

Child-centered Theme: (strengths/weaknesses)	David becomes anxious and overwhelmed with school work	David appears to have difficulties with peer relationships	David has developed positive relationships with several teachers	David has close and supportive relationships with his family
Evidence from Formal Assessments:	<ol style="list-style-type: none"> 1. RCMAS total score 99th percentile 2. Parent BASC clin sign. for Anxiety, Withdrawal 3. BASC Self-Report clin. Sign. For Anxiety, Sense of Inadequacy 	<ol style="list-style-type: none"> 1. BASC Self-Report clin sign for Social Stress 2. Parent BASC Clin sign for Atypicality, Withdrawal 	<ol style="list-style-type: none"> 1. 2. 3. 	<ol style="list-style-type: none"> 1. BASC self-report positive score for Relations with Parents 2. 3.
Evidence from Interviews, Observations, File Review:	<ol style="list-style-type: none"> 1. clinical interview-reports feeling “like crying” when receives B or lower 2. Previous Teachers report frequent crying during class 3. During testing, appeared nervous, made many self-deprecating comments 	<ol style="list-style-type: none"> 1. Clin. Int: reports “feels like I have no friends” Indicates no time for friendships due to academic pressures 2. Obs. in cafeteria-sat by himself –no peer engagement 3. Teachers all report that he infrequently interacts with peers —seems “shy” 	<ol style="list-style-type: none"> 1. Both his science and math teacher report that David often seeks them out when he is upset about things 2. Observation: seems comfortable interacting with math teacher 	<ol style="list-style-type: none"> 1. Clinical interview: reported that he reached out to parents for support 2. Parent interview: mom indicates that he feels comfortable talking with her about issues
Divergent information:	Some current teachers’ BASCs do not indicate any clinically significant areas of concern	N/A	David does not always use this teacher support system when anxious in school	N/A

Potential explanations for divergent information:	<p>David reports in interview better coping skills during school when anxious.</p> <p>Potential differences in class structure, performance in each class</p>	<p>N/A</p>	<p>When overwhelmed, may not have skill to reach out during school</p>	<p>N/A</p>
Follow-up Needed to understand conflicting assessment results	<p>Follow-up with teachers and David about coping skills used during class.</p>	<p>N/A</p>	<p>Follow-up with teachers and David</p>	<p>N/A</p>