Description of the Project

This assignment is a case study for Intervention Specialist teacher candidates in the undergraduate program. There are three sections for this required project:

- (1) candidates conduct an in-depth intervention field study with a child having sensory-motor issues
- (2) candidates will apply the knowledge about the individual characteristics between and among individuals with and without exceptional learning needs
- (3) candidates possess a repertoire of evidence-based instructional strategies to aid in the individualization of instruction.

Additionally, the candidates will collaborate with the mentor teacher, parents, and other stakeholders to collect various forms of data to determine appropriate strategies and activities to increase academic and/or social engagement for learning. Lastly, candidates will analyze the gathered information to plan, implement and evaluate a four-lesson plan segment.

Teacher candidates are placed in an Elementary setting (K - 5), specifically working with students in need of moderate/intensive supports. Teacher education candidates are supervised and evaluated by both the mentor teacher and a university supervisor with Special Education background experience.

This project is a requirement within the course [REDACTED] and the [REDACTED] field experience which is 90 hours. This course is part of a special education methods block which contains the following concurrent courses: [REDACTED]

Alignment with CEC Standards

The rubric consists of thirteen items. Each rubric item consists of descriptions of three levels of achievement:

- 1 = Unsatisfactory
- 2 = Proficient
- 3 = Advanced

Scores of 2 and 3 are considered acceptable levels of performance.

This project addresses 4 CEC Standards. The rubric items are matched to the CEC standards as follows:

CEC Standard		Focus Child Rubric Item
1.	Learner Development	Items 1, 2, 3
3.	Curricular Content Knowledge	Item 4
5.	Instructional Planning and Strategies	Items 5, 6, 7, 8, 9, 10, 11
7.	Collaboration	Items 12, 13

Focus Child Project

CEC Special Education Standards Addressed:

CEC Standard 1: Learner Development and Individual Learning Differences

CEC Standard 3: Curricular Content Knowledge

CEC Standard 5: Instructional Planning and Strategies

CEC Standard 7: Collaboration

Objectives:

- 1. The goal of this assignment is to conduct an in-depth intervention field study with a child having sensory-motor issues.
- 2. Candidates will apply the knowledge about the individual characteristics between and among individuals with and without exceptional learning needs.
- 3. Candidates possess a repertoire of evidence-based instructional strategies to aid in the individualization of instruction.

Directions:

With the guidance and collaboration with your Mentor Teacher, you will choose one Focus Child within the field classroom with at least one sensory-motor issue that affects learning, ideation, motor planning, or motor execution. This child may need extra assistance attending to directions, interacting with teacher and classmates, or a variety of other sensory-motor concerns.

- 1. You will need to obtain parental/guardian consent for working with this student.
- 2. Once parent permission is obtained, you will select one of the assessment checklists presented in class to use with your case study student.
- 3. You will create interview questions, and interview the Mentor Teacher and other service providers depending on the supports the child is receiving (not all focus students are students on Individual Education Plans).
- 4. You will also observe the chosen student in action, and pay attention to the relevant behaviors for this project. Use anecdotal recording techniques to report in writing what, how, when, where, and why the behavior occurs. Several observations with anecdotal notes are required.
- 5. Next, you will write a narrative of the sensory issue(s) that have been observed or reported.
- 6. After you gather all of the information, you will identify at least one sensory issue. You will work with your mentor teacher on a plan to assist the child in their learning to be able to intervene on the identified sensory issue.



- 7. Once the sensory issue is identified, you will write and implement four lesson plans using the AU Lesson Plan format.
- 8. Two lessons will be observed by the field supervisor, and two by the Mentor Teacher. The lesson plans can be taught 1:1, small group, or whole class (defer to the collaborative consensus of you, your mentor teacher, and your field supervisor).
- 9. You will write a case study (usually 4 6 pages) on your case study student, which will include:
- A. A written synopsis of the behaviors, observations, incidents, a summary of your observations, and what you choose as your strategy/strategies for supporting the student.
- B. The reduction of the behavior, how you recorded the learning issue behavior, and
- C. Most importantly, what was the impact of your intervention on the child's learning.
- D. Note: This written case study should comprehensively include:
 - Charts/graphs/data collection sheets you created to measure the incidents of learning issue behavior.
 - Journal entries reflecting your interactions and observations of your Focus Child. This should be written in narrative format.
 - Background of your Focus Child (ie. physically and developmental milestones).
 - Description of the classroom environment and the role it plays in the learning/sensory issues of the child.
 - Reflections on how you were able to intervene and the role that your interventions played on the learning sensory issue of the child.
 - Reflections on your role and collaboration with your mentor teacher.

