

Student B  
Sp1ed 409B

### Project Evaluation and Reflection:

This project has opened my eyes to a new instructional method for teaching writing. I can honestly say that I thoroughly enjoyed teaching this strategy and skill to my student as well as my student was so excited each day to learn more about the strategy. Overall the project ran very smoothly and I was comfortable the entire time with teaching it to my student. Before we started the project I thought wow am I in over my head but immediately once it was explained in detail during one class and I took the time to sit down and write out my lesson plans I knew exactly what to teach my student and how to help him learn to the best of his abilities.

During the first three days of teaching this lesson, having the fully written out script was a life saver. It helped me get my feet in place to set up the rest of the semester and be comfortable teaching my student. After those first three lessons, I knew all I needed to teach this was a list of the materials for the day and the steps for what we will be working on that day. Other than that I knew exactly what language to use and how to work with my student I just needed a guideline to follow (the steps) to make sure I stayed on task to what that day entailed.

I believe that POW WWW W2 H2 was very age appropriate for a second grade student. It took just the first four days for him to memorize the mnemonic and what it stood for. Then during the third week of assessments he completely understood how to implement this mnemonic to create an amazing narrative story! My goal is to teach Autism Support K-2 grade students and I believe that this strategy would be a good strategy to implement into my classroom especially for students with Autism. I believe that this would help my future students fully understand what to add into their story while using a mnemonic that they can work on to memorize.

After sharing my information and speaking with my mentor teacher and the paraeducators in the classroom, we believe that the student I have been working with will be able to keep this strategy with him through his school career and assist him in his future writings. I am extremely proud of the strides he had made during this time and I know that he is determined to keep up with his writings and continue to use this strategy.

During the lessons and assessment something I think that I excelled at is my encouragement and motivation to push my student to the best of his ability (and sometimes more when I felt he could do it). The struggle I had with my lessons and students was times that he got distracted. My student, as motivated as he is, he gets very easily distracted when people walk in the hall (his younger brother) or when new posters are put up. Keeping his attention the entire time was a difficult task that took me a week to change. To keep on task during our time together, when his brother would walk by I would recognize it was that time and say let's take a minute break to stand up in order for him to say hi to his brother. Besides the distractions of working in the hallway, I believe myself and my student worked very well together and we both learned a new strategy that will help me in my future teachings and him in his future writings!

Right from the beginning of the lessons I adjusted each lesson to fit the need of my student. I learned a lot about him in my first week of observations which helped me adjust my lessons. I made each lesson personal to his likes and interests which happens to be marvel comics and action figures! A problem we came to was time. My first progress chart consisted of 6 bat man symbols and a big batman that he would color in if he got all the parts. After my first assessment we noticed that this took up a lot of time that could be used to discuss what could be added and edited to the story he had just written. After that I decided to create my own sticker chart that looks like a comic book (which interested my student) and all he had to do was put the stickers on the chart. This solved our issue of running out of time to talk about his story and what he did well or could improve upon.

When I think about my future teachings I would love to implement this strategy into the classroom to introduce to my students what a narrative story consists of. I really do not have any complaints about this strategy or anything with this project because it really did help me become even more comfortable in my teaching skills and especially what it would be like to work one-on-one with a student!

**INTERVENTION SCHEDULE**

september

MONDAY	TUESDAY	WEDNESDAY	THURSDAY
Observe Student 10:30-11:30am	Observe Student 10:30-11:30am	Observe Student 10:30-11:30am	Observe Student 10:30-11:30am
Session 1 Baseline 2 10:30-11:45am	Session 2 Baseline 2 10:30-11:45am	Session 3 Baseline 2 10:30-11:45am	Session 4 Baseline 2 10:30-11:45am

