Attuning a Student Case Study

COURTNEY

Third Grade Student

All Kinds of Minds®

Case Study Instructions

Ideally, when learning the Attuning a Student process, participants will have the opportunity to implement the process from start to finish with one of their current struggling students. However, we realize that this scenario is not always feasible. For these participants, we have provided the enclosed case study to simulate a "real" student to the extent possible.

Using the case will help you understand and practice each of the stages of the process.

This case study packet includes the following materials:

- Narrative about the student (Courtney)
- Completed Parent's View for Courtney
- Completed Student's View for Courtney
- Completed Teacher's View for Courtney
- Several work samples from Courtney

Complete the following steps with this case study prior to the next *Attuning a Student: Process and Tool* module session*:

**NOTE: If you are using this case study for the online* Making Sense of Data *module, complete these steps before you begin that module.*

1. Read the case study narrative about the student and skim the enclosed Views and work samples to begin getting to know your case study student.

2. Log in to the All Kinds of Minds web site (www.allkindsofminds.org) and click on the **Attuning a Student** link. Click on **Enter the Attuning a Student Online Tool**.

3. Create your personal profile.

4. Create a record for your case study student.
   IMPORTANT NOTE: Assign the student the name "Case Courtney".

5. Assign respondents and Views as follows (the order in which you assign them is irrelevant):

   - **Courtney's parent:** Early/Intermediate version of the Parent's View

   - **Courtney:** Early Learner* version of the Student's View

     ** **NOTE:** The Early Learner version is geared toward 1st and 2nd graders and students at a beginner reading level. Courtney's teacher felt that even though Courtney is in 3rd grade, this version of the Student's View best matched her developmental level.*

   - **Courtney's teacher (assign yourself as a respondent):** Early/Intermediate version of the Teacher's View

6. Enter the data from the enclosed Teacher's View into the online tool.

   - **IMPORTANT NOTE:** The "General Strengths and Weaknesses" and "Affinities" sections of the Teacher's View are not completed. You will need to complete these two sections based on the "What You See in the Classroom" section of the case study narrative. It is not necessary for you to complete the "Strategies that you have tried" part of the "General Strengths and Weaknesses" section.

- Not all sections of the Teacher's View were completed for Courtney. However, all sections – even those that were not completed – are provided in this packet for your reference.

7. Log in as Courtney's parent (using the login information provided by the tool) and enter the data from the enclosed Parent's View into the tool.

8. Log in to the online tool as Courtney (using the login information provided by the tool) and enter the data from the enclosed Student's View into the tool.

PLEASE NOTE: When logging in as Courtney's parent and as Courtney, you will be acting as "Respondents" rather than as a "Profile Coordinator". Courtney's student record information will not be accessible from the Respondent screens.

9. Once you have entered and submitted the Teacher's, Parent's, and Student's Views, generate a Views Consolidation Report.

10. Print the Views Consolidation Report.

11. Mark up Courtney's work samples, noting aspects of the work that are strong and aspects that may indicate a weakness. Remember that, at this stage, your comments on the work samples should reflect *objective observations only*, not analysis or interpretations.

12. **If you are using this case study for the <u>on-site</u> *Attuning a Student: Process and Tools* module,** bring the case study packet and Courtney's Views Consolidation Report to the next module session.

    If you are using this case study for the <u>online</u> *Success for Puzzling Students: Making Sense of Data* module, be sure to have the case study packet and Courtney's Views Consolidation Report available when you begin the *Making Sense of Data* module.

PLEASE NOTE: Refer to the *Guide to Using the Attuning a Student Online Tool* for assistance in using the tool. This tutorial is available in **narrated online format** as well as in **PDF format** on the Attuning a Student home page.

Still have questions? Contact your All Kinds of Minds facilitator(s) or sa@allkindsofminds.org.

Courtney Narrative

BACKGROUND INFORMATION:

Courtney is in third grade. She is an only child. Her mother is highly concerned because Courtney's current teacher has described her as "never talking" in class. When her mother questioned Courtney about this, Courtney burst into tears.

"The teacher hates me," she said. "She is so mean. She is always mad at me." While Courtney's mother acknowledges that her daughter has always been a bit reticent, particularly in new situations, she indicates that Courtney has always been a verbal participant in class. Her lack of verbal participation worries her mother who believes that Courtney is more self-conscious than ever before.

