

## DESCRIPTION

Jozef Branovic, born on Aug. 20th 1992, in Sarajevo, Yugoslavia to Nicolai Branovic, a Pediatrician, and Ana Branovic, a homemaker, is ten years old as of 01/01/03. He is a level 4 ESOL and is currently in 5th grade. Jozef's 12-year-old sister, Maria, is in 7th grade.

From an early age, Jozef was home-schooled in English by his mother in the hopes that they would eventually emigrate to the United States. The parents had applied for an American green card through the lottery and obtained it three years ago. They were able to have both children obtain the card as well.

The family had already been to the United States on a few trips to visit some distant cousins in Buffalo, NY. They typically spent about 3 weeks with them, living at their cousins' home. Both the children and their parents had been born in the United States, and they all spoke English fluently. The American cousins spoke very little Bosnian because of the fact that only their father's parents had been born there and they had wanted their son to speak only English. All four children got along very well, and the conversations built up naturally during their many games. When Jozef and his family arrived in the United States they first lived with their cousins. Jozef did not attend Kindergarten because his father was looking for employment and did not plan to stay in Buffalo. A few months later, in November 1998 Nicolai accepted a position at the University of South Florida as a research assistant and the family moved to Tampa. Jozef enrolled in the first grade 12-6-1998 in the public school system in Hillsborough County, Tampa, Florida.

Jozef's parents are well educated and speak a few foreign languages: his father speaks German, English, French, Latin and Bosnian, and his mother speaks German, English and Bosnian.

The mother helps the children with their homework in English. She has part-time work as an English/German translator. The father is currently working at USF as a research assistant and is studying to obtain his equivalent degree in Medicine in order to be allowed to practice in the United States. All four seem to learn languages easily, at least on the oracy level. Jozef has some problems writing and reading. The children would have studied German as their first foreign language, but since their parents were hoping to go to the United States in the future, they started with English. When Nicolai found employment at USF, the family rented a small apartment near the university. Given the fact that many of the faculty at USF were not born in the United States, the family is exposed to international neighbors. The apartment is in a collegiate neighborhood and many of the residents in the apartment complex either work at or attend the university. The family has one car, a used older model but it is in excellent working order. Nicolai walks to work or takes the bus in inclement weather.

This move to the United States is considered to be an excellent opportunity for

the children to obtain a good education. Good grades are important for both children are expected to do higher-level studies and hopefully follow in their father's footsteps. Even though they currently live in an apartment, they are confident that they will be able to buy a house in the next few years, as soon as Nicolai obtains his American degree. The family is Catholic, and they go to church regularly. The mother still tries to cook traditional food, but many ingredients are missing, so she is starting to make American dishes that she has learned from her distant family (in law), and other parents that she met through the PTA. She is very involved in her children's school, and can easily be understood despite her accent. Both she and her husband have a very good command of the language with very good grammar and extensive vocabulary, if not somewhat British at times. Their neighborhood has a few Slavic families, but they choose to interact with people as they meet them and not seek people who are necessary from their own culture. They would rather meet Americans and learn from them about this new culture, even though they don't want to forget about their own. Their motto is "when in Rome, do as the Romans". Given the fact that many of their father's coworkers were not born in the United States, the family is exposed to international neighbors.

Jozef is a studious boy who respects the teacher. He can be mischievous at times, but only outside of class. He tries hard, and certainly works hard at the homework, always has. He helps his parents at home, with the dishes, the trash and such... Jozef misses Bosnia but doesn't like anyone to know about it, he simply gets quiet every once in a while – in class or at home. He was always considered a good student, because of his hard work. At first, his spelling and reading problems were believed to be because of the fact that he was still processing a new language and adjusting to being in a class in which he was speaking, reading, listening and writing in a foreign language. Jozef has an excellent vocabulary, but he has bad spelling and has difficulty working answering written questions that require too much reading – even in Mathematics. By the end of his third grade, he still has difficulty writing, and his teacher, Mrs. Johnson, discussed this with Nicolai and Ana. During the conversation, Ana remembered that her uncle had always avoided reading or writing, so when Mrs. Johnson suggested that he be evaluated, both parents consented to the test. As expected, Jozef was diagnosed with dyslexia and an IEP (see below) was developed to help him with his reading, writing, spelling, as well as math word problem solving.

