

## Proposed form of the colloquial case study

Dear students,

This is a possible outline of your colloquial case study. However you can design it the way suitable for you. During the colloquium will be evaluated the complexity with which you thought about the case and how you can put it into developmental psychology context.

Proposed length of the case study is 3-5 pages.

It is advisable to think about each point in more detail, bellow are the key areas putting the child's case into developmental context.

In the first part of the case report (till the summary section), record only what you see (without any interpretations).

The summary is the most important part of the case study, in this part you integrate all the data you have gathered into developmental psychology context.

### Heading:

Child's name (fictive):

Child's age:

Grade:

### Explanation of reasons for choosing the child for the case report

Characteristics that makes child specific

*(what makes the child special, what is the question I would like to address)*

### Case description of the child

- Personality traits/characteristics

Purposefulness, ambition, aggressiveness, impressibility, egocentrism, tolerance, envy, impulsiveness, anxiety, self-confidence, self-control, adaptability, petulance, frustration tolerance etc.

- Attitude towards school and education

Interest, responsibility, attitude in specific subjects, attitude towards duties, truancy, etc.

- Work and engagement in lessons

Activity, motivation, degree of autonomy, cooperation skills (teacher / classmates), concentration, distractability, etc.

- Peer relationships

Friendly, indifferent, distrustful, conflicting, position in the collective, etc.

- Relationships with teachers

Attitude towards authority, respect for instructions, consistency between individual teachers, endeavor to please, etc.

- Conduct disorders

Attention disorders, hyperactivity, lying, fraud, theft, threats, bullying, truancy, runaways, infantility, aggressiveness (verbal, physical), problems in social relationships, etc.

- Strengths and school achievements

- Possible causes of school failure

Reduced intellect, lack of effort, attention problems, frequent absence, specific learning disabilities, lack of interest in education, problems with classmates, absence of family support, etc.

- Family background

Family - complete / incomplete / supplemented, substitute family care, number of siblings, mutual relationships, education style and educational approaches (complete freedom, adequate, strict, punishing, inconsistent, abusive and neglecting, hyperprotectivity)

- School-parent communication

Frequency, qualities of cooperation

- Hobbies and leisure time activities

Music, reading, interactive media, PC, internet, hobbies friends, sports, etc.

- Specific learning disabilities / learning difficulties

Dyslexia, dysorthography, etc.

- Health problems

Diagnosed by a doctor or a clinical psychologist

- Classification in specific subjects

Is it balanced? Are there any discrepancies? Why is that so?

- Other important information

- What we have tried already?

What the staff have already tried and what was the outcomes?

### **Summary + putting the case into developmental psychology context**

Reflection of the case in the context of developmental-psychology – range unlimited. It is advisable to think about the child in the context of its developmental period - developmental possibilities and typical problems (moral development, cognitive development, Erikson's theory of 8 ages, biological development, possible indicators of psychosocial deprivation, etc.).

The best way to do this is to think about the data that sets the theory and compare it with the actual case of the child and trying to outline the reasons why

- Plans for future intervention