

WLS2s7

Capstone Project:

# Case Study

Tutorial

## **Section I: General Information**

Dates—starting, ending

Physical Description (very brief)

If pertinent, include briefly:

- Interests/Activities
- Birth History/Milestones
- Sleeping patterns
- Diet/Nutrition
- Accidents/Illnesses/other interventions

Parental & Teacher Concerns/Observations

## Section 2: The First Lesson (EL Assessment)

Date/Time of Day/Location

General Observations

Assessment Observations (report)

Photos/slides of assessment materials w/**brief** interpretation: Cross Assessment, Flower Rod (3), writing/math samples (on Cross Assessment), Long paper (straight/wavy lines, code, 3 trees, Secret Code, back forms, “flower”), Eye Color Affinity, PHT, Handedness Pattern.

Suggestions for supports/interventions with Action Plan (written & signed by all).

Follow Up: what suggestions were taken up, parent & school follow through, etc.

## Organizing the information–CATEGORIES

- Developmental Movements
- Midlines
- Dominance
- Tactile
- Fine Motor & Proprioception–sense of own movement
- Gross Motor & Vestibular–static balance
- Visual capacities (incl visual memory)
- Auditory capacities (incl auditory memory)
- Structure/Posture
- Other–breathing, oral motor, speech, focus, coloring, tension(s), reversals, stamina/endurance; ability to imitate, attend; social skills, emotional and behavioral expression

## Section 3: Lessons & Exercises

Start date; lesson day(s) & time(s)

Lesson description: Exercises in lesson + home practice, \*work samples,

Spot check: description and samples

Continuing—lesson description: Exercises in lessons + home practice, \*work samples

Continue in this way until lessons completed.

\*work samples=include painting series, form/geometric drawing, Counting Star (photos), I 8, Scribble Exercise, Sweepers, Shaded Drawing, etc—include all if possible.

## **Section 4: Final Assessment–Summaries & Drawings**

Observations by category—as pertinent

Note changes over the course of the study—include your own observations, briefly share reports from teachers, parents, outside practitioners, etc

Further suggestions

## Remember...

1. Get all permissions (written) from parents for all aspects of this study—especially if you will share the student’s image (photo). Your presentation will NOT be recorded, but will be presented live on Zoom to your cohort, previous cohorts & alumni. Keep a copy of this written permission for your records.
2. In your presentation, do NOT use identifying information—last name, address, etc.
3. Keep copious notes so this report will write itself:
  - make & keep your lesson plans, make notes of why you chose these exercises at the time you are doing them with those plans.
  - write summaries of your spot check evaluations and final assessment at the time you do them; scan your samples right away.
  - as a series of paintings is complete, photo and scan right away; make notes

### **Year 3 Mentoring\*** – 18 hours with WLS approved mentor includes:

You perform screenings/assessments as your mentor observes you:

- **minimum of 3 - 5 screenings and assessments** including follow up with parents and/or teachers: do at least 3 of the 4 – G1 entry, G2 screening, full assessment under 10 years old, full assessment 10 years & up.
- Share with your mentor: your recording forms *before* & ALL paperwork of results *after* from each assessment.

You perform 1:1 EL lesson/sessions

- **minimum of 3 - 6 individual lessons** with different-aged students; your mentor will determine how many are needed beyond the first three.
- In these sessions include a variety of EL exercises: Copper Ball Ex+1&8+Thumb Twirl, Threefold Spiral, Rod Rolling, Counting Star, Right Angle Triangle, Copper Ball Spiral, Eye-Finger Exercise as well as a variety of bean bag, copper rod, form drawing and painting exercises.
- Share the notes for planning and performing these lessons, and other forms and reports for your learning support work.

#### **IMPORTANT: To receive credit for year 3 mentoring:**

- 1) Submit: Participant Mentoring Record(s)\*  
<https://www.cognitofrms.com/WALDORFLEARNINGSUPPORT2/WLSParticipantMentoringRecord>
- 2) Your Mentor submits: Mentor Form(s)\*--this form includes the information needed to pay your mentor.  
<https://www.cognitofrms.com/WALDORFLEARNINGSUPPORT2/WLSMentorForm>

\*Submit as many forms as needed to report a *minimum* of 18 hours of observation.

**BOTH FORMS–YOURS & YOUR MENTOR’S–MUST BE SUBMITTED FOR COURSE CREDIT.**

Your mentor will be paid for 18 hours for year 3 mentoring that includes the variety of EL work as listed above.

## When all is complete–Final Steps...

1. Arrange a meeting with Kris & Ingun to go over your work that you plan to present. Be prepared with a completed digital presentation including all the things listed in this tutorial, including the final assessment.
2. The presentation date will be set at this time. Note: it may be scheduled outside of regular session days.
3. To earn your certificate at the completion of your Case-Study presentation, be sure that all of your other coursework is complete. Request Jo-Ann Climenhage to confirm with Kris & Ingun that all coursework is completed. Your Certificate of Completion will be created and sent to you as a hard copy. Confirm spelling of your name and address where it should be sent. It will come with the need for a signature that it was received.
4. You are done!