

WP2.A – Elena’s Case Study Checklist

Checklist for ICF-Based Analysis for STUDENT

Multidimensional assessment

Self-esteem questionnaire based on the five factors highlighted in the TMA Multidimensional Self-Esteem Assessment Test (Bruce A. Braken, 2003): emotional control, interpersonal relationships, body perception, family relationships, academic success.

1. **Emotional control:** I enjoy life. I am afraid of many things. **I am not a happy person.** I am proud of myself. I feel like a failure. I am happy with myself as I am. I am too emotional. I have good self-control. Sometimes I feel like I am worthless. I feel loved. I feel insecure. I am usually very relaxed.
2. **Body perception:** I like my body/look. I would change something about my body. I’m good at sports. I’m good at gymnastics.
3. **Interpersonal relationships:** I wish my friends would like me more. **I fear my classmates won't like me.** My friends listen to my ideas. **My classmates make me feel incompetent.**
4. **Family Relationships:** I am a good son. My parents are proud of me. **My parents would like me to be different.** My family is not happy with me. I am satisfied in my family. I have a beautiful family.
5. **Academic success:** I am proud of my grades in school. I am satisfied with myself in school. **I do poorly in some/many subjects. I wish I were better in school.** I do well in classwork. I am unhappy with my school results. I do well in some subjects. I am slow in completing my schoolwork. I wish I understood the lesson better.

Questions about strategic skills in studying based on the QSAr (Michele Pellerey)

- **When I get a bad grade I feel discouraged.** I feel capable of successfully completing my study commitments.
Elena’s disengagement was caused mostly by poor academic performance.
- I feel very uncomfortable during a written assignment or test even when I am well prepared.
Elena’s lack of motivation and emotional struggles hindered her confidence in completing tasks.
- When I do well during a test I think that luckily the teacher asked me something I knew.
“I feel very uncomfortable during a written assignment or test.”
Anxiety and low self-esteem contributed to discomfort in evaluative situations.
- When I start doing a test in class I am convinced that I can do well.
Her low self-esteem and previous academic struggles would undermine her confidence.

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?

No frequent signs of physical illness or discomfort were reported, but emotional distress linked to Elena's home environment significantly affected her concentration.

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 were noted or 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?

Elena displayed signs of emotional instability, frustration, and low self-esteem, likely caused by abuse and neglect at home, impacting her participation in school activities.

2. Activities and Participation

2.1 Class Participation: Does the student often avoid participating in classroom discussions or group work? Elena avoided participating in classroom discussions or group work and became increasingly disengaged as her personal challenges intensified.

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

Frequently failed to complete or turn in homework, particularly during periods of heightened stress at home.

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

Exhibited social isolation and struggled to form meaningful friendships. Her frustration occasionally escalated to verbal and physical aggression toward peers.

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?

Showed reluctance to engage in sports or physical education, which may indicate a broader pattern of disengagement.

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

Demonstrated signs of poor attention and memory, likely exacerbated by emotional distress and her challenging home environment.

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)?

Elena lacked adequate family support for academic achievement. Her mother's abusive behavior and neglect created a barrier to her success.

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

Peer relationships had minimal positive influence on Elena, with external factors, such as her older partner, negatively impacting her decisions.

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

Frequent conflicts with peers were observed, and Elena struggled to maintain positive relationships due to her frustration and aggression.

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

No significant conflicts with teachers were reported, but Elena's disengagement and reluctance to communicate hindered support efforts.

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

Elena did not explicitly express dissatisfaction with the school environment but failed to connect or feel supported, which contributed to her withdrawal.

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

No issues were reported.

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?

Elena displayed a lack of interest in school subjects and disengaged from learning activities as her personal challenges intensified.

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

Struggled with low confidence in her academic abilities, feeling inadequate and unsupported.

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

Exhibited behavioral problems, including verbal and physical aggression toward classmates and a growing pattern of absenteeism.

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

Displayed little interest in future educational or career goals, likely due to her immediate personal struggles.

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

Struggled to adapt to structured school routines, likely stemming from her chaotic home environment and emotional challenges.

