**Romelia Hodges**

[**RE: Week 3 DQ1**](javascript:displayMessage('_1642953_1','_1696222_1',%20null,%20null,%20true,%20true))**RE: Week 3 DQ1**

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Case study #2

First, it’s important to identify the students’ needs prior to her implementation into the classroom.  I realize as teacher we are educators we are not always give as much prior notification as we would like but in a situation such as this preparation prior to the student, entering the classroom can be vital.  Sn students need established stability, as change is very difficult for them to process.  Therefore, there is comfort when the new environment establishes a familiar routine.  If not simply moving into the classroom could be a psychological trigger and work against smoothly transitioning the student into the classroom.

It is important to give this student the ability to participate.  In the UDL guidelines, engagement provides motivation.  The student is an RSP student and will most likely have an aid or teacher assisting them with the classroom curriculum and providing additional classroom support.  Because the student becomes distracted easily and others when left to her own devices, I would make my lesson plan more interactive to incorporate kinetic learning devices to keep them focused.  Therefore, the student is able to move about the classroom a little more freely and provide educational breaks.  This also establishes more freedom for me as a classroom teacher of 20 or more students to audit the entire classroom.  This particular student does well near the board so I would position them near me but closer to the board.  All classrooms in the school have a smart board were lesson can be curtailed to include more participation from student and less dependence on the teacher for behavior monitoring.

During lecture periods and times where concentration is important, the student will be closely monitored I will use Kid pix or Kidsipiration to engage student in learning.  Student will also use Starfall and Language Tune-up kit The RSP teacher will be given a copy so that matrical can be used in a computer based readable program for reteach.  When writing student will be given the choice to use whatever writing style that is most comfortable for them.  The will have time to brainstorm ideas and write them down.  I will provide them with colored post it notes to group ideas.  Student will be provided with a graphic organizer to help structure writing.  Student will have the use of word processing program for larger paper assignments.  Vocabulary will be provided in a colorful flip chart prior to reading assignment so that student will have prior knowledge.

Because the student is two levels behind in math, the student will participate in RSP reteach where key concepts will be highlighted and fundamental concepts will be provided.  In the classroom, setting the students will use dry erase boards, a math fact sheet during classroom instruction to assist with issues of automaticity.  The student will be able to complete sample math problems on smart board that have sequential steps.  Consistent checks for accuracy and focus will be provided before the student continues.  The students will be provided a calculator in class, during homework and on test when necessary.  The number of math problem given on a test will be pared down to core essentials for example if test has 20-question student will complete question 1-20.  Because student has, long-term memory and auditory processing the K-5 lesson can be customized to meet the student particular needs.

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