

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

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

of learning experiences for individual with exceptionalities		observations, and chosen strategy/strategies for supporting the focus student	chosen strategy/strategies for supporting the focus student	chosen strategy/strategies for supporting the focus student and explanation of strategies 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 of learning experiences for individual with exceptionalities	6. Special education candidates can prepare lesson plans (ISCI 5 S8)	The candidate's submission does not demonstrate the ability to prepare lesson plans through the four lesson plans designed for use with the target student.	The candidate's submission demonstrates the ability to prepare lesson plans through the four lesson plans designed for use with the target student.	The candidate's submission demonstrates the ability to prepare lesson plans through the four lesson plans designed for use with the target student and reflection on the effectiveness of the lessons taught.
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)	The candidate's submission does not demonstrate the ability to select, adapt, and use instructional strategies and materials according to characteristics of the individual with exceptionalities through the four lessons taught to the target student.	The candidate's submission demonstrates the ability to select, adapt, and use instructional strategies and materials according to characteristics of the individual with exceptionalities through the four lessons taught to the target student.	The candidate's submission demonstrates the ability to select, adapt, and use instructional strategies and materials according to characteristics of the individual with exceptionalities through the four lesson progression taught to the target student supported by the completed reflections on lesson plans.

<p>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</p>	<p>8. Special education candidates can use responses and errors to guide instructional decisions and provide feedback to learners (IGC5 S12, IIC5 S6)</p>	<p>The candidate’s submission does not demonstrate the ability to use responses and errors to guide instructional decisions and provide feedback to learners through the formative and summative assessments included in the lesson plans.</p>	<p>The candidate’s submission demonstrates the ability to use responses and errors to guide instructional decisions and provide feedback to learners through the formative and summative assessments included in the lesson plans.</p>	<p>The candidate’s submission demonstrates the ability to use responses and errors to guide instructional decisions and 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.</p>
<p>5.2 Beginning special education professionals use technologies to support instructional assessment, planning, and delivery for individuals with exceptionalities</p>	<p>9. Special education candidates can interpret sensory, mobility, reflex, and perceptual information to create or adapt appropriate learning plans (IGC5 S26, IIC5 S13)</p>	<p>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.</p>	<p>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.</p>	<p>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</p>

				collected and reported data.
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)	The candidate's submission does not demonstrate the ability to make responsive adjustments to instruction based on continual observations through charts, graphs, and data collection sheets.	The candidate's submission demonstrates the ability to make responsive adjustments to instruction based on continual observations through charts, graphs, and data collection sheets.	The candidate's submission demonstrates the ability to make responsive adjustments to instruction based on continual observations through charts, graphs, and data collection sheets and explanation of adjustments made to lessons in response to data collected.
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)	The candidate's submission does not demonstrate the ability to use task analysis through the completed case study narrative.	The candidate's submission demonstrates the ability to use task analysis through the completed case study narrative.	The candidate's submission demonstrates the ability to use task analysis through the completed case study narrative that is reflected in the lessons planned for the target student.
7.1 Beginning special education professionals use the theory and elements of effective collaboration.	12. Special education teachers can maintain confidential communication about individuals with exceptionalities (ISCI 7 S1)	The candidate's submission does not demonstrate the ability to maintain confidential communication about individuals with exceptionalities through obtaining parental consent	The candidate's submission demonstrates the ability to maintain confidential communication about individuals with exceptionalities through obtaining parental consent for the Focus Child	The candidate's submission demonstrates the ability to maintain confidential communication about individuals with exceptionalities through obtaining parental consent for the Focus Child

		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 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)	The candidate's submission does not demonstrate the ability to understand the models and strategies of consultation and collaboration through the interviews with the mentor teacher and other professionals about the target student.	The candidate's submission demonstrates the ability to understand the models and strategies of consultation and collaboration through the interviews with the mentor teacher and other professionals about the target student.	The candidate's submission demonstrates the ability to understand the models and strategies of consultation and collaboration through the interviews with the mentor teacher and other professionals about the target student and the candidate's reflection on collaboration with the mentor teacher.

Focus Child Project Frequencies Undergraduate [REDACTED]

Key Elements	Specialty Set	N	Unsatisfactory 1	Proficient 2	Advanced 3	Mean
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

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	prioritize areas of the general education curriculum and accommodations for individuals with exceptionalities (ISCI 3 S1)					
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.	5. Special Education professionals can identify evidence-based practices validated for specific characteristics of learners and settings (ISCI 5 K2)	17	0 (0.0%)	14 (82.4%)	3 (17.6%)	2.18
5.1 Beginning special education professionals consider an individual's abilities, interests, learning environments, and cultural and linguistic factors in the selection,	6. Special education candidates can prepare lesson plans (ISCI 5 S8)	17	1 (5.9%)	10 (58.8%)	6 (35.3%)	2.29

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 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)	17	2 (11.8%)	12 (70.6%)	3 (17.6%)	2.06
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

SAMPLE