

CASE STUDY FORMAT Updated: August 2020

(Confidential – Not For Professional Use. Use first and last name initials for student and family members)

Date of Report: ____11/2/2020____

1. Student Data:

Student Name: ____E.R.____

Chronological Age: __7 years__

School Site: _ Miramonte Elementary_____ Grade Level: __2ND

2. Family Data:

Mother: _____J. S.____ Occupation: _____Undisclosed_____

Father: _____NA____ Occupation: _____NA_____

Legal Guardian(s): _____J.S._____

Siblings and ages: 1 younger maternal Brother

3. Student Family Background:

E.R. is a 7 year old, English speaking boy, of Latino origin who comes from a low socially economic background. He has recently been adopted by his Foster Mother J.S. In his first five years of life, E.R. experienced several adverse events including infantile exposure to drugs, separation from biological family, absence of stable living conditions, and being in the foster system. His first year at Miramonte was in 2018 when he started Kindergarten in Clovis Unified School District.

The head of his household is his newly adoptive mother J.S. She leads the household which includes herself, E.R., and his little brother. J.S. does her best to hold E.R. to a high standard and provides a sense of structure to his life in regard to academics, behavior and consequence, while maintaining a caring and warm relationship with him.

The greatest strength of the family is that J.S. has been able to provide E.R. and his brother with a stable home and a loving environment. The challenge at home is mostly behavioral. E.R. responds to his mother's guidance with physical aggression such as throwing shoes, books, toys, etc. He will often shut down when instructed to accomplish a task and tries to physically run away from engagement. His mother's attempts to redirect him have no proven affective.

4. Assessment: Assess and summarize identified problems (1-2 pages).

According to information from Mom and Teacher, identified problems began from the start of E.R.'S educational career. Kindergarten was his first school experience. During the first week of Kindergarten, he began to display aggressive and non-participatory behaviors. When work was to be completed at station time E.R. would not begin working. He would scribble on his worksheet, tear it into pieces, or crumble the paper up and toss it across the room. This behavior would occur regardless of the subject being taught, the minute he received his worksheet, he would destroy it.

During transitions in the classroom, E.R. would often remove himself from the class group and hide in a corner or under a table. If his teacher or Instructional Aide attempted to redirect him or remove him from where he was hiding, he would become physically aggressive by kicking and screaming at them.

On the carpet at group time, E.R. was interruptive to the teacher and other students. He would begin making loud noises, touching other students, and throwing anything he could find. If the Teacher or Aide attempted to move him off the carpet, he would behave aggressively, kicking and screaming.

Academic issues began to show early on in the kindergarten school year as grades and assessments were completed. Student records indicated that though E.R. started kindergarten at an average assessment level, his Fall assessment had not shown gains over his time in the classroom. His progress report grades showed "Unsatisfactory" or "Needs Improvement" in all subjects.

The student's teacher made a request for an SST early on. According to data from classroom observation and teacher report, the student had spent about 2 out of the four school hours displaying disruptive behavior and consequently not completing work. After observation and consultation with the student, family, and staff, it was determined that the student would benefit from counselor and school Intervention strategies.

Implemented strategies include 1:1 Instruction in the classroom, a behavioral contract, minute for minute reward system, visual schedule and task time management calendar, and 1:1 counseling. 1:1 instruction was effective as the Instructional Aide was able to provide direct instruction and guidance to E.R. for every assignment. The minute to minute reward system was created as a reward system where for every minute the student was on task and undisturbed, he would then receive an equal amount of time on an activity or outside play of his choice. This free play time was important and highlighted some of the student's strength and ability to get along peacefully with others during self-selected activities or outside play.

Mom was personally concerned that because of E.R.'S family background with drug use and foster homes, along with behaviors being displayed at home and at school, that there may be an underlying issue involving E.R.'s behavior. She sought a psychological, and medical examination. The student was prescribed medication for ADHD.

5. Create an annual student outcome goal plan (adapted from ASCA):

Based on #1-4 information above, create a goal plan using this form.

Identify outcome data (achievement, attendance or discipline) that serves as basis for goal:

By December 18, 2020, E.R., will reduce the weekly average of hours behaving disruptively in class by 25% from 10 hours to 5 hours.

