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## **Content Knowledge: Inquiry-Based Learning (IBL) Task #2**

### **Question:**

**What are some differentiation strategies for students with emotional and behavioral disorders?**

### **Background:**

“Kristina” is a current 6th grader, 11 year old, at Wheeler Middle School who came from Wheeler Elementary School. Kristina is sweet, quiet and well-mannered. Kristina is always kind and respectful to adults and has gained great rapport with her current teachers. Academically, Kristina benefits from receiving supports throughout her day in Language Arts and Math but is able to keep up with the general education pacing fairly well. Kristina has a strong work ethic and continues to try to complete a problem even if she is confused. Kristina will seek help from the teacher once she has tried it first on her own. Kristina has an excellent foundation of skills in both Math and Language Arts but does need repetition of new concepts. In addition to special education services, Kristina also receives speech/language, counseling and ELL services. Kristina is quiet during class and does not usually raise her hand to participate, even though her work is correct and complete. Kristina will participate in group work, however will not speak to group mates. When Kristina speaks to others, she speaks softly and often with her hands over her mouth.. Kristina enjoys eating lunch in the classroom and usually does not eat with her peers even when encouraged. She has previously moved from out of country approximately 5 years ago and part of a military family. Previous reports state that Kristina struggles with anxiety, inattentive ADHD, and extreme introversion. It appears that overall, Kristina is content, calm and confident amidst her peers, but prefers to keep to herself.

# **IFSP/IEP Goals**

## **STANDARD AREA:**

### **CCSS: MATHEMATICS: GRADE 6**

The Number System: Apply and extend previous understandings of numbers to the system of rational Numbers

**6.NS.8** Solve real-world and mathematical problems by graphing points in all four quadrants of the coordinate plane. Include use of coordinates and absolute value to find distances between points with the same first coordinate or the same second coordinate.

## **MEASURABLE ANNUAL GOAL:**

Within one IEP year, Kristina will be able to solve real-world word problems by graphing points in four quadrants of the coordinate plane using absolute values to find distances between points with the same first coordinate or the same second coordinate with 80% accuracy.

## **BENCHMARK/SHORT-TERM OBJECTIVE:**

-Within one IEP year, Kristina will be able to independently read and solve real-world word problems by accurately graphing points in a coordinate grid with at least 85% accuracy.

-Within one IEP year, Kristina will be able to solve real-world word problems by accurately graphing points on the coordinate plane using absolute value of distances between points with the same X coordinate or the same Y coordinate with at least 80% accuracy.

## **STANDARD AREA:**

### **CCSS: LANGUAGE ARTS: GRADE 6**

Writing: Text Types and Purposes

**6.W.1** Write arguments to support claims with clear reasons and relevant evidence.

a. Introduce claim(s) and organize the reasons and evidence clearly.

b. Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.

c. Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.

d. Establish and maintain a formal style.

e. Provide a concluding statement or section that follows from the argument presented.

## **MEASURABLE ANNUAL GOAL:**

Within one IEP year, Kristina will be able to write arguments to support claims with clear reasons/evidence by writing coherent and complex sentences especially in her reasoning to support her claim(s) and evidence with at least 75% accuracy.

**BENCHMARK/SHORT-TERM OBJECTIVE:**

-Within one IEP year, Kristina will be able to organize her reasoning with logical sequencing in a CER (claim, evidence, reasoning) response paragraph with at least 75% accuracy.

-Within one IEP year, Kristina will be able to elaborate on her writing by including accurate and more complex sentences in a CER (claim, evidence, reasoning) response paragraph with at least 75% accuracy.

# **Strategies for Individualized Learning**

1. Small group instruction
  - a. This student would benefit from small group instruction depending on the content at hand. For instance the child would benefit from small group instruction or pull them to a back table to work with a smaller group particularly on a large reading block. There are many of my students who are at a lower reading level, therefore she would be with other students and would not be singled out. Pulling Kristina out for small group reading gives us a chance to make sure she is understanding the concept and being able to check for comprehension as we go.
  
