Carmela Laya

SPEDE 777

**Child Case Study**

**Background Information**

Renzo is 7 years old in the second grade. He is in an Integrated Co-Teaching (ICT) classroom. He lives with his mother, father and older brother. Renzo was adopted at a young age; although he is aware of his adoption he is sensitive to the topic and does not like to discuss it. In class, Renzo can be sweet and thoughtful, but easily distracted by things around him. In kindergarten Renzo was placed in a general education classroom, but teachers found that he needed more 1:1 attention and suggested he be placed in an ICT classroom. At the age of 4 Renzo was diagnosed with ADHD and learning disability. Since then he has been receiving medication to help him to stay focused. Some side effects of his medications include, insomnia and loss of appetite. Renzo is a curious student, but his biggest challenge is staying motivated and focused on task. Renzo is working on building his stamina to finish tasks and schoolwork in the classroom. The following information is based on teacher, parent and review of his IEP.

***Language/Communication***

*Expressive Language*

Renzo’s expressive language shows difficulty in his articulation of /s/ and /z/ phonemes. He sometimes slurs in his articulation by mixing word blends. In Renzo’s form of speech he mixes his tenses and contractions when explaining details to an adult. Renzo has good phonemic awareness, but his executions of specific sounds are not always clear. He receives speech twice a week. The speech therapists practices “Sounds in Motion” which uses kinesthetic body movement to represent the tensions, placement and recall sounds. Renzo has a hard time expressing his feelings without getting upset. When he is frustrated he becomes agitated and unmotivated. When he is upset he tends to scream, cry and deny everything even if it was not his fault.

*Receptive Language*

Renzo’s receptive language is present, but struggles with following instructions and recalling information. He understands simple tasks and concepts, but is unable to grasp critical or abstract questioning or reasoning. He is easily distracted and makes it difficult to complete clinical-directed tasks. His speech therapist is working to improve his receptive skills by following 2-step directions with limited prompts. Renzo requires lots of repetition for simple tasks and instructions. He sometimes misinterprets words in directions, which affect his ability to recall information and stay focus.

***Cognition***

At this period Renzo shows delays in all subject areas, specifically in English and Mathematics. He is currently reading below average at a level C reading level coming into second grade, where most his peers are at a level K to L. He has difficulty retaining word patterns and independently using decoding strategies for reading. He is currently working on learning short and long vowels. He benefits best with 1:1 attention from a teacher or teacher’s assistant. He is eager to listen to stories being read a loud, but needs help with retelling and comprehension skills. In writing Renzo knows how to write his name, the date and understands the concept of building and creating sentences, but struggles to construct an organized sentence. He can generate ideas but struggles to put his thoughts on paper. Currently he is working on being able to write 1-2 sentences and sequence events of his story from beginning middle and end. In math he is aware of basic math skills and numbers, but needs improvement with strategizing and problem solving. He likes to use manipulative to solve basic math problems, but he still uses his fingers for addition and subtraction. He is able to solve problems up to 10 because of his fingers, but as numbers increase Renzo gets stuck and becomes less motivated. He is unable to think of alternative strategies to solve the problem. One goal for Renzo is to help him explain his thinking process. He sometimes copies answers from peers, but cannot explain his answer.

***Social Skills***

Renzo is sociable and enjoys working and playing with his peers. He is respectful towards his peers and teachers, except when he struggles to verbally communicate his feelings and frustrations. His behavior includes becoming emotionally upset by screaming and sitting away from peers. Renzo loves to share with peers, but is distracts him from staying on task. Renzo sometimes has difficulty containing his excitement, which results in physical encounters with his peers. He is sensitive towards people’s feelings and gets upset when his peers negatively receive his actions. The guidance counselor is working with Renzo to identify his positive and negative feelings. The counselor is helping Renzo to express himself using words and learning to self-regulate his emotions when something does not go his way. He attends weekly counseling sessions and is motivated to learn new more effective coping skills to transfer to the classroom setting. Renzo is learning to adapt to new situations and environments more smoothly.

***Motor***

Renzo’s physical motor skills are age appropriate. Renzo has fine-motor difficulties especially in his writing. Renzo receives Occupational Therapy (OT) at least 2-3 times a week. The OT works in-class and pull outs to help Renzo build his fine-motor skills. Sounds and movement easily distract him, and he needs lots of prompts and redirection. He is more attentive when working directly with an adult who can provide verbal redirection. When working with a partner, it is more difficult for him to stay focused on completing the task. He benefits from having visual cues and models. The OT assessed Renzo’s visual-motor skill, which indicated he was average in visual perception, motor coordination and visual-motor integration. Renzo is able to form all letters of the alphabet with general accuracy, but benefits from prompting to use lowercase letters. Spelling is a challenge for Renzo especially recognizing specific sound blends to build words and sentences.

