

CASE STUDY – EDDIE

During a routine visit to the Carlson home, you, the Child Welfare Professional, find Eddie Carlson's mother visibly upset after having just received a call from her son's teacher. Mrs. Carlson tells you that Mrs. Jones, his third grade teacher, plans to refer Eddie for an evaluation because Mrs. Jones believes he faces great difficulties in reading and language arts in the third-grade. After extensive intervention provided by the remedial reading teacher and through direct interventions by his classroom teacher, Eddie's abilities in decoding and sight vocabulary remain at the first-grade level. He has difficulty following directions in all instructional areas. His teacher also indicated that she gave him extra help in reading by letting him read with a group of students who read at a lower reading level. Still he has trouble reading. Mrs. Jones is concerned that he might have something hindering his learning. She also indicated to Mrs. Carlson that Eddie's peers like him a great deal. She noted that he always seems to have a group of friends at recess time with whom he plays. He is starting to exhibit some behaviors in the classroom such as frequently losing his temper and often arguing with his teacher. These behaviors concern Mrs. Jones and she worries that Eddie will become a discipline problem. She is afraid he might become even worse if he continues to have academic difficulty. She explains to Mrs. Carlson that many students tend to act out in class as a defense against not having the ability to read on the same level as their classmates. Mrs. Jones does not want this to happen to Eddie, and she would like to refer him to the Instructional Support Team for his reading and behavioral problems. The referral question is, "Why is Eddie not making sufficient progress in reading?"

Mrs. Carlson says she does not understand why Eddie cannot read. She helps him with his reading when she can, typically one or two nights a week. She had difficulty learning to read when she was in school, and believes he will outgrow this problem if given enough time. She says Eddie is not "dumb" and does not want him singled out because he needs special help. Mrs. Carlson asks you, the Child Welfare Professional, what she can do about this situation.

1. Is a referral to the Instructional Support Team the right level of student assistance for Eddie? Why or why not?

2. Would you recommend a course of action to the parents, other than the action that the school recommends? Why or why not?

CASE STUDY – EDDIE (continued)

3. What types of evaluations/assessments would you recommend to Eddie's parents to ask the school to conduct? Whom would you suggest to the parents to administer these assessments?
4. Would you suggest your attendance at any meeting? Why or why not? If you would suggest that you attend some of the meetings, which ones would you like to attend?
5. In what ways might you assist Mrs. Carlson?