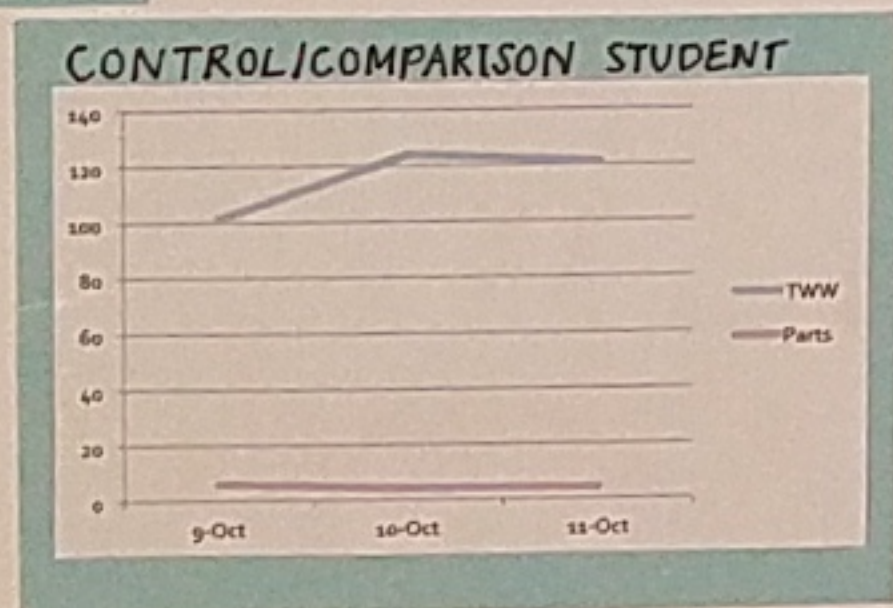
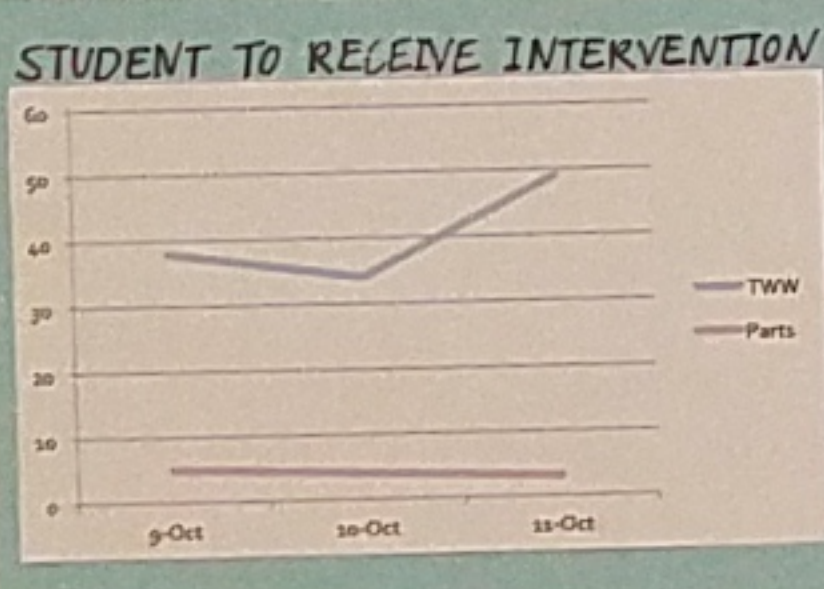
october

MONDAY	TUESDAY	WEDNESDAY	THURSDAY
Session 5 Baseline 2 10:30-11:45am	Session 6 Baseline 2 10:30-11:45am	Session 7 Baseline 2 10:30-11:45am	Session 8 Baseline 2 10:30-11:45am
Session 9 Baseline 2 10:30-11:45am	Session 10 Baseline 2 10:30-11:45am	Session 11 Baseline 2 10:30-11:45am	Session 12 Baseline 2 10:30-11:45am

november

MONDAY	TUESDAY	WEDNESDAY	THURSDAY
Session 13 Baseline 2 10:30-11:45am	Session 14 Baseline 2 10:30-11:45am	Session 15 Baseline 2 10:30-11:45am	Session 16 Baseline 2 10:30-11:45am
Session 17 Baseline 2 10:30-11:45am	Session 18 Baseline 2 10:30-11:45am	Session 19 Baseline 2 10:30-11:45am	Session 20 Baseline 2 10:30-11:45am

**baselines**



SAMPLE

Baseline 2 - 10/10/17 - 10:30 am

one day after school me and dad went to hiker tussey mountain with my bike and we went to the sell phone towers behind my house. ride the hole way there and I

# POW WWW WHAT2HOW2

-narrative writing-

**MNEMONIC STRATEGY USED**

- P= Pick my idea.
- O= Organize my notes.
- W= Write and say more.