***Adaptive and Coping Skills***

Presently Renzo is age appropriate with his adaptive skills. He is capable of independently dressing and cleaning up after himself. Renzo works best with positive reinforcements and praise to build independence and confidence during academic tasks. Renzo is able to initiate play and converse with peers, but his interaction is sometimes misinterpreted due to inappropriate physical interaction such as pushing, screaming and/or poking others. Renzo is sensitive and constantly seeks approval from peers and teachers. He gets upset when he gets in trouble for unintentionally verbally screams or pushes a peer. Due to his difficulty with expressive language of his feelings and emotions, he is practicing to use his words to self-regulate after getting upset. Most of the time he gets emotional by crying and becomes more aggressive with his feelings, which impacts his ability to build relationships among his peers.

**Observation**

Renzo was observed within multiple settings, he displayed many strengths and areas needing improvement. From the observation Renzo’s cognitive delays was apparent in comparison to his peers. His reading skills and math skills are below average. Most of his peers were able to complete class assignments with limited guidance. His peers were able to follow multiple directions and participate class discussions and answer critical questions. Renzo needed constant 1:1 to complete most tasks and required repetition of instruction to stay focused. He rarely participated in class and could not answer most questions. His biggest challenge was staying on task, following instructions and completing classwork. Some of Renzo’s strengths was his ability to explain and elaborate a storyline, but was unable to write and recall his story. During writing he was capable of explaining and describing into detail a specific event, but when asked more critical questions such as, “How did that make you feel? Why do you think that happened?” He responded with “I don’t know. I don’t remember”.

During whole group instruction Renzo liked to sit on the bench, and became very agitated when he was unable to do so. He sometimes had verbal altercations with peers that were sitting on the bench after him. In whole group he had difficulty listening and staying focused on the instruction. Renzo played with his fingers, made sound effects and attempted to talk to his peers. He did participate during class discussions and was constantly reminded and redirected to pay attention. When asked to recall discussions, questions and/or repeat instructions Renzo gave a blank stare and said “I don’t know”. He needed constant prompts and repetition throughout the day to finish work and/or stay focused.

In small group table setting, Renzo was preoccupied by talking to peers at his table, he stared at the wall or ceiling and/or played with his pencil. Throughout the day Renzo received lots of prompts to stay on task. Even after prompts he would continue to present off-task behavior unless he was directly working with an adult. Journal writing was a difficult task for him because he struggled to think of a topic to write about. Once he thought of a topic it was strenuous task for Renzo to write them down. He had a tough time constructing words and sentences to create a cohesive writing piece.

Based on observation Renzo worked best during station groups because the teachers were able to provide more 1:1 attention. During stations students rotated every 20-minutes decreased the likelihood of Renzo being off-task. For stations that were not supervised, Renzo had difficulty completing station tasks by talking to his peers. Even with 1:1 Renzo needed prompts to start and complete tasks, he needed to be redirected from outsides and nearby noises from stations that impaired his ability to be on-task.

At lunchtime Renzo was observed getting into many verbal and physical disputes with peers. He pushed peers on line, teased or grabbed classmate’s things. When confronted about his behavior in making better choices, Renzo became very defensive and denied his actions even though the teacher witnessed his behavior. Renzo became emotional by crying and screaming. To calm him down the teacher tried to redirect his behavior by encouraging him to verbally express his emotions to his peers.

During the observations Renzo was usually off task while others are completing class work and following directions. In read aloud Renzo’s strengths were that he had great ideas, but had difficulty making those self-to-text connections. Renzo showed a lot of consideration for his peers and volunteered to open things for others and hand out different teaching tools.

Upon observing Renzo the best motivators was constant positive praise and reinforcement. Renzo showed eagerness to learn, and became more motivated to finish a task when he felt confident that he understood the material. When he understood the information he showed confidence about himself and his ability to finish the task. The struggle was keeping Renzo focused and finding motivating tools to help with completing task work.

