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| IEP Notes Based on Data Collection |
| EPSE 516 |
|  |
| June 3rd, 2014 |
| Professor Dr. Kristi LauridsenUBC |

Notes for Matt’s IEP Meeting May 29th, 2014

After our class on writing IEP’s for the twice exceptional I learned that I had to change my idea of how I was going to add a Gifted goal to Matt’s IEP to go along with the two goals for his Learning Disability in reading and writing. According to Maureen McDermid the most effective way to write an IEP for the twice exceptional is to focus on the strengths and try to find a way to incorporate the challenges into interest based tasks. I also learned from Maureen McDermid that students who have a weakness in working memory and therefore struggle with tasks like spelling, and written fluency, or basic math facts fluency, should not be held back by this after the age of nine. Winebrenner( 2001), mentions that for children who appear inattentive, compacting and differentiating to allow for the child’s learning style strengths should be tried as the signs of ADD can often be symptoms of giftedness as well and Matt does have a diagnosis of ADD. P 21

Matt’s psych-ed results indicated that he is has a strong visual perceptual reasoning ability. He also is persistent and hard working.

From the Possibilities for Learning Survey I learned that Matt likes doing projects with others, researching on the internet and teaching other students. He likes learning about anything and likes learning in many ways especially through reading. He would like to learn about (content) dancing and building and would like to learn by (process) creating or inventing, and two possibilities for showing his learning (product) that he would like to try are writing a comic strip and writing or giving instructions. Interestingly he also identified the pace at which he would like to learn and that is slow and easy. Through analysing Matt’s least favorite things I was able to deduce that he likes to learn by knowing the big picture first.

Through the Brilliant Behaviours survey I learned from Matt’s mother and teacher that he is great at math, connecting big ideas, and enjoys socials, science and sports. They also confirmed that pacing is important for Matt. Slow is better than fast.

The combined Brilliant Behaviours Parent and Teacher Checklist identified the strategies of; teaching content through real life topics, allowing him to pursue individual projects which he could present to an audience, and having him evaluate his own work or set his criteria to evaluate his and others work, as strategies that might be effective for teaching Matt.

From the Teacher’s Checklist of Gifted/Learning Disabled, it was again confirmed that pacing is important for Matt (slower pace, not timed). IT was also confirmed that he does excellent in Math but struggles with Language Arts. It was also mentioned that Matt’s feelings of self-efficacy might be somewhat dampened by his academic performance. Matt himself identified reading as a way that he liked to learn even though it is a struggle for him so my feeling is that the content is what needs to be of interest. I would also like to learn more and see if it is through short reading on the computer, fiction or non-fiction that he likes as his reading is below grade level. Also from working with Matt I know that writing is a struggle for him although he is somewhat more proficient on the computer.

So based on all of this information these are the considerations I would build into his IEP.

* Try compacting his math and have Matt solve real world problems related to the strand of math being covered. Teach Matt to use a calculator and have him use it for basic facts.
* Offer Choice assignments with criteria or performance standards that he can use to evaluate his and others work. Have Matt set goals and evaluate his progress (may increase self-efficacy and metacognitive abilities)
* Choice assignments might include: comic strips (computer, IPAD) writing ‘How to” instructions, researching on the internet (webquest?) music, art, or creating and building models, interviewing experts in a field, etc..
* Teach Matt to chunk research assignments.

Research projects in a group where they are presenting to an audience.

* Have Matt work with experts or present to experts in the field. (Wide variety of interests therefore the experts could be pertinent to the topic covered)
* Use Contract with Problem Solving Focus as an extension activity for math. Winebrenner P. 57 (Nicely incorporates choice, differentiated process and product, and authentic topic.)
* Continue to adapt for reading level but also provide alternate forms of getting information such as found on the internet ie, science simulations, you tube demonstrations, games, art music etc.
* Teach Matt about his learning strengths and styles so he can develop self-efficacy and take charge of his learning. Have him be part of his IEP.
* Provide Matt with visuals of metacognitive strategies for writing and reading.
* Use the MATS strategy for team learning math. Winebrenner p. 60- 61
* Complete the online learning styles inventory and have Matt identify other ways of showing his work (products) that might suit him. Winebrenner P. 80
* Use Blooms taxonomy to target tasks that encourage higher order thinking skills in tune with Matt’s interests. Create, Invent, Judge, prioritize, investigate, design, compare/contrast, recommend, what would happen if?
* Have Matt work in high ability groupings at times on challenging tasks for cooperative learning. Winebrenner P. 173
* For test taking allow Matt to use a calculator and a word processor, allow extra time and

a quiet space.

* Discuss the option of telescoping math (ex. Completing two grades in one year)
* Informal flexible seating choices and tactile, kinesthetic activities may be recommended

References

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