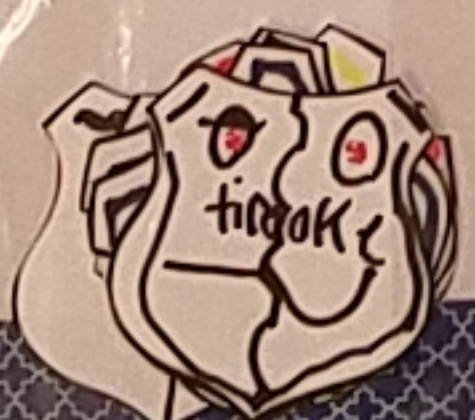
- W= Who is the main character?
- W= When does the story take place?
- W= Where does the story take place?
- W= What does the main character do or want to do? What do other characters do?
- W= What happens then? What happens with other characters?
- H= How does the story end?
- H= How does the main character feel? How do other characters feel?

self statements

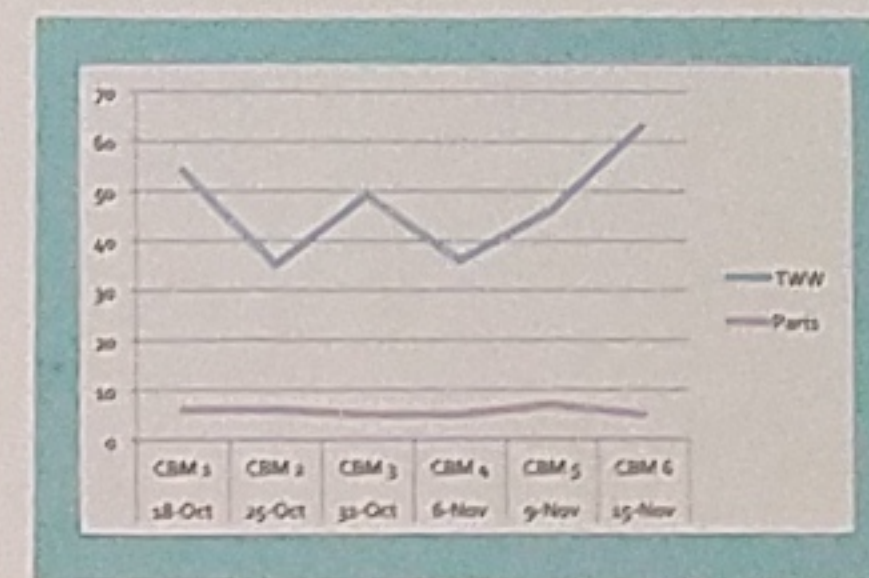
-stop and think  
-I can write a great story  
-remind me that I can do it  
-gather up my story, bungee

**WORKING TOWARDS A REWARD**

Student colors a police badge each lesson and is working towards his reward, a toy police badge (extremely motivating!)



**CBM**



graphic organizer for final CBM (#6)

Graphic Organizer without Pictures

Who	When	Where	
my dad	10/10/17	hiker tussey	
What	What	How	How
bike	fall	part	

**final CBM (#6)**

CBM Assessment 6 - 11/10/17 - 10:30am

a few days ago I got my bike out of the garage and put it on the street and I started to go to the store and I fell off my bike and I fell over and I went flying and my body finally came down and I thought I should have had a house that had my bike on it. my dad said you okay? kind of and

On his final CBM this student experienced time management difficulties. He was focused on increasing the number of words he was writing, which is why he did not include all of the story parts he had planned for. 9 minutes was not enough!

Graphic Organizer without Pictures

Where	How
When	How
Who	

Sheets Inside:

- 1) blank graphic organizer
- 2) sample of graphic organizer used by student in lesson.
- 3) sample of writing using graphic organizer WITH my expansion of part of the writing sample to teach how to add detail to increase TWW.

Throughout the Semester, this student has been working very hard with his writing. The narrative writing intervention used to teach this student was the mnemonic strategy POW WWW What2 How2. This student has shown growth in not only his writing, but in his confidence in writing. He mastered/memorized the mnemonic by the fourth lesson, and I was able to teach him how to use a graphic organizer, the benefits in using a graphic organizer, how to build writing confidence through self statements, and how to increase the total number of words written through detail. This last CBM shows this student's growth since the baseline assessment(s).

Student A  
SPLED 409B  
Dr. Elizabeth Hughes  
December 3<sup>rd</sup>, 2017

## Project Evaluation and Reflection

### ***Overview of Performance***

Throughout the semester working with Student W, I have seen great improvement in his writing abilities and self-confidence. The student's performance improved from baseline assessment, throughout the implementation of instruction, and after instruction. This is what I was hoping to see from my learner and I am very proud of how hard he worked this semester.

