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FOR TRAINING ENHANCEMENTS
Peabody College at Vanderbilt University

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WHAT IS IRIS?

The IRIS Center for Training Enhancements is based at Vanderbilt University's Peabody College and Claremont Graduate University. The Center, supported through a federal grant from the Office of Special Education Programs (OSEP), creates enhancement materials and resources for college faculty preparing future education professionals and for professional development providers who conduct inservice trainings for current school personnel.

What Resources Does IRIS Offer?

IRIS training enhancements are designed to better prepare school personnel to provide an appropriate education to students with disabilities. To achieve this goal, the Center has created free course enhancement materials for college faculty and professional development providers. These materials can be used either as homework or as in-class or training activities.

STAR LEGACY MODULES

- Offer challenge-based interactive lessons
- Apply the *How People Learn* (*HPL*) framework (developed by John Bransford and colleagues)
- Translate research into effective teaching practices
- Produce significant learner outcomes

CASE STUDIES

- Include three levels of problems to solve
- Illustrate evidence-based instructional strategies
- Are accompanied by answer keys (upon request)

> **IRIS Topics Include**
>
> ● **Accommodations**
> ● **Behavior**
> ● **Collaboration**
> ● **Disability**
> ● **Diversity**
> ● **Learning Strategies**
> ● **RTI**

ACTIVITIES

Activities are created to accompany lectures and professional development training, to be assigned as independent homework, or to promote discussion. They cover a wide range of topics related to special education and disabilities.

INFORMATION BRIEFS

Information briefs are gathered from a number of sources and are included on the IRIS Web site to offer quick facts and details on a wide range of disability-related subjects.

WEB RESOURCE DIRECTORY

The Web Resource Directory is a search engine that helps users locate information about special education and disability-related topics available through other Web sites.

IRIS FILM TOOL

The Film Tool is a comprehensive database of motion pictures featuring or having to do with people with disabilities—some of them inaccurate or negative—as a means of stimulating discussions of popular depictions of disabilities.

ONLINE DICTIONARY

The Online Dictionary contains hundreds of definitions of disability and special education–related terms, plus cross-links between definitions for easier searching.

PODCASTS

IRIS downloadable podcasts feature audio interviews with some of the most knowledgeable experts in the field.

All IRIS materials are available at no cost through the IRIS Web site
http://iris.peabody.vanderbilt.edu

Instructor's Manual and Test Bank

for

Language and Literacy Disorders
Infancy Through Adolescence

Nickola Wolf Nelson
Western Michigan University

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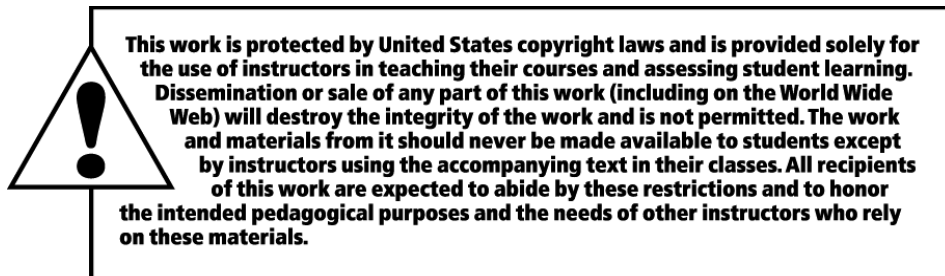
Contact information for author of both the textbook and Instructor's Manual (who is pictured on the dedication page as a child with her grandmother Wolf)—

Nickola Wolf Nelson, Ph.D., CCC-SLP
Professor, Department of Speech Pathology & Audiology
Director, PhD in Interdisciplinary Health Sciences
Western Michigan University
1903 W. Michigan
Kalamazoo, MI 49008-5355

Nickola.nelson@wmich.edu

Suggestions for improving subsequent editions of the textbook or Instructor's Manual, as well as information about any errata, are welcome.