A copy of the paper along with all charts/graphs/ data collection sheets and parental release forms with names removed will be submitted with your report.

REMEMBER: You should not include the actual name of any school, student, staff member, or family member in your report.

Focus Child Rubric

Key Elements	Specialty Set	Unsatisfactory	Proficient	Advanced
		1	2	3
1.2 Beginning	1. Special	The candidate's	The candidate's	The candidate's
special	Education	submission does	submission	submission
education	professionals	not demonstrate	demonstrates	demonstrates
professionals	understand	understanding of	understanding of	understanding of
use	similarities and	similarities and	similarities and	similarities and
understanding	differences	differences among	differences among	differences among
of development	among	individuals with	individuals with	individuals with
and individual	individuals with	disabilities	disabilities	disabilities
differences to	disabilities	through the	through the	through the
respond to the	(ISCI 1 K2)	completion of a	completion of a	completion of a
needs of		strengths and	strengths and	strengths and
individuals with		needs profile of	needs profile of	needs profile of
exceptionalities		the focus child	the focus child.	the focus child
				supported through
				anecdotal notes
				and observations.
1.2 Beginning	2. Special	The candidate's	The candidate's	The candidate's
special	education	submission does	submission	submission
education	professionals	not demonstrate	demonstrates	demonstrates
professionals	understand the	understanding of	understanding of	understanding of
use	similarities and	similarities and	similarities and	similarities and
understanding	differences of	differences of	differences of	differences of
of development	individuals with	individuals with	individuals with	individuals with
and individual	and without	and without	and without	and without
differences to	disabilities	disabilities	disabilities	disabilities
respond to the	(ISCI 1 K8)	through the	through the	through the
needs of		determination of	determination of	determination of
individuals with		developmental	developmental	developmental
exceptionalities		milestones for the	milestones for the	milestones for the
		focus child.	focus child.	focus child
				including present
				levels of
				performance
				matched to grade
				level standards.
1.2 Beginning	3. Special	The candidate's	The candidate's	The candidate's
special	Education	submission does	submission	submission
education	professionals can	not demonstrates	demonstrates the	demonstrates the
professionals	relate levels of	the ability to relate	ability to relate	ability to relate
use	support to the	levels of support	levels of support	levels of support
understanding	needs of the	to the needs of	to the needs of	to the needs of
of development	individual (IGC1	the individual	the individual	the individual
and individual	S1, IIC3 S1)	through the	through the	through the
differences to				completed case
special education professionals use understanding	Education professionals can relate levels of support to the needs of the	submission does not demonstrates the ability to relate levels of support to the needs of	submission demonstrates the ability to relate levels of support to the needs of	The candidate's submission demonstrates the ability to relate levels of support to the needs of



respond to the needs of individuals with exceptionalities		completed case study report.	completed case study report.	study report and reflected in the lesson plans for the target student.
3.1 Beginning special education professionals understand the central concepts, structures of the discipline, and tools of inquiry of the content areas they teach, and can organize this knowledge, integrate cross-disciplinary skills, and develop meaningful learning progressions for individuals with exceptionalities	4. Special Education professionals can identify and prioritize areas of the general education curriculum and accommodations for individuals with exceptionalities (ISCI 3 S1)	The candidate's submission demonstrates the ability to identify and prioritize areas of the general education curriculum and accommodations for individuals with exceptionalities through the choice of one of the identified sensory issues as the focus for intervention.	The candidate's submission demonstrates the ability to identify and prioritize areas of the general education curriculum and accommodations for individuals with exceptionalities through the choice of one of the identified sensory issues as the focus for intervention.	The candidate's submission demonstrates the ability to identify and prioritize areas of the general education curriculum and accommodations for individuals with exceptionalities through the choice of one of the identified sensory issues as the focus for intervention and justification for the issue chosen.
5.1 Beginning special education professionals consider an individual's abilities, interests, learning environments, and cultural and linguistic factors in the selection, development, and adaptation	5. Special Education professionals can identify evidence- based practices validated for specific characteristics of learners and settings (ISCI 5 K2)	The candidate's submission does not demonstrate the ability to identify evidence-based practices validated for specific characteristics of learners and settings through a written synopsis of the behaviors, observations, incidents, a summary of	The candidate's submission demonstrates the ability to identify evidence-based practices validated for specific characteristics of learners and settings through a written synopsis of the behaviors, observations, incidents, a summary of observations, and	The candidate's submission demonstrates the ability to identify evidence-based practices validated for specific characteristics of learners and settings through a written synopsis of the behaviors, observations, incidents, a summary of observations, and

