
EDU 271: Educational Assessment of Students with Disabilities, Fall 2020
30 points

Student Case Study Assignment

This assignment involves completing a case study on a student already identified for special education. For this assignment, candidates must review a case study student prepared for you. The files/reports include information listed below. Each candidate will receive a different case study student.

- 1. Case Study Intro.** Information about the file and organization.
- 2. School Psychologist Report.** A thorough report written by the school psychologist. Student was reevaluated to change his disability eligibility for special education. Prior to this assessment student was considered "Speech & Language Impairment" and was not receiving any other services aside from speech and language school based services.
- 3. A Teacher Academic Report.** Special Education Teacher tested student academic areas and wrote report findings
- 4. Individualized Education Plan.** Based on all of the reports and assessments the team wrote an IEP for the student. You will find that IEP here. IEP was written in May 2018.
- 5. School Score Report.** A school report on students performance on school-based tests. Each of the bolded headings below must be in your paper, which is to be uploaded to Canvas using .doc, .docx, or .pdf format. When writing the case study, use an alias for the student and remove any other personal/identifying information (identification number, school name, address, phone number).

Based on the reports and information provided you will respond to the prompts below. Your write up should be written in a case study format and NOT just a numbered response to each question/prompt below.

You are welcome and invited to use creative elements in the presentation of your case study. The KEY focus is that your case study is well ORGANIZED, STRUCTURED, and answers ALL of the prompts/questions in narrative format. Length of your case study will vary. Save your file as a PDF or Word Document and upload into Canvas upon completion.

This assignment has been altered due to school closures and the need to move into an online platform. Usually, you would complete a case study on a student in-person.

Complete Academic Report Due December 8th, 2020.

Case Study Check-In

Check-In #1 - Due 9/22:

1. General Student Information

- Summary or presentation of the students Age, current grade and grade of when report was written, gender, background information, family, disability (mention)

2. Strengths and Weaknesses

- As present in the reports/files: Summarize any student strengths and weaknesses in the following areas: Educational/academic, social/emotional/behavioral, language development, EL impact, personal (e.g., sports)

Check-In #2 - Due 9/29:

3. Parental Input

- Description of interview with parent or guardian regarding student.
- What are their concerns and desires regarding student?

4. Teacher Input

- What are the general education teacher's (Ms. Daisy) concerns and desires regarding student?
- How are is the IEP providing support to meet the student's needs?

5. Disability

- What is the student's disability using CA education code criteria (Eligibility statement as discussed in class)
- Research disability with current /references (2009-2018). Provide a brief write up/overview on disability (EL influence?). How will this impact the student in school? (1 page max) Use 4+ references. (2-3 paragraphs)

Check-In #3 - Due 10/13:

6. Special Education Instructional Program

- What special education services are being received/provided? What is the frequency of such services?
- What instructional modifications/interventions are used with student by the special education teacher to support student learning?

7. IEP Goals

- Summarize student's goals from May 2018.
- Report on the student's progress on his/her goals a year later. May 2019.
- Were goals met?

8. Observation of student

- Provide an overview of observations of students.
- What was observed?
- Describe the student's participation in the observed activity.

- How does the student interact with the teacher & vice versa?
- How does the student interact with peers & vice versa?
- How does the student's participation/activity compare with peers?
- Include information provided by the student himself.

Check-In #4 - Due 11/17:

9. Reflection & Recommendations

- Reflect on the program/services. Have the student's needs been met through special education services? Has the student seemed to make sufficient gains?
- In what ways would you change the student's goals/instructional program? What additional accommodations, modifications, and/or services (if any) might the student need in order to experience success in the special and/or general education classroom? (Be specific!)
- What are the implications of this information for the students' future trajectory and subsequent years of schooling?

10. Disability Resources and Practices

- What are 4 good resources (websites, books, videos, etc.) for parents whose children have this disability? Describe in 1 short paragraph each.
- What are 4 good resources (websites, books, videos, etc.) for teachers whose students have this disability? Describe in 1 short paragraph each. Appropriately cite & reference (according to APA guidelines).
- Resources for parents and for teachers need to be different and unique (so 8 unique recommendations)

**EDU 271
CASE STUDY
FINAL EXAM – RUBRIC**

30 POINTS

Grading Criteria (points)	Exceeded Expectations (Full Points – 2/4/6)	Meets Expectations (1.5/3/5)	Partially Meets Expectations– (1/2.5/4)	Unsatisfactory (0.5/1/4.5)	Missing (No Credit)
<ul style="list-style-type: none"> ● General Student Information (2) ● Strengths/Weaknesses (2) ● Parental/Guardian Interview (2) ● Teacher Interview (2) ● Disability (2) ● Special Education Instructional Program (2) ● IEP Goals (2) ● Participation in General Education (2) ● Observation of Student (2) ● Reflection and Recommendations (6) ● Disability Resources (4) ● Formatting: Overall structure, organization, grammar (2) 	<p>You addressed this item and exceeded expectations. Item was explicitly clear in your paper. You were knowledgeable in this area and portrayed it through your write up. Extremely prepared for assignment. Well Organized.</p>	<p>You addressed this item and met expectations. Not thoroughly elaborated. Might also be missing some key issues relevant in write up. Organized.</p>	<p>You attempted to address this, but it is not thoroughly elaborated, and/or may also be missing some key issues or details relevant to this sections. Good Preparation.</p>	<p>Minimally addressed item and/or it was unclear how this item was included or discussed.</p>	<p>Element was not addressed.</p>