During the three baseline assessments, the student performed how I expected him to. Knowing that he is a bit scatter-brained and has a hard time organizing his ideas and translating his thoughts on to paper, I thought he might have struggled a bit with the initial baseline assessments. He wrote 38 total words on his first assessment, 34 total words on his second assessment, and 49 total words on his third assessment. While the number of total words written in these baselines is rather low, the student was able to include at least 3 parts of a story in each assessment. The first assessment included 5 parts, the second included 4 parts, and the third assessment included 3 parts. Before assigning the baseline assessments to the student, I reviewed some previous classwork that the student had done in the area of writing, and was able to determine what I was going to focus on when working with the student. I decided that the focus of my instruction would be on the total words written in each story, and the number of parts in each story. During the baseline assessments, I took note on the student's specific struggles, which were issues with attention, and disorganization. After each baseline assessment was given, I asked the student how he thought he did, if he had anything that was difficult for him, etc., and he told me that he did not have any issues. During the brainstorm/planning phase of the intervention, which was about a minute in duration, the student was staring off in to space, or creating a title for the story, rather than jotting down ideas. I could tell that he was having attention issues and having a hard time organizing his thoughts to translate them to writing. I made sure to jot down these issues so that I could monitor them throughout instruction and future assessments.

Once I began to implement instruction from the textbook, *Powerful Writing Strategies for All Students*, which I broke up into 12 different lessons using the 6 lessons outlined for POW WWW What 2 How 2, the student was showing improvement each day. In his baseline assessments, I was giving Student W a picture prompt to write his stories, but once I began instruction, I was assessing Student W through written prompts such as "Over the weekend..." and "On Halloween...". Student W was showing progress each assessment that he was given, starting at the first CBM Assessment given after the implementation of instruction, where he wrote 54 total words and included 6 parts of the story. The jump in performance just from the baseline assessments to the first CBM during

intervention gave me confidence to carry out my lessons strong so that Student W would be able to continue improving so much each assessment. Student W was interested in the mnemonic that I was teaching him, and the personalization of the mnemonic, which was the addition of a police badge to the chart (something that he likes) added to his dedication to learning the mnemonic. After just one week on instruction, the student came back on Monday from the weekend and recited the mnemonic to me from memory. I did not expect the student to master the steps of the mnemonic so quickly, and when I asked him if he had been practicing, he told me that he practiced all weekend with his dad. This was incredibly rewarding to hear as the teacher, and I was even more determined to help this boy learn and become a great writer. His attention was also bettering, as I noticed his focus during our lessons together and his focus during his CBM Assessments. He wanted to prove to me, and to himself, that he was learning and able to include all the parts of the story. The next few CBM Assessments that he completed had 35, 49, 36 and 46 total words written. The corresponding number of parts included were 6, 5, 5 and 7. This was a huge accomplishment for my student. The day that he included all seven parts of the story with 46 total words written was during his 5<sup>th</sup> CBM Assessment, and his confidence was through the roof. The boy that had been timid and unsure of his abilities just a few weeks ago was now confident in his writing and on his way to becoming an even better student.

The last CBM Assessment Student W was given was the 6<sup>th</sup> CBM Assessment, and this occurred after the conclusion of instruction I was implementing. Prior to beginning this assessment, I reviewed the mnemonic with the student, and explained the importance of not only including all 7 parts of the story, but working to expand his writing by adding detail so that he would have more total words written. The emphasis that I placed on the increase in total words written caused the student to run out of time when the assessment was given. In the past, over the last 5 CBM Assessments that the student was given, he had ample time left when he was finished, leaving 4 or 5 minutes to spare each time. When the student is only given one minute for brainstorming/organizing, and 9 minutes to write, the student focused on including the parts of the story in the time allotted, not writing with detail. Once I explained the importance of adding detail to the story, while also including all the parts, the student used up all 9 of the minutes without finishing his story. He was very disappointed in himself, and he was frustrated that he did not have more time. He explained that he did not finish his story so all of the parts would not be included, but when I counted the total number of words written and told him that he wrote 63 words, which was the most of all his CBM Assessments, he was proud. He was focused on improving in the area of words written so that he was able to take his time and write a longer, more detailed story. I explained to him that he is not always going to be restricted to 9 minutes, and that when he has more time, he will be able to include all 7 parts of the story while adding detail and increasing the total number of words written. The student seems to have really learned that he is capable of writing to the best of his ability and this newfound confidence that he has is all that I could have asked for in working with him.

