

## APPENDIX 1.3 MEET EMILY—CASE STUDY

### Emily

#### 7th Grade

#### 13 years old

Emily is a seventh grader who is well liked by her peers and teachers. Her polite, calm, and friendly demeanor is appealing to all. She states that she enjoys being with people and often initiates conversations to learn more about the people she meets. Her list of male and female friends is endless. You can often find Emily between classes in the hallway chatting and joking with a large group of friends. Emily gives the initial impression as being a leader within the school.

She is a regular participant in school and extracurricular activities. In school, Emily is recognized for her talented singing voice and her outstanding gymnastic skills. She is on the school varsity cheer team, the madrigal choir, and the chorus. Outside of school, she is on a nationally recognized competitive traveling cheer team.

Emily is currently receiving support via a 504 Plan for ADD. Her needed support resulted in the development of a 504 Plan that addressed supports such as extended time for completing assignments and tests, use of a computer for taking notes and completing written work, and preferential seating. To date, Emily continues to experience difficulties in terms of her academic performance.

A meeting was held with Emily's teachers and school guidance counselor to review the behaviors exhibited by Emily that prevent her from achieving academic success. The following behaviors were shared by Emily's teachers:

- Emily daydreams a lot.
- She is extremely chatty and tries to engage anyone seated within her proximity in a conversation. If she cannot initiate a conversation, she then passes notes to students seated around her.
- She rarely finishes class assignments.
- Although she has excellent reading comprehension, when discussing the content read, Emily offers information about the topic, but her information does not address the question asked by the teacher. She tends to perseverate on the information she wishes to share about what she has read. Often, she changes the topic of the content read in school to a book that she is currently reading at home.
- She typically starts tasks without really understanding the requirements of the task. Often, she rushes to complete the task resulting in sloppy, inaccurate work.
- She appears to be oblivious that she is not in sync with the task requirements and does not understand why what she has submitted does not meet the required academic standards.
- She is unable to efficiently shift between activities in academic settings.
- Once she has moved to another class setting, Emily continues to discuss the content from the previous class and appears to be off topic.
- Emily's backpack contains every book provided for every class rather than selecting the materials she needs before lunch and those she needs after lunch.
- Her notebook is a mess. Papers are crumpled and shoved into all sections. She can never find assignments or homework.

- She never has clean notebook paper, pens, pencils, or markers for highlighting.
- When deadlines arrive, Emily misses them and is shocked that the assignment or project was due.
- She does not complete research projects or homework that involve reading. When asked why the task has not been completed, Emily states that she loves to read and became so interested in what she was reading that he lost track of time and could not complete the assignment.
- Emily's written work contains multiple spelling errors.
- She states that she does not like to write and passively refuses to take notes during lectures.
- When Emily starts a task, she often forgets the directions or steps needed to complete the task.
- Emily states that math is her least favorite subject because of all the steps/facts/ algorithms needed to complete a problem.