

CENTER FOR EDUCATIONAL OPTIONS

JANE SPIELMAN, PH.D.
SPIELMANJANE@AOL.COM
917-496-1235

SUZANNE MARTEN, M.S.
CEOPTIONS@HOTMAIL.COM
646-319-5782

GNSS Student Case Studies
Menu of Supports

As staff strive to meet the diverse academic and social-emotional needs of the students at GNSS, case studies can be a useful tool for deep analysis and the development of new teaching approaches. This analysis and development of next steps is valuable not just for the identified students who puzzle us, but also for others who may have overlapping needs, strengths, and interests.

The following is a menu of supports available to staff as we collaborate to better understand the students and meet their needs:

Observation: Observe the identified student at work in your classroom and record some notes.

- What does he/she know? What can he/she do? What strategies does he/she use? Consider both academic knowledge and other interests and abilities.
- What gets in his/her way? What are lagging skills and unsolved problems? Consider the list on Ross Greene's ALSUP.
- Who does he/she choose to work with? Who does he/she work well with?

Work Samples: Collect some work samples from the student; some may be initial drafts or works-in-progress, some may be more finished products. Note what stands out in terms of abilities, knowledge and strategies. You may want to look at work from other content areas.

Outside Eyes: Ask Jane or Suzanne (Center for Educational Options) to observe and/or work with the student. This may include doing some perceptual development activities to learn more about how the student approaches learning and to engage in metacognitive conversations about what they do, how they do it, and what they think about it both regarding the perceptual development activities and academic tasks. You may want to observe the work. Set up time to consult with Jane or Suzanne after to discuss what you learn.

Modified Descriptive Review: Use the MDR protocol (Jane or Suzanne can facilitate) to present observations and work samples with your grade level colleagues in a grade level meeting. This will allow you to look at the student across content areas, with different teachers, and to analyze different kinds of work and activities. The process culminates in developing next steps – new things to observe, new ways of adapting instruction, and identified strengths and strategies to build on. You will also make connections to other students whose needs, strategies, and interests may overlap or be similar.