	T	T	T	
of learning		observations, and	chosen	chosen
experiences for		chosen	strategy/strategies	strategy/strategies
individual with		strategy/strategies	for supporting the	for supporting the
exceptionalities		for supporting the	focus student	focus student
		focus student		and explanation of
				strategies chosen.
5.1 Beginning	6. Special	The candidate's	The candidate's	The candidate's
special	education	submission does	submission	submission
education	candidates can	not demonstrate	demonstrates the	demonstrates the
professionals	prepare lesson	the ability to	ability to prepare	ability to prepare
consider an	plans	prepare lesson	lesson plans	lesson plans
individual's	(ISCI 5 S8)	plans	through the four	through the four
abilities,		through the four	lesson plans	lesson plans
interests,		lesson plans	designed for use	designed for use
learning		designed for use	with the target	with the target
environments,		with the target	student.	student and
and cultural		student.		reflection on the
and linguistic factors in the				effectiveness of
selection,				the lessons taught.
development,				
and adaptation				
of learning				
experiences for				
individual with				
exceptionalities				
CACCPLIONAITICS				
5.1 Beginning	7. Special	The candidate's	The candidate's	The candidate's
special	education	submission does	submission	submission
education	candidates can	not demonstrate	demonstrates the	demonstrates the
professionals	select, adapt, and	the ability to	ability to select,	ability to select ,
consider an	use instructional	select, adapt, and	adapt, and use	adapt, and use
individual's	strategies and	use instructional	instructional	instructional
abilities,	materials	strategies and	strategies and	strategies and
interests,	according to	materials	materials	materials
learning	characteristics of	according to	according to	according to
environments,	the individual	characteristics of	characteristics of	characteristics of
and cultural	with	the individual with	the individual with	the individual with
and linguistic	exceptionalities	exceptionalities	exceptionalities	exceptionalities
factors in the	(ISCI 5 S15)	through the four	through the four	through the four
selection,		lessons taught to	lessons taught to	lesson progression
development,		the target student.	the target student.	taught to the
and adaptation				target student
of learning				supported by the
experiences for				completed
individual with				reflections on
exceptionalities				lesson plans.
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5.1 Beginning special education professionals consider an individual's abilities, interests,	8. Special education candidates can use responses and errors to guide instructional decisions and	The candidate's submission does not demonstrate the ability to use responses and errors to guide instructional decisions and	The candidate's submission demonstrates the ability to use responses and errors to guide instructional decisions and	The candidate's submission demonstrates the ability to use responses and errors to guide instructional decisions and
learning environments, and cultural and linguistic factors in the selection, development, and adaptation of learning experiences for individual with exceptionalities	provide feedback to learners (IGC5 S12, IIC5 S6)	provide feedback to learners through the formative and summative assessments included in the lesson plans.	provide feedback to learners through the formative and summative assessments included in the lesson plans.	provide feedback to learners through the formative and summative assessments included in the lesson plans and identified in reflections on completed lessons and adjustments planned in subsequent lessons.
5.2 Beginning special education professionals use technologies to support instructional assessment, planning, and delivery for individuals with exceptionalities	9. Special education candidates can interpret sensory, mobility, reflex, and perceptual information to create or adapt appropriate learning plans (IGC5 S26, IIC5 S13)	The candidate's submission does not demonstrate the ability to interpret sensory, mobility, reflex, and perceptual information to create or adapt appropriate learning plans through the written synopsis of the behaviors, observations, incidents, a summary of observations, and chosen strategy/strategies for supporting the target student.	The candidate's submission demonstrates the ability to interpret sensory, mobility, reflex, and perceptual information to create or adapt appropriate learning plans through the written synopsis of the behaviors, observations, incidents, a summary of observations, and chosen strategy/strategies for supporting the target student.	The candidate's submission demonstrates the ability to interpret sensory, mobility, reflex, and perceptual information to create or adapt appropriate learning plans through the written synopsis of the behaviors, observations, incidents, a summary of observations, and chosen strategy/strategies for supporting the target student and justified by

