Purpose: To explore more fully a scenario of a child/youth who has been identified as having some type of special needs and addressing specific questions related to the scenario. Each of the scenarios are areas that will not be covered specifically this semester due to time constraints but are important topics for you to have knowledge. The textbook will give you information to help address the questions thoroughly.

Directions:
1. Choose One of the Categories to address each question as thoroughly as possible using your own words. Be descriptive-show evidence. Be thorough! If you quote from the text, use quotation marks and cite page number. Information from Chapters 1, 2, & 3 will also be supportive. ADDRESS EACH QUESTION SEPARATELY!
2. It needs to be typed with a cover page (Title (Case Study #_, your name, CDES 204 Introduction to Special Education, Fall 2012).
3. Reminder: Submit to turnitin.com and check % score, if over 25% revise BEFORE submitting (it takes a approx.. a 24 hour turnaround to get %).
4. Due Dates - Typed hard copy.
   • Case Study #1 due March 19th
   • Case Study #2 due April 16th
   • Case Study #3 due May 14th

Categories:

1. Low Incident and Multiple Disabilities - Tamika, 10 years old (Chapter 13)

2. Physical & Health Impairments - Geri, 13 years old (Chapter 14)

3. Special Gifts & Talents - Maria, Jr. High; Jessica, 8th grade; and Jim, 5th grade (Chapter 15)

* Option: Tour Guide for KinderCaminata

Directions:
1. Sign up and attend an orientation
2. Be at the gathering area for the event day orientation at 7:15am
3. Act as a Tour Guide for one of the kindergarten classrooms (assigned the morning of the event)
4. Write a detailed reflection of the experience.
5. Turn in a typed copy of the reflection (also submit to turnitin.com)
1. **Chapter 13: Learners With Low-Incidence, Multiple, and Severe Disabilities**

**Tamika, STUDENT WITH SEVERE MULTIPLE IMPAIRMENTS**

Tamika Collins is a 10-year-old girl. Currently she attends the Fernald Center. She is eligible for special education services as a child with multiple impairments. According to her pediatrician, she was diagnosed with spastic cerebral palsy at birth. As a result the muscles in her arms and legs are very tight and difficult for her to control their movement. As a toddler she was also diagnosed with developmental delays. Three years ago, at the time of her last comprehensive reevaluation, she had an IQ score between 50-54 with delays also noted in speech, language, and adaptive behaviors. As a result she also was labeled as a child with moderate mental impairments, and thus was a child with multiple impairments.

Tamika arrives at the Fernald Center on the bus with the lift. She does not help getting on and off the bus. The teacher aide assigned to her classroom usually provides this service. Her teacher at the Fernald Center indicates that Tamika can move around a little on the floor by a scooting system, but most of the time uses a wheelchair to move around her classroom and the Center. She has developed some arm control and writes using an adaptive writing tool. Typically, this is a marker with a special grip that makes it easier for her to hold. She can print her name, if the paper is stable. Often it is taped to the top of her chair tray for stability. She is beginning to talk, but currently says only single words. It is a slow and laborious process for Tamika to coordinate the breathing, muscle control, and thoughts required to speak. The listener needs to be patient and wait for Tamika to respond. She does follow conversation and will attempt to take turns. Tamika is following a specialized curriculum that emphasizes self-care skills (including feeding and dressing), communication, basic academics, social skills, and motor skill development. Tamika also receives specialized support from the occupational therapist, physical therapist, and speech-language pathologist. The teachers and staff at the Fernald Center are very proud of Tamika. They believe she has made significant progress for the seven years she has been attending classes there.

Mrs. Collins has also been pleased by Tamika’s progress in academic and language areas. Tamika can even almost say, “I love you” to her mother. However, she is concerned that Tamika is not comfortable with other children her age. Mrs. Collins would like to see more emphasis on developing social skills. She thinks the best way to do this is have Tamika interact more often with the children in the neighborhood she already knows and who can model appropriate social skills. One way to facilitate this is to have Tamika attend the neighborhood school where her other children Kenyatta and Caleb, go to school. Additionally, she thinks it would be easier for the family to have all the children on the same schedule with the same vacations, bus schedule, conference days, etc. Mrs. Collins feels very strongly about this and was casually talking to her neighbor, Mrs. Montgomery, about how exciting it would be if all her children could go to school together. Mrs. Collins indicated that it was a dream of hers to have Tamika go to school just like the other kids.