Courtney's mother said that Courtney spends a lot of time at home playing computer games and doing challenging jigsaw puzzles. She said her daughter has always enjoyed arts and crafts and "any learning that is hands-on." Courtney does not seem to understand routines very well. Her mother feels that this results from the fact that they modify the family schedule weekly or monthly, based on her husband's work schedule.

Her mother says Courtney is "extremely sensitive," both emotionally and physically. Courtney "takes things seriously" when an adult says something to her, and often complains of stomachaches. Her mother reports that during the last two summers, Courtney's parents have arranged private reading and spelling tutoring for her.

Courtney does not like organized sports, but is a strong, agile swimmer and swims for pleasure. She also excels at gymnastics, which she does after school twice a week. Courtney has become an avid reader. However, her mother says that when Courtney talks about books she has read, she is "all over the place" and confusing to listeners. Her mother said she noticed similar "rambling" recently, when Courtney described a movie she saw with her cousin.

WHAT YOU SEE IN THE CLASSROOM:

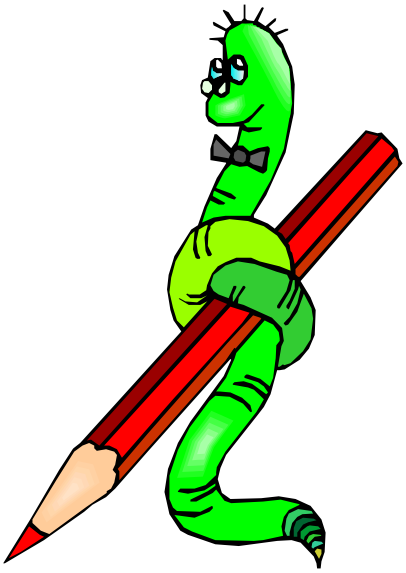
Courtney responds immediately to directions from her teacher in the classroom. For example, when the teacher prompts the class to prepare for a transition, Courtney swiftly ends her current activity and readies herself for the next one. When the teacher asks the students to put their work in the basket on her desk, Courtney is among the first to do so.

Courtney demonstrates good attention to visual detail, too. For example, she does well on the word-find activities that appear at the end of each spelling book chapter. This surprises her teacher since Courtney is not a good speller.

Courtney responds tersely to questions asked by the teacher. She will sometimes respond to a question with a nod of her head, indicating “yes” or “no.” For example, when asked if the Pilgrims had made great sacrifices to come to a new land, she nodded affirmatively. When a specific verbal response is necessary, she demonstrates great economy of expression, seeming to say as little as possible to answer the question. For example, when asked how one could tell that the Pilgrims and Native Americans had worked on their differences, Courtney replied “Thanksgiving.” She rarely volunteers to answer, nor does she spontaneously contribute to the discussion-at-hand.

When Courtney reads aloud, she points to each word, but demonstrates adequate decoding ability. When encouraged to read a passage aloud *with expression*, and prompted to attend to punctuation, she does not answer questions about the reading accurately. When told to read something silently and given as much time as she wants, her comprehension improves substantially. However, her teacher has observed that even when her reading is self-paced, as with homework reading assignments, Courtney answers questions requiring factual recall with more ease and accuracy than she answers questions requiring inference or prediction. For example, she could remember the names of several weather instruments (anemometer, barometer, thermostat) from her science reading, but could not explain how meteorologists know when a hurricane will strike, despite an exciting demonstration by her science teacher the day before. During Silent Sustained Reading, Courtney maintained a rather somber demeanor while reading *Wayside School is Falling Down* (a humorous collection of tales). During her book discussion conference with the student teacher, Courtney remembered the character names, but did not seem to be aware of the puns and figurative language in the stories.

In math class, Courtney can perform computation quickly. In contrast, when the teacher presents mental math problems orally to the class she writes down her answers to orally presented mental math problems more slowly than do many of her peers. For example, despite her solid knowledge of addition, subtraction and multiplication facts, she took an inordinately long time to solve the problem: “Jennifer went to the store to buy bubblegum. The bubble gum cost 40 cents a pack. Jennifer had a dollar. There were 5 pieces of gum in each pack. How many packs could she buy?”



Think of an exciting event you recently experienced. Describe it so that someone reading your paper could imagine being there.

