Final paper – new part

The subgroup of children: Caden – Christopher - Zachary.

Caden:

Caden is a 4 year old boy who will be turning 5 in August. He comes from an unmarried two parent household. He is extremely close to both mom and dad. He has an older sister age 8 who also lives in the home. Mom is currently working on her Diploma (she never graduated had kids instead)and dad joined the military after dropping out of high school, has his GED and is enrolled to start at the local community college in the fall. Mom received tutoring services from me to aide in the completion of diploma. In March of the school year dad moved down state and a remarkable change of character occurred in Caden. He became more sensitive and less engaged in school activities. If another child said, “Dad” in conversation Caden would start to cry. Caden drew and mailed a picture to dad daily from school. At home Caden has access to a computer which is equipped with the internet. Mom does provide limited academic support for Caden because her academic abilities are limited. Caden is diagnosed as speech and language impaired (SLI) and he received 90 minutes a month of formal speech therapy at school which he made remarkable progress. At the beginning of the year Caden could not speak in 3 word utterances, he could not hold a conversation. His thinking was unorganized and pronouns were used incorrectly. He had a slight lisp and talked very fast. At the end of the school year he was organizing his thoughts to be able to hold a logical conversation. He still used pronouns incorrect, for example he would say, “Her is coloring.” Instead of “She is coloring.” Even with that error his conversation could be followed and he got his point across. Caden had average physical development. He struggled writing his name, but he could recognize it and holding a pencil properly he always reverted back to the fist grip. He recognized his name as the short name that started with C. He made that observation on his own. All the children played with Caden at school, he was polite and shared with ease. I never had a behavior concern with Caden. Caden attended preschool for one year.

Christopher:

Christopher is a 4 year old boy who be turning five in November, he will be attending Readiness KDG in the fall. He comes from a single, high school graduate mother. Dad is not in the picture due to fear of the father. There are no siblings in the home. Mom has support from friends and family. I didn’t hear Christopher talk one word until after 3 weeks of school had passed. I would ask questions and he wouldn’t respond. I talked to mom about my concerns and offered speech therapy and she refused, “There is nothing wrong with Christopher.” I brought the subject up several times and each time she refused and after the third attempt I didn’t ask again. I gave speech therapy based on the advice from the speech therapist. I would give him 90 minutes a month like the children who were receiving formal services. Christopher is speech and Language impaired, but no formal testing or diagnosis was given. He made little progress. At the beginning of the year he said nothing and at the end of the year he was talking in 3-4 word complete sentences. He never confused pronouns. He spoke very quietly. He could not write his name, held a pencil in a fist grip. At the end of year he still did not recognize his name. His classmates would help him find his name tag when necessary. Socially he played next to the other children, but not with the other children. He loved playing on the computer. Christopher wasn’t a behavior problem. He did not stand up for himself, if a child wanted a toy Christopher was playing with he would give it up whether he was done playing or not. He never said, “NO.” He has a very passive personality. At home he has no access to a computer, he lives 6 blocks from the public library, however I know they don’t go to the library. The library has free internet access to library card holders. Christopher attended preschool for one year.

Zachary:

Zachary started the year 4 and in March of the school year he turned 5. Zachary is going to Readiness KDG in the fall. Zachary comes from an involved 2 parent home. Mom and Dad are not together, but are both very supportive of Zachary. Mom and Dad were both special needs students throughout their school career. No higher education past High School. He has two older siblings both of which are special education students. Mom supports Zachary and tries to support his education with her limited abilities. An IEP was already existence when Zachary came to my room from the previous school year. He has very unorganized thoughts and sentence structure. He didn’t recognize his name nor was he able to write it, held a pencil in a fist grip. Zachary is diagnosed as Speech and Language impaired (SLI) and received 90 minutes a month of formal speech therapy. After two years of formal speech therapy he graduated by March of the school year. He was not ready to be dismissed, but by testing scores he was no longer eligible because his deficit was not great enough. Zachary was a behavior issue; if he did not get his way he would cry, scream and have a tantrum. This problem was quickly resolved when he realized I was not giving into his tantrum. He would use a high pitched wining voice to communicate his needs. His peers would play with him, until he started having a fit and then they would walk away. He had an “I can’t” attitude. He was extremely hard to keep engaged. Zachary does have access to a computer with internet. Zachary attended preschool for two years.

The Technology:

1. [www.abilitations.com](http://www.abilitations.com)

This website linked me to [www.schoolspecialityonline.net](http://www.schoolspecialityonline.net) because I was looking for pencil grips to aid the kids in holding a pencil properly. I found two exciting options. The first is the Furballz pencil grips for 100 grips it is $34.99 item #104557094. The second option is for Noodle Doodle pencil grips for 36 grips it is $29.99. The grips are 5 ¼ inches long and are item #109843094. After researching these grips the website said, “Some handwriting issues are secondary to poor touch discrimination. Instead of getting accurate information from their fingers, it is as if some kids are wearing gloves and trying to write.” The grips are meant to stimulate the fingers to make the sensory issue easier. This will aid the boys in proper pencil grip.

