

Individualized Education Plan

Sally

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Profile- Sally

Sally just turned 7 years old this March and she is currently in first grade. Sally likes to be helpful in the classroom and she loves to have the opportunity to be in a leadership role. Sally always asks the teacher if she needs help with passing out papers and cleaning up the room. When Sally works with a teacher one-on-one, Sally will bring a pencil with her for the teacher to use. She follows directions, but can become easily frustrated during a task. Sally frequently asks throughout the day to go to the bathroom, visit the nurse, and get a drink of water at the water fountain. When working with a teacher one-on-one she can effectively work on tasks for about 15 minutes before becoming off task or disinterested. If Sally becomes frustrated with a task, she will try to make a deal with the teacher or lose interest very quickly. When Sally becomes uninterested she will begin to play with the objects around her, get out of her chair, look around the room, or begin talking about other topics. Frequently, she appears to be disinterested when the task is too difficult for her. When working in small or whole group, she seeks attention from the teacher, frequently asking the teacher to sit with her and help her for a worksheet, for example. When she has completed a task, right away she will find a teacher to show the teacher she has completed the task. She often asks a teacher if she can read to him or her. When the students come in from morning recess, all the students take out their books and begin reading previously read stories to themselves, but Sally frequently seeks for a teacher to read to. This behavior has also been observed during sustained silent reading (SSR).

When given a book to read at her instructional level, she maintains her place when reading. It is evident that many times she does not use her fingers to follow her place when she reads, unless she is asked to use her fingers. However, this does not seem to impact her reading very much. She reads left to right and top to bottom. When Sally is reading out loud it is word

by word and very monotone with very little expression. When working one-on-one with a teacher she appears to fidget quite often in her seat. She also tends to play with objects near by and has been known to comment about the noise level in the classroom, for example, “It is really loud in here.”

While working one-on-one Sally will go through a Picture Walk when asked to, but when given a book she tends to just want to begin reading. She often begins to read the title and then is asked again to do a Picture Walk with the book. When she is asked to tell what she thinks is going to happen in the book she will go through each picture, mostly describing the picture. Sally rarely invents a storyline of what she thinks is going to happen in the book.

When she does begin to invent a story, it contains limited amount of information, for example she listed the items or objects in the pictures she say. For example, in the book, At the park, she is asked what she thinks the story is about. She responses, “What he, the boy, can do. He could run. He could swing. He could kick. He could hide.” Therefore, with this story she does not invent or create a prediction of what is going to happen in the story. However, sometimes Sally does invent dialogue between the characters, for example in the book, Where is my hat?, she began to create a dialogue between the boy and his mother when she was discussing what she thought was going to happen in the book.

After reading the book, Sally is asked to tell the teacher what happened in the story. Sally will use the book while retelling what happened in the stories. She has also reread pages to show what happened in the book or restates verbatim sentences she remembers from the book. She does remember the characters that were involved in the story, but rarely remembers all the names if names were given to the characters. She will also refer back to her original predictions to explain what happened in the book, even if her predictions are incorrect.

When given the opportunity to read independently, it takes Sally about 10 minutes to focus. She gets up goes to the bathroom and looks at a number of books before selecting one. Sally has been observed sitting on the floor next to shelved books, sorting through many of them, glancing at the cover. While reading independently she sits at a table, flips through pages, almost appearing to be sort of a Picture Walk and seems to begin reading one of the pages in the middle of the book.

During SSR there were several behaviors Sally showed to avoid this independent reading time. At the beginning of SSR she asked to go to the bathroom, which she does quite frequently throughout the school day. In addition it took 10 minutes for her to choose a book to read. This appears to be ways she avoids times during independent reading. This also shows that may not have skills to select a book, for example, appropriate level books.