5. Performance Indicators

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

Demonstrated a significant decline in grades over time, culminating in her inability to progress in the 8th grade.

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

Frequent absences and extended periods of non-attendance were recorded, leading to her eventual dropout.

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

Teachers consistently reported concerns about Elena's academic performance, behavior, and disengagement.

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

Elena was involved in incidents of physical aggression toward classmates but was not subjected to formal disciplinary measures.

6. Intervention Readiness

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

Displayed resistance to support strategies, including counseling and encouragement to engage in extracurricular activities, as her challenges escalated.

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

Reluctant to communicate openly with teachers or counselors, limiting the effectiveness of intervention efforts.

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

Parents, particularly Elena's mother, were unresponsive and disengaged, creating significant barriers to implementing support plans.

Checklist for ICF-Based Analysis for SCHOOL LEADERS



1. Environmental Factors

1.1 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?

Elena lacked adequate family support. Her mother, facing personal struggles, failed to provide emotional or academic guidance, leaving Elena overburdened with caregiving responsibilities.

1.2 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?

Elena was negatively influenced by an older partner, which ultimately led to her leaving school. No evidence suggests strong positive peer relationships that could counterbalance this influence.

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

Elena was negatively influenced by an older partner, which ultimately led to her leaving school. No evidence suggests strong positive peer relationships that could counterbalance this influence.

1.4 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?

While Elena did not exhibit direct conflicts with teachers, her disengagement and reluctance to communicate affected her ability to benefit from their support.

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

Elena did not explicitly express dissatisfaction with the school environment. However, her lack of connection with the school community contributed to her disengagement.

1.6 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)?

There were no reported barriers regarding Elena's access to technology for learning purposes.

2. Personal Factors

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

Elena displayed significant disengagement and lack of motivation, as evidenced by her declining academic performance and reluctance to participate in school activities.

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

Elena exhibited low self-confidence, likely stemming from her challenging home life and perceived academic failures.

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

Frequent absenteeism and incidents of aggression toward classmates highlighted behavioral issues rooted in frustration and emotional instability.

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

Elena showed little interest in future educational or career goals, reflecting a sense of hopelessness and limited long-term planning.

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

Elena struggled to adapt to structured school routines and diverse teaching methods, likely due to the chaotic nature of her home environment.

3. Performance Indicators

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

Elena experienced a significant decline in grades and overall academic performance, culminating in her failure to progress in the 8th grade.

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

Elena had a history of frequent absences and eventually stopped attending school altogether.

3.3 Teacher Observations: Have teachers raised concerns about the student's academic performance, motivation, or behavior?

Teachers consistently reported concerns about Elena's academic performance, behavior, and lack of engagement.

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

Elena was involved in verbal and physical altercations with peers, but no formal disciplinary measures were recorded.

4. Intervention Readiness

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

Elena showed resistance to available support measures, such as tutoring and counseling, particularly as her personal challenges escalated.

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

Elena avoided open communication with school staff, making it difficult to address her challenges effectively.

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

Elena's mother was highly unresponsive to the school's attempts to engage, significantly limiting the scope of potential interventions.

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?
Elena consistently avoided participating in class discussions and group work, showing limited engagement with classroom activities.

1.2 Homework and Assignments: Does the student frequently fail to complete or turn in homework and other assignments on time?
Regularly failed to complete or submit homework, which reflected her declining motivation and increasing disengagement.

1.3 Social Interaction: Does the student appear isolated or have difficulty forming and maintaining friendships with peers?
Appeared socially isolated and struggled to form meaningful friendships. Occasional physical and verbal conflicts with peers exacerbated her 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?
Demonstrated reluctance to engage in sports or physical education, further limiting her involvement in school life.

1.5 Cognitive Performance: Is the student showing signs of poor attention, memory, or other cognitive difficulties that affect learning?
Exhibited signs of poor attention and memory, likely linked to emotional distress and her challenging home environment, which hindered her ability to focus on 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)?
Elena had minimal family support for her academic success. Her mother's neglect and abusive behavior created significant barriers to her progress.