1. [www.getreadytoread.org](http://www.getreadytoread.org)

This website I feel is the best discovered I made from the list of websites provided on ANGEL. I can’t say enough great things about this website. I am going to use this on every single student in my class. This is a screening tool and is geared toward 4 year olds. It is an online letter recognition, rhyming and visual discrimination site. It offers a pre-test to get a base line score to see where improvement is needed. The test can be given at the beginning of the year and then throughout the year to measure growth. Another great feature is that it is FREE! The site offers printable activities that categorized into three levels; beginning, making progress and ready to read. The games can be printed for an individual child or a group. The games can be chosen by skill area such as linguistic awareness, print knowledge, and emergent writing. There is parent and educator links for general literacy knowledge. I printed games off and getting them laminated. I like that each child can have an activity tailored to their specific needs. This will aid the boys in letter recognition.

1. ReadPlease

This is free downloadable text to speech software for a PC. There are many options and some can be purchased, but the Read Please 2003 is a free download. This is the AT&T natural sounding voice. Different dialects and voices can be chosen. The information that is wanted to be read is just cut and pasted in. It takes a very long time to download. I think this could also be used for studying other cultures and see how they talk in different countries. It could be a great multi-cultural tool. This will aid the boys in putting words and sounds together in a one to one correspondence.

1. Kidspiration

This is site offers a free 30 day trial period of the program. It takes 2 hours to download. This program will help children organize thoughts and/or make a schedule of events. This program can produce a customized literacy, letter recognition or social skill plan. Kidspiration is designed to help the boys organize their thoughts, days and academic skills. Each child can have a customized project to meet their individual needs. Kidspiration can be used as a flow chart of actions and consequences for Zachary’s behavior. Christopher can use kidspiration to organize his social skills for standing up for himself. Caden can use the kidspiration to organize his thoughts and routines. The flow charts can be posted where it best suits the need of the child.

1. Intellikeys

This can be purchased through [www.cambiumlearning.com](http://www.cambiumlearning.com). Unfortunately the cost is outrageous. This offers a child to have customized keyboard to use to aid in their learning process. The keyboards can be customized, keys can be added or deleted and keys can be grouped by color or location. The site also offers keyguards for a regular keyboard or a customized one. The keyguard allows the child from accidently hitting the wrong key. Each child can have a customized keyboard to help with letter recognition of the letters in their own names.

1. BLOG

This is just to keep parents informed of what is going on at school on a weekly basis.

The Problems:

I feel the biggest problem will be time. I have 17 other children in my classroom that also need my attention. It is extremely hard some days to give the kids who need extra help. I am stretched very thin throughout the day. I know my kids don’t get attention at home, so I try to give everyone attention and it is very hard. I am only with my class 4 days a week for 3 ½ hours each day. In that time we eat two meals, have mandated 1 hour of free play time, small group, large group and getting ready to go home. The next problem will be cost. The intellikeys are extremely expensive and since I only get $125 to order every supply needed for an entire school, even the pencil grips would b hard to purchase. I do spend lots of my own money, but the intellikeys are way out of my reach. I feel getting the boys to cooperate with this regiment of academics may be hard, they are 4 and they should be able to be 4.

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| Two of the boys have speech and language IEP’s and the third does not. The third child went without an IEP because the mother refused to get him formal services. He received informal services by me. The three boys had no letter recognition (upper or lowercase) not even the letters in their own names. In comparison the other children in the class recognized 75% of the uppercase letter by January. Picture icons were put on their lockers and lunch table tags to aide them in finding their locker and spot to each lunch. At the end of the school year the boys could still not recognize their names, but the icons had been removed. In October the boys had memorized where to find their lockers. Lunch table name tags are moved on a daily basis, the boys would ask for help to find their seat for lunch. The boys could not write their names and had an extremely hard time even tracing their names. When asked to trace their names and given a model they boys would just scribble over the letter of their names. I would even do hand over hand tracing with each boy individually and then let them do it on their own and scribbling was always reverted back to. There was no hand eye coordination for name writing; the three could not even hold a pencil properly. The boys held a pencil in a fist grip. Every time the pencil was grasped incorrectly the grip was corrected. A saying was even recited and a poster was posted for proper pencil grip. The three boys were given dyslexic drills to boost letter recognition and sound connections. The salt tray, sky writing and writing on the desk with the pointer finger was utilized. The boys were taught in an individual small group. There was measurable progress for that day, but no carryover to the next day. At the end of every day the boys were asked, “What letter did we learn today?” The boys would respond appropriately. The following day the boys were asked “What letter did we learn yesterday?” they boys could not answer. A reinforcement sheet was sent home on a daily basis. It was like the material was never taught and it was a new foreign language daily. The boys came to school every day and were excited to learn, always participated in small group and large group activities. They would answer questions and even give incorrect answers and would still go on with the day. The boys never seem to be embarrassed about giving incorrect answers and just keep plugging away. |  |  |  |
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