She then chose the book, More Spaghetti, I say. This book is a multiple line, big text book with colorful detailed pictures. She sat down at one of the tables. The majority of the class was sitting in the meeting area on the floor; however, there were some students at the other tables as well. She began to flip through some of the pages looking at the pictures. She began reading in the middle of the book. She mouthed the words and slowly began reading out loud quietly to herself. When she came across an unknown word she began to sound out the initial sounds of the word and guessed the rest of the word or skipped to the next page. She skipped to the next page more than trying to decode the unknown word. She did track her words sometimes, but mostly held the book with both hands. At times she would skip a couple pages at a time. It appeared as if she was not reading the book chronologically. Throughout SSR, she frequently went up to each teacher in the room asking if she could read to them. Finally she found one of the helpers in the

classroom, who was a parent that came in to help that day, to read to. Again, this shows her seeking for a teacher's attention, as well as her avoidance to read independently.

Sally has shown many patterns in her reading, both patterns of strengths and weaknesses in reading have appeared. Sally really enjoyed reading when she is able to read to someone. She also becomes very enthusiastic when she realizes she has accomplished something, for example, read a book that was difficult for her. She is proud of herself when she gets something correct and is always excited to tell the teacher that she has figured out a word that she did not know before.

Some patterns that have been observed are the strategies Sally uses when an unknown word appears in context while she is reading to a teacher. When Sally comes across a decodable word in context, many times, she will look at the initial letter of the word and then guess the word. For example, when she came across the word, "from," she looked at the initial letter "f" and said the word, "fast." Other errors in decodable text include her reading the word tad as tan, mad as man, and get as got. She rarely omits words, but has been observed adding words, for example adding the word do, in front of the sentence, but then she corrected herself right away.

Self- regulation One strategy she does use is many times when she comes across an unknown word or says a word incorrectly, she knows the word she said does not fit. She uses the context clues around the unknown word; however, she is usually unable to figure out what the correct word is. Many times she will realize the unknown word is incorrect after reading the whole sentence. For example, when she came across the word, "from" and said, "fast," she realize that the word she said did not make sense after she read the rest of the sentence, but was not able to read the correct word. When she was reading, she stopped after she finished the sentence and said, "That sounds funny." She paused for a while and then continued reading.

Approximately one month after this situation, Sally was going through words out of content in the Dolch list and began to look at more than the initial letter. Still it appears there is difficulty with blending the letters together to form a word; however sight words are often not decodable. Slowly it has been observed that Sally is looking at more than the initial letter in the word; however, many times she is still has trouble taking the sounds of each letter in the word and blending them together to form the correct word. For example, with the word “red,” she had all of the correct sounds and kept repeating the sounds back to herself, but in the end she said the word, “road,” which has the correct beginning and ending sounds as red, but the middle of the word is where she got confused. This pattern of difficult with the middle sounds in a word has been observed more than once with Sally.

Present Level of Performance- Sally

Word Solving:

Phonics

Sally is beginning to decode CVC words to looking at each letter, associating the correct consonant and vowel sounds (Confuses the short i sound and short e sound), but has trouble blending sounds to make the given word.

When Sally comes across an unknown word in or out of context she tends to look the initial letter of the word and then guess the word. For example, in the decodable book, *Dan the Tan Man*, she said the word *fast* instead of the word *from*. She did not break each sound down, she sounded out the first letter and then said the word she thought it was. When words are out of context in a sight word list she said the word *house* instead of the word *have*. For these words (*fast* and *from*) and (*house* and *have*) the only thing in common is the first letter in the word. However, recently Sally has been observed more than once with small words, for example CVC or VCC words sounding out each letter. This has only been seen when the word was out of context. For example, when Sally was going through the Dolch list she came across the word *red*. She had each sound of the letter correct, but still had difficulty blending the words together to form a word. She said *r-e-d* over and over again then shrugged and said the word *ran* and moved on. These words both begin with *r* and are both CVC words. When working with CVC or VCC words Sally has gained the strategy of breaking down the sounds, but still has difficulty blending sounds of letters to make words. When Sally sees a CVCE words or words with digraphs she is still looking only at the initial letter and guessing the word.

