

# **Formal Case Study**

Karen Clements

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## **Background/ Case History**

# **BACKGROUND INFORMATION**

## **Family History**

Samantha lives at home with her mother, father, and older brother. Her parents are very involved in her education, especially her mother.

## **Developmental History**

Samantha has been diagnosed with Down's Syndrome. According to the Stanford Binet (5th edition) evaluation performed on 4/25/2012, Samantha was delayed in every category. She also scored in the low range on the Vineland Adaptive Behavior Scales, administered on the same date. Samantha has been receiving speech therapy to assist with clarity, volume and producing a sequence of words. According to records, these therapy sessions go back to 2013, but she may have been having speech before then. She continues to see a speech therapist at the University of Utah. Samantha's teachers have observed that she continues to work on both fine and gross motor skills. She continues to work on penmanship and life skills including tying, buttoning, and zipping. Samantha has also attended Music therapy from 2014-2015 where she worked on communication and life skills like memorizing her phone number.

## **Academic History**

Samantha's academic history further demonstrates her eligibility for Special Education services as Developmentally Delayed. In the Scantron performance series testing, administered in January of 2016, Samantha received a SIP score of 6% in reading foundations. Her previous

scores go back as far as September of 2014 and show a range of 162 points in the raw score since that time. Samantha's SIP score in Mathematics was 25%. Previous scores in Mathematics dating back to September 24, 2014, showed little improvement in her score. They range from a raw score of 1682 to 1715.

### **Social History**

Samantha's teachers and parents observe her to be friendly and socially driven. According to her previous IEPs, Samantha has been considered to be friendly with her peers and teachers. Samantha is probably the first student who knew all of the student's names in her class. She greets each of her classmates and teachers by name every morning. She enjoys participating in class discussions, although what she shares is not usually related to the topic at hand. Samantha is very compassionate with her classmates, and becomes very concerned if someone is upset, often refusing to leave until that child has been comforted. Occasionally, Samantha will leave the classroom and go beyond that limits set by her teachers. At these times, it can be difficult to encourage her to return to class. In these cases, Samantha is more likely to respond to a friendly teacher who asks her where she should be and offers to watch her jump like a rabbit or kangaroo on her way to class.

**ACHIEVEMENT/COGNITIVE**

## **Academic and Cognitive**

Samantha participates in the scantron performance series testing three times each year, in accordance with Carson Smith requirements. She is tested in the areas of Reading Foundations and Math.

In Reading Foundations, Samantha's score was 1404. Her previous test in October was nearly 300 points higher. Testing conditions and assistance may have contributed to a lower score this time around. She showed strength in Phonological Awareness and struggled with Phonics. Her IEP goals for the 2015-2016 school year include assembling, reading, and writing 3 letter words. Although she shows progress in reading, she often struggles to assemble the words with the letters in the correct order.

In Math, Samantha's score was 1715. Samantha showed an improvement of 20 points over her test last test in October. She showed strength in Measurement, and Number and Operations. Samantha struggled most with Algebra. Her IEP goals for math include sequencing numbers 1-20, counting with 1 to 1 correspondence, and corresponding quantity with the correct number. While Samantha can order numbers independently from 1-9, she struggles to move on. When a teacher prompts her to go back and count on, she can find the next number easily. Samantha is very strong in number recognition, which serves her well and she works to complete this goal.

In April of 2012, Samantha was given the Stanford Binet- 5th edition Cognitive Evaluation. She scored in the less than 1% for each category. She was also given the Vineland Adaptive Behavior Scales evaluation, and scored in the 1st percentile in Communication, Daily living skills, and Adaptive Behavior. In Socialization, Samantha scored in the 5th percentile.

Samantha is also receiving speech therapy. Her goals include speaking in clear phrases- more than 1 or 2 words, and enunciating clearly.

## Diagnostic

Student Report: Samantha

Teacher: Dawn Weibold

Class: Lower Elementary

Subject: Math and Reading Foundations

### Performance Series Testing Results

Subject	date	Raw score	National Percentile Ranking
Math	1/27/2016	1715	2%
Reading Foundations	1/28/2016	1404	1%

Math goal:

The learner will be able to extend a repeating pattern with 2 objects, shapes, pictures, or numbers.

K.RF.3.a:

The learner will be able to match a consonant letter to a spoken sound.

# **OBSERVATION AND BEHAVIOR**

## **Observation and Behavior**

When I invited Samantha to participate in the Scantron Performance series testing, she joined me cheerfully. In the past, I have noticed that she finds it easier to manipulate the iPad rather than work with the mouse during testing. Samantha chose to sit at a table and complete her Reading Foundations test. The following day, Samantha joined me willingly to complete the Math portion of the test. Samantha will sometimes talk to herself as she tests. Occasionally, she finds it difficult to work with the technology, but I remain close by to help if she needs it. According to her family, Samantha has many opportunities to work with iPads at home and she is very comfortable with them.

