

Seeing My Time Case Study FINAL GRADE: 49.5/50 points for Case Study.

This is an excellent example of using professional language, providing valuable historical information, as well as details that helped us see into the mind of the client. It shows deep and thoughtful consideration of how to both present Seeing My Time and how to help her client into the future with continued contact with the ideas and strategies taught in Seeing My Time. Points lost were for formatting and grammatical errors.

Submitted by: [REDACTED]

Date: August 10, 2017

I. Abstract/Summary

- The client is my son, an 11 year old who attends [REDACTED], a private independent school in [REDACTED]. He is a rising 6th grader who has attended [REDACTED] since age 4. He has an older brother age 14 and lives with both of his biological parents.
- He was diagnosed through his pediatrician and a Pediatric Neurologist with ADHD and a tic disorder in the second grade. He is unable to take medication for ADHD due to increased tics and adverse reactions to the medications. He has executive function challenges both at home and at school. Over the past several years, he struggled in school with writing down assignments, planning for homework, beginning work, organizing papers, finding focus in the classroom, and being overwhelmed by both internal and external stimulation/distractions. It is difficult for him to start work because he becomes anxious and physically uncomfortable when he feels overwhelmed complaining of his feet and legs hurting, headaches, and body aches. He has used self-deprecating language such as “I’m stupid” and “I’m so dumb” when he becomes frustrated. He wants to please and do well in all that he does. He compares himself to other students in the classroom and wants to get better grades and get assignments done, but once he feels overwhelmed he shuts down and becomes emotional.
- The client has worked closely with his classroom teachers who have been very accommodating and helpful at his school since it is a small school with classes of about 15 students per intermediate school class and about 10 to 12 in middle school classes. The client has worked with me this summer through the nine units of Seeing My Time, The Sklar Process, through the month of July and the beginning of August of 2017. Since this was done during the summer months we used the program as a springboard to strategize for the upcoming school year as he enters middle school. The client responded positively to the lessons and

enjoyed working through each of the eight units. We used the strategies taught and purchased items such as analog clocks, timers, and made copies of calendars and time schedules to help him to be successful at home with tasks and responsibilities such as chores and self care. I have been in contact with his 6th grade advisor to meet prior to the beginning of school to show her the organizational binder/folders I would like him to use in his classes to stay organized. We put a calendar in our family HW and workspace area that he can edit so it is not out of his-sight and then in turn out of his mind. I am hopeful that with his positive attitude toward the program at this time, that there will be follow through when there are academic responsibilities to be balanced with both sport and home responsibilities.

II. Client Background Information

- Gender: Male
- Age: 11 years old
- Education status/School Setting: Student is a rising 6th grader at [REDACTED], a co-educational Independent private school. Prior to [REDACTED] he attended [REDACTED] Preschool at age 3.
- Medical diagnosis:
 - ADHD/Tic Disorder
 - Vitamin D deficiency
 - Sleep-walker with night terrors
- Lives with biological married parents and 14 year old brother

III. Prior Intervention:

- Client received speech therapy with [REDACTED] through the second grade through the [REDACTED] for articulation speech therapy.
- Client attended sessions with Dr. [REDACTED], Pediatric Neurologist.
- Client was on ADHD medications including Adderall and Vyvanse with adverse effects concluding in being taken off of meds due to increased tics, sleep difficulty, extreme weight loss, and noted depression.
- Client takes Melatonin, Vitamin D, and Magnesium supplements to help with sleep, deficiency in Vitamin D and tics.

IV. Assessment Data:

- SMT
- BDEFS-CA
- Parent Information
- Interview with student

- Educational Evaluations
- School transcripts
- Pediatric neurologist testing and evaluation
- Specialist reports
- Executive Skills Questionnaire-Teen Version (Smart but Scattered Teens version)

V. Use of Assessment Data:

- I used the assessment data and my prior experience with my client to influence the way I presented the program of SMT. I predominantly used the results of the Smart But Scattered Executive Executive Skills Questionnaires, the BDEFS-CA, and the information in the Introduction/Setting the Stage section of SMT to guide my sessions with my client. It allowed me to present this as a positive experience and present ways that we could use strategies taught in the program to help as he enters 6th grade.

VI. Observations of strengths and weaknesses of client

- Student does well academically, receiving B's and A's, but struggles with organization and self control.
- He wants to do well and succeed in school so enjoyed working through the strategies of the SMT program.
- Homework and assignments in school become overwhelming to him causing anxiety, crying, aching, and outbursts.
- His teachers consistently note that he is impulsive and has trouble completing tasks in the classroom.
- When he becomes overwhelmed, he shuts down and needs time to regroup and revisit the task at hand.
- He has learned to ask his teachers to take a walk or break.
- In the past he has relied on "memory" and photos on his iPad of his assignment boards to remember assignments, but he often forgets the supplies at school that are needed to finish the assignments.
- External factors and internal thoughts often made sessions hit or miss depending upon his state at the time which influenced the sessions.

