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Elmore, Kima Y

Houston Baptist University

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Dr. Fontenot

Sample Prescriptive Intervention Plan (FIE)

[Document subtitle]

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**Present Competencies**:

**ELA.1.A use ideas (e.g., illustrations, titles, topic sentences, key words, and foreshadowing**

**clues) to make and confirm predictions**

**Student Background Information**

Student: Amari Sample

Campus: Sample Elementary

DOB: 01/01/01

Grade: Third

The purpose of this evaluation is to determine if the students has a speech, language, or learning deficit and/or physical, mental, emotional condition that requires specialized instruction through special education services in order to be successful in an educational setting.

The student’s dominant language is English. The student’s receptive level of proficiency is below average. The student’s expressive receptive level of proficiency is below average. The student is not limited English proficient. The student expresses herself best orally. Based on the assessment of the student’s language abilities, the remainder of the assessment was conducted in English. No Testing Modifications were needed to address the students language needs. Her vision screening indicates 20/20 vision in both eyes without glasses. Her hearing is within gross normal limits in both ears. There are no identified health concerns according to the parents.

Emotional/Behavioral concerns were measured informally through parent and teacher surveys submitted through the referral process and test observations. Amari did not manifest any behaviors throughout the year that would be indicative of an emotional or behavioral disorder that would affect her educational progress. Amari is easily distracted by stimuli. She bits on her finger nails, shirt, and pencil when she is nervous. Amari has difficulty caring out multi-step instructions. When work is challenging, she displays frustration. Amari’s mother indicated that at home, she plays well with her friends. She is a happy child that enjoys helping others. No behavior deficits were noted from the parent information.

Based on the Academic and Social Profile completed by the classroom teacher, Amari is a 10 year old third grader who has a good sense of humor. Her favorite subjects are math and science. She loves to play games on the computer and playing outside for recess. Her favorite food is pizza, chicken nuggets, fries and ice cream. She makes and keeps friends at school and works cooperative with her peers. Amari is cooperative and well behaved and is socially age-appropriate.

Amari demonstrates good listening comprehension. She understands academic content at grade level following large and small group instruction, and when text is read to her by a peer, staff, or computer based text reader. She is able to report facts and make inferences from listening at a level expected of students in her grade.

Amari also has difficulty with writing and following complex oral and written directions. When she doesn’t understand what to do in class, she generally picks up on cues from peers around her. Amari can successfully follow 1 and 2-step directions without support. However, when instructions are more complex, she sometimes needs help. This makes it hard for her to follow classroom activities and assignments. Her written work contains many spelling errors, lacks necessary punctuation, and his sentences are generally short, 3-5 words in length. She cannot yet write a paragraph without assistance. She does respond well to peer or teacher pre-writing and editing assistance and is beginning to learn to use computer based spell-checking and editing software.

Amari’s parents are concerned about his reading and writing skills and feel she needs help in these areas. They also notice her difficulty in following directions. They are happy with her grades in math and her comments that she has friends in school.

The norm-referenced test source was through ISTATION/DRA. The test covers spelling, vocabulary, reading comprehension, and alphabetic decoding.

The objective of the Spelling assessment is to determine if students are developing fully specified orthographic representation of words. For each item, an array of letters appears on the screen and the student is asked to spell a specific word using those letters. The student then spells the word by clicking on each letter. As each letter is selected, the word is formed on a line that appears directly above the letter array.

There are two types of items used to measure a student’s Vocabulary knowledge and to evaluate both upper and lower bounds of knowledge. In the first item type, four pictures appear on the screen. The narrator asks the student to identify the picture that best illustrates the word spoken orally. In the second item type, four words appear on the screen. Each of the four words is spoken by the narrator. Students are asked to identify which word has the same or similar meaning of the word pronounced by the narrator.

The subtest Reading Comprehension assesses a child on his or her ability to read and understand sentences and paragraphs. This is accomplished through matching sentences with pictures, and sentence completion tasks. Matching sentences with pictures assesses the student’s knowledge of semantic and syntactic information where pictures can support his or her reading. In this task, a sentence and four pictures appear on the screen. The student reads the sentence and identifies the sentence that identifies the picture that best illustrate sentence meaning. Sentence completion measures the student’s ability to use word reading and word order to understand a sentence. In this task, a sentence, sentences or a paragraph appears on screen. One word is deleted from the text. The student reads the text and must choose, from among four choices, the word that best complete the text.