It was this conversation that prompted Mrs. Montgomery’s telephone call to Ms. Ewell, the principal of the neighborhood school.

Ms. Ewell thought about the possibility of Tamika’s attending her school. There were many questions about including a child with the serious physical and cognitive delays that Tamika presented. There were at least several teachers in the school who had voiced that ideas...
that if they wanted to teach special education students they would have picked that major in school. Could those teachers adequately prepare their students to accept Tamika in the school? There was also the question of goals. Could anything be gained by having her sit in the classroom? This was the year the SWAT (Statewide Achievement Test) would be given. Tamika certainly wouldn’t have to take that, would she? Had Mrs. Collins even thought about that? Did the staff at the Fernald Center really think that the curriculum they had developed for students with multiple disabilities could be implemented in her school? What about Mrs. Robbins (4th grade teacher)? She already had three children with special needs in her class. If possible, Mrs. Collins wanted Tamika in the fourth grade, or perhaps she was thinking about the self-contained classroom, which would be Mr. Weiskoff (special education teacher). The more Ms. Ewell thought about this, the more questions she had, including if it was possible to maintain high academic standards and still include all children in her school. Is it likely that more parents will have concerns about Tamika? Also, rumors often spread quickly and she will need to have some information to share with the parents and her staff. She picked up the telephone and made a call.

Questions:
1. Who do you think Edna Ewell should be calling? What other initial steps and information gathering would you recommend?
2. Based on the information provided, what is the least restrictive environment for Tamika? What service delivery option would best meet her needs?
3. What recommendation would you make for helping Tamika increase her level of social skills?
4. If Tamika is assigned to the general education classroom for part of the day, how can Edna Ewell adequately prepare the teachers, parents, and other students?
5. Since Mrs. Robbins (4th grade teacher) has three other students with special learning needs, should this be part of the decision? Can she meet the needs of Tamika and her other typical and exceptional students?
6. How can Mr. Weiskoff (special education teacher) facilitate the inclusion process?
2. Chapter 14: Learners with Physical Disabilities & Other Health Impairments

GERI, A 13 YEAR OLD INDIVIDUAL WITH CEREBRAL PALSY

Geri is a 13 year old who has moderate spastic, quadriplegic cerebral palsy. She is only able to walk for limited periods. Because of fatigue and muscle spasms, Geri frequently uses an electronically powered wheelchair for mobility.

She is able to speak; however, her verbal communication is slow and sometimes difficult to understand. She often uses an electronic communicative device to clarify what she has said. Because Geri has limited fine motor coordination and finds writing difficult, she uses a modified tape recorder to record information. To facilitate the preparation of written assignments, Geri uses a computer to complete her assigned academic projects.

Her vision and hearing are normal. Although in the past Geri had occasional grand mal seizures, they are generally controlled by medication; she has not had a seizure for 10 months.

Geri attends a regular middle school in her neighborhood and is on grade level in all academic subjects with her classmates who are non-disabled. She lives in a single parent household with her father and an older sister who is 17, and a younger brother who is 11 years old. Mother died in an automobile accident when Geri was 4 years old.

QUESTIONS:

1. What environmental modifications in the classroom might be made to ensure Geri’s full participation in activities? (Think in terms of cognitive, social as well as physical)

2. Are there any special health care considerations that should be made because of Geri’s physical condition? What other health issues might Geri be facing?

3. Discuss some of the necessary modifications that you can anticipate that must be made when testing Geri to better determine her level of understanding of academic material?

4. What would be some strategies to put in place, as a parent and as a teacher to support Geri’s inclusion socially with her classmates who are non-disabled at the middle school level?

5. What role might the siblings play in this scenario? Look at both the older sister and the younger brother.

6. If you were Geri’s parent, what would be your focus now regarding your thirteen year old teenager?

7. What additional information in regards to Geri would have helped you in addressing the questions?
Chapter 15: Learners With Special Gifts and Talents

MARIA, JESSICA, & JIM - VARIABILITY OF BEHAVIOR AMONG BRIGHT YOUTH

MARIA, a junior in high school, attends a predominantly Hispanic school in the Southwest. She comes from a large family that includes both parents, three siblings, grandparents, and numerous aunts, uncles, and cousins.