Jozef would be described as a happy child, respectful of his family, traditions, and teachers. He only allows himself to be "silly" when his work is done. He loves to play soccer and is fairly good at it. This has helped him to strike quite a few friendships. His hair is strawberry blond and he has blue eyes. He is of average height, fairly lean. Most of his friends are from school, and he has become rather popular, and he has come to get used to being called "Jo" instead of Jozef, which the other children can't pronounce properly. Every once in a while, another kid will try to imitate his accent and poke some fun, but Jozef has always been self-

confident, and doesn't really answer to that. His current teacher Mrs. Roberts has taken him under her wing and tries to help him catch up during his time outside of the main classroom. She is always ready to answer his questions, but sometimes has to ask him directly whether or not he understands, since he feels embarrassed to ask questions – so she waits until class is over.

**Primary Exceptionality:** Specific Learning Disability(K)

**Domain Areas:** Curriculum and Learning Environment

**Present Level Statement:**

Based on statewide assessments, parent input, and teacher observations, Jozef has strong verbal comprehension skills. He writes complete sentences and paragraphs with multiple spelling errors. His reading level is below grade/age level and he has difficulty comprehending what he has read. Jozef's math and computation skills are at a level which will enable him to successfully complete required math courses, however, he has trouble solving word problems. As a result of his disability, Jozef often transposes numbers and writes some letters and numbers incorrectly. He has trouble reading, comprehending what he has read, and solving word problems.

Jozef's priority educational needs are to improve his reading, reading comprehension, and word problem solving skills.

**Annual Goal for Domain:** Curriculum and Learning Environment

Jozef will independently read with understanding, a passage at the 5th grade level, with 80% accuracy on 10 consecutive trials.

**Short Term Objectives/Benchmarks**

1. Jozef will identify the main idea of a passage.
2. Jozef will identify details and facts from a passage.
3. Jozef will identify the sequence of events in a passage.

**Annual Goal for Domain:** Curriculum and Learning Environment

Jozef will solve 5th grade word problems with 80% accuracy on 10 consecutive trials.

**Short Term Objectives/Benchmarks.**

1. Jozef will identify important information/facts in a word problem.
2. Jozef will determine the procedure needed to correctly solve a word problem i.e. addition, subtraction, multiplication or division
3. Jozef will apply the procedure to the appropriate information/facts to solve a word problem.

**Participation in Regular/Vocational Education and**

**Other Time with Non-Disabled Students:**

-ESOL Strategies to acquire grade level knowledge and skills. (1600 minutes per week)

-Regular Education Program to acquire grade level knowledge and skills. (1600 minutes per week)

Exceptional Student Education Services:

Resource Assistance/Language Arts and Math (250 minutes per week)

Accommodations: Extra time for tests

## LINGUISTIC

### Jozef Brancovic-Level 4 ESOL

	Upon Arrival	3 Months	6 months	1 Year (starts school)	
<b>Vocabulary Expansion</b>	silent period; reverting to L1	largest expansion of new vocab. within 3-6 months after arrivall	large vocabulary expansion; picture books with Mom, watching TV	difficulty mastering academic vocabulary and definitions	use ap vo spe sim wri
<b>Morphology</b>	very simplified; fronting negation when speaking	over- generalization of past tense verbs but self-correcting	consistently using articles a, an, the when speaking- appropriately and inappropriately (experimenting)	consistently using correct past tense forms when speaking	lar to mo spe usi
<b>Syntax</b>	asking short yes/no questions; negation at beginning of sentence	fronting of WH questions (Where you did get that hat?)	egocentric verbal sentence construction, most sentences refer to self; still simplified construction	correct question forms  using contractions	Ta ap spe
<b>Phonology</b>	articulation is good, not native-like, uses a rolling /r/ sound	native dialect still noticable; not yet aware of accent patterns of English	others notice accent; speak "foreigner talk"/motherese to him	difficulty associating letter/sound relationships; trouble with rhyming words	spe like to
<b>Cultural/ Pragmatic Appropriatness</b>	takes cues from others when not understanding	uncomfortable speaking in restaurants, etc. unless he's with his family	adjusting appropriately to new surroundings	not asking questions in class; quiet	tea not wit gro bo

