We used these products to guide teams of Master’s-level students in EPSY 308: Instruction for Students with Special Needs in the Mainstream. Most students in this summer course will become general education teachers in middle or high schools. We created five teams prior to Day 1. Each one consisted of six students who represented different disciplines or levels (e.g., elementary education, Mathematics, Special Education, etc.).

During each class, teams met for an hour to develop a 30-minute presentation that they made on the last day. We circulated when groups met, listening, facilitating if necessary, answering questions, raising our own, and highlighting potential resources. Each team sent us via email attachments a 1-2 page Process Report by Friday of each week. Team members decided who would write that week’s report, which summarized issues that were discussed, decisions that were made, and questions that remained. We returned the reports in the next class with written comments that often led to further discussions.

This packet contains three instructional products:

A. **Case Study Guidelines** (below), which clarifies the expectations for this culminating assignment that was worth 40% of students’ grade.

B. **Case Study #4**, one of five hypothetical case studies students used in this course. We wish to acknowledge Dr. Orv Karan (University of Connecticut) who generously allowed us to adapt several cases he had developed and inspired us to write new cases, including this one.

C. **Rubric for Case Study Presentation**, which clarifies grading procedures.

Our use of these materials allowed us to implement several Principles of UDI. First, we posted these products on the course’s WebCT site. Students could access this information whenever they wished. Since students lived in different parts of the state, this example of Principle 1 (Equitable Use) was particularly helpful. Second, each team represented a diverse range of prior classroom experiences and grade level/subject area expertise. Members drew upon each other’s differences to develop a school-wide approach to inclusion. Teams were asked to make many choices, too, including the format of their final presentation and who would be responsible for the weekly Process Reports. Each team had its own web board area on the WebCT site. Students were encouraged (but not required) to use this a central location for the exchange of ideas and resources during the week. These examples allowed us to embrace Principle 2 (Flexibility in Use) and Principle 8 (Community of Learners). Finally, by clarifying our expectations in written and verbal form, creating teams that could draw upon each member’s unique perspective, and providing weekly opportunities for teams to work on the same case and receive our feedback prior to being graded, we feel that we addressed Principle 3 (Simple and Intuitive) and Principle 5 (Tolerance for Error).
Through the class discussions, chapters, readings on reserve, group collaboration, and independent research address the following in your case study:

1. Give some background information on the issues that might be impacting the life of the student in your case study. For example, what issues of diversity does your student bring to the picture?

2. Who do you see as the key players or collaborators necessary to provide a successful program for this student? What role will each person play in carrying out the student’s program? Do you foresee any potential problems with the team? How would you rectify a team that was not working effectively?

3. What are the strengths and challenge areas of the student? How do you see these as influencing the student’s program?

4. What resources or services might be necessary to provide the student with an appropriate program? Why are these things important to the student’s program?

5. How do you see this student being serviced in the general education environment and/or a special education environment? Why?

6. Provide some sample goals and objectives for this student based on their individual educational needs.

7. What creative ways could you address the student’s needs through instructional strategies, modifications, and differentiation to the curriculum?

(Use terminology discussed in the readings and in class.)
Maria Alvarez is a 17 year old high school senior at Litchfield High School with many talents but also a number of significant needs. She plays on the school's lacrosse team, acts and sings in the school's drama productions, paints watercolors (several of her paintings have received blue ribbons in regional competitions), and volunteers as a mentor in the local Girls Club. Maria's father died when she was in middle school. Her mother, Santiago, moved to the United States from Chile five years before Maria was born and works as a supervisor in a local plant that manufactures curtains. Maria is the eldest of five children. Mrs. Alvarez has not remarried and often takes in clothing to be mended or tailored as part-time work in order to make ends meet. She is devoted to all of her children's education despite the fact that she herself never completed high school and will not allow them to work. "Your job is to get good grades, go to college, and improve your lives," she tells her children.

When Maria was in 3rd grade, she was diagnosed with dyslexia. Although she grew up in a bilingual family (her father's family had lived in the United States for several generations), second-language difficulties were ruled out as contributors to Maria's chronic difficulties with spelling and the mechanics (e.g., grammar, punctuation) of written language. Maria has learned to use assistive technology that is available at school to edit her written work, although this takes her an extensive amount of additional time. Her family has not been able to afford to purchase a home computer. Maria is allowed to take her exams with as much additional time as she needs and her spelling and grammar mistakes are forgiven by all of her teachers. Many of her teachers also allow Maria to give oral reports rather than write research papers, although some of her teachers strongly oppose this practice as "enabling someone with a huge amount of potential." Maria's difficulties with mathematics primarily involve a tendency to reverse numbers and forget basic math facts. Surprisingly, Maria has taken AP math classes and often grasps the concepts before other students. She uses a calculator independently and receives extra time on math exams so she can double-check her work. During Maria's freshman year, her guidance counselor took an interest and encouraged her many talents and interests. Later that year, after reviewing Maria's Superior range I.Q. scores, the counselor recommended that the school's PPT consider identifying Maria as a gifted and talented student. The team ultimately did so and Maria has since taken AP courses in Social Studies and Science as well as Mathematics. She has flourished in and out of the classroom and has been an honor roll student every semester since 9th grade.

Despite these successes, Maria has a number of concerns about attending college next year. She is afraid that her learning disabilities will be a barrier in a postsecondary environment. She does not perform well on standardized, multiple choice tests, even with additional time, and only earned a
combined score of 980 on her first attempt at the S.A.T. Maria has not been very successful in researching postsecondary disability services that might target her needs in college and she is becoming very anxious about missing application deadlines. She is also in need of financial aid but she and her mother become overwhelmed with the forms and find it difficult to access information online. At the beginning of her senior year, what type of programming would you recommend for Maria? What role should she play in making educational decisions about this year and next year?
### Product C: Rubric for Case Study Presentation

*René Roselle and David R. Parker (University of Connecticut)*

*Points will be awarded for each item as addressed in the presentation and/or the submitted product(s).*

<table>
<thead>
<tr>
<th>1. Addressed background information on issues related to student (including issues of diversity)</th>
<th>Did not address (0)</th>
<th>Partially addressed (2)</th>
<th>Thoroughly and completely addressed (4)</th>
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<tr>
<td>2. Identified key players and their roles in the student’s program</td>
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<td>3. Identified student strengths</td>
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<td>4. Identified student challenge areas</td>
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<td>5. Described way(s) strengths and challenges impact student and influence programming</td>
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<td>6. Outlined resources or services necessary to provide the student with an appropriate program and why they are necessary</td>
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<td>7. Clarified the parameters of the student’s placement (general ed, special ed, or a combination)</td>
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<td>8. Provided at least 3 goals and 2-3 objectives for each goal pertaining to the program you are proposing to provide for the student <em>(incl. p. 4 of state forms)</em></td>
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<td>9. Discussed instructional strategies, modifications, and differentiation to the curriculum that might aid in student achieving goals <em>(incl. p. 8 of state forms)</em></td>
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<td>10. Applied course terminology to the presentation</td>
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**Total points earned in each area:**

Total Points________

**Comments:** ______________________________________________________

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