

Case Study #1 - Brian

<p>Present Level Data</p>	<p>Brian is a sixth grader with a specific learning disability in reading. According to recent evaluation data, his reading comprehension level when he must decode independently is four years behind that of his grade-level peers. He specifically struggles with oral reading fluency. He can currently read 26 words per minute correctly from a 2nd grade level text. He can answer 35% of comprehension questions about the text he has read independently. When grade-level material is read aloud to him (Listening Comprehension), he is able to understand the material and answer comprehension question appropriate for his age and grade.</p>
<p><i>What do we know about this student's specific learning needs?</i></p>	
<p>Grade-level Academic Standard(s) & General Access Skills</p> <ul style="list-style-type: none"> • <i>Which academic standards are most affected by the student's disability?</i> • <i>What access skills are required for every student to access the selected grade-level standard?</i> 	<p>6.RN.2.2: Determine how a central idea of a text is conveyed through particular details; provide an objective summary of the text.</p>
<p>Student Specific Access Skills</p>	
<p><i>What access skills will this student require to access the general education curriculum?</i></p>	
<p>Accommodations</p>	
<p><i>What services or supports may be provided in the GE classroom to increase access to the curriculum?</i></p>	
<p>Modifications (if Needed)</p>	
<p><i>In what ways must the GE curriculum be changed for this student to access the content?</i></p>	
<p>Specially Designed Instruction</p>	
<p><i>What teaching and learning must take place for this student to learn or improve needed access skills?</i></p>	