**Goals and Objectives**

***Description of Goal***

Based on the background information and observation gathered. Renzo’s biggest challenge was completing class work because he was easily distracted and had difficulty focusing. He talked to his peers, stared into space, played with his fingers and made noises to avoid completing tasks. The goal was to help increase his ability to independently focus in completing schoolwork. Renzo needed to increase his stamina to finish tasks without constant prompting and redirecting from a teacher. The goal included limited prompts and redirection that supported Renzo becoming more independent. This goal was slowly monitored, and hopefully in the future Renzo would need little to no prompting from teachers.

***Goal:***Renzo will be able to complete schoolwork assignments independently, with limited prompts and redirection by the teachers.

***Objective:***

1. Renzo will be able to write and complete a journal entry during journal time by sequencing who, what and where in his journal at least 3 days a week within a 15-20 minute time frame.
2. Renzo will be able to recall a story’s beginning, middle and end by completing a graphic organizer at least 3 times a week after a read-aloud.
3. Reno will be able to complete a math problem during stations using one of the following strategies; number line and/or drawing a picture at least 3 times a week

**Intervention Plan**

***Description of Intervention Plan***

The intervention targeted Renzo’s ability to stay on task during journal writing time. The intervention implemented for Renzo was using a simple checklist to help organize his thoughts and ideas. The checklist gave him step-by-step directions of what was expected, and he was rewarded with an activity that he enjoyed. The reinforced activity allowed him to quietly read a book or take a walk. The checklist identified and measured what Renzo needed to do next, and how much he still needed to do to receive his reward. The goal of the checklist was for Renzo to write an event that happened to him, by completing the where, what, when and what happened in the end. The checklist was designed to give Renzo visual supports during journal writing to help remind him how to stay on task. Prior to introducing the checklist, Renzo was instructed to list writing ideas to help him think of ideas to write about. Every morning he referred back to the list to help him to write a story.

Since his peers easily distract Renzo the first step was for Renzo to find a quiet place to write. The checklist Renzo required prompting to start and complete the checklist. A teacher checked-up on Renzo every 2-3 minutes within a 10-minute time frame to see if he was staying on-task by following the steps on the checklist. In Renzo’s journal entry he was advised to write at least one sentence for each of the components of where, what, when and the end of his story. Renzo’s checklist included pre-written sections of where, what, when and the end in his journal to help him identify the important parts of his story. After he finished all the parts of the list, a teacher reads his story. He was rewarded with positive praise for completing the task and was allowed to read a book or take a walk.

***Rationale***

By consulting with teachers and from past experience with students having difficulty staying on task it was proven that checklists helped students to visualize what is expected of them. The checklist was used as a guideline to help support students during classwork. It proved to be effective for students with typical off-task behavior because it was used as an organization to help remind students of what was expected from them. By using the checklist it encouraged students to become more independent with limited reminders and supports by staff. The checklists included visuals to help students with reading difficulties. For students who frequently presented off-task behaviors, the checklists were catered specifically for their learning needs. This reinforced the students’ self-management skills and supported students’ adaptive skills in the classroom.

***Intervention Data-collection and Monitoring***

To measure the effectiveness of the intervention for Renzo a duration data was taken within 1-minute intervals for duration of 10 minutes. The data collected determined and recorded Renzo’s on-task behavior. A tally was made to calculate how many times Renzo was on task. On-task behavior included Renzo having his eyes on his journal, pencil in hand writing and/or attempting to write. To make sure that the data collected was authentic Renzo was observed from a distance with clear site and hearing range of his behavior. The baseline data was collected for 3 days prior to the implementation of the intervention. The intervention was broken into two parts, 3 days was spent introducing and providing additional supports for Renzo in using the checklist. The second part of the intervention consisted of a 5-day implementation for Renzo to independently use the checklist with limited prompts and support from the teacher. For research purposes, data was collected after the checklist was introduced to determine whether Renzo was able to independently manage using the checklist. **(*Please review Appendix A for the duration recording data sheet)***

**Monitoring Profess and Response to Intervention**

***Subject’s behavior during baseline***

During the baseline data recording Renzo showed infrequent on-task behaviors. He sat a table and frequently tried to talk to his peers. He stared at the wall; played with his pencil and his eraser. After 5-minutes he still did not have the date on top of his journal page. He was reminded by the teacher to stay on-task by writing the date on his page. After an additional 5-minutes Renzo completed writing the date. He barely wrote one word without being prompted by a teacher. After 20-minutes Renzo write and illustrated nothing. When journal entry was over, Renzo wrote just the date. The teachers in the classroom worked in small groups with children for assessment. During journals the other teacher walked around and helped students with their writing. If Renzo were not in small group, he sat in his chair until he was verbally prompted to keep working. Even verbal prompts were not enough to maintain Renzo’s focus.

