

Earl Gibson

Earl is 14 years of age. He is going into the 8th grade. He has been in the general education program since kindergarten. His deficit areas are math and English. He is so far behind in math and English that the teacher has recommended that he get those services in the Mild C.I. program. The school psychologist agrees with the teacher in that Earl is functioning at that level. Earl is a bit mischievous at school and is often in trouble. He was supposed to be suspended earlier in the year but the parents brought their lawyer to the suspension meeting and it was discovered that the death threat he made against the teacher was a result of his impairment. Earl remained in school.

The director of special Education and the principal are both worried about going to a hearing. The parents are well educated and are not afraid to go to a hearing. They do not want to send their child to the Mild Cognitive Impaired (C.I.) Program as they have high expectations for their son. They want the school to prepare him well for Alma College where he will be in the pre-med program.

The parents want Earl to stay in general education and a special tutor provided for help in math and English. They also want the lessons shortened and “one on one” paraprofessional assistance. They have made it very clear that they will go to a hearing if they don’t get their way.

Brigance information -

Assessment Component:	Grade	Competency
Reading comprehension, Form A F-2g (S-150)		He was able to answer items 31, 32, 33 and 35 correctly. He was not able to complete any of the items on the next form.
Math Problem Solving form B, M-2 (S-332)		He was able to complete the items through 5 & 6
Number recognition - form N-1 (S-336)		He was able to complete group 4 with 100% accuracy.
Word Recognition – Form A (S-114)		He correctly identified the following words automatic, curiosity, pedestrian, rejected, responsibility, and vertical. He missed Academic, archaeologist, civilize, conviction, cordial, hieroglyphics, parchment

		and reassure.
Math Computation –S-328 Form B		He completed all items through item 9. He was unable to continue past 9.
Teacher Developed Materials & Systematic Documented Observation Grade 2 2.G P 20		<p>After assessing Earl, it is determined that he is performing at 30-40% accuracy in his ability to reason with shapes and their attributes.</p> <ol style="list-style-type: none"> 1. Recognize and draw shapes having specified attributes, such as a given number of angles or a given number of equal faces. 5 Identify triangles, quadrilaterals, pentagons, hexagons, and cubes. 2. Partition a rectangle into rows and columns of same-size squares and count to find the total number of them. 3. Partition circles and rectangles into two, three, or four equal shares, describe the shares using the words halves, thirds, half of, a third of, etc., and describe the whole as two halves, three thirds, four fourths. Recognize that equal shares of identical wholes need not have the same shape.
Teacher Developed Materials & Systematic Documented Observation Grade 4 4.OA Operations and Algebraic thinking P 29		<p>After assessing Earl, it is determined that he is performing at 30-40% accuracy in his ability to use the four operations with whole numbers to solve problems.</p> <ol style="list-style-type: none"> 3. Interpret a multiplication equation as a comparison, e.g., interpret $35 = 5 \times 7$ as a statement that 35 is 5 times as many as 7 and 7 times as many as 5. Represent verbal statements of multiplicative comparisons as multiplication equations.
Teacher Developed Materials & Systematic Documented Observation		<p>After assessing Earl, it is determined that he is performing at 30-40%</p>

<p>3.NBT P 24</p>	<p>accuracy in his ability to use place value understanding and properties of operations to perform multi-digit arithmetic.4</p> <p>3. Use place value understanding to round whole numbers to the nearest 10 or 100.</p> <p>2. Fluently add and subtract within 1000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction.</p> <p>3. Multiply one-digit whole numbers by multiples of 10 in the range 10–90 (e.g., 9×80, 5×60) using strategies based on place value and properties of operations.</p>
<p>Teacher Developed Materials & Systematic Documented Observation</p> <p>SL Speaking and Listening P 23</p>	<p>After assessing Earl, it is determined that he is performing at 30-40% accuracy in his ability to participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.</p> <p>a. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).</p> <p>b. Build on others' talk in conversations by linking</p>

	<p>their comments to the remarks of others.</p> <p>c. Ask for clarification and further explanation as needed about the topics and texts under discussion.</p>
<p>Teacher Developed Materials & Systematic Documented Observation</p> <p>SL Speaking and listening P 24</p>	<p>After assessing Earl, it is determined that he is performing at 30-40% accuracy in his ability to engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.</p> <p>a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.</p> <p>b. Follow agreed-upon rules for discussions and carry out assigned roles.</p> <p>c. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.</p> <p>d. Review the key ideas expressed and draw conclusions in light of information</p>

		and knowledge gained from the discussions.
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Earl Gibson

Personal Information

Address: 221 S. Conway St.
Alma, Michigan

Phone 555-8489

Birthday May 14, 1999

Parent Kirk and Jasmine Gibson

Student ID 98502

Operating District Alma Academy School

Standard Score

Mathematic Applications	68
Reading Decoding	56
Reading Comprehension	50
Math Computation	53
Reading Composite	52
Mathematics Composite	58
AAMR (American Association on Mental Retardation) Behavior Scales	
Communication	7 years 3 months
Daily Living	6 years 2 months
Socialization	7 years
Motor	7 years 2 months

Earl's overall reading skills fell in the range considered significantly below the average range, but were consistent with his educational expectancy as determined by the WISC – IV.

Earl was administered the AAMR Behavior Scales Inventory. He scored significantly below his age peer group in adaptive behavior.