

## Secondary Case Study

### Summary

Kia is a new ninth-grade student at Crossroads High school. Although she has attended four schools in the past five years, Kia has adapted well socially and has many new friends. She has a positive attitude toward school and does well in most of her classes, but she is demonstrating serious deficits in writing.

### Student

Kia's academic history includes identification of language learning delays and auditory processing deficits in second grade. Since then, Kia has had an IEP and has received support from a special education resource teacher. This support has varied from school to school in terms of whether Kia received writing support in the resource classroom or in the general education classroom.

Although her handwriting is legible and fluent, Kia has difficulty spelling. Her most recent assessment indicates she is spelling at the fifth-grade level. When it comes to composing, she also performs below grade level. When given a writing assignment, Kia is able to come up with terrific ideas; however, she does not organize her thoughts and ideas into a coherent composition. She tends to engage in "knowledge telling"—that is, her writing consists of a long list of ideas, with each new sentence triggering the content for the next sentence. Instead of considering organization, goals, or audience, Kia writes everything she knows about a topic on her paper as fast as she can. This typically results in compositions that are difficult to read or comprehend because they lack planning and organization of ideas; frequent spelling mistakes compound the difficulties with reading and understanding Kia's written compositions. Kia has said that none of the schools she attended taught writing the same way, and she is confused about how to begin or complete writing assignments. Kia's writing difficulties are impacting her grades in English/Language Arts (ELA) and beginning to impact her performance in other classes, such as Science and Social Studies, that often require her to demonstrate knowledge and understanding of new concepts by writing short answer or essay responses.

### IEP Team

It is time to update Kia's IEP and hold her annual IEP meeting. Because of the difficulties Kia is displaying with spelling and writing, her special education teacher, general education ELA teacher, and school psychologist hold a meeting to discuss not only plans for her IEP but also to discuss how to best meet Kia's learning needs in the classroom.

**Your Task: Assume you are one or more of the members of Kia's IEP team mentioned above (special education teacher, general education ELA teacher, school psychologist)**

- 1. What do you know about Kia's writing performance?**
- 2. What additional information would you like to gather about Kia's writing performance?**
- 3. Write two instructional goals to address Kia's spelling and writing needs based on what you already know about her performance.**
- 4. Prepare a list of at least two instructional recommendations for Kia's teachers and two adaptations or accommodations to support Kia in the classroom.**