She is beginning to see word families as rhyming words and it beginning to substitute the initial sound of the first letter to figure out the word. When Sally was given the word “*an*” and then the word “*can*.” She said, “Hey, they sound alike.” It was explained to her that when words sound alike or are in the same word family, they rhyme. When Sally was first introduced to a word slide she slid the letter up and changed from “*can*” to the word “*fan*.” However, she said that it was “*frog*.” This shows she looked at the first letter and guessed the rest of the word.

When asked to give words that rhyme she gave the example *fish* and *dish*. When asked to tell how they were alike and how they were different, she said that the only thing that changes is the first letter. Then she was referred back to the word slide and it was explained to her that the word slide is only changing the first letter. She then went through the word slide and said all of the words correctly and looked at the word.

Then when Sally was given worksheets that focused on the “*an*” and “*ad*” word family she knew the correct word that needed to be put in the blank, but when she referred to the word *bank* she could not decipher between words, for example, *pan* and *pad*. She was still having difficulty looking at the end of the word or looking at each letter in the word. She did however, do well when given a worksheet where she needed to look at a picture and then fill in the first letter of that word.

Context and Pictures

When reading stories, Sally refers to the pictures to help her when she comes to unfamiliar words. When reading, I Can See, Sally read the sentence, "I can see a red flower." She knew the words I, can, see, a, and red, and then paused. She looked at the picture to help figure out what the word flower was. She frequently uses the pictures to help her with the context or unknown words. When Sally was reading, Where is my hat?, she came across the word chair and did not know it, looked at the picture and said couch.

Fluency:

When Sally reads out loud, one-on-one with a teacher she frequently reads word by word in a monotone voice, with no expression. She does not pause when she comes to punctuation. For example, when there is dialogue she does not pause after quotations or periods.

Word Recognition:

Sight words/ High Frequency Words

Sally has mastered the

When lists from earlier in the year are compared with a Dolch list Sally has been working on this current month about 25% of the words she read correctly at the beginning of the year and continues to read correctly in the Dolch list. Out of 71 words that she read from early in the year 18 of those words she read correctly both times. Also, 25% of the words (18 words out of 71 words) that she did not get correct the first time she got correct in the Dolch list that was just done this month. However, about 40% of the words given she still does not know (out of 71 words read from both lists at different times of the year she still did not get 30 of them correct). Clearly she is showing improvement and stability. There is, however, still a large portion of the words she still does not know when in isolation.

Comprehension

Pre-reading (Picture Walks)

When Sally had a conversation with a teacher about the importance of a Picture Walk she was asked questions, such as "What is a Picture Walk?" Sally describes the Picture Walk as, "When you open the book and look at the pages with the pictures and words." Then she was asked, "Why do we use Picture Walks?" She said, "So you know what the words look like and to get them correct. You want to see if it (the book) is really good." Then she was asked, "What do Picture Walks do for you?" She said, "They make me like it (the book)." Then she was asked, "How does a Picture Walk help you?" She responded, "If you go through it, I see what is happening." This is important because Sally is understanding the value of a Picture Walk.

While Sally goes through a book and does a Picture Walk, many times she begins with reading the title. She will also begin reading the book and has to be asked to go through the book and just look at the pictures to get an idea of what the story is about. She usually has to be asked questions; such as what she thinks will happen in the story for her to formulate predictions and invent storylines. Sometimes she will invent dialogues of the characters. While she was reading the book, Where is my hat?, she formed a dialogue between the boy and the mother. "'Where is my hat?' He yelled for his mother. He looked everywhere. Then behind the couch his dog was

sleeping on his hat.” The drawback is that sometimes she stays with her original story verses taking in what the book says.

During reading

While Sally is reading, sometimes she will comment on what is happening in the story, but this does not happen often. While she was reading the story, Dan the Tan Man, half way through the story she realized the main character’s name was Dan because she said, “Oh the gingerbread’s name is Dan.” Sally has been observed commenting on what she is reading, while she is reading it. This shows her comprehension of the book as well as her interacting with the tests. As she is reading she is thinking about what is happening, sometimes making predictions. While she was reading the book, The “I Like” Game, she read, “I like ice cream. Do you?” Sally then said, “I bet she does.” Here she was making a prediction, saying that she bets the girl does like ice cream. She scored 100% accuracy with this book, which shows that she can comprehend books when she knows the words in the book.