### ***Review of Intervention***

The intervention that I put in place was based off of the lessons outlined in our class textbook, *Powerful Writing Strategies for All Students*. While I adapted the lessons in the book to fit the needs of my student, I was able to follow the lesson plans in the book, stretching them across multiple days and breaking the lessons in the book up into multiple lessons for my student. I found the materials that were provided in the text to be the most useful to me, and I was able to use all of the stories in the book, the graphic organizers, and the story rockets graphs. While I used the POW WWW What 2 How 2 mnemonic outlined in the book, I was able to personalize the graph to my student's interest of police officers. I changed the colors of the graph and added a police badge to make the graph more enjoyable for him to look at and more exciting for him to master. Besides the adaptation of the mnemonic chart, I also adapted the 6 lessons in the book to suit my student's pace of learning. I found that breaking each lesson in the book down in to 2 or 3 separate lessons was the best way to maximize learning for my student. At first, I was nervous how the intervention was going to go, and nervous that my student would not adjust well to the implementation of new strategies that he hasn't learned in the classroom. To my surprise, the student enjoyed learning something new that only he was being taught, that he could tell his friends about and explain why it was making him a better writer. The enthusiasm this student showed throughout this entire process made the teaching experience even more rewarding. Another adaptation I made was with the transfer lessons/sheet. Since I was only working with one student, I found myself adapting the transfer lesson to a personal type of conversation. I had the student read the mnemonic multiple times and had a note on the chart that stated: When I get stuck...this sheet is like my partner! I can use it in other classes, too! This adaptation I made with the transfer piece of instruction was successful, and it also helped in promoting generalization with the strategy. In terms of the materials that I opted not to use, I decided against using the cue cards in the book. After seeing what progress the student was making with the mnemonic chart as it is, I decided that the cue cards would confuse him, and that the mnemonic chart itself was a good intervention. I think the adaptations I made to the lessons outlined in the text were the correct teaching decision(s). I found that knowing my student let me adapt the lessons that I was teaching to fit his learning needs each day.

Overall, I think that a lot of things went well over the course of this semester working with Student W. I learned a lot about myself as an educator, and I think that the student learned a lot about himself as a learner as well. The growth in internal motivation in my student showed through his confidence that he was exuding more and more each week, and I think that the idea of celebrating success and positively reinforcing my student went a long way with this individual. While there were many things that went well throughout the time I worked with Student W, there were also challenges. This time of year is hard for students; the changing of the seasons, the holidays and the repetition of school makes it hard for learners to focus all of their energy on their learning. The holidays that occur during this time of year also made it difficult as an educator, because the breaks that the students had from school made it hard for the students to return to school as focused learners. Another challenge that I faced during this semester was the idea that my student was comparing himself to his peers. While comparing ourselves to others is a natural

part of life, it is especially hard to see the student that has been working so hard and pushing himself to be the best he can be, look at other students and see himself as inferior. The importance of praise and positive reinforcement were elevated while working with this student, and it was reassuring to see what we learn in class prove so critical in the classroom.

If I could do this again, I would not do much differently. The breaking up of the lessons from the text into lessons that would work best for Student W was the best way to instruct him in this subject, and I think that the way I went about adapting the lessons from the book for this specific student proved the best way to help him learn. While I think that the planning and organization of my instruction was sufficient, and something that I would do again if given the opportunity, I think I personally could have done a few things differently. If I were given the opportunity to do this again, I think that I would make the mnemonic more interactive for the student. The use of Velcro to place the different parts of the mnemonic with their corresponding letters and using these interactive pieces to dissect stories would have provided a more hands on experience for the learner. Since this is the first time I have taught something like this, I think it is good that I am able to look back and see what I would do differently next time and how I can improve my instruction and techniques to benefit the learner to the maximum extent.

### ***Overall Impressions of Intervention***

Overall, I think that this intervention can be successful with a broad range of students. The mnemonic strategy is one that can work with all different age ranges and all different abilities. For someone that is preparing to teach this strategy, I would tell them to trust their teaching decisions and get to know the learner before deciding how to individualize the lessons. Students thrive off of the individual attention that they are given by teachers, and they are more willing to work hard when they know that you are proud of them. That being said, it is important to make the learner internally motivated so that they are not only proud to show you that they are learning, but so that they are proud of themselves. I would also emphasize the importance of being organized and breaking the lessons into component parts that will work best for the specific learner. Some students may need the mnemonic broken down in to small parts over several days, and throughout the baseline assessments, it is important to observe the student and his/her thought processes to decide how exactly to break down instruction.

I would definitely use this strategy in my future classroom. I actually remember using mnemonic strategies when I was in grade school, and I remember that my classmates and I always enjoyed using mnemonics, but we also always learned best with this strategy. The idea of having a concrete word or phrase to help you remember different parts is something that is good for concrete learners, but what is so great about mnemonic strategies is that the concrete sequence can be expanded to fit the learning preferences of abstract learners. Having to not only memorize the mnemonic as a sequence, but also learning what each step of the sequence means and being able to explain further, is essential in grade school. Students should be held accountable for remembering specific words and math facts



and sequences, but students should also be taught to expand on their knowledge of concrete facts and objects in order to facilitate their imaginations.