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Chapter 1: Frameworks for Guiding Practice

CHAPTER AT A GLANCE

LEARNING OBJECTIVES

After studying this chapter, students should be able to:
- Discuss the importance of questions to scientists, clinicians, and language learners.
- Formulate EBP questions using the PICO framework.
- Apply the four questions of context-based language assessment and intervention.
- Differentiate models describing communication processes, needs, and opportunities.

SECTION NOTES FOR INSTRUCTORS

Importance of Asking Good Questions (p. 4)

The purpose of this section is to encourage students using the textbook to approach their reading with questions in mind that will help them to construct deeper meanings and to use the analysis, synthesis, and evaluation processes that are at the higher end of Bloom's taxonomy.

• Questions and Evidence-Based Practice (p. 4)

Help students understand that this course is a step in teaching them the *process* for conducting evidence-based practice. It is not that they will learn all the answers, but they will acquire tools for continuing to learn. This includes being able to ask:
- **Background questions** about the nature of language/literacy disorders and related conditions
- Foreground questions (PICO questions) for designing intervention for a particular child.
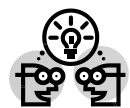
Exercise idea. Assign individual or small groups of students to prepare clinical notebook handouts based on *background questions* that summarize diagnostic criteria, appropriate formal and informal assessment procedures, and related background information about each of the special populations covered in Part II of this textbook. Have them also practice formulating relevant *foreground questions* using the PICO framework and then complete the first three (ASC) steps of the 5-step EBP process summarized below, perhaps using one or more of such summary/synthesis sites as the following:

- http://guideline.gov/browse/guideline_index.aspx
- http://www.cochrane.org/reviews/en/ab003681.html
- http://www.campbellcollaboration.org/ECG/titles.asp
- http://ies.ed.gov/ncee/wwc/quickreviews/Afterschool/index.asp

Encourage students to use the ASC-A-E mnemonic to be store the 5-step process for conducting EBP in long term memory:

- **A**sk a question that is relevant to meeting a particular client's or group's needs.
- **S**earch for available evidence.
- **C**ritique the quality of the evidence.

- **A**pply the evidence to one's own practice.
- **E**valuate the effectiveness in terms of outcomes for a particular client or group.

Discuss the three legs of the EBP triad:
- Best research evidence
- Client values, abilities, needs
- Clinical expertise

Which do the students view as most critical, easiest to identify, most subject to bias?
Are there any essential components that are missing from this triad?
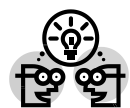
Exercise idea. Lead students in a discussion of a case study, such as Case Example 1.1 (p. 9), and have them indicate which of the three components is represented in that case example and to what degree. How does the Forest and Trees metaphor apply? [Example: The best research evidence might apply to a very specific "tree" and not to the other part of the forest in which a particular child's abilities and needs are better defined; a clinician's particular area of expertise or theoretical bias might blind him or her to other options that would be fit a particular family's cultural value system better.]

Model how to critique the quality of research evidence by providing several research article reprints and leading the class to discuss where it falls on the evidence pyramid (Fig. 1.2 on p. 6). Have the class look for specific indicators of research design strengths and flaws, and decide together where each study falls on the hierarchy:

- Meta-analysis of >1 randomized controlled trial (Ia)
- Well-designed randomized controlled study (Ib)
- Well-designed controlled study without randomization (IIa)
- Well-designed quasi-experimental study (IIb)
- Well-designed non-experimental study (e.g., correlational or case study) (IV)
- Expert committee report, consensus conference, clinical experience of respected authority (V)

•

Questions, Attention, and Collaboration (p. 9)

Ask students to differentiate *expert models of consultation* (e.g., one-way communication, directives about what to try rather than discussions, may involve professional jargon, may lead to resistance on the part of those who must carry out someone else's plan) from *collaborative models of consultation* (e.g., starting with a blank slate, discussing ideas, mutually defining and prioritizing problems to be addressed, everyone's input counts).

