

MTSS Case Study

Candidate Name: **Ryan Linehan**

Chosen Case Study Student: **David**

Student Strengths	1. Demonstrates persistence when working on matters of interest. 2. Shows sensitivity to other students when they are upset. 3. Reacts positively to individual attention by instructors. 4. Has a good memory to follow oral directions and hands-on training.
Academic Needs	1. Reading fluency and below grade level reading comprehension. 2. Difficulty with basic arithmetic skills, primarily multi-step computations. 3. Limited English proficiency affects both reading decoding and lexical acquisition.
Behavioral Needs	1. Has a tendency to turn off or shun challenges or exertion. 2. Incapacity to focus on individual study. 3. Need to learn anger management skills before the onset of outbursts.
Social-Emotional Needs	1. Displays excessive anxiety with group presentations and group assignments. 2. Does not self-assess confidence with academic abilities, resulting in avoidance tactics. 3. Challenges in managing stress and self-regulation in transitions
Prevention Recommended	1. Incorporate whole-class SEL practices like daily mindfulness breathing or daily morning check-ins. 2. Create daily routines and visual schedules to decrease David's anxiety. 3. Offer universal reading accommodations (scaffolding during read-alouds or guided reading groups).
Enrichment Recommended	1. Have David read high-interest materials (e.g., technology books or sports books) to create interest.

	2. Provide leadership roles, such as peer tutoring of oral discussion to make use of his empathetic character. 3. Provide choice boards during literacy and math instruction to promote independence.
Intervention Recommended	1. Small group reading intervention for fluency and vocabulary with systematic phonics instruction. 2. Focused math intervention using manipulatives and visual aids to develop number sense. 3. Behavior intervention plan (BIP) that includes a calm-down corner, token reward systems, and self-monitoring charts.
Teacher Training Recommended	1. Offer PD on culturally responsive teaching methods to adapt to David's limited English proficiency. 2. Train teachers in de-escalation techniques to handle cases of frustration. 3. Provide professional development workshops on incorporating SEL into daily academic teaching.
Family Communication Recommended	1. Regular positive phone calls or e-mails to celebrate David's achievements to gain rapport with the family. 2. Provide materials to reinforce reading practice at home (bilingual books, audio books). 3. Have monthly family meetings with translation support to establish educational and behavioral goals.

Summary

David exhibits intensive academic, behavior, and social-emotional needs that necessitate a whole-child response. Prevention, enrichment, targeted intervention, professional teacher growth, and communication with families will offer structured assistance with MTSS to establish confidence, control behavior, and enhance academic skills.