

Student Resources Packet: Instruction and Behavior Support Plan (Domain 3 – HLPs)

Case Study Profiles

Case Study 1: Emma (Grade 2)

Emma is a second-grade student with a learning disability impacting reading fluency and comprehension. She demonstrates strengths in oral language and enjoys group discussions. Academically, she reads at a beginning first-grade level. Behaviorally, Emma becomes easily frustrated during independent reading activities and occasionally shuts down. She responds well to positive reinforcement and enjoys technology-based activities like interactive reading apps. Her family is supportive but has limited availability due to work schedules.

Case Study 2: Jackson (Grade 6)

Jackson is a sixth-grade student with ADHD and an IEP for Other Health Impairment (OHI). He is performing at grade level in math, but struggles significantly in writing, particularly organizing ideas and maintaining focus during tasks. Behavioral records indicate frequent off-task behavior during writing periods. He excels in science experiments and hands-on learning. Jackson has a strong interest in sports and responds positively to structured routines and visual schedules.

Case Study 3: Tiana (Grade 9)

Tiana is a ninth-grade student with Autism Spectrum Disorder (ASD) who participates in a co-taught English Language Arts class. She demonstrates high levels of accuracy in rote memory tasks but struggles with inferential reading comprehension and written expression. Behaviorally, Tiana engages in self-stimulatory behaviors (e.g., tapping) when anxious and avoids participation in large group discussions. Her IEP goals focus on written communication and self-regulation strategies. She loves animals and participates in the school animal care club.

Explicit Instruction Quick Reference Guide

- Begin with clear learning objectives.
- Use modeling with think-alouds.
- Incorporate guided practice with immediate feedback.
- Check for understanding frequently.
- Use cumulative review to maintain skills.

Behavior Support Strategy Checklist

- ✓ Behavior-specific praise
- ✓ Precorrection
- ✓ Visual schedules
- ✓ Proximity control
- ✓ Positive reinforcement systems
- ✓ Self-monitoring tools
- ✓ Choice-making opportunities

Progress Monitoring Template

Academic Goal Progress:

- Goal:
- Monitoring Tool:
- Frequency:
- Expected Outcome:

Behavioral Goal Progress:

- Goal:
- Monitoring Tool:
- Frequency:
- Expected Outcome:

Data Collection Notes:

- Summary of weekly observations and any adjustments.