Throughout her elementary years, Maria was an extremely well-behaved, quiet student. Her shyness prevented her from asking questions in class, and she always worked hard to do well in school to please her teachers. Maria’s elementary and middle school grades were always average or slightly above. Yearly achievement test scores consistently placed her reading and written language scores in the top half of her class, and her scores in mathematics during those years fluctuated between the 80th and 93rd percentiles.

When Maria was in the eighth grade, her school counselor received information from the Rocky Mountain division of the National Talent Search Program. After reviewing all students’ past achievement scores, the counselor identified a group of students whom he felt might benefit from screening for the program, including Maria.

Maria took the SAT with the other students. The results of her testing surprised everyone. Her mathematics score was in the top 39% of eighth graders taking the test. Maria was invited to attend Talent Search sponsored summer programs, with scholarship support. Her scores also drew the attention of Maria’s teachers and the school counselor. These instructors encourage Maria to consider being screened for the school district’s gifted program. After initial reluctance by both Maria and her parents, Maria was tested and easily qualified to join the program.

JESSICA, is an intellectually gifted eighth grader. Her parents, divorced since Jessica was a toddler, have a friendly relationship. Jessica and her older sister alternate weeks at each parent’s home.

Jessica’s mother claims that Jessica was gifted "since birth", that she walked and talked extremely early. She taught herself to read at age 3 and developed a rudimentary multiplication system before entering kindergarten.

Jessica was screened for the gifted program early in her kindergarten year. Because her intelligence test scores were the highest in the district and Jessica was so mature emotionally, the school psychologist recommended that she "skip" to second grade. Her parents protested, saying that they preferred for Jessica to learn to relate to her non gifted peers as well as to grow cognitively.

Throughout elementary school, Jessica’s program was modified to fit her unusual learning needs. One of the greatest challenges her teachers found in working with Jessica was her delight in learning. Interested in everything and highly able to understand complex information, Jessica tended to devour available information on any topic rather than studying a topic in depth.
Now that Jessica has entered seventh grade, she moves among classes with a group of similarly gifted and talented students. For the first time, Jessica has an intellectual peer group and a group of supportive teachers who combine teaching high level thinking skills with advanced academic content. Also for the first time, Jessica, always competitive about her work, is finding that she is not the best at everything. She is beginning to express some anxiety about being less than perfect in her schoolwork. Her teachers are concerned that Jessica is concentrating too much effort on finding the "right" answer instead of using her vast store of information to speculate about possibilities.

**JIM**, is a gifted/learning disabled fifth grader. Within the past year, Jim's school experience has changed greatly. Previously, he had participated only in standard elementary school classes. During kindergarten and first grade, he was more active and restless than his classmates, displaying a seemingly insatiable curiosity. He also had an unusual ability to understand and talk about abstract, complex concepts such as time, distance, and ecology. His teachers believed that he was one of the brightest students in his classes.

By fourth grade, Jim's classroom behavior had become problematic. He had discovered that math was easy, fun, and a way to earn praise from teachers. He had also discovered that learning to read was nearly impossible, although he was able to hide this from his previous teachers becoming the class clown, delighting when his classmates laughed at his antics. His restlessness and continual questions disrupted learning activities and frustrated the teacher.

No longer able to pretend that he could read, Jim rapidly grew to hate all language arts-related assignments. His written work had missing words, atrocious handwriting, and spelling based on a system that only Jim understood. At home he began referring to himself as "dumb", refusing to complete any homework except math.

Wondering if he had a learning problem, Jim's teacher recommended him for testing by the special education diagnostician. Because they had become increasingly worried about Jim's deteriorating academic performance and self-image, his parents were most willing to have him evaluated. Jim was tested by a special education diagnostician during the summer following his fourth grade year. He was identified as possessing exceptional learning abilities as well as some learning problems.

**QUESTIONS:**

1. List each student's gifted/talented characteristics: (a) Maria; (b) Jessica; (c) Jim

2. Which characteristics are more likely to be perceived positively in each scenario? -- Negatively? -- Why?

3. What might you say to Jim's teacher that could help him to understand Jim's behavior as gifted?

4. What behaviors might prevent a teacher from noticing Maria's abilities?

5. Which of Jessica's characteristics will present special challenges to her teachers?
6. What are strategies that each of the students teachers could use? Discuss each separately.

7. What additional information regarding Maria, Jessica, and Jim would have helped you in addressing the questions?
Address all parts of each question as thoroughly as possible using your own words. Be descriptive -- show evidence -- be thorough!

Category Chosen: ________________________________