

IEP Case Study

Student Name: Toby

- Using the NM IEP forms, create an IEP based on the attached case study that will include writing acceptable annual goals. You will have to make some assumptions when completing the work.
- Complete all necessary forms (again you may have to create some names and dates to fill out the forms....that is OK)

Toby was always an active child, overactive to be precise. When he was born, his mother, Luisa, tells the story that she knew from the very beginning that he was different. She remembers that while she was still in the hospital recovering from her delivery, she could tell that Toby was being brought from the nursery to her room. She could always distinguish his cry from the other babies because Toby had a high shrieking cry that could be heard throughout the hospital floor. Whenever she heard the cry, she knew Toby was on his way. When nestled in her arms, he was always in constant motion and she could never quite comfort him no matter what she tried. From his first days, Luisa knew that he was no ordinary child.

Toby's preschool years were very turbulent. His teachers recall how he was "always in motion" and caused havoc particularly in group activities. In one incident, when he was four years old, he wanted a toy truck from the top of an eight foot high book stand. After repeatedly being told "no" by his teacher, Toby decided to take matters into his own hands by climbing up the shelves to the top of the book stand. As he neared the top, he reached for the truck. Suddenly the book stand gave way and tumbled him and all of its contents onto the floor. Fortunately he managed to walk away from the incident with only a bruise. At the teacher's request, Toby was quickly removed from her class and never returned. As Toby moved to another preschool class, his impulsivity and hyperactivity became worse and his academic and behavioral problems continued.

Throughout much of his early education, Toby had great difficulty learning even the most basic skills such as identifying the letters in his name and numbers to 20. His teachers always knew that Toby was intelligent, yet realized that he was not learning at the same rate as the other children. As they watched him complete children's puzzles, they were amazed with his speed and accuracy at correctly matching the pieces. But when it came to learning tasks, particularly reading tasks, he had a lot of difficulty focusing on the talks. In fact, many of the learning activities ended with Toby laying his head down on the desk because he was too tired and frustrated to finish. Though he was always eager to try new tasks, he would quickly lose interest and become distracted.

It was early in fifth grade that his teacher, Mrs. McDonald, noticed the Toby's reading problems were serious enough to warrant a closer look. In one incident, she had requested that her students work at their desks as they completed a worksheet. This particular worksheet involved having the children match the vowel sound with the appropriate picture. As she watched Toby at his desk, she saw that he quickly began to work on his assignment. He worked quite diligently- head down, eyes on paper, writing responses for each question. Two minutes later she again scanned the room and saw all the other children working on the worksheet with the exception of Toby. Toby was sitting at his desk spinning his pencil around in circles and chuckling in delight.

Sensing that something was wrong, Mrs. McDonald approached his desk to find that Toby had completed the worksheet, but he had answered all the items incorrectly. As she sat working with Toby, she soon found that he was unable to identify certain diphthongs and blends. Over the next few weeks she also noticed that Toby exhibited other reading problems. Such as frequent reversals (saw for was, when for then, and b for d) frequent confusion of the vowel sound (I for e), and numerous sight word errors (his for this, the for they, and this for that). Mrs. McDonald also reported that even when Toby sounded out each letter to a word, he would often say a completely different word than the word in front of him. (For b-l-a-c-k, Toby was able to pronounce all of the letter sounds but then pronounce the word as traffic).

During many of his reading task, Mrs. McDonald noticed that on some days Toby would do well, yet on others he would do quite poorly. She knew he took medication to control his inattentiveness; she suspected that his inconsistent performance might have something to do with how often he took his medication. The more she looked back at his grades, the more she saw that his test and quiz scores reflected this inconsistent pattern, one day high and the next day low.

His hyperactive behavior and small size made him an easy target for other students' abuse. They often ridiculed him about black-rimmed glasses ("four eyes"), his small size ("shrimp") and his overactive, fidgety behavior ("weirdo").

Because Toby was a new student in her class, it took Mrs. McDonald several weeks before she could document these problems and bring them to the attention of the school principal. Before referring her student to the school psychologist, the principal suggested that Mrs. McDonald try several pre-referral interventions with Toby and document his progress while she used these techniques. If after one month of using these techniques Toby continued to exhibit learning and behavioral difficulties, then he would be recommended for a full psychological evaluation.

During the next month, Mrs. McDonald tried three different techniques during Toby's reading class. The first technique that she tried was to have him review missed words from the previous day's story before reading a new story. When she tried this technique for one week, she found that Toby still missed many words, at least 20 words in a 500 word reading passage. The next week, prior to him reading a new story, she had Toby

practice saying words that he missed from the previous story and she also had Toby practice 15 new sight words taken from the new story. At the end of the week, she again examined her charts and found that Toby had reduced his number of errors but still had eight errors per story. Finally during the third week, she decided to add a repeated reading procedure to further reduce the number of reading errors. After evaluating Toby's oral reading scores, she found that Toby reduced his error rate to five words per story. Mrs. McDonald was quite proud of Toby's performance; however, she knew that in his other classes those teachers would not be using these techniques. She also realized that Toby still had numerous other learning problems, particularly in the area of written language. Because of her concerns, she decided to refer Toby to the school psychologist for further evaluation.

The psychologist, Mr. Zambie, found that Toby performed above average on the Wechsler Intelligence Scale for Children-Revised (WISC-R), but performed poorly on the Wide Range Achievement Test (SRAT) subtests of reading and spelling and performed poorly on the Broad Reading and Broad Written Language sub-tests of the Woodcock-Johnson Psycho-educational Battery (WJPB).

The following table summarizes Toby's scores:

WISC-R Scores

Verbal IQ=108

Performance IQ=128

Full Scale IQ=119

WRAT Scores

Reading Standard Score=77

Spelling Standard Score=67

Arithmetic Standard Score=90

WJPB

Broad Reading Standard Score=94

Broad Mathematics Standard Score=112

Broad Written Language Standard Score=86

Broad Knowledge Standard Score=104

To further assess Toby's reading, Mrs. McDonald followed up with the Hudson Education Skills Inventory-Reading (HESI-R). The results from the HESI-R confirmed her suspicions of Toby's deficits by showing Toby's poor performance in the areas of phonic analysis, structural analysis, and comprehension. More specifically, the endings (es, ing, ed), and silent consonants (kn, mb, gn, wr, ght, tch). Toby's reading comprehensions results from the Silvaroli Classroom Reading Inventory indicated that his independent reading level (reading comprehension) was at the second/third-grade level, his instruction level (reading comprehension) was at the fourth-grade reading level, and his listening comprehension was at the seventh-grade level.

Upon examining the results from the battery of tests that had been administered to Toby, Mrs. McDonald remarked *to* the fifth-grade LD teacher, Mrs. Ridge, it was finally time to “get rid of him from her classroom” and that “she should make room in her classroom for the kid”. When Mrs. Ridge commented back that she was looking forward to working with Mrs. McDonald and Toby to help resolve many of his reading deficits, Mrs. McDonald remarked that she has done all she can and she “washes her hands of him”.