Be sure that students can identify examples of each of the **three types of goal setting and group problem solving**, and not just match the definitions with their labels (although that level of knowledge is a start):

1. **Competitive goal setting** (*negative interdependence*): Members perceive that they can obtain their goals if, and only if the others fail to attain theirs.
2. **Individualistic goal setting** (*no inter-dependence*): Actions of one team member are unrelated to those of another.
3. **Cooperative goal setting** (*positive interdependence*): Members perceive that they can attain their goal if and only if the other team members attain theirs.

Can they indicate which would be most likely to be used by *multidisciplinary teams* (competitive or individualistic) as compared with *interdisciplinary* or *transdisciplinary* teams (cooperative). [Team models are discussed further in Chapter 4 and are illustrated in Figure 4.2 on p. 94.]

Contextualized Assessment and Intervention 13

• **Ethnographic Approaches 13**

Ethnographic Approaches

- *Ethnographic interviewing* involves strategic questions to gain perspectives of others.
- *Participant observation* involves watching and interacting to interpret social -cultural rules for participation and interaction.
- *Studying artifacts* involves analysis of products for evidence of strengths and needs.
- *Interpreting* multiple sources of data involves looking for deeper meanings and points of agreement, then asking informants whether interpretations match perceptions, a process ethnographers call *triangulation*.
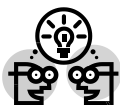
Exercise idea

Have students conduct an ethnographic interview either with a parent or an actual client, or with a colleague or friend, with the purpose to gain insights into a situation of concern from the other person's perspective. Students can be asked to transcribe the interview and identify the types of ethnographic questions they used and how well they worked. They should be encouraged to critique their performance as interviewer and describe what they learned and what they plan to do differently in the future. (See Table 1.2 on p. 16 and Case Example 1.3 on p. 17 for ideas.)

• **Four Questions of Context-Based Language/Literacy Assessment and Intervention 19**

Curriculum-Based Language Assessment and Intervention		
Question	What it yields	Procedures
1. What language skills are required?	Expected Response [ER]	Consider language skills and strategies that effective language users employ.
2. What does the student currently do?	Observed Response [OR]	Describe by working with the student using dynamic assessment procedures.
3. What might the student learn to do differently?	Mismatch between ER ⚥⚥ OR	Establish instructional goals and benchmarks to target mismatch.
4. How should curricular task be scaffolded?	Bridge from OR ⚥ ER	Use dynamic assessment to design scaffolding and task modifications (if necessary).

Help the students conceptualize and store in long-term memory the four questions of context-based language assessment and intervention that will appear in different forms throughout this book. Help them also see how the questions could be used with clients across the age-span to make intervention more relevant to the important contexts of the clients' lives.

Make sure that students can differentiate the basic question underlying **curriculum-based assessment** in general ("Has the children learned the XXX curriculum?") from the basic question underlying **curriculum-based *language* assessment** ("Does the child have the language/literacy and executive function skills to learn the XXX curriculum?").

Exercise idea

Have students read a section of a children's textbook (or listen to a section read aloud) and retell the material in their own words to a partner. Then ask them to reflect on the language and information processing strategies they used to organize the information for retelling. It is this "getting inside the head" skill that they will need to think about the *expected response* to any curricular activity or other contextualized communication event (e.g., joining a play group in a preschool classroom). Once student clinicians can analyze the complex communicative demands of any interactive event, they will be better prepared to conduct a participant observation to describe a child's *observed response*, and know what aspects of the interaction to scaffold to close gaps between the observed response and the expected response. [An example of this type of analysis can be found in Chapter 12, Figure 12.8, p. 366. Slides with the original material from which this case example was drawn are included in the PowerPoint slides for Chapter 4, when the pinball wizardry model is introduced.]

The fifth grade textbook excerpt reads as follows:

Excerpt from "A Voyage that Changed History," Read Aloud by Clinician
Have you ever read a book over and over again? About 500 years ago, Christopher Columbus did. The book told of faraway countries where people dressed in brightly colored silks. It described a beautiful gold palace. The book had been written by an Italian named Marco Polo in 1298, more than 150 years before Columbus was born. It described the 17 years Marco Polo spent in India, China, and Japan. Columbus hoped one day to see those Asian countries for himself. In the 1400s, however, the trip to Asia was as long and difficult as it had been in Marco Polo's day. The only routes Columbus knew crossed huge deserts and tall mountains. Still, Columbus felt sure there was a faster, shorter way to Asia. He planned to find it.