Jozef received his early education at home by his mother who speaks Bosnian, German, and English. His mother taught Jozef and his sister English from infancy

and much of their schooling was conducted in English. Jozef was too young for academics but his mother taught him his early childhood skills in both English and Bosnian. Jozef's parents considered his English language instruction very important. They purchased children's books and magazines written in English hoping that he and his sister would enjoy learning the language. Jozef's relatives in the United States also sent them books and videos in English. The children would often quote their favorite stories and act out their favorite scenes in English. Jozef and Maria eventually spoke the English language easily with their parents and each other. Their parents were proud that their children were growing up bilingual.

Since Jozef and Maria were home-schooled, their contact with other children was mostly confined to the neighborhood and conversations outside the home were spoken in Bosnian.

Jozef's mother soon came to realize he was having some trouble forming the letters of the alphabet when he was five. She attributed this to his young age and their efforts at teaching him in mostly English. Nicolai and Ana were concerned that their efforts may be hindering his progress academically. They had always assumed that Jozef had a good command of both languages because he could speak and understand them well. He and his sister often played together speaking English. He enjoyed teaching English words to his friends in the neighborhood. He made obvious syntactical and morphological errors as anyone at a young age learning a second language would. Sometimes he would omit the plural /s/ and substitute incorrect pronouns. He was improving his use of regular and irregular plurals such as "children" and regular and irregular verbs such as "ran" and "took" with prompting from his parents. His questions were produced in the incorrect word order such as "Why you can't take me with you?" and "Where you did go after school?" He was adding a question word to a declarative sentence to make it a question. Most of the generalizations eventually were corrected with instruction from his parents. Ana persisted in teaching Jozef his letters of the alphabet and reading simple vocabulary words appropriate for his age.

Eventually it came time for the family to move to the United States. Ana and her husband hoped that going to school in the U.S. would stimulate Jozef's reading and writing skills. Since Joseph did not attend school immediately after arriving in the U.S. his mother continued helping him with reading and writing. This time she borrowed English language workbooks from Jozef's cousin. Jozef and his cousin were the same age but Jozef had not acquired the pre-writing and pre-reading skills his native English speaking cousin had. Jozef could not produce the sound that each letter made. His mother would go over each letter and its corresponding sound with him repeatedly. At the age of six Jozef could name and produce the sound for seven consonants and three vowels.

Jozef enrolled in first grade in 1998 and worked very hard in school. His parents were relieved that Jozef would finally get an English education. His teachers and

friends liked him and he was well behaved in class. However, Jozef did not like to ask a lot of questions when he misunderstood which led his teachers to believe he was comprehending. His parents worked very hard with him every night to make sure his homework was completed. Maria, on the other hand, could finish her homework by herself.

In third grade Jozef's teacher approached his parents with her concerns. Jozef was not reading and writing at the level of the other students. Prior to third grade his teachers attributed these gaps to learning a new language and culture. Mrs. Johnson was concerned because he spoke almost fluently with the children and his reading and writing were not improving at the same rate as his expressive and receptive language abilities. Jozef was tested by the school psychologist and diagnosed with dyslexia. He was found eligible for the Specific Learning Disabilities program at his school. Jozef's academic demands were becoming more cognitively challenging. He was no longer singing nursery rhymes and learning numbers and letters. At this level he should have been learning to solve complicated math problems, compare and contrast information, and make inferences in science experiments. His social language (BICS) skills have flourished since coming to the United States. However his reading and writing delays are negatively impacting his progress in academic language (CALP). Jozef's schoolwork requires him to read from textbooks and answer comprehension questions. His disability is manifested by weaknesses in vocabulary, reading comprehension, and word problems. If his teacher reads a passage aloud Jozef is able to answer questions verbally. He has trouble copying information such as key vocabulary words and definitions from the board. Jozef's eligibility into the Specific Learning Disabilities program was difficult for his parents to accept but they wanted to do what was necessary to help their son. Jozef's self-esteem was negatively impacted when he first entered the SLD program. However, since he is finding himself more successful and his teachers more understanding, his self-esteem is beginning to improve. His teacher is showing him strategies for learning and is providing essential modifications to his lessons.



