

Collaborating to Determine and Meet Student Needs: Problem Handouts



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Collaborating to Determine and Meet Student Needs

Part 1

Student 1: Johnny

Mr. Ward is very concerned about Johnny, a student in her fifth grade classroom. Johnny has had difficulties in the previous and current years with reading texts and other materials for all subject areas. He often does not attend to class activities and rarely responds the first time Mr. Ward asks him a question. He is currently provided with Tier II supplemental supports for his reading by attending a daily thirty minute small group session with the reading specialist. He has begun to have attendance issues and is not completing work missed when out. In the past week, Johnny has begun to lay his head down on his desk often in class and becomes upset if asked to take part in class activities.

Student 2: Jasmine

Mrs. Wilson is very concerned about Jasmine, a student in her third grade classroom. Jasmine has had difficulties in the previous and current years with reading texts and other materials for all subject areas. She often does not attend to class activities and rarely responds the first time Mrs. Wilson asks her a question. She is currently provided with Tier II supplemental supports for her reading by attending a daily thirty minute small group session with the reading specialist. She has begun to have attendance issues and is not completing work missed when out. In the past week, Jasmine has begun to lay her head down on his desk often in class and becomes upset if asked to take part in class activities.

Student 3: Alex

Mrs. Francis is very concerned about Alex, a student in her 8th grade classroom. Alex has had difficulties in the previous and current years with reading texts and other materials for all subject areas. He often does not attend to class activities and rarely responds the first time Mrs. Francis asks him a question. He is currently provided with Tier II supplemental supports for his reading by attending a daily thirty minute small group session with the reading specialist. He has begun to have attendance issues and is not completing work missed when out. In the past week, Alex has begun to lay his head down on his desk often in class and becomes upset if asked to take part in class activities.

Student 4: Whitney

Mr. Mason is very concerned about Whitney, a student in his first grade classroom. Whitney has had difficulties in the previous and current years with reading texts and other materials for all subject areas. She often does not attend to class activities and rarely responds the first time Mr. Mason asks her a question. She is currently provided with Tier II supplemental supports for her reading by attending a daily thirty minute small group session with the reading specialist. She has begun to have attendance issues and is not completing work missed when out. In the past



week, Whitney has begun to lay her head down on his desk often in class and becomes upset if asked to take part in class activities.

Focus Questions:

1. What educational concerns does the teacher have for this student?
2. What questions would you ask the classroom teacher in order to gain more information about the student? Why?
3. Who else might provide you with more information about this student? Why?

Individual Follow-Up Assignments:

Review the Eligibility Criteria and the Standards for Evaluation and Eligibility Determination for your state and list in your PBL Information form the categories in which this student might be eligible? Provide evidence from the documents as to why you chose the categories. Research online further support for your choice and provide that information. Be prepared to discuss with your group members.

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Part 2

Student 1: Johnny

Due to his initial concerns, Mr. Ward has presented his concerns along with interventions and supporting data to the school's assistance team. Data and information from previous teachers show that Johnny has problems attending to activities and instruction presented in class. Johnny often seems confused about the instructions for assignments and frequently does not complete longer assignments. He has a history of not actively participating in class. Johnny's mother has become frustrated with having to ask him repeatedly to complete a chore and help Johnny get organized anytime they need to go somewhere. She says that his room looks like a tornado hit!

Student 2: Jasmine

Due to her initial concerns, Mrs. Wilson has presented her concerns along with interventions and supporting data to the school's assistance team. Data and information from previous teachers show that Jasmine learned vocabulary late and had trouble remembering the sounds that letters make. She often repeats words and makes mistakes when she reads aloud. Jasmine seems to have a great deal of trouble organizing what she wants to write. She does not understand what she reads even when she is able to read the words. Her handwriting is nearly illegible. While Jasmine seems to be able to respond well in class discussions, she is performing well below the expected level in reading and writing even with the Tier II supplemental supports.

Student 3: Alex

Due to her initial concerns, Mrs. Francis has presented her concerns along with interventions and supporting data to the school's assistance team. Data and information from previous teachers show that Alex has had difficulty remembering concepts in all grades. He has needed concepts repeated numerous times in order to understand them. He needs concrete examples and often does not understand abstract concepts. These problems are also seen in his other subject areas. His grades have averaged the D level across each year, but due to his willingness to try hard, he has moved on each year to the next grade with the supplemental supports of Tier II and Tier III. Alex does not have any friends and has difficulty in social settings. He previously received speech/language services to help with articulation skills and language, but was dismissed when he entered middle school. His parents indicated that they often have to help Alex with personal hygiene and are concerned with his ability to take care of himself as an adolescent.

Student 4: Whitney

Due to his initial concerns, Mr. Mason has presented his concerns along with the interventions and supporting data to the school's assistance team. Data and information from Whitney's early childhood and kindergarten teachers show that she has had difficulty comprehending language since beginning school. She is not able to relate to others, and her mother says that Whitney prefers playing by herself. Whitney does not like when class schedules change and becomes



upset if not given time to transition from one activity to another. She loves dogs and will talk endlessly about hers if allowed, but does not seem to want to listen when others discuss their own pets. When group work occurs and results in louder talking and noise, Whitney will rock in her seat and withdraw from the groups.

