

Case Study 7: A project using Systematic Concept Teaching (SCT) with special education students diagnosed as having moderate to severe language and learning deficits in an elementary school in Washington State

By Kelly Morgan

Introduction

Beginning in the 2010–2011 school year and continuing to date, I undertook a pilot project to systematically teach Basic Conceptual Systems and their related Basic Concepts utilizing the principles and structures of the Concept Teaching Model (CTM) to implement Systematic Concept Teaching (SCT) with specific groups of children in the North Kitsap School District of Washington State who demonstrated moderate to severe language and learning difficulties. This project was not a formal evaluation study per se, but a replicative implementation that has resulted in some additional qualitative data in relation to the impact of SCT, cf. the previously reported research on effects of SCT. The initial goal of the project was to see if the development of learning, language and thinking skills seen in previous implementations of SCT could be duplicated with a mixed population of English-speaking students with intensive intervention needs as a result of cognitive, academic, language, motor and/or social deficits. The majority of research on CTM and SCT had been implemented with Norwegian speaking students.

This project initially began with the teaching of Basic Conceptual Systems (BCSs) (Color, Shape, Size, Position, Place, (Surface) Pattern, Direction, Number, Time, etc.) and their related Basic Concepts (BCs) based on the principles of the Concept Teaching Model and Systematic Concept Teaching proposed by the late Professor Magne Nyborg of Norway and later expanded by Dr. Andreas Hansen. Two groups of students were the initial targets of this pilot study – a group of Kindergarten and a group of First Grade students. These students had all been diagnosed by the school district as having intensive intervention needs as a result of cognitive, academic, language, motor and/or social deficits and were taught in a combination of pull-out services in an Intensive Support Program (ISP) classroom and inclusive services provided in their age-appropriate Kindergarten or First Grade classroom. These initial groups were targeted with the teaching of Basic Conceptual Systems (BCSs) and their related Basic Concepts in small group sessions in the context of their ISP classroom and, as they moved into higher grades, with work on Analytic Coding in small group sessions in the context of their ISP classroom or in individual sessions in the Speech Therapy setting.

At the end of year 2 (the second school year) of the pilot program, this work was expanded to include the following additional student groups: 1) each new group of Kindergarten aged students that received language support in the ISP, 2) continued support for each group of ISP students who had previously received SCT as a Kindergarten or First Grade student, but were now in 2nd through 5th Grades and still qualified for language support and, 3) students receiving language support for language-learning disabilities in the Resource Room Program (A less intensive pull-out model for students with specific language-learning disabilities in the areas of reading, written language and/or math). This latter group received targeted teaching of BCSs and their related BCs together with work on Analytic Coding in individual sessions rather than in small groups in their Resource Room program. The project was expanded after just two years due to the fact that the majority of students involved in the initial project made such significant growth in both their thinking skills and oral

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Case Studies for Inclusion in Education Keith Storey, 2020-07-20 This book responds to a critical need for highly qualified personnel who will become exemplary professionals in inclusive education for students with disabilities because of their advanced knowledge skills and experiences in working with students with varying disabilities It will serve as a guide for teachers teachers in training and other service providers to engage in understanding and analyzing inclusion to help prepare them for how they can best teach and serve all students including those with a disability These case studies provide a guide for analyzing real life situations and will help readers to become a better teacher and service provider Too often the inclusion planning process only looks at a few areas and not a comprehensive analysis of skill and support needs This book provides the framework for analyzing these areas It is written in a non technical style and provides case study examples and guides for assisting readers in analyzing and understanding appropriate supports and interventions for inclusion Readers will appreciate the provision of a system for teachers teachers in training and others school psychologists behavior specialists classroom assistants etc to analyze inclusion and to understand how supports and instruction can be used to best educate students with disabilities The exploration of inclusion needs to be situated within a context which in this book is the use of the case studies for understanding and analysis An advantage of this book is that universities school districts and organizations preparing teachers can easily use it in courses or trainings that address inclusive education as the case studies comprehensively cover methodology and issues that represent best practices and evidence based methods in this area Those who are already teachers or other support providers will find the case studies to be practical and helpful for increasing their skills in applied settings