2. Culturally relevant teaching, thematic instruction
  - a. We try to incorporate a variety of themes and cultures into our teaching. Throughout the year try to bring back the relevance to what relates to them. When trying to explain certain concepts to the student bring it back to where they are from. In this instance talking about moving (majority of kids move at SOME point in their lives- either cities or even down the street), differences in cultures (moving countries), or talking about being a part of the military culture (also heaving in moving). Being able to discuss change and each individual topic can relate to them.

# Modifying Instruction

## **MEASURABLE ANNUAL GOAL:**

Within one IEP year, Kristina will be able to write arguments to support claims with clear reasons/evidence by writing coherent and complex sentences especially in her reasoning to support her claim(s) and evidence with at least 75% accuracy.

Kristina would also benefit from **modeling, rehearsal, and feedback**. I would first show Kristina a good example of an argumentative essay. Breaking down each section of the essay (Intro paragraph, body paragraphs, concluding paragraph), with a heavy focus on the body paragraphs and selecting evidence. After this, I would have her draft an essay on her own, providing outlines for her to help direct her. After I would read her draft and then provide positive yet constructive feedback. From this feedback she would then make edits for the final product.

This student would benefit from **sequential prompting**. Most to least prompting talk about how we could provide less instruction over time. For instance in terms of selecting evidence- at first I would provide the quote or evidence for her. Next, I would select it with her. Then, I may have her select it on her own but check it. Lastly, I would have her independently select a quote.

# **Reflection**

## **1. How can I apply the new knowledge I obtained from my research in the real world?**

This knowledge is applicable because this is a current student I have. I feel like breaking down her IEP and figuring out what new techniques I could try will really benefit the student. I think doing the same type of research for every student and finding more evidence based practices would be very helpful.

## **2. What are the most important things I now understand more deeply about the issue I investigated?**

One of the most important things we obtained was making sure everything you do is purposeful and relevant. Start with the standard, make a goal, make steps to get to the goal, how to achieve those small steps, and then how to make that obtainable for each child.

## **3. Why was it important to inquire about this issue?**

This is extremely important to inquire about because it applies to both special education and general education. There are students with behavioral and emotional issues and they learn differently. That is why all educators should inquire about different techniques and methods for their students.

## **Resources**

Jaelin Lim 6th grade Inclusion teacher, Wheeler Middle School, Interview

“Prompting Sequence Tip Sheet.” *Tennessee Behavior Supports Project*,  
[tennesseebps.org/wp-content/uploads/2016/12/Prompting-Sequence-Tips.pdf](http://tennesseebps.org/wp-content/uploads/2016/12/Prompting-Sequence-Tips.pdf).

Ryan, Joseph, et al. “Evidence-Based Teaching Strategies for Students With EBD.”  
<https://www.mona.uwi.edu/Cop/Sites/Default/Files/Resource/Files/EvidencedBasedTeachingStrategies-EDC.pdf>, 2018.

The Room 241 Team. “5 Tips for Handling EBD Kids (Emotional Behavior Disorder) in an Inclusive Classroom.” *Room 241*, 26 Jan. 2013,  
[education.cu-portland.edu/blog/classroom-resources/5-tips-for-handling-ebd-kids-emotional-behavior-disorder-in-an-inclusive-classroom/](http://education.cu-portland.edu/blog/classroom-resources/5-tips-for-handling-ebd-kids-emotional-behavior-disorder-in-an-inclusive-classroom/).

The Room 241 Team. “6 Strategies for Teaching Special Education Classes.” *Room 241*, 23 Jan. 2013,  
[education.cu-portland.edu/blog/classroom-resources/6-strategies-for-teaching-special-education-classes/](http://education.cu-portland.edu/blog/classroom-resources/6-strategies-for-teaching-special-education-classes/).