

### *Early Childhood Education*

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#### **The Problem:**

**Matt Brown**

**CA = 5.4**

Matt is one of six children who were left with their aunt and uncle; the parents indicated that they would 'get them when they could'. The uncle and aunt sought a court order for guardianship so they could enroll them in school. They were to undergo a probationary period with the courts to be sure they were fit guardians.

[Jon = 1.0; Matt = 5.4; Danny = 6; Brian = 10; Eddie = 14; Shawna = 16]

Later they moved to a different county. They moved into a camping trailer with extended family members (total of 18). They lived there for about six months until they moved into a three room house that they built; it had no water or electricity.

When the children started school, they were so hungry they could not get full. They would eat 2-3 breakfasts and start wanting to know when it was time for lunch. At lunch they would generally eat two helpings. After moving out of the trailer, they didn't appear to be as hungry; they received food stamps.

When he entered kindergarten, Matt was very quiet and would just sit and look. He could not accomplish any kind of lines with a pencil or color with crayons. He would stay by himself, not playing at recess, just looking. He would walk up and down & back and forth on the bleachers. When he got to the top, he'd always come back down the same way. If he talked at all, it was always about his brother Danny.

Matt smelled so badly at first that the other children in class wouldn't have anything to do with him. His mom said he'd wet the bed rather than get up and go outside. She would make him clean up his bed and wash his pants out if he messed in them. Some improvement has been shown. [Problem: didn't use toilet paper]

Initially he would stay in his chair and not talk. Then he became a behavior problem – he talked out and constantly says "Ms. Flo, I'm done." He got out of his seat constantly. He went to the teacher's desk and touched everything. He could be told repeatedly not to do something; he continued doing it (e.g., talking; touching). He required one-on-one attention to get him to do anything.

He never acts like he is listening to a story. He will start talking out loud about anything. He never talks to children about anything they talk to each other about. He can associate a few colors when he is told to find 'green' – the color of grass or 'red' – the color of apples. He can follow a color-coded slash on each balloon, if you hand him one crayon at a time. He cannot write his name; he has a very difficult time following dotted lines.

**Matt Brown**  
**Additional Information Provided during the term**

Guardian's Rating of Child's Ability

Unable to ...

Name 5-10 colors

Count to 10

Recognize numbers to 10

Some upper/lower case letters

First or last name

Button clothing

Tie shoes

Tell right from left

Seems to lose balance easily

Kindergarten Performance & Observations (As of February)

Colors if given one-on-one assistance

Won't listen to a story

Limited oral expression

Concept of like/different (doesn't comprehend)

Brigance Kindergarten Screen (As of March)

Knew:

First name

Age

Can name nouns when shown pictures (cat, dog)

Rote count to 2

Identified body parts – chin, fingernail, elbow, ankle, shoulder, jaw

Followed 2 step directions

Established right-handedness

Unable to do ...

Colors

Visual discrimination of symbols

Visual motor copying

Hop two hops on one foot or on either foot

Stand with either foot with eyes closed momentarily

Hold pencil correctly

Articulation of sounds:

Unable to say ...

V, j, l, unvoiced th, voiced th, gr, dr, kl, fr, skw, sl, st, tr

**Problem-Based Learning Activity**  
**Early Childhood Education Problem: Matt Brown**  
**Assignment Sheet – Fast Track Summer Class**

**June 30, 2005**

**Getting to Know Matt Brown**

Faculty: Dr. Bagstad

Distribute initial information about Matt Brown.

**Your Task:**

Students construct a KWL Chart, citing what they KNOW based on the information given.

**July 1, 2005**

**Artifacts to Assess**  
**(Cooperative Activity – Outside of Class)**

Mrs. Sorteberg will distribute the artifacts you are to review.

**Your Task:**

Discuss if OR how the artifacts affected what your group had discussed regarding Matt and his potential disability/disabilities.

**July 8, 2005**

**Ask Your Questions Day**

Faculty: Dr. Bagstad

**Your Task:**

Make a list prior to class – What do you WANT to know?

[Dr. Bagstad will answer questions at 1:00 p.m.]

**July 9, 2005**

**Activity # 1: Create an Inventory List**  
**(Cooperative Activities – Outside of Class)**

**Your Task:**

Divide all of the information you have received about Matt Jones into these categories:

Cognitive

Social

Emotional

Gross Motor

Fine Motor

Speech/Language

Submit to Dr. Bagstad on July 12<sup>th</sup>.

**Activity # 2: Make a Decision**  
**(Cooperative Activities – Outside of Class)**

**Your Task:**

What decision did your group make regarding Matt's certification (i.e., visual impairment; hearing impairment; emotional/behavioral disorder; communication disorder; learning disability; mental retardation; autism; traumatic brain injury; attention deficit hyperactive disorder; physical disability; other health impairment (e.g., diabetes, seizures, HIV/AIDS, asthma).  
Be ready to verbally share your decision on July 12<sup>th</sup>.

**July 12, 2005**

**PBL Curricular Modification**

Faculty: Dr. Bagstad

**Your Tasks:**

Type a paper answering the following questions prior to class. (Use the five headers as designated.)

Be ready to discuss your conclusions and modifications.

Submit to Dr. Bagstad at the conclusion of the class period.

**Disability Represented:**

What type of disability or disabilities best characterized Matt?

**Rationale:**

Why?

Cite evident from the materials distributed about Matt as well as the answers to questions from Dr. Bagstad.

Cite support from research (e.g., EDUC 337 textbook; other sources)

**Unit Overview:**

Briefly identify the unit that was created in EDUC 333 or 334.

**Task Adaptation:**

Identify the task from the unit that you wish to adapt to meet Matt's needs and outline how your group adapted the task.

**Justification for Adaptation:**

Justify why your group chose that particular adaptation.