## WRITING SAMPLE

Quiz on "the 3 Little Pigs" JOZEF

LITTLE PIGS LITTLE PIG  
LET ME COME IN

1. 3 Little Pigs
2. how is blowing to what the pig house
3. The big bad wolf  
~~then I'll huff and I'll puff and I'll~~  
blow your house in

not by the

thank you

4. STRAW
5. STICK
6. bricks

Mead

# **PSYCHOLOGICAL PROFILE**

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## **PSYCHOLOGICAL REPORT**

NAME: Branovic, Jozef  
BIRTHDATE: 7-20-1992  
SEX: Male  
AGE 10-6  
SCHOOL: East Fletcher Elementary  
DATE ASSESSED 1-15-03  
GRADE: 5TH  
EXAMINER: Jon Doe

## **BACKGROUND INFORMATION**

See description and linguistic profile ABOVE

## **ASSESSMENT PROCEDURES**

Review of School Records  
Consultation with Teacher  
Observations in Classroom  
Universal Nonverbal Intelligence Test (UNIT)  
Woodcock-Johnson Tests of Achievement- Third Edition (WJTA-III)  
Developmental Profile II (Completed by Teacher) Academic subtest  
Informal Academic Assessment  
Vineland Adaptive Rating Scale: Classroom Edition  
Parent Conference  
Receptive One-Word Picture Vocabulary Test (ROWPVT)  
Expressive One-Word Picture Vocabulary Test (EOWPVT)

## **OVERALL INTERPRETATION OF ALL DATA**

Jozef has difficulty comprehending abstract ideas and ideas presented verbally. Jozef is a very visual learner and learns best when material is presented visually and in small chunks. Abstract ideas need to be presented in a manner that is relevant to Jozef. He seems to benefit from individualized instruction and extensive repetition.



## BEHAVIORAL OBSERVATIONS

Jozef was observed in the classroom for 25 minutes, at recess for 20 minutes, and after school at soccer practice for 15 minutes. Jozef was sitting at his desk taking notes while the teacher was working math problems on the board. He seemed to get frustrated and crumbled up his paper and stuck it in his desk and stared out the window for the remainder of the lesson. Jozef spent his recess on the school basketball court playing basketball with seven other boys and two girls. He was agile and was laughing and talking with his peers. At soccer practice Jozef was running around on the field with his team-mates kicking the ball and yelling and conversing with his friends. Many of the members on the soccer team were from his neighborhood/apartment complex.

Universal Nonverbal Intelligence Test (UNIT)

Subtests (Scaled Score)

Symbolic Memory (5)  
Cube Design (7)  
Spatial Memory (8)  
Analogic Reasoning (9)  
Object Memory (5)  
Mazes (4)

Composite Profile /Standard Scores/ Percentile Rank

Memory Quotient /78/ 14.6  
Reasoning Quotient /92/ 80.5  
Symbolic Quotient /66 / 7.1  
Nonsymbolic Quotient /84 /52.2  
Full Scale IQ / 80/ Moderately Delayed

The UNIT is a nonverbal intelligence test which is reported to be free of bias toward students of different cultures and races, as well as fair for the language or hearing impaired student.

Jozef obtained a Full Scale IQ of 80 which is between one and two standard deviations below the mean and within the moderately delayed range. He displayed a relative strength on the Reasoning Quotient with a standard score of 92. He displayed a relative weakness on the Symbolic Quotient with a standard score of 66.

***The Memory subtests*** include attending, organizing, encoding, storing and recalling information and experiences. All of the Memory subtests are cognitively

complex and require more visual and symbolic mediation (e. g., labeling, organization, and categorization) than the short-term memory subtests on the traditional intelligence tests. Motoric responses requiring the arrangement of cards also create more complexity. The UNIT memory subtests elicit multi-modal mediation and responses (i. e., visual reception, verbal mediation, and motoric responses). Therefore, the UNIT memory subtests are a better assessment of general intelligence than the memory subtests on traditional intelligence tests. Jozef had some difficulty with the memory subtests.

