# M2: Scenario-Based Exploration

## Course

Special Education

## Location

Module 2

## Alignments

### Course Outcomes

 CLO II: Identify the 13 disability categories recognized by the Individuals with Disabilities Education Act.

### Module Outcomes

MLO 2.1: Explain common student characteristics, strengths, and needs for the 13 major categories of disability.

MLO 2.2: Determine appropriate instructional and other support strategies educators might employ after observing these characteristics in students.

### Specific InTASC Standards

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| **InTASC** | **Type** | **Specific Standard** |
| 1h | Disposition | The teacher respects learners’ differing strengths and needs and is committed to using this information to further each learner’s development. |
| 2h | Knowledge | The teacher understands students with exceptional needs, including those associated with disabilities and giftedness, and knows how to use strategies and resources to address these needs. |

## Assignment Instructions

### Purpose

One challenge that teachers experience is providing their students with the academic support they need to be successful without preemptively identifying them as having a disability. While it is important for teachers to recognize the strengths and needs of their students, it is equally important that teachers don’t diagnose their students as having a disability. In order to be properly diagnosed as having a disability, students must be evaluated using appropriate assessments specifically related to the disability type.

For this activity, you will have an opportunity to consider how you, as a teacher, would work to support a student in your classroom who is struggling but has not yet been diagnosed with a disability. Rather than assuming your student has a specific disability type, you are going to consider how you would support this struggling student. As you do this, consider the student’s strengths, needs, and ways to support their learning. Use the following guiding questions to guide your thought process: I see . . . I notice . . . I wonder . . .

### Task

#### Instructor Preparation for Activity

* Read through the scenarios provided so you understand the strengths and needs of the students represented in them.
* Assign scenarios to individual students or split the students into pairs to complete the activity.
* Give students time to review the scenarios and to develop their approach to the student’s scenario. Recommended: 5 minutes to review the scenario, plus 20 minutes to identify the students' strengths and needs, and ways they might be supported in the classroom.
* Remind students to refer to the chapters within module 2 to find classroom strategies.
* Give students an opportunity to share their findings with the class. Recommended: 15 minutes.

#### Student Directions

For this activity, you will work either by yourself or with a partner.

1. Read through the scenario you were provided.
2. Identify the strengths and needs of the student represented in the scenario and write down some strategies for how you might support this student in your classroom setting. Refer to the chapters within Module 2 to identify specific strategies that align with the strengths and needs you are noticing.
3. Prepare a brief explanation to share with the class.

## Scenarios

The following scenarios were generated from Microsoft Copilot (2024).

### Scenario 1

Claire is an eight-year-old second grader from New Jersey. Claire’s empathetic nature allows her to connect with peers emotionally. Despite academic setbacks, her resilience shines through. During silent reading, her imagination blossoms, creating rich mental landscapes. However, she struggles with reading aloud, as it negatively impacts her fluency. She also grapples with math concepts and doesn’t understand them without additional guidance.

As Claire’s teacher, you notice that she is struggling but does not have an IEP. How do you reconsider your strategies for teaching so that Claire can thrive in your classroom?

### Scenario 2:

Karl is a jovial eleven-year-old sixth grader from Florida. In class, students gravitate to Karl because he has a good sense of humor and tends to be outgoing in his interactions with friends. Despite having a pronounced stutter and difficulty pronouncing certain words, Karl talks a lot and participates during class discussions.

As Karl’s teacher, you notice that he is struggling but does not have an IEP. How do you reconsider your strategies for teaching so that Karl can thrive in your classroom?

### Scenario 3:

Landon is a quiet six-year-old first grader from Washington. Landon has excellent musical abilities and has been playing piano since he was three. His parents attribute this to his acute pitch detection, though sometimes his elevated hearing can make learning challenging. When things in the classroom become too loud, Landon tends to cover his ears to focus.

As Landon’s teacher, you notice that he is struggling but does not have an IEP. How do you reconsider your strategies for teaching so that Landon can thrive in your classroom?

## Reference

Microsoft. (2024). *Copilot.* [www.bing.com/chat.](http://www.bing.com/chat)