

Case Study #1 -Randall

Randall is a 13-year old boy in seventh grade. Randall has been suspended multiple times throughout his school career. Suspensions for profanity and for possession of an imitation firearm occurred in the previous years. At this point in the school year (October), Randall has already been suspended twice: once for possession of a controlled substance and once for possession of a knife.

Randall's English teacher, Ms. Garcia, decided to look into Randall's cumulative file because she immediately noticed his frequent absences and below-grade-level academic performance. Most concerning to Ms. Garcia, is that Randall often comes to the school campus, but does not attend classes. He can usually be found in the school parking lot, circulating between different groups of students in the morning and in the afternoon. When Ms. Garcia asked other teachers at the school what they knew about Randall, they told her that he was "just a low performer" and now he seems to be a "bad seed."

In her review of records, Ms. Garcia discovered an overall trend of academic failure that goes back to third grade. Randall started falling behind, academically, in third grade. Each year since, he has fallen further and further behind, in terms of state testing scores and curriculum-based assessment results. Ms. Garcia found a referral for Special Education assessment from Randall's third grade teacher, but she found no evidence that an assessment was conducted. Ms. Garcia found notes in his cumulative file, from fourth, fifth, and sixth grade teachers, indicating that Randall was having difficulties following the classroom and school rules. The teachers also described Randall's frequent elopement from the classroom.

In attempts to further understand Randall, Ms. Garcia called his mother one evening. She discovered that Randall lives with his mother and his older sister. The three live in a one-bedroom apartment in Highland Park, a rapidly developing area of Northeast Los Angeles. The landlord recently increased rent beyond that which Randall's mother can afford, so now the family is being forced to move out within the next month. With the upcoming move, Randall's mother's job is in jeopardy. She does not own a car and uses public transportation to get to work. Randall's mother expressed uncertainty regarding her ability to find affordable housing for her family in a location from where she can take the bus and arrive to work on time each day. Randall's mom explained that she tries to go to parent teacher conferences when she can, but that her supervisor at work requires her to use unpaid time off whenever she has a meeting at school. Randall's mother is highly concerned about his suspensions. She also mentioned concerns regarding Randall's social circle(s). Randall's mother explained that Randall seems to spend time with different groups of people, but doesn't seem to have any "real" friends. Randall's mom said that she is at a loss as to how to help her son. She has consulted with her church pastor in the past, but says not much came of that. She asked Ms. Garcia if there is anything the school can do to help her and Randall.

Please address the following questions/components in your response:

1. What behavior(s) should be targeted for intervention; why? What might be the antecedents and consequences that are affecting Randall's behavior? Identify at least one myth/misconception (Zirpoli, Chapter 1) regarding behavior that is evident in this case. Provide evidence from the case, text, and/or lecture that disproves the myth/misconception you identified.
2. Which legal considerations (Zirpoli, Chapter 2) are relevant to this case? Describe at least two applicable legal considerations that should be addressed, why they apply to this case, and *how* the teacher/school should address the relevant legal considerations.
3. From Ms. Garcia's perspective, what would be your recommended next steps in helping Randall?