SPED 413: UDL Lesson Plan Case Studies

***Tip:*** *The case studies purposefully do not identify age/grade level. You have the flexibility to select your preferred grade level for your lesson plan.*

***Tip:*** *Color-code the case study information to identify each student’s strengths and needs and/or use the graphic organizer near the end of the Template Help Guide.*

# Students with High Incidence (HI) Disabilities

***Tip:*** *Using the SETT Framework, remember that at least 1 low and 1 high tech tool must be identified and utilized for each of the two students identified as having disabilities.*

## Paula

Paula's skills are extremely varied. Despite excellent single word decoding and spelling, Paula's comprehension is poor. She has difficulty grasping meaning from connected text, and her limited reading fluency suggests that she does not use context well to predict words and ideas as she is reading. This makes getting meaning from text quite laborious and slow. She can spell individual words well, but when she is writing connected text she gets bogged down trying to express concepts, and the mechanics of her writing deteriorate.

Though she understands literal meanings in spoken language well, and can follow a story or an argument, Paula seems to miss some of the subtle cues carried by tone of voice and other vocal nuances so that she often interprets language very literally. Since Paula often misses intended humor and misinterprets things said by others, her peers see her as somewhat odd.

## Kamla

Kamla as a student who relates well to her peers, respects her teachers, and adores sports. But her long-term struggle with academics has dampened her enthusiasm and energy for schoolwork. decoding deficits led to Kamla's identification as having a specific learning disability. Kamla continues to struggle with fluency in both reading and writing. When asked to write an essay she squirms in her chair, awkwardly holding her pen and moving her paper all over the desk. She enjoys reading sports articles and books, in part because they feed her interest and in part because she is not under pressure to complete them within a time limit. Her discomfort extends to most classroom assignments; overall, Kamla appears disengaged from learning.

Kamla's focus on the basketball court contrasts with her lack of engagement in the classroom. She practices her sport diligently and enthusiastically, showing an ability to persist and to understand the need for hard work in the service of something she loves to do.

## Nate

Nate has been identified with learning disabilities in the areas of language arts. His reading is below grade level. His writing is legible, but immature with simple sentences of three or four words. He attempts to phonetically write words, but becomes easily frustrated with this. He does well in science and social studies, which involve discussion, lectures, and text material read aloud by other students. The teacher administers tests to him orally. Nate is eager to respond verbally in science and social studies. Concern has been expressed about the next grade level, which will require more independent reading and writing.

## Mike

Mike has been identified as having a learning disability. He struggles to read grade level text and is unable to comprehend what he has read. Data collected by his teacher suggests he is reading three levels below his peers. When material is read to him, however, he can answer questions with a high degree of accuracy. When asked to read aloud in class or to respond verbally to written direction, Mike often becomes verbally abusive to the teacher and his classmates. In the area of expressive oral language, Mike demonstrates the ability to describe scenes, give directions, and explain steps. However, in written expression, Mike scores significantly below his peers in his ability to spell words used in everyday writing and to compose and write an organized, complete letter. His understanding of mathematical concepts seems strong, but his academic progress in math is hindered by his difficulties with reading and writing.

# Students with Low Incidence (LI) Disabilities including a Communication Need

***Tip:*** *Using the SETT Framework, remember that at least 1 low and 1 high tech tool must be identified and utilized for each of the two students identified as having disabilities.*

## Ethan

Ethan is a young boy in elementary school. At a young age Ethan had a CAT scan, which indicated hydrocephaly (i.e., a build-up of fluid in the cavities deep within the brain). Shortly after, Ethan received a shunt and he began speech and occupational therapy through a private therapy association recommended by his physician. Ethan’s parents try to follow-up on therapy at home.

Upon entering kindergarten, Ethan was tested for special education services through the public schools. The testing indicated significant delays in speech/ language, motor, and social development. Also, his cognitive development was well below expectations for his age. Though Ethan is read to daily, he does not appear to understand the content of books. He does respond to pictures, making lots of noise and flailing about if a picture is skipped over.