By

12/18/20

,

E.R.

End Date Targeted Student

will

decrease disruptive classroom behavior
--

(increase/decrease something related to achievement, attendance or discipline)

by

25%

 from

10 hours/week

 To

5 hours/week

Measure of change Baseline data Target data

Supplemental Data:

Check with stakeholders (parents, teachers, student, administrators, etc.), to identify possible factors contributing to this problem/issue.

E.R.'s lack of experience in an educational setting along with his adverse experiences early in life are believed to be the main contributing factors in his academic and behavioral challenges.

Mindsets & Behavior Data:

Identify one–two ASCA Mindsets & Behaviors most relevant for this targeted student and goal:

<https://www.schoolcounselor.org/asca/media/asca/home/MindsetsBehaviors.pdf>

M&B# Mindsets & Behaviors Statement

M6	Positive attitude toward working and learning
B-S-MS 2	Demonstrates self-discipline and self-control

Based on the selected ASCA Mindsets & Behaviors, write one–two learning objectives/competencies student need to learn.

Student will gain competence in their ability to start and complete classwork with help.

Student will gain understanding of feelings in themselves and others.

Possible Activities/Strategies/Interventions by School Counselor (you)

Activities: Mindfulness activities to bring awareness to the connection of our physical being and our mental and emotional being. This would include, peaceful visualization, breathing techniques, Music therapy, and positive affirmations.

Strategies: As the counselor I would try to use the strategy of providing 1:1 time to the student in areas outside of the classroom. Because the behavioral issues seem to be happening in indoor environments, I would take time to practice activities and discussions in open spaces.

Interventions: I would work on individual and group interventions as well as professional intervention for staff.

Pre-/Post-Assessment:

Convert the learning objectives/competencies to a Likert-scale measure and/or brief answer assessment that you will use with student to assess progress.

1	2	3	4
<i>Rarely</i>	<i>Sometimes</i>	<i>Most of the time</i>	<i>Almost All the time</i>

Statement	Scale
I know how to calm myself when I feel out of control.	1 2 3 4
I ask for help when I don't know how to do something.	1 2 3 4
I have control over what my body does.	1 2 3 4
I finish my classwork.	1 2 3 4
Brief answer question: How do you stay focused in the classroom?	
Brief answer question: What do you do to feel better when you get upset?	

6. Outcome(s):

- Describe what happened that was directly or indirectly related to your intervention activities with this student.

The student was able to gain awareness of their strong emotions. The student received support and services he needed to begin the path to success.

- Compare the expected outcomes with what really happened.

The expected outcomes would probably take more time than what I can offer during my semester long internship. What happened was a positive change, and although it may not have changed classroom behavior completely, it hopefully planted the seed to change.

- Identify what effect your intervention has on your student's learning, academic achievement, and school behaviors.

My Interventions had an affect on the whole child. The intent of consulting with all stakeholders was to gain data and make proper interventions in consideration to all domains of development. Behaviors improved, emotional stability improved, academic achievement increased, and the student is learning that he can learn and be successful and that his school team cares about him.

7. Counselor Recommendations:

- What specific recommendations can you make as an advocate for this student?

I would recommend that there be systemic efforts to educate and inform all grade level teachers of the resources available to them through the counselor and school community. Too often, challenging behavior can be viewed as a “naughty” or defiant student. In reality, the student just needs specific, and individual support.

- What will you do to advocate for this student after you leave the site or after your work with the student?

I will continue to advocate for the student by leaving his family and school community resource information and leaving accurate data that shows interventions and improvements made on the students case. Also, by advocating for my ability to provide comprehensive services as a school counselor I can help to change school experiences for all students who may be in a similar situation to E.R.

8. Counselor Comments:

- What did you learn as you prepared to work with this student?
I learned that the child's complete background is extremely important to assessing where they are to date.
- What did you learn during your work with this student?
I learned that using a child's strengths to encourage positive behavior or outcomes is powerful.
- What did you learn after working with this student?
I learned that it takes a collaborative approach to truly make a difference for a student. If it weren't for everyone's hard work and effort to provide the support E.R needs, than who knows what the outcome would be?