

Bethany Hagberg

Week 2 Assignment Case Study

ED 624 IEP Development and Implementation

01/22/2022

Present Levels of Performance and Individual Needs:

William “Billy” Stark is a 7th-grade student eligible for special education services under the category Behavioral Disorder (BD). Billy has historically exhibited negative behaviors in the school environment that impeded his learning and, at times, the learning of others. Billy has been in several school settings, including being homeschooled by his father. Currently, Billy is a student at Southview Middle School. Billy has difficulty following instructions, social interactions with his teachers and peers, and controlling his emotions. Billy’s disability impedes his ability to participate in the classroom, learn grade-level material, complete assigned tasks, and access the 7th-grade general curriculum. Records indicate that he is well below grade level in all academic areas. Due to his behavior, Billy was expelled from his last middle school.

Strengths of the Student:

Billy has keen insight into the lives and motivations of others. He has some understanding of the roots of his anger and antisocial behavior. Teachers report that Billy is good at historical and literary analysis. Billy has interests in video games and heavy rock metal.

Concerns of the Parent:

Billy’s father reports that he was previously homeschooled because of his troubling behaviors in the regular school setting and the little progress he was making in his classes. Billy had also been in several special education programs unsuccessfully and prescribed medications to help him deal with his hyperactivity and aggression. Currently, Billy is angry because his mother, his primary caregiver, has left the family. His father is now the primary parent for Billy.

Academic, Developmental, and Functional Needs of the student:

Billy has basic math skills and can read on a 3rd or 4th-grade level. He does not like to read or write. Billy will listen to a story read by the teacher, but only for a short period of time before losing interest. Billy’s teacher introduced biographies and music of heavy metal rockers, and Billy was initially interested. However, he lost interest quickly. Billy refuses to read anything recommended to him.

Billy receives instruction in the special education classroom and the general education classroom. His time in the general education classroom is to help him make friends, adjust to the

routine of a regular classroom, and have access to the 7th-grade general curriculum. In the general education classroom, his teacher reports that Billy is sullen, withdrawn, and sarcastic on good days. On bad days, Billy can be angry, argumentative, and on occasion, violent. During violent outbursts, Billy will throw objects across the room, shout, and curse. Once calm, Billy will blame others for his outbursts. Some of these reasons are: other students got on his nerves, he was mad at his dad or mom, unreasonable demands of the teacher or the class, and no one understood him. Billy has also had issues hitting other students with objects. Billy's weakness in social awareness and self-management skills impacts his ability to effectively interact with peers and adults and maintain physical control when he becomes frustrated or angry. Billy needs to keep his hands, feet, and objects to himself to increase self-management skills and use appropriate voice, tone, and language to communicate with peers and adults in order to progress in the general education curriculum. Billy's weakness in executive functioning impacts his ability to self-regulate and control emotional responses in frustrating situations. In order to progress in the general education curriculum, Billy needs to use self-regulation and coping skills to manage unexpected behaviors by increasing social awareness, self-management, and coping skills to deal with anger across all school settings.

In the special education classroom, the teacher reports that Billy has little confidence in his abilities and refuses to try the simplest of tasks. A Functional Behavior Analysis was previously done, and it found that Billy needed to develop impulse control. The teacher used rewards, such as privileges or tokens, to modify behavior, but they failed. Billy took advantage of these rewards and used them to smoke in the boy's bathroom, breaking school rules. He threw the tokens across the room and did not like the extra computer time. Billy's weakness in self-management impacts his ability to make appropriate decisions. When given a direction by an adult, Billy needs to follow a directive to demonstrate effective decision-making skills and increase self-management to progress in the general education curriculum.

Billy has issues interacting with other students in the classroom. He is perceived as a loner and does not have many friends. Billy has stated that he thinks other people always pick on him, and he needs to defend himself. Billy denies his behaviors and blames them on others other than himself. Billy struggles with having appropriate interactions with his peers, which negatively impacts his ability to create and keep friends, find peers to work on projects, and complete group assignments. Billy's social skills deficits impede his progress in both academic and social settings.

Billy meets regularly with the school counselor to help track his adjustment to his new school. The school counselor reports that Billy refuses to talk with her.

The special education teacher stated that it seemed like something emotional, social, or biochemical always got in the way of Billy's attempt to learn or change. The teacher wonders if

there is an undiagnosed learning disability or neurological problem masking Billy's home problems, school adjustment, and learning difficulties.