Ethan’s functional vocabulary is small, but allows him to communicate basic needs to those familiar with him. Ethan is usually quiet, but when he speaks he usually becomes frustrated and gives up. As a result, few people engage in conversational turn-taking. Most simply talk “at” him rather than “with” him. Ethan is making some progress in pointing with his hands.

Ethan recently started using a manual wheelchair while in school. He is unable to manipulate the chair himself and becomes easily frustrated when he is not moved to where he wants to be, primarily because of his inability to communicate where that is.

## Jamal

Jamal, a young boy with cerebral palsy, is an enthusiastic student, well on his way to becoming an expert on military tanks and submarines. From his home computer he has found and collected hundreds of photos, stories, and websites devoted to these mobile weapons. Jamal uses a wheelchair for mobility. Jamal speaks quite slowly and his speech is often unintelligible. With great difficulty, he can write and draw with pen and paper. He is much more successful using his computer with an expanded keyboard.

Jamal is barely keeping up in the mainstream classroom, in part because of increasing amounts of reading and writing. Science and social studies particularly engage him, and he uses his strong strategic skills (such as his ability to seek, locate, and save information) to good effect in these classes. However, because of his motor difficulties, Jamal must invest tremendous effort just to keep pace, and at times he becomes discouraged.

## Amy

Amy has spastic cerebral palsy in its most severe form, spastic quadriplegia. She is functioning well below average intellectually. She has limited mobility due to her dependence on a wheelchair. Her physical disabilities negatively impact her ability to participate in many classroom activities and to produce written products. The speech-language pathologist has indicates that Amy can communicate her basic needs verbally, but her speech is difficult to understand if the person is not familiar with her speech patterns. Amy has tantrums frequently during the day and often strikes her peers without provocation. Consequently, Amy is socially isolated due to her inappropriate behavior. The team believes the tantrums are a result of her challenges with communication.

Amy enjoys being in the general education setting with her peers. She has made great progress in toilet training and feeding herself. Amy has a great sense of humor and thrives on attention, from both her peers and teachers.

## Beatrice

Beatrice was diagnosed with autism when she was four years old. Due to her late diagnosis, she did not receive early intervention services. Beatrice exhibits deficits in speech and language, social, and academic skills. She is below grade level in all academic areas, but especially in areas that involve language skills. She has no productive speech and some of her more challenging behaviors include rocking and perseverating on certain speech sounds. Beatrice is especially disruptive during language activities, especially the activities that require her to respond to verbal directions.

Beatrice appreciates routines and does well with visual supports. She works well independently and responds positively to reinforcement.

# Student Identified as an English Language Learner (ELL)

## Mateo

Mateo just moved to the United States with his parents and his little sister. Mateo loves futbol (soccer), music, and technology, especially his iPad. He speaks Spanish fluently.  Mateo has had little education in the English language and only knows rudimentary English vocabulary and directions. He struggles at reading and writing in the English language. Mateo attends an ESOL class for an hour every Monday, Wednesday, and Friday.

Mateo is a bright student and has a great understanding of math, and when the textbook and instructions are translated, has a wonderful understanding of science. When given repeated verbal directions, coupled with visual supports, he is able to complete tasks. Mateo also excels when activities and assignments are first modeled through hands-on activities.

# Student Identified at Gifted and Talented (GT)

## Daisy

Daisy has been identified as Gifted and Talented. She is performing a whole grade level above her peers in reading, writing, and mathematics. Daisy often gets bored during classroom instruction and has difficulty with remaining motivated. Oftentimes, Daisy will not finish her work and instead disrupt her peers with off-topic conversations. With appropriate, academic challenges, Daisy does enjoy participating in cooperative group activities, discussions, and sharing her ideas with her peers. Daisy also enjoys doing research projects and engaging creative writing opportunities.