

I. Introduction of student

Junie Jones (pseudonym) is a first grade student in a kindergarten/first multi-age classroom at Sunny Hills Academy in Bellevue, Washington. Junie has a twin sister, Kathy and an older sister Julie in the third grade. Junie was brought up to the child study team in the spring of her kindergarten year by her half-day kindergarten teacher. Junie's half-day kindergarten teacher and her parents expressed concern for Junie's progress in reading, writing and mathematics. Her parents were highly concerned because Junie's sister, Kathy was making faster progress than Junie was.

Junie was recently evaluated by the school team and qualifies to receive special education services in the areas of basic reading, written expression and math calculation. Her disability is inhibiting her progress in the general education curriculum and she needs specialized instruction in order to make sufficient progress. She was administered the WIAT and scored in Basic Reading, age equivalent 5.0; Written Expression, age equivalent 5.6; Math Calculation 5.8. Her DRA instructional reading level is 3-4.

The Developmental Reading Assessment (DRA) is the reading assessment given to all students in the Bellevue School District in early September and in the spring. One of the parts of the DRA is the MOS-the modified observation summary. The MOS subtests include a word list (sight words to read), letter identification test, writing vocabulary (write all of the words you can in 10 minutes), hearing sounds in words (phonemic awareness – dictation) and concepts about print. In our school district, kindergarteners should be between levels 4-6 at the end of the year. Junie is at a level 3-4.

Junie Jones is a delightful girl who has a lot of potential for growth. While engaging in group work, Junie loves participating, volunteering answers to questions, or observations. However, when Junie engages in independent work, she is slow to begin, struggles to continue working and needs a lot of assistance with independent work. Junie is very social and is a wonderful artist. She loves to paint and draw pictures.

II. Intervention and description of interventions.

I decided to focus on Junie's writing as a result of the ease in collecting concrete writing samples. I have included a September assessment of Junie's writing-part of the DRA. In this particular sample, titled, "Writing Vocabulary Observation Sheet" Junie is given ten minutes to write down as many words as she knows. Points are given to correctly spelled words. In this particular sample, she scored a 1. In another sample, (#2), also titled, "Writing Vocabulary Observation Sheet", which is the same test but given in February, Junie scored 12.

Every Monday, each student in my class writes, "My Weekend Story". The lesson plan is enclosed. We do a shared writing activity, each week with a different focus then, the students are dismissed to work independently. As you can see, Junie's first "My Weekend Story" (#3) is challenging to comprehend. I had to ask Junie what she wrote. She had written, "*I saw a mouse climbing on the road. It climbed a tree.*" In October, I decided to implement an accommodation for Junie. She would draw, then tell me what she drew so she can write sentences about it. This sample (#4) is a little better. She writes, "*My sister got braces. I am going to Mrs. Cannon-Kyte's room for lunch.*" In January (#5), her handwriting improved as you can see after providing additional handwriting practice to Junie. In February, (#6), we worked on forming ideas. We talked a bit about making our writing more exciting. Rather than writing one sentence about our weekend, we would all try and write a few things. After working with Junie she

produced the following sample, “*I was on the trampoline. Then I bounced. The dogs went up in the air*”.

Accommodations	Modifications	Remediation
<ul style="list-style-type: none"> • Junie will be seated by peers who can help her generate ideas and help her with spelling if I am working with another student. • Junie can dictate a sentence to me or a parent volunteer and we can write it down and she will copy it on to her paper. • Providing more time for Junie to complete her assignment. • Taking her to the reading table to provide 1:1 practice. 	<ul style="list-style-type: none"> • Although Junie is a first grader, she can illustrate her story first, then write her sentences. • Junie’s assignment is shortened, she will write two sentences instead of three or four like other first graders. 	<ul style="list-style-type: none"> • Junie is given writing practice. If her writing is not to expectations, she is to write it again. • Focus on grammar and spelling- we worked on using our room’s resources to help us spell. (This was also done during whole group) • Focus on generating ideas using the four square organizational tool. • Focus on handwriting during one lesson.

Conclusion

This case study was very beneficial for me. As a SPED/TEP student, I was able to use my prior knowledge to help me generate ways to create interventions for this particular student. My cooperating teacher’s classroom is very unique, in that we have the most students that have special needs in our classroom. This worked well for me, because I was able to use differentiated instruction, which is a concept we all have been reading about.

As I look back on this quarter, it was very exhausting. However, this particular assignment did not take more time than any other task my role as a teacher called for. There were many things I learned from this project. I strongly believe that every child can be successful. It is my responsibility as their teacher to assure they are given opportunities to be successful. For Junie, I did spend a lot of 1:1 time with her. However, I think a lot of her success also is due to her peers, her family and Junie herself. I see a new found confidence in Junie in all areas- academically, socially and emotionally. For example, in the beginning of the year, Junie missed

her twin sister because she was in different classroom. Now, she is making friends with other students. Junie is also trying harder than she did at the beginning of the year, although it still takes longer for Junie to complete an assignment. However, I am aware that it will probably be this way for Junie for a while. I think the important thing for her future teachers to think about is that Junie is a very unique girl with very many hidden talents. She just needs to apply this passion to reading, writing and math, which she I see emerging for Junie.

I know that Junie will continue to be successful, just as long as she is given time and careful scaffolding. Junie gets discouraged and decreases confidence if you give her too much help. Another thing I learned from this project is that every child is different. What may work for Junie may not work for another child. It is important for me as an educator to keep experimenting and also not get discouraged if my students are not responding the way I would like them to.