<u>Examples of one child's observed responses (OR) in both oral and written retelling tasks</u>
Transcript of Samantha's Oral Retelling
$ Samantha
+ Grade: 5th
+ CA: 11;3
+ Oral retelling
S Columbus, he um.
S Columbus was sail/ing Marco Polo to Asia.
S And he was try/ing to find a different route / to Asia and >
S A hundred year/s they spent.
S A hundred something year/s they spent in India or something>
S Somewhere around there.
S And um>
S Can't remember.

Transcript of Samantha's Written Retelling
$ Samantha
+ Grade: 5th
+ CA: 11;3
+ Written retelling
S   Columbus {Clumbus} sail/ed to Asia {Aisa} with {whith} Marco Polo {Marko Polo} I think in the 1800 hundred/s {hunderes} for 100 and some then 1 day/s they stay/*ed in India {Indan}.
S   Columbus {Clumbus} found a different {diffent} route {rout} to Asia {Aisa} than {then} the other one {won} he had.
S   Columbus {Clumbus} was look/ing for gold {Gold} and other thing/s.

Note: These samples are transcribed using the conventions of Systematic Analysis of Language Transcripts (SALT), developed by Jon Miller and his colleagues at the University of Wisconsin-Madison. Student copies of this program can be obtained at the web address at the end of this paragraph. Learning to use this software can provide a valuable assessment tool and helps students acquired knowledge for dividing bound inflectional morphemes, e.g., with /3s (third person singular), /z (possessive), and /s (plural). For school-age students, it is wise to begin each T-unit on a new row. For SALT to count the number of different word roots (NDW) accurately, words must be spelled traditionally, but then student spellings can be maintained, without inflating word counts, by placing them in "curly brackets" { }.
http://www.saltsoftware.com/

• **Summary 20**

World Health Organization Definitions 20

• **International Classification of Functioning, Disability, and Health (ICF) 20**

• **Application of ICF Categories to Language Disorders 21**

Make sure students can relate the WHO levels to the three assessment models that are presented on p. 21. They should be able to recognize and correctly categorize examples of clinical activities that ask questions about:
▪ ***Communication Processes*** (body structures and functions that can be identified as areas of strengths or impairment)
▪ ***Communication Needs*** (specific contexts that are important to the child and family and present unique and demands for complex and integrated abilities)
▪ ***Communication Opportunities*** (social attitudes and participation opportunities that are controlled by others but may be modified in the process of systemic contextualized interventions)

ICF Organizational Structure

Body	
Function:	Structure:
Mental functions	Structure of the nervous system
Sensory functions & pain	The eye, ear, & related structures
Voice & speech functions	Structures involved in voice & speech
Activities & Participation	
Capacity:	Performance:
What the person can do without personal assistance or assistive devices	What person can do in the "current environment" with assistive devices or personal assistance
Environmental (Contextual) Factors	
Physical factors:	Social factors:
Products & technology	Attitudes, Relationships, Policies

• Summary 21

Chapter Summary (p. 22)

Discussion point. Lead a discussion on the phrase that appears at multiple points throughout this textbook: *Problems are not just within children, and neither are the solutions.*

EXERCISES *and* STUDY QUESTIONS (p. 22)

1. Using the PICO framework, formulate a question that is of particular importance to you.

2. Conduct ethnographic interviews with a parent and child about the child's special needs.

3. How would the four questions of context-based language assessment and intervention apply to a hypothetical high school student whose reading decoding and comprehension difficulties are interfering with his ability to work independently in the history curriculum?

4. Define and describe the World Health Organization categories of impairment, functional limitation, and disability. Then relate them to three questions for guiding assessment about communication processes, needs, and opportunities for a child in your experience.