I would recommend this strategy to other teachers for all of the reasons that I will use this strategy in my future classroom. The importance of factual knowledge and expanding knowledge through creativity and abstract thought is important in all subjects, but is especially important in writing. Students are taught from a young age that they should be organized in their thinking and writing, but they are also taught to think freely and express their emotions. This strategy combines these two essential aspects of learning to help teachers facilitate learning and creativity in students.





# DATA-BASED TEACHING PROJECT

## SPLD 495F

Kristina Hunter

# Classroom Description

- Full-time Autistic Support
  - Autism Initiative classroom
  - Program focuses on Applied Behavior Analysis
- 5<sup>th</sup> and 6<sup>th</sup> grade students
- 5 students total
  - 4 full time and 1 in general education for most of the day
  - 4 boys and 1 girl
- 6 adults/special education aides

# Student Descriptions

## Academic

- Sixth grade student with Autism Spectrum Disorder and speech delays.
- Likes original pringles, Minions, Ozzie Otter books and Shopkins.
- Can read and write simple sentences with prompting.
- Needs assistance with recalling what happened in the story
- Improve his comprehension of reading leveled texts.
  - J reads at level I for fluency but his comprehension is at level A for the Leveled Literacy Intervention program.

## Behavior

- Sixth grade student with Autism Spectrum Disorder and nonverbal communication.
- She uses a Dynavox communication device and sign language as primary sources of communication.
- Loves icing, Pringle chips, laying on her rug and iPad/computer time.
- Measured the frequency of A's eloping behavior.
  - She often elopes from her seat to go to the window or computer during group activities and we would like to know why she escape the group activities.

# Baseline Data

## Academic

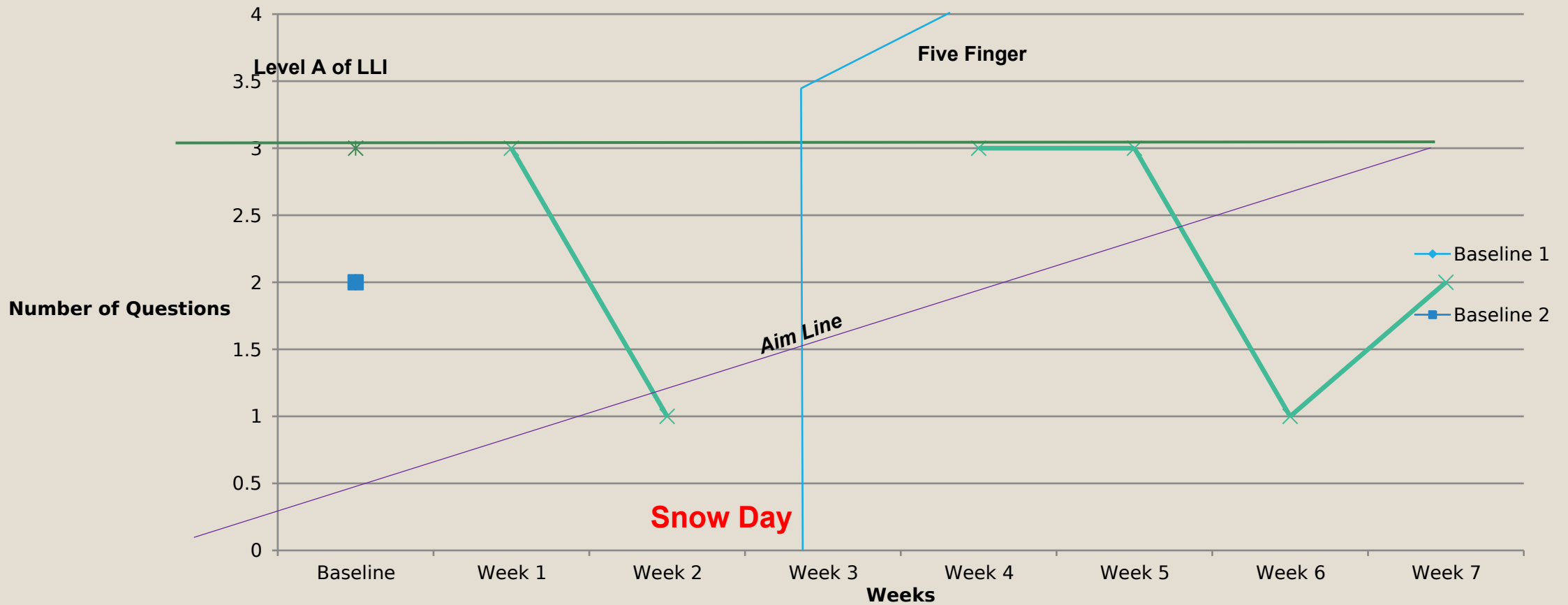
Date	Question	Student Response
2/21/18	1. Who is this? (pointing to the bear) 2. What did he get? 3. And what did he do with it? * Prompt: the book is open	1. Bear ✓ 2. plane ✓ <del>3. (No response) P</del> Total: 2/3
2/28/18	1. Who is this? (pointing to the ant) 2. Who did he meet? 3. Can the ant swim? *Prompt: the book is open	1. Ant ✓ <del>2. (No response) P</del> 3. No ✓ Total: 2/3