***Subject’s Behavior During Intervention***

Based on the data collected the data analysis and qualitative observations for the intervention showed some improvement of Renzo’s on-task behaviors. Looking at the data (*Please refer to Appendix A for data chart and Appendix B for graph),* Renzo showed improvement within the 5 days of the intervention. The number of times he stayed on-task increased double from the baseline. It is important to note that during the intervention process Renzo was provided with more prompts to refer to the checklist then during the baseline data. During the baseline Renzo was completely independent with limited to no prompts or reinforcements from teachers. The intervention included prompts and positive reinforcement for Renzo to stay motivated and focused on-task. After he was finished with his journal entry he had a choice between reading a book and walking. He usually chose to read a book, which resulted in him talking to his peers.

***Effectiveness of the Intervention***

The intervention proved to be successful and showed an increase in Renzo’s ability to stay on-task and complete his journal entry within the time provided. His on-task behavior doubled from the baseline behavior, and showed a significant improvement on focus towards tasks. Even though Renzo’s on-task behavior increased due to the intervention, the effectiveness of whether Renzo is capable of independently completing tasks is still undecided. There are many factors that contributed to helping support Renzo such as visual, verbal and positive reinforcements. Eventually the goal of the intervention is to slowly decrease the amount of prompts and reinforcements to encourage Renzo to work and complete tasks without any support. He expressed ideas and formulated sentences. He tried to stretch words out with focus. When he wrote in his journals he showed pride and confidence after completing his checklist. During the intervention Renzo showed more enthusiasm and excitement in completing his checklist. It reinforced his self-esteem for completing tasks and increased the likelihood of using the checklist in the future for completing classroom.

The weaknesses of the intervention included too much support for Renzo. The goal is for Renzo to complete tasks independently, which includes increasing his focus and attention span. Renzo needs to learn more self-managing techniques to help make the intervention more effective. Although the reinforcements helped motivate Renzo to finish the task at hand, it does not showcase whether his capable of self-monitoring himself to stay on task. Even though Renzo received reinforcement for completing his checklist, he was off-task during the selected reinforcement. In the future the rules and expectations of the reinforcement should be clearly described and outlined. The reward should not reinforce off-task behaviors during the day. The intervention required a lot of support to ensure that Renzo stay on-task, which was difficult giving that level of support without taking away support for other students in the classroom.

Another intervention idea would be to provide Renzo with a timer and reward system for finishing each task. Hopefully the timer will help him to focus and monitor himself during classwork. If he completed the task before the timer then would be given a token or sticker. The stickers or token will be calculated throughout the week, and at the end of the week he can use the tokens or sticker as an exchange for a desirable activity. The amount of tokens or stickers needed at the end of the week should be high enough that will allow him to work for the activity, but not low enough that he will not earn enough to make an exchange of a desirable activity. The timer would be a tool for Renzo to monitor to stay on task.

This intervention will hopefully decrease the amount of support by teachers and better improve his self-managing skills. In the future, the checklist could be used for other classroom work and directions. The checklist for the journals can continue to be implemented and data can be collected to show if Renzo continues to improve with the intervention.

**Appendix A**

**Baseline**

Day 1

|  |  |  |  |
| --- | --- | --- | --- |
| Record Start | Record Stop | Tally On-task behavior | Total Tally |
| 8:45- | 8:46 |  | 0 |
| 8:46- | 8:47 |  | 0 |
| 8:47- | 8:48 |  | 0 |
| 8:48- | 8:49 |  | 0 |
| 8:49- | 8:50 |  | 0 |
| 8:50- | 8:51 | 11 | 2 |
| 8:51- | 8:52 |  | 0 |
| 8:52- | 8:53 |  | 0 |
| 8:53- | 8:54 |  | 0 |
| 8:54- | 8:55 | 1 | 1 |
|  |  | Total | 3 |

Day 2

|  |  |  |  |
| --- | --- | --- | --- |
| Record Start | Record Stop | Tally On-task behavior | Total Tally |
| 8:45- | 8:46 |  | 0 |
| 8:46- | 8:47 |  | 0 |
| 8:47- | 8:48 |  | 0 |
| 8:48- | 8:49 |  | 0 |
| 8:49- | 8:50 | 1 | 1 |
| 8:50- | 8:51 | 1 | 1 |
| 8:51- | 8:52 |  | 0 |
| 8:52- | 8:53 |  | 0 |
| 8:53- | 8:54 |  | 0 |
| 8:54- | 8:55 |  | 0 |
|  |  | Total | 2 |

