Case Study 1 – 2nd Grade
Student: Miguel Hernandez
Student Profile

- **Grade:** 2
- **Age:** 7
- Friendly, energetic, and enjoys working with classmates.
- Loves science experiments, building activities, and recess.
- Lives with his mother, grandmother, and younger sister.
- Spanish is spoken at home, although Miguel communicates comfortably in English.
- No history of special education services.
- Attendance is good with only a few absences.

Classroom Context
Miguel is in a self-contained second-grade classroom with 21 students. The teacher uses literacy centers, small-group reading instruction, and independent reading rotations. During teacher-led instruction, Miguel is engaged and eager to participate. Most concerns occur during independent reading and writing activities.

Behavior Description
Miguel frequently leaves his seat during independent literacy activities. He may sharpen his pencil multiple times, ask to use the restroom, visit classmates, or walk around the room before beginning his assignment. He often says, "I don't know how," even when directions have been reviewed. Once the teacher sits beside him and provides support, he usually completes the work.

Academic Information

- Reading is below grade level.
- Difficulty decoding multisyllabic words.
- Struggles with reading fluency and comprehension.
- Performs at grade level in mathematics.
- Oral language and classroom discussions are strengths.
- Recent benchmark assessments indicate a need for targeted reading intervention.

Teacher Observations

- Behavior occurs almost exclusively during independent reading and writing.
- Rarely displays these behaviors during math, science, or hands-on activities.
- Responds well to praise and encouragement.
- Works successfully with a reading partner.
- Appears embarrassed when reading aloud.
- Completes assignments when they are broken into smaller sections.

Case Study 2 – Grade 3
Student: Sofia Ramirez
Student Profile

- **Grade:** 3
- **Age:** 8
- Outgoing, creative, and highly verbal.
- Enjoys art, drama, and classroom discussions.
- Has many friends and likes being the center of attention.
- Parents report no concerns at home.
- Regular attendance.

Classroom Context
Sofia's teacher frequently uses whole-group instruction followed by cooperative learning activities. Sofia enjoys participating but often dominates discussions.

Behavior Description
Sofia frequently calls out answers without raising her hand, interrupts classmates, and talks while others are speaking. She becomes visibly disappointed when another student is selected to answer a question and sometimes comments, "I knew that!" loud enough for others to hear.

Academic Information

- Reading and math performance are above grade level.
- Completes assignments accurately.
- Enjoys leadership opportunities.
- Finishes work quickly and occasionally becomes bored while waiting for classmates.

Teacher Observations

- Calling out increases during fast-paced review games.
- Responds immediately when praised for waiting her turn.
- Seeks frequent interaction with the teacher.
- Behavior decreases during small-group instruction.
- No concerns during independent work.
- Completes assignments when they are broken into smaller sections.

Case Study 3 – Grade 4
Student: Jasmine Lee
Student Profile

- **Grade:** 4
- **Age:** 9
- Quiet, respectful, and hardworking.
- Prefers working independently.
- Rarely volunteers in class discussions.
- Excellent attendance.
- Parents report she enjoys reading at home but often says math is "too hard."

Classroom Context
Fourth-grade math instruction includes whole-group mini-lessons followed by independent practice and collaborative problem-solving. Students are expected to solve multi-step word problems independently before receiving teacher support.

Behavior Description
During math, Jasmine often puts her head down, stares at her paper, or quietly says, "I can't do this." She rarely attempts the assignment without teacher assistance. If encouraged to begin, she sometimes becomes tearful but remains respectful.

Academic Information

- Reading and writing are above grade level.
- Math benchmark scores are below grade level.
- Demonstrates difficulty with multi-step problem solving and mathematical reasoning.
- Successfully completes work when problems are modeled first.

Teacher Observations

- Behavior occurs almost exclusively during math instruction.
- Participates appropriately in all other subjects.
- Demonstrates increased confidence when working in a small group.
- Avoids asking questions in front of classmates.
- Completes assignments after receiving one-on-one support.

Case Study 4 – Grade 5
Student: Daniel Martinez
Student Profile

- Grade: 5
- Age: 10
- Intelligent, confident, and competitive.
- Enjoys athletics and science.
- Well-liked by many classmates but occasionally struggles with teamwork.
- No attendance concerns.

Classroom Context
The classroom emphasizes collaborative learning, with students working in groups several times each week on science investigations and project-based learning activities.

Behavior Description
During group work, Daniel frequently argues with peers about how tasks should be completed. He interrupts classmates, dismisses others' ideas, and sometimes refuses to complete his assigned role if he is not selected as the group leader. Conflicts occasionally result in raised voices and disrupted learning.

Academic Information

- Performs at or above grade level in all academic areas.
- Strong critical thinking skills.
- Frequently finishes assignments early.
- Enjoys challenging academic tasks.

Teacher Observations

- Behavior is most common during cooperative learning.
- Works independently without difficulty.
- Responds well when expectations and roles are clearly defined.
- Demonstrates leadership potential but struggles with flexibility and compromise.
- Positive behavior increases when responsibilities are clearly assigned.

Case Study 5 – Grade 6
Student: Elena Garcia
Student Profile

- Grade: 6
- Age: 11
- Responsible and academically capable.
- Quiet and reserved.
- Has a small group of close friends.
- Recently transitioned from elementary to middle school-style departmentalized classes.
- Family reports increased anxiety about school this year.

Classroom Context
Students transition between classes throughout the day. Hallways are crowded, schedules change occasionally for assemblies and special events, and students are expected to manage materials independently.

Behavior Description
Elena becomes visibly anxious during transitions, especially when routines change unexpectedly. She may ask repeated questions, become tearful, refuse to leave the classroom, or occasionally walk away from the group when overwhelmed. She later expresses regret and says she "didn't know what to do."

Academic Information

- Performs at grade level or above in all core subjects.
- Strong reading comprehension and writing skills.
- Completes assignments accurately.
- No academic concerns noted.

Teacher Observations

- Behavior occurs primarily during transitions or schedule changes.
- Participates appropriately during instruction.
- Benefits from advance notice of changes.
- Responds positively to reassurance from trusted adults.
- Demonstrates improved regulation when provided with a visual schedule and additional processing time.
- Rarely experiences behavior concerns when routines remain predictable.

Step 1: Read the Case Study

1. Read the scenario aloud.
2. Highlight important details.
3. Discuss first impressions.

Step 2: Analyze the Behavior

Guiding Questions

1. What behaviors are you observing? (observable behaviors only)

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_____

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2. What might be triggering the behavior?

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_____

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3. What is the likely function of the behavior?

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_____

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4. Is this likely developmental, or does it suggest the need for additional support?

_____
_____

Step 3: Design Interventions (10 minutes)

"If this student were in your classroom tomorrow, what would you do?"

Groups should identify:

Tier I Supports

_____
_____

Tier II Supports (if appropriate)

Examples:

_____
_____

Self-Regulation Supports

_____
_____

Step 4: Write a Behavior Goal

Write one SMART behavior goal.

Review SMART criteria:

- Specific
- Measurable
- Achievable
- Relevant
- Time-bound

_____
_____

Step 6: Determine Progress Monitoring

"How will you know your intervention is working?"

Participants decide what data to collect.

_____
_____