**Reasoning** is regarded as the cornerstone of intelligence. It includes the ability to use information to solve problems. Reasoning was a relative strength for Jozef on the UNIT.

**Symbolic Mediation** is the precursor to understanding and processing language, which are critical for academic and social success. The three symbolic mediation subtests require considerable verbal mediation skills to reason through or remember the tasks. There are symbolic representations of people, analogies, and concepts which require internal labeling, coding, and self-direction. Jozef displayed delayed skills in this area, possibly due to his language deficits which made it difficult for him to use verbal mediation to do these nonverbal memory and reasoning tasks.

**Nonsymbolic Mediation** requires good perceptions, recognition, sequencing, organization, and integration and it encompasses all aspects of cognition including reasoning and memory. Items are presented in a gestalt-like or holistic, fashion and do not require verbal mediation to solve the tasks. The student is required to retain or analyze information using visual images and visual reasoning. Jozef was slightly stronger in this area of nonsymbolic mediation than symbolic mediation since his visual mediation skills are stronger than his verbal mediation skills. He might have performed higher here if he would have focused more visually on these tasks. He had to be frequently reminded to look at the materials and attend.

It appears Jozef can learn and retain new materials somewhat faster when presented to him in a visual, holistic mode using many pictures, games, and tactile-kinesthetic means of learning.

## **PROBLEM**

Jozef is not progressing academically. He is experiencing difficulty decoding words as the material is getting more difficult and he can't handle it. He has been acting out and not doing his homework. He struggles with word families and blending words to read more lengthy and difficult passages. He still reverses letters because of his dyslexia, and he has started to shut down academically. He will not attempt anything he perceives to be too difficult and he is able to answer comprehension questions on material that is verbally read to him. His

vocabulary skills are still weak; as he has a difficult time understanding figurative language, including idioms, similes, and metaphors. He struggles with comprehension of material that he reads: he is unable to identify story elements in more complex reading materials. He is able to solve word problems when problems are rephrased and visuals or manipulatives are given to assist him. He has difficulty copying directly from the board, and this adds to his frustration. Perhaps a misdiagnosis or non diagnosis of a visual processing disorder is to blame for some of the academic difficulties Jozep is experiencing.

A meeting has been held to discuss Jozef's academic difficulties. Mr. and Mrs. Branovic were invited, as were his classroom teacher, his ESOL teacher, the School Guidance Counselor, his ESE teacher, and the Principal. Below you will find their perspectives on Jozef's learning difficulties.

**Parents:** Mr. and Mrs. Branovic are upset because there has been no homework coming home with Jozef for quite some time. Jozef has been telling them that there is no homework and until now, they believed him. They are also upset at the lack of communication with the teacher and the fact that they are not being told anything. They are concerned about his academic progress and his safety. They want what is best for their son and they want answers to their questions.

**Principal:** Mrs. Administrator is concerned with the legal issues as well as the academic progress of Jozef. She is apprehensive about the repercussions of a possible retention and does not know how Mrs. and Mrs. Branovic will react to such news. She is also looking for the best possible solution to the problem. She wants to meet Jozef's needs realistically and using the best available resources in the school. She wants Mr. and Mrs. Branovic to feel comfortable with Jozef attending school and she wants to try to fix the apparent lack of communication.

**School Counselor:** She is aware of Jozef's behavior. She has been proactive in the situation and has included Jozef in her self esteem group, which meets once a week. She has been keeping an eye on Jozef, monitoring his behavior while she is doing lunch duty in the cafeteria. She has offered some suggestions to Jozef's classroom teacher to help him deal with his frustration.

**Classroom Teacher:** The classroom teacher leaves the job of accommodations and modifications to the ESOL teacher because all of Jozef's problems are because of his ESOL status. They are all ESOL or ESE related, and she doesn't know what to do since this is not her area of certification. She also sometimes forgets that Jozef is an ESOL student because he speaks so fluently; he should be able to understand as fluently as he speaks. She doesn't know what she is to do for ESOL modifications, as that is the ESOL teacher's responsibility to provide her with the modifications for Jozef. She forgets about making accommodations for Jozef, and at times she is frustrated at the situation. She thinks that Jozef may be using the ESOL factor as a crutch, or a way to get out of working to his potential, which she feels he is able to do.

