Vignette for Stephanie

Stephanie, a ninth grader, was referred for a re-evaluation by the IEP team because of the need to plan for appropriate instruction at the high school level, as well as for transition services. Behavioral data is needed at this time. She is failing algebra and adjustments need to be made in her algebra class for the next semester. Given the heavy reliance on textbooks in the high school, she is now having major difficulties with assigned reading in textbooks. The questions that need to be addressed are: (1) how can Stephanie be helped to develop reading skills and strategies to allow her to work in the general education curriculum?, and (2) What appropriate planning can be done since Stephanie will be required to repeat this semester's Algebra I class?

Stephanie works hard in school and has been getting more and more frustrated as the work gets harder. She wants to do well in the same classes her friends are taking. Her mother has been supportive of her efforts and encourages her when she does well. Mom has been very involved in Stephanie's school activities and academics, and has been involved in all the student assistance and IEP meetings over the years.

C&Y has been involved over the years because of abuse issues involving Stephanie and her father. The only reason you, the caseworker, even know about this latest IEP revision request by the school is because Mom mentioned it in passing during one of your visits.

1. Where along a risk factor continuum would you place Stephanie academically? Why?

2. Where along a risk factor continuum would you place Stephanie socially? Why?

3. Where along a risk factor continuum would you place Stephanie behaviorally? Why?