



## WP2.A – Iancu's Case Study Checklist

### Checklist for ICF-Based Analysis for TEACHERS

#### 1. Body Functions and Structures

**1.1 Physical Health Issues:** Does the student show frequent signs of illness or physical discomfort that affect school attendance or concentration?

Iancu does not show any signs of illness. ADHD diagnosis, however, impacts his ability to maintain focus and concentrate in class.

**1.2 Sensory Impairments:** Does the student show difficulty in hearing, seeing, or other sensory functions that are not being adequately addressed?

No sensory impairments have been reported.

**1.3 Mental Health Concerns:** Does the student show signs of anxiety, depression, or emotional instability that impact their ability to participate in school activities?

Teachers observe impulsivity and emotional instability, which are consistent with ADHD and may contribute to classroom disengagement.

#### 2. Activities and Participation

**2.1 Class Participation:** Does the student often avoid participating in classroom discussions or group work?

Iancu frequently avoids classroom discussions and group work, often leaving the school premises entirely after being marked present.

**2.2 Homework and Assignments:** Does the student frequently fail to complete or turn in homework and other assignments on time?

Regularly fails to complete homework, reflecting disengagement from academic tasks.

**2.3 Social Interaction:** Does the student appear isolated or have difficulty forming and maintaining friendships with peers?

While cooperative with peers, he does not actively form strong friendships or participate in collaborative activities.

**2.4 Physical Activity and Mobility:** Does the student participate less in physical activities or show reluctance to engage in sports or physical education classes?

Shows interest in physical education or sports activities.

**2.5 Cognitive Performance:** Is the student showing signs of poor attention, memory, or other cognitive difficulties that affect learning?

Struggles with attention, memory, and processing tasks in a structured learning environment, hindering academic performance.

#### 3. Environmental Factors

**3.1 Family Support:** Does the student have limited family support for academic achievement (e.g., parents or guardians show little involvement or support for schoolwork)?

Parents are unresponsive to school outreach and show little support for academic success.

**3.2 Peer Influence:** Is the student negatively influenced by peers, such as engaging in behaviors that disrupt learning or lower academic motivation?

Likely negatively influenced by peers at the nearby internet café, which contributes to his absenteeism.





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**3.3 Peer Interaction:** Does the student have frequented conflicts or poor relationships with peers?

Generally, avoids conflicts, but lacks peer relationships.

**3.4 Teacher Interaction:** Does the student have frequented conflicts or poor relationships with teachers, leading to disengagement in class?

Engages minimally with teachers.

**3.5 School Environment:** Is the student showing discomfort or dissatisfaction with the school environment, such as feeling unsafe or unsupported?

Teachers perceive the school environment as supportive, but it fails to engage Iancu effectively.

**3.6 Technological Barriers:** Does the student have difficulty accessing or using the technology needed for learning, such as computers or internet access at home?

No apparent issues with accessing or using technology.

### 4. Personal Factors

**4.1 Low Motivation:** Does the student express a lack of interest in school subjects or show signs of disengagement from learning?

Demonstrates a lack of interest in schoolwork and disengages from learning activities.

**4.2 Self-Esteem Issues:** Does the student display low confidence in their academic abilities or frequently express feelings of inadequacy?

Likely has low confidence in his academic abilities, reinforced by repeated failures and gaps in knowledge.

**4.3 Behavioral Issues:** Is the student involved in frequent behavioral problems, such as tardiness, absenteeism, or disruptions during class?

Exhibits disruptive behavior, and a pattern of avoiding responsibilities.

**4.4 Goals and Aspirations:** Does the student show little interest in future educational or career goals?

Shows no evident interest in future educational or career goals.

**4.5 Adaptability:** Does the student struggle with adapting to new situations, such as changes in routine, new subjects, or different teaching styles?

Struggles with adapting to structured school routines and new academic challenges, exacerbated by ADHD.

### 5. Performance Indicators

**5.1 Academic Performance:** Has the student shown a significant decline in grades or test scores over time?

Significant decline in academic performance, with notable knowledge gaps.

**5.2 Attendance:** Does the student have frequent absences, lateness, or unexcused leaves?

Chronic absenteeism is a primary concern, with frequent unexcused absences.

**5.3 Teacher Reports:** Have teachers reported concerns about the student's academic performance or behavior?

Teachers report consistent concerns about Iancu’s academic performance and behavior.

**5.4 Disciplinary Issues:** Has the student been involved in disciplinary actions, such as detentions or suspensions?

No involvement in disciplinary actions.

