

Case Study: Allison

Allison is a fifth grade student in a general education classroom in San Bernardino, CA. At the beginning of the school year, Allison started to demonstrate severe task avoidance behaviors, and her grades have been on a steady decline. When presented with any academic work, even if it aligns with her current abilities, she responds with verbal protest and elopement from the classroom. Data demonstrates that she currently only remains in her classroom for an average of 38 minutes across the school day. She will often run around the school campus, and attempt to climb fences to escape the campus. When approached by the instructional staff, or when attempted to be redirected back to class, she will respond with offensive statements and profanity. She will sometimes burst into tears, destroy property, and lash out at the staff by throwing items, physical aggression, and turning over furniture. Her private child psychiatrist has diagnosed her with Disruptive Mood Dysregulation Disorder, a diagnosis characterized by severe irritability and pervasive anger. Recently her mother changed her anti-depressant medication, and she has demonstrated extreme mood swings at both school and at home.

Parent Report

During the most recent parent conference, her teacher found out that Allison's parents had separated at the end of last year. She has been transitioning between the two home environments, and has not responded well to the divorce. Her mother reported that Allison has been locking herself in her room, and refuses to eat dinner with the family. She has become socially withdrawn, and refuses to participate in activities she used to love, such as soccer and a volunteer position at the local animal shelter. She has also been aggressive towards her younger siblings, slams doors and cabinets when angry, and yells at her mother to leave her alone. Allison's father reported that she doesn't display these behaviors when Allison stays at his house, because he "sets boundaries and keeps her in line," unlike his mother.

Teacher Report

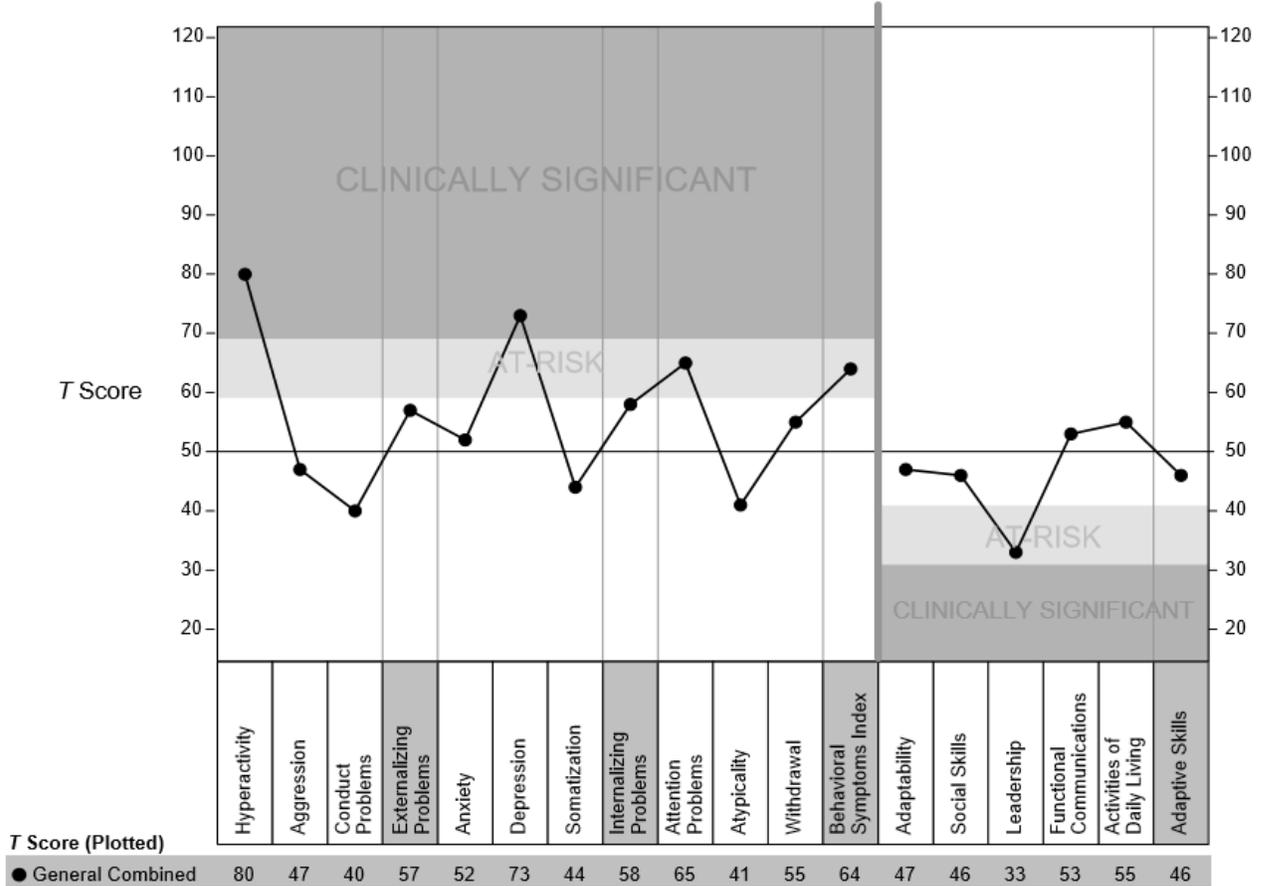
Allison's teacher reported that when she actually attempts any work, she often needs support to stay focused and follow the directions of the assignment. Currently her reading is estimated to be at the third grade level, while written language estimates are at the second grade level. Math is her most difficult subject and elicits the emotional dysregulation. Her teacher would like her to at least stay in the work area long enough for her to provide academic support in her areas of need. Allison's teacher also

reported elevated scores on the *Behavior Assessment System for Children, Third Edition*. The summary of her findings are described below.

VALIDITY INDEX SUMMARY

F Index	Response Pattern	Consistency
Acceptable	Acceptable	Acceptable
Raw Score: 0	Raw Score: 130	Raw Score: 10

CLINICAL AND ADAPTIVE T-SCORE PROFILE



Student Report

During a recent classroom observation, Allison was asked to rank how she felt about being in class. Her score was an 80.

Subjective Units of Distress Scale (SUDS)

Try to get used to rating your distress, fear, anxiety or discomfort on a scale of 0-100. Imagine you have a 'distress thermometer' to measure your feelings according to the following scale. Notice how your level of distress and fear changes over time and in different situations.