STUDY GUIDE

Note to students: These are just suggestions about how to organize your study of the material in this chapter. You should not view them as an outline of what will be on the test or a list of the only things in the chapter that are important. You can solidify and evaluate your own learning by checking whether you are able to:

1. Be able to describe three reasons why the ability to ask good questions is an important skill for language clinicians and language scientists to hone.

2. What are the 5 steps of evidence based practices represented by the acronym ASC-A-E?

3. What three components are incorporated in most models of EBP?

4. Be able to place types of research designs and other evidence in a sequence that most clinical scientists would rank as representing highest to lowest scientific quality.

5. What about a randomized controlled trial makes it easier to credit the particular intervention for positive changes that may have occurred?

6. Make sure that you understand the meaning of the "forest and the trees" metaphor, and how it relates to the need for clinicians to be able to balance their attention on both whole systems and gestalts to parts of systems and component details.

7. Describe three ways that expert models of consultation differ from collaborative models of consultation.

8. What three types of goal setting models were described in this chapter and how do they differ in terms of the type of interdependence they encourage?

9. What role did the blank white board play in the pre-IEP meeting that enabled Mindy's parents, teachers, and clinician transition from competitive to mutual goal setting (see Fig. 1.3 on p. 13)?

10. Be able to describe the roles played by ethnographic interviewing, participant observation, collection of artifacts, and data interpretation in conducting comprehensive context-relevant language assessment and intervention services.

11. Be able to differentiate descriptive and structural questions used by ethnographic interviewers and to list examples of each (see Table 1.2 on p. 16).

12. What does the abbreviation WHO-ICF stand for?

13. Differentiate medical models and social models of disability.

14. List the four questions of context-based language assessment and intervention and construct a hypothetical example of how they might be used with a preschool-age child and with a high-school age child.

15. How do the three assessment models [communication processes model, communication needs model, and communication opportunities (participation) model] differ in their questions and methods?

TEST BANK

Note to Instructors: Most of these questions are available in the TestGen testbank. Many questions require students to integrate information from more than one part of the chapter, draw inferences, and apply information, so page references may not point to all that is needed to answer questions correctly.

Multiple Choice/Matching Questions

1. Match each goal setting model with its description. (pp. 11-12)

a) Competitive goal setting b) Independent goal setting c) Cooperative goal setting	1) An interdisciplinary team of professionals and parents have different views of the best placement for a child with a low IQ and language difficulties, but they decide to schedule another meeting to start fresh on establishing mutual goals at level on which all can agree. (Answer: c) 2) Parents bring a collaborative parent advocate to an IEP meeting to convince a special education assessment team to place their child in a neighborhood school rather than a center program the school team has recommended. (Answer: a) 3) Members of a multidisciplinary team come together to present their individual assessment results and recommendations for intervention. (Answer: b) 4) A speech-language pathologist, occupational therapist, developmental psychologist, and early childhood educator meet with a child's mother and father to discuss their child's special needs and priorities for intervention. (Answer: c) 5) Model that involves positive interdependence. (Answer: b) 6) Model that involves negative interdependence. (Answer: c) 7) Model that involves no interdependence. (Answer: b)

2. Which of the following is **NOT** one of the 4 questions for guiding contextually based language assessment and intervention? (pp. 18-19)
    a) What is the discrepancy between the child's language age and mental age in this context?
    b) What might the child learn to do differently to function more effectively in this context?
    c) What does the child currently do when attempting to communicate in this context?
    d) What modifications in the context might make it easier for the child to function more adequately?
    e) What does the context require?
        (Answer: a)

3. Match each of the following frameworks for classifying disability and guiding assessment to its description by picking one item from each list to fit the description. Note: each item requires two answers. (pp. 19-21)

List 1 a) Medical model of disability b) Social model of disability List 2 c) Communication processes model d) Communication needs model e) Communication opportunities model	1) Addresses environmental barriers to communication participation (Answers: b and e) 2) Disability is a feature of the person, which is caused by disease, trauma, or other disability (Answers: a and c) 3) Addresses problems in structure or function in child's language system (Answers: a and c) 4) Addresses difficulty in meeting the functional communication demands of important contexts (Answers: b and d) 5) Disability is caused by an unaccommodating environment and thus demands a political response and efforts to modify the environment to make it more accommodating (Answers: b and e)