### 6. Intervention Readiness





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**6.1 Response to Support:** Has the student shown resistance to support strategies provided by the school, such as tutoring or counseling?

Displays resistance to structured interventions, including special education strategies.

**6.2 Willingness to Communicate:** Does the student express reluctance to communicate openly with teachers, counselors, or peers about their struggles?

Reluctant to engage openly with teachers or counselors about his struggles.

**6.3 Parental Involvement:** Are the students’ parents or guardians reluctant to engage with school staff or collaborate on support plans?

Parents are unresponsive, hindering the school’s ability to implement effective interventions.

### Checklist for ICF-Based Analysis for SCHOOL LEADERS

#### 3. Environmental Factors

**3.1 Family Support:** Does the student lack adequate family support for academic success? For example, do parents or guardians show limited involvement or encouragement for school-related activities?

Iancu lacks adequate family support for academic success. His parents have shown limited involvement, failing to respond to communication attempts, and do not engage in school-related activities or decision-making.

**3.2 Peer Influence:** Are there indications that the student is negatively influenced by peers, such as engaging in behavior that disrupts learning or lowers their motivation for academic success?

There are indications that Iancu is negatively influenced by peers or individuals at the nearby internet café, contributing to his frequent absences and disengagement from school.

**3.3 Peer Interaction:** Does the student often have conflicts with or show difficulty in maintaining positive relationships with peers?

While generally cooperative with peers, Iancu does not maintain strong friendships or display significant social engagement, leading to potential feelings of isolation.

**3.4 Teacher Relationships:** Has the student shown patterns of conflict or disengagement with teachers, which could contribute to a lack of motivation or interest in class?

There is no evidence of conflict with teachers, but a clear pattern of disengagement is present. Iancu avoids communication and participation, which impacts his motivation and classroom dynamics.

**3.5 School Environment:** Does the student express discomfort or dissatisfaction with the school environment (e.g., feeling unsafe, unsupported, or disconnected)?

Iancu does not express dissatisfaction with the school environment. However, his behavior suggests a lack of connection or attachment to the school community.

**3.6 Access to Technology:** Does the student face barriers in accessing technology essential for learning (e.g., lack of a computer or internet access at home)?

Iancu has no reported barriers to accessing technology for learning purposes, such as computers or internet access.





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### 4. Personal Factors

**4.1 Motivation:** Does the student appear unmotivated or disinterested in school subjects, or show signs of disengagement from learning?

Displays a lack of interest in school subjects and is disengaged from learning activities, preferring to avoid structured settings.

**4.2 Self-Confidence:** Does the student display low confidence in their academic abilities, frequently expressing feelings of inadequacy or self-doubt?

Likely struggles with low confidence in his academic abilities, which may be exacerbated by his knowledge gaps and ADHD symptoms.

**4.3 Behavioral Patterns:** Is the student frequently involved in behavioral issues, such as tardiness, absenteeism, or classroom disruptions?

Frequently involved in absenteeism.

**4.4 Future Orientation:** Does the student show little interest or enthusiasm for future educational or career goals?

Shows no evident interest in future educational aspirations, reflecting a lack of long-term goals or motivation.

**4.5 Adaptability:** Does the student struggle with adapting to new situations, such as changes in routine, new subjects, or diverse teaching methods?

Faces significant challenges in adapting to structured routines, new subjects, or varying teaching methods, which is likely linked to his ADHD diagnosis.

### 5. Performance Indicators

**5.1 Academic Progress:** Has the student experienced a significant decline in grades, assessment scores, or overall academic performance?

Demonstrates a significant decline in grades and assessment scores, having also knowledge gaps.

**5.2 Attendance Patterns:** Does the student have a history of frequent absences, tardiness, or unexcused leaves?

The school has recorded its history of absences, tardiness, which is the main area of concern.

**5.3 Teacher Observations:** Have teachers raised concerns about the student’s academic performance, motivation, or behavior?

Teachers consistently report concerns regarding Iancu’s academic performance, motivation, and disengagement in class.

**5.4 Disciplinary Record:** Has the student been involved in disciplinary actions, such as detentions, suspensions, or other interventions?

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### 6. Intervention Readiness

**6.1 Response to Support Services:** Has the student shown reluctance or resistance to support measures offered by the school, such as tutoring, mentoring, or counseling?

Iancu has refused or was unable to participate in the numerous forms of help, including behavioral interventions and special education programs.





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**6.2 Openness to Communication:** Does the student avoid open communication with teachers, counselors, or peers regarding personal or academic challenges?