NOTE TO CASE STUDY READERS: *Students began this assignment in computer lab and had three class periods to complete it.*

The Day My Mom Got Her Thumb Stuck in the Pasta Machine

Ring, Ring, Ring, went the phone. My best friend's mom answered the phone. Her mom said it was my dad, so she gave me the phone. My dad said "hi" and some other stuff but after a while I asked if I could talk to my mom. My dad said no, because my mom had to got to the emergency room because she got her thumb in the pasta machine. I felt as if I were going to die.

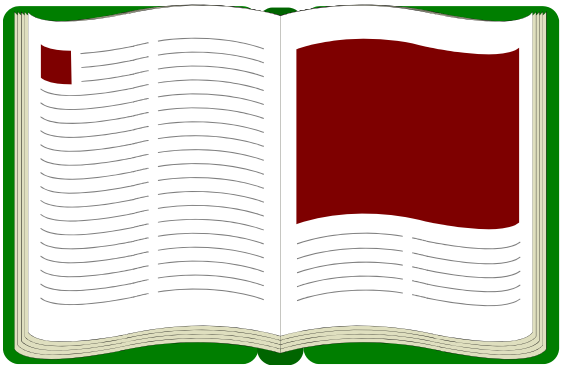
Finely I hung up the phone. My friend asked me what was wrong. I said my mom got her thumb stuck in the pasta machine and she had to go to the emergency room. My friend said it must of hurt. I said it must have hurt really bad and I was worried about her.

My friend and me were going to go to this place but it was closed. When we got back we barely had time to do any thing. Since we didn't have any time to do any thing so we just talked.

Finally my mom came. Her thumb was all wrapped up in bandages, I asked why it was so thick. My mom said they didn't have the right materials to put on it so they just wrapped it up with a lot of bandages. The last thing on her thumb was this metal thing. It was two shiny bars over on another. I think the bandages were at least 1 inch thick. Isn't that amazing. Well I think it is amazing.

My mom told me that the top kept coming off of the pasta machine so she just took it off. When the pasta was almost done. Her thumb got stuck in the machine and pulled out her thumb. My mom told my dad that she got her finger stuck in the pasta machine. So my dad took my mom to the emergency room and well that's all.

Courtney -
Good work organizing your thoughts and remembering what we learned about telling a story. Lets work on adding more details and description. Remember to read over your finished work to check for complete sentences, punctuation, and spelling. I hope your mom's thumb is better ☺



Reading Assignment:

Using "The Story of Thomas Alva Edison" that you read for homework, answer the following questions in complete sentences. You have 40 minutes to complete this assignment.

NOTE TO CASE STUDY READERS: *Reading this story was an ongoing homework assignment over several nights.*

Courtney: you made a good start! what happened? :)

The Story of Thomas Alva Edison Name_____

By Margaret Davidson

Pages 19-33

Directions: Answer each question in a complete sentence.

1. Describe how Thomas Edison became deaf.

Tom was once late for work the train pulling out of the station without. Tom he ran after the train he grabed the back a man saw him and came and grabed tom by the ears.

2. What types of sounds could Thomas not hear?

Tom could not here soft sounds.

3. Why did Mr. Mackenzie offer to teach Thomas to operate the telegraph?

Mr. Mackenzie thought Tom to operate the telegraph because he saved his sons life

4. What is a telegraph?

5. What was the advantage of being a telegraph operator?

6. Why wasn't Thomas happy in New York City?

7. What did Thomas Edison build in Menlo Park, New Jersey?

8. Why did the men Thomas knew laugh at him for building an invention factory?

_____

_____

9. Describe the "talking machine" that Thomas Edison invented?

_____

_____

10. Define phonograph: _____

_____

11. Why do you think people called Thomas Edison the wizard of Menlo Park?

_____

_____

_____

Ms. Mullen's Math Magic

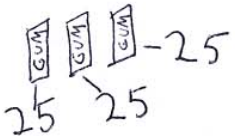
1. There were 6 students in my math magic class. Each student had 6 sharp pencils and 3 unsharpened pencils. How many sharp pencils were there?

~~6 + 6 + 3~~ 6
-3

How many pencils were there all together?

6 + 3 = 9

2. Chris went to the store. The bubble gum Chris wanted cost 25¢ a pack. There were 3 pieces of gum in each pack. Chris had one dollar. How many packs of gum could Chris buy?



Courtney:
I see that you are trying to use pictures. Good try - let's work on this more. ☺
Ms. M.