The objective of Alphabetic Decoding subtest is for students to correctly identify nonsense words pronounced by the narrator. The narrator pronounces a nonsense word and students choose from four items that appear on the screen. In this subtest, letters represent their most common sounds.

In reading, The Present Level of Academic Achievement and Functional Performance (PLAAFP) are as follows,Amari can read 42 high frequency words, name all his alphabetic letters and give their corresponding sound, blend sounds to make words and segment words into their constituent sounds and read 5 words correct per minute (wcpm) when reading third-grade level text. She can gather information from pictures and retell a story and answer comprehension questions about a book. In Language Arts, she is at the Emergent late spelling stage meaning she knows her letters and their sounds and can memorize how to spell one syllable words (such as cat, dad and pin), but has difficulty identifying and spelling digraphs or blends. Her orthographic memory is very poor. Amari can successfully participate in the third grade math curriculum without special education support. She does well in general education science and social studies, but needs help with independent reading and writing assignments. Amari experiences success when provided with an assignment notebook, reading of tests, reading support for long text passages assigned to be completed independently within a short time period, and assistance from a peer or teacher for written assignments.

The smart goals are that in 36 instructional weeks, using letter tiles and spelling strategies, Amari will spell CVC, CVCC and CCVC words in isolation and in writing complete. Progress will be determined using the following measurement criteria: Percent Accuracy. Amari’s baseline score was 10% on 03/06/2014. Amari will achieve 70% by 03/06/2015.

By the end of the first nine weeks, using letter tiles and spelling strategies, Amari will spell CVC, CVCC and CCVC words in isolation and in writing complete sentences with at least 50% accuracy. Progress will be determined using the following measurement criteria: Percent Accuracy. Amari’s baseline score was 10% on 03/06/2013. Amari will achieve 70% by 03/06/2014.

By the end of the second nine weeks, using letter tiles and spelling strategies, Amari will spell CVC, CVCC and CCVC words in isolation and in writing complete sentences with at least 60% accuracy. Progress will be determined using the following measurement criteria: Percent Accuracy. Amari’s baseline score was 10% on 03/06/2014. Amari will achieve 70% by 03/06/2014.

By the end of the third nine weeks, using letter tiles and spelling strategies, Amari will spell CVC, CVCC and CCVC words in isolation and in writing complete sentences with at least 65% accuracy. Progress will be determined using the following measurement criteria: Percent Accuracy. Amari’s baseline score was 10% on 03/06/2014. Amari will achieve 70% by 03/06/2014.

Goal & Progress Monitoring Amari will be monitored by documented teacher reports/observations, reading fluency charts and comprehension tests, spelling tests and written compositions (spelling sentence dictations).

Progress reports every 3 weeks and report card every 9 weeks Services Amari will receive academic instruction in the general education classroom for science, social studies and ancillary classes. Pull-out services will be provided in the resource classroom for reading and math for 60 minutes each and language arts for 30 minutes five days a week in special education. Progress monitoring services will occur once every two weeks for 20 minutes in reading, math and language arts. The Least Restrictive Environment will be in the general education setting with the appropriate accommodations and modifications. The accommodations and modifications are, alternative Assessments, small group administration, oral administration, supplemental aids, frequent breaks, on-task reminders, check for understanding, allow extra time to complete tasks, shorten tasks that are repetitive, reduce volume of writing and copying, take time to explain visual systems of representing information (charts, graphs, tables), highlight or underline in color important information on a page, math manipulatives, and offer choices.

The student will participate in Stanford 10 with the allowable testing accommodations and modifications State Testing The student will participate in STAAR-Modified in Reading, Writing and Math with the allowable testing accommodations and modifications Transition services are not applicable at this time due to the student being age 16.

Prescriptive Teaching Plan: According to Istation, the student has deficits in phonemic awareness/decoding skills and sight word recognition. He needs more explicit reading instruction. Modalities will cycle throughout the lesson to address student's needs and engagement factor.

Sight Word Reading Program**:** Visual - the student will be provided with 5 new sight words on flashcards and teacher will introduce words with various activities (i.e. naming letters, identifying sounds, counting syllables and picture to its word (if applicable). Later, the student will build reading fluency by reading sight words learned in sentences and paragraphs (timed readings). Auditory - student will use computer to provided repetitious identification of each word along with various activities in word identification.

Scientific Spelling: Auditory - the student will learn a specific spelling strategy or rule  
Visual/Kinesthetic - the student will use the words corresponding sounds to manipulate letters to build a given word. Sequential - the student can use a personal anchor chart with the specific spellings strategies and rules for added support to help with sequential steps/order.