Day 3

|  |  |  |  |
| --- | --- | --- | --- |
| Record Start | Record Stop | Tally On-task behavior | Total Tally |
| 8:45- | 8:46 |  | 0 |
| 8:46- | 8:47 |  | 0 |
| 8:47- | 8:48 |  | 0 |
| 8:48- | 8:49 |  | 0 |
| 8:49- | 8:50 |  | 0 |
| 8:50- | 8:51 | 11 | 2 |
| 8:51- | 8:52 |  | 0 |
| 8:52- | 8:53 | 1 | 1 |
| 8:53- | 8:54 |  | 0 |
| 8:54- | 8:55 |  | 0 |
|  |  | Total | 3 |

**Intervention**

Day 1

|  |  |  |  |
| --- | --- | --- | --- |
| Record Start | Record Stop | Tally On-task behavior | Total Tally |
| 8:45- | 8:46 | 11 | 2 |
| 8:46- | 8:47 | 11 | 2 |
| 8:47- | 8:48 | 1 | 0 |
| 8:48- | 8:49 |  | 0 |
| 8:49- | 8:50 | 1 | 1 |
| 8:50- | 8:51 |  | 0 |
| 8:51- | 8:52 | 11 | 2 |
| 8:52- | 8:53 | 11 | 2 |
| 8:53- | 8:54 |  | 0 |
| 8:54- | 8:55 | 1 | 1 |
|  |  | Total | 8 |

Day 2

|  |  |  |  |
| --- | --- | --- | --- |
| Record Start | Record Stop | Tally On-task behavior | Total Tally |
| 8:45- | 8:46 | 1 | 1 |
| 8:46- | 8:47 | 11 | 2 |
| 8:47- | 8:48 | 1 | 1 |
| 8:48- | 8:49 |  | 0 |
| 8:49- | 8:50 | 11 | 2 |
| 8:50- | 8:51 | 1 | 1 |
| 8:51- | 8:52 |  | 0 |
| 8:52- | 8:53 | 1 | 1 |
| 8:53- | 8:54 |  | 0 |
| 8:54- | 8:55 | 1 | 1 |
|  |  | Total | 9 |

Day 3

|  |  |  |  |
| --- | --- | --- | --- |
| Record Start | Record Stop | Tally On-task behavior | Total Tally |
| 8:45- | 8:46 | 1 | 1 |
| 8:46- | 8:47 | 11 | 2 |
| 8:47- | 8:48 |  | 0 |
| 8:48- | 8:49 | 1 | 1 |
| 8:49- | 8:50 | 11 | 2 |
| 8:50- | 8:51 |  | 0 |
| 8:51- | 8:52 | 1 | 1 |
| 8:52- | 8:53 |  | 0 |
| 8:53- | 8:54 |  | 0 |
| 8:54- | 8:55 | 1 | 1 |
|  |  | Total | 8 |

Day 4

|  |  |  |  |
| --- | --- | --- | --- |
| Record Start | Record Stop | Tally On-task behavior | Total Tally |
| 8:45- | 8:46 | 111 | 3 |
| 8:46- | 8:47 | 11 | 2 |
| 8:47- | 8:48 | 1 | 1 |
| 8:48- | 8:49 |  | 0 |
| 8:49- | 8:50 |  | 0 |
| 8:50- | 8:51 |  | 0 |
| 8:51- | 8:52 | 11 | 2 |
| 8:52- | 8:53 | 1 | 1 |
| 8:53- | 8:54 |  | 0 |
| 8:54- | 8:55 | 1 | 1 |
|  |  | Total | 10 |

Day 5

|  |  |  |  |
| --- | --- | --- | --- |
| Record Start | Record Stop | Tally On-task behavior | Total Tally |
| 8:45- | 8:46 | 1 | 1 |
| 8:46- | 8:47 | 111 | 3 |
| 8:47- | 8:48 | 1 | 1 |
| 8:48- | 8:49 |  | 0 |
| 8:49- | 8:50 | 1 | 1 |
| 8:50- | 8:51 |  | 0 |
| 8:51- | 8:52 |  | 0 |
| 8:52- | 8:53 | 111 | 3 |
| 8:53- | 8:54 |  | 0 |
| 8:54- | 8:55 | 1 | 1 |
|  |  | Total | 10 |

**Appendix B**