The attempts to address issues and direct discussion with educators, instructors, and counselors were refused.

**6.3 Parental Involvement:** Do the student's parents or guardians show reluctance to engage with school staff or participate in collaborative support efforts?

Parents are extremely hesitant to interact with school personnel; they disregard communication efforts and do not work together to develop plans for educational support.

### Checklist for ICF-Based Analysis for COUNSELORS

#### 1. Activities and Participation

**1.1 Class Participation:** Does the student often avoid participating in classroom discussions or group work?  
Iancu avoids participating in classroom discussions or group work, often leaving school after being marked as present.

**1.2 Homework and Assignments:**

Does the student frequently fail to complete or turn in homework and other assignments on time?  
Regularly fails to complete homework, reflecting a lack of engagement and accountability in academic tasks.

**1.3 Social Interaction:** Does the student appear isolated or have difficulty forming and maintaining friendships with peers?

Appears cooperative with peers but lacks deep bonds and shows signs of social isolation.

**1.4 Physical Activity and Mobility:** Does the student participate less in physical activities or show reluctance to engage in sports or physical education classes?

He likes, somehow, to engage in sports or physical education.

**1.5 Cognitive Performance:** Is the student showing signs of poor attention, memory, or other cognitive difficulties that affect learning?

Exhibits poor attention, memory issues, and difficulty processing information, and this is affecting his learning.

#### 2. Environmental Factors

**2.1 Family Support:** Does the student have limited family support for academic achievement (e.g., parents or guardians show little involvement or support for schoolwork)?

Lacks family support for academic success; parents are unresponsive, do not communicate with school and leaders, and fail to participate in support plans.

**2.2 Peer Influence:** Is the student negatively influenced by peers, such as engaging in behaviors that disrupt learning or lower academic motivation?



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Peers at the internet café most likely had a negative influence, which led to absenteeism and disengagement from school-related activities.

**2.3 Peer Interaction:** Does the student have frequent conflicts or poor relationships with peers?

While generally conflict-free, Iancu does not have strong colleagues connections and remains socially disengaged.

**2.4 Teacher Interaction:** Does the student have frequent conflicts or poor relationships with teachers, leading to disengagement in class?

Displays minimal interaction with teachers and avoids seeking help or engaging in discussions with them.

**2.5 School Environment:** Is the student showing discomfort or dissatisfaction with the school environment, such as feeling unsafe or unsupported?

Exhibits a lack of connection and attachment to the school environment but does not publicly voice dissatisfaction with it.

**2.6 Technological Barriers:** Does the student have difficulty accessing or using technology needed for learning, such as computers or internet access at home?

No reported issues with accessing or using technology for learning purposes.

### 3. Personal Factors

**3.1 Low Motivation:** Does the student express a lack of interest in school subjects or show signs of disengagement from learning?

It demonstrates a clear lack of interest in learning activities, preferring unstructured, non-academic settings.

**3.2 Self-Esteem Issues:** Does the student display low confidence in their academic abilities or frequently express feelings of inadequacy?

Likely experiences difficulties related to ADHD, lacks confidence in one's academic skills, and feels inadequate because of knowledge gaps.

**3.3 Behavioral Issues:** Is the student involved in frequent behavioral problems, such as tardiness, absenteeism, or disruption during class?

Frequently involved in absenteeism and truancy.

**3.4 Goals and Aspirations:** Does the student show little interest in future educational or career goals?

Shows little interest in future education, reflecting a lack of long-term focus or planning.

**3.5 Adaptability:** Does the student struggle with adapting to new situations, such as changes in routine, new subjects, or different teaching styles?

Struggles to adjust to new subjects, structured routines, or varied teaching approaches, which is indicative of ADHD symptoms.

### 4. Intervention Readiness

**4.1 Response to Support:** Has the student shown resistance to support strategies provided by the school, such as tutoring or counseling?

Displays resistance to support measures such as special education strategies or counseling interventions.

**4.2 Willingness to Communicate:** Does the student express reluctance to communicate openly with teachers, counselors, or peers about their struggles?





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Reluctant to communicate openly with counselors, teachers, or peers about his struggles, making interventions harder.

**4.3 Parental Involvement:** Are the students’ parents or guardians reluctant to engage with school staff or collaborate on support plans?

Parents remain unresponsive to the school’s repeated outreach efforts, limiting the effective intervention.

### Checklist for ICF-Based Analysis for PARENTS

#### 1. *Body Functions and Structures*

**1.1 Physical Health Issues:** Does the student show frequent signs of illness or physical discomfort that affect school attendance or concentration?

