

**Client:** John Doe  
**Program:** Chaddock Day Treatment School & Extended Day Program  
**Referral Source:** Quincy Public Schools  
**Permanency Goal:** Stabilize and return to public school

### **PRESENTING HISTORY:**

John began having struggles in his Pre-K program. He had difficulty with short attention span, playing with others and having temper tantrums. During this time he had a para-educator assigned to him to help him be successful and get through the day. He was assessed for Special Education services when he was in Kindergarten. He was determined eligible with Emotional Disability being his primary disability.

Problems continued for John within the public school setting. When he was in second grade, Quincy Schools asked for his school placement to be changed to Chaddock School. In addition to his school struggles, he was also removed from his biological mother during this time and placed in foster care. John was placed into a caring home with loving foster-parents. John also began to meet with a therapist to work through some of his struggles.

During this time, John's visits with his mother were supervised. As time went on, visits were increased and the structure was decreased. John would struggle at school pre and post visits. He would verbalize to staff members that he trusted that he did not wish to visit his mom and attempted to sabotage the visits with misbehaving. As John grew older his permanency goal was changed to independence. He remained in the foster home he was originally placed with and was able to maintain contact with his mom.

### **SCHOOL SERVICES PROVIDED:**

When John began school at Chaddock, he was bussed from his foster home to school daily. He was placed in a self-contained elementary room. John needed high structure and clear classroom rules in order to manage him within the setting. During this time the teacher and paraprofessional worked with him building a relationship and providing structure and the felt-safety needed.

As he continued his educational journey, John would struggle whenever new students entered the classroom as well as accepting other staff members holding him accountable to the school rules. Once he began junior high, John had a hard time with transitions and having different staff working with him on a daily basis. During this time an intervention plan was developed with John to have him in the classroom setting for a time frame and then be pulled out and working with another staff away from the group for a time frame. This was successful for him as he was able to build additional relationships and get a break from his peers so he could refocus.

During the time that John was in middle school Chaddock began an Extended Day school program for community students to help them work with peer relationships, service work, additional school help and community and work skills. John was a part of the program and was able to experience success and growth.

He participated in service projects throughout the community, gained work experience and continued to build positive relationships with Chaddock School Staff.

Prior to his eleventh year of school, John's IEP team felt he was ready to begin taking some classes again at public school. He started with a half-day of classes and returned for the second half of the day at Chaddock. Reports from his teachers at public school were positive and feedback given from public school staff was also positive. John also obtained a part-time job at a local restaurant. At the end of the first semester, John began attending full time school at public school.

**UPDATE:**

Since returning to public school full time, John has continued to come back and check in with the Chaddock School Staff. He has positive feedback and communication when he is in the building. He has maintained his job at the restaurant and has become involved in activities at public school. Currently John is in his senior year of high school and is on track to receive his diploma in the spring of 2020.