Case Studies of Minority Student Placement in Special Education Beth Harry, Janette Klingner, Elizabeth Cramer, 2007 This book features vivid case studies that bring to life real children school personnel and family members from the bestselling book *Why Are So Many Minority Students in Special Education* Once again addressing the disproportionate placement of minority students in special education programs this new book includes the voices and perspectives of all stakeholders to show the tremendous complexity of the issues and the dilemmas faced by professionals family members and children Challenging questions and scenarios are offered at the end of each case study to provide thoughtful follow up activities and topics for further study This collection of cases can be used on its own or as a companion to the main volume in elementary and special education courses and professional development workshops This book provides a thorough and detailed description of the multiple factors that combine to provide inequitable educational opportunities for minority students living in poverty the authors do not shy away from discussion of racism on the individual and institutional levels they engage in this discussion in a refreshingly detailed and nuanced way TC Record It is the best casebook on special education that I have seen Velma L Cobb Vice President of Education and Youth Development National Urban League

Special Education Law Case Studies David F. Bateman, Jenifer Cline, 2019-01-12 Tremendous changes have occurred

over the past decade in the provision of services to students with disabilities Federal mandates continue to define requirements for a free appropriate public education FAPE in the least restrictive environment Additionally there has been an increase in the number of lawsuits filed against school districts regarding the provision of educational services for students with disabilities Case studies are a helpful way to understand these difficult issues The case studies presented here are actual students eligible for special education and related services The case studies are represented not to tell districts and parents that this is the only way questions about special education law can be answered but to provide likely answers along with commentary for analysis The cases were developed to help new and experienced special education leaders and supervisors survive the pressures of working with students with disabilities while working to provide appropriate services and prevent litigation

Encyclopedia of Case Study Research Albert J. Mills, Gabrielle Durepos, Elden Wiebe, 2010 This is the authoritative reference work in the field An interdisciplinary set it investigates the extensive history design and methods of case study research

Case Studies in Building Equity Through Family Advocacy in Special Education Lydia Ocasio-Stoutenburg, Beth Harry, 2021 You've read the history and the background now meet the families This companion book to Meeting Families Where They Are traces the advocacy journeys of 12 caregivers across a range of racial ethnic social disability economic and family identities The stories reflect the unique lives histories and needs of each family as well as the different approaches they employ to meet the needs of their children Caregivers indicate when they began to advocate describe how they continue their efforts across schools medical offices therapies communities and virtual spaces and discuss how they adapt to changing social and health climates and educational delivery modes They also share their collective wisdom to assist other parents who are new to the advocacy platform or are feeling discouraged with the process This is must reading for family members teachers administrators health care personnel and everyone invested in creating a culture of respect love and understanding Book Features Emphasizes how families have resisted the deficit based view of their children while still utilizing systems of support Identifies gaps and challenges across multiple systems as well as what's working Incorporates the fields of special education and disability studies in education Uses the framework of DisCrit to explore how disability and other social identities operate in tandem examining concepts such as power access privilege and barriers Positions caregivers as experts in their children's lives illustrating how they advocate for their children teens and young adults Takes a deep dive into the nuances of generational cultural organizational and geographical factors that impact how caregivers advocate Resists approaches that typically involve professionals dictating what families need centering instead on a collaborative model that includes families and professionals

Case Studies in Special Education Tera Torres, Catherine R. Barber, 2017-06-12 Special education law and practice have undergone profound transformation over the past 50 years Students with disabilities are now more likely to receive a free and appropriate education in the least restrictive environment possible however the ideals of the law have not always been manifested in effective practice