## Behavior

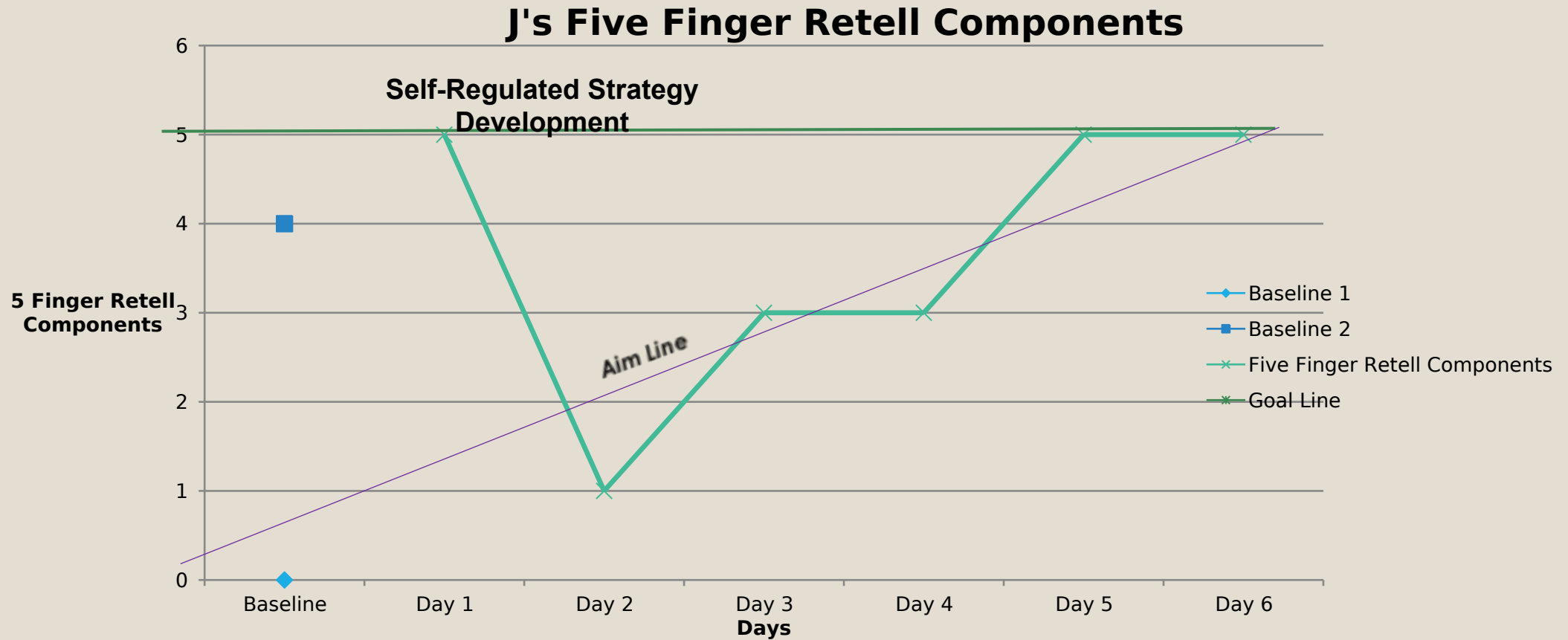
Date of Observation	Number of times the student eloped from an activity in a day	Intended Location (i.e. computer or window)	Additional Comments
2/23/18	2	Window in the classroom	
2/26/18	3	Window in the classroom and computer	

