clicking noise throughout the class period but as mentioned before, it didn't seem to bother the other students, and my cooperating teacher let it go as well.

When it came time for him to partake in one of the painting stations going on in the class, the teacher guided him to the spot where he could paint his rubber fish and make a print on his ocean scene they had previously colored. He had brought up his pencil without the teacher knowing it and started stabbing the rubber fish he was using. When my cooperating teacher realized this she yelled "No!" at him very loud. This seemed to make the situation worse, causing him to start jumping up and down while hitting his head. This happened near the end of the class period right before his teacher came to take the class to their room. Student X was the last to leave the classroom because he was wandering around the room and looking at everyone's projects while

he was supposed to be packing up his pencil box like the teacher instructed. Before he left the room he ran up to me while I was washing the paint off of the rubber fish and asked if I would walk him out. I smiled and started to turn off the faucet when his teacher instructed him to grab his pencil box and walk with her.

After they left, my cooperating teacher showed me one of the projects they had to work on during class. They were supposed to carve a skyscraper scene in a square of Styrofoam with their pencils. Student X had drawn randomly placed lines and stabbed holes in his Styrofoam. This was the beginning of many episodes I would see during my time in School X with Student X.

Student X is a 9-year-old white male who attends School X (my designated student teaching placement). His family is on the free/reduced lunch plan at the school. He has no siblings, which allows for his parents to spend one on one time with him in their free time. Student X's parents do not think there are any issues concerning his learning at school however.

While it is obvious that my cooperating teacher and Student X's teacher think something needs to be done with Student X regarding an IEP, Student X's parents do not. While talking with his classroom teacher I learned that his parent's actually refuse to have any testing or observations done with Student X, saying that he is a smart student who doesn't need help. Even though it is true that Student X has a very high IQ for his grade level, his social skills are very poor. This results in him talking over the teacher, talking back to the teacher, laughing when teasing another student to a level where the student may be harmed, and destroying art materials. Student X is also not

able to sit still or be quiet during a lesson, he needs to roam around the room or make loud noises of all sorts.

There have been multiple attempts in getting Student X's parents to get on board with getting him an IEP, aides, and any other form of help that will ease him into his curriculum better. His parents refuse to get him any help. Without the parent's approval and consent, nothing can be done to help Student X. The school obviously identifies the need for testing Student X in learning what will be best for him regarding learning and functioning in school. Before anything is done, it also needs to be identified at home.

Since it is obvious that Student X is on the autism spectrum but nothing can be done since his parents won't approve of it, the school can legally put Student X in an IEP category. School X decided to put Student X on something called a 525 Learning Disability. This is where Student X can go to the resource room in the school and get help on homework. While this helps some, further steps should be taken in getting Student X all of the help he can get.

When talking to my cooperating teacher and Student X's teacher they expressed how sad and frustrating it is that his parents don't see the extremeness of his condition. Yes, he is a very smart child, but he needs help socially to be able to excel in life. Since he has no regards of the rules and can't comprehend certain things, he feels like he can do whatever he pleases. This hinders his learning by causing him to get in constant trouble and having to sit in the back of the room in a corner. When he is being helped or shown the right way to be doing something, he could be learning the material needed to create a project or finish an assignment.

Since Student X has trouble behaving and staying on task most days, more than anything an aide would benefit him in staying on task and explaining things on a deeper level to him. One on one time will be the most beneficial method of ensuring that he is learning to his full extent. Without the parent's permission to do any testing or screening to see what he needs though, he will have to go along the route he has been going. Since being by himself proves to be most effective in most class periods, having Student X sit at his own table, away from everyone else even, would be effective in ensuring that he has his own space and isn't being distracted by other students when working. Constantly checking on Student X and his progress in the art room will be demanding, but will ensure that he is staying on task.

By observing Student X I feel that I have gained important insight into the challenges that teachers and parents deal with when it comes to IEP's and making the right decisions. Learning about Student X and his condition make me feel confident in running my own classroom even more. I feel like getting to know Student X even better has also helped my situation in getting acquainted with different cases in students.