Although special education services are vastly better today than they were in the early years of public education current policies and practices continue to result in the under education of many children with disabilities This book illustrates key failures of the system within the context of real children s experiences The case study approach gives voice to the students families and educators who have been let down by the special education process The goal is to shed light on the flaws and injustices of the status quo After identifying these problems the authors offer sound solutions Section 1 is devoted to issues surrounding identification of students with learning disabilities These topics include occurrence of inconsistencies in assessment and diagnoses understanding the struggles of the slow learner and the interference of behavioral challenges with students educational performance Section 2 addresses problems within the evaluation process that negatively influence diagnoses Discussions include disproportionate representation of students from low socioeconomic backgrounds as well as students of color and bilingual students Section 3 highlights significant concerns with service provision within the special education realm The narratives throughout the book present stories of children on the receiving end of a severely fractured special education system Recommendations focus on solving specific problems such as inconsistent identification processes and categories disproportionate representation ill conceived IEPs ineffective specially designed instruction and poorly implemented RTI programs The book s methodological approach affirms that there is much room for reform within both the special education system and the public education system as a whole This book will be an excellent resource for graduate level students practitioners and teachers in the fields of special education disability studies early intervention school psychology and child and family services Additionally it will be of interest to social workers counselors and researchers

Inclusive Educational Administration Mary Konya Weishaar, John C. Borsa, Phillip M. Weishaar, 2007-03-08 Regular and special education administrators regularly encounter problems when attempting to work together to create and maintain successful special education programs This updated and improved second edition seeks to overcome this obstacle by training readers in shared problem solving Each chapter focuses on a specific issue including school reform fiscal and human resource matters school governance identification and placement conflict resolution program evaluation transportation and discipline followed by real life case studies and questions designed to encourage inclusive thinking and discussion within a cohort These real life case studies are an ideal way to hone problem solving skills in the safety of the classroom and prepare for real world situations The second edition integrates new legislation such as IDEA 2004 and No Child Left Behind and discusses contemporary developments including Response to Intervention RtI Enhanced graphics and semantic maps effectively highlight key terms and concepts The authors have added a new section featuring concept maps and key vocabulary terms for each case study Instructors will appreciate this invaluable tool to facilitate discussion and promote critical thinking about the elements presented in each chapter

A Multi Case Study of Inclusive Schooling in Taipei
Kuo-Yen Andy Huang, 2006

Leadership for Special Education Administration Mark B. Goor, 1995 Using a case study

approach this basic text for administration and supervision of special education programs presents principles and examples of leadership and administration in field based contexts Taking on a Learning Disability Erin McCloskey, 2012-08-01 In the United States approximately 2.5 million students are diagnosed as having a learning disability and the majority of those children are placed in special education because of an inability to read as expected. As a result of this diagnosis these children may be placed in special education classrooms, classrooms that are separate from the mainstream population. For children with learning disabilities there is likely no place other than in school where a student's inability to read as expected leads to this separation from his/her peers. Once school is over these children play alongside the kids in their neighborhoods, participate in sports teams and attend community activities. This book looks at the impact of being labeled as learning disabled and separated from peers in school through the eyes of Samson, a middle school student described both as learning disabled and a non-reader. This qualitative case study explores how Samson, his family, his teachers, and this researcher make sense of special education and the complexities of learning to read as an adolescent. Throughout this book there is a contrasting of the laws and procedures designed to guide special education with the actual experiences of those impacted by these laws and procedures. Through the three years that Samson was in middle school, this book investigates his perspective on his classes, his interpretation of what it means to be a student in special education, and the process by which he learns to read. How disability gets created, contested, and discussed is highlighted through the many contexts that allow disability to be recognized and to fade into the background. *The Case for Education* Peter Desberg, Joel A. Colbert, Kimberly D.