Post Reading (Retell)

After Sally is finished with a book she is asked to tell what happened in the story. Many times Sally has a basic understanding of what happened in the story and can usually restate sentences from the book. Sally also often flips through the pages of the book while retelling what happened. Her answers are usually very brief and she has to be prompted with more questions to get adequate information from her. (Examples of the questions that were asked include: What happened in the beginning of the story? How did the story end? What happened after [specific event from story]? Who else was in the story?) Sally gives brief answers when retelling. After being asked open-ended questions, she portrays a basic understand on the book and sometimes uses information from her predictions in her retell. This can help her, but can also negatively effect her retell if it is the wrong information. One question that should be asked when Sally is done reading is if her predictions were correct and how or why and why not. This will help her distinguish her predictions from what she has just read.

One example of brief straightforward answers from Sally was when she read the book, Where is my hat? After she read the book she was ask about what happened in the book. She described the story in two basic sentences, which were lacking certain key events, misunderstood events, characters, and specific names of characters. Her retell consisted of, “He was looking everywhere for his hat. Then he called his mom to help and his mom found it.” She was then asked several open-ended questions to receive more information. Many times she still gave straightforward answers. When asked to tell more, the student said, “I don’t know.” Some more open-ended questions and direct questions were asked to see gain more information from her and to allow her to expand on her retell. Some of the questions and her responses are as followed:

Teacher: Where did she find the hat?

Student: Behind the couch.

Teacher: What happened at the beginning?

Student: He was looking everywhere for his hat. He lost his hat.

Teacher: What happed after he looked everywhere?

Student: He lost his hat and got his mom and she looked behind the couch and she found it.

Teacher: Who else was in the story?

Student: The dog.

Teacher: How did the story end?

Student: His mother found the hat.

Teacher: Who else was behind the couch?

Student: The doggy, on the hat.

Throughout her retell she does not use the boy's name; however, while she was reading she was not able to read the boy's name. This is a great example of her miscues are impacting her retell.

During a different retell, Sally again did not use the character's names. While she read the book, Dan the Tan Man, she referred to the characters as the gingerbread man or he and the girl. She also did not mention the third character. There was also a fox in the story and as she was retelling the story she stopped and asked if it was a wolf or fox. She was asked what happened in the story and she replied, "He hopped out of the pan and got lost. Then he almost was eaten by the fox." At first she asked if it was a wolf or fox and then decided it was a fox. She also said, "Then the girl hit the fox and the girl got him and brought him home and loved him so much." The picture looks like Nan is hitting the fox, but in the story it says, "Nan can get the fox." One strategy Sally has that can be taught to work towards her advantage is looking at the pictures and using them as context clues, but also to understand the story better. However, Sally does not want to rely only on the pictures because it appears that she is having a hard time deciphering her predictions from what actually happened in the book. This mostly happens with books that Sally has a lot of difficulty with. For example, the book, Dan the Tan Man, out of 100 words from the book she got 12 words incorrect, which shows that this book was too advanced for her. Therefore, this can be a major reason she had trouble retelling the story.

Books that she got a 90-94% accuracy or higher, for example the book, At the Park, she got 100% accuracy and she retold the story using words from the story, for example the word catch, which she did not mention in her pre-reading. Evidence has shown that Sally comprehends a book when she knows all the words in the book. Therefore, comprehension may not be an area of concern, but a strength.

After reading the book, At the Park, she was asked to tell what the book was about. She said, "Thems were playing." She was asked who was playing. She said, "Him and his Dad." Her use of pronouns seem a little young, which can pose a question of her language skills interfering with her comprehension. This book did not use names for the boy or his dad, but frequently when a book does have names for characters she does not use those names when retelling the story. She refers to the characters by gender, but rarely by name. She also relies on the pictures to aid in events.