4. The acronym ASC-A-E stands for which of the following? (pp.4-8)

   a) Assess, Stimulate, Comment, Assess again, Evaluate
   b) Ask, Search, Conduct, Assess, Experience
   c) Ask, Search, Critique, Apply, Evaluate
   (Answer: c)

5. Number the following descriptions of clinical intervention studies and reports, starting with "1" for the highest quality on the evidence pyramid, and ending with "4" for the lowest level of evidence. (pp. 5-7)

   a) A report by a group of experts who have extensive clinical experience (Answer: 4)
   b) A report of a study in which children are randomly assigned to a treatment or control group, which also receives some specialized attention (Answer: 2)
   c) A report of a study that shows that children have higher post-test scores after receiving a particular intervention (Answer: 3)
   d) A report of a meta-analysis of multiple studies that met accepted criteria for controlling threats to internal validity (Answer: 1)

6. Which of the following frameworks is most active in each of the following scenarios? (pp. 19-21)
   a) Communication processes
   b) Communication needs
   c) Participation
       1) How can we arrange transportation so that this third grade girl with cerebral palsy can take part in an after-school Girl Scout program? (Answer: c)
       2) What social skills does this student with autism need to develop to join a conversation at the lunch table? (Answer: b; It would be c if the focus were on working with the other children at the lunch table.)
       3) What levels of functioning are evident when we assess the phonemic and listening comprehension skills of this second grade student with Down syndrome? (Answer: a)

True/False Questions

1. According to the ASHA pyramid that describes levels of evidence, meta-analyses are considered more persuasive than a randomized clinical trial. (p. 6)
   (Answer: True)

2. An effect size is a measure of the degree of impairment for a particular child as mild, moderate, or severe. (pp. 5-6)
   (Answer: False, it is a statistical estimate of how much pre-post change can be attributed to a particular intervention or how much difference can be documented between two groups based on a particular diagnostic test, and can be interpreted as no measurable effect, small, medium, or large.)

3. An alternating treatment design is an example of a randomized controlled trial. (p. 8) (Answer: False, it is a type of single subject design in which a participant acts as his or her own control.)

4. Multiple baseline designs should target multiple language skills that are expected to be relatively independent of each other. (p. 8)
   (Answer: True, otherwise, the untreated behavior may increase along with the one targeted directly in intervention, and it will be impossible to know whether the intervention is responsible for the change.)

5. A situation in which a clinician recommends no additional speech-language services for a child whose articulation is corrected, but who has difficulty formulating sentences and complex discourse when speaking or writing is an example of missing the forest for the trees. (pp. 9-10)
   (Answer: True, the exclusive focus on articulation without considering the full picture of the child's needs is a good example of missing the forest for the trees.)

6. A situation in which a school district policy indicates that no child should receive language intervention services for more than two sessions per week because all of the clinicians are at maximum caseload is an example of missing the forest for the trees. (pp. 9-10)
   (Answer: False, this is a case of missing the trees for the forest; if every child's IEP is influenced by the same big picture problem, the requirement that plans be based on individualized students' needs is not being met.)

7. Ethnographic interviewing requires the clinician to follow a structured interviewing protocol using a set of predetermined questions. (pp. 14-18)
   (Answer: False, it is important to start with a framework of the types of descriptive and structural questions in mind, but to follow the interviewees lead and ask contingent questions that can add to the comprehensive picture from that person's perspective.)

Short Answer Questions

1. List the 3 components that should be brought into the decision-making process when attempting to conduct evidence based practice? (p. 4)
   a) _____
   b) _____
   c) _____

   Answers: Best research evidence,
               Client values, abilities, and needs
               Clinical expertise
      Note: Order and exact wording may vary

2. The acronym WHO stands for the: _____ _____ _____. (p. 19)
   (Answer: World Health Organization)

Essay/Discussion Questions

1. Using the PICO framework, formulate a question for an elementary school child who is having difficulty hearing the sounds in words and learning to decode words when reading, but who seems to comprehend when listening to others read aloud?