# Overall Academic Graph

## J's Reading Comprehension



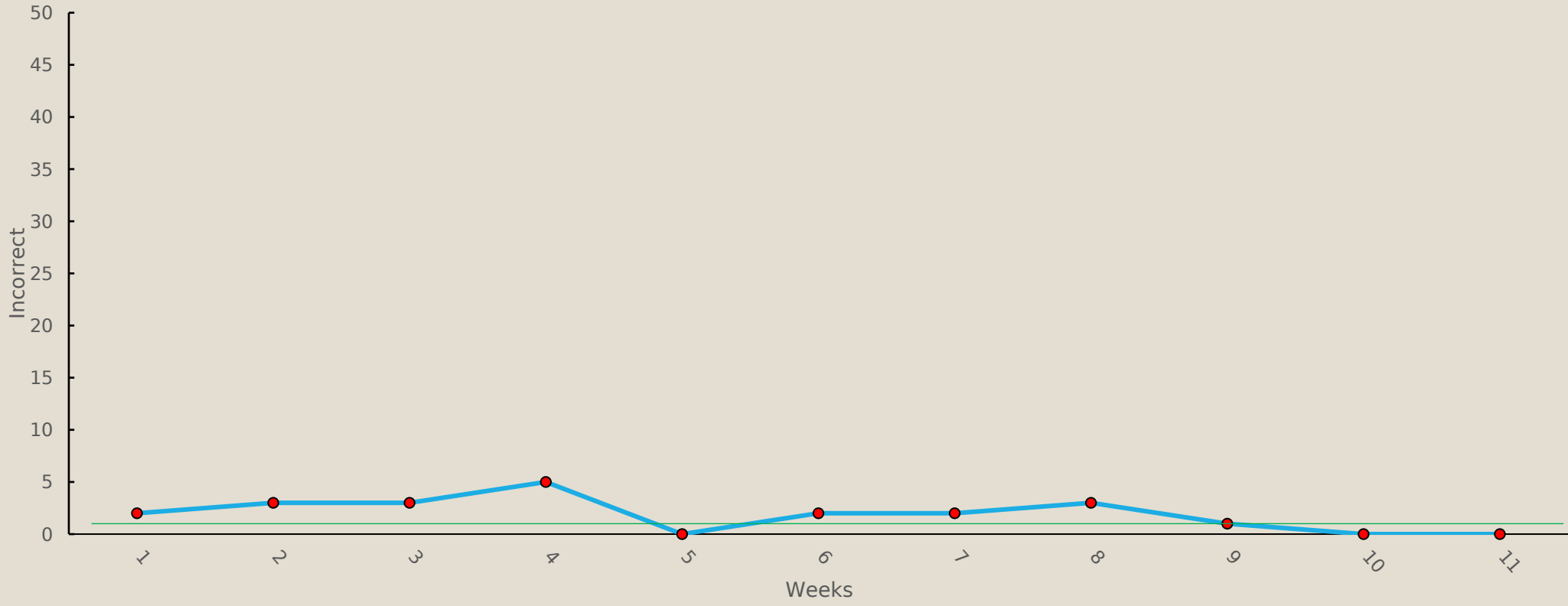
# Academic Graph





# Behavior Graph

Incorrect Behavior



# Summary

## Academic

- J has made progress with the 5 Finger Learning Strategy and it has increased his comprehension of the book we read together.
- He met his goal of retelling all 5 components.

## Behavior

- A has made progress in decreasing her eloping behavior since I started my intervention.
- She has met her goal of having 0 behaviors during group/theme time once.

# Overall Performance

## Academic

- Once I incorporated the 5 Finger Learning Strategy, J's performance of comprehending the story increased.
- He enjoyed working with me during LLI and reading the books together.
- When we started a new book (*Eggs*) his retell of the story decreased because we only practiced utilizing the strategy once on this book.
- I am confident that his retell of this story will increase as he applies the strategy to this story multiple times.

## Behavior

- A's eloping behavior increased over a few weeks because her previous TSS moved onto another job.
- The staff used the following interventions to prevent A from eloping from the tasks: blocking, closing the blinds to the windows, covering the computers and providing reinforcement for acceptable behaviors.
- With the help of these preventative measures and the arrival of her new TSS.

# Recommendations & Reflection

## Academic

- Continue with 5 Finger Learning Strategy for all the fiction books in LLI
- Complete the activities in the LLI book along with the strategy.
- J really enjoyed working with me and using the 5 Finger Retell Strategy for each book. I learned that having a positive rapport with the students helps the lesson go well and remain engaging.

## Behavior

- Continue to have a one on one adult (TSS) with her for consistency.
- Block when she tries to elope from the activity.
- Use reinforcements to keep her engaged and motivated for the task.
- I learned that students like A need consistency with her intervention and support staff. A really likes to have someone with her to help throughout the day.