**Student 1 – Tommy**

Tommy is an 11 year-old boy who enjoys baseball, swimming, and baking. He does not like art activities or large crowds. Tommy has a good sense of humor but he can be irritable. He is fearful around new people and may become quiet and more reserved in those situations. His parents and teachers talk him through exposure to new people. Tommy is highly verbal and speaks in sentences. Tommy is above grade level in reading. He enjoys reading, and his favorite book is the Percy Jackson Lightning Thief. According to Tommy, he dislikes writing. Most of his writing is simple sentences with a great deal of grammatical errors and little detail. He also struggles with math, in which he is approximately 2 grade levels below. He has recently learned how to pitch left handed.

Tommy has a medical diagnosis of childhood-onset bipolar disorder and an educational classification of severe emotional and behavioral disorder. He takes medication for bipolar disorder on a daily basis. He is currently on a new medication. Tommy has a new baby brother who is 5 months old.

Tommy has been increasingly disruptive the past few months. He has verbal outbursts and pushes classroom materials onto the floor after being given an academic task during quiet work time. His verbal outbursts include yelling that he is not doing the assignment, telling a student to shut up, using profanity, and calling student’s names. His teachers do feel that they spend about an hour per day dealing with the behavior, and they usually respond to Tommy’s behavior by scolding him or by initiating an office referral.

Tommy is in the 6th grade. Previous Interventions Tommy has attended your school for two months now. Initially, he seemed to acclimate to the new school well. However, things have gotten more difficult for him lately. Tommy’s other teachers on your team set up some rewards for him to earn if he does not engage in the disruptive behavior. His behavior has not improved and it has been difficult for his team to identify “why” he is engaging in the behavior. There is not consensus among his team that the rewards are the appropriate intervention for his disruptive behavior.

**Student 2- Rene**

Rene is a small, fragile, shy individual who could easily go unnoticed in a large class.. The reason for her appearance and demeanor was only hinted at in her letter from Disabilities Services. It contained basically the same “boilerplate” as the other two and described her disability as one “which impacts concentration and speed of thought.” The letter requested “1.5 test time and a non-distracting test environment.”

Rene misses classtime regularly due to serious illness. Throughout the semester she was in and out of the hospital for what was apparently highly invasive medical treatment. She is very test anxious and studies and practices an enormous amount before taking quizzes. She has very high expectations and when she is unhappy with a low quiz score, she continues to practice to the point of using her time inefficiently. Rene continued this pattern for the rest of the semester. She worked on chapters as they were assigned and on earlier chapters as she had time. She was not afraid to ask for help, and if she struggled on a chapter she would ask questions about the material between her quiz attempts. She said that she was having trouble organizing her thoughts the same way as she could when she was not medicated, but she also was continually behind and knew that she needed to catch up.

**Student 3- Jamal**

Jamal is African American and of relatively low economic status. School records and other information sources indicate a long history of discipline issues as well as low academic performance. School records Jamal’s most recent IEP reports that the student has repeated occurrences of classroom disruption in addition to bullying tendencies and violent behavior on-campus. The student has been charged with several suspensions for various reasons including violence, classroom disturbance, and profanity. Most recent records indicate a 10-day suspension for using profanity and physical aggression on a female .

His team teachers have also determined that he needs much encouragement and validation from both teachers and peers to be successful. When observed in the classroom, Jamal immediately draws attention to himself by consistently fidgeting, whispering to his neighbor, gazing around the room at other students, and generally exhibiting off-task behavior. During classroom observation, Jamal was drawing an elaborate concoction on his manila folder while the teacher read to the class. While everyone else was generally silent and focused on the teacher’s story, he repeatedly took pencils and other writing utensil from students around him, whispered and snickered to his neighbor, and although fidgety, focused intently on his drawing. He also displayed great difficulty sitting still and was easily distracted by the things and people surrounding him. Once the activity switched to something more independent, the student had to be consistently reminded to stay on task, get on task, focus, etc.

Although Jamal seems relatively bright, he is much more interested in his peers and upholding the particular image he seems to be attempting to attain rather than any academic task at hand. The only time Jamal’s interest seems to peak is when the topic related to some sort of violence or danger. For example, he immediately stopped trying to get the attention of his neighbor next to him when the teacher began talking about the danger of snake venom. Jamal’s afternoon behavior is notably worse than in the morning and aggression was clearly more visible at times as well. Despite his clear desire to maintain an error of maturity amongst his peers, his immaturity becomes very apparent in the classroom when he is opposed to any task asked of him. Despite his primarily negative behavior he responds to teacher focus and is easily on task when the teacher pays attention to his work. He feeds off of praise but complains of inability to do the work the moment the teacher turns her attention to another student.

