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Single Subject Case Study Design  
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**Background Information:**

James is a 12-year-old sixth grade student. He has a history of moving frequently and has had many school changes in the past. James was raised by his Spanish-speaking grandparents, however his primary language and language of instruction is English. It was discovered when preparing for his evaluation, that he was never evaluated for his English proficiency. I became involved because I was the one who discovered that he was not tested in his primary language when he was younger which resulted in lower scores in his evaluations over the years. My supervisor involved me in the process of contacting the bilingual school psychologist and bringing her in to screen the student and eventually conduct a bilingual evaluation.

He attended pre-school in Lexington school system where there were communication concerns as well as social and adaptive concerns. For kindergarten James attended the Whittlemore School in Waltham. He moved to Stanley in Waltham for first grade, second grade, and half of third grade. James moved to Newton halfway through 3<sup>rd</sup> grade and attended HM Elementary up until 5<sup>th</sup> grade. He is now at Middle School. James is on an IEP for SLD-Reading. So far this year James has been absent 20 times and tardy 48 times. For every three days tardy another day is counted towards being absent according to school policy. With the adjusted amount of days James has been absent a total of 34 times.

James is a polite and sincere young boy. He puts forth good effort even when things are challenging. He is also good at self-advocating for his needs in the classroom when he does not understand something. James is well-liked by his peers. He is a good artist and enjoys reading. He is also a huge fan of soccer. James has difficulty expressing himself when it requires a long response more than a few words. Goals on his IEP include – Independence, to increase time spent working as well as starting work and sustaining attention, and Social Emotional, having the ability to process peer interactions, make appropriate choices, and seek appropriate support in social interactions. In group, the goals he conveyed that he wanted to work on were, expressing his feelings and improve his attention and not fooling around in class.

**Operational goal:**

The student will be able to express himself appropriately as well as engage in appropriate social interactions with peers and adults. He will also be able to ask for help and look at situations from the perspective of others.

**Intervention:** James' intervention took place as part of a skills group with appropriately matched peers. Group met for 50 minutes once a week for the duration of the school year. During group, skills we worked on were how to express feelings in an appropriate manner, how to ask for help, and perspective taking

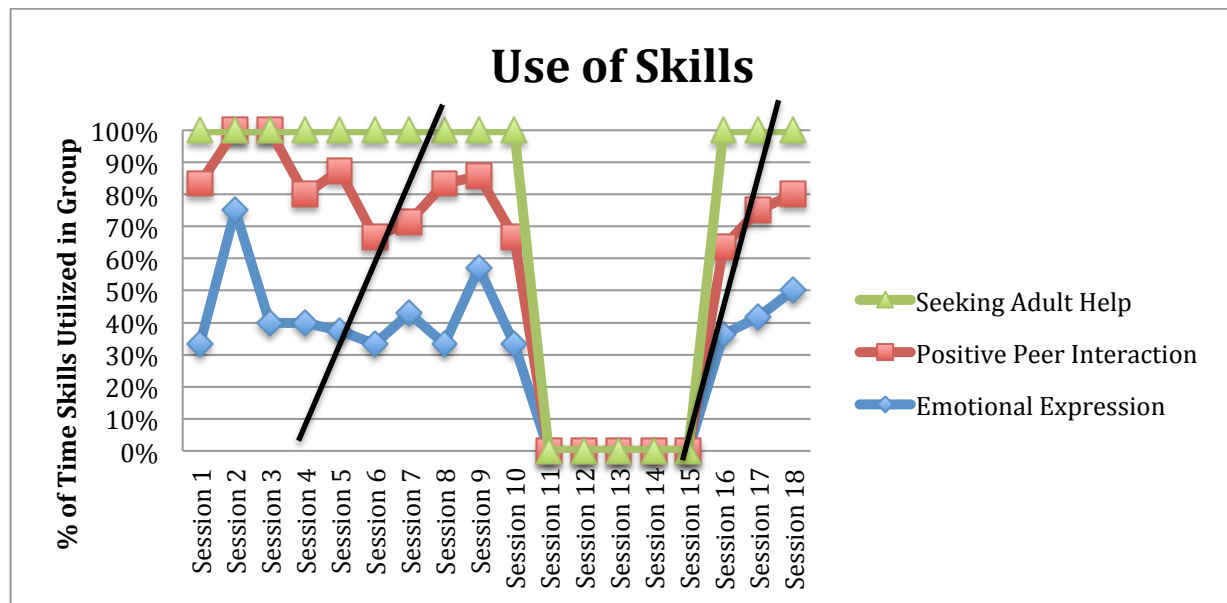
**Operational goal post-intervention:** James will be able to appropriately express his feelings in 4 out of 5 instances. James will be able to seek appropriate adult support in 4 out of 5 instances. He will also engage in appropriate peer interactions 4 out of 5 instances.

