

Running Head: Video Report #!

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### Video Report #1

(a) The video SLD Special Education Eligibility Meeting was a case of a student in 5th grade named Carmen. The video initiated with a Referral Meeting Summary about data and suspicions of challenges, concerns in her academic performances especially in mathematics. Scores of screening and intervention data, shows a gap in the area of math. A concern arose of the teams' suspicions of a disability impacting comprehension. The team decided that there is a chance of a memory and processing disability, reflected on her achievement testing compared to her peers.

(b) A question generated by the video was If the student is performing in an average range, regardless if it's low average, and she is receiving intervention, should the focus of this meeting shift to the types of intervention that are being provided to support her? My initial response to this question was my concern for the focus of the meeting. There weren't clear or specified techniques or strategies described on how the educators or supporting staff members would modify or provide services to Carmen based on the data. There was a heavy focus on what the child could or couldn't do ranking within an average range, though it was low average.

5 new terms or concepts associated with this video are interventions, screening, gap, disability, cognitive evaluation. Interventions are skill-building strategies that are designed to move special students to more advanced academic levels. Screening is an evaluation or an investigation that will provide information on the area of concern. Gap is an area that falls short of reaching an expected growth. Disability is a difference in responding in an average performance or procedure.

(c) Your subjective reaction to the video (opinion) and any questions raised- One paragraph My reaction to this video is based on the understanding that Carmen seems to need targeted support in memorizing her multiplication facts and making connections with composing and decomposing numbers. Most of the observations specify that Carmen likes to participate, and takes time to answer questions but her answers are not wrong. I believe that if we do not instill in our kids confidence it hinders their ability to grow. The noticings the group mentioned was a lack of math fluency, math calculation, math concepts, in multiplying and dividing. In my opinion, it makes sense for there to be flat lines or no progress in mathematics. even with intervention if the fundamentals of number concepts are not mastered. The discrepancies in the data analysis all show a lack of confidence and a missing piece in her math development all of which will affect her overall performance. Yet, her performance is in an average range, which is another reason why it is concerning that there is a push for cognitive screening without considering any emotional disturbance or character education etc. The great act of believing in the students and allowing them to rest assured that you do is the biggest push you could ever do. (Teach Special Education, 2011, 03:15–05:21). I see huge gains in the emotional social development of the child being that she is eagerly participating and pushing herself towards answering questions correctly, leaning in at 85% average.

(d) Viewing this video has allowed me to acknowledge the importance of involving the parent frequently. In many cases, the parents might not have a clue about what was being said because of the academic terminologies and concepts being mentioned. I believe continuously asking if they have questions or would like to add on to anything to be highly important.

#### Resources

Friend, M. Special Education: Contemporary Perspectives for School Professionals (5<sup>th</sup> edition).

SLD Special Education Eligibility Meeting. (2017, February 10). [Video]. YouTube.

<https://www.youtube.com/watch?v=gEDeAyMghUw>

Teach Special Education. (2011, October 26). [Video]. YouTube.

[https://www.youtube.com/watch?v=2XsaK3pWyII&feature=emb\\_logo](https://www.youtube.com/watch?v=2XsaK3pWyII&feature=emb_logo)