He exhibits a “tough guy,” “Don’t mess with me” attitude, with his peers, walking around tensely with clenched fists and stern facial expression. He tends to stare other students down who walk past and happen to glance in his direction. Jamal also denotes slight rebellion, evident in such instances as not going to class immediately when the bell rings but rather waiting until all other students have reported to class before starting in the direction of his appointed building, regardless of supervising adults’ prompting to “get to class.”

**Student 4 -Billie**

 Billie Smith is a seventh grade student who lives with her grandmother.  Most of her friends are younger than her and she enjoys music and television.  Responsibilities at home include taking care of her room.

 Lack of prenatal care and alcohol/drug use were reported during the pregnancy; however, Billie’s delivery was indicated to have been spontaneous and no problems were indicated in regard to her condition at birth.  Walking was indicated to have occurred within average expectations, while toilet training, talking, and speaking in sentences were indicated to have occurred late.  Drug use in the family and being put in foster care were showed to have been traumatic experiences for Billie, but she reportedly sleeps well, takes no medication at present, and her current state of health is indicated to be excellent.  However, she does wear glasses.

Billie receives specially designed instruction to assist in meeting her individual needs.  Behavioral observations in class indicated that she seemed reluctant to work, was disrespectful, and required extra encouragement.  However, she says that she likes school.          

 Billie is considered below average for her age in his cognitive ability.. Her academic achievement skills in reading, math, and writing were consistent with the other tests scores with a percentile ranking of <0.1, suggesting below average school achievement compared to her peers.  Her reading comprehension was scored at 26, his math calculation skills at 26, and there is no score at all for the written expression because she refused to do it..  As noted in some of Billie’s behavioral observations a lack of motivation and interest may have very well affected her scores. She is working on using mathematical ideas and procedures to communicate, reason, and solve problems; and to make sense of materials read.

**Student 5- Jordan**

Jordan is a 13 year old grade 8 student. His father is a physician, his mother a nurse who works as a receptionist in his father's office. Jordan has two brothers, one 2 years younger, one 2 years older. Both brothers are strong, high achieving students. Their parents are caring and supportive of the school. The family has traveled extensively and Jordan has taken piano lessons and plays a number of extra-curricular sports. Jordan's strengths include:

• a well developed oral vocabulary,

• ability to confidently share a broad base of knowledge with adults,

• ability to make valuable contributions to discussions in science and social studies,

• grade appropriate skills in math and reading

• some appropriate social skills (e.g. apologizes when corrected)

• strong test taking skills

Areas of concern include:

• seems unmotivated

• rarely completes assignments

• rarely polishes a final draft; work often difficult to read with many "careless" errors

• rarely brings necessary materials to class

• talks constantly, blurts out answers in class discussions, frequently interrupts teacher and peers • gets out of seat and wanders around inappropriately

• distracts other students during work time, by humming, tapping his pencil, tapping his feet, etc.

• feels badly when provided feedback on behavior (interrupting, disrupting) and progress (assignments not completed) You have discussed these concerns with Jordan's other subject area teachers and found that although the impulsivity and hyperactivity had been observed in other classes, Jordan was able to keep up on most of the assigned work.

**Student 6 - Kyle**

Kyle is a twelve-year-old sixth grader with a history of problems in school. Teachers reported his “approach to class work is very chaotic,” and he rarely could focus on one task for longer than two to three minutes. His mother said she had to “repeat instructions over and over.” His school performance was getting worse each year. He was diagnosed with ADHD and it was suggested he begin Ritalin therapy. His mother was not willing to follow this course. Additional concerns about Kyle were mentioned, including: he wished he could get his school work in on time and not be behind his classmates. His mother talked about his teachers’ concern of his difficulty with verbal instructions, and her own concerns of the Kyle crying over his homework, and falling down a lot. Kyle is very cooperative although at times extremely lethargic.