			collected and
500		-1 11 11 1	reported data.
5.3 Beginning 10. Special		The candidate's	The candidate's
special education	submission does	submission	submission
education candidates		demonstrates the	demonstrates the
professionals make response	_	•	ability to make
are familiar adjustmen	•	responsive	responsive
with instruction	•	adjustments to	adjustments to
augmentative on continu		instruction based	instruction based
and alternative observatio		on continual	on continual
communication (ISCI 5 S11)		observations	observations
systems and a	through charts,	through charts,	through charts,
variety of	graphs, and data	graphs, and data	graphs, and data
assistive	collection sheets.	collection sheets.	collection sheets
technologies to			and explanation of
support			adjustments made
instructional			to lessons in
assessment,			response to data
planning, and			collected.
delivery for			
individuals with			
exceptionalities			
5.6 Beginning 11. Special	The candidate's	The candidate's	The candidate's
special education	submission does	submission	submission
education candidates	can not demonstrate	demonstrates the	demonstrates the
professionals use task ar	-	ability to use task	ability to use task
teach to (ISCI 5 S4)	task analysis	analysis	analysis
mastery and	through the	through the	through the
promote	completed case	completed case	completed case
generalization	study narrative.	study narrative.	study narrative
of learning.			that is reflected in
			the lessons
			planned for the
	V		target student.
7.1 Beginning 12. Special	The candidate's	The candidate's	The candidate's
special education	submission does	submission	submission
education teachers ca	not demonstrate	demonstrates the	demonstrates the
professionals maintain	the ability to	ability to maintain	ability to maintain
use the theory confidentia	al maintain	confidential	confidential
and elements communic	ation confidential	communication	communication
and elements communic	viduals communication	about individuals	about individuals
of effective about indiv		1	1
	about individuals	with	with
of effective about indiv		exceptionalities	with exceptionalities
of effective about individual collaboration.			
of effective about individual with exceptional	lities with	exceptionalities through obtaining	exceptionalities



		for the Focus Child Project and the use of pseudonyms throughout all records and reports.	Project and the use of pseudonyms throughout all records and reports.	Project, the use of pseudonyms throughout all records and reports, and explanation of how all documents will be/have been stored.
7.2 Beginning	13. Special	The candidate's	The candidate's	The candidate's
special	education	submission does	submission	submission
education	teachers	not demonstrate	demonstrates the	demonstrates the
professionals	understand the	the ability to	ability to	ability to
serve as a	models and	understand the	understand the	understand the
collaborative	strategies of	models and	models and	models and
resource to	consultation and	strategies of	strategies of	strategies of
colleagues.	collaboration	consultation and	consultation and	consultation and
	(ISCI 7 K1)	collaboration	collaboration	collaboration
		through the	through the	through the
		interviews with	interviews with	interviews with
		the mentor	the mentor	the mentor
		teacher and other	teacher and other	teacher and other
		professionals	professionals	professionals
		about the target	about the target	about the target
		student.	student.	student and the
				candidate's
				reflection on
				collaboration with
				the mentor
				teacher.



Focus Child Project Frequencies Undergraduate [REDACTED]

Key Elements	Specialty Set	N	Unsatisfactory	Proficient	Advanced	Mean
,	. ,		1	2	3	
1.2 Beginning special education professionals use understanding of development and individual differences to respond to the needs of individuals with exceptionalities	1. Special Education professionals understand similarities and differences among individuals with disabilities (ISCI 1 K2)	17	1 (5.9%)	11 (64.7%)	5 (29.4%)	2.24
1.2 Beginning special education professionals use understanding of development and individual differences to respond to the needs of individuals with exceptionalities	2. Special education professionals understand the similarities and differences of individuals with and without disabilities (ISCI 1 K8)	17	2 (11.8%)	12 (70.6%)	3 (17.6%)	2.06
1.2 Beginning special education professionals use understanding of development and individual differences to respond to the needs of individuals with exceptionalities	3. Special Education professionals can relate levels of support to the needs of the individual (IGC1 S1, IIC3 S1)	17	2 (11.8%)	12 (70.6%)	3 (17.6%)	2.06
3.1 Beginning special education professionals understand the	4. Special Education professionals can identify and	17	1 (5.9%)	13 (76.5%)	3 (17.6%)	2.12