2.2 Peer Influence: Is the student negatively influenced by peers, such as engaging in behaviors that disrupt learning or lower academic motivation?
Elena was negatively influenced by an older partner, leading her to abandon school and move to Italy. Positive peer influences were absent in her case.

2.3 Peer Interaction: Does the student have frequent conflicts or poor relationships with peers?
Elena often had conflicts with peers, resulting in strained relationships that further isolated her within the school environment.

2.4 Teacher Interaction: Does the student have frequent conflicts or poor relationships with teachers, leading to disengagement in class?
While there were no overt conflicts with teachers, Elena's reluctance to communicate and engage limited the effectiveness of their support.

2.5 School Environment: Is the student showing discomfort or dissatisfaction with the school environment, such as feeling unsafe or unsupported?
Elena did not explicitly express dissatisfaction with the school environment, but her lack of connection with peers and teachers suggested she felt unsupported or disconnected.

2.6 Technological Barriers: Does the student have difficulty accessing or using technology needed for learning, such as computers or internet access at home?
There were no indications of technological barriers affecting Elena's ability to learn.

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?

Elena displayed a marked lack of interest in school subjects, which became increasingly evident as her personal challenges escalated.

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

Struggled with low self-esteem and feelings of inadequacy, which were compounded by her academic difficulties and home environment.

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

Elena frequently exhibited behavioral problems, including verbal and physical aggression, as well as chronic absenteeism.

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

Elena frequently exhibited behavioral problems, including verbal and physical aggression, as well as chronic absenteeism.

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

Faced challenges in adapting to structured routines and diverse teaching methods, largely due to her chaotic home environment.

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?

Showed resistance to support measures, including counseling and tutoring, as her emotional and personal struggles deepened.

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

Expressed reluctance to openly communicate with counselors or teachers, making it difficult to address her challenges effectively.

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

Her mother was unresponsive and disengaged, significantly limiting the school's ability to implement collaborative support plans.

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?

Elena did not display significant physical health issues impacting attendance or concentration, but her emotional state affected her overall well-being.

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

No reported sensory impairments affecting her ability to learn or engage in school activities.

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?

Signs of emotional instability and low self-esteem, linked to her abusive home environment, significantly impacted her ability to participate in school.

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?

Elena frequently failed to complete homework or other assignments, which reflects her lack of support and guidance at home.

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

Elena had difficulty forming and maintaining friendships due to her social isolation and conflicts with peers, likely stemming from frustrations at home.

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?

Showed minimal participation in physical activities, further highlighting her disengagement from school life.

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

Emotional distress and neglect at home contributed to poor attention and memory, impacting her learning and cognitive 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)?

Elena's family provided little to no academic or emotional support. Her mother's neglect and abusive behavior created a hostile home environment, leaving her overburdened with caregiving responsibilities.

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

Elena was negatively influenced by an older partner, who encouraged her to leave school and move to Italy.

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

Conflicts with peers were frequent, and Elena struggled to maintain positive relationships, which exacerbated her isolation.

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

While no direct conflicts with teachers were reported, Elena's reluctance to engage with them limited the effectiveness of their support.

3.5 School Environment: Is the student showing discomfort or dissatisfaction with the school environment,

such as feeling unsafe or unsupported?

Elena did not express dissatisfaction with the school environment, but her lack of connection to peers and teachers highlighted feelings of disconnection.

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

No issues with accessing technology for learning purposes were identified.

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?

Demonstrated a clear lack of interest in schoolwork, likely influenced by her struggles at home and her feelings of inadequacy.

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

Elena exhibited low confidence in her academic abilities and frequently expressed feelings of failure and inadequacy.

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

Displayed verbal and physical aggression toward classmates, indicating frustration and emotional instability.

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

Showed little to no interest in future educational or career goals, reflecting a lack of hope or vision for her future.

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

Struggled to adapt to structured routines and new subjects, likely due to the instability of her home life.

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?

Elena was resistant to school-provided support measures, including counseling and encouragement for extracurricular participation.

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

: Expressed reluctance to communicate openly with teachers or counselors, hindering efforts to address her challenges effectively.

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

Her mother was unresponsive to the school's outreach efforts, significantly limiting the potential for collaborative support plans.