

ANDRE

(9th Grader)

Andre has a long history of verbal altercations with his peers and significant psychosocial stressors in his home life. He was identified with a specific learning disability in reading in the first grade, with AD/HD noted at that time. He received services in RSP and SDC settings throughout elementary school. In middle school, Andre was in 4 general education classes and 2 RSP classes. In his eighth grade English class (RSP) he was especially disruptive, continuously arguing with teachers and peers and making inappropriate sexual comments towards adults and peers of both genders. He is not engaged in any physical sexual acting out behaviors to anyone's knowledge. It was subsequently discovered (summer before his high school year) that he had been sexually abused by several men and he began counseling through a referral from the police department.

Andre has a current diagnosis of emotional disturbance, meeting the federal definition for this designation. He has now been removed to a residential treatment facility due to his lack of progress in counseling and his inability to respect boundaries (approaches too close physically, screams sexual comments), especially when he is upset over an inability to complete an assignment rapidly and with success. Andre is especially fond of two teachers in his residential setting and responds well to their corrections, but has not yet been able to cope effectively with several other teachers or cottage (living unit) personnel. He has not physically attacked any staff member, but due to his intimidating physical stance (close range, challenging eye contact according to staff) others are afraid of him and keep their distance, whether adult or peer.



Describe intervention efforts which should be implemented in the residential treatment facility.

How may classroom personnel wish to accommodate Andre in the classroom?

How might staff behaviorally support him?