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central concepts, structures of the	prioritize areas of the general					
discipline, and	education					
tools of inquiry of	curriculum and					
the content areas	accommodations					
they teach, and	for individuals					
can organize this	with					
knowledge,	exceptionalities					
integrate cross-	(ISCI 3 S1)				A	
disciplinary skills,	(/					
and develop						
meaningful						
learning						
progressions for						·
individuals with						
exceptionalities						
'						
5.1 Beginning	5. Special	17	0 (0.0%)	14 (82.4%)	3 (17.6%)	2.18
special education	Education					
professionals	professionals can					
consider an	identify evidence-					
individual's	based practices					
abilities, interests,	validated for					
learning	specific					
environments, and	characteristics of					
cultural and	learners and					
linguistic factors in	settings					
the selection,	(ISCI 5 K2)					
development, and						
adaptation of						
learning						
experiences for						
individual with						
exceptionalities.						
5.1 Beginning	6. Special	17	1 (5.9%)	10 (58.8%)	6 (35.3%)	2.29
special education	education	1/	1 (3.3/0)	10 (36.6%)	0 (33.3%)	2.29
professionals	candidates can					
consider an	prepare lesson					
individual's	plans					
abilities, interests,	(ISCI 5 S8)					
learning	(1.501 5 50)					
environments, and						
cultural and						
linguistic factors in						
_						
the selection,						

development, and adaptation of learning experiences for individual with exceptionalities.						
5.1 Beginning special education professionals consider an individual's abilities, interests, learning environments, and cultural and linguistic factors in the selection, development, and adaptation of learning experiences for individual with exceptionalities.	7. Special education candidates can select, adapt, and use instructional strategies and materials according to characteristics of the individual with exceptionalities (ISCI 5 S15)	17	2 (11.8%)	12 (70.6%)	3 (17.6%)	2.06
5.1 Beginning special education professionals consider an individual's abilities, interests, learning environments, and cultural and linguistic factors in the selection, development, and adaptation of learning experiences for individual with exceptionalities.	8. Special education candidates can use responses and errors to guide instructional decisions and provide feedback to learners (IGC5 S12, IIC5 S6)	17	3 (17.6%)	9 (52.9%)	5 (29.4%)5	2.12

5.2 Beginning special education professionals use	9. Special education candidates can	17	2 (11.8%)	12 (70.6%)	3 (17.6%)	2.06
technologies to support instructional assessment, planning, and	interpret sensory, mobility, reflex, and perceptual information to create or adapt					
delivery for individuals with exceptionalities.	appropriate learning plans (IGC5 S26, IIC5 S13)					
5.3 Beginning special education professionals are familiar with augmentative and alternative communication systems and a variety of assistive technologies to support instructional assessment, planning, and delivery for individuals with exceptionalities.	10. Special education candidates can make responsive adjustments to instruction based on continual observations (ISCI 5 S11)	17	3 (17.6%)	10 (58.8%)	4 (23.5%)	2.06
5.6 Beginning special education professionals teach to mastery and promote generalization of learning.	11. Special education candidates can use task analysis (ISCI 5 S4)	17	5 (29.4%)	8 (47.1%)	4 (23.5%)	1.94
7.1 Beginning special education professionals use the theory and elements of	12. Special education teachers can maintain confidential communication	17	11 (64.7%)	6 (35.3%)	0 (0.0%)	1.35

effective collaboration.	about individuals with exceptionalities (ISCI 7 S1)					
7.2 Beginning special education professionals serve as a collaborative resource to colleagues.	13. Special education teachers understand the models and strategies of consultation and collaboration (ISCI 7 K1)	17	0 (0.0%)	10 (58.8%)	7 (41.2%)	2.41