Kyle’s birth had been traumatic. As a baby he was very sensitive to light and noise. He had sinus and ear infections frequently. His mother reported that he achieved early development milestones (crawling, walking talking, etc.) a little earlier than average. He crawled, however, without touching his knees to the ground. His mother stated that she frequently needed to sing for long periods of time before he would fall asleep, and that even today he tosses and turns once asleep. Kyle feels he has outgrown these behaviors. He added, however, that he did fall out of bed sometimes, even quite recently. He reported that he gets car sick, and that rides like a merry-goround make him dizzy. Kyle dislikes tight pants and tags in his shirt. He is also sensitive to some smells.

Kyle spends much of classtime swiveling and rolling around in his chair, which seems to help him focus his attention. . For many tasks, he props his elbow or arms on the table. He even turns the chair around so the back of the chair would support him as he leaned over to work. For tasks that appeared to be particularly tiring (visual tracking, for example) he props his head up with both hands to keep it still, and to allow his eyes to work without worrying about his body. When Kyle writes or draws something his thumb always avoids contact with the pencil. He also immediately shoves the paper and pencil away from him as soon as he is completed with a given task, so he can clear the surface for his arms, to again prop himself on the table. Kyle has a delayed response time, especially when multiple manipulations or sequencing are required.

**Student 7-Tracy**

Tracy had never been tested for learning disabilities, although she had had difficulty learning to read and was held back in second grade for that reason. She indicates that she feels incompetent in reading, but often needed to read passages several times to understand them. In all measures of cognitive functioning, Tracy performs in the AVERAGE range. Within this range, however, she shows a relative strength in problem solving tasks, which may account for the logical organization of her essays, and a relative weakness in rapid visual discrimination and attention to visual detail, one probable reason for her spelling and punctuation problems. Tracy's performance on all measures of math were within the AVERAGE to ABOVE AVERAGE range.

When writing Tracy produces a very coherent text with few cohesion errors, thus revealing a sensitivity to the needs of the audience. The area of written expression was, however, the most difficult content area for Tracy; overall her performance was BELOW AVERAGE. She had frequent punctuation and grammatical mistakes, although these appeared more often to be instructional errors (i.e., misplaced modifiers, comma splices, fused sentences) than errors typical of LD writers (syntactical order, omission and/or substitution). As in her classroom writing, her greatest problem was spelling; she had errors in recognition, recall, and spelling of words in context. Her attempts to spell phonetically show little utilization of cues from structure or roots of words, so that phonetically spelled words were sometimes bizarre looking.

Tracy can understand and express oral language with no difficulty at the word, sentence, and text levels. Tracy reveals maturity in accepting personal responsibility for most of her social and academic behaviors . While Tracy's testing revealed a weakness (below average achievement scores) in spelling and in the mechanics of writing, the discrepancy among her scores was not great enough to suggest cognitive processing deficits. Therefore the LD center team concluded that she was not learning disabled. They speculated that her weaknesses may have arisen from a developmental delay at a formative period (perhaps before or during her initial second grade year) or from lack of appropriate instruction at that time, and whereas she seemed to have caught up in reading, the writing processes still lagged behind.

**Student 8- Juan**

Juan is an 8th grade Hispanic student who has two other siblings: a younger brother in first grade and a newborn sister. He is the only one who sucks his thumb and has difficulty interacting with other students. Juan can be extremely argumentative and short tempered with the other students. On many mornings, Juan just sits in class and rarely completes any class or homework. The few instances when he did complete some work it was very sloppy. Juan seems to have the potential to do so much more in class because when giving oral responses, he understands the daily lesson, but fails with the written work.

Juan has problems with classroom behavior: remaining in seat, independent work completion, and organizational skills. Another concern is his interaction with other children and temper. Juan is in a constant bad mood usually early in the morning before school begins. Juan is consistently being described as a student who has the potential to excel academically, but that self-discipline is his problem. On one occasion when he should have been listening to the teacher, he was flicking paper off his desk. He also has problems on the playground. Other students are complaining he is calling them names. These names usually involve curse words. One Friday he actually received two referrals from two different teachers.

Juan’s mother, said she is concerned with his behavior and that he is struggling in math. In addition, she says she rarely sees his homework and that could be the reason why it is not turned in because he is not bringing it home. To attempt to address the problems, the counselor suggested shortening the length of assignments in order to keep John motivated to finish work, getting John involved in another agency who conducts group counseling with students on the campus one time per week for anger management, and the counselor will maintain weekly interaction with John. He has below average grades in reading and language. His grades in math are worse. His teachers have recommended after school tutoring and summer school for Juan.