Focus Questions:

1. With the added information, which category does your group now feel that your student meets eligibility criteria?
2. What assessments do you feel might provide more information to help determine eligibility?
3. What are the implications for the student and family?

Individual Follow-Up Assignments:

Research the possible causes, prevention, and prevalence for the category identified by your group. Provide evidence and log in your PBL Information form. Be prepared to discuss with your group members.

Collaborating to Determine and Meet Student Needs

Part 3

Student 1: Johnny

The MDT team reviewed the information presented by Mr. Ward and after reviewing and documenting observations of Johnny, decided to complete a Comprehensive Evaluation to determine if Johnny would be eligible for Special Education Services. After gaining parent consent, the evaluations were completed. The MDT, including Johnny's parents, is meeting to write his IEP and determine his placement.

The following was information gathered:

- Medical information from Johnny's physician indicates that he has ADHD.
- The BASC-2 completed by his mother and teachers indicates clinically elevated scores in attention problems and learning problems. He showed the most elevated scores for short attention span and being easily distracted.
- When working one-on-one with the school psychologist, Johnny was eager to work and was very cooperative and responsive. He would give up easily if did not know an answer right away.
- WISC-IV scores were Verbal Comprehension: 106, Perceptual Reasoning: 95, Working Memory: 110, Processing Speed 85, Full Scale: 103
- Woodcock Johnson Tests of Achievement-III were the following percentiles:
 - Basic Reading Skills- 22
 - Reading Vocabulary- 3
 - Passage Comprehension- 7
 - Oral Expression- 75
 - Listening Comprehension- 30
 - Written Expression- 45
 - Math Calculation- 82
 - Math Reasoning- 95

Student 2: Jasmine

The MDT team reviewed the information presented by Mrs. Wilson and after reviewing and documenting observations of Jasmine, decided to complete a Comprehensive Evaluation to determine if Jasmine would be eligible for Special Education Services. After gaining parent consent, the evaluations were completed. The MDT, including Jasmine's parents, is meeting to write her IEP and determine her placement.

The following was information gathered:

- When working one-on-one with the school psychologist, Jasmine was eager to work and was very cooperative and responsive. She would give up easily if she did not know an answer right away.



- WISC-IV scores were Verbal Comprehension: 95, Perceptual Reasoning: 88, Working Memory: 90, Processing Speed 85, Full Scale: 92
- Woodcock Johnson Tests of Achievement-III were the following percentiles:
 - Basic Reading Skills- 3
 - Reading Vocabulary- 3
 - Passage Comprehension- 7
 - Oral Expression- 75
 - Listening Comprehension- 60
 - Written Expression- 7
 - Math Calculation- 80
 - Math Reasoning- 95

Student 3: Alex

The MDT team reviewed the information presented by Mrs. Francis and after reviewing and documenting observations of Alex, decided to complete a Comprehensive Evaluation to determine if he would be eligible for Special Education Services. After gaining parent consent, the evaluations were completed. The MDT, including Alex's parents, is meeting to write his IEP and determine his placement.

The following was information gathered:

- When working one-on-one with the school psychologist, Alex was very shy. He hesitated when asked questions and often said "I don't know". The psychologist had to ask him to repeat responses a number of times as his speech was not clear.
- WISC-IV scores were Verbal Comprehension: 58, Perceptual Reasoning: 60, Working Memory: 73, Processing Speed 74, Full Scale: 59
- The Vineland Adaptive Behavior Scales- Classroom Edition percentile scores were the following:
 - Communication- 1
 - Daily Living Skills- 1
 - Socialization- 1
- Woodcock Johnson Tests of Achievement-III were the following percentiles:
 - Basic Reading Skills- 3
 - Reading Vocabulary- 3
 - Passage Comprehension- 1
 - Oral Expression- 1
 - Listening Comprehension- 1
 - Written Expression- 3
 - Math Calculation- 3
 - Math Reasoning- 2

Student 4: Whitney

The MDT team reviewed the information presented by Mr. Mason and after reviewing and documenting observations of Whitney, decided to complete a Comprehensive Evaluation to determine if she would be eligible for Special Education Services. After gaining parent consent,



the evaluations were completed. The MDT, including Whitney's parents, is meeting to write her IEP and determine her placement.

The following was information gathered:

- Medical information from Whitney's physician indicates that she has Asperger Syndrome
- When working one-on-one with the school psychologist, Whitney appeared very uncomfortable and frequently did not respond to the question.
- WISC-IV scores were Verbal Comprehension: 106, Perceptual Reasoning: 95, Working Memory: 110, Processing Speed 85, Full Scale: 103
- Woodcock Johnson Tests of Achievement-III were the following percentiles:
 - Letter-Word Identification- 95
 - Reading Fluency- 100
 - Calculation- 92
 - Writing Fluency- 65
 - Passage Comprehension- 79
 - Applied Problems- 86
 - Writing Samples- 75

Focus Questions:

1. What strengths and needs have been identified?
2. What additional information is needed to write the different parts of the IEP for this student?
3. What evidence-based interventions/strategies would you suggest be used for this student?

Individual Follow-Up Assignments:

Research evidence-based practices identified by your group. Provide support for these practices and log in your PBL Information form. Be prepared to discuss with your group members.