

- Background information (diagnosis, current home life situations, and applicable medical history)
  - Student A is a first-grade student at Jack Rabbit Elementary. According to his most recent IEP, he is diagnosed with Non-Categorical Delay. This is a temporary diagnosis, and more evaluation is planned before Student A reaches the age of nine when this diagnosis would expire. He also sees a speech therapist as well as an occupational therapist to help with some coordination and body control concerns. Student A's family consists of his mother, father, two sisters, and three brothers. Both of his parents are educators. Student A seems to have a stable home life with no major life stressors in this environment. However, Student A has been struggling with the unknown schedule and environment because of COVID-19. Student A also struggles when has had to be out of the building due to quarantine or other various reasons. Student A does not have a medical history that contains relevant information.
- Academic history/current performance levels (strengths and weaknesses),
  - Student A thrives in the math classroom. He loves to demonstrate his ability to perform his math tasks in front of the class, and he can do a lot of his addition facts mentally. He sometimes struggles to show all of his work because he does not feel as though it is necessary because he can do it without showing his work. Student A also does well with reading however this is area is not as strong as his math. His reading skills are progressing with his class, but his speech delays are beginning to affect some of his oral reading abilities. Student A's main area of weakness is with his social skills and interacting with his peers positively across

environments. He mainly struggles on the playground not pushing, scratching, or hurting others in anyway as well as staying focused and on task throughout the whole school day. His main IEP goals are on increasing his social skills as well as his speech intelligibility across multiple environments. Student A's least restrictive environment needs are met in his IEP as he is able to decide when he needs breaks in the Special Education Classroom. He will stay in the general education classroom for a majority of the day, and only leave when necessary. He does however receive push in support throughout the day (during math and reading instruction times) from a paraprofessional. With the unknown and struggles caused by COVID, Student A has also begun to struggle in other environments so paraprofessional aide has been added for recess as he has started to act out at these times. Student A also uses a seat fidget as well as a hand held fidget to use in the classroom to help keep him on task. Finally, Student A is also seated at the front of the classroom next to where the general education teacher delivers instruction to ensure that he stays on task and motivated throughout the day.

- School programming, community supports
  - In school, Student A currently sees the special education teacher for social skill building, the speech therapist, the occupational therapist, and the school counselor. He has received all of these supports for the last two years, and he seems to be making gains in all areas. Student A does not receive services outside of the school at this time, but as his diagnosis becomes clearer with age, this may change. At this point, Student A has been able to reach his goals while using

resources provided in the school building. Some examples of possible community supports could be a peer mentoring program, life skill building, and team sports. Student A may benefit from the opportunity to work together with peers in a positive way because he can learn new ways to navigate emotions and problems with peers. Student A seems to have a grasp on why he should and should not do certain behaviors, however he cannot always control his body/mind in the moment.

- Recommendations to improve or continue educational growth
  - For this student, I recommend that more testing be done to evaluate where Student A is truly at as well as determine a more specific diagnosis for this student. Many people in the school feel as though this student may be autistic and so I feel as though evaluation should be done to verify these theories. I also feel as though this student would benefit from having a structured plan for his behaviors on the playground and in the classroom. Right now, the only plan in place is to take a break or go to the principal's office. I feel as though a structured plan with positive reinforcement for good behaviors would work great for this student. For example, when Student A goes through a recess time without having a behavior, he could get a certain amount of points or some other system where the student could choose a reward after a certain interval. For student a, he loves dinosaurs and so dinosaur themed activities may be a good example of a possible reward. Thirdly, this student may also benefit from having an older peer to talk to and look up to. This school does not have a peer to peer system set up, but I feel as though this student could benefit from a program like this. Student A does have

three older siblings, but they are all high flyers and so I worry that Student A may not be able to relate to his siblings and not want to talk to them about his struggles in school. Next, for this student a visual schedule may be beneficial so that when changes do occur throughout his day, Student A may be able to visually see the changes before they affect him. Meaning, if PE gets canceled on a Wednesday Student A could see that at the start of the day on his visual schedule and accept the change over a longer period of time. Finally, I feel as though this student needs paraprofessionals and his special education teacher to give clear and unwavering expectations. If his expectations change from person to person, he will get confused and struggle to understand how he should behave. Also, if the staff have a clear understanding of the expectations, they will be able to help Student A at a better level. At this time however, Student A does not have set expectations or a plan in place or behaviors and so the this lack of structure may be negatively impacting this student.