

APPENDIX 1.5 MEET JACKSON—CASE STUDY

Jackson

1st Grade

6 years old

Jackson is in first grade and his primary disability is coded as an emotional disturbance. He has an IEP that focuses on behavioral goals and is placed in a general education classroom setting. Jackson's parents are very invested in his academic and social interaction success. At home, Jackson does as he pleases. If his parents request that he do something that is not part of his agenda, he screams, throws things, and storms out of the room. They do not understand why he behaves the way he does and frequently give into his demands in order to have peace in the household.

In school, his disability is manifested by work avoidance, noncompliance, acting out, along with physical and verbal aggressions. For example, when Jackson is asked to complete an assignment, he will avoid doing his work by drawing on his paper, asking questions that have nothing to do with the assignment, breaking his pencil, dumping his desk, flipping chairs, name-calling, or just simply putting his head down in complete refusal. He frequently states that school is stupid and he hates his teachers and peers. He is often viewed as a bully by his peers. Recently, Jackson has become an eloper from the classroom. This imposes a serious safety issue.

Jackson has met with little academic success. His parents and teachers attribute this lack of success to instructional time because his behaviors result in his removal from the classroom. He currently reads at a Pre-K level and still does not know all of his letters. He can write his name but struggles when he has to verbalize his address and phone number. He can count to 100 but only has one to one correspondence up to 25.

His teachers and parents communicate weekly about his lack of progress. Jackson has not met any of the goals on his IEP.