**ESOL Teacher:** Feels Jozef is well behaved in her room and this is the first of any trouble that she has heard about. She feels that the ESE teacher and the classroom teacher are not giving enough support and accommodations to Jozef to help him be successful in the classroom. She also that they are expecting too much for him and not taking into account the ESOL issues that Jozef is dealing with. They need to be more culturally aware and sensitive about Hozef's needs and not think that she is the only one who can provide ESOL services for Jozef. She also gets frustrated at the fact that accommodations are provided for Jozef without the confines of her classroom and that the other teachers are not continuing with those supports throughout the day for Jozef. She has provided them with ESOL strategies and she feels that they should be using them with Jozef.

**ESE Teacher:** She feels full time placement in an ESOL program is necessary for Jozef to be successful. She feels the ESOL teacher is not giving enough support to Jozef and she doesn't have a problem with the ESOL teacher spending time with Jozef in her classroom. She is making ESE accommodations, modifying the curriculum and assisting with all academic tasks so that Jozef is somewhat successful. What is happening in effect is that she is watering down the curriculum and she knows that. She feels that Jozef is capable of more if he had appropriate accommodations and supports from the ESOL teacher.

**Jozef** doesn't see what all the fuss over his academics is about. He is doing the best he can and getting used to a new environment, making new friends and learning to adjust. He doesn't like all of the attention being focused on him and he wishes everyone would just stop bothering him about it and making such a big deal about nothing. He tries his best and is doing what he can. He gets help from the teachers and they like him. "Why is everyone bothering me" is all that he keeps thinking. He doesn't want all of this attention on him. He wishes that sometimes everyone would just leave him alone and focus on the good things that he does, instead of what he can't do. Jozef feels that he is going to make some mistakes as he learns the language and that this is "normal." He doesn't see anything wrong with his work, except for the mistakes he sometimes makes. But then again, don't we all? is his way of thinking. He is trying to learn a bunch of different things at once: school, making friends, and fitting into new customs while trying to preserve old ones.

## **POSSIBLE SOLUTION, DISCUSSION QUESTIONS, AND BLOOM'S TAXONOMY**

As a result of the STAT team meeting we were able to review Jozef Branovic's file and discussed several options on how to assist this student both academically and behaviorally. It would seem that Jozef's general frustrations is when he is unable to decode materials. He also has a visual processing problem

where he is not able to read the material neither on the board nor in reading passages and be able to quickly and effectively process the information. He becomes frustrated and is presently unable to verbalize his difficulties and so he shuts down. He is not getting all the assistance he needs from the general education, ESE, and ESOL teacher. The principal will accommodate the parents by discussing summer school options for Jozef so that he may be able to move on to the next grade level according to his progress. For the next year the following accommodations will be implemented for him.

Through one-on-one mentoring and tutoring from his general education, ESE, and ESOL teacher, Jozef will learn to read, decode, translate, discuss, write and apply new vocabulary from any reading passage on grade level.

- Using context clues, graphic organizers, picture dictionaries, cloze passages he will be able to read and comprehend any reading material and both verbalize and write a short summary to express comprehension at 70% accuracy over a nine week period.
- He will have 45 minutes a day with the ESOL teacher in a pull out session to work on language skills and basic reading drills.
- He will meet with the ESE teacher for 45 minutes a day for assistance with his visual processing and dyslexia where he will be taught coping strategies to help manage his disability. Also, he will receive social and interpersonal skills training to help manage his level of frustration.
- His general education teacher will give him extended time on all assignments in class and a two-day minimum time to complete any homework. She will also send home a weekly progress report on his academic and social skill improvements and/or difficulties. She will also grade his work on what he is able to accomplish presently and as he progresses he will be graded accordingly.
- Jozef will be given a planner where his homework will be written in each day and he is required to show to his parents. The parents will be responsible for signing the planner to show that they saw it and Jozef did finish his homework. If he is unable to finish due to lack of understanding and the parents are unable to assist him, a note will be written in the planner explaining why.

## **Discussion Questions**

1. How do Jozef's L1 and L2 translations hinder his comprehension?
2. Can you describe the early childhood of Jozef Branovic, before he came to the United States?

