

# Case study

Psychology



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Case Study Insert Insert Grade Insert 16th January, Part One No Child Left Behind Act is an American act of law that supports clear assessment of all students in ways demonstrating equality. This act was passed in the year 2001 by the then president of United States. The act is targeted to standardize services provided in all elementary and secondary schools. The NCLB act stipulates that all schools receiving government support must make a clear AYP (Adequate Yearly Progress) for all their students. This will ensure that students do not record a drop in their class performance. The act allows students to transfer to better performing schools if AYP is not recorded in their school in two consecutive years. Children that are failing in various subjects are given free tutoring and supplementary education. All schools lacking AYP in four consecutive years are given attention and its lack in the fifth year renders the school restructured (An Introduction to Special Education, 2004).

The act stipulates that the state must establish objectives that are measurable touching all the special needs of children. These needs may include disability, financial needs and those with limitation in English proficiency. Other provisions of the act are that AYP must be standardized for all schools in the country, but must be tested at school level.

The act specifies that the government must provide properly qualified teachers to offer services to all students. Also, the act indicates that schools are required to avail student information to military recruiters unless they opt not to give the information (An Introduction to Special Education, 2004).

#### Part Two

For Perry to adequately receive his education, the school to which he is to be admitted should provide highly qualified teachers. This is as set out in NCLB.

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This will ensure that he receives education according to his needs, which are established in the act. This is because the act provides that in administering AYP the government has to consider some aspects of life like disabilities and other special needs.

Perry's parents may be concerned with ways classroom teachers will be able to put up with lack of attentiveness of their son. This, however, is not a major concern because their son can be taught according to his disabilities if his (education) plan is clearly written (An Introduction to Special Education, 2004).

The teacher who will teach Perry will first need to understand his problem of being inattentive. He / she will be required to understand the nature of Perry of oppositional defiance. This will mean that any means to impact knowledge should be aimed at moving against these problems. In this regard, Perry's teacher should be able to use short illustrations when teaching and interesting topics to divert Perry's attention to the topic. To deal with the aspect of opposition defiance, Perry's teacher should create rapport with him in the initial stages of interaction. The teacher should promote the ego of Perry. In doing so, Perry will learn to listen attentively (Children Who Are Deaf and Hard of Hearing, 2004).

Perry's parents have an obligation to explain to the teacher ways in which they teach new concepts to their son, how they test the understanding of their son and how Perry demonstrate that understanding as well as to inform his teacher on how he can be effectively impacted with knowledge. This should be done clearly so that they can identify main issues with their child before committing him to teachers (Children with Learning Disabilities, 2004).

## References

An Introduction to Special Education, 2004, Chapter 1

Children Who Are Deaf and Hard of Hearing, 2004, chapter 10

Children with Learning Disabilities, 2004, Chapter 4,