Parents have not reported any significant physical health issues affecting Iancu’s attendance or concentration.

**1.2 Sensory Impairments:** Does the student show difficulty in hearing, seeing, or other sensory functions that are not being adequately addressed?

The parents have not mentioned or addressed any known sensory impairments.

**1.3 Mental Health Concerns:** Does the student show signs of anxiety, depression, or emotional instability that impact their ability to participate in school activities?

Parents have not provided any information regarding Iancu’s emotional state or potential mental health challenges, despite observable signs of impulsiveness and emotional instability linked to ADHD.

#### 2. *Activities and Participation*

**2.2 Homework and Assignments:** Does the student frequently fail to complete or turn in homework and other assignments on time?

Iancu consistently fails to complete assignments, with no evidence of parental involvement in monitoring or supporting homework completion.

**2.3 Social Interaction:** Does the student appear isolated or have difficulty forming and maintaining friendships with peers?

While not isolated, Iancu does not have strong relationships with his peers, and parents have not engaged with the school to address social concerns.

**2.4 Physical Activity and Mobility:** Does the student participate less in physical activities or show reluctance to engage in sports or physical education classes?

Iancu participates minimally in physical education.

**2.5 Cognitive Performance:** Is the student showing signs of poor attention, memory, or other cognitive difficulties that affect learning?

Parents have not actively worked with the school to address the attention and memory issues that are clearly caused by ADHD.





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### 3. Environmental Factors

**3.1 Family Support:** Does the student have limited family support for academic achievement (e.g., parents or guardians show little involvement or support for schoolwork)?

Parents provide minimal academic support, failing to respond to the school’s outreach and showing little involvement in Iancu’s education.

**3.2 Peer Influence:** Is the student negatively influenced by peers, such as engaging in behaviors that disrupt learning or lower academic motivation?

Parents have not intervened or provided insights into Iancu’s interactions with potentially negative influences, such as peers at the internet café.

**3.3 Peer Interaction:** Does the student have frequent conflicts or poor relationships with peers?

Parents have not taken any proactive steps to help Iancu’s social relationships, either inside or outside of school.

**3.4 Teacher Interaction:** Does the student have frequent conflicts or poor relationships with teachers, leading to disengagement in class?

Parents have not taken part in meetings or joint initiatives to support Iancu, and they have evaded all attempts at communication from teachers.

**3.5 School Environment:** Is the student showing discomfort or dissatisfaction with the school environment, such as feeling unsafe or unsupported?

Parents are still not involved in efforts to establish a nurturing and productive environment for Iancu, but they have not voiced any concerns regarding the school environment.

**3.6 Technological Barriers:** Does the student have difficulty accessing or using technology needed for learning, such as computers or internet access at home?

Iancu appears to have access to necessary technology, with no barriers reported by parents.

### 4. Personal Factors

**4.1 Low Motivation:** Does the student express a lack of interest in school subjects or show signs of disengagement from learning?

Parents have not addressed Iancu’s lack of interest in academics or encouraged engagement in school activities.

**4.2 Self-Esteem Issues:** Does the student display low confidence in their academic abilities or frequently express feelings of inadequacy?

There is no evidence of parents recognizing or addressing Iancu’s likely low self-esteem tied to academic struggles.

**4.3 Behavioral Issues:** Is the student involved in frequent behavioral problems, such as tardiness, absenteeism, or disruptions during class?

The parents have not worked with school to address behavioral issues.

**4.4 Goals and Aspirations:** Does the student show little interest in future educational or career goals?

Parents have not demonstrated efforts to guide Iancu toward setting future educational goals.

**4.5 Adaptability:** Does the student struggle with adapting to new situations, such as changes in routine, new subjects, or different teaching styles?





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New learning challenges and Iancu's adjustment to school routines have gone unaddressed because parents have not actively supported them.

### 5. *Intervention Readiness*

**5.1 Response to Support:** Has the student shown resistance to support strategies provided by the school, such as tutoring or counseling?

Parents have refused to use special education plans or counseling, among other support services offered by the school.

**5.2 Willingness to Communicate:** Does the student express reluctance to communicate openly with teachers, counselors, or peers about their struggles?

Parents are unresponsive to school communications, avoiding all forms of collaboration.

**5.3 Parental Involvement:** Are the student's parents or guardians reluctant to engage with school staff or collaborate on support plans?

Parental involvement is minimal to non-existent, presenting a significant barrier to any collaborative effort to support Iancu's academic and personal development.



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