As I have observed Samantha within the classroom, I have noticed that she is very social. She greets her teachers and classmates as she or they enter the classroom. She becomes very concerned when her classmates are upset and is unwilling to leave them until they are happy again. Samantha is also a sought after friend in the school. Teachers and children from other classes are eager to greet her and get her smile in return. Occasionally, these well-meaning friends can be a distraction for Samantha. Sometimes they may be so eager to help her that they forget to allow her to be independent in completing her work.

Samantha is generally compliant with her teachers, especially those who have developed a relationship with her. One of the behavioral concerns of her teachers is that she may leave the classroom and wander to another part of the school. During my observations on April 7, Samantha left the classroom 3 times. She left twice during the work cycle, and once during the

cleaning part of the day. Each of these times, she went up the stairs close by and sat in the upper landing, her hands in front of her, one open, the other flapping the tips of the fingers against the other palm. Each time, Samantha had to be invited by a teacher to come back to class before she would return. This kind of day is not very common. There are times when Samantha leaves the classroom, especially during cleaning when all of the students and teachers are moving around, but leaving several times a day is uncommon. We as her teachers later learned that her grandmother had been ill and later passed away. Her behavior may have been a reflection on the situation in her family at that time.

We as her teachers have found that Samantha, like all children, responds to a relationship built on love. When Samantha knows that she is cared about, she is considerably more likely to respond positively to her teachers and classmates. When Samantha first came to our classroom, she left the classroom regularly and would refuse to come back. It took several months for Samantha to develop relationships with her teachers and classmates that made her more eager to stay in class and return to class after leaving. She also benefitted from music therapy sessions that addressed her need to stay in class. One of the methods her music therapist taught me for helping to get Samantha moving once she has sat down I still use regularly. I say to Samantha, “Would you like to jump like a rabbit or kangaroo?” She nearly always responds with her choice of animal. Samantha responds best when given options for action. I have found that this method works better than to try to ‘reason’ her into moving.

Overall, Samantha is a pleasant and happy girl. She is a pleasure to work with and has an ability to brighten my day that few others have. I have sincerely enjoyed working with her.

## **Formal Report**

**Name:** Samantha

**Date of Birth:** 06/29/2004

**Grade:** 3.9

**Age:** 11 years 5 months

**Teachers:** Ms. Dawn, Ms. Melissa, Ms. Karen

**School:** Elizabeth Academy

**Examiners:** Ms. Karen

Liz Popescue, M.S.

Kristin Hatch, M.S. CFY

Brandon Francis

**Date of Evaluation:** 14 April, 2016

**Parent's Names:** A.W. and M.W.

### **Reason for Referral:**

Samantha was initially referred by her parents after a diagnosis of Down's Syndrome. Her file contains documentation of a diagnosis of intellectual disability from 2012. Samantha continues to be referred for further testing in order to show improvement and continue to qualify for Carson Smith Scholarships.

### **Testing:**

Samantha has most recently completed the Scantron Performance Series web-based academic testing. She has also been given the Stanford Binet- 5th edition Cognitive Evaluation (4/12) and the Vineland Adaptive Behavior Scales evaluation on the same date.

**Cognitive Ability:**

The most recent cognitive testing conducted on Samantha was the Stanford Binet- 5th edition Cognitive Evaluation completed in 2012. This test scored Samantha in the first percentile. When the Vineland Adaptive Behavior Scales evaluation was administered, Samantha scored in the 1st percentile in Communication, Daily living skills, and Adaptive Behavior. In Socialization, Samantha scored in the 5th percentile.

**Achievement Abilities:**

Samantha most recently completed the Scantron Performance Series testing, and academic, web-based test. In reading foundations, she scored in the first National Percentile Ranking. Her strengths were in phonological awareness, while she showed the greatest weakness in phonics. In the math portion, Samantha also scored within the first National Percentile Ranking. She showed strength in the area of geometry, and struggled with number operations and measurement.

**Diagnostic Tests:**

Samantha did not have any diagnostic tests administered to her within this past year.

**Benchmark Tests:**

The Scantron Performance Series tests are given to students who receive Carson Smith Scholarships, and are given to all students in Kindergarten, Third Grade, and Sixth Grade as benchmark tests. The scores from the testing currently being administered will be used for both Carson Smith and benchmark scores.

**Recommendations:**

Samantha continues to show improvement in the area of Speech and communication. She is using longer phrases and is eager to interact with her teachers and classmates. Samantha would benefit from continued Speech and Language therapy.

It is recommended that Samantha continue to participate in small group lessons. These lessons should include curriculum based instruction that she can participate in with her same age

peers, as well as homogeneous groupings with other students who need to practice the same skill or learn the same concept.

It is also recommended that Samantha have further cognitive and adaptive behavior assessments done to show improvement and to identify any further weaknesses that can be addressed in the IEP process.