    Response criteria: Make sure that your answer includes all 4 PICO components and is an answerable question.
    Here's an example. Try labeling your parts as shown here:
    For an elementary school child who is having difficulty hearing the sounds in words and learning to decode words when reading [P], what are the possible outcomes in terms of hearing the sounds of words and learning to decode words [O] if an approach which builds on listening comprehension [C] is taken rather than enrolling the child in a twice weekly integrated intervention program that targets phonological awareness and word decoding [I]?

2. Using the PICO framework, formulate a question that is of particular importance to you.

    Response criteria: This answer will vary upon student interest, but it must include all 4 components of the PICO framework.

3. Which of the following would be an example of missing the forest for the trees? Which would be an example of missing the trees for the forest?

    Scenario A. Serena's teacher reported that she was concerned about getting all of the students in her class prepared to take the Statewide Test. Every student was required to do one hour of silent reading every morning, and Serena could not be pulled for language intervention services during that time even though the clinician was prepared to help her comprehend the text that she was reading in class.

    This one should be identified as "missing the trees for the forest" because decisions are made for the group as a whole without considering the possibility that Serena could be reading at a surface level only and not comprehending what she read. This problem could be resolved if the group could focus on the mutual goal of helping Serena comprehend what she reads and agree that the SLP's time with Serena during the reading block would be aimed at facilitating reading comprehension using curricular materials.

    Scenario B. Jason's clinician knew that he had problems with pragmatics and that pragmatics had something to do with turn taking in conversation. Most of Jason's pull-out therapy sessions consisted of playing "Go Fish" as a way to target turn taking ability. Meanwhile, Jason was being bullied on the playground by other children and did not know how to express his ideas in the group projects in his second grade classroom.

    This one should be identified as "missing the forest for the trees" because the clinician has focused on a narrow aspect of the meaning of pragmatics and has addressed it in only a limited way, missing the bigger picture of how the pragmatic communication difficulties are affecting Jason's ability to participate on the playground and in other important academic contexts.

    Scenario C. Here's another example:
    Bobby's clinician knew that he had problems with spelling. He failed spelling tests week after week. The teacher wanted Bobby to stay in the classroom to practice the spelling games with the class which taught the students by rote how to spell the words on that week's spelling test. Bobby improved on his spelling grade, but he still did not learn the conventions of spelling and had spelling problems in all of his other writing tasks.

    This is another example of missing the forest for the trees.

4. What kind of problem solving is taking place when:
    a. Parents and a school district disagree about the frequency of pull-out services a child needs? *Answer: Competitive Goal Setting*.
    b. How might this team move toward cooperative goal setting?

    This team could move toward cooperative goal setting by finding a level they can all agree on and apportioning responsibilities to work on aspects of the problem in a thoughtful manner. They should also adopt the idea of "If you lose, I lose," so that they are encouraged to work collaboratively to achieve their mutual goals in order that everyone wins on the agreed upon goal.

5. What common themes are raised by the teacher, parent, and student in Case Study 1.3 that provide an area of triangulation, with independent mention by all three informants?

    Matt rushes through school work. He indicated that his goal for school was to not rush through his work, and both his parents and teacher stated that he rushes through work. Another area of concern involves his social skills. He and his teacher both commented that he gets into fights on the playground.

6. Identify two to three curriculum- or school-based contexts where participant observation might be valuable in gaining further understanding of Matt's needs and abilities.

    Participant observation should be used in the classroom, lunch room, and playground situations to see how Matt completes his school work and interacts with his peers.

7. What artifacts should you look for to help you understand the areas of greatest concern for Matt?

    Some artifacts that would be beneficial to study would be Matt's independent school work, spelling tests, written narratives, teacher report cards, and referrals from the playground.