

Assignment 3: Position Paper

Purpose and Objectives

Throughout the course you will examine and analyze several special education case studies and eventually write a position paper that considers how you will best serve a student with disabilities in a specific classroom.

The case study you will write about in your position paper is taken from the IRIS Center's Encouraging Appropriate Behavior Case Study documents. **The final Level C Case Study from the IRIS center (p. 5) will be submitted as a position paper and is due by Module 6.** https://iris.peabody.vanderbilt.edu/wpcontent/uploads/pdf_case_studies/ics_encappbeh.pdf
(Links to an external site.)

The purpose of the paper is to describe your position on an issue and to provide a rationale for that position. The paper must be based on the evidence from the case studies. In addition, in your paper you must add your own voice and perspectives.

Expectations

The position paper must be written in APA format. You will answer the questions at the end of the case study to guide your writing. The questions are rewritten here for your convenience:

1. Create a priority list of two critical goals each for Patrick and Zach. **Make sure that your goals are measurable, observable, clear and specific (MOC).** They should also consider the students present levels of performance so that you can create a narrative about where your student currently is and where you would like them to go. **Please refer to the following websites for guidance:**

<https://www.understood.org/en/school-learning/special-services/ieps/how-to-tell-if-your-childs-iep-goals-are-smart> (Links to an external site.)

<http://www.wrightslaw.com/bks/feta2/ch12.ieps.pdf> (Links to an external site.)

2. Identify two or three strategies you could use to address the goals you listed. [1][SEP]
3. Provide a rationale as to why you selected these strategies. [1][SEP]
4. Choose **one strategy** to implement immediately and justify your selection and discuss what information you used to support this decision. [1][SEP]
5. Describe how you would implement this strategy if you were the classroom teacher, and any possible cautions or considerations that you should be aware of.

Logistics

The position paper will be 3-5 pages long and it will be submitted on Canvas. It is due in Module 6. The position paper should have the following elements:

Introduction

- Identify the issue
- State your position on the issue

Body

- Provide background information on the issue
- Use supporting evidence or facts to describe the issue
- Discuss both sides of the issue

Conclusion

- Suggest a course of action related to the issue
- Provide possible solutions and rationale for your choices

Grading Rubric: Position Paper

	3 Points	2 Points	1 Point	Points Earned/Comments
Timeliness	Submitted on time.	Submitted 1 day late.	Submitted more than 1 day late.	
Priority List of Two Critical Goals	Goals are prioritized and clearly written in observable and measurable terms.	Goals are prioritized and described.	Two goals are listed.	
Identified Strategies	Three strategies are identified.	Two strategies are identified.	One strategy is identified	
Rationale	Rationale supports the use of the three identified strategies.	Rationale supports the use of the two identified strategies.	Rationale	

port for Implemented Strategy	Justification is supported with citations from the Star Sheets and other peer-reviewed literature and or text.	Justification is supported with citations from the Star Sheets.	Justification is loosely supported.
Description of Implemented Strategy with Cautions and Considerations	At least one strategy is described in depth that: can be implemented immediately and is sufficiently justified.	At least one strategy is described and is partially justified.	At least one strategy is described.
	Discussion of implementation includes classroom context, student information, and two cautions or considerations.	Discussion of implementation includes classroom context or student information, and one cautions or considerations.	Discussion of implementation is unclear.



Encouraging Appropriate Behavior Level C • Case 1

Background

Student: Zach; Patrick

Age: 10.10; 11.4

Grade: 5th grade, 2nd semester; 5th grade, 2nd semester

Scenario

Patrick and Zach are fifth graders in Mrs. Anderson's class of 25 students. The class has 13 boys and 12 girls. Three students in the class have identified disabilities and receive resource room support. Zach is one of these students and has a specific learning disability in reading. He receives 30 minutes of resource room support daily to address reading goals. Zach likes math. He especially enjoyed the geometry unit the class just completed. He is typically a quiet worker during independent work time. It's not unusual for Zach to come in during recesses or stay after school to feed the class guinea pig.

Patrick, another student, likes participating in classroom skits and plays. He enjoys telling funny stories and being in the limelight. Patrick is an average student academically. He participates in community sports and especially likes softball. Other students say he "doesn't stop talking."

Mrs. Anderson is about ready to pull her hair out because of the growing number of disruptions that have been occurring in the classroom. Patrick and Zach seem to be magnets for these disruptions. Mrs. Anderson has observed that Patrick and Zach appear to be "at each other" constantly. Not only do they get off task at these times but the rest of the class is also drawn into spectator sport. Unfortunately, during these disruptions, little classroom work or instruction gets done. Mrs. Anderson has noted the following behaviors of concern:

Zach	Patrick
<i>Responds angrily to teasing by yelling back and sometimes even crying</i>	<i>Teases Zach (and, at times, other students) by name calling, making hurtful comments, etc.</i>
<i>Argues with Patrick</i>	<i>Calls out during class or gives unrelated or inappropriate information during class discussion when called on</i>
<i>Pushes Patrick if he doesn't respond to his requests or comments</i>	<i>Argues with Zach (or other students) when asked to stop teasing or halt other undesired behavior</i>



Assignment

1. Create a priority list of two critical goals each for Patrick and Zach.
2. Identify two or three strategies you could use to address the goals you listed.
3. Provide a rationale of why you selected these strategies.
4. Choose one strategy to implement immediately and justify your selection and discuss what information you used to support this.
5. Describe how you would implement this strategy if you were the classroom teacher, and any possible cautions or considerations that you should be aware of.