

Iowa Acceleration Scale Considerations for Gianna*

*Note: These are ONLY considerations for this individual student

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| Section 1: General Information | None | |
| Section 2: School History | None | |
| Section 3: Critical Items | None | |
| Section 4: Ability | Individual Intelligence Test seems to be a much more accurate measure (versus CogAT) | |
| Section 5: Aptitude | None | |
| Section 6: Achievement | None | |
| Section 7: School and Academic Factors | | |
| Item 4 Motivation | Level of challenge seems important; resistant when learning experiences perceived as repetitive, low level, low interest | X |
| Item 5 Attitude Toward Learning | See Item 4 concerns Choice experiences are well received; prefers NOT to look different so can resist differentiated formats/experiences; Dislikes mathematics (lacks natural talent possessed in language arts and creativity) | |
| Item 6 Participation in Extracurriculars (School) | Communication deficits impair ability to rise as leader; personally doesn't seem to want a leadership role | |
| Item 7 Academic Self-Concept | Although not huge barrier, does not possess same confidence toward mathematical aptitude | |
| Section 8: Developmental Factors | | |
| Item 10 Motor Coordination | Difficulty with coordination | X |
| Section 9: Interpersonal Skills | | |
| Item 11 Emotional Development | In her chronological grades (1 and 2) there were a lot of behaviors that led to removal; struggles with criticism; emotional adjustment not aligned with academic ability | X |
| Item 12 Behavior | Negative behaviors result from frustration; lacks coping skills to minimize disruption; never purposefully disruptive | X |
| Item 13 Relationship with peers | Enjoys time alone; beginning to apply strategies of relationships from social work and other therapies; prefers older kids | X |
| Item 15 Participation in Extracurriculars (Non-School) | Communication deficits impair ability to rise as leader; personally doesn't seem to want a leadership role | |
| Section 10: Attitude and Support | None Prior discussions with her; incremental transition into experience | |

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Things that worked for us:

!!!Getting to know Gianna as a whole person. (I worked with her on a “novel” – long term meetings in an area of strength. She also became a library assistant.)

Worked as a team – NO decisions in isolation.

Listening to the family before, during, and after.

Kept her in grade level Brownies and gymnastics.

Collected a variety of assessment data (objective and subjective.)

Continued support services (e.g., para-assistance, social work.)

Changed social group membership to include older students.

Provided choice on certain days for grade level lunch tables.

Made note of IAS items that would naturally be deflated due to ASD.

Transitioning into grade skipping (with observation and team discussion) – reading first month, added writing after reading trial, and whole day after winter break.

Safety net period extended through the year. Log was kept that targeted academic, social, and emotional aspects.

What if ...

IAS maximum is 80 points. Accruing 57.5% of the points suggests whole grade is appropriate. Gianna’s complete IAS score was 50 – good candidate for whole grade acceleration. Good = 46-59. Gianna accrued 62.5% of the maximum.

For Gianna, five items were noted as key areas impacted by ASD.

If these five items are removed, maximum is now 64 points. Gianna’s score would be 53 of 64 approximately 83% of the total.

*****The scale cannot be altered and interpreted as accurate.** However, the parents were more comfortable when they saw this revised figure in combination that her supports and accommodations to address these impacted areas would be in place.

RECEIVING TEACHER IS KEY! Mrs. Tusek was very aware of Gianna’s profile and was very flexible in her approach. Never tried to talk with her when she was elevated – avoided any confrontations. She oftentimes would include in her interactions, “In third grade ...” or “As a third grader ...” and Gianna really connected with this.

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