

## Handout1. Caroline's Sample Present Education Levels

### Present Educational Levels of Academic Achievement and Functional Performance

(Caroline's Math and Writing are addressed in the **Academic Achievement** section that is the 1<sup>st</sup> bullet of PLAAFP)

Caroline is included for Algebra I class, with the support of a special education co-teacher in the classroom. She is cooperative in class, although she has three missing assignments this year. Accommodations that work for her include breaking assignments into chunks, frequent feedback and encouragement, and use of graphic organizers or drawings.

Caroline has scored at the Basic Level on the last three 4Sight Math Benchmark assessments (which assess skills on 11<sup>th</sup> grade standards/anchors). Her Scaled Scores have continually increased since beginning at the Low Below Basic level in fall of 2008. Most frequent errors are with Algebraic concepts (solving equations and inequalities), with great improvement noted in Numbers and Operations since last year. Caroline expressed pride in having mastered last year's math goal of performing basic operations with fractions and percents with 80% accuracy on biweekly probes. She will continue to practice Numbers and Operations skills during her resource period in preparation for her Cosmetology program.

Since January 2009, Caroline has been assessed biweekly using the AIMSS Algebra Foundations. This 42-item (50 point) measure was designed to reflect five core concepts and skills that are viewed as the foundations of algebra, using five minute probes. Caroline has improved from 7 correct answers to 13 correct answers. Consistent attainment of 22 correct answers in a five minute probe would be indicative of improved overall skill and fluency in foundational skills for algebra. Caroline states that she enjoys seeing her progress on the probes.

As a result of her stated need to learn budgeting skills for independent living, Caroline's skills with money and budgeting were assessed using teacher made probes. When working with simulated checks, she was able to enter check amounts and use a calculator to add deposits and subtract checks and fees. She did so with 100% accuracy on 2 out of three simulations. When working with a simulated Debit Card account and a calculator, she also entered deposits and subtracted purchases and fees with 100% accuracy for three consecutive probes.

Even with a calculator, however, she was only 40% accurate when attempting to work on a budget sheet which identified income and expenditures. She will need more work in this area to help her move towards eventual living on her own.

*Caroline's skill deficits in math and Algebra will impact her ability to be successful with moving towards her post-secondary goals.*

### **Caroline's Sample Present Education Levels - Writing**

Written language assignments remain challenging for Caroline; writing assignments of any length may become an antecedent for refusal or a verbal outburst. These difficulties have been especially manifested in her academic courses (Science, English, and Social Studies) that require more written assignments. In general, Caroline has more difficulty with longer or less structured assignments. She states that writing is stressful for her and sometimes she goes blank. Since she performed well in her Computers Class last year, she has been encouraged to use the classroom computers to type her work. This adjustment has made some writing and editing assignments easier, thus reducing the occurrence of behavioral outbreaks that occur when she is asked to write or to edit her work.

Caroline is more cooperative when given assistance on writing assignments from her LS teacher during her support period, especially when using word processing. Recently, her LS teacher has been having her verbalize her ideas, and then use graphic organizer software to help her get started. Breaking writing assignments into manageable chunks is also helpful for her.

Caroline had been using three minute biweekly writing probes, with scores varying from 4 words per minute to 17 words per minute, depending on her own behavior and mood. These scores indicate that her overall writing fluency is weak in comparison to other 10<sup>th</sup> grade students. However, this format of writing probes has been recently discontinued due to Caroline's behavioral responses. Caroline has expressed willingness to try the probes using a word processor in the learning support classroom, and her two baseline scores were 16 and 19 words typed per minute.

## **Present Educational Levels of Academic Achievement and Functional Performance**

(Caroline's **Behavior** and **Organization skill deficits** are addressed in the **Functional Performance**, 2<sup>nd</sup> Bullet/Data Entry Box of Present Levels)

### **Caroline's Sample Present Education Levels - Functional Behavioral Assessment (FBA)**

The team conducted a Functional Behavioral Assessment in September 2008. Baseline data was collected over an 11 day period in the three classes where problems had occurred most frequently: Biology, English, and American History classes. Refusals were defined as "putting her head on the desk, muttering under her breath when asked to complete a task, failing to begin the task and closing her book or notebook with a bang." Some refusals escalate to verbal challenges to staff (saying "make me", swearing, name calling).

Overall rate of refusals in the three targeted classes over 11 days was 13 refusals out of 31 assignments for a rate of .42 refusals per assignment. This summary of data indicates that she is refusing about 40% of assignments in general, with the highest rate in English (.6) and the lowest rate in Biology (.25).

In an interview for her FBA, Caroline indicated that she is frequently embarrassed by her behavior but states that she cannot help herself sometimes. Caroline has several friends at school, but she reported that she is not spending as much time with them outside of school this year. She expressed fear that her behavior will cause friends and peers who have known her since grade school to start to avoid her. In the past two weeks, she has had two absences.

The FBA conducted for Caroline resulted in the following summary statement:

***When given independent work , especially involving writing assignments, Caroline refuses to follow the request, accompanied by putting her head down, swearing and verbal challenges in order to escape the task. Consequences that appear to be maintaining these behaviors include being reprimanded, being sent to the principal's office, given a failing grade for the assignment, or being assigned in-school suspension.***

### **Caroline's Sample Present Education Levels - Organization**

Last year, Caroline maintained grades in the 72-82% range in most subjects except for English, where her grades ranged from 67-76%. Strategies that helped her include chunking assignments, graphic organizers, peer support and rehearsal with peers, and frequent feedback and encouragement.

Caroline has struggled with organizational skills, losing or misplacing assignments on average of four a week, and forgetting folders, notebook, or other classroom essentials, despite using a planner. This year, the problem is worse. As of early October, she was missing a total of 23 assignments across Algebra, English, Biology, and American History classes, with grades in the failing range in English, Biology, and American History due to missing work.

Caroline's poor organizational skills, coupled with her current refusals to complete some assignments, represent a barrier to success at school and in her future career plans.

### **Caroline's Sample Present Education Levels - Independent Living:**

(Caroline's **budgeting skill deficit** is addressed in the 3<sup>rd</sup> bullet/ Data Entry Box, **Present Levels Related to Current Post Secondary Transition Goals**)

Independent Living: As a result of her stated need to learn budgeting skills for independent living, Caroline's skills with money and budgeting were assessed using teacher made probes. When working with simulated checks, she was able enter check amounts and use a calculator to add deposits and subtract checks and fees. She did so with 100% accuracy 2 out of 3 times. When working with a simulated Debit Card account and a calculator, she entered deposits and subtracted purchases and fees with 100% accuracy for three consecutive probes. Even with a calculator, however, she was only 40% accurate when attempting to work on a budget sheet which identified income and expenditures. She will need more work in this area to help her move towards eventual living on her own.

On her *Transition Interview* and *Student Survey*, Caroline has indicated that she would like to live on her own within a few years of graduation. She is able to handle her own money but may need to learn independent living skills for the future, such as budgeting. She states that she would like to learn to drive and use her earnings to buy her own car. Caroline is not able to describe her disability or self advocate for her needs.