3. What would the results be if Jozef were to have intelligence tests administered to him in “Bosnian” or Ijekavian? Or is he really semi-lingual?
4. Is Jozef Branovic, the son of a physician, learning-disabled, or does he have PTSD?
5. How could the parents have been more involved in Jozef’s academic process?
6. What will be the plans for Jozef for the rest of the school year?

## **Bloom’s Taxonomy Questions**

**Level 1. Knowledge.** - exhibits previously learned material by recalling facts, terms, basic concepts and answers.

What is the history of Jozef Branovic prior to his arrival in the U.S.?

Are the facts in the record as given correct, and if not, does it matter?

Can you describe the early childhood of Jozef Branovic? For example, what must those bombs have sounded like to Jozef from his birth until 1996? What must his (and his family’s) nutrition have been like during critical developmental years?

How could Mrs. Branovic home-school Jozef in English, cowering inside her house as tanks rolled by?

Has everyone considered it impolite to ask the Branovic parents to describe their life immediately before emigrating to the United States?

**Level 2: Comprehension** - demonstrating understanding of facts and ideas by organizing, comparing, translating, interpreting, giving descriptions and stating main ideas.

Who does Mrs. Branovic compare Jozef to?

Should we not attempt to re-interpret previous evaluation of Jozef’s difficulties? Should we not revisit what was noted about Jozef in first through fourth grades, or even earlier?

Did Mrs. Branovic really teach Jozef “Bosnian” ? Was that “Bosnian” really Ijekavian?

Where and how did Mrs. Branovic acquire her English in the country formerly known as Yugoslavia?



Should we not compare Jozef instead to his sister Maria, who, by contrast, is doing fine and exhibits no spelling, reading or other language difficulties at all, or other intellectual impairments?

Would it be possible to interview Maria about Jozef to see if she can recall specific incidents in their mutual childhood – frightening run-ins with troops, prolonged famine, exposure to cold -- that might have led to the learning disabilities Jozef is exhibiting now?

With a compromised water supply, did Jozef suffer from diarrheal illnesses that can have severe consequences later in life?

**Level 3: Application** - solving problems by applying acquired knowledge, facts, techniques and rules in a different way.

What would be wrong with retaining Jozef and not promoting him to Middle School and sixth grade?

What would the results be if Jozef were to have intelligence tests administered to him in “Bosnian” or Ijekavian? Or is he really semi-lingual?

If so, why has nobody suggested that Jozef (and other students from the same linguistic background, of which there should be several in Tampa) receive tutoring in “Bosnian” for a year?

**Level 4: Analysis** - examining and breaking information into parts by identifying motives or causes; making inferences and finding evidence to support generalizations.

Is there sufficient evidence to suggest that Jozef be examined by a psychiatrist for Post Traumatic Stress Disorder?

Do Jozef’s teachers find it hard to believe that, with well-intentioned parents like the Branovics, that Jozef might have been exposed to even one, let alone several, of these traumas?

Why is there no description of any symptoms of PTSD in his folder? Has he complained of headaches and gastrointestinal complaints?

**Level 5: Synthesis** - compiling information together in a different way by combining elements in a new pattern or proposing alternative solutions.

Is the lack of success with Jozef Branovic perhaps attributable to a problem inherent in a system that seeks simple solutions (IEPs with heavy emphasis on ESOL remediation) to remediate the behavior and teach the outward signs of

success?

Is it easy to blame those closest to the problem – Mrs. Branovic, the mother, and Mrs. Johnson, the teacher, primarily – for not seeing that, at this turning point when Jozef will be held back or promoted, reading and writing English may be the least of his worries?

**Level 6: Evaluation** - presenting and defending opinions by making judgments about information, validity of ideas or quality of work based on a set of criteria.

Is Jozef Branovic, the son of a physician, learning-disabled, or does he have PTSD?

Because Mrs. Branovic has not reported any of the suggested history or symptoms, isn't all of this likely to be opinion rather than verifiable fact?

Is it important to prove or disprove an underlying psychiatric cause of shortcomings that seem to boil down to nothing more than poor spelling and low reading skills?

Is the case of Jozef Branovic unique or even unusual?