**Baseline data & Data Gathering Method:**

I work with James in a counseling group that I co-run with my supervisor. We asked at the beginning of group for the boys to make goals for the year. This was the beginning of our

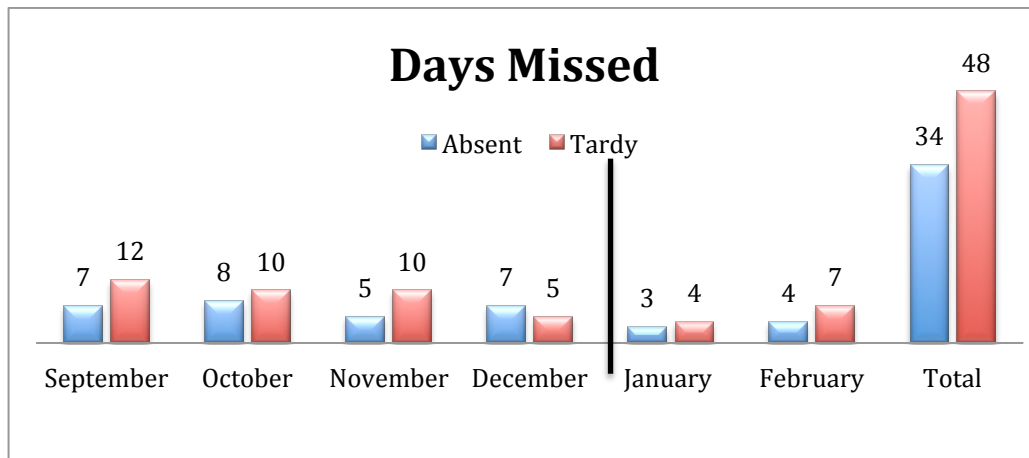
baseline data. Throughout the group sessions we continue to work on different skills based on the groups areas of need. James' goals for himself were expressing his feelings and improving his attention in class. During group, these areas were addressed through different types of goal – oriented activities.

Due to the multiple absences from school, baseline and intervention data was variable. During the beginning of group James had difficulty expressing his emotions and would relay on the words tired, mad or happy to describe how he was feeling. Sometimes he would not even want to talk about anything in group during check-ins. Over time once we started doing activities with the group and exploring emotion words and times when we've felt emotions, James' vocabulary began to grow and he was better able to express how he was feeling. Over the course of the group he grew as a model student and was able to always keep on task and was engaged in appropriate interactions. At times the other boys in group would pull him in to inappropriate situations that he did not know how to take himself out of. However, the responsibility and independence of middle school caught up with James and he began missing more and more days of school. The more days he missed the more anxious he would get about work and he did not know how to deal with this. He began staying up late playing video games and only sleeping for a few hours before the time school started and he could not wake up to either get in on time or come in at all. On the days he made it in and those he did not he spent his afternoons playing video games and drinking energy drinks until the late hours of the night. The negative sleep cycle he got himself into drastically affected his grades and attendance. Intervention regarding school attendance occurred after he missed about a month and a half worth of group meeting times as well as a large number of school days.



Data was also gathered on the number of absences and tardy days since September. Since absences were effecting his time in group - he missed a month and a half of group sessions - an intervention was called for to increase school attendance. My supervisor contacted the district attendance officer and a meeting was held on January 13, 2014. At this point the consequences of missing further school days was addressed with James and his mother. Since the attendance

meeting James' attendance has improved. He still manages to be tardy on some days, however he is making it in earlier than he was previously and therefore attending more classes as well as group sessions. His current absences in February were related to illness and a doctor's note was presented to excuse him from missing those days. Presentation of the doctor's note was part of the agreement made between school and James' mother. Attendance data was gathered through the schools record keeping system. Further attendance was gathered through his attendance in group, which is noted in the group folder.



Overall, the case was a difficult one because there were so many absences with this particular student. Through working with this student it was apparent that his attendance was an ongoing problem and needed to be addressed. Intervening for his attendance difficulties proved to be beneficial for him and provided him with the motivation to get to school. He participated in many sessions that dealt with emotional expression at the beginning of the school year. The skills he acquired were evident at his attendance meeting. At his attendance meeting both my supervisor and myself were impressed with how well he could articulate his feelings and what he was having difficulty with in getting to school. Since he was so articulate we were able to, as a team, come up with solutions and problem-solve the situation. In meeting during our group time we are able to provide him with the support he needs to continue to come to school and improve on his skills.

Through observations in group, James is considered a role model student. He can always articulate his feelings well and participate fully in each activity we do as a group. Some work is still required in order for him to build on his ability to self-advocate for himself and his needs and generalize these skills across settings. James has been able to express himself in 4/5 situations. He still tends to have some difficulty interacting appropriately with peers, however he is able to engage in appropriate interactions 3/5 times.

Goal Attainment Scaling

<b>Level of Attainment</b>	<b>James will be able to express himself and identify his emotions in 4/5 situations.</b>	<b>James will seek out adult support when necessary in 4/5 situations.</b>	<b>James will engage in appropriate interactions with peers in 4/5 instances.</b>
<b>-2 Much less than expected</b>			
<b>-1 Somewhat less than expected</b>			
<b>0 Expected level of outcome</b>		X - James is able to seek out adult support in situations when prompted or guided	X – James is able to engage in some appropriate interactions with peers in certain situations.
<b>+1 Somewhat more than expected</b>	X – James is able to express himself and identify his emotions 4-4.5 times out of 5.		
<b>+2 Much more than expected</b>			
<b>Comments:</b>	More work on generalizing, managing emotions, and learning better coping skills.	James needs to work on telling the adults in his life his needs more independently.	More work on taking the perspective of others (absent when we did activities involving this skill over the course of 3-4 weeks)