Trimble, 1996 **Special Educational Needs in the Early Years** Ruth Wilson, 2003-10-04 This title is a practical and accessible guide to teaching young children with special educational needs. At the heart of the book is the belief that the focus should be on the child as an active learner rather than on their disability. Practical Cases in Special Education for All Educators Mary Konya Weishaar, Victoria Groves Scott, 2005-06 Practical Cases in Special Education for all Educators focuses in on how general educators can and should become active participants in the education of children who have disabilities by providing students with much needed practical applications of how general and special educators must work together and become involved in the education of all children. Chapter 1 explains the Case Study Approach of the text and provides a sample case and framework for the rest of the text. Each following chapter is categorically based on a specific disability and presents two in-depth cases which are written as first person stories from various school professionals, parents, and students. Once the characteristics associated with particular disabilities are discussed and identified, the text goes on to explore how educators used applied theory and problem solving skills to craft a practical solution for each scenario. Chapter Opening Case Coding Boxes inform the reader of the type of case that they will be presented with as well as the grade level of the student in the case. A List of Characters that readers will meet in the case are presented at the beginning of each case. Questions to Ponder appear within each case after the first main section to give students a place to reflect on the premise.

before delving more deeply into the story Case Study Framework Questions appear at the end of each case to help students further explore and analyze the information presented in the case These questions do not always have a right or wrong answer Thinking Critically about the Case are questions included at the end of each case that ask students to think critically about what they have read The questions in this section requires summarization and evaluation Activities at the end of each case give students an assignment to do in or outside of class to further their exploration of each case Resources for Further Investigation conclude each case chapter and give students print and web based resources to explore Appendix Individual Education Plan Drafting Activities and Templates provides several valuable sample IEP templates that students can use as part of their assignments to get practice creating IEPs Matrix of cases appears at the end of the text and offers a listing of all the cases broken out by type of case disability category and age grade level

The Ethics of Special Education Kenneth Ross Howe, Ofelia B. Miramontes, 1992 The authors delineate the ethical issues most salient and pressing to special education and provide a philosophically grounded framework for their discussion The book presents 35 real life cases that raise personal institutional and policy issues This approach allows students to reason and collaborate about ethical issues rather than simply to master a set of principles and precepts

Case Study Research in Educational Settings Michael Bassey, 1999 Readers are taken through the various stages in conducting case study research including a helpful account of data collection and data analysis methods Structured narrative and descriptive approaches to writing case study reports are also discussed

Building Cultural Reciprocity with Families Beth Harry, Maya Kalyanpur, Monimalika Day, 1999 Eight case studies help to show how using cultural reciprocity to build a framework for relationships can help to strengthen interactions between special education professionals and families Harry Kalyanpur and Day all special education scholars examine the culture of special education itself

Disability, Culture, and Development Misa Kayama, Wendy Haight, 2013-09-04 This book examines Japanese cultural beliefs about disability and related socialization practices as they impact the experiences of elementary school aged children Physical and mental conditions which impair children's functioning are universal issues impacting child welfare and educational systems around the world While the American approach is well understood and represented in the literature cultures differ in which physical and mental conditions are considered disabling Currently the Japanese educational system is in transition as public schools implement formal special education services for children with developmental disabilities Developmental disabilities is a new term used by Japanese educators to categorize a variety of relatively minor social and cognitive conditions caused by neurologically based deficits learning disabilities such as dyslexia ADHD and Asperger's Syndrome Children who were once considered difficult or slow learners are now considered to be disabled and in need of special services This transition created an excellent opportunity to explore Japanese beliefs about disability that might otherwise have remained unexamined by participants and how these evolving beliefs and new socialization and educational practices impact children's experiences

A Case Study of the Decision Processes by which

Handicapped Junior High School Students are Referred to More Restrictive Educational Settings Nancy Jane Latini, 1985

Case Studies on Government Programs and Policies Sharifah M. Alhabshi, 2009 **Single Case Research**

Methodology Jennifer R. Ledford, David L. Gast, 2024-06-14 The fourth edition of this bestselling text provides a comprehensive discussion of single case research methodology with updated information throughout the book including new content on design types design selection social validity fidelity generality visual analysis and writing Students researchers and practitioners can use this detailed reference tool to conduct single case research design studies interpret findings of single case design studies and write proposals manuscripts or systematic reviews of single case methodology research The new text features updates relevant to contemporary guidelines about single case research and includes examples of recent and historical studies in education and behavioral sciences

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