VII. Interventions:

- At this time my client and I have completed the full material in the SMT workbook in preparation for him beginning his 6th grade school year.
- I made several modifications in the SMT program to meet my son's needs. I combined some of the sessions when connections could be made to more than one. For example, I combined the First Truth of Time: Out of Sight, Out of Mind

lesson with a portion of The Second Truth of Time. I felt that there were enough connections that I could combine some of the information, and then in my next session, do the actual calendar/time planning. I also modified the program by having him make up his time plan with my assistance and in turn asked him to help me with my daily/weekly/monthly plan. He is a “helper” and I found it beneficial to not only create his own plan, but when he saw how it could also work for me, he had more of a “buy in” because I wasn’t forcing something on him, but we were doing it together.

- While I did not create extensions to the lessons, with each chapter of content, I noted in the sections how I could use some of the techniques with students in my Learning Support role as an abbreviated program.
- I particularly liked the “Key Points” sections of the Teacher’s Edition of SMT to to guide some of the language I used with him in my explanations. It was a great way for me to “wrap up” each section and review the goals for each unit with him.

VIII. Response to Interventions:

- I have noticed that my client/son realized a lot about himself in the process. We have always been very honest with him about his ADHD and he is aware of his areas of weakness and strengths, executive function challenges, and anxiety over school work. He often made comments on situations that happened in school during the year that he was reminded of when we did some of the activities. For example, in the “Planning the Time to Do the Steps” calendar, we used the research paper example. This year, he had a research paper on Israel and he talked about how he could insert his notecards, outline, drafts etc. on the calendar. He knows he will be writing one on Greek Mythology in 6th grade so I believe he was motivated by the prospect of working backwards for this when it is assigned. He noted this in his “What steps have I learned” section of Unit 4. I noticed that it was not difficult to have him work with me since the lessons were child friendly, while also being universally appropriate for older clients.
- As we got closer to August this summer, he knew that he needed to complete reading a book with the theme of social justice for his summer assignment. He wanted to make sure that he had his book and planned out how much he could read each night based on the page numbers in the book. ‘The Watsons Go to Birmingham’ was 210 pages so he used his new school calendar to map out how he could get it done by Labor Day.
- From the beginning of the sessions and his completion of “Student Success Self-Assessment of Behaviors” to now, I find he is mentioning some of them

including writing down assignments and organizing papers and planning projects as we get closer to school. I think when school starts all of this will become even more evident. In the summer giving himself breaks was definitely something he wanted to make sure he accomplished.

- I do see him thinking about his thinking. He is a child who is always asking questions so I talked with him more than once through the program about metacognition. I try to remind him how this will help him with all of the other executive skills and how using these strategies will help in this. Sharing with him my personal areas of weakness helped him as well. I would joke and say, I need to be thinking about my thinking here.

IX. Next steps

- Since the client is my son, I plan to use the strategies in SMT throughout the school year to help in his 6th grade/middle school transition. When purchasing supplies for school I was more aware of how what I purchased could lead to more success in his classes and with his organization. I purchased him a watch battery for a watch that was my husband's that he really wanted. I bought some block timers for homework and have asked him to make time circles on Post-its for some of his everyday tasks. I will need to revisit the lessons with him often as the year progresses. As I become more comfortable myself using the strategies, I will also help guide him. I plan to talk with his advisor about the program since I work at the school where he attends and know she will be agreeable to me coming into the class to share these strategies with her class.
- My client/son and I are very close and he currently follows my lead, so I am hoping now that I have worked through the program with him, it will help in HW time and the anxiety he feels in school once school begins. Being able to remind him of the steps for success, the shape of his brain, what train he is on, using time circles, meeting due dates, seeing his assignments in totality, and showing him how toughing it out and doing some of those things he does not want to do can become easier if he thinks it through and plans his time.
- Since it was summer, it took longer than I had wanted to complete the sessions with my client/son and feel that I will need to often revisit the steps. Having extra time in the summer was helpful, but also made for unforeseen circumstances to pop into my planning. I know this will also happen throughout the school year so I hope to use this as a reminder to myself and my client/son.
- My client/son will be attending resource periods two to three times a week at his school and I happen to work in that department at school. I will be using the

organizational folder/binder with him and have purchases several others to use with some of my other sixth graders in my program.

- I plan to have one or two of his teachers fill out the BDEFS-CA form once each trimester. (November/January/June) I think seeing this information and sharing some of the information with him will be helpful in him seeing his progress. It will also allow me to see what areas I will continue to work on with him. I think that revisiting sections of the workbook throughout the year and using it as a resource will be helpful for him.

Marydee's Comments on the Paper:

You did a beautiful job with your case study. You used professional language. Your history provided good background. You added details about your client to help us understand him better such as describing his self-deprecating language and physical responses to stress.

While it was summer, you did an excellent job of connecting to the upcoming school year when the metacognition and strategies will truly be called upon to use.

Not sure if this is applicable, but having a second set of textbooks and workbooks at home can help with this issue [forgetting to bring home materials from school] caused by working memory challenges.

Congratulations on letting him be a helper for you. Interventions are always being "done to" kids. Very valuable to let him see that these are strategies and tools for EVERYONE to use.

Kudos for acknowledging your own weaknesses. Our younger students see the adults in their world as all powerful. It's better to take the heat off of them by sharing your challenges so that they know that successful adults face challenges too on a daily basis.

Good job connecting to his teacher. When presenting strategies to classes without the context of the SMT program, don't forget to give them the background information of "WHY" the strategies work from the perspective of the brain.

Since you are so close, you can see how valuable it is to teach this course to 6th graders. By the time they get to 8th grade it gets harder for them to listen to parental units!

