### Martelle
Martelle is a six-year old boy placed in a residential treatment center by court order. He has been in a series of foster homes and has been previously hospitalized due to oppositional and assaultive behavior. At times, Martelle appears depressed, talks about suicide, and describes seeing flies coming out of his ears (hallucinations).

Martelle has attended special preschool and summer school programs and now attends a kindergarten class at the center. He needs close supervision with peers and has great difficulty responding to redirection or accepting “no” for an answer.

### Amy
Amy is ten years old and placed in a resource room program with inclusion in a regular fourth grade classroom. Amy has been in a behavioral disorders program for five years in three states. Her behavioral programming has become less intrusive, but external management and support from teachers continues to be necessary. She receives social skills instruction delivered informally in integrated settings.

Next school year Amy will attend a middle school facing new challenges with behavioral and academic programming.

### Deangelo
Deangelo is 14 years old and attends eighth grade in an alternative school in his home school district. He has been involuntarily placed in this school due to behavior difficulties in the seventh grade.

Since moving to this school district two years ago, Deangelo has hung out with the wrong crowd, acted up in school, smoked pot, and gotten in trouble with the law. His principal at the alternative school says he is an “uncivilized” child but workable. He has trouble sustaining effort, enjoys positive attention, and refuses to accept responsibility for his own inappropriate behavior.
**Chelsea**

Chelsea is almost five years old and lives with her mother in their home. She has no siblings.

Chelsea has attended a community daycare for two years, where there have been concerns about aggressive behavior toward peers and adults. At age 4-1/2, Chelsea received services from a mental health agency while continuing to be enrolled at the childcare program. Chelsea was recently evaluated by Early Childhood Special Education and qualified for special services in the areas of behavior and language.

Currently, Chelsea attends the daycare for two hours in the early morning and then transitions to an inclusionary preschool where she receives services. The classroom teachers describe Chelsea as “attention-seeking and sometimes sneaky.”